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Best,

Lisa Todd

Lisa Todd

ELT and Collins COBUILD Publishing Manager

New Titles



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Key

NEW

New (Titles, Series, Edition)

CEFR
A1-C2Common European
Framework of Reference
(CEFR) Level A1-C2IELTS
0-9

IELTS Level 0-9

TOEIC
0-990

TOEIC Level 0-990

TOEFL
100+

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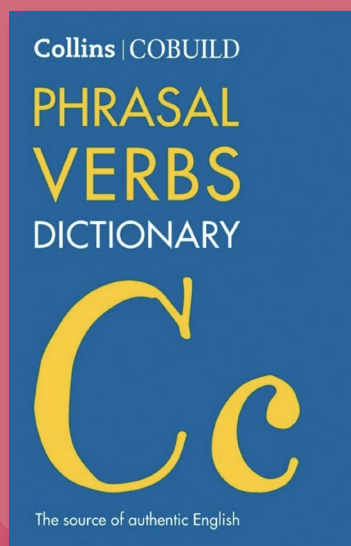
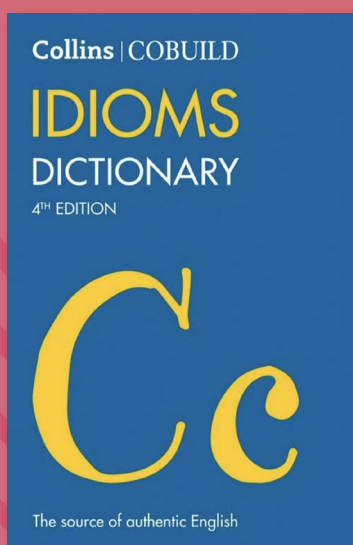
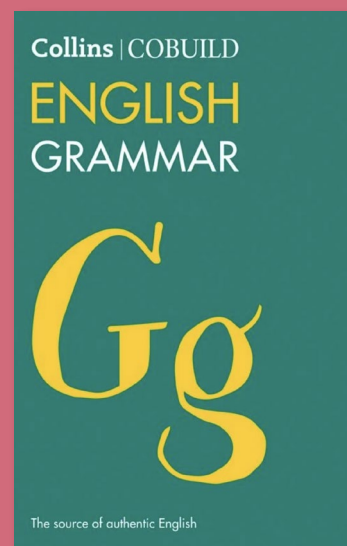
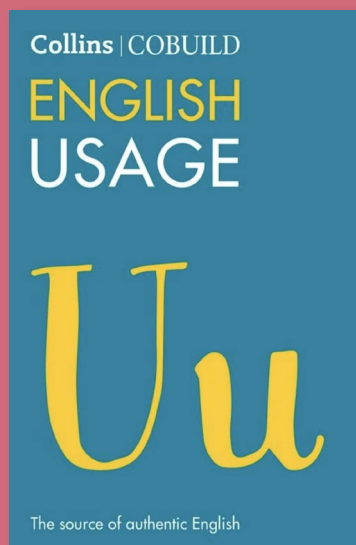
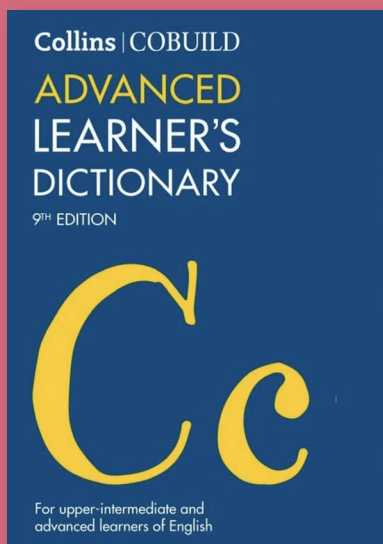
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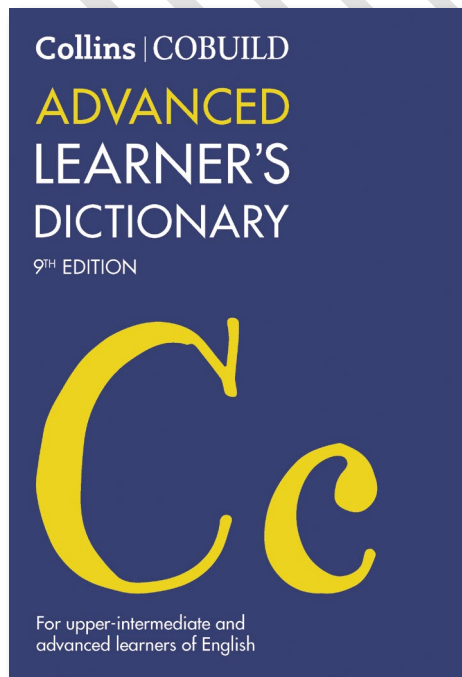
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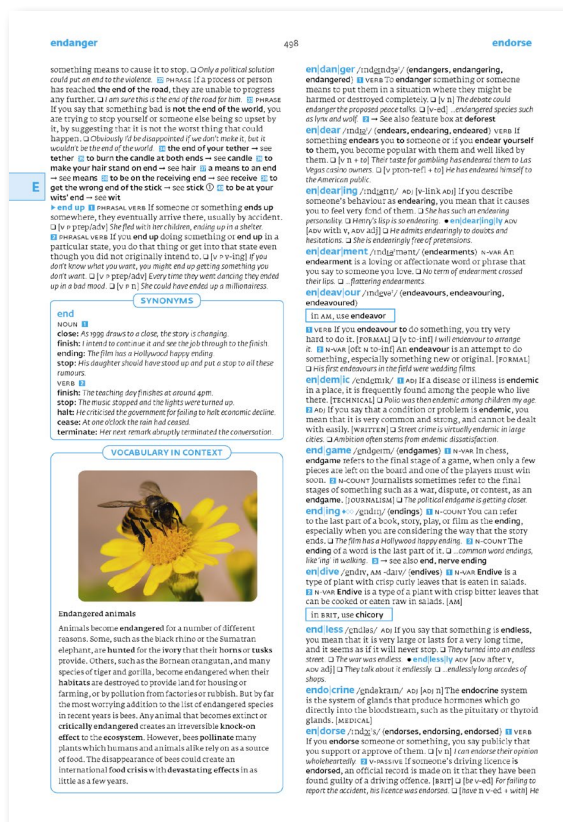
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CEFR
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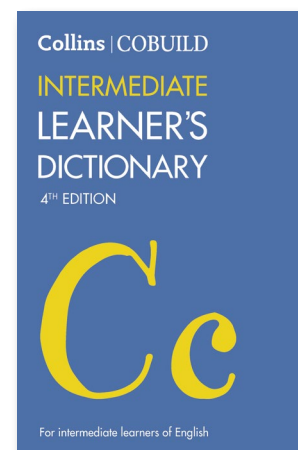
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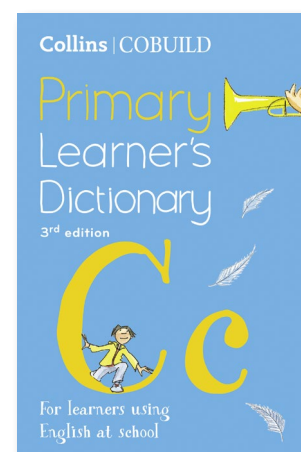
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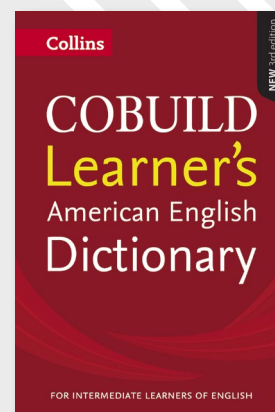
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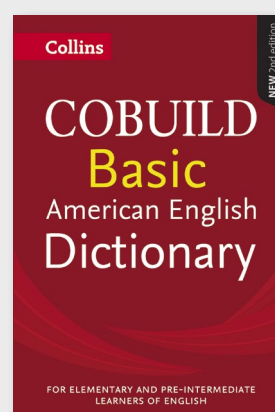
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CEFR
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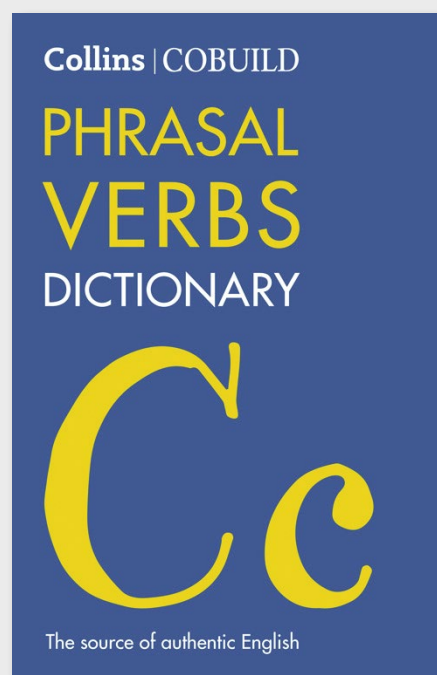
NEW
EDITIONCEFR
B1–C2

Phrasal Verbs Dictionary

4th Edition

The new Collins COBUILD Phrasal Verbs Dictionary is invaluable for all learners of English wishing to gain a fuller understanding of phrasal verbs and use them more effectively

- Thousands of examples of real and up-to-date English from the Collins Corpus, including synonyms and antonyms
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484

NEW PHRASAL VERBS

power down (meaning of particle: ending, closing, stopping)
Instead of talking about switching off a computer or other device, people are increasingly using the phrasal verb **power down**.

*I powered down my laptop and put it in its case.
Halfway through the day, the battery suddenly powered down.*

People also use the phrasal verb **power off** with the same meaning.

*I'm picking up my phone too much. I'll power it off and go and read a book.
Their phones were powering off when they still had 40% of battery life.*

search up (meaning of particle: discovering)
This newly popular phrasal verb seems to have come about as a result of people combining the verb **search** with the preposition **up** to mean looking something up. It is used for talking about searching for information on the internet.

*I searched up his name but didn't find anything interesting.
Try searching up 'how to unlock a sink' on YouTube.*

Other technology-related phrasal verbs that have made their way into English are:

boot up *I'm just booting up my laptop.
That's the sound of my computer booting up.*

bring up *Call centre staff can bring up your entire banking history.
[* on] When a customer comes in, we can bring their account up on screen and deal with any queries.*

call up *He was able to call up the information he needed.
This data can be called up at the press of a button.*

click on *You can request tickets by clicking on the link below.
Click on the icon to open the program.*

come up *We're waiting for your account details to come up.*

default to *The system will then default to its own settings.*

flash up *A strange message just flashed up on my screen.*

go down *The whole system went down just after lunch.*

hook up *Why don't you hook your laptop up to an external monitor?*

key in/into *Employees confirm their identity by keying a PIN into a keypad.*

log in/into *I can't log into my email for some reason.*

log out/off *Don't forget to log off at the end of your session.
[* off] If you're having problems, try logging out of the system and logging back in again.*

mouse over *You can mouse over any word to see its definition.*

page down *Page down until you get to the section on health.*

page up *I paged up to the previous section.*

power up *The computer takes a while to power up.*

print off *When making any booking online, print off confirmation of your reservation.*

485

NEW PHRASAL VERBS

print out *You need to print out your combined ticket and boarding pass.*

roll over *When you need more information about a setting, roll over the text to the left.*

scroll down *If you scroll down a bit, you'll be able to see the picture.*

scroll up *Scroll up to the top of the document.*

shut down *His computer overheated and shut down.*

sign out *Remember to sign out when you've finished.
[* of] You have to sign out of your account before you can sign in to another one.*

start up *Does your computer take long to start up?*

type into *We type all the details into the database.*

zip up *I'll zip up the files and email them to you.*

Business

New phrasal verbs are appearing all the time in the world of business. For example, people might thank you for **reaching out to** them, or information might be described as **cascading down** because people pass it on. You might **loop** someone in when discussing a subject, or you might talk about a client **pushing back on** an offer you have made.

1 cascade down (meaning of particle: higher to lower position)
This phrasal verb is used for talking about how information is passed from person to person from higher to lower levels in an organization.

We have monthly departmental meetings to ensure information cascades down to everyone.

Occasionally it is used transitively, that is, with a direct object.

We talked about techniques for cascading down objectives through an organization.

2 loop in (meaning of particle: including)
If you **loop someone in**, you keep them informed on new developments, especially by copying them in on email messages.

*Sorry, I missed that meeting. Can someone loop me in?
Always loop your boss in so they're aware of the issue.*

3 manage up (meaning of particle: movement to a higher position)
Manage up is used for talking about forming successful relationships with people above you in a company hierarchy; it sometimes suggests that you are determined to get what you want, even if that means annoying people.

She has, in her own words, managed up, seizing the opportunity for greater integration with the club.

We also found some instances of the phrasal verb **manage down**.

Does your manager spend more time managing up, or managing down?

