

Collins

International Schools Catalogue 2026



collins.co.uk/international

2026 International Schools Catalogue

Welcome to our International Schools Catalogue for 2026, featuring a dazzling array of resources designed to inspire, engage and support you and your students.

We are delighted to be publishing for the **International Baccalaureate**, beginning with resources for the **Diploma and Career-related Programmes**. Our *Reflective Project: Student Handbook* equips students with the tools they need to tackle their Reflective Project with confidence, complemented by a guide for coordinators and teachers.

Expanding our wide-ranging **Cambridge International resource suite**, we are delighted to add books for **IGCSE Mandarin** and the **AS Level English General paper** to the programme. We've also enriched our **Primary and Lower Secondary digital subscriptions** with adaptive practice activities, helping students to turn newly acquired information into long-term knowledge.

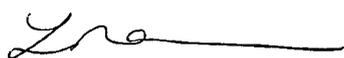
Building on the success of our atlases and primary geography resources, we are excited to launch a new lower secondary course – **Discover Geography**. This 3-level course cultivates geographic skills drawing on contemporary thinking and real-world examples, inspiring students to envision sustainable and equitable futures.

Our changing climates are the inspiration behind several of the 20 new titles in our **Big Cat Read On** range of fiction chapter books designed to improve reading stamina, develop fluency and comprehension, as well as nurturing a love of reading. Covering a multitude of genres from mysteries and thrillers to historical fiction and contemporary stories, we're confident there will be a book to hook every reader.

Offering even more breadth and choice, we've added new titles to our **Barrington Stoke** programme of super-readable, dyslexia-friendly fiction. With titles from celebrated children's authors such as Helen Rutter, Tom Palmer and Vashti Hardy, you can ensure every student's access to the best contemporary fiction. Support your dyslexic learners in their writing with the new edition of our bestselling **School Spelling Dictionary**, which helps find words intuitively, while reinforcing correct spelling alongside.

And for insights on supporting neurodivergent learners in music, take a look at **How to Teach Music – Music and Neurodiversity** by expert music teacher Karen Marshall, offering practical strategies for success.

We'd love to tell you more about our resources and how they can positively impact you and your students. Connect with your regional representative (details on the back page) or email us at collins.international@harcollins.co.uk and we will get back to you as soon as we can!



Lee Newman, Collins Publisher

Collins is proud to be an official publisher of **endorsed resources for the Cambridge Pathway**. We work closely with Cambridge International Education to develop a range of trusted and high calibre materials which offer teachers and learners across the world the opportunity to make an informed choice on the best resources for them. Together we strive to help learners think bigger, reach higher and build a strong foundation for a lifetime of learning.



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.

Collins is proud to be associated with many esteemed professional bodies around the world.



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Key Symbols used in the catalogue

- AS** Assessment Support
- CIE** For Cambridge International Education
- PYP** Matches the International Baccalaureate Primary Years Programme
- IB** For the International Baccalaureate
- Age 5-11** Age range
- New** New titles
- eBooks** eBooks available
- IELTS** IELTS Band Score
- CEFR** Levelling based on Common European Framework of Reference for Languages
- Collins hub** Digital subscription available

Approved or endorsed by exam boards

- AQA**
- Edexcel**
- OCR**

eBooks



Look out for these icons throughout the catalogue for our resources that are available as eBooks and digital subscriptions. Contact us at collins.international@harcollins.co.uk to request ISBNs, pricing or more information. Some eBooks are also available on other platforms.

What's new?



Contact us

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🌐 collins.co.uk/international



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[f](https://www.facebook.com/collinsintl) @CollinsInt

[X](https://x.com/collins_int) @Collins_Int

What's on the cover?

Celebrating 50 Years of Learning at The British School Manila

Founded in 1976 with just 36 students, BSM has flourished into a dynamic and inclusive international learning community of over 950 students representing over 50 nationalities.

Guided by our shared values of kindness, respect and integrity, we nurture not only academic excellence but a deep sense of purpose through an outstanding holistic British international education.

What makes BSM truly special is our community, students, staff and families, all who reflect the rich diversity of our world.

Martin van der Linde, Head of School, The British School Manila, Philippines

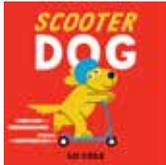
Picture books so good, they turn children into booklovers

New titles

Age 2+



Take a look at the newest additions to Rocket Bird Books, beautifully curated, content-rich picture books that will be read again and again. Dive into stories about inspiring yet misunderstood species, embrace the art of slowing down and even imagine what it's like to borrow your very own llama!

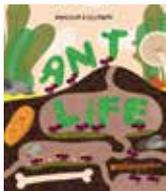


Scooter Dog

Author & Illustrator: Lo Cole

Eddie is a scooter dog, flying across fields, whizzing through woods, bombing along the beach. But when Eddie has a crash and his scooter is broken, his friend Thelma shows him all the things you only discover when you walk.

Scooter Dog
978-1-915395-33-7 HB



Ant Life

Author & Illustrator: Moesha Kellaway

Worker-ant Anya takes her indecisive sister, Anita, to the colony careers day to find her perfect job. This misunderstood species may be tiny, but Anita discovers ants are awe-inspiring!

Ant Life
978-1-915395-20-7 HB
978-1-915395-25-2 PB



Willa's Monster Muddle

Author & Illustrator: Fabi Santiago

When Willa follows the wrong witch into the wrong (haunted) house party, things don't look good. But one little girl's good nature, and her knack for missing all things supernatural, is a match for any creature!

Willa's Monster Muddle
978-1-915395-18-4 HB



Pandora and the Story Forge

**Author: Gaynor Andrews
Illustrator: Marie-Alice Harel**

Pandora is an explorer, a collector of words (even ones that misbehave), a forger of stories and weaver of tales. Come with her and you will never see words in quite the same way again.

Pandora and the Story Forge
978-1-915395-17-7 HB
978-1-915395-22-1 PB



Llama Library

**Author: Holly Ryan
Illustrator: Ella Bailey**

This isn't a library for book-borrowers, here you borrow a llama! The Llama Library has any subject you can imagine from cookery, history, art, music, to science and even romance. Borrowing from your local library has never been this fun!

Llama Library
978-1-915395-29-0 HB
978-1-915395-30-6 PB

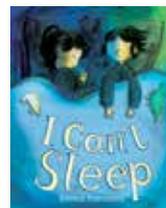


Lionel

Author & Illustrator: Lo Cole

Lionel loves joining in with what his friends are doing, but he's so huge his enthusiasm often leads to disaster. Only when Lionel finds a quiet space can he discover his own game and ask friends to play.

Lionel
978-1-915395-21-4 HB
978-1-915395-26-9 PB



I Can't Sleep

Author & Illustrator: Emma Farrarons

When Magnus can't fall asleep, big brother Kasper lets him climb into bed. Little brothers can't help talking though, and one little question is going to lead them both on an adventure, why do we sleep in beds?

I Can't Sleep
978-1-915395-37-5 HB



Solo

Author: Neil Clark

It's fun to be part of a busy, whizzy crowd. But sometimes, if things get noisy, do you long for a quiet space that lets your imagination flow?

Solo
978-1-915395-35-1 HB

Collins International Foundation and Foundation Plus

Age 3+

eBooks

Authors: Peter Clarke, Arabella Koopman and Fiona MacGregor

Provide a firm foundation at early year stage in English, maths and science in preparation for Primary education.

The programme introduces young children to phonics and early literacy skills, maths concepts and science content in an age-appropriate way through topic-based discovery and activity-based learning. It provides plenty of learning opportunities through games, active play and hands-on exploration.

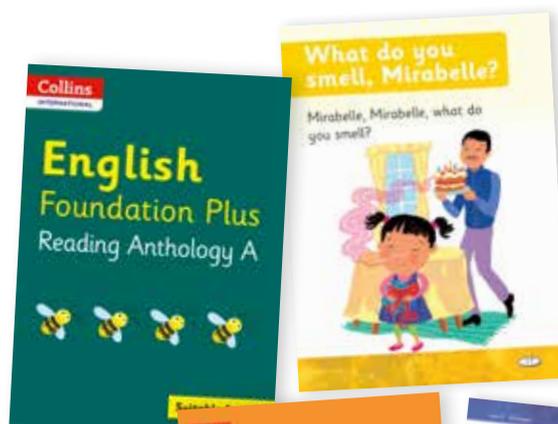
Careful progression ensures children develop the skills they need to be ready for English, maths and science in their first year of Primary. The materials in Foundation Plus build on what is covered in Foundation to ensure that all students will be fully prepared for the learning ahead no matter which programme or curriculum their school is following.

The underlying themes – common across English, maths and science – allow the courses to be used together so that children build up knowledge, skills and vocabulary holistically. It can also be used alongside other courses to provide a comprehensive early years programme.



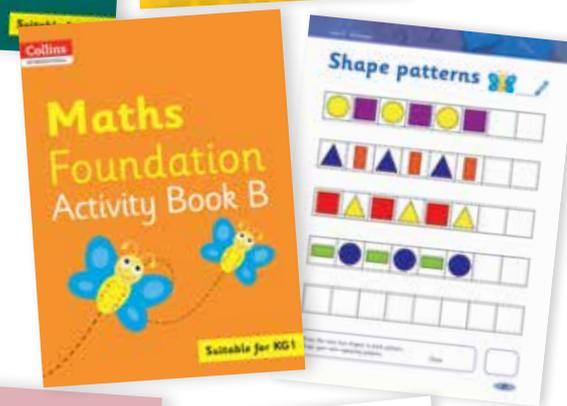
Reading Anthologies

Brightly illustrated Reading Anthologies offer a carefully selected collection of colourful stimulus materials to help support the teaching of key concepts in English, maths and science as well as the development of early literacy skills.



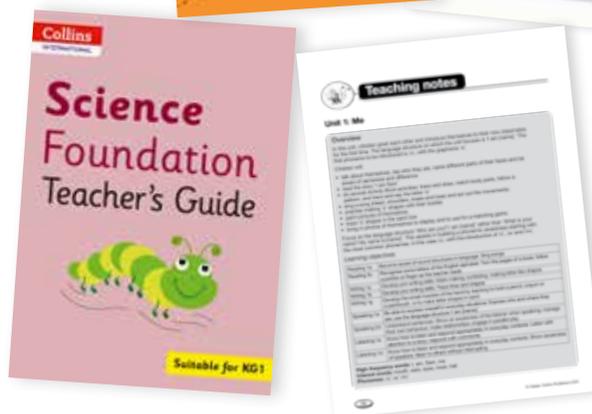
Activity Books

Full-colour Activity Books provide age-appropriate and fun core skills practice, allowing teachers to see and record progress, as well as show parents the child's progress in class.



Teacher's Guides

Teacher's Guides provide accessible support for teachers, including detailed guidance, ideas for English, maths and science in the early years classroom, assessment support, advice on resources, songs and games, and additional photocopiable activity sheets.



See order form for full list of ISBNs and pricing at collins.co.uk/intcatalogues



Collins Cambridge International Primary Maths

(2nd Edition) (0096)

CIE

Age 5–11

AS

eBooks

Series Editor: Peter Clarke

Authors: Caroline Clissold, Paul Hodge and Lisa Jarmin

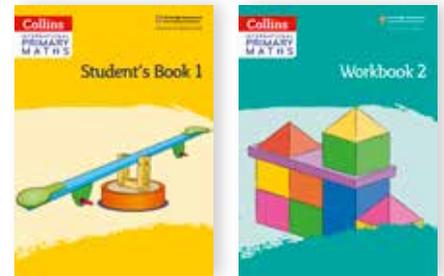
This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0096) from 2020. The Progress Books have not been through the endorsement process for the Cambridge Pathway.

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

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

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



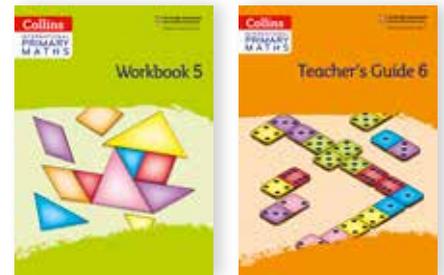
Workbooks

- 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
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Collins
hub

Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

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

Content that presents the key mathematical idea of the lesson

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.

Workbook page 19

Unit 4 Reading and writing numbers to 20

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**

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

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

| Workbooks | ISBN |
|------------|-------------------|
| Workbook 1 | 978-0-00-836945-3 |
| Workbook 2 | 978-0-00-836946-0 |
| Workbook 3 | 978-0-00-836947-7 |
| Workbook 4 | 978-0-00-836948-4 |
| Workbook 5 | 978-0-00-836949-1 |
| Workbook 6 | 978-0-00-836950-7 |

| Teacher's Guides | ISBN |
|-------------------|-------------------|
| Teacher's Guide 1 | 978-0-00-836951-4 |
| Teacher's Guide 2 | 978-0-00-836952-1 |
| Teacher's Guide 3 | 978-0-00-836953-8 |

| | |
|-------------------|-------------------|
| Teacher's Guide 4 | 978-0-00-836954-5 |
| Teacher's Guide 5 | 978-0-00-836955-2 |
| Teacher's Guide 6 | 978-0-00-836956-9 |

Progress Books

| Student's Books | ISBN |
|------------------|-------------------|
| Student's Book 1 | 978-0-00-865497-9 |
| Student's Book 2 | 978-0-00-865498-6 |
| Student's Book 3 | 978-0-00-865499-3 |
| Student's Book 4 | 978-0-00-865500-6 |
| Student's Book 5 | 978-0-00-865501-3 |
| Student's Book 6 | 978-0-00-865502-0 |

| Teacher Packs | ISBN |
|----------------|-------------------|
| Teacher Pack 1 | 978-0-00-865491-7 |
| Teacher Pack 2 | 978-0-00-865492-4 |
| Teacher Pack 3 | 978-0-00-865493-1 |
| Teacher Pack 4 | 978-0-00-865494-8 |
| Teacher Pack 5 | 978-0-00-865495-5 |
| Teacher Pack 6 | 978-0-00-865496-2 |

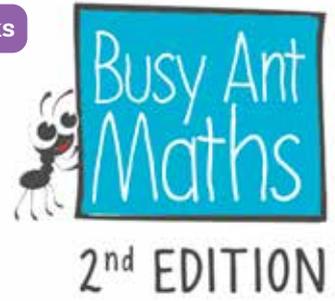
Contact us for a full list of eBook and digital resources, ISBNs and pricing at collins.international@harpercollins.co.uk

Busy Ant Maths

Age 4–11

AS

eBooks



Series Editor: Peter Clarke

The whole-school Primary maths programme that ensures conceptual understanding and mathematical fluency from the start.

Written by an expert author team with over 50 years' combined classroom experience, Busy Ant Maths 2nd Edition is a flexible, whole-school mathematics programme that assists teachers in teaching for mastery and ensures conceptual understanding and mathematical fluency from the start.

SUPPORTS A
'MASTERY' APPROACH
TO THE TEACHING OF
MATHEMATICS

- Provide clear progression from Year 1 to Year 6
- Summarise the most important knowledge and understanding
- Make connections between core concepts across year groups
- Address the areas in the UK curriculum identified as a priority including *Number and place value*, *Addition and subtraction*, *Multiplication and division* (including number facts), *Fractions* and *Geometry*

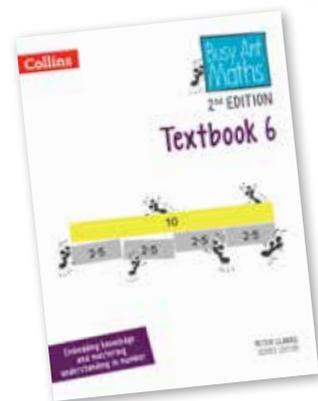
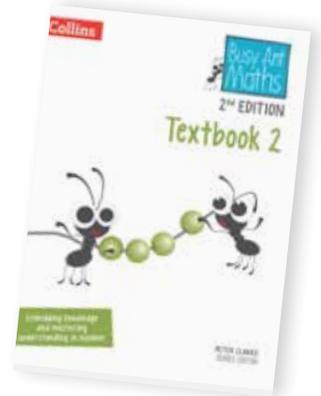


Pupil Textbooks

The textbook content is designed to be used during the 'Teach' phase of a typical Busy Ant Maths lesson, or to help pupils during the 'Individualised Learning' phase of a lesson to answer the questions on the accompanying Activity Book page.

- Build key vocabulary to encourage development of precise and accurate language
- Highlight prerequisite learning and future application of learning
- Give more mathematical representations that follow the Concrete-Pictorial-Abstract approach
- Focus on key number knowledge and concepts

Used in conjunction with the Teacher's Guide, Activity Books, Progress Guide and Homework Guide, this book is the best way to ensure that pupils achieve all the learning objectives of the Primary Maths UK National Curriculum.



Peter Clarke, series editor

Peter is a highly respected mathematics consultant and lecturer working throughout the UK and abroad. A former maths subject leader, deputy headteacher and LEA advisor, he has extensive experience in teaching and writing for primary mathematics education.

WRITTEN BY
TEACHERS
FOR TEACHERS

Activity and Pupil Books

Exciting activities to build mathematical skills.

- Fun activities to consolidate the objectives covered in the daily maths lesson
- Objectives at the top of each page so the child is in control of their own learning
- Space to record answers, providing structure to each exercise
- Simple text and colourful graphics

Pupil Books 3–6 contain three levels of differentiated challenge built into each lesson as well as extra consolidation, extension activities and varied number representations to ensure rapid progression for every child.



Teacher's Guides

Providing guidance and support for planning and teaching.

- Unit overviews reference ready-to-progress criteria for that unit
- Additional or alternative representations suggested in lesson plans, including reference to digital tools
- Links given to relevant pages of the new Pupil Textbooks
- Additional links to other Busy Ant Maths 2nd Edition components
- Additional resource sheets



Foundation Stage Resources

Updated resources for early years foundation stage, including three Activity Books, a Teacher's Guide and a Reading Anthology.

Digital subscription on the Collins Hub

The Busy Ant Maths digital content is at the core of the course, accessed on the Collins Hub, the digital teaching resources include features such as planning, assessment, teaching consolidation with PowerPoints and interactive tools.

Collins
hub



If you'd like to preview Busy Ant Maths 2nd edition on the Collins Hub, contact your local representative or email collins.international@harpercollins.co.uk

Busy Ant Maths Euro Edition
Fully updated to reflect the changes in the 2nd edition

For more information on components and pricing, see order form at collins.co.uk/intcatalogues or visit collins.co.uk/busyantmaths

Number Builders



Collins
hub

Age 4-7

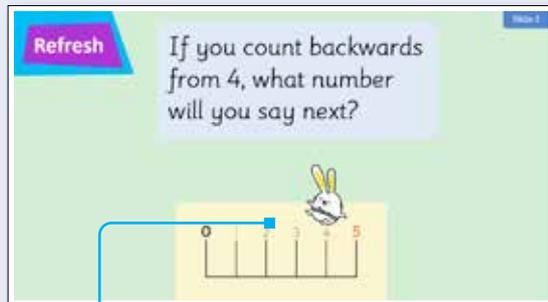
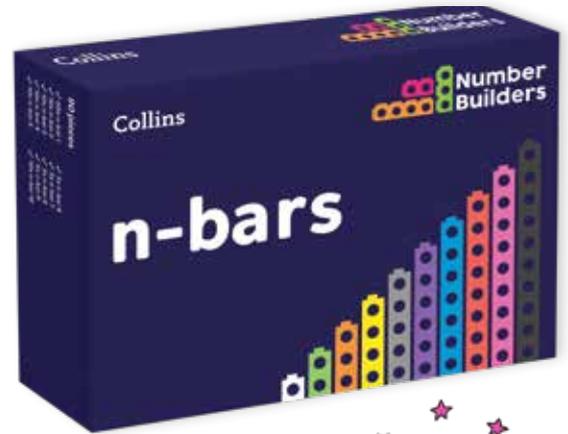
Series Editor: Ian Connors

The ultimate building blocks to boost pupils' understanding of number.

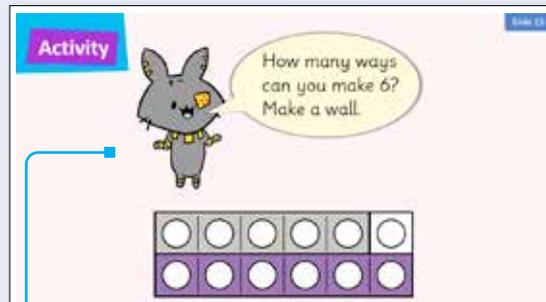
Number Builders is a comprehensive and engaging number support programme for Foundation and Lower Primary that brings together flexible lesson resources and an innovative classroom manipulative, n-bars. The scheme comprises a digital subscription, number lines and frames, activity cards and n-bars.

This multi-sensory, highly accessible programme can be implemented in full or to complement your existing maths provision.

- Multi-functional, classroom-tested manipulative n-bars encourages children to build numbers and explore maths concepts in 3D
- Fully editable, downloadable lesson plans, slideshows and activities save time and support confident teaching of number
- Short, easy-to-follow training videos demonstrate how to teach a mastery mindset and how to use the resources to their maximum potential
- Additional physical classroom resources enable children to perform independent number work



Colourful, animated slides keep lessons interactive and collaborative

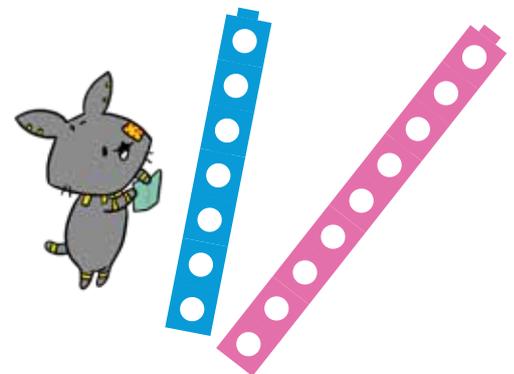


A range of characters appear throughout the lessons to encourage mathematical talk and secure number knowledge

Sample slides taken from Reception, Unit 4, Lesson 1

| | ISBN |
|---|-------------------|
| n-bars (Pack of 90) | 978-0-00-852199-8 |
| 0-10 n-bar lines (Pack of 10) | 978-0-00-852253-7 |
| 0-20 n-bar lines (Pack of 10) | 978-0-00-852254-4 |
| 0-100 n-bar lines (Pack of 5) | 978-0-00-852255-1 |
| n-bar 10-frames (Pack of 10) | 978-0-00-852250-6 |
| n-bar 20-frames (Pack of 10) | 978-0-00-852251-3 |
| n-bar 100-frames (Pack of 10) | 978-0-00-852252-0 |
| n-bars Activity Cards Pack 1 (Pack of 75) | 978-0-00-852247-6 |
| n-bars Activity Cards Pack 2 (Pack of 75) | 978-0-00-852248-3 |
| n-bars Activity Cards Pack 3 (Pack of 75) | 978-0-00-852249-0 |

Contact us at collins.international@harcollins.co.uk for more information about the digital subscription.



For more information, visit collins.co.uk/NumberBuilders



Collins
BIG CAT

New titles

PYP

Age 4+

AS

eBooks

Complete support for Primary reading

Foster a lifelong love of reading with over 2,000 book-banded readers featuring beautiful illustrations for every step of a child's reading journey.

- Develop key reading skills including inference and deduction through comprehensive teaching and assessment support
- High-quality fiction and non-fiction include a variety of genres to support teaching across the curriculum
- The wide range of Big Cat readers ensures learners of all needs and abilities are supported
- Digital resources offer an enhanced reading experience
- Support teaching and assessment with lesson plans and worksheets



Access over 1,700 levelled eBooks with the Big Cat eBook library!

- Supports front of class teacher modelling and shared reading when used on interactive whiteboards
- Provides a seamless transition between school and home
- Videos that model how to say phonemes correctly, hints and tips for supporting children with their reading
- Worksheets, guided reading notes and comprehension activities are also included

New titles

Collins
hub



Fully synced audio for all Early Years and Lower Primary books available

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

Teachers can assign specific books to learners to read and track which books have been read by which pupils

For more information about the entire Collins Big Cat range visit collins.co.uk/CollinsBigCat



Inspiring fiction & non-fiction to enrich curriculum teaching

Supports whole-class, guided reading and independent reading sessions

Classics

Discover important stories with retellings of much-loved classics.



Tales

Dive into the magic with beautifully illustrated myths and tales from around the world.



Shakespeare

Bring the Bard's works to life in the classroom with abridged versions of famous Shakespeare stories.



Perform

Set the stage... exciting poems and play scripts from writers including Michael Rosen and John Agard.



Science

Bring a range of science topics to life with fascinating facts and detailed images.



History

Explore history through the ages and learn about key historical moments and figures.



Geography

Discover people and places around the world.



Inform

Complete support for cross-curricular teaching.



Sport

Discover a range of sports and real life stories about the world's most inspirational sporting figures.



Nature, Conservation and Sustainability

Learn about creatures from around the world with amazing photo images and fascinating facts.



Design and Technology

An exciting collection designed to inspire creativity and practical skills.



Wellbeing and Personal Development

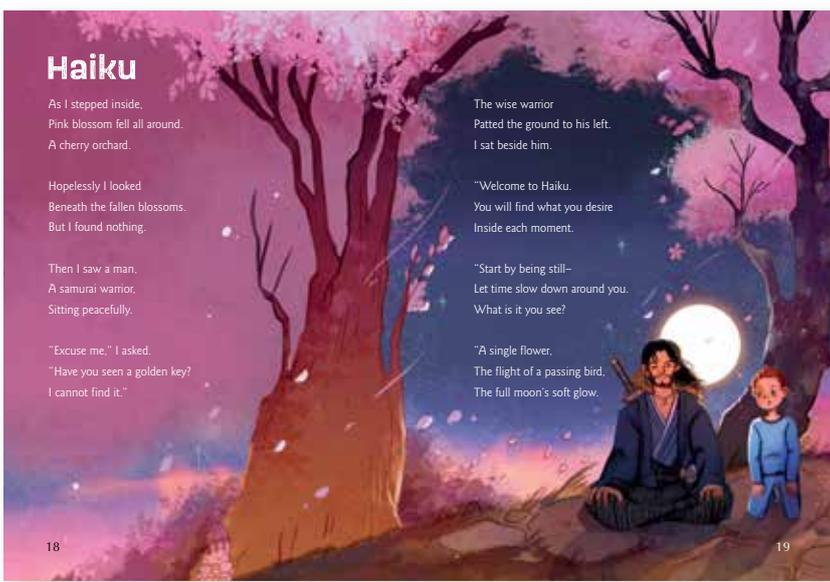
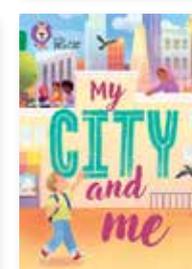
Help children develop lifelong healthy habits, from friendships and relationships to mental and emotional wellbeing.





Instil a love of poetry and reading for pleasure with 12 captivating poetry books with a mix of anthologies, collections and stories in verse.

- Poetry that challenges traditional conventions with more diverse views and a contemporary feel
- After-reading activities and lesson plans support comprehension of the text and provide further learning opportunities
- Provide inspiration for writing activities, a wealth of spoken language opportunities, and raise confidence in prosody and fluency



Haiku

As I stepped inside,
Pink blossom fell all around.
A cherry orchard.

Hopelessly I looked
Beneath the fallen blossoms.
But I found nothing.

Then I saw a man,
A samurai warrior,
Sitting peacefully.

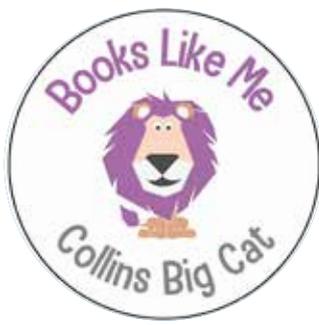
"Excuse me," I asked.
"Have you seen a golden key?
I cannot find it."

The wise warrior
Patted the ground to his left.
I sat beside him.

"Welcome to Haiku.
You will find what you desire
Inside each moment.

"Start by being still—
Let time slow down around you.
What is it you see?"

"A single flower,
The flight of a passing bird,
The full moon's soft glow.

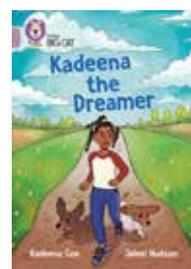
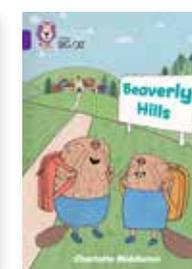
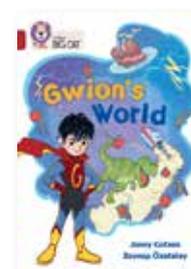


Big Cat aims to give visibility and representation to all by featuring a range of different lived experiences. Discover characters from different ethnic and social backgrounds, books that are physically inclusive and neurodiverse that allow readers to feel accepted and see themselves in books.



Shhhh! Can you keep a secret?
This is Audrey Fry.
No, that's not the secret.
This is Audrey's room.
(That's not the secret either.)
Here are Audrey's wigs!
They are part of the secret.
Audrey has alopecia universalis.
That means she has no hair.
This isn't a secret.
Her friends and family know.

Sometimes Audrey wears hats to protect her head from the sun.
Sometimes she wears wigs, which can be fun.
Sometimes she doesn't wear anything on her head at all. It depends how she's feeling.
Every day is different.
So, what's the secret?
Well ...



Support learners' health and wellbeing while they learn to love reading.



- 12 wellbeing readers from White Plus to Pearl band
- Covering topics such as healthy eating, meditation, screen time, as well as mental health issues, friend and family relationships, self-esteem and emotions



Pages from **I Am Awesome**

Graphic Novels

Engage every reader's interest and imagination with 10 highly visual graphic novels.

- Encourage reading for pleasure with comic book style narratives to hook even the most reluctant reader
- Bring reading to life and immerse learners in exciting stories with complex plots and captivating characters
- All graphic novels provide structured reading support to develop comprehension and fluency



For more information about Collins Big Cat and its range of readers go to collins.co.uk/CollinsBigCat

Pages from **Perfidious**

Explore STEM careers with Dani and Tara Binns

When these sisters open their dressing up box, something exciting happens...

Inside the box are clothes, uniforms, shoes and hats...an outfit for every job you can think of. Which one will the box choose?

- Showcase a strong female protagonist who is transported into another world based on the uniforms in her dressing up box
- Filled with fast-paced adventures, explore different STEM careers through the eyes of Tara, Dani and their friends
- Present a positive female role model, broaden horizons and promote a view of gender parity in the working world



Browse the collection at collins.co.uk/TaraBinns



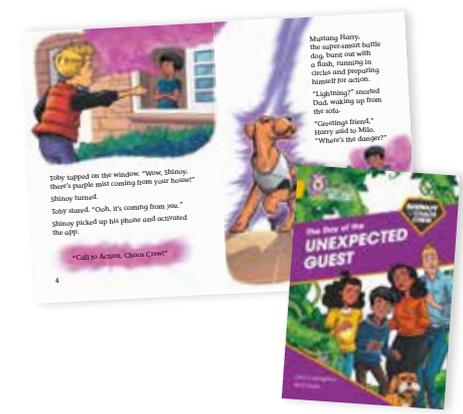
Get reluctant readers hooked on books!

- The world of Shiny and the Chaos Crew reflects comics, gaming and fantasy, perfect for fostering a love of reading
- This action-packed series offers 48 readers full of dynamic illustrations, thrilling adventures and great storytelling
- Different book types encourage reading for pleasure with humorous fiction, non-fiction and graphic novels



Browse the collection at collins.co.uk/shiny

Fiction



Non-fiction



Graphic novels





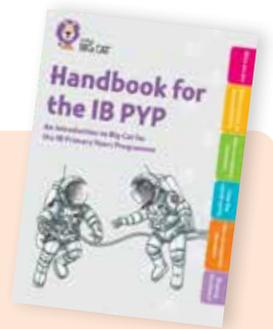
Collins BIG CAT for the IB PYP

Readers that are the perfect fit for the IB Primary Years Programme (PYP).

Encourage learners to develop vital reading strategies and enrich your teaching across the IB PYP curriculum with **6 curated collections**. Each collection has been categorised by reading level and PYP transdisciplinary theme to allow for maximum flexibility in the classroom.

- Provide opportunity for learners to think critically, reflect and communicate with a wide range of readers
- Offer a great balance of fiction and non-fiction titles featuring beautiful illustrations and stunning photography to motivate all learners
- Support teaching across the curriculum with a variety of genres and topics
- Provide reading practice at an appropriate level for every learner
- Develop and assess key reading skills, including inference and deduction, through comprehensive teaching and assessment support
- Readers and reading collections are available in print and eBook formats, allowing for a seamless transition between school and home

The **Teacher's Handbook** provides information on how to make the most of the collections in your PYP classroom, with tips and suggestions on how to identify the right book for each student, ideas for pre-reading activities to spark curiosity through inquiry-led approaches, as well as recommendations for follow-up and assessment.



For more information about Collins Big Cat for the IB PYP, contact us at collins.international@harpercollins.co.uk or visit www.collins.co.uk/bigcatpyp

Arabic Readers

Discover an inspiring series of graded readers for children learning to read in Arabic!

- Carefully structured to align with the learning progression of Arabic in schools and nurseries, the series is suitable for native speakers and learners of Arabic as a foreign language
- The 16 levels of fiction and non-fiction allow children to build their reading knowledge step by step and ensure that there is a book suitable for every child and every level
- Each book includes an 'ideas for reading' section for teachers and parents to check children's understanding



Collins
BIG CAT

سلسلة القراءة الموجهة



See collins.co.uk/bigcatarabic for more information and a catalogue in both English and Arabic

Stunning stories set in the Caribbean

- Travel across the Caribbean islands with 7 stories written by expert local authors and illustrators with a unique understanding of the region
- Suitable for a wide range of readership, in the Caribbean and beyond
- Mapped to the Collins Big Cat reading scheme to help build fluency



Collins **BIG CAT** *Read On* **Introducing new, exciting independent readers**

New series

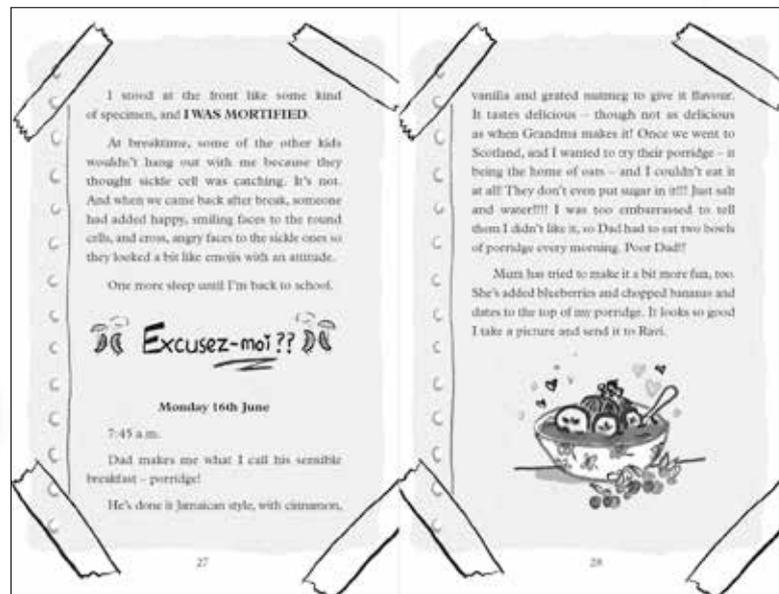
Age 7+

Bridge the gap from banded readers to longer chapter books.

Empower Upper Primary pupils to read more and widely with **Big Cat Read On**, new fiction chapter books created to improve reading stamina, develop fluency and comprehension, and nurture a love of reading. 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.



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

When the War Comes In
Chris Callaghan
978-0-00-874490-8
Word count: 15,000

The Midnight House
Eibhlis Carcione
978-0-00-874486-1
Word count: 14,000

Finding My Feet
Annika Sharma
978-0-00-874487-8
Word count: 14,000

Beauty Spot
Kimberly Redway
978-0-00-874477-9
Word count: 10,000

Time Travel Telephone
Lis Jardine
978-0-00-874489-2
Word count: 15,000

The Thirteenth Chime of Alcott Hall
J P Rose
978-0-00-874481-6
Word count: 12,000

Saving Anwen
Oliver Sykes
978-0-00-874483-0
Word count: 12,000

Fire and Salt
Tarnelia Matthews
978-0-00-874491-5
Word count: 15,000

The House that Sailed Away
Jacqueline Harris
978-0-00-874484-7
Word count: 15,000

Leon and Asha vs the Aliens
Naomi Jones
978-0-00-874478-6
Word count: 11,000

Rowan Skysong and The Starfinders
Michelle Mohrweis
978-0-00-874480-9
Word count: 11,000

Don't Look Back
Emily Ann Davison
978-0-00-874492-2
Word count: 13,000

Off the Bench
Tom Mitchell
978-0-00-874475-5
Word count: 10,000

Starboy
Naomi Jones
978-0-00-874476-2
Word count: 10,000

The Crash
Eve Ainsworth
978-0-00-874479-3
Word count: 11,000

Big News, Small World
Sarah Allen
978-0-00-874493-9
Word count: 13,000

Gold Rush
Tom Mitchell
978-0-00-874482-3
Word count: 12,000

The Secret Diary of Joynina K. Jones
Antoinette Brooks
978-0-00-874485-4
Word count: 13,000

Flooded World
Eve Ainsworth
978-0-00-874488-5
Word count: 12,000

The Castle Club
Helen Dineen
978-0-00-874494-6
Word count: 14,000



A leading systematic synthetic phonics programme.

New titles

Deliver a consistent and highly effective approach to teaching phonics with **Big Cat Phonics for Little Wandle Letters and Sounds Revised**, including 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, including books for blending practice and stretch and challenge
- Classroom resources include flashcards (grapheme, picture, word prompts, tricky words), grapheme charts, wall friezes and Keep-up Teacher's Guides
- Resources for rapid catch-up for age 7+ help children who need fast-track intervention
- Resources to support Little Wandle's SEND Programme
- Full teaching and assessment support available through a membership available direct from Little Wandle – go to littlewandlelettersandsounds.org.uk for full details

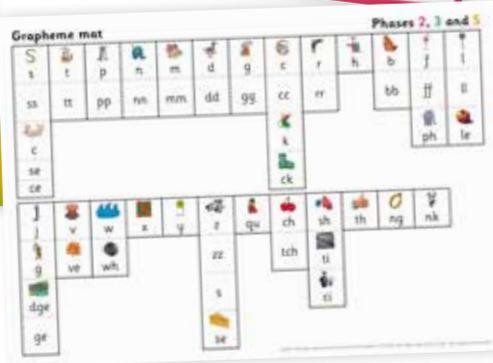
SEND Programme

Enabling schools to create a suitable route to reading for every child.

Little Wandle SEND (special educational needs and disabilities) is a complete programme that mirrors the main phonics programme with adaptations and support in place that make it possible for schools to meet the needs of all their learners.

The Little Wandle SEND Programme resources include:

- Large sensory grapheme cards
- Illustrated grapheme cards
- Large word cards
- Grapheme mats
- Teacher's Guide



Rapid Catch-up Resources

Develop strong decoding and fluent reading skills for children who have fallen behind their peers using Rapid Catch-up for children age 7+.

Includes:

- Fully decodable books with age-appropriate interest levels but accessible text
- Blending practice books embed secure phonic knowledge
- Word cards to match the Rapid Catch-up planning
- Specific Teacher's Guide provides clear, easy-to-follow lesson plans for fast-track intervention



Find out more at collins.co.uk/BigCatLittleWandleL&SRevised

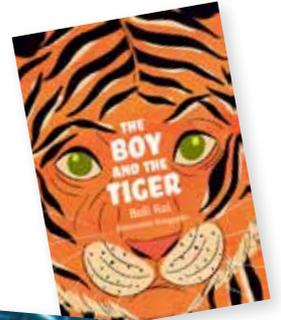
Little Wandle

Fluency



New titles

New levels



Develop reading confidence, stamina and a love of reading

Teach children to become fluent readers with 100 exciting chapter books by leading authors and illustrators

With a carefully designed progression and increasing word counts across 15 fluency levels, these books will help children complete the code, extend vocabulary and gain speed and confidence – easing the transition from learning phonics to becoming independent readers.



Pages from **Women Who Ruled the Seas**

The perfect follow up to teaching phonics with Little Wandle Letters and Sounds Revised



How does it work?

Assess progress easily

Determine which books children will be taught with a simple one-minute fluency assessment, which gives you a reading rate and accuracy percentage for each pupil.

Develop a reading for pleasure culture

These books are designed to foster a love of reading in pupils. With an equal mix of fiction and non-fiction, narrative non-fiction and gripping stories, every reader can find something that interests them.

Fluency levels 1-5 are based on a reading rate of 60-90 words per minute, fluency levels 6-10 progress up to 120 words per minute and fluency levels 11-15 help transition up to 150 words per minute.

Deepen children's knowledge with bonus material

Every Little Wandle Fluency book has six chapters that can be taught in half-hour lessons over two or three weeks and bonus materials that support children's background knowledge while taking them deeper into different aspects of the book.

