

**Collins**

COBUILD  
Intermediate  
Learner's  
Dictionary

COBUILD  
Advanced  
Learner's  
Dictionary

COBUILD  
IELTS  
Dictionary

# English Language Teaching Catalogue 2015

[www.collinselt.com](http://www.collinselt.com)

POWERED BY COBUILD

## Welcome to the 2015 Collins ELT catalogue

In this year's catalogue you will find resources and books for learners of English of all ages, from Young Learners to Business English, and from Skills to Exam Preparation.

I am particularly pleased to let you know about the fantastic new editions of the **COBUILD Advanced Learner's** and **Intermediate Learner's Dictionaries**. Find out all about them on pages 46–47.

Last year our **Academic Skills Series** won the Award for Innovation in Learner Resources at the British Council ELTons. So please do have a look at this innovative range for students at English-speaking Universities on pages 34–35.



If you have any questions, or would like to find out more, please contact the International Sales team, whose details are on the back cover. We are always happy to hear from you.


There is also a list of our key distributors included in this catalogue on pages 52–53. Let us know if you need more details.

On the opposite page are some of the highlights from Collins this year – we hope you will enjoy browsing.



Rob Thompson  
International Sales Director








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 Sign up for emails at [www.collinselt.com](http://www.collinselt.com) for resources, news, competitions and information.

### Contents

Level Chart	2
Young Learners	4
English Readers	10
General English and Skills	14
English for Exams	22
English for Academic Purposes	34
English for Business, Work & ESP	37
Resources for Teachers, Photocopiables & Games	43
COBUILD Dictionaries	46
Reference	49
Distributor Directory	52

### Key symbols used in the catalogue

-  Level indicator
-  Age indicator
-  New in 2015
-  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.

Our ELT list includes classroom, self-study and reference materials for all ages and language levels.

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

## Collins COBUILD

### Authentic, accurate and up-to-date English

#### ► What does COBUILD mean?

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

#### ► Why does COBUILD matter?

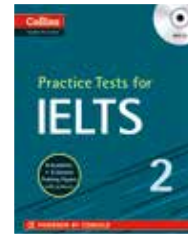
The original COBUILD dictionary, published in 1987, was the first of a new generation of dictionaries for learners based on actual corpus evidence rather than on the compilers' intuition. Collins has continued to build on this pioneering research, delivering real English to students and teachers around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

#### ► How do we use COBUILD?

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

The COBUILD dictionary is now available free online!  
Go to [www.collinsdictionary.com/cobuild](http://www.collinsdictionary.com/cobuild) to try it out.

## What's new?



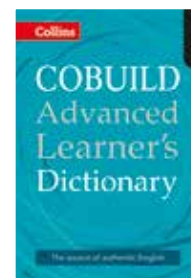
Practice Tests for IELTS 2  
page 27



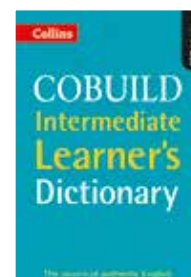
IELTS Dictionary  
page 28



Academic Skills Series  
page 34

































COBUILD Advanced Learner's  
Dictionary  
page 46



COBUILD Intermediate  
Learner's Dictionary  
page 47

Page	Age	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9+
4-5	<b>YOUNG LEARNERS</b>	<b>First English Words</b> Vocabulary book Activity Book 1 and 2 Teacher's Book Flashcards Activity Pack						
6-7			Collins Big Cat Readers and Workbooks					
8		<b>English Club</b>			English Club 1 	English Club 2 		
9		<b>My First Reference book series</b>			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	<b>ENGLISH READERS</b>	Amazing People Readers 		Level 1 	Level 2 	Level 3 	Level 4 	
13		Agatha Christie Readers 						
14-17	<b>GENERAL ENGLISH AND SKILLS</b>	<b>English for Life: Skills</b>		Pre-intermediate A2 	Intermediate B1+ 	Upper Intermediate B2+ 		
18		<b>Real Lives, Real Listening</b>		Elementary A2 	Intermediate B1-B2 	Advanced B2-C1 		
19		<b>Work on your...</b>		Grammar A1 	Grammar A2 	Grammar B1 	Grammar B2 	Grammar C1 
19				Vocabulary A1 	Vocabulary A2 	Vocabulary B1 	Vocabulary B2 	Vocabulary C1 
20-21					Accent Phrasal Verbs Idioms			
20				Handwriting 				
22		<b>Practice Tests for Cambridge YLE</b>		Starters 	Movers 	Flyers 		
23	<b>Practice Tests for Cambridge English</b>		Key (KET) 		Preliminary (PET) 	First (FCE) Key Words 		
24-27	<b>IELTS</b>			Get Ready for IELTS: Skills 	Skills for IELTS Practice Tests for IELTS Grammar for IELTS Vocabulary for IELTS 	Practice Tests for IELTS 		

Page		Level description	Beginner/ Elementary	Elementary/ Pre-intermediate	Intermediate	Upper Intermediate	Advanced	Proficiency	
		Common European Framework (CEFR), Council of Europe	A1 (Breakthrough)	A2 (Waystage)	B1 (Threshold)	B2 (Vantage)	C1 (Effective Operational Proficiency)	C2 (Mastery)	
		IELTS level TOEFL Test score TOEIC Test	IELTS 0–2.0	IELTS 3.0	IELTS 4.0–5.0 TOEFL 57–86 TOEIC 550	IELTS 5.0–6.0 TOEFL 87–109	IELTS 6.0–7.0 TOEFL 110–120 TOEIC 880	IELTS 7.5+	
28	EXAMS	IELTS			Key Words Book 1	Key Words Book 2	Key Words Book 3		
29-30		TOEFL®			Practice Test Pack Skills				
31					Vocabulary and Grammar Key Words				
32-33		TOEIC			Practice Tests Skills Key Words				
34-35	ENGLISH FOR ACADEMIC PURPOSES	Academic Skills				Writing, Research, Lectures, Presenting, Group Work, Numbers			
36		Vocabulary and Survival Guide		Vocabulary Organizer					
36						International Students' Survival Guide			
37-38	ENGLISH FOR BUSINESS, WORK & ESP	Business Communication			Small Talk	Effective International Business Communication			
38-39		Business Skills			Key Business Skills	English for Business: Listening, Speaking, Reading, Writing			
40		Business Vocabulary and Grammar		Business Grammar & Practice Pre-intermediate	Business Vocabulary in Practice	Business Grammar & Practice Intermediate			
40		Business Dictionaries							
41		English for Work	Workplace English Hotel & Hospitality English		Workplace English 2				
42		English for Specific Purposes			Key Words for Automotive Engineering, Electrical Engineering, Chemical Engineering, Mechanical Engineering, Hospitality, Retail, Accounting, Insurance, Finance, Oil & Gas Industry				
43-45	RESOURCES FOR TEACHERS	Resources for Teachers, Photocopiables & Games	Mini Flashcards Language Games Vital Verbs English Through Football English Language Teaching Essentials						
			Minibooks for Young Learners						
46-48	REFERENCE	Dictionaries	COBUILD Essential English Dictionary COBUILD Primary Learner's Dictionary			COBUILD Intermediate Learner's Dictionary	COBUILD Advanced Learner's Dictionary		
49					COBUILD Phrasal Verbs Dictionary COBUILD Idioms Dictionary COBUILD English Usage Common Errors in English				
50		Grammar	Elementary English Grammar & Practice		Intermediate English Grammar & Practice	COBUILD English Grammar COBUILD Pocket English Grammar			
51		Easy Learning		Easy Learning					

## First English Words

Age 3-7

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!](http://www.collinselt.com/firstenglishwords!)

### First English Words

Includes CD with songs to help children learn English through play

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



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

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.

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

### My pets

**Activities**

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

**Song**

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

**Song**

Puppy, hamster, guinea pig! (x 2)

48
49

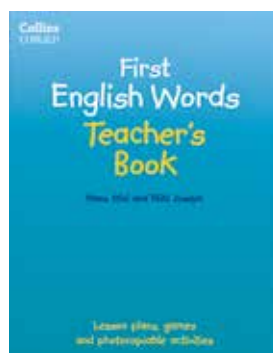
## First English Words Activity Book 1 and 2

Authors: **Hans Mol and Niki Joseph**

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



Sample page from *First English Words Activity Book 1*



## First English Words Teacher's Book

Authors: **Hans Mol and Niki Joseph**

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

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

## First English Words Flashcards

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



## First English Words Activity Pack

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

The pack contains:

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



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



Collins  
**BIG CAT**

# Collins Big Cat

## Learn to read in English

Age  
4+

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

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

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

*Collins Big Cat* workbooks contain:

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



Available in American and British English



For more information and to download a full catalogue of Big Cat readers and workbooks, please visit [www.collins.co.uk/page/Collins+Big+Cat/ELT](http://www.collins.co.uk/page/Collins+Big+Cat/ELT)





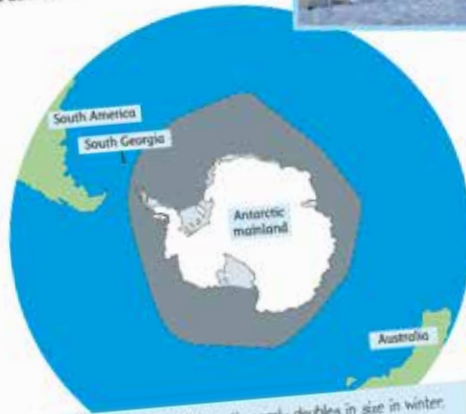
Antarctica is made up of the Antarctic mainland and the islands around it. The mainland is a huge rocky land covered with snow and ice. It was the last place on Earth to be explored and no humans make it their home.

### How the Arctic and the Antarctic are different

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

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

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



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

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

### Key Story Sentences 3

1. Match each sentence to the correct picture.

An Emperor penguin weighs more than any other penguin.

A Rockhopper penguin is the smallest penguin in Antarctica.

A King penguin eats fish and squid.



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

Whales    Crab-eater seals    Fur seals

\_\_\_\_\_ don't actually eat crabs; they eat krill.

\_\_\_\_\_ can attack King penguins.

\_\_\_\_\_ are the biggest mammals in the world.



