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Cambridge International Education Catalogue 2026



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Look out for this logo on the front covers of our endorsed resources. All endorsed resources have been through a detailed quality assurance process, therefore you can be confident that all the learning objectives of the curriculum frameworks and syllabuses have been covered.

What's on the cover?

Garden International School located in Kuala Lumpur, is a leading institution for Upper Secondary and Advanced Cambridge International programmes and qualifications in Malaysia. Renowned for

its commitment to excellence, the school offers a holistic educational experience that combines outstanding teaching, academic mentoring, dedicated pastoral care and wider learning opportunities. Year after year, many of the school's students achieve international recognition in Cambridge IGCSE™ and International AS & A Level exams, consistently earning Cambridge Learner Awards.



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What's New

Upper Secondary



Advanced



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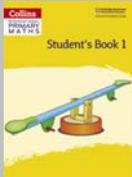
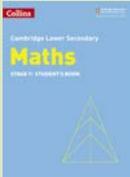
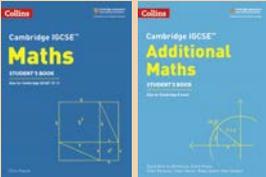
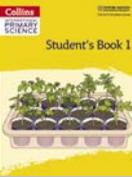
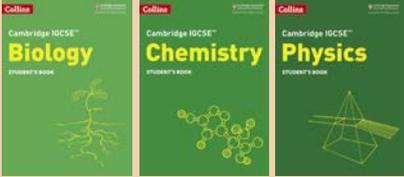
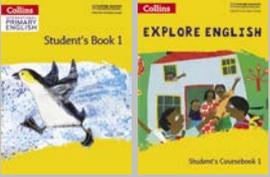
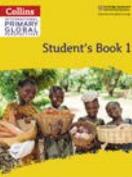
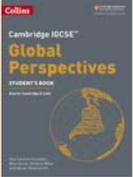
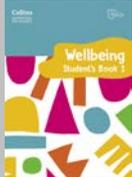
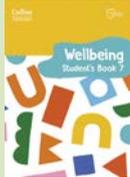
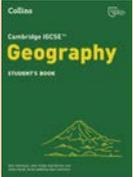
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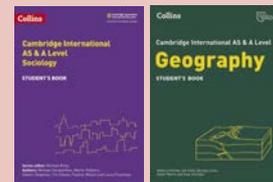
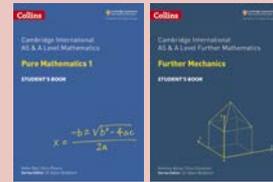
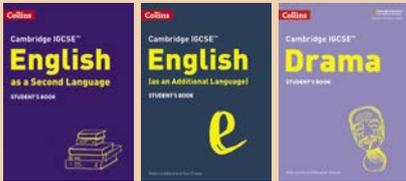


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Subject Areas	Cambridge Primary 5 to 11 years old*	Cambridge Lower Secondary 11 to 14 years old*	Cambridge Upper Secondary 14 to 16 years old*
Mathematics			
Sciences			
English & Drama	  <p>NEW TITLES</p>		
Cambridge Global Perspectives™			
Wellbeing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

*We are working towards endorsement for the Cambridge Pathway of the titles marked as new and new edition.

Cambridge Advanced
16 to 19 years old*



Collins International Primary Maths (0096)

Second Edition

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

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

Series Editor: Peter Clarke

Authors: Caroline Clissold, Paul Hodge and Lisa Jarmin

Student's Books

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

Workbooks

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

Teacher's Guides

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

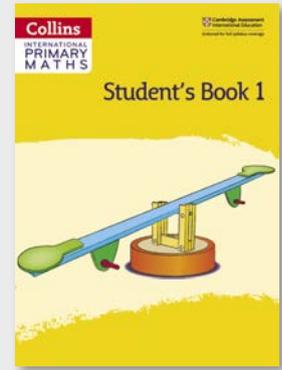
Progress Books

- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harpercollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

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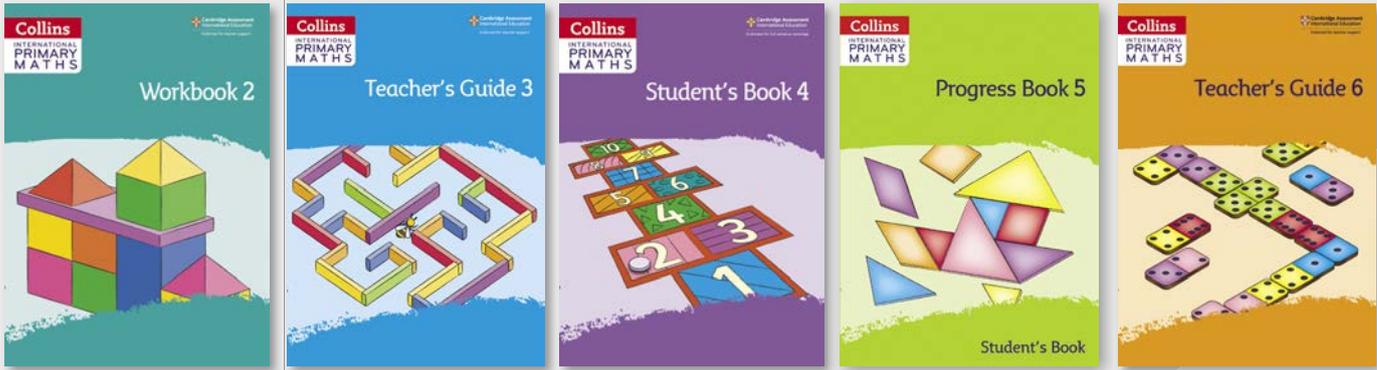


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Lesson objective demonstrates what learners should know or be able to do by the end of the lesson

Reference to accompanying Workbook page

List of key mathematical terms relevant to the lesson

Unit 4 Reading and writing numbers to 20

Workbook page 18

Lesson 1: Counting to 20

- Count forwards and backwards from any given number to 20

Let's learn

Key words

- count
- forwards
- backwards

Guided practice

Trace the line and count on.

Unit 4 Reading and writing numbers to 20

Workbook page 19

Lesson 2: Reading numbers to 20

- Read numbers to 20

Let's learn

thirteen ten sixteen four twenty

Key words

- number
- numeral

Guided practice

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

Sample pages from Student's Book 1

Content that presents the key mathematical idea of the lesson

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

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.

Collins International Primary Science (0097)

Second Edition

These resources are **endorsed** for the Cambridge Pathway to support the curriculum framework (0097) from 2020. The Progress Books have not been through the endorsement process for the Cambridge Pathway.

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

Series Editor: Karen Morrison

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

Student's Books

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

Workbooks

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

Teacher's Guides

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

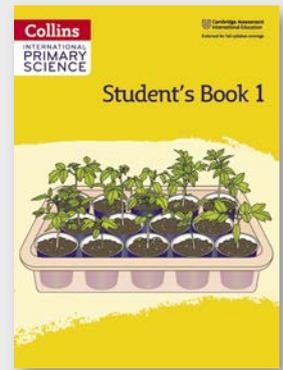
Progress Books

- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

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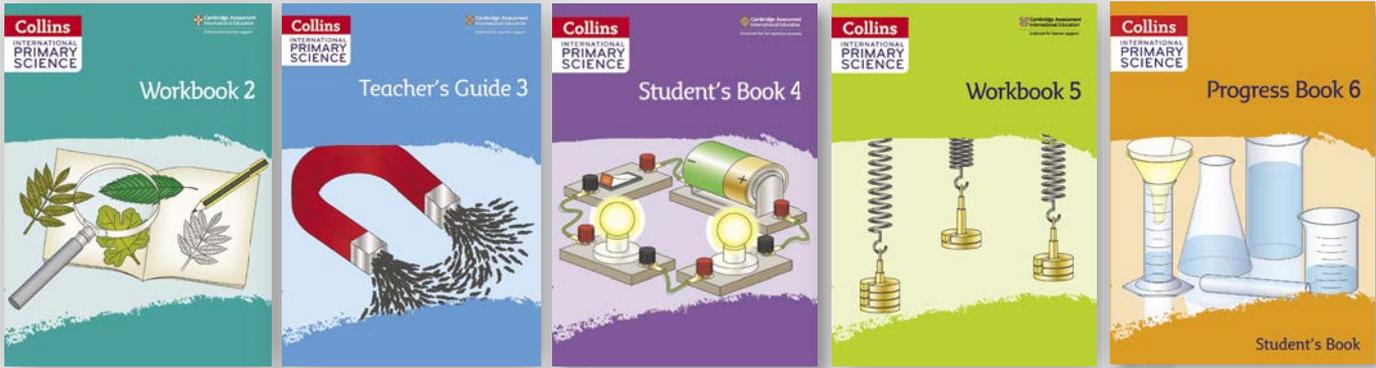


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Build Science vocabulary with key words 'post-its'

Active learning underpins all aspects of teaching within the resources

Science in context

6.3 Science and the environment

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

1 Look at the picture. What does it show?
Some places on the Earth do not have much water.



Key words

- Earth
- water
- waste
- save



2 Look at the pictures. ▲ Describe what you can see.
3 How are the places different?
4 What do you think it is like to live in these places?

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Topic **6** Earth and Space

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



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



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

Activities

1 Play a game about how we can waste water and how we can save water.

2 Design a game. Think of the different ways that we waste water and ways that we can save water. Then play your game.

3 Design a poster to help people save water. Draw pictures and add labels to explain the ways we can save water.

I have learned

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

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Photo-rich spreads show science in real-life contexts

Topic summary for concise synopsis and continuous learning

Sample pages from Student's Book 1

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.

Collins International Primary English (0058)

Second Edition

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

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

Series Editor: Daphne Paizee

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

Student's Books

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

Workbooks

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

Teacher's Guides

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

Progress Books

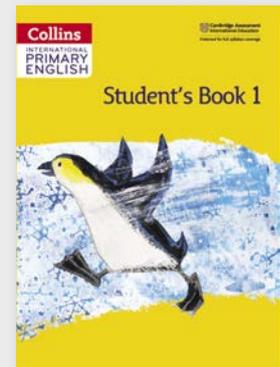
- Secure skills and understanding with extra practice tasks to support the Student's Books units and topics
- Measure learners' progress and identify areas for improvement



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Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

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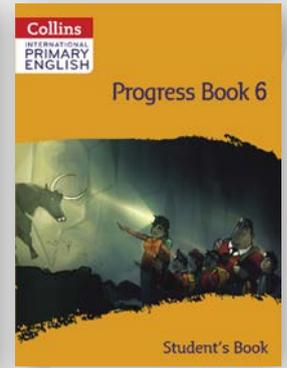
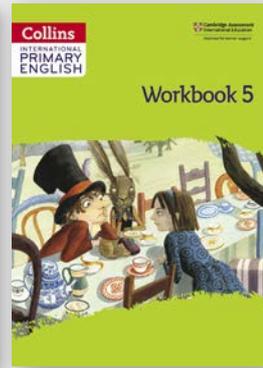
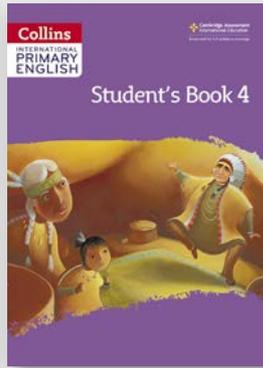
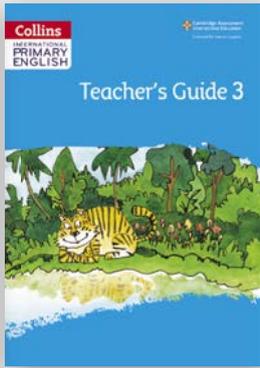
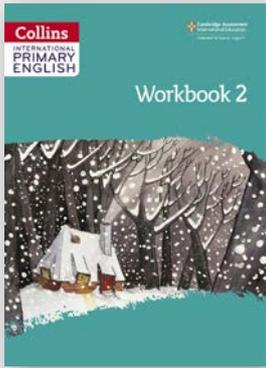


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Carefully selected texts provide both non-fiction and fiction discussion points

Simple and clear explanations

9 Sights, sounds and feelings

Reading and speaking

1 Read these short poems aloud in groups.

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



A calligram (a shape poem)
Spaghetti

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

by Noel Petty

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

Limericks
Limericks are nonsense poems. They all have the same pattern.
• There are always five lines.
• Lines 1, 2 and 5 have the same number of syllables and they rhyme.
• Lines 3 and 4 have the same number of syllables and they rhyme.

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

An acrostic poem

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

I am Indira
Intelligent
Never sad
Dutiful
Interesting
Reliable
Annoying sometimes!

2 Which poem do you like best? Why?

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

Write a poem

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

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

Reading and listening

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

Riddle

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

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

84 Read and recite poems.

Give a personal response. Write a poem. 85

Engaging illustrations and photographs activate learners' imaginations

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

Sample pages from Student's Book 3

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.



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BIG CAT

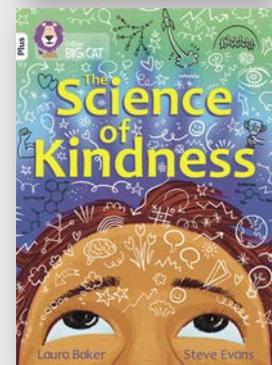
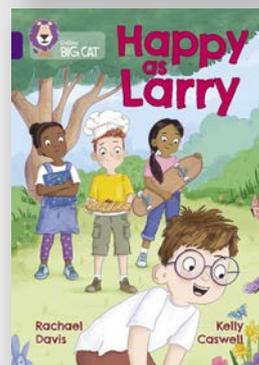
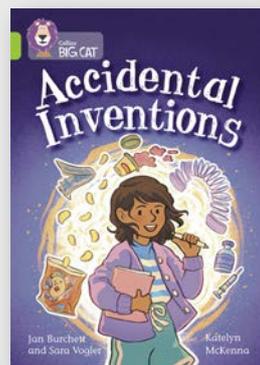
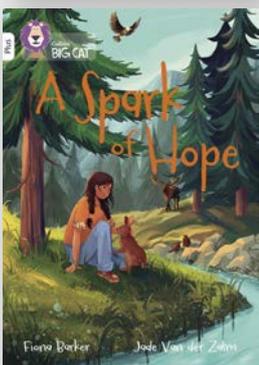
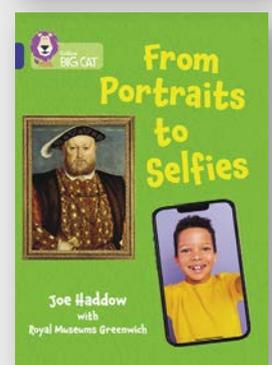
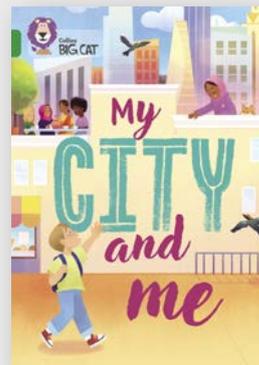
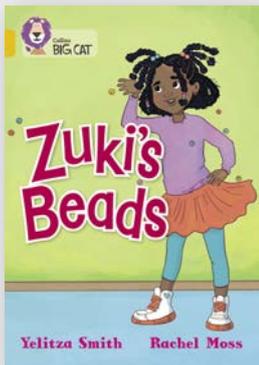
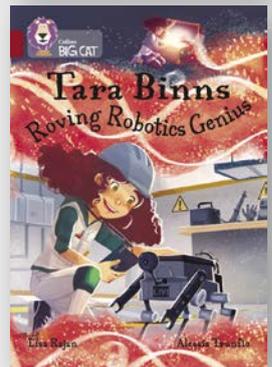
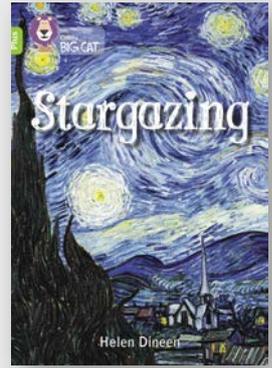
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TITLES

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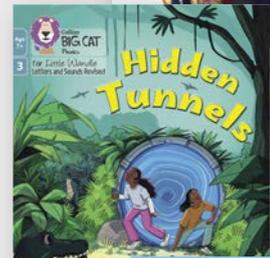
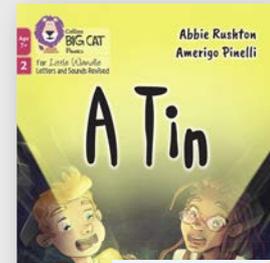




Everything you need to teach a complete systematic synthetic phonics programme

Deliver a consistent and highly effective approach to teaching phonics with classroom resources and a diverse range of decodable phonics books that support the Little Wandle Letters and Sounds Revised SSP.

- Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme
- Books match perfectly to the Little Wandle progression and support all the Letters and Sounds phases
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- Resources for rapid catch-up for age 7+ help children who need fast-track intervention
- Little Wandle SEND is a complete programme that mirrors the main phonics programme with adaptations and support in place
- Full teaching and assessment support available through a membership available direct from Little Wandle – go to littlewandlelettersandsounds.org.uk for full details

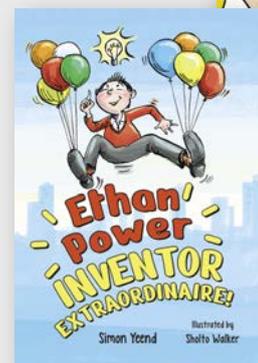
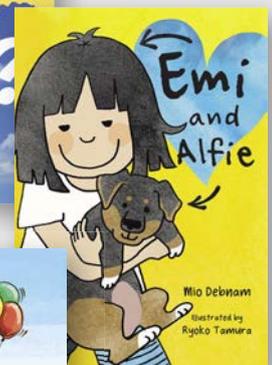


Little Wandle Fluency



Ease the transition from learning phonics to becoming independent readers

- Develop reading confidence, stamina and speed with 40 exciting new chapter books to become fluent readers
- Carefully designed progression and increasing word counts across 10 fluency levels
- Supported by downloadable lesson plans and word sheets
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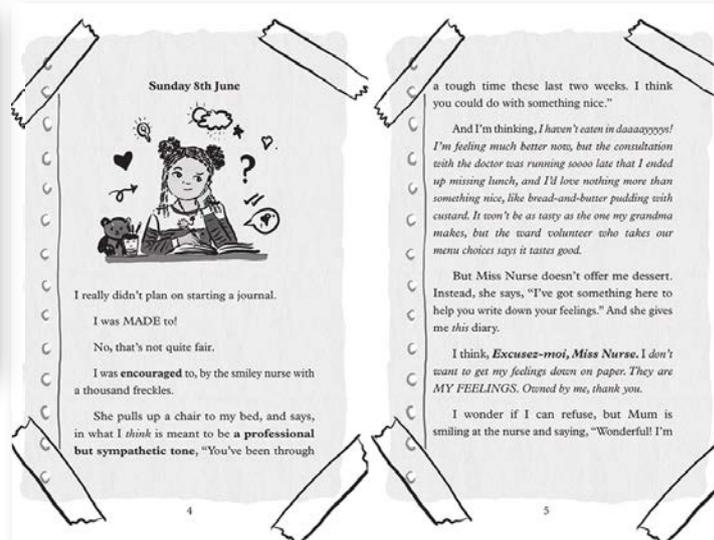
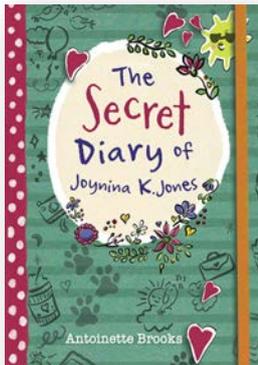
Collins **BIG CAT** Read On

Introducing new exciting independent readers



Bridge the gap from banded readers to longer chapter books

Empower Upper Primary pupils to read widely with **Big Cat Read On**, the new fiction book series created to improve reading stamina, develop fluency and comprehension, and nurture reading enjoyment.

