

OXFORD

FOURTH EDITION



2



SKILLS FOR SUCCESS

Listening and Speaking

Margaret Brooks | Kathryn O'Dell

Student Book with Digital Pack

FOURTH EDITION

2



SKILLS FOR SUCCESS

Listening and Speaking

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OXFORD
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BUSINESS AND MARKETING

NOTE-TAKING: identifying key words

LISTENING: listening for main ideas

VOCABULARY: collocations: nouns and verbs

GRAMMAR: the present continuous

PRONUNCIATION: interjections and intonation

SPEAKING: drawing attention to main ideas

GLOBAL SKILLS

CRITICAL THINKING: analyzing supporting details

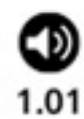
COMMUNICATION: designing surveys

Unit Question

Why do we follow trends?

A Discuss these questions with your classmates.

1. Look at the photo. Why are the people waiting in line?
2. What are some of the latest trends in your community? Think about things like clothing, food, and technology.
3. How do these trends affect the way people live, use technology, or shop?



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

1. Why does Sophy think it is important to follow the latest changes in technology?
2. Do Marcus and Yuna agree with Sophy? Why or why not?
3. How is Felix's response different from that of the others?

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Unit 1 Topic Vocabulary

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

Listening

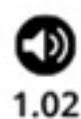
NOTE-TAKING SKILL IDENTIFYING KEY WORDS

When you take notes, write only key words – the most important words. Don't spend time writing little words like *of*, *the*, *and*, etc. Here are some ways to identify key words as you listen:

- Listen for repeated words. These often point to the main idea.
- Focus on words that the speaker defines. If a speaker takes time to say what a word means, it's probably important.
- Listen for words the speaker emphasizes by saying them more slowly or a little louder.

A IDENTIFY Read the beginning of a lecture about the difference between a trend and a fad. Underline words that you think are important. The word *fad* is underlined as an example.

To be successful in business, it is important to be able to tell the difference between a fad and a trend. A fad is something that becomes popular suddenly, but does not last very long. A trend is the general direction in which something is developing or growing. In business, following a trend usually leads to more success than chasing after a fad. Trying to make money on a fad is risky.



1.02

B APPLY Listen as the speaker continues the lecture. Identify important words as you hear them and take notes. Does the speaker repeat any of the words you underlined in Activity A?

C DISCUSS Compare your notes with a partner. Which words did you underline? Why?

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



LISTENING 1

They Said It Was Just a Fad

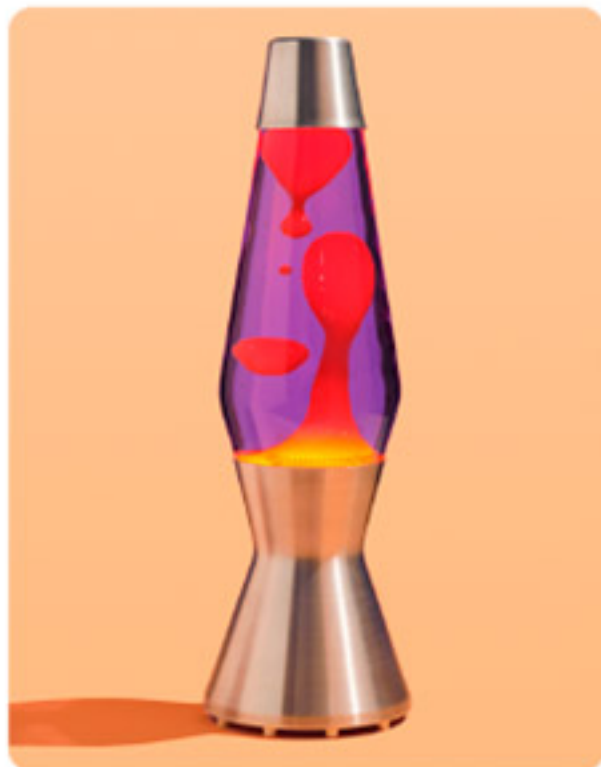
OBJECTIVE →

You are going to listen to a podcast about inventions that some people thought were just fads. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

ACADEMIC LANGUAGE

The verb *decline* is common in spoken and written academic English. It is often used with adverbs that describe the degree of the decline: for example, *decline significantly / slowly / rapidly*.



