

QSE Advanced – how the sections of each unit work

MATERIALS MAP OF THE COURSE

Student's Book Contents pages 4–7

Teacher's Guide pages 4–7

The syllabus of *QSE Advanced* is based on an extensive survey of current international standards in EFL teaching. Increasingly these are based on the CEF, or, if non-European, they are now being aligned with it (for example the University of Michigan examinations). The topical basis of the course is the syllabus of Trinity College London, but it also takes into account the functional and structural requirements of the University of Cambridge ESOL syllabus.

Given that **communicative competence** is one of the main aims of the *QSE* course, care has been taken not to overload the students with grammar. There is an expectation by the author in coordination with the various exams that students at this level should have a thorough working knowledge of grammar by this point, however, the workbook does review key grammar points that may cause occasional mistakes. The Student's Book takes care to concentrate on skills work, particularly **speaking**.

The Contents pages show the scope and sequence of the whole book as well as each unit, with headings for **Topic** (or Subject), ***The BIG question***, **Functions (Language Banks)**, **Grammar**, **Reading**, **Listening**, **Speaking**, **Writing** and **CLIL**. These pages can be used as a quick reference for both students and teachers, including a list of **DVD tracks**.

STUDENT'S BOOK UNITS

The four colour pages of the Student's Book units contain all the main language input material of the course. There are many short units, rather than a few long ones, so there is lots of variety and interest for different tastes. There are **20 units**, plus three **Extended reading** sections. There is also a series of **Language Banks**, examples of functional language presented in meaningful and useful written or spoken examples. The **Language Banks** are on fold-out cover flaps for easy reference in class when

students are working on any unit. The functions chosen for these Language Banks are taken from the Trinity College GESE syllabus, Grades 10 and 11.

The format of each unit is as follows:

Unit title and What's new?

Student's Book unit, page 1

The title gives a clue to the unit topic, and the **What's new?** box tells you what the unit covers. All three areas – Subject, Function and Grammar (where appropriate) – will prepare students for effectively tackling the speaking and writing requirements for the different exams. The Teacher's Guide includes extra questions (EQ) for every section to allow greater control of time and more intensive discussions as required.

1 ***The BIG question*** and Viewpoint

Every unit begins and ends with an important question related to the central unit theme and will be explored again at the end of the unit in the **Your Answer** section. The question is intended to immediately grab the attention of the students when it first appears. They are not asked to give an opinion at this stage. It is simply there to make them think. At the end of the unit, after consideration of the evidence in the unit and consultation with other students about their opinions, the class will be much more prepared and confident to answer the question.

Using ***The BIG question***:

- Read the question out. Check students understand it by asking questions. You will get students to answer the question at the end of the unit for review.
- Ask students to write one or two sentences in their notebooks.
- Tell them that at the end of the unit you will ask them to reread their answers and see if they have changed their minds.

Viewpoint**Time:** 5–10 minutes

Viewpoint gives some facts, quotes and photos to be used as a warm-up activity for the unit. The facts and quotes relate either directly or indirectly to the topics in the unit. There will be some background for these facts in the Teacher's Guide. Use the extra questions (EQ) in the Teacher's Guide to explore the significance of these facts. Students will often be asked to comment on or interpret the photo or illustration.

Note: These can be readily used by students in the topic presentation phase of the Cambridge CAE and Trinity Advanced Spoken Grade Examination interview.

1 WORD POWER**Time:** 15–20 minutes

The **WORD POWER** section has two main aims:

- To introduce students to vocabulary and idioms relating to the subject area.
- To introduce and practise the phrases in the Language Bank, so that students are using this new vocabulary immediately in a communicative way by answering contextual questions. Answers to activities are in the Teacher's Guide.

Note: Teachers should stress to students that they should make every attempt to use the new vocabulary when they answer related questions.

This section is cross-referenced to the **Workbook** unit where there are extra activities.

2 READING**Student's Book unit, page 2****Time:** 25 minutes

The second page of each unit has two reading texts: authentic articles from worldwide sources – print and online (newspapers, magazines, websites). The topics have been chosen in line with the specifications of the Trinity College spoken exams and other exam curricula. Occasionally the texts shock or surprise, but will always draw the attention of the reader. It also provides a strong motivation to read ELT materials as well.

