



CAMBRIDGE
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Primary and lower secondary teaching and learning resources 2022




Together with



Cambridge Assessment
International Education



Cambridge University Press and Assessment



On 1 August 2021, Cambridge University Press and Cambridge Assessment became a new, single organisation - **Cambridge University Press & Assessment**.

Together, we provide world-leading academic research, learning and assessment globally, backed by the first class teaching and research departments of our University. Being one organisation will create opportunities to serve you better.

We are at the forefront of education for 5-19 year olds around the world and share your desire to make a transformative impact on learners and unlock their potential.

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

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



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

Becoming a Cambridge International School

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



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

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

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

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

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



**Cambridge Assessment
International Education**

Building brighter futures together

with Cambridge University Press resources

We put teachers first and work with Brighter Thinkers

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

We learn from, and work with leading thinkers and authors in Cambridge and around the world to embed best teaching and learning practice. We only adopt evidence-based approaches in our resources.

To support teaching and accelerate learning

Practical and proven approaches

We embed approaches to teaching and learning which engage and motivate students to participate in an active classroom.

Language of learning

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

Toolkit for teachers

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

And develop skills for life

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

Brighter Thinking

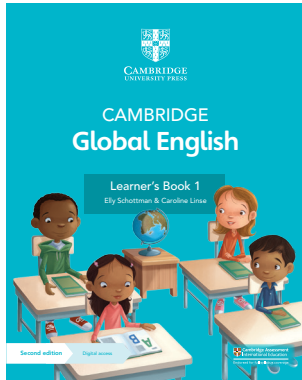
Better Learning



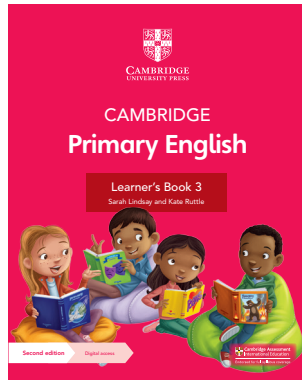
What's new



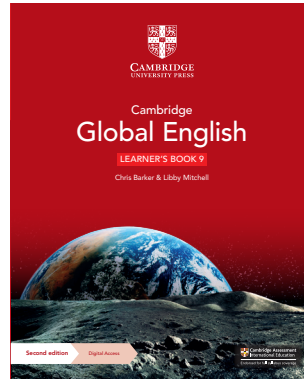
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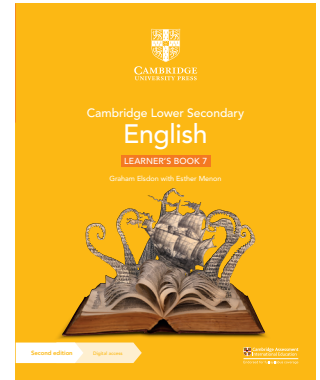
Cambridge Global English Stages 1-6
Page 10 >



Cambridge Primary English
Page 12 >

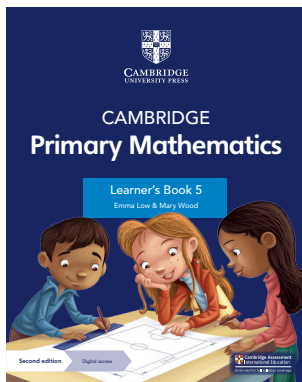


Cambridge Global English Stages 7-9
Page 46 >

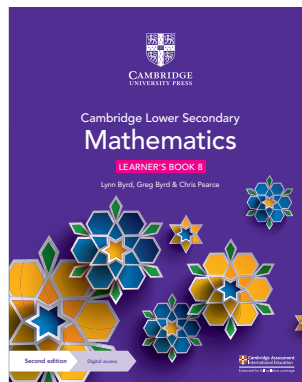


Cambridge Lower Secondary English
Page 48 >

Mathematics

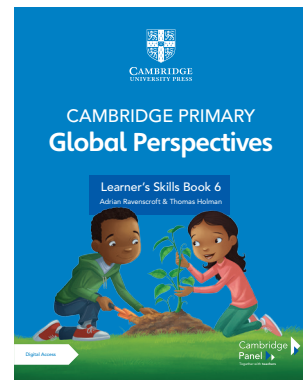


Cambridge Primary Mathematics
Page 26 >



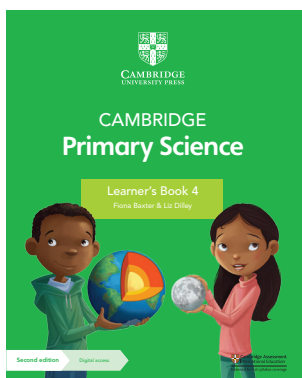
Cambridge Lower Secondary Mathematics
Page 52 >

Humanities

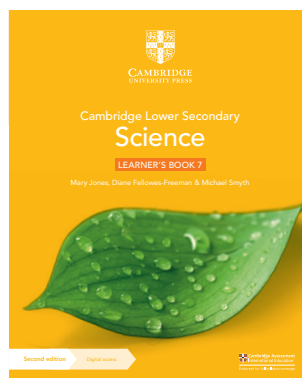


Cambridge Primary Global Perspectives
Page 38 >

Science



Cambridge Primary Science
Page 34 >



Cambridge Lower Secondary Science
Page 54 >

Professional Development



Preparing to Teach courses



Cambridge Teaching Skills Roadmap



Cambridge Teacher Support Service

Page 40 >

Contents

English

Cambridge Global English Starters 8

Teacher's resources	9
Learner's books	9
Activity books	9
Fun with letters and sounds books	9
Digital Classroom resources	9

NEW Cambridge Global English 10

Teacher's resources	11
Learner's books	11
Workbooks	11
Digital Classroom resources	11

NEW Cambridge Primary English 12

Learner's books	12
Phonics workbooks	12
Workbooks	12
Teacher's resources	12

Cambridge Grammar and Writing Skills 16

Learner's books	16
Teacher's resources	16

Penpals for Handwriting 17

Workbooks	17
Teacher's books	17
Digital resources	17
Practice books	17
Intervention books	17

Cambridge Reading Adventures 18

Teaching and assessment guides	19
Digital Classroom resources	19
Pink A and B	20
Red	20
Yellow	21
Blue	21
Green	22
Orange	22
Turquoise	23
Purple	23
Gold	23
White	24
Pathfinders	24
Wayfarers	25
Explorers	25
Voyagers	25

Mathematics

NEW Cambridge Primary Mathematics 26

Learner's books	27
Workbooks	27
Teacher's resources	28
Digital Classroom resources	28
Starter activity books	29
Mathematics Word Problems	29
Toolbox	29

Assessment

Cambridge CEM 30

Science

NEW Cambridge Primary Science 34

Learner's books	35
Workbooks	36
Digital Classroom resources	36
Teacher's resources	37

Humanities

NEW Cambridge Primary Global Perspectives 38

Learner's skills books	38
Teacher's resources	38

Professional Development

NEW Professional Development 40

Preparing to Teach courses	40
Cambridge Teaching Skills Roadmap	40
Cambridge Teacher Support Service	41

Computing

Click Start International Edition 44

Learner's books	44
-----------------	----

Coding Club 44

Python Basics	44
Python: Programming Art	44
Python: Next Steps	44
Python: Interactive Adventures	44
Python: Building Big Apps	44

ICT Starters 45

Initial Steps	45
Next Steps Stage 1	45
Next Steps Stage 2	45
On Track Stage 1	45
On Track Stage 2	45

Lower Secondary

NEW Cambridge Global English 46

Learner's books	46
Workbooks	47
Teacher's resources	47
Digital Classroom resources	47

NEW Cambridge Lower Secondary English 48

Learner's books	48
Workbooks	48
Teacher's resources	49

Cambridge Grammar and Writing Skills 51

Learner's books	51
Teacher's resource	51

NEW Cambridge Lower Secondary Mathematics 52

Learner's books	53
Workbooks	53
Teacher's resource	53

NEW Cambridge Lower Secondary Science 54

Learner's books	54
Workbooks	54
Teacher's resources	54
English language skills workbooks	55

Cambridge Lower Secondary Global Perspectives 57

Learner's skills books	57
Teacher's books	57

Contact

Easy ways to order 60

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Supporting better teaching and learning



We spoke to hundreds of teachers around the world, carried out lesson observations and undertook research with the Cambridge Panel to help us develop our new primary and lower secondary series. **Throughout the new series, you'll find:**

Cambridge
Panel

Together with Teachers



Activities to support **differentiation** help you ensure that every child can learn and progress.



More guidance and features in the new resources to support **assessment for learning**, so you can tailor teaching and learning activities around your learners.



Teacher's resources and professional development that help you bring the most **effective teaching approaches** into your classroom.



Effective language support so learners can express themselves confidently.



A range of digital resources, so **however you're teaching**, we can help.

The new series have been developed with a **consistent approach**, so whether you pick up an English, maths or science resource, you'll find the same features, teaching approaches and layout.

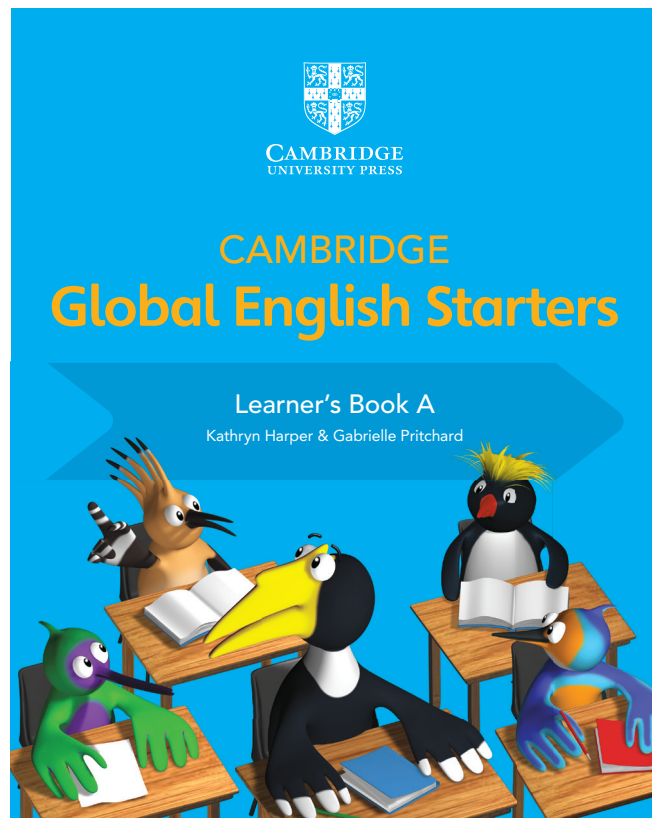


Cambridge Global English Starters

Kathryn Harper, Gabrielle Pritchard
and Annie Altamirano

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

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



Also see 

Global English 1-6
Turn to page 10 >

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

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

3
Feelings

1 Think about it What makes you happy or sad?

1 Chant and clap.

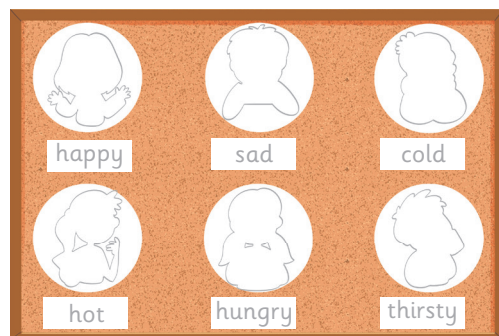


We are happy to play, play, play,
But we get hungry, we get thirsty,
And sometimes cold or hot, hot, hot,
So we have to stop, stop, stop.

2 What can you see?
Explore the picture.

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

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



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



Packed with games to make learning in English fun!

33

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

Teacher's resource

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

Learner's books

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

Activity books

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

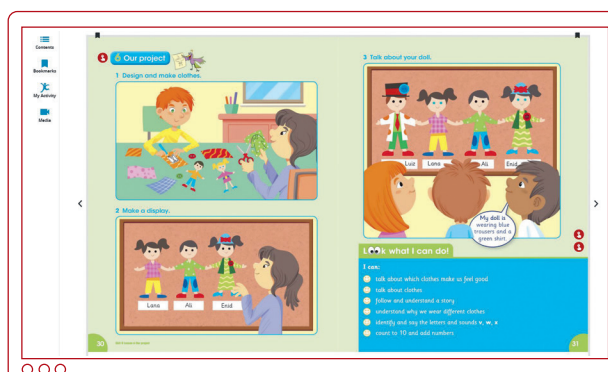
Fun with letters and sounds books

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

Digital Classroom

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

This screenshot is from *Global English Starters Digital Classroom*



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

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

3 Talk about it Body language

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

2 Play: Guess the feeling.

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

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

Song: How do you feel?

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

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

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

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

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

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

Images provide a stimulus for children to talk.

