

OXFORD

FOURTH EDITION



1

SKILLS FOR SUCCESS

Listening and Speaking

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Student Book

with Digital Pack



BUSINESS AND MARKETING

NOTE-TAKING: writing key words and main ideas

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

GLOBAL SKILLS

CRITICAL THINKING: comparing and contrasting

COMMUNICATION: making a good impression in an interview

Unit Question

How do you know if a job is right for you?

A Discuss these questions with your classmates.

1. Look at the photo. What do you think this person's job is? Do you want this kind of job? Why or why not?
2. Do you have a job? What is your dream job?
3. How can someone get a good job?



1.01

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

1. Yuna says that she wants to be a _____.
2. Marcus says he is good at _____.
3. Sophy wants to be a _____ designer.
4. Felix says he wants to _____ Sophy's designs.

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Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.



NOTE-TAKING SKILL WRITING KEY WORDS AND MAIN IDEAS

When you take notes, write only key words about the most important information – the main ideas. Make two columns and label them *Key Words* and *Main Ideas*, like the example below. As you listen, write key words in the left column. After you listen, use the key words to help you write the main ideas in the right column.

Read the beginning of a news report about important job skills for university students.

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

Look at the notes below. Notice the key words and main ideas.

Key Words	Main Ideas
students do not have skills – full-time job	College students do not 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.



1.02

- A APPLY** Now listen to a news report about the same topic. Create a chart with two columns, one for key words and one for main ideas. Take notes of the key words in the report.

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Unit 1 Listening
Note-taking Skill Video
Note-taking Skill

- B INTERPRET** Use the key words from your notes to write the main ideas. Compare notes with a partner.



OBJECTIVE →

You are going to listen to two students discuss summer jobs. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

A VOCABULARY Here are some words from Listening 1. Read the definitions. Then match each underlined word with its definition.

application (n.) 🔑 OPAL	degree (n.) 🔑 OPAL	organized (adj.) 🔑
basic (adj.) 🔑 OPAL	employee (n.) 🔑	requirement (n.) 🔑 OPAL
career (n.) 🔑	interview (n.) 🔑 OPAL	

- a person who works for someone
- a special piece of paper you get when you finish college
- a job that you learn to do and then do for many years
- a piece of paper or a form you fill out when you try to get a job
- something that you need or that you must do or have
- able to plan your work or life well
- a meeting when someone asks you questions to decide if you will get a job
- simple; including only what is necessary

- ___ Khalid wants to change his career. He wants to become a doctor.
- ___ Haya starts her new job tomorrow. She's a new employee of that company.
- ___ A college education is one requirement to be a teacher. You also need some teaching experience.
- ___ You need basic computer skills for most jobs.
- ___ Our server isn't very organized. He forgot to bring your coffee, and he brought me the wrong food.
- ___ Education is important. It's harder to get some jobs if you don't have a college degree.
- ___ I want to get a job at Rick's Café. I just have to complete this application first.
- ___ I have an interview next week at a computer company.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1

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.

- | | |
|--|--|
| ☐ how to buy books online | ☐ how to get an application |
| ☐ job requirements | ☐ store hours |

WORK WITH THE LISTENING

GLOSSARY

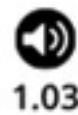
downtown (n.)
in or towards the center of a city, especially its main business area

click (v.)
to choose a function or item on a computer screen by pressing a button

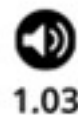
e-book (n.)
electronic book

salesperson, salespeople (n.)
person/people whose job is to sell things

contact (v.)
to communicate with somebody, e.g., by phone, text, or email



- A LISTEN AND TAKE NOTES** Listen to the conversation. Take notes on the key words. Follow the set-up of the sample notes on page 4.



- B INTERPRET** Listen to the conversation again. Add notes about the main ideas based on the key words you wrote.

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

1. **T / F** Salman works at Braxton Books now.

Salman doesn't work at Braxton Books yet.

Words and phrases: He wants to work there this summer.

2. **T / F** Braxton Books is a big company.

Words and phrases: _____

3. **T / F** The company sells books in stores and online.

4. **T / F** The company has some open positions.

Words and phrases: _____

5. **T / F** Salman 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. Salman 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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Unit 1 Listening
Listening
Comprehension



ACADEMIC LANGUAGE

Common phrases for comparing and contrasting in academic speaking include:

The difference between ...