The **Reading** activity is a communicative activity tied to the two articles. It helps students practise extensive and intensive reading skills.

The **Reading** section also aims to provide the students with material to help them deal with later activities in the unit, including **Your Answer** (Activity 10) to **The BIG question** at the end.

There are various activities including:

- Vocabulary exercises: finding words in the article from definitions given and matching headlines with parts of the text.
- Summarising information in the articles.
- Evaluating or comparing the two articles.

Important! After skimming, students should read the article twice. The first time should be without the glossary to try to understand the meaning of the words in context. This can be done as a group to also practise pronunciation as well. The second time students could actively use the glossary list at the back of the book to confirm their understanding of the new vocabulary.

Using READING:**The comprehension activities:**

- Read out the questions or ask students to read them silently. Ask questions to check comprehension.
- Put students into pairs or small groups to discuss their answers. Alternatively, give students time to think about their answers individually. Elicit answers, giving the answer yourself if necessary. Where appropriate, ask students to justify their answers by quoting the sentence(s) from the text.

Reading in class:

Ideally, students should be encouraged to read the articles before coming to class. This allows them time to read through the comprehension questions and think about their answers. However, the articles can also be read in class, which would simulate the time constraints of the various exams' reading comprehension. In either case, each student should have an opportunity to read part or an entire article aloud in class. The teacher should use this opportunity to check for possible pronunciation errors, which can be identified after the text has been read. Proper pronunciation is critical at this level.

Some extra suggestions for Reading:

- Students can be asked to read a text at home and do some preparatory work of their own, and then come to class with questions about the content.
- The teacher can pre-teach certain words and expressions in a dialogue of discovery with the class, and then the students can read the text in silence.
- In large groups, students can work in pairs or groups with a new text, using their own knowledge, dictionaries, and questions from the teacher.
- The teacher can assign the text to be read in small sections, a paragraph for example, each section to a different group. The different groups work on their fragment of text and then tell the rest of the class about it. One of them can read it aloud, as long as the others can't see the text themselves.

3 SPEAK YOUR MIND**Time:** 20–30 minutes

This section is an innovative way of combining the chance to discuss the topic and also activate some key functional language. Four or five questions in this section give the class an opportunity to voice opinions on a wide variety of issues related to the unit's subject area. It is important to try to get students using the **Language Bank** phrases, where appropriate. Although this can be somewhat mechanical if pursued too rigorously, using the phrases will enable further practice and allow you to evaluate the accuracy of the phrasal usage.

This activity can be extended as long as class time allows. Use the extra questions (EQ) to help keep the discussion going if necessary.

It is also important to bear in mind that with any productive task, speaking or writing, successful completion of the task is more important than actually using the target functional language. In other words, if students carry out the task successfully, but don't use any of the target expressions, this is not a reason to criticise them!

Using SPEAK YOUR MIND:

- Go through the relevant **Language Bank**. Either read out the sentences yourself or ask students to read it out. Teach any new language.

- Read out the questions or ask students to read them out. Check comprehension by asking questions.
- Put students in pairs or small groups to discuss their answers. As students talk, walk round and listen to students, noting major errors. Alternatively, give students time to think about their answers individually.
- Elicit answers and encourage discussion. Make notes of students' major errors, particularly errors involving the target structure and vocabulary items. It's probably best to point out major errors after the discussion and write the correct versions on the board.
- It can prove to be very helpful, in a follow-up session, to briefly go through the activity again as a way of revising the language.

4 LISTEN / WATCH AND LISTEN**Student's Book unit, page 3****Time:** 20–25 minutes

Listening is a vitally important language skill and it is important that listening material should sound authentic as well as interesting. The DVD-ROM includes 20 tracks, with a video or audio clip for each unit. The blue symbol (Ⓜ) next to the title shows the track number on the DVD-ROM.

The **audio and video script** for the audio and video clips is also on the DVD as PDF files that can be opened on a PC and in the Teacher's Guide on page 153. See **Using the DVD-ROM** on page 152.

