SECOND EDITION

INTRO

www.ZabanBook.com
زبان بوک

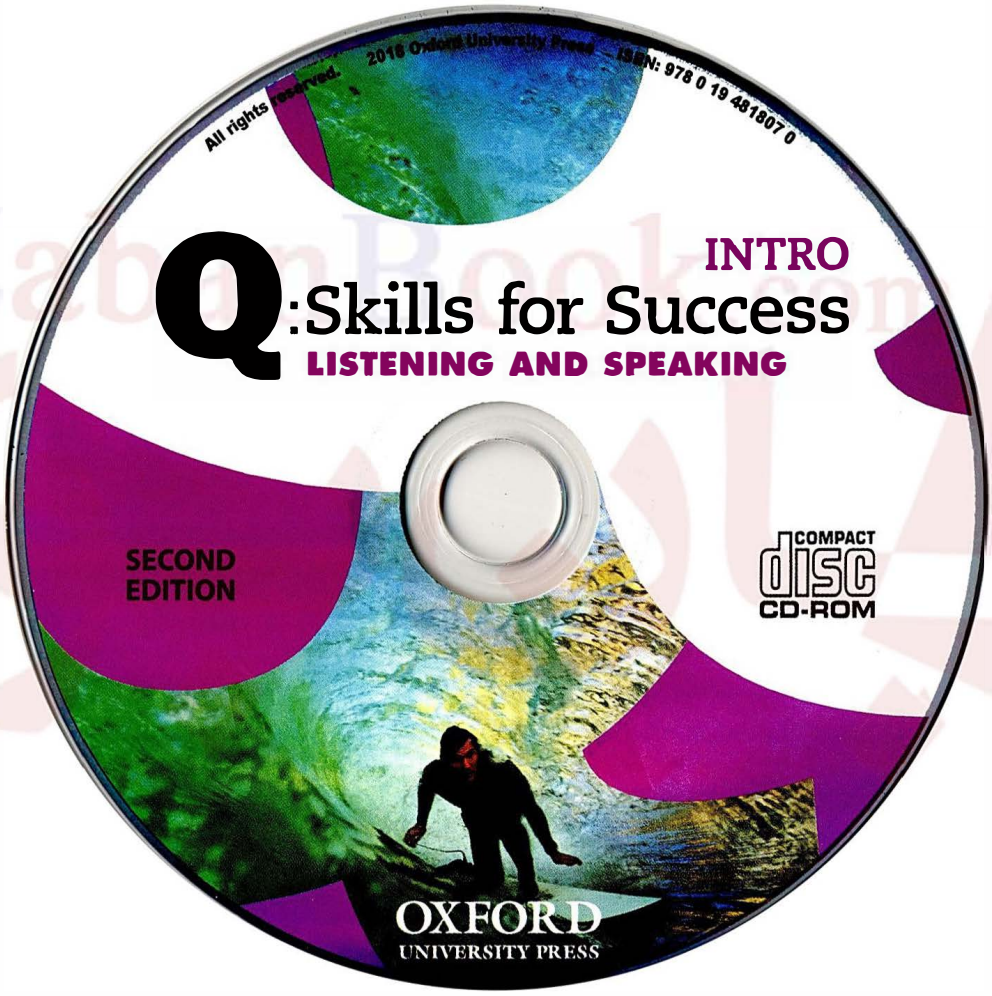
Q:Skills for Success

LISTENING AND SPEAKING

Kevin McClure
Mari Vargo

OXFORD

www.ZabanBook.com
زبان بوک



SECOND EDITION

INTRO

www.ZabanBook.com
زبان بوک

Q: Skills for Success

LISTENING AND SPEAKING

Kevin McClure
Mari Vargo

OXFORD

SHAPING *learning* TOGETHER

We would like to acknowledge the teachers from all over the world who participated in the development process and review of the *Q* series.

Special thanks to our *Q: Skills for Success* Second Edition Topic Advisory Board

Shaker Ali Al-Mohammad, Buraimi University College, Oman; **Dr. Asmaa A. Ebrahim**, University of Sharjah, U.A.E.; **Rachel Batchilder**, College of the North Atlantic, Qatar; **Anil Bayir**, Izmir University, Turkey; **Flora Mcvay Bozkurt**, Maltepe University, Turkey; **Paul Bradley**, University of the Thai Chamber of Commerce Bangkok, Thailand; **Joan Birrell-Bertrand**, University of Manitoba, MB, Canada; **Karen E. Caldwell**, Zayed University, U.A.E.; **Nicole Hammond Carrasquel**, University of Central Florida, FL, U.S.; **Kevin Countryman**, Seneca College of Applied Arts & Technology, ON, Canada; **Julie Crocker**, Arcadia University, NS, Canada; **Marc L. Cummings**, Jefferson Community and Technical College, KY, U.S.; **Rachel DeSanto**, Hillsborough Community College Dale Mabry Campus, FL, U.S.; **Nilüfer Ertürkmen**, Ege University, Turkey; **Sue Fine**, Ras Al Khaimah Women's College (HCT), U.A.E.; **Amina Al Hashami**, Nizwa College of Applied Sciences, Oman; **Stephan Johnson**, Nagoya Shoka Daigaku, Japan; **Sean Kim**, Avalon, South Korea; **Gregory King**, Chubu Daigaku, Japan; **Seran Küçük**, Maltepe University, Turkey; **Jonee De Leon**, VUS, Vietnam; **Carol Lowther**, Palomar College, CA, U.S.; **Erin Harris-MacLead**, St. Mary's University, NS, Canada; **Angela Nagy**, Maltepe University, Turkey; **Huynh Thi Ai Nguyen**, Vietnam; **Daniel L. Paller**, Kinjo Gakuin University, Japan; **Jangyo Parsons**, Kookmin University, South Korea; **Laila Al Qadhi**, Kuwait University, Kuwait; **Josh Rosenberger**, English Language Institute University of Montana, MT, U.S.; **Nancy Schoenfeld**, Kuwait University, Kuwait; **Jenay Seymour**, Hongik University, South Korea; **Moon-young Son**, South Korea; **Matthew Taylor**, Kinjo Gakuin Daigaku, Japan; **Burcu Tezcan-Unal**, Zayed University, U.A.E.; **Troy Tucker**, Edison State College-Lee Campus, FL, U.S.; **Kris Vicca**, Feng Chia University, Taichung; **Jisook Woo**, Incheon University, South Korea; **Dunya Yenidunya**, Ege University, Turkey

