



**Secondary  
Teaching and  
learning resources  
2025**

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# Ready for the world

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators like you.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead. Together, we help Cambridge learners be ready for the world.

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





## **Qualifications that are recognised and valued worldwide**

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## **Setting a global standard**

We have over 160 years' experience in delivering fair, valid and reliable assessments to students worldwide, and our globally trusted curriculum, resources and support help schools to offer the highest standard of education.

## **Your path, your way**

With the flexibility and breadth of our curriculum, high-quality teaching and learning resources and assessments, schools worldwide can build an education that meets the needs of their learners, their culture and context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## **Learning with lasting impact**

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## **Improving learning outcomes through data-led insight and action**

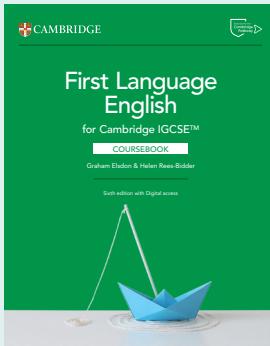
Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## **Bringing together a community of experts**

We bring together the collective knowledge of experts worldwide and our diverse community of educators in 160 countries, and support them to learn from one another, and share ideas and information.

# What's new

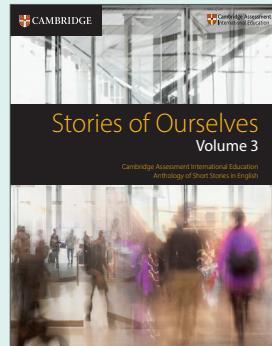
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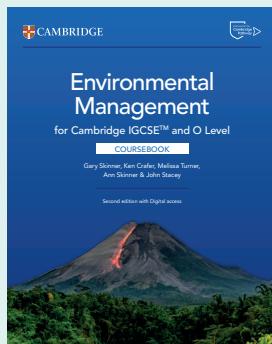


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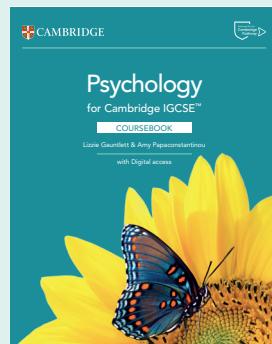
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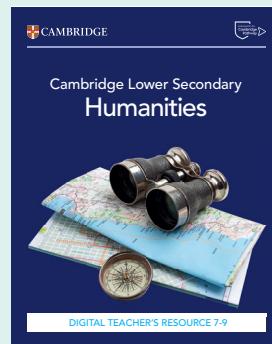


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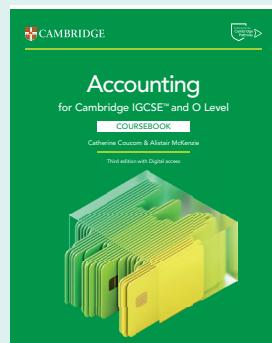
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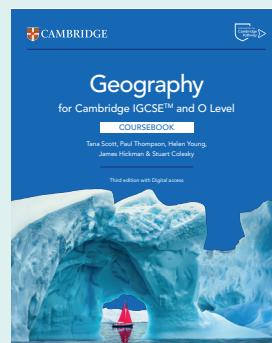
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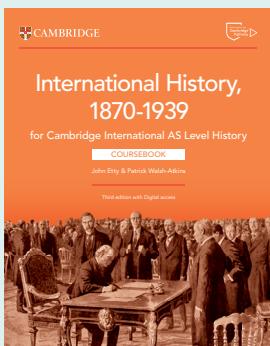


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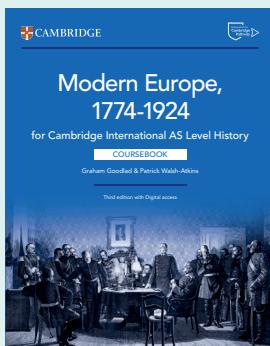
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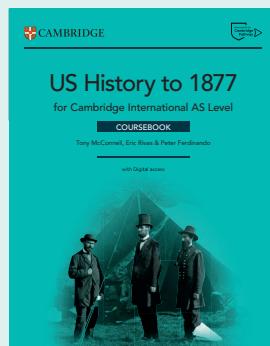
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# Supporting you every step of the way

Discover our secure online site for teachers at Cambridge schools – the School Support Hub. Log in to find all the support you need to teach our programmes in one easy place.

Discover the School Support Hub on page 9 >

### Our support includes:

#### For teachers

- Lesson planning resources
- Baseline assessments
- Past papers
- Example candidate responses
- Principal examiner reports
- Professional development
- Endorsed teaching resources

#### For school leaders

- 'Getting started with...' guides
- Education briefs
- Cambridge School Leader standards
- Professional development
- Communications toolkit
- Principals forum
- Cambridge Schools Conference

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

#### Stay up to date with changes to the syllabuses you teach

Subscribe to receive the latest news and details of syllabus changes for your subject area: [cambridgeinternational.org/syllabusupdates](https://cambridgeinternational.org/syllabusupdates)





# Becoming a Cambridge International School

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

As a Cambridge International School that offers Cambridge syllabuses, you can access:

- A range of subjects including English, mathematics and science.
- Flexible assessments to help you measure learners' progress, including Cambridge IGCSE™, Cambridge O Level and Cambridge International AS & A Levels, as well as our baseline assessments.
- A secure online support site with resources including syllabuses, schemes of work, and teacher guides that help you understand the syllabus and plan engaging lessons for your students.
- Endorsed textbooks and resources from Cambridge that are aligned with the syllabus and promote effective teaching and learning.
- High-quality training and professional development opportunities for all teachers.

We believe education works best when curriculum, teaching, learning, resources and assessment are closely aligned. That belief inspires the design of each aspect of Cambridge programmes. Alignment stems from knowing what we want students to learn, understanding how we will know this learning has happened, and encouraging teaching and learning approaches that support it.

There are four steps to becoming a Cambridge school. It is a simple process and we will support you all the way. We will work with your school to support completion of the process, which can take around 12 weeks.

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### **Step 1 – Express your interest**

We aim to contact you within two working days of submitting your expression of interest.

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### **Step 2 – Complete our application form**

We aim to contact you within five working days of submitting your application form.

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### **Step 3 – We carry out an approval visit**

We will arrange a time that is convenient to you. From time to time we carry out reapproval visits to make sure schools continue to meet our requirements post-registration.

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### **Step 4 – You become a Cambridge School**

If you are approved to become a Cambridge school we will send your contract letter within 30 days of the approval visit.

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**Find out more about becoming a Cambridge International School.**



# Cambridge Pathway

The Cambridge Pathway helps prepare students for the world, offering five stages of education from 3 to 19, leading seamlessly from early years to pre-university.

Each stage builds on the previous and further shapes students' knowledge, understanding and skills. Schools can select which stages they provide and choose from a broad range of subjects. This means schools can design a curriculum that meets their teachers' needs and excites their students.



A clear path for educational success from age 3 to 19

## Cambridge Early Years

### Age 3+

- A play-based programme, with:
- a holistic curriculum
- engaging resources
- support to measure progress

6 curriculum areas including Personal, social and emotional development

## Cambridge Primary

### Age 5+

- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to understand potential

10+ subjects including English, Mathematics, Science, Computing, Art & Design and Wellbeing

## Cambridge Lower Secondary

### Age 11+

- Clear, adaptable curriculum
- Flexible assessment options
- Support and resources
- Insight to predict performance

10+ subjects including English, Mathematics, Science, Computing, Art & Design and Wellbeing

## Cambridge Upper Secondary

### Age 14+

- Broad, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to optimise achievement

Cambridge IGCSE<sup>®</sup>: 70+ subjects  
Cambridge O Level: 40+ subjects  
Cambridge ICE

## Cambridge Advanced

### Age 16+

- In-depth, adaptable curriculum
- Fair, valid, reliable assessment
- Support and resources
- Insight to predict performance

Cambridge International AS & A Level: 50+ subjects  
Cambridge AICE, Cambridge IPQ

Cambridge Professional Development for teachers and school leaders

Ready for the world

The Cambridge Pathway helps students develop deep subject knowledge, conceptual understanding and higher order thinking skills. From Cambridge Primary to Advanced, we also offer Cambridge Global Perspectives™, a unique, transformational programme that helps students develop outstanding skills, including critical thinking, research and collaboration.

To find out more, please visit  
[cambridgeinternational.org](http://cambridgeinternational.org)



# Support for Cambridge International Schools

Discover our secure online site for teachers at Cambridge schools – the School Support Hub. Log in to find all the support you need to teach our programmes in one easy place.

## Syllabuses

Our syllabuses are updated regularly and explain what your students need to know, how they will be assessed, and the relationship between assessment objectives and papers.

## Schemes of work

Our schemes of work are medium-term teaching plans that provide ideas about how to construct, pace and deliver your Cambridge course.

## Teaching skills

Look out for Skills Exercises supporting several of our humanities and social sciences syllabuses, as well as writing skills tips and lesson plans for our English and language syllabuses.

## Speaking and listening

We provide a range of support for our speaking and listening tests, including videos, which gives guidance on preparing for, conducting and delivering the tests.

## Exam support

Find specimen papers, example candidate responses and principal examiner reports to help you and your students become more familiar with the overall assessment approach.

## Test Maker

Our online service that makes it easy for teachers to create high-quality, customised practice tests for their students using Cambridge questions.

### Who can use the School Support Hub?

Teachers at all registered Cambridge schools can use the School Support Hub. If you do not have a School Support Hub account, your school support coordinator will be able to set one up for you. If you do not know who your school support coordinator is, please contact our Customer Services team at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org).

### How do I log in?

Access the hub at [cambridgeinternational.org/support](https://cambridgeinternational.org/support). All you need is your email address and password.





# Together we are building the future of assessment

Digital technology is transforming every area of our lives. Our learners are living and studying in a world where digital skills are essential.

We are proud to be working together with our Cambridge community to develop digital assessments that will enhance the exam process and support learners in being ready for the world.

Our first Cambridge IGCSE and International AS & A Level digital exams will be available for examination in June 2026 for a select number of subjects. For more information, please visit our website.

For Cambridge schools planning to deliver digital exams in the future, we recommend they experience our Digital Mocks Service first. This service offers a realistic experience of digital exams, helping students and teachers prepare for future assessments. It improves understanding of digital formats, helps schools and centres prepare operationally, and supports teachers in addressing any gaps in knowledge.

Scan here for more information on our digital exams and our Digital Mocks Service.





# English for every learner

We believe there are many ways for learners to progress in English. Whether they need English to achieve career aspirations or develop their ability to communicate clearly as part of their broader education, we offer a wide range of syllabuses to suit every level and ambition.

Available in first, second or additional language as well as literature, our flexible range supports learners aged 3 to 19 across a whole programme of study. Schools can provide students with personalised choices to meet their needs.

## A future-proof curriculum, recognised by universities around the world

For the last 30 years, we have worked closely with schools and universities around the world to design our English courses. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally.

Stay up to date with changes to the syllabuses you teach

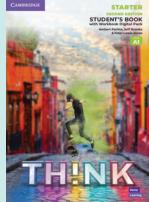
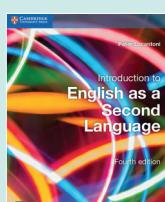
Subscribe to receive the latest news and details of syllabus changes for your subject area: [cambridgeinternational.org/syllabusupdates](https://cambridgeinternational.org/syllabusupdates)



To learn more please visit [cambridgeinternational.org/english](https://cambridgeinternational.org/english)

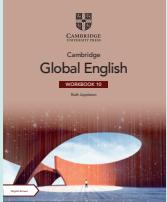
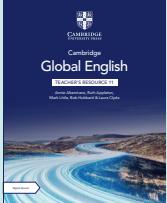
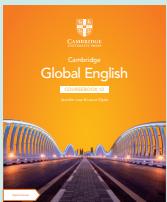
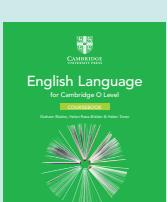
# Which English language resources are right for my students?

With so many great series on offer, you have plenty of choice to find a really good fit for your learners. Use this chart to help you choose the right resources for your students.

Series		Is English the language of instruction at your school?	Is English mainly spoken at home?	Which Cambridge qualification will students be entered for?	Which CEFR level are students aiming for by the end of the course?
Cambridge English language teaching resources  Visit > <a href="https://cambridge.org/english">cambridge.org/english</a>		No	No	Various, find out more at <a href="https://cambridge.org/english">cambridge.org/english</a>	A1 – B2
Cambridge IGCSE™ English (as an Additional Language)  See page 26 >		Partly	No	Cambridge IGCSE™ English as an Additional Language	A2/B1
Introduction to English as a Second Language  See page 21 >		Yes	No	Cambridge IGCSE English as a Second Language	B1/B2
Cambridge IGCSE™ English as a Second Language  See pages 22-23 >		Yes	No	Cambridge IGCSE English as a Second Language	B2

\* You can check your students' CEFR levels with our free online test – <https://www.cambridgeenglish.org/test-your-english/>  
Or for more accurate results, try the Cambridge English Placement tests – <https://www.cambridgeenglish.org/find-a-centre/exam-centres/support-for-centres/placing-students-in-the-right-exam/>

\*\* The Cambridge Global English 10-12 series has not been through the endorsement process for the Cambridge Pathway .  
The chart shows which CEFR levels and qualification/ frameworks Cambridge Global English best supports.

Series	Is English the language of instruction at your school?	Is English mainly spoken at home?	Which Cambridge qualification will students be entered for?	Which CEFR level are students aiming for by the end of the course?	
<b>Success International English Skills for Cambridge IGCSE™</b> <a href="#">See page 24 &gt;</a>		Yes	No	Cambridge IGCSE English as a Second Language	B2/ C1
<b>Cambridge Global English 10**</b> <a href="#">See pages 17-18 &gt;</a>		Yes	No	Cambridge IGCSE English as a Second Language Cambridge English Qualification: B2 First (FCE)	B2
<b>Cambridge Global English 11**</b> <a href="#">See pages 17-18 &gt;</a>		Yes	No	Cambridge IGCSE English as a Second Language IELTS / B2 First (FCE)	B2+
<b>Cambridge Global English 12**</b> <a href="#">See pages 17-18 &gt;</a>		Yes	No	Cambridge IGCSE English as a Second Language IELTS / C1 Advanced (CAE)	B2+/C1
<b>NEW Cambridge IGCSE™ First Language English</b> <a href="#">See pages 27-28 &gt;</a>		Yes	Yes	Cambridge IGCSE First Language English	First language Level
<b>English Language for Cambridge O Level</b> <a href="#">See page 26 &gt;</a>		Yes	Maybe	Cambridge O Level English Language	Near first language level

This chart is for general guidance only. To discuss your school's specific needs, please talk to your local consultant. [See page 103.](#)

# Cambridge Global English Stages 7-9

Second edition

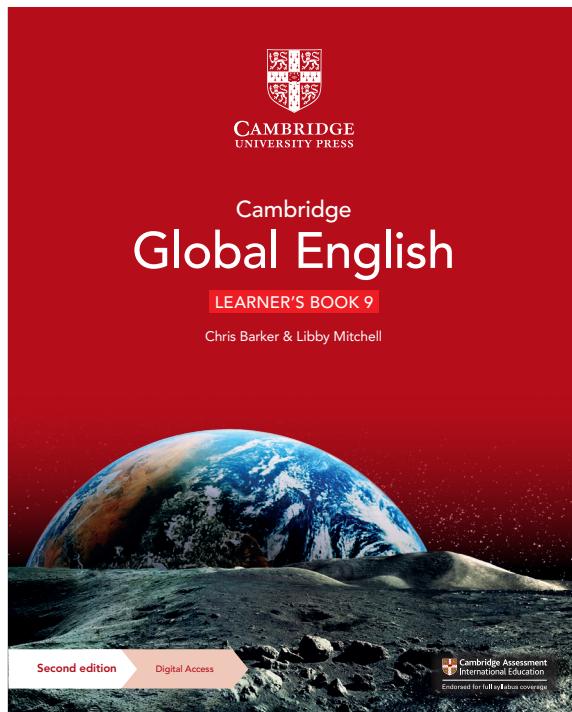
Chris Barker, Libby Mitchell, Olivia Johnston,  
Annie Altamirano, Nicola Mabbott, Mark Little,  
Bob Hubbard, Ingrid Wisniewska and  
Margaret Cooze

**Cambridge Global English** is a nine-stage series that covers primary and lower secondary, taking your learners from A1 to B1/B2 CEFR<sup>^</sup> 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. Create a free teacher account on **Cambridge GO** and activate the code from your book to access your digital resources.

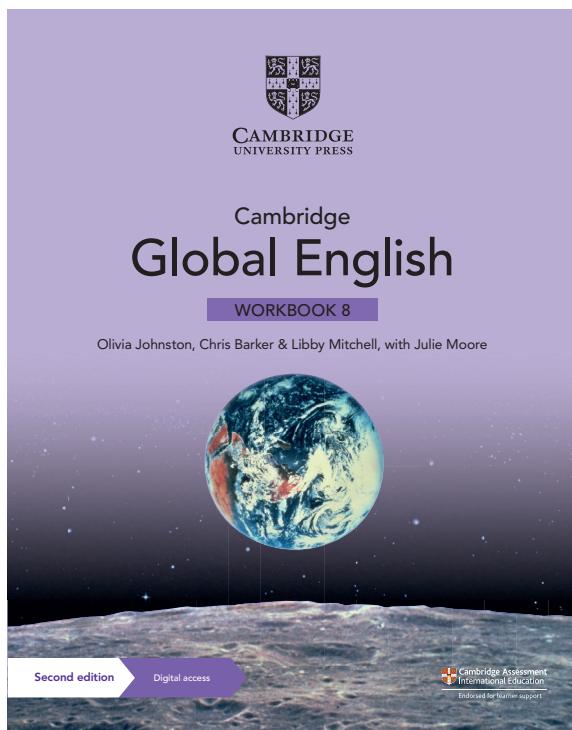


## Learner's books with digital access

- Writing and speaking activities support learners to become confident communicators.
- 'Summary checklists' and 'Check your progress' features help students reflect on their learning.
- 'Project challenges' at the end of each unit develop collaboration and critical thinking skills.
- International cross-curricular topics, from celebrations around the world to sports and news, engage learners.
- Advice for transitioning from primary to lower secondary in Stage 7.

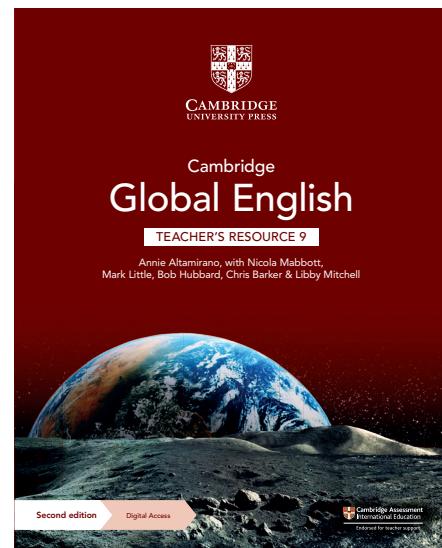
## Workbooks with digital access

- Ideal for learners looking for extra practice to develop their English skills.
- Varied activities, from crosswords to word matching, keep learning interesting.
- Extra grammar practice and differentiated activities both support and challenge learners.
- Can be used in the classroom or at home.



## Teacher's resources with digital access – Updated

- Lesson plans and activity ideas keep your lessons varied and interesting.
- Includes photocopyable games and activities to save lesson planning time
- Tests in every unit help you check learners' knowledge and provide targeted support.
- Combined with Digital Classroom, this resource offers on-screen versions of learner's book and workbook for simple and effective front-of-class teaching, bringing your lessons to life.
- Video, grammar presentations, and interactive activities in Digital Classroom engage learners, while zoom, highlight or annotate features help you emphasize important points in your classroom.
- Access additional support, including answers to all activities, via **Cambridge GO**.



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

**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?

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

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

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

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

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

Clear learner-friendly objectives.

Topic-specific vocabulary clearly identified.

Suggestions to help students with their learning.

**3.4 Think about it**

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

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

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

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

strong obligation: must will have (got) to You've got to think about the problems in the world.	possibility: can could may might We might be able to slow down climate change
weak obligation: should ought to might You should think about things like pollution.	prohibition: must not can't You must not buy so many clothes.
necessity: don't have to needn't need to We all need to recycle more.	suggestion: should shall 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. 2 We have to change the way we think about clothes and fashion. 3 We could cycle more instead of going everywhere by car. 4 We all need to recycle more.	Why? Why? but, what can we do / how do we do that? What do you mean? Give me an example. That's a good idea but ... Because ... For example, ... I mean ... Yes, but ... Well, I think we have to ... I see what you mean. Yes, I agree. No, I don't agree.

Speaking and listening opportunities are included throughout.

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

Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	978-1-108-81658-8	978-1-108-81664-9	978-1-108-81667-0
Digital learner's book	978-1-108-81661-8	978-1-108-81665-6	978-1-108-81668-7
Workbook with digital access	978-1-108-96370-1	978-1-108-96371-8	978-1-108-96367-1
Teacher's resource with digital access	978-1-108-92167-1	978-1-108-92169-5	978-1-108-92171-8

Digital Classroom for this subject is now included with the teacher's resource.

= Endorsed for the Cambridge Pathway

Easy ways to order – see page 103

# Cambridge Grammar and Writing Skills

Mike Gould, Eoin Higgins and  
Annie Altamirano

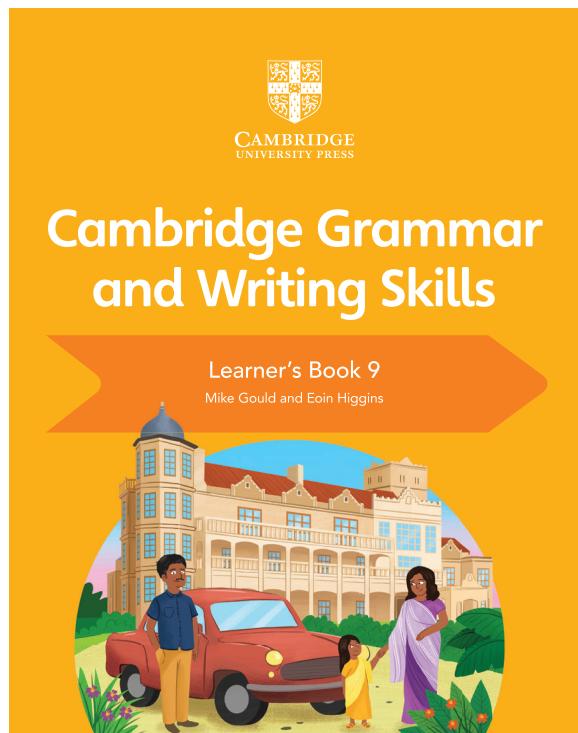
Watch your learners grow in confidence as they develop their writing skills. They'll write a newspaper article, adapt a myth and even create an advert for their favourite breakfast cereal! From haikus, fairy tales and plays to biographies, recounts and instructions, this series gives your learners the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

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

## Learner's books

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

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



## Teacher's resource with digital access

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.
- Access additional support, including answers to all activities, via **Cambridge GO**.



### Brighter Thinking Pod

Listen to teaching tips and lesson ideas from author,  
**Annie Altamirano**.



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

# Cambridge Global English Stages 10–12

Katia Carter, Tim Carter, Laura Clyde, Ruth Appleton, Jennifer Law, Ingrid Wisniewska and Susan Hutchison

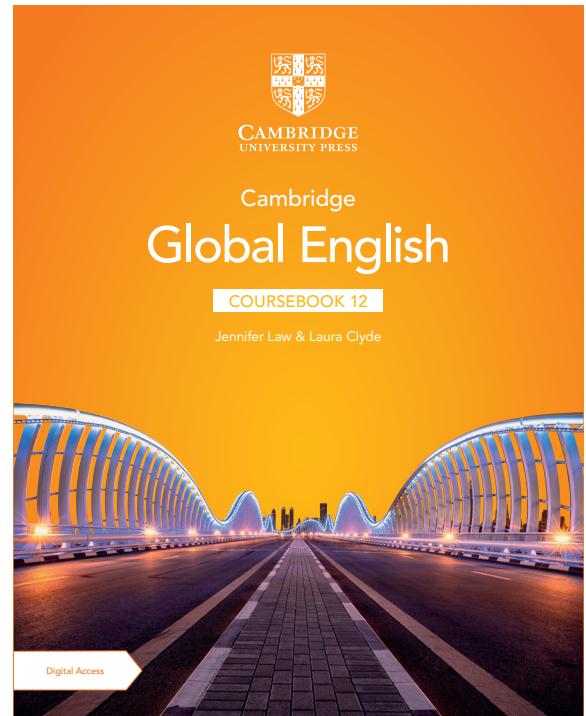
**Help your students take flight, equipping them with the skills and confidence for academic study at university.** *Cambridge Global English 10–12* is the ideal series for schools that want their students to follow an upper secondary English as a second language programme from ages 14 to 18. This series provides a clear continuation of the English as a second language pathway and a smooth transition between stages and examinations.

Stage 10 supports the transition between Cambridge Global English Stage 9 and Cambridge IGCSE™ English as a Second Language study. At Stages 11 and 12 the series progresses from Cambridge IGCSE, as well as mapping towards some common task types you will find in IELTS.

This new series is part of a 12-stage cross-curricular course, begun with *Cambridge Global English 1–9*, which develops learners' academic English across the four key skills (reading, writing, speaking and listening). Support your students with the cross-curricular demands of studying subjects in English at Cambridge IGCSE and Cambridge International AS & A Level.

## Coursebook with digital access

- Develop your students' academic English across four skills (reading, writing, speaking, listening) to study across the curriculum in English.
- Develop their academic writing skills and grammar with step-by-step writing activities, structured writing support, examples from a range of model texts and additional teacher comments.
- Put your students' learning into context with a variety of international cross-curricular topics such as artificial intelligence and medical science.
- Help your students become confident communicators with oracy activities, such as discussing an excerpt from a science-fiction book.



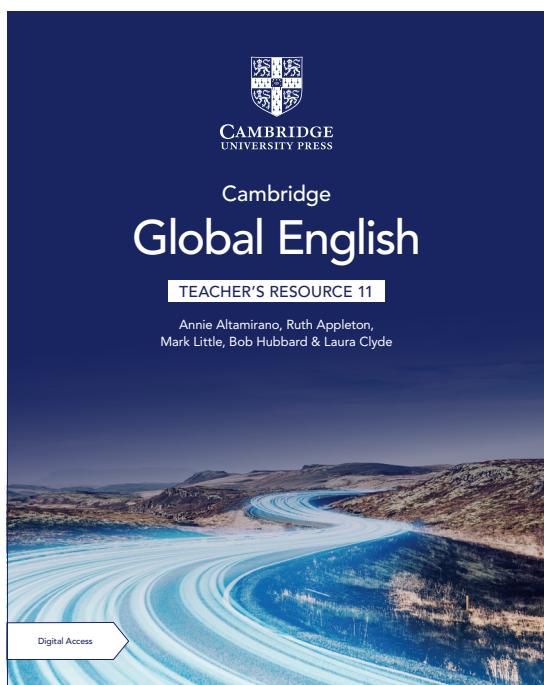
- Topic-specific vocabulary is highlighted and defined throughout to support students' understanding.
- Audio recordings for listening activities and stories provide additional support for essential skills practice.
- End-of-unit 'Project challenge' feature is designed to cultivate your students' 21st century skills, such as creativity, communication and collaboration.
- Boost their critical and higher-order thinking skills with an enquiry-based approach to projects and activities.
- Find support for classroom assessment with clear learning objectives and end-of-unit exam-style questions.
- Students will discover strategies to improve their academic approach in the classroom and beyond with 'Study tip' boxes.
- Encourage students to think about their existing knowledge of key topics with the 'Getting started' activity at the start of each section.
- Students become confident, independent thinkers with opportunities to reflect on what they have learnt and assess their skills.

The following chart shows which CEFR levels and qualification/framework *Cambridge Global English* best supports:

Cambridge Global English	CEFR levels	Qualification/framework links
Stage 10	B2	Cambridge IGCSE™ English as a Second Language Cambridge English Qualification: B2 First (FCE)
Stage 11	B2+	IELTS Academic Reading and Writing IELTS Listening and Speaking Cambridge English Qualification: B2 First (FCE)
Stage 12	B2+/C1	IELTS Academic Reading and Writing IELTS Listening and Speaking Cambridge English Qualification: C1 Advanced (CAE)

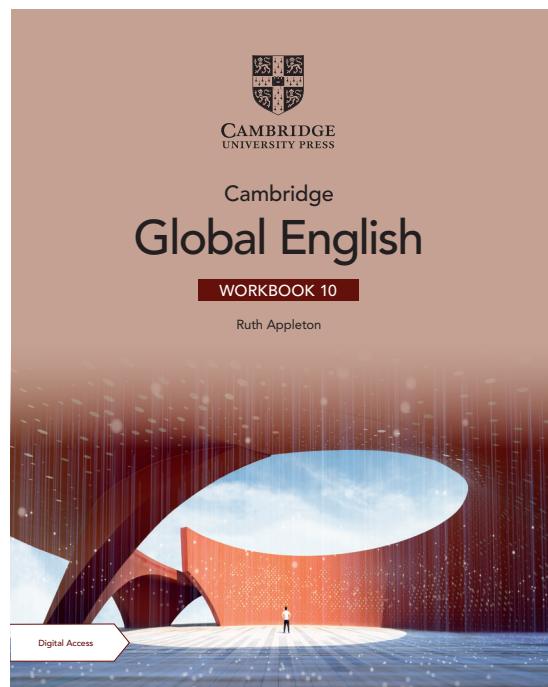
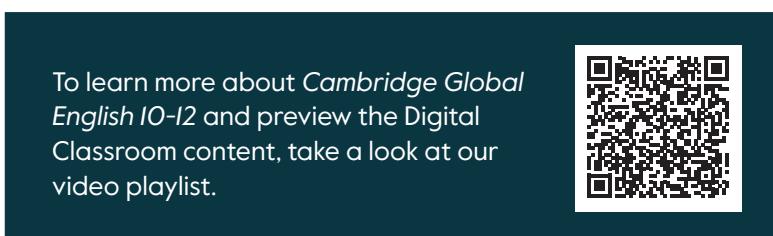
## Teacher's resource with digital access – Updated

- Get the most out of the series with everything you need to plan and run your lessons, including starter activities and answers for all activities.
- Cater for a variety of learning levels with assessment and differentiation ideas to help you meet all your students' needs.
- Save time with editable unit and progress tests as well as audio recordings for listening activities.
- Find out how your lessons link to Cambridge IGCSE English as a Second Language, IELTS and other Cambridge English Qualifications with lesson plans for each topic.
- Sample answers with expert comments help you and your students assess written work.
- Combined with Digital Classroom, this resource offers on-screen versions of learner's book and workbook for simple and effective front-of-class teaching, bringing your lessons to life.
- Video, grammar presentations, and interactive activities in Digital Classroom engage learners, while zoom, highlight or annotate features help you emphasize important points in your classroom.
- Answers to all activities and questions are accessible via **Cambridge GO**.



## Workbook with digital access

- Help your students feel confident with structured support in a write-in format, including grammar tips and glossaries.
- Discover practice opportunities to suit the needs of every student, such as three-tiered grammar exercises, and consolidate their knowledge of text types with process writing support.
- Help students confidently assess their own progress with clear learning objectives and additional reflection opportunities.



Stage	Stage 10	Stage 11	Stage 12
Coursebook with digital access (2 years)	978-1-009-36462-1	978-1-009-24896-9	978-1-009-36476-8
Digital coursebook (2 years)	978-1-009-36463-8	978-1-009-24898-3	978-1-009-36475-1
Workbook with digital access (2 years)	978-1-009-40059-6	978-1-009-39883-1	978-1-009-39890-9
Teacher's resource with digital access	978-1-009-43996-1	978-1-009-39887-9	978-1-009-44009-7

Digital Classroom for this subject is now included with the teacher's resource.