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

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

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

Easy ways to order - see page 60

NEW Cambridge Global English

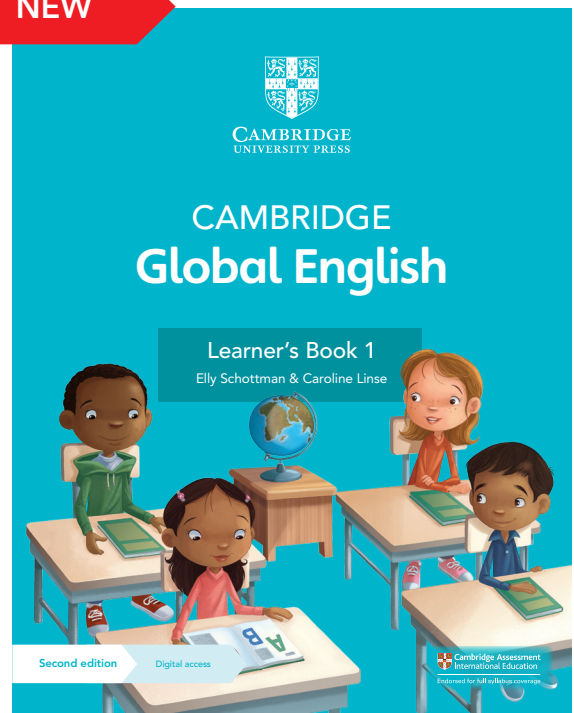
Elly Schottman, Caroline Linse, Kathryn Harper, Claire Medwell, Jane Boylan, Paul Drury, Annie Altamirano, Helen Tiliouine, Nicola Mabbott and Alison Sharpe

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

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

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

NEW



Curriculum support

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

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

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

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

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

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


8 Nature matters

> 8.4 A personal recount

We are going to...

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

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



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

OUR VISIT TO THE LOCAL RIVER

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

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

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

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

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

134 >

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

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

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

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

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

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

Writing tip

Facts and opinions

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

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

135 >

A process writing model helps learners develop confidence.

Activities to develop critical thinking skills are included throughout.

Teacher's resources

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

Learner's books

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

Workbooks

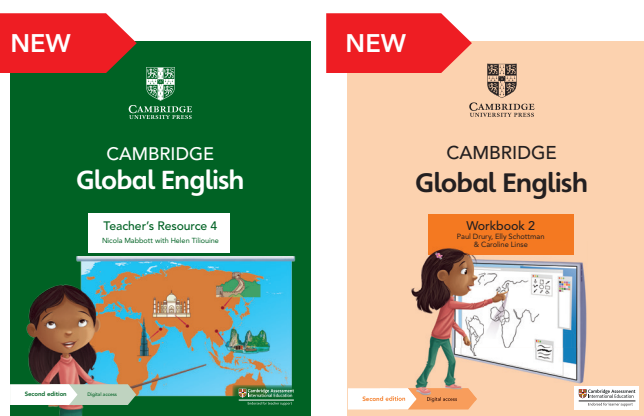
Activities including puzzles and quizzes help your class consolidate what they have learnt, providing support for the reading, writing and use of English strands of the curriculum framework. This new edition includes more grammar practice with a short grammar presentation, followed by activities differentiated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

Digital Classroom

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Global English, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.



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

NEW Cambridge Primary English

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

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

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

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

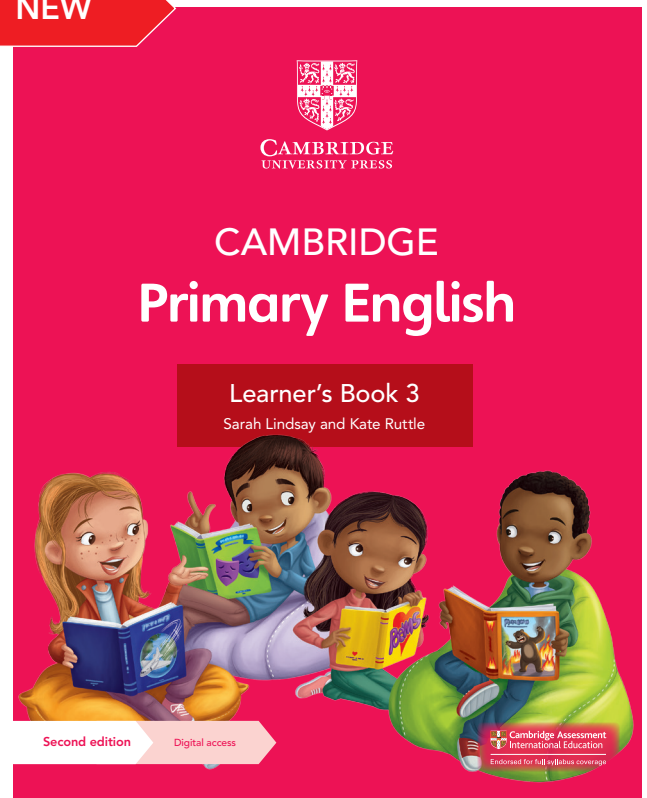
Learner's books

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

Phonics workbooks

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

NEW



Workbooks

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

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

Curriculum support

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

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

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

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

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

Language focus explains key grammar and language rules.

1 Story time

1.3 Read and present an extract

We are going to...

- read a text and discuss its features.

Getting started

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

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

Speaking tip

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

- Skim read the extract to understand the main points.
- What is the setting? What helped you decide?
- What and whom do you think the book is about? Will it be humorous or serious?
- Who narrates the story? How can you tell?
- Scan the text to establish how many people speak in the extract.

In the extract, Marty and Will are on school holiday and Mum is thinking of activities to keep them busy.

14 >

1.3 Read and present an extract

Language focus

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

The Legend of Spud Murphy

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

15 >

Tips throughout suggest ways to develop the four key skills.

Key words learners will encounter are explained clearly.

High-quality international texts with audio recordings.

Teacher's resources

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

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Primary English, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's book with digital access	✔ 978-1-108-74987-9	✔ 978-1-108-78988-2	✔ 978-1-108-81954-1	✔ 978-1-108-75999-1	✔ 978-1-108-76006-5	✔ 978-1-108-74627-4
NEW Digital learner's book	✔ 978-1-108-96405-0	✔ 978-1-108-96407-4	✔ 978-1-108-96422-7	✔ 978-1-108-96423-4	✔ 978-1-108-96425-8	✔ 978-1-108-96427-2
NEW Workbook with digital access	✔ 978-1-108-74271-9	✔ 978-1-108-78994-3	✔ 978-1-108-81955-8	✔ 978-1-108-76001-0	✔ 978-1-108-76007-2	✔ 978-1-108-74628-1
NEW Teacher's resource with digital access	✔ 978-1-108-78351-4	✔ 978-1-10880546-9	✔ 978-1-108-87610-0	✔ 978-1-108-77072-9	✔ 978-1-108-77119-1	✔ 978-1-108-77121-4
	A			B		
NEW Phonics workbook	✔ 978-1-108-78995-0			✔ 978-1-108-78996-7		

Which English resources

Start here

Is English the language of instruction in your school?

Yes

Is English the language of the country where you live?

Yes

No

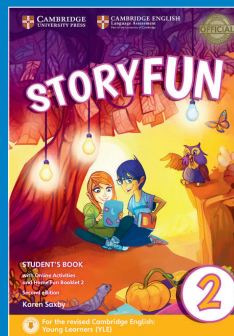
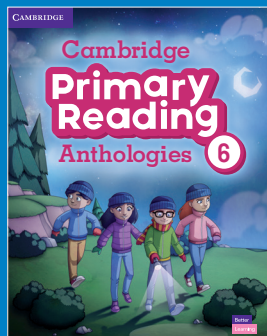
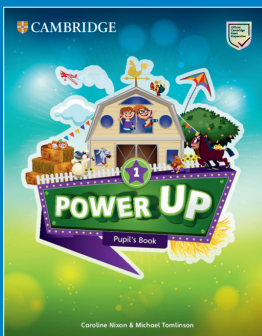
No

You may find

Cambridge ELT resources

more suitable for your students

cambridge.org/younglearners



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

Yes

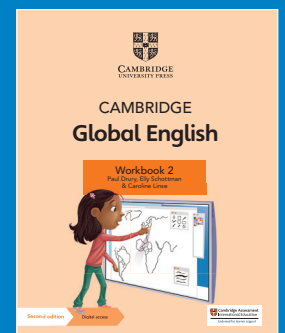
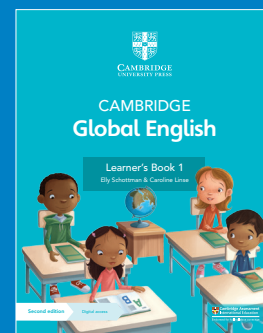
No

You may find

Cambridge ESL resources

more suitable for your students

cambridge.org/education/primaryesl



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

are right for my students?

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

Yes

Do your students speak English at home?

Yes

No

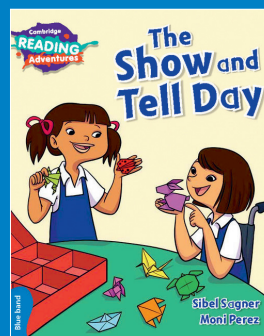
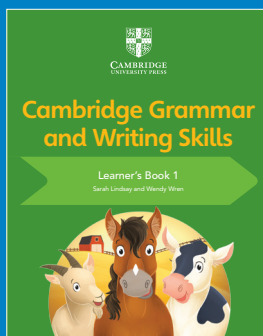
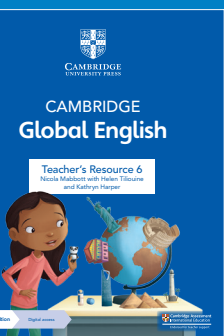
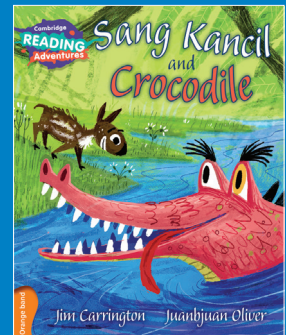
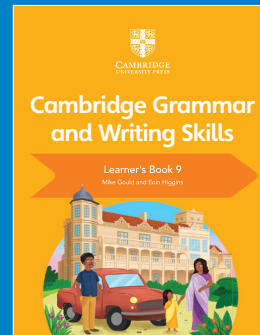
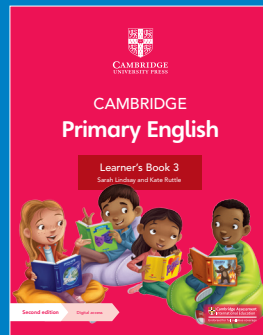
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You may find

