Introduction - Welcome to *QSE Advanced*

- *Quick Smart English* is a topic-based English language course for levels B2 to C1 in line with the **CEF** (**Common European Framework**).
- *QSE* uses affective, topical and sometimes controversial reading and listening material to present and revise structures and vocabulary and to develop communication skills.
- The language structures are those found in widely-accepted international curricula.
- The topic-based vocabulary is wide-ranging and based on real-life ideas and issues.
- The learning tasks include integrated skills activities, with a particular focus on speaking.
- Integrated **CLIL** (Content and Language Integrated Learning) activities are in each unit.
- Although *QSE Advanced* is not a dedicated exam preparation course, the structure and vocabulary practice, skills work, question types and supplementary test materials are all designed to help students prepare for international ESOL examinations.
- *QSE Advanced* is designed to cover a 70–80 hour course, although it can also be used in modules for skills development, in particular speaking practice.

QSE and the CEF

The structure and approach of the course are based on the Council of Europe's Common European Framework of Reference (**CEF**). Like the CEF, *QSE Advanced* takes a very broad view of what language students need to learn in order to use a foreign language and what knowledge and skills they need to develop so as to be able to communicate effectively. *QSE* aims to provide the widest possible cultural context, using examples from the great cultural diversity of global English (British, American, Australian, South African and others).

QSE helps to provide learners with strategies to activate general and communicative competences in order to carry out the activities and processes involved in the production and reception of texts and the construction of discourse dealing with particular themes.

The objectives, content and methods of *QSE* follow the guidelines of the **CEF**, aiming to equip students to deal with communicating in English, not only in English-speaking countries, but also in using the language as a *lingua franca* in other countries. *QSE* helps students to exchange information and ideas and to communicate their thoughts and feelings. Its wide range of topics, many of which are unusual in EFL courses, help students to achieve a wider and deeper understanding of the way other people live and think and of their cultural heritage. The methods of teaching language and learning with *QSE* are based on the needs, motivations, characteristics and resources of the learners themselves. The course is above all student-centred. The language learning activities are based on action-orientated tasks and relevant authentic texts (oral and written).

The topics (including the CLIL materials) help students to face the modern challenges of international mobility and closer co-operation, not only in education, culture and science but also in trade and industry. *QSE* aims to promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

The course visits all four **domains** identified by the CEF. The Public Domain, for example, is represented in many units including environmental issues in Unit 8, society in Unit 18 and economic issues in Unit 7. The Personal Domain is visited in Unit 10 (Young people's rights), Unit 9 (Independence) and Unit 20 (Young people's behaviour) among others. The Educational Domain features in Unit 16 (School curriculum), and the Occupational Domain appears in Unit 3 (Ambitions).

The CEF is a framework not only for language learning, but also for **assessment**, which is central to the methodology of *QSE*. *QSE Advanced* is compatible with preparation for a variety of international English examinations. *QSE Advanced* features a special set of exam preparation materials for the UCLES Cambridge suite of exams – CAE (Certificate in Advanced English) level, IELTS (International English Language Testing System) and IGCSE (International General Certificate of Secondary Education). Trinity College London recognises that *QSE* makes a valuable contribution to preparation for the Graded Examinations in Spoken English (GESE) and Integrated Skills Examination (ISE). Other levels of *QSE* are coordinated with other Cambridge exams – *QSE Pre-Intermediate* with **PET** level and *QSE Intermediate* with **FCE.** The chart below shows how the various levels of the *QSE* course have been planned to match the levels of the CEF and the requirements of international examinations.

BROOKEMEAD ENGLISH LANGUAGE TEACHING

QSE levels, the CEF and international examinations

QSE	Common European Framework (CEF)	UCLES (University of Cambridge ESOL)	Trinity College, London ESOL	Michigan / HAU	TOEFL (New TOEFL)	IELTS	Edexcel London Test of English
Quick START English (in preparation)	A1-A2	KET (Key English Test)	GESE Grade 1, 2, 3				Level (A1) **1**
QSE **Pre-Intermediate**	A2-B1	PET (Preliminary English Test)	ISE 0, ISE I, GESE Grade 4, 5, 6	BCCE		3.0 to 4.0	Level 1-**2**
QSE **Intermediate**	B1-B2	FCE (First Certificate in English)	ISE II, GESE Grade 7, 8, 9	ECCE	450-525 Target 485 (NT 163)	4.0 to 5.5	Level 2-**3**
QSE **Advanced**	B2-C1	CAE (Certificate in Advanced English)	ISE III, GESE Grade 10, 11	ALCE	Target 525 (NT 197)	5.5 to 6.5 / 7.0	Level 3-**4**

QSE Advanced takes students from Level **B2** to **C1**. These are the **CEF Reference Levels Global Descriptors** for the two levels.