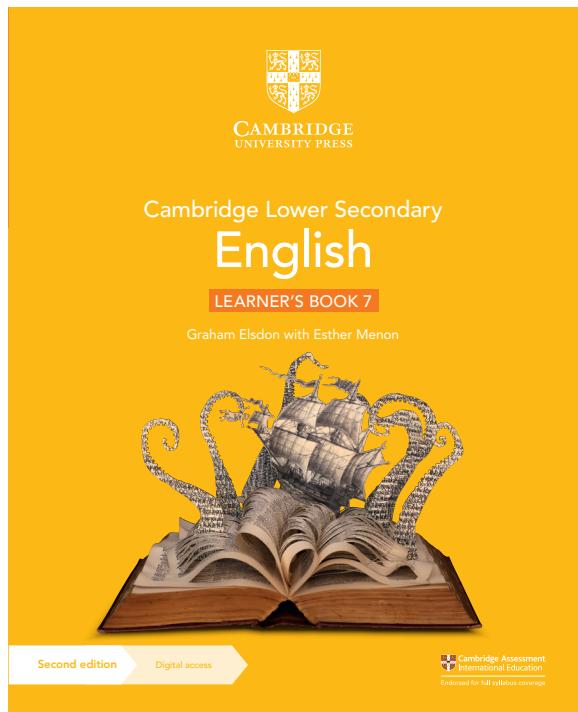
# Cambridge Lower Secondary English

Second edition

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

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

All resources come with digital access, so however you're teaching this year, we can support you. Create a free teacher account on **Cambridge GO** and activate the code from your book to access your digital resources.



## Learner's books with digital access

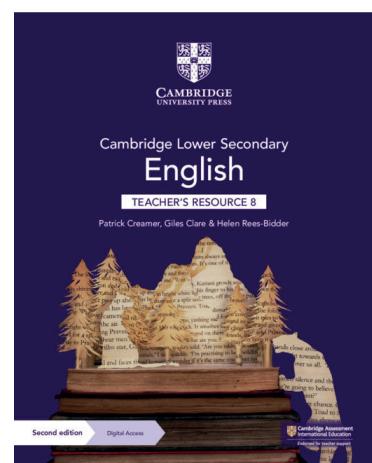
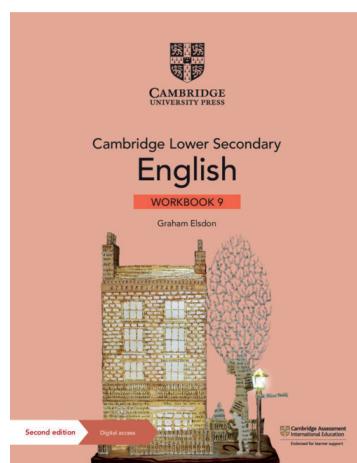
- Activities within each unit engage learners in reading, writing, speaking and listening while also nurturing 21st century skills such as collaboration and critical thinking.
- Projects at the end of each unit, such as conducting a class debate, help learners to enhance their confidence and effective communication skills.

## Workbooks with digital access

- Varied activities like quizzes, completing sentences and identifying words, allowing students to apply and reinforce their learning effectively.
- Accommodating diverse learning needs, the three-tiered activities within the workbooks ensure targeted support for differentiation.
- Can be used in the classroom or at home.

## Teacher's resources with digital access

- Filled with starter and plenary activities, additional lesson ideas, as well as answers to the learner's book and workbook.
- Includes language support suggestions, along with clearly identified assessment and differentiation ideas to help you meet all your learners' needs.
- Accompanying digital resource provides access to downloadable worksheets.
- Access additional support, including answers to all activities, via **Cambridge GO**.



## Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary English*.

See page 99 >



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

**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

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

**Important words**  
are highlighted and clearly explained.

**1.4 A hard journey**

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

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

**Key word**

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

**Language focus**

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

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

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

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

**3** In pairs, discuss the following:

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

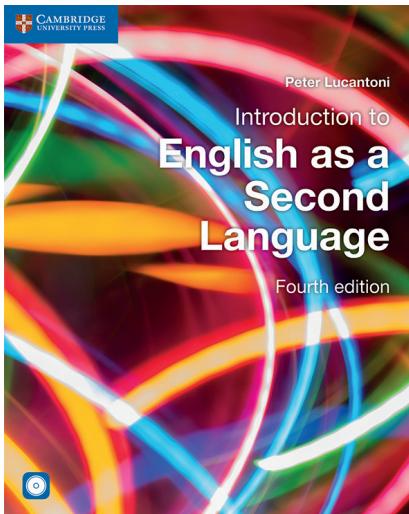
International texts chosen to engage learners from around the world.

Clear explanations of key language and grammar.

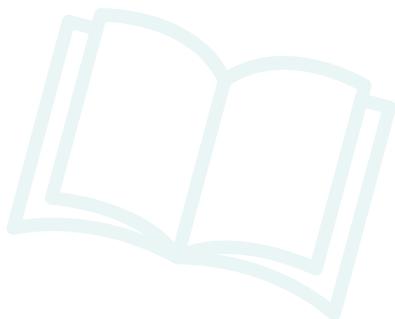
Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓ 978-1-108-74658-8	✓ 978-1-108-74663-2	✓ 978-1-108-74666-3
Digital learner's book	✓ 978-1-108-74659-5	✓ 978-1-108-74664-9	✓ 978-1-108-74667-0
Workbook with digital access	✓ 978-1-108-74662-5	✓ 978-1-108-74665-6	✓ 978-1-108-74669-4
Teacher's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

Read more about using creativity and storytelling to develop skills in English, and how word clouds and other digital tools can be used in the classroom to support this.





CEFR: B1^



## Introduction to English as a Second Language

Fourth edition

Peter Lucantoni

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

### Coursebook

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

### Teacher's book

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

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

Read more from author  
**Peter Lucantoni** on our  
Brighter Thinking Blog.





Brighter Thinking  
Blog

Watch now >

Watch our playlist to get practical tips and support for English as a Second Language teaching with Cambridge author Peter Lucantoni.



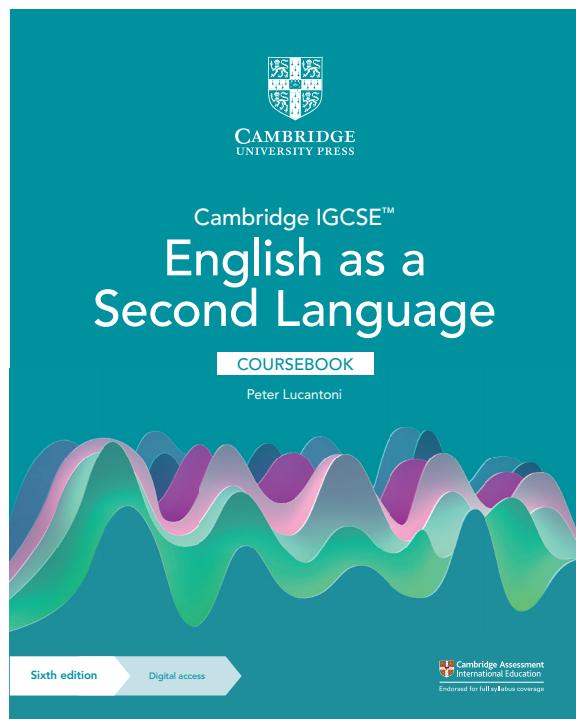
<sup>^</sup> Common European Framework of Reference for Languages

# Cambridge IGCSE™ English as a Second Language

Sixth edition

Peter Lucantoni and Lydia Kellas

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



## Coursebook with digital access

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



## Workbook with digital access

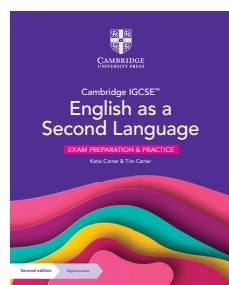
- Follows the structure of the coursebook to help learners build on skills they've developed.
- New 'Language focus' feature with three tiers of differentiated activities ensures grammar support for all abilities.
- Each unit split into four key practice areas: Vocabulary, Language, Skills (e.g. reading,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



## Also see

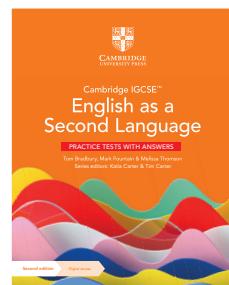
Cambridge IGCSE™ English as a Second Language Exam Preparation & Practice

Turn to page 25 >



Cambridge IGCSE™ English as a Second Language Practice Tests

Turn to page 25 >



These resources have not been through the endorsement process for the Cambridge Pathway

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

Topic-based units.

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

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

> CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE: COURSEBOOK

## > Unit 1: Sports and free time

### SKILLS FOCUS: Reading

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

### LEARNING INTENTIONS

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

### A Watch and talk

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



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

Engaging videos are available in the coursebook.

### B Speaking and vocabulary

- Look at the pictures. What does each one show? Discuss your ideas in pairs and write down any words or phrases you can think of.

Example: a family playing a board game



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

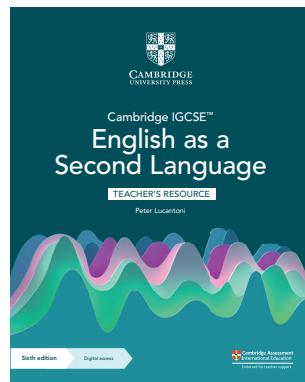
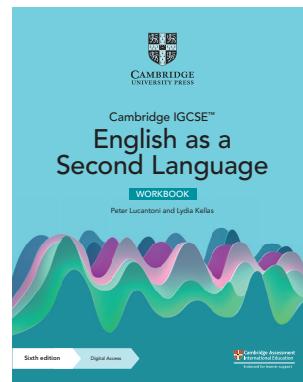
- Which sports and leisure activities are popular in your country? Why do you think this is the case?

5 >

Critical thinking questions ask students to think more deeply.

## Teacher's resource with digital access

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



## Professional development for you

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

See page 99 >



Coursebook with digital access (2 years)

✓ 978-1-009-03194-3

Digital coursebook (2 years)

✓ 978-1-009-01383-3

Workbook with digital access (2 years)

✓ 978-1-009-03196-7

Teacher's resource with digital access

✓ 978-1-009-09390-3

# Success International English Skills for Cambridge IGCSE™

Fifth edition

Frances Reynolds, Ingrid Wisniewska,  
Marian Barry and Mark Little

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

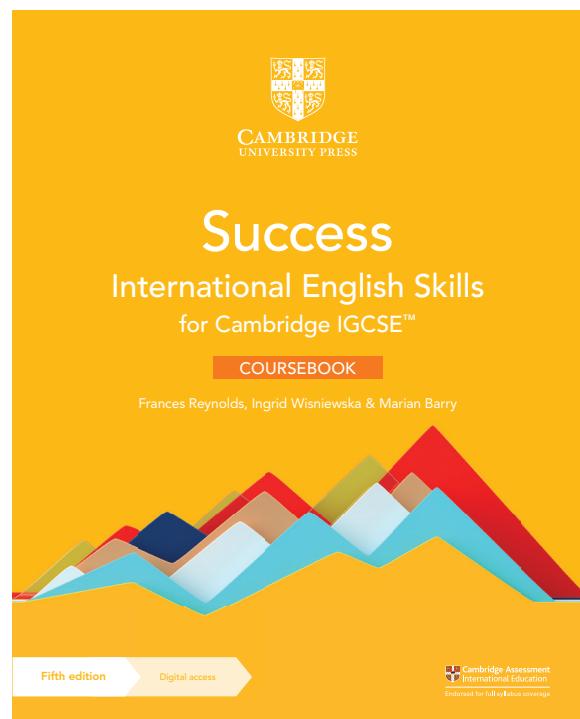
## Coursebook with digital access

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



## Workbook with digital access

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



## Teacher's resource with digital access

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



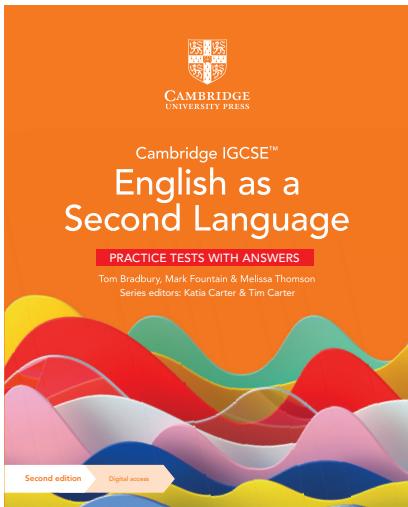
## Professional development for you

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

See page 99 >



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



## Cambridge IGCSE™ English as a Second Language Practice Tests

Second edition

**Katia Carter and Tim Carter**

Give your students even more opportunities to practise for assessment and improve their exam skills. Can be used alongside our *Cambridge IGCSE™ English as a Second Language* series on pages 22–23..

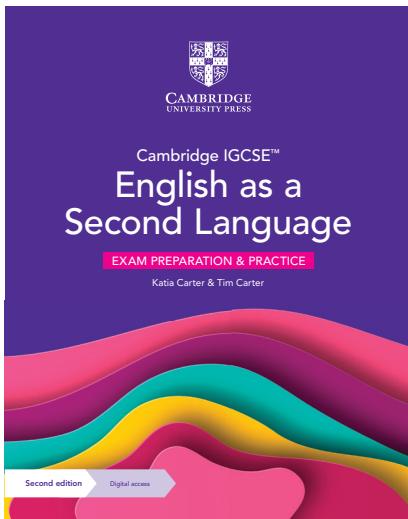
- Four updated practice tests help students prepare for assessment and refine key English skills.
- Oral exam prompts and audio support guide learners as they refine their listening skills.
- Available with or without answers in a print and digital bundle.

Practice tests with answers with digital access (2 years)

978-1-009-16596-9

Practice tests without answers with digital access (2 years)

978-1-009-16608-9



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

Second edition

**Katia Carter and Tim Carter**

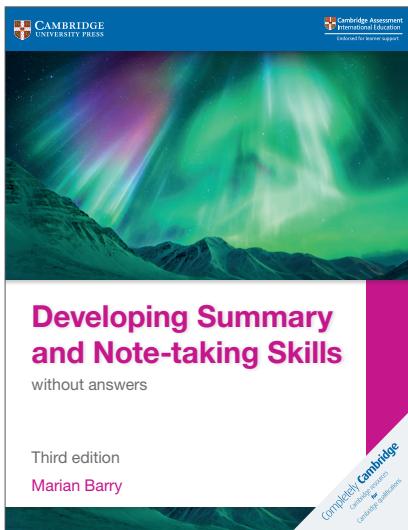
Designed for use alongside the final year of studies for Cambridge IGCSE English as a Second Language. Can be used alongside our *Cambridge IGCSE™ English as a Second Language* series on pages 22–23.

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



Exam preparation & practice with digital access (2 years)

978-1-009-30024-7



## Developing Summary and Note-taking Skills

Third edition

**Marian Barry**

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

Developing summary and note-taking skills with answers

978-1-108-81133-0

Developing summary and note-taking skills without answers

978-1-108-81132-3

Any references or materials related to answers, grades, papers or examinations are based on the opinion of the author(s).

These resources have not been through the endorsement process for the Cambridge Pathway

Easy ways to order – see page 103

## Cambridge IGCSE™ English (as an Additional Language)

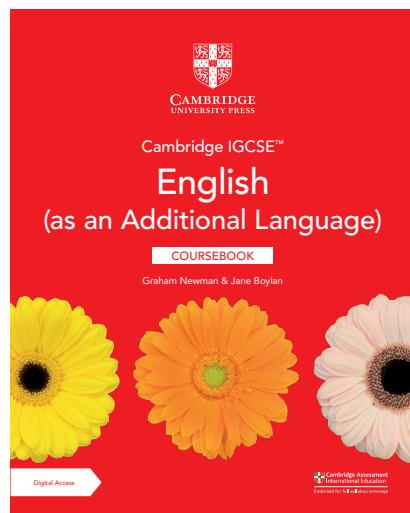
Graham Newman, Jane Boylan  
and Annie Altamirano

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

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- Wide range of activities to develop key reading, writing, speaking and listening skills.
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## Cambridge O Level English Language

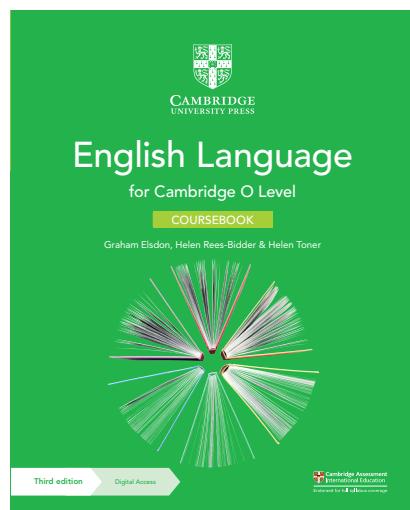
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Helen Toner and Patrick Creamer

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# NEW Cambridge IGCSE™ First Language English

Sixth edition

Graham Elsdon, Helen Rees-Bidder, Patrick Creamer  
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Suitable to support the Cambridge IGCSE and IGCSE (9-1)  
First Language English syllabuses (0500/0990) for examination  
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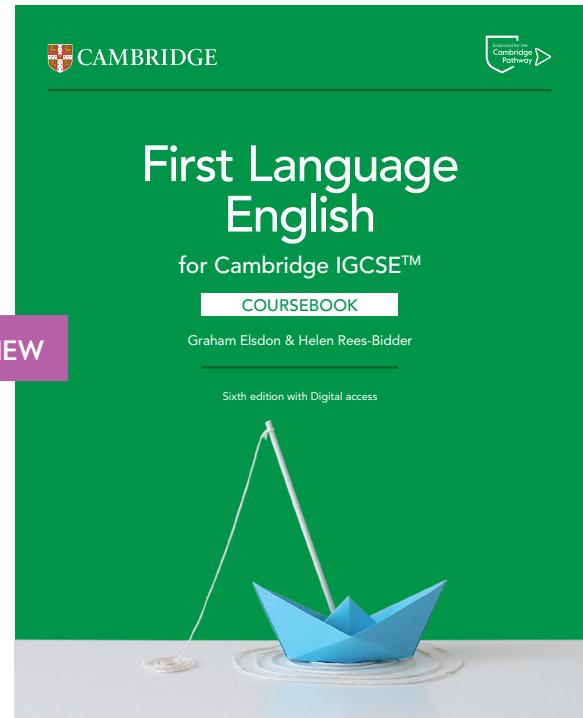
Fully modernised and updated by new authors, our sixth edition offers the flexibility of using content in print and digital formats. The new skills-based approach is built around engaging content and provides scaffolded support and activities to make learning accessible to all.

## Coursebook with digital access

- Step-by-step skills-based approach focuses on areas students may find challenging, such as writer's effect, implicit vs explicit meaning and vocabulary.
- Sample answers provide guidance on what effective writing looks like, the reasons why and opportunities to reflect on how to improve.
- Engaging video content brings language and challenging concepts to life in and outside the classroom.
- Diverse, modern and international texts reflecting a range of cultures provide an enriching experience, appealing to students around the world.
- 'Language focus' sections in each unit explain specific grammar and language topics to help deepen students' understanding and knowledge of key concepts.
- 'Projects' at the end of each unit encourage students to collaborate with their classmates and improve their speaking and listening skills.
- Multiple assessment opportunities help students develop the skills required by the syllabus and help them prepare for assessment.

## Workbook with digital access

- Follows the same structure as the coursebook for ease of use with learning intentions at the start of each unit to consolidate knowledge.
- Features 'Language focus' boxes from the coursebook to reinforce learning.
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- Two units dedicated to practice questions: one for reading and one for writing.



## Digital teacher's resource

- Reflects the same unit order as the coursebook and workbook.
- Lesson plans, reading passages and writing models provide comprehensive and practical teaching support.
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A page from the start of chapter 4 in the Cambridge IGCSE™ First Language English Coursebook

Key terms introduce concepts that will help students progress through each unit.

## Introduction

In this unit, you will focus on ‘writers’ effects’: the way writers use language to create a deliberate impact on the reader. This includes language choices to convey meaning and how a writer shapes a reader’s response to a text. The effects of language vary widely and include producing an emotional response in the reader, creating atmosphere, describing settings, developing interesting characters and conveying attitudes. As you work through this unit, you will identify good examples of language to explore and analyse. You will also learn how to apply a variety of reading strategies to help you clearly express your own ideas about what a writer is conveying.

### SKILLS FOCUS

Questions on writers’ effects assess your understanding of the language choices writers make to deliberately shape the reader’s response to characters, situations and ideas. You will need to:

- discuss and explore language at word and phrase level by considering **shades of meaning**
- show understanding of word **connotations** and explain them effectively
- analyse **imagery** and other forms of **figurative language**.

### GETTING STARTED

In small groups, look at the following three sentences. Discuss the following words: **sadly**, **gentle**, **eerily**, **ghostly**, **hesitantly** and **reluctantly** (in bold). If they were removed, how would the meaning and impact of the sentence change?

- The torn flag fluttered **sadly** in the **gentle** breeze.
- The lake was **eerily** still under the **ghostly** light of the moon.
- She smiled **hesitantly** as she **reluctantly** received the medal.



73 > gettyimages

### 4 Analysing and explaining writers’ effects

#### KEY TERMS

**shades of meaning:** the way in which words with similar meanings have varying degrees of force, for example, the difference between ‘angry’ and ‘furious’, or the implication of judgement in the use of ‘idle’ rather than ‘leisurely’

**connotations:** the ideas, feelings and associations that a particular word evokes in a reader, in addition to the main meaning of the word

**imagery:** language used to appeal to the senses—sight (visual imagery), hearing (auditory imagery), touch (kinesthetic imagery), taste (gustatory imagery) and smell (olfactory imagery)

**figurative language:** words and phrases used not with their basic meaning but with an imaginative meaning to create a special effect; figurative language techniques include simile, metaphor and personification

A page from the end of chapter 4 in the Cambridge IGCSE™ First Language English Coursebook

Reflection sections offer a look back at the unit, encourage students to consider their progress, and identify any gaps where further work and practice will help prepare for assessment.

### 4 Analysing and explaining writers’ effects

#### REFLECTION

Think back to everything you have learnt and practised in this unit.

- What is the most useful knowledge you have learnt about how to select interesting language?
- How does working out and explaining the meanings of words/phrases in context help you tackle writer’s effects questions?
- What is the most useful skill you have gained to help you move on to analysing the effects of language?
- What do you need to work on further to improve your understanding of how to explain writer’s effects?

#### PROJECT

In groups, create a revision guide on writers’ effects, using slides to illustrate the key learning points with text and images where appropriate.

Your revision-guide presentation should contain four sections:

- An explanation of working out meanings in context
- An explanation of what is meant by writer’s effect
- Examples of language used figuratively
- Some short texts that you have annotated to show how writers use language to create effects.

Each member of the group should take responsibility for one section of the video presentation; decide carefully who should work on each section.

Create the slides then swap your work so you can each recommend improvements to one another.

Then, as a group, record the presentation together.

#### SPEAKING AND LISTENING TIP

Remember to use the notes in your presentation software to script your presentation. Keep the content concise and make sure you speak clearly and at an appropriate pace for the audience. Practise as a group before recording it.

#### WRITING TIP

Remember to choose interesting and concise language choices, then consider the meaning before going on to explain the effect. Offering an overview of the paragraph is a good way to start or end.

95 >

Skills focus guides students through challenging areas, step by step.

‘Getting started’ activities at the start of each unit explore what knowledge students may already have.

Projects at the end of each unit encourage students to collaborate with classmates and improve their speaking and listening skills.

# Introducing our new authors



## Graham Elsdon

Graham has been an author, examiner and an English leader at a school in England. He is a visiting lecturer at Newcastle University and presents staff and student training on English courses for a range of organisations and training providers.



## Patrick Creamer

Patrick is an experienced GCSE and A Level English teacher. He is currently a doctoral student and teaching assistant at University College London’s Institute of Education.



## Helen Rees-Bidder

Helen is an English consultant, examiner and author. She has worked in assessment roles for over 30 years, and trains teachers internationally and in the UK for both syllabus and enrichment courses.



## Clare Mellor

Clare has an MA in English and a PGCE from the University of Cambridge. She is a former examiner, Head of English and an experienced teacher.

Parts of *Songs of Ourselves* and *Stories of Ourselves* are set for study in Cambridge IGCSE, IGCSE (9–1) and O Level Literature in English (0475/0992/2010), Cambridge IGCSE World Literature (0408) and Cambridge International AS & A Level English Literature (9695) syllabuses.

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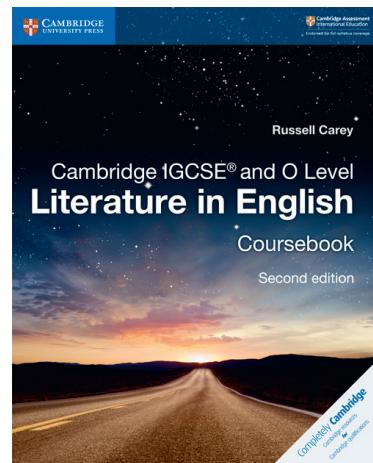
Second edition

Russell Carey

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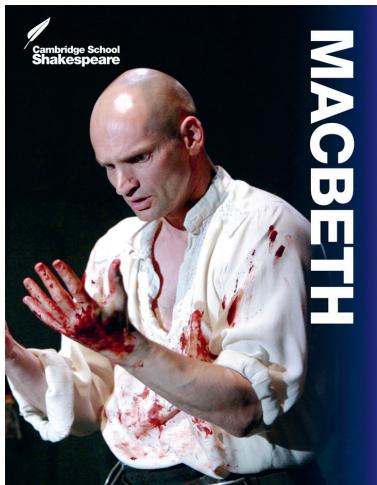
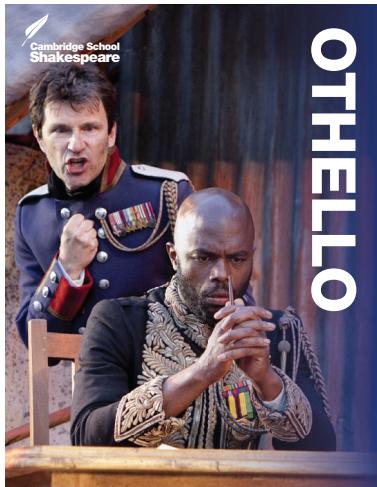
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Easy ways to order – see page 103



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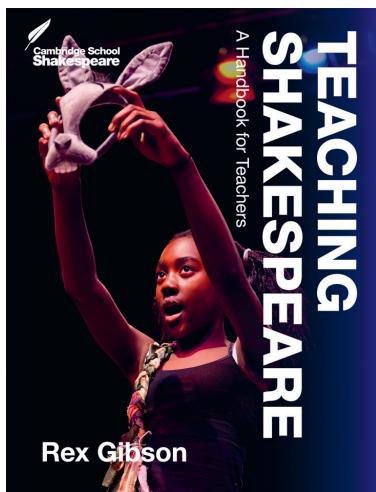
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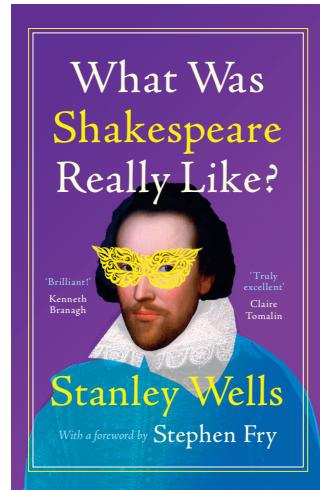
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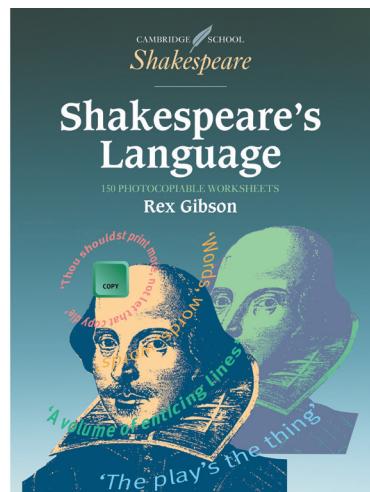
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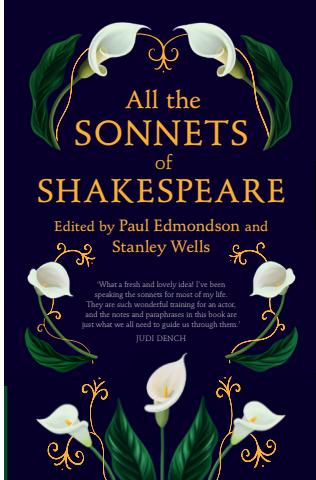
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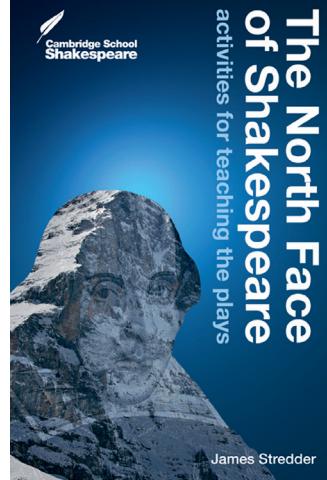
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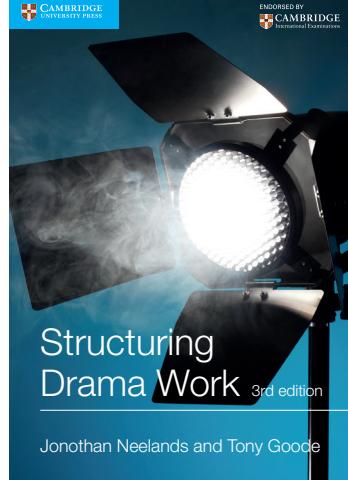
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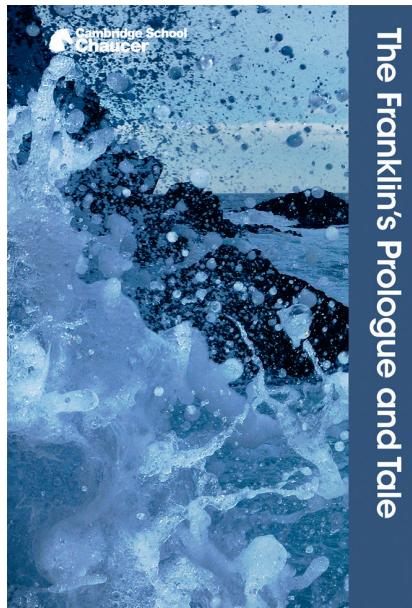
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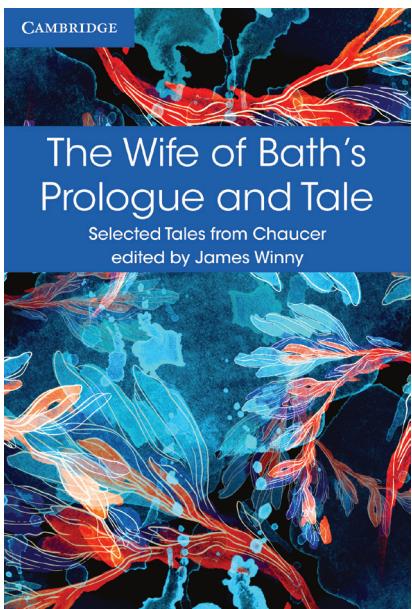
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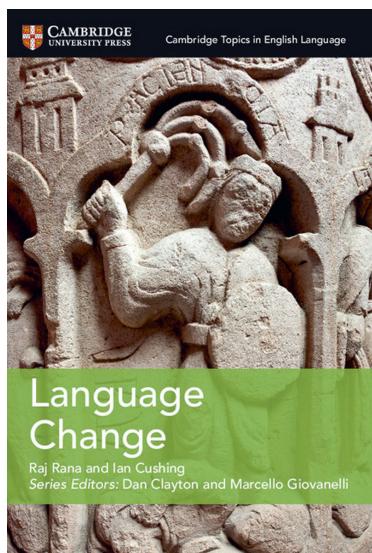
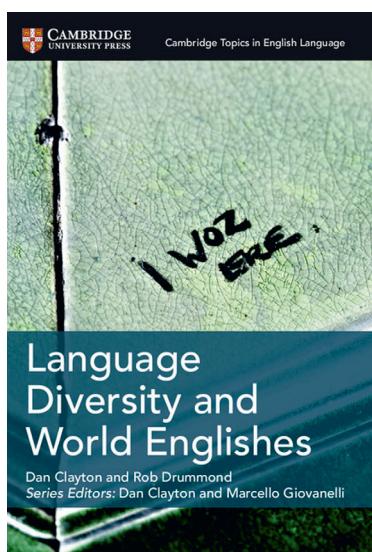
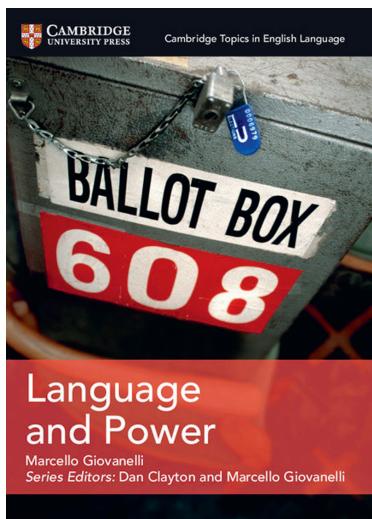
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Member of the New Chaucer Society,  
Ruth Evans, shares her advice for  
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Instil a love of English language and improve your students' advanced reading skills through analysis of a range of text types – from contemporary blogs to traditional letter writing. Carefully structured activities help students develop their own imaginative, creative and discursive writing.

