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Cambridge Primary
International English
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Marshall Cavendish Education (MCE) is a global education solutions provider dedicated to nurturing the joy of learning and preparing students for the future. We believe the best way to do so is by simplifying learning and listening to the needs of schools, teachers, students, and parents.

MCE makes world-class educational content more accessible through a seamless experience that integrates both print and digital resources. We provide holistic and end-to-end solutions customised to the school's requirements, with professional development to help educators implement the curriculum.

We've worked with ministries, policymakers, educators, and parents in over 90 countries, designing education solutions in 14 languages for Pre-K to 12. MCE is the only Asia-based publisher that is an endorsement partner of Cambridge Assessment International Education.

www.mceducation.com

Series architecture

- Student's Book (Stages 1-6)
- Activity Book (Stages 1-6)
- Teacher's Guide (Stages 1-6)
- eBook (Stages 1-6)*
- Additional Digital Resources*

**These resources will not go through the Cambridge International endorsement process.*

MCE Cambridge Primary International English

Brochure



Marshall Cavendish Education Cambridge Primary International English

The Marshall Cavendish Education (MCE) Cambridge Primary International English series is aligned to the new Cambridge Primary International English curriculum framework (0057). The series combines tried-and tested methodologies alongside more recent practices, placing stories at the heart of the learning.

The stories and texts spark learner's curiosity, reduce learning anxiety, motivate learners to learn, provide context for their learning and ensure that language practice is meaningful. The many stories and non-fiction texts in the series are supported by rich visuals, to captivate learner's interest and to support understanding.

The series follows an active learning approach, with plentiful opportunities for singing, rhymes, role play and projects. The series includes a range of supporting resources customisable for both online and face-to-face learning, to consistently deliver outstanding learning and teaching experiences.

Product Architecture

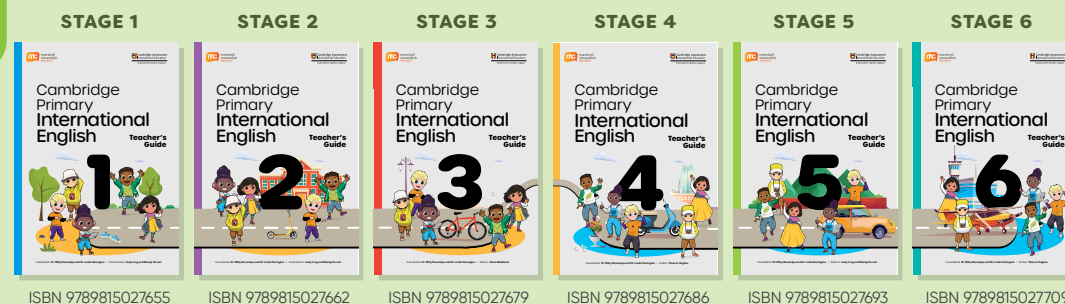
STUDENT'S BOOK



ACTIVITY BOOK



TEACHER'S GUIDE



ADDITIONAL DIGITAL RESOURCES*

- o **Student's Book**
 - Annotatable Enhanced eBooks (with animated stories/texts, songs, rhymes and other listening resources)
- o **Activity Book**
 - Annotatable eBooks
- o **Digital Teacher's Guide (Editable)**
 - Games Bank for warm-up/cool down
 - Photocopiable Blackline Masters to support extra activities
 - Quizzes for ongoing formative assessment

*These resources will not go through the Cambridge International endorsement process.

Why choose MCE Cambridge Primary International English?

- Adopts an active approach, with language input coming through stories, texts, songs, and rhymes to keep learners motivated and fully engaged
- Provides plentiful, contextualised, and meaningful practice of vocabulary, grammar, and language skills
- Incorporates Social and Emotional Learning (SEL) and values with opportunities for learners to reflect, give opinions and preferences, and share ideas or experiences
- Supports teachers extensively with a digital suite and a wide range of resources to support hybrid learning, and with embedded professional development in the Teacher's Guide
- Contains Marker Recognition Technology embedded within the series

Adopts an Active Approach, with Language Input Through Stories, Texts, Songs, and Rhymes to Keep Learners Motivated and Fully Engaged

In the series, each unit has three parts (A, B, C) which look at a different aspect of the theme. There are five lessons in each part. Lesson 1 introduces the theme and the language focus through a highly illustrated 'input text'. This input text can be a story, non-fiction text, song, poem, or rhyme.