Collins COBUILD Phrasal Verbs Dictionary 978-0-00-837546-1

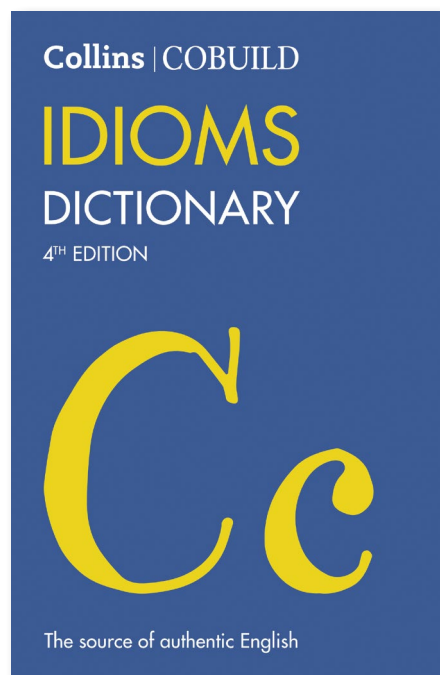
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BRITISH AND AMERICAN IDIOMS	500	BRITISH AND AMERICAN IDIOMS	501	
	<p>The following section lists many common British English idioms and their American English equivalents.</p> <p>British English the ace in your hand <i>In politics, you have to convince your opponent that you have the ace in your hand.</i></p> <p>a big ask <i>It's a pretty big ask to run faster in the second half of the race.</i></p> <p>be left holding the baby <i>More often than he liked, Taylor was left holding the baby.</i></p> <p>play a straight bat <i>But in it Saturday the interviewee played a straight bat, referring all inquiries to his solicitors.</i></p> <p>be way off beam <i>Some of their remarks were way off beam.</i></p> <p>take the biscuit <i>I've heard some odd things in my time but that took the biscuit.</i></p> <p>on the blink <i>We had to have the washing done at the laundry because our machine was on the blink.</i></p> <p>first off the (starting) blocks <i>The Liberal Democrats were first off the blocks with their manifesto on Monday.</i></p> <p>go by the board <i>You may find that all your efforts go by the board when he is at university.</i></p> <p>come to the boil <i>Their anger came to the boil last week when they officially protested at what they saw as a media campaign against them.</i></p> <p>the boot is on the other foot <i>If the boot was on the other foot, the club would quickly be looking to punish the player.</i></p>	<p>American English the card up your sleeve <i>Even his critics admit that he seems always to have the card up his sleeve.</i></p> <p>a lot to ask (for) <i>His teacher has demanded that he give up everything other than dancing, which is a lot to ask of a 16-year-old boy.</i></p> <p>be left holding the bag <i>If a project goes bust, investors are left holding the bag.</i></p> <p>take or plead the fifth <i>When asked how much she sold the business for, she pleads the fifth.</i></p> <p>be way off base <i>For him to blame his mother for this is way off base.</i></p> <p>take the cake <i>I mean, he's done a lot of crazy things, but this really takes the cake.</i></p> <p>on the fritz <i>My mother's toaster went on the fritz.</i></p> <p>first out of the box <i>They are definitely first out of the box with an alternative gas for cars without catalytic converters.</i></p> <p>go by the boards <i>There were a lot of civil rights that went by the boards.</i></p> <p>come to a boil <i>The issue has come to a boil because the government has threatened to seize their money.</i></p> <p>the shoe is on the other foot <i>If the shoe was on the other foot, I wouldn't expect him to interfere in my private life.</i></p>	<p>British English too big for your boots <i>In Britain, people seem to have a thing about not letting someone get too big for their boots.</i></p> <p>the whole kit and caboodle <i>They have financed the whole kit and caboodle.</i></p> <p>cap in hand <i>Separated from Central Asia, it had to go cap in hand to its neighbours for oil and gas.</i></p> <p>on the cards <i>Reforms of the way hospitals and schools are funded is on the cards.</i></p> <p>by a long chalk <i>In fact this book is by a long chalk the best biography of the musician so far published.</i></p> <p>like a headless chicken <i>Instead of running round like a headless chicken, try to use your efforts in a more productive way.</i></p> <p>like a child in a sweet shop <i>With so many options before me, I was like a child in a sweet shop.</i></p> <p>under the counter <i>The shirts disappeared from the displays but could still be purchased under the counter as recently as last Friday.</i></p> <p>cradle-snatching <i>You could say I was cradle snatching – but I really didn't care.</i></p> <p>daft as a brush <i>She was as daft as a brush. Couldn't say anything with any sense in it.</i></p> <p>look like death warmed up <i>You were looking like death warmed up, but you seem a lot better now.</i></p> <p>a rough diamond <i>Madden was a rough diamond, feared for his ruthlessness but respected for his background.</i></p>	<p>American English too big for your britches <i>Getting too big for their britches, kids these days.</i></p> <p>the whole ball of wax <i>We wanted it all – the fame, the money, the glamour – the whole ball of wax.</i></p> <p>hat in hand <i>The state had to go hat in hand to financiers in New York, London, and Boston to rescue its finances.</i></p> <p>in the cards <i>There's no need to look so surprised. It's been in the cards, as they say, for a long time.</i></p> <p>by a long shot <i>No city has escaped the recession, but Seattle has fared best by a long shot.</i></p> <p>like a chicken with its head cut off <i>They were all running around like chickens with their heads cut off – they didn't know where to go, where to sit, or who to talk to.</i></p> <p>like a kid in a candy store <i>I was like a kid in a candy store, entranced by all the possibilities and unable to commit to any one choice.</i></p> <p>under the table <i>Competitors sometimes hid, or took money under the table.</i></p> <p>robbing the cradle <i>There'll always be those who accuse you of robbing the cradle.</i></p> <p>crazy as a bedbug <i>By now she'd concluded that Peters was crazy as a bedbug.</i></p> <p>look like death warmed over <i>He came in just after the funeral, sneezing and sniffing and looking like death warmed over.</i></p> <p>a diamond in the rough <i>I liked Neil, who was something of a diamond in the rough.</i></p>



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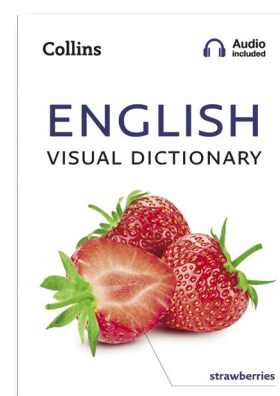
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Since then we have expanded our free online dictionary and reference content to include the acclaimed *Collins COBUILD Advanced Learner's Dictionary* and the top-of-the-range Collins English Thesaurus, plus thousands of examples from Collins Corpus to show English as it is really used. New to the website are over 100,000 common collocations with examples of usage to show how they are used in context.

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The screenshot shows the Collins dictionary entry for 'genre'. At the top, there are navigation tabs: 'genre', 'Video pronunciation', 'English: genre', 'American: genre', 'Example sentences', 'COBUILD Collocations', and 'Trend'. The main content area includes:

- Definition of 'genre':** 'genre' (n) with a speaker icon for audio. Word forms: plural genres.
- COUNTABLE NOUN:** A genre is a particular type of literature, painting, music, film, or other art form which people consider as a class because it has special characteristics.
- [forms]** ...his love of films and novels in the horror genre.
- Synonyms:** type, group, school, form. More Synonyms of genre.
- Word Frequency:** A visual indicator showing the word's frequency.
- Quick Word Challenge:** A sidebar quiz titled 'foul or fow?' with a score of 0/5. The question is 'Carve the [] into eight pieces.' with options 'fowl' and 'foul'.
- Video pronunciation:** A video player showing a woman speaking, with a play button overlay.

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English Usage

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- Thousands of examples from the Collins Corpus, showing how English is used in context
- Simple definitions make words easy to understand



Grammar boxes provide additional information about the English language

572 west

Both **was** or **were** are now considered correct in clauses like this and are acceptable even in formal writing.

The fixed phrase 'If I were you' almost always contains **were**, even in informal English. Don't say 'If I ~~was~~ you'.

If I were you, I'd start looking for a new job.

! BE CAREFUL

Don't confuse **were** /wa/ with **where** /weə/, **wea**/. You use **where** to make statements or ask questions about place or position.

Where is the nearest train station?

→ See **where**

west

1 'west'

The **west** is the direction which you look towards in order to see the sun set.

The village is fifty miles to the west of Oxford.
We watched the sun set behind the hills in the west.

A **west** wind blows from the west.
A warm west wind was blowing.

The **west** of a place is the part that is towards the west.
They live in a remote rural area in the west of Ireland.

West is used in the names of some states and regions.
He was a coal miner from West Virginia.
Benin is a country in West Africa.

2 'western'

You don't usually talk about a 'west' part of a country or region. You talk about a **western** part.

There will be rain in northern and western parts of the United Kingdom.

Similarly, you don't talk about 'west Europe' or 'west France'. Say **western** Europe or **western** France.

They were studying the history of western Europe.
She was born in western Australia.

You can use **Western** to describe people and things connected with the United States, Canada, the countries of western Europe, and sometimes other industrialized countries.

The US and other Western governments criticized the move.
He discussed the problems of Western society.

westwards – westward

→ See **-ward –wards**

573 what

GRAMMAR FINDER

Wh-words

Wh-words are a set of adverbs, pronouns, and determiners that all, with the exception of **how**, begin with **wh**. They are:

- ▶ the adverbs **how**, **when**, **where**, and **why**
- ▶ the pronouns **who**, **whom**, **what**, **which**, and **whose**
- ▶ the determiners **what**, **which**, and **whose**

Wh-words are used in questions.

Why are you smiling?

→ See **Questions**

They are also used in reported questions.

He asked me where I was going.

→ See **Reporting**

With the exception of 'how' and 'what', wh-words can be used to begin relative clauses.

...nurses who have trained for two years.

That is also used to begin relative clauses, although it is not used for questions and reported questions.

→ See **Relative clauses, Wh-clauses** for information on the use of wh-words to begin clauses used as subjects and prepositional objects

You will find information on how to use each wh-word in the Usage entry for that word.

what

1 asking for information

You use **what** when you are asking for information about something. You can use **what** as a pronoun or a determiner.

When you use **what** as a pronoun, it can be the subject, object, or complement of a verb. It can also be the object of a preposition.

What happened to the crew?
What is your name?

When **what** is the object of a verb, it is followed by an auxiliary verb, the subject, and then the main verb. When **what** is the object of a preposition, the preposition usually goes at the end of the question.

What did she say then?
What did he die of?

2 used as a determiner

When you use **what** as a determiner, it usually forms part of the object of a verb.

What books can I read on the subject?
What car do you drive?

Notes highlighting particular areas help learners to avoid typical errors

Topics section ensures students are prepared for a range of situations

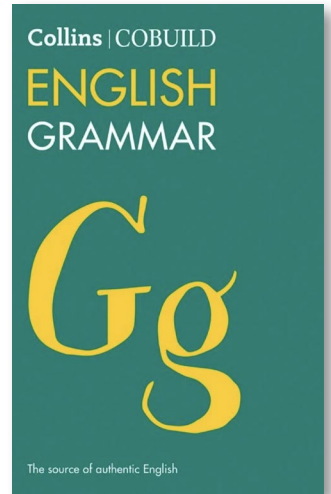
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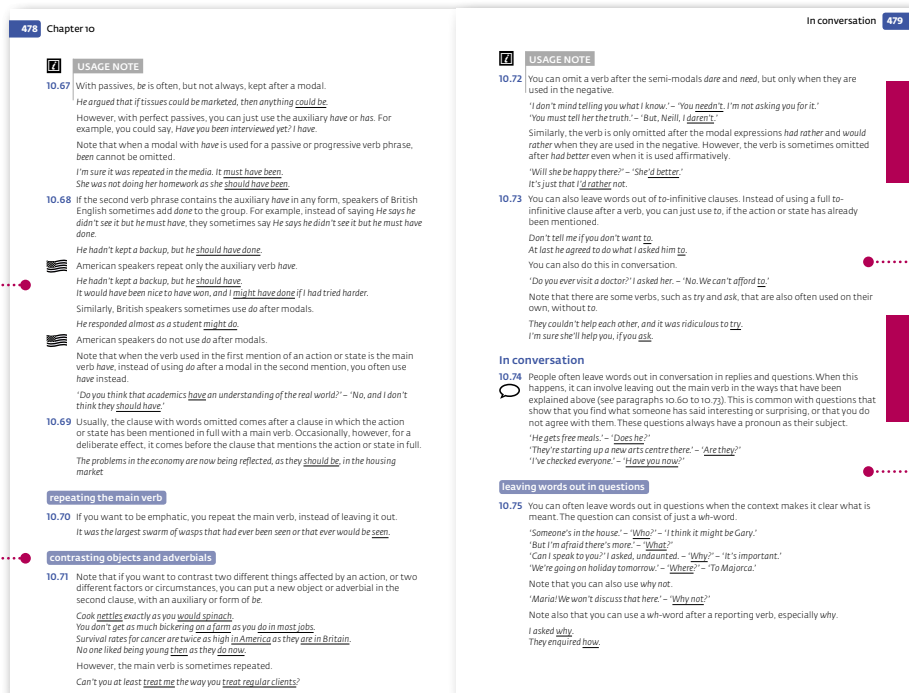
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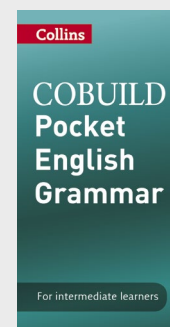
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- Supplements help learners gain specific insights into the grammar they should be using in an academic environment and for business English

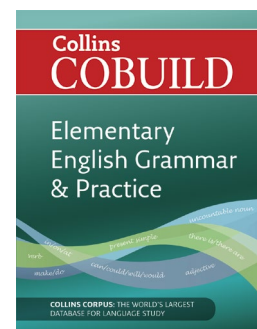


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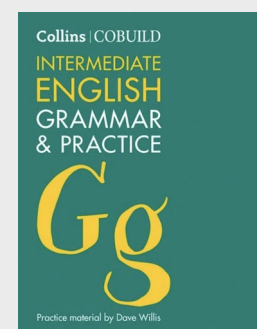


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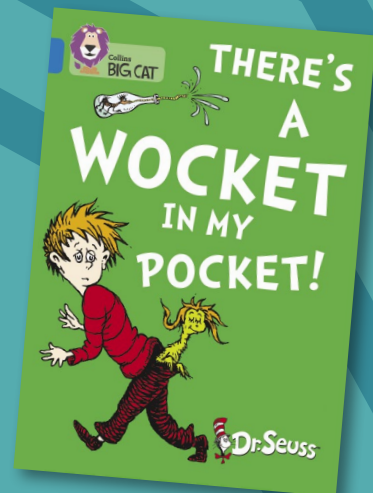
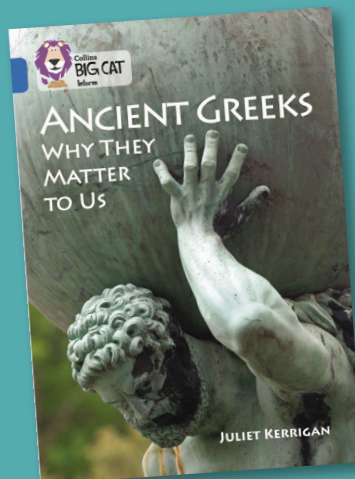
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First English Words	18
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First English Words

Authors: Karen Jamieson, Niki Joseph, Hans Mol

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English-Speaking Union

My pets



Activities

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

Song



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



Puppy, hamster, guinea pig! (x 2)

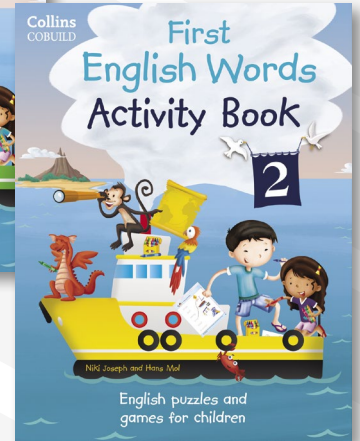


Ben and Daisy have some pets: cat, dog, rabbit!