Cambridge first language English resources

more suitable for your students

cambridge.org/education/primaryfle



Cambridge Grammar and Writing Skills

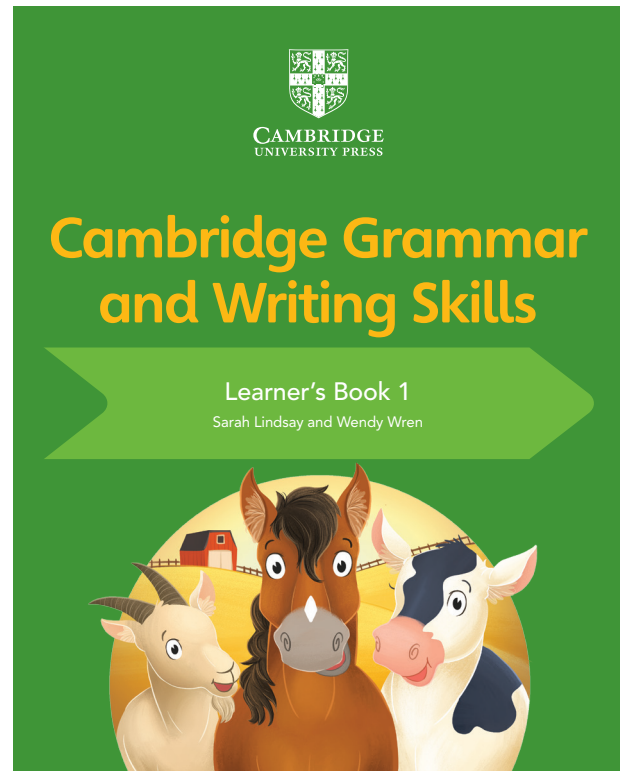
Sarah Lindsay and Wendy Wren

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

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

Learner's books

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



Teacher's resources

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



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

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

Penpals for Handwriting

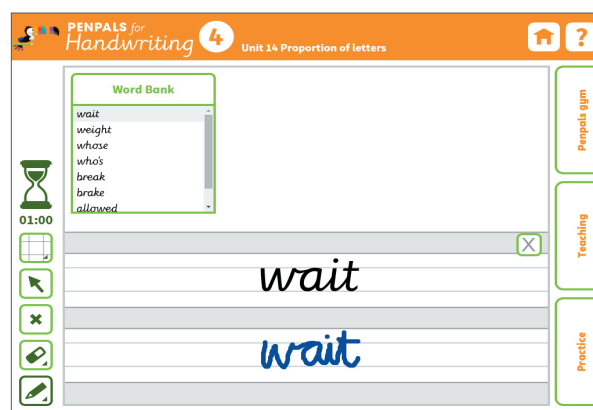
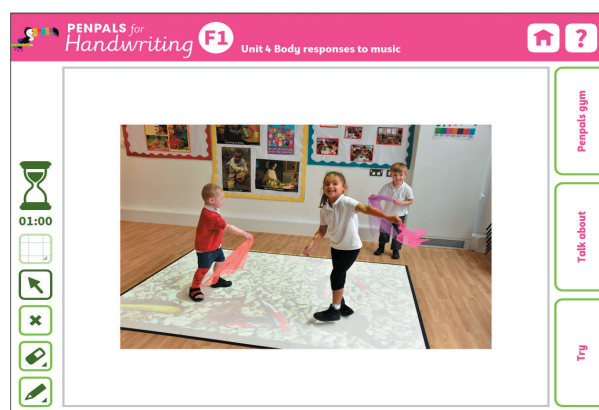
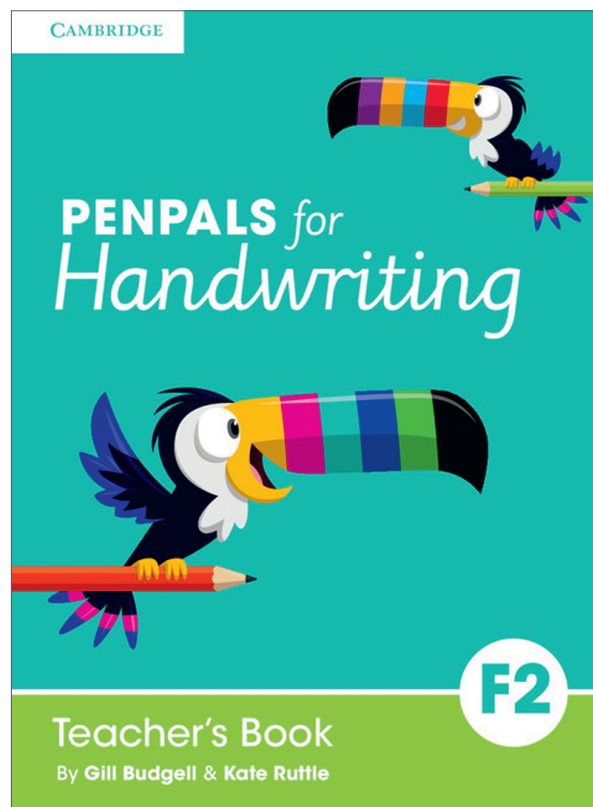
Second edition

Gill Budgell and Kate Ruffle

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

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

For use on PC or Mac.



Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Teacher's books	978-1-845-65984-4	978-1-845-65554-9	978-1-845-65486-3	978-1-845-65563-1	978-1-845-65999-8	978-1-845-65741-3
Interactive DVD-ROM*	978-1-845-65338-5	978-1-845-65583-9	978-1-845-65897-7	978-1-845-65891-5	978-1-845-65327-9	978-1-845-65556-3
Practice books	978-1-316-50133-7	978-1-316-50137-5	978-1-316-50141-2	978-1-316-50146-7	978-1-316-50150-4	978-1-316-50154-2
Workbooks (pack of 10)	978-1-845-65440-5	978-1-845-65298-2	978-1-845-65992-9	978-1-845-65385-9	978-1-845-65861-8	978-1-845-65677-5

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

* Includes perpetual site and network licence for your school.

Intervention Books

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

Classroom Resources

Poster pack (pack of 8)	978-1-845-65607-2
Alphabet wall frieze	978-1-845-65816-8
Pen licence business cards	978-1-845-65794-9
Font CD-ROM	978-1-845-65718-5

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

Easy ways to order - see page 60

Cambridge Reading Adventures

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

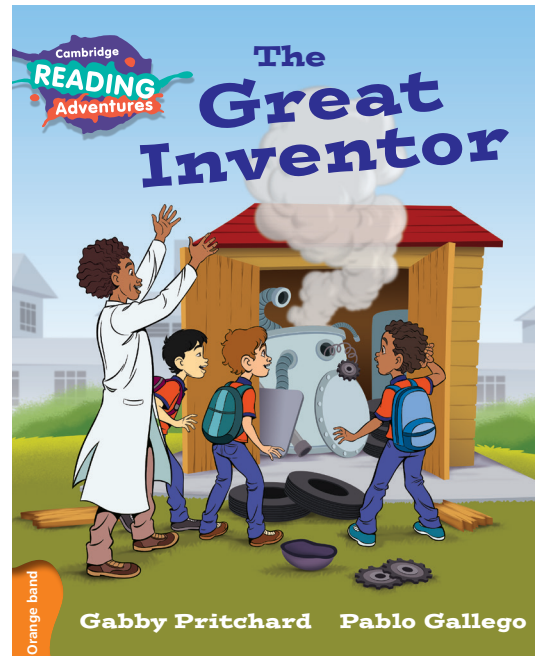
Bring stories from around the world into your classroom with *Cambridge Reading Adventures*, our primary reading scheme for ages 4 to 12. Children explore the seas with Sinbad, marvel at the wonders of the sky above us and unearth the secrets of the ice age with this exciting series.

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

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

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

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

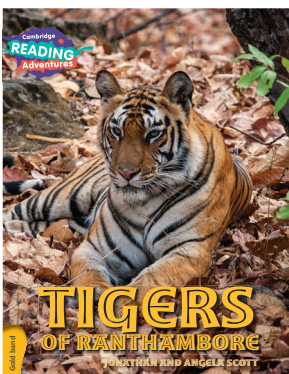


Going beyond learning to read

Our four Strands are for children reading confidently and ready to progress beyond *White Band*, moving on to more complex skills like inference and text analysis. Go to pages 24 to 25 to find out more about *Pathfinders*, *Wayfarers*, *Explorers* and *Voyagers*.

Supporting English learning

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



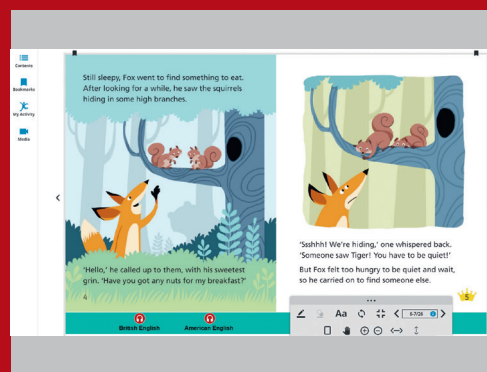
Cambridge CEM

Do you want to assess your students' reading age? Or see how much they have developed over the course? Read more about what Cambridge CEM can do for you on page 30.

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

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

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



Teaching and assessment guides

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

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

Helen Wright, Wilmslow Academy, UK

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

Full guidance on how to run a guided reading lesson in class: introduction, teaching elements such as phonic decoding, reading aloud, checking comprehension and new vocabulary.

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

Pink B band

My Dad is a Builder Lynne Rickards

Teaching notes written by Sue Bodman and Glen Franklin

Using this book

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

Grammar and sentence structure

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

Word meaning and spelling

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

Curriculum links

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

Learning outcomes

Children can:

- use some letters together with meaning to read the text
- match spoken to printed word (one-to-one correspondence) across 2 lines of print and confirm this matching using a few known words
- show some awareness of mismatches between reading attempts and the printed text
- work out the storyline by gathering information from the illustrations and repeated language patterns.

A guided reading lesson

Book Introduction
Give a book to each child and read the title: *My Dad is a Builder*.

Orientation
Check that all the children know what a builder is. Ask them to share examples of things builders do.
Give a brief overview of the book, using the verb in the same form as it is in text.
In this book, a little girl is watching her dad building something. I wonder what he is building. Shall we see?
Ask the children to open the front cover, and point to the title page as you read it again. Then ask them to turn to the next page.

Preparation
Pages 2 and 3: Discuss the picture – what can we see? Draw particular attention to the tools Dad has in his belt that he will use in his building work. Remind the children of the word 'builder'.
In this story, Dad is a builder. All point to the word 'builder'. Get your mouth ready for the first sound /b/. Read 'builder'. Now let's read the whole sentence: 'My Dad is a builder'. Turn over the page and see what he does first.
Page 4: Now he has some wood. Hmm, what is he building with the wood, do you think? Take suggestions from the group.

Draw attention to the word 'some'. 'Dad has some wood.' Put your finger under the word 'some'. Run your finger under the word and say it slowly. Let's read the sentence – 'Dad has some wood.'

This word 'some' comes again in this book. Turn to page 10. Can you find the word 'some' on this page? Let's read the sentence – 'Dad has some glue.'. What helped you read the word 'some'? drawing attention to the first letter of the word.

Turn back and carry on through the book with the children looking at pictures and discussing what else Dad uses as he is building. Check that children are matching one-to-one accurately and that all have control of the left-to-right sweep across two sentences. Reinforce the high frequency words as you work through the book.

You may want to keep page 16 as a surprise to see if the children's guesses were right!

Strategy check
Prompt for a strategy check by rehearsing and practising the reading strategies needed for this text.
Now it's time for you to read the book. Make sure you point carefully underneath all the words and make sure you match what you say to what you can see. Look for the words you know to help you. Let's read the title together.

Independent reading
Ensure that the children read the first page correctly to establish the sentence structure. Move around the group 'listening in' and providing praise and support as necessary. For example:
I like the way you got your mouth ready to read the word 'some'.
Good job – your pointing finger went from the end of the line to the beginning of the next line.
That didn't quite match – try again and make sure that what you say matches what you can see.

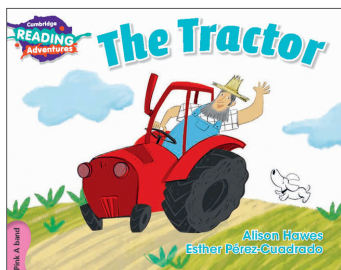
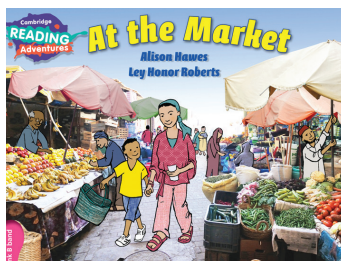
Word count 63
Cambridge Primary English Framework links Make simple inferences about characters and events to show understanding. Know that in English, print is read from left to right and top to bottom
International Primary Curriculum links Early years unit Houses and Homes; www.greatlearning.com/ipc
IB Primary Years Program topic 'Where we are in place and time'
High frequency words my Dad he is a what
Key words builder building

Return to text
Focus on successful reading and problem-solving, reinforcing the strategies you saw children using or neglecting:
I noticed how you all got your mouths ready to read 'some' – find a page with that word on it. Yes, page 10. All read this page together.
It got tricky, didn't it, when there were two lines on a page. Turn to page 4. Show me where you start. Which way do you go? Where do you go when you reach the end of the line? That's it – well done.

Follow-up activities
Children reread the story to each other in familiar reading activities.
Create sentence strips for children to remake and reread the story.
Use the text framework to innovate on a new story introducing a new character and/or activity (for example, 'She has a spoonful some rice. What is my mum cooking?').
Read other non-fiction books about buildings and building materials.

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

Pink A to blue bands early digital classroom access card (1 year)	978-1-108-46561-8
Pink A to blue bands early teaching and assessment guide with digital access	978-1-108-58510-1
Green to white bands transitional digital classroom access card (1 year)	978-1-108-46563-2
Green to white bands transitional teaching and assessment guide with digital access	978-1-108-61243-2
Pathfinders to voyagers conventional digital classroom access card (1 year)	978-1-108-46573-1
Pathfinders to voyagers conventional teaching and assessment guide with digital access	978-1-108-64787-8



Pink A and B

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

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

Pink A band

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

Pink B band

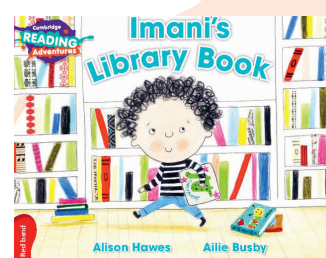
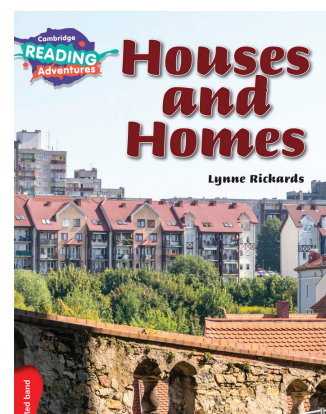
At the market	978-1-107-54993-7	Non-fiction
Where do they grow?	978-1-316-60073-3	
Looking after animals	978-1-316-60582-0	
Who lays eggs?	978-1-107-54936-4	Everyday story
School lunch	978-1-108-43963-3	
Hello baby	978-1-108-43961-9	
My dad is a builder	978-1-107-54973-9	
Leela can skate	978-1-107-57582-0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

