

Introduction – Welcome to *QSE Pre-Intermediate*

- *Quick Smart English* is a topic-based English language course at various levels in line with the CEF (Common European Framework of Reference).
- *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 4-skills activities, with a particular focus on speaking.
- Integrated CLIL (Content and Language Integrated Learning) activities in each Unit.
- Although *QSE Pre-Intermediate* 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 Pre-Intermediate* is designed to cover a 70–80 hour course, with additional materials for further study and homework. 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* 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).

The objectives, content and methods of *QSE* follow the guidelines of the CEF, aiming to equip students to deal with everyday communication, not only in English-speaking countries, but also in other countries and contexts where English is used as a *lingua franca*. Today one of the most common uses of English is as a medium of communication between non-native speakers.

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 for EFL courses, help students achieve a wider and deeper understanding of the way other people live and think of their cultural heritage. *QSE*'s methods of language teaching and learning are based on the needs, motivations, characteristics and resources of the learners themselves. The course is therefore designed to be **student-centred**.

The topics (including the CLIL materials) help students face the modern challenges of global

mobility and closer international understanding, not only in education, culture and science but also in work, trade and industry. *QSE* aims to promote mutual understanding and tolerance, respect for different identities and cultural diversity through more effective international communication.

The course visits all four **Domains** identified by the CEF: Personal, Public, Educational and Occupational. In *QSE Pre-Intermediate*, the Personal Domain is represented, for example, in the topic of Family in Unit 14 and Fashion in Unit 8; the Public Domain in Shopping in Unit 5, in Law in Unit 9, in Travel and Transport in Units 11 and 13 and in Public Health in Unit 15; the Occupational Domain is to the fore in the topic of Jobs in Unit 3, the Educational Domain in Blogs and Creative Writing in Unit 7 and Learning English in Unit 16.

The CEF is a framework not only for language learning, but also for **assessment**, which is central to the methodology of *QSE*. Trinity College London recognises that *QSE* makes a valuable contribution to preparation for the Graded Examinations in Spoken English for speakers of other languages (GESE) and Integrated Skills Examination (ISE). *QSE* is also compatible with preparation for the UCLES Cambridge suite of examinations, featuring a special set of exam preparation materials at **PET** (Preliminary English Test) level in *QSE Pre-Intermediate*, at **FCE** (First Certificate) level in *QSE Intermediate* and at IELTS and CAE levels in *QSE Advanced*. The chart below shows how the various levels of the *QSE* Series have been planned to match the levels of the CEF and the requirements of international examinations.

QSE, the CEF and international examination levels

QSE	<i>Common European Framework (CEF)</i>	<i>UCLES (University of Cambridge ESOL)</i>	<i>Trinity College, London ESOL</i>	<i>Michigan / HAU</i>	<i>TOEFL (New TOEFL)</i>	<i>IELTS</i>	<i>Edexcel London Test of English</i>
<i>Quick START English</i>	A1-A2	KET (Key English Test)	GESE Grade 1, 2, 3				Level (A1) 1
<i>QSE Pre-Intermediate</i>	A2-B1	PET (Preliminary English Test)	ISE 0, ISE 1, GESE Grade 4, 5, 6	BCCE		3.0 to 4.0	Level 1-2
<i>QSE Intermediate</i>	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
<i>QSE Advanced</i>	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 Pre-Intermediate takes students from Level **A2** to **B1**. These are the **CEF Reference Levels Global Descriptors** for the two levels. There are more detailed examples of the CEF **Can-do Statements** in the four skill areas in the self-assessment charts on pages 200–203 of this book.

	A2 — — — — —	— — — — — B1
Listening	<ul style="list-style-type: none"> I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (eg very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. 	<ul style="list-style-type: none"> I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
Reading	<ul style="list-style-type: none"> I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables and I can understand short simple personal letters. 	<ul style="list-style-type: none"> I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
Spoken interaction	<ul style="list-style-type: none"> I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep to the conversation going myself. 	<ul style="list-style-type: none"> I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (eg family, hobbies, work, travel and current events).
Spoken production	<ul style="list-style-type: none"> I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. 	<ul style="list-style-type: none"> I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
Writing	<ul style="list-style-type: none"> I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example, thanking someone for something. 	<ul style="list-style-type: none"> I can write a short, simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

QSE and 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. Styles of examination differ, however. As *QSE* is a course with a very strong emphasis on **spoken English** and developing **oral skills**, the authors decided to use the syllabus of the **Trinity College, London, GESE** (Graded Examinations in Spoken English)

QSE and the Cambridge PET Exam

QSE provides practice of all the papers in the Cambridge ESOL PET exam.

PET Paper 1 Reading and Writing

Reading: All five parts of the reading component of Paper 1 (formats and task types) are practised in the photocopyable **Exam practice pages** in this Teacher's Guide (pages 146–161). Part 1: short texts with multiple choice (for example, Reading Activity 1, PET exam practice pages). Part 2: matching descriptions of people to short adapted-authentic texts (Reading Activity 3 and 11, PET exam practice pages). Part 3: an adapted-authentic text with True / False questions (Reading activity 5 and 13, PET exam practice pages). Part 4: an adapted-authentic long text with multiple choice (Reading activity 7, PET exam practice pages). Part 5: factual or narrative text with multiple-choice cloze (Reading activity 9 and 15, PET exam practice pages).

Writing: Part 1: theme-related sentence transformations. This part is practised in the Use of English section in every unit of the Workbook (For example, U1 Ex 4, U2 Ex 4, U3 Ex 3). Part 2: a short communicative message such as an email. This part is covered by the Portfolio Writing section (Activity 9) in the Student's Book (For example, SB U1 Ex 9, U5 Ex 9; WB U1 question 1, U3 question 1) and the extra Portfolio Writing tasks in the Workbook. These tasks are slightly longer

and **ISE** (Integrated Skills in English) examinations. 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 photocopyable pages in this Teacher's Guide (see pages 144–194) that practice the **University of Cambridge ESOL PET** (Preliminary English Test), plus Quick Smart Tests for each Unit. This makes *QSE* an ideal course for general study where students may go on to take a variety of exams.

than the PET tasks but practise similar text types. Part 3: a longer piece of continuous writing such as a letter or story. This is practised in the Portfolio Writing tasks as above (For example SB U2 Ex 9, U7 Ex 9; WB U1 question 3, U6 question 3).