### Reading Comprehension 1

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



1. Antarctica is a land covered in ice. \_\_\_\_\_

2. Almost all of an iceberg is above the water. \_\_\_\_\_

3. Penguins use their flippers to fly in the air. \_\_\_\_\_

4. Feathers and blubber keep penguins warm. \_\_\_\_\_

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

6. Killer whales hunt in groups called pods. \_\_\_\_\_

# 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

978-0-00-748859-9  
incl. CD-ROM + Stickers

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**English Club 2** Age 7-8

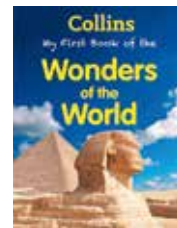
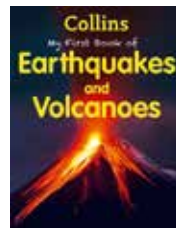
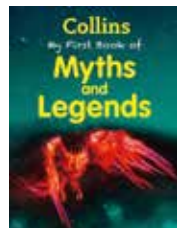
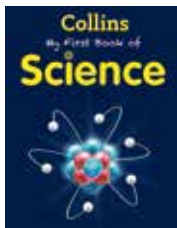
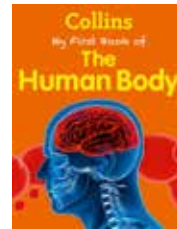
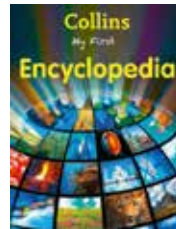
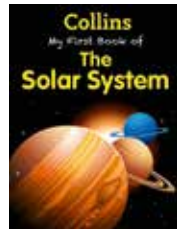
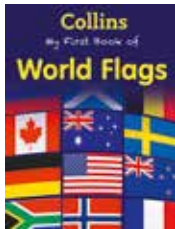
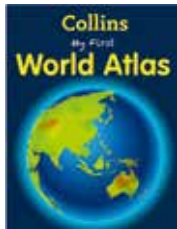
978-0-00-748860-5  
incl. CD-ROM

Sample pages from English Club 2

# My First reference books

Age  
7-11

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



## Sticker Books

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



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

Perfect  
for the CLIL  
classroom



# Amazing People Readers

**Collins**  
English Readers

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

## Inspiring non-fiction readers

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

Each *Amazing People Reader* contains:

- 5 or 6 short stories, each with a historical character telling their own life story
- Useful timelines, perfect for revision and checking comprehension
- 🎧 Includes **CD** with a full reading of each story
- 📺 **Free online resources at [www.collinselt.com/readers](http://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

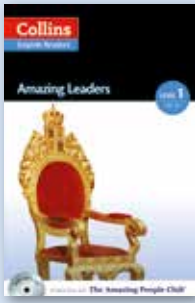
The **Collins COBUILD grading scheme** has been created using the most up-to-date language usage information available today. Each level is guided by a brand new grammar and vocabulary framework, ensuring that the series will perfectly match your students' reading abilities.

	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

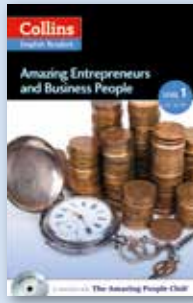
Amazing Leaders	978-0-00-754492-9	Level 1 / A2
Amazing Inventors	978-0-00-754494-3	Level 1 / A2
Amazing Entrepreneurs & Business People	978-0-00-754501-8	Level 1 / A2
Amazing Women	978-0-00-754493-6	Level 1 / A2
Amazing Performers	978-0-00-754508-7	Level 1 / A2
Amazing Aviators	978-0-00-754495-0	Level 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  
Perez Prado  
Ella Fitzgerald  
Luciano Pavarotti  
John Lennon



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



Harriet Tubman  
Emmeline Pankhurst  
Maria Montessori  
Hellen Keller  
Nancy Wake  
Eva Peron

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

Level 2 pre-intermediate CEF: A2-B1



Joseph Montgolfier  
Louis Blériot  
Charles Lindbergh  
Amelia Earhart  
Amy Johnson



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



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



Leonardo da Vinci  
Christopher Wren  
Antoni Gaudí  
Pablo Picasso  
Frida Kahlo



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

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



Level 3 intermediate CEF: B1



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



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



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



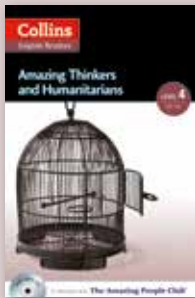
Geoffrey Chaucer  
William Shakespeare  
Charles Dickens  
Victor Hugo  
Leo Tolstoy  
Rudyard Kipling



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

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

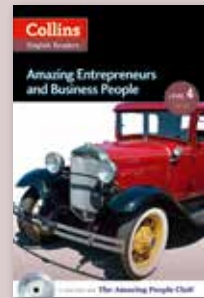
Level 4 upper intermediate CEF: B2



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  
Aristotle  
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Henry Ford  
Charlotte Brontë

# Agatha Christie Readers

*Agatha Christie*

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

CEF level: B2

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

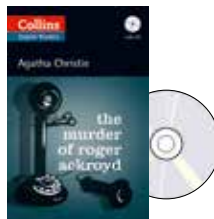
Includes MP3 CD with full reading of the story  
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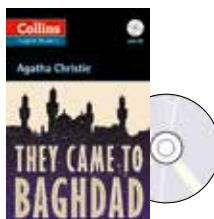
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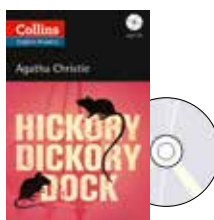
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# English for Life: Skills

## Bring your studies to life

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

These books are ideal for:

- Skills lessons
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- Supplementing coursebooks
- Extra assignments to support individual students
- Independent study

Teaching notes available online at [www.collinselt.com/englishforlife](http://www.collinselt.com/englishforlife)

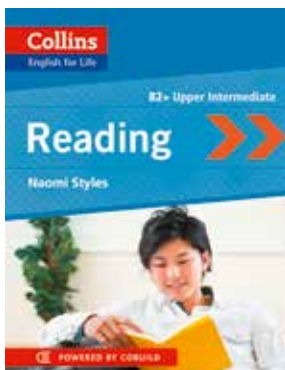
## English for Life: Reading

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

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

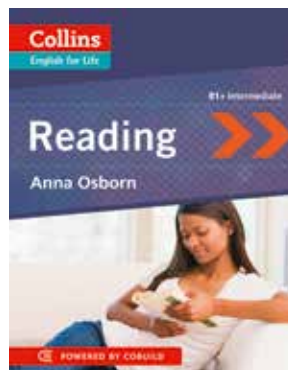
Series includes:

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



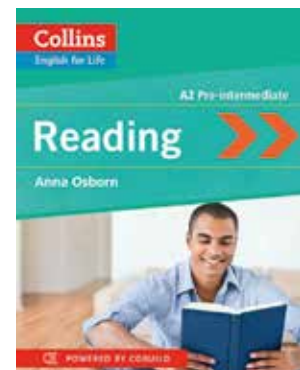
### Upper Intermediate / B2+

Author: Naomi Styles



### Intermediate / B1+

Author: Anna Osborn



### Pre-intermediate / A2

Author: Anna Osborn

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

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

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

Teaching notes available online at [www.collinselt.com/englishforlife](http://www.collinselt.com/englishforlife)



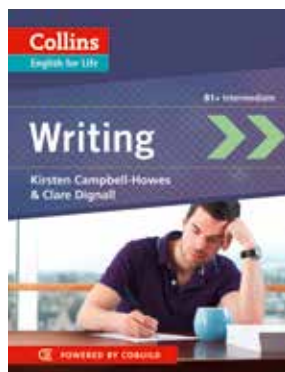
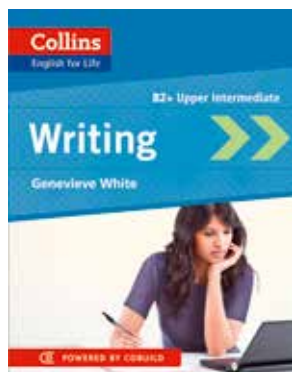
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Guide learners to write clearer, better English in every situation

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

Series includes:

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



## 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**

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

**Looking closely**

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

**Text A**

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

**Text B**

Tech@mperts@: Calling all Peche teachers! I'm giving an online workshop. Could you please see folks, where you come from and how often you use Twitter?

**Text C**

Ltd@news@: Hey, have a go for the Friday briefing? Fancy meeting up for dinner in Perth City with @peche and @michelle? #perthtime

**Text D**

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

UNIT 19 | SHARING NEWS AND INFORMATION

**Language note: social media sites**

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

**Language focus**

- How formal is the language used in Texts A to D? Underline examples of semi-formal and informal language.
- Look at how the writers have tried to make their posts engaging. Which posts ...
  - ask questions? ...
  - offer advice? ...
  - ask for help? ...
  - use humour? ...
  - use short sentences? ...
  - link to further reading? ...
  - use action verbs? ...
- Read the posts and identify the target readers.
  - Going to see the new James Bond film tonight if anyone is interested in coming. #BondFan
  - Went for a nice meal last night with my husband. I had the burger and Simon ordered the exact chicken. It was really delicious.
  - I need help with my master research. Could you please fill in this short survey and RT. Bit urgent.
  - The local council are going to close our library. This is terrible, particularly as it's a National Reading Week. We would be very grateful if you could sign our petition.
  - Remember post, as usual, Karl. I totally agree with your point about air pollution – we have to do something quickly – the government can't be trusted to act on our behalf.
  - Cheap laptops for sale!
- Do you think the posts are engaging? Why / why not?
- Rewrite the posts in Exercise 3 to make them more engaging. Use the techniques from Exercise 2 to help you.

Upper Intermediate / B2+	978-0-00-754132-4	<b>CEF level: B2+</b>
Intermediate / B1+	978-0-00-746061-8	<b>CEF level: B1+</b>
Pre-intermediate / A2	978-0-00-749776-8	<b>CEF level: A2</b>

Teaching notes available online at [www.collinselt.com/englishforlife](http://www.collinselt.com/englishforlife)

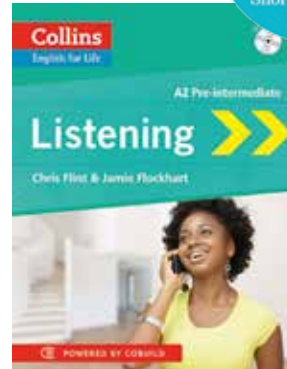
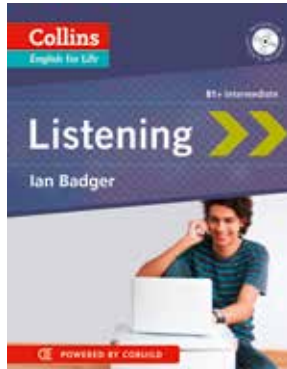
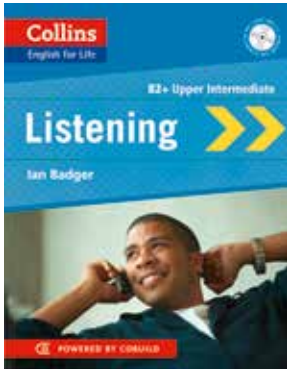
# English for Life: Listening

Help learners to understand the English they hear in real life

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

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

Additional recordings available online at [www.collinselt.com/englishforlife](http://www.collinselt.com/englishforlife)



## 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:**

- You'll first hear a lively discussion about the pros and cons of cycling in the city.
- Two Indian colleagues talk about commuting to work.

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

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

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

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

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

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

UNIT 1 | Everyday travel

**Clear usage: emphasizing a point**

Matt likes to use emphatic language to make a point. He says "well" as in: "Quite often you will get bus drivers who act aggressively to cyclists (the ones not very angry, you get bus drivers who act aggressively...)"

