

OXFORD

FOURTH EDITION



3

SKILLS FOR SUCCESS

Listening and Speaking

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Student Book

with Digital Pack



PSYCHOLOGY

NOTE-TAKING: using notes to summarize a lecture

LISTENING: making inferences

VOCABULARY: suffixes

GRAMMAR: auxiliary verbs *do, be, have*

PRONUNCIATION: contractions with auxiliary verbs

SPEAKING: taking conversational turns

GLOBAL SKILLS

CRITICAL THINKING: comparing and contrasting

EMOTIONAL SELF-REGULATION: understanding personal bias

Unit Question

Are first impressions accurate?

A Discuss these questions with your classmates.

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



1.01

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 form incorrect first impressions?
3. Do you agree with Felix's statement? Why or why not?

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Unit 1 Topic Vocabulary

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

Listening



NOTE-TAKING 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. Putting the key ideas in your own words and saying them out loud will help you remember the lecture, confirm that you understood, and clarify the ideas.

Imagine your friend had to miss class because he was sick. 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 information that you use when you summarize. A summary is a shorter version of the information that includes all the main ideas but only a few details.

Here are some phrases that are used as signposts.

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



1.02

A DISCUSS 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?

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Unit 1 Listening

Note-taking Skill Video

Note-taking Skill

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

OBJECTIVE →

You are going to listen to a lecture about first impressions. 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 1. Read the definitions. Then complete each sentence with the correct word or phrase.

aspect (n.) **OPAL** a particular part or feature of something

assume (v.) **OPAL** to think or accept that something is true but without having proof of it

encounter (n.) **OPAL** a meeting, especially one that is sudden or unexpected

familiar (adj.) **OPAL** known to you

form a first impression (v. phr.) **OPAL** to make a decision about someone when we first meet them

judge (v.) **OPAL** to form an opinion about someone or something

preference (n.) **OPAL** a greater interest in or desire for one thing over another

tend to (v. phr.) **OPAL** to be likely to do something

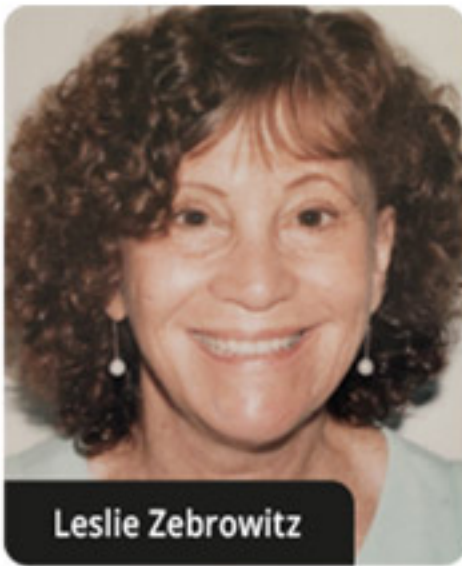
trait (n.) a particular quality in your personality

trust (v.) **OPAL** to believe that you can rely on someone or that someone will not harm you

1. It is a good idea to _____ people by how they treat others, not by how they look or what they are wearing.
2. I _____ my close friends and family. I know they will do the right thing.
3. Leen said she wasn't feeling well, so I _____ she's not going to class today.
4. That new student seems _____. I think I've met him before.
5. The _____ of my city that I like most is its public transportation system because it is fast and it takes me everywhere.
6. It only takes a few minutes to form a first _____ of someone you meet for the first time.
7. Small children _____ to be shy with people they don't know. They're often quiet when they first meet people.
8. Most of my good friends have one personality _____ in common – they are all very funny.
9. Although he has a car, Mohammed's _____ is to cycle to school.
10. My first _____ with my new neighbors was very pleasant. We talked about the things we all enjoy.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1



Leslie Zebrowitz

GLOSSARY

associate (v.)
to connect
something in your
mind with something
else

competent (adj.)
able to do something
well

mistakenly (adv.)
in a way that is
wrong because it is
based on a wrong
opinion or bad
judgment

symmetry (n.)
the quality of having
parts that match
each other, usually in
an attractive way



1.03

B PREVIEW You are going to listen to a lecture about the work of psychologist Leslie Zebrowitz, who studied the ways in which faces affect first impressions. Check (✓) the statement about first impressions you think is true.