PET Paper 2 Listening

The listening formats and task types of Parts 1–4 are practised in the **LISTEN IN** section (Activity 5) of each Unit. Part 1: short monologues or dialogues with multiple-choice (U4 Ex 5). Part 2: longer monologue or interview with multiple-choice (U9 Ex 5). Part 3: longer monologue with gap fill (U8, Ex 5). Part 4: longer dialogue with True / False items (U7, Ex 5)

PET Paper 3 Speaking

Parts 2–4 of Paper 3 (formats and task types) are practised in the photocopyable exam practice material in the Teacher's Guide. Part 1: candidate / interlocutor interaction about factual personal information (no practice material necessary). Part 2: candidate / candidate simulated situation using visual material (Speaking activity 4, 8, 12, 16, PET exam practice pages). Part 3: extended turn, photograph description (Speaking activity 2, 6, 10, 14, PET exam practice pages). Part 4: candidate / candidate conversation developing the theme in Part 3 (Speaking activity 6, 14, PET exam practice pages).

QSE and the Trinity College, London GESE and ISE exams

Because they are based on the structures, functions and subject areas of Trinity's GESE (Grades 4, 5 and 6) and ISE (0 and I) examinations (covering CEF levels A2+ to B1+), the Units in *QSE Pre-Intermediate* provide a thorough preparation for students taking examinations at these levels.

The **Reading** (Activity 3 of each Unit) and **Listen In** (Activity 5 of each Unit) sections in the book offer the opportunity to become familiar 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 **Your Turn to Speak** (Activity 6) and **Your Topic** (Activity 7) in each Unit, using the structures and functions of the appropriate grade. This preparation applies to the Interview component of both GESE and ISE examinations.

In the GESE and ISE **Interviews**, Trinity examiners will be looking for candidates to show their ability to use a good range of the communicative skills, grammar, lexis and functions in the syllabus for the appropriate grade, while having a sufficient grasp of English pronunciation to be intelligible to the examiner.

Students will need guidance in selecting a **Topic**, which may be any theme 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 result in the candidate not being prepared to use spontaneous spoken English. Candidates are also advised to think carefully about the amount of material necessary for their topic, bearing in mind the time available. They should prepare enough material to sustain a discussion of the topic for up to five minutes, but not more. The points on the Topic form, which must be handed to the examiner at the beginning of the examination, should provide opportunities for the candidate to use the language of the specific grade, eg at Grade 4 or ISE 0, not just general statements about the present but also references to future plans, intentions and past events.

In the Trinity GESE exams the candidate needs to be prepared to:

- give information about the prepared topic in a series of limited long turns under the given headings;
- answer questions and participate in informal discussion, during which the examiner might request more information, facts or details;
- ask the examiner at least one question about the topic area.

Also, it is a good idea to mention that students may like to take with them into the exam one or more pictures, photos, models or other suitable objects to illustrate their prepared topics.

QSE Pre-Intermediate also provides ongoing guidance in the writing skills needed to tackle the Portfolio tasks and Controlled Written Examination of the ISE. On page 25 of this Introduction, under the heading **Portfolio Writing** (Activity 9), you will find details of what this element of the ISE consists of. There is also a requirement for candidates to talk to the examiner about one or more of their pieces of Portfolio Writing, giving more details about what they have written. In the ISE Controlled Written examination, which takes place at the candidates' place of learning, students are expected to complete a Reading into Writing task which requires them to read a text of about 100 (ISE 0) or 200 (ISE I) words and then use their understanding to complete the accompanying Writing task. This part of the exam takes place before the examiner comes to mark the Portfolio and interview the candidates.

QSE Pre-Intermediate covers the necessary skills, knowledge and range of language for students who want to take the three Elementary grades (4, 5 and 6) of Trinity's 12 Graded Examinations in spoken English. At this point, when students have successfully made the **transition from the Initial stage**, Trinity examiners are looking for increasing fluency and the ability to play a limited part in initiating and maintaining the conversation. The candidate is expected both to ask and answer questions on the prepared topic and the subject areas for conversation as well as demonstrate that she or he can produce exponents of the functions and grammatical items of the relevant grade.

A further transition is that at two points candidates have the option of taking Trinity's Integrated Skills in English examinations instead of the spoken GESE grades: ISE 0 (equivalent to Grade 4 GESE) and ISE I (equivalent to Grade 6). These test both reading and writing skills as well as speaking and listening. *QSE Pre-Intermediate* provides a thorough grounding in the skills needed to tackle the ISE Portfolio and written examination, as well as the Interview, in which the examiner discusses the Portfolio with its author.

Rosemary Harris, Trinity Examiner

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 relevance not just 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. Some of these are traditional school subjects like Maths, Physics and Biology. Others reflect the changing nature of the modern syllabus with subjects like Business Studies, Media Studies, European Citizenship and Information and Communications Technology (ICT). 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 First Aid, Music Technology, Health and Fitness and the English-speaking World. 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 maths, science, history or geography. 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. It is not aiming to teach mathematics to the students – they are already learning that separately. It is intending to give them the equipment to combine their language studies with their other subject areas.

“CLIL is an approach to bilingual education in which both curriculum content – such as science or geography – 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. However, we also feel that the notion of bodily-kinaesthetic intelligence is a key factor in language learning and enjoyment of the process. But as these are choices and decisions which are best made by the teacher, activities that involve sharing, moving around to find the answers with other students, participating and mingling have been included here in the Teacher's Guide rather than on the pages of the Student's Book. Auditory learners will find plenty of stimulation in the 116 minutes of varied audio material on the two CDs. Visual learners will find that **QSE** is lavishly illustrated with photos that make the texts come alive. Most of the photographs are authentic news pictures and there are Picture notes that describe the back story to many illustrations in the Unit-by-Unit part of the guide.

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 a 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 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 never caught on in the fifteenth 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.

Mememes 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 Pre-Intermediate – at-a-glance

QSE Pre-intermediate consists of 16 separate Units of six-pages each, plus various additional materials, such as Extended reading, Exam Practice, Tests and Language Banks. Every Unit of the course works in the same way. The same ingredients appear in the same order in each Unit. The activities are explained with an intentionally limited repertoire of rubrics, which are repeated throughout. The activities are varied, but the instructions are kept as simple as possible. This means that students only have to learn how to use the course once 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 of Student's Book (see also Materials Map pages 4–7 of this Teacher's Guide)

