

Persistence Activities

Unit 1 Exploring Your Expectations

Expectations are the things that you think will occur or will happen in a new situation, based on the information and experiences you have had in the past. For example, when you start a new English class, you may have expectations about how the teacher will behave, the kind of work that you will do, or what you will learn.

- A** Think about the expectations you had when you started this English class. Look at the situations in column 1. Write your response to each expectation in column 2. If you had additional expectations, write them at the bottom of column 2.

Situation	Your Expectation
Amount of work/homework for the class	
Attendance	
English-speaking ability of other students	
Tests	
Amount of reading and writing	
Amount of listening and speaking	
Teacher	
Other:	

- B PAIRS.** Talk about your expectations. Where did your expectations come from? Have your expectations been met in the class so far? What could be changed in class to meet your expectations? If they have not been met in certain areas, make suggestions.
- C GROUPS.** Discuss your expectations with another pair. Discuss: For any expectations that have not been met, how could the class be changed to help you learn English better?

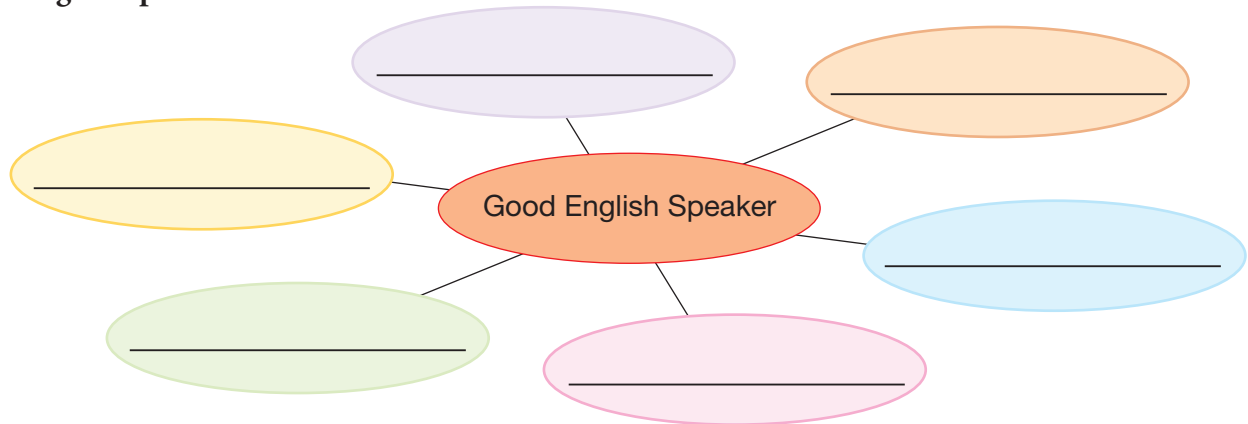
Unit 2 Speaking English Well

We all want to become better English speakers. Sometimes, when you are learning something, it helps to think of and imitate role models—people who do that thing well. Who do you know who speaks English well?

A GROUPS. Think about people you know who speak English well. They can be people you know personally or people you have seen on TV or heard on the radio. Discuss the questions.

1. In what ways do these people speak English well? Give examples.
2. Do they have a large vocabulary?
3. Do they speak quickly or slowly?
4. Do they have a formal or informal style of speaking?
5. Do they use body language?
6. Do they use a lot of idioms or slang?
7. Do they use *um* and *ah* often when they are speaking?

B Use the word web below to list the most important characteristics of a good English speaker.



C CLASS. Share your group's list with the class. Discuss your individual lists and create a class list of the main characteristics of a good English speaker.

D CLASS. Look at the class list of characteristics of a good English speaker. Which characteristics do you already have? Which ones do you want to develop? Choose at least one characteristic that you want to work on throughout this class.

