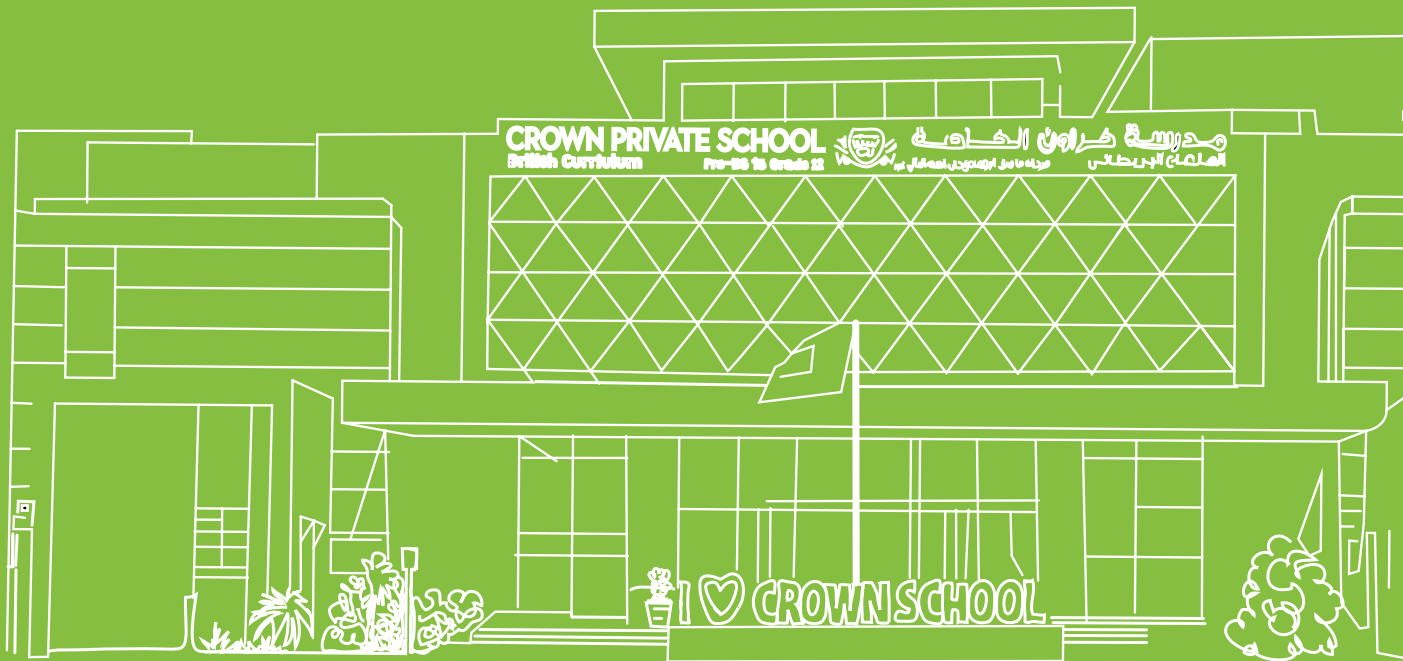


Collins

Cambridge Assessment International Education Catalogue 2024



collins.co.uk/Cambridge



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Cambridge Assessment International Education

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What's on the cover?

Crown Private School, located in Ajman UAE, is a co-ed day school providing education for students from ages 3–18 years along the Cambridge Pathway. Crown Private School's mission is to inspire learning within a caring, creative and international community, pursuing excellence and challenging students to think critically and with a global outlook as they prepare for the world beyond.



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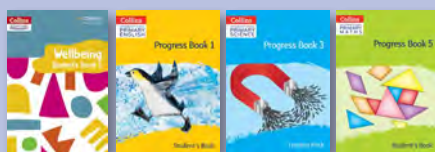
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6  Collins International Primary and Lower Secondary Wellbeing	48 Collins Explore English
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What's New

Every effort has been made to ensure details are correct at the time of going to press. Collins reserves the right to change the specifications and prices without further notification. Prices are subject to change.

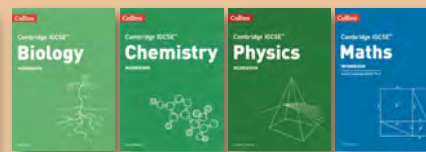
Primary



Lower Secondary



Upper Secondary



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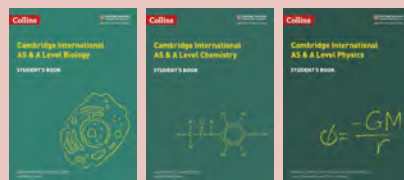
Look out for this icon throughout the catalogue for our resources that are available as eBooks. **Find out more on page 73.**

Collins offers Cambridge International endorsed resources across a wide range of subjects along the Cambridge Pathway. We support students throughout their academic journey, from primary all the way through to pre-university level.

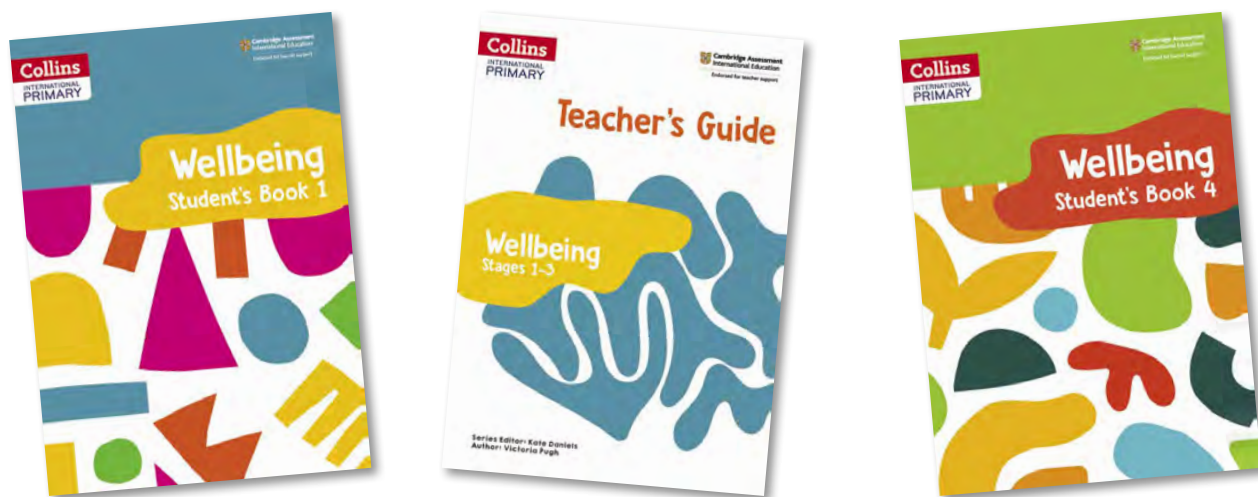
Subject Areas	Cambridge Primary 5 to 11 years old*	Cambridge Lower Secondary 11 to 14 years old*	Cambridge Upper Secondary 14 to 16 years old*
Mathematics			
Sciences			
English	 	 	
Cambridge Global Perspectives™			
Wellbeing			
Humanities, Professional and Social Sciences			
Languages			
Arts & Technology			

*Age ranges are for guidance only

Cambridge Advanced
16 to 19 years old*



We are working with Cambridge International towards endorsement of the following new titles: Primary and Lower Secondary Wellbeing series and Cambridge International AS & A Level Digital Media & Design.



Collins International Primary Wellbeing (0034) and Lower Secondary Wellbeing (0859)



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the curriculum frameworks (0034/0859) from 2024.

A flexible and easy-to-implement wellbeing programme that supports teachers to equip learners with the tools they need to build their confidence and develop their emotional resilience.

Series Editors and Authors: Kate Daniels and Victoria Pugh

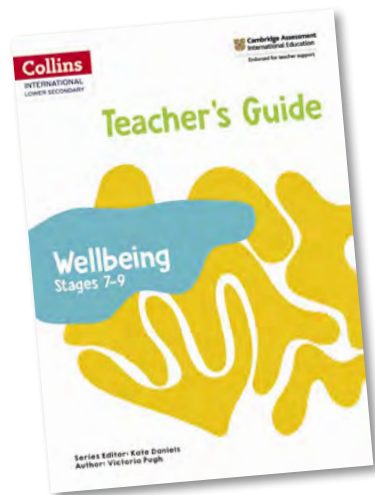
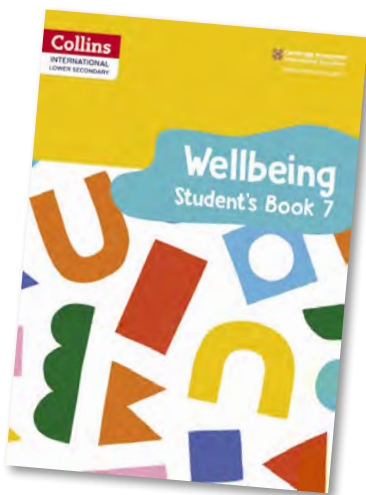
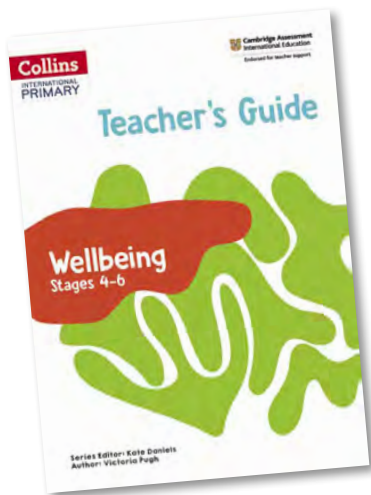
Student's Books

- Equip students with a toolbox of strategies and key vocabulary to understand and discuss their wellbeing and mental health in a proactive and age-appropriate way
- Each Student's Book provides a selection of text extracts, specifically curated to support student wellbeing
- Featuring visually engaging write-in pages to record and refer back to learning
- This series offers a Student's Book for each stage of Primary and Lower Secondary

Teacher's Guides

- Support teachers to confidently build learners' understanding about their wellbeing and mental health, being proactive in supporting their emotional health as well as intervening early with any concerns
- Adapt the course to suit the school's local context with downloadable and editable lesson plans, worksheets and slides
- Provide effective planning with curriculum mapping tables and unit overviews
- There are three Teacher's Guides, 2 at primary and 1 at lower secondary (Stages 1-3, 4-6 and 7-9)

Student's Books	ISBN	Teacher's Guides	ISBN
Student's Book 1	978-0-00-864518-2	Teacher's Guide 1-3	978-0-00-864517-5
Student's Book 2	978-0-00-864519-9	Teacher's Guide 4-6	978-0-00-864521-2
Student's Book 3	978-0-00-864520-5	Teacher's Guide 7-9	978-0-00-864525-0
Student's Book 4	978-0-00-864522-9		
Student's Book 5	978-0-00-864523-6		
Student's Book 6	978-0-00-864524-3		
Student's Book 7	978-0-00-864526-7		
Student's Book 8	978-0-00-864527-4		
Student's Book 9	978-0-00-864528-1		



Sample pages from Student's Book 4 (Not final)

Topic 4 Relationships

Lesson 1 A fantastic friend

Activity 4.1a Are these people friends?
Look closely at these pictures. Are these people friends? How do we know? See what clues you can find in the pictures and write about what you can see.

Activity 4.1b Drawing a fantastic friend
Draw a picture of a fantastic friend. It can be a real friend or a 'dream friend'. What makes them a good friend? Add labels around them to show all their good friend qualities. For example, a good heart makes them kind and thoughtful.

Write-in Student's Books act as a journal to log learners' wellbeing journey.

Key vocabulary, tools and strategies help develop learners' wellbeing awareness

Topic 12 Managing stress

Lesson 1 Signs of stress

Activity 12.1a Physical symptoms
Look at the list of physical symptoms of stress. Draw lines to match them to the solutions given. The first one has been done for you.

Symptoms	Solutions
1. Having a dry mouth	A. Eating little and often - having healthy snacks to hand, like fruit
2. Wanting to eat and snack a lot	B. Taking a long hot bath or shower to relax your muscles and stretching regularly
3. Not wanting to eat at all	C. Setting an alarm
4. Not being able to get to sleep	D. Taking a break in an activity, for example to have a stretch or go for a walk
5. Waking up in the middle of the night	E. Keeping a food diary, including three meals and one or two small snacks each day
6. Oversleeping the next morning	F. Doing slow balanced breathing - breathing in and out each for a count of six
7. Tense muscles in your neck and back	G. Making sure you have regular drinks of water
8. Having too much energy	H. Having an early night with a book or calming music
9. Feeling tired all the time	I. Exercising in the day so you are tired and will sleep through the night
10. Breathing isn't hard and too fast	J. Making sure you have plenty of vitamins and healthy food that will give you energy

Activity 12.1b Emotional symptoms
There are many different emotional signs of stress. Below is a list of some of the most common. Read it through and then rank the signs from 1 (most difficult) to 11 (least difficult).

- Having a short temper
- Being impatient with people
- Crying for no real reason at all
- Irritability with the world
- Being unable to deal with other people
- Feeling negative for no reason
- Constantly worrying about things
- Being oversensitive to things that don't usually bother you
- Feeling like you never get a break
- Feeling emotionally drained

Activity 12.1c What makes you stressed?
Write down what most stresses you in the first column of the table below. In the second column, write down how this makes you think, feel and act. In the final column, note down what you could possibly do to deal with the cause of the stress or the symptoms it is causing.

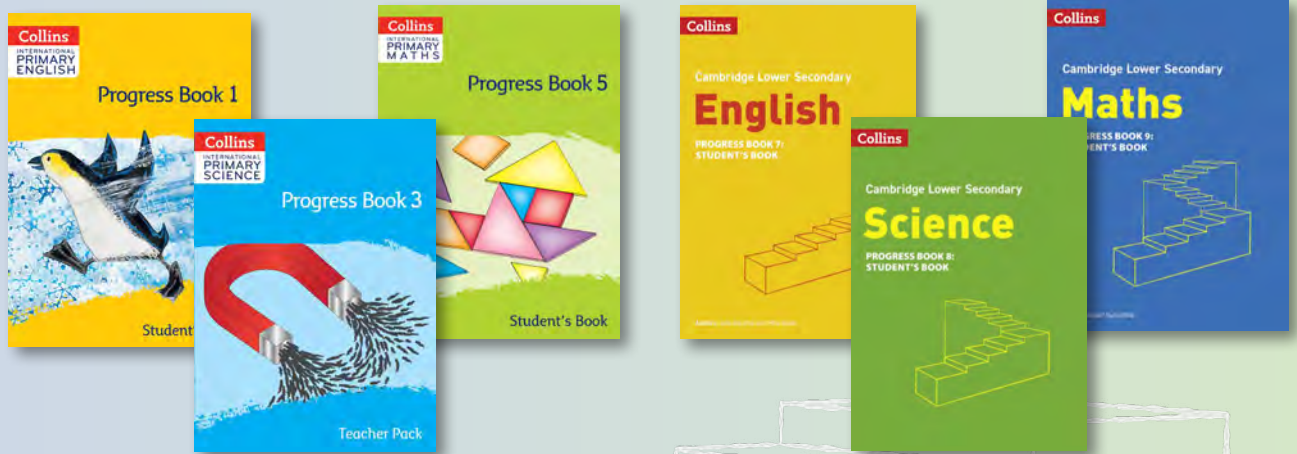
What stresses you?	How does this make you think, feel and act?	What are your solutions?

Is there anything you need more information about? Is there anything you need more support with?

Sample pages from Student's Book 8 (Not final)

Regular opportunities to reflect on learning

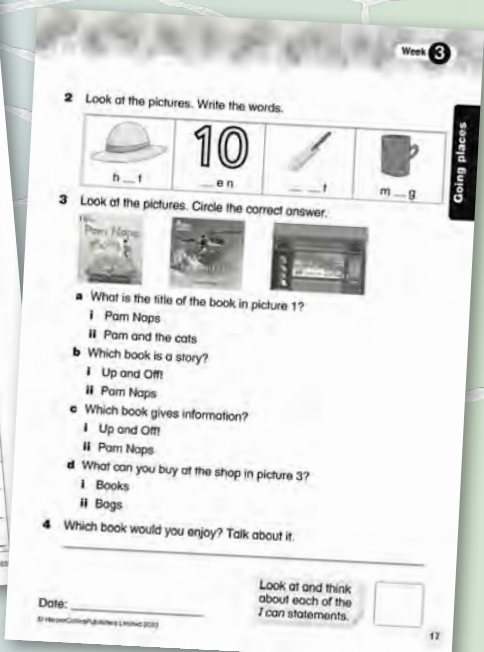
Collins Progress Books for Primary and Lower Secondary



The progress books have not been through the Cambridge International endorsement process.

Boost confidence, demonstrate competence and measure progress in maths, science and English

- ➡ Ensure coverage of the Cambridge Primary and Lower Secondary curriculum frameworks and prepare learners for assessment in maths, science and English
- ➡ Termly tests provide summative assessment
- ➡ Available as write-in Student's Books and photocopiable Teacher Packs for each stage (1-9)
- ➡ Measure the progress of learners and identify their strengths and weaknesses
- ➡ Structured assessment questions allow learners to apply what they have learned and assist teachers with medium-term 'formative' assessment
- ➡ Opportunity for personal reflection on progress and self-assessment at the end of each test



For ISBN and pricing information for each book, see corresponding course pages throughout this catalogue.

Collins Endorsed Resources for Cambridge Global Perspectives™

At every stage of the Cambridge Pathway, from Primary up to Advanced level, help students progressively build and develop transferable skills such as research, analysis, evaluation, reflection, collaboration and communication to thrive and succeed at school and beyond.

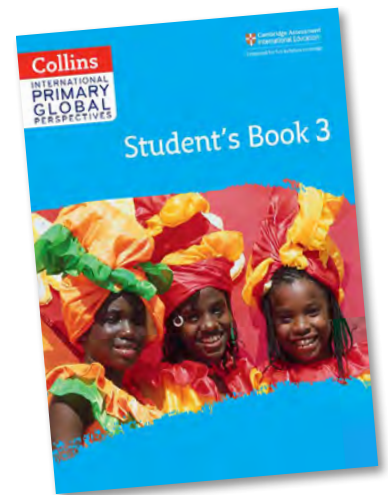
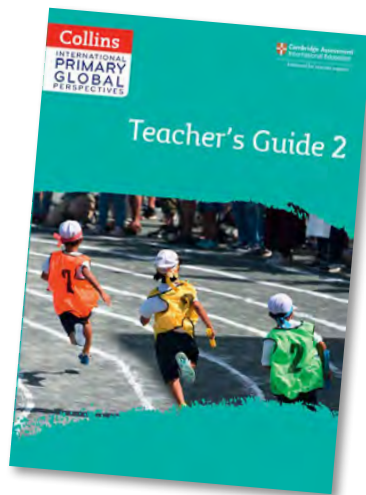
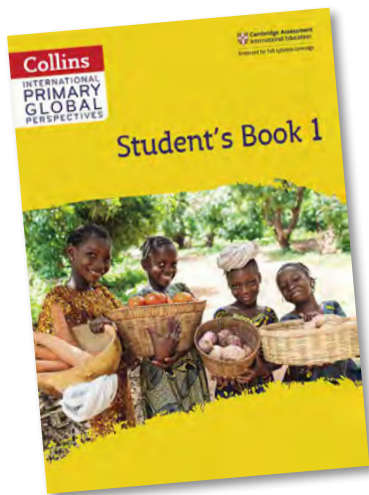
Get teaching straight away with Collins Cambridge Global Perspectives endorsed resources and easily integrate the lesson plans to your school and classroom needs.

Progression through the different stages enables skills to be enhanced by revisiting and engaging with concepts at deeper levels and in different contexts.



- ▶ Build confidence
- ▶ Establish critical thinking skills for a global society
- ▶ Enhance cross-curricular learning
- ▶ Encourage cross-cultural collaboration
- ▶ Place academic study in a practical, real-world context
- ▶ Engage with key topical issues locally, nationally and globally

See pages 10–17 for more detailed resource information for each stage of the Cambridge Pathway.



Collins International Primary Global Perspectives (0838)



This series is **endorsed** by Cambridge Assessment International Education to support the curriculum framework (0838) from 2022.

A six-level course that builds students' Global Perspectives skills through practical exploration and investigates issues relating to the topics within their school, family, surroundings and culture.

Series Editor: Nick Coates

Authors: Rebecca Adlard, Sula Delafuente, Fiona MacGregor, Katharine Meunier and Daphne Paizee

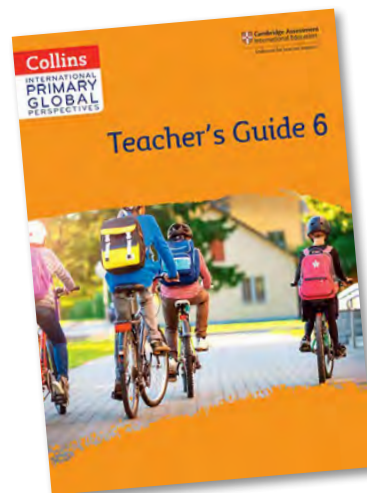
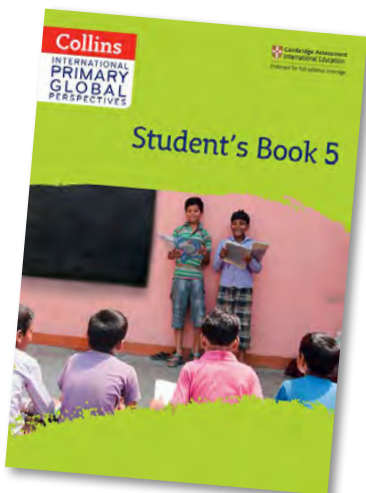
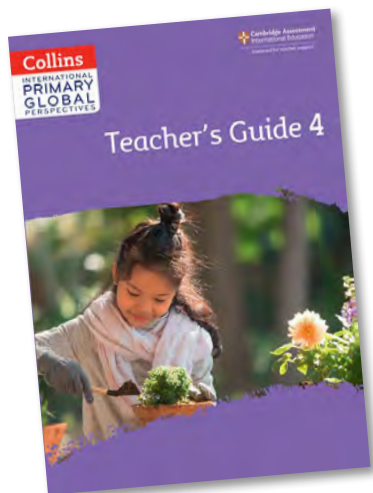
Student's Books

- Develop the six Global Perspectives skill strands through a wide range of topics using a personal, local and global perspective
- Provide students with a variety of sources, with an international focus, to support their learning
- Draw learning together in a final task within each unit and allow students to undertake a piece of research, analysis or an action in their school or learning community
- Provide regular opportunities for reflection and self-assessment

Teacher's Guides

- Contains everything you need to teach with confidence
- Downloadable and editable lesson plans and worksheets can be adapted to suit classroom needs
- Curriculum framework mapping tables and unit overviews support effective planning
- Prepare learners for a seamless transition to study Global Perspectives at Cambridge Lower Secondary and beyond

Student's Books	ISBN	Teacher's Guides	ISBN
Student's Book 1	978-0-00-854952-7	Teacher's Guide 1	978-0-00-854970-1
Student's Book 2	978-0-00-854955-8	Teacher's Guide 2	978-0-00-854973-2
Student's Book 3	978-0-00-854958-9	Teacher's Guide 3	978-0-00-854976-3
Student's Book 4	978-0-00-854961-9	Teacher's Guide 4	978-0-00-854979-4
Student's Book 5	978-0-00-854964-0	Teacher's Guide 5	978-0-00-854982-4
Student's Book 6	978-0-00-854967-1	Teacher's Guide 6	978-0-00-854985-5



Lessons start with an enquiry question

Each lesson focuses on one main skill and some other subsidiary skills

Language to help students start conversations on the topic

Sample pages from Student's Book 4

1.1 What do you think about printing?

✓ Evaluation
✓ Analysis
✓ Research

1 🗣️ 📷 What is the teacher doing in the picture? How does a printer work? What can you do with a printer?

2 🗣️ 📧 📄 Read the message from Himari. Does she have a positive or negative opinion about printing? How do you know?
Positive ✓ Negative X

Hi, I'm Himari. **In my opinion**, printing is **great because** our teacher can print us copies of worksheets and we can write on them and keep them. **However**, I also think there is **a problem with** printing because it uses a lot of paper.

Key term
opinion: what a person thinks about something

3 🗣️ 🗣️ 🗣️ Read the message from Adriana. Does she agree with Himari? How do you know? Does she have a positive or negative opinion about printing?

Hi, Himari. My name's Adriana. **I agree** that printing helps us learn better **and** we can print out our work and our projects. That means we can make wall displays or show our families. **I disagree** that using paper is a problem, because at our school we reuse as much paper as we can and then we recycle it.

4 🗣️ 🗣️ 🗣️ Who do you agree with most, Himari or Adriana? Can you say why?

5 🗣️ 🗣️ 🗣️ Describe the objects. How do you think they were made?

Useful language
I think they were made with a.../by...
They might/could have been made with a.../by...
What do you think?

6 🗣️ 🗣️ 🗣️ What do you know about 3D printing? Discuss it in your groups. Fill in the KWL chart on the worksheet.

7 🗣️ 🗣️ 🗣️ Read the text on the worksheet. What is the writer's opinion of 3D printing? How do you know? Find three words that tell you.

8 🗣️ 🗣️ 🗣️ Imagine you have a 3D printer. What would you print? Draw a picture on the worksheet. Write a sentence explaining what it is and why you would make it.

Talking point
How did you identify Himari's and Adriana's ideas about printing?

Before you go
What do you think about 2D printing? What do you think about 3D printing?

