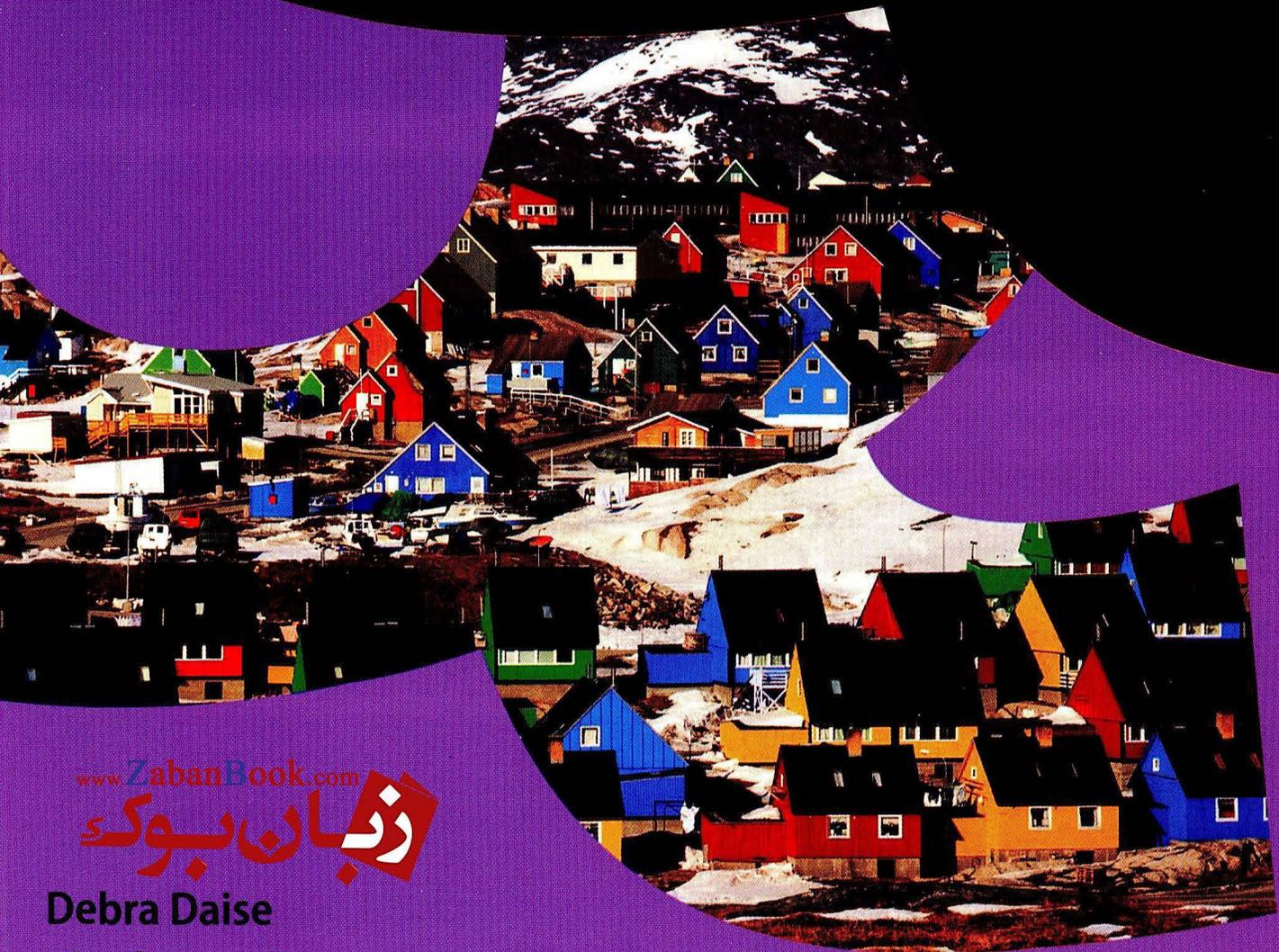


SECOND
EDITION

4

Q: Skills for Success

READING AND WRITING



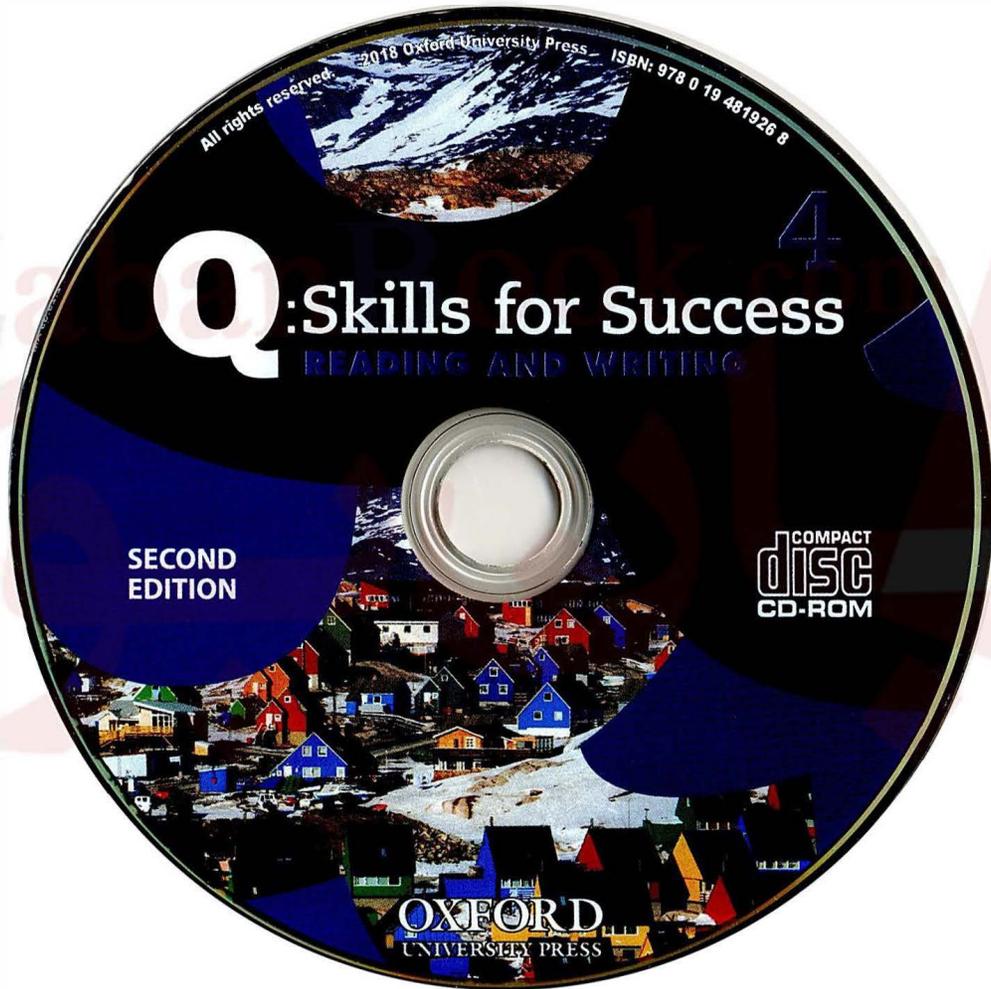
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Debra Daise

Charl Norloff

OXFORD



READING	▶	previewing and predicting
VOCABULARY	▶	using the dictionary
WRITING	▶	organizing and developing an essay
GRAMMAR	▶	restrictive relative clauses

