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2016–2017

2016–2017 International Secondary Schools Catalogue

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If you have any questions or would like to find out more, please contact the International team, whose details are on the back cover. We are always happy to hear from you.

There is also a list of some key distributors on the back of the catalogue. You can buy our resources locally in over 100 countries as well as from a great many international school suppliers. Let us know if you need more details on finding a local supplier.

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Rob Thompson
International Sales Director

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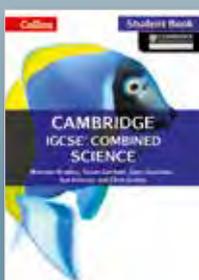
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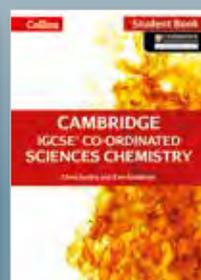
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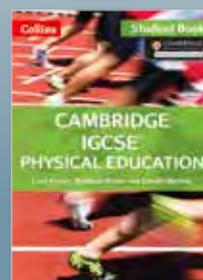
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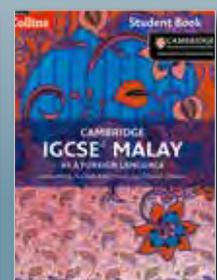
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Key icons used in the catalogue

-  New titles
-  Age range
-  For the International Baccalaureate
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Collins Cambridge Checkpoint English

Series editors: **Julia Burchell** and **Mike Gould**



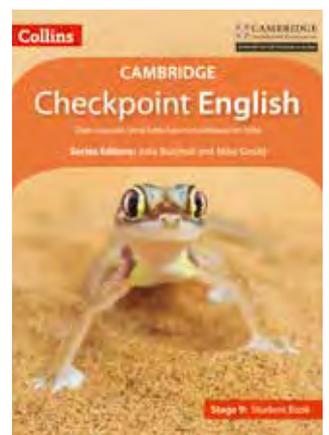
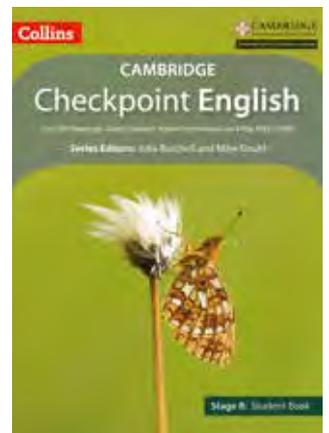
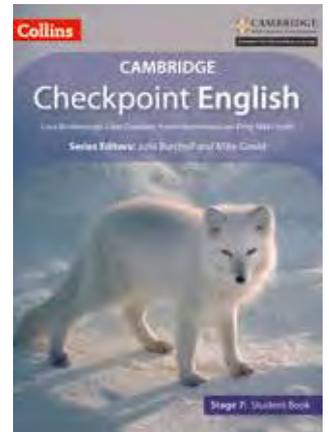
Authors: **Lucy Birchenough, Clare Constant, Steve Eddy, Naomi Hursthouse, Ian Kirby, Richard Patterson, Alison Ramage** and **Nikki Smith**

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Chapter 4 - Topic 1

What is descriptive writing?

Descriptive writing is the language that writers use to create pictures, or images, in a reader's mind.

Introducing the skills

A good descriptive writer chooses their words carefully to convey specific ideas.

Read the paragraph below. Important **adjectives, nouns, verbs, and adverbs** have been highlighted.

The old man **shuffled** slowly down the busy street, his feet **tired** and **aching**. Making an **effort** to keep **gradually** moving, he breathed **heavily**. **Amazed**, he looked around **blankly** as his **pale** eyes **searched** for something he might recognise. He **lowered** his head, fixed his attention on the ground and, **blinking** away **tears**, continued on his **slow, desperate** journey.



1 Discuss how each word class has helped to describe the man.

2 How might different word choices change the meaning of the description? For example, what would be the effect of changing the verb and adverb 'shuffled slowly' to 'walked briskly'?

Developing the skills

Writers also build up their descriptions through imagery – using words to create a picture in the reader's mind. There are three main types of imagery: simile, metaphor and personification.

You will learn how to:

- identify key techniques in descriptive writing
- consider the effects of language on descriptive writing.

Key terms

simile: a comparison between two things that uses the words 'as' or 'like' (e.g. 'My dad sleeps like a bear in hibernation')

metaphor: a type of comparison that describes one thing as if it is something else. (e.g. 'In winter, my dad is a bear in hibernation')

personification: when an object is described as if it has human characteristics

3 Read the paragraph below and identify the examples of simile, metaphor and personification.

The trees in the forest rose from the ground like green skyscrapers. Their branches linked hands and embraced to create a dense canopy of leaves and flowers. A sweet scent poured from flowers of every imaginable colour whilst bees buzzed between the petals, drinking their nectar.



4 What does each technique add to your impression of the setting? Copy and complete the framework below to help you write your ideas as full sentences.

In the description, the simile '...' suggests how ... the trees are.

The branches are described using '...' and the phrase '...' makes them sound as if ...

The author also uses metaphor when he writes '...' and this helps the reader to imagine ...

Applying the skills

5 Copy out and annotate the extract below, picking out the vocabulary and imagery that create a powerful description of a cave.

The children stepped into the mouth of the cave and were swallowed up by the darkness. Turning on their torches they could see stalactites descending from the roof of the cave like huge teeth. Water dripped down through the darkness, tapping and echoing on the stone below, or splashing coolly on their skin. Filled with terror, they continued inside. In the weak torchlight, shadows flickered threateningly along the walls of the cave. Something whispered through the blackness.

6 What other descriptive techniques has the writer used to describe the setting?

7 Choose three of the techniques you have identified and write a paragraph explaining what each one describes and the effect it creates for the reader.

Check your progress:

I can identify some types of descriptive words.

I can identify and use different descriptive words and techniques and consider their effect on the reader.

I can recognise and use a range of descriptive words and techniques to achieve specific effects in my writing.

90 Descriptive writing **91** What is descriptive writing?

Sample pages from *Collins Checkpoint English Student Book, Stage 7*

Chapter 6 - Topic 4
Develop and evaluate drama and discussion skills

Read this anecdote and answer the questions.

I think everyone has a say about them. A (1) you were a baby or a (2) other people to do when you were little. Or (3) embarrassing for people when we're not.

One of my mother's friends lying on the lounge floor parents' bookcase. I felt reading and said, 'Isn't of amusement where I not.' (5) satisfied. The from audience! Mother (6) laughing away. I act looking up at her. (7) Wondering what on ear.

Well I certainly know it.

1. Mark the following sentences False (F). Correct the false ones.

a All mothers like to tell anecdotes.
 b These stories are always very funny.

2. Match the synonyms in the box below with the underlined words in the anecdote.

wrinkle ___ tale ___ tiny ___ seeing ___ humiliating ___
 come across ___ family and friends ___ laughing ___ replied ___

3. When we tell an anecdote, we choose our words carefully to create maximum impact on our listeners. Using your notebooks, answer the following questions about the vocabulary the author has chosen. Think carefully about what is the reason we tell anecdotes.

a It would be more usual to say 'tell other people', but in this case the author says 'tell to other people'. Why? What is the effect of this in the anecdote?
 b Also, it would be more usual to say 'clever, friendly or funny' but here the author repeats 'or' - 'clever or friendly or funny'. Why?
 c 'Retorted' has a very specific meaning. Why does the author use it?

4. The art of telling a good anecdote is not just about the words we use but also the way we structure it and how we include and present the information. Using your notebooks, answer the following questions about the structure of the anecdote.

a The first paragraph isn't really about what happened. Why does the author start with this?
 b The author twice uses the 'rule of three'. Where do they appear and what effect do they have on the story?
 c In paragraph three there are two pieces of information that are not essential to the story. What are they and why are they included?
 d There is one very idiomatic expression. What is it and why is it included?

Chapter 6: Writing to analyse and compare 79

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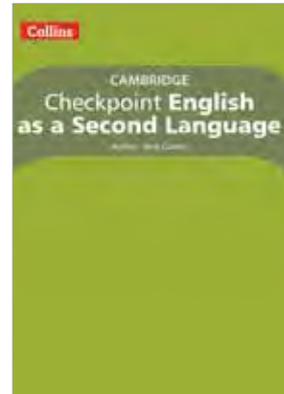
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Authors: Nick Coates and others

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Not final cover

We are working with Cambridge International Examinations towards endorsement of this forthcoming series.

5 The International Space Station

Setting the scene

Discuss:

1 What do you know about the International Space Station?
 2 Imagine you live in space. How do you sleep? eat? relax?

Have you thought about what it is like to live in space? Well, six astronauts on the International Space Station (ISS) are doing that right now.

The ISS flies 400 kilometres above our heads at a speed of eight kilometres per second. It orbits Earth in 90 minutes. That means the crew see the sun rise and set 16 times in a day! However, they try to live a normal life. They sleep, eat, work and relax just as we do. But some things are a bit different!

There is no gravity on the ISS so nothing falls down, it floats around. When the astronauts sleep, they tie themselves to a wall in their small bedrooms. It doesn't matter which wall, it can even be the floor or ceiling because there is no up or down. Their day starts when the lights are turned on by someone on Earth. They get up at 6 o'clock - although maybe 'get up' is the wrong verb when there is no up! They go to the bathroom to brush their teeth just like we do. The toothbrush but water is more of a problem. It makes big balls and floats around so the astronauts have to catch it with their mouths!

After breakfast the astronauts have to do their chores and work. The space station must be clean and safe just like your home. Most of the astronauts are scientists. They have experiments to work on.

In the evening, they relax. They love to sit and look at Earth flying by. They have the most amazing views. They can also email or call their families. One Canadian astronaut took his guitar with him to play. One song about space travel became very famous - you can see it here <http://christahfield.ca/space-odyssey/>.

Thinking about text

1 What is the text about?
 a the ISS
 b the astronauts on the ISS
 c daily life on the ISS

2 Where does the text come from?
 a a newspaper
 b a magazine for young people
 c a school science textbook

3 Why did the author write the text?
 a to teach scientists about the ISS
 b to get people to give money for the ISS
 c to interest and excite readers

4 Which is the best title for the text?
 a The International Space Station
 b Astronauts
 c A daily routine like no other!

Word check 1

1 Find words in the text that mean the following.
 a people who go into space
 b to go all around something in space
 c the people who work together, usually in a ship or plane
 d the force that makes something fall to the ground
 e to stay in the air
 f someone who studies science, or who works in science

Word check 2

1 Match the verbs with their meanings.
 get away arrive at a place and time
 get back be better after an illness or problem
 get in be friends with someone
 get on be given something you had before
 get over escape
 get together meet

Language tip
 The author says 'get up' is the wrong verb when there is no up! So what can we say when astronauts leave their beds? Is 'get down', 'get over', 'get through' or 'get about' better? There are a lot of verbs that have 'get' and another word. We call these multi-word verbs.

Exploring the text

Discuss:

1 In what ways are the lives of astronauts on the ISS like our lives?
 2 Find examples of how the lives of the astronauts are different from ours.

