

Collins

English Language Teaching

Catalogue 2017



www.collinselt.com

 **POWERED BY COBUILD**

Welcome to the 2017 Collins ELT catalogue

Welcome to our 2017 ELT catalogue. In the catalogue you will find resources including books and CDs aimed at all ages and levels, from young learners to those needing business English, and from specific skills requirements to exam preparation.

We are delighted to include the new and fourth edition of **COBUILD English Grammar**. This comprehensive and authoritative guide to modern English grammar has been thoroughly updated to take into account significant changes in grammar over recent years. Please refer to page 55 for more information.

Our successful **COBUILD** series of dictionaries continues to develop, and we now have three brand-new **American English dictionaries** available alongside our **British English COBUILD dictionaries**. Find out more on pages 51–53.

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



Celia Wigley
Head of International Projects



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Key symbols used in the catalogue

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

About Collins ELT

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

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

Collins COBUILD

Authentic, accurate and up-to-date English

► What does COBUILD mean?

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

► Why does COBUILD matter?

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

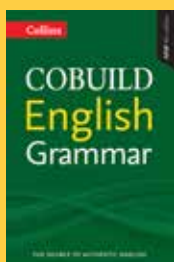
► How do we use COBUILD?

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

NEW

COBUILD English Grammar, fourth edition

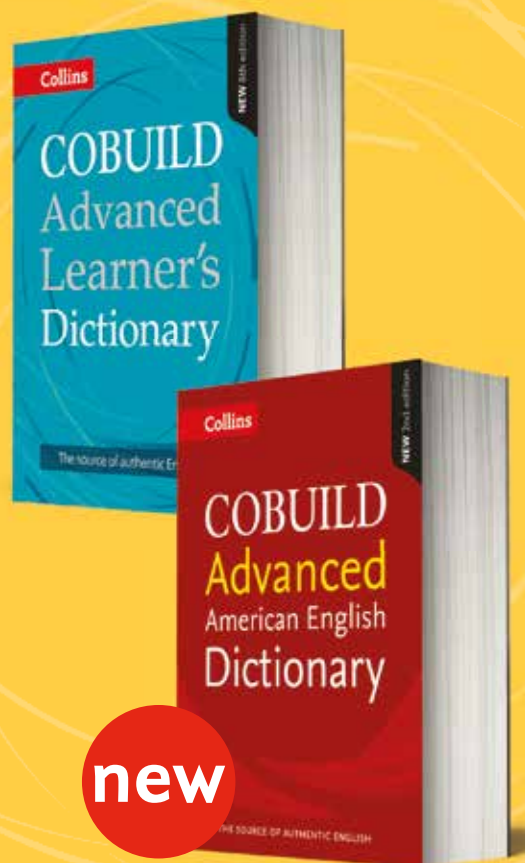
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Collins

COBUILD Advanced Learner's Dictionaries








Authentic English at your fingertips




































































new

Now available in
**British & American
ENGLISH**

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		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+
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First English Words

Authors: Karen Jamieson, Niki Joseph, Hans Mol


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!

First English Words

 Includes CD with songs to help children learn English through play

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

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



HRH THE DUKE OF
EDINBURGH ESU
ENGLISH LANGUAGE
BOOK AWARDS 2012

Best entry for young readers

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



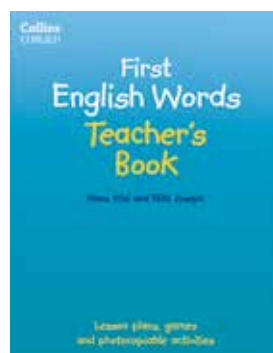
First English Words Activity Book 1 and 2

Authors: **Hans Mol and Niki Joseph**

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



Sample page from *First English Words Activity Book 1*



First English Words Teacher's Book

Authors: **Hans Mol and Niki Joseph**

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

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

First English Words Flashcards

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



First English Words Activity Pack

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

The pack contains:

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



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





Collins
BIG CAT

Collins Big Cat

Learn to read in English

Age
4+

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

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

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

Collins Big Cat workbooks contain:

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

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



Antarctica is made up of the Antarctic mainland and the islands around it.

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

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

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

How the Arctic and the Antarctic are different

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

The area of the Antarctic nearly doubles in size in winter.

□ sea covered in ice in summer ■ sea covered in ice in winter

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

Key Story Sentences 3

1. Match each sentence to the correct picture.

An Emperor penguin weighs more than any other penguin.

A Rockhopper penguin is the smallest penguin in Antarctica.

A King penguin eats fish and squid.

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

Whales 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".

Antarctica is a land covered in ice. _____

Almost all of an iceberg is above the water. _____

Penguins use their flippers to fly in the air. _____

Feathers and blubber keep penguins warm. _____

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

Killer whales hunt in groups called pods. _____

Sample page from Antarctica: Land of the Penguins Workbook

English for Mathematics

NEW

Age
7-10

Series editor: **Mary Wood**

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

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

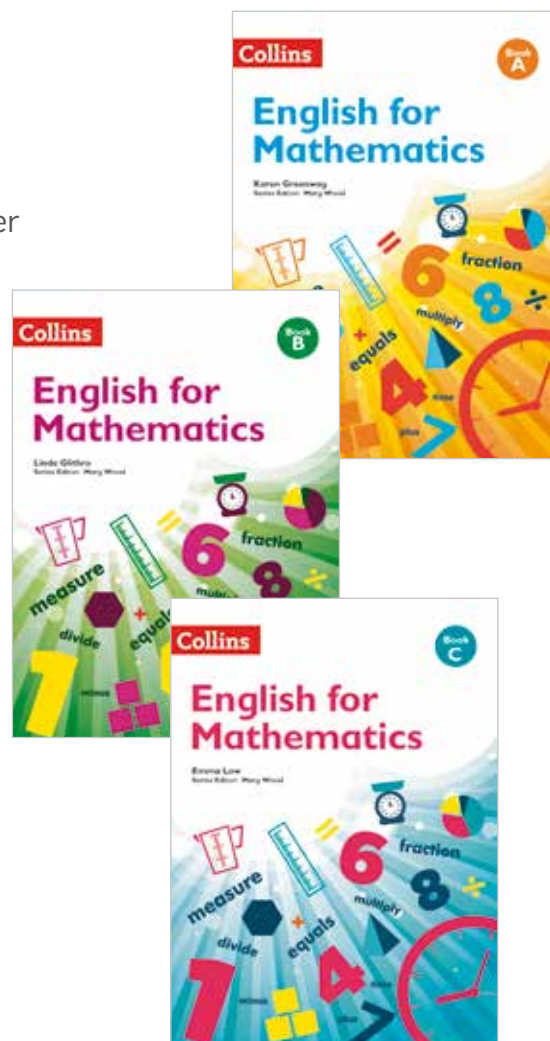
The course teaches learners the specific vocabulary and language they need in their mathematics classes.

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

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

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

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



Unit 16 Perimeter and area

Perimeter and area

Read it!

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

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

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

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

Language focus!

perimeter	
distance	centimetre (cm) metre (m)

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

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

Think about it!

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

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

Practise it!

1. Measure the sides of the rectangle.

length _____
width _____

What is the perimeter of the rectangle? _____

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

Area = _____

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

A

B

Complete the table

	Area	Perimeter
A		
B		

Teachers and parents note

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

English Club

English Club

Young Learners

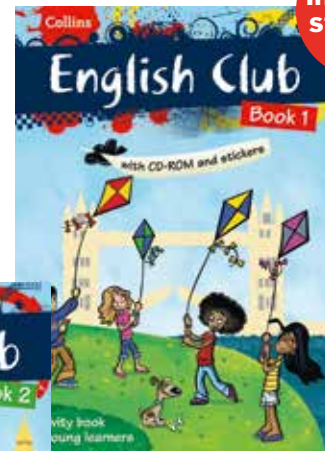
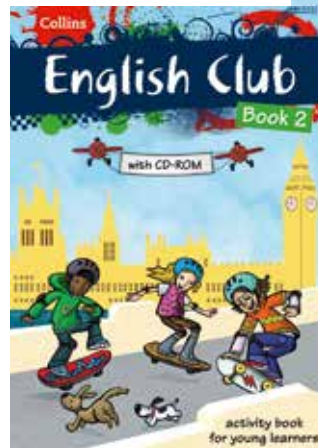
Author: **Rosi McNab**

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

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

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

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



Includes stickers

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

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



Sample page and Sticker page from *English Club*

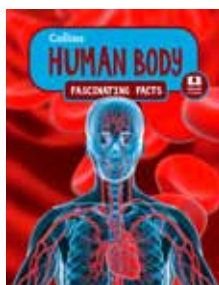


Fascinating Facts

Perfect for
the CLIL
classroom

Age
5-11

Interesting, informative and fun, the Fascinating Facts series will amaze and entertain children, and help them understand the world around them.



Science	978-0-00-816918-3
Amazing Places	978-0-00-816919-0
The World	978-0-00-816920-6
Weather	978-0-00-816921-3
Solar System	978-0-00-816922-0
Romans	978-0-00-816923-7
Oceans	978-0-00-816924-4
Human Body	978-0-00-816925-1
Explorers	978-0-00-816926-8
Earthquakes and Volcanoes	978-0-00-816927-5
Dinosaurs	978-0-00-816928-2
Animals	978-0-00-816929-9

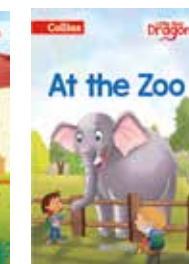
Little Red Dragon

Age
Kindergarten/
Pre-School
and lower
Primary

12 charming and imaginative stories to present a bridge for young learners between recognising simple collective sets of vocabulary and the more advanced goal of independent reading.

The stories come with audio books so that children can listen and understand while looking at the lively and beautiful pictures on the page. The simple printed texts are provided for reference and as a support for children who have started to learn to read.

The stories also include activities and one specially-written song per story to help children practise new words.



It's A Dragon

It's A Dragon – American English

Finding Grandpa

Finding Grandpa – American English

Let's Paint

Let's Paint – American English

Night Adventure

Night Adventure – American English

Flying Farm

Flying Farm – American English

Purple Feet

Purple Feet – American English

Riding On A Rainbow

Riding On A Rainbow – American English

Crawl Like A Beetle

Crawl Like A Beetle – American English

The Playhouse

The Playhouse – American English

Picnic In The Sky

Picnic In The Sky – American English

At The Zoo

At The Zoo – American English

Magic Friends

Magic Friends – American English

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Amazing People Readers


Collins
English Readers


Inspiring non-fiction readers

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

Each **Amazing People Reader** contains:

- 5 or 6 short stories, each with a historical character telling their own life story
- Useful timelines, perfect for revision and checking comprehension

 Includes CD with a full reading of each story

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

 Also available as e-books

In association with

**AMAZING
PEOPLE**
worldwide

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

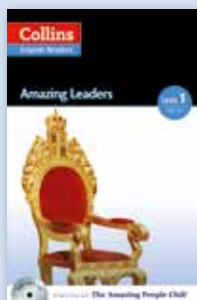
Amazing Leaders	978-0-00-754492-9	Level 1 / A2
Amazing Inventors	978-0-00-754494-3	Level 1 / A2
Amazing Entrepreneurs & Business People	978-0-00-754501-8	Level 1 / A2
Amazing Women	978-0-00-754493-6	Level 1 / A2
Amazing Performers	978-0-00-754508-7	Level 1 / A2
Amazing Aviators	978-0-00-754495-0	Level 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**