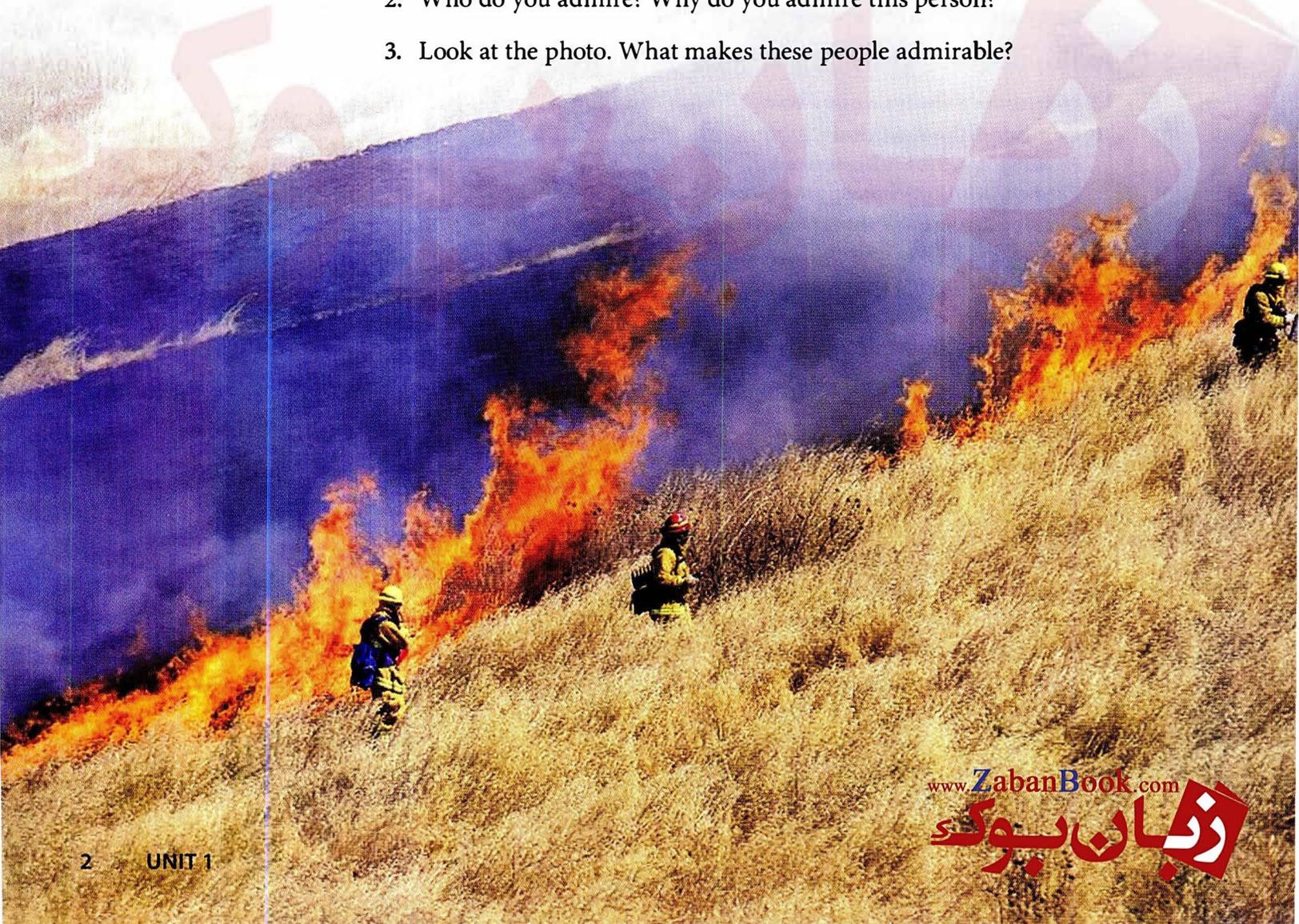


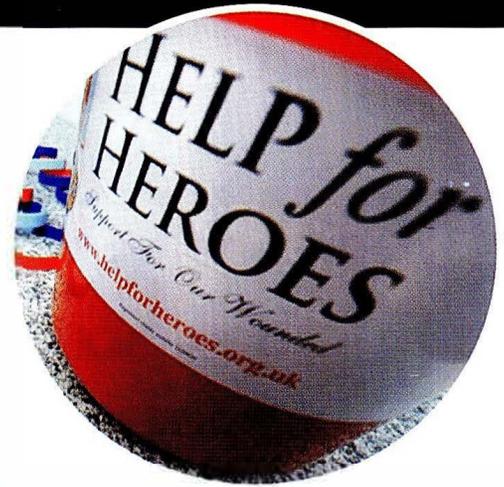
UNIT QUESTION

What makes someone admirable?