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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

A VOCABULARY Here are some words from Listening 1. Read the definitions. Then complete each sentence with the correct form of the words below.

affordable (*adj.*) not expensive; cheap enough for most people to be able to buy

brake (*n.*) the parts of a car or other vehicle that make it go slower or stop

decline (*v.*) **OPAL** to become smaller, fewer, or less

enormous (*adj.*) very large

essential (*adj.*) **OPAL** completely necessary

failure (*n.*) **OPAL** a person or thing that is unsuccessful

wealthy (*adj.*) having a lot of money and property

wheels (*n.*) round objects under a car or other vehicle that turn when it moves

1. That popular restaurant chain has to make a lot of money. The person who started it must be very _____ now.
2. During the winter months, it is _____ to have a warm coat. It gets very cold here!
3. I need to get the _____ on my bike fixed. I'm having problems stopping.
4. Sales of the toys went up in November and December, but they _____ in January.
5. Our attempt to build a robot was a complete _____. It didn't work at all.
6. My daughter loves the song that goes, "The _____ on the bus go round and round." I'm tired of hearing it!
7. They live in an _____ house. It has six bedrooms.
8. Now, that car is way too expensive, but this smaller one is _____.

B PREVIEW You are going to listen to a podcast called *They Said It Was Just a Fad*. It describes three inventions that people thought were just fads and would never be used to create a successful business. Work with a partner. What key words do you think you will hear? Make a list.

WORK WITH THE LISTENING

GLOSSARY

disturb (v.) to interrupt somebody when they are trying to work

investor (n.) a person or an organization that invests money in something

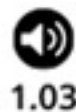
production (n.) the process of growing or making food, goods, or materials

proof (n.) information, documents, etc. that show that something is true

regain (v.) to get back something you no longer have, especially an ability or a quality

TIP FOR SUCCESS

Many students are nervous about listening. Take a deep breath and relax! If you are nervous or stressed, it's more difficult to listen and understand what you hear.



1.03

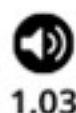
A LISTEN AND TAKE NOTES Listen to Part 1 of the podcast. Write any key words you hear. Here are some words to get you started.

Lightbulb

Edison

affordable

change lives



1.03

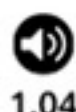
B CATEGORIZE Listen to Part 1 again. Check (✓) the correct category.

Thought that electricity...	would succeed	would not succeed
1. Thomas Edison		
2. J. P. Morgan		
3. J. P. Morgan's father		
4. Henry Morton		



1.04

C LISTEN AND TAKE NOTES Listen to Part 2 of the podcast. Add key words to your notes from Part 1.



1.04

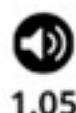
D EXPLAIN Listen to Part 2 again. Answer the questions.

1. Why were the early bicycles called *velocipedes* dangerous to ride?

2. How were "safety" bicycles different from velocipedes?

3. What did people think would happen after more people had automobiles?

4. Why are bicycles still popular?



1.05

E LISTEN AND TAKE NOTES Listen to Part 3 of the podcast. Add key words to your notes from Parts 1 and 2.



1.05

F CLASSIFY Listen to Part 3 again. Circle *T* (true) or *F* (false).

1. **T / F** Children fidget, but adults outgrow this behavior.

2. **T / F** Fidget spinners became popular in 2022.

3. **T / F** A British newspaper said fidget spinners were worthless.

4. **T / F** It's unclear if fidget spinners will be a fad or a lasting trend.



1.06

G ANALYZE Listen to the whole podcast. Check (✓) the two statements that express the main ideas.

- ___ Some things that people thought were just fads became successful businesses in the end.
- ___ A business based on a fad, like fidget spinners, will always lose money.
- ___ It sometimes takes a long time before you know if something will last or if it is just a fad.

