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OXFORD

EDITION

1



Skills for Success

LISTENING AND SPEAKING

Jaimie Scanlon



CRITICAL THINKING

The unique critical thinking approach of the *Q: Skills for Success* series has been further enhanced in the Third Edition. New features help you analyze, synthesize, and develop your ideas.

Unit question

The thought-provoking unit questions engage you with the topic and provide a critical thinking framework for the unit.



UNIT QUESTION

Can we change our brains?

A. Discuss these questions with your classmates.

1. How do you think people's brains change when they get older?
2. What are some ways you know of to keep the brain healthy?
3. Look at the picture. What kinds of things can cause changes in the brain?

Analysis

You can discuss your opinion of each listening text and analyze how it changes your perspective on the unit question.



SAY WHAT YOU THINK

SYNTHESIZE Think about Listening 1, Listening 2, and the unit video as you discuss the questions.

1. Discuss the different ways people can change their brains. How are our brains different when we are babies from when we are adults?
2. Do you eat, drink, or do anything to help you have more "brain power" at certain times, such as before you take a test? What do you do? How do you think it helps your brain?
3. With your group, think of three situations when people want or need to change their brains. What are the best actions people can take in each situation to have a positive effect on their brains?

NEW! Critical Thinking Strategy with video

Each unit includes a Critical Thinking Strategy with activities to give you step-by-step guidance in critical analysis of texts. An accompanying instructional video (available on iQ Online) provides extra support and examples.

NEW! Bloom's Taxonomy

Blue activity headings integrate verbs from Bloom's Taxonomy to help you see how each activity develops critical thinking skills.

A. **APPLY** Complete the word web below for the question "How do we use body language to communicate?"

How do we use body language to communicate?

B. **APPLY** Compare word webs with a partner.

iQ PRACTICE Go online for more practice making notes using a word web. Practice • Unit 4 • Activity 6

CRITICAL THINKING STRATEGY

Interpreting
We often use people's facial expressions or body language to **interpret** what they are thinking or feeling. When you **interpret**, you use your own knowledge or other information to better understand a situation.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. Practice • Unit 4 • Activity 7

C. **IDENTIFY** Look at the pictures. What do you think each person is thinking and feeling?






D. **APPLY** Listen. Match the pictures in Activity C with the conversations. Write the letters. There is one extra picture.

___ 1. ___ 2. ___ 3.

E. **EXTEND** Think of a situation for one of the pictures in Activity C and write it below. Then share it with a partner.

B2 UNIT 4 Does body language tell the truth?

THREE TYPES OF VIDEO

UNIT VIDEO

The unit videos include high-interest documentaries and reports on a wide variety of subjects, all linked to the unit topic and question.

NEW! “Work with the Video” pages guide you in watching, understanding, and discussing the unit videos. The activities help you see the connection to the Unit Question and the other texts in the unit.

NEW! In some units, one of the main listening texts is a video.

CRITICAL THINKING VIDEO

NEW! Narrated by the Q series authors, these short videos give you further instruction on the Critical Thinking Strategy of each unit using engaging images and graphics. You can use them to gain a deeper understanding of the Critical Thinking Strategy.

SKILLS VIDEO

NEW! These instructional videos provide illustrated explanations of skills and grammar points in the Student Book. They can be viewed in class or assigned for a flipped classroom, for homework, or for review. One skill video is available for every unit.

Easily access all videos in the Resources section of iQ Online.

