

OXFORD

FOURTH EDITION



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The top half of the cover features a dark, starry night sky with a large, white, stylized letter 'Q' in the center. Inside the 'Q' is a circular inset showing a view of the Milky Way galaxy. In the bottom left corner, there is a satellite dish on a hill. In the bottom right corner, there is a silhouette of a utility pole and distant mountains.

SKILLS FOR SUCCESS

Listening and Speaking

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Student Book with Digital Pack

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BUSINESS AND MARKETING

NOTE-TAKING: using a chart to organize notes about main ideas

LISTENING: listening for main ideas

VOCABULARY: understanding meaning from context

GRAMMAR: gerunds and infinitives

PRONUNCIATION: syllable stress

SPEAKING: checking for understanding

GLOBAL SKILLS

CRITICAL THINKING: summarizing

EMOTIONAL SELF-REGULATION: developing emotional intelligence

Unit Question

How can you become a good leader?

A Discuss these questions with your classmates.

1. Look at the photo. What suggests this woman is a leader? What qualities do effective leaders like this need to develop?
2. Have you ever been a leader? For example, have you ever been in charge of a group at school or been the captain of a sports team? If so, what challenges did you face as a leader? What did you learn from those challenges? How did the challenges help you become a better leader?
3. Think of a leader you admire. How do you think that person became a good leader?



1.01

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

1. Yuna says that people can make better decisions by listening to the people they lead. Do you agree? Why or why not?
2. Felix says that becoming a leader makes a person's life difficult in some ways. Do you agree? If so, in what ways do you think becoming a leader would make a person's life difficult?

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Unit 1 Topic Vocabulary

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

Listening



NOTE-TAKING SKILL USING A CHART TO ORGANIZE NOTES ABOUT MAIN IDEAS

Charts are a useful way to organize your notes on a presentation. Using a chart to list main ideas can help you understand how a presentation is organized and can help you identify the speaker's most important points.

To organize your notes about main ideas, divide your page into two columns. Use the left column to show how the presentation is organized. Use the right column to write down the main ideas. You can also write any key words or phrases that support each main idea.

Look at the example below from Activity A. The student uses the left column to show the topics in a text and the right column to show the main ideas and key phrases.

Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear – gives team a goal



1.02

- A IDENTIFY** Listen to part of a talk about motivating team members. Note the main ideas in the chart.



Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear – gives team a goal –
Second way	
Third way	

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



1.02

- B APPLY** Listen again. In the chart, add key words and phrases that support each main idea. Compare your notes with a partner. Then take turns coming up with your own examples of each way to motivate team members.

LISTENING 1

Leadership Isn't Just for the Boss

OBJECTIVE →

You are going to listen to a radio interview from the Canadian Broadcasting Company about leadership at all levels of an organization. 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 complete each sentence with the correct word. You may need to change the form of the word.

clarity (n.) 🗣️+ the quality of being expressed clearly
 enthusiasm (n.) 🗣️+ a strong feeling of excitement and interest in something
 initiative (n.) 🗣️+ OPAL a new plan for dealing with a particular problem or for achieving a particular purpose
 innovation (n.) 🗣️+ the introduction of new things, ideas or ways of doing something
 motivation (n.) 🗣️+ OPAL the reason why somebody does something
 realistic (adj.) 🗣️+ sensible and appropriate; possible to achieve

responsibility (n.) 🗣️+ OPAL a duty to deal with or take care of somebody/something
 role (n.) 🗣️+ OPAL how involved someone is in a situation
 supervise (v.) 🗣️+ to be in charge of someone/something
 take on (v. phr.) 🗣️+ to decide to do something
 teamwork (n.) the activity of working together as a team
 versus (prep.) 🗣️+ OPAL used to compare two different ideas, choices, etc.