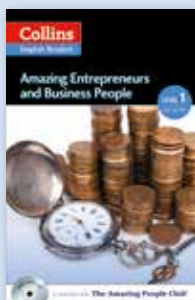


Amazing People Readers

Level 1 elementary CEF: A2



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



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



Glenn Miller
Pérez Prado
Ella Fitzgerald
Luciano Pavarotti
John Lennon



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



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

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

Level 2 pre-intermediate CEF: A2-B1



Joseph Montgolfier
Louis Blériot
Charles Lindbergh
Amelia Earhart
Amy Johnson



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



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



Leonardo da Vinci
Christopher Wren
Antoni Gaudí
Pablo Picasso
Frida Kahlo



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

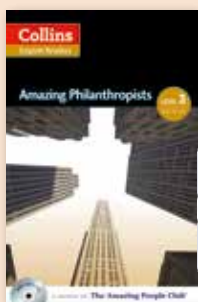
Mozart
Leonardo da Vinci
Gaudí
Tchaikovsky
Newton
Frida Kahlo
Verdi
Florence Nightingale

Amazing People Readers

Level 3 intermediate CEF: B1



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



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



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



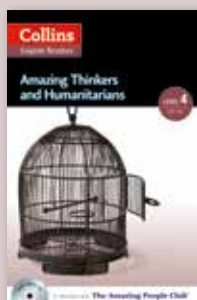
Geoffrey Chaucer
William Shakespeare
Charles Dickens
Victor Hugo
Leo Tolstoy
Rudyard Kipling



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

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

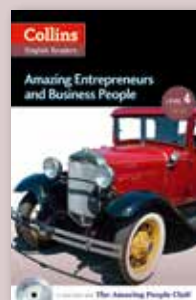
Level 4 upper intermediate CEF: B2



Confucius
Socrates
Aristotle
William Wilberforce
Karl Marx
Mahatma Gandhi



Voltaire
Charlotte Brontë
Mark Twain
Jacques Prevert
Ayn Rand
Aleksandr Solzhenitsyn



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



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



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

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




Agatha Christie Readers

CEF level: B2

Agatha Christie

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

- 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 audio with full reading of the story

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

Audiobooks are now available on audible and iTunes

NEW

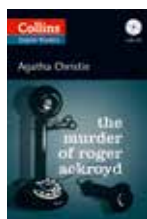
5 new Agatha Christie Readers for intermediate learners on CEF level B1 will be available in autumn 2017, including *Murder on the Orient Express*, *Death on the Nile*, *The Body in the Library* and others!



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



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



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



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



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



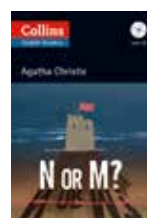
Peril at End House
978-0-00-745158-6



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



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



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



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



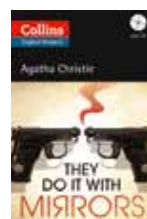
Sparkling Cyanide
978-0-00-745164-7



Crooked House
978-0-00-745165-4



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



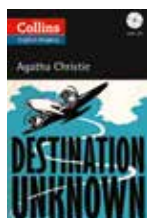
They Do It With Mirrors
978-0-00-745167-8



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



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



Destination Unknown
978-0-00-745170-8



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



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



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

English for Life: Skills

Collins
English for Life

Bring your studies to life

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

These books are ideal for:

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

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

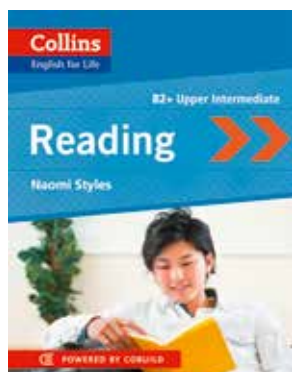
English for Life: Reading

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

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

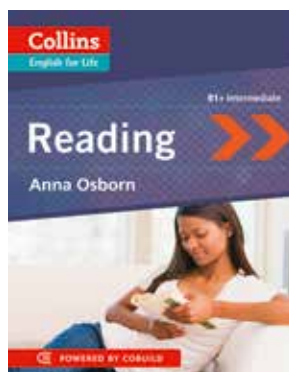
Series includes:

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



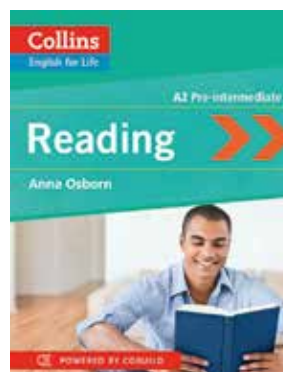
Upper Intermediate / B2+

Author: Naomi Styles



Intermediate / B1+

Author: Anna Osborn



Pre-intermediate / A2

Author: Anna Osborn

Upper Intermediate / B2+	978-0-00-754231-4	CEF level: B2+
Intermediate / B1+	978-0-00-745871-4	CEF level: B1+
Pre-intermediate / A2	978-0-00-749774-4	CEF level: A2

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


English for Life: Listening

Help learners to understand the English they hear in real life

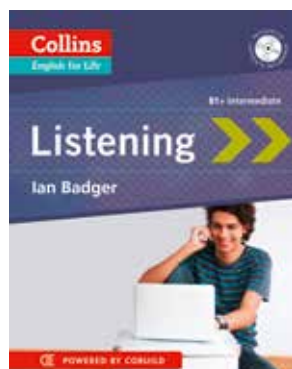
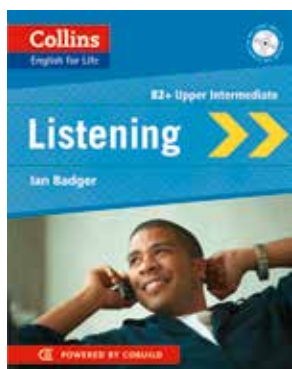
Based on 100% authentic recordings, the **English for Life: Listening** books help learners to understand naturally spoken English in a variety of contexts and accents. Practice exercises help learners gain confidence with the challenge of authentic English. The books also include notes on clear language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

 100% authentic recordings include:

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

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

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



Upper Intermediate / B2+

Author: Ian Badger

Intermediate / B1+

Author: Ian Badger

Pre-intermediate / A2

Authors: Chris Flint & Jamie Flockhart

1 EVERYDAY TRAVEL

to this unit

1. Two British friends have a lively discussion about the pros and cons of taking in the city.
2. Two Italian colleagues talk about commuting to work.

A

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

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

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

1. According to Mike (the first speaker), who thinks they 'own the road', cyclists or drivers?
2. And who 'owns the road' in Matt's view?
3. What is a common misconception, according to Matt, that drivers have about 'road use'?
4. What, according to Mike, is especially useful?
5. Why was a train in Australia allowed to ride its line without a helmet?
6. Is it a legal requirement for cyclists to wear high-visibility vests?

Mike says I think wearing helmets could be an interesting point to go down. He means to say that he thinks 'making the wearing of helmets a legal requirement' could be an interesting point 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 raised does not actually go towards maintaining the roads!

Clear usage: emphasizing a point

Most ideas can be emphasized by using a point.

He was **well** at it.

Quite often you will get lost when you are **apparently** to explain (the does not say simply 'You get lost when you are apparently...')

We **actually** reported specially.

They said 'We said for the most part that...'

Earlier than 'the said that she said for the most part and I said...'

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

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

1. To be rather wayward.
 - a. It's not the way you described it.
 - b. It's just as you said.
2. 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.
3. The matter is cut and dried.
 - a. It is all very confusing.
 - b. Everything is clear.
4. We were given five min.
 - a. We had complete freedom.
 - b. We were restricted in what we could do.
5. We had to wear fairly obvious so that we could be clearly seen.
 - a. We had to wear high-visibility clothing.
 - b. We had to wear yellow jackets.
6. Having lots of money and an expensive car is not the be all and end of it.
 - a. It is not the most important thing in life.
 - b. It is definitely the most important thing in life.
7. We were best on our toes.
 - a. We had to take things very seriously.
 - b. We had to concentrate all of the time. We could not relax.

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

1. They said they had to cross a road light to... by a car.
2. You have no more honor when you... by train.

Section 1 | Lifestyle | 8

Upper Intermediate / B2+ 978-0-00-754268-0 incl. MP3 CD **CEF level: B2+**

Intermediate / B1+ 978-0-00-745872-1 incl. MP3 CD **CEF level: B1+**

Pre-intermediate / A2 978-0-00-749775-1 incl. MP3 CD **CEF level: A2**

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

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

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English for Life: Speaking

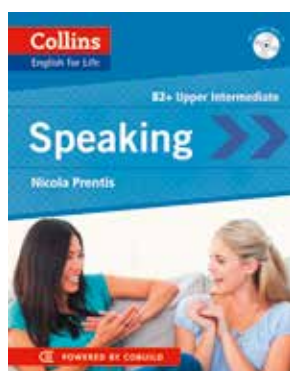
Improve learners' ability to speak clear English that everyone will understand

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.

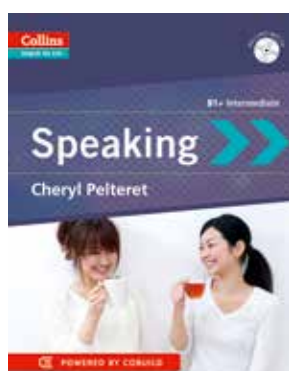
Series includes topics such as:

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

Conversations

Read and listen to extracts from four conversations.

Conversation 1

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

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

Peter: Oh no!

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

Peter: Oh well then ... Maybe it's not as bad as you think. It doesn't start till September, right? Loads of people will probably have dropped out by then.

Sean: Do you think so?

Peter: Yeah, definitely! I got into my university like that. But apply to some other places anyway. Something's bound to work out sooner or later.

Conversation 2

Muhammed: Are you okay? You don't seem your usual self, Scott.

Scott: I know it sounds stupid but I'm really missing my family at the moment.

Muhammed: That's not stupid. Everyone feels like that sometimes. Even me – my family are only a couple of hours away.

Scott: Mmm, yeah. I think it's just crept up on me because it's my mum's birthday tomorrow and I know the whole family will be there.

Muhammed: Ah, well. Just keep busy and do something to take your mind off it. Why don't you come out with me and the lads tonight?

Scott: Yeah, thanks, that sounds good. And you're right, I can always video call them tomorrow – see them all.

Muhammed: Exactly. You'll feel much better then!

UNIT 8 | BEING SUPPORTIVE

Conversation 3

Kathryn: Hey, how's it going?

Muhammed: Ugh, shouldn't complain, I know. But I'm flat out with work at the moment. I've barely had a minute to myself for weeks and it's starting to stress me out.

