

OXFORD

FOURTH EDITION



INTRO



SKILLS FOR SUCCESS

Listening and Speaking

Kevin McClure | Mari Vargo

Student Book with Online Practice

FOURTH EDITION

INTRO



SKILLS FOR SUCCESS

Listening and Speaking

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OXFORD
UNIVERSITY PRESS

SCOPE AND SEQUENCE

UNIT	LISTENING	NOTE-TAKING	VOCABULARY
1 PSYCHOLOGY Q What are you interested in?	Listening: Are You Interested in Hiking? (p5) Video: Michelle's Vlog: Starting to Exercise Again (p11)	Writing important words (p4)	Collocations for hobbies and interests (p10)
2 LINGUISTICS Q What are good ways to learn a new language?	Listening: I'm Going to Japan! (p24) Listening for examples (p26) Video: Becoming Bilingual (p29)	Taking notes on examples (p27)	Using the dictionary: antonyms (p28)
3 HEALTH SCIENCES Q How can we stay healthy?	Listening: Can We Use Plants as Medicine? (p41) Listening for reasons (p43) Video: Floating Pharmacy (p47)	Taking notes on an interview (p40)	Prefixes and suffixes (p46)
4 SOCIAL SCIENCES Q What do you enjoy doing?	Listening: Free-Time Activities (p57) Listening for reasons (review) (p59) Video: Pottery Challenge (p63)	Taking notes on reasons (p56)	Collocations with <i>do</i>, <i>play</i>, and <i>go</i> (p62)
5 ARCHITECTURE Q What makes a good home?	Listening 1: Let's Find a New Apartment (p75) Listening for opinions (p79) Listening 2: Housing Problems, Housing Solutions (p80) Video: Fairy Tale House (p84)	Taking notes on pros and cons (p74)	Compound nouns (p82)
6 HEALTH SCIENCES Q What should we do to manage stress?	Listening 1: Health Watch (p95) Listening for frequency (p98) Listening 2: The Science of Stress (p100) Video: Maddy in the City (p105)	Taking notes in a chart (p94)	Adjectives ending in <i>-ed</i> (p104)
7 SOCIAL SCIENCES Q What do we learn when we travel?	Listening 1: Travel Talk (p119) Listening for frequency (review) (p123) Listening 2: Traveling Alone (p124) Video: Nadiya's Journey (p127)	Taking notes in an informal outline (p118)	Using the dictionary: word families (p128)
8 BUSINESS AND MARKETING Q How can we make good choices when we shop?	Listening 1: Sadeem – an Earth-Friendly Company (p141) Listening for sequence (p144) Listening 2: Becoming an Ethical Shopper (p145) Video: Alternative Shopping: Vintage Markets (p148)	Taking notes in a timeline (p140)	Phrases with <i>get</i> (p149)

GRAMMAR	PRONUNCIATION	SPEAKING	GLOBAL SKILLS	UNIT ASSIGNMENT
Simple present of <i>be</i>; simple present of other verbs (p12)	Simple present and third-person -s / -es (p15)	Keeping a conversation going (p16)	Critical Thinking: Noticing similarities (p8) Communication: Talking to a group (p19)	Interview and introduce a classmate (p18)
Adjectives; adverbs and adjectives (p30)	Sentence stress (p31)	Giving opinions (p32)	Critical Thinking: Giving reasons for opinions (p33) Learning to Learn: Practicing speaking outside of the classroom (p34)	Plan a perfect language program (p34)
Verbs + gerunds or infinitives (p48)	Stressed syllables (p50)	Giving opinions (review) (p52)	Critical Thinking: Recognizing cause and effect (p44) Well-Being: Understanding why exercising is important (p51)	Design a survey and interview a classmate (p51)
Subject and object pronouns (p64)	Reduced pronouns (p66)	Agreeing and disagreeing politely (p67)	Critical Thinking: Noticing differences (p60) Collaboration: Being open to different opinions (p69)	Have a group discussion about things you enjoy doing (p69)
Prepositions of location (p85)	Stress in compound nouns (p83)	Agreeing and disagreeing politely (review) (p89)	Critical Thinking: Ranking information (p78) Creativity: Creating a mood board (p89)	Design a home and give a presentation (p88)
Modals <i>can</i> and <i>should</i> (p107)	Stressing important words (p108)	Asking for repetition (p110)	Critical Thinking: Relating to ideas (p103) Digital Literacies: Using technology to manage stress (p112)	Make and discuss a stress survey (p111)
Past of <i>be</i>; simple past affirmative statements (p130)	-ed endings (p132)	Using open questions (p134)	Critical Thinking: Inferring (p125) Collaboration: Planning a group presentation (p135)	Give a presentation (p135)
Simple past with regular and irregular verbs (p150)	Numbers with -teen and -ty (p152)	Using open questions (p153)	Critical Thinking: Using a timeline (p142) Critical Thinking: Reflecting on how you spend money (p155)	Interview a classmate and give a presentation (p154)