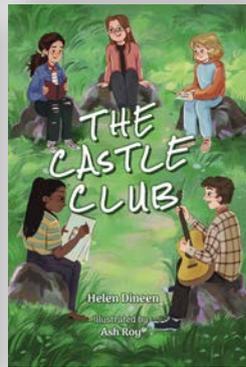
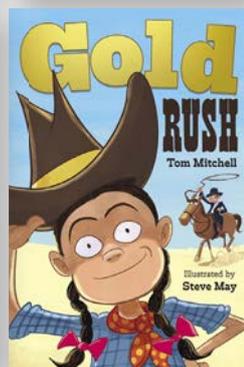
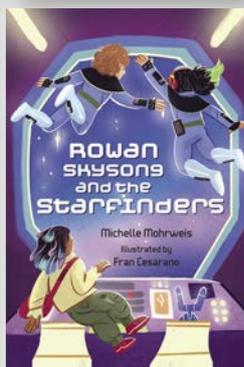
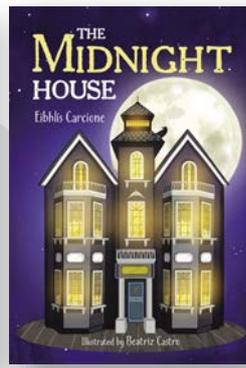
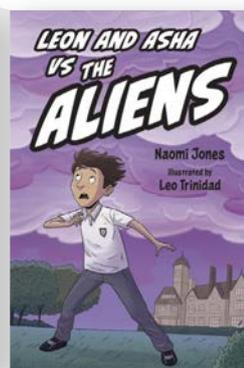
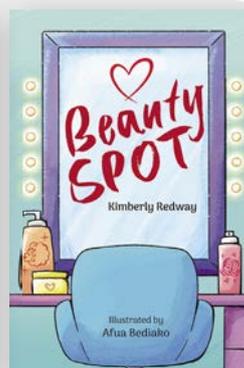
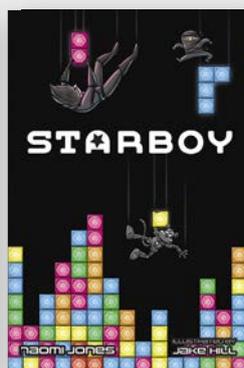


Develop comprehension with varied narrative structures, language devices and vocabulary

Improve reading stamina with longer books and higher word counts

Encourage children to explore themes such as wellbeing, friendship and identity

Support your pupils as they form their own reading identity with genres to indulge every interest, from mysteries and thrillers to historical fiction and contemporary stories. Designed for use both in class and at home, these books will provide ample opportunity to improve children's fluency, comprehension and vocabulary, setting them up for a lifelong love of reading.



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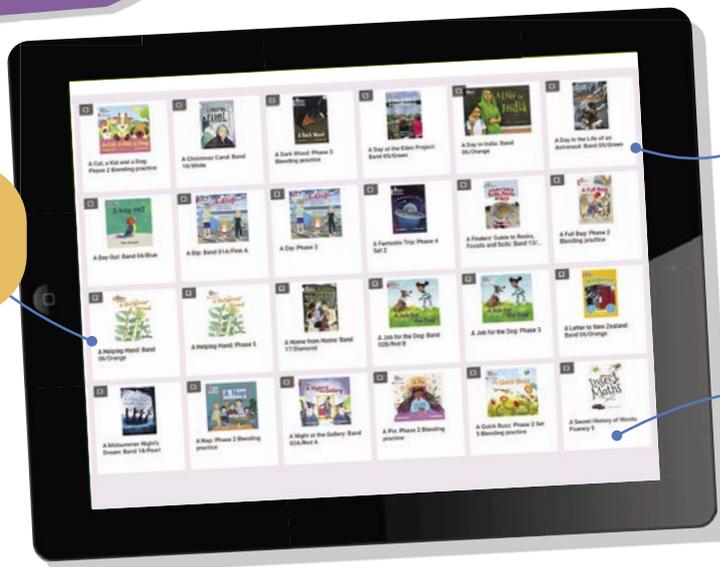
- Supports front-of-class teacher modelling and shared reading when used on interactive whiteboards
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- Easy to access and straightforward to set up
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The Big Cat ebookshelf

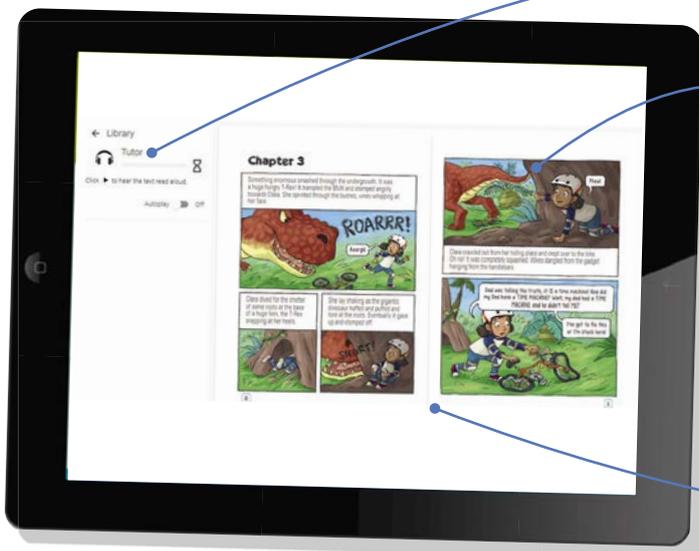
Readers can browse all the books from each band and simply click on a book to open it



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

Easy access to any accompanying resources, such as worksheets

Inside the eBook



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

Complete text included, along with guided reading notes and comprehension activities

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

Collins Explore English (0057)

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0057) from 2020.

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

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

Student's Resource Books

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

Student's Coursebooks

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

Teacher's Guides

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

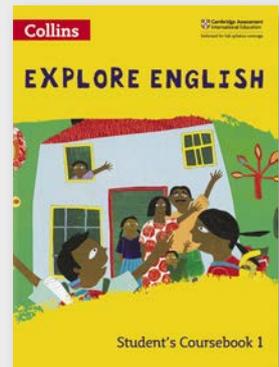


AUDIO

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

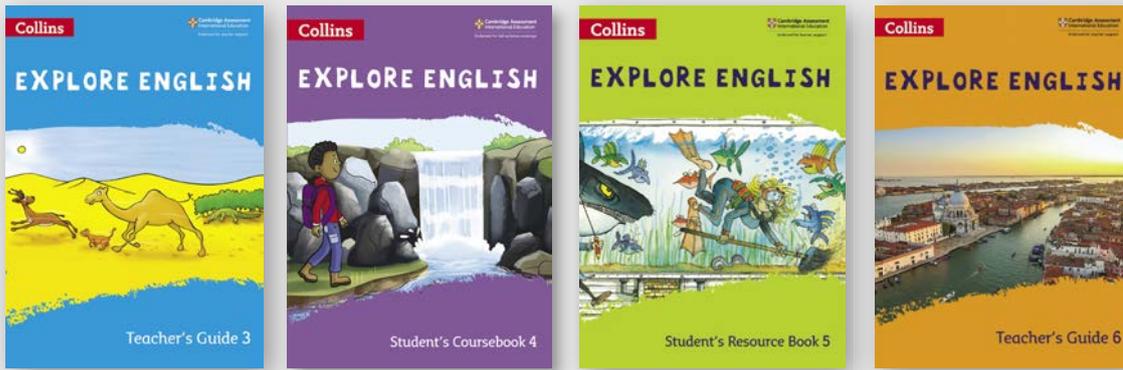
NEW



Resource Books	ISBN
Resource Book 1	978-0-00-834087-2
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Coursebooks	ISBN
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Short and simple instruction rubrics allow for more space on the page for visual content

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

Dreaming of dolphins

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

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

snorkel

mask

wetsuit

fins

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

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

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

Important facts about dolphins

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

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

Why must we look after the sea?

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

Sample pages from Student's Resource Book 3

Collins International Primary Global Perspectives (0838)

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0838) from 2022.

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

Series Editor: Nick Coates

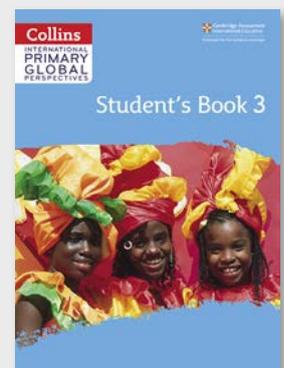
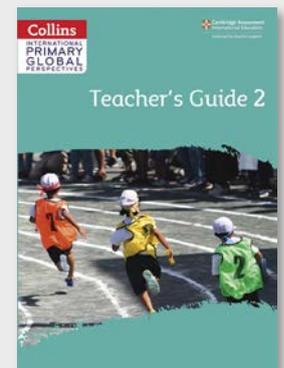
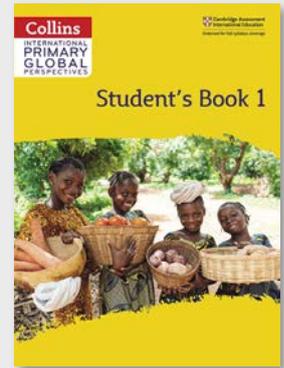
Authors: Rebecca Adlard, Sula Delafuente, Fiona MacGregor, Katharine Meunier and Daphne Paizee

Student's Books

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

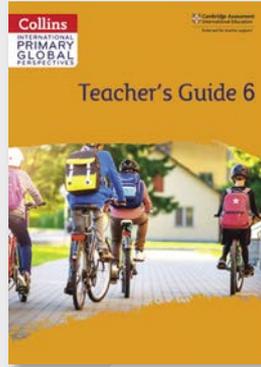
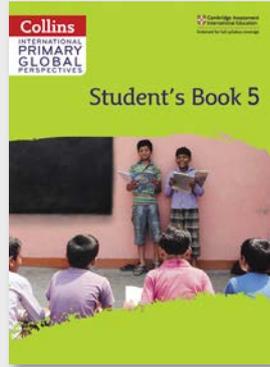
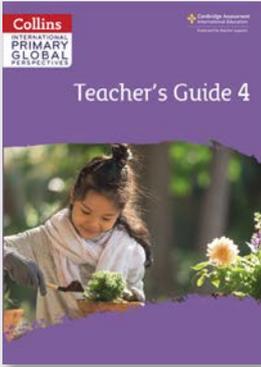
Teacher's Guides

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



Student's Books	ISBN
Student's Book 1	978-0-00-854952-7
Student's Book 2	978-0-00-854955-8
Student's Book 3	978-0-00-854958-9
Student's Book 4	978-0-00-854961-9
Student's Book 5	978-0-00-854964-0
Student's Book 6	978-0-00-854967-1

Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-854970-1
Teacher's Guide 2	978-0-00-854973-2
Teacher's Guide 3	978-0-00-854976-3
Teacher's Guide 4	978-0-00-854979-4
Teacher's Guide 5	978-0-00-854982-4
Teacher's Guide 6	978-0-00-854985-5



Lessons start with an enquiry question

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

Language to help students start conversations on the topic

1.1 What do you think about printing?

- 1 What is the teacher doing in the picture? How does a printer work? What can you do with a printer?
- 2 Read the message from Himari. Does she have a positive or negative opinion about printing? How do you know?
Positive ✓ Negative ✗



Key term
opinion: what a person thinks about something

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



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

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





- 4 Who do you agree with most, Himari or Adriana? Can you say why?
- 5 Describe the objects. How do you think they were made?
- 6 What do you know about 3D printing? Discuss it in your groups. Fill in the KWL chart on the worksheet.
- 7 Read the text on the worksheet. What is the writer's opinion of 3D printing? How do you know? Find three words that tell you.
- 8 Imagine you have a 3D printer. What would you print? Draw a picture on the worksheet. Write a sentence explaining what it is and why you would make it.

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

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

Sample pages from Student's Resource Book 4

Important words or phrases to help understand the topic

Indicators aid students to identify activity type

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

Collins International Primary Music (0068)

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0068) from 2024.

A six-level course that provides a holistic, enjoyable and easy-to-deliver approach to teaching music with confidence. Widen learners' experiences while they explore a diverse range of musical styles and themes from around the world.

Authors: Rebecca Beavis, Vicki Brown, Stephen Chadwick, Steve Grocott, Sue Nicholls, Soham Roychowdhury and Elizabeth Rozier

The course consists of 6 Student's Books, 6 Teacher's Guides and a digital subscription on the Collins Hub per level and provides full coverage of the Cambridge Primary Music curriculum framework (0068) from 2024.

Student's Books

- Develop well-rounded musicians with a curriculum that teaches learners to sing, perform, improvise and read notation
- Provide practical and creative activities that increase confidence, develop singing voices and deepen understanding of music in all its forms
- Regular opportunities for reflection and self-assessment allow learners to record their learning, listen and analyse musical pieces and log their planning and ideas

Teacher's Guides

- Detailed lesson plans support specialist and non-specialist teachers from a range of backgrounds
- Unit overview, learning objectives and background information for all listening pieces, songs, chants and warm-ups are provided at the start of the unit
- A full glossary of musical terms, as well as melody lines are included for reference at the back of the book

Digital Subscription

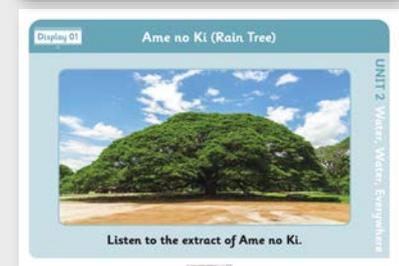
- Present front-of-class colourful display pages and add visual support to the activities in the lesson plans
- Play professionally recorded audio of listening pieces and songs, embedded on the display pages for easy access
- Song lyrics, teacher planning and resource sheets are available to download and print for every unit

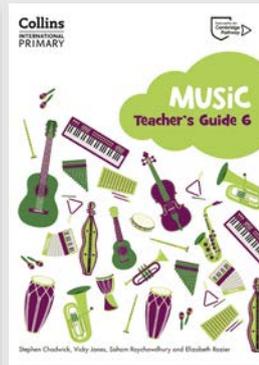
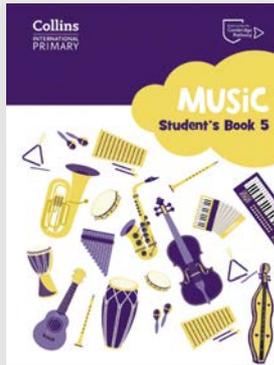
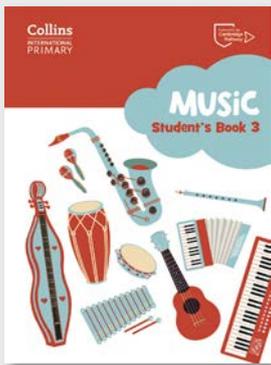
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Student's Books	ISBN
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Student's Book 4	978-0-00-865410-8
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Student's Book 6	978-0-00-865412-2

Teacher's Guides	ISBN
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Teacher's Guide 4	978-0-00-865404-7
Teacher's Guide 5	978-0-00-865405-4
Teacher's Guide 6	978-0-00-865406-1





Answers to questions are integrated for quick reference in brackets

References throughout point to use of online display, audio files and Student's Book page

UNIT 2 WATER, WATER, EVERYWHERE

LESSON 1 Ame no Ki (Raintree)

Learners will hear an atmospheric instrumental piece to introduce the watery theme. They will learn a rap with an energetic rhythm and explore reading simple pitch notation for a simple song.

Resources - Audio 01-08 • Display pages 01-08 • Student's Book page 9 • Tuned percussion (optional)

Vocabulary Pulse, Pitch (high/low), Lyrics, Pitch-mark

ACTIVITY 1 Listen to Ame no Ki

- Listen to Ame no Ki and discuss the sounds.
- Learn the names of some tuned percussion instruments.

→ Introduce Ame no Ki (Rain Tree) by Toru Takemitsu (see Background Information). Show the picture of the rain tree on Display 01. Explain that it has many leaves, which continue to drip and drop water after the rain has stopped.

→ Listen to the audio extract (01:01). What sounds did learners hear? (E.g. they may have heard a bell sound or recognised that the sounds were played by tuned percussion. They may describe the sounds as being like raindrops.)

→ Show the instruments on Display 02. These are the instruments played in the piece. (Two marimbas, a vibraphone and a set of crotales.)

→ Listen again and point to each instrument as it is heard. (The extract begins with the marimba. The vibraphone joins at 00:25 and crotales are heard every now and then.) Which instrument has wooden bars? (Marimba.) Which plays the bell sounds? (Crotales.) Learners write the answer in their student's book.

ACTIVITY 2 Explore pulse in Raining Down Rap

- Listen to a rap and discuss the lyrics.

Lesson 1 Ame no Ki (Rain Tree)

Listen
Listen to the extract from Ame no Ki.

Marimba **Vibraphone** **Crotales**

Which instrument has wooden bars? Tick.
Which instrument plays the bell sounds? Circle.

Explore

Which is the highest pitch? Circle.
red orange yellow green

Which is the lowest pitch? Circle.
red orange yellow green

UNIT 2 WATER, WATER, EVERYWHERE

- "The sun will come." - open your hands either side of your face.
- "And have some fun!" - continue opening your hands and smile.
- "With colours in the sky!" - make an arc overhead with your right hand with fingers open.