The clips have been carefully chosen for provocative content to stimulate discussion. They also reflect a global perspective with a mix of different accents from the UK and other English-speaking countries.

Using LISTEN / WATCH AND LISTEN:

- This section always has an opening discussion featuring questions relating to the issue in the listening activity. There is also a photo or photos as a prompt. The Teacher's Guide contains background information on the context of the track.
- The next question asks students to predict what may happen in the listening activity based on what they already know about the subject. At this point, you play the track for the first

time so students can answer a set of listening comprehension questions. These questions test the students' ability to find specific information. The students can answer these questions as a group. Answers are provided in the TG.

- In some of the listening activities there is a question to allow students to speculate on what will happen next in the clip. This helps students practise commenting on or imagining how the narrative might continue. The audio or video clip pauses for the teacher to discuss the question with the students.
- The final question asks students to address the underlying theme. You can again stress that students should try to practise the **Language Bank** phrases and new vocabulary from **Word Power**.

5 TEAMWORK

Time: 15 minutes

This section is a creative brainstorming activity. The idea is to help students become more spontaneous in generating ideas for discussion. This is particularly important in the interactive and conversation phases of the GESE. Each unit provides different brainstorming techniques that will be helpful outside the class.

The outline of the activity is explained in the **Scenario** section of the book. These activities are designed for pairs or groups of threes, which will maximise the students' speaking time. If you feel the students need more work on presentations, most Teamwork activities can be adapted so that the findings can be presented to another pair or the class. In addition, each unit provides important background information and additional questions to extend the activity as desired.

Using TEAMWORK:

- Divide students into pairs or groups, according to the numbers needed in the Teamwork activity.
- Ask students to read the Scenario and ask questions to check comprehension.
- Encourage students to enjoy themselves! Walk round and listen.
- Remember the golden rule of brainstorming – all ideas are valid and should be recorded. Editing, criticising or rejecting ideas should wait until after all ideas have been elicited.

- Students can present the results of their brainstorming session to the class.

6 CONTROVERSY

Time: 25–40 minutes

This is one of the most innovative sections of the *QSE Advanced* Student's Book. It deals with a deliberately controversial issue related to the topic of the unit to ensure that students practise using their argument skills in a debate. It is essentially an opinionated **role-play**. The roles are explained in abbreviated form on the page of the Student's Book.

Usually, the students divide into groups of four, but this is only recommended because it reflects the traditional number for debate teams. The activity will also work with groups of three, two or even one-on-one debates. Consider your class size and needs in making this decision.

Once the class is divided into groups, you can either let the groups pick a side for the debate or assign them a side. The students should have about five to ten minutes to brainstorm arguments for their side, then you can then let them begin debating.

In formal debating, usually one member from one side gives a statement, followed by a statement from a member of the other group, until all group members have spoken. Then each member can offer rebuttals in turn. However, you can let the debate be as formal or informal as you wish. You can find more rules about debating at:

<http://debate.uvm.edu/default.html>

www.debate-central.org

www.qub.ac.uk/edu/nicilt/fd/fredebate.htm

The Teacher's Guide notes for each unit provide important background information and additional questions to extend the activity as required.

- In many cases, students are being asked to take on the role of someone who may be outside their experience and, more importantly, who may have opinions and beliefs which are not the same as their own. There are two ways to deal with this:
- Tell students that they don't have to play the role if they feel uncomfortable with it.
 - Tell students to try the role anyway, as it will be good communication skills practice and may come in useful in an examination.

The problem with the first of these solutions is that a lazy class can end up doing nothing at all! The problem with the second is that students may feel upset about having to express certain opinions, especially if there are cultural reasons why they object to taking a certain role. The teacher will know where there are sensitivities, and could opt to omit this activity, if it is too controversial. But controversy is the name of the activity!

Even so, we feel that the second option is the better one, and students can be mollified by knowing that the tasks are designed in a very systematic way to help them with their fluency.

Using **CONTROVERSY**:

- Divide students into groups.
- Make sure the students have time to familiarise themselves fully with their role. Ask questions to check comprehension.
- Ask students to look at the points made for each side, which they can pick up on, as well as adding their own ideas.
- Students have their debate. Encourage them to enjoy themselves! Walk round and listen.
- Ask the class for their comments, both positive and negative.
- Ask students for their real opinions.