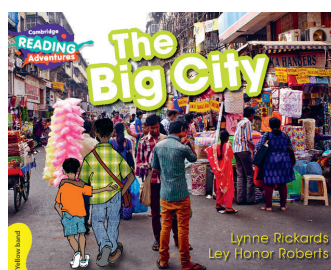
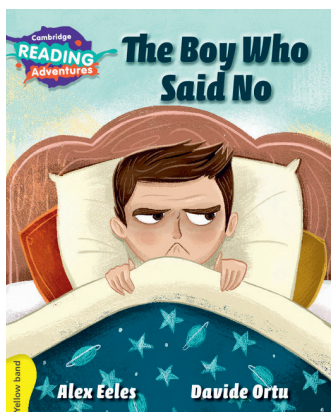
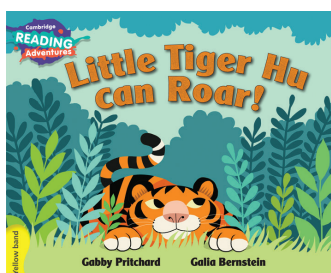
Red

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

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

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





Yellow

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

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

My school	978-1-107-55000-1	Non-fiction
Stars	978-1-316-50315-7	
Playgrounds	978-1-316-50318-8	
The big city	978-1-108-41079-3	Everyday story
The Boy Who Said No	978-1-108-40077-0	
Where Are My Shoes?	978-1-108-43964-0	
Little tiger hu can roar!	978-1-107-54996-8	Animal story
Diego fandango	978-1-107-55021-6	
Oh Bella!	978-1-107-55070-4	
A house for snail	978-1-107-55006-3	
Help!	978-1-108-40815-8	
Late for school	978-1-107-57679-7	International school series



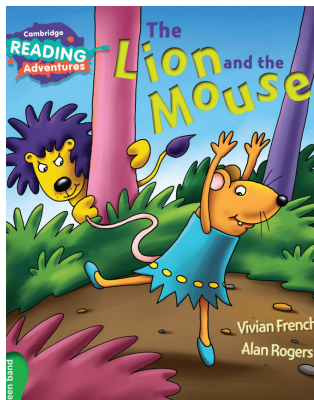
Blue

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

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

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





Green

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

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

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

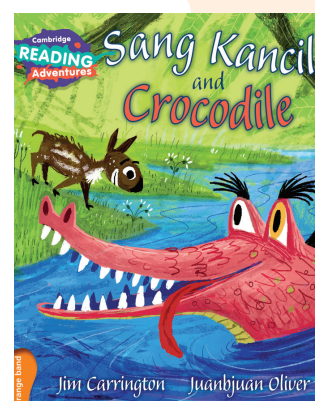


Orange

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

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

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





Turquoise

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

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

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

Purple

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

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



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



Gold

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

- Chapter books build tension, giving the opportunity for more sustained reading
- Texts become longer to match growing reading stamina
- More complex language structures throughout
- Illustrations now offer only general support to the story

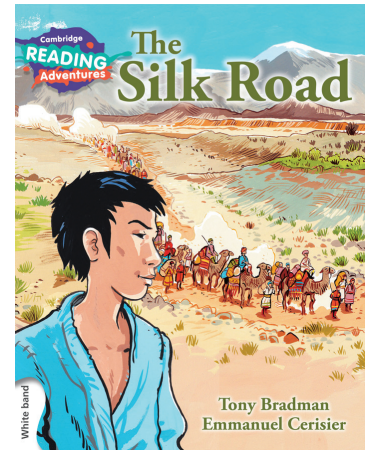
Scarface: the real lion king	978-1-107-56047-5	Non-fiction
Giants of the ocean	978-1-107-55165-7	
Animals of the ice age	978-1-107-55162-6	
From rags to bags	978-1-316-50086-6	
A world of deserts	978-1-108-40585-0	International school series
Tigers of Ranthambore	978-1-108-43613-7	
Tefo and the lucky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

White

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

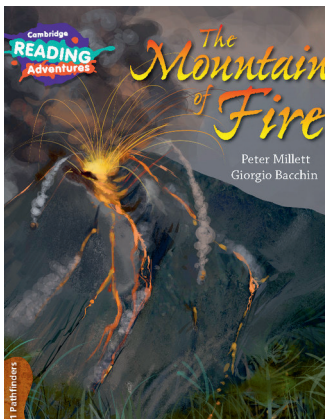
- Readers encounter complex sentences with a wide range of grammar, such as 'we're' and 'they're'
- Non-fiction topics may employ different genre styles across one text

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



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

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



Strand 1: Pathfinders

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

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



Cambridge Reading Adventures packs

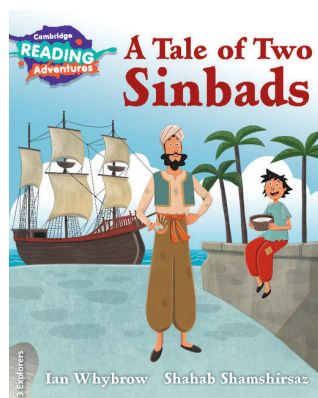
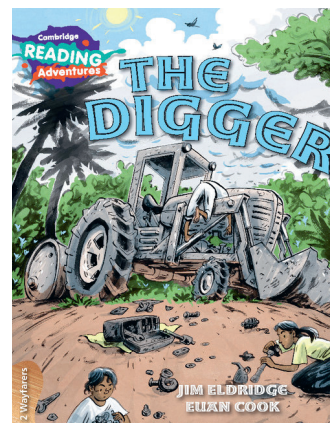
You can buy *Cambridge Reading Adventures* books as individual titles, or in packs. For more information about packs, go to cambridge.org/cra



Strand 2: Wayfarers

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

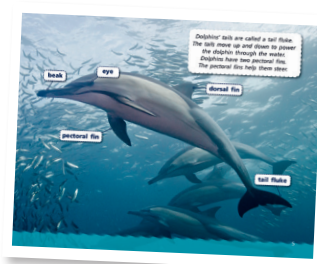
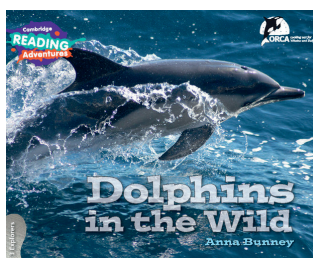
Timbuktu	978-1-108-41085-4	Non-fiction
Diving under the waves	978-1-108-41164-6	
Who is the greatest?	978-1-108-43617-5	
The digger	978-1-108-40093-0	Everyday story
The mystery of sol	978-1-108-43672-4	Playscript
You and me	978-1-108-41083-0	Poetry anthology



Strand 3: Explorers

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

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



Strand 4: Voyagers

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

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



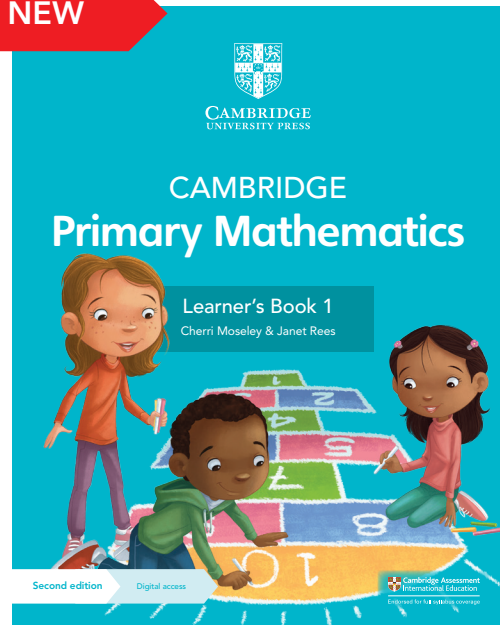
NEW Cambridge Primary Mathematics

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

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

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

NEW



Curriculum support

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

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

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

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

Clear information on what learners will cover.

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

1 Numbers and the number system

1.1 Counting and sequences


We are going to...

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

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

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

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



Worked example 1

Carlos writes a number sequence. The first term in his sequence is 8. He uses the rule 'subtract 2' to work out the next term. What is the fifth term in his sequence?

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

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

Answer: The fifth term is 0.

Key terms highlighted: linear sequence, negative number, non-linear sequence, spatial pattern, square number, term, term-to-term rule

1.1 Counting and sequences

Worked example 2

The numbers in this sequence increase by 50 each time.

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

What is the first number greater than 1000 that is in the sequence? Explain how you know.

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

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

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

Exercise 1.1

1 Copy and complete this square using the rule 'add 2 across and add 2 down'. What do you notice about the numbers on the diagonal? Discuss with your partner.

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

2 Choose any two of these three sequences. How are they similar to each other and how are they different?

2, 4, 6, 8 ...

2, 5, 8, 11 ...

3, 5, 7, 9 ...

Key terms highlighted in the context of use.

Key vocabulary terms for learners to become familiar with.

Learner's books

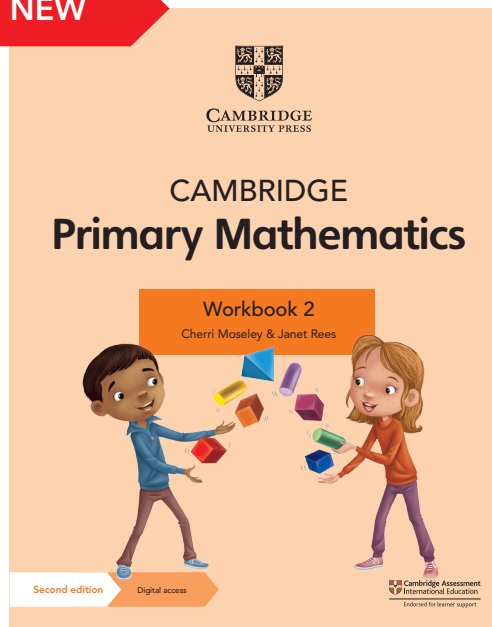
Learners will be fully supported with worked examples and plenty of practice exercises to help them build their confidence with a range of maths concepts including handling data, algebra and probability. We've also worked with the team at NRICH to include projects that provide opportunities for deeper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

Workbooks

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

NEW



Games books

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

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

Thinking and Working Mathematically questions clearly identified.

1 Numbers and the number system

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

13, 16, 19, 22 ... 8, 11, 14, 17 ... -5, -2, 1, 4 ...

9, 12, 15, 18 ... 16, 19, 22, 25 ...

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

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

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

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

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

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

12 >

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

1.1 Counting and sequences

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

Think like a mathematician

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

Example:

1 2 3 4 5

15

Complete these sets of beads.

a

27

b

25

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

Tip

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

Look what I can do!

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

13 >

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

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

Teacher's resources

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

Digital Classroom

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



This page is from Cambridge Primary Mathematics Workbook 4

Exercise 7.1

Focus

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

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

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

Write fractions to complete the number sentences.

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

Write the fractions in order, starting with the smallest.

85 >

Professional development for you

From online group mentoring to courses to introduce Cambridge Primary Mathematics, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

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

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



Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's book with digital access	✓ 978-1-108-74641-0	✓ 978-1-108-74644-1	✓ 978-1-108-74648-9	✓ 978-1-108-74529-1	✓ 978-1-108-76003-4	✓ 978-1-108-74632-8
NEW Digital learner's book	✓ 978-1-108-96410-4	✓ 978-1-108-96412-8	✓ 978-1-108-96413-5	✓ 978-1-108-96416-6	✓ 978-1-108-96418-0	✓ 978-1-108-96421-0
NEW Workbook with digital access	✓ 978-1-108-74643-4	✓ 978-1-108-74646-5	✓ 978-1-108-74649-6	✓ 978-1-108-76002-7	✓ 978-1-108-74631-1	✓ 978-1-108-74633-5
NEW Teacher's resource with digital access	✓ 978-1-108-77149-8	✓ 978-1-108-78387-3	✓ 978-1-108-78393-4	✓ 978-1-108-77067-5	✓ 978-1-108-77120-7	✓ 978-1-108-77136-8
NEW Digital classroom (1 year)	✓ 978-1-108-82441-5	✓ 978-1-108-82442-2	✓ 978-1-108-82446-0	✓ 978-1-108-82449-1	✓ 978-1-108-82453-8	✓ 978-1-108-82457-6
NEW Digital classroom access card (1 year)	✓ 978-1-108-82436-1	✓ 978-1-108-82444-6	✓ 978-1-108-82447-7	✓ 978-1-108-82451-4	✓ 978-1-108-82455-2	✓ 978-1-108-82458-3
NEW Games book with digital access	✓ 978-1-109-09942-4	✓ 978-1-109-09943-1	✓ 978-1-109-09944-8	✓ 978-1-108-98685-4	✓ 978-1-108-98687-8	✓ 978-1-108-98688-5

Supporting resources for Cambridge Primary Mathematics

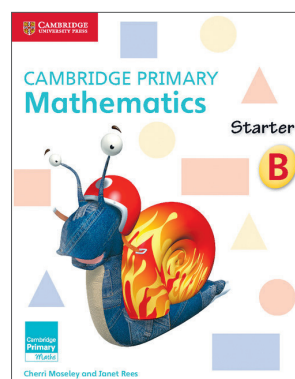
As well as our core series, we also offer resources to further support your teaching – these can be used alongside whichever maths series you use and to support any curriculum.

Starter activity books

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

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

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

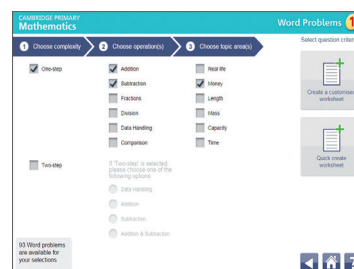


Cambridge Primary Mathematics Word Problems

Create word problem worksheets, quickly and easily!