→ Model the actions for each line for learners to copy, using the teaching audio for support if needed (03:03).

→ Perform the chant and actions together all the way through with the performance (03:02) or backing audio (03:03) until secure.

ACTIVITY 4 Explore Pitch in It's Raining Rainbows

- Listen to a song and follow the pitch using pitch-marking.
- Explore high, middle and low pitches in a song following notation.

→ Listen to It's Raining Rainbows (04:03), following the lyrics on Display 06. Discuss the order of colours in a rainbow. (Red, orange, yellow, green, blue, indigo, violet.)

Verse 1
The rain is pouring,
A rainbow is forming.
Red, orange, yellow, green,
What other colours can be seen?

Verse 2
The rain is pouring,
A rainbow is forming.
Red, orange, yellow, green,
Then blue, indigo, violet.

→ Learn to sing the first two lines of the song with the teaching audios (04:03) (04:07). All mark the pitch with your hands as you sing. (The two lines use just three pitches: line 1 alternates between high and middle pitches (G and E); line 2 alternates between middle and low pitches (E and C). Make these three pitches clear with your pitch-marking.)

→ Show Display 07. Support learners to follow the pitch notation for the first two lines of the song as you sing them again.

→ Show Display 08 and listen to Line 3 teaching audio (04:08). Notice that this line has four pitches. (The new pitch, D, comes between the low and middle pitch.) Which rainbow colour has the highest pitch? Which colour has the lowest pitch? (Orange is highest; green is lowest.) Learners write the answers in their student's book.

TEACHING TIPS

- When pitch-marking, practise until secure and confident. Use the teaching audios for accuracy and support.
- Support learners who have difficulty recognising different colours.
- Model playing the lines of the song on tuned percussion to support learners' understanding of higher and lower pitch.

EXTENSION IDEAS AND FURTHER LISTENING

- Search online for the performance of Ame no Ki performed by Yale Percussion Group to show the instruments being played, e.g. crotales are played at the beginning, the vibraphone is heard at 03:10 and the marimba at 03:18. The extract from Activity 1 starts at 03:42.
- Explore playing lines from the song on tuned percussion.
- Search online and listen to I Can Sing a Rainbow by Arthur Hamilton.
- Explore traditional songs and stories connected to rain from your country.

Teaching tips, extension activities and further listening ideas provide extra information and support

Deepen learning with write-in activities for each lesson

Log responses offering opportunity to reflect

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

This series is **endorsed** for the Cambridge Pathway to support the curriculum frameworks (0034/0859) from 2024.

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

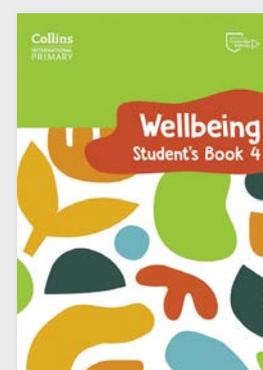
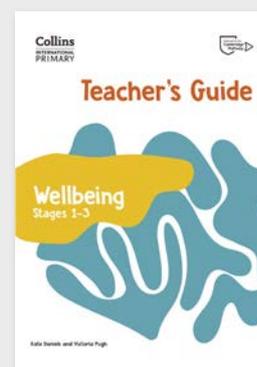
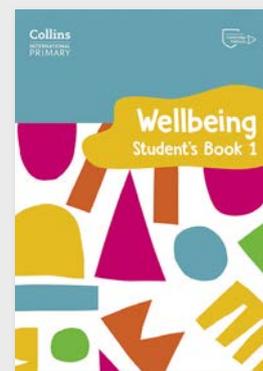
Series Editors and Authors: Kate Daniels and Victoria Pugh

Student's Books

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

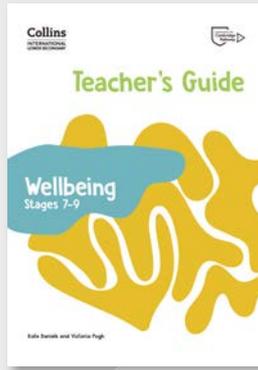
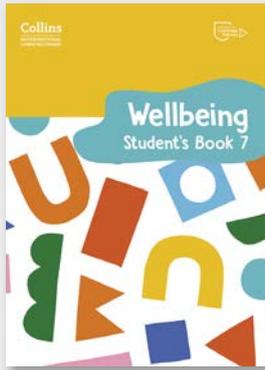
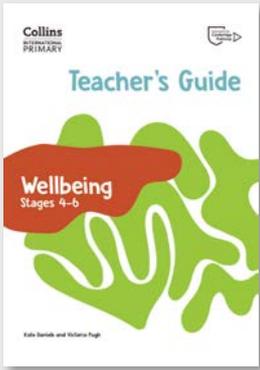
Teacher's Guides

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



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

Teacher's Guides	ISBN
Teacher's Guide 1-3	978-0-00-864517-5
Teacher's Guide 4-6	978-0-00-864521-2
Teacher's Guide 7-9	978-0-00-864525-0



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

Sample pages from Student's Book 4

Unit 1.1 How do I feel?

Unit 1.1 How do I feel?

Lesson 1 My feelings

Activity 1.1a My feelings
What makes you feel happy, sad and excited? Write your answers below and say why these things make you feel this way.

 I feel happy when _____
because _____

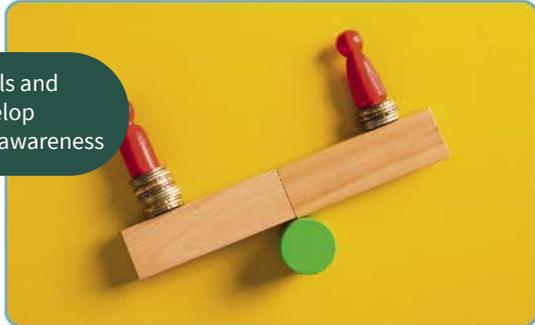
 I feel sad when _____
because _____

 I feel excited when _____

Unit 8.8 Be the change

Lesson 1 Standing up for each other

Activity 8.1a Is this justice?



Look at the symbolism of the image. Is this justice? Write your thoughts and explain your answer.

What is already being done in the world/your country to create a fairer, kinder world for everyone?

Unit 8.8 Be the change

Lesson 1 Standing up for each other

Activity 8.1b You see a hateful post online
What choices do you have? What do you need to do? Recall all that you have learned in this lesson and write the steps you would need to take below.



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

Regular opportunities to reflect on learning

Sample pages from Student's Book 8

Cambridge Lower Secondary Maths (0862)

Second Edition

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0862) from 2020. The Progress Books have not been through the endorsement process for the Cambridge Pathway.

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

Series Editor: Alastair Duncombe

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

Student's Books

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

Workbooks

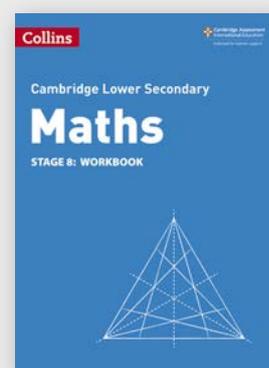
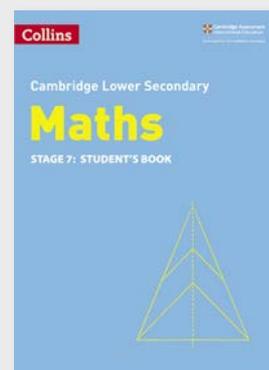
- Enable learners to fully master a topic before moving on with a variety of questions
- Support students in their own work with pointers and pictorial representations included
- Can be used in class or as homework to support secure learning

Teacher's Guides

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

Progress Books

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

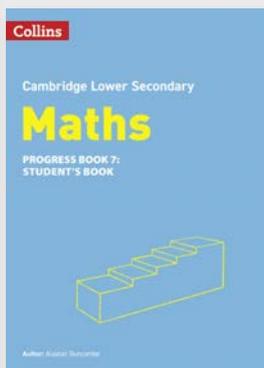
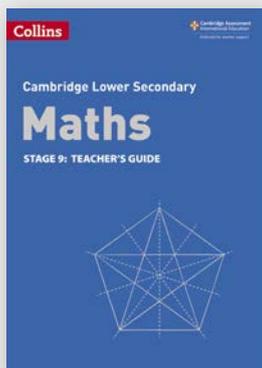


Student's Books	ISBN
Stage 7	978-0-00-834085-8
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Stage 9	978-0-00-837855-4

Workbooks	ISBN
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Stage 9	978-0-00-837861-5

Progress Books	ISBN
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Teacher Pack 8	978-0-00-866714-6
Teacher Pack 9	978-0-00-866715-3



Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harpercollins.co.uk for more information.

NEW

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

Check readiness to start with prerequisite knowledge list and topic links

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

15 Midpoints

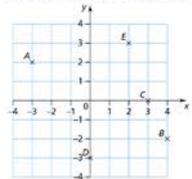
You will learn how to:

- Use knowledge of coordinates to find the midpoint of a line segment.

Starting point

Do you remember...

- how to write the coordinates of a point on a grid?
For example, write the coordinates of each of the lettered points on this grid.



- how to add and subtract negative integers?
For example, find the difference between 9 and -3
- how to find the mean value of two numbers?
For example, find the mean of 8 and -2

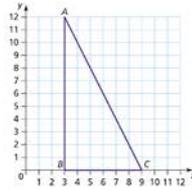
This will also be helpful when...

- you find the perpendicular bisector of a line segment.

15.0 Getting started

Here is a triangle ABC. Copy the triangle onto squared paper.

- Use a ruler to mark the points P, Q and R onto your diagram where:
P is on the side AB, halfway between A and B
Q is on the side BC, halfway between B and C
R is on the side AC, halfway between A and C.
- Draw the lines AQ and BR. These lines are called **medians** of the triangle. The point where they meet is called the **centroid**. What are the coordinates of the centroid?
- Draw the third median line CP.
- What do you notice about all three median lines?



Did you know?

Any triangle should balance about its centroid. Try drawing a triangle on cardboard and find its centroid. Then see if you can get it to balance on the point of a pencil.

15.1 Midpoint of a line segment

Key terms

A **line segment** is a section of a line. It has two end points. The **midpoint** of a line segment is the point on it that is the same distance from both end points. It is halfway along the line segment.

Thinking and working mathematically activity

Draw a pair of axes on squared paper and draw several line segments. The end points of each line segment should have integer coefficients.

- Find the midpoint of each of your line segments.
- Investigate how the coordinates of each midpoint relate to the coordinates of the ends of the line segment.
- Write a rule for finding the coordinates of the midpoint of any line segment.

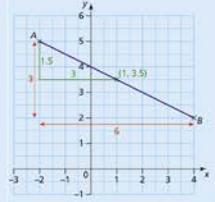
Worked example 1

A and B are the points with coordinates (-2, 5) and (4, 2). Find the coordinates of the midpoint of the line segment AB.

$$\frac{-2 + 4}{2} = \frac{2}{2} = 1$$

$$\frac{5 + 2}{2} = \frac{7}{2} = 3.5$$

So the coordinates of the midpoint are (1, 3.5)



Sample pages from Student's Book 7

Engage learners with group and pair activities to awaken mathematical curiosity

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

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.

Cambridge Lower Secondary Science (0893)

Second Edition

These resources are **endorsed** for the Cambridge Pathway to support the curriculum framework (0893) from 2020. The Progress Books have not been through the endorsement process for the Cambridge Pathway.

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

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

Student's Books

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

Workbooks

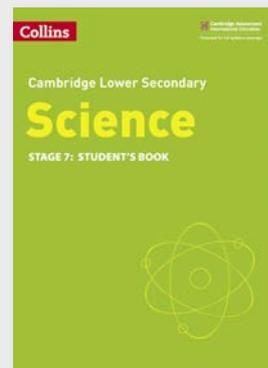
- Offer a full range of questions for every topic in the Student's Book
- Provide regular practice with supportive worked examples and writing frames
- Use flexibly for lessons, homework or additional practice

Teacher's Guides

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

Progress Books

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

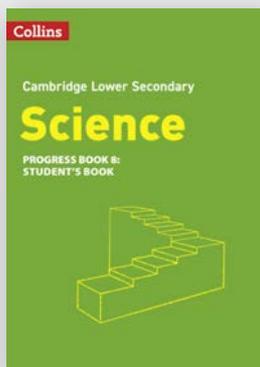
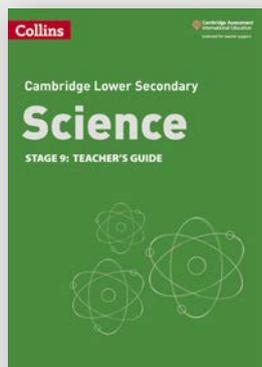
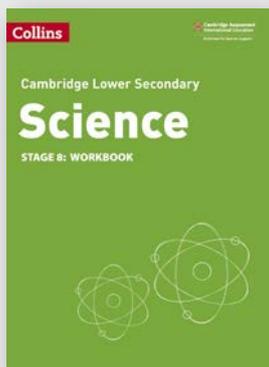


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Teacher Pack 9	978-0-00-867937-8



Digital resources and Adaptive practice available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

NEW

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

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

Chapter 10 . Topic 4

The water cycle

Learning outcomes

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

Starting point

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

Evaporation, condensation and precipitation

10.23 Evaporation, condensation and precipitation.

Here are some of the processes that involve water on Earth (figure 10.23).

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

Key terms

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

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

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

Evaporation from the ocean increases when warm air blows across the water surface. The winds carry the water vapour across the ocean and sometimes over land. As the warm air rises, it cools, which leads to condensation. In particular, when winds blow warm, wet air from over the ocean onto areas of mountains, the air is forced upwards and cools quickly. This is why clouds often form over mountains near the sea.

The type of precipitation depends on the air temperature. If the temperature is above 0°C then the water droplets stay liquid and form rain. If the temperature is at or below 0°C then the liquid droplets partially or completely freeze to form sleet, snow or hail.

In Section 10.3, you considered which gases mix to make up the Earth's atmosphere. The percentages of each gas were for dry air. Dry air means 'air that contains no water'. In reality, the air around us will nearly always contain some water vapour. The amount depends on how much water evaporates into the air, and how much condenses to form precipitation that falls out of the air. This amount is different at different places on Earth, and the amount changes at each place with time, due to the local climate and weather.

- Where does the energy come from that causes water in the oceans to evaporate?
- Sometimes the air temperature is below 0 °C but the ground temperature is above 0 °C. Explain what happens to water that precipitates as snow or hail when it reaches the ground.
- Look at figure 10.23. Make a sketch copy of the diagram and add arrows to show how evaporation, condensation and precipitation link together to move water from oceans to the air and back to the oceans.
- Look at figure 10.23. Use a map of the Earth to find the Sahara Desert. Explain why places like the Sahara Desert remain so dry.

Water that falls on the surface of Earth

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

210 The Earth and its atmosphere

The water cycle 211

'Challenge' questions promote deeper thinking

Sample pages from Student's Book 9

Cambridge Lower Secondary English (0861)

Second Edition

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0861) from 2020. The Progress Books have not been through the endorsement process for the Cambridge Pathway.

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

Series Editors: Julia Burchell and Mike Gould

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

Student's Books

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

Workbooks

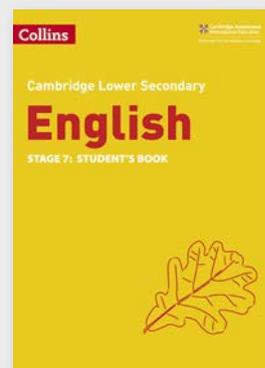
- Consolidate and extend students' learning with engaging practice activities and additional language support
- Designed for self-study or homework
- Write-in format aids revision and allows teachers to monitor students' progress

Teacher's Guides

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

Progress Books

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

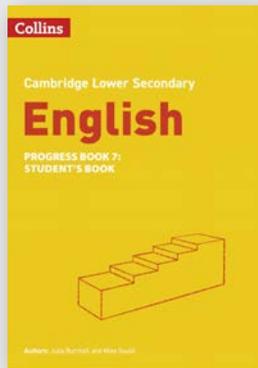
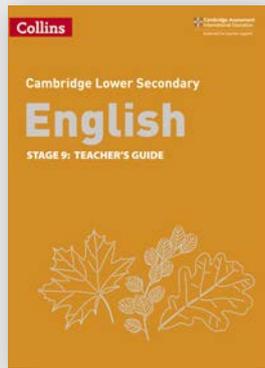
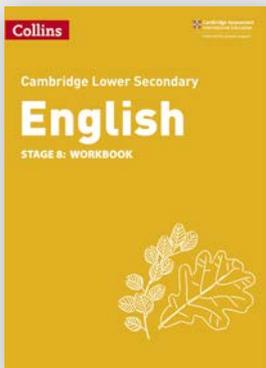


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Workbooks	ISBN
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Stage 9	978-0-00-836414-4

Progress Books	ISBN
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Student's Book 8	978-0-00-865504-4
Student's Book 9	978-0-00-865505-1
Teacher Pack 7	978-0-00-865506-8
Teacher Pack 8	978-0-00-865507-5
Teacher Pack 9	978-0-00-865508-2



Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

NEW

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

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

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

Chapter 3 • Unit 5

Speaking to discuss and persuade

You will learn how to:

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

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

Explore

Look at these statements for and against zoos:

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

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

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

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

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

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

Vocabulary

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



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

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

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

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

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

5 Rewrite Akeem's response, adding evidence to support his point. Begin with the phrase, 'For example...'

6 Look at this example discussion topic:

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

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

Develop

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

The following are good leadership skills in a discussion:

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

Key terms

chairperson: the leader of a group discussion or meeting

Clear and appealing layout

A wide range of text types to activate learners' imaginations

Sample pages from Student's Book 7

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.

Cambridge Lower Secondary English as a Second Language

(0876)

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0876) from 2020.