7 PORTFOLIO WRITING

This section provides guidance for the students to carry out writing tasks. The tasks include emails, letters, articles, reports and creative writing.

Portfolio Writing is a student-centred activity that many teachers and learners will find motivating and creative.

An ISE III writing portfolio should include the three best samples of the student's work; one from:

- Letters or emails
- Reports, articles or reviews
- Creative writing

Each unit provides sources for additional online or library research. This section helps students with the Topic discussion and Conversation phases.

This section can alternatively be used as a controlled writing activity by asking students to write the essay in class in a given time. This would

help students with the Writing sections of the Cambridge CAE, IELTS and IGCSE.

Using **PORTFOLIO WRITING**:

Writing

- Let students choose either activity A or B for each unit.
- Writing activities should be done outside class.
- Actively encourage students to practise new vocabulary, phrases or idioms in their writing.
- Make sure students use the correct writing styles (formality, diction, etc.) and formats (letters, emails, etc.)
- Get students to use a thesaurus and dictionary actively.
- Get students to brainstorm ideas for their work in groups or pairs.

Corrections

- If students use a word processor, make sure they first try to write without using a spellchecker or a grammar check. They can do this by turning off the autocorrect function, or simply changing the 'text language' of the document.
- Students could correct each other's work in the next class before handing them in.
- Prepare a sheet with examples of mistakes from different students. Discuss in class how to correct these.

8 CLIL in English

Student's Book unit, page 4

Time: 20–30 minutes

In this section, the cross-curricular aspects of the central unit theme are explored. The title of each **CLIL** (Content and Language Integrated Learning) section makes this connection clear. Titles include **PSYCHOLOGY in English** or **BUSINESS STUDIES in English**. This also addresses a major component in the Advanced Stage of the Trinity GESE – topic presentation and topic discussion.

The input material to be read is more dense and challenging (although it is always short) and different from the articles in the **Reading** section. Information is also presented as statistics, charts or maps, as well as more conventional reading texts. Cross-curricular material is more and more in

demand by teachers and syllabi. We think there is great value in cross-curricular study, with students using English to accomplish tasks which refer directly to other aspects of their studies or work.

The activities are done in pairs and sometimes groups of three. In mirroring the small group size of one-on-one interviews, this activity allows for increased speaking time and reduces the students' fear of public speaking. The activity has two parts: a presentation followed by a discussion of the presentation and an associated question or questions. After the presentation, it is important that the others ask the presenter a question. This helps practise the situation that requires students to answer examiner questions about their chosen presentation. There will also be EQ or other material in the TG to help you begin or extend these sections.

Students who excel in the particular subjects under discussion in this section may of course find them easier to deal with. They will even be able to help the rest of the class who may not be as expert in these subjects as they are. For example in **ENGINEERING in English** in Unit 17 students who are engineers should be encouraged to show the rest of the class (and the teacher) what they know – as long as it is in English. The advantage of this is that these students can then help other students.

Using the CLIL section:

- Explain the task and check comprehension. Students work individually or in pairs or small groups to complete the task.
- Give the students between 10 to 15 minutes to read the text and prepare the material for a presentation. You can circulate at this point to answer any questions students may have and to discuss any background material which may be included in the TG. Encourage students to use the vocabulary from **Word Power**, where appropriate, and phrases from the **Language Bank**.

Note: The Workbook includes Speaking Strategies activities students can use to help them improve their presentation techniques.

Alternative suggestions:

- You can give the presentation part of this activity for homework to be presented in the next class.

This allows for extra research but may cut back on presentation spontaneity.

- You can choose different students to make their presentation in front of the whole class. The more exposure that students have to public speaking, the better the students will do in the topic presentation, however, this may be fairly intimidating to some students and should be considered carefully.
- You can have the pairs join another pair to give their presentations again. This time ask the students to evaluate the presentation according to the content, speaking style, eye contact, body language and so on.

9 FURTHER DISCUSSION

Time: 20 minutes

This section allows students to address more questions about issues relating to the subject area. This section will help students in the conversation phase of the different exams.

