

Collins



English Language Teaching Catalogue 2014

www.collinselt.com

 POWERED BY COBUILD

Welcome to the Collins ELT 2014 catalogue

I am pleased to present the Collins ELT 2014 catalogue. Once again this year's catalogue contains a wide range of brand new learning resources enhancing our rapidly-growing list.

In 2014 we are launching a new series of non-fiction readers, the **Amazing People** series (pp. 12-14). Through our association with the Amazing People Club, we have produced 20 collections of first person narratives from key people in history. The series is unlike any other on the market and will be a wonderful resource for CLIL classes or for any teacher searching for engaging extensive reading materials.

The *Amazing People Readers* series is the first to benefit from another major publishing project: the COBUILD grading scheme. Building on our expertise as analysts of the English language and our corpus (see page 3), we have created a new CEF-linked wordlist from A1-C1.

Last year our **First English Words** book won the ESU English Language Book Award for Young Readers. Building on that success, we have expanded the *First English Words* range to include workbooks, flashcards, posters and story cards with a Teacher's Guide that explains how the materials can be used to introduce very young children to English.

We are pleased to have success once again with the ESU judges who shortlisted our **English for Life: Listening** title at A2 level (p. 18) for the 2013 prize.

As well as working hard to create new materials, we have also been growing our distributor network (pp. 54-55) and attending more conferences and events than ever before.

We hope to meet you at one of them soon!

Catherine Whitaker
Publishing Director
collins.elt@harpercollins.co.uk



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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 2014
	Also available as an app
	Also available as an e-book
	Includes CD
	Additional material available online

What's new?



First English Words Activity Pack
pages 6–7



Amazing People Readers
pages 12–14



English for Life: Skills Upper Intermediate B2
pages 16–19



Practice Tests for Cambridge English: Young Learners
page 24



Practice Tests for Cambridge English Key, Preliminary and First
page 25



Practice Test Pack for the TOEFL Test
page 31



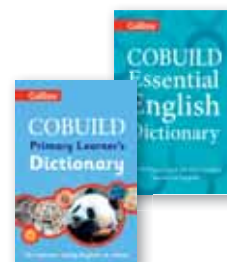
Academic Skills Series
page 36



Vocabulary Organizer
page 38



Small Talk
page 39



COBUILD Primary Learner's and Essential English Dictionaries
page 48

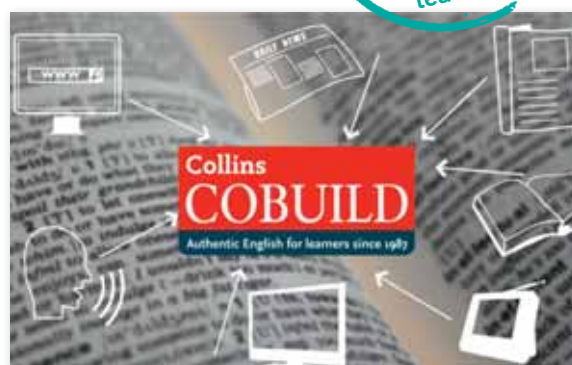
About Collins ELT

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. Our ELT list includes classroom, self-study materials and reference materials for all ages and language levels. Our 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 – the source of authentic English

Collins and the University of Birmingham developed an electronic corpus in the 1980s, called the Collins Birmingham University International Language Database (COBUILD). This corpus is a database of English as it is spoken and written around the world. The COBUILD project revolutionized dictionaries for learners because it gave us evidence of how language was really used, with examples from authentic sources, meaning that all COBUILD content could be based on fact rather than on compilers' intuition.

COBUILD is at the heart of Collins' ELT publishing, and Collins editors and lexicographers use corpus information to ensure that the English used in our books is the English that's really spoken and written around the world. The COBUILD logo represents our commitment to deliver real English to students, teachers and classrooms around the world.



POWERED BY COBUILD





































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Page	Age	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9+
6-7	YOUNG LEARNERS	First English Words Vocabulary book Activity Book 1 and 2 Teacher's Book Flashcards Activity Pack						
8-9			Collins Big Cat Readers and Workbooks					
10				English Club 1		English Club 2		
11						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+
12-14	ENGLISH READERS	Amazing People Readers		Level 1	Level 2	Level 3	Level 4	
15		Agatha Christie Readers						
16-19	GENERAL ENGLISH AND SKILLS	English for Life: Skills		Pre-intermediate A2	Intermediate B1+	Upper Intermediate B2+		
20		Real Lives, Real Listening		Elementary A2	Intermediate B1-B2	Advanced B2-C1		
21		Work on your...		Grammar A1	Grammar A2	Grammar B1	Grammar B2	Grammar C1
21				Vocabulary A1	Vocabulary A2	Vocabulary B1	Vocabulary B2	Vocabulary C1
22-23				Accent Phrasal Verbs Idioms				
22		Handwriting						
24		Practice Tests for Cambridge YLE		Starters	Flyers			
25	EXAMS	Practice Tests for Cambridge English		Key (KET)		Preliminary (PET)	First (FCE)	
26-30		IELTS		Get Ready for IELTS: Skills	Skills for IELTS Practice Tests for IELTS Grammar for IELTS Vocabulary for IELTS			

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		Common European Framework (CEFR), Council of Europe	A1 (Breakthrough)	A2 (Waystage)	B1 (Threshold)	B2 (Vantage)	C1 (Effective Operational Proficiency)	C2 (Mastery)
		IELTS level TOEFL Test score 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+
30	EXAMS	IELTS			Key Words Book 1 	Key Words Book 2 	Key Words Book 3 	
31–32		TOEFL®			Practice Test Pack Skills 			
33					Vocabulary and Grammar Key Words 			
34–35		TOEIC			Practice Tests Skills Key Words 			
36–37	ENGLISH FOR ACADEMIC PURPOSES	Academic Skills				Writing, Research, Lectures, Presenting, Group Work, Numbers   		
38		Vocabulary and Survival Guide		Vocabulary Organizer 				
38					International Students' Survival Guide 			
39–40	ENGLISH FOR BUSINESS, WORK & ESP	Business Communication			Small Talk 	Effective International Business Communication 		
40–41		Business Skills			Key Business Skills English for Business: Listening, Speaking, Reading, Writing  			
42		Business Vocabulary and Grammar		Business Grammar & Practice Pre-intermediate	Business Vocabulary in Practice Business Grammar & Practice Intermediate 			
42		Business Dictionaries						
43		English for Work	Workplace English Hotel & Hospitality English 	Workplace English 2 				
44		English for Specific Purposes			Key Words for Automotive Engineering, Electrical Engineering, Chemical Engineering, Mechanical Engineering, Hospitality, Retail, Accounting, Insurance, Finance, Oil & Gas Industry 			
45–47	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 					
48	REFERENCE	Dictionaries	COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary  					
49–50					COBUILD Phrasal Verbs Dictionary COBUILD Idioms Dictionary COBUILD English Usage Common Errors in English  	Advanced Learner's English Dictionary English Study Dictionary with IPA Illustrated Student's Dictionary Semi-Bilingual English Learner's Dictionaries		
51		Grammar	Elementary English Grammar & Practice		Intermediate English Grammar & Practice	COBUILD English Grammar COBUILD Pocket English Grammar		
52		Easy Learning			Easy Learning Webster's 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

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)

Puppy, hamster, guinea pig! (x 2)

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
- 6 posters
- 100 A5 flashcards
- 35 A4 story cards
- Audio CD



First English Words	978-0-00-743157-1	PB+CD
First English Words Activity Book 1	978-0-00-752313-9	PB
First English Words Activity Book 2	978-0-00-752312-2	PB
First English Words Teacher's Book	978-0-00-753600-9	PB
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

Learn to read in English

Age 4+



Available in American
and British English

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

- 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.collins.co.uk/page/
Collins+Big+Cat/ELT](http://www.collins.co.uk/page/Collins+Big+Cat/ELT)**

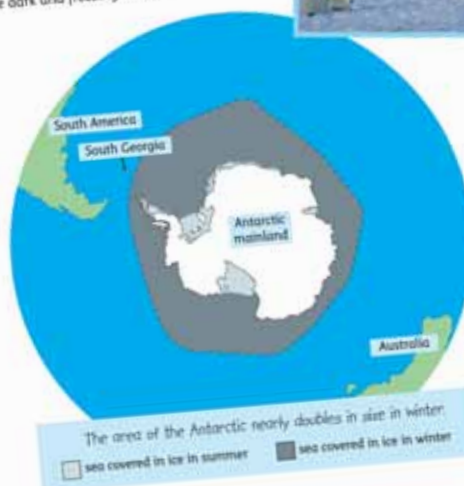
Antarctica is made up of the Antarctic mainland and the islands around it.
The mainland is a huge rocky land covered with snow and ice. It was the last place on Earth to be explored and no humans make it their home.

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 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.



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 Crab-eater seals Fur seals

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

2. _____ can attack King penguins.

3. _____ 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. _____

English Club

Author: **Rosi McNab**

English Club

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*)

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

Includes stickers

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

English Club 1

Age 5-6

978-0-00-748859-9
PB + CD-ROM + Stickers

English Club 2

Age 7-8

978-0-00-748860-5
PB + CD-ROM

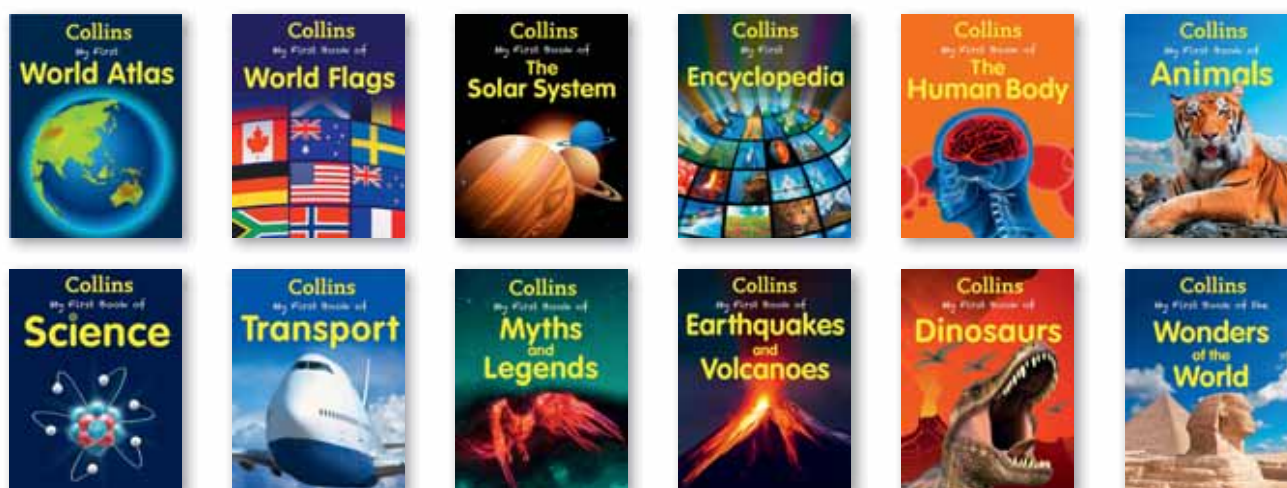
Sample pages from
English Club 2



My First reference books

Age
7-11

A new and expanded range of the **My First** reference book series, designed to appeal to young readers. Each book is packed with colourful diagrams, photographs, fun facts and quizzes, to make them both educational and entertaining to young learners.