	B2 ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▬ ▶ C1	
Listening	• I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news current affairs programmes. I can understand the majority of films in standard dialect.	• I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
Reading	• I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	• I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised linguistically complex articles and longer technical instructions, even when they do not relate to my field.
Spoken interaction	• I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	• I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.
Spoken production	• I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	• I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Writing	• I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	• I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.

QSE for exams

QSE is not designed to be a specific exam-preparation course, but no teacher or class these days can ignore the fact that exams are a very important and almost unavoidable presence in the language classroom. All international exams today have been written or have been calibrated to fit into the levels and requirements of the CEF, however, styles of examination differ. As *QSE* is a course with a very strong emphasis on **spoken English** and developing **oral skills**, the author decided to use the syllabus of the **Trinity College, London, GESE** (Graded Examinations in Spoken English) and **ISE** (Integrated Skills in English) examinations for the core subject areas. However, we are aware that many students will take other exams, so there are many question types, tasks and exercises in the Student's Book and Workbook that provide exam practice in all four skills for several exam types. In addition, there are special photocopiable pages in this Teacher's Guide that practise the **University of Cambridge CAE, IELTS and IGCSE** – see details below. This makes *QSE* an ideal course for general study at the end of which students may go on to take a variety of exams, including those of Trinity and Cambridge.

QSE and Cambridge / Trinity / IELTS / IGCSE exam practice

QSE is not an exam-practice book; students taking any examinations should prepare by using actual sample papers before they sit any exams. However, *QSE* does provide a great deal of practice in every skill necessary for these.

Reading: Throughout the book there are many reading comprehension tasks, many of which are in specific exam formats, while the remainder practise the same skills in other formats. For example, the format of CAE Paper 1 Part 1 is specifically used in Units 3 and 17. Also, the IELTS Reading Passage 3 is covered in Units 5 and 18.

Writing: The Portfolio Writing section provides practice in CAE, IELTS and ISE-style writing tasks, as does the Portfolio Writing section in the Workbook. In particular, the ISE III Portfolio Writing tasks are seen throughout the book. Most can be used to simulate the Controlled Writing Tasks as well. The CAE exam practice pages for Units 4, 9 and 13 provide tasks in the precise format of the CAE exam, while IELTS Task 2 is practised in Units 1, 4 and 13.

Use of English
In almost every unit of the Workbook there is practice in CAE Paper 3 Use of English tasks. These are in abbreviated form, as it is not necessary to practise a complete exam paper for every activity. Each of the CAE exam practice pages provides tasks in the format of the Use of English paper and covers all question types.

Listening: Many of the listening activities in the units are based on CAE and IELTS-style tasks. With 80 minutes of audio and video material, *QSE* provides ample listening material.

There is also additional exam listening practice for IGSCE, CAE and IELTS on the DVD-ROM (see page 152 and 200–203, 204–208 and 244–247).

Speaking: All the speaking activities in the units practise the skills and functions necessary for the Cambridge CAE, IELTS, IGCSE and Trinity ISE III exam.

Exam practice pages

In this Teacher's Guide there are photocopiable exam practice pages from page 176, with an introduction about using the *QSE* Photocopiable Resources on page 174 of this Teacher's Guide. There are 27 pages for the **Cambridge Advanced English** exam, 20 pages for the **IELTS** exam and 28 pages for the **IGCSE** exam. You can use these pages at the same time as the main units, or separately for homework. Each set of materials can be marked by the teacher using the exam answers section.

QSE and the Trinity College London GESE and ISE exams

Because they are based on the structures, functions and subject areas of Trinity's Advanced (Grades 10 and 11) Graded Examinations in Spoken English (**GESE**) and Integrated Skills in English (**ISE III**) Examination (covering CEF levels **C1** and up), the units in the *QSE Advanced* coursebook provide a thorough preparation for students wishing to take either oral or integrated skills examinations at these levels.

The **READING** (Activity 2 of each unit) and **LISTEN / WATCH AND LISTEN** (Activity 4 of each unit) sections in the book familiarise students with the vocabulary specific to the subject areas in the Trinity examinations. Students then learn how to present and discuss their knowledge and ideas with the examiner in **TEAMWORK** (Activity 5), **CONTROVERSY** (Activity 6) and **the topic in English** (Activity 8) in each unit, using the appropriate structures and functions.

Students should select a **topic** that they are interested in, knowledgeable about and able to talk readily about. In preparing the topic, candidates should be actively discouraged from producing and memorising a written text, as this will have an adverse effect on the candidate's pronunciation and ability to use spontaneous spoken English. They should also prepare enough material to discuss the topic for up to five minutes. The discussion should provide opportunities for the candidate to use the language of the specific grade, for example at Grade 11 or ISE III, vague or imprecise language and expressions for downplaying.

In the Topic phase of the Trinity Advanced exams the candidate needs to be prepared to:
- Invite questions and comments from the examiner about the content of the presentation
- Engage the examiner in a discussion of some of the points made in the presentation
- Respond to the examiner's challenges and requests for clarification or elaboration.

