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Secondary teaching and learning resources 2023



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salve

zdravstvuyte

konnichiwa

olá

hello

bonjour

asalaam
alaikum

hola

anyoung
haseyo

guten
tag



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Brighter Thinking

Better Learning

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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.

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Becoming a Cambridge International School

Schools that register to offer Cambridge Lower Secondary, Upper Secondary and Advanced benefit from broad and balanced curriculums that develop knowledge and skills, and provide an excellent foundation for the next stage of education and life.



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 Lower Secondary, Upper Secondary and Advanced programmes are designed around this principle.

As a Cambridge International School that offers Cambridge curriculums you can access:

- A wide range of subjects including English, mathematics and science, depending on your local needs
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- A secure online support site with resources including syllabuses, schemes of work and teacher guides that help you understand the syllabus and plan engaging lessons for your students
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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.

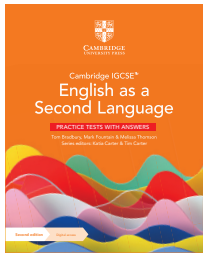


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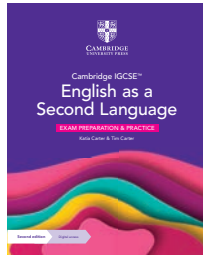
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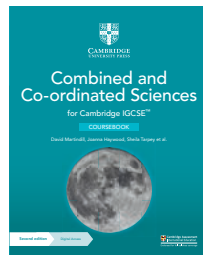


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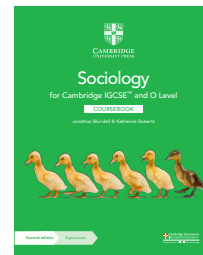


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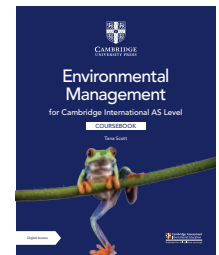
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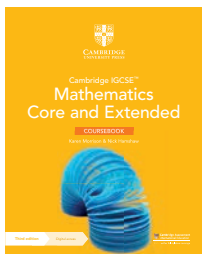


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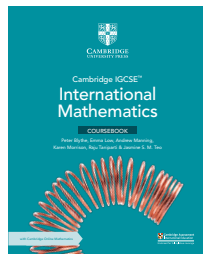


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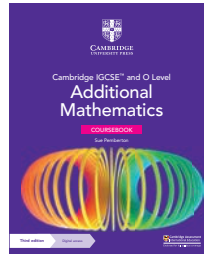
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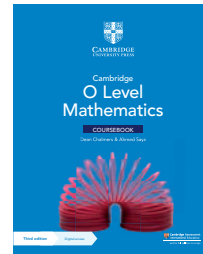
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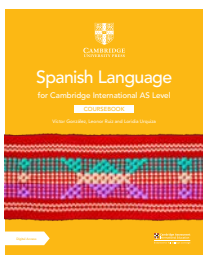


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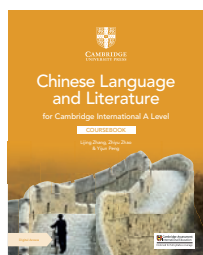
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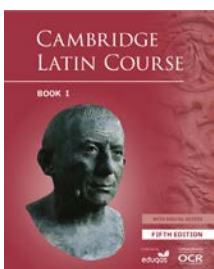
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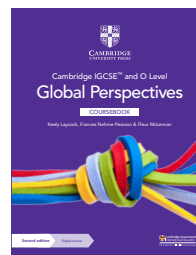


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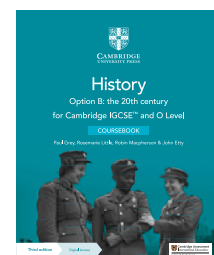


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Introductions to learning stages

Cambridge Lower Secondary

Our endorsed Cambridge Lower Secondary series 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 them prepare for Cambridge IGCSE™ or Cambridge O Level.

Cambridge IGCSE™

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

Cambridge O Level

Cambridge O Level is an internationally recognised qualification equivalent to Cambridge IGCSE. It provides learners with excellent preparation for Cambridge Advanced as well as other progression routes.

Cambridge International AS & A Level

Cambridge International AS & A Levels are international benchmarked qualifications, providing excellent preparation for university education.



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.

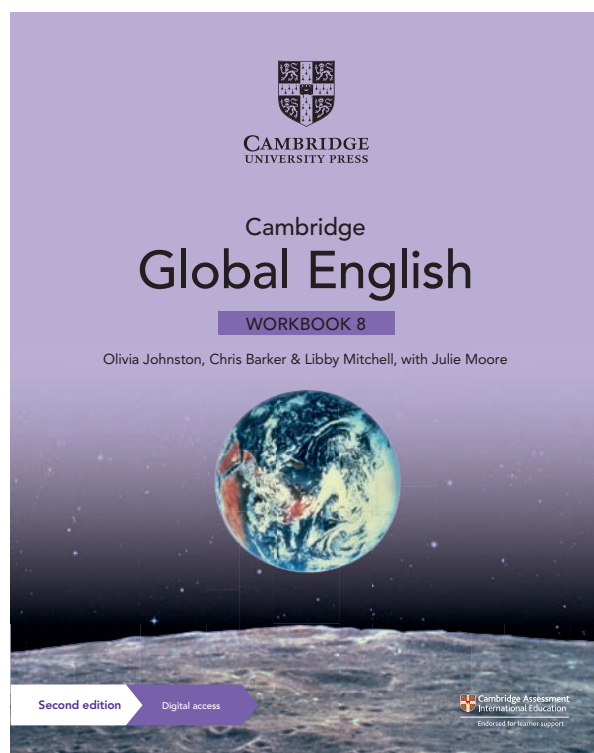
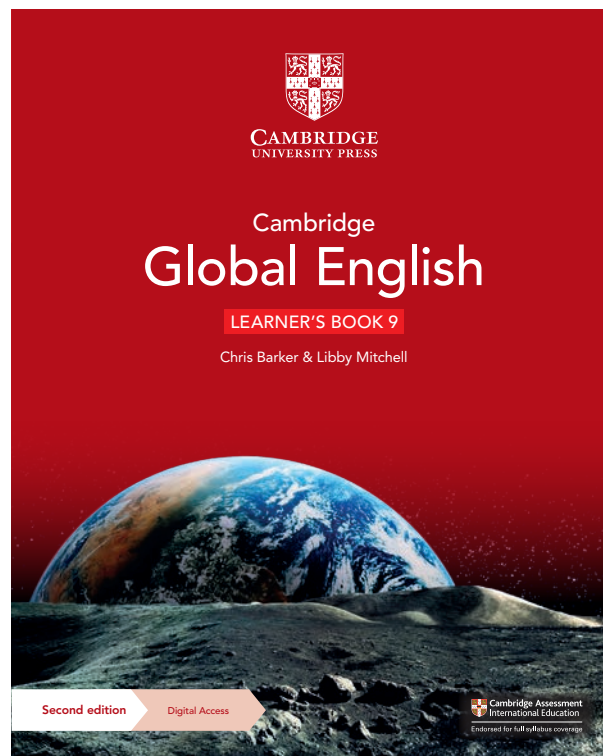
All our resources come with digital access so you'll be supported whether you're in the classroom or teaching remotely.

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 second 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.

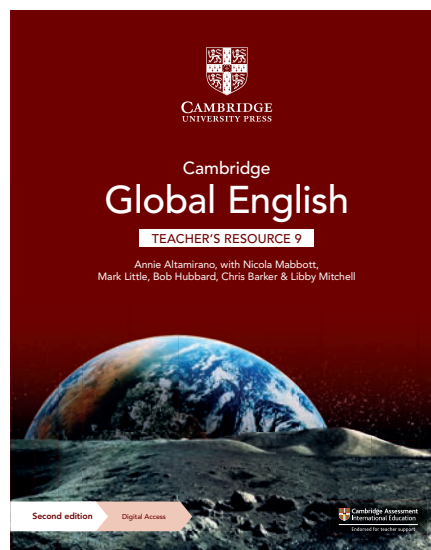


Teacher's resources

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 photocopiable 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

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

Eliud

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

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 ... |
| 2 We have to change the way we think about clothes and fashion. | Because ... For example, ... I mean ... Yes, but ... |
| 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. | I see what you mean. Yes, I agree. No, I don't agree. |

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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 |
|--|---------------------|---------------------|---------------------|
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| 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.

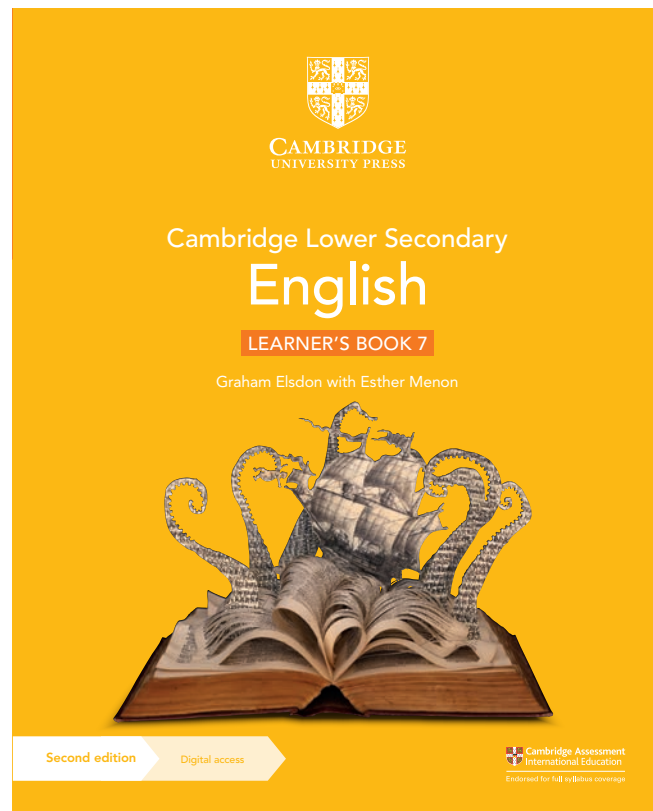
All resources come with digital access, so however you're teaching this year, we can support you.

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

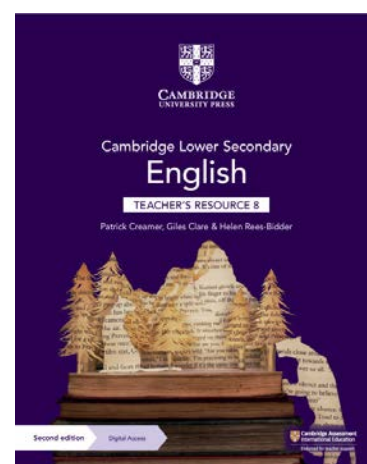
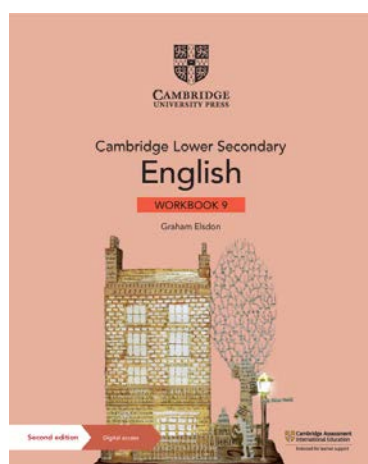
With varied activities – including quizzes, completing sentences and identifying words – these workbooks help students to practise what they have learnt. Three-tiered activities provide support for differentiation. Ideal for use in the classroom or at home.



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 and tests 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 English*. Also, find out more about our digital support. See pages 85–86.



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

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 | |

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?

International texts chosen to engage learners from around the world.

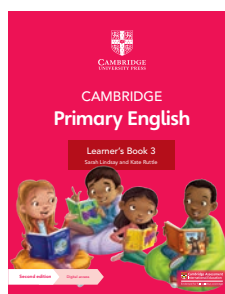
Clear explanations of key language and grammar.

Also see

Cambridge Primary English

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

Visit <https://bit.ly/cambridgeprimaryenglish> to explore the resources.



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| Teacher's resource with digital access | ✓ 978-1-108-78212-8 | ✓ 978-1-108-78214-2 | ✓ 978-1-108-78216-6 |

Cambridge Grammar and Writing Skills

Mike Gould, Eoin Higgins and Annie Altamirano

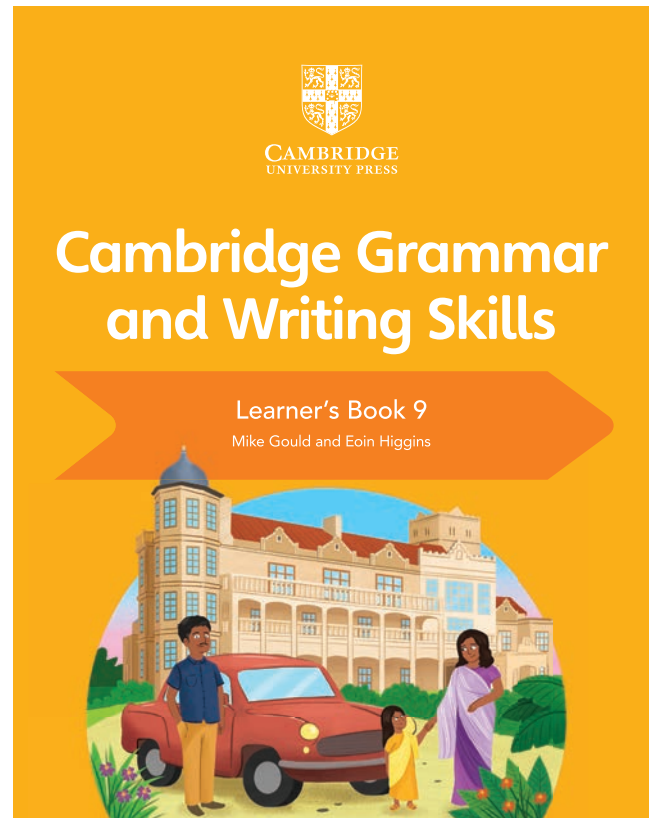
Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the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



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



Visit <https://bit.ly/3B0o319> to hear more from author **Annie Altamirano**

| | |
|--|-------------------|
| 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 |

Centre for Evaluation & Monitoring

“We have found CEM’s data to help us develop informed teaching and learning interventions before the start of each Cambridge course. **This has led to better exam results.**”

Jackline Aming’a

Head of Oshwal Academy Mombasa, Kenya

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 provides insight that would normally take weeks in the classroom



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

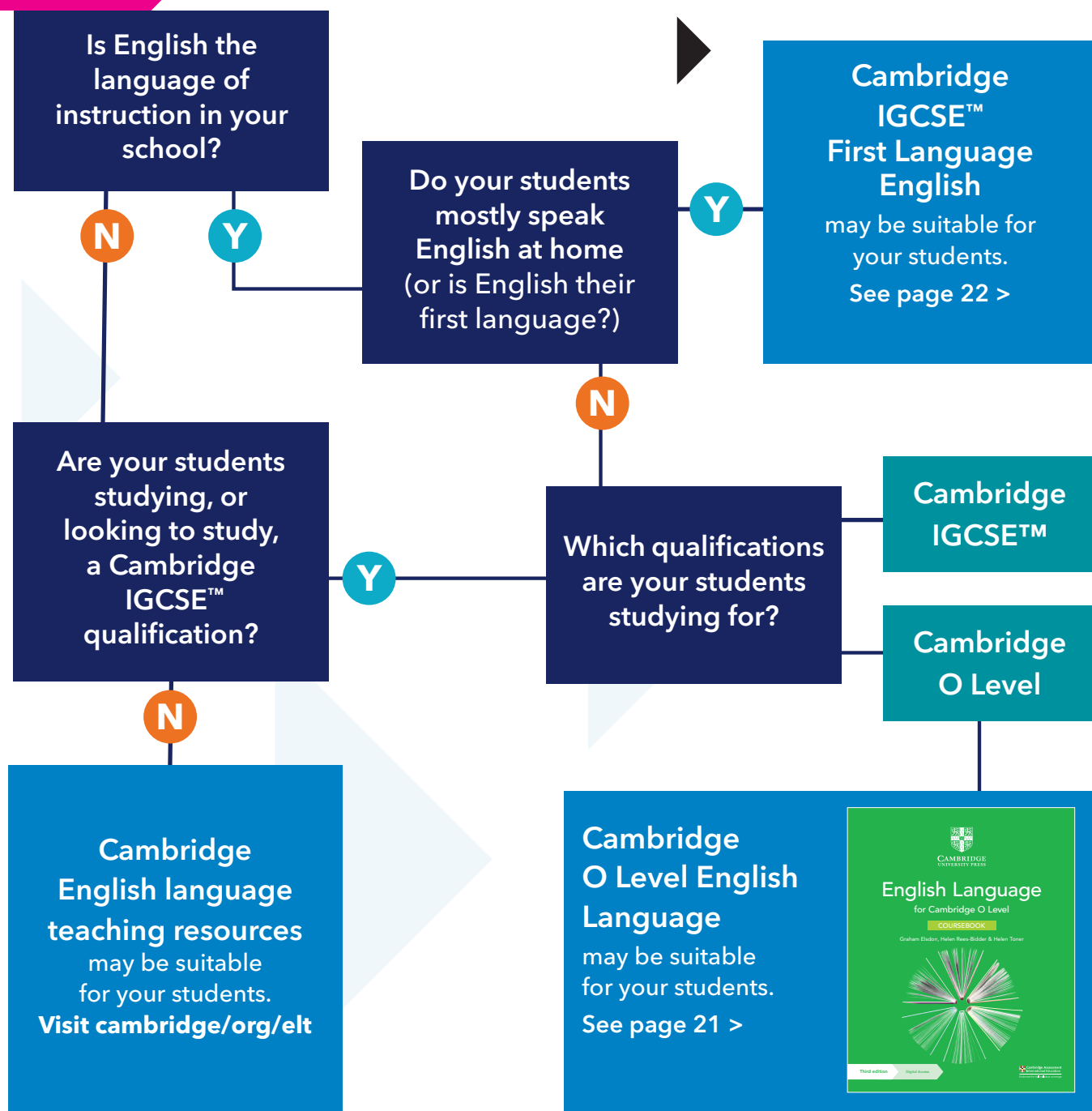


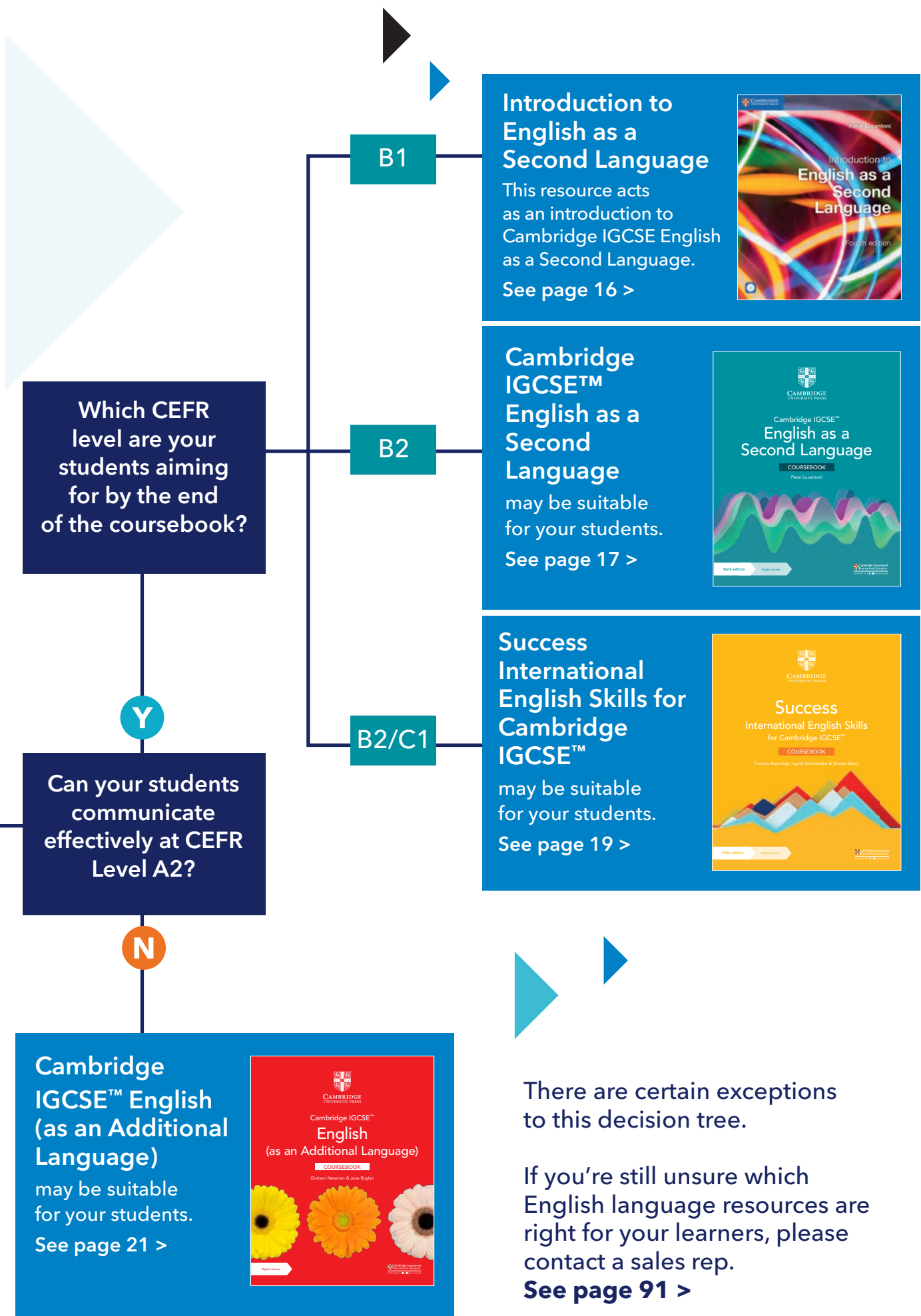
Understand how your students are likely to perform at Cambridge IGCSE, Cambridge O Level and Cambridge International AS & A Level

Which English language resources are right for my students?

Choice is a good thing, but knowing which English language resources are right for your learners aged 14 to 16 can be a challenge with so many great series on offer. Use the decision tree below to help you choose the right resources for your students.

Start



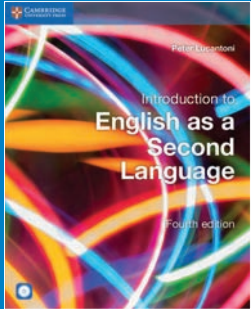


B1

Introduction to English as a Second Language

This resource acts as an introduction to Cambridge IGCSE English as a Second Language.

See page 16 >

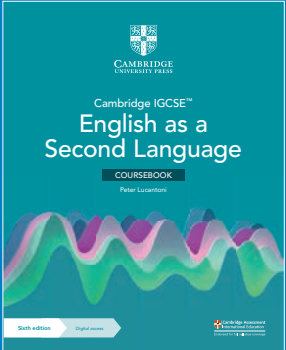


B2

Cambridge IGCSE™ English as a Second Language

may be suitable for your students.

See page 17 >

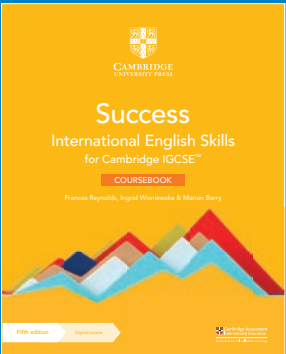


B2/C1

Success International English Skills for Cambridge IGCSE™

may be suitable for your students.

See page 19 >



Which CEFR level are your students aiming for by the end of the coursebook?

Y


Can your students communicate effectively at CEFR Level A2?

N

Cambridge IGCSE™ English (as an Additional Language)

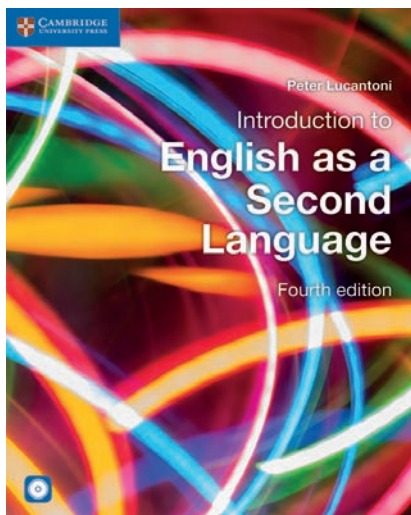
may be suitable for your students.

See page 21 >




There are certain exceptions to this decision tree.

If you're still unsure which English language resources are right for your learners, please contact a sales rep.
See page 91 >



CEFR: B1^



Introduction to English as a Second Language

Fourth edition

Peter Lucantoni

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

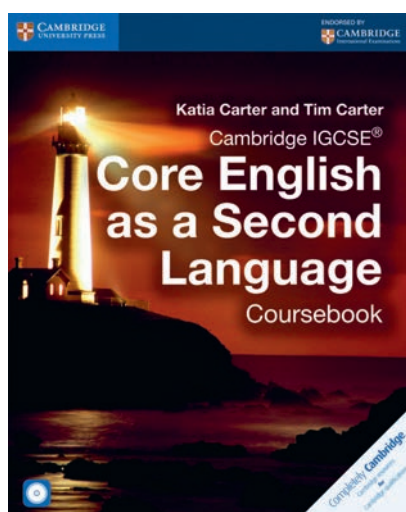
Coursebook

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

Teacher's resource

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

| | |
|--------------------------|-------------------|
| Coursebook with audio CD | 978-1-107-68698-4 |
| Workbook | 978-1-107-68881-0 |
| Teacher's book | 978-1-107-53276-2 |



CEFR: B1-B2^



Cambridge IGCSE™ Core English as a Second Language

Katia Carter and Tim Carter

Learn English skills with interesting topics from social media, to the life of an astronaut. This series has a strong focus on vocabulary and grammar in context, helping students improve their general level of English. Its familiar structure is suited to schools new to Cambridge IGCSE. The final examination year for this series is 2023.

