



RAHNAMA
P R E S S

@RAHNAMAPRESS

WWW.RAHNAMAPRESS.COM

OXFORD

EDITION

3



Skills for Success

L I S T E N I N G A N D S P E A K I N G

Miles Craven | Kristin Donnalley Sherman



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 money buy happiness?

A. Discuss these questions with your classmates.

1. How much money do you think people really need in order to be happy? Explain.
2. Do you think more money would make you happier? Why or why not?
3. Look at the photo. Would you be happier if you could buy a home like this? Why or why not?

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. What is the difference between sudden wealth and earning more money from a better job? Which would you prefer? Why?
2. Who do you think is more responsible for poverty—the wealthy or the poor themselves? Why do you think so?
3. How does wealth, whether you earn it, get it from family, or receive it suddenly, separate people?

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.

CRITICAL THINKING STRATEGY

Summarizing information you hear

When you summarize information that you hear, you give the main points but not all the details. You have to decide what information is important and what is not. Also, you find shorter ways to express information. This means that summaries are in your own words, not copied from the source.

College professors commonly require summaries—on tests or as part of homework assignments—as indications that you understood a listening passage. You can practice writing summaries on your own. After you have finished listening to any passage that is a minute or two long, write a summary of it for yourself. Then show your summary to a friend. Ask if your friend can understand what you heard just by reading or listening to the summary. If not, ask what other information your friend would want to know.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. Practice Unit 3 Activity 7

NEW! Bloom's Taxonomy

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

D. SYNTHESIZE Work with a partner. Listen again and take notes on what the speakers say about each book. Then write a summary of about 75 words about Barbara Ehrenreich's work. Your summary should mention both books.

E. DISCUSS Discuss the questions in a group.

1. Why do you think *Nickel and Dimed* was a best seller?
2. What qualities do you think a person needs to go undercover as Ehrenreich did? Would you like to try doing this? Why or why not?

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

A. PREVIEW Have you ever made a bad impression in an important situation? What happened?

VIDEO VOCABULARY

blow one's chances (v. phr.) to waste an opportunity to succeed

outrageous (adj.) very strange or unusual

mind-boggling (adj.) difficult to imagine, understand, or believe

err (v.) to make mistakes

conservative (adj.) traditional

air a grievance (v. phr.) to tell people that you think something is unfair; to complain



iQ RESOURCES Go online to watch the video about mistakes in job interviews. Resources | Video | Unit 1 | Unit Video

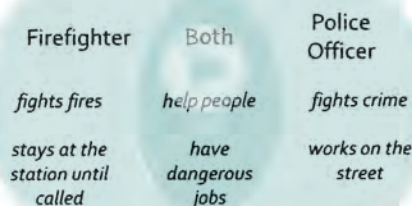
B. CATEGORIZE Watch the video two or three times. Take notes in the first part of the chart.

	Mistakes	Solutions
Notes from the video		
My ideas		

C. EXTEND What other mistakes do people make in job interviews? Write your ideas in the chart above.

How to compare and contrast

Venn Diagram



The screenshot shows the 'Resources' section of the iQ Online platform. A sidebar on the left contains navigation icons for Home, Home, Resources, and Settings. The main content area is titled 'Videos' and lists several video resources:

- Unit 1: Sociology
 - Unit Video: Voyage of Magellan
 - Listening/Viewing Video: Making Inferences
 - Critical Thinking Video: Evaluating Evidence
- Unit 2: Nutritional Science
- Unit 3: Psychology
- Unit 4: Marketing
- Unit 5: Behavioral Science
- Unit 6: Geography
- Unit 7: Economics
- Unit 8: Behavioral Science

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 198) 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. PREVIEW The interviewer's first question is, "So, are machines now as smart as we are?" What do you think? Discuss your ideas with a partner. Take notes on your discussion.

B. VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

automated (adj.)	layer (n.)	reject (v.)
clever (adj.)	obvious (adj.)	stand by (v. phr.)
fair (adj.)	predictable (adj.)	take over (v. phr.)
figure out (v. phr.)		

Oxford 3000™ words

Oxford Phrasal Academic Lexicon

IQ PRACTICE Go online to listen and practice your pronunciation.
Practice ▶ Unit 6 ▶ Activity 2

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.

