

INTRO



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Skills for Success

READING AND WRITING

Teacher's Handbook

Jennifer Bixby

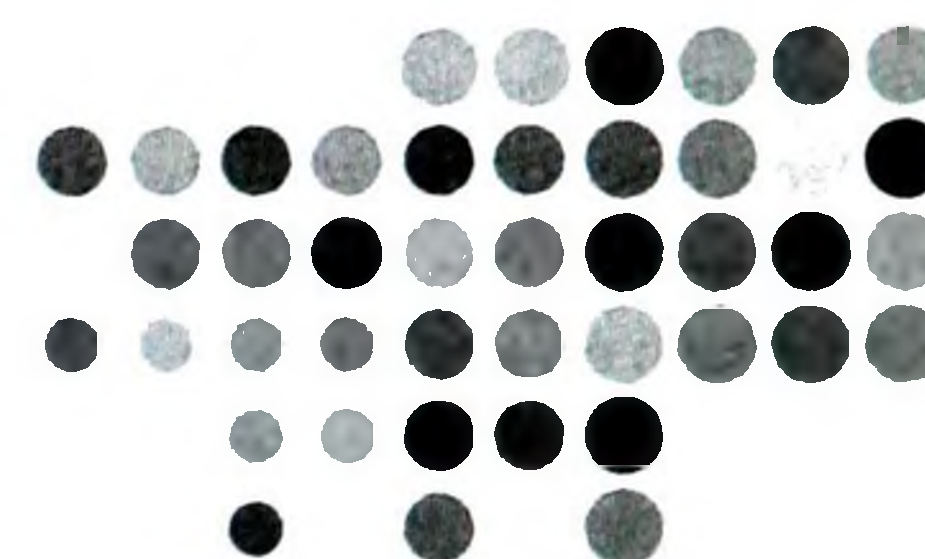
with
Q Online Practice
Teacher Access Code Card
and
Q Testing Program
CD-ROM