Kathryn: Really? Sorry to hear that. It can't 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

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

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

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

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

Real Lives, Real Listening

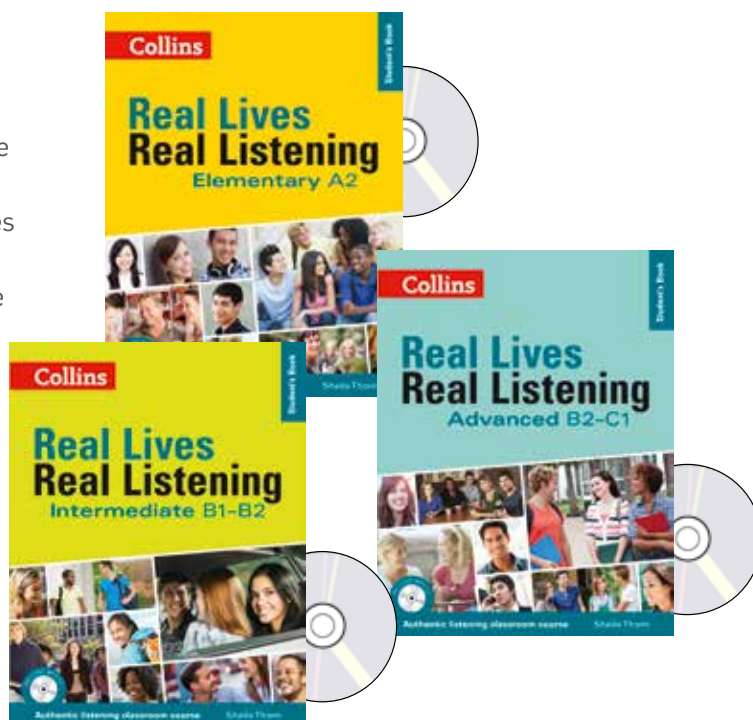
**Real Lives
Real Listening**


Author: **Sheila Thorn**

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

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

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



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

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

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

Dr John Field, Universities of Bedfordshire and Cambridge



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



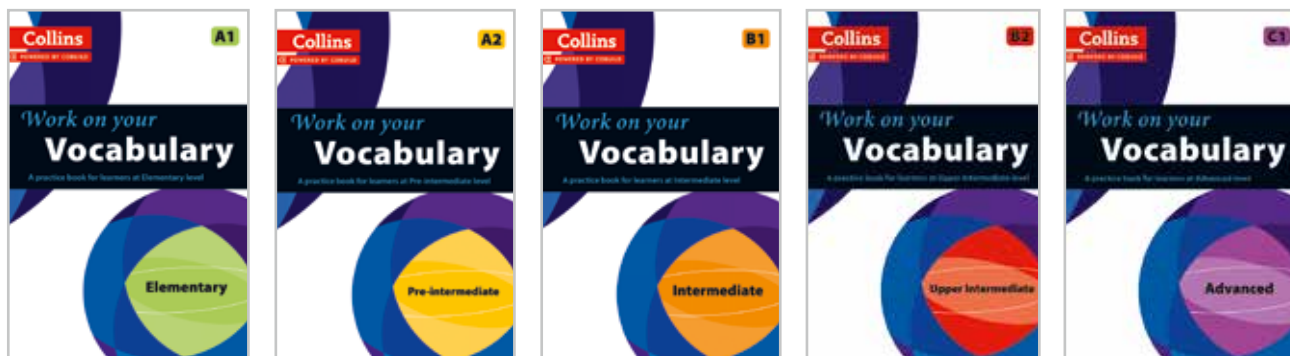
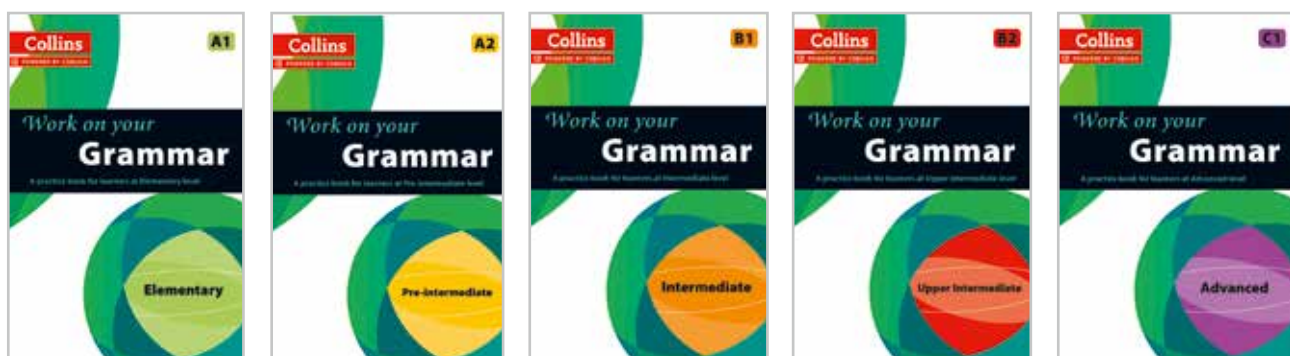
Work on your...

Grammar and Vocabulary

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

POWERED BY COBUILD

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



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Upper Intermediate / B2	978-0-00-749965-6
Advanced / C1	978-0-00-749968-7


Work on your...

Accent

Authors: **Helen Ashton & Sarah Shepherd**

Clearer pronunciation for better communication

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

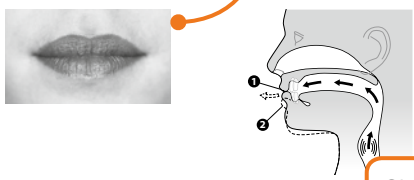
 Includes DVD-ROM with visual and audio material illustrating physical articulation and pronunciation

CEF level:
B1–C2



1

PET & BET /p/ (pet), /b/ (bet)



Clear illustrations and photos show what each sound looks

Clear examples of when to use the sound

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'.

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

Exercises help students practise the sound

Now try it!

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

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

X Not adding an extra puff of air for a /p/ sound.
Make sure to allow a small extra puff of air as your lips spring apart if:
• /p/ is the first sound in a word ('pen') or it is in the stressed syllable ('appear'), and
• it is followed by a vowel.
You don't need this puff of air if the /p/ is followed by a consonant ('price'), is unstressed ('carpet'), or is at the end of a word ('cup').

2 4 6 8

X Making the same sound in the words 'pet' and 'bet'.
First, revise the exercise.
Then, revise the When do I use this sound? section.
Keep a hand on your vibration if not.

2 3

X Bringing your lips very close together.
Make sure that you are breathing out quickly.

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

Work on your Accent, pp. 16–17

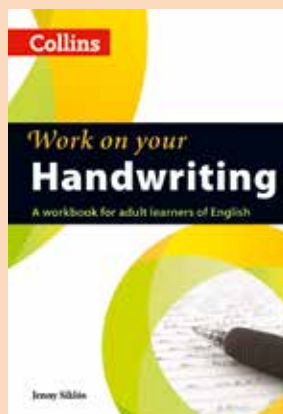
Accent	978-0-00-746291-9	incl. DVD-ROM
Handwriting	978-0-00-746942-0	

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

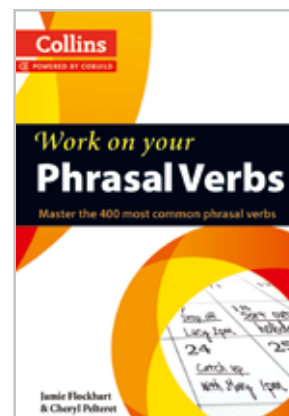
CEF level:
B1–C2

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

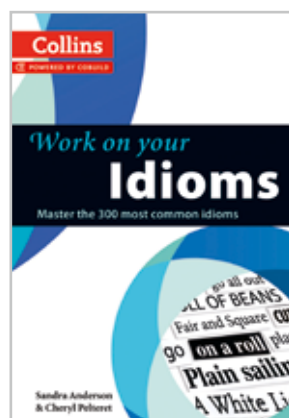
CEF level:
B1–C2

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

Your turn!

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

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

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



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).

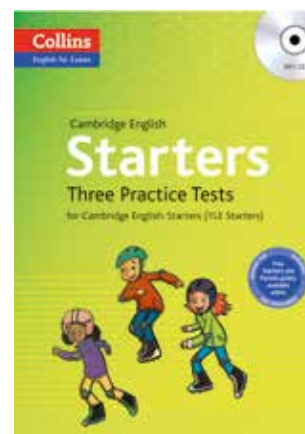
Each book includes:

- 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>

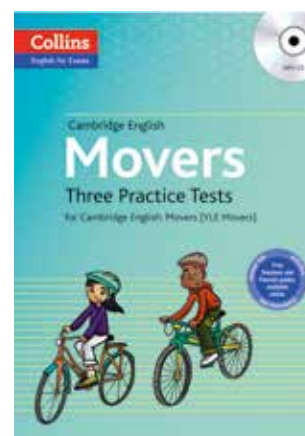
 Audio CD with recordings by young native English speakers included

**Online support for
parents included**



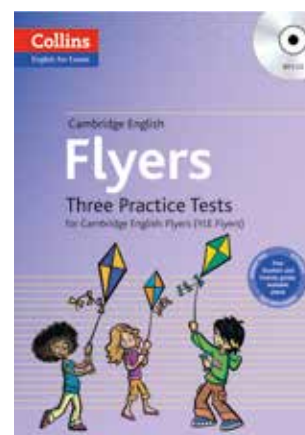
Practice Tests for Cambridge English: Starters (YLE Starters)

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



Practice Tests for Cambridge English: Movers (YLE Movers)

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



Practice Tests for Cambridge English: Flyers (YLE Flyers)

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

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




Cambridge English Exams

All the practice students need for a top grade.

The **Practice Tests for Cambridge English** books include:

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

 MP3 CDs included

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

Practice Tests for Cambridge English: Key (KET)

CEF level:
A1–A2

Practice Tests for Cambridge English: Preliminary (PET)

CEF level:
A2–B1

Practice Tests for Cambridge English: First (FCE)

CEF level:
B1–B2

COBUILD Key Words for Cambridge English: First (FCE)

CEF level:
B1+

Allows students to:

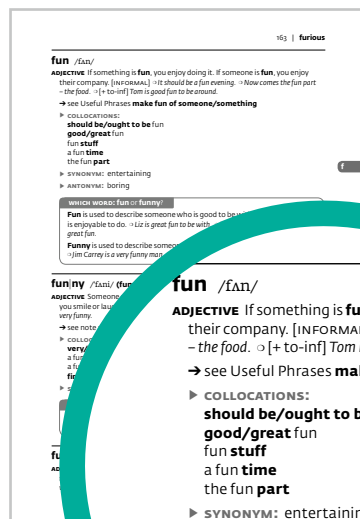
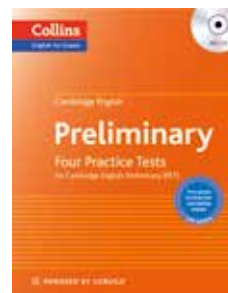
- Understand words through clear definitions in the A–Z section
- Improve accuracy using thousands of collocations, synonyms and the *Useful Phrases* section
- Revise from word lists organised by topic

Practice Tests for Cambridge English: Key (KET)
978-0-00-752956-8 incl. CD and online training test

Practice Tests for Cambridge English: Preliminary (PET)
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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

An IELTS foundation course

CEF level: A2+
IELTS level: 4+

NEW

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

Written by a team of experienced IELTS tutors, this 100-hour course uses the flipped learning approach to maximise the effectiveness of time in the classroom.

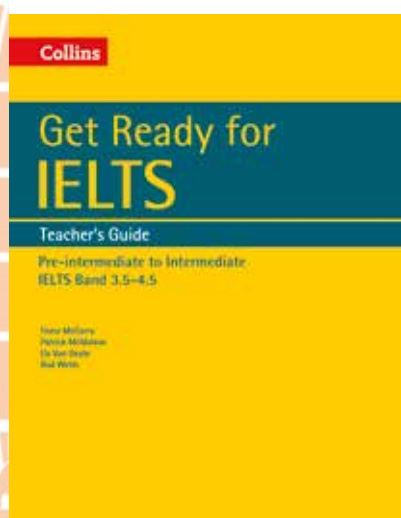
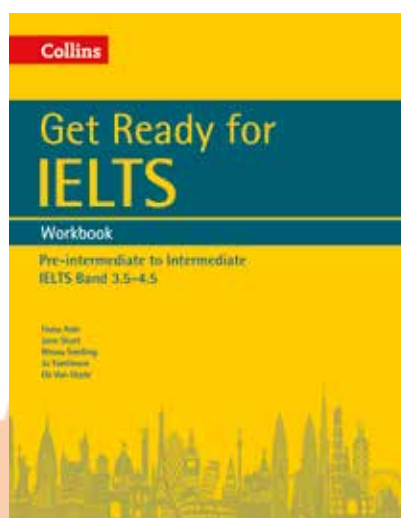
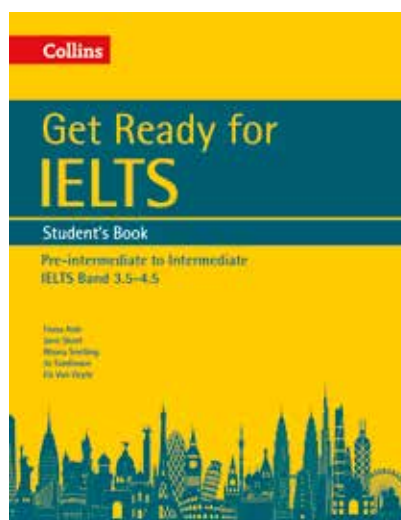
The course contains 50 hours of core classroom material with an additional 50 hours of material that can be offered as homework, or for consolidation or extension in class. This additional material is available both online and in print allowing for flexible learning.