Unit 3 The Importance of Reading

Reading is an important language skill. When you read, you are exposed to many new words, grammar structures, and idioms. You see models of good English, both formal and informal. You use strategies to comprehend what you read, and you use the information you learn for many purposes. So it is important to read regularly and to read different types of texts: novels, magazine articles, labels, forms, street signs, textbooks, notes, work manuals, the newspaper, and so on. Each type of text challenges you to learn more and improve your English skills in different ways.

- A** Think about a typical week in your life. What do you read? Complete the chart. If you need more space, draw the chart on a piece of paper and make it bigger.

What I read	How often I read it	Why I read it

- B PAIRS.** Talk about the information in your charts. What do you read in your daily life? How does it help you improve your English? Can you recommend a reading material that your partner might benefit from? Why do you think your partner would learn something from reading it?
- C** Make a list of at least three types of texts that you don't read now but would like to read in the future. Check back in a month and make a chart like the one above. Are you reading any new types of texts? If so, how are they helping you?

Unit 4 Sharing Strengths and Challenges

We all have different strengths and challenges when learning a language such as English. It is good to share our strengths with others and help them with their challenges. It is also helpful to know people who can help us practice and improve our skills.

- A** Think about what you do well in English. Use the categories in the chart to help you brainstorm. If some of your ideas don't fit the categories on the chart, add your own categories.

In English:	What I do well
Reading	
Writing	
Listening	
Speaking	
Grammar	
Culture	
Other:	

- B PAIRS.** Share your charts. Talk about what you can do well in English and what you can help others practice and learn. Find out who might need your help. Find out who can help you.

Unit 5 Building Your Vocabulary All the Time

It is important to continue building your vocabulary in English.

- A** Think about how you learn English vocabulary. What are your vocabulary learning strategies?
- B** **GROUPS.** Discuss. Which of the strategies listed below do you and your classmates use? Are there other strategies that you use? What advice can you give about the strategies you use? Make notes on the chart.

Vocabulary learning strategy	Person who uses this strategy	Advice/Notes
Visualize (make a picture of the word in your mind)		
Say or write new words ___ number of times		
Translate words into your native language		
Keep a vocabulary log or notebook		
Make and use vocabulary cards		
Consult a dictionary or thesaurus		
Use the keyword method		
Other:		

- C** **PAIRS.** Discuss the questions.

1. What vocabulary do you have difficulty learning? Individual words? Idioms? Slang or colloquial expressions?
2. Why do you think it is hard for you to learn these types of words?
3. Do you think any of the strategies above might help you learn and remember these words more easily? Which strategies?

colloquial expression: an informal expression used in everyday conversation but not usually used in written communication, for example, keep your shirt on, which means be patient.

Unit 6 Studying in the U.S.

- A** Think about what it is like to study in your home country and what it is like to study in the U.S. Then complete the chart.

	In your home country	In the U.S.
What you study		
Where you study		
When you study		
How you study		
Relationship between teacher and student		

- B GROUPS.** Talk about the information in your charts. Discuss the questions.

1. How is studying in the U.S. similar to studying in your home countries?
2. How is it different?
3. What surprised you about education in the U.S.? What changes did you have to adapt to?

- C GROUPS.** Make a group list of the things that are different about studying in the U.S.

- D** Write a short letter to a student who is coming from a foreign country to study in the U.S. What advice do you have for the student? How should the student prepare? What will that student need to do to be a successful student in a U.S. classroom?

Unit 7 Writing Strategies

Writing can be challenging for anyone, but it is especially challenging when you are writing in a foreign language such as English. It is a good idea to have a collection of strategies and skills that you know work for you: a “toolbox” that you can use to work on any writing task.

A Review the writing lessons in this book and the tools they provide.

1. Before starting each writing assignment, an FYI box helps you understand the genre, or type of writing you are being asked to do.
2. Then a Writing Tip helps you develop, structure, or format your writing.
3. Throughout the lesson, brainstorming activities, models, questions, graphic organizers, and editing and proofreading checklists help you succeed in every part of the writing process—before writing, while you are writing, and after you have written.