48
49

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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.



6 Healthy fruit

1 Point, count and write.

Count the fruit by saying the numbers four apples, one banana, seven grapes, two oranges. Write the numbers in the boxes.

2 Match and say.

Draw lines and say the names of the fruit (apple, pear, grape, orange, banana).

Sample page from First English Words Activity Book 1

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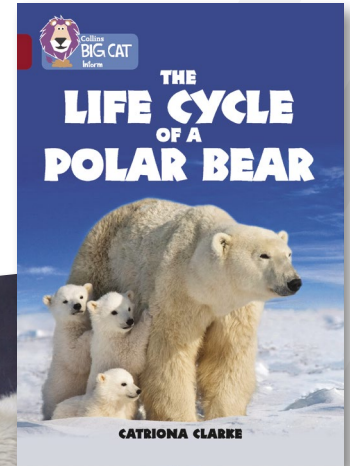
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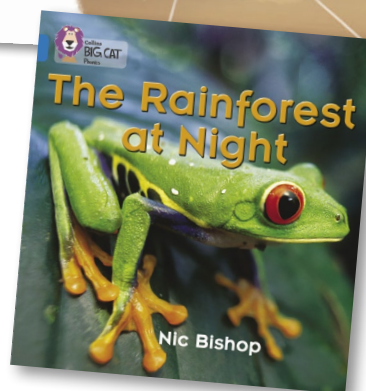
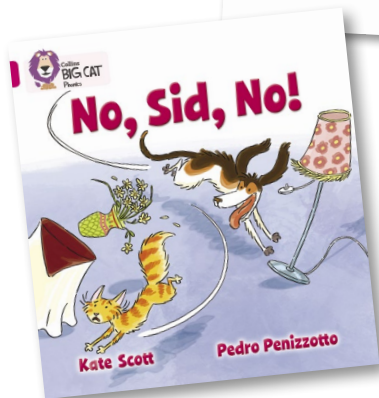


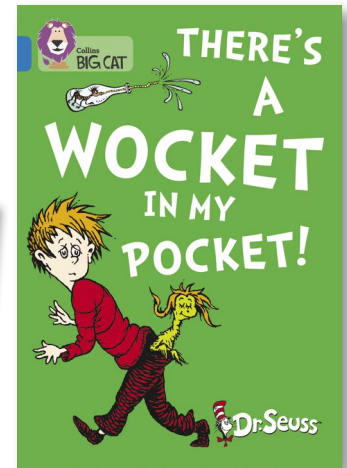
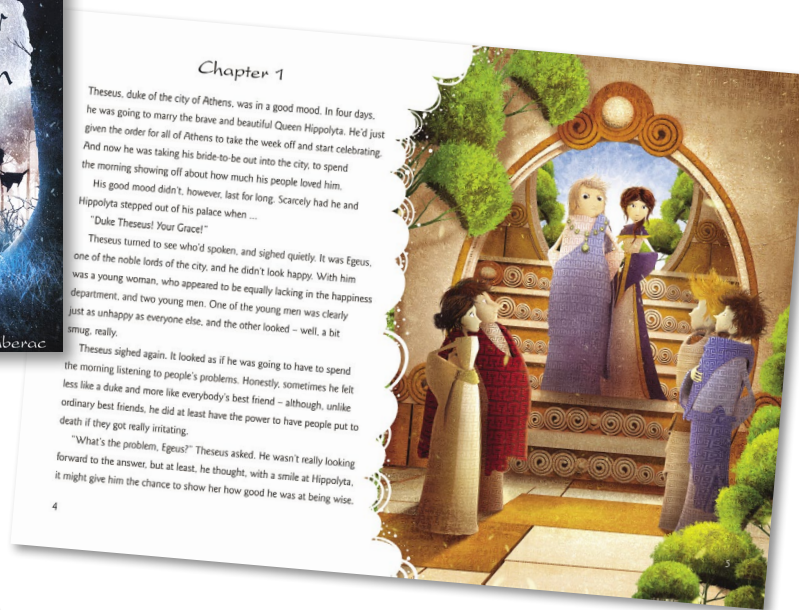
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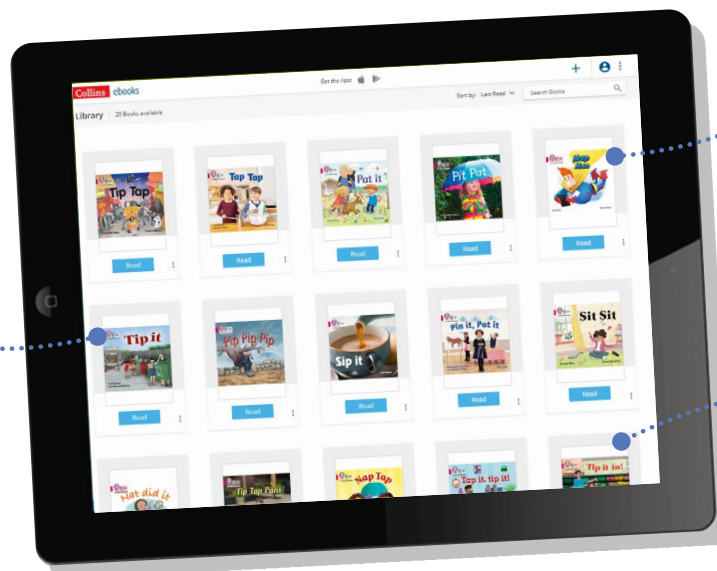


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BIG CAT
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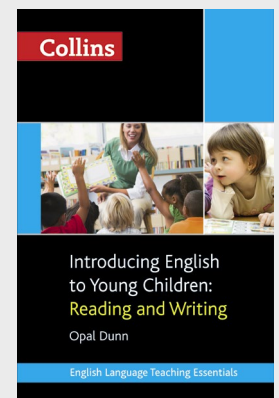
Author: Opal Dunn

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



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



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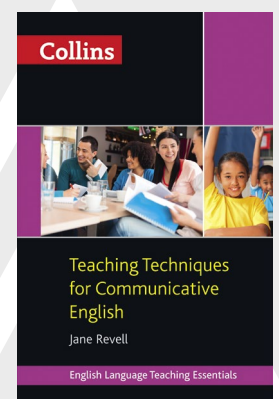
Author: Jane Revell

This resource 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.



Also available as ePub

- Moves from easy to more challenging exercises for both learners and teachers
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Authors: Sandy Gibbs, Robert Kellas, Karen Morrison, Daphne Paizee



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Cambridge Lower Secondary English as a Second Language



Available as eBooks

Authors: Nick Coates, Anna Cowper, Rebecca Adlard, Anna Osborn, Andy Pozzoni

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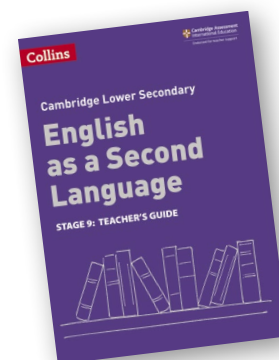
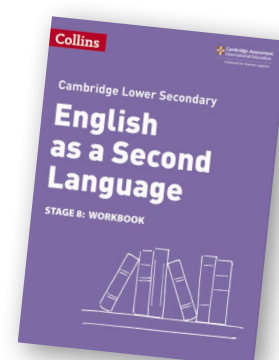
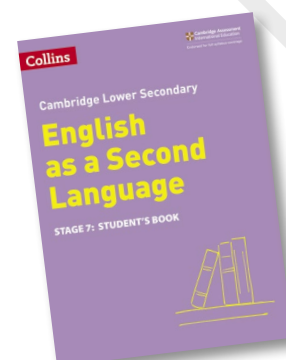
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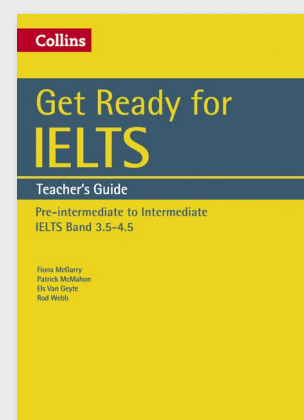
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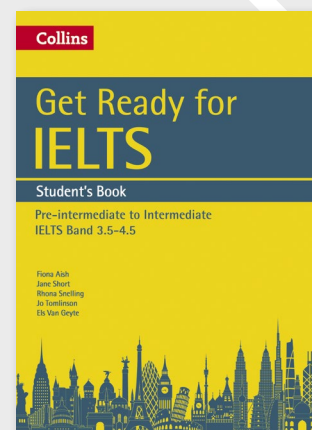
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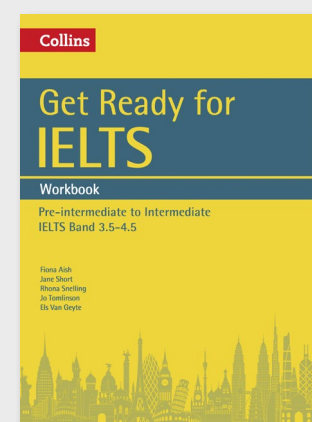


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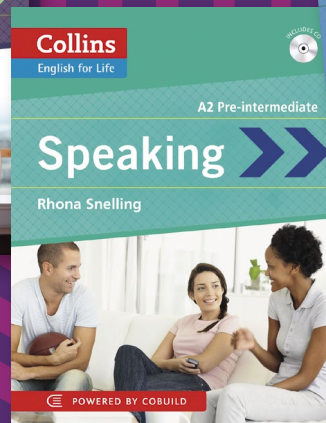
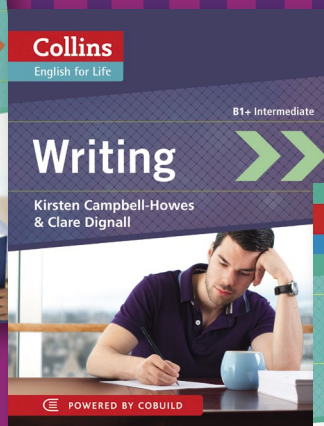
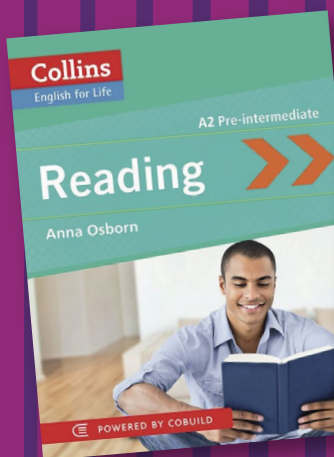
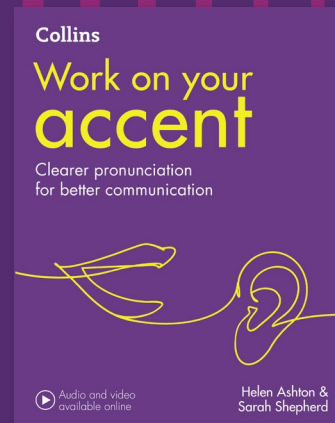
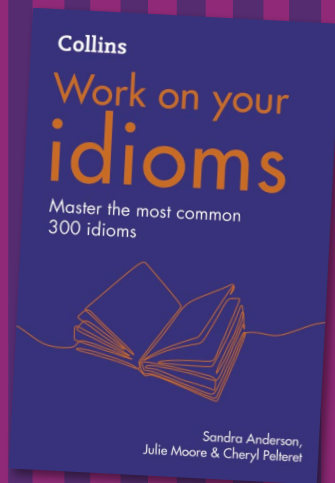
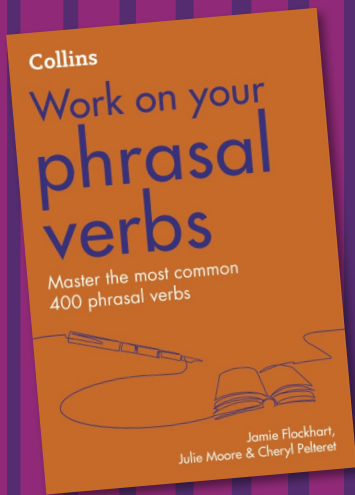
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English for Life: Listening

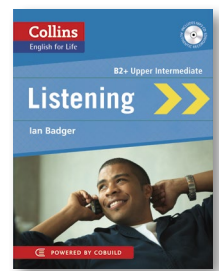
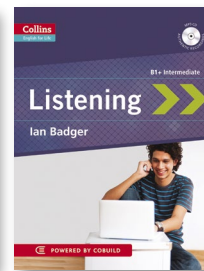
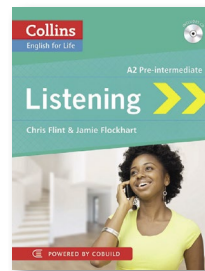
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Work on your Phrasal Verbs

Authors: Jamie Flockhart, Cheryl Pelteret and Julie Moore

Learn the most frequently used phrasal verbs in the English language and how to use them effectively

Work on your Phrasal Verbs features the 400 most commonly used phrasal verbs, with 25 4-page units with clear presentation followed by practice exercises, which focus on showing students how and when to use the phrasal verbs they learn in order to supplement and improve their written and spoken English.

It provides plenty of useful practice with authentic, up-to-date examples of usage in context, and is ideal for use alongside a phrasal verbs dictionary such as the Collins COBUILD Phrasal Verbs Dictionary.

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Work on your phrasal verbs

Master the most common 400 phrasal verbs

Jamie Flockhart,
Julie Moore & Cheryl Pelteret

Each phrasal verb is accompanied by clear examples and plenty of practice

Suitable for self-study or for classroom use

484

NEW PHRASAL VERBS

power down (meaning of particle: ending, closing, stopping)
Instead of talking about switching off a computer or other device, people are increasingly using the phrasal verb **power down**.

I powered down my laptop and put it in its case.
Halfway through the day, the battery suddenly powered down.

People also use the phrasal verb **power off** with the same meaning.

I'm picking up my phone too much. I'll power it off and go and read a book.
Their phones were powering off when they still had 40% of battery life.

search up (meaning of particle: discovering)
This newly popular phrasal verb seems to have come about as a result of people combining the verb **search** with the preposition **up** to mean looking something up. It is used for talking about searching for information on the internet.

I searched up his name but didn't find anything interesting.
Try searching up 'how to unblock a sink' on YouTube.