Important words or phrases to help understand the topic

Indicators aid students to identify activity type

Reflection opportunities in every lesson allow students to think about how to use new skills acquired

Cambridge Lower Secondary Global Perspectives (1129)



This series is **endorsed** by Cambridge Assessment International Education to support the curriculum framework (1129) from 2022.

Empower students to engage with a range of contemporary global issues and perspectives and develop their skills in analysis, collaboration, communication, evaluation, reflection and research.

Series Editor: Mark Pedroz

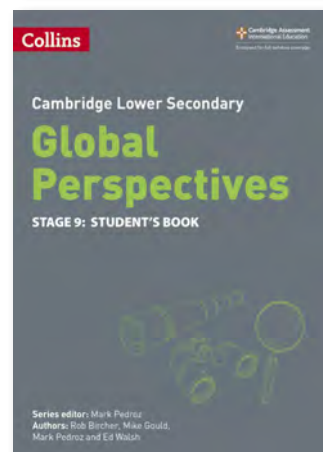
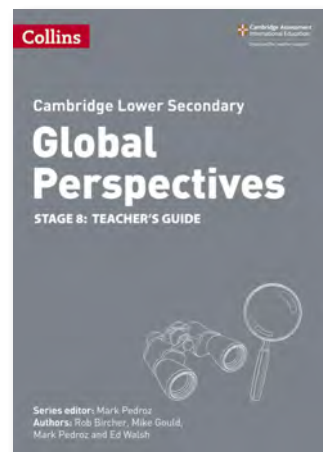
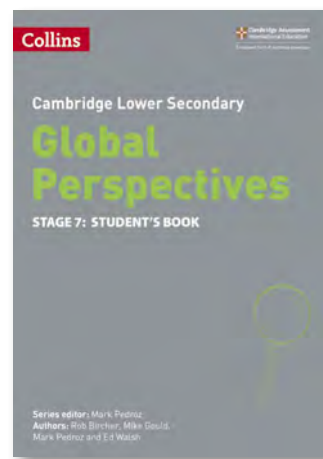
Authors: Rob Bircher, Noel Cassidy, Mike Gould, Mark Pedroz and Ed Walsh

Student's Books

- Develop students' transferable skills as they explore contemporary global issues, using a rich range of international sources and examples
- Focus on improving skills with two skill strands per chapter, building them through active learning towards a collaborative final task
- Apply skills students have learned through a group or individual task in the final chapter
- Prepare for the Cambridge *Challenges* with links in each chapter to the skills and topic focuses

Teacher's Guides

- Feel confident teaching Global Perspectives with comprehensive and practical teacher support, including ready-made lesson plans, worksheets, an activity bank full of active learning teaching ideas and a scheme of work to help plan for progression
- Chapter overviews show which skill strands, learning objectives, issues and key terms are covered in each lesson, while the Curriculum Framework coverage map shows where topics, learning objectives and challenges from the curriculum framework have been supported
- Fully differentiated lesson plans and worksheets suggest how all learners can be supported to make progress through *Extra support* and *Extra challenge* options
- Understand how to assess students' participation and progress with the *Assessment for learning* guidance and the differentiated *Success criteria* in each lesson plan



Activities build from supported tasks to more independent work

Title and skills box demonstrate the focus of learning

Key terminology is defined on the page and in the Glossary at the end of the book

Chapter 3 . Topic 1

Identifying ideas from different perspectives

Skills focus
✓ Analysis

Learning focus

- Identify the different perspectives people have on an issue.
- Explain how people use evidence to support what they say.

Big question: Why might people support or object to a development near where they live?

Getting started

1 What would be your dream holiday? Would it be near a sun-kissed beach or a buzzing city centre? Or somewhere else? Working with a partner, discuss where you would go, where you would stay and how you would get there.

Exploring

It is difficult to think of holiday destinations before they became popular. Hotels are an accepted part of towns and cities, and trips to see ancient or natural wonders are what most tourists expect. But is this sort of development a good thing?

2 Look at the photo and read the description that goes with it.

Illegal Hotel El Algarrobrico demolition action in Spain

Greenpeace activists on the beach at El Algarrobrico, 2016.

Greenpeace activists write 'demolition' on the beach of El Algarrobrico. Exactly 10 years ago to the day, the construction of the illegal hotel was blocked. After a decade of campaigning, Greenpeace celebrates the decision of the Spanish Supreme Court to demolish the hotel El Algarrobrico, officially declaring the site rural land.

Source: Greenpeace.

Vocabulary

Greenpeace: campaigning organisation that wants to protect the environment

activist: someone who takes actions to bring about change

demolition: destruction of a building

illegal: against the law

rural: relating to the countryside

When you read a source, it is important to understand the ideas in it and to identify what the **viewpoint** or **perspective** of the writer is. Asking some basic questions can help you in this process.

3 Discuss these questions with a partner:

- Who has produced this text and photo? When was it produced? (Why might this matter?)
- What is it about? What information do the text and photo reveal?
- What opinions does it contain? Is this supported by any evidence?
- Can you trust the information given? Why?
- What do you think the perspective of the people or organisation who produced the source is? Why?
- How – if at all – has the source helped you answer the big question 'Why might people support or object to a development near where they live'?

The photo and text present a clear message about development. However, it is only one side of the story.

Developing

Imagine there is a beautiful natural location near where you live (for example, a lake, stretch of coastline or forest). It is undeveloped, has few roads, and some, but not many, inhabitants. Your local or national government is considering making it into an attractive place for people to visit and stay. Who might have a perspective on the development of the natural location? Here are some possibilities.

Environmental pressure groups, like Greenpeace

Individuals/groups/organisations with a perspective on development

Local or national government

4 Working with a partner, copy and complete the diagram, adding any further people or organisations that might have an interest in the development.

Key terms

viewpoint: a person's view without evidence or reasoning

perspective: a viewpoint on an issue based on evidence and reasoning

International and contemporary examples – comprising texts, data and images – present different local, national and global perspectives to support topic analysis

Vocabulary and language support features explain unfamiliar words and offer useful phrases and structures for speaking and writing

Sample pages from Student's Book 8

Student's Books	ISBN	Teacher's Guides	ISBN
Student's Book 7	978-0-00-854934-3	Teacher's Guide 7	978-0-00-854943-5
Student's Book 8	978-0-00-854937-4	Teacher's Guide 8	978-0-00-854946-6
Student's Book 9	978-0-00-854940-4	Teacher's Guide 9	978-0-00-854949-7

Cambridge IGCSE™ Global Perspectives

(0457/2069)



This series is **endorsed** by Cambridge Assessment International Education to support the syllabus (0457/2069) for examination from 2025.

Develop students' skills and help to prepare them for assessment as they explore contemporary global issues, rich international texts, data and case studies. Offers full coverage of the Cambridge IGCSE and O Level Global Perspectives syllabuses.

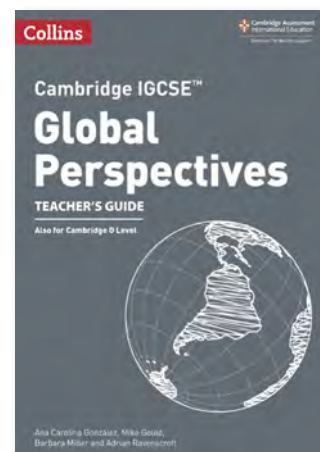
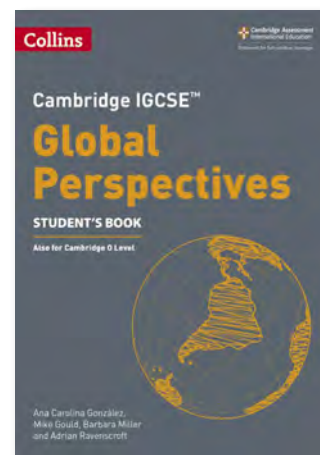
Authors: Ana Carolina González, Mike Gould, Barbara Miller and Adrian Ravenscroft

Student's Book

- Communicate the excitement of Global Perspectives and jump straight into a collaborative research project
- Take an active, enquiry-based and reiterative approach to skills development
- Support students to analyse, evaluate and respond effectively to given sources and help to prepare for written examinations
- Help students to tackle independent projects with confidence
- Show students how to progress and improve their work using models and annotated examples
- Encourage reflection through the structured *Reflective plenary* prompts in each unit and the *Check your progress* and *Next steps* features at the end of each section
- Suitable for learners who are new to Global Perspectives or for those who have studied it at Cambridge Lower Secondary

Teacher's Guide

- Feel confident teaching Global Perspectives with ready-made lesson plans, worksheets and an activity bank full of active learning teaching ideas
- Plan for progression with a full scheme of work
- Understand how to assess students' participation and progress with the differentiated *Success criteria* in each lesson plan
- Help all students make progress with the *Extra support* and *Extra challenge differentiation* points



Global Perspectives

ISBN

Student's Book	978-0-00-854750-9
Teacher's Guide	978-0-00-854753-0

International and contemporary examples – comprising texts, data and images – present different local, national and global perspectives to support topic analysis


Title and skills box demonstrate the focus of learning

Activities build from supported tasks to more independent work

Investigation 1. Unit 2

Analysing perspectives

What is a perspective?



Starting point

1 In pairs, look carefully at the picture above and describe what you see. What might be happening? What issues does it make you think about?

Explore

As you look closely at the picture, you will become aware that this is no small local fishing boat – it is a trawler, used for deep-sea fishing. Trawlers can travel for months, taking thousands of tonnes of fish back to their home country, often for export. This is a huge industry. Ships work by **trawling** the depths of the sea, and some even drag their nets along the seabed. They are accused, by some, of doing damage to sea life and to the seabed.

You are going to look at a number of different interest groups and consider why they might hold different **perspectives** on the deep-sea fishing industry. The owners of the trawler will have a perspective as they own a business and believe it is their right to fish, for example.

Activity: Reflecting on an image

2 a The following groups might have a perspective on the issue of deep-sea fishing:

- the home nation of the trawler fleet
- businesses overseas that import the fish
- the Food and Agriculture Organisation of the United Nations.

Which other groups might have a perspective?

Skills focus

✓ Analysis, evaluation, reflection

Objective

- To understand and empathise with perspectives

Key terms

perspectives: viewpoints on an issue based on **evidence** and **reasoning** (a **viewpoint** can be a way of looking at things for which no reasons are given)

evidence: information about a global issue that helps to develop understanding or prove that something is true or false

reasoning: thinking about something in a logical, coherent way

Vocabulary

trawling: a method of fishing that involves pulling a fishing net through water behind one or more boats

1.2

Key term

empathy: the ability to understand and share the feelings, thoughts or perspective of another person

b In pairs, discuss why each of these groups might have a perspective. Note: you are not being asked here for the arguments they make to support their perspective, just why they might have one. For example:

- the home nation perspective → Why? Their citizens are carrying out a trade that creates wealth for families and brings in taxes for the government.

When you understand why a person or group holds a particular view, you have **empathy** for them.

Develop

This picture could be a market stall or supermarket shelf anywhere, selling fruit and vegetables from across the world. It raises the issue of the sustainability of food production. Can we continue to transport food around the world as we currently do, just because we want, rather than need, to eat it? What impact does this have on local food producers and on the environment?

Activity: Reflecting on a different image

3 In pairs, identify groups who might hold perspectives on whether we should continue to transport food around the world. Consider why the groups hold a perspective on this issue.

Apply

In order for a viewpoint to be classified as a perspective, it needs to be supported by both evidence and reasoning.

Final task

Reflecting on and developing personal perspectives

4 a What is your **personal perspective** on trawler fishing, and can you explain it? First prepare your ideas.

- Do you think it's good, or necessary? Does it need controlling?
- If it does harm, who or what does it harm? How?
- Who does it benefit?
- Do you have any evidence for this?
- Explain your ideas.

b Discuss in class and explain your viewpoint.

c Were you able to provide reasons and evidence for your point of view?

5 What is your **personal perspective** on the selling of imported fresh fruit and vegetables, and can you explain it?

Key term

personal perspective: an individual's response to an issue after learning, reflection and reasoning

Reflective plenary

Reflect on this question: *What makes it difficult to keep the good of the environment at the front of your mind?*

Short starter activity gets students thinking

Unfamiliar words and key terminology are defined on the page and in the Glossary at the end of the book

Final task draws learning together

Sample pages from Student's Book

Students can reflect on what has been learned, how they learned it and how their own perspective has developed

Cambridge International AS & A Level Global Perspectives and Research (9239)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Encourage critical thinking, self-reflection and independent thought and provide students with the opportunity to engage with key global issues.

Series Editor: Mike Gould

Authors: Mike Gould, Lucinda Misiewicz, Mike Morris, Lucy Norris and Clair Rawlingson

Student's Book

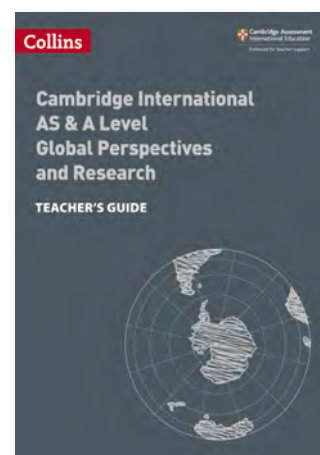
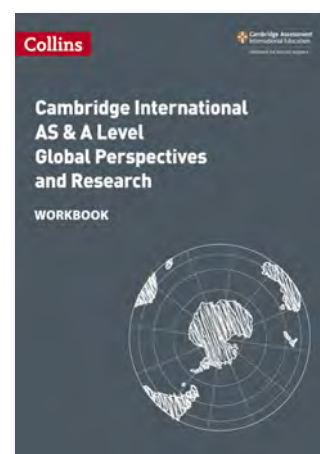
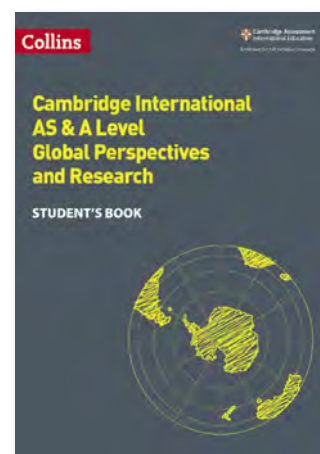
- Allow students to develop key skills, consider themes and issues of particular relevance to their area of interest and apply them to topics of global significance
- Develop effective research skills with guidance on areas such as how to choose a topic and how to write a report
- Offer language support for non-native English students in academic English and presentations
- Guide students through the critical path with useful feature boxes
- Provide practical examples to help with planning, researching, structuring and presenting a written report
- Develop communication and collaboration skills with team projects

Workbook

- Make use of practice exercises which are linked to the Student's Book
- Encourage students to take control of their learning with useful note-taking and reflection sections
- Assist learners with planning and time-keeping
- Allow students to develop a personal working portfolio to encourage self-reflection

Teacher's Guide

- Gain inspiration from lesson suggestions and additional support information for each section
- Allow scope for students to understand and develop effective research skills
- Offer practical examples and explanations for areas of interest



Global Perspectives

	ISBN
Student's Book	978-0-00-841417-7
Workbook	978-0-00-841418-4
Teacher's Guide	978-0-00-841419-1

Sample pages from Student's Book

Sample pages from Workbook

The unit focus shows learning aims and mapping to the Critical Path

Key advice boxes give brief, concise guidance on challenging areas of the syllabus or core approaches to research or writing

8.4 Organising your argument

In this unit you will:

- analyse the main points of your argument and consider their strengths and weaknesses supporting evidence
- organise your final presentation into a coherent structure (for your presentation slides)

Critical Path
You will need to:

- communicate the strengths and weaknesses of arguments from all perspectives
- evaluate how varied the team solutions are.

To fulfil the team project brief, it is necessary to identify the team's progression through the tasks required when creating a successful presentation. You will remember that team members need to present **distinct** solutions for the local problem you identified together. Since you are each exploring a unique global perspective, proposed ways of solving the problem should be **substantially different**. **Avoiding overlap** is just one of the reasons why it is important for teams to meet, discuss, record and reflect on their progress. Other reasons to check in with your team include **keeping each other on track**, and **sharing ideas, knowledge or skills**. More significantly, people learn better when they communicate their arguments and develop, refine and review ideas with others.

Starting point

Reflect and discuss with your team whether you are meeting the project brief so far.

Read the introduction above again and answer these questions about your team:

- In what ways are our solutions different?
- What types of records are we keeping?
- How do our reflective logs differ?
- How well are we keeping ourselves/each other on track?
- Which ideas, knowledge or skills have we shared so far?
- How are we the final sentence of the introduction?

Activity 1: Organising ideas to tell the story of your presentation

a) Read the advice below.

It is useful to begin organising your arguments into a coherent narrative, or story. One way of doing this is to think about what you will say in each section of a presentation. More importantly, if you can't yet decide, then you have identified what you need to

think about and research further. Further research may include a combination of activities: reading, viewing, listening or discussing your findings, queries and thoughts with others. Look at the sections a student, Jon, is using as the outline for her presentation story.

Greeting/welcome → Introducing local problem/the rationale for my perspective → Outline of presentation structure → First section (the state of staying in international sporting events and competition) → Analysing and evaluating the main point(s) → Communicating arguments, clarifying with supporting evidence → Giving examples → Essential section → (repeat)

Key advice

Organising your arguments and ideas into a narrative for your presentation and reflecting on the processes involved should reveal insights into your own strengths and areas for development. Don't forget to keep records (e.g. voice notes) to inform your reflective journal or log.

Quick task

Discuss: Which stage(s) of the team development process have you been through? Which stage(s) are you at now? Check back with the diagram on page 128.

Building your presentation

You are ready to start thinking about how to present your ideas. The language you need to structure the oral (spoken) content of your presentation is focused on in Unit 8.5 and the visual content in Unit 8.6. The focus of this section is on the tools for your slides. Use these success criteria to evaluate how effectively you communicate your ideas on presentation slides:

- Legibility:** Can you read the words from the back of the room? Is the font size too small? Is there too much text?
- Clear expression:** Is the language accurate? Is it appropriate for the audience?
- Layout:** Is the text aligned and positioned consistently on each slide? Is there any room to add visual information? Are headings and subsections clear?

Key terms

rationale: a reason for doing something (e.g. why you chose your particular global perspective in relation to the local problem, and how it complements those of others)

micro-blog: a very short blog, usually comprising 140–280 characters, designed to allow users to share small pieces of content

Short starter activities get students thinking about what they will learn

Quick, accessible tasks help students check knowledge instantly

Brief introductions outline the unit objective and explain its importance to the course

Key terms and language support boxes offer guidance and support for language, particularly in writing academic English

Chapter 1 Understanding the course

Unit 1.1 Becoming a global thinker

To get the most out of the Cambridge International AS & A Level Global Perspectives and Research syllabus, you need to consider your own position within it and what you will get from it.

1 Here are several possible reasons why you might have chosen this course, or why it might suit you. Add one or two of your own, if they are not mentioned here, and then rank them in terms of importance to you (1 being low, 10 being very important).

Reason	Rank (1–10)
I think I will get a good grade in it.	
It will widen my knowledge of global issues.	
I will be able to link it to subjects I enjoy studying.	
I like the chance to collaborate and work with others.	
It gives me the chance to work independently, pursuing my own interests.	
It is a core component of the AICE Diploma.	
It will help build my general English skills.	
I think it will help my job prospects.	
It covers lots of different skills, such as how to analyse.	
My additional reason 1	
My additional reason 2	

2 Imagine you needed to apply for this course by writing a letter. Write 50–75 words using the pages at the back of the Workbook or a separate piece of paper explaining why you think this is the course for you, and what you aim to get from it.

3 As a way of encouraging the 'global thinker' in you, look at the topical issues on the next page from current and recent times. Choose two or three issues and spend five minutes jotting down everything you know about each one, using these five questions:

What do I think about this?
Where have I heard about this?
Where does my thinking and knowledge come from?
Does everyone think like this? Why/why not?
How would I find out more information about this?

Issues

The rights of transgender people
Choosing whether or not to have a vaccination for an infectious disease
Private (paid for) education
Colonising planets
Limiting air travel
Genetic modification for food provision

Key terms and language support

When describing learning styles or attributes, we often use words with useful prefixes to distinguish between similar ideas or meanings – for example, *interpersonal* in which *inter* means 'between'.

Someone who works well in a team has good *interpersonal* skills (good 'between people' skills).

Task 4

Look up the prefixes in the words below and use them to work out what each phrase means. Do they have positive or negative connotations?

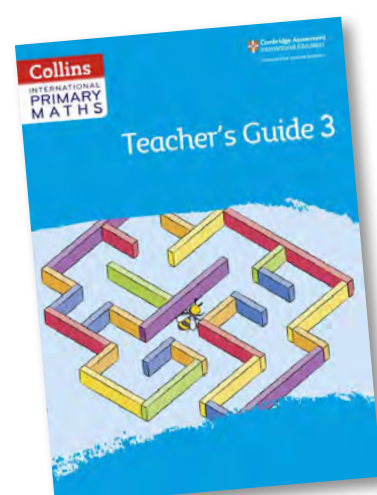
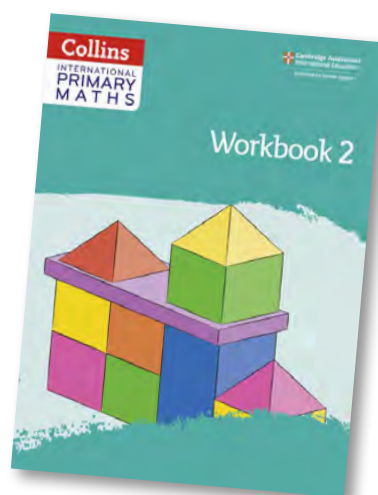
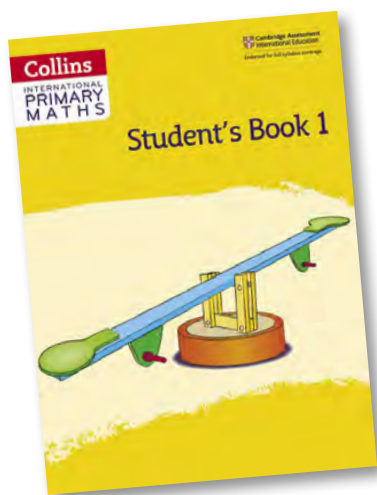
intrapersonal skills *interdependent group members*
anti-social behaviour *student who is extrovert or introvert*

Reflection

Think about yourself as a learner again. How has your knowledge of the syllabus changed between first hearing about it and completing this unit? What were the key factors that helped you gain knowledge and understanding of it?

Activities develop students' work and build on the practical skills learned in the Student's Book

The reflection boxes prompt self-reflection and provide ideas to include in the reflective log



Collins International Primary Maths

(0096)
Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0096) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Offer full coverage of the new Cambridge Primary Mathematics curriculum framework and support best practice in primary maths teaching.

Series Editor: Peter Clarke

Authors: Caroline Clissold, Paul Hodge and Lisa Jarmin

Student's Books

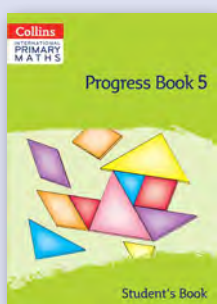
- Provide an exciting theme with lessons based on a 'big idea' which is anchored in a real-life international context
- Help students to develop their *Thinking and Working Mathematically* skills
- Offer opportunities for group and individual learning

Workbooks

- Challenge students with three levels of practice and knowledge consolidation
- Develop sense of self-study and discipline
- Offer an opportunity for personal reflection on progress

Teacher's Guides

- Ensure teacher professionalism and autonomy
- Supplement lessons with a wealth of digital assets including tools and games to make maths lively and engaging

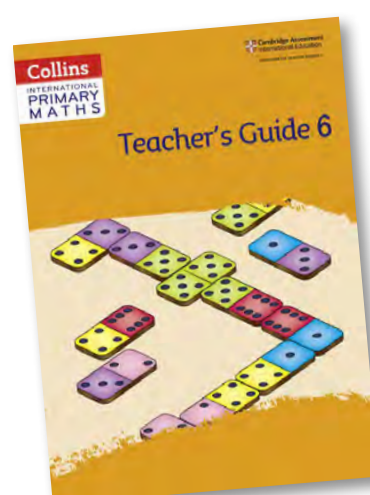
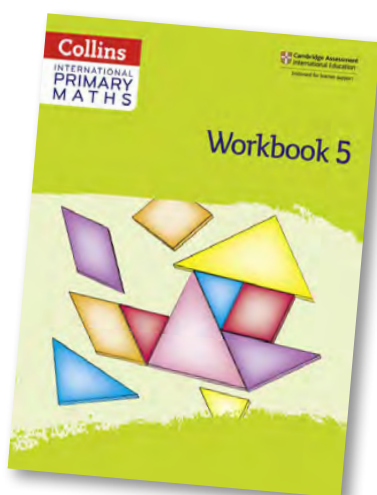
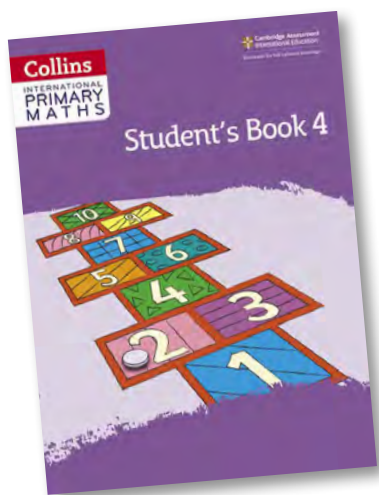


Progress Books (2nd Edition)



- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Student's Books	ISBN
Student's Book 1	978-0-00-834089-6
Student's Book 2	978-0-00-836940-8
Student's Book 3	978-0-00-836941-5
Student's Book 4	978-0-00-836942-2
Student's Book 5	978-0-00-836943-9
Student's Book 6	978-0-00-836944-6



Lesson objective demonstrates what learner should know or be able to do by the end of the lesson

Reference to accompanying Workbook page

List of key mathematical terms relevant to the lesson

Unit 4 Reading and writing numbers to 20

Lesson 1: Counting to 20

- Count forwards and backwards from any given number to 20

Key words

- count
- forwards
- backwards

Let's learn

Guided practice

Trace the line and count on.