## Coursebook

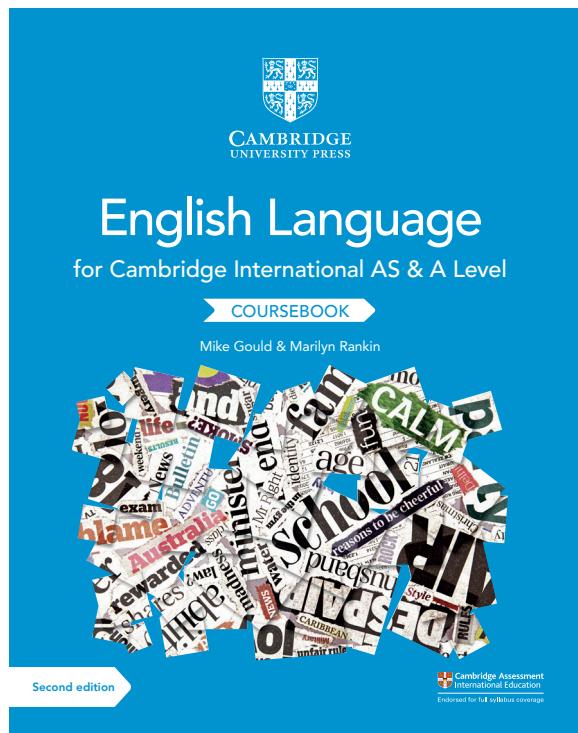
- Annotated sample answers, scaffolded activities and self-evaluation sections enable students to become independent learners.
- A wide range of engaging texts from around the world inspire an awareness of how language works for many different purposes.
- The 'Key concepts' feature helps students take a conceptual approach to studying language, enabling them to make links between different texts and topics.
- Step-by-step guides to different exam-style question types and opportunities for assessment throughout help prepare students for their examination.

## Digital teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning.
- Further reading suggestions and homework tasks help your students embed their learning beyond lessons.
- Clear guidance helps you adopt a highly effective active learning approach to teaching.
- Access additional support, including answers to all activities in the coursebook, via Cambridge GO.

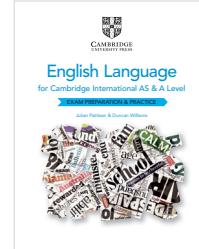


Coursebook	978-1-108-45582-4
Digital coursebook (2 years)	978-1-108-45583-1
Digital teacher's resource	978-1-108-45587-9
Digital teacher's resource access card	978-1-108-45589-3
Exam preparation and practice*	978-1-108-73125-6



## Exam Preparation and Practice\*

- Self-assessment activities and student-friendly mark schemes allow students to assess their own work and identify areas for improvement.
- Sample answers with examiner comments help students understand what is required in assessment.
- Examiner comments help students avoid common mistakes in order to achieve success.
- Exam-style paper at the end of the book for students to test themselves at home.



Download four free language change activities from author Marilyn Rankin.



\* This resource has not been through the endorsement process for the Cambridge pathway.

The practice tests and mark schemes included in this resource have been written by the authors and provide students with an opportunity for additional practice.

Questions in this resource will not appear in examinations. In examinations the way marks are awarded may be different. Any references to assessment and/or assessment preparation are the publisher's interpretation of the syllabus requirements.

While the publishers have made every attempt to ensure that advice on the qualification and its assessment is accurate, the official syllabus, specimen assessment materials and any associated assessment guidance materials produced by the awarding body are the only authoritative source of information and should always be referred to for definitive guidance.

## Cambridge International AS & A Level Literature in English

Second edition  
Elizabeth Whittome

Cambridge International AS & A Level Literature in English syllabus (9695)  
for examination from 2021.

Fully aligned with the syllabus, texts range across 650 years from authors of 20 different nationalities. This series provides students with exciting and diverse reading material from old and new writers, from Shakespeare to Jhumpa Lahiri. Through exploring these texts, students build essential skills – such as the ability to write clearly and effectively, construct an argument, manage information and analyse complex pieces.

### Coursebook

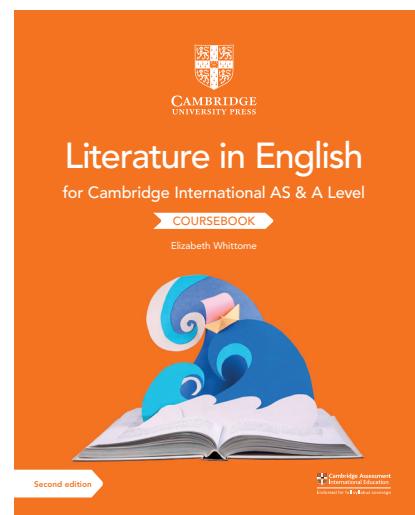
- In-depth and flexible guidance for students on how to analyse poetry, prose and drama across all contexts.
- Dedicated section on ‘Essay writing skills and techniques’ and annotated sample answers to encourage self-assessment and independent learning, ideal for learning in class or at home.

### Digital teacher's resource

- Flexible lesson plans, worksheets and PowerPoint presentations save you time on lesson planning and help you prepare for changing learning environments.
- Clear guidance helps you adopt a highly effective active learning approach to teaching.
- Access additional support, including answers to all activities in the coursebook, via Cambridge GO.



Coursebook	978-1-108-45782-8
Digital coursebook (2 years)	978-1-108-45791-0
Digital teacher's resource	978-1-108-45734-7
Digital teacher's resource access card	978-1-108-45736-1



## Cambridge International AS Level English General Paper

Jill Pavich

Cambridge International AS Level English General Paper syllabus (8021).

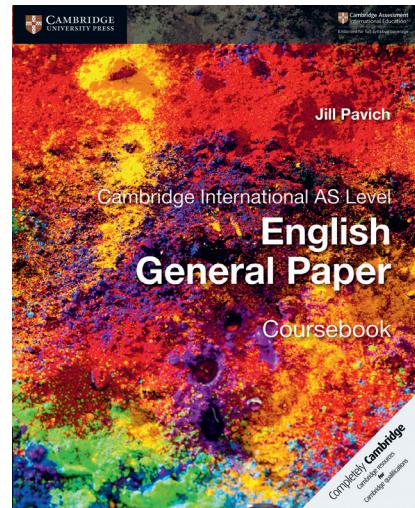
Through exploration of a wide array of topics, from celebrity culture to poetry in the modern world, this series focuses on strengthening key 21st century skills, such as communication, evaluation, analysis and application. Helping students improve their written responses, use of English and comprehension, this series looks at discussion points relevant to the globally minded classroom.

- Topical texts and discussion points relevant to the globally minded classroom.
- A diverse range of issues to investigate across the syllabus.
- Regular practice questions and sample answers help build confidence with course skills.

Coursebook	978-1-316-50070-5
Digital coursebook (1 year)	978-1-108-43968-8
Digital teacher's resource	978-1-108-45787-3
Digital teacher's resource access card	978-1-108-45788-0



Listen to our podcast episode about grammar and language skills, with author Elizabeth Whittome.





# Mathematics for everyone

We believe there are many ways students can make progress in mathematics. With a flexible range of options to suit every ability level and career aspiration, mathematics from Cambridge is for everyone.

Our mathematics syllabuses provide a solid foundation for students. They build subject knowledge and understanding, and encourage the development of problem solving and critical thinking skills.

## Choice and flexibility

We put learners at the heart of our mathematics programme. Discover a broad range of syllabuses that cater for different student needs. We offer appropriate progression routes for every ability level and interest, whether students are taking mathematics because it's a key part of their career aspirations, or as a requirement for the next stage of their education.

## Accessible and powerful

Our syllabuses emphasise in-depth mathematical understanding over rote learning. This enables students to develop quantitative skills useful for other subjects, as well as giving them a deeper understanding needed for further study. Our courses are stepping stones to future learning, preparing students for the next stage of their education.

Stay up to date with changes to the syllabuses you teach  
Subscribe to receive the latest news and details of syllabus changes  
for your subject area: [cambridgeinternational.org/syllabusupdates](https://cambridgeinternational.org/syllabusupdates)



To learn more please visit [cambridgeinternational.org/math](https://cambridgeinternational.org/math)

# Cambridge Lower Secondary Mathematics

Second edition

Lynn Byrd, Greg Byrd and Chris Pearce

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

Digital versions of our print resources are provided so you'll be fully supported however you're teaching. Create a free teacher account on **Cambridge GO** and activate the code from your book to access your digital resources.

## Learner's books with digital access

- Worked examples and activities provide plenty of practice opportunities.
- Projects throughout allow for deeper investigation of mathematical ideas and concepts, such as constructing algebraic expression.
- Includes access to Cambridge Online Mathematics, complete with auto-marked practice questions and interactive worked examples.
- Keyword boxes, clear diagrams and illustrations support English as a Second Language learners.

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

Key vocabulary highlighted.

### 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:**  $5n + 4 = 19$  is an expression.

$5n + 4 = 19$  is an equation. In the expression  $5n + 4$ , there are two **terms**.  $5n$  is one term. The other term is 4.

The letter  $n$  is called the **variable** because it can have different values. The **coefficient** of  $n$  is 5 because it is the number that multiplies the variable.

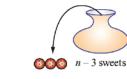
In the equation  $5n + 4 = 19$ ,  $n$  is the unknown number, 5 is the coefficient of  $n$ , and the numbers 4 and 19 are **constants**.

You can use a letter to represent an unknown number to solve problems.

**Example:** Shown is a bag of sweets. You don't know how many sweets are in the bag.



$n$  represents the unknown number of sweets in the bag.



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

#### Worked example 2.1

Mathew is  $x$  years old. David is 4 years older than Mathew. Adam is 2 years younger than Mathew. Kathryn is three times older than Mathew. Ella is half Mathew's age.

Write down an expression for each person's age.

Unknown  
Expression  
Equation  
Term  
Variable  
Coefficient  
Constant  
Equivalent  
expression

#### Tip

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

### 2 Expressions, formulae and equations

#### Continued

#### Answer

Mathew is  $x$  years old.

David is  $x + 4$  years old.

Adam is  $x - 2$  years old.

Kathryn is  $3x$  years old.

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

This is the information you have to start with.

David is 4 years older than Mathew, so add 4 to  $x$ .

Adam is 2 years younger than Mathew, so subtract 2 from  $x$ .

Kathryn is 3 times older than Mathew, so multiply 3 by  $x$ .

You write  $3 \times x$  as  $3x$ . Always write the number before the letter.

Ella is half Mathew's age. You need to divide  $x$  by 2.

You write  $x \div 2$  as  $\frac{x}{2}$ .

#### Exercise 2.1

1 Sofia has a bag that contains  $n$  counters.

Write an expression for the total number of counters she has in the bag when:

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

#### Think like a mathematician

2 Discuss in pairs or groups.

Zara uses the following method to answer Question 1.

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

First, I said that Sofia has 10 counters instead of  $n$ .

For part a I need to work out  $10 + 2$ . For part b I need to work out  $10 - 3$ . Then I replace the 10 with  $n$ , so part a becomes  $n + 2$  and part b becomes  $n - 3$ .



3 The temperature on Tuesday was  $t$  °C.

Write an expression for the temperature when it is:

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

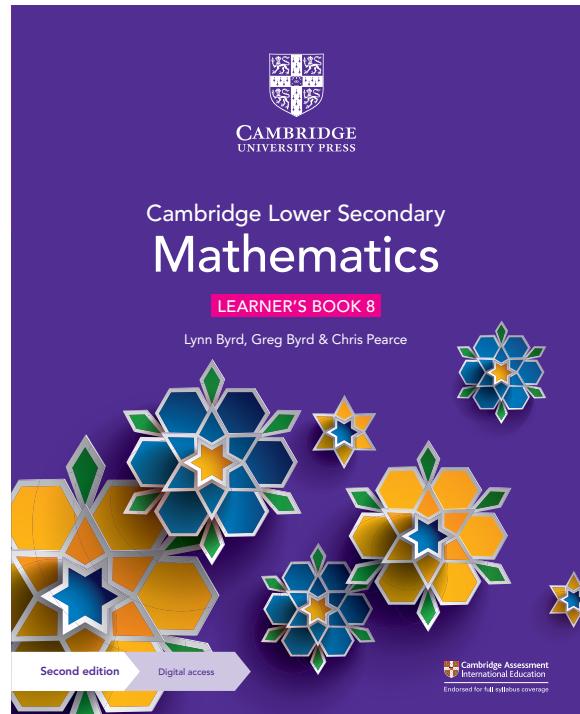
#### Tip

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

Clear lesson objectives.

Worked examples help learners understand concepts.

Helps learners develop their mathematical thinking skills.



## Cambridge Online Mathematics

For more information on different access options to Cambridge Online Mathematics, see page 42.

## Workbooks with digital access

- Opportunity for extra practice beyond the coursebook with more exercises and activities.
- Specific questions that develop students' Thinking and Working Mathematically skills.
- Differentiated activities ensure all learners are supported and challenged.
- Ideal for use in the classroom or at home.

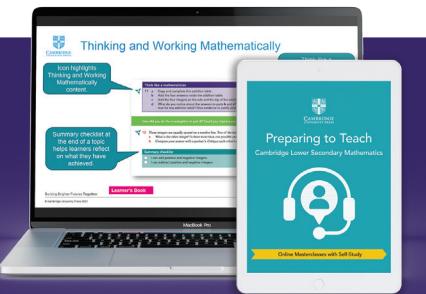
## Teacher's resources with digital access

- Everything you need to plan and run lessons including lesson ideas and varied activities.
- Language support suggestions alongside clearly identified assessment and differentiation ideas to support all learners.
- Downloadable materials including language development worksheets and tests.

## Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with Cambridge Lower Secondary Mathematics.

See page 99 >



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

CAMBRIDGE LOWER SECONDARY MATHEMATICS 7: TEACHER'S RESOURCE			
Topic	Approximate number of learning hours	Outline of learning content	Resources
Cross-unit resources:			<ul style="list-style-type: none"> <li>Resource sheet 2.6: Key words</li> <li>Vocabulary worksheet 1: 2.1–2.3</li> <li>Vocabulary worksheet 2: 2.4–2.6</li> <li>End of unit test</li> </ul>
<b>BACKGROUND KNOWLEDGE</b> For this unit, learners will need this background knowledge: <ul style="list-style-type: none"> <li>Be able to multiply and divide with positive and negative numbers (Stage 7, Unit 1).</li> </ul> This is the first unit in which learners will use algebra. To be successful in this unit, learners will need basic addition and subtraction skills. Learners will also need to be aware of negative numbers and to be able to multiply and divide a negative integer by a positive integer. Algebra is very similar to arithmetic. It uses the same rules, such as $+$ , $-$ , $\times$ 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 $x$ .			
<b>TEACHING SKILLS FOCUS</b> <b>Language awareness</b> 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			
Here is the main difference between arithmetic and algebra: Arithmetic: $2 + 3 = \underline{\hspace{2cm}}$ Algebra: $2 + 3 = x$ where the $x$ represents a number you don't know the value of yet. This can be very simple but, as it is used almost all the time in science, engineering, economics, computer programming and it also has a huge part to play in the rest of mathematics, it can also be very difficult! Think of it as a game in which a simple answer has been hidden in a more complicated situation and it is your job to get to the simple answer.			

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

**Background knowledge**  
section gives you key information for each unit.

Learning intentions and success criteria for each lesson.

**CONTINUED**

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

**2 EXPRESSIONS, FORMULAE AND EQUATIONS**

**2.1 Constructing expressions**

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

**LANGUAGE SUPPORT**

Coefficient: a number in front of a variable in an algebraic expression; the coefficient multiplies the variable  
 Constant: a number on its own (with no variable)  
 Equation: two different mathematical expressions, both having the same value, separated by an equals sign (=)  
 Equivalent expression: an expression that means the same thing as another expression  
 Expression: a collection of symbols representing numbers and mathematical operations, but **not** including an equals sign (=)  
 Term: a single number or variable, or numbers and variables multiplied together  
 Unknown: a letter (or letters) in an equation, for which the value (or values) is yet to be found  
 Variable: a symbol, usually a letter, that can represent any one of a set of values

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

# Cambridge IGCSE™ Mathematics Core and Extended

Third edition

Cambridge IGCSE Mathematics syllabuses (0580/0980) for examination from 2025.

**Support your learners as they develop their understanding of key mathematical principles with the third edition of our popular Cambridge IGCSE Mathematics Core and Extended series.**

## Coursebook with Cambridge Online Mathematics

This coursebook guides students through their mathematics studies using the pedagogically sound 'spiral learning' approach. Learners will make connections across various areas of mathematics as they work through the syllabus and our 'Mathematical connections' features links topics between chapters.

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

These pages are from Cambridge IGCSE Mathematics Core and Extended Coursebook

Key mathematical terms explained in clear English.

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

'Tip' boxes offer extra advice and are ideal for revision.

3 Lines, angles and shapes

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

5 >

CAMBRIDGE IGCSE™ MATHEMATICS: CORE & EXTENDED COURSEBOOK

**INVESTIGATION**

Harpa Concert Hall

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

**TIP**

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

**LINK**

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

**Measuring and drawing angles**

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

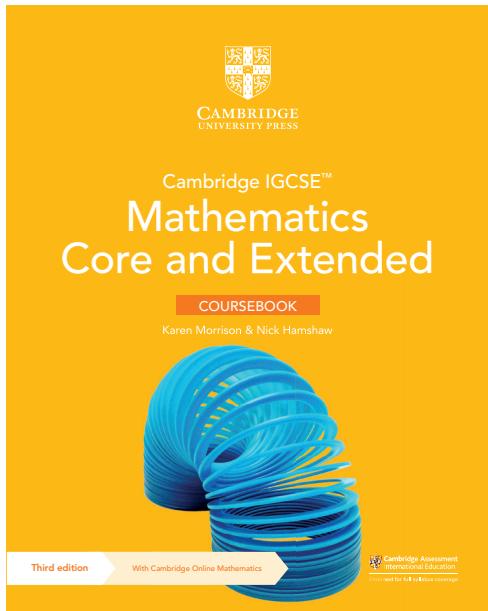
**Figure XX:** A  $180^\circ$  protractor has two scales. You need to choose the correct one when you measure an angle.

clockwise scale      anti-clockwise scale

6 >

'Worked examples': visual examples to aid learning for ESL students and step-by-step explanations for students to follow and work independently.

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



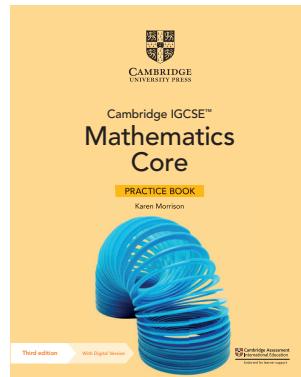
- 'Investigation' activities encourage students to extend their learning by investigating a problem, or by discussing it with classmates.
- 'Project' activities created by NRICH – a collaboration between the Faculties of Mathematics and Education at the University of Cambridge – help students put their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

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

## Practice books with digital versions

Help your learners develop their skills further with our separate Core and Extended practice books.

- The practice books contain additional practice questions for learners on each topic, following the same order as the coursebook.
- Separate books for Core and Extended, so you can pick the right workbook for your students' abilities.
- Helpful 'Tips' throughout give extra advice and guidance on various areas of mathematics.



Discover our **Preparing to Teach** courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with *Cambridge IGCSE™ Mathematics Core and Extended*.

[See page 99 >](#)

## Digital teacher's resource

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

- Links to the syllabus learning objectives at the start of each unit.
- Step-by-step lesson plans save valuable planning time and keep your classroom focused.
- Highlighted common mathematical misconceptions and advice for working through them.
- Homework ideas enable you to challenge students in new ways.
- Differentiation suggestions enable you to support all students, no matter what their ability.
- A new pre-teaching check of foundation skills is available to help teachers understand whether learners are ready for certain topics.

The digital version of this series is available via **Cambridge GO**.



## Knowledge Check – our new formative assessment tool

Knowledge Check is tailored to support *Cambridge IGCSE™ Mathematics Core and Extended* teachers. Knowledge Check helps you review your students' prior knowledge of a topic before teaching new concepts, providing insights into student misconceptions and activity ideas to address any gaps in understanding. A Check-out tool helps assess students' progress after teaching a topic. Knowledge Check tool is included in our Cambridge Online Mathematics course.

## Syllabus support

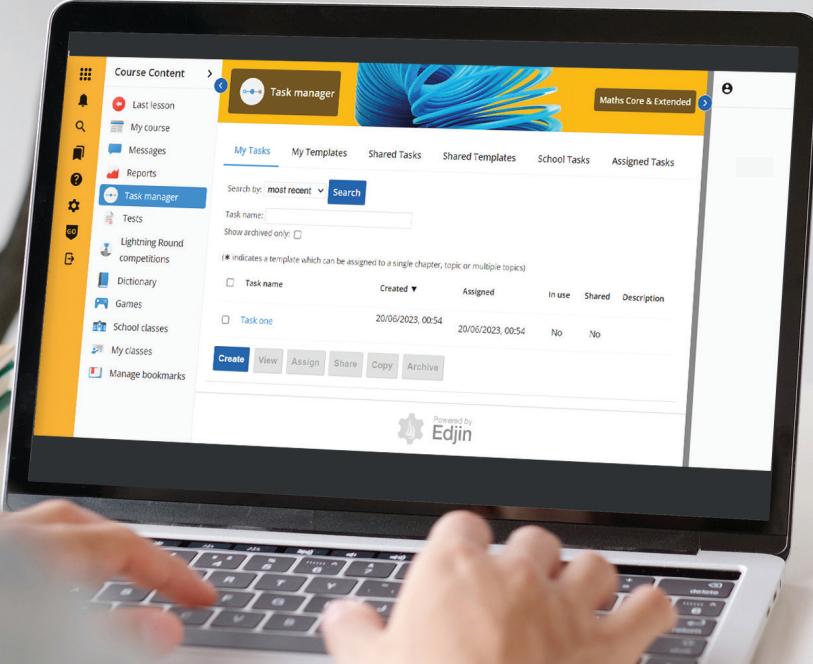
This series supports you and your learners through the updated Cambridge IGCSE Mathematics syllabuses (0580/0980). The key changes we have made to our resources include:

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

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

Coursebook with Cambridge Online Mathematics (2 years' access)	✓ 978-1-009-29791-2
Coursebook with digital version (2 years' access)	✓ 978-1-009-34367-1
Coursebook – digital version (2 years' access)	✓ 978-1-009-34366-4
Cambridge Online Mathematics course – individual user licence (1 year access)	✓ 978-1-009-29792-9
Cambridge Online Mathematics course – class licence access card (1 year access)*	✓ 978-1-009-34371-8
Cambridge Online Mathematics course – class licence (1 year access)*	✓ 978-1-009-34372-5
Core practice book with digital version (2 years' access)	✓ 978-1-009-29795-0
Extended practice book with digital version (2 years' access)	✓ 978-1-009-29797-4
Digital teacher's resource (5 years' access)	✓ 978-1-009-29820-9
Digital teacher's resource – individual user licence access card (5 years' access)	✓ 978-1-009-29821-6

\* Class licences provide 1 year's access for up to 30 students.



# Cambridge Online Mathematics

Discover our enhanced digital mathematics support for Cambridge Lower Secondary, Cambridge IGCSE and Cambridge International AS & A Level Mathematics. Cambridge Online Mathematics supports paperless and remote learning and helps teachers save time through reporting, task management and test tools.

## Features can include:

- Guided walkthroughs of key mathematical concepts for students.
- A test generator allows teachers to create custom tests with auto-marking functionality.
- A reporting dashboard to help you track student progress quickly and easily.
- Auto-marked questions, exercises, quizzes and tests help students practise and refine their skills – ideal for revision and consolidating knowledge.

### Knowledge Check formative assessment tool

Knowledge Check is a new digital formative assessment tool for Cambridge IGCSE™ Mathematics Core and Extended, designed to help teachers test their students' prerequisite knowledge of a topic. It offers reporting and targeted remedial activities that teachers can carry out with their students to address student misconceptions.

Available with the Cambridge IGCSE™ Mathematics Core and Extended Coursebook with Cambridge Online Mathematics and Cambridge Online Mathematics individual or class licences.

Cambridge Online Mathematics for Cambridge International AS & A Level Mathematics contains a digitised version of the coursebook only.



### Access free trials on Cambridge GO

Choose 'Find and trial resources' and type the title of the resource into the search box. You can then use the filters. Free trials are available for 30 days.



# Cambridge IGCSE™ International Mathematics

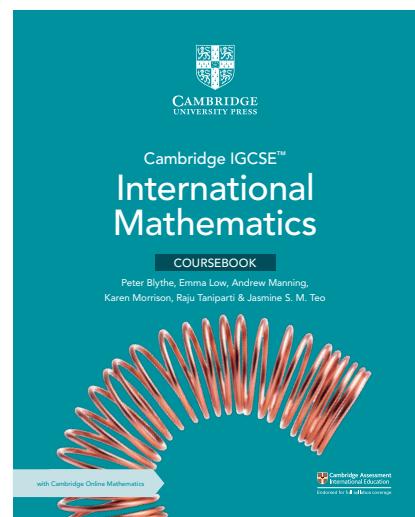
Cambridge IGCSE International Mathematics syllabus (0607) for examination from 2025.

## Coursebook with Cambridge Online Mathematics

This coursebook guides students through their mathematics studies and develops their competency, confidence and fluency.

- ‘Investigation’ and ‘Discussion’ activities encourage students to extend their learning by putting their theory into practice, and discussing themes with classmates to ensure coherent understanding of mathematics and mathematical language.
- A variety of exercises and past paper questions improve mathematical capability.

The digital version of this series is available via **Cambridge GO**.



Coursebook with Cambridge Online Mathematics (2 years' access)

✓ 978-1-009-29598-7

Coursebook with digital version (2 years' access)

✓ 978-1-009-37767-6

Coursebook – digital version (2 years' access)

✓ 978-1-009-37765-2

Cambridge Online Mathematics course – individual user licence (1 year access)

✓ 978-1-009-29597-0

Cambridge Online Mathematics course – class licence access card (1 year access)

✓ 978-1-009-37768-3

Cambridge Online Mathematics course – class licence (1 year access)

✓ 978-1-009-37769-0

Digital teacher's resource (5 years' access)

✓ 978-1-009-29599-4

Digital teacher's resource – individual user licence access card (5 years' access)

✓ 978-1-009-29600-7

# Cambridge IGCSE™ and O Level Additional Mathematics

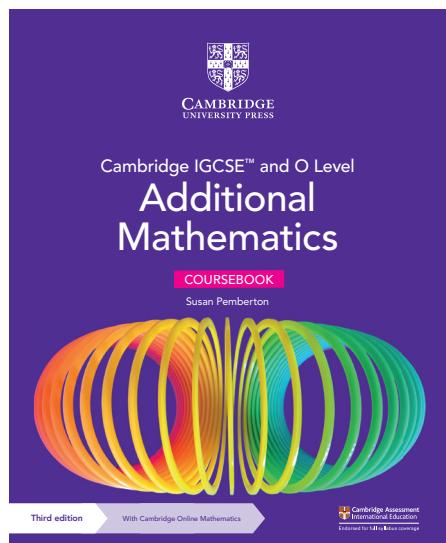
Third edition

Cambridge IGCSE and O Level Additional Mathematics syllabuses (0606/4037) for examination from 2025.

## Coursebook with Cambridge Online Mathematics

Support your students to develop a deeper understanding of mathematics that will help prepare them for further study.

- A variety of ‘Worked examples’ guide learners through key mathematical concepts.
- ‘Tip’ boxes offer students extra guidance on important skill areas.
- ‘Discussion’ ideas encourage group work and support the development of skills, such as collaboration and communication.
- ‘Project’ activities created by NRICH help learners to put their learning into practice and improve their problem-solving and collaborative skills.



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Coursebook – digital version

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Worked solutions manual with digital version (2 years' access)

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Digital teacher's resource (5 years' access)

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Digital teacher's resource – individual user licence access card (5 years' access)

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## Cambridge Online Mathematics

Our enhanced digital teaching and learning platform for maths is available to purchase on its own, in addition to combining it with the print coursebook.

Learn more about Cambridge Online Mathematics on the opposite page.

The digital version of this series is available via **Cambridge GO**.



## Cambridge O Level Mathematics

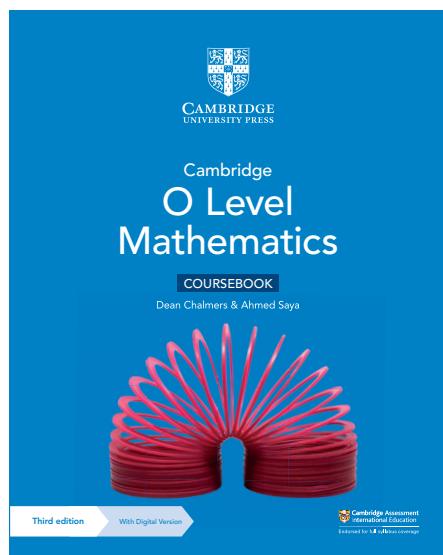
Third edition

Cambridge O Level Mathematics syllabus (4024) for examination from 2025.

### Coursebook with digital version

Learners will make connections across various areas of mathematics and build confidence as they work through the syllabus.

- ‘Mathematical connections’ feature boxes help students make links across different topics while working through the chapters of the book.
- ‘Investigation’ activities encourage students to extend their learning by investigating a real-life example, or by discussing it with classmates.
- ‘Worked examples’ walk students through key mathematical concepts and support them as they revise for assessment.
- Answers available at the back of the book and on Cambridge GO.



Coursebook with digital version (3 years' access)	978-1-009-31645-3
Coursebook – digital version (3 years' access)	978-1-009-31644-6

## NEW Cambridge IGCSE™ Statistics

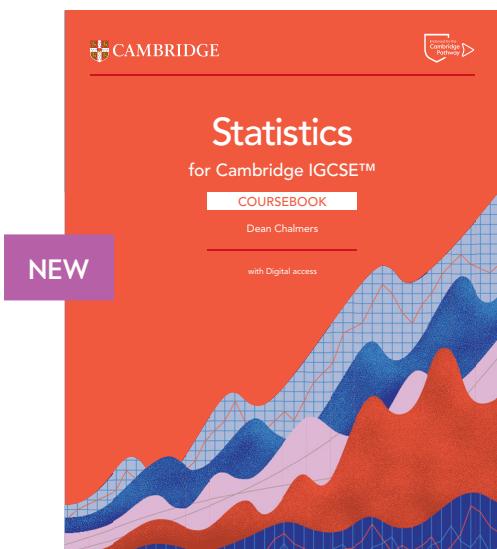
Dean Chalmers

Cambridge IGCSE Statistics syllabus (0479) for examination from 2027.

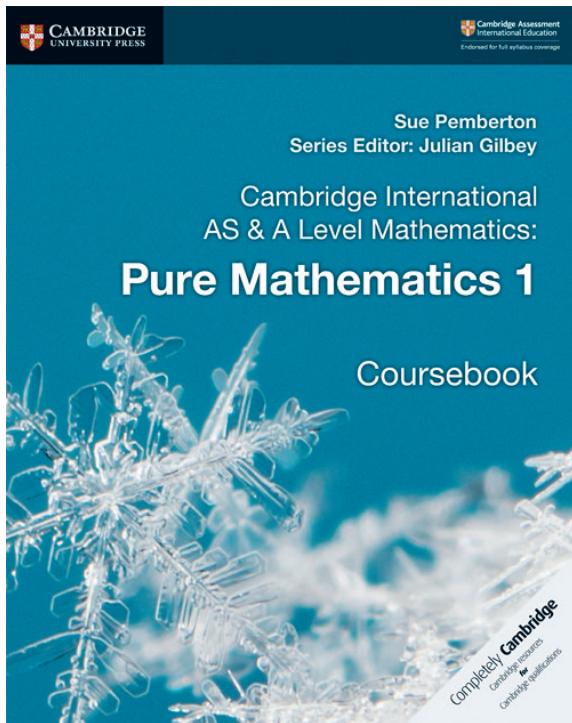
Written by an experienced teacher and author, this coursebook will help your students build a confident working knowledge of concepts in probability and statistics. Students will interpret and analyse the results of the statistical techniques used in real-life contexts and make decisions about which techniques to use for a given scenario. A range of activities will enable students to practise key skills and explore the statistical base of the information we encounter in everyday life, to prepare them for further study.