22 Read for information

Recognise the opinion of the writer. Use multi-word verbs. 23

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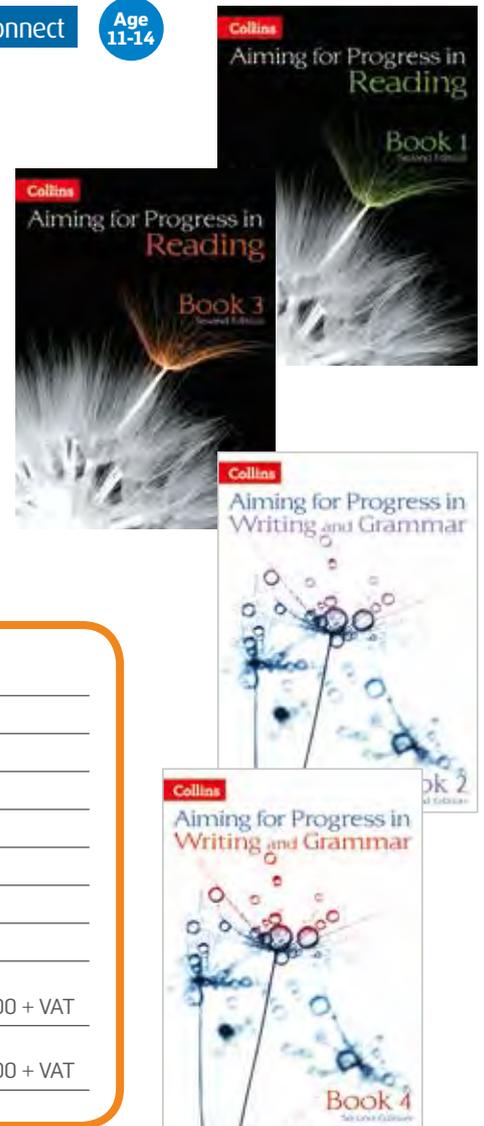
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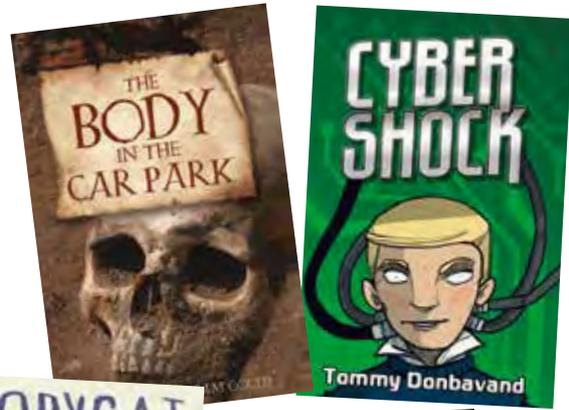
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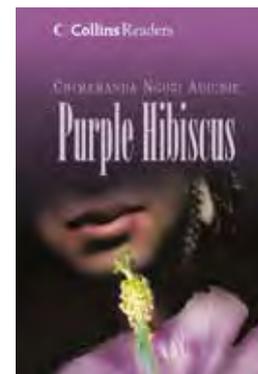
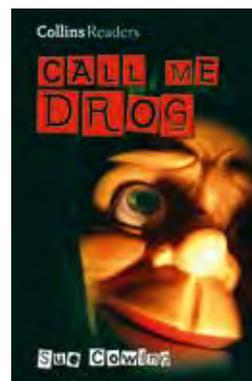
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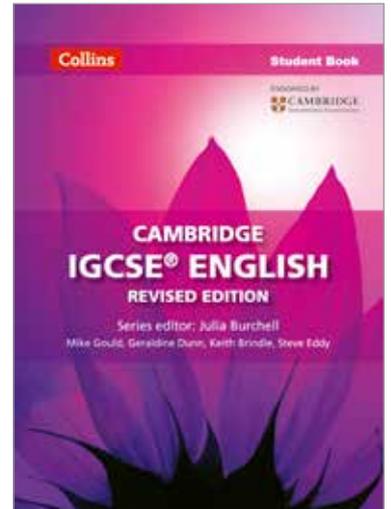
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Teacher Guide	978-0-00-752073-2	£87.50

2 Sentences for effect

Learning objectives

- To understand and use the full range of sentences for deliberate effects.

Exploring skills

If you use only short simple declarative sentences, your writing can be very dull and sound unnatural. For example:

The trip was fantastic. We visited the pyramids. They were very high. Then we went to the market. We bought great gifts to take home.

1 What makes the following paragraph more interesting to read?

The trip was fantastic! We visited the pyramids, which were as high as I'd imagined, although the highlight of the visit was the market, where we bought some great gifts to take home. Would I go back? Definitely!

For example, which of the following ideas does the word 'although' help to make clear in the second sentence?

- The pyramids were the best thing about the trip.
- The market was more enjoyable than the pyramids.
- They were equally enjoyable.

2 What other effects are created by the variety of sentences used?

3 Write a continuation of the paragraph as the man is followed up the tower by his pursuers. Use a mix of simple sentences and complex ones.

Developing skills

Compound sentences could also be used in the tower story, like this:
His pursuers were determined and they knew the terrain perfectly.

This would explain the two equal threats the narrator faces. All these sentence types can help you build paragraphs. Note how the example below uses different sentence types to:

- introduce the topic of the paragraph
- develop what happens
- end with a significant moment or change.

The old man watched me from his crate every morning as I struggled to capture the stray goats and herd them into the rickety pen my father had built. He said nothing and betrayed no emotions as I stumbled here and there, trying to round them up. Then, one morning, he stood up.

4 What does the use of the short sentence suggest about what is about to happen?

A similar effect can be created by using a single-word sentence:
He walked towards me, and I realised he had something to tell or show me. He held out his hand and in it was a small wooden whistle. I took it from him and waited for him to explain how to use it. I continued to wait, staring at him. Nothing. He simply turned and walked away. Some help!

5 What do the one-word and two-word minor sentences suggest about how the writer feels?

Applying skills

6 Now write the opening 125–150 words of a descriptive piece called 'The secret lake'. Include detailed description of what can be seen and heard as dawn breaks. Build logically towards a significant description or moment and use sentences for specific effects.

Sound progress

- You use clear, easy-to-follow sentences and make some attempt to engage the reader.

Excellent progress

- You use a full range of sentence types fluently to create a range of effects that sustain the reader's interest.

Key terms

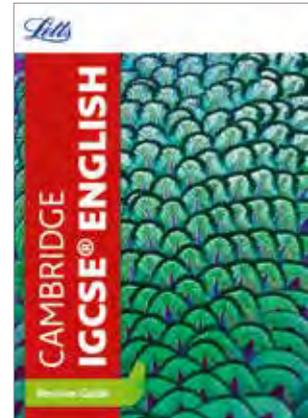
minor sentence: a short sentence of one or two words that does not contain a verb. Try using these minor sentences occasionally for dramatic effect to make the reader pause and think.

40 Section 1 Building Key Skills

Chapter 2 Key technical skills 41

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Directed writing

Understanding directed writing tasks

Understanding directed writing tasks

Knowing what to expect
Directed writing tasks are often presented in a similar way. Here is an example task with the key features labelled:

Imagine that you are a local council member. (1) You have just attended the meeting described in Passage A. (2)
Write a letter (3) to the local newspaper (4) expressing your feelings about the meeting. (5)
In your letter you should:

- Explain what the meeting was about and what happened.
- Explore your ideas and feelings about the meeting.
- Discuss the possible effects of the decisions taken. (6)

Base your letter on what you have read in Passage A (7), but be careful to use your own words. (8) Address each of the bullet points. (9)
Begin your letter: 'Dear Editor, I am afraid that my conscience cannot allow the events of last night's Town Council Meeting to go without comment.' (10)
You should write about 250–300 words allowing for the size of your writing. (11)
Up to 15 marks will be available for the content of your answer (12) and up to 5 marks for the quality of your writing. (13)

1. The role you should write in.
2. The material you should use in your writing.
3. The form of writing you should create.
4. The audience for your writing.
5. The purpose of your writing.
6. The precise topics you should include in your writing.
7. A reminder that you must only use material from the passage in your answer.
8. A reminder that you should not copy out whole sentences.
9. A reminder that your answer should be balanced.
10. An opening sentence.
11. A word guide.
12. A reminder that the task is mainly testing your understanding of what you have read.
13. A reminder that there are some marks for how you write your answer.

Using what you can work out from the question
Reading through the question carefully can help you to avoid common pitfalls. Look at the diagram below which shows how each of the thirteen pieces of information can help you to improve your answer.

Piece of information	How it can help you
1. The role you should write in.	This will lead you to choose the correct register and voice.
2. The material you should use in your writing.	This will keep your answer relevant.
3. The form of writing you should create.	This will help you to earn the five writing marks.
4. The audience for your writing.	This will help you to create the correct level of formality.
5. The purpose of your writing.	This will help you to structure your writing.
6. The precise topics you should include in your writing.	This will keep your answer relevant.
7. A reminder that you must only use material from the passage in your answer.	This will keep your answer relevant.
8. A reminder that you should not copy out whole sentences.	This will keep your answer relevant.
9. A reminder that your answer must be balanced.	This will help you to access the content marks available.
10. An opening sentence.	This often contains hints about the attitude or angle you should develop in your answer.
11. A word guide.	This helps you to manage your time.
12. A reminder that the task is mainly testing your understanding of what you have read.	This will keep your answer relevant.
13. A reminder that there are some marks for how you write your answer.	This will help you to gain as many marks as possible.

Revision tip
Don't rush into answering a question – take some time to read it through carefully.

4

Directed writing questions

5

Can you create a mnemonic and learn the 13 pieces of information to look out for?

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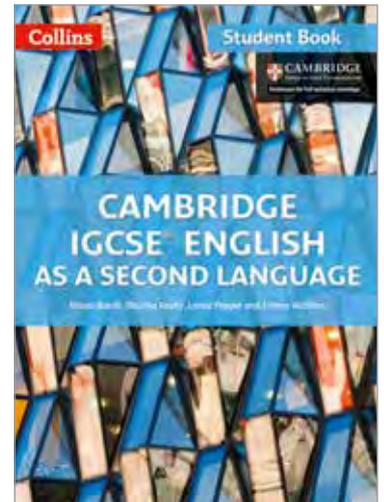
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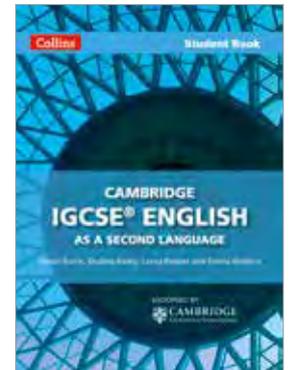
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Cover of current edition

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3.1 Healthy eating

READING SKILLS IN FOCUS (R2)

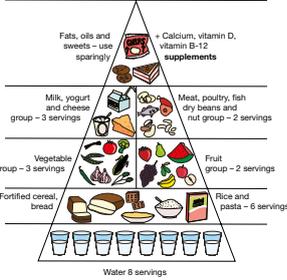
In this section you will learn to:

- ✓ select facts and details accurately from a written text
- ✓ understand the importance of units of measurement
- ✓ understand phrases about time
- ✓ use key question words to help find answers.

GETTING STARTED

1 Read the questions below and discuss your ideas about them with a partner.

- What is your favourite food?
- What kind of food is healthy?
- It is easy to have a healthy diet?
- Do you think you have a healthy diet?
- The diagram below shows advice for a healthy diet. Study the different food groups. How does this compare with what you discussed with your partner on page 48? How often do you eat food from these different groups?



GLOSSARY

diet: the type and range of food that you eat regularly
food group: types of food that have something important in common
supplements: pills or liquids you take which contain the vitamins and minerals your body needs

EXPLORING THE SKILLS

When you read a text you will often have to select facts, as these contain the important information you need to know. For instance, you may need to use numbers and measurements in order to be able to follow instructions. Always remember to include or check the units of measurement being used – there is big difference between a teaspoon of chilli powder and a tablespoon of chilli powder!

2 Read the following recipe. Do you think you would like this meal?

Moroccan chicken with saffron honey

Ingredients
 1 tbsp olive oil
 1 x 1.5 kg chicken, cut into 8 pieces
 1 large onion, chopped
 3 cloves garlic, crushed
 A good chunk of fresh ginger
 2 tsp of ground coriander
 2 tsp of ground cumin
 ½ tsp of ground fenugreek
 1 tsp of turmeric
 2½ tsp ground cinnamon
 500g tomatoes, chopped
 100ml chicken stock or water
 4 tbsps of yogurt
 Small bunch coriander, chopped
 couscous to serve
 Raisins (optional for the couscous)



Method

1. Heat 1 tablespoon of olive oil in a pan. Fry the chicken. Put the chicken aside and fry the onion in the same pan until soft. Stir in the ginger, garlic, cinnamon, cumin, coriander, turmeric and fenugreek and cook for about a minute. Add the tomatoes, mix everything together well, reduce the heat, and cook for 15 minutes, stirring occasionally.
2. Boil the water or stock. Add this liquid and bring everything up to the boil. Place the chicken pieces on top, lower the heat, cover and cook until the chicken is tender – it should take about 30 minutes.
3. Stir in the yogurt and serve with a sprinkling of chopped coriander on a bed of couscous.
4. Raisins can be added to the couscous for extra Moroccan sweetness.

3 Read the recipe again and answer the questions.

- a) How much chicken do you need?
- b) How many onions do you need?
- c) How much chicken stock or water do you need?
- d) How many tomatoes do you need?
- e) How long do you cook the ingredients in the first stage?
- f) How long do you cook the dish in the second stage?

LANGUAGE BOOSTER

Abbreviations for measurements are often used in factual writing such as recipes:
 g = gram
 kg = kilogram
 tsp = teaspoon
 tbsp = tablespoon
 ml = millilitre

Sample pages from Cambridge IGCSE® English as a Second Language Student Book Second edition

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 978-0-00-821038-0 £7.99

Reading skills

You must be able to:

- understand and pick out the details you need from a text
- make effective use of key question words to find the information you need.

Selecting facts and details accurately from a written text

Measurement, time, technical terms
 Being able to select facts is important as they are likely to contain information you need to know. You need to make sure you can find the facts and get them exactly right.