Q: Skills for Success

READING AND WRITING

INTRO

Teacher's Handbook



Jennifer Bixby

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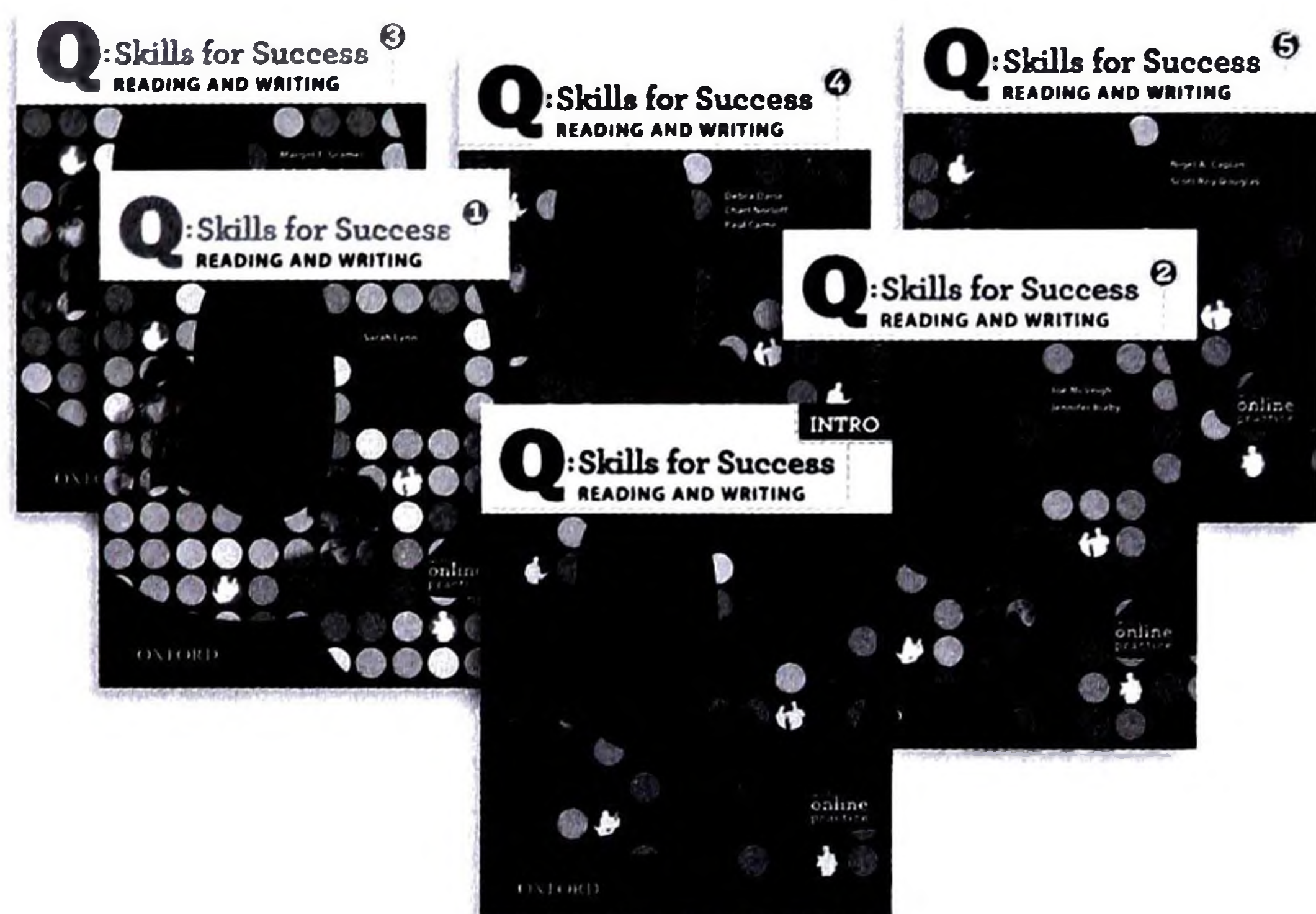
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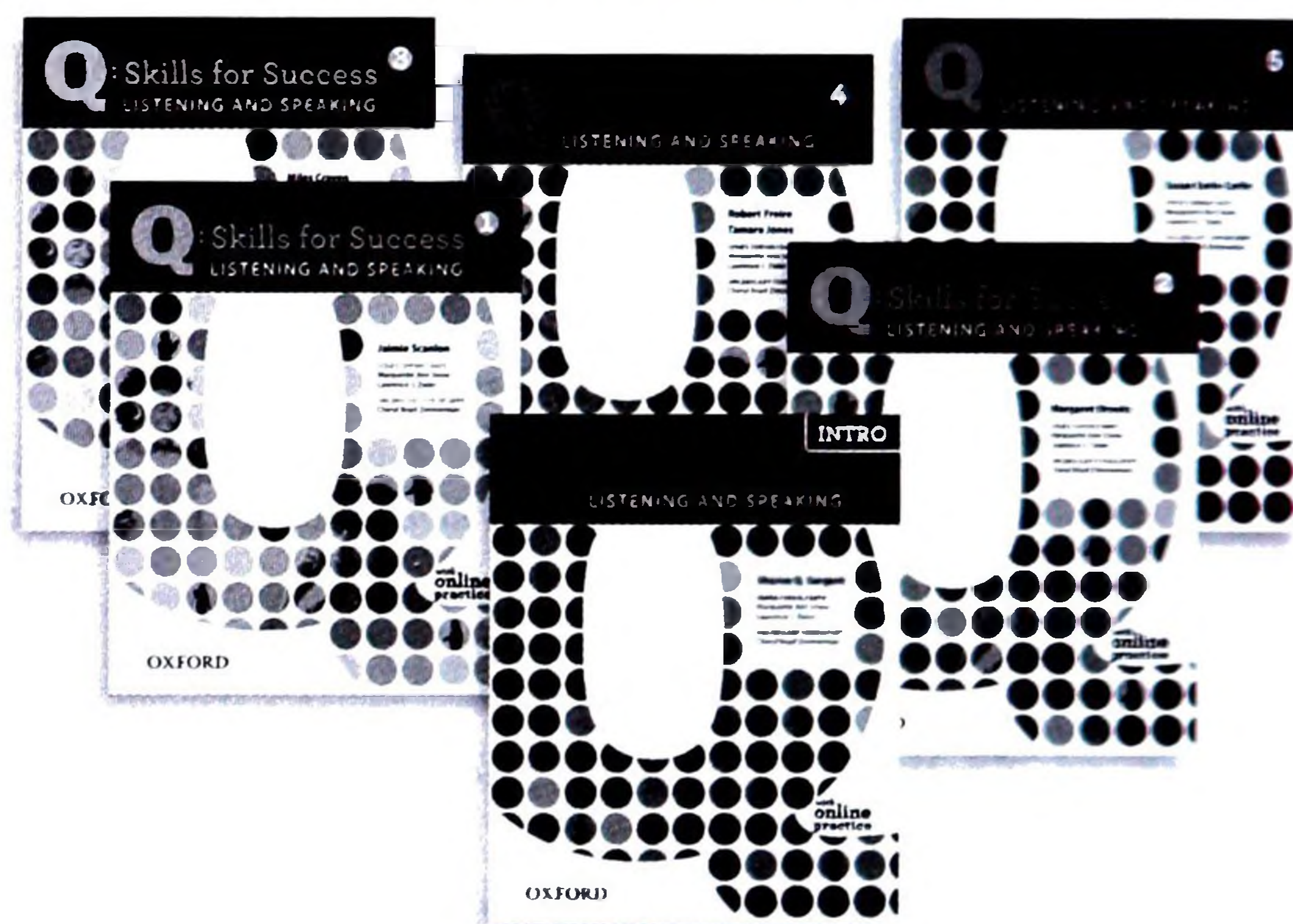
WELCOME TO **Q:Skills for Success**