He avoids reported speech: (He) said "We say for the road, you don't." (rather than "She said that she said for the road and I don't.")

He uses the present continuous rather than the less dramatic simple present: "We're all paying, it's not just car drivers who are paying." (rather than "We all pay, it's not just car drivers who pay.")

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

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

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

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

Upper Intermediate / B2+	978-0-00-754268-0	incl. MP3 CD	<b>CEF level: B2+</b>
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“successful in making even the mundane activities of daily life engaging”  
English-Speaking Union, 2013

# English for Life: Speaking

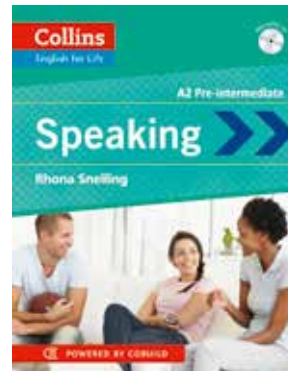
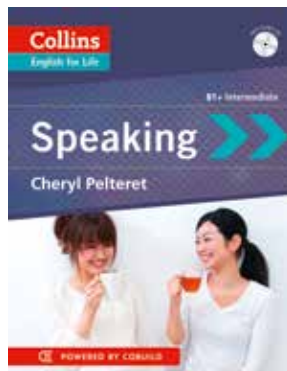
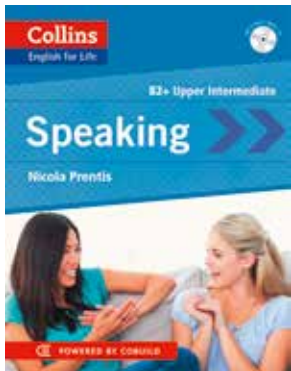
Improve learners' ability to speak clear English that everyone will understand

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

CDs contain conversations and listening and speaking practice activities.

Series includes topics such as:

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



## Upper Intermediate / B2+

Author: Nicola Prentis

## Intermediate / B1+

Author: Cheryl Pelteret

## Pre-intermediate / A2

Author: Rhona Snelling

### 8 BEING SUPPORTIVE

**Getting started**

- How do you (or your friend) say it's 'a bad day'?
- What do you say to make someone who's better if they're 'having a bad day'?

UNIT 8 | BEING SUPPORTIVE

**Conversation 3**

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

**Conversation 4**

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

**Understanding**

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

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

**Conversation 1**

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

**Conversation 2**

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

30 Speaking

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

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17

# Real Lives, Real Listening

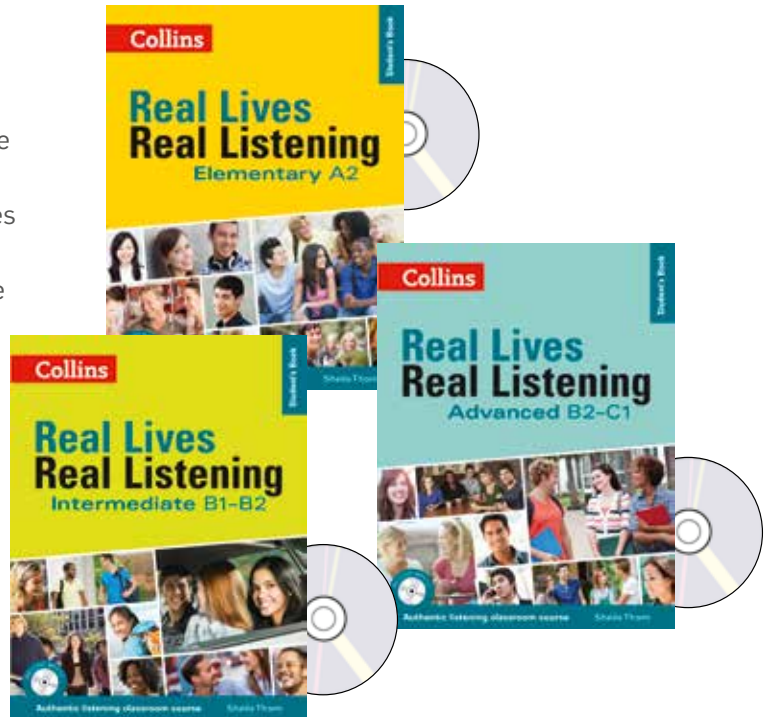
Real Lives  
Real Listening


Author: **Sheila Thorn**


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

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

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



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

 Teacher's notes and answer keys available in the General English section at [www.collinselt.com](http://www.collinselt.com)

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

**Dr John Field, Universities of Bedfordshire and Cambridge**

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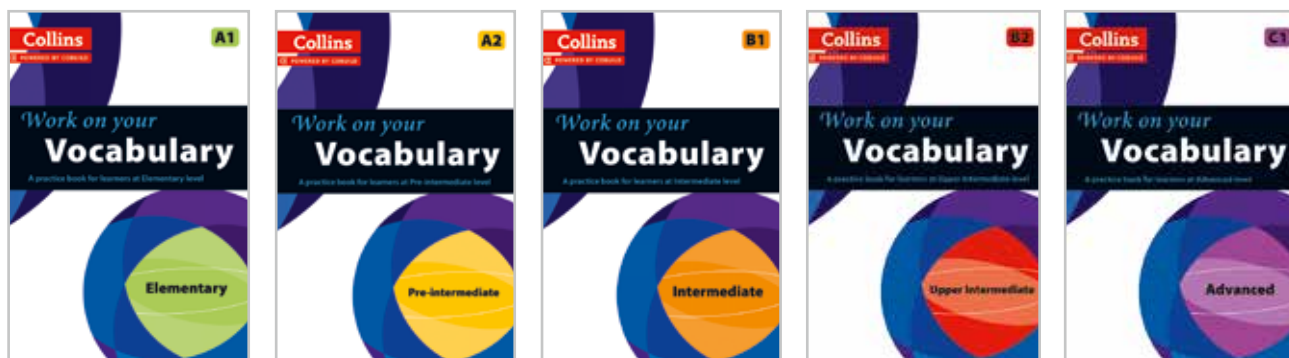
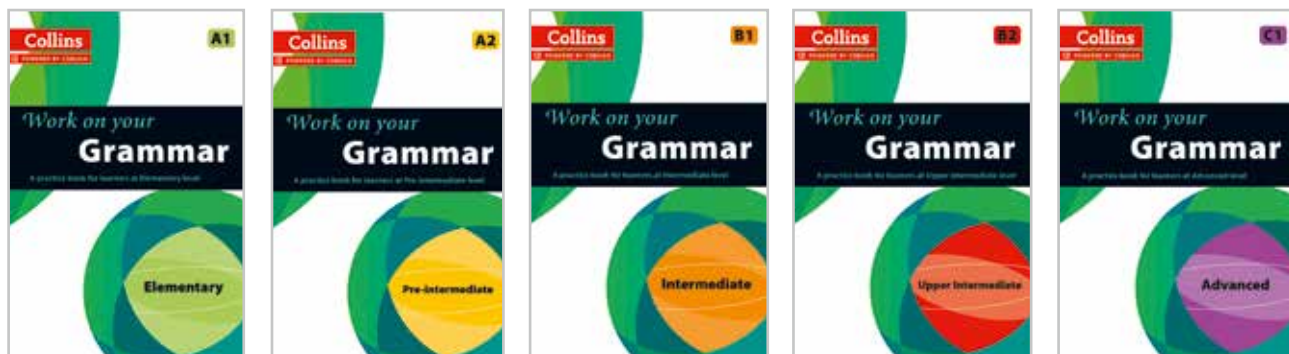
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- Important points clearly explained in *Remember!* and *Good to know!* boxes
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POWERED BY COBUILD

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



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# Work on your...

## Accent

Authors: Helen Ashton & Sarah Shepherd

Clearer pronunciation for better communication

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

CEF level:  
B1–C2


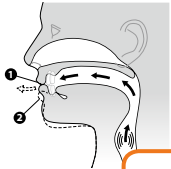


Includes DVD-ROM with visual and audio material illustrating physical articulation and pronunciation

**1**

### PET & BET

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

**Make the sounds**

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

**When do I use this sound?**

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

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

*Work on your Accent*, pp. 16–17

Clear illustrations and photos show what each sound looks

Clear examples of when to use the sound

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

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 vowel

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

**2 4 6 8**

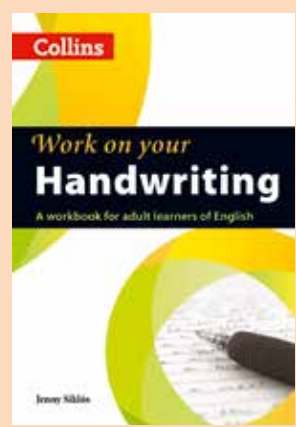
Making the same sound in the words 'pet' and 'bet'.  
 First, revise the exercise.  
 Then, revise the *When do I use this sound?* section.  
 Keep a hand on your vibration chart.

**2 3**

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

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

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



## Handwriting

All Levels

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

# Work on your...

## Phrasal Verbs

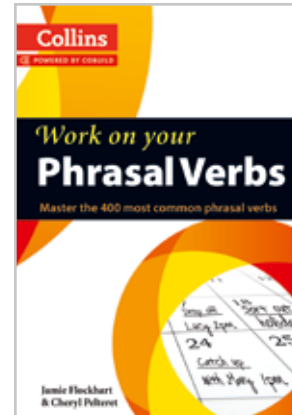
CEF level:  
B1-C2

Authors: **Jamie Flockhart & Cheryl Pelteret**

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

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

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



## Idioms

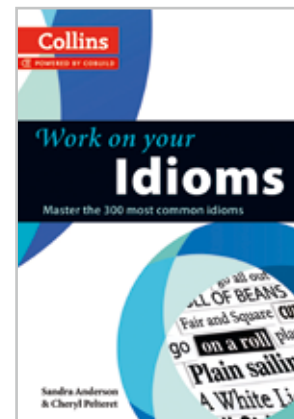
CEF level:  
B1-C2

Authors: **Sandra Anderson & Cheryl Pelteret**

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

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

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



### Your turn!

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

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

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



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

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

*Work on your Idioms*

POWERED BY COBUILD

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

Phrasal Verbs 978-0-00-746466-1

Idioms 978-0-00-746467-8



# Cambridge Young Learners English Exams

**Collins**  
English for Exams


Age  
7–12


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

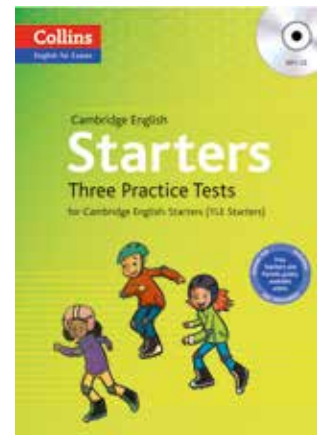
Online support for  
parents included

Each book includes:

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

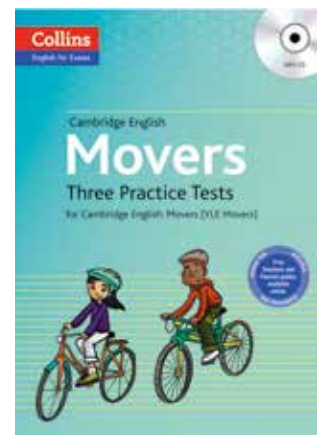
 Teacher's and Parent's Guides with information on the test available online at <http://www.collins.co.uk/page/Cambridge+English%3A+Young+Learners>

 Audio CD with recordings by young native English speakers included



## Practice Tests for Cambridge English: Starters (YLE Starters)

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

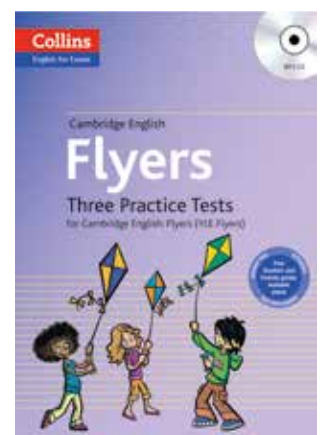


## Practice Tests for Cambridge English: Movers (YLE Movers)

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

## Practice Tests for Cambridge English: Flyers (YLE Flyers)

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



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




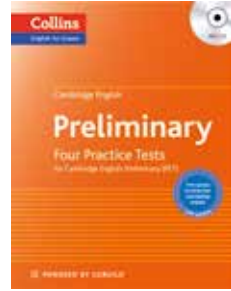
# Cambridge English Exams


All the practice students need for a top grade.

The *Practice Tests for Cambridge English* books include:

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

 MP3 CDs included



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

## Practice Tests for Cambridge English: Key (KET)

CEF level: A1–A2

## Practice Tests for Cambridge English: Preliminary (PET)

CEF level: A2–B1

## Practice Tests for Cambridge English: First (FCE)

NEW

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

**fun** /fʌn/

**ADJECTIVE** If something is **fun**, you enjoy doing it. If someone is **fun**, you enjoy their company. [INFORMAL] → It should be a **fun** evening. → How comes the **fun** part – the **food**. → [+ to-inf] Tom is **good fun** to be around.

→ see Useful Phrases **make fun of someone/something**

► **COLLOCATIONS:**  
**should be/ought to be fun**  
**good/great fun**  
**fun stuff**  
**a fun time**  
**the fun part**

► **SYNONYM:** entertaining  
 ► **ANTONYM:** boring

**WHICH WORD: fun or funny?**

**Fun** is used to describe someone who is good to be with and something that is enjoyable to do. → Liz is **great fun** to be with. → It was **great fun**.

**Funny** is used to describe someone or something that makes you laugh. → She is a **funny** girl. → Jim Carrey is a **very funny** man. → She has a **funny** sense of humour.

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

# Get Ready for IELTS

**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:

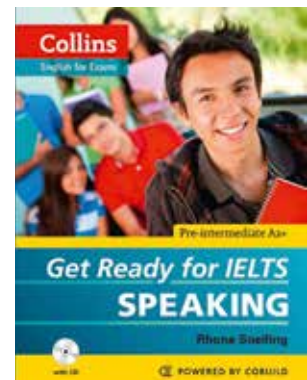
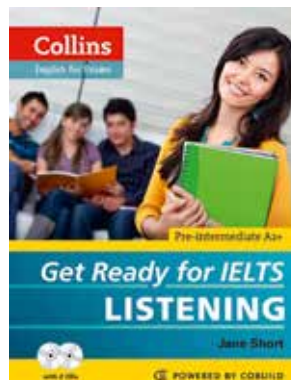
- 12 units of carefully graded material for pre-intermediate learners
- Four review units to check and consolidate key language and skills
- Key IELTS grammar and vocabulary
- Exam tips, information and common errors
- Complete practice test, answer keys and glossary

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

## Get Ready for IELTS Listening

Author: **Jane Short**

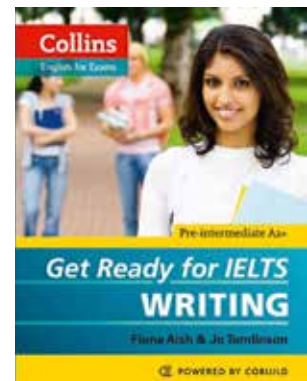
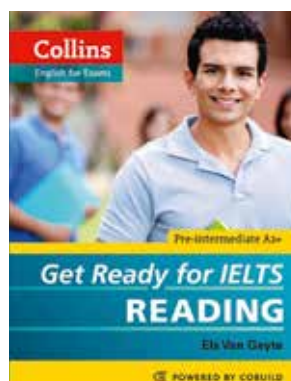
 Includes audio CD



## Get Ready for IELTS Speaking

Author: **Rhona Snelling**

 Includes audio CD




## Get Ready for IELTS Reading

Author: **Els Van Geyte**

## Get Ready for IELTS Writing

Author: **Fiona Aish & Jo Tomlinson**

Get Ready for IELTS Listening	978-0-00-746062-5	incl. CD
Get Ready for IELTS Reading	978-0-00-746064-9	
Get Ready for IELTS Speaking	978-0-00-746063-2	incl. CD
Get Ready for IELTS Writing	978-0-00-746065-6	

 Teaching notes available online at [www.collinselt.com/teachielts](http://www.collinselt.com/teachielts)

## 5 On campus services

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

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

### Part 1: Vocabulary

#### Campus services



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

halls of residence      library      medical centre      sports centre

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

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

#### Spelling

##### Watch Out!

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

**Watch Out!** sections highlight common errors and how to avoid them

34 Get Ready for IELTS: Listening

Unit 5

**3** Choose the correct spelling to complete the sentences.

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

#### Prepositions

##### Exam information | Labelling plans

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

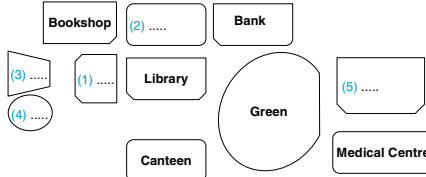
**4** Sometimes there is more than one word to describe the same position, for example: *beside, by, next to*. In each group of words, circle the preposition or phrase that does NOT belong to the group.

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

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

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

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



On campus services 35

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

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



# Skills for IELTS

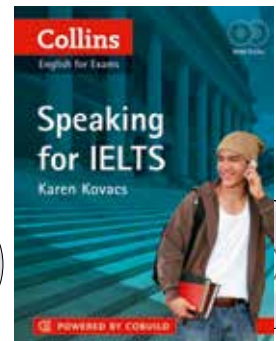
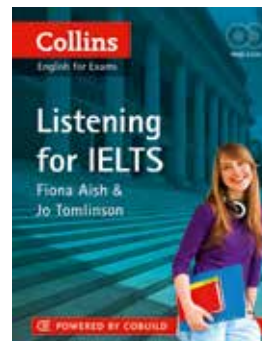
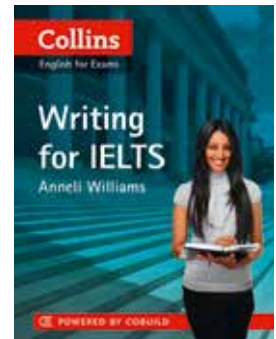
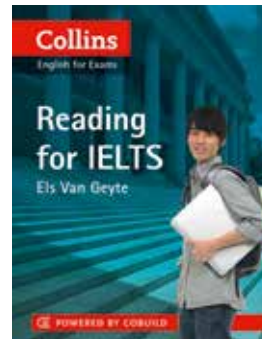
**Collins**  
English for Exams

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

Four skills-focused textbooks offering in-depth preparation for each of the Academic IELTS test papers. With one book for each skill, *Skills for IELTS* helps students to focus on areas they need to improve to get the IELTS result they need.

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

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



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

#### Unit 12 – Task 2

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

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

## Reading for IELTS


Author: **Els Van Geyte**

## Writing for IELTS

Author: **Anneli Williams**

## Listening for IELTS

Authors: **Fiona Aish & Jo Tomlinson**

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

## Speaking for IELTS

Author: **Karen Kovacs**


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



 Also available as apps

 Available on the App Store

Reading for IELTS	978-0-00-742327-9	
Writing for IELTS	978-0-00-742324-8	
Listening for IELTS	978-0-00-742326-2	incl. 2 CDs
Speaking for IELTS	978-0-00-742325-5	incl. 2 CDs

 Teaching notes available online at [www.collinselt.com/teachielts](http://www.collinselt.com/teachielts)

# IELTS Practice Tests, Grammar and Vocabulary

## Practice Tests for IELTS

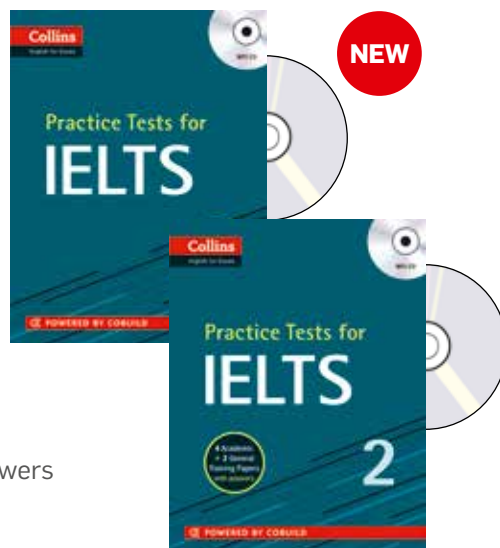
CEF level:  
B1+

The two *Practice Tests for IELTS* books ensure students are ready to sit the exam and achieve the IELTS score they need.

Each book includes:

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

 Includes MP3 CD



## Grammar for IELTS

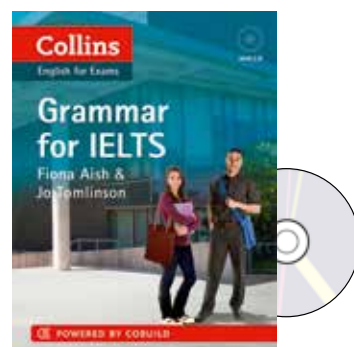
CEF level: B1+ /  
IELTS level: 5-6

Authors: **Fiona Aish & Jo Tomlinson**

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

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

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



## Vocabulary for IELTS

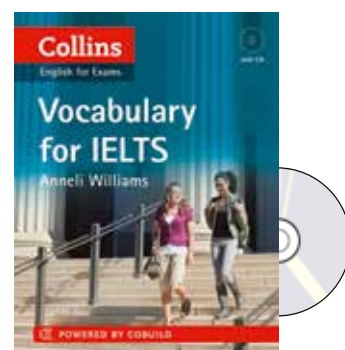
CEF level: B1+ /  
IELTS level: 5-6

Author: **Anneli Williams**

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

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

 Includes audio CD providing valuable Listening and Speaking practice



Practice Tests for IELTS 2	978-0-00-759813-7	incl. CD	March 2015
Practice Tests for IELTS	978-0-00-749969-4	incl. CD	
Grammar for IELTS	978-0-00-745683-3	incl. CD	
Vocabulary for IELTS	978-0-00-745682-6	incl. CD	

# COBUILD for IELTS Preparation

COBUILD

The **COBUILD IELTS Dictionary** and the **Key Words for IELTS** books are ideal for learners who are preparing for the IELTS exam. They cover the words, phrases and idioms that students need to master to achieve the IELTS scores required by top universities and employers.