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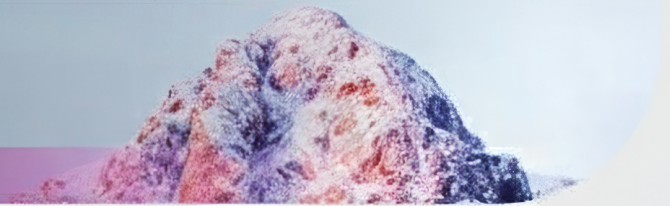
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How to use Skills for Success

Welcome to *Q: Skills for Success Fourth Edition*. This section explains how to use the course in and out of class to navigate the transition from secondary education to university and beyond.

Unit Opener



6



HEALTHY EXERCISES

HEALTHY EXERCISES are a key part of *Q: Skills for Success Fourth Edition*. They are based on the *OECD Learning Compass 2030* and allow you to develop your critical thinking, collaborative skills, digital literacies, and more. Each unit has two *Global Skills* learning objectives as well as *Global Skills* (see page vii).

GLOBAL SKILLS

Global Skills are a key part of *Q: Skills for Success Fourth Edition*. They are based on the *OECD Learning Compass 2030* and allow you to develop your critical thinking, collaborative skills, digital literacies, and more. Each unit has two *Global Skills* learning objectives as well as *Global Skills* (see page vii).

UNIT CELEBRATION Some concrete outcomes that you will achieve by the end of this unit.

Unit Question

What should we do to manage stress?

Observe these questions with your classmates.

1. How do you feel about the unit? Do you think you will be able to manage stress?
 2. What are the challenges you face in this unit? How do you think you will manage stress?
- ☐ I feel confident about the unit.
 - ☐ I feel nervous about the unit.
 - ☐ I feel happy about the unit.
 - ☐ I feel sad about the unit.
 - ☐ I feel angry about the unit.
 - ☐ I feel surprised about the unit.

Identify the challenges you face in this unit.

1. What are the challenges you face in this unit?
2. How do you think you will manage stress?

Unit Reflection

What are the challenges you face in this unit? How do you think you will manage stress?

Unit Question

The Unit Question is designed to make you think critically about the topic of the unit. You will develop your ideas, collaborate with classmates, and apply your growing knowledge as the unit progresses.

iQ Online

Throughout the unit you will find signposts to *iQ Online Practice*. These indicate where further practice of a skill is available online. See page xi for more information about *iQ Online Practice*.

Listening

Units 1-4 have one *Listening* text and Units 5-8 have two listening texts: *Listening 1* and *Listening 2*. These are based on real world texts, about topics such as science, art, media, and social issues.

The core unit vocabulary comes from these texts, giving you the practice you need for listening in academic life.

NOTE-TAKING SKILL

Each unit contains four skills strategies - a *note-taking skill*, a *Building Vocabulary skill*, a *Listening Skill* and a *Speaking Skill*, followed by activities which allow you to practice the skill you've just learned.

Bloom's Taxonomy

The giant Bloom's Taxonomy vertics at the start of many of the activities in *Q. Skills for Success Fourth Edition* indicate the critical thinking strategy you are using to complete the activity.

Listening

NOTES-TAKING SKILL

Before a live lecture, the speaker will usually give a short introduction. This is a good time to take notes on the main topics. The speaker will usually give a short introduction. This is a good time to take notes on the main topics.

Unit	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Unit 1	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Unit 2	Content of Lecture	Notes on the Lecture	Notes on the Lecture

Unit 1: The Science of Stress

Topic	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Stress	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Stress	Content of Lecture	Notes on the Lecture	Notes on the Lecture

Unit 1: The Science of Stress

LISTENING 1 Health Warning

OBJECTIVES

By the end of this section, you will be able to understand the main points of the lecture and take notes on the main topics.

PRELIMINARY REFINING

Before the lecture, you should read the introduction and the conclusion of the lecture to get an idea of the main topics.