- ☐ Just by looking at a person's face, you can get a good idea of what that person is really like.
- ☐ A person's face can tell you very little about what a person is like.

WORK WITH THE LISTENING

A LISTEN AND TAKE NOTES Before you listen to the lecture about first impressions, look at the notes that summarize the main points. As you listen, complete the topic and important details.

Topic: Faces and how we use them to _____

Main idea: We use _____ to form first impressions, but these are often _____ impressions.

Four aspects we use to form first impressions:

1. Babyfacedness

Babyfacedness means person looks like _____

Positive example: We think person is _____ and loving

Negative example: We judge person to be _____, not competent

2. Familiarity

We often prefer _____ faces.

Positive example: Person looks like _____, so we think they are kind

Negative example: Person looks like mean neighbor, so it takes longer to _____

Can keep us from forming positive relationships with different people

3. Fitness

Fitness means _____

We assume attractive people are healthy, successful, _____, friendly

4. Emotional resemblance

Features look like an emotion

Negative examples:

We judge low eyebrows to mean person is _____

We assume person with higher eyebrows is _____

Positive example: Person with mouth turned up seems _____

B SUMMARIZE Work with a partner. Take turns using your notes to summarize the lecture.



1.03

C IDENTIFY Listen to the lecture again. Circle the answer that best completes each statement.

1. When someone has a round face and a small nose, we often ____.
 - a. are afraid of them
 - b. want to protect them
 - c. think they are successful
2. If someone looks like a person we like, we tend to think ____.
 - a. they are intelligent
 - b. they have positive traits
 - c. they have negative traits
3. We often think attractive people are ____.
 - a. intelligent and friendly
 - b. unhealthy and not smart
 - c. mean and not competent
4. We read high eyebrows as ____.
 - a. anger
 - b. surprise
 - c. happiness
5. To make a good impression, ____.
 - a. judge people quickly
 - b. move your eyebrows
 - c. show interest in people

D CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct the false statements.

1. T / F First impressions affect how much we respect people.
First impressions affect how much we trust people.
2. T / F When people look like babies, we think they are competent.

3. T / F We prefer familiar faces, especially if they look similar to someone we like.

4. T / F We have negative feelings about people who are attractive.

5. T / F We avoid people with lower eyebrows.

6. T / F People will never change their first impressions of you.

GLOBAL SKILLS

INTERCULTURAL COMPETENCE

Research shows that people judge faces differently in China than in the US and the UK. Be aware that different cultures may form first impressions based on different features or information.

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Unit 1 Listening Listening Comprehension

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

- ☐ The information we get from faces isn't as important as we think it is.
- ☐ First impressions from faces are rarely accurate.
- ☐ People can't do much to change the impression they make.

F DISCUSS Read the text below. Discuss the questions with a partner.

On my first day of college, I was moving into my dorm room when my roommate, Ra'ed, came in. He had already moved in and taken the bed by the window. His stuff was everywhere. His parents were with him. They introduced themselves. His mom looks like my aunt, and I could tell she was just as nice, but Ra'ed was quiet and had a frown on his face, with his eyebrows pulled down. I didn't say much either because I thought he didn't like me. He threw his bag on his bed, and they all left. I was a little upset. I thought Ra'ed was rude and mean. I was mad that he didn't even give me a chance.

An hour or so later, Ra'ed came back to the room. He apologized for his rudeness. He and his parents had just had a delayed flight, and he left his phone on the plane. He described their trip in a very funny way, and we both laughed. After that, he became one of my best friends. He's the perfect roommate.

1. How accurate was the writer's first impression of his roommate?
2. How does this story illustrate the points the speaker made in her lecture?



SAY WHAT YOU THINK

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

1. In this lecture, the speaker says we often judge a person by how they look. From your personal experience, do you agree or disagree? Give examples.
2. Have you ever formed a first impression based on someone's face and later changed your mind? What was your first impression? What made you change your mind?