The students work in pairs again to make sure they have more speaking time in class. You should again try to get the students to practise using the phrases from the **Language Bank** and the vocabulary in **Word Power**, where appropriate.

Using FURTHER DISCUSSION:

- Make sure that the students understand the questions they are going to discuss.
- Put students into pairs to discuss the questions.
- While students are discussing the points, walk round and monitor students' use of language and grammar. You can also help the discussions along by using the EQ in the TG.
- After students have finished discussing the questions in pairs, you could ask one or two pairs to re-enact their conversation in front of the class to present their ideas to the class or you can discuss the main points again as a class.
- Go through any significant errors and write the correct versions on the board.
- In a follow-up session, you could ask students to go through the conversation again with a different partner. This is a good way to revise the language.

10 *Your answer*

Time: 5 minutes

And finally, we come back to *The BIG question* which started the unit and which serves as a review of the unit as a whole. Students will now be in a much better position to answer it. To prove this, we recommend that, before you start using the book with your class, you experiment by reading *The BIG question* of a particular unit and making a note of what your answer would be on first reading. Then read and listen to the unit content, and read the question again. Is there anything you would change or add? We think so, and we are sure that students will benefit from this approach.

As usual with *QSE* activities, this section offers guidance, and even lists opinions that the students might feel happy to express themselves. Some students will of course prefer to express themselves in their own words, but the 'sample opinions' are valuable for equally opinionated but less articulate students.

Using YOUR ANSWER:

- Ask students to look back to *The BIG question* and the answers that they noted down. Ask them to think about their answers for a few minutes and whether their opinions have changed.
- Read out the questions and the answers or ask students to read them out. Explain that the answers are just examples – they don't have to agree with them.
- Put students into groups to discuss the questions. Walk round and listen, noting major errors.
- Afterwards, or alternatively, have a whole class discussion, encouraging students to reply to each other. You can also use the EQ in the TG to address any related issues.
- Point out major errors and write the corrected versions on the board.
- Ask students if their opinions have changed since they first answered *The BIG question*, and if so, why?
- For homework, ask students to write one or two paragraph answers to the questions.

EXTENDED READING

Time: 20–30 minutes

Three **Extended Reading** units are placed after units 7, 14 and 20. The authentic reading texts here are longer than the reading texts on page 2 of the main units. As the main units are heavily weighted toward speaking activities, these three units aim to balance out the amount of reading and writing practice. Each text is approximately a thousand words, which places them within the exam framework for the ISE III and the UCLES exams' long reading sections.

Each unit contains five activities. These units can be done in class or most often as homework. In either case, you will need to go through the answers in class. Answers are given in the Teacher's Guide.

Using the EXTENDED READING:

Reading

This activity is similar to the Reading activity in main units. The TG includes answers and EQ.

Idioms

At advanced level, it is important for students to be able to show a knowledge of and ability to use idioms. In this activity students find idioms in the text based on definitions. The students must then put the idioms into the appropriate gaps.

This activity asks students to read the text in more depth trying to find a certain number of idioms or phrases. To make sure students understand the meanings of these you can ask EQ when you are going through the answers.

Portfolio Writing

This section is similar to the main units. The first question in each of the three units complies with the ISE III Controlled Writing Task 1 requirements and the IGCSE Part 2. It can also help students summarise opinions about the subject area. The second question is a creative writing activity that is suitable for Trinity ISE and Cambridge CAE, IGCSE and IELTS. There is a third question in Extended Reading 3 that is not exam-specific, but it does challenge students to develop their ideas much further.

Interactive task

This activity is based specifically on the Interactive Task in the Trinity GESE. However, it is an excellent way for students taking other exams to develop their spoken abilities. A student is required to take the responsibility for maintaining interaction in a discussion for up to five minutes.

- Go through the relevant **Language Bank** as outlined in **Speak Your Mind** and **Controversy** notes above. Elicit ways of incorporating the functional language into the students' conversation.
- Put students into pairs or groups to make notes in preparation for the task. It can be helpful to ask one of the more confident groups to go through the task. As they do so, make notes of helpful new vocabulary and phrases. Afterwards, elicit / teach these items.
- Students then go through the task.
- Proceed as outlined above at the same stage in the **Speak Your Mind** and **Controversy** notes.