For maximum visual appeal, the text is given plenty of space – covering 2 to 3 pages. This is unique to the MCE Cambridge Primary International English series. Some of these Lesson 1 texts are also offered as an animation, providing additional enjoyment and an opportunity for multi-modal input.



MCE Cambridge Primary International English Student's Book Stage 2

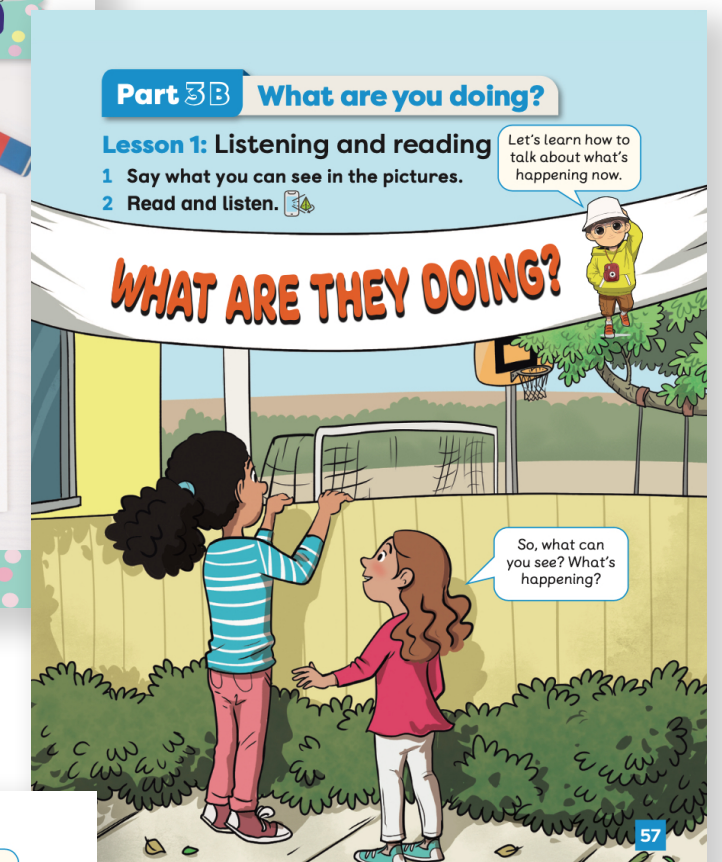


Clear Context

With new language presented within a clear context of a story or text, the learner has a **more meaningful** and **effective learning experience**.



MCE Cambridge Primary International English Student's Book Stage 2



MCE Cambridge Primary International English Student's Book Stage 3



MCE Cambridge Primary International English Student's Book Stage 3

Look and Feel

To cater to different learner's preferences and tastes, and to ensure maximum learner engagement, each input text in Lesson 1 is designed with a different look and feel, using a **wide variety of illustration styles** as well as **vivid photographs**. This rich variation **activates learners' curiosity**, keeps them engaged, and gives them a more natural and **authentic learning experience** which reflects the variety of visual input they see around them in real life.

Provides Plentiful, Contextualised and Meaningful Practice of Vocabulary, Grammar, and Language Skills

3 Answer the questions.

- a What are the three girls doing together?
- b How many children are reading?
- c What is the boy chasing?
- d How many boys are hiding?
- e How many children are playing a board game?
- f How many girls are there in the playground?

4 Read 'What are they doing?' again. Find and say the words that end in -ing.

What words do you see before these words that end in -ing?



5 Mime an activity from the story for your partner to guess. Take turns.



6 Read and listen to 'What are they doing?' again. Mime the activities as you hear them.

Discussion of Text

The input text is followed by a **discussion about its meaning, scaffolded through comprehension questions** and by **building understanding** through role play or by retelling the story.

