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.

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.

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

QSE Advanced – at a glance

QSE Advanced consists of 20 separate units of five pages each (four pages in the main unit and a Workbook page), plus various additional materials, such as Extended Reading, Language Banks, Teamwork Scenarios and Glossary.

Every unit of the course works in the same way. The activities are varied, but the instructions are kept as simple and as similar as possible. This means that students only have to learn how to use the course in the first unit, and can then expect the same structure in the rest of the units. This makes it exceptionally clear and user-friendly, further defining the student-centred approach of the whole course.

Scope and sequence of the course:

Contents pages **Student's Book and Workbook (see also Materials Map pages 4—7 of this Teacher's Guide)**

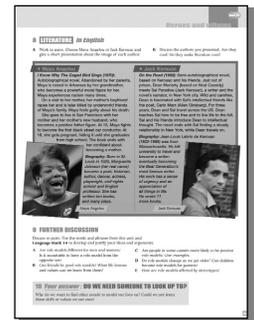## Every unit consists of:

4 Student's Book pages

Page 1:
Viewpoint: Word
Power, Reading,
Speak Your Mind

Page 2:
Reading texts
(two texts per unit)

Page 3:
Listen / Watch and listen,
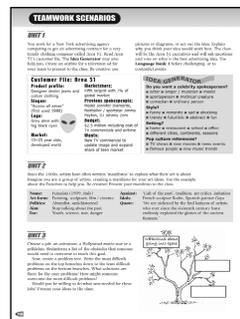*Teamwork, Controversy,*
Portfolio Writing

Page 4:
CLIL, Further
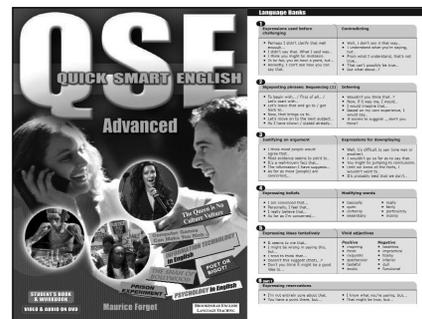*Discussion, Your answer*

1 Workbook page   *Teamwork Scenario*   *Language Bank*   *Student's DVD-ROM*
                                                                                          Teacher's DVD-ROM

Grammar, Vocabulary
Use of English, Idioms,
Writing, Speaking Strategies

Outline for Teamwork
activity

20 Language Banks, on the cover
flaps
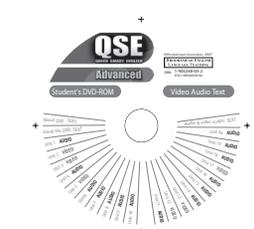
Audio and video clips
Exam practice listening
Printable exam pages
Printable Teacher's
Guide

