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OXFORD

EDITION

2



Skills for Success

READING AND WRITING

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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

How can technology improve performance?

A. Discuss these questions with your classmates.

1. What technology do you use every day? How does it improve your school performance?
2. Look at the photo. What is the girl doing? Where is she and what kind of technology do you think she is using?



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

1. What four examples of technology do the students give?
2. What technology would you like to use to improve performance?

Analysis

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

it help you practice certain situations or follow steps in a process? Does it help you learn and identify things? Explain.

iQ PRACTICE Go online for additional reading and comprehension.
Practice # Unit 4 | Activity 4



WRITE WHAT YOU THINK

A. **DISCUSS** Discuss the questions in a group. Think about the Unit Question, How can technology improve performance?

1. How could virtual reality help you in your learning? Give specific examples.
2. Would you like to use virtual reality to learn how to speak English? Why or why not?

B. **CREATE** Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 77 as you think about what you learned.

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

Restating

A good way to see if you understand an idea is to **restate** it. When you restate something, you write or say the idea using different words. If you repeat something exactly, it isn't always clear that you understand it. To restate the idea, you need to show that you understand what it means. When you restate, be sure not to use exactly the same language.

Original Statement	Restatement (using different words)
Every year, large companies spend millions of dollars on advertising.	Each year big companies use a lot of money to tell people about their products and services.
All over the world, companies use color to establish their brand and to encourage people to buy their products.	In many places, businesses use color, so people will know who they are and buy the things they make.

iQ PRACTICE Go online to watch the Critical Thinking Video and check your comprehension. *Practice # Unit 2 | Activity 8*

E. **RESTATE** Restate these sentences. Use different words and language to express the same idea.

1. Research studies show that yellow makes you feel happier.

2. We think carefully about color when we choose our clothes.

3. People who like to wear orange are cheerful and enjoy change.

4. There are not many colors with universal meaning.

5. In today's world, brown may seem like a boring color choice for a company.

F. **APPLY** Complete each statement with a word from the box. Use the

NEW! Bloom's Taxonomy

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

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 such as the BBC and CBS.

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 Discuss the questions with a partner.

1. Do people in your area have gardens? What do they grow?
2. What is your favorite vegetable? Where does it grow?

VIDEO VOCABULARY

road trip (phr.) a trip made in a car over a long distance

lot (n.) an area of land used for a particular purpose

food desert (idiom) a city area where it is difficult to buy fresh food

organic (adj.) produced by or using natural materials, not chemicals



IQ RESOURCES Go online to watch the video about Growing Cities. Resources > Unit 7 | Unit Video

B. CATEGORIZE Watch the video two or three times. Then write the phrases in the correct category in the chart.

Dan and Andrew are from here	people don't have enough fresh food
first city in the road trip	people used to grow their own food
many empty lots	second city in the road trip
not much empty space	space for gardens on rooftops

Omaha, Nebraska	Detroit, Michigan	New York City, New York

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 196) 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.

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.

READING 1

Unusual Ideas to Make a Buzz

OBJECTIVE ▶

You are going to read an online article about how advertisers try to make things popular. Use the reading to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 1. Read their definitions. Then complete each sentence.

clear (adjective) 🔑 **OPAL** easy to see, hear, or understand
 connect (verb) 🔑 **OPAL** to join or to link to something or someone
 contribute (verb) 🔑 **OPAL** to give or be a part of something with other people
 express (verb) 🔑 **OPAL** to say or show how you think or feel
 find out (verb phrase) 🔑 **OPAL** to get or discover information about something
 spread (verb) 🔑 **OPAL** to affect a large area or group of people
 trend (noun) 🔑 **OPAL** a general change or development

🔑 Oxford 3000™ words

🔑 OPAL Oxford Phrasal Academic Lexicon

1. I don't know what time the mall opens. I'll go online to _____.
2. Many Americans are buying smaller cars that use less gas. They are part of a _____ that started a few years ago.
3. A small fire can _____ quickly in a dry place.
4. Each member of the group should _____ equally to the project.
5. Thanks to the Internet, Jean can always _____ with her family, even though they live far away.
6. Because Dooy and I **don't speak Spanish well**, they couldn't _____.