and the Workbook

Every Unit consists of:
4 Student's Book pages

Page 1:
Focus on Words and Ideas
2 Workbook pages

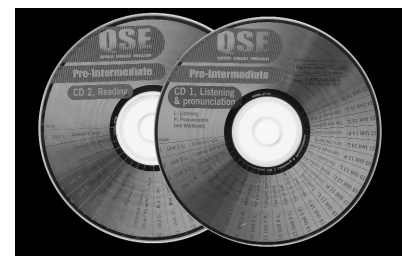
Page 2:
Reading, Grammar

Page 3:
Listening, Speaking

Page 4:
CLIL, Writing, Speaking

Grammar explanations and exercises

Use of English, Vocabulary Pronunciation, Writing



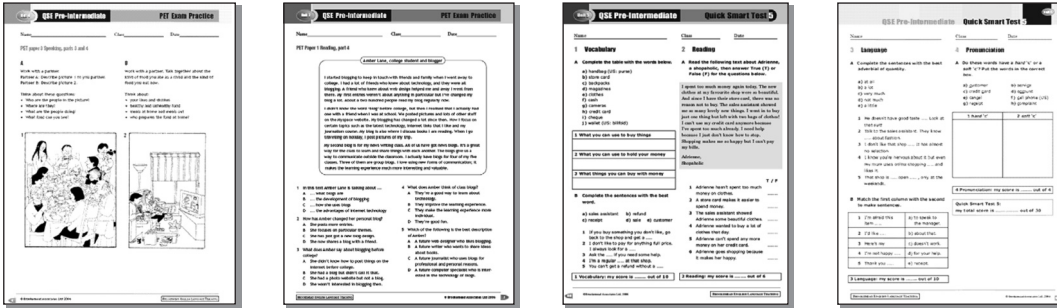
Listening on CD1 (Blue)
Reading on CD2 (Red)

QSE Pre-Intermediate

QSE

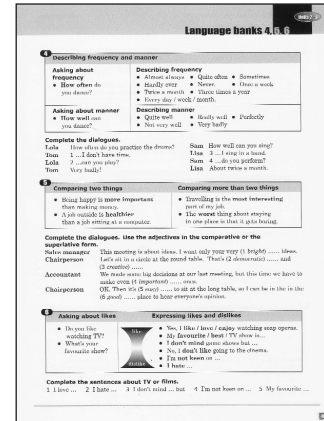
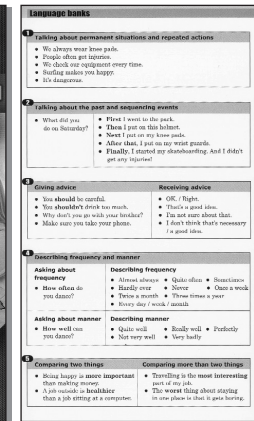
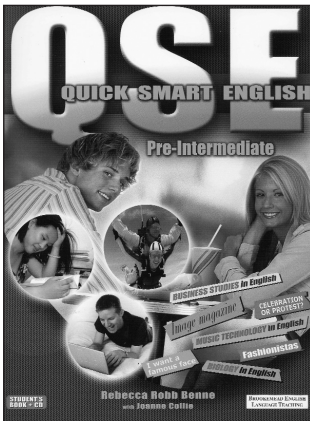
Teacher's Guide

Cambridge PET Exam practice and Quick Smart Tests for each Unit



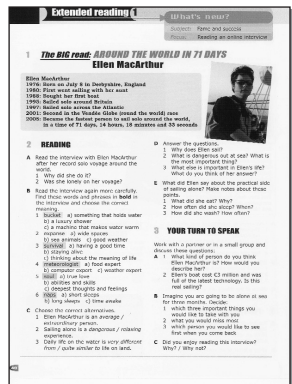
Photocopiable pages in this Teacher's Guide

Plus various other resources:



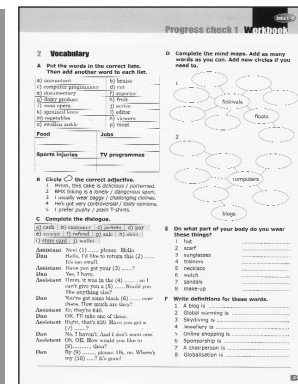
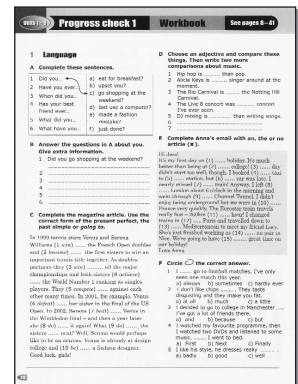
27 Language Banks, on the Student's Book cover flaps

2 Extended Reading sections in the Student's Book

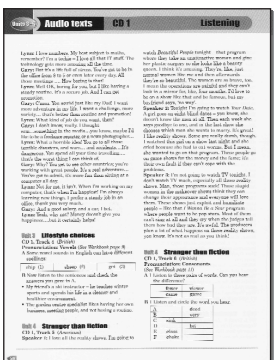


The Language Banks are also in the Workbook with exercises

2 Progress Checks in the Workbook



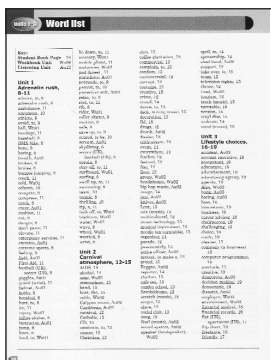
Audio texts (Listening & Pronunciation)



Unit-by-Unit Glossary in the Student's Book



Wordlist in the Workbook



QSE Pre-intermediate – guide to the Unit structure

The 4 pages of each Unit in the Student's Book consist of:

Student's Book Page 1

1 **The BIG question**

Grabs the attention of the students.

FACT box

An amazing or amusing fact to engage immediate attention on the topic.

2 FOCUS ON ...

Words

Pre-teaching of new vocabulary using word fields and collocations. Developing new and wider lexis for the students is an important element of the course.

Ideas

Personalised and intercultural speaking activities based on the new vocabulary. Introduction to thinking about the reading text on the next page.

What's new?

Subjects, functions and language introduced in the Unit

Unit 2 Carnival atmosphere

What's new?

Subject: Festivals and music
Functions: Giving advice; describing frequency and manner
Language: Adverbs of frequency; adverbs of manner

1 The BIG question:
WHY ARE WE CELEBRATING?

FACT: Carnivals aren't just festivals, they're big business. London's Notting Hill Carnival brings in £93m and Rio de Janeiro's Carnival \$140 million.

2 FOCUS ON ...

Words

A Match the words in the box to the pictures on this page.

1 costume	2 decorations
3 feathers	4 float
	5 parade

B Combine these verbs and nouns to make phrases.

1 to celebrate	a) a costume
2 to watch	b) a parade
3 to wear	c) a team
4 to have	d) a protest
5 to make	e) a festival
6 to support	f) a good time

C Work with a partner. Ask and answer these questions:

- Do you like parties and festivals? Why or why not?
- Do you like traditional dress or costumes? Why or why not?
- What are the main festivals and celebrations in your country?

D Match the words from the text on page 13 with their definitions.



1 sponsorship	a) a person who isn't free
2 a theme	b) causes lots of discussion
3 a slave	c) money for advertising something
4 corrupt	d) a topic
5 a crime	e) selling drugs, for example
6 controversial	f) not honest

Ideas

Discuss these statements with a partner:

A It's good to celebrate the traditions of our country even if we live in a multicultural world.
B I just like a good party. It doesn't matter why we celebrate.