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

Series Editor: Nick Coates

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

Student's Books

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

Workbooks

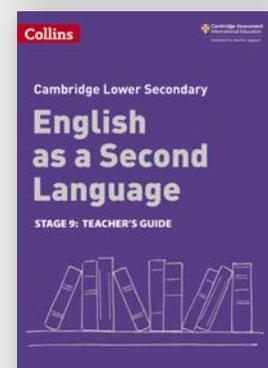
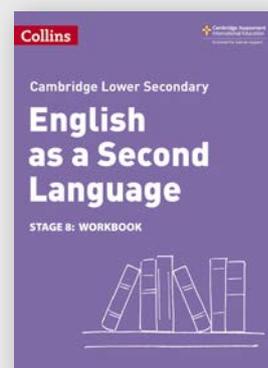
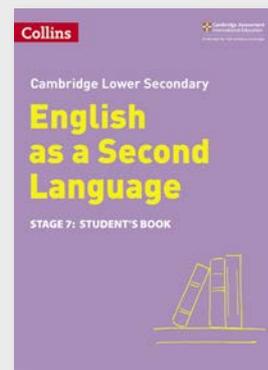
- Develop students' key skills and language throughout
- Use alongside the Student's Book, with matching structure, content and themes
- Provide students with further practice to consolidate and extend learning

Teacher's Guides

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



AUDIO



Student's Books	ISBN
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Stage 9	978-0-00-836681-0

Workbooks	ISBN
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Stage 8	978-0-00-836686-5
Stage 9	978-0-00-836687-2

Teacher's Guides	ISBN
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Stage 8	978-0-00-836683-4
Stage 9	978-0-00-836684-1

NEW

Digital resources and Adaptive practice available for this course on the Collins Hub. Contact collins.international@harpercollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

Written in a way that effectively offers progression throughout the stages

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

Endangered animals

Listening: setting the scene

- You are going to listen to a talk about endangered animals.
 - What does the word *danger* mean? Give examples of some dangers.
 - What do you think *endangered* means? Which animals can you name that are endangered?
- Read these animal fact files. Which information is missing?

 <p>Name: tiger Key facts: largest of the cat family, weighs 1 _____; 3.3m long Lives: 2 _____ Numbers: 3900 (2015) Threats: losing land (now have 3 _____ of land they used to have), hunting for their skins Good news: a recent 4 _____ increase in numbers</p>	 <p>Name: leatherback turtle Key facts: has lived on Earth for more than 5 _____ years Lives: oceans Numbers: _____ Threats: unknown but falling quickly Good news: none</p>	 <p>Name: mountain gorilla Key facts: intelligent – can learn sign language Lives: Central Numbers: 10 _____ Threats: war, losing forest; 11 _____; disease Good news: 14% increase in numbers in the last 12 _____</p>
---	---	--

Listening: a talk

- Listen to the scientist talking. Which animal does he discuss first, second and last?
- Listen again. Complete the fact files with the missing information.

Vocabulary: words in context

Match the words with their meanings.

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

100 listen for specific information

Speaking: what can we do about it?

- Read the conversation. What are they talking about?

Person 1: The number of endangered animals is frightening. We have to do something about it!

Person 2: You're right, but what should we do?

Person 1: Well, we could stop throwing plastic bags away.

Person 2: That's a good idea. But we must do something to help the gorillas as well.

Person 1: Yes, but what can we do?

Language tip
Modal verbs add meaning to main verbs. We don't use them to talk about facts. We use them to express ideas and opinions.
He is a hunter. [fact]
He shouldn't be a hunter. [opinion]

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

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

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

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

Use of English: modal verbs

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

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

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

modal verbs 101

Sample pages from Student's Book 7

Exercises for both individual and whole-class practice

This course supports Cambridge Global Perspectives™ with integrated activities that develop and practise key skills.

Cambridge Lower Secondary Global Perspectives (1129)

This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (1129) from 2022.

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

Series Editor: Mark Pedroz

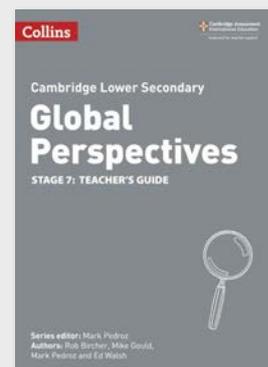
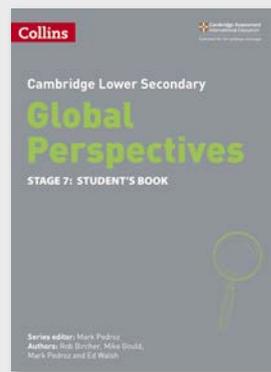
Authors: Rob Bircher, Noel Cassidy, Mike Gould, Mark Pedroz and Ed Walsh

Student's Books

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

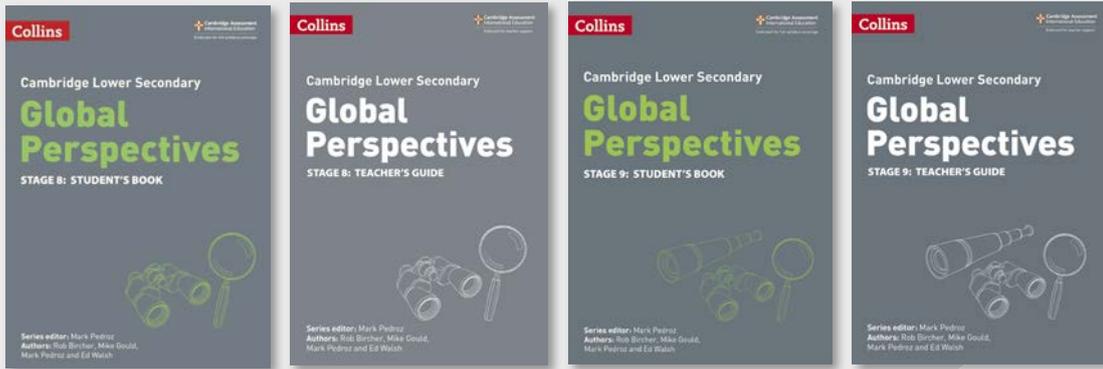
Teacher's Guides

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



Student's Books	ISBN
Student's Book 7	978-0-00-854934-3
Student's Book 8	978-0-00-854937-4
Student's Book 9	978-0-00-854940-4

Teacher's	ISBN
Teacher's Guide 7	978-0-00-854943-5
Teacher's Guide 8	978-0-00-854946-6
Teacher's Guide 9	978-0-00-854949-7



Activities build from supported tasks to more independent work

Title and skills box demonstrate the focus of learning

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

Chapter 3 . Topic 1

Identifying ideas from different perspectives

Skills focus
✓ Analysis
Learning focus

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

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

Getting started

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

Exploring

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

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

Illegal Hotel El Algarrobico demolition action in Spain

Greenpeace activists on the beach at El Algarrobico, 2016.

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

Source: Greenpeace

Vocabulary

- Greenpeace:** campaigning organisation that wants to protect the environment
- activist:** someone who takes actions to bring about change
- demolition:** destruction of a building
- illegal:** against the law
- rural:** relating to the countryside

Key terms

- viewpoint:** a person's view without evidence or reasoning
- perspective:** a viewpoint on an issue based on evidence and reasoning

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

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

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

Developing

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

Who might have a perspective on the development of the natural location? Here are some possibilities.

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

38 Chapter 3 Exploring arguments

Identifying ideas from different perspectives 39

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

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

Sample pages from Student's Book 8

Cambridge IGCSE™ Maths (0580/0980)

Fourth Edition

The Student's Book and Teacher's Guide are **endorsed** for the Cambridge Pathway to support the syllabus (0580/0980) for examination from 2025. The Workbook has not been through the endorsement process for the Cambridge Pathway.

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

Authors: Chris Pearce and Isabel Marsden

Student's Book

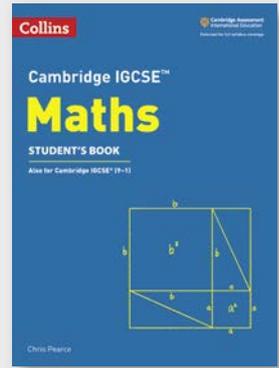
- Develop problem-solving skills with flagged questions and apply those skills to real-life, international contexts
- Grow confidence working without a calculator with clearly labelled questions and exercises
- Emphasise the relevance of maths with *Why this chapter matters* sections showing maths in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

Workbook

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

Teacher's Guide

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



Chapter 2 . Topic 5

2.5 Calculating a percentage

To calculate a percentage of a **quantity**, you multiply the quantity by the percentage. The percentage may be expressed as either a fraction or a decimal. When finding percentages without a calculator, base the calculation on 10% (or 1%) as these are easy to calculate.

Example 11

Calculate: **a** 10% of 54 kg **b** 15% of 54 kg

a 10% is $\frac{1}{10}$ so $\frac{1}{10}$ of 54 kg = $54 \text{ kg} \div 10 = 5.4 \text{ kg}$

b 15% is $10\% + 5\% = 5.4 \text{ kg} + 2.7 \text{ kg} = 8.1 \text{ kg}$

Using a percentage multiplier

You have already seen that percentages and decimals are equivalent so it is easier, particularly when using a calculator, to express a percentage as a decimal and use this to do the calculation.

For example, 13% is a **multiplier** of 0.13, 20% a multiplier of 0.2 (or 0.20) and so on.

Example 12

a Calculate 45% of 160 cm. **b** Find 52% of \$460.

a $45\% = 0.45$

So $45\% \text{ of } 160 = 0.45 \times 160 = 72 \text{ cm}$

b $52\% = 0.52$

So, $0.52 \times 460 = 239.2$

This gives \$239.20.

Remember always to write a money answer with 2 decimal places.

EXERCISE 2E

1 Write down the multiplier that is equivalent to each percentage.

- a** 88% **b** 30% **c** 25%
d 8% **e** 115%

2 Write down the percentage that is equivalent to each multiplier.

- a** 0.78 **b** 0.4 **c** 0.75
d 0.05 **e** 1.1

Sample page from Student's Book

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

NEW

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

Cambridge IGCSE™ Additional Maths

(0606/4037)

Second Edition

These resources are **endorsed** for the Cambridge Pathway to support the syllabus (0606/4037) from 2025.

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

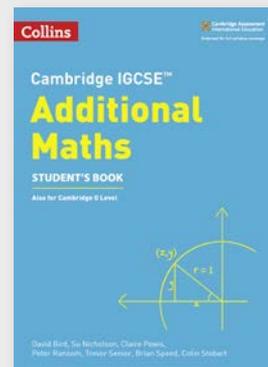
Authors: David Bird, Su Nicholson, Claire Powis, Peter Ransom, Trevor Senior, Brian Speed and Colin Stobart

Student's Book

- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples, with tips on how to tackle tricky content
- Support students in developing problem-solving skills with flagged questions that require them to apply their skills and understanding
- Emphasise the relevance of maths in everyday life with *Why this chapter matters* sections
- Deliver a fully international course with international examples, contexts, names, currencies and locations
- Provide self-assessment opportunities with progression checklists at the end of every chapter

Teacher's Guide

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



Chapter 1 . Topic 2

1.2 Composite functions

In this section, you will use the notation $f(x)$ to define a function. Consider the two functions: $f(x) = (x + 2)^2$ and $g(x) = 3x$. If you evaluate $f(4)$ as 36 and then used this as the input to $g(x)$, $g(36)$, the result is 108.

This combination of $f(x)$ and $g(x)$ is written as $gf(x)$. In cases like this, where the output from one function is used as input to another, the result is a **composite function**.

Advice and Tips

Remember that $f^2 = f \times f$, so that $f^2(x) = ff(x)$

$gf(4) = 108$ but note that $fg(4) = 196$

From these two examples, you should see that you must carry out the right-most function followed by the next function to the left.

Example 3

$f(x) = 2x^2 - 4$ and $g(x) = 3x - 1$

Find: **a** $fg(4)$ **b** $gf(5)$ **c** $g^2(3)$

Solution

a $g(4) = 3(4) - 1 = 11$ **b** $f(5) = 2(5)^2 - 4 = 46$ **c** $g(3) = 3(3) - 1 = 8$
 $f(11) = 2(11)^2 - 4 = 238$ $g(46) = 3(46) - 1 = 137$ $g(8) = 3(8) - 1 = 23$

You can create a single expression for a composite function.

Example 4

$f(x) = 2x^2 - 4$ and $g(x) = 3x - 1$

Find $fg(x)$ and $gf(x)$

Solution

$fg(x) = f(3x - 1)$ $gf(x) = g(2x^2 - 4)$

$= 2(3x - 1)^2 - 4$ $= 3(2x^2 - 4) - 1$

$= 2(9x^2 - 6x + 1) - 4$ $= 6x^2 - 12 - 1$

$= 18x^2 - 12x + 2 - 4$ $= 6x^2 - 13$

$= 18x^2 - 12x - 2$

10 1.2 Composite functions

Sample page from Student's Book

Additional Maths **ISBN**
 Student's Book 978-0-00-854607-6
 Teacher's Guide 978-0-00-854608-3

Cambridge IGCSE™ Science

Biology (0610/0970) **Chemistry**
(0620/0971) **Physics** (0625/0972)

Third Edition

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

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

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

Student's Books

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

Workbooks

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

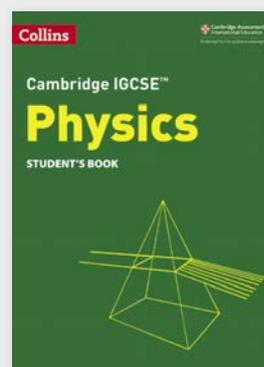
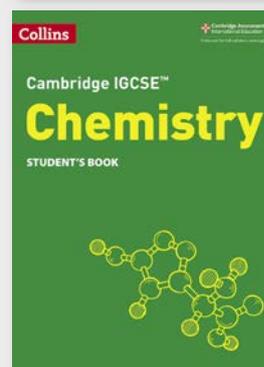
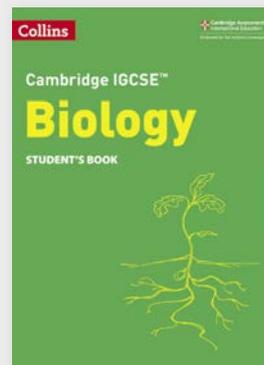
Teacher's Guides

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

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harpercollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

NEW



Biology	ISBN
Student's Book	978-0-00-843086-3
Workbook	978-0-00-867085-6
Teacher's Guide	978-0-00-843087-0

Chemistry	ISBN
Student's Book	978-0-00-843088-7
Workbook	978-0-00-867086-3
Teacher's Guide	978-0-00-843089-4

Physics	ISBN
Student's Book	978-0-00-843090-0
Workbook	978-0-00-867087-0
Teacher's Guide	978-0-00-843091-7

Cambridge IGCSE™ Co-ordinated Sciences (0654/0973)

Second Edition

The Student's Books are **endorsed** for the Cambridge Pathway to support the syllabus (0654/0973) for examination from 2025. The Teacher's Guide has not been through the endorsement process for the Cambridge Pathway.

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

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

Student's Books

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

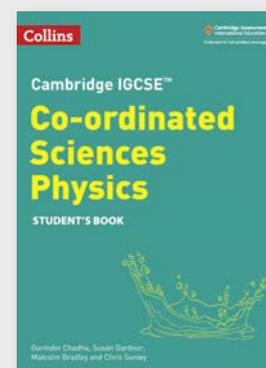
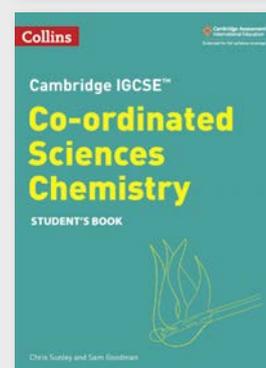
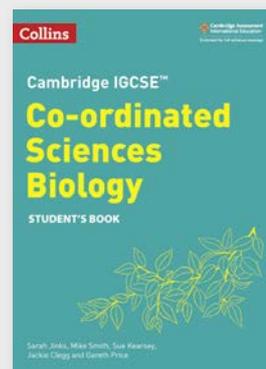
Teacher's Guide

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

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

NEW

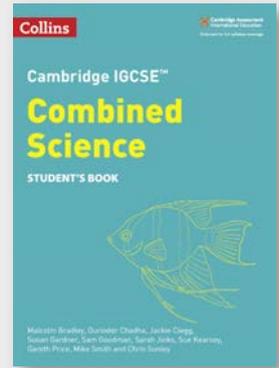


Co-ordinated Sciences	ISBN
Biology Student's Book	978-0-00-854592-5
Chemistry Student's Book	978-0-00-854594-9
Physics Student's Book	978-0-00-854595-6
Teacher's Guide	978-0-00-854597-0

Cambridge IGCSE™ Combined Science (0653)

Second Edition

The Student's Book is **endorsed** for the Cambridge Pathway to support the syllabus (0653) for examination from 2025. The Workbook and Teacher's Guide have not been through the endorsement process for the Cambridge Pathway.



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

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

Student's Book

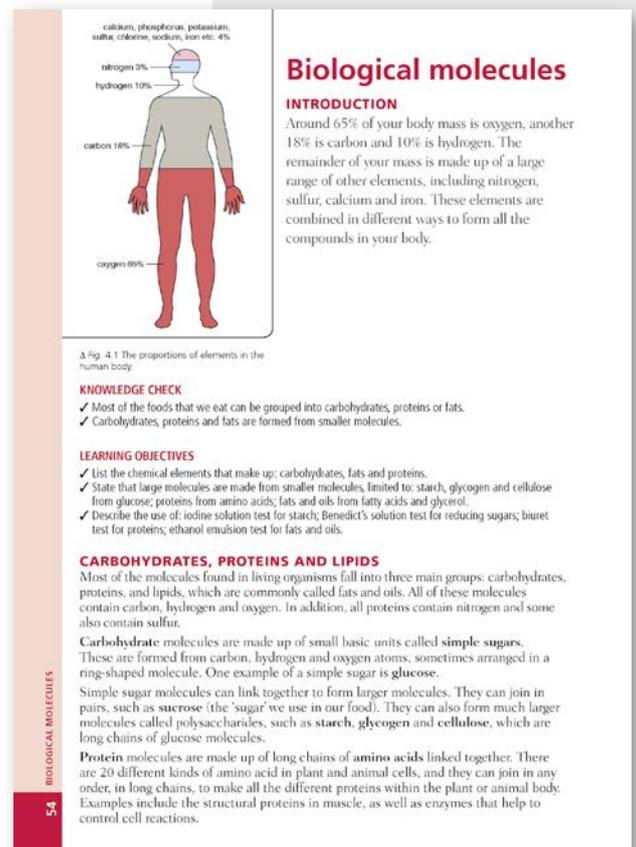
- Develop students' practical science skills with investigative tasks and deepen understanding with *Science in Context* sections
- Help students reach their full potential with clearly differentiated extended material
- Refine technique with practice questions, example answers and commentary
- Support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

Workbook NEW

- Embed learning in the classroom, for homework or for self-study, with signposting to the syllabus learning objectives and clearly marked Supplement content in this write-in resource
- Prepare students for assessment with practice questions for every topic

Teacher's Guide

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



Sample page from Student's Book

Digital resources and **Adaptive practice** available for this course on the Collins Hub. Contact collins.international@harcercollins.co.uk for more information.

