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OXFORD

EDITION

1



Skills for Success

READING AND WRITING

Sarah Lynn



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

What is a good job?

- A. Discuss these questions with your classmates.
1. Look at the photo. Where is the woman working? What is she doing? Does this look like a good job to you?
 2. Do you have a job now? Do you think it is a good job?
 3. Why is it important to have a good job?
- B. Listen to *The Q Classroom* online. Then answer these questions.

Analysis

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

E. **EXTEND** The reading says, "The best way to find the right career is to think about who you are." Why is it important? Discuss with a partner.

iQ PRACTICE Go online for additional reading and comprehension.
Practice Unit 1 Activity 5

WRITE WHAT YOU THINK

- A. **DISCUSS** Do Step 1 on page 6. Then discuss the question in Step 2 in a group.
- B. **SYNTHESIZE** What type are you? Write a few sentences explaining your interests and skills. Look back at your Quick Write on page 4. Add anything you learned about yourself from the quiz.

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.

CRITICAL THINKING STRATEGY

Identifying supporting information

Often writers make claims (say something is true). When you read, ask yourself, *Where is the supporting information in the reading? What about my own experience? Do I have examples that can support the claim?*

Example:

Claim in reading: Laughter exercises your whole body.
Supporting information in reading: Ten to 15 minutes of laughter burns 50 calories.
Supporting example from your experience: When I laugh really hard, the muscles in my stomach hurt.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice Unit 4 Activity 8*

D. **IDENTIFY** Read the claims from the reading. Find the supporting information for each claim and underline them in the reading.

1. Laughter makes a person happier.
2. Laughter increases a person's ability to live with pain.
3. It is easy to start laughing.
4. Laughter improves a person's health.
5. Laughter increases your ability to learn and remember.

E. **EXTEND** Work with a partner. Look at the claims in Activity D. Does your experience support these claims or not? If possible, tell your partner an example.



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. All videos are from authentic sources.

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.

CRITICAL THINKING VIDEO

NEW! Narrated by the Q series authors, these short videos give you further instruction into the Critical Thinking Strategy of each unit using engaging images and graphics. You can use them to get 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* What are some interesting jobs?

VIDEO VOCABULARY

boring (adj.) not interesting

drone (n.) a small aircraft controlled by a person on the ground

film (n.) a movie

lava (n.) hot, liquid rock that comes out of a volcano

volcano (n.) a mountain with a hole in the top where fire and lava come out



The lava in volcanoes is dangerous.

iQ RESOURCES Go online to watch the video about an interesting job.
Resources: Video · Unit 1 · Unit Video

B. *CATEGORIZE* Watch the video two or three times. Write T (true) or F (false) for each statement.

1. Sam is a videographer. ___
2. Sam travels for his job. ___
3. The volcano is too hot for a phone. ___
4. Sam has a boring job. ___
5. Sam works with a team. ___

C. *DISCUSS* Discuss the question with a group.
Does Sam have a good job? Why or why not?

How to compare and contrast




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 212) 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 **OPAL** shows you the word or phrase is in the OPAL.

PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 2. Read their definitions. Then complete each sentence.

company (noun) a group of people who work together to make or sell things

data (noun) facts and information

event (noun) something important that happens

flexible (adjective) able to change easily

research (verb) to study something carefully and find new information

result (noun) something that happens because of something else

team (noun) a group of people who work together on something

Oxford 3000™ keywords

Oxford Phrasal Academic Lexicon

1. Her success is the _____ of many years of hard work.
2. The doctor works on a _____ with other doctors and nurses.
3. Our work is different every day. That's why we need _____ workers.

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 phrasal verbs.

competes in events

history (noun) things that have happened in the past

physical (adjective) connect

similar (adjective) the same

Oxford 3000™ words

ACADEMIC LANGUAGE

The corpus shows that the phrase **according to** is often used in academic writing. It refers to an article, a research study, or any other source of information.