12

Student's Book Page 2

3 READING

Text(s) with track number (2) for audio CD2 Reading

All texts are based on research from authentic sources. They have in many cases been carefully adapted to reflect the structural and lexical aims of the unit.

The photographs and illustrations are an important aid to learning. They provide talking points, aid understanding and motivate students to read the text.

Pre-reading questions (reading for gist; prediction, personal reaction)

Comprehension Questions on the Reading text(s)

Reading for gist and reading for detail

4 LANGUAGE

Inductive grammar activities cross-referenced to grammar explanations and exercises in the Workbook.

Unit 2

Carnival atmosphere

3 READING

A Read the article quickly. What happens at Carnival time in Rio?

2

CELEBRATION OR PROTEST?

The Rio de Janeiro Carnival is a time to drink, dance and celebrate before Lent. As in Catholic Europe, Lent is the forty days before Easter when many Christians stop doing things they enjoy. But the Rio Carnival also includes African dance and music traditions from the time when slaves worked on Brazil's coffee plantations. Millions of people usually watch the street parades all over the city and about 70,000 see the top samba schools in the Sambódromo, Rio's parade street. Rio's samba schools are local social clubs. The schools choose different themes for every Carnival and members work hard all year to build the floats and make the costumes. Their supporters are proud of them and support them passionately – like their favourite football team. At the samba parade the schools get points for music, costumes, dancing and enthusiasm.

Slavery, corrupt politicians and crime were Carnival themes in past years and the themes are

B Read the text again. Who or what do these sentences refer to?

- They worked in coffee plantations.
- They dance in the parade at the Sambódromo.
- They choose different themes every year.
- They work hard all year.
- They are becoming more controversial.
- It complained.

C Are these sentences about the Rio Carnival true (T) or false (F)?

- There is one parade.
- The Carnival takes place before Lent.
- The Carnival combines European and African traditions.
- It isn't a commercial event.

D Discuss these questions with a partner.

- Do you have a carnival in your country? Do you think it's a good tradition?
- What do you think about commercial sponsorship of festivals?
- Is it right that particular groups use festivals to promote their ideas?

A float with the word CENSORED on it. The church often complains about Carnival themes

becoming more controversial each year. Brazil's Roman Catholic Church often complains. In 2004, for example, the church complained about the Acadêmicos da Grande Rio School and its theme of safe sex and AIDS. However, anti-AIDS groups supported the school and protesters gave out free condoms at the Carnival. "Festivals like the Rio Carnival are a good way to teach young people about AIDS," one supporter said. "We're using the Carnival to make a protest," said another.

But a lot of people ask whether protest and education are what the Carnival is really about. Others say that commercial interests such as television rights, tourism and sponsorship are taking over the traditional meaning of Rio's Carnival. Some think it just doesn't matter – what's important is the party.

4 LANGUAGE

Look at the adverbs of frequency and manner in **bold** in these sentences:

- They **usually** watch the parade.
- Members work **hard** all year.
- They support their schools **passionately**.
- They **often** complain.

A Which adverbs answer the question 'How often'? Where do these adverbs go in the sentence?

B Which adverbs answer the question 'How'? Where do they go in the sentence?

C Can you think of other examples of adverbs of frequency and manner?

WORKBOOK UNIT 2: ADVERBS OF FREQUENCY AND MANNER

Cross-reference to Workbook page grammar explanation and exercises

Student's Book Page 3

5 LISTEN IN

Listening material with track (2) number for audio CD 1 Listening & Pronunciation

All audio recordings made in broadcast standard London studio, using authentic native-speaking British and American actors. Listening texts are adapted to suit the structural and lexical aims of the Unit.

Photos and illustrations aid understanding and improve motivation to listen.

Pre-listening activities (pre-discussion of the general topic, prediction, pre-teaching of vocabulary)

Listening comprehension questions (listening for gist and listening for detail; personal reactions and opinions)

6 YOUR TURN TO SPEAK**A Role play****B Conversation**

Role play and discussion using the language and functions introduced in the Unit.

7 YOUR TOPIC

Presentation and discussion of a topic using a pre-prepared list of points.

Unit 2
Carnival atmosphere

5 LISTEN IN 2

A Before you listen, look at the pictures. Where do you think this is? What is happening?

B Listen to a reporter at the event in the pictures. Check your ideas from A.

C Read the sentences. Who says them? Listen again and write **M** for the man or **W** for the woman in the interviews.

1 Festivals can't survive without sponsorship.	<input type="checkbox"/>
2 There's often violence and there's alcohol and drugs everywhere.	<input type="checkbox"/>
3 The organisers don't want to spoil the image of the Carnival.	<input type="checkbox"/>
4 The food, the floats and costumes are wonderful.	<input type="checkbox"/>
5 The Carnival's too commercial - but everything's commercial nowadays.	<input type="checkbox"/>
6 The Carnival makes a lot of money.	<input type="checkbox"/>
7 The Carnival's too big now.	<input type="checkbox"/>
8 The music needs to change with the times.	<input type="checkbox"/>

6 YOUR TURN TO SPEAK

A Role play
Your friend really wants to go to the Notting Hill Carnival. You're worried about the big crowds and violence. Use **Language Bank 3** to give your friend some advice.

B Conversation
Work with a partner. Use **Language Bank 4** to talk about the following:

- How often do you have parties or family celebrations? What do you celebrate?
- How often do you have special or festival meals? What do you eat?
- How well can you dance? How often do you dance? Where do you dance?

7 YOUR TOPIC

Choose a festival or celebration in your country. Make notes about:

- Its name, when it happens
- What happens (what people do, eat, wear)
- Its history
- Why you like or don't like it

Present your festival to the class. Answer their questions.

Notting Hill Carnival, London

14

Student's Book Page 4

8 CLIL TOPIC in English

A cross-curricular topic connected with Unit. Comprehension, specialist vocabulary questions and other CLIL activities using the cross-curricular material presented charts, diagrams, maps and illustrations in the style used in the cross-curricular subject area.

9 PORTFOLIO WRITING

Guided writing tasks designed to be collected into a varied Portfolio of work.

10 Your answer

Sub-questions to help answer *The BIG question that opened the Unit.*


Last word

Self-assessment progress check, helping students to judge their own achievement in the areas of functions, grammar and lexis.

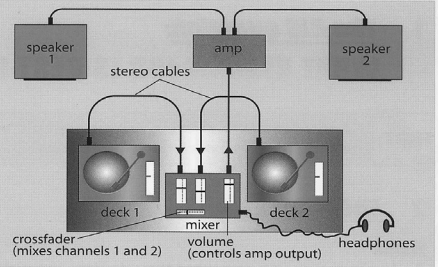
Unit 2

Carnival atmosphere

8 MUSIC TECHNOLOGY in English



DJ Blakey is UK Champion



DJ mixing is the world's fastest growing music market. Clubbers from Tokyo to Toronto dance to music by famous DJs. They use two or more decks (vinyl disc turntables or CD players) to mix together different tracks. A DJ can take the vocal of one track and mix it with the beat of a different track. He or she can also add scratches and other sounds to make new versions of original songs.