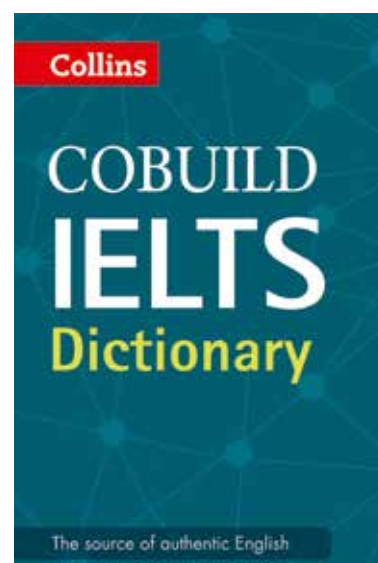
## IELTS Dictionary

CEF level:  
B1+

NEW

A comprehensive dictionary including IELTS-specific words as well as general vocabulary, to help students achieve the IELTS score they need.

- Explains key words in depth using collocations boxes, usage notes, information on easily-confused words, related words, synonyms, antonyms and IELTS-style corpus examples
- The Writing for IELTS guide and Speaking for IELTS guide help learners to produce polished written texts and achieve fluency when speaking



## Key Words for IELTS

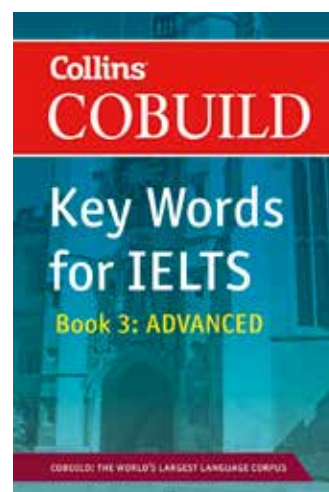
Three compact, graded reference books which provide easy access to the essential key words students need to succeed in the IELTS exam. All three titles include vocabulary-enrichment features that enable students to expand their vocabulary in key topic areas, to use the words accurately and correctly, and provide help with academic writing.

- **Book 1 Starter** – For students starting their IELTS preparation
- **Book 2 Improver** – For students who want to improve their IELTS score
- **Book 3 Advanced** – For students aiming for a top score

IELTS Level: 4–5.5

IELTS Level: 5.5–6.5

IELTS Level: 7+



IELTS Dictionary	978-0-00-810083-4	March 2015
Book 1 Starter	978-0-00-736545-6	
Book 2 Improver	978-0-00-736546-3	
Book 3 Advanced	978-0-00-736547-0	

# TOEFL® Practice Tests

## Practice Test Pack for the TOEFL® Test

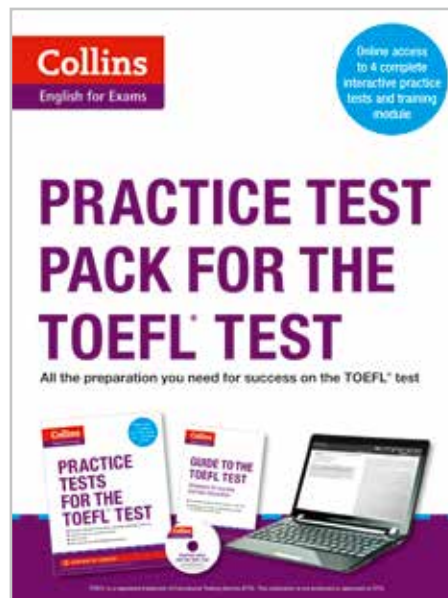
CEF level:  
B1+

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

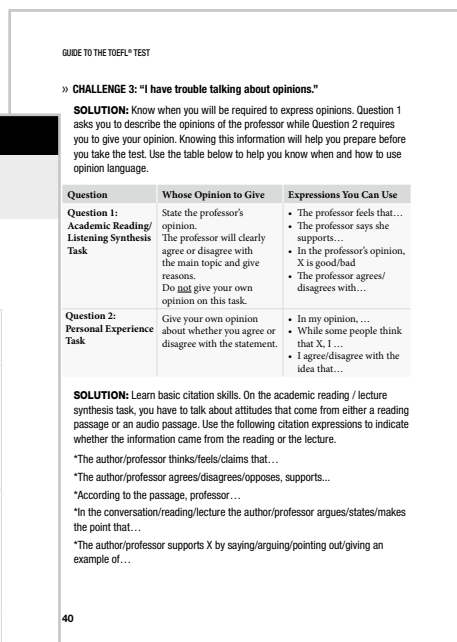
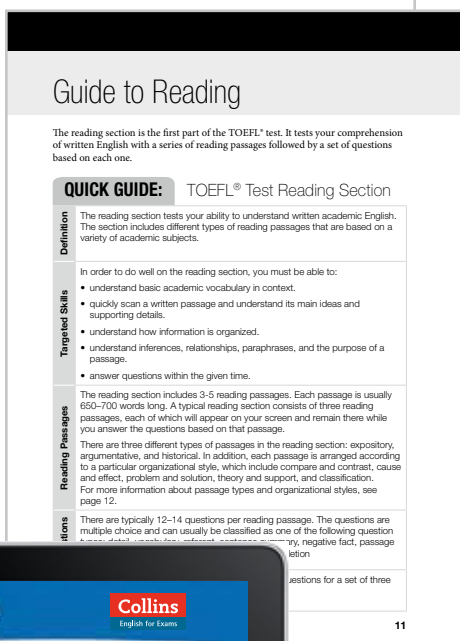
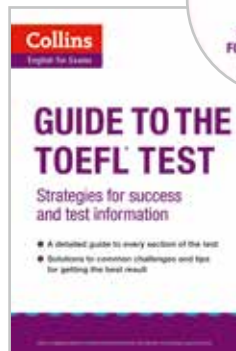
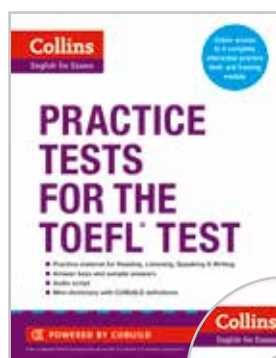
- Feel completely confident about how the TOEFL® test works
- Know what to expect on the day of the test
- Improve their score through realistic practice designed to replicate the online environment of the TOEFL® iBT test

The pack includes:

- Access to four complete TOEFL® tests online
- Two complete TOEFL® tests with answers, mini-dictionary and audioscript in the practice test book
- A complete Guide to the TOEFL® Test booklet, with strategies for success and information on the test
- An MP3 CD with realistic audio for the Speaking and Listening sections
- Online access to four complete TOEFL® tests and a free interactive training module with additional practice and strategies for improving skills for each part of the test



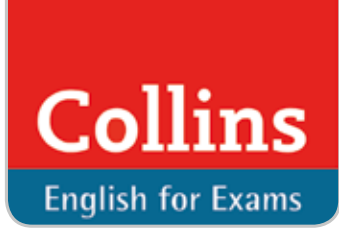
Pack contents:



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

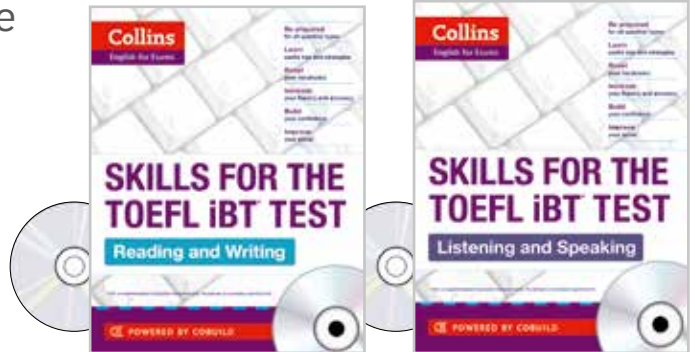


# Skills for the TOEFL® iBT Test



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

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 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's clerk  
 Student has special situation—taking 3 classes but is interested in a 4<sup>th</sup> in the physics department.  
 Students can take up to 4 classes ... so he can sign up if:  
 he's taken the prerequisites.  
 the class isn't full.  
 Student's 3 classes are hard & one 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  
 1 Fill out class registration slip (incl. name, ID #, course #, prof's name, and mark "audit").  
 2 Take slip to Prof. Yang and get her signature.  
 3 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 questions and read why the answer options are correct or incorrect.

1. Why does the student visit the registrar's office?  
 To ask about the...

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 below. 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  
 2 weeks ago).  
 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  
 grade 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

B Answer the questions. Then, write the correct answer in the space provided.

1. How many excused absences does the student have?

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? CD1, track XX  
 To find out the name of a movie  
 To check out library materials  
 To get information about the...  
 To ask about...

4. What can be inferred about the student's... CD1, track XX

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

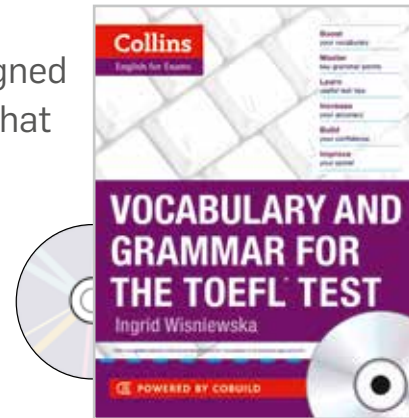
CEF level:  
B1+

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|biva|lent** /æmbɪvələnt/

**ADJECTIVE** If you say that someone is **ambivalent**, they seem to be uncertain whether they really want to do something or approve of it. → [+ about] She remained **ambivalent** about the proposal.

