Welcome to our International Secondary 2015–2016 catalogue. Inside you will find resources and books for 11–18 year olds, as well as a wide range of teacher resources, packed full of inspiring ideas to help learning.

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

There is also a list of some key distributors on the back of the catalogue. You can buy our resources locally in over 100 countries as well as from a great many international school suppliers. Let us know if you need more details on finding a local supplier.

Please see below for some of the most exciting new publishing from Collins this year – we hope you enjoy browsing.

Samantha Eardley
Marketing Director

PS: Don’t miss out – free resources, special offers and invaluable teaching tips on our Freedom to Teach blog! You can find it all on www.collins.co.uk
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- **Engage students with rich and varied text extracts** – up-to-date, international literature and non-fiction texts represent the different forms and purposes required at each stage of the Curriculum Framework
- **A clear lesson-by-lesson approach** – can be used as an off-the-shelf teaching solution or to support existing schemes of work

The online resource includes an electronic version of the Student Book for front-of-class use, with simple interactives to engage students and extra questions to help monitor progress.

**We are working with Cambridge International Examinations towards endorsement of these forthcoming titles**

The Teacher Guides and Workbooks have not been through the Cambridge endorsement process
Aiming for

Second Editions

Series Editors: **Gareth Calway**

- Develop the essential reading and writing skills for each level, with clear, accessible explanations, inspiring examples and lively follow-up activities, written by experienced teachers and consultants
- Target areas of underperformance, with a chapter on each key reading or writing skill, including coverage of new skills such as synthesis and summary
- Build confidence in grammar using contextualised teaching support with an emphasis on how it will improve the student’s writing and on the effect of grammar choices

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**Grammar for GCSE English** 978-0-00-754755-5  **£9.99**
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Collins Cambridge IGCSE® Drama

Authors: Mike Gould and Rebekah Beattie

Prepare for the Cambridge IGCSE® in Drama 2018 syllabus with an approach that helps to create a varied, stimulating and enjoyable learning environment which enables students of different confidence and ability levels to flourish.

Student Book:
- Fully matched to the 2018 Cambridge IGCSE Drama syllabus
- Monitor learning with the ‘Check your progress’ and ‘Learning Log’ where students record and evaluate their work

Teacher Guide:
- Enable students to learn a range of skills, including how to build their self-awareness and confidence
- Worksheets, PowerPoints and visual resources are supplied to accompany each unit

Online Resource:
- Supporting components include scripts from plays, still images from productions, cards to assist in devising and a range of video clips from performances and rehearsals

We are working with Cambridge International Examinations towards endorsement of this forthcoming title

The Teacher Guide has not been through the Cambridge endorsement process

Sample from Collins IGCSE Drama showing introduction and initial exploration of dialogue skills in ‘Acting’
## Collins Cambridge IGCSE® First Language English

### Series Editor: Julia Burchell
Written by: Keith Brindle, Geraldine Dunn, Steve Eddy and Mike Gould

### Student Book:
- **Show students how to progress** with a clear Student Book structure that moves from building key reading and writing skills to applying these skills to specific exam-style questions and coursework tasks.
- **Help students reach their full potential** with differentiated tasks and regular ‘check your progress’ features to help students understand how to improve their work.
- **Engage and motivate your students** with a range of exciting texts from a variety of countries and cultures.

### Teacher Guide:
- **Save time on planning and preparation** with expert support from Julia Burchell, an experienced examiner and trainer. The Teacher Guide includes a two-year scheme of work, differentiated lesson plans and worksheets, further exam practice and extension activities for the most able students.
- **Engage and motivate your students** with a range of exciting texts from a variety of countries and cultures.

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### Sentences for effect

#### Learning objectives

1. **To understand and use the full range of sentences for deliberate effects.**

#### Exploring skills

**If you can only shout simple declarative sentences, your writing can be very dull and sound unnatural.**

For example:

> The trip was fantastic! We visited the pyramids. They were very high. Then we went to the market. We bought great gifts to take home. 

1. **What makes the following paragraph more interesting to read?**

   **The trip was fantastic! We visited the pyramids, which were as high as I’d imagined, although the highlight of the visit was the market, where we bought some great gifts to take home. Would I go back? Definitely!**

   For example, which of the following ideas does the word ‘although’ help to make clear in the second sentence?

   - The pyramids were the best thing about the trip.
   - The market was more enjoyable than the pyramids.
   - They were equally enjoyable.

**What other effects are created by the variety of sentences used?**

#### Explaining skills

**Your sentences need to make your meaning clear and have a logical sequence, but also create a tone that suits your audience and purpose. In narrative or descriptive writing, simple sentences can create tension or suspense. For example:**

> The man stopped. His breathing was heavy. Then, he heard steps. It was the man he had seen earlier. He had no choice. He began to climb the tower.

