



CAMBRIDGE
UNIVERSITY PRESS

How to combine high-quality international education with local culture



**TRANSFORMING
SOCIETIES THROUGH
EDUCATION**



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Introduction

This document sets out Cambridge’s experience of localization projects, seven key features to make sure your localization project is successful, and the evidence of the impact of high-quality textbooks.

Textbooks are the most cost-effective method of providing students with a high-quality education. A good textbook can save each teacher hours of preparation, freeing time to provide more personalized support for students.

Cambridge University Press has extensive experience of developing and adapting high-quality textbooks and curriculum materials for local contexts. We have an established team of experts, systems, and processes to make sure each localization project is successful.

Students learn best when their learning reflects their experience of the world. Unfamiliar contexts, units and measures, or activities that simply do not translate, disrupt learning. Localization is the process of taking established learning materials and sensitively adapting them to embed the local context, while keeping the original high-quality pedagogy.

Cambridge University Press textbooks have earned their reputation for quality through daily use in classrooms around the world. Our authors combine subject expertise, extensive classroom experience, and the latest educational research to create highly effective learning materials.



7 key features of successful localization projects

1 Deep understanding of the local context

Cambridge localization projects address the impact of local language, culture, and history on student learning. Each project starts with a detailed needs analysis that informs our recommendations for:

- which curriculum resources to localize
- whether bridging materials are needed to address curriculum gaps
- how to structure the localized resources to make them easier to use in local classrooms
- how to gather teacher and student feedback on a localization.

2 Collaborative project set-up

The set-up phase is the key to a successful project. The set-up introduces core members of the team, defines roles and responsibilities, and establishes a communications plan for internal and external stakeholders. It also establishes common expectations around processes, timescales, quality assurance, and deadlines.

We recommend that the project set-up workshop is held in Cambridge, but our team is happy to travel if that's more convenient.

3 Committed expert team

We work with experts to make sure our resources are the best available. Cambridge will build a team of carefully selected subject experts, experienced teachers and writers, linguists and cultural experts, to make sure the localization exactly matches your requirements.

4 Rigorous quality assurance and approval process

The process of quality assuring a project must reflect the project's aims and objectives. Cambridge will work in partnership with you to set project key performance indicators, define quality assurance criteria help achieve the project goals, and train your team to use these.

Where localizations are part of an education reform programme

5 Teacher training that supports effective classroom practice

Curriculum resources are most effective when teachers fully understand how to use them. This is especially true for new teachers or when introducing a new pedagogical approach, such as active learning.

Cambridge can work with your teacher trainers to design an effective programme of training. We can also deliver teacher training, train-the-trainer workshops, or on-demand online training modules to make sure teachers are able to make best use of the new textbooks.

6 Awareness, engagement, and support from stakeholders

Stakeholder engagement raises the impact and speed of an education reform. Teachers, parents, and students all play a vital role in education reforms – they are responsible for achieving the reform’s intended objectives. Long before textbooks are in schools these

stakeholders need to know what changes are coming and what it means for them.

We can help you design and manage a multi-channel communications plan that builds awareness and support for your reform.

7 Sustainability and life-cycle planning

Textbooks evolve over time. High-performing jurisdictions test small modifications of lesson content to incrementally improve the quality of learning¹. Successful localization projects plan for not just the first implementation of the textbook, but the textbook’s full life cycle.

We can provide capacity development training to support your team to implement a cost-effective continuous improvement cycle for the curriculum materials.

¹ 'Japanese Lesson Study: Teacher Professional Development through Communities of Inquiry'; Brian Doig and Susie Groves' *Mathematics Teacher Education and Development*, 2011 Vol 13.1

Examples of localized textbooks

We apply a deep understanding of culture, schools, and students to adapt Cambridge resources to work in local classrooms.

Grade 5 *Cambridge Global English*, localized for the United Arab Emirates.

Global English uses an active communicative approach to language.

Original edition

5 Literature: *The Lost City*

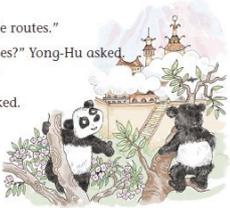
1 Talk about it 🗣️ Have you been on a journey?
Tell your partner where you went, how you got there and what you did.

2 🖼️ Look at the pictures of a journey. Who are the travellers?
How do they get there? Why do you think they go on this journey?