Sticker Books

Fun sticker books introducing young children to the ever-popular topics of space, country flags and countries.



My First World Atlas	978-0-00-752126-5	PB
My First Book Of World Flags	978-0-00-752125-8	PB
My First Book Of The Solar System	978-0-00-752124-1	PB
My First Encyclopedia	978-0-00-752114-2	PB
My First Book Of The Human Body	978-0-00-752115-9	PB
My First Book Of Animals	978-0-00-752116-6	PB
My First Book Of Science	978-0-00-752117-3	PB
My First Book Of Transport	978-0-00-752118-0	PB
My First Book Of Myths And Legends	978-0-00-752123-4	PB
My First Book Of Earthquakes And Volcanoes	978-0-00-752831-8	PB
My First Book Of Dinosaurs	978-0-00-752830-1	PB
My First Book Of Wonders Of The World	978-0-00-752829-5	PB
Sticker Books – Collins Solar System	978-0-00-748142-2	PB
Sticker Books – Collins World Flags	978-0-00-748143-9	PB
Sticker Books – Collins World Atlas	978-0-00-748144-6	PB
Big Sticker Book	978-0-00-754938-2	PB

**Perfect
for the CLIL
classroom**



Amazing People Readers

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

Collins
English Readers

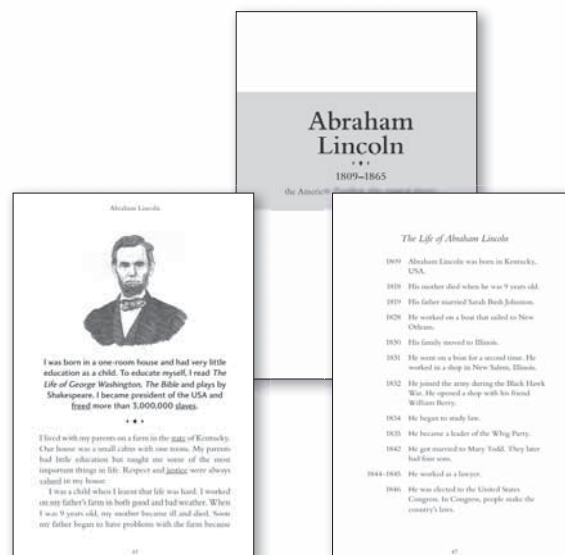
NEW

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, as well as extra activities



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 750
Level 2 pre-intermediate	A2-B1	8,000-11,000	approx 950
Level 3 intermediate	B1	11,000-15,000	approx 1,200
Level 4 upper intermediate	B2	15,000-18,000	approx 1,800

Amazing Leaders	978-0-00-754492-9	Level 1 / A2
Amazing Inventors	978-0-00-754494-3	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 Explorers	978-0-00-754497-4	Level 3 / B1
Amazing Writers	978-0-00-754498-1	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 Entrepreneurs & Business People	978-0-00-754501-8 May 2014	Level 1 / A2
Amazing Women	978-0-00-754493-6 May 2014	Level 1 / A2
Amazing Composers	978-0-00-754502-5 May 2014	Level 2 / A2-B1
Amazing Mathematicians	978-0-00-754503-2 May 2014	Level 2 / A2-B1
Amazing Philanthropists	978-0-00-754504-9 May 2014	Level 3 / B1
Amazing Performers	978-0-00-754505-6 May 2014	Level 3 / B1
Amazing Writers	978-0-00-754506-3 May 2014	Level 4 / B2
Amazing Leaders	978-0-00-754507-0 May 2014	Level 4 / B2
Amazing Performers	978-0-00-754508-7 June 2014	Level 1 / A2
Amazing Medical People	978-0-00-754509-4 June 2014	Level 2 / A2-B1
Amazing Scientists	978-0-00-754510-0 June 2014	Level 3 / B1
Amazing Entrepreneurs & Business People	978-0-00-754511-7 June 2014	Level 4 / B2

Include **CD** with a full reading of each story

Free online resources, including videos, a level test, student and classroom activities, and ideas for further project work

Also available as e-books

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
Perez 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
Hellen Keller
Nancy Wake
Eva Peron

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
Darwin
Frank Sinatra
Charles Dickens
Edith Piaf
Alfred Nobel

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
Henry Ford
Charlotte Brontë
Aristotle
Mark Twain

Agatha Christie Readers

Agatha Christie

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

PB+MP3CD

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

Include MP3 CD with full reading of the story

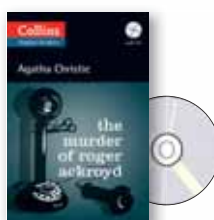
Activities and extra material available at www.collinselt.com/agathachristie



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



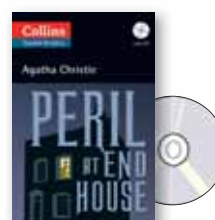
The Man in the Brown Suit
978-0-00-745155-5



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



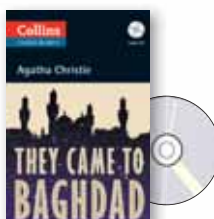
The Moving Finger
978-0-00-745163-0



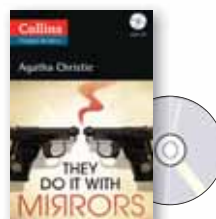
Sparkling Cyanide
978-0-00-745164-7



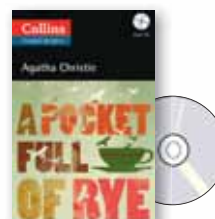
Crooked House
978-0-00-745165-4



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



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



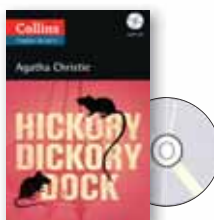
A Pocket Full of Rye
978-0-00-745168-5



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 specifically focus 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

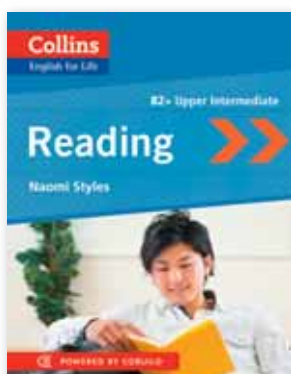
Reading

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

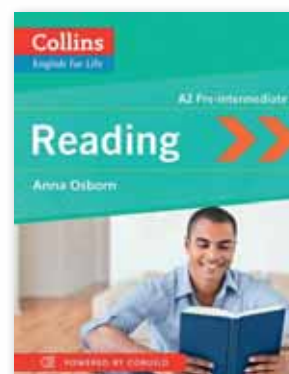
The *English for Life: Reading* books contain a variety of authentic and adapted texts reflecting real English environments and a variety of styles. Exercises help to develop reading skills including reading for general understanding and reading for detail, and include lots of useful information, such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

Series includes:

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



NEW



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	PB	May 2014
Intermediate / B1+	978-0-00-745871-4	PB	
Pre-intermediate / A2	978-0-00-749774-4	PB	

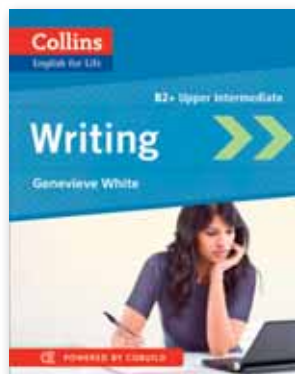
Writing

Guide learners to write clearer, better English in every situation

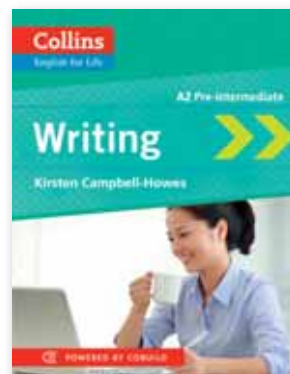
The **English for Life: Writing** books include a wide variety of formal and informal texts, helping students to recognize different writing styles and choose the right language in a large variety of contexts. Exercises practise persuasive language and help students to get their message across. The books also include essential advice on punctuation, layout, sentence structure and tone.

Series includes:

- online reviews
- tweets
- job applications
- emails
- letters
- blogs



NEW



Upper Intermediate / B2+

Author: Genevieve White

Intermediate / B1+

Authors: Kirsten Campbell-Howes & Clare Dignall

Pre-intermediate / A2

Author: Kirsten Campbell-Howes

Upper Intermediate / B2+	978-0-00-754132-4	PB	May 2014
Intermediate / B1+	978-0-00-746061-8	PB	
Pre-intermediate / A2	978-0-00-749776-8	PB	

19

SHARING NEWS AND INFORMATION

Writing for social media

Getting started

- What different social media sites have you used? How often?
- What different purposes can you use social media sites for?
- How does your social media writing style change depending on your purpose?

Looking closely

1 Read the texts. Identify each writer's purpose and the type of social media site each text might appear on.

Text A

Living in poverty is a reality for millions of women across the world. Educate yourself, educate others and take action. This year, International Women's Awareness Day is on March 15.

Text B

Techno@ingschools
Calling all music teachers! I'm giving an online workshop. Could you please say hello, where you come from and how often you use Twitter?

Text C

Lifescap@lifeschools
Hey, here's a gift that Friday feeling! Fancy meeting up for dinner in Perth City with @joshua and @michaela? #perthweekend

Text D

Maria Fisher
5 tips for social media success. I've just returned from an inspiring weekend at the business and technology conference in Zurich. Great to network and get ideas to face. My own personal highlight was Karl Jacobs' talk on the topic above. Click here to read my summary.

Language note: social media sites

Although social media sites are generally quite relaxed, it is still important to write clearly and appropriately. Always proofread your work and use correct punctuation. Twitter may have a strict 140-character limit, but try to avoid using too many abbreviations. If you are struggling to fit your message into your Tweet, consider posting it elsewhere, for example on Facebook™ or your blog.

Language focus

1 How formal is the language used in Texts A to D? Underline examples of semi-formal and informal language.

2 Look at how the writers have tried to make their posts engaging. Which posts ...

- ask questions? ...
- offer advice? ...
- ask for help? ...
- use humour? ...
- use short sentences? ...
- link to further reading? ...
- use action verbs? ...

3 Read the posts and identify the target readers.

- Going to see the new James Bond film tonight. If anyone is interested in coming, #bondbelieve!
- Went for a nice meal last night with my husband. I had the burger and Simon ordered the steak chicken. It was really delicious.
- I need help with my maths homework. Could you please fill in this short survey and RT it, please?
- The local council are going to close our library. This is terrible, particularly as it is National Reading Week. We would be very grateful if you could sign our petition.
- Reposting post, as usual, Karl. I totally agree with your point about an election - we have to do something quickly - the government can't be trusted to act on our behalf.
- Cheese laptops for sale!