UNITED STATES **Marcarena Aguilar**, North Harris College, TX; **Rebecca Andrade**, California State University North Ridge, CA; **Lesley Andrews**, Boston University, MA; **Deborah Anholt**, Lewis and Clark College, OR; **Robert Anzelde**, Oakton Community College, IL; **Arlys Arnold**, University of Minnesota, MN; **Marcia Arthur**, Renton Technical College, WA; **Renee Ashmeade**, Passaic County Community College, NJ; **Anne Bachmann**, Clackamas Community College, OR; **Lida Baker**, UCLA, CA; **Ron Balsamo**, Santa Rosa Junior College, CA; **Lori Barkley**, Portland State University, OR; **Eileen Barlow**, SUNY Albany, NY; **Sue Bartch**, Cuyahoga Community College, OH; **Lora Bates**, Oakton High School, VA; **Barbara Batra**, Nassau County Community College, NY; **Nancy Baum**, University of Texas at Arlington, TX; **Rebecca Beck**, Irvine Valley College, CA; **Linda Berendsen**, Oakton Community College, IL; **Jennifer Binckes Lee**, Howard Community College, MD; **Grace Bishop**, Houston Community College, TX; **Jean W. Bodman**, Union County College, NJ; **Virginia Bouchard**, George Mason University, VA; **Kimberley Briesch Sumner**, University of Southern California, CA; **Kevin Brown**, University of California, Irvine, CA; **Laura Brown**, Glendale Community College, CA; **Britta Burton**, Mission College, CA; **Allison L. Callahan**, Harold Washington College, IL; **Gabriela Cambiasso**, Harold Washington College, IL; **Jackie Campbell**, Capistrano Unified School District, CA; **Adele C. Camus**, George Mason University, VA; **Laura Chason**, Savannah College, GA; **Kerry Linder Catana**, Language Studies International, NY; **An Cheng**, Oklahoma State University, OK; **Carole Collins**, North Hampton Community College, PA; **Betty R. Compton**, Intercultural Communications College, HI; **Pamela Couch**, Boston University, MA; **Fernanda Crowe**, Intrax International Institute, CA; **Vicki Curtis**, Santa Cruz, CA; **Margo Czinski**, Washtenaw Community College, MI; **David Dahnke**, Lone Star College, TX; **Gillian M. Dale**, CA; **L. Dalgish**, Concordia College, MN; **Christopher Davis**, John Jay College, NY; **Sherry Davis**, Irvine University, CA; **Natalia de Cuba**, Nassau County Community College, NY; **Sonia Delgadillo**, Sierra College, CA; **Esmeralda Diriye**, Cypress College & Cal Poly, CA; **Marta O. Dmytrenko-Ahrabian**, Wayne State University, MI; **Javier Dominguez**, Central High School, SC; **Jo Ellen Downey-Greer**, Lansing Community College, MI; **Jennifer Duclos**, Boston University, MA; **Yvonne Duncan**, City College of San Francisco, CA; **Paul Dydman**, USC Language Academy, CA; **Anna Eddy**, University of Michigan-Flint, MI; **Zohan El-Gamal**, Glendale Community College, CA; **Jennie Farnell**, University of Connecticut, CT; **Susan Fedors**, Howard Community College, MD; **Valerie Fiechter**, Mission College, CA; **Ashley Fifer**, Nassau County Community College, NY; **Matthew Florence**, Intrax International Institute, CA; **Kathleen Flynn**, Glendale College, CA; **Elizabeth Fonsea**, Nassau County Community College, NY; **Eve Fonseca**, St. Louis Community College, MO; **Elizabeth Foss**, Washtenaw Community College, MI; **Duff C. Galda**, Pima Community College, AZ; **Christiane Galvani**, Houston Community College, TX; **Gretchen Gerber**, Howard Community College, MD; **Ray Gonzalez**, Montgomery College, MD; **Janet Goodwin**, University of California, Los Angeles, CA; **Alyona Gorokhova**, Grossmont College, CA; **John Graney**, Santa Fe College, FL; **Kathleen Green**, Central High School, AZ; **Nancy Hamadou**, Pima Community College-West Campus, AZ; **Webb Hamilton**, De Anza College, San Jose