Other technology-related phrasal verbs that have made their way into English are:

boot up	I'm just booting up my laptop. That's the sound of my computer booting up.
bring up	Call centre staff can bring up your entire banking history. [* on] When a customer comes in, we can bring their account up on screen and deal with any queries.
call up	He was able to call up the information he needed. This data can be called up at the press of a button.
click on	You can request tickets by clicking on the link below. Click on the icon to open the program.
come up	We're waiting for your account details to come up.
default to	The system will then default to its own settings.
flash up	A strange message just flashed up on my screen.
go down	The whole system went down just after lunch.
hook up	Why don't you hook your laptop up to an external monitor?
key in/into	Employees confirm their identity by keying a PIN into a keypad.
log in/into	I can't log into my email for some reason.
log out/off	Don't forget to log off at the end of your session. [* off] If you're having problems, try logging out of the system and logging back in again.
mouse over	You can mouse over any word to see its definition.
page down	Page down until you get to the section on health.
page up	I paged up to the previous section.
power up	The computer takes a while to power up.
print off	When making any booking online, print off confirmation of your reservation.

485

NEW PHRASAL VERBS

print out	You need to print out your combined ticket and boarding pass.
roll over	When you need more information about a setting, roll over the text to the left.
scroll down	If you scroll down a bit, you'll be able to see the picture.
scroll up	Scroll up to the top of the document.
shut down	His computer overheated and shut down.
sign out	Remember to sign out when you've finished. [* off] You have to sign out of your account before you can sign in to another one.
start up	Does your computer take long to start up?
type into	We type all the details into the database.
zip up	I'll zip up the files and email them to you.

Business

New phrasal verbs are appearing all the time in the world of business. For example, people might thank you for **reaching out to** them, or information might be described as **cascading down** because people pass it on. You might **loop** someone in when discussing a subject, or you might talk about a client **pushing back on** an offer you have made.

1 cascade down (meaning of particle: higher to lower position)
This phrasal verb is used for talking about how information is passed from person to person from higher to lower levels in an organization.

We have monthly departmental meetings to ensure information cascades down to everyone.

Occasionally it is used transitively, that is, with a direct object.

We talked about techniques for cascading down objectives through an organization.

2 loop in (meaning of particle: including)
If you **loop** someone in, you keep them informed on new developments, especially by copying them in on email messages.

Sorry, I missed that meeting. Can someone loop me in?

Always loop your boss in so they're aware of the issue.

3 manage up (meaning of particle: movement to a higher position)
Manage up is used for talking about forming successful relationships with people above you in a company hierarchy; it sometimes suggests that you are determined to get what you want, even if that means annoying people.

She has, in her own words, managed up, seizing the opportunity for greater integration with the club.

We also found some instances of the phrasal verb **manage down**.

Does your manager spend more time managing up, or managing down?

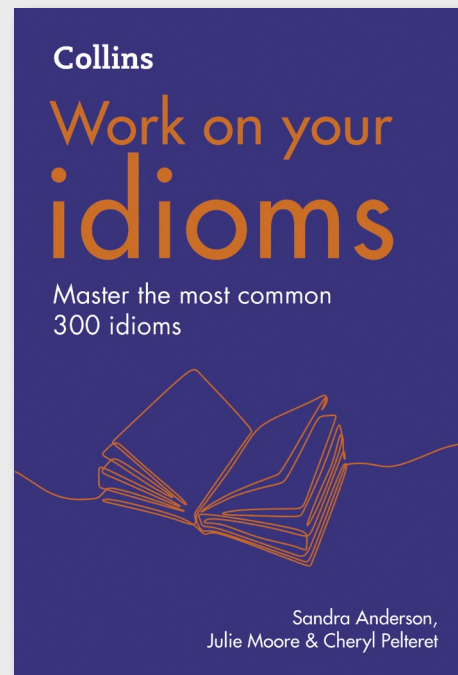
Work on your Idioms

Authors: Sandra Anderson, Cheryl Pelteret and Julie Moore

Learn the most frequently used idioms in the English language and how to use them effectively

Work on your Idioms is the ideal resource for learners who want to increase the number of idioms they know and be confident in using them, featuring 300 of the most commonly used idioms which have been carefully selected based on the Collins Corpus research.

Each unit presents students with a selection of idioms and clear examples of when and how to use them. This is followed by practice exercises to ensure the learner will be able to remember and use what they have learnt in their written and spoken English.



Each idiom is covered in depth, with clear examples and plenty of practice

Suitable for self-study or for classroom use

Exercise 5
Correct the idioms in these sentences.

- 1 He was on the edge, continually glancing behind him, thinking he was being followed.
- 2 When his phone rang, he almost jumped out of his stomach.
- 3 The house was silent and still and gave me the cold creeps.
- 4 She was frightened out of her tether, but somehow managed to swim back to shore and crawl out of the water.
- 5 On the morning of the match I was a bunch of nerves.
- 6 Poor Charles was totally exhausted and just about at the end of his wits.

Exercise 6
Match the questions 1-6 with the responses A-F.

- 1 Was it easy to apply for a business loan?
- 2 You look uncomfortable. What's wrong?
- 3 Did Hanna report her neighbours to the police?
- 4 Has Mo fixed the window yet?
- 5 What's the atmosphere like in the office?
- 6 How's the work on the house going?

Exercise 7
Do the sentences A and B have similar or different meanings?

- 1 A I'm a bag of nerves before any kind of performance.
B I get butterflies in my stomach before any kind of performance.
- 2 A Kids today hear so much about this topic; they're sick and tired of it.
B Kids today hear so much about this topic; it scares the daylight out of them.
- 3 A Alex reaches the end of his tether with Zak when he doesn't show up for work.
B It's the final straw for Alex when Zak doesn't show up for work.
- 4 A To make the message stick, you really have to frighten them out of their wits.
B To make the message stick you really have to scare the life out of them.
- 5 A Throughout the discussions, I couldn't get a word in edgeways.
B Throughout the discussions, I argued my case until I was blue in the face.

Exercise 8
Choose the correct option(s) to complete the sentences. In some cases, more than one answer is possible.

- 1 The ____ straw came when Nikesh refused to come to my sister's birthday party.
a hard b final c last
- 2 She was ____ out of her wits as intruders broke into their home.
a afraid b frightened c scared
- 3 The other players are ____ of his behaviour.
a sick and tired b sick to death c sick in their stomachs
- 4 After months of problems, the couple ____ the end of their tether.
a had come to b had reached c were at
- 5 Most people in his situation would be a ____ of nerves.
a bag b bundle c mess
- 6 Once, my son disappeared in the supermarket and scared the ____ out of us.
a daylight b hell c life

UNIT 13

7 At the time, Marc ____ cold feet about moving to another country.
a felt b got c had

8 We can debate this until we're ____ in the face but it won't change the result.
a blue b red c white

Exercise 9
Complete the sentences with idioms from this unit, changing the pronouns and verb forms if necessary. Some sentences can take more than one idiom.

- 1 I nearly ____ when the plate crashed to the floor.
- 2 Ingrid felt ____ wondering what he would think of her family and her house.
- 3 I argued ____ that the project was worth the money, but no one would listen.
- 4 He talked too much and it was often hard to ____.
- 5 When they told me I'd got the part, I suddenly ____ and filling in forms.
- 6 We are spending more and more time dealing with ____.
- 7 It was ____; he snatched his coat and marched out of the office.
- 8 The way she carefully studied me and took my personal details ____.

Exercise 10
Complete the table. Put the idioms in the correct groups.

a bundle of nerves	not get a word in edgeways	jump out of your skin	butterflies in your stomach
frighten the life out of someone	at the end of your tether	scare someone out of their wits	get/have cold feet

sudden fright	1
	2
	3
feeling nervous	1
	2
	3
frustration	1
	2

Your turn!
Have you felt fear, nervousness, or frustration recently? Use the idioms in this unit to describe your experience. For example:
The fire alarm went off during class and scared the life out of us.
I was a bundle of nerves before my oral exam.

Lea was sick and tired of hearing people arguing.

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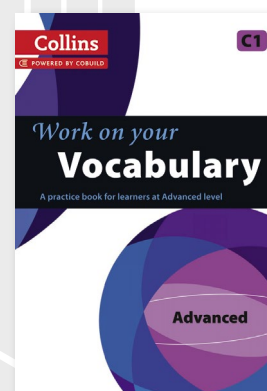
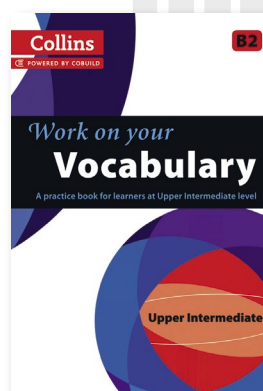
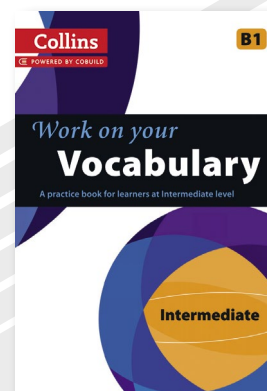
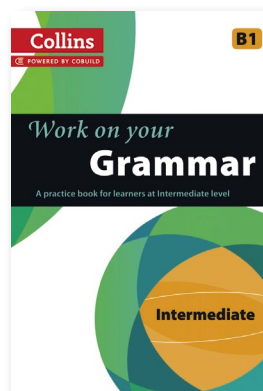
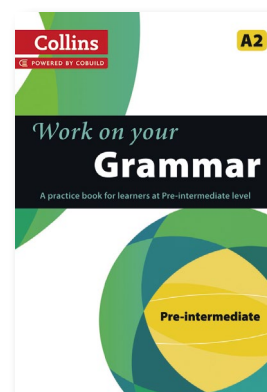
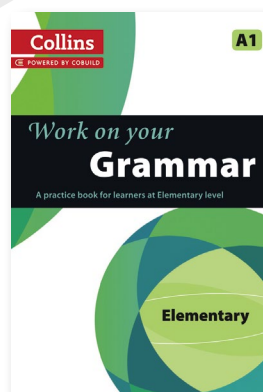
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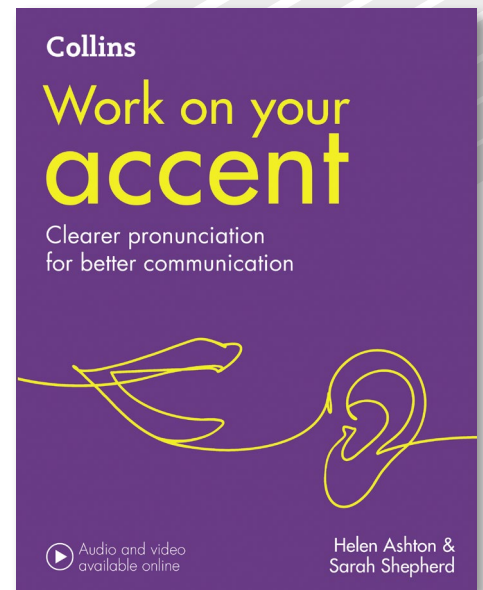
Work on your Accent

Authors: Helen Ashton & Sarah Shepherd

Clearer pronunciation for better communication

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

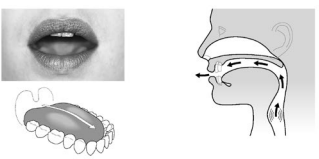
 Includes audio and video available to download online illustrating physical articulation and pronunciation



UNIT 19

NURSE

/ɜː/



Make the sound
Vowel grid reference 6
 This vowel is a longer version of the schwa (see page 139) with a slightly lower tongue position.

- Part your lips and teeth, just a little.
- Relax your tongue and leave the tip to rest naturally, just behind your bottom front teeth.
- Don't allow the tongue to move or the lips to make a shape – however tempting! Lips, tongue and jaw are all neutral and relaxed.

When do I use this sound?
 This sound is always spelled with a silent *r*. You only need to pronounce the vowel sound.

Spelling	Examples
ur	urgent, fur, curse
er	eternity, nervous, commercial
ir	bird, girl, virtue
ear	early, learn, heard
or	work, word, worst
our	journey, courteous, journalist

Now try it!
 Say each of the words and sentences in sections A, B, and C aloud. Then compare your pronunciation with the recordings.

A

1	world	word	worthy	certain
2	serve	mercy	skirt	first
3	steer	earth	heard	search
4	earnings	turn	burning	journal

B

- She urged him to **curse** less as she **yearned** for a perfect and virtuous partner.
- The circus clowns wore **purple** shirts and juggled **thirty** **burning** balls, making the crowd very **nervous**.
- She **turned** up **early** for her first day of work to be certain of making the perfect **first** impression.
- My **thirtieth** birthday is on the **thirty-first**, so feel free to splurge with your gift **purchases**.
- We need some **further** **emergency** **rehearsals** before the **first** performance.
- Stop **looking** around **ingriously** and **immerse** yourself in the experience.
- She left her **pages** at **chance** and hoped that a **virtuous** person would find it **first**.
- Did he **hurt** himself when he **burst** through the doors of the **burning** building?
- I've **heard** that the **girl** would prefer to run away to the circus than marry that **beak**.
- We need to **conserve** planet **Earth** and not damage it any **further**.

C

Birds
 Have you ever heard the saying, 'the **early** bird catches the **worm**'? It means that whoever gets to an opportunity **first** is most likely to do well. Birds do eat worms, and they certainly do wake up **early** in the morning and start **chirping** and **singing**! **Certain** birds make massive **journeys** every year, migrating from cold to warm climates. This seems like very hard work; some fly almost half-way around the **earth**. **Bird**watchers like to observe the times of these birds' **journeys**, and search for them when they arrive at their destination. Of course not all birds travel like this. Some birds, like **turkeys**, can't even fly at all.

Common mistakes

X In SSBE this long sound is always spelled with a silent *r*, and many learners will try to pronounce the *r* in some way.

✓ Make sure you are not pronouncing the *r* in these words (see pages 69-71) on 'The spoken and the silent *r*'. Keep the vowel open, and long. Your tongue should stay flat in your mouth with the tip behind your lower teeth.

Look at this sentence:
 She was so nervous about her first day of work at the new law firm that she woke up earlier than her alarm.

