Welcome to the 2016 English Catalogue

Inside you’ll find lots of useful information on resources for KS3 and GCSE from Collins, including revision guides and dictionaries, as well as information on free teaching support. See below for details of some core resources and features available from Collins.

If you would like more information on any of our series, please don’t hesitate to contact one of our sales consultants – they’ll be happy to answer your questions or visit your school. Find your local representative’s details on the back page.

Take a closer look

AQA GCSE English Language and English Literature
Teach AQA GCSE English Literature and GCSE English Language in one coherent course that builds the skills underpinning both qualifications – see your students make progress and develop the understanding they need for examination success.
Find out more on page 8.

AQA Step Up to English: Teacher Resource Pack
This new Teacher’s Resource Pack is written for the all-new AQA Step Up to English qualification, introduced in September 2015. Help all students to build the literacy skills they need to achieve their goals, whether that is completing Entry Level or stepping up to GCSE, with this set of structured and engaging resources – all in a single pack.
Find out more on page 7.

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Find out more
Visit www.collins.co.uk for information on all our series, curriculum change support and free content to support your teaching.
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Key icons used in the catalogue

- **NEW**: New titles
- **Age 11-14**: Age range
- **KS3**: For Key Stage 3
- **GCSE**: For GCSE
- **AS/A**: For AS and A-level

- **For first examination in 2017**
- **For final examination in 2016**

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- **Collins Connect**

Exam board specific:

- OCR
- AQA
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Help your students make good progress in Key Stage 3 English with our popular series, now updated for the 2014 curriculum. Aiming for Progress provides targeted support for all ability levels to help every student move forward from their achievement at Key Stage 2 towards GCSE success.

These revised editions offer student-friendly explanations and activities to build, develop and extend students’ literacy skills, showing them precisely what they need to do to progress:

- **Develop the essential reading and writing skills for each level**, with clear, accessible explanations, inspiring examples and lively follow-up activities, written by experienced teachers and consultants
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Aiming for Progress

Gather evidence for your periodic assessments, with the ‘Apply your skills’ tasks designed to build writing stamina, ready for GCSE

Clear learning objectives, criteria for self and peer assessment on every double-page, and end of chapter Level Boosters help students understand how to improve and progress

Plan ahead with ready-to-use double-page lessons and a teacher guide at the back of the book

Motivate and engage students with exciting stimulus texts, fresh approaches to learning and a colourful, magazine-like layout
Engage struggling readers with exciting fiction and non-fiction books offering the right level of challenge to help build stamina, accuracy and fluency in reading. Featuring titles from some of the UK’s leading teen fiction authors, there’s something to interest even the most reluctant of readers.

- Engage de-motivated readers with a selection of fiction and non-fiction books, featuring gripping stories and fascinating facts
- Ease reluctant readers into mainstream reading with real books written by well-known teen fiction authors including Alan Gibbons, Anne Fine, Benjamin Zephaniah and Cathy MacPhail
- Offer the right level of challenge with books carefully banded for each sub-level of Level 3 and Level 4, designed to steadily increase students’ reading stamina, accuracy and fluency
- Boost confidence and help students see themselves as successful readers with books of an ideal length to be read in two or three sessions
- Provide an engaging way into the stories with inviting and age-appropriate illustrations, a controlled amount of text per page and clear line spacing
- Develop vocabulary, comprehension and inference skills, and encourage shared reading and discussion, with the Reader Challenge page in every book

Help students progress further with a new band of titles aimed at Level 4c-4a.

► Level 3c–3b ► Level 3b–3a ► Level 3a–4c ► Level 4c–4a

Series Consultants: Alan Gibbons and Natalie Packer

KS3 Age 11–14
The story offered opportunity for students to read fluently but also language to extend and challenge their vocabulary... The vast majority of students stated they would read another text by the same author.

Kerry Smith, English teacher at St Mary’s College, Hull, on Kiss of Death by Bali Rai

I was able to use it as a lead in to more work on relationships and coping with difficult situations. It is great to have a fiction text to tackle this kind of thing – more please!

Fiona Dyson, SENCO at Southfields Academy, London, on The Trouble with Jack by Anne Cassidy

Teacher Guide

- Help students succeed at reading with the supporting Teacher Guide, featuring detailed guidance on how to help reluctant readers and step-by-step session plans for each title
- Assess students’ progress and pinpoint areas for improvement with initial miscue reading assessments and student and teacher progress sheets for each title, tracked against APP criteria
- Engage your class with follow-up work including ideas for further reading and writing, and links to drama, media and film
- Available in two downloadable formats, as the complete Teacher Guide or as a supplement to the original Teacher Guide
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AQA Step Up to English: Teacher Resource Pack

Authors: David Hiam, Tom Spindler and Sabrina Sulliman

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- Ensure a smooth progression to the 2015 GCSEs with familiar features adapted from our AQA-approved GCSE series
- Pick up and teach with a single ready-made course covering Silver Step and Gold Step. Clearly structured according to the Step Up specification, the pack contains expert suggestions as to how you could plan and teach the course; practical, ready-made worksheets; and advice for non-specialists delivering the course
- Tailor resources to your students. All resources are delivered on an accompanying CD-ROM in a fully editable format so that as you develop confidence in teaching Step Up, you can adapt lesson plans and tasks to meet the particular needs of your students

NEW Collins AQA Step Up to English: Teacher Resource Pack  Feb 2016  978-0-00-815218-5  £250.00

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Series Editor: Sarah Darragh

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Teach AQA’s GCSEs in English Language and English Literature as one coherent course with resources to help all students make good progress and develop the understanding they need for examination success.