On one hand ...

On the other hand ...

... rather than ...

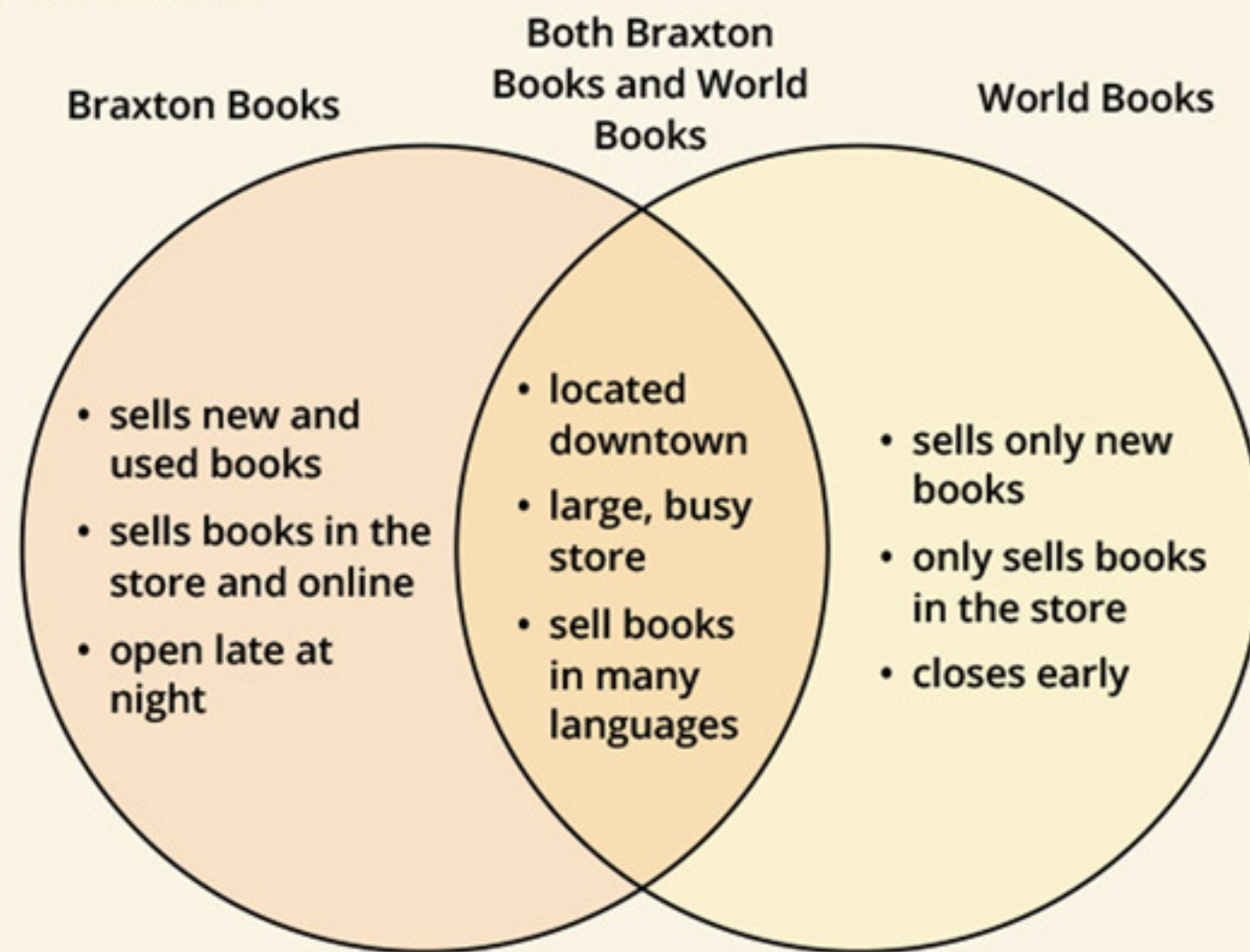
... as opposed to ...

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Comparing and contrasting

When you **compare** two things, you notice what is the same about them. When you **contrast** two things, you notice what is different. Comparing and contrasting can help you remember important points about the two things. Ask yourself, *What's the same?* and *What's different?*

Look at the Venn diagram for two bookstores. A Venn diagram is a way to organize ideas when you are comparing and contrasting. What's the same and what's different about the bookstores?