Q: Skills for Success is a six-level series with two strands,
Reading and Writing and *Listening and Speaking*.

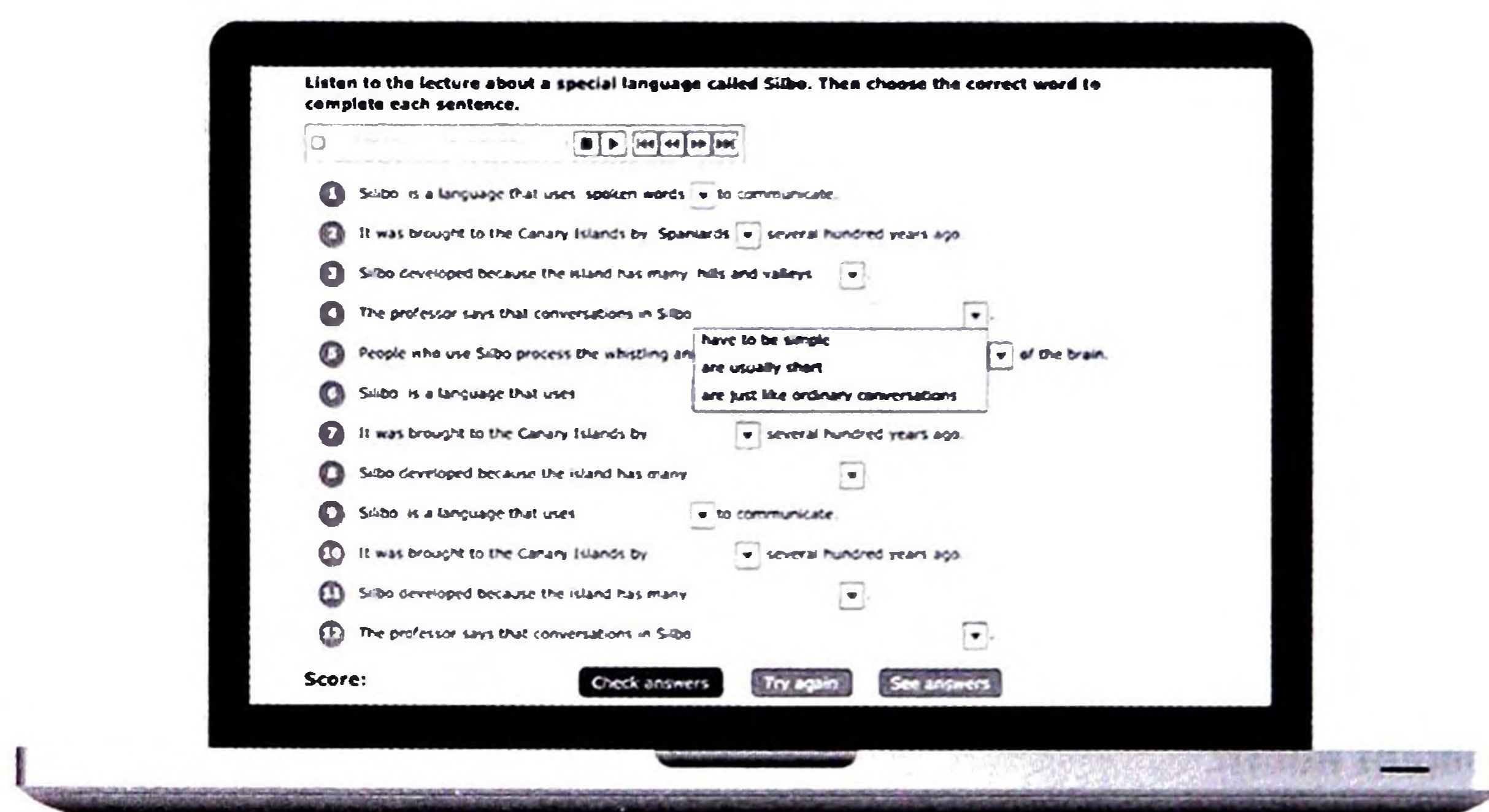
READING AND WRITING



LISTENING AND SPEAKING



WITH Q ONLINE PRACTICE ^{web}



STUDENT AND TEACHER INFORMED

Q: Skills for Success is the result of an extensive development process involving thousands of teachers and hundreds of students around the world. Their views and opinions helped shape the content of the series. Q is grounded in teaching theory as well as real-world classroom practice, making it the most learner-centered series available.

To the Teacher

Highlights of the Q: Skills for Success Teacher’s Handbook

LEARNING OUTCOMES

As you probably know from your own teaching experience, students want to know the point of a lesson. They want to know the “why” even when they understand the “how.” In the classroom, the “why” is the learning outcome, and to be successful, students need to know it. The learning outcome provides a clear reason for classroom work and helps students meaningfully access new material.

Each unit in Oxford’s *Q: Skills for Success* series builds around a thought-provoking question related to that unit’s unique learning outcome. Students learn vocabulary to answer the unit question; consider new information related to the unit’s theme that utilizes this vocabulary; use this information to think critically about new questions; and use those answers to practice the new reading, vocabulary, grammar, and writing skills they need to achieve the unit’s learning outcome.

Each aspect of the learning process in the Q series builds toward completing the learning outcome. This interconnected process of considering new information is at the heart of a critical thinking approach and forms the basis of the students’ work in each unit of the Q series. At the end of the unit, students complete a practical project built around the learning outcome.

Learning outcomes create expectations in the classroom: expectations of what students will learn, what teachers will teach, and what lessons will focus on. Students benefit because they know they need to learn content for a purpose; teachers benefit because they can plan activities that reinforce the knowledge and skills students need to complete the learning outcome. In short, learning outcomes provide the focus that lessons need.

UNIT 6

Unit QUESTION
What makes you laugh?

Laughter

READING • identifying the topic sentence in a paragraph

VOCABULARY • using the dictionary

GRAMMAR • sentences with *when*

WRITING • writing a topic sentence

LEARNING OUTCOME
Explain what makes you or someone you know laugh.

In this example unit, students are asked to think about and discuss what makes them laugh.