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

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

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

Collins Connect



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



Get Ready for IELTS

CEF level: A2+
IELTS level: 4+

'Flipped Learning' – an innovative approach

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



Step 1 – Pre-Class Preparation

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

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

Collins Connect

Step 2 – Skills Development

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



Step 3 – Exam Practice

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

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

Get Ready for IELTS: Resources for students

CEF level: A2+
IELTS level: 4+

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

Collins Connect

The online resources contain:

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

Workbook

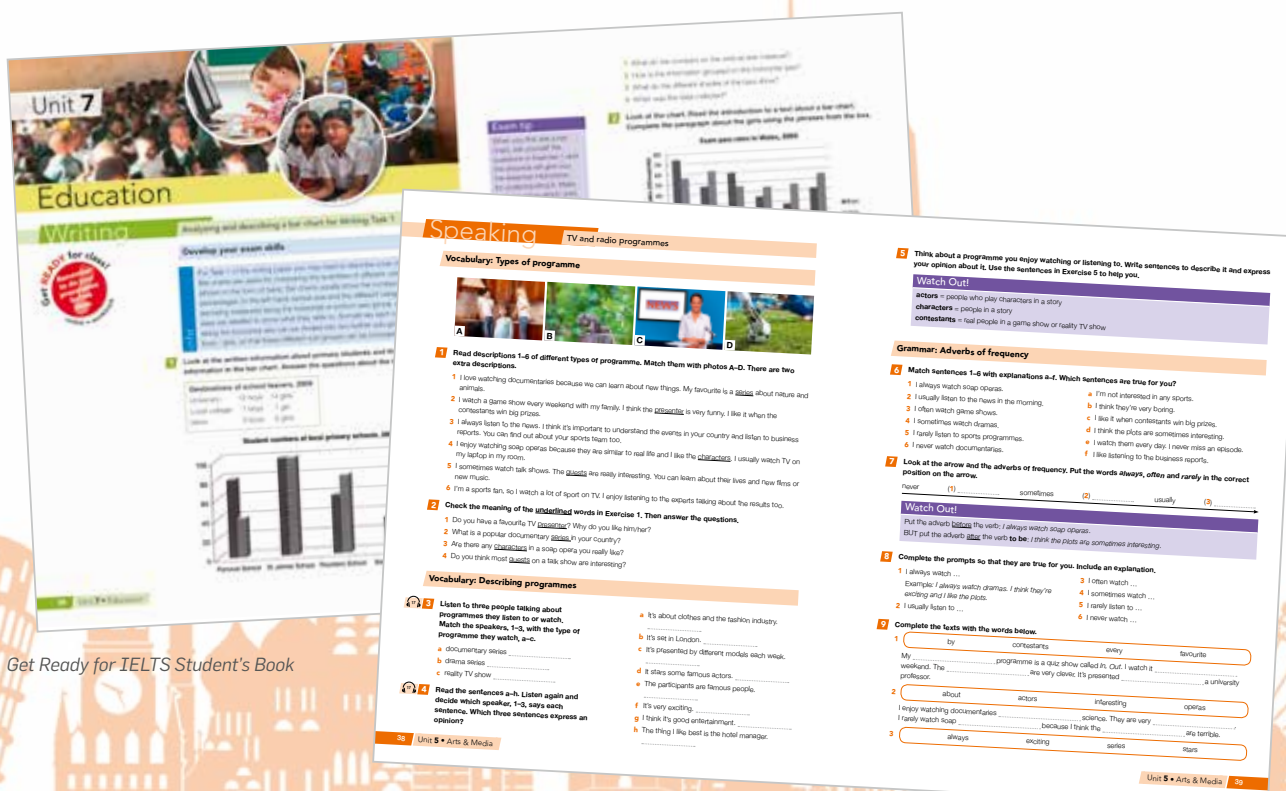
This component contains:

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

Student's Book

This contains:

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



Get Ready for IELTS Student's Book

Get Ready for IELTS Workbook

Get Ready for IELTS: Resources for teachers

CEF level: A2+
IELTS level: 4+

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

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

Collins Connect

Collins Connect offers teachers further support with:

- photocopyable activities
- audioscripts of all Listening and Speaking activities



UNIT 5: ARTS & MEDIA

Writing: Films

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

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

Online / Workbook language development

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

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

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

Introduction

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

Spot check 1

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

Spot check 2

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

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

Exercise 1: Understanding a pie chart

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

Answers
2 A 3 B 4 A 5 B 6 A

Exercise 2: Giving approximations

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

Suggested answers

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

Exercise 3: Comparing pie charts

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

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

Answers
2 1 3 F 4 T 5 F 6 F 7 T 8 T 9 F 10 T

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

Exercise 4: Analysing pie charts

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

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

Extension activity (50 mins)

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

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

Practice for the test (30 mins)

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

Task 1

Model answer

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

UNIT 5: ARTS & MEDIA 33

UNIT 5: ARTS & MEDIA 34

Get Ready for IELTS Skills

Collins
English for Exams

The **Get Ready for IELTS** skills books are for students who would like to make a start on their IELTS preparation, but who need to build up their language level before taking the test. Each of the books is aimed at improving one of the four skills, allowing students to easily focus on the areas they really need support with.

CEF level:
A2+ / IELTS level: 4+

Each title includes:

- 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**

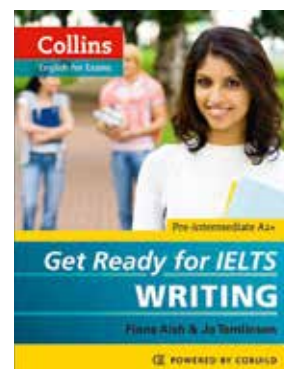
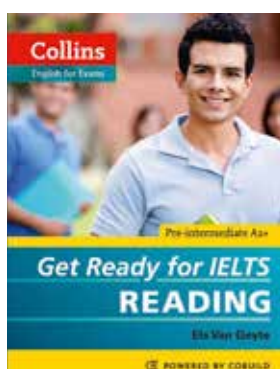
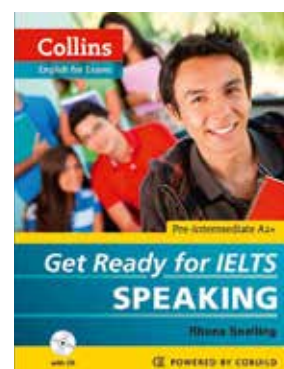
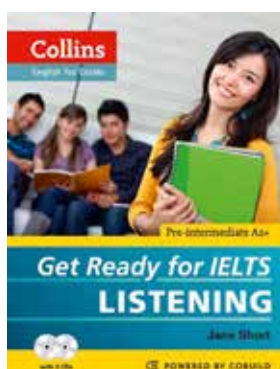
 Includes audio CD

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



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
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- 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

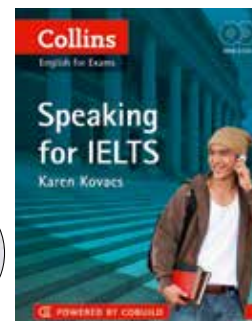
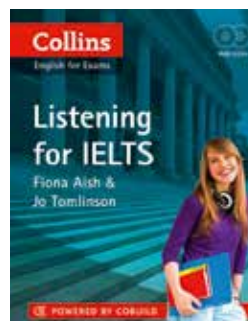
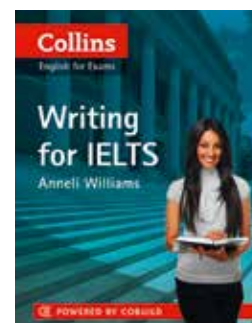
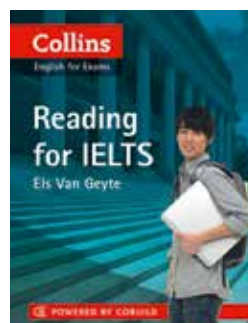
Recommended for students who already have an IELTS score of 5.0/5.5, but who need to improve their score

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

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IELTS Practice Tests, Grammar and Vocabulary

Practice Tests for IELTS

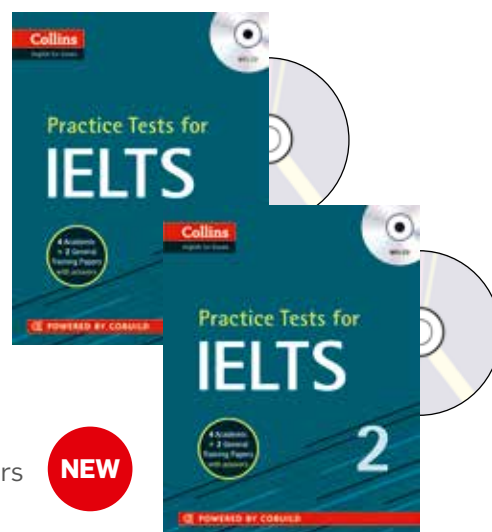
CEF level:
B1+

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

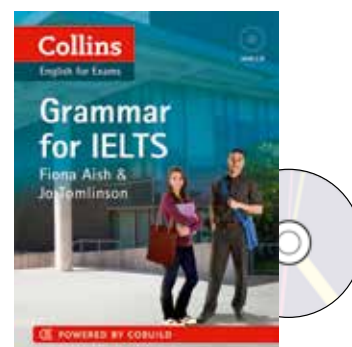
CEF level: B1+ /
IELTS level: 5-6

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

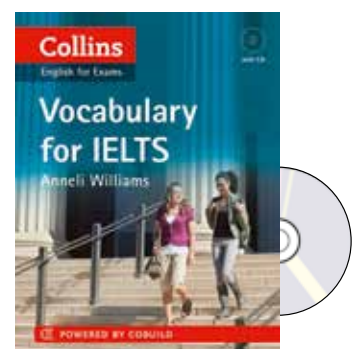
CEF level: B1+ /
IELTS level: 5-6

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
Practice Tests for IELTS	978-0-00-749969-4	incl. CD
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Teaching notes available online at www.collinselt.com/teachielts



COBUILD for IELTS Preparation

COBUILD

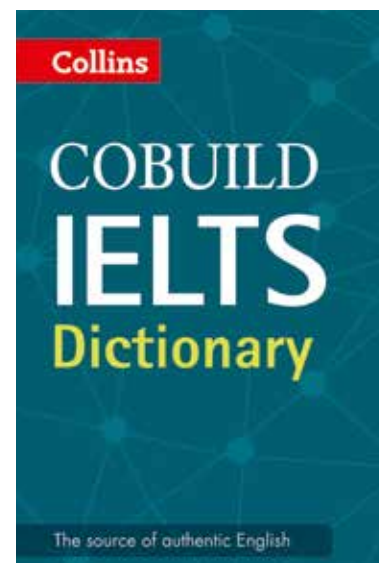
The **COBUILD IELTS Dictionary** and the **Key Words for IELTS** books are ideal for learners who are preparing for the IELTS exam. They cover the words, phrases and idioms that students need to master to achieve the IELTS scores required by top universities and employers.