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

| | |
|--------------------------|-------------------|
| Coursebook with audio CD | 978-1-107-51566-6 |
| Teacher's resource book | 978-1-107-51571-0 |

^ Common European Framework of Reference for Languages

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

Cambridge IGCSE™ English as a Second Language

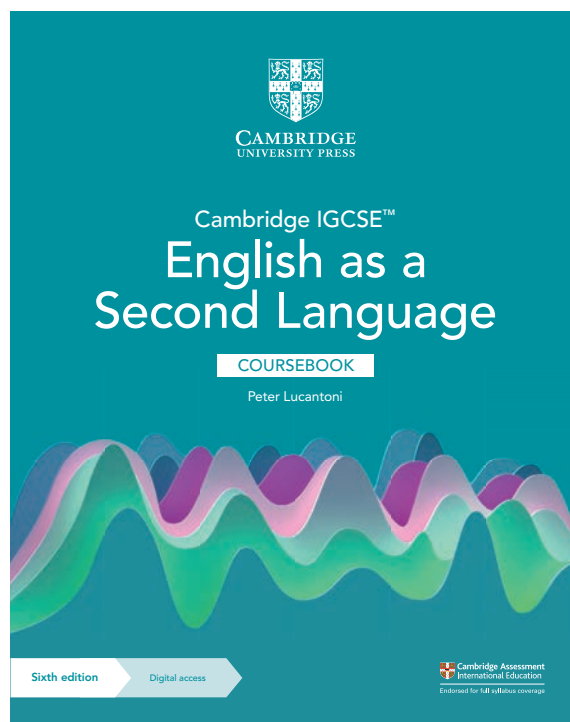
Sixth edition

Peter Lucantoni and Lydia Kellas

Suitable for Cambridge IGCSE and IGCSE (9-1) English as a Second Language syllabuses (0510/0511/0991/0993) for examination from 2024. Also suitable for students seeking an exit level of B2 on the Common European Framework of Reference for Languages (CEFR).

Coursebook with digital access

- A clear focus on the four key skills of reading, writing, speaking and listening via interesting topics such as leisure and travel
- Projects help students to develop 21st century skills like critical thinking, collaboration and communication
- Exam-style questions help prepare students for assessment and build key skills
- Step-by-step writing sections, with sample answers, enable students to write more effectively
- Audio tracks, videos and downloadable materials, such as text extracts, available via **Cambridge GO**



Workbook with digital access

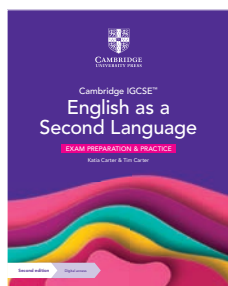
- Follows the structure of the coursebook to help learners build on skills they've developed
- New 'Language focus' feature with three tiers of differentiated activities ensures grammar support for all abilities
- Each unit split into four key practice areas: Vocabulary, Language, Skills (e.g. reading, listening) and Exam-style practice
- Write-in book, suitable for use in class or as homework
- Audio tracks available via **Cambridge GO**



Also see

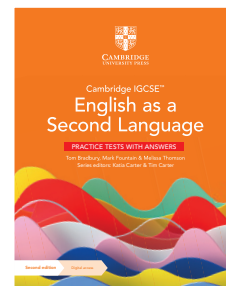
Cambridge IGCSE™
English as a Second
Language Exam
Preparation &
Practice

Turn to page 20 >



Cambridge IGCSE™
English as a Second
Language Practice
Tests

Turn to page 20 >



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

These pages are from the **Cambridge IGCSE English as a Second Language Coursebook**

Topic-based units.

Skills focus feature helps students to develop the skills they need for assessment and beyond.

Practice for each of the **four skills** in each unit plus vocabulary and grammar in context.

CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE: COURSEBOOK

Unit 1: Sports and free time


SKILLS FOCUS: Reading
You will read texts and write short answers to questions about them, to show that you have understood factual information and ideas.

LEARNING INTENTIONS
By the end of this unit you will be able to:

- understand and use a range of vocabulary related to the topic of sport and leisure activities
- understand and use verbs followed by the -ing form and to + infinitive
- communicate ideas in speech by making suggestions and expressing preferences
- understand the difference between skimming and scanning, and use both techniques
- identify and select information from a personal blog and an online article about sports and pastimes.

A Watch and talk

1 Watch the video on **Digital Classroom** about sports and free time. Your teacher will give you a task to complete.




Learning intentions help students take responsibility for their own learning and assess progress.

Engaging videos are available in the coursebook.

Unit 1: Sports and free time

B Speaking and vocabulary

1 Look at the pictures. What does each one show? Discuss your ideas in pairs and write down any words or phrases you can think of.
Example: a family playing a board game



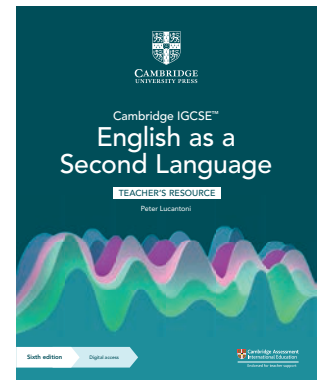
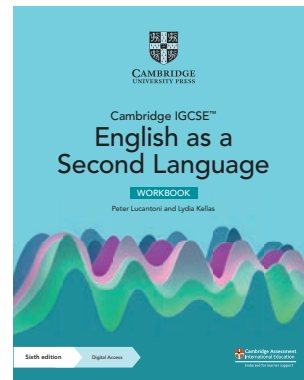
2 Do you prefer to take part in team sports and activities or individual ones? Why?

3 Which sports and leisure activities are popular in your country? Why do you think this is the case?

Critical thinking questions ask students to think more deeply.

Teacher's resource with digital access

- Includes 'How to use this series' guidance so you can get the most out of all of the features
- Extra end-of-unit tests and an exam-style practice test to help learners prepare for assessment
- Sample answers and commentary to support key problem areas for writing
- Step-by-step guidance through all of the activities in the coursebook, including answers and audio scripts
- Differentiation guidance with 'Support' and 'Challenge' suggestions to suit a variety of learners



Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders. Learn how to apply key teaching approaches effectively using the resources. **See page 85.**



| | |
|--|---------------------|
| Coursebook with digital access (2 years) | ✓ 978-1-009-03194-3 |
| Digital coursebook (2 years) | ✓ 978-1-009-01383-3 |
| Workbook with digital access (2 years) | ✓ 978-1-009-03196-7 |
| Teacher's resource with digital access | ✓ 978-1-009-09390-3 |

Success International English Skills for Cambridge IGCSE™

Fifth edition

Frances Reynolds, Ingrid Wisniewska, Marian Barry and Mark Little

Suitable for Cambridge IGCSE and IGCSE (9-1) English as a Second Language syllabuses (0510/0511/0991/0993) for examination from 2024. Also suitable for students seeking an exit level of B2+/C1 on the Common European Framework of Reference for Languages (CEFR).

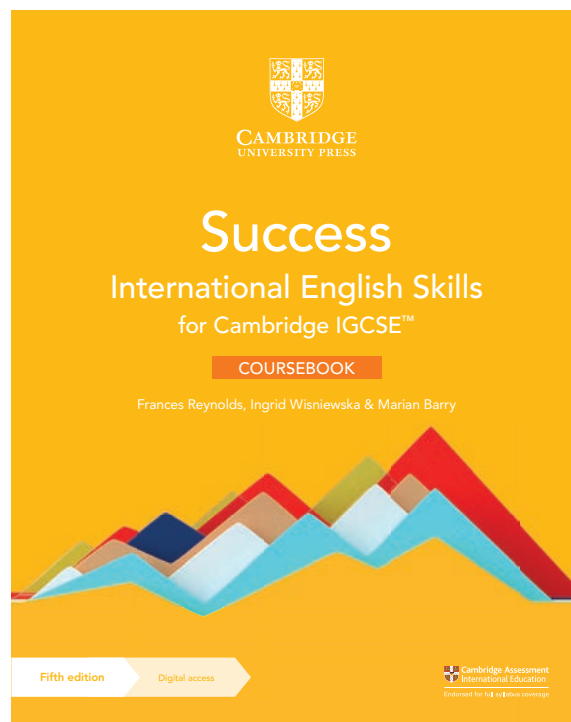
Coursebook with digital access

- Ten topic-based units, such as 'The search for adventure' and 'Fitness and wellbeing' covering reading, writing, speaking and listening with a focus on the assessment objectives
- From endangered animals to television and cinema, the 'International overview' feature highlights global themes in each of the units to engage learners and raise international awareness
- Exam-style questions help students prepare for assessment
- 'Advice for Success' feature motivates students to think about how they learn and develops study skills
- Downloadable files available via **Cambridge GO**, including audio tracks, videos and answers



Workbook with digital access

- Extra activities help students further develop skills they've learnt in the coursebook
- New exercises informed by common errors and misconceptions from the Cambridge Learner Corpus, a collection of examination answers from over 10,000 students taking Cambridge Assessment English exams
- Differentiation support ensures every learner is catered for
- Follows the same structure as the coursebook activities and units for ease of use
- Write-in activities help you track student progress as you work through the course



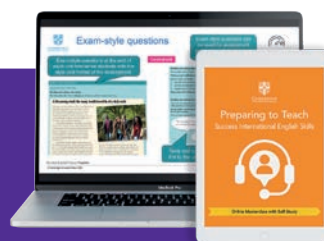
Teacher's resource with digital access

- 'How to use this book' guidance helps you get the most out of all of the pedagogical features
- Step-by-step guidance through all of the activities in the coursebook so you can feel confident in your approach
- Sample answers and author commentary help learners develop their ability to answer questions, with a focus on writing tasks
- Extra end-of-unit tests and an exam-style practice test help learners prepare for assessment
- Downloadable files include audio, answers, sample writing answers and tests, available via **Cambridge GO**



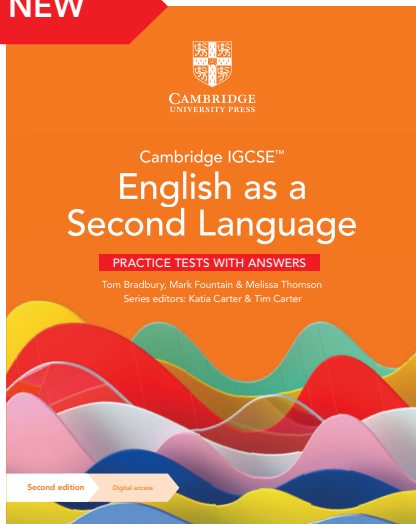
Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders. Learn how to apply key teaching approaches effectively using the resources. See page 85.



| | |
|--|---------------------|
| Coursebook with digital access (2 years) | ✓ 978-1-009-12254-2 |
| Digital coursebook (2 years) | ✓ 978-1-009-11399-1 |
| Workbook with digital access (2 years) | ✓ 978-1-009-12266-5 |
| Teacher's resource with digital access | ✓ 978-1-009-12273-3 |

NEW



NEW Cambridge IGCSE™ English as a Second Language Practice Tests

Second edition

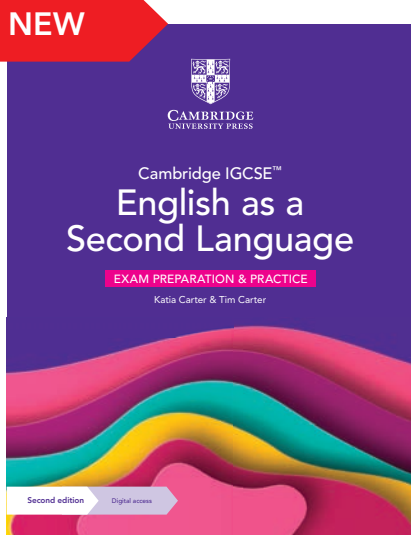
Katie Carter and Tim Carter

Give your students even more opportunities to practise for assessment and improve their exam skills.

- Four updated practice tests help students prepare for assessment and refine key English skills
- Oral exam prompts and audio support guide learners as they refine their listening skills
- Can be used alongside our *Cambridge IGCSE English as a Second Language* series on pages 17 and 18
- Available with or without answers in a print and digital bundle (0510/0511/0991/0993)

| | |
|---|-------------------|
| NEW English as a Second Language Practice Tests with Answers | 978-1-009-16596-9 |
| NEW English as a Second Language Practice Tests without Answers | 978-1-009-16608-9 |

NEW



NEW Cambridge IGCSE™ English as a Second Language Exam Preparation & Practice

Second edition

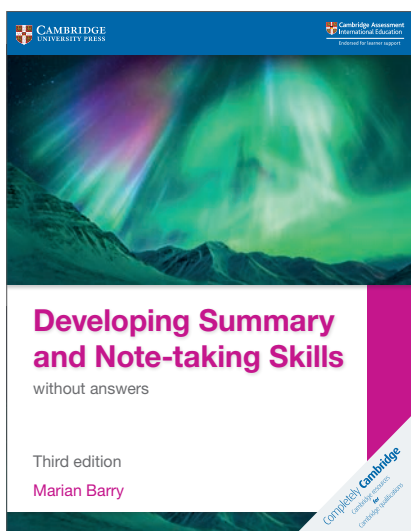
Katie Carter and Tim Carter

Designed for use alongside the final year of studies for Cambridge IGCSE English as a Second Language. Can be used alongside our *Cambridge IGCSE English as a Second Language* series on pages 17 and 18.

- Guided practice tests, audio and video help students feel prepared for assessment
- Interactive quizzes test exam skills, focusing on grammar, vocabulary and pronunciation
- Follows an active learning approach with a test-teach-test methodology
- Helps learners understand what to expect in their exam with features such as 'mock oral tests'
- Mark schemes and sample answers offer advice on how to structure answers
- Available as a print and digital bundle and updated for the revised syllabuses (0510/0511/0991/0993)
- Answers are on **Cambridge GO** and in the print resource



| | |
|--|-------------------|
| NEW English as a Second Language Exam Preparation & Practice | 978-1-009-30024-7 |
|--|-------------------|



Developing Summary and Note-taking Skills

Third edition

Marian Barry

- A specific Core level section provides differentiation between ability levels
- Mark schemes and sample answers help students understand how to structure their responses for their examinations
- Also suitable for English as a first language students

| | |
|---|-------------------|
| Developing summary and note-taking skills with answers | 978-1-108-81133-0 |
| Developing summary and note-taking skills without answers | 978-1-108-81132-3 |

Cambridge IGCSE™ English (as an Additional Language)

Graham Newman, Jane Boylan
and Annie Altamirano

Suitable for Cambridge IGCSE and IGCSE (9-1) English (as an Additional Language) (0472/0772) for examination from 2023. Also suitable for students seeking an exit level of A2/B1, as per the Common European Framework of Reference for Languages (CEFR).

Coursebook with digital access

- Wide range of activities to develop key reading, writing, speaking and listening skills
- Grammar support with accessible explanations of key grammar and English language rules
- 'Check your Progress' provides self-assessment opportunities so that students can reflect on what they have learnt
- 'Word box' gives learners quick and simple guidance on key vocabulary within the unit
- Exam-style questions at the end of every unit help prepare students for assessment

| | |
|--|---------------------|
| Coursebook with digital access (2 years) | ✓ 978-1-009-15005-7 |
| Digital coursebook (2 years) | ✓ 978-1-009-15003-3 |
| Digital teacher's resource access card | ✓ 978-1-009-15002-6 |
| Digital teacher's resource | ✓ 978-1-009-15007-1 |



Digital teacher's resource

- 'How to use this book' advice so that you can make the most of every feature
- Step-by-step guidance on the coursebook reading, writing, speaking and listening activities with suggested answers
- Differentiation support so you can guide struggling learners and challenge advanced students
- Engaging lesson ideas and homework activities to save you valuable planning time
- Downloadable worksheets available via **Cambridge GO**



Cambridge O Level English Language

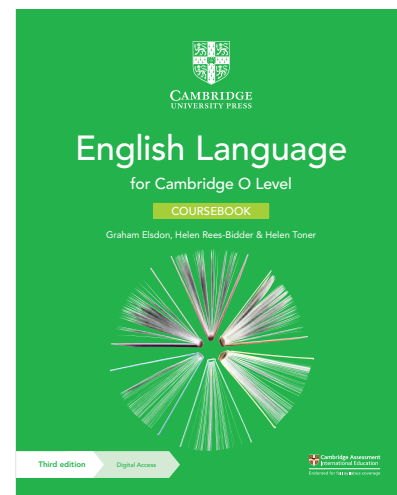
Graham Elsdon, Helen Rees-Bidder,
Helen Toner and Patrick Creamer

Suitable to support Cambridge O Level English Language (1123) for examination from 2024.

Coursebook with digital access

- A wide variety of student activities with step-by-step guidance, growing more challenging as the chapters progress
- 'Self-assessment' tables at the end of each chapter ask students to rate their confidence and prove their understanding, so you can see where they might need extra support
- 'Language support' boxes provide extra grammar support and activities for students so they can apply their learning
- 'Exam-style questions' and 'Sample answers' help students prepare for assessment and understand how to construct an answer

| | |
|--|---------------------|
| Coursebook with digital access (2 years) | ✓ 978-1-009-15010-1 |
| Coursebook (2 years) | ✓ 978-1-009-15011-8 |
| Digital teacher's resource | ✓ 978-1-009-09680-5 |
| Digital teacher's resource access card | ✓ 978-1-009-09682-9 |



Digital teacher's resource

- 'How to use this series' guidance helps you get the most out of all of the features inside the resources
- 'Assessment ideas' to help students prepare for examination and highlight where there are gaps in knowledge
- Differentiation guidance with 'Support' and 'Challenge' suggestions to suit a variety of learners
- Downloadable worksheets available via **Cambridge GO** to save you valuable lesson-planning time



Cambridge IGCSE™ First Language English

Fifth edition
Marian Cox

Cambridge IGCSE First Language English syllabuses
(0500/0990) for examination from 2020.

Whether you're teaching in school or remotely, tailor the course according to the needs of your class with a range of resources from Marian Cox.

Coursebook

- A wide range of international text types introduces students to a range of English-speaking countries
- An active learning approach integrates speaking and listening throughout
- Improved navigation between all three course components helps you to plan lessons and your students to understand learning objectives

Teacher's resource

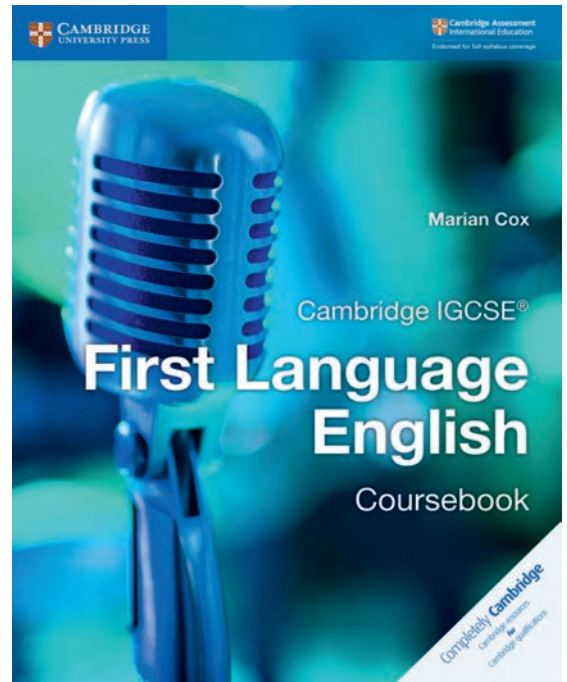
- 24 pre-planned lessons, worksheets and answer keys included in this print and digital bundle save you time when teaching the course
- 12 downloadable progress checks you can print and use with your class to reflect on their learning
- Enhanced with digital access to provide teaching support whether you're teaching in class or from home

Language and skills practice book

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

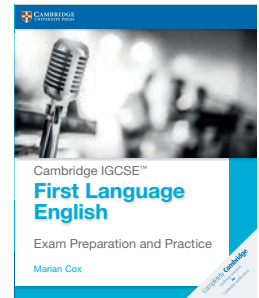
Digital Classroom

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



Exam Preparation and Practice*

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



“

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

Nicki Coombs, Director, Beaconhouse, Malaysia

Read more from author Marian Cox on our Brighter Thinking Blog.

<https://bit.ly/3h6SI4m>

Brighter Thinking
Blog ▶▶

| | |
|--|---------------------|
| Coursebook | ✓ 978-1-108-43888-9 |
| Digital coursebook (2 years) | ✓ 978-1-108-43890-2 |
| Teacher's resource with digital access | ✓ 978-1-108-43894-0 |
| Language and skills practice book | ✓ 978-1-108-43892-6 |
| Digital Classroom (1 year) | ✓ 978-1-108-70573-8 |
| Digital Classroom access card (1 year) | ✓ 978-1-108-70572-1 |
| Exam preparation and practice* | 978-1-108-71704-5 |

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

✓ = Endorsed by Cambridge Assessment International Education

Cambridge IGCSE™ and O Level Literature in English

Second edition

Russell Carey

Updated to provide support for the Cambridge IGCSE, IGCSE (9-1) and O Level Literature in English (0475/0992/2010) and Cambridge IGCSE World Literature (0408) syllabuses for examination from 2023.

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

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

| | |
|--|---------------------|
| Coursebook | ✓ 978-1-108-43991-6 |
| Digital coursebook (2 years) | ✓ 978-1-108-43992-3 |
| Digital teacher's resource | ✓ 978-1-108-43994-7 |
| Digital teacher's resource access card | ✓ 978-1-108-45733-0 |
| Workbook | ✓ 978-1-108-43995-4 |

Songs of Ourselves

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

- Each volume contains work by more than 100 poets from all parts of the English-speaking world, such as Shakespeare, Les Murray and Seamus Heaney
- Thematic and chronological sections allow many different connections to be made across the poems, inspiring students and readers to explore the rich and ever-expanding world of poetry in English

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

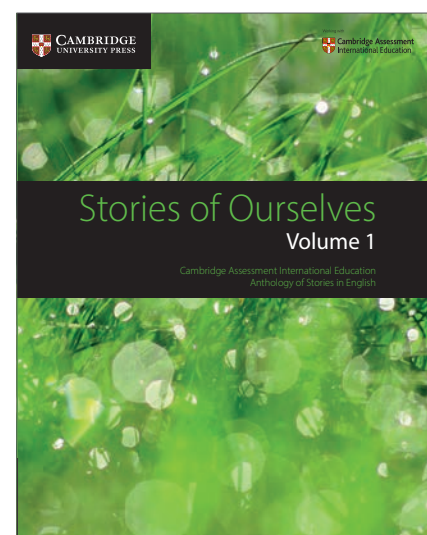
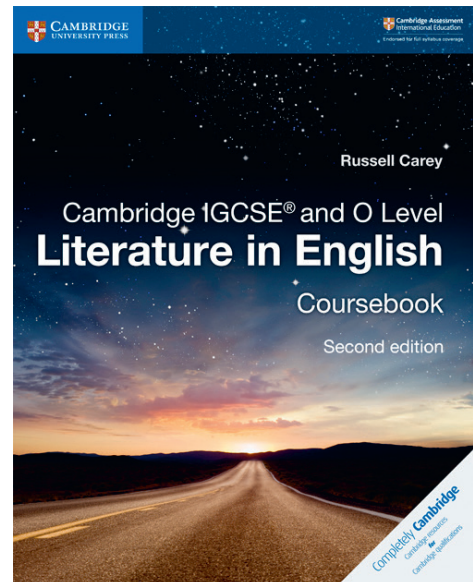
Stories of Ourselves

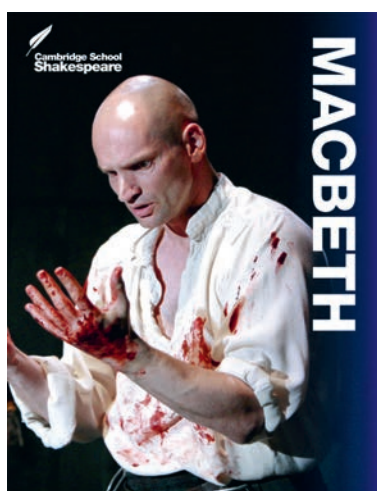
Stories of Ourselves Volume 1 and Volume 2 contain short stories written in English by authors from many different countries and cultures, including Christina Rossetti, Romesh Gunsekera, Segun Afolabi and many many more. *Stories of Ourselves* is a set text for Cambridge IGCSE, O Level and Cambridge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

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

| | |
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| Volume 1 | ✓ 978-1-108-46229-7 |
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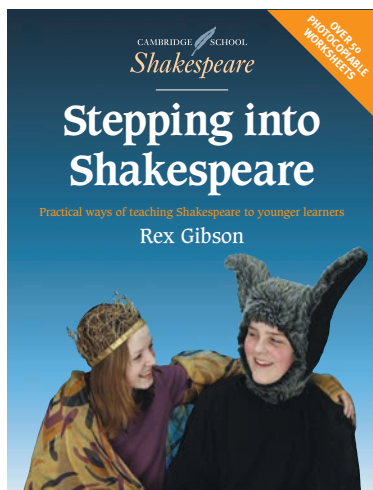


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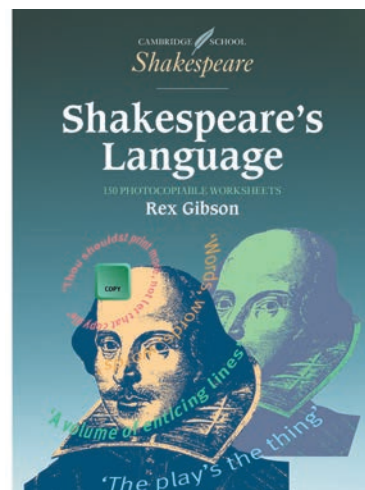