B. **IDENTIFY** Read the sentences. Write *N* (noun) or *V* (verb) for each bold word.

1. My **brothers study** in the kitchen every night.
2. The **study** showed important changes in trends.
3. Steven wanted to **comment** on Lilly's presentation.
4. I saw the **comment** Penny wrote on the website.
5. My grandparents had an important **influence** on me.
6. My friends often **influence** my book choices.
7. Dr. Lee's **research** on weather is very interesting.
8. Tom will **research** many colleges before making a decision.
9. It is helpful to **review** your notes before a test.
10. After I read the movie **review**, I didn't want to see the movie.

C. **APPLY** Complete each sentence with a noun or verb from Activity B. For verbs, use the correct form of the simple present.

1. Don _____ in the library at night.
2. Fabia usually _____ books for the college newspaper.
3. The weather has a strong _____ on farmers' fruits and vegetables.
4. Ramona always _____ on my clothing.
5. Carol _____ news stories for her job at a magazine.
6. Allen's _____ is on the psychology of teenage shoppers.
7. There are only a few _____ from my teacher on my essay.
8. TV commercials often _____ our decisions about which products to buy.

🔑 PRACTICE Go online for more practice with word families.
 Practice • Unit 1 • Activity 9

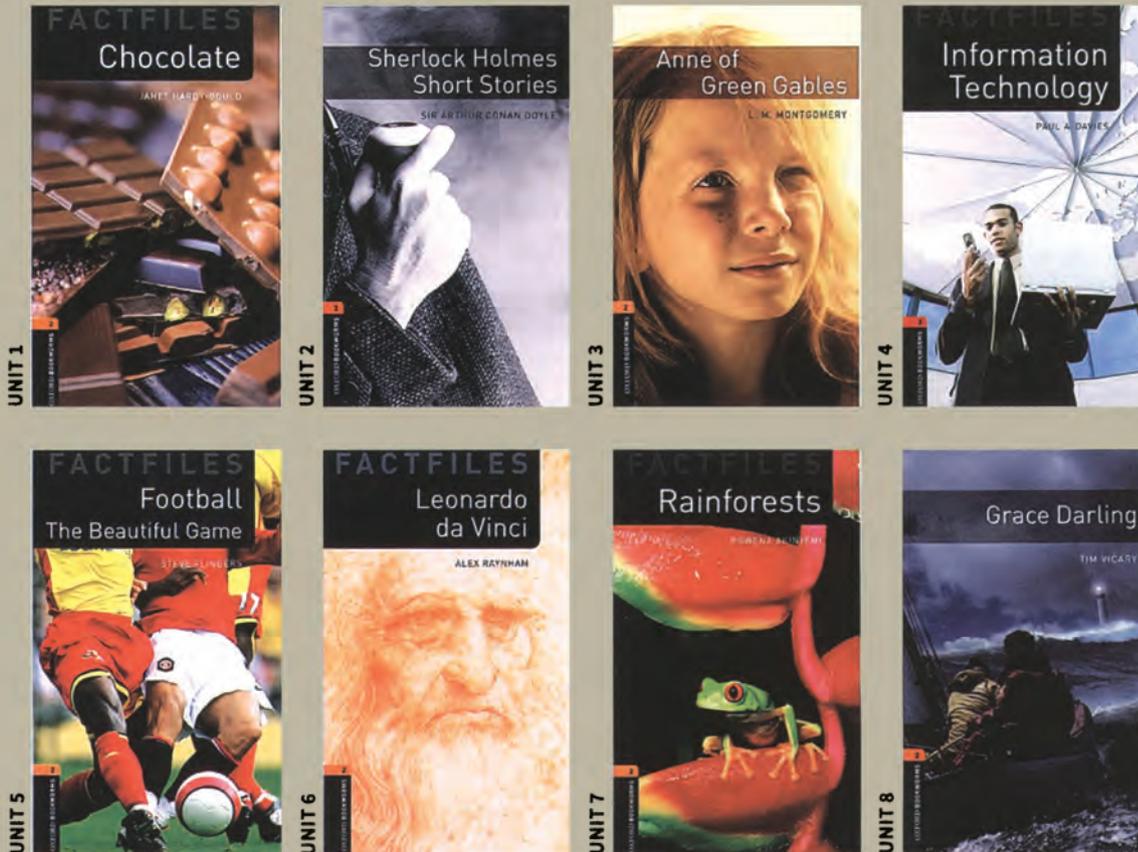
EXTENSIVE READING

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 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 still need more practice.

