

## Components

*Expert Proficiency* consists of:

- a Coursebook for classroom use with audio CDs.
- a Student's Resource Book for homework, private study or classroom use with audio CDs (with or without Answer key), which also includes one complete practice test.
- this Teacher's Resource Book.
- *Expert Proficiency Active Teach*: a standalone Interactive White Board component that includes pdfs of the Coursebook, Test Masters and online tools to help the teacher in the classroom. This will allow the teacher to present the course digitally in class and include some extra vocabulary games based on the coursebook wordlists.

### Six key features

- 1 *Expert Proficiency* is flexible. It is designed in a modular way so that teachers can either follow the order of the material in the book or choose their own route through the course in order to meet the needs of specific classes. Each page or double-page spread is free-standing and almost always follows the same order in each module, making it easy to access and isolate separate elements of the course and integrate them in different ways.  
  
So, a teacher might follow a linear route through each module and through the book. Alternatively, you might decide to follow different, tailored routes through each module, for example, starting with Speaking or Listening rather than Reading. And you might choose to do the modules in a different sequence, depending on your students' interests.
- 2 While each section can be taught independently, there are usually links between the sections to provide a coherent progression when the linear route is chosen. For example, the Language development in the 'A' units is contextualised in the previous Reading, as well as the Use of English text. Writing 1 usually provides useful skills related to Writing 2 in the 'B' unit. The Speaking usually has a topic which relates to the Listening in the same unit. The Language

development in the 'B' units often provides language which will be useful for students in the following Writing section.

The Expert Word Check box for each of the main Reading and Listening exam tasks contains ten words from the text that are intended to help the students develop their general vocabulary.

- 3 Most of the Use of English/Language development pages follow a teach-test approach, where the vocabulary and lexicalised grammar are first focused on in the Language development section to clarify form and meaning, then tested in a Use of English task.

Students are referred to the Grammar reference for a detailed summary of the grammar and to the Student's Resource Book for extra practice.

- 4 The sub-skills needed for the different parts of Paper 3, Listening and Paper 2, Writing are systematically practised in the Listening 1 and Writing 1 sections in the 'A' units. These include: Listening: understanding text structure, identifying attitudes and opinions, etc.; Writing: using appropriate register, planning your writing, coherence and cohesion, etc.
- 5 The Writing and Speaking strands in the 'B' units provide practice for each part of Paper 2, Writing and Paper 4, Speaking. However, the focus is more on process than end product. In other words, students are trained to build up good habits, develop the skill of self-monitoring and so become more independent learners.
- 6 Most sections contain an *Expert Strategy*, which provides clues to help students complete the task at hand. These often focus attention on how the task is constructed and thus help students to help themselves in the exam.

### Coursebook

The Coursebook consists of ten modules, each divided into two units (A and B). Each module practises all the papers of the exam and includes grammar and vocabulary consolidation and development.

Each module is designed around a theme. There is a lead-in page, with an Overview listing what the module contains, which facilitates planning. Photos and questions prompt discussion aimed at getting students interested in the theme.

Then each of the two units in the module is based on a topic linked to the overall theme of the module.

At the end of each module, there is a Module review with revision and further practice of the language covered in the module.

After Modules 2, 4, 6, 8 and 10, there is an Exam practice section in the Teacher's Resource Book, each containing a selection of tasks from Paper 1, Reading & Use of English, Paper 2, Writing, Paper 3, Use of English and Paper 4, Listening.