Oxford Phrasal Academic Lexicon

1. _____ this website, B...
2. She's very interested in the _____ knows a lot about Olympic sports from
3. _____ from over 90 c...
4. It is important to get _____
5. Cricket is _____ to bas...
6. Many good athletes are _____

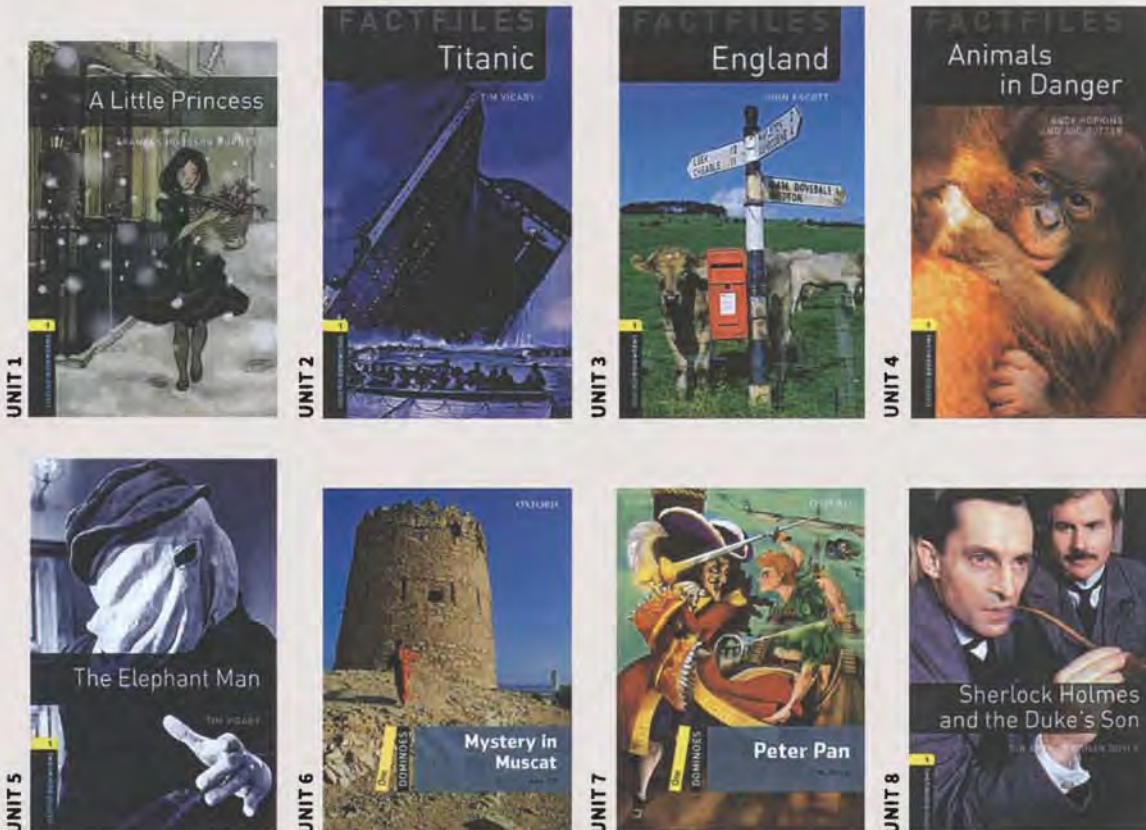
EXTENSIVE READING

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 improve your grammar and writing skills.
- It's great for motivation—reading 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 still need more practice.
- Discussion Board to discuss the Unit Questions helps you develop your critical thinking.
- Writing Tutor helps you practice your academic writing skills.
- Essential resources such as audio and video are easy to access anytime.

NEW TO THE THIRD EDITION

- Site 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.
- 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 still need more practice.

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

View your scores for all activities.

Unit	Activities done	Scores %												
1 Unit 1: Social Psychology	2/21	2%												
1 Unit 1 Test	0/3	0%												
<table border="1"> <thead> <tr> <th>Activity</th> <th>Tries</th> <th>Last</th> </tr> </thead> <tbody> <tr> <td>Unit 1 Test Activity 1</td> <td>0</td> <td>- last</td> </tr> <tr> <td>Unit 1 Test Activity 2</td> <td>0</td> <td>- last</td> </tr> <tr> <td>Unit 1 Test Activity 3</td> <td>0</td> <td>- last</td> </tr> </tbody> </table>			Activity	Tries	Last	Unit 1 Test Activity 1	0	- last	Unit 1 Test Activity 2	0	- last	Unit 1 Test Activity 3	0	- last
Activity	Tries	Last												
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Unit 1 Test Activity 2	0	- last												
Unit 1 Test Activity 3	0	- last												
2 Unit 2: Education	0/21	0%												
2 Unit 2 Test	0/3	0%												
2 Unit 3: Cultural Studies	0/22	0%												

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Business

READING	previewing
CRITICAL THINKING	classifying
VOCABULARY	word forms
WRITING	writing a main idea and supporting sentences
GRAMMAR	verbs + infinitives (like, want, and need)



UNIT QUESTION

What is a good job?