**Building skills**

**What does the use of the short sentence suggest about the writer’s feelings?**

**A similar effect can be created by using a single-word sentence:**

> He walked towards me, and I realised he had something to tell or show me. He held out his hand and in it was a small wooden whistle. I took it from him and waited for him to explain how to use it. I continued to wait, staring at him. Nothing. He simply turned and walked away. Some help!

**What do the one-word and two-word minor sentences suggest about the writer’s feelings?**

**Applying skills**

**Now write the opening 125-150 words of a descriptive piece called ‘The secret lake’. Include a detailed description of what can be seen and heard as dawn breaks. Build logically towards a significant description or moment and use sentences for specific effects.**

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### International Examinations

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015.

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**Student Book** 978-0-00-751705-3  £20.99

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- Engage students with a rich variety of authentic, engaging listening and reading texts with a global, multicultural focus
- Help students develop their listening skills with audio recordings and scripts included on a CD that supports listening activities in the book

**Teacher Guide:**
- Save time with comprehensive lesson plans, photocopiable practice tests and activities and ideas for differentiation and extension
- Provide lesson starters and discussion points with a DVD that includes video clips relevant to the topics in the Student Book

**Student Workbook:**
- Enable your students to consolidate their knowledge with a write-in, full-colour workbook
- Set homework quickly and easily as well as setting tasks within the classroom

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**Disappearing ways of life**

### Getting started

There are many people who might have a list of places they feel are disappearing. Can you list the places you feel are disappearing? How do you know they are disappearing? Is it just your knowledge, or do you have any evidence of your knowledge?

- Look at these photos. They both show houses in the countryside.
- In pairs, discuss the following questions.
  - Where do you associate or link with country life and town life in your country?
  - In your country, do you think the photos are a good reflection of urban and rural life?
  - Which photo shows a town (urban) life and which a country (rural) life?

### Exploring the skills

There are many people who might have a list of places they feel are disappearing. Can you list the places you feel are disappearing? How do you know they are disappearing? Is it just your knowledge, or do you have any evidence of your knowledge?

- How many people in different countries talk about their houses?
- What is the house like where he lives?
- How does he feel about where he lives now?
- Where does he live?
- What happened to his parents?
- How does she keep in touch with her parents?
- Where does she live?
- How does she feel about going to school?
- What is the house like where she lives?
- How does she keep in touch with her parents?
- Where does she live?
- How does she feel about going to school?
- What is the house like where she lives?

### Checklist for success

**Phrases and words linked to introduction opinions:**
- ‘It’s terrible that …’
- ‘It’s wonderful that …’
- ‘It’s a shame that …’
- ‘It’s normal that …’
- ‘It’s a good/bad thing that …’
- ‘It’s interesting that …’
- ‘It’s fantastic that …’
- ‘It’s boring that …’
- ‘It’s a good/bad idea that …’

**Opinions**

- For young people from different countries, talk about their houses.
- What is the house like where he has an urban life?
- What is the house like where she has a rural life?

**Fact**

- For questions where the speaker gives opinions, statements can be proved or disproved.
- What was the house like in the city?
- What is the national population that lives in the major cities?
- What is the national population that lives in our cities?
- ‘For young people from different countries, talk about their houses.’
- ‘What is the house like where he has an urban life?’
- ‘What is the house like where she has a rural life?’

**More facts can be proven**

- For questions where the speaker gives facts, statements are true or false.
- Who has a rural life and who has an urban life?
- Where does she live?
- Where does he live?
- What happened to his parents?
- How does she keep in touch with her parents?
- How does he feel about where he lives now?
- What is the house like where she lives?
- How does she feel about going to school?
- What is the house like where he lives?
- What is the house like where she lives?

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**Table: Cultural diversity**

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<tr>
<td>Living in a house</td>
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**Using mobile phones**

- Using mobile phones
- Going to the cinema
- Commuting to work

---

**Disappearing ways of life**

There are many people who might have a list of places they feel are disappearing. Can you list the places you feel are disappearing? How do you know they are disappearing? Is it just your knowledge, or do you have any evidence of your knowledge?

- Look at these photos. They both show houses in the countryside.
- In pairs, discuss the following questions.
  - Where do you associate or link with country life and town life in your country?
  - In your country, do you think the photos are a good reflection of urban and rural life?
  - Which photo shows a town (urban) life and which a country (rural) life?

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**Culture and society**

- Disappearing ways of life
- Listening skills in focus (L2 and L3)

---

**Opinion**

- From the national population that lives in our cities.
- The majority of people live in cities.
- It's normal that most people live in cities.

---

**Fact**

- The majority of people live in cities.
- It’s normal that most people live in cities.