Resources

Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill



1.04

F APPLY Listen to the excerpt from Listening 1. Draw a Venn diagram like the one in the Critical Thinking Strategy. Use the headings *Salesperson* on the left, *Web Designer* on the right, and *Both Jobs* in the center. Compare and contrast the requirements for the two jobs using your Venn diagram.



SAY WHAT YOU THINK

G DISCUSS Discuss these questions in a small group or with your partner.

1. Look again at the Venn diagram you completed in Activity F. How are the two jobs at Braxton Books similar or different?
2. Do you meet the requirements for the jobs? Why or why not?

LISTENING SKILL LISTENING FOR KEY WORDS AND PHRASES

Key words and **phrases** tell you the important information about a topic. Speakers often repeat key words and phrases more than once. Listening for key words and phrases can help you identify the topic of a conversation.

 Listen to part of Listening 1 again.

1.05 The topic of the conversation is *looking for a summer job*.

The key words and phrases are *work there this summer*, *jobs*, and *careers*. The speakers say the words *summer* and *jobs* more than once.

 **A IDENTIFY** Listen to these parts of Listening 1 again. For each part, listen for key words and phrases and circle the main topic.

1.06

1. a. careers at Braxton Books
b. the company's history and success
c. the number of employees
2. a. jobs at Braxton Books
b. how to get an application
c. job interviews
3. a. store hours
b. computer skills
c. job requirements
4. a. how to do a job
b. how to get an application
c. how to buy online books

 **B IDENTIFY** Listen to each part again. Check (✓) the words and phrases the speaker uses more than once in each part. Some questions may have more than one correct answer, some may have none.

1.06

1. ☐ interest in careers
☐ growing
☐ success
2. ☐ job
☐ great people
☐ join our team
3. ☐ requirements
☐ college degree
☐ years of experience
4. ☐ one of our stores
☐ application
☐ interview

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Unit 1 Listening
Listening Skill Video
Listening Skill



LISTENING 2

The Right Skills for the Job

OBJECTIVE →

You are going to listen to the manager of an advertising company. He is talking to college students about what employers are looking for. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

GLOBAL SKILLS

WELL-BEING

A “good job” means different things to different people. When looking for a job, keep in mind what is most important to you – the salary, having flexible hours, or something else.



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Unit 1 Vocabulary
Practice 2
Pronunciation 2

A VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete each sentence below with the correct word.

advertising (n.) 🔑 telling people about things to buy

assistant (n.) 🔑 a person who helps someone in a more important position

client (n.) 🔑 a person who pays a professional or businessperson for a service

graduate (v.) 🔑 to finish your studies at a school, college, or university

major (n.) 🔑 the main subject you study in college

manager (n.) 🔑 the person who controls a company or business

related (adj.) 🔑 OPAL connected

résumé (n.) a list of your education and work experience that you send when you are trying to get a job

1. My mother speaks French very well. French was her _____ in college.
2. Amal got a job as a(n) _____ in a school. She'll help the children when the teacher is busy.
3. My sister opened a hair salon. I was her first _____!
4. It isn't easy to get a job in _____. You need to have interesting ideas, and you have to know how to sell things.
5. I sent my _____ to ten companies. Only one company called me for an interview.
6. Hakim loves reading. He wants to find a job that is _____ to books or writing.
7. My father is the _____ of a large restaurant. He has a lot of employees, and he's very busy.
8. I plan to _____ from college next year.

B PREVIEW You are going to listen to Mark Williamson, the manager of New World Design Advertising. He is speaking to a group of students about skills they need to get a good job. What skills do you think he will talk about?

WORK WITH THE LISTENING

GLOSSARY

communication (n.)
the activity of giving people information or of expressing ideas and feelings

community organization (n. phr.)
a business that helps the people who live in an area

confidently (adv.)
in a manner that shows you can do something well

teamwork (n.)
working well as a team

volunteering (v.)
working without pay to get experience



1.07

- A LISTEN AND TAKE NOTES** Mark introduces the topic of his presentation. Listen and take notes on the key words. Which skills does he say are most important at his company?



