

Collins

English Language Teaching

Catalogue 2016



www.collinselt.com



POWERED BY COBUILD

Welcome to the 2016 Collins ELT catalogue

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

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

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

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

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

Rob Thompson
International Sales Director



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

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Key symbols used in the catalogue



Level indicator



Age indicator



New in 2016



Also available as an app



Also available as an e-book



Includes CD



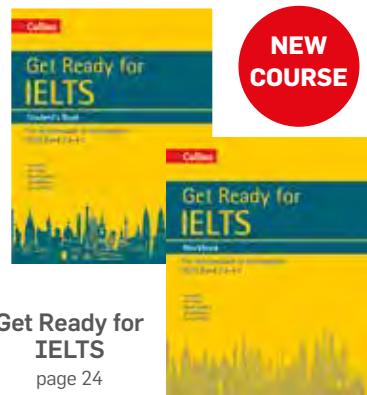
Additional material available online

About Collins ELT

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

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

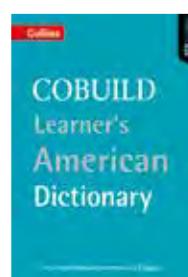
What's new?



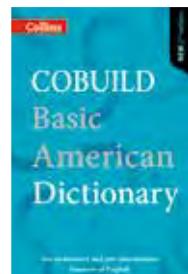
Get Ready for
IELTS
page 24



English for Mathematics
page 8



COBUILD American Learner's
Dictionary, third edition
page 51



COBUILD American Basic
Dictionary, second edition
page 51

Collins COBUILD

Authentic, accurate and up-to-date English

► What does COBUILD mean?

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

► Why does COBUILD matter?

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

► How do we use COBUILD?

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

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

Page		Level description	Beginner/ Elementary	Elementary/ Pre-intermediate	Intermediate	Upper Intermediate	Advanced	Proficiency
		Common European Framework (CEFR)	A1 (Breakthrough)	A2 (Waystage)	B1 (Threshold)	B2 (Vantage)	C1 (Effective Operational Proficiency)	C2 (Mastery)
		IELTS level TOEFL Test TOEIC Test	IELTS 0–2.0	IELTS 3.0	IELTS 4.0–5.0 TOEFL 57–86 TOEIC 550	IELTS 5.0–6.0 TOEFL 87–109	IELTS 6.0–7.0 TOEFL 110–120 TOEIC 880	IELTS 7.5+
10-12	GENERAL ENGLISH AND SKILLS	Amazing People Readers		Level 1 	Level 2 	Level 3 	Level 4 	
13		Agatha Christie Readers						
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18		Real Lives, Real Listening		Elementary A2 	Intermediate B1-B2 		Advanced B2-C1 	
19		Work on your...	Grammar A1 	Grammar A2 	Grammar B1 	Grammar B2 	Grammar C1 	
19	EXAMS	Vocabulary A1 	Vocabulary A2 	Vocabulary B1 	Vocabulary B2 	Vocabulary C1 		
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22		Practice Tests for Cambridge YLE	Starters 	Flyers 				
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Page		Level description	Beginner/ Elementary	Elementary/ Pre-intermediate	Intermediate	Upper Intermediate	Advanced	Proficiency
		Common European Framework (CEFR), Council of Europe IELTS level TOEFL Test score TOEIC Test	A1 (Breakthrough) IELTS 0–2.0	A2 (Waystage) IELTS 3.0	B1 (Threshold) IELTS 4.0–5.0 TOEFL 57–86 TOEIC 550	B2 (Vantage) IELTS 5.0–6.0 TOEFL 87–109	C1 (Effective Operational Proficiency) IELTS 6.0–7.0 TOEFL 110–120 TOEIC 880	C2 (Mastery) IELTS 7.5+
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38-39		Academic Skills				Writing, Research, Lectures, Presenting, Group Work, Numbers	Writing Listening Speaking and Pronunciation Presenting	
40	ENGLISH FOR ACADEMIC PURPOSES	Vocabulary and Survival Guide			Vocabulary Organizer COBUILD Dictionary			
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44		Business Dictionaries			Collins Business Dictionary			
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47-49	RESOURCES FOR TEACHERS	Resources for Teachers, Photocopiables & Games	Mini Flashcards Language Games Vital Verbs English Through Football English Language Teaching Essentials		COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary Minibooks for Young Learners COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary	COBUILD Intermediate Learner's Dictionary COBUILD Advanced Learner's Dictionary		
50-52		Dictionaries			COBUILD American Basic Dictionary, second edition COBUILD American Learner's Dictionary, third edition	COBUILD Intermediate Learner's Dictionary COBUILD Advanced Learner's Dictionary	COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary	
53	REFERENCE				COBUILD Phrasal Verbs Dictionary COBUILD Idioms Dictionary COBUILD English Usage Common Errors in English			
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First English Words

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.

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

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

- Find the hidden umbrella!
- Can you hop like a rabbit and stretch like a cat?
- 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

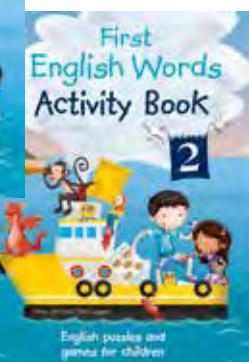
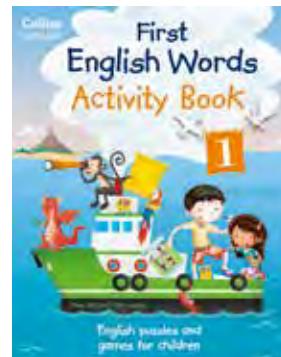
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First English Words Activity Book 1 and 2

Authors: Hans Mol and Niki Joseph

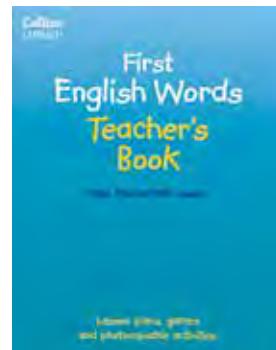
Two activity books containing simple but engaging activities with pre-reading and pre-writing tasks. The activity books are inspired by the award-winning *First English Words* and can be used together with the vocabulary book or on their own.



Sample page from *First English Words Activity Book 1*

First English Words Teacher's Book

Authors: Hans Mol and Niki Joseph

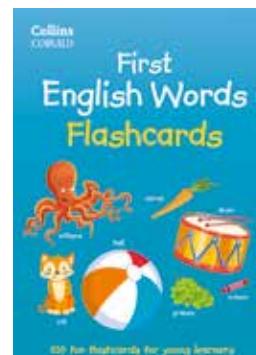


An essential guide for teachers using the *First English Words* vocabulary book and *Activity Books* in their classroom.

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

First English Words Flashcards

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



First English Words Activity Pack

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



The pack contains:

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



First English Words

978-0-00-743157-1 incl. CD

First English Words Activity Book 1
978-0-00-752313-9

First English Words Activity Book 2
978-0-00-752312-2

First English Words Teacher's Book
978-0-00-753600-9

First English Words Flashcards
978-0-00-755879-7 100 cards

First English Words Activity Pack
978-0-00-753658-0 Mixed Media



Collins
BIG CAT

Collins Big Cat

Learn to read in English

Age
4+

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

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

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

Collins Big Cat workbooks contain:

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

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



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 must 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.

The area of the Antarctic nearly doubles in size in winter

Legend: sea covered in ice in summer sea covered in ice in winter

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

Key Story Sentences 3

1. Match each sentence to the correct picture.

An Emperor penguin weighs more than any other penguin.

A Rockhopper penguin is the smallest penguin in Antarctica.

A King penguin eats fish and squid.

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

Whales Crabeater seals Fur seals

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

King penguins _____ can attack.

_____, are the biggest mammals in the world.

Reading Comprehension 1

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

Antarctica is a land covered in ice.

Almost all of an iceberg is above the water.

Penguins use their flippers to fly in the air.

Feathers and blubber keep penguins warm.

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

Killer whales hunt in groups called pods.

Sample page from Antarctica: Land of the Penguins Workbook

English for Mathematics



Series editor: Mary Wood

Authors: Karen Greenway, Linda Glithro and Emma Low

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

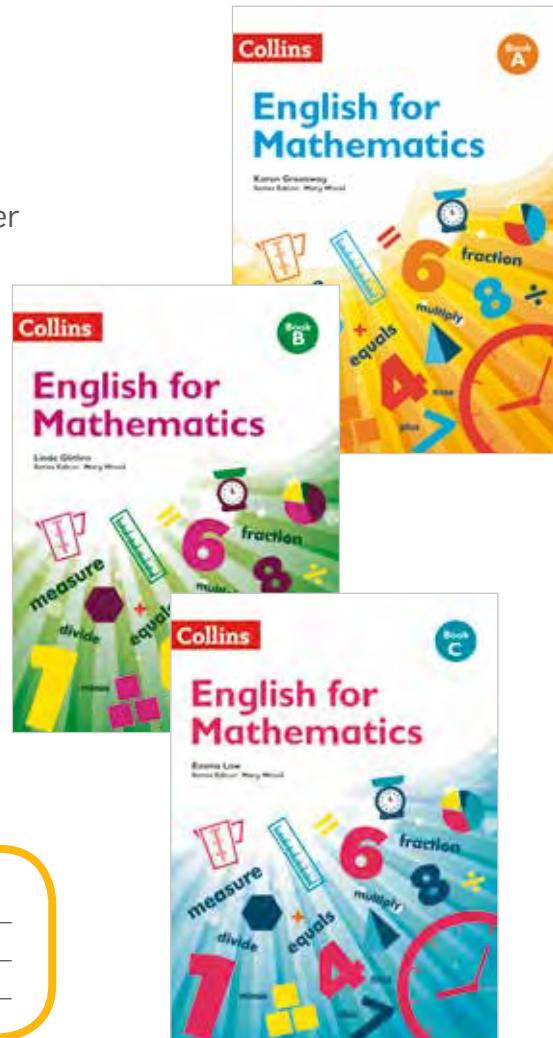
The course teaches learners the specific vocabulary and language they need in their mathematics classes.

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

English For Mathematics: Book A 978-0-00-813570-6 November 2015

English For Mathematics: Book B 978-0-00-813571-3 February 2016

English For Mathematics: Book C 978-0-00-813572-0 April 2016



Unit 16 Perimeter and area

Perimeter and area

Read it!

Key words: perimeter, length, width, area, centimetre squared
Perimeter: is the distance all the way around a shape.
Area: is the amount of surface covered in a shape.