A Discuss these questions with your classmates.

1. Why do we like to read stories about admirable people?
2. Who do you admire? Why do you admire this person?
3. Look at the photo. What makes these people admirable?





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

1. Marcus says admirable people are brave and sacrifice themselves. What two examples does he give? Sophy says regular people can also be admirable. What examples does she give? What do you think makes someone admirable?
2. What qualities of an admirable person do Felix and Sophy discuss? Which qualities are most important in your opinion?

iQ ONLINE

C Go online to watch the video about the “big tipper.” Then check your comprehension.



tuition (n.) the money that you pay to be taught, especially in a college or university

knight in shining armor (n.) a person who rescues another

tip (n.) a piece of information to help someone do something

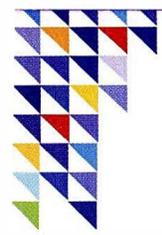
tip (n.) money given to someone who performs a service for another

VIDEO VOCABULARY

iQ ONLINE

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





E Many different kinds of people have spoken about admirable qualities. Read the quotations below and discuss the following questions with a partner.

1. What does each quotation mean?
2. Do you agree with the quotation? Why or why not?

Words of Wisdom

1. Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.
—Mark Twain, American author

2. No person was ever honored for what he received. Honor has been the reward for what he gave.
—Calvin Coolidge, American President

3. We must always remember with gratitude and admiration the first sailors who steered their vessels through storms and mists, and increased our knowledge of the lands of ice in the South.
—Roald Amundsen, Norwegian explorer

4. I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.
—Maya Angelou, American author

F What qualities do you wish you had? In the chart, write down each quality and someone you know who has it. Share your ideas with your partner.

Quality	Name of person who has the quality



READING

READING 1 | We All Need a Role Model

UNIT OBJECTIVE

You are going to read an essay about role models. Use the essay to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

Reading Skill | Previewing and predicting

Tip for Success

When you write a research paper, you need to get information from a variety of sources. Previewing many books and articles will help you decide which ones are important for your research.

When you **preview** a text, you look through it quickly to learn general information.

To preview:

- Read the title of the text.
- Look at any charts, graphs, pictures, or captions.
- Skim the text for subheadings. Subheadings indicate important ideas that will be developed in the text.

Previewing will help you **predict** what the text is about and prepare you to better understand it.

A. PREVIEW Read the title of the essay and look at the pictures. Write two things you think the text might be about.

1. _____
2. _____

B. Skim the essay and read the subheadings. Then look at the pairs of ideas below. Check (✓) one idea in each pair that you think might be developed in the text.

1. the qualities of role models
 a description of a specific role model
2. how people become role models
 what people may be role models
3. how role models can inspire us
 how we can inspire others
4. why role models do wrong things
 how role models learn from mistakes



C. Go online for more practice with previewing and predicting.

D. QUICK WRITE What qualities should a good role model possess? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

E. VOCABULARY Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

achievement (n.) 🔑	embody (v.)
acknowledged (for) (adj.) 🔑	inclined (adj.)
adversity (n.)	inherently (adv.)
aspire to (phr. v.)	pursue (v.) 🔑
confront (v.) 🔑	resolve (n.) 🔑
constrained (adj.)	version (n.) 🔑

🔑 Oxford 3000™ words

F. Go online to listen and practice your pronunciation.

WORK WITH THE READING

- 🔊 **A.** Read the essay and gather information about what makes someone admirable.

We All Need a Role Model

- 1 Who do you turn to when you have a problem or don't know how to do something? If you have someone to help you, you are lucky. If you have someone who takes a personal interest in helping you, you are luckier still. You have a role model.

Definition of a Role Model

- 2 Just what is a role model? First, let's recognize what it is not. It is not necessarily the smartest, strongest, or most successful person you know—although it could be. A role model is a person who has the characteristics you want for yourself and who can help you

develop those traits. In other words, a role model both **embodies** positive qualities and teaches others, directly or through example.