Work on your Accent  978-0-00-837547-8

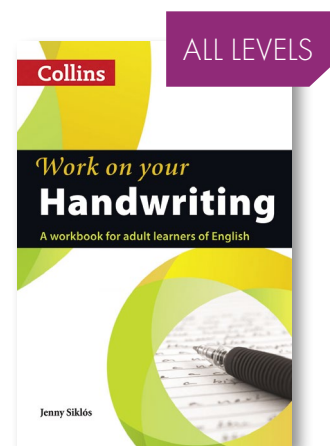
Work on your Handwriting

Author: Jenny Siklós

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Work on your Handwriting helps learners improve their handwriting in English. This workbook is suitable for students of all levels whose studies require longhand writing, such as those preparing for the IELTS exams, as well as for those whose home language does not have the same alphabet.

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Series Editor: Rebecca Adlard

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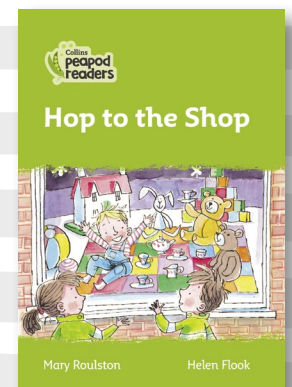
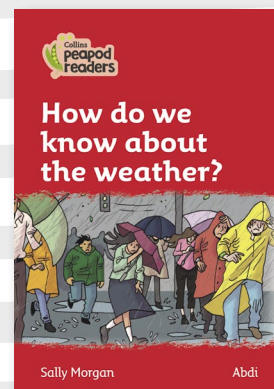
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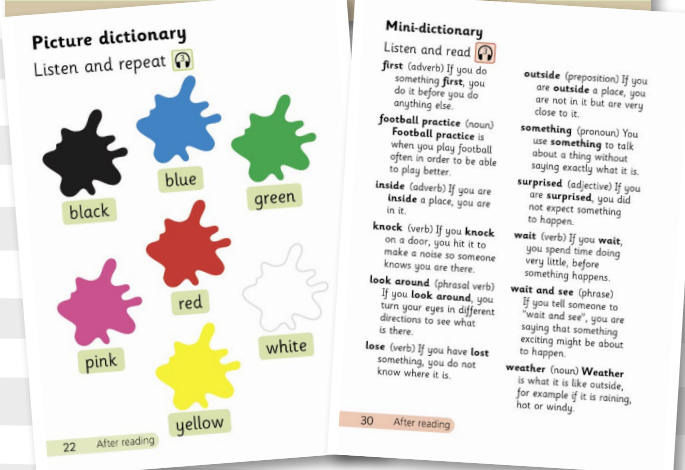
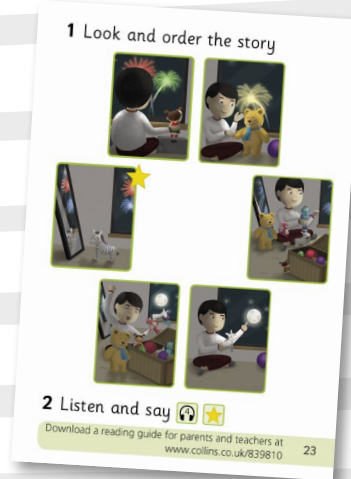
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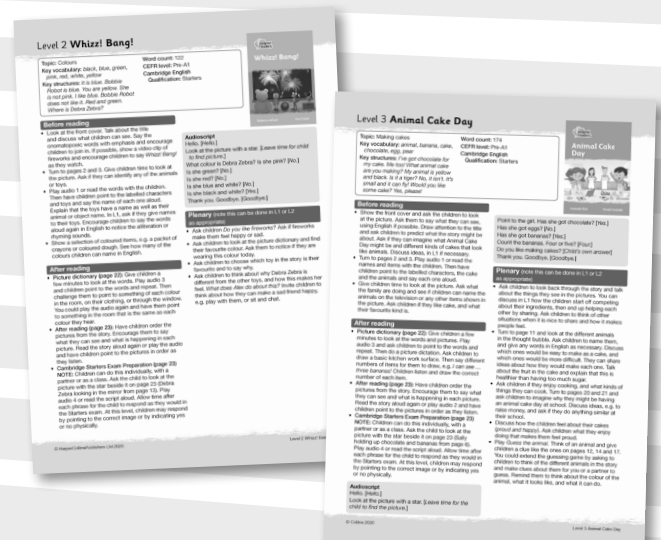
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Amazing People Readers

Series Editor: Fiona MacKenzie

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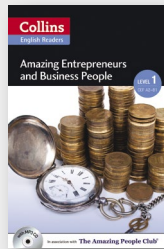
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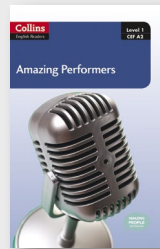
Level 1 Elementary CEFR: A2



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Saladin
Genghis Khan
Catherine the Great
Abraham Lincoln
Queen Victoria



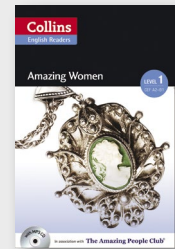
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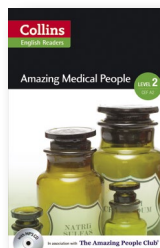
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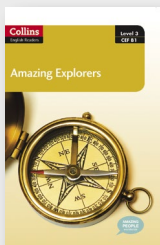


Leonardo da Vinci
Christopher Wren
Antoni Gaudí
Pablo Picasso
Frida Kahlo

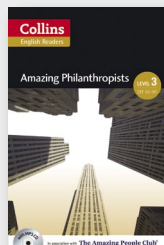


Galileo Galilei
René Descartes
Isaac Newton
Carl Gauss
Charles Babbage
Ada Lovelace

Level 3 Intermediate CEFR: 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

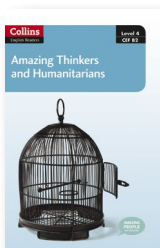


Geoffrey Chaucer
William Shakespeare
Charles Dickens
Victor Hugo
Leo Tolstoy
Rudyard Kipling

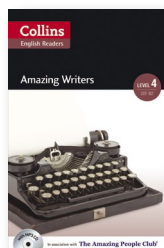


Pablo Casals
Louis Armstrong
Edith Piaf
Frank Sinatra
Maria Callas
Elvis Presley

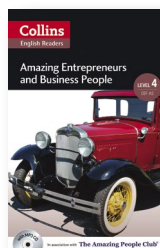
Level 4 Upper Intermediate CEFR: B2



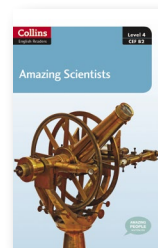
Confucius
Socrates
Aristotle
William Wilberforce
Karl Marx
Mahatma Gandhi



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

NEW
TITLESCEFR
B1–B2+

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Agatha Christie

Bring the Queen of Crime to life with graded *Agatha Christie Readers*

- Language graded for upper-intermediate learners 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

 **Audio with a full reading of the story supports listening comprehension and helps with pronunciation**

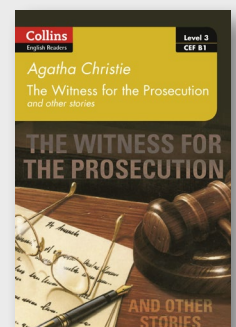
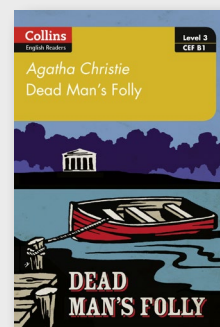
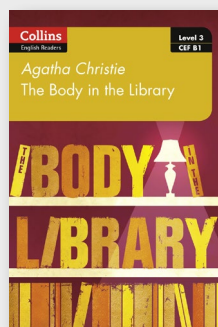
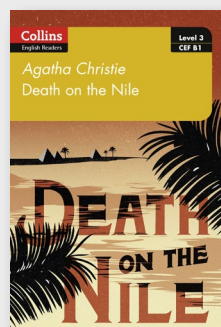
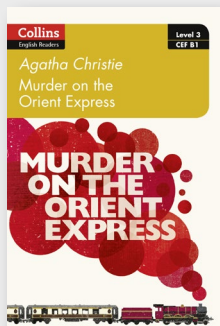


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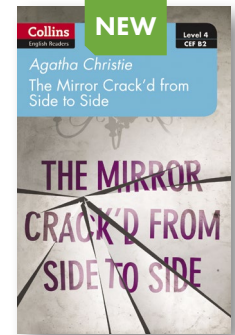
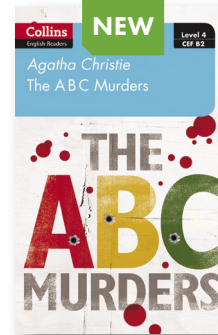
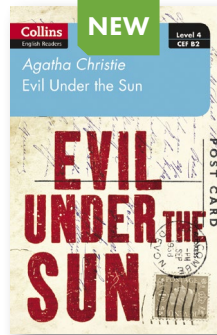
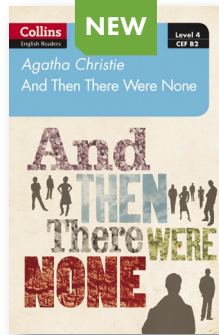
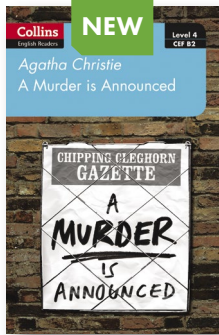
Activities and extra material available at
www.collins.co.uk/ACReaders
Audiobooks are now available on
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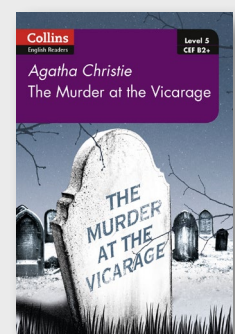
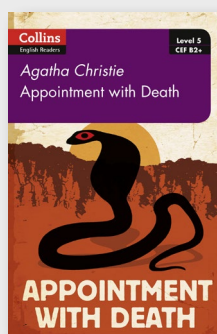
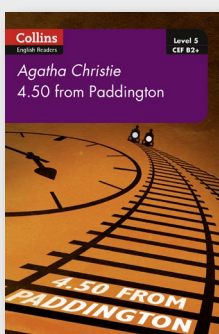
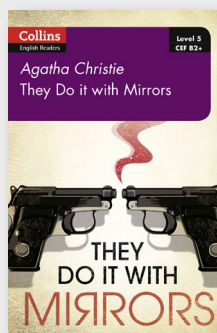
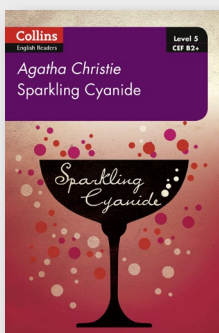
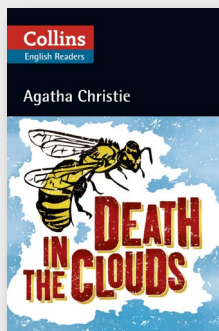
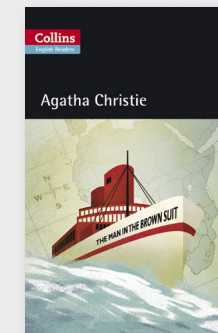
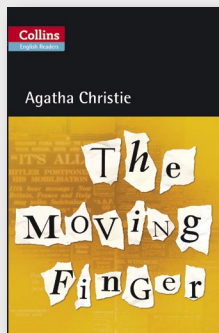
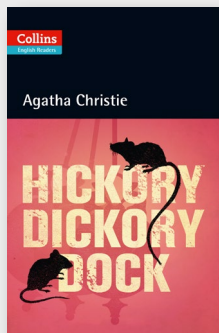
Level 3 Intermediate CEFR: B1



Level 4 Upper Intermediate CEFR: B2

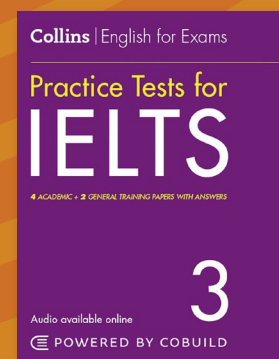
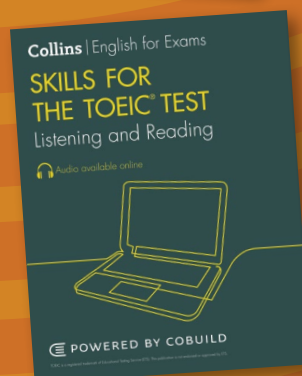
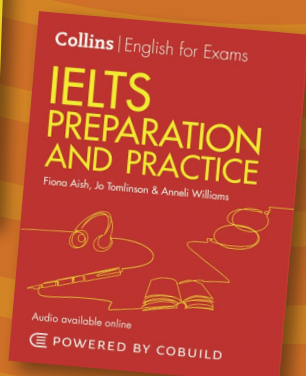
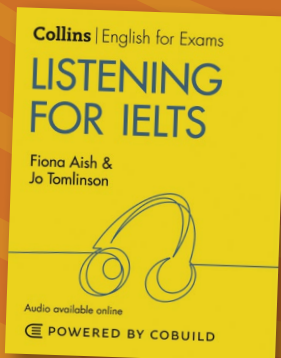
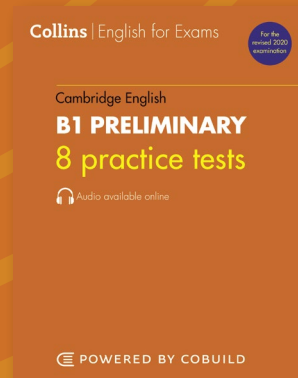
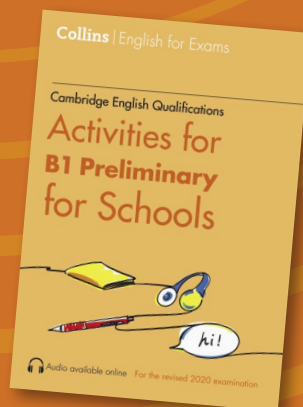
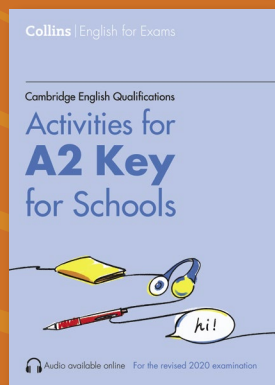
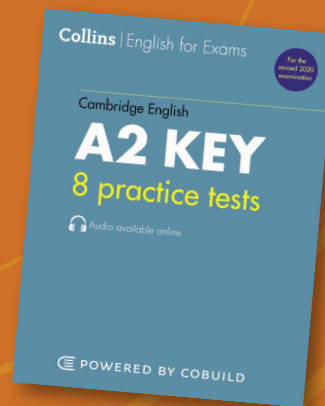
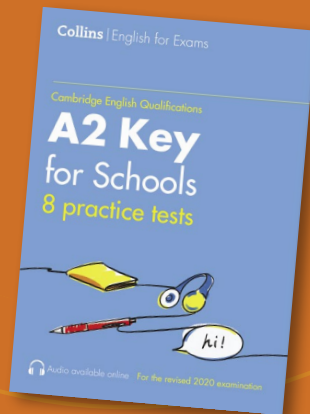
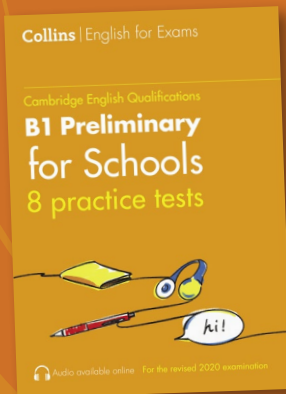


Level 4 Upper Intermediate+ CEFR: B2+



English for Exams

Offering a range of resources to cover Cambridge English, IELTS, TOEIC and TOEFL, Collins ensures full coverage of the examination requirements with digital and print materials for self-study and classroom use.



