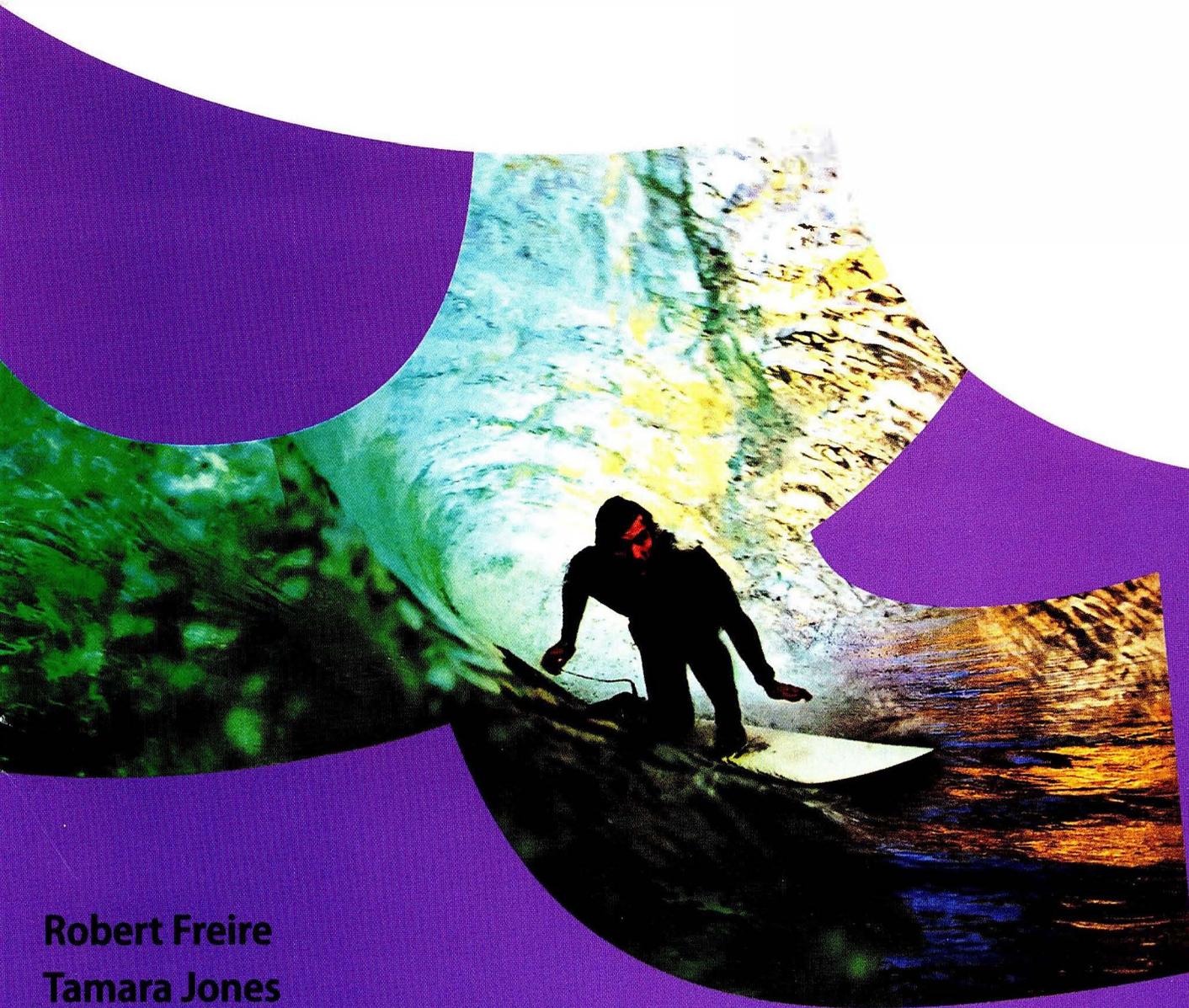


SECOND  
EDITION

4

# Q: Skills for Success

## LISTENING AND SPEAKING



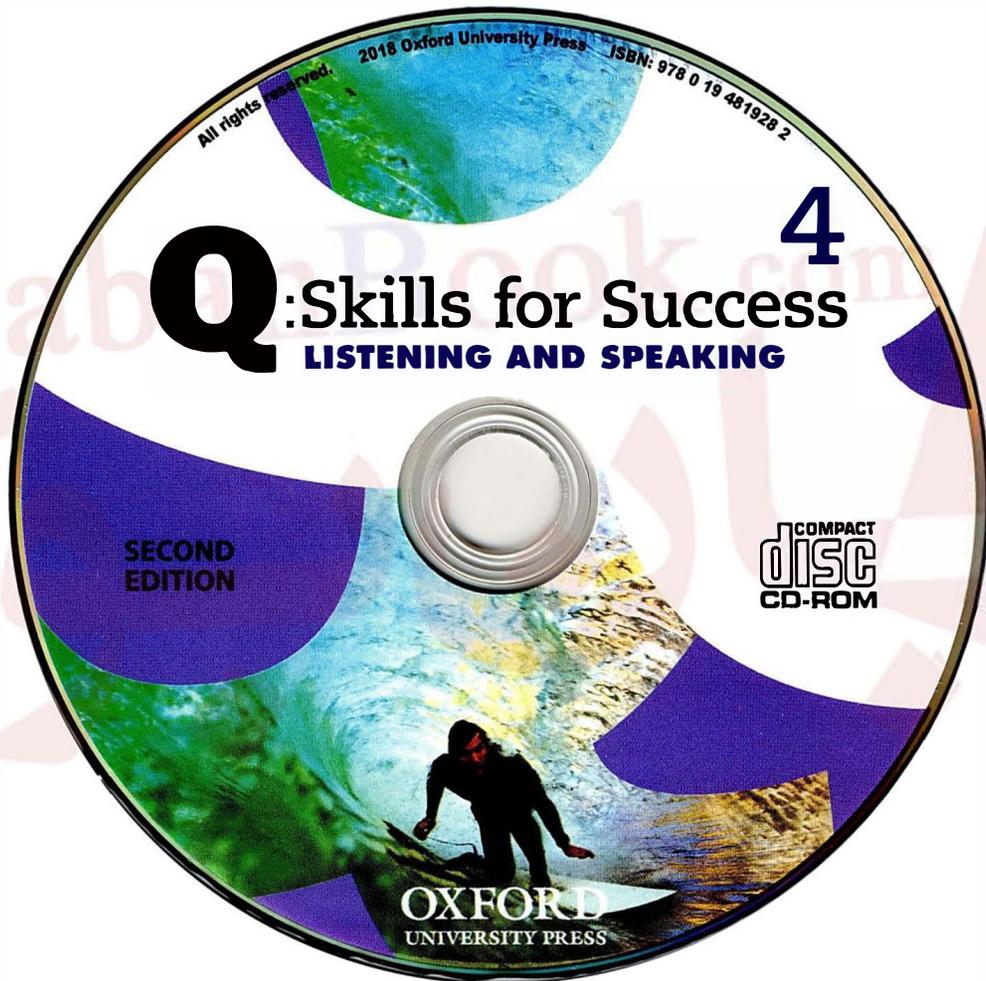
Robert Freire

Tamara Jones

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OXFORD