H CATEGORIZE Which invention does each comment below apply to? Mark each as *L* (lightbulb), *B* (bicycle), or *F* (fidget spinner).

- ___ One inventor thought making it affordable would change people's lives.
- ___ Someone wondered if this invention will regain its popularity.
- ___ A scientist described it as a failure.
- ___ An inventor said that now only rich people will burn candles.
- ___ In 1902, one newspaper said that as a fad, the activity was dead.
- ___ They aren't just a fad because they help people deal with stressful situations.

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Unit 1 Listening
Listening
Comprehension



SAY WHAT YOU THINK

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

- Think of a fad that is no longer popular, such as pet rocks. How long did it last? Why did it die out?
- What is something that is newly popular in your community now? Is it a fad or a trend? Why?

LISTENING SKILL LISTENING FOR MAIN IDEAS

The **main idea** is the most important thing the speaker wants you to understand. Speakers often use several strategies to emphasize their main idea. Listen for repeated words and ideas. Listen for emphasis on certain words or sentences. Also listen for speakers to summarize the main ideas at the end of their talk.



1.07

A ANALYZE Listen to a report from a panel discussion about the future of food. Check (✓) the sentence that best states the main idea of the report.

- ___ In the future, the food industry needs to be entirely focused on vegetarian choices.
- ___ People say they want healthier foods, but in fact, they buy a lot of foods that aren't good for them.
- ___ The movement toward having healthier foods will continue.



B INTERPRET Look at these words from the listening.

1. Are there any you did not hear or understand? Circle them.

available	brand	detailed	grocery	participants
bother	cuisine	fertilizer	hummus	transparency

2. Why was it possible to understand the main idea without knowing all of these words?
3. What words or ideas did the speaker repeat or emphasize? How did they help you understand the main idea?

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Unit 1 Listening
Listening Skill Video
Listening Skill

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Analyzing supporting details

It is important to analyze the details and examples that a speaker uses to support his or her main ideas. If an idea is not supported well, listeners will think the idea has no value. Ask: *Does this example support the main idea?* In some cases, the answer might be that it doesn't. Look at these examples.

Main idea: The trend toward healthier foods is going to continue.

Example: *Shoppers spend a lot every year on sodas and sweet treats.*

This example doesn't support the main idea. In fact, it says the opposite. The speaker uses it to present another side of the issue.

Main idea: The bicycle was a fad that became a trend.

Example: *Today, in many places around the world, bicycles are an essential form of transportation.*

This example supports the main idea by showing that bicycles continue to be popular.

C ANALYZE Choose the example that best supports each main idea.

1. Sometimes hard work and a strong belief can make an invention successful.
- Today, many things we use every day depend on electricity.
 - J. P. Morgan's father thought that Edison's ideas wouldn't work, and that electricity was just a fad.
 - Edison believed that electricity would change lives, so he installed 400 lightbulbs in Morgan's home.
2. It's too soon to tell whether the fidget spinner is a fad or a trend.
- The popularity of other inventions often increased and decreased over time.
 - With the spinner, people can fidget in boring meetings and not disturb others.
 - Many people think spinners help people reduce stress levels.
3. A successful bookstore has to be more than just a place to buy books.
- Children's bookstores continue to be successful.
 - A local bookstore invites authors to read their books to customers.
 - There are fewer shoppers downtown these days because so many stores are closing.

LISTENING 2

Bucking the Trend

OBJECTIVE →

You are going to listen to a conversation between two friends. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING



- A VOCABULARY** Here are some words and phrases from Listening 2. Read the definitions. Then complete each sentence with the correct word or phrase.

advertise (v.) ⓘ to publish information to persuade people to buy something
buck the trend (v. *phr.*) to do something that goes against what is currently popular or fashionable
chat (v.) ⓘ to talk to someone in a friendly, informal way
get the point (v. *phr.*) to understand the main idea of something
potential (adj.) ⓘ **OPAL** that may possibly become something
realize (v.) ⓘ to come to understand that something is true
reasonable (adj.) ⓘ **OPAL** not too expensive
shipping (n.) the cost of the transportation of items that are sold from one place to another

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Unit 1 Vocabulary
 Practice 2
 Pronunciation 2

GLOBAL SKILLS

CRITICAL THINKING

Asking yourself critical questions before listening is a helpful way to think about a listening topic. It can help you understand information when you hear it.