Other elements of the Coursebook are:

- Exam overview at the front of the book, giving an outline of what is included in each paper and what skills are tested in each section
- Exam reference section at the end of the book, giving more detailed information about what to expect in each part of the paper, plus a list of recommended strategies for each task type
- Grammar reference section, giving more detailed information about the main grammar points practised in each module
- Writing reference, which provides:
  - a mark scheme, showing what the examiners are looking for when determining the three pass grades (Bands 3, 4 and 5)
  - a checklist to help students monitor and edit their own writing
  - a sample question for each type of writing task in the exam, with model answer, specific guidance and another question for further student practice
  - sections to give useful support on areas practised in the Writing sections such as linking devices
- Speaking material/Keys section with extra material (e.g. photographs and audioscript extracts) needed for the modules

## Module and unit structure

Each module contains the following sections. For ease of use and flexibility, the spreads are in the same order in each unit. The teaching notes indicate when the photocopyable activities at the back of this Teacher's Resource Book may be used to expand or supplement the lessons when there is additional follow-up material in the Student's Resource Book.

## Overview and Lead-in questions

Use the Overview to introduce the module contents. You could discuss with the class in what order they would like to cover the module.

Use the photos and Lead-in questions to generate interest in the overall theme of the module.

## 'A' units

### Reading

The texts have been chosen for their interest value, as well as their potential to provide a 'window on the world' and generate discussion. There is a three-stage approach.

**Stage 1:** A Before you read exercise establishes the topic and gives a purpose for reading the text through a first time. For example, in Module 6A (*Sense of adventure*), students discuss questions about various electronic devices. They then skim the article to compare how the writers answer the questions and discuss the writers' opinions on technology.

**Stage 2:** Students do an exam-style reading task. They should be referred to the relevant Task strategy points before attempting the task for the first time. These can be found at the back of the book in the Exam reference. Each task is followed by a Task analysis exercise, in which students are encouraged to discuss and compare how they performed and which strategies they found useful.

**Stage 3:** A discussion activity, based on the text, which may incorporate some vocabulary. Questions for discussion relate to the students' own lives and encourage them to give their opinions.

### Vocabulary

This section practises and sometimes extends language from the reading text in the previous section. Areas focused on include collocation, idiomatic expressions, phrasal verbs, prepositions and easily confused or similar words. Students are given opportunities to use the vocabulary in a different context and personalise it.

### Use of English 1

This section practises one of the tasks found in Paper 1, Reading & Use of English, using a text which relates to the topic of the unit. There is further practice of all parts of Paper 1 in the Student's Resource Book and in the Teacher's Resource Book (Exam practice).

**Stage 1:** The Lead-in exercise aims to build up motivation in relation to the topic of the text and generate some of the vocabulary needed. This is usually done through a short discussion.

**Stage 2:** Students are referred to the Task strategy at the back of the book and asked to complete the task. Graded guidance is supplied, e.g. students are usually asked to read the text quickly first for general comprehension. They are further supported by Help clues, which give specific guidance for individual answers. This support is reduced throughout the book.

Students are then asked to analyse the language tested in the task. The questions often relate to language focused on in the following Language development section.

**Stage 3:** A discussion based on the content of the text.

## Listening 1

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In Modules 1–6, this section develops the listening skills needed for different parts of Paper 4, Listening. The last four modules (7–10) provide further exam-style practice tasks.

**Stage 1** The Before you listen exercise encourages students to think about the topic and introduces or gets the students to generate vocabulary.

**Stage 2** Exercises that focus on and develop the sub-skills needed for Paper 4, Listening. For example, in Module 1A (*Performing arts*) students learn to recognise concrete pieces of information, thus training in the skill of distinguishing main points from details. This is an important skill for Parts 2 and 3.

**Stage 3:** A discussion activity based on the text.

## Language development 1

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This section generally focuses on an aspect of the language tested in the Use of English section in the same module.

These sections contain a range of controlled and less controlled practice activities, linked to the topic of the unit. There are opportunities for personalisation.

There is a cross reference to the Grammar reference section at the end the book, which provides a detailed summary of the language point being practised. Students should be encouraged to use this resource to check their answers.

Further communicative practice of the language area is often provided in the photocopiable activities at the back of the Teacher's Resource Book.