Who Can Be a Role Model?

- 3 For most of us, our parents are our first role models. From when we are young children, they help us learn how to interact with other people—how to share, how to ask for what we need, and how to disagree without hurting someone. They are **inherently** interested in us and want us to do well. Furthermore, our parents teach us how to be adults in our society. A mother demonstrates to her daughters how to be a daughter, a woman, a wife, and a mother. Lessons learned from our parents will stay with us throughout our lives.

- 4 Other family members also serve as role models. Grandparents, uncles and aunts, cousins, and even siblings can show us how to manage our daily lives. Other obvious candidates include teachers and community leaders.
- 5 Sometimes we find role models in unexpected places. A family story might inspire us to have the same generosity as our grandfather had. We might see a young child fall, pick herself up, fall again, and pick herself up again. Her **resolve** might inspire us to continue in our own struggles, just as she learns to stand, keep her balance, and take a step. We might even find a model within ourselves, remembering back to a time when we were brave, or imagining a different **version** of ourselves who has the quality we desire.

What Role Models Do

- 6 Besides showing us how to do different things, a good role model also inspires us to **pursue** our dreams and **achievements**. A wise lawyer may inspire one person to study law, while a competent, compassionate physician may lead another person to the medical profession. Role models should empower others to become good parents, leaders, and members of society, and to internalize the qualities that they value. Therefore, role models must do the right thing, even when no one is watching, even when they won't be **acknowledged for** what they have done.

When Things Go Wrong

- 7 It is easy to be a role model when everything is going well, but it is perhaps more important to be a role model when things go wrong. A role model can show us how to handle **adversity**. For instance, we all make mistakes, but what do we do when we realize that we have made one? Do we try to hide it or pretend that it never happened? Are we **inclined** to look for someone to blame? Do we get angry?

- 8 A role model can show us how to deal with mistakes. A parent or teacher can help us repair any damage that was done or soothe any feelings that were hurt. He or she can listen to us, advise us on alternative courses of action, and support us as we make amends. The example of a community leader might serve to guide us toward appropriate action, encouraging us to imagine what he would do in our circumstances.



A role model shows us how to do different things and how to handle adversity.

- 9 Other situations that we might find ourselves in include dealing with stress, illness, or other misfortunes. **Confronting** these predicaments and overcoming them is made easier by the knowledge that people we admire and respect have faced similar conditions. Asking ourselves what they would do might help us be brave for a little while longer or figure out how to deal with life when we feel **constrained** by difficulties.
- 10 We need role models throughout our lives, and we only need to look around us to find someone who has experienced what we are going through, who has faced difficult decisions, or who has accomplished something we **aspire to** do. Sometimes we only have to look as far as the mirror to see a role model for our children, our neighbors, or even ourselves. Who is your role model? Maybe it is time to say thank you.

**Vocabulary
Skill Review**

Remember to read the whole sentence and consider the *context*. This can help you identify the correct meaning of a word.

B. VOCABULARY Here are some words and phrases from Reading 1. Read the sentences. Then write each bold word or phrase next to the correct definition. You may need to change verbs to their base form.

1. My father **embodies** the quality of honesty; he never tells a lie.
 2. The best athletes have the **resolve** to keep trying even when everything looks hopeless.
 3. I will **pursue** my goal to be an engineer even though it will be difficult.
 4. Winning the competition was an incredible **achievement** for such a young player.
 5. When you set goals, don't be **constrained** by your present situation. If you can dream it, you can do it.
 6. The athlete is suffering with a long-term injury, but he still **aspires to** race at the Olympics.
 7. Skydiving is an **inherently** dangerous sport.
 8. We all want to be **acknowledged for** our good deeds and the things we do to help others.
 9. He had a hard life, but the **adversity** and challenges he faced made him a stronger person.
 10. She had to **confront** the problem even though she was frightened.
 11. I prefer my usual routine and am not **inclined** to try new things.
 12. The first witness's **version** of the accident was quite different from the second witness's version.
- a. _____ (*adj.*) recognized or shown appreciation for something
 - b. _____ (*n.*) a strong determination to do something
 - c. _____ (*adv.*) being a basic part of something that cannot be removed
 - d. _____ (*phr. v.*) to have a strong desire to do or become something
 - e. _____ (*adj.*) limited by something or someone
 - f. _____ (*n.*) a form of something that is different from another form of the same thing
 - g. _____ (*n.*) something that has been done successfully, especially through hard work or skill