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

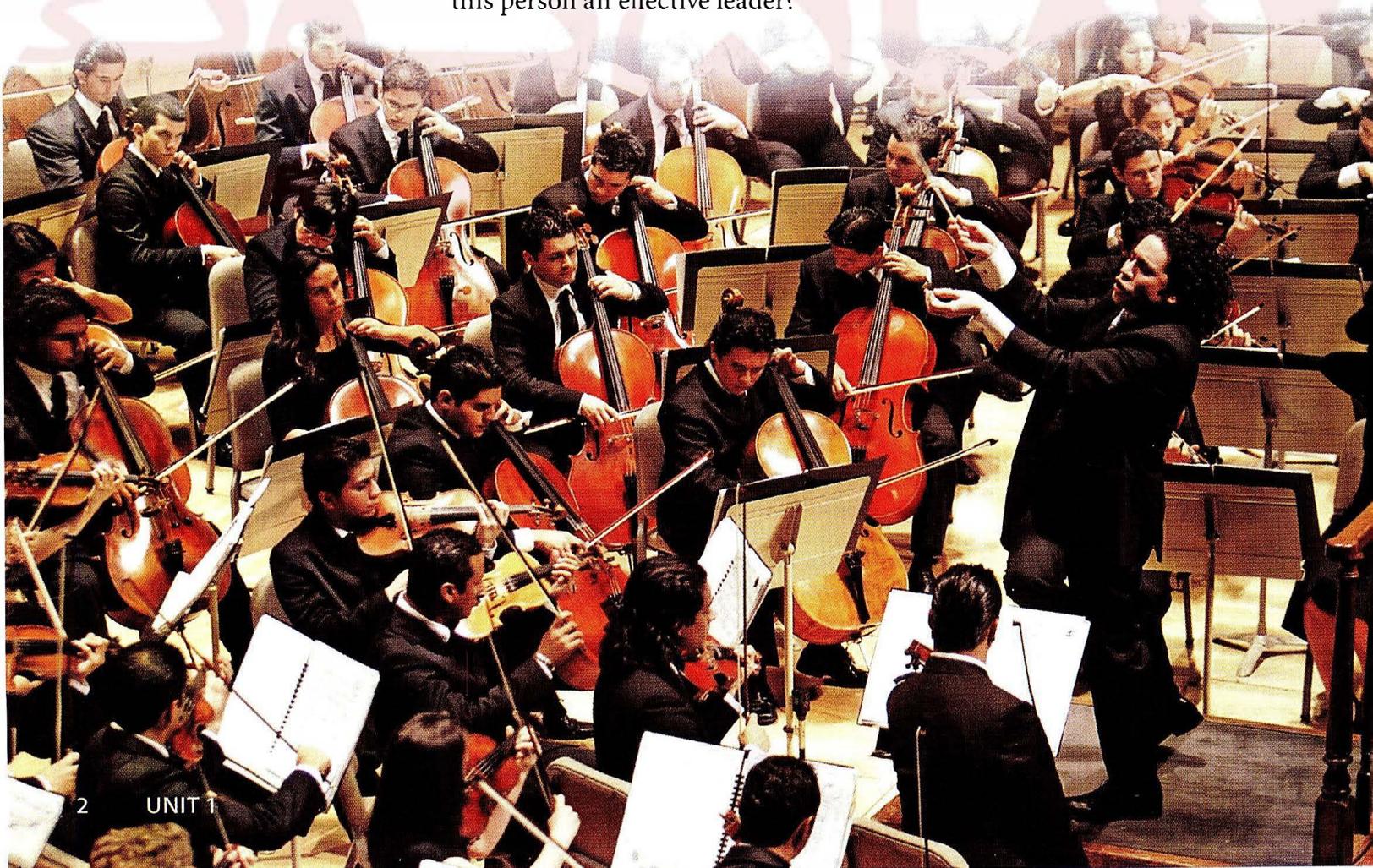
## Q

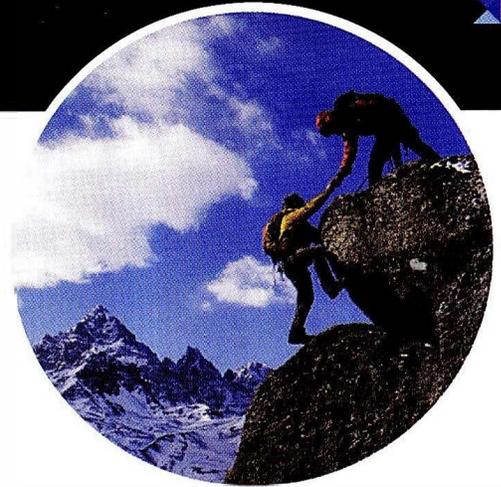
## UNIT QUESTION

## What makes a good leader?

**A** Discuss these questions with your classmates.

1. 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?
2. Think of a leader you admire. What makes this person a good leader?
3. Look at the photo. Identify the leader. What qualities make this person an effective leader?