A. Discuss these questions with your classmates.

1. Look at the photo. Where is the woman working? What is she doing? Does this look like a good job to you?
2. Do you have a job now? Do you think it is a good job?
3. Why is it important to have a good job?



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

1. What do the students say?
2. Do you agree or disagree with them? Why?

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

UNIT OBJECTIVE

Read the articles. Gather information and ideas to describe the job you want and explain why you think it is a good job for you.

READING 1

The Right Job for You

OBJECTIVE ▶

You are going to read a web page for people who are looking for work. Use the web page to gather information and ideas for your Unit Assignment.

TIP FOR SUCCESS

Sometimes you can find the meaning of a new word by understanding the meaning of the other words around it. These are called *context clues*.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read the sentences.

Then write each underlined word next to the correct definition.

1. He had a 30-year career as a doctor at City Hospital.
2. Most students plan to work after college.
3. I wish you success in your new job.
4. Speaking English is an important skill to have in many jobs.
5. The job center tries to match people and jobs, so people are happy in their jobs.
6. It is a difficult problem. I cannot solve it.
7. They have new ideas all the time. They are very creative.
8. I have a difficult decision. Do I get a job or go to college?
9. My routine in the morning is always the same.

- a. _____ (*verb*) to decide what you are going to do and how
- b. _____ (*verb*) to find the answer to a problem
- c. _____ (*verb*) to put together two things that belong together
- d. _____ (*noun*) a choice that you make after thinking
- e. _____ (*noun*) a job that you learn to do and then do for many years
- f. _____ (*noun*) getting what you want, doing well
- g. _____ (*noun*) something you do well
- h. _____ (*noun*) the same order of doing things
- i. _____ (*adjective*) having a lot of new ideas

IQ PRACTICE Go online for more practice with the vocabulary.

Practice ▶ Unit 1 ▶ Activities 2–3

B. QUICK WRITE What are your interests? Write three things you like to do. Remember to use this section for your Unit Assignment.

SKILL Previewing

Good readers **preview** a text (for example, an online article, a report, a story) before they read every word. They look quickly at different parts of the text to get a general idea of what it is about.

Here are some tips for previewing.


- Read the **title**. The title is the name of the whole text.
- Read the **headings**. A heading is a title of one part of the text.
- Read the **captions** under the pictures. A caption explains a picture.

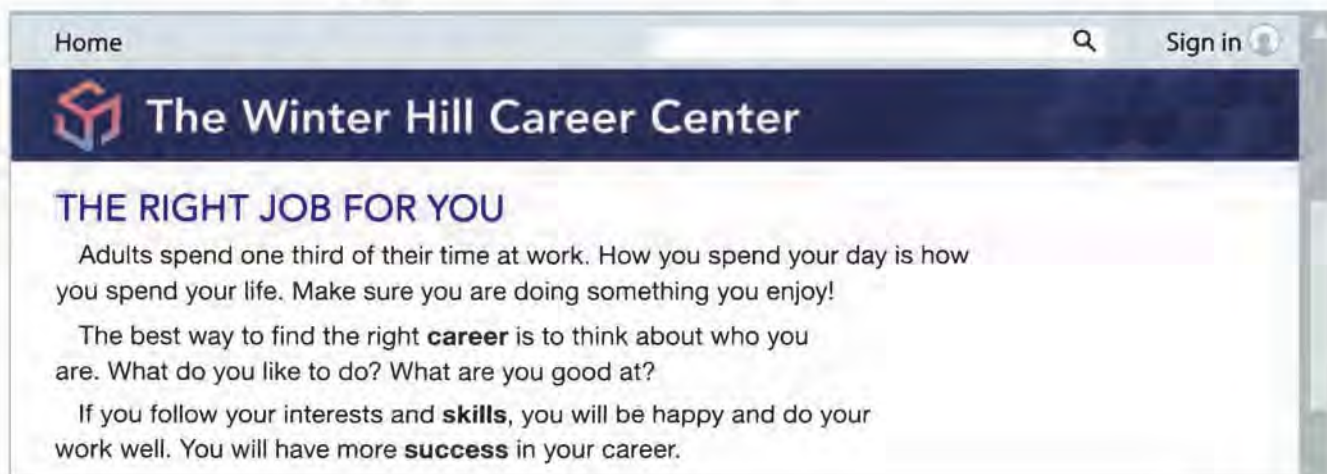
C. **PREVIEW** This is a web page on a career center website. Preview the web page. Then answer the questions.