GLOSSARY

At the back of the Student's Book there is a unit-by-unit monolingual **Glossary** section. This contains approximately 20–40 head words per unit, with English-language explanations in the style of popular learner's dictionaries. This does not replace a dictionary, which students will need and should use frequently, but it does provide a quick reference to the most difficult vocabulary in a lexically rich book.

LANGUAGE BANKS

There are **20 Language Banks (LBs)** on the **cover flaps** of the Student's Book. In this way they can be kept open in front of the students for constant reference. There is a LB for each of the **functions** listed in the scope and sequence of the course (see Contents pages 4–7 of the Student's Book).

Students should be encouraged to use the LBs for ready reference in speaking activities particularly. Each LB can be used in conjunction with many different units of the book. However, each one is introduced and practised for the first time in the order of units shown in the contents. Reference to the new LB for each unit is usually made for the first time in Activity 1 **Word Power**. Thereafter

students are expected to be able to use the LBs on their own initiative, and when prompted in the text.

WORKBOOK UNITS

The *QSE Advanced Workbook* section is designed to be done as homework, but you should go through the answers in class to discuss particular points, notably the idioms. There are four parts to each unit, with a Speaking Strategies activity that appears in every other unit (see below). Answers can be found in the Teacher's Guide.

The contents follow those of the Student Book units, the aim being to reinforce knowledge of the main themes as well as provide further practice with vocabulary and the **Language Bank** functions, language structures and writing skills in the main unit.

Using the WORKBOOK pages:**Word Power**

This activity picks up from where the main unit **Word Power** leaves off. Students will need to make use of the vocabulary, phrases and / or idioms in the **Language Bank**.

Use of English

This activity gives students the chance to practise some key grammar points. This section usually has exercise material in the format of the Cambridge CAE, Paper 3, of Use of English. Students will find some of the grammar points covered in the Language Bank. Refer to the contents page for more information.

In most cases, this section will also be in the form of a text that will allow students the opportunity for further reading and more information on the subject area. If you feel it is appropriate and you have time in class, you can use the EQ to help you explore the issues brought up in the texts.

Writing

This section gives students even more opportunities to write for their ISE III Portfolios and practise their writing for use in Cambridge CAE, IGCSE and IELTS. Refer to the **Portfolio Writing** section above for tips on use. The choice of tasks is of the length and type specified in various exams. The writing tasks are diverse and

include conversations, interviews, letters, emails and for / against opinion pieces. We hope to encourage students to appreciate the differences in register and style that are needed when writing for different purposes. The tasks here are useful ideas for homework, as they follow up work covered in the Student's Book unit.

Speaking Strategies

This section (which appears in every other unit) is very important for helping students to improve their presentation skills and their presentations in general. These are written activities, but they provide phrases, practical tips and techniques for organising presentations, opening lines, creating emphasis and creating rapport that can be used in the actual GESE topic presentation. After completing each Workbook unit, you should try to get students to incorporate these tips into their next presentation.

Idioms

As discussed above in the Extended Reading section, appropriate use of idioms is an important part of determining whether a student can communicate on a more advanced level. Idioms may appear last in the Workbook units, but they are certainly not least in the terms of importance. You should make sure that students answer the question: What do these mean? This will help you to determine whether they have a real grasp for the meaning and use or not.

There are several ways you can try to incorporate these idioms into communicative practice. Firstly, you can use the EQ in the Teacher's Guide, which will get students using the idioms in a real way. Secondly, you can ask students to use the idioms in writing tasks. Thirdly, you can try to organise the use of these idioms into a continuing 'competition', for example, whoever correctly uses the idioms first in the next class gets a point. You can keep track of these points over the course.

TEAMWORK SCENARIOS

This section contains the scenarios for the **Teamwork** activity in the main units. See **Teamwork** notes above.

QSE DVD-ROM and online material

The **Student's DVD-ROM** for *QSE Advanced* contains the video and audio clips and scripts and Using the DVD-ROM. The material from the Teacher's DVD-ROM is now available online at www.brookemead-elt.co.uk/downloads where there are over 250 pages of text files (PDF), including teacher's notes, answer keys, practice pages for the **CAE, IELTS** and **IGCSE** exams, plus audio files (MP3) for the exam practice **Listening Tests**. This means that teachers can in fact do without the printed copies of the Teacher's Guide if they wish to.