The screenshot shows the 'Unit Contents' page for Unit 1 Marketing, Grammar section 10. The exercise asks to complete sentences using the simple present or present continuous form of words in parentheses. The words provided are: am spending, is taking, contributes, is starting, spread, knows, owns, likes, makes, and is discussing.

1. My sister _____ quite a lot about web design. (know)
2. My mother _____ an accounting course this quarter. (take)
3. Young-He often _____ good ideas to class discussions. (contribute)
4. I _____ much more on gasoline this year than I did last year. (spend)
5. The government _____ the post office buildings. (own)
6. Jose rarely _____ mistakes on his math exams. (make)
7. My professor _____ a new study about social networks. (start)
8. Roberto _____ jazz music. (like)
9. This week our class _____ the influence of the Internet on newspapers. (discuss)
10. Trends usually _____ quickly on college campuses. (spread)

At the bottom right, there is a 'Check answers' button. At the bottom left, it shows a score of -/11 and 'Last score'.

Progress bar shows you how many activities you have completed.

View your scores for all activities.

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

Unit	Activity	Activities done	Scores %
1	Unit 1: Marketing	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: Psychology	0/21	0%
2	Unit 2 Test	0/3	0%
2	Unit 3: Social Psychology	0/22	0%

At the top right, there are options for 'Show Last attempt' and 'Scores %'. At the bottom left, there is a 'Sign out' button.

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Marketing

READING	identifying the main idea of a paragraph
CRITICAL THINKING	putting ideas in order
VOCABULARY	word families
WRITING	writing a descriptive paragraph
GRAMMAR	present continuous



UNIT QUESTION

Why does something become popular?

A. Discuss these questions with your classmates.

1. Do you and your friends like the same things? Do you wear the same clothes? Why do you think that is?
2. Look at the photo. Describe the people in the picture and what they are doing. What do you think makes a new product exciting?



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

1. Yuna thinks that popularity grows by word of mouth. Do you think that is true?
2. What is an example of another reason that something becomes popular?

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 write a descriptive paragraph about a current trend and why it is popular.

READING 1

OBJECTIVE ▶

Unusual Ideas to Make a Buzz

You are going to read an online article about how advertisers try to make things popular. Use the reading to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. **VOCABULARY** Here are some words from Reading 1. Read their definitions. Then complete each sentence.

clear (*adjective*)  **OPAL** easy to see, hear, or understand
connect (*verb*)  **OPAL** to join or to link to something or someone
contribute (*verb*)  **OPAL** to give or be a part of something with other people
express (*verb*)  **OPAL** to say or show how you think or feel
find out (*verb phrase*) to get or discover information about something
spread (*verb*)  to affect a large area or group of people
trend (*noun*)  **OPAL** a general change or development

 Oxford 3000™ words

 **OPAL** Oxford Phrasal Academic Lexicon

- I don't know what time the mall opens. I'll go online to find out _____.
- Many Americans are buying smaller cars that use less gas. They are part of a _____ that started a few years ago.
- A small fire can _____ quickly in a dry place.
- Each member of the group should _____ equally to the project.
- Thanks to the Internet, Jean can always _____ with her family, even though they live far away.
- Because Doug and Liz don't speak Spanish well, they couldn't _____ themselves well when on vacation in Spain.
- It was very _____ that Noriko didn't do her homework. She didn't know any answers during the class discussion.

IQ PRACTICE Go online for more practice with the vocabulary.
Practice ▶ Unit 1 ▶ Activities 2-3

- B. PREVIEW** Read the title and look at the pictures in the article about advertising. What do you think the article will say about advertising?
- C. QUICK WRITE** Why do you think that certain ideas or products become popular? Write three sentences. Include at least one example. Be sure to use this section for your Unit Assignment.

WORK WITH THE READING

- A. INVESTIGATE** Read the article and gather information about why something becomes popular.