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

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

Language focus!

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

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

Think about it!

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

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

Practise it!

1. Measure the sides of the rectangle.
length _____
width _____
What is the perimeter of the rectangle? _____

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

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

Complete the table

	Area	Perimeter
A		
B		

Teachers and parents note

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

Sample page from 'English for Mathematics' Book B

English Club

Author: Rosi McNab

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

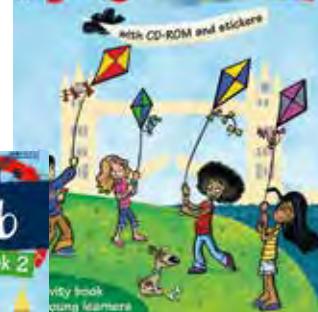
Children can colour in, play games, use stickers, solve puzzles and sing along to songs or listen to stories in English on the accompanying CD-ROM.

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

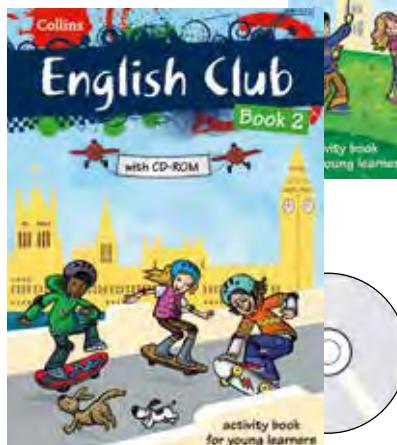
Helpful notes for parents in English, Chinese, Japanese, Korean, Malay, Spanish, German, Russian, Arabic, Italian, Portuguese and Turkish included on CD-ROM.



**Includes
stickers**



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



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

English Club 2 (Age 7–8) incl. CD-ROM 978-0-00-748860-5



Sample page and Sticker page from *English Club*

Amazing People Readers

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

Collins
English Readers

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

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

Free online resources at www.collinselt.com/readers, including videos, a level test, student and classroom activities, and ideas for further project work

e Also available as e-books

Collins COBUILD grading scheme

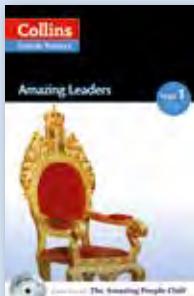
The **Collins COBUILD grading scheme** has been created using the most up-to-date language usage information available today. Each level is guided by a brand new grammar and vocabulary framework, ensuring that the series will perfectly match your students' reading abilities.

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

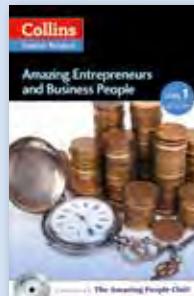
Amazing Leaders	978-0-00-754492-9	Level 1 / A2
Amazing Inventors	978-0-00-754494-3	Level 1 / A2
Amazing Entrepreneurs & Business People	978-0-00-754501-8	Level 1 / A2
Amazing Women	978-0-00-754493-6	Level 1 / A2
Amazing Performers	978-0-00-754508-7	Level 1 / A2
Amazing Aviators	978-0-00-754495-0	Level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

Perfect
for the CLIL
classroom

Level 1 elementary CEF: A2



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



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



Glenn Miller
Pérez Prado
Ella Fitzgerald
Luciano Pavarotti
John Lennon



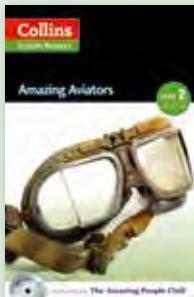
Johannes Gutenberg
Louis Braille
Alexander Graham Bell
Thomas Edison
Guglielmo Marconi
John Logie Baird



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

Eva Perón
Thomas Edison
Abraham Lincoln
Soichiro Honda
Queen Victoria
Walt Disney
Ella Fitzgerald

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
Frida Kahlo
Verdi
Newton
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

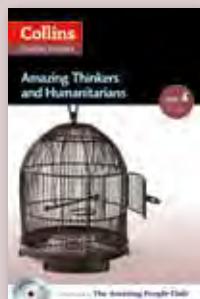


Pablo Casals
Louis Armstrong
Edith Piaf
Frank Sinatra
Maria Callas
Elvis Presley

Shakespeare
Rockefeller
Columbus
Elvis Presley
Leo Tolstoy

Darwin
Frank Sinatra
Charles Dickens
Edith Piaf
Alfred Nobel

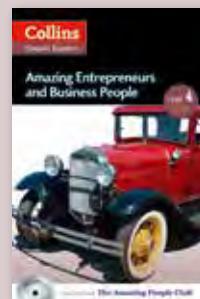
Level 4 upper intermediate CEF: B2



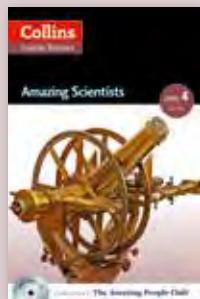
Confucius
Socrates
Aristotle
William Wilberforce
Karl Marx
Mahatma Gandhi



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

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

CEF level: B2

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

Includes MP3 CD with full reading of the story

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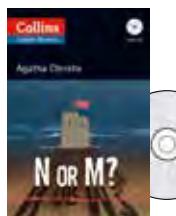
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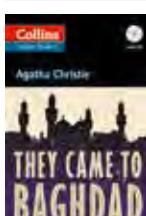
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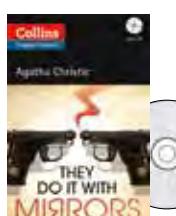
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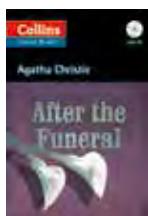
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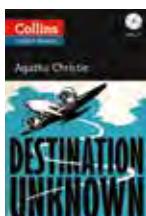
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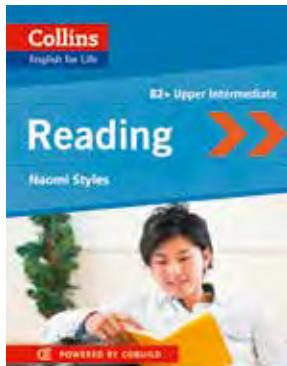
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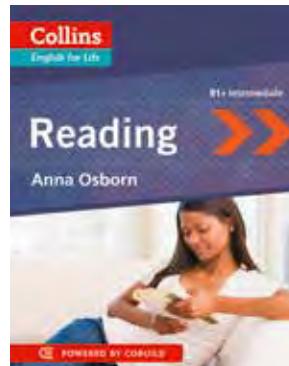
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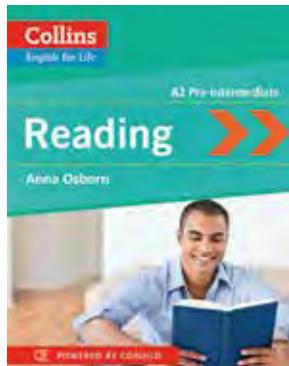
Upper Intermediate / B2+

Author: Naomi Styles



Intermediate / B1+

Author: Anna Osborn



Pre-intermediate / A2

Author: Anna Osborn

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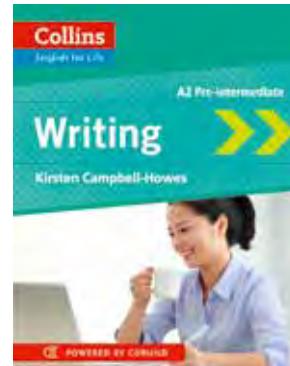
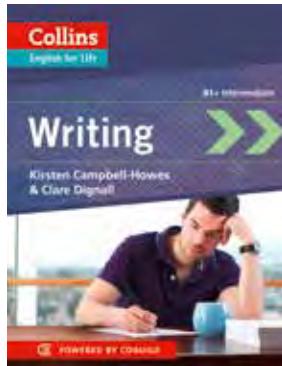
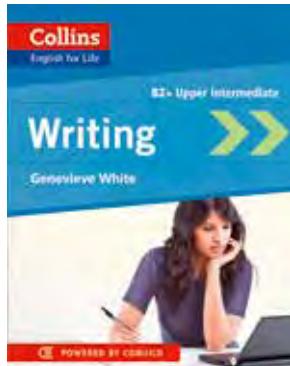
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Series includes:

- online reviews
- tweets
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- emails
- letters
- blogs



Upper Intermediate / B2+

Author: **Genevieve White**

Intermediate / B1+

Authors: **Kirsten Campbell-Howes & Clare Dignall**

Pre-intermediate / A2

Author: **Kirsten Campbell-Howes**

19 SHARING NEWS AND INFORMATION Writing for social media



Getting started

- 1 Visit different social media sites that you have never used before.
- 2 What different purposes do you see social media sites have?
- 3 How does your social media writing task (either 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 of 4.5 million is a staggering figure world. Millions of people are still suffering and can never live this way. International Humanitarian Alarming Day 9th March 14.

Text B

Technology experts! Calling for #Techies4charity! For giving an online workshop. Only you please via info, where you know #Techies and how often you use Twitter!

Text C

LinkedIn update! Hey, here's a pic the Friday before? Take a morning off down to Berlin City with #picnic and #workout? #picnictime

Text D

Main Photo: "I am up for social media success. I've just returned from a great weekend at the business and technology conference in Zurich. Great to network and put names to faces. My main personal highlight was Karl Jacobs talk on the topic above. Click here to read my summary."

UNIT 19 | SHARING NEWS AND INFORMATION

Language note: social media sites

Social media sites are generally quite relaxed. It's still important to write clearly and appropriately. Always proofread your writing before you post something. Please make sure it has a clear aim that interests, but try to avoid using too many abbreviations. If you are trying to get your message out, your friends will be interested in it. For example use Facebook™ or visit Meep.

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...
 - 1 ask questions?
 - 2 give opinions?
 - 3 post for fun?
 - 4 use humour?
 - 5 use direct commands?
 - 6 use @ (Twitter reading) ...
 - 7 use active verbs? ...
- 3 Read the posts and identify the target readers.
 - 1 Trying to see the news items about this topic & anyone is interested to comment, subscribe, like me on Facebook? Or even reply to the post.
 - 2 I need to write a response to my husband. I don't know him very well.
 - 3 I need help with my research project? Could you please tell me more about it? Or did you send me an email?
 - 4 The local council are going to close our library. This is terrible, especially as it's a historical building. We would be very grateful if you could sign up to petition.
 - 5 Following posts on Twitter. And I totally agree with your point about the pollution—see later.
 - 6 In the advertising quickly—that government can't be trusted to act on our behalf.
 - 7 Doing things for fun?
- 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.