LISTENING SKILL MAKING INFERENCES

When you **make inferences**, you use information that you already know to draw conclusions about information that the speaker doesn't state directly. Making inferences while listening can help deepen your understanding of what you hear.

Listen to a student talking about meeting his professor for the first time.



1.04

When I first met my professor, he shook my hand firmly and then asked me questions about myself. He was very polite. He also was relaxed and seemed interested in what I was saying.

Even though the student does not state directly that his first impression of his professor was positive, you can infer, or conclude, that it was from the information he does state directly.

- He shook my hand firmly.
- He was very polite.
- He was relaxed and seemed interested.



1.05

A INTERPRET Listen to a speaker talk about a first impression. Take notes as you listen. Then answer the questions.

1. Do you think it was a positive or negative first impression? Why? What information from your notes helped you answer?
2. Do you think the speaker likes Malik? Why? What information from your notes helped you answer?

B DISCUSS Work with a partner. Compare your answers.



1.06

C EVALUATE Listen to the speaker's opinion of Malik. Take notes as you listen. Compare what the speaker says about Malik with your answers in Activity A.

D CREATE Work with a partner. Tell a story about meeting someone for the first time. Describe what she or he did and a few things you noticed. Don't say how you felt about the person. Ask your partner to infer whether your impression was positive or negative.

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Unit 1 Listening
Listening Skill Video
Listening Skill



LISTENING 2

Book Review of *Blink* by Malcolm Gladwell

OBJECTIVE →

You are going to listen to an excerpt from a radio show in which a critic reviews a book. The book discusses the types of decisions people make as a result of first impressions. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

TIP FOR SUCCESS

Learning prefixes can help you build your vocabulary. Common adjective prefixes include *in-*, *un-*, *im-*, *mis-*, *dis-*, *non-* and *anti-*. They all have a negative meaning.

A VOCABULARY Here are some words and phrases from Listening 2. Read the sentences. Then match each underlined word or phrase with its definition.

conscious (<i>adj.</i>) 🔒	reliable (<i>adj.</i>) 🔒 OPAL
effective (<i>adj.</i>) 🔒 OPAL	select (<i>v.</i>) 🔒 OPAL
entire (<i>adj.</i>) 🔒 OPAL	snap judgment (<i>n. phr.</i>) 🔒 OPAL
fake (<i>n.</i>)	suspicious (<i>adj.</i>) 🔒
instinct (<i>n.</i>)	unconsciously (<i>adv.</i>) 🔒

- that you can trust; dependable
- producing the result that you want; successful, useful
- feeling that something is wrong or dishonest; distrustful
- to choose from a number of similar things or people
- including every part, everyone, or everything; whole
- a quick conclusion made without much thought
- done without awareness or intention
- a natural force that causes people to behave or feel a certain way without thinking about it
- something that seems to be real but is not
- noticing or aware

- ___ Aseel's car isn't reliable. There is always something wrong with it.
- ___ Watching a video is an effective way to study someone's behavior. You can learn a lot from the way people move their hands.
- ___ The watch was a fake. It was not worth a lot of money.
- ___ I finished the entire book in one night. It was so interesting I had to read it all.
- ___ Michelle often makes snap judgments when she chooses something to buy. She doesn't like to waste time.
- ___ Norah was so focused on listening to the news this morning that she unconsciously poured coffee on her bread instead of in her cup.
- ___ My parents were suspicious when I told them the teacher did not give any grades for our assignment.



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Unit 1 Vocabulary Practice 2 Pronunciation 2

8. ____ When you meet new people, you should trust your instincts. Your first reaction is often correct.
9. ____ The teachers couldn't select anyone to receive the award. There are too many good students.
10. ____ I make a conscious effort to stay in regular contact with all my friends. I make time to call and email them often.

B PREVIEW You are going to listen to a critique of a book that discusses quick decisions. Check (✓) which things, if any, you could make a quick decision about.