Adaptive practice has not been through the endorsement process for the Cambridge Pathway.

NEW

Combined Science	ISBN
Student's Book	978-0-00-854589-5
Workbook	978-0-00-875857-8
Teacher's Guide	978-0-00-854591-8

Cambridge IGCSE™ Environmental Management (0680/5014)

Second Edition

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2019.

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

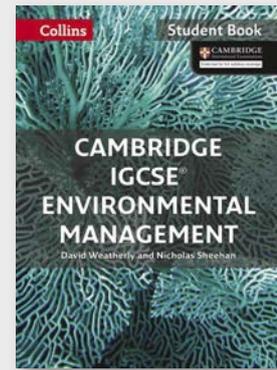
Authors: David Weatherly and Nicholas Sheehan

Student's Book

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

Teacher's Guide

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



FORMATION OF ROCKS

Rock is the solid and naturally occurring material that forms the Earth's hard outer layer or **crust**. Although rocks come in an incredible variety of shape, size, colour, texture, weight, consistency, **permeability** and hardness, they are almost all composed of an aggregate of grains of different chemical elements called **minerals**. Rocks are classified according to how they are formed.

Igneous rocks

These rocks are created from the solidification of **magma** (molten rock found in the **mantle** below the Earth's crust) and **lava** (molten rock that reaches the surface through a volcano or fissure). There are two types of igneous rocks – plutonic and volcanic. Plutonic or intrusive rocks occur when magma cools and crystallises slowly within the Earth's crust – granite is a good example of this. Volcanic or extrusive rocks such as basalt form when lava solidifies on the Earth's surface.



Δ Fig. 1.1 Combestone Tor, Dartmoor, UK – an exposed granite intrusion.



Δ Fig. 1.2 Giant's Causeway, Northern Ireland, UK – polygonal columns of basalt.

Sedimentary rocks

Sediment refers to particles of rocks, minerals and the remains of plants and animals. Rocks are constantly being broken down into smaller pieces or sediments by the physical and chemical processes of **weathering**, for example, the freeze-thaw action of water, which widens cracks and causes the rock to eventually break apart. Sediments are then transported to new locations by the forces of **erosion** such as the wind, rivers and ice. At the bottom of seas and oceans, soft and loose sediments of mud, silt, sand and gravel deposited by rivers, and the skeletons of sea creatures, can build up into thick layers. As new layers of sediment are added above, lower layers are compressed over millions of years into strata of hard rock. This process of rock formation is called **cementation**.

Sample page from Student's Book

**Environmental
Management**

ISBN

Student's Book 978-0-00-819045-3

Teacher's Guide 978-0-00-819044-6

Cambridge IGCSE™ English (0500/0990)

Fourth Edition

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus (0500/0990) for examination from 2027.

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

Series Editor: Julia Burchell and Mike Gould

Authors: Claire Austin-Macrae, Abhinandan Bhattacharya, Keith Brindle, Julia Burchell, Nigel Carlisle, Steve Eddy, Joanna Fliski, Mike Gould, Naomi Hursthouse, Ian Kirby, Syed Mikhail, Lucy Toop and Robin Wilson

Student's Book

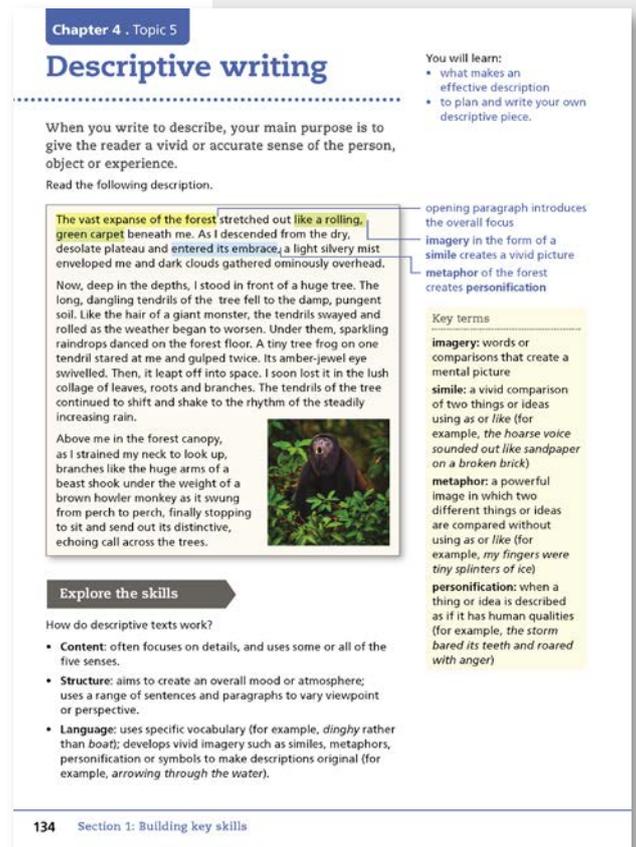
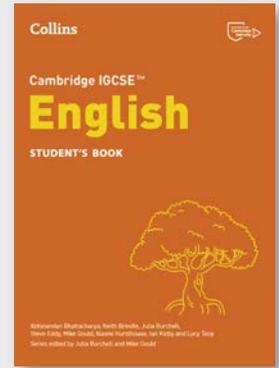
- Engage students with rich and diverse text extracts from around the world, representing varied writing forms and purposes
- Help students to make progress with regular Check your progress checklists and annotated sample answers to exemplify best practice
- Build confidence in speaking and listening with clear guidance, activities and exemplification of presentation and discussion tasks

Workbook

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

Teacher's Guide

- Support students' progress with teaching sequences, moving from building key reading, writing and technical skills to applying these skills to a range of question types and tasks
- Save time on planning and preparation with pre-prepared lesson plans, answers, worksheets and PowerPoints for every topic of the Student's Book, plus extension and support activities



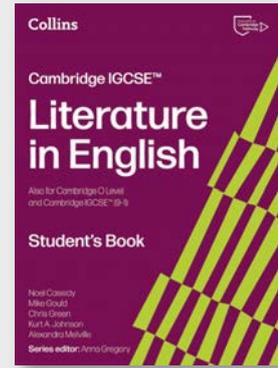
Sample page from Student's Book

English	ISBN
Student's Book	978-0-00-870055-3
Workbook	978-0-00-870056-0
Teacher's Guide	978-0-00-870057-7

Cambridge IGCSE™ Literature in English

(0475/0992/2010)

Second Edition



We are working towards endorsement of the Student's Book for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

Introduce students to the fundamental concepts of literary study and provide support in applying them to poetry, prose and drama with confidence. This resource has been updated to support the revised syllabus and also supports the Cambridge O Level syllabus.

Series Editor: Anna Gregory

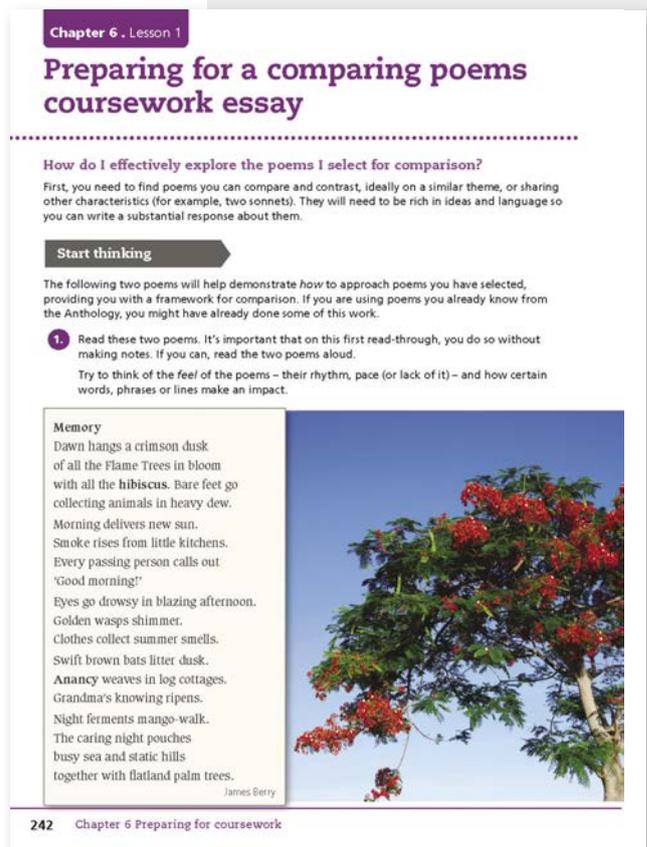
Authors: Mike Gould, Chris Green, Anna Gregory, Kurt A. Johnson and Alexandra Melville

Student's Book

- Help students progress by teaching essential skills, concepts and terminology before applying these skills to set texts and unseen texts in poetry, prose, drama and coursework tasks
- Engage students with curated activities for consistent progression and help to prepare them for assessment with a new chapter dedicated to tackling coursework tasks, updated practice questions, targeted guidance and annotated sample answers
- Empower learners to measure their progress with *Check Your Progress* features and annotated responses showing them how to improve
- Deepen understanding and spark interest among students with new internationally diverse text extracts exploring different genres, cultures and periods

Teacher's Guide

- Follow a clearly designed learning sequence that moves from building the key skills in comprehension, close analysis and interpretation, to applying them to a range of tasks, from writing about a passage or an unseen text to developing a critical essay or a piece of coursework
- Save time on planning and preparation for the latest syllabus with a two-year scheme of work and differentiated lesson plans, along with worksheets, PowerPoints and medium-term plans
- Adapt the resources to classroom needs with printable PDFs and editable Word and PowerPoint files



Sample page from Student's Book (not final)

Literature in English	ISBN
Student's Book	978-0-00-878119-4
Teacher's Guide	978-0-00-878120-0

Cambridge IGCSE™ English as a Second Language (0510/0511/0991)

Third Edition

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2024.

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

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

Student's Book

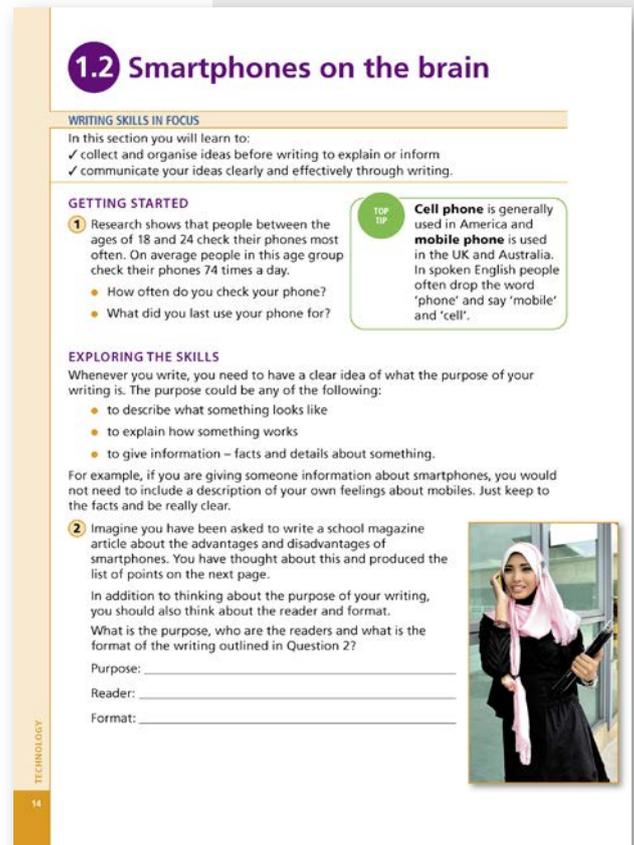
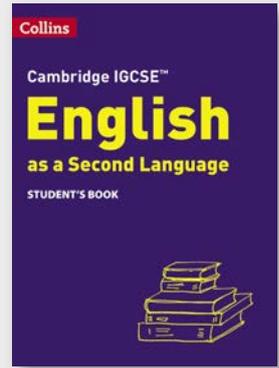
- Offer equal coverage of all four skills (reading, writing, listening and speaking)
- Showcase and discuss a rich variety of authentic reading texts and audio with a global, multicultural focus
- Provide plenty of skills-building activities and practice opportunities to help prepare for assessment

Workbook

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

Teacher's Guide

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



Sample page from Student's Book



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

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

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2023.

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

Authors: Rebecca Adlard, Lucy Norris and Tom Ottway

Student's Book

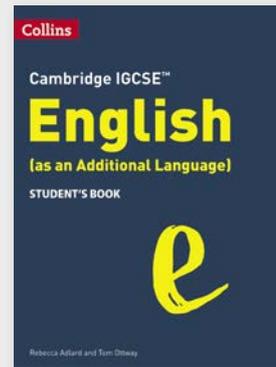
- Clear, colourful layout with topic-based units allows language learning and skills development to be taught in real-world contexts
- Fully cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Enable students to move from receptive interaction at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

Workbook

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

Teacher's Guide

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



1.2 These are my friends

1 Discuss. *What is a good friend?*



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

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

3 Listen to Henry talking about his friends. Who is Henry's best friend? **1131**

4 Listen again. Copy and complete the table. **1131**

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

5 Complete the phrases with the words from the box. Listen again to check your answers. **1131**

never makes very happy best me

- 1 He _____ me laugh a lot.
- 2 Noah's _____ intelligent.
- 3 Emilio's always _____.
- 4 He makes _____ smile a lot.
- 5 Fred's my _____ friend.
- 6 He's _____ boring.

Learning aims

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

Study tip

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

Grammar

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

26 twenty-six

Sample page from Student's Book



AUDIO

**English (as an
Additional Language)**

ISBN

Student's Book 978-0-00-849663-0

Workbook 978-0-00-849669-2

Teacher's Guide 978-0-00-849666-1

Cambridge IGCSE™ Global Perspectives

(0457/2069)

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus (0457/2069) for examination from 2025.

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

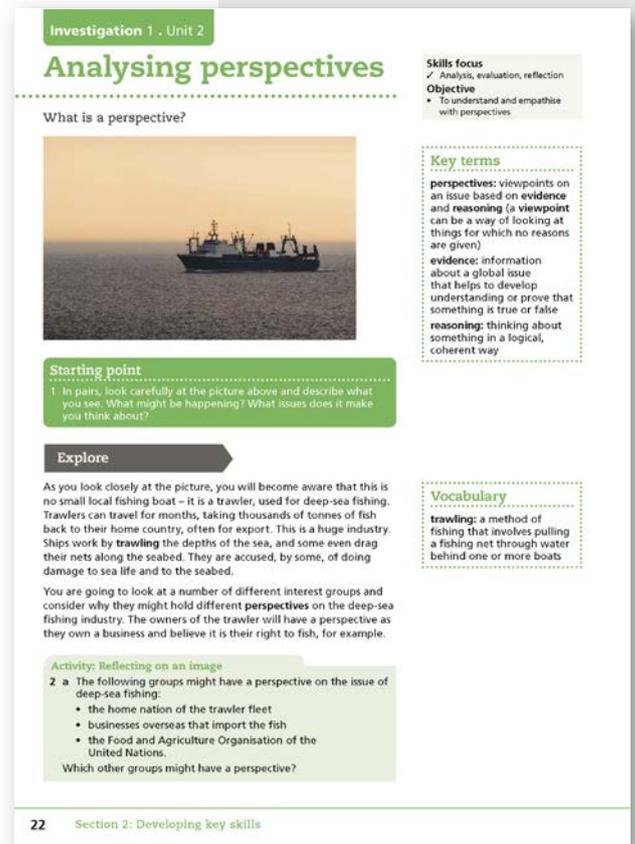
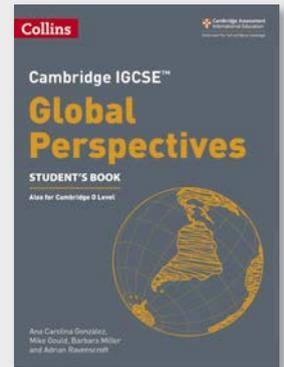
Authors: Ana Carolina González, Mike Gould, Barbara Miller and Adrian Ravenscroft

Student's Book

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

Teacher's Guide

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



Sample page from Student's Book

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

Cambridge IGCSE™ Geography (0460/0976/2217)

Fourth Edition

The Student's Book is **endorsed** for the Cambridge Pathway to support the syllabus for examination from 2027. The Workbook and Teacher's Guide have not been through the endorsement process for the Cambridge Pathway.

Encourage students to make links between case studies and their own local contexts as well as exploring the core themes and skills of the 0460 syllabus.

Series Editor: Alan Parkinson

Authors: Rob Bircher, Rebecca Kitchen, Claire Kyndt, Alan Parkinson and John Rutter

Student's Book

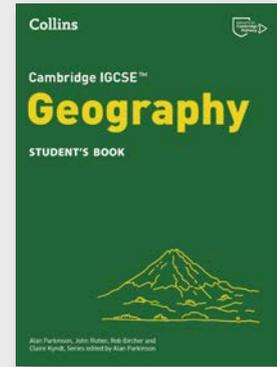
- Content is divided into Human Geography, Physical Geography, and Geographical Skills for coursework and investigations
- Inspire learning with fascinating geographical facts, maps, diagrams and investigations
- Provide opportunities for practice and self-assessment with end-of-unit review questions and sample answers
- Support students with contextual glossaries and clear, illustrated explanations

Workbook

- Write-in resource, matched to Student's Book's structure and content, to consolidate and extend learning
- Provide additional practice with more questions and exercises for every topic

Teacher's Guide

- Save time and teach straight away with comprehensive lesson plans
- Worksheets for every topic offer extra practice
- Complete with all answers and a suggested two-year scheme of work



Review and practice: Geographical skills

1 Students were asked to complete a vegetation transect in a sand dune system (photo A) from the high tide mark for a distance of 220 metres inland.

- (a) Describe how the students should carry out their vegetation survey. [4]
(b) The results of the vegetation survey are shown in table B.

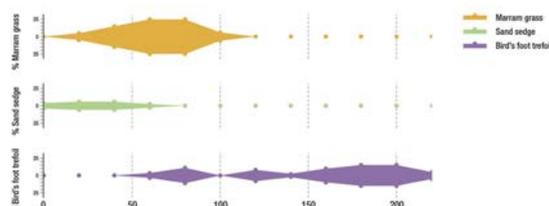
The data for Sand sedge, Marram grass and Bird's foot trefoil has been used to draw the kite diagram shown in diagram C.