WORK WITH THE VIDEO


VIDEO VOCABULARY

low prices (n.)
costing less money

economy (n.) the
system of money
in an area

natural beauty (n.)
pretty places outdoors

fishing and farming
villages (n.) small
towns where people
fish and grow food



A. PREVIEW What do you know about Hawaii? How do you think tourism is changing places like Hawaii?

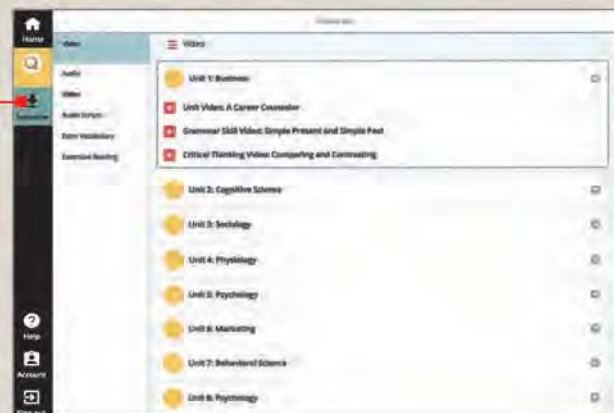
IQ RESOURCES Go online to watch the video about tourism.
Resources - Video - Unit 3 - Unit Video

B. CATEGORIZE Watch the video two or three times. Take notes on the three topics.

<i>Where Hawaii is from</i>	
<i>Why tourists visit there</i>	
<i>Positive effects of tourism</i>	
<i>Negative effects of tourism</i>	

C. ANALYZE Work in a group. Discuss the effects of tourism in Hawaii. Use your notes. What do you think are some of the other positive or negative effects of tourism there?

How to compare and contrast

The screenshot shows the 'Videos' section of the iQ Online platform. A sidebar on the left contains navigation icons for Home, Search, Resources, and Account. The main content area lists video resources for Unit 1: Business, Unit 2: Cognitive Science, Unit 3: Technology, Unit 4: Physiology, Unit 5: Psychology, Unit 6: Marketing, Unit 7: Behavioral Science, and Unit 8: Psychology. A red arrow points from the 'Resources' icon in the sidebar to the 'Videos' section.

VOCABULARY



A research-based vocabulary program focuses on the words you need to know academically and professionally.

The vocabulary syllabus in *Q: Skills for Success* is correlated to the CEFR (see page 188) and linked to two word lists: the Oxford 3000 and the OPAL (Oxford Phrasal Academic Lexicon).

OXFORD 3000








The Oxford 3000 lists the core words that every learner at the A1–B2 level needs to know. Items in the word list are selected for their frequency and usefulness from the Oxford English Corpus (a database of over 2 billion words).

Vocabulary Key

In vocabulary activities,  shows you the word is in the Oxford 3000 and  shows you the word or phrase is in the OPAL.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 1. Read their definitions. Then complete each sentence below with the correct word. Change nouns to plural if you need to.

- dangerous** (adjective)  may hurt you
destroy (verb)  to break or ruin something
insect (noun)  a small animal with six legs, such as an ant or a fly
local (adjective)  of a place near you
pollution (noun)  dirty air or water
shake (verb)  to move quickly up and down or from side to side
tourist (noun)  a person who visits a place on vacation

 Oxford 3000™ words  OPAL Oxford Phrasal Academic Lexicon

- If you travel to Mexico, you should try the _____ food. Tacos are my favorite dish.
- Suddenly, the building started to _____. We all ran outside.
- Too many visitors could _____ these very old houses.

OPAL OXFORD PHRASAL ACADEMIC LEXICON

NEW! The OPAL is a collection of four word lists that provide an essential guide to the most important words and phrases to know for academic English. The word lists are based on the Oxford Corpus of Academic English and the British Academic Spoken English corpus. The OPAL includes both spoken and written academic English and both individual words and longer phrases.

Academic Language tips in the Student Book give information about how words and phrases from the OPAL are used and offer help with features such as collocations and phrases.

- Detectives _____ when they use body language to investigate.
 - sometimes make mistakes
 - often interview actors
 - never learn much

ACADEMIC LANGUAGE

The speaking in Listening 2 gives many examples of body language. Some common phrases in the corpus for giving examples are:
 ... is/are for example ...
 ... for instance ...
 ... such as ...
 ... is an example of ...