The unit assignment ties into that unit’s unique learning outcome.

Writing a Paragraph	20 points	15 points	10 points	0 points
The first line of the paragraph is indented, and the paragraph has an appropriate topic sentence.				
Sentences with <i>when</i> and <i>because</i> are correct.				
Paragraph explains what makes someone laugh using vocabulary from the unit.				
Sentences begin with capital letters and end with appropriate punctuation.				
Every sentence has a subject and a verb and they are in agreement.				
Total points: _____				
Comments: _____				

Clear assessments allow both teachers and students to comment on and measure learner outcomes.

▶ Reading and Writing 1, page 116
Q Unit Assignment: Write a paragraph about what makes someone laugh

Unit Question (5 minutes)

Refer students back to the ideas they discussed at the beginning of the unit about laughter. Ask: *What makes you or someone you know laugh?* Bring out the answers students wrote on poster paper at the beginning of the unit. Cue students if necessary by asking specific questions about the content of the unit: *Why is laughter important? What makes you laugh the hardest? What kinds of things do you find funny? What kinds of things are not funny?* Read the direction lines for the assignment together to ensure understanding.

Learning Outcome

1. Tie the Unit Assignment to the unit learning outcome. Say: *The outcome for this unit is to explain what makes you or someone you know laugh. This Unit Assignment is going to let you show your skill at writing paragraphs, using a topic sentence, and writing sentences with when and because.*

CRITICAL THINKING

A critical thinking approach asks students to process new information and to learn how to apply that information to a new situation. Teachers might set learning outcomes to give students targets to hit—for example: “After this lesson, give three reasons why people immigrate”—and the materials and exercises in the lesson provide students with the knowledge and skills to think critically and discover *their* three reasons.

Questions are important catalysts in the critical thinking process. Questions encourage students to reflect on and apply their knowledge to new situations. Students and teachers work together to understand, analyze, synthesize, and evaluate the lesson’s questions and content to reach the stated outcomes. As students become more familiar with these stages of the critical thinking process, they will be able to use new information to complete tasks more efficiently and in unique and meaningful ways.

Tip Critical Thinking

In Activity 8, you have to **restate**, or say again in perhaps a different way, some of the information you learned in the two readings. **Restating** is a good way to review information.

B (10 minutes)

1. Introduce the Unit Question, *Why do people immigrate to other countries?* Ask related information questions or questions about personal experience to help students prepare for answering the more abstract unit question: *Did you immigrate to this country? What were your reasons for leaving your home country? What were your reasons for choosing your new country? What did you bring with you?*
2. Tell students: *Let’s start off our discussion by listing reasons why people might immigrate. For example, we could start our list with finding work because many people look for jobs in new countries. But there are many other reasons why people immigrate. What else can we think of?*

Throughout the Student Book, *Critical Thinking Tips* accompany certain activities, helping students to practice and understand these critical thinking skills.

Critical Thinking Tip (1 minute)

1. Read the tip aloud.
2. Tell students that restating also helps to ensure that they have understood something correctly. After reading a new piece of information, they should try to restate it to a classmate who has also read the information, to ensure that they both have the same understanding of information.

The *Q Teacher’s Handbook* features notes offering questions for expanded thought and discussion.

CRITICAL Q EXPANSION ACTIVITIES

The *Q Teacher’s Handbook* expands on the critical thinking approach with the Critical Q Expansion Activities. These activities allow teachers to facilitate more practice for their students. The Critical Q Expansion Activities supplement the *Q Student Book* by expanding on skills and language students are practicing.

In today’s classrooms, it’s necessary that students have the ability to apply the skills they have learned to new situations with materials they have never seen before. Q’s focus on critical thinking and the *Q Teacher’s Handbook’s* emphasis on practicing critical thinking skills through the Critical Q Expansion Activities prepares students to excel in this important skill.

The easy-to-use activity suggestions increase student practice and success with critical thinking skills.