4 Do you think the posts are engaging? Why / why not?

5 Rewrite the posts in Exercise 3 to make them more engaging. Use the techniques from Exercise 2 to help you.



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.

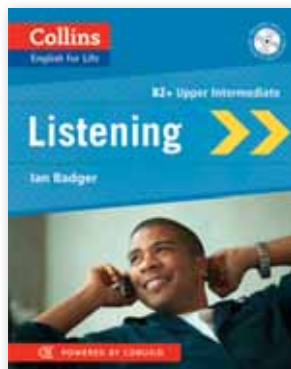


100% authentic recordings include:

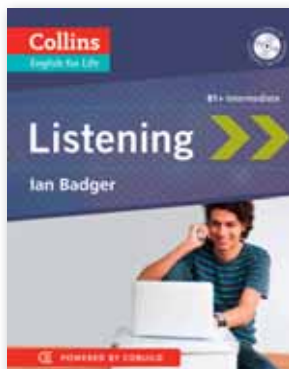
- announcements, voicemails and conversations
- a large variety of native and non-native English accents



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



NEW



HRH THE DUKE
OF EDINBURGH
ESU ENGLISH
LANGUAGE BOOK
AWARDS 2013
Shortlisted

Upper Intermediate / B2+

Author: Ian Badger

Intermediate / B1+

Author: Ian Badger

Pre-intermediate / A2

Authors: Chris Flint & Jamie Flockhart

Upper Intermediate / B2+ 978-0-00-754268-0 PB+MP3 CD May 2014

Intermediate / B1+ 978-0-00-745872-1 PB+MP3 CD

Pre-intermediate / A2 978-0-00-749775-1 PB+MP3 CD

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

1 EVERYDAY TRAVEL

In this unit

- You listen to a discussion about the pros and cons of cycling in the city.
- You listen to a discussion about commuting to work.

1 Do you think cycling in towns and cities should be encouraged? Listen to the recording. Are your views on cycling shared by the speakers?

2 Now listen to the discussion again and look at the pictures. Number them in the order you hear them in the recording.

3 Read the questions below. Then play the recording and answer the questions to test your comprehension of the discussion.

- According to Mike (the first speaker), who thinks they 'own' the road, cyclists or drivers?
- And who 'owns' the road in Matt's view?
- What is a common misconception, according to Matt, that drivers have about 'road law'?
- What, according to Mike, is especially 'unsafe'?
- Why was a man in Australia allowed to ride his bike without a helmet?
- Is it a legal requirement for cyclists to wear high-visibility jackets?

Matt says: 'I think legalising helmets could be an interesting path to go down, he means to say that he thinks 'making the wearing of helmets a legal requirement could be an interesting path to go down'.

'Road tax' (also known as 'car tax') is paid by anyone who owns a car in the UK. The tax is imposed by the government, but the money raised does not actually go towards maintaining the roads!

UNIT 1 | Everyday travel

Clear usage: emphasizing a point

Matt likes to use emphatic language to make a point. He uses 'well' as in:

"Quite often you will get bus drivers who act aggressively to cyclists. One does not say simply 'You get bus drivers who act aggressively ...'."

He repeats repeated speech:

Mike said 'You pay for the road, you don't?'
 Matt said 'You said that they paid for the road and I don't?'
 Mike said 'You said that they paid for the road and I don't?'

He uses the present continuous rather than the less dramatic simple present:

"We're all paying. It's not just bus drivers who are paying."
 rather than 'We all pay. It's not just the bus drivers who pay.'

4 Mike and Matt use a lot of idiomatic language. Read the following expressions and choose which of the two alternatives is closest in meaning.

- It's the other way round.
 - a It's not the way you described it.
 - b It is just as you said.
- The car pulled out right in front of me.
 - a The car stopped in front of me.
 - b The car moved out in front of me.
- The motor is out and about.
 - a It is all very confusing.
 - b Everything is clear.
- We were given free rein.
 - a We had complete freedom.
 - b We were restricted in what we could do.
- We had to wear heavy clothing so that we could be clearly seen.
 - a We had to wear high-visibility clothing.
 - b We had to wear purple jackets.
- Having lots of money and an expensive car is not the be all and end all of life.
 - a ... is not the most important thing in life.
 - b ... is definitely the most important thing in life.
- We were kept on our toes.
 - a We had to ride bicycles with very high saddles.
 - b We had to concentrate all of the time. We couldn't relax.

5 Listen to the recording again to check your recognition of specific words and phrases. Fill in the gaps.

- They feel they have to cross a red light to ... by a car.
- You hear so many horror stories about people ... by buses.

Speaking

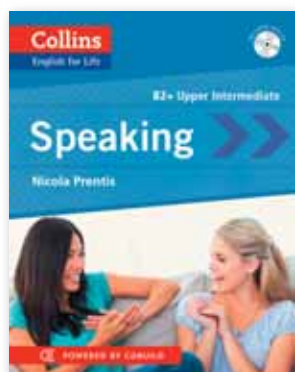
Improve learners' ability to speak clear English that everyone will understand

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.

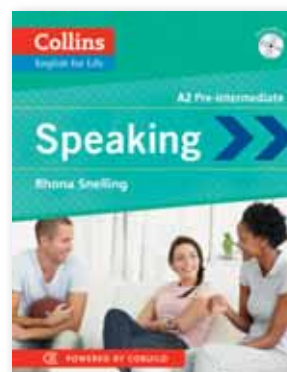
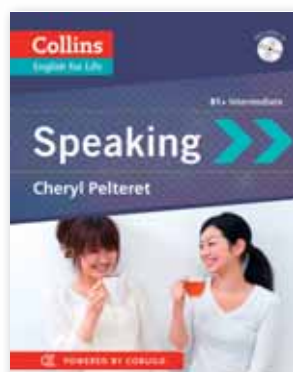
 CDs contain conversations and listening and speaking practice activities.

Series includes topics such as:

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



NEW



Upper Intermediate / B2+

Author: Nicola Prentis

Intermediate / B1+

Author: Cheryl Pelteret

Pre-intermediate / A2

Author: Rhona Snelling

Upper Intermediate / B2+ 978-0-00-754269-7 PB+MP3 CD May 2014

Intermediate / B1+ 978-0-00-745783-0 PB+MP3 CD

Pre-intermediate / A2 978-0-00-749777-5 PB+MP3 CD

8 BEING SUPPORTIVE

Getting started

- How do you cheer yourself up if you're having a bad day?
- What do you say to make someone else feel better if they're having a bad day?

Conversations

Read and listen to extracts from four conversations.

Conversation 1

Peter: Hi! What are you ...? Oh oh, is something wrong?

Sean: Remember that course I was waiting to hear about? I didn't get a place.

Peter: Oh no!

Sean: I'm on some waiting list which I bet is as long as my arm.

Peter: 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?

Peter: 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: Mmm, yeah. I think it's just built up 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, thanks, 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!**

UNIT 8 | BEING SUPPORTIVE

Conversation 3

Kathryn: Hey, how's it going?

Muhammed: Ugh, shouldn't complain, I know, but I'm flat out with work at the minute. 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 last forever though. **And look on the bright side. At least you must be feeling rich if you've got so much work on. Easy chaff!**

Conversation 4

Rana: I'm really worried about all these letters I've been getting from the tax people.

Colin: Yeah, I hate tax. It's a nightmare.

Rana: Yeah. They say I owe them a fortune but I know that can't be right. Whenever I call them I can't get through to anyone, and then I get another letter.

Colin: **Maybe speaking to an accountant would let 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. For now it'll all get sorted out in the end.

Understanding

Look at the bold phrases in Conversations 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			
5			



Real Lives, Real Listening


Real Lives
Real Listening


Author: **Sheila Thorn**

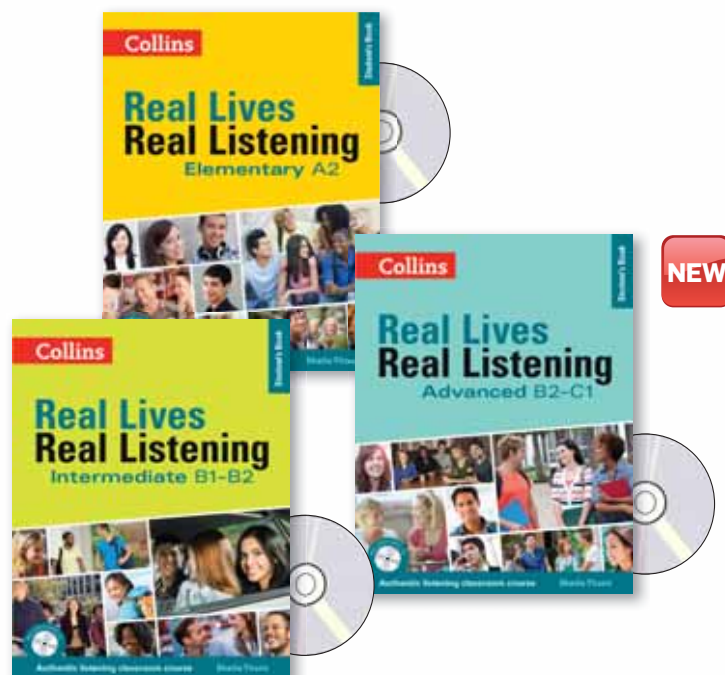
A three-level listening skills textbook based on unscripted and authentic recordings, featuring native and non-native speakers.

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 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**

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**Elementary /
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Work on your...

Collins

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General English

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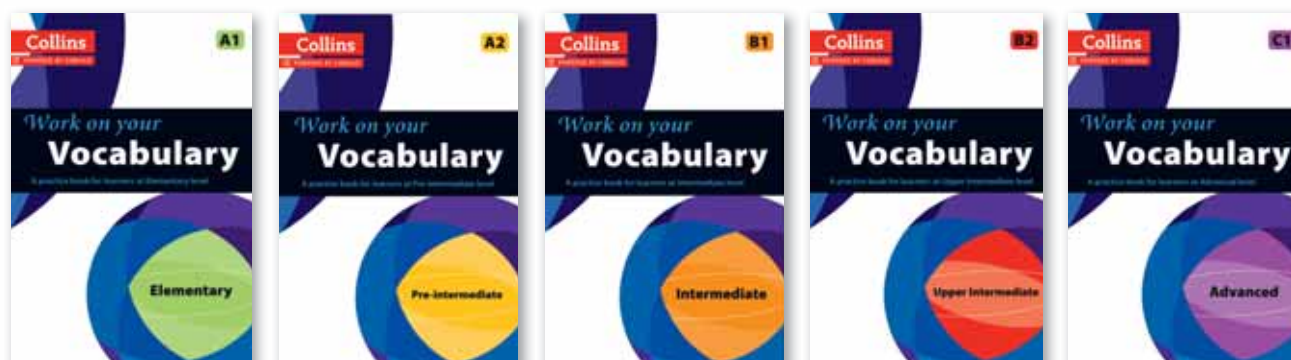
- Thirty units with hundreds of practice exercises in each book
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Work on your...