 OPAL
Oxford Phrasal Academic Lexicon

D. CATEGORIZE Read the statements. Write T (true) or F (false) for any false statements.

- Detective Long thinks his job is sometimes like a TV show. _____
- He says that body language is not very useful for his work. _____
- The professor says she sometimes tells lies. _____
- Detective Long says the police are often wrong about body language. _____
- He says that some people who lie are like talented actors. _____

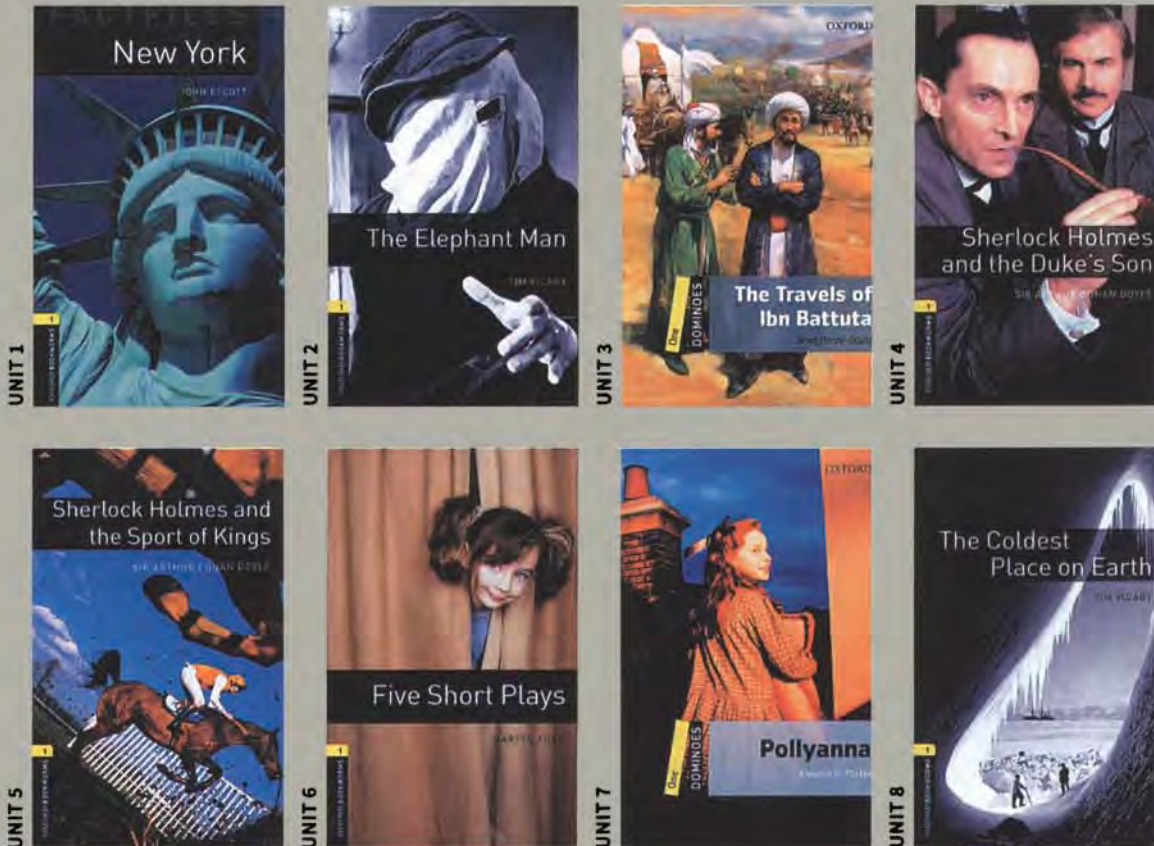
EXTENSIVE READING

NEW! Extensive Reading is a program of reading for pleasure at a level that matches your language ability.