When you read texts, make lists of words and their definitions. Here are some useful terms related to the topic of food preparation:

measurements
 g = gram
 kg = kilogram
 tsp = teaspoon
 tbsp = tablespoon
 ml = millilitre

inexact times used with numbers
 about five hours
 up to ten hours
 five or six (minutes)
 more than four

technical terms related to cooking

Verbs	Adjectives	Nouns
to brown	chopped	a chunk
to season	crushed	a bunch
to simmer	ground	a sprinkling

Using key question words to find answers
 When you are asked questions about longer texts, first find the key words in the questions. This will tell you what to look for. For example:

Question word	What you are looking for
when	time or date
who	name of a person
where	name of a place
why	reason
what	event, object, idea, fact

Real life tip
 If you go to a Western restaurant and there is a menu in English, read the menu and make a list of new vocabulary related to food.

Writing skills

You must be able to:

- use simple, compound and complex sentences correctly and securely
- vary your sentence structure for clarity and effect
- use noun phrases securely and confidently to add variety.

Using a range of different kinds of sentences in your writing

In writing, sentences start with a capital letter and end with a full stop (.), question mark (?) or exclamation mark (!). They contain a subject and a verb. To make your writing more fluent and interesting, you need to be able to use clear and accurate sentences and vary your sentence structure. Here is an overview of the different structures:

ideas	simple sentences	compound sentences	complex sentences
one idea	two equally important ideas are joined	an interesting idea is added to the most important idea	
purpose	- to give advice or simple explanations - to write for younger readers - to add drama and emphasis.	- to give more information by using connectives such as <i>or</i> , <i>and</i> , <i>but</i> .	- to add further information and make the main idea more interesting by using connectives such as <i>when</i> , <i>after</i> , <i>because</i> .
example	You can record a personal best.	You may not break a world record but you can record a personal best.	When you join our athletics club, we will work with you on improving your personal best.

Including noun phrases to add detail

You can make your writing more interesting or persuasive by using descriptive noun phrases. The most important word in a noun phrase is the noun, and there can be descriptions of this noun before and after the noun itself!

noun phrase is the subject	short noun phrases	more interesting and persuasive noun phrases
The journey was not much fun.	The journey was not much fun.	The difficult and very long journey home down the side of a mountain, couldn't be much fun.
I enjoy walks.	I enjoy walks.	I enjoy long, relaxing walks in the woods near my home in the countryside.

Real life tip
 Find the last email, social media post or other text you have written in English. Do you use simple, simple, or more complex sentences? Why don't you have a look at a text you written to someone else and do the same. Thinking about why writers read messages/emails will make you a better writer yourself.

Sample pages from Cambridge IGCSE® English as a Second Language Revision Guide

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

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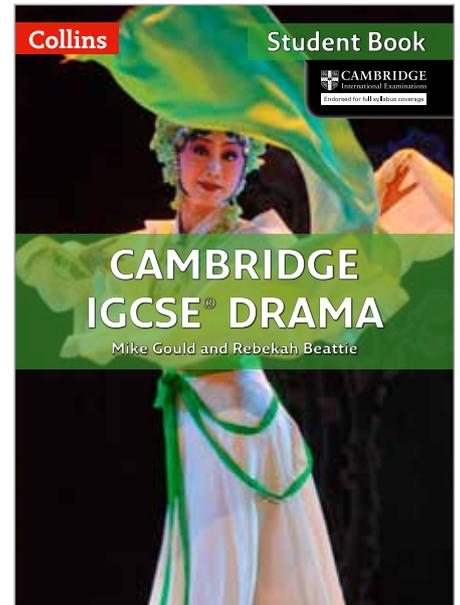
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This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

3.6 Using costume and make-up

LEARNING OBJECTIVES

- Think about the signals that costume can give to an audience
- Explore reasons for using stage make-up

Spotlight on How can I use costume to embellish my characterisation?

STARTING POINT
Arguably one of the most noticeable design elements, particularly indicative of character, is costume. It can indicate the style, genre and period of a production, as well as giving the audience clues about the characters on stage.

1. Think about how different you feel and look in the clothes you wear to school, as opposed to casual or evening dress. Identify any particular style of clothes that you like to wear that you feel help to project your personality or identity.
2. Write down instances in real life where you feel that people tend to wear a form of costume.

Clothing can often identify us in terms of our social role or by linking us to a certain group. Clothing is also one of the aspects of a person we use to judge them. A designer can play on this human tendency to judge appearance and will often use costume to highlight aspects of character or to contribute to the overall aesthetic and style of a production. Practicality and comfort are also crucial factors to consider. If an actor is performing a very physical role for example, he or she will not want to wear a structured or restricting costume.

EXPLORING THE SKILLS
Costume
When thinking about costume for your pieces, remember how much even the smallest design decision can communicate to an audience.

3. Imagine that a cast is dressed in varying shades of blue, apart from one character who is wearing yellow shorts. What might this signify to an audience? Design details can provide clues and messages about a character.

The painting on the left captures the actress Ellen Terry in the role of Lady Macbeth, a queen from Shakespeare's tragedy, *Macbeth*. The second picture is from a more recent production of *Macbeth*.

These productions are far apart in time period and style; nevertheless, the character remains the same.

4. In pairs, have a discussion about what these costumes indicate about the character. Consider:

Colour	Texture	Style and period
What do the colour choices suggest to you about Lady Macbeth's character? What might these shades communicate to an audience?	Both costumes appear to be made from luxurious fabrics. Why might this be? Do the accessories add to the effect of the costumes?	The Ellen Terry costume is in a medieval style, true to the time period of the <i>Macbeth</i> story (not Shakespeare's time). Do you think that the costume on the right is from a particular time period or of a certain style? If you feel that it is more ambiguous, might the designer have decided to do this deliberately? Why?

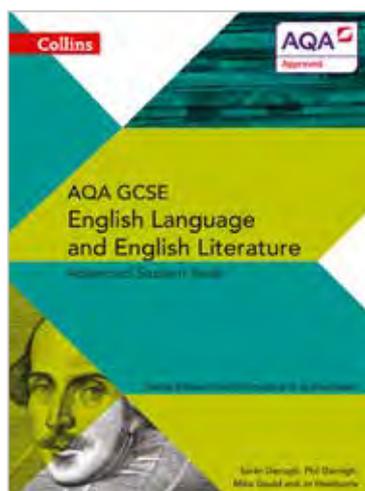
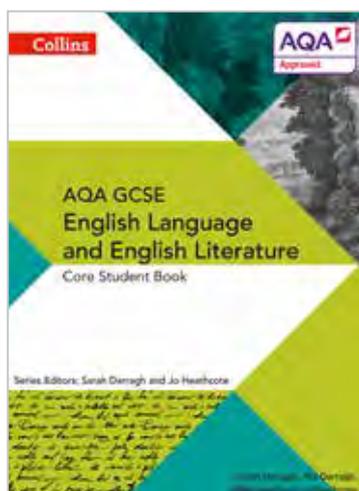
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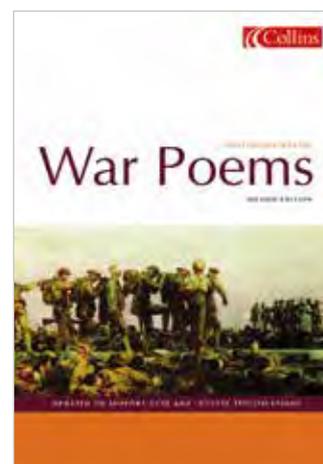
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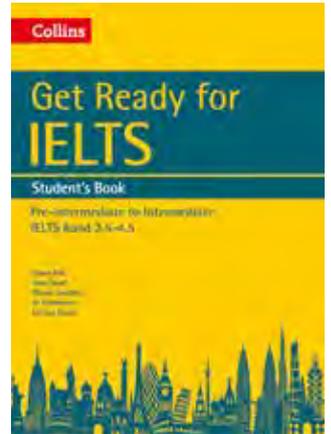
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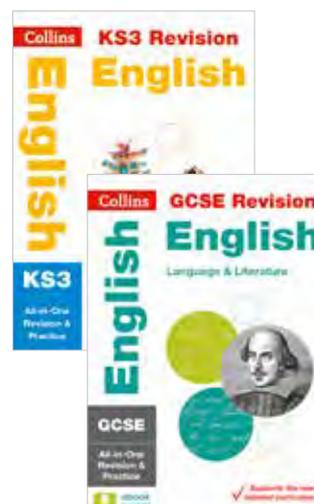
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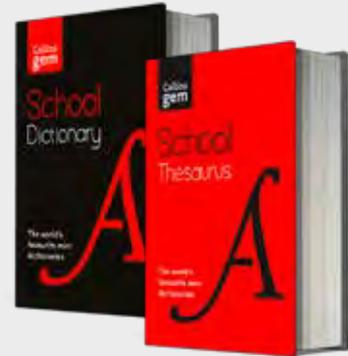
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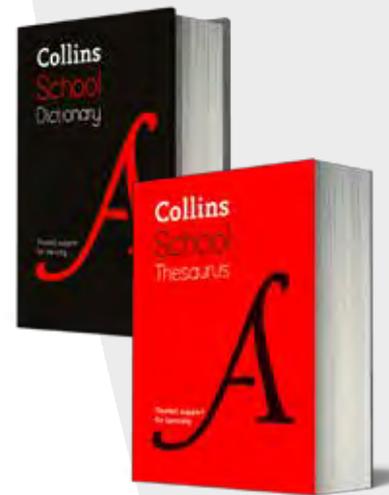
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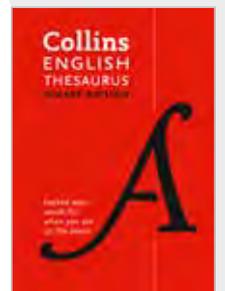
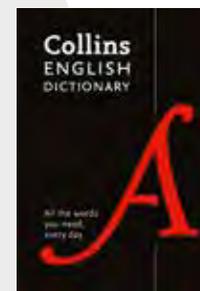


