

CPE (60h)

Scheme of Work – Module 2

General Notes:

Module 2 covers the last 10 units of **Objective Proficiency** plus 2 out of 4 tests in the **Practice Tests** book.

- One important element in exam practice is a balanced routine, so the course has been designed so as to give candidates weekly practice of the four skills, namely reading, writing, listening and speaking.
- The rationale of the course aims at establishing a one to one correspondence between the activities done in class and homework.
- The same applies to writing tasks: whenever a different type is dealt with, assign the same type of task from the Workbook Writing task section and from the Practice Tests book. Refer Sts to answer key for model compositions. Set at least one writing assignment a week and encourage Sts to write as many extra compositions as they can, but remind them that quality is as important as quantity. Students should reflect and learn from the mistakes they made in their previous writing assignments.
- Raise Sts' awareness of the importance of autonomy. Where possible web links have been suggested to encourage this.
- **Skills development e-board activities are available in the MMClass folder on the branch server. Use them at your discretion.**
- VINCE, M. Advanced Language Practice (Macmillan-Heinemann 2003) is to be recommended for all students. Units in the grammar book have been selected and listed under the GRAMMAR REFERENCE according to the points dealt with in each unit. Extra grammar & vocabulary practice is to be done on a self study basis.
- Extra practice can be provided by using the photocopiable material in the TB and Cambridge corner.
- Some items have been omitted because they are time-consuming, because the activity has been replaced by MMClass material or because the material is not suitable for the exam.
- The MMClass materials have been designed to be used together with the material in the book.
- You will want some time to cater for holidays and unexpected breaks in the flow of the course. Plan your classes in such a way so as to give your students practice for the 5 Papers. Bear in mind that the Exam starts in November, which means that week 17 usually comes after the Proficiency exam has taken place. REMEMBER: although the Proficiency course is meant to be a year course, candidates are free to sit the exam whenever they want, which means that you may have to cater for the needs of those sitting the Proficiency in November.
- **Mock Test Week(s):** A diagnostic test covering all papers will be done on Weeks 2, 3 and 4, whereas a mock test will be done on weeks 13, 14 and 15. The second two tests in the Practice Tests book will be used in the second module of the course.
- Revision Units have not been included in the SOW, nor the practice tests in the TB. These should be given as seen appropriate
- The course will require a lot of self-study by the students. For HW, if necessary select exercises from the WB rather than giving all the exercises suggested in the SOW.

IMPORTANT: The course may seem very dense; however, the pace of the lessons is a crucial element to help students be successful in the tests. As it is an examination practice course, teachers should try to replicate the timing of tasks proposed in Proficiency tests as much as possible so that students can learn how to cope with the time limit during the exam.

WEEK	CONTENT	MATERIALS	NOTES
1	<p>Lexis: Idioms Gradable and ungradable adjectives Adverb-adjective collocations</p> <p>Exam focus: Listening – Parts 3 & 4 Reading and Use of English – Part 2</p>	<p>Video Programme: CPE2_VP_U11_revised</p> <p>SB Unit 11 p. 92, 93, 94, 98, 99</p> <p>WB Unit 11 p. 45 ex. 2, p. 47, ex. 7, 8</p> <p>Grammar & Vocabulary Reference ALP: Vocabulary 9 – People & relationships</p>	<p>➤ Lesson 1</p> <ul style="list-style-type: none"> Start off with a game about the exam. Get Sts into two teams. Use the football or tennis match available from the server (recycling games). Teams take it in turns to answer questions about the exam. For ideas of Frequently Asked Questions, refer to: http://www.cambridgeenglish.org/exams-and-qualifications/proficiency/how-to-prepare/ Move on to SB p. 92. Listening task. Remind Sts about the importance of reading questions and alternatives carefully and underlining key words. Go to SB p. 93 - Idiom spot. CPE2_VP_U11_revised - Part 1: Review and practice of idioms. Refer Sts to SB p. 98/99 and ask them to read the box containing advice about Part 4 in Paper 3 (Listening) and discuss possible strategies to deal with the tasks. For ex. 2, 3 and 4, follow the suggestions on p. 236/237 in Objective Proficiency - SB with answers. HW: WB p.44 ex. 1 <p>➤ Lesson 2</p> <ul style="list-style-type: none"> Go to SB p. 94 ex 1 – Sts describe the photo and discuss the question in ex. 1 in pairs (3'). Then ask Sts to skim the article in ex. 2, ignoring the gaps. Reminds Sts about the importance of skimming, as the task requires comprehension of the text beyond sentence level. Ask Sts to read again and complete the gaps with one word. Check answers. Draw Sts' attention to the word classes tested in this question (prepositions, conjunctions, articles, relative pronouns, quantifiers, etc). Move on to SB p. 94 ex 3, 4. Go to CPE2_VP_U11_revised - Part 2: Gradability HW: WB. p. 45 ex. 2, p. 47, ex. 7, 8