IELTS Dictionary

CEF level:
B1+

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

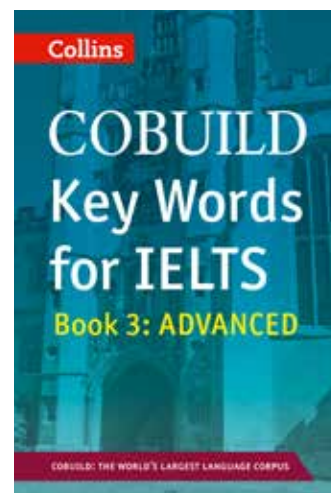
Three compact, graded reference books which provide easy access to the essential key words students need to succeed in the IELTS exam. All three titles include vocabulary-enrichment features that enable students to expand their vocabulary in key topic areas, to use the words accurately and correctly, 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
Book 1 Starter	978-0-00-736545-6
Book 2 Improver	978-0-00-736546-3
Book 3 Advanced	978-0-00-736547-0

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Practice Test Pack for the TOEFL® Test


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

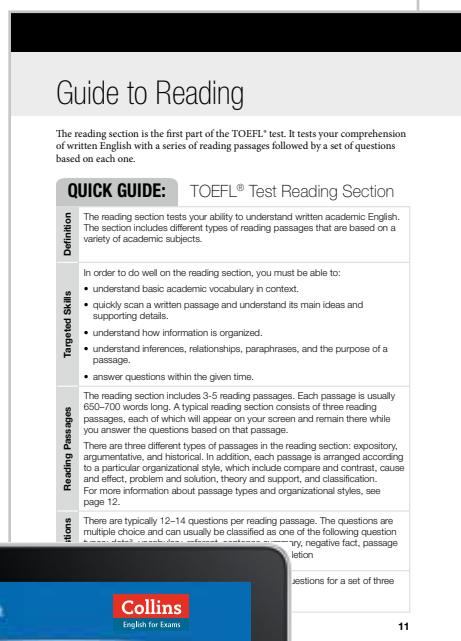
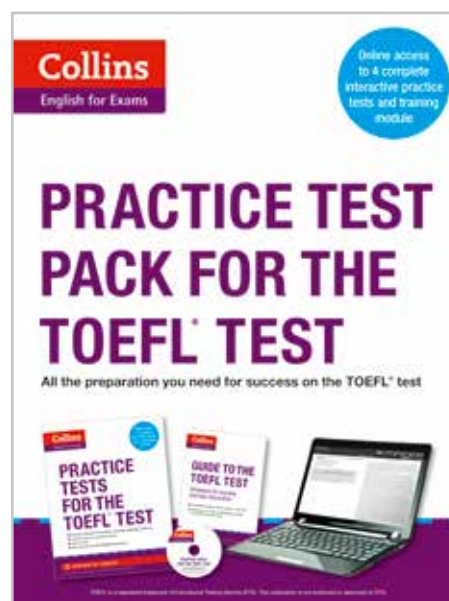
The pack includes:

- 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:



GUIDE TO THE TOEFL® TEST


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

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

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

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

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

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



Skills for the TOEFL® iBT Test

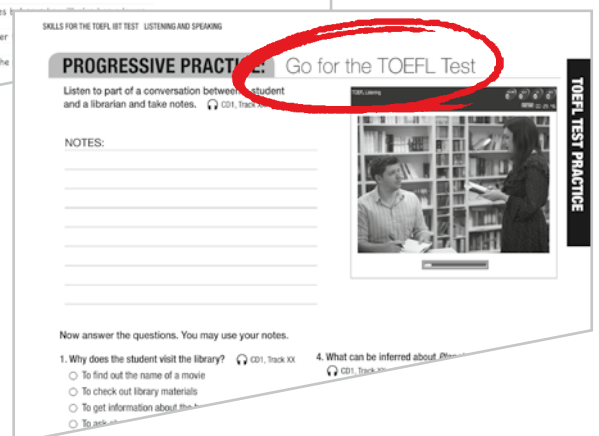
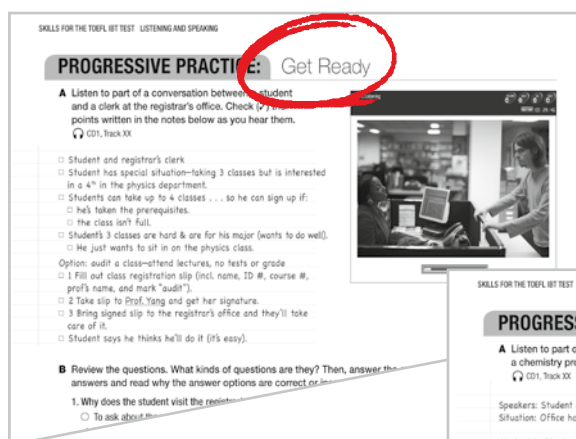
Collins
English for Exams

Skills for the TOEFL iBT® Test

CEF level:
B1+

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

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



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

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

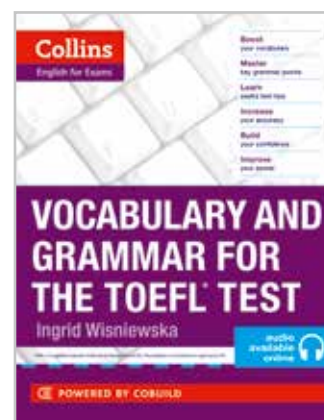
Author: Ingrid Wisniewska

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 audio online

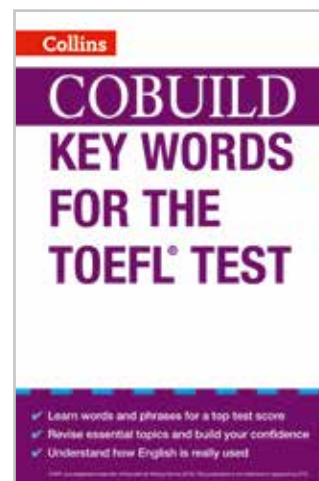
CEF level:
B1+



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 **approve** of it. → [+ about] She **remained** **ambivalent**.

► **COLLOCATIONS:**

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


► **SYNONYM:** unsure


am|biva|lence /æmbɪvələns/

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

► **COLLOCATIONS:**

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

Collins
English for Exams

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.

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

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



Online access to Listening and Reading support



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

CEF level:
B1+

Listening and Reading	978-0-00-746057-1	incl. online support (previously on CD)	
Speaking and Writing	978-0-00-746058-8	incl. CD	

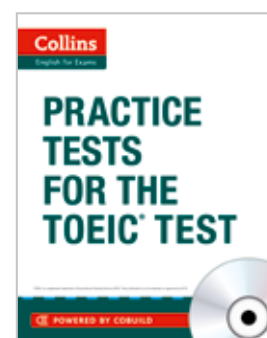
TOEIC® Practice Tests and Key Words

Practice Tests for the TOEIC® Test

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)

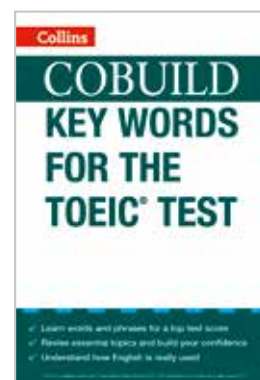
Includes MP3 CD



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



CEF level:
B1+

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



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

CEF level: B2+ /
IELTS level: 5.5+



- 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**

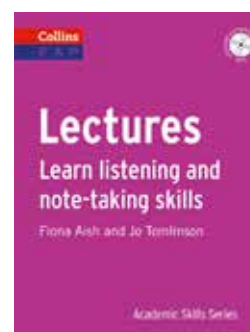
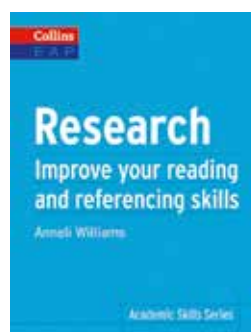
Includes CD with model language

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



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

What is research?

Glossary

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

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

2

Exercises help students get ready for successful independent academic study

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

Clear aims outline learning objectives of each chapter

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

1 Getting started

Why do you have to do library based research?

Glossary

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

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

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

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

How do you know if your research is good?

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

These are the questions the marker may ask themselves:

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

3

1 Getting started



Exercise 1

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

Stage	Tasks	✓	time
1 Preparation	Think about the research topic and the instructions given		
	Find out what information is available – do some preliminary background reading		
	Devise 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.

Tips

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

5

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.

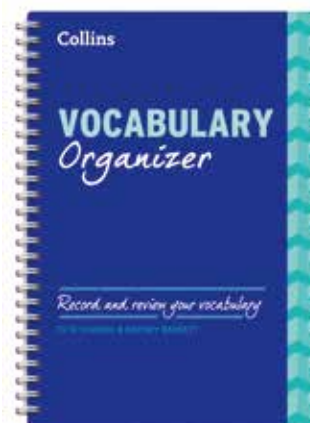
Students learn how to:

- 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

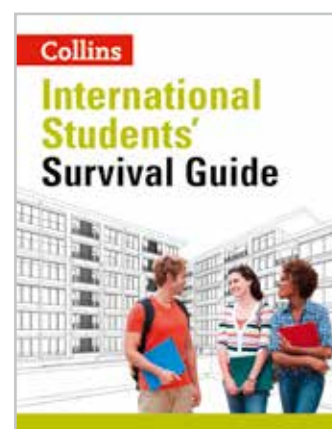
The **International Students' Survival Guide** prepares students for undergraduate and post-graduate life at English-speaking universities. Students will know what to expect and how to prepare for living and studying in another country.

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 to read the International Students' Survival Guide for free!



Small Talk

Author: **Deborah Capras**

Collins
English for Business

CEF level:
B1+

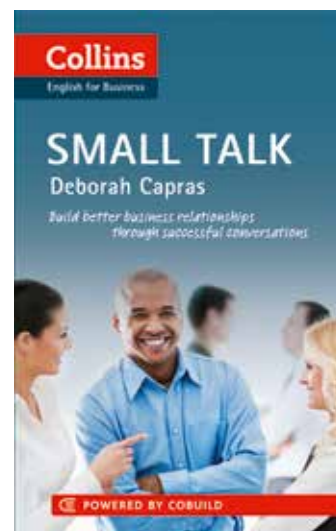
Build key business relationships

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

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

Students learn the language to:

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



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

Also available as an e-book

Key phrases

Make the first move	I don't think we've been introduced. My name's Hans, Hans Schiller. We haven't actually met, but I'm Hans Schiller. May I introduce myself? I'm Mary Smith. I don't think we've met. I'm Mary Smith. Hi, I'm Mary, Mary Smith.
Give the right response	It's a pleasure to meet you. Pleased to meet you. It's good/great/nice to meet you, too. Good/Great/Nice to meet you.
Check the names	I'm sorry, but I didn't catch your name. I'm sorry, but what was your last name again? How do you spell your name? 'Athanasius' — Am I saying it correctly?
Help people to remember your name	Let me give you my business card. Please, call me John. Here's my card.
Correct someone who says your name wrong	Almost. It's Julianne, Julie for short. Actually, it's Sahinda Sinha.
Apologize if you get someone's name wrong	I'm sorry. Julie. Oh, I am sorry.

Go online to listen to the key phrases.