Use the data for Sea buckthorn in table B to complete the kite diagram. [2]



Distance - m	0	20	40	60	80	100	120	140	160	180	200	220
Species												
Sand sedge	8	12	12	5	0	0	0	0	0	0	0	0
Marram grass	0	10	30	50	50	12	0	0	0	0	0	0
Bird's foot trefoil	0	0	0	7	22	0	16	4	20	30	30	10
Sea buckthorn	0	0	0	0	0	2	40	12	60	60	40	10
Soil pH	6.4	5.8	5.6	5.6	5.6	5.6	4.8	4.9	4.8	4.7	4.4	5.4
% soil moisture	1.2	1.4	16.2	58.2	57.4	75.2	60.4	20.2	64.2	72.4	70.8	75.2
% soil organic matter	0.2	0.4	5.2	63.2	86.3	56.2	81.2	10.2	83.4	82.4	84.6	88.8

B Sand dune transects - beach 1



C Kite diagram to display species distribution from a sand dune transect

Sample page from Student's Book

Geography

ISBN

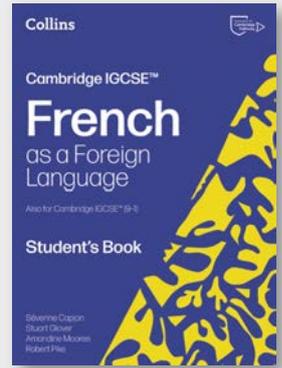
Student's Book 978-0-00-872576-1

Workbook 978-0-00-872580-8

Teacher's Guide 978-0-00-872583-9

Cambridge IGCSE™ French (0520/7156)

Second Edition



We are working towards endorsement of the Student's Book and Workbook for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

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

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

Student's Book

- Introduce language and skills (reading, writing, listening and speaking) by progressively linking them to syllabus topics with a carefully-designed course structure offering an exciting and cohesive learning journey
- Ensure consistent progression with graded exercises and provide opportunities for assessment recap and revision with practice questions
- Offer stimulating, thought-provoking and enjoyable insights into the culture and society of Francophone countries with the *Français en action* section

Workbook

- Integrate easily into planning and teaching with additional material for skills development and language practice that aligns with the Student's Book lessons
- Consolidate and extend language learning with carefully-graded exercises designed to support learners of all abilities, including additional writing and speaking practice activities

Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes for all units
- Gain inspiration from a useful guide on how to work with mixed-ability classes, with differentiated support and activity suggestions throughout
- Consolidate learning with advice to introduce the Student's Book activities, suggestions for extra activities and easy-to-read answers to Student's Book and Workbook exercises

5.4 Le monde culturel francophone

Objectifs

- Discuss music, cinema, TV, reading
- Invite someone out
- Use relative and emphatic pronouns accurately

1 Écoutez et lisez l'article ci-dessous sur les talents francophones. Répondez aux questions en français.

Les talents francophones

Le monde francophone a beaucoup de talent au plan international. Parmi tant d'autres, nous faisons un zoom sur trois artistes francophones.

Patrick Bruel, acteur et chanteur franco-algérien, est né en Algérie et a commencé sa carrière comme chanteur pour ensuite jouer dans des films. Il est très connu en France, ce qui n'est pas étonnant si l'on considère sa carrière de plus de quarante ans. Il a énormément de fans, surtout les femmes qui le trouvent très charmant. Ses concerts sont toujours pleins et le pic de sa carrière était dans les années 90 quand il avait des millions de fans, ce qui a donné naissance au terme « Bruelmania ». Sa chanson phare est *Casser la vache*.



Patrick Bruel

Un autre artiste dont on continue à célébrer le succès est William Lebghil. Acteur de cinéma, de télévision et de théâtre, William est né en 1990 d'un père algérien et d'une mère française. Il est notamment connu pour son rôle humoristique de Slimane dans la série télévisée *Soda*, mais

a aussi joué dans plusieurs films comme *La fine équipe*. Il a été nommé pour le meilleur espoir masculin au Festival de Cannes en 2019. Du côté féminin, Cécile de France est une actrice belge connue internationalement pour avoir figuré dans plus de cinquante émissions télé, court-métrages et long-métrages en France et aux États-Unis. Elle a reçu plusieurs prix dont deux Césars pour *L'Aubergine Espagnole* et *Les Pouilles*.

Russes. En 2015, elle est allée au prestigieux Festival de Cannes, où elle a été membre du jury.



Cécile de France

- 1 De quelles nationalités sont les artistes dans cet article ?
- 2 Qu'est-ce que c'est la « Bruelmania » ?
- 3 Pourquoi William Lebghil est-il connu ?
- 4 Cécile de France a été actrice dans combien de films et émissions télé ?
- 5 Quel est l'équivalent français des Oscars ?

2 Relisez le texte et traduisez les phrases soulignées.

Vocabulaire

connu(e)
célèbre
un acteur/une actrice
un chanteur/une chanteuse
un film rigolo
une émission télé
un court-métrage
un long-métrage
un César

118 cent douze

Sample page from Student's Book
(not final)

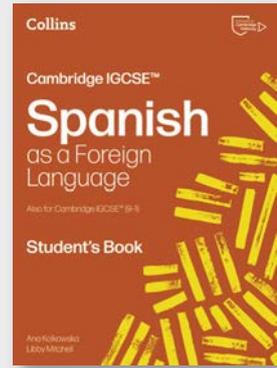
French	ISBN
Student's Book	978-0-00-878917-6
Workbook	978-0-00-878919-0
Teacher's Guide	978-0-00-878918-3



Cambridge IGCSE™ Spanish (0530/7160)

Second Edition

NEW
EDITION



We are working towards endorsement of the Student's Book and Workbook for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

Employ an updated communicative, active-learning methodology that teaches language and skills in context, while aligning with the revised syllabus. Encourage students through age-appropriate content, with smart and varied practice to help them succeed.

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

Student's Book

- Introduce language and skills (reading, writing, listening and speaking) by progressively linking them to syllabus topics with a carefully-designed course structure
- Ensure consistent progression with graded exercises and prepare students for assessment with practice questions
- Provide stimulating, thought-provoking and enjoyable insights into the culture and society of the Spanish-speaking world with the *El mundo hispanohablante*

Workbook

- Support learners of all abilities with practice activities to reinforce, consolidate and increase language learning and skills development
- Extend speaking practice through scaffolded activities to develop the skills needed for assessment and confident speaking

Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes
- Provide support and activities aligning with the Student's Book and Workbook through a useful framework for working with a mixed-ability class
- Consolidate learning with objectives and key language points at the start of each unit and suggestions for extra activities

El mundo hispanohablante **Costa Rica – un país pequeño luchando contra el cambio climático**

Costa Rica es un país de Centroamérica con una población de poco más de cinco millones de habitantes. Se sitúa entre Nicaragua en el norte y Panamá al sur. Sin embargo, es un líder mundial en la protección de la naturaleza y en la reducción de emisiones, con el fin de combatir el calentamiento global y el cambio climático.

Casi toda la electricidad en Costa Rica, el 99%, se produce de fuentes renovables. Hay ríos, montañas y zonas volcánicas que proveen condiciones favorables para plantas hidroeléctricas y geotérmicas. Sin embargo, el cambio climático ya trae problemas: la falta de lluvia y las sequías de los años recientes, por ejemplo, reducen la capacidad hidroeléctrica en ciertas temporadas. Además, por su situación geográfica, la región es más vulnerable, a huracanes, inundaciones, sequías y erupciones volcánicas, lo cual hace más difícil la transición a energías limpias.

El país es reconocido a nivel mundial como una nación responsable ecológicamente. Desde hace más de setenta años, Costa Rica ha protegido sus bosques tropicales que cubren más del 57% de su territorio. Por consiguiente, se ha conservado la rica biodiversidad de estas zonas que cuentan con una gran variedad de plantas, insectos, pájaros, y mamíferos.

Desde la década de 1980, Costa Rica ha desarrollado el turismo sostenible. Aunque no tenga playas tan preciosas como, por ejemplo, las de México y de las islas del Caribe, el país dispone de una gran ventaja: la naturaleza. Gracias a su política de conservación, Costa Rica cuenta con el 6,5% de la biodiversidad global.

El turismo ha llegado a ser un base importante de la economía del país y da trabajo a más del 20% de los costarricenses. El número de turistas en los últimos años ha crecido hasta alcanzar 2,7 millones al año, casi la mitad de los cuales ha visitado las reservas. Sin embargo, el país tendrá que desarrollar el sector con cuidado, evitando el turismo masivo que dañaría la naturaleza y pondría en peligro el objetivo de eliminar el uso de combustibles fósiles. Si Costa Rica cumple con su meta de tener cero emisiones netas para el año 2050, será un ejemplo para todo el mundo y un destino ideal para el turismo responsable.



1 Lee el texto. Busca las palabras de la lista en español.

1 global warming	6 volcanic eruptions
2 climate change	7 clean energy
3 renewable sources	8 biodiversity
4 hydroelectric and geothermal plants	9 sustainable tourism
5 hurricanes, floods and droughts	10 fossil fuels
	11 net zero emissions
	12 responsible tourism

*la temporada – season
desarrollar – develop
crecer – grow
evitar – avoid
poner en peligro – endanger
cumplir con – achieve
meta – goal, aim*

202 doscientos dos

Sample page from Student's Book
(not final)

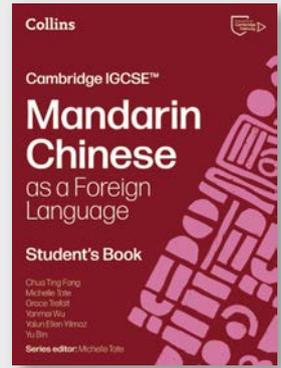
Spanish	ISBN
Student's Book	978-0-00-878913-8
Workbook	978-0-00-878915-2
Teacher's Guide	978-0-00-878914-5



Cambridge IGCSE™ Mandarin Chinese as a Foreign Language



(0547)



We are working towards endorsement of these resources for the Cambridge Pathway to support the full syllabus for examination from 2028.

Cover the revised Cambridge IGCSE Mandarin Chinese as a Foreign Language syllabus in its entirety with an updated skills-based communicative approach that teaches language and skills in context. Engage students through age-appropriate content, with smart and varied practice to help them succeed.

Series Editor: Michelle Tate

Authors: Chua Ting Fang, Michelle Tate, Grace Trefalt, Yanmei Wu, Yalun Ellen Yilmaz, Yu Bin and Yu-Chun Lin

Student's Book

- Introduce language and skills (reading, writing, listening and speaking) by progressively linking them to syllabus topics with a carefully-designed course structure
- Ensure consistent progression with graded exercises and provide opportunities for assessment recap and revision with practice questions
- Engage students with the culture of the Chinese-speaking world through thought-provoking cultural spreads

Workbook

- Equip students with additional material for skills development and language practice following the units of the Student's Book
- Consolidate and extend language learning with carefully-graded exercises designed to support learners of all abilities, including additional vocabulary building and stroke practice activities

Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes for all units
- Gain inspiration from a useful guide on how to work with mixed-ability classes, with differentiated support and activity suggestions throughout
- Consolidate learning with advice to introduce the Student's Book activities, suggestions for extra activities and easy-to-read answers to Student's Book and Workbook exercises



5 我的学业 My studies

准备好了吗? Are you ready? • Talk about different school subjects • Describe a school timetable
• Share opinions about different school subjects and teachers

1 找出和图片对应的中文。 Match each picture to the characters.



a 法文 b 中文 c 生物 d 物理
e 地理 f 历史 g 技术 h 美术
i 体育 j 音乐

3 读一读 刘心文 写给笔友的信, 用中文回答问题。
Read the letter from Liu Xinwen to her pen pal and answer the questions in Chinese.

亲爱的Noor:
你好!
在我的学校, 每个学生学习很多科目。我们一天有七节课。上午第一节通常是汉语课或者数学课。星期一和星期五上午也有外语课。例如: 法语或者德语。我们一般在下午有体育课、美术课或技术课。
我学法语学了三年。我对语言很感兴趣, 因为我想去不同地方看看。我最喜欢每星期二和星期四的科学课。我觉得科学课不但非常有趣, 而且老师很友好。
你今年学习什么科目呢? 你最喜欢什么课? 我想看看你的课程表。
心文
四月十五日

- 1 哪一段是刘心文的意见?
- 2 哪一段是说刘心文上午和下午的课程?
- 3 刘心文一天有几节课?
- 4 什么时候有法语课?

Vocabulary			
fǎ wén	法文	zhōng wén	中文
Yīng wén / Yīng yǔ	English	Dě wén / Dě yǔ	German
Rì wén / Rì yǔ	日文/日语	shù xué	数学
kē xué	科学	huà xué	化学
shēng wù	生物学	wù lǐ	物理学
dì lǐ	地理	lǐ shǐ	历史
jī shù	设计 and 技术	měi shù	美术
tǐ yù	体育	yīn yuè	音乐

Vocabulary	
kē mù	科目
jiē	measure word for lesson period
kè	课
jiào kè	lesson
wài yǔ	foreign language
yǔ yán	language
lǎo shī	teacher
Rì wén / Rì yǔ	learn, study
xué xí	to study
xué xiào	school
xué shēng	student
lǎo shī	teacher
lǎo shī	lesson timetable

Sample page from Student's Book (not final)

Mandarin Chinese as a Foreign Language	ISBN
Student's Book	978-0-00-878062-3
Workbook	978-0-00-878063-0
Teacher's Guide	978-0-00-878064-7

Cambridge IGCSE™ Malay as a First Language (0696)

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2021.

Student's Book

- Provide clear learning objectives all mapped to the syllabus
- Integrate practice questions, assessment preparation, learning objectives and learning summaries to reinforce students' understanding
- Easy-to-use book structure with clear and consistent signposting within each unit

Teacher's Guide

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

Cambridge IGCSE™ Malay as a Foreign Language (0546)



Third Edition

We are working towards endorsement of the Student's Book and Workbook for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

Student's Book

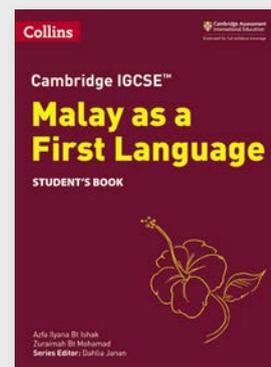
- Introduce language and skills by progressively linking them to syllabus topics with a carefully-designed course structure
- Ensure consistent progression with graded exercises and prepare students for assessment with practice questions
- Engage students with the culture and civilisation of Malaysia through cultural spreads and insight boxes

Workbook

- Equip students with additional material for skills development and language practice following the units of the Student's Book
- Consolidate and extend language learning with carefully-graded exercises designed to support learners of all abilities, including additional writing and speaking practice activities

Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes for all units
- Consolidate learning with advice to introduce the Student's Book activities, suggestions for extra activities and easy-to-read answers to Student's Book and Workbook exercises



Malay as a First Language

ISBN

Student's Book	978-0-00-831105-6
Teacher's Guide	978-0-00-831106-3



Malay as a Foreign Language

ISBN

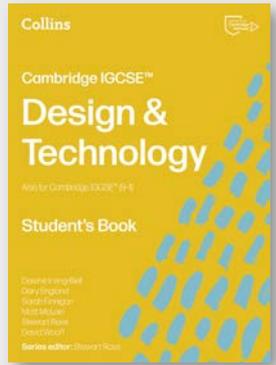
Student's Book	978-0-00-878673-1
Workbook	978-0-00-878674-8
Teacher's Guide	978-0-00-878675-5

Cambridge IGCSE™ Design & Technology

**NEW
EDITION**

(0445/0979)

Third Edition



We are working towards endorsement of the Student's Book for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

Employ a hands-on, active-learning methodology to help learners master all aspects of the design process. Accessible explanations and relevant, real-world applications reflect the new emphasis on sustainable, user-centred and iterative design and emerging technologies.

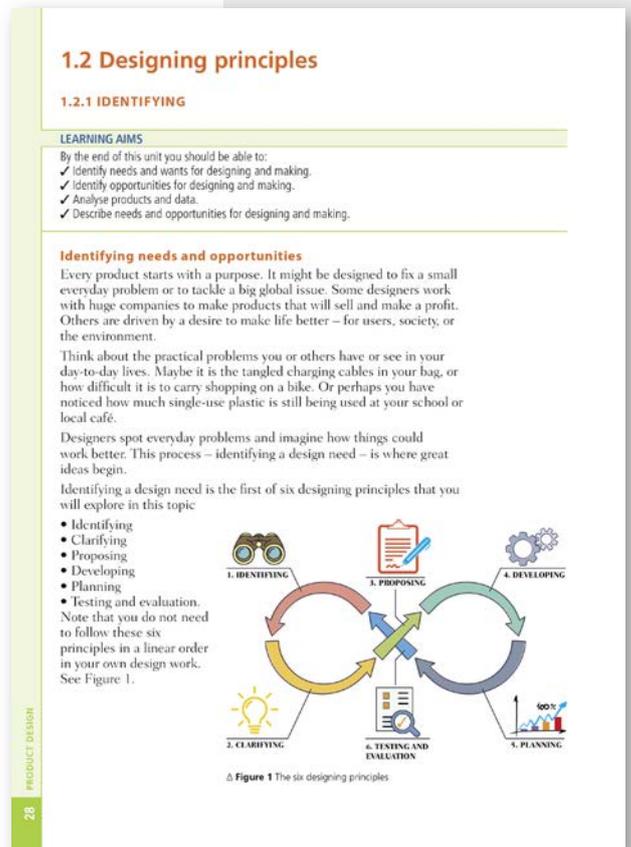
Authors: Stewart Ross, Dawne Irving-Bell, Matt McLain, Gary England, Sarah Finnigan and David Wooff

Student's Book

- Ensure consistent progression with graded exercises and opportunities for review or reflection integrated throughout the course
- Help students understand how to succeed and improve with new practice questions and sample responses
- Enrich students' understanding of the subject with *Design in Action* case studies providing inspiring examples of Design and Technology in practice

Teacher's Guide

- Encourage the use of dynamic, hands-on teaching methods through the Ideas for discussion and Ideas for practical activities that promote active participation
- Cater to mixed-ability classrooms with guidance throughout on providing differentiated support and activities that address the diverse needs of all learners
- Consolidate learning with advice to introduce the Student's Book activities, suggestions for extra activities and easy-to-read answers to Student's Book exercises



Sample page from Student's Book
(not final)

**Design &
Technology**

ISBN

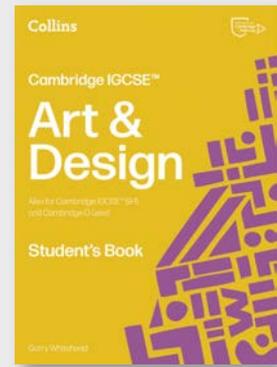
Student's Book 978-0-00-878087-6

Teacher's Guide 978-0-00-878088-3

Cambridge IGCSE™ Art & Design

(0400/0989/6090)

Second Edition



We are working towards endorsement of the Student's Book for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway..