Section 4 | Who is my reader? 81

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CEF level: B2+

Intermediate / B1+ 978-0-00-746061-8

CEF level: B1+

Pre-intermediate / A2 978-0-00-749776-8

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

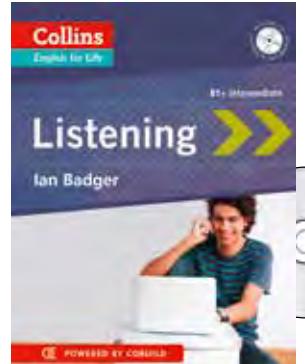
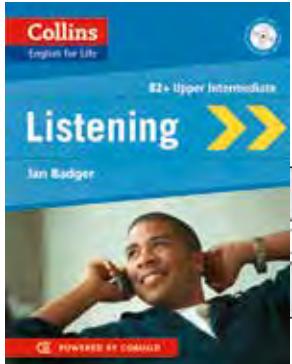
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- Additional recordings available online at www.collinselt.com/englishforlife

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Upper Intermediate / B2+

Author: Ian Badger

Intermediate / B1+

Author: Ian Badger

Pre-intermediate / A2

Authors: Chris Flint & Jamie Flockhart

1 EVERYDAY TRAVEL

In this unit:

- 1 You will listen to a long-distance train journey and learn about cycling routes.
- 2 You will complete two listening exercises.

A

- 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.

B

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

1 According to Mike the first question, what kind of train does he travel on? What's it like from his point of view?

2 What's the main reason for Matt's view?

3 What's a common misconception according to Mike? Why do people think that?

4 What, according to Mike, is currently missing?

5 Why was a ticket in Austria refused to give him a refund?

6 Is it legal to dismantle a bicycle without permission?

Matt says that dismantling a bicycle could be an interesting path to get away. He means to say that he thinks dismantling is a means of getting away. This requirement could be an interesting path to get away.

(Read tax) Dismantling a bicycle as far as I'm concerned by anyone who comes to take it for the last time, the tax is imposed by the government, but the money received does not initially go towards maintaining the roads.

C

Clear usage: emphasizing a point

Mike likes to use emphatic language to stress a point.

He uses words like:

- “...and that’s why I get lots of letters right up against it as you can see, and that’s not my choice, because that drivers either talk aggressively.”
- He avoids reported speech:

 - “I told him ‘We’re not the road, please!’”
 - “He said that he paid for the first round and I didn’t.”

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

 - “We’re all paying, it’s not just car drivers who are paying.”
 - “Other than ‘We’re all paying, it’s not just the car drivers who are paying.’”

Section 1 | Everyday travel

D

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

 - 1 It’s like you’re my mother.
 - a It’s like it’s my own mother.
 - b It’s like it’s my mom.
 - 2 We can always rely on each other.
 - a We can depend on each other.
 - b We can depend day or night on each other.
 - 3 The weather is not bad today.
 - a It is all very cloudy.
 - b Something’s cloudy.
 - 4 We were quite tired.
 - a We had a full programme.
 - b We were tired in what we had to do.
 - 5 We have to make friends quickly so that we know who our next host is.
 - a We have to make friends quickly.
 - b We make friends quickly.
 - 6 Holding back something is expressing an emotion but not wanting to tell it.
 - a It is the most important thing in life.
 - b Unfortunately the most important things in life.
 - 7 We can keep on our bikes.
 - a We had to ride bicycles with every flight possible.
 - b We had to ride bicycles all the time this conference is over.

E

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

 - 1 They feel they don't have a lot of rights to ...
 - 2 We had to make sacrifices with every flight possible.

F

Section 2 | Lifestyle

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CEFR level: A2

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



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

English for Life: Speaking

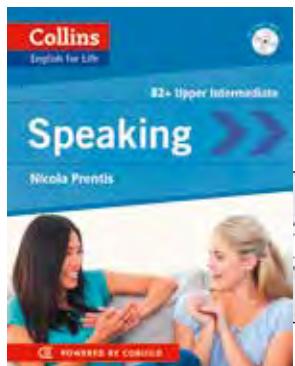
Improve learners' ability to speak clear English that everyone will understand

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

 CDs contain conversations and listening and speaking practice activities.

Series includes topics such as:

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



Upper Intermediate / B2+

Author: Nicola Prentis

Intermediate / B1+

Author: Cheryl Pelteret

Pre-intermediate / A2

Author: Rhona Snelling

8 BEING SUPPORTIVE

Getting started

1 How do you cheer yourself up if you're having a bad day?
2 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 no, is something wrong?
Sarah: Remember that concert I was waiting to hear about? I didn't get a place.
Peter: Oh no!
Sarah: I'm still going though. We've been waiting 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? Lots of people will probably have forgotten about it then.
Sarah: 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

Mohamed: 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.
Mohamed: 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 creeped up on me because it's my son's birthday tomorrow and I know the whole family will be there.
Mohamed: 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? – beer, drinks, that sounds good. And you're tight, I can always just call them tomorrow – see them all.
Scott: Exactly. You'll feel much better then!

UNIT 8 | BEING SUPPORTIVE

Conversation 3

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

Conversation 4

Rana: I'm really worried about all these letters I've been getting from the tax people.
Eduardo: Yeah, I hate the I&R&M themselves.
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 set your mind at rest.
Rana: Yeah, I've got an appointment to see a woman tomorrow actually.
Colin: Ah, good. Then try and put it out of your mind. Don't worry, I'm sure it'll all get sorted out in the end.

Understanding

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	
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	4 _____
5 _____	5 _____
Showing advice	

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Real Lives, Real Listening

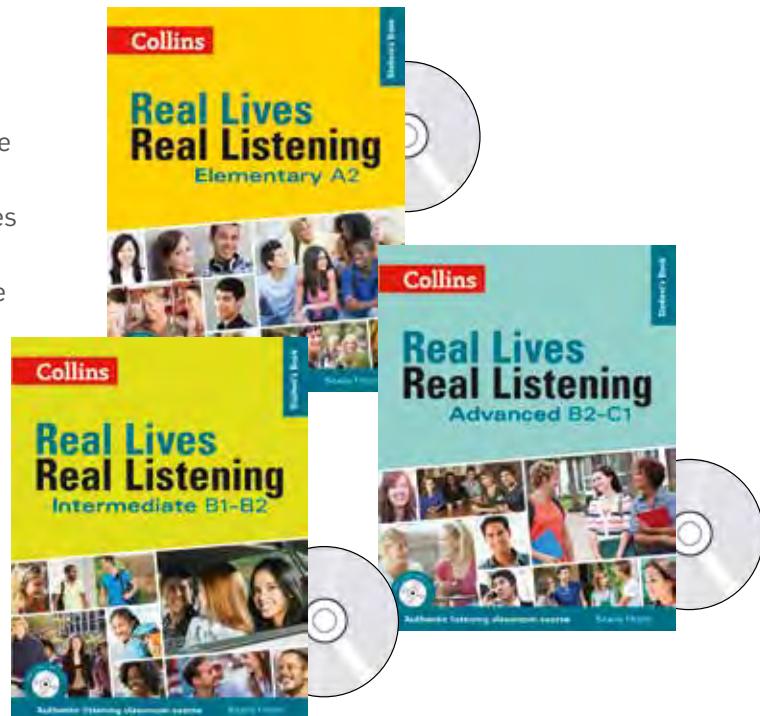
**Real Lives
Real Listening**

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.

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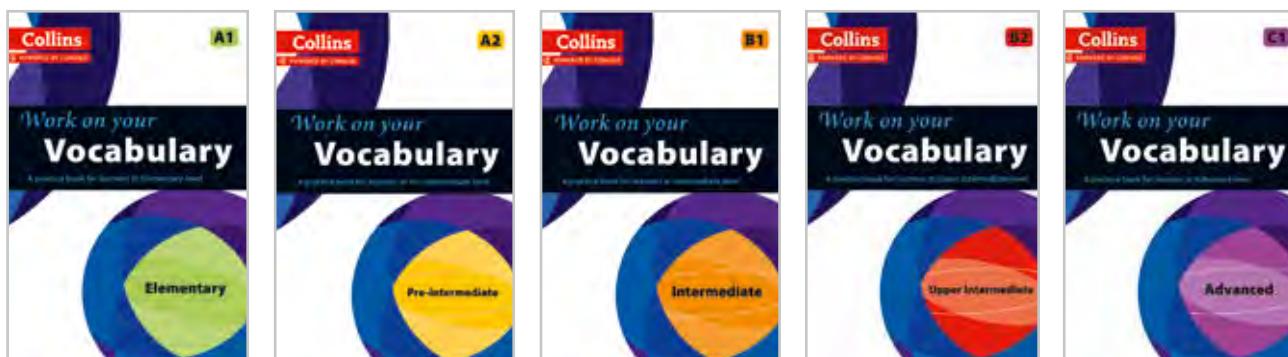
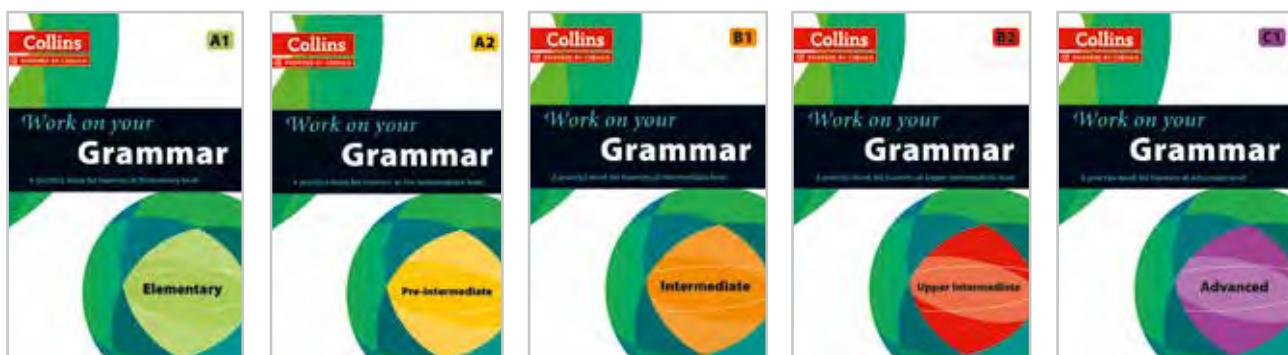
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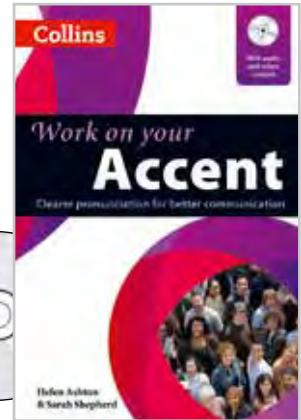
Accent

Authors: Helen Ashton & Sarah Shepherd

Clearer pronunciation for better communication

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

CEF level:
B1-C2



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

1

PET & BET

Clear illustrations and photos show what each sound looks

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

Make the sounds

DVD

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'.