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

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



Cambridge Primary Mathematics Toolbox

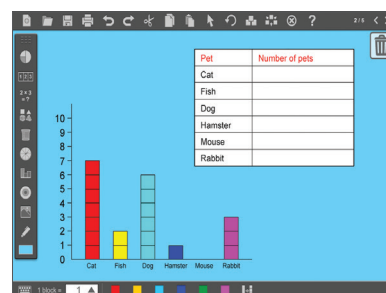
Do your students struggle to understand more complex mathematical ideas?

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

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

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

DVD-ROM	978-1-845-65281-4
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Unlock your students' potential with

Cambridge CEM baseline assessments

The strengths and struggles, the potential and possibility - all revealed ready for you to provide the focused support that's needed. Assessments are quick to complete. They mark themselves and adapt to every student's abilities and aptitudes - freeing you up with more time to teach.



Understand potential

Personalised and tailored assessment



Establish a clear path forward

Help every student thrive

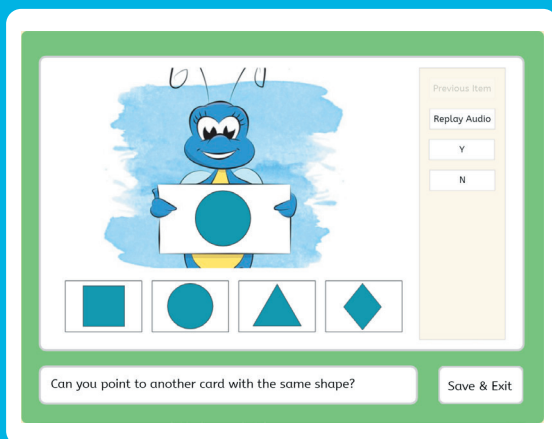


Measure impact

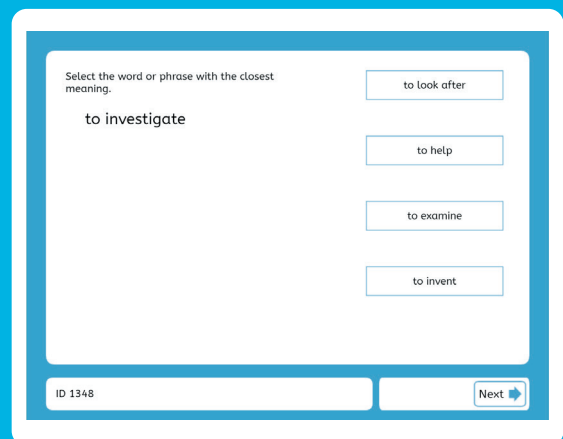
A whole-school perspective

"We use CEM assessments not only to assess new arrivals but also measure their progress throughout the academic year... CEM assessments complement and strengthen the Cambridge Pathway as it has an assessment for every grade."

Rukaiya Salman, Head of School, The Cedar School, Pakistan



This is an example of a Numeracy question from BASE (age 4 to 5)



This is an example of a Vocabulary question from MidYIS (age 11 to 14)

Understand and embrace potential with Cambridge CEM: cem.org/readymfortheworld

Cambridge CEM is a not-for-profit organisation on a mission to unlock every student's potential with the very best learning and research solutions. We are a part of the Cambridge family, alongside Cambridge Assessment and Cambridge University Press.

Thinking and Working Mathematically



Specialising
is when I test examples
to see if they fit a rule
or pattern.

Generalising
is when I can
explain and use a rule
or pattern to find
more examples.

Zara

Characterising
is when I explain how a
group of things are
the same.

Classifying
is when I put things
into groups and can
say what rule
I have used.

Arun



Critiquing is
when I think about
what is good and what
could be better in my
work or someone
else's work.

Improving
is when I try to
make my maths
better.

Marcus

Conjecturing is
when I think of an idea
or question to develop
my understanding.

Convincing
is when I explain my
thinking to someone else,
to help them understand.

Sofia



Develop your scientific enquiry skills and think like a scientist!

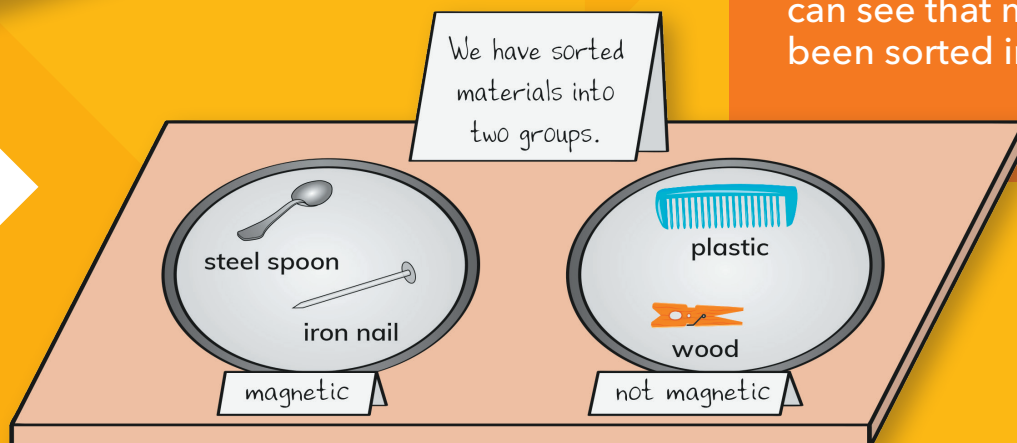


Research

In science you can answer your questions by finding information in books, on the internet and from videos. Sofia is doing research on plants.


Identifying and classifying

One way that scientists learn about these things is to put them into groups, and this is called classifying. Here we can see that materials have been sorted into two groups.



CAMBRIDGE
UNIVERSITY PRESS





In my fair test I changed the plastic only. I observed only how it blocked the light. I kept everything else the same.

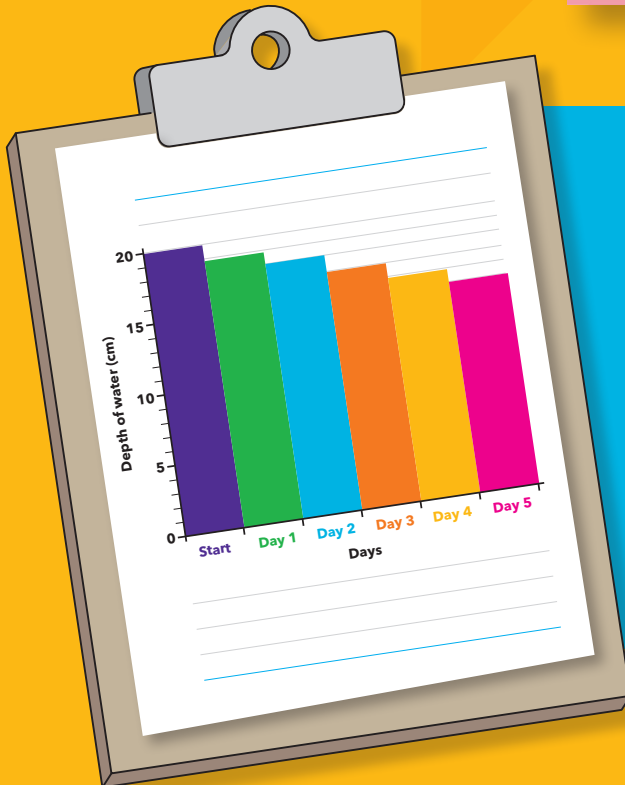
This is the best plastic for sunglasses.

Fair testing

Fair testing allows you to see how changing just one thing affects something else. You change one thing then observe or measure what happens to the other thing.

Observing over time

You can answer some science questions by observing over time. By observing seeds grown with different amounts of water Zara can answer this question: How does the amount of water affect the growth of plants?



Pattern seeking

Looking for patterns can help you to find out more; we call this pattern seeking. We also look for patterns in our results. Patterns in results can be very useful to help us to predict what may happen in the future.

NEW Cambridge Primary Science

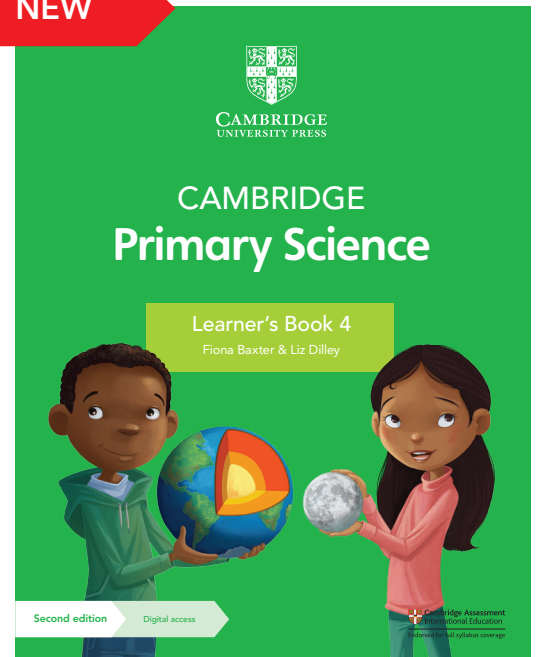
Jon Board, Alan Cross, Fiona Baxter and Liz Dilley

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

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

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

NEW



Curriculum support

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

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

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

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

Key vocabulary is identified in the text.

3 Materials in My World

> 3.1 Different materials

We are going to:

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

materials rock
wood paper
plastic fabric
metal rubber
glass feel

Getting started

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



3.1 Different materials

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

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

What other materials can you see?



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

Topic-specific vocabulary is clearly shown.

NEW



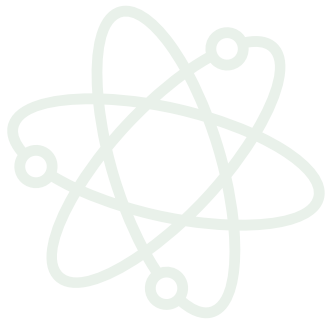
CAMBRIDGE Primary Science

Learner's Book 3
Jon Board & Alan Cross



Second edition Digital access

Cambridge Assessment International Education
Endorsed for full syllabus coverage



Learner's books

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

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

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

Digital Classroom

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Primary Science, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

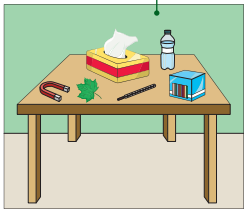
These pages are from Cambridge Primary Science Learner's Book Stage 1

Activities throughout help your learners develop their scientific enquiry skills.

3 Materials in My World

Think like a scientist 3.1

Finding materials
Look around your classroom or school.
What are things made of?
Use your eyes. Observe carefully.
What does the material look like?
Use your hands. What does the material feel like?
Draw some of the things and write the name of the materials.



How am I doing?
Look at a friend's work. Have they got the materials right?

Was it easy to name the materials by looking at them?
How did the materials feel? Tell a friend why it helped you to feel the materials.

Look what I can do!

- I can find and name seven or more materials.
- I can write words on a picture to show what I know.

46 >

Opportunities for students to self-assess their learning, helping to develop reflection skills.

3.2 Properties of materials

> 3.2 Properties of materials

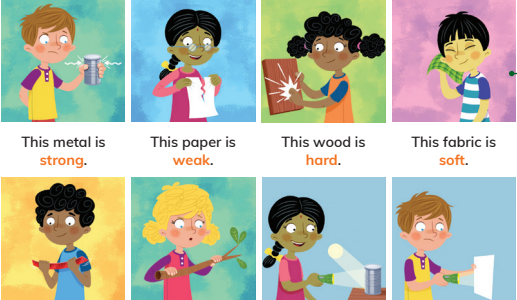
We are going to:

- find out about the properties of materials
- observe materials to find out their properties.

Getting started

- Look around you. Feel some materials.
- Tell your friends how the material feels.

strong hard flexible shiny property/properties smooth magnifying glass weak soft rigid dull rough threads sort



This metal is strong. This paper is weak. This wood is hard. This fabric is soft.

This plastic is flexible. This wood is rigid. This metal is shiny. This paper is dull.

47 >

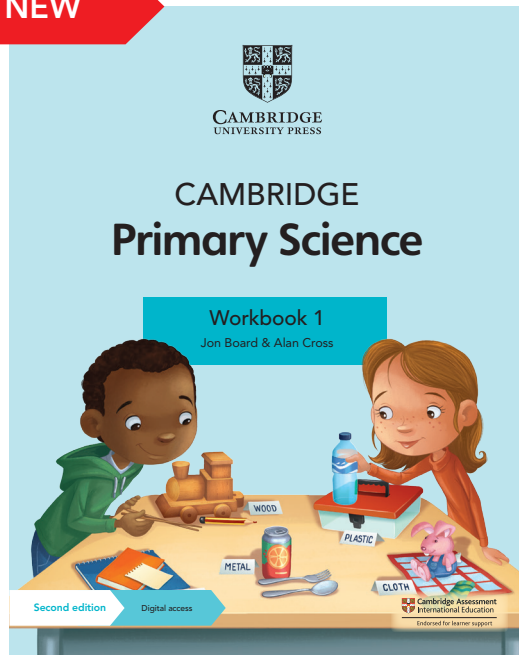
Diagrams and illustrations are included to help learners understand.