Workbook page 18

Unit 4 Reading and writing numbers to 20

Lesson 2: Reading numbers to 20

- Read numbers to 20

Key words

- number
- numeral

Let's learn

thirteen ten sixteen four twenty

Guided practice

Count the number of cubes or counters. Draw lines to join a word and a numeral to each set.

Workbook page 19

Sample pages from Student's Book 1

Content that presents the key mathematical idea of the lesson

Worked examples designed to prepare learners to work independently on questions in the Workbook

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

Workbooks	ISBN	Teacher's Guides	ISBN	Progress Books	ISBN	Progress Books	ISBN
Workbook 1	978-0-00-836945-3	Teacher's Guide 1	978-0-00-836951-4	Student's Book 1	978-0-00-865497-9	Teacher Pack 1	978-0-00-865491-7
Workbook 2	978-0-00-836946-0	Teacher's Guide 2	978-0-00-836952-1	Student's Book 2	978-0-00-865498-6	Teacher Pack 2	978-0-00-865492-4
Workbook 3	978-0-00-836947-7	Teacher's Guide 3	978-0-00-836953-8	Student's Book 3	978-0-00-865499-3	Teacher Pack 3	978-0-00-865493-1
Workbook 4	978-0-00-836948-4	Teacher's Guide 4	978-0-00-836954-5	Student's Book 4	978-0-00-865500-6	Teacher Pack 4	978-0-00-865494-8
Workbook 5	978-0-00-836949-1	Teacher's Guide 5	978-0-00-836955-2	Student's Book 5	978-0-00-865501-3	Teacher Pack 5	978-0-00-865495-5
Workbook 6	978-0-00-836950-7	Teacher's Guide 6	978-0-00-836956-9	Student's Book 6	978-0-00-865502-0	Teacher Pack 6	978-0-00-865496-2

Cambridge Lower Secondary Maths (0862)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0862) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Develop students' maths mastery and confidence with this fully updated Lower Secondary Maths course offering comprehensive coverage of the new curriculum framework. A strong emphasis on *Thinking and Working Mathematically* is integrated throughout.

Series Editor: Alastair Duncombe

Authors: Belle Cottingham, Alastair Duncombe, Rob Ellis, Amanda George, Claire Powis and Brian Speed

Student's Books

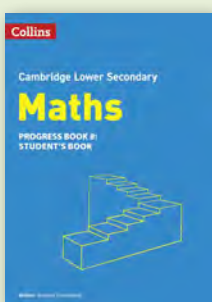
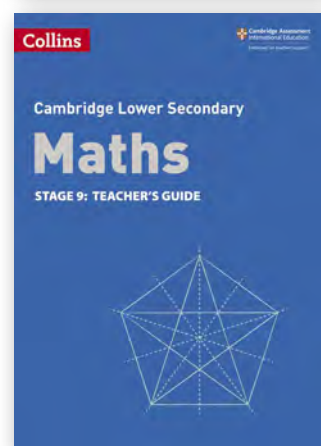
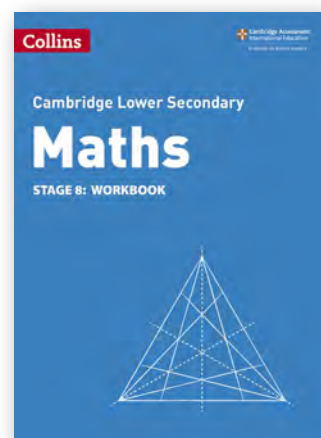
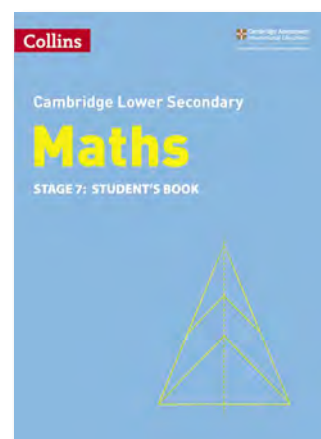
- Offer worked examples with clear and detailed explanations to build learner independence
- Provide students opportunities to review and consolidate learning and reflect on their progress
- Develop *Thinking and Working Mathematically* skills, enabling learners to gain competence and confidence in maths

Workbooks

- Enable learners to fully master a topic before moving on with a variety of questions
- Support students in their own work with pointers and pictorial representations included
- Can be used in class or as homework to support secure learning

Teacher's Guides

- Plan teaching effectively with clear learning objectives throughout the course with guidance provided
- Promote and assess the Cambridge *Thinking and Working Mathematically* characteristics through the course
- Ideas for starter activities and discussions, notes on common errors, support and extension ideas and end-of-chapter topic reviews included



Progress Books

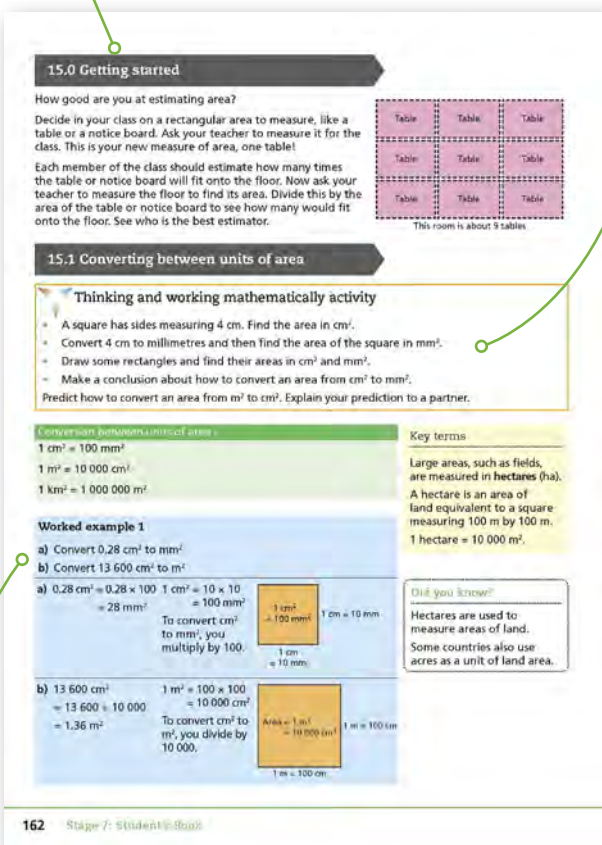
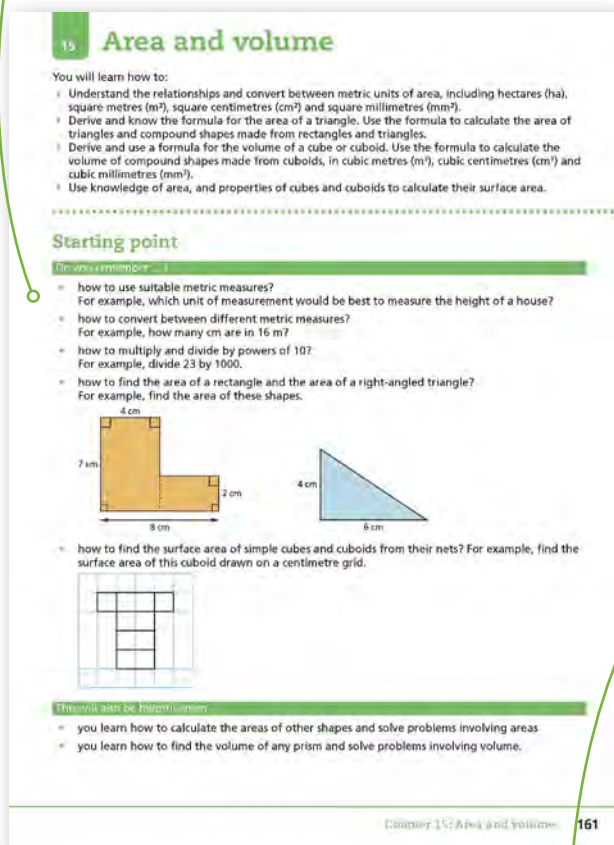


- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Check readiness to start with prerequisite knowledge list and topic links

Engage learners with group and pair activities to awaken mathematical curiosity

Build mathematical skills and confidence with 'Thinking and Working Mathematically' characteristics through specially designed activities



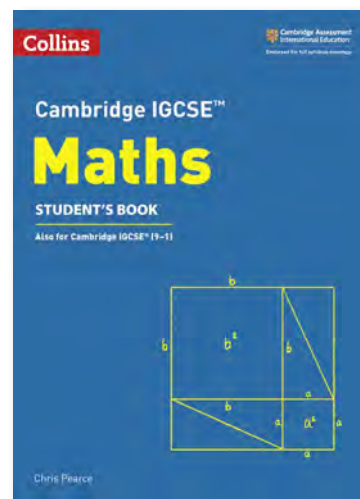
Worked examples cater to different learning styles with formal, narrative and pictorial methods

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

Student's Books	ISBN	Progress Books	ISBN
Stage 7	978-0-00-834085-8	Student's Book 7	978-0-00-866710-8
Stage 8	978-0-00-837854-7	Student's Book 8	978-0-00-866711-5
Stage 9	978-0-00-837855-4	Student's Book 9	978-0-00-866712-2
Workbooks	ISBN	Teacher Pack 7	978-0-00-866713-9
Stage 7	978-0-00-837856-1	Teacher Pack 8	978-0-00-866714-6
Stage 8	978-0-00-837857-8	Teacher Pack 9	978-0-00-866715-3
Stage 9	978-0-00-837858-5		
Teacher's Guides	ISBN		
Stage 7	978-0-00-837859-2		
Stage 8	978-0-00-837860-8		
Stage 9	978-0-00-837861-5		

Cambridge IGCSE™ Maths (0580/0980)

Fourth Edition



The Student's Book and Teacher's Guide are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2025. The Workbook has not been through the Cambridge International endorsement process.

Provide in-depth coverage of the revised syllabus and support and challenge students with the Core and Extended content together in one book.

Authors: Chris Pearce and Isabel Marsden

Student's Book

- Develop problem-solving skills with flagged questions and apply those skills to real-life, international contexts
- Grow confidence working without a calculator with clearly labelled questions and exercises
- Emphasise the relevance of maths with *Why this chapter matters* sections showing maths in everyday life or historical development
- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples

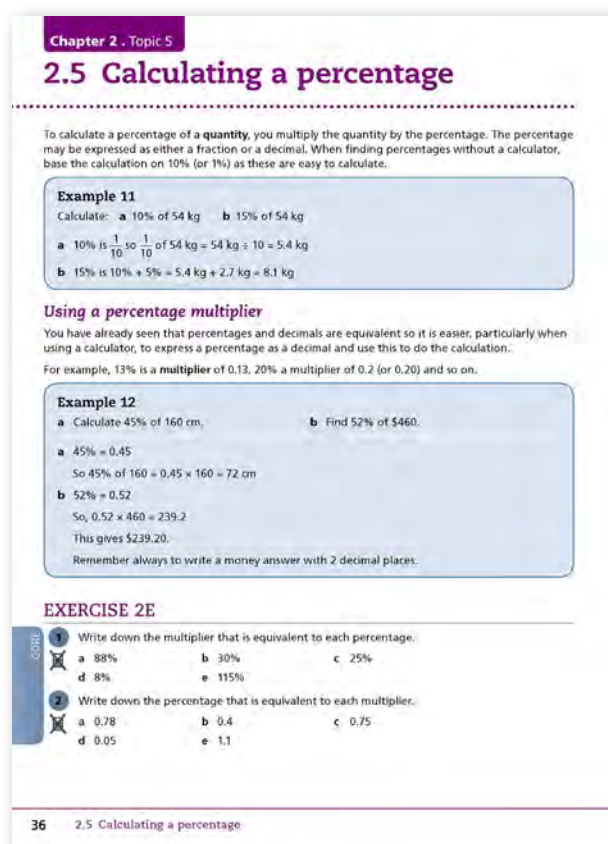
Workbook



- Use alongside the Student's Book with matching structure and content to consolidate and extend learning
- Provide additional practice through exam-style questions and activities

Teacher's Guide

- Deliver a fresh approach with content fully updated for the revised syllabus and assessment
- Detailed three-part lesson plans include clear syllabus references, common mistakes and remediation, and useful tips
- Raise standards with extra practice sheets with consolidation and extended questions



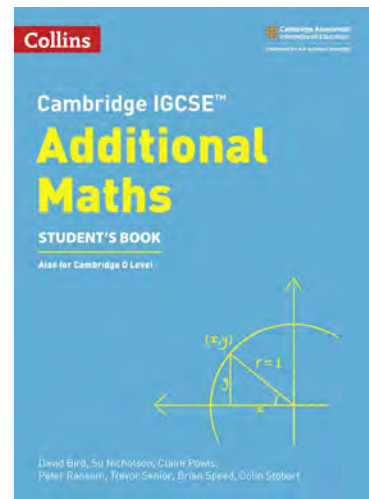
Sample page from Student's Book

Maths	ISBN
Student's Book	978-0-00-854605-2
Workbook	978-0-00-867084-9
Teacher's Guide	978-0-00-854606-9

Cambridge IGCSE™ Additional Maths

(0606/4037)

Second Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2025.

Building on Cambridge IGCSE Mathematics, this course tests students' initial understanding and prepares them for Additional Maths content. This course also supports Cambridge O Level.

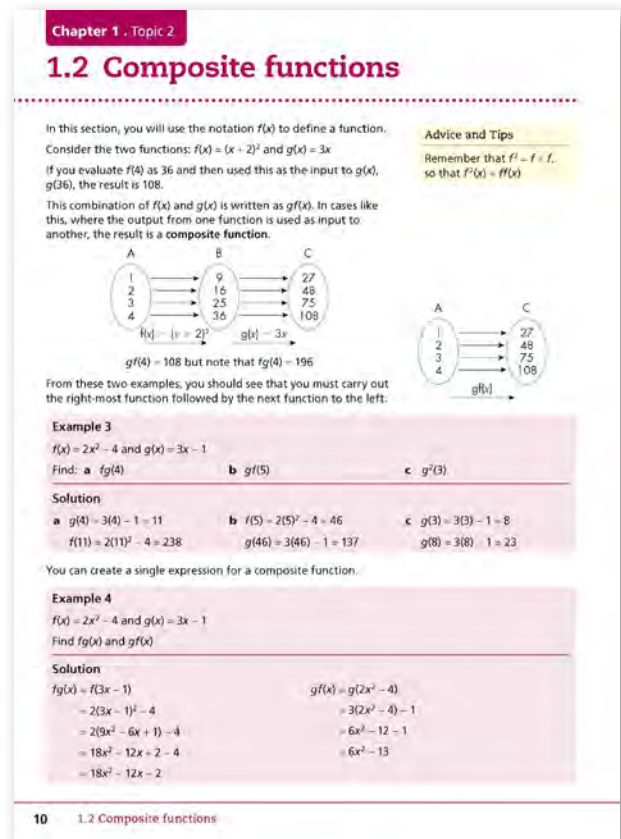
Authors: David Bird, Su Nicholson, Claire Powis, Peter Ransom, Trevor Senior, Brian Speed and Colin Stobart

Student's Book

- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples, with tips on how to tackle tricky content
- Develop confidence working without a calculator with clearly labelled questions and exercises
- Help students prepare for assessment with review questions at the end of every chapter
- Support students in developing problem-solving skills with flagged questions that require them to apply their skills and understanding
- Emphasise the relevance of maths in everyday life with *Why this chapter matters* sections
- Deliver a fully international course with international examples, contexts, names, currencies and locations
- Provide self-assessment opportunities with progression checklists at the end of every chapter

Teacher's Guide

- Provide full support and guidance for teaching the Cambridge IGCSE Additional Mathematics syllabus
- Teach straight away with detailed lesson plans that include clear syllabus references, useful tips, common mistakes and remediation guidance
- Save time with printable homework and extension worksheets to support all student types
- Personalise the course with editable downloadable files to ensure the perfect fit for your school's needs



Sample page from Student's Book

Additional Maths

ISBN

Student's Book

978-0-00-854607-6

Teacher's Guide

978-0-00-854608-3

Cambridge International AS & A Level Mathematics (9709)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

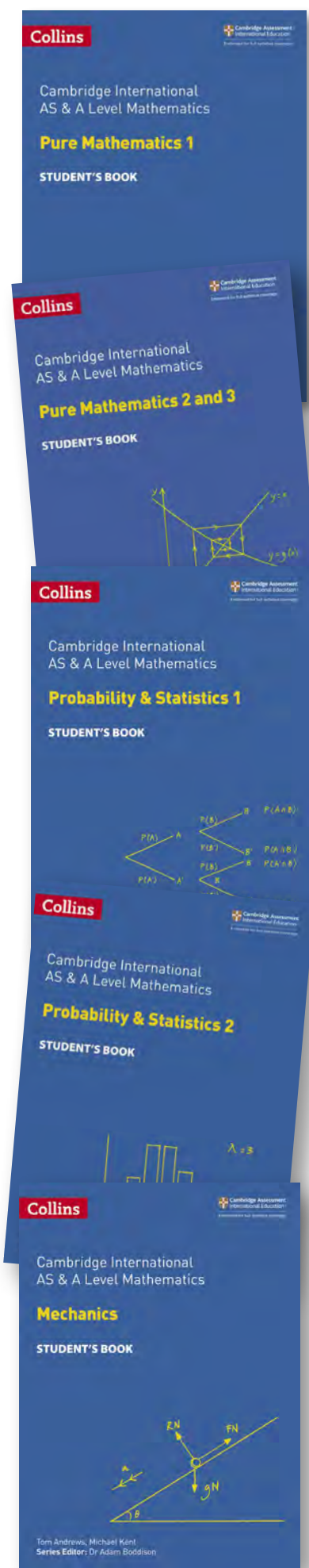
This five-book series builds students' key mathematical skills and inspires them to pursue STEM (science, technology, engineering and mathematics) careers and further study routes.

Series Editor: Dr Adam Boddison

Authors: Louise Ackroyd, Tom Andrews, Helen Ball, Chris Chisholm, Jonny Griffiths, Michael Kent, Sharon McBride and Chris Pearce

Student's Books

- Cover the complete content of the syllabus in five books: Pure Mathematics 1, Pure Mathematics 2 & 3, Statistics 1, Statistics 2 and Mechanics
- Develop the key skills of mathematical modelling, problem-solving and communication through dedicated questions and teaching
- Help to prepare students for assessment with exam-style questions and carefully selected Cambridge past paper questions
- Assess readiness with prior knowledge checks and end-of-chapter summaries which test understanding
- Offer plenty of practice opportunities with clear explanations and worked examples on each topic with full workings available for each answer
- Provide clear progression from Cambridge IGCSE Mathematics
- The *Mathematics in Life and Work* theme throughout shows students how maths is used in a range of careers and further study routes



Mathematics	ISBN
Pure Mathematics 1	978-0-00-825773-6
Pure Mathematics 2 and 3	978-0-00-825774-3
Probability & Statistics 1	978-0-00-825776-7
Probability & Statistics 2	978-0-00-827187-9
Mechanics	978-0-00-825775-0

Cambridge International AS & A Level Further Mathematics (9231)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

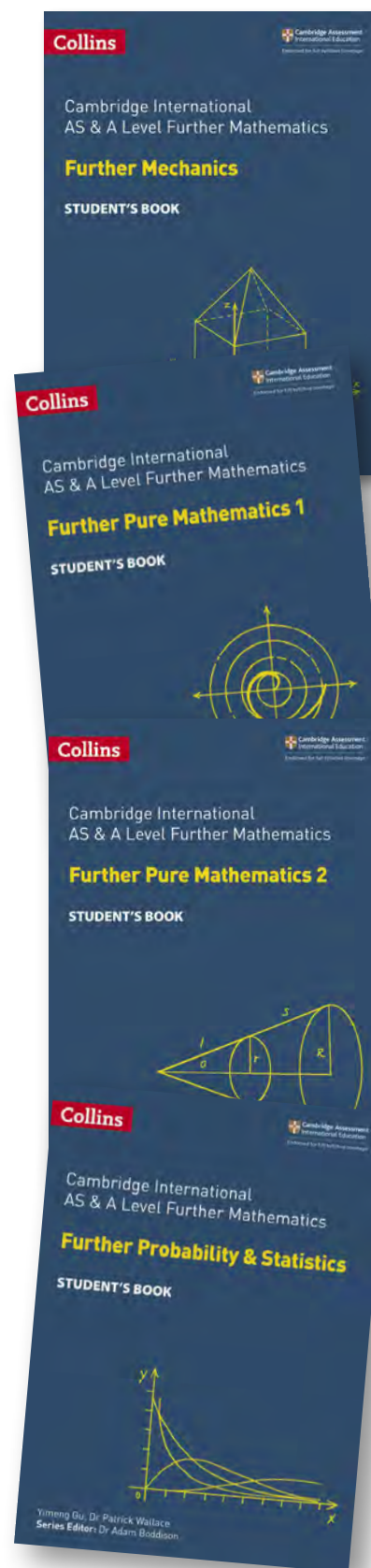
With a clear focus on *Mathematics in Life and Work*, this four-book series builds the key mathematical skills and knowledge that will open a wide range of careers and further study.

Series Editor: Dr Adam Boddison

Authors: Anthony Alonzi, Tom Andrews, Helen Ball, Chris Chisholm, Jonny Griffiths, Yimeng Gu, Michael Kent, Chris Pearce and Patrick Wallace

Student's Books

- Cover the complete content of Further Pure Mathematics 1, Further Pure Mathematics 2, Further Probability & Statistics and Further Mechanics with clear references to what students will learn at the start of each chapter
- Set mathematics in real-world contexts that emphasise practical applications and career paths, with a *Mathematics in Life and Work* theme for each chapter
- Showcase how mathematics is relevant to different roles with inspiring case studies and discussion activities
- Help prepare students for assessment with exam-style questions and carefully selected Cambridge past paper questions
- Build advanced skills with in-depth explanations for deep understanding, practice for fluency, and probing questions to develop flexible problem-solving
- Provide clear progression to develop confident, independent and reflective mathematicians through extension questions and group discussions

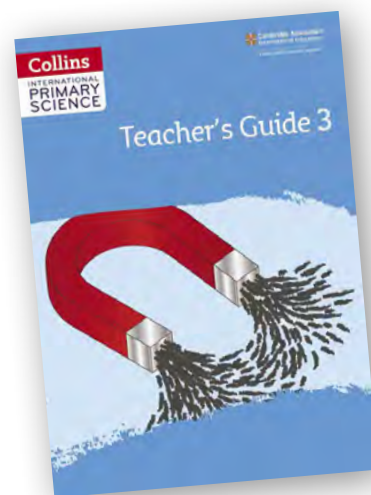
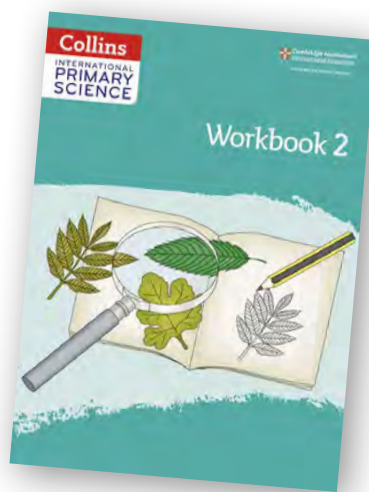
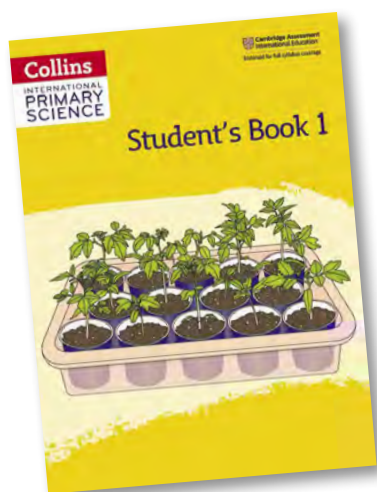


Further Mathematics

Further Pure Mathematics 1
Further Pure Mathematics 2
Further Probability & Statistics
Further Mechanics

ISBN

978-0-00-825777-4
978-0-00-825778-1
978-0-00-827188-6
978-0-00-827189-3



Collins International Primary Science

(0097)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0097) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Spark scientific curiosity from a young age with this six-level course through an enquiry-based approach and active learning. The series is organised into four main strands: Biology, Chemistry, Physics and Earth and Space.