Presentation and practice of language is therefore both contextualised and meaningful.

Lesson 2: Listening and vocabulary

1 Listen, point and say. What clothes are not in the picture?



2 Who is it? Look, listen and say.



Dan

Kim

Rick



Aisha

Tom

Abby and Luke

3 What are you wearing? Ask and answer.

4 Read 'My sock!' again. What clothes are in it?

Whole-Part-Whole Model

After listening to the whole story or text in Lesson 1, the focus of Lessons 2, 3 and 4 is on the parts of language from the Lesson 1 text (i.e., vocabulary, grammar), as well as building the language skills. As **learners' understanding of vocabulary and grammar increase**, they will return to the whole text two or three times a week.

This **Whole-Part-Whole** model enables the learning to be contextualised and meaningful.

Lesson 3: Use of English

1 Make up sentences about the pictures.



I don't like this one. I like that one - the one with the purple flower pattern.



I like this one too!

2 Pretend you're one of the children in the pictures. Make sentences.

This green t-shirt is mine. That yellow coat is hers.



3 Listen to your classmates. Guess who they are.

4 Read 'My school uniform design' again. Do these actions.

- clap when you read **this** or **these**
- tap when you read **one**
- snap your fingers when you read **mine**

Mascots

Practice is **active and communicative**. It is showcased on the page by the appealing mascots.

Revisiting Lesson 1

Learners revisit the Lesson 1 story or text in each of the subsequent lessons (2-5). This **reinforces understanding, builds confidence** and **motivation**.

The learning throughout the unit **relates back** to the input text in Lesson 1.



Lesson 4: Writing

1 Read 'Making clothes with colour' again. What questions does Josh ask when he starts a new design?

2 Design a new clothes item.

A Plan

- Decide what kind of clothes.
- Answer Josh's questions.

B Write

- Make a drawing of the clothes. Use colour and patterns.
- Look at 'My school uniform design' again. How does Millie talk about her designs?

This is my...
It's (colour). It's got a... pattern.
You can wear it at / in (place or weather).
It's (your opinion: nice, great, warm, fun, ...).

Remember to use **and** when you are writing about more than one thing.



C Check

- Check your sentences.

D Complete

- Write a neat copy of your sentences. Add labels to your drawing.
- Practise presenting your design.

Incorporates Social and Emotional Learning (SEL) and Values with Opportunities for Learners to Reflect, Give Opinions and Preferences, and Share Ideas or Experiences

- Follow the rules.
- Don't cheat!
- Always try and win.
- Have fun!
- Try to get better.

Playing games together is good fun. What do you do when you play games?



Colours mean different things in different cultures. What do they mean in your country?



SEL Mascots

On the Student Book pages, the SEL mascots, Lara and Leo, share interesting and important information, and ask questions to start learners on their journey to becoming **global citizens**. Learners become aware of their own culture and respect other cultures too. They have the opportunity for **reflection**, and for **sharing their own ideas and experiences**. This series provides materials for young learners to learn the language and **inculcate life values**.



Lesson 4: Writing

1 What are your five favourite free-time activities? Read 'What are they doing?' again for some ideas.



2 Make a poster about your five favourite free-time activities.

- A Plan**
 - What will your poster look like?
 - Will it have pictures?
 - What colours will you use?
 - What will you write?
- B Write**
 - Write your list in your notebook.
- C Check**
 - Check your writing.
- D Complete**
 - Copy your list out neatly.
 - Glue your pictures to the poster.

Are your spelling and punctuation both correct?

Lesson 4: Writing

1 Read. Why is it good to play games? Playing is fun. It helps us to relax and unwind. Playing teaches us how to win and how to be kind to the person who has not won. It teaches us how to accept losing in a good way. Playing keeps our body and mind active.

2 Complete the chart about yourself.

Why I like to play	What I like to play
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
How playing makes me feel	What I learn from playing
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 2: Listening and vocabulary

1 Choose a game you like to play. Write some instructions.

Name of game: _____
 Number of players: _____
 Equipment: _____
 What to do: _____

2 Swap your game instructions with your partner. Answer the questions about their game.

- a What is the name of the game? _____
- b How many players or teams are there? _____
- c What equipment do you need? _____
- d Play the game. Are the instructions clear? _____
- e Say two things that are good about the instructions and one thing that you would change.