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Unit 1 Vocabulary
 Practice 1
 Pronunciation 1

1. Young people are often responsible for much of the exciting _____ happening in the tech world because they have new and fresh ideas.
2. An employee's _____ is the part that person plays in the organization.
3. Some animals _____ the colors of their environments so they can hide from predators better.
4. Many people say that money is the main _____ for working.
5. It isn't _____ to think you will ever be the president of the U.S.A.
6. If you want to get ahead at work, you need to show some _____ by taking on responsibilities without being asked first.
7. Looking the word up in the dictionary gave me a lot of _____. I really feel like I understand the text better now.
8. When you are choosing a career, you need to compare the benefits of money _____ job satisfaction.
9. She does her job with such _____ that it's fun to work with her.
10. Good supervisors take _____ for their team.
11. Sarah got a promotion, and now she _____ five people. It's difficult being a manager, but she is learning a lot from her team.
12. We achieved success through _____. We worked together and got the project done.

B PREVIEW Before you listen, discuss the questions in a group.

1. What are some important leadership qualities? What adjectives describe good leaders?
2. Former American president John Quincy Adams said, "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." What do you think this quote means? Do you agree?

WORK WITH THE LISTENING

GLOSSARY

amicable (*adj.*)
done or achieved
in a polite or
friendly way

flip side (*n.*)
different and less
welcome aspects of
an argument

muddled (*adj.*)
confused

silo (*n.*)
something that
operates
independently and
separately from
others

task (*v.*)
to give somebody a
task to do



1.03

A LISTEN AND TAKE NOTES Listen to the radio interview and take notes on the speaker's central ideas and suggestions. Write the main ideas and key phrases you hear.

Leadership topics	Main ideas and key phrases
Important leadership qualities	
What organizations can do to encourage leadership at all levels	
Benefits to having leadership at all levels	





1.03

B IDENTIFY Read the questions. Then listen again. Circle the correct answers.

1. Why is it good for a company to create opportunities for people to act more leader-like at all levels?
 - a. because having a lot of supervisors means more work gets done
 - b. because doing so promotes innovation, creativity, and motivation
 - c. because more responsibility makes workers happier
2. What is the benefit to having employees work outside their teams?
 - a. They can form more friendships at work.
 - b. They can share the work and get finished faster.
 - c. They have an opportunity to try different things.
3. What do organizations have to have in order for their employees to thrive?
 - a. clear expectations and goals
 - b. enough room to have many leadership positions
 - c. a fun work environment
4. How can people demonstrate initiative at work?
 - a. by taking on a task without waiting for direction
 - b. by telling their boss what he or she is doing wrong
 - c. by coming in early in the morning
5. Why should workers try to be friendly at work?
 - a. because it is what an employer expects
 - b. because their boss will want to spend time with them
 - c. because their attitude will motivate their coworkers



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

1. **T / F** Effective companies put all their workers in leadership roles.

2. **T / F** One way companies can encourage leadership is by creating opportunities for people to work with other teams.

3. **T / F** A lack of clarity in organizations creates opportunities for creativity.

4. **T / F** Demonstrating initiative is a good way to be leader-like.

5. **T / F** Good leaders build relationships by leaving employees alone.

D INTERPRET Read the comments below. Based on the listening, are the speakers demonstrating leader-like qualities? Circle *Y* (yes) or *N* (no).

1. *Y / N* "When I get to work, I get right to business. After all, the company isn't paying me to chat with my coworkers."
2. *Y / N* "I am a low-level manager in a big company. I expect my employees to obey me because I am their boss. They don't need to know why I tell them to do things."
3. *Y / N* "I enjoy working on projects with other departments. It sparks my creativity when I think outside the box."
4. *Y / N* "I don't like to take on too much responsibility at work. It's important to me to have free time for my real interests and hobbies. Work is just a way to make money for life."
5. *Y / N* "I think it's important for my employees to understand my plan for the company and for them to be clear about the direction I want the company to go in."
6. *Y / N* "Even when I am not feeling it, I try to demonstrate my excitement to be at work. I want my employees to know that I am excited about our company. I hope they feel motivated, too."