Series Editor: Karen Morrison

Authors: Tracey Baxter, Sunetra Berry, Pat Dower, Helen Harden, Pauline Hannigan, Anita Loughrey, Fiona MacGregor, Emily Miller, Jonathan Miller, Karen Morrison, Daphne Paizee, Anne Pilling, Pete Robinson, Phillipa Skillicorn and Tracy Wiles

Student's Books

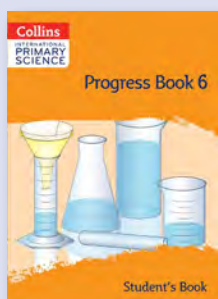
- Offer differentiated activities for each unit and continuous assessment throughout
- Help pupils to actively learn through practical activities that don't require specialist equipment or labs
- Deepen and enhance the delivery of scientific skills with *Thinking and Working Scientifically* sections

Workbooks

- Provide opportunities to deepen understanding and build on prior knowledge
- Include language development activities to help build scientific vocabulary

Teacher's Guides

- Deliver consistent lessons with clear lesson plans as well as continuous assessment opportunities
- Slideshows, video clips, additional photographs and digital activities make learning science fun and interactive

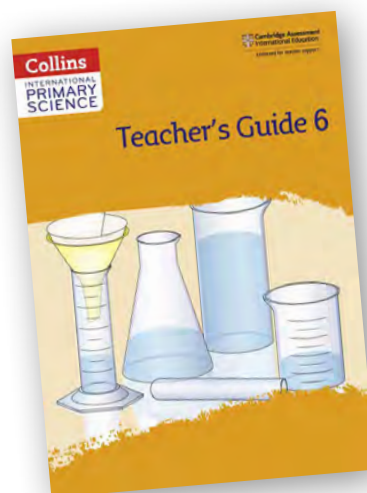
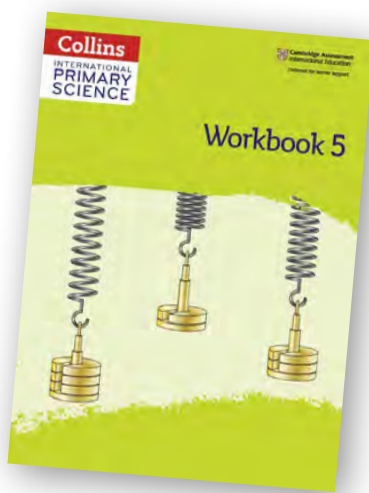
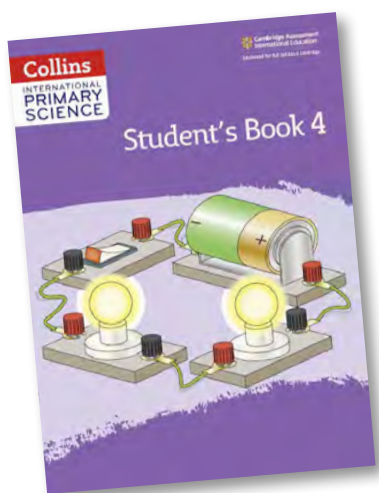


Progress Books



- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Student's Books	ISBN
Student's Book 1	978-0-00-834090-2
Student's Book 2	978-0-00-836888-3
Student's Book 3	978-0-00-836889-0
Student's Book 4	978-0-00-836890-6
Student's Book 5	978-0-00-836891-3
Student's Book 6	978-0-00-836892-0



Build Science vocabulary with key words 'post-its'

Active learning underpins all aspects of teaching within the resources


Science in context

6.3 Science and the environment

Large parts of the planet **Earth** are covered in **water**. Water is very important. Animals, humans and plants all need water to survive.





1 Look at the picture. What does it show?

Some places on the Earth do not have much water.



Key words

- Earth
- water
- waste
- save

2 Look at the pictures. ▲ Describe what you can see.


3 How are the places different?

4 What do you think it is like to live in these places?


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Topic **6** Earth and Space

We can use what we know about science to help the world around us. We know that water is important so we must not **waste** it. We can do things to help **save** water.



5 Look at the picture. ▲ How does it say we can save water?



6 What could this girl do to save water while brushing her teeth?

Activities

- 1 Play a game about how we can waste water and how we can save water.
- 2 Design a game. Think of the different ways that we waste water and ways that we can save water. Then play your game.
- 3 Design a poster to help people save water. Draw pictures and add labels to explain the ways we can save water.

I have learned

- Water is important for all living things on Earth.
- We can help the planet by saving water.

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Photo-rich spreads show science in real-life contexts

Topic summary for concise synopsis and continuous learning

Sample pages from Student's Book 1

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

Workbooks	ISBN	Teacher's Guides	ISBN	Progress Books	ISBN	Progress Books	ISBN
Workbook 1	978-0-00-836893-7	Teacher's Guide 1	978-0-00-836899-9	Student's Book 1	978-0-00-865485-6	Teacher Pack 1	978-0-00-865237-1
Workbook 2	978-0-00-836894-4	Teacher's Guide 2	978-0-00-836900-2	Student's Book 2	978-0-00-865486-3	Teacher Pack 2	978-0-00-865238-8
Workbook 3	978-0-00-836895-1	Teacher's Guide 3	978-0-00-836901-9	Student's Book 3	978-0-00-865487-0	Teacher Pack 3	978-0-00-865239-5
Workbook 4	978-0-00-836896-8	Teacher's Guide 4	978-0-00-836902-6	Student's Book 4	978-0-00-865488-7	Teacher Pack 4	978-0-00-865240-1
Workbook 5	978-0-00-836897-5	Teacher's Guide 5	978-0-00-836903-3	Student's Book 5	978-0-00-865489-4	Teacher Pack 5	978-0-00-865241-8
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Cambridge Lower Secondary Science

(0893)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0893) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Build a strong foundation in scientific skills and key concepts with plenty of suggested practical investigations and integrated active learning.

Authors: Heidi Foxford, Aidan Gill, Amanda Graham, Mark Levesley, Chris Meunier, Beverley Rickwood, Nigel Saunders, Sheila Tarpey, Dorothy Warren and Gemma Young

Student's Books

- Support students in their language needs with all key words clearly defined on the relevant page in the Student's Book
- Check understanding, consolidate learning and prepare for assessment with end-of-chapter and end-of-stage reviews
- Challenge and stretch students with differentiated questions for each topic, by linking to history, development, application and impact of science around the world

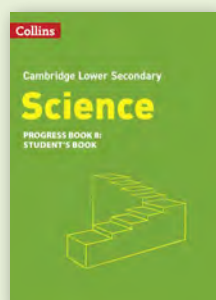
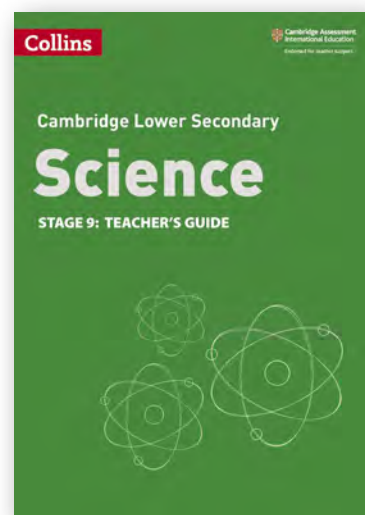
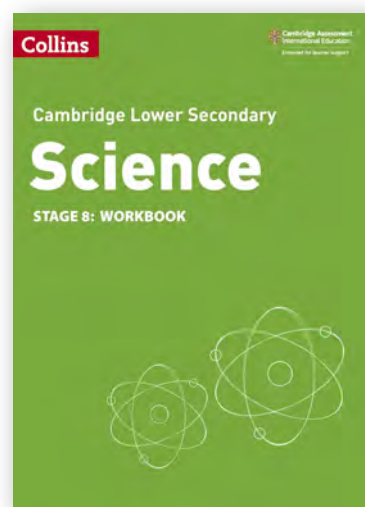
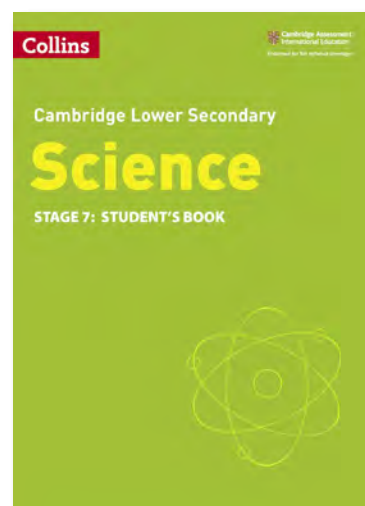
Workbooks

- Offer a full range of questions for every topic in the Student's Book
- Provide regular practice with supportive worked examples and writing frames
- Use flexibly for lessons, homework or additional practice

Teacher's Guides

- Deliver a fresh approach with carefully constructed learning outcomes and detailed lesson plan ideas
- Full support for practical work, with student sheets and comprehensive technician's notes available
- Answers to Student's Book and Workbook questions provided

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Progress Books

NEW

- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Features at the start and end of topics encourage learners to reflect on their understanding and self-evaluate their progress

Key terms, definition boxes and a glossary provide support in language needs

Chapter 10 Topic 4

The water cycle

10.4


Learning outcomes

- To describe the Earth's physical processes that involve water and how they form a cycle
- To understand a model of the Earth's water cycle

Starting point

You should know that	You should be able to
On Earth, water evaporates, condenses and precipitates (falls as rain)	Describe how a model helps us to understand ideas in science
The formation and erosion of different types of rock form a rock cycle	Use models, including diagrams, to describe processes and explain ideas in science

Evaporation, condensation and precipitation



10.23 Evaporation, condensation and precipitation.
Here are some of the processes that involve water on Earth (figure 10.23).

- Evaporation** is the process where some water molecules at the surface of a lake or ocean gain enough energy to break free from the surface. This causes water vapour to be present in the atmosphere.
- Condensation** is the process where water molecules in the air lose energy so that they gather together to form droplets of liquid water. This process leads to the formation of clouds.
- Precipitation** is the process where water droplets in the air grow large enough so that they fall to the ground or ocean surface as liquid or solid water.

Key terms

condensation: process in which water vapour molecules are cooled and gather to form liquid water droplets.

evaporation: process in which water molecules gain enough energy to escape from the surface of liquid water and form vapour.

precipitation: process in which water droplets in the air grow large enough that they fall to the ground as rain, sleet, snow or hail.

1 Where does the energy come from that causes water in the oceans to evaporate?

2 Sometimes the air temperature is below 0 °C but the ground temperature is above 0 °C. Explain what happens to water that precipitates as snow or hail when it reaches the ground.

3 Look at figure 10.23. Make a sketch copy of the diagram and add arrows to show how evaporation, condensation and precipitation link together to move water from oceans to the air and back to the oceans.

4 Look at figure 10.23. Use a map of the Earth to find the Sahara Desert. Explain why places like the Sahara Desert remain so dry.

Water that falls on the surface of Earth

Some of the water that falls as precipitation ends up back in the oceans. We call water stored in the oceans **open water**, because it is not surrounded by land or ice and can move freely.

210 The earth and its atmosphere

The water cycle 211

'Challenge' questions promote deeper thinking

Sample pages from Student's Book 9

Student's Books	ISBN	Progress Books	ISBN
Stage 7	978-0-00-834086-5	Student's Book 7	978-0-00-867932-3
Stage 8	978-0-00-836426-7	Student's Book 8	978-0-00-867933-0
Stage 9	978-0-00-836427-4	Student's Book 9	978-0-00-867934-7
Workbooks	ISBN	Teacher Pack 7	978-0-00-867935-4
Stage 7	978-0-00-836431-1	Teacher Pack 8	978-0-00-867936-1
Stage 8	978-0-00-836432-8	Teacher Pack 9	978-0-00-867937-8
Stage 9	978-0-00-836433-5		
Teacher's Guides	ISBN		
Stage 7	978-0-00-836434-2		
Stage 8	978-0-00-836435-9		
Stage 9	978-0-00-836436-6		

Cambridge IGCSE™ Science

Biology (0610/0970)

Chemistry (0620/0971) **Physics** (0625/0972)

Third Edition



The Student's Books and Teacher's Guides are **endorsed** by Cambridge Assessment International Education to support the full syllabuses for examination from 2023. The Workbooks have not been through the Cambridge International endorsement process.

Packed full of questions, in-depth content with a strong emphasis on practical investigative skills.

Authors: Susan Gardner, Sam Goodman, Sue Kearsey, Mike Smith and Chris Sunley

Student's Books

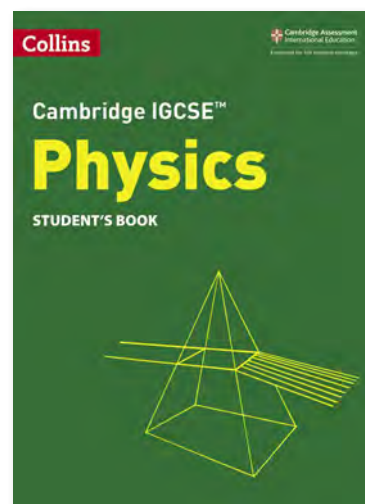
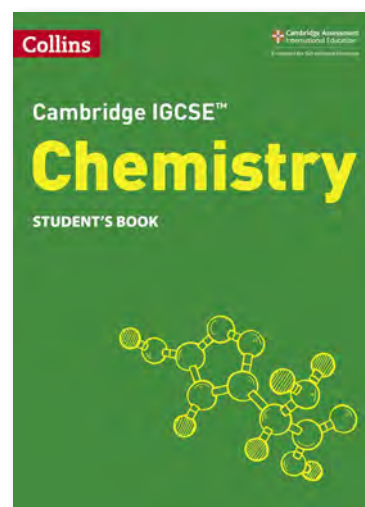
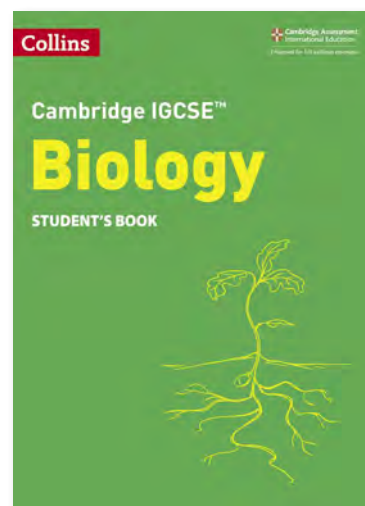
- Engage students with exciting science presented in accessible language
- Establish and build on prior knowledge with a quick recap of what students should already know at the start of each unit
- Build and apply the skills needed to understand and carry out practical investigations
- Prepare for assessment with lots of practice questions, including short text-related questions and worked examples
- Encourage students to take responsibility for their learning using the end-of-unit summary checklists

Workbooks

- Use alongside each Student's Book with matching structure and content to consolidate and extend learning
- Provide additional practice through exam-style questions and activities

Teacher's Guides

- Deliver the syllabus with confidence through comprehensive support including flexible topic-based teaching and learning strategies
- Save time with lots of ideas for practicals, activities and worksheets
- Help medium- and long-term planning with a clear overview of each topic and links to other topics highlighted

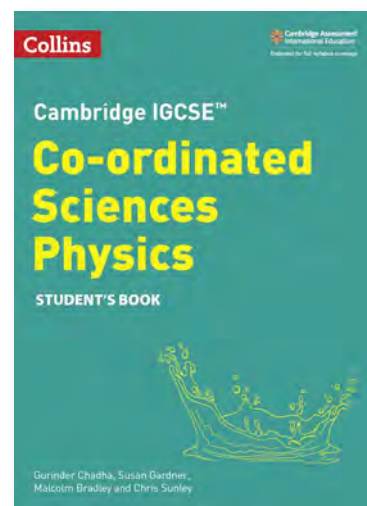
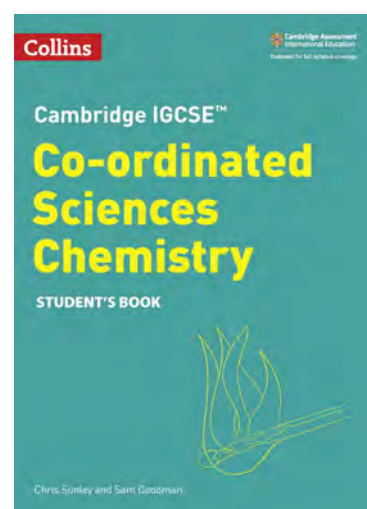
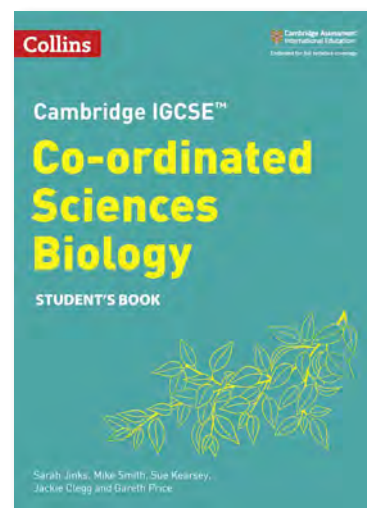


Biology	ISBN	Chemistry	ISBN	Physics	ISBN
Student's Book	978-0-00-843086-3	Student's Book	978-0-00-843088-7	Student's Book	978-0-00-843090-0
Workbook	978-0-00-867085-6	Workbook	978-0-00-867086-3	Workbook	978-0-00-867087-0
Teacher's Guide	978-0-00-843087-0	Teacher's Guide	978-0-00-843089-4	Teacher's Guide	978-0-00-843091-7

Cambridge IGCSE™ Co-ordinated Sciences

(0654/0973)

Second Edition



The Student's Books are **endorsed** by Cambridge Assessment International Education to support the syllabus (0643/0973) for examination from 2025. The Teacher's Guide has not been through the Cambridge International endorsement process.

Spark scientific curiosity by putting science in context. Carefully developed features, including practice questions, worked examples and key terms, build knowledge and skills.

Authors: Malcolm Bradley, Gurinder Chadha, Jackie Clegg, Carol Davenport, Susan Gardner, Sam Goodman, Sarah Jinks, Sue Kearsley, Jeremy Pollard, Gareth Price, Mike Smith and Chris Sunley

Student's Books

- Develop students' practical science skills with investigative tasks and deepen understanding with *Science in Context* sections
- All extended material covered and clearly differentiated
- Refine exam technique with practice questions, example answers and commentary
- Support self-assessment and reflection with questions throughout, knowledge checks, key terms and end-of-topic checklists

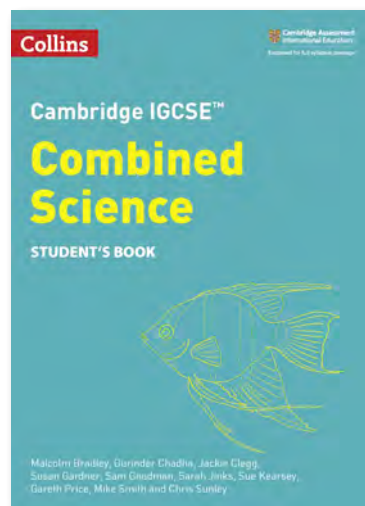
Teacher's Guide

- Start teaching straight away with effective lesson plans, lists of resources, clear objectives and outcomes and notes on common misconceptions
- Match lessons to learning outcomes by using the detailed scheme of work, providing a comprehensive overview of the course
- Overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning
- Teach practical and investigative work with confidence using worksheets which take students step by step through planning, carrying out and writing up

Co-ordinated Sciences	ISBN
Biology Student's Book	978-0-00-854592-5
Chemistry Student's Book	978-0-00-854594-9
Physics Student's Book	978-0-00-854595-6
Teacher's Guide	978-0-00-854597-0

Cambridge IGCSE™ Combined Science (0653)

Second Edition



The Student's Book is **endorsed** by Cambridge Assessment International Education to support the syllabus (0653) for examination from 2025. The Teacher's Guide has not been through the Cambridge International endorsement process.

Carefully developed features, including plentiful questions, worked examples and key terms build firm scientific knowledge and develop practical skills.

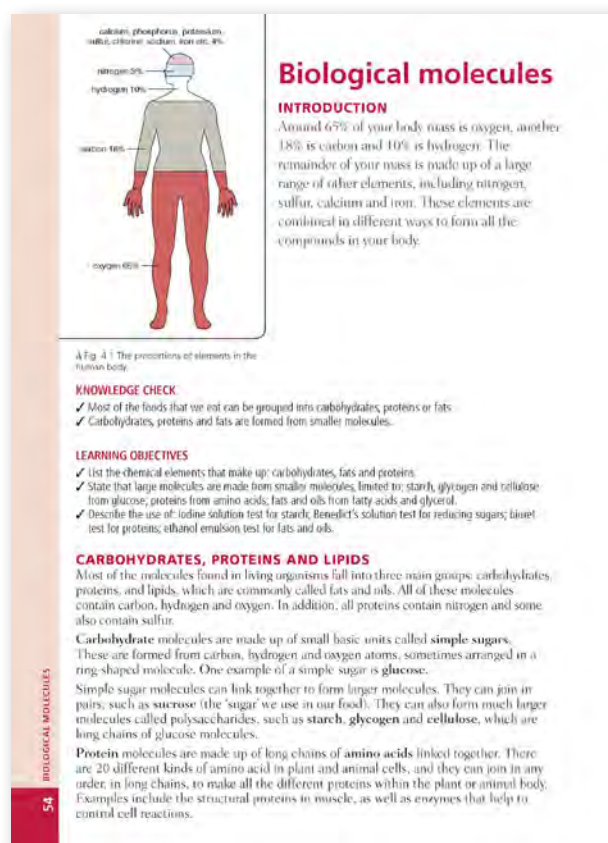
Authors: Malcolm Bradley, Gurinder Chadha, Jackie Clegg, Carol Davenport, Susan Gardner, Sam Goodman, Sarah Jinks, Sue Kearsey, Jeremy Pollard, Gareth Price, Mike Smith and Chris Sunley

Student's Book

- Develop students' practical science skills with investigative tasks and deepen understanding with *Science in Context* sections
- Help students reach their full potential with clearly differentiated extended material
- Refine exam technique with practice questions, example answers and commentary
- Support self-assessment and reflection with questions throughout, knowledge checks, key terms and end-of-topic checklists

Teacher's Guide

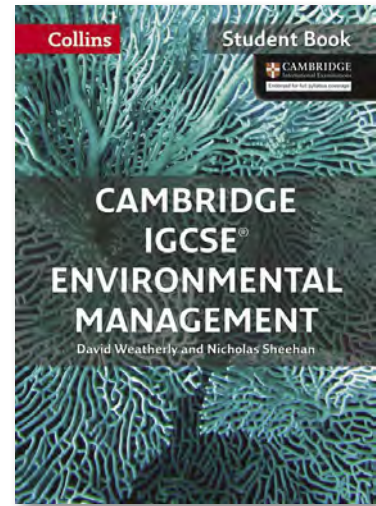
- Pick up and teach with effective lesson plans, lists of resources, clear objectives and outcomes and notes on common misconceptions
- Match learning objectives and outcomes for each lesson to the detailed scheme of work, providing a comprehensive overview of the course
- Overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning
- Teach practical and investigative work with confidence using worksheets which take students step by step through planning, carrying out and writing up



Sample page from Student's Book

Combined Science	ISBN
Student's Book	978-0-00-854589-5
Teacher's Guide	978-0-00-854591-8

Cambridge IGCSE™ Environmental Management (0680/5014)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Provide in-depth coverage of the Environmental Management syllabus and inspire students through real-life applications. This resource also offers full coverage of the O Level syllabus.

Authors: David Weatherly and Nicholas Sheehan

Student's Book

- Provide a clear focus for students with an integrated approach to the subject
- Consolidate understanding with questions throughout to check and confirm knowledge
- Encourage students to think for themselves and experiment with a major focus on problem solving and investigations
- Deepen understanding for all students with real-life case studies

Teacher's Guide

- Ensure full coverage of the syllabus with overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning
- Match lessons to the syllabus learning outcomes with a detailed scheme of work
- Extension content and activities, lesson plans and more detailed case studies included



Sample page from Student's Book

Environmental Management

ISBN

Student's Book

978-0-00-819045-3

Teacher's Guide

978-0-00-819044-6

Cambridge International AS & A Level Science

(9700/9701/9702)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabuses for examination from 2022.

Allow students to develop and strengthen practical skills in a range of contexts, deepen understanding of key concepts and provide opportunities to draw connections between topics in Biology, Chemistry and Physics.

Biology Authors: David Martindill, Mike Smith and Michael Smyth

Chemistry Authors: Sunetra Berry, Lyn Nicholls and Andrew Page

Physics Authors: Chris Bishop, Carol Davenport, Richard Grimmer, Lynn Pharaoh and Michael Smyth

Student's Books

- Provide a clear emphasis on developing practical skills and handling, applying and evaluating data to equip students for a wide range of careers and further study
- Allow students to reflect on previous learning with prior understanding reviews, whilst end-of-chapter mind maps provide a summary of learning covered
- Build students' self-awareness by encouraging them to use questions and opportunities for reflection throughout the book
- Offer regular opportunities to handle, apply and evaluate data as well as recap understanding through assignments and experimental skills features
- Challenge and stretch students with exam-style questions and extension exercises

Teacher's Guides

- Digital teacher support, available as eBooks, includes syllabus mapping, notes on common misconceptions, a wealth of activities and regular assessments

Biology (9700)

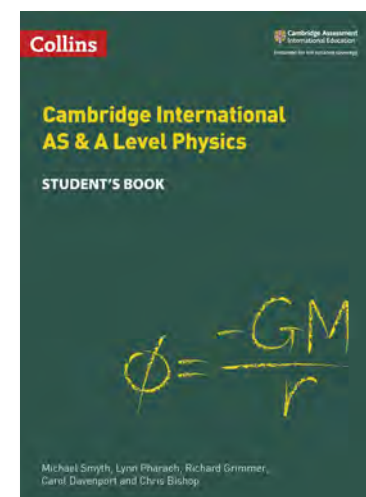
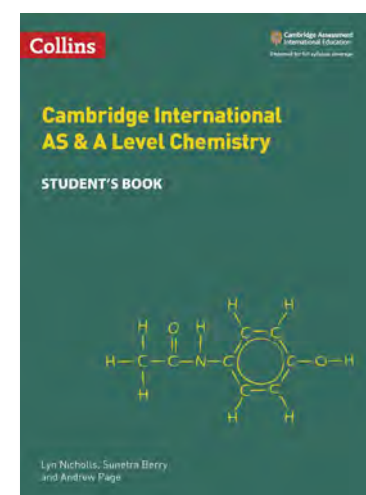
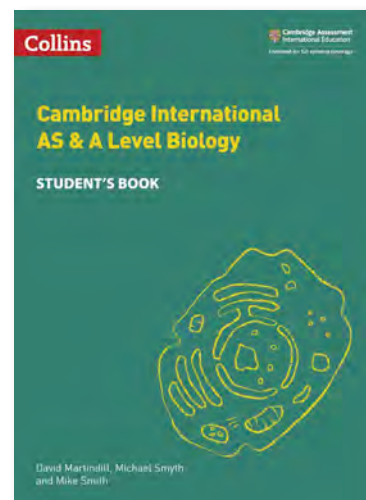
Topics include: cells, biochemical processes, DNA, natural selection, organisms interacting with their environment and observation and fieldwork.