3 Listen and read
Listen and read to check your answers to Activity 2.

The Lost City

1 Yong-Hu and Ho-Shing walked through the valley.
"I'm getting tired," Yong-Hu complained, "where are we going anyway?"
"We are going to find a city, a lost city. There are wondrous surprises that await the ones who find the ancient city."
"Does anyone live there?" Yong-Hu asked.
"Not anymore. At one time it was the busiest city in all of China."
"Why not?"
"Because it is too far out of the way for the trade routes."
"What kind of surprises are there? Good surprises?" Yong-Hu asked.
"Magical surprises," Ho-Shing smiled. "Come."
"Is there bamboo in the lost city?" Yong-Hu asked.
"Much."
"Good. Let's hurry up then. I'm starving."

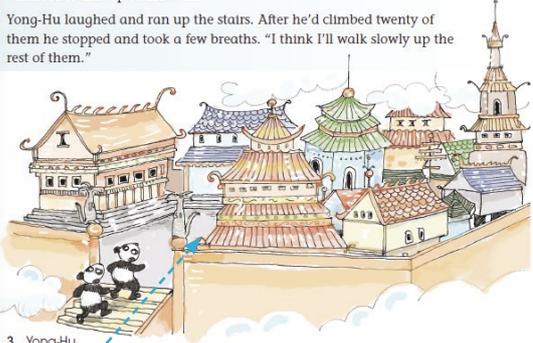



4 Read the first part again. Then read the rest of the text and choose the correct answer after each section.

1 The lost city is **a** in a remote location **b** easy to find **c** on a trade route.
2 The city is not **a** safe place **b** has many surprises **c** is very busy.

44 Unit 5 Lesson 5 Literature: *The Lost City*

2 After several hours, Ho-Shing stopped. "See the mountains ahead? We are nearly there. Another hour."
Just then they heard a growling sound. "What was that?" Yong-Hu asked.
"A tiger, but it isn't near us. Its roar is echoing off the tall mountains."
"There it is! There is the lost city! We have found it at last," Ho-Shing smiled.
"It is magnificent, Ho-Shing. The walls are high and the roofs of the buildings sparkle in the sunshine. Are they made of jade?" Yong-Hu asked.
"There is much jade, ivory, gold, silver, and even rubies. We must hurry," Ho-Shing said.
"How do we get inside?" Yong-Hu wondered.
"We must climb these steps," Ho-Shing said, pointing to very steep steps that led to the top of the wall.
Yong-Hu laughed and ran up the stairs. After he'd climbed twenty of them he stopped and took a few breaths. "I think I'll walk slowly up the rest of them."



3 Yong-Hu
a ran up all the steps to the lost city.
b couldn't climb to the top of the steps.
c ran up twenty steps and walked the rest.

45

Artwork has been carefully chosen to scaffold new vocabulary.

Content has been split to fit available lesson time.

Text and images have been adapted to mirror the local culture.

Language has been adapted to be more accessible for target learners.

Localized edition

Lesson 10 The Lost City - part 1

1 Talk about it Have you been on a trip?
Tell your partner where you went and what you did.

2 Look at the pictures of a trip. Who are the travellers?
Why do you think they go on this trip?

3 Listen and read
Listen and read to check your answers to Activity 2.

The Lost City

Jassim and Hamad walked a long way.
'I'm getting tired,' Jassim said. 'Where are we going anyway?'
'We are going to find a city, a lost city. There are wonderful surprises for whoever finds the ancient city,' replied Hamad.
'Does anyone live there?' Jassim asked.
'Not anymore' said Hamad.
'Why not?' asked Jassim.
'Because it's too far from all the modern cities and roads. In the past it was the busiest city in all of the Middle East,' replied Hamad.
'What kind of surprises are there? Good surprises?' Jassim asked.
'Beautiful surprises,' Hamad smiled. 'Come.'
'Are there date trees in the Lost City?' Jassim asked.
'A lot,' replied Hamad.
'Good. Let's hurry up then. I'm very hungry,' said Jassim.

4 Read the first part again and answer the questions below. Then read the rest of the text and answer the questions that follow it.

1 The Lost City is **a** far away **b** easy to find **c** on a busy road.
2 The city **a** is not a safe place **b** has many surprises **c** is very crowded.