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Unit 1 Listening
Listening
Comprehension

E CREATE Work with a partner. If you were the head of an organization, how would you make sure to hire people who demonstrated leadership qualities? Create questions that you could ask potential employees in a job interview to determine whether they are leader-like.



SAY WHAT YOU THINK

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

1. The interview discussed the benefits of encouraging leader-like behavior at all levels. What are some possible disadvantages?
2. Recall the leadership qualities the speaker described in the radio interview. Share examples of times you have shown these qualities.



LISTENING SKILL LISTENING FOR MAIN IDEAS

When listening to a presentation, it is difficult to remember every piece of information you hear. Instead of trying to remember every detail, it is more important to identify the speaker's **main ideas**. These are the most important ideas that the speaker wants you to understand and remember.

A speaker often states the main ideas as part of the introduction. Here are some signal phrases used to introduce main ideas.

- | | |
|--|--|
| Today <u>we'll focus on</u> ... | This morning <u>we'll consider</u> ... |
| Today <u>I'm going to talk about</u> ... | For today's lecture, <u>we're going to look at</u> ... |

Main ideas are often repeated or rephrased during a presentation, especially at the end. After you listen and take notes, review your notes. Notice which ideas are repeated or described in greater detail. This will help you decide what the main ideas are.



A EVALUATE Listen to the introduction to each of three presentations. Circle the option that best describes the main idea of each introduction.

Introduction 1:

- a. Meetings are often boring because they're too long and waste time.
- b. Meetings are often boring, but there are ways to make them worthwhile.
- c. Meetings are often boring, so we should find ways to eliminate them.

Introduction 2:

- a. Job searchers should learn how to answer interview questions and write résumés.
- b. Job searchers should learn how to use online job-finding tools effectively.
- c. Job searchers should go online to find out about available jobs.

Introduction 3:

- a. Many people hire employees for the wrong reasons. Soon they regret their hiring decisions.
- b. It is important that managers learn to recognize that someone is not a good hiring choice.
- c. Hiring employees can be difficult, but this presentation will teach skills for choosing the best possible employees.

ACADEMIC LANGUAGE

In academic writing, main ideas are often presented indirectly. However, speakers usually directly introduce their main ideas by using the future tense in phrases like *I'm going to show you ...*, *We're going to go through ...*, and *We're going to be talking about ...*.

OPAL

Oxford Phrasal Academic Lexicon



B APPLY Listen to a short presentation. As you listen, take notes in the chart.

Topic	
Most important factor	
First characteristic mentioned	
Second characteristic mentioned	
Last characteristic mentioned	

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Unit 1 Listening
Listening Skill Video
Listening Skill

Skills for Effective Global Leaders

OBJECTIVE →

You are going to listen to a lecture from a business class on the skills necessary for effective global leaders. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

- A VOCABULARY** Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word. You may need to change the form of the word.



advance (v.) 🔊+ to develop or move forward
 appropriately (adv.) 🔊+ OPAL in a way that is correct for the particular circumstances
 assess (v.) 🔊+ OPAL to make a judgment about somebody/something
 capable (adj.) 🔊+ OPAL having the ability or qualities necessary for doing something
 end up (phr. v.) to find yourself in a place or situation at the end of a process or period of time
 executive (n.) 🔊+ a person who has an important job as a manager of a company or an organization
 indirectly (adv.) OPAL not in a direct line or way
 perspective (n.) 🔊+ OPAL a way of thinking about something
 philosophy (n.) 🔊+ OPAL a set of beliefs or an attitude to life that guides somebody's behavior
 senior (adj.) 🔊+ high in rank or status

1. We need to hire a more _____ office assistant. The current assistant doesn't pay attention well.
2. Sarah heard about the meeting _____. She didn't receive an email, but her coworker did and told her about it.
3. I'm nervous about the meeting with my manager next Monday. She is going to _____ my performance for this year.
4. Ibrahim joined the company in 2017. Within five years, he was able to _____ to the position of vice president.
5. Please tell me what you think about this design. I'm interested in hearing your _____ on it.
6. Amal knows a lot of managers in our industry. She is friends with the _____ leaders of several important companies.
7. I want to understand the _____ of this company. What beliefs and values impact the decisions you make?