1. I'm sorry I don't have time to _____ right now. Let's talk later.
2. They want \$5,000 for their car. I think that's a _____ price.
3. He talked for an hour, but I still didn't _____. What was he trying to say?
4. Does that company offer free _____ on all packages?
5. If you want your store to be successful, you have to _____. If you don't, no one will know it's here.
6. They're interviewing two _____ candidates for the job. Jay thinks either of them will work well with our team.
7. Yaser always tries to _____. He wants to be different from everyone else.
8. I didn't _____ that e-books were so popular! I'm happy to learn that.

- B PREVIEW** You are going to listen to a conversation between Asha and Kim. Asha wants to "buck the trend" and open a bookstore. Kim thinks it may be risky. What problems could there be with this plan? Discuss with a partner.

WORK WITH THE LISTENING

GLOSSARY

investment (*n.*)
the act of putting
your own money
into a business

literary (*adj.*)
connected with
literature

statistic (*n.*)
a collection of
information shown
in numbers



1.08

- A LISTEN AND TAKE NOTES** Prepare a note page with two columns labeled *Pro*, for arguments that support starting a bookstore business, and *Con*, for arguments against it. Listen to the conversation. As you listen, write key words in each column. Leave space to add to your notes later.

<i>Pro</i>	<i>Con</i>
<i>independent</i>	
<i>small</i>	



1.08

- B EXTEND** Listen again. Add more information to your notes.

- C EVALUATE** Compare your notes with a partner. Correct and edit your notes as needed.

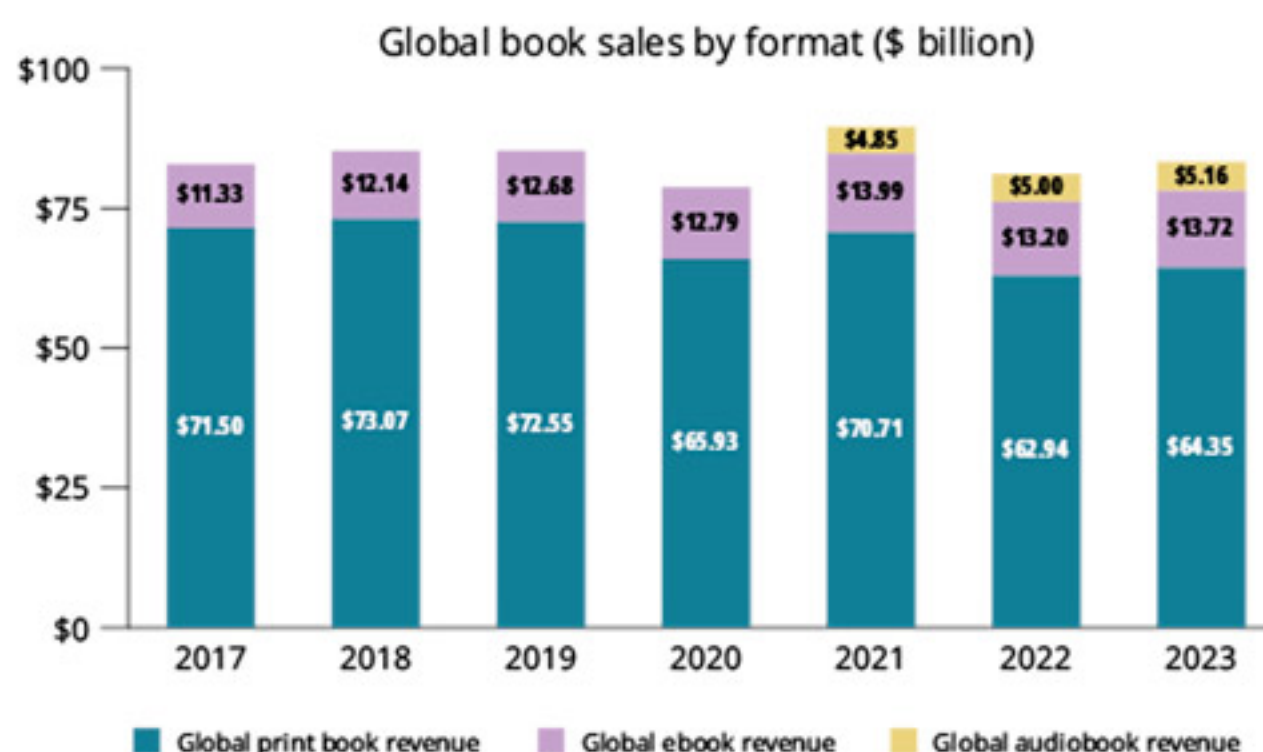
- D IDENTIFY** Read the questions. Choose the correct answers.