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LISTENING 2 The Science of Stress

OBJECTIVES

By the end of this section, you will be able to understand the main points of the lecture and take notes on the main topics.

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Before the lecture, you should read the introduction and the conclusion of the lecture to get an idea of the main topics.



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WORK WITH THE LISTENING

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WORK WITH THE LISTENING

Before the lecture, you should read the introduction and the conclusion of the lecture to get an idea of the main topics.

Topic	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Stress	Content of Lecture	Notes on the Lecture	Notes on the Lecture
Stress	Content of Lecture	Notes on the Lecture	Notes on the Lecture

The **Preview the Listening** section introduces you to the topic of the listening and the core vocabulary and includes pre work exercises that will help you to understand the text.

The **Work with the Listening** section consists of comprehension activities that allow you to explore the listening, use the core vocabulary in context, find detailed and general information and develop your ideas about the Unit Question.

The *Listening Skill* helps you improve your listening by looking at the structure and language for a particular kind of listening.

The *Critical Thinking Strategy* and activities provide step-by-step guidance in the critical analysis of texts.

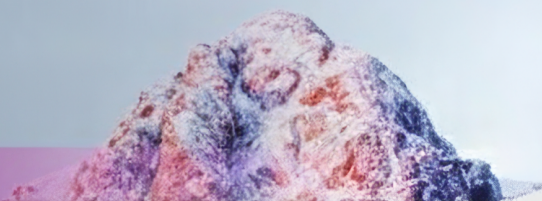
doi:10.1371/journal.pone.0142424.g002

Clinical significance

98000

Look 1 If you're looking at the end of this page, you're looking at the end of the world.

Speaking



BUILDING VOCABULARY

Building Vocabulary helps you to grow your vocabulary by opening at skills are to routines to develop building another families.

GRAMMAR

Each unit presents a new grammar point and provides opportunities to practice using it.

BUILDING VOCABULARY

Choose the correct word or phrase to complete the sentence. Write the letter in the space provided.

Word	Meaning	Use the word in the sentence.
1. concentrate	to focus your mind on something	She had to concentrate on her work.
2. concentric	having the same center	The concentric circles were drawn on the page.

Read the sentences and choose the correct word or phrase to complete the sentence. Write the letter in the space provided.

1. **concentrate** Choose the correct word or phrase to complete the sentence.

1. She had to **concentrate** on her work.
2. The **concentric** circles were drawn on the page.
3. She had to **concentrate** on her work.
4. The **concentric** circles were drawn on the page.
5. She had to **concentrate** on her work.

2. **concentric** Choose the correct word or phrase to complete the sentence.

1. The **concentric** circles were drawn on the page.
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Speaking

GRAMMAR

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The **Pronunciation task** is an opportunity for you to practice the pronunciation of key words you may need for the Speaking task.

SPEAKING SKILL

The Speaking Skill helps you to improve your speaking by looking at the structure and language needed for a particular kind of speaking task such as asking for repetition.

1. **concentrate** Choose the correct word or phrase to complete the sentence.

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6. **concentric** Choose the correct word or phrase to complete the sentence.

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4. She had to **concentrate** on her work.
5. The **concentric** circles were drawn on the page.

UNIT ASSIGNMENT

The Unit Assignment brings together everything you've learned in the unit – the ideas from the listenings and videos, plus the unit grammar, skills, and vocabulary.

Unit Assignment

In the **Consider the Ideas** section, you bring together (synthesize) the ideas you've developed over the course of the unit in preparation for the Unit Assignment.

GLOBAL SKILLS

The **Global Skills** on *IQ Online Practice* deepen your understanding of the Unit Assignment and allow you to think about it in a new way.

Q Make and discuss a stress survey

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CONSIDER THE IDEAS

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GLOBAL SKILLS ONLINE PRACTICE

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In the **Prepare and Speak** sections, you will brainstorm ideas in the Unit Assignment and then plan what you are going to talk about.

GLOBAL SKILLS

Each unit has one or two **Global Skills** topics, which relate to an activity on the page. They develop your creativity, collaborative skills, digital literacies, and more.

TRACK YOUR SUCCESS

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In **Track Your Success** you revisit the unit objectives to consider which skills and strategies you now have a good understanding of, and which ones you may want to look at again.

In the **Check and Reflect** section, you will complete the Self-Assessment checklist and discuss questions with a partner or a group.