Chemistry (9701)

Topics include: atoms & forces, chemical bonds, energy changes, experiments & evidence, and patterns in chemical behaviour and reactions.

Physics (9702)

Topics include: models of physical systems, forces & fields, testing predictions against evidence, mathematics as a language and problem-solving tool, as well as matter, energy and waves.



1.1 The microscope in cell studies

Although lenses have been used as magnifying glasses for at least a thousand years, the first microscopes were built around the start of the 17th century. Some used a single lens but others were compound microscopes that used two lenses: an objective lens and an eyepiece lens, very similar to many microscopes today.

Later in the 17th century, scientists used microscopes to make the first detailed observations of biological structures. In Italy, Marcello Malpighi studied the structure of animal and plant tissues and was the first person to see blood capillaries. Cells were discovered and named by Robert Hooke in England, who thought that what he saw in a thin slice of cork resembled the small rooms, or cells, that monks lived in. Antonie van Leeuwenhoek, a Dutch scientist, discovered bacteria, single-celled organisms called protists and sperm cells, as well as making many other detailed observations, for example of red blood cells and muscle fibres.

In the 20th century, **electron microscopes** were developed. These use a beam of electrons, rather than light, to produce an image, which shows much more detail than is possible with a light microscope. For example, the structure of viruses, which are much smaller than cells, was first seen using an electron microscope (although their existence had been known much earlier). A **transmission electron microscope (TEM)** passes electrons through a specimen to produce an image. A **scanning electron microscope (SEM)** detects electrons that have been reflected from the surface of a specimen to produce a 'three-dimensional' image.

Images produced using a microscope are called **micrographs**. Images produced by a **light microscope** are called **photomicrographs** (Figure 1.1a); images produced by an electron microscope are called **electron micrographs** (Figures 1.1b, c).

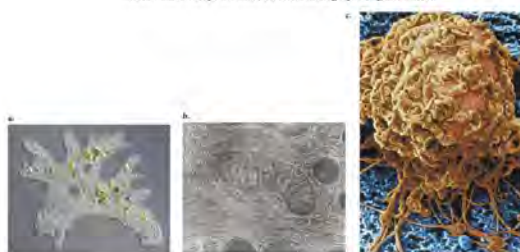


Figure 1.1 Micrographs of Amoeba, a single-celled organism, taken with a light microscope (a), a transmission electron microscope (TEM) (b) and a human egg cell covered with sperm cells, taken with a SEM (c).

1. Explain the difference between a photomicrograph and a photograph.
2. Look at Figure 1.1c. Explain how you can tell that the image has been taken with a SEM and not a TEM.

MAGNIFICATION AND RESOLUTION

Microscopes produce images larger than the original objects. This is called **magnification**. Although in theory there is no limit to how many times you can magnify an image, at some point you will stop seeing any more detail. The ability to see detail is a measure of the microscope's **resolution** (or resolving power). Think about a digital photograph: if you keep enlarging it, the magnification increases. However, when you get to the point where you can see the separate pixels, then greater magnification will not lead to greater resolution because you will not be able to see any more detail.

Magnification

Magnification is the number of times larger an image is than the actual object. For example, if the image of a cell is 50 mm long and the actual cell is 0.1 mm long, then the magnification is $\times 500$.

Magnification can be calculated using the equation:

$$\text{magnification} = \frac{\text{size of image}}{\text{size of object}}$$

The following units are used when measuring cells and cell structures: millimetres (mm), micrometres (μm) and nanometres (nm).

- One **millimetre** is one-thousandth of a metre.
- One **micrometre** is one-thousandth of a millimetre and one-millionth of a metre.
- One **nanometre** is one thousandth of a micrometre, one-millionth of a millimetre and one-billionth of a metre.

This is summarised in Table 1.1.

Unit	Symbol	Comparison with 1 metre
millimetre	mm	$1 \text{ mm} = 1 \times 10^{-3} \text{ m}$ $1 \text{ m} = 1 \times 10^3 \text{ mm}$
micrometre	μm	$1 \mu\text{m} = 1 \times 10^{-6} \text{ m}$ $1 \text{ m} = 1 \times 10^6 \mu\text{m}$
nanometre	nm	$1 \text{ nm} = 1 \times 10^{-9} \text{ m}$ $1 \text{ m} = 1 \times 10^9 \text{ nm}$

Table 1.1 Units used when making microscope observations of biological specimens.

Worked example

3. Convert 5000 nanometres to micrometres.

Answer

$1000 \text{ nm} = 1 \mu\text{m}$, so $5000 \text{ nm} = 5 \mu\text{m}$.

4. Convert 72 millimetres to nanometres. Give your answer in standard form.

Answer

$1 \text{ mm} = 1 \times 10^9 \text{ nm}$, so $72 \text{ mm} = 72 \times 10^9 \text{ nm}$. In standard form this is $7.2 \times 10^{10} \text{ nm}$.

3. The length of a sperm cell is measured as 50 μm . Give the length, in standard form, in
 - a. mm
 - b. nm.

4. The diameter of the nucleus in a human cell is approximately 6 μm . An electron micrograph is made of the nucleus at magnification $\times 9000$.
 - a. Give the actual diameter of the nucleus in nanometres.
 - b. Calculate the diameter of the image of the nucleus. Give your answer in millimetres.

Human cells range in diameter from about 7 μm (red blood cell) to about 100 μm (egg cell). Bacteria cells, which are usually smaller than human cells, have diameters between 0.2 μm and 10 μm .

Tip

Standard form is used to write very large or very small numbers in a shorter format. For example, 5 000 000 in standard form is 5×10^6 and 0.000005 is 5×10^{-7} .

Tip

Always try to show your working in calculations, even if you are not specifically asked for it.

Tip

When writing in standard form, the first part of the number must be at least 1.0 but smaller than 10.

Tip

You may need to give an answer in different units from those in a question. For magnification calculations, make sure both the image and object measurements are in the same unit.

Sample pages from Biology Student's Book

1.1 Particles in the atom and atomic radius

ATOMIC STRUCTURE

Today, we know that atoms are mostly empty space. The central **nucleus** is very small and consists of **protons** and **neutrons**. **Electrons** are found in the empty space around the nucleus. Electrons are located in **shells**.

Figure 1.1 shows a model of an atom.

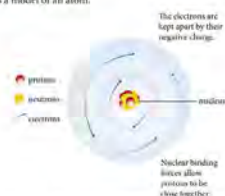


Figure 1.1 This is a model of an atom. Atoms of different elements have different numbers of protons, neutrons and electrons.

At the beginning of the 20th century, scientists considered atoms to be negatively charged electrons in a sphere of positively charged material. Protons and neutrons had not been discovered. The model was known as the 'plum pudding model' (Figure 1.2). Rutherford and other scientists working in the UK carried out an experiment to fire positively charged alpha particles at gold foil, about 2000 atoms thick. Based on the 'plum pudding' model, the alpha particles should pass straight through the foil. It was like firing bullets at tissue paper. To their surprise, not all alpha particles passed straight through. Some were deflected and a few were completely deflected backwards. Figure 1.3 shows their experiment.

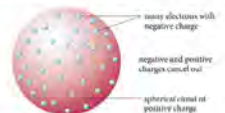


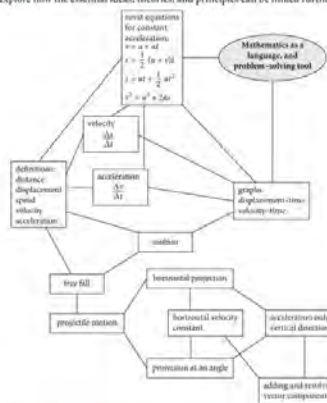
Figure 1.2 The 'plum pudding' model of the atom.

Key ideas

- A projectile is an object acted on only by gravity.
- Projectile motion can be represented by resolving the velocity vector into components in the horizontal and vertical directions.
- Horizontal and vertical components of projectile motion are completely independent of each other.
- The horizontal component of velocity of a projectile remains constant with no acceleration.
- The vertical component of velocity of a projectile is affected only by the acceleration due to gravity.

CHAPTER OVERVIEW

Try copying this mind map and expanding it. Use your notes from other chapters to help you explore how the essential ideas, theories, and principles can be linked further together.



WHAT YOU HAVE LEARNED

- Define and use the terms distance, displacement, speed, velocity and acceleration.
- Use graphs to represent distance, displacement, speed, velocity and acceleration.
- Determine displacement from the area under a velocity-time graph.
- Determine velocity using the gradient of a displacement-time graph.
- Determine acceleration using the gradient of a velocity-time graph.

Sample page from Chemistry Student's Book

Sample page from Physics Student's Book

Science

ISBN

Biology Student's Book 978-0-00-832257-1
 Chemistry Student's Book 978-0-00-832258-8
 Physics Student's Book 978-0-00-832259-5



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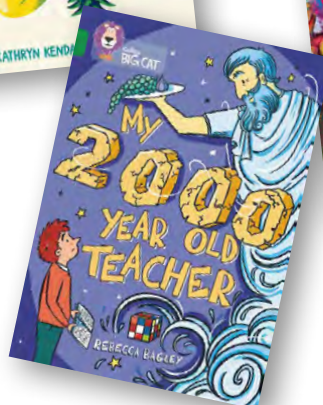
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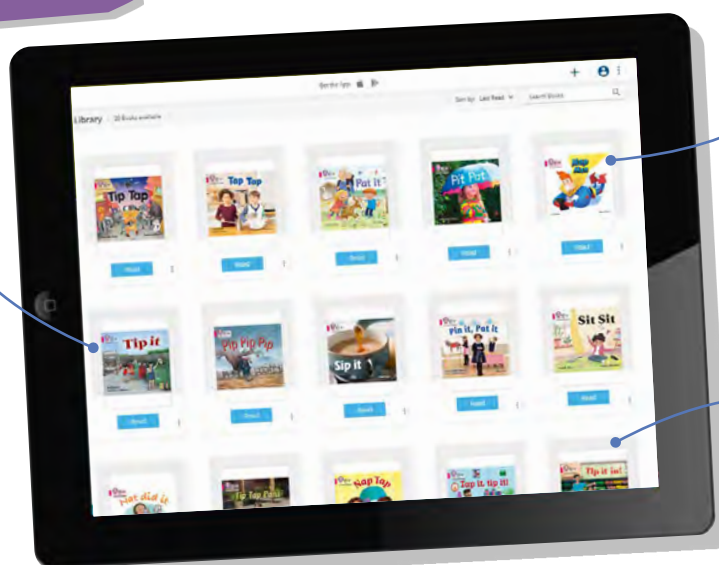


Collins
BIG CAT
ebooks

The Big Cat ebookshelf

Teachers can assign specific books to pupils to be read at home, and track which books have been read by which pupils

Readers can browse all the books from each band and simply click on a book to open it



Easy access to any accompanying resources, such as worksheets

Inside the eBook

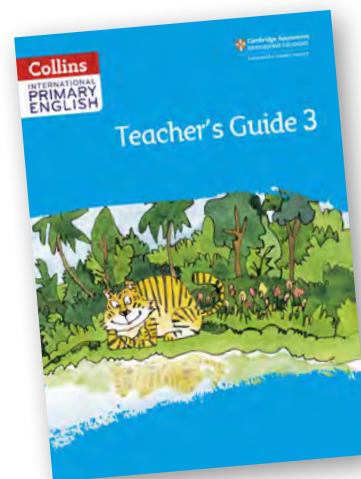
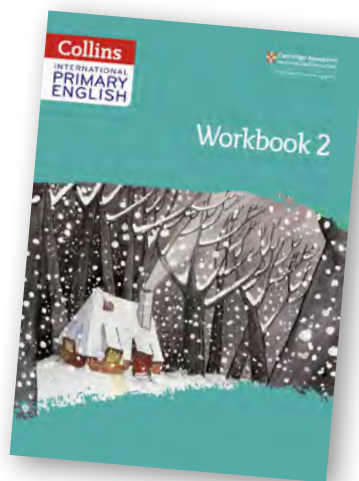
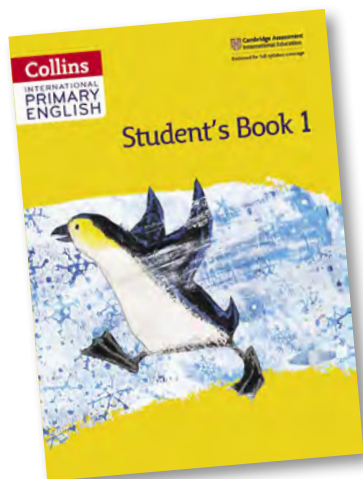
Fully synced audio for all Early Years and Lower Primary books that can be turned on and off as required

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Display as single or double-page spreads – and toggle between the two



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Collins International Primary English

(0058)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0058) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

A six-level, multi-component course, which has been carefully developed to meet the needs of teachers and students in the international market.

Series Editor: Daphne Paizee

Authors: Catherine Baker, Jan Gallow, Daphne Paizee and Joyce Vallar

Student's Books

- Ensure learners follow a clear structure with smooth progression through levels
- Showcase and discuss carefully selected fiction and non-fiction texts
- Offer carefully differentiated activities to develop confidence and competence

Workbooks

- Provide additional material for practice and reinforcement
- Link together exercises and activities to corresponding Student's Book
- Offer opportunities to build and develop all key skills

Teacher's Guides

- Deliver comprehensive lessons with easy-to-follow lesson plans and suggestions for class activities
- Extend and support learning with audio files, slideshows and printable worksheets available from the Collins website

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

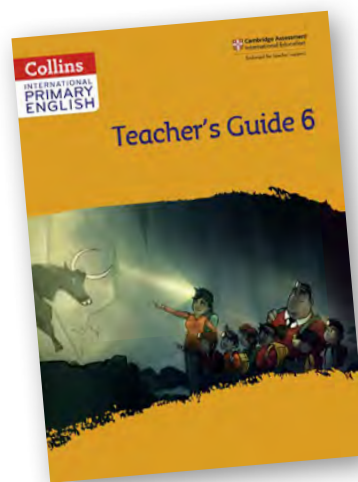
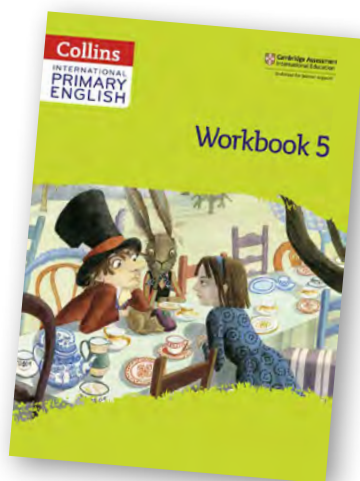
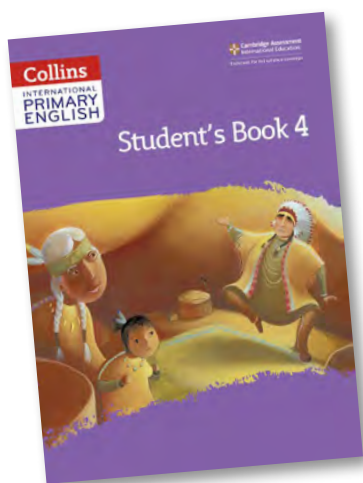


Progress Books



- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Student's Books	ISBN
Student's Book 1	978-0-00-834088-9
Student's Book 2	978-0-00-836764-0
Student's Book 3	978-0-00-836765-7
Student's Book 4	978-0-00-836766-4
Student's Book 5	978-0-00-836767-1
Student's Book 6	978-0-00-836768-8



Carefully selected texts provide both non-fiction and fiction discussion points

Simple and clear explanations

9 Sights, sounds and feelings


Reading and speaking

1 Read these short poems aloud in groups.

A limerick

There was a young girl from Gooole,
Who took her pet snake to school.
It squiggled and wriggled
And the whole class giggled.
Her teacher didn't think it was cool.

Anonymous



A calligram (a shape poem)

Spaghetti

The trouble with spaghetti is it gets you in a fearful tizz, for when you turn it round and round until you think you've got it wound, no matter how you twizzle it, you always get one dangly bit.

by Noel Peirry

Poems
There are many different ways of writing poems. Some poets use patterns or shapes, others use rhyming words and rhythm.

Limericks
Limericks are nonsense poems. They all have the same pattern.

- There are always five lines.
- Lines 1, 2 and 5 have the same number of syllables and they rhyme.
- Lines 3 and 4 have the same number of syllables and they rhyme.

Calligrams
A calligram is a shape poem. The words in the poem are arranged in a shape or a picture.

An acrostic poem

Acrostic poems
Acrostic poems use the letters of a word or name. Each line of the poem starts with a letter from the name or word, rhythm.

I am Indira

I
N
D
I
R
A

Intelligent.
Never sad
Dutiful
Interesting
Reliable
Annoying sometimes!

2 Which poem do you like best? Why?

- Did it make you laugh?
- Did it make you think?
- Was it fun to read aloud?
- Which poems have words that rhyme?

Write a poem

1 Work with a partner or alone. Write a shape poem or a limerick or an acrostic poem.

2 Display your poem in class and read it aloud to the class. Read with as much expression as possible. You want your classmates to enjoy the poems as much as you do!

Reading and listening

1 Listen and follow as your teacher reads these two poems by Judith Nicholls.

Riddle

I am
pear-drop
space-hopper
rest-on-a-tail:
fast as a rocket,
and what's in my pocket
small as a snail?
I'm shorter than elephant,

taller than man:
I hop-step-and-jump
as no creature can.
My jacket is fur,
my pocket too,
a joey hides there ...
I am
KANGAROO!

84 Read and recite poems. 85 Give a personal response. Write a poem.

Engaging illustrations and photographs activate learners' imaginations

Fun suggestions for whole-class, group, pair and individual activities

Sample pages from Student's Book 3

Workbooks	ISBN	Teacher's Guides	ISBN	Progress Books	ISBN	Progress Books	ISBN
Workbook 1	978-0-00-836769-5	Teacher's Guide 1	978-0-00-836775-6	Student's Book 1	978-0-00-865479-5	Teacher Pack 1	978-0-00-865243-2
Workbook 2	978-0-00-836770-1	Teacher's Guide 2	978-0-00-836776-3	Student's Book 2	978-0-00-865480-1	Teacher Pack 2	978-0-00-865244-9
Workbook 3	978-0-00-836771-8	Teacher's Guide 3	978-0-00-836777-0	Student's Book 3	978-0-00-865481-8	Teacher Pack 3	978-0-00-865245-6
Workbook 4	978-0-00-836772-5	Teacher's Guide 4	978-0-00-836778-7	Student's Book 4	978-0-00-865482-5	Teacher Pack 4	978-0-00-865246-3
Workbook 5	978-0-00-836773-2	Teacher's Guide 5	978-0-00-836779-4	Student's Book 5	978-0-00-865483-2	Teacher Pack 5	978-0-00-865247-0
Workbook 6	978-0-00-836774-9	Teacher's Guide 6	978-0-00-836780-0	Student's Book 6	978-0-00-865484-9	Teacher Pack 6	978-0-00-865248-7

Cambridge Lower Secondary English (0861)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0861) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Build strong foundations in preparation for Cambridge Upper Secondary with Cambridge Lower Secondary English. This skills-focused course offers rich and comprehensive coverage of the new curriculum framework with differentiation to support all learners.

Series Editors: Julia Burchell and Mike Gould

Authors: Julia Burchell, Steve Eddy, Mike Gould and Ian Kirby

Student's Books

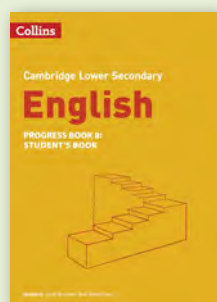
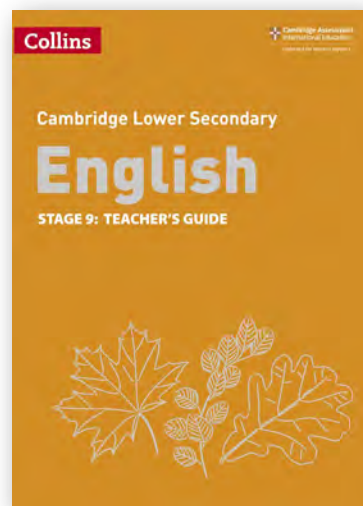
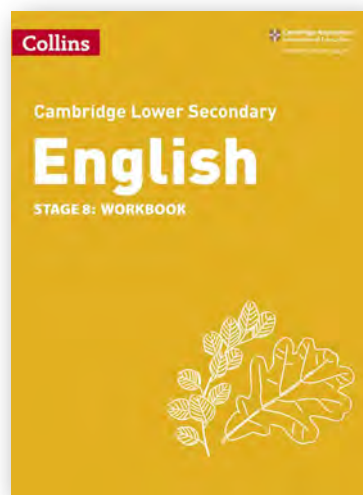
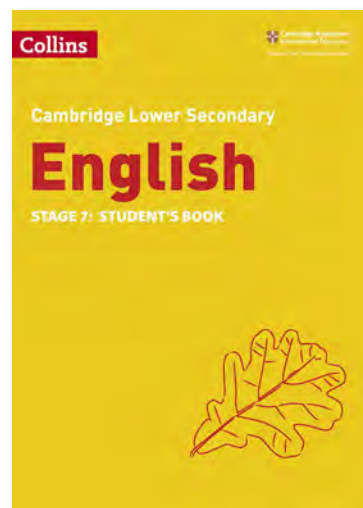
- Offer a clear focus on improving skills for reading, writing, speaking and listening, with particular emphasis on reading for pleasure
- Each chapter builds from students exploring texts, through scaffolded skills activities to a series of meaningful final tasks
- Showcase varied text extracts with up-to-date international literature and non-fiction texts
- Provide formative and summative assessment with final tasks at the end of each chapter and final chapter with exam-style questions

Workbooks

- Consolidate and extend students' learning with engaging practice activities and additional language support
- Designed for self-study or homework
- Write-in format aids revision and allows teachers to monitor students' progress

Teacher's Guides

- Make the most of resources with a clear lesson-by-lesson approach
- Differentiate easily with suggestions and ideas both in and out of the classroom
- Answers to Student's Book and Workbook questions provided at the back of each guide



Progress Books



- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement
- Available as a write-in Student's Book and a photocopyable Teacher Pack for each stage

Follows a topic-based structure, written to support cross-curricular learning

Think/Talk prompts on each page encourage learners to think critically about the topics

Chapter 3 + Unit 5

Speaking to discuss and persuade

You will learn how to:

- make an effective contribution to a group discussion
- deliver a persuasive speech

When taking part in a discussion, it is important to make informed comments. To be able to do this, you will need to research your topic carefully and expand on your points when asked about them.

Explore

Look at these statements for and against zoos:

For	Against
Zoos educate the public.	Animals suffer stress and boredom.
Zoos save endangered species.	There can be overpopulation of some species, due to pressures to breed 'cute' baby animals.
Zoos have breeding programmes.	Some zoos kill their surplus animals.
Visiting a zoo is a family activity.	Zoos teach children that imprisoning animals for entertainment is acceptable.
Seeing a live animal up close is a personal and memorable experience.	Animals suffer ill health and become unfit.

- Note down two more points that could go in each column of the grid.
- Read through the four pieces of evidence below, then match each piece of evidence to one of the arguments in the grid.

Evidence 1: A study of UK zoos found that 75% of elephants were overweight and only 16% could walk normally, the remainder having various degrees of **lameness**.


Evidence 2: Tigers and lions have around 18,000 times less space in zoos than they would have in the wild.

Evidence 3: Only 23 amur leopards are left in the wild because of poaching and habitat destruction, and they're only being kept alive because of breeding programmes in zoos.


Evidence 4: At the Saint Louis Zoo, about 400,000 children and adults participate in formal programmes, including classes and Camp KangaZoo each year.

Vocabulary

lameness: being unable to walk properly, due to weakness or injury to the legs



3



- Could you match evidence to all of the points? Why do you think a lack of evidence might be a problem during a discussion?

When you take part in a discussion, other members of the group will question you on your points. You need to be able to back up and explain your arguments clearly.

- How could the following exchange between two students be improved?

Farah: Why do you think that zoos should be closed down, Akeem?

Akeem: I think they should be closed down because animals are locked up and they get bored.

- Rewrite Akeem's response, adding evidence to support his point. Begin with the phrase, 'For example...'
- Look at this example discussion topic:

In a group, discuss and answer the question: Should we ban zoos?

Decide what you might need to find out in advance so that you could take part successfully in the discussion. Make a list of points to research.

Develop

In a group discussion, someone needs to act as the **chairperson**. In order to be a good chairperson, you need to have questions ready to ask. You also need to be able to encourage all members of the group to take part.

The following are good leadership skills in a discussion:

- Initiating:** 'Right, let's get started, do we agree with this statement?'
- Asking questions:** 'How many zoos have been prosecuted for poor conditions?'
- Involving others:** 'What do you think, Bill?'
- Summarising:** 'Going back over what we have all said, it is clear that...'