ACADEMIC LANGUAGE

The corpus shows that speakers use *is important to . . .* to draw attention to something. The lecturer in Listening 2 uses this phrase to draw attention to why Alan Turing created the Turing Test.

Oxford Phrasal Academic Lexicon

- In an earlier class, the students had learned not to were smarter because the answer is always: _____
 - it depends on what one means by "smart"
 - AI cannot possibly match humans
 - humans can't manage as much information as _____
- The students and professor make a few mistakes _____
 - in remembering whether Sophia is a woman or _____
 - in deciding whether Sophia is good or bad
 - in using the correct pronoun to refer to Sophia _____
- One thing Sophia is famous for is _____
 - being smarter than any other AI device
 - having a real human body
 - being named a citizen of a real country
- One purpose of social robots is to _____
 - spend time with and talk to people in places like _____
 - learn to play games like chess better than humans
 - solve difficult problems between countries and _____

EXTENSIVE READING

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

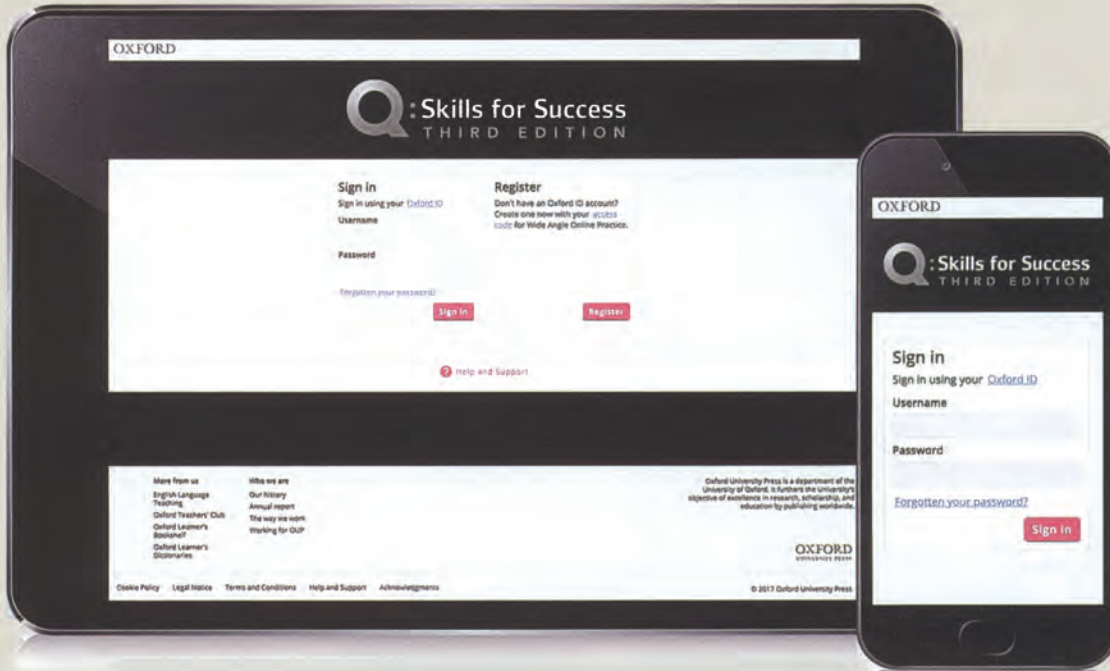
There are many benefits to Extensive Reading:

- 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.

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.

The screenshot shows the 'Unit Contents' page for Unit 1 Sociology, Grammar > 11. Auxiliary verbs do, be, have. The main content is a list of 10 sentences with dropdown menus for selecting the correct auxiliary verb. A 'Check answers' button is at the bottom right. A sidebar on the left contains navigation icons for Home, Practice, Resources, Messages, Discussions, Help, Account, and Sign out. A 'Last score' of -/11 is shown at the bottom left of the main content area.

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

View your scores for all activities.