UNUSUAL IDEAS TO MAKE A BUZZ

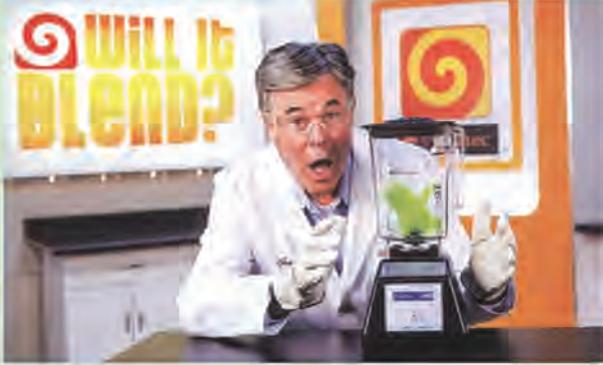
Felix Baumgartner skydiving from space



- Every year companies spend millions of dollars on advertising to create buzz about their products—in other words, to get people talking about them. Companies know that people like to talk about unusual, funny, and remarkable things. Nowadays, companies are using many creative ways to help products become more popular.
- One idea that can **contribute** to popularity is to do something very unusual. Red Bull™ is a company that makes energy drinks. They want people to feel energetic when they think about Red Bull™. So they sponsored an unusual event: 43-year-old Felix Baumgartner jumped from 39 kilometers up in space to set a new world record for skydiving. He traveled more than 1,300 kilometers per hour in a spacesuit with Red Bull™'s name on it. This is part of a new **trend** in advertising, in which companies pay for unusual events, hoping that customers will talk more about their products.
- Some other companies choose to do something surprising so that people will remember their product and **spread** their idea. A good example is a company called Blendtec™. Tom Dickson, Blendtec™'s owner, had an idea to make his blenders look more interesting. He made videos showing his blenders mixing up unusual things. He put items like smartphones, rakes, or sports equipment into one of the machines and asked, "Will it blend?" People were surprised to see a blender cut a smartphone into small pieces. Everyone talked about the videos and wanted to **find out** more about the blenders. Dickson was invited to demonstrate his products

shows. His blenders became much more popular, and he sold a lot more of them.

- 4 The company that makes Doritos™, a snack food, had a different idea about creating buzz. They decided to get their customers involved. So they began a competition. They asked customers to make their own TV ads. Then they



asked viewers to choose the ads that they liked the best. This created buzz because people like to participate and **express** their own opinions.

- 5 Another way to make a product popular is to **connect** it in people's minds with something that they see often. To improve sales, the maker of Kit Kat™ chocolate bars used advertisements that connected Kit Kat™ bars with coffee. They hoped that every time people drank coffee, they would think of Kit Kat™ bars. They were right. Sales improved by more than 50 percent when people connected Kit Kat™ bars with coffee.

- 6 There are many ways that advertisers hope to make their products become popular: doing something surprising or exciting, asking customers to get involved, or connecting the product with something that people see regularly. Whatever method is used, the result is **clear**: more buzz and more popularity.

B. IDENTIFY Match each product to the type of advertising used for it.

- | | |
|---|---|
| <input type="checkbox"/> 1. Red Bull™ | a. asked customers to make TV ads |
| <input type="checkbox"/> 2. Blendtec™ | b. connected the product with coffee |
| <input type="checkbox"/> 3. Doritos™ | c. used a skydiver |
| <input type="checkbox"/> 4. Kit Kat™ bars | d. used their product to cut things to pieces |

C. IDENTIFY Write the correct paragraph number next to each idea from the reading. Then underline the sentence where you found the answer.

- a. People like to participate and express their own opinions.
- b. Sometimes companies do surprising things to get people talking about a product.
- c. Advertisers try to create buzz about their products.
- d. Advertisers use different ways to make their products popular.
- e. Some companies like to hold unusual events.
- f. When people are surprised, they may talk about what they have seen.

D. EXPLAIN Answer the questions. Then circle the answer in the reading.

1. What does the word *buzz* mean?

2. How high was Felix Baumgartner when he jumped from space?

3. How fast did Felix Baumgartner travel on his skydiving adventure?

4. What items did Tom Dickson put in his blenders?

5. What method did Kit Kat™ use to get people to buy more candy?

6. By how much did Kit Kat™ sales improve?

7. Why do companies want to create buzz about their products?

E. EXPLAIN Complete each statement. Why did people talk about these products?

1. People talked about Red Bull™ because _____.

2. People talked about Blendtec™ because _____.

3. People thought about Doritos™ because _____.

4. People thought about Kit Kat™ because _____.

iQ PRACTICE Go online for additional reading and comprehension.

Practice > Unit 1 > Activity 4



WRITE WHAT YOU THINK

A. DISCUSS Discuss these questions in a group.

1. Which type of advertising from the reading do you think is most successful?

2. What is an advertisement that you can remember? Why do you remember it?



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THIRD EDITION



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.

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