After several hours, Hamad stopped. 'See the mountains ahead? We are nearly there. Another hour.'
Just then they heard a sound. 'What was that?' Jassim asked.
'A tiger, but it isn't near us. I can hear its roar in the tall mountains.'
'There it is! There is the Lost City! We have found it at last,' Hamad said.
'It is amazing, Hamad. The walls are high and the roofs of the buildings shine in the sunshine. What's in the city?' Jassim asked.
'There is much gold and silver. We must hurry,' Hamad said.
'How do we get inside?' Jassim asked.
'We must climb these steps,' Hamad said, pointing to some steps.
Jassim laughed and ran up the steps. After he'd climbed twenty of them he stopped and took a few breaths. 'I think I'll walk slowly up the rest of them,' he said.
'Look! We must go there!' Hamad said and he pointed to the centre of the city. Then Hamad looked at his friend and said in a low voice, 'We need to be quiet. Don't touch anything until I say so.'

3 Jassim
a ran up all the steps to the lost city.
b couldn't climb to the top of the steps.
c ran up twenty steps and walked the rest.

5 Hamad and Jassim want to go to the centre of the Lost City. What do you think will happen next?

Clothing has been drawn to specifically match the local culture.

Plenary activities have been added to provide structure based on available lesson time.

Language focus develops students' vocabulary and grammar.

Grade 5 Cambridge Global English, localized for the United Arab Emirates.

Original edition

3 "Ah, there is where we need to go," he said as he reached the top step, "over there, in the middle of the city."

"That is where we shall find our surprises," Ho-Shing said. They climbed down the steps on the other side of the wall. "We need to treat this place with respect. Be quiet. Don't touch anything until I say so," he warned his friend.

When they reached the centre of town, a huge, golden gong hung from poles. Several Chinese statues of lions surrounded it. "Look at their ruby eyes!" Yong-Hu said. "Can I bang the gong?" he asked. "Yes," the wiser panda said. Yong-Hu picked up the stick and hit the gong.

4 Where do the pandas need to go to find surprises?
 a They need to go down the steps.
 b They need to go to the statue with lions.
 c They need to go to the middle of the city.

4 When the noise stopped, silence filled the air. Crickets began to chirp. "Listen," Ho-Shing said. "It is beautiful." "When do we get the rubies and jade?" Yong-Hu whispered. Ho-Shing ignored him and listened to the magical music of the crickets. The two pandas stood silently for an hour, until the crickets stopped singing. "Our surprise?" Yong-Hu whispered again. "Yong-Hu, that was our surprise. Nobody in the world has heard anything that beautiful before. It is our reward for our journey," Ho-Shing said.




5 Yong-Hu's surprise was
 a the bamboo b the magical music of the crickets c the rubies and jade.

5 "What about the jade? What about the gold, silver, rubies and ivory?" Yong-Hu asked. "We cannot touch these things. They belong to the people who once lived in this lost city. You can eat all the bamboo you want, but the rest must stay within these walls," Ho-Shing explained. At the mention of bamboo, Yong-Hu forgot about all the precious jewels and riches. "Bamboo!" He ran off to search for his feast. *Margo Falls*

5  **Word study**
 Match the words in blue in the text with the definitions below.

1 The sound crickets and birds make.	4 The sound a lion makes.
2 A tall, leafy plant that pandas eat.	5 A green precious stone.
3 A red precious stone.	6 A large, circular instrument made of metal or gold.

6  Find the past simple of these verbs in the text.
 walk hear find smile forget stand run climb take arrive

7 Complete these sentences with a verb from Activity 8 in the past simple.

- They ___ a loud roar.
- He ___ up the steps to the lost city.
- Ho-shing laughed as he ___ the stairs.
- When Yong-Hu saw the bamboo he ___ about the jewels.
- The two pandas ___ in silence listening to the crickets singing.

8  **Values** Looking after our environment
 Why is nobody living in the city in the story? Where has everybody gone? If everybody moves from the country to the city to work, the cities will become more crowded and dirty. Discuss ways in which we can make cities cleaner.



Comprehension activities help teachers check all learners are on track.

Starter activities have been added to provide structure based on available lesson time.

Content has been adapted to reflect local cultural values and curriculum initiatives.

Localized edition

Lesson 11 The Lost City - part 2

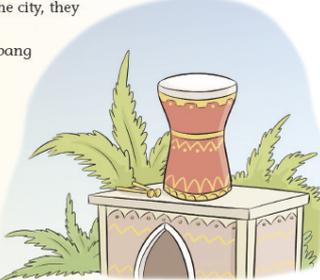
65 1 Read and listen
Think about the predictions you made at the end of Lesson 10. Read and listen to the story and answer the questions. Were your predictions correct?

Hamad and Jassim continued their journey to the centre of the Lost City. 'This is where we shall find our surprise,' Hamad said. When they reached the centre of the city, they found a huge, golden drum.

'Look at that!' said Jassim. 'Can I bang the drum?' he asked. 'Yes,' said his friend. Jassim picked up a stick and hit the drum.

1 Where did the boys find the drum?
 a At the top of the steps
 b Near a building
 c In the centre of the city

The drum was very loud. When the noise stopped, everything went very quiet. Then the crickets began to chirp. 'Listen,' Hamad said. 'It is beautiful.' 'When do we get the gold and silver?' Jassim whispered. Hamad didn't answer him. He was listening to the beautiful music of the crickets. The two boys stood quietly for an hour, until the crickets stopped singing. 'Our surprise?' Jassim whispered again. 'Jassim, that was our surprise. Nobody in the world has heard anything that beautiful before. It is our reward for our journey,' Hamad said.




2 Jassim's surprise was
 a the drum b the beautiful music of the crickets c the gold and silver.

'What about the gold and silver?' Jassim asked. 'We cannot touch those things. They belong to the people who once lived in this city. You can eat all the dates you want, but the rest must stay in the city,' Hamad explained. When his friend mentioned dates, Jassim forgot all about the gold and silver. 'Dates!' he cried, and ran off to search for his prize.

2  **Word study**
Match the blue words in the text with the definitions below.

1 The sound crickets and birds make	4 A prize
2 Sweet, brown fruits from a tall tree	5 A large, circular instrument that you bang to make a noise
3 Spoke in a quiet voice	

3  **21st Values** Thinking about our world
Which was more important for Hamad, the gold and silver or the sound of the crickets? Why?
Sometimes we forget about the beautiful things in the world that are free. Can you think of some examples?



Even with deep, purposeful contextual changes, the language developed and learning outcomes remain.

Our language experts make sure localizations are accurate, sensitive, and retain our exacting quality standards. Nothing is lost in translation.

Grade 3 Cambridge Primary Science in Arabic, localized for Oman.

Key vocabulary is highlighted to ensure students are confident and familiar with new terms.

Original edition

4.3 Sight



What colour eyes do you and your friends have?

Word to learn
eyesight



Your eyes are fantastic. They can see things close to you and much further away.

Some animals have very good **eyesight** and some animals do not.



These animals use their very good eyesight for hunting prey.





This mole does not have very good eyesight. Instead, the mole uses his nose to find his way around.



Centaurus A, a galaxy that can be seen with naked eyes. It is around 12 million light years from Earth.

With our eyes we can see what is happening in the world. You can test your eyes.

42
4 Our five senses

Activity 4.3

Make and use an eye test

Choose a set of letters or numbers. Print these in different sizes on your piece of paper. Fix the paper 2 or 3 metres away. Cover one eye while you read the letters or numbers out to check that you can see them clearly. Now check your other eye. Try your test with other people. How far down the chart could you read the letters?

Was the result the same for both eyes? Did other people have the same result?

You will need:
a large piece of paper - a metre ruler
something to cover one eye



Questions

- 1 Why do some animals have good eyesight?
- 2 Give an example of where a human needs to see things:
 - a close up
 - b at some distance away.

Talk about it!

How do animals who do not have good eyesight find out about their world?

42
4 Our five senses
43

Active enquiry-based learning encourages students to develop their practical scientific skills.

Cambridge Primary Science encourages learners to consolidate their learning through discussion.

We used local language experts to make sure vocabulary is accurate.

Images have been adapted to match local cultural context.

Localized edition

نشاط ٣-٤

استخفاف العا:
قطعة كبيرة من الورق
مسطرة بشرية أو شريط بشري
شيء لتغطية عين واحدة

ب ت ج د هـ
أ ب ت ج د هـ
١ ٢ ٣ ٤

نشاط ٣-٤
اصنع واستخدم اختبار البصر
اختر مجموعة من الحروف أو الأرقام.
اطبعها بأحجام مختلفة على قطعة ورق.
علّق الورقة على بُعد ٢ أو ٣ أمتار.
عطّ عيناً واحدة أثناء قراءة الحروف أو الأرقام
للتحقّق من أنّه يمكنك رؤيتها بوضوح.
الآن تحقّق من العين الأخرى.
إلى أي مدى يمكنك أن تقرأ الحروف في أسفل الورقة؟
هل كانت النتيجة نفسها لكلتا العينين؟
جرّب اختبارك مع تلاميذ آخرين.
هل كانت نتيجة التلاميذ الآخرين نفسها؟

الأسئلة:
(١) لِمَ تَمَلِّكُ بَعْضَ الْحَيَوَانَاتِ حَاسَةً بَصَرٍ جَيِّدَةً؟
(٢) أَعْطِ بِنَاءً لِيَحْتَاجَ الْإِنْسَانُ فِيهِ إِلَى رُؤْيَةِ الْأَشْيَاءِ:
أ. عَنْ قُرْبٍ.
ب. عَلَى مَسَافَةٍ بَعِيدَةٍ بَعْضَ الشَّيْءِ.

ماذا تعلمت؟
تَمَلِّكُ بَعْضَ الْحَيَوَانَاتِ حَاسَةً بَصَرٍ جَيِّدَةً جِداً.
عُيُونُ الْإِنْسَانِ مُنْتَوَعَةٌ الْأَلْوَانِ.
يُمْكِنُ لِلْعَيْنِ الْبَشَرِيَّةِ أَنْ تَرَى الْأَشْيَاءَ الْقَرِيبَةَ
وَقَدْ تَرَى الْأَشْيَاءَ الْبَعِيدَةَ بَعْضَ الشَّيْءِ.

تحدّث عن!
كَيْفَ تَسْتَكْفِفُ الْحَيَوَانَاتُ
الَّتِي لَا تَمَلِّكُ حَاسَةً بَصَرٍ
جَيِّدَةً عَالَمَهَا؟

١٥ خَوَاسِئُ الْخَمَشِ

٣-٤ البَصَرُ

مفردات للتعلم:
• البَصْرُ
• عَيْنَاكَ مُدْجِسَتَانِ.
بِإِنكَانِهِمَا رُؤْيَةُ الْأَشْيَاءِ الْقَرِيبَةِ مِنْكَ وَالْبَعِيدَةِ عَنْكَ.

مَا لَوْ أَنَّ الْعَيْنَيْنِ الَّتِي لَدَيْكَ
وَلَدَى زُمْلَايَكَ؟

قَالَ تَعَالَى: ﴿ قُلْ هَلْ يَسْتَوِي الْأَعْمَى وَالْبَصِيرُ أَفَلَا تَتَفَكَّرُونَ ﴾ [الأنعام: ٥٠].
تَمَلِّكُ بَعْضَ الْحَيَوَانَاتِ حَاسَةً بَصَرٍ جَيِّدَةً جِداً، وَبَعْضَ الْحَيَوَانَاتِ لَا تَمَلِّكُ الْحَاسَةَ بِنَفْسِ الْقُوَّةِ.

لا يملك هذا الخلد حاسة بصر جيدة جداً. عوضاً عن ذلك، يستخدم الخلد أذنه للعثور على الطريق من حوله.

تستخدم هذه الحيوانات حاسة بصرها الجيدة جداً للصيد الفريسة.

ستورس أ، هي مخلوقٌ يمكنُ رؤيتها بالعين المجردة. إنها تُعَدُّ حوالي ١٢ مليون سنةٍ ضوئيةً عن الأرض.

يُمْكِنُنَا رُؤْيُهُ مَا يَحْدُثُ فِي الْعَالَمِ بِوَاسِطَةِ أَعْيُنِنَا. يُمْكِنُكَ اخْتِبَارُ بَصْرِكَ.

١٤ خَوَاسِئُ الْخَمَشِ

Language has been carefully translated to make sure the same learning outcomes are achieved.

End-of-unit progress checks support teachers in applying assessment for learning in the classroom.

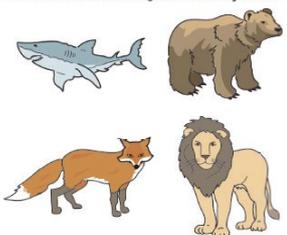
Grade 3 Cambridge Primary Science in Arabic, localized for Oman.

Questions increase in demand challenging students to achieve more.

Original edition

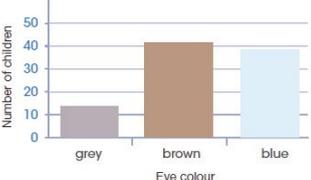
4 Check your progress

1 These animals have a good sense of smell.



Give two reasons why they need a good sense of smell.

2 Alex has recorded the eye colour of the children in his school on this graph.



Eye colour	Number of children
grey	12
brown	42
blue	40

a Which is the most common eye colour?
 b Which is the least common eye colour?

44 4 Our five senses

3 Amal tested his friends to see which things they like and dislike.

Name	Food	Like	Dislike
Bill	apple	✓	
	biscuit	✓	
Jaffa	apple	✓	
	biscuit	✓	
Pat	apple		✓
	biscuit	✓	
Rava	apple	✓	
	biscuit	✓	

a Which food is most popular?
 b Why do children like apples and biscuits?

4 a Describe how to carry out a taste test. Include details of the equipment you would use.
 b How could you investigate whether the sense of taste and the sense of smell are linked?

45 4 Our five senses

Data analysis tasks develop students' scientific skills.

Activities have been adapted to specifically reflect the experience of local students.

Localized edition

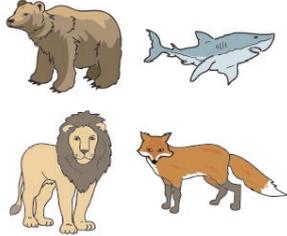
٣ اختبرت أمّل زملاءها لمعرفة ما يزعّبونه من طعام وما لا يزعّبونه.

الاسم	الطعام	مزعّب	غير مزعّب
خالد	فأحة	✓	
	بسكويت	✓	
فاطمة	فأحة	✓	
	بسكويت	✓	
عبد الله	فأحة		✓
	بسكويت	✓	
سناء	فأحة	✓	
	بسكويت	✓	

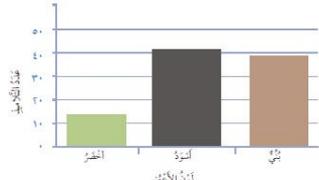
٤ أ. ما الطعام المزعّب بشكل أكبر؟
ب. لم يحب الأطفال التفاح والبسكويت؟
أ. صف كيفية القيام باختيار التذوق. يجب أن يشمل ذلك تفاصيل الأدوات التي ستستخدمها.
ب. كيف يمكنك استيعاب ما إذا كانت حاستنا التذوق والشم مرتبطتين؟

٤-٤ تحقق من تقدمك

١ تملك هذه الحيوانات خاصّة شم جيّدة.



٢ أعط سببين لخاصّة هذه الحيوانات إلى خاصّة شم جيّدة.
سجل محمد ألوان عيون بعض التلاميذ في المدرسة في هذا التمثيل البياني بالأعمدة.



٣ أ. ما لون العينين الأكثر شيوعاً؟
ب. ما لون العينين الأقل شيوعاً؟

١٧ ٤ حواشيتنا الخمس

١٦ ٤ حواشيتنا الخمس



Textbooks can raise the quality of teaching and learning

High-quality textbooks are a key feature of high-performing jurisdictions.

- 93% of Maths teachers and 95% of Science teachers in Singapore use textbooks as a significant component of their teaching.
- 98% of Maths teachers and 100% of Science teachers in Finland use textbooks as a significant component of their teaching.^{2,3}

Textbooks improve access to high-quality education for a relatively low cost⁴.

Although high-quality textbooks take time and money to create, they can have a beneficial impact on a more significant education budget line: teaching staff. Where high-quality core curriculum resources are not reliably available, teachers spend a significant amount of time finding replacement materials online, vetting for quality, and incorporating into coherent lessons. This presents a significant hidden expense⁵.

- An approved textbook gives teachers confidence they are teaching at an appropriate level and makes sure the taught curriculum is complete and balanced⁶.
- Students perform best when there is a close relationship between the intended curriculum, taught curriculum, and assessed curriculum. For example, sharing common terminology between the learning materials and the exams, and exposing students to the language of assessment before the exam⁷.
- A textbook provides students with an organized record of their learning. If the student has not understood a concept, they can revisit the information and address the gap in their understanding. This is a key advantage over handouts or worksheets, which are prone to loss, damage, and mis-sequencing.
- Textbooks are an important tool in engaging parents in education. A textbook demonstrates for a parent what a child is learning. It both supports parental involvement and raises expectations. Parental engagement has been shown to have a high impact on student achievement⁸.

2 *TIMSS 2011 International Results in Mathematics*, Ina VS Mullis, Michael O Martin, Pierre Foy, Alka Arora, Boston College 2012

3 *TIMSS 2011 International Results in Science*, Michael O Martin, Ina VS Mullis, Pierre Foy, Gabrielle M Stanco, Boston College 2012

4 *Publishing's Contribution to School Education*, Frontier Economics/The Publishers Association, 2018

5 In 2015, as a percentage of total expenditure in public education institutions, OECD countries spent between 31.2% (Bangladesh) and 95.2% (Comoros) on staff compensation. Source: UNESCO

6 *Why Textbooks Count*, Tim Oates, Cambridge Assessment 2014

7 *Conceptualizing the Curriculum Enactment Process in Mathematics Education*, JT Remillard, DJ Heck, ZDM Mathematics Education 2014

8 *The Impact of Parent Engagement on Learner Success: A Digest of Research for Teachers and Parents*, Bill Lucas, Centre for Real-World Learning, University of Winchester, 2010

Cambridge textbooks are based on evidence and practice

Cambridge textbooks are written with a focus on effective pedagogy, student language level, cultural appeal, and curriculum learning outcomes. Our resources are based on the findings of educational research and our authors' many years of classroom experience.

Each Cambridge textbook, workbook, and teacher guide goes through a rigorous quality assurance process involving a carefully selected team of experts. In addition, textbooks for Cambridge Assessment International Examination curricula also go through a multi-stage independent specialist endorsement review. This rigorous check makes sure each textbook accurately covers the curriculum and effectively prepares students for assessment.

For each new edition Cambridge invites and analyses feedback from teachers. Our textbooks have evolved over time through extensive use in real classrooms around the world.

Localizing textbooks can further raise learning outcomes

Working memory is very limited. An average student can only hold around 7 items for 12 seconds⁹. Unfamiliar contexts force students to take extra steps to understand the underlying message.

Second-language students regularly use context to make sense of and organize new information. When learners use context to understand a word, they are compensating for a language gap. This means more of the student's attention is focused on the individual word, and less on the meaning of the whole text¹⁰.

Students will more readily understand abstract concepts in familiar contexts. For example, ecosystems populated with familiar flora and fauna, and financial calculations with local currency and familiar items priced realistically.

Carefully considered changes reduce barriers to access and help more students achieve their full potential.

⁹ *Efficient Learning for the Poor: Insights from the Frontier of Cognitive Neuroscience*; Helen Abadzi; The World Bank, 2006

¹⁰ *Language in Our Time: Bilingual Education and Official English, Ebonics and Standard English, Immigration and the Unz Initiative*; James E. Alatis and Ai-Hui Tan, Editors, Georgetown University Press/Washington, D.C. 2001

Case study: United Arab Emirates

In 2015 the UAE Ministry of Education approached Cambridge to localize the established Cambridge Global English series to become a new 12-grade course: Bridge to Success.

The Ministry had two requirements:

- 1** Bridge to Success must support students in reaching CEFR B2 level English proficiency by the end of Grade 12
- 2** Bridge to Success must reflect the culture, values, and context of the UAE.

To make sure the localization was successful, Cambridge conducted a pilot of Grades 1, 4, and 7 in schools. This pilot phase highlighted language challenges for local students, curriculum timetabling challenges for teachers, and allowed time to sensitively embed the Emirati identity, culture, and history in the teaching and learning materials.

Based on a deep understanding of the local culture and context, Cambridge:

- developed a new suite of Grade 1 materials designed to teach phonics, handwriting, and foundation English skills for students who have Arabic as a first language
- localized illustrations and photos to reflect the Emirati culture and context, and developed detailed style notes to be used by authors, editors, and artists
- adapted content to more closely reflect students' local experience, which included changing currency, flora, fauna, and settings for texts, activities, and audio
- developed detailed teacher guidance and extended units with scaffolding and challenge activities to fit the teaching time available for English in UAE state schools
- adapted the sequence of grades to better support UAE student progress and created new content for Grades 10, 11, and 12 to extend the series to the top of the curriculum.

Cambridge University Press
publishes **high-quality**
resources for leading
international curricula

English - first language		
<p>Cambridge Primary English</p> <p>Resources designed for first language English learners. Engaging activities provide opportunities for differentiated learning and promote creativity and critical thinking. Lively international fiction, non-fiction, and poetry texts are the basis for teaching reading and writing skills, including comprehension, grammar, punctuation, phonics, spelling, and handwriting.</p>	Stage 1	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Learner's Book • Activity Book • Teacher's Guide
	Stage 2	
	Stage 3	
	Stage 4	
	Stage 5	
	Stage 6	
<p>Cambridge Checkpoint English</p> <p>A suite of English as a first language resources, written by experienced authors. The Cambridge Checkpoint series provides carefully crafted resources to support the Cambridge Secondary 1 programme in English.</p>	Stage 7	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Workbook • Teacher's Guide
	Stage 8	
	Stage 9	
<p>Cambridge IGCSE First Language English</p> <p>Written by an experienced examiner, this series follows a modular spiral curriculum allowing students to progress with confidence. The course follows a communicative, active-learning approach where speaking and listening are integrated throughout.</p>	Stages 10–11	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Language and Skills Practice Book • Developing Summary and Note-taking Skills
<p>Cambridge International AS and A Level English</p> <p>A comprehensive suite of resources designed to provide complete coverage of the Cambridge International AS and A Level English syllabus. The Coursebook, written by an experienced author and examiner, provides the core teaching of the subject through carefully crafted units divided into AS and A Level sections.</p>	Stages 12–13	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Teacher's Resource

English as a second language		
<p>Cambridge Global English</p> <p>Developed to provide comprehensive integrated skills support for young learners of English as a second language. The material engages children as active, creative learners with opportunities to participate in a wide variety of curriculum-based activities to develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach and learners can acquire skills and strategies to help them approach new learning situations with confidence.</p>	Stage 1	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Learner's Book • Activity Book • Teacher's Guide
	Stage 2	
	Stage 3	
	Stage 4	
	Stage 5	
	Stage 6	
<p>Cambridge Global English</p> <p>This suite of resources follows the Cambridge Secondary 1 English as a Second Language Curriculum Framework. The course has been designed to help learners develop the academic English skills they need to access classroom materials in English across school curricula. The material engages learners with a wide variety of curriculum-based activities, to acquire content knowledge and practise English language and literacy.</p>	Stage 7	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Workbook • Teacher's Resource
	Stage 8	
	Stage 9	
<p>Cambridge IGCSE First Language English</p> <p>Written by an experienced teacher and trainer this series is designed to support students studying for Cambridge IGCSE English as a Second Language. Each unit is themed and takes an integrated skills approach while emphasising a core skill. Videos have been added to every unit and there are more listening activities plus an increased focus on speaking with 4 new units.</p>	Stages 10–11	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Workbook • Teacher's Book • Developing Summary and Note-taking Skills • Cambridge IGCSE English as a Second Language Practice Tests • Cambridge IGCSE Exam Preparation and Practise

Mathematics		
<p>Cambridge Primary Mathematics</p> <p>These resources use problem-solving to help learners become confident and successful mathematicians. The series takes an investigatory approach to encourage learners to become independent thinkers with the confidence to tackle a wide range of mathematical problems.</p>	Stage 1	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Learner’s Book • Challenge Book • Games Book • Skills Builder Book • Teacher’s Resource <p>In addition, there are 3 Starter Activity Books and 1 Mathematics Toolbox DVD</p>
	Stage 2	
	Stage 3	
	Stage 4	
	Stage 5	
	Stage 6	
<p>Cambridge Checkpoint Mathematics</p> <p>This suite of resources provide comprehensive structured coverage of the Cambridge Secondary 1 Mathematics Curriculum. The materials embed problem-solving skills, investigation, and provide plenty of practice activities within a spiral curriculum.</p>	Stage 7	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Coursebook • Skills Builder • Challenge Book • Practice Book • Teacher’s Resource
	Stage 8	
	Stage 9	
<p>Cambridge IGCSE Mathematics</p> <p>Comprehensive support for the Cambridge IGCSE Mathematics syllabus. Written to support the consolidation and practice of mathematical skills, promoting a spiral learning cycle with coherent progression.</p>	Stages 10–11	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Core and Extended Coursebook • Core Practice Book • Extended Practice Book • Revision Guide
<p>Cambridge International AS and A Level Mathematics</p> <p>These resources introduce new mathematical skills with clear explanations and provide practice materials to help students consolidate their knowledge and progress through the syllabus. The series encourages the discussion of mathematical concepts and offers opportunities for deeper investigation and problem-solving.</p>	Stages 12–13	<p>The following resources are available for each stage:</p> <ul style="list-style-type: none"> • Pure Mathematics 1 Coursebook • Pure Mathematics 1 Practice Book • Pure Mathematics 2 and 3 Coursebook • Pure Mathematics 2 and 3 Practice Book • Probability and Statistics 1 Coursebook • Probability and Statistics 1 Practice Book • Probability and Statistics 2 Coursebook • Probability and Statistics 2 Practice Book • Mechanics Coursebook • Mechanics Practice Book • Cambridge International AS and A Level Further Mathematics Coursebook

At Cambridge, we are committed to improving education equity and quality, raising standards, and giving learners the knowledge, understanding and practical skills to succeed in the modern world.

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Together, we publish high-quality teaching and learning materials, develop skills in publishing, train teachers, and clearly communicate the reform plans to local stakeholders.

Our approach involves developing a deep understanding of local context, needs and objectives to create customised solutions that empower sustainable change.

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