Each book is supported by downloadable detailed lesson plans, teaching notes and word sheets, available from the Little Wandle website

Book chat

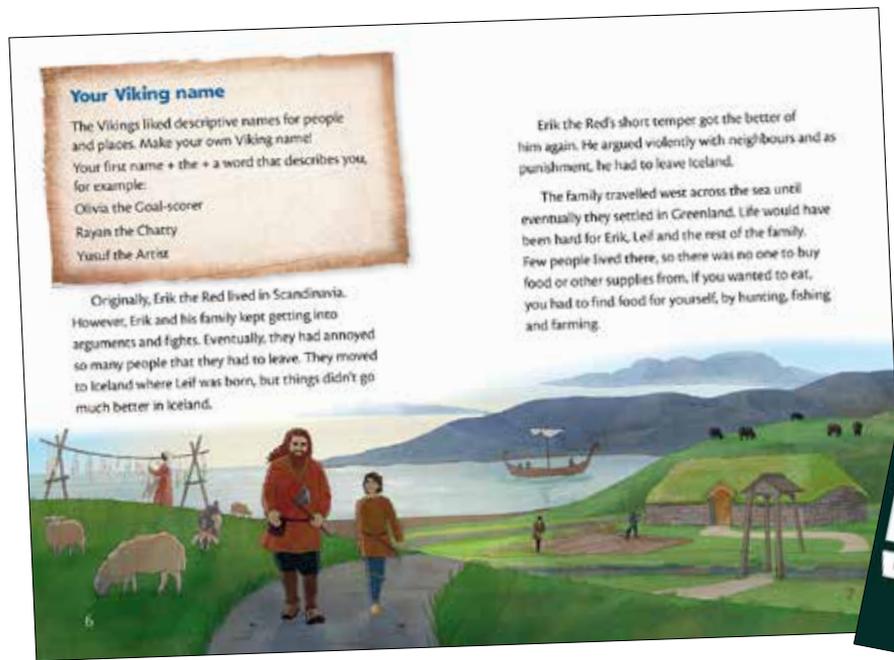
- If you could ask the author one question, what would it be?
- If you had to give the book a new title, what would you choose?
- Did this book remind you of anything you have experienced in real life?
- Do you think it was good that Damon's family didn't help him with his poem?
- How do you think Damon felt at the end of the story? How would you feel if you were him?
- Do you think Damon changed between the start of the story and the end? If so, how?
- Do you think it was good that Damon's family didn't help him with his poem?

Book challenge:

Have a go at making up your own poem. You could work with someone else and take turns to say a line.

74 75

Pages from **Poetry is not for me!**



Pages from **Epic Voyage**



collins.co.uk/littlewandlefluency



for Letters and Sounds

A secure start to every child's reading journey.

- Fiction and non-fiction books, from Lilac to Turquoise book bands, fully aligned to the 2007 Letters and Sounds progression for complete practice of all the required phonemes
- Practise and consolidate words and phonemes, model fluency and check comprehension with the clear and bespoke reading notes provided inside every book
- The Phonics Practice range supports early readers with highly decodable books for further practice and development



Support struggling readers with books tailor-made for them.

Develop fluency and comprehension whilst building confidence and a love of reading with 70 Progress books. These dual-banded books offer Lower Primary reading levels at Upper Primary interest levels.



Pages from **Being Cool**, White/Diamond

Reading Recovery
 Hundreds of **Collins Big Cat** books have been matched and levelled to Reading Recovery making it even easier to assess reading progress.

Reading Programme Overview

| | Reading Level: Age 4-7 (Lower Primary) | Reading Level: Age 8-11 (Upper Primary) | Teaching support and assessment |
|--|--|---|--|
| Phonics | <p>324 fully decodable books matched to the systematic synthetic phonics programme Little Wandle Letters and Sounds Revised, including 70 books for pupils aged 7+.</p> <p>100 books for Little Wandle Fluency, the perfect next step to bridge the gap from phonics to independent reading.</p> <p>300 fully decodable readers aligned to the 2007 Letters and Sounds progression, including 10 Big Books and 28 readers for pupils aged 7+.</p> <p>72 phonic-based readers for further practice and development.</p> | | <p>Classroom resources Support the Little Wandle Letters and Sounds Revised SSP with Keep-up Teacher's Guides, flashcards, wall friezes, grapheme charts and mats as well as resources to support SEND, Rapid Catch-up and Fluency.</p> <p>Free downloadable Teacher Handbooks Full support for integrating Collins Big Cat Phonics for Letters and Sounds readers into your phonics teaching.</p> |
| Guided, Independent and whole-class reading | <p>More than 1,800 high-quality banded readers for the whole school covering a wealth of genres and topics.</p> <p>Non-fiction includes information texts, biographies and reports covering science, geography and history.</p> <p>Fiction includes classics, Shakespeare retellings, graphic novels, modern and traditional tales, and poetry to support English.</p> <p>20 chapter books for Upper Primary to improve reading stamina and develop fluency and comprehension.</p> | | <p>Free downloadable teaching support for every book Targeted, guided and whole-class reading lesson plans and activities to boost comprehension, inference and vocabulary.</p> |
| Reading Intervention | <p>22 phonic-based readers at an introductory level for children who are struggling with phonics.</p> <p>70 Lower Primary levelled readers tailor-made for Upper Primary children who are struggling with reading.</p> | | <p>Free downloadable Handbook Practical planning and teaching guidance to boost struggling readers.</p> |
| Digital | <p>eBook library</p> | | |

Collins International Primary English (2nd Edition) (0058)

CIE

Age 5–11

AS

eBooks

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

Series Editor: Daphne Paizee

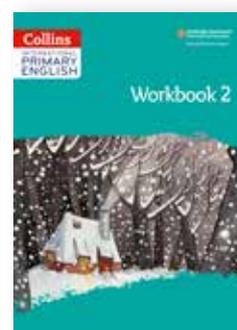
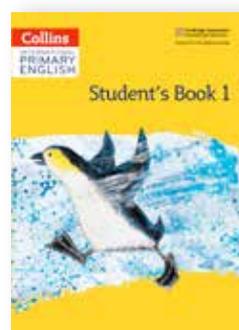
Authors: Catherine Baker, Jan Gallow, Daphne Paizee and Joyce Vallar

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

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

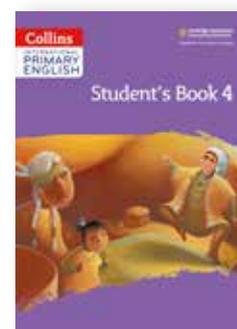
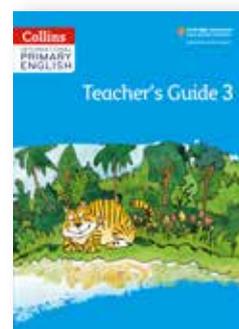
Student's Books

- 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



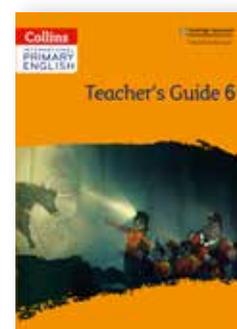
Workbooks

- 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
- Available as a write-in Student's Book and a photocopiable Teacher Pack for each stage

Collins
hub

Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

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

Carefully selected texts to 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 Google,
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

These 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.

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-shaped
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
KANJAROO!

Engaging illustrations and photographs activate learners' imaginations

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

Sample pages from **Student's Book 3**

| Student's Books | ISBN |
|-------------------|-------------------|
| Student's Book 1 | 978-0-00-834088-9 |
| Student's Book 2 | 978-0-00-836764-0 |
| Student's Book 3 | 978-0-00-836765-7 |
| Student's Book 4 | 978-0-00-836766-4 |
| Student's Book 5 | 978-0-00-836767-1 |
| Student's Book 6 | 978-0-00-836768-8 |
| Workbooks | ISBN |
| Workbook 1 | 978-0-00-836769-5 |
| Workbook 2 | 978-0-00-836770-1 |
| Workbook 3 | 978-0-00-836771-8 |
| Workbook 4 | 978-0-00-836772-5 |
| Workbook 5 | 978-0-00-836773-2 |
| Workbook 6 | 978-0-00-836774-9 |
| Teacher's Guides | ISBN |
| Teacher's Guide 1 | 978-0-00-836775-6 |
| Teacher's Guide 2 | 978-0-00-836776-3 |
| Teacher's Guide 3 | 978-0-00-836777-0 |

| Teacher's Guide 4 | 978-0-00-836778-7 |
|-------------------|-------------------|
| Teacher's Guide 5 | 978-0-00-836779-4 |
| Teacher's Guide 6 | 978-0-00-836780-0 |
| Progress Books | ISBN |
| Student's Book 1 | 978-0-00-865479-5 |
| Student's Book 2 | 978-0-00-865480-1 |
| Student's Book 3 | 978-0-00-865481-8 |
| Student's Book 4 | 978-0-00-865482-5 |
| Student's Book 5 | 978-0-00-865483-2 |
| Student's Book 6 | 978-0-00-865484-9 |
| Teacher Packs | ISBN |
| Teacher Pack 1 | 978-0-00-865243-2 |
| Teacher Pack 2 | 978-0-00-865244-9 |
| Teacher Pack 3 | 978-0-00-865245-6 |
| Teacher Pack 4 | 978-0-00-865246-3 |
| Teacher Pack 5 | 978-0-00-865247-0 |
| Teacher Pack 6 | 978-0-00-865248-7 |

Contact us for a full list of eBook and digital resources, ISBNs and pricing at collins.international@harpercollins.co.uk

Treasure House

Collins
hub

Age 4-11

AS

eBooks

Everything you need for English,
under one roof.

Spelling

Comprehension

Vocabulary, Grammar and Punctuation

Composition

Handwriting



- A comprehensive suite of books and digital resources written for the English Programme of Study
- Flexible resources to suit your teaching needs and an approach that works for your pupils
- Exciting interactive resources on Collins Hub to support your chosen teaching approach
- Frequent formative assessment opportunities and carefully crafted practice activities to prepare pupils for exams
- Handwriting resources to support handwriting development and ensure extra spelling practice
- The Reading Attic – digital resources to inspire a love of reading for pleasure in all pupils
- Foundation resources to support early years outcomes for reading, writing, speaking and listening



Select a teaching approach to suit your needs

Skills Focus Pathway

A focus on key skills to ensure your pupils fully master spelling, comprehension, composition and vocabulary, grammar and punctuation.

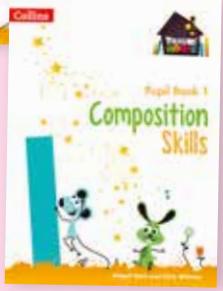
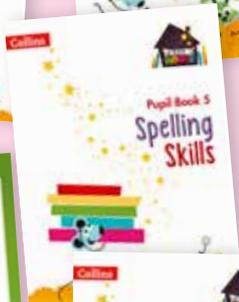
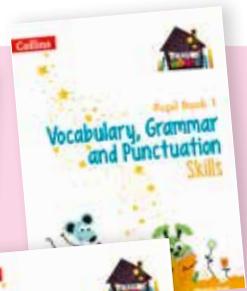
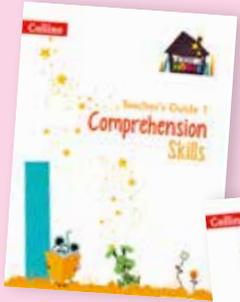
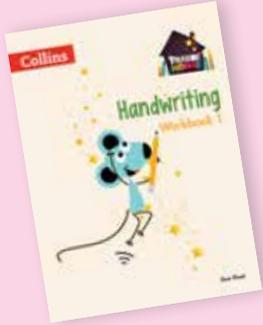
Integrated English Pathway

A complete English programme which supports a holistic approach to English and teaches the core skills in context.

Skills Focus Pathway

A rigorous programme that allows for concentration on key skills to ensure pupils fully master spelling, comprehension, composition and vocabulary, grammar and punctuation.

In-depth Teacher's Guides and Pupil Books for each year and skill provide discrete practice and consolidation through targeted units focusing on different aspects of English.



Integrated English Pathway

A complete English programme which supports a holistic approach to English and teaches the core skills in context. Teacher's Guides for each year offer genre-based teaching sequences supported by Anthologies containing source texts. Through the teaching sequences, pupils will read and analyse the source texts whilst focusing on skills relevant to the texts. They will then draft and write their own pieces of writing.



The Reading Attic

Extra digital resources to enhance your English teaching even further. Featuring audio extracts from books written by much-loved authors and exciting lesson sequences to develop a love of reading for pleasure.



See order form for the full list of Treasure House titles available at collins.co.uk/Intcatalogues

Every child can be a reader with Barrington Stoke



New titles Age 5+ eBooks

For over 25 years we've been pioneering super-readable, dyslexia-friendly fiction to help every child become a reader.

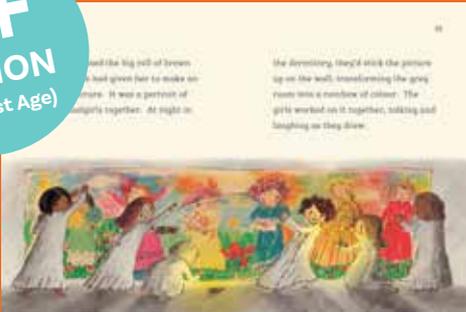
Our shorter novels promote reading for pleasure, ideal for:

- struggling readers
- reluctant readers
- confident readers looking for a quality short read

KEY FEATURES

- Off-white/cream heavier paper
- Well-spaced and appealing layouts
- Easy-read font to help reading flow
- Short chapters with plenty of rest breaks
- Filled with engaging illustrations

5+
FICTION
(Interest Age)



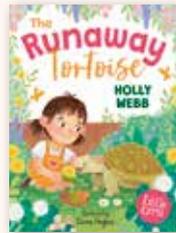
- Quality first chapter books perfect for emerging readers
- Authors include Cornelia Funke, Michael Morpurgo, Nick Sharratt, Holly Webb
- Full-colour illustrations



978-0-00-872746-8
120 PP



978-0-00-872747-5
120 PP



978-0-00-879701-0
120 PP



978-0-00-871280-8
96 PP

Little
Gems



“

I've always admired the team at Barrington Stoke, their passion for stories and for making stories accessible to children for whom reading is a challenge

”

SIR MICHAEL MORPURGO

7+
FICTION
(Interest Age)



- Short novels for building confidence
- Black-and-white illustration
- Authors include Eoin Colfer, Anne Fine, Gill Lewis
- Reading Ages 6, 7 and 8



978-0-00-877000-6
72 PP



978-0-00-874850-0
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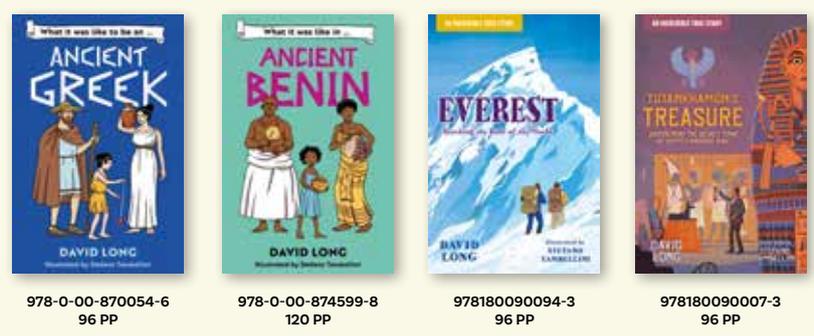
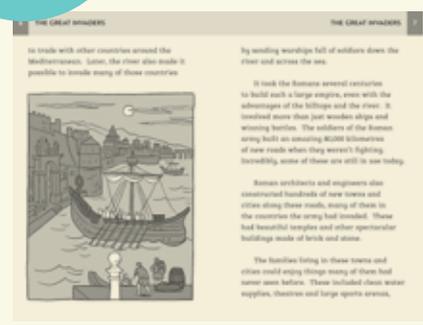
9+
FICTION
(Interest Age)

- Short novels for building confidence
- Black-and-white illustration
- Reading Ages 6, 6.5, 7, 8 and 9
- Authors include Malorie Blackman, Vashti Hardy, Hilary McKay, Chris Bradford, Lisa Thompson, Jasbinder Bilan, Ross Montgomery



9+
NON-FICTION
(Interest Age)

- Fascinating short, digestible non-fiction
- Packed with illustrations and diagrams
- Award-winning author
- Reading Age 8

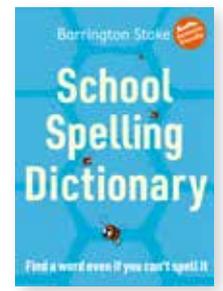


School Spelling Dictionary

New edition Age 9+

Discover the internationally bestselling tool to support writing and spelling. The newly revised and updated edition allows students to search and find words the way they think they are spelt.

978-0-00-874342-0



Collins Explore English (0057)

CIE

Age 5-11

AS

eBooks

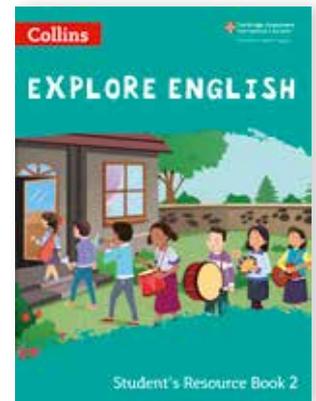
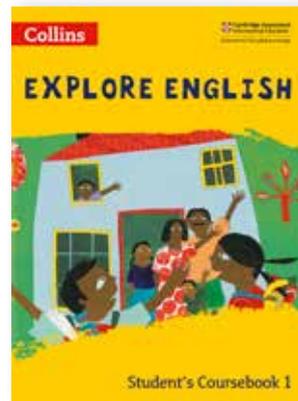
Authors: Sandy Gibbs, Robert Kellas, Karen Morrison and Daphne Paizee

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

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

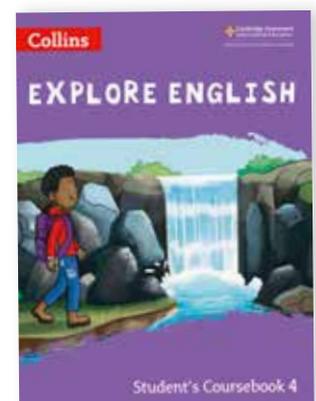
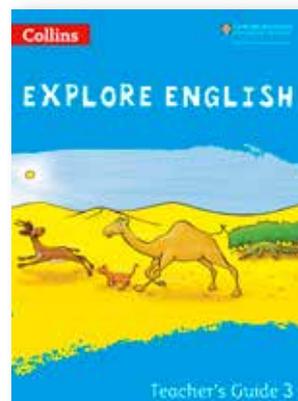
Student's Resource Books

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



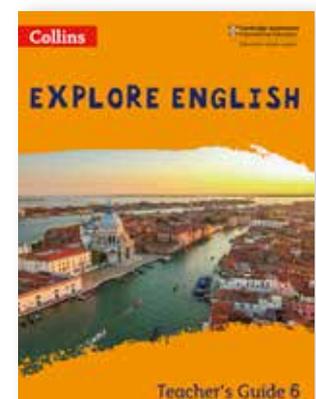
Student's Coursebooks

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



Teacher's Guides

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



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

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

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

Dreaming of dolphins

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

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



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

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

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

18 Unit 3 Week 2



Important facts about dolphins

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



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

Why must we look after the sea?

Unit 3 Week 2 19

Sample pages from Student's Resource Book 3

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

| Resource Books | ISBN |
|-----------------|-------------------|
| Resource Book 1 | 978-0-00-834087-2 |
| Resource Book 2 | 978-0-00-836911-8 |
| Resource Book 3 | 978-0-00-836912-5 |
| Resource Book 4 | 978-0-00-836913-2 |
| Resource Book 5 | 978-0-00-836914-9 |
| Resource Book 6 | 978-0-00-836915-6 |
| Coursebooks | ISBN |
| Coursebook 1 | 978-0-00-836916-3 |
| Coursebook 2 | 978-0-00-836917-0 |
| Coursebook 3 | 978-0-00-836918-7 |

| Coursebook 4 | 978-0-00-836919-4 |
|-------------------|-------------------|
| Coursebook 5 | 978-0-00-836920-0 |
| Coursebook 6 | 978-0-00-836921-7 |
| Teacher's Guides | ISBN |
| Teacher's Guide 1 | 978-0-00-836922-4 |
| Teacher's Guide 2 | 978-0-00-836923-1 |
| Teacher's Guide 3 | 978-0-00-836924-8 |
| Teacher's Guide 4 | 978-0-00-836925-5 |
| Teacher's Guide 5 | 978-0-00-836926-2 |
| Teacher's Guide 6 | 978-0-00-836927-9 |

Contact us for a full list of eBook and digital resources, ISBNs and pricing at collins.international@harpercollins.co.uk



Digital resources and Adaptive Practice available for this course on the Collins Hub. See pages 144-145 for more information.

New

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

Collins 1000 English Words

New CEFR Level: A1-A2
Age 6+ **Audio**

Author: Rebecca Adlard

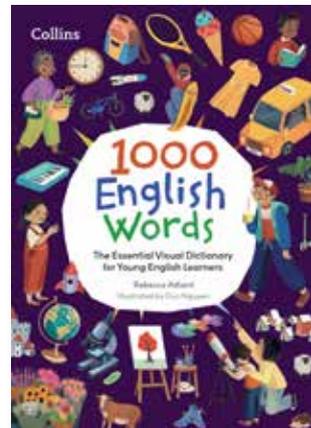
Unlock a world of 1000 words through the power of vibrant illustration

This series bring words to life and makes learning vocabulary fun whilst consolidating essential vocabulary skills, establishing a strong foundation in English language learning.

Visual Dictionary

Boost speaking, listening and reading skills with beautifully illustrated topic-based scenes.

- Introduce the most useful and frequent vocabulary for learners of this age group
- Questions on every page help learners engage with the vocabulary and topics
- Improve listening skills and pronunciation with audio of key words from the book, available to download online

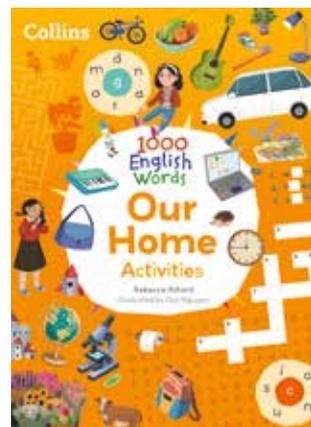
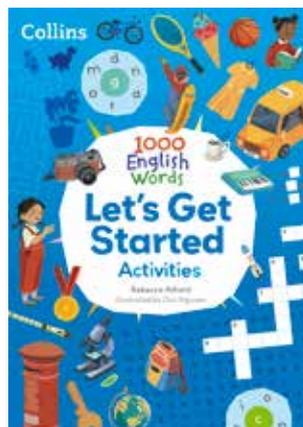


Cover not final

Activity Books

Six Activity Books, each covering a core theme from the Visual Dictionary, can be used as a series alongside the dictionary or on their own.

- Consolidate vocabulary and have fun with words through puzzles, word games, fun facts and stories
- Full-colour photos and varied illustrations in an easy layout appeal to all types of learners
- Suitable as reading and writing practice in class or for self-study



Covers not final

The garden at night

| | |
|-----------|--------------|
| bat | to point |
| blanket | pond |
| bush | shed |
| fire | space rocket |
| ladder | star |
| to look | telescope |
| moon | torch |
| planet | wall |
| plant pot | to yawn |

What other things can you find in a garden?

Our home 33

Sample pages from Activity Book, not final



| ISBN | |
|--------------------------|-------------------|
| Visual Dictionary | 978-0-00-875633-8 |
| Activity Book 1 | 978-0-00-875634-5 |
| Activity Book 2 | 978-0-00-875635-2 |
| Activity Book 3 | 978-0-00-875636-9 |
| Activity Book 4 | 978-0-00-875637-6 |
| Activity Book 5 | 978-0-00-875638-3 |
| Activity Book 6 | 978-0-00-875639-0 |





Collins
**peapod
readers**

CEFR Level:
Pre A1-A1

eBooks

Series Editor: Rebecca Adlard

The perfect start to a child's journey into learning English.

This series of 200 illustrated readers encourages children to explore a range of fun and familiar themes across fiction and non-fiction, allowing them to develop their English vocabulary and key language skills.

Fifty of these readers are based around the lives of two loveable siblings Ivy and Mack. These stories follow their child-centred view of the world forming the heart of the Peapod Readers series.

All readers include:

- Before and after reading activities introducing key terms and aid retelling of story
- Alignment with the Cambridge English Qualifications: Pre-A1 Starters and A1 Movers
- Downloadable audio and reading guides for extra support



For more information visit
collins.co.uk/PeapodReaders

First English Words

Encourage a love of learning English through fun, engaging activities and beautiful illustrations.

Authors: Karen Jamieson, Niki Joseph and Hans Mol

First English Words is a beautifully illustrated, award-winning vocabulary acquisition programme for young learners of English. It is packed full of fun and useful everyday vocabulary.

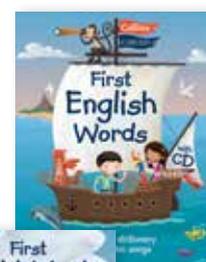
- The Picture Dictionary comes with audio songs to help children learn English through play
- The Activity Books contain simple pre-reading and pre-writing tasks and can be used with the Picture Dictionary or on their own

HRH THE DUKE OF
EDINBURGH ESU
ENGLISH LANGUAGE
BOOK AWARDS 2012

Best entry for young readers

Age 3-7

eBooks



| | ISBN |
|---|-------------------|
| First English Words (picture dictionary with songs) | 978-0-00-743157-1 |
| First English Words Activity Book 1 | 978-0-00-752313-9 |
| First English Words Activity Book 2 | 978-0-00-752312-2 |
| First English Words Teacher's Book | 978-0-00-753600-9 |

Find out more at
collins.co.uk/FirstEnglishWords



Cambridge English Qualifications: Pre A1 Starters, A1 Movers, A2 Flyers

CEFR Level:
Pre A1–A2

AS

Audio

Authors: Anna Osborn and Barbara Mackay

Help young learners have a positive first experience preparing for an English test

Each book includes:

- Three complete practice tests suitable for those preparing to take the Cambridge English: Starters, Movers and Flyers examinations
- Fully updated to match the new test specifications (from 2018)
- Ideas for fun activities, to help motivate and prepare young learners for test day (available online)
- Audio for the Listening papers, with recordings by young native English speakers included, plus model answers for the Speaking papers (available online)
- Answer key and audioscripts included in the online Teacher's and Parent's Guides, with information on the test available online at collins.co.uk/cambridgeyounglearners



| | ISBN |
|------------------------|-------------------|
| Pre A1 Starters | 978-0-00-827486-3 |
| A1 Movers | 978-0-00-827487-0 |
| A2 Flyers | 978-0-00-827488-7 |

Ultimate Guide to A2 Key for Schools and B1 Preliminary for Schools

New

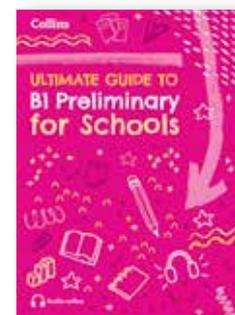
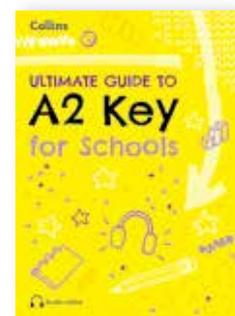
CEFR Level:
A2–B1

AS

Author: Rebecca Adlard

Build students' confidence and skills to succeed in their exams with these ultimate guides, packed with practical advice and targeted practice.

- Master exam techniques with step-by-step guidance on how to approach each question
- Strengthen Reading, Writing, Listening and Speaking skills through focused practice
- Clarify expectations with worked examples and annotated answers
- Boost exam readiness with quick-fire questions to consolidate skills
- Maximise success with top tips and key information



Covers not final

| | ISBN |
|-----------------------|-------------------|
| A2 Key | 978-0-00-877406-6 |
| B1 Preliminary | 978-0-00-877407-3 |

Cambridge English Qualifications: A2 Key and B1 Preliminary for Schools

CEFR Level:
A2-B1

AS Audio

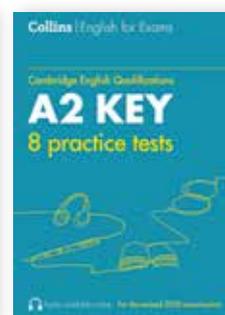
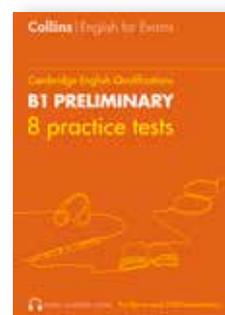
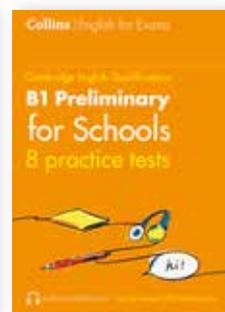
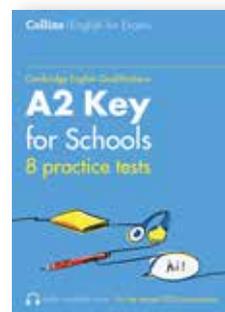
Updated to reflect the new exam specification introduced in January 2020, these resources offer all the practice learners need for a top score.

Practice Tests for A2 Key for Schools and B1 Preliminary for Schools

Authors: Sarah Jane Lewis, Patrick McMahon and Peter Travis

These practice tests are suitable for learners preparing to take the Cambridge English A2 Key for Schools and B1 Preliminary for Schools qualifications. Also available for A2 Key and B1 Preliminary qualifications.

- Sample answer sheets from Cambridge English are included
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries
- Downloadable audio and audio scripts for the Listening and Speaking papers



| | ISBN |
|--|-------------------|
| Practice Tests for A2 Key for Schools (Vol. 1) | 978-0-00-836755-8 |
| Practice Tests for A2 Key for Schools (Vol. 2) | 978-0-00-848416-3 |
| Practice Tests for A2 Key | 978-0-00-836749-7 |
| Practice Tests for B1 Preliminary for Schools (Vol. 1) | 978-0-00-836754-1 |
| Practice Tests for B1 Preliminary for Schools (Vol. 2) | 978-0-00-848417-0 |
| Practice Tests for B1 Preliminary | 978-0-00-836748-0 |

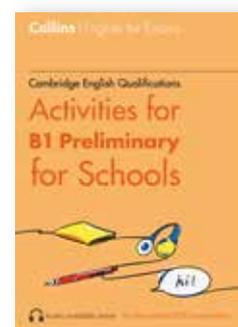
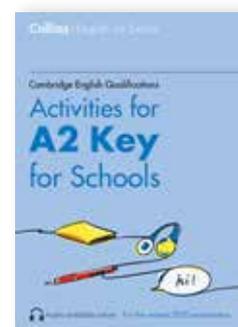
Activities for A2 Key for Schools and B1 Preliminary for Schools

Author: Rebecca Adlard

Fun activities to build students' skills and vocabulary giving learners the confidence to succeed in the Cambridge English A2 Key for Schools and B1 Preliminary for Schools qualifications.

- Features topics and vocabulary taken from the official 2020 Cambridge Vocabulary List
- Exercises cover Vocabulary, Spelling, Grammar and the four skills: Reading, Writing, Listening and Speaking
- Accompanying free downloadable audio for the Listening and Speaking exercises aid pronunciation

| | ISBN |
|---|-------------------|
| Activities for A2 Key for Schools | 978-0-00-846116-4 |
| Activities for B1 Preliminary for Schools | 978-0-00-846117-1 |



Collins International Primary Science (2nd Edition) (0097)

CIE

Age 5–11

AS

eBooks

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

Series Editor: Karen Morrison

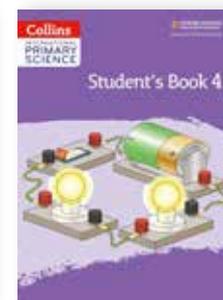
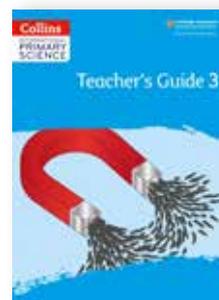
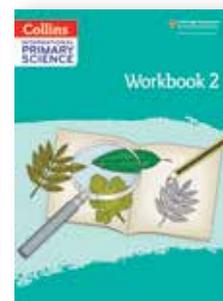
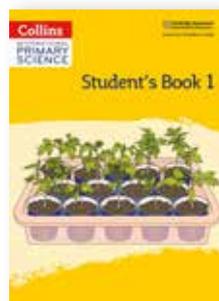
Authors: Tracey Baxter, Sunetra Berry, Pat Dower, Helen Harden, Pauline Hannigan, Anita Loughrey, Fiona MacGregor, Emily Miller, Jonathan Miller, Karen Morrison, Daphne Paizee, Anne Pilling, Pete Robinson, Phillipa Skillicorn and Tracy Wiles

Spark scientific curiosity from a young age with this six-level course through an enquiry-based approach and active learning.

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

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

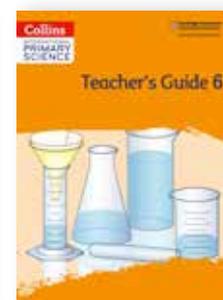
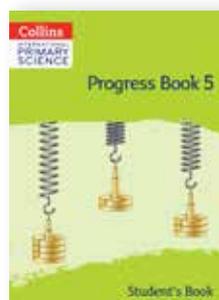


Workbooks

- 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



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 make learning science fun and interactive

Collins
hub

Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

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

Build Science vocabulary with key words 'post-its'

Active learning underpins all aspects of teaching within the resources

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.

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?

Key words

- Earth
- water
- waste
- save

DO NOT WASTE WATER

SLOW THE FLOW

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.

Photo-rich spreads show science in real-life contexts

Topic summary for concise synopsis and continuous learning

Sample pages from Student's Book 1

Student's Books ISBN

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

Workbooks ISBN

| | |
|-------------------|-------------------|
| Workbook 1 | 978-0-00-836893-7 |
| Workbook 2 | 978-0-00-836894-4 |
| Workbook 3 | 978-0-00-836895-1 |
| Workbook 4 | 978-0-00-836896-8 |
| Workbook 5 | 978-0-00-836897-5 |
| Workbook 6 | 978-0-00-836898-2 |

Teacher's Guides ISBN

| | |
|--------------------------|-------------------|
| Teacher's Guide 1 | 978-0-00-836899-9 |
| Teacher's Guide 2 | 978-0-00-836900-2 |
| Teacher's Guide 3 | 978-0-00-836901-9 |
| Teacher's Guide 4 | 978-0-00-836902-6 |

Teacher's Guide 5 978-0-00-836903-3

Teacher's Guide 6 978-0-00-836904-0

Progress Books

Student's Books ISBN

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|-------------------------|-------------------|
| Student's Book 1 | 978-0-00-865485-6 |
| Student's Book 2 | 978-0-00-865486-3 |
| Student's Book 3 | 978-0-00-865487-0 |
| Student's Book 4 | 978-0-00-865488-7 |
| Student's Book 5 | 978-0-00-865489-4 |
| Student's Book 6 | 978-0-00-865490-0 |

Teacher Packs ISBN

| | |
|-----------------------|-------------------|
| Teacher Pack 1 | 978-0-00-865237-1 |
| Teacher Pack 2 | 978-0-00-865238-8 |
| Teacher Pack 3 | 978-0-00-865239-5 |
| Teacher Pack 4 | 978-0-00-865240-1 |
| Teacher Pack 5 | 978-0-00-865241-8 |
| Teacher Pack 6 | 978-0-00-865242-5 |

Contact us for a full list of eBook and digital resources, ISBNs and pricing at collins.international@harcollins.co.uk

Snap Science



Age 4-11

AS

eBooks

Series Editor: Jane Turner

Teach outstanding science with an evidence-informed, best-practice approach created by experts.

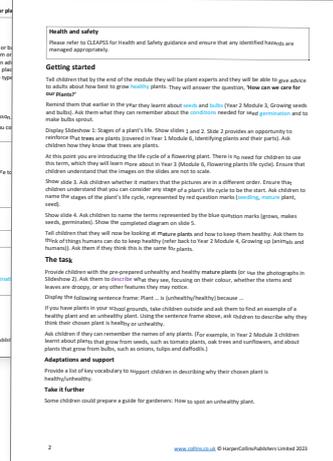
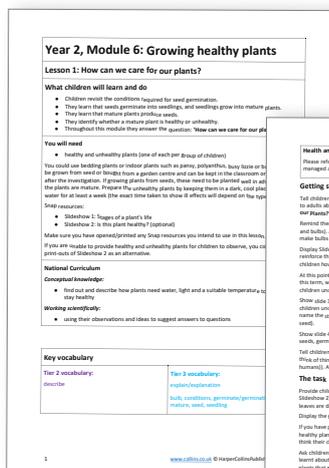
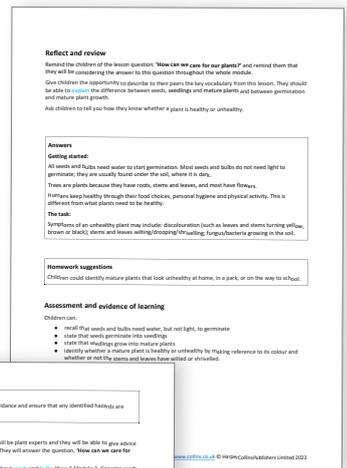
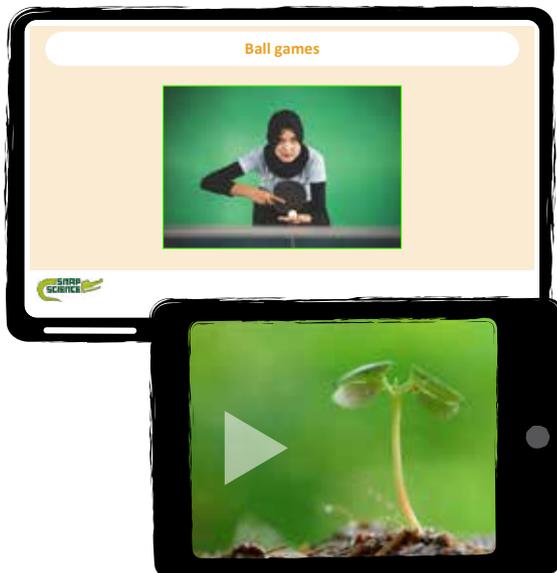
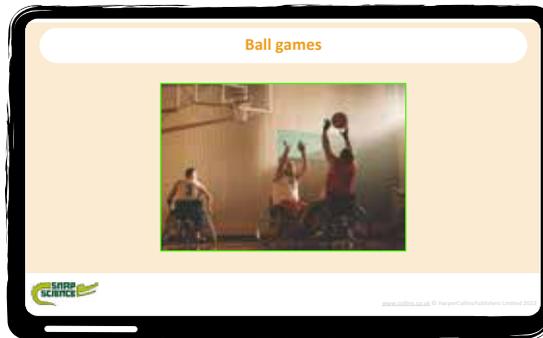
Snap Science is an award-winning science programme that provides everything you need to teach outstanding science and is simple to implement across your whole school. The second edition means it is now better than ever!

The programme is shaped by an informed understanding of the purpose and value of Primary Science, aiming for every child to engage with a coherent progression of the scientific skills and concepts specified in the UK National Curriculum.

- ✓ A coherent and connected curriculum is broken down into clear steps, with a focus on acquiring and applying essential knowledge and skills
- ✓ Clearly mapped progression ensures that conceptual and disciplinary knowledge build through the Primary years
- ✓ It is explicit about what children need to know and remember at each stage to ensure secure progression in their science learning
- ✓ Clear, editable lesson plans allow you to deliver content effectively tailored to the needs of your class
- ✓ Packed with practical activities, using a range of high-quality resources to ensure every lesson is rich, lively, and engaging

The digital subscription, now available on the Collins Hub, provides access to a wealth of digital resources including:

- Editable lesson plans
- Slideshows
- Videos
- Resource sheets
- Tailored animations
- Interactive activities
- Updated planning and assessment



Pupil Workbooks and Teacher's Guides

Print Workbooks and Teacher's Guides follow the teaching sequence of the **Snap Science 2nd edition** scheme to ensure progression and can be used alongside the digital subscription.

They include:

- Step-by-step guidance for practical activities
- Scientific vocabulary to improve understanding and application
- Age-appropriate subject knowledge
- Enrichment activities for home learning



WHAT TO EXPECT

Access clear progression -

lessons build on previous learning and each lesson is clear on what pupils will learn. Clear guidance is provided for teachers to identify whether learning intentions have been met with further guidance on making summative judgements against National Curriculum expectations. Snap Science also includes expertly planned explicit teaching of vocabulary to support substantive and disciplinary knowledge acquisition.

Ensure full curriculum coverage in a manageable number of lessons -

easier timetabling with 6 modules per year planned so that the science is taught regularly and logically, with each National Curriculum statement broken into a series of steps.