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

1. Yuna feels that leaders should act more responsibly when they have power. 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 more difficult?

**iQ ONLINE**

**C** Go online to watch a video about a creative business leader. Then check your comprehension.



**CEO** (*n.*) chief executive officer (the person with the highest rank in a business)

**perk** (*n.*) something extra you receive in addition to your wages for doing a particular job

**puts himself at arm's length** (*idm.*) avoids having a close relationship with someone

**walks the walk** (*idm.*) acts in a way that shows people you are really good at what you do, and not just good at talking about it

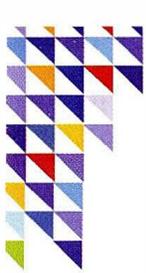
VIDEO VOCABULARY

**iQ ONLINE**

**D** Go to the Online Discussion Board to discuss the Unit Question with your classmates.

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**E** Think about some important characteristics of a leader. Check (✓) the three characteristics you think are most important. Compare your answers with a partner.

Important Leadership Characteristics

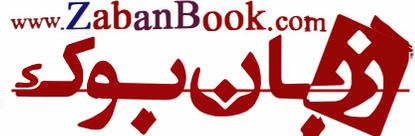
- intelligent
- independent
- considerate
- courageous
- patient
- honest
- kind
- confident

**F** Discuss these questions in a group. [www.ZabanBook.com](http://www.ZabanBook.com)

1. What kinds of people become leaders?

2. What are some characteristics of people who are not good leaders?

3. “A group of sheep led by a lion would defeat a group of lions led by a sheep” is an Arabic proverb. What do you think it means?



**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
<i>First way</i>	<i>Make expectations clear</i>  <i>- gives team a goal</i>

- A. Read this section of a talk about motivating team members. Circle what you think are the main ideas. Underline any key words or phrases that support each main idea.**

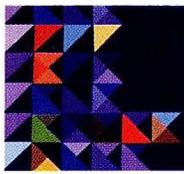
If you are a leader, then you know that highly motivated people do better work than people who are discouraged, tired, or just unenthusiastic. But how can you keep a team excited over the long haul? How can you motivate them to do their best? Those aren’t easy questions, but here are three simple ways to start. First of all, make sure you’re communicating your expectations clearly. When you explain what you expect, you’re providing your team members with a specific goal. And this will help your team focus their energy and efforts on what is important. Beyond that, make sure to provide your whole team with feedback that will help them improve. Helpful feedback makes it easier for us to learn and develop, and it also helps us to identify and correct problems before they get too big. Lastly, remember to reward good work. Don’t just be a critic. Rewards can be anything from a “thank you” to a party, a pay raise, or even a day off. Be creative, and don’t be cheap. Make sure your team knows when they’ve done well. They’ll get excited when they know a reward is on its way, and they’ll feel like their hard work is actually paying off.

**B.** Complete the chart with the main ideas and the supporting words and phrases you identified in Activity A. Compare your notes with a partner. Then take turns coming up with your own examples of each way to motivate team members.

Topic: Motivating teams	Main ideas and key phrases
First way	<i>Make expectations clear</i> <i>- gives team a goal</i> -
Second way	
Third way	

**iQ** ONLINE

**C.** Go online for more practice using a chart to organize notes about main ideas.



# LISTENING

## LISTENING 1 | Best of Both Worlds?

UNIT OBJECTIVE

You are going to listen to a report that discusses the challenges of being a friend's boss. As you listen to the report, gather information and ideas about what makes a good leader.