- Which of these is NOT a reason Asha gives for wanting to open a bookstore?
 - She likes to read print books instead of e-books.
 - She wants to work for herself, not for other people.
 - She saw a bookstore for sale nearby at a good price.
- Why does Kim think Asha's plan might be risky?
 - Fewer people are reading books now.
 - Bookstores are gathering places for people in the community.
 - People nowadays are buying more books online, not in stores.
- What has Asha's research shown her?
 - She should open a store just for children's books.
 - Small, independent bookstores can be successful.
 - People are now buying more e-books than print books.
- What does Kim like about shopping in bookstores?
 - Stores are less crowded than they used to be.
 - She can buy a book and take it home right away.
 - She doesn't have to talk to people while she's shopping.



E EXPLAIN Work with a partner. The graph below shows the global sales of e-books, print books, and audio books from 2017 to 2023. Answer the questions.

1. Which book format shows the highest sales for all seven years? Why do you think this is so?
2. In which year were audio book sales first included? Did print book sales decline when audio books were introduced?
3. How do e-book sales compare to print book sales over the years?
4. How can you describe the trend toward e-book sales between 2017 and 2023?
5. Asha did not consider audio book sales when planning to open a bookstore. Will these sales affect her plan? Why or why not?



SAY WHAT YOU THINK

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

1. Think of a time you decided to “buck a trend” – that is, do something your own way. Was it successful? Why or why not?
2. Your friend wants to start a new business to help people publish e-books. What are the pros and cons of starting this business? Do you think it will be successful? Why or why not?

Our Clothes

VIDEO GLOSSARY

secondhand (*adj.*)
not new; already used
or owned by somebody
else

give away (*v.*)
to give something to
someone without
asking for or receiving
money in return

historian (*n.*)
a person who is an
expert in history

traditional (*adj.*)
following older methods
or ideas rather than
modern ones

kente (*n.*)
a handmade cloth from
Ghana, famous for its
bright colors and
original designs

A PREVIEW What do you do with clothes that you can't or don't want to wear anymore? Do you prefer traditional clothing or modern clothing?



Resources

Unit 1
Unit Video



Unit 1

B IDENTIFY Watch the unit video. Check (✓) the purpose of the video.

- ___ to explain how secondhand clothing gets from Europe to Ghana
- ___ to compare secondhand and traditional clothing in Ghana
- ___ to show what a typical day in a market in Ghana is like



Unit 1

C INTERPRET Watch the video again. Choose the correct answers.

1. Where does most of the clothing in the market come from?
 - a. Africa
 - b. China
 - c. Europe
2. Where does Ade go to speak to a historian about traditional clothing?
 - a. He goes to the center of the market.
 - b. He goes to the countryside.
 - c. He goes to a country in Europe.
3. What does the historian say about traditional clothing?
 - a. In the past, people used traditional clothing to tell the history of the country.
 - b. It's cheaper than secondhand clothing from Europe and America.
 - c. People will always want to wear traditional clothing.
4. What does the narrator say about traditional and European clothing?
 - a. Traditional clothing isn't popular with young people today.
 - b. European clothing is popular, but it's cooler to be African.
 - c. European clothing was popular a few years ago, but it isn't anymore.