1. What is the title of the text?
 - a. The Winter Hill Career Center
 - b. The Right Job for You
 - c. What Are Your Interests and Skills?
2. What are the pictures about?
 - a. jobs
 - b. people
 - c. skills
3. How many steps are there?
 - a. two
 - b. three
 - c. six

iQ PRACTICE Go online for more practice with previewing a text.
Practice ▶ *Unit 1* ▶ *Activity 4*

WORK WITH THE READING

-  A. **INVESTIGATE** Read the web page. Gather information about what a good job is.



Home Q Sign in

The Winter Hill Career Center

THE RIGHT JOB FOR YOU

Adults spend one third of their time at work. How you spend your day is how you spend your life. Make sure you are doing something you enjoy!

The best way to find the right **career** is to think about who you are. What do you like to do? What are you good at?

If you follow your interests and **skills**, you will be happy and do your work well. You will have more **success** in your career.

The Winter Hill Career Center

STEP 1 WHAT ARE YOUR INTERESTS AND SKILLS?

Check (✓) the sentences that are true for you.

TYPE 1	I like to be outside. I like to take care of plants and animals. I am good with my hands. I fix things around the house.	TYPE 4	I like to talk to different people. I often plan fun activities. I like to help people. I like to teach.
TYPE 2	I like to solve problems. I like to learn new information. I like to think about big ideas. I like science.	TYPE 5	I like to talk. People listen to me. I make decisions easily. I like to take action ¹ .
TYPE 3	I like music, art, and movies. I often talk about my feelings. I like to try new ideas. I am creative .	TYPE 6	I follow directions carefully. I am good with details. I like to follow a routine . I am good with numbers.

STEP 2 WHAT JOBS MATCH YOUR INTERESTS AND SKILLS?

Look at the boxes you checked. Any section with three or more checks is your type. You might have more than one type.

Look below at some careers that match your type(s). Do these careers interest you?

					
TYPE 1 carpenter, engineer	TYPE 2 doctor, software developer	TYPE 3 chef, photographer	TYPE 4 nurse, teacher	TYPE 5 lawyer, business person	TYPE 6 accountant, office manager

STEP 3 VISIT US TO MAKE YOUR CAREER PLAN!

We can help you have great success in your future career.

¹ **take action:** do things, not just think about things

B. IDENTIFY According to the Winter Hill Career Center, there are three steps to finding the right job. Put the steps in the correct order.

- ___ Go to the Winter Hill Career Center.
- ___ Check your skills and interests.
- ___ Look at careers that match your skills and interests.

TIP FOR SUCCESS

To help you answer a question by scanning, underline important words in the question. Scanning for those words makes it easy to find the information.

C. ANALYZE Which career matches each person's skills and interests? Scan the career test and possible careers in Reading 1. Then circle the correct answers.

1. I like to help people. I often plan activities.
 - a. teacher
 - b. computer programmer
2. I like to talk. I make decisions easily.
 - a. engineer
 - b. lawyer
3. I'm good with numbers. I follow directions carefully.
 - a. accountant
 - b. teacher
4. I'm creative. I like art, music, and movies.
 - a. photographer
 - b. nurse
5. I like science. I like to learn new information.
 - a. doctor
 - b. office manager
6. I'm good with my hands. I like to be outside.
 - a. chef
 - b. carpenter

D. CATEGORIZE Look at the six occupations. Which types do they match? Write the type number under each photo.



___ fashion designer



___ computer programmer



___ farmer



___ personal trainer



___ secretary



___ salesperson

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.



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.

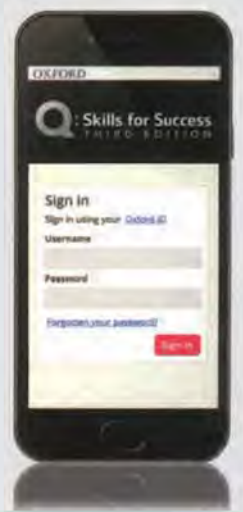
Clear learning outcomes

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