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

Work on your Accent, pp. 16-17

Exercises help students practise the sound

Accent PET & BET

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 tub tube
B 1 Please press play, pause and stop on the tape.
2 Both boys bought big bunches of bananas.
3 The perfect place to spend your birthday is on the beach with your best pals.
C 1 I'd like a proper cup of coffee from a proper copper coffee pot.
2 A big black bug bit a big brown bear, and the big brown bear bled badly.

Am I doing something wrong?

All groups

- Not adding an extra puff of air for a /p/ sound.
 Make sure to allow a small extra puff of air as your lips spring apart if:
 - /p/ is the first sound in a word ('pen') or it is in the stressed syllable ('appear'), and
 - it is followed by a vowelYou 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 3

- Making the same sound in the words 'pet' and 'bet'.
 First, revise the exercise. Then, revise the 'When do I use this sound?' section.

2 3

Bringing your lips very close together.
 Make sure that you are bringing your lips together quickly.

Handwriting

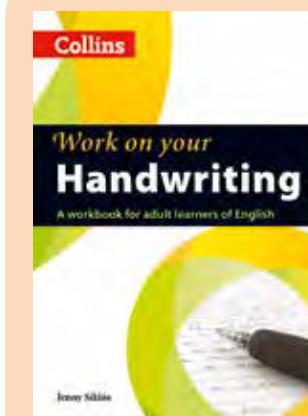
All Levels

Author: Jenny Siklós

Work on your Handwriting helps

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Work on your...

Phrasal Verbs

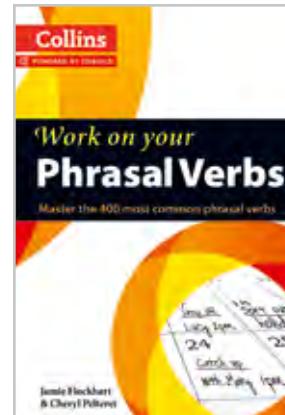
Authors: Jamie Flockhart & Cheryl Pelteret

CEF level:
B1-C2

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

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

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



Idioms

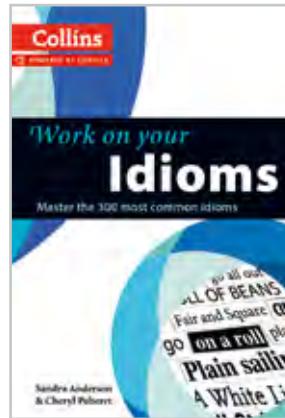
Authors: Sandra Anderson & Cheryl Pelteret

CEF level:
B1-C2

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

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

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



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

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.

The assistant chef had got the wrong end of the stick.

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

Work on your Idioms

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

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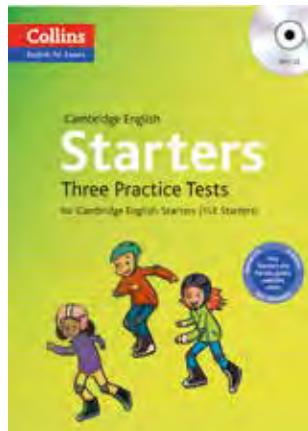
Age
7-12

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

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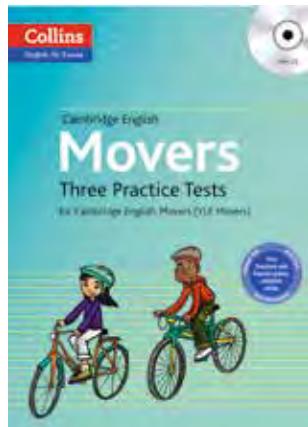
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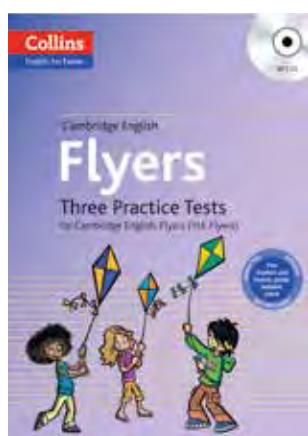
Practice Tests for Cambridge English: Starters (YLE Starters)

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



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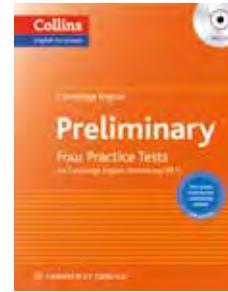
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CEF level:
A1–A2

Practice Tests for Cambridge English: Preliminary (PET)

CEF level:
A2–B1

Practice Tests for Cambridge English: First (FCE)

CEF level:
B1–B2



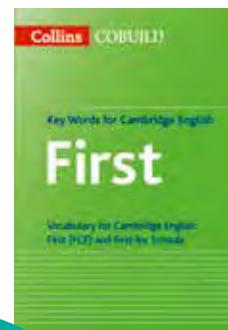
COBUILD Key Words for Cambridge English: First (FCE)

CEF level:
B1+

Allows students to:

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

The screenshot shows the COBUILD app interface for the word 'fun'. It includes sections for 'fun' and 'funny', with definitions, collocations, and useful phrases. A magnifying glass icon is overlaid on the bottom right corner of the screen.



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Get Ready for IELTS

New exam preparation course

CEF level: A2+
IELTS level: 4+

NEW

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

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

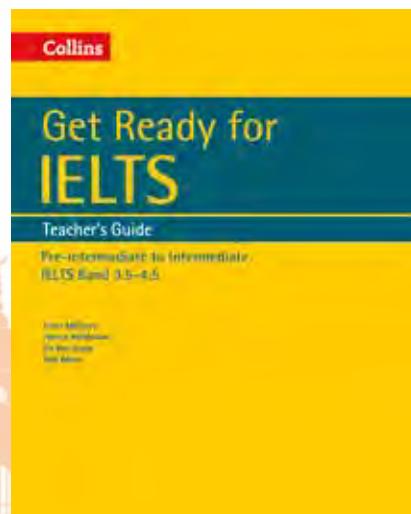
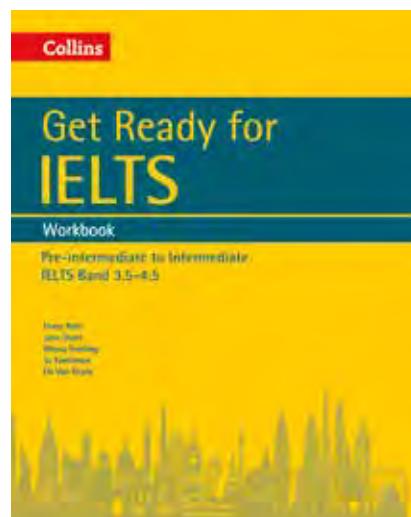
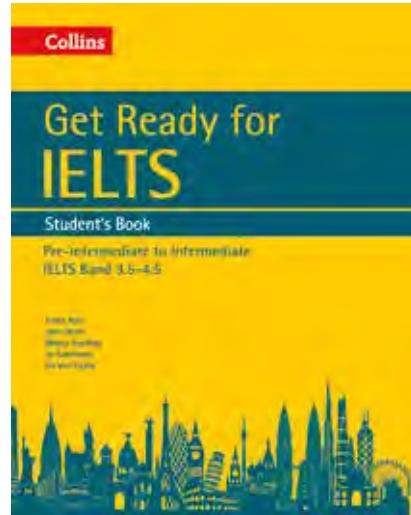
This comprehensive course includes a wealth of resources and support for students and teachers:

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

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

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

Collins Connect



Get Ready for IELTS

CEF level: A2+
IELTS level: 4+

'Flipped Learning' – an innovative approach

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

Step 1 – Pre-Class Preparation

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

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

Collins Connect

Step 2 – Skills Development

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



Step 3 – Exam Practice

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

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



Get Ready for IELTS: Resources for students

**CEF level: A2+
IELTS level: 4+**

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



The online resources contain:

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

Workbook

This component contains:

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

Student's Book

This contains

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

Get Ready for IELTS: Resources for teachers

CEFR level: A2+
IELTS level: 4+

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

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

Collins Connect

Collins Connect offers teachers further support with:

- photocopyable activities
- audioscripts of all Listening and Speaking activities



UNIT 5: ARTS & MEDIA

Writing: Films

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

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

Online / Workbook language development

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

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

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

Introduction

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

Spot check 1

To reinforce understanding and recall words related to films, distribute the Spot check 1 handout and have

learners complete the information individually. Then put learners into groups of four to discuss the films they have chosen.

Spot check 2

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

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

Exercise 1: Understanding a pie chart

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

Answers
2 A 3 B 4 A 5 B 6 A

Exercise 2: Giving approximations

- a) Draw attention to the Exam tip. Link this with what you discussed about Item 4 in Exercise 1.
- b) Before learners begin, highlight the language used to describe the categories, e.g. 13–24 years (between 13

and 24 years old). Elicit how to write 55+ years (over 55 years old), highlight the example sentence. Learners do the exercise individually and check their answers in pairs.

Suggested answers

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

Exercise 3: Comparing pie charts

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

Typical mistakes: Learners typically find difficulty in using prepositions accurately. There are three other important prepositions for discussing data that learners might find difficult to use accurately, all of which are used in Exercise 3:

- in-a date
- on-a format, e.g. on DVD
- proportion + of, e.g. 20% of

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

1 The pie charts show how many people watched films in different formats in 1992 and 2008.
3 Fewer people watched films on television in 2008 than in 1992. 4 More people watched films on television in 1992 than in 2008.
5 There was a large increase in the number of people watching films on DVD from 1992 to 2008.
9 From 1992 to 2008, the number of people watching films on television decreased by just over 50 per cent.

Exercise 4: Analysing pie charts

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

Answers
2 A 3 B 4 C 5 D 6 E 7 F 8 G 9 H 10 I

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

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

Extension activity (50 mins)

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

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

Practice for the test (30 mins)

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

Task 1
Model answer

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

UNIT 5 ARTS & MEDIA 33

UNIT 5 ARTS & MEDIA 34

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Get Ready for IELTS Skills

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. Each of the books is aimed at improving one of the four skills, allowing students to easily focus on the areas they really need support with.