Oxford 3000™ and Oxford Phrasal Academic Lexicon (OPAL)

***Q: Skills for Success Fourth Edition* helps you develop the vocabulary you need to navigate the transition from secondary education to university and beyond.**

Each listening introduces a set of core vocabulary items, the majority of which can be found in either the Oxford 3000 or Oxford Phrasal Academic Lexicon (OPAL) word lists. These are high-frequency General and Academic English words so you can be sure you're learning the words you're most likely to need to know for your studies.

You can find out more at www.oxfordlearnersdictionaries.com/about/wordlists

What is the Oxford 3000?

The **Oxford 3000** is a list of the 3000 most important words to learn in English. The words have been chosen based on their frequency in the Oxford English Corpus and their relevance to learners of English. Every word is aligned to the CEFR, guiding learners on the standards they should know at A1–B2 level.

Core vocabulary items that come from the Oxford 3000 word list are shown by this icon: 

How is the Oxford 3000 useful?

The keywords make an excellent starting point for learning vocabulary. With most keywords, there is more to learn about them than just the meaning. Often these words have many meanings, have a large family of words connected to them, or are used in a variety of patterns.

OPAL What is the Oxford Phrasal Academic Lexicon (OPAL)?

The Oxford Phrasal Academic Lexicon, or OPAL for short, is a collection of four different word lists that together provide an essential guide to the most important words to know in English for Academic Purposes (AP).

- | | |
|-----------------|-------------------|
| ■ Written words | ■ Written phrases |
| ■ Spoken words | ■ Spoken phrases |

The written words and phrases are taken from the Oxford Corpus of Academic English (OCAE) – a corpus of 71 million words composed of academic texts published by Oxford University Press across the areas of physical sciences, life sciences, social sciences, and arts and humanities.

Core vocabulary items that come from the Oxford Phrasal Academic Lexicon word list are shown by this icon: **OPAL**

How is the OPAL useful?

OPAL provides you with a checklist of essential vocabulary that you need to learn to understand lectures, contribute to academic discussions, and to write essays and reports.

Digital Components on Oxford English Hub

Q: Skills for Success Fourth Edition digital resources give you the freedom to study wherever and whenever you choose. Develop your skills with interactive practice opportunities and track your progress with real-time feedback. Find all your digital resources in one place, on Oxford English Hub.



Student e-Book

- Interactive bite-sized activities from the Student Book, with automated marking
- All Student Book audio and video

iQ Online Practice

- Interactive practice with real time feedback
- All Student Book videos, plus video presented with or without subtitles
- Unit quizzes and unit assignments

Resources

- All Student Book audio and video
Use Sisdeos to develop skills and language from the Student Book
- Audio and video scripts
- Peer review worksheets
- Extensive listening
- Speaking practice

iQ Online

Signposts in your Student Book indicate opportunities to go online to reinforce your learning.

When you log into iQ Online Practice, you will find:

- **An Introduction** that explains how to find your way around iQ Online practice and how to get the most out of your practice.
- **Interactive practice, organized by unit, with videos and activities to help you develop the skills you've learned in the Student Book:**
 - **Topic Vocabulary** – expand your vocabulary with useful words for discussing the unit topic
 - **Listening** – practice the *Listening Skill* and develop your listening comprehension skills
 - **Vocabulary** – check your understanding of core vocabulary and practice your pronunciation
 - **Speaking** – practice the *Speaking Skill* and listen to a model response to the Unit Assignment
 - **Grammar** – check your understanding of the grammar point
 - **Global Skills** – practice the *Critical Thinking Strategy* and watch a *Global Skills* presentation that will help you with your Unit Assignment
 - **Unit Quiz** – check your progress before you move on to the next unit

Practicing regularly will improve your language level. To help you get the most from your practice, make sure you:

- Make time in your calendar to practice regularly.
- Try again if you get a low score in an exercise.
- Use the quizzes at the end of each unit to review your progress.

Resources

All the resources you will need for the course can be found on Oxford English Hub. Signposts in your Student Book indicate when you will need a resource that can be found on Oxford English Hub.



PSYCHOLOGY

NOTE-TAKING: writing important words

VOCABULARY: collocations for hobbies and interests

GRAMMAR: simple present of *be*; simple present of other verbs

PRONUNCIATION: simple present and third-person *-s/-es*

SPEAKING: keeping a conversation going

GLOBAL SKILLS

CRITICAL THINKING: noticing similarities

COMMUNICATION: talking to a group

Unit Question

What are you interested in?

A Discuss these questions with your classmates.