► **COLLOCATIONS:**

ambivalent **about** something  
**feel/remain** ambivalent

► **SYNONYM:** unsure


**am|biva|lence** /æmbɪvələns/


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

► **COLLOCATIONS:**

**ambivalence** **about/toward** something

**show** **ambivalence** **about/showing** ambivalence

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

COBUILD Key Words for the TOEFL® Test  
978-0-00-745346-7 



# Skills for the TOEIC® Test

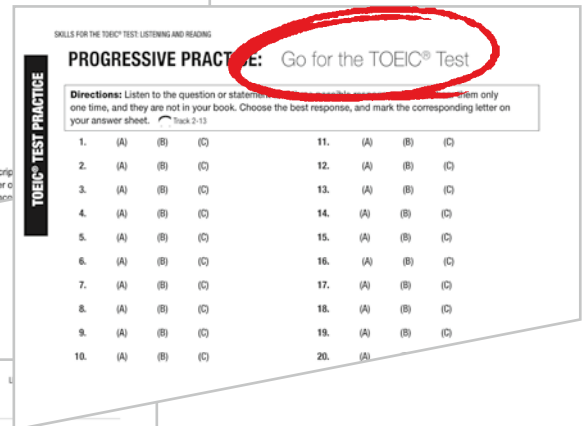
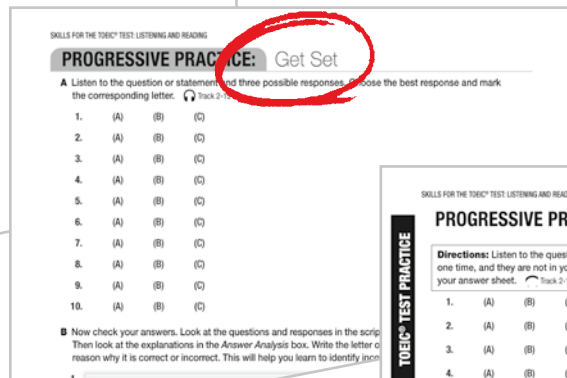
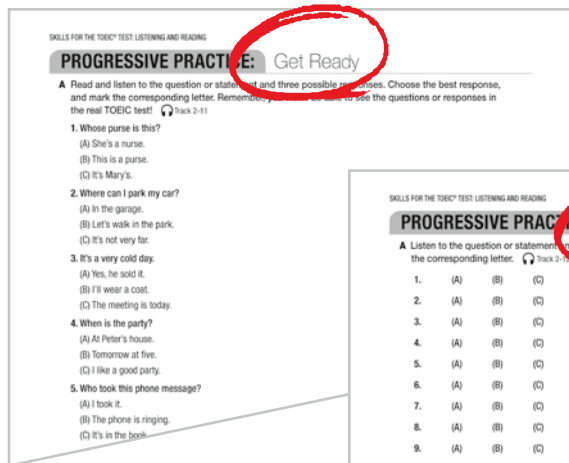
CEF Level:  
B1+

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

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



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

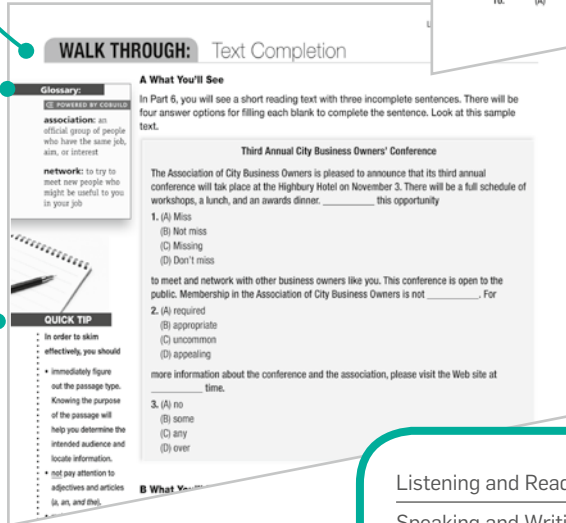


Three stages of *Progressive Practice* provide step-by-step support to answer questions confidently

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

**CE POWERED BY COBUILD**  
Collins COBUILD definitions help students understand difficult words

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



Listening and Reading	978-0-00-746057-1	incl. CD	
Speaking and Writing	978-0-00-746058-8	incl. CD	

# TOEIC® Practice Tests and Key Words

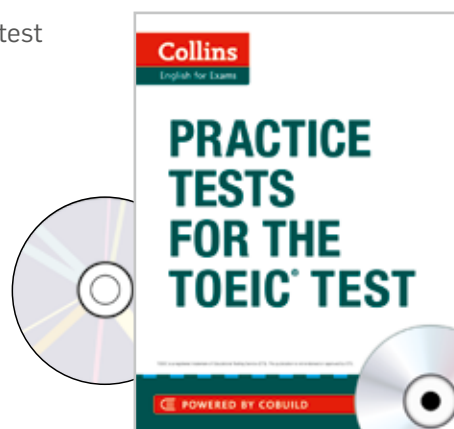
## Practice Tests for the TOEIC® Test

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)

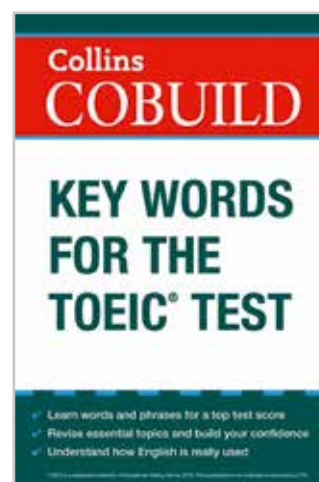
 Includes MP3 CD



## COBUILD Key Words for the TOEIC® Test

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

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



Practice Tests for the TOEIC® Test 978-0-00-749971-7 incl. MP3 CD 

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

# Academic Skills Series

**Collins**  
E A P

CEF Level: B2+ /  
IELTS level: 5.5+

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

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

 Also available as e-books



## Writing

Author: **Els Van Geyte**

## Research

Author: **Anneli Williams**


## Lectures

Author: **Jo Tomlinson & Fiona Aish**

 Includes CD with authentic lectures

## Presenting

Author: **Graham Burton**

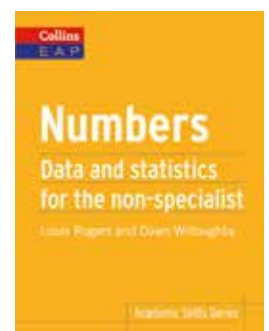
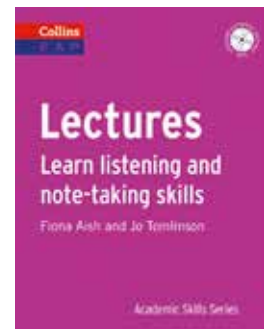
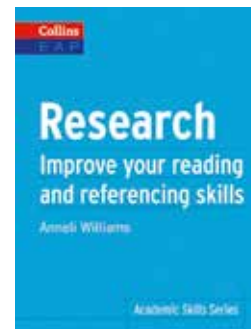
 Includes CD with model language

## Group Work

Author: **Patrick McMahon**

## Numbers

Authors: **Louis Rogers & Dawn Willoughby**



Writing	978-0-00-750710-8	
Research	978-0-00-750711-5	
Lectures	978-0-00-750712-2	incl. MP3 CD
Presenting	978-0-00-750713-9	incl. MP3 CD
Group Work	978-0-00-750714-6	
Numbers	978-0-00-750715-3	

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

# 1

## Getting started

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

Clear aims outline learning objectives of each chapter

### Quiz Self-evaluation

Which of the statements below is true for you?

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

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

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

### What is research?

**Glossary**

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

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

### 1 Getting started

#### Why do you have to do library based research?

**Glossary**

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

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

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

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

Exercises help students get ready for successful independent academic study

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

### 1 Getting started

#### Exercise 1

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

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

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

**Tips**

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

#### 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?

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

# Vocabulary Organizer

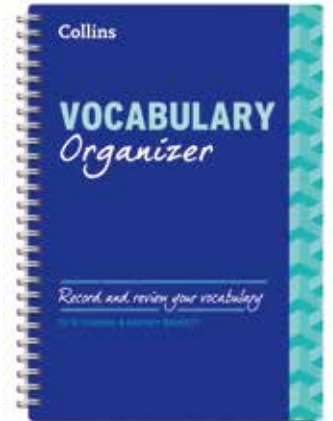
Authors: **Pete Sharma & Barney Barrett**

## Learn new words more quickly

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

Students learn how to:

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



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

Susanna Wesson, France

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



# International Students' Survival Guide

Get the most out of your time at university

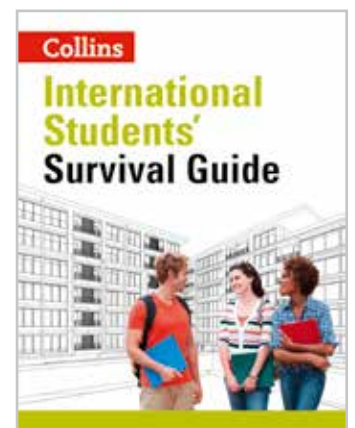
The **International Students' Survival Guide** prepares students for undergraduate and post-graduate life at English-speaking universities. Students will know what to expect and how to prepare for living and studying in another country.

Students learn how to:

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

e-book only

CEF level: B2



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

Sign up in the English for Academic Purposes section at [www.collinselt.com](http://www.collinselt.com) to read the International Students' Survival Guide for free!

## Build key business relationships

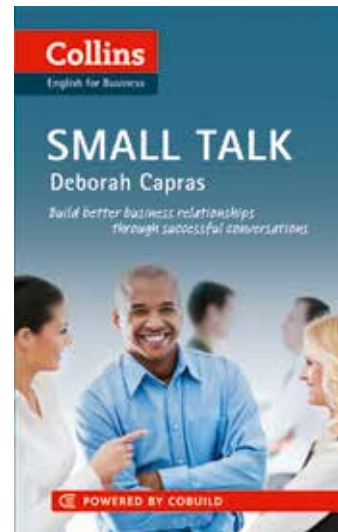
CEF level: **B1+**

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](http://www.collinselt.com/businessresources)

Also available as an e-book

<h3>Key phrases</h3>	
<p><b>Make the first move</b></p>	<p>I don't think we've been introduced. My name's Hans, Hans Schiller.</p> <p>We haven't actually met, but I'm Hans Schiller.</p> <p>May I introduce myself? I'm Mary Smith.</p> <p>I don't think we've met. I'm Mary Smith. Hi, I'm Mary, Mary Smith.</p>
<p><b>Give the right response</b></p>	<p>It's a pleasure to meet you.</p> <p>Pleased to meet you.</p> <p>It's good/great/nice to meet you, too.</p> <p>Good/Great/Nice to meet you.</p>
<p><b>Check the names</b></p>	<p>I'm sorry, but I didn't catch your name.</p> <p>I'm sorry, but what was your last name again? How do you spell your name?</p> <p>'Athanasias' — Am I saying it correctly?</p>
<p><b>Help people to remember your name</b></p>	<p>Let me give you my business card.</p> <p>Please, call me John.</p> <p>Here's my card.</p>
<p><b>Correct someone who says your name wrong</b></p>	<p>Almost. It's Julianne, Julie for short.</p> <p>Actually, it's Sahinda Sinha.</p>
<p><b>Apologize if you get someone's name wrong</b></p>	<p>I'm sorry, Julie.</p> <p>Oh, I am sorry.</p>
<p> Go online to listen to the key phrases.</p>	
<h3>Scenarios</h3>	
<p><b>Rania:</b> Hi, I don't think we've met. I'm Rania Gouliari.</p> <p><b>Antonio:</b> Nice to meet you, Ms Gouliari. Am I saying it correctly?</p> <p><b>Rania:</b> Yes, but please, call me Rania.</p> <p><b>Antonio:</b> Rania. I'm Antonio, Antonio Messina.</p> <p><b>Rania:</b> Good to meet you, too, Antonio. How do you spell your name? Is it with a double 's'?</p> <p><b>Antonio:</b> Yes, the same way as the town in Sicily. That's where my family is originally from.</p>	<hr/> <p><b>Robert:</b> We haven't actually met, but my name is Robert Williams.</p> <p><b>Markus:</b> It's a pleasure to meet you. I'm Professor Kern, Markus Kern.</p> <p><b>Robert:</b> It's good to meet you, too.</p> <p><b>Markus:</b> I'm sorry, but I didn't catch your last name.</p> <p><b>Robert:</b> It's Williams, as in Robbie Williams. You know, the singer. Here, let me give you my business card.</p> <p><b>Markus:</b> Thank you. And here's mine.</p>
<hr/> <p><b>Jules:</b> Hello. I don't think we've been introduced. My name's Jules Chirac.</p> <p><b>Sergei:</b> 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.</p> <p><b>Sandra:</b> Nice to meet you, Jules. I've seen your work. It's impressive.</p> <p><b>Jules:</b> Thank you. That's always great to hear. It's nice to meet you, too.</p>	
<p> Go online to listen to the scenarios.</p>	
4   Small Talk	New contacts   5