Workbooks

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

NEW



These pages are from Cambridge Primary Science Workbook 1

3 Materials in my world

> 3.1 Different materials

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

23 >

3 Materials in my world

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

plastic

rubber






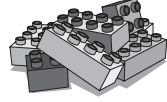
metal

paper

fabric

rock

One has been done for you.

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

24 >

Clearly linked to learner's book.

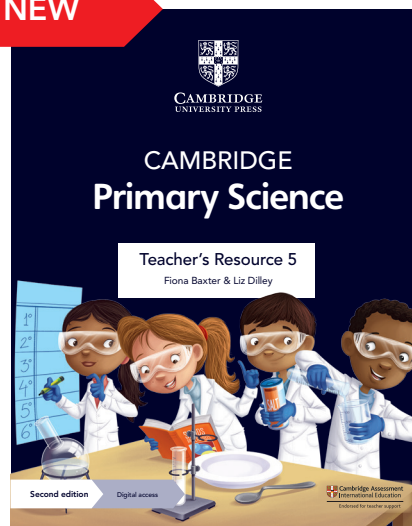
Three-tiered activities help learners consolidate what they have learnt and work at an appropriate level of challenge.

Write-in for ease of use.

Teacher's resources

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

NEW



These pages are from Cambridge Primary Science Teacher's Resource 1

Support for lesson planning at the start of each topic.

Helps you develop your own teaching style and bring active learning, assessment for learning and differentiation into your classroom with confidence.

> CAMBRIDGE PRIMARY SCIENCE 1: TEACHER'S RESOURCE

Topic	Approximate number of learning hours	Outline of learning content	Resources
3.4 Changing materials	3+	<ul style="list-style-type: none"> Investigating how the shape of some materials can be changed 	Learner's Book: Activity: Changing the shape of materials Think like a scientist: Which rubber band stretches most? Workbook: Topic 3.4 Digital Classroom: Activity – How have these things been changed? Teacher's resource: Worksheet 3.4A, 3.4B, 3.4C

BACKGROUND KNOWLEDGE

What is a material?
The word 'material' describes what things are made from. You will need a knowledge of many common materials to teach this unit, including the names of the materials, the characteristics of the materials and the uses of the materials. Essential materials to cover at this stage are wood, plastic, metal, glass, rock, paper and fabric. Additional materials can be added to this list, but only use materials that are familiar to learners, for example, rubber, wool, concrete, card. This unit mainly deals with solid materials, but be aware that many materials are not solid, for example, water, oil and gas. At this stage, it is not necessary to teach that each type of material has sub-groups. For example, metal can be aluminium, iron, steel, gold, etc. Some learners will be aware of some of these names already and should be encouraged to use these accurately if appropriate.

Allow learners to gain experience of, and explore, as many different materials as possible by allowing learners to handle and observe different objects. Learners should use their senses, especially sight and touch, to explore materials safely. Always warn learners about dust and about inhaling close to unknown liquids or powders, which could prove to be dangerous.

Properties of materials
Materials have characteristics, or properties, that make them useful for certain jobs. Some characteristics are easily observable features, for example colour or texture. Others are less obvious, and materials may need to have tests carried out on them to determine these. Examples include hardness, whether the material floats, elasticity, strength and so on.

Be aware that many properties depend on the shape of the object. For example, wood can be rough or sanded smooth, metal is usually strong, but it is weak when it is made into metal foil.

Understanding about properties will help learners to understand why objects are made of specific materials. Each material has many properties. For example, plastic may be strong but flexible. The combination of a material's properties determine its use.

Sorting materials
Sorting is the first stage in classification. Classification is an important field of science and an important scientific enquiry skill for learners to develop. It links strongly to mathematics, and enables different types of thinking. When learners sort items, they will think about, and create, groups. Learners will also be able to make comparisons. Features of similar materials can be discussed so that learners will realise that, for example, most woods float, many metals are strong, and so on.

3 MATERIALS IN MY WORLD

TEACHING SKILLS FOCUS

Teaching and learning about materials is a fantastic topic in primary science. Materials are all around us. Stage 1 learners are finding out about the world, the materials that make it and the ways that humans use materials.

Language
Make a materials library
Because there are so many materials used in so many ways, there are many words which are used about materials. You should therefore make language a feature of the classroom and science lessons. You could make a 'materials library' in your classroom. This could be a display which includes samples of materials, sketches or photographs, which are labelled and where there are that sentences say something about the material. Here are some examples:
In school we found these plastics.
The plastic in this bottle can be recycled.
Use investigations to reinforce learning through talking
Use the key words feature as a basis for science vocabulary development. Demonstrate these science words to the learners and then give learners the opportunity to use the words. For example, in the Think like a scientist 1 Which rubber band stretches most? in Topic 3.4, learners will have to talk about the materials they are testing. Encourage this talking about both the investigation and about materials.

Differentiation
Use the range of examples to challenge and support different learners
As you get to know your learners, you will recognise those who are confident and others who are less confident in science. When you begin this unit, design lessons and activities to find out what the learners already know about materials. You will find that the starter activities provided will support you in this. These starter activities, and the activities in the Learner's Book, give you opportunities to see what the learners already know. You can then respond with differentiation in a range of ways. One option is to challenge confident learners with more examples, or less familiar examples, for example, elastic used in toys or in bungee jumping. You could support less confident learners with more examples that learners find familiar, or by demonstrating parts of the activity or investigation. For example, this is how you will measure the stretch of the rubber band.
Differentiation is a very good basis for developing your teaching because differentiation is part of the bigger issue around catering for all learners. You will be able to trial options for differentiation, some of which are suggested in this book. This links to other key areas such as language awareness and assessment. Learners' increased language awareness enables every science lesson, and your assessment of learners will assist you as you plan lessons which cater for all learners.

3.1 Different materials

Learning objectives	Learning intentions	Success criteria
1Cm.01 Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.	<ul style="list-style-type: none"> To observe things to find out what they are made of. 	<ul style="list-style-type: none"> Learners can find and name seven or more materials.

44 >

45 >

Key information on each unit so you have the detail you need to teach confidently.

Clear learning intentions and success criteria for each lesson.

Stage	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
NEW Learner's book with digital access	✓ 978-1-108-74272-6	✓ 978-1-108-74274-0	✓ 978-1-108-74276-4	✓ 978-1-108-74293-1	✓ 978-1-108-74295-5	✓ 978-1-108-74297-9
NEW Digital learner's book	✓ 978-1-108-97254-3	✓ 978-1-108-97255-0	✓ 978-1-108-97257-4	✓ 978-1-108-97260-4	✓ 978-1-108-97261-1	✓ 978-1-108-97263-5
NEW Workbook with digital access	✓ 978-1-108-74273-3	✓ 978-1-108-74275-7	✓ 978-1-108-74277-1	✓ 978-1-108-74294-8	✓ 978-1-108-74296-2	✓ 978-1-108-74298-6
NEW Teacher's resource with digital access	✓ 9781-108-78357-6	✓ 978-1-108-78506-8	✓ 978-1-108-78510-5	✓ 978-1-108-78528-0	✓ 978-1-108-78532-7	✓ 978-1-108-78536-5
NEW Digital classroom access card (1 year)	✓ 978-1-108-92551-8	✓ 978-1-108-92553-2	✓ 978-1-108-92555-6	✓ 978-1-108-92557-0	✓ 978-1-108-92560-0	✓ 978-1-108-92562-4

NEW Cambridge Primary Global Perspectives

First edition

Adrian Ravenscroft and Thomas Holman

Designed to support teachers and students of the Cambridge Primary Global Perspectives curriculum framework (0838) Stages 4–6.

Learner's skills books

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

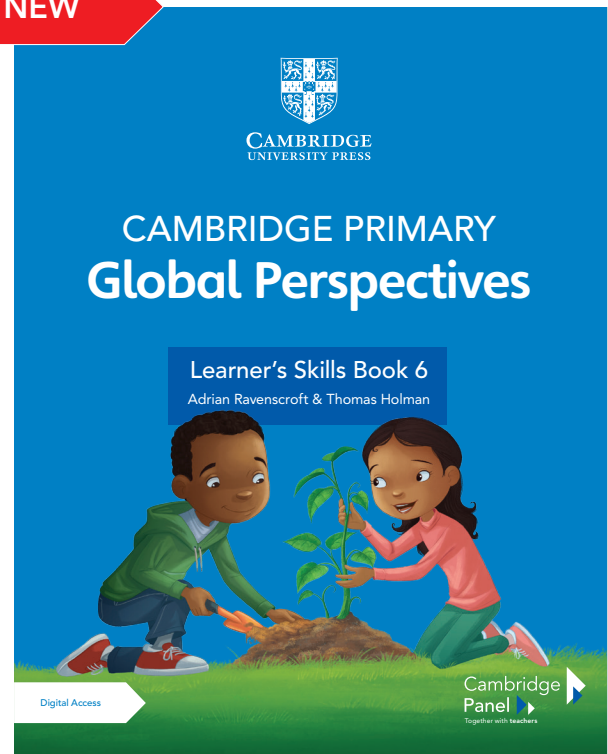
Teacher's resources

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



See more from our Cambridge Primary Global Perspectives authors with our free webinar on YouTube. youtube.com/cupeducation

NEW



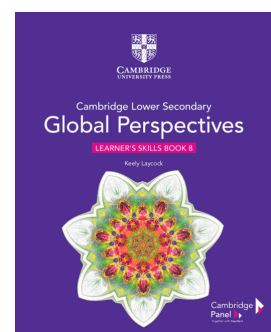
Also see



Cambridge Lower Secondary Global Perspectives

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

See page 57 >



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

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

Uncovering prior knowledge

Understanding your learners' prior knowledge is key when working through the Cambridge Primary Global Perspectives curriculum framework. Use the activities below to surface your learners' understanding at the start of a lesson:

Good for: surfacing prior knowledge of 'global issues'

- Ask your learners: What comes to mind when you think of 'global issues'?
- Have a class discussion on the topic
- Encourage learners to take turns saying what they think the most important 'global issues' are

Good for: surfacing prior knowledge of predictions

- Ask your learners to make a prediction about:
 - the weather tomorrow
 - their first job
 - the next world record to be broken
- Encourage them to talk to a partner and ask: What is a prediction?
- Ask your learners to share their predictions with their partners. Also ask them which predictions are the same and which are different. Why do they think that is?



These prior knowledge activities are from the new *Cambridge Primary Global Perspectives Learner's Skills Book, Stage 6*. Find out more about our new resources at cambridge.org/education/globalperspectives

NEW Professional Development for Primary and Lower Secondary

From online group mentoring to subject-specific courses, our new range of professional development support helps you discover the most effective ways to apply key teaching approaches alongside our resources. Choose the best approach for your own professional development journey, based on what suits you and your teaching team.

Preparing to Teach courses

Get your team ready to teach with Cambridge resources. Access our downloadable training materials online. Develop the confidence to lead your department through delivering in-school workshops for teachers and parents. For further support, you can also choose to attend an online masterclass or a face-to-face workshop*.

- Detailed guidance on how the resources support the curriculum changes and key teaching approaches
- Example classroom routines to encourage active learning
- Lesson planning demonstrations with real examples from the resources
- Collaborative lesson planning practice to develop confidence using the resources

*Subject to restrictions in your country.



Read about effective professional development.
cambridge.org/education/teacherdevelopmentblog

Brighter Thinking
Blog ▶▶



Cambridge Teaching Skills Roadmap

Introduce long-term support with our new online professional development tool, which includes videos showing real teaching examples.

Build your development plan with comprehensive guidance for six key teaching skills, all based on the latest educational research. Wherever you are on your teaching journey, reflect on your strengths and identify development goals as an individual or with your team.

- Key teaching skills include planning, classroom management, clarity of instruction, active learning, creating a supportive environment and assessment for learning
- Videos from real classrooms around the world demonstrate how to apply the skills in practice
- Build familiarity and confidence with key terminology used within the resources
- Record and monitor progress on effective use of the resources

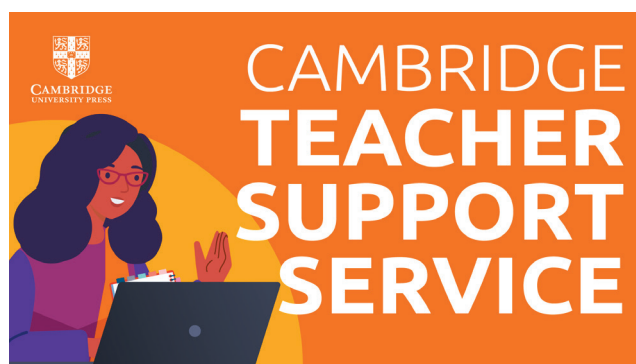
Cambridge Teacher Support Service

An interactive online community offering expert guidance and support. From language support to active learning, our Cambridge mentors offer a variety of expertise to help you deliver student-centred lessons using our resources.