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 recognize why their native language makes it difficult for them to pronounce certain sounds and which sounds they need to focus on.

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

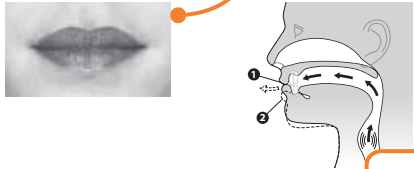
CEF level:
B1–C2



1

PET & BET

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



Make the sounds

- 1 Lightly squeeze your lips together, all the way along.
- 2 Start to breathe out, and let a little air build up behind your lips.
- 3 Don't let any air out through your nose!
- 4 Let your lips spring apart quickly, and continue breathing out.
- 5 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

X 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

X Making the same sound in the words 'pet' and 'bet'.
✓ First, revise the exercise.
Then, revise the words.
Keep a hand on your vibration chart.

2 3

X Bringing your lips very close together.
✓ Make sure that you are not vibrating quickly.

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

Accent	978-0-00-746291-9	PB+DVD-ROM
Handwriting	978-0-00-746942-0	PB



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.

Work on your...

Phrasal Verbs

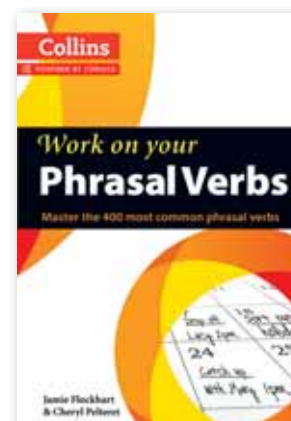
CEF level:
B1–C2

Authors: **Sandra Anderson & 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 400 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 memorize
- Full-sentence dictionary definitions with example sentences and extra background notes on usage
- Study tips on how to memorize phrasal verbs



Idioms

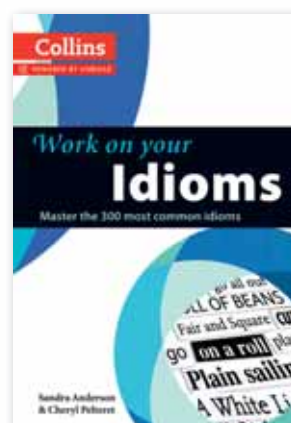
CEF level:
B1–C2

Authors: **Jamie Flockhart & 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 grouped into 25 themes, such as Communicating, Money and Relationships, making them easier to memorize
- Study tips on how to memorize idioms
- British English and American English variations included



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

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.



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	PB
Idioms	978-0-00-746467-8	PB



Cambridge Young Learners English Exams


Collins
English for Exams

NEW

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).

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

 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).

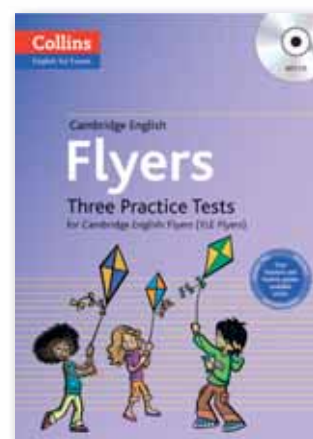
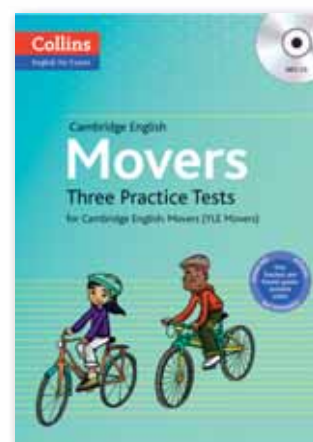
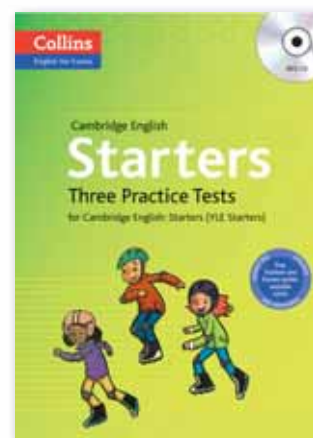
Practice Tests for Cambridge English: Movers (YLE Movers)

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).

Online support for parents included



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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)

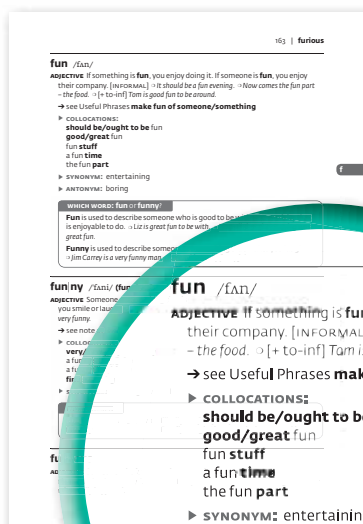
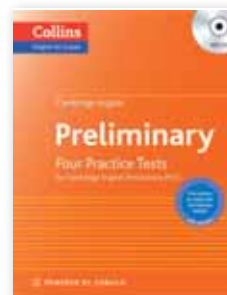
CEF level:
B1–B2

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 organized by topic



Practice Tests for Cambridge English: Key (KET)
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Practice Tests for Cambridge English: First (FCE)
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COBUILD Key Words for Cambridge English: First (FCE)
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Get Ready for IELTS

Collins
English for Exams

The **Get Ready for IELTS** skills books are for students who would like to make a start on their IELTS preparation, but who need to build up their language level before taking the test.

CEF level:
A2+ / IELTS level: 4+

Each title includes:

- 12 units of carefully graded material for pre-intermediate learners
- Four review units to check and consolidate key language and skills
- Key IELTS grammar and vocabulary
- Exam tips, information and common errors
- Complete practice test, answer keys and glossary

Perfect for self-study, using a guided-learning approach that gives students access to a full answer key with model answers and commentary

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

Get Ready for IELTS Listening

Author: **Jane Short**

 Includes audio CD

Get Ready for IELTS Speaking

Author: **Els Van Geyte**

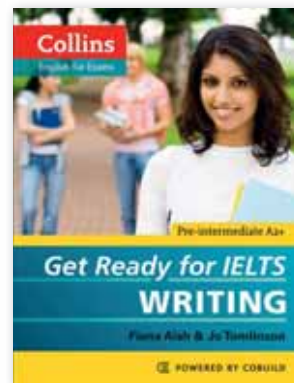
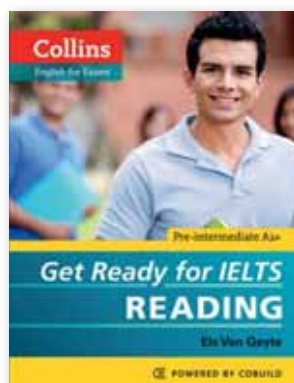
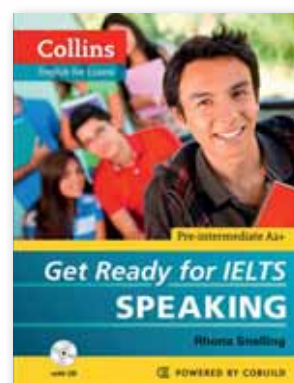
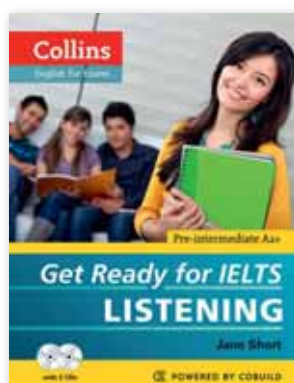
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Get Ready for IELTS Reading

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5 On campus services

AIMS: Language related to: university life and facilities • Following directions and identifying locations
• Prepositions • Key word stress • Labelling maps and flow charts • Short-answer questions
• Completing sentences

Part 1: Vocabulary

Campus services



1 The pictures above show buildings on a university campus. Label the buildings with the words in the box.

halls of residence library medical centre sports centre

2 Now match the buildings with the definitions below. You will not use all the definitions.

- 1 This is where you go to get fit
- 2 You go here when you are sick and need to get a prescription.
- 3 This is where you will find all kinds of reference materials, including journals, films, computers and all the information you need for your studies.
- 4 This is where students live on campus.
- 5 You go here when you want to listen to music.

Spelling

Watch Out!

Some words sound the same, but are spelt differently. In the Listening test, you must spell your answers correctly, or you will lose points.

Clear **Aims** and **Progress checks** in each unit help students contextualize what they learn and monitor their development

Watch Out! sections highlight common errors in the different IELTS papers

34 Get Ready for IELTS: Listening

Unit 5

3 Choose the correct spelling to complete the sentences.

- 1 The lecturer told his students to read the article quickly. (*threw / through / though*)
- 2 was a long queue of people waiting at the medical centre to see the doctor. (*Their / They're / There*)
- 3 The university has a number of (*restuarants / restaurants / restaurants*)
- 4 A lot of people enjoy meeting visitors from countries. (*foriegn / foreing / foreign*)
- 5 To get to the library, take the first road on the left and keep walking you get to the end of the road. (*untill / until / unntil*)
- 6 The tutor's office is on the floor. (*twelvth / twefth / twelfth*)

Prepositions

Exam information | Labelling plans

In the exam you may have to identify buildings by their location on a plan, and you will need to recognize the prepositions that indicate where things are.

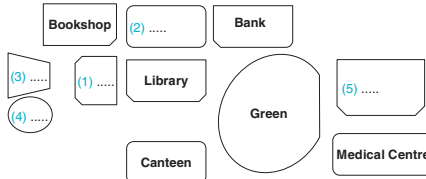
4 Sometimes there is more than one word to describe the same position, for example: *beside*, *by*, *next to*. In each group of words, circle the preposition or phrase that does NOT belong to the group.

- | | |
|---------------------------------------|--|
| 1 on top of, into, over, above | 4 behind, opposite, in front of, facing |
| 2 next to, far away, nearby, close to | 5 beside, next to, between, at the side of |
| 3 outside, inside, within, into | |

5 Read the description of a university campus and label the buildings on the plan.

The library is in the middle of the campus. It's next to the theatre. There's a shop behind the library, between the bank and the bookshop. The Student Union building is opposite the theatre, beside the round building, which is the night club. The Sports Centre is on the other side of the green, facing the Medical Centre.

A Sports Centre B Night Club C Student Union D Shop E Theatre



On campus services 35

Key IELTS language, grammar, vocabulary and exam practice in every unit

Exam tips and **Exam information** help students to start thinking about the exam situation

Skills for IELTS

Collins

English for Exams

 CEF level: B1+ /
IELTS level: 5-6+

With one book for each skill, **Skills for IELTS** helps students to focus on each of the four IELTS test papers in depth.