---

**More facts can be proven**

- For questions where the speaker gives facts, statements are true or false.
- Who has a rural life and who has an urban life?
- Where does she live?
- Where does he live?
- What happened to his parents?
- How does she keep in touch with her parents?
- How does he feel about where he lives now?
- What is the house like where she lives?
- How does she feel about going to school?
- What is the house like where he lives?
- What is the house like where she lives?
Support the skills needed for upper secondary pupils and beyond with this bestselling anthology of poetry inspired by wars from the Napoleonic era onwards.

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**Author: Christopher Martin**

Support the skills needed for upper secondary pupils and beyond with this bestselling anthology of poetry inspired by wars from the Napoleonic era onwards.
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- Model answers for Writing and Speaking exercises
- Motivating topics and tasks help develop critical thinking skills
- Grammar reference section provides clear explanations and examples of key language in use

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QUESTIONS

1. Find the element calcium in the Periodic Table. Answer these questions about calcium:
   a) What is its atomic number?
   b) What information does the atomic number give about the structure of a calcium atom?
   c) Which group of the Periodic Table is calcium in?
   d) Which period of the Periodic Table is calcium in?
   e) Is calcium a metal or a non-metal?

2. What is the family name for the Group 7 elements?

3. Are the Group 7 elements metals or non-metals?

Metalloid elements are between metals and non-metals. They have some properties of metals and some of non-metals. Examples of metalloids are antimony (Sb) and germanium (Ge).

Metal oxides form basic oxides. Basic oxides, which do not dissolve in water, will react with acids to form chemicals called salts (for more detail see page 209). Metal oxides, which dissolve in water, form alkalis (for more detail see page 208).

Metallic elements have high melting points and are not easily broken down, while non-metallic elements tend to burn or decompose on heating.

Metallic elements conduct heat and electricity better than non-metallic elements, which are good insulators of heat and electricity. Other typical properties of metals are high melting points, high boiling points, malleability, ductility, sonorous and shiny.

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Author: Chris Pearce

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Background

A good presentation requires relevant information and images, suitable for audience and purpose. The Internet provides access to millions of pages, documents, images and descriptions that can help when researching any project, but deciding where to start looking and what keywords to use can be daunting. In order to produce the presentation in this unit you will need to search for images and technical information on input and output devices. In this session you will look at the following:

- Choosing a search engine
- Using advanced searches
- Using basic searches
- Downloading files and images
- Using specific websites

Search Engines

There are many search engines available but they all perform a similar task; searching for content based on the words you enter. Here are a few popular search engines:

- www.google.com
- www.yahoo.com
- www.ask.com

Most search engines will also help narrow down your results from the start by allowing you to choose the type of information you require. Ranging from images, news and shopping to videos and books. Targeted searches can be carried out without extra search terms.

Activity 1

Basic searches

Keywords are essential for any basic search and they can often be used to find information quickly. For example an input device that will appear in your presentation is a mouse. A simple search will quickly produce information and images. Unfortunately not all the results may be relevant to your school work.

Carry out single term searches using the following ICT words:

Mouse Keyboard Speaker Chip Memory

Are the results you find always relevant to ICT and if not what do they refer to?

Discuss with a friend the advantages and disadvantages of basic searches?

Activity 2

Advanced search techniques

More specific searches require more specific questions. There are many words that have two or more meanings or are so common that a simple search produces millions of results.

Most search engines have an advanced search feature that allows more keywords to be entered to refine the search and produce more relevant results.

Using the mouse example an advanced search could be created as follows:

Keyword: mouse
Keyword: keyboard
Keyword: input
Keyword: device
Language: English

Unwanted keywords:

mammal or animal

The first result from the search is a Wikipedia article on the history and technical specifications of a standard computer mouse.

Internet research

Sample from Collins Cambridge IGCSE® ICT

PRACTICAL SESSION 5

Session 5 Internet research

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- Focus on Assessment with exam-style questions and case studies with supporting questions for every section
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**Teacher Resource Pack**
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- Choose from engaging, varied lesson activities perfectly tailored to the syllabus objectives

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Collins Connect
Access content at home or in the classroom with the online edition of the Student Book
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- Fully supports the approach of the Student Book, using scenarios and skills-building to link together the theory and practical parts of the syllabus
- Contains lesson plans and activities that are suitable for a range of international classroom environments
- Provides guidance on setting up and running practical project work in the classroom

**Online Resource:**
- PowerPoint presentations to support the teacher in the classroom and to create an engaging and relevant environment that will inspire and motivate students
- Interactive quizzes and exam-style questions to provide further practice and reinforcement for students

The digital component provides additional resources for both students and teachers, supporting learning both at school and at home through presentations, quizzes and practice questions.

---

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**Teacher Guide**

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**Online resource: PowerPoint presentations to support the teacher in the classroom and to create an engaging and relevant environment that will inspire and motivate students.**

**Interactive quizzes and exam-style questions to provide further practice and reinforcement for students.**

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