City College, CA; **Janet Harclerode**, Santa Monica Community College, CA; **Sandra Hartmann**, Language and Culture Center, TX; **Kathy Haven**, Mission College, CA; **Roberta Hendrick**, Cuyahoga Community College, OH; **Ginny Heringer**, Pasadena City College, CA; **Adam Henricksen**, University of Maryland, MD; **Carolyn Ho**, Lone Star College-CyFair, TX; **Peter Hoffman**, LaGuardia Community College, NY; **Linda Holden**, College of Lake County, IL; **Jana Holt**, Lake Washington Technical College, WA; **Antonio Iccarino**, Boston University, MA; **Gail Ibele**, University of Wisconsin, WI; **Nina Ito**, American Language Institute, CSU Long Beach, CA; **Linda Jensen**, UCLA, CA; **Lisa Jurkowitz**, Pima Community College, CA; **Mandy Kama**, Georgetown University, Washington, DC; **Stephanie Kasuboski**, Cuyahoga Community College, OH; **Chigusa Katoku**, Mission College, CA; **Sandra Kawamura**, Sacramento City College, CA; **Gail Kellersberger**, University of Houston-Downtown, TX; **Jane Kelly**, Durham Technical Community College, NC; **Maryanne Kildare**, Nassau County Community College, NY; **Julie Park Kim**, George Mason University, VA; **Kindra Kinyon**, Los Angeles Trade-Technical College, CA; **Matt Kline**, El Camino College, CA; **Lisa Kovacs-Morgan**, University of California, San Diego, CA; **Claudia Kupiec**, DePaul University, IL; **Renee La Rue**, Lone Star College-Montgomery, TX; **Janet Langon**, Glendale College, CA; **Lawrence Lawson**, Palomar College, CA; **Rachele Lawton**, The Community College of Baltimore County, MD; **Alice Lee**, Richland College, TX; **Esther S. Lee**, CSUF & Mt. SAC, CA; **Cherie Lenz-Hackett**, University of Washington, WA; **Joy Leventhal**, Cuyahoga Community College, OH; **Alice Lin**, UCI Extension, CA; **Monica Lopez**, Cerritos College, CA; **Dustin Lovell**, FLS International Marymount College, CA; **Carol Lowther**, Palomar College, CA; **Candace Lynch-Thompson**, North Orange County Community College District, CA; **Thi Thi Ma**, City College of San Francisco, CA; **Steve Mac Isaac**, USC Long Academy, CA; **Denise Maduli-Williams**, City College of San Francisco, CA; **Eileen Mahoney**, Camelback High School, AZ; **Naomi Mardock**, MCC Omaha, NE; **Brigitte Maronde**, Harold Washington College, IL; **Marilyn Marquis**, Laposita College CA; **Doris Martin**, Glendale Community College; Pasadena City College, CA; **Keith Maurice**, University of Texas at Arlington, TX; **Nancy Mayer**, University of Missouri-St. Louis, MO; **Aziah McNamara**, Kansas State University, KS; **Billie McQuillan**, Education Heights, MN; **Karen Merritt**, Glendale Union High School District, AZ; **Holly Milkowart**, Johnson County Community College, KS; **Eric Moyer**, Intrax International Institute, CA; **Gino Muzzatti**, Santa Rosa Junior College, CA; **Sandra Navarro**, Glendale Community College, CA; **Than Nyeinkhin**, ELAC, PCC, CA; **William Nedrow**, Triton College, IL; **Eric Nelson**, University of Minnesota, MN; **Than Nyeinkhin**, ELAC, PCC, CA; **Fernanda Ortiz**, Center for English as a Second Language at the University of Arizona, AZ; **Rhony Ory**, Ygnacio Valley High School, CA; **Paul Parent**, Montgomery College, MD; **Dr. Sumeeta Patnaik**, Marshall University, WV; **Oscar Pedroso**, Miami Dade College, FL; **Robin Persiani**, Sierra College, CA; **Patricia Prenz-Belkin**, Hostos Community College, NY; **Suzanne Powell**, University of Louisville, KY; **Jim Ranalli**, Iowa State University, IA; **Toni R. Randall**, Santa Monica College, CA; **Vidya Rangachari**, Mission College, CA; **Elizabeth Rasmussen**, Northern Virginia Community College, VA; **Lara Ravitch**, Truman College, IL;