### PREVIEW THE LISTENING



Can a boss be a friend?

- A. PREVIEW** Discuss this question with a partner: If someone becomes the boss of a friend, what difficulties do you think the friends will face?
- B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

acknowledge (v.) 🔑	exemplify (v.)	negotiate (v.)
address (v.) 🔑	expert (n.) 🔑	outline (v.) 🔑
aspect (n.) 🔑	favoritism (n.)	potential (n.) 🔑
criticism (n.) 🔑	issue (n.) 🔑	staff (n.) 🔑

🔑 Oxford 3000™ words

**iQ** ONLINE

- C.** Go online to listen and practice your pronunciation.

### WORK WITH THE LISTENING

- 🎧 **A. LISTEN AND TAKE NOTES** Listen to the report and take notes on the experiences each woman had when she became a friend's boss. Write the main ideas and key phrases you hear.

Topic: Being a friend's boss	Main ideas and key phrases
Ginny Pitcher's experiences	
Carly Drum's experiences	
Tory Delany's experiences	



**B. Use your notes to match each person with a step she took when she became a friend's boss.**

- |                      |  |
|----------------------|--|
| ___ 1. Ginny Pitcher | a. She worked with her friend to develop a plan for separating work from business.   |
| ___ 2. Carly Drum    | b. She warned any employees who came to work late more than once.  |
| ___ 3. Tory Delany   | c. She acknowledged there would be a change in the friendship and talked with her friend about the challenges they might face. |

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

\_\_\_ 1. It is important to bring personal issues into business relationships.

\_\_\_\_\_

\_\_\_ 2. A manager must outline for a friend what is expected at work.

\_\_\_\_\_

\_\_\_ 3. A good boss should always try to show favoritism.

\_\_\_\_\_

\_\_\_ 4. The key to working with friends is developing rules and boundaries.

\_\_\_\_\_

**D. Read the sentences. Then listen again. Circle the correct answers.**

1. What did Kate Massey do when her friend Ginny Pitcher offered her a job?
  - a. She rejected the offer.
  - b. She hesitated before accepting the offer.
  - c. She quickly accepted the offer.
2. After working together for a year, what happened to the relationship between Kate Massey and Ginny Pitcher?
  - a. They became roommates.
  - b. They were no longer friends.
  - c. Their friendship was still strong.
3. According to Ginny Pitcher, what is one benefit of hiring close friends?
  - a. You already know their personalities.
  - b. You know that you can trust them.
  - c. You know if they are qualified for the job.

4. When Carly Drum hired four trusted friends, what did one of her friends do?
  - a. She expected to receive more money.
  - b. She allowed personal problems to affect her work.
  - c. She stopped coming to work and soon quit.
5. What happened when Tory Delany became the manager at a restaurant in Manhattan?
  - a. She had to fire a friend.
  - b. She managed some friends.
  - c. She hired her best friend.
6. What does Tory Delany say will happen if a manager does not enforce rules and structure with employees?
  - a. The manager's team will fall apart.
  - b. The manager will lose his or her job.
  - c. The manager's employees will quit.

**E. VOCABULARY** Here are some words from Listening 1. Complete each sentence with the correct word.

acknowledge (v.)	criticism (n.)	favoritism (n.)	outline (v.)
address (v.)	exemplify (v.)	issue (n.)	potential (n.)
aspect (n.)	expert (n.)	negotiate (v.)	staff (n.)

1. Good employees take \_\_\_\_\_ well. They hear what they are doing wrong, and they make appropriate changes to their work.
2. Bob showed \_\_\_\_\_ when he promoted Hwa-jeong. They are friends, so Hwa-jeong got the job instead of Laura.
3. I \_\_\_\_\_ that I made a mistake on the report. I take responsibility, and I will correct it.
4. The new employee has a lot of \_\_\_\_\_. She knows a lot about our business. I'm sure she'll be promoted soon.
5. The new plan gives employees more vacation time. That's one \_\_\_\_\_ of the plan I really like!
6. Tom is a(n) \_\_\_\_\_ at this computer program. He worked with it for many years, and he teaches classes about it.