9 PORTFOLIO WRITING

Write a profile of your favourite singer or band, or an article about a festival (100–120 words).

10 Your answer: WHY ARE WE CELEBRATING?

Is the meaning of festivals changing? Are religious or traditional cultural festivals still more important than modern music festivals?

SEE WORKBOOK UNIT 2

Last word:

Can you use all the language items below? Write *Yes*, *No*, or *Almost* against each.

Functions: Giving advice; describing frequency and manner

Language: Adverbs of frequency; adverbs of manner

Vocabulary: Festivals; music

15

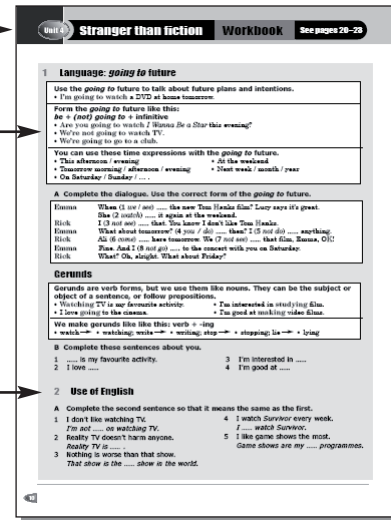
Cross-reference to Workbook page exercises

Workbook Page 1

Unit number
Page cross-reference to Student's Book

1 Language
Grammar explanations and examples with exercises based on language presented in the Unit. Presentation in the Unit is inductive, so students can refer to these pages for quick explanations.

2 Use of English
Simple rewriting exercises in Cambridge PET exam style.



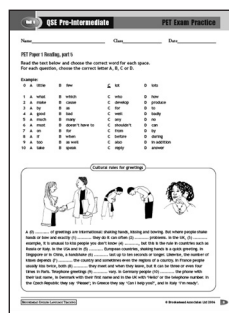
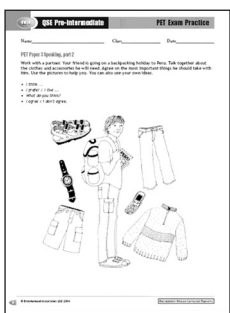
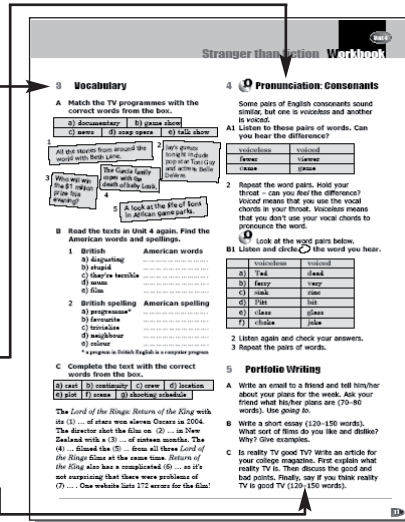
Workbook Page 2

3 Vocabulary / Word Building
Cloze sentences, dialogues and mini-texts, puzzles, mind maps and matching exercises, word families and word building strategies (one of the above sections per Unit).

Connections
Prepositions and opposites, language awareness, idioms.

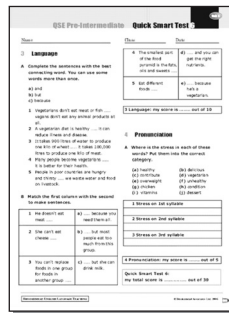
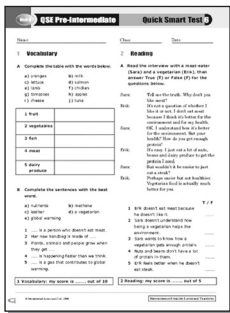
4 Pronunciation
Self-study pronunciation exercises (individual sounds, word stress and sentence stress) with CD track number (Ⓢ).

5 Portfolio Writing
Exam-style writing activities.



Photocopiable Resources

PET Exam Practice
For each Unit there is a photocopiable Exam Practice page. These prepare students for various parts of the Cambridge ESOL PET Examination (CEF Level B1). See pages 144-145 and 146-161.



Quick Smart Tests
For each Unit there is a photocopiable Quick Smart Test that reviews and reinforces vocabulary, reading, language and pronunciation studied in the Unit. See pages 144-145 and 162-193.

***QSE Pre-Intermediate* – how the sections of each Unit work**

Map of the course

Student's Book Contents pages 4–7,
Workbook page 3, Teacher's Guide pages 4–7.

The syllabus of *QSE Pre-intermediate* 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 aligned with it (for example the University of Michigan examinations). The functional, structural and topical basis of the course is the syllabus of Trinity College, London, but it also takes into account the 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. However, extra language work is available in this Teacher's Guide. The Student's Book takes care to concentrate on skills work, particularly speaking. The Contents pages show the scope and sequence of 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 **CD tracks** for both CDs.

Student's Book Units

The colour pages of the Student's Book contain all the main language input material of the course. The authors have chosen to have many short Units, rather than a few long ones, so there is lots of variety and interest for students of widely different tastes. There are **16 Units**, plus two **Extended reading** sections.

Unit title and What's new?

Student's Book Unit, page 1

The title gives a clue to the Unit topic. It is often an idiom or catch phrase that native-speakers use frequently, for example *Stranger than fiction*. This may be worth an explanation to set the scene for the Unit. It also provides a chance to ask: Is there a similar expression in your language? There is an arrow leading from the Unit title to the

What's new? box, which tells you the subject, language functions and grammar that will be covered in the Unit. The subjects have been chosen to cover the areas specified in the various examination syllabi, which are in turn also compatible with the domains, themes and sub-themes outlined in the CEF. These topics are, according to the CEF, the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts.

1 *The BIG question*

Every Unit begins and ends with a key question related to the topic. The question is intended to grab the attention of the students, but when it first appears, they are not required to give their opinion or respond to the question unless they wish to give a brief initial reaction. At the end of the Unit, after consideration of the evidence presented in the Unit and consultation with other students about their opinions, the class will be much more prepared and confident to answer ***The BIG question***. One way of working with ***The BIG question*** is to ask students to write a 1–2 sentence answer in their notebooks at the beginning of the class. 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.

FACT box

There is also a boxed Fact at the beginning of the Unit. The Fact is informative and / or surprising and is often based on statistics. You may not want to exploit the Fact, but simply tell students it is something for them to think about. Alternatively, you can use the question to stimulate interest in the topic by asking questions (for example, *What's your reaction to this? Does this surprise you? Why / why not?*) If you do this, spend only one or two minutes eliciting answers and don't worry about correcting mistakes.