UNIT 1

Social Psychology

VOCABULARY	collocations for hobbies and interests
GRAMMAR	simple present of *be*; simple present of other verbs
PRONUNCIATION	simple present third-person *-s/-es*
SPEAKING	keeping a conversation going
NOTE TAKING	writing important words

www.ZabanBook.com
زبان بوک

UNIT QUESTION

What are you interested in?

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

1. What do you talk about with a new friend? Circle the topics. Add one topic.

music	photos you see online
sports	family
movies	work
books	_____
videos you see online	

2. What activities do you like?
3. Look at the photo. What is this person doing? Are you interested in this activity?

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

1. What did the students say? What are they interested in?
2. Do the students like the same things you like?

iQ ONLINE **C** **Go to the Online Discussion Board to discuss the Unit Question with your classmates.**

UNIT OBJECTIVE

Listen to three conversations. Use information and ideas to interview a classmate. Then introduce him or her to the class.

www.ZabanBook.com
زبان بوک

www.ZabanBook.com زبان بوک

LISTENING | Are You Interested in History?

UNIT OBJECTIVE

You are going to listen to three conversations at a school. Think about what interests you.

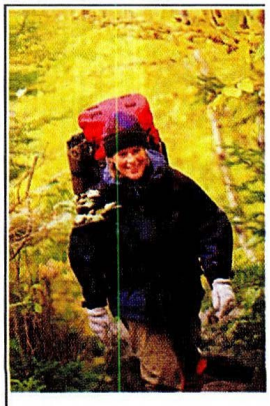
PREVIEW THE LISTENING

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 (*verb*) to be a member of a group
club (*noun*) a group of people—they meet and do things together
collect (*verb*) to get and keep many things because you like them
good at (*phrase*) can do something well
hobbies (*noun*) activities—you do them for fun
interested in (*phrase*) enjoying an activity or a topic
team (*noun*) a group of people—they play a sport or a game together

Oxford 2000 keywords

1. A: Do you (collect / belong to) the math club?
   B: Yes, I do. We meet on Thursdays.
2. A: I like basketball, but I can't play it well.
   B: My roommate is very (good at / team) basketball. He can teach you.
3. A: Wow, you're a great soccer player! Are you on the soccer (hobbies / team)?
   B: Thanks! Yes, I am.
4. A: What do you like to do?
   B: Oh, I have a lot of (interested in / hobbies). I play tennis, I go hiking, and I like poetry.
5. A: Is there a book (team / club) at this school?
   B: Yes, there is. We meet in the library every Wednesday night. It's fun!



hiking

www.ZabanBook.com زبان بوک

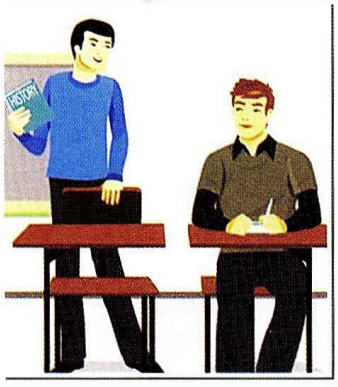
6. A: You have a lot of postcards!
   B: I (hobbies / collect) them. I have more than 2,000 postcards from all over the world.
7. A: I like the museum. Are you (belong to / interested in) history?
   B: Yes. History is my favorite class.

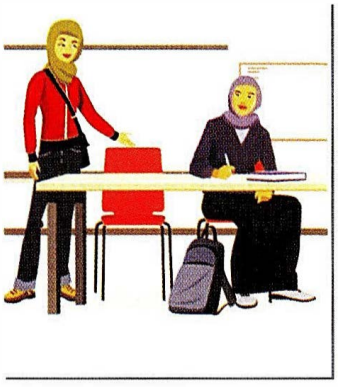
iQ ONLINE **B. Go online for more practice with the vocabulary.**

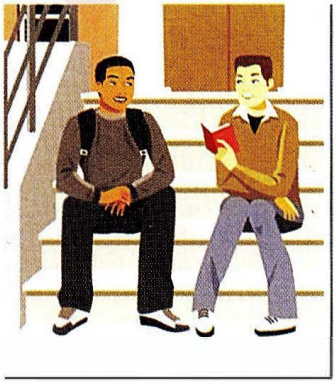
C. Read the sentences. Circle *T* (true) or *F* (false). Then correct each false statement. Compare your answers with a partner.

1. T F I collect coins. _____
2. T F I belong to a book club. _____
3. T F I am interested in sports. _____
4. T F I am good at writing. _____
5. T F My hobbies are soccer and cooking. _____

D. PREVIEW You are going to listen to three conversations at a school. Look at the pictures. Match each question with the correct picture.







1. ___ 2. ___ 3. ___

a. Can I sit here?

b. Is that a good book?

c. Is this Professor Kim's history class?

www.ZabanBook.com زبان بوک

WORK WITH THE LISTENING

It's nice to meet you.

A. Read the sentences. Then listen to all three conversations. Write *T* (true), *F* (false), or *N* (not enough information).

___ 1. All the speakers are students.

___ 2. All the speakers have hobbies.

___ 3. All the speakers know each other well.

___ 4. All the speakers live in the same city.

___ 5. Some of the speakers play sports.

B. Listen again. What are the people interested in? Check (✓) the correct activities.

1. Lin	☐ video games	☐ hiking	☐ books	☐ history
Jane	☐ video games	☐ hiking	☐ books	☐ history
2. David	☐ books	☐ cycling	☐ poetry books	☐ soccer
Alan	☐ books	☐ cycling	☐ poetry books	☐ soccer
3. Sam	☐ rugby	☐ baseball	☐ soccer	☐ tennis
Maro	☐ rugby	☐ baseball	☐ soccer	☐ tennis

C. Look at the chart in Activity B. Which people like the same activities?

1. _____ and _____ like history.

2. _____, _____, _____, and _____ like books.

3. _____, _____, _____, _____, and _____ like outdoor activities.

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

1. a. Lin goes hiking with her friends every (Thursday / weekend / afternoon).

   b. Jane belongs to the (book / history / hiking) club.

2. a. Alan's book club reads (one / ten / twelve) books a year.

   b. David is on the (tennis / soccer / baseball) team.

3. a. Sam's father is on a (rugby / soccer / tennis) team.

   b. Maro's favorite sport is (tennis / soccer / baseball).

E. Read these questions from the listening. What can you guess from the questions? Circle the correct answers.

www.ZabanBook.com
زبان بوک

1. "Excuse me. Can I sit here?"
   a. The speakers know each other.
   b. The speakers are both standing.
   c. One speaker is sitting. One is standing.

2. "Hi, Alan. Is that a good book?"
   a. The speakers know each other.
   b. Alan has a book.
   c. The speaker has a book.

3. "Hi, is this Professor Kim's history class?"
   a. The speakers know each other.
   b. The speakers are students.
   c. This is the first day of class.

iQ ONLINE

F. Go online to listen to *Ronaldinho, Brazilian Soccer Player* and check your comprehension.

Building Vocabulary Collocations for hobbies and interests

Some words usually go together. These are called **collocations**.