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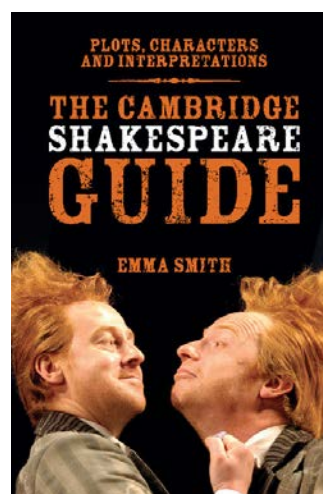


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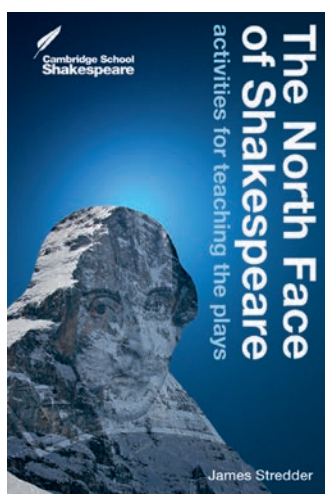


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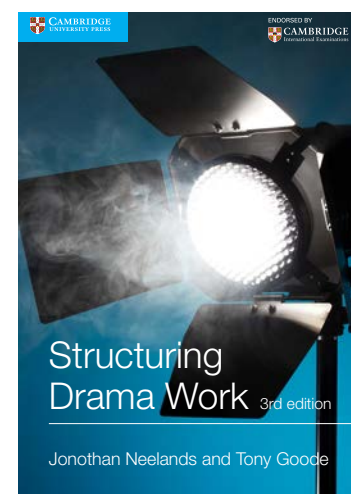


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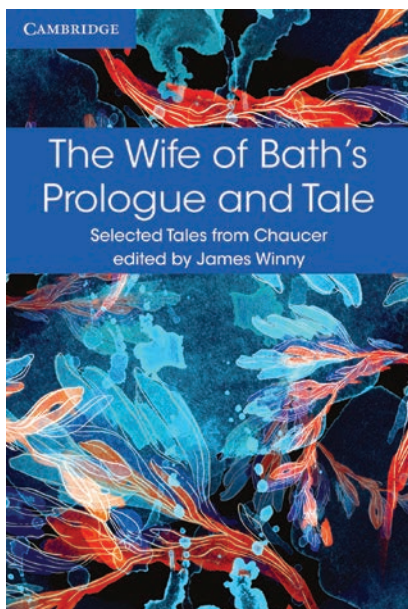
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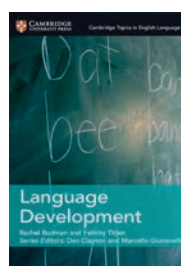
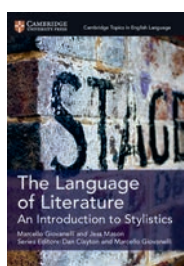
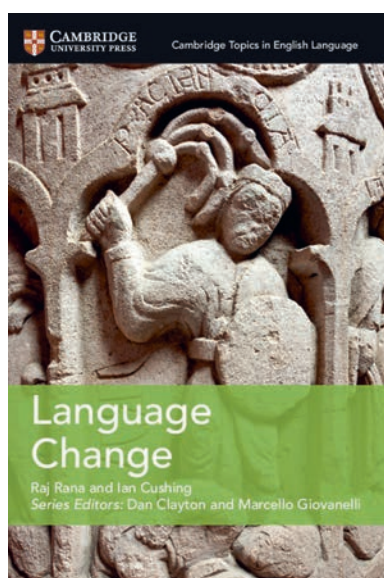
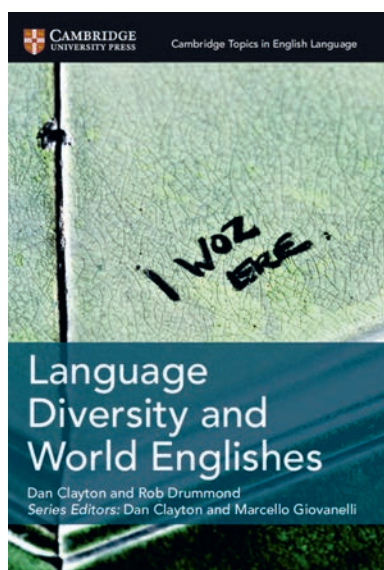
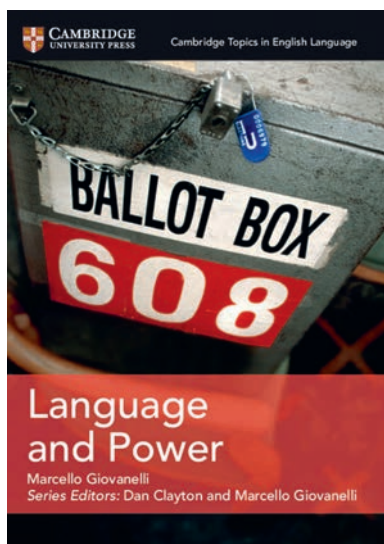
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These books are very useful and we are glad we bought them for our students. We would recommend them to other teachers of A Level language.

Rachel De Wachter, Esher College, UK

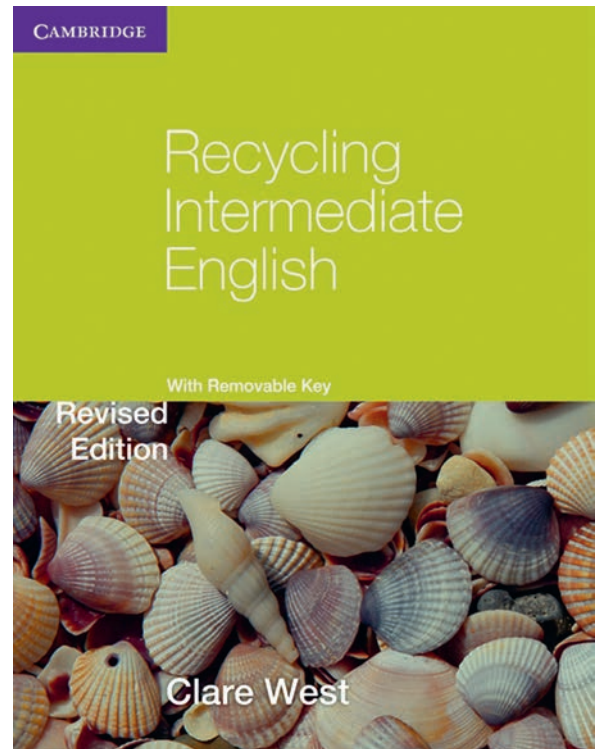
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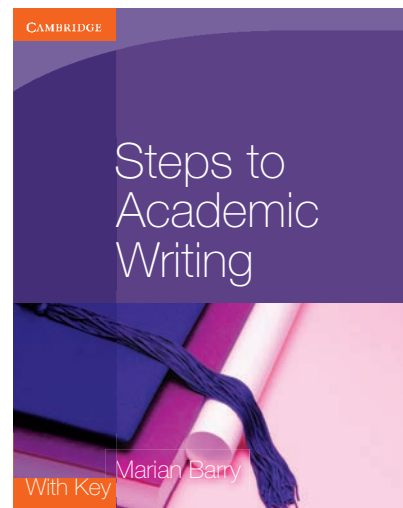


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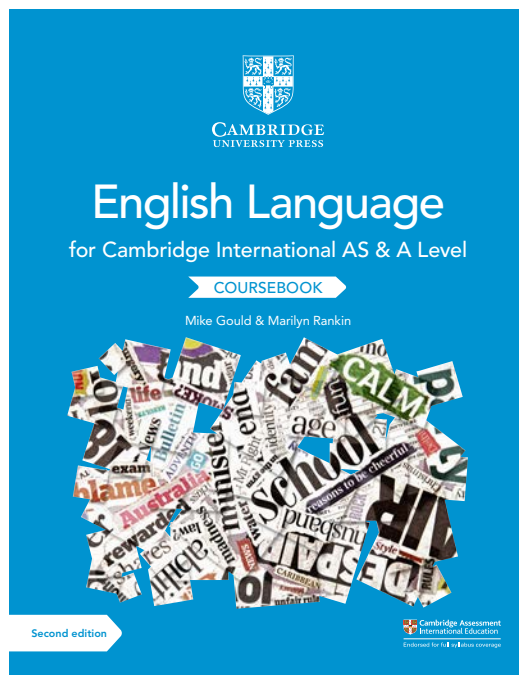
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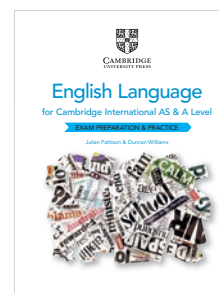
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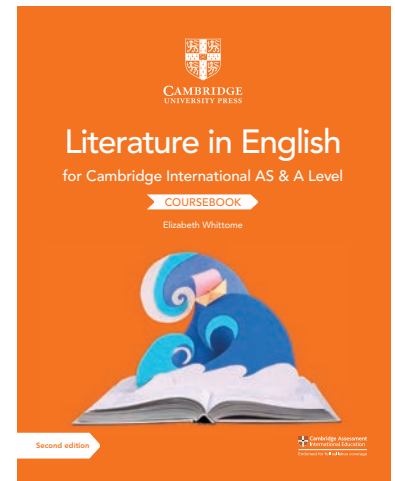
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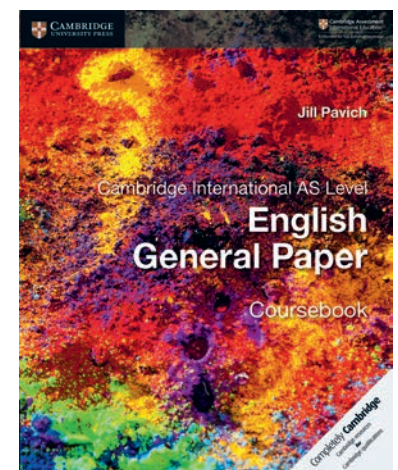
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Lynn Byrd, Greg Byrd and Chris Pearce

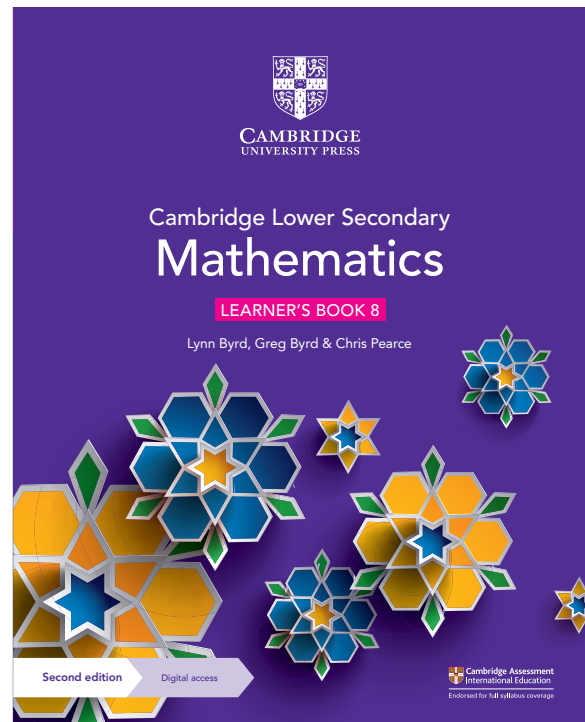
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With key word boxes, clear diagrams and supporting illustrations, the course makes maths accessible for second language learners.



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.

Unknown
Expression
Equation
Term
Variable
Coefficient
Constant
Equivalent expression

Tip
5n means $5 \times n$.

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

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2 Expressions, formulae and equations

Continued

Answer

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

Exercise 2.1

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

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

Think like a mathematician

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

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

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.

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.

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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: 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 For this unit, learners will need this background knowledge: • Be able to multiply and divide with positive and negative numbers (Stage 7, Unit 1). 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. 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> . Here is the main difference between arithmetic and algebra: Arithmetic: $2 + 3 = \underline{\quad}$ Algebra: $2 + 3 = x$ where the <i>x</i> represents a number you don't know the value of yet. 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. | | | |
| TEACHING SKILLS FOCUS Language awareness 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. Give all learners a copy of Resource sheet 2.6: Key words. You can download this resource from Cambridge GO. 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 that by the end of the unit they will know the meaning of all of these key words. 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. 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. | | | |

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

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 in '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
Constants: 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

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Important unit vocabulary is clearly explained.

| Stage | Stage 7 | Stage 8 | Stage 9 |
|--|---------------------|---------------------|---------------------|
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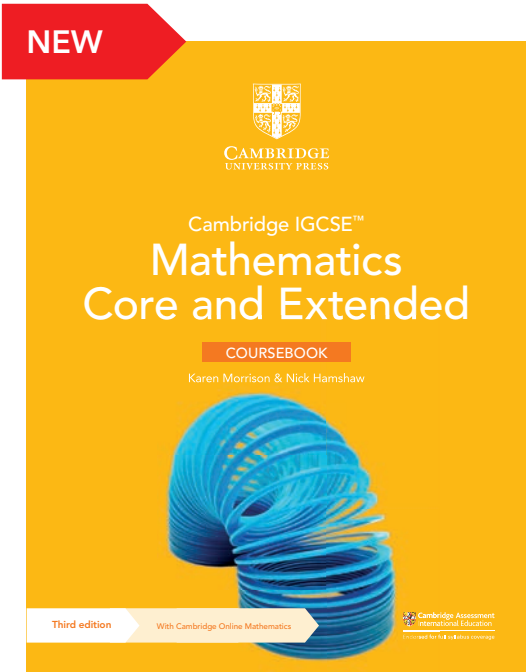
Karen Morrison and Nick Hamshaw

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- Covers both the Core and Extended aspects of the syllabus to allow for differentiation in the classroom
- Clear worked examples with visual representations aid learning of complex areas
- Practice questions and spreads help students develop key mathematical skills central to the syllabus
- Support for English as a second language (ESL) learners with defined key terms and a clear language of instruction



- ‘Investigation’ activities encourage students to extend their learning by investigating a problem, or by discussing it with classmates
- ‘Project’ activities created by NRICH – a collaboration between the Faculties of Mathematics and Education at the University of Cambridge – help students put their learning into practice, and improve their problem-solving and collaboration skills
- ‘Reflection’ feature helps students consolidate their learning and encourages them to think about their approach and how they could improve

These pages are from *Cambridge IGCSE Mathematics Core and Extended Coursebook*

Key mathematical terms explained in clear English.

‘Investigation’ feature helps students practise key maths skills related to real-life examples.

‘Tip’ boxes offer extra advice and are ideal for revision.

3 Lines, angles and shapes

| Term | What it means | Examples |
|-----------------------|--|----------|
| Angle | When two lines meet at a point, they form an angle. The meeting point is called the vertex of the angle and the two lines are called the arms of the angle. Angles are named using three letters: the letter at the end of one arm, the letter at the vertex and the letter at the end of the other arm. The letter in the middle of an angle name always indicates the vertex. | |
| Perpendicular | When two lines meet at right angles they are perpendicular to each other. The symbol \perp is used to show that lines are perpendicular, e.g. $MN \perp PQ$. | |
| Acute angle | An acute angle is $> 0^\circ$ but $< 90^\circ$. | |
| Right angle | A right angle is exactly 90° . A right angle is formed between perpendicular lines. A right angle is represented by a square in the corner. | |
| Obtuse angle | An obtuse angle is $> 90^\circ$ but $< 180^\circ$. | |
| Straight angle | A straight angle is 180° . A line is considered to be a straight angle. | |
| Reflex angle | A reflex angle is $> 180^\circ$ but $< 360^\circ$. | |
| Revolution | A revolution is a complete turn: an angle of exactly 360° . | |

5 >

‘Worked examples’: visual examples to aid learning for ESL students.

CAMBRIDGE IGCSE™ MATHEMATICS: CORE & EXTENDED COURSEBOOK

INVESTIGATION

Harpa Concert Hall

- Study the photograph of the Harpa Concert Hall again. Try to find an example to illustrate each term in the table.
- How many types of polygon can you find in the design of the walls?
- Choose one of the 3D column-shaped bricks that you can see on the right-hand face of the building.
 - What is the mathematical name for this type of shape?
 - Can you work out how many faces the shape has? How?
- The Harpa building was designed using 3D digital modelling. The model was shared online as people in different countries worked on the design. Discuss these questions in groups.
 - How can a 3D model help an architect design structures, lights, ventilation, electrical wiring and plumbing?
 - What advantages does 3D computer modelling have compared to plans drawn on paper?

LINK

Builders, designers, architects, engineers, artists and jewellers use shape, space and measure as they work and many of these careers use computer packages to plan and design various items. Most design work starts in 2D on paper or on screen and moves to 3D for the final representation. You need a good understanding of lines, angles, shape and space to use Computer-Aided Design (CAD) packages.

Measuring and drawing angles

The size of an angle is the amount of turn from one arm of the angle to the other. Angle sizes are measured in degrees ($^\circ$) from 0 to 360 using a protractor.

Figure X.X: A 180° protractor has two scales. You need to choose the correct one when you measure an angle.

TIP

Always take time to measure angles carefully. This is particularly important when you have to calculate using angles you've measured because a careless error can lead to several wrong answers.

MATHEMATICAL CONNECTIONS

You will use these skills when drawing pie charts in Chapter 4.

TIP

If the arm of the angle does not extend up to the scale, extend the arm past the scale. The length of the arms of the angle does not affect the size of the angle.

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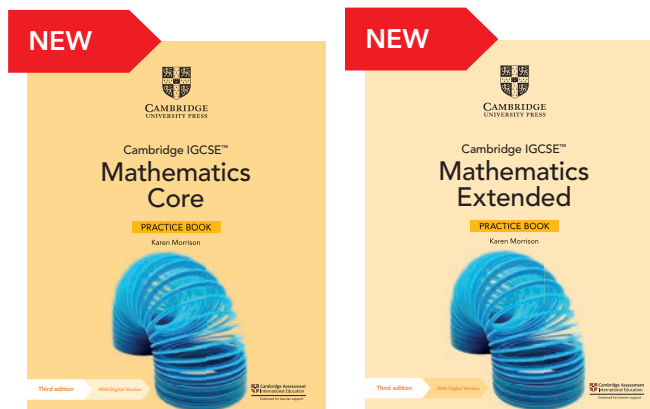
‘Link’ features show how the area of maths being studied is relevant to life beyond the classroom.

‘Mathematical connection’ boxes help learners make connections across different topics while working through the coursebook.

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Deliver your mathematics lessons with confidence with our digital teacher's resource.

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- Highlighted common mathematical misconceptions and advice for working through them
- Homework ideas enable you to challenge students in new ways
- Differentiation suggestions enable you to support all students, no matter what their ability
- A new pre-teaching check of foundation skills will be available to help teachers understand whether learners are ready for certain topics



Syllabus support

This new series supports you and your learners through the updated Cambridge IGCSE Mathematics syllabuses (0580/0980). The key changes we have made to our resources include:

- We have worked with NRICH to provide a variety of new project activities within the coursebook that help learners to improve their investigative and problem-solving skills. Guidance on how to run these projects can be found within the teacher's resource.
- To support learners in the progression from Cambridge Lower Secondary to Cambridge IGCSE Mathematics, we have included 'Getting started' sections and also a wealth of 'Worked examples'.
- In line with the addition of a non-calculator paper for both Paper 1 (Core) and Paper 2 (Extended), we have provided a number of opportunities for learners to practise scenarios without the use of calculators.

To find out more about how our resources support you and your learners, or to download your free samples, visit [cambridge.org/education/maths](https://www.cambridge.org/education/maths)

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Methods of collecting data: activity ideas

Use these activity ideas to introduce your students to categorical and numerical data.

Explain the data definitions below to your students:

Categorical data: is non-numerical data. It names or describes something without reference to number or size.

Numerical data: is data in number form. It can be an amount, a measurement, a time or a score.

Discrete data: this is data that can only take certain values, for example, the number of students in a class.

Continuous data: this is data that can take any value between two given values. Heights, masses, distances and temperatures are all examples of continuous data. They are usually measured.

1. Ask your students to draw the table below:

| Categorical data | Numerical data |
|--------------------|--------------------------------------|
| <i>Hair colour</i> | <i>Number of people in household</i> |
| | |
| | |

Have them add five examples of categorical data and five examples of numerical data that could be collected about each student in your class.

Once done, ask them to circle the numerical examples in their table that will give discrete data.

2. As a class, ask your students to state whether the following data is discrete or continuous:

| | |
|--|--|
| <i>a Mass of each animal in a herd.</i> | <i>f Distance people travel to work.</i> |
| <i>b Number of animals per household.</i> | <i>g Foot length of each student in a class.</i> |
| <i>c Time taken to travel to school.</i> | <i>h Shoe size of each student in a class.</i> |
| <i>d Volume of water evaporating from a dam.</i> | <i>i Head circumference of newborn babies.</i> |
| <i>e Number of correct answers in a spelling test.</i> | |

These activities are taken from the *Cambridge IGCSE™ Mathematics Core and Extended Coursebook* - Chapter 4, Collecting, organising and displaying data. Find out more about this series on pages 34 and 35 .

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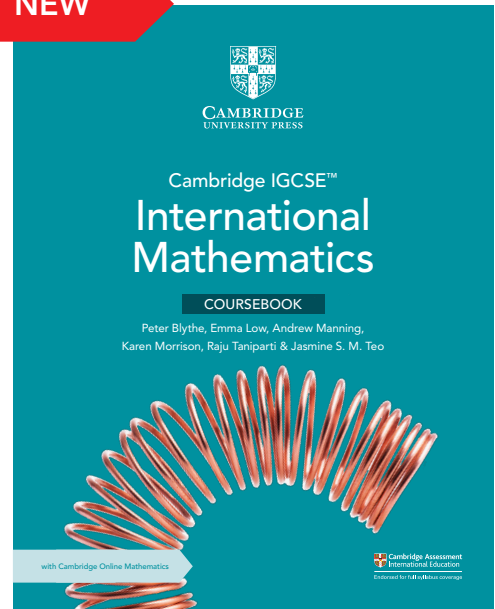
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These pages are from Cambridge IGCSE International Mathematics Coursebook

At the end of some exercises, students will be asked to assess their own work or that of their classmates, to consider how they can improve the way they learn.

14.4 Graphical display calculators and recognising function types by the shape of their graph

You can enter a function into your graphical display calculator. You can then use the function mode on your calculator to explore features of the graph of the function.

Exercise 14.4

- Select the **graph function mode** on your graphical display calculator. Use the graph menu to reveal features of these graphs.
 - On your graphical display calculator sketch the graph of the function $f(x) = x^2 - 2x + 1$.
 - Find the vertex of the graph of the function.
 - Find the zeros of the graph of the function.
 - On your graphical display calculator sketch the graph of the function $f(x) = x^2 - 2x - 6$.
 - Find the vertex of the graph of the function.
 - Find the zeros of the graph of the function.
- Select the **table function mode** on your graphical display calculator. Enter the function $f(x) = 7x^2 - 3$. Use your calculator to create a table of values from $x = -2$ to $x = 1$, in intervals of 0.5. Copy the table.
- Sketch both these functions on your graphical display calculator. $f(x) = -2x^2 + 3x - 1$
 $g(x) = -x - 2$ Use your calculator to find the intersections of the functions. Round solutions to two decimal places.
- On your graphical display calculator sketch the graph of the function $f(x) = x^2 - 3x + 0.5$. Use your calculator to find the coordinates of:
 - the local maximum where $-2 < x < 0$
 - the local minimum where $0 < x < 2$
 - the zeros of the graph of $f(x)$. Give your answers correct to three significant figures where appropriate.

14 Functions

PEER ASSESSMENT

Discuss with your partner, or in a small group, what you have learnt about using your graphical display calculator to explore functions.

Quiz each other on how to:

- sketch a graph
- produce a table of values
- find the vertex of a quadratic function (maximum or minimum)
- find the coordinates of an intersection of two graphs of functions
- find the zeros, local maximum or minimum.

INVESTIGATION 2

Here are four types of function.

- Linear.** In the form $f(x) = ax + b$, for example $f(x) = 3x - 2$
- Quadratic.** In the form $f(x) = ax^2 + bx + c$, for example $f(x) = x^2 + 2x$
- Cubic.** In the form $f(x) = ax^3 + bx^2 + cx + d$, for example $f(x) = x^3 + 5$
- Reciprocal.** In the form $\frac{a}{x}$, for example $f(x) = \frac{1}{x}$

Select the graph function mode on your graphical display calculator. Enter at least three different linear functions and look at the graphs they create. Describe the shape of the graph made by the functions. How are the graphs similar?

Enter at least three different quadratic functions and look at the graphs they create. Describe the shape of the graph made by the functions. How are the graphs similar? Repeat with cubic and reciprocal functions.

REFLECTION

Reflect on your choices of function in Investigation 2. Did you choose a variety of different functions including:

- functions with negative and positive values
- functions with integer and decimal values
- functions with very high or very low values?

Discuss with a partner or in a small group why it might be important to choose a variety of different functions when investigating the properties of the graphs of these functions.

A wealth of exercises throughout the chapters help your learners to practise their skills and apply their knowledge.

'Tip' boxes offer students extra guidance on important skill areas.

The 'Reflection' feature helps students to consolidate their learning and encourages them to think about their approach and how they could have improved.

'Investigations' contain questions and activities that will allow students to extend their learning by investigating a problem, or by discussing it with classmates.