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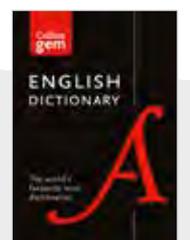
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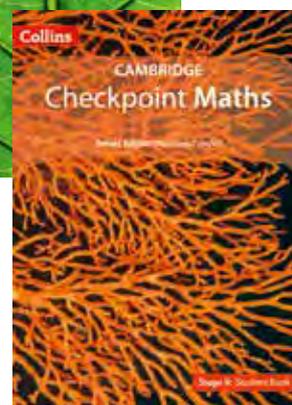
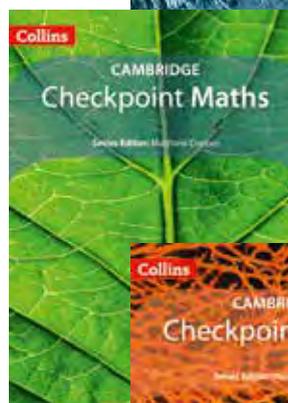
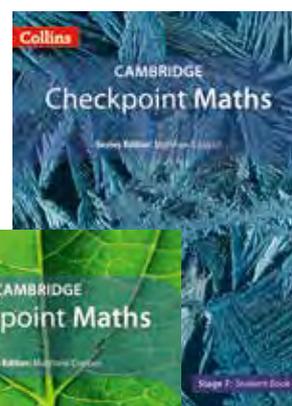
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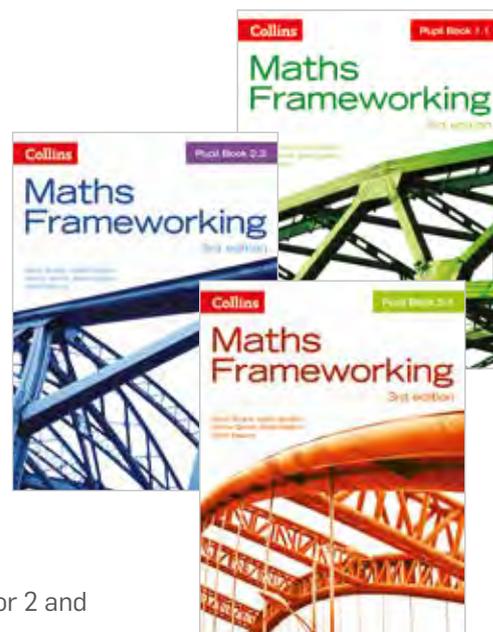
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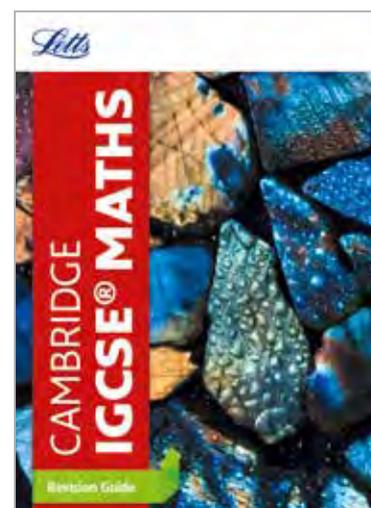
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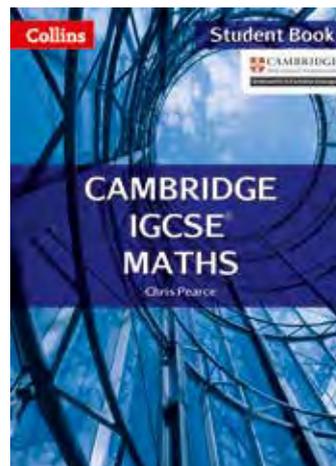
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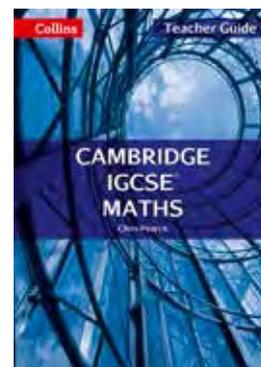
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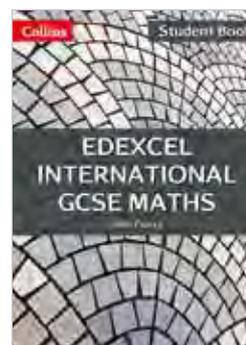
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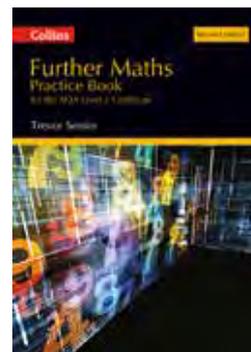
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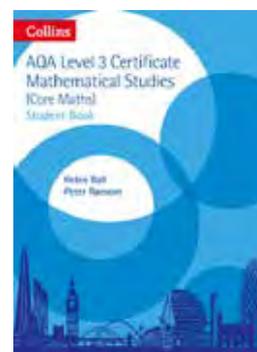
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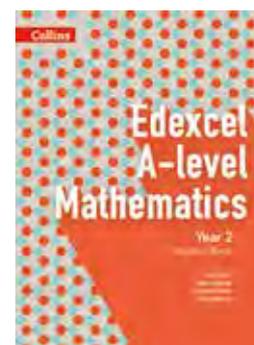
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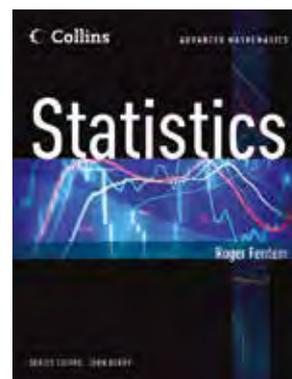
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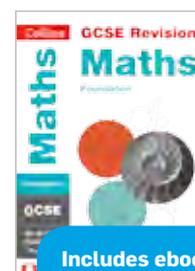
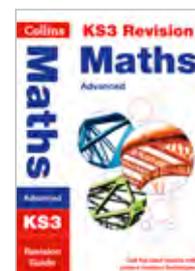
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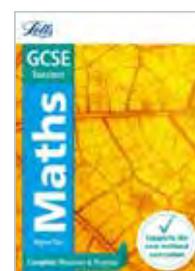
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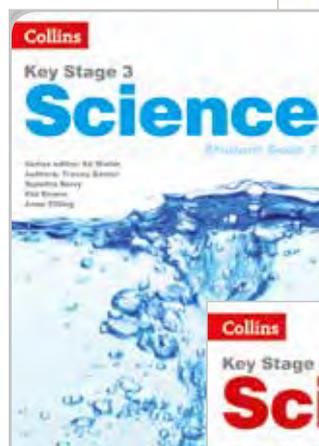
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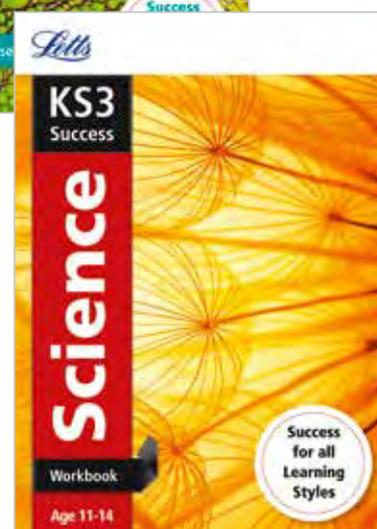
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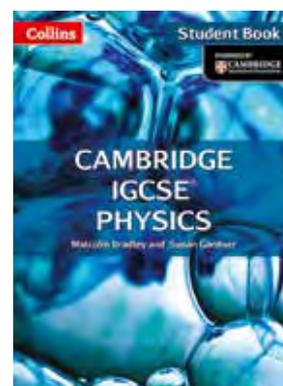
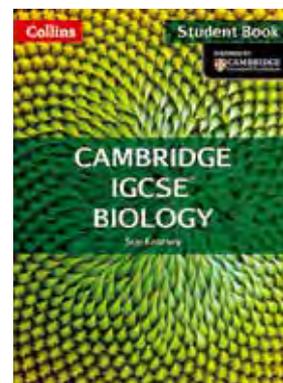
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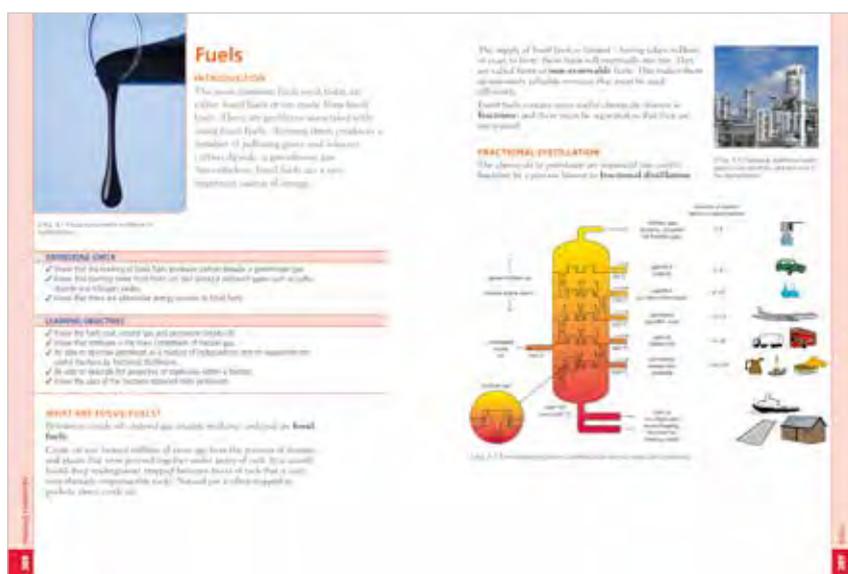
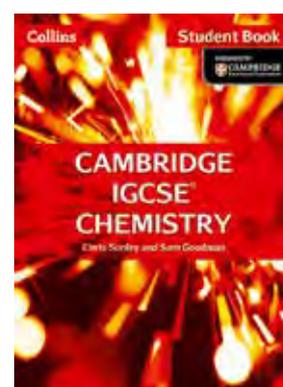
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Cells and molecules **Classification of living organisms**

All living organisms have seven characteristics.

Definitions

Movement – an action by an organism or part of an organism causing a change of position or place.
Respiration – the chemical reactions in cells that break down nutrient molecules and release energy for metabolism.
Sensitivity – the ability to detect or sense stimuli in the internal or external environment and to make appropriate responses.
Growth – a permanent increase in size and dry mass by an increase in cell number or cell size or both.
Excretion – removal from organisms of the waste products of metabolism (chemical reactions in cells including respiration), toxic materials, and substances in excess of requirements.
Nutrition – taking in materials for energy, growth and development; plants require light, carbon dioxide, water and ions; animals need organic compounds and ions and usually need water.
Reproduction – making more of the same kind of organism.

Classifying species

Organisms that share similar features are classified into the same groups. The smallest group is the **species**.

Definition

Species – a group of organisms that can reproduce to produce fertile offspring.

Each species has evolved from another species. The more similar they are, the more closely they are related to each other.

Naming species

Groups of similar species are classified together in the same **genus**. Each species is given an internationally-agreed two-word name, called a **binomial**.

Dichotomous keys

A key is a series of questions or statements that help you to identify an unknown organism.

In a dichotomous key, there are pairs of questions or statements. 'Di' means 'two'. Your choice from each pair leads you to another pair. Try using this key to determine the group that this animal belongs to. Even though you have not learnt about this animal or this group, you should be able to follow the key and find that the animal is an annelid.

Revision tip

You should learn all definitions by heart.

Revision tip

If you are studying the Core syllabus only, there is a simpler set of definitions that you could learn instead. Ask your teacher about this.

Supplement

To classify organisms, biologists compare their:

- morphology – the overall structure of the organism
- anatomy – the more detailed structure, such as the positions and shapes of organs
- sequences of amino acids that make up proteins
- sequences of bases that make up DNA.

Elephas maximus
genus specific name

2 IGCSE® Biology Revision Guide

1a has legs
b does not have legs
2a has six legs
b has eight legs
3a has segments
b does not have segments

go to 2
go to 3
insects
arachnids
annelids
molluscs

Classification groups

The largest classification groups are called **kingdoms**. Organisms belonging to the **animal kingdom** and the **plant kingdom** have different kinds of cells. See Fig. XX on page 00.

The animal kingdom includes vertebrates and arthropods.

Revision tip

If you are asked to write your own key, remember that it should be possible for the user of the key to choose the correct statement without having to compare one organism with another.

Revision tip

Make sure that you spell arthropod correctly. It does not have an n in it.

Vertebrates have a backbone

- mammals** hair, four-chambered heart, placenta, mammary glands, different types of teeth
- birds** feathers, four-chambered heart, wings, beak, lay eggs with hard shells
- reptiles** scales, lay eggs with rubbery shells on land
- amphibians** smooth skin, lay eggs with no shells in water
- fish** scales, lay eggs with no shells in water

Arthropods have jointed legs + segmented bodies + hard exoskeletons

- myriapods** many similar segments, each with at least one pair of jointed legs
- insects** body divided into head, thorax and abdomen; six jointed legs attached to the thorax, four wings attached to the thorax
- arachnids** body divided into head and cephalothorax, four pairs of jointed legs
- crustaceans** more than four pairs of jointed legs, hard shell

Cells and molecules 3

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Authors: **Malcolm Bradley, Susan Gardner, Sam Goodman, Sue Kearsley and Chris Sunley**

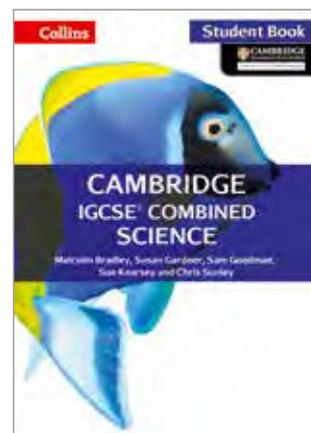
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Rate of reaction

INTRODUCTION

Some chemical reactions take place extremely quickly. For example, when petrol is ignited it combines with oxygen almost instantaneously. Reactions like these have a *high rate*. Other reactions are much slower, for example when an iron bar rusts in the air; reactions like these have a *low rate*. Chemical reactions can be controlled and made to be quicker or slower. This can be very important in situations like food production, either by slowing down or increasing the rate at which food ripens, or in the chemical industry where the rate of a reaction can be adjusted to an optimum level.



Δ Fig. 2.34 Petrol igniting.

KNOWLEDGE CHECK

- ✓ Know the arrangement, movement and energy of the particles in the three states of matter: solid, liquid and gas.
- ✓ Understand how the course of a reaction can be shown in an energy level diagram.
- ✓ Be able to write and interpret balanced chemical equations.

LEARNING OBJECTIVES

- ✓ Be able to describe a practical method for investigating the rate of a reaction involving the evolution of a gas.
- ✓ Be able to interpret data obtained from experiments with rate of reaction, including collection of gases and measurement of rates of reaction.
- ✓ **EXTENDED** Be able to suggest apparatus, given information, for experiments, including collection of gases and measurement of rates of reaction.
- ✓ **EXTENDED** Be able to describe and explain the effect of changing concentration in terms of collisions between reacting particles.
- ✓ **EXTENDED** Be able to explain that an increase in temperature causes an increase in collision rate and more of the colliding particles have sufficient energy (activation energy) to react, whereas an increase in concentration only causes an increase in collision rate.