- Be supported by our Cambridge mentors throughout the year
- Ask questions about the resources and the most effective ways to use them to support every learner
- Benefit from the wider expertise of Cambridge mentors, including differentiation and using technology in the classroom, and more
- Share ideas with a global network of teachers using Cambridge resources
- Enjoy monthly webinars delivered by Cambridge mentors on key topics

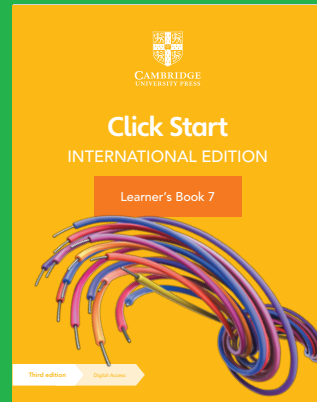


Watch our professional development videos to find out more:
bit.ly/professionaldevelopmentplaylist



NEW Preparing to teach Cambridge primary and lower secondary (self-study)		978-1-108-97843-9
	Online masterclasses with self-study	Face-to-face workshop with self-study
NEW Preparing to teach Cambridge global English stages 1-6	978-1-108-97865-1	978-1-108-97866-8
NEW Preparing to teach Cambridge global English stages 7-9	978-1-108-97868-2	978-1-108-97869-9
NEW Preparing to teach Cambridge primary English	978-1-108-97844-6	978-1-108-97845-3
NEW Preparing to teach Cambridge lower secondary English	978-1-108-97847-7	978-1-108-97848-4
NEW Preparing to teach Cambridge primary mathematics	978-1-108-97857-6	978-1-108-97858-3
NEW Preparing to teach Cambridge lower secondary mathematics	978-1-108-97861-3	978-1-108-97862-0
NEW Preparing to teach Cambridge primary science	978-1-108-97850-7	978-1-108-97851-4
NEW Preparing to teach Cambridge lower secondary science	978-1-108-97854-5	978-1-108-97855-2
NEW Cambridge teaching skills roadmap school site licence (1 year)		978-1-108-97839-2
NEW Cambridge teaching skills roadmap single user (1 year)		978-1-108-97840-8
NEW Cambridge teacher support service 20 users (1 year)		978-1-108-97841-5
NEW Cambridge teacher support service single user (1 year)		978-1-108-97842-2

Which computing resources are right for my students?

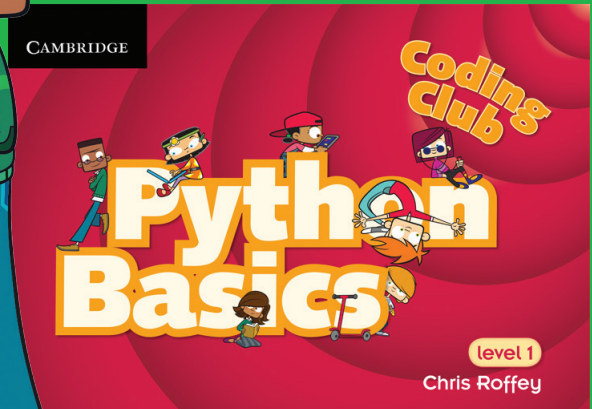


Click Start

How many stages are in the series?	8
What ages are the series aimed at?	5 to 14 years
Who is the series best for?	Schools that would like a general computing course which covers all the skills. <i>Click Start</i> also covers the widest range of programs including Scratch, HTML, Python, MSWLogo and Javascript
What skills does the series cover?	
Programming	✓
ICT	✓
Computer science	✓
Key features	<p>'Who am I?' biographies inspire young learners</p> <p>Projects give your learners a taste of real-life computing</p> <p>Posters to brighten up your classroom</p>

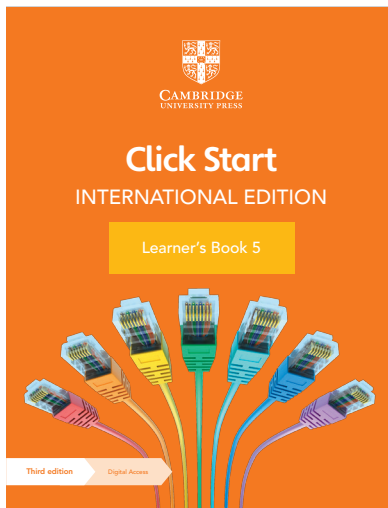


ICT Starters



Coding Club

5	4
7 to 14 years	7 to 14 years
Schools looking for an ICT-focused series which takes learners from Microsoft Office® basics, like creating documents and sending emails, to more advanced tasks, including programming and creating websites	Schools that would like to develop their learners' coding skills using Python
✓	✓
✓	
Scenario activities to give your learners real-life computing practice Final projects bring together skills from each chapter	Projects such as creating a game or building an app Experiments that allow your learners to play with code



Click Start International edition

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

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

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



Coding Club

Chris Roffey

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

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

Level 1

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

Level 2

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

Level 3

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



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

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

ICT Starters

Fourth edition

Victoria Ellis, Sarah Lawrey and Doug Dickinson

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

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

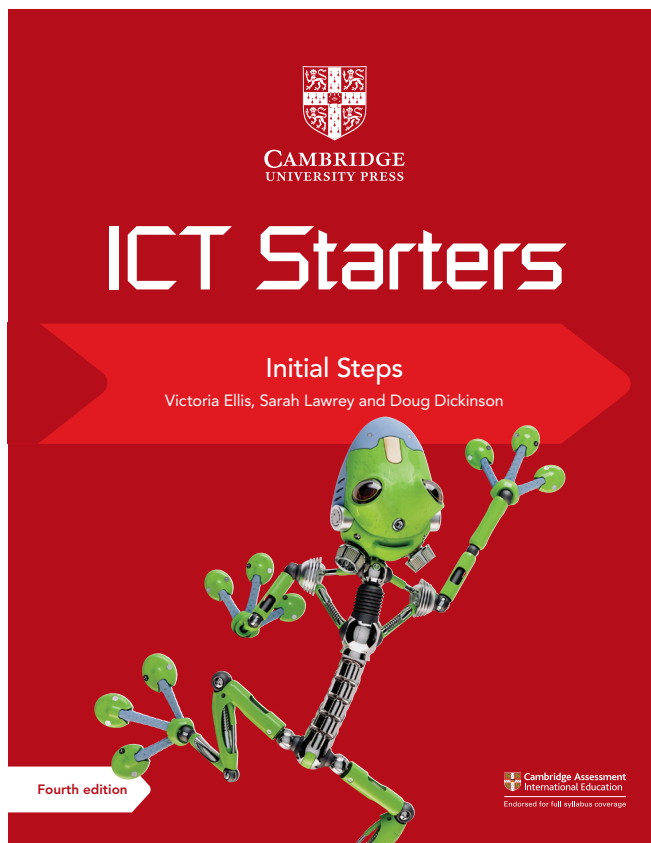
Teacher's resource

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

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

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

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



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

Cambridge Lower Secondary

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

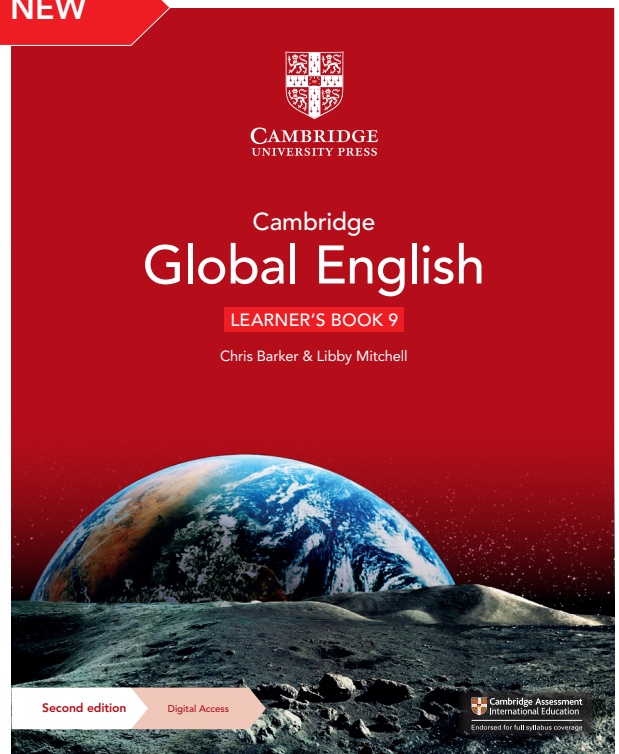
NEW Cambridge Global English

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

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

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

NEW



Curriculum support

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

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

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

Learner's books

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

Workbooks

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

Teacher's resources

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

Digital Classroom

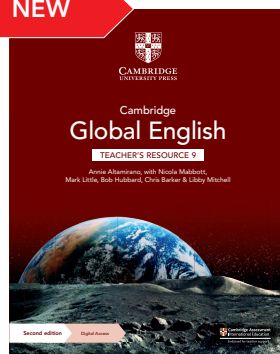
Digital Classroom brings language to life! Show your class on-screen versions of the learner's book and workbook, while video, grammar presentations and interactive activities help keep them entertained.



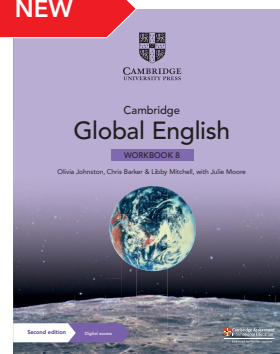
Cambridge CEM

Do you want to assess your students' reading age? Or see how much they have developed over the course? Read more about what Cambridge CEM can do for you on page 30.

NEW



NEW



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

Clear learner-friendly objectives.

Topic-specific vocabulary clearly identified.

Suggestions to help students with their learning.

3 What we wear, what we waste

3.4 Think globally, act locally

In this lesson you will...

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

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

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

Environment
carbon
climate
emissions
environmental
fashion
pollution
recycle
waste

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

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

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

Listening

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

70 >

Speaking and listening opportunities are included throughout.

3.4 Think about it

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

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

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

- Claudia Always use ...
- Eliud
- Raina

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

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

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

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

71 >

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

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

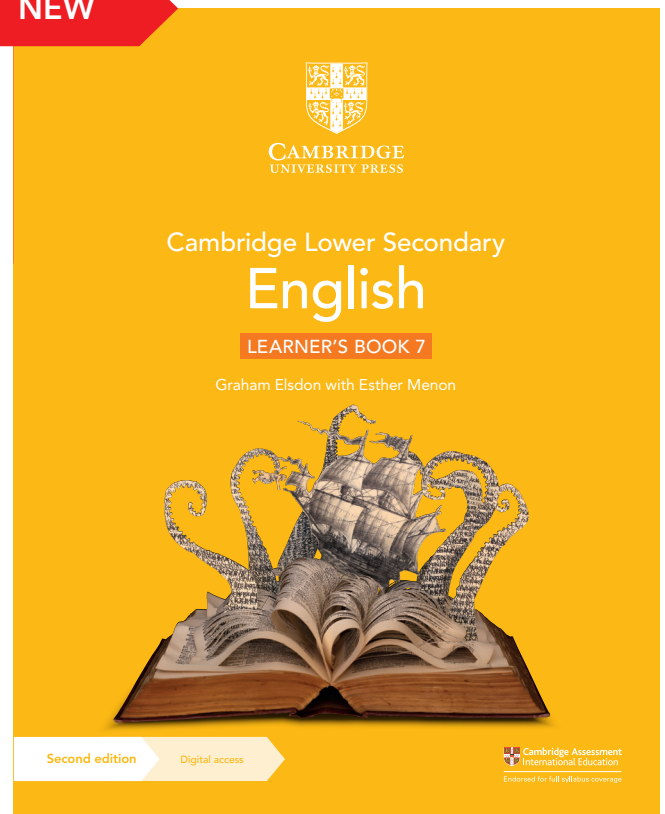
NEW Cambridge Lower Secondary English

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

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

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

NEW



Curriculum support

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

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

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

Learner's books

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

Workbooks

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Lower Secondary English, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

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

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

Important words are highlighted and clearly explained.

1 Adventure

> 1.4 A hard journey

In this session, you will:

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

Getting started

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

'Hard is the Journey'

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

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

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

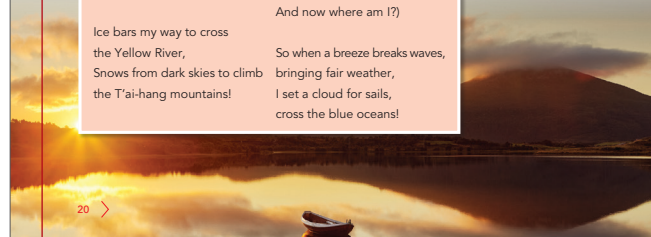
Ice bars my way to cross
the Yellow River,
Snows from dark skies to climb
the T'ai-hang mountains!

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

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

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

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



20 >

International texts chosen to engage learners from around the world.

1.4 A hard journey

Key word

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

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

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

Language focus

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

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

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

Key words

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

sibilance: use of repeated soft consonant sounds for emphasis

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

3 In pairs, discuss the following:

- In stanza 2, the narrator decides to stop feasting and picks up his sword. Why do you think he does this?
- In stanza 5, the narrator is unable to cross the river. How does the narrator seem to feel about this in stanza 4?