Verb + preposition + noun	Verb + noun
be good at volleyball / math	**go** shopping / hiking
be interested in books / sports	**play** sports / tennis / games
be on a team	**read** books / magazines
belong to a book club	**ride** a bicycle / a bike
get together with friends	**take** lessons
go to a museum / the beach / a park	**watch** a DVD / television
listen to the radio	
live in Tokyo	

A. Complete the collocations with words from the box above. Then listen to check your answers.

Alan lives _____ (1) Toronto. He works at the after-school program at the community center in his town. Children come to the community center after school. Alan does many activities with them. It's a good job for him because he is interested _____ (2) a lot of different things. He is good _____ (3) sports. On sunny days, Alan and the kids _____ (4) bikes or _____ (5) hiking. Sometimes they go _____ (6) the beach or the park. On rainy days, Alan and the kids _____ (7) DVDs, or they _____ (8) games like Scrabble and checkers. Sometimes they _____ (9) to a museum together. After work, Alan sometimes gets _____ (10) with friends, but he usually goes home to relax and _____ (11) a book.

B. Listen to the people talk about themselves. Write two sentences about each speaker. Use the words in parentheses.

1. **Saud** (reads) _____

   (is interested in) _____

2. **Khalid** (plays) _____

   (rides) _____

C. Write three sentences about you. Use collocations from the box on page 7.

iQ ONLINE **D. Go online for more practice with collocations for hobbies and interests.**

www.ZabanBook.com زبان بوک

SAY WHAT YOU THINK

A. Go around the class. Ask the questions from the chart. When someone answers *yes*, write down his or her name. Try to write a different name for each question.

A: Do you ride a bicycle to class?

B: Yes, I do.

I ride a bicycle to class.

Question	Name
1. Do you belong to a club?	
2. Are you interested in books?	
3. Do you play tennis?	
4. Are you good at math?	
5. Are you on a sports team?	
6. Do you ride a bicycle to class?	
7. Do you get together with friends on Thursdays?	
8. Do you take any lessons?	

Tip for Success

Use the word *too* to add information. It has the same meaning as *also*.

B. Share your answers with a group.

A: Eric belongs to a soccer club.

B: Alex belongs to a soccer club, too.

iQ ONLINE

C. Go online to watch a video about the Tate Modern Museum in London. Then check your comprehension.

VIDEO VOCABULARY

galleries *(n.)* places where people can look at or buy art

modern *(adj.)* of the present time

sculptures *(n.)* art that is made from stone, wood, clay, or other material

www.ZabanBook.com زبان بوک

A. **Listen to the sentences. Circle the number that you hear. Then practice the sentences with a partner.**

1. My cousin is (13 / 30) years old.
2. She was born in (1916 / 1960).
3. The shirt cost (15 / 50) dollars.
4. She graduated at the age of (18 / 80).
5. The president died in (1913 / 1930).
6. The plane ticket was (414 / 440) dollars.
7. His great-grandfather was born in (1914 / 1940).
8. The train left at (4:15 / 4:50).

The train left at...

B. **For each item, write a sentence with one of the numbers. Then read your sentences to a partner. Listen to your partner's sentences. What number do you hear?**

Tip for Success

If you don't understand a number, you can ask a question like, "Did you say *thirteen—one-three?*"

1. (13 / 30) _____
2. (14 / 40) _____
3. (15 / 50) _____
4. (16 / 60) _____
5. (17 / 70) _____

iQ ONLINE **C.** **Go online for more practice with numbers with *-teen* and *-ty*.**

www.ZabanBook.com زبان بوک

Unit Assignment Interview a classmate and give a presentation

UNIT OBJECTIVE

In this assignment, you are going to interview a classmate and give a presentation. Think about the Unit Question, "What are the most important events in someone's life?" Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 156.

CONSIDER THE IDEAS

Read the sentences about the milestones in Toshi's life. Match each milestone with the correct detail.

Toshi

Milestones	Details
1. Toshi's family moved to Tokyo. ___	a. He got stronger and faster, and he made a lot of friends on his soccer team.
2. He joined a soccer team in middle school. ___	b. He studied computer engineering, and he learned a lot from his professors.
3. His grandfather died. ___	c. He was Toshi's best friend. He always had time to talk to Toshi.
4. He started taking tennis lessons. ___	d. Tokyo had good middle schools. His old city didn't have good schools.
5. He started college in Osaka. ___	e. He made new friends from different countries, and his English improved a lot.
6. He came to London to study English. ___	f. He really enjoyed learning something new. He still plays tennis a lot.

Skill Review Using open questions

Remember: Ask open questions to get answers with more information. Review the Speaking Skill box in Unit 7 on page 132.

A: In 2006, I went to India.
B: **What was it like?**

A: I came to this school last year.
B: **Why did you choose this school?**

www.ZabanBook.com زبان بوک

www.ZabanBook.com زبان بوک

PREPARE AND SPEAK

A. FIND IDEAS **Interview your partner. Follow these steps.**

1. Start with a general question like, "What were the important events in your life?"
2. Ask follow-up questions for details and reasons, for example, "When did that happen?" and "Why was that important?"
3. Get information about at least six milestones. Draw a timeline and record your partner's milestones and details.

B. ORGANIZE IDEAS **Choose four of your partner's milestones to present to your class.**

- Make an outline for your presentation.
- Include at least two details about each milestone.

C. SPEAK **Tell your class about your partner's milestones. Look at the Self-Assessment checklist below before you begin.**

iQ ONLINE **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	
☐	☐	My information was clear.
☐	☐	I drew a clear timeline.
☐	☐	I used vocabulary from this unit.
☐	☐	I used the past tense correctly.
☐	☐	I used expressions with *get* correctly.
☐	☐	I pronounced numbers correctly.

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

1. What is something new you learned in this unit?
2. Think about the Unit Question—What are the most important events in someone's life? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Circle the words and phrases you have learned in this unit.