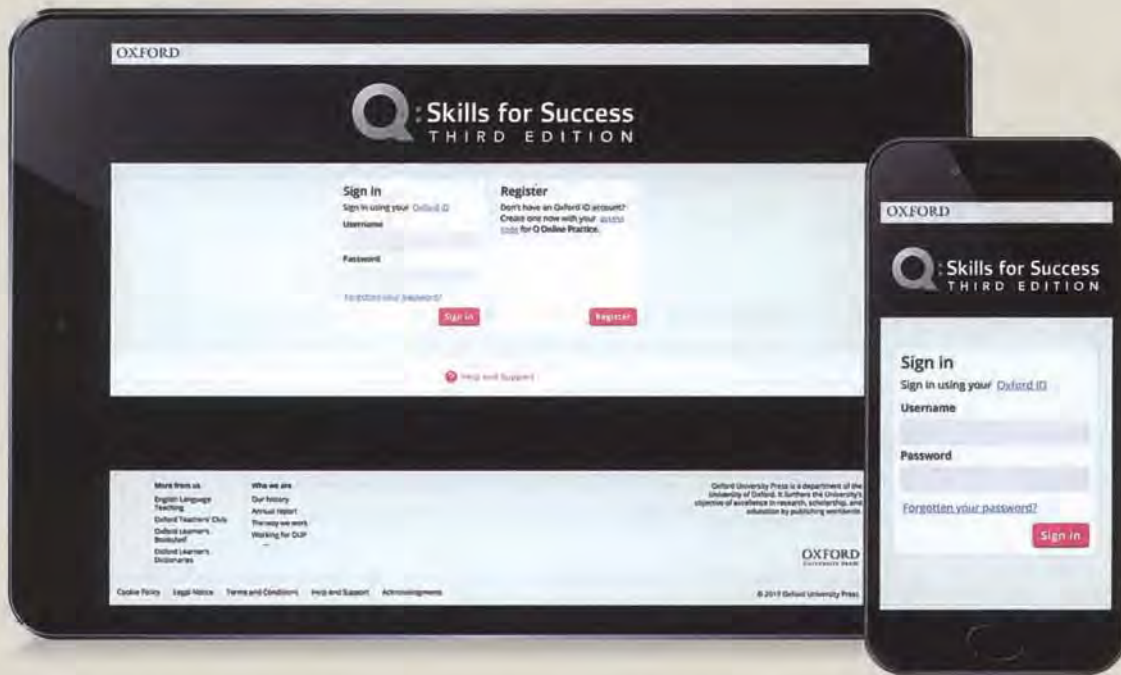
There are many benefits to Extensive Reading:

- It helps you to become a better reader in general.
- It helps to increase your reading speed.
- It can improve your reading comprehension.
- It increases your vocabulary range.
- It can help you improve your grammar and writing skills.
- It's great for motivation to read something that is interesting for its own sake.

Each unit of *Q: Skills for Success* Third Edition has been aligned to an Oxford Graded Reader based on the appropriate topic and level of language proficiency. The first chapter of each recommended graded reader can be downloaded from iQ Online Resources.



iQ ONLINE extends your learning beyond the classroom.



- Practice activities provide essential skills practice and support.
- Automatic grading and progress reports show you what you have mastered and where you need more practice.
- The Discussion Board allows you to discuss the Unit Questions and helps you develop your critical thinking.
- Essential resources such as audio and video are easy to access anytime.

NEW TO THE THIRD EDITION

- iQ Online is optimized for mobile use so you can use it on your phone.
- An updated interface allows easy navigation around the activities, tests, resources, and scores.
- New Critical Thinking Videos expand on the Critical Thinking Strategies in the Student Book.
- The Extensive Reading program helps you improve your vocabulary and reading skills.

How to use iQ ONLINE

Go to **Practice** to find additional practice and support to complement your learning in the classroom.

Go to **Resources** to find:

- All Student Book video
- All Student Book audio
- Critical Thinking videos
- Skills videos
- Extensive Reading

Go to **Messages and Discussion Board** to communicate with your teacher and classmates.