CEF level:
A2+ / IELTS level: 4+

Each title includes:

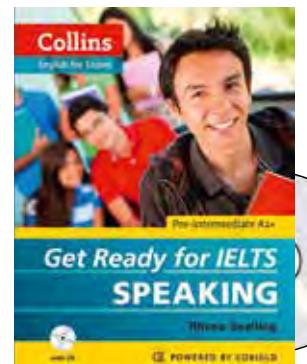
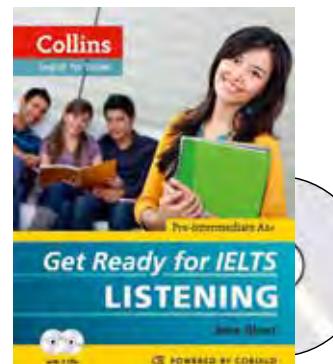
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Perfect for self-study, using a guided-learning approach that gives students access to a full answer key with model answers and commentary

Get Ready for IELTS Listening

Author: Jane Short

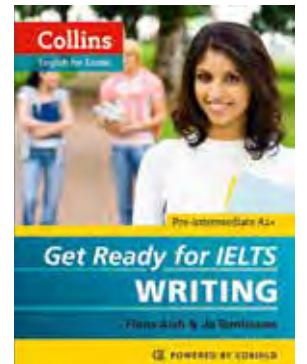
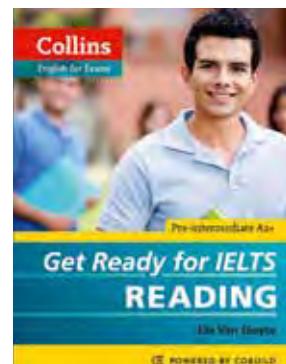
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Skills for IELTS

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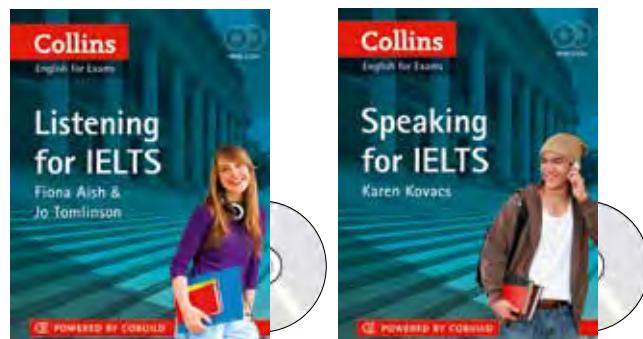
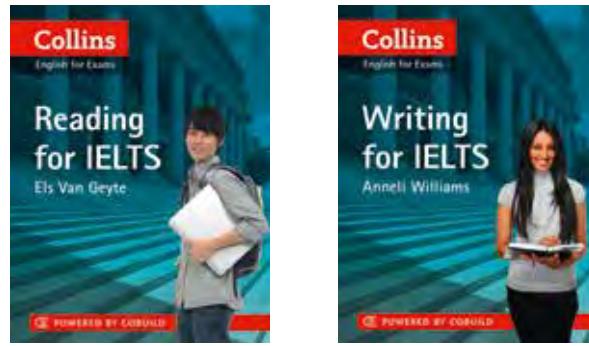
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Reading for IELTS

Author: Els Van Geyte

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

Speaking for IELTS

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Practice Tests for IELTS

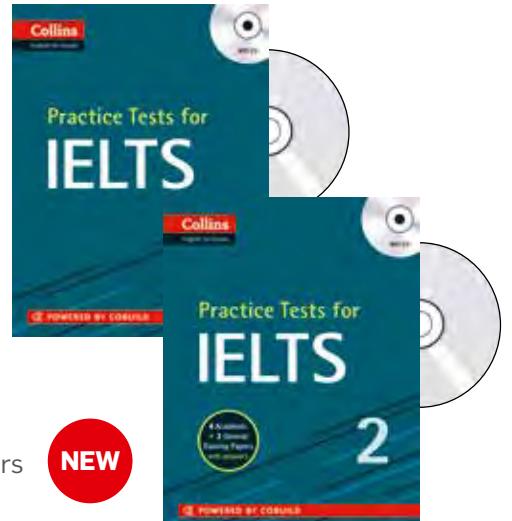
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NEW

Grammar for IELTS

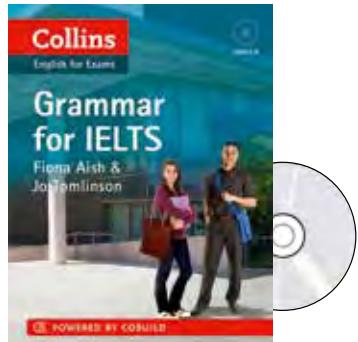
CEF level: B1+ /
IELTS level: 5-6

Authors: Fiona Aish & Jo Tomlinson

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Teaching notes are now available online

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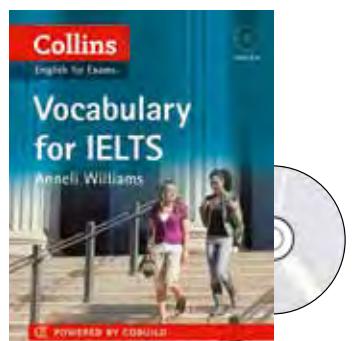
CEF level: B1+ /
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Author: Anneli Williams

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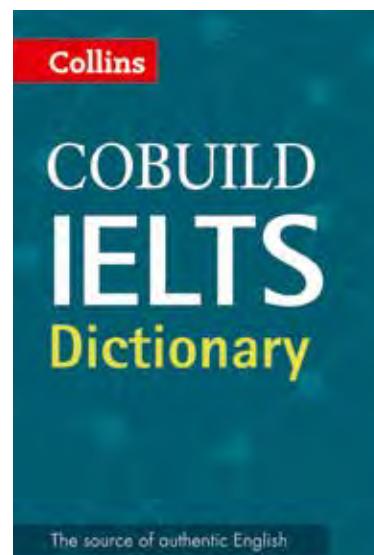
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IELTS Dictionary

CEF level:
B1+

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Key Words for IELTS

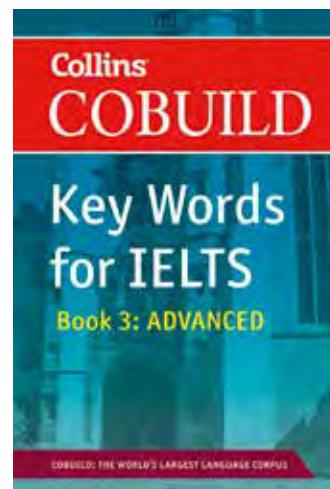
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IELTS Level: 4–5.5

IELTS Level: 5.5–6.5

IELTS Level: 7+



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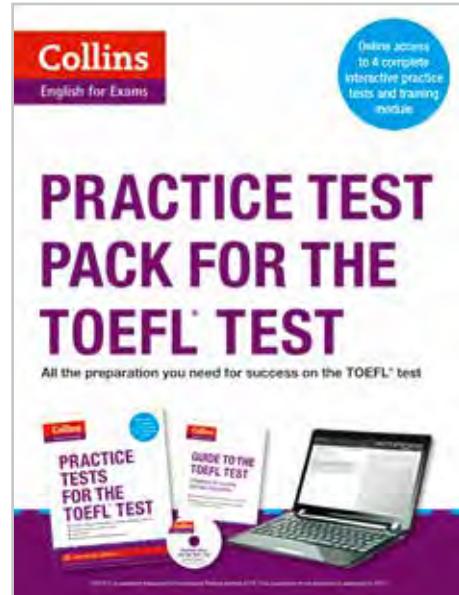
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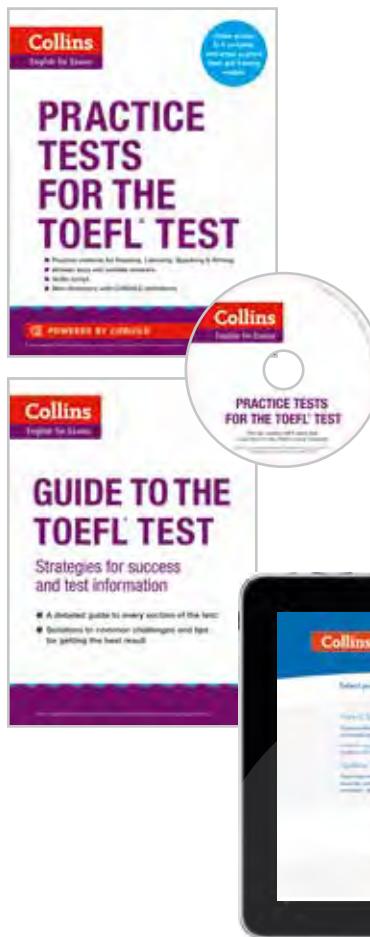
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Pack contents:



GUIDE TO THE TOEFL® TEST		
<p>» CHALLENGE 3: "I have trouble talking about opinions."</p> <p>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.</p>		
Question 1: Academic Reading/ Listening Synthesis Task	Whose Opinion to Give	Expressions You Can Use
State the professor's opinion. The professor will clearly agree or disagree with the main topic and give reasons. Do not give your own opinion on this task.	<ul style="list-style-type: none"> • The professor feels that... • The professor says she supports... • In the professor's opinion, X is good/bad • The professor agrees/disagrees with... 	<ul style="list-style-type: none"> • In my opinion... • While some people think that X, I... • I agree/disagree with the idea that...
Question 2: Personal Experience Task	Give your own opinion about whether you agree or disagree with the statement.	<ul style="list-style-type: none"> • 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...
<p>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.</p> <p>*The author/professor thinks/feels/claims that...</p> <p>*The author/professor agrees/disagrees/opposes, supports...</p> <p>*According to the passage, professor...</p> <p>*In the conversation/reading/lecture the author/professor argues/states/makes the point that...</p> <p>*The author/professor supports X by saying/arguing/pointing out/giving an example of...</p>		
40		