Nouns	Verb	Phrases
astronomer	attend	get along
brightness	die	get better/worse
distance	discover	get engaged
genius	graduate	get hired
government	retire	get hurt/injured
literature		get in touch
novel		get in trouble
politics		get a job
star		get laid off
universe		get lost
		get married
		get sick

Oxford 2000 keywords

AWL Academic Word List

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

NOTE TAKING	☐ I can take notes using a timeline. (p. 138)
LISTENING	☐ I can identify a sequence. (p. 143)
VOCABULARY	☐ I can understand many phrases with *get*. (p. 149)
GRAMMAR	☐ I can use the simple past with regular and irregular verbs. (p. 151)
PRONUNCIATION	☐ I can pronounce numbers with *-teen* and *-ty*. (p. 153)
SPEAKING	☐ I can use open questions. (p. 155)
UNIT OBJECTIVE	☐ I can use information and ideas to interview a classmate and give a presentation.

www.ZabanBook.com زبان بوک

AUTHORS AND CONSULTANTS

Authors

Kevin McClure holds an M.A. in Applied Linguistics from the University of South Florida and has taught English in the United States, France, and Japan. In addition to his extensive teaching experience, he served as the Academic Director at the ELS Language Center in San Francisco for eight years. He developed both print and online ESL/EFL materials. His main interests are computer-aided language learning and teaching conversation management skills to low-level students.

Mari Vargo holds an M.A. in English from San Francisco State University. She has taught numerous ESL courses at the university level. She has also written textbooks and online course materials for a wide range of programs, including community colleges, universities, corporations, and primary and secondary schools.

Series Consultants

ONLINE INTEGRATION

Chantal Hemmi holds an Ed.D. TEFL and is a Japan-based teacher trainer and curriculum designer. Since leaving her position as Academic Director of the British Council in Tokyo, she has been teaching at the Center for Language Education and Research at Sophia University on an EAP/CLIL program offered for undergraduates. She delivers lectures and teacher trainings throughout Japan, Indonesia, and Malaysia.

COMMUNICATIVE GRAMMAR

Nancy Schoenfeld holds an M.A. in TESOL from Biola University in La Mirada, California, and has been an English language instructor since 2000. She has taught ESL in California and Hawaii, and EFL in Thailand and Kuwait. She has also trained teachers in the United States and Indonesia. Her interests include teaching vocabulary, extensive reading, and student motivation. She is currently an English Language Instructor at Kuwait University.

WRITING

Marguerite Ann Snow holds a Ph.D. in Applied Linguistics from UCLA. She teaches in the TESOL M.A. program in the Charter College of Education at California State University, Los Angeles. She was a Fulbright scholar in Hong Kong and Cyprus. In 2006, she received the President's Distinguished Professor award at Cal State, LA. She has trained EFL teachers in Algeria, Argentina, Brazil, Egypt, Libya, Morocco, Pakistan, Peru, Spain, and Turkey. She is the author/editor of publications in the areas of integrated content, English for academic purposes, and standards for English teaching and learning. She recently served as a co-editor of *Teaching English as a Second or Foreign Language* (4th ed.).

VOCABULARY

Cheryl Boyd Zimmerman is a Professor at California State University, Fullerton. She specializes in second-language vocabulary acquisition, an area in which she is widely published. She teaches graduate courses on second-language acquisition, culture, vocabulary, and the fundamentals of TESOL and is a frequent invited speaker on topics related to vocabulary teaching and learning. She is the author of *Word Knowledge: A Vocabulary Teacher's Handbook* and Series Director of *Inside Reading*, *Inside Writing*, and *Inside Listening and Speaking*, all published by Oxford University Press.

ASSESSMENT

Lawrence J. Zwier holds an M.A. in TESL from the University of Minnesota. He is currently the Associate Director for Curriculum Development at the English Language Center at Michigan State University in East Lansing. He has taught ESL/EFL in the United States, Saudi Arabia, Malaysia, Japan, and Singapore.

