

Persistence Activities

Unit 1 Find Someone Who

- A** Write the names of classmates who can answer “yes” to these questions. Then ask the follow-up questions.

Follow-up questions are questions that ask for more detail or additional information related to a previously asked question.

Find someone who . . .

- | | |
|--|---|
| <p>1. has visited another city in the United States. _____
Which city? _____</p> <p>2. went to see a movie in the last month. _____
Which movie? _____</p> | <p>3. knows how to play a musical instrument. _____
What instrument? _____</p> <p>4. did something fun or exciting last weekend. _____
What did you do? _____</p> |
|--|---|

- B PAIRS.** Compare your answers. What did you learn that was interesting?
- C** After class, talk to a classmate who gave an answer you found interesting. Ask your own follow-up questions to get to know this classmate better.

Unit 2 Characteristics of a Good Learner

- A** Make a chart like the one below. Include ten rows.
- B BRAINSTORM. GROUPS.** What are the characteristics of a good learner? Record each idea in the first column.

Characteristic of a good learner	I do this.	I don't do this.	I want to work on this.
<i>Plans a specific time to study</i>	✓	X	✓✓
<i>Asks questions when he or she doesn't understand</i>			

- C** Look at the learner characteristics in your chart. Put a check (✓) next to the ones you already do, an X next to the ones you don't do, and two checks (✓✓) next to the ones you want to work on.
- D PAIRS.** Share your charts. Look at the items with two checks (✓✓). Discuss ways you can help each other develop these learner characteristics.

Unit 3 Favorite Celebrations

- A** Think of your favorite holiday or celebration in your country or in the United States.
- B** Prepare to talk about this holiday or celebration with a partner. Use the following questions to help you remember and organize details.

With whom do you spend the holiday or event?

Where do you celebrate?

What special things do you see?

What sounds do you hear?

What kinds of things do you smell?

What foods do you eat?

What special activities do you do?

- C PAIRS.** Tell your partner about your favorite holiday or celebration.

Unit 4 What Is Your Work Style?

- A** Look at the list of different work styles. Check (✓) the styles that are true for you. Put an X next to the styles that aren't true for you.

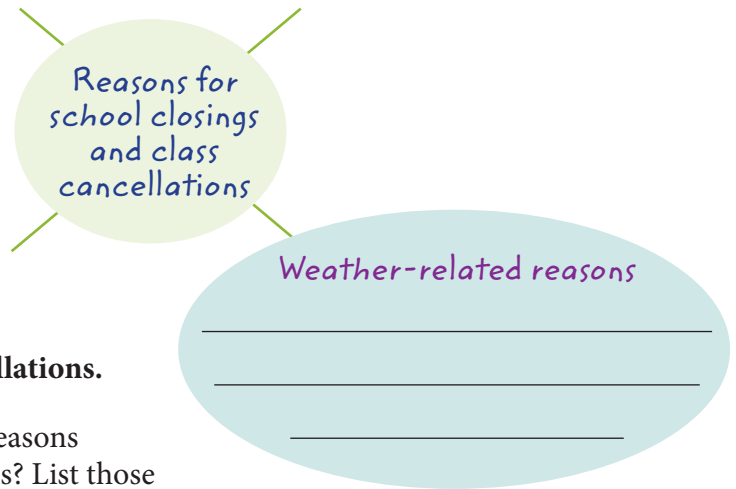
Work style preference	Yes	No
I like to work alone.		
I like to work in groups or teams.		
I like to have deadlines.*		
I like to get detailed instructions from my boss.		
I like to work with my hands.		
I like to solve problems.		
I like to work in an office.		
I like to create things.		
I like to do a lot of writing.		
I like to work with different people.		
I like to work within a definite schedule. No overtime!		

**Deadlines are specific times or dates when a task has to be completed.*

- B** Look at the items you checked. Do your preferences match the job that you have now? How can knowing your work style preferences help you choose your job?
- C PAIRS.** Share your answers to Exercises A and B. Can you think of other jobs that might match your or your partner's preferences? Explain.

Unit 5 Snow Days

- A** Create a word web for the topic: “Reasons for school closings and class cancellations.” Write those words in the center of a page. Draw a line out from the center and label it: “Weather-related reasons.”



- B BRAINSTORM.** Think about class cancellations.

1. What are the common weather-related reasons for school closings and class cancellations? List those specific examples below “Weather-related reasons.”
2. What other reasons for class cancellations do you know? Add another line and label it. List specific examples for that reason.

- C PAIRS.** Discuss. How can you take advantage of school closings to learn English? Create a word web similar to the one in Exercise A to record your ideas.

Unit 6 How Far Have You Come?

- A** Think about what have learned in this English class. Leaf through your textbook, your workbook, and any written work.
- B** Make a chart like the one below. Include at least 10 rows. In the first column, list all the things that you have learned.