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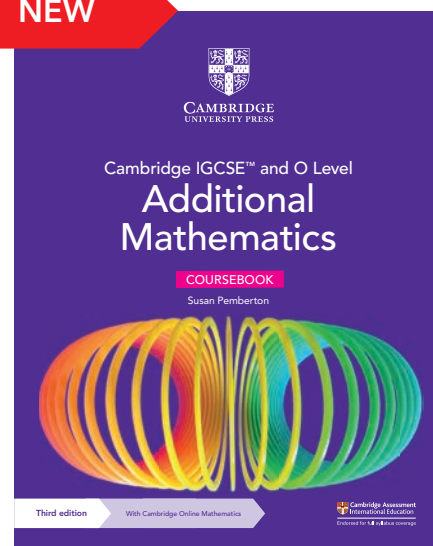
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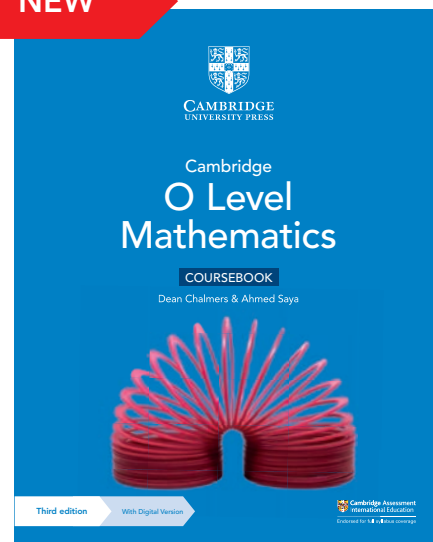
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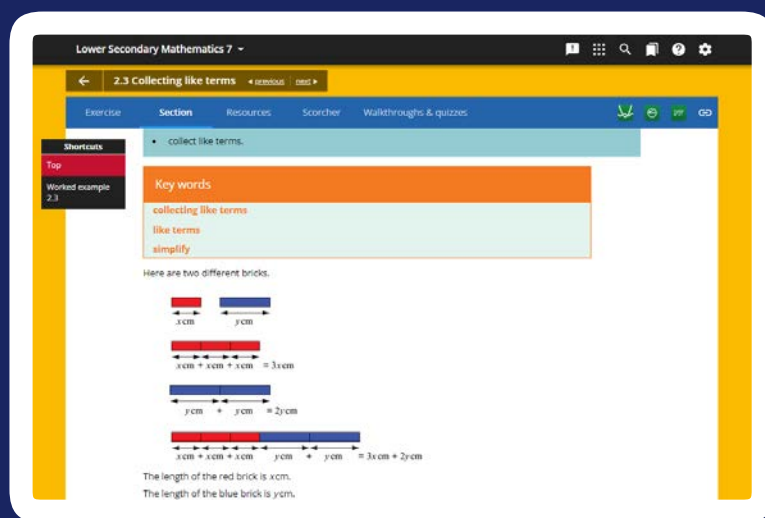
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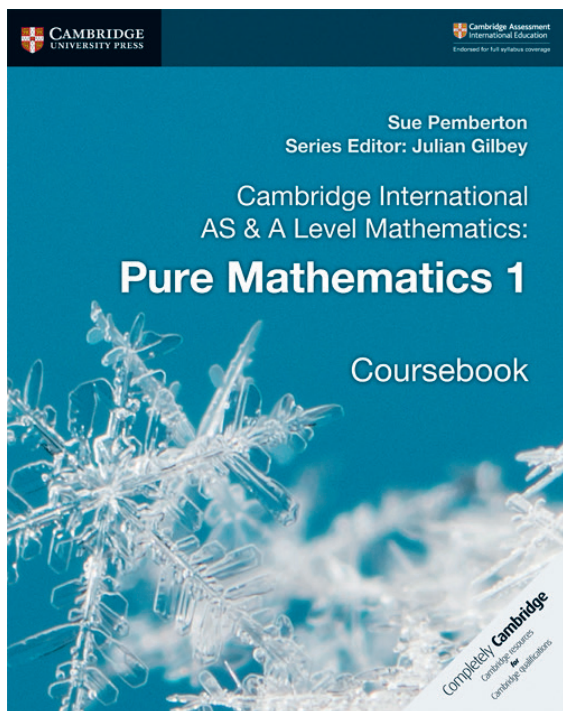
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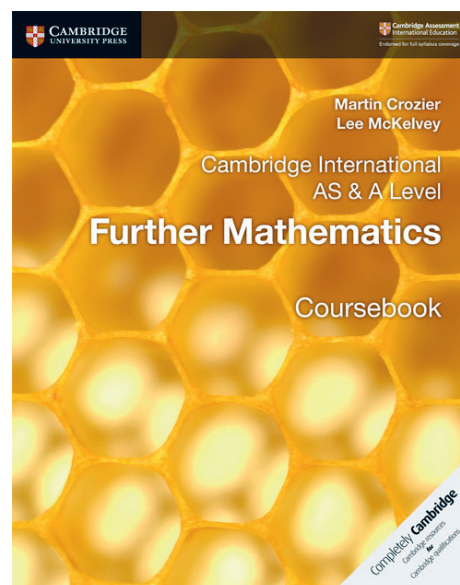
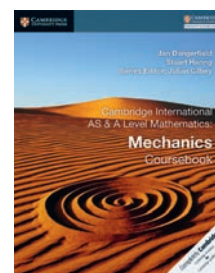
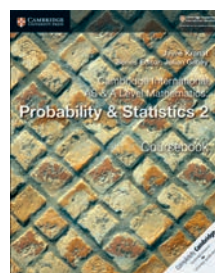
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Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3
Chapter 7: Further algebra

PREREQUISITE KNOWLEDGE

| Where it comes from | What you should be able to do | Check your skills |
|--|---|--|
| Pure Mathematics 1 Coursebook, Chapter 6 | Equate coefficients of polynomials. | 1 Find the value of A , B and C for: a $Ax^2 - 3x + C = 6x^2 + Bx - 9$ b $(2 - A)x^2 + 5x + 2C = 3x^2 - 3Bx + 8$ |
| Pure Mathematics 1 Coursebook, Chapter 6 | Expand $(a + b)^n$ where n is a positive integer. | 2 Find the first 3 terms, in ascending powers of x , in the expansion of: a $(1 + 2x)^7$ b $(3 - 2x)^5$ |
| Chapter 1 | Divide polynomials. | 3 Find the quotient and remainder when $x^2 - 8x + 4$ is divided by $x - 3$. |

Why do we study algebra?
At IGCSE / O Level we learn how to add and subtract algebraic fractions. In this chapter we will learn how to do the 'reverse process'. This reverse process is often referred to as splitting a fraction into its partial fractions. In Mathematics it is often easier to deal with two or more simple fractions than it is to deal with one complicated fraction.

FAST FORWARD
In Chapter 8 you will be shown another use for partial fractions: how to integrate rational expressions such as $\frac{2x-1}{x^2+3x-20}$ by first splitting the expression into partial fractions.

WEB LINK
Explore the *Polynomials and rational functions* station on the Underground Mathematics website.

KEY POINT 7.1
The algebraic fraction $\frac{P(x)}{Q(x)}$ where $P(x)$ and $Q(x)$ are polynomials in x , is said to be an algebraic improper fraction if the degree of $P(x)$ is greater than or equal to the degree of $Q(x)$.

For example, the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ is an improper algebraic fraction because the degree of the numerator (3) is greater than the degree of the denominator (1).

We can use long division to write the fraction $\frac{x^3 - 3x^2 + 7}{x - 2}$ as the sum of a polynomial and a proper algebraic fraction.

$$\begin{array}{r} x^2 - x - 2 \\ x-2 \overline{) x^3 - 3x^2 + 0x + 7} \\ \underline{x^2 - 2x^2 + 7} \\ -x^2 + 2x \\ \underline{-x^2 + 4x } \\ -2x + 4 \\ \underline{-2x + 4} \\ 3 \end{array}$$

$\therefore \frac{x^3 - 3x^2 + 7}{x - 2} = x^2 - x - 2 + \frac{3}{x - 2}$

EXPLORE 7.1

1 Discuss with your classmates which of the following are improper algebraic fractions.

$\frac{1}{2x+1}$

$\frac{x^2-4x}{5-x^2}$

$\frac{3x}{x-5}$

$\frac{6x^3-2x+1}{2x^2-1}$

$\frac{2x-3}{(x+2)(x+1)}$

$\frac{-x^3+2x^2-7}{(x+2)(x+1)}$

$\frac{4x^4-1}{3x+2}$

$\frac{2x^4-8}{x^2-2x-1}$

2 Write each improper fraction in question 1 as the sum of a polynomial and a proper fraction.

EXERCISE 7A

1 Express each of the following improper fractions as the sum of a polynomial and a proper fraction.

a $\frac{8x}{2x-5}$

b $\frac{6x+1}{3x+2}$

c $\frac{4x^3-3}{2x+1}$

d $\frac{x^3+4x^2+3x-1}{x^2+2x+3}$

e $\frac{7x^3+2x^2-5x+1}{x^2-5}$

f $\frac{x^4+2x^2-5}{x^2+1}$

2 Given that $\frac{x^2+x^2-7}{x-3} = Ax^2 + Bx + C + \frac{D}{x-3}$, find the values of A , B , C and D .

3 Given that $\frac{x^3+5x^2-1}{x+1} = Ax^3 + Bx^2 + Cx + D + \frac{E}{x+1}$, find the values of A , B , C , D and E .

4 Given that $\frac{2x^4+3x^3+4x^2+5x+6}{x^3+2x} = Ax + B + \frac{Cx+D}{x^2+2x}$, find the values of A , B , C and D .

Prerequisite knowledge sections at the start of every chapter check students have the relevant learning to work through the upcoming topic.

Clear explanations for ESL learners.

Web links direct students to related content and resources on the internet to enrich their learning.

Fast forward boxes refer to topics students will learn in more depth at a later stage in the book. **Rewind** boxes refer back to earlier learning in a previous chapter.

Exercises help students to develop fluency in new mathematical skills and **worked examples** throughout provide step-by-step guidance.

Digital teacher's resource

In response to feedback from teachers around the world, we've produced a comprehensive teacher's resource to help you with lesson planning. This teacher's resource offers guidance for all five coursebook components.

Practice books

The practice books work alongside each coursebook for the syllabus. They provide additional worked examples and exercises that follow the order of topics in the coursebook to give students further opportunity to practise and consolidate their mathematical skills.

Mathematician and author Sue Pemberton shares an activity on teaching integration.

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

Brighter Thinking
Blog

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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.

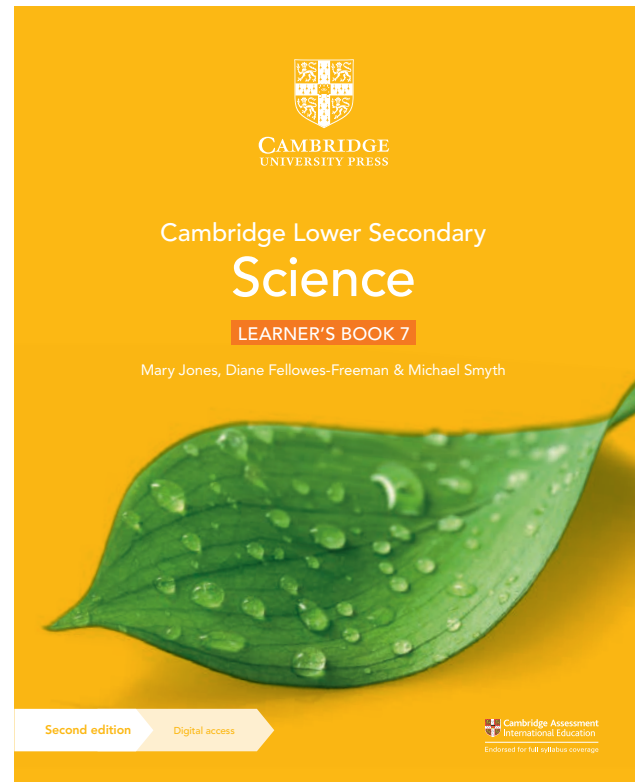
You'll have access to digital resources so whether you're teaching in class or remotely, you'll be fully supported.

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.



Teacher's resources

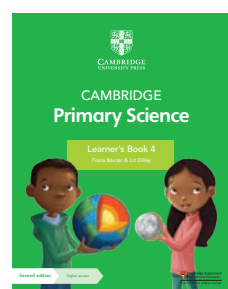
Our teacher's resources help you get the most out of the series, and you'll find answers to all the questions and exercises. There are language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs. Includes worksheets with additional differentiation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

Also see

Cambridge Primary Science

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

Visit <https://bit.ly/cambridgeprimaryscience> to explore the resources.



Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on **page 45**.

[cambridge.org/thepanel](https://www.cambridge.org/thepanel)

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.

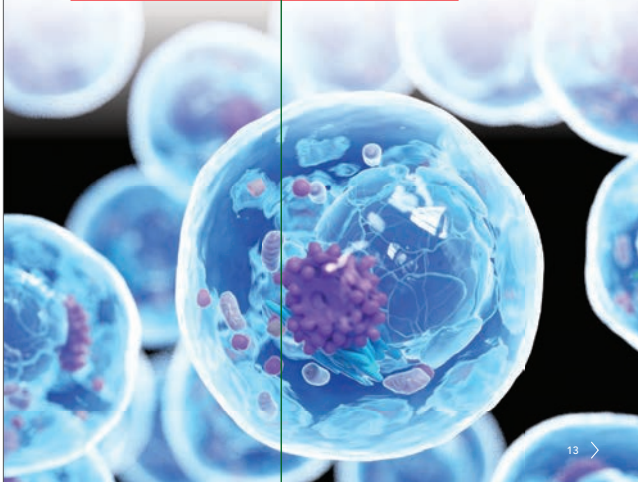
Getting started

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 >

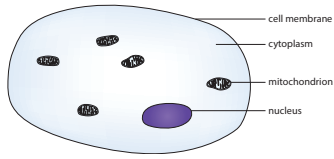
Gets students thinking and talking about what they already know.

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

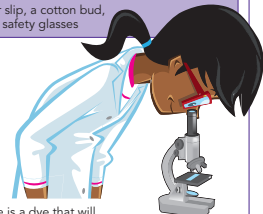
This task gives you more practice in using scientific equipment safely.

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.



14 >

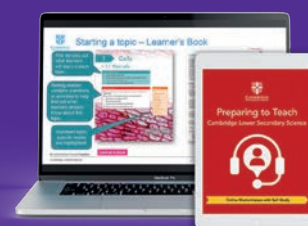
English language skills workbooks

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 85–86.



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

Cambridge IGCSE and O Level Environmental Management syllabuses
(0680/5014) for examination from 2019.

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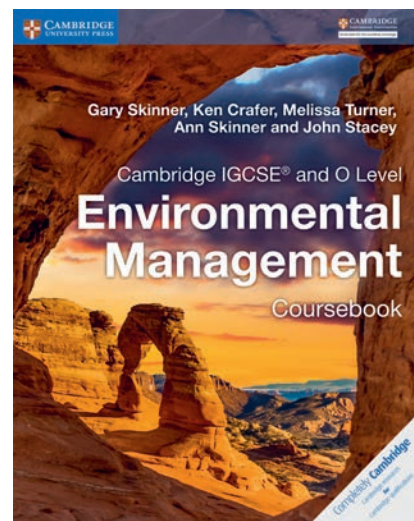
Coursebook with digital access

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

Teacher's resource

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NEW Cambridge IGCSE™ Marine Science

Matthew Parkin and Paul Roobottom

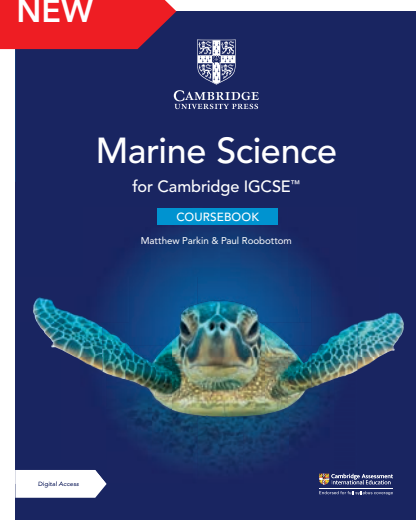
Take a deep dive into the fascinating ecosystems of the underwater world, with resources produced for the updated Cambridge IGCSE Marine Science syllabus (0697) for examination from 2024.

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NEW Cambridge IGCSE™ Combined and Co-ordinated Sciences

Second edition

David Martindill, Joanna Haywood, Sheila Tarpey et al

New editions support Cambridge IGCSE Combined Science (0653) and Co-ordinated Sciences (0654/0973) for examination from 2025.

You can be assured that this series fully supports the syllabus and offers an accessible learning journey, developing confident problem solvers.

This engaging series is based on the tried and tested approach of our *Cambridge IGCSE Biology, Chemistry and Physics* series, the result of extensive research with practising teachers. All our resources are written in accessible language with features to support English as a second language learners. Exercises in the workbook first support, then provide practice opportunities and finally challenge learners. Guidance from the teacher's resource alongside this structured approach enables you to offer differentiated support where it is needed, building both scientific skills and skills for life.

Coursebook with digital access

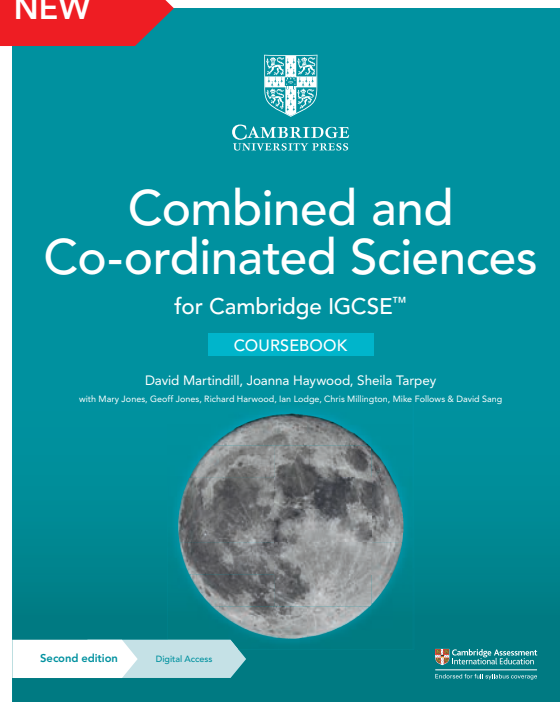
- This core component covers all three science subjects with a chapter structure that closely aligns with the syllabuses
- Clear navigation ensures learners are able to focus on the information relevant to them
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- Learning intentions stated at the start of the chapter establish a clear learner journey
- 'Experimental skills' features develop learners' scientific enquiry skills
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- Worked examples help learners navigate equations and calculations
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- End-of-chapter practice questions build confidence, while regular self-assessment, peer-assessment and reflection opportunities help students check their progress
- Downloadable 'Science in Context' and end-of-unit projects provide engaging classroom or homework ideas

Watch now >

Support your learners with practical videos from the Cambridge IGCSE Chemistry and Biology Practical Workbooks.

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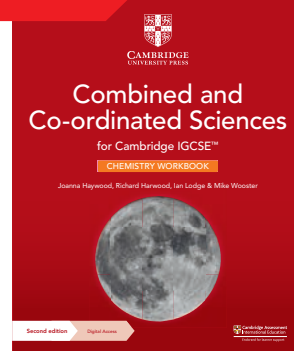
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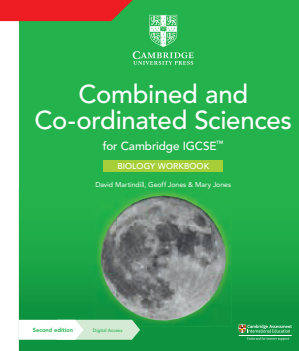
Workbooks with digital access

- Each science has its own workbook
- Learners are progressively given more opportunities to solve problems independently of support boxes, developing their abilities
- Learning intentions stated at the start of each exercise establish a clear learner journey
- Exercises follow a progressive three-tier structure to support and develop learners, catering for a range of abilities
- Regular self-assessment and peer-assessment opportunities help students become better learners
- Tips support learners throughout the resource
- 'Key word' and 'Command word' features and a glossary provide language support

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Digital teacher's resource

- The digital teacher's resource is designed to help you use the series in the most effective way
- Includes a guide to all the practical activities in the workbook and the coursebook, with step-by-step instructions, differentiation advice, lists of equipment, safety considerations, advice on collection of data, presentation, analysis, drawing conclusions and evaluation
- Provides sample data to analyse and evaluate when practical work cannot be carried out
- Time-saving downloadable differentiation worksheet packs are included for each chapter, plus additional end-of-chapter tests and end-of-course practice tests
- Includes professional development guidance for key teaching approaches

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Combined and Co-ordinated Sciences for Cambridge IGCSE™



Digital Teacher's Resource

Cambridge Assessment International Education

These pages are from Cambridge IGCSE Combined and Co-ordinated Sciences Coursebook

We are working with Cambridge Assessment International Education towards endorsement of this resource.

P1 Physics

CONTINUED

- learn how force, mass and acceleration are related
- investigate the effect of forces on a spring
- describe and calculate the turning force
- investigate and apply the principle of moments
- describe the conditions needed for an object to be in equilibrium
- perform an experiment to find the centre of mass
- describe how the centre of gravity of an object affects its stability
- relate pressure to force and area, and recall the associated equation $p = \frac{F}{A}$

BEFORE YOU START

Working in pairs, measure:

- the length, width and thickness of this book and work out its volume
- the thickness of a sheet of paper that makes up this book
- the length of a journey (for example, on a map) that is not straight
- the volume of liquid which fits into the cup shown in Figure P1.01.




Figure P1.01: What is the volume of liquid that fits into this cup?

SCIENCE IN CONTEXT

AROUND THE WORLD IN 80 DAYS

The first known circumnavigation trip around the world was completed by a Spanish ship on 8 September 1522. It took more than three years. The French writer Jules Verne wrote the book *Le tour du monde en quatre-vingt jours* (which means *Around the World in Eighty Days*) in 1873. In honour of the writer, the Jules Verne Trophy is a prize for the fastest circumnavigation by a yacht. The award is currently held by the yacht IDEC Sport, which completed the journey in just under 41 days in 2017. In 2002, the American Steve Fossett was the first to make a solo circumnavigation in a balloon, without stopping, taking just over 13 days. In 2006, he flew the Virgin Atlantic GlobalFlyer, the first fixed-wing aircraft to go around the world without stopping or refuelling. It took him just under three days. Hypersonic jets are being developed that could fly at 17 km/s. At this speed, they could circumnavigate the globe in an incredible six and a half hours.

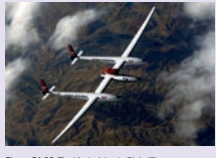


Figure P1.02: The Virgin Atlantic GlobalFlyer passes over the Atlas Mountains.

We are working with Cambridge Assessment International Education towards endorsement of this resource.

CAMBRIDGE IGCSE™ COMBINED AND CO-ORDINATED SCIENCES: COURSEBOOK

CONTINUED




Figure P1.03: Eliot MacArthur celebrates after completing her record solo round the world journey on 7 February 2005 in Falmouth, England.

Sometimes these epic adventures inspire those who do them to campaign for a better world. The British sailor Eliot MacArthur is just such a person. She held the world record for the fastest solo circumnavigation, achieved on 7 February 2005. However, she retired from competitive sailing to set up the Eliot MacArthur Foundation, a charity that works with businesses and in education to accelerate the transition to a circular economy. A circular economy is one in which things should be designed to last a long time and be easy to maintain, repair, reuse or recycle. Therefore, a circular economy would create less waste.

Discussion questions

- 1 What were the speeds of the six journeys mentioned in the first paragraph? Assume that the Earth's circumference is 40 000 km.
- 2 What could cause the fastest boat to not win a round-the-world yacht race?

1.5 Understanding acceleration

Acceleration is an increase in speed. Deceleration is a decrease in speed. If an object speeds up quickly we say it has a high acceleration.

- Some cars, particularly high-performance ones, are advertised according to how rapidly they can accelerate. An advert may claim that a car goes 'from 0 to 100 km/h in 5 s'. This means that, if the car accelerates at a steady rate, it reaches 100 km/h after 1 s, 40 km/h after 2 s, and so on. We could say that it speeds up by 20 km/h every second. In other words, its acceleration is 20 km/h per second.

So, we say that an object accelerates if its speed increases. Its acceleration tells us the rate at which its speed is changing, that is, the change in speed per unit time. When an object slows down, its speed is also changing. We say that it is decelerating. Instead of an acceleration, it has a deceleration.

KEY WORD

acceleration: the rate of change of an object's velocity.

Calculating acceleration

Picture an express train setting off from a station on a long, straight track. It may take 300 s to reach a velocity of 300 m/s along the track. Its velocity has increased by 1 km/h each second, and so we say that its acceleration is 1 km/h per second.

These are not very convenient units, although they may help to make it clear what is happening when we talk about acceleration. To calculate an object's acceleration, we need to know two things:

- its change in velocity (how much it speeds up)
- the time taken (how long it takes to speed up).

The acceleration of the object is defined as the change of an object's velocity per unit time.

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$$

We can write the equation for acceleration in symbols. We use Δv for change in velocity and Δt for time taken. So we can write the equation for acceleration like this:

$$a = \frac{\Delta v}{\Delta t}$$

KEY EQUATION

$$\text{acceleration} = \frac{\text{change in velocity}}{\text{time taken}}$$

$$a = \frac{\Delta v}{\Delta t}$$

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'Before you start' features help identify prior learning requirements.

'Science in context' features provide engaging classroom or homework ideas.

'Key word' features provide definitions of important vocabulary in context, ideal for English as a second language learners.

'Key equation' features highlight important equations to students, supporting their learning journey.

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Cambridge IGCSE™ science

Help develop the scientists of the future with new editions to support syllabuses for examination from 2023. With endorsement from Cambridge International you can feel confident that they fully support the syllabus.