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 1 MP3 CD 978-0-00-749970-0

Skills for the TOEFL® iBT Test

Collins

English for Exams

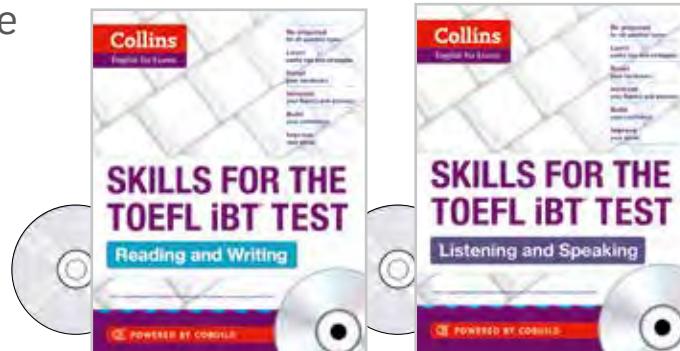
CEF level:
B1+

Skills for the TOEFL iBT® Test

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

 Includes audio CD with test-style listening practice



SKILLS FOR THE TOEFL iBT TEST LISTENING AND SPEAKING

PROGRESSIVE PRACTICE: Get Ready

A Listen to part of a conversation between a student and a clerk at the registrar's office. Check (✓) the points written in the notes below as you hear them.
 CD1, Track XX

Student and registrar/clerk
 Student has special situation-taking 3 classes but is interested in a 4th in the physics department.
 Students can take up to 4 classes... so he can sign up if:
 he's taken the prerequisites.
 the class is available.
 Student's 3 classes are hard & are for his major (wants to do well).
 He just wants to sit in on the physics class.
 Option: audit a class—attend lectures, no tests or grade
 Fill out class registration slip (first name, ID #, course #, prof's name, and mark "audit").
 Take slip to Prof. Yang and get her signature.
 Bring signed slip to the registrar's office and they'll take care of it.
 Student says he thinks he'll do it (it's easy).

B Review the questions. What kinds of questions are they? Then, answer the answers and read why the answer options are correct or incorrect.
 1. Why does the student visit the registrar?
 To ask about...

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

SKILLS FOR THE TOEFL iBT TEST LISTENING AND SPEAKING

PROGRESSIVE PRACTICE: Get Set

A Listen to part of a conversation between a student and a chemistry professor. Then, complete the notes.
 CD1, Track XX

Speakers: Student and _____
 Situation: Office hours
 Student is 20 minutes early to _____. Professor asks if student has questions about _____. (A lot of other students asked about it.) Student wants to know about grading policy-absences, one point off of final grade for each absence no more than 3 excused absences. Student has 2 excused absences so far (sick with a cold, family needs).
 Student will miss 3 more days to go to an out-of-town conference about biotech. Student studies _____. Conference relates to student's thesis. Professor decides to allow student to miss classes if she misses more classes. Student will write a note and get it signed by her put the _____ in his file. Student says she'll bring the justification to the professor.

B Answer the questions. Then, write the correct answer in the blank if it is incorrect in the notes.

SKILLS FOR THE TOEFL iBT TEST LISTENING AND SPEAKING

PROGRESSIVE PRACTICE: Go for the TOEFL Test

Listen to part of a conversation between a student and a librarian and take notes.
 CD1, Track XX

NOTES:

Now answer the questions. You may use your notes.

1. Why does the student visit the library?
 To find out the name of a movie
 To check out library materials
 To get information about the library
 To ask for help

4. What can be inferred about Prof. Yang?
 She is very strict
 She is very nice
 She is very kind
 She is very friendly

Reading and Writing 978-0-00-746059-5 incl. CD 

Listening and Speaking 978-0-00-746060-1 incl. CD 

TOEFL® Vocabulary and Grammar

Vocabulary and Grammar for the TOEFL® Test

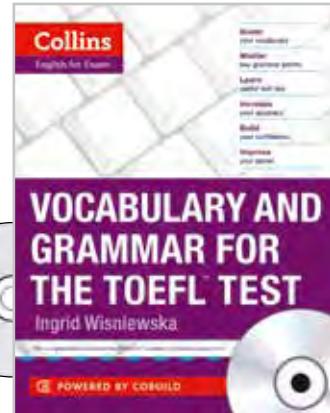
CEF level:
B1+

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

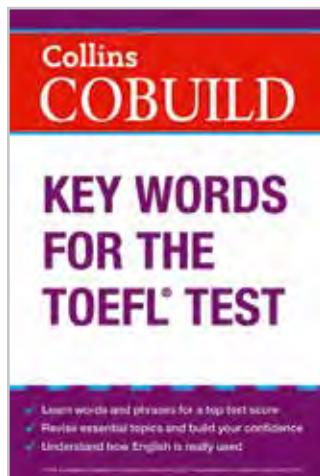
 Includes MP3 CD



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, organised 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|bi|va|lent /æmbɪvələnt/

ADJECTIVE If you say that someone is **ambivalent**, you mean that they seem to be uncertain whether they really like or dislike someone or something. → [+about] She remained ambivalent about her new job.

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

► **SYNONYM:** unsure

am|bi|va|lence /æmbɪvələns/

NONCOUNT NOUN → [+toward] a profound ambivalence toward family policy.

► **COLLOCATIONS:**
 ambivalence **about/toward** something
 show/develop/express ambivalence

Vocabulary and Grammar for the TOEFL® Test
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COBUILD Key Words for the TOEFL® Test
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Skills for the TOEIC® Test

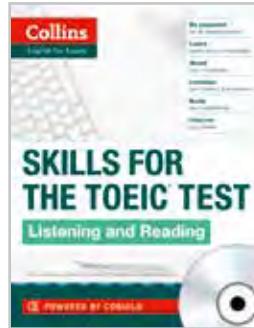
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English for Exams

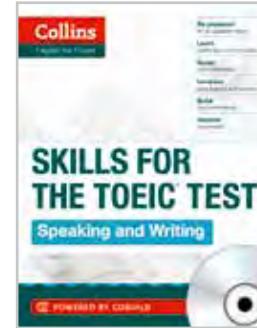
CEFR level:
B1+

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



Online access to
Listening and Reading
support



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

PROGRESSIVE PRACTICE: Get Ready

A Read and listen to the question or statement and three possible responses. Choose the best response, and mark the corresponding letter. Remember, you can use the real TOEIC test! Track 2-11

1. Whose purse is this?
(A) She's a nurse.
(B) This is a purse.
(C) It's Mary's.

2. Where can I park my car?
(A) In the garage.
(B) Let's walk in the park.
(C) It's not very far.

3. It's a very cold day.
(A) Yes, he sold it.
(B) I'll wear a coat.
(C) The meeting is today.

4. When is the party?
(A) At Peter's house.
(B) Tomorrow at five.
(C) I like a good party.

5. Who took this phone message?
(A) I took it.
(B) The phone is ringing.
(C) It's in the book.

PROGRESSIVE PRACTICE: Get Set

A Listen to the question or statement and three possible responses. Choose the best response and mark the corresponding letter. Track 2-12

1. (A) (B) (C)

2. (A) (B) (C)

3. (A) (B) (C)

4. (A) (B) (C)

5. (A) (B) (C)

6. (A) (B) (C)

7. (A) (B) (C)

8. (A) (B) (C)

9. (A) (B) (C)

10. (A) (B) (C)

B Now check your answers. Look at the questions and responses in the script. Then look at the explanations in the Answer Analysis box. Write the letter or reason why it is correct or incorrect. This will help you learn to identify them.

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

PROGRESSIVE PRACTICE: Go for the TOEIC® Test

Directions: Listen to the question or statement and three possible responses. Choose the best response, and mark the corresponding letter on your answer sheet. Track 2-13

1. (A) (B) (C)
11. (A) (B) (C)

2. (A) (B) (C)
12. (A) (B) (C)

3. (A) (B) (C)
13. (A) (B) (C)

4. (A) (B) (C)
14. (A) (B) (C)

5. (A) (B) (C)
15. (A) (B) (C)

6. (A) (B) (C)
16. (A) (B) (C)

7. (A) (B) (C)
17. (A) (B) (C)

8. (A) (B) (C)
18. (A) (B) (C)

9. (A) (B) (C)
19. (A) (B) (C)

10. (A) (B) (C)
20. (A) (B) (C)

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

WALK THROUGH: Text Completion

A What You'll See

In Part 6, you will see a short reading text with three incomplete sentences. There will be four answer options for filling each blank to complete the sentence. Look at this sample text.

Third Annual City Business Owners' Conference

The Association of City Business Owners is pleased to announce that its third annual conference will take place at the Highbury Hotel on November 3. There will be a full schedule of workshops, a lunch, and an awards dinner. _____ this opportunity

1. (A) Miss
(B) not miss
(C) Missing
(D) Don't miss

to meet and network with other business owners like you. This conference is open to the public. Membership in the Association of City Business Owners is not _____. For

2. (A) required
(B) appropriate
(C) uncommon
(D) appealing

more information about the conference and the association, please visit the Web site at _____ time.

3. (A) no
(B) some
(C) any
(D) over

B What You'll Do

QUICK TIP

In order to skim effectively, you should

- * immediately figure out the passage type.
- Knowing the purpose of the passage will help you determine the intended audience and locate information.
- * not pay attention to adjectives and articles (a, an, and the).

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

Audio is
available free
online

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incl. CD

TOEIC® Practice Tests and Key Words

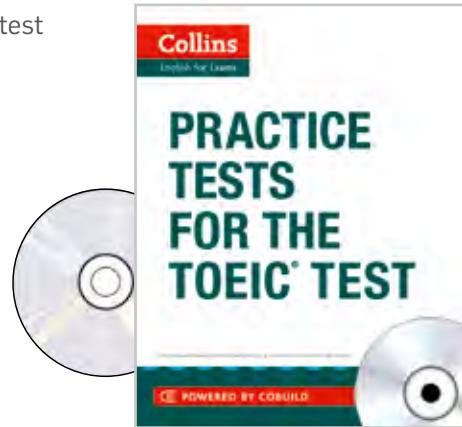
Practice Tests for the TOEIC® Test

CEF level:
B1+

Practice Tests for the TOEIC® Test ensures students are ready to sit the test and achieve the best score they can.

- Four complete TOEIC® tests, including Speaking and Writing papers
- A clear guide to how the TOEIC® test 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 sections of the test (including model answers for Speaking and Writing)

 Includes MP3 CD

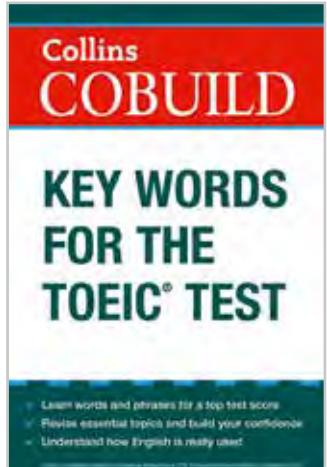


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COBUILD Key Words for the TOEIC® Test covers the words and phrases that students need to master in order to achieve the scores required by top employers.