Ensure all pupils can see themselves reflected in science lessons -

all lessons and activities have been reviewed with representation and inclusion at the forefront.

Review, track and record every child's progress

with formative assessment built into every lesson, clear guidance for making summative assessment judgements at the end of each module, and a straightforward system for tracking children's progress.

Teach science that's relevant for today's pupils

with sustainability and environmentalism integrated throughout. Recent scientific developments and current scientists are also featured.

Improve all teachers' confidence to teach science

when planning lessons with accessible, teacher subject knowledge in every module and CPD for subject leaders to use to share current research, ensuring a consistent approach to science teaching and learning across the whole school.

To find out more visit collins.co.uk/snapscience

Contact us for a full list of components and pricing at collins.international@harpercollins.co.uk

Collins International Primary Global Perspectives™ (0838)

CIE

Age 5-11

eBooks

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

Series Editor: Nick Coates

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

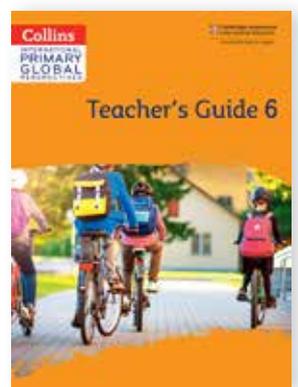
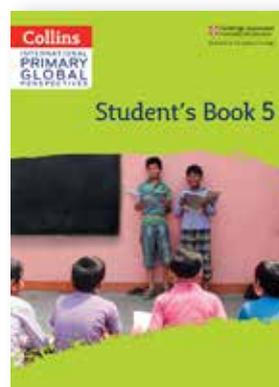
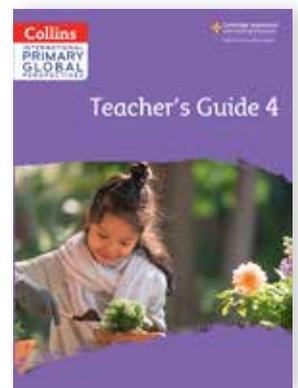
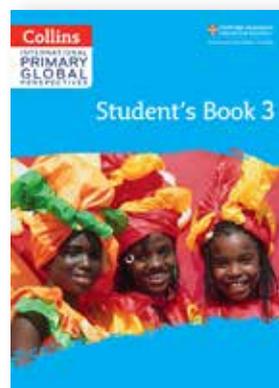
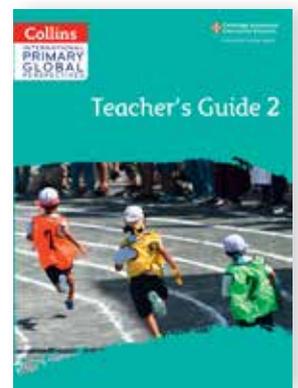
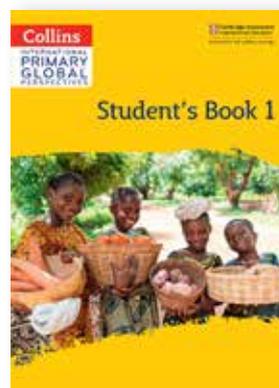
A six-level course that builds students' Global Perspectives skills through practical exploration and investigates issues relating to the topics within their school, family, surroundings and culture.

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



Lessons start with an enquiry question

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

Key terms and language help understand topic and start conversations

1.1 What do you think about printing?

- ✓ Evaluation
- ✓ Analysis
- ✓ Research

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



2 Read the message from Himari. Does she have a positive or negative opinion about printing? How do you know?

Positive ✓ Negative ✗



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

Key term

opinion: what a person thinks about something

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



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

2

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

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



Useful language

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

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

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

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

Talking point

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

Before you go

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

3

Sample pages from **Student's Book 3**

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

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| Teacher's Guide 6 | 978-0-00-854985-5 |

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Collins Primary History

Age 5-11

eBooks

Authors: Sue Temple and Alf Wilkinson

Support a broad and balanced curriculum.

This series provides a rich coverage of the Primary National Curriculum for England and Wales for History.

Packed with information, source materials, questions and activities, the beautifully designed Pupil Books encourage children to explore, interpret and develop knowledge of significant historical periods.

The series covers the following topics:

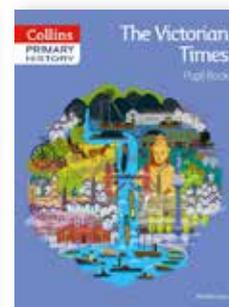
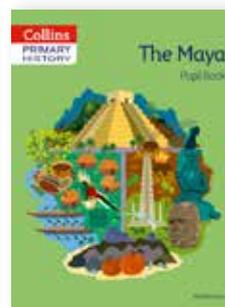
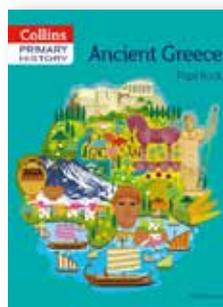
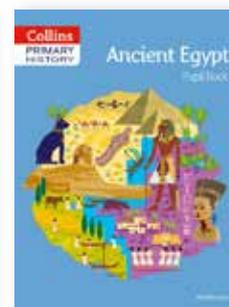
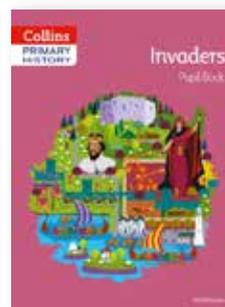
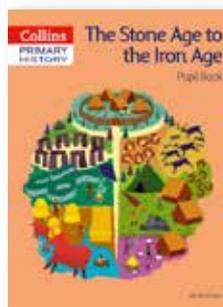
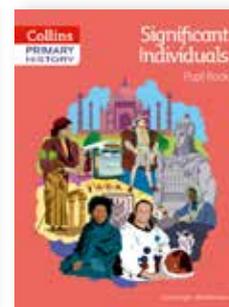
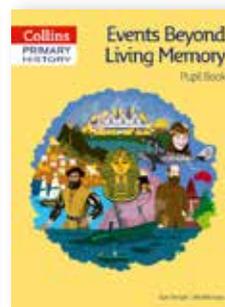
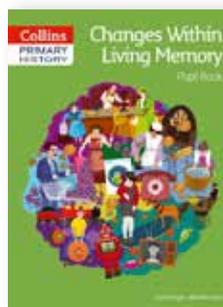
Lower Primary:

- ✓ Changes Within Living Memory
- ✓ Events Beyond Living Memory
- ✓ Significant Individuals

Upper Primary:

- ✓ The Stone Age to the Iron Age
- ✓ Invaders
- ✓ Ancient Egypt
- ✓ Ancient Greece
- ✓ The Maya
- ✓ The Victorian Times

The accompanying Teacher's Guide covers all the books and provides planning support and guidance on making progress in History.



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| Events Beyond Living Memory Pupil Book | 978-0-00-831079-0 |
| Significant Individuals Pupil Book | 978-0-00-831080-6 |
| Stone Age to the Iron Age Pupil Book | 978-0-00-831081-3 |
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| Ancient Egypt Pupil Book | 978-0-00-831083-7 |
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Collins Primary Geography (4th Edition)

Age 5–11

eBooks

Authors: Colin Bridge, Fiona Macgregor, Daphne Paizee and Stephen Scoffham

Support a broad and balanced curriculum. Equip learners with the skills they need to think geographically and gain a deeper understanding of the world around them.

This series covers a balanced range of topics within physical and human geography and offers coverage of the UK's Primary National Curriculum for Geography.

Pupil Books

- Provide learners with knowledge about the world at a local and global scale
- Introduce subject-specific vocabulary and geographical skills, with discussion and investigation activities to increase locational awareness and engagement

Workbooks

- Provide additional activities for practice, consolidation and extension of key concepts and skills
- Write-in format can be used to provide evidence of learning

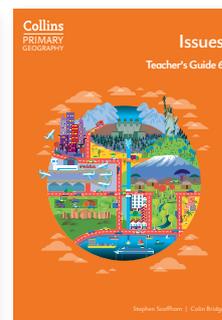
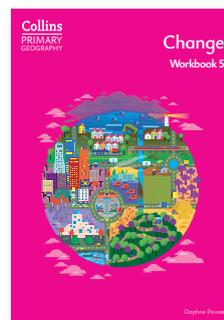
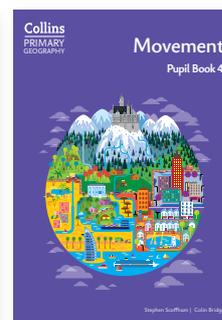
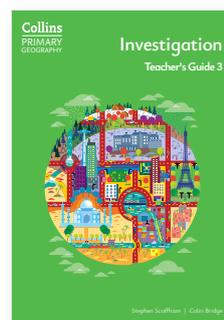
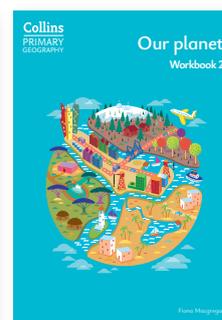
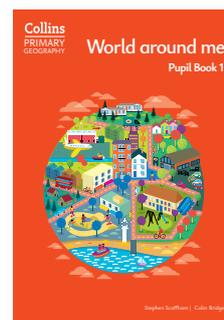
Teacher's Guides

- Guidance provided on differentiation and progression, assessment and planning locality studies
- Lesson-by-lesson notes for each unit of the Pupil Book and Workbook, with worksheets to enhance teaching and learning
- Digital resources to use with the Teacher's Guide include slideshows and downloadable versions of the lesson plans and worksheets are available to purchase on the Collins Hub



Books 1 and 2 for Lower Primary introduce key topics with original stories to help learners retain knowledge and understand key vocabulary. Simple tasks, photographs and illustrations extend the experience to stimulate children's interest and develop skills.

Books 3–6 for Upper Primary use an extensive range of evidence to stimulate children's interest and develop geographical skills, including photographs, maps, satellite images, charts, diagrams and case studies from around the world.



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Primary School Atlases

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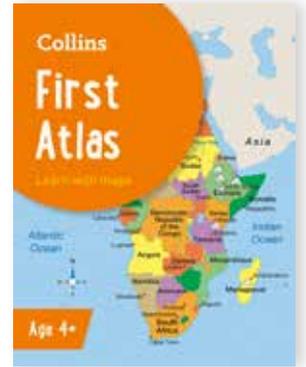
Collins First Atlas is a fun, vibrant and clear starter atlas for children aged 4–7 years, providing the perfect foundation to basic geography skills.

- Simple, colourful maps with clear labelling gently introduce children to geographical vocabulary
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- Teacher notes are included for each map

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Collins First Atlas (4th ed.) 978-0-00-871649-3

Collins First Atlas (3rd ed.) 978-0-00-848593-1

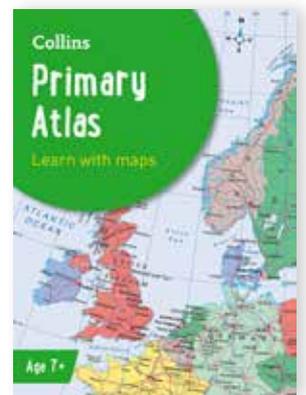


Collins Primary Atlas (8th Edition)

Age 7+

This new, fully up-to-date edition includes information on map reading skills, the meaning of scale and measuring distances, and is ideal for classroom use or home learning.

- Develops map-reading skills and builds understanding of the meaning of scale and measuring distances
- Introduces pupils to facts and diagrams about the longest rivers, largest cities, highest mountains and more
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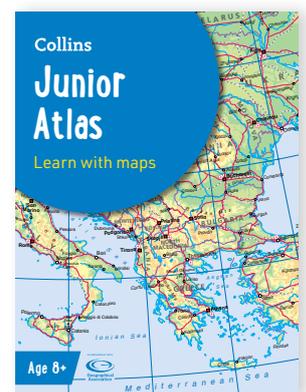
Fully revised and updated, this is an ideal world reference atlas for young primary school geographers aged 8–11.

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Collins Junior Atlas (7th ed.) 978-0-00-879430-9

Collins Junior Atlas (6th ed.) 978-0-00-855646-4



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Age 4-7

- This colourfully illustrated pictorial map takes children on a journey of discovery around the countries of the world

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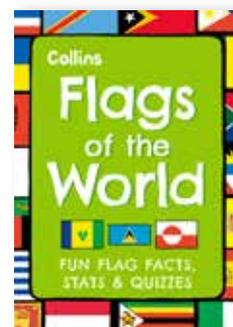
Collins Children's World Map 978-0-00-831979-3

Flags of the World: Fun Flag Facts, Stats & Quizzes

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Discover the design and colours of every single country flag – and learn lots of fascinating facts and stats about continents, countries, and capitals along the way.

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- Encourage learners' curiosity and challenge them with flag-tastic quizzes



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Flags of the World 978-0-00-866351-3

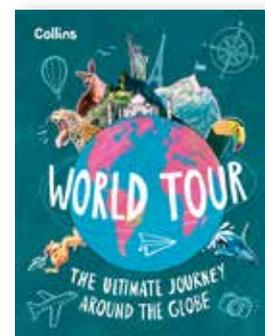
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PSHE for healthier, happier children

Series Editor: Victoria Pugh

Authors: Victoria Pugh, Kate Daniels and Karen Thomson

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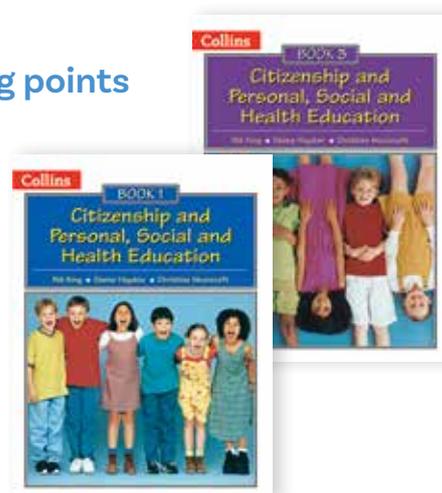
Citizenship & PSHE

Age 7-11

Authors: Pat King, Deena Haydon and Christine Moorcroft

Cover the Citizenship curriculum using real-life starting points children can relate to.

Help your pupils to become informed, active, responsible citizens and provide them with the skills they need to live happy and independent lives.



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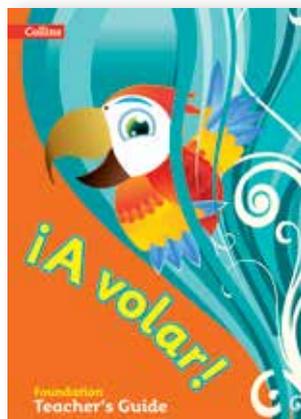
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¡A Volar!

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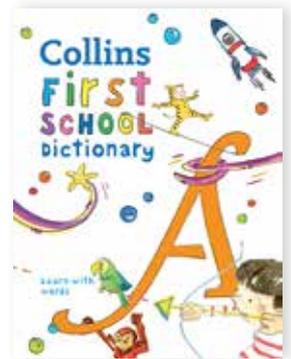
Collins First School Dictionary

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- The perfect dictionary for starting school
- Examples and illustrations given to clarify meaning
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- Support for spelling, grammar and punctuation

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Collins First French and Spanish Dictionaries

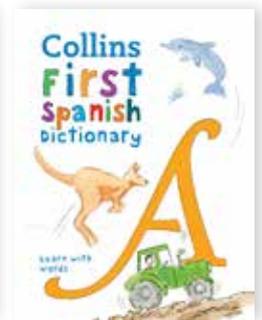
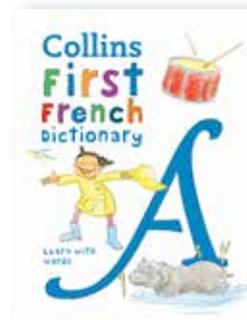
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Collins First Spanish Dictionary 978-0-00-831272-5



Collins Primary French and Spanish Dictionaries

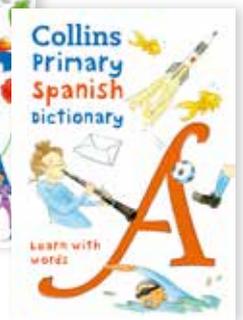
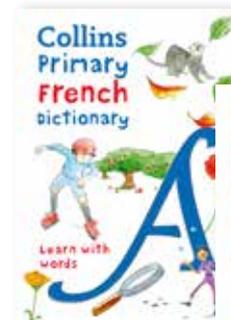
Age 7+

- Easy-to-use, vibrant, colourful dictionaries provide detailed coverage of core French and Spanish vocabulary
- Themed pages, fun and quirky illustrations with simple examples help children to remember words and translations
- Additional information provided on French and Spanish life and culture

ISBN

Collins Primary French Dictionary 978-0-00-831270-1

Collins Primary Spanish Dictionary 978-0-00-831269-5



A French Word a Day: 365 words for curious minds

New

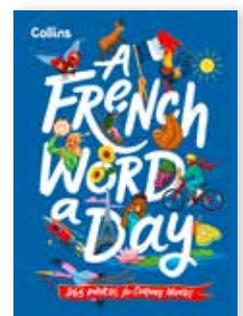
Age 7+

A year's worth of fun French words, including ones that reflect the changing seasons, celebrate French culture and link to the date or month on which they appear.

- Examples include *les feux d'artifice* (fireworks) on Bastille Day and *le fromager* (cheesemaker) on National Cheese Day
- Explanations for each word, their origins and pronunciations

ISBN

A French Word a Day 978-0-00-867227-0



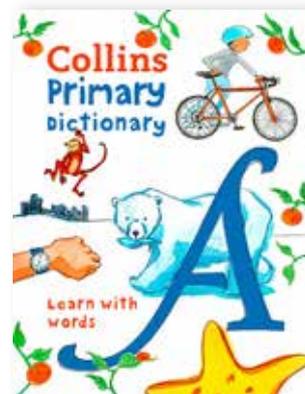
Collins Primary Dictionary

Age 7+

- Beautiful colour illustrations and photographs
- Fully up-to-date headword list
- Full sentence definitions and child-friendly examples
- Revised and updated Word Wizard supplement offering support with grammar, punctuation and spelling
- Earth and Space supplement offering information on the Solar System, the Earth, the Moon, and the world's continents, mountains, rivers, oceans and flags

ISBN

Collins Primary Dictionary 978-0-00-820678-9



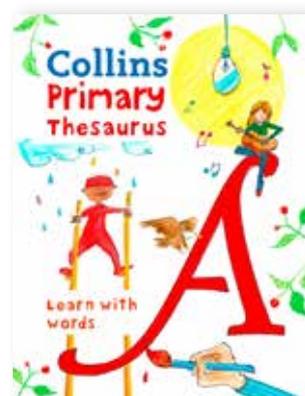
Collins Primary Thesaurus

Age 7+

- Full definitions for every entry and sample sentences for each synonym to help improve your child's vocabulary
- Words to use in all types of writing, from fiction to non-fiction, plus advice on particular writing styles
- Word power boxes for in-depth examination of special language features
- Usage tips for extra help with using the word

ISBN

Collins Primary Thesaurus 978-0-00-822205-5



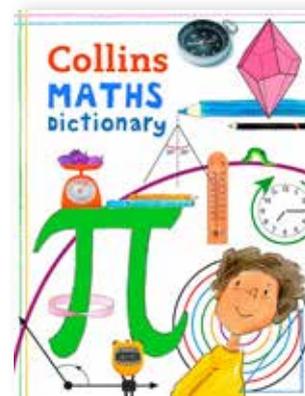
Collins Maths Dictionary

Age 7+

- Contains full coverage of maths terminology
- Gives clear explanations of the key maths terms that pupils need
- Makes clear links to show how maths is used in real-life contexts
- Incorporates appealing illustrations and colourful diagrams to help with understanding
- Includes extensive supplements which illustrate related mathematical concepts and vocabulary

ISBN

Collins Maths Dictionary 978-0-00-821237-7



A Word a Day: 365 words for curious minds

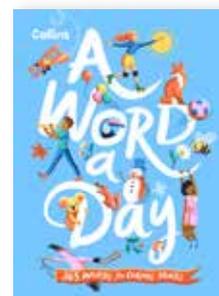
Age 7+

A year's worth of intriguing words, including ones that reflect the changing seasons and link to the date or month on which they appear.

- Examples include *suffragette* on International Women's Day and *rewild* on Earth Day
- Explanations for each word, their origins and pronunciations

ISBN

A Word a Day: 365 Words for Curious Minds 978-0-00-854584-0



Collins Easy Learning

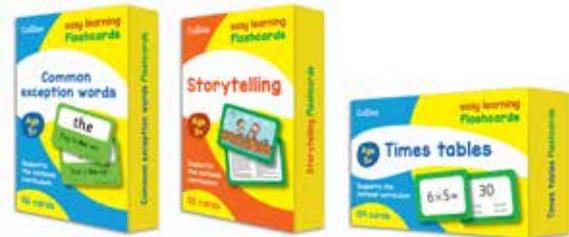
New titles Age 3-11

Provide parents with reassurance whilst supporting their child's learning at home.

- Help boost confidence and develop good learning habits for life
- Colourful, motivating activities make learning fun
- Helpful tips and answers are included so that parents can support their child's learning

Flashcards

Packed with colourful pictures and words, these educational flashcards are a fun and easy way to learn! They help children recognise letters, numbers and first words and build their confidence at home.



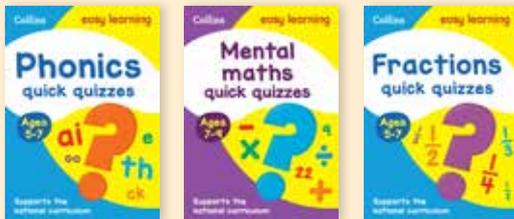
Wipe-clean Books

Children are introduced to writing letters and numbers using these fun and engaging wipe-clean activity books. They will learn to hold a pen correctly and build up letter and number skills with activities they can do over and over again.



Quick Quizzes

Fun and engaging quizzes test children's English and maths skills with motivating colour charts on every page to encourage children to complete the questions.



Activity Books

Engaging activity books help boost children's confidence at every stage of their learning.



Maths and English Activity Books

Activity books to really help children practise important skills learned at school and boost progress at every stage of their learning.



Bumper Books

Combining practice with engaging, colourful illustrations, these bumper books help to boost children's confidence and support learning at home.

See order form at collins.co.uk/intcatalogues for the full list of titles available

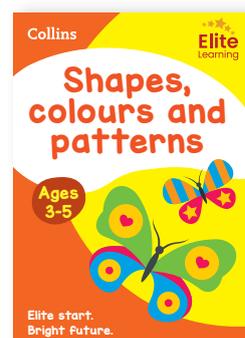
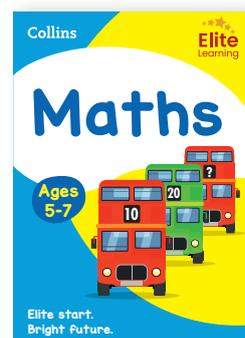
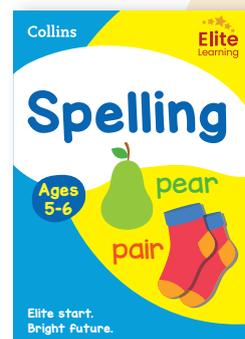
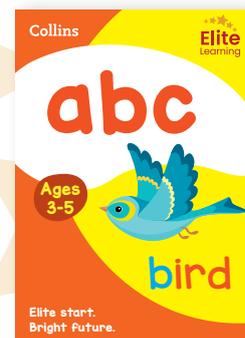


Elite start. Bright future.

Prepare your child for academic success in primary school and beyond. Based on a best-selling UK range, this series is fully in line with the national curriculum and provides parents worldwide with reassurance to support their child's independent learning.

- Developed by expert educators using proven learning methods
- Enable children to master key concepts and skills with confidence through practice and boost progress at every stage of their learning
- Carefully graded activities build skills progressively
- Colourful, engaging pages keep children motivated and focused

New series Age 3-7



Toys

- Look at all the toys below. Say all the ones you know.
- Circle any new words.

- Cross X out the one that is not a toy.

As you come across a word that is new to your child, extend vocabulary alongside understanding of the new word. You can look up videos online, for example, to watch an airship flying or someone roller-skating. You may find your child has seen the object before but calls an airship, a balloon, or a marionette, a puppet.

Adding -er and -est

Adding -er or -est to a word changes its meaning.
tall → taller → tallest

There are some rules you need to remember when adding -er or -est.

| | | |
|--|--|------------------------|
| Words that end in e | Just add r or st. | close + r = closer |
| Words that end in y | Change the y to an i before you add er or est. | close + st = closest |
| Words in which the second to last letter is a single vowel | Double the last letter before you add er or est. | dusty + er = dustier |
| | | dusty + est = dustiest |
| | | big + er = bigger |
| | | big + est = biggest |

- Add -er and -est to each of these words. Complete the table.

| | -er | -est |
|--------|-----|------|
| cold | | |
| hot | | |
| sleepy | | |
- Write your own sentence using the words below. The first one has been done for you.

fast, faster, fastest. *Earl is fast, Vijay is faster but Saul is the fastest.*

naughty, naughtier, naughtiest _____

Sample pages from Activity Books

| Collins Elite Learning | ISBN | Collins Elite Learning | ISBN |
|----------------------------------|-------------------|---------------------------------------|-------------------|
| Abc Ages 3-5 | 978-0-00-877501-8 | Vocabulary Ages 5-7 | 978-0-00-877517-9 |
| Comprehension Ages 5-7 | 978-0-00-877512-4 | Writing Workbook Ages 3-5 | 978-0-00-877502-5 |
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| Grammar And Punctuation Ages 5-7 | 978-0-00-877513-1 | Fractions Ages 5-7 | 978-0-00-877520-9 |
| Handwriting Ages 5-7 | 978-0-00-877516-2 | Maths Age 5-7 | 978-0-00-877511-7 |
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| Spelling Ages 5-6 | 978-0-00-877514-8 | Problem Solving & Reasoning Ages 5-7 | 978-0-00-877518-6 |
| Spelling Ages 6-7 | 978-0-00-877515-5 | Shapes, Colours And Patterns Ages 3-5 | 978-0-00-877508-7 |
| Vocabulary Ages 3-5 | 978-0-00-877504-9 | Telling The Time Ages 5-7 | 978-0-00-877519-3 |

Happy Handwriting

Age 4-11

Series Editor: Dr Jane Medwell

Authors: Stephanie Austwick, Annabel Gray and Chris Witney

A whole-school handwriting course that supports children in becoming confident, fluent writers.

The course consists of practice books, teacher guides, printable posters and interactive whiteboard slides containing letter formation animations, providing a clear plan for frequent and discrete direct teaching.

- Write-in Practice Books contain short, focused activities
- Teacher's Guides content is presented as grid-based lesson plans for quick reference
- Downloadable resource and home-practice sheets provide additional practice opportunities



| Practice Books | ISBN |
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| Foundation Practice Book | 978-0-00-848579-5 |
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| Practice Book 2 | 978-0-00-848581-8 |
| Practice Book 3 | 978-0-00-848582-5 |
| Practice Book 4 | 978-0-00-848583-2 |
| Practice Book 5 | 978-0-00-848584-9 |
| Practice Book 6 | 978-0-00-848585-6 |

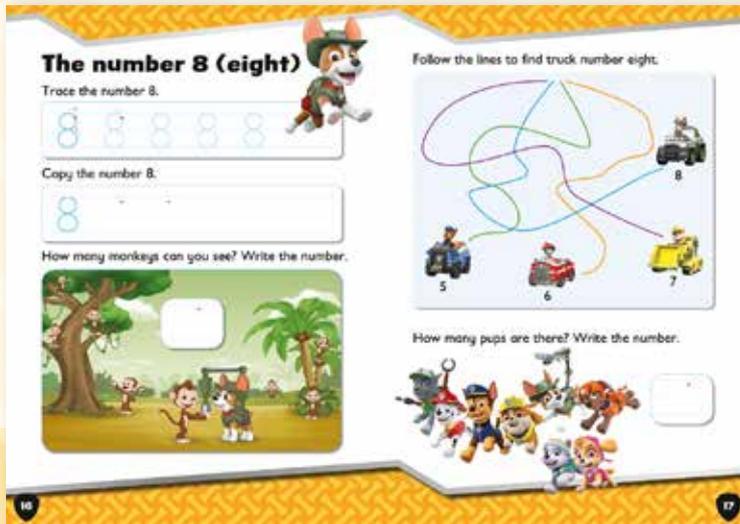
| Teacher's Guides | ISBN |
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| Teacher's Guide 5 | 978-0-00-848577-1 |
| Teacher's Guide 6 | 978-0-00-848578-8 |

PAW Patrol Activity Books

Age 3+

Introduce children to key school skills with loveable pups.

Get ready for school with the PAW Patrol! Children can learn maths, English and more with these beloved PAW Patrol characters.



Sample pages from **First Numbers**

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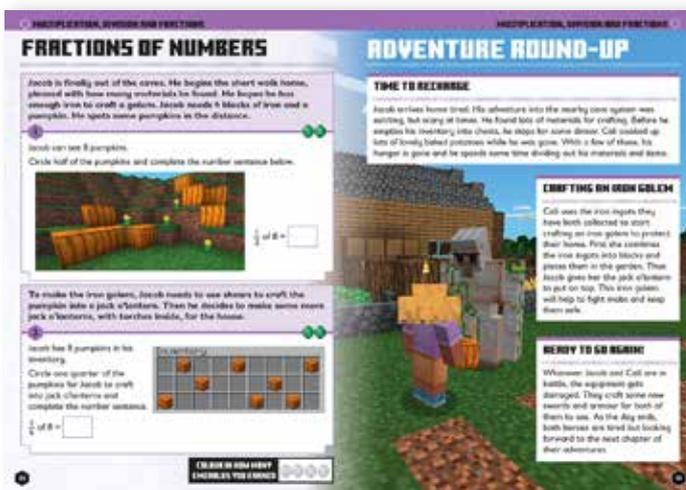
Minecraft English and Maths Workbooks

Age 5-11

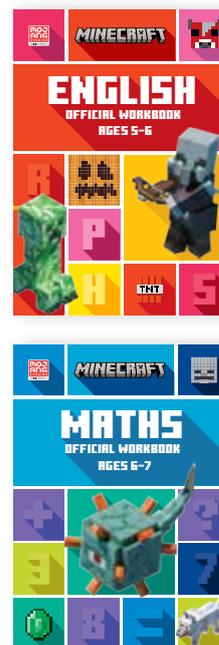
Embark on a Minecraft learning adventure.

These write-in practice workbooks use the Minecraft game as a mechanism for practising the key English and maths skills at Primary level.

Children can use their maths and English skills to complete missions and earn rewards.



Sample pages from **Minecraft Maths Workbook Ages 5-6**



For full list of titles available see online order form at collins.co.uk/intcatalogues

Minecraft STEM Workbooks

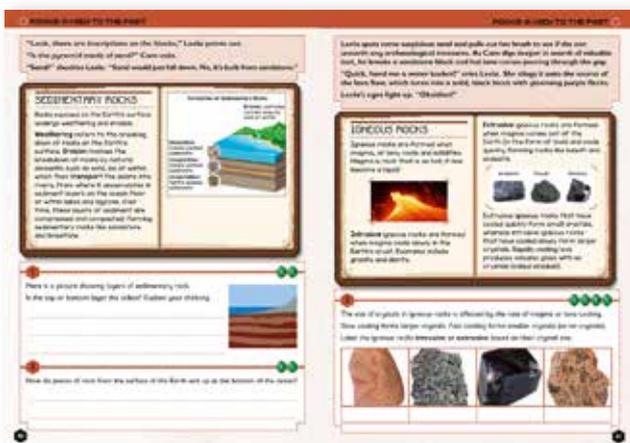
Age 7-11

Embark on a series of Minecraft adventures learning about STEM topics along the way.

The only official Minecraft write-in workbooks for Primary level that includes content matched to the UK national curriculum.

Workbooks available for:

- Computing and Coding
- Design and Technology
- Science and Environment
- Engineering and Mechanics



Minecraft STEM Workbooks

ISBN

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| Computing and Coding Workbook | 978-0-00-865425-2 |
| Engineering and Mechanics Workbook | 978-0-00-865422-1 |
| Science and Environment Workbook | 978-0-00-865423-8 |
| Design and Technology Workbook | 978-0-00-865424-5 |

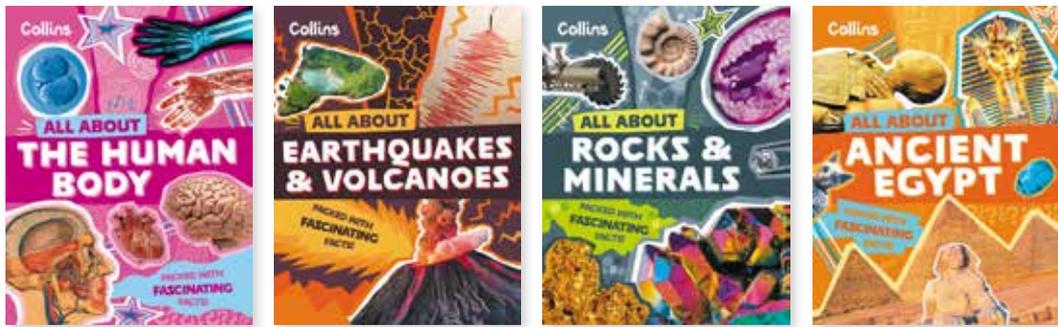
All About

New series

Age 7+

All About is a fun-filled fact series that offers engaging and educational books for kids who love learning about different topics.

- Packed with fascinating information, super stats, phenomenal photos and Q&As with real-life experts
- With vibrant, eye-catching designs and child-friendly content, these books are ideal for supporting school projects, homework help or for fun!



ECOSYSTEMS

Everything on Earth exists within an ecosystem. This is a kind of community where living things like plants and animals interact with each other and other elements of their environment, such as air, water and soil.

All kinds of ecosystem

Different parts of the planet have different ecosystems. They all have different characteristics and are home to different plants and animals.

A desert ecosystem is characterised by low rainfall, and is home to plants like cactuses and animals like scorpions and camels.

scorpion

A forest ecosystem might be characterised by reduced sunlight, and is home to trees and shrubs, and animals such as deer and birds.

deer

A marine ecosystem is in salt water, such as a sea or ocean. Here, there might be seaweed, fish, coral reefs and marine mammals.

Food chains and food webs

Every animal in every ecosystem is part of a food chain, which is a way of describing who eats what. Food chains usually start with plants, known as producers, because they make their own food. The next level are primary consumers – herbivores that eat the plants. Then come the secondary consumers – the carnivores that eat the herbivores. For example:

grass → rabbit → fox

Of course, there is always more than one animal that eats other animals, so food chains can be connected in food webs.

red fox

FASCINATING FACT

The animals at the top of the food chain in any ecosystem are called apex predators – no other animal hunts them. Crocs, lions, wolves and polar bears are examples of apex predators. Can you think of any others?

grey wolf

Sample pages from All About Animals

| All About | ISBN |
|------------------|-------------------|
| Animals | 978-0-00-873753-5 |
| Science | 978-0-00-873754-2 |
| Space | 978-0-00-873755-9 |
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| All About | ISBN |
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Ideal for improving confidence in key skills for assessment.

New titles

Age 4–11

Using a repeated practice method that is proven to work, this book helps to improve performance in tests and assessments. Workbooks available for maths, English, reading comprehension, spelling, handwriting and phonics.

- Questions for every topic organised into three levels of increasing difficulty
- Progress tests throughout the book for ongoing assessment and for SATs
- Pull-out answer section included



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Collins SATs Resources

Age 4–11

Help pupils improve their SATs performance.

SATs Practice Books

Improve pupils' self-assurance in test-taking by using realistic SATs-style questions.

SATs Question Books

Boost children's test-taking confidence by using the realistic SATs-style questions.

SATs Practice Papers

Includes two full sets of realistic practice papers in the style of the actual test.

SATs 10-Minute Tests

Ace KS1 Maths and English SATs with just 10 minutes' practice at a time.

SATs Question Cards

With **72 cards** in the handy pack, you can practise key skills anywhere, any time.

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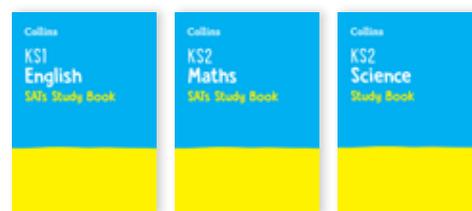


Collins SATs Study Books & Practice Workbooks

Using a repeated practice method that is proven to work.

Age 4–11

- Quick tests to check understanding
- Practice questions organised into three levels of increasing difficulty
- Review questions later in the book
- Mixed practice questions at the end of the book
- Free downloadable flashcards for use in the classroom and at home



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Collins International Primary Music (0068)

CIE

Age 5-11

eBooks

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

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

The course consists of 6 Student's Books, 6 Teacher's Guides and a digital subscription on the Collins Hub per level and together provide 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 on classroom instruments, 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



UNIT 1 I'VE GOT RHYTHM

Lesson 1 Khashabah

Perform Perform the Khashabah Rhythm Conversation.
Group A uses vocal syllables. Group B uses body percussion.

Remember: Group B builds the rhythm gradually.

down: tap chest **tek:** clap **to - ka:** tap alternate knees

| | one cycle | | | | | |
|----------------------------------|-----------|-----|-----|-----|-----|-----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Group A 2 cycles | down | tek | tek | tek | tek | to - ka to - ka |
| Both 2 cycles | down | tek | tek | tek | tek | to - ka to - ka |
| Both 2 cycles | down | tek | tek | tek | tek | to - ka to - ka |
| Group B 1 cycle | down | tek | tek | tek | tek | to - ka to - ka |
| Group B Both play 2 cycles | down | tek | tek | tek | tek | to - ka to - ka |
| Group B then A | down | tek | tek | tek | tek | to - ka to - ka |
| Group A then B | down | tek | tek | tek | tek | to - ka to - ka |
| Group A 1 cycle | down | tek | tek | tek | tek | to - ka to - ka |
| Group B 1 cycle | down | tek | tek | tek | tek | to - ka to - ka |
| Both | down | | | | | |

Reflect What went well in your performance? What would you like to improve?

Think about:

- rhythmic accuracy
- balance between the parts
- keeping a strong pulse
- knowing when to start and stop
- how confident you felt

Deepen learning with write-in activities for each lesson

Log responses offering opportunity to reflect

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

Sample page from **Student's Book 2**

Teacher's Guides

- Detailed lesson plans support specialist and non-specialist teachers from a range of backgrounds
- Unit overviews, 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

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

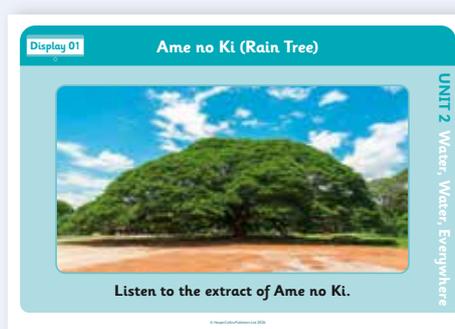
Answers to questions are integrated for quick reference in brackets

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

Sample pages from **Teacher's Guide 2**

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



| | ISBN |
|-------------------------|-------------------|
| Student's Book 1 | 978-0-00-865407-8 |
| Student's Book 2 | 978-0-00-865408-5 |
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| Teacher's Guide 3 | 978-0-00-865403-0 |
| 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 |

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MUSIC EXPRESS

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Fully resourced
Primary music scheme

Age 4-11

eBooks

Includes SEND
support notes and
technology ideas

No music
reading required

Authors: Helen MacGregor, Maureen Hanke, Stephen Chadwick, Ian Lawrence, Sue Nicholls and Matthew Holmes

Packed full of topic-based, cross-curricular activities, *Music Express* is the perfect resource for anyone teaching the Primary curriculum.

The print books are the ideal solution for peripatetic and Primary teachers who aren't looking for a whole-school scheme.

See order form for full list of titles available



Music Express Online is the whole-school solution to delivering the music curriculum at Primary level, available on the Collins Hub.

- Updated SEND support notes help to diversify musical activities to be inclusive of every child's needs
- Backing tracks and performance tracks with synchronised lyric display
- Easy-to-use materials to support teachers with little or no musical experience
- A Song Bank with hundreds of songs suitable for all ages and abilities
- A wealth of activities specially designed for Early Years practitioners

Email collins.international@harpercollins.co.uk to request a free, no-obligation trial

Collins Primary Music Early Years Foundation Stage

Age 3-5

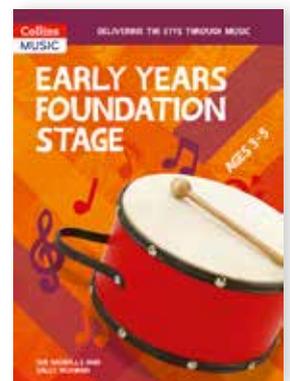
Authors: Sue Nicholls and Sally Hickman

Child-centric, holistic and flexible resource which supports Early Years practitioners to deliver the 2021 reformed statutory framework – through music!