SCIENCE LINK BIOLOGY – ENZYMES

- the factors that affect how quickly a chemical reaction happens link directly to the role of enzymes in the maintenance of body processes
- describing how the energy of the particles changes at higher temperatures also allows us to explain why enzymes will not work above a certain temperature

PHYSICS – SIMPLE KINETIC MODEL

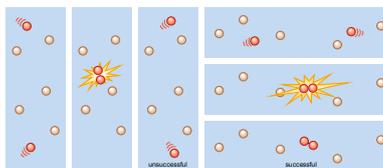
- explaining why the different factors affect the rate of a chemical reaction uses the same particle model that gives us the simple structure of solids, liquids and gases
- thinking about the forces between the particles and the energy involved in the interactions between particles leads to a common explanation in terms of particle speed and kinetic energy

EXTENDED

COLLISION THEORY

For a chemical reaction to occur, the reacting particles (atoms, molecules or ions) must collide. The energy involved in the collision must be enough to break the chemical bonds in the reacting particles – or the particles will just bounce off one another.

A collision that has enough energy to result in a chemical reaction is an **effective collision**.



Δ Fig. 2.35 Particles must collide with sufficient energy to make an effective collision.

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Age
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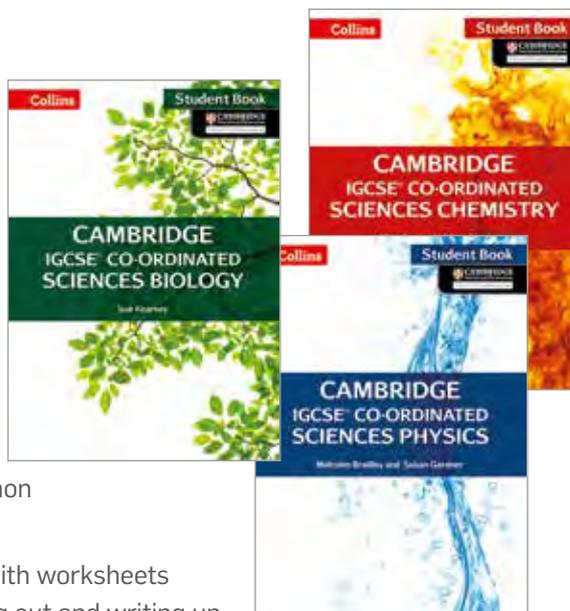
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Motion

INTRODUCTION
To study almost anything about the world around us or out into Space, we will need to describe where things are, where they were and where we expect them to go. It is even better if we are able to measure these things. Only when we have an organised system for doing this will we be able to look for the patterns in the way things move – the laws of motion – before going a step further and suggesting why things move as they do – using ideas about forces.

Fig. 1.5 You can use a stopwatch to measure the time taken to run a certain distance.
Think about being a passenger in a car travelling at 90 kilometres per hour. This, of course, means that the car (if it kept travelling at this speed for 1 hour) would travel 90 km. During 1 second the car travels 25 metres, so its speed can also be described as 25 metres per second. Scientists prefer to measure time in seconds and distance in metres. So they prefer to measure speed in metres per second, usually written as m/s.

KNOWLEDGE CHECK

- ✓ Know how to measure distances and times accurately.
- ✓ Know how to calculate the area of a rectangle and a triangle.
- ✓ Know how to plot a graph giving particular points.
- ✓ Know how to substitute values into a given formula.

LEARNING OBJECTIVES

- ✓ Define speed and calculate average speed from total distance/total time.
- ✓ Be able to plot and interpret a speed-time graph or a distance-time graph.
- ✓ Recognise from the shape of a speed-time graph when a body is at rest, moving with constant speed or moving with changing speed.
- ✓ Be able to calculate the area under a speed-time graph to work out the distance travelled for motion with constant acceleration.
- ✓ Demonstrate an understanding that acceleration and deceleration are related to changing speed, including qualitative analysis of the gradient of a speed-time graph.
- ✓ State that the acceleration of free fall g for a body near to the Earth is constant.
- ✓ Distinguish between speed and velocity.
- ✓ Define and calculate acceleration using change of velocity/time taken.
- ✓ Calculate acceleration from the gradient of a speed-time graph.

✓ **EXTENDED** Recognise linear motion for which the acceleration is constant and calculate the acceleration.

✓ **EXTENDED** Recognise motion for which the acceleration is not constant.

CALCULATING SPEED
The **speed** of an object can be calculated using the following formula:

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

$$v = \frac{d}{t}$$

Where: v = speed in m/s,
 d = distance in m, and
 t = time in s.

Most objects speed up and slow down as they travel. An object's average speed can be calculated by dividing the total distance travelled by the total time taken.

REMEMBER
Make sure you can explain why this is an average speed. You need to talk about the speed not being constant throughout, perhaps giving specific examples of where it changed. For example, you might consider a journey from home to school. You know how long the journey takes and the distance between home and school. From these, you can work out the average speed using the formula. However, you know that, in any journey, you do not travel at the same speed at all times. You may have to stop to cross the road, or at a road junction. You may be able to travel faster on straight sections of the journey than around corners.

WORKED EXAMPLES

1. Calculate the average speed of a motor car that travels 500 metres in 20 seconds.

Write down the formula: $v = d/t$
Substitute the values for d and t : $v = 500/20$
Work out the answer and write down the units: $v = 25 \text{ m/s}$



Fig. 1.6 Cover speed to find that speed = distance/time.

Sample pages from *Cambridge IGCSE® Co-ordinated Sciences Physics Student Book*

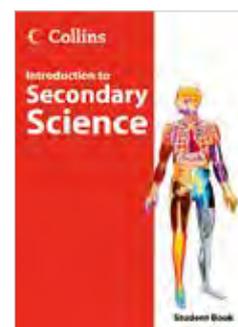
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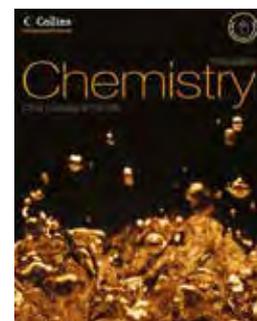
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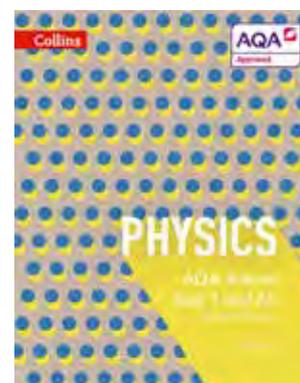
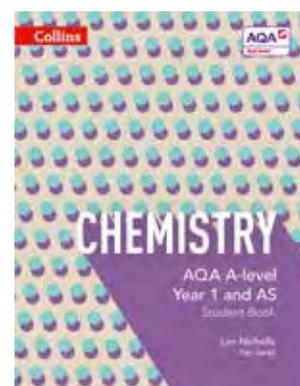
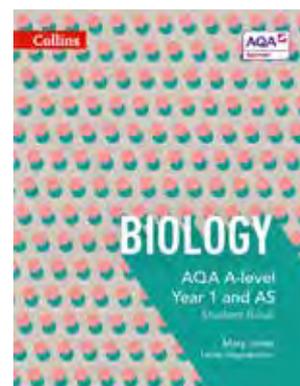
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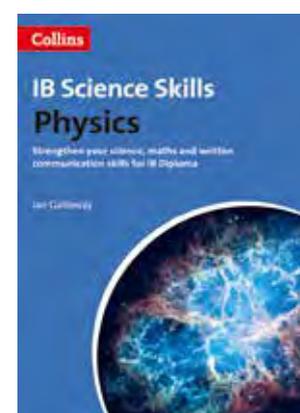
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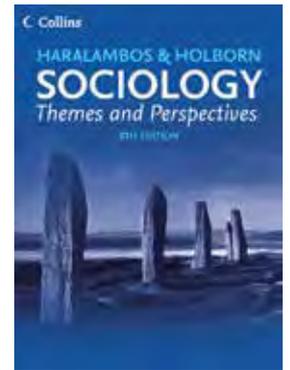
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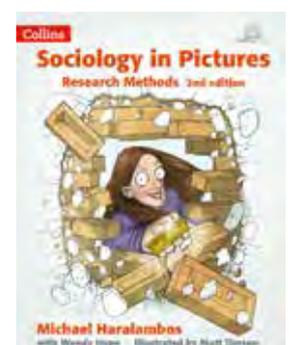
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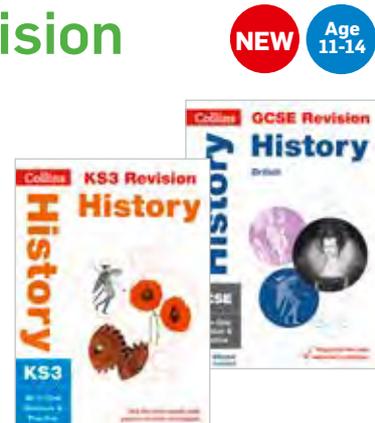
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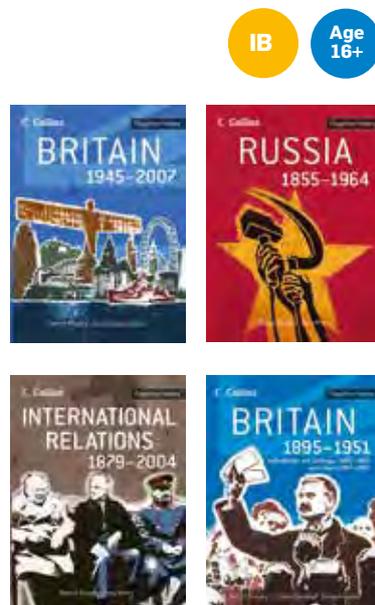
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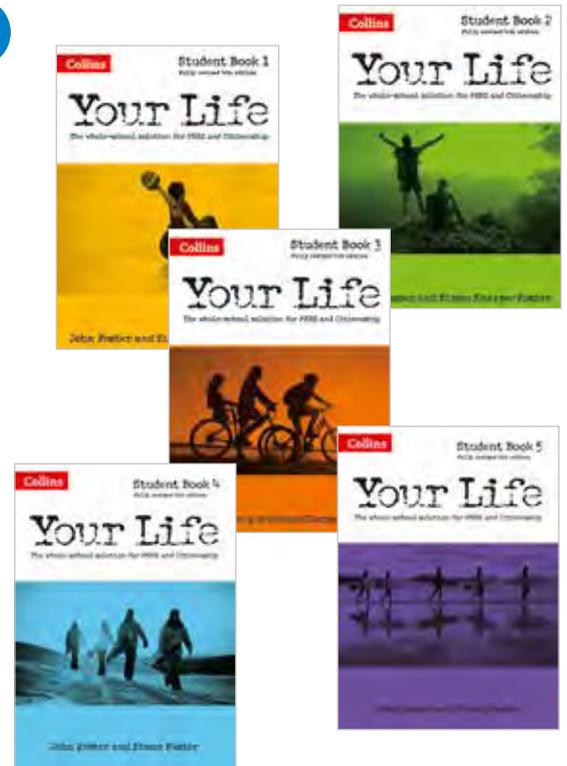


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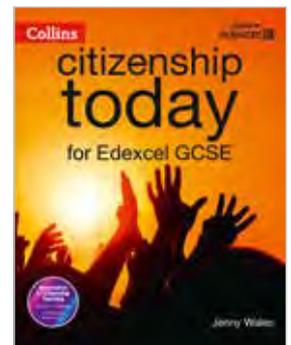
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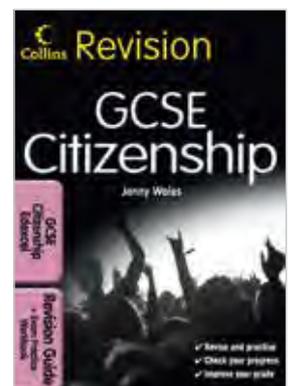
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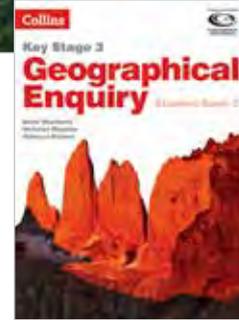
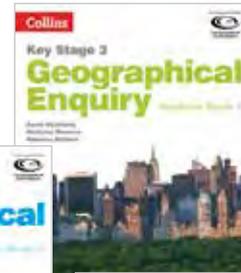
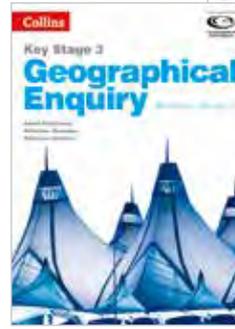