2 FOCUS ON ...

This section prepares students for the reading task on the next page. It consists of two parts: **Words** and **Ideas**.

Words

This section presents and highlights words that appear in the page 2 **READING** text on the opposite page and also adds other related vocabulary. In other words, the vocabulary that the students need to help them deal with the Reading text appears with words from the same context, providing students with a wider lexical set. Students are often encouraged to provide words they already know at this stage, as well. The words section is accompanied by photos, which provide illustrations of new words and stimulus for their activation.

Because all the topics are real life ones and the materials taken from authentic published or internet sources, the vocabulary range is challenging. 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. It is important then to always encourage students to use their dictionaries for help. Vocabulary enrichment is one of the benefits of using authentic and topical materials. The Workbook recycles and practises vocabulary items with various activities. This helps learners to consolidate their knowledge and to become more confident in using the structures and expressions they have learnt. There is a **monolingual Glossary** in the Student's Book and a Wordlist for each Unit in the Workbook.

Ideas

In this section, students focus on the global ideas behind the Reading text. This enables students to approach the Reading text with a framework of expectations about the text, thus facilitating the student's reading experience. Put students in pairs to discuss their answers. Then encourage brief discussion and correct only major errors.

3 READING ⑩

Student's Book Unit, page 2

The Reading text is the main feature of this page. The text is designed to give students practice in the skill of reading. It also aims to present the target structure and vocabulary in context, and to provide students with material to help them deal with later activities in the Unit, including answering ***The BIG question*** at the end.

The Reading text may be in the form of one long text or two or more short ones on the same topic. The Reading texts at the beginning of the book are approximately 300 words long, increasing successively with each Unit to about 400 words in later Units. Longer reading passages are available in the two **Extended Reading** sections. Further reading texts are featured in the CLIL sections. All the Reading texts (except the CLIL texts) are available as audio recordings on **CD2**, which is red. The circles (⑩) on the page next to the heading indicate the CD track number of the relevant recording. Some teachers may wish to use the reading section as reading only and not use the audio, at least in the first instance. Others may like to make this into a read-and-follow activity using the audio.

The reading materials offer a wide variety of text types and topics. In some Units the reading texts have been slightly adapted from authentic or literary texts (for example, Unit 6 and Unit 10). Other texts have been more heavily adapted or specially written while still retaining the flavour and feel of the authentic text types, such as newspaper and magazine articles, brochures, websites and interviews on which they are based. It is worth noting that the enormous range and variety of both texts and illustrations for all the Units in **QSE** would not have been possible before the internet age. The sources are truly global.

We have chosen Reading texts which will always draw the attention of the reader and are designed to make students want to express their own views. The general topics in **QSE Pre-intermediate** are those required for international examinations, but always with a stimulating twist. Unit 1, for example, is about sport but the focus in the reading is on danger. Unit 5 is about shopping but the reading focuses on the pushy sales methods of shop assistants. Unit 11 is about travel, but deals with the environmental threat of cheap air flights, while Unit 15 takes the topic of health and discusses the threat of avian or bird flu. Students will want to find out more after seeing the illustrations and reading the photo captions, the headline and the first few lines of text. The notion of grabbing the attention of the reader through the triple attractions of arresting images, catchy headlines and affective first paragraph is a fundamental principle behind all kinds of print and online journalism. It also provides a strong motivation to read ELT materials.

Thanks to the preparatory work on page 1, students should be in a position to deal with the Reading text confidently, so the first reading can be done quite quickly. Students should try to grasp the overall gist of the text and not worry at this stage if they don't understand everything. There is a reading-for-gist exercise to help students with the overall meaning. The exercises which follow are designed to get students to re-read the text for more detailed understanding.

The Reading text is accompanied by standard examination-style activities and exercises, comprehension questions and activities designed to help the students read for detail. They also promote the sharing of ideas and opinions, the aim being to present both sides, or sometimes the many sides, of a debatable issue. Students can do the activities individually, in groups or in pairs.

4 LANGUAGE

This section deals with the main language structure(s) of each Unit. In *QSE Pre-intermediate* the choice of structures reflects those required for the Trinity GESE examinations, Grades 4, 5 and 6, but which are also common to most syllabi in language texts at this stage. The structural material may be new to the students, or it may be revision. Only you, the teacher, know the realities for your class, which may contain a wide range of abilities. We will therefore make suggestions for the aspects of the structure item that you need to revise or present so that students can deal with the material they encounter later in the Unit.

In the Student's Book we have chosen to use the **inductive** method for initial presentation. Students are presented with example sentences from the Reading text which are highlighted because of their grammatical structure content. Students then reflect on the example sentences using questions to help them. There is no attempt at this stage in the Student's Book to provide an explanation of the grammar point. However, a detailed **grammar explanation** is available in the **Workbook** with a cross-reference provided. If you wish, you can at this point spend some time working on the structure practice material you will find on the left hand page of the **Workbook** for each Unit, under the heading **1 Language**. In this section there is sometimes a

secondary grammar item featured, with explanations and exercises.

5 LISTEN IN ⑩

Student's Book Unit, page 3

The main features of this page are the activities which relate to the listening text. Each of the audio tracks is shown on the page by a CD symbol (⑩), with the relevant track number on audio **CD 1 Listening & Pronunciation** (blue). The **Audio Text** is available in the **Workbook**.

Listening is a vitally important language skill and it is important that listening material sounds authentic as well as interesting. However, we appreciate that listening can be quite arduous for the students. To begin with, listening to a CD player on the teacher's desk is not the same as listening to a real native speaker. The *QSE* recordings have been made using professional English native-speaker actors in a broadcast-standard studio in London, but the quality of the sound may be affected by the machine it is played on and the room it is played in. Often the speed of the delivery is daunting for students, and sometimes they lose the thread of the meaning and find it hard to pick it up again.

Slowing down the texts to an artificial degree is not the answer – this does not prepare students for real listening experiences. What we try to do in *QSE* is present focused pre-listening activities, which make the listening experience a successful one. Often there is more than one pre-listening task. These tasks focus on predicting the topic through pictures, pre-discussion of the general topic of the listening text and pre-teaching of key lexical items. The first of the comprehension activities focuses on the gist of the listening passage, while the second deals with more detailed comprehension. The final activity or activities are speaking activities based on topics arising from the passage.

In our view, it is pointless to make the listening tasks so challenging that students lose both confidence and motivation. As with the presentation of the reading material, the listening tasks are designed to motivate students to listen with a purpose.