Personalised Learning

Activities are included which allow learners to express preferences, thereby **personalising their learning** and making it **more engaging and effective**.

5 Think about the story 'Victor and his bike'.

- a Retell the story.
- b Read the story again to check.
- c Are the sentences below true?
 - 😊 I understand new words.
 - 😊 I understand the story.
 - 😊 I enjoyed the story.



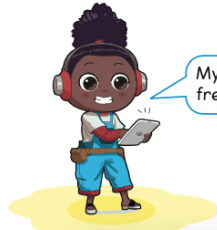
6 Read and say the poem 'Rules!' with your partner.

7 Think about the story 'What are they doing?'.

- a Say five things that are happening in the playground.
- b Read the text again to check.
- c Are the sentences below true?
 - 😊 I understand new words.
 - 😊 I understand the story.
 - 😊 I enjoyed the story.



8 Show and say. What's your favourite part of this unit?



My favourite is the top five free-time activities poster.

Recap and Reflect

There are opportunities for learners to **recap and reflect** on their learning, as well as to give **opinions and preferences**.

This occurs in Lesson 5 ('Round up'), at the end of every unit part, or block of learning (i.e., usually the end of each week).

Supports Teachers Extensively with a Digital Suite and Wide Range of Resources to Support Hybrid Learning, and with Embedded Professional Development in the Teacher's Guide



Annotatable eBooks

Our packages provide **print and digital*** Student Book and Activity Book to cater for both online and physical classroom.

Annotatable eBooks* are enhanced with links to digital content to support hybrid learning.

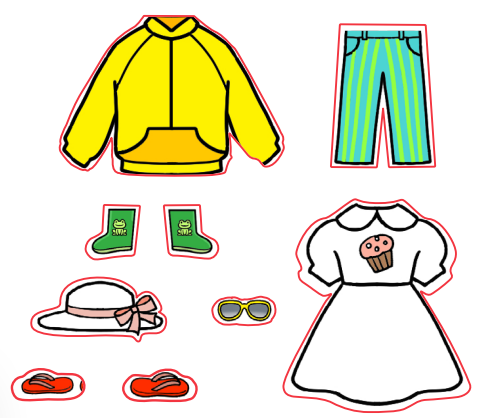
Lesson Notes

The clear, detailed, and easy-to-understand lesson notes contain scripted question prompts, ideas for **additional activities**, and **guidance on differentiation**.

Page 67 Making clothes



Page 72 Designing clothes



Page 41 What are you doing?



Stickers

Stickers **enhance enjoyment** and **allow for personalisation**.

Lesson 1 Listening and reading (SB pp97-100, AB p61)

Warm-up
Play 'I spy' from the Games bank as a helpful review of nouns.

Lesson
Student's Book Q1 (2Lm.01, 2Ld.03, 2Ld.04, 2Sc.01, 2Rm.01, 2Rm.02, 2Rd.01, 2Rd.02, 2Rd.04)
Tell the learners about a time when you lost something. Say what it was, where you looked for it and where you found it.
(Personalising a topic helps learners relate to it and understand it better.)
Say: Have you lost something? Think of three things. Give learners some time to think. Say: Tell your partner. After they tell their partner, ask: Can anyone tell the class three things they lost?
Say: Open your book, please. Look at the pictures. What did the boy lose? (a sock)
(2) Say: Listen. Point at the words. Play track 62. Learners listen and follow along with their finger. Then play the track again and ask learners to read along.