Following extensive research, these resources have been designed to solve specific challenges that learners face. Targeted support and dedicated components focus on learning science in English, maths skills and practical skills. Each series offers the perfect pairing of the coursebook and teacher's resource with additional support from a workbook, practical workbook, English language skills workbook and maths skills workbook.

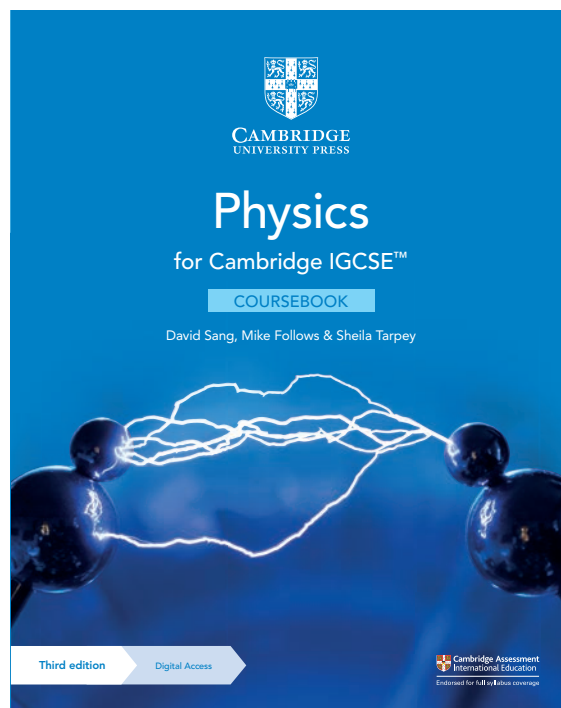
All our resources are written in accessible language with features to support English as a second language learners, and are all available digitally.

Answers for all components are accessible to teachers for free via **Cambridge GO**.



Coursebook with digital access

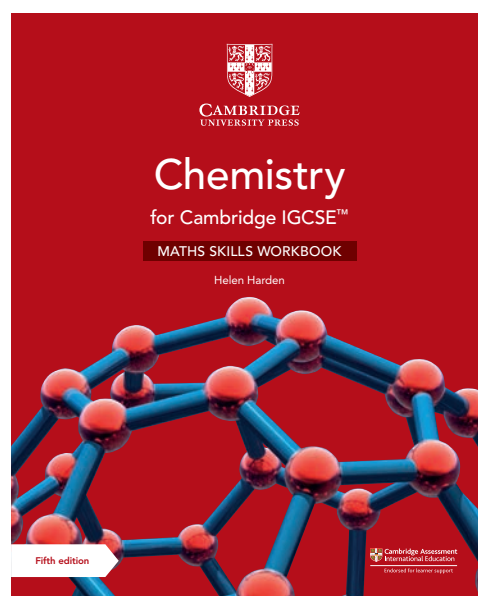
- The central component of each series is endorsed by Cambridge Assessment International Education for full syllabus coverage
- Develops scientific enquiry skills such as making predictions, recording observations, handling data, interpreting data and evaluating methods through practical activities
- Project feature at the end of each chapter provides opportunities for assessment for learning, cross-curricular learning and helps learners develop skills for life
- End-of-chapter exam-style questions help prepare students for the style of assessment they will face
- 'Experimental skills' feature encourages students to get involved with investigations and practise essential skills such as prediction and observation
- Get to know your learners with features such as 'Getting Started', which helps to identify learners' starting points, and allows you to tailor your teaching to their needs
- Summaries and reflection boxes provide opportunities for students to practise metacognition, learning how they learn best
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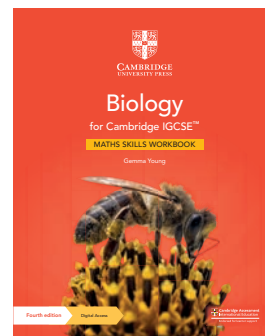
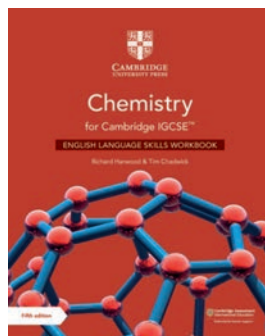
Brighter Thinking Pod 

Episode 27: Improving Maths Skills in the Science Classroom

<https://bit.ly/3ThkzH3>



These two skills-focused workbooks provide targeted support for science students. The English language skills workbook and maths skills workbook help learners develop their skills in the context of the biology, chemistry and physics syllabuses.



English language skills workbook with digital access

- Wide-ranging exercises and activities reinforce syllabus content while providing structured support to develop relevant language skills
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- A glossary of the words and definitions from the 'Key Words' feature boxes in context throughout each chapter is found at the back of the book as a quick reference tool
- Scientific vocabulary, academic vocabulary and everyday vocabulary that might be challenging is highlighted and defined in 'Key Terms' boxes in context throughout the workbook as a quick, reassuring reference point
- 'Language Focus' feature provides a background linguistic explanation of the relevant skills in context throughout the text, giving you confidence you are using the right skills

Maths skills workbook with digital access

- Written in collaboration with the Association for Science Education (ASE), based on research carried out by the Nuffield Foundation and the ASE
- Maths skills are cross-linked to other resources in the series to help students understand how to use them
- Practice exercises gradually increase in complexity to support students in acquiring maths skills
- Worked examples illustrate the concept, and provide a skills-based step-by-step guide to answering a question, helping learners to develop their thinking processes
- The 'Look out' feature makes students aware of common misconceptions that might be holding them back
- Practice questions require students to select which maths skills they ought to apply in different contexts, without the structure and guidance provided in each of the chapters, helping them become confident, independent learners

These pages are from Cambridge IGCSE Biology Coursebook with Digital Access

Summaries provide key takeaway points from each chapter.

CAMBRIDGE INTERNATIONAL IGCSE BIOLOGY: COURSEBOOK

When a plant is actively photosynthesising and growing, the leaves are generally the major sources of translocated material. They are constantly producing sucrose, which is carried in the phloem to all other parts of the plant. These 'receiving' parts – the sinks – include the roots and flowers.

The roots may change some of the sucrose to starch and store it. The flowers use the sucrose to make fructose (an especially sweet-tasting sugar found in nectar). Later, when the fruits are developing, sucrose may be used to produce sweet, juicy fruits ready to attract animals.

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

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

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

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

Questions

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

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

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




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




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

8 Transport in plants

SUMMARY

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

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

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

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

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

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

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

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

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

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

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

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

PROJECT

Making a display about using eucalyptus trees to find gold

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

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

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

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

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

'In-chapter' questions build student confidence.

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

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

Workbook with digital access

- The write-in workbook supports consolidation of knowledge and honing of essential science skills, and fluency in answering questions and handling command terms
- ‘Learning Intentions’ are aligned to syllabus learning objectives
- Exercises are structured into three levels of increasing complexity: Focus, Practice and Challenge to help develop confident, independent learners
- Students are given frequent opportunity for peer or self-assessment
- Tips are included to support students to navigate well-known problem areas

Practical workbook with digital access

- The write-in practical workbook focuses on the key practical skills and is aimed at learners preparing for either the practical test or the alternative to practical test
- Each investigation includes a step-by-step method and questions focusing on the key skills young scientists need to develop
- Learners practise choosing appropriate equipment, processing data, analysing results and evaluating investigations, as well as the hands-on experimentation
- Exam-style questions help to prepare learners for what to expect in an exam
- The ‘Practical skills and support’ section at the start of the book provides a clear reference for you and your learners to revisit again and again

Digital teacher’s resource

The digital teacher’s resource is designed to help you use the series in the most effective way and to help support your professional development. The resources are reviewed by teachers and the teaching ideas have been tested in classrooms. They include teaching activities and comments direct from practising teachers. We want to bring a Cambridge community to you, to help you learn from educators around the world.

- Each teacher’s resource contains over 300 starter, main and plenary activity ideas to choose from
- The ‘Teaching skills focus’ feature covers a range of teaching skills with suggestions of how to implement them, supporting you to try new techniques and reflect upon your practice
- Now including a guide to all the practical activities in the practical workbook and coursebook, and sample data for the activities in the practical workbook, with step-by-step instructions, differentiation advice, lists of equipment, safety considerations, advice on collection of data, presentation, analysis, drawing conclusions and evaluation
- Time-saving downloadable differentiated worksheet packs are included for each chapter; each learner can choose for themselves which level is appropriate, depending on their own confidence
- Includes professional development guidance on the key pedagogies underpinning our course content and how we define them from our *Approaches to learning and teaching* series

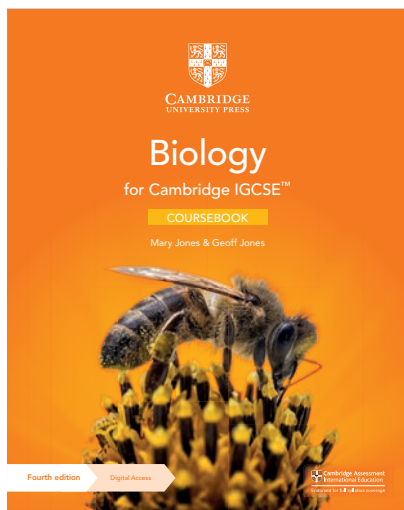
Teacher’s resource contributor

“It is every teacher’s dream that their perspective and years of teaching experience are appreciated and this project has helped me realise that dream. It is truly a humbling experience to be included in the teacher’s resource.”

Kavita Sanghvi, member of the Cambridge Panel, Cambridge IGCSE Physics teacher and Head of a school in Mumbai, India



Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more at [cambridge.org/thepanel](https://www.cambridge.org/thepanel)



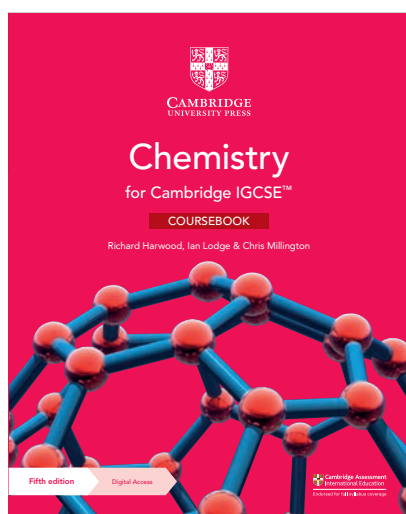
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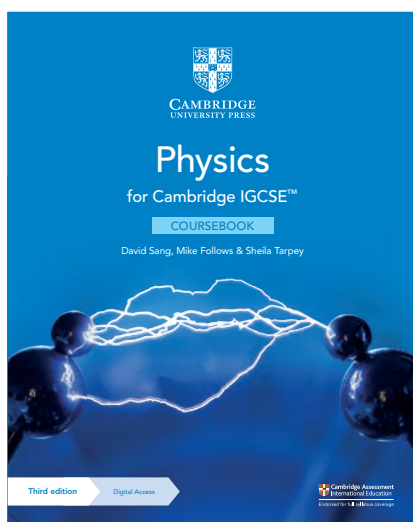
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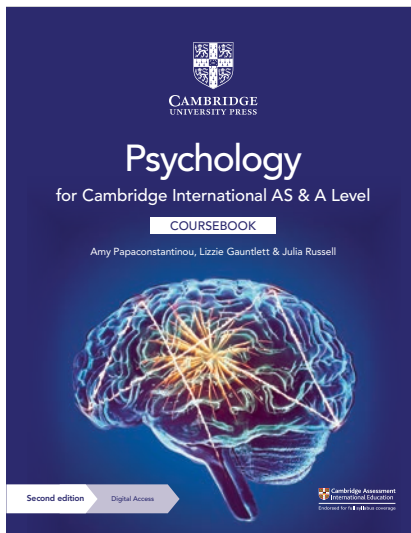
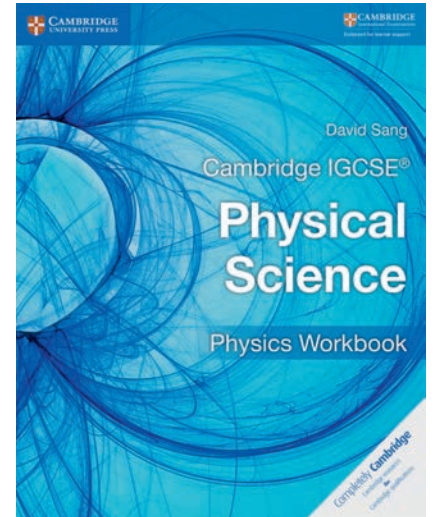
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GO

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- Multiple opportunities to engage in active learning such as group work, projects and discussion questions
- Regular self-assessment and peer-assessment features provide reflection opportunities to develop confident, independent learners

Workbook

- Questions and exercises provide opportunities to consolidate knowledge and hone essential science skills

Digital teacher's resource

- Designed to help teachers use the series in the most effective way, bridging the gap between teaching theory and practice

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- Written with strong support for language development, including key science vocabulary and key definitions throughout
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Cambridge science – inspired by teachers, building brighter futures



Through daily research including lesson observations, teacher interviews and work with teachers on the Cambridge Panel, we develop our resources to meet the needs of the science classroom. Follow our YouTube channel and blog for advice and inspiration from teachers, authors and specialists from the University of Cambridge Faculty of Education.

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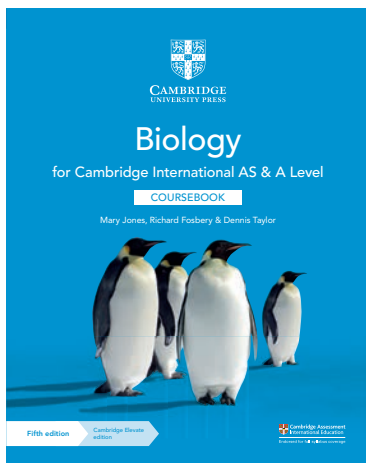
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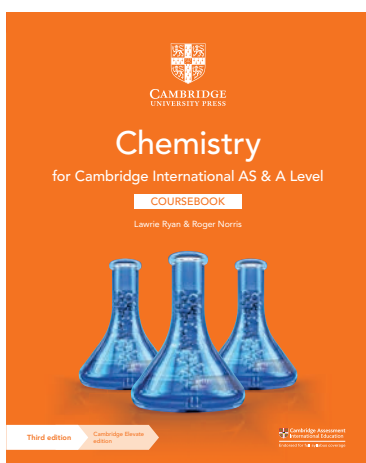
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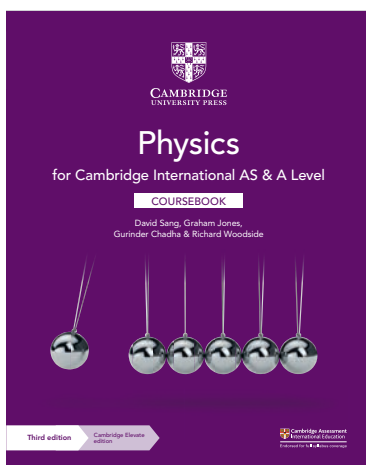
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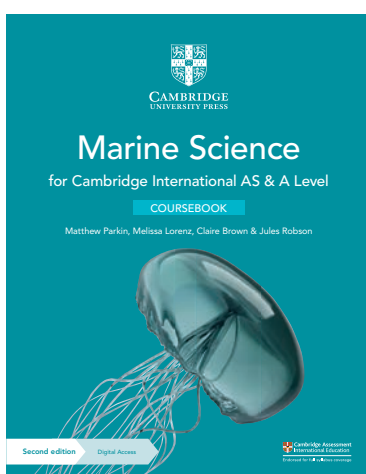
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- Time-saving worksheet packs are included for each chapter, plus additional end-of-chapter tests
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- We provide support for the new syllabus topics, reflecting the rewording, clarification and reorganisation of learning objectives and topics. The order of these resources follows the order of the syllabus, creating a clear learner journey
- The resources reflect the removal of assessment components and introduction of new components: Principles of Environmental Management and Management in Context. Our coursebook includes a 'Key Skills in Environmental Management' chapter to boost learners' confidence in their writing and scientific skills, and 'Environmental Management in Context' features in every chapter
- There is support for the practical and investigation skills that are assessed in Paper 2. The coursebook includes a full chapter on the new topic 'Environmental research and data handling' to develop scientific enquiry skills, with practical activities throughout all other chapters. The teacher's resource includes a guide to all the practical activities in the coursebook

To find out more about how our resources support you and your learners, or to download your free samples, visit [cambridge.org/education/science](https://www.cambridge.org/education/science)

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- Helps students develop analytical skills with global case studies on topics such as family and identity
- 'Think like a sociologist' feature enables students to apply new skills in a real-world context, particularly making connections with the world of work
- Key skills exercises at the end of each chapter help students prepare for assessment by practising skills such as data analysis and essay writing
- 'Stretch and challenge' feature suggests extra ideas to investigate and discuss, enabling a differentiated approach and supporting every learner
- 'Self-evaluation checklists' encourage students to assess their own progress

Digital teacher's resource

- Detailed teaching guidance, including PowerPoint slides for each chapter, helps you adapt to the new requirements of the syllabus
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Chris Livesey and Jonathan Blundell

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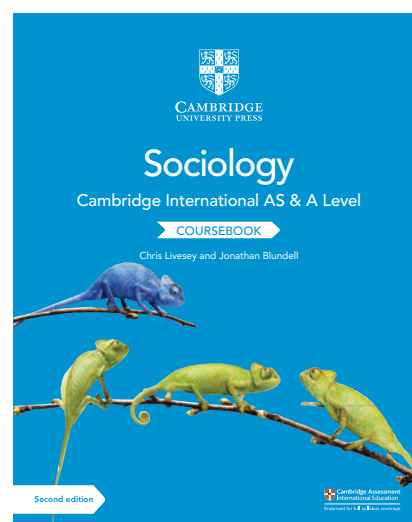
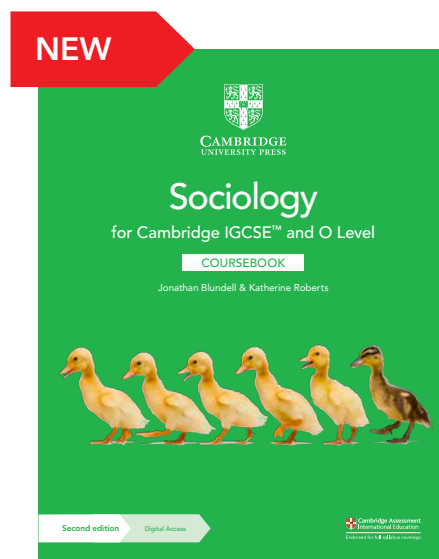
Develop global citizens and critical thinkers as you explore the processes shaping current trends - from social media, to the role of the family and religion.

- 'Think like a sociologist' features encourage students to use sociological skills to understand the value of the subject beyond grades and their course
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Easy ways to order - see page 91

Cambridge Lower Secondary Global Perspectives

Keely Laycock

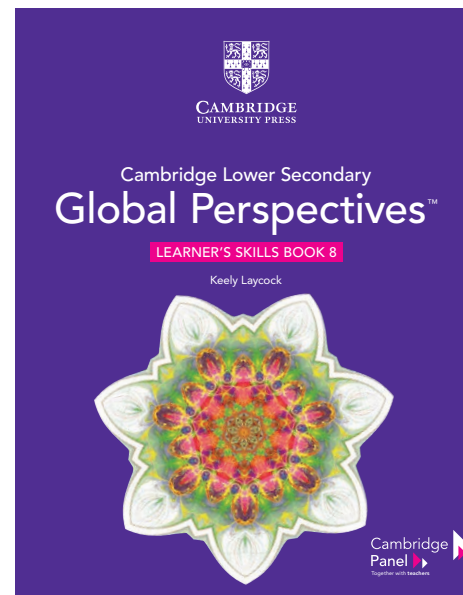
This series has been developed for the Cambridge Lower Secondary Global Perspectives Curriculum Framework (1129).

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
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- Collaborative and independent activities give students ownership of their learning
- Clear learning goals allow students to assess their progress
- Peer assessment and self-assessment opportunities help improve collaboration and reflection



Teacher's books

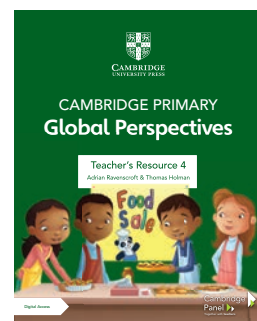
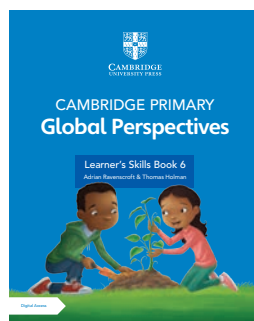
In a Cambridge Global Perspectives classroom, you have the chance to take on the role of facilitator to learning. This can sometimes feel like a challenge without pre-defined course content, which is why our teacher's books are the perfect addition to your Cambridge Global Perspectives collection.

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

Also see

Cambridge Primary Global Perspectives Stages 4-6

Find out more at cambridge.org/education/globalperspectives



| Stage | Stage 7 | Stage 8 | Stage 9 |
|---|-------------------|-------------------|-------------------|
| Learner's skills book | 978-1-108-79051-2 | 978-1-108-79054-3 | 978-1-108-79056-7 |
| Digital learner's skills book (1 year access) | 978-1-108-98430-0 | 978-1-009-00115-1 | 978-1-009-00116-8 |
| Teacher's book | 978-1-108-79052-9 | 978-1-108-79055-0 | 978-1-108-79057-4 |

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

NEW Cambridge IGCSE™ and O Level Global Perspectives

Second edition

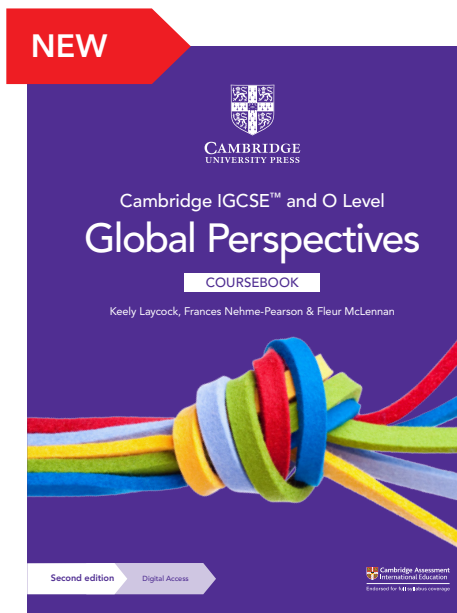
Keely Laycock, Frances Nehme-Pearson and Fleur McLennan

Cambridge IGCSE and O Level Global Perspectives syllabuses (0457/2069) for examination from 2025.

Help your learners become more aware of global issues, such as sustainability, while developing important transferable skills.

Coursebook with digital access

- Enquiry-led activities develop 21st century skills and encourage students to value other people's perspectives
- 'Before you start' feature provides an opportunity to assess what students already know about each topic
- 'Review and reflection' feature at the end of each unit supports students to develop metacognitive skills and surfaces what they have learnt
- Engaging and topical extracts, articles and examples on a global scale help students to relate to lessons
- Key term definitions and tips provide support throughout each unit
- Advice on how the subject is assessed, as well as a 'showcase' feature to examine key skills at the end of each unit



Digital teacher's resource

- Lesson plans and teaching ideas help you bring new ideas into the classroom and guide you and your learners through the syllabus
- Defined 'learning intentions' at the start of each unit, linked to the syllabus learning objectives, ensure lessons are focused
- Differentiation suggestions as part of each lesson plan make sure all students are suitably challenged
- Guidance on providing student feedback and effective questioning help you monitor student progress

Coming soon

Preparing to Teach Cambridge IGCSE and O Level Global Perspectives professional development.
Suitable for heads of department and subject leaders.



Syllabus support

This second edition has been designed to support you and your students through the updated Cambridge IGCSE and O Level Global Perspectives syllabuses (0457/2069). Here are the top three ways in which our resources support you through these changes:

- We have engaging, topical extracts or examples which relate to the new topics. These are explored and dissected in the text to help illustrate the skills and concepts covered in each chapter.
- A 'Showcase' features at the end of each chapter to support skills development, which includes prompts to help learners approach the broader task effectively
- Key terms feature throughout each chapter to provide definitions and tips to learners

To find out more about how our resources support you and your students, or to download your free samples, visit [cambridge.org/education](https://www.cambridge.org/education)

| | |
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| Coursebook with digital access (2 years) | ● 978-1-009-30142-8 |
| Digital coursebook (2 years) | ● 978-1-009-30143-5 |
| Digital teacher's resource | ● 978-1-009-30138-1 |
| Digital teacher's resource access card | ● 978-1-009-30139-8 |

Cambridge International AS & A Level Global Perspectives and Research

Second edition
David Towsey

Cambridge International AS & A Level Global Perspectives & Research syllabus (9239) for examination from 2023.