7. The manager told the \_\_\_\_\_ that an important customer was pleased with their work. Everyone thought that was great news.
8. I know we don't agree on this subject, but I'm sure we can \_\_\_\_\_ a solution that we both like.
9. The project is very complex, so I'll \_\_\_\_\_ the basic problems we are trying to fix.
10. I'd like to \_\_\_\_\_ one of the main questions that people ask in meetings. Together we can find an answer.
11. David and Ernesto are always on time, and they work well with others. I think they \_\_\_\_\_ good employees.
12. We need to settle this \_\_\_\_\_. Arguing about it will not help us solve the problem.

**iQ** **ONLINE** **F.** Go online for more practice with the vocabulary.



## **SAY WHAT YOU THINK**

Discuss the questions in a group.

1. What do you think are the main advantages of hiring a friend?
2. If you were a small business owner, would you consider hiring your closest friend to work for you? Why or why not?
3. If your closest friend became your boss, how would this affect your relationship? How do you think your friend might change?

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 idea as part of the introduction. Here are some signal phrases used to introduce main ideas.

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

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. Read the introduction to each presentation. Circle the option that best describes the main idea of each presentation.**

1. For most people, business meetings are boring, but they don't have to be that way. Today I'm going to give you a few tips on how to run an effective business meeting. Although not every tip might work for you, meetings don't have to put everyone in the room to sleep.
  - a. Business meetings are often boring because they're too long and waste too much time.
  - b. Business meetings are often boring, but there are ways to make them worthwhile.
  - c. Business meetings are often boring, so we should find ways to eliminate them.
2. Hiring the right employees can be a real challenge. Many managers add a new person to their staff who is not a good choice. Let's consider some techniques to evaluate potential employees and explore ways to successfully pick the best people to hire.
  - 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.

3. There are many job-finding tools available online. For instance, some websites tell job searchers about positions that are available, while others give tips on writing a résumé or answering questions in a job interview. Today I'd like to focus on how to make the best use of these online tools. Online job resources are valuable, but they won't help us much if we don't know the best ways to use them.
  - 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.

**B. 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	



**C. Go online for more practice with listening for main ideas.**

## LISTENING 2

# Myths of Effective Leadership

UNIT  
OBJECTIVE

You are going to listen to a lecture from the Center for Creative Leadership, an organization dedicated to helping executives by providing them with the information and skills they need to lead well and overcome common challenges. As you listen to the lecture, gather information and ideas about what makes a good leader.

### PREVIEW THE LISTENING

A. **PREVIEW** In this lecture, the speaker presents some of the negative ways in which successful executives may change. List two ways that you think people tend to change negatively when they become leaders.

1. \_\_\_\_\_
2. \_\_\_\_\_

B. **VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

advance (v.) 🔑

assess (v.)

capable (adj.) 🔑

contact (n.) 🔑

effective (adj.) 🔑

ethical (adj.)

executive (n.) 🔑

perspective (n.) 🔑

style (n.) 🔑

title (n.) 🔑

🔑 Oxford 3000™ words

iQ ONLINE

C. Go online to listen and practice your pronunciation.

### WORK WITH THE LISTENING

🔊 A. **LISTEN AND TAKE NOTES** Listen to the lecture and take notes in the charts.

Actions of ineffective leaders	Main ideas and key phrases
First example	
Second example	
Third example	



**C. SPEAK** Follow these steps. Refer to the Self-Assessment checklist below before you begin.

1. Conduct a group discussion on this topic: How and why should we encourage good sportsmanship in children?
2. Take turns expressing your ideas. Try to use conditional sentences to express your ideas. Also try to use some of the phrases you learned to add to other speakers' comments. As you speak, use pauses to separate your thought groups.