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Unit 1 Vocabulary Practice 2 Pronunciation 2

8. We talked about the plan all night. At first, we didn't agree, but we were able to _____ at an agreement by morning.
9. It's important to know how to respond _____ to your boss's emails. Otherwise, you could get into trouble.
10. Myriam only recently started working for the company, but her goal is to become an _____ there someday. I think she will make a good manager.

B PREVIEW In this lecture, the speaker presents some of the skills necessary for effective leadership in global contexts, like working with people whose cultures and backgrounds are different from your own. What are two skills or qualities you think global leaders need to have in order to be effective?

WORK WITH THE LISTENING

GLOSSARY

emotional intelligence (n.)
the ability to understand your emotions and those of other people and to behave appropriately in different situations

globally (adv.)
in a way that covers or affects the whole world

inclusive (adj.)
deliberately including people, things, ideas, etc. from all parts of society, points of view, etc.

multinational (adj.)
existing in or involving many countries

virtually (adv.)
by using computer software that makes someone appear to exist



1.06

A LISTEN AND TAKE NOTES Listen to the lecture and take notes in the chart.

Qualities of global leaders	Main ideas and key phrases
First quality	trustworthy - UK & US: strong - Asia: emotional intelligence
Second quality	
Third quality	
Fourth quality	

B EXPLAIN Use your notes to answer the questions.

1. Why is it important for new leaders to be able to adapt their leadership style in order to appear trustworthy?
2. How does being inclusive lead to increased success?
3. Why do global leaders need to be able to change their communication styles in different contexts?
4. How should global leaders find mentors?





1.06

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

1. **T / F** One example of how the business world has become more global is that leaders will likely work with people from different cultures.

2. **T / F** To business executives in Asia, showing strength and authority makes a leader seem trustworthy.

3. **T / F** By including people from other backgrounds, global leaders hear about similar perspectives.

4. **T / F** When people feel free to be creative, they are often more successful.

5. **T / F** Nowadays, global leaders need to be comfortable meeting virtually only.

6. **T / F** Global leaders often have mentors who support and help them.

D EVALUATE Read the advice on leadership. Check (✓) the advice you think the speaker would agree with. Briefly discuss your ideas with a partner.

- ☐ Learn about the backgrounds and cultures of the people you work with.
- ☐ Don't reward failure from your employees.
- ☐ See your successes as team successes and celebrate as a group.
- ☐ Act appropriately for the situation.
- ☐ Pay attention to the leaders above you to identify possible mentors.

E CATEGORIZE Read the examples of decisions made by leaders. Based on the information in the lecture, do they demonstrate effective or ineffective leadership? Circle *E* (effective) or *I* (ineffective). Then discuss your choices with a partner.

1. **E / I** The president of Linear Electronics, Ahmad Ali, prefers to work closely with the employees who graduated from the same university he did.
2. **E / I** Saad Hassan, head coach of the Tower University baseball team, has breakfast with players individually each month to find out how they are doing.
3. **E / I** Restaurant owner Fatemah Mohamed placed an "idea box" in the kitchen of her restaurant. She checks it each week for thoughts from her staff.
4. **E / I** Daniel Lisa was elected president of his university's engineering club. Whenever the club tries something new, he expects it to be a success, or he becomes very angry.