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QSE

QSE Advanced

Teacher's Guide

3 Extended Reading sections

Reading, Idioms, Identify the idiom / word, Portfolio Writing, Interactive Task

Unit-by-unit Glossary In the Student's Book

Exam practice photocopiable pages in this Teacher's Guide
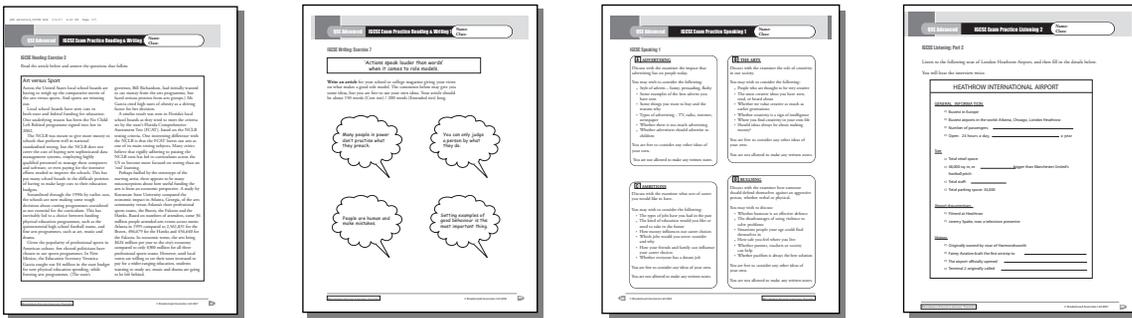
IGCSE exam practice: Reading, Writing, Speaking, Listening
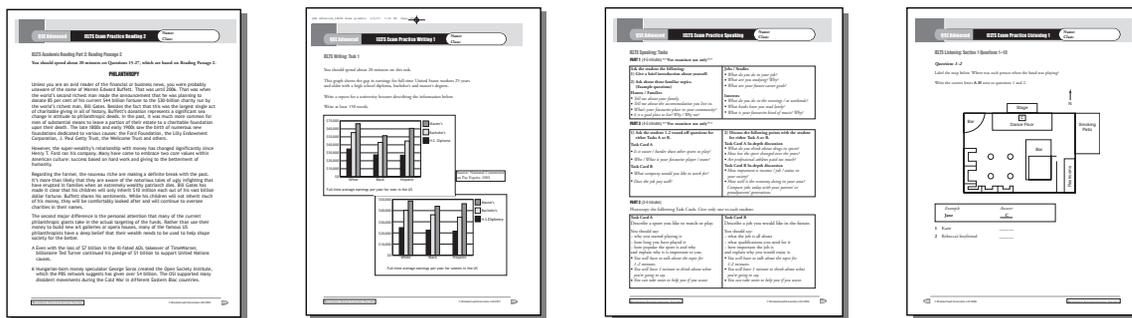
IELTS exam practice: Reading, Writing, Speaking, Listening

CAE exam practice: Reading, Writing, Speaking, Listening, English in Use

QSE Advanced – how the sections of each unit work

MATERIALS MAP OF THE COURSE
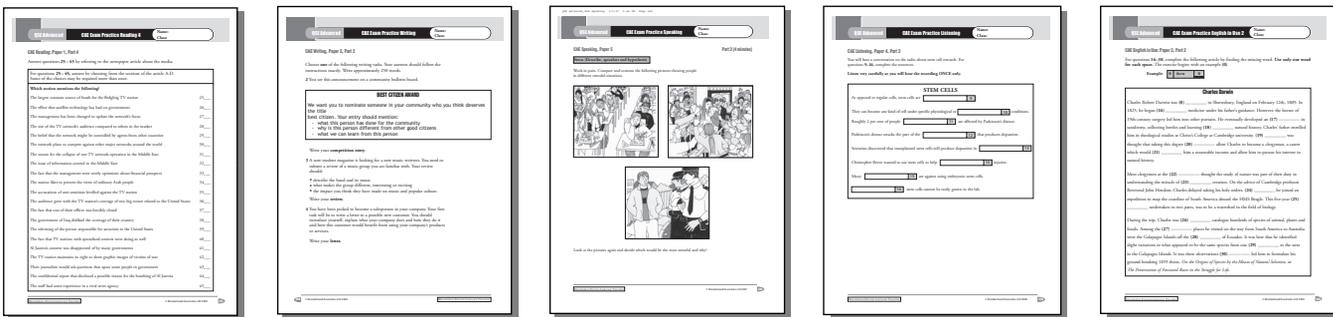
Student's Book Contents pages 4–7
Teacher's Guide pages 4–7

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 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 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 (❿) 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 important, who may have opinions and beliefs which are not be the same as their own. There are two ways to deal with this:
a) Tell students that they don't have to play the role if they feel uncomfortable with it.
b) 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 on-line 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 listen to 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.**

English in Use
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 English in Use. 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 WB 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 WB 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 TG, 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-ROMs

There are two versions of the **QSE Advanced DVD-ROM.** The Student's DVD-ROM contains the video and audio clips and scripts and Using the DVD-ROM. The Teacher's DVD-ROM also includes over 250 pages of text files (PDF), which consist of teacher's notes, answer keys, practice pages for the **CAE, IELTS** and **IGCSE** exams, plus audio files for the exam practice **Listening tests.** (Teacher's and Student's will need a version of the free program Adobe Reader (or equivalent) to open the PDF files on the DVD-ROMs.) 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 DVD 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
4 **Teacher's Notes** – all the pages of the Teacher's Book 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 six 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.

Maurice Forget

Ken Wilson, Mary Tomalin
Rebecca Robb Benne