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AGES
7-11

CEFR
PRE A1-A2

Practice Tests for Pre-A1 Starters, A1 Movers, A2 Flyers

Author Anna Osborn

Online support for parents and teachers included

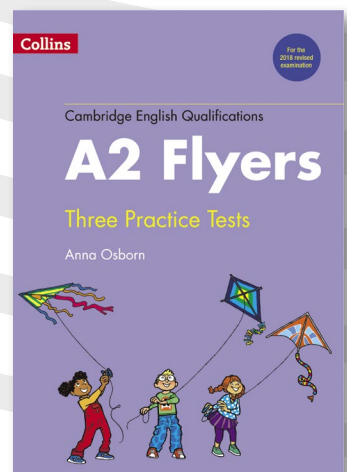
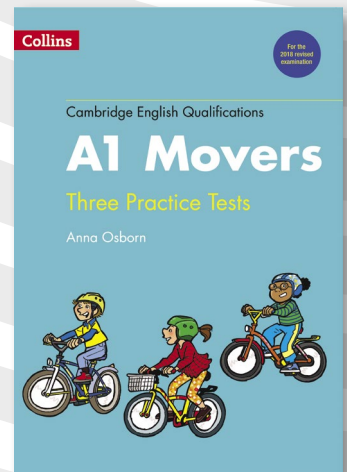
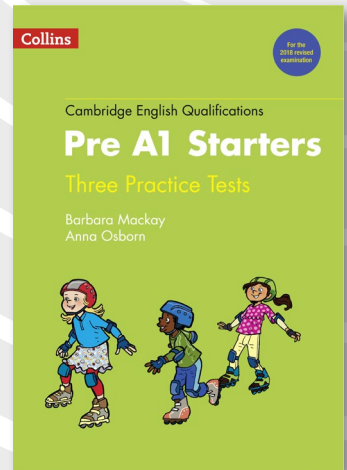
Help learners have a positive first experience preparing for an English test. These new practice test materials support young learners aged 7-12, and include comprehensive guidance for both teachers and parents. By working through the practice tests, children will feel ready for what they need to do on the day of the test, and will also have fun whilst they are learning.

Each book includes:

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

 **Audio with British and American English accents provided free online**

Comprehensive Parents' and Teachers' Guides available free online: 50 pages of activity ideas and tips to prepare young learners for the exam




Test 3 Reading & Writing

Part 4
- 5 questions -









Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

A doll



This doll has got a face, two eyes, a nose and a (1).....
He has got two arms but he cannot throw a (2)..... He has got two (3)..... but he cannot run or jump. He lives in a (4)..... in a house. Young (5)..... play with him.


Example

			
face	mouth	ear	children
			
ball	bedroom	kitchen	legs

Test 3 Reading & Writing

Part 5
- 5 questions -

Look at the picture and read the questions. Write one-word answers. There are two examples.



Examples




Who is driving the car? Dad

What time of day is it? the afternoon

Questions

1 How many people are in the car?

Fully updated for the latest exam specification

- Practice Tests for Pre A1 Starters incl. Audio  978-0-00-827486-3
- Practice Tests for A1 Movers incl. Audio  978-0-00-827487-0
- Practice Tests for A2 Flyers incl. Audio  978-0-00-827488-7

NEW

CEFR
A2-B1

Activities for A2 Key and B1 Preliminary for Schools

Author Rebecca Adlard

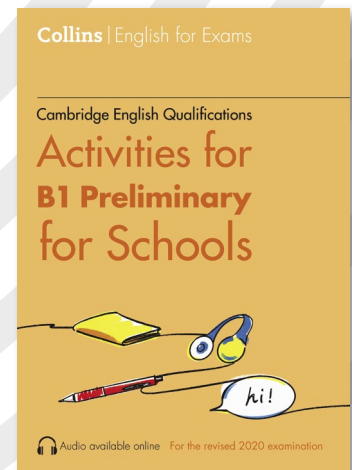
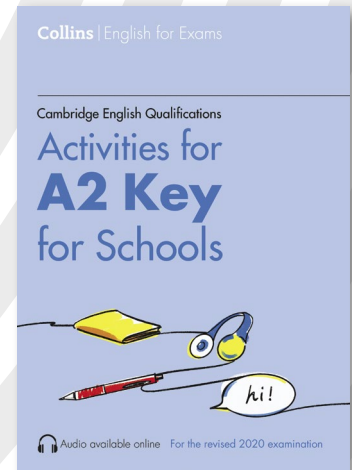
Boost confidence with helpful advice and practice for the Cambridge English Examinations for Schools

With fun activities to build students' skills and vocabulary, *Activities for A2 Key and B1 Preliminary for Schools* give students the confidence to succeed. It contains:

It contains:

- 20 units featuring topics and vocabulary taken from the official 2020 Cambridge Vocabulary List
- 500 words from the official 2020 Cambridge Vocabulary List
- Updated for the new exam
- Answer key, audio scripts and word lists included at the back of the book

 **Accompanying audio, provided free online, supports the Listening and Speaking exercises, helping students' pronunciation**





Sample Writing and Speaking answers included in the answer key


Reading **PART 2**


For each question, write the correct letter (A-F) next to each number. There are two options you do not need to use.

The young people below are all looking for part-time jobs. Below there are advertisements for six part-time jobs. Decide which job each person would be the most suitable for.

1  Tilda is quite serious and finds it hard to talk to people. She prefers to play games on her computer, make videos and read books. When she grows up she wants to make video games. She'd like to get a job so that she can afford more video games and computer software. She's an only child, so she hasn't got any brothers or sisters and isn't used to being with younger children. She thinks it would be good to get a job where she has to talk to some people so that she can become more confident, but she doesn't want to have to talk to many people.

2  Simon hates sitting down and being quiet. He loves sports and the countryside. He often goes hiking with his parents at the weekend. He only wants a job that is outside. His grandparents give him lots of money every month, so he doesn't need a wage.

3  Grace is 14 years old. She'd like to get a job with her best friend Lisa. They don't mind what job they do, but they don't want to work at the weekends. They'd like to earn some money so that they can go shopping.

4  Josh is 13 years old. He'll be 14 in three months' time. He's got two younger brothers, so he's very good with younger children. He's very patient, kind and fun. He loves sports and art. He would like to have a part-time job and earn some money, but he does a lot of clubs after school, so he can only work at the weekends.

Part-time job advertisements

A Babysitter needed
Mr Hunt is looking for a reliable student (boy or girl) aged 14+ to look after his children on Wednesday evenings. You should be happy to play with the children and be gentle and kind.

B Beach cleaners wanted
Do you have some free time? Do you love our beach? Can you volunteer to help clean it? If you would like to volunteer, please join us every Sunday on the beach from 10.00 a.m. to 4.00 p.m. Lots of people are needed - bring your friends!

C Tennis instructor needed
The school sports department is looking for a student who is good at tennis to help coach children from the local primary school on a Saturday morning for two hours. You must be able to give clear instructions and be patient. Please only make an application if you are over 13.

D Cleaners needed
The school art department will pay two students to tidy up and clean the art rooms together every day after school for half an hour. You don't have to be interested in art for this job.

E Librarian wanted
The school library needs someone to come and help at lunchtimes please. Suitable candidates will be calm, polite and interested in books. You must be able to use a computer and help students who are visiting the library. The job starts next month.

F Photographer needed
The school website needs a photographer to take 10-12 photos every month to upload to the website. You must find out what is going on in each department and at the school clubs. Talk to teachers and students about what they would like to see on the website. Download an application form from the website if you are interested in this job.

Grammar: Future with present simple: to talk about something that is scheduled to happen

The job starts next month.
Note: We use a time reference, for example, next year, next month, on Tuesday, in 2030, when we use the present simple to talk about the future.
Answer these questions. Write full sentences.
1 When does your school close for the summer holidays?
2 When do you have English class next?

Listening **PART 3**

For each question, write the correct answer in the gap. Write one or two words, or a number, or a date, or a time.

You will hear a woman called Vicky Hunter talking about her job.

The best job in the world!
Vicky is a (1) _____.
She works with (2) _____.
She lives in (3) _____.
She has to be very (4) _____ in her job.
She's leaving her job on (5) _____.
Vicky would like to be a (6) _____ in the future.

Writing **PART 1**

Read this email from a hairdresser, Ollie, and the notes you have made.

From: Ollie the hairdresser
Subject: Your next appointment

Dear Jo,
Thanks for your email. Yes, I can cut your hair. You can choose Friday this week or Monday next week. Which would you prefer?
What time do you want to have your hair cut? In the morning, the afternoon or the evening?
Can you please describe your hair to me?
I'm looking forward to meeting you soon!
Ollie

Great!
Tell Ollie please and explain why.
Suggest a time.
Tell Ollie.

Writing Tip
In Writing Part 1, remember you must include all the prompts in your answer, and you must write your answer as an email.

Write your email to Ollie using all the notes.
Write your answer in about 100 words.

The exercises cover: Vocabulary, Spelling, Grammar and the 4 skills: Reading, Writing, Listening and Speaking

Tip boxes offer advice on how to do well in the exam

Activities for A2 Key for Schools  978-0-00-846116-4

Activities for B1 Preliminary for Schools  978-0-00-846117-1

Practice Tests for A2 Key for Schools and B1 Preliminary for Schools

With realistic test papers and helpful advice, students will feel confident and fully prepared for what to expect on the day of the test for Cambridge English Key for Schools and Preliminary for Schools, now fully updated to reflect the revised 2020 exam specification.

Practice Tests for A2 Key for Schools

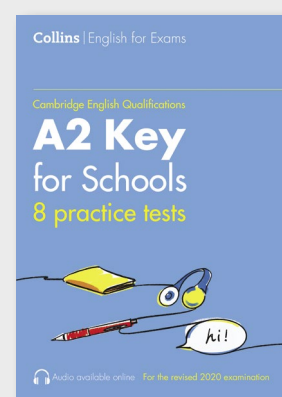
CEFR
A1–A2

Author: Sarah Jane Lewis & Patrick McMahon

This resource is suitable for Elementary or Pre-intermediate students (CEFR level A1 -A2) preparing to take the Cambridge English A2 Key for Schools (formerly KET for Schools) qualification.

- Two practice tests books available with completely new tests in both
- 8 complete practice tests, with answer keys included
- Visual materials available for the Speaking paper, plus model answers
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries

 **Downloadable audio and audio scripts for the Listening and Speaking papers**



Practice Tests for B1 Preliminary for Schools

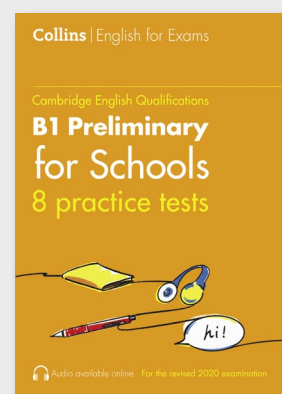
CEFR
A2–B1





Author: Peter Travis

This resource is suitable for Pre-intermediate and Intermediate students (CEFR level A2 -B1) preparing to take the Cambridge English B1 Preliminary for Schools (formerly PET for Schools) qualification.

- Two practice tests books available with completely new tests in both
- 8 complete practice tests, with answer keys included
- Visual materials available for the Speaking paper, plus model answers
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries

 **Downloadable audio and audio scripts for the Listening and Speaking papers**



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Practice Tests for A2 Key For Schools (Volume 2)		978-0-00-848416-3
Practice Tests for B1 Preliminary for Schools (Volume 1)		978-0-00-836754-1
Practice Tests for B1 Preliminary for Schools (Volume 2)		978-0-00-848417-0

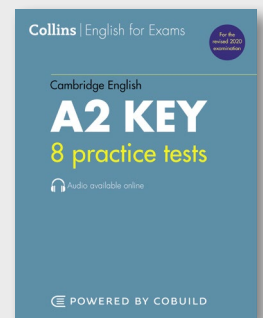
Practice Tests for A2 Key

CEFR
A1–A2

Author: Sarah Jane Lewis

This resource is suitable for Elementary or Pre-intermediate students (CEFR level A1–A2) preparing to take the Cambridge English A2 Key (formerly KET) qualification.

- 8 complete practice tests, with answer keys included
- Visual materials available for the Speaking paper, plus model answers
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries



Downloadable audio and audio scripts for the Listening and Speaking papers

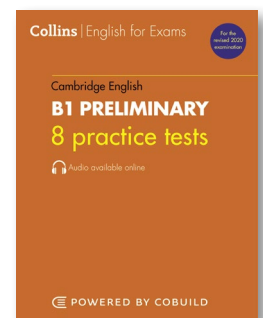
Practice Tests for B1 Preliminary

CEFR
A2–B1

Author: Peter Travis

This resource is suitable for Pre-intermediate and Intermediate students (CEFR level A2–B1) preparing to take the Cambridge English B1 Preliminary (formerly PET) qualification.

- 8 complete practice tests, with answer keys included
- Visual materials available for the Speaking paper, plus model answers
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries



Downloadable audio and audio scripts for the Listening and Speaking papers

Practice Tests for B2 First

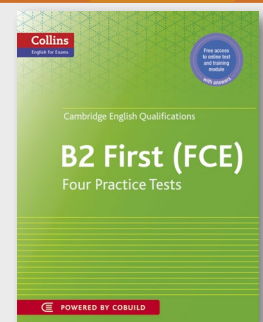
CEFR
B2

Author: Peter Travis

With the realistic test papers and helpful advice, students will feel confident and fully prepared for what to expect on the day of the test.