This resource presents 12 'starting points' stemming from children's interests with songs, chants, listening music, images, videos and stories to engage and inspire exploration.

There are traditional tunes with new lyrics relating to the themes covered as well as brand new songs, chants and music from around the world and across a range of traditions.

A wealth of additional support includes planning and assessment guidance, templates, imagery, vocabulary, background information, notation for music specialists and related reading and songs.



ISBN

Collins Primary Music – Early Years Foundation Stage 978-0-00-844765-6

Singing Subjects

Sing to learn while you learn to sing!

Suitable for non-specialist teachers

No music reading required

Age 3–11

A wide range of cross-curricular singing resources to help pupils consolidate key subject concepts and core skills through music. Bring a fun dimension to teaching phonics, English, maths and modern languages.

For full list of ISBNs, see order form



GET SET!

The critically acclaimed **Get Set! Tutor Books** cover the key elements of musical learning and are packed with tunes and ideas to support and inspire young musicians. The **Get Set! Pieces Books** follow and supplement the tutor books and include beautiful illustrations, activities and engaging pieces of music.

Get Set! Piano Christmas Crackers contains over 30 carols for the beginner pianist, featuring a range of techniques and quizzes to support musical development from the very first lessons to Grade 2.

My First Piano introduces young children to the piano through fun activities, rhymes, songs and pieces, followed by **My First Piano Pieces, Puzzles and Activities**.

Find out more at collins.co.uk/GetSetPiano

Age 5–11



Magic

Transform your group instrumental lessons.

Recorder Magic

Recorder Magic is an acclaimed recorder method for beginners at four levels, with fresh new tunes and performance opportunities right from the start. Perfect for specialist and generalist teachers alike.

Ukulele Magic

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Keyboard Magic

This fun and approachable method introduces the keyboard through enjoyable step-by-step activities and performance pieces. Suitable for group or individual lessons.

CDs of performance and backing tracks also available

Perfect for whole-class teaching

Age 5–11



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Listen & Celebrate

Authors: Nathan Holder and Helen MacGregor

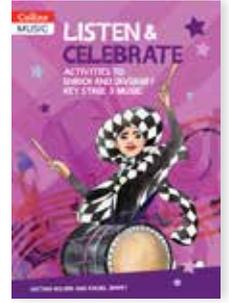
Listen & Celebrate introduces students to a selection of pieces from a range of time periods, countries and styles, celebrating the people who wrote the music and offering an immersive experience through active listening and composing activities.

Features:

- Background information to provide context and inspire
- Active listening activities
- Composing activities
- Beautifully illustrated whiteboard displays



Age 5-14



ISBN

Primary Listen & Celebrate 978-0-00-853156-0

KS3 Listen and Celebrate 978-0-00-862093-6

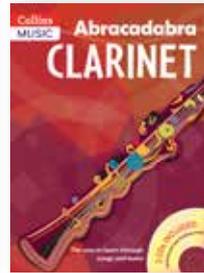
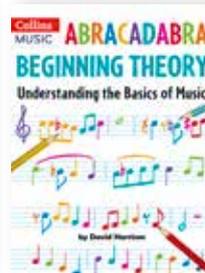
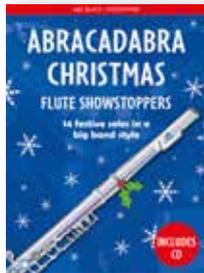
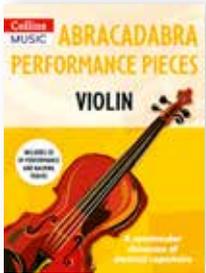
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The trusted instrumental range for woodwind, brass, strings and music theory.

The **Abacadabra** approach to learning through songs and tunes has set countless beginners on a clear path of progress and enjoyment with their chosen instrument.



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How to Teach Music – Music & Neurodiversity

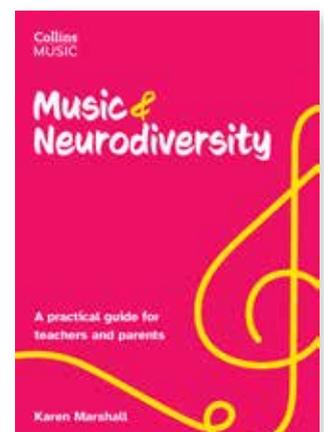
New

A practical guide for teachers and parents

Prepare neurodivergent music students to succeed, with practical advice for teachers and parents on how to make the learning partnership positive as well as first-hand accounts discussing real-life challenges and how they have been overcome.

ISBN

Music & Neurodiversity 978-0-00-875687-1



How to Teach Music

Handbooks of practical ideas to aid, inspire and invigorate practitioners. These books are invaluable dip-in resources for both specialist and non-specialist music teachers.

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Creative ideas that tackle everything from singing, creating tunes and using music technology through to classroom management and putting on performances.

How to Teach Secondary Music

Fresh ideas to support every aspect of music teaching in secondary schools – from lesson planning, behaviour management and recordings through to ensembles, music tours and examinations.

How to Teach Instrumental & Singing Lessons

Ideas you can apply to any instrument, on how to tackle everything from scales, sight-reading and performance anxiety to group teaching, special needs and business practicalities.

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Concise ideas tackling everything from repertoire, pedagogy and assessment to instrument maintenance, safeguarding and classroom management.

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Fresh and inspiring ways to invigorate composition in the classroom and beyond, from starters and plenaries, inspiration and project ideas to composition techniques, technology and assessment.



See order form at collins.co.uk/intcatalogues for a full list of *How to Teach Music*

Primary Music Leader's Handbook

Author: Dr Elizabeth Stafford

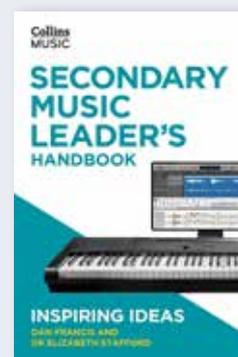
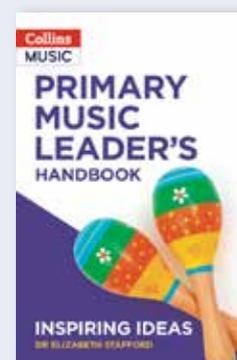
Secondary Music Leader's Handbook

New

Authors: Dan Francis and Dr Elizabeth Stafford

Guide, support and encourage teachers to deliver the best music provision

These handbooks are an essential resource for music subject leaders in Primary and Secondary settings. They support teachers to develop all aspects of music at school, including curriculum design, assessment, extra-curricular activities, and how to best interact with the Senior Leadership Team and other teaching colleagues.



ISBN

| | |
|--|-------------------|
| Primary Music Leader's Handbook | 978-0-00-851878-3 |
| Secondary Music Leader's Handbook | 978-0-00-875983-4 |

Create Your Own...

Author: Becky Goddard-Hill

Provides fun and practical tips to help children build a kind, happy and calm mindset.

- Full of simple, practical ideas to help boost confidence
- Fun activities that can be done on their own or with others

Age 7+



Age 4+

ISBN

Create Your Own Happy 978-0-00-830121-7

Create Your Own Calm 978-0-00-836758-9

Create Your Own Kindness 978-0-00-843958-3

How I Feel

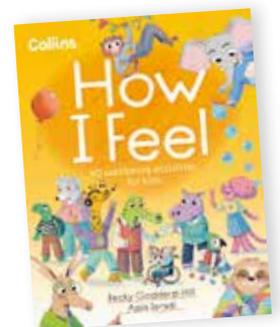
Author: Becky Goddard-Hill

Help young children to understand and talk about their feelings with this beautifully illustrated book of activities.

Sometimes it can be hard for children to know exactly how they feel. Talking about feelings makes them easier to understand and helps them choose how to react to them. Full of fun, simple activities designed to give you and young learners the tools to cope with a whole range of different emotions.

ISBN

How I Feel 978-0-00-864997-5



Being You: Poems of Positivity

Author: Daniel Thompson

Powerful poems for positive thinking!

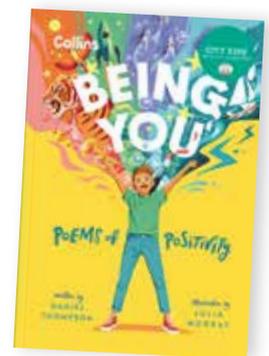
This collection of 50 poems will inspire confidence and courage, helping children to overcome worries and spread kindness.

2023 City Kids Green Awards Winner

Age 7+

ISBN

Being You 978-0-00-858133-6



All of Me: A Poem for Every Emotion

Author: Daniel Thompson

Empowering poems for all emotions

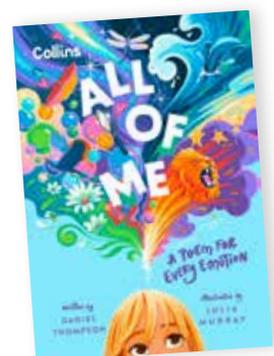
With poems on joy and jealousy, curiosity and confidence, embarrassment and excitement, and everything in between, this collection of 50 poems will help children to understand their feelings and embrace them all.

New

Age 7+

ISBN

All of Me 978-0-00-872674-4



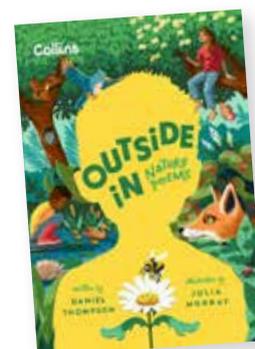
Outside In: Nature Poems

Age 7+

Author: Daniel Thompson

Inspiring poems to connect with nature!

Spark a love of nature and let the outside in with this collection of 50 poems. With topics on the seasons, senses, wildlife and the joys of the weather.



ISBN

Outside In: Nature Poems 978-0-00-866025-3

Be Happy, Confident, Resilient Be You

Age 11+

Author: Becky Goddard-Hill

Give teens the tools to build confidence, cope with life's challenges and boost happiness.

These positive and insightful guides offer lots of ideas to try from creating an anxiety toolkit, to planning a digital detox and meditating, plus learn the science behind why they work.



ISBN

Be Happy Be You - The Teenage Guide 978-0-00-836756-5

Be Confident Be You - The Teenage Guide 978-0-00-854520-8

Be Resilient Be You - The Teenage Guide 978-0-00-870157-4

The Teenage Guide to Digital Wellbeing

Age 11+

Author: Tanya Goodwin

Finding the balance between the digital and the real world.

This guide inspires teens to set their devices aside and start living in the here and now. Packed with positive prompts, inspiring quotes and hands-on activities to encourage healthy habits around screen use.



ISBN

The Teenage Guide to Digital Wellbeing 978-0-00-865998-1

Collins Wellbeing Webinars

From 'How to Create Global Citizens' to 'Building Emotional intelligence in the Classroom', check out a series of webinars ideal for teachers to navigate how to support wellbeing in the classroom.



Scan QR code to view

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

Series Editors: Kate Daniels and Victoria Pugh

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 emotional resilience.

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
- This series offers a Student's Book for each stage of Primary and Lower Secondary

Teacher's Guides

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

| Student's Books | ISBN |
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| 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 |
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| Student's Book 8 | 978-0-00-864527-4 |
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| Teacher's Guides | ISBN |
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| Teacher's Guide 1-3 | 978-0-00-864517-5 |
| Teacher's Guide 4-6 | 978-0-00-864621-2 |
| Teacher's Guide 7-9 | 978-0-00-864525-0 |

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



Regular opportunities to reflect on learning

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

Unit 1.1 How do I feel?



What do you know?

- What can you see in the picture?
- Can you tick the emojis that show feelings you have felt at some time?

In this unit, you will:

- Create emotion stones.
- Think of ways to help a friend when they are experiencing big emotions.
- Explore what empathy means.

1

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

because

2

Sample pages from **Student's Book 8**

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

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?

58

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.



59

Sample pages from **Student's Book 8**

Collins International Primary and Lower Secondary Computing (0052/0072/0860/0082)

CIE

Age 5-14

eBooks

Authors: Rebecca Franks, Dr Tracy Gardner, Laura Sach and Liz Smart

Offer a robust, computing-specific pedagogical approach enhanced by real-world applications, with a key focus on unplugged learning, culturally responsive teaching and project-based activities.

Organised around six themes relating to computing and digital literacy – *Our digital world; Content creation; Create with code; How computers work; Connect the world; The power of data.*

Student's Books

- Develop students' computing and digital literacy skills through fun, practical and relatable projects, using a rich variety of sources with an international focus
- Includes the latest hardware and software information, additionally exploring Artificial Intelligence, and empowers students to navigate the online world safely by equipping them with crucial digital safety skills
- Regular opportunities for discussion, group work, investigation and design encourage active learning throughout, including *unplugged learning* to explore concepts and foster computational thinking skills

Workbooks

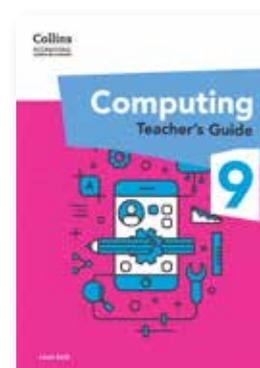
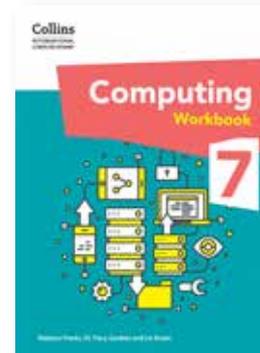
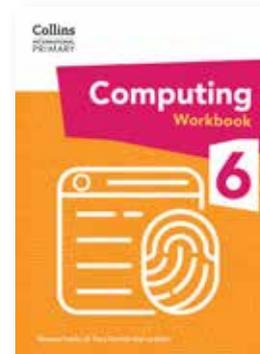
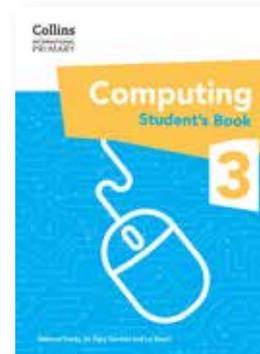
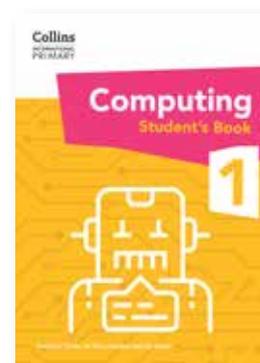
- Designed to be used alongside the Student's Book following the same topics and unit structure, clearly signalled activities provide further practice and extension material
- Fun and varied exercises develop and reinforce key computing skills, computational thinking principles like abstraction and decomposition skills, as well as programming and data literacy
- Ample opportunities for students to self-evaluate and reflect on progress, supporting their own metacognition and providing evidence for teacher assessment

Teacher's Guides

- Built around an internationally sound pedagogy, this teaching framework uses a project-based approach with real-life contexts and culturally responsive examples
- Detailed lesson plans, key computing pedagogies summaries and references to further reading provide valuable support for non-specialists and develop teachers' own practice
- Downloadable and editable files, as well as worksheets, source files and mapping grids support effective planning

About the Authors

Written by an all-female team of experts with a breadth of computing experience across industry, education and research. Their culturally responsive approach provides teachers with an accessible and inclusive learning experience for all ages and inspires greater participation and tech career pathways for all.



Chapter 1.3 Interview a guest

What do you already know?

- A robot is a digital device that performs a useful task on its own.
- A robot may be able to move or talk.
- Robots can help humans with tasks.

Key terms

- **interview** – a discussion with a person, where you ask questions to find things out

Designing a robot

End of chapter project:

Design a robot to help someone who works at your school.

Your project is to design a robot to help someone with an everyday task. You will ask a person questions to find out how to help them. Asking questions for a purpose is called an **interview**.

Here is an example of an interview.



Discuss: 7. How do school meals work in our school?

Plan the interview

You will interview a person about their job. Your questions will help you understand their job.

Discuss: 8. What questions could you ask the person about the job they do every day at school?



Your teacher will write down your ideas for your class interview.

The interview

Now it is time for the interview! Your teacher will introduce a guest. You will take turns asking the questions from your class list of questions.

Workbook Pages 5 and 6: Complete Task A, 'The interview'.

Discuss: 9. What did you learn from the interview with your guest? Were there any surprises?

Reflect: What have you learned about asking questions and listening to other people?

Sample pages from **Student's Book 1**

Chapter 1.3 Applications of AI

What do we already know?

- Artificial intelligence (AI) is a simulation of human intelligence within computer systems.
- AI is used within common productivity software such as predictive text.
- Trolling is deliberately unhelpful behaviour in an online community.
- Scratch is a program that allows you to create your own apps.

Key terms

- **Artificial general intelligence** – Future computer systems that might be able to perform any task in a human-like way
- **Voice assistant** – AI system that can perform useful actions in response to voice commands
- **Recommendation system** – Computer system that makes predictions on content that a user would like, using AI
- **Image recognition** – Identification of objects in images by computer systems using AI

What is AI?

Artificial intelligence (AI) is a simulation of human intelligence within computer systems.



Figure 1.1 Using artificial intelligence

AI usually refers to computer systems that have been designed to perform a specific set of tasks. The term **artificial general intelligence** describes future computer systems that might be able to perform any task in a human-like way.

Discuss 4

Some people use the term artificial intelligence when they mean artificial general intelligence. What is the difference?



Figure 1.2 Artificial general intelligence

Applications of AI

AI is used in many computer systems in modern life. You might have experienced the use of AI in a **voice assistant** that can answer questions or play music for you.

- Voice assistant:** 
- Recommendation system:** 
- Facial recognition:** 
- Self-driving car:** 

AI is used to make recommendations on entertainment platforms. This is known as a **recommendation system**. AI is also used in games to make the characters you play against act in a smart way and challenge you, or to make them show appropriate emotions and behaviour. Some robots and machines use AI to help them to do things such as cleaning your house or even driving cars.

Workbook page 5: Complete Task A, 'AI definitions'

AI and image recognition

AI is widely used for **image recognition**. AI image recognition systems can accurately identify and classify objects in images, enabling various applications including:

- facial recognition for computer login or auto tagging people on social media
- identifying physical objects such as plants or products
- self-driving cars recognising obstacles
- analysing medical images.



Project: Train a machine learning model to work with a game designed in Scratch

Sample pages from **Student's Book 7**

Collins International Computing series provides in-depth coverage of the Cambridge curriculum frameworks for Primary and Lower Secondary Computing (0059/0860) and Primary and Lower Secondary Digital Literacy (0072/0082), as well as the UK national curriculum for Computing at primary and secondary level.

See order form at collins.co.uk/intcatalogues for a full list of titles and pricing

Cambridge Lower Secondary Maths (2nd Edition) (0862)

CIE

Age 11–14

AS

eBooks

Series Editor: Alastair Duncombe

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

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.

Student's Books

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

Workbooks

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

Teacher's Guides

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

Progress Books

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

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

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.

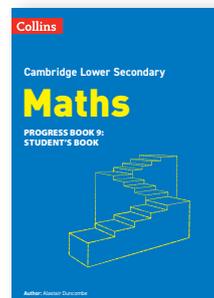
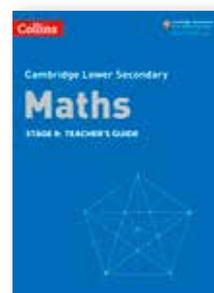
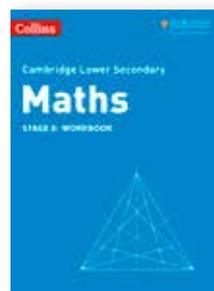
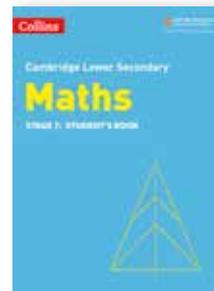
Collins
hub

Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

Adaptive Practice has not gone through the endorsement process for the Cambridge Pathway.

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KS3 Maths Now



Age 11-14

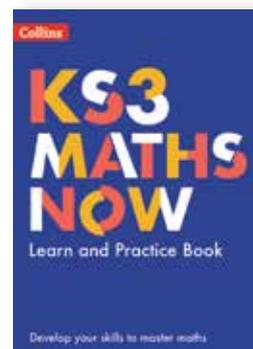
eBooks

Author: Chris Pearce

Support pupils to access Lower Secondary Maths with plenty of tailored practice at the right level. Boost confidence with worked examples and scaffolded practice you can print out.

Designed to offer complete coverage of all aspects of Lower Secondary Maths, **KS3 Maths Now** prepares students for GCSE (9-1) Maths in a hands-on and flexible approach.

- Focus on key concepts explained in lots of clear worked examples
- Build mathematical literacy with key vocabulary on the page
- Help students to think explicitly about their own learning with self-reflection opportunities
- Build confidence with frequent low stakes assessments and topic reviews in the Teacher Handbook



CHAPTER 14 Ratio, proportion and rates of change

14.1

14.1 Introduction to ratio

I can use ratio notation
 I can use ratios to compare quantities
 A ratio is a mathematical way to compare quantities.

Develop fluency

The mass of a lion is 150 kg. The lion is heavier than the cat.
 The mass of a domestic cat is 5 kg. $150 \div 5 = 30$ so the lion is 30 times as heavy as the cat.
 What is the ratio of the mass of the lion to the mass of the cat?
 is 30:1.

1 Theo is making a chain with beads. He uses 20 white beads and 4 black beads. Complete the sentence.
 The ratio of white beads to black beads is ...:1

2 Ade has saved £25 and Bea has saved £100.
 a What is the missing number in this sentence?
 Bea has saved ... times as much as Ade.
 b Work out the ratio of Ade's savings to Bea's savings.
 c Work out the ratio of Bea's savings to Ade's savings.

3 Gary buys 500 g of rice, 250 g of pasta and 125 g of coffee.
 Work out the ratio of:
 a the mass of rice to the mass of pasta b the mass of pasta to the mass of rice
 c the mass of rice to the mass of coffee d the mass of coffee to the mass of pasta.

4 These are the ingredients to make 8 cheese scones.
 Work out the ratio of:
 a the mass of flour to the mass of cheese
 b the mass of cheese to the mass of butter
 c the mass of butter to the mass of flour.

5 To make concrete, a website gives these ingredients.
 Write down these ratios:
 i gravel: cement ii gravel: water
 iii sand: water iv water: cement
 b Kaspar uses three buckets of cement. How many buckets of water does he need?

| | |
|--------|---------------|
| Flour | 200g |
| Butter | 25g |
| Cheese | 100g |
| Eggs | 1 |
| Milk | 2 tablespoons |

| |
|-------------------|
| 6 parts of gravel |
| 5 parts of sand |
| 2 part of cement |
| 1 part of water |

6 The number of pages in a maths book is 25% of the number of pages in a science book. Work out the ratio of the numbers of pages in the two books.

7 a Carl's age is half of Dan's age. b Effie's age is two-thirds of Frank's age. What is the ratio of their ages?

8 This pie chart shows an election result. There are four parties. Work out the ratio of:
 a Union votes to Liberal votes
 b Liberal votes to Democrat votes
 c Democrat votes to Social votes.

9 25% of the spectators at a football match are female. The rest are male. Work out the ratio of males to females.

10 There are 50 men and 200 women at a show. Write the ratio of men to women as simply as possible.

Reason mathematically

Bottled water comes in two sizes, 500 millilitres (ml) and 750 ml. Show that the ratio of the two sizes is 2:3.
 The larger bottle is $\frac{750}{500} = 1\frac{1}{2}$ times bigger than the smaller one.
 $\frac{1\frac{1}{2}}{1} = \frac{3}{2}$
 Imagine each bottle divided into 250 ml sections.
 There are 2 sections in the smaller bottle and 3 sections in the larger bottle.
 So the ratio of the smaller size to the larger size is 2:3.

11 The number of pages in a Michael Morpurgo book is 75% of the number of pages in an Anthony Browne book. Show that the ratio of the number of pages in these two books is 3:4.

12 There are 20 times as many people in India as in the UK. The population of the UK is 60 million. Sarjay says that this means the population of India is 1200 million. Is he correct? Give a reason for your answer.

View sample chapters and Schemes of Work at collins.co.uk/KS3MathsNow

Sample pages from **KS3 Maths Now Learn and Practice Book**

| | |
|---|-------------------|
| ISBN | |
| Learn and Practice Book | 978-0-00-836286-7 |
| Teacher Support and Practice Resource Pack | 978-0-00-858711-6 |
| Teacher Handbook | 978-0-00-836285-0 |
| Complete Digital Download | 978-0-00-838531-6 |

Collins Maths Frameworking (3rd Edition)



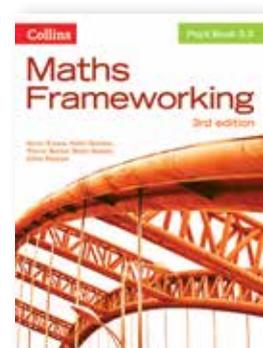
Age 11-14

eBooks

Authors: Kevin Evans, Keith Gordon, Trevor Senior, Brian Speed and Chris Pearce

Enable all students to progress with fully differentiated resources and teach flexibly with resources that work well for both a 2-year and 3-year Key Stage 3.

- Focus on key maths skills, problem-solving and reasoning questions
- Make planning simple with detailed, practical schemes of work for 2-year and 3-year teaching
- Allow students to consolidate and embed their learning with thousands of practice questions and worked examples



For more information on components and pricing, see the order form at collins.co.uk/intcatalogues or go to collins.co.uk/mathsframeworking

White Rose Maths for Key Stage 3



Age 11-14

eBooks

Series Editors: Ian Davies and Caroline Hamilton

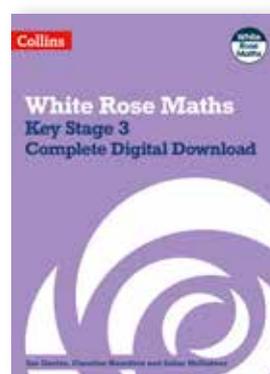
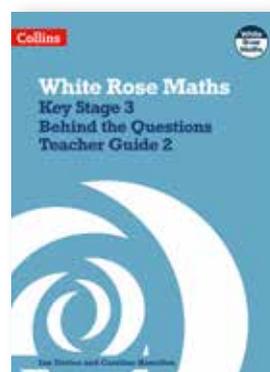
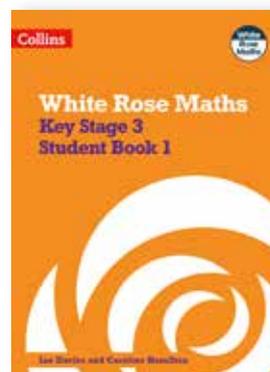
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This course for Lower Secondary level has been carefully planned and sequenced to support students as they progress through Secondary maths. It helps all students to:

- Experience a smooth and successful transition from Primary to Secondary maths
- Master topics with content broken down into small, manageable steps which are interleaved and revisited in other contexts to aid memory and make connections
- Secure conceptual understanding with models and visual representations
- Embed strong mathematical foundations with detailed and clear explanations
- Build fluency, reasoning and problem-solving skills with plenty of practice questions
- Practise purposefully for deep understanding with *What do you think?* tasks

Accompanied by high-quality professional development courses for teachers provided by White Rose Maths.

White Rose MATHS



3 Multiplying and dividing fractions

In this block, I will learn...

- to represent multiplication of fractions
- how to multiply a fraction by an integer
- how to find the product of two fractions
- how to divide an integer by a fraction
- how to divide a fraction by a fraction
- to multiply and divide improper fractions and mixed numbers
- to work with algebraic fractions

3.1 Multiplying fractions by integers

Small steps

- Represent multiplication of fractions
- Multiply a fraction by an integer

Key words

Fraction – a number that compares equal parts of a whole
Integer – a whole number

Are you ready?

- Complete these multiplications:
 12×6 7×9 3×15 11×8 5×26
- What fraction is represented in each diagram?
- Complete these calculations:
 $\frac{1}{2} \times \frac{1}{3}$ $\frac{1}{4} \times \frac{1}{2}$ $\frac{2}{3} \times \frac{1}{5}$ $\frac{1}{5} \times \frac{1}{4}$
- Convert these improper fractions to mixed numbers.
 $\frac{17}{5}$ $\frac{17}{2}$ $\frac{28}{3}$ $\frac{87}{11}$
- Convert these mixed numbers to improper fractions.
 $2\frac{1}{2}$ $6\frac{1}{3}$ $4\frac{1}{4}$ $7\frac{6}{11}$

Models and representations

Bar models

These can be used to represent fractions and multiplication of fractions.

Each bar model represents $\frac{1}{2}$. There are 3 sections shaded altogether, and each section represents one eighth or $3 \times \frac{1}{8} = \frac{3}{8}$.

Number lines

These are useful for showing the relative sizes of fractions and for representing multiplication of fractions.

Using a bar model above a number line can help when converting between improper fractions and mixed numbers.

Sample pages from **Student Book 1**

Student Books

| Student Book | ISBN |
|----------------|-------------------|
| Student Book 1 | 978-0-00-840088-0 |
| Student Book 2 | 978-0-00-840089-7 |
| Student Book 3 | 978-0-00-840090-3 |

Teacher Guides

| Teacher Guide | ISBN |
|--------------------------------------|-------------------|
| Behind the Questions Teacher Guide 1 | 978-0-00-840091-0 |
| Behind the Questions Teacher Guide 2 | 978-0-00-840092-7 |
| Behind the Questions Teacher Guide 3 | 978-0-00-840093-4 |

Digital

| Digital | ISBN |
|---------------------------|-------------------|
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Age 14–16

eBooks

Series Editors: Ian Davies and Caroline Hamilton

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Student Book 1 covers Number, Algebra, and Ratio Proportion and Rates of Change

Student Book 2 covers Geometry, Probability and Statistics

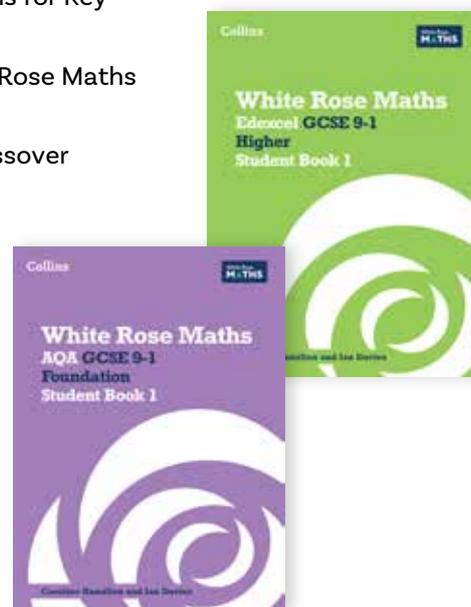
AQA GCSE 9–1 Student Books

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| 978-0-00-866960-7 | Higher Student Book 2 |

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| 978-0-00-866953-9 | Foundation Student Book 1 |
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| 978-0-00-866954-6 | Foundation Student Book 2 |
| 978-0-00-866956-0 | Higher Student Book 2 |

White Rose
MATHS



White Rose Maths GCSE Revision

AQA

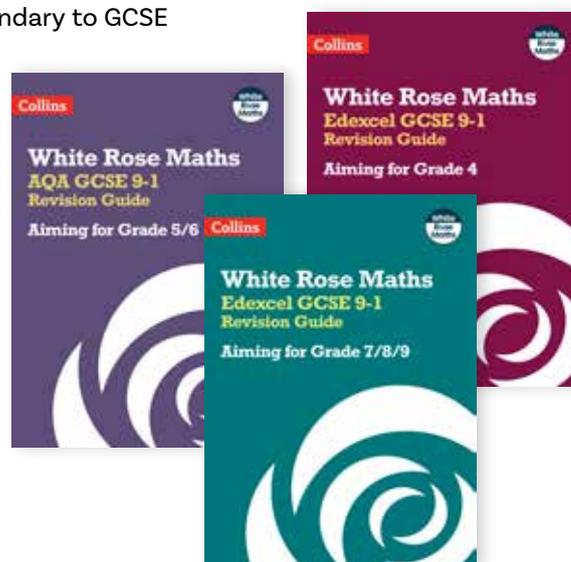
Edexcel

Age 14–16

Deepen understanding of GCSE 9–1 Maths with revision guides that follow the White Rose Maths approach. Available for both Edexcel and AQA.

- Smooth and successful transition of learning from Lower Secondary to GCSE
- Revisit and embed key facts for each topic
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- Secure understanding through models and visual representation
- Plenty of worked examples, practice exam-style questions and commentary to strengthen knowledge

White Rose
MATHS



See order form at
collins.co.uk/intcatalogues for a full list of
White Rose Maths GCSE Revision titles.

Cambridge IGCSE™ Maths

(4th Edition) (0580/0980)

CIE Age 14–16 AS eBooks

Authors: Chris Pearce and Isabel Marsden

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

Student's Book

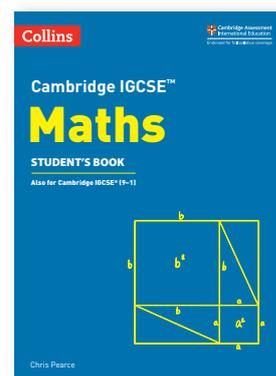
- Develop problem-solving skills with flagged questions and apply those skills to real-life, international contexts
- Grow confidence working without a calculator with clearly labelled questions and exercises
- Emphasise the relevance of maths with *Why This Chapter Matters* sections showing maths in 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



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 and Revision Guide have not been through the endorsement process for the Cambridge Pathway.

Collins
hub

Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

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

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

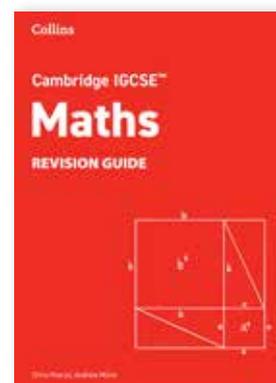
Cambridge IGCSE™ Maths Revision Guide

CIE Age 14–16 eBooks

Authors: Chris Pearce and Andrew Milne

Build confidence and help all students prepare for Cambridge IGCSE assessments.

- Clear and concise syllabus coverage, with Extended material clearly differentiated
- Topics in short, user-friendly sections to help plan revision in manageable chunks
- Develop exam skills with complete sets of exam-style practice papers



| | ISBN |
|-----------------------|-------------------|
| Revision Guide | 978-0-00-867088-7 |

Cambridge IGCSE™ Additional Maths (2nd Edition) (0606/4037)

CIE

Age 14–16

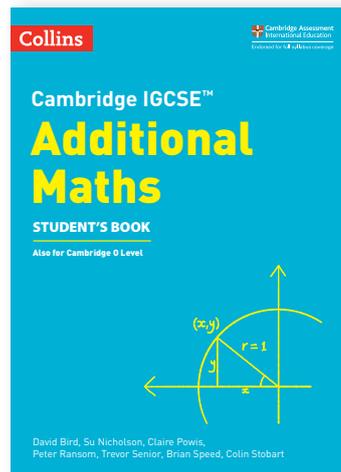
eBooks

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

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.

Student's Book

- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples, with tips on how to tackle tricky content
- Develop confidence working without a calculator with clearly labelled questions and exercises
- Help students prepare for assessment with review questions at the end of every chapter
- Support students in developing problem-solving skills with flagged questions that require them to apply their skills and understanding
- Provide self-assessment opportunities with progression checklists at the end of every chapter



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

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

ISBN

| | |
|------------------------|-------------------|
| Student's Book | 978-0-00-854607-6 |
| Teacher's Guide | 978-0-00-854608-3 |

These are also functions. Each angle has its own specific cos, sin and tan values. You will consider these functions in detail in Chapter 10.

Notation
From the above examples:
 $x \rightarrow \frac{4}{3}x$ where $x \in \mathbb{R}$, is a one-one mapping
 $x \rightarrow x^2$ where $x \in \mathbb{R}$, is a many-one mapping
and they can be written as: or, alternatively as:
 $f: x \rightarrow \frac{4}{3}x$ $x \in \mathbb{R}$ $f(x) = \frac{4}{3}x$ $x \in \mathbb{R}$
 $g: x \rightarrow x^2$ $x \in \mathbb{R}$ $g(x) = x^2$ $x \in \mathbb{R}$

If $f(x) = 2x + 3$, then $f(5) = 2(5) + 3 = 13$, and
 $f(-3) = 2(-3) + 3 = -3$

So since $f(5) = 13$ and $f(-3) = -3$, the points $(5, 13)$ and $(-3, -3)$ lie on the graph.

Advice and Tips
 \mathbb{R} is 'the set of real numbers', 'e' means 'is a member of'.

Advice and Tips
Read $f(x)$ as 'f of x'. It is sometimes called the image of x .

1.1

Example 1
This is the graph of $f(x)$.
State its domain and range.

Solution
The minimum and maximum values of x are -2 and 7 so the domain is $-2 \leq x \leq 7$
The minimum and maximum values of y are -2 and 6 so the range is $-2 \leq y \leq 6$

Example 2
 $x \rightarrow 3 - 2x$ $x \in \mathbb{R}$, $-4 \leq x < 3$

a State what kind of mapping this is and whether it can be defined as a function.

b If the mapping is a function:

- state the domain of the function
- write it as a function, using the correct notation
- sketch a graph of the function
- determine the range of the function.

Solution

a This is a one-one mapping and is a function.

b i The domain is: $-4 \leq x < 3$
ii $f(x) = 3 - 2x$, or $f: x \rightarrow 3 - 2x$
iii When $x = -4$, $y = 3 - 2(-4) = 11$ and when $x = 3$, $y = 3 - 2(3) = -3$
The line has a y -intercept of 3

iv The minimum and maximum values of y are -3 and 11 so the range is $-3 \leq y \leq 11$

Edexcel International GCSE Maths

Edexcel

Age 14-16

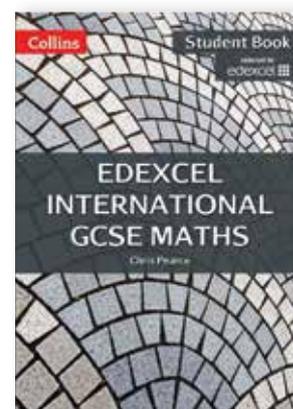
eBooks

Authors: Chris Pearce and Isabel Marsden

Ensure top marks and complete coverage for the Edexcel International Level 1/ Level 2 GCSE in Mathematics (Specification A) (9-1) with Collins' resources.

Student Book

- Ensure students are fully prepared for their exams with extensive differentiated practice exercises, detailed worked examples and International GCSE past paper questions
- Develop problem solving with questions that require students to apply their skills, often in real-life, international contexts



Teacher Guide

- Start teaching straight away with detailed three-part lesson plans that include clear syllabus references, common mistakes and remediation, and useful tips for a fresh approach
- Personalise your course with our suggested Scheme of Work and editable lesson plans
- The Teacher Guide has not been through the Edexcel endorsement process

ISBN

| | |
|----------------------|-------------------|
| Student Book | 978-0-00-820587-4 |
| Teacher Guide | 978-0-00-820586-7 |

Edexcel GCSE 9-1 Statistics Practice Book

(2nd Edition)

Author: Rob Ellis

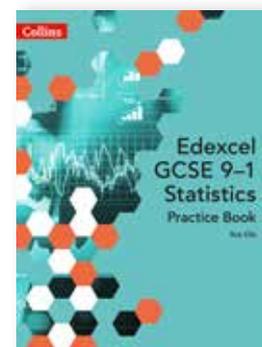
Packed with quick reminders, graded practice and exam-style questions for Grades 9-1, this resource is for Foundation and Higher tiers.

- Easy to use with all the content in one book and clear Edexcel GCSE (9-1) Statistics specification and assessment objective match
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- Prepare for assessments with up-to-date exam-style questions
- Motivate and challenge students at Foundation and Higher tiers with graded questions
- Plenty of practice for homework or for use in class



Edexcel

Age 14+



ISBN

Edexcel GCSE 9-1 Statistics Practice Book (2nd edition) 978-0-00-835971-3

Collins AQA and Edexcel GCSE Maths

(5th Edition)

Authors: Kevin Evans, Keith Gordon, Brian Speed and Michael Kent

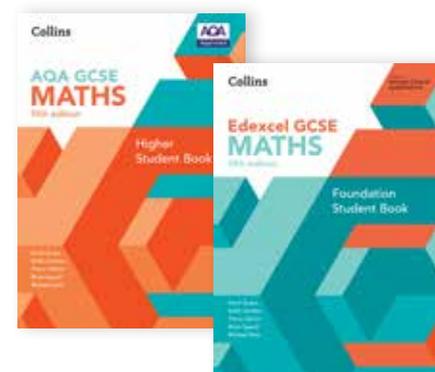
Completely revised and updated edition to develop and embed the skills students need, while providing a clear and supportive route through the challenging GCSE 9-1 content for both AQA and Edexcel.

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AQA

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Collins AQA Certificate Level 3 Mathematical Studies (Core Maths)

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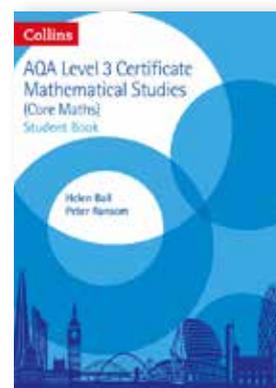
Age 14–16

eBooks

Authors: Helen Ball, Peter Ransom and Mark Rowland

Engage and motivate Level 3 Mathematical Studies students with authentic real-life examples that bring the subject to life.