Go online for your alternate Unit Assignment.

## CHECK AND REFLECT

**A. CHECK** Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, and class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used real conditional sentences.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I added to another speaker's comments.
<input type="checkbox"/>	<input type="checkbox"/>	I spoke in thought groups.



**B. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—Is athletic competition good for children? Is your answer different now than when you started this unit? If yes, how is it different? Why?



# TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

### Nouns

ambition   
 apex  
 beneficiary   
 burnout  
 era   
 funding   
 intensity   
 journalist   
 obsession  
 spectator

### Verbs

collapse    
 conclude    
 dominate    
 escalate  
 invest    
 regret 

### Adjectives

brutal  
 former   
 fundamental    
 integral   
 modest  
 reasonable   
 vulnerable

### Adverb

ultimately  

 Oxford 3000™ words

 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

LISTENING	<input type="checkbox"/>	I can listen for causes and effects. (p. 186)
NOTE TAKING	<input type="checkbox"/>	I can take notes on causes and effects. (p. 187)
VOCABULARY	<input type="checkbox"/>	I can understand idioms. (p. 193)
GRAMMAR	<input type="checkbox"/>	I can use real conditional sentences. (pp. 195–196)
PRONUNCIATION	<input type="checkbox"/>	I can recognize and use thought groups. (p. 197)
SPEAKING	<input type="checkbox"/>	I can add to another speaker's comments. (p. 198)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to share my opinions about good sportsmanship.

# HOW TO USE iQ ONLINE

iQ ONLINE extends your learning beyond the classroom. This online content is specifically designed for you! *iQ Online* gives you flexible access to essential content.

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- Videos—watch anytime, anywhere
- Online tests assigned by your teacher.

Progress reports show what skills you have learned and where you still need more practice.

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Home Edit Profile Log out Help

Email your teacher and your classmates.



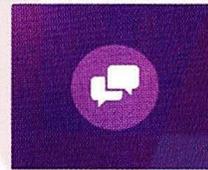
Activities



Progress



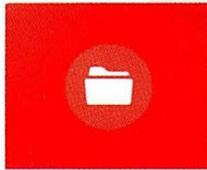
Email



Discussion Board



Media Center



Resources

Use the Class Discussion Board to discuss the Unit Question and more.

The *iQ Online* icon **iQ ONLINE** can direct you to resources linked to a Student Book activity.

The audio icon  directs you to the Media Center to listen to the audio.

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convention (n.) 🔑 AWL , C2  
development (n.) 🔑 , B2  
encounter (n.) 🔑 AWL , B1  
expand (v.) 🔑 AWL , A2  
gallery (n.), B1  
generation (n.) 🔑 AWL , C1  
identify with (phr.) 🔑 , B2  
marketing (n.) 🔑 , B1  
operation (n.) 🔑 , A2  
overseas (adv.) 🔑 AWL , C1  
panel (n.) 🔑 AWL , B2  
recall (v.) 🔑 , A2  
regard (v.) 🔑 , A2  
series (n.) 🔑 AWL , A1  
take note of (phr.), C1  
unique (adj.) 🔑 AWL , A2

## UNIT 5

adverse (adj.), C1  
alter (v.) 🔑 AWL , B1  
artificial (adj.) 🔑 , B2  
commodity (n.) AWL , B2  
compound (v.) AWL , C2  
consist of (phr. v.) 🔑 , A2  
consume (v.) AWL , B1  
consumer (n.) 🔑 AWL , A1  
controversy (n.) AWL , B1  
debate (n.) 🔑 AWL , A1  
disturbing (adj.) 🔑 , C1  
ethics (n.) AWL , C1  
hurdle (n.), C2  
identical (adj.) AWL , B2  
modification (n.) AWL , B2  
optimal (adj.), C1  
reaction (n.) 🔑 AWL , B1  
significant (adj.) 🔑 AWL , A1  
substantial (adj.) 🔑 , A2  
superfluous (adj.), C2  
trait (n.), C1  
ultimate (adj.) 🔑 AWL , B1