This resource contains:

- 4 complete practice tests with answer keys and model answers
- Free online practice module guides you through a complete test with tips for success
- Free downloadable audio scripts for the Listening and Speaking papers
- Full colour section with visual materials for the Speaking paper, plus model answers (in the downloadable audio)
- A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries

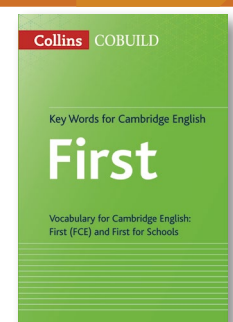



Collins COBUILD Key Words for Cambridge English First


CEFR
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 A2 Key  978-0-00-836749-7

Practice Tests for B1 Preliminary  978-0-00-836748-0

Practice Tests for B2 First  978-0-00-752954-4

COBUILD Key Words for Cambridge English: First (FCE) 978-0-00-753599-6

IELTS
4.0+CEFR
A2+

Get Ready for IELTS Skills

Authors: Fiona Aish, Jane Short, Rhona Snelling, Jo Tomlinson and Els Van Geyte

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

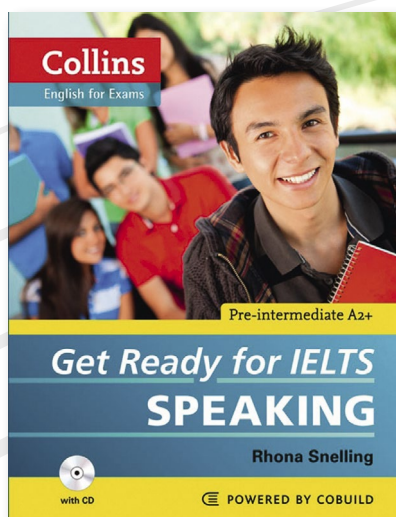
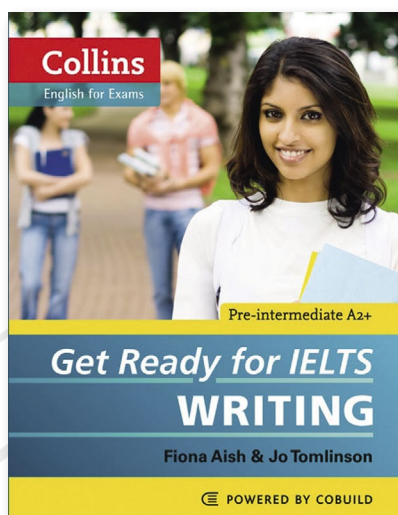
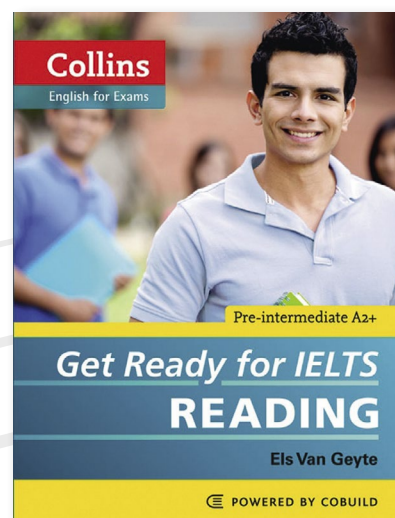
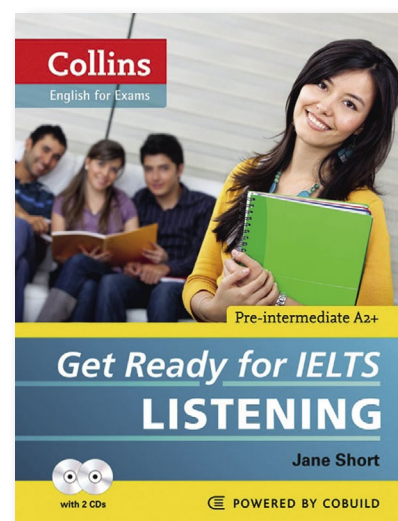
Each book is aimed at improving one of the four skills, allowing students to easily focus on the areas they really need support with.

Each book 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

Teaching notes available online at
www.collins.co.uk/teachielts

Available as eBooks



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		978-0-00-746062-5
Get Ready for IELTS Listening eBook		978-0-00-844963-6
Get Ready for IELTS Reading		978-0-00-746064-9
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Get Ready for IELTS Speaking		978-0-00-746063-2
Get Ready for IELTS Speaking eBook		978-0-00-844965-0
Get Ready for IELTS Writing		978-0-00-746065-6
Get Ready for IELTS Writing eBook		978-0-00-844966-7

IELTS
5.0–6.5+
CEFR
B1+

Skills for IELTS

Authors: Karen Kovacs, Rhona Snelling, Jo Tomlinson, Els Van Geyte, Rod Webb and Anneli Williams

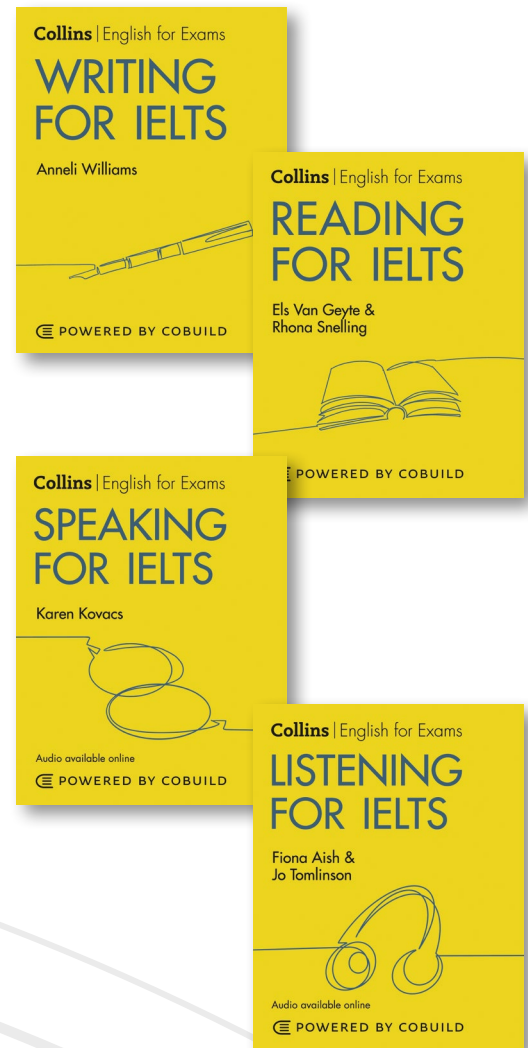
Available as eBooks

Don't let one skill hold you back

These resources have been thoroughly updated to help students taking the IELTS exam demonstrate their skills for Reading, Listening, Speaking and Writing, either at work or at university. Ideal for learners with band score 5 – 5.5 who are aiming for a band score 6, these resources can be used side-by-side or independently both in the classroom and as self-study to ensure learners feel fully confident for their exams.

All books contain:

- Full model answers and hints in the answer key on how to improve your responses
- Tips on how to get a top score and information on common errors and 'Watch out!' boxes that highlight common IELTS mistakes
- A revision checklist at the end of each section to remind students what they should do for each part of the exam
- Enhanced answer keys with further explanations of why answers are right or wrong, or ambiguous
- Recordings and practice exercises just like those used in the IELTS exam



The Collins Writing for IELTS concentrates on the Academic paper.

Writing for IELTS	978-0-00-836753-4
Writing for IELTS eBook	978-0-00-843902-6
Reading for IELTS	978-0-00-836750-3
Reading for IELTS eBook	978-0-00-843899-9
Speaking for IELTS	978-0-00-836751-0
Speaking for IELTS eBook	978-0-00-843900-2
Listening for IELTS	978-0-00-836752-7
Listening for IELTS eBook	978-0-00-843901-9

1 On the move

Language development | Travel and tourism vocabulary; Synonyms; Paraphrasing
Exam skills | Predicting answers; Paraphrasing options; Vowel sounds and spelling
Exam practice | Section 1: Form completion; Multiple choice; Matching

Part 1: Language development

Travel and tourism vocabulary

1 Match the words a-h to the pictures 1-8.

a customers	e tour guide
b passenger	f tourists
c staff	g travel agent
d receptionist	h waiter

Watch out
When you have to write answers to open-ended completion questions, make sure your words are grammatically correct, e.g. The building is very expensive.

Unit 1

Synonyms and paraphrasing

2 Complete the passage about hotels below with the words a-h. There are two possible answers for some of the answers.

a alternative	c old-fashioned	e sufficient	g traditional
b common	d reasonable	f suitable	h unique

The Grand Hotel was built in 1900 and has a (1) _____ style; there is nothing like it in the local area. Although the interior design is (2) _____, the facilities are modern. The hotel has a conference centre and meeting rooms, so it is (3) _____ for business purposes. An (4) _____ option is the Ibis Royal, which is a (5) _____ choice for tourists because the prices are (6) _____, and it is next to the beach. The hotel is not modern; in fact it is quite (7) _____ and in need of minor repair, but it is (8) _____ for a short break.

3 Match the words 1-8 with their synonyms a-h.

1 suitable	a conventional
2 traditional	b frequent
3 alternative	c dated
4 unique	d other
5 old-fashioned	e adequate
6 reasonable	f appropriate
7 sufficient	g fair
8 common	h individual

4 Choose the sentences a-c which do not mean the same as the key sentences 1-4.

- The price of dinner was reasonable.
 - a I thought the meal was a fair price.
 - b The bill for dinner was not too expensive.
 - c That meal was overpriced.
- Three hours will be sufficient to see all of the art gallery.
 - a Three hours should give you enough time to see everything in the art gallery.
 - b I think three hours is an adequate amount of time for viewing the art gallery.
 - c You'll be unlikely to see all the art gallery in three hours.
- I don't think this hotel is suitable for children.
 - a This hotel is quite satisfactory for families.
 - b I wouldn't recommend bringing under 18s to this hotel.
 - c This hotel isn't appropriate for minors, in my view.
- Heavy rain is common in this area at this time of year.
 - a There is often bad weather here at this time of year.
 - b At this time of year there are occasional storms around here.
 - c In this region rain is frequent at this time of year.

Exam tip
Learning topic-related words is a good way to increase your vocabulary. You can organise the vocabulary by topic and add words and common collocations.

Watch out
Don't just list the same words you see in the questions or options. Some of the words and sentences on the recording are different to the words and sentences in the text.

IELTS Practice Tests, Grammar and Vocabulary

Practice Tests for IELTS

NEW

IELTS
5.0-6.0+

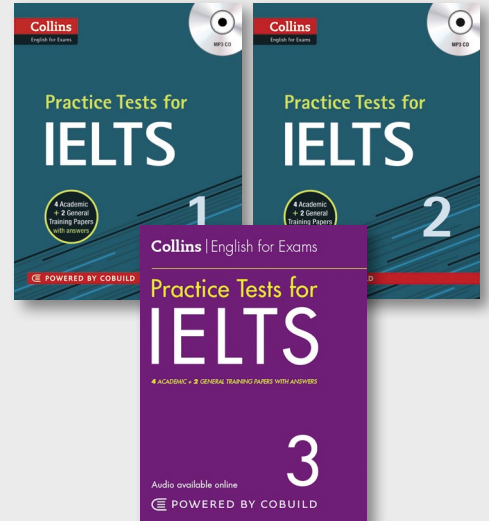
CEFR
B1+

The three *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
- Audio (+ 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 audio**



IELTS Preparation and Practice

NEW

IELTS
5.0-6.0+

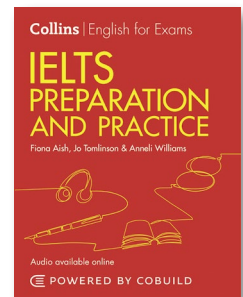
CEFR
B1+

IELTS Preparation and Practice has been specially created for learners of English who plan to take the IELTS Test (Academic Module) to demonstrate that they have the required ability to communicate effectively in English at university.

This resource breaks down exactly what the questions in each section are asking for and what the examiners are looking for in the answers as well as offering important insights into how the IELTS test is marked.

- All key exam skills and task types for Reading, Writing, Listening and Speaking covered in accessible units
- Full model answers and hints in the answer key on how to improve your responses
- 'Exam tutor' sections at the end of each unit help you to consolidate learning
- Perfect for self-study or for use in the classroom
- Answers provided at the back of the book

 **Audio for Listening and Speaking exercises provided online**



2 Fluency

Aims | Understanding how fluency is assessed: **Focusing on fluency** (predicting topics and questions, mind mapping, expanding your response, using set phrases and structures), **Improving fluency** (Part 1 questions)

Part 1: Understanding how fluency is assessed

Exam information: Speaking test band descriptors
IELTS examiners use a nine-band scale to assess the test taker's level in the Speaking exam. Each level of performance is defined in detail for each of the four assessment criteria. This unit focuses on the **fluency** aspect of the first descriptor.

1-3 indicate whether the statement is **TRUE** or **FALSE** and give reasons for your answer.

Band descriptors

Band 7: The test taker speaks at length without noticeable effort or loss of coherence; may demonstrate language-related hesitation at times, or some repetition and/or self-correction.

Band 6: The test taker is willing to speak at length, though may use coherence at times due to occasional repetition, self-correction or hesitation.

Band 5: The test taker usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going; produces simple speech fluently, but more complex communication causes fluency problems.

1 To score a band 7, it is essential to speak at length without making any errors. **TRUE / FALSE**

2 It is acceptable to hesitate occasionally in order to think about what to say, but you could be marked down for fluency if you stop speaking to recall grammar or vocabulary. **TRUE / FALSE**

3 It is generally acceptable to give short answers as long as your speech is clear and rapid. **TRUE / FALSE**

2 Listen to the sample response from Part 1 of the test. Which of the three band descriptors for fluency – 5, 6 or 7 – best describes the response?

Part 2: Focusing on fluency
There is no exam technique that can guarantee a fluent performance as fluency is the product of many hours of practice and preparation. To be effective, your preparation should focus on both **content and language** – what you will say as well as how you will say it.

Exam tip
Thinking about real-life topics and questions that might arise in the exam can help you identify more quickly what you will say and therefore allow you to focus more on how you will say it.