Critical Q: Expansion Activity

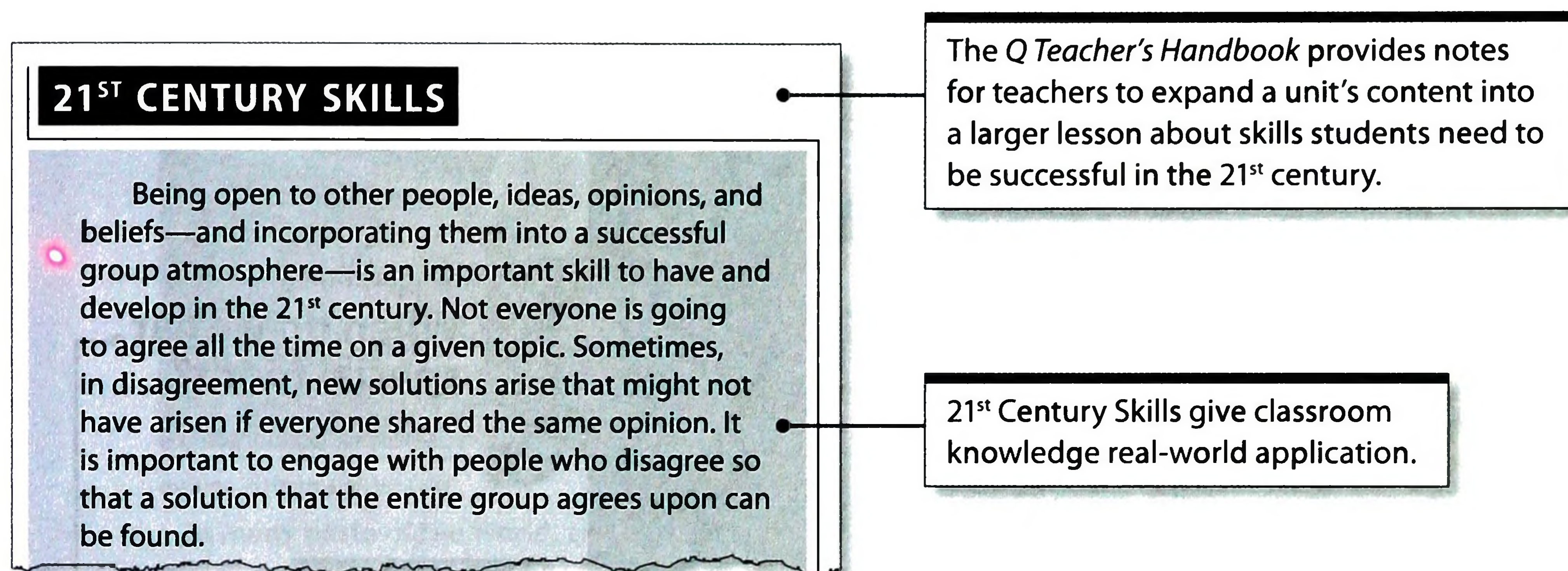
Outlining

1. Explain to students: *A popular way to prepare to outline one’s ideas is to use a cluster map. In a cluster map, a big circle is drawn in the middle of a page or on the board, and a main point is written inside it—this will become the topic sentence in the outline.*
2. Then explain: *Next, lines are drawn away from the circle and new, smaller circles are attached to the other end of those lines. Inside each of the smaller circles, ideas are written which relate to the main point—these become supporting sentences in the outline.*

21ST CENTURY SKILLS

Both the academic and professional worlds are becoming increasingly interdependent. The toughest problems are solved only when looked at from multiple perspectives. Success in the 21st century requires more than just core academic knowledge—though that is still crucial. Now, successful students have to collaborate, innovate, adapt, be self-directed, be flexible, be creative, be tech-literate, practice teamwork, and be accountable—both individually and in groups.

Q approaches language learning in light of these important 21st Century Skills. Each unit asks students to practice many of these attributes, from collaboration to innovation to accountability, *while* they are learning new language and content. The *Q Student Books* focus on these increasingly important skills with unique team, pair, and individual activities. Additionally, the *Q Teacher's Handbooks* provide support with easy-to-use 21st Century Skill sections for teachers who want to incorporate skills like “openness to other people’s ideas and opinions” into their classrooms but aren’t sure where to start.