The screenshot shows the 'My practice' page for 'Q: Skills for Success Third Edition Listening and Speaking 3'. It features a progress bar at the top showing 2/21 activities done (2%). Below is a table of activities:

Unit	Activity	Activities done	Scores %
1	Unit 1: Sociology	2/21	2%
1	Unit 1 Test	0/3	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: Nutritional Science	0/21	0%
2	Unit 2 Test	0/3	0%
2	Unit 3: Psychology	0/22	0%

The sidebar on the left is identical to the previous screenshot. A 'Print' button is visible at the top right.



RAHNAMA
P R E S S

@RAHNAMAPRESS

WWW.RAHNAMAPRESS.COM

CONTENTS

Welcome to <i>Q: Skills for Success</i> Third Edition	iv
What is iQ Online?	viii
UNIT 1 Sociology – Are first impressions accurate?	2
Note-taking Skill: Using notes to summarize a lecture	4
Listening 1: The Psychology of First Impressions	5
Listening Skill: Making inferences	9
Listening 2: A Review of Books about First Impressions	11
Critical Thinking Strategy: Comparing and contrasting	13
Work with the Video: Interview Mistakes	17
Vocabulary Skill: Suffixes	18
Grammar: Auxiliary verbs <i>do, be, have</i>	20
Pronunciation: Contractions with auxiliary verbs	21
Speaking Skill: Taking conversational turns	22
Unit Assignment: Give a short talk	23
UNIT 2 Nutritional Science – Why do we change the foods we eat?	26
Listening 1 (Video): A Billion Pounds of Spices	28
Critical Thinking Strategy: Predicting topics or ideas	28
Listening Skill: Listening for causes and effects	33
Note-taking Skill: Taking notes on causes and effects	35
Listening 2: A World of Food	36
Vocabulary Skill: Adjective–noun collocations	41
Grammar: Quantifiers with count and noncount nouns	43
Pronunciation: Links with /j/ and /w/	45
Speaking Skill: Giving advice	46
Unit Assignment: Conduct a class survey	47
UNIT 3 Psychology – In what ways is change good or bad?	52
Note-taking Skill: Taking notes about events	54
Listening 1: Shaped by Change, Promoting Change	55
Listening Skill: Listening for time markers	59
Listening 2: An Interview with Barbara Ehrenreich	60
Critical Thinking Strategy: Summarizing information you hear	63
Work with the Video: Recession Gives New Opportunities	65
Vocabulary Skill: Using a word web	66
Grammar: Tag questions	68
Pronunciation: Intonation in tag questions	70
Speaking Skill: Asking for and giving reasons	71
Unit Assignment: Take part in a group discussion	73
UNIT 4 Marketing – How does advertising affect our behavior?	76
Listening 1: Targeting Children with Advertising	78
Listening Skill: Identifying fact and opinion	82
Listening 2: The Influence of Online Ads	83
Critical Thinking Strategy: Evaluating the truthfulness of claims	85
Work with the Video: Social Media Marketing	88
Vocabulary Skill: Using context clues to identify meaning	89
Grammar: Modals expressing attitude	91
Pronunciation: Intonation in questions	92
Speaking Skill: Giving and supporting your opinions	94
Note-taking Skill: Using a mind map to note opinions	95
Unit Assignment: Take part in a group discussion	96