Candidates may like to take with them into the exam one or more pictures, photos, models or other suitable objects to illustrate their prepared topics.

The **INTERACTIVE TASK** in the Student's Book (Extended Reading Sections 1, 2, 3) gives students the opportunity to prepare for the Interactive Task phase of the GESE and ISE exams at this level. Here candidates are expected to be able to:
- Take responsibility for the discourse with the examiner
- Use turn-taking to maintain a natural flow to the discourse
- Relate their own contributions with those of the examiner
- Negotiate toward a successful conclusion.

QSE and CLIL

One of the most significant aims of recent educational thinking in many countries has been to make learning a relevant preparation for the students' real lives in the widest sense. This can mean not just relevance to vocational training but also to personal development, citizenship, further education and the use of information technology. In addition, education reforms in many countries now encourage a greater emphasis on political, economic, historical and cultural world awareness, as globalisation affects everyone's lives.

QSE features a cross-curricular **CLIL** (Content and Language Integrated Learning) topic as part of every unit. Many reflect the nature of the modern syllabus with subjects like Business Studies, Law and Information Technology. The course approach to CLIL also reaches out more widely to embrace a range of topics that interest and are useful to students even if they are not being formally studied. These include ideas such as Psychology, Meteorology, Social Studies and Public Relations.

In *QSE,* CLIL is truly integrated so that it becomes a natural part of what we use language for – talking about the things that interest us.

The objective of the cross-curricular sections in this book is not to add to the students' own knowledge of subjects. Instead it is to equip students with an English-language strategy (and the relevant conceptual and linguistic tools) so that they can extend their understanding of the world through the use of a foreign language.

'CLIL is an approach to bilingual education in which both curriculum content – such as science or history – and English are taught together.….. Hence it is a means of teaching curriculum subjects through the medium of the language still being learned.….. CLIL can also be regarded the other way round – as a means of teaching English through study of a specialist content. … CLIL is compatible with the idea of JIT education (i.e. Just In Time learning) and is regarded by some of its practitioners as the ultimate communicative methodology.' (David Graddol, *English Next*, British Council, 2006)

QSE and Multiple Intelligences

The theory of Multiple Intelligences, first posited by Dr Howard Gardner in 1983 and modified many times since then, has divided teachers and educators as much as it has brought them together. But this is really a matter of the details. Most educational theorists now agree that the long-established methods of teaching and testing, which only appealed to a learner's linguistic or logical-mathematical intelligences, work well for some students but exclude others whose intelligences are of a different type.

What we have tried to do in this book is address certain other aspects of the theory, particularly the distinction between interpersonal and intrapersonal

intelligences. Students do not always want to interact with each other and provision needs to be made for 'lone' activities as well as pair and group work. Auditory learners will find plenty of stimulation in the varied audio material on the DVD-ROM. The video extracts on the DVD-ROM will attract visual learners, as will the photos that make the texts come alive.

We have also tried to balance giving teachers and learners what they like, expect and are used to and giving them something new and different, without making them alarmed or uncomfortable.

English as a meme

Content and Language Integrated Learning (CLIL) represents an evolution in second-language acquisition. It is an idea that is changing the way people learn English. One of the key concepts of CLIL is that, by changing the context in which a foreign language is learned, teachers can make it more relevant to the students' needs and thus more readily acquired.

In 1976, Professor Richard Dawkins of Oxford University suggested that there are units of cultural inheritance and transfer which he called 'memes'. He suggested that they work in a way that is similar to the way that genes pass on biological information. Memes are ideas (such as the Earth is flat) or fashions (like short skirts) or skills (such as skiing), which can be rapidly transmitted from one person to another.

The skill of speaking English as a foreign or second language is now a globally successful idea, or meme. Over a billion people worldwide are learning English as a foreign language. Dawkins and others think that memes reproduce by both mutation and recombination, rather like genes in the process of biological evolution itself. A mutation in thought may take centuries to take root. For example, Leonardo da Vinci's ideas on mechanical flight did not catch on in the 15th century because the technical environment of the time could not support them. Five hundred years later, the meme of flight is so commonplace we hardly question it.

Memes are also propagated by recombination, such as when existing ideas and skills come up against a new environment and adapt rapidly to suit it. Thus, mobile phones and the internet have dramatically changed the ways in which people communicate. We still talk and write, but now we do this instantly with people anywhere in the world. The result is an explosion of global communication — an extremely successful meme, evolved to fit the 21st-century environment.

CLIL may be another example of memetic recombination. The learning environment is filled with subjects like geography, history and physics. If language learning moves into these new environments, it becomes an improved meme — one that combines old ways of teaching with new situations and thus provokes students to acquire improved skills and new ideas.

Students not only learn *about* the subject of geography or maths with CLIL, they also turn the process upside down and learn the language *from* the subject. If they are already learning geography, discussing it in English enables them to recombine the subject with the second language, producing a form of learning that is better adapted to their environment. It's more fun, more relevant and more motivating, and like a gene or a meme, more successful.