Key terms

chairperson: the leader of a group discussion or meeting

Clear and appealing layout

A wide range of text types to activate learners' imaginations

Sample pages from Student's Book 7

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

Student's Books	ISBN	Progress Books	ISBN
Stage 7	978-0-00-834083-4	Student's Book 7	978-0-00-865503-7
Stage 8	978-0-00-836407-6	Student's Book 8	978-0-00-865504-4
Stage 9	978-0-00-836408-3	Student's Book 9	978-0-00-865505-1
Workbooks	ISBN	Teacher Pack 7	978-0-00-865506-8
Stage 7	978-0-00-836417-5	Teacher Pack 8	978-0-00-865507-5
Stage 8	978-0-00-836418-2	Teacher Pack 9	978-0-00-865508-2
Stage 9	978-0-00-836419-9		
Teacher's Guides	ISBN		
Stage 7	978-0-00-836409-0		
Stage 8	978-0-00-836411-3		
Stage 9	978-0-00-836414-4		

Cambridge IGCSE™ English

(0500/0990/0524)

eBook

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Show students how to progress with a clear structure that moves from building key reading, writing and technical skills to applying these skills to specific question types and coursework tasks.

Series Editor: Julia Burchell

Authors: Claire Austin-Macrae, Keith Brindle, Julia Burchell, Nigel Carlisle, Steve Eddy, Joanna Fliski, Mike Gould, Ian Kirby, Elizabeth Walter and Robin Wilson

Student's Book

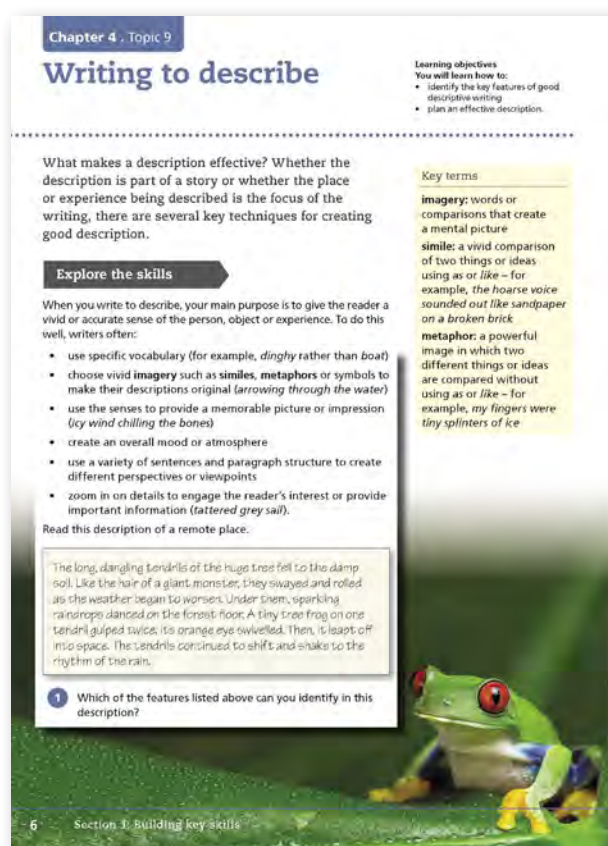
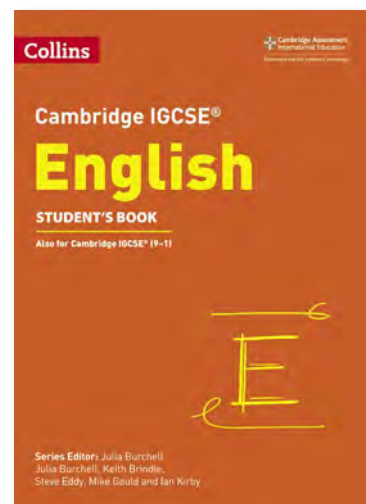
- Help students to measure their progress with *Check Your Progress* features whilst annotated responses show them how to improve
- Offer plenty of practice opportunities with end-of-chapter questions and two complete practice papers
- Build confidence in speaking and listening with clear guidance, activities and discussion tasks

Workbook

- Set homework easily and offer extra support with a clear correspondence between the Workbook and Student's Book
- Offer practice of the key skills, covering teaching points in more depth and with more scaffolding
- Build students' writing stamina and fluency for all the writing forms and purposes with exam-style question tasks

Teacher's Guide

- Support students' progress with teaching sequences moving from building the key reading and writing skills to applying these skills to assessments and coursework tasks
- Save time on planning and preparation with a two-year scheme of work, differentiated lesson plans, worksheets and PowerPoints for every two- or four-page section of the Student's Book

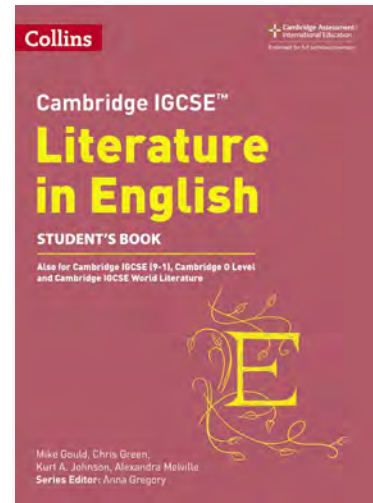


Sample page from Student's Book

English	ISBN
Student's Book	978-0-00-826200-6
Workbook	978-0-00-826202-0
Teacher's Guide	978-0-00-826201-3

Cambridge IGCSE™ Literature in English

(0475/0992/0427/2010/0408)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Introduce students to the fundamental concepts of literary study and provide support in applying them to poetry, prose and drama. This resource also supports the Cambridge O Level and the Cambridge IGCSE™ World Literature syllabus.

Series Editor: Anna Gregory

Authors: Mike Gould, Chris Green, Anna Gregory, Kurt A. Johnson and Alexandra Melville

Student's Book

- Help students progress by teaching the underlying skills and concepts before applying them in passage-based, discursive and unseen tasks
- Ensure students can measure their progress with *Check Your Progress* features, while annotated responses show them how to improve
- Support students with clear differentiation: introductory chapters build learners' confidence, the main chapters offer greater depth, while extension lessons help students reach their full potential
- Engage students with rich, varied text extracts from a variety of periods and cultures

Teacher's Guide

- Follow the structure of the Student's Book, moving from building the key skills in comprehension, close analysis and interpretation to applying these skills to specific exam and coursework tasks
- Save time on planning and preparation with a two-year scheme of work and differentiated lesson plans, worksheets and PowerPoints for every two- or four-page section of the Student's Book
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Sample page from Student's Book

Literature in English	ISBN
Student's Book	978-0-00-826203-7
Teacher's Guide	978-0-00-826204-4

Cambridge International AS & A Level English Language (9093)



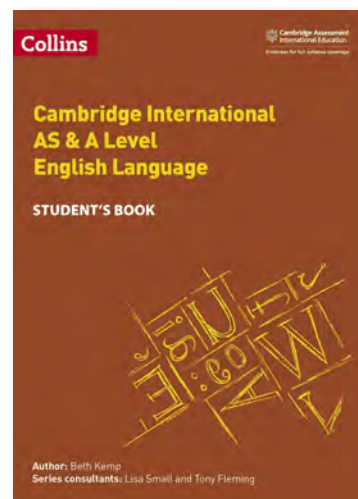
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Build skills and knowledge in a clear sequence and help students to apply skills to a range of language tasks, with up-to-date coverage of the syllabus topics and a stimulating range of international texts.

Series Consultants: Lisa Small and Tony Fleming
Author: Beth Kemp

Student's Book

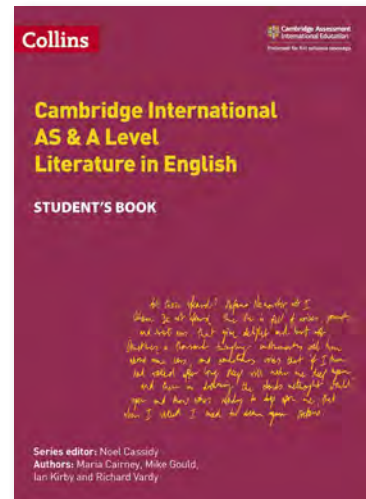
- Refresh students' understanding of key concepts such as audience, purpose and form, and of elements of language including sentences and clauses
- Build writing and analytical skills by introducing students to different modes of analysis and the conventions of different writing forms and purposes
- Explore the relevant linguistic theories and help students to apply these ideas in their own arguments and analysis of texts, transcripts and data
- Offer step-by-step support for responding to a range of tasks with sample responses at different levels to help students understand how to improve
- Build confidence for assessment with complete exam-style practice papers
- Encourage an active approach to learning by asking students to discuss, analyse and apply the ideas they are learning about, and to experiment with different techniques in their own writing
- Provide engaging examples to analyse and stimulus for debates with a rich variety of texts from around the world
- Free editable scheme of work and answer key available online



Sample page from Student's Book

English Language ISBN
Student's Book 978-0-00-828760-3

Cambridge International AS & A Level Literature in English (9695)



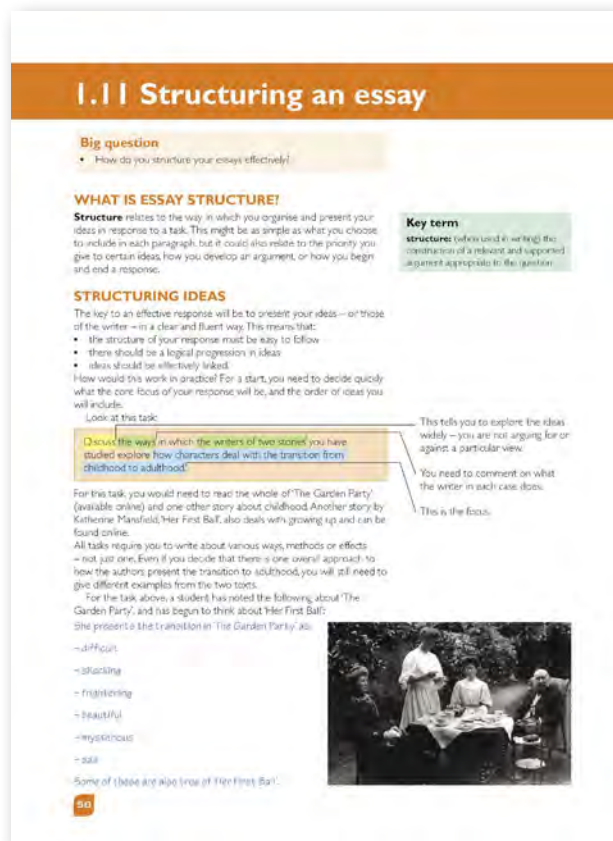
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Build knowledge in a clear sequence and help students apply skills to a range of language tasks, with up-to-date coverage of the syllabus topics and a stimulating range of international texts.

Series Editor: Noel Cassidy
Authors: Maria Cairney, Mike Gould, Ian Kirby and Richard Vardy

Student's Book

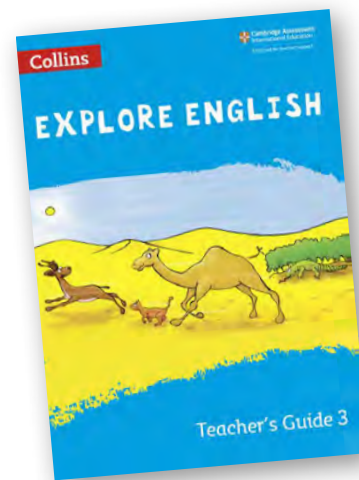
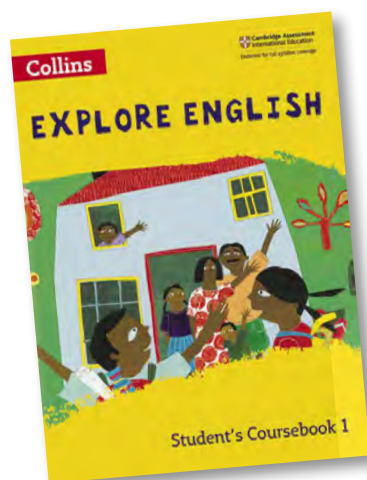
- Develop effective writing throughout with dedicated activities and exemplar student answers to model different ways of responding to texts
- Help students progress with clear, step-by-step learning, moving from exploration to supported analysis to independent writing, and building towards exam-style tasks at the end of each chapter
- Show students how to apply the fundamental skills to write about the three major forms of poetry, prose and drama, and to respond to unseen texts
- Revisit ideas at a higher level to challenge the most able students with *Thinking More Deeply* sections
- Allow students to explore different writers' choices and their effects with international texts from a variety of periods and cultures
- Clearly organised into practical sequences of learning that can be used as lessons or series of lessons, with a focus on activity and modelling
- Free teacher resources available online, including editable medium-term plans summarising the coverage of each unit and chapter



Sample page from Student's Book

Literature in English
Student's Book

ISBN
978-0-00-828761-0



Collins Explore English (0057)



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0057) from 2020.

Explore English has been written with a range of international contexts in mind and offers progression within and across levels.

Authors: Sandy Gibbs, Robert Kellas, Karen Morrison and Daphne Paizee

Student's Resource Books

- Provide excitement and enjoyment with a visually appealing magazine-style book
- Showcase and discuss a range of carefully selected fiction and non-fiction reading texts on a variety of age-appropriate topics
- Activate imaginations and help create an inclusive learning environment
- Challenge learners to think deeply and communicate their ideas and opinions
- Extend learning with audio files available as a free download

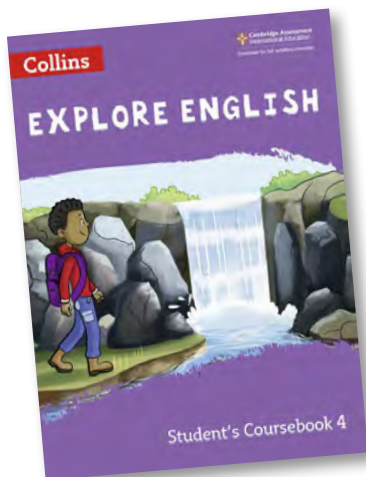
Student's Coursebooks

- Build upon and consolidate learning with write-in coursebooks containing varied activities and exercises
- Use in conjunction with the Student's Resource Book
- Develop language skills with an emphasis on practical communication

Teacher's Guides

- Provide a carefully designed scheme of work, with clear mapping to the new curriculum framework
- Deliver tailored lessons with comprehensive lesson plans and concise learning outcomes that give step-by-step guidance
- Support and extend students' learning with photocopiable worksheets
- Answer keys for Coursebook exercises included in each unit

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Short and simple instruction rubrics allow for more space on the page for visual content

Interesting fiction and non-fiction text types in a colourful, eye-catching format

Dreaming of dolphins

How much do you know about dolphins? Look at the photographs and read the information about swimming with dolphins.

Did you know that in some places you can swim in the ocean with wild dolphins? To do this, you must use special equipment. You must wear a wetsuit, a mask and a snorkel, and fins. The equipment helps you stay safe and lets you breathe when your face is under the water.



Dolphins can swim very fast and like to leap out of the water. They roll from side to side.

They look very cute, and are often friendly and curious when they meet humans. Dolphins are wild animals and so people must respect the animals and their environment.

Do you want to swim with dolphins? Why? / Why not?

18 Unit 3 Week 2

Important facts about dolphins

- Dolphins live all over the world in seas and oceans. Some dolphins even live in rivers.
- Dolphins eat fish, shrimps, squid and octopus. They hunt in groups.
- Dolphins can swim up to 40 km per hour.
- Dolphins call each other with clicking and squeaking sounds.
- A male dolphin can live up to 30 years. A female dolphin can live up to 50 years.

Dolphins must be protected. We must look after our sea. We must not throw litter and plastic into rivers and the oceans. We must also stop overfishing.

Why must we look after the sea?

Unit 3 Week 2 19

Let's Talk and Let's Think bubbles prompt learners to think about the topics in their own context

Sample pages from Student's Resource Book 3

Resource Books	ISBN	Coursebooks	ISBN	Teacher's Guides	ISBN
Resource Book 1	978-0-00-834087-2	Coursebook 1	978-0-00-836916-3	Teacher's Guide 1	978-0-00-836922-4
Resource Book 2	978-0-00-836911-8	Coursebook 2	978-0-00-836917-0	Teacher's Guide 2	978-0-00-836923-1
Resource Book 3	978-0-00-836912-5	Coursebook 3	978-0-00-836918-7	Teacher's Guide 3	978-0-00-836924-8
Resource Book 4	978-0-00-836913-2	Coursebook 4	978-0-00-836919-4	Teacher's Guide 4	978-0-00-836925-5
Resource Book 5	978-0-00-836914-9	Coursebook 5	978-0-00-836920-0	Teacher's Guide 5	978-0-00-836926-2
Resource Book 6	978-0-00-836915-6	Coursebook 6	978-0-00-836921-7	Teacher's Guide 6	978-0-00-836927-9

Cambridge Lower Secondary English as a Second Language (0876)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0876) from 2020.

Written with a range of international contexts in mind, the course offers progression to develop language ability within and across levels.

Authors: Rebecca Adlard, Nick Coates, Anna Cowper, Anna Osborn and Andy Pozzoni

Student's Books

- Offer differentiated materials for students of varying abilities
- Develop students' communication skills with a focus on functional language
- Build critical thinking skills through a wide range of curriculum-based topics
- Download free audio files available through the Collins website

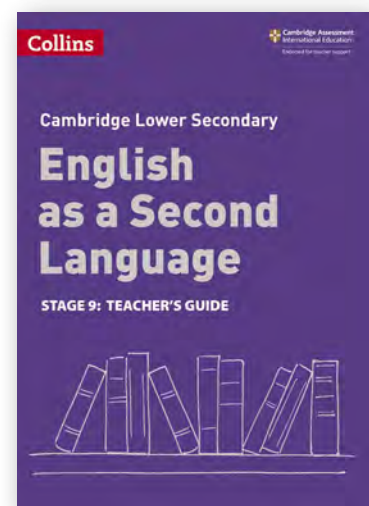
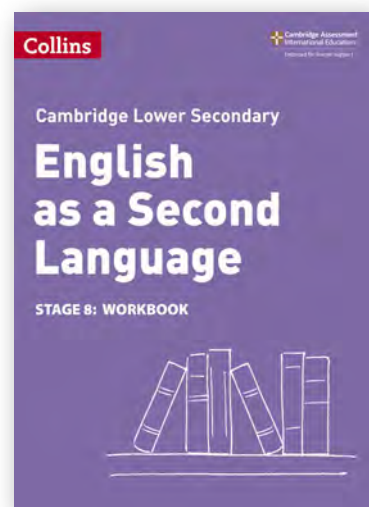
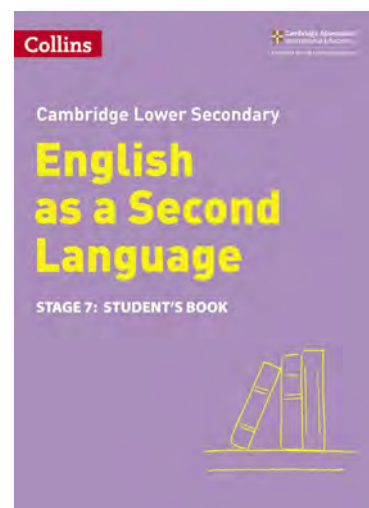
Workbooks

- Develop students' key skills and language throughout
- Use alongside the Student's Book, with matching structure, content and themes
- Provide students with further practice to consolidate and extend learning

Teacher's Guides

- Provide detailed notes and suggestions for each activity
- Offer differentiated learning outcomes highlighted within activities
- Progress students' learning with additional ideas for further activities, writing topics, and speaking practice
- Assist smooth transition from primary to secondary level with optional orientation lessons

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Written in a way that effectively offers progression throughout the stages

Helpful tips to aid students in understanding specific aspects of each topic




Endangered animals

Listening: setting the scene

1 You are going to listen to a talk about endangered animals.

- What does the word *danger* mean? Give examples of some dangers.
- What do you think *endangered* means? Which animals can you name that are endangered?

2 Read these animal fact files. Which information is missing?

 <p>Name: tiger Key facts: largest of the cat family; weighs _____; 3.3m long. Lives: 2 _____ Numbers: 3900 (2015) Threats: losing land (now have 3 _____ of land they used to have); hunting for their skins Good news: a recent 4 _____ increase in numbers</p>	 <p>Name: leatherback turtle Key facts: has lived on Earth for more than 2 _____ years Lives: oceans Numbers: unknown but falling quickly Threats: 3 _____ (caught in nets); pollution (particularly _____) Good news: none</p>	 <p>Name: mountain gorilla Key facts: intelligent – can learn sign language Lives: Central _____ Numbers: 6 _____ Threats: war; losing forest; 1 _____; disease Good news: 14% increase in numbers in the last 2 _____</p>
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Listening: a talk

1 Listen to the scientist talking. Which animal does he discuss first, second and last?

2 Listen again. Complete the fact files with the missing information.

Vocabulary: words in context

Match the words with their meanings.

disease hunt increase intelligent land net ocean skin

1 the outside layer of a person's or animal's body	2 a rise in the number or amount of something
3 to catch or kill an animal	4 a bag made of string or rope used to catch fish
5 a large area of salt water	6 an area of ground (used for farming or living on)
7 a serious illness	8 good at thinking, understanding and learning

100 Listen for specific information

Speaking: what can we do about it?

1 Read the conversation. What are they talking about?

The number of endangered animals is frightening. We have to do something about it!

You're right, but what should we do?

Well, we could stop throwing plastic bags away.

That's a good idea. But we must do something to help the gorillas as well.

Yes, but what can we do?

2 Look at the underlined words. They are all called modal verbs.

- Which ones do we use to talk about something that is important to do?
- Which one do we use to suggest something?
- Which one do we use to talk about possibility?

3 What do you think we can do to help endangered animals?

- Discuss in a group.
- Tell the class your ideas.

Use of English: modal verbs

Work in pairs. Follow the instructions to play modal noughts and crosses.

- Write your name on five small pieces of paper.
- Take turns to choose a square in the table below. Make a sentence using the modal in the square.
 - If you both agree that your sentence is correct, put your paper on the square.
 - If you don't agree that a sentence is correct, ask your teacher to decide.
- The winner is the first one to get three papers in a straight line (top to bottom, side to side, or corner to corner).

shouldn't	have to	must	can	might	couldn't
need to	mustn't	might not	may not	didn't need to	shall
could	should	ought to	will have to	wouldn't	may

modal verbs 101

Exercises for both individual and whole-class practice

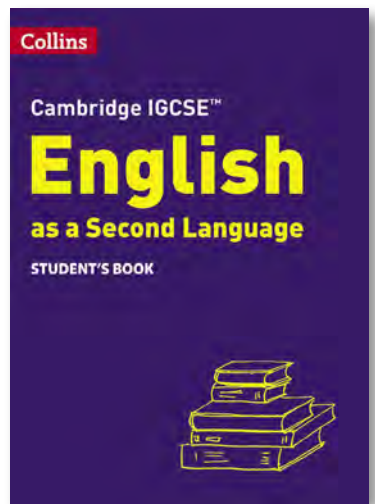
Sample pages from Student's Book 7

Student's Books	ISBN	Workbooks	ISBN	Teacher's Guides	ISBN
Stage 7	978-0-00-834084-1	Stage 7	978-0-00-836685-8	Stage 7	978-0-00-836682-7
Stage 8	978-0-00-836680-3	Stage 8	978-0-00-836686-5	Stage 8	978-0-00-836683-4
Stage 9	978-0-00-836681-0	Stage 9	978-0-00-836687-2	Stage 9	978-0-00-836684-1

Cambridge IGCSE™ English as a Second Language

(0510/0511/0991)

Third Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2024.

Provide engaging content, skills-building exercises and exam practice to help students achieve their full potential.

Authors: Susan Anstey, Alison Burch, Lucy Cooper, Jane Gould, Mike Gould, Karen Harper, Lucy Hobbs, Avril Kirkham, Shubha Koshy, Julie Moore, Sioban Parker, Lorna Pepper, Nicola Prentis, Celia Wigley and Emma Wilkinson

Student's Book

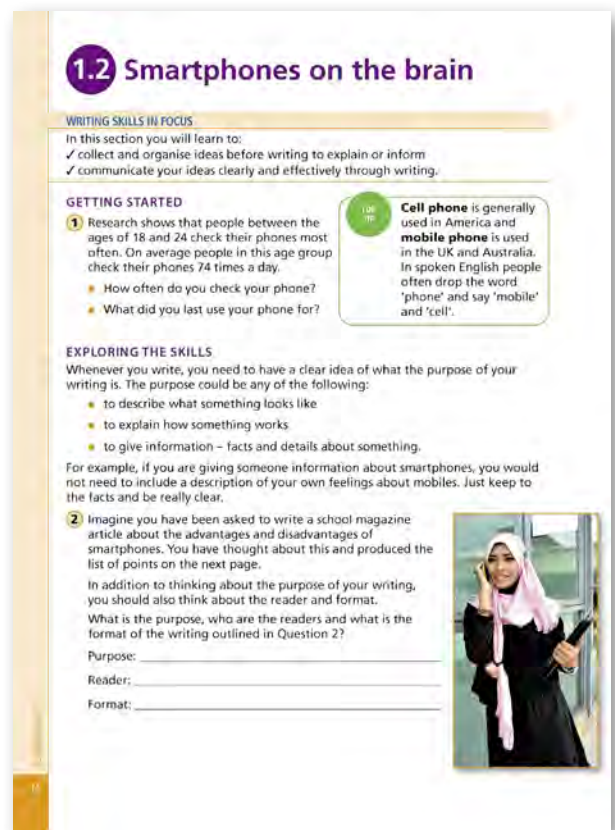
- Offer equal coverage of all four skills (reading, writing, listening and speaking)
- Showcase and discuss a rich variety of authentic reading texts and audio with a global, multicultural focus
- Provide plenty of skills-building activities and practice opportunities to help prepare for assessment

Workbook

- Set homework quickly and easily with a write-in, full-colour Workbook
- Provide students with further practice to consolidate and extend knowledge
- New synonyms practice section and speaking skills advice section included

Teacher's Guide

- Save time with comprehensive lesson plans, photocopiable worksheets, activities and ideas for differentiation and extension
- Guidance given on how to help students prepare for speaking tests and advice for online teaching



Sample page from Student's Book

English as a Second Language	ISBN
Student's Book	978-0-00-849309-7
Workbook	978-0-00-849315-8
Teacher's Guide	978-0-00-849312-7

Cambridge IGCSE™ English (as an Additional Language) (0472/0772)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Build confidence in English with a carefully structured course that allows for reinforcement and progression at every stage. Develop practical language skills with accessible content planned around real-world, topic-based units.