5. **E / I** Nura Abu, vice president of Trident Bank, tries to read several books each year about the cultures represented by his international staff.
6. **E / I** Governor Patricia Landon keeps her office door open so staff members can come in and talk whenever they want to.
7. **E / I** The head of the English Literature Department, Aisha Saleh, believes it is much more efficient to make most departmental decisions on her own. Involving others in the decision-making process takes too long.

F DISCUSS Work in a group to discuss the questions.

1. The professor says that in order to advance in their careers, it's important for people to be capable of working across various cultures. What are some specific examples of companies that have offices in different countries or where people may work closely with coworkers from different cultures?
2. According to the lecture, global leaders need to be able to change their leadership and communication styles to match the context they work in. What is some advice about leadership you would give a person who was working in your country or with people from your culture?



Q SAY WHAT YOU THINK

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

1. Recall the leadership qualities the speaker described in the lecture. Share examples of times you have shown these qualities.
2. Have you ever worked with someone who was not an effective leader? What advice would you give him or her from the listening?

What Coaches Can Teach Us About Leadership

VIDEO GLOSSARY

pop up (*phr. v.*)
to appear or happen

Super Bowl (*n.*)
a game played every year to decide the winner of the US National Football League

paralympic team (*n.*)
a team that competes in the Paralympics, an international athletics competition for people with disabilities.

A PREVIEW Do you know of any famous sports coaches? Who are they? What sport do they work in?



B APPLY Watch the unit video and take notes about the leadership skills each coach is famous for.

Coach	Main ideas and key phrases
Sir Alex Ferguson	
Bill Belichick	
Sarah Farhoud	

Resources

Unit 1
Unit Video

C IDENTIFY Watch the video again and check (✓) the advice you hear.

- ☐ hire and listen to young people
- ☐ set high expectations
- ☐ look for people who are good losers
- ☐ create a feeling of cooperation
- ☐ encourage people to have individual perspectives
- ☐ help people push against their limits



SAY WHAT YOU THINK

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

1. What advice do you think is the most useful to you? Explain.
2. What advice might not be appropriate in other contexts outside of sports? Why?

VOCABULARY SKILL UNDERSTANDING MEANING FROM CONTEXT

One way to figure out the meaning of a word is from the **context** of the sentence it is in. Use the words around the unknown word to help you understand the new word.

[You might end up working for a multinational company with offices all around the world.

The speaker talks about “offices all around the world,” so you can understand that “multinational” means something that is in or involves many different countries.

Try to stay calm when you hear a new word. Keep listening, because context clues often come after the unfamiliar word. It also helps to consider the conversation as a whole, not just one sentence. In this conversation, the speaker is talking about global leadership skills. From this context, you might be able to figure out that *multinational* has something to do with global things.



1.07

A APPLY Listen to the sentences. Use the context to match each bold word with its definition in the box.



- a. natural ability to do something
- b. the conditions that affect a person's behavior and development
- c. to work in the correct way
- d. to find an acceptable solution to a problem
- e. to show or display

1. ___ The job didn't pay very well, but I loved the office and my coworkers. It was a great **environment** to work in.
2. ___ It's impossible to **function** well when you don't get along with your coworkers. I can't work in a situation like that.
3. ___ I'm sure you can **resolve** the conflict with your coworker if you listen to each other's opinions.
4. ___ James has great **aptitude**, but he needs more training. In a year or so, he'll probably be our best programmer.
5. ___ The members of Emily's group are experienced and talented. Besides, they **exhibit** great teamwork.



1.08

B IDENTIFY Listen to excerpts from Listening 1 and Listening 2. Circle the correct answers.

1. **Distinction** probably means ...
 - a. similarity
 - b. importance
 - c. difference
2. **Comfort zone** probably means ...
 - a. a new or different situation
 - b. a situation in which you feel secure
 - c. a situation that is dangerous
3. **Be tasked with** probably means ...
 - a. be given a job
 - b. be asked a question
 - c. have fun at work
4. **Trustworthy** probably describes ...
 - a. someone who trusts others easily
 - b. someone who others can trust
 - c. someone who has questions and doubt
5. **Infectious** probably describes ...
 - a. something that can be passed along easily
 - b. something that is true
 - c. something that is inside

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

C CREATE Choose five words from Activities A and B. Write a sentence using each word. Then take turns reading your sentences aloud to a partner.



