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Teacher's Handbook

Jenni Currie Santamaria

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PHÒNG NGHE NHÌN









Jenni Currie Santamaria



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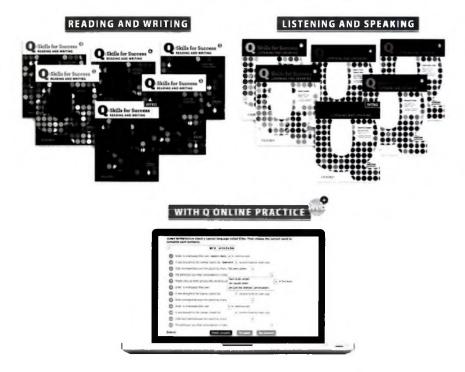
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WELCOME TO Q Skills for Success

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



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 listening, vocabulary, grammar, pronunciation, and speaking skills they need to achieve the unit's learning outcome

> Unit QUESTION Who makes you laugh?

LISTENING - Intening for specific information

Laughter

VOCABULARY - SUBGRYON GRAMMAR - simple present for informal narratives PRONUNCIATION + simple present third person - s/-er SPEAKING - using eve contact, pause, and tone of voice LEARNING OUTCOME appropriate and a torn of use a uses to tell a horny many in a join in ener classmates

Tell a Story or Julia	20 points	15 points	10 points	0 points
Ouders field the plan or furny stary easily without long people or moding) and was say to understand (spike clearly and at a good speed).				
Gualank used the simple present terms collectly				
shuttent used vecabulary from the unit.				
Shutent used eye contact, pauses and core of voice to effectively fail the spike or Survey story.				
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tal points				

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

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 O 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.

In this example unit, students are asked to think about who makes them laugh while preparing to tell their own joke or funny story.

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

Of Unit Assignment: Tell a joke or a funny story

Unit Ouestion (5 minutes)

Refer students back to the ideas they discussed at the beginning of the unit about who makes them laugh. Cue students if necessary by asking specific questions about the content of the unit: Why did people think Jackie Chan was funny? What advice did we hear about how to be funny? What skills can you use to make your jokes and stories more entertaining?

Learning Outcome

1. The the Unit Assignment to the unit learning outcome. Say: The outcome for this unit is to use appropriate eye contact, tone of voice, and pauses to tell a funny story or a joke to your classmates. This Unit Assignment is going to let you show that you can do that as well as correctly use and pronounce the sumple present.

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.



In Activity B. 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)

- 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 were your reasons for choosing your new country? What were your reasons for choosing the people of t
- 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.
- 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 guestions 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 Haudbook'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

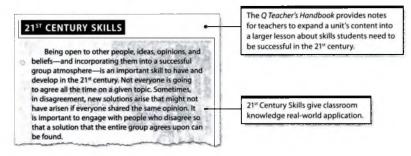
Outlining

- 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.
- 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 21^s 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 21ⁿ 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 21ⁿ 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 Cords 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 <u>www.Qonlinepractice.com</u>.

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 21ⁿ 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 LEARNING OUTCOMES Explicit skills instruction enables students to meet their Clearly identified learning outcomes focus academic and professional goals. students on the goal of their instruction. IC OUTER Unit OUESTION Who makes you laugh? PREVIEW THE UNIT What fightly monte or TV show the resultant Do you tell askes or make other people length Look at the photo. Do you think it influence Why or why need O Discuss the Unit Question at

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

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