Track 62
(See Student's Book pages 97-99)

Student's Book Q2 (2Rd.02)
Read the questions one-by-one with the learners. Allow them to speak to their partner to check their answers. Then choose learners to tell the class the answers.
(Answers: a He is playing in a football match. b red, c one sock, d cupboard, drawer, under the bed, on the floor, e his sister)

Activity Book Q1 (2Ld.03, 2Ld.04, 2Uv.01)
(2) Say: Read and listen to the 'My sock!' again. Which picture comes first? Write the number.
(Answers: 3, 4, 6, 5, 1, 2)

Activity Book Q2 (2Rm.02, 2Rd.02, 2Rd.04)
Say: Who says it. Draw lines. When learners are finished, say: Look in the Student's Book. Find the sentences. Who says them? Are your answers correct?
(Answers: boy - My sock, my sock. I'm happy, happy, happy; Sister - What's up big brother? I But you're wearing your sock.)

Student's Book Q3 (2Sc.02, 2Ug.07)
Ask: Did you like the poem? What kind of poem is it? List the adjectives in Q3, saying: Is it [adjective] before each one. Learners can nod or raise their hand if they think it's one of these words. Ask: Why do you think so [adjective]? (Answer: funny, silly, happy)

Student's Book Q4 (2Rd.02)
Pair the learners. Assign each pair one of the words in Q3. Say: How many are there? Look at the poem. Find and count them.

(Answers: colours = 2, numbers = 2, characters = 2)
Student's Book Q5 (2Sc.04, 2Rd.01)
Say: This is a poem. What's a poem? What does a poem have? (short lines, rhythm and often rhymes) Read the first verse again. Ask: Which words rhyme? (rules, school) Say: Look at the rest of the poem. What rhymes can you find?
(2) Choose two verses of the poem and read them for the class or play track 62 again. Say: It's your turn. Play the track or read again and have learners repeat. Pay attention to the rhythm of the poem and encourage learners to read with expression.
Student's Book Q6 (2Sc.01, 2Sc.02, 2Sc.01, 2Ug.02, 2Ug.07, 2Ug.06)
Say: Repeat after me. Read the phrases as expressively as you can. Say: Have you heard these words before? When did you hear them? Who said them? Why? Ask: Do you say these words when someone is good or bad? Say: Let's look at the story again. Can we add these phrases? When can you say them to the boy? Ask learners to think of something they are good at. Choose one or two learners to tell you. Praise them using one of the phrases.
Say: Now it's your turn. Tell your partner. Your partner says one of these phrases. Point at the phrases in the book. Learners tell their partner something they can do, and their partner praises them. As an alternative, this can become a mingling activity. In a mingling activity, learners stand and move around the classroom. They find a partner, speak to them, then find a new partner.

Wrap-up
Student's Book Q7 (SEL focus) (2Sc.01, 2Sc.02, 2Sc.01, 2Ug.02, 2Ug.07, 2Ug.08)
Say: Look at the poem 'My sock!' again. What did the boy lose? (a sock) Where did he find it? (in his boot) Was it easy to find it? (no) Why not? (his room is untidy) Ask: What about your room? Is it tidy? Who keeps your room tidy? Why should your room be tidy?
Read Lana's speech bubble. Guide the discussion so learners suggest that they should keep their bedroom tidy and also their workspaces in school. Say: If your desk is tidy you can easily find your things. We should take care of our possessions and those of other people. Say: At the end of the school day, we put away our pens and pencils ready for the next day. What other things do we do to keep our classroom tidy? Take suggestions.
Ask: Is there anything more we can do? What about at home, what more could you do?
Homework
Ask learners to learn one of the verses of the poem 'My sock!'. Say that they will recite their verse (in groups) in Lesson 4.
Ensure that you allocate one verse per group of learners to memorise so that the whole poem can be recited.

School to home notes

Week 1
Dear Parent / Guardian
Welcome back to school! This term your child will continue their English journey. We will read, listen, speak and write on topics connected to school, community and the weather. We will talk about what it means to be a good learner and how to be part of a community. We hope that learners will be able to recognise the joy in learning English through songs, stories, drama, crafts and games. I hope you'll be able to join us and support your child learning English.

Week 2
Dear Parent / Guardian
This week your child will talk about school. Schools today are often quite different to schools when we were younger. Your child is probably interested to hear about what you did when you were at school. What's the same? What's changed?
Vocabulary for this week: class, uniform, playground, floor, paint, teacher, backpack, breaktime, breakfast time, dream, classmate, lesson, classroom, pens.