- | | |
|---|---|
| ☐ which book to read | ☐ which pair of shoes to buy |
| ☐ which video to watch | ☐ where to go on vacation |
| ☐ which car to buy | ☐ which restaurant to go to |

WORK WITH THE LISTENING

GLOSSARY

accurate (*adj.*)
careful and exact;
without mistakes

artifact (*n.*)
a historical or
cultural object that
was made by a
person



1.07

A LISTEN AND TAKE NOTES Listen to the book review of *Blink* by Malcolm Gladwell. First, look at the summarizing notes. As you listen, take notes on the main ideas, examples, and other details. After the listening is over, go back and add to or edit your notes for clarity.

Topic: Malcolm Gladwell's *Blink*

Main idea: Gladwell thinks first impressions are usually ____.

Example: Two ways we make decisions:

1. _____ with our conscious minds

2. quickly, or _____

Research on accurate first impressions

Students watched videos of _____,
could tell how _____ they would be

People could look at _____ and learn about _____.

Examples of decision-making

Conscious, careful decision-making works
for _____

Snap judgments are best for difficult situations
such as _____



Malcolm Gladwell

B SUMMARIZE With a partner, take turns summarizing the review from your notes.

C IDENTIFY Complete the chart. Use your notes from Activity A. Compare charts with a partner.

Main Ideas	Examples or Details
First impressions are _____.	
Unconscious decisions are _____.	
Conscious decisions are _____.	



1.07

D IDENTIFY Listen again. Match each detail with an example given in the book review. Then put the details in the order you heard them.

Examples

- a. buying something for the kitchen
- b. looking at a bedroom
- c. selecting a soccer player
- d. watching a video
- e. writing down the first word that comes to mind

Details

- ___ judging a teacher's effectiveness
- e recognizing a fake artifact
- ___ describing someone's character
- ___ an easy decision
- ___ a difficult decision with a lot of information

Order you heard in the report

- ___
- 1
- ___
- ___
- ___

E INTERPRET Read each situation. Based on the book review, do you think you should use your instincts and make a snap judgment (unconscious), or make a careful list of good and bad points (conscious)? Write *U* or *C*. Explain your reasons to a partner.

- | | |
|-----------------------------------|--|
| 1. ___ buying a coffee maker | 6. ___ buying a suit for a job interview |
| 2. ___ choosing a study partner | 7. ___ choosing a restaurant for lunch |
| 3. ___ buying a car | 8. ___ choosing seeds for your garden |
| 4. ___ choosing a seat on a train | 9. ___ asking someone on the street for help |
| 5. ___ choosing a career | |



GLOBAL SKILLS CRITICAL THINKING STRATEGY

Comparing and contrasting

To **compare** means “to find ways that things are the same.” To **contrast** means “to find ways that things are different.” Comparing and contrasting helps you deepen your understanding of the things you are investigating.

To compare, ask yourself, *How are these things the same?* To contrast, ask yourself, *How are these things different?* Thinking this way can help you make connections between the things you are comparing and contrasting.

- F ANALYZE** Read two researchers’ ideas about first impressions. With a partner, compare and contrast these ideas with the information from *Blink*.

Nalini Ambady of Tufts University researched how well students could make judgments about instructors from a short video. According to Ambady, when people think more before making a decision, the decisions tend not to be as good as when they make them unconsciously.

Frank Bernieri of Oregon State University says that research suggests that people who are more confident about their judgments of people are actually less accurate. He advises people to try to convince themselves of the opposite point of view. For example, if you assume someone is rude and unkind, you should try to see his or her behavior in a completely different way.

- G ANALYZE** Complete the chart with ideas that compare and contrast Malcolm Gladwell’s ideas with the ideas of psychologist Leslie Zebrowitz in Listening 1. Add at least two details to each side of the chart.

Compare	Contrast

**SAY WHAT YOU THINK**

- H DISCUSS** Discuss this question in a small group or with your partner.

Malcolm Gladwell thinks first impressions can be helpful when we are dealing with many pieces of information at once. Do you agree or disagree? Explain with examples from your life.



VIDEO

Interview Mistakes

VIDEO GLOSSARY

commonly (adv.)
often, usually

tie-up (n.)
a temporary stoppage
or slowing down
of traffic

tattered (adj.)
old and torn

tone (n.)
the general quality
or style of someone
or something

immaturity (n.)
the state of being
not fully grown
or developed

A PREVIEW How can you make a good impression in a job interview?