- Get students talking with *Discussions* sections that include open-ended questions
- Help all students reach their potential with differentiated exercises and project work
- Capture students' interest with a real-world chapter opener and *Mathematics in the real world* sections throughout



ISBN

Student Book 978-0-00-811620-0

Teacher Guide 978-0-00-814232-2

The Student Book is AQA **approved**. The Teacher Support has not been through the AQA approval process.

Collins A-Level Mathematics

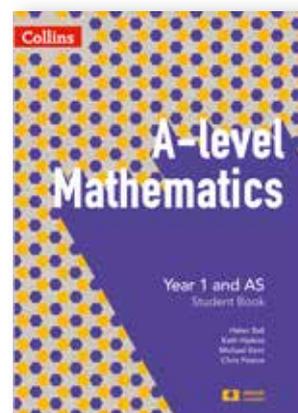
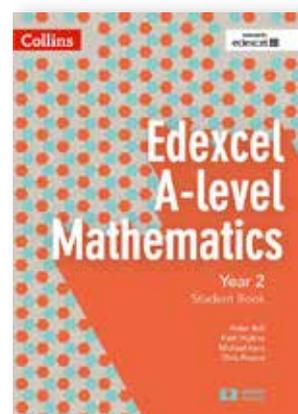
Edexcel

Age 16–18

Authors: Helen Ball, Kath Hipkiss, Michael Kent and Chris Pearce

Help students master A Level Mathematics with supportive resources that cover all exam boards.

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- Build the key A Level skills of problem-solving, modelling, communicating mathematically and working with proofs, with questions to test these skills in every section
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Edexcel specific

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Student Book Year 1 and AS 978-0-00-820495-2

Student Book Year 2 978-0-00-820496-9

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ISBN

Year 1 and AS Student Book 978-0-00-827076-6

Year 2 Student Book 978-0-00-827077-3

Cambridge International AS & A Level Mathematics (9709)

CIE

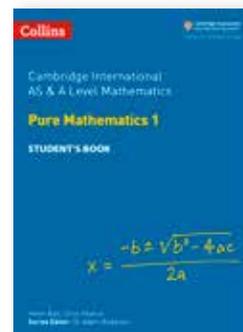
Age 16-18

eBooks

Series Editor: Dr Adam Boddison

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

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.



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
- Offer plenty of practice opportunities with clear explanations and worked examples on each topic with full workings available for each answer
- The *Mathematics in Life and Work* theme throughout shows students how maths is used in a range of careers and further study routes

Student's Books

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

These resources are **endorsed** for the Cambridge Pathway to support the syllabus (9709) for examination from 2020.

Cambridge International AS & A Level Further Mathematics (9231)

CIE

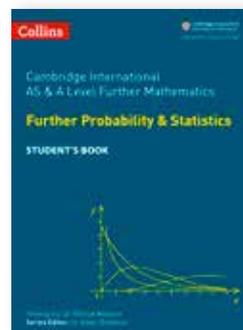
Age 16-18

eBooks

Series Editor: Dr Adam Boddison

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

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.



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
- Showcase how mathematics is relevant to different roles with inspiring case studies and discussion activities
- Build advanced skills with in-depth explanations for deep understanding, practice for fluency, and probing questions to develop flexible problem-solving skills
- Provide clear progression to develop confident, independent and reflective mathematicians through extension questions and group discussions

Student's Books

ISBN

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| Further Pure Mathematics 1 | 978-0-00-825777-4 |
| Further Pure Mathematics 2 | 978-0-00-825778-1 |
| Further Probability and Statistics | 978-0-00-827188-6 |
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Age 11-14

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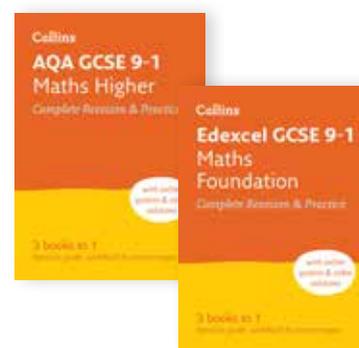
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Age 14-16

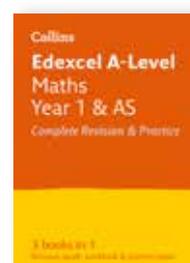
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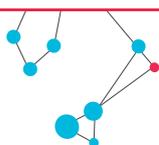
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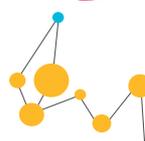
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Cambridge Lower Secondary Science (2nd Edition) (0893)

CIE

Age 11–14

AS

eBooks

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

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Progress Books

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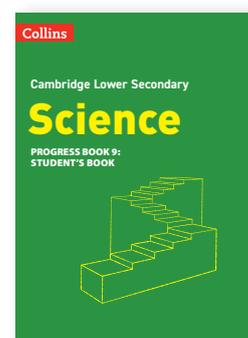
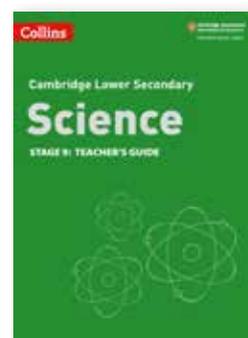
The Progress Books have not been through the endorsement process for the Cambridge Pathway.

Collins
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Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144–145 for more information.

New

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



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KS3 Science Now

Authors: Tracey Baxter, Amanda Clegg, Karen Collins, Aidan Gill, Sam Holyman and Ed Walsh



Age 11-14

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- Use formative assessment effectively to support and inform teaching and learning with the assessment pack

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| Teacher Pack | 978-0-00-853155-3 |
| Assessment Pack | 978-0-00-870842-9 |
| Complete Digital Download | 978-0-00-854627-4 |

Collins Key Stage 3 Science

Series Editor: Ed Walsh

Authors: Sarah Askey, Tracey Baxter, Sunetra Berry, Pat Dower, Anne Pilling and Ken Gadd

Ensure progression throughout the key stage with an in-depth scheme of work that supports you in delivering inspiring lessons.

- Engage and excite students by bringing science to life and encourage students to develop scientific curiosity
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Age 11-14

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Authors: Ed Walsh and Tracey Baxter

Develop mastery at Lower Secondary with an engaging course for the AQA KS3 Science syllabus.

- Ensure progression throughout the course with *Know, Apply and Extend* concepts from the AQA syllabus embedded in each spread of the Student Books
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Cambridge IGCSE™ Science

(3rd Edition)

AS

CIE

Age 14–16

eBooks

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

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

Provide complete coverage of the updated Cambridge IGCSE Biology, Chemistry and Physics syllabuses for examination from 2023. They are packed full of questions, in-depth content, practical investigative skills features and more.

Student's Books

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

Workbooks

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

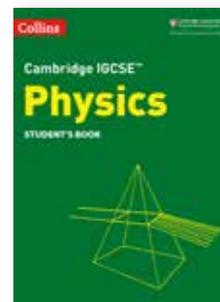
Teacher's Guides

- 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

For a full list of pricing and ISBNs, see collins.co.uk/intcatalogues

The Student's Book and Teacher's Guide are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2023.

The Workbooks and Revision Guides have not been through the endorsement process for the Cambridge Pathway.



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Digital resources and **Adaptive Practice** available for these courses on the Collins Hub. See pages 144–145 for more information.

New

Cambridge IGCSE™ Science

Revision Guides

CIE

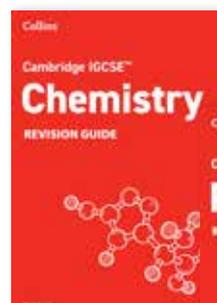
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For a full list of pricing and ISBNs, see collins.co.uk/intcatalogues



Cambridge IGCSE™ Combined Science (2nd Edition) (0653)

New

CIE

Age 14-16

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eBooks

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



Student's Book

- Develop students' practical science skills with investigative tasks and deepen understanding with *Science in Context* sections
- 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

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

Workbook

- Embed learning with signposting to the syllabus learning objectives and clearly marked Supplement content
- 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
- Overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning

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

Digital resources and Adaptive Practice available for this course on the Collins Hub. See pages 144-145 for more information.

New

Cambridge IGCSE™ Co-ordinated Sciences (2nd Edition) (0654/0973)

CIE

Age 14-16

AS

eBooks

Spark scientific curiosity by putting science in context.

Student's Books

- 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



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.

Teacher's Guide

- Start teaching straight away with effective lesson plans, lists of resources, clear objectives and outcomes and notes on common misconceptions
- 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. See pages 144-145 for more information.

New

For a full list of pricing and ISBNs, see collins.co.uk/intcatalogues

Edexcel International GCSE (9–1) Science

Edexcel

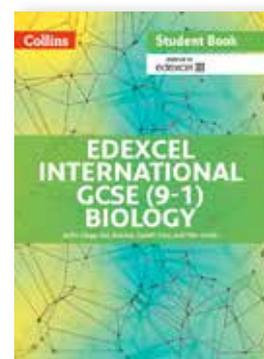
eBooks

Age 14–16

Ensure complete and comprehensive coverage of the Edexcel International GCSE (9–1) Science specification with supportive and easy-to-use resources for you and your students.

Student Books

- Co-teach Separate Science and Double Award Science with confidence with Student Books for Biology, Chemistry and Physics – with material for Separate Science indicated
- Enable students to grasp challenging science with clear and accessible content and full glossary support
- Prepare students for assessment and consolidate learning with questions and worked examples throughout, and exam-style questions for each topic



Teacher Packs

- Teach straight away with lesson ideas, practical instructions, technicians' notes, planning support, ready-to-use photocopiable worksheets and more
- Get the most out of every lesson with clear objectives and outcomes, lists of resources, notes on common misconceptions and answers to all questions in the Student Books
- Clear guidance on practical investigations with instructions for students and technicians
- Plan your course with our easy-to-use Scheme of Work, matching the learning objectives and outcomes for each lesson to the specification

AQA GCSE Science Now Teacher Resource Pack



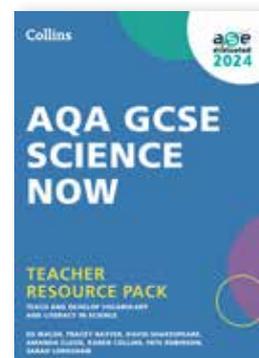
AQA

Age 14–16

Authors: Ed Walsh, Tracey Baxter, David Shakespeare, Amanda Clegg, Karen Collins, Pete Robinson and Sarah Longshaw

Boost outcomes in GCSE Science by systematically improving students' understanding, vocabulary and literacy in science with customisable resources.

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ISBN

Teacher Resource Pack 978-0-00-868588-1

Collins GCSE Science

Series Editor: Ed Walsh

Authors: John Beeby, Ann Daniels, Charles Golabek, Sandra Mitchell and Anne Pilling

Develop and embed skills to help your students success in all three assessment objectives, whilst providing a clear and supportive route through the AQA and OCR Gateway GCSE content.

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AQA

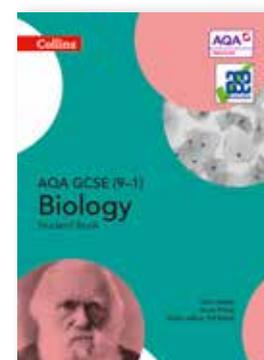
OCR

Age 14–16

eBooks

See order form at collins.co.uk/intcatalogues for a full list of titles and pricing information.

New mapping to modular route available on collins.co.uk



AQA GCSE Science (9–1) Maths in Science Practice Book

New

Authors: Amanda Clegg and Karen Collins

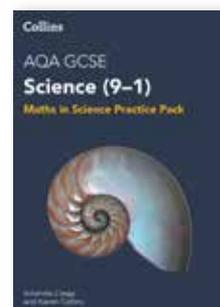
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Build confidence and fluency in tackling the mathematical skills required in GCSE Biology, Chemistry, Physics and Combined Science with worked example support and levelled, purposeful practice at Foundation and Higher level.

ISBN

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AQA GCSE Science (9–1) Equations Practice Pack

Author: Peter Edmunds

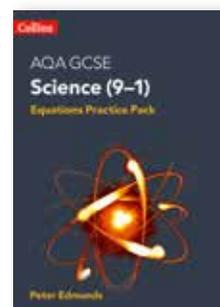
Age 14–16

Provide high-quality independent and differentiated equation practice for all AQA GCSE 9–1 Science specifications with this photocopiable, editable and printable Teacher Pack.

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Science Equations Practice Pack 978-0-00-845851-5



AQA GCSE Science (9–1) Extended Response Questions Teacher Resource Pack

Age 14–16

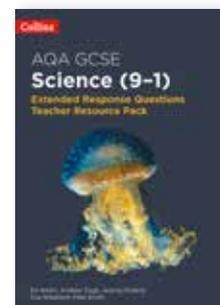
Authors: Ed Walsh, Andrew Page, Jeremy Pollard, Sue Robilliard and Mike Smith

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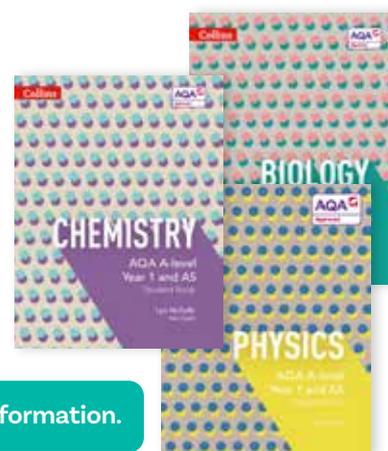
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Chemistry Authors: Sunetra Berry, Lyn Nicholls and Andrew Page

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

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.

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
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- Build students' self-awareness by encouraging them to use questions and opportunities for reflection throughout the book
- Offer regular opportunities to handle, apply and evaluate data as well as recap understanding through assignments and experimental skills features
- Challenge and stretch students with exam-style questions and extension exercises

Teacher's Guides

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

Biology (9700)

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

Chemistry (9701)

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

Physics (9702)

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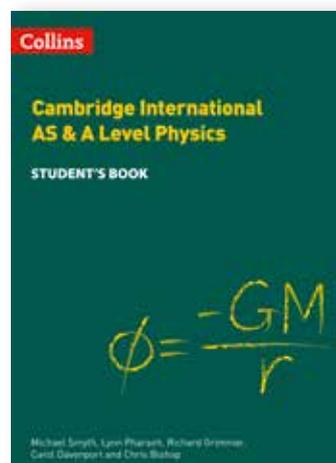
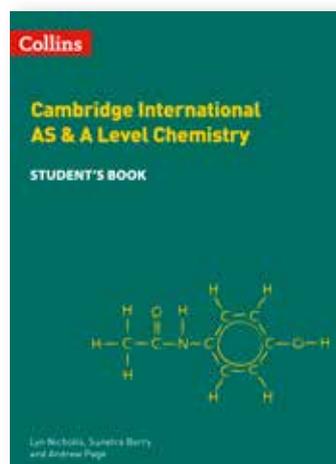
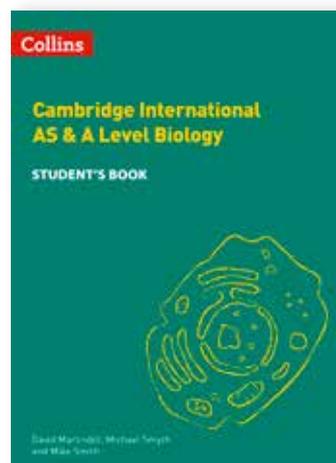
Student's Books

| Student's Books | ISBN |
|--------------------------|-------------------|
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| Chemistry Student's Book | 978-0-00-832258-8 |
| Physics Student's Book | 978-0-00-832259-5 |

CIE

Age 16-18

eBooks



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

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Review and practise KS3 Science skills.

- Reinforce key concepts and help students consolidate understanding as they progress through the key stage
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- Year-by-year workbooks are packed with practice questions to reinforce and test understanding of all concepts and skills
- Revision cards provide lots of practice questions for each KS3 topic, with tips and games included

Download free flashcards at
collins.co.uk/collinsks3revision



Collins GCSE Science Revision

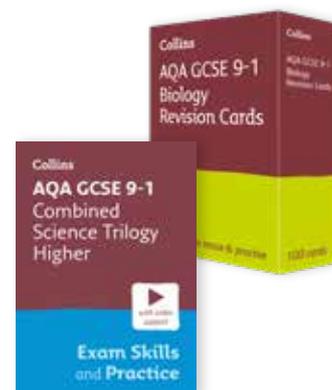
Age 14–16

All the practice students need for GCSE Science.

- Clear and concise coverage of every topic
- All the practice you need with topic-by-topic questions
- Plenty of exam-style practice, annotated answers and exam tips

Revision materials available:

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- Complete Revision and Practice
- Workbook
- Practice Papers
- Revision Cards
- GCSE Science in a Week
- Exam Skills and Practice
- Organise and Retrieve Your Knowledge



Collins A Level Science Revision

New

Age 16–18

Further practice for AQA A Level Science.

Tackle each topic effortlessly with the essentials broken down on the 'knowledge' page followed directly by questions on the 'retrieve' page to reinforce your understanding.

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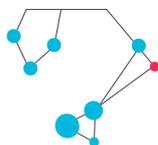


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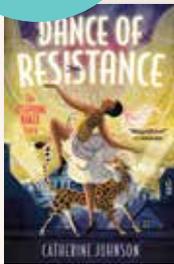
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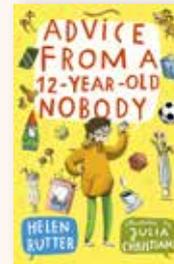
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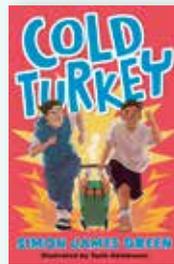
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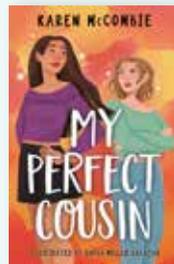
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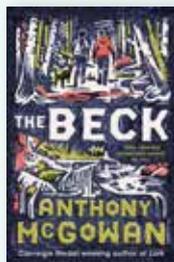
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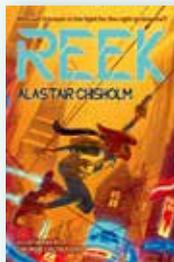
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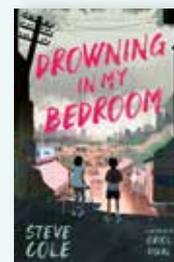
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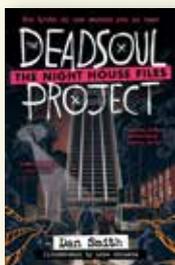


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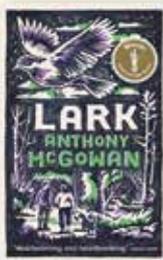
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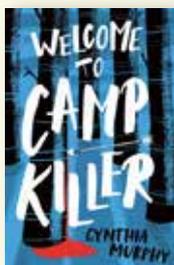
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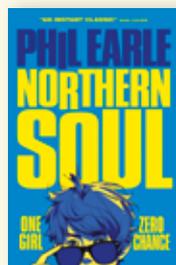
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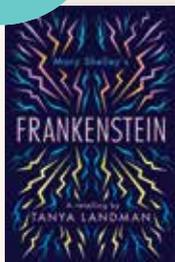
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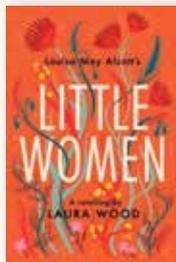
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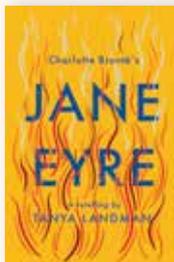
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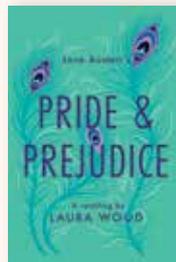
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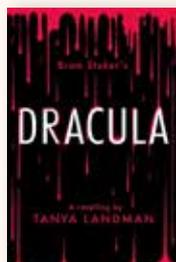
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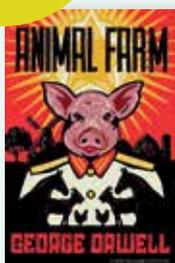
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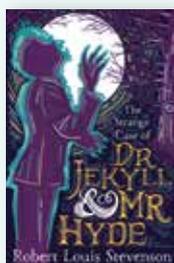
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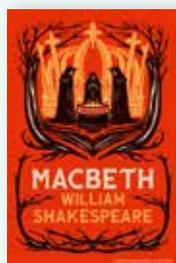
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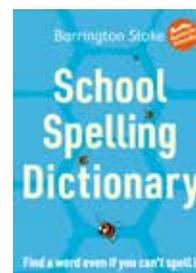
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are made on, and our little life
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William Shakespeare, *The Tempest*

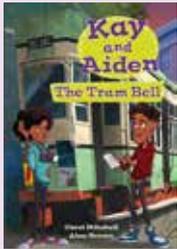
*“So we beat on, boats against
the current, borne back
ceaselessly into the past.”*

F. Scott Fitzgerald, *The Great Gatsby*

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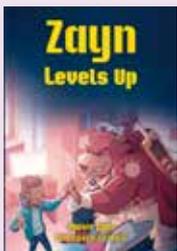
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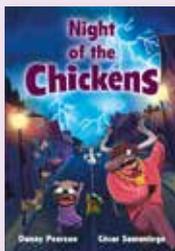
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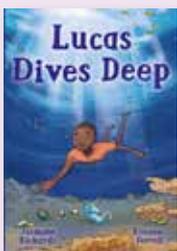
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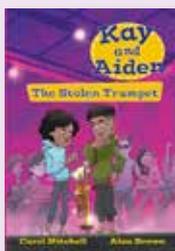
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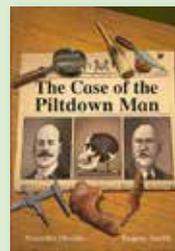
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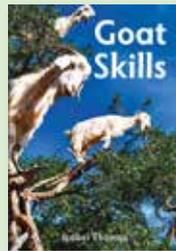
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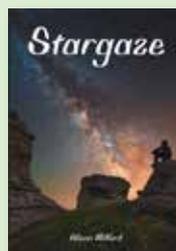
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Reimagine Key Stage 3 English

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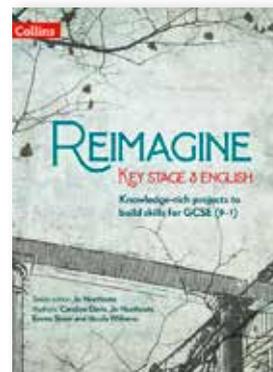
Authors: Caroline Davis, Emma Slater, Jo Heathcote and Nicola Williams



Age 11–14

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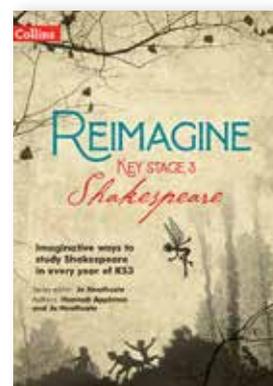
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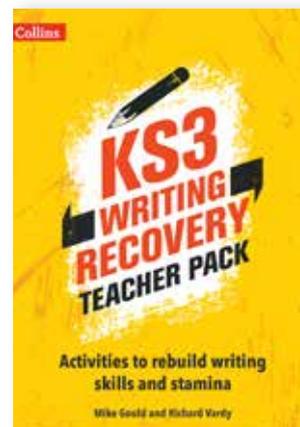
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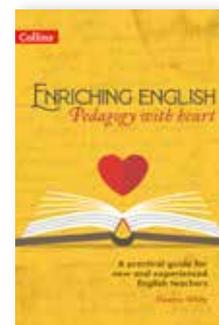
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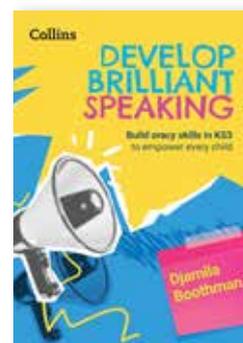
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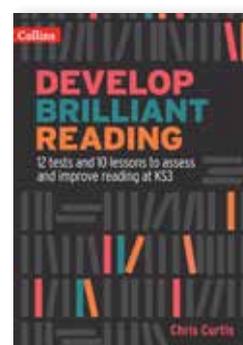
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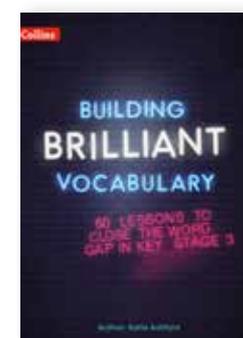
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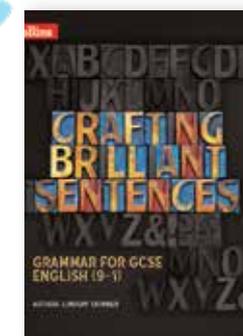
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CIE

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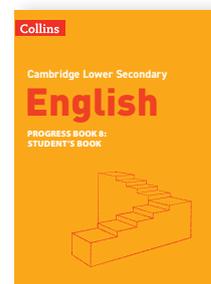
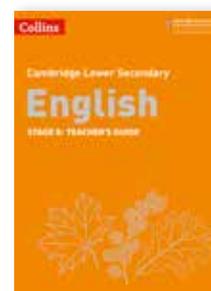
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This series supports Cambridge Global Perspectives™ with activities that develop and practise key skills.

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.

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Digital resources and **Adaptive Practice** available for this course on the Collins Hub. See pages 144-145 for more information.

New

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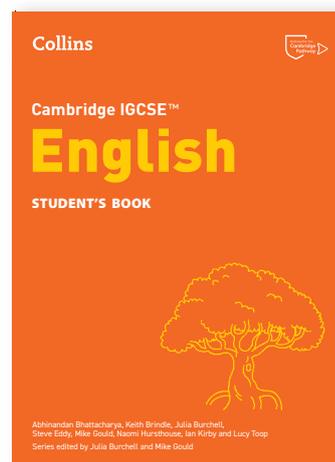
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- Support students' progress with teaching sequences, moving from building key reading, writing and technical skills to applying these skills to a range of question types and tasks
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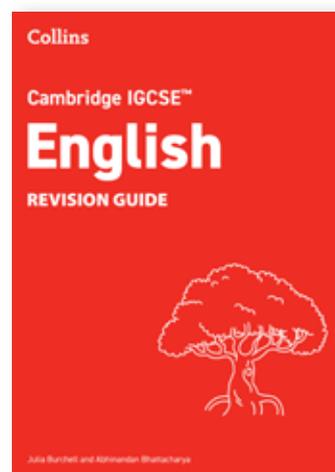
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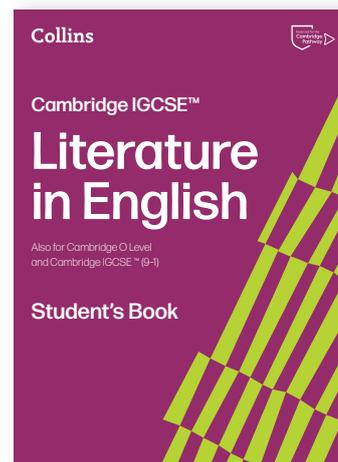
Series Editor: Anna Gregory

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

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.

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- 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



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.

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
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Chapter 6 . Lesson 1

Preparing for a comparing poems coursework essay

How do I effectively explore the poems I select for comparison?
First, you need to find poems you can compare and contrast, ideally on a similar theme, or sharing other characteristics (for example, two sonnets). They will need to be rich in ideas and language so you can write a substantial response about them.

Start thinking

The following two poems will help demonstrate how to approach poems you have selected, providing you with a framework for comparison. If you are using poems you already know from the Anthology, you might have already done some of this work.

- 1 Read these two poems. It's important that on this first read-through, you do so without making notes. If you can, read the two poems aloud.
Try to think of the feel of the poems – their rhythm, pace (or lack of it) – and how certain words, phrases or lines make an impact.

Memory

Dawn hangs a crimson dusk
of all the Flame Trees in bloom
with all the hibiscus. Bare feet go
collecting animals in heavy dew.
Morning delivers new sun.
Smoke rises from little kitchens.
Every passing person calls out
'Good morning!'
Eyes go drowsy in blazing afternoon.
Golden wasps shimmer.
Clothes collect summer smells.
Swift brown bats litter dusk.
Anancy weaves in log cottages.
Grandma's knowing ripens.
Night ferments mango-walk.
The caring night pouches
busy sea and static hills
together with flatland palm trees.



242 Chapter 6 Preparing for coursework

Chapter 6 . Lesson 1

The Lighted Window

He said,
"In the winter dusk
I walked thru a dingy street
Hurried, harassed,
Thinking of all my problems that never are solved.
Suddenly out of the mist, a flaring gas-jet
Shone from a huddled shop.
I saw thru the bleary window
A mass of playthings:
False-faces hung on strings,
Valentines, paper and tinsel,
Tops of scarlet and green,
Candy marbles, jacks—
A confusion of color
Pathetically gaudy and cheap.
All of my boyhood
Rushed back.
Once more these things were treasures
Wilfully desired.
With covetous eyes I looked again at the marbles,
The precious agates, the pee-wees, the chinies—
Then I passed on.

In the winter dusk,
The pavements were gleaming with rain;
There in the lighted window
I left my boyhood."

Sara Teasdale



Glossary

hibiscus: type of bright flowering plant
Anancy: spider hero of Caribbean folk-tales
tops: spinning tops
jacks: star-shaped small metal items used in a game called 'jacks'
agate: form of quartz
pee-wees: small marbles, often made of clay
chinies: meaning not clear but possibly small Chinese dolls

Explore the skills

When you read poems for the first time, they can seem like a 'blur of words'. It helps to break down the poems by using familiarisation techniques.

- 2 On a copy of each poem, highlight, underline, and add questions that represent your first feelings and responses on reading the poem. For example:

Why 'bare' feet? Or just
set in a warm place?
Is this the poet
working as a clerk?
Can I imagine the wet
feet!

Lesson 6.1 Preparing for a comparing poems coursework essay 243

Sample pages from the Student's Book

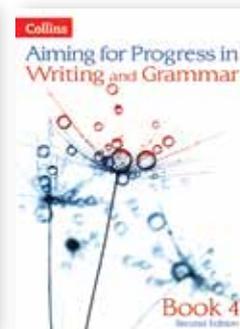
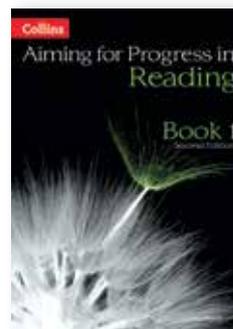
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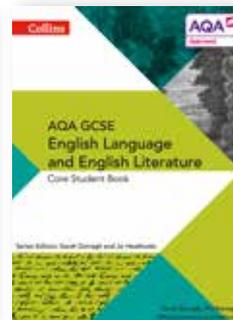
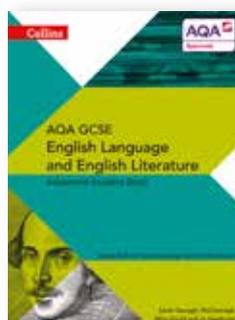
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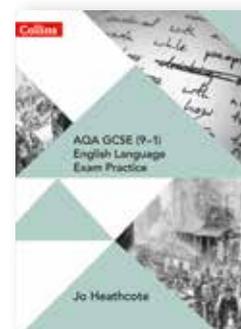
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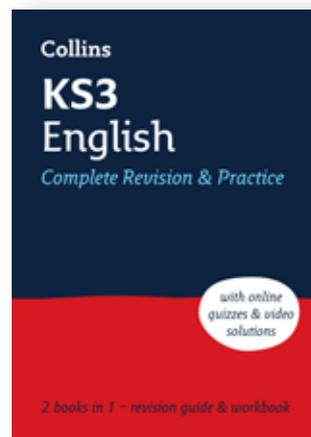
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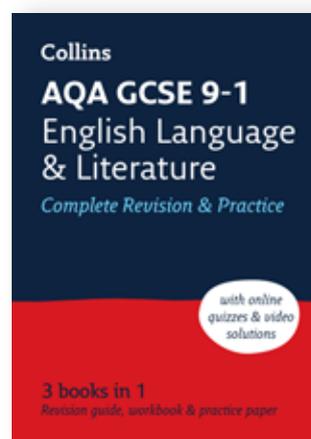


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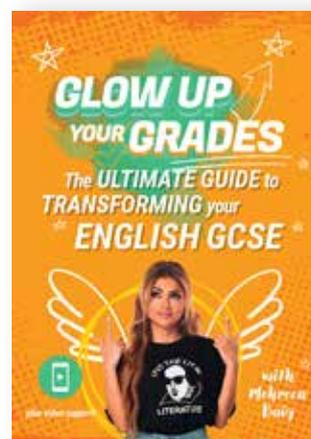
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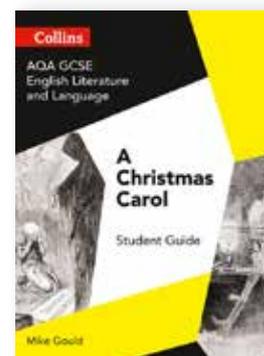
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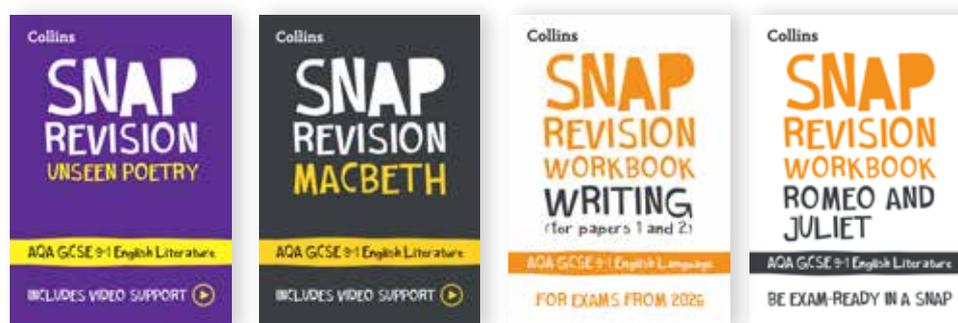
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Cambridge International AS Level English General Paper (8021)

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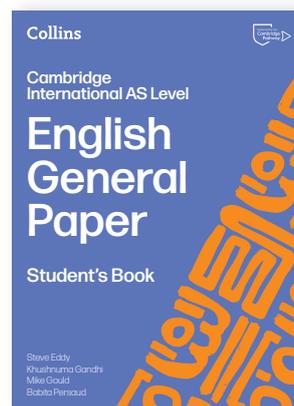
CIE

Age 16-18

eBooks

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

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.



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
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- 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

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.

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

Unit 1: Introducing evaluative and discursive essays

You will learn:

- what the key components of a successful evaluative or discursive essay are.

Big question

- What factors should I consider when evaluating?

When you evaluate something, you make a judgement about it – for example, how well it worked or your own response and interaction with it. Writing about it discursively means that you discuss or explore a range of factors related to it in a thoughtful way.

Task: Evaluate yourself!

Think for a moment about a recent experience. This could be an exam or piece of schoolwork you have completed, or a social or leisure activity (for example, a sports event, or a music/drama performance you have participated in or attended).

- Working with a partner, take turns to talk for 5 minutes each about it. Focus on how effective or successful it was, and why.
- Then, working on your own, consider how you evaluated the experience or work.
 - Did you just include how you felt during or after the experience?
 - Did you only consider your own perspective?
 - Did you support what you said with examples?

Ask yourself! Could I have evaluated it in a more rational, thoughtful way?



Chapter 5: Developing evaluative essays

UNDERSTANDING WHAT AN EVALUATIVE OR DISCURSIVE ESSAY REQUIRES

Effective evaluative or discursive writing provides a critical assessment of a subject, forming a judgement based on a set of **criteria**. The purpose is to offer an informed opinion backed by evidence, on the value or impact of what is being evaluated. It often involves analysing strengths and weaknesses, highlighting effectiveness, and offering recommendations for improvement. You could look at it like the diagram shown opposite.

To provide more detail, an effective essay:

- introduces the issue in a clear, concise way
- defines the criteria for evaluation
- considers the issue in a **reflective, balanced** manner
- explores the issue or question from a range of perspectives
- is logically structured so the reader can see the progression of ideas
- focuses on the issue in hand and does not get diverted
- draws on relevant, accurate knowledge of a subject (in order to present and explore that knowledge within your essay)
- provides evidence-based information and specific examples
- is written in a formal, professional **register**
- draws conclusions or makes a judgement based on the balance of the arguments and evidence set out in the essay

Key term
criteria: set of standards or principles



Key terms
reflective: thoughtful
register: the level of formality, determined by the vocabulary and grammar chosen

Task: Understanding each part of an effective essay

- Read through the bullet list above. Work with a partner to discuss each item on the list, explaining to each other what you think they mean. For example:
 - Introduces the issue in a clear and concise way' could mean 'make sure my opening paragraph explains what the issue is and doesn't use a lot of long sentences with little or no punctuation.'

EVALUATING AN ESSAY OPENING

You may have found that some of the skills listed above are difficult to explain. Therefore, it is important to see how they might look in practice. Read the following opening two paragraphs of an evaluative essay. The question it is trying to answer is: To what extent are food charities in high-income countries a sign of government failure?

Sample pages from the **Student's Book**

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)

CIE

Age 16–18

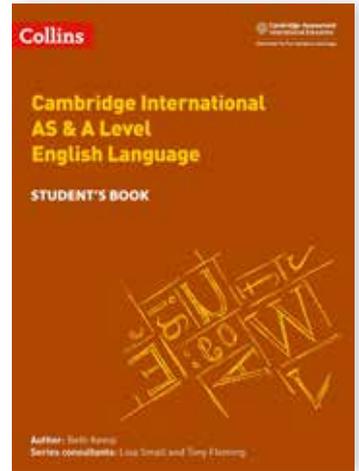
eBooks

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

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.

Student's Book

- Refresh students' understanding of key concepts such as audience, purpose and form, and of elements of language including sentences and clauses
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- Free editable scheme of work and answer key available online



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

Section B: Developing key skills

3.1 Approaching texts in their context

How does context affect writers' and speakers' choice of language? What concepts are used to discuss context and language?

Context as spatial

The most obvious definition of context is spatial – it is about physical location. In this sense, context affects the language we use in everyday life, not just in formal or professional writing. For example, most people make slightly different language choices when they are speaking at work than they do when speaking at home or in a social context.

Activity 1

What differences are there between how you speak in class and how you speak with your friends? Try to identify ways in which your speech is broadly different (e.g. in structure), as well as individual words and phrases that might be specific to each context.

Key terms

dialect: a regionally-specific, non-standard variety of language, including accents, grammar and word variations from the standard variety (e.g. 'done it')
sociolect: a non-standard variety of language spoken by a particular social group
accent: non-standard and regionally-specific pronunciation features of language
ellipsis: the omission of words or phrases
elision: the omission of sounds or syllables

Other features of spatial context affect how people use language, too, such as whether or how well they know the person they are speaking to. People are more comfortable making certain language choices with those that they know well – for example:

- informal word choices such as **slang**, **dialect** or **sociolect**
 - **ellipsis** (missing words out) e.g. 'You ok?' instead of 'Are you ok?'
 - 'features of informal pronunciation such as **accent** or **elision** (e.g. 'in' 'that').
- Note that 'dialect' is a term used by linguists to mean a variety of language, but we can also talk about 'accents' and 'dialects' as separate features of language. Accent refers to the way sounds are pronounced differently from the standard form, while dialect refers to differences in the words and grammar used.

Context in terms of audience, purpose and form

Context is a combination of factors that exist outside the text, but which inform a text and might therefore inform your assessment of it. As such, it is important to consider context in the early stage of any text analysis.

Context = location + audience + purpose + form + mode

For more information on audience, purpose and form, see Chapter 2.

Activity 2

Copy and complete the following table to identify the audience and purpose of each of these texts.

Chapter 3 Key analytical skills: Approaching texts linguistically

| Text | Audience | Purpose |
|---|---|---------------------------------------|
| a broadsheet newspaper article about a new trend in gardening | readers of that newspaper-interested in gardening | to inform and entertain |
| a highly illustrated book about the life of an actor or rock star | | |
| a leaflet found in a doctor's surgery about reducing the risk of heart disease | people at risk of heart disease | |
| a conversation between friends to plan a holiday trip | | transactional (to get something done) |
| a young-adult fantasy novel | | |
| a piece describing a trip to Egypt, published on a travel blog | | |
| a scripted speech introducing a documentary about the wildlife of the Serengeti | | |
| a review of a hotel left on a travel website | | |

As well as audience and purpose, the form of a text is also an important factor in its context. This is not just the case in written texts; spoken exchanges such as a chat with friends or an interaction with a bus driver also have specific forms. At a broad level, spoken texts can be described as **transactional** or **interactional**.