Abbreviations used: WG = whole group e-B = e-board HW = homework SB = Students' Book PT = Practice Tests book TB =Teacher's book VP = Video Programme ALP = Advanced Language Practice (Vince)

WEEK	CONTENT	MATERIALS	NOTES
2	<p>Exam focus: Reading and Use of English – Part 4 Writing – Part 1</p> <p>Mock tests</p>	<p>Video Programme: CPE2_VP_U11_revised</p> <p>SB Unit 11 p. 95, 96, 97</p> <p>Past Papers Book PT3: Paper 1 – Reading and Use of English</p>	<p>➤ Lesson 3</p> <ul style="list-style-type: none"> Go to CPE2_VP_U11_revised - Part 3: Video Go to SB p. 95 ex 7 and 8. Make sure Sts skim the text before they start completing the gaps, as some answers are dependent on understanding of the text as a whole. Have a brief class discussion on the text content. Move on to SB p. 96. Exploit the pictures, eliciting relevant vocabulary. Ask Sts to discuss the question in ex. 1 in small groups. Ask Sts to read the two texts in ex. 2 and underline the main content points. Move on to ex. 3 Go to SB p. 97 ex. 4 and do letters a & b with the whole group. Then ask Sts to reformulate the other phrases in pairs. Ask Sts to do SB p. 97 ex. 5 in small groups. Then ask Sts to share their ideas with whole group. HW: WB p. 46 ex. 3, 4, 5 <p>➤ Lesson 4</p> <ul style="list-style-type: none"> PT3 – Paper 1. Photocopy the answer sheets and insist Sts transfer their answers within the time limit. Set up the classroom like the real exam. Make sure Sts follow the timing. Collect Sts' answer sheets once they have been marked or make notes of their results so that you have all the data to provide Sts with an overview of their performance after all parts of the exam have been done. TIP: Encourage students to write their corrections in the mistake section of their notebook.

WEEK	CONTENT	MATERIALS	NOTES
3	Mock tests	Past Papers Book PT3: Paper 2 - Writing	<ul style="list-style-type: none"> ➤ Lessons 5/6 ➤ PT3 – Paper 2. Set up the classroom like the real exam. Make sure Sts follow the timing. The test is 1h 30' long, so Sts should spend no more than 45' on each task. ➤ Remind them compositions must be written in pen! ➤ Use the criteria described in the Past Papers Book to mark writing tasks. Give Sts feedback on areas they need to work on. <ul style="list-style-type: none"> • Set HW, e.g. assign the extra tasks in Paper 2. ➤ Lessons 6 • Use this lesson to discuss Paper 1 or start with interviews (Paper 5).

WEEK	CONTENT	MATERIALS	NOTES
4	Mock tests	Past Papers Book PT3: Paper 3 - Listening Paper 4 - Speaking	<ul style="list-style-type: none"> ➤ Lesson 7 ➤ PT3 – Paper 3. Set up the classroom like the real exam. Make sure Sts follow the timing. Photocopy the answer sheets and insist Sts transfer their answers within the time limit. ➤ Collect Sts' answer sheets once they have been marked or make notes of their results. ➤ Lesson 8 ➤ PT3 – Paper 4. If possible, use two rooms (one of them could be really small!) for this class. Provide Sts with an activity (e.g. WB, writing task) to keep them busy while they wait for their turn. ➤ Organise Sts in pairs, and follow procedures according to the Paper 4 Frames available in the Past Papers Book. Make notes on Sts' performance according to the Cambridge standards described in the Past Paper book.