1. Look at the photo. What is this woman doing? Are you interested in this activity?
2. What do you talk about with a new friend? Circle the topics. Add one topic.

books
cooking
family
photos
school

sports
travel
videos
work

3. What activities do you like?



1.01

B Listen to *The Q Classroom* online. Match the students with their interests. Then answer the question.

1. ___ Yuna
 2. ___ Felix
 3. ___ Marcus
 4. ___ Sophy
 5. Do the students like the same things you like?
- a. "I'm interested in languages."
 - b. "I really like sports."
 - c. "I like cooking."
 - d. "I like to go to museums, and I also like to read."

iQ Online

Unit 1 Topic Vocabulary

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

Listening

NOTE-TAKING SKILL WRITING IMPORTANT WORDS

When you take notes, don't try to write down every word that you hear.
Just write the important or meaningful words.

Read this sample from a radio interview.

- Bryan** Hello, everyone. We're here to talk about hobbies and interests.
Ji-Won, what are you interested in?
- Ji-Won** Well, I belong to the hiking club. We walk in the mountains.
- Bryan** That's interesting! Yasir, what are you interested in?
- Yasir** I'm on the soccer team. It's great exercise!
- Bryan** That's great! Jorge, what do you do in your free time?
- Jorge** Well, in the evening, I get together with friends and play games.
- Bryan** Nice. Well, thanks everyone!

Look at the interviewer's notes. The interviewer only wrote the important words.

Names	Activities
Ji-Won	hiking club, walk in mountains
Yasir	soccer team, exercise
Jorge	play games with friends



A APPLY Listen to the conversation between Ayisha and Naomi about their hobbies and interests. Write their activities in the chart.

Names	Activities
Naomi	
Ayisha	

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Unit 1 Listening
Note-taking Skill

LISTENING

Are You Interested in Hiking?

OBJECTIVE →

You are going to listen to a university radio discussion about hobbies. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

ACADEMIC LANGUAGE

Interested is one of the most common academic words. *Interested in* is a common spoken phrase. Speakers often use the phrase at the beginning of a conversation to focus on a topic.

OPAL

Oxford Phrasal Academic Lexicon

A VOCABULARY Here are some words and phrases from the listening. Read the definitions. Then circle the correct word or phrase to complete each conversation.

belong to (v. phr.)  to be a member of a group
club (n.)  a group of people – they meet and do things together
collect (v.)  to get and keep many things because you like them
get together (v. phr.)  to meet with somebody socially
good at (adj. phr.)  can do something well
hobby (n.)  an activity that you do for fun
interested in (adj. phr.)  **OPAL** enjoying an activity or a topic
team (n.)  **OPAL** a group of people – they play a sport or a game together



1. A: Do you (belong to / collect) the book club?
B: Yes, I do. We meet on Wednesdays.
2. A: I like tennis, but I can't play it well.
B: My roommate is very (get together / good at) tennis. She can teach you.
3. A: Wow, you're a great basketball player! Are you on the basketball (hobby / team)?
B: Thanks! Yes, I am.
4. A: What do you like to do?
B: Oh, I have a lot of (clubs / hobbies). I play video games, I go hiking, and I like photography.
5. A: Is there a poetry (club / team) at this school?
B: Yes, there is. We meet in the library every Tuesday night. It's fun!
6. A: You have a lot of books!
B: I (collect / belong to) them. I have books in 15 languages.
7. A: I like the history museum. Are you (belong to / interested in) history?
B: Yes. History is my favorite class.
8. A: What do you do on weekends?
B: I usually (collect / get together) with friends.

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Unit 1 Vocabulary
Practice
Pronunciation

B PREVIEW You are going to listen to a radio discussion. The speakers talk about hobbies, or things they like to do. Look at the photos. Match the hobby with the photo.

___ cooking

___ photography

___ tennis

___ hiking

___ soccer

___ video games

1



2



3



4



5



6



WORK WITH THE LISTENING

GLOSSARY

campus (*n.*)
the area where
the buildings of a
college are

shelves (*n.*)
flat boards for things
to be placed on;
PLURAL OF **shelf**

baseball cap (*n.*)
a soft hat with a
hard curved part at
the front to keep the
sun off your face;
used especially for
baseball

relax (*v.*)
to rest and be calm;
to become less
worried or angry



1.03

A LISTEN AND TAKE NOTES Listen to Part 1 of the radio discussion. Look at the chart below. Write in information about each person's activities. Write only the important words.

Names	Activities
Sarah	
Hiro	
May	