- Transactional conversations are about getting things done – whether that is buying a bus ticket, arranging where to meet someone or planning what to have for dinner.
- Interactional conversations can cover a far broader range of topics (personal, political, ideological and so on) but ultimately the point of an interactional conversation is social – to get to know someone better or to express a relationship. Some linguists have compared interactional conversation to animals' grooming behaviours.

In reality most conversations are a mix of transactional and interactional, so you will probably identify elements of both types in a transcript.

Look at Text 1 below, a transcription of a conversation about homework between a mother (who is a teacher) and her 14-year-old daughter. Note the conventions of a transcription – it does not use standard punctuation or capital letters and instead shows pauses (indicated in seconds), in effect, micropauses (less than half a second) and pauses as like punctuation. A transcription aims to record spoken language as precisely as possible, without interference from the written form. For this reason, it is not edited (as written language usually would be) to 'tidy up' repeated words or take out **fillers** like 'um' and 'er', or to add capitals and punctuation, which are ways in which we organise written language.

Key terms

transactional: describing a conversation which has a clearly defined purpose or function
interactional: describing a conversation whose purpose is entirely social
filler: a word used to avoid pausing too long or frequently

Sample pages from the **Student's Book**

ISBN

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

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

CIE

Age 16–18

eBooks

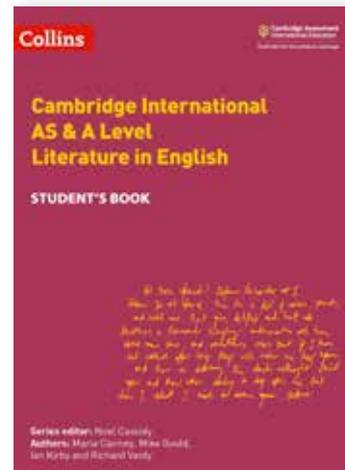
Series Editor: Noel Cassidy

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

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.

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



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

3.3 Exploring poetic form, genre and structure

Big question

- How do poets use form, genre and structure to emphasise and communicate their ideas?

SONNETS

Task

1. What elements do you think make up a poem? Are there any 'rules'?

There are many different forms of poetry, from **odes** and **ballads**, through **elegies** and **lyric poems**, to short verses such as **haikus**. The shape and structure of these forms often contribute to the way in which the poet conveys their concerns and ideas.

One of the most popular **poetic forms**, appearing throughout literature in English, is the **sonnet**. The sonnet originated in Italy and Italian sonnets, made famous by Francesco Petrarca (1304–74), were structured in two parts, like an argument or **octave** (which set up a problem or a proposition, using an abbaabba rhyme scheme) and a **sestet** (which provided resolution, with either a cddc or a cdecde rhyme scheme).

English writers, including Edmund Spenser (1552–99), began to adapt the form, using three **quatrains** and a **couplet**; recurring rhymes were used to link and develop ideas throughout the sonnet (such as abab, bcbc, cdcd, ee), and a **volta** or 'turn' was added at line 9 to develop or twist its meaning.

When Shakespeare popularised the English sonnet in the late 1500s, he used a simpler alternating rhyme scheme (abab, cdcd, efef, gg) and placed his volta at line 13.

Task

2. a) Look back at Shakespeare's 'Sonnet 2' on page 146. In what way is the poem about love?
b) Identify where the volta alters the focus of the poem. What is the 'new twist of meaning'?
c) As well as a sonnet's specific use of metre and rhyme, its poetic form can be used to communicate the poet's concerns. With only 14, relatively short, condensed lines, the sonnet's form can add to the intensity of feeling in the poem. What intense feelings or ideas can you see in 'Sonnet 2'? Can you link the progression of these ideas and feelings to the form of the poem?

Exploring poetic form, genre and structure

Writing about the form of a poem can be difficult. It is easy to describe what a poem looks like and make vague references to aspects of form, but more challenging to provide a precise interpretation of how the form contributes to the meaning of the poem.

Task

3. Read the example of a student's work below exploring the effect of poetic form in 'Sonnet 2'.

a) What makes this analysis successful?
b) How does it link the poem's concerns to its form?
c) How does it use specific terminology when exploring form?

The tight formality of the sonnet form provides a framework for the development of Shakespeare's ideas. Shakespeare uses the sonnet's rhyming structure to provide shifts in focus: at line 9, as a new quatrain begins, the focus on ageing and ugliness shifts to the suggestion that, because of this, the lover should create a 'fair child' in order to continue their beauty. The closing rhyming couplet provides a further development in the progression of ideas, but with the volta's anticipated 'twist'. The effect is to highlight and emphasise with the resounding rhyme the persuasion to have children, by juxtaposing the joy of having a child with the threat of being 'old' and 'cold'.

Wider reading

Having explored a Shakespearean sonnet, you could also read a Spenserian sonnet (for example, 'Ice and Fire' by Edmund Spenser) and a Petrarchan sonnet (such as 'Sonnet 43' by Elizabeth Barrett Browning).

Task

4. Read 'The Windhover' and decide which rules of a sonnet the poem follows and which it breaks. Pay extra attention to lines 1, 7 and 14 when considering how far Hopkins is using the sonnet form.

Think about:

- subject matter
- rhyme
- rhythm
- metre.

Edmund Spenser (1552–99)

Sample pages from the **Student's Book**

ISBN

Student's Book 978-0-00-828761-0

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101

Cambridge Lower Secondary English as a Second Language

(2nd Edition) (0876)

CIE

Age 11–14

eBooks

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

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

Student's Books

- Offer differentiated materials for students of varying abilities
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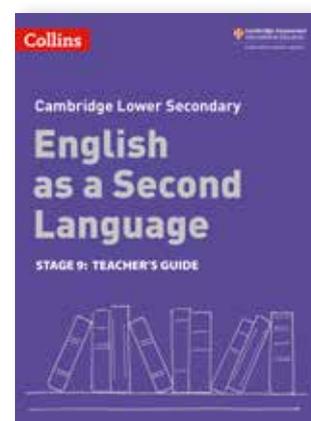
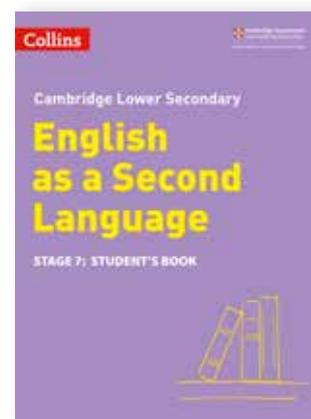
Workbooks

- 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
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- Progress students' learning with additional ideas for further activities, writing topics, and speaking practice
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This series supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Student's Book

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| Student's Book: Stage 8 | 978-0-00-836680-3 |
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Workbooks

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| Workbook: Stage 7 | 978-0-00-836685-8 |
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This series is **endorsed** for the Cambridge Pathway to support the curriculum framework (0876) from 2020.

Collins
hub

Digital resources and Adaptive Practice available for this course on the Collins Hub. See pages 144–145 for more information.

New

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

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

CIE

Age 14–16

eBooks

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

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

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- Provide plenty of skills-building activities and practice opportunities to help prepare for assessment

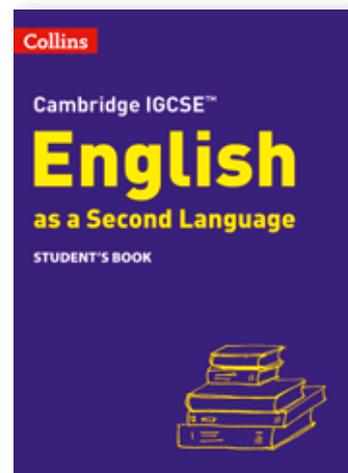
Workbook

- 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

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



7.3 Pollution – slow poison?

SPEAKING SKILLS IN FOCUS

In this section you will learn to:

- ✓ express your ideas clearly using the correct verb tenses
- ✓ respond clearly, accurately and effectively to others in conversation
- ✓ communicate your ideas clearly and confidently in a more formal talk.

GETTING STARTED

- Think about the following questions in pairs. Make notes on any interesting ideas.
 - What are the sources of air, sea, water and land pollution around you?
 - What issues or problems does pollution cause in your daily life?
 - Who or what is responsible for this pollution?
 - Who can do something about it? What should be done about it?
 - What can you do about it?
- Now quickly note your thoughts on pollution in your city or region. Don't worry about whether all the details are correct or not. If you have questions, note those down as well.

EXPLORING THE SKILLS

The sentences below are in the simple present tense (e.g. *leads, creates*) or the present continuous tense (e.g. *is shrinking, are becoming*). This is because they are referring to facts that are considered current or true over a long period of time.

- The burning of fossil fuels **leads to** serious air pollution and also creates more greenhouse gases in our environment. (simple present tense)
 - The level of water underground **is shrinking** in many parts of the world. (present continuous tense)
 - Our freshwater sources **are becoming** too polluted for fish and other species to survive. (present continuous tense)
- In your pairs, tell each other three facts that you have recently learned in science or geography. Write down each other's facts. What tenses are you using?
- Tell each other three facts about what is happening in the room where you are at this moment. Write down each other's facts. What tenses are you using?

LANGUAGE BOOSTER

The first verb in every sentence **must** agree with the subject (the person or thing doing the action) of the sentence.

The **simple present tense** is used to describe routines, facts, likes and dislikes or attitudes and opinions.

| The verb 'to play' | | |
|--------------------|-------------------------|-------------------------------|
| Subject | Verb that agrees | Example |
| I/you/we/they | Verb with no 's' ending | I play, they play |
| he/she/it | Verb with 's' ending | he plays, she plays, it plays |

The verb 'to be'

| Subject | Verb that agrees | Example |
|-------------|---|---------------------------|
| I | An exception: 'am' is a special form of the verb 'to be' which only agrees with 'I' | I am |
| you/we/they | are | you are, we are, they are |
| he/she/it | is | he is, she is, it is |

The **present continuous tense** is used to describe events as they are happening or that are still happening. It is usually constructed using the verb 'to be' and another verb with an '-ing' ending.

| Subject | Part of 'to be' that agrees | Example |
|-------------|-----------------------------|---|
| I | am | I am playing |
| you/we/they | are | you are playing, we are playing, they are playing |
| he/she/it | is | he is playing, she is playing |

5 With your partner, play this explanation word game:

- Taking turns, use the verbs in the box and the labels on the diagram below to describe what is going on.
- Think about when you will use the simple present tense and when you will use the present continuous tense.
- Give a point to your partner for each tense that you use correctly.

Sample pages from the **Student's Book**

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)

CIE

Age 14-16

eBooks

Authors: Rebecca Adlard, Lucy Norris and Tom Ottway

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.

Student's Book

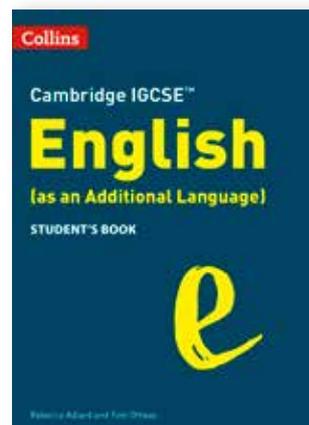
- Clear, colourful layout with topic-based units allow language learning and skills development to be taught in real-world contexts
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- Enable students to move from receptive interaction at the start to active production of language by the end of each 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



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

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

1.4 This is my home

1 Listen. Do you live in a house or flat? What's your favourite room in your house?

2 Listen and find the word. Copy the words into your notebook. Then listen again and number the parts of the house as you hear them.

3 Work with a partner. Say what you have and don't have in your home.

4 Neil's talking about his house. Read what he says. Choose the FOUR correct sentences from 1-7.

5 Listen to Darika, Edika and Loanae talking about their homes. Write down:

- in Scotland?
- in Australia?
- in Mexico?

6 Listen again. Copy and complete the table.

| Name | Number of floors | Number of rooms in house | Favourite place in house | Garden |
|--------|------------------|--------------------------|--------------------------|--------|
| Darika | | | | |
| Edika | | | | |
| Loanae | | | | |

7 Complete the sentences about your home.

- I live in a ... in ...
- My home is very ...
- There are ... floors. There are ...
- There are ... rooms. There are ...
- The biggest room is ...
- My favourite place in my home is ...
- I don't have a ...

Sample pages from the Student's Book

Agatha Christie Readers

CEFR B1–B2+

Help learners get the most out of Agatha Christie's legendary crime stories.

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IELTS Preparation and Practice

CEFR B1+

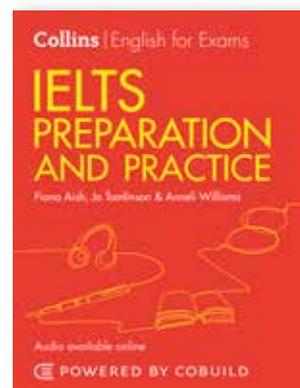
IELTS 5.0–6.0+

Authors: Fiona Aish, Jo Tomlinson and Anneli Williams

Specially created for learners of English who plan to take the IELTS Test (Academic Module) to demonstrate that they have the required ability to communicate effectively in English at university.

Improve performance and confidence through practice and familiarity with the demands of the test.

This course breaks down exactly what the questions in each section are asking for and what the examiners are looking for in the answers as well as offering important insights into how the IELTS test is marked.



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Skills for IELTS

CEFR B1+

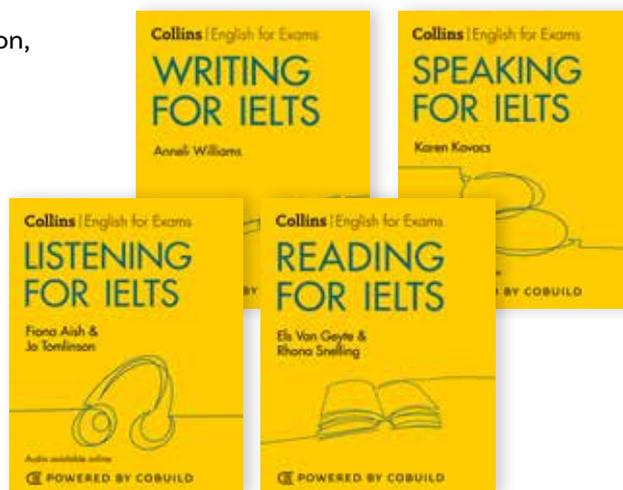
IELTS 5.0–6.0+

eBooks

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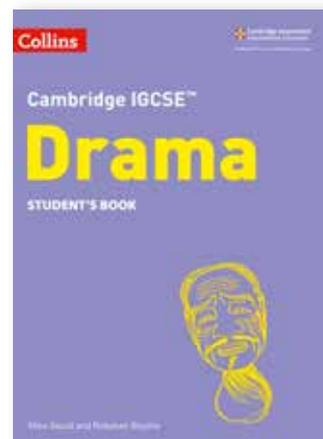
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Teacher's Guide

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- Provide comprehensive support with lesson-by-lesson notes, exam-style questions and photocopiable resources

2.4 Developing dialogue

LEARNING OBJECTIVES

- Explore how dialogue contributes to characterisation
- Learn how to develop a role and relationship through dialogue

Spotlight on

How can I work effectively with another actor to create meaning through dialogue?

STARTING POINT

Have you ever thought about the importance we place on conversations?



1. Think about a recent conversation you have had (or witnessed), either in school or at home, that has stuck in your mind. Now imagine it as a performance on stage.

- Who were the main players?
- How were they standing? Close to each other? Across the room?
- How did they speak?
- What gestures or movements did they make?



EXPLORING THE SKILLS

All the factors that make an impression on us in real-life conversations are also true when they are acted – except that as an actor, you can plan or choose very consciously how you speak and how you behave. Read this short dialogue.

Enter Jem

Jem: Oh, it's you.
Caz: Yes.
Jem: I didn't expect to see you here.
Caz: Really?
Jem: Are you planning on staying?
Caz: I don't know yet.
Jem: Are you OK?
Caz: I'm fine, thanks.

2. Now read the extract above aloud with a partner. Don't try to act it for a moment – just let the words speak for themselves.

- What story or situation is hinted at here?
- What impression do you get of the relationship from what is said?
- Is one person more in control of the situation than the other?

When you are reading a dialogue in a script, you might look for clues to help you with **characterisation** – how you could interpret the role of a particular character. Take Jem. He says more, so that ought to give us more insight into his feelings. For example:

Jem: Oh, it's you.
Caz: Yes.

Oh – does this suggest surprise?
 you – he knows Caz.

KEY TERMS

characterisation: how a role is brought to life through speech, movement and interaction with others

Jem's words raise interesting questions that aren't answered here.

- Is he surprised in a good way? Or is he disappointed?
- Did he expect someone else?
- Why is he here? Why has he come in? Is he looking for someone? Escaping?

The more you look at the dialogue, the more open to interpretation it becomes.

3. Now you try it. For this first attempt, just focus on the way of speaking. Think about what you learned in Unit 2.3 about vocal inflection and pace. With a partner, choose who will play Jem and who Caz (you can swap roles for each version).

- **Version A:** Jem is pleasantly surprised to see Caz; Caz is happy to see Jem.
- **Version B:** Jem is pleasantly surprised to see Caz; Caz is not so pleased.
- **Version C:** Jem is embarrassed to see Caz; Caz is also embarrassed.
- **Version D:** Jem is embarrassed to see Caz; Caz is pleased to see Jem.

LEARNING LOG

When you have finished your four versions, write brief notes about each one, explaining:

- how you changed your voice in each
- which you found most difficult to do (try to say why).

Sample pages from the **Student's Book**

ISBN

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

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

Cambridge International AS & A Level Drama (9482)

CIE

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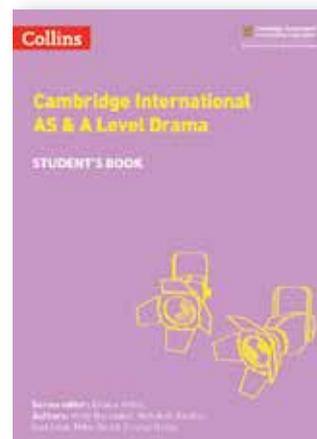
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2.2 Staging a text: The role of the director

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, light 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/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 in scale, for example 1:50
model box: a small-scale three-dimensional model of the stage space

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Staging a text: The role of the director

Reflection point

How can you apply your learning about the role of a professional director to your own work with your group? What might be the concept for your scripted piece? Try to identify the themes in your text and consider whether one of these might form the basis of the concept.

Explore: Developing characterisation skills

One of the director's main tasks is to help the actors bring dramatic characters to life. In some productions, the director will work alongside the playwright or a dramaturg to translate the text into a live performance.

Actors use a range of performance skills to create their characters. These skills can be broadly divided into two categories.

| Physical skills | Vocal skills |
|--------------------------------------|--|
| Gestures, posture, facial expression | Inflection, intonation, tone, emphasis |
| Movement – quality, pace, tempo | Accent, dialect, speed, volume |

To help actors to understand and develop the character's backstory, a director might use some of the techniques of the Russian naturalistic director Constantin Stanislavski.

Spotlight on practitioner:

Constantin Stanislavski (1863–1938)

Known as one of the leading theatre practitioners of the 20th century, Stanislavski began his career as a character actor but turned to directing out of concern about the superficial performance style of the time. His reputation rests on the development of a system for actor training and rehearsal technique, commonly known as 'the system', which aims to encourage 'the art of experience' in contrast to 'the art of representation'.

In his system, an actor might be asked to consider the character's **super-objective**. The actor might also be asked to map the character's **through-line** so they can identify key moments in the character's journey and analyse the motivations behind their actions. In 1896, Stanislavski co-founded the Moscow Art Theatre. Over the following years, the company produced a series of plays written by the leading naturalistic playwrights of the time, including Henrik Ibsen (1828–1906) and Anton Chekhov (1860–1904). Stanislavski's ideas have influenced many other practitioners and are still used by actors across the world.



Diagram of Stanislavski's system, based on his *Plan of Experience* (1935)

Activity 2

In small groups, research one of Stanislavski's key productions. Identify how production elements such as sets, lighting, costume, props and sound were used to create the world of the play. Create a short presentation to share with the class.

Key terms

super-objective: the purpose which a character works towards during the play
through-line: the journey of a character from the start to the end of the play

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Sample pages from the **Student's Book**

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

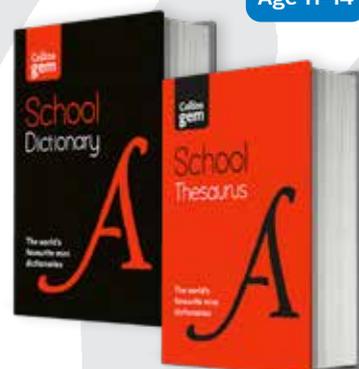
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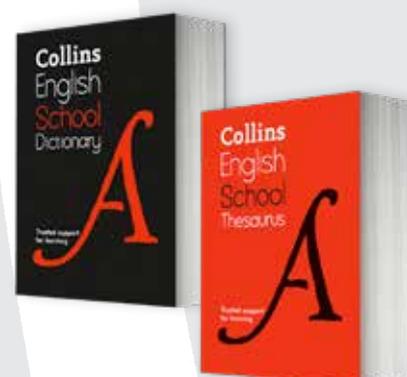
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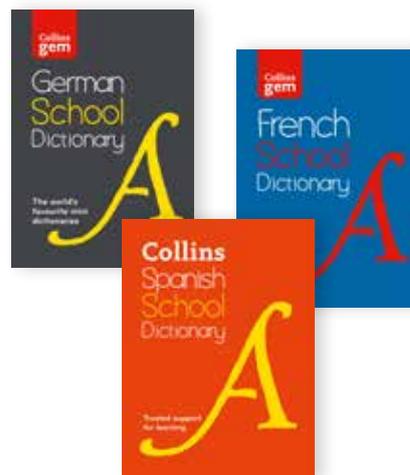
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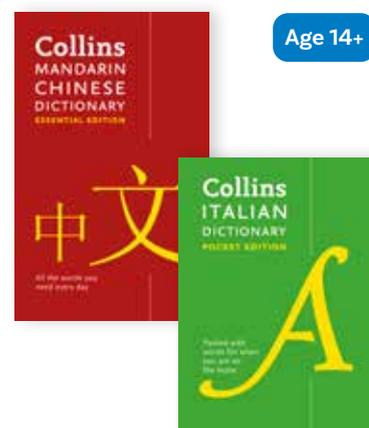


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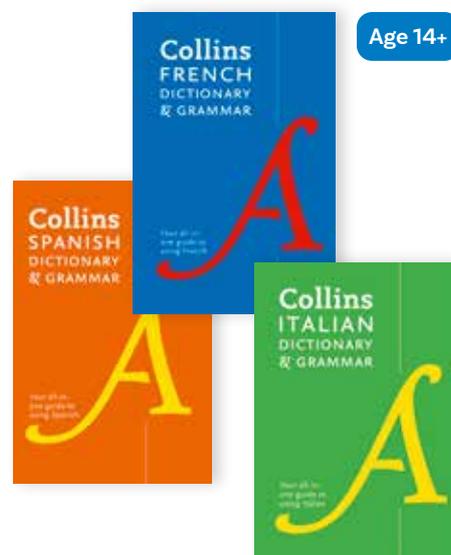
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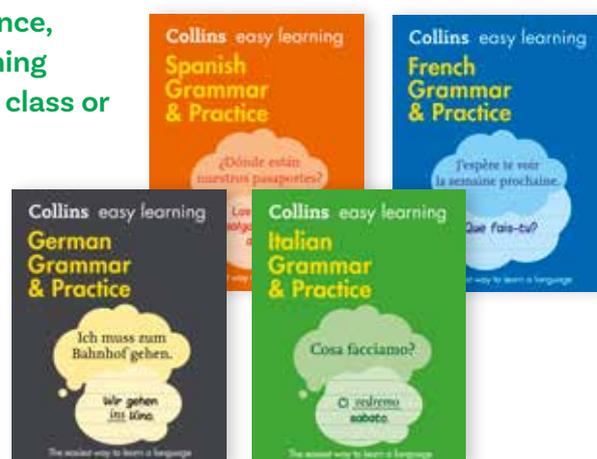
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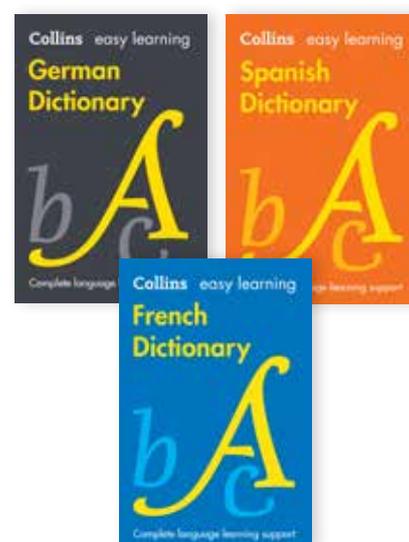
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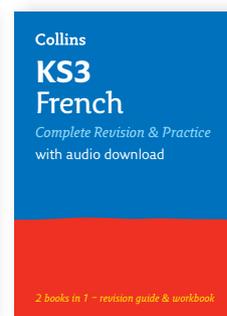


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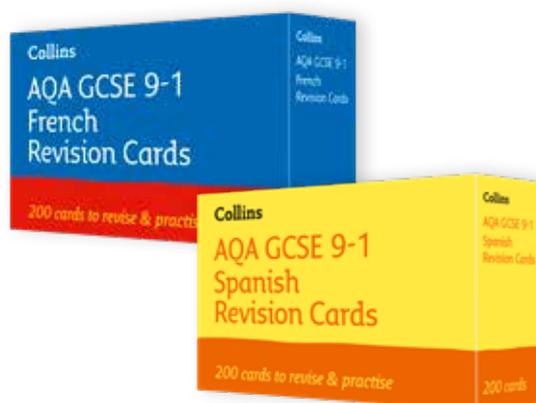
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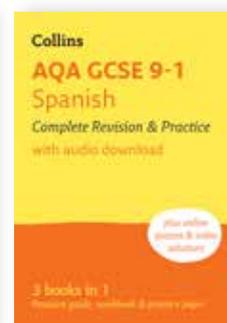
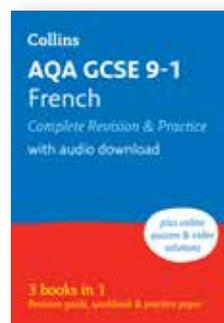
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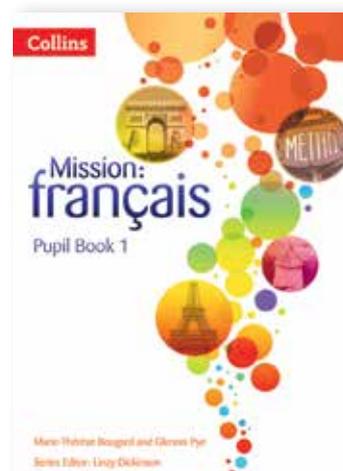
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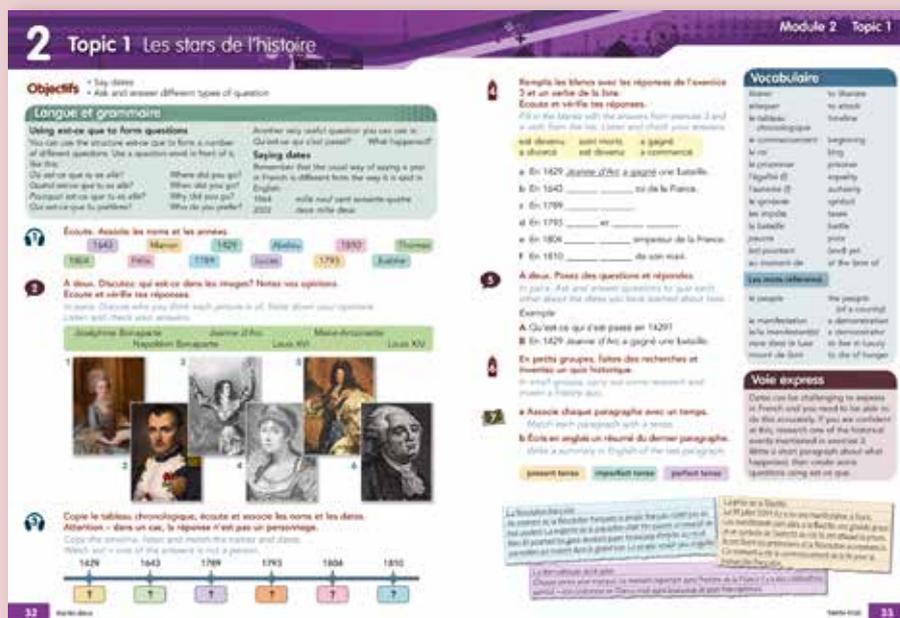
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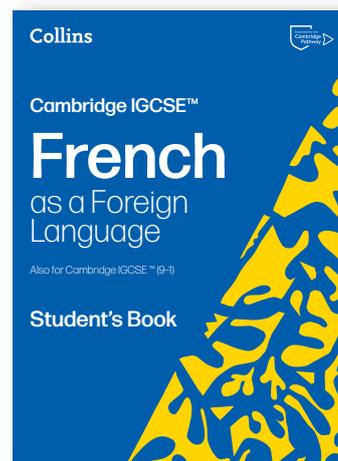
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5.4 Le monde culturel francophone

Objectifs

- Discuter musique, cinéma, TV, reading
- Inviter 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, auteur et chanteur franco-algérien, est né en Algérie et a commencé sa carrière comme chanteur pour ensuite jouer dans des films. Il est né en 1963 en France, ce qui a permis à son talent de s'épanouir dans un pays où il y a plus de quarante ans. Il a découvert de fait, surtout les femmes qui le trouvent très charmant. Ses concerts sont toujours pleins et le jeu 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 C'est la vie.

William Lebghil

Il 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 Fée écarlate. Il a été nommé pour le meilleur espoir masculin au Festival de Cannes en 2019.

Cécile de France

Elle a reçu plusieurs prix dont deux César pour *L'habillage* et *Les Prochaines*.

Vocabulaire

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

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 ?

5 Les loisirs

Grammaire

Use relative pronouns (meaning who, which, that, etc.) to add information about a noun.
 Our refers to the subject of a verb.
 Cinq is an actor who is talented.
 Que (qu') refers to the object of a verb.
 Le film que j'ai vu s'appelle C'est la vie.
 Où (where): Le cinéma où je vais est en ville.
 Dont (whose) whom (whom) which: Le film dont j'ai aimé la musique...

Plus 7 → Grammaire p. 242

Traduisez les phrases en anglais.

Grammaire

Emphatic pronouns are used after prepositions like avec, pour and chez.
 avec moi pour nous
 pour toi selon vous
 chez lui sauf eux
 avec elle

Plus 7 → Grammaire p. 242

Conseil langue

Relative pronouns help you to link sentences together naturally, instead of saying *J'aime lire. Je lis des romans. Il lire reading: I read novels.*, say *Les livres que j'aime lire sont des romans.* (The books that I like reading are novels.)

3 Complétez les phrases avec qui, que, où ou dont.

- 1 Mon frère, _____ s'appelle Marc, aime lire des romans.
- 2 Le livre _____ je préfère s'appelle *Les Misérables*.
- 3 Où est le professeur _____ je t'ai parlé ?
- 4 De quelle couleur est la cravate _____ tu portais hier ?
- 5 Le concert _____ nous sommes allés était génial.
- 6 J'aime beaucoup le manteau _____ tu m'as offert.
- 7 Il porte un uniforme _____ est trop large pour lui.
- 8 C'est l'homme _____ la femme est actrice.

4 Écoutez ces invitations. Recopiez et complétez la grille.

| nom | lieu | avec qui ? | autres détails |
|----------|---------|------------|----------------|
| François | théâtre | | |

5 Remplacez les noms avec le pronom emphatique correct.

- 1 Je regarde des films romantiques avec **me-moi** _____.
- 2 Je ne chante jamais sans **mes-parents** _____.
- 3 Elle est plus petite que **son-copain** _____.
- 4 Il aime aller au théâtre avec **ses-sœurs** _____.

6 Travaillez en groupe. Préparez une présentation d'une minute sur vos habitudes de lecture/votre livre préféré ou sur la musique que vous écoutez/votre chanteur/chanteuse ou groupe préféré(e).

- Utilisez au moins deux pronoms relatifs et deux pronoms toniques.

7 Choisissez une(e) artiste francophone. Vous pouvez utiliser la liste ci-dessous. Recherchez et écrivez un paragraphe en mentionnant les points suivants. Préparez-vous à présenter votre travail devant la classe.

- pourquoi est-elle connue(e) ?
- quel est son film/sa chanson/livre phare ?
- Utilisez deux phrases avec *qui, que, où ou dont*.
- Utilisez un pronom emphatique.

Artistes:

- l'acteur Guillaume Musso
- l'acteur et humoriste Gad Elmaleh
- la chanteuse Chimène Badi
- le chanteur Youssou N'Dour
- l'actrice Marion Cotillard
- la peintre Odile Latorue

Sample pages from the Student's Book

¡A explorar!

Age 11+

eBooks

Secondary Spanish for the Caribbean

Authors: Samantha Broom, Louise Fonceca, Keiba John, Chimene Moonsammy, Diana Carolina Neva Prieto, Clare Shephard, Tracy Traynor and Candida Williams

Designed to meet the requirements of secondary school curriculums throughout the Caribbean, *¡A explorar!* is a carefully structured three-level course with clear progression and comprehensive coverage of key vocabulary, grammar and functional language.

- The course is planned around topic-based units so that language learning and skills development can be taught in real-world contexts
- With a highly-illustrated lively design, clear layout and accessible features
- Written and developed in association with teachers and consultants in the Caribbean
- Continuous reinforcement of language learned throughout the course, with revision sections at regular intervals
- Latin American Spanish vocabulary used throughout, with informative notes in the Teacher's Guide about variants found within Latin America and the Caribbean
- A strong cultural focus, offering stimulating and thought-provoking insights into Hispanic societies, with *El mundo hispanohablante* spreads included in every unit
- Audio files to support listening activities are available online through the Collins website



Sample pages from the **Student's Book 1**

1 ¡ESPAÑOL PARA todos!

Discover what Spanish is already known
Say where Spanish is spoken
Introduce myself

1.1 ¿Quién habla español? ¡Yo!

1 Escucha, busca y repite.
Listen, find and repeat.

animal
electrónico
foto
policia
insecto

plástico
BOTELLA
elefante
hotel
PRODUCTO
DELICIOSO
muñeca
fantástico

2 Tímate con tu compañero/a.
Take turns with your partner.

¿Plástico?
¿Plástico?

Some Spanish and English words look very similar. What patterns can you see to help you work out these words? Check out the Pronunciation Guide on p. 199 to help you say these words in Spanish.

3 Escucha y lee. ¿Cómo se llaman? (1-2)
Listen and read. What are their names?

¿Hola!
¿Hola!
Yo soy Anaélla. ¿Cómo te llamas?
Me llamo Pedro.

¿Hola, Alberto!
¿Hola, Raúl! ¡Hola a todos!

4 Habla con tu compañero/a.
Talk to your partner.

¿Hola! ¿Cómo te llamas?
Me llamo... ¡Hola a todos!

5 Escribe una conversación con tu compañero/a y practícala.
Write a conversation with your partner and practise it.

• Greet each other
• Ask each other's names
• Say goodbye and see you tomorrow

6 ¿Quién habla español? ¡Yo!

6 Escribe los palabras que faltan.
Write the missing words.

Yo soy María. Soy María. Bueno, así (1) _____ es María del Carmen Pérez. Bueno pero me (2) _____ María.
¿Hola, María! Yo (3) _____ Alicia y esta es Beatriz.
¿Hola, María! (4) _____ ¿Dónde Beatriz pero me aseguro me llaman 'Bibi'. Es su apodo. (5) _____ ¿mañana, María!
(6) _____?

7 Escucha y empareja los nombres con los apodos.
Listen and match the names and nicknames.

1 Francisco
2 Soledad
3 Pedro
4 Dolores
5 María Jesús
6 Ignacio

a. Chusa
b. Pato
c. Lolé
d. Nacho
e. Ralita
f. no nickname

8 Escucha y busca.
Listen and find.

Venezuela
Colombia
Costa Rica
Panamá
Nicaragua
Guatemala
Honduras
Cuba
La República Dominicana
El Salvador
México

9 Escucha y empareja.
Listen and match.

1 día
2 días
3 días
4 días
5 días
6 días
7 días
8 días
9 días
10 días
11 días

uno
dos
tres
cuatro
cinco
seis
siete
ocho
nueve
diez

See order form at collins.co.uk/intcatalogues for a full list of *¡A Explorar!*

Cambridge IGCSE™ Spanish

(2nd Edition) (00530/7160)

New edition

CIE

Age 14–16

eBooks

Audio

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

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.

Student's Book

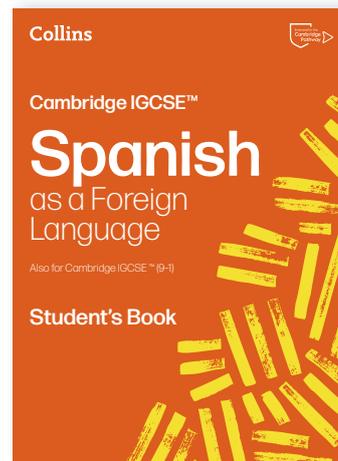
- Introduce language and skills (reading, writing, listening and speaking) by progressively linking them to syllabus topics with a carefully-designed course structure
- Ensure consistent progression with graded exercises and prepare students for assessment with practice questions
- Provide stimulating, 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 extend 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



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.

ISBN

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

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.

9 Nuestro mundo

2 Contesta las preguntas.

- 1 ¿En qué parte del mundo se encuentra Costa Rica?
- 2 ¿Cómo se produce energía limpia allí?
- 3 ¿Qué tipo de problemas ocurren en la región como resultado del cambio climático?
- 4 ¿Por qué existen en Costa Rica muchas especies de plantas y animales?
- 5 ¿Qué tipo de turismo es beneficioso para el país? ¿Por qué?
- 6 ¿Cómo puede ser Costa Rica un ejemplo para todo el mundo ahora y en el futuro?

A Buscar

Lee sobre los volcanes en Costa Rica y en otros países de Centroamérica. ¿Cuáles son los más importantes y por qué? ¿Cuáles están activos? ¿Cuáles han tenido erupciones en los últimos años?

Lo mismo ...

En el valle de México hay dos volcanes, Popocatepetl e Iztaccihuatl; que tienen una bonita leyenda azteca unida a ellos. Popocatepetl e Iztaccihuatl eran dos amantes que no se pudieron casar y murieron de tristeza.

El Tiede, en las islas Canarias en España, también tiene una leyenda. Se dice que es la entrada al infierno y atrapado en el interior está un demonio que fue vencido después de una gran batalla.

pero diferente

202 *doscientos dos*

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

Conexiones

¿Qué tipo de condiciones climáticas extremas han ocurrido recientemente en tu país o región? ¿Qué consecuencias han traído?

Sample pages from the Student's Book

Cambridge IGCSE™ Mandarin Chinese as a Foreign Language (0547)

New

CIE

Age 14-16

eBooks

Audio

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

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.

Student's Book

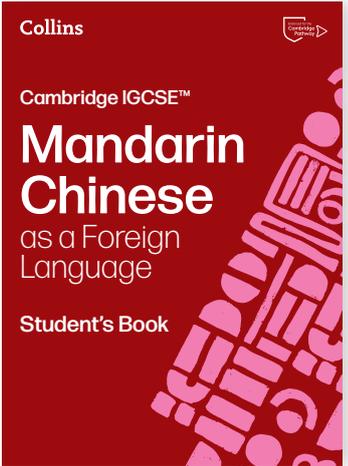
- Introduce language and skills (reading, writing, listening and speaking) by progressively linking them to syllabus topics with a carefully-designed course structure offering an exciting and cohesive learning journey
- Ensure consistent progression with graded exercises and provide opportunities for assessment recap and revision with practice questions
- 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
- Consolidate learning with 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



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

ISBN

Student's Book 978-0-00-878062-3

Workbook 978-0-00-878063-0

Teacher's Guide 978-0-00-878064-7

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.

| | |
|--------------|----------------|
| French TK | Mandarin TK |
|--------------|----------------|

2 读一读刘心文的留言并写给她写信,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Nora:

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。上午第一节通常是英语或数学课。星期一和星期五上午会有外语课。有时,在英语或数学,我们一般下午有体育课、美术或技术课。

我学中文学了三年。我对它很有兴趣,因为我想法不同地方看。去暑假我参加了二和暑假的科学课。我觉得科学课不但非常有趣,而且是很好的。你会学习什么科目呢?你喜欢什么课?我想看看你的课程表。

心文
四月十五日

3 哪一段是刘心的意见?
4 哪一段是刘心关于上午和下午的课程?
5 刘心一天有几节课?
6 什么时候有体育课?

5 我的学业 My studies

7 她学中文学了多久?
8 为什么刘心对外语感兴趣?
9 星期几有科学课?
10 为什么她喜欢科学课?

Original numbers
To define something's position in a series, such as 'first', 'second', 'third' and so on, add 第 before a number.
For example: 第一节 (first class) 第二节 (second year)

Grammar
Verb phrase + 了
When using a sentence with an adverbial phrase after a verb, repeat the verb again followed by 了 in the phrase to indicate how long someone did something and emphasise the action and its duration.
For example: 我学中文了一年。(I studied French for one year.)