WEEK	CONTENT	MATERIALS	NOTES
5	<p>Mock Test</p> <p>Lexis: Idioms</p> <p>Exam focus: Reading and Use of English – Part 6</p>	<p>Past Papers Book PT3: Paper 4 - Speaking</p> <p>MMClass Flipchart: CPE2_VP_U12_revised</p> <p>SB Unit 12 p.100, 101</p> <p>WB Unit 12 p. 48 ex 1</p> <p>Grammar and/or Vocabulary Reference (ALP): Vocabulary 16 - Technology</p>	<p>➤ Lesson 9:</p> <ul style="list-style-type: none"> PT3 – Paper 4. Organise Sts in pairs, and follow procedures according to the Paper 4 Frames available in the Past Papers book. Make notes on Sts' performance according to the Cambridge standards described in the Past Paper book. Provide Sts with an activity (e.g. WB, writing task) to keep them busy while they wait for their turn. Use the Mock Test Report document available on the Lesson Plan / Scheme of Work folder on the Branch server to give Sts feedback on their performance. <p>➤ Lesson 10:</p> <ul style="list-style-type: none"> Start off with CPE2_VP_U12_revised: Part 1: Lead-in to replace SB p. 100 ex 1) Move on to SB p. 100, 101 ex 2, 3 Go to SB p. 101 ex. 4 & Idiom Spot. Do CPE2_VP_U12_revised: Part 2: idiom spot. HW: WB p.48 ex. 1; p. 50 ex. 7; p. 51 ex. 8

WEEK	CONTENT	MATERIALS	NOTES
6	<p>Exam focus: Listening – Part 1 Speaking – Parts 2 & 3 Reading and Use of English – Part 4 Writing - reports</p> <p>Grammar: Passive Voice</p> <p>Vocabulary: collocations</p>	<p>MMClass Flipchart: CPE2_VP_U12_revised</p> <p>Video Programme: CPE2_VP_U13_revised</p> <p>SB Unit 12/13 p. 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p>WB Unit 12/13 p. 49 ex 3, 4; p. 51 ex.9 & 10; p. 52/53 ex. 1</p> <p>Grammar and/or Vocabulary Reference (ALP): Grammar – Units 6 – Passive 1 Vocabulary 14 – World Issues</p>	<p>➤ Lesson 11</p> <ul style="list-style-type: none"> Start off with SB p. 102. Exploit the picture and go to ex. 1, 2, 3 Get Sts into groups to do SB p. 102 Corpus Spot. Move on to SB p. 103 ex. 4, 5, 6. Go to SB p. 104 ex. 1, & 2 HW: SB p. 105 ex. 6; WB p. 49 ex 3, 4; WB p. 51 ex. 9 & 10 <p>➤ Lesson 12</p> <ul style="list-style-type: none"> Start off with CPE2_VP_U12_revised - Part 3: Revision (You don't have to use these all in one lesson. They can be used as coolers or warmers any time after unit 12.) Elicit the features of a report (purpose, layout, intended audience, register). Go to SB p. 106, 107 ex 2, 3. Set ex. 4 for HW. Move on to SB p. 110 ex. 1, 2 & 3. CPE2_VP_U13_revised - Part 1: Speaking (Save the Planet). This activity provides practice for Paper 4, Part 2, and it is an opportunity for Sts to practise the collocations they've just learnt. Do SB p. 110 ex. 4, 5 and draw Sts' attention to the different registers in each extract. Go to SB p. 111 ex. 7 and 8. HW: SB p. 107 ex. 4 (report), SB p. 108, 109; WB p. 52/53 ex. 1