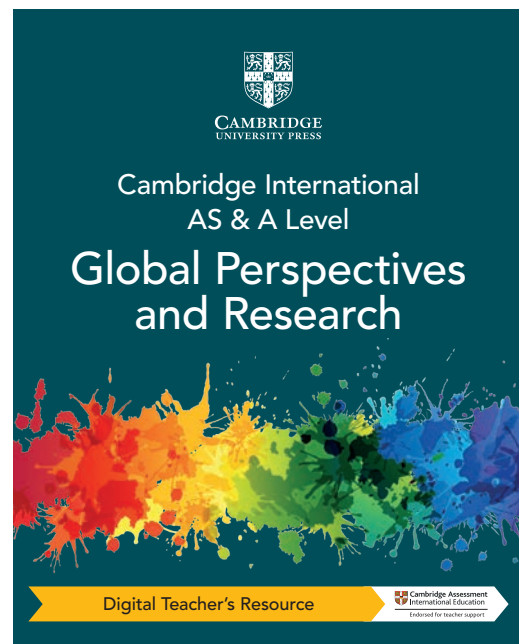
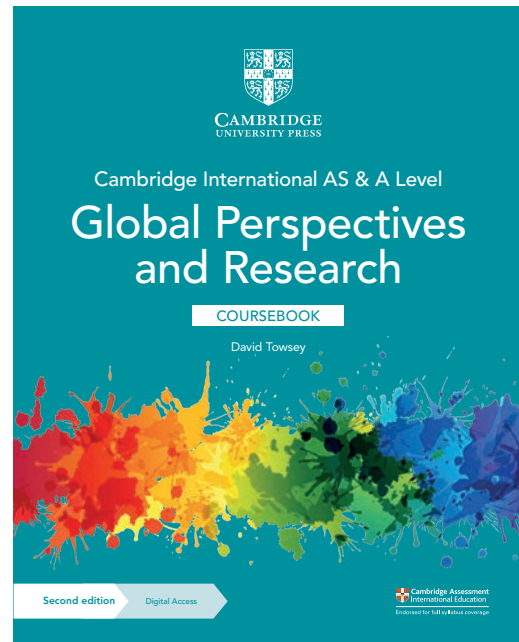
Guide your learners along the Global Perspectives Critical Pathway as they advance their 21st century skillsets in areas such as research, reasoning, thinking and communication.

Coursebook with digital access

- Accessible and comprehensive coverage with units dedicated to teaching key skills as well as writing the research report
- A strong practical focus throughout with activities designed to help refine skills including essay writing, time management and forming research questions
- Support for tracking student skills development with a critical path checklist
- Self- and peer-assessment opportunities encourage students to reflect on their own learning

Digital teacher's resource

- Variety of supporting resources, including lesson plans, worksheets and guidance around activities, assessment and cross-curricular links
- An overview of the syllabus with a suggested plan for sessions helps you organise your teaching when using the book
- Learning intentions with guidance on success criteria for every lesson ensure your class remains focused
- Suggestions for differentiation, managing feedback and assessment ideas support every learner
- Suitable for new and experienced Cambridge Global Perspectives teachers



Watch author **David Towsey** explore key problems and solutions that commonly occur in the Cambridge Global Perspectives classroom.

<https://bit.ly/3fA3N7V>

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| Digital coursebook (2 years) | ✓ 978-1-108-82170-4 |
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An easy way to create practice tests for your learners

Use Test Maker to build your own high-quality tests using past paper questions.

How does Test Maker work?

1. Build your test

Filter questions by topic, question type and exam series, selecting the ones that you want to include.

2. Review and edit

Take a look through the summary of your test, edit questions and change the order in which they appear.

3. Download and share

Export your test as a PDF or Word document and download your customised mark scheme.

Learn more <https://bit.ly/3FDSbvh>



Cambridge Assessment
International Education

NEW Cambridge IGCSE™ and O Level History Option B: the 20th Century

Third edition

Paul Grey, Rosemarie Little, Robin Macpherson and John Etty.

Cambridge IGCSE, IGCSE (9-1) and O Level History (0470/0977/2147) for examination from 2024.

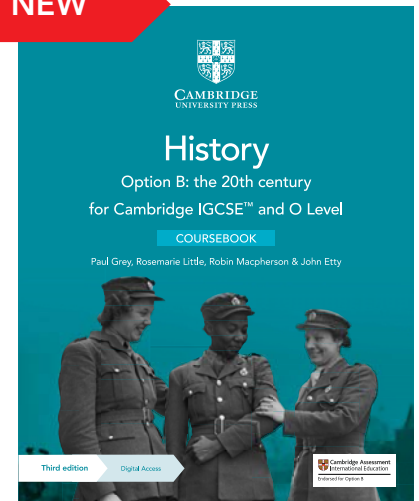
Coursebook

- Five in-depth studies cover important information surrounding Germany, Russia, the USA, the First World War and the Second World War
- Essay-writing support features such as 'Improve this answer' and 'Your challenge' encourage self-evaluation, alongside additional advice from the author to develop understanding
- End-of-unit exercises equip students with the skills they need to study history, such as critical source analysis and understanding of cause and effect
- 'Think like a historian' exercises will provide opportunities for learners to use the skills they are developing and apply them to their lives today

Digital teacher's resource

- Essay-writing support and language worksheets help to develop students' reading and writing
- Teaching notes, lesson plans and advice on source analysis help to save valuable lesson-planning time
- Editable revision and essay-writing worksheets are included to give you confidence in the classroom

NEW



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| NEW Digital coursebook (2 years) | ● 978-1-1009-28958-0 |
| NEW Digital teacher's resource | ● 978-1-1009-28961-0 |

Cambridge International AS Level History

Second edition

Pete Browning, Anna Cowper, John Etty, Graham Goodlad, Tony McConnell, Phil Wadsworth and Patrick Walsh-Atkins

Cambridge International AS Level History syllabus (9489) for examination from 2021.

With increased depth of coverage and closely mapped to the syllabus, this series provides teachers with a wide range of source material and language support.

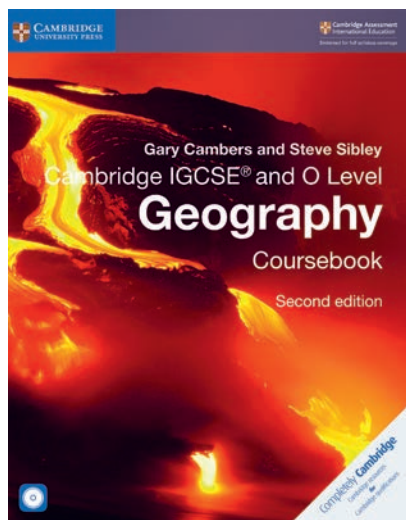
Coursebook

- 'Think like a historian' features help students understand the benefits of studying history, which requires sharp evaluation and research skills
- Key concept questions help students develop a conceptual understanding of history and encourage them towards making substantiated judgements
- Exam-style questions and example answers help students build familiarity for their examinations, practise their technique and understand how to improve
- Teacher's resource also available with language support, historical sources from the coursebook, lesson ideas and more

These editions of our AS History series are suitable for students taking the Paper 1 and 2 examinations for syllabus 9489.

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| The history of the USA, 1820-1941 digital coursebook (2 years) | ✓ 978-1-108-71633-8 |
| International history 1870-1945 coursebook | ✓ 978-1-108-45932-7 |
| International history 1870-1945 digital coursebook (2 years) | ✓ 978-1-108-45934-1 |
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| Digital teacher's resource | ✓ 978-1-108-70581-3 |
| Digital teacher's resource access card | ✓ 978-1-108-70582-0 |





Cambridge IGCSE™ and O Level Geography

Gary Cambers, Steve Sibley, Juliette Stafford and David Davies

Cambridge IGCSE, IGCSE (9-1) and O Level Geography syllabuses (0460/0976/2217) for examination from 2020.

Take your students to the summit of an active volcano in Japan or the bustling tourist trade of Kenya with *Cambridge IGCSE™ and O Level Geography*.

Coursebook

- Hundreds of activities provide clear, practical support for students
- Up-to-date case studies, from urbanisation in Peru to international migration in Qatar, bringing real-life topics to the classroom

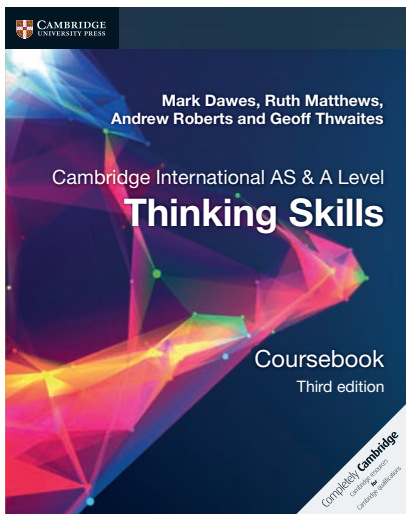
Digital teacher's resource

- The teacher's resource CD-ROM provides you with answers to all coursebook activities, a suggested scheme of work and lesson plans

Revision guide

- A supporting narrative guide through the coursebook, containing a range of activities with detailed explanations

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| Coursebook | ✓ 978-1-108-33918-6 |
| Digital teacher's resource | ✓ 978-1-108-45702-6 |
| Digital teacher's resource access card | ✓ 978-1-108-45701-9 |
| Revision guide | ✓ 978-1-108-44032-5 |



Cambridge International AS & A Level Thinking Skills*

Third edition

Mark Dawes, Ruth Matthews, Andrew Roberts and Geoff Thwaites

Cambridge International AS & A Level Thinking Skills syllabus (9694) for examination from 2020.

Cambridge International AS & A Level Thinking Skills is a supportive suite of resources that helps students build confidence when thinking independently.

- Develops the 21st century skills needed for further study and employment
- Scenarios encourage students to adopt practical approaches to critical thinking and problem solving
- Key terms are explained throughout and exam-style questions at the end of each chapter allow for frequent ability check-ins
- Teacher support includes sample lessons and answers to activities as well as exam-style questions and worksheets for further exam-style preparation

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| Digital coursebook (2 years) | 978-1-108-44110-0 |
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| Digital teacher's resource access card | 978-1-108-45766-8 |

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Easy ways to order - see page 91

Cambridge IGCSE™ and O Level Travel and Tourism

Second edition

Stephen Rickerby, Ruth Figg and John Smith

Designed to support the Cambridge IGCSE and O Level Travel & Tourism syllabuses (0471/7096) for examination from 2024.

From customer service to destination marketing, this series supports students to develop practical skills across a range of roles in one of the world's largest industries.

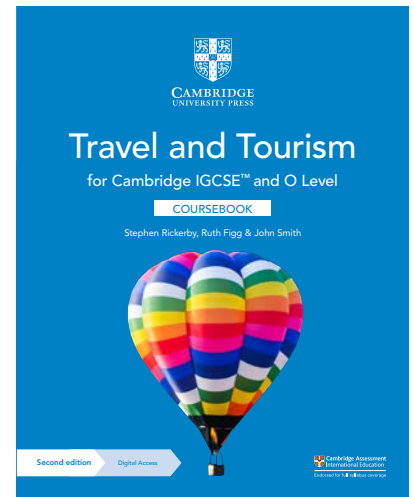
Coursebook with digital access

- Develops analytical skills with global case studies on a variety of topics
- 'Travel and tourism in context' feature encourages learners to explore real-world topics
- Group work and project work, such as student-led presentations, support critical thinking skills
- Visual tools and key term definitions provide additional language support

Digital teacher's resource

- Includes differentiation ideas, language support and guidance for assessing students' answers to activities and exam-style questions

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| Coursebook with digital access (2 years) | ✓ 978-1-009-06468-2 |
| Digital coursebook (2 years) | ✓ 978-1-009-07357-8 |
| Digital teacher's resource | ✓ 978-1-009-07358-5 |
| Digital teacher's resource access card | ✓ 978-1-009-07359-2 |



Cambridge International AS & A Level Travel and Tourism

Third edition

Susan Stewart, Stephen Rickerby and Fiona Warburton

Designed to support the Cambridge International AS & A Level Travel & Tourism syllabus (9395) for examination from 2024.

From sustainable tourism to destination management, this series helps students understand key travel and tourism ideas, and equips them with technical and practical skills.

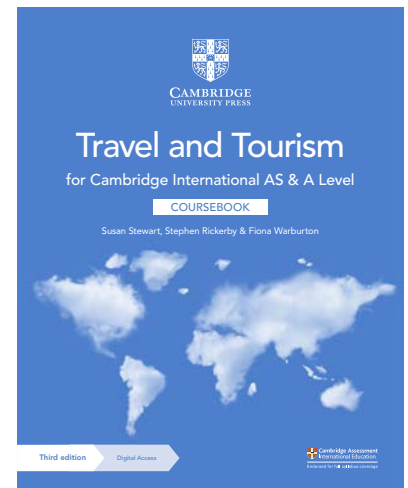
Coursebook with digital access

- Develops analytical skills with global case studies on a variety of topics
- 'Travel and tourism in context' feature encourages learners to explore topics in a real-world context, such as the impact of tourism in Antarctica
- Group work and project work, such as student-led presentations, support critical thinking skills
- Visual tools and key term definitions provide additional language support

Digital teacher's resource

- Includes differentiation ideas, language support and guidance for assessing students' answers to activities and exam-style questions

| | |
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| Coursebook with digital access (2 years) | ✓ 978-1-009-08232-7 |
| Digital coursebook (2 years) | ✓ 978-1-009-07715-6 |
| Digital teacher's resource (2 years) | ✓ 978-1-009-07716-3 |
| Digital teacher's resource access card (2 years) | ✓ 978-1-009-07717-0 |



NEW Cambridge International AS & A Level Media Studies

Ian Marshall, Nicola Naisbett and Tina Stoklosa

Cambridge International AS & A Level Media Studies syllabus (9607) for examination from 2024.

Media shapes our understanding of the world. Enable your learners to develop a critical understanding of international media as they explore this vast and varied field, from production processes and technologies to media power and regulation.

Coursebook with digital access

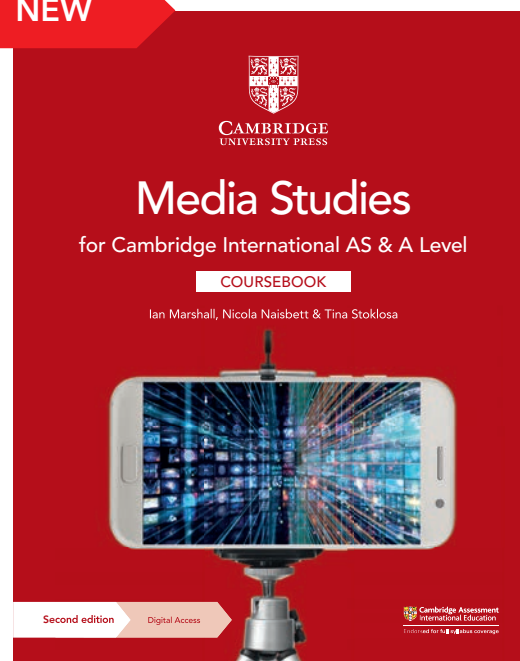
- Varied activities and case studies help students engage with key topics and develop critical and analytical skills
- Group work and project-based activities encourage students to make real-world connections that deepen their understanding
- Examples from real industry roles, such as electrical design, provide context to help students apply their learning to practical scenarios
- 'Take it further' feature provides ideas for independent learning and research activities that deepen understanding
- 'Reflection' feature encourages students to become independent learners and assess their own progress
- Key vocabulary, top tips and key concept links provide support throughout each unit, including technical language guidance

Discussion point

Activities throughout the coursebook enable students to consider the cultural impact of the media in our everyday lives, such as asking learners to reflect on how the use of social media has changed the way that we experience the world.



NEW



Digital teacher's resource

- Step-by-step guidance through starter, main and plenary activities helps you feel confident in your approach
- Support for key teaching approaches including project-based learning, formative assessment and differentiation
- Downloadable language worksheets save time and help students unlock subject-specific vocabulary
- Guidance on how to adapt case studies in the coursebook based on your teaching context enables learners to engage with the most relevant examples
- Suggestions for answers to activities in the coursebook

NEW Coursebook with digital access (2 years)

● 978-1-009-26224-8

NEW Digital coursebook (2 years)

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NEW Digital teacher's resource

● 978-1-009-30136-7

NEW Digital teacher's resource access card

● 978-1-009-30137-4

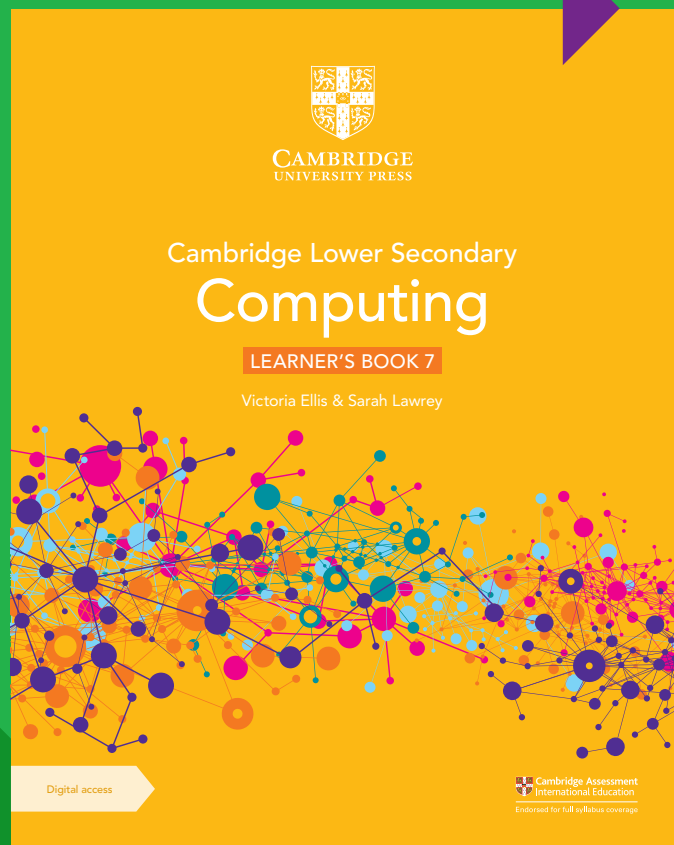
COMING SOON

Cambridge Lower Secondary Computing Stages 7-9

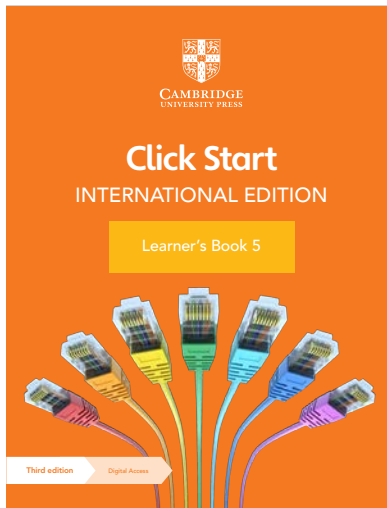
Our new series for Cambridge Lower Secondary Computing is coming soon.

Covering Stages 7-9, 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
- 'Stay safe!' feature includes short, friendly tips to ensure learners stay safe online
- Variety of guidance in the teacher's resource including starter, main and plenary teaching ideas, cross-curricular links, customisable worksheets, homework ideas, language support and much more
- Resources also available for Primary Stages 1-6



Visit <https://bit.ly/3Ui142p> to sign up to our Computing mailing list.



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

| | | | |
|--------------------------------------|-------------------|--------------------------------------|-------------------|
| Learner's book 1 with digital access | 978-1-108-95180-7 | 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 |
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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

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

Level 3

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| 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

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



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

Cambridge IGCSE™ ICT

Third edition

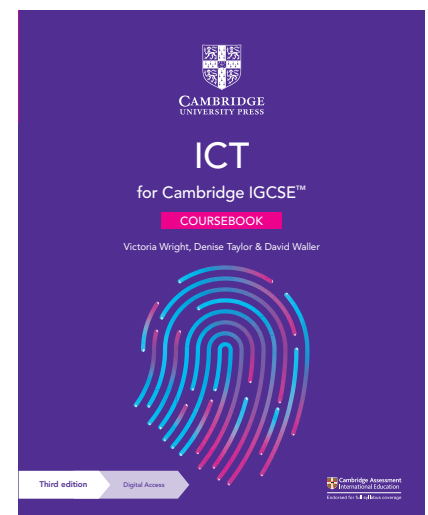
Victoria Wright, Denise Taylor, David Waller and Evans Chikasa

Cambridge IGCSE ICT syllabus (0983/0417) for examination from 2023.

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

Coursebook

- 'ICT in context' feature brings ICT to life and adds relevancy to students' learning
- 'Getting started', 'Practice' and 'Challenge' activities throughout provide a tiered approach to practical tasks, building skills and challenging more confident students
- 'Reflection' feature at the end of each chapter to encourage students to assess and evaluate their learning journey
- A wealth of exam-style questions in every chapter provide students with theory and practical exam-style preparation activities throughout the course



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| Digital coursebook (2 years) | ✓ 978-1-108-82821-5 |
| Practical skills workbook with digital access | ✓ 978-1-108-90112-3 |
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| Digital teacher's resource | ✓ 978-1-108-82823-9 |

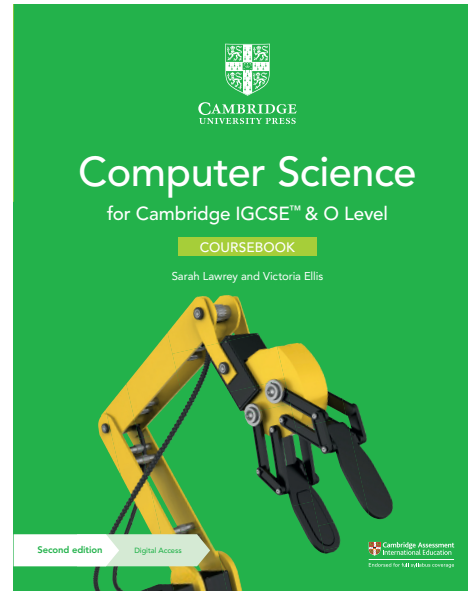
Cambridge IGCSE™ and O Level Computer Science

Second edition

Sarah Lawrey and Victoria Ellis
Chris Roffey, Richard Morgan and Dave Duddell

Cambridge IGCSE, IGCSE (9-1) and O Level Computer Science syllabuses (0478/0984/2210) for examination from 2023.

The series builds upon the fundamentals of computational thinking and programming, brought to life through real-life contexts and applications. With a variety of new learning features and a newly added programming book for Java, your students will have the tools they need to study computer science with confidence.



Programming books

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

Digital teacher's resource

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

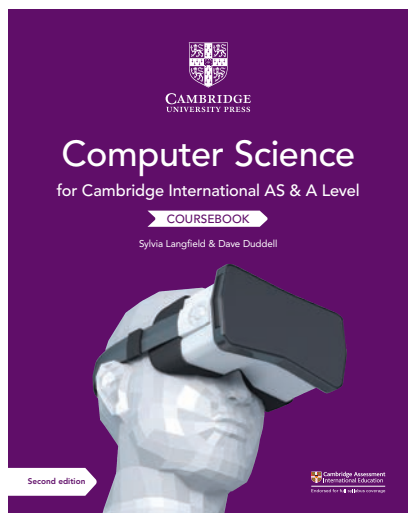


Coursebook with digital access

- New case studies from Microsoft Research demonstrate how computer science can be applied in real-life scenarios; these are supported by the new 'Computer science in context' feature connecting students to real-life scenarios and technology
- 'Introduction to studying Computer Science' chapter supports students with little prior learning, helping them get up to speed with the key concepts
- 'Skills focus' sections develop students' mathematical, computational thinking and programming knowledge, including step-by-step examples and questions
- 'Self-evaluation checklists' and peer-assessment features encourage students to reflect on their own progress and learn from each other
- A wealth of new exam-style questions in every chapter provide students with exam-style preparation activities throughout the course

Download free activities on programming in Python, Microsoft® Visual Basic and Java from the Brighter Thinking Blog.
<https://bit.ly/3DB8M0j>

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| Digital coursebook (2 years) | ✓ 978-1-108-82414-9 |
| Programming book for Java with digital access | ✓ 978-1-108-91007-1 |
| Digital programming book for Java (2 years) | ✓ 978-1-108-82419-4 |
| Programming book for Microsoft® Visual Basic with digital access | ✓ 978-1-108-93567-8 |
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| Programming book for Python with digital access | ✓ 978-1-108-95156-2 |
| Digital programming book for Python (2 years) | ✓ 978-1-108-94828-9 |
| Digital teacher's resource | ✓ 978-1-108-82420-0 |



Cambridge International AS & A Level Computer Science

Second edition

Dave Duddell and Sylvia Langfield

Cambridge International AS & A Level Computer Science syllabus (9618) for examination from 2021.

Get your students learning about everything from simple systems, to designing algorithms and problem solving.

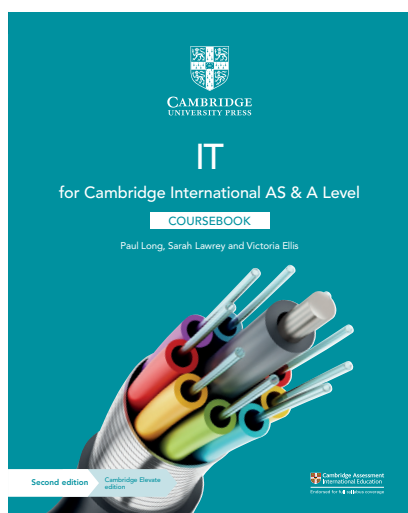
- Provides students with detailed descriptions of concepts, reinforced with examples that outline complex subject matter in a clear way
- Alongside fundamental definitions, higher level programming skills are developed through the explanation of processes and consolidated by practical exam-type questions
- Programming support has been introduced to reflect the replacement of Pascal/Delphi with Java for the new syllabus

| | |
|--|---------------------|
| Coursebook | ✓ 978-1-108-73375-5 |
| Digital coursebook | ✓ 978-1-108-70041-2 |
| Coursebook with digital access (2 years) | ✓ 978-1-108-56832-6 |
| Digital teacher's resource | ✓ 978-1-108-71603-1 |
| Digital teacher's resource access card | ✓ 978-1-108-71881-3 |
| Revision guide | ✓ 978-1-108-73732-6 |

These products have been supported by the Cambridge Panel

Help shape the future of our computing resources by joining our teacher community, The Panel.