Speaking

OBJECTIVE →

At the end of this unit, you are going to give a presentation about how to become an effective leader. As you speak, you will need to check that your audience understands you.

GRAMMAR GERUNDS AND INFINITIVES

Gerunds (verb + -ing) are often used as the subject of a sentence.

☐ **Leading** your team members is a tough job.

Gerunds are also used after prepositions, such as *about*, *of*, *in*, *for*, and *against*, and after certain verbs, such as *consider*, *suggest*, and *recommend*.

☐ Joe thought **about accepting** the promotion.

☐ I **considered voting** for him.

Infinitives (to + verb) are often used after the adjective phrase *be + adjective*.

☐ It **is important to respect** your employees.

Infinitives are also used after certain verbs, such as *want*, *decide*, *try*, *hope*, *need*, *expect*, *agree*, *encourage*, and *learn*.

☐ She **hopes to become** a manager one day.

A IDENTIFY Read the sentences. Underline each gerund and infinitive.

1. While every company needs a great leader, some of the most effective ones encourage their workers to take on some kind of leadership role as well.
2. What's helpful is to have leadership qualities at every level.
3. There actually is a distinction between being in a leadership role versus being a leader in your role.
4. Individuals would take initiative without waiting to get direction.
5. It gives them the opportunity to try something new.
6. So, being really clear on the roles and expectations is a big thing that you can do.
7. We pay you to come to work to do your job.
8. Or, you might decide to take a local job, but even there, you will likely work with and supervise people from different nationalities and cultures.
9. Experts are now telling us that in order to advance in your career, it's important to be capable of working across various cultures.
10. A second global leadership skill is the ability to include everyone in solving problems and making decisions.

B APPLY Complete each sentence with the gerund or infinitive form of the verb in parentheses. Then practice saying the sentences with a partner.

1. Haya expects _____ (finish) business school in June.
2. This book recommends _____ (hire) people you already know.
3. _____ (work) for the government has been a great learning experience.
4. It is difficult _____ (work) while you go to school.
5. Although it took me several months, I finally learned _____ (communicate) effectively with my manager.
6. I suggest _____ (discuss) this with your partner before you make a final decision.
7. We need _____ (discuss) this problem immediately.
8. Jamal was interested in _____ (move) to Hong Kong, but he decided _____ (wait) until next year.

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Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

PRONUNCIATION SYLLABLE STRESS

Every word with more than one **syllable** has a syllable that is **stressed** more than the others. That stressed syllable is longer, and it has a change in pitch.

 Listen to the word *global*. Then repeat it.

1.09  global

The first syllable (*glo*-) is stressed. The vowel in this syllable is extra long, and it has a change in pitch.

Listen to the word again and practice saying it, stressing the first syllable.

 global

Every word has its own stress pattern. Using correct word stress will make your speech clearer and easier to understand. When you learn a new word, also take note of the correct stress pattern for that word.

TIP FOR SUCCESS

Many dictionaries show a pronunciation guide for each entry. The pronunciation guide shows the correct syllable stress. Use a dictionary regularly to learn the stress patterns of new words.



1.10

A IDENTIFY Listen to the words. Which syllable is stressed? Circle each stressed syllable.

- | | |
|--------------------|-----------------|
| 1. <u>ex</u> cerpt | 6. acknowledge |
| 2. aspect | 7. perspective |
| 3. enforce | 8. opposing |
| 4. effective | 9. promotion |
| 5. leadership | 10. interaction |

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Unit 1 Speaking
Pronunciation Practice



1.10

B APPLY Listen again. Then practice with a partner. Take turns saying the words.