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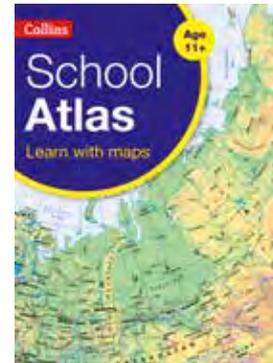


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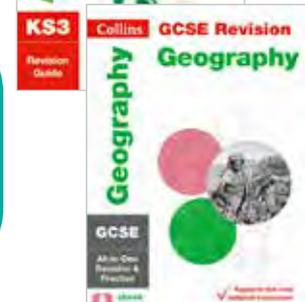
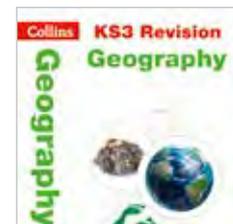
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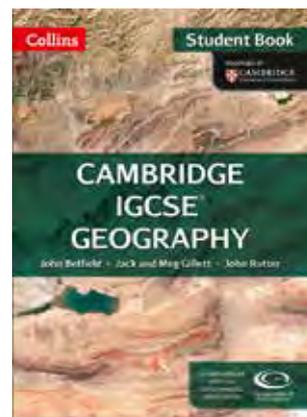
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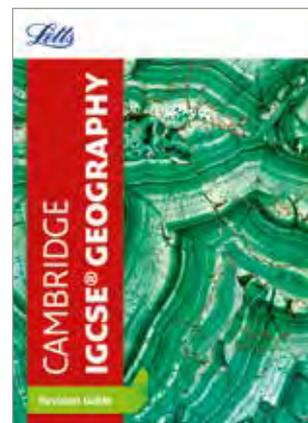
The Teacher Guide has not been through the Cambridge endorsement process



Sample page from IGCSE® Geography Student Book

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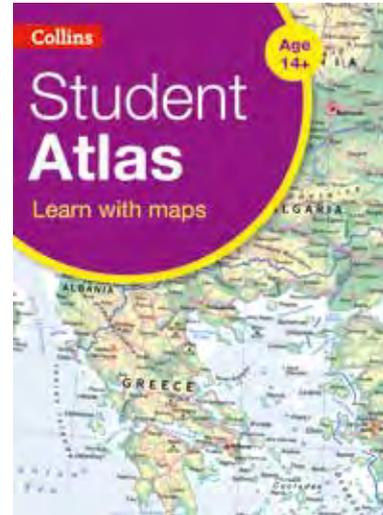
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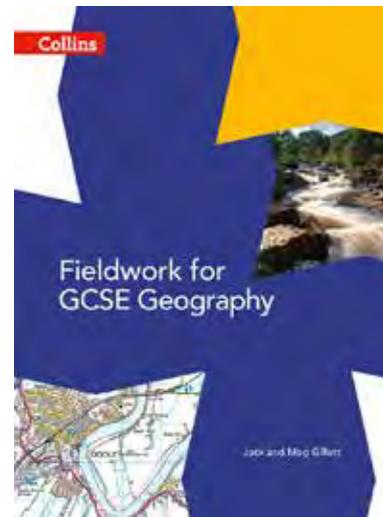
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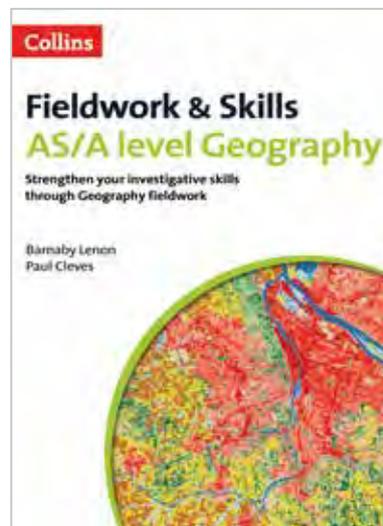


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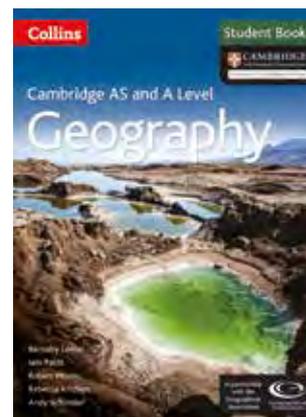
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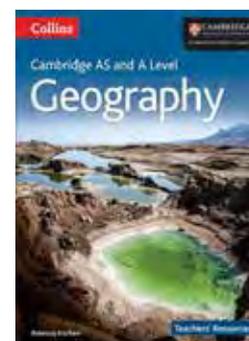
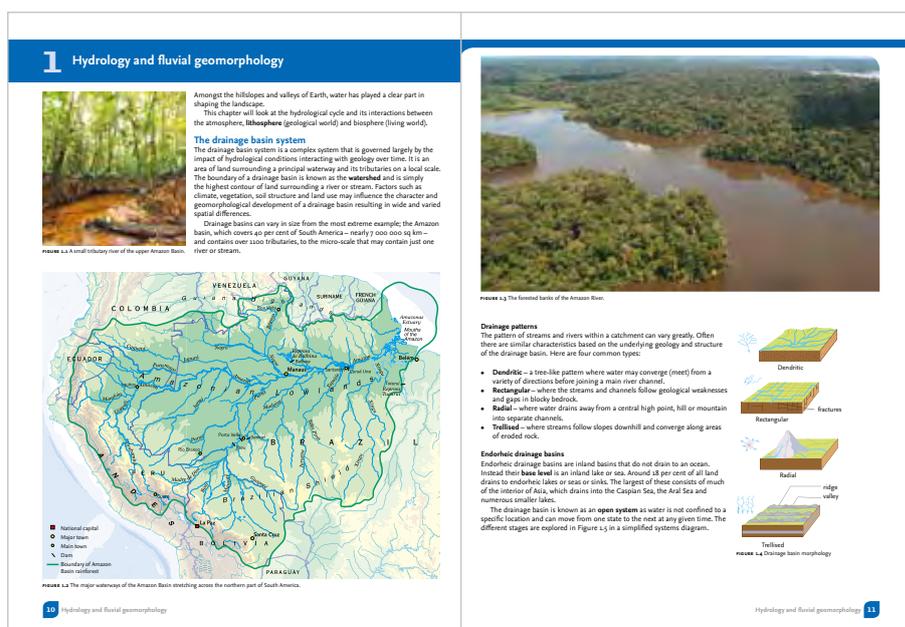
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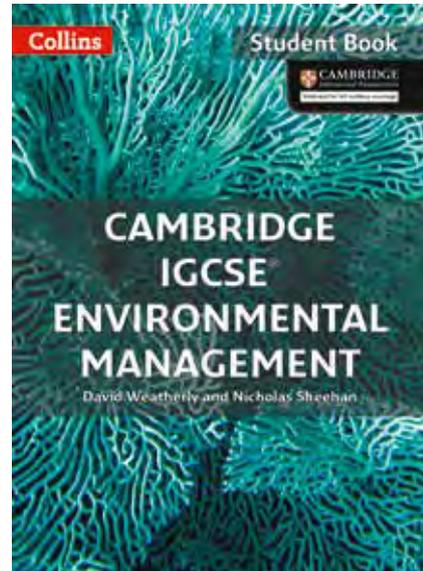
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Authors: **David Weatherly** and **Nicholas Sheehan**

Benefit from in-depth coverage of every aspect of the latest Cambridge IGCSE® Environmental Management syllabus for examination from 2019.



We are working with Cambridge International Examinations towards endorsement of these forthcoming titles.

Student Book:

- **Focus on the integrated approach** to the subject as outlined in the latest syllabus
- **Inspire through real-life practical applications** and links to other subjects
- **Consolidate understanding** with questions throughout to check and confirm knowledge
- **Encourage students to think** for themselves and experiment with a major focus on problem solving and investigations
- **Engage students and deepen understanding** with 'case studies'

Teacher Guide:

Includes:

- **Overviews of each topic** and links to other topics highlighted to assist with medium- and long-term planning
- **Detailed scheme of work** matching lessons to the syllabus learning outcomes
- **Extension content** and activities
- **Lesson plans**
- **Extended and more detailed case studies**
- **Decision making exercises**

Online Resource: **Collins Connect**

Access content at home or in the classroom with the online edition of the Student Book.

Student's Book (MAR 17)	978-0-00-819045-3	£24.99
Teacher Guide (MAR 17)	978-0-00-819044-6	£100.00
Online Resource: Collins Connect, 1 year licence (MAR 17)	978-0-00-819043-9	£250 + VAT

The number of people living on earth is increasing rapidly. This, combined with a very uneven distribution and density of population across the earth's surface, presents one of the greatest challenges of the twenty-first century.

Whilst some areas of the world still contain very few people, many other locations are endeavouring to cope with a mass of humanity. As the carrying capacity of some of these areas is put under acute pressure, supporting ecosystems can experience very serious and long-term environmental changes.

Although the net growth in world population is around 80 million per year, this figure hides important differences between regions and countries. Many low-income countries with less advanced economies have a very young population structure. As a consequence, population growth rates can be rapid. Some governments faced with this situation have responded by introducing antinatalist policies designed to reduce the rate of population increase. In contrast, some high-income countries with advanced economies now have an ageing population structure. This presents problems of a different, but equally serious, nature, and it is not uncommon to find these countries implementing pronatalist policies to boost population growth rates.

CONTENTS

- 1 Human population distribution and density
- 2 Changes in population size
- 3 Population structure
- 4 Managing human population size

LEARNING OBJECTIVES

Identify where people live in the world.
Describe and explain the growth curve of populations.
Describe and explain the changes in human populations.
Describe population structure in MEDCs and LEDCs.
Evaluate strategies for managing human population size.
Describe and explain the strategies a named country or region has used to manage population size.

8

Human
Population

Sample pages from *Collins Cambridge IGCSE® Environmental Management*



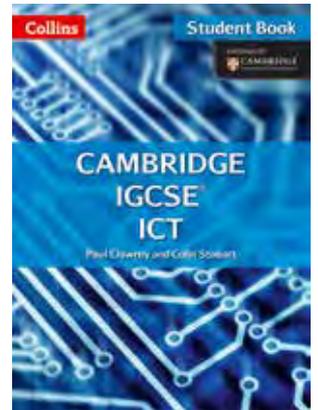
Collins Cambridge IGCSE® ICT

Second edition

Authors: **Paul Clowrey** and **Colin Stobart**

Provides in-depth coverage of every aspect of the latest Cambridge IGCSE® ICT syllabus for examination from 2016.

Age 14-16



Student Book:

- **Engage your students** by linking theory and practice with relevant scenarios and skills-building activities
- **Provide thorough preparation** as students build up to exam-style tasks and are supported with practice questions and answers
- **Access source files** for use with specific practical tasks on the accompanying CD-ROM

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2016.

Teacher Guide:

- **Comprehensive planning support** with lesson plans to match every unit in the Student Book as well as worksheets and ideas for differentiation
- **Create exciting ICT lessons** with editable versions of all lesson plans, worksheets and PowerPoint presentations on the accompanying CD-ROM
- **Support your planning** with a suggested two-year scheme of work and answers to every activity and question in the Student Book

The Teacher Guide has not been through the Cambridge endorsement process.

Student Book [Second edition] 978-0-00-812097-9 £23.99
Teacher Guide [Second edition] 978-0-00-812098-6 £100.00

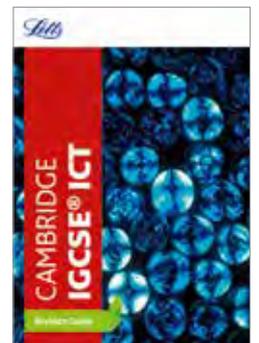
Cambridge IGCSE® ICT Revision Guide

NEW Age 14-16

Author: **Colin Stobart**

Provides clear and accessible revision content to support all learning styles, with lots of practice opportunities to build confidence and help students prepare for the Cambridge IGCSE® assessments.

- **Clear and concise syllabus coverage**, with four dedicated chapters to guide students through the practical parts of the course
- **Topics in short, user-friendly sections** to help plan revision in manageable chunks
- **Revision tips** to provide essential assessment guidance
- **Quick tests and exam-style practice questions** to check progress and develop exam skills
- **A supporting glossary** to help build vocabulary



Revision Guide (APR 17)
978-0-00-821037-3 £7.99

Creating a web page

Creating a web page – options

Webpages can be created in a number of ways:

- Use a basic text editor to write HTML.
- Use WYSIWYG software such as Microsoft's Expression Web, Adobe's Dreamweaver or open source alternatives such as BlueGriffon.
- Use an online content management system (CMS).