- h. _____ (v.) to deal with a problem or difficult situation
- i. embody (v.) to represent an idea or quality
- j. _____ (adj.) wanting to do something
- k. _____ (n.) a difficult or unpleasant situation
- l. _____ (v.) to try to achieve something over a period of time



C. Go online for more practice with the vocabulary.

D. Answer these questions.

1. What is the main idea of the essay? Write it in a complete sentence.

2. The main idea is found in two places. Where did you find the main idea?

E. Read the sentences. Number the main ideas in the order they are developed in the essay. (Use the subheadings in the essay to help you.)

- ___ a. Role models can show us how to deal with mistakes.
- ___ b. Role models can show us how to deal with problems.
- 1 c. A role model is a person with qualities that other people want to have.
- ___ d. Role models inspire us to develop our talents and abilities.
- ___ e. Many different kinds of people are role models.

F. Answer these questions.

1. Who are some of the people that can be role models?

2. How can a lawyer or doctor serve as a role model?

3. How can a role model help us deal with mistakes?

4. When is another time role models might help us?

G. Write *T* (true) or *F* (false) for each statement. Then correct each false statement to make it true. Write the paragraph number where you found information to support your answer.

___ 1. A role model is sometimes the most successful person you know.
(paragraph ___)

___ 2. A teacher is usually our first role model.
(paragraph ___)

___ 3. A young child can be a role model.
(paragraph ___)

___ 4. A role model is supposed to do the right thing.
(paragraph ___)

___ 5. A role model never makes mistakes.
(paragraph ___)

___ 6. We need role models only when we confront adversity.
(paragraph ___)

___ 7. It's hard to find a role model.
(paragraph ___)

___ 8. You can be your own role model.
(paragraph ___)

H. Complete the chart with two more people the essay identified as role models and what they can teach us.

Role models	What they can teach us
1. parents	1. how to interact with other people: -how to share -how to ask for what we need -how to disagree without hurting someone 2. how to be adults in our society
2.	
3.	



I. Go online to read *Taking Responsibility for Your Actions* and check your comprehension.



WRITE WHAT YOU THINK

A. Discuss these questions in a group.

1. Do athletes make good role models? Why or why not?
2. Who are you a role model for?
3. Imagine yourself 20 years from now. What would you like to hear people saying about you? What can you do between now and then so that people will say that?

B. Choose one question and write a paragraph in response. Look back at your Quick Write on page 6 as you think about what you learned.



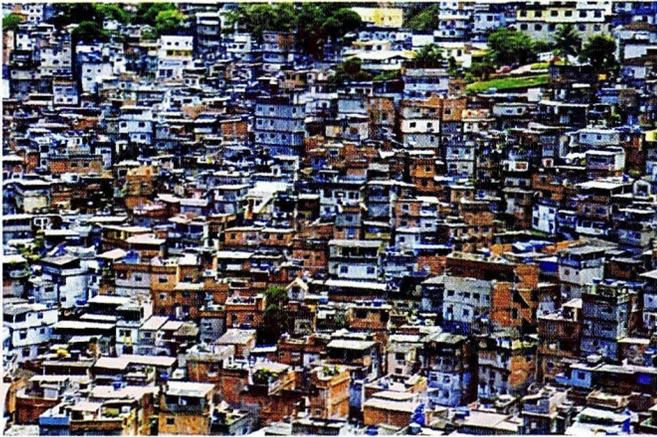
WORK WITH THE READING

- 🔊 A. Read the article and gather information about what makes someone admirable.