Scenarios

Rania:	Hi, I don't think we've met. I'm Rania Gouliari.
Antonio:	Nice to meet you, Ms Gouliari. Am I saying it correctly?
Rania:	Yes, but please, call me Rania.
Antonio:	Rania. I'm Antonio, Antonio Messina.
Rania:	Good to meet you, too, Antonio. How do you spell your name? Is it with a double 's'?
Antonio:	Yes, the same way as the town in Sicily. That's where my family is originally from.
Robert:	We haven't actually met, but my name is Robert Williams.
Markus:	It's a pleasure to meet you. I'm Professor Kern, Markus Kern.
Robert:	It's good to meet you, too.
Markus:	I'm sorry, but I didn't catch your last name.
Robert:	It's Williams, as in Robbie Williams. You know, the singer. Here, let me give you my business card.
Markus:	Thank you. And here's mine.
Jules:	Hello. I don't think we've been introduced. My name's Jules Chirac.
Sergei:	Oh, I'm sorry, Jules! Sandra, this is Jules Chirac, our designer in our French office. Jules, this is Sandra Harper, she's with RTV.
Sandra:	Nice to meet you, Jules. I've seen your work. It's impressive.
Jules:	Thank you. That's always great to hear. It's nice to meet you, too.

Go online to listen to the scenarios.

Business Skills and Business Communication

Collins
English for Business

Effective International Business Communication

CEF level:
B2–C1

Authors: **Bob Dignen with Ian McMaster**

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



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

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
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 Includes MP3 CD



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

**HRH THE DUKE OF EDINBURGH
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LANGUAGE BOOK
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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.

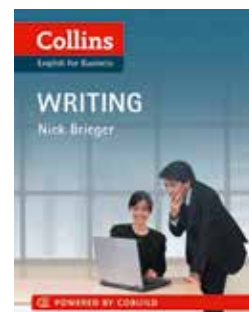
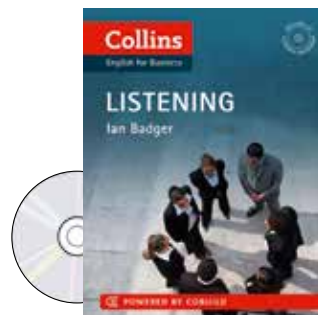
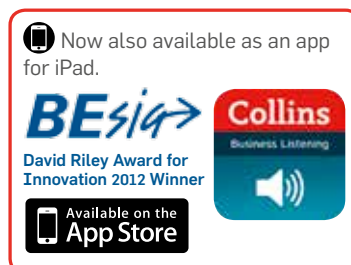
CEF level:
B1–C2

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



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

Business Vocabulary, Grammar and Dictionaries

Collins
English for Business

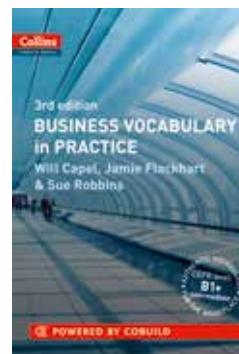
Business Vocabulary in Practice

CEF level:
B1–B2

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

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

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



Business Grammar & Practice

Pre-intermediate

CEF level:
A2–B1


Intermediate

CEF level:
B1–B2

Authors: **Nick Brieger & Simon Sweeney**

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



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



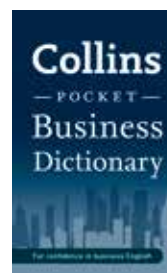
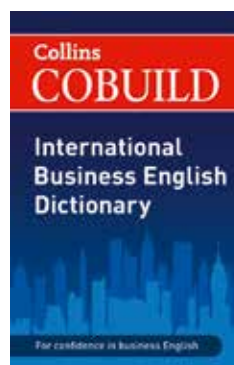


COBUILD International Business English Dictionary

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.



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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

CEF level:
A1–A2

 Author: **James Schofield**

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



Learn through video: DVD with 12 videos included



Workplace English 2

CEF level:
A2

 Author: **James Schofield**

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



Learn through video: DVD with 12 videos included



Hotel & Hospitality English

CEF level:
A1–A2

 Author: **Mike Seymour**

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



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



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Workplace English 2	978-0-00-746055-7	incl. CD and DVD
Hotel and Hospitality English	978-0-00-743198-4	incl. 2 CDs

COBUILD Key Words for Specific Purposes

COBUILD

The 500 most important words for anyone studying or working in these areas. Vocabulary has been selected by industry experts, based on word frequency and relevance analyses of corpus data specific to each of the fields.

CEF level:
B1+

- Examples show how words are used in authentic contexts
- Full-sentence definitions explain what the word means in simple language
- Practice exercises ensure students learn the most important words in their field
- Vocabulary-building features help to improve fluency and accuracy

 All titles include audio to support pronunciation



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Retail	978-0-00-749028-8

clutch /ˈklʌtʃ/ (clutches)

VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST

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

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

COLLOCATIONS:
disengage the clutch
engage the clutch

CLUTCH PARTS INCLUDE:

bell housing, clutch disk, master cylinder

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

clutch disk /ˈklʌtʃ disk/ (clutch disks)

VEHICLE COMPONENTS: ENGINE, TRANSMISSION, AND EXHAUST

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

The friction of the friction material pads on the clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

The clutch disk disengages the clutch, allowing the vehicle to move.

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English Language Teaching Essentials

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

Introducing English to Young Children: Reading and Writing

Author: **Opal Dunn**

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

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

 Also available as an e-book



Introducing English to Young Children: Spoken Language

Author: **Opal Dunn**

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

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

 Also available as an e-book



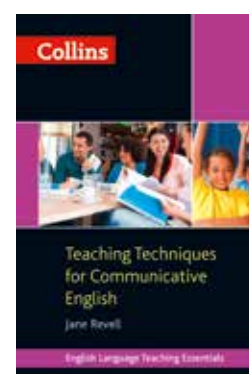
Teaching Techniques for Communicative English

Author: **Jane Revell**

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

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

 Also available as an e-book



Introducing English to Young Children: Spoken Language	978-0-00-752255-2
Introducing English to Young Children: Reading and Writing	978-0-00-752254-5
Teaching Techniques for Communicative English	978-0-00-752252-1

Mini Flashcards Language Games – Teacher's Book

Authors: **Susan Thomas with Annie Hughes**

The **Mini Flashcards Language Games Teacher's Book** includes black and white photocopiable versions of 16 topical packs of mini flashcards. It provides lots of ideas and suggestions for a wide variety of multi-sensory communication and language games and activities using **Mini Flashcards**.



Mini Flashcards Language Games – Teacher's Book 978-1-907584-03-9

Vital Verbs Language Games

Vital Verbs – Teacher's Book

All levels / Primary /
Secondary / Adult

The **Vital Verbs Teacher's Book** provides 108 black and white verb pictures. The book is a great resource for fun speaking practice and working with tenses.



Vital Verbs Kit

The ultimate kit to teach verbs in a meaningful way.

Includes:

- Vital Verbs Teacher's Book
- 3 packs of Vital Verbs Mini Flashcards
- Vital Verbs poster showing 40 verbs
- Questions dice, Pronouns dice and Tenses dice

Vital Verbs – Teacher's Book 978-0-00-752235-4

Vital Verbs Kit 978-0-00-752267-5 Multi format

Photocopiable Teacher's Resources

English Through Football

All levels / Primary /
Secondary / Adult

Author: **Susan Thomas & Sarah Johnson**

Illustrator: **Heather Clarke**

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



Minibooks for Young Learners

CEF level: A1 /
Primary

Author: **Jane Myles**

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



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

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



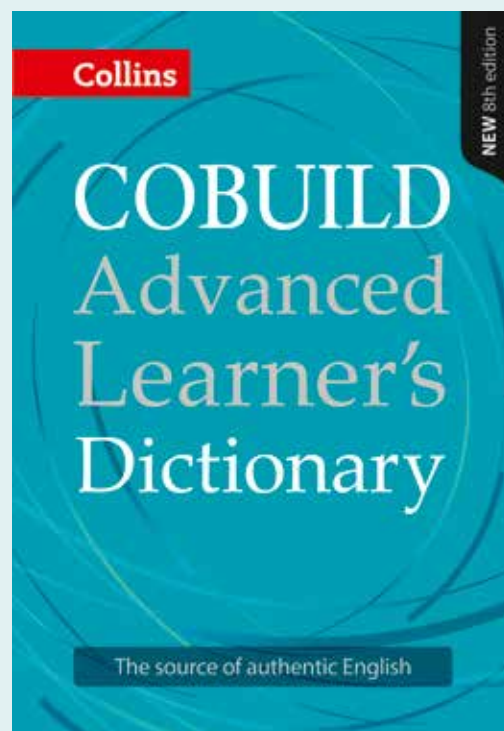
COBUILD Advanced Learner's Dictionary


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
- ▶ **Focuses on communicative goals:** Pragmatics labels provide information on connotations, additional ideas or emotions expressed by a word
- ▶ **Improves vocabulary acquisition and develops fluency:** Illustrations, the visual thesaurus, picture dictionary boxes and many more vocabulary-building features help learners to improve their language skills
- ▶ **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

CEF level:
B2+



 Also available as an e-book for Kindle

All COBUILD dictionaries include:

- ▶ **Full sentence definitions:**
All words and phrases are covered in depth and explained in full sentences to show words in context.
- ▶ **Authentic examples:**
Real-life examples of English from the Collins Corpus show how words are used in everyday language.
- ▶ **Up-to-date coverage of today's English:**
COBUILD dictionaries are based on the constantly updated 4.5-billion-word database of today's English language, the Collins Corpus.
- ▶ **Frequency:**
The most important words are clearly labelled to indicate which to learn first.
- ▶ **Vocabulary-building features:**
All COBUILD dictionaries include a wide range of features to help learners use English with accuracy and confidence.

COBUILD Advanced Learner's Dictionary
978-0-00-758058-3

COBUILD Intermediate Learner's Dictionary

CEF level:
B1+



Collins

NEW 3rd edition


COBUILD Intermediate Learner's Dictionary

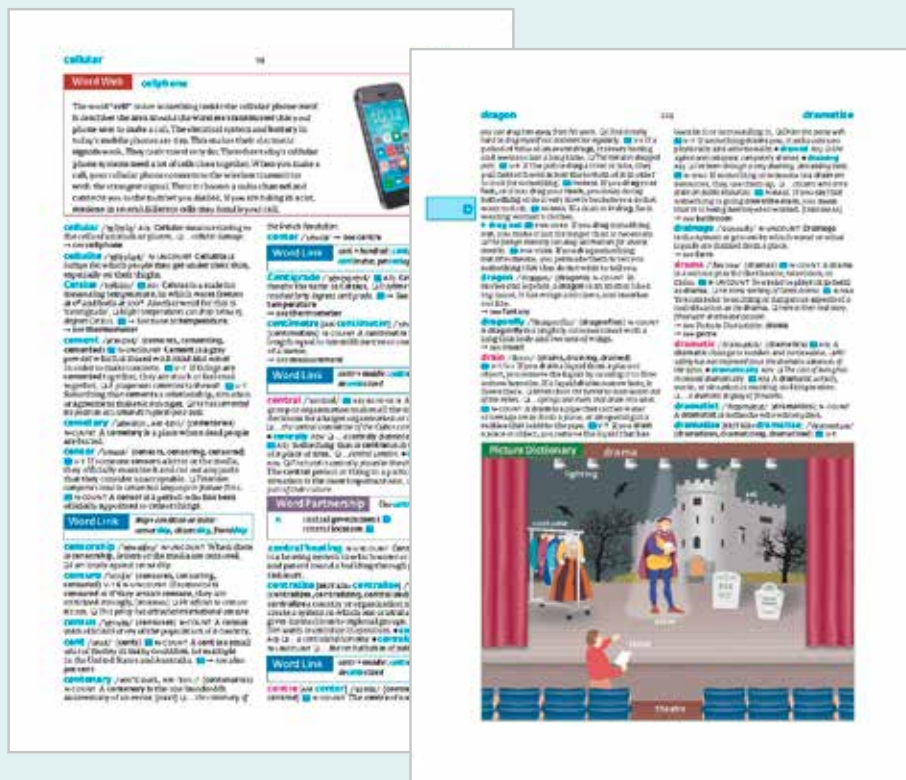
The source of authentic English

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.