Authors: Rebecca Adlard, Lucy Norris and Tom Ottway

Student's Book

- Clear, colourful layout with topic-based units allows language learning and skills development to be taught in real-world contexts
- Cater for students with little formal experience of English with plenty of opportunities for recap and revision
- Fully cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Enable students to move from receptive interaction at the start to active production of language by the end of each unit
- Audio files provided for listening comprehension exercises and to help develop oral fluency

Workbook

- Offer further practice and reinforcement of grammar, vocabulary and language skills
- Follow the topic-based units of the Student's Book
- Consolidate and reinforce language with a variety of graded exercises

Teacher's Guide

- Save time with clear and concise teaching notes and support material to help prepare, plan and manage lessons
- Help assess English levels with a diagnostic tool at the start of the course
- Differentiated activity suggestions meet the needs of less confident students as well as students who need an extra level of challenge

1.2 These are my friends

1 Discuss. What is a good friend?

2 With your partner, play *Guess the word* using the words below. Use your dictionary to find the meanings.

angry boring curious funny
happy intelligent interesting kind
nice quiet sensible serious

3 Listen to Henry talking about his friends. Who is Henry's best friend? (1:23)

4 Listen again. Copy and complete the table. (1:37)

Friend	He / She is ...
Alex	funny
Noah	_____ and _____
Emilio	_____
Fred	_____

5 Complete the phrases with the words from the box. Listen again to check your answers. (1:37)

never makes very happy best me

- He _____ me laugh a lot.
- Noah's _____ intelligent.
- Emilio's always _____.
- He makes _____ smile a lot.
- Fred's my _____ friend.
- He's _____ boring.

Learning aims

- Describe my friends and friendships
- Listen to people talk about their friendships
- Read and write about a best friend
- Use adverbs of frequency to talk about how often my friends do something

Study tip

Record new words with definitions. For example: rude – when people are rude they are not polite, for example they never say please or thank you.

Grammar

make for feelings
To talk about how people feel when someone does something, you use *make + pronoun + adjective or verb*.
He makes me laugh / cry / smile / happy / sad / angry.

26 twenty-six

Sample page from Student's Book

English (as an Additional Language)

	ISBN
Student's Book	978-0-00-849663-0
Workbook	978-0-00-849669-2
Teacher's Guide	978-0-00-849666-1

Cambridge IGCSE™ French

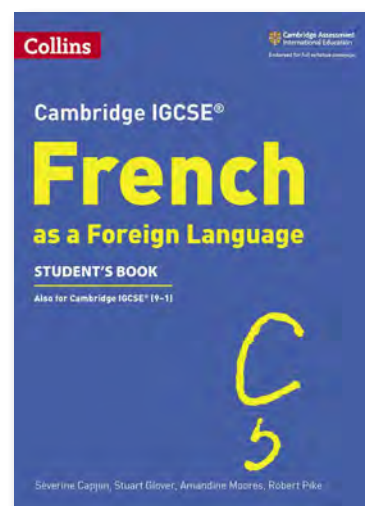
(0520/7156)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Provide comprehensive coverage of the Cambridge IGCSE French syllabus whilst building confidence in language skills. With a clear structure and engaging content, the topic-based units allow for language and skills to be taught in real-world contexts.

Authors: Séverine Capjon, Stuart Glover, Oliver Gray, Amandine Moores and Robert Pike



Student's Book

- Cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Provide plenty of opportunities for practice, consolidation and revision, with exam-style questions included
- Encourage students to reflect on their progress with *Check-up* and *Review* sections
- Offer stimulating, thought-provoking and enjoyable insights into the culture and society of Francophone countries with the *Français en action* section
- Develop oral fluency with downloadable audio files which include listening comprehension exercises

Workbook

- Provide additional material for skills development and language practice following the structure of the Student's Book
- Consolidate and reinforce language learning, including additional writing and speaking practice in exam-style activities

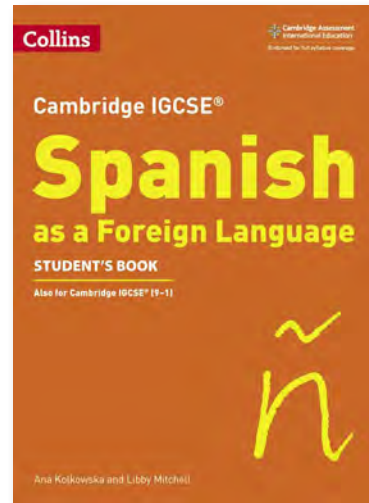
Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes for all units
- Gain inspiration from a useful guide on how to work with mixed-ability classes, with differentiated support and activity suggestions throughout
- Use the Introductory unit as a diagnostic tool at the start of the course to assess knowledge levels



Sample page from Student's Book

French	ISBN
Student's Book	978-0-00-830034-0
Workbook	978-0-00-830036-4
Teacher's Guide	978-0-00-830035-7



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Develop confidence through a clear structure and engaging content with topic-based units that give the opportunity for language learning and skills development in real-world contexts.

Authors: Katie Fougouti, Ana Kolkowska, Libby Mitchell and Charonne Prosser

Student's Book

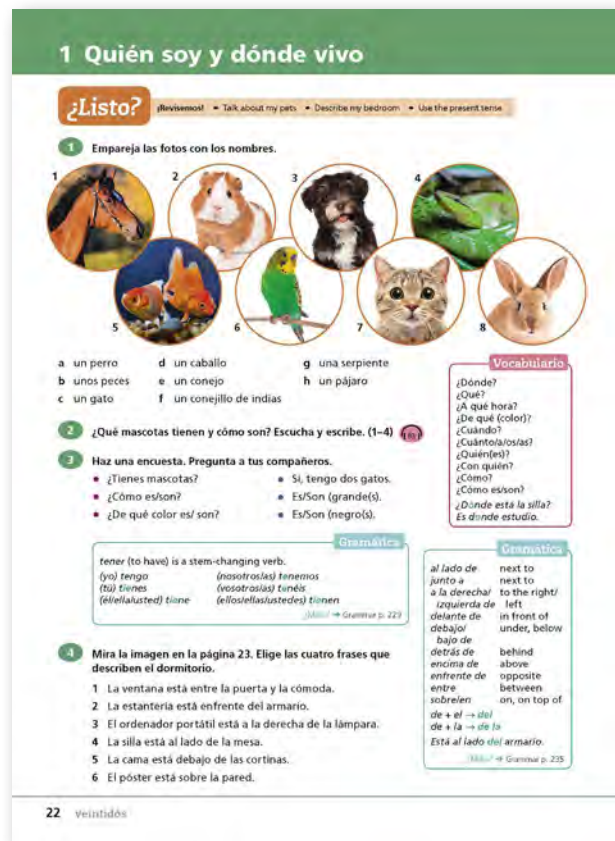
- Cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Offer opportunities for practice, consolidation and revision throughout the course, with exam-style questions included
- Encourage students to reflect on their learning and direct their own progress at the end of each unit
- Provide thought-provoking and enjoyable insights into the culture and society of Spanish-speaking countries with the *El mundo hispanohablante* sections in each unit
- Develop oral fluency with downloadable audio files which include listening comprehension exercises

Workbook

- Provide students with practice activities to reinforce, consolidate and extend language learning and skills development
- Each unit contains additional writing and speaking practice in the form of exam-style activities

Teacher's Guide

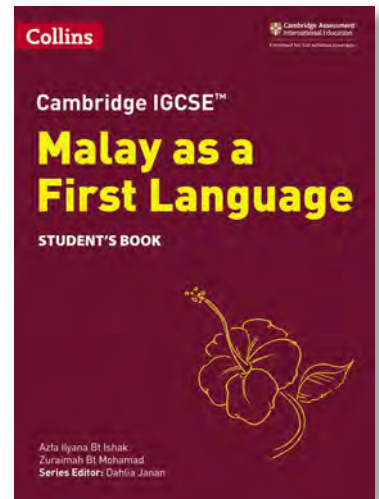
- Prepare, plan and manage lessons effectively with clear and concise notes
- Provide support and activities throughout with a useful framework for working with a mixed-ability class
- Use the introductory Student's Book unit as a diagnostic tool at the start of the course to assess knowledge levels



Sample page from Student's Book

Spanish	ISBN
Student's Book	978-0-00-830037-1
Workbook	978-0-00-830039-5
Teacher's Guide	978-0-00-830038-8

Cambridge IGCSE™ Malay as a First Language (0696)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Help first language Malay students develop and apply their language skills. The series is developed by experienced Malay teachers and specialists and is the only resource available offering full syllabus coverage.

Series Editor: Dahlia Janan

Authors: Azfa Ilyana Bt Ishak and Zuraimah Bt Mohamad

Student's Book

- Developed and reviewed by Malay First Language specialists and experienced teachers
- Provide clear learning objectives all mapped to the syllabus
- Integrate exam practice throughout with exam-style questions, assessment preparation, learning objectives and learning summaries to reinforce students' understanding
- Easy-to-use book structure with clear and consistent signposting within each unit
- A glossary of key terminology can be found at the back of the book

Teacher's Guide

- Provide comprehensive support to plan and deliver lessons in Malay as a First Language
- Deliver differentiated lessons with step-by-step lesson plans, suggestions for support and extension activities as well as answer keys and example answers



Sample page from Student's Book

Malay as a First Language

ISBN

Student's Book

978-0-00-831105-6

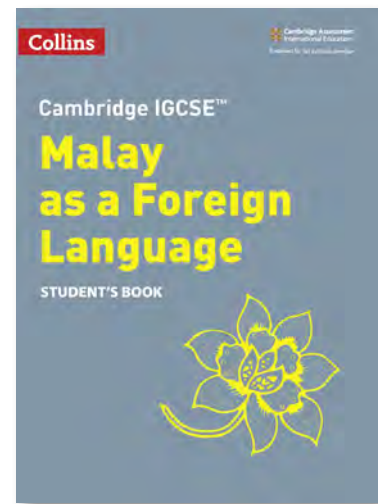
Teacher's Guide

978-0-00-831106-3

Cambridge IGCSE™ Malay as a Foreign Language (0546)



Second Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2022.

Offer comprehensive coverage of the revised and updated Cambridge IGCSE Malay as a Foreign Language syllabus and ensure students are fully prepared to use Malay both in and out of the classroom.

Student's Book

- Teach language in context and engage students' interest with topic-based units
- Provide clear learning objectives for each unit, with topics, grammar and vocabulary all mapped to the syllabus
- Offer essential insight into the culture and civilisation of Malaysia with cultural insight boxes
- Cover all four skills (reading, writing, listening and speaking) with a variety of appropriately-graded exercises offering progression within and across units
- Audio files are included as a free download

Workbook

- Equip students with additional material for practice and reinforcement following the topic-based units of the Student's Book
- Allow students to revisit the core grammar and vocabulary points of each unit with carefully-graded exercises
- Updated to reflect the new syllabus requirements, including the addition of new listening activities

Teacher's Guide

- Provide step-by-step guidance on how to teach the course, with clear lesson plans and syllabus information



Sample page from Student's Book

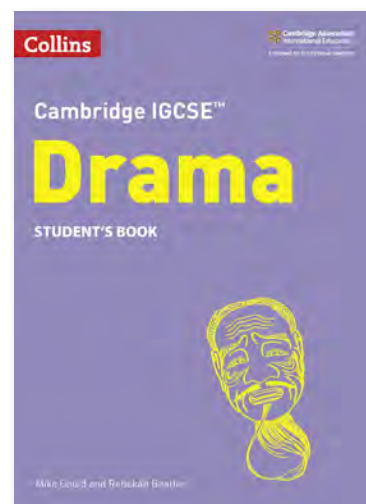
Malay as a Foreign Language

	ISBN
Student's Book	978-0-00-836446-5
Workbook	978-0-00-836447-2
Teacher's Guide	978-0-00-836448-9

Cambridge IGCSE™ Drama

(0411/0994)

Second Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2022.

Create a varied, stimulating and enjoyable learning environment that enables students of varying confidence and ability levels to flourish.

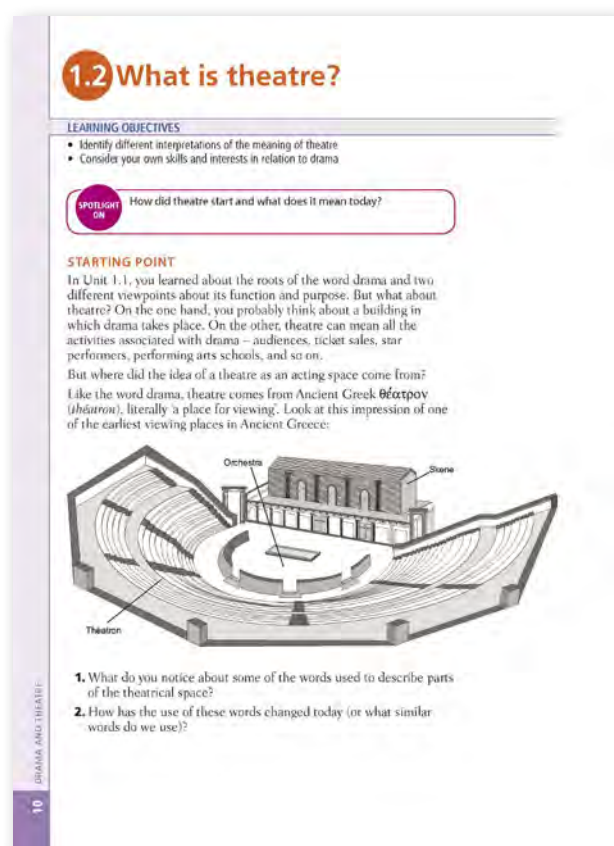
Authors: Rebekah Beattie, Gail Deal, Mike Gould and Emma Hollis

Student's Book

- Enable students to develop a range of skills, such as how to build their self-awareness and self-confidence, which extend beyond the course itself and help equip them for life
- Offer an international outlook in terms of both language used within the text, and plays, scenarios and contexts selected
- Utilise a range of exciting and engaging scripts from real plays, role plays for warm-ups, and examples of stimuli for devised pieces
- Show key elements from performances with still images
- Provide opportunity for self-monitoring and evaluation through the *Learning Log* and *Check Your Progress* sections
- Extend the repertoire with a focus on site-specific and immersive theatre and provide extra support for writing about texts in performance

Teacher's Guide

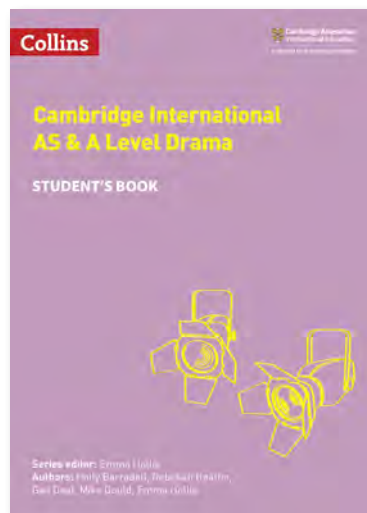
- Prepare, plan and teach the 2022 syllabus effectively with clear and concise notes
- Provide comprehensive support with lesson-by-lesson notes, exam-style questions and photocopiable resources



Sample page from Student's Book

Drama	ISBN
Student's Book	978-0-00-835369-8
Teacher's Guide	978-0-00-835368-1

Cambridge International AS & A Level Drama (9482)



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021 (AS Level), 2022 (AS & A Level).

Deliver an exciting and enjoyable course with in-depth and up-to-date coverage of the syllabus topics and a stimulating range of international play script extracts. This is the ideal resource for Advanced Level Drama study.

Series Editor: Emma Hollis

Authors: Holly Barradell, Rebekah Beattie, Gail Deal, Mike Gould and Emma Hollis

Student's Book

- Foster a creative, experiential approach with practical activities in every unit and suggestions of how to experiment with imaginative approaches to individual tasks
- Enable students to draw on this knowledge in their own practice throughout the course and open avenues for further exploration with a chapter on World Theatre traditions and practitioners
- Acquire a range of performing arts terms with *Key Terms* boxes throughout and a *Glossary* at the end of the book
- Support successful writing with clear modelling of the planning, structuring and writing process, and sample writing at different levels
- Provide an exciting range of high-quality, international play script extracts, all of which are contextualised by introducing their social, historical and cultural contexts
- Guidance planning for the first years of teaching included



Sample page from Student's Book

Cambridge IGCSE™ Geography (0460/0976/2217)



Third Edition

The Student's Book is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020. The Teacher's Guide has not been through the Cambridge International endorsement process.

Encourage students to make links between global case studies and their local contexts, as well as explore the core themes such as Population and Settlement, The Natural Environment and Economic Development, and the Use of Resources.

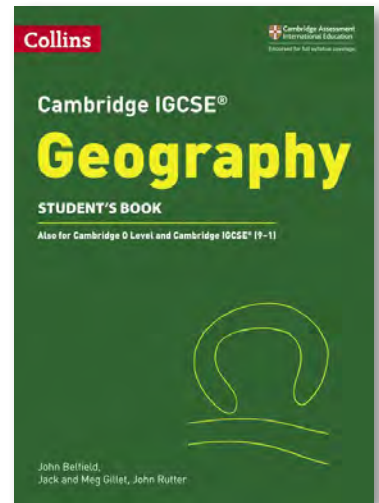
Authors: John Belfield, Jack Gillett, Meg Gillett, Alan Parkinson, Alison Rae and John Rutter

Student's Book

- Develop students' geographical and fieldwork skills
- Provide assessment support with opportunities for practice and self-assessment, exam-style questions, answers at different levels and accompanying comments
- Produced in partnership with the UK Geographical Association

Teacher's Guide

- Deliver consistent lessons with lesson plans for every topic in the Student's Book
- Support the process of studying with worksheets for every topic
- Suggested two-year scheme of work, exam practice and mark scheme guidance
- Online resources contain artwork, mapping and photographs from the Student's Book for whiteboard display



Why did the population explosion happen?

The population explosion took place in two stages. The first was in the earliest industrialised countries like the UK. The second was much later, in poorer, mainly agricultural countries (map/graphs A). This later stage is continuing in some parts of the world.

There were four main reasons for the population explosion:

- **Economic** Children can be an important source of income. In the poorest communities, every contribution, however small, is vital to the family budget. A child's income can mean the difference between starvation and survival for a family (photo B).
- **Care of the elderly** Older children can support the family by looking after elderly parents, or parents whose working lives are cut short by illness and accidents. The children may be the only support in countries that don't provide pensions or care facilities for the sick and elderly.
- **Infant mortality** Parents want to make sure that at least some of their children will survive and become adults. In poor societies, where medical facilities are limited, there is a high **infant mortality rate**. Having a large family provides security against the problems of old age.
- **Life expectancy** People are now living longer because of improved medical knowledge and treatment. Better farming methods

A The population explosion happened in different places at different times.

B Children at work

C Modern machinery helped to increase global cereal production by over 250% in the late 20th century.

Sample page from Student's Book

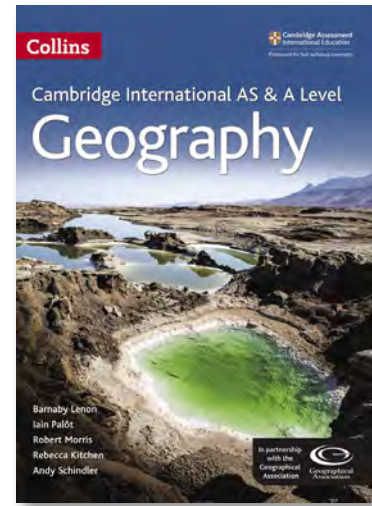
Geography

ISBN

Student's Book 978-0-00-826015-6

Teacher's Guide 978-0-00-826016-3

Cambridge International AS & A Level Geography (9696)



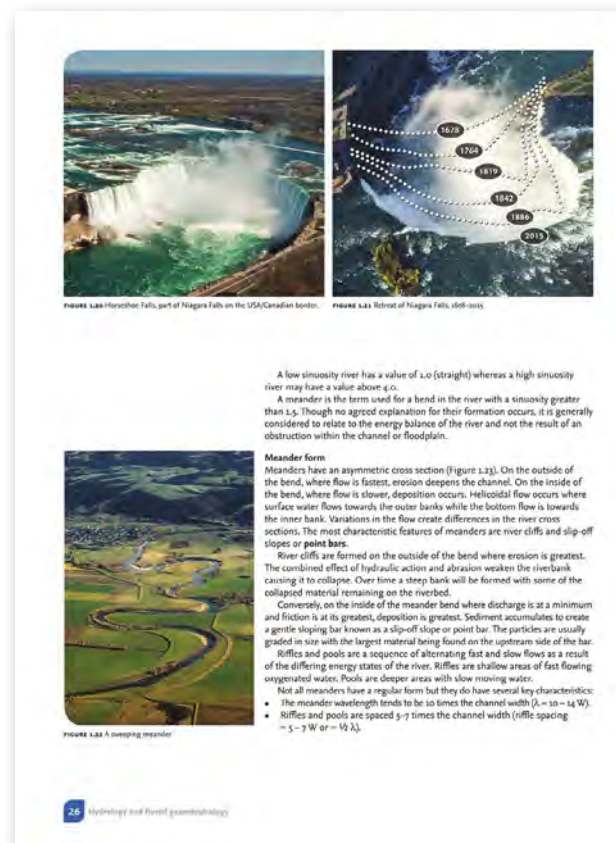
These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2018.

Support students in obtaining the knowledge, understanding and skills to help them succeed in their geographical studies. This resource covers all the core syllabus topics as well as the physical and human geography options.

Authors: Rebecca Kitchen, Barnaby Lenon, Robert Morris, Iain Palôt and Andy Schindler

Student's Book

- Help students develop an understanding of complex topics and the inter-relationships between processes
- Inspire learning with a wealth of maps, diagrams and infographics
- Engage students with up-to-date case studies from around the world
- Encourage exploration and interpretation with engaging infographics showing geographical patterns and data illustrated through maps and graphics
- Additional downloadable resources contain innovative ideas to deepen students' understanding and provide support in areas where some concepts are more challenging



Sample page from Student's Book

Geography

ISBN

Student's Book 978-0-00-812422-9

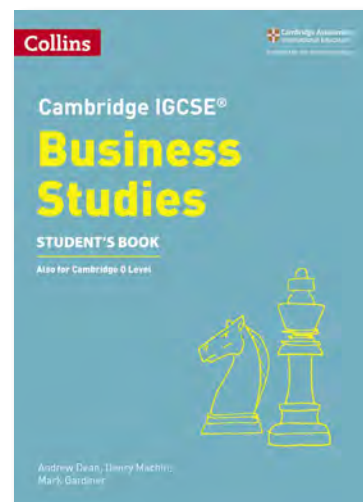
Cambridge IGCSE™ Business Studies (0450/0986/7115)

eBook

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Deliver a course that reflects the modern business world with up-to-date examples and data. Build students' skills in application, analysis and evaluation with targeted skills activities and skills builders.

Authors: James Beere, Andrew Dean, Mark Gardiner and Denry Machin



Student's Book

- Access the syllabus content with a fresh, visual design and language tailored to English as a Second Language learners
- Develop exam skills with exam-style questions and case studies
- Encourage students to check their understanding with *Knowledge Check* questions for every topic
- Assess students' grasp of content through a progression checklist at the end of every chapter
- Improve and consolidate understanding of key terms and concepts

Teacher's Guide

- Teach Business Studies in context with real-life international case studies from a range of regions, allowing students to hone in on their local perspectives
- Adapt editable lesson plans and worksheets to suit class needs
- Provide additional support through worked examples of difficult financial concepts
- Reduce planning time with our comprehensive Scheme of Work that is completely matched to the Student's Book and Teacher's Guide



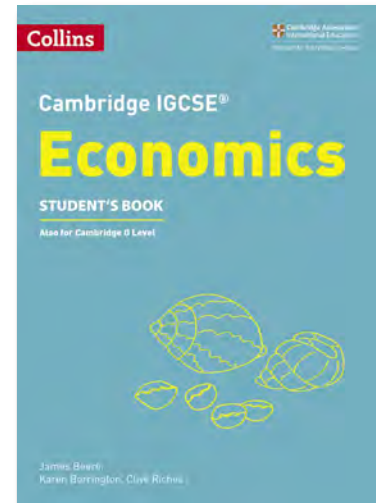
Sample page from Student's Book

Business Studies

ISBN

Student's Book 978-0-00-825805-4
Teacher's Guide 978-0-00-825806-1

Cambridge IGCSE™ Economics (0455/2281)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Support students in their learning and understanding of economic terminology, concepts and theories, and guide them in applying their knowledge to current economic issues.