There are three web development layers:

- Content layer: the actual content of the webpage. Created using HTML (Hypertext Markup Language).
- Presentation layer: information specifying the appearance of the webpage content. Applied through a cascading style sheet (stylesheet .css).
- Behaviour layer: real-time interactive content that is added to a webpage.

Style sheets

A style sheet holds all the definitions or declarations of the styles that are to be applied – usually across the whole of a website. The .css file to be used is referenced in the <head>-section of webpage HTML.

Styles that may need their declarations creating or adjusting are:

Code style	Purpose	What might need to be changed
body	Starts the HTML section for the actual content of the webpage	A background colour or image
table, tr, th, td	Often used to structure the content of a web page, as well as display particular information within a webpage	A table's overall size, merging columns or rows, column width and row height; make the row/column headings appear differently to the table cells; the thickness/visibility of the table gridlines; the 'space' between cells and around the data in a cell
h1, h2, h3, h4, h5, h6, p	Headings and paragraph styles	A particular or default font face, size, colour, alignment, style
ol, ul, li	Creation of lists that are either numbered (ordered) or bulleted (unordered)	A list's style, including an ordered style of bullet point for an unordered list

Revision tip

It is essential to check each style definition for nesting order. A user can't change the effectiveness of the style sheet by overwriting one or more definitions.

Example 1

p {font-family: "Britannic Bold"; color: #00560C; font-style: italic; font-size: 30px; text-align: center;}
... results in paragraph text displayed as **Britannic Bold**, brown, italicised, large size, centred in the line.

Note:

- The font style has quotation marks around it because it is more than a single word.
- The American spellings of color and center.
- The colour is written in hexadecimal. 00 is the amount of red, 56 of green, 0C of blue. 00 would be zero of that colour and FF is the full amount of that colour. Start with a #.

Example 2

table {width: 75%; border: 5px solid #0000FF; border-spacing: 5px; text-align: center; border-collapse: collapse; padding: 20px;}
... results in a table with these characteristics:

Revision tip

Remember to create a table design that is accessible to all users. Use appropriate table headers and labels. Check the accessibility of your table.

Quick test

Are the following statements true or false?

A cascading style sheet is referenced in the <body> section of a webpage.

An unordered list, ul, can have the type of bullet image defined.

FF0000 is a valid hexadecimal value to define a colour.

h1 (font-family: Times New Roman; colour: #FF0000) is a valid declaration.

Style consists of properties and their values.

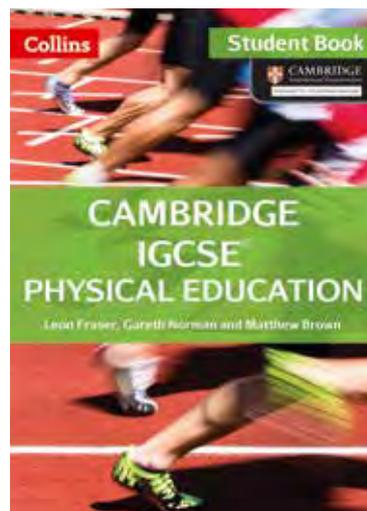
An ordered list can have an icon for the bullet style.

Collins Cambridge IGCSE® Physical Education

NEW Age 14-16

Authors: **Leon Fraser, Gareth Norman and Matthew Brown**

Help students prepare for Cambridge IGCSE® Physical Education with this brand new series which directly supports the latest Cambridge IGCSE® Physical Education 0413 syllabus for examination from 2019.



We are working with Cambridge International Examinations towards endorsement of these forthcoming titles.

Student Book:

- **Deepen knowledge and understanding** of key topics through the clear and concise explanations given and the contexts selected
- **Support students to learn a range of skills**, such as how to build self-awareness and how to reflect on performance
- **Help students to feel more confident** and secure about their understanding of the key topics
- **Enable students to review**, record and evaluate their work
- **Provide thorough preparation and monitor learning** using the 'Learning Log' and 'Check your Progress' features

Teacher's Guide:

Includes:

- **Learning sequences** to support you in using the Student Book
- **Options for how to adapt the Student's Book** to suit the specific needs of students
- **30 photocopiable handouts** to help students consolidate their learning, which include diagrams of muscle groups and more, as well as graphs and charts to support practical activities
- **Exam-style questions** written by the authors, with exemplar answers

Online Resource: **Collins Connect**

Offers the opportunity for reinforcement and consolidation of key topics in class and at home, through:

- **Interactive activities** and progress questions to test understanding of key syllabus topics
- **Video clips** on topics such as health, nutrition and fitness, and the impact of these on sporting performance
- **Downloadable Teacher's Guide** containing learning sequences and handouts

1.3.2 The heart structure

LEARNING OBJECTIVES
By the end of this section you will be able to:

- identify the location of each section of the heart
- understand the functions of atria, ventricles and valves
- describe the pathway of blood through the heart.

SPOTLIGHT The journey of blood through the heart consolidating understanding of the different locations and functions it encounters before entering the body.

STARTING POINT
The circulatory system introduced the transport system of the body. This becomes more specific as we examine how **oxygenated blood** and **deoxygenated blood** is pumped around the body by the heart through the arteries, veins and capillaries, to their destinations.

KEY TERM **double circulation:** the heart has a double pump and circulation: **Pulmonary circuit (right side)** pumps blood to the lungs and back to the heart; **systemic circuit (left side)** pumps blood to the body and back to the heart.

By looking at the diagram below draw your own version that you can use to explain the circuits/sides/blood type in the style of a drawing game, like the game *Pictionary™*, for your partner to guess the answer.

EXPLORING THE SKILLS
The heart consists of four chambers. The two at the top are atria (singular form is atrium) and the two at the bottom are ventricles. They are separated by a thick cardiac muscle (the septum) which contains the blood and allows it to flow in one direction. The valves prevent the blood flowing backwards and are positioned where the blood enters and leaves the heart.

1.3.2 THE HEART STRUCTURE

Sample page from *Collins Cambridge IGCSE® Physical Education Student Book*

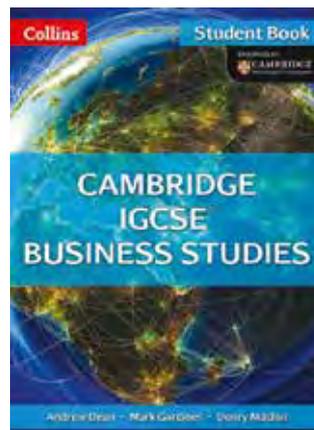
Student Book (MAR 17)	978-0-00-820216-3	£24.99
Teacher's Guide (MAR 17)	978-0-00-820217-0	£100.00
Online Resource: Collins Connect, 1 year licence (APR 17)	978-0-00-820218-7	£250 + VAT

Collins Cambridge IGCSE® Business Studies

Age
14–16

Authors: **Andrew Dean, Mark Gardiner and Denry Machin**

Written and reviewed by experienced Cambridge IGCSE® Business Studies teachers from around the world, this series directly supports the Cambridge IGCSE® Business Studies syllabus.



Student Book:

- **Deliver a course that reflects the modern business world** with up-to-date examples and data
- **Put Business Studies in context** with engaging real-life case studies from around the world for every topic
- **Build students' skills in application, analysis and evaluation** with targeted activities and practice
- **Focus on Assessment** with exam-style questions and case studies with supporting questions for every section

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

The Teacher Pack has not been through the Cambridge endorsement process.

Teacher Pack:

- **Reduce planning time** with a comprehensive Scheme of Work, editable lesson plans and worksheets
- **Choose from engaging, varied lesson activities** perfectly tailored to the syllabus objectives

Collins Connect

Access content at home or in the classroom with the online edition of the Student Book

Student Book	978-0-00-750702-3	£21.99
Teacher Pack	978-0-00-750703-0	£99.99
Online Resource: Collins Connect, 1 year licence	978-0-00-750705-4	£100.00 + VAT

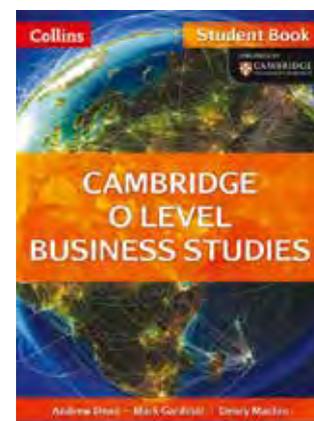
Collins Cambridge O Level Business Studies

Age
14–16

Written by **Andrew Dean, Mark Gardiner and Denry Machin**

Collins' Cambridge O Level Business Studies directly supports the Cambridge O Level Business Studies syllabus.

- **Enable students to access the syllabus content** with a fresh, visual design and language tailored to English as a Second Language learners
- **Support students in preparing for exams** with exam-style questions and case studies with supporting questions for every section
- **Encourage students to check their understanding** with 'knowledge check' questions for every topic
- **Improve students' vocabulary and understanding of key terms and concepts** with the extensive Glossary



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

The Teacher Resource Pack has not been through the Cambridge endorsement process.

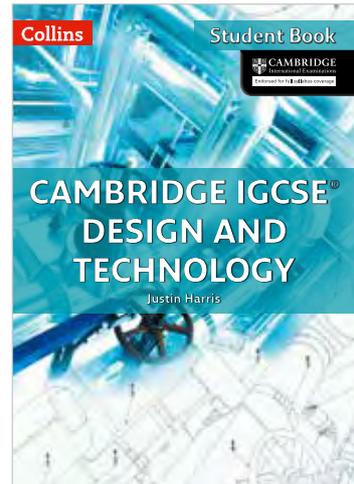
Student Book	978-0-00-753246-9	£21.99
Teacher Resource Pack	978-0-00-753245-2	£99.99

Collins Cambridge IGCSE® Design and Technology

NEW Age 14–16

Help students prepare for the latest Cambridge IGCSE® Design and Technology syllabus with the only book endorsed by Cambridge.

The title follows a skills-building approach that links together the theory and practical parts of the syllabus to effectively build students' key skills and knowledge, while also providing support and guidance for teachers.



Student Book:

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

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

The Teacher Guide has not been through the Cambridge endorsement process.

Teacher Guide:

- **Fully supports the approach of the Student Book**, using scenarios and skills-building to link together the theory and practical parts of the syllabus
- **Contains lesson plans and activities** that are suitable for a range of international classroom environments
- **Provides guidance on setting up and running practical project work** in the classroom

Online Resource: **Collins Connect**

The digital component provides additional resources for both students and teachers, supporting learning both at school and at home.

- **The full Student Book online** for front-of-class access or for students to refer to at home
- **Interactive quizzes** to provide further practice and reinforcement for students
- **Hundreds of activity sheets** for the teacher to download for further practice of key skills

Student Book	978-0-00-812468-7	£24.99
Teacher Guide	978-0-00-814421-0	£100.00
Online Resource: Collins Connect, 1 year licence	978-0-00-816011-1	£250.00 + VAT



National 4 & 5 and Higher Graphic Communication Course Notes

Age 14-16

The **National 4 & 5 and Higher Graphic Communication Course Notes** take a practical and supportive approach, helping you to deliver the new national curriculum for England. They offer an appropriate blend of sound teaching and learning with exam and assessment guidance.

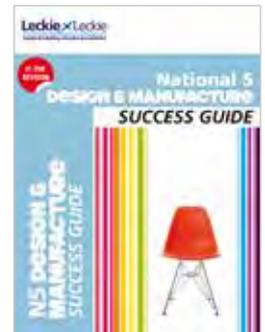


National 4 & 5 Graphic Communication Course Notes 978-0-00-750479-4 £16.99

National 5 Design and Manufacture Success Guide

Age 14-16

Provides students with easy-to-use revision. Guidance on the new course and assessments is included.



NEW National 5 Design and Manufacture Success Guide 978-0-00-750483-1 £10.99

Technical Drawing GCE and CSE

Age 14-16

Author: **J. N. Green**

Enable students to learn quickly with this flexible, visual approach based resource.



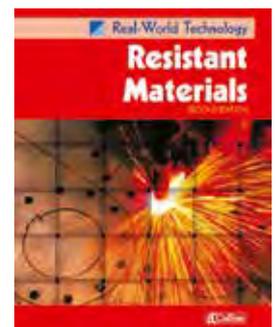
Technical Drawing GCE and CSE 978-0-00-322298-2 £23.75

Real-World Technology – Resistant Materials

Age 14-16

Author: **Colin Chapman**

Teach the knowledge, skills and processes involving resistant materials and their application in the lives of designers and manufacturers with an effective combination of workshop and classroom activity.