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

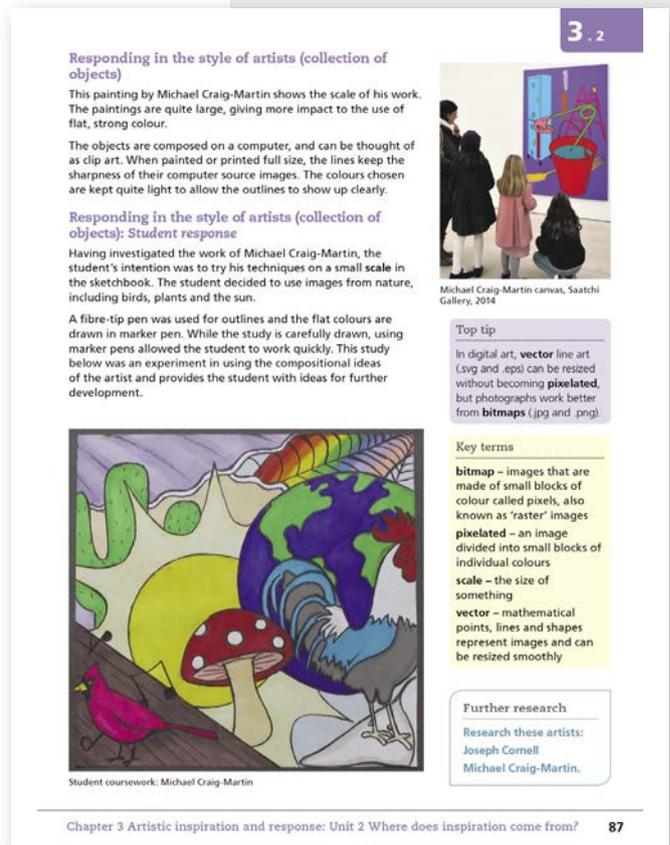
Author: Garry Whitehead

Student's Book

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

Teacher's Guide

- Ensure an inclusive teaching approach with lesson plans, suggested projects and activities that are suitable for a range of international classroom environments
- Set up and manage an art and design workspace and resources with clear guidance, as well as suggestions for activities and research
- Aid teacher assessment and help students record ideas, observations, insights and judgements on their own work with annotated student case studies and other artists' work
- Support students with guidance on creating their portfolio of work and practical assessment and how to build this into the course



Sample page from Student's Book
(not final)

Art & Design ISBN
 Student's Book 978-0-00-879462-0
 Teacher's Guide 978-0-00-879463-7

Cambridge IGCSE™ Drama (0411/0994)

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2022.

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

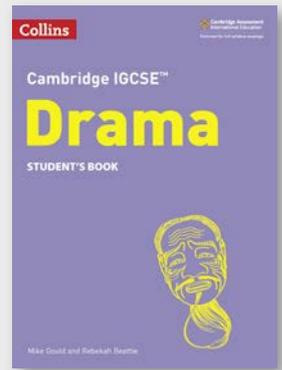
Authors: Rebekah Beattie, Gail Deal, Mike Gould and Emma Hollis

Student's Book

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

Teacher's Guide

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



1.2 What is theatre?

LEARNING OBJECTIVES

- Identify different interpretations of the meaning of theatre
- Consider your own skills and interests in relation to drama

SPOTLIGHT ON!

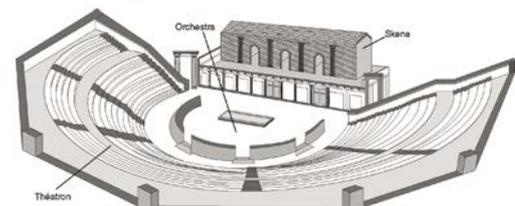
How did theatre start and what does it mean today?

STARTING POINT

In Unit 1.1, you learned about the roots of the word drama and two different viewpoints about its function and purpose. But what about theatre? On the one hand, you probably think about a building in which drama takes place. On the other, theatre can mean all the activities associated with drama – audiences, ticket sales, star performers, performing arts schools, and so on.

But where did the idea of a theatre as an acting space come from?

Like the word drama, theatre comes from Ancient Greek θέατρον (*théatron*), literally 'a place for viewing'. Look at this impression of one of the earliest viewing places in Ancient Greece:



1. What do you notice about some of the words used to describe parts of the theatrical space?
2. How has the use of these words changed today (or what similar words do we use)?

Sample page from Student's Book

Drama

ISBN

Student's Book 978-0-00-835369-8

Teacher's Guide 978-0-00-835368-1

Cambridge IGCSE™ Physical Education

(0413/0995)

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2019.

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

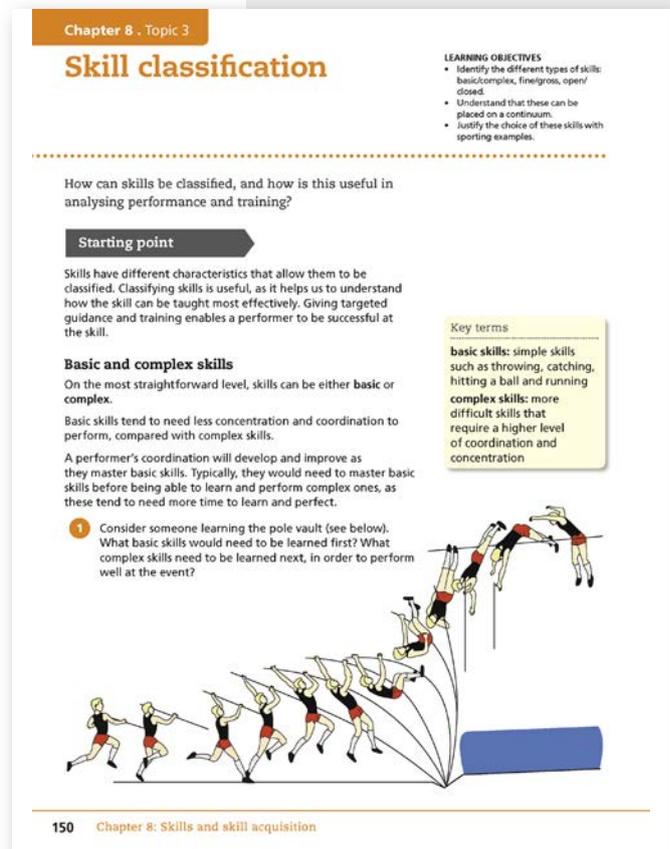
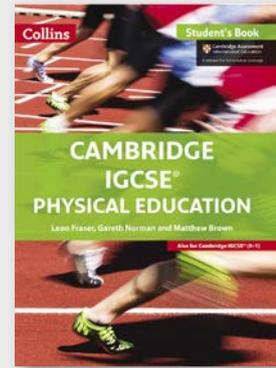
Authors: Matthew Brown, Leon Fraser and Gareth Norman

Student's Book

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

Teacher's Guide

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



Sample page from Student's Book

**Physical
Education**

ISBN

Student's Book 978-0-00-820216-3

Teacher's Guide 978-0-00-820217-0

Cambridge IGCSE™ ICT (0417/0983)

Third Edition

These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2023.

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

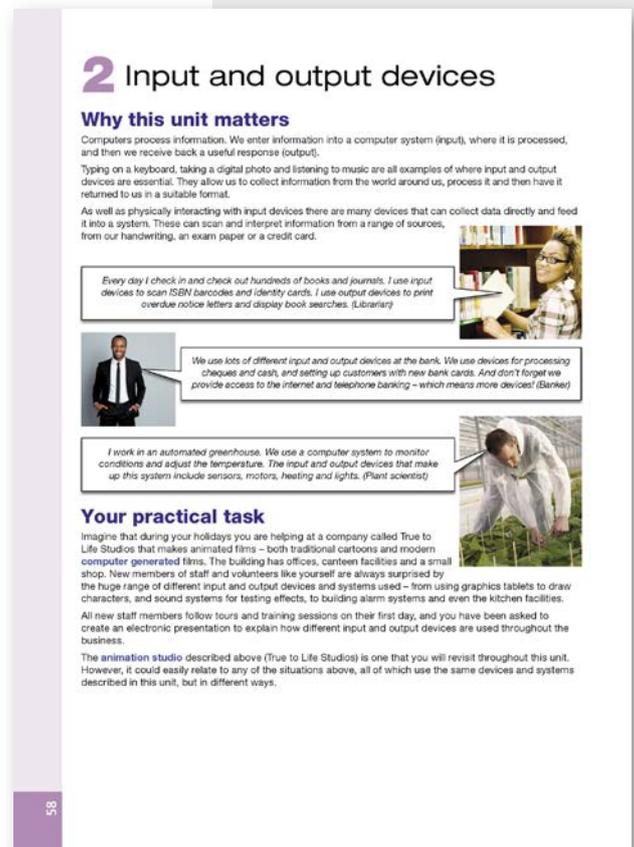
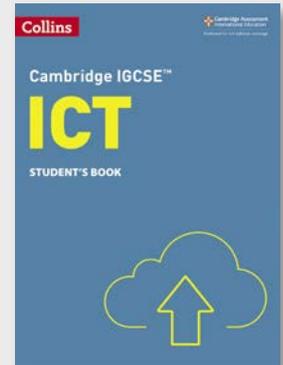
Author: Paul Clowrey

Student's Book

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

Teacher's Guide

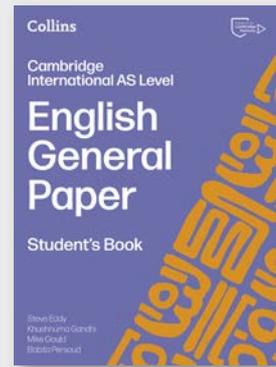
- Offer comprehensive support with lesson plans to match every unit in the Student's Book
- Answer key included for every activity in the Student's Book
- Create exciting ICT lessons with PowerPoint presentations and source files available to download online



Sample page from Student's Book

ICT **ISBN**
Student's Book 978-0-00-843092-4
Teacher's Guide 978-0-00-843093-1

Cambridge International AS Level English General Paper (8021)



We are working towards endorsement of the Student's Book for the Cambridge Pathway to support the full syllabus for examination from 2028. The Teacher's Guide will not go through the endorsement process for the Cambridge Pathway.

Provide comprehensive coverage of the Cambridge International AS Level English General Paper syllabus with an easy-to-use, international course that supports students in developing the essential skills to succeed.

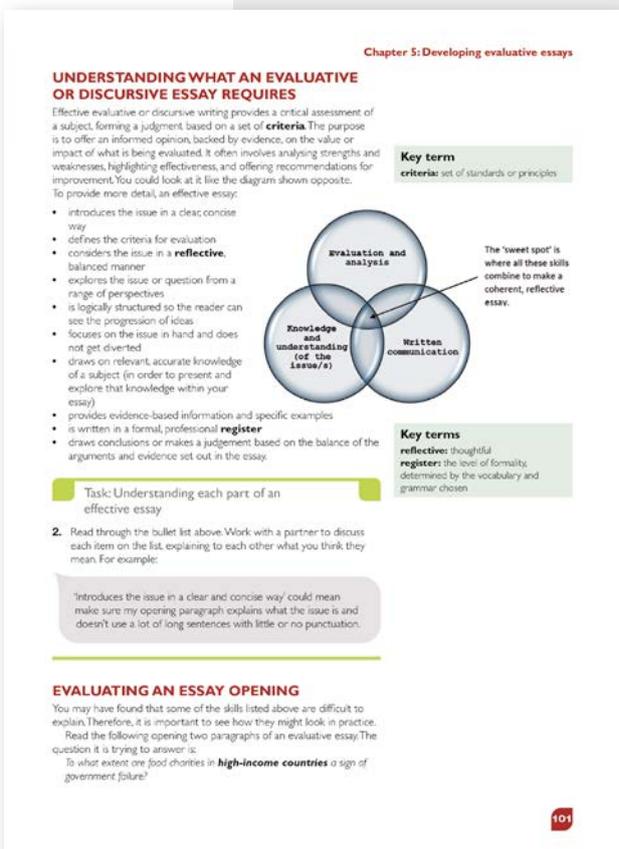
Authors: Mike Gould, Babita Persuad, Khushnuma Ghandi and Steve Eddy

Student's Book

- Highlight the necessary skills and how to build them with a practical course structure paired with easy-to-navigate, well signposted sections, chapters and units
- Support students in evaluating and editing their own responses with annotated examples and peer-assessment activities
- Provide equal guidance for developing essay writing and comprehension, through the clearly delineated chapter structure and the exemplification of both sets of skills
- Help learners harness text cohesion, sentence structure and grammar to express their arguments more effectively with integrated support for improving written communication
- Deliver a truly international course, encouraging students to read widely on a range of contemporary, global themes to develop their curiosity and engage with new perspectives

Teacher's Guide

- Prepare effectively for teaching with clear, quick-reference guidance in each unit, outlining the intentions, key outcomes and any task support required
- Improve students' confidence in explaining, analysing and evaluating multi-disciplinary issues, developing informed opinions and communicating arguments through carefully structured tasks and example responses
- Build transferable skills and approaches that can then be applied to other contemporary sources, with models on how to analyse, evaluate and interpret arguments, ideas and texts



Sample page from Student's Book (not final)

English General Paper	ISBN
Student's Book	978-0-00-878151-4
Teacher's Guide	978-0-00-878152-1

Cambridge International AS & A Level English Language (9093)

This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2021.

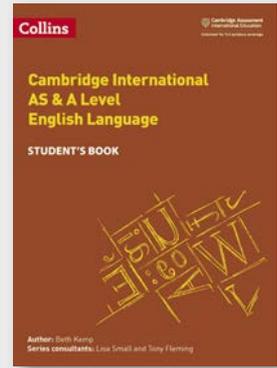
Build skills and knowledge in a clear sequence and help students to apply skills to a range of language tasks, with up-to-date coverage of the syllabus topics and a stimulating range of international texts.

Series Consultants: Lisa Small and Tony Fleming

Author: Beth Kemp

Student's Book

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



Sample page from Student's Book

English Language

ISBN

Student's Book 978-0-00-828760-3

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

This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2021.

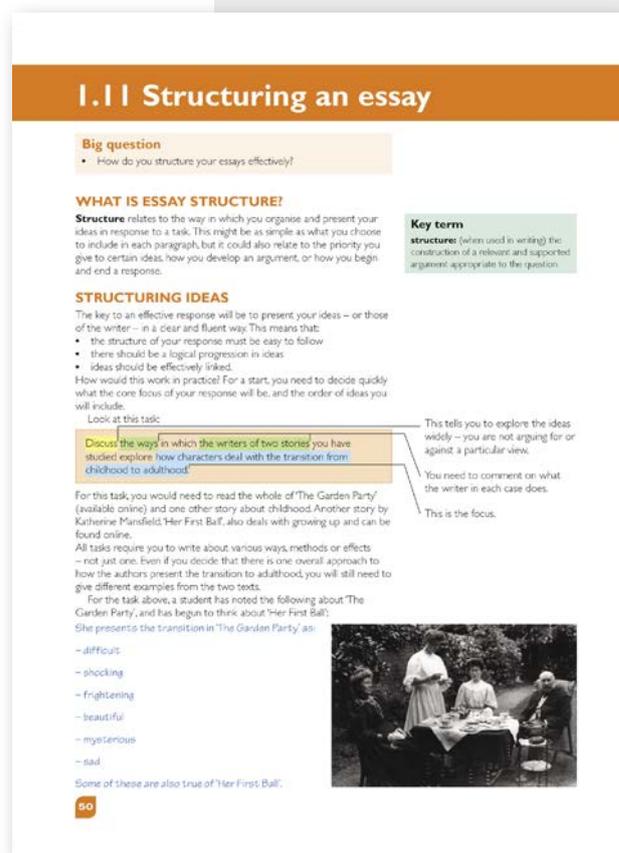
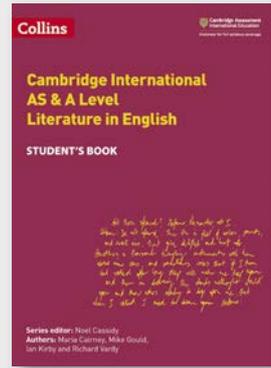
Build knowledge in a clear sequence and help students apply skills to a range of language tasks, with up-to-date coverage of the syllabus topics and a stimulating range of international texts.

Series Editor: Noel Cassidy

Authors: Maria Cairney, Mike Gould, Ian Kirby and Richard Vardy

Student's Book

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



Sample page from Student's Book

Literature in English

ISBN

Student's Book

978-0-00-828761-0

Cambridge International AS & A Level Drama

(9482)

This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2022.

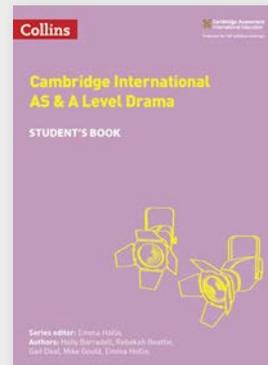
Deliver an exciting and enjoyable course with in-depth and up-to-date coverage of the syllabus topics and a stimulating range of international play script extracts. This is the ideal resource for Advanced Level Drama study.

Series Editor: Emma Hollis

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

Student's Book

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



2.2 Staging a text: The role of the director

Big question

- How do directors create a concept for staging the text?

Starting point: The role of the director

Being a director involves different skills at different stages of the production process. A professional company usually works on a production for between four and six weeks. You will probably have longer than this for the scripted performance you create with your group.

The first step in the production process is for the director to meet with the design team and begin to describe his or her overarching vision for the text in performance. This central idea could be described as a 'concept' for the production. For example, you might describe a director's **production concept** for Shakespeare's play *Hamlet* as 'death'.

In the next stage, the director holds early read-throughs with the actors and the lead designers for each **production element**. During the read-through, the production team discuss their initial ideas for the look and feel of the production with the actors. The designers might refer to **mood boards**, **sketches**, **scale drawings** and **model boxes** to bring the world of the play to life for the actors.

During the rehearsal and development stage, the company of actors works closely with the design team. Rehearsals might include sessions with a movement director, voice coach, fight specialist or live musicians.