UNIT 5 Behavioral Science – Does taking risks change our lives?	100
Note-taking Skill: Separating risks and outcomes using a chart.....	102
Listening Skill: Listening for different kinds of numbers.....	103
Listening 1: A Lifetime of Risks.....	105
Critical Thinking Strategy: Evaluate the strength and relevance of evidence.....	107
Listening 2: Science on the Edge.....	110
Work with the Video: The Voyage of Magellan.....	114
Vocabulary Skill: Word families.....	115
Grammar: Past perfect.....	117
Pronunciation: Contraction of <i>had</i>	119
Speaking Skill: Giving a short presentation.....	120
Unit Assignment: Give a short presentation.....	122
UNIT 6 Neurology – Will artificial intelligence ever be as smart as humans?	126
Listening 1: What Kind of "Smart" is AI?.....	128
Listening Skill: Inferring a speaker's attitude.....	132
Listening 2: Asking the Right Questions about AI.....	133
Critical Thinking Strategy: Justifying claims.....	136
Work with the Video: Alan Turing.....	138
Vocabulary Skill: Using the dictionary.....	139
Grammar: Gerunds and infinitives as the objects of verbs.....	141
Pronunciation: Stress on important words.....	142
Speaking Skill: Leading a group discussion.....	143
Note-taking Skill: Building an outline to take notes on a discussion.....	145
Unit Assignment: Take part in a group discussion.....	147
UNIT 7 Economics – Can money buy happiness?	150
Listening 1: Sudden Wealth.....	152
Listening Skill: Listening for signposts.....	156
Listening 2: Happiness Breeds Success ... and Money!.....	158
Critical Thinking Strategy: Choosing between two or more options.....	161
Work with the Video: Two Brothers.....	163
Vocabulary Skill: Idioms.....	164
Grammar: Types of sentences.....	166
Pronunciation: Intonation in different types of sentences.....	167
Speaking Skill: Agreeing and disagreeing.....	168
Note-taking Skill: Taking and organizing notes from a discussion.....	169
Unit Assignment: Take part in a group discussion.....	170
UNIT 8 Behavioral Science – What can we learn from success and failure?	174
Listening 1: Learning from Failure.....	176
Listening Skill: Listening for examples.....	180
Critical Thinking Strategy: Paraphrasing.....	181
Listening 2: An Interview with Mohannad Abu-dayyah.....	182
Work with the Video: Hurricane Katrina.....	186
Vocabulary Skill: Prefixes.....	187
Grammar: Simple past and present perfect.....	188
Pronunciation: Varying intonation to maintain interest.....	190
Speaking Skill: Asking for and giving clarification.....	191
Note-taking Skill: Taking notes with examples.....	193
Unit Assignment: Take part in a pair discussion.....	194
Vocabulary List and CEFR Correlation.....	198
Authors and Consultants.....	200



Sociology

NOTE-TAKING	using notes to summarize a lecture
LISTENING	making inferences
CRITICAL THINKING	comparing and contrasting
VOCABULARY	suffixes
GRAMMAR	auxiliary verbs <i>do, be, have</i>
PRONUNCIATION	contractions with auxiliary verbs
SPEAKING	taking conversational turns



UNIT QUESTION

Are first impressions accurate?

A. Discuss these questions with your classmates.

1. What do you notice when you meet someone for the first time?
2. How important do you think first impressions are? Why?
3. Look at the photo. What do you think of this person from just looking at her? Do you think your first impression is accurate? Why or why not?



B. Listen to *The Q Classroom* online. Then answer these questions.

1. What accurate first impression did Yuna have?
2. What do Marcus and Sophy say are ways that people can give incorrect first impressions?
3. Do you agree with Felix's statement? Why or why not?

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 lecture and an excerpt from a radio show and gather information and ideas to give a short talk about an accurate first impression.

MAKING SKILL Using notes to summarize a lecture

A good way to remember a lecture is to put the key ideas into your own words. This will also help you confirm that you understood all the information and that your notes are complete.

As soon as possible after a lecture, put the key, or most important, ideas into your own words, and say them out loud to a study partner or to yourself. Saying them out loud will help you clarify the ideas and remember them better.

Imagine this situation: Your friend had to miss class because he was ill. The next day, he asks you to tell him about the lecture. What would you tell him?

You would probably give him the following information:

- the topic of the lecture
- the main ideas
- a few important points and examples

This is the same information that you use when you summarize. A **summary** is a shorter version of the information that includes all of the main ideas, but only a few details.

Here are some phrases that are used as signposts.

- The professor talked about . . .
- She explained . . .
- She told us . . .
- Then he discussed . . .
- He gave us the example of . . .
- After that he wrapped up with . . .



A. IDENTIFY Listen to an excerpt from a lecture on first impressions. Then discuss the questions with a partner.

1. What is the topic?
2. What two main points does the speaker make?
3. What is one detail that illustrates each main point?

B. RESTATE With a partner, take turns summarizing the lecture excerpt.

iQ PRACTICE Go online for more practice using notes to summarize a lecture.
Practice | *Unit 1* | *Activity 2*

LISTENING 1

The Psychology of First Impressions

OBJECTIVE ▶

You are going to listen to a lecture about first impressions. As you listen to the lecture, gather information and ideas about first impressions.