## UNIT 6

advancement (n.), C2  
attitude (n.) 🔑 AWL , A1  
career path (n.), C1  
climb the ladder (phr.), C2  
commute (n.), C2  
concept (n.) 🔑 AWL , A1  
count on (phr. v.) , B2  
currently (adv.) 🔑 , A2  
dare (v.) 🔑 , B1  
devote (v.) 🔑 AWL , B1  
face (v.) 🔑 , C1  
figure (v.) 🔑 , B1  
log (v.), C1  
loyal (adj.) 🔑 , C1  
model (n.) 🔑 , A2  
particular (adj.) 🔑 , A1  
peer (n.), B1  
point (n.) 🔑 , A1  
radically (adv.), C2  
rigorous (adj.), C2  
serve one well (phr.), C2  
stable (adj.) 🔑 AWL , B1  
stand out (phr. v.), B2  
structure (n.) 🔑 AWL , A1

## UNIT 7

ache (v.), B1  
adhesive (n.), C2  
adopt (v.) 🔑 , A2  
alert (adj.), C1  
biological (adj.), B1  
deprived (adj.), C1  
exploit (v.) AWL , B1  
face to face (phr.), B1  
flammable (adj.), C1  
in all probability (phr.), C2  
inadvertent (adj.), C2  
inconceivable (adj.) AWL , C2  
interact (v.) AWL , B2

mandatory (adj.), C1  
obvious (adj.) 🔑 AWL , A2  
odds (n.) AWL , B2  
reunion (n.), C1  
synthetic (adj.), C2  
unreliable (adj.) AWL , C2  
vastly (adv.), C2

## UNIT 8

ambition (n.) 🔑 , B1  
apex (n.), C2  
beneficiary (n.) AWL , C2  
brutal (adj.), C2  
burnout (n.), B2  
collapse (v.) 🔑 AWL , B1  
conclude (v.) 🔑 AWL , A2  
dominate (v.) 🔑 AWL , B1  
era (n.) 🔑 , B1  
escalate (v.), C2  
former (adj.) 🔑 , A1  
fundamental (adj.) 🔑 AWL , A2  
funding (n.) AWL , B1  
integral (adj.) AWL , C1  
intensity (n.) AWL , B2  
invest (v.) 🔑 AWL , B1  
journalist (n.) 🔑 , B1  
modest (adj.), B1  
obsession (n.), C2  
reasonable (adj.) 🔑 , A2  
regret (v.) 🔑 , B1  
spectator (n.), C1  
ultimately (adv.) 🔑 AWL , B1  
vulnerable (adj.), B1

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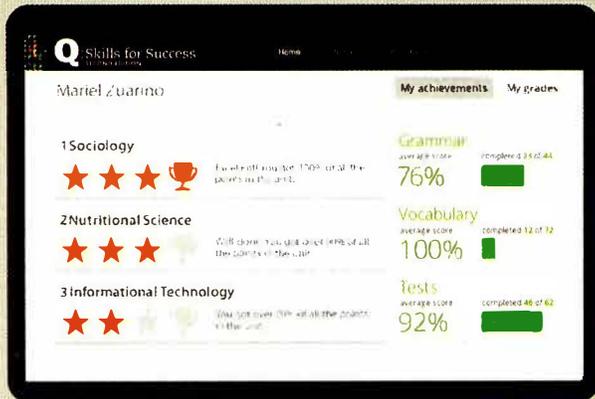
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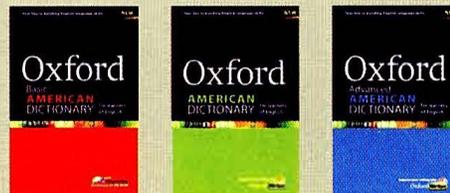
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