From the opening menu of the Student DVD-ROM, the teacher is able to scroll through to various menus, in addition to the audio and video clips:

1. **About QSE** – Information about the book and the *QSE* series.
2. **Using the DVD-ROM** – Instructions for use.
3. **Audio & Video Scripts** – All the transcripts of the video and audio clips.

Available online:

4. **Teacher's Notes** – All the pages of the Teacher's Guide in printable PDF files. These include the Introduction to the course, Contents, Materials Map, Teacher's Notes for all 20 Units and three Extended Reading sections.
5. **Exams (CAE, IELTS, IGCSE)** – All the printed pages of the exam materials for IGCSE, CAE and IELTS. There are seven audio files for the Listening Tests, with transcripts. There is a **Placement Test** for use at the beginning of the course. There is also an Introduction to using the exam materials.

QSE METHODOLOGY

The units are topic-based. The **topics** we have chosen are genuinely affective – stimulating, controversial and designed to make students want to express their own views in speaking and writing and to help them do it. Activities promote the sharing of ideas and opinions, the aim being to present both sides – or sometimes many sides – of a highly debatable issue. The issues chosen are those that affect everyone in our **globalised society** – from the highly personal (exams, ambition, education, finding a partner) to the most public of debates (environment, oil, peace, fame).

Vocabulary enrichment

Because all the topics are real life issues, and the input materials for them are from authentic sources, the vocabulary range is challenging. *QSE* is intentionally a rich source of new vocabulary for students' use. The benefit for students is that they have to deal with language they would actually meet in genuine written or spoken exchanges with native English speakers.

In addition, we provide activities to help students understand and activate new terms or concepts, both before they read or listen and afterwards. Then, after they have worked through the Student's Book activities, the Workbook section recycles and practises vocabulary items. This too helps learners to consolidate their knowledge and to become more confident in using the structures and expressions they have learnt.

Unit development

There is a systematic and structured development in each unit, which follows a logical cognitive pattern – words, ideas, grammar awareness, reading, discussion, listening, writing, followed by the cross-curricular (CLIL) information which relates the topic to other subjects the students may be studying. Finally, the wheel comes full circle and students, older and wiser, answer the question that started the whole thing off.

Internet sources

There are lists of **internet references** for further research in each of the unit-by-unit sections of this **Teacher's Guide**. We also recommend that teachers and students take advantage of the fantastic research and study opportunities offered by search engines such as Google. Online sources are correct at time of print. The publishers cannot guarantee that websites will not change. This is the reason why the internet links have not been printed in the Student's Book. Both teachers and students should be aware that all websites and online resources are constantly changing. They should be checked

before they are used for educational purposes. **The contents of any online references cited in this book do not represent the opinions of or any manner of endorsement from the publishers, who cannot be responsible for any online content beyond their control.**

QSE illustrations

The illustrations in this book have been carefully chosen to be an affective resource in their own right. They are mainly news-style photographs, not included simply to decorate the page, but to be used as a resource. As in the best of printed and online competitive media, the pictures are designed to draw students' eyes when they open the book at a particular spread.

We suggest that, especially when you look at the opening double-page spread of the unit, you should start with an activity about the photos. Students can describe them but they may also want to comment on them.

In the **Viewpoint** and **CLIL** sections there are often graphs, diagrams and charts. Students going on to business English qualifications, such as the Cambridge BEC and IELTS for academic qualifications, have to be familiar with describing and using graphs in English.

Many forms of testing today require students to discuss and comment on images, and the pages of *QSE* provide ample opportunities for students to develop this form of **visual awareness**, which is such an important part of modern literacy and communication.

QSE Photocopiable Resources

On page 174 there is an introduction to the *QSE Advanced* Photocopiable Resources, which start on page 176 of this Teacher's Guide, for examination practice.

We hope you enjoy using *Quick Smart English Advanced* and find the ideas in this Teacher's Guide useful.

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