B PAIRS. Look back at the writing you did. Discuss the questions.

1. Which writing tools helped you the most? Why?
2. Were particular tools helpful for specific kinds of writing? Which ones?
3. Which writing tools have you used in other writing tasks outside of class?

C Complete the chart.

My Writing Toolbox		
	Purpose	Writing tips or strategies that worked for me
Before writing	To help you plan and generate ideas	
During writing	To help you develop and organize information	
After writing	To help you revise, edit, and proofread your writing	

D PAIRS. Share and discuss your Writing Toolboxes. Explain why certain tools are helpful when you are writing in English, both in and outside of class. Consider using some of your partner’s tools. Do you think they would help you? Do you want to add them to your toolbox?

Unit 8 Reading Skills/Strategies

Most of the readings in this textbook are accompanied by a Reading Skills box. For example, on page 13, a Reading Skills box explains the importance of highlighting or underlining key information as you read. All twenty reading skills in this textbook help you use and develop skills to improve your reading comprehension.

- A** There are two Reading Skills boxes in each unit of this textbook. Review them all. In the chart below, list the reading skills that helped you the most. You can also add any other reading skills and strategies that you use on your own.

My Reading Skills/Strategies	
Reading skills/strategies I use	Other resources and materials I use

- B** What other resources help you when you read? Do you use a dictionary, thesaurus, or grammar reference book? Write these down too. All of these skills, strategies, and resources are tools that can help you read and comprehend different kinds of texts.
- C PAIRS.** Share your reading skills/strategies. Explain how they help you when you are reading in English. Does your partner use different skills, strategies, and resources? Do you think they would help you? Add them to your chart and give them a try!

Unit 9 Becoming a Lifelong Learner

Lifelong learning means focusing on what you need and want to learn throughout your life. You might need to learn a new computer software application to help you in your job. You might want to learn yoga in order to stay fit, improve your balance, or relax and focus your thoughts. In both cases, learning is important to you and to your life.

- A** Think about the subjects and skills that you have learned in the past. What did you need to learn in order to do your job, raise a family, or contribute to your community? What did you want to learn to make you feel happy or fulfilled? What steps did you take to learn all these things? Complete the chart.

What I learned	Why I learned it	Steps I took

- B** Think about your life right now. What do you need to learn in order to improve your situation or to be more fulfilled? What steps will you take to learn more in these areas? Complete the chart.

What I will learn	Why I will learn it	Steps I will take

- C PAIRS.** Compare your charts. Discuss. What are the challenges of being a lifelong learner? What are the benefits of always learning new things? How do you find time to learn and grow? What steps can you take to keep on learning? How do you balance what you need to learn with what you want to learn for self-fulfillment?

Unit 10 Moving Forward

In the first unit of this textbook, you talked a lot about your goals and dreams for the future: what you want to be, what you want to have, and what you want to do. You also wrote at least one long-term SMART goal and a flowchart to illustrate your move toward that goal.

A Review what you wrote in Unit 1, particularly your SMART goal and your flowchart. Then think about this class, the activities you did, and the skills and information you learned. Use the graphic organizer on the right. Write some of the ways this class has helped you move toward your SMART goal.

B PAIRS. Share your organizers and talk about your SMART goal and flowchart from Unit 1. Discuss the questions.

1. How has this class helped you move toward your goals?
2. Can your partner think of any other things that you did or learned in class that might help you? Add them to your flowchart.

C Ask yourself the questions below. Then add them to your flowchart. Make an action plan for yourself for the next week or two so that you can continue working toward your goals after this class ends!

1. What plans do you need to make now that this class is finished?
2. Do you need to take another English class or a different kind of English class? (For example, you might need to take one that focuses on pronunciation.)
3. Do you need to find a class that teaches skills for the job you want?
4. Are there any steps you need to add to your flowchart or other goals you want to pursue?