Things I have learned	Situations where I can apply what I have learned

- C** Look at the items you listed. How and where in your daily life can you apply each one? Write specific examples in the second column.
- D PAIRS.** Share your charts. Is there anything in your partner’s list that is not in yours? Can it help you in your every day life? If so, add it to your chart.

Unit 7 Looking Forward

- A** What are you looking forward to studying in English class? Think about your goals and any daily activities or situations when you need to use English. Then look at the units in this book that you haven't studied yet. Identify at least five topics, grammar points, readings, vocabulary, or life skills that might help you in your daily life. Make a list.

1.
2.
3.
4.
5.

- B GROUPS.** Talk about each item on your list. Explain why it is important to you. Compare your lists. Talk about the similarities and differences. Agree on five things that are important to the whole group. Make a list.
- C CLASS.** Present your common list to the class.

Unit 8 Advertising English!

- A PAIRS.** Discuss. What is your favorite advertisement? Where are these advertisements—on billboards, television, radio, magazine, newspapers, brochures? What do you like about that advertisement? Does it have a slogan?
- B GROUPS.** Describe your favorite advertisement. Talk about what makes an advertisement successful and memorable. Take notes.
- C GROUPS.** Discuss. Why is English important in your life? How can knowing how to speak, read, and write in English help you? What would happen if you didn't learn English? Take notes.
- D GROUPS.** Now create a poster advertising the importance of English in daily life. Think of a slogan for your advertisement. What colors will you use? Will you use pictures? How will you make your advertisement memorable?
- E CLASS.** Present your group's poster to the class. Display the posters in your classroom and, with your principal's permission, in your school to inspire others to learn English!

Billboards are large outdoor signs for advertising.
A slogan is a short, easily remembered phrase used in advertising, politics, etc.

Unit 9 Then and Now

- A** Think about how a pre-school child learns to speak a language, whether it is English or a native language. Then think of how you, as an adult, are learning English. Complete the chart below.

	Learning as a child	Learning as an adult
What strategies do children or adults use to learn a language? By imitating? By listening to an audio? By reading?		
Where do children or adults learn a language? At home? At school? In the playground?		
What do children or adults learn when learning a language? Vocabulary? Conversation? Grammar?		
From your observation, who is the faster learner, a child or an adult?		
In your opinion, what is the best way for children or adults to learn a language?		

- B PAIRS.** Share your answers to Exercise A. How do you feel about learning English as an adult?

Unit 10 How Students Learn Best

- A** Think of how you've been learning English. Check (✓) five types of activities you liked best.

<input type="checkbox"/> working alone	<input type="checkbox"/> conversations	<input type="checkbox"/> vocabulary activities
<input type="checkbox"/> working in pairs	<input type="checkbox"/> grammar activities	<input type="checkbox"/> using life skills materials (maps, graphs, forms, etc.)
<input type="checkbox"/> working in groups	<input type="checkbox"/> listening activities	
<input type="checkbox"/> reading activities	<input type="checkbox"/> writing activities	<input type="checkbox"/> Other: _____

- B** Look at the activities you checked. What did you like about them? How did they help you learn English?
- C PAIRS.** Talk about other activities in the book. Which activities didn't you like? Why?
- D GROUPS.** Compare your answers to Exercises A, B, and C. What are some similarities in the ways you prefer to learn English? Make a list of activities that help students learn effectively.
- E CLASS.** Present your list to the class. Explain why these activities help students learn. Also discuss the activities that you didn't include. Why do you think those activities aren't as effective?

Unit 11 My Writing Checklist

- A** Look back at the checklists in Check Your Writing for each unit. Did those checklists help you write better paragraphs?
- B** Now look again at the paragraphs you wrote for this class. What common mistakes did you make? For example,
- Did you forget to use punctuation?
 - Did you use capital letters correctly?
 - Were there any misspellings?
 - Did you make mistakes in subject-verb agreement?
 - Did you forget to provide details to support a statement?

Create your own checklist for editing your writing. Include anything that will help you review, correct, and improve your writing.

- C PAIRS.** Compare your checklists. Explain why you included the items you did. Which items from your partner's checklist would you add to your checklist?

Unit 12 The Door of Opportunity

- A** Staple two pieces of paper together. On the first page, draw a picture of a door. You can make the door simple or elaborate. On the second page, make a chart like the one below.

<i>What I will remember about English class</i>	<i>Where I will go from here</i>

- B** Imagine yourself walking through a door and leaving your English class. What will you remember about the class? Who will you remember? What lessons and new knowledge will you take with you? Record these ideas in the first column.
- C** In the second column, write about where you want to go after this English class. Do you want to take more classes? Do you want to look for a new job? What are your plans now that English class is finished?
- D CLASS.** Share your door with the class. Describe one thing that you will remember about English class. Describe something that you will do now that you've finished class.