Whilst the listening texts are all specially recorded, the text types are authentic and varied – from street *vox pop*, where people give their

opinions, to private conversations, radio interviews and discussions and telephone calls. Whilst all factual information in the listening is to the best of our knowledge accurate, the texts may contain some non-standard opinions. For example in Unit 12 *Money, money, money*, a teenager says that she would keep money found on the street or quietly pocket extra change at the supermarket. The aim of the authors has been throughout to present the widest possible range of views, opinions, ideas and facts in order to challenge and stimulate the student's ideas and imaginations and lead them into meaningful discussion. That means giving space to all shades of opinion – none of which are endorsed or recommended by the authors or the publishers, who remain neutral in what they hope will be active classroom discussions!

There are usually 4–5 activities in the **Listen in** section. The first activity prepares students for the listening passage, often by focusing on key vocabulary items that will appear in the passage.

6 YOUR TURN TO SPEAK

This section combines the chance to discuss the topic and also activate some key functional language. **YOUR TURN TO SPEAK** offers a role play and a topic for conversation, one or both of which are cross-referenced to the numbered **Language Banks**. As stated earlier, the choice of functional material follows an established syllabus (which is shown in the Contents list, or map of the course on pages 4–7 of the Student's Book and on page 3 of the Workbook). However, the functional practice is, of course, relevant and useful whether or not the students are doing exams.

Before you ask students to try to carry out the **YOUR TURN TO SPEAK** tasks, ask them to check the relevant Language Bank (on the cover flaps of the Student's Book and in the Workbook with exercises) to see the kind of language that they should try to use. However, and this will be a recurrent theme in these notes, 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! 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.

Students can use the **Language Banks** on the **fold-out cover flaps** of the Student's Book for handy reference to functional language exponents presented in meaningful and useful written or spoken examples. The Language Banks also appear in the **Workbook**, where they are accompanied by exercises.

7 YOUR TOPIC

This task gives students the opportunity to talk about various aspects of a prepared topic, with the help of the structures and functional language introduced in this Unit. Before speaking, students make notes on a list of given points, which they then use as the basis of their presentation. Presentations should be about two minutes long.

The presentations can be individual or group presentations and can be made to a group or to the whole class. Listeners should be encouraged to listen attentively, ask questions, add information or give their own point of view.

In the Trinity GESE examinations, students are required to talk about a prepared list of topic points but in random order, selected by the examiner. The lists of points in *QSE Pre-intermediate* often represent a logical sequence but can also be asked and answered in random order. You can therefore use this activity to practise for the Trinity examinations by formulating the points as questions in a different sequence and asking students to answer.

8 CLIL in English

Student's Book Unit, page 4

In this section, the **cross-curricular** aspects of the central theme of the Unit are explored. The title of each CLIL section makes this connection clear. Titles include *MATHS in English*, *CREATIVE WRITING in English* and *BIOLOGY in English*.

Cross-curricular work is more and more in demand not only because teachers like the idea but also because certain national education policies and educational reforms now require it. However, we haven't only included a CLIL section for these reasons. 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 CLIL sections are not designed to teach biology or maths from the beginning. In many cases, students may have already covered topics such as IT (Information Technology, Unit 10) in their other classes. A well-established tenet of good practice is to bring existing knowledge into a novel environment. This enables students to learn *from* as well as *about* the topics they are studying. They can take what they know already and apply it to the new circumstances of using that knowledge in English. However, all the CLIL topics can also be classified as general knowledge, being angled for use by non-specialists as well as those who already know the topics. The point is not to teach the content, but to practise the language in the context of the content. The language teacher does not need to be an expert in the relevant CLIL subject area. He or she can use the simple information presented on the page, plus the students' own knowledge, to promote language learning in a new context. The students may or may not have already studied Photosynthesis, for example (Unit 11), but discussing it in English should be a collaborative, stimulating, and useful part of language learning. If the students are using English to tell the teacher and other class members about their specialist subject, then a language learning aim has been successfully achieved.

The input material is presented in a variety of forms – conventional reading texts, pictures, facts and figures, diagrams and charts. Often the reading is more dense and challenging, and we recommend that the class should deal with it in a different way from the Reading texts on page 2. Group work, with students supporting each other and adding their own prior knowledge, is important here.

As with the more conventional reading texts on the second page of each Unit, the texts are accompanied by vocabulary and comprehension activities.

9 PORTFOLIO WRITING

This section requires students to carry out writing tasks based on various international forms of assessment, including the European Portfolio. Tasks include emails, letters, reports and essays, blogs or diaries, creative writing and reviews. Most tasks give some guidance as to how the writing activity should be approached, either in the form of content ideas

and / or a paragraph plan. The Unit-by-Unit notes in the Teacher's Guide give detailed guidance for content, organisation and language which you can use to help your students prepare for the task.

Portfolio writing is a student-centred activity that many teachers and learners will find motivating and creative. It is intended that students collect the best examples of the different types of writing they have created during the course and make up a Portfolio which demonstrates the level of their achievement.

When you go through student's written work, make notes of sentences containing major errors. In a follow-up session, write these sentences on the board or hand them out as a photocopy. Ask students to correct the sentences in pairs or groups. When correcting written work, devise symbols for different types of errors, (eg 'G' for grammar, and 'Sp' for spelling). Give students a photocopied handout of these symbols. Make sure that students write out incorrect sentences correctly.

This section is particularly useful for students preparing specifically for the Portfolio component of Trinity's ISE examinations. The Portfolio forms part of the ISE examinations at all four levels. It provides an important opportunity for candidates to present to Trinity examiners the best work they can produce, rather than the best they can produce on a single occasion in the examination room. ISE portfolios are learner-led; they are able to draw on a wide range of resources and they can use different media. From a published list of fifteen tasks for each ISE level, candidates choose one task to present from each of the three sections, which are:

- 1 Correspondence (eg memos, notes, forms, postcards, letters and emails)
- 2 Factual writing (eg reports, articles, reviews, giving instructions or directions)
- 3 Creative and descriptive writing

It is strongly recommended that candidates prepare more than three tasks and then select their best three pieces of work for inclusion in the Portfolio. Teachers are not allowed to correct their learners' portfolio writing, but a feedback form is provided to help teachers to provide focused and appropriate feedback. It is recommended that candidates should work on the Portfolio over a period of 6–12 weeks.

Because candidates have every opportunity to draft and correct their work, using spell-checkers

and dictionaries, a very high level of accuracy is expected at all levels.

10 **Your answer**

And finally, we come back to ***The BIG question*** which opened the Unit. Students will now be in a much better position to answer it. To prove this, we recommended earlier that, before you start the Unit with your class, you all read ***The BIG question*** together and students make notes of what their answers would be on first reading. Then when you have completed the Unit, read the question again. Ask students if there is anything they would change or add from their original notes.