Find out more at [cambridge.org/thepanel](https://www.cambridge.org/thepanel)



Cambridge International AS & A Level IT

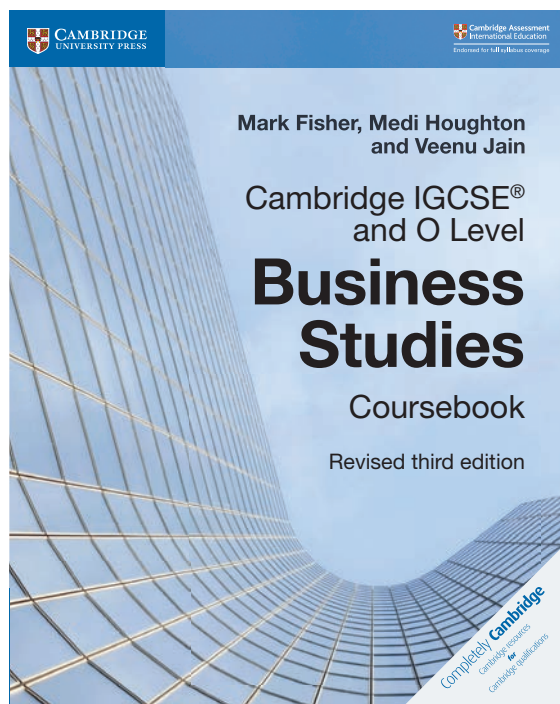
Second edition

Paul Long, Sarah Lawrey and Victoria Ellis

Cambridge International AS & A Level IT syllabus (9626) for examination from 2022.

- Detailed explanations of concepts supported by examples, activities and highlighted key vocabulary
- Learning objectives, self-assessment, end-of-unit progress checks and reflection features encourage students to keep track of their own progress and develop into independent learners
- Exam-style questions and a practical workbook provide a wealth of opportunities to practise in class and at home

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| Coursebook with digital access | ✓ 978-1-108-78247-0 |
| Digital coursebook | ✓ 978-1-108-74932-9 |
| Practical IT skills workbook with digital access | ✓ 978-1-108-78256-2 |
| Digital teacher's resource access card | ✓ 978-1-108-81216-0 |



Cambridge IGCSE™ and O Level Business Studies

Revised third edition

Mark Fisher, Medi Houghton, Veenu Jain and Alex Smith

Cambridge IGCSE, IGCSE (9-1) and O Level Business Studies
syllabuses (0450, 0986, 7115) for examination from 2020.

Coursebook

- A range of international case studies – from quality control in car plants to market research in supermarkets – bring real-life topics to the classroom
- The CD-ROM contains revision aids, further questions and activities, providing students with valuable experience

Digital teacher's resource

- Answers to coursebook activities, further exercises and teaching ideas provide help with lesson planning
- Further guidance on the syllabuses and assessment gives additional teacher support

Workbook

- A range of new practice exercises builds students' business studies knowledge and skills

Revision guide

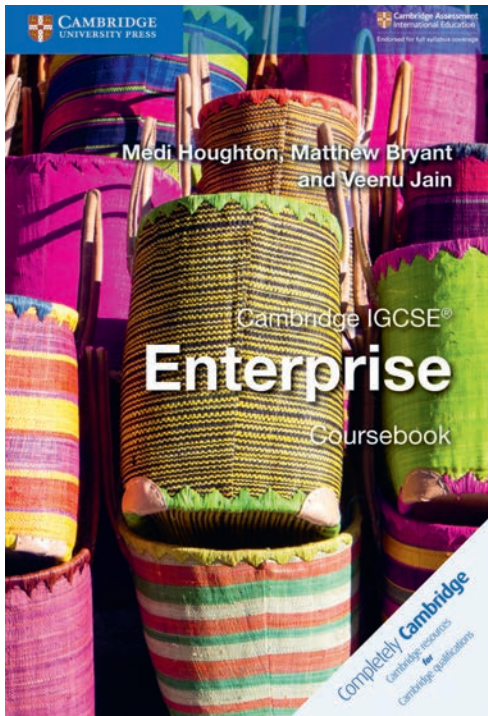
- Contains specially designed guidance – such as revision tips, key definitions and exam-style practice – that helps build students' confidence with business studies

“

It helps the students to reason, not to memorise automatically; the book is not intended for rote-learning but it presents activities which help students to apply what they have learnt in simulations, case studies, to bring them to analysis and reflection.

V. Meini, Business Studies and English Teacher, Antonio Pesenti School, Italy

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| Coursebook | ✓ 978-1-108-56398-7 |
| Digital coursebook (2 years) | ✓ 978-1-108-44175-9 |
| Coursebook with digital access (2 years) | ✓ 978-1-108-34825-6 |
| Digital teacher's resource | ✓ 978-1-108-44172-8 |
| Digital teacher's resource access card | ✓ 978-1-108-46256-3 |
| Revision guide | ✓ 978-1-108-44174-2 |
| Workbook | ✓ 978-1-108-71000-8 |



Cambridge IGCSE™ Enterprise

Medi Houghton, Matthew Bryant and Veenu Jain

Cambridge IGCSE Enterprise syllabus (0454) for examination from 2020.

Cambridge IGCSE Enterprise is a skills-focused handbook that helps students enrich their enterprise projects.

- A practical focus to assist students in integrating theory with the coursework project

| | |
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| Coursebook | ✓ 978-1-108-44035-6 |
| Digital coursebook (2 years) | ✓ 978-1-108-44037-0 |
| Coursebook with digital access (2 years) | ✓ 978-1-108-33925-4 |

Cambridge IGCSE™ and O Level Accounting

Second edition

Catherine Coucom, Mary Egan and Claire Merrills

Cambridge IGCSE, IGCSE (9-1) and O Level Accounting syllabuses (0452/0985/7707) for examination from 2020.

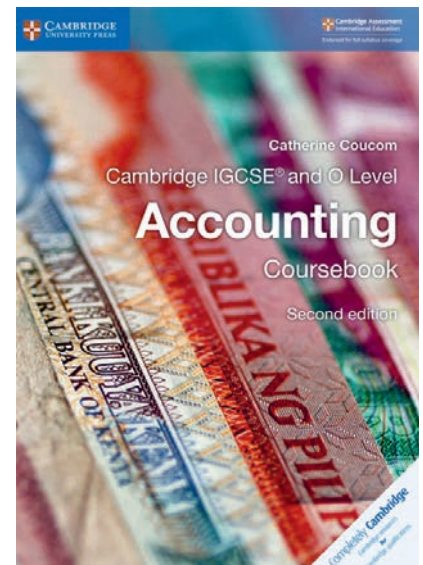
With over 70% more practice questions than the previous edition and content closely mapped to the syllabuses, this series builds confidence and understanding of accounting best practice.

Coursebook

- Varied topics help students new to accounting understand the subject's core theories and principles
- Activities provide students with the opportunity to learn how to record, report, present and interpret financial information
- Clear step-by-step explanations and instructions guide beginners through the course

Digital teacher's resource

- Adaptable lesson plan ideas increase flexibility in the classroom
- Answers to the coursebook and workbook questions for quick referencing in class



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| Coursebook | ✓ 978-1-316-50277-8 |
| Digital coursebook (2 years) | ✓ 978-1-108-43901-5 |
| Coursebook with digital access (2 years) | ✓ 978-1-108-33917-9 |
| Digital teacher's resource | ✓ 978-1-108-44057-8 |
| Digital teacher's resource access card | ✓ 978-1-108-45899-3 |
| Workbook | ✓ 978-1-316-50505-2 |
| Revision guide | ✓ 978-1-108-43699-1 |



Cambridge O Level Commerce

Second edition

Mary Trigwell-Jones

Cambridge O Level Commerce syllabus (7100) for examination from 2018.

- Contains lots of activities and practice questions that help students apply commercial theory, with up-to-date, real-life examples
- Topics are broken down into the traditional areas within commerce, such as production, retail, international trade and advertising, helping students to understand the structure of commerce
- Units such as the Changing Environment of Commerce examine developing trends and evolving areas of the industry, and are selected to interest teenagers

Coursebook

✓ 978-1-107-57909-5

Cambridge IGCSE™ and O Level Economics

Second edition

Susan Grant and Colin Bamford

Cambridge IGCSE, IGCSE (9-1) and O Level Economics syllabuses (0445/0987/2281) for examination from 2020.

Economics relates to every aspect of our lives and thinking like an economist can help us make better choices. This series is for students new to economics, helping them understand economic theory, terminology and principles.

Coursebook

- Introduces topics and presents economic concepts in the context of the learner, making economics relevant to everyday life
- Tips and guidance throughout support students in developing the skills to write clearly, apply relevant economic concepts and interpret diagrams
- Provides a foundation for advanced study in economics, such as A Level

Digital teacher's resource

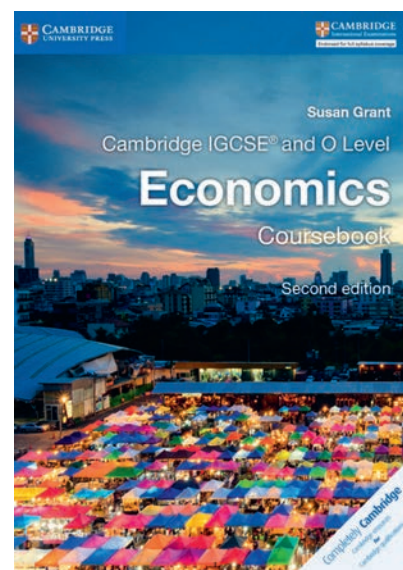
- Features lesson plan ideas you can adapt
- Contains answers to the coursebook and workbook questions

Workbook

- Test understanding and improve technique with written answers
- Provides practice opportunities for multiple-choice and structured questions

Revision guide

- Provides concise coverage of the syllabus content to aid revision
- Contains 'Progress Check' questions to help assess understanding
- Builds your students' confidence to answer questions and test their knowledge



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| Coursebook | ✓ 978-1-108-44038-7 |
| Digital coursebook (2 years) | ✓ 978-1-108-44042-4 |
| Coursebook with digital access (2 years) | ✓ 978-1-108-33926-1 |
| Digital teacher's resource | ✓ 978-1-108-44058-5 |
| Digital teacher's resource access card | ✓ 978-1-108-46421-5 |
| Workbook | ✓ 978-1-108-44040-0 |
| Revision guide | ✓ 978-1-108-44041-7 |
| Getting started with Cambridge IGCSE™ and O Level Economics* | 978-1-108-44043-1 |

*This resource has not been through the Cambridge Assessment International Education endorsement process

Cambridge International AS & A Level Business

Fourth edition

Peter Stimpson, Alastair Farquharson,
Kelly Chalk and Deborah Malpas

Cambridge International AS & A Level Business syllabus
(9609) for examination from 2023.

This series inspires students to develop an understanding of business and business-related concepts, while guiding them through the Cambridge International AS & A Level Business syllabus.

Coursebook

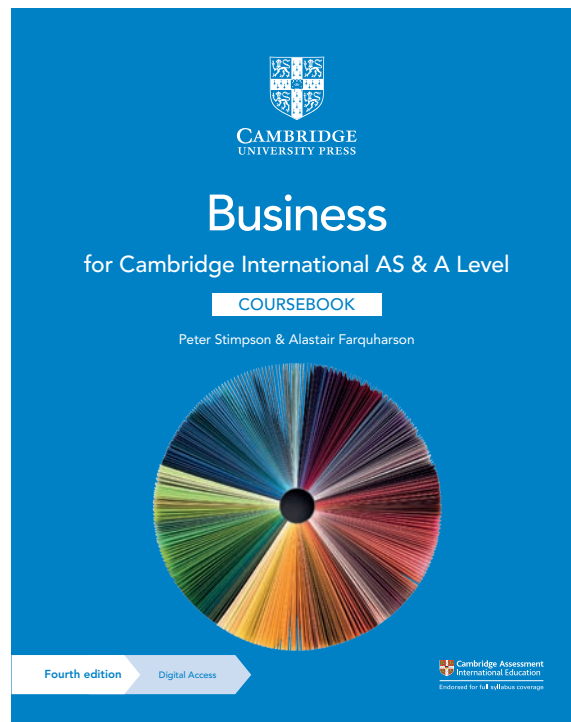
- 'Getting started with' chapter to support student transition from Cambridge IGCSE to Cambridge International AS & A Level
- 'Business in context' and 'Business in action' features enable students to make real-world connections to their studies
- 'Preparing for assessment' chapter, including revision strategies, helps learners get ready for examination
- Mixture of local and global case studies ensures content is relevant to all students and encourages their interest in the subject
- Key terms, key concepts and command words defined to support English as a second language learners

Workbook

- Focuses on the development of four key skills: Knowledge and Understanding, Application of Knowledge and Understanding, Analysis, and Evaluation
- Wide variety of new exam-style questions and activities so students can further test their understanding
- Worked examples including 'improve this answer' activities help students develop their evaluation skills and understand what a 'good' answer looks like

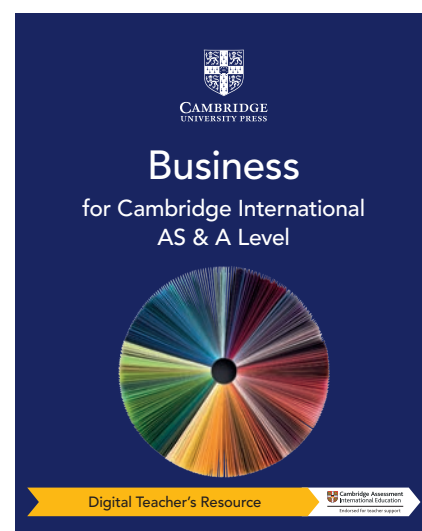
Watch our free Cambridge International AS & A Level Business webinar with author and educator, Kelly Chalk.

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



Digital teacher's resource

- Step-by-step lesson plans, including differentiation advice, bring new ideas into your classroom
- Downloadable materials such as PowerPoint presentations and topic and language worksheets save lesson-planning time
- Support for key pedagogical practices, including active learning, ensure you feel supported in your teaching
- Language support for each lesson ensures that language is not a barrier to learning
- Answers to coursebook and workbook exercises



| | |
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| Coursebook with digital access | ✓ 978-1-108-92122-0 |
| Digital coursebook | ✓ 978-1-108-92599-0 |
| Workbook with digital access | ✓ 978-1-108-92600-3 |
| Digital teacher's resource | ✓ 978-1-108-94068-9 |

Cambridge International AS & A Level Accounting

Third edition

David Hopkins, Deborah Malpas, Harold Randall, Michael Seagrove, Julie Whatford and Sharon Elan-Puttick

Cambridge International AS & A Level Accounting syllabus (9706) for examination from 2023.

Empower your students to become confident learners and achieve success with the third edition of the *Cambridge International AS & A Level Accounting* series.

Coursebook with digital access

- Revised order of chapters in Part 1 (The Accounting System) to support student transition from Cambridge IGCSE to Cambridge International AS & A Level
- 'Accounting in context' and 'Think like an Accountant' features help students make real-world connections to their studies
- Key terms, key concepts and command words are defined for English as a second language learners
- Practice questions, exam-style questions, worked examples and sample answers help students prepare for assessment
- Appendix highlights key formulae required for the syllabus so students can study with ease

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| Coursebook with digital access | ✓ 978-1-108-90292-2 |
| Digital coursebook | ✓ 978-1-108-82870-3 |
| Workbook with digital access | ✓ 978-1-108-82871-0 |
| Digital teacher's resource | ✓ 978-1-108-82872-7 |

Cambridge International AS & A Level Economics

Fourth edition

Colin Bamford, Susan Grant, George Vlachonikolis, Mark Collins and Roger Croft

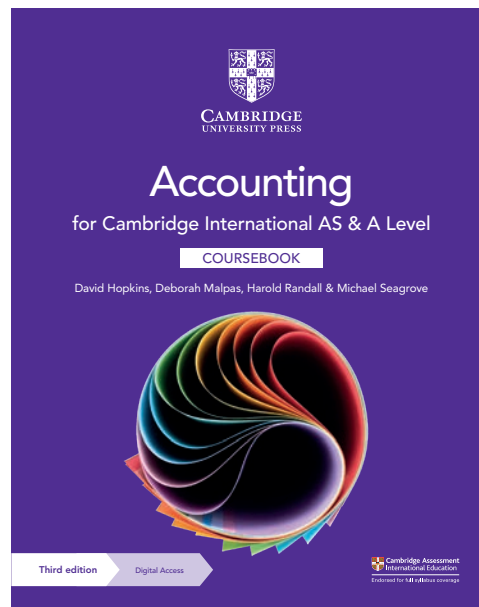
Cambridge International AS & A Level Economics syllabus (9708) for examination from 2023.

Introduce your students to the world of economics, while helping them develop key skills such as application and evaluation, with the fourth edition of the *Cambridge International AS & A Level Economics* series.

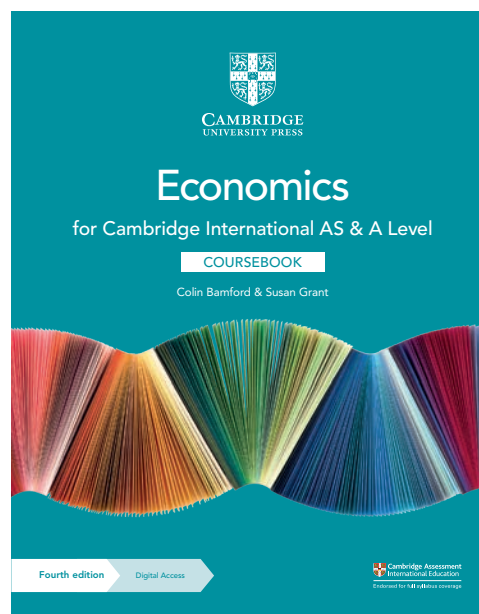
Coursebook with digital access

- 'Getting started with' chapter to support student transition from Cambridge IGCSE to Cambridge International AS & A Level
- 'Economics in context' and 'Think like an Economist' features apply lessons to real-life scenarios, engaging students in their studies
- Essay-writing activities build key skills including analysis and evaluation, and prepare students for assessment
- 'Preparing for assessment' chapter, including sample mark schemes, to help students prepare for exams
- Mixture of local and global case studies ensures content is relevant to all learners and encourages an interest in the subject

| | |
|--------------------------------|---------------------|
| Coursebook with digital access | ✓ 978-1-108-90341-7 |
| Digital coursebook | ✓ 978-1-108-82278-7 |
| Workbook with digital access | ✓ 978-1-108-82279-4 |
| Digital teacher's resource | ✓ 978-1-108-82280-0 |



Workbook and digital teacher's resource also available.



Workbook and digital teacher's resource also available.



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 IGCSE™ Spanish as a Foreign Language

Manual Capelo, Víctor González and Francisco Lara

Cambridge IGCSE and IGCSE (9-1) Spanish syllabuses (0530/7160) for examination from 2021.

- Global topics with a focus on Spanish as a world language promote intercultural awareness
- Skills-based approach helps students develop meaningful language skills they can use beyond the classroom
- Digital resources can be downloaded for access offline, ideal for learning in class or at home

| | |
|---|---------------------|
| Coursebook with audio CDs | ✓ 978-1-108-60963-0 |
| Digital coursebook with audio CDs (2 years) | ✓ 978-1-009-32328-4 |
| Digital coursebook (2 years) | ✓ 978-1-009-32327-7 |
| Teacher's resource with digital access | ✓ 978-1-108-60984-5 |
| Workbook | ✓ 978-1-108-72811-9 |



Cambridge IGCSE™ Spanish as a First Language

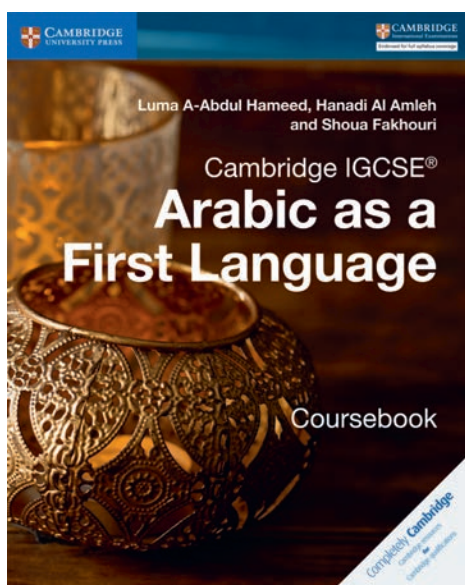
Jacobo Priegue Patiño and Laura Puente Martín

Cambridge IGCSE Spanish as a First Language syllabus (0502) for final examination in 2021.*

- In-depth topics promote a deeper understanding of the Spanish language and culture
- Texts and activities from around the Spanish-speaking world encourage critical thinking

| | |
|----------------|---------------------|
| Coursebook | ✓ 978-1-316-63291-8 |
| Teacher's book | ✓ 978-1-316-63297-0 |
| Workbook | ✓ 978-1-316-63296-3 |

*These resources are not endorsed for the new syllabus, for examination from 2022 to 2024.



Cambridge IGCSE™ Arabic as a First Language

Luma A-Abdul Hameed, Hanadi Al Amleh and Shoua Fakhouri

Cambridge IGCSE Arabic as a First Language syllabus (0508).

- Engaging texts and activities encourage critical thinking and support students through the course
- The skills-based approach helps students develop a deeper understanding of the Arabic language

| | |
|----------------|---------------------|
| Coursebook | ✓ 978-1-316-63451-6 |
| Teacher's book | ✓ 978-1-316-63619-0 |
| Workbook | ✓ 978-1-316-63618-3 |

NEW Cambridge International AS Level Spanish Language

Víctor González, Leonor Ruiz and Loredia Urquiza

Cambridge International AS Level Spanish Language syllabus (8022) for examination from 2024.

Build confident Spanish communicators with linguistic and cultural competence. These skills-based resources empower your students to develop key communicative skills as they engage with contemporary topics across the Spanish-speaking world.

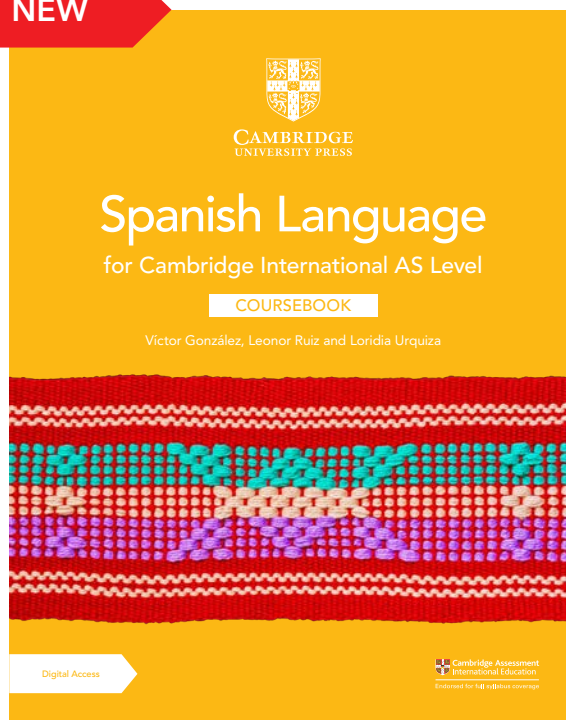
Coursebook with digital access

- Activities of progressive complexity enable students to build on their potential in the development of reading, writing, listening and speaking skills
- Varied listening activities, in a range of international accents, provide multiple opportunities to hone listening skills
- ¡Ahora te toca a ti! feature suggests opportunities for students to practise their language skills beyond the classroom
- 'Rincón cultural' feature helps students to explore and appreciate the cultural background of the Spanish language, understanding its history and influences
- Additional grammar support helps students build a deeper understanding of how to use the language
- Tip boxes give learners bite-sized guidance on the skills needed to succeed in the course
- Practice questions at the end of each unit help students prepare for assessment, while progress checks enable them to evaluate their learning

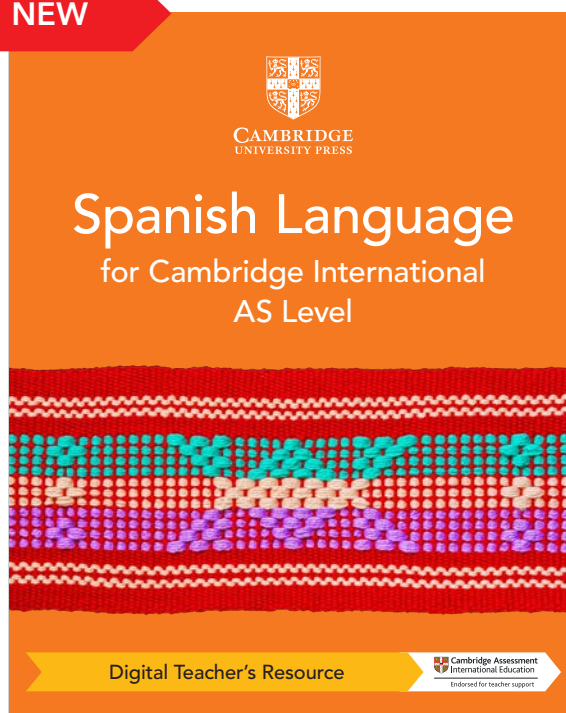
Digital teacher's resource

- Step-by-step guidance through starter, main and plenary activities helps you feel confident in your approach
- Support for key teaching approaches including metacognition, formative assessment and differentiation
- Differentiation advice and support, including additional worksheets, enables you to meet the needs of all learners
- Further support and advice helps you assess and develop students' key skills
- Suggestions for answers to activities and practice questions in the coursebook

NEW



NEW



NEW Coursebook with digital access (2 years)

● 978-1-009-26201-9

NEW Digital coursebook (2 years)

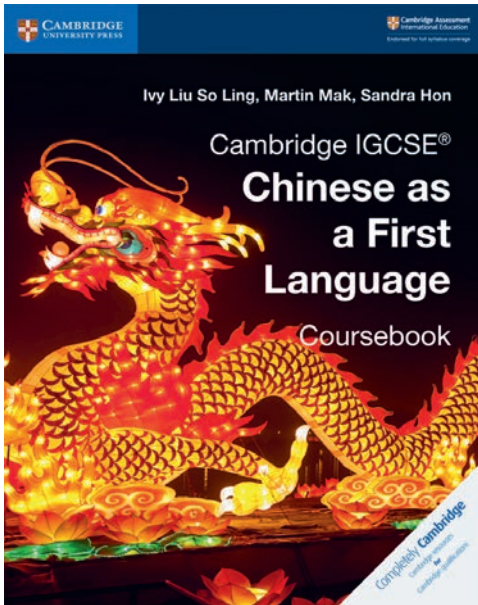
● 978-1-009-26203-3

NEW Digital teacher's resource

● 978-1-009-30063-6

NEW Digital teacher's resource access card

● 978-1-009-30064-3



Cambridge IGCSE™ Chinese as a First Language

Ivy Liu So Ling, Martin Mak and Sandra Hon

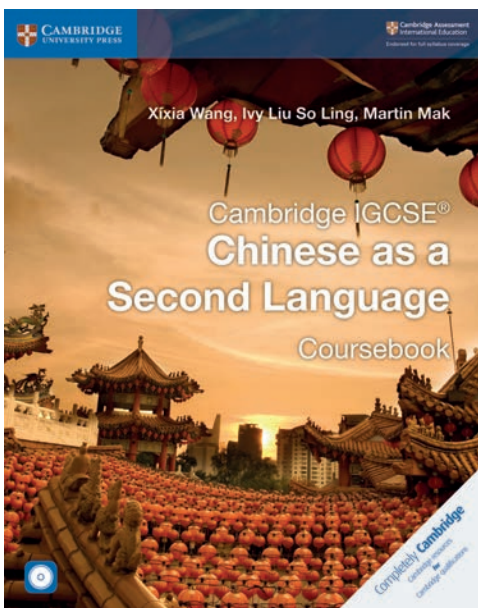
Cambridge IGCSE Chinese as a First Language syllabus (0509)
for examination from 2020.