WEEK	CONTENT	MATERIALS	NOTES
7	<p>Lexis: Adverbs used with reporting verbs</p> <p>Exam focus: Writing – Part 1 Speaking – Part 2 Reading and Use of English – Part 4, 5, 7</p> <p>Grammar: Reported speech Prepositions</p>	<p>Video Programme: CPE2_VP_U13_revised</p> <p>MMClass Activity: CPE2_U14_revised</p> <p>SB Unit 13/14: p. 112, 113, 115, 116, 117, 118, 119, 121</p> <p>WB Unit 13: p. 54, 55, 56</p> <p>Grammar and/or Vocabulary Reference (ALP): Grammar – Unit 16 – Reported speech Grammar – Units 21 – Verb + prepositions Grammar - Unit 22 – Prepositions</p>	<p>➤ Lesson 13</p> <ul style="list-style-type: none"> Refer Sts to SB p. 112. Introduce the topic of endangered species and elicit Sts' knowledge of words related to the topic. Move on to SB p. 112 ex 1. Ask Sts to do SB p. 112, 113 ex 4, & 5 with a partner. Check answers. Go to CPE2_VP_U13_revised: video, which provides practice in adverb-reporting verbs collocations. HW: SB p. 113 ex 6,7, WB p. 54, 55. <p>➤ Lesson 14</p> <ul style="list-style-type: none"> Refer Sts to SB p. 115 and ex. 4 and 5. Ask Sts to do ex. 6 for HW. Move on to SB p. 118. Refer Sts to the photos and say: 'I'd like you to talk together about what the people in the photos might be thinking.' (similar to the rubric of Paper 4 - \part 2) Do SB p. 118, 119 ex 2, 3, 4. Move on to SB p. 121 Corpus Spot and ex.4. Round off with CPE2_U14_revised: Speaking - discussion on ageing with focus on prepositions. <p>HW: SB p. p. 116, 117; 121 ex. 6, 7; WB p. 56</p>

WEEK	CONTENT	MATERIALS	NOTES
8	<p>Exam focus: Reading and Use of English – Part 2 Writing – Letters Listening – Part 3 Speaking – Part 2</p> <p>Grammar: Purpose clauses</p> <p>Pronunciation: Word Stress</p>	<p>MMClass Flipchart: CPE2_U14_revised</p> <p>SB Unit 14/15 : p. 122, 123, 124, 125, 126, 128,</p> <p>WB Unit 14/15: p. 56, 57, 60, 61</p> <p>Grammar and/or Vocabulary Reference (ALP): Vocabulary 7 – Work</p>	<p>➤ Lesson 15</p> <ul style="list-style-type: none"> Go to SB p. 122 ex. 1 & 2. Use SB p. 123 ex. 3 & 4 at your discretion. CPE2_U14_revised: Part 2 replaces SB p. 123 ex 5 & 6. Ask Sts what they remember about the features of a letter (purpose, layout, intended audience, register). Do SB p. 124 ex. 1 as a class. Get Sts in pairs to do SB p. 124, 125 ex. 2 and 3. Class check. HW: SB p. 124 ex. 4, WB p. 58, 59. <p>➤ Lesson 16</p> <ul style="list-style-type: none"> Start off with CPE2_U14_revised - Part 3: Review Refer Sts to SB p. 126 and give instructions for the speaking task: <i>'I'd like you to talk together about the mood the photographer wanted to portray.'</i> Move on to SB p. 126 ex. 1, 2 & 3. Go to 128 ex.1-5 HW: WB p. 60, 61

WEEK	CONTENT	MATERIALS	NOTES
9	<p>Lexis: Character qualities Linkers</p> <p>Exam focus: Writing – Part 1 Writing – Reviews/Set text questions Listening – Part 2</p>	<p>Video Programme: CPE2_VP_U15_revised</p> <p>MMClass Flipchart: CPE2_U16_revised</p> <p>SB Unit 15/16: p. 130-133, 138, 140, 141</p> <p>WB Unit 15: p. 62, 63</p> <p>Grammar and/or Vocabulary Reference (ALP): Unit 27 – Linking words and phrases</p>	<p>➤ Lesson 17</p> <ul style="list-style-type: none"> Start off with CPE2_VP_U15_revised: Lead-in - Speaking and vocabulary to introduce vocabulary related to character qualities. This replaces p. 130 ex 1. Ask Sts 'What are the most important character qualities a leader should have?' Briefly discuss ideas as a class. Move on to SB p. 130, 131 ex 2-8 and set ex. 9 for HW. Round off with the listening tasks – SB p. 132, 133. HW: SB p. 131 ex. 9. WB p. 62, 63. <p>➤ Lesson 18</p> <ul style="list-style-type: none"> Start off with CPE2_VP_U15_revised - Part 2: Writing (set text question - optional). Move on to CPE2_U16_revised: Speaking task to introduce vocabulary related to literary genres and the topic of reading. Move on to SB p. 138 ex. 2 and 3. Refer Sts to audioscript – SB p. 259. Ask them to highlight useful expressions that can be used to talk about books (e.g. <i>If I had to single out one book ..., I soon got completely immersed ...</i>). Then, get Sts into groups. Sts take it in turns to talk about a book that has impressed them, using the vocabulary from the listening exercise. HW: SB p. 140 ex. 2 and 141 ex. 3, 4 and 5 (Sts who are preparing for the set book questions may choose to do the review, as suggested in the SB, or the exam task they worked on during group work – CPE2_VP_U15_revised. Those who are not studying the set text may write a review of any book they have read).