- Enables students to achieve the IELTS score required to gain entry into academic institutions in English-speaking countries
- Provides authentic exam practice and includes a complete practice paper
- Expands knowledge of IELTS themes and vocabulary
- Explains crucial IELTS vocabulary using Collins COBUILD definitions **POWERED BY COBUILD**
- Supports students through model answers and commentary

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

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

Unit 12 – Task 2

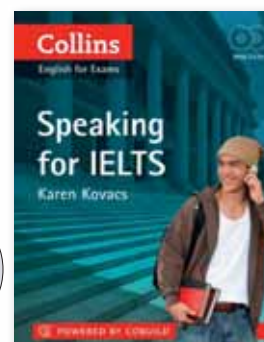
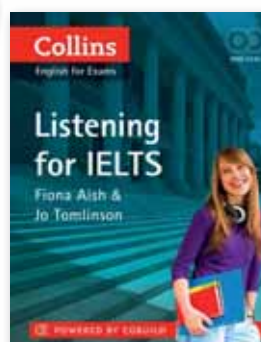
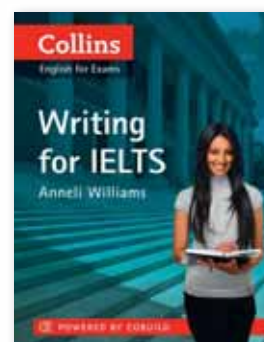
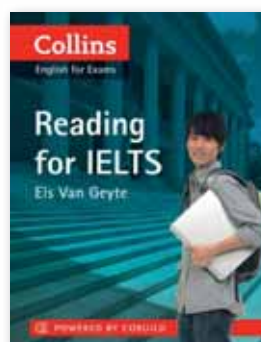
Human beings have long struggled with the difficulty of ensuring both freedom and fairness in society. Some people argue that a good society is necessarily one that ensures equality for all. However, in my view, this is neither feasible nor desirable in practice.

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

“Collins' new series is a superb source of material for IELTS.”

EL Gazette

Recommended for students who already have an IELTS score of 5.0/5.5, but who need to improve their score



Reading for IELTS

Author: Els Van Geyte

Writing for IELTS

Author: Anneli Williams

Listening for IELTS

Author: Fiona Aish & Jo Tomlinson

2 CDs featuring recordings and practice exercises similar to those in the IELTS exam

Speaking for IELTS

Author: Karen Kovacs

2 CDs featuring recordings and practice exercises similar to those in the IELTS exam

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978-0-00-742325-5	PB+CDs

4 The world around us

Aims: Talking about the environment and climate
Using cleft sentences and complex sentences
Pronunciation: Long and short vowel sounds
Exam technique: Using news articles to improve your answers

Vocabulary: The environment



- 1 Complete sentences 1–7 with words a–g. The sentences are all about ways to help the environment.
- | | | | |
|-----------|-----------|----------|--------|
| a Boycott | c Recycle | e Switch | g Walk |
| b Buy | d Reduce | f Use | |
- _____ paper, cans, plastic, glass and other items like mobiles.
 - _____ less water in the house and garden.
 - _____ the amount of household waste you produce.
 - _____ to energy efficient light bulbs.
 - _____ products that harm the environment, such as those made from mahogany, which grows in rainforests.
 - _____, cycle or use public transport instead of driving your car.
 - _____ organic foods that do not use harmful artificial fertilisers and pesticides.

Aims outline the specific exam-related content of the unit

Essential topic-based vocabulary work at the beginning of every unit

Exam tips highlight essential exam techniques and strategies that can be easily reviewed at a

32 Speaking for IELTS

Practice exercises

improve performance and confidence to cope with the demands of the test

Exam information presented in clear, easy-to-read chunks

Unit 3

Exam tip: If you have to label a diagram, always write the words you hear on the recording; do not use your own words.



5
17
CD1

You are going to hear two students discussing an assignment. Listen and complete the diagram in Exercise 4. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.



Exam information: Note completion (1)

In the IELTS Listening exam, you may have to complete notes. This question type can be found in any section of the exam. You will need to think about the topic and look at the notes carefully to decide what kind of word fits grammatically in each space.

6

Read the notes and write what kind of word completes each space grammatically: a noun, a verb or a quantity/amount?

Lightning Safety: Presentation Plan

Part 1: Planning for lightning

- Important to be prepared
- Go inside before it 1 _____

Part 2: If inside

- Stay away from water, doors, windows, and telephones
- Turn off 2 _____

Part 3: If outside

- Avoid trees, open spaces, and metal objects
- If the lightning comes near you, 3 _____ and cover your ears

Part 4: If someone gets hit

- Get help from a 4 _____
- Call an ambulance
- Don't worry: 5 _____ of lightning victims survive!

Think of words related to the topic of 'lightning and safety' that could complete the notes above.



7
18
CD1

You are going to hear two students talking about a project. Listen and complete the notes in Exercise 6 above. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

IELTS Practice Tests, Grammar and Vocabulary

Collins
English for Exams

Practice Tests for IELTS

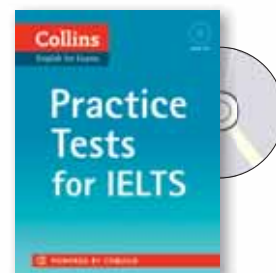
CEF level: B1+ / IELTS level: 5-6

Practice Tests for IELTS ensures students are ready to sit the exam and achieve the IELTS score they need.

Includes:

- Four complete Academic IELTS tests PLUS two complete General Reading and Writing papers
- A clear guide to how the IELTS exam works
- A whole section full of useful tips on how to do well in the exam
- A CD (+ transcript) with accurate models for the Speaking and Listening papers
- Answers and explanations for all four papers (including model answers for Speaking and Writing)

Includes MP3 CD



Grammar for IELTS

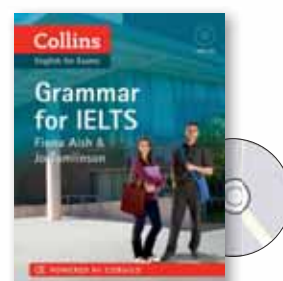
CEF level: B1+ / IELTS level: 5-6

Author: **Fiona Aish & Jo Tomlinson**

Grammar for IELTS equips students with the tools to improve their grammar for the IELTS challenge.

- Twenty units cover key areas of grammar for all four IELTS tests
- Students complete a full IELTS test by working through the book
- Useful tips, practical exam strategies and practice exam sections covering all four IELTS test papers in every unit

Includes Audio CD with practice for the IELTS Listening test and model answers for IELTS Speaking



Vocabulary for IELTS

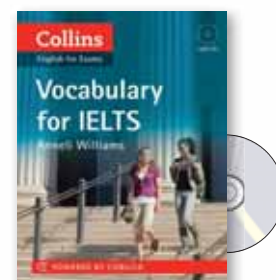
CEF level: B1+ / IELTS level: 5-6

Author: **Anneli Williams**

Vocabulary for IELTS is the perfect tool for students who would like to work on key vocabulary needed for the IELTS exam.

- Twenty units cover vocabulary for all four IELTS papers
- Key vocabulary and example sentences from the Collins corpus included
- Practice exam sections at the end of each unit cover the full range of IELTS test papers

Includes audio CD providing valuable Listening and Speaking practice



COBUILD Key Words for IELTS

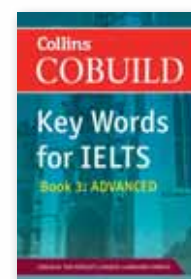
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- **Book 3 Advanced** – For students aiming for a top score

IELTS Level: 4–5.5

IELTS Level: 5.5–6.5

IELTS Level: 7+



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TOEFL® Practice Tests

NEW

Practice Test Pack for the TOEFL® Test

CEF level:
B1+

A comprehensive pack to prepare students for the TOEFL® iBT and PBT tests. Students will:

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- Know what to expect on the day of the test
- Improve their score through realistic practice designed to replicate the online environment of the TOEFL® iBT test

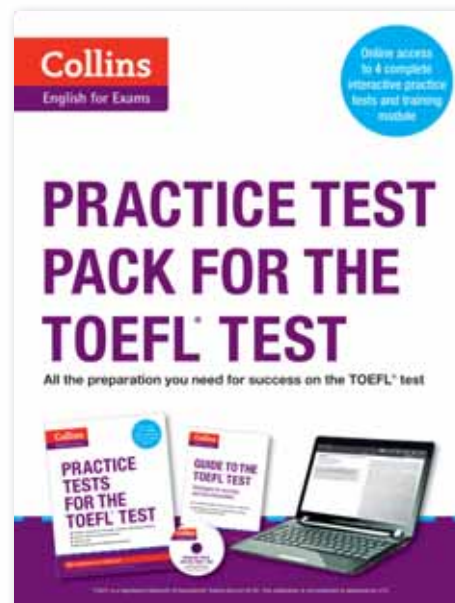
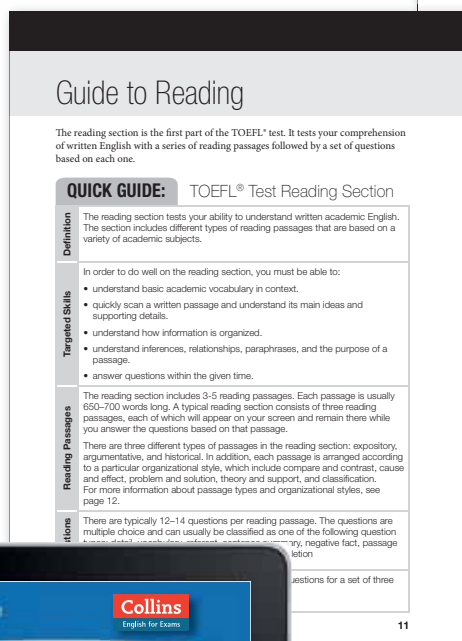
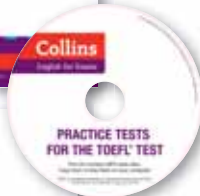
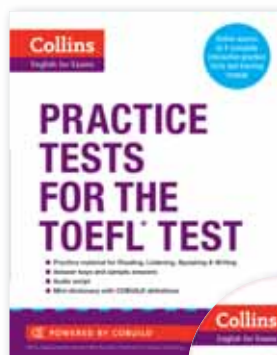
The pack includes:

- Access to four complete TOEFL® tests online
- Two complete TOEFL® tests with answers, mini-dictionary and audioscript in the practice test book
- A complete Guide to the TOEFL® Test booklet, with strategies for success and information on the test

● An MP3 CD with realistic audio for the Speaking and Listening sections

● Online access to four complete TOEFL® tests and a free interactive training module with additional practice and strategies for improving skills for each part of the test

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 <u>not</u> 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...