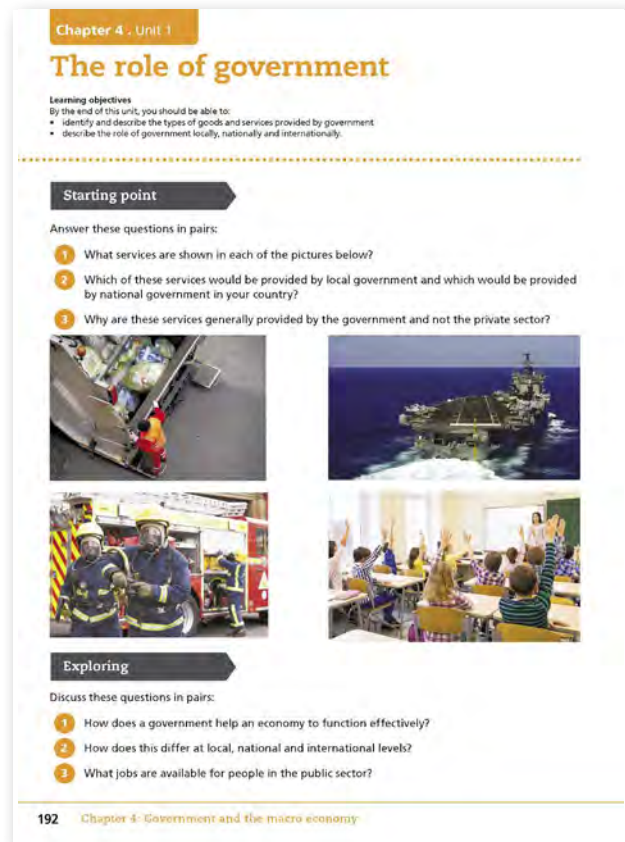
Authors: James Beere, Karen Borrington, Neil Buchanan, Clive Riches and Ian Rowbury

Student's Book

- Provoke student discussion and understanding with global and region-specific case studies
- Demonstrate to learners how a problem or question can be addressed
- Reinforce students' understanding with practice and exam-style questions
- Key terms and key concepts highlighted on the page and included in a useful glossary at the end of the book

Teacher's Guide

- Deliver lessons with clear and consistent lesson plans with support given for non-subject specialists
- Ensure students' understanding with suggested review questions for remedial or revision work
- Provide notes on case studies and ideas for extension work, topics and research
- Encourage communication and presentation skills with additional collaborative activities
- Additional photocopiable activity sheets at the back of the book for extra practice included



Sample page from Student's Book

Economics	ISBN
Student's Book	978-0-00-825409-4
Teacher's Guide	978-0-00-825410-0

Cambridge IGCSE™

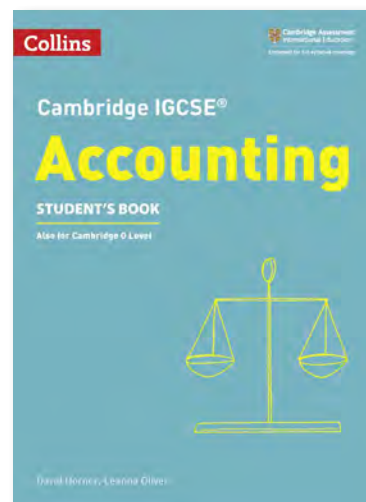
Accounting (0452/0985/7707)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Help students to develop and apply their knowledge to a variety of accounting tasks such as calculations, completing a statement of accounts, preparing journal entries, as well as how to analyse financial data.

Authors: David Horner and Leanna Oliver



Student's Book

- Easy-to-use book structure with clear and consistent signposting within each unit
- Demonstrate how a problem or question can be addressed with worked examples
- Reinforce learners' understanding with practice and exam-style questions
- Key terms and key concepts are highlighted on the page and included in a useful glossary at the end of the book

Workbook

- Provide additional materials on how to prepare accounting documents
- Give support to those who are struggling as well as those who need to be stretched further
- Offer further practice and revision opportunities with unit and end-of-chapter reviews

Teacher's Guide

- Assess understanding with *Knowledge Check* questions and end-of-chapter exercises
- Support given for non-subject specialists, with any required introductory background or prior knowledge explained at the beginning of each unit for those who need it
- Ensure students are fully prepared with guidance given on how to use the questions and how and when to assess students' responses
- Photocopiable resources included at the end of the book, including accounting proformas for answers to exercises and project work

The cash book entries are completed by posting into the appropriate columns. This depends on whether the transaction involves money being received – which involves a debit entry (in either the cash or bank column), or money being paid out – which involves a credit entry in the cash or bank columns.

Cash book					
		Debit	Credit		
		£	£	Debit	Credit
2018				2019	
1 April	Balance b/d	102	1190	8 April	Emma
15 April	Sales		89	18 April	Advertising
17 April	Cash		315	19 April	Cash
19 April	Bank	45		23 April	Jayden
				26 April	NW Electricity Ltd
				30 April	Balance c/d
		107	1594		
1 May	Balance c/d	52	1071		

There might be a debit balance on cash and a credit balance on bank at the same time. The transaction on 19 April requires a debit entry and a credit entry in the cash book. This is because it is a movement between holding cash in the bank and holding cash in hand. The cash book balances are both debit balances: \$52 for cash and \$1071 for bank.

1 Why can't the cash account have a credit balance?

Cash discounts
Businesses both buy and sell goods on credit. This means payment is not made until later. To encourage prompt or earlier payment of the debt, a business can offer a **cash discount**. This is where a business deducts a small amount from the total owing if payment is received within a specified time period. Most cash discounts are calculated as a percentage reduction on the outstanding invoice.

Key knowledge
Cash discounts do not require that payment is made in cash. Cash discount is the name used to distinguish it from a trade discount.

There are two types of cash discount that appear in the double entry accounts.

Type of cash discount	Description
Discounts allowed	Offered by the business to its credit customers
Discounts received	Received by the business from its credit suppliers

Key terms
Cash discount: A reduction in the amount owing on a credit transaction to encourage prompt payment.
Discount allowed: A reduction in the invoice total offered by a business to its credit customers to encourage early settlement of invoices.
Discount received: A reduction in the amount a business owes to the credit supplier of the business to encourage early settlement.

52 Chapter 2: Sources and recording of data

Sample page from Student's Book

Accounting	ISBN
Student's Book	978-0-00-825411-7
Workbook	978-0-00-825412-4
Teacher's Guide	978-0-00-825413-1

Cambridge IGCSE™ ICT

(0417/0983)

Third Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Combine theory and practical skills to help all students progress, with resources directly supporting the latest Cambridge IGCSE ICT syllabus for examination from 2023.

Author: Paul Clowrey

Student's Book

- Build skills using scenarios that link together the theory and practical parts of ICT
- Ensure up-to-date knowledge with the latest hardware and software information
- Consolidate learning with end-of-session *Review and Revise* sections and summary boxes

Teacher's Guide

- Offer comprehensive support with lesson plans to match every unit in the Student's Book
- Answer key included for every activity in the Student's Book
- Create exciting ICT lessons with PowerPoint presentations and source files available to download online



Sample page from Student's Book

ICT	ISBN
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Teacher's Guide	978-0-00-843093-1

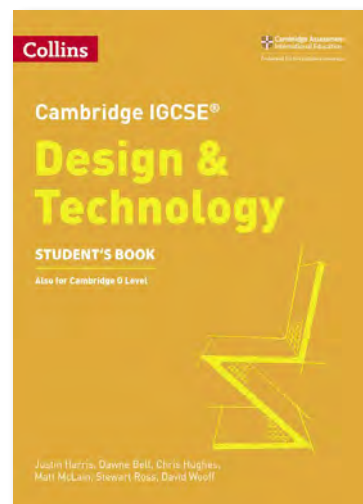
Cambridge IGCSE™ Design & Technology (0445/0979/6043)



Second Edition

The Student's Book is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020. The Teacher's Guide has not been through the Cambridge International endorsement process.

Combine the theory and practical sections of the syllabus to effectively build students' key skills and knowledge, while providing support for teachers.



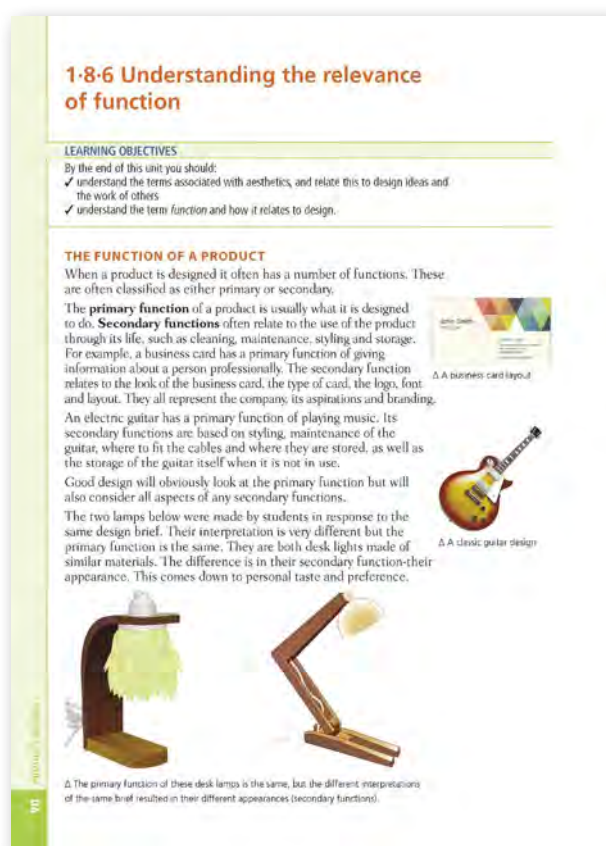
Authors: Dawne Bell, Justin Harris, Chris Hughes, Matt McLain, Stewart Ross and David Wooff

Student's Book

- Develop the skills students need to make the transition from theory to practical application
- Help students prepare for both the written and practical parts of the exam with guidance on the final project and exam-style questions
- Choose from the three optional papers (Resistant Materials, Graphic Products, and Systems and Control) covered in full, in addition to the core Product Design section

Teacher's Guide

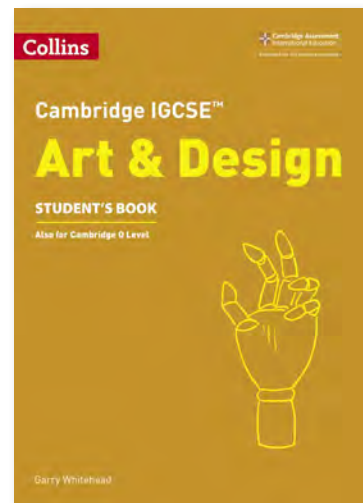
- Deliver a comprehensive course with lesson plans and activities which are suitable for a range of international classroom environments
- Set up and run practical project work in the classroom with guidance throughout
- Fully support the approach of the Student's Book, using scenarios and skills-building to link together the theory and practical parts of the syllabus



Sample page from Student's Book

Design & Technology	ISBN
Student's Book	978-0-00-829327-7
Teacher's Guide	978-0-00-829328-4

Cambridge IGCSE™ Art & Design (0400/0989/6090)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Spark creativity with information on the key disciplines of Art and Design and build confidence in practical skills and creative expression using the only endorsed resource with full coverage of the Cambridge syllabus.

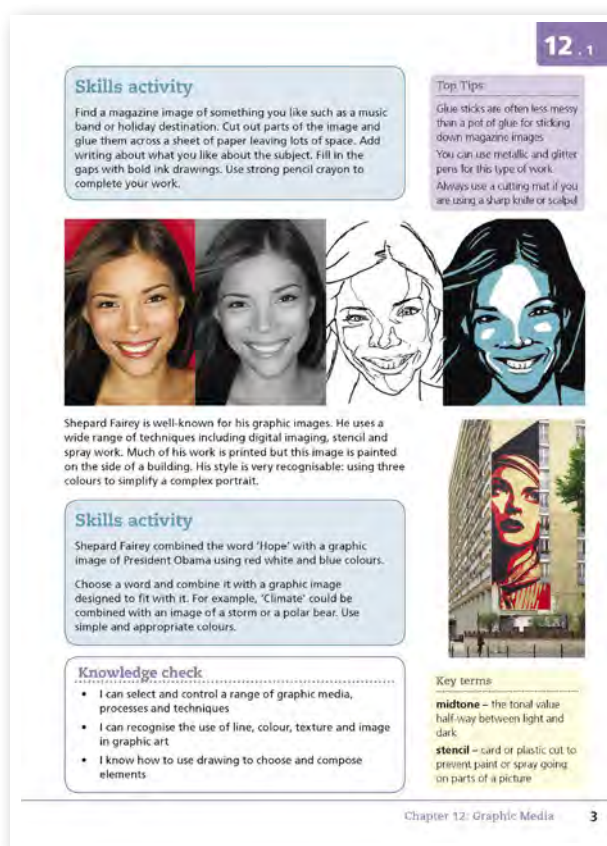
Author: Garry Whitehead

Student's Book

- Offer information on all the key disciplines and on key stages of the creative process, from development of a project from the beginning to the outcome
- Help students improve their work, highlighting useful skills and areas to consider or observe
- Provide opportunities for self-reflection to allow students to consider which objectives they have mastered and how they can take their learning further
- Show a wealth of case studies taken from different students' coursework around the globe so that students can learn from real-life examples

Teacher's Guide

- Ensure an inclusive approach that both embeds best practice for new teachers and encourages experienced teachers to develop further
- Guidance on setting up and managing an art and design workspace and resources, the Elements of Art and the Creative Process, as well as suggestions for activities and research included
- Make the most of all resources with comprehensive lesson plans matched to the Student's Book and suggested further activities to provide flexibility in teaching the course
- Deliver engaging lessons with activities and suggested projects of different lengths, for immediate assessment or to span lessons or topics
- Assess with ease using real student projects



Sample page from Student's Book

Art & Design	ISBN
Student's Book	978-0-00-825096-6
Teacher's Guide	978-0-00-825097-3

Cambridge International AS & A Level Art & Design (9479)



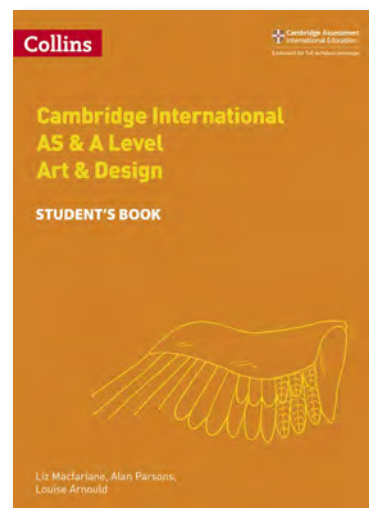
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Equip students to be creative and reflective artists with the only resource endorsed to support the Cambridge International AS & A Level Art and Design syllabus.

Authors: Louise Arnould, Elizabeth Macfarlane and Alan Parsons

Student's Book

- Guide students through the key concepts, encourage critical practice, and build confidence in practical skills and independent expression
- Offer insight into the artistic process of observation and intention, context and concepts, development and refinement and audience and setting in all disciplines
- Improve students' practical skills with a wide range of techniques and activities throughout
- Provide language support with key terms highlighted and definitions provided
- Support students through researching, planning, writing and reviewing their personal investigation with a practical guidance section at the end of the book
- Promote reflective practice by using the critical thinking boxes
- Deepen awareness of contemporary and historical practitioners worldwide with artist and designer features



1.4 Textiles and fashion

Textiles

Learning objective:

- To explore different ways to refine and present research to support the creative process

Research is an essential part of a textile designer's creative process, as it helps them engage with their chosen topic or theme. It provides **key design elements** such as colour, fabric, texture and surface pattern. To broaden their research, they must also consider cultural, historical and current references and market trends. Once a designer has collected and recorded this information, they can select and present their images. This process helps a designer define their intentions. One way to do this is by creating a mood board.

USING MOOD BOARDS

The example of a mood board in Figure 1.95 is by Azra Iqbal, a constructed textile designer specialising in knives. Here she presents us with a selected group of images inspired by fine web-like structures. Her board is made up of her own collaged images; she has experimented with a fine nylon fabric to produce ladder-like structures relating to a photograph she has taken, included in the mood board. At the bottom left of her board, she has made 3D multimedia structures that refer to her linear images.



1.95 Elzaine Statham, mood board

Activity A Define the story in this mood board

For the mood board in Figure 1.96, designer Elzaine Statham has created a mood board using her own photographs of decorative façades of houses. She has formatted them into an abstract collage, playing with scale and colour.

1. Can you describe the mood of the images? Find some descriptive words that capture the essence of the **story**.
2. Next, create a colour palette. Can you identify the strongest colour? This colour is called the **accent colour** and tends to run through the whole collection of fabrics.

Use your own materials and photographs to set the mood of your board to make it more personal.



1.96 Azra Iqbal, mood board, 2018

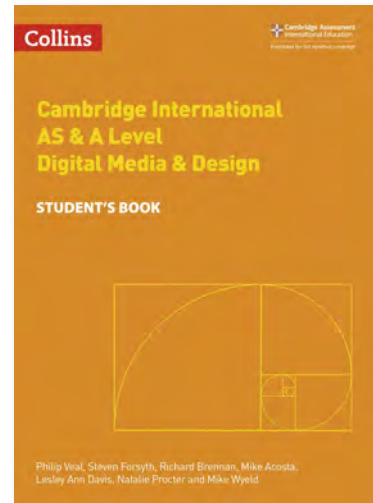
accent colour A visual emphasis of colour used to lift or to add impact to a colour scheme.
key design elements Parts that make up a broader scheme.
story The overall theme of a design.

99

Sample page from Student's Book

Cambridge International AS & A Level Digital Media & Design (9481)

Second Edition



We are working with Cambridge Assessment International Education towards endorsement of this resource to support the full syllabus for examination from 2026.

Introduce students to the history of digital media, changes in the digital landscape and the use of industry tools and technologies. This will be the only endorsed resource to support the revised syllabus.

Authors: Mike Acosta, Richard Brennan, Lesley Ann Davis, Steven Forsyth, Natalie Procter, Philip Veal and Mike Wyeld

Student's Book

- Build students' practical and technical skills with focused activities throughout
- Consolidate understanding with comprehension activities that encourage discussion and reflection
- Syllabus content is presented in a fresh, visual design with language tailored to English as a Second Language learners, including key terms with clear definitions of technical language
- Put all the areas of study into context with industry insights offering real-life information, and updated case studies providing engaging international examples of the real-world application of the material they are studying
- Prepare for assessments with activities that encourage students to produce a design outcome or engage with the design process, including tips to help students succeed



Sample page from Student's Book

Digital Media & Design
Student's Book

ISBN
978-0-00-864344-7

Cambridge IGCSE™ Physical Education

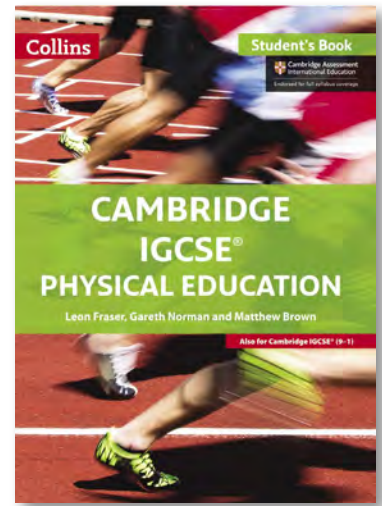
(0413/0995)

eBook

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Offer comprehensive coverage of the Cambridge IGCSE PE syllabus with the only published course available.

Authors: Matthew Brown, Leon Fraser and Gareth Norman

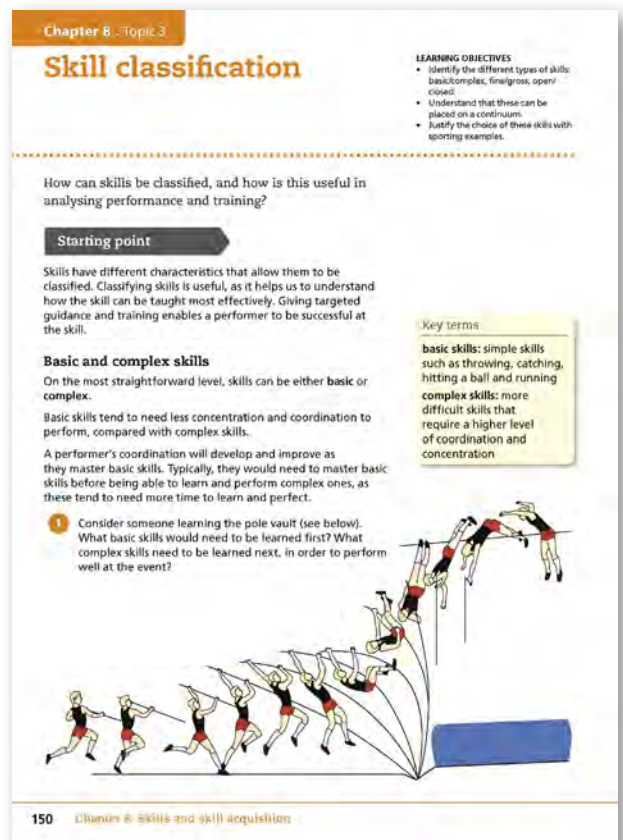


Student's Book

- Deepen students' knowledge and understanding of key topics through the clear and concise explanations given and the contexts selected
- Support students in learning a range of skills, such as how to build self-awareness and how to reflect on their performance
- Encourage confidence and security in understanding key topics
- Enable students to review, record and evaluate their work
- Provide thorough preparation and monitor learning using the *Learning Log* and *Check Your Progress* features

Teacher's Guide

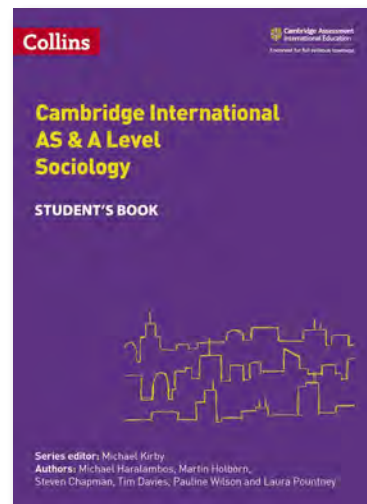
- Assess students' progress easily with clear syllabus assessment objectives
- Adapt the Student's Book to suit the specific needs of each learner
- Help students consolidate their learning with photocopiable handouts



Sample page from Student's Book

Physical Education	ISBN
Student's Book	978-0-00-820216-3
Teacher's Guide	978-0-00-820217-0

Cambridge International AS & A Level Sociology (9699)



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Provide international coverage of the syllabus, written by best-selling Sociology authors. It encompasses a range of different societies and contemporary issues helping students to apply sociological ideas to the world today.

Series Editor: Michael Kirby

Authors: Steve Chapman, Tim Davies, Michael Haralambos, Martin Holborn, Natalie Meadows, Laura Pountney and Pauline Wilson

Student's Book

- Present the latest research and theories, mapped to the Cambridge syllabus
- Offer the depth, detail and clarity that students need to analyse and evaluate at the highest levels, while regular *Summary* and *Key Terms* boxes help consolidate understanding
- Develop students' interpretation, application, analysis and evaluation skills with a range of activities ideal for classroom use, including exam-style questions and sample responses at different levels to show students how to improve
- Bring students closer to the practice of sociology with the unique *Now and Then* feature in which leading sociologists, from Paul Willis to Carol Smart, reassess landmark studies in their own words
- Help students to visualise and apply sociological ideas and theories with high-impact images
- Clearly map content to the syllabus and summarise what is covered in each unit of the book with the free, editable scheme of work available online



Sample page from Student's Book

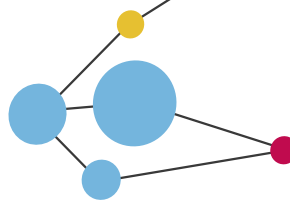
Sociology

ISBN

Student's Book

978-0-00-828762-7

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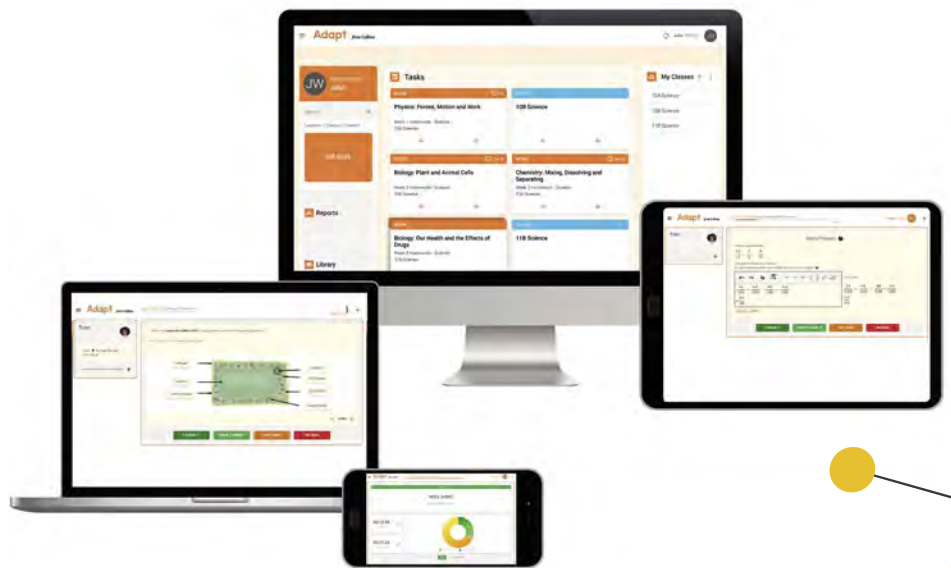
Science

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- IGCSE Combined Science

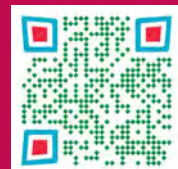
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- IGCSE Mathematics

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