Predicting topics and questions

3 The questions below are typical of the kind of questions that appear in Part 1 of the Speaking exam. Group the questions a-p into four topics.

Topic 1 _____ Topic 2 _____ Topic 3 _____ Topic 4 _____

a What is the benefit of having hobbies?
b What was your favourite teacher like?
c What is a common snack food in your country?
d What do you like most about where you live?

Unit 2

e What sort of restaurants are popular in your country?
f What do you remember about the house you grew up in?
g What was your least favourite subject at school?
h Can you describe your primary school for me?
i Is there anything you would want to change about the place you live?
j What can you remember about your first day at school?
k How have people's hobbies in your country changed over time?
l Do young people in your country have a healthy diet?
m What sort of hobbies did you have when you were a child?
n What is your favourite dish?
o What is your neighbourhood like?
p What do you do in your leisure time?

Exam information: common themes for IELTS Speaking
It is not possible to predict specifically what questions you will be asked in your exam. However, all of the questions will have some connection to you – your life experiences, your country, your thoughts, feelings and beliefs about a variety of topics.


Mind mapping
Mind mapping is a form of notetaking that can be used to organize your thoughts and record relevant vocabulary. It allows you to fit a lot of content onto one page and show how elements are connected.


4 The example below is based on the theme of school. Complete the mind map by adding the points in the box to the relevant categories on the mind map.


janitor – always helpful, e.g. for lost & found
gym – top small
playing fields – dusty


visual arts – enjoyable, esp. painting
library – peaceful
chemistry – become head teacher – distant & strict

Fluency 125

Practice Tests for IELTS 1  978-0-00-749969-4

Practice Tests for IELTS 2  978-0-00-759813-7

Practice Tests for IELTS 3  978-0-00-845322-0

IELTS Preparation and Practice  978-0-00-845321-3

54

Grammar for IELTS

IELTS
5-6

CEFR
B1+

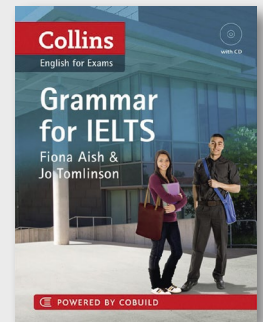
Authors: Fiona Aish & Jo Tomlinson

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 with practice for the IELTS Listening test and model answers for IELTS Speaking



Vocabulary for IELTS



Available as eBook

IELTS
5-6

CEFR
B1+

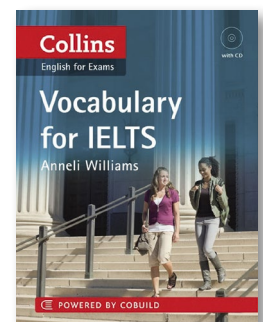
Author: Anneli Williams

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 providing valuable Listening and Speaking practice



Collins COBUILD IELTS Dictionary

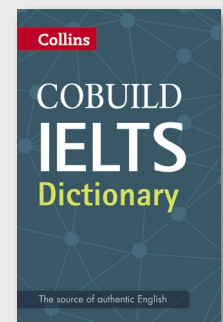


Available as eBook

CEFR
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



Collins COBUILD Key Words for IELTS

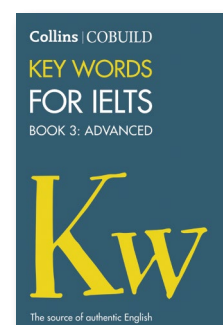
IELTS
4-7+

CEFR
B1+

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 **IELTS: 4–5.5**
- Book 2 Improver – For students who want to improve their IELTS score **IELTS: 5.5–6.5**
- Book 3 Advanced – For students aiming for a top score **IELTS: 7+**



Grammar for IELTS 978-0-00-745683-3

Vocabulary for IELTS 978-0-00-745682-6

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TOEFL®

Skills for the TOEFL iBT® Test

TOEFL
100+CEFR
B1+

Skills for the TOEFL iBT® Test gives learners the tools to handle the challenging integrated skills aspect of the test, providing clear strategies and tips to help learners improve their score.

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



 Includes audio online with test-style listening practice

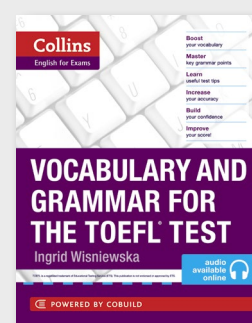
Vocabulary and Grammar for the TOEFL® Test

TOEFL
100+CEFR
B1+

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

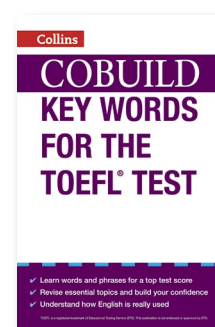





Collins COBUILD Key Words for the TOEFL® Test

TOEFL
100+CEFR
B1+

Collins 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



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Skills for the TOEFL iBT® Test Listening and Speaking		978-0-00-746060-1
Vocabulary and Grammar for the TOEFL® Test		978-0-00-749966-3
Collins COBUILD Key Words for the TOEFL® Test		978-0-00-745346-7

TOEIC®

Skills for the TOEIC® Test: Listening and Reading

TOEIC
750+

CEFR
B1+

The updated *Skills for the TOEIC® Test: Listening and Reading* focuses on helping learners handle the integrated skills aspect of the TOEIC® test.

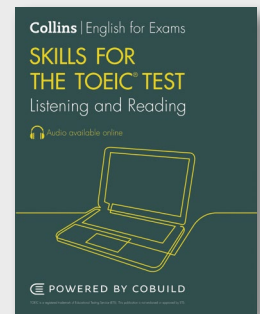
This resource has been updated to reflect the new style of testing found in the TOEIC® exams.

- Timed TOEIC® test-taking guides and help learners practise what they've learned in a simulated environment



Downloadable audio: enables effective TOEIC® practice

Online access to Listening and Reading support



Practice Tests for the TOEIC® Test

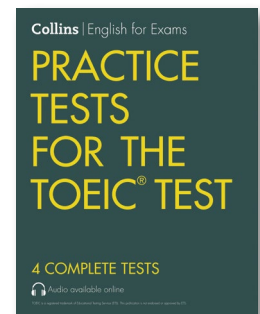
TOEIC
750+

CEFR
B1+

The *Practice Tests for TOEIC®* have been fully updated to reflect the new TOEIC® test specifications, helping you to feel confident and ready to take your test.

All you need for your ideal TOEIC score:

- 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



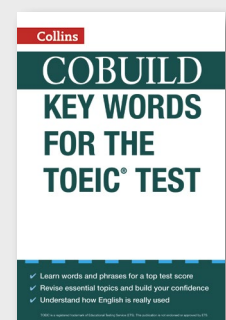
Collins COBUILD Key Words for the TOEIC® Test

TOEIC
750+

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

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



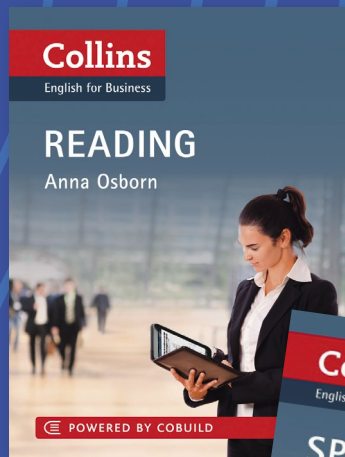
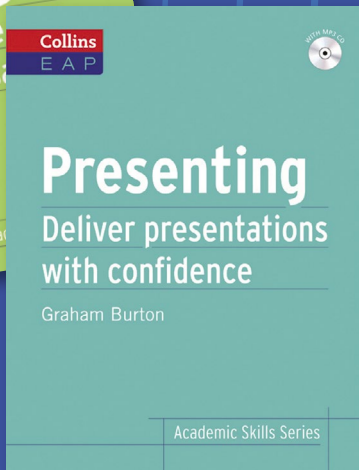
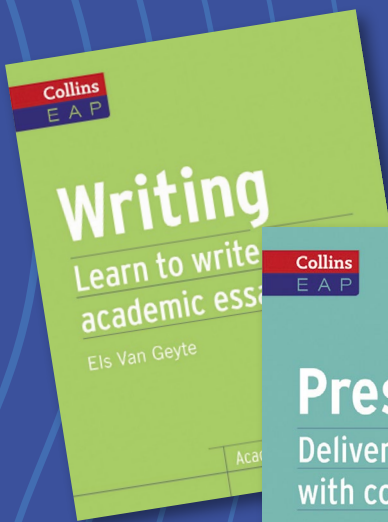
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Practice Tests for TOEIC® 978-0-00-832385-1

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

English for Business, Specific and Academic Purposes

Designed to build confidence in professional and academic environments, these resources are ideal for those using English as part of their higher education or in their day-to-day career.



English for Business Purposes

English for Business: Skills	60
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Business Vocabulary in Practice	61
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Business Grammar & Practice	61
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Effective International Business Communication	61
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Small Talk	61
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English for Specific Purposes

Workplace English	62
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Hotel & Hospitality English	62
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English for Academic Purposes

Academic Skills Series	63
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English for Business: Skills

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

English for Business: Listening



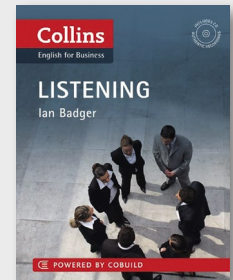
Available as eBook

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 audio with authentic recordings of native and non-native speakers



Additional recordings and transcripts available online at www.collins.co.uk/eltresources

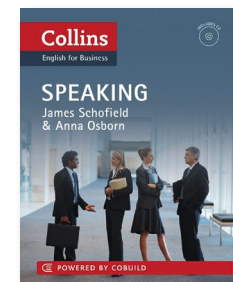
English for Business: Speaking

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 audio with 78 minutes of authentic recordings of native and non-native speakers



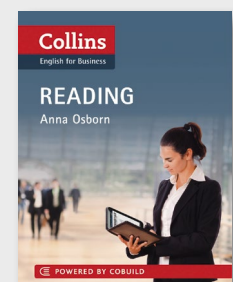
English for Business: Reading



Available as eBook

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



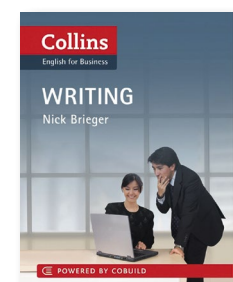
English for Business: Writing



Available as eBook

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



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English for Business: Speaking 978-0-00-742323-1

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Business Vocabulary in Practice

CEFR
B1–B2

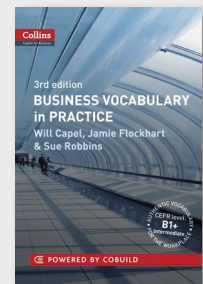
Authors: Will Capel, Jamie Flockhart & Sue Robbins

Help 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.



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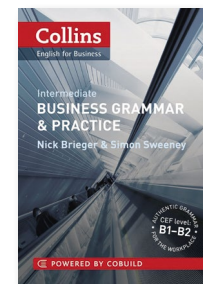
Authors: Nick Brieger & Simon Sweeney

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.



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Effective International Business Communication

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Authors: Bob Dignen with Ian McMaster

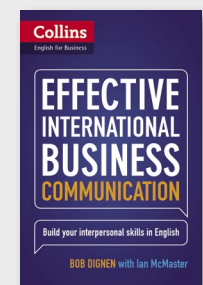
An indispensable guide for professionals working internationally in English, as well as Business English and Communication trainers.

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- Use the right style of communication at the right time
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Small Talk

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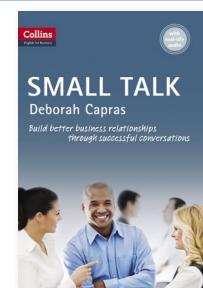
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This self-study book gives students the confidence to start a conversation and transition to bigger topics so that they build relationships, develop partnerships and succeed in business.

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Workplace English

CEFR
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.

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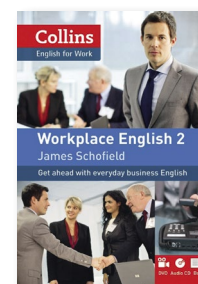
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CEFR
A2

Author: James Schofield

Students follow project manager Tom's daily life at his office and learn the English they need for everyday work life. 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.

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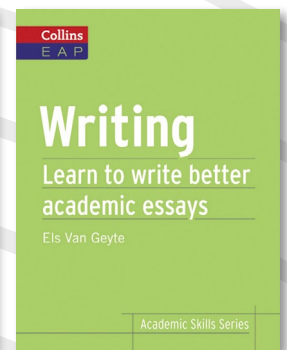
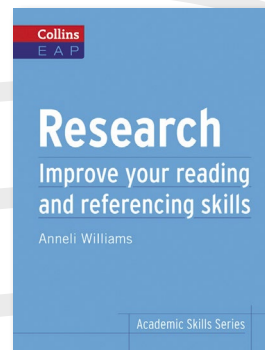
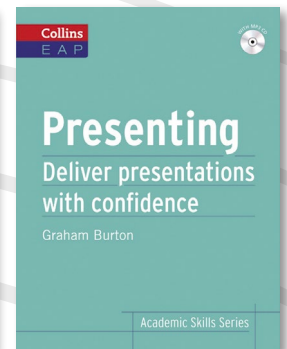
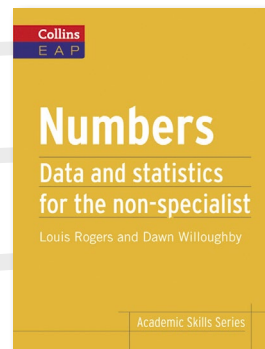
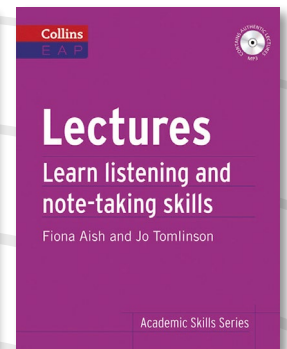
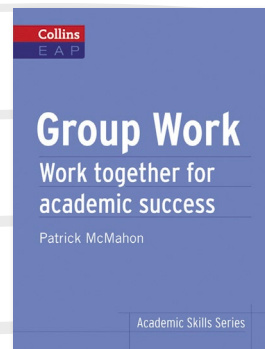
Group Work author: Patrick McMahon

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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.

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- 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

 Available as eBooks



1 Getting started

Why do you have to do library based research?

Glossary

disseminate v
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?

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

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

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

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