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

1. What is an example of an unexpected delay?
 - a. a missed bus
 - b. a locked door
 - c. bad weather
2. What can make you look unprofessional?
 - a. messy papers
 - b. a folder
 - c. the wrong color suit
3. What is one of the biggest job interview mistakes?
 - a. having a weak handshake
 - b. smiling too much
 - c. using a cell phone
4. What makes a good response to a question?
 - a. a long story
 - b. many details
 - c. a to-the-point response
5. What is a mistake in tone?
 - a. being too friendly
 - b. being too serious
 - c. being positive about another job

Resources

Unit 1
Unit Video

C LISTEN AND TAKE NOTES Watch the video again. Take notes in the chart.

Behavior	Impression it creates
Being late	Poor time-management skills

Q SAY WHAT YOU THINK

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

What are other mistakes people make in job interviews?

What impression do these mistakes create?



VOCABULARY SKILL SUFFIXES

Use **suffixes** and other word endings to help you recognize parts of speech. Recognizing the part of speech will help you guess the meaning of an unfamiliar word. It will also help you expand your vocabulary as you notice other parts of speech in the same word family.

Common noun suffixes: -acy, -er / -or, -ment, -ness, -tion / -sion, -ence / -ance

☐ accuracy, researcher, inventor, judgment, friendliness, impression, preference

Common verb suffixes: -ate, -en, -ize, -ify / -fy

☐ associate, strengthen, energize, identify

Common adjective suffixes: -able, -al, -ful, -ive, -ous, -ic

☐ dependable, traditional, careful, effective, suspicious, artistic

Common adverb suffixes: -ly, -ally

☐ commonly, instinctually

- A IDENTIFY** Look at the new words. For each word, write the suffix, the part of speech, and the base word from which the new word is formed.

New word	Suffix	Part of speech	Base word
1. accuracy	-acy	noun	accurate
2. assumption	_____	_____	_____
3. consciously	_____	_____	_____
4. reliable	_____	_____	_____
5. effectively	_____	_____	_____
6. selection	_____	_____	_____
7. concentration	_____	_____	_____

- B DISCUSS** Work with a partner. Discuss the meanings of the new words from Activity A. Then use a dictionary to check the definitions of any words you are not sure of.

- C APPLY** Complete each sentence with the correct word from Activity A.

1. Solving math problems often requires a lot of _____. I have to think carefully about each problem.
2. _____ is really important in grammar, so you should try not to make mistakes.
3. If an advertisement is _____ designed, sales of the product will increase.
4. Omar is very _____. He always arrives on time for everything.
5. I have to make decisions very _____ when I go shopping. If I don't, I buy things I really don't need without even realizing it.
6. All the food looked delicious. I had a difficult time making a _____.
7. We often make an _____ about someone because of the way they look. Then we sometimes discover that our first impression was incorrect.

iQ Online

Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill



Speaking

OBJECTIVE →

At the end of this unit, you are going to discuss first impressions with a partner. As you speak, you will need to take conversational turns.

GRAMMAR AUXILIARY VERBS *DO, BE, HAVE*

The **auxiliary verbs** *do, be, and have* are used to make questions and negative statements.

Use *do* with the simple present and simple past.

Simple present

- Does he like jareesh?
- He **doesn't** like jareesh.

Simple past

- Did they bring their books?
- They **didn't** bring their books.

Use *be* with the present and past continuous.

Present continuous

- Are you reading?
- We **aren't** reading now.

Past continuous

- Was Mr. Khalid teaching here last year?
- He **wasn't** teaching here last year.

Use *have* with the present perfect.

Present perfect

- Has she left yet?
- Nancy **hasn't** left yet.

A COMPOSE Rewrite the sentences as negative statements. Use the correct form of *do, be, or have* as the auxiliary verb.

1. I have to concentrate very hard when I'm driving.

2. Sabrina thinks first impressions about teachers are usually accurate.

3. Waleed assumed the ad was true.

4. Dr. Zebrowitz is giving a presentation about faces.

5. I've formed a positive impression of that company.

6. They were wearing suits to the job interview.