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- The **Teacher Guide** supports both Student Books, with expert suggestions from leading professionals about how you could plan and teach the two GCSE courses. These practical, ready-made resources can be drawn on in your first years of teaching the specifications, and can be edited and adapted to the needs of your classes.
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Find out more and download sample material at [www.collins.co.uk/AQAGCSEEnglish](http://www.collins.co.uk/AQAGCSEEnglish)
Core and Advanced Student Books

- **Help all students make good progress.** Each chapter follows the hierarchy of skills and knowledge in the mark schemes, so students have a clear sequence of learning. End-of-chapter ‘Apply your skills’ practice tasks, annotated answers and self-assessment guidance helps students understand how to improve their work.

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**Samples from the Core Student Book**

**Chapter 4: Task 4**

**Explain on writers’ use of structural features**

**What does ‘structure’ mean and why is it important?**

**Getting you thinking**

*When we are thinking about the range of ways a writer communicates ideas, emotional response or attitude, or argument, or the way that ideas and feelings are arranged, we are thinking about structure.*

You probably already know more about structure than you think you do.

**Sample from the AQA GCSE English Language and English Literature: Core Student Book**

6

You could write about:

- reflecting on your progress

**Topic 7**

- any other structural features that interest you as a reader.

The writer has shaped and structured their writing.

Each chapter follows the hierarchy of skills and knowledge in the mark schemes and have a clear sequence of learning.

**End-of-chapter ‘Apply your skills’ sections bring together all the skills students have learned in the chapter and asks them to apply them to exam-style tasks. Sample answers at different levels are provided to show students how they could improve their work.**
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- **Plan your course with expert support.** Schemes of work suggest how English Language and English Literature GCSE could be taught in one year, two years or three years. Medium-term plans give an overview of the learning in each chapter, including the genres, forms and purposes, key linguistic and literary terminology and the Assessment Objectives covered.

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- **Enhance your teaching** with comprehensive schemes of work, activities and sample chapters for many of the titles, available to download from www.collins.co.uk/collinsreaders.

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<td>Anita and Me</td>
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---

**Writing task and improve your work**

**Your task**

Describe a landscape or city from the future. You can base it on the image in Topic 8 or on the one below. Or you can imagine your own futuristic landscape or city.

1. Plan your ideas. Your plan could take the form of a flow diagram or a mind map like this:

   - Different scenery
   - Volcanic crater
   - Dead trees
   - People or wildlife
   - Other senses: smell, sound, taste, touch
   - Time of day and weather/atmosphere
   - Futuristic landscape

   **Your task**

   Approaching the task

   You will learn how to:
   • combine the descriptive writing skills you have learned in one text
   • understand what makes a high-level piece of descriptive writing.

2. Now take your best ideas and put them into a sequence of paragraphs. For example:

   **Paragraph Focus on...**
   - Paragraph 1 time of day/weather/atmosphere
   - Paragraph 2 dead trees
   - Paragraph 3
   - Paragraph 4

3. Copy the table to remind yourself of the different ways in which you can use vocabulary, imagery, paragraphs and sentence structure to create imaginative and engaging descriptive work. Tick off each skill or feature as you use it in your draft.

<table>
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<tr>
<td>Paragraphs each with a separate focus</td>
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<tr>
<td>Different lengths of paragraphs for effect</td>
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</tr>
<tr>
<td>Prepositions to indicate the position and location of things and people</td>
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</tr>
<tr>
<td>Variety of type and length of sentences to create surprise, add detail or show a sequence:</td>
<td></td>
</tr>
<tr>
<td>• simple (&quot;The tree was dead.&quot;)</td>
<td></td>
</tr>
<tr>
<td>• compound (&quot;The tree was dead and the wind howled.&quot;)</td>
<td></td>
</tr>
<tr>
<td>• complex (&quot;The tree was dead, although something stirred in the branches.&quot;)</td>
<td></td>
</tr>
<tr>
<td>Precise vocabulary (do not repeat adjectives or verbs unnecessarily)</td>
<td></td>
</tr>
<tr>
<td>Use of imagery: similes that use ‘like’ or ‘as’ and metaphors</td>
<td></td>
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</tbody>
</table>

4. Come up with a striking opening sentence. For example:

   Standing on the strange crimson sands, I gazed at the jagged, mist-shrouded mountains that rose out of the surrounding jungle.

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  Chapter 2  Key technical skills
  Chapter 3  Key writing skills
Section 2: Applying Key Skills in Examinations
  Chapter 4  Summary questions
  Chapter 5  Comprehension and writers’ effect questions
  Chapter 6  Extended response and directed writing questions
  Chapter 7  Composition questions
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- Ideal for homework setting as well as for use in class
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**Chapter 6: Work**

*Think Big*
- Look at the pictures. For your own job, jot down ideas about the following:
  - Some advantages of your job
  - Some disadvantages of your job
  - What would you like to do in your next job?
  - What is the most important thing about your job?

*Thinking Big*
- In pairs, look at the photos. Talk together about what you think about each job and the different types and places of work pictured. Did you enjoy doing your job? Would you like to change your job? Why or why not? What are the advantages and disadvantages of your job? What did you enjoy most about your job? What did you find difficult about your job?

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