- 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



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Academic Skills Series

**Collins
E A P**

The **Academic Skills Series** supports international students of all academic subjects with study skills and English language practice. The six books help students step up their performance from IELTS/TOEFL®-level to academic success.

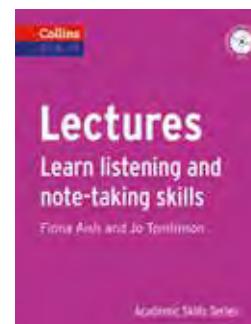
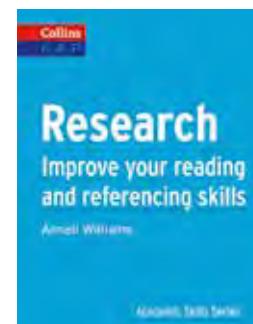
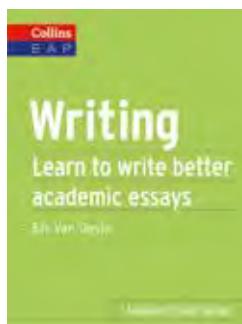
- Each book focuses on one specific skill required at university
 - Information on academic expectations and practical exercises helps students to understand what is required in the academic world
 - Chapters include tips and summaries for easy reference
- e** Also available as e-books

CEF level: B2+ /
IELTS level: 5.5+



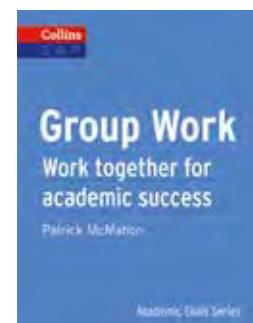
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Designed to support
students who are studying, or
preparing to study, at an
English-speaking institution

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



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

What is research?

Glossary

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

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

2

Exercises help students get ready for successful independent academic study

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

1 Getting started

Why do you have to do library based research?

Glossary

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

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

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

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

How do you know if your research is good?

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

These are the questions the marker may ask themselves:

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

3



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 you notes. This will help you read efficiently and with a clear purpose.

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

5

Vocabulary Organizer

Authors: Pete Sharma & Barney Barrett

Learn new words more quickly

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

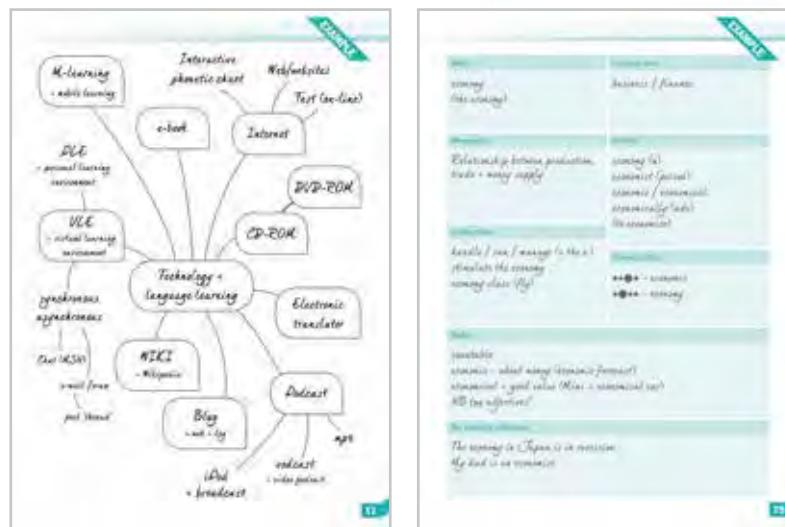
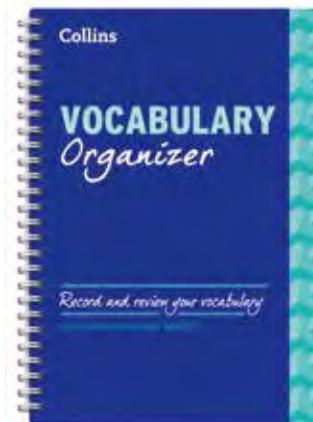
Students learn how to:

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

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

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International Students' Survival Guide

Get the most out of your time at university

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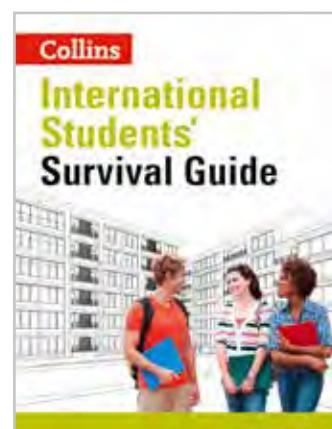
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CEF level:
B2



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Small Talk

Author: Deborah Capras

Collins

English for Business

CEF level:
B1+

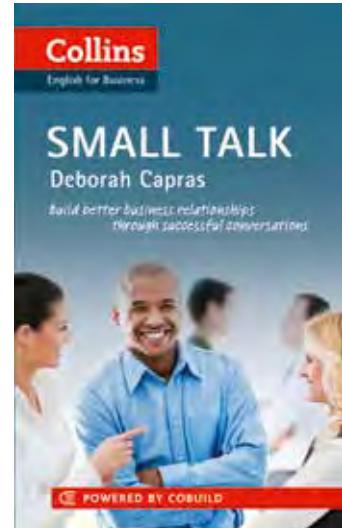
Build key business relationships

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

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

Students learn the language to:

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



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

Also available as an e-book

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?
'Athanasis' — 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
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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.

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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.

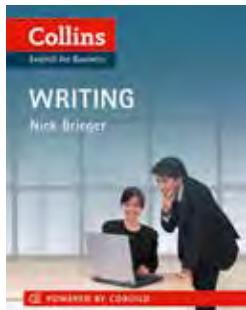
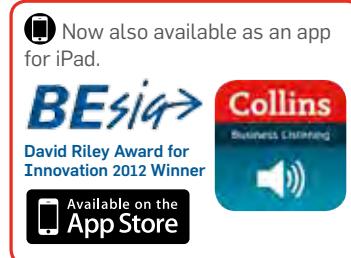
CEF level:
B1-C2

English for Business: Listening

Author: **Ian Badger**

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

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English for Business: Writing

Author: **Nick Brieger**

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.

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Author: **Anna Osborn**

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

Business Vocabulary, Grammar and Dictionaries

Collins
English for Business

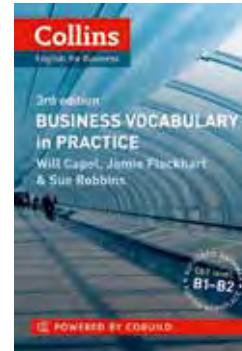
Business Vocabulary in Practice

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.

CEF level:
B1-B2



Business Grammar & Practice

Pre-intermediate

CEF level:
A2-B1

Intermediate

CEF level:
B1-B2

Authors: Nick Briege & 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

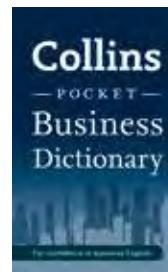
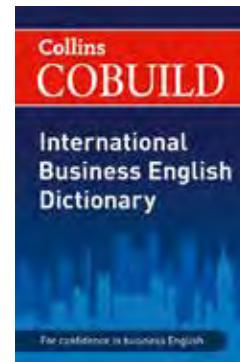


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Essential business English for any situation, with practical advice for succeeding in today's business world.

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Workplace English

Author: James Schofield

CEF level:
A1–A2

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

 Learn through video: DVD with 12 videos included



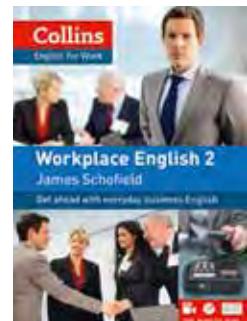
Workplace English 2

Author: James Schofield

CEF level:
A2

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

 Learn through video: DVD with 12 videos included



Hotel & Hospitality English

Author: Mike Seymour

CEF level:
A1–A2

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

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climate control | 36

climate control /klaɪəmət kəntrəl/

VEHICLE COMPONENTS: BODYWORK, CONTROLS, AND ACCESSORIES

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

The climate control unit adjusts the temperature of the air inside the car. The climate control system controls the heating and air-conditioning in the car. It also controls the air flow inside the car.

clutch /klʌtʃ/ (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 /klʌtʃ disk/ (clutch disks)

VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST

The clutch disk disengages the clutch, allowing the engine to turn the drive converter.

English Language Teaching Essentials

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

Introducing English to Young Children: Reading and Writing

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.

- Includes an introduction to handwriting for children who write using a different script
- Explores how children move towards becoming independent learners
- Gives ideas on enjoying and making picture books
- Helps teachers plan, manage and assess lessons

 Also available as an e-book



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
- Includes tips for classroom management
- Contains projects, games and simple picture books that can be used from the first lessons

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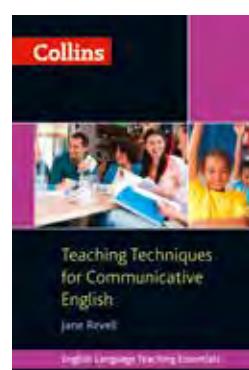
Teaching Techniques for Communicative English

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.

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- Includes activities and role plays based on real life situations

 Also available as an e-book

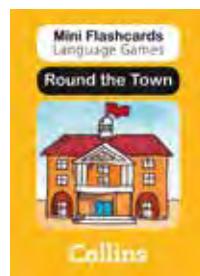
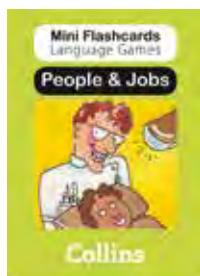


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Introducing English to Young Children: Reading and Writing 978-0-00-752254-5

Teaching Techniques for Communicative English 978-0-00-752252-1

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.

With guidance from the teacher, learners play with the cards and dice to learn or revise language in an enjoyable and memorable way.