Week 3
Dear Parent / Guardian
This week your child is talking about the subjects they study at school. Talk about school and school subjects with your child. What is your child's favourite subject? What was your favourite subject at school? Why did you like it?
Vocabulary for this week: notebook, crayons, ruler, laptop, glitter, glue, computer, Maths, Science, Art, Music, Citizenship/Social Studies, TV, slide, football.

Week 4
Dear Parent / Guardian
This week we're still talking about school. We'll also review words for colours and we'll talk about our favourite subjects. We'll play some guessing games. Perhaps you could ask your child to show you the colour guessing game we'll play, and maybe play it with them.
Vocabulary for this week: please, thank you, good, bad, same, different.

Week 5
Dear Parent / Guardian
This week your child will talk about their community in their English class. When you're out and about with your child, whether you're walking, on public transport or in a car, why don't you point out some of the places you pass?
Vocabulary for this week: sports centre, park, fire station, police station, hospital, shop, library, supermarket, restaurant, cinema, mall, funny, sad, happy, pretend, real, glasses, cute.

School-to-Home Notes

Photocopiable week-by-week 'School-to-home notes' enables the **learning to be supported by family members** too.

*These resources will not go through the Cambridge International endorsement process.

BLM 8: Days of the week

Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	

BLM 36: Patterns

circles 	triangles
squares 	stripes
animals 	flowers
zig zags 	

Blackline Masters

Photocopiable Blackline Masters (BLMs) at the back of the Teacher's Guides can be used for making flashcards.

BLM 10: Story report

Title: _____

Who are the characters?

Where does the story happen?

When does the story happen?

Draw your favourite part of the story.

Story score ☆☆☆☆☆

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BLM 39: Respecting opinions

Do you think other people like Millie's uniform designs?

Look at the chart. What is other people's opinion of Millie's designs, do you think? What's yours?

	They need more work.	They're ok.	They look nice.	They're very good.	They're fantastic!
Teacher					
Mums and dads					
Millie's friends					
You					

The BLMs also *include templates and writing frames* for general use, or with the Supplementary Lessons in the Teacher's Guide.

ADDITIONAL RESOURCES IN TEACHER'S GUIDE

- Start/End-of-term **Supplementary Lessons**, adding the flexibility to extend the programme across a longer school term
- **Games Bank** containing easy-to-use warm-ups/cool-downs for use at the start or end of the lesson
- **Quizzes** for ongoing formative assessment
- **Lyrics** of songs and rhymes
- **Strategies for Effective Teaching** to support ongoing professional development

The extensive amount of teacher support in the programme ensures that teachers can deliver a fun, playful and effective lesson, every time.

Marker Recognition Technology Embedded Within The Series*

The icon indicates where there is something to launch!

Unit 5 Clothes

Part 5A Our clothes

Lesson 1: Listening and Reading

1 Listen and read the poem.

My sock!

Let's learn how to give simple personal information.

Marker Recognition Technology

*Marker Recognition Technology** enables learners to have a multi-modal learning experience, which makes learning more enjoyable, more memorable, and more motivating!

The match day is here!
I'm playing for my school!
I'm captain of my team,
and we all know the rules.

Animations, stories, songs, rhymes and listening activities can all be launched directly from the page of the book via the **MCE Cambridge App***. Learners are now motivated to learn from home, even after the lesson is over!

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Other Products

Cambridge IGCSE™ English
as a Second Language

Grade 10 – 11 | Age 15 – 17

The **Marshall Cavendish Education Cambridge IGCSE™ English as a Second Language (2nd Edition)** Series is designed to support learners studying the full Cambridge IGCSE and IGCSE (9–1) English as a Second Language syllabuses (0510/0511/0991/0993) for examination from 2024.

The series focuses on building communicative competence and linking language to life. The units are carefully structured according to the various functions that we use language for, such as informing, explaining, persuading and giving opinions. By learning language in this way, students will build strong communication skills, based around real world contexts that they can relate to.



Scan here to download the brochure and learn more!

Scan QR code to visit our Cambridge International website:

