

Collins

English Language Teaching

Catalogue 2016



www.collinselt.com

 POWERED BY COBUILD

Welcome to the 2016 Collins ELT catalogue

Welcome to our 2016 ELT catalogue. In the catalogue you will find resources including books and CDs aimed at all ages and levels, from young learners to those needing business English, and from specific skills requirements to exam preparation.



I am delighted to include our brand new course, **Get Ready for IELTS**. The course provides everything needed for classroom study towards IELTS success, with an innovative 'flipped learning' approach. Full details can be found on pages 24–27.


We've also included the new **English for Mathematics** series, aimed at children who need help with understanding the vocabulary needed in mathematics lessons.

Our successful **COBUILD** series of dictionaries continues to develop, with three new editions added to the range. These are the **COBUILD American Advanced Dictionary**, **COBUILD American Learner's Dictionary** and **COBUILD American Basic Dictionary** and can be found on page 51. These complement the new editions of the **British English Advanced** and **Intermediate** published last year.

If you have any questions about the Collins ELT list, or would like to find out more, please contact our International Sales team, whose details are on the back cover. There is also a list of our key distributors on pages 56–57. Please let us know if you need more details – we are always happy to hear from you!

Rob Thompson
International Sales Director








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 Sign up for emails at www.collinselt.com for resources, news, competitions and information.

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Key symbols used in the catalogue

-  Level indicator
-  Age indicator
-  New in 2016
-  Also available as an app
-  Also available as an e-book
-  Includes CD
-  Additional material available online

About Collins ELT

We think it's essential that learners have access to real and up-to-date examples of English. That's why we are committed to creating materials that are authentic, high-quality and easy to use.

The mission to produce authentic materials has been at the heart of our ELT publishing since 1987 – when the first Collins COBUILD dictionary was published.

Collins COBUILD

Authentic, accurate and up-to-date English

► What does COBUILD mean?

Collins Birmingham University International Language Database (COBUILD) was a research project set up by the University of Birmingham and Collins in the 1980s, run by the pioneering linguist John Sinclair. It resulted in the creation of an electronic corpus that revolutionised dictionary making.

► Why does COBUILD matter?

The original COBUILD dictionary, published in 1987, was the first of a new generation of dictionaries for learners based on actual corpus evidence rather than on the compilers' intuition. Collins has continued to build on this pioneering research, delivering real English to students and teachers around the world.

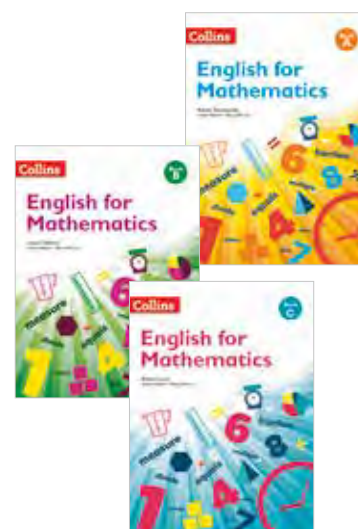
► How do we use COBUILD?

COBUILD is now part of the Collins Corpus, which is the largest collection of authentic English language data in the world. It is constantly updated to reflect current language use and continues to inform our dictionary and ELT publishing.

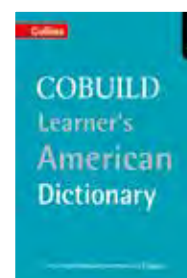
What's new?



Get Ready for
IELTS
page 24



English for Mathematics
page 8



COBUILD American Learner's
Dictionary, third edition
page 51





































COBUILD American Basic
Dictionary, second edition
page 51



Page	Age	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9+	
4-5	YOUNG LEARNERS	First English Words Vocabulary book Activity Book 1 and 2 Teacher's Book Flashcards Activity Pack							
6-7			Collins Big Cat Readers and Workbooks						
8						English for Mathematics			
9				English Club 1			English Club 2		
9							Atlas, Flags, Solar System, Encyclopedia, The Human Body, Animals, Science, Transport, Dinosaurs, Myths and Legends, Wonders of the World		

Page	Level description	Beginner/ Elementary	Elementary/ Pre-intermediate	Intermediate	Upper Intermediate	Advanced	Proficiency	
	Common European Framework (CEFR)	A1 (Breakthrough)	A2 (Waystage)	B1 (Threshold)	B2 (Vantage)	C1 (Effective Operational Proficiency)	C2 (Mastery)	
	IELTS level TOEFL Test TOEIC Test	IELTS 0-2.0	IELTS 3.0	IELTS 4.0-5.0 TOEFL 57-86 TOEIC 550	IELTS 5.0-6.0 TOEFL 87-109	IELTS 6.0-7.0 TOEFL 110-120 TOEIC 880	IELTS 7.5+	
10-12	ENGLISH READERS	Amazing People Readers		Level 1	Level 2	Level 3	Level 4	
13		Agatha Christie Readers						
14-17	GENERAL ENGLISH AND SKILLS	English for Life: Skills		Pre-intermediate A2	Intermediate B1+	Upper Intermediate B2+		
18		Real Lives, Real Listening		Elementary A2	Intermediate B1-B2	Advanced B2-C1		
19		Work on your...		Grammar A1	Grammar A2	Grammar B1	Grammar B2	Grammar C1
19				Vocabulary A1	Vocabulary A2	Vocabulary B1	Vocabulary B2	Vocabulary C1
20-21					Accent Phrasal Verbs Idioms	Accent	Phrasal Verbs	Idioms
20		Handwriting						
22		EXAMS	Practice Tests for Cambridge YLE		Starters	Flyers		
23	Practice Tests for Cambridge English		Key (KET)		Preliminary (PET)	First (FCE) Key Words		
24-28	IELTS			Get Ready for IELTS				
29-31				Get Ready for IELTS: Skills	Skills for IELTS Practice Tests for IELTS Grammar for IELTS Vocabulary for IELTS			
					Practice Tests for IELTS			

Page	Level description	Beginner/ Elementary	Elementary/ Pre-intermediate	Intermediate	Upper Intermediate	Advanced	Proficiency
	Common European Framework (CEFR), Council of Europe	A1 (Breakthrough)	A2 (Waystage)	B1 (Threshold)	B2 (Vantage)	C1 (Effective Operational Proficiency)	C2 (Mastery)
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32	EXAMS	IELTS		Key Words Book 1	Key Words Book 2	Key Words Book 3	
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38-39	ENGLISH FOR ACADEMIC PURPOSES	Academic Skills			Writing, Research, Lectures, Presenting, Group Work, Numbers		  
40		Vocabulary and Survival Guide			Vocabulary Organizer 		
40					International Students' Survival Guide 		
41-42	ENGLISH FOR BUSINESS, WORK & ESP	Business Communication		Small Talk 	Effective International Business Communication 		
42-43		Business Skills		Key Business Skills English for Business: Listening, Speaking, Reading, Writing  			
44		Business Vocabulary and Grammar		Business Grammar & Practice Pre-intermediate	Business Vocabulary in Practice Business Grammar & Practice Intermediate 		
44		Business Dictionaries					
45		English for Work		Workplace English  Hotel & Hospitality English 	Workplace English 2 		
46	English for Specific Purposes		Key Words for Automotive Engineering, Electrical Engineering, Chemical Engineering, Mechanical Engineering, Hospitality, Retail, Accounting, Insurance, Finance, Oil & Gas Industry				
47-49	RESOURCES FOR TEACHERS	Resources for Teachers, Photocopiables & Games		Mini Flashcards Language Games Vital Verbs English Through Football English Language Teaching Essentials    			
		Minibooks for Young Learners 		 			
50-52	REFERENCE	Dictionaries		COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary  		COBUILD Intermediate Learner's Dictionary 	COBUILD Advanced Learner's Dictionary 
				COBUILD American Learner's Dictionary, third edition 			
				COBUILD American Basic Dictionary, second edition 			
				COBUILD Phrasal Verbs Dictionary COBUILD Idioms Dictionary COBUILD English Usage Common Errors in English			
53				COBUILD Phrasal Verbs Dictionary COBUILD Idioms Dictionary COBUILD English Usage Common Errors in English			
54	Grammar	Elementary English Grammar & Practice		Intermediate English Grammar & Practice	COBUILD English Grammar COBUILD Pocket English Grammar		
55		Easy Learning		Easy Learning   			



First English Words

Encourage a love of learning English. Through fun, engaging activities and beautiful illustrations, young learners of English practise the words they need to learn with the help of Ben, Daisy and Keekee the monkey.

Age 3-7

Watch a classroom demo lesson with lots of teaching ideas at www.collinselt.com/firstenglishwords!

First English Words

Includes CD with songs to help children learn English through play

Winner of the title 'Best entry for young readers' at the English-Speaking Union (ESU) English Language Book Awards 2012.

Packed full of fun and useful everyday vocabulary and a CD with 36 songs, this beautifully illustrated vocabulary book encourages a love of learning English.



HRH THE DUKE OF EDINBURGH ESU ENGLISH LANGUAGE BOOK AWARDS 2012
Best entry for young readers

“ A book that will be read over and over again ”
English-Speaking Union

My pets

Activities

1. Find the hidden umbrellas.
2. Can you hop like a rabbit and stretch like a cat?
3. Sing the song!

Song

Ben and Daisy have some pets: cat, dog, rabbit. (x 2)

Song

Puppy, hamster, guinea pig! (x 2)

Song

Ben and Daisy have some pets: cat, dog, rabbit!

48
49

First English Words Activity Book 1 and 2

Authors: **Hans Mol and Niki Joseph**

Two activity books containing simple but engaging activities with pre-reading and pre-writing tasks. The activity books are inspired by the award-winning *First English Words* and can be used together with the vocabulary book or on their own.



Sample page from *First English Words Activity Book 1*



First English Words Teacher's Book

Authors: **Hans Mol and Niki Joseph**

An essential guide for teachers using the *First English Words* vocabulary book and *Activity Books* in their classroom.

- Engaging lesson plans based around topics from *First English Words*
- Information on teaching young learners, and techniques for building your own lesson plans
- Photocopiable activity sheets for each lesson
- Photocopiable flashcards and ideas for games and activities
- Downloadable audio material and ideas for using the songs from *First English Words*

First English Words Flashcards

One hundred bright and colourful flashcards with ideas and instructions for fun games and activities to help children learn the words. The flashcards can be used independently or alongside the *First English Words* vocabulary book and with the *First English Words Activity Books*.



First English Words Activity Pack



The *First English Words Activity Pack* provides an inspirational pre-school vocabulary acquisition programme. Perfect for an introduction to English or as a supplement to more extensive English programmes.

The pack contains:

- First English Words
- First English Words Activity Books 1 and 2
- First English Words Teacher's Book
- 4 posters
- 100 A5 flashcards
- 35 A4 story cards
- Audio CD



First English Words	978-0-00-743157-1	incl. CD
First English Words Activity Book 1	978-0-00-752313-9	
First English Words Activity Book 2	978-0-00-752312-2	
First English Words Teacher's Book	978-0-00-753600-9	
First English Words Flashcards	978-0-00-755879-7	100 cards
First English Words Activity Pack	978-0-00-753658-0	Mixed Media



Collins
BIG CAT

Collins Big Cat

Learn to read in English

Age
4+

Collins Big Cat readers and workbooks help children to learn how to read in English – accurately, fluently and with enjoyment.

Choose from 200 different *Collins Big Cat* readers and workbooks across 13 carefully graded levels and on a broad range of topics, reflecting the breadth of a school curriculum, and the general interests of children.

Following colourful and engaging texts – both fiction and non-fiction – children naturally extend their understanding of English language structures.

Collins Big Cat workbooks contain:

- Vocabulary and language exercises
- General comprehension exercises
- Games and puzzles
- A quiz to test understanding

For more information and to download a full catalogue of Big Cat readers and workbooks, please visit www.collinsbigcat.com/elt





Antarctica is made up of the Antarctic mainland and the islands around it. The mainland is a huge rocky land covered with snow and ice. It was the last place on Earth to be explored and no humans make it their home.

The Antarctic mainland is enormous. It is 58 times larger than the United Kingdom. In winter it doubles in size, as the sea around it freezes.

Most creatures can't survive inland during the winter. Some live on the coasts which are warmer but most move further north to escape the extreme cold. The Emperor penguin is one of the few creatures which can cope during these dark and freezing months.



How the Arctic and the Antarctic are different

The Arctic	The Antarctic
includes the North Pole	includes the South Pole
no land, only ice floating on water	a land covered in ice
Polar bears and seals live there, but no penguins.	Penguins and seals live there, but no polar bears.



The area of the Antarctic nearly doubles in size in winter.
 sea covered in ice in summer
 sea covered in ice in winter

Sample page from *Antarctica: Land of the Penguins*: Band 10/White

Key Story Sentences 3

1. Match each sentence to the correct picture.

An Emperor penguin weighs more than any other penguin.

A Rockhopper penguin is the smallest penguin in Antarctica.

A King penguin eats fish and squid.



2. Fill in the blanks with words from the box.

Whales Crabeater seals Fur seals

_____ don't actually eat crabs; they eat krill.

_____ can attack King penguins.

_____ are the biggest mammals in the world.



Reading Comprehension 1

1. True or False? Write "T" or "F".



1. Antarctica is a land covered in ice. _____

2. Almost all of an iceberg is above the water. _____

3. Penguins use their flippers to fly in the air. _____

4. Feathers and blubber keep penguins warm. _____

5. A King penguin lays more than one egg at a time. _____

6. Killer whales hunt in groups called pods. _____

Sample page from *Antarctica: Land of the Penguins Workbook*

English for Mathematics



Series editor: **Mary Wood**

Authors: **Karen Greenway, Linda Glithro and Emma Low**

These workbooks provide support for children in upper primary who are learning mathematics in English.

The course teaches learners the specific vocabulary and language they need in their mathematics classes.

- Units are organized by mathematical topic and concepts, appropriate to the age group
- Key language relating to the mathematical concept of each unit is highlighted and explained in clear, simple English
- Cartoons, diagrams and charts help children understand mathematical words, and exercises enable them to practise the language as they go along
- Ideas at the end of each unit provide teachers or parents with ways to present the concepts and vocabulary



English For Mathematics: Book A	978-0-00-813570-6	November 2015
English For Mathematics: Book B	978-0-00-813571-3	February 2016
English For Mathematics: Book C	978-0-00-813572-0	April 2016

Unit 16 Perimeter and area

Perimeter and area

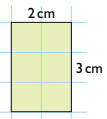
Read it!

Key words: perimeter, length, width, area, centimetre squared

Perimeter is the distance all the way around a shape.
Area is the amount of surface covered in a shape.

The **perimeter** of a rectangle is double the (length + width)
 The perimeter of the rectangle is $2 \times (2 + 3) = 10$ cm


To find the **area** of a shape, count the number of centimetre squares that it covers.
 The area of the rectangle is 6 cm^2 because it covers 6 centimetres squared.



Language focus!

perimeter	
distance	centimetre (cm) metre (m)
area	
surface	centimetre squared (cm^2) metre squared (m^2)

To remember area and perimeter, think of a rectangular table top. The perimeter is the length around the edge of the table. The area is the surface of the table.




Think about it!

1. Here is a square on a centimetre grid.
 (a) Find the perimeter of the shape _____ cm
 (b) Find the area of the shape _____ cm^2

2. A rug is 3 metres long and 1 metre wide.
 What is the perimeter of the rug? _____ m

Practise it!

1. Measure the sides of the rectangle.

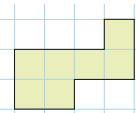


length _____

width _____

What is the perimeter of the rectangle? _____

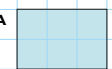
2. A shape is drawn on a centimetre grid
 Find the area by counting the squares.



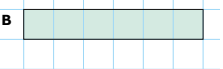
Area = _____

3. Shape A and shape B have the same area.

A



B



Complete the table

	Area	Perimeter
A		
B		

Teachers and parents note

Students often confuse area and perimeter. Move your finger around the outside of the shape when you talk about perimeter. Use your whole hand to move across the surface when you talk about area. Encourage the students to use the correct units when saying or writing answers.

English Club

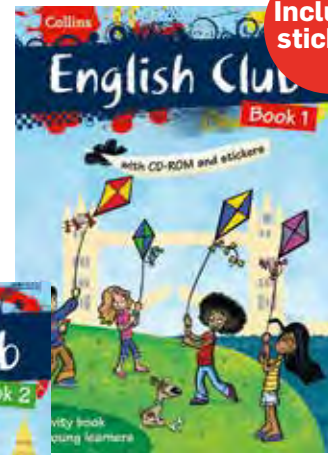
English Club

Author: **Rosi McNab**

Activity books for young learners of English to use at home on their own or with their parents.

Children can colour in, play games, use stickers, solve puzzles and sing along to songs or listen to stories in English on the accompanying CD-ROM.

- CD-ROM with dialogues, stories and songs read and sung by native-speaker children
- Puzzles and games in a wide variety of styles
- 'Close up' sections focus on the target language
- Word bank to consolidate and revise new vocabulary
- Two pages of colourful stickers for use with the activities (*English Club 1*)
- 'Did you know?' sections with fantastic facts about the world, the English language and the people who speak it (*English Club 2*)



Includes stickers

Includes CD-ROM with songs, stories, dialogues, jokes and notes for parents

Helpful notes for parents in English, Chinese, Japanese, Korean, Malay, Spanish, German, Russian, Arabic, Italian, Portuguese and Turkish included on CD-ROM.

English Club 1 (Age 5–6) incl. CD-ROM + Stickers	978-0-00-748859-9
English Club 2 (Age 7–8) incl. CD-ROM	978-0-00-748860-5



Sample page and Sticker page from *English Club*

Amazing People Readers

Collins
English Readers

In association with **The Amazing People Club®**

Inspiring non-fiction readers

In the *Amazing People Readers* characters from history tell their story in their own words. This unique approach to storytelling creates an engaging first person narrative, ideal for use in the classroom, and perfect for Content and Language Integrated Learning (CLIL).

Each *Amazing People Reader* contains:

- 5 or 6 short stories, each with a historical character telling their own life story
- Useful timelines, perfect for revision and checking comprehension
- 🎧 Includes **CD** with a full reading of each story
- 📺 **Free online resources at www.collinselt.com/readers**, including videos, a level test, student and classroom activities, and ideas for further project work
- e Also available as e-books

Collins COBUILD grading scheme

The **Collins COBUILD grading scheme** has been created using the most up-to-date language usage information available today. Each level is guided by a brand new grammar and vocabulary framework, ensuring that the series will perfectly match your students' reading abilities.

	CEF level	Word count	Headwords
Level 1 elementary	A2	5,000-8,000	approx 700
Level 2 pre-intermediate	A2-B1	8,000-11,000	approx 900
Level 3 intermediate	B1	11,000-15,000	approx 1,100
Level 4 upper intermediate	B2	15,000-20,000	approx 1,700

Amazing Leaders	978-0-00-754492-9	Level 1 / A2
Amazing Inventors	978-0-00-754494-3	Level 1 / A2
Amazing Entrepreneurs & Business People	978-0-00-754501-8	Level 1 / A2
Amazing Women	978-0-00-754493-6	Level 1 / A2
Amazing Performers	978-0-00-754508-7	Level 1 / A2
Amazing Aviators	978-0-00-754495-0	Level 2 / A2-B1
Amazing Architects & Artists	978-0-00-754496-7	Level 2 / A2-B1
Amazing Composers	978-0-00-754502-5	Level 2 / A2-B1
Amazing Mathematicians	978-0-00-754503-2	Level 2 / A2-B1
Amazing Medical People	978-0-00-754509-4	Level 2 / A2-B1
Amazing Explorers	978-0-00-754497-4	Level 3 / B1
Amazing Writers	978-0-00-754498-1	Level 3 / B1
Amazing Philanthropists	978-0-00-754504-9	Level 3 / B1
Amazing Performers	978-0-00-754505-6	Level 3 / B1
Amazing Scientists	978-0-00-754510-0	Level 3 / B1
Amazing Thinkers & Humanitarians	978-0-00-754499-8	Level 4 / B2
Amazing Scientists	978-0-00-754500-1	Level 4 / B2
Amazing Writers	978-0-00-754506-3	Level 4 / B2
Amazing Leaders	978-0-00-754507-0	Level 4 / B2
Amazing Entrepreneurs & Business People	978-0-00-754511-7	Level 4 / B2

**Perfect
for the CLIL
classroom**

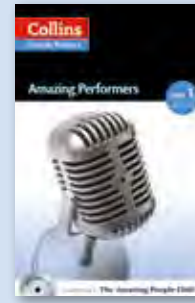
Level 1 elementary CEF: A2



William the Conqueror
Saladin
Genghis Khan
Catherine the Great
Abraham Lincoln
Queen Victoria



Mayer Rothschild
Cornelius Vanderbilt
Will Kellogg
Elizabeth Arden
Walt Disney
Soichiro Honda



Glenn Miller
Pérez Prado
Ella Fitzgerald
Luciano Pavarotti
John Lennon



Johannes Gutenberg
Louis Braille
Alexander Graham Bell
Thomas Edison
Guglielmo Marconi
John Logie Baird



Harriet Tubman
Emmeline Pankhurst
Maria Montessori
Helen Keller
Nancy Wake
Eva Perón

Eva Peron
Thomas Edison
Abraham Lincoln
Soichiro Honda
Queen Victoria
Ella Fitzgerald
Walt Disney
Gutenberg
Maria Montessori
John Lennon

Level 2 pre-intermediate CEF: A2-B1



Joseph Montgolfier
Louis Blériot
Charles Lindbergh
Amelia Earhart
Amy Johnson



JS Bach
Wolfgang Mozart
Giuseppe Verdi
Johann Strauss
Pyotr Tchaikovsky
Irving Berlin



Edward Jenner
Florence Nightingale
Elizabeth Garrett
Carl Jung
Jonas Salk
Christiaan Barnard



Leonardo da Vinci
Christopher Wren
Antoni Gaudí
Pablo Picasso
Frida Kahlo



Galileo Galilei
René Descartes
Isaac Newton
Carl Gauss
Charles Babbage
Ada Lovelace

Mozart
Leonardo da Vinci
Gaudí
Tchaikovsky
Newton
Frida Kahlo
Verdi
Florence Nightingale



Level 3 intermediate CEF: B1



Marco Polo
Ibn Battuta
Christopher Columbus
James Cook
David Livingstone
Yuri Gagarin



Alfred Nobel
Andrew Carnegie
John Rockefeller
Thomas Barnardo
Henry Wellcome
Madam CJ Walker



Antoine Lavoisier
Humphry Davy
Gregor Mendel
Louis Pasteur
Charles Darwin
Francis Crick



Geoffrey Chaucer
William Shakespeare
Charles Dickens
Victor Hugo
Leo Tolstoy
Rudyard Kipling



Pablo Casals
Louis Armstrong
Edith Piaf
Frank Sinatra
Maria Callas
Elvis Presley

Shakespeare
Rockefeller
Columbus
Elvis Presley
Leo Tolstoy
Alfred Nobel
Edith Piaf
Charles Dickens
Frank Sinatra
Darwin

Level 4 upper intermediate CEF: B2



Confucius
Socrates
Aristotle
William Wilberforce
Karl Marx
Mahatma Gandhi



Voltaire
Charlotte Brontë
Mark Twain
Jacques Prevert
Ayn Rand
Aleksandr Solzhenitsyn



Henry Heinz
William Lever
Michael Marks
Henry Ford
Coco Chanel
Ray Kroc



Alessandro Volta
Michael Faraday
Marie Curie
Albert Einstein
Alexander Fleming
Linus Pauling



Julius Caesar
Queen Elizabeth I
George Washington
King Louis XVI
Winston Churchill
Che Guevara

Gandhi
Winston Churchill
Coco Chanel
Julius Caesar
Einstein
Aristotle
Mark Twain
Henry Ford
Charlotte Brontë

Agatha Christie Readers

Agatha Christie

Help learners get the most out of Agatha Christie's legendary crime stories

CEF level: B2

- Language graded for upper-intermediate learners (CEF Level B2) to support understanding of the story
- Notes on history and culture help learners understand social and historical contexts
- Character notes for keeping track of who is who
- A glossary of difficult words facilitates vocabulary comprehension
- A CD with a full reading of the story supports listening comprehension and helps with pronunciation

Includes MP3 CD with full reading of the story
 Activities and extra material available at www.collinselt.com/agathachristie



The Mysterious Affair at Styles
978-0-00-745152-4



The Man in the Brown Suit
978-0-00-745155-5



The Murder of Roger Ackroyd
978-0-00-745156-2



The Murder at the Vicarage
978-0-00-745157-9



Peril at End House
978-0-00-745158-6



Why Didn't They Ask Evans?
978-0-00-745159-3



Death in the Clouds
978-0-00-745160-9



Appointment with Death
978-0-00-745161-6



N or M?
978-0-00-745162-3



The Moving Finger
978-0-00-745163-0



Sparkling Cyanide
978-0-00-745164-7



Crooked House
978-0-00-745165-4



They Came to Baghdad
978-0-00-745166-1



They Do It With Mirrors
978-0-00-745167-8



A Pocket Full of Rye
978-0-00-745168-5



After the Funeral
978-0-00-745169-2



Destination Unknown
978-0-00-745170-8



Hickory Dickory Dock
978-0-00-745171-5



4.50 From Paddington
978-0-00-745172-2



Cat Among the Pigeons
978-0-00-745173-9

English for Life: Skills

Collins
English for Life

Bring your studies to life

An innovative skills series across three levels, based on authentic materials, and containing relevant topics needed to get by in English. Each book adopts a unique approach to work on one of the four skills, giving students and teachers the opportunity to focus specifically on the skill they need to work on.

These books are ideal for:

- Skills lessons
- Skills-focused short courses
- One-to-one lessons
- Supplementing coursebooks
- Extra assignments to support individual students
- Independent study

Teaching notes available online at www.collinselt.com/englishforlife

English for Life: Reading

Help learners get the information they need from every text they read

The *English for Life: Reading* books contain a variety of authentic and adapted texts reflecting real English environments and a variety of styles. Exercises help to develop reading skills including reading for general understanding and reading for detail, and include lots of useful information, such as how to improve reading speed.

Series includes:

- advertisements
- social networking sites
- newspapers
- novels
- blogs and websites
- travel information



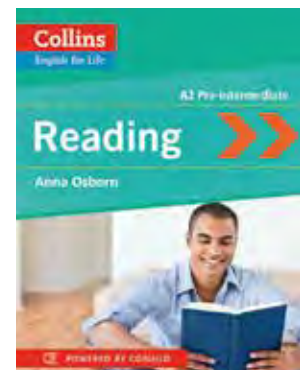
Upper Intermediate / B2+

Author: Naomi Styles



Intermediate / B1+

Author: Anna Osborn



Pre-intermediate / A2

Author: Anna Osborn

Upper Intermediate / B2+ 978-0-00-754231-4 **CEF level: B2+**

Intermediate / B1+ 978-0-00-745871-4 **CEF level: B1+**

Pre-intermediate / A2 978-0-00-749774-4 **CEF level: A2**

Teaching notes available online at www.collinselt.com/englishforlife

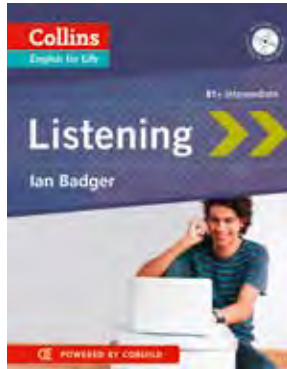
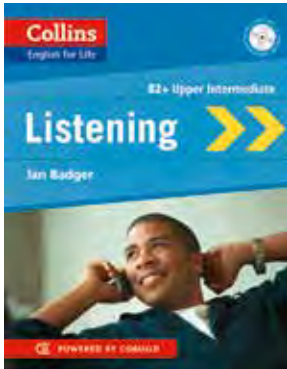
English for Life: Listening

Help learners to understand the English they hear in real life

Based on 100% authentic recordings, the *English for Life: Listening* books help learners to understand naturally spoken English in a variety of contexts and accents. Practice exercises help learners gain confidence with the challenge of authentic English. The books also include notes on clear language usage, tips on how to improve listening skills and a variety of COBUILD features to help with new vocabulary.

- 100% authentic recordings include:
 - announcements, voicemails and conversations
 - a large variety of native and non-native English accents

Additional recordings available online at www.collinselt.com/englishforlife



Upper Intermediate / B2+

Author: Ian Badger

Intermediate / B1+

Author: Ian Badger

Pre-intermediate / A2

Authors: Chris Flint & Jamie Flockhart

The sample page is titled '1 EVERYDAY TRAVEL' and includes a listening exercise about cycling. It features a 'Clear usage: emphasizing a point' section with examples of idiomatic language and a matching exercise. The page also includes a 'Listen to the recording again to check your recognition of specific words and phrases. Fill in the gaps.' section.

Upper Intermediate / B2+	978-0-00-754268-0	incl. MP3 CD	CEF level: B2+
Intermediate / B1+	978-0-00-745872-1	incl. MP3 CD	CEF level: B1+
Pre-intermediate / A2	978-0-00-749775-1	incl. MP3 CD	CEF level: A2

“successful in making even the mundane activities of daily life engaging”
English-Speaking Union, 2013

English for Life: Speaking

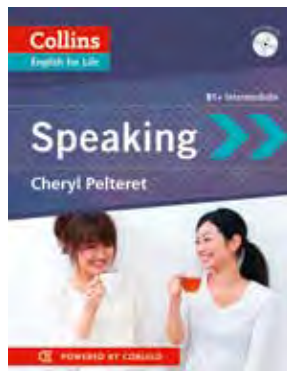
Improve learners' ability to speak clear English that everyone will understand

The *English for Life: Speaking* books include a wide variety of model conversations to help students get familiar with the language people really use when they are speaking. Students complete a variety of exercises based on the model conversations, practising accuracy, clarity, pronunciation and the use of language appropriate to different situations.

CDs contain conversations and listening and speaking practice activities.

Series includes topics such as:

- starting conversations
- asking for and giving opinions
- apologising
- interrupting and making suggestions
- buying and ordering things
- changing the subject



Upper Intermediate / B2+

Author: Nicola Prentis

Intermediate / B1+

Author: Cheryl Pelteret

Pre-intermediate / A2

Author: Rhona Snelling

8 BEING SUPPORTIVE

Getting started

- 1 How do you think yourself say it when having a bad day?
- 2 What do you say to make someone feel better if they're having a bad day?

UNIT 8 | BEING SUPPORTIVE

Conversation 3

Kathryn: Hey, how's it going?
 Malcolm: Ugh, shouldn't complain, I know but I'm fed up with work at the moment. I've barely had a minute to myself for weeks and it's starting to stress me out.
 Kathryn: Really? Sorry to hear that. It can't get forever though. And look on the bright side. At least you must be feeling-ish if you've got as much work on. Every cloud...

Conversation 4

Rana: I'm really worried about all these letters I've been getting from the tax people.
 Daisy: Yeah, I hate tax. It's a nightmare.
 Rana: Yeah. They say it owe them a fortune but I know that isn't right otherwise I call them I can't get through to anyone, and then I get another letter.
 Colin: Maybe looking to an accountant would set your mind at rest.
 Rana: Yeah, I've got an appointment to see a woman tomorrow actually.
 Colin: Ah, good. Then try and put it out of your mind. Don't worry, I'm sure it'll all get sorted out in the end.

Understanding

1 Look at the bold phrases in Conversation 1-4 and write them in the correct sections of the table.

Finding out if someone's okay		Expressing sympathy	
1		1	
2		2	
3		3	
Being positive		Giving advice	
1		1	
2		2	
3		3	
4		4	
5		5	

Conversation 1

Rita: Hi! What are you...? Uh oh, is something wrong?
 Sean: Remember that course I was waiting to hear about? I didn't get a place.
 Rita: Oh no!
 Sean: I'm still some waiting list which I don't see as long as my arm.
 Rita: Oh well then... Maybe it's not as bad as you think. It doesn't start till September, right? Loads of people will probably have dropped out by then.
 Sean: Do you think so?
 Rita: Yeah, definitely! I got into my university like that. But apply to some other places anyway. Something's bound to work out sooner or later.

Conversation 2

Muhammed: Are you okay? You don't seem your usual self. Scott.
 Scott: I know it sounds stupid but I'm really missing my family at the moment.
 Muhammed: That's not stupid. Everyone feels like that sometimes. Even me - my family are only a couple of hours away.
 Scott: Mmmm, yeah. I think it's just crap to go on me because it's my mum's birthday tomorrow and I know the whole family will be there.
 Muhammed: Ah, well, just keep busy and do something to take your mind off it. Why don't you come out with me and the lads tonight?
 Scott: Yeah, drinks, that sounds good. And you're right, I can always video call them tomorrow - see them all.
 Muhammed: Exactly. You'll feel much better then!

Upper Intermediate / B2+	978-0-00-754269-7	incl. MP3 CD	CEF level: B2+
Intermediate / B1+	978-0-00-745783-0	incl. MP3 CD	CEF level: B1+
Pre-intermediate / A2	978-0-00-749777-5	incl. MP3 CD	CEF level: A2

Teaching notes available online at www.collinselt.com/englishforlife

Real Lives, Real Listening

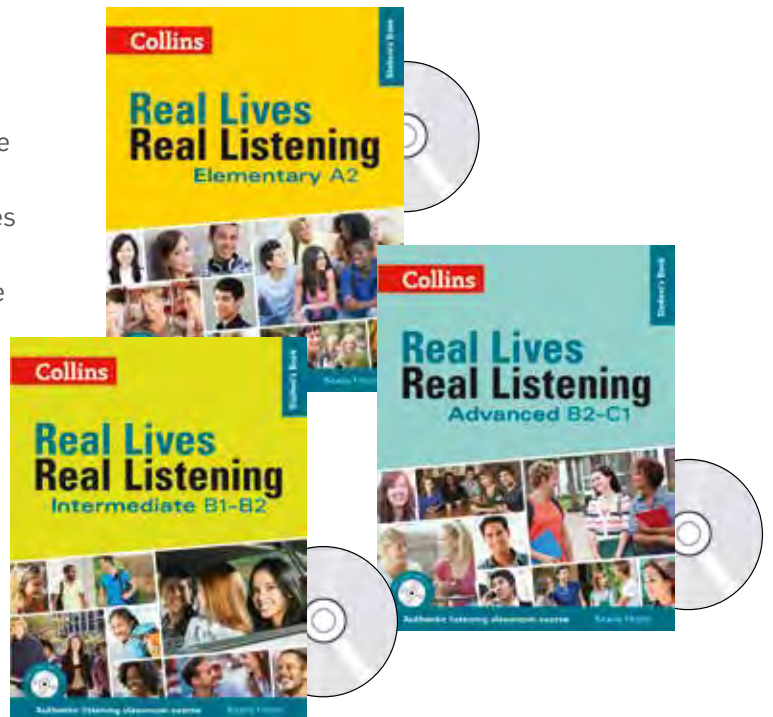
Real Lives
Real Listening


Author: **Sheila Thorn**


A three-level listening skills textbook based on unscripted and authentic recordings, featuring native and non-native speakers.

Real Lives, Real Listening trains, rather than just tests, students in listening. Through authentic recordings it exposes students to the grammatical structures and lexis which are used most frequently in spoken English. It raises students' awareness of the differences between spoken and written English, and boosts their confidence. The series reflects the latest academic theories on the importance of authentic listening practice in language acquisition.

- Detailed comprehension and language practice exercises
- Includes information on simplification, linking, elision and weak forms



 CD with authentic interviews featuring native and non-native speakers of English

 Teacher's notes and answer keys available in the General English section at www.collinselt.com

“ *An innovative series that offers a fresh and practical approach to developing listening skills by means of authentic texts.* ”

Dr John Field, Universities of Bedfordshire and Cambridge

Real Lives, Real Listening Elementary – complete edition	978-0-00-752231-6	incl. MP3 CD	Elementary / A2
Real Lives, Real Listening Intermediate – complete edition	978-0-00-752232-3	incl. MP3 CD	Intermediate / B1-B2
Real Lives, Real Listening Advanced – complete edition	978-0-00-752233-0	incl. MP3 CD	Advanced / B2-C1

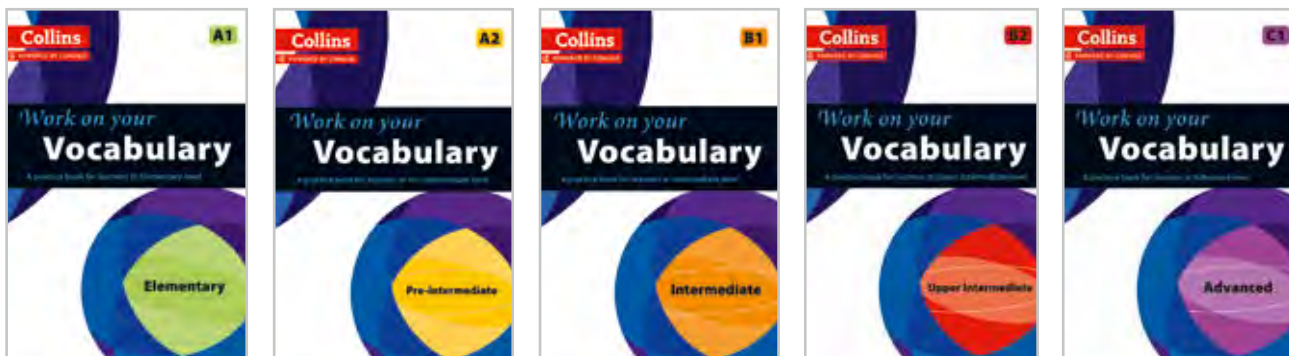
Work on your...

Grammar and Vocabulary

- Thirty units with hundreds of practice exercises in each book
- Clear layouts with lots of space for students' answers
- Important points clearly explained in *Remember!* and *Good to know!* boxes
- Illustrations help explain grammar points and vocabulary
- Answer key included, allowing students to check their progress independently

POWERED BY COBUILD

Includes language that has been carefully selected by experts using Collins COBUILD data



Work on your... Grammar

Elementary / A1	978-0-00-749953-3
Pre-intermediate / A2	978-0-00-749955-7
Intermediate / B1	978-0-00-749962-5
Upper Intermediate / B2	978-0-00-749963-2
Advanced / C1	978-0-00-749967-0

Work on your... Vocabulary

Elementary / A1	978-0-00-749954-0
Pre-intermediate / A2	978-0-00-749957-1
Intermediate / B1	978-0-00-749964-9
Upper Intermediate / B2	978-0-00-749965-6
Advanced / C1	978-0-00-749968-7

Work on your...

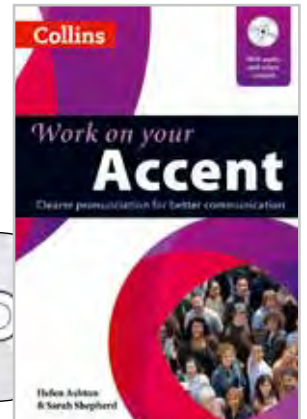
Accent

Authors: Helen Ashton & Sarah Shepherd

Clearer pronunciation for better communication

Work on your Accent helps students to speak clear English that everyone will understand by softening the influence of their mother tongue. Professional accent coaches Helen and Sarah demonstrate how to pronounce each sound, and show learners when to use them. They also help students to recognise why their native language makes it difficult for them to pronounce certain sounds and which sounds they need to focus on.

CEF level:
B1–C2



Includes DVD-ROM with visual and audio material illustrating physical articulation and pronunciation

1

PET & BET

/p/ (pet), /b/ (bet)

Make the sounds

- Lightly squeeze your lips together, all the way along.
- Start to breathe out, and let a little air build up behind your lips.
- Don't let any air out through your nose!
- Let your lips spring apart quickly, and continue breathing out.
- The sound you produce can be voiced /b/ or voiceless /p/ (see page 15).

When do I use this sound?

Voiced/voiceless	Spelling	Examples	Frequency
voiceless	p	pen, cup, open	often
voiceless	pp	apple, appear	often
voiced	b	be, able, stumble, cab	often
voiced	bb	stubble	often

! There is a silent b in mb spellings like 'comb', 'womb', 'dumb'.

Work on your Accent, pp. 16–17

DVD-ROM assists students when they try to imitate the sound

Exercises help students practise the sound

Now try it!

Say each of these words and sentences aloud. Then compare your pronunciation with the model on tracks 3–5.

A 1 pen price carpet open appear cup stop
2 birthday boss able above tube tube

B 1 Please press play, pause and stop on the tape.
2 Both boys bought big bunches of bananas.
3 The perfect place to spend your birthday is on the beach with your best pals.

C 1 I'd like a proper cup of coffee from a proper copper coffee pot.
2 A big black bug bit a big brown bear, and the big brown bear bled badly.

Am I doing something wrong?

All groups

Not adding an extra puff of air for a /p/ sound.
Make sure to allow a small extra puff of air as your lips spring apart if:

- /p/ is the first sound in a word ('pen') or it is in the stressed syllable ('appear'), and
- it is followed by a vowel

You don't need this puff of air if the /p/ is followed by a consonant ('price'), is unstressed ('carpet'), or is at the end of a word ('cup').

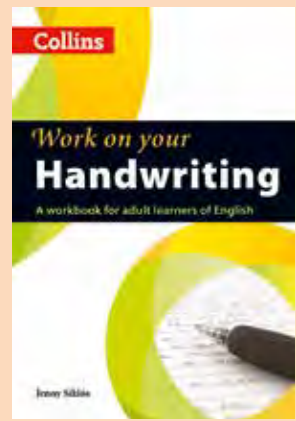
2 4 6 8

Making the same sound in the words 'pet' and 'bet'.
First, revise the exercise.
Then, revise the *When do I use this sound?* section.
Keep a hand on your vibration chart.

2 3

Bringing your lips together too quickly.
Make sure that you are squeezing your lips together quickly.

Am I doing something wrong? sections highlight difficulties speakers of different language groups might encounter



Handwriting

All Levels

Author: Jenny Siklós

Work on your Handwriting helps students improve their handwriting in English, especially if their home language does not have the same alphabet.

Accent	978-0-00-746291-9	incl. DVD-ROM
Handwriting	978-0-00-746942-0	

Work on your...

Phrasal Verbs

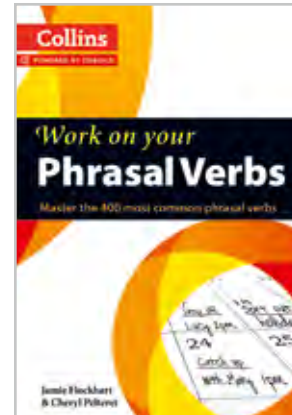
CEF level:
B1-C2

Authors: **Jamie Flockhart & Cheryl Pelteret**

English is full of phrasal verbs and it's challenging for learners to know how and when to use them.

Work on your Phrasal Verbs covers the 400 most common phrasal verbs in depth with clear examples, definitions and exercises to help students learn how and when to use them correctly.

- Phrasal verbs are grouped into 25 themes, such as Feelings, Sport and Jobs, making them easier to memorise
- Full-sentence dictionary definitions with example sentences and extra background notes on usage
- Study tips on how to remember phrasal verbs



Idioms

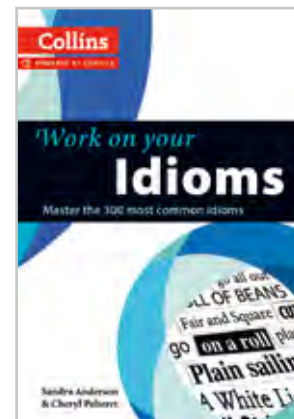
CEF level:
B1-C2

Authors: **Sandra Anderson & Cheryl Pelteret**

Idioms in English can be amusing, colourful and expressive but they are never straightforward to understand, so it's important to help students cope with them.

Work on your Idioms focuses on the 300 most common idioms, covering each of them in depth, with clear examples, definitions and exercises to help students learn how and when to use the idioms correctly.

- Idioms are grouped into 25 themes, such as Communicating, Money and Relationships, making them easier to memorise
- Study tips on how to remember idioms
- British English and American English variations included



Your turn!

Think about learning experiences you or people around you have had recently. Use the idioms in this unit to talk about them. For example:

*I finally managed to **get my head around** how a car engine works.*

*My parents still haven't **got the hang of** text messaging.*



Your turn! activities motivate students to use the idioms and phrasal verbs when talking about their own ideas

Each unit includes a humorous drawing illustrating the meaning of phrasal verbs and idioms

Work on your Idioms

POWERED BY COBUILD

Idioms and Phrasal Verbs have been carefully chosen through frequency analysis of Collins COBUILD data

Phrasal Verbs 978-0-00-746466-1

Idioms 978-0-00-746467-8

Cambridge Young Learners English Exams

Collins
English for Exams


Age
7–12


Help learners have a positive first experience preparing for an English test. These books provide all they need to be ready for the Young Learners English Exams (YLE).

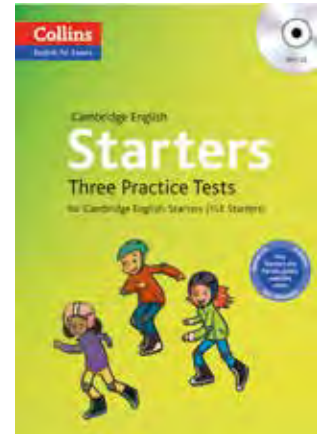
Online support for
parents included

Each book includes:

- Three complete practice tests
- Ideas for fun activities to help motivate and prepare young learners for exam day, available online
- Audio CD for the Listening papers, plus model answers for the Speaking papers
- Answer key and audioscripts included in the online guides

 Teacher's and Parent's Guides with information on the test available online at <http://www.collins.co.uk/page/Cambridge+English%3A+Young+Learners>

 Audio CD with recordings by young native English speakers included



Practice Tests for Cambridge English: Starters (YLE Starters)

Suitable for young learners (aged 7–12) who are preparing to take Cambridge English: Starters (YLE Starters).

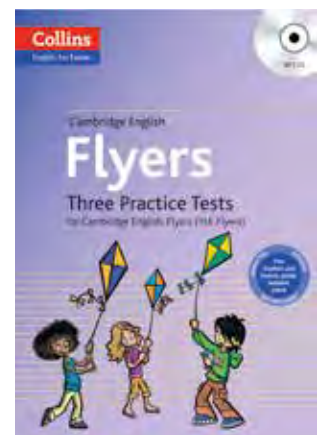


Practice Tests for Cambridge English: Movers (YLE Movers)

Suitable for young learners (aged 7–12) who are preparing to take Cambridge English: Movers (YLE Movers).

Practice Tests for Cambridge English: Flyers (YLE Flyers)

Suitable for young learners (aged 7–12) who are preparing to take Cambridge English: Flyers (YLE Flyers).




Practice Tests for Cambridge English: Starters (YLE Starters)	978-0-00-753596-5	incl. CD
Practice Tests for Cambridge English: Movers (YLE Movers)	978-0-00-753597-2	incl. CD
Practice Tests for Cambridge English: Flyers (YLE Flyers)	978-0-00-753598-9	incl. CD

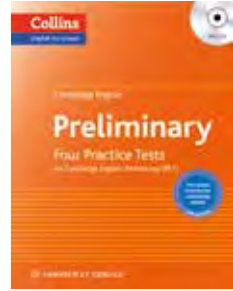
Cambridge English Exams


All the practice students need for a top grade.

The *Practice Tests for Cambridge English* books include:

- Four complete practice tests
- A clear guide to the test and practical advice on how to revise and prepare
- Audioscripts for the Listening and Speaking papers
- Answers for all papers, including model answers for the Speaking and Writing papers

 MP3 CDs included



 Access to a free online training test, including additional language practice and tips for success

Practice Tests for Cambridge English: Key (KET)

CEF level: A1–A2

Practice Tests for Cambridge English: Preliminary (PET)

CEF level: A2–B1

Practice Tests for Cambridge English: First (FCE)

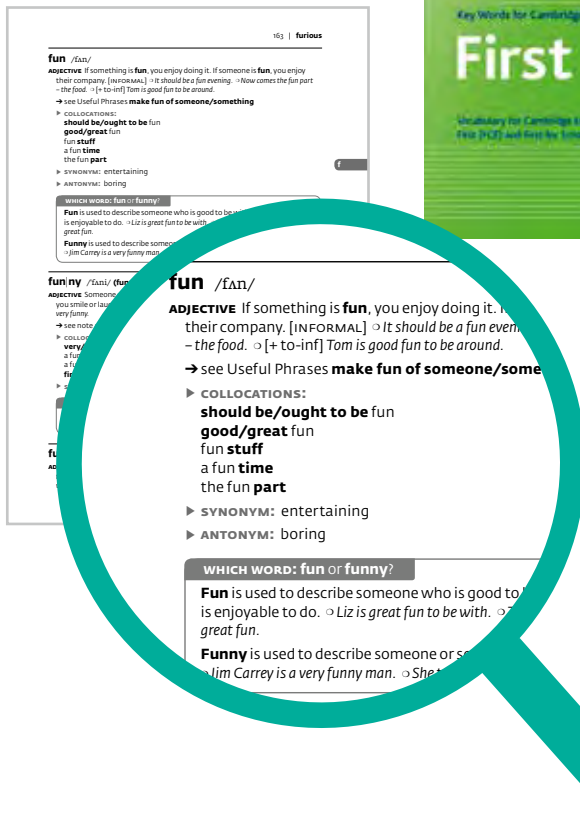
CEF level: B1–B2

COBUILD Key Words for Cambridge English: First (FCE)

CEF level: B1+

Allows students to:

- Understand words through clear definitions in the A–Z section
- Improve accuracy using thousands of collocations, synonyms and the *Useful Phrases* section
- Revise from word lists organised by topic



- Practice Tests for Cambridge English: Key (KET)
978-0-00-752956-8 incl. CD and online training test
- Practice Tests for Cambridge English: Preliminary (PET)
978-0-00-752955-1 incl. CD and online training test
- Practice Tests for Cambridge English: First (FCE)
978-0-00-752954-4 incl. CD and online training test
- COBUILD Key Words for Cambridge English: First (FCE)
978-0-00-753599-6

Get Ready for IELTS

New exam preparation course

CEF level: A2+
IELTS level: 4+

NEW

Get Ready for IELTS is a specially designed course that takes students from pre-intermediate up to intermediate level so that they are ready for their IELTS preparation course.

Written by a team of experienced IELTS tutors, this course contains 80-100 hours of material with a high level of flexibility, and uses the flipped learning approach to maximise the effectiveness of time in the classroom. The course contains 40-50 hours of classroom material with an additional 50 hours of material that can be offered as homework or for consolidation or extension in class. This additional material is available both online and in print allowing for flexible learning.

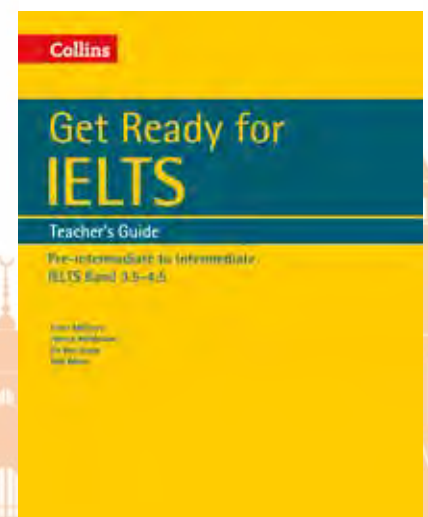
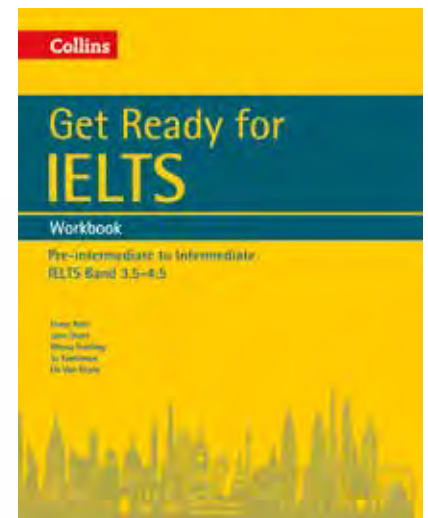
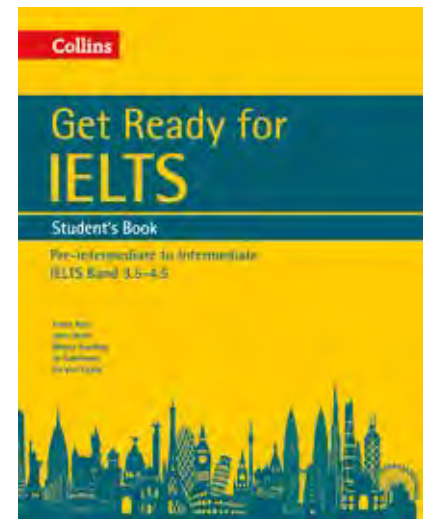
This comprehensive course includes a wealth of resources and support for students and teachers:

- Student's Book with Audio CD
- Workbook
- Online resources via Collins Connect
- Teacher's Guide with Audio CD

The impressive author team includes **Fiona Aish, Fiona McGarry, Patrick McMahon, Jane Short, Rhona Snelling, Jo Tomlinson, Els Van Geyte** and **Rod Webb**.

Student's Book incl. Audio CD	978-0-00-813917-9	Jan-16
Workbook	978-0-00-813566-9	Jan-16
Online Resource, powered by Collins Connect, 1 year licence	978-0-00-816008-1	Jan-16
Teacher's Guide incl. Audio CD	978-0-00-813918-6	Jan-16

Collins Connect



Get Ready for IELTS

CEF level: A2+
IELTS level: 4+

'Flipped Learning' – an innovative approach

Get Ready for IELTS' flipped learning approach, in which students do pre-class preparation, maximises the usefulness of time spent in class ensuring teachers are able to focus on key skills development and exam strategies in the classroom. Here are the three steps to the *Get Ready for IELTS* flipped learning approach.

Step 1 – Pre-Class Preparation

Students prepare for their IELTS class with the language development activities in the online resources on Collins Connect. By learning vocabulary and grammar in advance, students can focus on learning the skills and strategies for passing the test in class.

Alternatively, students can do this pre-class preparation in their Workbook.

Collins Connect



Step 2 – Skills Development

In class, students learn the skills they need for the exam through the skills development activities in the Student's Book. Strategies for achieving good IELTS scores are also highlighted. Teachers can support students as they work through the course.

Step 3 – Exam Practice

Each unit in the Student's Book contains exam practice which gives students the opportunity to practise the skills they have been developing. The format follows the actual exam and teachers can use this to check their students' progress towards being ready for the test. This part of the Student's Book can also be set as homework giving teachers further flexibility.



For more information on the course visit
www.collins.co.uk/getreadyforielts



Get Ready for IELTS: Resources for students

CEF level: A2+
IELTS level: 4+

Get Ready for IELTS offers a wealth of print and digital resources for students.

Collins Connect

The online resources contain:

- all the pre-class preparation work for students with self-marking, making it easy for students to see what they have retained and what they need to work on
- additional practice material with a focus on grammar, spelling, punctuation and sentence structure to help students prepare for the writing and speaking sections of the exam

Workbook

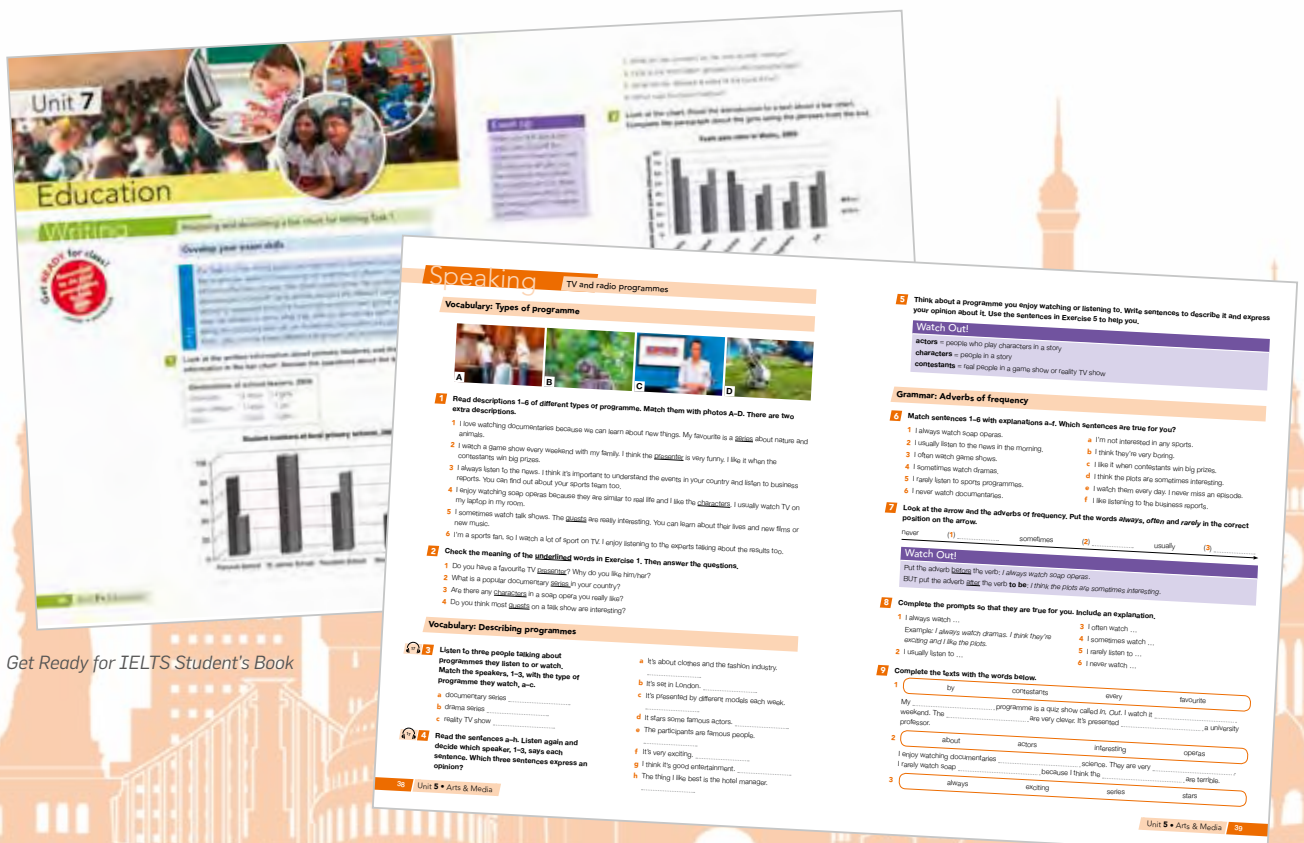
This component contains:

- all the pre-class preparation work for students (This is an alternative to Collins Connect.)
- a punctuation guide to help students improve their writing skills
- exercises to help students avoid common errors

Student's Book

This contains:

- 12 units of carefully graded material to help students improve their reading, writing, listening and speaking skills
- motivating topics and tasks which help develop critical thinking skills
- key grammar and vocabulary in every unit that builds language skills and improves accuracy
- Exam Tips to fully prepare students for what to expect in each part of the exam and provide strategies for success
- IELTS-style practice questions that enable students to approach the exam with confidence
- a Grammar Guide that provides clear explanations and examples of key language in use
- an Audio CD for Speaking and Listening practice



Get Ready for IELTS Student's Book

Get Ready for IELTS: Resources for teachers

CEF level: A2+
IELTS level: 4+

Get Ready for IELTS offers a complete support package for teachers including the **Teacher's Guide** which provides:

- clear and easy-to-follow lesson plans, explanations and instructions for getting the most out of classroom time
- activities to spot-check that students have understood and retained the vocabulary and grammar preparation they have done before class
- notes on typical mistakes students make and how to correct them
- answers to Student's Book exercises contained within the lesson plans, for ease of use
- model answers for Writing and Speaking
- an audio CD for Listening and Speaking activities

Collins Connect

Collins Connect offers teachers further support with:

- photocopyable activities
- audioscripts of all Listening and Speaking activities



UNIT 5: ARTS & MEDIA

Writing: Films

Learner preparation for this class: Have learners complete the Online / Workbook language development exercises at home before the lesson begins.

Teacher preparation: For Spot check 1, download and copy the handout (one per learner); for Spot check 2, download, copy and cut up the cards (one set of three circles per learner). (20 mins)

Online / Workbook language development

Focus: The purpose of these exercises is to introduce common words for talking about films, introduce percentages and fractions and how to use them to describe viewing figures.

Develop your exam skills (Student's Book pages 46–48)

Focus: These exercises train learners to read and correctly interpret pie charts; how to compare pie charts and write a summary in preparation for one of the question types in Task 1.

Introduction

- 1 Introduce the unit by getting learners to talk about the pictures in pairs. Ask them to talk about what they can see and how it might relate to the unit topic, Arts & Media, and the Speaking section, Films. Elicit information from learners and have them guess what the other sections will be about (e.g. the photo of magazines is self-explanatory; the studio and the TV screen can relate to TV or radio or communicating information; the TV screen could be two of the previous topics).
- 2 Use one of the Spot checks to clarify learners' understanding of the Online / Workbook language preparation. You can use the other Spot check at an appropriate time during the lesson.

Spot check 1

To reinforce understanding and recall words related to films, distribute the Spot check 1 handout and have learners complete the information individually. Then put learners into groups of four to discuss the films they have chosen.

Spot check 2

To provide further practice in using quantifiers, play a mingling activity.

1. Hand out a set of three incomplete circles to each learner.
2. Ask learners if they can make one complete circle from what they have. (They can't.)
3. Tell learners to ask each other for what they need, e.g. *How many got three quarters of a circle?* If the answer is Yes, the other learner asks for what he/she needs; if the answer is Yes, they exchange cards; if the answer is No to either question, they both find another learner to ask.

Exercise 1: Understanding a pie chart

- a) Spend 2–3 minutes discussing the Exam information. Remind the learners that they have already looked at pie charts in Unit 4. Ask questions, e.g. *What percentage does a complete circle represent? What's another way of saying a share of the pie? (Answer: proportion) What does each share or proportion represent or show? Why is it useful to see these different categories? Are they only compared as percentages?*
- b) Ask learners to do the exercise following the instructions in the book and compare their answers in pairs.
- c) Follow up by asking learners to identify the sentence that uses an approximate amount (sentence 4). Elicit how learners can see this is less than 25% (because the angle of the share is less than 90 degrees).

Answers
2 A 3 B 4 A 5 B 6 A

Exercise 2: Giving approximations

- a) Draw attention to the Exam tip. Link this with what you discussed about Item 4 in Exercise 1.
- b) Before learners begin, highlight the language used to describe the categories, e.g. 13–24 years (between 13 and 24 years old). Elicit how to write 55+ years (over 55 years old). Highlight the example sentence.
- c) Learners do the exercise individually and check their answers in pairs.

Suggested answers

Just over a third of cinema visitors are between 25 and 39. Almost 25 percent of cinema visitors are young people aged 13 to 24 years old. Just under a quarter of people who visit the cinema are between 13 and 24 years old. Nearly a third of people who visit the cinema are over 55 years old.

Exercise 3: Comparing pie charts

- a) Spend 2–3 minutes discussing the Exam information on page 47. Elicit any language the learners might need, e.g. *more/less than, increase/decrease in/by, and/by.*
- b) Have them do the exercise. Draw attention in feedback to the use of *to* and *by*, an important distinction when discussing data such as that used in pie charts. Refer to the Grammar section: *Modifying adverbs used with comparisons.*

Typical mistakes: Learners typically find difficulty in using prepositions accurately. There are three other important prepositions for discussing data that learners might find difficult to use accurately, all of which are used in Exercise 3:
in + date
on + format, e.g. *on DVD*
proportion + of, e.g. *20% of*

Answers
2 T 3 F 4 T 5 F 6 F 7 T 8 T 9 F 10 T

- 1 The pie charts show how many people watched films in different formats in 1992 and 2008.
- 3 Fewer people watched films on television in 1992. / More people watched films on television in 1992. / More people watched films on television in 1992 than in 2008.
- 6 There was a large increase in the number of people watching films on DVD from 1992 to 2008.
- 9 From 1992 to 2008 the number of people watching films on television decreased by just over 50 per cent.

Exercise 4: Analysing pie charts

- a) Point out that some of the gaps in Exercise 4 can have different answers. Say a quarter and elicit the alternative: 25%; *say approximately* and elicit the alternative: *about*. Refer to the Grammar section: *Nouns for describing quantities in graphs and charts.*

b) Have learners do the exercise in small groups and feed back as a class.

Answers
2 story 3 cost 4 a quarter / 25 per cent 5 about / approximately 6 two thirds / 66 per cent 7 five per cent 8 proportion / number / percentage 9 approximately / about 10 per cent

Extension activity (50 mins)

Conduct a similar survey of reasons for buying films among the class and create two pie charts to serve as a writing prompt.

1. Put learners in two groups, male and female, and have them conduct separate surveys into reasons for buying videos. Each learner in a group should give just one main reason.
2. Get each group to draw a pie chart of their findings and then discuss whether they think they are representative of a bigger sample. Have them adjust the charts to what they think is more representative.
3. Have one learner from each group draw their pie charts on the board and discuss whether they are happy with the result.
4. Ask learners to think about how they could use the model in Exercise 4 to write a summary. Point out that they would have to add language such as *we think/feel* at each stage of the summary.
5. Give learners 20 minutes to write up their summaries following the model in Exercise 4.

Practice for the test (30 mins)

This can be done in class or assigned for homework. Suggest that learners spend up to 30 minutes on the task to allow them to develop the skills they need to produce good quality work. As learners become more proficient, the amount of time they spend on practice exam tasks can be gradually reduced until they can complete the work within the time allotted in the exam. Point out that learners can do more activities online if they want extra practice or to consolidate what they have learnt.

Task 1

Model answer

The pie charts show the proportions of Oscar winners for seven different genres of film in 2003 and 2008. Between 2003 and 2008 the proportion of films that won Oscars changed for nearly all the genres. In particular, many more action films and science fiction films won Oscars in 2008 than in 2003. The proportion of thrillers that won Oscars

UNIT 5 ARTS & MEDIA 34

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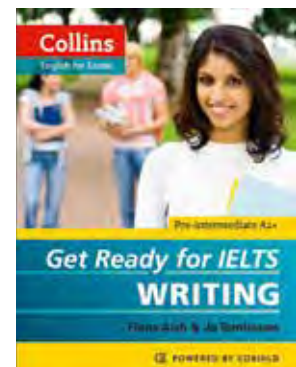
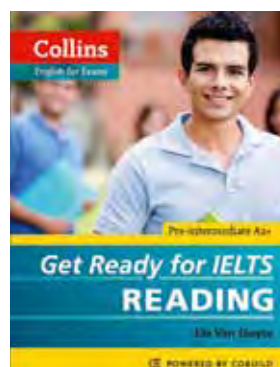
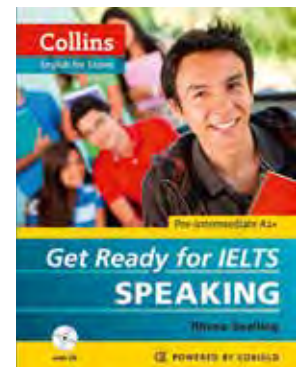
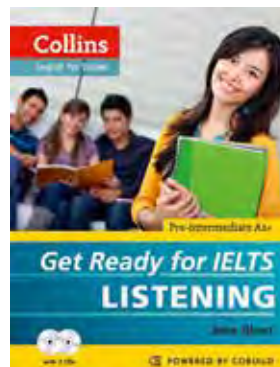
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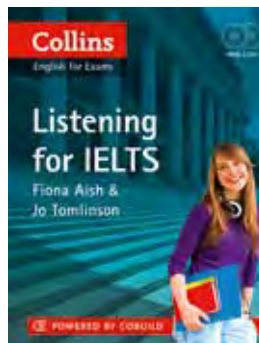
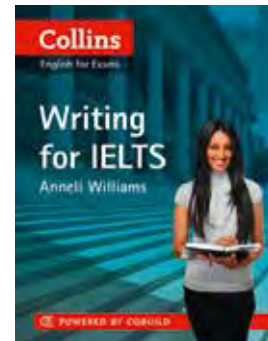
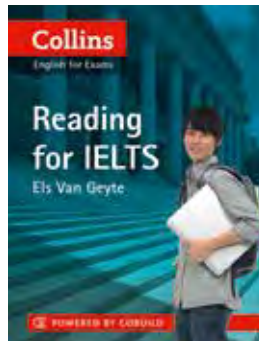
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The writer makes reference to the opposing point of view to indicate that he has 'tested' his idea.

Unit 12 – Task 2

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Model answers with commentary to help students understand what is expected in the IELTS test

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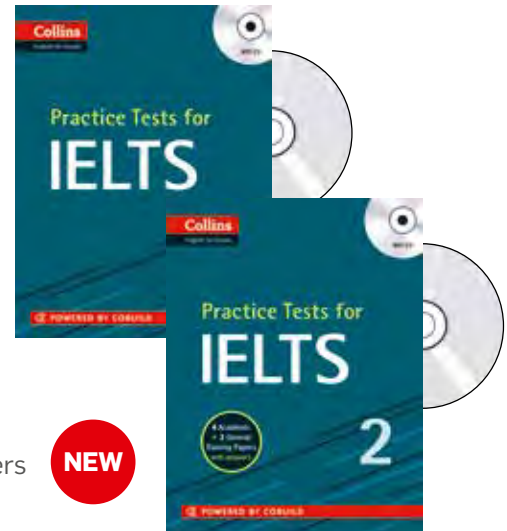
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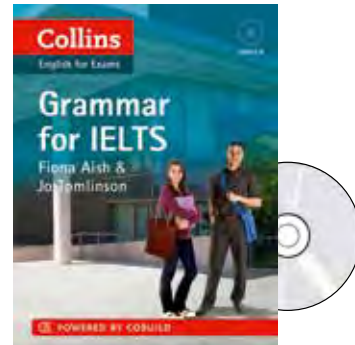
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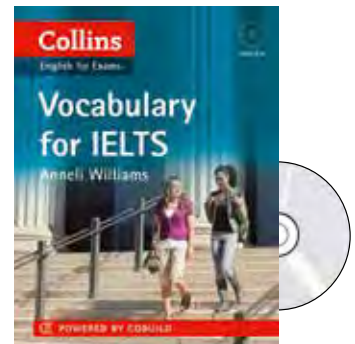
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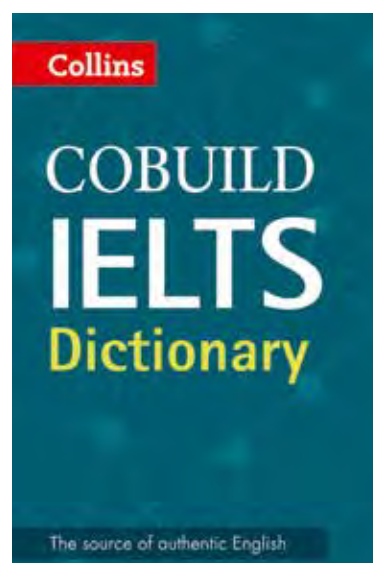
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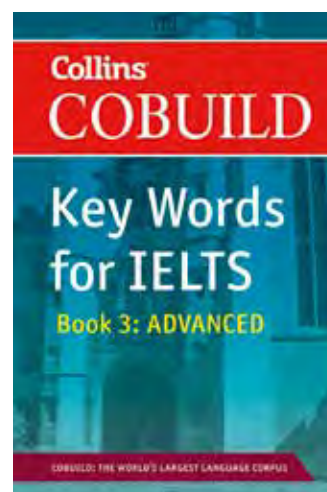
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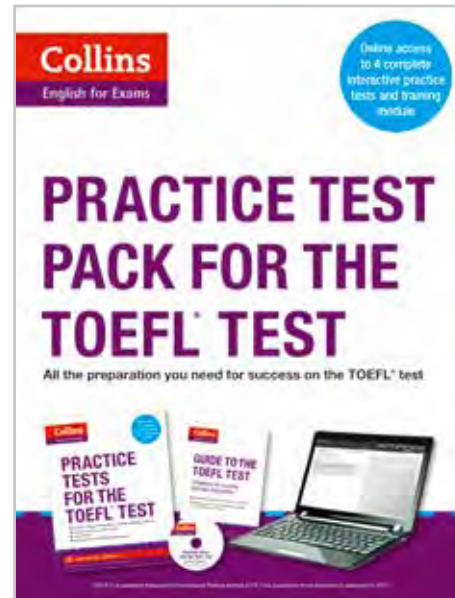
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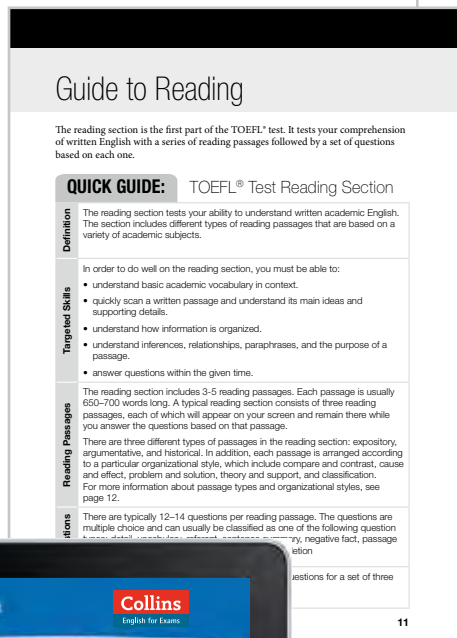
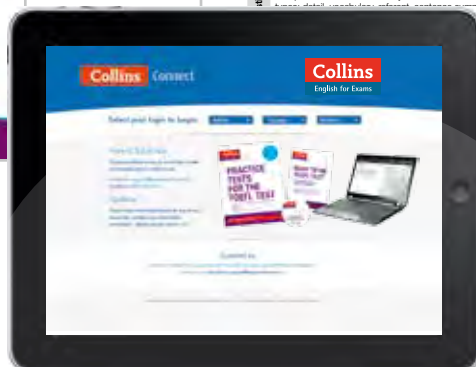
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Pack contents:



GUIDE TO THE TOEFL® TEST

» **CHALLENGE 3: "I have trouble talking about opinions."**

SOLUTION: Know when you will be required to express opinions. Question 1 asks you to describe the opinions of the professor while Question 2 requires you to give your opinion. Knowing this information will help you prepare before you take the test. Use the table below to help you know when and how to use opinion language.

Question	Whose Opinion to Give	Expressions You Can Use
Question 1: Academic Reading/ Listening Synthesis Task	State the professor's opinion. The professor will clearly agree or disagree with the main topic and give reasons. Do not give your own opinion on this task.	<ul style="list-style-type: none"> • The professor feels that... • The professor says she supports... • In the professor's opinion, X is good/bad • The professor agrees/ disagrees with...
Question 2: Personal Experience Task	Give your own opinion about whether you agree or disagree with the statement.	<ul style="list-style-type: none"> • In my opinion, ... • While some people think that X, I... • I agree/disagree with the idea that...

SOLUTION: Learn basic citation skills. On the academic reading / lecture synthesis task, you have to talk about attitudes that come from either a reading passage or an audio passage. Use the following citation expressions to indicate whether the information came from the reading or the lecture.

*The author/professor thinks/feels/claims that...
 *The author/professor agrees/disagrees/opposes, supports...
 *According to the passage, professor...
 *In the conversation/reading/lecture the author/professor argues/states/makes the point that...
 *The author/professor supports X by saying/arguing/pointing out/giving an example of...

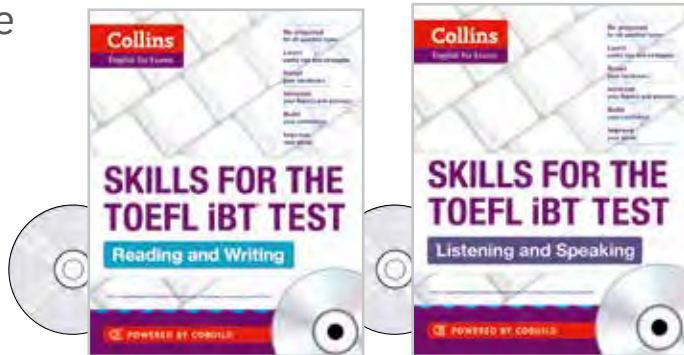
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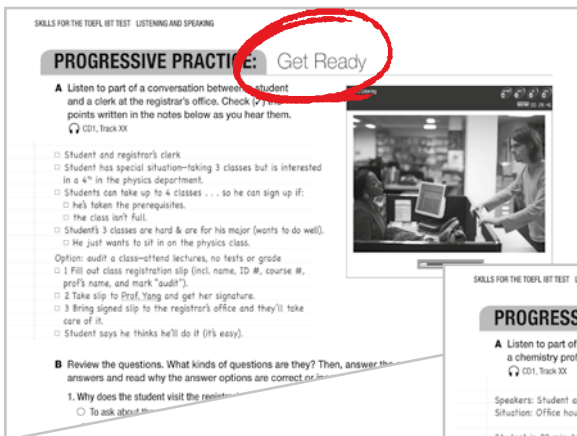


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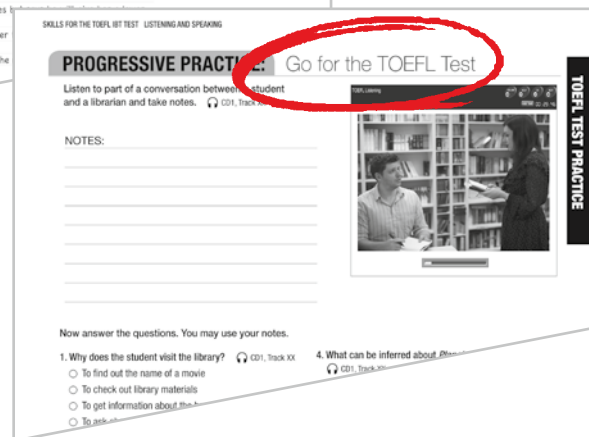
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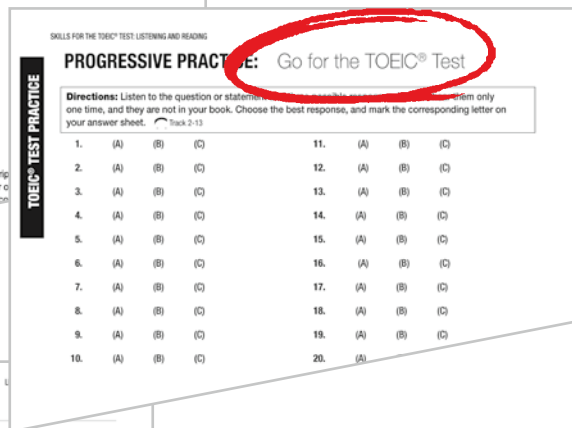
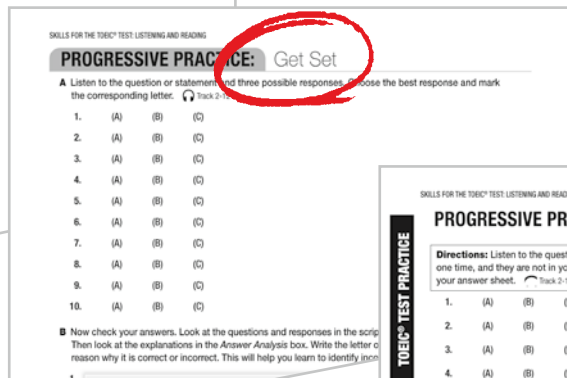
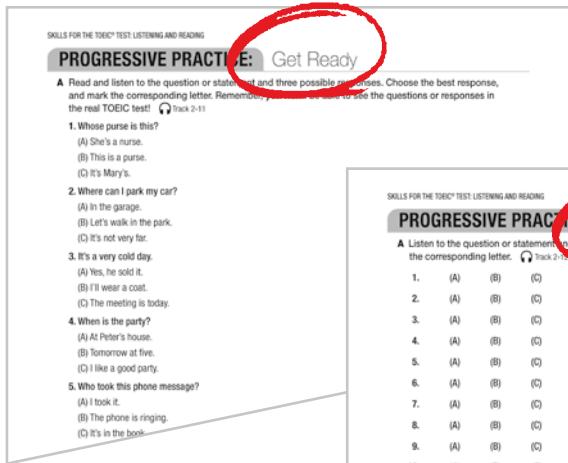
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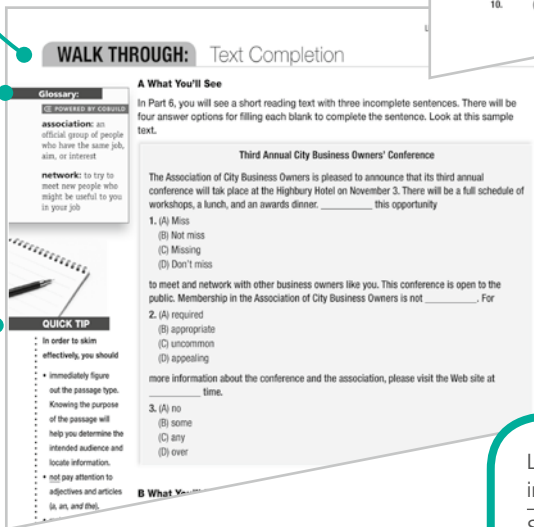


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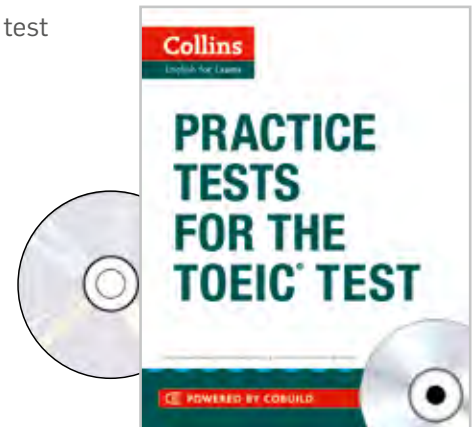
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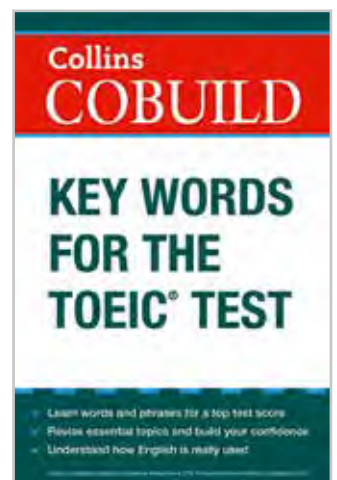


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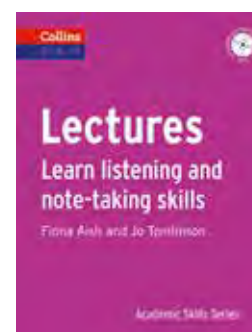
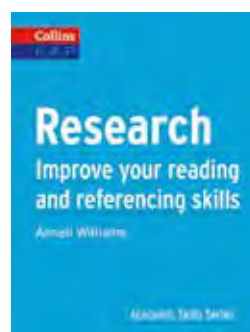
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Designed to support students who are studying, or preparing to study, at an English-speaking institution

1 Getting started

Aims

✓ the purpose of research	✓ how to interpret set research questions
✓ how your research will be marked	✓ how to write a research question of your own
✓ the research process	

Clear aims outline learning objectives of each chapter

Quiz Self-evaluation

Which of the statements below is true for you?

1	I understand why I need to do research as part of my course.	agree disagree not sure
2	I understand how my research will be marked.	agree disagree not sure
3	I know how to plan a research project.	agree disagree not sure
4	I can easily understand set research questions.	agree disagree not sure
5	I know how to write a good research question.	agree disagree not sure

Reflection as part of each chapter allows students to personalize the topic and facilitates independent study

Academic language explained in each unit – glossary helps students broaden their vocabulary

What is research?

Glossary

subject discipline =
In an academic setting, a subject discipline is a particular topic or specific area of study.

In simple terms, when you do research, you are looking for information in order to answer a question. In academic settings, research can take many different forms depending on the subject discipline and the kind of question you want to answer. If you are studying a scientific subject, your research may take the form of an experiment to answer a question which begins with the phrase: 'What will happen if...?' if you are studying a social science, your research may take the form of a survey of a group of people's thoughts, feelings or experiences. In any case, no matter what your subject discipline, at some point you will have to do some research which involves investigating what other scholars have said about the topic you are interested in. In other words, you will have to do some 'library based' research.

2

Exercises help students get ready for successful independent academic study

Academic requirements are explained in clear language to help students understand what is expected of them

1 Getting started

Why do you have to do library based research?

Glossary

disseminate =
To disseminate information or knowledge means to distribute it so that it reaches many people or organizations.

When you do library based research, you usually have to work on your own. This gives you the opportunity to become a more independent learner and to show that you can think for yourself. These are qualities that are highly valued in academic settings within the English speaking world.

However, working independently does not mean that your research is not connected to the work of other people. One of the main purposes of universities is to produce knowledge, that is, to *create, evaluate and disseminate* new information and ideas. Producing knowledge usually involves many scholars working in different times and places. When you do research as part of your course, you are learning skills which will allow you to participate in that wider effort. You have the opportunity to develop the ability to:

- *Create* a research question and an argument to answer it
- *Evaluate* the research that has been done by others – that is, to consider it carefully and make judgements about it
- *Disseminate* your research by writing it up and submitting it for a mark, and, in some cases, by sharing what you have learned with other students on your course

How do you know if your research is good?

In some parts of the world, students are judged according to how well they retain information given to them. In the English speaking world, when your research paper is being marked, the marker will normally use other criteria for judging how well you have demonstrated the skills involved.

These are the questions the marker may ask themselves:

- 1 Has the student created a worthwhile research question (or interpreted the set research question in an interesting way)?
- 2 How well does the student know what other scholars have written about the topic?
- 3 How skilfully has the student evaluated the work of other scholars?

3

1 Getting started



Exercise 1

Imagine you have 30 days to write a 3,000-word research essay on a research topic related to your course. The tasks you might do are listed in the table below. Tick the tasks that you think are important. For each task you have ticked, write approximately how much time you think it would be reasonable to spend on that task.

Stage	Tasks	✓	time
1 Preparation	Think about the research topic and the instructions given		
	Find out what information is available – do some preliminary background reading		
	Devise a rough outline plan		
2 Gathering information	Gather books and articles from the library or online		
	Read and take notes		
3 Writing up	Write a more detailed plan		
	Write a first draft		
	Revise your first draft		
	Write a second draft		
	Proof-read your second draft and make corrections		

Now check the answer key to find out how different students have answered these questions.

Tips

- ✓ Think carefully about your question and why it is worth asking. This will help you choose worthwhile focus for your paper.
- ✓ Do preliminary background reading. If you discover that there isn't enough information available to support your approach, you can choose another focus without having wasted too much time.
- ✓ Write a rough outline plan before you start reading and taking you notes. This will help you read efficiently and with a clear purpose.

Practical tips and summaries with the most important information at a glance

5

Vocabulary Organizer

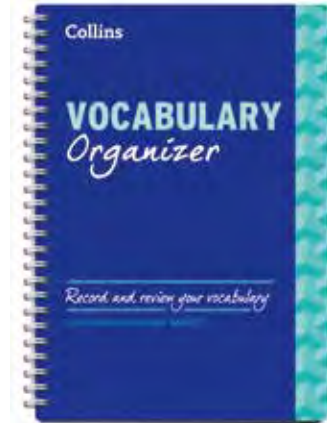
Authors: **Pete Sharma & Barney Barrett**

Learn new words more quickly

Research shows that students need to see a new word as many as eight times before it passes from short-term memory into productive vocabulary. **Vocabulary Organizer** helps students to do this by providing structured and organised templates in which to record and review their vocabulary.

Students learn how to:

- Remember new words more easily
- Differentiate between active and passive vocabulary
- Record vocabulary in a structured way
- Find their vocabulary to review



“It’s very useful in that it helps students take an active part in vocabulary learning and saves them from asking for ‘lists’ as they often do!”

Susanna Wesson, France

978-0-00-755193-4 PB, Spiral bound



International Students' Survival Guide

Get the most out of your time at university

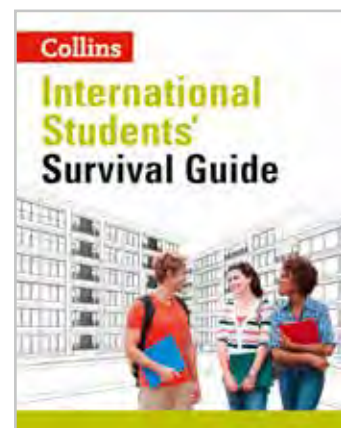
The **International Students' Survival Guide** prepares students for undergraduate and post-graduate life at English-speaking universities. Students will know what to expect and how to prepare for living and studying in another country.

Students learn how to:

- Reduce culture shock and home sickness on arrival
- Communicate with professors politely
- Get involved in student life
- Deal with classes that aren't going well

e-book only

CEF level: B2



978-0-00-756892-5 e-book

Sign up in the English for Academic Purposes section at www.collinselt.com to read the International Students' Survival Guide for free!

Small Talk

Author: **Deborah Capras**



CEF level: **B1+**

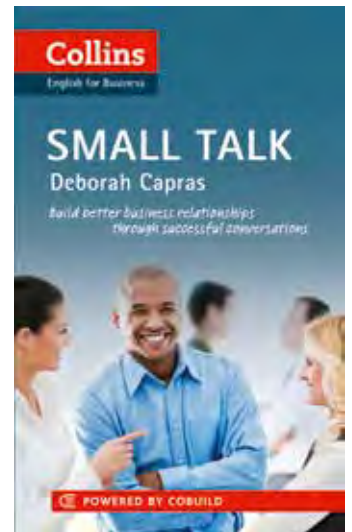
Build key business relationships

This self-study book gives students the confidence to start a conversation and transition to bigger topics so that they build relationships, develop partnerships and succeed in business.

The book includes information on best practice and key phrases for students to refer to and practise. Online audio includes semi-scripted recordings of small talk.

Students learn the language to:

- Meet people for the first time
- Greet people in subsequent meetings
- Show and receive hospitality
- Deal with remote communication
- End a conversation



Includes online audio with semi-scripted examples of small talk at www.collinselt.com/businessresources

Also available as an e-book

<p>Key phrases</p> <p>Make the first move I don't think we've been introduced. My name's Hans, Hans Schiller. We haven't actually met, but I'm Hans Schiller. May I introduce myself? I'm Mary Smith. I don't think we've met. I'm Mary Smith. Hi, I'm Mary, Mary Smith.</p> <p>Give the right response It's a pleasure to meet you. Pleased to meet you. It's good/great/nice to meet you, too. Good/Great/Nice to meet you.</p> <p>Check the names I'm sorry, but I didn't catch your name. I'm sorry, but what was your last name again? How do you spell your name? 'Athanasias' — Am I saying it correctly?</p> <p>Help people to remember your name Let me give you my business card. Please, call me John. Here's my card.</p> <p>Correct someone who says your name wrong Almost. It's Julianne, Julie for short. Actually, it's Sahinda Sinha.</p> <p>Apologize if you get someone's name wrong I'm sorry, Julie. Oh, I am sorry.</p> <p> Go online to listen to the key phrases.</p>		<p>Scenarios</p> <p>Rania: Hi, I don't think we've met. I'm Rania Gouliari. Antonio: Nice to meet you, Ms Gouliari. Am I saying it correctly? Rania: Yes, but please, call me Rania. Antonio: Rania. I'm Antonio, Antonio Messina. Rania: Good to meet you, too, Antonio. How do you spell your name? Is it with a double 's'? Antonio: Yes, the same way as the town in Sicily. That's where my family is originally from.</p> <hr/> <p>Robert: We haven't actually met, but my name is Robert Williams. Markus: It's a pleasure to meet you. I'm Professor Kern, Markus Kern. Robert: It's good to meet you, too. Markus: I'm sorry, but I didn't catch your last name. Robert: It's Williams, as in Robbie Williams. You know, the singer. Here, let me give you my business card. Markus: Thank you. And here's mine.</p> <hr/> <p>Jules: Hello. I don't think we've been introduced. My name's Jules Chirac. Sergei: Oh, I'm sorry, Jules! Sandra, this is Jules Chirac, our designer in our French office. Jules, this is Sandra Harper, she's with RTV. Sandra: Nice to meet you, Jules. I've seen your work. It's impressive. Jules: Thank you. That's always great to hear. It's nice to meet you, too.</p> <p> Go online to listen to the scenarios.</p>
4 Small Talk	New contacts 5	

Small Talk 978-0-00-754623-7

Business Skills and Business Communication

Collins
English for Business

Effective International Business Communication

CEF level:
B2-C1

Authors: **Bob Dignen with Ian McMaster**

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Includes advice on core communication skills and key interpersonal skills.

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- Build successful relationships

 Also available as an e-book



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CEF level:
B1-C1

Author: **Barry Tomalin**

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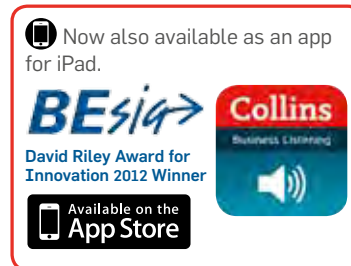
CEF level:
B1–C2

English for Business: Listening

Author: **Ian Badger**

Equips students with the skills to understand what business contacts are saying, however they say it. Authentic recordings feature real people talking about their work and lives in a variety of native and non-native accents alongside exercises and learning material.

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English for Business: Writing

Author: **Nick Brieger**

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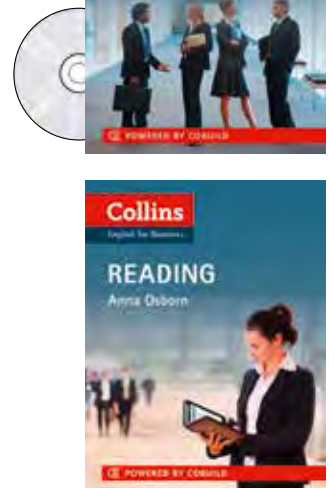


English for Business: Speaking

Authors: **James Schofield and Anna Osborn**

Ideal for business people who want to get their message across more effectively in all situations – on the phone, in meetings and in social situations. Covers key areas such as networking, negotiating and interviews. Step-by-step process guides the student from comprehension of a model dialogue to building their own dialogue.

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Author: **Anna Osborn**

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Teaching notes available online at www.collinselt.com/businessresources

Business Vocabulary, Grammar and Dictionaries



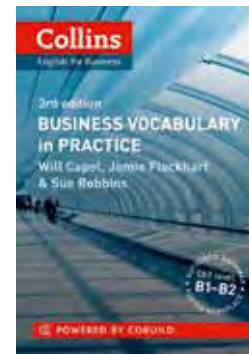
Business Vocabulary in Practice

CEF level: B1-B2

Authors: **Will Capel, Jamie Flockhart & Sue Robbins**

This easy-to-use practice book helps students learn the words they need for effective business communication.

Business words are presented, defined, illustrated and followed by exercises to help students remember and revise the vocabulary. Topics reflect today's business world, and include product development, branding and customer relationship management.



Business Grammar & Practice

Pre-intermediate

CEF level: A2-B1

Intermediate

CEF level: B1-B2

Authors: **Nick Brieger & Simon Sweeney**

Accurate grammar means more effective business communication. These two comprehensive and clear guides help to improve English grammar for use in the workplace, with clear grammar explanations in business contexts and practical exercises.



Business Grammar & Practice is also available as an app for iPhone.

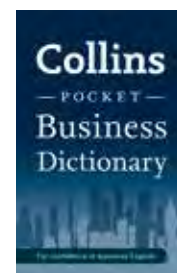
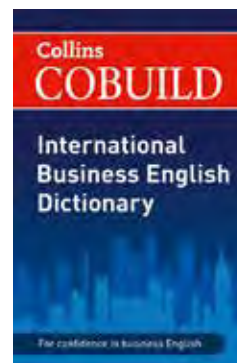
Available on the App Store

COBUILD International Business English Dictionary

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Workplace English

CEF level:
A1–A2

Author: **James Schofield**

Students follow PA Jasmine's daily life at her office and learn the English they need for everyday work life. Designed to equip office workers, receptionists, PAs and administrators with the key vocabulary they require to speak and understand English on the phone and when greeting visitors, making meeting and travel arrangements, dealing with problems and checking information.

 Learn through video: DVD with 12 videos included



Workplace English 2

CEF level:
A2

Author: **James Schofield**

Students follow project manager Tom's daily life at his office and learn the English they need for everyday work life. *Workplace English 2* looks at typical situations such as meetings, presentations, telephoning, emailing and effective use of telephone and video conferencing, and is designed to equip office workers with the key vocabulary and language skills they require to work in English.

 Learn through video: DVD with 12 videos included



Hotel & Hospitality English

CEF level:
A1–A2

Author: **Mike Seymour**

Students follow the Metro Hotel staff's days and improve their English while doing so. It is ideal for front-line staff in hotels and restaurants who need to communicate confidently in English to maintain good customer relations. Units cover checking guests in and out, dealing with difficult guests, taking food and drink orders, and much more.

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climate control | 36

climate control /ˈklaɪm.t̩.kəntrəʊl/

VEHICLE COMPONENTS: BODYWORK, CONTROLS, AND ACCESSORIES

NOUN Climate control is a system for controlling the temperature inside a vehicle.

The climate control unit adjusts the temperature of the engine.

The climate control system controls the heating and air-conditioning system.

The climate control system adjusts the temperature and air flow inside the car.

clutch /ˈklʌtʃ/ (clutches)

VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST

NOUN The clutch in a vehicle is a mechanism which connects the engine to the gearbox to make the vehicle move, and disconnects them to allow a driver to change gear.

- ▷ All manual transmissions require a clutch to engage or disengage the transmission.
- ▷ Gradual engagement of the friction clutch allows the vehicle to move smoothly from stationary.

COLLOCATIONS:

- disengage the clutch
- engage the clutch

CLUTCH PARTS INCLUDE:

- bell housing, clutch disk, master cylinder

The part of the car with which the driver operates the clutch is the **clutch pedal**.

clutch disk /ˈklʌtʃ.dɪsk/ (clutch disks)

VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST

The part of the clutch disk that disengages the clutch, allowing the vehicle to move smoothly from stationary, is the **clutch pedal**.

English Language Teaching Essentials

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Introducing English to Young Children: Reading and Writing

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Easy to read and full of practical information, this book introduces reading and writing skills (including spelling) through a playful approach and meaningful projects.

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- Gives ideas on enjoying and making picture books
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Author: **Opal Dunn**

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Author: **Jane Revell**

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 Also available as an e-book



Introducing English to Young Children: Spoken Language	978-0-00-752255-2
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Mini Flashcards Language Games



All levels / Primary /
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Illustrator: **Heather Clarke**

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Illustrator: **Heather Clarke**

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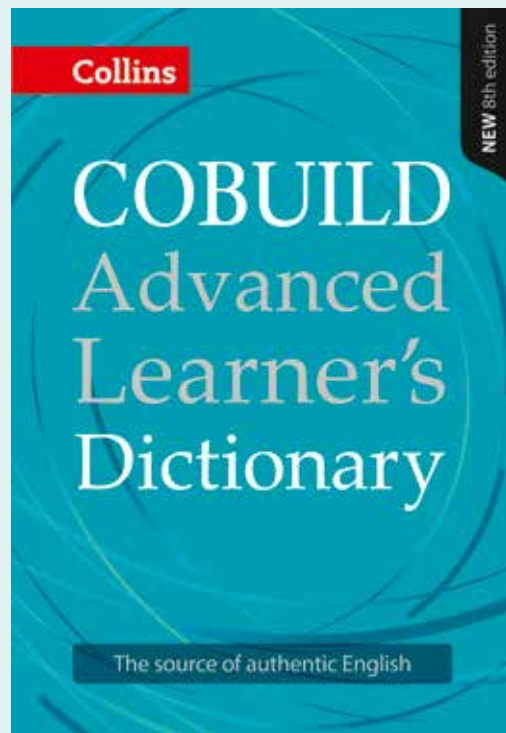


English through Football 978-0-00-752234-7

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CEF level:
B2+




8th EDITION

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CEF level: B1+

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COBUILD for Learners of American English

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COBUILD

COBUILD American Advanced Dictionary 2nd EDITION

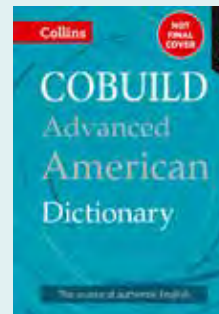
CEF level: B2+

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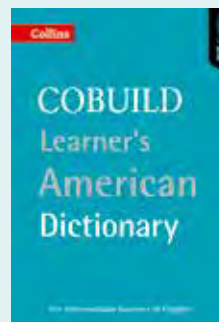
COBUILD American Learner's Dictionary 3rd EDITION

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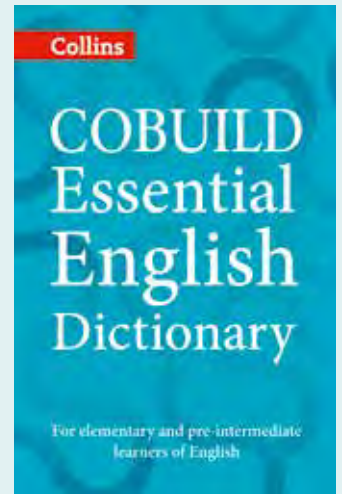
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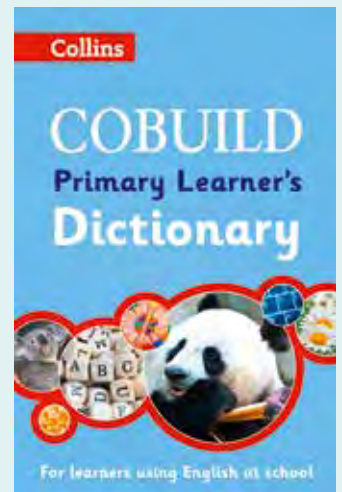
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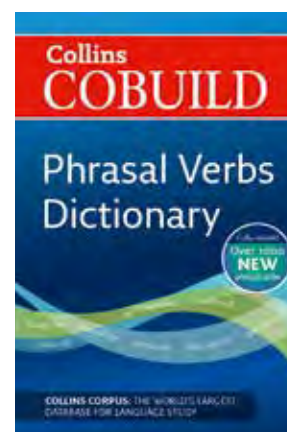
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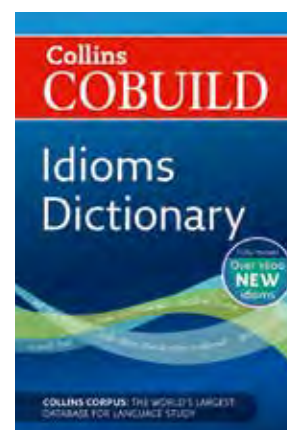


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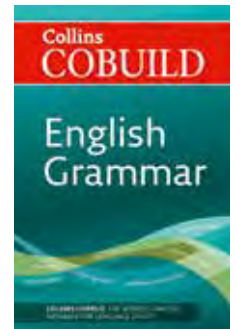
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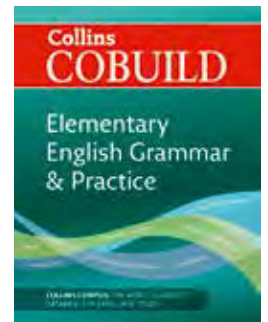
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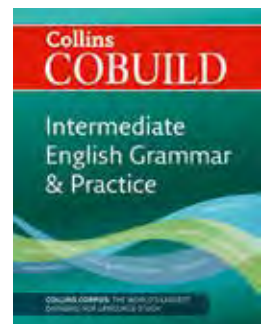
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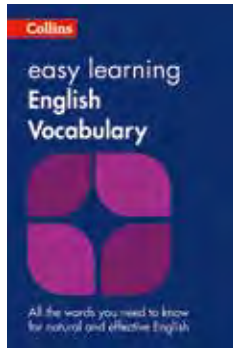
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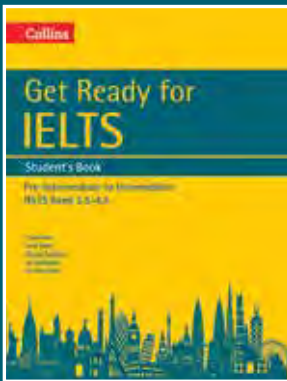
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