Depending on the amount of discussion you have had in your class throughout your work on the Unit, you can deal with answers to ***The BIG question*** in one of the following ways:

- Have a full-class discussion using the sub-questions for guidance. Write useful language on the board to help students express themselves (they can use the **Language Banks**).
- Ask two or three students to answer the sub-questions or sum up their opinion. Ask students if their opinions have changed since they first answered ***The BIG question***, and if so, why?
- You can also ask students to write a paragraph to answer the question for homework.

Last word

This section sends students back to the **What's new?** section at the very start of the Unit. As a form of self-assessment they can answer *Yes*, *No* or *Almost* to the questions. These reflect the objectives of the Unit, laid out in the map of the book and at the opening of the Unit. If there are too many *Almots*, students will need to go back over their work and revise grammar, functions or vocabulary that they have not mastered.

Extended reading

The two **Extended Reading** Units are situated after Units 8 and 16. The reading texts here are longer and more substantial than the texts on page 2 of the other Units. In ***QSE Pre-intermediate***, the texts are an authentic online interview with the round-the-world sailor Ellen MacArthur and an extract from a teenage novel, *Face* by British writer Benjamin

Zephaniah. The interview has been adapted in places, whereas the novel extract has been abridged but not changed in any other way. Apart from the text itself, these two-page Units provide practice in working out the meaning of words from context and interpreting information, as well as questions for further discussion. This Teacher's Guide also offers optional Portfolio Writing tasks on these texts.

Glossary

At the back of the Student's Book there is a monolingual **Glossary** section. This contains approximately 800 head words, 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. There is a fuller Unit-by-Unit Wordlist without explanations at the back of the Workbook.

Language Banks

There are **27 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. These Language Banks (LBs) also appear in the Workbook, with accompanying exercises. There is one 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). The functions chosen for the ***QSE Pre-intermediate*** Language Banks are taken from the Trinity College examination list of requirements, levels 4, 5 and 6, which equate to CEF levels A2-B1.

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 list. Reference to the new LB for each unit is usually made in Activity **6 YOUR TURN TO SPEAK**. Thereafter students are expected to be able to use the LBs on their own initiative, and when prompted in the text.

Workbook Units

The Workbook is designed to be used either for self-study, for **homework**, or in class. The contents follow

those of the Student Book Units, the aim being to reinforce knowledge of the main themes as well as to provide further practice of language structures, vocabulary, and writing skills. Nine of the Units have **Pronunciation activities**, using audio recordings on CD1 (blue). There are also two **Progress check sections**, located at the same position in the Workbook as the Extended reading Units are in the Student Book, namely after Units 8 and 16. There are up to six sections to each Workbook Unit. Not all the sections appear in every Unit and the numbers (apart from **1 Language**) vary according to the choice of activities. The various activities are as follows:

Language

On the left hand page of every Unit, the main grammar item is presented in diagrammatical form, with **grammar explanations** and information about rules. This is in contrast to the **inductive grammar** presentation of the new language in the Student's Book. Following the Workbook left-hand page explanations, there are practice exercises. In addition, there is sometimes information and exercise material relating to a **secondary grammar item**, which was featured in the Student Book reading text but was not focused on in **4 LANGUAGE** in the Student's Book.

Vocabulary

At the top of the right-hand Workbook page, this section features tasks such as cloze sentences, dialogues and mini-texts, puzzles, mind maps and matching exercises. These tasks aim to provide more practice of the lexis of the main Unit theme and of the CLIL topic area. **Vocabulary development** is an important feature of the course.

Word Building

Some of the **QSE Pre-intermediate Workbook** Units contain tasks to heighten students' **language awareness**, by looking at word families and providing them with strategies to extend their vocabulary.

Connections

The **Connections** tasks provide a further opportunity for students to widen their awareness of related words – how words connect. In **QSE Pre-intermediate** the tasks focus on prepositions and opposites.

Pronunciation ⑩

Pronunciation exercises can be found in nine out of the 16 Units. They offer basic practice and help with some of the phonetic problems experienced by most students at this level. Tasks focus on individual sounds, word stress and sentence stress. All the pronunciation exercises are recorded on audio **CD1** (blue) **Listening & Pronunciation**, with track numbers (⑩) shown on the page.

Use of English

This section has easy exercise material in the format of part 1 of the PET Examination Writing paper, based on the topic area of the Student Book Unit. These tasks provide useful practice for all students, regardless of whether they are doing the Cambridge Exams or not.

Portfolio Writing

The writing section offers a choice of tasks and is of the length and type specified in various exams. The writing tasks are diverse and range from short informal emails to longer *for* and *against* opinion pieces. We 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.

QSE Audio CDs

There are two Audio CDs for **QSE Pre-Intermediate**.

CD1 (blue) is the **Listening & Pronunciation CD** with 25 tracks and a running time of 60 minutes. All of the **Listen in** activities are on CD1, together with nine pronunciation activities for which the text is in the Workbook.

CD2 (red) Reading contains 18 tracks with a running time of 56 minutes. All 16 of the **Reading** activities are on this, together with the two **Extended Reading** sections.

Transcripts of all the listening material are provided with track numbers. At the beginning of each Unit text there is a description of the type of **accents** used in the recording. These vary considerably, from standard American and British (with, in each case, a few light regional accents), to South African and Australian. All of the accents are light and do not interfere with comprehension. The **pronunciation**

activities are all recorded in British RP (received pronunciation).

Wordlist

Finally, there is a list of words and collocations. The words are listed Unit-by-Unit, alphabetically and with a page reference. The simple number page references (56) give the relevant page of the Student's book, in which almost all new vocabulary is introduced. Where there is a new word in the Workbook or the Audio, the reference is to the Workbook Unit number (*Wu6*), or the Audio script with a Unit number (*Au10*). Students can use these **Wordlists** as the basis of their own **topic wordlists**, building up vocabulary on related areas of study and interest. Some students like to make up their own topic-based **vocabulary cards**, with their own translations and ideas for remembering the words (mnemonics or homophones for example). In the Student's Book there is a glossary with monolingual English language explanations.

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 Book activities, the workbook 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.

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 *QSE* have been selected with great care from worldwide authentic sources, the scope of which can be seen from a brief glance at the acknowledgements list at the beginning of the Student's Book. The illustrations which accompany all the texts and exercises serve not only to grab attention, but also to aid understanding. They are often used to predict information in pre-reading tasks. There are suggestions for making class-time use of the photos in the Unit-by-Unit Teacher's Guide. Where it is useful and appropriate, there are separate background **Picture notes** with some extra information about the photographic material. 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 pages 144–145 is an Introduction to the use of the QSE Photocopiable Resources, which are on pages 146–203 of this Teacher's Guide. These include examination practice and Quick Smart Tests for every Unit.

We hope you enjoy using *Quick Smart English Pre-intermediate* and find the ideas in this Teacher's Guide useful and productive for your classroom teaching.

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