This section is always followed up in the Student's Resource Book by further language practice, plus another exam-style Use of English task that provides a further test of students' understanding of the language, as well as exam practice.

## Writing 1

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Each Writing 1 section practises a sub-skill required for the Writing tasks that students may be required to do in the exam. For example, Module 3A (*Who's in control?*) focuses on summarising and evaluating information, an important skill for Paper 2, Part 1, the compulsory task. Module 8A (*A question of style*) focuses on structuring an essay and using discourse markers.

**Stage 1:** A 'Writing strategy' note explaining to students how practice of the sub-skill helps prepare them for Paper 2, plus an activity aimed at raising awareness of the issue.

**Stage 2:** A controlled practice task. The task might consist of sequencing notes in the most appropriate order, rewriting a paragraph, choosing the most appropriate language, identifying the key information in a text or matching information in a student answer with language in the input.

**Stage 3:** A freer practice activity. This could consist of a film review, a letter or a newspaper article. In many cases, students are encouraged to exchange their work with a partner.

This section is sometimes followed up in the Student's Resource Book, with practice of relevant vocabulary for the task or further sub-skills practice.

## 'B' units

## Listening 2

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This introduces the topic of the 'B' unit. It may be covered before or after the Speaking section, which usually has a linked topic.

**Stage 1:** A Before you listen activity. This aims to establish the context, to get students to predict the content and to generate the vocabulary needed for the task.

**Stage 2:** An exam task, with relevant strategies provided in the Exam reference section. Students are usually provided with Help clues, which give them guidance as to how to answer some of the questions. A Task analysis exercise encourages students to reflect on the task they have completed and share the strategies they have used.

**Stage 3:** Discussion based on the topic of the text. This section is sometimes followed up in the Student's Resource Book, e.g. with practice of relevant vocabulary for the task.

## Speaking

Each section provides relevant vocabulary for the exam-style task students have to do, covers the strategies needed for the task and provides useful functional exponents.

**Stage 1:** Vocabulary that students might find useful in the Speaking task is introduced and practised. For example, in Module 1, students practise adjectives which describe music. The exam task is to discuss the different types of performing arts illustrated in the photographs.

**Stage 2:** Sample answer. Students are referred to appropriate Task strategies at the back of the book. They then listen to the examiner's instructions and an example of a student or students doing the task. They evaluate the performance of the speaker or speakers. They then listen again to focus on useful language exponents.

**Stage 3:** Students perform the exam task themselves, using the same photos or different ones at the end of the book. A Task analysis exercise encourages them to reflect on how well they performed.

This section is sometimes followed up in the Student's Resource Book, e.g. with practice of relevant vocabulary for the task.

## Language development 2

As in Language development 1, this section usually practises an aspect of the language tested in the following Use of English section.

This section is always followed up in the Student's Resource Book by further language practice.

## Use of English 2 & 3

The task in these sections focuses on another part of Paper 1. The texts are related to the topic of the section.

## Writing 2

The Writing 2 sections cover all the types of writing that students may be required to do in the exam. There is particular emphasis on the compulsory Part 1, which requires analysis of input material such as letters and adverts.

The principle behind the section is to establish 'good practice' through a clear set of procedures consistently applied, which can be used when answering any exam Writing task.

The approach focuses on process more than end product. Each spread is graded and the aim is to give carefully guided preparation so that students build up to complete the main task at the end of the section. There is considerable language support in each section.

In the Writing reference, there is a model answer for each type of writing in the exam, notes for guidance and a second task for further practice if desired.

The procedure in the Writing sections is as follows:

- 1 Lead-in
- 2 Understanding the task
- 3 Planning the task
- 4 Thinking about the language and content
- 5 Writing
- 6 Checking and improving the writing output

This section is always followed up in the Student's Resource Book with further practice of the sub-skills required by the task.

## Module reviews

These revise the grammar and vocabulary of the previous module in non-exam formats. The exercises can be used as practice in the classroom, given as a test or set as homework.

