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# Skills for Success

## LISTENING AND SPEAKING

# Teacher's Handbook

Jenni Currie Santamaria

SÁCH KÈM THEO ĐĨA CD ĐẶT TẠI

PHÒNG NGHE NHÌN



with  
**Q Testing  
Program**

NGUYỄN  
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OXFORD



# **Q: Skills for Success**

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1

Teacher's Handbook



**Jenni Currie Santamaria**

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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



### 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.

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  
**Who makes you laugh?**

**Laughter**

**LISTENING** • listening for specific information  
**VOCABULARY** • synonyms  
**GRAMMAR** • simple present for informal narratives  
**PRONUNCIATION** • simple present third person 's/es  
**SPKING** • using eye contact, pause, and tone of voice

**LEARNING OUTCOME**  
Use appropriate eye contact, tone of voice, and pauses to tell a funny story or joke to your classmates.

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.

Tell a Story or Joke	20 points	15 points	10 points	0 points
Student told the joke or funny story easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used the simple present tense correctly.				
Student used vocabulary from the unit.				
Student used eye contact, pauses, and tone of voice to effectively tell the joke or funny story.				
Student correctly pronounced third person 's/es.				
<b>Total points:</b>				
<b>Comments:</b>				

### Q Unit Assignment: Tell a joke or a funny story

#### Unit Question (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. Tie 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 simple present.*

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

## 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 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)

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.*



## 21<sup>ST</sup> 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<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

**21<sup>ST</sup> CENTURY SKILLS**

Being open to other people, ideas, opinions, and beliefs—and incorporating them into a successful group atmosphere—is an important skill to have and develop in the 21<sup>st</sup> century. Not everyone is going to agree all the time on a given topic. Sometimes, in disagreement, new solutions arise that might not have arisen if everyone shared the same opinion. It is important to engage with people who disagree so that a solution that the entire group agrees upon can be found.

The *Q Teacher's Handbook* provides notes for teachers to expand a unit's content into a larger lesson about skills students need to be successful in the 21<sup>st</sup> century.

21<sup>st</sup> Century Skills give classroom knowledge real-world application.

## 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](http://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 21<sup>st</sup> 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.



UNIT  
**6**  
Laughter

**LISTENING** • listening for specific information  
**VOCABULARY** • synonyms  
**GRAMMAR** • simple present for informal narrative  
**PRONUNCIATION** • simple present third person -s  
**SPEAKING** • using eye contact, pauses, and gestures

**LEARNING OUTCOMES**  
 Use appropriate eye contact, tone of voice, and gestures to tell a funny story or a joke to your classmates.

**Q** Unit QUESTION  
**Who makes you laugh?**

#### PREVIEW THE UNIT

- Discuss these questions with your classmates.  
 What funny movie or TV show do you like?  
 Do you tell jokes or make other people laugh?  
 Look at the photo. Do you think it is funny?  
 Why or why not?
- Discuss the Unit Question above with your classmates.

#### 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*