Small Talk 978-0-00-754623-7

# Business Skills and Business Communication

**Collins**  
English for Business

## Effective International Business Communication

CEF level:  
B2–C1

Authors: **Bob Dignen** with  
**Ian McMaster**

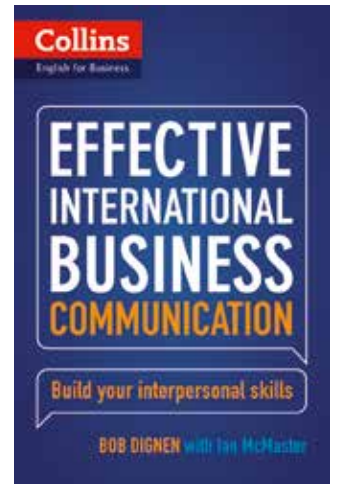
“Talking is easy. Getting people to listen to you, that's where we can help.” **Bob Dignen**

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

Includes advice on core communication skills and key interpersonal skills.

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

 Also available as an e-book



## Key Business Skills

CEF level:  
B1–C1

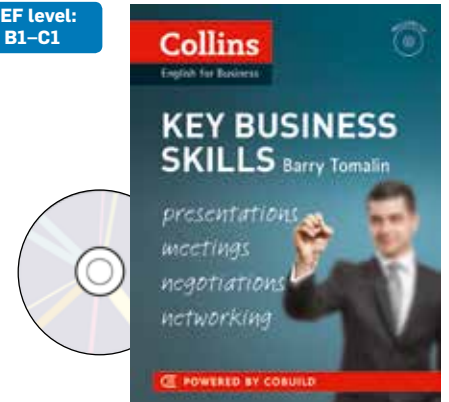
Author: **Barry Tomalin**

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

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

- Quizzes to raise self-awareness
- Essential vocabulary
- International cultural awareness tips
- Listen and repeat recordings
- Key take-aways
- Checklists for easy reference

 Includes MP3 CD



“innovative in the possibilities it provides for self-study”  
**English-Speaking Union, 2013**

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

Effective International Business Communication	978-0-00-746056-4	
Key Business Skills	978-0-00-748879-7	incl. MP3 CD



# English for Business: Skills

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

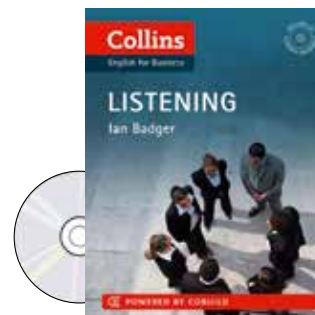
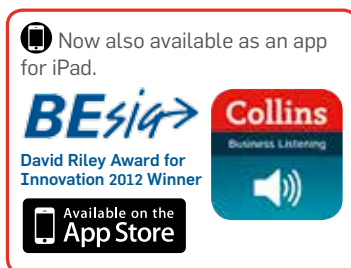
CEF level:  
B1–C2

## English for Business: Listening

Author: **Ian Badger**

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.

- Includes MP3 CD with 78 minutes of authentic recordings of native and non-native speakers
- Additional recordings and transcripts available online at [www.collinselt.com/businessresources](http://www.collinselt.com/businessresources)



## English for Business: Writing

Author: **Nick Brieger**

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

## English for Business: Speaking

Authors: **James Schofield and Anna Osborn**

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

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



## English for Business: Reading

Author: **Anna Osborn**

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

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

- Teaching notes available online at [www.collinselt.com/businessresources](http://www.collinselt.com/businessresources)

# Business Vocabulary, Grammar and Dictionaries

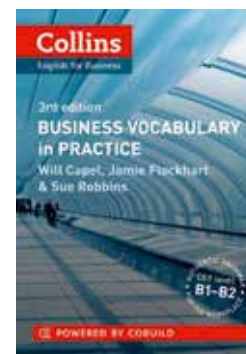
## Business Vocabulary in Practice

CEF level:  
B1–B2

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

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

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



## Business Grammar & Practice

CEF level:  
A2–B1

CEF level:  
B1–B2


### Pre-intermediate

### Intermediate

Authors: **Nick Brieger & Simon Sweeney**

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



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

 Available on the **App Store**

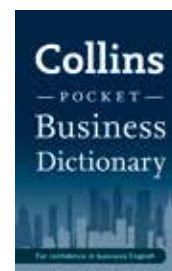
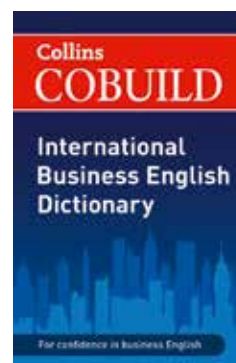


## COBUILD International Business English Dictionary

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

### Pocket Business Dictionary

Business English on the go – this handy, pocket-sized dictionary equips you with the most important business terms, wherever you go.



Business Vocabulary in Practice	978-0-00-742375-0
Business Grammar & Practice Pre-intermediate	978-0-00-742058-2
Business Grammar & Practice Intermediate	978-0-00-742057-5
COBUILD International Business English Dictionary	978-0-00-741911-1
Pocket Business Dictionary	978-0-00-745420-4

# English for Work

A range of unique multimedia courses for elementary and pre-intermediate level working adults who need English to conduct their day-to-day business. Ideal for those working in customer-facing roles where a basic mastery of English is required.

- Dialogues represented visually in photo-stories featuring recurring characters
- Key phrases and functional language highlighted to help students remember
- Differences in cultural practices and differences between American and British English highlighted
- Practice section encourages students to relate scenarios to their own personal situation

## Workplace English

Author: **James Schofield**

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

 Learn through video: DVD with 12 videos included

CEF level:  
A1–A2



## Workplace English 2

Author: **James Schofield**

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

CEF level:  
A2



## Hotel & Hospitality English

Author: **Mike Seymour**

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CEF level:  
A1–A2



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CEF level: B1+

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climate control | 36

**climate control** /klaɪmɪt kəntrəʊl/  
**VEHICLE COMPONENTS: BODYWORK, CONTROLS, AND ACCESSORIES**

**NOUN** Climate control is a system for controlling the temperature inside a vehicle.  
 → The car's climate control system controls the heating and air-conditioning systems.  
 The climate control unit adjusts the temperature and air flow inside the car.  
 The climate control unit adjusts the temperature.

**clutch** /klʌtʃ/ (clutches)  
**VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST**

**NOUN** The clutch in a vehicle is a mechanism which connects the engine to the gearbox to make the vehicle move, and disconnects them to allow a driver to change gear.  
 → All manual transmissions require a clutch to engage or disengage the transmission.  
 → Gradual engagement of the friction clutch allows the vehicle to move smoothly from stationary.

**COLLOCATIONS:**  
 disengage the clutch  
 engage the clutch

**CLUTCH PARTS INCLUDE:**  
 bell housing, clutch disk, master cylinder

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

**clutch disk** /klʌtʃ dɪsk/ (clutch disks)  
**VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST**

The rotating part of the clutch, which is connected to the engine by the friction material pads on the clutch disk. The clutch disk disengages the clutch, allowing the vehicle to move.

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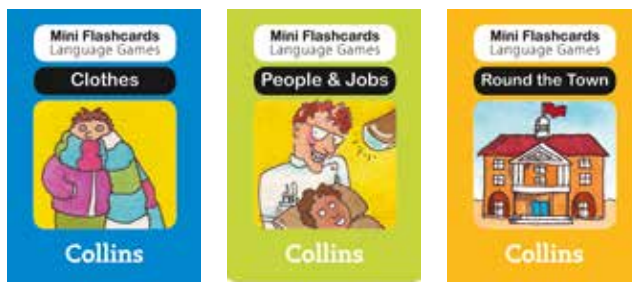
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# Mini Flashcards Language Games



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

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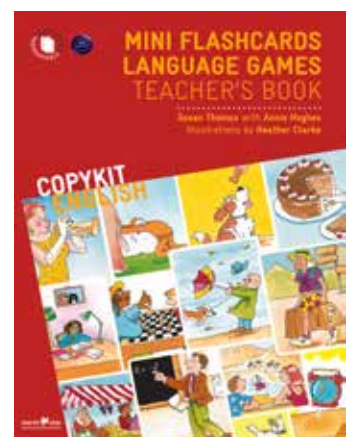
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Authors: **Susan Thomas with Annie Hughes**

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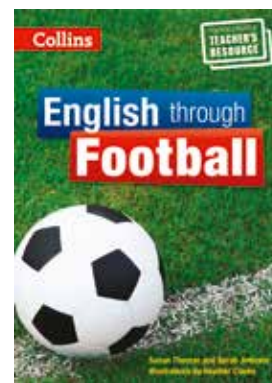
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Author: **Susan Thomas & Sarah Johnson**

Illustrator: **Heather Clarke**

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

All levels / Primary /  
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CEF level: A1 /  
Primary



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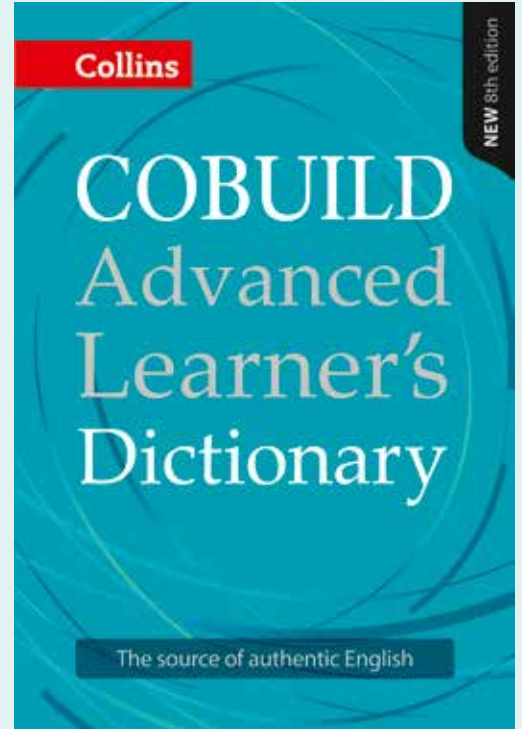
8th EDITION

The complete reference tool for learners of English, providing invaluable and detailed guidance on the English language.