Multi format: Online course, Book, Booklet
1 MP3 CD 978-0-00-749970-0 March 2014



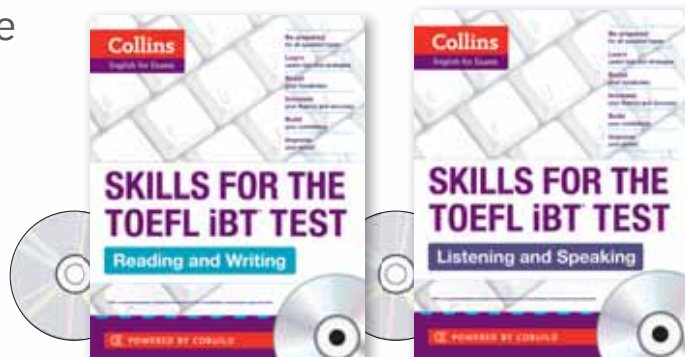
Skills for the TOEFL® iBT Test

Collins
English for Exams

Skills for the TOEFL iBT® Test

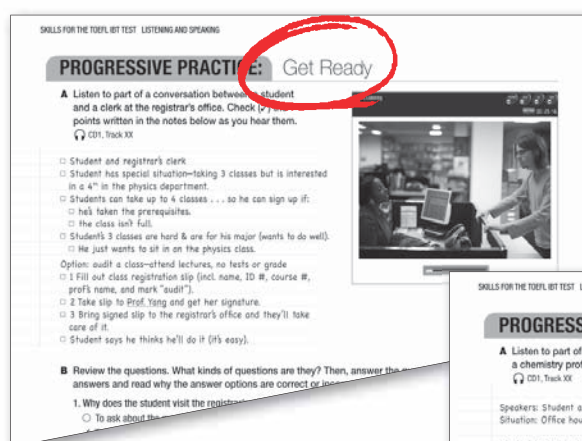
CEF level:
B1+

gives learners the tools to handle the challenging integrated skills aspect of the test, providing clear strategies and tips to help learners improve their score.



- Improve students' confidence with progressive practice and review sections
- Clear test strategies, tips and practice activities give students the tools to work towards a better score
- Help students eliminate wrong answers with answer analysis feature
- Include audio CD with test-style listening practice

Three stages of **Progressive Practice** provide step-by-step support to answering questions confidently



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TOEFL® Vocabulary and Grammar

Vocabulary and Grammar for the TOEFL® Test

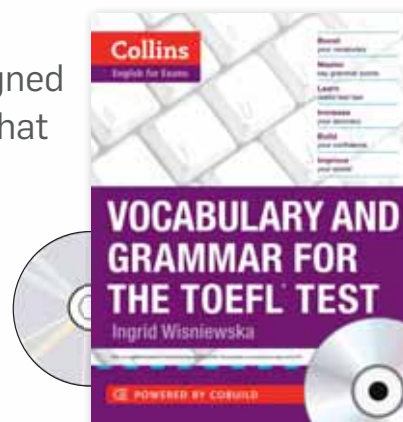
CEF level:
B1+

Author: Ingrid Wisniewska

Vocabulary and Grammar for the TOEFL® Test is designed to help students master the vocabulary and grammar that they require to get a high score in the TOEFL® test.

- Exposes students to the task types they will encounter in the TOEFL® test
- Includes tips and strategies for how to approach test tasks
- Enables students to improve their skills, gain confidence, and achieve the score they need

● Includes MP3 CD



COBUILD Key Words for the TOEFL® Test

COBUILD Key Words for the TOEFL® Test covers the words and phrases that students need to achieve the TOEFL® test scores required by top universities and employers.

- Vocabulary-building features, synonyms, phrases and collocations help students to enrich their vocabulary and increase their accuracy and fluency. Key terms from the Academic Word List are also covered
- To help students consolidate what they have learnt, the title also includes a thematic word list section, organized according to topics that frequently appear in the TOEFL® test
- Clear definitions and authentic examples from the Collins Corpus help students to see how English is really used



cite /saɪt/ (cites, citing, cited) AWL ACADEMIC STUDY

VERB If you **cite** something, you quote it or mention it, especially as an example or proof of what you are saying. [FORMAL] → She **cites** a favorite poem by George Herbert. → The author **cites** just one example. → [+ as] How can we account for the data **cited** as evidence for that theory? → [+ as] Florida was **cited** as the most popular vacation destination.

► **COLLOCATIONS:**
cited **as** something
cited **as** **proof/evidence/justification**
cite a **source/example/statistic/case**
cite a **report/study/passage/poll**
a **report/article/author/analyst** **cites** something

► **SYNONYMS:** quote, mention

USAGE: cite or quote?
You use both of these words to talk about references and sources. **Quote** always refers to the use of the exact words from another source. In the example below, Ellis uses Harris's exact words in her article. → In the article, Ellis **quotes** from Harris's personal letters. **Cite** can refer to the use of the exact words, a paraphrase, an idea, or data from another source. In the example below, Blum uses the results of the study as evidence. → Blum **cites** a study done by the California Energy Commission that showed ...

am|biva|lent /æmbɪvələnt/

ADJECTIVE If you say that someone is **am** seem to be uncertain whether they really approve of it. → [+ about] She **remained am**

► **COLLOCATIONS:**
ambivalent about something
feel/remain ambivalent

► **SYNONYM:** unsure

am|biva|lence /æmbɪvələns/

NONCOUNT NOUN → [+ toward] a profound **am** family policy

► **COLLOCATIONS:**
ambivalence about/toward something

Vocabulary and Grammar for the TOEFL® Test
978-0-00-749966-3 PB+MP3 CD

COBUILD Key Words for the TOEFL® Test
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Skills for the TOEIC® Test

Collins
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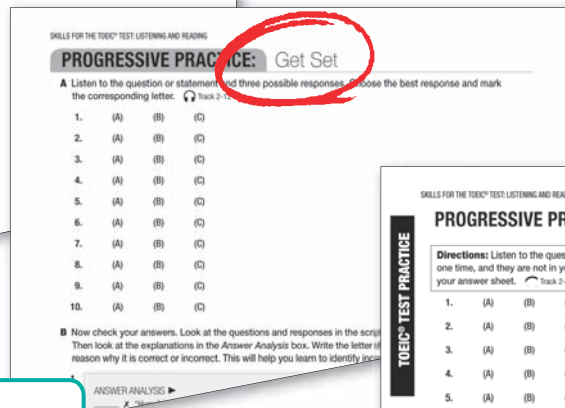
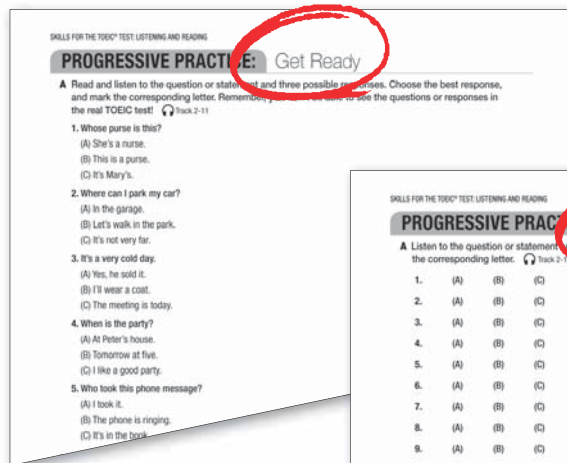
CEF level:
B1+

Skills for the TOEIC® Test is a two-book series that helps learners handle the integrated skills aspect of the TOEIC® test. Each book in the series contains material to improve all four skills.

- Improve students' confidence with *Progressive Practice* and *Review* sections
- Clear test strategies, tips and practice activities give students the tools to work towards a better score
- Help students eliminate wrong answers with answer analysis feature



Audio CD with test-style listening practice and model answers for speaking included

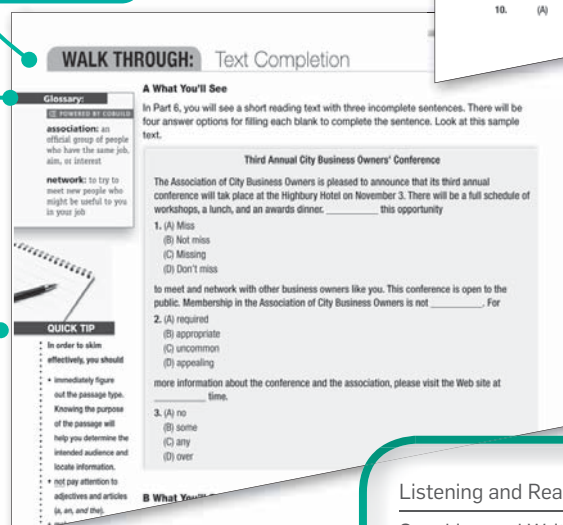


Three stages of *Progressive Practice* provide step-by-step support to answer questions confidently

Walk Through takes students through the particularities of each question type with test examples

POWERED BY COBUILD
Collins COBUILD definitions help students understand difficult words

Practical *Quick Tips* equip students with strategies they can apply during the



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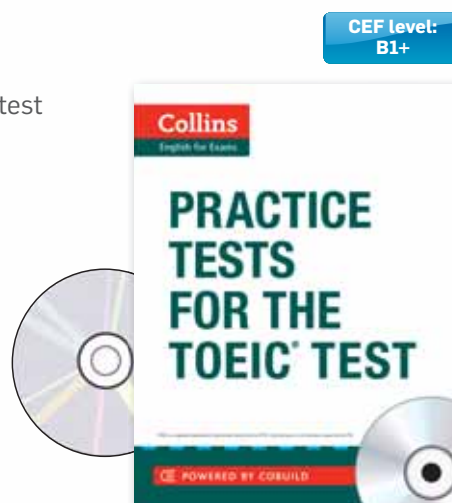
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- A whole section full of useful tips on how to do well in the exam
- A CD (+ transcript) with accurate models for the Speaking and Listening papers
- Answers and explanations for all four sections of the test (including model answers for Speaking and Writing)

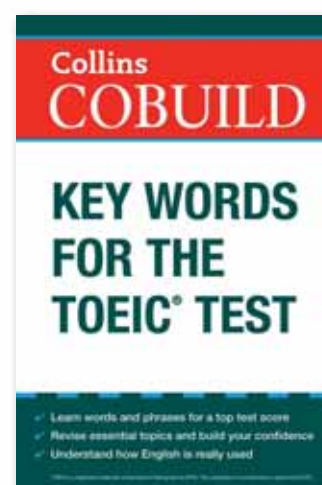
 Includes MP3 CD



COBUILD Key Words for the TOEIC® Test

COBUILD Key Words for the TOEIC® Test covers the words and phrases that students need to master in order to achieve the scores required by top employers.

- Full coverage of the most common words that appear in the TOEIC® test
- Simple definitions make words even easier to understand
- Topic-based vocabulary sections ensure students feel fully prepared for the exam



Practice Tests for the TOEIC® Test 978-0-00-749971-7 PB+MP3 CD 

COBUILD Key Words for the TOEIC® Test 978-0-00-745883-7 PB 



Academic Skills Series

Collins
E A P

CEF level: B2+ /
IELTS level: 5.5+

The **Academic Skills Series** is a six-book series that supports international students of all academic subjects with study skills and English language practice. It helps students step up their performance from IELTS/TOEFL®-level to academic success.