TIP FOR SUCCESS

Remember to listen for key words and phrases. They will help you know the topics of the talk.



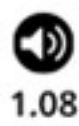
1.08

- B IDENTIFY** Listen to the full presentation. Complete the chart with the skills Mark says are important and the examples he gives for each one.

Skills	Examples
Communication	Able to speak and write clearly, confidently

C IDENTIFY Read the sentences. Circle the word or phrase that best completes each sentence.

1. Mark thinks it's a good idea for students to think about their (money / family / future) now.
2. He says a college degree is (important / not necessary / the main requirement) for getting a good job.
3. Mark compares a company to a (school / sports team / family).
4. He says people can get important skills through (work and life / studying hard / online classes).
5. Mark personally thinks (communication / teamwork / learning) is the most important skill.
6. He says (mistakes / friends / goals) are part of learning something new.



1.08

D CATEGORIZE Listen again. Read Mark's suggestions for how students can develop the skills. Circle *C* for *communication*, *T* for *teamwork*, or *L* for *learning* to show the matching skill for each suggestion.

1. *C / T / L* Volunteer at a community organization.
2. *C / T / L* Write a blog or start an online video channel.
3. *C / T / L* Try a new hobby or sport.
4. *C / T / L* Make presentations in class.
5. *C / T / L* Do group projects as part of your studies.
6. *C / T / L* Understand that mistakes are the best way to learn.
7. *C / T / L* Get a part-time job as a customer service assistant.



SAY WHAT YOU THINK

E DISCUSS Discuss these questions in a small group or with your partner.

1. What skills do you need to work at Mark's company? Do you have these skills?
2. Is New World Design a good place for you to work?



A Job Recruiter

VIDEO GLOSSARY

promotion (*n.*)
a move to a more important job

strengths (*n.*)
useful skills or abilities that a person has

confident (*adj.*)
feeling sure about yourself and your ability to be successful

- A PREVIEW** A job recruiter helps match people to jobs. How do you think they help people and companies?



Unit 1

- B IDENTIFY** Watch the unit video and choose the correct answers.

- People go to a job recruiter when they want to _____.
 - write a résumé
 - find a job
 - become a job recruiter
- A job recruiter first looks at the person's _____.
 - clothes
 - résumé
 - website
- Next, the job recruiter ____ to find out about the person's skills.
 - asks questions
 - gives a test
 - checks the Internet
- Job recruiters also help people _____.
 - start companies
 - get promotions
 - prepare for interviews
- The ____ pays the job recruiter.
 - company
 - person who gets the job
 - website
- When there are no good positions, the recruiter _____.
 - changes your résumé
 - keeps your information for later
 - cannot help you

Resources

Unit 1
Unit Video



C CATEGORIZE Check (✓) the things a job recruiter does.

A job recruiter ...

- ☐ teaches people how to write a résumé.
- ☐ asks questions about your skills and strengths.
- ☐ matches people to the right job.
- ☐ pays companies to hire people.
- ☐ helps people prepare for interviews.
- ☐ works for employers and people who need jobs.



SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a small group or with your partner.

1. What is the best way to find a new job?
2. Do you want to use a job recruiter to find a job? Why or why not?

VOCABULARY SKILL DISTINGUISHING BETWEEN WORDS WITH SIMILAR MEANINGS

Some words have **similar meanings**, but they are used in different situations. The definitions and example sentences in the dictionary can help you decide which word is best to use.

Look at the dictionary entries and example sentences for *career* and *work*.

ca·reer /kəˈrɪr/ *noun* [count] a job that you learn to do and then do for many years: *He is considering a career in teaching.*
 ◆ *His career was always more important to him than his family.*
 ► Look at the dictionary entry for **job**.

work² /wɜrk/ *noun*
 1 [noncount] the job that you do to earn money: *I'm looking for work* ◆ *What time do you start work?* ◆ *How long have you been out of work* (= without a job)? ► Look at the dictionary entry for **job**.

All dictionary entries adapted from the *Oxford American Dictionary for learners of English*.

- Max graduated from college last year. He's ready to start a **career**.
- I have to leave for **work** very early tomorrow morning.

The definition of *career*, as you can see, is a job you want or plan to do for a long time. *Work* is a more general word meaning the job you do for money.

Always look for both words in the dictionary before deciding which one to use.