In the final stage of the process of moving 'from page to stage', the director oversees the technical and dress rehearsals. The cast makes final preparations to ensure that staging is refined for performance. The director's concept should now be visible on stage.



Activity 1

Read the description of the director's tasks on this page, then compile a table like the one below to organise these tasks into a timeline.

Week 1 / Date	Task	Purpose
1	Meet with design team – set, costume, lighting and sound; explain concept for staging the text.	Communicate vision to design team
2		

Key terms

production concept: the overarching idea for a production
production element: a feature of the production such as the set, lighting, sound and costumes
mood board: a design board that contains lots of visual ideas
scale drawing: a drawing that shows the design to scale, for example 1:30
model box: a small-scale three-dimensional model of the stage space

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Sample page from Student's Book

Drama

ISBN

Student's Book 978-0-00-832614-2

Cambridge International AS & A Level Science

Biology (9700) **Chemistry** (9701)
Physics (9702)

These resources are **endorsed** for the Cambridge Pathway to support the full syllabuses for examination from 2022.

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

Biology Authors: David Martindill, Mike Smith and Michael Smyth

Chemistry Authors: Sunetra Berry, Lyn Nicholls and Andrew Page

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

Student's Books

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

Teacher's Guides

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

Biology (9700)

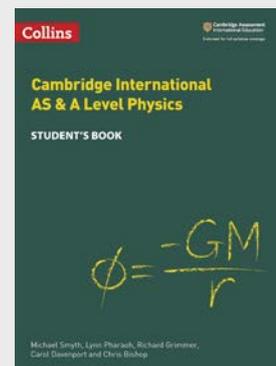
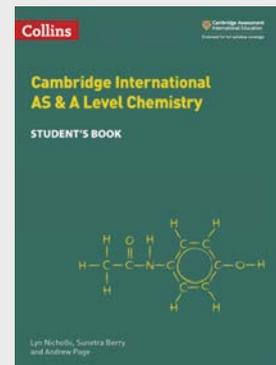
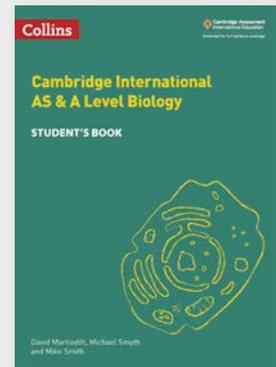
Topics include: cells, biochemical processes, DNA, natural selection, organisms interacting with their environment, and observation and fieldwork.

Chemistry (9701)

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

Physics (9702)

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



Student's Books

ISBN

Biology	978-0-00-832257-1
Chemistry	978-0-00-832258-8
Physics	978-0-00-832259-5

Cambridge International AS & A Level Mathematics (9709)

These resources are **endorsed** for the Cambridge Pathway to support the syllabus for examination from 2020.

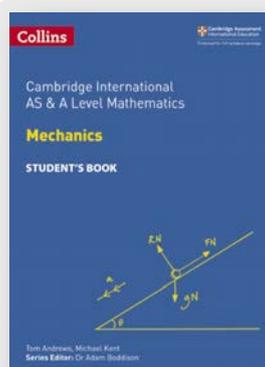
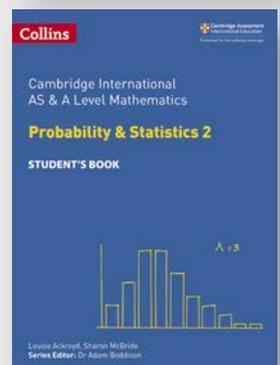
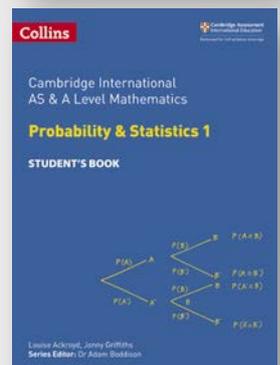
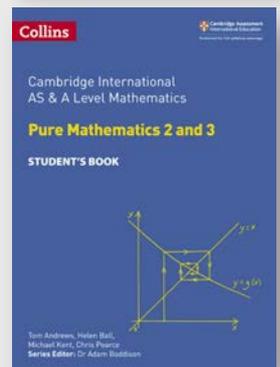
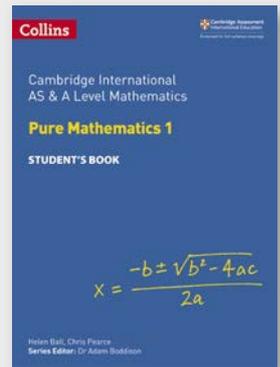
This five-book series builds students' key mathematical skills and inspires them to pursue STEM (science, technology, engineering and mathematics) careers and further study routes.

Series Editor: Dr Adam Boddison

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

Student's Books

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



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

Cambridge International AS & A Level Further Mathematics (9231)

These resources are **endorsed** for the Cambridge Pathway to support the syllabus for examination from 2020.

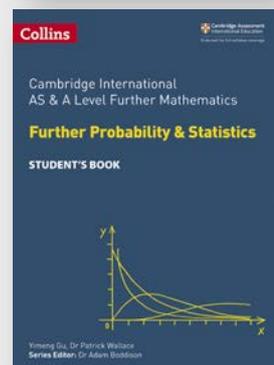
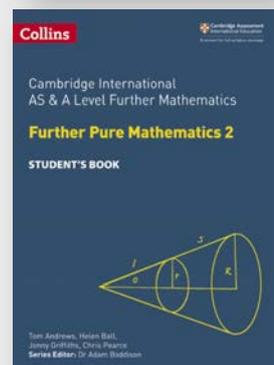
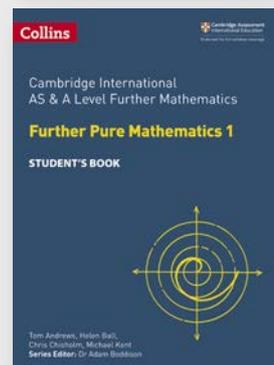
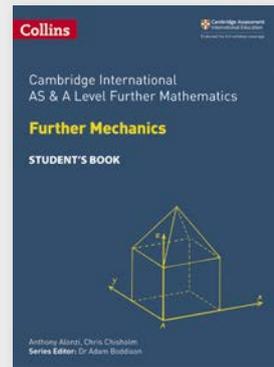
With a clear focus on *Mathematics in Life and Work*, this four-book series builds the key mathematical skills and knowledge that will open a wide range of careers and further study.

Series Editor: Dr Adam Boddison

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

Student's Books

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



Further Mathematics

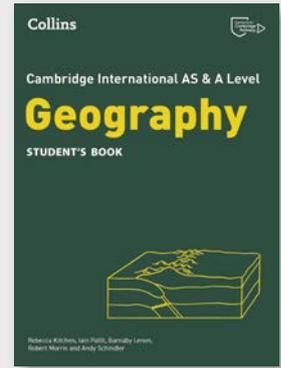
ISBN

Further Pure Mathematics 1	978-0-00-825777-4
Further Pure Mathematics 2	978-0-00-825778-1
Further Probability & Statistics	978-0-00-827188-6
Further Mechanics	978-0-00-827189-3

Cambridge International AS & A Level Geography (9696)

Second Edition

This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2027.

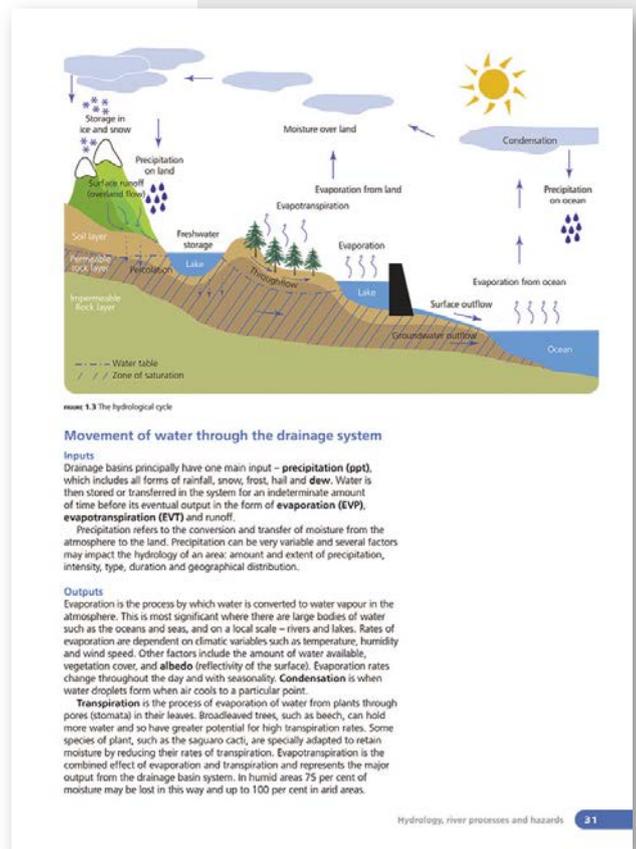


Support students to obtain the knowledge and skills to help them thrive in their geographical studies. Cover the core syllabus topics including physical and human geography, along with global themes and environments.

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

Student's Book

- Help students develop an understanding of complex topics and the inter-relationships between processes
- Engage students with up-to-date case studies from around the world
- *Now investigate* and *Check your understanding* features will encourage students to test their knowledge and extend their learning
- Encourage exploration and interpretation with engaging infographics showing geographical patterns and data illustrated through maps and graphics
- Coverage of new syllabus topics, such as Climate change: impacts and governance, Water resources and management and Disease and geography
- Additional resources are available as a separate digital subscription with added case studies, practice questions, sample answers and more



Sample page from Student's Book

Geography ISBN
Student's Book 978-0-00-870344-8

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

This series is **endorsed** for the Cambridge Pathway to support the syllabus (9239) for examination from 2023.

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

Series Editor: Mike Gould

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

Student's Book

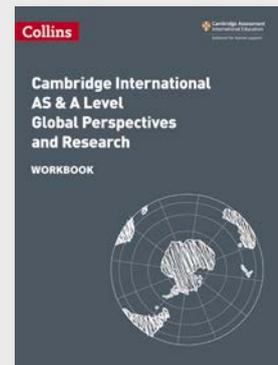
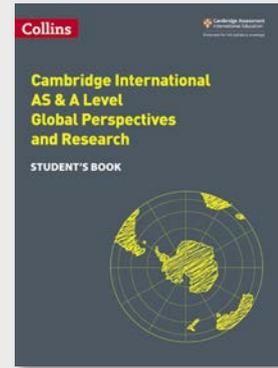
- Allow students to develop key skills, consider themes and issues of particular relevance to their area of interest and apply them to topics of global significance
- Develop effective research skills with guidance on areas such as how to choose a topic and how to write a report
- Offer language support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

Workbook

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

Teacher's Guide

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



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

Cambridge International AS & A Level Sociology

(9699)

This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2021.

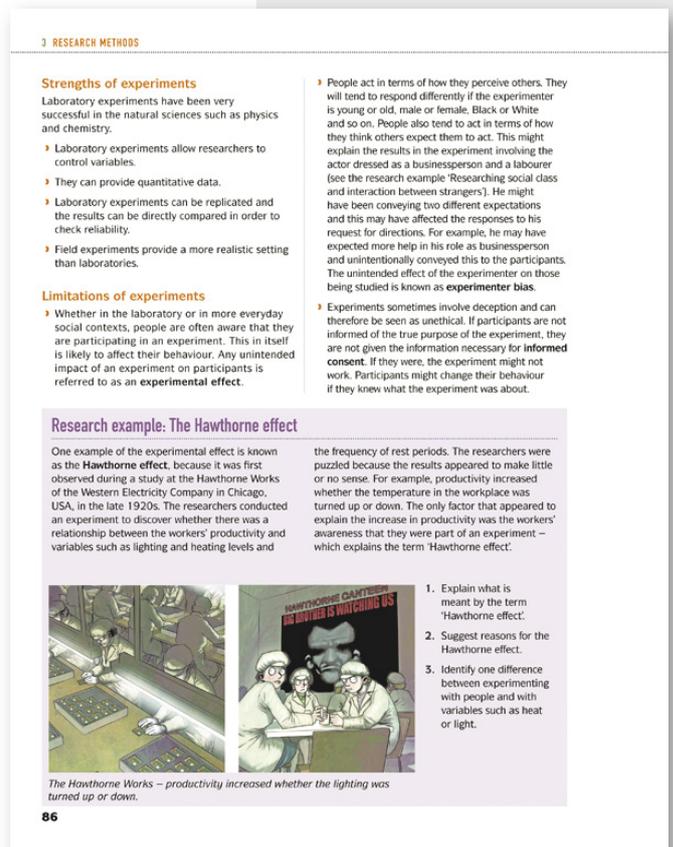
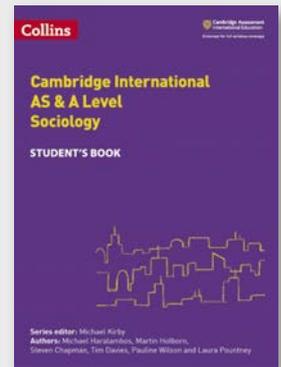
Provide international coverage of the syllabus, written by best-selling Sociology authors. It encompasses a range of different societies and contemporary issues helping students to apply sociological ideas to the world today.

Series Editor: Michael Kirby

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

Student's Book

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



Sample page from Student's Book

Sociology ISBN
Student's Book 978-0-00-828762-7

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

Second Edition

NEW
EDITION

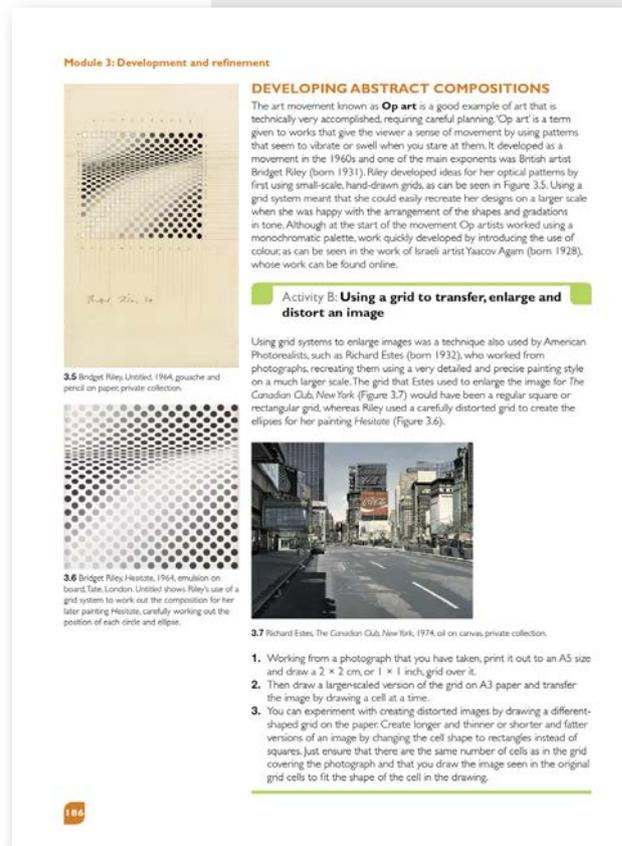
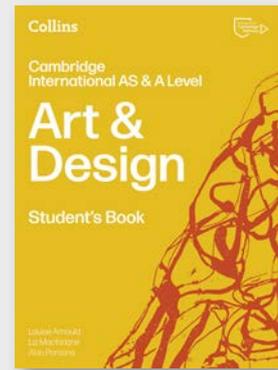
We are working towards endorsement of this resource for the Cambridge Pathway to support the full syllabus for examination from 2028.

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

Authors: Louise Arnould, Liz Macfarlane and Alan Parsons

Student's Book

- Guide students through the key concepts, encourage critical practice and build confidence in practical skills and independent expression
- Offer insight into the artistic process of observation and intention, context and concepts, development and refinement and audience and setting, within all four areas of study
- Improve students' practical skills in a wide range of techniques and encourage reflection on their own and other artists' work with activities throughout
- Provide language support with key terms and definitions
- Support students through researching, planning, writing and reviewing their personal investigation with dedicated sections
- Helps visualise success and learn from real-life examples with a gallery of annotated student work
- Deepen awareness of contemporary and historical practitioners worldwide with artist and designer features



Sample page from Student's Book
(not final)

Art & Design ISBN
Student's Book 978-0-00-880745-0

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

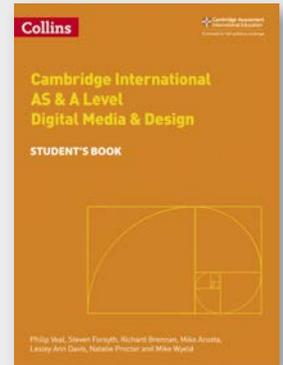
This resource is **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2026.

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

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

Student's Book

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



3: The digital landscape

IMMERSIVE EXPERIENCES AND FORMATS WITHOUT BORDERS

Immersion is the perception of being physically present in a non-physical (artificial) world. In gaming the term **immersive experience** is used to describe a suspension of disbelief that allows the user to act, or react, to the stimuli they encounter in this virtual environment. Designers create this perception by surrounding the user with images, sound and other stimuli that generate a convincing virtual environment around the user, for example, via **virtual reality** glasses. This produces a form of spatial immersion called: **presence**, a phenomenon that enables the user to interact with and feel connected to the world outside their physical bodies via digital technology.

Advances in audiovisual technology and data imaging have also opened up new areas of creative possibility for artists. They are now able to animate image sequences and project them onto buildings and landscapes with immense precision, effectively transforming the physical world around the viewer into a fully interactive 360-degree canvas. These techniques are often referred to collectively as **immersive art** or **'formats without borders'**. They allow the viewer to experience art in ways that push the boundaries of experience and involve the other senses as well as vision.

Immersive experience the perception of being physically present in a virtual world
Virtual reality an artificially created environment that seems real to the senses
Presence the sensations whereby a games user feels connected to the virtual world via digital technology
Immersive art images and sounds that are projected or displayed in the space all around the viewer
Formats without borders animated images, light and music projected onto points in the space around the viewer to create a 3D experience



Fig 3.5 Examples of immersive art at the Lumiere London light festival, 2018

Comprehension: Apps, games and immersive experiences

1. What happened to the apps market between 2010 and 2013? Why?
2. How have advances in app technology changed the gaming industry?
3. What does 'presence' mean in the context of immersive experiences?
4. Give an example of a 'format without borders'.

Sample page from Student's Book

Digital Media & Design

ISBN

Student's Book 978-0-00-864344-7

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