- Each book focuses on one specific skill required at university
- Information on academic expectations and practical exercises helps students to understand what is required in the academic world
- Chapters include tips and summaries for easy reference

Writing


Author: **Els Van Geyte**

Research

Author: **Anneli Williams**

Lectures

Author: **Jo Tomlinson & Fiona Aish**

 Includes CD with authentic lectures

Presenting

Author: **Graham Burton**

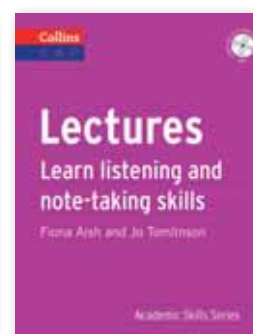
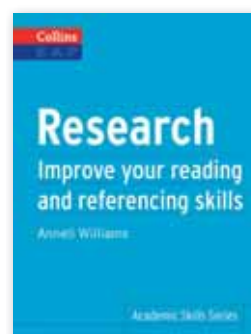
 Includes CD with model language

Group Work

Author: **Patrick McMahon**

Numbers

Authors: **Louis Rogers & Dawn Willoughby**



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

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

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.

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

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

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 an 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 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

Research, Chapter 1, pp. 2, 3 and 5.



Vocabulary Organizer

NEW

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 organized templates in which to record and review their vocabulary.

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- Record vocabulary in a structured way
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978-0-00-755193-4
PB, Spiral bound March 2014



International Students' Survival Guide

Get the most out of your time at university

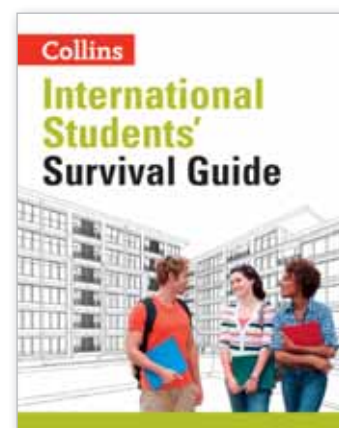
The **International Students' Survival Guide** prepares students for undergraduate and post-graduate life at English-speaking universities. Students will know what to expect and how to prepare for living and studying in another country.

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

978-0-00-756892-5 e-book June 2014

e-book only

CEF level:
B2

Small Talk

Author: **Deborah Capras**

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 also includes semi-scripted recordings of good and bad examples of small talk for learners to listen to and assess.

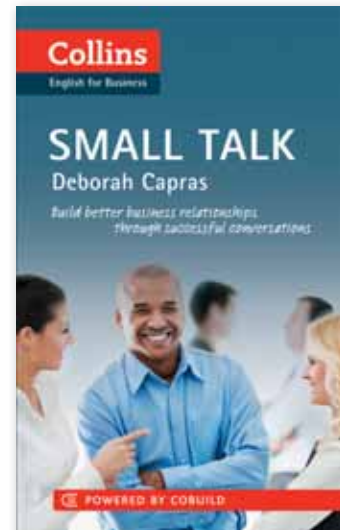
Students learn the language to:

- 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

 Also available as an e-book

CEF level:
B1+




Key phrases

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.
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.
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? 'Athanasius' — Am I saying it correctly?
Help people to remember your name	Let me give you my business card. Please, call me John. Here's my card.
Correct someone who says your name wrong	Almost. It's Julianne, Julie for short. Actually, it's Sahinda Sinha.
Apologize if you get someone's name wrong	I'm sorry, Julie. Oh, I am sorry.

 Go online to listen to the key phrases.

Scenarios

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.
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.
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.

 Go online to listen to the scenarios.



Business Skills and Business Communication

Collins

English for Business

Effective International Business Communication

CEF level:
B2–C1

Authors: **Bob Dignen** with
Ian McMaster

“Talking is easy. Getting people to listen to you, that's where we can help.” **Bob Dignen**

An indispensable guide for professionals working internationally in English, as well as Business English and Communication trainers.

Includes advice on core communication skills and key interpersonal skills.

- Use the right style of communication at the right time
- Handle challenging meetings with native and non-native speakers
- Build successful relationships



Key Business Skills

CEF level:
B1–C1

Author: **Barry Tomalin**

Using the unique 'Business Plus' approach, **Key Business Skills** gives advice and practice to develop business skills in four key areas PLUS the language students really need to get results.

Key Business Skills helps students conquer their fear of presenting in English, understand the subtleties of negotiating, feel confident talking to new colleagues, and run successful meetings.

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 Includes MP3 CD



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English-Speaking Union, 2013

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English for Business: Skills

English for Business: Skills is a popular series of skills books focused on the language needed to do business in English, anywhere in the world. Each book includes tips on how to communicate effectively and interculturally.

CEF level:
B1–C2

English for Business: Listening

Author: **Ian Badger**

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as an app for iPad.

BESIG

David Riley Award for
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Available on the
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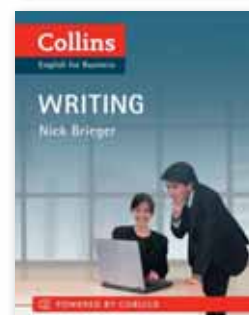
- Includes MP3 CD with 78 minutes of authentic recordings of native and non-native speakers
- Additional recordings and transcripts available online at www.collinselt.com/businesslistening



English for Business: Writing

Author: **Nick Brieger**

Helps students write clearer business documents more effectively. Covers key areas such as varying tone, structuring documents and considering your audience. Exercises demonstrate best practice in business writing, and focus on written texts, vocabulary, and key structures.



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.

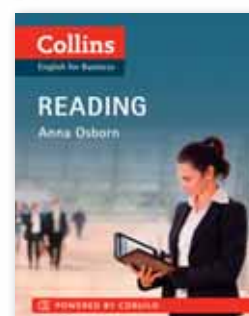
- Includes MP3 CD with role-plays and conversations to practise fluency



English for Business: Reading

Author: **Anna Osborn**

Helps students to refine and perfect their business reading skills with a wide range of text types. Includes helpful advice on different reading styles, reading methods, and skills such as reading between the lines or understanding the true meaning behind the message.



English for Business: Listening	978-0-00-742321-7	PB+MP3 CD
English for Business: Writing	978-0-00-742322-4	PB
English for Business: Speaking	978-0-00-742323-1	PB+MP3 CD
English for Business: Reading	978-0-00-746943-7	PB



Business Vocabulary, Grammar and Dictionaries

Collins
English for Business

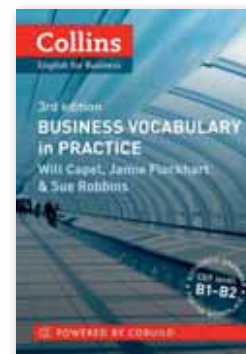
Business Vocabulary in Practice

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

CEF level:
A2-B1

CEF level:
B1-B2


Pre-intermediate

Intermediate

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.

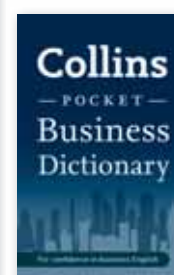
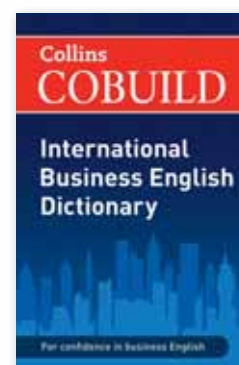
 Available on the App Store

COBUILD International Business English Dictionary

Essential business English for any situation, with practical advice for succeeding in today's business world.

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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

CEF level:
A1–A2



Workplace English 2

Author: **James Schofield**

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 Learn through video: DVD with 12 videos included

CEF level:
A2



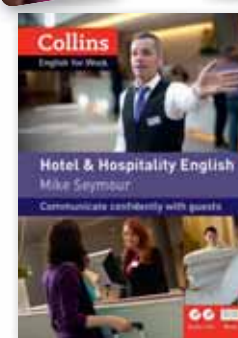
Hotel & Hospitality English

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.

 Real-life situations and tasks: Includes 2 CDs with 24 conversations plus exercises

CEF level:
A1–A2



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COBUILD Key Words for Specific Purposes

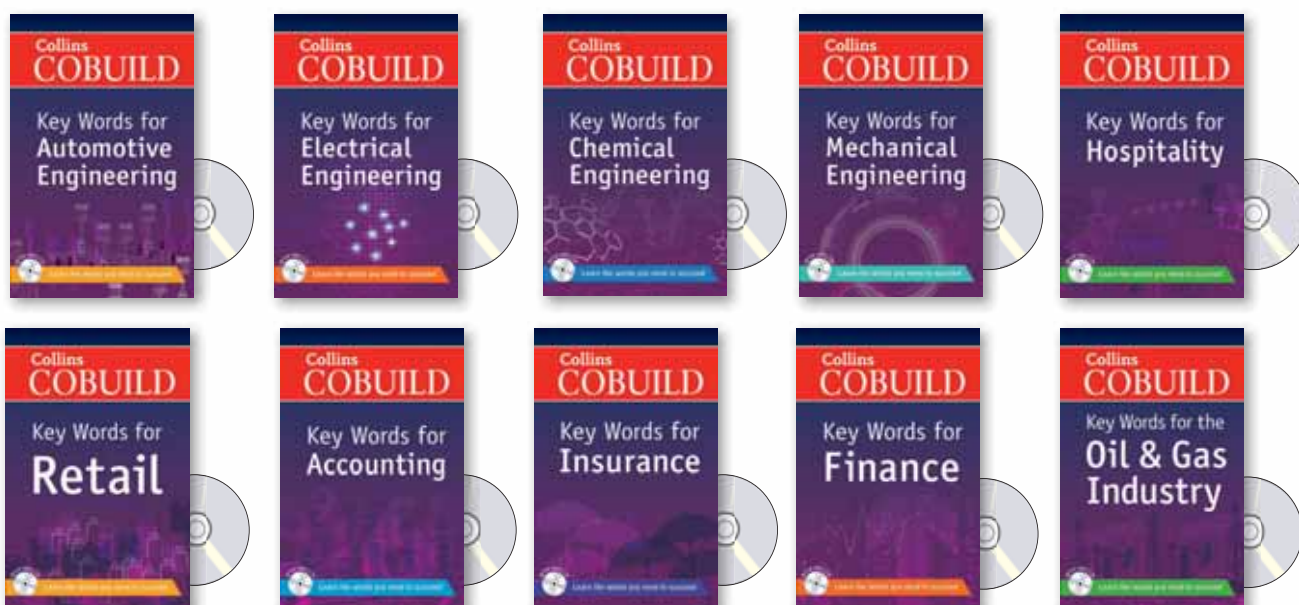
COBUILD

CEF level:
B1+

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climate control | 36

climate control /ˈklaɪmɪt ˌkəntroʊl/

VEHICLE COMPONENTS: BODYWORK, CONTROLS, AND ACCESSORIES

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

- ▷ The car's climate control system controls the heating and air-conditioning systems.
- ▷ The climate control unit adjusts the temperature and air flow inside the car.