Online tests assigned by your teacher help you assess your progress and see where you need more practice.

Unit 3 Sociology Grammar 11. Be going to

Listen to each sentence. Is the action happening in the present or in the future?

- present
 future
- present
 future
- present
 future
- present
 future
- present
 future

Tools

previous next

Check answers

-11 Last score

A progress bar shows you how many activities you have completed.

View your scores for all activities.

My practice

Q: Skills for Success Third Edition Listening and Speaking 1

Show Last attempt Scores %

Activity	Progress	Score
1 Unit 1: Business	2/21 Activities done	2%
1 Unit 1 Test	0/3 Activities done	0%
1.8		
Unit 1 Test Activity 1	0 tries	- last
Unit 1 Test Activity 2	0 tries	- last
Unit 1 Test Activity 3	0 tries	- last
2 Unit 2: Cognitive Science	0/21 Activities done	0%
2 Unit 2 Test	0/3 Activities done	0%
3 Unit 3: Sociology	0/22	0%

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Business

NOTE-TAKING writing key words and main ideas

CRITICAL THINKING comparing and contrasting

LISTENING listening for key words and phrases

VOCABULARY distinguishing between words with similar meanings

GRAMMAR simple present and simple past

PRONUNCIATION simple past *-ed*

SPEAKING asking for repetition and clarification



UNIT QUESTION

What are employers looking for?

A. Discuss these questions with your classmates.

1. Do you have a job? What is your dream job?
2. How do people find jobs?
3. Look at the photo. Where are these people? What are they doing?



B. Listen to *The Q Classroom* online. Then complete the missing information from the students' conversation.

1. Yuna says that employers want someone with a good _____.
2. Marcus says _____ is important.
3. Sophy says companies want people they can _____ easily.
4. Felix says companies want someone who will _____ for the company.

iQ PRACTICE Go to the online discussion board to discuss the Unit Question with your classmates. *Practice > Unit 1 > Activity 1*

UNIT OBJECTIVE

Listen to a conversation and a presentation. Gather information and ideas to role-play a job interview.

TAKING SKILL Writing key words and main ideas

When you take notes, you write only a few words and phrases about the most important points. If you try to write too much, you will miss important information. Learn to listen for the main ideas and write the key words and phrases that will help you remember them. Make two columns on your paper and label them *Key Words* and *Main Ideas* as in the example below. As you listen, write the key words in the left column. After you listen, use the key words to fill in additional information about the main ideas in the right column.

Read this transcript from a TV news report about important job skills for university students.

Many college students today do not have the basic skills needed to succeed in a full-time job after they graduate. According to a recent study, universities need to do more to prepare students for the workplace.

Look at the note page below. Notice the key words and main ideas.

Key Words	Main Ideas
Students don't have skills— full-time job	College students don't have skills to succeed in a full-time job after they graduate
Study; universities need to prepare students	Study: Universities need to do more to prepare students for work.

- A. APPLY** Listen to the next part of the news report. Make two columns for key words and main ideas. Take notes on the key words.
- B. INTERPRET** Use the key words you wrote to write the main ideas. Compare notes with a partner.

iQ PRACTICE Go online for more practice writing notes on key words and main ideas. [Practice > Unit 1 > Activity 2](#)

NG 1

Looking for a Job

OBJECTIVE ▶

You are going to listen to two students discuss summer jobs. They find a website with a video called “Careers at Braxton Books.” As you listen to the conversation, gather information and ideas about what employers want.



PREVIEW THE LISTENING

- A. VOCABULARY** Here are some words from Listening 1. Read the sentences. Then write each underlined word next to the correct definition on the next page.
1. Khalid wants to change his career. He wants to become a doctor.
 2. Haya starts her new job tomorrow. She’s a new employee of that company.
 3. A college education is one requirement to be a teacher. You also need some teaching experience.
 4. I don’t know much about computers. I can only do basic things, like type papers and use email.
 5. Our server isn’t very organized. He forgot to bring your coffee, and he brought me the wrong food.
 6. Education is important. It’s harder to get some jobs if you don’t have a college degree.
 7. I want to get a job at Rick’s Café. I just have to complete this application and take it to the restaurant.
 8. I have an interview next week at a computer company.