- Fun and motivating for teachers and learners
- Perfect for multi-sensory approaches to teaching
- Language-focused
- Great for independent or team learning
- Suitable for all ages and language levels



Flashcards (40 cards per pack)

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978-0-00-752257-6	Dice Pack (pack of 9 different dice)

Mini Flashcards

Language Games – Teacher's Book

Authors: Susan Thomas with Annie Hughes

The Teacher's Book in the *Mini Flashcards Language Games* series is available separately, and includes black and white photocopiable versions of all 16 Mini Flashcard packs. It provides lots of ideas and suggestions for a wide variety of multi-sensory communication and language games and activities using the *Mini Flashcards Language Games – Card Packs* together with the dice.

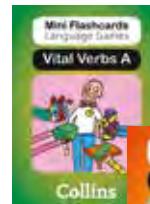
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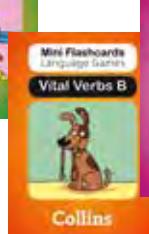
Vital Verbs Language Games

Vital Verbs – Card Packs

A great resource for fun speaking practice and working with tenses. Three packs of 36 full-colour flashcards with games and suggested activities.



All levels / Primary / Secondary / Adult



Vital Verbs – Teacher's Book

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The ultimate kit to teach verbs in a meaningful way.

Includes:

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Photocopiable Teacher's Resources

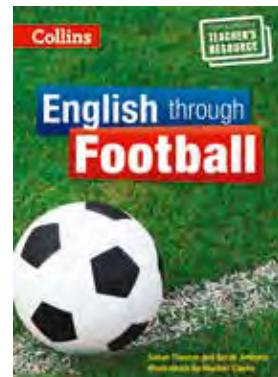
English Through Football

All levels / Primary / Secondary / Adult

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.

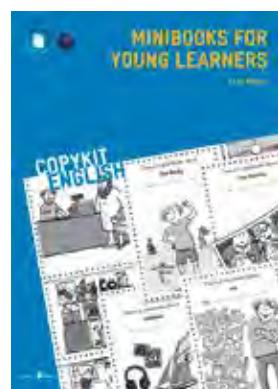


Minibooks for Young Learners

CEF level: A1 / Primary

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 can easily cut and fold the pages to make their personalised minibooks.



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

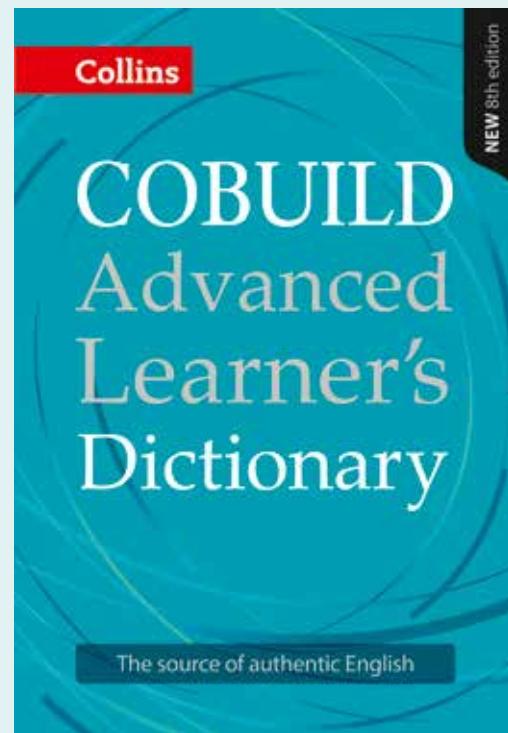
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CEF level:
B1+

Collins

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COBUILD for Learners of American English

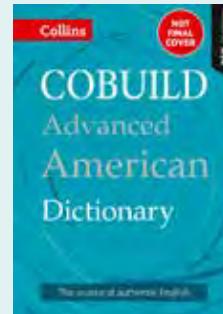
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COBUILD American Advanced Dictionary

2nd EDITION

CEF level:
B2+

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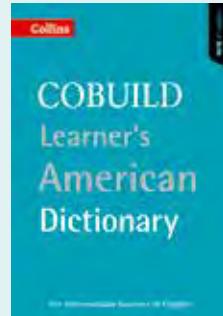
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COBUILD American Learner's Dictionary

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CEF level:
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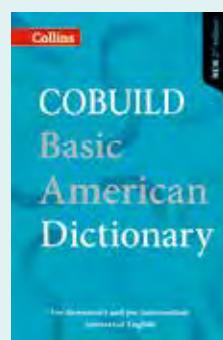
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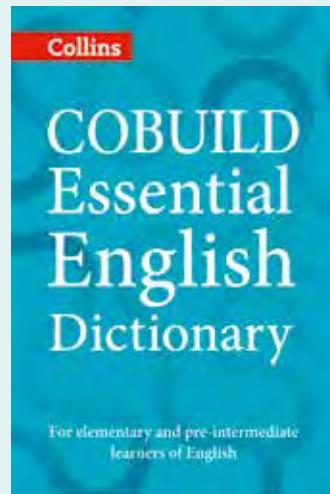
CEF level:
A1–B1

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:

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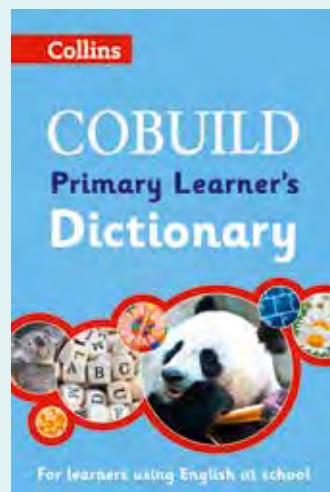
Age
7+

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- Hundreds of line drawings illustrating key terms
- A full-colour illustrated supplement of essential topics

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Reference

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Wayne Trotman, Teacher Trainer, Izmir Katib Celebi University, Turkey

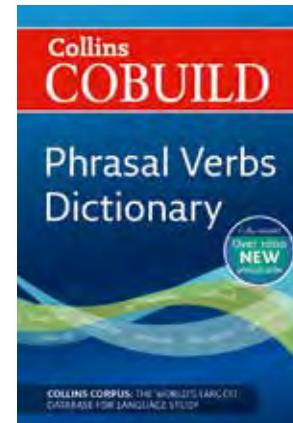
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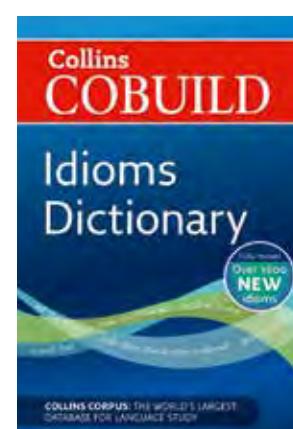


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Provides in-depth information on thousands of British and American idioms, helping learners of English gain a fuller understanding of the language.

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- Examples of every idiom from the Collins Corpus illustrate how the idiom is used
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- Information and warning notes help learners to improve accuracy and avoid typical errors
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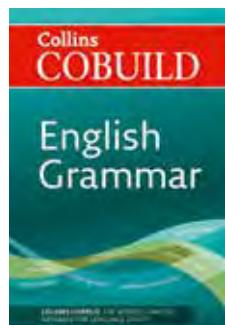
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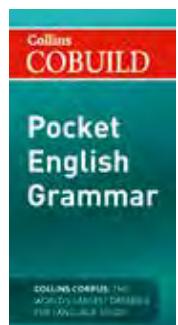
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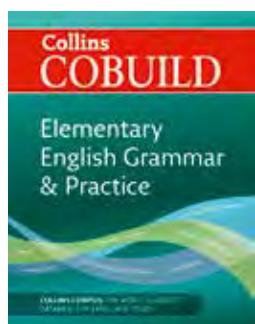
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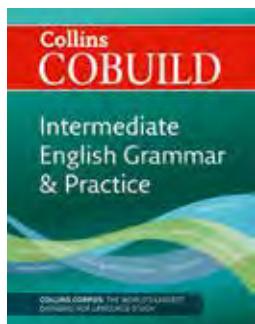
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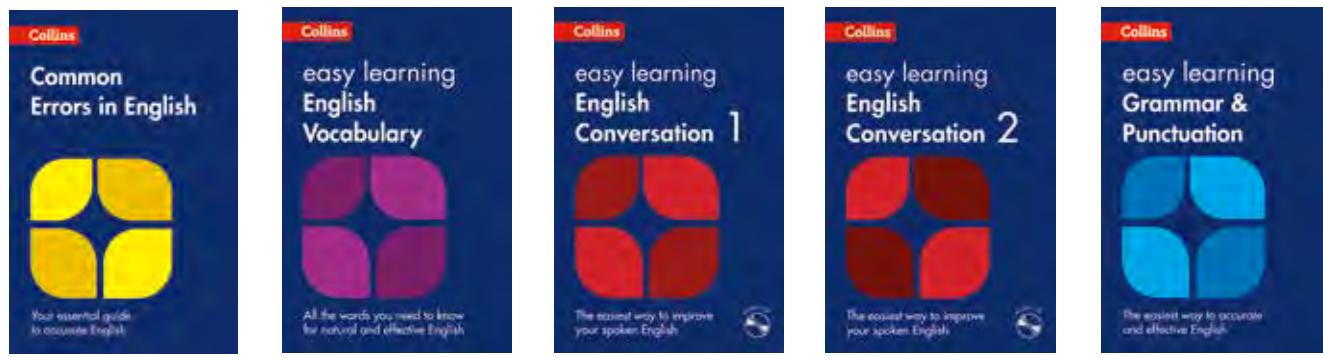
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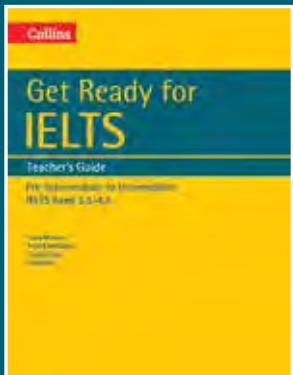
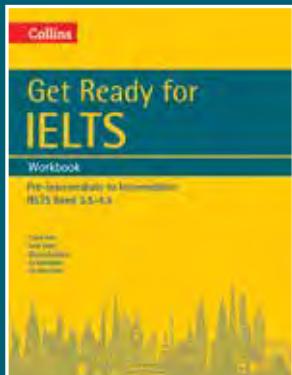
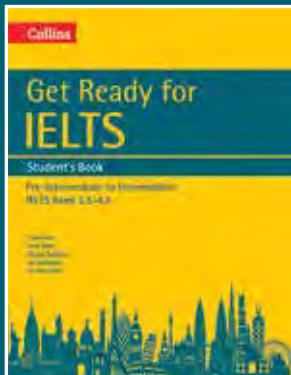
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