Search for 100 Real-Life Heroes

Indian Journalist Tithiya Sharma Visits 45 Countries over Two Years to Find Local Champions

by Kate Hodal and Tom Phillips



City of God favela in Rio de Janeiro, Brazil

- 1 Heroes are normally the stuff of mythology. But for Tithiya Sharma, whose journey to find them took two years and spanned 45 countries across six continents, heroes are part of everyday life.
- 2 Sharma spent the two years looking for 100 **inspirational** figureheads¹, community leaders, and social workers.
- 3 The only requirement? That these heroes were changing the future of their countries, from the clean boulevards of the west to the most **underprivileged** and conflict-ridden corners of the developing world.

- 4 Calling her quest the 100 Heroes Project, the New Delhi-born former journalist left the newsrooms of Mumbai, formerly Bombay, in May 2010 and in December 2011 touched down in South America, on one of the final stops on her global tour.
- 5 “I’d become so used to being a journalist in India, making really good money, renting a fancy apartment in the most expensive part of Bombay,” says Sharma, 29, on her way to meet her latest hero in Rio de Janeiro’s **notorious** City of God favela².
- 6 “It was such an easy trap to fall into and I knew that if I was going to make a change it had to be something really **drastic**. So I quit my job, sold all my stuff, moved back in with my parents, and decided I wanted to do this.”
- 7 “This” means **navigating** her way alone through some of the world’s trickiest corners, often with little more than a scrap of paper and some scribbled notes as her guide.
- 8 Sharma has no set **criteria** for her heroes, whom she finds by using Internet search engines and then relying on local contacts to determine the area’s most **pressing** issues.
- 9 “What makes a hero, anyway? Is it that you’re helping 1,000 people or two people?” she asks. “If you help the life of one single person but in a really meaningful way, I think you’re a hero.”

¹ figureheads: people in a high position in a country or organization but who have no real power or authority

² favela: a poor area in or near a Brazilian city, with many houses that are close together and in bad condition

E. Complete the chart with the main idea of each paragraph.

Para.	Topic	Main idea
1	introduction	<i>Pretend play is an important activity for a child's development.</i>
2	the benefits of pretend play	
3	pretend play and the ability to self-regulate	
4	children's ability to control their behavior	
5	why private speech helps children learn to self-regulate	<i>Private speech helps children learn to self-regulate because they talk about what they are going to do and how.</i>
6	ways children play today	
7	behavior of children today versus in the past	
8	conclusion	

F. The author cites research studies to support his ideas about pretend play. Answer the questions about those studies. For questions 1–9, write the paragraph number where you found the answer.

1. What are the names of the scientists who have been instrumental in promoting the importance of pretend play? (para. ____)

2. What fields of study are they in? (para. ____)

3. What did researchers ask a group of four-year-old children to do? (para. ____)

4. How were the children able to increase the time they were able to stand still to four minutes? (para. ____)



WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 220 as you think about what you learned.

1. What effects might the inability to self-regulate have on children later in life? Give specific examples to support your answer.
2. Some educators believe that children have enough time to play at home, so they don't need to spend time in school playing. How might the author of Reading 2 respond to this belief?

B. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.

1. In Reading 1, Stuart Brown stresses the value of play throughout our lives. Do you think the type of play mentioned in Reading 2 is also important to adults? Why or why not?
2. In schools in many countries, children are spending more and more time studying and less time playing. Is this healthy or unhealthy in your opinion? Why?

Critical Thinking Tip

Question 2 in Activity A asks you to imagine, or **hypothesize**, what the author might say. Hypothesizing is what scientists do when they take all the information they know and try to come up with new ideas or explanations.

Vocabulary Skill Collocations with prepositions

There are several common collocation patterns with prepositions that are important to recognize and learn.

Verb + preposition

- By playing, we **learn about** the mystery and excitement that the world can hold.

Verb + object + preposition

- The demands of daily living seem to **rob us of** the ability to play.

Adjective + preposition

- At some point as we get older, we are made to feel **guilty about** playing. Children are building both language skills and social skills while they are **involved in** complex pretend play.