WEEK	CONTENT	MATERIALS	NOTES
10	<p>Lexis: Words related to happiness Metaphorical language</p> <p>Grammar: Concessive clauses with <i>as, much</i> and <i>though</i></p> <p>Exam focus: Reading and Use of English – Parts 1, 3, 4 Listening – Part 4 Speaking – Parts 2,3</p>	<p>Video Programme: CPE2_VP_U17_revised</p> <p>MMClass Flipchart: CPE2_U16_revised</p> <p>SB Units 16/17: p. 136, 137, 139, 142-147</p> <p>WB Unit 16: p. 64, 65</p> <p>Grammar and/or Vocabulary Reference (ALP): Grammar Unit 14 – Emphasis (<i>as, much, though</i>), Vocabulary – Unit 20 – Multiple meaning</p>	<p>➤ Lesson 19</p> <ul style="list-style-type: none"> Start off with SB p. 136 ex 3. Draw Sts' attention to the five occurrences of 'as' in the text in ex. 3. Focus on the examples in the second paragraph, which exemplify the use of 'as' in concessive clauses. Go to SB p. 137 Style extra and Corpus Spot. Move on to CPE2_U16 - Part 2: Concessive clauses. Go to SB p. 139 ex.6, 7 (After the planning stage, ask a few volunteers to come to the front and record their 2-min. turn. Then, listen to the recording with the whole class and analyse it, referring to the 'rehearsal analysis' checklist. Make sure you give positive feedback as well as negative. Then, ask the other Sts to give their talk in pairs. Depending on your class, you may want to skip the recording phase and simply monitor and give general feedback.) HW: SB p. 137 ex 4, p. 142, 143 ex. 1-3; WB p. 64, 65 <p>➤ Lesson 20</p> <ul style="list-style-type: none"> Go to SB p. 144. Refer Sts to the photos. Pair Sts up and give instructions on the speaking task: 'I'd like you to talk together about what aspects of happiness are represented in the pictures.' Move on to SB p. 144 ex. 2 and 3 and draw Sts' attention to Style extra (the use of metaphorical language). Do SB p. 145 ex. 5 Round off with CPE2_VP_U17_revised: Video and Metaphorical Language. HW: SB p. 145 ex 7, 146 ex. 2, p. 147 ex 6

WEEK	CONTENT	MATERIALS	NOTES
11	<p>Lexis: Linkers</p> <p>Exam focus: Reading and Use of English – Parts 3, 4, 6 Listening – Parts 1, 3 Speaking – Part 2 Writing – Part 1</p> <p>Grammar: Modals</p>	<p>MMClass Flipchart: CPE2_VP_U18_revised</p> <p>SB Unit 17/18: p. 148-155</p> <p>WB Unit 17/18 p. 67, 68, 71-75</p> <p>Grammar and/or Vocabulary Reference (ALP): Grammar - Unit 11 – Modals: present and future, Unit 12 - Modals – past</p>	<p>➤ Lesson 21</p> <ul style="list-style-type: none"> Start off by referring Sts to the pictures on p. 148. Ask Sts <i>How effective are these pictures in illustrating the term 'quality of life'?</i> Go to SB p. 148/149 ex. 2, 3 and 4. Move on to the listening tasks - SB p. 150 and 151. HW: WB p. 67, 68, 71 <p>➤ Lesson 22</p> <ul style="list-style-type: none"> Start off with CPE2_VP_U18_revised – Part 1: Human rights – speaking activity to introduce the topic. Move on to SB p. 152, 153 ex. 2. Go to SB p. 154 1, 2. Go to CPE2_VP_U18_revised – Part 2: Modals. HW: SB p. 154/155 ex. 3, 4 and 5, WB p. 72, 73, 74, 75

