

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



Scan here to
access the MCE
Cambridge Primary
International English
website!

Beyond Basics, Reimagine Education

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

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.

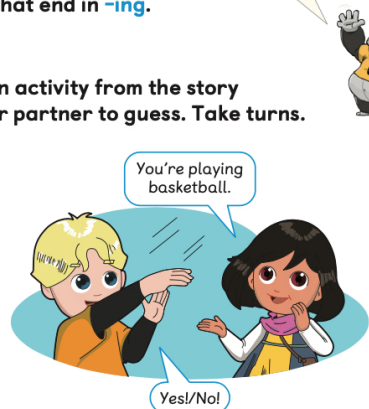
Provides Plentiful, Contextualised and Meaningful Practice of Vocabulary, Grammar, and Language Skills

3 Answer the questions.

- What are the three girls doing together?
- How many children are reading?
- What is the boy chasing?
- How many boys are hiding?
- How many children are playing a board game?
- 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?



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.

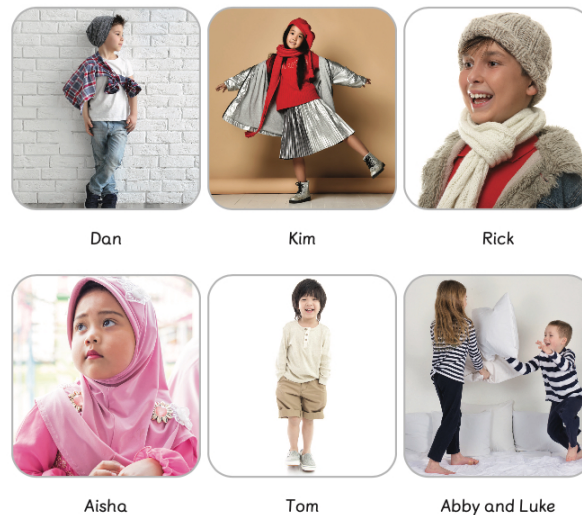
Presentation and practice of language is therefore both contextualised and meaningful.

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.



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.



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.



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

This series provides materials for young learners to learn the language and **inculcate life values**.

[illegible]

48

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

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

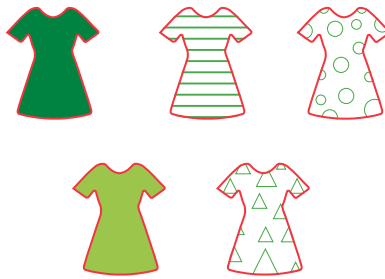
Our packages provide **print and digital*** Student Book and Activity Book to cater for both online and physical classroom.

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

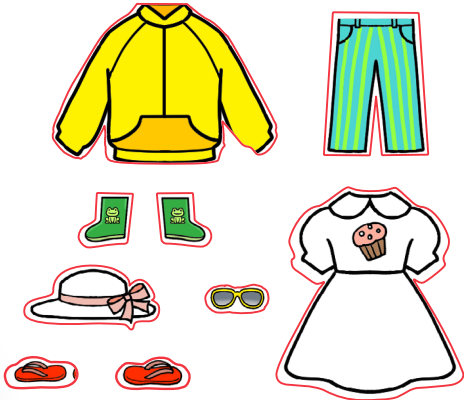
Lesson Notes

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**.

School-to-Home Notes

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

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.

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

BLM 8: Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

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BLM 36: Patterns

circles

triangles

squares

stripes

animals

flowers

zig zags

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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					

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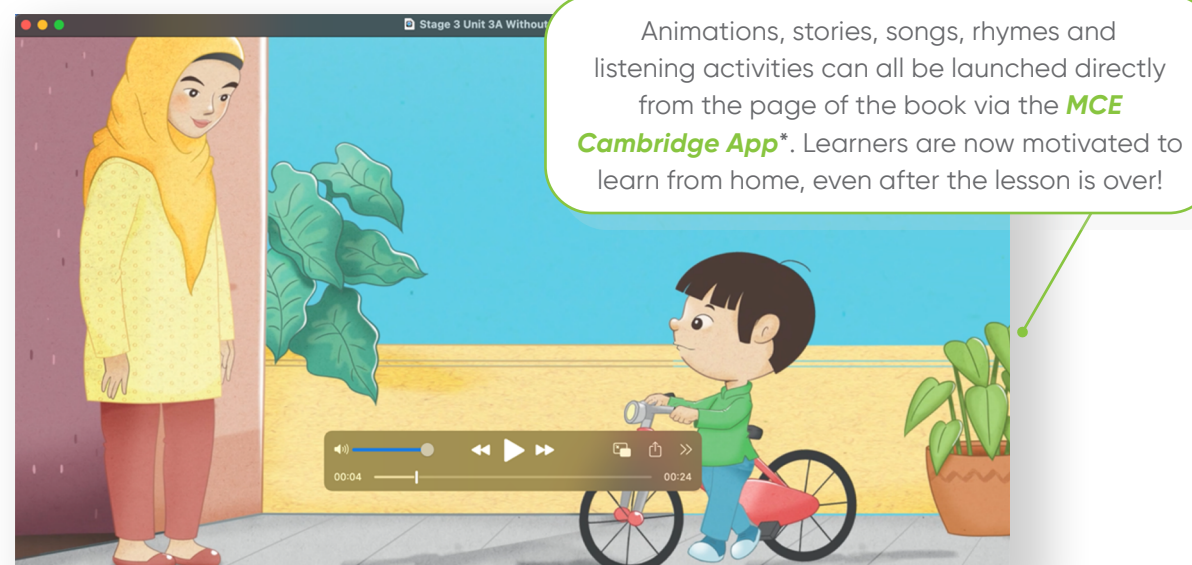
The BLMs also include templates and writing frames for general use, or with the Supplementary Lessons in the Teacher's Guide.

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*



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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.



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