### Coursebook with digital access

- Varied exercises enable students to practise applying key statistical methods and measures, such as sampling, linear interpolation and standard deviation.
- Worked examples demonstrate the process of a specific task or calculation, to help students build an understanding of key concepts and formulas.
- Investigation tasks encourage students to further enhance their knowledge by exploring a problem or topic in more depth.
- Self-assessment opportunities and practice questions enable students to keep track of their learning and prepare for assessment.
- Additional support for planning and teaching with the ‘Getting started’ feature, which helps you assess what students already know and identify any learning gaps.
- Useful formulas are highlighted next to exercises where they may be used to aid calculations.
- Key words, engaging visuals and a clear language of instruction to support English as a second language (ESL) learners.



NEW Coursebook with digital access (2 years)	978-1-009-53240-2
NEW Digital coursebook (2 years)	978-1-009-53241-9



## Cambridge International AS & A Level Mathematics and Cambridge International AS & A Level Further Mathematics

Cambridge International AS & A Level Mathematics syllabus (9709) and Cambridge International AS & A Level Further Mathematics syllabus (9231) for examination from 2020.

This series promotes a deeper understanding of mathematical concepts, helping students develop critical thinking skills that go beyond the classroom.

### Coursebooks

Written specifically for the international learner, these coursebooks provide clear and logical progression to help students develop the mathematical skills required in their chosen route to AS or A Level. They include recap sections, detailed explanations, worked examples, cross-topic review exercises and 'Explore' tasks that encourage deeper thinking around mathematical concepts. The coursebooks also benefit from links to 'Underground Mathematics' exercises and review questions throughout.

### Coursebooks with Cambridge Online Mathematics

Our digital Cambridge International AS & A Level Mathematics resource is endorsed by Cambridge Assessment International Education for Papers 1–6.

- As part of a print and digital bundle, Cambridge Online Mathematics gives you the power to set classroom and homework exercises to individual students or entire classes through the platform.
- These interactive versions of each coursebook offer students the facility to demonstrate and submit their working as well as opportunities for self-assessment.
- Extra features for this level include a Desmos graphing calculator, geometry tool and scientific calculator.

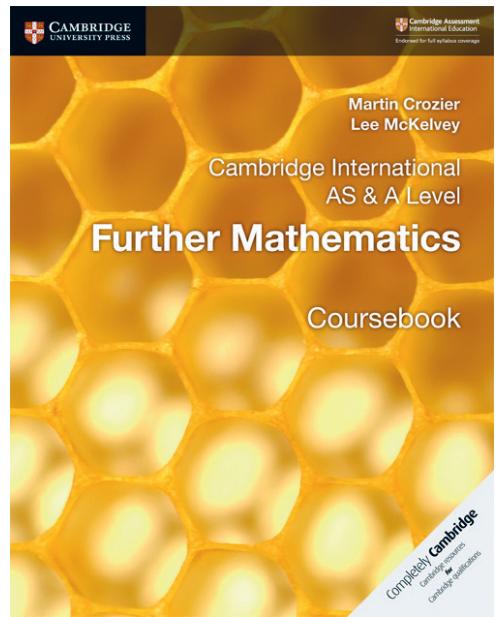
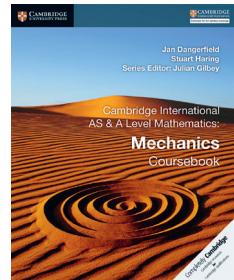
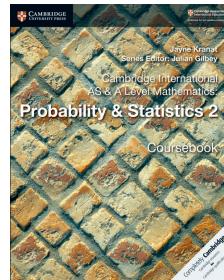
For your free trial, go to [onlinemaths.cambridge.org](https://onlinemaths.cambridge.org)

### Worked solutions manuals

Worked solutions manuals for each coursebook contain over 500 fully worked solutions for a wide range of exercises in the coursebooks, helping learners to develop as confident, independent thinkers. They're accessible online in class or at home, so your learners can develop their skills whatever their learning environment.

### Further Mathematics

Our coursebook provides explanations of mathematical concepts followed by exercises for students to practise the required skills. The book contains classroom discussion exercises, extra challenge questions and examples of worked solutions.



These pages are from Cambridge International AS & A Level Mathematics Pure Mathematics 1 Coursebook

Explore sections promote group work and peer-to-peer discussion. They help students to deepen their knowledge within a specific concept.

Cambridge International AS & A Level Mathematics: Pure Mathematics 2 & 3	<p><b>PREQUISITE KNOWLEDGE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Where it comes from</td> <td style="width: 33%; padding: 5px;">What you should be able to do</td> <td style="width: 33%; padding: 5px;">Check your skills</td> </tr> <tr> <td>Pure Mathematics 1 Coursebook, Chapter 6</td> <td>Equate coefficients of polynomials.</td> <td>1 Find the value of <math>A</math>, <math>B</math> and <math>C</math> for: a <math>Ax^2 - 3x + C = 6x^2 + Bx - 9</math> b <math>(2x^3 - 4x)^2 + 5x + 2C = 3x^2 - 3Bx + 8</math></td> </tr> <tr> <td>Pure Mathematics 1 Coursebook, Chapter 6</td> <td>Expand <math>(a+b)^n</math> where <math>n</math> is a positive integer.</td> <td>2 Find the first 3 terms, in ascending powers of <math>x</math>, in the expansion of: a <math>(1+2x)^3</math> b <math>(3-2x)^3</math></td> </tr> <tr> <td>Chapter 1</td> <td>Divide polynomials.</td> <td>3 Find the quotient and remainder when <math>x^2 - 8x + 4</math> is divided by <math>x - 3</math>.</td> </tr> </table> <p><b>Why do we study algebra?</b> At IGCSE / O Level we learn how to add and subtract algebraic fractions. In this chapter we will learn how to do the ‘reverse process’. This reverse process is often referred to as splitting a fraction into its partial fractions. In Mathematics it is often easier to deal with two or more simple fractions than it is to deal with one complicated fraction.</p> <p>166</p> <p>In the Pure Mathematics 1 Coursebook, Chapter 6, you learnt how to find the binomial expansion of <math>(a+b)^n</math> for positive integer values of <math>n</math>. After working through this chapter you will be able to expand expressions of the form <math>(1+x)^n</math> for values of <math>n</math> that are not positive integers (providing <math> x  &lt; 1</math>).</p> <p>Combining your partial fraction and binomial expansion skills will enable you to obtain series expansions of complicated expressions such as <math>\frac{2x-1}{2x^2+3x-20}</math>.</p> <p><b>7.1 Improper algebraic fractions</b> A numerical improper fraction is defined as a fraction where the numerator <math>\geq</math> the denominator. For example, <math>\frac{11}{5}</math> is an improper fraction. This fraction can be expressed as <math>2\frac{1}{5}</math>, which is the sum of a positive integer and a proper fraction. So how do we define an <b>algebraic improper fraction</b>?</p> <p><b>KEY POINT 7.1</b> The algebraic fraction <math>\frac{P(x)}{Q(x)}</math>, where <math>P(x)</math> and <math>Q(x)</math> are polynomials in <math>x</math>, is said to be an algebraic improper fraction if the degree of <math>P(x) \geq</math> the degree of <math>Q(x)</math>.</p> <p>For example, the fraction <math>\frac{x^3 - 3x^2 + 7}{x - 2}</math> is an improper algebraic fraction because the degree of the numerator (3) is greater than the degree of the denominator (1).</p> <p><b>FAST FORWARD</b> In Chapter 8 you will be shown another use for partial fractions: how to integrate rational expressions such as <math>\frac{3x-1}{x^2+3x-20}</math> by first splitting the expression into partial fractions.</p> <p><b>WEB LINK</b> Explore the <i>Polynomials and rational functions</i> section on the Underground Mathematics website.</p> <p><b>EXERCISE 7.1</b></p> <p>1 Discuss with your classmates which of the following are improper algebraic fractions.</p> <p>2 Write each improper fraction in question 1 as the sum of a polynomial and a proper fraction.</p> <p><b>EXERCISE 7.2</b></p> <p>1 Express each of the following improper fractions as the sum of a polynomial and a proper fraction.</p> <p>2 Given that <math>\frac{x^3 + x^2 - 7}{x - 3} = Ax^2 + Bx + C + \frac{D}{x-3}</math>, find the values of <math>A</math>, <math>B</math>, <math>C</math> and <math>D</math>.</p> <p>3 Given that <math>\frac{x^4 + 5x^2 - 1}{x + 1} = Ax^3 + Bx^2 + Cx + D + \frac{E}{x+1}</math>, find the values of <math>A</math>, <math>B</math>, <math>C</math>, <math>D</math> and <math>E</math>.</p> <p>4 Given that <math>\frac{2x^4 + 2x^3 + 4x^2 - 5x + 6}{x^2 + 2x} = Ax + B + \frac{Cx + D}{x^2 + 2x}</math>, find the values of <math>A</math>, <math>B</math>, <math>C</math> and <math>D</math>.</p> <p>167</p>	Where it comes from	What you should be able to do	Check your skills	Pure Mathematics 1 Coursebook, Chapter 6	Equate coefficients of polynomials.	1 Find the value of $A$ , $B$ and $C$ for: a $Ax^2 - 3x + C = 6x^2 + Bx - 9$ b $(2x^3 - 4x)^2 + 5x + 2C = 3x^2 - 3Bx + 8$	Pure Mathematics 1 Coursebook, Chapter 6	Expand $(a+b)^n$ where $n$ is a positive integer.	2 Find the first 3 terms, in ascending powers of $x$ , in the expansion of: a $(1+2x)^3$ b $(3-2x)^3$	Chapter 1	Divide polynomials.	3 Find the quotient and remainder when $x^2 - 8x + 4$ is divided by $x - 3$ .
Where it comes from	What you should be able to do	Check your skills											
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Pure Mathematics 1 Coursebook, Chapter 6	Expand $(a+b)^n$ where $n$ is a positive integer.	2 Find the first 3 terms, in ascending powers of $x$ , in the expansion of: a $(1+2x)^3$ b $(3-2x)^3$											
Chapter 1	Divide polynomials.	3 Find the quotient and remainder when $x^2 - 8x + 4$ is divided by $x - 3$ .											

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

Clear explanations so students can work independently and to support ESL learners.

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

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

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

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

**EXPLORE 7.1**

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

a  $\frac{1}{2x+1}$       b  $\frac{x^2-4x}{5-x^2}$       c  $\frac{3x}{x-5}$       d  $\frac{6x^3-2x+1}{2x^2-1}$

e  $\frac{2x-3}{(x+2)(x-1)}$       f  $\frac{x^3+2x^2-7}{(x+2)(x+1)}$       g  $\frac{4x^2-1}{3x^2+1}$       h  $\frac{2x^4-8}{x^2-2x-1}$

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

**EXERCISE 7.2**

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

a  $\frac{8x}{2x-5}$       b  $\frac{6x+1}{3x+2}$       c  $\frac{4x^3-3}{2x+1}$

d  $\frac{x^3+4x^2+3x-1}{x^2+2x+3}$       e  $\frac{7x^3+2x^2-5x+1}{x^2-5}$       f  $\frac{x^4+2x^3-5}{x^2+1}$

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

3 Given that  $\frac{x^4 + 5x^2 - 1}{x + 1} = Ax^3 + Bx^2 + Cx + D + \frac{E}{x+1}$ , find the values of  $A$ ,  $B$ ,  $C$ ,  $D$  and  $E$ .

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

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

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

## Digital teacher's resource

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

## Practice books

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

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



**Brighter Thinking** 

	Coursebook	Coursebook with Cambridge Online Mathematics	Practice book	Worked solutions manuals with digital access
Pure mathematics 1	978-1-108-40714-4	978-1-108-56289-8	978-1-108-44488-0	978-1-108-61305-7
Pure mathematics 2 & 3	978-1-108-40719-9	978-1-108-56291-1	978-1-108-45767-5	978-1-108-75890-1
Mechanics	978-1-108-40726-7	978-1-108-56294-2	978-1-108-46402-4	978-1-108-75892-5
Probability & statistics 1	978-1-108-40730-4	978-1-108-61082-7	978-1-108-44490-3	978-1-108-61309-5
Probability & statistics 2	978-1-108-40734-2	978-1-108-63305-5	978-1-108-44492-7	978-1-108-61310-1
Further mathematics	978-1-108-40337-5			978-1-108-77018-7
Digital teacher's resource	978-1-108-43983-1			
Digital teacher's resource access card	978-1-108-46167-2			

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# Cambridge Lower Secondary Science

Second edition

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

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

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

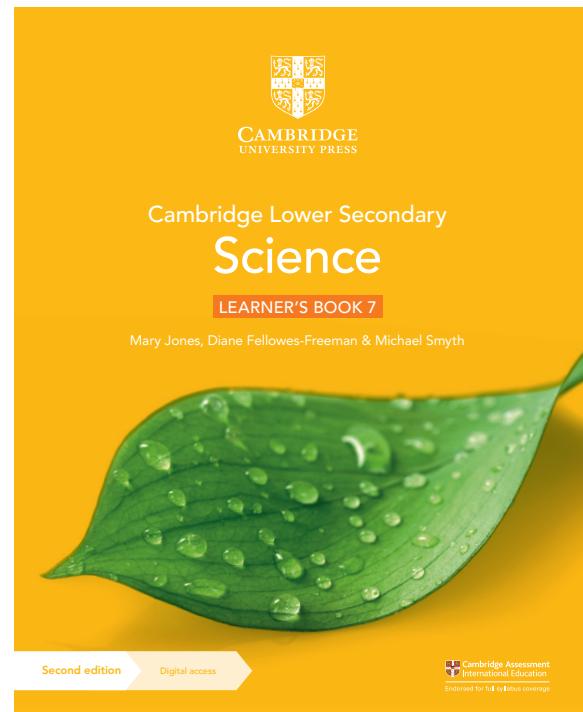
You'll have access to digital resources so whether you're teaching in class or remotely, you'll be fully supported.

## Learner's books

- Packed with vocabulary boxes, clear diagrams and supporting illustrations to make science accessible for learners with English as a second language.
- Students are encouraged to engage with topics in a practical manner, allowing them to explore questions and develop a deeper understanding.

## Workbooks

- Packed with engaging activities to help students practise what they have learnt, while encouraging them to think and work scientifically.
- Differentiated activities split into 'Focus', 'Practice' and 'Challenge' to provide clear progression through each topic, helping learners see what they've achieved.
- Ideal for use in the classroom or at home.



## Teacher's resources

- Offer comprehensive support, including answers to all questions and exercises, enabling you to make the most of the series.
- Language support suggestions, along with assessment and differentiation ideas to help you meet all your learners' needs.
- Access additional differentiation activities and language development exercises along with downloadable worksheets in the accompanying digital resource.

## Brighter Thinking Pod



On the podcast, we're starting to think about the role of education in tackling the climate crisis. Listen to our 'Introduction to Climate Change Education' episode to learn more.



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

**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**

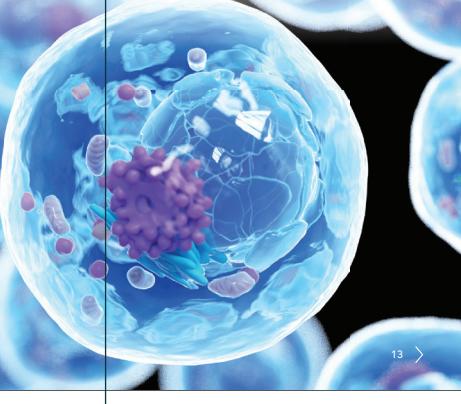
There are five parts of a plant cell with names beginning with the letter c.

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

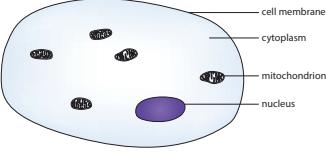


**Important words are highlighted for learners to check in the glossary.**

**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.

13 >

14 >

**Gets students thinking and talking about what they already know.**

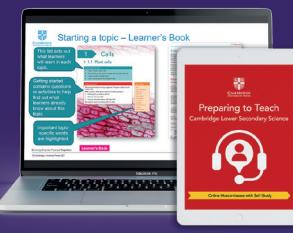
## English language skills workbooks

- Our English skills for science workbooks enhance understanding of scientific terms and effective expression, aiding the challenges of studying science in English.
- Engaging activities like data presentation and diagram labelling foster language skill development and English fluency in the context of science.
- The 'English Skills and Support' section supports students by offering information on essential English topics relevant to their science studies.

## Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders, and learn how to apply key teaching approaches effectively with Cambridge Lower Secondary Science.

See page 99 >



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

## NEW Cambridge IGCSE™ and O Level Environmental Management

Second edition

Gary Skinner, Ken Crafer, Melissa Turner, Ann Skinner, John Stacey, Tana Scott, Urvashi Swami and Paul Roobottom

Cambridge IGCSE and O Level Environmental Management syllabuses (0680/5014) for examination from 2027.

Inspire the future custodians of our planet. Help your learners to develop knowledge of environmental issues and employ scientific methods to evaluate management strategies and their impact. Build their understanding of the significance of climate change and develop their field work skills. Teach your learners how to take care of habitats and organisms during investigations; the world is in their hands!

- Global and regional case studies in the coursebook provide breadth and local relevance as well as opportunities for collaborative project work.
- Workbook with a dedicated skills chapter offers valuable opportunities for developing skills and practising essay writing, as well as building links between topics and perspectives.
- Regular questions, and self and peer assessments in the coursebook, as well as tests for every topic in the teacher's resource, offer numerous formative assessment opportunities.
- Worked examples walk learners through skills before enabling independent practice.
- Accessible language supports English as a second language learners, with additional definitions of key terms.
- Activities encourage sustainable practice and sustainability tips help learners integrate sustainability into their own lives.

<b>NEW</b> Coursebook with digital access (2 years)	978-1-009-80900-9
<b>NEW</b> Digital coursebook (2 years)	978-1-009-80902-3
<b>NEW</b> Digital teacher's resource	978-1-009-80899-6
<b>NEW</b> Digital teacher's resource access card	978-1-009-80898-9
<b>NEW</b> Workbook with digital access (2 years)	978-1-009-80896-5

## Cambridge IGCSE™ Marine Science

Matthew Parkin and Paul Roobottom

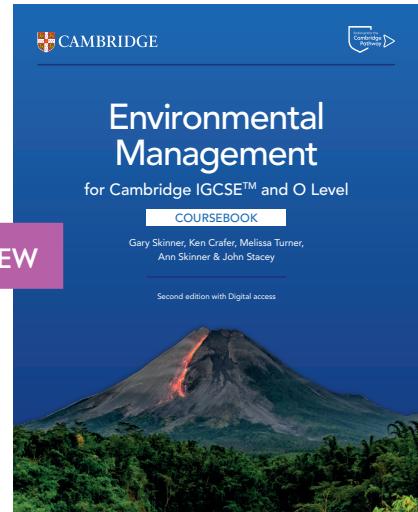
Take a deep dive into the fascinating ecosystems of the underwater world, with resources produced for the updated Cambridge IGCSE Marine Science syllabus (0697) for examination from 2024.

- Provides full coverage of the syllabus with a range of activities and exercises.
- Engaging international case studies of underwater ecosystems help students put theory into context.
- Multiple opportunities to engage in active learning such as group work, research projects and discussion questions.
- Regular self-assessment and peer-assessment features provide reflection opportunities to develop confident, independent learners.
- 21st century skills are developed through discussions, practical activities and project work.
- Support for practical work, mathematical skills and English as a second language learners is placed in context throughout the resource.
- Answers for all questions and exercises can be found by teachers online at [cambridge.org/go](https://cambridge.org/go).

Coursebook with digital access (2 years)	978-1-009-08976-0
Digital coursebook (2 years)	978-1-009-09638-6

● = Working towards endorsement for the Cambridge Pathway

✓ = Endorsed for the Cambridge Pathway

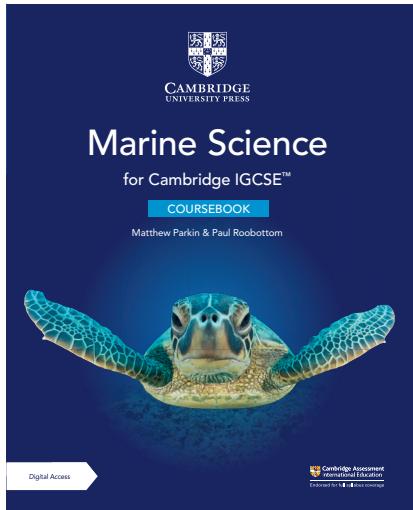


### Brighter Thinking Pod





Listen to episode 44 of our podcast to discover a practical guide to climate change and sustainability in your school.



# Cambridge IGCSE™ Combined and Co-ordinated Sciences

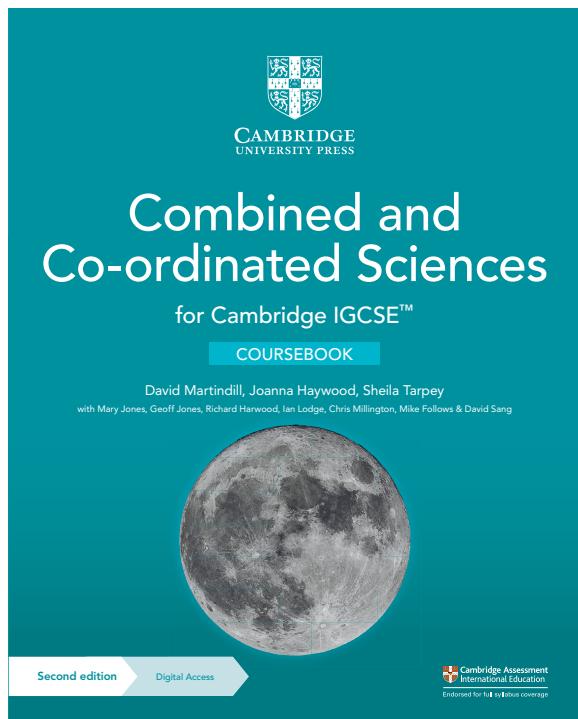
Second edition

David Martindill, Joanna Haywood, Sheila Tarpey et al

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

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

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



## Coursebook with digital access

- This core component covers all three science subjects with a chapter structure that closely aligns with the syllabuses.
- Clear navigation ensures learners are able to focus on the information relevant to them.
- The coursebook develops analysis, evaluation and problem-solving skills through an active learning approach of enquiry-led tasks, open-ended questions and opportunities to share thinking.
- Learning intentions stated at the start of the chapter establish a clear learner journey.
- 'Experimental skills' features develop learners' scientific enquiry skills.
- 'Before you start' features help identify prior learning requirements.
- Worked examples help learners navigate equations and calculations.
- 'Key word' and 'Command word' features provide definitions of important vocabulary in context.
- End-of-chapter practice questions build confidence, while regular self-assessment, peer-assessment and reflection opportunities help students check their progress.
- Downloadable 'Science in Context' and end-of-unit projects provide engaging classroom or homework ideas.

## Workbooks with digital access

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



## Brighter Thinking Pod



Are you a secondary science teacher looking for tips on stretching, supporting and challenging your students? Listen to episodes 37 and 38 of our podcast.

## Digital teacher's resource

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



# Combined and Co-ordinated Sciences for Cambridge IGCSE™



Digital Teacher's Resource



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

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

P1 Physics

### CONTINUED

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

### BEFORE YOU START

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



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

### SCIENCE IN CONTEXT

#### AROUND THE WORLD IN 80 DAYS

The first known circumnavigation (trip around the world) was accomplished by a Spanish ship on 8 September 1522. It took more than three years. In winter Jules Verne wrote the book *Le tour du monde en quatre-vingts jours* (which means *Around the World in Eighty Days*) in 1873. In honour of the writer, the Jules Verne Trophy is a prize given to the team that completes the race in a year. The award is currently held by the yacht IDEC Sport, which completed the journey in just under 41 days in 2017. In 2000, Bertrand Piccard and Brian Jones made a solo circumnavigation in a balloon, without stopping, taking just over 13 days. In 2006, he flew the Virgin Atlantic GlobalFlyer around the world in a jet plane. It took him just under three days. Hypersonic jets are being developed that could fly at 1.7 km/s. At this speed, they could circumnavigate the globe in an incredible six and a half hours.



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

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

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

3 >

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

➤ CAMBRIDGE IGCSE™ COMBINED AND CO-ORDINATED SCIENCES: COURSEBOOK

### CONTINUED



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

Circumnavigating the globe is a challenge inspiring heroes who do them to campaign for a better world. The British sailor Ellen MacArthur is just such a person. She held the world record for the fastest solo circumnavigation, achieved on 7 February 2005. However, she retired from competitive sailing to set up the Ellen MacArthur Foundation, a charity that works with business and in education to accelerate the transition to a circular economy. A circular economy is one where products and materials can be used for a long time and be easy to maintain, repair, reuse or recycle. Therefore, a circular economy would create less waste.

#### Discussion questions

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

### 1.5 Understanding acceleration

Acceleration is an increase in speed. Deceleration is a decrease in speed. If an object speeds up quickly we say it has a high acceleration. Some cars, particularly high-performance ones, are advertised according to how rapidly they can accelerate. An advert may claim that a car goes from 0 to 100 km/h in 5 s. This means that, if the car accelerates at a steady rate, it reaches 20 km/h after 1 s, 40 km/h after 2 s, and so on. We can calculate the acceleration by  $\frac{\Delta v}{\Delta t}$ , where  $\Delta v$  is the change in velocity and  $\Delta t$  is the time taken. In other words, its acceleration is  $20 \text{ km/h per second}$ .

So, we say that an object accelerates if its speed increases. Its acceleration tells us the rate at which its speed is changing, that is, the change in speed per unit time.

When an object slows down, its speed is also changing.

We say that it is decelerating. Instead of an acceleration, it has a deceleration.

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

#### Calculating acceleration

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

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

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

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

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

We can write the equation for acceleration in symbols. We use  $\Delta v$  for change in velocity and  $\Delta t$  for time taken. So we can write the equation for acceleration like this:

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

#### KEY EQUATION

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

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

Original material © Cambridge University Press 2022. This material is not final and is subject to further changes prior to publication.

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

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

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

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

Coursebook with digital access (2 years)

✓ 978-1-009-31128-1

Digital coursebook (2 years)

✓ 978-1-009-31127-4

Biology workbook with digital access (2 years)

✓ 978-1-009-31130-4

Physics workbook with digital access (2 years)

✓ 978-1-009-31134-2

Chemistry workbook with digital access (2 years)

✓ 978-1-009-31133-5

Digital teacher's resource access card

✓ 978-1-009-31138-0

Digital teacher's resource

✓ 978-1-009-31137-3



International Education

# Tackling the climate crisis together.

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

Learn more at: [cambridgeinternational.org/climatechangeeducation](https://cambridgeinternational.org/climatechangeeducation)



CAMBRIDGE



# Cambridge IGCSE™ Science

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

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

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

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



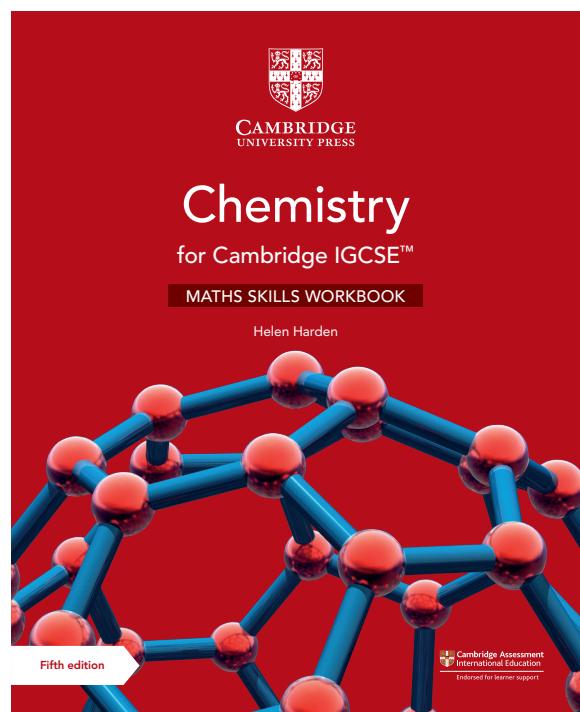
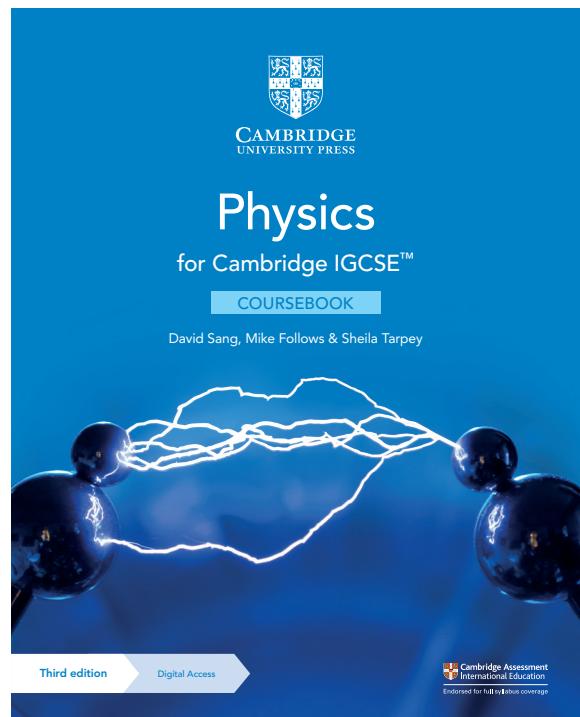
## Coursebook with digital access

- The central component of each series is endorsed for the Cambridge Pathway for full syllabus coverage.
- Develops scientific enquiry skills such as making predictions, recording observations, handling data, interpreting data and evaluating methods through practical activities.
- Project feature at the end of each chapter provides opportunities for assessment for learning, cross-curricular learning and helps learners develop skills for life.
- End-of-chapter exam-style questions help prepare students for the style of assessment they will face.
- 'Experimental skills' feature encourages students to get involved with investigations and practise essential skills such as prediction and observation.
- Get to know your learners with features such as 'Getting Started', which helps to identify learners' starting points, and allows you to tailor your teaching to their needs.
- Summaries and reflection boxes provide opportunities for students to practise metacognition, learning how they learn best.
- Each chapter opens with a 'Science in context' discussion to engage students with the topic.
- Filled with opportunities for active learning such as scripting a podcast, to oral work such as a debate or speech, helping learners to articulate their learning (activities vary across the sciences).

### Exam Preparation and Practice

Have you discovered our print and digital exam preparation and practice resources?

[Find out more on page 59 >](#)

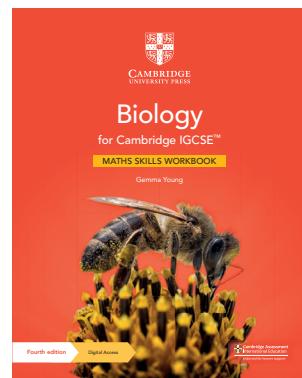
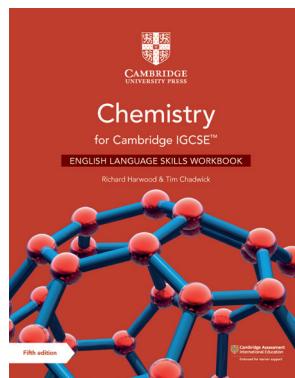


[Watch now >](#)

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



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



## English language skills workbook with digital access

- Wide-ranging exercises and activities reinforce syllabus content while providing structured support to develop relevant language skills.
- 'Language Tips', such as providing extra information to aid memory of key terms, or suggestions of synonyms or alternative ways of expressing ideas help learners to build linguistic confidence.
- A glossary of the words and definitions from the 'Key Words' feature boxes in context throughout each chapter is found at the back of the book as a quick reference tool.
- Scientific vocabulary, academic vocabulary and everyday vocabulary that might be challenging is highlighted and defined in 'Key Terms' boxes in context throughout the workbook as a quick, reassuring reference point.
- 'Language Focus' feature provides a background linguistic explanation of the relevant skills in context throughout the text, giving you confidence you are using the right skills.

These pages are from Cambridge IGCSE Biology Coursebook with Digital Access

**CAMBRIDGE INTERNATIONAL IGCSE BIOLOGY: COURSEBOOK**

When a plant is actively photosynthesising and growing, the leaves are generally the major sources of translocated material. They are constantly producing sucrose, which is carried in the phloem to all other parts of the plant. These 'receiving' parts – the sinks – include the roots and flowers. The roots may change some of the sucrose to starch and store it. The flowers use the sucrose to make fructose (an especially sweet-tasting sugar found in nectar). Later, when the fruits are developing, sucrose may be used to produce sweet, juicy fruits ready to attract animals.

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

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

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

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

**Summaries** provide key takeaway points from each chapter.

**8 Transport in plants**

**SUMMARY**

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

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

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

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

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

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

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

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

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

High temperature increases kinetic energy of molecules, which speeds up evaporation and diffusion.

High wind speed and low humidity increase the diffusion gradient for water vapour from the air spaces into the surrounding air.

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

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

**PROJECT**

**Making a display about using eucalyptus trees to find gold**

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

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

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

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

'In-chapter' questions build student confidence.

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

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

## Workbook with digital access

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

## Practical workbook with digital access

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

## Digital teacher's resource

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

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



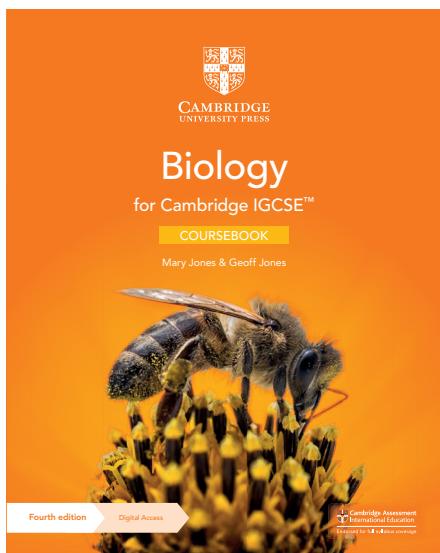
# Science Competition

**Work together. Make discoveries. Solve problems.**

The Science Competition is an exciting extra-curricular activity for teams of aspiring scientists studying Cambridge IGCSE and Cambridge O Level science. Teams work together on a scientific investigation into topics of practical relevance to their school or community and are asked to consider sustainability throughout – helping students connect science to solving real-world problems.

Find out more about the competition and how to enter on our website.





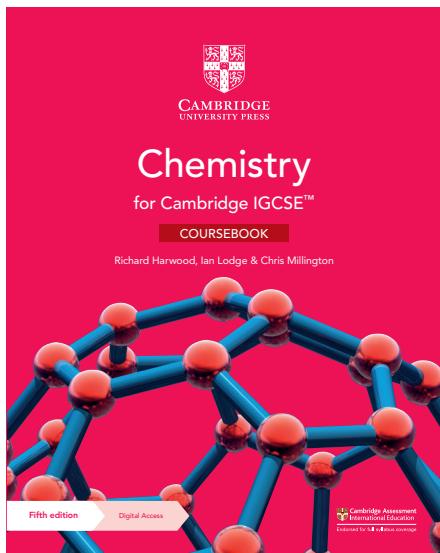
## Cambridge IGCSE™ Biology

**Fourth edition**

**Mary Jones, Geoff Jones, David Martindill, Matthew Broderick and Gemma Young**

Cambridge IGCSE Biology syllabus (0610/0970) for examination from 2023.

Coursebook with digital access (2 years)	✓ 978-1-108-93676-7
Digital coursebook (2 years)	✓ 978-1-108-97028-0
Digital teacher's resource	✓ 978-1-108-94746-6
Digital teacher's resource access card	✓ 978-1-108-94747-3
Workbook with digital access (2 years)	✓ 978-1-108-94748-0
Practical workbook with digital access (2 years)	✓ 978-1-108-94749-7
English language skills workbook with digital access (2 years)	✓ 978-1-108-94750-3
Maths skills for biology workbook with digital access (2 years)	✓ 978-1-108-94752-7



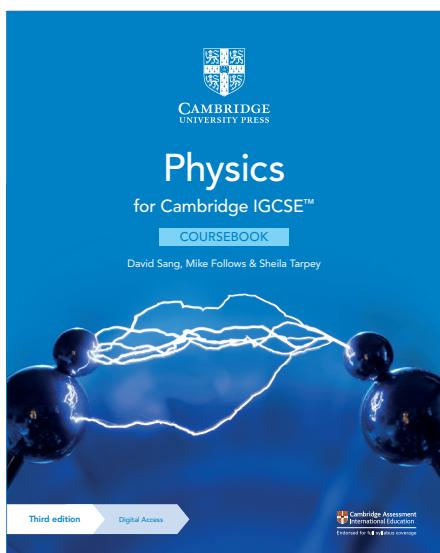
## Cambridge IGCSE™ Chemistry

**Fifth edition**

**Richard Harwood, Ian Lodge, Chris Millington, Jo Haywood, Vincent Scholier, Michael Strachan and Helen Harden**

Cambridge IGCSE Chemistry syllabus (0620/0971) for examination from 2023.

Coursebook with digital access (2 years)	✓ 978-1-108-95160-9
Digital coursebook (2 years)	✓ 978-1-108-97040-2
Digital teacher's resource	✓ 978-1-108-94892-0
Digital teacher's resource access card	✓ 978-1-108-94893-7
Workbook with digital access (2 years)	✓ 978-1-108-94833-3
Practical workbook with digital access (2 years)	✓ 978-1-108-94834-0
English language skills workbook with digital access (2 years)	✓ 978-1-108-94835-7
Maths skills workbook with digital access (2 years)	✓ 978-1-108-94836-4



## Cambridge IGCSE™ Physics

**Third edition**

**David Sang, Sheila Tarpey, Mike Follows, Michael Smyth, Gillian Nightingale, Darrell Hamilton, Jaykishan Sharma and Deepak Choudhary**

Cambridge IGCSE Physics syllabus (0625/0972) for examination from 2023.

Coursebook with digital access (2 years)	✓ 978-1-108-88807-3
Digital coursebook (2 years)	✓ 978-1-108-97042-6
Digital teacher's resource	✓ 978-1-108-74454-6
Digital teacher's resource access card	✓ 978-1-108-74455-3
Workbook with digital access (2 years)	✓ 978-1-108-74451-5
Practical workbook with digital access (2 years)	✓ 978-1-108-74453-9
English language skills workbook with digital access (2 years)	✓ 978-1-108-82679-2
Maths skills workbook with digital access (2 years)	✓ 978-1-108-82735-5



# Exam Preparation and Practice resources

Dedicated print and digital guides to use alongside the coursebooks throughout the course, in class or at home. Features:

- A well-evidenced pedagogical approach that encourages students to answer three different types of questions – knowledge recall, exam skills and self-assessment.
- Over 400 auto-marked questions and past-paper practice to fully embed skills.
- Specific guidance, tools and activities to help reduce exam anxiety.

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Exam preparation and practice with digital access (2 years)

978-1-009-38568-8

## Cambridge IGCSE Chemistry

Exam preparation and practice with digital access (2 years)

978-1-009-38601-2

## Cambridge IGCSE Physics

Exam preparation and practice with digital access (2 years)

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## Cambridge International AS & A Level Biology

Exam preparation and practice with digital access (2 years)

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Exam preparation and practice with digital access (2 years)

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## Cambridge International AS & A Level Physics

Exam preparation and practice with digital access (2 years)

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## Cambridge International AS & A Level Business

Exam preparation and practice with digital access (2 years)

978-1-009-38857-3

## Cambridge International AS & A Level Economics

Exam preparation and practice with digital access (2 years)

978-1-009-41772-3

Digital-only versions are also available for all subjects listed above.

Visit our website to view a sample: [cambridge.org/education](https://cambridge.org/education)

# NEW Cambridge IGCSE™ Psychology

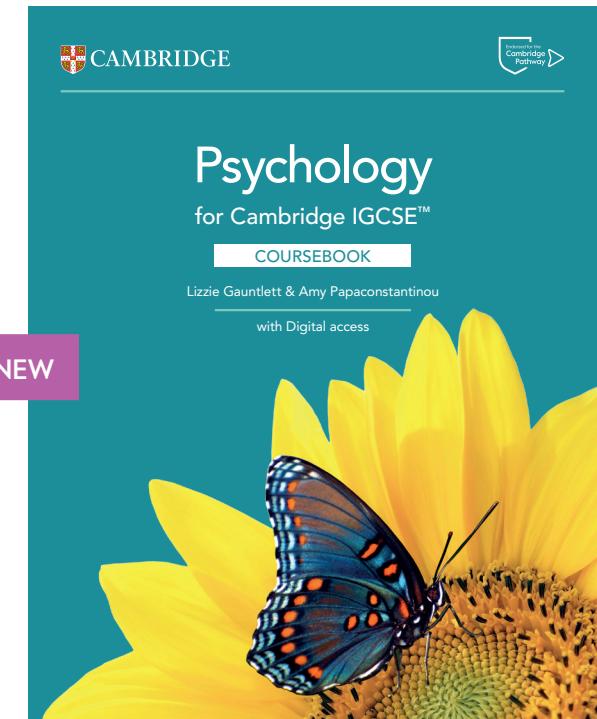
Lizzie Gauntlett and Amy Papaconstantinou

Cambridge IGCSE Psychology syllabus (0266) for examination from 2027.

Introduce your students to the study of the mind, as they explore various topics including the role of the brain in memory and forgetting, theories of perception and research methods in psychology. Written by experienced teachers and authors, this series provides full coverage of the syllabus and helps students develop the skills they need for further study.

## Coursebook with digital access

- Varied activities, including discussions, written and research activities, equip students with the skills they need and encourage application of knowledge.
- 'Psychology in context' feature provides an opening discussion at the start of each chapter to help students engage with the content and consider real-world applications.
- Key skills exercises provide additional opportunities for students to practise vital skills, such as statistical data interpretation, essay writing and research.
- Real-life examples with analytical questions help students engage with key topics and consider practical applications of psychology.
- 'Making connections' feature encourages students to identify links between topics to build a conceptual understanding of psychology.
- Practice questions at the end of each chapter help students prepare for assessment.
- Definitions of key terms and command words support English as a second language learners.
- Study summaries, as specified in the syllabus, are included to enable students to build a good understanding of these examples.



## Digital teacher's resource

- Specific guidance on introducing Cambridge IGCSE Psychology to your classroom, including how to support students with a brand-new subject.
- Clear guidance through starter, main and plenary activities to support lesson planning, differentiation and assessment for learning.
- Homework ideas on various topics and downloadable worksheets to support activities.
- Access additional support, including answers to all activities in the coursebook, via Cambridge GO.



**NEW** Coursebook with digital access (2 years)

978-1-009-81209-2

**NEW** Digital coursebook (2 years)

978-1-009-81206-1

**NEW** Digital teacher's resource

978-1-009-81213-9

**NEW** Digital teacher's resource access card

978-1-009-81212-2

# Cambridge IGCSE™ Physical Science

David Sang, Richard Harwood and Ian Lodge

Cambridge IGCSE Physical Science syllabus (0652) for examination from 2019.

- Workbooks help students understand physical science by taking an enquiry approach, for example: what energy changes are involved when a rocket blasts off? What did Galileo learn when he dropped objects of different masses from the top of the Leaning Tower of Pisa?
- Covers the Core and Extended material.

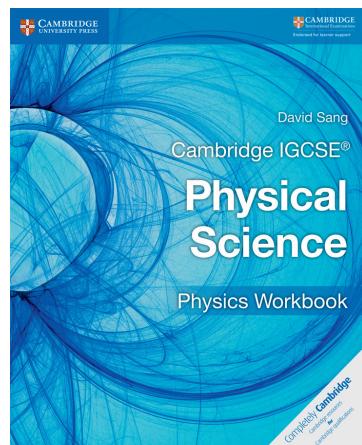
Chemistry workbook\*

978-1-316-63351-9

Physics workbook\*

978-1-316-63352-6

\*These resources have not been through the endorsement process for the Cambridge Pathway





CAMBRIDGE

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- Adaptive, formative assessments from Cambridge are used by schools in over 109 countries to empower teaching and help students reach their potential.



**MidYIS** (for 11 to 14 year olds)

**Yellis** (for 14 to 16 year olds)

**Alis** (for 16 to 19 year olds)



### Flexible

test your students when and where you want to



### Time-saving

digital assessments and automatic marking save you time



### Quick

each assessment takes only one lesson



### Adaptive

all our assessments challenge students at a level appropriate to them, to discover abilities accurately and quickly



### Student-friendly

our assessments are fun, enjoyable and engaging for all ages

'We have found that the baseline data helps us to develop informed teaching and learning interventions before the start of each Cambridge course. This has lead to better exam results.'

Jackline Aming'a - Head of Oshwal Academy, Mombasa, Kenya

Find out more about baseline assessments for international schools:



[cem.org/international](http://cem.org/international)

# Cambridge International AS & A Level Science

The latest editions of *Cambridge International AS & A Level Biology*, *Chemistry* and *Physics* cover the content of each of the syllabuses in full, helping your students develop the investigative, practical and analytical skills to flourish.

This flexible range of resources meets the real teaching needs of the science classroom. Help students succeed in a changing world and develop their 21st century skills. The coursebook, workbook and teacher's resource are all available as digital resources.

## Coursebook with digital access

- Extensive research through lesson observations, teacher interviews and work with the Cambridge Panel provides first-hand classroom support to the teacher and learner.
- Supports both the theoretical aspects of the course and the application of knowledge, as well as the promotion of scientific enquiry and independent learning.
- Comprehensive support for practical work helps both teachers and students with the transition between Cambridge IGCSE and Cambridge International AS & A Level.
- Written with strong support for language development, including key science vocabulary and key definitions throughout.
- Features such as 'Science in Context' and reflection boxes provide students with practice, active learning, skills-building and reflection opportunities.
- Open-ended discussion questions enable students to practise their English skills, interpret ideas in different ways and debate concepts with other learners.
- Four to ten exam-style questions per chapter help prepare students for examinations.
- Provides a range of enquiry exercises, such as practical activities, group work and debate questions, helping students develop 21st century skills.
- Includes answers to exercises so students have everything they need to revise when they want.

## Digital teacher's resource

- Detailed topic-by-topic guidance on lesson planning, delivery and assessment.
- Mapping grids identify where topics in the syllabus are in the resources.
- Advice for tackling common misunderstandings and misconceptions with clear and highly detailed lesson-planning guidance.
- Suggestions for a wide range of activities with support for different teaching approaches and differentiation.
- Access additional support, including answers to all activities in the coursebook and workbooks, via **Cambridge GO**.



## Discover the School Support Hub

Explore our secure online site for teachers at Cambridge schools. Log in to find all the support you need to teach our programmes in one easy place, including schemes of work and exam support.

[Find out more on page 9 >](#)

## Workbook with digital access

- Reinforces learning, promotes application of theory and helps students practise vital skills.
- A varied selection of formative exercises and exam-style questions help students hone the necessary skills of handling data, evaluating information and problem solving.

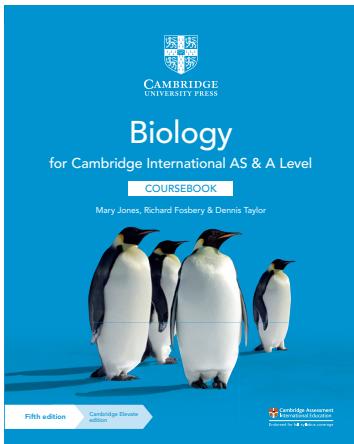
## Practical workbook

- Helps students develop key practical investigation skills including planning, identifying equipment, creating hypotheses, recording results, and analysing and evaluating data.
- Supports students going from Cambridge IGCSE to Cambridge International AS & A Level.
- Guided investigations provide opportunities for students to practise for the key practical element of the Cambridge International AS & A Level Science syllabuses.

## Exam Preparation and Practice

Have you discovered our print and digital exam preparation and practice resources?

[Find out more on page 59 >](#)



## Cambridge International AS & A Level Biology

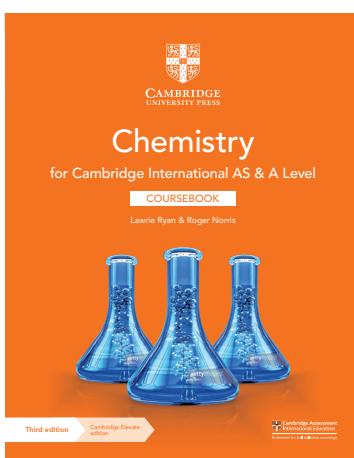
Fifth edition

Mary Jones, Richard Fosbery, David Martindill,  
Matthew Parkin and Dennis Taylor

Cambridge International AS & A Level Biology syllabus (9700) for examination from 2022.

From the simplest cell structures to genetic technology, this series matches the syllabus.

Coursebook with digital access (2 years)	✓ 978-1-108-85902-8
Digital coursebook (2 years)	✓ 978-1-108-79651-4
Workbook with digital access (2 years)	✓ 978-1-108-85942-4
Practical workbook	✓ 978-1-108-79777-1
Digital teacher's resource	✓ 978-1-108-79778-8
Digital teacher's resource access card	✓ 978-1-108-79779-5



## Cambridge International AS & A Level Chemistry

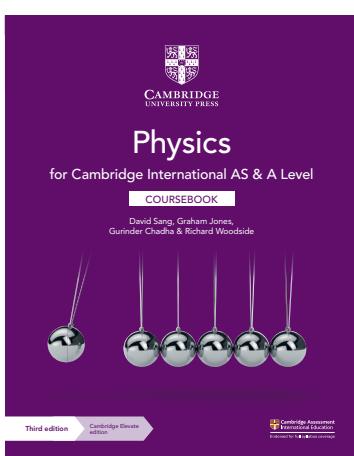
Third edition

Lawrie Ryan, Roger Norris and Mike Wooster

Cambridge International AS & A Level Chemistry syllabus (9701) for examination from 2022.

From the smallest atoms to the most complex equations, this series matches the syllabus.

Coursebook with digital access (2 years)	✓ 978-1-108-86319-3
Digital coursebook (2 years)	✓ 978-1-108-79780-1
Workbook with digital access (2 years)	✓ 978-1-108-85905-9
Practical workbook	✓ 978-1-108-79954-6
Digital teacher's resource	✓ 978-1-108-79657-6
Digital teacher's resource access card	✓ 978-1-108-79659-0



## Cambridge International AS & A Level Physics

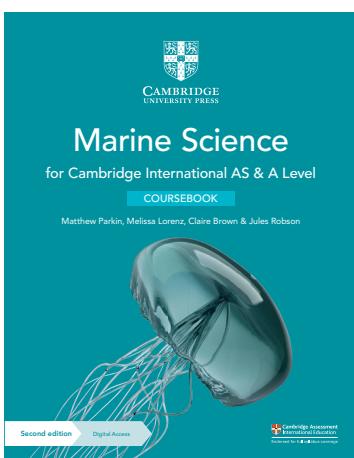
Third edition

David Sang, Graham Jones, Gurinder Chadha,  
Richard Woodside and Sanjeevi Cuneapen

Cambridge International AS & A Level Physics syllabus (9702) for examination from 2022.

From kinematics to nuclear physics, this series matches the syllabus.

Coursebook with digital access (2 years)	✓ 978-1-108-85903-5
Digital coursebook (2 years)	✓ 978-1-108-79652-1
Workbook with digital access (2 years)	✓ 978-1-108-85911-0
Practical workbook	✓ 978-1-108-79399-5
Digital teacher's resource	✓ 978-1-108-79674-3
Digital teacher's resource access card	✓ 978-1-108-79675-0



## Cambridge International AS & A Level Marine Science

Second edition

Matthew Parkin, Melissa Lorenz, Claire Brown,  
Jules Robson and Paul Roobottom

Cambridge International AS & A Level Marine Science syllabus (9693) for examination from 2022.

Coursebook with digital access (2 years)	✓ 978-1-108-86606-4
Digital coursebook (2 years)	✓ 978-1-108-79142-7
Digital teacher's resource	✓ 978-1-108-79592-0
Digital teacher's resource access card	✓ 978-1-108-79594-4
Workbook with digital access (2 years)	✓ 978-1-108-79049-9

# Cambridge International AS Level Environmental Management

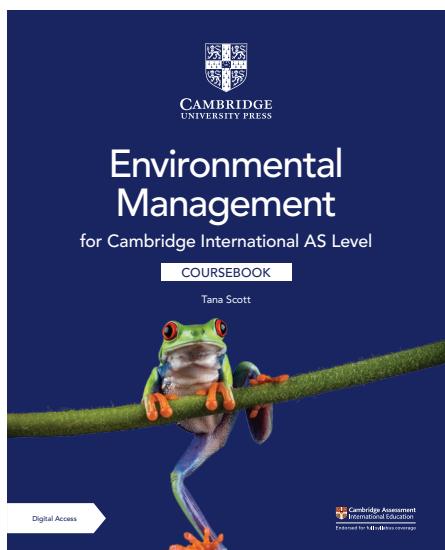
Tana Scott

Cambridge International AS Level Environmental Management syllabus (8291) for examination from 2022.

**Help your students uncover methods of sustainable development and explore the impact humans can have on complex ecosystems.**

## Coursebook with digital access

- Develop learners' analysis, evaluation and problem-solving skills through enquiry-led tasks, open-ended questions and critical thinking opportunities.
- International case studies bring the learning to life with real-world examples, while activities and projects in the extended case studies encourage learners to engage in further research.
- 'Key words' and 'Command words' features provide clear definitions of important vocabulary in context.
- Students new to the subject are supported with the 'Key Skills in Environmental Management' chapter, where they'll find advice on structuring writing, developing experimental skills, and much more.
- Regular self-assessment, peer-assessment and reflection opportunities help students check and understand their progress, while end-of-chapter practice questions build exam confidence.



## Digital teacher's resource

- Designed to help you teach in the most effective way, with lesson and homework ideas and timing suggestions, as well as common misconceptions to look out for.
- Step-by-step instructions for all practical activities in the coursebook, including lists of equipment, safety considerations, and guidance on drawing conclusions and evaluation.
- Time-saving worksheet packs are included for each chapter, plus additional end-of-chapter tests.
- Case studies from high-profile environmental groups, such as the *World Wide Fund for Nature*, *Cool Earth* and *Practical Action*, help students see the impact of environmental management practice in the real world.

Coursebook with digital access (2 years)	978-1-009-30625-6
Digital coursebook (2 years)	978-1-009-30622-5
Digital teacher's resource	978-1-009-30631-7
Digital teacher's resource access card	978-1-009-30632-4



# Cambridge International AS & A Level Psychology

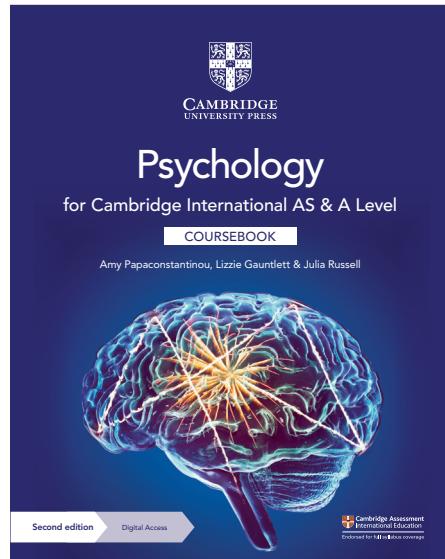
Second edition

Julia Russell, Lizzie Gauntlett and Amy Papaconstantinou

Cambridge International AS & A Level Psychology syllabus (9990) for examination from 2024.

Marvel at the complexities of the human mind with new editions. All resources are available digitally. Answers for all questions and exercises can be found by teachers online at [cambridge.org/go](https://cambridge.org/go).

Coursebook with digital access (2 years)	978-1-009-15248-8
Digital coursebook (2 years)	978-1-009-15249-5
Workbook with digital access (2 years)	978-1-009-15243-3
Digital teacher's resource	978-1-009-15245-7
Digital teacher's resource with access card	978-1-009-15246-4



## Cambridge IGCSE™ and O Level Sociology

Second edition

Jonathan Blundell and Katherine Roberts

Cambridge IGCSE and O Level Sociology syllabuses (0495/2251)  
for examination from 2025.

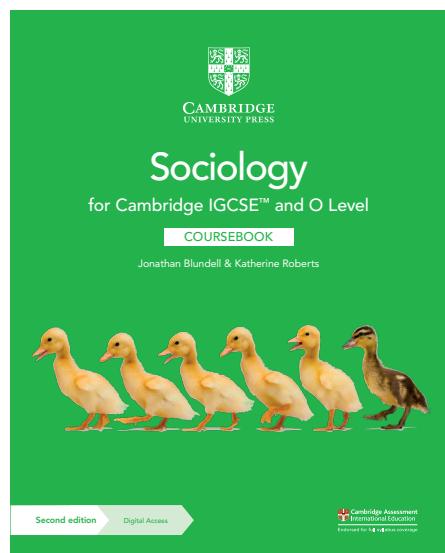
Introduce students to a wide range of sociological concepts to get them thinking like sociologists. Varied activities in the coursebook encourage active learning and build research skills, as learners apply what they have learnt to real-world scenarios.

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

### Digital teacher's resource

- Detailed teaching guidance, including PowerPoint slides for each chapter, helps you adapt to the requirements of the syllabus.
- Language worksheets provide extra resources to help you support your students with key vocabulary.

Coursebook with digital access (2 years)	978-1-009-28296-3
Digital coursebook (2 years)	978-1-009-28295-6
Digital teacher's resource	978-1-009-28299-4
Digital teacher's resource access card	978-1-009-28298-7



## Cambridge International AS & A Level Sociology

Second edition

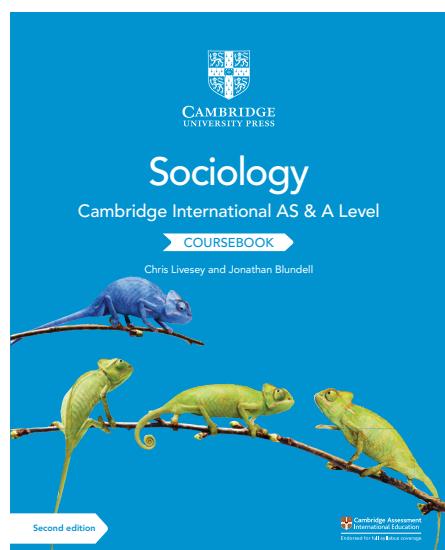
Chris Livesey and Jonathan Blundell

Cambridge International AS & A Level Sociology syllabus (9699) for  
examination from 2021.

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

- 'Think like a sociologist' features encourage students to use sociological skills to understand the value of the subject beyond grades and their course.
- Practice questions and sample answers help your students build familiarity with their examinations.
- Additional guidance and teaching ideas in our digital teacher's resource including worksheets, PowerPoints and answers to the coursebook questions.

Coursebook	978-1-108-73981-8
Digital coursebook (2 years)	978-1-108-73983-2
Digital teacher's resource	978-1-108-45650-0
Digital teacher's resource access card	978-1-108-45803-0





# Humanities

From Cambridge Global Perspectives™ to Travel & Tourism, choose from a wide range of humanities subjects that will help you build an engaging and varied programme. Support your students as they engage in a diverse learning programme, developing key transferable skills across a variety of global topics.

To find out more about the syllabuses, please visit  
[cambridgeinternational.org/programmes-and-qualifications](https://cambridgeinternational.org/programmes-and-qualifications)

Stay up to date with changes to the syllabuses you teach  
Subscribe to receive the latest news and details of syllabus change for your subject area: [cambridgeinternational.org/syllabusupdates](https://cambridgeinternational.org/syllabusupdates)



*“It’s about real life. You can relate to that everywhere. It’s not about reading a textbook and studying that. It’s about how you see the world and how it’s constantly changing.”*

Cambridge Global Perspectives student, Bangalore International School, India

# NEW Cambridge Lower Secondary Humanities

Jason Hutchison, Gemma Jubb and Helen Young

## Expand horizons for your humanities explorers!

Feel supported in your classroom with our new humanities teacher's resources. Choose between the curriculum strands 'People', 'Past' and 'Places - or cover all three topics! Learners build knowledge and skills to engage empathetically and insightfully with history, their physical world and their communities.

Our downloadable resources make it easy to pick from the strands and adapt to your local context. Set the foundation for studying humanities subjects and equip your learners with lifelong skills, such as critical thinking and cultural awareness. Learners also investigate and discuss climate change issues and various environmental challenges.

### The resources include:

- Starter, main and plenary teaching ideas for each enquiry, giving you flexibility to adapt lessons to your needs.
- Enquiry-led teaching activities with questions, video links and guidance on how to use the enquiry-led approach.
- Links to engaging video content that helps bring the curriculum to life where possible.
- Downloadable worksheets that you can adapt for your own local context.
- PowerPoint presentations with engaging imagery for front-of-class teaching to engage learners.
- Guidance on how to teach the learning objectives in an active way, adaptable to different contexts.

CAMBRIDGE

Cambridge Lower Secondary  
Humanities

NEW

DIGITAL TEACHER'S RESOURCE 7-9

### Complete Cambridge confidence

Our digital teaching resources for stages 7-9 fully support you through the enquiry-based approach to the new curriculum with step-by-step guidance and curated front-of-class resources. Our professional development training is also available to help you confidently deliver enquiry-led lessons.

### Benefits of the enquiry-based approach

Learners develop a deep understanding of topics in one or more strands of the humanities curriculum by conducting enquiries.

- Enquiries develop learners' skills specific to humanities subjects, as well as research, analysis, decision making, conclusion drawing and presentation skills.
- Enquiry questions engage learners' curiosity about their world and motivate them to build their knowledge of humanities subjects.
- Provides opportunities for learners to reflect on how their skills and knowledge change through the enquiry.

**NEW** Digital teacher's resource 7-9

978-1-009-81579-6

**NEW** Digital teacher's resource 7-9 access card

978-1-009-81580-2

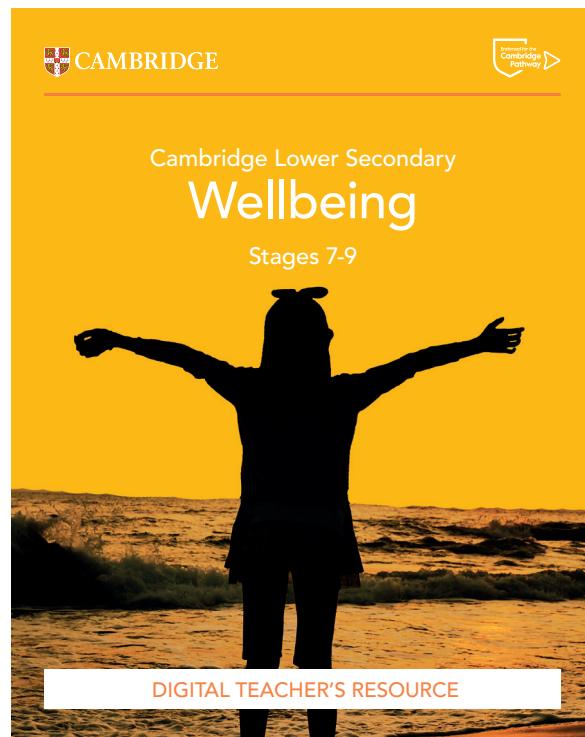
# Cambridge Lower Secondary Wellbeing

Support your lower secondary learners to foster positive relationships and understand their emotions with our *Cambridge Lower Secondary Wellbeing Digital Teacher's Resource Stages 7–9*.

This resource is filled with activity ideas that support the curriculum learning objectives and encourage learners to address discrimination, look more closely at their own emotions, and identify bullying.

## Our digital teacher's resource includes:

- Flexible lesson plans for each of the curriculum learning objectives that you can adapt to your timetable and school context.
- A letter and presentation to share with parents on the benefits of teaching wellbeing.
- Varied activities to engage learners in natural, open discussion such as role plays, stories and games.
- Guidance on how to teach wellbeing flexibly alongside other subjects like English, maths and science.
- Lesson plans linked to the areas reported on in the Cambridge Wellbeing Check, including 'Life Satisfaction' and 'Negative Emotions', so you can provide targeted support.
- Information and insights about the benefits of teaching wellbeing.
- Resource sold as a site licence and accessed via **Cambridge GO**.

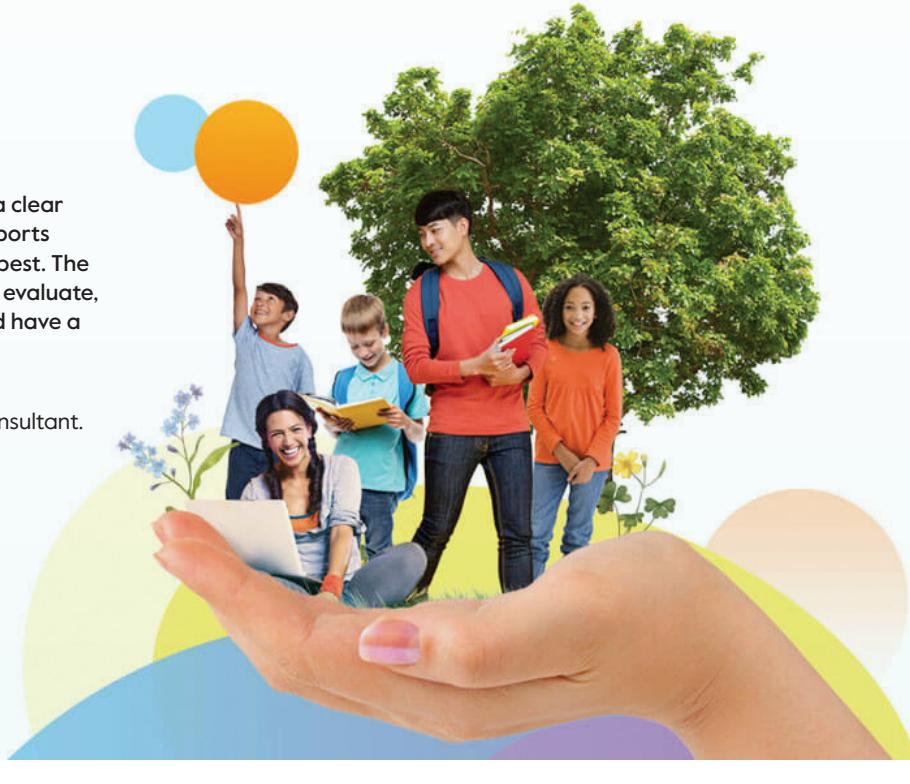


Digital teacher's resource 7-9	978-1-009-46851-0
Digital teacher's resource 7-9 access card	978-1-009-46852-7

# Cambridge Wellbeing Check

The Cambridge Wellbeing Check gives you a clear picture of wellbeing at your school and supports you in helping students aged 7–18 feel their best. The check equips you with the tools you need to evaluate, explore, teach and promote wellbeing – and have a lasting, positive impact.

Find out more [here](#) or speak to your local consultant.



# Cambridge Lower Secondary Global Perspectives

Second edition

Stages 7–9

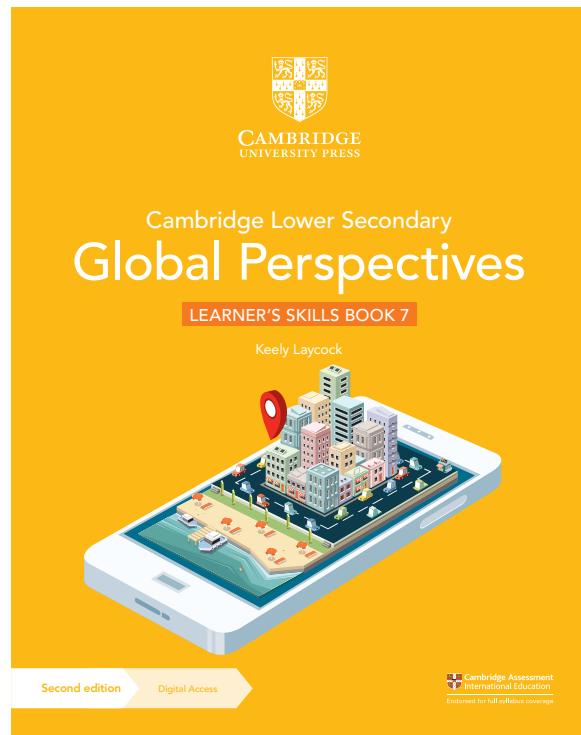
Keely Laycock

Covering Stages 7–9, our Cambridge Lower Secondary Global Perspectives resources champion learner skills development by exploring global issues.

This series supports the Cambridge Lower Secondary Global Perspectives curriculum framework (1129).

## Learner's skills books with digital access

- Write-in format allows learners to record experiences and evaluate their learning, as well as showing their understanding to teachers.
- Skills map highlights cross-curricular links and important assessment requirements.
- Units on the six skills of analysis, collaboration, communication, evaluation, reflection and research grow in difficulty through a defined structure of 'Starting with', 'Developing' and 'Getting better at'.
- Peer feedback opportunities help learners practise giving feedback and measure their progress against the learning objectives.
- Activities support learners to build awareness of and reflect on different perspectives on a topic or issue.



## Teacher's resource with digital access

- Mapping to show how our resources can be used effectively alongside the curriculum framework.
- 'Approach to Global Perspectives' unit with advice on how to plan for the subject, integrate the theme of sustainability, and transfer your teaching skills to teach global perspectives effectively.
- Assessment support throughout with an introduction to assessment as well as self-assessment ideas.
- Differentiated activity suggestions ensure all learners are suitably challenged.

## Curriculum support

This series supports you and your learners through the Cambridge Lower Secondary Global Perspectives curriculum framework (1129). The key changes we have made to our resources include:

- The learner's skills books provide opportunities to practise writing reports through a variety of different output activities. We also provide additional focused support for writing research reports in our Stage 9 resources, including advice for showcasing skills and activities to encourage learners' enthusiasm.
- A mapping document shows how the learning goals for each lesson can be mapped to the curriculum frameworks.

- We have included advice in our teacher's resources on integrating the theme of sustainability. In the learner's skills books, our characters face a number of challenges centred on promoting sustainability to encourage learners to explore this important topic.

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

Stage	Stage 7	Stage 8	Stage 9
Learner's skills book with digital access (1 year)	✓ 978-1-009-31598-2	✓ 978-1-009-31605-7	✓ 978-1-009-31616-3
Digital learner's skills book (1 year)	✓ 978-1-009-31596-8	✓ 978-1-009-31603-3	✓ 978-1-009-31619-4
Teacher's resource with digital access	✓ 978-1-009-31600-2	✓ 978-1-009-31606-4	✓ 978-1-009-31621-7



Cambridge  
Dedicated  
Teacher  
Awards

# Meet our 2024 Cambridge Dedicated Teacher Awards winner

This year we received a record number of nominations. Out of over 14 800 nominations from 140 countries around the globe, our panel of judges chose nine regional winners for the public vote.

You voted and decided your 2024 Cambridge Dedicated Teacher Awards winner is ...

**Sydney Engelbert**  
Keningau Vocational  
College, Malaysia



**What does it mean to you being the global winner of the 2024 Dedicated Teacher Awards?**

"I am grateful and speechless. For starters, I never would have thought to be selected as the regional winner as other nominees were all amazing and I am truly honoured to be nominated amongst them. Yet, the overwhelming support that I have from my family, friends, colleagues and my students made me realise that I am not alone in this oftentimes challenging journey."

**Why did you become a teacher?**

"Both of my parents are teachers and growing up, I have witnessed how many lives that they have touched and inspired throughout their careers. Despite receiving awards and recognition for their years of service, my parents would often say that the proudest thing about being a teacher is when their former and current students still remember and respect them."

Many of their former students still remember them fondly for being their teachers. That is what made me pursue this profession."

**Please share three words to describe your typical week teaching.**

"Adventure, learning, discovery."

**Tell us about a current project or school initiative that you're excited about.**

"As the Head of Internationalisation Unit, currently, our college is getting involved with more exchange programmes such as Global Online Classroom, AFS Intercultural Link Learning Program, Gaja! Korea Autumn exchange program and more to come in the future. Such projects are beneficial for both teachers and students alike. I am excited as this gives more opportunity to broaden our horizons and make our mark internationally."



Watch the  
moment  
Sydney won.

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

## Congratulations to our regional winners!



### Global Winner

Southeast Asia & Pacific

**Sydney Engelbert**

Keningau Vocational College, Malaysia



East Asia

**Pengfei Jiang**

Zhuji Ronghuai Foreign Language School, China



Pakistan

**Saeeda Salim**

SISA - School of International Studies in Sciences & Arts, Pakistan



South Asia

**Meena Mishra**

Dr Sarvepalli Radhakrishnan International School, India



Middle East and North Africa

**Gina Justus**

Our Own English High School Sharjah – Girls, United Arab Emirates



Sub-Saharan Africa

**Tajudeen Odufeso**

Isara Secondary School, Nigeria



Europe

**Aynur Bayazit**

Menekşe Ahmet Yalçınkaya Kindergarten, Türkiye



Latin America & the Caribbean

**Ramon Majé Floriano**

Montessori sede San Francisco, Colombia



North America

**Maria Medvetz Santos**

Seminole Ridge Community High School, United States

For more information about our dedicated teachers and their stories, go to [dedicatedteacher.cambridge.org](https://dedicatedteacher.cambridge.org)

# Cambridge IGCSE™ and O Level Global Perspectives

Second edition

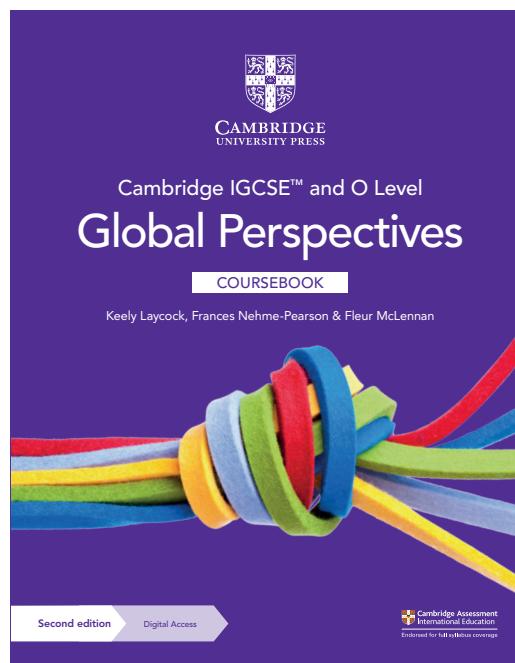
Keely Laycock, Frances Nehme-Pearson  
and Fleur McLennan

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

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

## Coursebook with digital access

- Enquiry-led activities develop 21st century skills and encourage students to explore and value other people's perspectives.
- 'Review and reflection' feature supports students to develop metacognitive skills and surfaces what they have learnt.
- Topical extracts and examples on a global scale help students relate to key topics.



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

# Cambridge International AS & A Level Global Perspectives and Research

Second edition

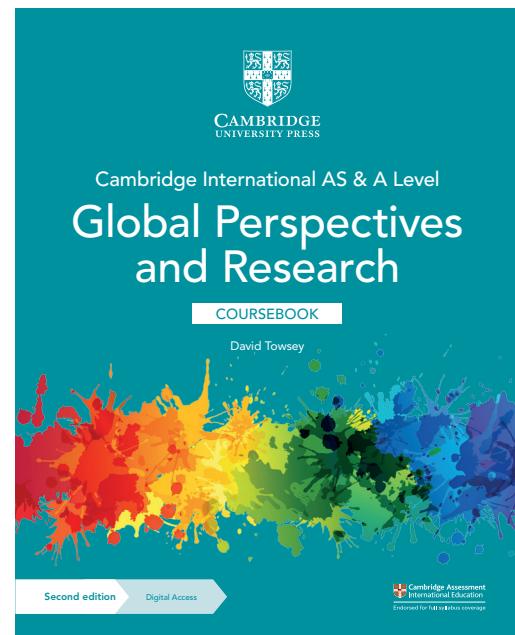
David Towsey

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

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

## Coursebook with digital access

- Comprehensive syllabus coverage with units on key skills and writing research reports.
- Activities are designed to refine skills such as essay writing and forming research questions.
- Self-assessment opportunities encourage students to reflect on their own learning.



Coursebook with digital access (2 years)	✓ 978-1-108-90915-0
Digital coursebook (2 years)	✓ 978-1-108-82170-4
Digital teacher's resource	✓ 978-1-108-82169-8
Digital teacher's resource access card	✓ 978-1-108-82168-1

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

Third edition

Paul Grey, Rosemarie Little, Robin Macpherson and John Etty

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

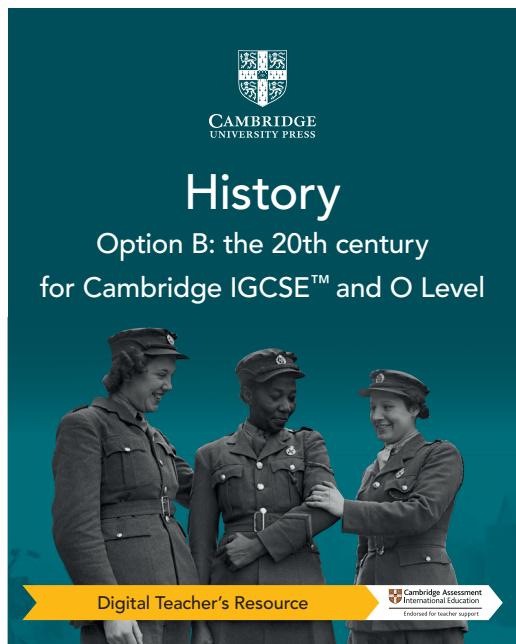
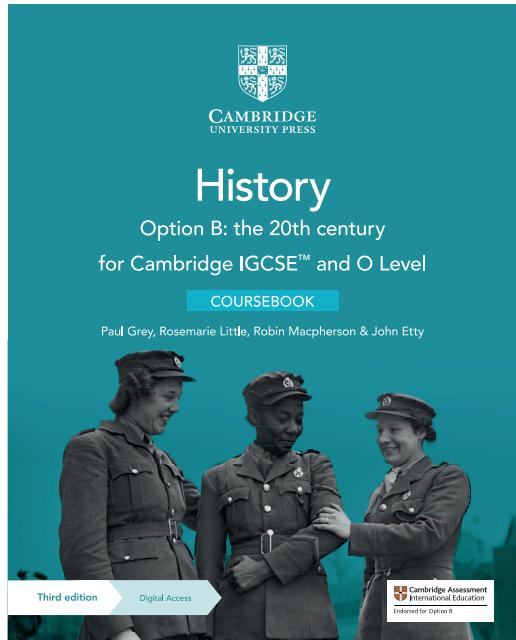
Help your students to discover a curiosity for exploring the past with the third edition of our Cambridge IGCSE and O Level History series. From essay writing support and highlighted key terms, to critical source analysis and revision tips, this clear and accessible coursebook is ideal for international learners.

## Coursebook with digital access

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

## Digital teacher's resource

- Essay-writing support and language worksheets help to develop students' reading and writing.
- Teaching notes, lesson plans and advice on source analysis help to save valuable lesson-planning time.
- Access additional support, including answers to all activities in the coursebook, via **Cambridge GO**.



Coursebook with digital access (2 years)

✓ 978-1-009-28959-7

Digital coursebook (2 years)

✓ 978-1-009-28958-0

Digital teacher's resource

✓ 978-1-009-28961-0

## Breaking it down: helping students master information in the history classroom

One of the biggest challenges for students studying Cambridge IGCSE and O Level History is handling the sheer volume of information that they need to complete the course. Teacher and author, Robin Macpherson, shares several strategies to help students categorise information and commit it to long-term memory.



# NEW Cambridge International AS Level History

## NEW Cambridge International AS Level International History, 1870–1939

Third edition

John Etty and Patrick Walsh-Atkins

Supports the AS Level International History content of the Cambridge International AS & A Level History syllabus (9489/9982) for examination from 2027.

Dive into the era of imperialism and the rise of global powers, explore the shifting tides of international relations, and uncover the roots of extremism that led to World War II. Engage your students and deepen their understanding of these pivotal moments in history.

### Coursebook with digital access

- ‘Getting started’ activities at the start of each chapter are designed to encourage students reflect on what they already know about the topic, to help them prepare for each lesson.
- Varied activities provide many opportunities for in-class practice and help students apply their knowledge in real-world contexts, with a strong emphasis on developing analytical writing skills and critical reflection.
- Each chapter begins with a detailed timeline to help aid understanding of the chronological order of significant events.

### Digital teacher’s resource

- Detailed answer keys for all activities and worksheets save time, and provide clear benchmarks for efficient and accurate marking.
- Specific support for addressing language barriers enable you to support students who may struggle with the language demands of historical study.
- Practical support including academic writing activities, worksheets, and tasks focusing on key vocabulary, enable you to help your students understand topic-specific language.
- Create a free teacher account and activate the code from your book to access additional support, including answers to all activities in the coursebook, via **Cambridge GO**.



CAMBRIDGE



## International History, 1870–1939

for Cambridge International AS Level History

NEW

COURSEBOOK

John Etty & Patrick Walsh-Atkins

Third edition with Digital access



CAMBRIDGE



## International History and Modern Europe

for Cambridge International AS Level History

NEW



DIGITAL TEACHER'S RESOURCE

This digital teacher’s resource supports the AS Level International History, 1870–1939 and AS Level Modern Europe History, 1774–1924 content of the Cambridge International AS & A Level History syllabus (9489/9981/9982).

**NEW** Coursebook with digital access (2 years)

978-1-009-55632-3

**NEW** Digital coursebook (2 years)

978-1-009-55630-9

**NEW** Digital teacher’s resource

978-1-009-81086-9

**NEW** Digital teacher’s resource access card

978-1-009-81085-2

## NEW Cambridge International AS Level Modern Europe, 1774-1924

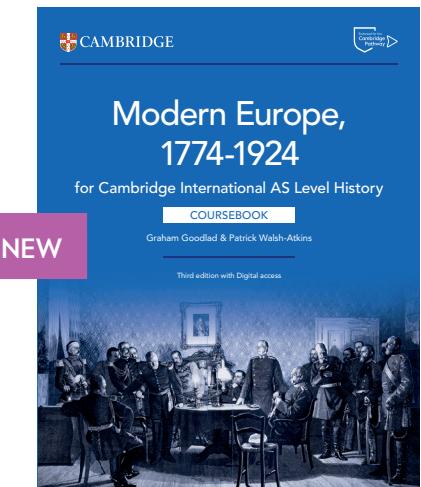
Third edition

Graham Goodlad and Patrick Walsh-Atkins

Supports the AS Level Modern Europe History content of the Cambridge International AS & A Level History syllabus (9489/9981) for examination from 2027.

Explore the dramatic evolution of France from 1774 to 1814, delve into the rise of liberalism and nationalism in Germany, and examine Russia's transition from autocracy to revolution.

<b>NEW</b> Coursebook with digital access (2 years)	978-1-009-55620-0
<b>NEW</b> Digital coursebook (2 years)	978-1-009-55621-7
<b>NEW</b> Digital teacher's resource	978-1-009-81086-9
<b>NEW</b> Digital teacher's resource access card	978-1-009-81085-2



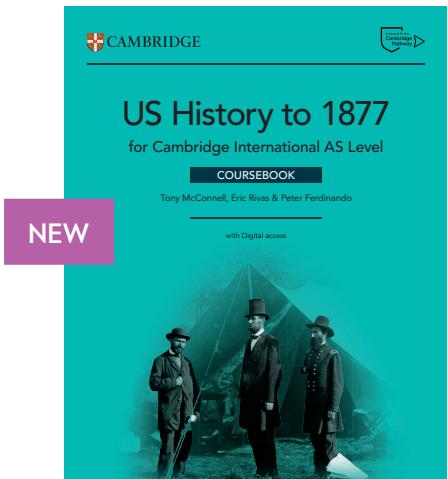
## NEW Cambridge International AS Level US History to 1877

Tony McConnell, Eric Rivas and Peter Ferdinando

Cambridge International AS Level US History to 1877 syllabus (8101) for examination from 2027.

From the indigenous societies to the Civil War, this coursebook will take your students on an engaging journey through early American history.

<b>NEW</b> Coursebook with digital access (2 years)	978-1-009-81344-0
<b>NEW</b> Digital coursebook (2 years)	978-1-009-81343-3
<b>NEW</b> Digital teacher's resource	978-1-009-81475-1
<b>NEW</b> Digital teacher's resource access card	978-1-009-81474-4



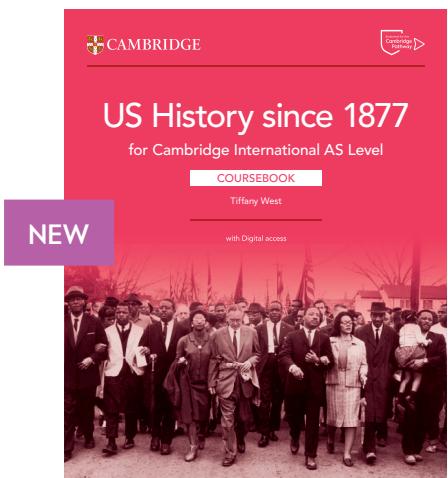
## NEW Cambridge International AS Level US History since 1877

Tiffany West, Paul Grey and Rosemarie Little

Cambridge International AS Level US History since 1877 syllabus (8102) for examination from 2027.

From the transformative era of the Gilded Age to the complexities of the Great Depression, the global conflicts of the World Wars and the tense beginnings of the Cold War, this coursebook will immerse your students in the pivotal events that shaped modern America.

<b>NEW</b> Coursebook with digital access (2 years)	978-1-009-81479-9
<b>NEW</b> Digital coursebook (2 years)	978-1-009-81477-5
<b>NEW</b> Digital teacher's resource	978-1-009-81481-2
<b>NEW</b> Digital teacher's resource access card	978-1-009-81480-5



## Cambridge IGCSE™ and O Level Travel and Tourism

Second edition

Stephen Rickerby, Ruth Figg and John Smith

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

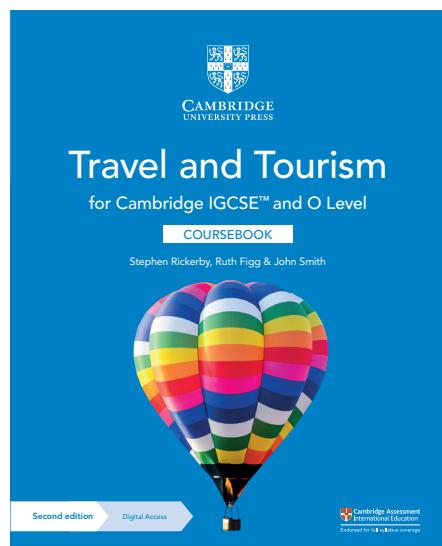
From customer service to destination marketing, this series supports students to develop practical skills across a range of roles in one of the world's largest industries.

### Coursebook with digital access

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

### Digital teacher's resource

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



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

## Cambridge International AS & A Level Travel and Tourism

Third edition

Susan Stewart, Stephen Rickerby and Fiona Warburton

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

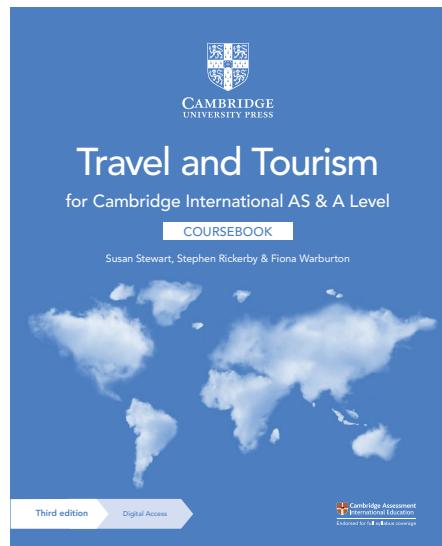
From sustainable tourism to destination management, this series helps students understand key travel and tourism ideas, and equips them with technical and practical skills.

### Coursebook with digital access

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

### Digital teacher's resource

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



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

# NEW Cambridge IGCSE™ and O Level Geography

Tana Scott, Paul Thompson, Helen Young,  
James Hickman and Stuart Colesky

**Cambridge IGCSE, IGCSE (9-1) and O Level Geography syllabuses  
(0460/0976/2217) for examination from 2027.**

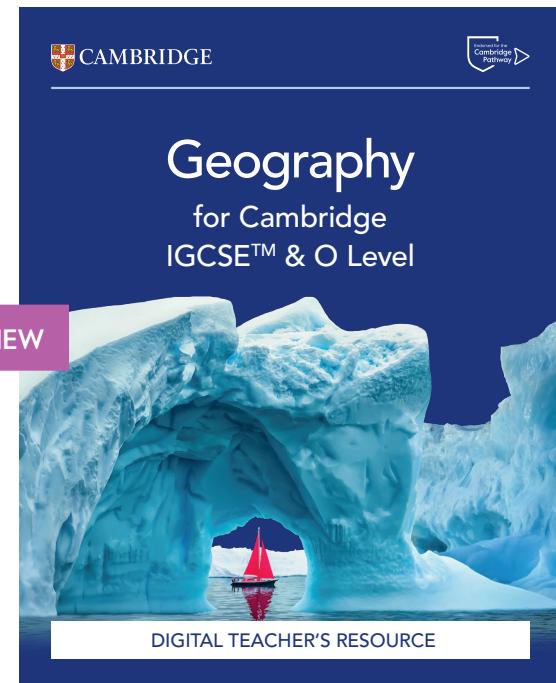
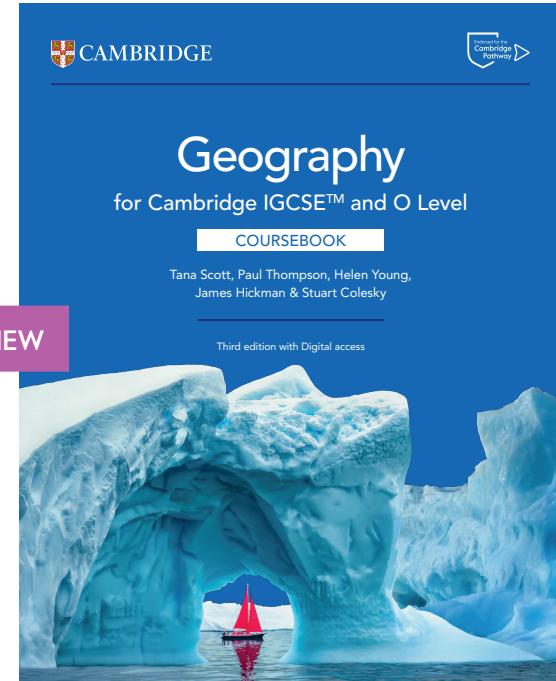
Geography is a 21st century subject that doesn't stand still and neither does our commitment to redevelop our resources in response to current needs. Our new print and digital resources help your students build key geographical and practical skills, while encouraging them to become informed and responsible global citizens, who feel empowered to influence change.

## Coursebook with digital access

- Takes a skills-based approach throughout, with a new geographical enquiry section to help develop fieldwork skills.
- Dedicated climate change chapter explores causes and effects of climate change through a variety of engaging learning features and activities to strengthen understanding.
- 'Detailed specific examples' with additional videos in each topic help students apply their learning to real-life contexts.
- 'Think like a geographer' feature encourages students to apply their skills to a variety of real-world scenarios, while the new 'Projects' feature helps put learning into practice and develops key collaboration skills.
- Helps students prepare for assessment with practice questions in every topic, a dedicated 'Preparing for assessment' section and support in building confidence in evaluative essay writing with 'Improve your answer' step-by-step advice.

## Digital teacher's resource

- Guidance and practical ideas on teaching geography through an enquiry-based approach, written by a senior teaching associate at the Faculty of Education, University of Cambridge.
- Worksheets and revision templates for the 'Detailed specific examples' give you extra support on how to get the best out of this feature.
- A wide range of support and activities to help you prepare your students for assessment.
- Access additional support, including answers to all activities in the coursebook, via **Cambridge GO**.



**NEW** Coursebook with digital access (2 years)

● 978-1-009-53563-2

**NEW** Digital coursebook (2 years)

● 978-1-009-53565-6

**NEW** Digital teacher's resource

● 978-1-009-53567-0

**NEW** Digital teacher's resource access card

● 978-1-009-53568-7

# Cambridge International AS & A Level Media Studies

Ian Marshall, Nicola Naisbett and Tina Stoklosa

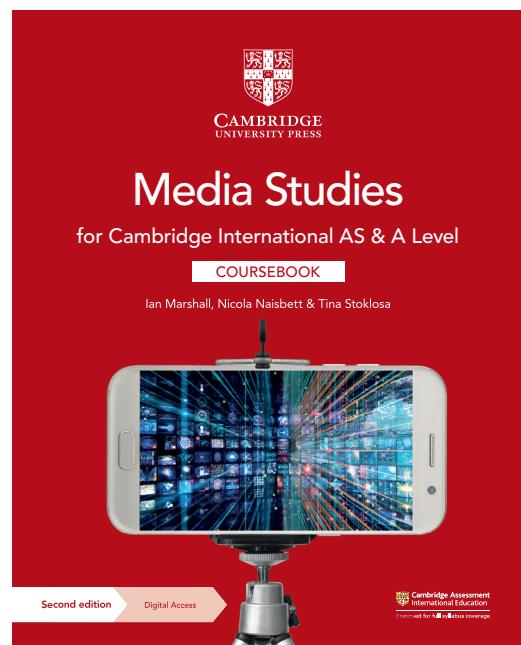
Cambridge International AS & A Level Media Studies syllabus (9607) for examination from 2024.

With this series, students develop a critical understanding of international media as they explore this vast and varied field.

## Coursebook with digital access

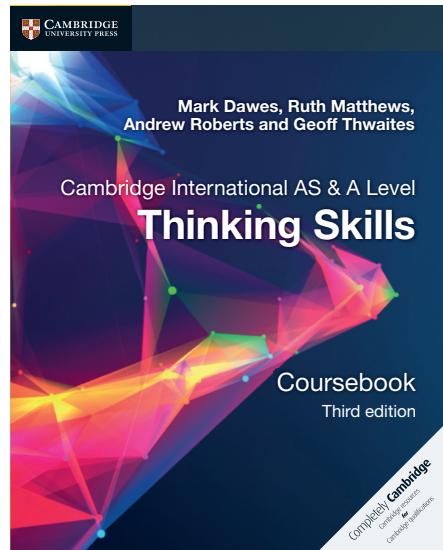
- Varied activities and case studies help students engage with key topics, and develop critical and analytical skills.
- Group work and project-based activities encourage students to make real-world connections that deepen their understanding.
- 'Reflection' feature encourages students to become independent learners and assess their own progress.
- Key vocabulary, top tips and key concept links provide support throughout each unit, including technical language guidance.

Coursebook with digital access (2 years)	978-1-009-26224-8
Digital coursebook (2 years)	978-1-009-26225-5
Digital teacher's resource	978-1-009-30136-7
Digital teacher's resource access card	978-1-009-30137-4



## Digital teacher's resource

- Step-by-step guidance through starter, main and plenary activities helps you feel confident in your approach.
- Support for key teaching approaches including project-based learning, formative assessment and differentiation.
- Downloadable language worksheets save time and help students unlock subject-specific vocabulary.



# Cambridge International AS & A Level Thinking Skills\*

Third edition

Mark Dawes, Ruth Matthews, Andrew Roberts and Geoff Thwaites

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

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

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

Coursebook	978-1-08-44104-9
Digital coursebook (2 years)	978-1-08-44110-0
Digital teacher's resource	978-1-08-45770-5
Digital teacher's resource access card	978-1-08-45766-8

\* This series has not been through the endorsement process for the Cambridge Pathway



# Computing

Whether you are helping students become effective users of IT or guiding them in exploring the world of technology, discover a wide range of computing syllabuses and assessments. Support your students as they develop an interest in computational thinking and programming, and build an appreciation for current and emerging technologies.

To find out more about the syllabuses, please visit  
[cambridgeinternational.org/programmes-and-qualifications](https://cambridgeinternational.org/programmes-and-qualifications)

Stay up to date with changes to the syllabuses you teach  
Subscribe to receive the latest news and details of syllabus changes for  
your subject area: [cambridgeinternational.org/syllabusupdates](https://cambridgeinternational.org/syllabusupdates)



*“Studying for my Cambridge qualifications was a unique and lasting experience – not just for acquiring knowledge but also about discovering a passion and developing a genuine love for the subjects I studied. This made my learning journey incredibly meaningful and memorable and was a truly transformative experience, allowing me to grow academically and cultivate a lifelong joy for learning.”*

Cambridge International AS & A Level student, Macleans College, New Zealand

# Cambridge Lower Secondary Computing

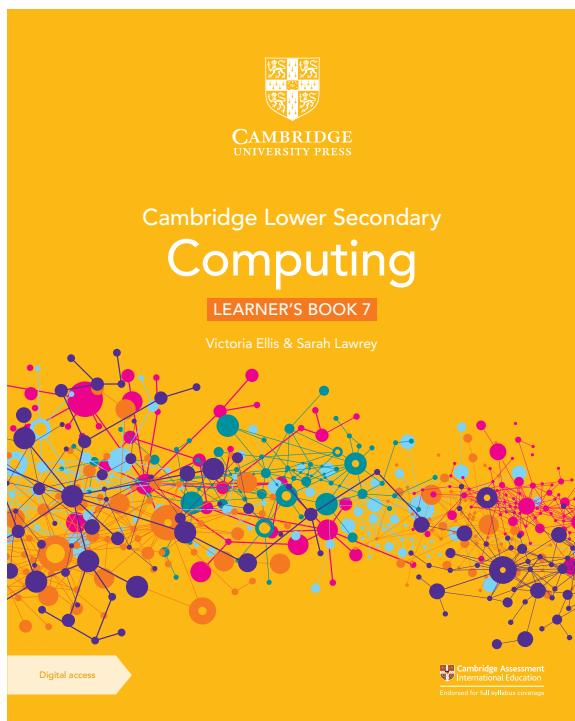
First edition

Stages 7-9

Victoria Ellis, Sarah Lawrey, Bernie Fishpool  
and Evans Chikasa

**From exploring data types to planning a computer game, these resources support your learners as they continue their journey towards becoming confident computational thinkers.**

As learners engage with various activities and projects, they will develop 21st century computing skills including programming, problem-solving, logical thinking and data handling. These resources cover the computing strands of Computational Thinking, Programming, Managing Data, Networks and Digital Communication, and Computer Systems, and have been developed for the Cambridge Lower Secondary Computing curriculum framework (0860).



## Learner's books with digital access

- 'Practical tasks' for practising essential computing skills on devices ensure learners are not only familiar with theory, but with practice.
- Technical computing terminology explained in everyday language, supported by familiar examples, guide English as a second language learners.
- 'Stay safe!' features give learners tips for staying safe online, including how to protect their personal data.
- 'Summary checklists' at the end of each topic support learners to track their progress based on the learning objectives.
- 'Projects' promote collaboration and critical thinking, and are perfect for group or pair work.
- Knowledge-based questions help learners develop their computing skills and help you assess their understanding.

## Digital teacher's resources

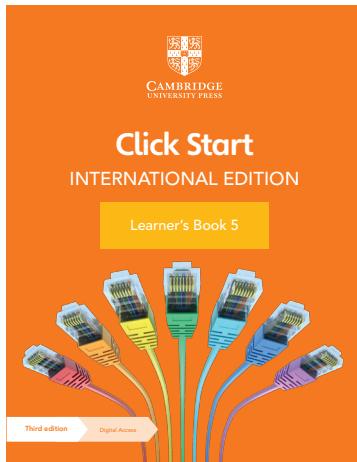
- Filled with a wealth of teaching ideas and activities to keep lessons fresh and interesting.
- Guidance on the PRIMM approach (Predict–Run–Investigate–Make–Modify) to help you teach computing in an accessible way while providing a structure to follow.
- 'Language support' feature highlights computing vocabulary where learners may require extra support.
- At-a-glance unit plans support course planning and provide an easy reference guide that shows how the units cover the curriculum learning objectives.
- Downloadable worksheets and homework ideas give learners the opportunity to demonstrate what they've learnt in the classroom.
- 'Source files', such as spreadsheets, linked to the learner's book activities save you lesson planning time.
- Access additional support, including answers to all activities in the learner's books, via **Cambridge GO**.

GO

## Professional development for you

Discover our Preparing to Teach courses for heads of department and subject leaders. Learn how to apply key teaching approaches effectively with *Cambridge Lower Secondary Computing*. See page 99 >

Stage	Stage 7	Stage 8	Stage 9
Learner's book with digital access	✓ 978-1-009-29705-9	✓ 978-1-009-30929-5	✓ 978-1-009-32063-4
Digital learner's book	✓ 978-1-009-29703-5	✓ 978-1-009-32057-3	✓ 978-1-009-32062-7
Digital teacher's resource	✓ 978-1-009-29709-7	✓ 978-1-009-36309-9	✓ 978-1-009-36312-9
Digital teacher's resource access card	✓ 978-1-009-29710-3	✓ 978-1-009-36308-2	✓ 978-1-009-36310-5



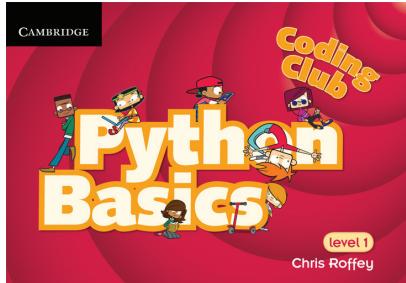
## Click Start International edition\*

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

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

Learner's book 1 with digital access	978-1-108-95180-7
Digital learner's book 1 (1 year)	978-1-108-94847-0
Learner's book 2 with digital access	978-1-108-95182-1
Digital learner's book 2 (1 year)	978-1-108-94849-4
Learner's book 3 with digital access	978-1-108-95184-5
Digital learner's book 3 (1 year)	978-1-108-94851-7
Learner's book 4 with digital access	978-1-108-95186-9
Digital learner's book 4 (1 year)	978-1-108-94853-1

Learner's book 5 with digital access	978-1-108-95188-3
Digital learner's book 5 (1 year)	978-1-108-94855-5
Learner's book 6 with digital access	978-1-108-95190-6
Digital learner's book 6 (1 year)	978-1-108-94857-9
Learner's book 7 with digital access	978-1-108-95192-0
Digital learner's book 7 (1 year)	978-1-108-94859-3
Learner's book 8 with digital access	978-1-108-95194-4
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.



## Cambridge IGCSE™ ICT

Third edition

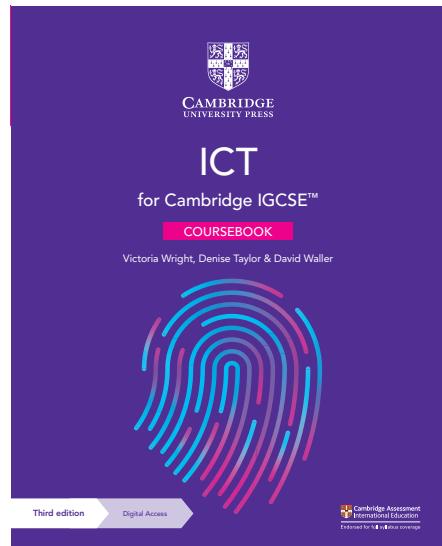
**Victoria Wright, Denise Taylor, David Waller and Evans Chikasa**

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

With a focus on strengthening practical skills, this series enables students to explore how and why technology and communication are core to the world we live in.

### Coursebook with digital access

- ‘ICT in context’ feature brings ICT to life and adds relevancy to students’ learning.
- ‘Getting started’, ‘Practice’ and ‘Challenge’ activities throughout provide a tiered approach to practical tasks, building skills and challenging more confident students.
- ‘Reflection’ feature at the end of each chapter to encourage students to assess and evaluate their learning journey.



Coursebook with digital access	978-1-108-90109-3
Digital coursebook (2 years)	978-1-108-82821-5
Practical skills workbook with digital access	978-1-108-90112-3
Digital practical skills workbook (2 years)	978-1-108-82825-3
Digital teacher's resource	978-1-108-82823-9
Digital teacher's resource access card	978-1-108-82824-6

## Cambridge IGCSE™ and O Level Computer Science

Second edition

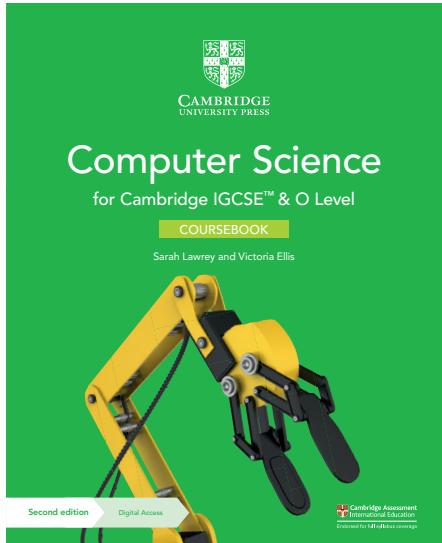
**Sarah Lawrey and Victoria Ellis**

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

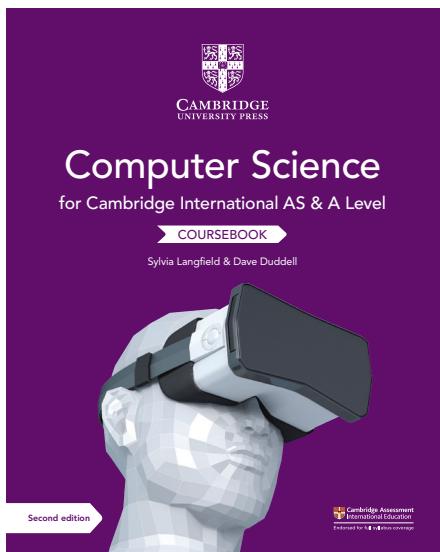
The series builds upon the fundamentals of computational thinking and programming, brought to life through real-life contexts and applications. Students will have the tools they need to study computer science with confidence, with a variety of learning features and programming books.

### Coursebook with digital access

- ‘Computer science in context’ feature and case studies from Microsoft Research connect students to real-life scenarios and technology.
- ‘Introduction to studying Computer Science’ chapter supports students with little prior learning, helping them get up to speed with the key concepts.
- ‘Skills focus’ sections develop students’ mathematical, computational thinking and programming knowledge, including step-by-step examples and questions.



Coursebook with digital access	978-1-108-91514-4
Digital coursebook (2 years)	978-1-108-82414-9
Programming book for Java with digital access	978-1-108-91007-1
Digital programming book for Java (2 years)	978-1-108-82419-4
Programming book for Microsoft® Visual Basic with digital access	978-1-108-93567-8
Digital programming book for Microsoft® Visual Basic (2 years)	978-1-108-94084-9
Programming book for Python with digital access	978-1-108-95156-2
Digital programming book for Python (2 years)	978-1-108-94828-9
Digital teacher's resource	978-1-108-82420-0
Digital teacher's resource access card	978-1-108-82421-7



## Cambridge International AS & A Level Computer Science

Second edition

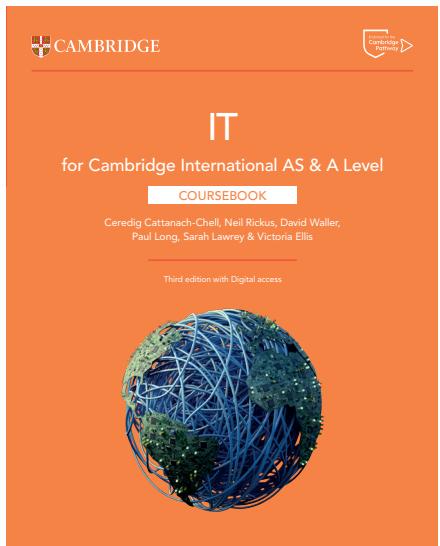
Sylvia Langfield and Dave Duddell

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

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

- Detailed descriptions of concepts, with examples, outline complex subject matter clearly.
- Higher level programming skills are developed through the explanation of processes and consolidated by practical questions.
- Java programming support for the updated syllabus.

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



## Cambridge International AS & A Level IT

Third edition

Ceredig Cattanach-Chell, Neil Rickus, Bernie Fishpool, David Waller, Paul Long, Sarah Lawrey and Victoria Ellis

Cambridge International AS & A Level IT syllabus (9626) for examination from 2025.

Bring important IT topics to life with refreshing discussions about technology and society. From creating a web page using HTML code to convincing a friend to use security measures on their computer, a wide variety of activities help students build a practical understanding of key IT concepts.

### Coursebook with digital access

- Varied activities on and off the computer help students practise key skills.
- Projects such as presentations or debates, support students to work independently and apply their knowledge in pairs or groups.
- Practice questions cover key skills and provide an opportunity for you to track your students' progress.
- 'Did you know?' facts bring key topics to life and key term definitions support students throughout each chapter.

### Practice skills workbook with digital access

- Worked examples demonstrate key skills and provide guidance for each activity.
- Practical tasks and summary checklists enable students to test and check their knowledge.

Coursebook with digital access (2 years)	978-1-009-45298-4
Digital coursebook	978-1-009-45299-1
Practical skills workbook with digital access	978-1-009-45294-6
Digital teacher's resource	978-1-009-45301-1
Digital teacher's resource access card	978-1-009-45300-4

# NEW Cambridge IGCSE™ and O Level Business

Fourth edition

Medi Houghton, Leanne Burslem-Curl, Veenu Jain and Alex Smith, with Mark Fisher

Cambridge IGCSE, IGCSE (9-1) and O Level Business syllabuses (0264/0774/7081) for examination from 2027.

This series has been shaped by conversations with teachers and offers full syllabus coverage, with features to support a smooth journey across the Cambridge Pathway. Help your students build an understanding of key business concepts, with engaging visual tools, language support and real-life examples to ensure topics are accessible for all students. All components include a digital version, with a user-friendly layout designed with accessibility in mind.

## Coursebook with digital access

Engage your students with a variety of activities to encourage active learning, from calculating the labour productivity of a manufacturing business to debating whether globalisation is beneficial to the economy. Suggested answers to all activities in the coursebook are available to teachers via **Cambridge GO**.

- ‘Business in context’ feature enables students to discuss real-world examples, such as how Christina Ho became an airplane pilot, to help them engage with key topics.
- Discussion questions help students explore topics in more depth and build their understanding in pairs or groups.
- ‘Business in action’ feature allows students to discuss key topics in connection with the world of work, such as environmental issues and the United Nations Climate Change Conference.

**These pages are from the Cambridge IGCSE™ and O Level Business Coursebook**

Key terms are highlighted in the text and definitions are included in separate boxes to support students' understanding of subject-specific vocabulary.

Case studies with questions help students engage with key topics and bring in important themes, such as sustainability and business development.

- Short and engaging videos bring real-life examples into the classroom, helping to explain content in a visual way to support understanding.
- Case studies with questions encourage students to explore roles and operations within real businesses, such as Yao Secret and Hasbro.
- ‘Check your progress’ feature and practice questions enable students to keep track of their learning and prepare for assessment.
- Key term definitions support students with English as an additional language.



**3 Enterprise, business growth and size**

**3.1 Enterprise and entrepreneurship**

Enterprise is about seeing an opportunity to provide products – a good or service – that people might be willing to buy. The idea for an enterprise may be:

- something completely new because a person has spotted a gap in the market
- a solution to an existing problem
- someone wants to make a difference in their local community

Others may simply want to make money doing something somebody else is doing successfully. The person (or people) who takes the risk of turning the idea into a business is called an **entrepreneur**.

There are many famous entrepreneurs around the world including Elon Musk, the founder of SpaceX and Tesla; Chen Wang, the Taiwanese founder of HTC; a smart phone manufacturer; Mark Zuckerberg who started Meta (Facebook); and Huda Kattan of Huda Beauty, a business based in Dubai. But what makes these people successful?

**DISCUSSION**

Truckstein is based in Lahore, Pakistan. The business was started in 2022 by Abid Butt and Zafar Khan. Truckstein uses a unique computer software program to help small businesses transport goods between towns and cities across Pakistan. The software allows lorries to share space in lorries to transport goods to destinations to fill the space available in a big truck (lorry). Businesses used to have two choices – wait and risk losing sales or pay the transport cost of using a big lorry. Truckstein's computer software allows businesses to share space in lorries going to the same destination (Figure 3.2).

It is a good solution – the trucks are full, individual customers pay lower transport costs and there are fewer lorries on the roads which reduces pollution

**Figure 3.2** Truckstein's computer software allows businesses to share space in lorries going to the same place

**Discuss in a pair or a small group:**

- What are the possible advantages of businesses using Truckstein's software program?
- Is there an environmental problem or other issue affecting your local area or country? Can you think of simple ways to help solve it?

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**TIP**  
Try to avoid using examples when explaining terms as this does not necessarily explain the term.

**KEY TERM**  
**entrepreneur:** an individual who has an idea for a new business and takes the financial risk of starting it.

**3 Enterprise, business growth and size**

**CASE STUDY 3.1 ECO HUSTLE: NO SUCH THING AS RUBBISH!**

**Figure 3.4** Sakili sells a range of products made from waste materials produced by advertising companies

Eco Hustle is a business based in Mauritius. The business began in 2018 by Sakili and Rupesh Moi. The business was started by Lalita Purbhoo-Junghee and her husband. Sakili is a range of products including sport bags, backpacks, purses, laptop cases, key chains and pencil cases (Figure 3.4). All the products are made from waste materials produced by advertising companies.

Lalita found out that many of the materials being used as product banners and backboards could not easily be recycled again, so it ended up as litter in the streets or ocean causing pollution for her local community in Mauritius.

Lalita wanted to help solve this problem, so she left her job as a journalist to start up her business. Her husband wanted to decorate for his products, but Lalita had certain skills which he thought could be useful. When she started the business, she had no business experience and limited funds, but she would not give up. It took over three years before the first of Sakili's upcycled products were sold.

**Discuss in pairs:**

- Using examples from the case study, describe what characteristics of an entrepreneur Lalita has shown herself to be.
- Individually, choose one of these characteristics. Write a sentence explaining why you think this characteristic is more important than the other. Share your answer with each other. Can you understand the reason for each other's choices? Explain this to your partner.

**ACTIVITY 3.1**

- Working in small groups, use newspapers, magazines, library resources or the internet to research an entrepreneur from your country, or one who has started a business in your country. Each group should research a different entrepreneur.
- Prepare a poster to share with the class about your chosen entrepreneur. Things to include could be their name, their idea, the business that they started, the characteristics they have shown or any other relevant information.

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**TIP**  
Do not confuse an entrepreneur and a manager. A successful entrepreneur is not the same as a good manager, and the manager may not be the person who started the business.

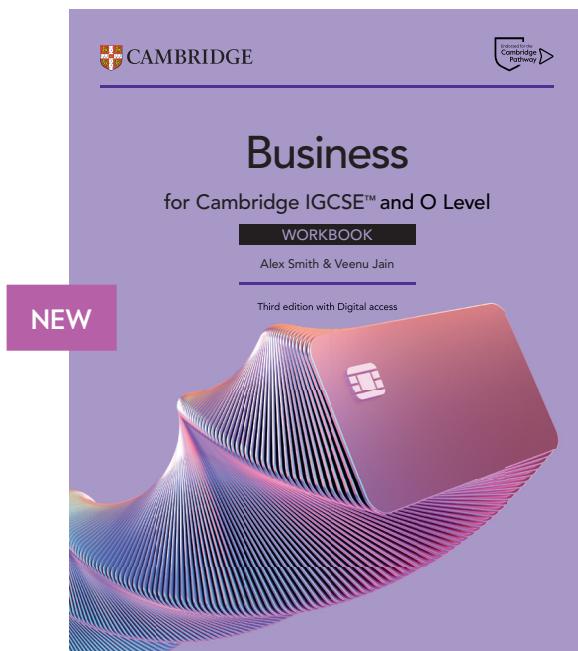
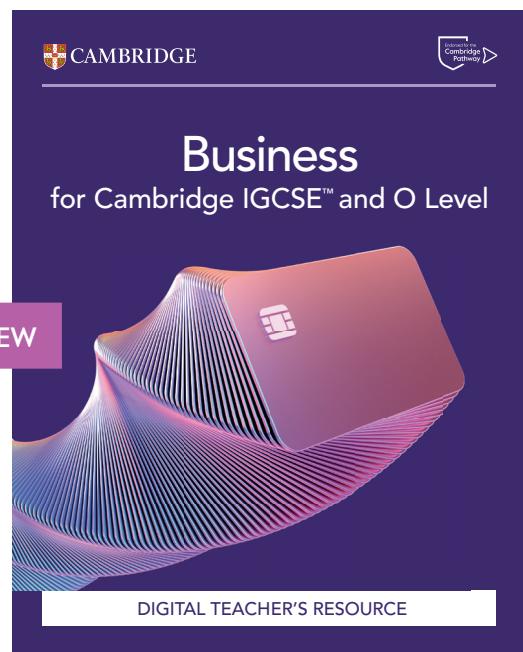
**Discussion questions** enable students to explore examples in more depth and apply critical thinking to discuss different aspects of business in the real world.

**Varied activities** encourage active learning and creative output, such as researching in groups or preparing a poster, to help students build their skills.

## Digital teacher's resource

Deliver your lessons with confidence using our digital teacher's resource, filled with additional language support and advice on how to support your students.

- Syllabus and topic introductions provide an overview of the content knowledge, skills and objectives, as well as links to other topic areas in the syllabus.
- Clear guidance through starter, main and plenary activities to support lesson planning, differentiation and assessment for learning.
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- Downloadable worksheets provide extra practice opportunities for key topics and language.
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## Syllabus support

This series supports you and your learners through the updated Cambridge IGCSE, IGCSE (9–1) and O Level Business syllabuses (0264/0774/7081). The key changes we have made to our resources include:

- Updating the content to integrate new themes of technology and sustainability, bringing in topics such as e-commerce, sustainable production and renewable energy, as well as examples of sustainable businesses in case studies.
- Adding the 'Business in context' and 'Business in action' features to offer greater consistency between Cambridge IGCSE and AS & A Level.

- Adding more visuals into the coursebook, as well as videos as part of the digital coursebook content, to help bring the subject content to life, provide insight into the business world and put vocabulary into context.

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# NEW Cambridge IGCSE™ and O Level Economics

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Susan Grant, George Vlachonikolis and Colin Bamford

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Support your students as they explore the importance of economics in society, with engaging imagery and real-life examples to ensure topics are accessible for all learners. With complete coverage of the Cambridge IGCSE, IGCSE (9-1) and O Level Economics syllabuses (0445/0987/2281), this series enables a smooth transition across the Cambridge Pathway, with learning features that support key skills and preparation for assessment.

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Engage your students with a variety of activities to encourage active learning, from writing a podcast script, to conducting research as a group.

- 'Economics in context' feature enables students to discuss real-world examples to help them understand key topics, such as quality of life and living standards.
- Discussion questions help students explore topics in more depth and build their understanding in pairs or groups.
- 'Economics in action' feature allows students to make connections with the wider world, focusing on work, sustainability and global economic events.
- Engaging videos bring economic concepts to life, providing explanations alongside real-life examples to support understanding.
- 'Check your progress' feature and reflection questions encourage students to become independent learners and assess their own progress.
- Multiple-choice practice questions help students prepare for assessment.
- Key term definitions and concept links provide additional support throughout each chapter.

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## Digital teacher's resource

- Clear guidance through starter, main and plenary activities to support lesson planning, differentiation and assessment for learning.
- 'Common misconceptions' feature explains how to identify where students are struggling and how to overcome these challenges.
- Downloadable worksheets provide extra practice opportunities and language support.

## Workbook with digital access

- Additional exercises and practice questions enable students to develop their skills.
- Worked examples provide students with sample answers to help them understand how to approach each question.
- 'Improve this answer' exercises encourage students to assess an example answer and apply improvements to their own answer.

## Syllabus support

This series supports you and your students through the updated Cambridge IGCSE, IGCSE (9-1) and O Level Economics syllabuses (0445/0987/2281). The key changes we have made to our resources include:

- Updating the chapters on globalisation and international trade to ensure coverage of the new sub-topics in the syllabus, with topics such as transport costs, trade restrictions and multinational companies.
- Updating the content to integrate new themes of the environment and sustainability, bringing in topics such as population growth, poverty and economic development.

- Adding 'Economics in context' and 'Economics in action' features to offer greater consistency between Cambridge IGCSE and AS & A Level.

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Catherine Coucom, Alistair McKenzie, Sharon Puttick  
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Cambridge IGCSE, IGCSE (9-1) and O Level Accounting syllabuses  
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Students will explore the role of accounting for businesses and individuals, with engaging imagery and examples in practice to ensure topics are accessible for all learners. With complete coverage of the Cambridge IGCSE, IGCSE (9-1) and O Level Accounting syllabuses (0452/0985/7707), this series enables a smooth transition across the Cambridge Pathway, with learning features that support key skills and preparation for assessment.

NEW

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Engage your students with a variety of activities to encourage active learning, from writing and presenting a short speech, to preparing a statement of financial position.

- 'Accounting in context' feature enables students to discuss examples in practice to help them understand key topics.
- Discussion questions help students explore topics in more depth and build their understanding in pairs or groups.
- 'Accounting in action' feature allows students to investigate accounting in practice, such as exploring the impact of lost or damaged accounting records.
- 'Check your progress' feature and practice questions enable students to keep track of their learning and prepare for assessment.
- Key term definitions and concept links provide additional support throughout each chapter.

## Digital teacher's resource

- Syllabus and topic overviews provide context for each section to help you feel confident in teaching the content.
- Clear guidance through starter, main and plenary activities to support lesson planning, differentiation and assessment for learning.
- 'Common misconceptions' feature explains how to identify where students are struggling and how to overcome these challenges.

## Workbook with digital access

- Additional exercises and practice questions enable students to develop their skills.
- 'Improve this answer' exercises encourage students to assess an example answer and apply improvements to their own answer.
- Worked examples provide students with sample answers to help them understand how to approach each question.

## Syllabus support

This series supports you and your learners through the updated Cambridge IGCSE, IGCSE (9-1) and O Level Accounting syllabuses (0452/0985/7707). The key changes we have made to our resources include:

- Introducing a new chapter on technology and sustainability (Chapter 23) to ensure coverage of this topic, in which students will explore using digital applications for accounting records.
- Integrating the topic of ethical considerations into the coursebook (Chapter 10.5) to reflect the updated syllabus and support a smooth transition between learning stages.
- Adding 'Accounting in context' and 'Accounting in action' features to offer greater consistency between Cambridge IGCSE and AS & A Level.

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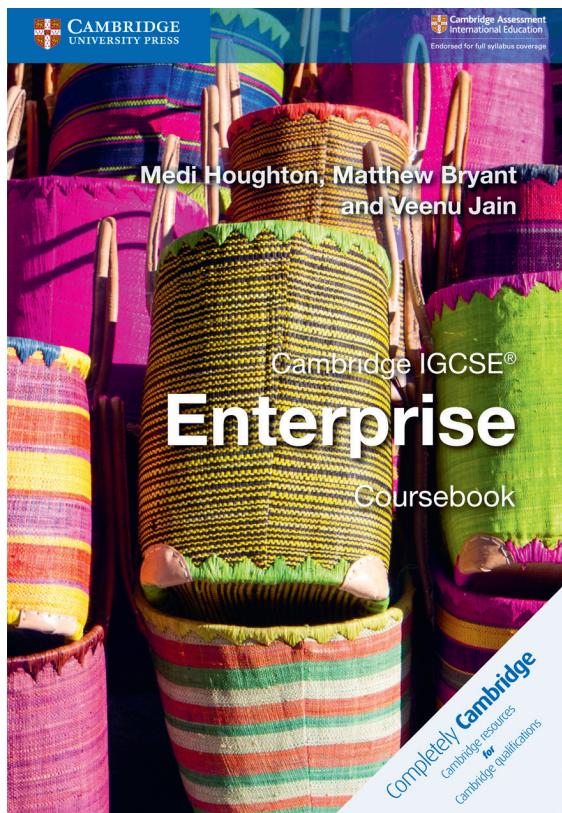
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Coursebook

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## Cambridge O Level Commerce

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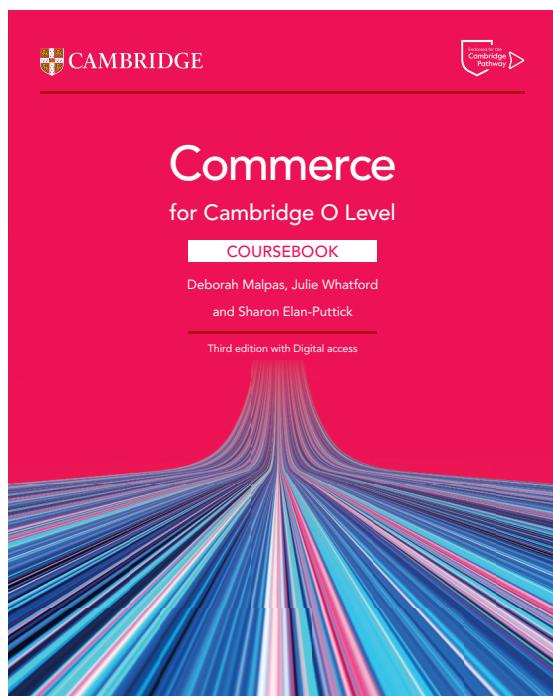
Deborah Malpas, Julie Whatford and Sharon Elan-Puttick

Designed to support the Cambridge O Level Commerce syllabus (7100) for examination from 2026.

From insurance to trade, this series supports students to develop their understanding of modern commercial knowledge, skills and practices.

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- Develops analytical skills and practical skills through a range of activities.
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Digital Coursebook

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Peter Stimpson, Alastair Farquharson, Kelly Chalk and Deborah Malpas

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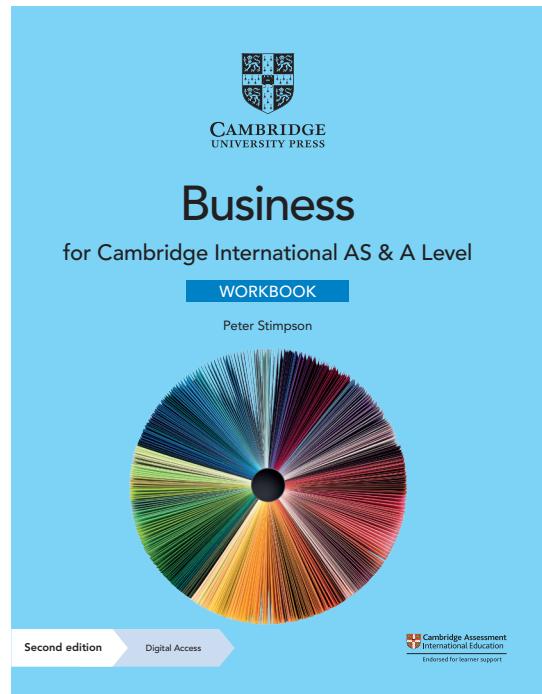
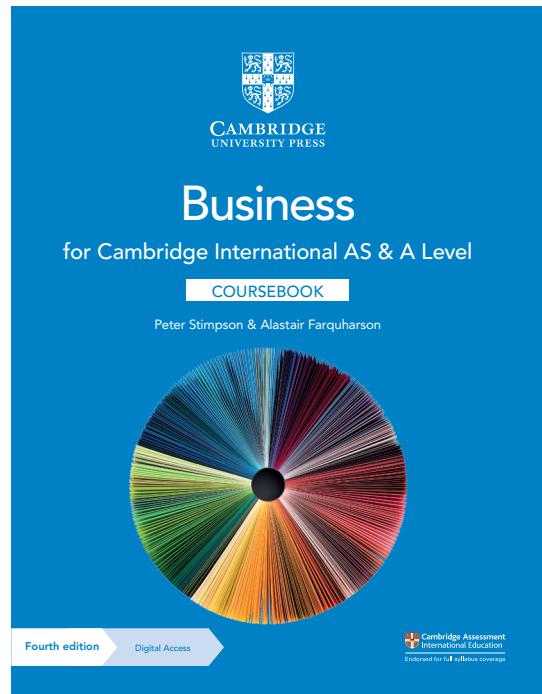
- ‘Getting started with’ chapter supports the transition from Cambridge IGCSE to Cambridge International AS & A Level.
- ‘Business in context’ and ‘Business in action’ features enable students to make real-world connections to their studies.
- ‘Preparing for assessment’ chapter, including revision strategies, helps learners get ready for examination.
- Local and global case studies engage students and encourage an interest in their studies.
- Key term and command word definitions support English as a second language learners in the subject.

## Workbook with digital access

- A wide variety of questions focus on the development of four key skills: knowledge and understanding, application of knowledge, and understanding, analysis and evaluation.
- Worked examples demonstrate how to approach the question and help students develop their analysis and evaluation skills.

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- Step-by-step lesson plans, including differentiation and language guidance, bring new ideas into your classroom.
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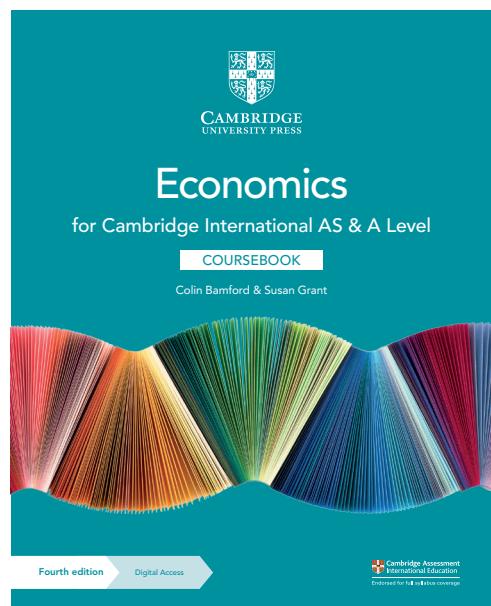
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Introduce your students to the world of economics, while helping them develop key skills such as application, analysis and evaluation.

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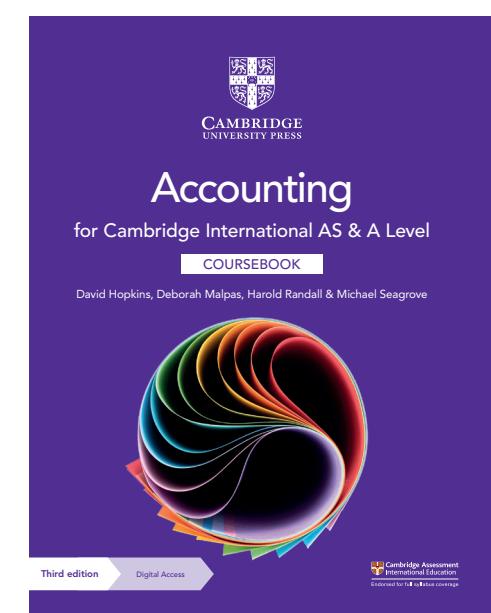
David Hopkins, Deborah Malpas, Harold Randall,  
Michael Seagrove, Julie Whatford and Sharon Elan-Puttick

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

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*“An everyday challenge for international students is having to communicate and study in a foreign language, and although this is tiring it’s also very rewarding. It continuously pushes you out of your comfort zone, and boosts your confidence and resilience.”*

Cambridge International AS & A Level student, German-Malaysian Institute, Malaysia



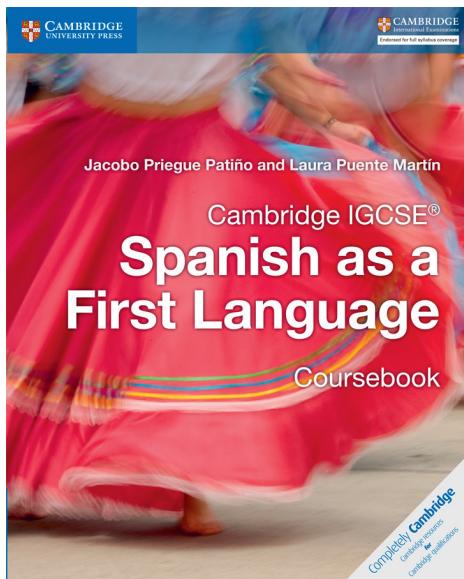
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Manuel Capelo, Víctor González and Francisco Lara

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

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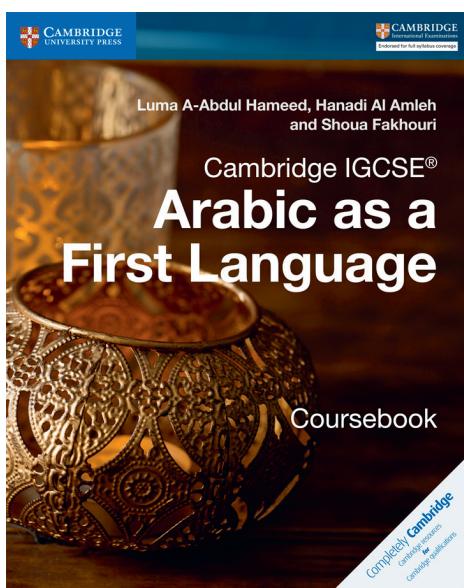
Jacobo Priegue Patiño and Laura Puente Martín

Cambridge IGCSE Spanish as a First Language syllabus (0502).

- In-depth topics promote a deeper understanding of the Spanish language and culture.
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Luma A-Abdul Hameed, Hanadi Al Amleh and Shoua Fakhouri

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Second edition

Ronél Gouws, Madeleine Nel and Marianne Peacock

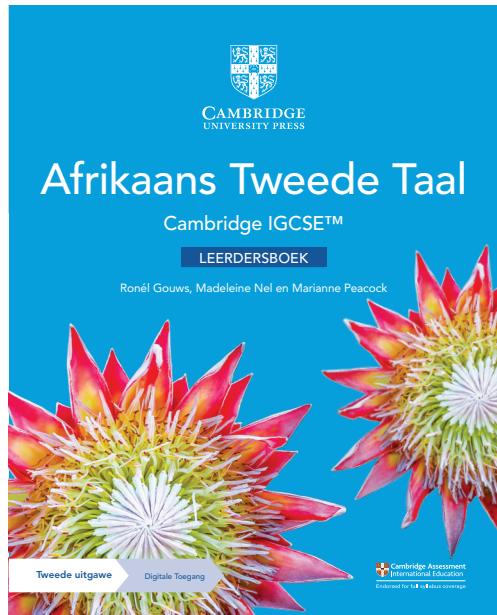
Designed to support the Cambridge IGCSE™ Afrikaans as a Second Language syllabus (0548) for examination from 2025.

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## Cambridge International AS Level Spanish Language

Víctor González, Leonor Ruiz and Loridia Urquiza

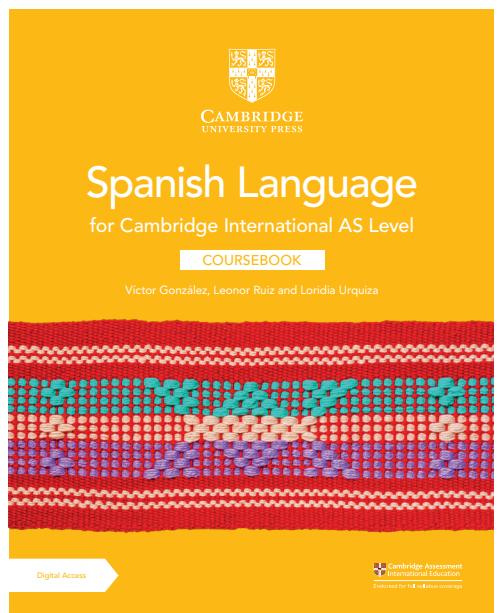
Cambridge International AS Level Spanish Language syllabus (8022) for examination from 2024.

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- Varied listening activities, in a range of international accents, provide multiple opportunities to hone listening skills.
- 'Rincón cultural' feature helps students to explore and appreciate the cultural background of the Spanish language, understanding its history and influences.
- Additional grammar support helps students build a deeper understanding of how to use the language.

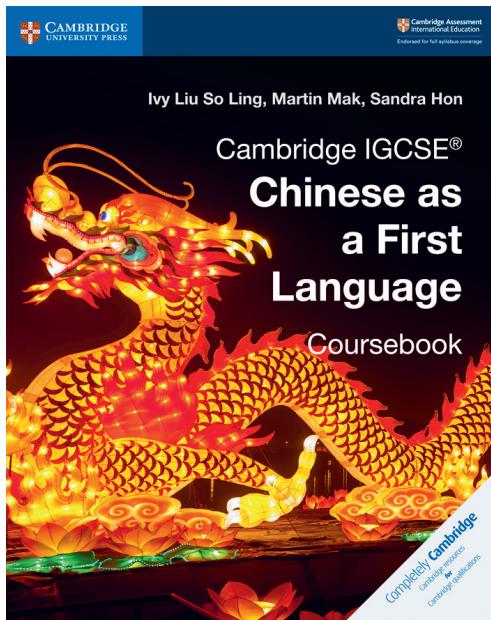
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Digital teacher's resource access card	978-1-009-30064-3



### Digital teacher's resource

- Guidance through starter, main and plenary activities helps you feel confident in your approach.
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- Further support and advice helps you assess and develop students' key skills.
- Access additional support, including answers to all activities in the coursebook, via **Cambridge GO**.





## Cambridge IGCSE™ Chinese as a First Language

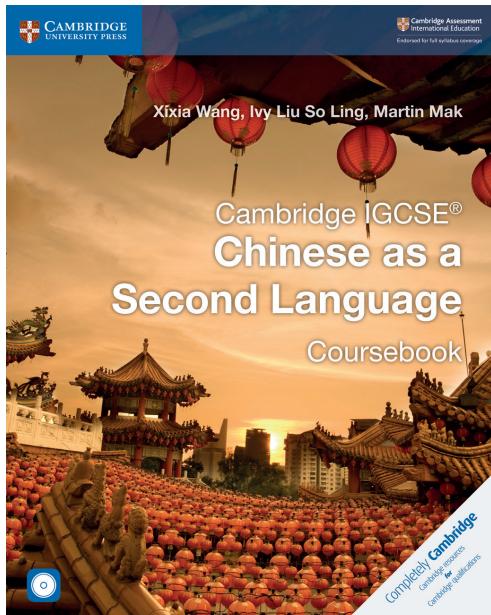
Ivy Liu So Ling, Martin Mak and Sandra Hon

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

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

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Author Víctor González shares five activities for learning a language outside the classroom.



## Cambridge IGCSE™ Chinese as a Second Language

Xixia Wang, Ivy Liu So Ling and Martin Mak

Cambridge IGCSE Chinese as a Second Language syllabus (0523)  
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- Written in Mandarin Chinese, with some English and pinyin, these resources take a skills-based approach and focus on practical communication.
- Through reading, writing, listening and speaking activities students learn to communicate effectively, using a wide range of social registers and styles.
- A focus on Chinese culture in various countries and communities promotes an international outlook.
- Digital resources can be downloaded for access offline, ideal for learning in class or at home.

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# Cambridge International A Level Chinese Language & Literature

Lijing Zhang, Zhiyu Zhao and Yijun Peng

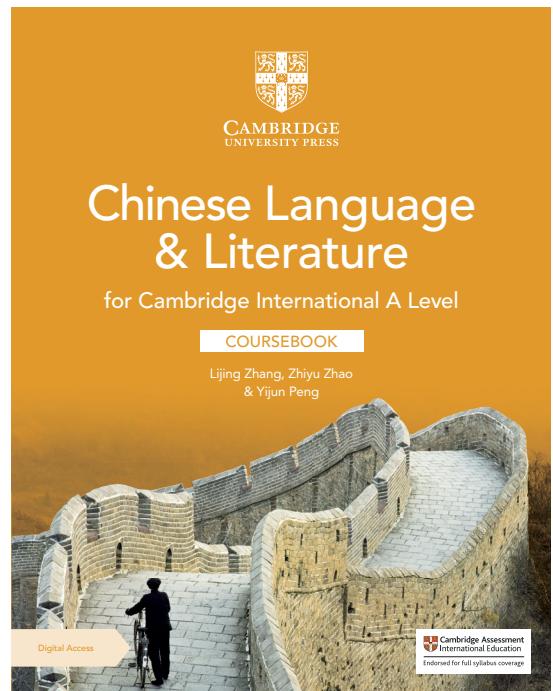
Cambridge International A Level Chinese Language & Literature syllabus (9868) for examination from 2024.

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

This series is aimed at students who are proficient users of Chinese, operating at C1 level (CEFR). It provides particular support for the literature element of the 9868 syllabus.

## Coursebook with digital access

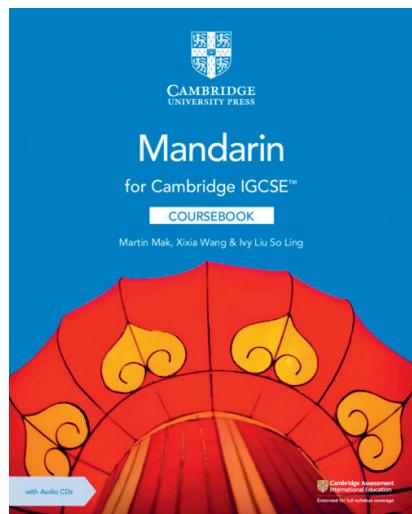
- Varied activities help learners practise and develop core skills across reading and writing, including essay writing and discursive writing.
- A wide range of literary texts, such as novels and poems, accompanied by additional activities help learners engage with the language and practise critical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



## Digital teacher's resource

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

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Digital teacher's resource*	978-1-009-33282-8
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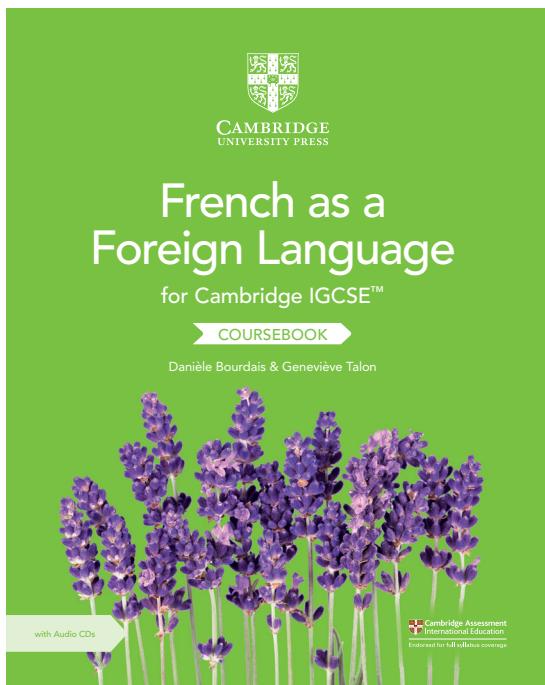
## Cambridge IGCSE™ Mandarin

Martin Mak, Xixia Wang and Ivy Liu So Ling

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

- An international focus promotes a deeper understanding of Mandarin Chinese language and culture.
- The skills-based approach helps students learn and remember the language as they practise with their classmates.
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- Revision sections, clear learning objectives and vocabulary lists encourage self-assessment.

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Teacher's resource with digital access	978-1-108-77223-5
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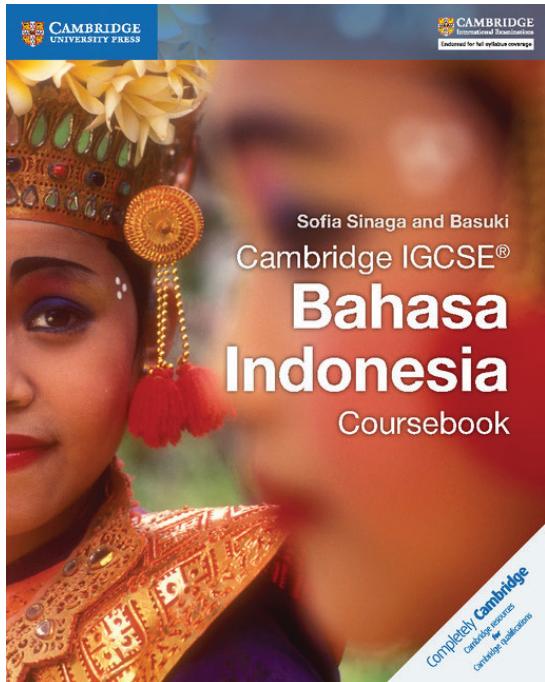
## Cambridge IGCSE™ and O Level French as a Foreign Language

Danièle Bourdais, Geneviève Talon and Nathalie Fayaud

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

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

Coursebook with audio CDs	✓ 978-1-108-59052-5
Digital coursebook with audio CDs (2 years)	✓ 978-1-009-33057-2
Digital coursebook (2 years)	✓ 978-1-009-33058-9
Teacher's resource with digital access	✓ 978-1-108-59102-7
Workbook	✓ 978-1-108-71009-1



## Cambridge IGCSE™ Bahasa Indonesia

Sofia Sinaga and Basuki

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

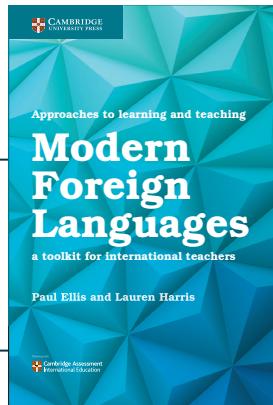
- Authentic texts from a variety of media promote the rich literacy heritage of Indonesia, sparking students' curiosity.
- Topic-based structure enables your students to develop analytical skills and provides them with a deeper understanding of the language and its literature.

Coursebook	✓ 978-1-316-60005-4
Teacher's book	✓ 978-1-316-60009-2

Also see

Approaches to learning and teaching  
Modern Foreign Languages

Turn to page 100 >



# NEW Cambridge Latin Course

Fifth edition

**Cambridge School Classics Project (CSCP)**

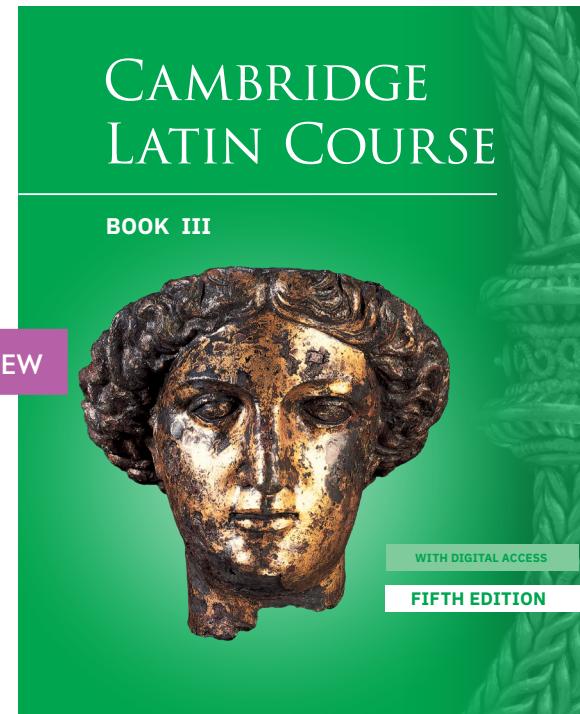
This edition of the *Cambridge Latin Course* has been re-invigorated by the CSCP using feedback from hundreds of educators in the classics community, gathered through activities such as the 'Caecilius is listening' project. The series provides today's learners with a more diverse and nuanced picture of Roman civilisation and history, while continuing to provide clear and extensive language support.

## Student books

- Underpinned by language acquisition research, with the reading method at its heart, to encourage learners to start reading Latin from the first page.
- Updated storylines, created in collaboration with academic specialists, provide historically grounded insight into the Roman world as a context for learning the language.
- 'Practising the language' sections enable learners to check their understanding and think critically about the story and language.
- 'Enquiry questions' and 'Thinking points' encourage students to undertake in-depth historical investigations or smaller scale discussions and activities.
- Language content and vocabulary is mapped to GCSE and Dickinson 1000 lists to support a smooth progression for learners moving on to further study.

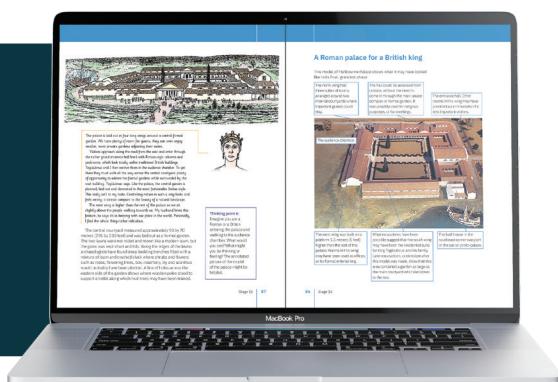
## Teacher support

- Expert guidance from the Cambridge School Classics Project, including digital teacher's guides, additional activities and language tools.



Discover digital teaching support on 'MyCLC', including interactive language activities.

Provide your students with digital access to Student Books 1, 2 and 3 with our online subscriptions, available via Cambridge GO.



Books	Book 1	Book 2	NEW Book 3	Book 4 Publishing 2026
Student book with digital access (5 years)	978-1-009-16264-7	978-1-009-16268-5	978-1-009-16273-9	978-1-009-16276-0
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Online subscriptions	Book 1	Book 2	NEW Book 3	Book 4 Publishing 2026
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Please see our Classics catalogue for full information on licence sizes.

\* Online subscriptions are sold as school site licences and only one purchase for each book is needed per school (site).

# Cambridge Professional Development

We believe that supporting teachers and school leaders in their professional development leads to better outcomes for students and improved school performance. From subject-specific training to enrichment workshops, professional development qualifications to networking and conferences, we support you at every step.

## Introduction courses

For teachers new to Cambridge, or their syllabus, who want to gain confidence.

## Orientation to Cambridge resources

A free webinar for teachers who have recently purchased Cambridge resources.

## Focus on Teaching

For teachers who want to explore a specific area of teaching and learning.

## Preparing to Teach

For heads of department and subject leaders to train teachers in using Cambridge resources to embed teaching approaches.

## Focus on Assessment/Progress

For teachers who want to better understand the assessment of their syllabus.

## Marking workshops

To help teachers build their confidence in assessing their students' work.

## Enrichment

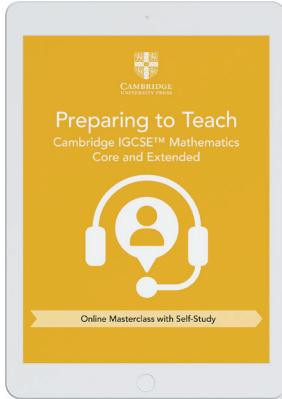
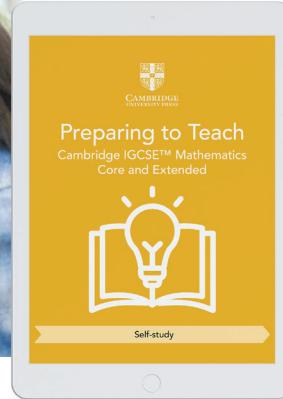
For teachers and school leaders who want to transform their teaching and better understand key concepts and skills.

## Cambridge Professional Development Qualifications

Professional qualifications for teachers and school leaders who want opportunities for career development.

Learn more about each type of professional development support available.





## Preparing to Teach

### Suitable for heads of department and subject leaders

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

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

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

## Available to support the following resources:

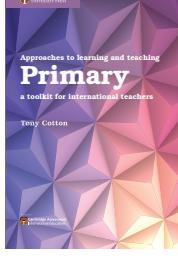
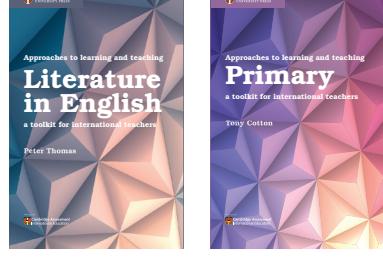
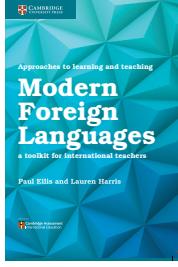
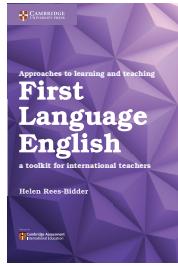
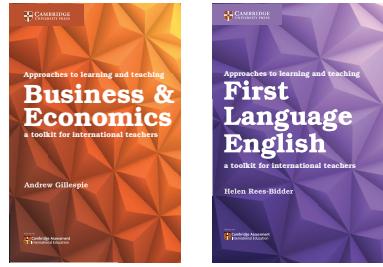
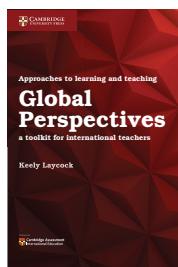
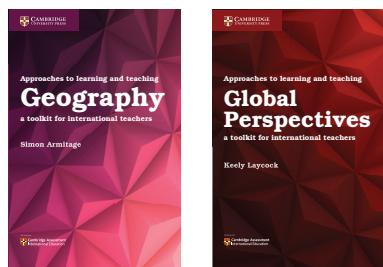
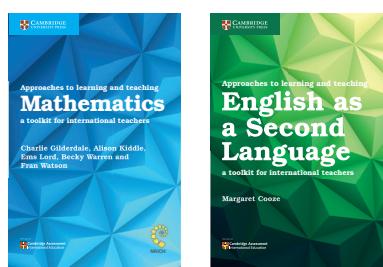
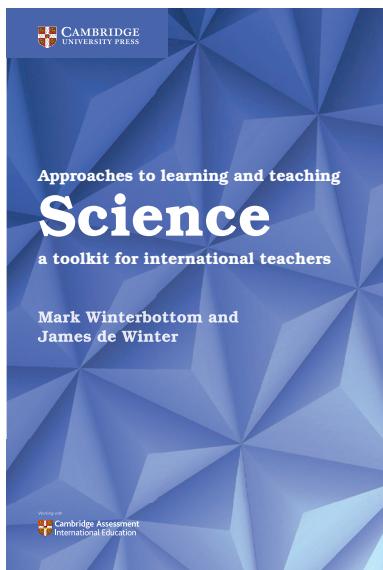
### Cambridge Lower Secondary Preparing to Teach

	Self-Study	Online Masterclass with Self-Study
Cambridge Primary and Lower Secondary*	978-I-IO8-97843-9	-
Cambridge Global English Stages 7-9	-	978-I-IO8-97868-2
Cambridge Lower Secondary English	-	978-I-IO8-97847-7
Cambridge Lower Secondary Mathematics	-	978-I-IO8-97861-3
Cambridge Lower Secondary Science	-	978-I-IO8-97854-5
Cambridge Lower Secondary Global Perspectives	978-I-009-31622-4	978-I-009-31608-8
Cambridge Lower Secondary Computing	978-I-009-53612-7	978-I-009-53613-4

\* This self-study option includes all the training materials for Cambridge Global English Stages 1-6 and 7-9, and Cambridge Primary and Lower Secondary English, mathematics and science.

### Cambridge Upper Secondary Preparing to Teach

	Self-Study	Online Masterclass with Self-Study
Cambridge IGCSE™ English as a Second Language	978-1-009-27840-9	978-1-009-27839-3
Success International English Skills for Cambridge IGCSE™	978-1-009-27842-3	978-1-009-27841-6
Cambridge IGCSE™ Mathematics Core and Extended	978-1-009-43132-3	978-1-009-43143-9
Cambridge IGCSE™ and O Level Global Perspectives	978-1-009-32131-0	978-1-009-32128-0



## Approaches to learning and teaching: a toolkit for international teachers

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

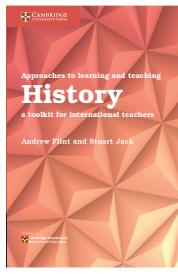
The *Approaches to learning and teaching* series considers the local and global contexts when planning and delivering a syllabus.

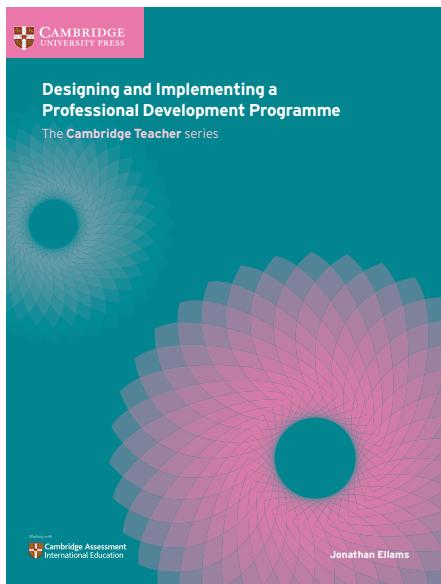
The titles present ideas in the context of subject and give practical examples that help you put theory into context. In addition, with each title you get a variety of lesson ideas you can download from our website.

### Library packs

Available in a whole series pack of 12 subject titles and a core subject pack of five titles: Science, Mathematics, First Language English, English as a Second Language and Global Perspectives. The library packs give you the opportunity to apply consistent approaches to learning and teaching across your school at a reduced price. Help all your teachers, or trainee teachers, put tried and tested teaching theory into practice.

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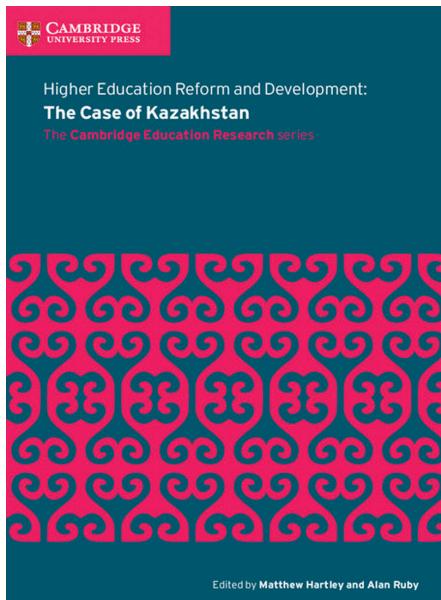




## The Cambridge Teacher series

- The *Cambridge Teacher* series provides practical guidance and innovative teaching approaches to those looking to develop their classroom practice.
- Underpinned by the latest research, the books provide a valuable resource for teachers who want to deepen their understanding of key theoretical ideas, with a view to putting these into practice in their classrooms.
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## The Cambridge Education Research series

We have produced this series of books in collaboration with the experts at the University of Cambridge Faculty of Education.

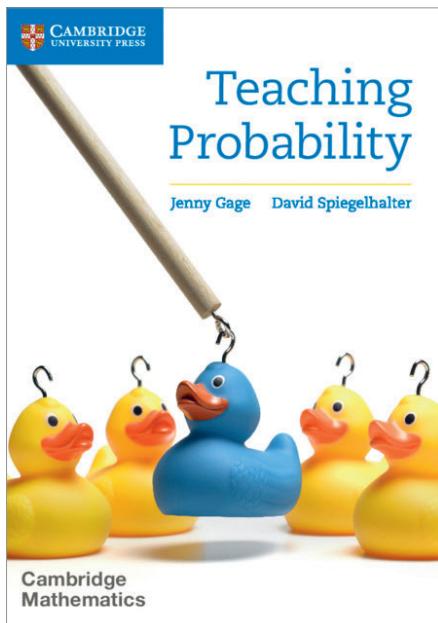
The *Cambridge Education Research* series consists of three strands of publication, representing the following fundamental perspectives:

- The *Teacher Education* strand focuses on teacher education systems, innovative practice and teacher education programmes.
- *International Education Reform* examines the global and country-specific moves to reform education.
- *Language Education* addresses the multilingual context of education in different national and international settings.

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## Cambridge Mathematics Teaching series

The *Cambridge Mathematics Teaching* series is for secondary school mathematics teachers who are interested in learning new methods for teaching concepts. The series has been informed by the work of the Cambridge Mathematics team and provides new approaches to mathematical topics. These give you theoretical and practical knowledge when applying ideas in the classroom. For more information on Cambridge Mathematics please visit [cambridgemaths.org](https://cambridgemaths.org)



### Teaching Probability

Jenny Gage and David Spiegelhalter

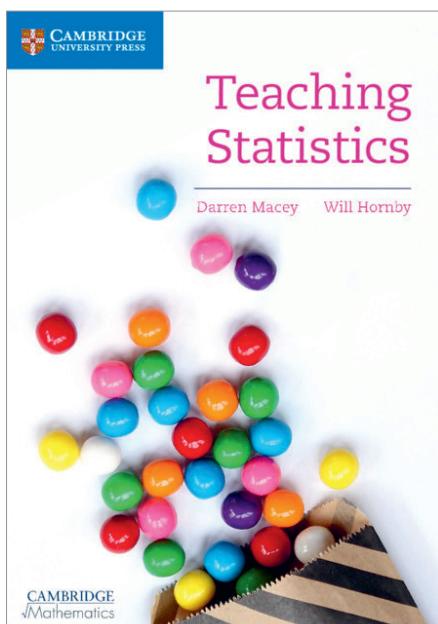
We know why probability is important – first, it is an intrinsic part of mathematics, with attractive methods to solve challenging abstract problems. But perhaps more important is its relevance to the real world, as it provides the formal framework for dealing with chance, randomness and uncertainty in general.

- *Teaching Probability* focuses on methods you can apply to help your students engage with the topic, such as using experiments and mathematical models to solve problems.
- Considers how to overcome common misconceptions.
- Provides lesson materials that you can adapt according to the age and ability of your students.

For free teacher's resources, go to [teachingprobability.org](https://teachingprobability.org)

Paperback

978-1-316-60589-9



### Teaching Statistics

Darren Macey and Will Hornby

Statistics has developed in parallel with the advances of technological and social change. This book frames the interconnectedness of the subject around the experiences that students should have, rather than the specific techniques required.

- The book provides numerous examples and suggestions that you can incorporate in the classroom to help improve the way students understand statistics.

Paperback

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Also see

#### The Mathematical Gazette

Publishing important and influential articles about the teaching and learning of mathematics, *The Mathematical Gazette* is essential reading for school teachers, college and university lecturers, students, educationalists and others with an interest in the field. Visit [cambridge.org/mag](https://cambridge.org/mag) for more information.



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# Notes

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# Notes

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