- ▶ **Builds confidence:** Words and phrases are shown in context, in order for learners to understand exactly how to use them
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- ▶ **Promotes autonomous learning:** The activity guide shows learners how to practise independently with the dictionary
- ▶ **Helps with grammar, writing and speaking:** Grammar Reference, Writer's Handbook and Speaker's Handbook included

NEW

CEF Level: B2+



Also available online at [www.collinsdictionary.com/cobuild](http://www.collinsdictionary.com/cobuild)

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## All COBUILD dictionaries include:

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# COBUILD


## Intermediate Learner's Dictionary

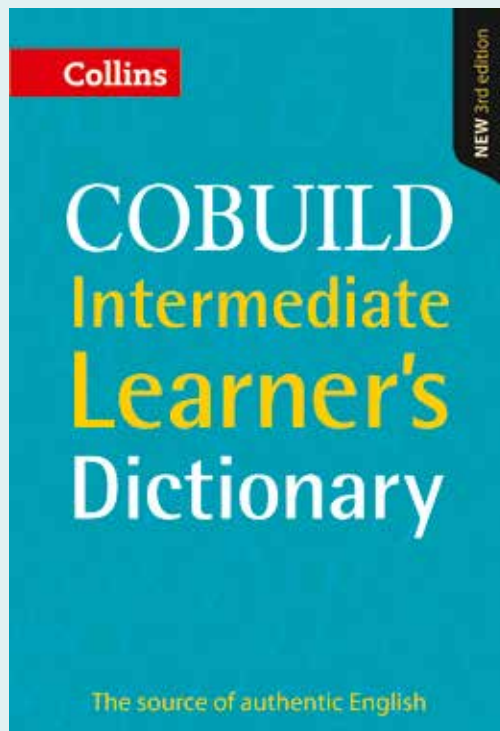
3rd EDITION

This dictionary covers all the essential words, phrases, and idioms that students at this level need to learn, and provides help with grammar and usage.

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- ▶ **Facilitates independent learning:** The activity guide shows learners how to practise independently with the dictionary
- ▶ **Helps with grammar:** The Grammar Reference explains key points of English grammar

 Also available as an e-book for Kindle



NEW

CEF level:  
B1+

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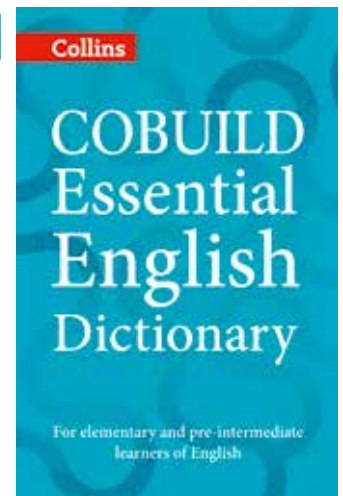
CEF level:  
A1–B1

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:

- The essential words, phrases and idioms that elementary and pre-intermediate students need to learn
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- Thesaurus focusing on the most overused words to help students expand their vocabulary
- Hundreds of line drawings illustrating key terms
- Full-colour illustrated supplement of essential topics

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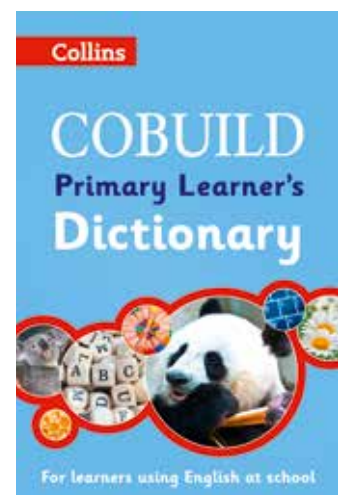
Age  
7+

An illustrated dictionary aimed at learners of English aged 7 and over. This dictionary has been specially created for primary school students who study through the medium of English at school (CLIL).

The dictionary includes:

- 8,000 essential words plus the essential phrases and idioms that students need to learn
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- A wide range of cross-curricular vocabulary items, which will help students to build their academic vocabulary as well as gain confidence
- Hundreds of line drawings illustrating key terms
- A full-colour illustrated supplement of essential topics

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COBUILD Essential English Dictionary 978-0-00-755653-3

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# Reference

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

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This unique reference guide is for intermediate to advanced learners who want to understand the meaning of words and how to use them correctly.

- Information and warning notes help learners to improve accuracy and avoid typical errors
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## Common Errors in English

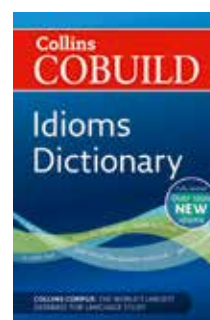
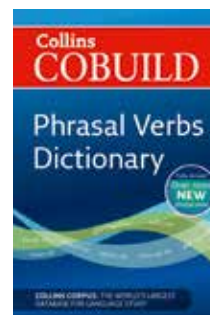
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CEF level:  
B1–C2



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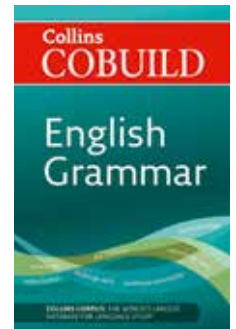
## COBUILD English Grammar Also available as an e-book

CEF level:  
B1+

A modern, learner-focused grammar reference aimed at learners and teachers of English.

Based on the evidence of the 4.5-billion-word Collins Corpus, the *COBUILD English Grammar* is an invaluable guide to the English language as it is written and spoken today, all over the world.

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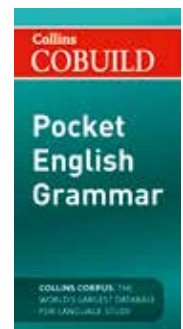
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B1–B2

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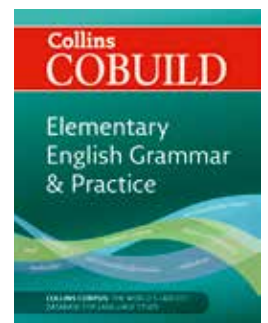
- Examples from the Collins Corpus show how English is really used today
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A1–A2

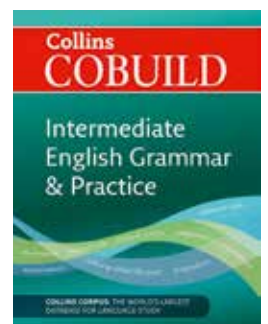
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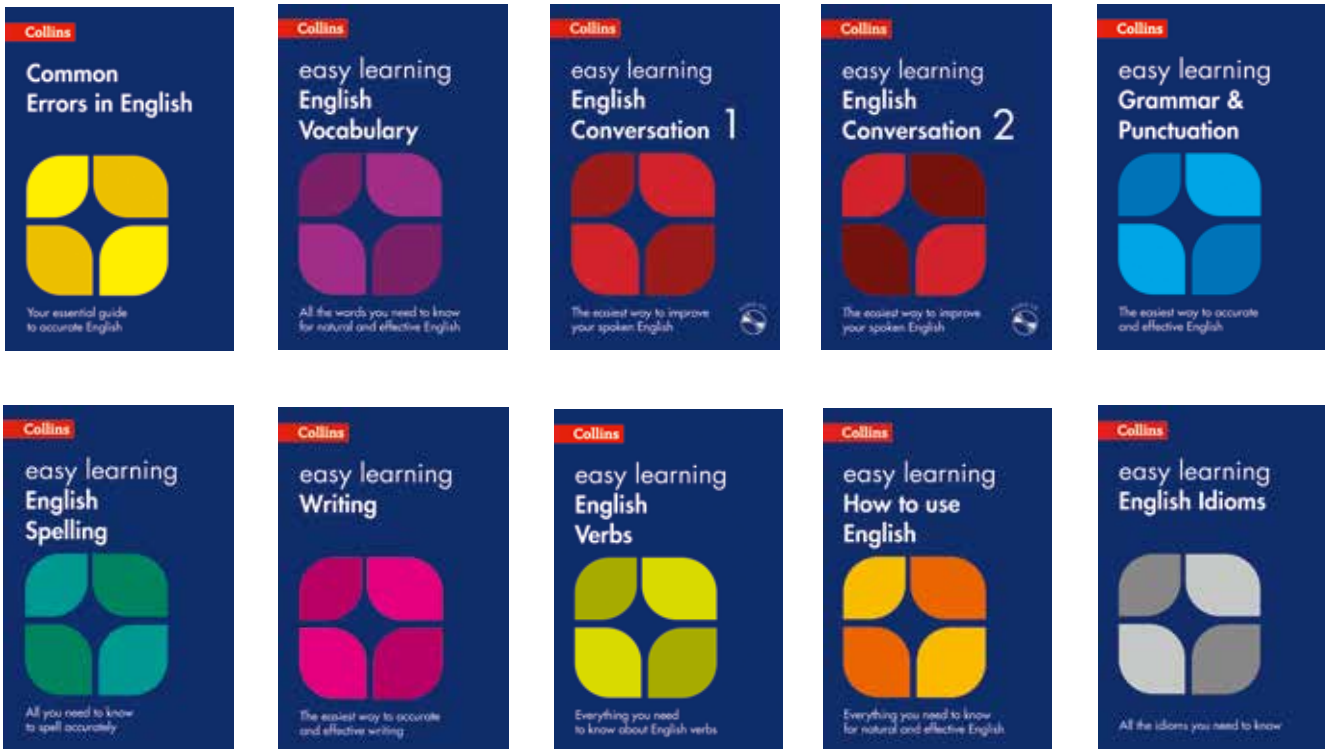
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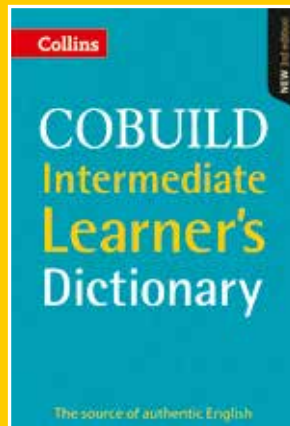
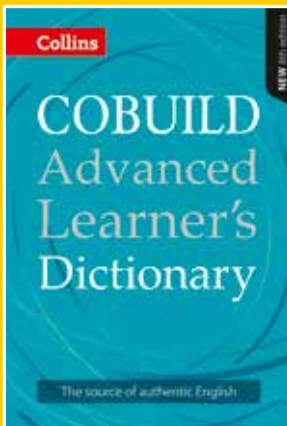
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