SAY WHAT YOU THINK

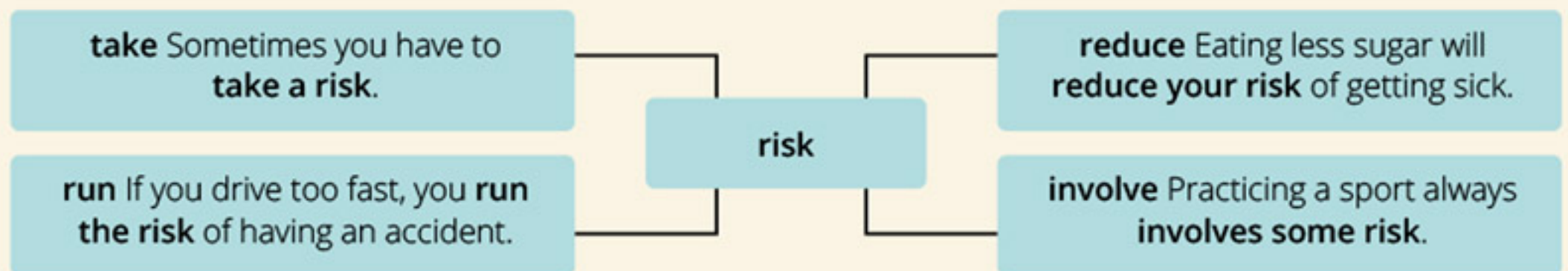
D DISCUSS Discuss these questions in a small group or with your partner.

1. Why do you think traditional clothing is more expensive than secondhand clothing in Ghana? Is it important for countries to keep their traditional clothing styles? Why or why not?
2. If you were to open a secondhand store, what would you sell? Why do you think people would buy it?

VOCABULARY SKILL COLLOCATIONS: NOUNS AND VERBS

Collocations are groups of words that are commonly used together. One type of collocation is the combination of a **verb + noun**.

The word web shows verbs often used with the noun *risk*.



TIP FOR SUCCESS

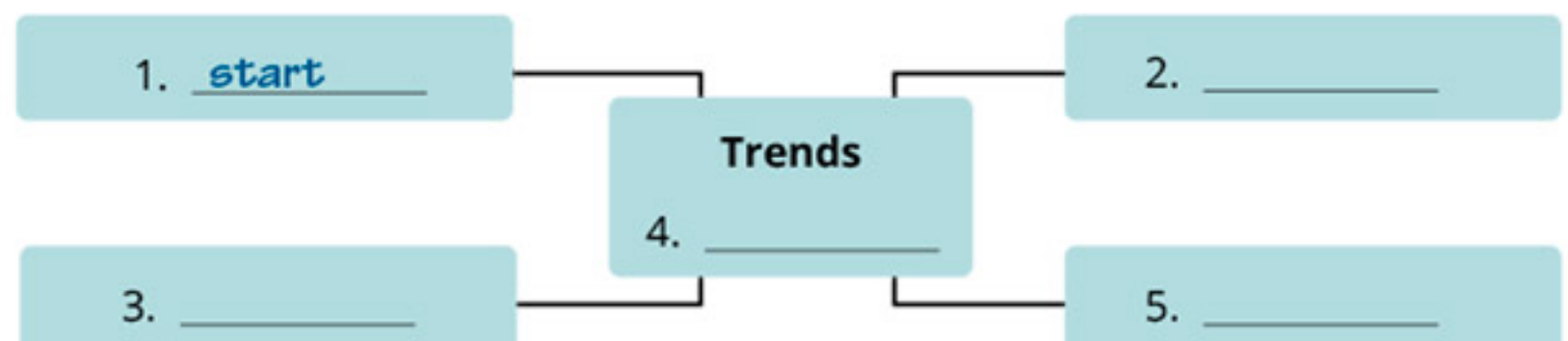
Look at the words around a word you don't know. They can help you find the meaning of the new word.



A IDENTIFY Read the sentences. Underline each verb used as a collocation with the noun *trend*.

1. Hey, your shoes look cool! I'm going to get a pair, too. We can start a trend.
2. This firm doesn't like to follow architectural trends. Our buildings follow a classical style.
3. I wasn't trying to set a new trend in transportation. I ride my bike to work because the bus schedule doesn't work for me.
4. More and more people are driving cars, even for short distances. I want to buck this trend and start walking everywhere I go.
5. Buildings in my city are getting more energy efficient. I hope architects continue this trend.

B APPLY Complete the word web. Use the words you underlined in Activity A.





Speaking

OBJECTIVE →

At the end of this unit, you are going to work with a small group to investigate “trend spotting.” You are going to conduct a survey using your classmates as subjects and then present your findings to the class. As you speak, you will need to highlight your main ideas.

GRAMMAR THE PRESENT CONTINUOUS

We use the **present continuous** to describe actions taking place at the moment of speaking. Look at this example from Listening 2. It describes what Asha is doing at that moment.

Kim: What are you doing?

Asha: I’m calling the agent for the store.

We can also use the present continuous to describe actions taking place around but not exactly at the moment of speaking. These actions continue for a period of time. Look at this sentence from Listening 2.

It describes a trend that is continuing into the future.

Statistics show that people are still buying more print books than e-books.

How to form the present continuous:

Affirmative

Use a form of *be* + verb + *-ing*

She **is buying** a book now.

Negative

Use the word *not* before the *-ing* verb (*be* + *not* + verb + *-ing*).

He **is not using** his car to go to work this week.

A COMPOSE Write sentences with the present continuous. Then read your sentences to a partner.

1. Sales / in independent bookstores / increase / all the time

2. Everyone / wear / red these days / because it’s a trendy color

3. We / discuss / the difference / between a fad and a trend

4. More people / ride / bicycles / to work these days





1.09

- B ANALYZE** Listen to the conversations. Decide whether each describes actions that are happening now or actions that are happening around now. Check (✓) the correct answer.

	Happening now	Happening around now
1.		
2.		
3.		
4.		
5.		
6.		

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Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

PRONUNCIATION INTERJECTIONS AND INTONATION

Interjections are short words, phrases, or sounds that people use when they speak. Interjections often express feelings. For example, *Wow!* is an interjection that usually indicates surprise or excitement.



- [**Wow!** That was a quick decision.

1.10 The meaning of an interjection often depends on the speaker's **intonation**. For example, *Oh!* can express different emotions, as in these examples.

[**Oh!** Look at all the customers coming into the store! (happiness)

[**Oh!** Our sales declined again this month. (disappointment)

[**Oh!** Someone parked in front of the driveway. Now we can't get into the garage! (anger)

Sometimes speakers use an interjection just to give themselves time to think. Sounds like *hmm* and *uh* are used in this way.

- [**Hmm.** I get what you mean.

GLOBAL SKILLS

EMOTIONAL SELF-REGULATION

It's normal to experience difficult or painful emotions sometimes, such as sadness or anger. Exercising, or writing about your feelings can be helpful ways to manage difficult emotions.



1.11

- A EVALUATE** Listen to the sentences. The same speaker will read each one twice with different intonation. Answer the questions. Check (✓) the correct answer.

Well, I think this is the right answer.

1. Which sentence sounds less sure?

a. ☐

b. ☐

Yeah, and after we finish this project, we're going to do another one.

2. Which sentence sounds more excited?

a. ☐

b. ☐

Yeah, I lost my presentation.

3. Which sentence sounds more disappointed?

a. ☐

b. ☐

Oh! Mr. Lombardi is going to be in Tokyo next week.

4. Which sentence sounds happier?

a. ☐

b. ☐

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Unit 1 Speaking
Pronunciation Practice