A wide range of vocabulary-building features, many of them with full-colour illustrations, encourage students to learn new words and improve their fluency.

- ▶ **Improves vocabulary acquisition:** Hundreds of illustrations and thousands of synonyms, antonyms and collocations help learners to expand their vocabulary
- ▶ **Develops fluency:** The visual thesaurus shows alternatives for the 50 most-overused words in English
- ▶ **Aids memory:** Picture dictionary boxes present vocabulary from key topics in a memorable way
- ▶ **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



COBUILD Intermediate
Learner's Dictionary
978-0-00-758060-6

COBUILD

COBUILD

Dictionaries for Learners

COBUILD Essential English Dictionary

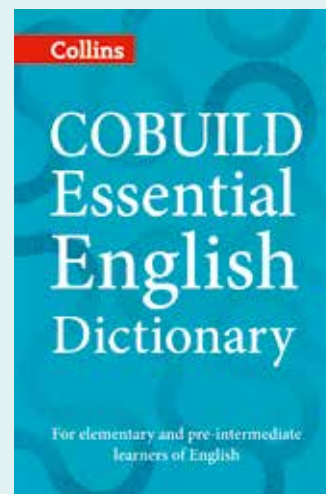
CEF level:
A1–B1

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

The dictionary includes:

- The essential words, phrases and idioms that elementary and pre-intermediate students need to learn
- Simple definitions to make words even easier to understand
- Thousands of examples of real English from the Collins Corpus
- 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

 Also available as an e-book



COBUILD Primary Learner's Dictionary

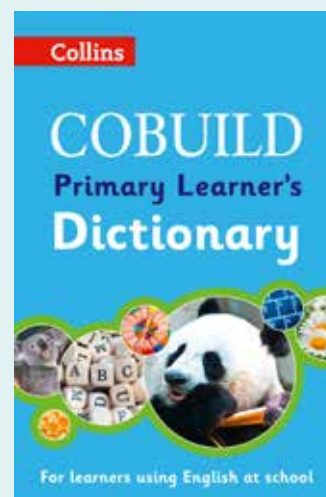
Age
7+

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
- Simple definitions to make words easier to understand, and thousands of examples of real English showing the learner how English is used today
- 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

 Also available as an e-book



COBUILD Essential English Dictionary	978-0-00-755653-3
COBUILD Primary Learner's Dictionary	978-0-00-755654-0



For upper-intermediate and advanced learners of English.

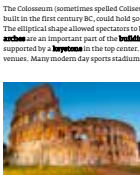
- **Builds confidence:** Up-to-date coverage of American English, with full-sentence definitions and authentic examples from the Collins Corpus, helps learners to understand exactly how to use today's language
- **Improves vocabulary acquisition:** Collocations, synonyms and related words, full-colour illustrations showing topic-related vocabulary, plus many more vocabulary-building features help learners to improve their language skills
- **Develops fluency:** The most frequent words are clearly labelled, helping learners to decide which words to learn first
- **Helps with grammar, writing and speaking:** A grammar reference and handbooks on written and spoken communication help improve accuracy and fluency

 Also available for Kindle

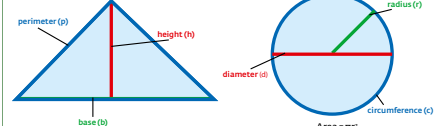
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60
articc

A
Word Web
architecture

The Colosseum (sometimes spelled **Coliseum**) in Rome is a great **architectural** triumph of the ancient world. This **amphitheater**, built in the first century A.D., could hold 50,000 spectators. It was used for animal fights, human executions, and staged combats. The elliptical shape allowed spectators to be closer to the action. It also prevented participants from hiding in the corners. The **arches** are an important part of **its building**. They are an example of a human improvement to the simple arch. Each arch is supported by a **hypocaust** in the top corners. The **design** of the Colosseum has influenced the design of thousands of other public venues. Many modern day sports stadiums are the same shape.



Picture Dictionary
area



Area = $\frac{1}{2}bh$

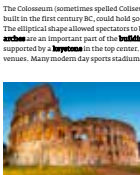
Area = πr^2

(The Greek letter pi is the ratio of the circumference of a circle to its diameter, roughly equal to 3.14 or pi/3.)

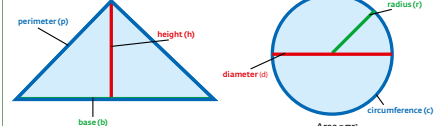
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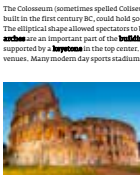
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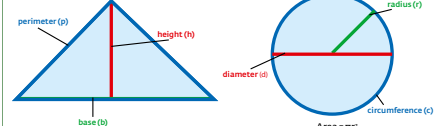
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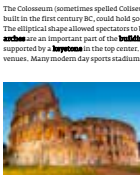
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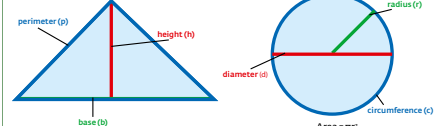
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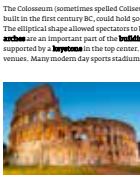
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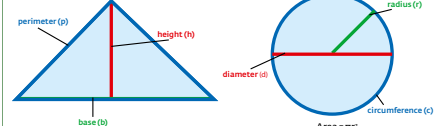
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architect

COBUILD

Learner's American English Dictionary

3rd EDITION

COBUILD

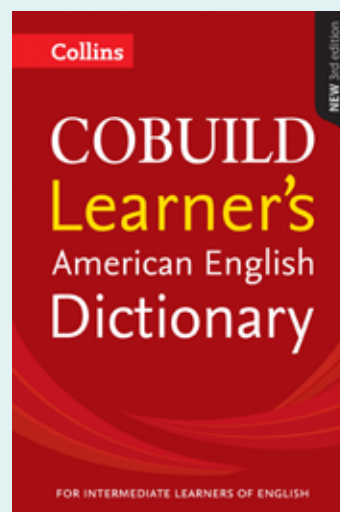
NEW

CEF level:
A2/B1+

For intermediate learners of English.

- **Builds confidence:** Up-to-date coverage of essential American English words, phrases and idioms, including a wide range of curriculum terms
- **Improves vocabulary and fluency:** Extensive vocabulary-building features, such as the Visual Thesaurus, help with collocations, synonyms and related words
- **Aids memory:** Full-colour illustrations present vocabulary from key topics in a memorable way
- **Helps with grammar, writing and speaking:** A grammar reference and handbooks on written and spoken communication help improve accuracy and fluency
- **Full sentence definitions:** All words and phrases are explained in full sentences to show words in context, with authentic examples from Collins Corpus

e Also available for Kindle



VISUAL THESAURUS

great We had a great time at Paolo's party.	lovely Thank you both for a lovely evening!	awesome Both teams played well. It was an awesome game. [INFORMAL]	cool She had some really cool boots and I'd like a pair myself. [INFORMAL]
nice The chocolate-chip cookies were really nice .	pleasant I have many pleasant memories of this place.	excellent The food in the hotel was excellent —some of the best I've ever had.	great It's a great movie—you've really got to see it.
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> 1. ADJ enjoyable 2. 1. ADJ A good place or time for something is a place or time that is acceptable or right for you. </div> <div style="text-align: center;"> 2. ADJ of a high quality 2. 2. ADJ If you are good at something, you can do it very well. </div> </div> <div style="text-align: center; font-size: 1.5em; font-weight: bold; margin: 5px 0;">good</div>			
convenient Would it be more convenient for you to meet closer to your office?	handy It's very handy having a grocery store so close to the apartment.	capable She's a very capable driver. She'll be able to manage a couple of difficult kids.	competent A competent driver should be able to deal with situations like these.
suitable What would be a suitable time to meet next week?	skilful He was probably the most skilful player we've ever had on the team.		
talented Both children are talented musicians.			

VISUAL THESAURUS

big They have a big house on the East Coast.	enormous It's an enormous apartment for one man!	excessive It wasn't an excessive amount to spend on a coat.	huge She made a huge effort to come and see us, traveling five hundred miles or more.
gigantic There are gigantic rocks along the roadside.	huge A huge crowd of people gathered in the square.	immense We still need to do an immense amount of work to get the job done.	incredible He works an incredible number of hours—fifty or more a week.
massive It's only when you get near an elephant that you realize how massive it is.	vast We waste a vast quantity of food in this country.	massive She spends a massive amount of money on her appearance.	tremendous The students have all made tremendous progress and I'm really pleased with them.
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> 1. ADJ Great describes something that is very large. </div> <div style="text-align: center;"> 2. ADJ large in amount or degree 2. ADJ very good </div> </div> <div style="text-align: center; font-size: 1.5em; font-weight: bold; margin: 5px 0;">great</div>			
major With so many people in this city, traffic is a major problem.	serious It's not a serious problem—we can easily fix it.	awesome We had an awesome evening with you—thank you very much! [INFORMAL]	excellent The food was excellent —I've never had better.
significant There has been a significant improvement in his work this semester.	fantastic Sarah has a fantastic social life—she's out all the time. [INFORMAL]		
terrific What a terrific idea! Let's do that.			
wonderful It was wonderful to see them after all these years.			

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significant There has been a significant improvement in his work this semester.	fantastic Sarah has a fantastic social life—she's out all the time. [INFORMAL]		
terrific What a terrific idea! Let's do that.			
wonderful It was wonderful to see them after all these years.			

Basic American English Dictionary

2nd EDITION

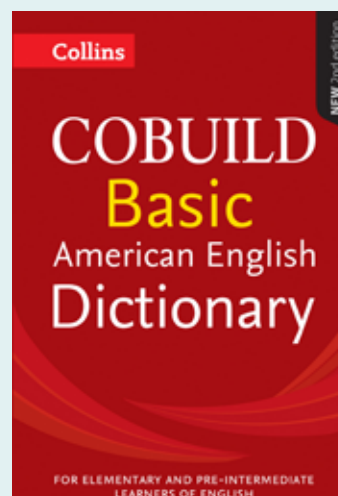
NEW

CEF level:
A1+

For elementary and pre-intermediate learners of English.