A IDENTIFY Read the dictionary entries. Circle the best word for each sentence.

job /dʒəb/ noun [count]

1 the work that you do for money:
She got a job as a waitress. ♦ Peter just lost his job.

career /kəˈrɪr/ noun [count] a job that you learn to do and then do for many years:
He is considering a career in teaching.
♦ His career was always more important to him than his family. ▶ Look at the dictionary entry for job.

1. A (job / career) in law can be very demanding.
2. My company closed. I need to find another (job / career) soon.

company /ˈkʌmpəni/ noun
(plural **companies**)

1 [count] (BUSINESS) a group of people who work together to make or sell things: an advertising company ♦ the Student Loans Company
▶ The short way of writing "Company" in names is **Co.**: Milton and Co.
2 [noncount] being with a person or people: I always enjoy Mark's company.

business /ˈbɪznəs/ noun
(plural **businesses**)

1 [noncount] buying and selling things:
I want to go into business when I leave school. ♦ Business is not very good this year.
2 [noncount] the work that you do as your job: The manager will be away on business next week. ♦ a business trip

All dictionary entries adapted from the Oxford American Dictionary for learners of English.

3. Bader went into (company / business) with his brother.
4. The (company / business) has more than 6,000 employees around the world.

B COMPOSE Write one new sentence for each word in Activity A.

1. (job) _____
2. (career) _____
3. (company) _____
4. (business) _____

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill



Speaking

OBJECTIVE →

At the end of this unit, you are going to role-play a job interview with a partner. As you speak, you will need to ask for repetition and clarification.

GRAMMAR PART 1 SIMPLE PRESENT

- Use the simple present to talk about facts or general truths.

Braxton Books **is** a big company.
I **enjoy** working with people.

Simple present statements with regular verbs

Affirmative	Negative
I / You like working on a team.	I / You do not like this job.
He / She / It starts in two weeks.	He / She / It does not start until tomorrow.
We / You / They sell computers.	We / You / They do not sell advertising.

- Use the simple present to describe habits and routines.

We **take** the train to the office.
I **do not work** on Fridays.

Simple present statements with *be*

Affirmative	Negative
I am friendly.	I am not a server.
You are organized.	You are not organized.
He / She / It is on time.	He / She / It is not on time.
We / You / They are college students.	We / You / They are not employees.

- Use the simple present to describe states and feelings.

You **are** very friendly.
I **want** a career as a web designer.

Simple present statements with *have*

Affirmative	Negative
I / You have a college degree.	I / You do not have a résumé.
He / She / It has a few questions.	He / She / It does not have the application.
We / You / They have 600 employees.	We / You / They do not have an office in New York.

A IDENTIFY Circle the correct verb to complete each sentence.

1. A web designer (need / needs) a lot of experience, but I only (have / has) one year.
2. It (is not / does not) easy to find a job these days, especially if you (want / wants) a good career.
3. I (have / has) a college degree, and I (am / is) a hard worker.
4. The company does not (accept / accepts) applications online. They (prefer / prefers) to meet you in person.
5. The manager (like / likes) your résumé, but we (do not / does not) have any open positions.
6. She (are not / is not) very organized, but she (enjoy / enjoys) working on a team.

GRAMMAR PART 2 SIMPLE PAST

Use the **simple past** to talk about actions that happened in the past.

Regular verbs

- To form the simple past, add **-ed** to the base form of the verb.
- ☐ I **work**ed at a clothing store last summer. I **help**ed customers.
- For verbs ending in **e**, add **-d**.
- ☐ I **serv**ed dinner at a busy restaurant. I also **prepar**ed takeout orders.
- For verbs ending in **y**, drop the **y** and add **-ied**.
- ☐ Tina **appl**ied for a position as a web designer. She **stud**ied web design in college.

Irregular verbs

The verb *be* is irregular in the simple past. It has two forms: **was** and **were**.

- ☐ My internship **was** a good experience. The people I worked with **were** great.

Here are some other verbs with irregular simple past forms.

☐	say	said	have	had	come	came
	make	made	know	knew	see	saw
	go	went	take	took	get	got
	do	did				

Negative statements

- To form a negative statement, use **didn't** + the base form of the verb.
- ☐ I **didn't graduate** from high school last year. It was two years ago.