PREVIEW THE LISTENING


TIP FOR SUCCESS

Presentations and talks often begin with a short story or anecdote. The story is usually an example of the topic the speaker is going to talk about.

A. PREVIEW A psychologist will explain how first impressions affect our opinion of a new person. Check (✓) the statement about first impressions you think is true.

- First impressions give us a good idea of what a person is really like.
- We often make errors because of first impressions.


B. VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

assume (v.)  OPAL


behavior (n.) OPAL


briefly (adv.) OPAL


encounter (n.) OPAL

error (n.)  OPAL

form an impression (v. phr.)

negative (adj.)  OPAL

positive (adj.)  OPAL

sample (n.)  OPAL

trait (n.)

ACADEMIC LANGUAGE

Positive and *negative* are among the 600 most common spoken academic words, but *positive* is used more frequently than *negative*.

iQ PRACTICE Go online to listen and practice your pronunciation.

Practice ▶ Unit 1 ▶ Activity 3

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Listen to the lecture about first impressions. Before you listen, look at the outline below. As you listen, add the topic and important details.

iQ RESOURCES Go online to download extra vocabulary support.

Resources > *Extra Vocabulary* > *Unit 1*

Topic: _____

Example: Waiting in line at a coffee shop

Main idea: Impressions of others

Detail(s)

First mistake: _____

Second mistake: _____

Main idea: When we view our own behavior

Detail: It's not our personality; it's the _____.

- B. RESTATE** Work with a partner. Take turns using your notes to summarize the lecture.

- C. CATEGORIZE** Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

1. F First impressions tell ^{only part of} the whole story.
2. ___ If a person is happy when we meet her, we will often think she is happy all the time.
3. ___ Our first impressions give us an accurate picture of the whole person.
4. ___ We judge other people's behavior differently from our own.

- D. IDENTIFY** Read the statements. Then listen again. Circle the answer or answers that best complete each statement.

1. People _____ what they see in a first encounter.
 - a. often make mistakes about
 - b. make sense of information from
 - c. form very accurate impressions from

2. People assume that their first impressions tell them about _____ person.
 - a. a sample of a
 - b. most of a
 - c. the whole
3. If we think a person is happy when we first meet her, we will think she is also _____ .
 - a. friendly
 - b. boring
 - c. kind
4. If someone else does something negative, we think _____ .
 - a. it is because of his personality
 - b. he is a bad person
 - c. it is because of how he felt that day
5. If we do something negative, we think it is because of _____ .
 - a. our personality
 - b. the situation
 - c. someone else

E. EVALUATE Check (✓) the statements you think the lecturer agrees with. Discuss your answers with a partner. Support your arguments with information from the lecture.

1. If a stranger behaves rudely, you may assume he isn't intelligent.
2. First impressions are rarely accurate.
3. People make more excuses for their own bad behavior.
4. An example of behavior can tell us a lot about someone's personality.





RAHNAMA

P R E S S

@RAHNAMAPRESS

WWW.RAHNAMAPRESS.COM

University Press
world's authority
on the English language.

As part of the University of Oxford, we are committed to furthering English language learning worldwide.

We continuously bring together our experience, expertise and research to create resources such as this one, helping millions of learners of English to achieve their potential.



OXFORD
UNIVERSITY PRESS

www.oup.com/elt

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.

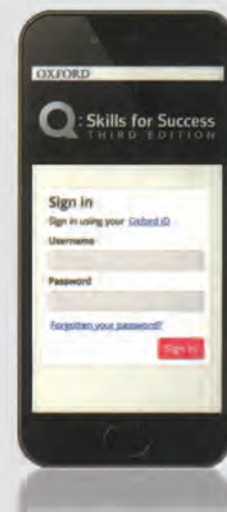
Clear learning outcomes

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

iQ Online Practice

www.iQ3onlinepractice.com

Students can get extra skills practice, access audio and video, and check their progress. Log in on a computer, tablet, or mobile device.



For Students

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

For Teachers

- Teacher's Access Code Card provides access to iQ Online Practice, Classroom Presentation Tool, and all teacher resources, including tests and teaching notes.
- Class Audio CDs