21 >

Clear explanations of key language and grammar.

Teacher's resources

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

You will also have downloadable worksheets with and tests in the accompanying digital resource.

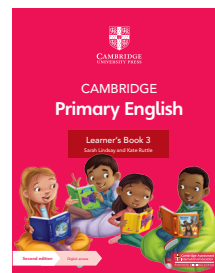
Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

Also see

Cambridge Primary English

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

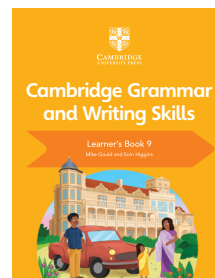
Page 12 >



Cambridge Grammar and Writing Skills

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

Page 51 >



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

English project idea:

Create your own superhero!



Superhero stories are about characters who have extraordinary powers. Can you design a new superhero?

Think about:

- What their powers will be
- What their costume will look like
- Where they live. Is it our world or somewhere different?
- Which bad characters they will encounter

Once you have some ideas, draw your superhero and create a brief character profile. You might want to plan some storylines for your character too.

Present your ideas to the class - you could use pictures or artwork to explain your ideas.

Cambridge Grammar and Writing Skills

Mike Gould, Eoin Higgins and Annie Altamirano

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

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

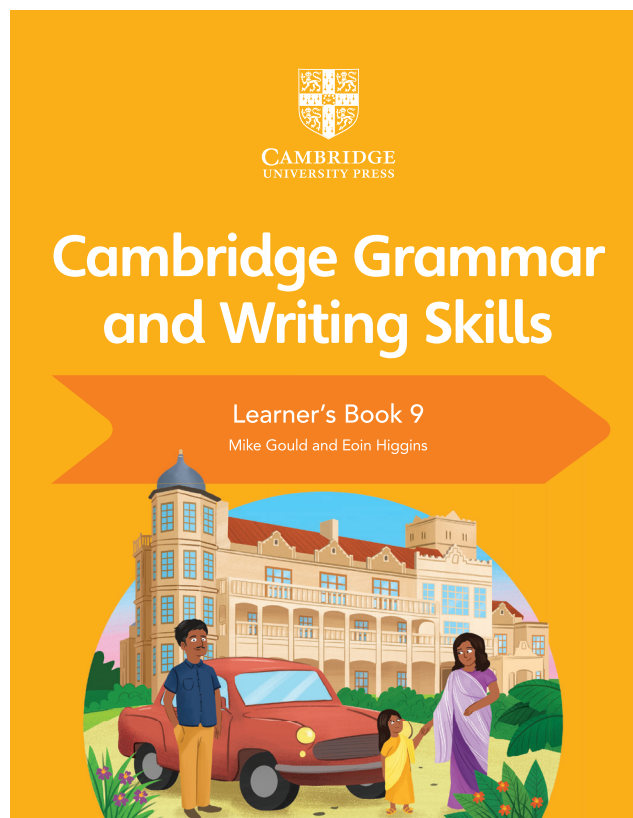
Learner's books

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

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

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

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



Teacher's resource

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

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



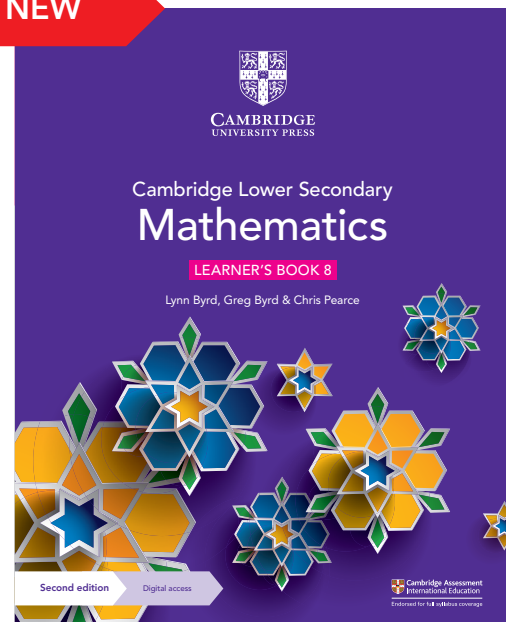
NEW Cambridge Lower Secondary Mathematics

Lynn Byrd, Greg Byrd and Chris Pearce

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

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

NEW



Curriculum support

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

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

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

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

Key vocabulary highlighted.

2.1 Constructing expressions


> 2.1 Constructing expressions

In this section you will...


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

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

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



n sweets



$n - 3$ sweets

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

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

Worked example 2.1

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

33 >

2 Expressions, formulae and equations

Continued

Answer

Mathew is x years old.
 David is $x + 4$ years old.
 Adam is $x - 2$ years old.
 Kathryn is $3x$ years old.
 Ella is $\frac{x}{2}$ years old.

This is the information you have to start with.

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


Exercise 2.1

- Sofia has a bag that contains n counters. Write an expression for the total number of counters she has in the bag when:
 - she puts in two more counters
 - she takes out three counters.

Think like a mathematician

- Discuss in pairs or groups. Zara uses the following method to answer Question 1.
 - What do you think of Zara's method?
 - Do you think that this method will help you write expressions?
 - Can you improve her method?

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



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

34 >

Clear lesson objectives.

Worked examples help learners understand concepts.

Helps learners develop their mathematical thinking skills.

52

Download your free sample at cambridge.org/education/2022

Learner's books

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

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

Workbooks

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

Teacher's resources

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Lower Secondary Mathematics, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

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

Background knowledge section gives you key information for each unit.

Learning intentions and success criteria for each lesson.

CAMBRIDGE LOWER SECONDARY MATHEMATICS 7: TEACHER'S RESOURCE

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

42 >
< 43

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

Important unit vocabulary is clearly explained.

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

NEW Cambridge Lower Secondary Science

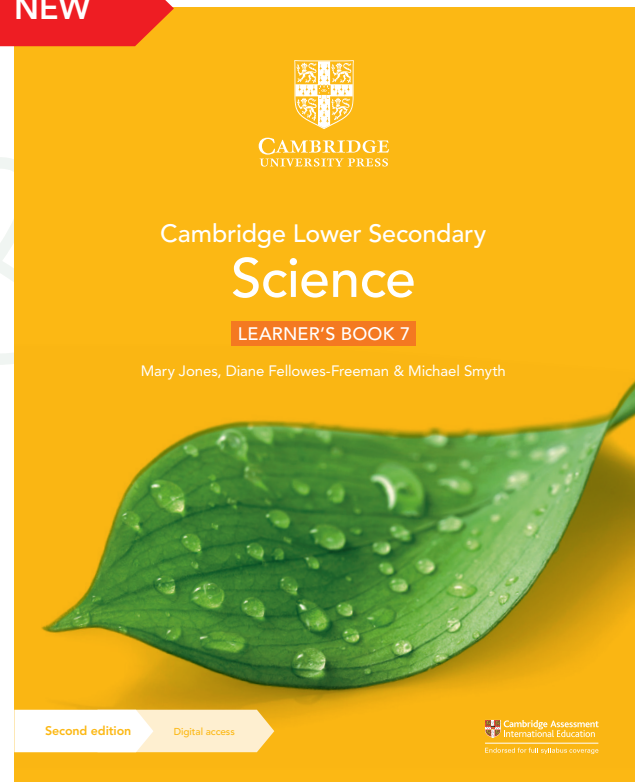
Mary Jones, Diane Fellowes-Freeman,
Michael Smyth and Sally Burbeary

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

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

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

NEW



Curriculum support

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

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

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

Learner's books

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

Workbooks

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

Differentiation activities in this series were inspired by teachers on the Cambridge Panel. Find out more on page 59 or cambridge.org/thepanel

Teacher's resources

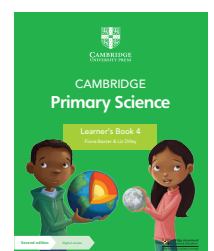
Our teacher's resources help you get the most out of the series, and you'll find answers to all the questions and exercises. There are language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs. Includes worksheets with additional differentiation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

Also see

Cambridge Primary Science

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

Find out more at cambridge.org/primary



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

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

Helps students develop their scientific enquiry skills.

1.2 Animal cells

> 1.2 Animal cells

In this topic you will:

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

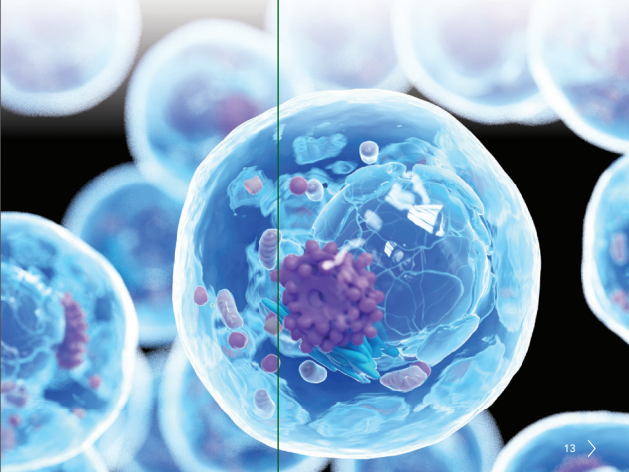
Getting started

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

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

Be ready to share your ideas.

Key word
stain



13 >

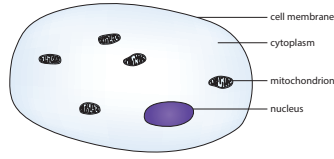
Gets students thinking and talking about what they already know.

1 Cells

Parts of an animal cell

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

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



An animal cell

Think like a scientist

Looking at animal cells through a microscope

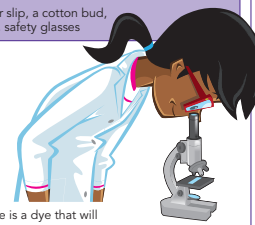
This task gives you more practice in using scientific equipment safely.

You will need:

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

Safety Put on your safety glasses.

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



14 >

English language skills workbooks

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

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

Professional development for you

From online group mentoring to courses to introduce Cambridge Lower Secondary Science, discover guidance and support to help you get the most out of our resources. For more information, please see pages 40-41.

Stage	Stage 7	Stage 8	Stage 9
NEW Learner's book with digital access	✓ 978-1-108-74278-8	✓ 978-1-108-74282-5	✓ 978-1-108-74286-3
NEW Digital learner's book	✓ 978-1-108-74279-5	✓ 978-1-108-74283-2	✓ 978-1-108-74287-0
NEW Workbook with digital access	✓ 978-1-108-74281-8	✓ 978-1-108-74285-6	✓ 978-1-108-74289-4
NEW English language skills workbook	✓ 978-1-108-79902-7	✓ 978-1-108-79905-8	✓ 978-1-108-79906-5
NEW Teacher's resource with digital access	✓ 978-1-108-78514-3	✓ 978-1-108-78518-1	✓ 978-1-108-78522-8

Teaching remotely? Returning to the classroom? We're here to support you.



Teaching during COVID-19 has been a global challenge that has affected everyone in different ways, but the way schools have adapted has been extraordinary.

If you are looking for ways to continue to develop your teaching, in or out of the classroom, visit our COVID-19 support hub.

cambridge.org/education/teaching-and-learning-during-covid-19

- Free webinars on topics such as wellbeing and adapting to online teaching
- Free trials for online resources including digital coursebooks, Digital Classroom and more
- Support for aiding learning recovery and monitoring student progress
- Podcasts and blogs to inspire new teaching ideas

Cambridge Lower Secondary Global Perspectives

Keely Laycock

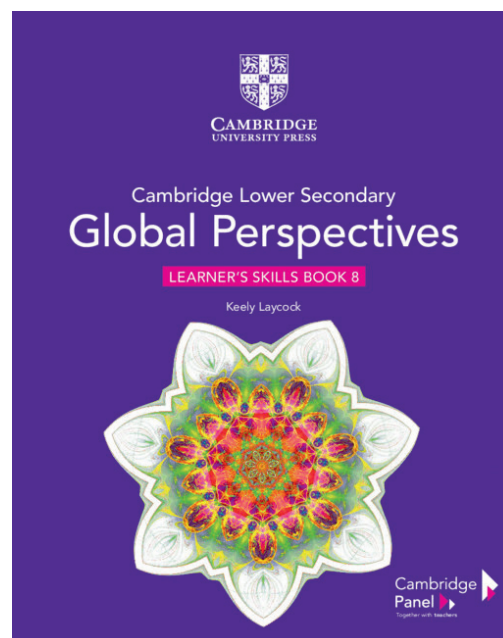
Cambridge Lower Secondary Global Perspectives is our collection of learner's skills books and teacher's books that provide unparalleled support for the Cambridge Lower Secondary Global Perspectives curriculum framework Stages 7-9.

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

Learner's skills books

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

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



Teacher's books

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

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

Also see

Cambridge Primary Global Perspectives Stages 4-6

Find out more on **page 38** or at cambridge.org/education/globalperspectives



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

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

Easy ways to order - see page 60



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

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ISBN 978-1-107-95785-5



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