11 听 Natcha 给心文的留言并写出缺失的词语。 Listen to the voice message from Natcha to Xinwen and write the missing words.

心文, 你好! 谢谢你给我写信。我很开心。我的同学们一般学习十个科目。我们每天有五节课。今天我有 a、数学、b、地理和 c 课。中文课是每个星期 d 和星期五。e 课和科学课是每星期 f、星期三和星期四。g 课是星期一 h 和星期三。体育课是星期 i 和星期四 j。我最喜欢 k 课, 因为它对身体好。l 课又好玩儿又 m。我觉得科学课 n 因为我常常 o。

Vocabulary
ling 懂 understand

12 采访你的同学对学校科目的意见。想三个科目, 尽量采访更多的同学, 用汉字或拼音写出他们的回答。 Think of three school subjects you would like to find out from your classmates' opinions and then interview as many classmates as you can. Write their answers in Chinese characters or pinyin.

Q: 你喜欢 (subject...) 怎么样?
A: 我觉得.....
Q: 你觉得 (subject...) 怎么样?
A: 我觉得.....
Q: 我最喜欢的科目?
A: 我最喜欢.....
Q: 我最喜欢的科目?
A: 我最喜欢.....

13 写一写你一天的课程表和你对某些科目的意见。 Write about a day in your school timetable this week.

Hints:

- How many lessons there are on that day
- Talk about at least three school subjects and teachers on that day
- Your favourite school subject(s) and why

Sample pages from the Student's Book

Cambridge IGCSE™ Malay as a First Language (0696)

CIE

Age 14–16

eBooks

Audio

Series Editor: Dahlia Janan

Authors: Azfa Ilyana Bt Ishak and Zuraimah Bt Mohamad

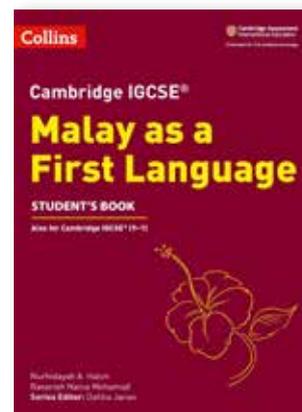
Help first language Malay students develop and apply their language skills. The series is developed by experienced Malay teachers and specialists and is the only endorsed resource available offering full syllabus coverage.

Student's Book

- Developed and reviewed by Malay First Language specialists and experienced teachers
- 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 and example answers



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

ISBN

Student's Book 978-0-00-831105-6

Teacher's Guide 978-0-00-831106-3

Cambridge IGCSE™ Malay as a Foreign Language (0546) (3rd edition)

New edition

CIE

Age 14–16

eBooks

Audio

Student's Book

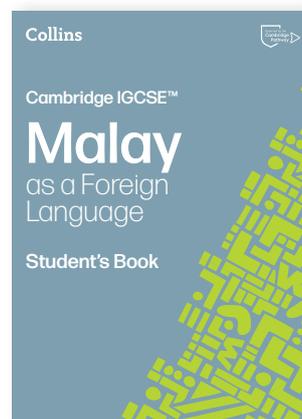
- Introduce language and skills by progressively linking them to syllabus topics with a carefully-designed course structure
- Ensure consistent progression with graded exercises and prepare students for assessment with practice questions
- Engage students with the culture and civilisation of Malaysia 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 Book's and Workbook exercises



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.

ISBN

Student's Book 978-0-00-878673-1

Workbook 978-0-00-878674-8

Teacher's Guide 978-0-00-878675-5

Cambridge Lower Secondary Global Perspectives (1129)

Series Editor: Mark Pedroz

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

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.

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
- 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 Guides ISBN

Teacher's Guide 7 978-0-00-854943-5

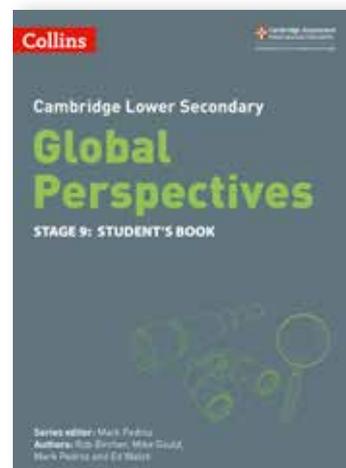
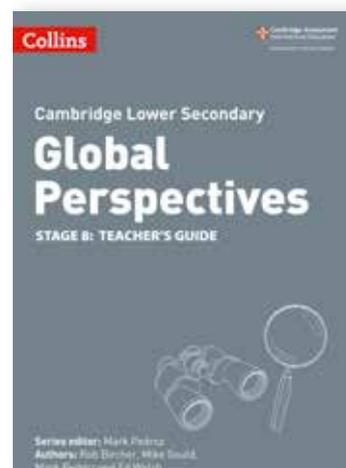
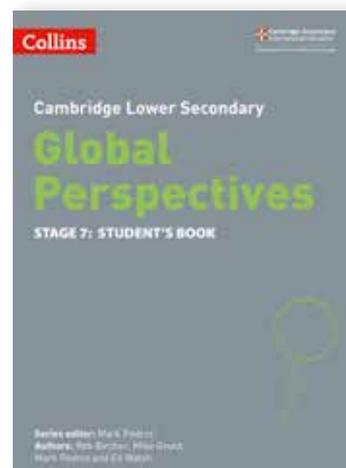
Teacher's Guide 8 978-0-00-854946-6

Teacher's Guide 9 978-0-00-854949-7

CIE

Age 11-14

eBooks



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

Cambridge IGCSE™ Global Perspectives (0457/2069)

CIE

Age 14–16

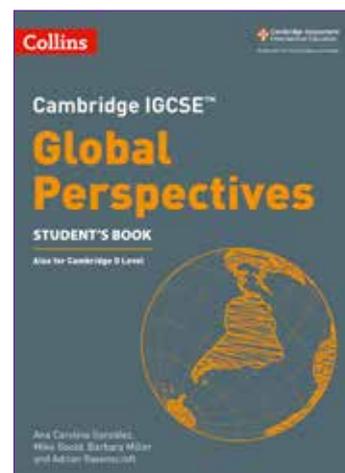
eBooks

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

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.

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 level



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

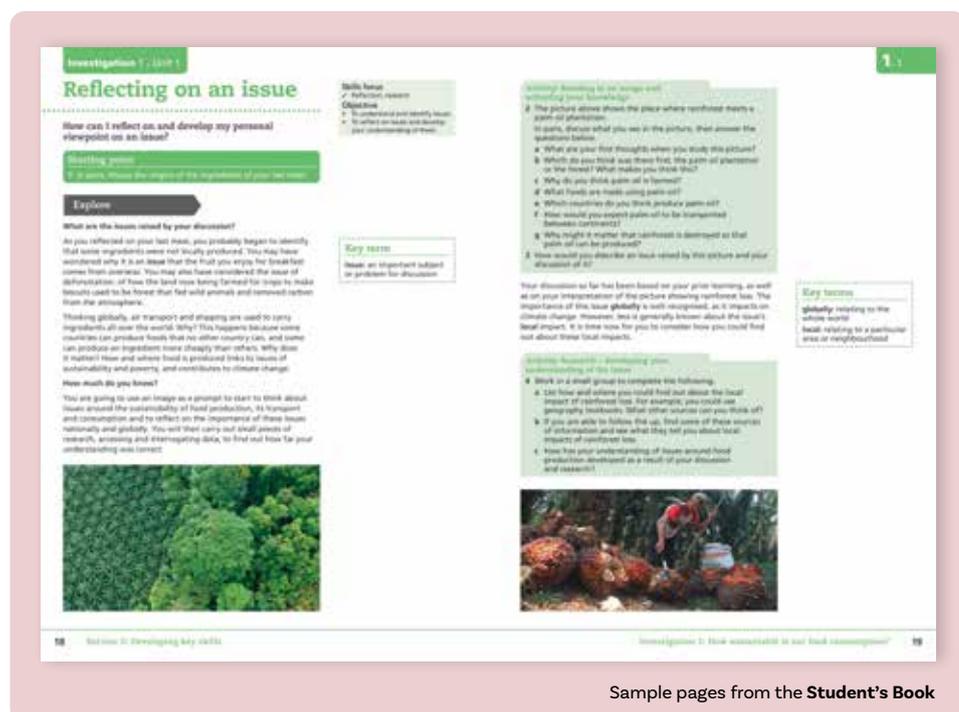
ISBN

Student's Book 978-0-00-854750-9

Teacher's Guide 978-0-00-854753-0

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



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

CIE

Age 16–18

eBooks

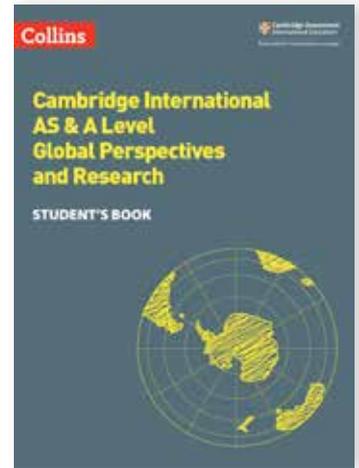
Series Editor: Mike Gould

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

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

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



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

Workbook

- Make use of practice exercises which are linked to the Student's Book
- Encourage students to take control of their learning with useful notetaking 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

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

Special Focus: Case Study

A student called Tatenda is preparing to come up with a question for her essay. This is the process she follows.

Stage 1: Selecting a broad topic
Using the first phases of the process above, Tatenda has decided she wants to explore the topic of plastic waste and the environment. She is studying Geography A level and wants to pursue conversation at university.

Stage 2: Exploration
Through class discussion, and basic research Tatenda begins to think about what the topic means to her. This is what she comes up with:

- Recent whale deaths on local beaches (local news feeds)
- Plastic bags clogging up local rivers (a discussion about pollution)
- News stories about local clean-up activities which complain about fast food outlets.

Stage 3: Development
As she progresses, she logs her ideas in her 'Reflective Journal'.

*My initial response: Plastic waste is destroying the oceans and rivers and making a mess of the environment
I need to research what constitutes waste
I need to research specific examples of such waste globally
I will draw up a schema of plastic waste*

Case study
Case studies are specific examples which can be used to exemplify or illustrate general trends, approaches or perspectives. For example, a newspaper feature article might explore the effect of farming trends to enable food in locations such as South America. A case study might look at some indigenous tribe and the effects on their way of life. This is how you might 'unpack' the original general idea or topic under discussion. Hence, a case study is being used as a model for the general way of working you are encouraged to adopt, putting a personal face on a structure.

Stage 4: Evaluation
By looking at Stages 1 and 2 Tatenda starts to decide how suitable and achievable the topic is for her. Can she research and write a 2000 word essay on it?

- Is it global? Yes – examples of river and ocean pollution can be found in all areas of the world. Areas researched could include The Ganges and rivers in Pretoria, South Africa.
- Are there different themes involved? Yes, though be aware you don't have to cover everything. Clearly economics, environment, politics, science and technology, culture, and more, ethics can all illuminate the topic.
- Does the topic engage discussion when raised? Yes, some classmates argue for convenience and cleanliness when shopping. Some argue about the culture of using straws to avoid touching a glass. Others argue that wildlife is vital to our planet and discuss pictures of starving sea birds with plastic rings around their necks. They, too, argue about the ethics of dumping rubbish without thought.

Stage 5: Narrowing the topic
Tatenda now feels she is in a position to start to narrow the topic into an issue that could set up a question.

- Using the schema drawn up, Tatenda starts to isolate areas and themes that are of particular interest or they know they can research.
- Tatenda notices that environmentally there is much evidence of plastic waste killing marine life and polluting fresh water supplies.
- Tatenda also notices that there is an economic perspective where employment and trade are involved with the manufacture and distribution of plastic.

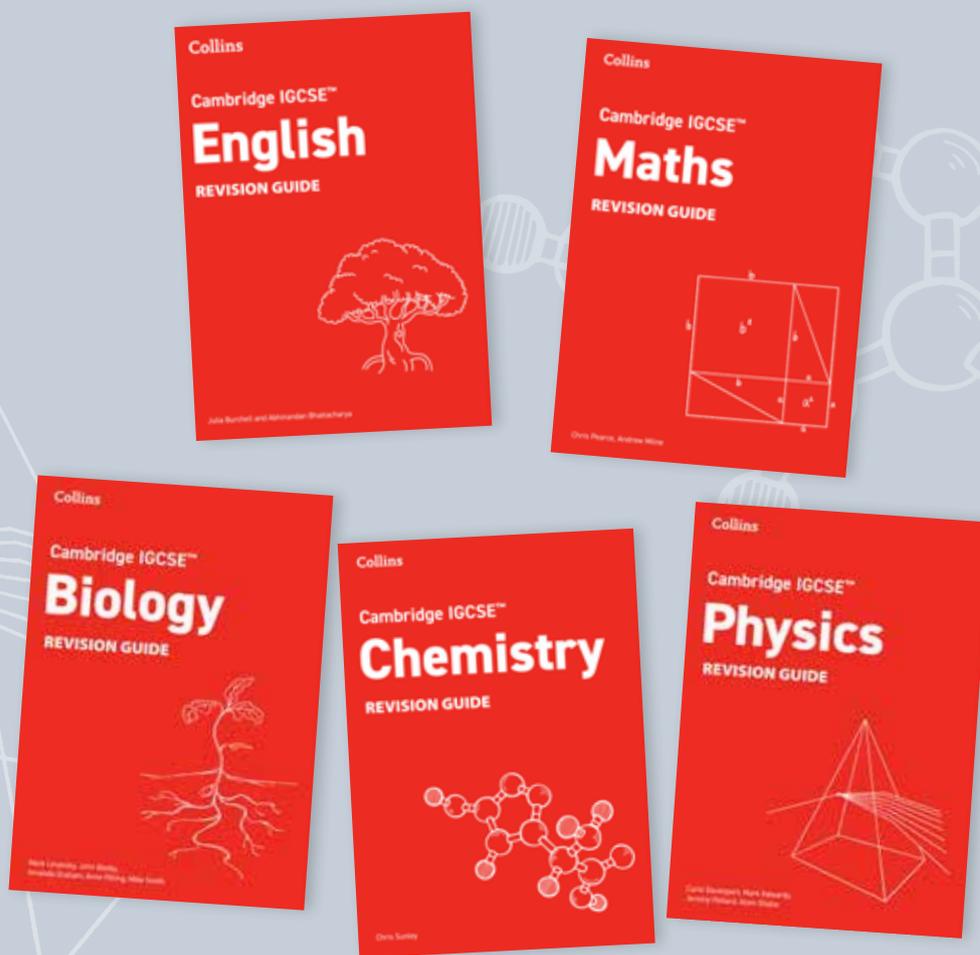
Stage 6: Working towards a question
Tatenda starts to pose questions to explore, trying to use the correct command words.

- Is Plastic waste the primary source of environmental pollution?
- Should governments increase their spending on reducing plastic pollution?
- How far is Plastic waste damaging our environment?
- Plastic waste is the main cause of Oceanic pollution: Discuss.

Sample pages from the Student's Book

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Section 6: Chemical reactions **REVISE**

Physical and chemical changes, rate of reaction

Syllabus links: 6.1.1, 6.2.1–6.2.4, 6.2.5–6.2.8

Learning aims:

- Identify physical and chemical changes.
- Describe the factors that can change the rate of a reaction.
- Describe practical methods for measuring the rate of a reaction.
- Use collision theory to explain how factors can change the rate of a reaction.
- Evaluate practical methods for investigating rates of reaction.

Key Point
A catalyst or enzyme increases the rate of a reaction but remains unchanged at the end of the reaction.

Factors affecting rate of reaction
A number of factors can affect the rate of a reaction. These include changing:

- the concentration of solutions
- the temperature
- the pressure of gases
- adding or removing a catalyst or enzyme.
- the surface area of solids

For a reaction to occur the particles in the reactants must collide. The rate of a reaction changes as the reaction proceeds. In nearly all cases the rate of reaction decreases during the reaction as the reactants get used up.

Practical skills
The rate of a reaction can be measured by measuring the change in mass (Fig. 6.1).

Fig. 6.1 Measuring the change in mass in the reaction.

Key Point
The gradient of the curve is greatest at the start as the maximum number of reacting particles are present. As the particles react, the gradient gets less steep. Eventually the rate of the reaction is zero; the curve levels out, as at least one of the reactants has been used up.

Practical skills
The rate of a reaction can also be measured by measuring the volume of gas as it is produced in a reaction (Fig. 6.2).

Fig. 6.2 Measuring the rate of reaction between calcium carbonate and hydrochloric acid.

Key Point
Check Exothermic and endothermic reactions on pages 44–45 if you need to revise activation energy.

5 The changes in the rate of a reaction can be explained using **collision theory**.

| Factors affecting rate of reaction | To increase the rate of reaction | Explanation in terms of collision theory |
|------------------------------------|----------------------------------|--|
| Concentration of a solution | Increase concentration | More particles in a fixed volume of solution – greater frequency of collisions |
| Pressure of gases | Increase the pressure | Particles closer together – greater frequency of collisions |
| Surface area of solids | Increase surface area | More reacting particles – greater frequency of collisions |
| Temperature | Increase temperature | Greater kinetic energy of particles |
| Catalyst or enzyme | Add a catalyst or enzyme | Lowers the activation energy, E_a |

Quick Test

- Describe the effect of temperature on the rate of reaction.
- Would you expect the rate of a reaction to increase or decrease as the reaction proceeds?
 - Explain your answer using collision theory.
- In a reaction between magnesium and hydrochloric acid:
 - What effect will increasing the concentration of the acid have on the rate of the reaction?
 - Explain your answer.
 - Look at the apparatus on the previous page used to measure the change in mass in this reaction. Evaluate the main sources of error in this experiment.

Topics in short, user-friendly sections to help plan revision

Support for key subjects, vocabulary and exam command words

Quick tests and exam-style practice questions for every topic to check progress and develop exam skills

Sample pages from the Physics Revision Guide

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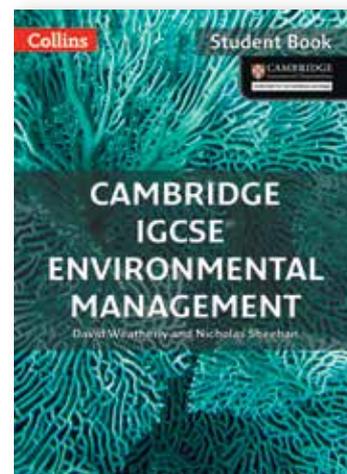
Authors: Nicholas Sheehan and David Weatherly

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CIE

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- Provide a clear focus for students with an integrated approach to the subject
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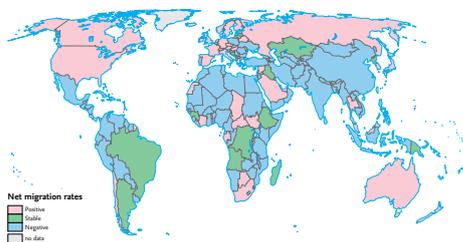
These resources are **endorsed** for the Cambridge Pathway to support the full syllabus for examination from 2019.

Death rates are particularly influenced by the following:

- The standard and availability of medical facilities and health care services;
- Diet and levels of nutrition particularly amongst children and young women;
- The availability of clean drinking water;
- The quality of sanitation and hygiene services especially sewerage disposal;
- The presence and severity of infectious diseases;
- Social and political issues such as conflict and war or high levels of violent crime;
- Age-sex structure and sex ratio – whether the population has a large or small proportion of older people and more or fewer men than women;
- **Living standards** – death rates are higher in regions where living standards are poor.

A third factor has to be considered when explaining changes in populations of individual countries – **migration**. This refers to the movement of people from one place to another, and in particular immigration (people moving into the country) and emigration (people moving out). At the end of a year, the following calculation is made to see whether the number of people in a country has increased or fallen:

$\text{Birth rate} - \text{death rate} \pm \text{net migration} = \text{population change}$ (the difference between immigrants and emigrants)



Δ Fig 8.10 Net migration rate.

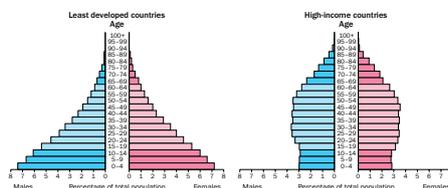
POPULATION STRUCTURE

The population structure in MEDCs and LEDCs

Population structure refers to the composition or make up of the people living in a place like a town or city, or in a larger area such as a country or continent. A graph called a **population pyramid** is often used to show the gender and age structure of a population. Of particular significance are the proportions of people in the 0–15 years (called **younger dependents** because they are not yet in employment), 16–64 years (referred to as **'economically active'** because they are of working age) and 65+ years (**older dependents**, who have mostly retired) cohorts. Knowing the numbers in these three cohorts enables the **dependency ratio** of a population to be calculated. This is the ratio between those of working age (the economically active) who are paying taxes, and those of non-working age (the dependents), who rely on the taxes to support them, e.g. to fund government pensions and the costs of public services such as education and medical care. For example:

- A country of 40 million people, with 20 million dependents, would have a dependency ratio of 1:1.
- A country of 60 million people, with 20 million dependents, would have a dependency ratio of 3:1.
- A country of 90 million people, with 60 million dependents, would have a dependency ratio of 1:2.

Having more than one tax paying worker for each dependent person (a low dependency ratio) is seen as positive thing, as this spreads the burden of tax and funding public services, such as schools, across many employed people. In countries with a high dependency ratio, where there may be several dependents for each tax payer, governments may have to raise tax levels and cut expenditure on public services in order to meet costs.



Δ Fig 8.11 Typical population structure of LEDCs.

Δ Fig 8.12 Typical population structure of MEDCs.

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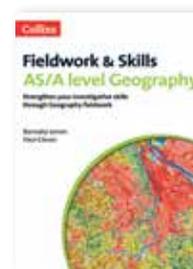
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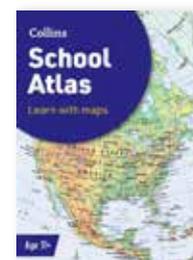
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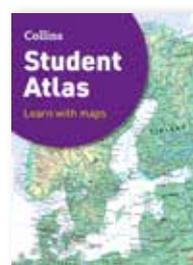
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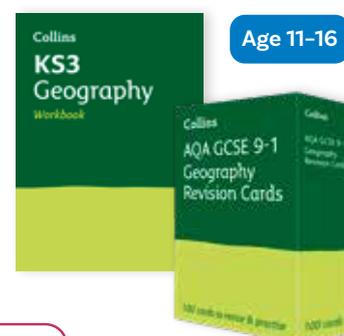


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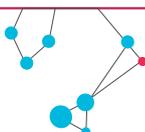
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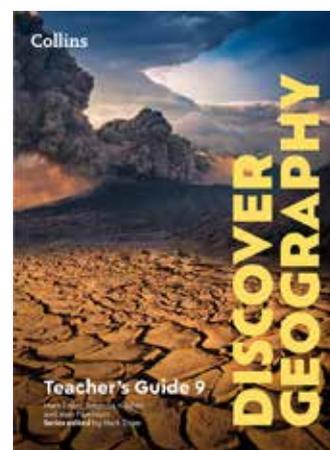
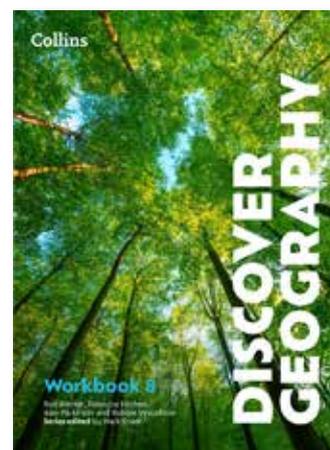
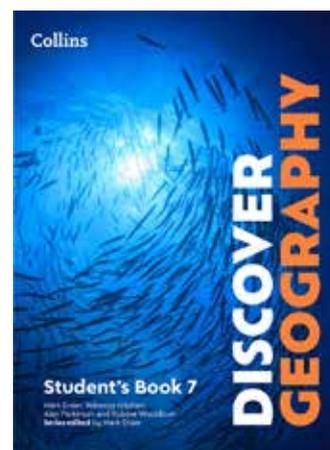
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4 How does life adapt to its environment?

Animals in cold deserts

Animals need **insulation** against the cold. Some, like polar bears, grow thick fur to protect them, whereas marine animals like walrus have thick layers of fat called blubber which provides insulation.

There is limited food during the long winters. Most Arctic animals build up fat reserves during the summer so that they can survive with less food later in the year. Some animals, such as brown bears, hibernate during the winter.

Animals often have to travel long distances in search of food. Reindeer **migrate**, looking for enough vegetation to eat. Predators such as Arctic foxes turn white in winter so they are camouflaged against the snow. Their prey, such as the Arctic hare, do the same.

Landscapes in cold deserts

The soil in cold deserts is often permanently frozen (called **permafrost**). Only the top layer of soil thaws during the warmer summer.

When snow and ice melts, the water cannot infiltrate into the still frozen soil and so it sits on the surface. This means that low-lying and flat areas of cold deserts may be covered in shallow pools of water during the summer. These pools of water provide breeding grounds for insects such as mosquitoes.



▼ Figure 4.21 Arctic fox (below) and desert fox (above) ▲



Activities

- 1 Study figure 4.19. Describe the climate of Oymyakon, Russia.
- 2 Describe how the climate of Oymyakon differs from that of Rajasthan (see Figure 4.7).
- 3 Describe how the climate of Oymyakon is similar to that of Rajasthan.
- 4 Explain the difference between plants in cold deserts and those in hot deserts.
- 5 Explain the differences in adaptations between the Arctic and desert fox (see Figure 4.21).

Key terms

Insulation: The act of covering something to prevent heat loss.

Migration: The movement from one place to another.

Permafrost: Permanently frozen soil.

4.6 How do people adapt to life in cold deserts?

Cold and dry conditions make life difficult for people in cold deserts such as those who live inside the Arctic Circle. However, people adapt to these conditions either by using traditional methods that have been developed over generations or using modern technological strategies.

Food in cold deserts

Crops cannot usually be grown in cold deserts. **Indigenous people** of these regions survive by either herding animals or by hunting them. For example, the Sami of Scandinavia (in northern Europe), rely on their herds of reindeer for meat and milk. They are **semi-nomadic** and move their animals in search of vegetation.

Inuit communities are found around the Arctic Circle, in Alaska, Canada, Greenland and parts of Russia. They fish and hunt for seals.

More recent settlers in cold deserts are more likely to rely on goods brought in from warmer parts of the country. For example, people in Oymyakon, in northeastern Russia, eat food brought in from further south and west where conditions are warmer and wetter and crops are grown and animals raised.

Transport in cold deserts

Transporting resources into cold deserts is not easy. Ice and snow on roads can make driving dangerous. It can also be difficult to maintain roads built on permafrost. The thawing of the top layer of soil in the summer causes the ground level to change and the road to crack.

It is also difficult to bring goods in by sea as, during winter, it is so cold that the sea freezes. This means that boats cannot get into the port.

People have to adapt by storing resources when they can get them as they know they might be cut off from the outside world for months at a time.



▼ Figure 4.22 The Sami people rely on their herds of reindeer, including using the skins to make their tents.

Terms covered throughout lessons to strengthen learner understanding

End of lesson activities to review and consolidate learning

Sample pages from **Student's Book**, not final

4 How does life adapt to its environment?

Chapter intent

This chapter explores how both human and non-human life adapts to different physical environments. In doing so, it brings together both human and physical geography and shows how a knowledge of one helps to support a knowledge of the other.

Students will learn why different large-scale ecosystems are found at different locations focusing first on India as a whole before zooming into the Thar Desert. They will explore the opportunities that living in a hot desert bring to people and the way they overcome the challenges that such an extreme environment can bring.

Students will then build on this way of looking at the world to explore life in the cold deserts of the Arctic Circle.

By the end of the chapter, students should have improved their knowledge of these places and developed an understanding of how people manage scarce resources in contrasting parts of the world.

Skills

In this chapter, students will be introduced to climate graphs. They will also explore graphs that show patterns of data looking at past, present and future trends.

Learning outcomes

The learning outcomes for this chapter are to understand:

- that different places have different climates and why this is the case
- that the climate has changed over time and the evidence we have for this
- the physical and human factors that have caused climate change
- which parts of the world will be most affected by climate change.

Expected prior knowledge

- The difference between weather and climate.
- The factors that influence climate.
- Lines of latitude.
- The location of the world's continents and oceans.

Links to later learning

The knowledge that students gain during this chapter will be built on in the next one, where students learn more about food as a resource; they will return to life in the Arctic Circle in the subsequent chapter on Russia's changing climate.

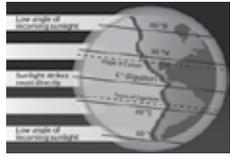
Next year, they will return to looking at how people seize opportunities for development and in the final year they will consider how people in hot desert environments will have to adapt further as a response to climate change.

Fieldwork opportunities

- Investigate how people have adapted to the climate challenges in their local area. Students could use questionnaires to find out who has access to air conditioning or water saving technology. They could present this data on a map and identify any spatial variations; for example, are they more common in newer developments, wealthier areas or where they are most needed?
- Investigate the hazards presented by the local environment. Use secondary data to see how deaths or injuries associated with an environmental hazard have changed over time (flooding, heat waves, extreme cold events). Students can propose possible explanations for these changes and design a theoretical investigation to test their hypothesis.

Local geography opportunities

Throughout this chapter it should be possible to use the local environment to compare and contrast with the areas being studied. For example, how the animal adaptations found in hot and cold deserts resemble those in your location. Or whether people face similar or different challenges with the climate.



▲ Figure 4.1 It is **hottest** on the equator because the sun strikes it most directly, not because it is closer to the sun.

Curriculum links

| National Curriculum for England | Middle Years Programme | Cambridge Lower Secondary Humanities |
|---|--|--|
| <ul style="list-style-type: none"> • The geography of India and Russia • Weather and climate • Economic activity • Use of natural resources • Use of maps and atlases • Collecting data | <ul style="list-style-type: none"> • Systems • Culture • Diversity • Patterns and trends • Personal and cultural expression | <ul style="list-style-type: none"> • ED.01 • EN.01 • EN.02 • LP.01 • SK.01 • SK.02 |

Chapter misconceptions

It is important that students understand why the temperature changes as you move away from the equator. It is a common misconception that it is because you are getting further from the sun. It is actually because the rate of **insolation** changes. On the equator, the sun's energy is more concentrated. However, when it hits the curve of the earth closer to the poles, the energy is more dispersed.

Another misconception is that people should, or could, simply migrate away from areas with extreme environments. Students need to understand that cultures adapt to their environments and while some people may choose to move away, most people stay close to their families and with the life they have grown up in.

Clear model answers guide teachers and students to check their work and understand expectations with targeted feedback

Guided activities provide structure to deliver meaningful fieldwork with ease

Sample pages from **Teacher's Guide**, not final

This course supports Key Stage 3 Geography National Curriculum for England, Cambridge Lower Secondary Humanities (0839) and IB MYP Individuals and Societies.

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CIE Age 14-16 eBooks

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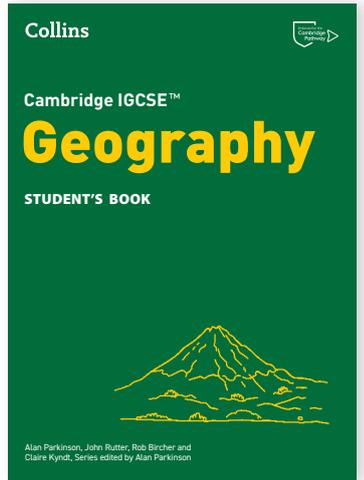
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Review and practice: Geographical skills

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 land snail, 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)

A sand dune system

| Distance in metres | 0 | 25 | 50 | 75 | 100 | 125 | 150 | 175 | 200 | 225 | 250 | 275 | 300 |
|-----------------------|-----|-----|------|------|------|------|------|------|------|------|------|------|------|
| Land snail | 0 | 12 | 12 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Marram grass | 0 | 93 | 93 | 90 | 90 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bird's foot trefoil | 0 | 0 | 0 | 7 | 22 | 6 | 16 | 4 | 26 | 50 | 59 | 10 | 0 |
| Sea buckthorn | 0 | 0 | 0 | 0 | 0 | 2 | 40 | 12 | 60 | 60 | 40 | 10 | 0 |
| Soil pH | 6.4 | 5.8 | 5.6 | 5.6 | 5.6 | 5.6 | 4.8 | 4.8 | 4.8 | 4.7 | 4.4 | 5.4 | 5.4 |
| % soil moisture | 1.2 | 1.6 | 16.2 | 58.2 | 57.4 | 75.2 | 60.4 | 20.2 | 64.2 | 72.4 | 76.8 | 75.2 | 75.2 |
| % soil organic matter | 0.2 | 0.4 | 5.2 | 43.2 | 86.2 | 56.2 | 81.2 | 10.2 | 83.4 | 82.4 | 84.6 | 88.6 | 88.6 |

(c) Kite diagram to display species distributed from a sand dune transect

(b) Using the information in table B and kite diagram C, describe the distribution of plant species along the sand dune transect. (4)

Q1 (b) answer

At the start of the dunes there are mostly any plant species at all. There is some marram grass and there gradually gets to be more of this later on. From about 50 metres there is a lot of Bird's foot trefoil and then some Sea buckthorn towards the end.

Comment

This description lacks detail and is incorrect. No figures are presented for either the plant percentages or the distance from the beach into the dunes at which the various species can be found. The language used is far too vague and lacking in precise geographical terms.

Answer 2

Close to the shore the only plant species with any notable presence is land snail but this quickly dies away as the transect moves inland to the dunes and Marram grass predominates – eventually making up 50% of the plant species. Bird's foot trefoil has a more random presence initially with limited amounts from 50 metres onwards but it becomes more of a recognisable species from 150 metres inshore. Finally Sea buckthorn takes hold of the dunes from 100 metres inland. From 150 metres until around 200 metres, it is by far the most dominant plant species, peaking at 60%.

Comment

This is a far more comprehensive answer. Various percentages of key species are outlined, an adequate number of plants are included and all the information is related accurately to distance from the shore. The geographical terms used are far more precise and the overall language level is far more advanced which brings clarity to the description.

Further research

Being able to draw kite diagrams is a good skill but you can also search online for a tool which will produce them for you. Once you locate the tool using the terms 'kite diagram drawing resources', input the data from Table 1 and compare the results with your hand-drawn one.

(d) Map D is a sketch map drawn by one of the students showing the area where the transect was completed. The fieldwork's aim was to investigate the hypothesis that 'The percentage of vegetation cover and number of plant species will increase inland due to changing availability of organic material'. Using the data in table B, kite diagram C and map D, evaluate to what extent the students' methodology is appropriate to investigate the hypothesis. (6)

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(2nd Edition) (9696)

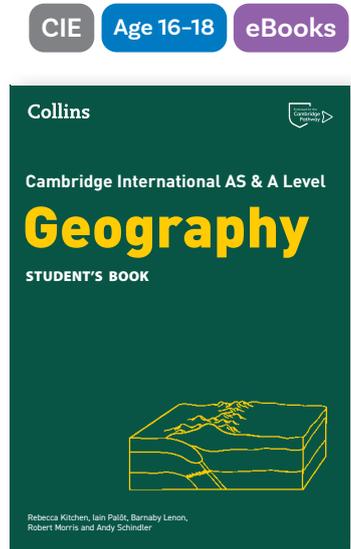
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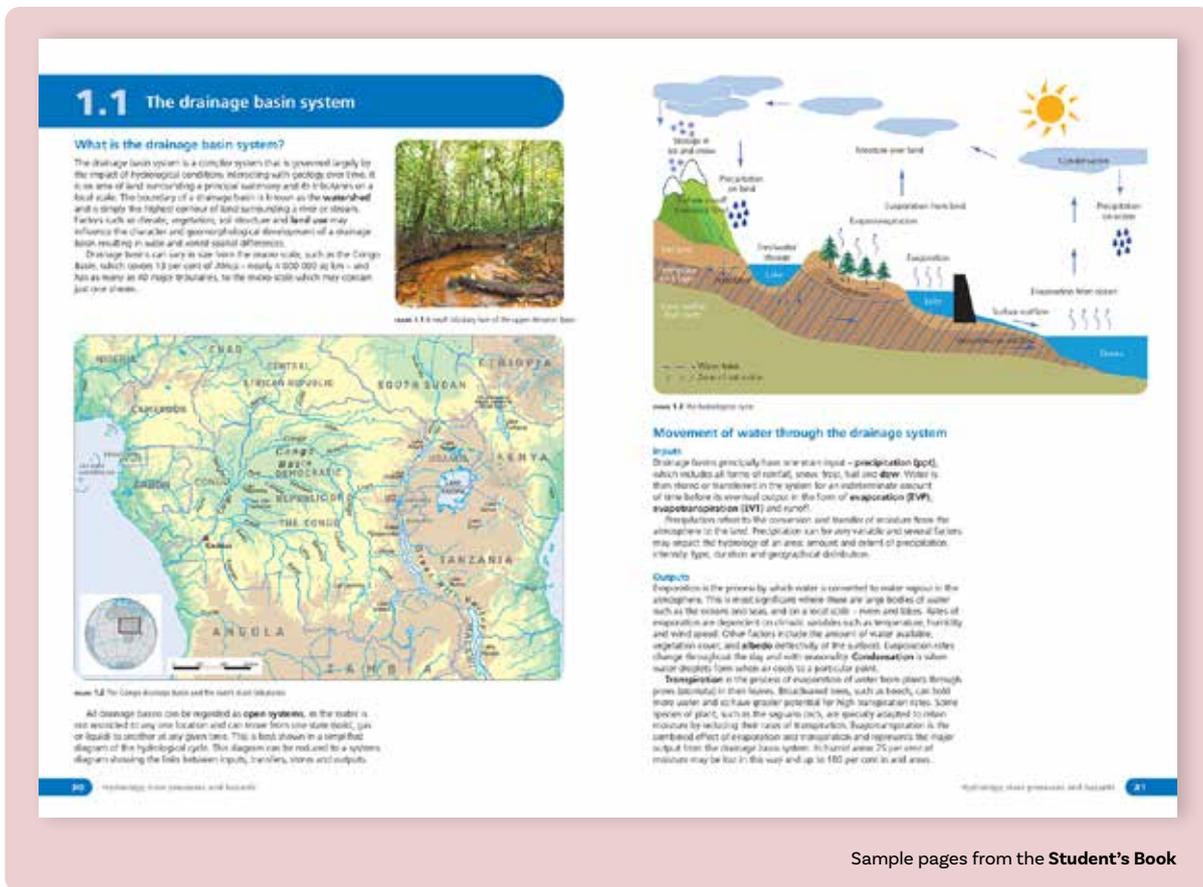
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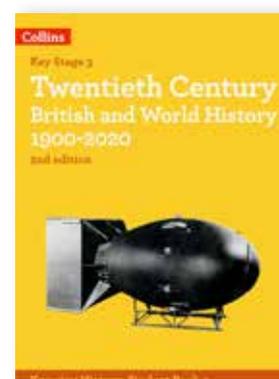
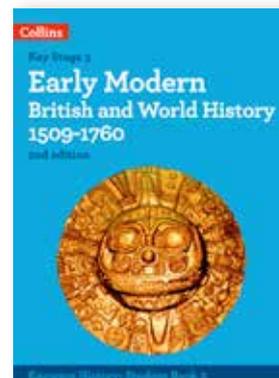
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Unit 9: Mughal India

Babur of Kabul

In the early 16th century, a Muslim warrior from central Asia conquered much of northern India. He became the founder of a dynasty called the Mughals, who would rule India for centuries.

This ruler was Babur of Kabul. He was born in 1483 in the **Fergana Valley**, in what is today Uzbekistan in central Asia. At first, he was called Zahir-ud-Din Muhammad, but he later took the name Babur, which means 'tiger'. Babur was descended on his father's side from Timur Lenk, and on his mother's from Chinggis Khan – the two greatest Mongol conquerors.

Babur was famous for his strength and skill as a warrior. He commanded armies from a very young age, conquering the great city of Samarkand when he was only 14 – although he lost control of it shortly afterwards. It was said that he would run up stairs carrying a man on his back, and that he had sworn across many seas he was unconquered, including the Ganges. He was ruthless to his enemies, but he was also a sensitive and intellectual man who loved gardening and poetry, and wrote many books. During his conquest of India, he personally wrote detailed reports on the country's culture, wildlife and flowers.

The conquest of India

Babur became ruler of Fergana at the age of 11, but he was soon forced out of his homeland by the rise of a powerful Uzbek warrior named Muhammad Shaybani Khan, who defeated him in battle in 1501. Babur became a wandering prince, seeking an empire to rule. The place he really wanted to rule was Samarkand, which had been the capital of his ancestor Timur. However, after failing again to capture it, he turned south and took control of the city of Kabul in Afghanistan in 1504.