Noun + preposition

- The beneficial **effects of** getting just a little true play can spread through our lives.

Many verbs, adjectives, and nouns are followed by only one preposition. Others can be followed by various prepositions with different uses or meanings.

D. 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—Why is it important to play? Is your answer different now than when you started the unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

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

Nouns

ability (to) 
 catalyst
 effect (of) 
 skeptic
 therapy

Verbs

concentrate (on)  **AWL**
 conduct  **AWL**
 incorporate (...into) **AWL**
 inhibit **AWL**
 learn (about) 
 regulate **AWL**
 represent (...for) 
 strive
 work (with) 

Phrasal Verbs

engage in 
 give in to
 rob...of

Adjectives

beneficial **AWL**
 complex  **AWL**
 concerned (about) 
 conflicted **AWL**
 evident **AWL**
 grim
 guilty (about) 
 innovative **AWL**
 involved (in)  **AWL**
 mundane
 predetermined

rigid **AWL**
 structured  **AWL**
 subtle
 vital (for) 

Adverbs

consequently **AWL**
 impulsively

Subordinators

although 
 despite the fact
 that  **AWL**
 even though
 though 
 while 

 Oxford 3000™ words

AWL Academic Word List

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

READING	<input type="checkbox"/>	I can identify counterarguments and refutations. (pp. 218–219)
VOCABULARY	<input type="checkbox"/>	I can use collocations with prepositions. (p. 226)
WRITING	<input type="checkbox"/>	I can write a persuasive essay. (p. 228)
GRAMMAR	<input type="checkbox"/>	I can use adverb clauses of concession. (p. 233)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to write a persuasive essay about how video games are helpful or harmful to children.

HOW TO USE iQ ONLINE

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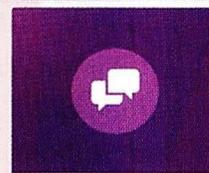
Activities



Progress



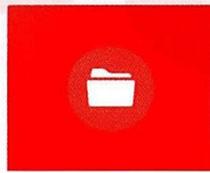
Email



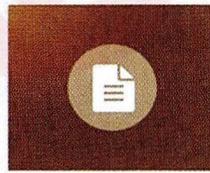
Discussion Board



Media Center



Resources



Writing Tutor

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.

The Writing Tutor gives writing support inside and outside of the classroom.

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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

READING

READING 1 | Eating Well: Less Science, More Common Sense

UNIT 3: OBJECTIVE You are going to read an article from a health magazine about ways that we can eat well. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. PREVIEW Read the title and look at the pictures. Answer these questions.

1. Does the author think science should help us choose the foods we eat?

2. What suggestions for eating well do you think the author will talk about?

B. QUICK WRITE How do you know what to eat? Do you pay attention to scientific studies about food? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

C. VOCABULARY Check (✓) the words you know. Use a dictionary to define any new or unknown words. Then discuss how the words will relate to the unit with a partner.

access (n.)	expert (n.)
approach (n.)	finding (n.)
benefit (n.)	link (n.)
challenge (v.)	participate (v.)
eliminate (v.)	physical (adj.)
encourage (v.)	practical (adj.)

Oxford 3000™ words

iQ ONLINE Go online to listen and practice your pronunciation.

Reading and Writing 125

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

Skills for Success SECOND EDITION

Home Edit profile Log out Help

Marisel Zuarino My achievements My grades

1 Sociology ★★★★★ Excellent! You got 100% of all the points in the unit.	Grammar completed 23 of 44 76%
2 Nutritional Science ★★★★★ Well done! You got over 90% of all the points in the unit.	Vocabulary completed 12 of 12 100%
3 Informational Technology ★★★ You got over 70% of all the points in the unit.	Tests completed 46 of 54 92%

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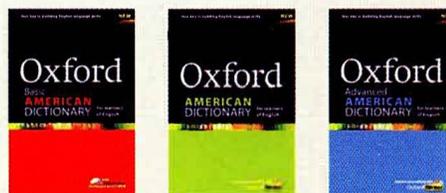
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