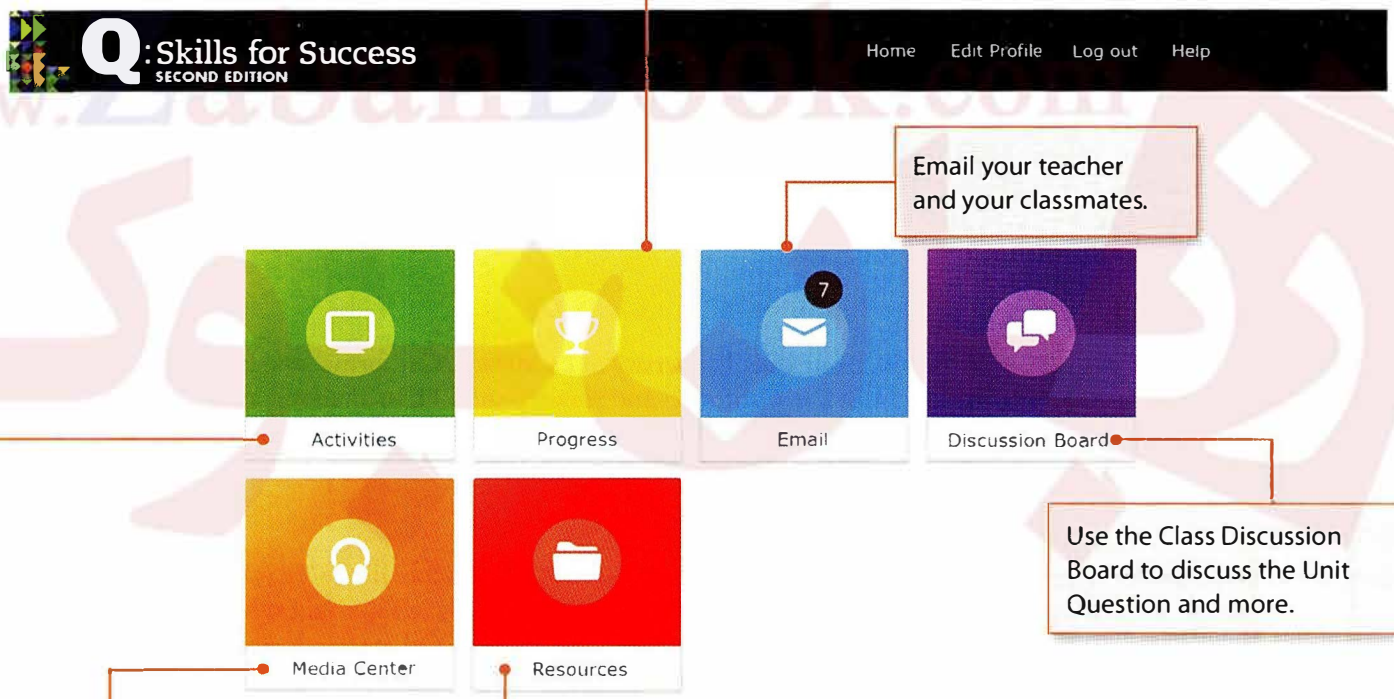
www.ZabanBook.com
زبان بوک

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.

Activities include
- Additional **practice** and support
- **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.



Email your teacher and your classmates.

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.

www.ZabanBook.com
زبان بوک

SEE THE INSIDE FRONT COVER FOR HOW TO REGISTER FOR *iQ ONLINE* FOR THE FIRST TIME.

Take Control of Your Learning

You have the choice of where and how you complete the activities. Access your activities and view your progress at any time.

Your teacher may

- assign *iQ Online* as homework,
- do the activities with you in class, or
- let you complete the activities at a pace that is right for you.

iQ Online makes it easy to access everything you need.

Pronunciation -ed endings

There are three ways to pronounce the *-ed* ending of a simple past verb.

/t/	/d/	/ɪd/
walked	liked	traveled
loved	visited	wanted

A. Listen to the sentences. Circle the sound that you hear at the end of the verb. Then practice the sentences with a partner.

They collected shells.

1. They collected shells on the beach in Oman. /t/ /d/ /ɪd/
2. We tried to go to the Natural History Museum. /t/ /d/ /ɪd/
3. He shopped all afternoon. /t/ /d/ /ɪd/
4. We started our tour at noon. /t/ /d/ /ɪd/
5. I worked in Dubai last year. /t/ /d/ /ɪd/
6. Heavy traffic caused problems in Los Angeles. /t/ /d/ /ɪd/

B. Write four sentences about a special city. Use verbs from the box.

enjoyed	needed	shopped	stayed	visited
liked	relaxed	started	tried	wanted

1. _____
2. _____
3. _____
4. _____

C. Read your sentences from Activity B to a partner. Circle the sounds you hear in your partner's sentences.

1. /t/ /d/ /ɪd/ 3. /t/ /d/ /ɪd/
2. /t/ /d/ /ɪd/ 4. /t/ /d/ /ɪd/

iQ ONLINE D. Go online for more practice with -ed endings.

Listening and Speaking 131

Notice the icon. It directs you to the online materials linked to the Student Book activities.

Set Clear Goals

STEP 1 If it is your first time, look through the site. See what learning opportunities are available.

STEP 2 The Student Book provides the framework and purpose for each online activity. Before going online, notice the goal of the exercises you are going to do.

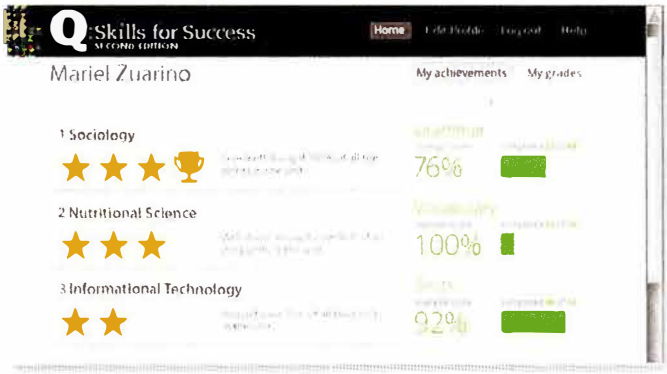
STEP 3 Stay on top of your work, following the teacher's instructions.

STEP 4 Use *iQ Online* for review. You can use the materials any time. It is easy for you to do follow-up activities when you have missed a class or want to review.

Manage Your Progress

The activities in *iQ Online* are designed for you to work independently. You can become a confident learner by monitoring your progress and reviewing the activities at your own pace. You may already be used to working online, but if you are not, go to your teacher for guidance.

Check 'View Reports' to monitor your progress. The reports let you track your own progress at a glance. Think about your own performance and set new goals that are right for you, following the teacher's instructions.



iQ Online is a research-based solution specifically designed for English language learners that extends learning beyond the classroom. I hope these steps help you make the most of this essential content.

Chantal Hemmi, EdD TEFL
Center for Language Education and Research
Sophia University, Japan

www.ZabanBook.com
زبان بوک

VOCABULARY LIST AND CEFR CORRELATION

The keywords of the **Oxford 2000** have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness.