Babur spent 15 years consolidating his rule of Afghanistan, and failed in several more attempts to conquer central Asia. In 1519 he gave up on Samarkand, and instead turned his attention south-east – towards India. India at the time was fragmented into many small kingdoms. Most of the states in the north were either small Hindu kingdoms called the **Rajast states**, or they were **sultanates** under Islamic rulers. India's most powerful rulers were the Lodis, an Afghan dynasty who governed much of northern India, including the sultanate of Delhi.

Fact

Babur thought of himself as Turkic (the native people of his region), and always referred to himself and his followers as Turki. However, he and his heirs were often identified by others as Mongol rulers. The name 'Mughal' is simply the Persian version of the word 'Mongol'.

1504 Babur becomes ruler of Kabul

1500 Death of Babur

1516 Babur wins the Battle of Panipat

1555 Humayun reclaims part of his father's empire

1605 Death of Akbar

1504 This is Mughal India

Unit 9: Mughal India

Knowledge organiser

1504 Babur becomes ruler of Kabul

1500 Death of Babur

1516 Babur wins the Battle of Panipat

1555 Humayun reclaims part of his father's empire

1605 Death of Akbar

Key vocabulary

Castes A hereditary class that determines a person's status and actions in life.

Disparaging Speech that causes religious offense.

Deccan Plateau A very large highland region that covers much of southern India.

Delhi Major city in northern India that was the Mughal capital.

Shi'a Shi'a: Religious order founded by Abbas, based in Iran but promoting Akbar himself as a semi-divine figure.

Empire Group of territories ruled by other countries.

Fergana Valley Region in present-day Uzbekistan, in central Asia, that was Babur's home kingdom.

Hindu A highly respected and influential teacher, usually on religious or spiritual matters.

Arabs One of non-Muslims living in Muslim lands.

Kabul City in Afghanistan that became Babur's capital.

Mughals People native to the Deccan who formed an independent kingdom in the 17th century and fought the Mughals.

Mughals Dynasty originally from central Asia that ruled much of India from the 16th to 18th centuries.

Panipat The north-western region of India.

Pisa Fire on which a body is burned at a funeral.

Raja Indian word for king.

Rajast states Small kingdoms in northern India before the Mughal conquest, ruled by Hindu princes.

Religion Someone who is appointed to rule on behalf of a monarch, when the monarch is too young, infirm or absent to rule.

Safavid empire Persian empire that was Mughal India's most powerful neighbour.

Sati The Hindu custom of ending a woman's life with her husband's funeral pyre.

Sikhism Religion that arose in India in the 15th century and became a major force in the Mughal period.

Sultanates An Islamic kingdom ruled by a Sultan.

1504 This is Mughal India

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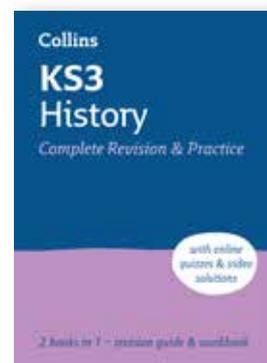
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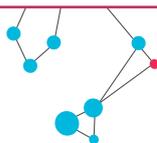
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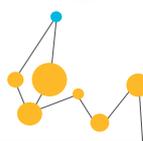
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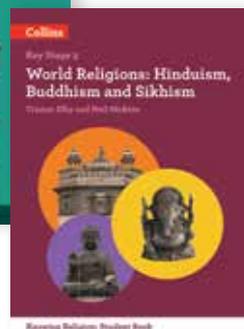
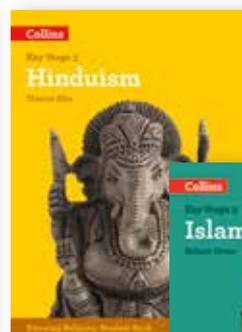
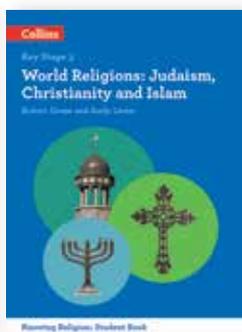
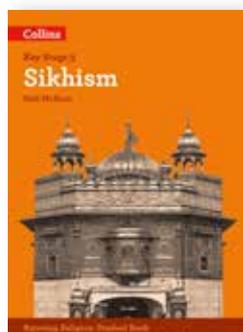
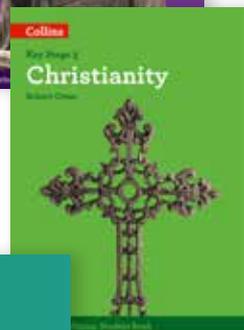
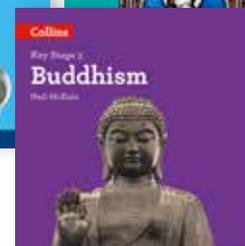
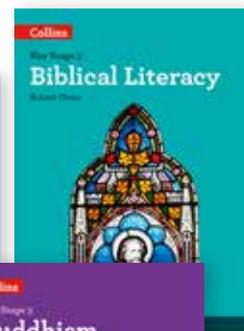
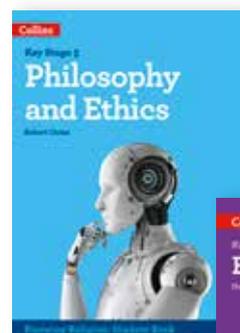
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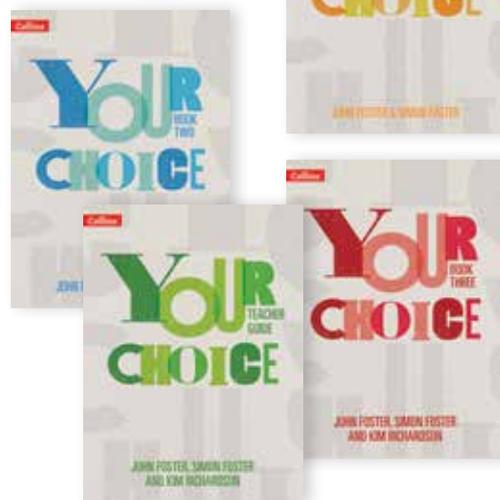
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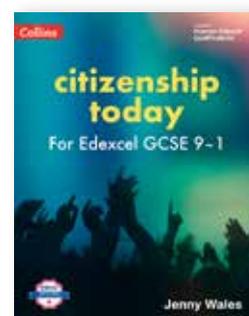
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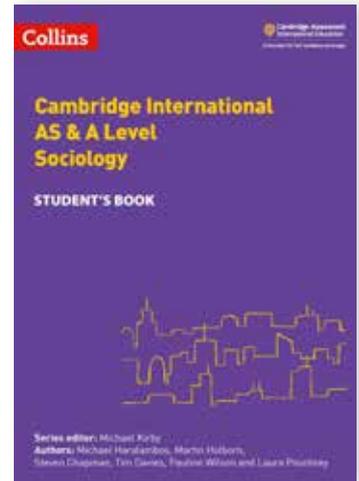
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5 EDUCATION

musical intelligence – for example, being able to compose music

spatial intelligence involved, for example, in navigating

bodily kinesthetic intelligence or being able to use parts of the body or the whole body to make products or solve problems. Dancers, athletes, actors and surgeons, for example, display this particular intelligence.

interpersonal intelligence involved, for instance, in understanding other people's emotions

intrapersonal intelligence, involved in understanding one's own emotions, skills or motivations. In Gardner's view, these capacities are relatively independent of each other. Each individual has a 'unique blend of intelligences'.

legitimise the allocation of high-status positions in society. The middle class have the power to establish definitions of intelligence. These definitions largely refer to abilities that the middle class already have. According to Henderson, intelligence is a 'label' that is applied to the 'behavioural characteristics' of members of a dominant class in society. In his words, 'The middle class are able to select and define those behavioural characteristics which are to be considered "intelligent". These characteristics are ones that the middle class are most likely to possess, given their position in the social class structure. Rather than arguing that intelligent people achieve privileged positions, Henderson argues that it is 'due to their privileged positions that people are intelligent'.

intelligence accurately via IQ tests. However, he sees IQ as a reasonably valid and reliable indicator of intelligence. He argues that IQ can be used to measure approximate differences in average levels of intelligence between different social groups, particularly when they live under similar cultural conditions. In his view, ability in one area (such as in verbal reasoning) tends to correlate with ability in other areas (such as spatial or mathematical ability). While this does not necessarily support the idea of one common factor, or general intelligence, it does suggest that there are differences in the average levels of intelligence between different social groups.

Researchers such as Otto Klineberg (1971) and Philip Vernon (1969) question the validity of IQ tests as measures of intelligence. Critics argue that IQ tests are culturally biased. This makes it easier for some groups to get higher scores on them than others. One view is that they are biased in favour of the middle class, as they are largely constructed by and standardised upon members of this group. If it is accepted that social classes and other social groups have distinctive subcultures and that this affects their performance in IQ tests, then comparisons between groups in terms of measured intelligence are invalid.

This argument can be illustrated by the testing of non-Western populations with Western IQ tests. The Canadian psychologist Klineberg (1971) gave a test to Yakima Native American children living in Washington State, USA (see the Activity in Chapter 3, Unit 3.1.1). The test consisted of placing variously shaped wooden blocks into the appropriate holes in a wooden frame 'as quickly as possible'. The children had no problem with the test but produced low scores because they failed to finish within the required time. Klineberg argues that this does not indicate low intelligence but simply reflects the children's cultural background. Unlike Western culture, the Yakima do not place a high priority on speed.

Such examples suggest that Western IQ tests are inappropriate for non-Western people as they do not measure pure ability. The same argument has been applied to the use of IQ tests within Western societies which contain different subcultural groups, including social class subcultures. Thus, the British psychologist Vernon (1969) stated: 'There is no such thing as a culture-fair test'. In this view, IQ tests are biased towards some groups, such as White, middle-class people. This suggests that conclusions based on comparisons of the average measured IQ

of different social groups must be regarded at best with caution.

Activity

IQ tests are used to measure intelligence. However, their validity is questioned. Assess the view that IQ tests provide a valid measure of intelligence.

Genes, the environment and intelligence

One view is that intelligence is due to both genetic and environmental factors. It stems partly from the genes that individuals inherit from their birth parents, and partly from the environment in which they grow up and live. Environmental influences include everything from diet to social class, from quality of housing to family size. They include factors such as household income, parental education and occupation, parent-child relationships and the quality of schooling. For example, malnutrition during the early years may impact negatively on children's cognitive development. In this view, genetic and environmental factors interact to influence intelligence. For instance, intelligent parents are more likely to provide an appropriate environment (such as a nutritious diet, books and involvement in extra-curricular activities) for developing their children's intelligence.

Some social scientists, such as Jensen (1973) and Richard Herrnstein and Charles Murray (1994) in America, and Hans Eysenck (1971) in Britain, argue that intelligence is largely inherited. Differences in people's IQ scores are largely explained in terms of genetic differences between them. These researchers variously estimate that between 60 and 80 per cent of intelligence is genetically based.

Activity

Give one argument against the view that intelligence can be easily defined.

Measuring intelligence

Intelligence is measured by intelligence tests which give an individual's intelligence quotient (IQ) and enable comparison between people's levels of intelligence. Such tests are designed to measure verbal ability, spatial ability and abstract reasoning ability. They would exclude questions such as 'Which is the highest mountain in the world?' that test knowledge and memory rather than the ability to reason. Thus, a simple IQ test may ask for the next number in the following sequence: 2, 4, 6, 8. This question requires individuals to discover the pattern underlying the sequence of numbers and to apply their discovery to solve the problem. The average score on IQ tests is 100. People with an IQ of 150 and above are often seen as being exceptionally intelligent, while those with IQs below 100 are seen as having below average intelligence.

IQ tests were developed for use within education to measure differences in intelligence between individual students. Despite their widespread use, a large body of evidence suggests that IQ tests are not a valid measure of intelligence, particularly when they are used to compare the intelligence of members of different social groups.

The validity of IQ tests

The British sociologist Saunders (1996) accepts that there are difficulties associated with measuring

272

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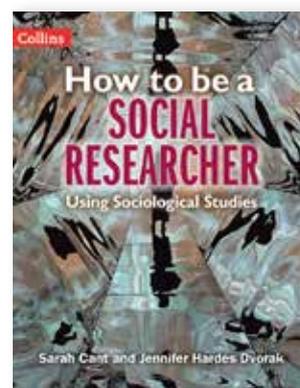
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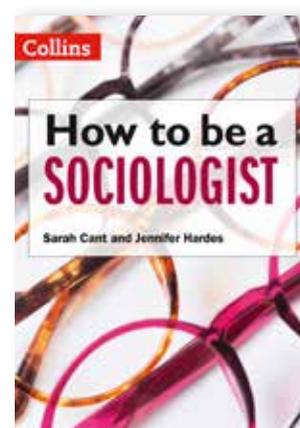
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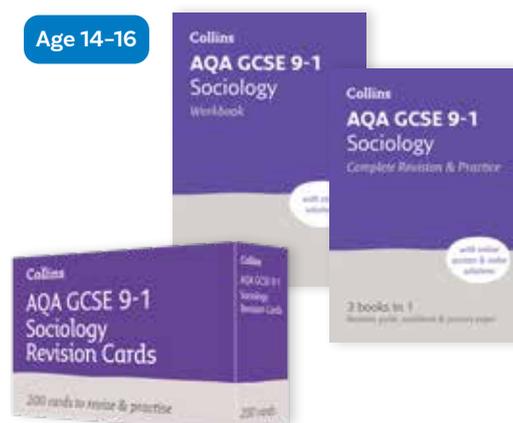
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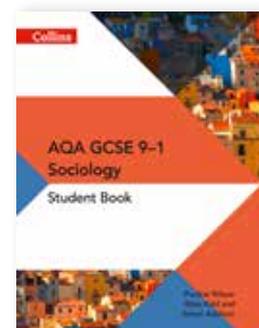
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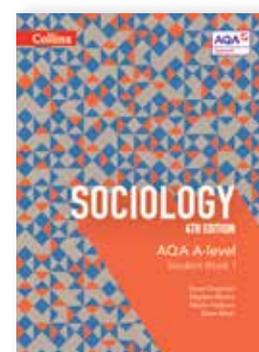
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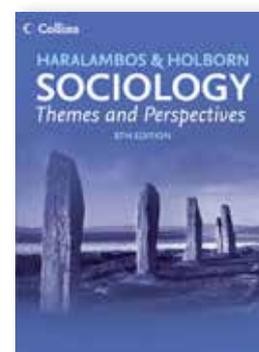
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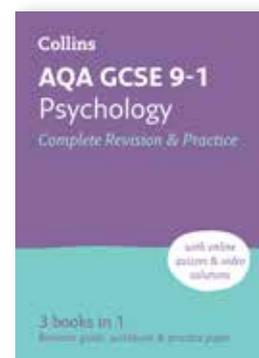
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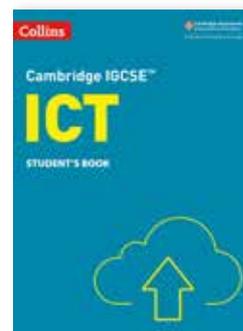
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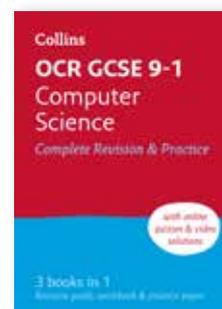
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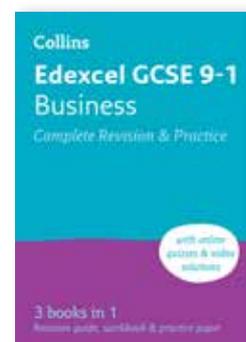
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eBooks

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

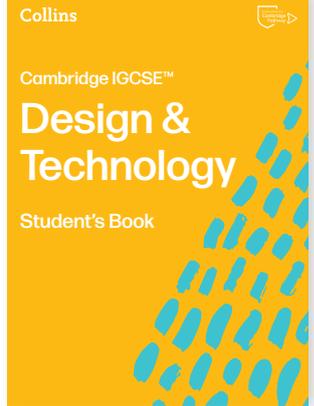
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1.2 Designing principles

1.2.1 IDENTIFYING

LEARNING AIMS

By the end of this unit you should be able to:

- ✓ Identify needs and wants for designing and making.
- ✓ Identify opportunities for designing and making.
- ✓ Analyse products and data.
- ✓ Describe needs and opportunities for designing and making.

Identifying needs and opportunities

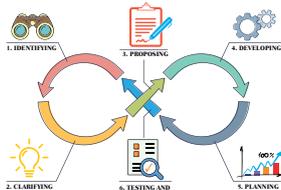
Every product starts with a purpose. It might be designed to fix a small everyday problem or to tackle a big global issue. Some designers work with huge companies to make products that will sell and make a profit. Others are driven by a desire to make life better – for users, society, or the environment.

Think about the practical problems you or others have or see in your day-to-day lives. Maybe it is the tangled charging cables in your bag, or how difficult it is to carry shopping on a bike. Or perhaps you have noticed how much single-use plastic is still being used at your school or local café.

Designers spot everyday problems and imagine how things could work better. This process – identifying a design need – is where great ideas begin.

Identifying a design need is the first of six designing principles that you will explore in this topic:

- Identifying
 - Clarifying
 - Proposing
 - Developing
 - Planning
 - Testing and evaluation.
- Note that you do not need to follow these six principles in a linear order in your own design work. See Figure 1.



▲ Figure 1 The six designing principles

Some ideas come from:

- Observing how people use (or struggle with) existing products
- Listening to what others complain about or wish they had
- Researching new materials or technologies
- Responding to environmental or social challenges.

MODERN EXAMPLES OF REAL DESIGN NEEDS

Design needs are everywhere. Table 1 shows examples of problems and opportunities that could inspire your own work.

| Problem | Opportunity |
|---|---|
| Odour from bins in small kitchens in urban apartments is unpleasant | Design an odour-free compost bin for small urban kitchens |
| Online learners often struggle to position their phones comfortably using sustainable tools | Design a modular phone stand made from recycled plastic for online learning |
| Single-use deodorant packaging contributes to bathroom waste | Design a refillable deodorant stick to reduce bathroom waste |
| Commuters who struggle with long journeys have nowhere to rest while waiting or travelling | Design a foldable commuter seat for those needing rest during long journeys |
| Users with limited fine motor skills find standard bottle openers hard to use | Design a one-handed bottle opener for people with reduced fine motor skills |
| Pet owners worry about losing their pets, but lack eco-friendly tracking solutions | Design a clip-on, solar-powered pet tracker that links to a smartphone app |

▲ Table 1 Some design problems and opportunities

You do not have to invent something completely new. Often, the most effective solutions come from improving what already exists – making it easier to use, more sustainable, more affordable, or simply more enjoyable. This is called **product analysis**.

People are searching for greener solutions: less waste, more reuse, more efficient materials. Designing with the environment in mind is a greater focus for consumers and companies. Sustainable design is not just good for the planet – it is also a powerful way to connect with eco-conscious users.

THE ROLE OF THE CLIENT AND USER

While it is often tempting to design a solution for yourself, successful design is about solving problems for others. Designers must understand the **needs** and **wants** of real people. Most products are developed for a client – the person, organisation, or business who sets the task – and a user – the person who will actually use the product. These are not always the same, so good designers take time to understand both perspectives.

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New edition

CIE

Age 14–16

Author: Gary Whitehead

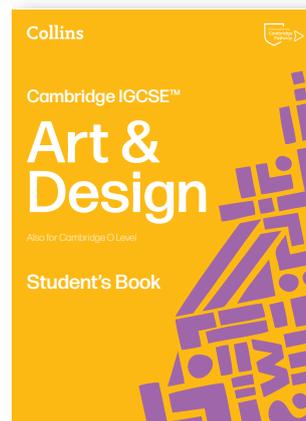
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- Show a wealth of case studies taken from different students' coursework and established artists around the globe so that students can learn from real-life examples

Teacher's Guide

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- Support students with guidance on creating their portfolio of work and practical assessment and how to build this into the course

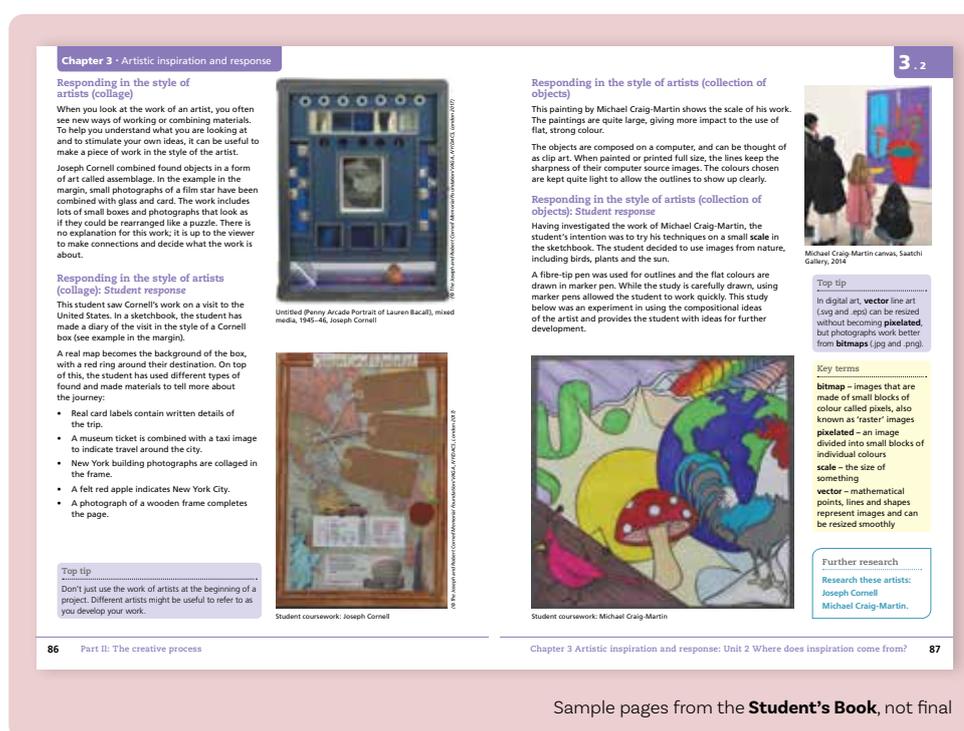


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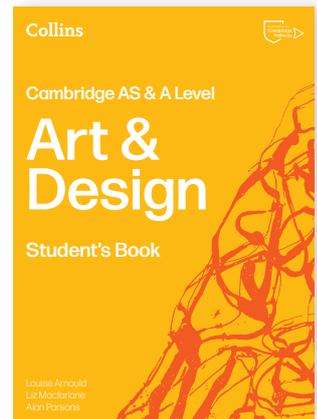
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Module 3: Development and refinement

DEVELOPING ABSTRACT COMPOSITIONS

The art movement known as **Op art** is a good example of art that is technically very accomplished, requiring careful planning. Op art is a term given to works that give the viewer a sense of movement by using patterns that seem to vibrate or swell when you stare at them. It developed as a movement in the 1960s and one of the main exponents was British artist Bridget Riley (born 1931). Riley developed ideas for her optical patterns by first using small-scale, hand-drawn grids, as can be seen in Figure 3.5. Using a grid system meant that she could easily recreate her designs on a larger scale when she was happy with the arrangement of the shapes and gradations in tone. Although at the start of the movement Op artists worked using a monochromatic palette, work quickly developed by introducing the use of colour as can be seen in the work of Israeli artist Naoum Algalim (born 1928), whose work can be found online.

Activity D: Using a grid to transfer, enlarge and distort an image

Using grid systems to enlarge images was a technique also used by American Postmodernists, such as Richard Estes (born 1932) who worked from photographs, recreating them using a very detailed and precise painting style on a much larger scale. The grid that Estes used to enlarge the image for *The Concession Club*, New York (Figure 3.7) would have been a regular square or rectangular grid, whereas Riley used a carefully distorted grid to create the ellipses for her painting *Hesitate* (Figure 3.6).



3.6 Bridget Riley *Hesitate*, 1964, gouache and pencil on paper, private collection.

3.5 Bridget Riley *Untitled*, 1964, emulsion on board, Tate, London. *Untitled* shows Riley's use of a grid system to work out the composition for her later painting *Hesitate*, carefully working out the position of each circle and ellipse.

3.7 Richard Estes, *The Concession Club*, New York, 1976, oil on canvas, private collection.

1. Working from a photograph that you have taken, print it out to an A5 size and draw a 2 × 2 cm, or 1 × 1 inch, grid over it.
2. Then draw a larger scaled version of the grid on A3 paper and transfer the image by drawing a cell at a time.
3. You can experiment with creating distorted images by drawing a different-shaped grid on the paper. Create longer and thinner or shorter and fatter versions of an image by changing the cell shape to rectangles instead of squares. Just ensure that there are the same number of cells in the grid covering the photograph and that you draw the image seen in the original grid cells to fit the shape of the cell in the drawing.

Using compositional techniques to refine artwork

There are a number of ways to achieve a sense of unity within an artwork, depending on the intention of the artist. A work of art is regarded as being aesthetically pleasing to the eye if the elements within the work are arranged in a balanced way. You can experiment with the way in which the elements of an image are organised to change the impact that your work has. You can alter the composition of an image simply by changing the format from portrait to landscape or by changing the **focal point**. Look at the two photographs of lotus flowers below. They are both the same image but by changing the focal point and maintaining a shallow depth of field when taking the photograph the resulting versions are quite different. In Figure 3.8 our eye is drawn to the top half of the picture, and in Figure 3.9 the reverse is true: we automatically look towards the flower in sharp focus. You can decide for yourself which composition you prefer.



3.8 and 3.9 Charles Kriss, *Two lotus flowers* in water with shallow depth of field. The composition of an image can be altered by changing the focal point, as seen in these two versions of a photograph.

Critical thinking

Think about other ways in which the photographer could compose the image of the lotus flowers – for example, zooming in further on one of the flowers. Make sketches to illustrate your ideas.

The way in which the individual shapes are arranged within the image in relation to each other can make a big difference. You can use a formal or informal layout. The shapes might be arranged symmetrically or asymmetrically, but to create a more interesting composition artists usually avoid having a focal point that is directly in the centre of the page.

Introduction

Materials and techniques: The golden section

A very traditional way of composing two-dimensional (2D) work relies on a mathematical concept known as the golden ratio, or golden section. In mathematics, two quantities are in the golden ratio if their ratio is the same as the ratio of their sum to the larger of the two quantities. This is believed to be the most aesthetically pleasing arrangement and is a device used by many artists across many centuries when composing their images. The concept is presented visually in Figure 3.10, where the focal point corresponds to the central point of the spiral. If you look back at Figure 3.4, you will see that John Constable placed the trees, which are the focal point of the landscape, using this technique.



3.10 The golden section. The most aesthetically pleasing compositions are believed to have a focal point that corresponds to the centre of the spiral, a ratio of approximately 8:13.

focal point: The part of the photograph to which the photographer directs the viewer's attention, generally where the image is sharpest.
Op art: A style of abstract art chiefly concerned with the exploitation of optical effects such as the illusion of movement.

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Student's Book 978-0-00-880745-0

Cambridge International AS & A Level Digital Media & Design (2nd Edition) (9481)

CIE

Age 16-18

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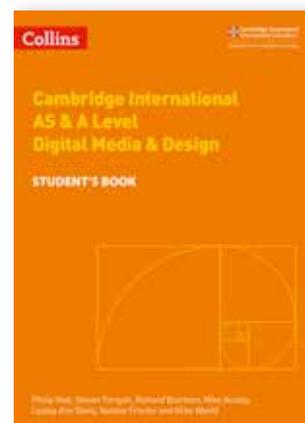
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- Prepare for assessments with activities that encourage students to produce a design outcome or engage with the design process, including tips to help students succeed

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3: The digital landscape



Fig 3.4 Use of touchscreen on a mobile tablet device

Industry insight (beyond the syllabus requirements)

The biggest selling app of all time is the game Candy Crush. It has more than 5 million active users a day and makes \$866,000 every 24 hours!

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

in use globally. Fast forward to 2013 and there were already over 900,000 apps available, users had downloaded over 50 billion of them worldwide, and 800 apps were being installed onto mobile phones every second. Innovations in app development, such as the introduction of touchscreen technology, together with improvements in internet access, connectivity and bandwidth, meant that interactive gaming was now possible on mobile devices. This phenomenon soon revolutionised the gaming industry and is a good example of the Technology Push theory of innovation dictating how new products develop (see above). Games designers have since been able to explore new areas of creativity in their designs, shaped by the functionality available through the new technology, and build fantastic immersive environments for cutting edge products.

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.



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

Part 1: The digital media and design industry

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'.

3.3 ETHICAL POLICY

New digital products have also generated a whole new range of ethical and employment issues, as working practices and production methods evolve. All manufacturing and commercial organisations in the developed world have to follow legislation and guidelines concerning the way they do business, to make sure that their production methods and working processes aren't damaging to employees, consumers or the environment. These regulations vary from country to country, however; their overall aim is to ensure that businesses comply with national and international agreements on environmental, economic and social issues. The commitments range from reducing carbon emissions to promoting equality among employees in the workplace.

Many organisations now publish their **code of ethics** online, to demonstrate their commitment to them. This can reassure potential clients and customers that the company is serious, responsible and reliable. Often when a new project is **put out to tender**, a client will ask the participating companies to demonstrate their ethical credentials before considering them for the contract, so ethics are becoming an increasingly important part of any company's public profile.

ETHICAL MANUFACTURING

Customers are now much more aware of and interested in the **ethics of manufacturing** and will often check out a company's ethical credentials before buying their goods or services. They may consider:

- Do the producers manufacture their goods using environmentally friendly production methods?
- Are they committed to using renewable energy and recycling materials in their processes to reduce their **carbon footprint**?
- Do they manufacture in parts of the world where workers have no employment legislation to protect them?
- Do they use children in their chain of production?

These considerations can seriously affect a company's reputation in the market place, so establishing an approved code of ethics is essential in today's digital landscape.

SUSTAINABILITY

Many companies large and small, have already made commitments to policies around **sustainability** designed to reduce the impact of their business on the environment. For example, most businesses have now transitioned to a largely digital or paperless office. The digital revolution has made it possible to create, save and share data digitally, without having to print it out on paper, which is

Link

See Chapter 5, pages 48-59, for more information on tendering for a design project.



Fig 3.8 Logos for use on a website's ethics policy page



Fig 3.7 WFTO is a membership organisation and sets Fair Trade Standard for its member organisations so their businesses are compliant with the 10 principles of Fair Trade.

Code of ethics a company's official practice on ethical issues

Put out to tender invite proposals and quotes for a job

Ethics of manufacturing producing goods/services without damaging the environment or exploiting workers

Carbon footprint the total amount of carbon emissions a person generates through their use of fossil fuels each year (for example, by using airplanes to travel)

Sustainability the careful use of resources at a rate that ensures they will not run out but will be available for future generations to use

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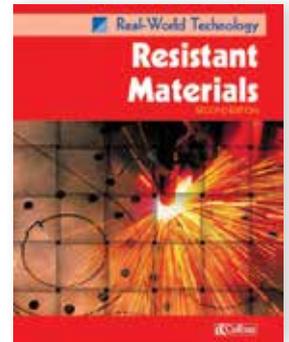
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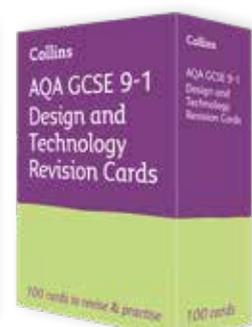
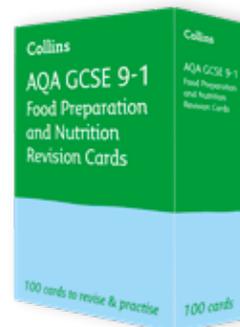
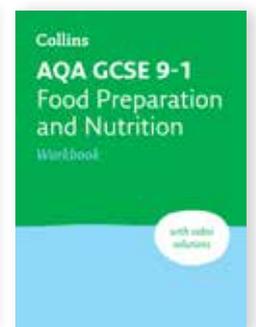
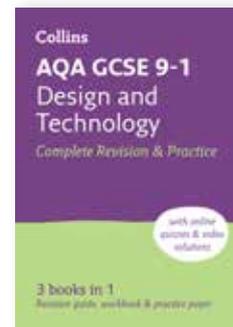
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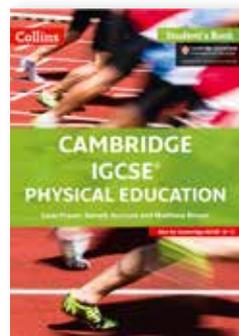
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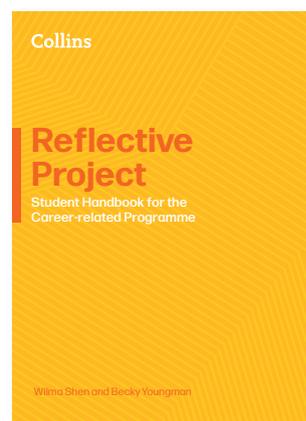
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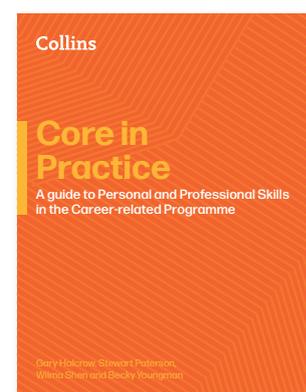
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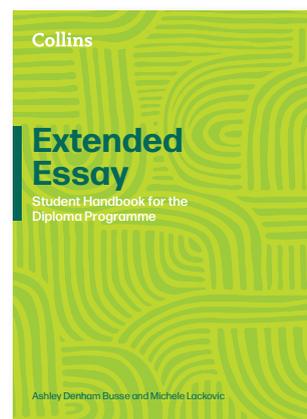
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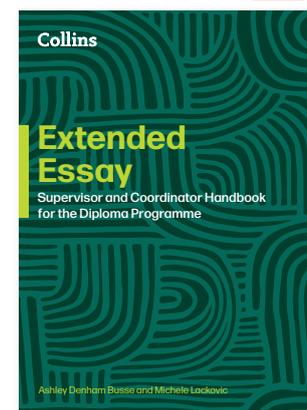
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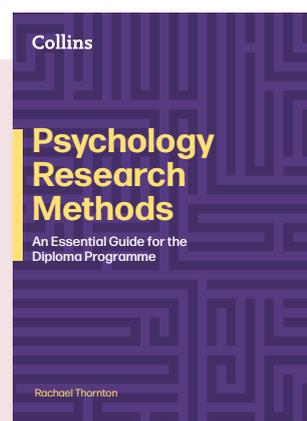
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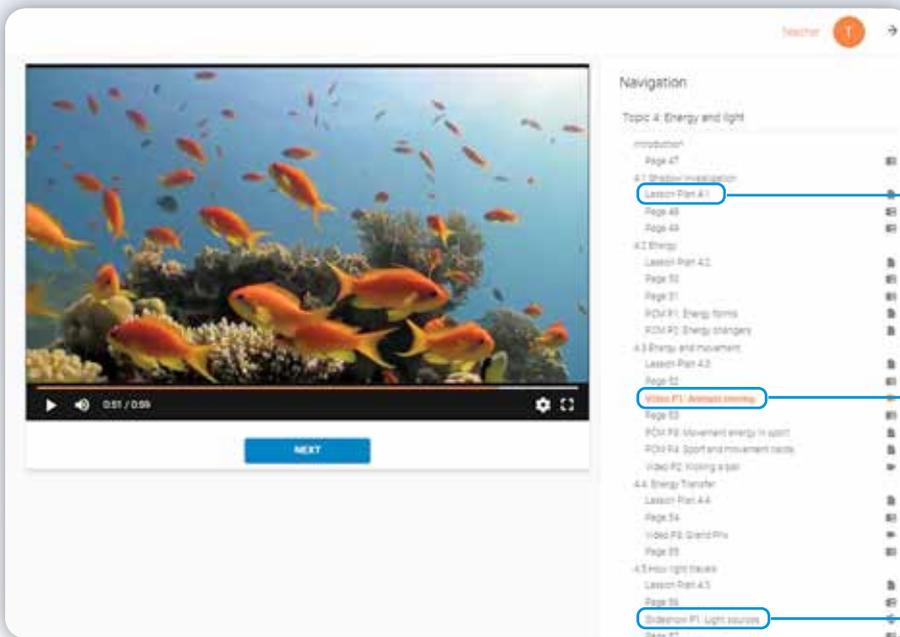
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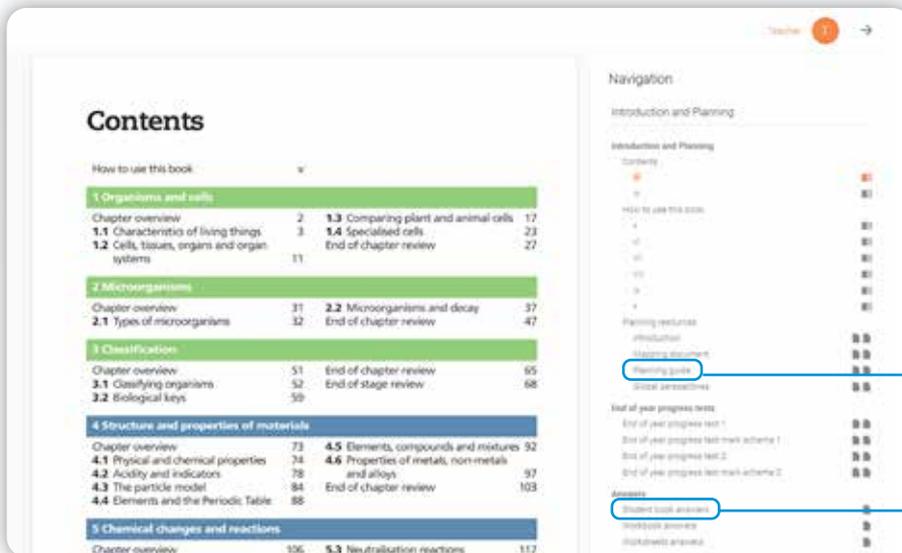
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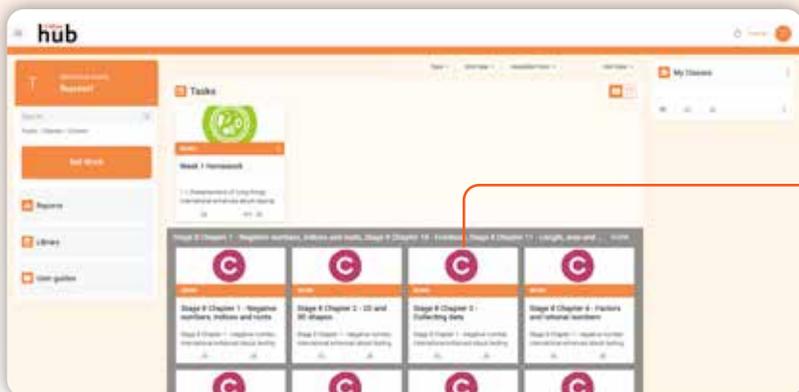
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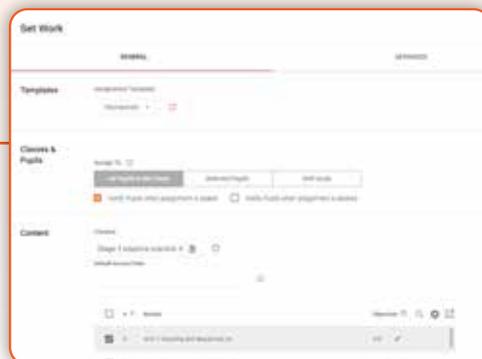
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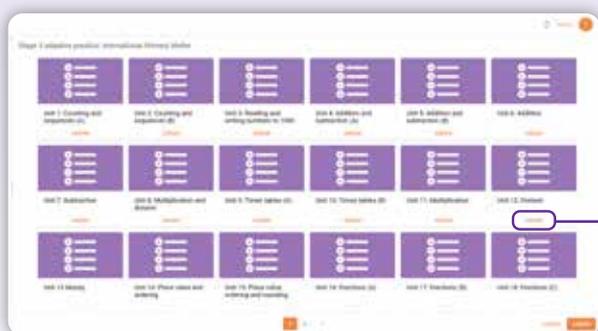
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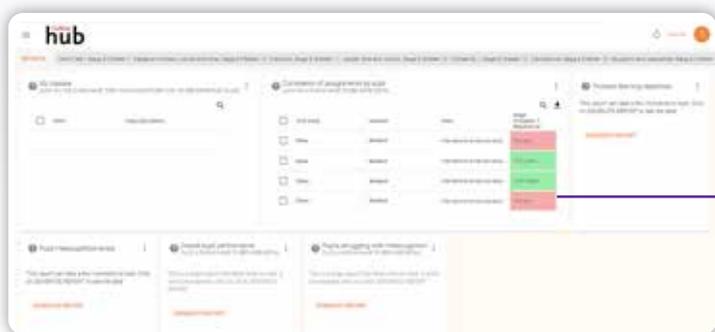
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