WEEK	CONTENT	MATERIALS	NOTES
12	<p>Lexis: Collocations with 'freedom' Onomatopoeic words</p> <p>Exam focus: Reading and Use of English - Part 1 Writing – Essays Listening – Part 2 Speaking – Part 2</p>	<p>Video Programme: CPE2_VP_U19_revised</p> <p>MMClass Flipchart: CPE2_U18_revised</p> <p>SB Unit 18/19: p. 156-161</p> <p>WB Unit 19: p. 76, 77</p> <p>Grammar and/or Vocabulary Reference (ALP): Words and phrases 3 – ex. 4 sounds</p>	<p>➤ Lesson 23</p> <ul style="list-style-type: none"> Ask Sts to jot down words that collocate with freedom (verbs, adjectives and phrases) Check with: http://oxforddictionary.so8848.com/search?word=freedom Move on to SB p. 156 ex 1, 2 and p. 157 ex. 3, 4 and 5. Revise main features of an essay. Refer Sts to SB p. 158. Do ex. 1 and 2 as a class. Pair Sts up and ask them to discuss SB p. 158, 159 ex. 3. Discuss ideas as a class. Then, choose one of the aspects to focus on (e.g. limited range of language, development of the topic, style and register). You may want to focus on an aspect that corresponds to your group's main weakness. Alternatively, get Sts into groups and allocate one aspect to each group. Get Sts into groups and ask them to decide how they would make improvements to the aspect chosen. Listen to groups' ideas and provide feedback. If time allows, do CPE2_U18_revised – Part 3: Revision. HW: SB p. 159 ex 7 <p>➤ Lesson 24</p> <ul style="list-style-type: none"> Start off with SB p. 160 ex. 1 and 2 Move on to SB p. 160 ex. 3 <p>NB: Before you do ex. 3, you may want to check what Sts know about Treasurer's House and the city of York. Explore www.visitork.org/media/factsheets/treasurer-s-house.aspx (do not read the story, which will be presented via the listening task).</p> <ul style="list-style-type: none"> Go to SB p. 161 Style extra (do not ask Sts to write the paragraph). <p>Round off with CPE2_VP_U19_revised – Part 1: Onomatopoeic words.</p> <ul style="list-style-type: none"> HW: SB p. 161 ex. 5, WB p. 76, 77

WEEK	CONTENT	MATERIALS	NOTES
13	<p>Exam focus: Use of English – Part 1 Writing – Part 1</p> <p>Grammar: Order of adverbs and adverbials</p> <p>Mock tests</p> <p>Important: It may be necessary to bring the Mock Speaking Paper forward so that candidates can take it and be given feedback before the day of their exam. Please check the window for Paper 5 at http://www.cambridgeenglish.org/exams to ensure the mock tests are suitably scheduled.</p>	<p>Video Programme: CPE2_VP_U19_revised</p> <p>SB Unit 19 p. 162-165</p> <p>Past Papers Book PT4: Paper 1 – Reading and Use of English</p>	<p>➤ Lesson 25</p> <ul style="list-style-type: none"> • Start off with CPE2_VP_U19_revised - Part 2: Video/Speaking. • Move on to CPE2_VP_U19_revised - Part 3: Position of adverbs/adverbial phrases. • Get Sts into pairs to do SB p. 162 ex. 1. Check as a class. • Move on to SB p. 164, 165 ex. 1- 5 • HW: SB p. 163 ex. 3, 4, 165 ex. 6 <p>➤ Lesson 26</p> <ul style="list-style-type: none"> • PT4 – Paper 1. Photocopy the answer sheets and insist Sts transfer their answers within the time limit. • Set up the classroom like the real exam. Make sure Sts follow the timing. • Collect Sts' answer sheets once they have been marked or make notes of their results so that you have all the data to provide Sts with an overview their performance after all parts of the exam have been done.

S 9 and WEEK	CONTENT	MATERIALS	NOTES
14	Mock tests	Past Papers Book PT4: Paper 2– Writing	<p>➤ Lesson 27/28</p> <ul style="list-style-type: none"> • PT4 – Paper 2. Set up the classroom like the real exam. Make sure Sts follow the timing. The test is 1h 30' long, so Sts should spend no more than 45' on each task. Remind them compositions must be written in pen! • Use the criteria described in the Past Papers Book to mark writing tasks. Give Sts feedback on areas they need to work on. • Set HW, e.g. assign the extra tasks in Paper 2.