- **Improves confidence:** Simple definitions and examples show essential words and phrases in American English, including a wide range of curriculum terms
- **Helps learners to remember new words:** Hundreds of vocabulary-building features provide visual and aural support, plus colour images improve understanding of key terms and topics
- **Increases fluency:** Clear labelling of the most frequent words show which words to learn first
- **Includes basic vocabulary terms:** Full definitions are included for all words on Dr. Robert Marzano's list of basic vocabulary terms
- **Frequency indication:** The most important words are clearly labelled to indicate which words to learn first

Also available for Kindle



clever /klevər/ (cleverer, cleverest)
ADJECTIVE Someone who is clever is intelligent and can think and understand quickly. *He's a very clever man.* **cleverly**
ADVERB *The garden has been cleverly designed.*

click /kɪk/ (clicks, clicking, clicked)
VERB If something clicks or if you click it, it makes a short, sharp sound. *Hundreds of cameras clicked as she stepped out of the car.*
NOUN Click is also a noun. *I heard a click and then her recorded voice.*
VERB TECHNOLOGY If you click on a part of a computer screen, you press one of the buttons on the mouse in order to make something happen on the screen. *I clicked on a link.*
NOUN TECHNOLOGY Click is also a noun. *You can check your email with a click of your mouse.*

client /kɹaɪənt/ (clients) **NOUN** A client is a person who pays someone for a service. *A lawyer and his client were sitting at the next table.*

cliff /klɪf/ (cliffs) **NOUN SCIENCE** A cliff is a high area of land with a very steep side. *The car rolled over the edge of a cliff.*
→ look at **landform**

climate /klaɪmət/ **NONCOUNT NOUN SCIENCE** The climate of a place is the normal weather there. *She loves the hot and humid climate of Florida.*
→ look at **Word World: climate**
→ look at **greenhouse effect, season**

climax /klaɪmæks/ (climaxes) **NOUN** The climax of something is the most exciting or important moment, near the end. *The climax of the story is when Romeo and Juliet die.*

climb /klaɪm/ (climbs, climbing, climbed)
VERB If you climb or climb up something, you move toward the top of it. *Climbing the hill took half an hour.* *She took the climb out of her hair.*

clip /klɪp/ (clips, clipping, clipped)
NOUN A clip is a small object for holding things together. *She took the clip out of her hair.*

climber /klaɪmə/ (climbers) **NOUN SPORTS** A climber is a person who climbs rocks or mountains. *A climber was rescued yesterday after falling 300 feet.*

climbing /klaɪmɪŋ/ **NONCOUNT NOUN SPORTS** Climbing is the activity of climbing rocks or mountains.

cling /klɪŋ/ (clings, clinging, clung) **VERB** If you cling to someone or something, you hold them tightly. *The man was rescued as he clung to the boat.*

clinic /kɹɪnɪk/ (clinics) **NOUN** A clinic is a place where people receive medical advice or treatment.

clinical /kɹɪnɪkəl/ **ADJECTIVE** Clinical means involving medical treatment or testing people for illnesses. *She received her clinical training in Chicago.*

Word Builder **climber**
er = someone who does
climb + er = climber
farm + er = farmer
lead + er = leader
own + er = owner
play + er = player
work + er = worker

Word World **climate**
season, air, hot, cool, warm, damp, wet, humidity, wind, weather, cold, dry, tropical, environment, rainfall, atmosphere, temperature, observe. *Nouns / Adjectives / Verbs*

clock /klɒk/ (clocks)
NOUN A clock is a device that shows what time of day it is. *He could hear a clock ticking.*
VERB If you do something around the clock, you do it all day and all night without stopping. *Firemen have been working around the clock.*
→ look at **time**

clockwise /klɒkwaɪz/
ADVERB When something is moving clockwise, it is moving in a circle in the same direction as the hands on a clock. *The children started moving clockwise around the room.*
ADJECTIVE Clockwise is also an adjective. *Move your right arm around in a clockwise direction.*

Spelling Partners **close**

SHUTTING
NEARNESS

close /kloʊz/ (closes, closing, closed)
VERB When you close a door or a window, you shut it. *If you are cold, close the window.* *Zac closed the door quietly.*
VERB When a store closes, people cannot use it. *The store closes on public holidays.*
→ **close down** If a business closes down, all work stops there, usually for ever. *That store closed down years ago.*

close /kloʊz/ (closes, closing, closed)
ADJECTIVE Something that is close to something else is near to it. *The apartment is close to the beach.* *The man moved closer.*
close /kloʊz/ (closes, closing, closed)
ADVERB If you are close to someone, you are very much and know each other well. *She was close to her sister, Gail.* *We were close friends at school.*
ADJECTIVE A close look at something is careful and complete. *Let's have a closer look.*

clown /klaʊn/ (clowns)
NOUN A clown is a short piece of it that is broadcast separately. *They showed a film clip of the Apollo moon landing.*
VERB When you clip things together, you fasten them using a clip. *Clip the rope onto the ring.*

closed /kloʊzd/ **ADJECTIVE** When a store or business is closed, it is not open and you cannot buy or do anything there. *The supermarket was closed when we got there.*

closet /kloʊzət/ (closets) **NOUN** A closet is a very small room for storing things, especially clothes. *My closet is full of clothes that I never wear.*
→ look at **house**

cloth /klɒθ/ (cloths)
NONCOUNT NOUN Cloth is material that is used for making clothing. *You need two yards of cloth.*

clothes /kloʊz, kloʊðz/ **PLURAL NOUN** Clothes are the things that people wear, such as shirts, coats, pants, and dresses. *Milly went upstairs to change her clothes.*
→ look at **laundry**

clothing /kloʊðɪŋ/ **NONCOUNT NOUN** Clothing is the things that people wear. *She works in a women's clothing store.*
→ look at **Picture Dictionary: clothing**

cloud /klaʊd/ (clouds)
NOUN A cloud is a white or gray mass in the sky that contains drops of water. *Clouds began to form in the sky.*
NOUN A cloud of smoke or dust is an amount of it floating in the air. *A cloud of black smoke spread across the sky.*
→ look at **weather**

cloudy /klaʊdli/ (cloudier, cloudiest)
ADJECTIVE If it is cloudy, there are a lot of clouds in the sky. *It was a windy, cloudy day.*

clown /klaʊn/ (clowns) **NOUN** A clown is a performer who wears funny clothes and does silly things to make people laugh.



Reference

“Working from a regularly updated corpus of over 4.5 billion words taken from authentic sources, Collins COBUILD products provide learner-friendly resources on how words are really used.”

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

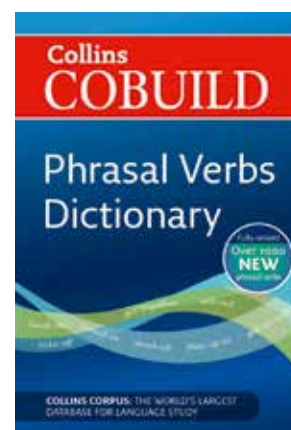
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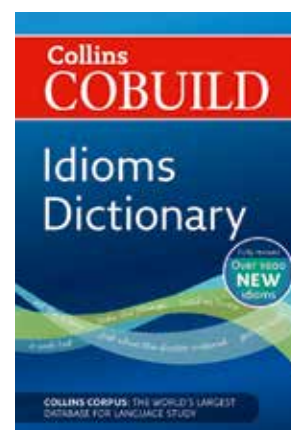


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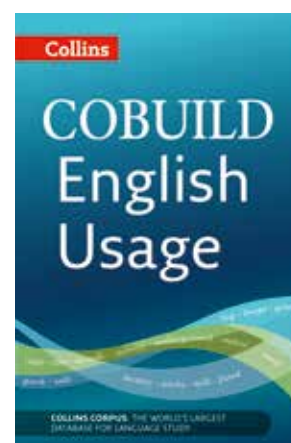


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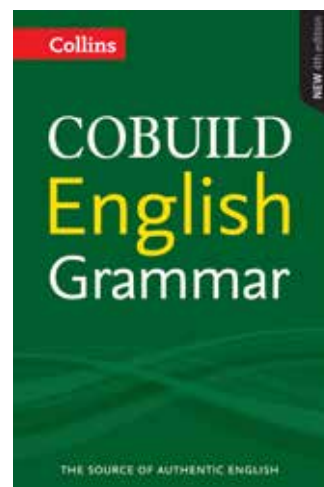
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478 Chapter 10

10.67 **USAGE NOTE**

With passives, be is often, but not always, kept after a modal.

He argued that if tissues could be marketed, then anything could be.

However, with perfect passives, you can just use the auxiliary have or has. For example, you could say, *Have you been interviewed yet?* I have.

Note that when a modal with have is used for a passive or progressive verb phrase, been cannot be omitted.

I'm sure it was repeated in the media. It must have been.

She was not doing her homework as she should have been.

10.68 If the second verb phrase contains the auxiliary have in any form, speakers of British English sometimes add done to the group. For example, instead of saying *He says he didn't see it* but he must have, they sometimes say *He says he didn't see it but he must have done*.

He hadn't kept a backup, but he should have done.

American speakers repeat only the auxiliary verb have.

He hadn't kept a backup, but he should have.

It would have been nice to have won, and I might have done if I had tried harder.

Similarly, British speakers sometimes use do after modals.

He responded almost as a student might do.

American speakers do not use do after modals.

Note that when the verb used in the first mention of an action or state is the main verb have, instead of using do after a modal in the second mention, you often use have instead.

'Do you think that academics have an understanding of the real world?' – 'No, and I don't think they should have.'

10.69 Usually, the clause with words omitted comes after a clause in which the action or state has been mentioned in full with a main verb. Occasionally, however, for a deliberate effect, it comes before the clause that mentions the action or state in full.

The problems in the economy are now being reflected, as they should be, in the housing market.

repeating the main verb

10.70 If you want to be emphatic, you repeat the main verb, instead of leaving it out.

It was the largest swarm of wasps that had ever been seen or that ever would be seen.

contrasting objects and adverbials

10.71 Note that if you want to contrast two different things affected by an action, or two different factors or circumstances, you can put a new object or adverbial in the second clause, with an auxiliary or form of be.

Cook nettles exactly as you would spinach.

You don't get as much bickering on a farm as you do in most jobs.

Survival rates for cancer are twice as high in America as they are in Britain.

No one liked being young then as they do now.

However, the main verb is sometimes repeated.

Can't you at least treat me the way you treat regular clients?

In conversation 479

10.72 **USAGE NOTE**

You can omit a verb after the semi-modals dare and need, but only when they are used in the negative.

'I don't mind telling you what I know.' – 'You needn't.' I'm not asking you for it.'

'You must tell her the truth.' – 'But Neil, I daren't.'

Similarly, the verb is only omitted after the modal expressions had rather and would rather when they are used in the negative. However, the verb is sometimes omitted after had better even when it is used affirmatively.

'Will she be happy there?' – 'She is better.'

It's just that I id rather not.

10.73 You can also leave words out of to-infinitive clauses. Instead of using a full to-infinitive clause after a verb, you can just use to, if the action or state has already been mentioned.

Don't tell me if you don't want to.

At last he agreed to do what I asked him to.

You can also do this in conversation.

'Do you ever visit a doctor?' I asked her. – 'No. We can't afford to.'

Note that there are some verbs, such as try and ask, that are also often used on their own, without to.

They couldn't help each other, and it was ridiculous to try.

I'm sure she'll help you, if you ask.

In conversation

10.74 People often leave words out in conversation in replies and questions. When this happens, it can involve leaving out the main verb in the ways that have been explained above (see paragraphs 10.60 to 10.73). This is common with questions that show that you find what someone has said interesting or surprising, or that you do not agree with them. These questions always have a pronoun as their subject.

'He gets free meals.' – 'Does he?'

'They're starting up a new arts centre there.' – 'Are they?'

'I've checked everyone.' – 'Have you now?'

leaving words out in questions

10.75 You can often leave words out in questions when the context makes it clear what is meant. The question can consist of just a wh-word.

'Someone's in the house.' – 'Who?' – 'I think it might be Gary.'

'But I'm afraid there's more.' – 'What?'

'Can I speak to you?' I asked, undaunted. – 'Why?' – 'It's important.'

'We're going on holiday tomorrow.' – 'Where?' – 'To Majorca.'

Note that you can also use why not.

'Maria! We won't discuss that here.' – 'Why not?'

Note also that you can use a wh-word after a reporting verb, especially why.

I asked why.

They enquired how.

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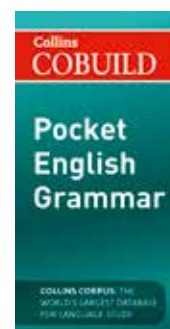
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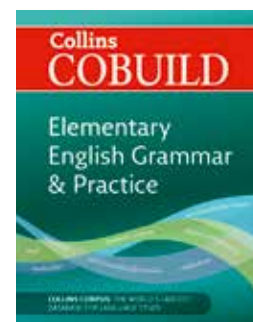
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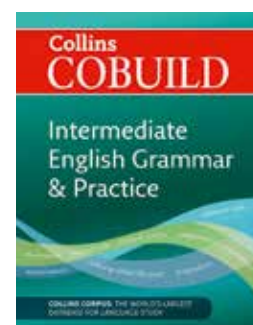
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