- Eight topics - including Chinese philosophers, historical figures and social relationships - engage students with Chinese culture and language
- Written in Mandarin Chinese, these resources take a skills-based approach focused on reading and writing
- A variety of activities develop transferable skills of critical evaluation, analysis and inference with opportunities provided for differentiation and extension throughout

| | |
|------------------------------|---------------------|
| Coursebook | ✓ 978-1-108-43493-5 |
| Digital coursebook (2 years) | ✓ 978-1-108-43536-9 |
| Digital teacher's resource | ✓ 978-1-108-43496-6 |
| Workbook | ✓ 978-1-108-43495-9 |

Author Víctor González shares five activities
for learning a language outside the classroom.
<https://bit.ly/3WqItDD>

Brighter Thinking
Blog ▶▶



Cambridge IGCSE™ Chinese as a Second Language

Xiaxia Wang, Ivy Liu So Ling and Martin Mak

Cambridge IGCSE Chinese as a Second Language syllabus (0523)
for examination from 2020.

- Written in Mandarin Chinese, with some English and pinyin, these resources take a skills-based approach and focus on practical communication
- Through reading, writing, listening and speaking activities students learn to communicate effectively, using a wide range of social registers and styles
- A focus on Chinese culture in various countries and communities promotes an international outlook
- Digital resources can be downloaded for access offline, ideal for learning in class or at home

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| Coursebook | ✓ 978-1-108-43895-7 |
| Digital coursebook (2 years) | ✓ 978-1-108-43897-1 |
| Digital teacher's resource | ✓ 978-1-108-43899-5 |
| Digital teacher's resource access card | ✓ 978-1-108-45703-3 |

NEW Cambridge International A Level Chinese Language and Literature

Lijing Zhang, Zhiyu Zhao and Yijun Peng

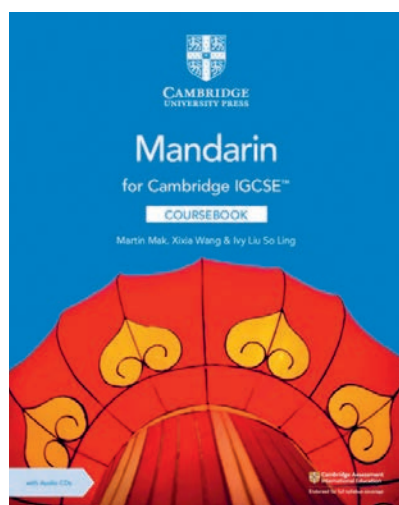
Cambridge International A Level Chinese Language & Literature (9868) for examination from 2024.

From exploring common writing techniques to understanding the stylistic characteristics of poetry, this brand-new series supports learners to develop an appreciation for the Chinese language and its culture.

Written by experienced teachers and teacher trainers, this series provides full syllabus coverage so you can teach with confidence.

Coursebook with digital access

- Varied activities help learners practise and develop core skills across reading and writing, including essay writing and discursive writing
- A wide range of literary texts, such as novels and poems, accompanied by additional activities help learners engage with the language and practise critical reflection
- 'Culture boxes' feature helps learners interact with the cultural background of the Chinese language, appreciating its history and influences
- 'Further reading' feature suggests additional resources for learners to expand their learning beyond the classroom
- 'Reflection' feature encourages learners to become independent learners and assess their own progress
- Key vocabulary, top tips and key concept links provide support throughout each unit
- Practice questions at the end of each chapter help learners prepare for assessment



Cambridge IGCSE™ Mandarin

Martin Mak, Xixia Wang and Ivy Liu So Ling

Cambridge IGCSE Mandarin syllabus (0547) for examination from 2022.

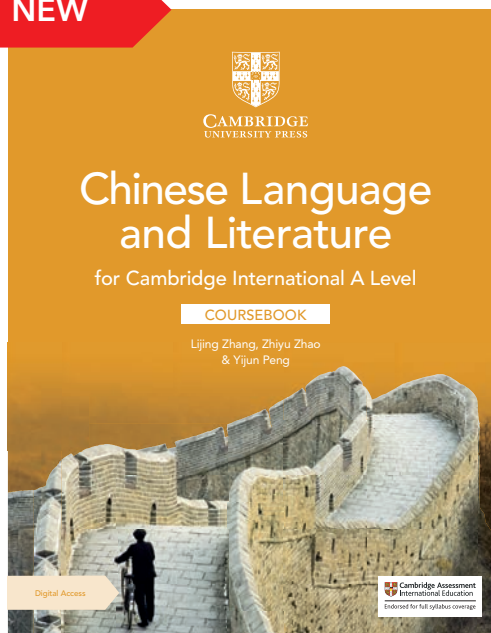
- An international focus promotes a deeper understanding of Mandarin Chinese language and culture
- The skills-based approach helps students learn and remember the language as they practise with their classmates
- Explore Chinese festivals with engaging texts, images and audio-enhanced activities to help develop language skills in a practical way
- Revision sections, clear learning objectives and vocabulary lists encourage self-assessment

| | |
|--|---------------------|
| Coursebook with audio CDs | ✔ 978-1-108-77219-8 |
| Digital coursebook (2 years) | ✔ 978-1-108-73889-7 |
| Teacher's resource with digital access | ✔ 978-1-108-77223-5 |
| Workbook | ✔ 978-1-108-73891-0 |

● = Working towards endorsement by Cambridge Assessment International Education

✔ = Endorsed by Cambridge Assessment International Education

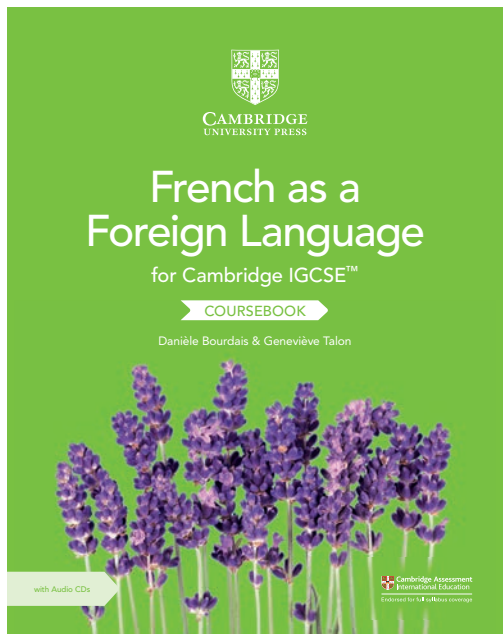
NEW



Digital teacher's resource

- Detailed teaching guidance helps you adapt to the new requirements of the syllabus to support every student
- Support across key teaching approaches including metacognition, formative assessment and differentiation
- Additional worksheets help learners develop their understanding of key vocabulary and provide additional activities to facilitate differentiation
- Suggestions for answers to activities and practice questions in the coursebook

| | |
|--|---------------------|
| NEW Coursebook with digital access (2 years) | ● 978-1-009-31200-4 |
| NEW Digital coursebook (2 years) | ● 978-1-009-31202-8 |
| NEW Digital teacher's resource | ● 978-1-009-33282-8 |
| NEW Digital teacher's resource access card | ● 978-1-009-33281-1 |



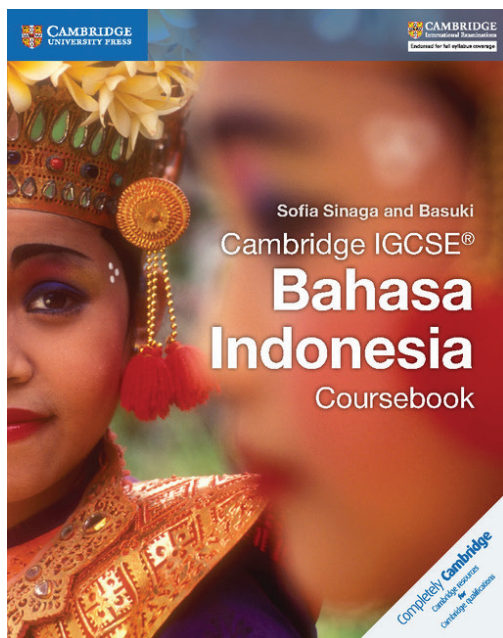
Cambridge IGCSE™ and O Level French as a Foreign Language

Danièle Bourdais, Geneviève Talon and Nathalie Fayaud

Cambridge IGCSE, IGCSE (9-1) and O Level French syllabuses (0520/7156/3015) for examination from 2022.

- A variety of texts, images and audio take students on a journey around the francophone world
- The skills-based approach and variety of activities help students acquire language and develop communication skills in a practical way
- Completely in French to immerse students in language and culture
- Digital resources can be downloaded for access offline, ideal for use in class or at home

| | |
|---|---------------------|
| Coursebook with audio CDs | ✓ 978-1-108-59052-5 |
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Cambridge IGCSE™ Bahasa Indonesia

Sofia Sinaga and Basuki

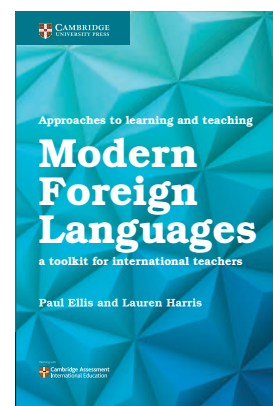
Cambridge IGCSE Bahasa Indonesia syllabus (0538) for examination from 2016.

- Authentic texts from a variety of media promote the rich literacy heritage of Indonesia, sparking students' curiosity
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Also see 

Approaches to learning and teaching
Modern Foreign Languages
Turn to page 87 >



NEW Cambridge Latin Course

Fifth edition

Cambridge School Classics Project (CSCP)

Inspired by teacher feedback and research, including activities such as the CSCP's 'Caecilius is listening' project, the new series provides learners with a more diverse and nuanced picture of Roman civilisation and history, while continuing to provide clear and extensive language support.

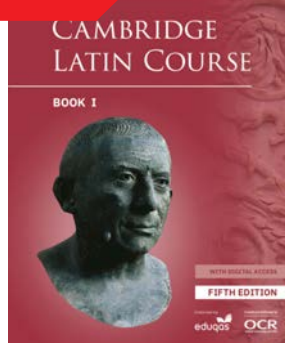
Student books

- With the reading method at its heart, the series is underpinned by language acquisition research to encourage learners to read Latin from the first page, supporting them as they progress from beginners to proficient readers of Roman authors
- Updated storylines, created in collaboration with academic specialists, provide historically grounded insight into the Roman world as a context for learning the language
- 'Enquiry questions' and 'Thinking points' encourage students to undertake in-depth historical investigations or smaller scale discussions and activities
- Expert guidance from the Cambridge School Classics Project's website provides unrivalled support for all teachers

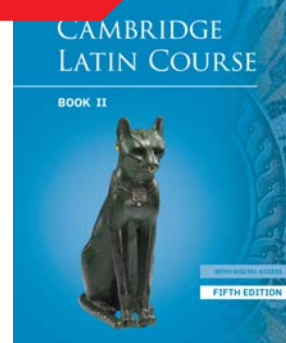
Teacher support

- A teacher's guide for each student book and additional guidance is available on the CSCP website [cambridgescp.com](https://www.cambridgescp.com)

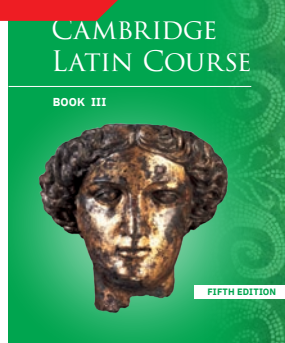
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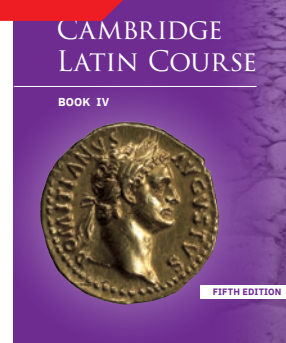
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NEW



NEW



Learn more about the Cambridge Latin Course.
<https://bit.ly/3U60RPI>

These pages are from the Cambridge Latin Course Student's Book 1

Practising the language

in culinā

Grumio finds an uninvited guest in the kitchen.

amicus Grumionem visitat. amicus est Corvus. amicus villam intrat. Clēmēns est in itinere. Corvus Clēmēntem videt. Clēmēns Corvum salutāt. amicus culinam intrat. amicus culinam circumspectat.

Grumio nōn est in culinā. Corvus cibum videt. cibus est parātus! Corvus cibum gustat. cibus est optimus.

Grumio culinam intrat. Grumio amicum videt. amicus cibum cōsūmit! coquus est irātus.

'pestis! furcifer!' coquus clāmat. coquus amicum vituperat.

parātus ready

vituperat rebukes

1 Explore the story

a amicus Grumionem visitat. amicus est Corvus (line 1): what two things are we told about the friend?

b Corvus Clēmēntem videt. Clēmēns Corvum salutāt (lines 2–3): what happens after Corvus sees Clēmēns?

c Grumio nōn est in culinā. Corvus cibum videt. cibus est parātus! Corvus cibum gustat. cibus est optimus (lines 5–6): which two of the following statements are true?

A Grumio is in the kitchen. C Corvus tastes the food.
 B The food is not ready. D The food is very good.

d Grumio culinam intrat. Grumio amicum videt (line 7): what two things does Grumio do?

e amicus cibum cōsūmit! coquus est irātus (lines 7–8): why is the cook angry?

f 'pestis! furcifer!' coquus clāmat. coquus amicum vituperat (line 9): what does the cook say as he rebukes his friend?

2 Explore the language

Explain why Clēmēns and Clēmēntem (lines 2–3) have different endings.

3 Explore further

Think about the whole of this story and the other stories you have read in this stage. Grumio, Poppaea and Corvus are very hungry and take food wherever they can find it. How different is this to Caecilius' and Barbillus' experience of food and eating?

Reviewing the language Stage 2: page 221

Enquiry: How did Caecilius, Metella's and Grumio's daily activities reflect and reinforce their social status?

Daily life in Caecilius' household

Daily life in Caecilius' household would have been shaped by the expectations and privileges of his status as a wealthy man. Life for most people living in Pompeii at that time would have been very different. Most people would have had a trade, and the majority of their time would have been taken up by work. Caecilius also owned many enslaved people, some of whom would have done the housework under the watchful eye of Metella. Poorer households might also have owned enslaved people but they would have had far fewer, so members of the family would have done more household chores and work themselves.

Thinking point 1: Think about the stories and cultural background material you have read and the pictures you have seen. What do you already know about daily life in Caecilius' household?

Thinking point 2: Look at the statue of a Roman wearing a toga and think about Caecilius' description of getting dressed. What do you think it would be like to wear one for a day? Why do you think male Roman citizens went to the trouble of wearing them?

An important Roman dressed in his toga. Only male citizens were allowed to wear the toga, and the type of toga someone wore reflected his social status.

Characters from the stories now reflect on events and issues of the time to encourage learners to make links between Roman history and culture and the lives of different individuals.

New 'Practising the language' sections enable learners to check their understanding and think critically about the story and language.

Signposts show where students can find more information on specific language points within the book.

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Setting up for success



Use the lesson planning checklist from our Cambridge Preparing to Teach Self-Study materials to structure your next lesson. Display the diagram while teachers are working on their planning and encourage your team to come back together and discuss ideas.

1 Plan learning intentions and success criteria

2 Plan language support

3 Plan starter activities

4 Plan main activities

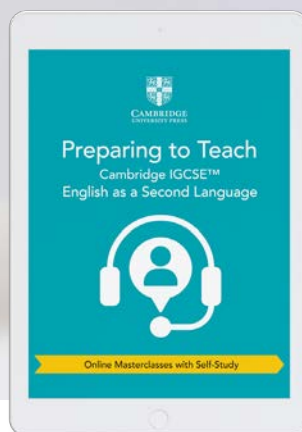
5 Plan assessment for learning and differentiation

6 Plan reflection and plenary

7 Plan homework

This sequence of steps is designed to support you in the planning process for a face-to-face or online lesson. You will also find planning templates and example plans in our teacher's resources for each series.

To see which resources Preparing to Teach is available for, please see **page 85**.



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- Example classroom routines help you encourage an active learning approach

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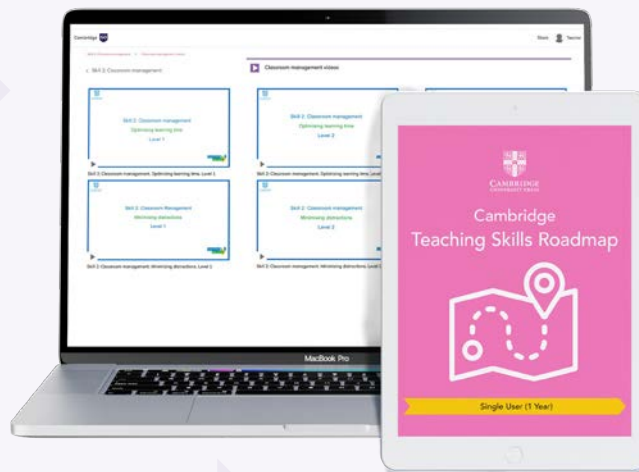
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Take a look at some of the videos from the roadmap, demonstrating how to apply key skills.

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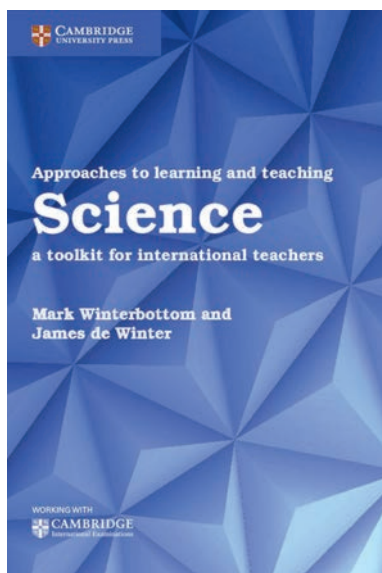


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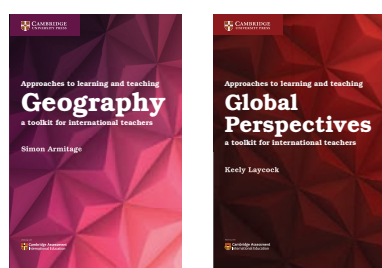
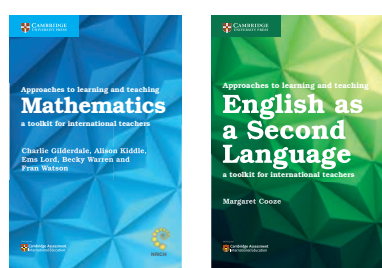
These subject-specific guides provide teachers with a range of practical ideas, from classroom activities to differentiation, active learning, reflective practice and formative assessment. They're ideal if you are studying a professional development qualification or international PGCE.

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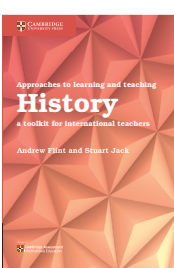
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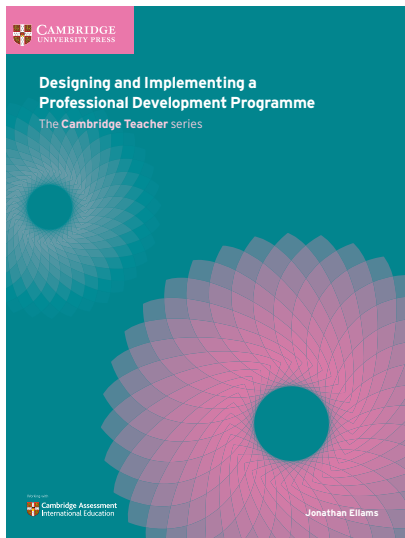
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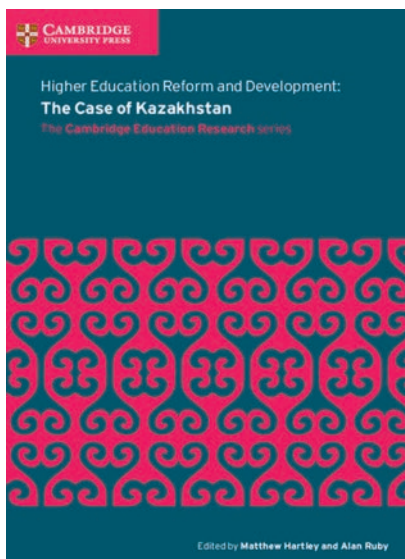
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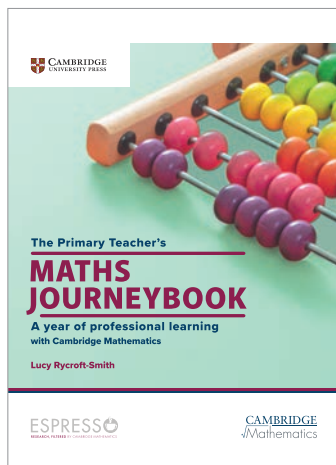
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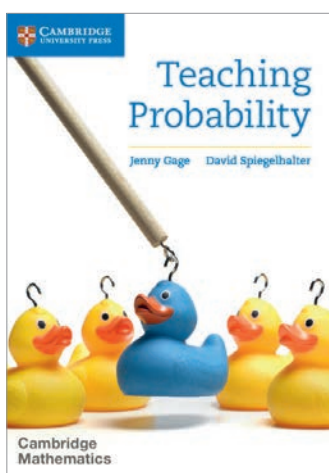
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Jenny Gage and David Spiegelhalter

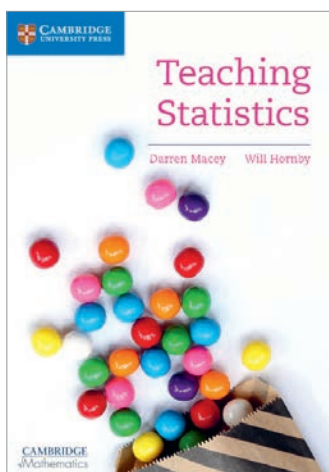
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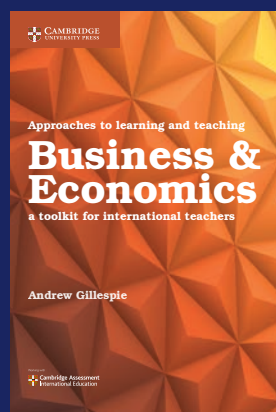
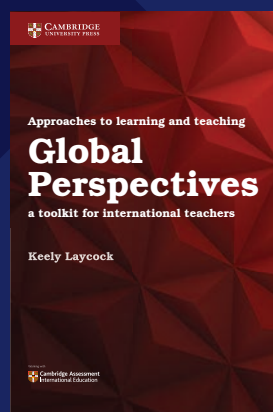
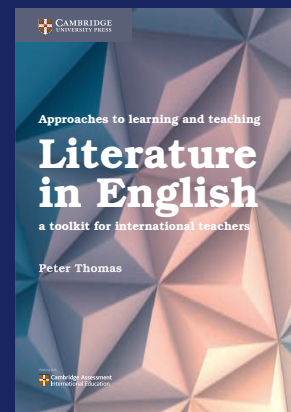
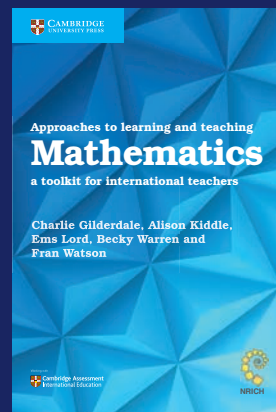
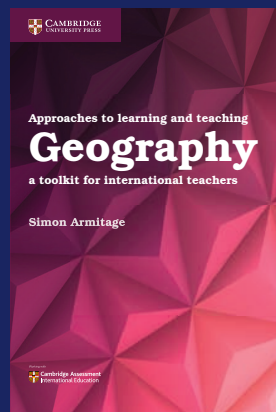
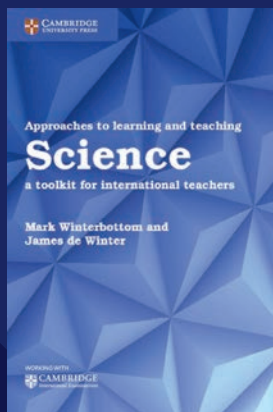
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