AWL **The Academic Word List** is the most principled and widely accepted list of academic words. Averil Coxhead gathered information from academic materials across the academic disciplines to create this word list.

The Common European Framework of Reference for Languages (CEFR) provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: **A1**, **A2**, **B1**, **B2**, **C1**, **C2**. CEFR leveling provided by the Word Family Framework, created by Richard West and published by the British Council. http://www.learnenglish.org.uk/wff/

UNIT 1

belong to *(v.)*, A2
club *(n.)*, A1
collect *(v.)*, A1
good at *(phr.)*, A1
interested in *(phr.)*, A2
team *(n.)* AWL, A1

UNIT 2

active *(adj.)*, A1
community *(n.)* AWL, A1
foreign language *(n.)*, A1
Internet *(n.)*, A1
skill *(n.)*, A1
special *(adj.)*, A1

UNIT 3

avoid *(v.)*, A1
flavor *(n.)*, B1
social *(adj.)*, A1

UNIT 4

exhibition *(n.)* AWL, A2
modern *(adj.)*, A1
nature *(n.)*, A1
path *(n.)*, A1
relaxing *(adj.)* AWL, B1

UNIT 5

comfortable *(adj.)*, A2
condition *(n.)*, A1
demand *(n.)*, A1
entertainment *(n.)*, B1
increase *(v.)*, A1
location *(n.)* AWL, A2
noisy *(adj.)*, A2
private *(adj.)*, A1
rent *(n.)*, A2

UNIT 6

at least *(adv.)*, A2
energy *(n.)* AWL, A1
habit *(n.)*, B1
lonely *(adj.)*, B1
manage *(v.)*, A1
prepare *(v.)*, A1
reduce *(v.)*, A1
regularly *(adv.)*, A1
stress *(n.)* AWL, A2

UNIT 7

average *(adj.)*, A2
climate *(n.)*, B1
create *(v.)* AWL, A1
culture *(n.)* AWL, A1
improve *(v.)*, A1
lecture *(n.)* AWL, B1
opportunity *(n.)*, A1
recently *(adv.)*, A1
resident *(n.)* AWL, A2
sight *(n.)*, B1
variety *(n.)*, A1
view *(n)*, A1

UNIT 8

die *(v.)*, A1
discover *(v.)*, A1
distance *(n.)*, A1
government *(n.)*, A1
literature *(n.)*, A2
novel *(n.)*, A2
politics *(n.)*, A1
star *(n.)*, A1
universe *(n.)*, B1

www.ZabanBook.com زبان بوک

Q: Skills for Success

SECOND EDITION

Think critically. Succeed academically.

Q: Skills for Success, Second Edition is a six-level series with two strands, *Reading and Writing* and *Listening and Speaking*.

Academic Readiness

New note-taking skills, an extended writing syllabus, and authentic video in every unit equip students for academic success.

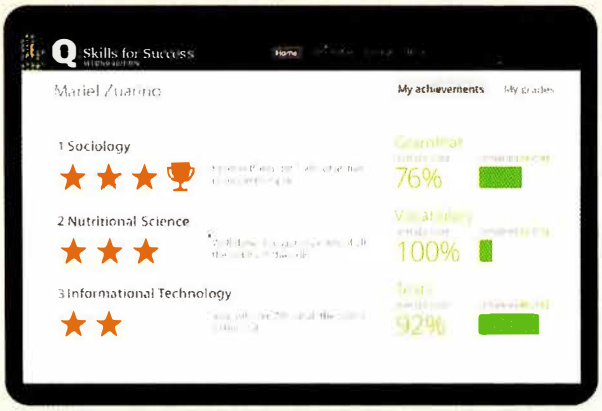
Measurable Progress

Clearly stated unit objectives motivate students to achieve their language learning goals, while online tools enable teachers to track class progress.

Blended Learning

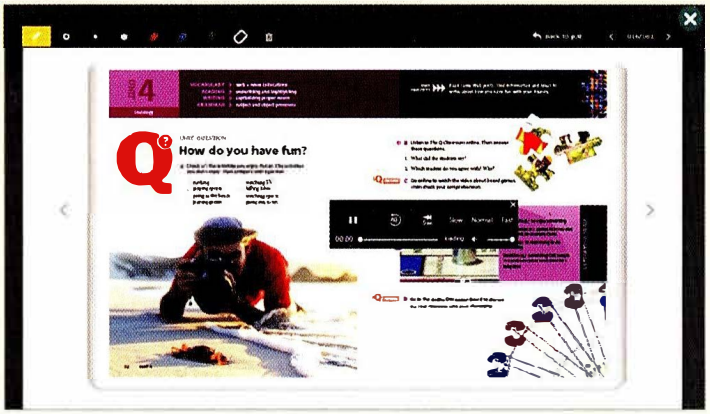
For Students

iQ Online course content has been researched, developed and tested to fit the needs of English language learners.



For Teachers

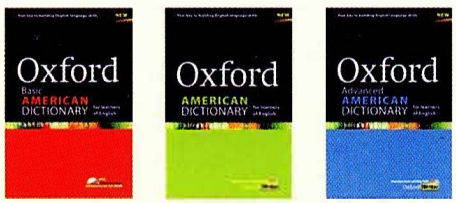
iTools classroom presentation tool increases engagement in lessons and reduces your prep time.



www.ZabanBook.com
زبان بوک
SHAPING learning TOGETHER

OXFORD
UNIVERSITY PRESS

www.oup.com/elt



www.oxfordlearnersdictionaries.com

CEFR
B1
A2
A1

ISBN 978-0-19-481807-0
9 780194 818070