- a. _____ (noun) a person who works for someone
- b. _____ (noun) a paper you get when you finish college
- c. _____ (noun) a job that you learn to do and then do for many years
- d. _____ (noun) a special piece of paper you fill out when you try to get a job
- e. _____ (noun) something that you need or that you must do or have
- f. _____ (adjective) able to plan your work or life well
- g. _____ (noun) a meeting when someone asks you questions to decide if you will get a job
- h. _____ (adjective) simple; including only what is necessary

iQ PRACTICE Go online for more practice with the vocabulary.

Practice > Unit 1 > Activity 3

B. PREVIEW Two students are looking online for a summer job. They find a website with a video called "Careers at Braxton Books." Check (✓) the topics you think the video will include.

- | | |
|--|--|
| <input type="checkbox"/> how to buy books online | <input type="checkbox"/> how to get an application |
| <input type="checkbox"/> job requirements | <input type="checkbox"/> store hours |

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Listen to the conversation. Take notes on the key words. Follow the sample notes on page 4.
- B. INVESTIGATE** Listen to the conversation again. Add notes about the main ideas based on the key words you wrote.





C. CATEGORIZE Read the statements. Write *T* (true) or *F* (false). Then correct any false statements. Write the words or phrases from your notes that helped you get the answer.

- F 1. Ben works at Braxton Books now.

Ben doesn't work at Braxton Books yet.
 Words and phrases: *wants to work there this summer*
- ____ 2. Braxton Books is a big company.

 Words and phrases: _____
- ____ 3. The company sells books in stores and online.

 Words and phrases: _____
- ____ 4. The company has some open jobs.

 Words and phrases: _____
- ____ 5. Ben will probably try to get a job at Braxton Books.

 Words and phrases: _____

TIP FOR SUCCESS

Speakers sometimes use certain phrases to signal a list of important information. Some examples are *here are*, *the following are*, and *here is a list of*.

D. IDENTIFY Circle the answer that best completes each statement.

1. Braxton Books plans to ____.
 a. open a new store b. continue its success c. start an e-book business
2. Salespeople at Braxton Books have to ____.
 a. work only online b. have a college degree c. help a lot of customers
3. Most Web designers at Braxton Books are ____.
 a. highly trained b. college students c. friendly people
4. The company only accepts applications ____.
 a. on its website b. in person c. after an interview

E. IDENTIFY Match the sentence halves to form true statements.

1. Ben is looking for ____ a. a salesperson position.
 2. Braxton Books is ____ b. a summer job.
 3. You need basic computer skills for ____ c. to work on a team.
 4. Web designers need ____ d. an international company.
 5. A new part of Braxton's business is ____ e. a lot of experience.
 6. Salespeople must like ____ f. an e-book business.



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THIRD EDITION

Q: Skills for Success

Think critically. Succeed academically.

90% of teachers who took part in an Oxford Impact study believe that *Q: Skills for Success* has improved the skills their students need for academic study.

The Third Edition builds on its question-centered approach with even more critical thinking, up-to-date topics, and a completely new assessment for learning program.

Enhanced critical thinking

New activities, strategies, and author-voiced videos develop students' critical thinking in every unit.

New topics chosen by teachers

Engaging themes like science, psychology, and technology inspire learning.

Clear learning outcomes

Students can evaluate their progress, reflect on their learning, and identify areas for improvement.

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www.iQ3onlinepractice.com

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- Split Student Book with iQ Online Practice
- Also available in e-book format at www.oxfordlearnersbookshelf.com

For Teachers

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- Class Audio CDs