Climate control unit adjusts the temperature 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 with 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 **clutch plate** is the part of the clutch which connects the engine to the gearbox. The clutch disk disengages the clutch, allowing the vehicle to move smoothly from stationary.

English Language Teaching Essentials

A handy series of quick-to-read, practical teacher guide books

Introducing English to Young Children: Spoken Language

Author: **Opal Dunn**

This book looks at how very young and young children begin to acquire English, suggesting how teachers and parents can 'tune into' young children's developmental needs and support them.

- Introduces lesson plans and a wide selection of useful oral activities for 3 to 8-year-olds
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- Contains projects, games and simple picture books that can be used from the first lessons



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Author: **Opal Dunn**

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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- Explores how children move towards becoming independent learners
- Gives ideas on enjoying and making picture books
- Helps teachers plan, manage and assess lessons

NEW

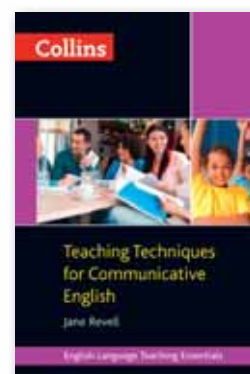


Teaching Techniques for Communicative English

Author: **Jane Revell**

This new edition of the bestselling title includes lively activities that give learners a chance to experiment creatively with newly acquired language so they can communicate in a meaningful way in real life situations.

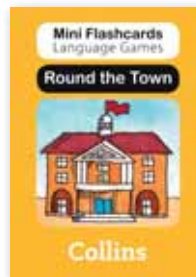
- Moves from easy to more challenging exercises for both learners and teachers
- Includes activities and role plays based on real life situations



Introducing English to Young Children: Spoken Language	978-0-00-7522552	PB	
Introducing English to Young Children: Reading and Writing	978-0-00-7522545	PB	August 2014
Teaching Techniques for Communicative English	978-0-00-7522521	PB	



Mini Flashcards Language Games



All levels / Primary /
Secondary / Adult



Mini Flashcards and Dice

Author: **Susan Thomas**

Illustrator: **Heather Clarke**

Sixteen packs of 40 full-colour flashcards with games and suggested activities, for learners to use in class in pair or group work. Flashcards can be used together with the dice to create fun, motivating and communicative classroom activities.

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- Language-focused
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Mini Flashcards Language Games – Teacher's Book

Authors: **Susan Thomas with Annie Hughes**

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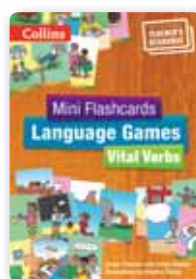
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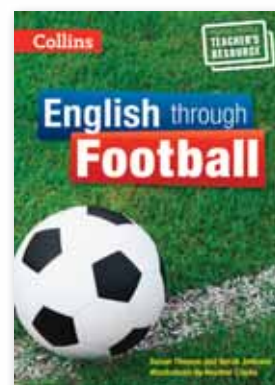
English Through Football

Author: **Susan Thomas & Sarah Johnson**

Illustrator: **Heather Clarke**

Using engaging cartoon illustrations, this photocopiable resource book provides general English language and practice through the motivating theme of football, with activities for groups and pair work.

All levels / Primary /
Secondary / Adult



Minibooks for Young Learners

Author: **Jane Myles**

A photocopiable resource book of texts, puzzles and activities to learn and practise everyday words and phrases. The teacher photocopies 2 double-sided A4 pages for each pupil, and pupils easily cut and fold the pages to make their personalized minibooks.

CEF level: A1 /
Primary



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

Minibooks for Young Learners 978-1-90-758402-2 PB



COBUILD Dictionaries for Learners

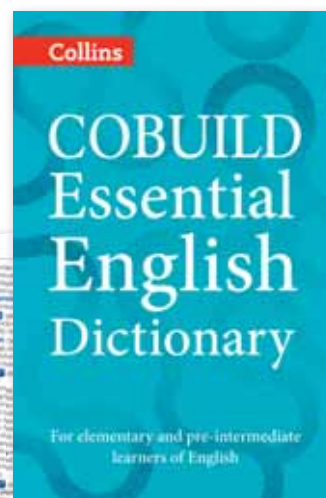
COBUILD Essential English Dictionary

CEF level:
A1–B1

An engaging, illustrated dictionary aimed at elementary and pre-intermediate learners of English of all ages. With over 8,000 entries, and an attractive full-colour illustrated supplement, this is the perfect dictionary for students who are starting out on their journey of learning English.

The dictionary includes:

- The essential words, phrases and idioms elementary and pre-intermediate students need to learn
- Simple definitions to make words even easier to understand
- Thousands of examples of real English from the Collins Corpus
- Visual thesaurus focusing on the most overused words to help students expand their vocabulary
- Hundreds of line drawings illustrating key terms
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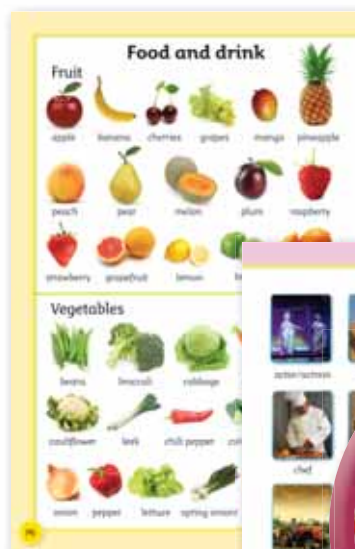
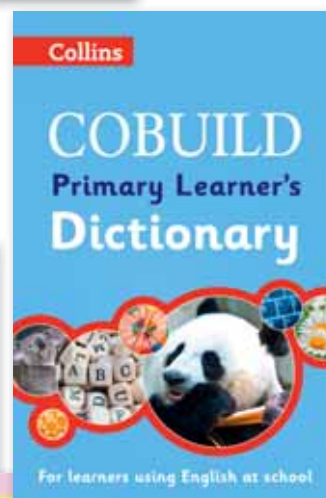
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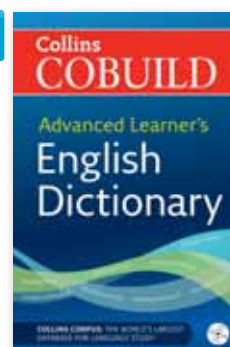
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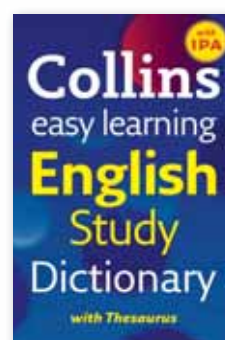
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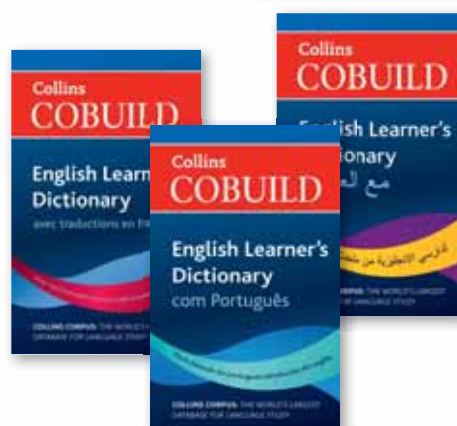


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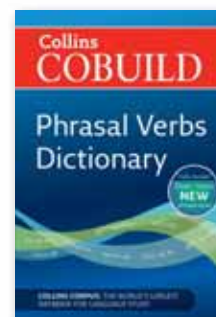
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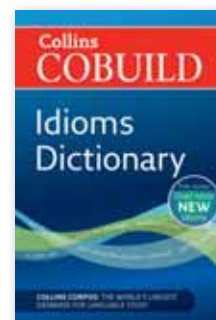


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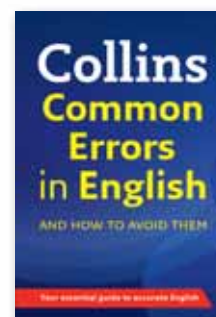
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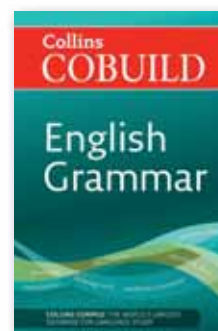
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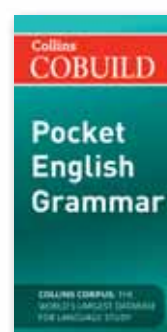
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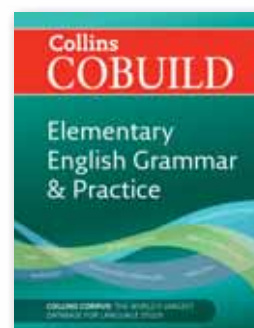
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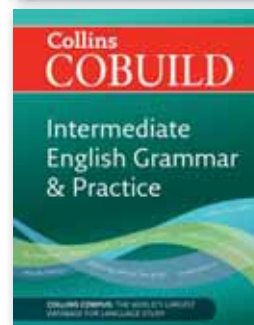
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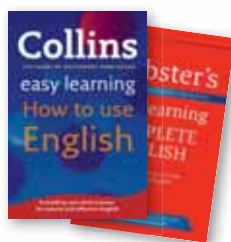
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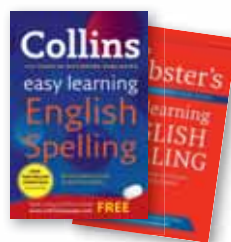
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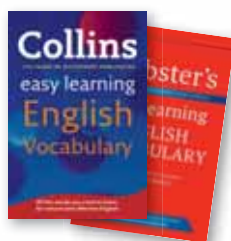
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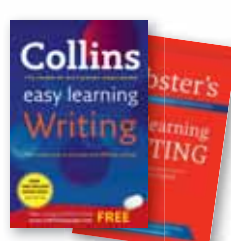
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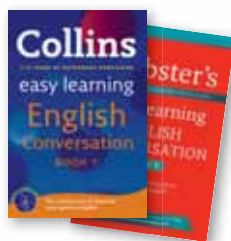
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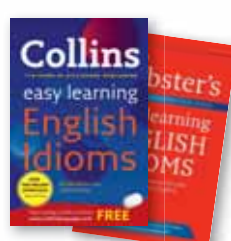
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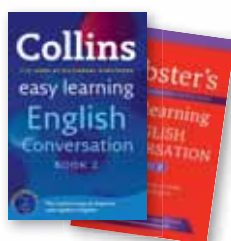
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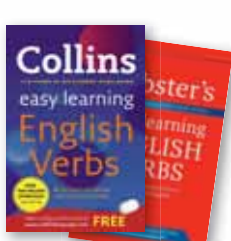
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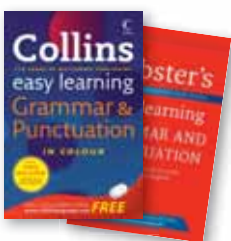
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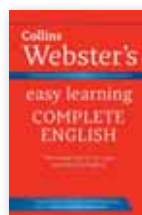
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