## Student's Resource Book

The Student's Resource Book is an integral part of the *Expert Proficiency* course. It contains ten modules that mirror the themes and contents of the Coursebook units. It can be used:

- by teachers to supplement and extend the Coursebook lessons.
- by students on their own to consolidate and enrich their language and practise exam skills.
- as an intensive course, e.g. in the last term before the exam.

It provides extensive grammar practice in the Language development sections, vocabulary consolidation and extension in the Vocabulary

development sections and additional topic-related exam practice for Papers 1–3. There is a complete Practice Exam at the end of the book.

The Student's Resource Book comes with an audio CD.

Each module contains the following sections.

### 'A' units

#### **Vocabulary development 1**

This section provides extensive practice of the vocabulary focused on in the Coursebook.

#### **Language development 1**

This section provides extensive practice of the language area focused on in the Language development section of the Coursebook.

#### **Use of English**

There are two pages related to this part of the exam. The first contains a Paper 1, Use of English-style multiple-choice cloze or word-formation task, typically linked to the Reading text in the Coursebook. It is intended as a follow-up to the Vocabulary section in the Coursebook, providing an opportunity to practise related language in an exam format.

The second contains another exam-style task which provides further exam practice and also tests the language area in the Language development section. In early modules, the task type is the same as in the Coursebook, but in later modules, there are different task types.

#### **Listening**

This provides further practice of a Paper 3 exam task type already practised in the Coursebook. The content is always linked to the topic of the 'A' unit in the Coursebook.

### 'B' units

#### **Vocabulary development 2**

This section provides extensive practice of the vocabulary focused on in the Coursebook.

#### **Language development 2**

This section provides further practice of the language area focused on in the Language development section of the Coursebook.

#### **Use of English**

This section provides another exam-style task, which provides further exam practice and tests the language area in the Language development section.

#### **Reading**

Further practice of a Paper 1 exam task type already practised in the Coursebook. The content is always linked to the topic of the 'B' unit in the Coursebook.

#### **Writing**

Further practice of the sub-skills required by the exam task type covered in the Coursebook module.

#### **Complete practice exam**

A complete exam provides the opportunity for timed exam practice. It can be used at the end of the course or at any stage of the course.

#### **Teacher's Resource Book**

As well as this introduction, the Teacher's Resource Book contains:

##### Unit-by-unit teacher's notes

Guidance on how to use the Coursebook material; 'books closed' activities to get things going at the beginning of modules and sections; background information on the texts; ideas for additional activities; answers to all exercises with explanations where helpful.

##### OMR answer sheets (photocopiable)

Replicas of the answer sheets students have to use in the exam for the Reading, Listening and Use of English papers. They can be photocopied and given to students when they do the Exam practice sections (see below) or the Practice exam in the Student's Resource Book.

##### Photocopiable activities

A pre-course exam quiz to see how much students already know about the Proficiency exam; three photocopiable activities to supplement each Coursebook module, providing communicative classroom practice for grammar, vocabulary and skills; full teacher's notes and answer keys for each activity.

## Exam practice (photocopiable)

Five exam practice sections for use after Modules 2, 4, 6, 8 and 10. Each section provides practice tasks for Paper 1, Reading & Use of English, Paper 2, Writing and Paper 3, Listening. The recordings for the Paper 3 listening tests can be found on the Coursebook audio CDs after the appropriate module. Answer keys are at the appropriate points in the unit-by-unit teacher's notes.

## Audioscripts (photocopiable)

These are all at the back of the book for ease of reference and photocopying.

### Abbreviations used in the Teacher's Resource Book

**CB** = Coursebook

**SRB** = Student's Resource Book

**TRB** = Teacher's Resource Book

**OMR** = Optical Mark Reader

**cf.** = compare

**l./ll.** = line/lines

**p./pp.** = page/pages

**para.** = paragraph