WEEK	CONTENT	MATERIALS	NOTES
15	Mock tests	Past Papers Book PT4: Paper 3 – Listening Paper 4 - Speaking	<p>➤ Lesson 29</p> <ul style="list-style-type: none"> • PT4 – Paper 3. Set up the classroom like the real exam. Make sure Sts follow the timing. Photocopy the answer sheets and insist Sts transfer their answers within the time limit. • Collect Sts' answer sheets once they have been marked or make notes of their results. <p>➤ Lesson 30</p> <ul style="list-style-type: none"> • PT4 – Paper 4. If possible, use two rooms (one of them could be really small!) for this class. Provide Sts with an activity (e.g. WB, writing task) to keep them busy while they wait for their turn. • Organise Sts in pairs, and follow procedures according to the Paper 4 Frames available in the Past Papers book. Make notes on Sts' performance according to the Cambridge standards described in the Past Paper book. • Use the Mock Test Report document available on the Lesson Plan / Scheme of Work folder on the Branch server to give Sts feedback on their performance.

WEEK	CONTENT	MATERIALS	NOTES
16	<p>Mock tests</p> <p>Exam focus: Reading – Part 4 Use of English – Part 4 Speaking – Part 3</p> <p>Lexis: Expressions with <i>go</i></p> <p>Grammar: Have/ get sth done</p>	<p>Past Papers Book PT4: Paper 4 - Speaking</p> <p>MMClass Flipchart: CPE2_U20_revised</p> <p>SB Unit 20: p. 168-171</p> <p>WB Unit 20: p. 80, 82</p>	<p>➤ Lesson 31</p> <ul style="list-style-type: none"> PT4 – Paper 4. Organise Sts in pairs, and follow procedures according to the Paper 4 Frames available in the Past Papers book. Make notes on Sts' performance according to the Cambridge standards described in the Past Paper book. Provide Sts with an activity (e.g. WB, writing task) to keep them busy while they wait for their turn. Use the Mock Test Report document available on the Lesson Plan / Scheme of Work folder on the Branch server to give Sts feedback on their performance. <p>➤ Lesson 32</p> <ul style="list-style-type: none"> Give general feedback on the Mock Test. Go to CPE2_U20_revised – Part 1: Lead-in to the topic of 'humour'. Move on to SB p. 168 and 169 ex. 2 and 3. Check answers as a class. HW: SB p. 170/171 ex. 4, 5, 6 and WB p. 80, 82 ex. 3

WEEK	CONTENT	MATERIALS	NOTES
17	<p>Lexis: Expressions with <i>go</i> Lexis related to eccentricity</p> <p>Exam focus: Writing – Articles and Letters Use of English – Part 4 Speaking – Part 3</p>	<p>MMClass Flipchart: CPE2_U20_revised</p> <p>SB Unit 20: p. 172-175</p> <p>WB Unit 20: p. 81 ex. 2, 82 ex. 4, 83 ex. 7</p> <p>Grammar and/or Vocabulary Reference (ALP): Grammar - Unit 7 – Passive 2 – have and get sth done, passive get</p>	<p>➤ Lesson 33</p> <ul style="list-style-type: none"> • Introduce topic of eccentricity (discussion, explore vocabulary related to eccentricity. Suggestion - http://www.visualthesaurus.com) • Go to CPE2_U20_revised – Part 2: Stereotypes • Move on to SB p. 172 ex. 1 and 2. • HW: WB p. 81 ex 2, p.82 ex 4, p. 83 ex. 6. <p>➤ Lesson 34</p> <ul style="list-style-type: none"> • Flipchart CPE2_U20_revised – Part 3: Revision – Game and Rephrasing. • Elicit some of the expressions Sts can use to buy time, get back on track, add arguments and generalise during their 2-minute turn. Refer Sts to SB p. 173 ex 5 (box) to check their ideas. • Pair up Sts (student A and student B). Refer As to SB p. 173 ex. 5 task A. Get them to practice the 2-minute turn. Then, refer Bs to task B. Allow 2'. (While Sts are speaking, monitor and make notes of their mistakes. Then, provide general feedback.) • Elicit from Sts the importance of writing outlines before they set about writing their compositions (to gather thoughts, produce a more Organised text). Move on to SB p. 174, 175 ex. 1 and 2. Ask Sts to produce outlines for each of the rubrics on p. 174. Allow 5' for each task. Get Sts into pairs to compare their outlines. • Use the remaining time to focus on observed areas of difficulty for your specific group.