Q ONLINE PRACTICE

Q Online Practice is an online workbook that gives students quick access to all-new content in a range of additional practice activities. The interface is intuitive and user-friendly, allowing students to focus on enhancing their language skills.

For the teacher, *Q Online Practice* includes a digital grade book providing immediate and accurate assessment of each student's progress. Straightforward individual student or class reports can be viewed onscreen, printed, or exported, giving you comprehensive feedback on what students have mastered or where they need more help.

Teacher's Access Code Cards for the digital grade book are available upon adoption or for purchase. Use the access code to register for your *Q Online Practice* account at www.Qonlinepractice.com.

These features of the *Q: Skills for Success* series enable you to help your students develop the skills they need to succeed in their future academic and professional careers. By using learning outcomes, critical thinking, and 21st century skills, you help students gain a deeper knowledge of the material they are presented with, both in and out of the classroom.

Q connects critical thinking, language skills, and learning outcomes.

LANGUAGE SKILLS

Explicit skills instruction enables students to meet their academic and professional goals.

LEARNING OUTCOMES

Clearly identified learning outcomes focus students on the goal of their instruction.

READING

VOCABULARY

GRAMMAR

WRITING

scanning for information

using the dictionary

verbs + gerunds or infinitives

writing complete sentences

Food

LEARNING OUTCOME

Describe the people, food, and activities at a celebration.



Unit QUESTION

When do we eat special foods?

PREVIEW THE UNIT

- A** Answer the questions. Then share your answers with a partner.
- What snacks do you like to eat? What is your favorite dinner? What is your favorite dessert?
 - Why do you usually eat? Check (✓) the boxes.
- I eat because . . .
- | | |
|--|---|
| <input type="checkbox"/> I'm hungry. | <input type="checkbox"/> it's fun to do with friends. |
| <input type="checkbox"/> it's time for a meal. | <input type="checkbox"/> I like to be with my family. |
| <input type="checkbox"/> I'm bored. | |
- B** Look at the photo. Who are the people? What are they doing?
- C** Discuss the Unit Question above with your classmates.
- D** Listen to The Q Classroom, Track 8, to hear other answers.

CRITICAL THINKING

Thought-provoking unit questions engage students with the topic and provide a critical thinking framework for the unit.



Having the learning outcome is important because it gives students and teachers a clear idea of what the point of each task/activity in the unit is.

Lawrence Lawson, Palomar College, California



LANGUAGE SKILLS

Reading texts provide input on the unit question and give exposure to academic content.

Celebrating the New Year with Food

- 1 The New Year is a very **special** occasion. We say goodbye to the last year, and we think about the future. We **celebrate** with family members, friends, and neighbors. **Cultures** around the world celebrate the New Year, but everyone celebrates it a little differently. For everyone, New Year's means special food.



making Vietnamese rice cake



Chinese New Year Cake

foods. People **prepare** rice in many different ways—from rice cakes to rice soup. In Korea, parents encourage children to eat all of their rice cake soup for a good year. In Vietnam, people carefully wrap a rice cake in a large, **fresh** green leaf. This makes a perfect square cake. In China, the New Year Cake is a special sweet cake with rice. Every area of China has a different kind of New Year Cake.

- 2 In many parts of the world, rice is the most important **ingredient** in New Year's
- 3 In other parts of the world, beans are the common ingredients in many New

CRITICAL THINKING

Students discuss their opinions of each reading text and analyze how it changes their perspective on the unit question.

Q WHAT DO YOU THINK?

A. Write your favorite celebration in the chart. It can be an anniversary, or holiday. Answer the questions.

	My favorite celebration	My partner's favorite celebration
1. When do you usually have this celebration?		

“One of the best features is your focus on developing materials of a high “interest level.”

Troy Hammond, Tokyo Gakugei University,
International Secondary School, Japan