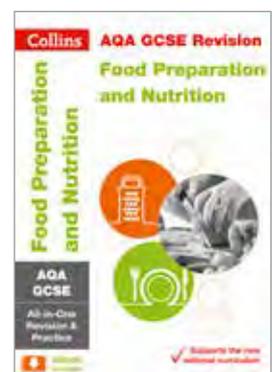
Real-World Technology – Resistant Materials 978-0-00-711532-7 £25.00

GCSE Food Preparation and Nutrition

NEW

Age 14-16

Contains clear and accessible explanations of all the GCSE content, with lots of practice opportunities for each topic throughout.



NEW GCSE Food Preparation and Nutrition All-In-One Revision and Practice 978-0-00-816634-2 £10.99

Collins GCSE Revision Essentials – Design and Technology

Age 14-16

Straight-to-the-point revision and practice with no distractions – essential when revision time is at a premium!

- **Clear and concise coverage** of the exam assessed content
- **Simple and engaging** explanations
- **Key words highlighted**, plus a supporting glossary to build vocabulary
- **Lots of quick tests** to check understanding
- **Practice questions** covering all the different question formats for invaluable exam preparation

D&T: Electronic Products Revision Guide	978-1-90-641558-7	£5.99
D&T: Electronic Products Workbook	978-1-90-641559-4	£5.99
D&T: Food Technology Revision Guide	978-1-90-641546-4	£5.99
D&T: Food Technology Workbook	978-1-90-641547-1	£5.99
D&T: Graphic Products Revision Guide	978-1-90-641549-5	£5.99
D&T: Graphic Products Workbook	978-1-90-641550-1	£5.99
D&T: Product Design Revision Guide	978-1-90-641555-6	£5.99
D&T: Product Design Workbook	978-1-90-641556-3	£5.99
D&T: Resistant Materials Revision Guide	978-1-90-641543-3	£5.99
D&T: Resistant Materials Workbook	978-1-90-641544-0	£5.99
D&T: Textiles Technology Revision Guide	978-1-90-641552-5	£5.99
D&T: Textiles Technology Workbook	978-1-90-641553-2	£5.99

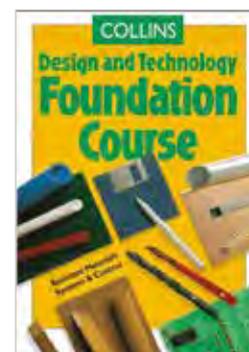


Collins Design and Technology – Foundation Course

Age 11-14

Teach the essential skills and knowledge for Design & Technology with this full-colour textbook, providing clear and accessible introductions for students.

Collins Design and Technology Foundation Course 978-0-00-327352-6 £19.50



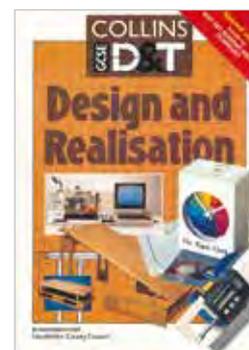
Collins GCSE Design & Technology

Age 14-16

Authors: **Colin Chapman** and **Mel Peace**

Cover **GCSE Design and Technology with ease** with this title for students of Resistant Materials, Systems and Control Technology and Electronic Products.

Collins GCSE Design & Technology: Design and Realisation 978-0-00-322035-3 £25.99



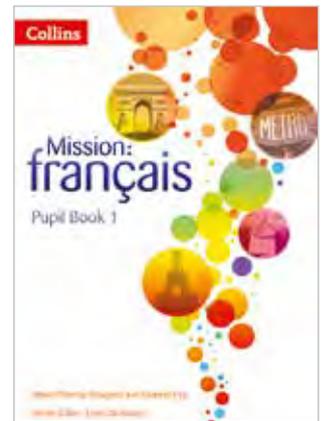
Mission: français

Age 11-14

Editor: **Linzy Dickinson**

Authors: **Marie-Thérèse Bougard, Glennis Pye, Oliver Gray, Ginny March and Liz Fotheringham**

A fresh approach to teaching French



Pupil Books

- **Motivate pupils** with an engaging comic book story that runs throughout the course
- **Equip pupils** with an understanding of the mechanics of language
- **Ensure pupils can access the course** with carefully designed use of English and French

Pupil Book 1	978-0-00-751341-3	£12.99
Pupil Book 2	978-0-00-751342-0	£12.99
Pupil Book 3	978-0-00-751343-7	£12.99

Grammar Workbooks

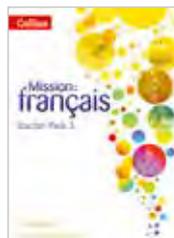
Encourage pupils to develop their grammar skills with:

- **An attractive full-colour design** to appeal to pupils
- **Full explanation** of all grammar points covered
- **Plenty of practice questions** to reinforce learning

Workbook 1	978-0-00-751344-4	£4.50
Workbook 2	978-0-00-751345-1	£4.50
Workbook 3	978-0-00-751346-8	£4.50

Teacher Packs

Comprehensive support for teachers with ready-to-use lesson plans

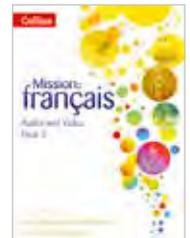


- **Concise topic lessons** that are matched to the Pupil Book and digital content
- **Deliver focused language learning** to pupils with skill-based lesson plans
- **ICT opportunities** with detailed guidance throughout

Teacher Pack 1	978-0-00-751347-5	£50 + VAT
Teacher Pack 2	978-0-00-751348-2	£50 + VAT
Teacher Pack 3	978-0-00-751333-8	£50 + VAT

Audio Video CD-ROM

Access audio, video and transcripts for all the exercises in the Pupil Books together in one place.



- **Print off transcripts** for easy distribution
- **Easy access to the audio and video files** without internet connectivity

Audio Video Pack 1	978-0-00-753650-4	£80 + VAT
Audio Video Pack 2	978-0-00-753651-1	£80 + VAT
Audio Video Pack 3	978-0-00-753652-8	£80 + VAT

Collins Connect

Please see the order form for digital access options

LANGUAGES REVISION

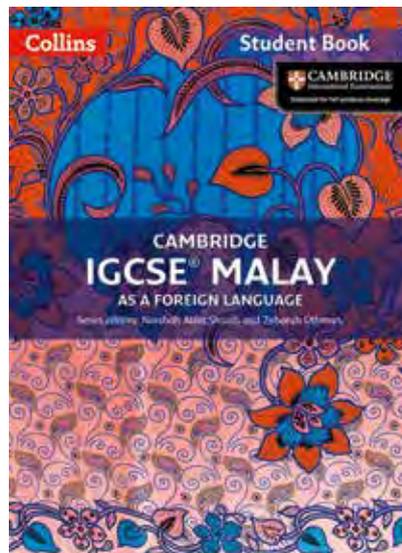
Letts GCSE Study Guides – French (with CD)	978-1-90-641579-2	£14.99
Letts GCSE Study Guides – German (with CD)	978-1-90-641583-9	£14.99
Letts GCSE Study Guides – Spanish (with CD)	978-1-90-641585-3	£14.99
Lower Secondary French Revision Guide	978-0-00-756284-8	£7.99
Lower Secondary French All-in-One Revision and Practice	978-0-00-756285-5	£10.99
Collins GCSE French Revision Guide	978-1-90-641564-8	£5.99
Collins GCSE German Revision Guide	978-1-90-641568-6	£5.99
Collins GCSE German Workbook	978-1-84-419660-9	£4.99
Collins GCSE Spanish Revision Guide	978-1-90-641567-9	£5.99
Collins GCSE Spanish Workbook	978-1-84-419661-6	£4.99
Letts GCSE French Success	978-1-84-419521-3	£4.99
Letts GCSE German Success	978-1-84-419523-7	£4.99

Collins Cambridge IGCSE® Malay

NEW Age 14-16

The only published course to offer full and comprehensive coverage of the Cambridge IGCSE® Malay syllabus.

Aimed at students learning Malay as a foreign language, the course consists of a Student Book, Workbook, and a digital component which includes a Teacher's Guide and additional resources.



Student Book:

- **Teach language in context with topic-based units** and clear mapping to the syllabus
- **Help students achieve success** with clear learning objectives for each unit and carefully graded practice opportunities for all four skills in each unit
- **Motivate students with cultural information** in cultural insight boxes, linking language to culture
- **Help students develop their listening and speaking skills** with audio material offering listening comprehension and pronunciation practice

We are working with Cambridge International Examinations towards endorsement of these forthcoming titles.

Workbook:

- **Benefit from additional material for practice, consolidation and reinforcement** following the topic-based units of the Student Book
- **Support more advanced students** with extension activities to challenge and stretch fast finishers
- **Benefit from review sections at regular intervals** throughout, with additional exercises relating to the five main topic areas of the syllabus

Online Resource: Collins Connect

Includes:

- **A full and comprehensive Teacher's Book** providing step-by-step guidance on how to teach the course, with clear lesson plans and syllabus information.
- **Audio files** for listening exercises including transcripts
- **The Student Book in digital format** to help you use the resources in a constructive and flexible way
- **Printable worksheets and interactive exercises** to offer further practice material

Student Book (MAR 17) 978-0-00-820277-4 £24.99

Workbook (MAR 17) 978-0-00-820278-1 £7.99

Online Resource: Collins Connect, 1 year licence (MAR 17)
978-0-00-820279-8 £250 + VAT

Pilih LIMA perkataan dari dalam kotak di atas dan bina satu ayat ringkas (empat hingga lima patah perkataan) untuk setiap satu perkataan di atas. Contoh ayat adalah seperti berikut:

"Selamat pagi, awak nampak gembira."
"Boleh perkenalkan diri awak?"

Untuk ucapan yang bermula dengan 'selamat', fikirkan juga bila ucapan ini sesuai untuk digunakan.

CULTURAL INSIGHT
GREETING

Malaysians generally shake hands to greet each other and a young Malay will often kiss an older person's hand as a sign of respect. Malaysian Muslims often use the Arabic greeting 'Assalamualaikum' (meaning 'peace be upon you'), to which the person they greet will reply 'Walaikumassalam' ('peace be upon you too').

MENDENGAR
LISTENING

Anda akan pergi ke sebuah pusat sukan untuk mendaftar sebagai ahli. Bayangkan perbualan anda dengan pekerja di sana. Apakah maklumat yang anda akan berikan kepadanya?

Dengar rakaman audio antara seorang pekerja pusat sukan dengan seorang pelajar yang datang ke pusat sukan itu untuk mendaftar sebagai ahli. Dengar contoh-contoh ucapan yang digunakan. Pelajar ini juga memberi maklumat dirinya dengan ringkas.

Pelajar: Hai, _____.
Pekerja: Hai, selamat pagi. Boleh saya bantu?
Pelajar: Saya seorang _____ . Saya mahu mendaftar sebagai ahli pusat sukan ini. Boleh saya tahu harga untuk pelajar?
Pekerja: Baiklah. Harga untuk pelajar adalah RM 100 setahun atau RM 70 untuk enam bulan.

4 | PENGALAMAN BEREKAM UCAPAN

Sample page from Collins Cambridge IGCSE® Malay

Collins Bilingual School Dictionaries

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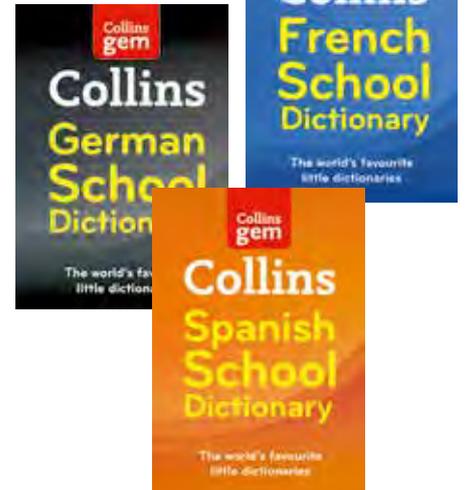
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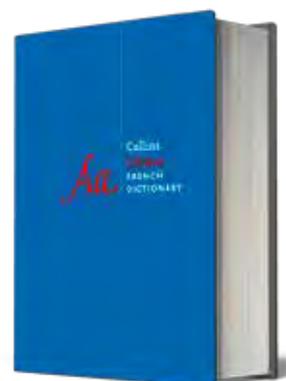


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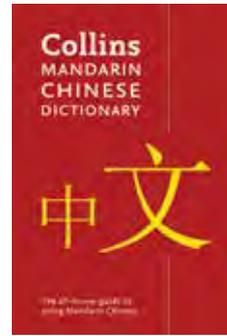
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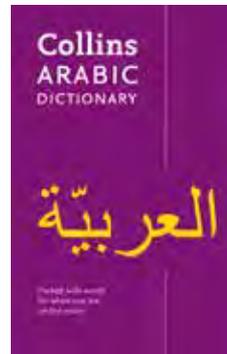
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