

SECOND
EDITION

5

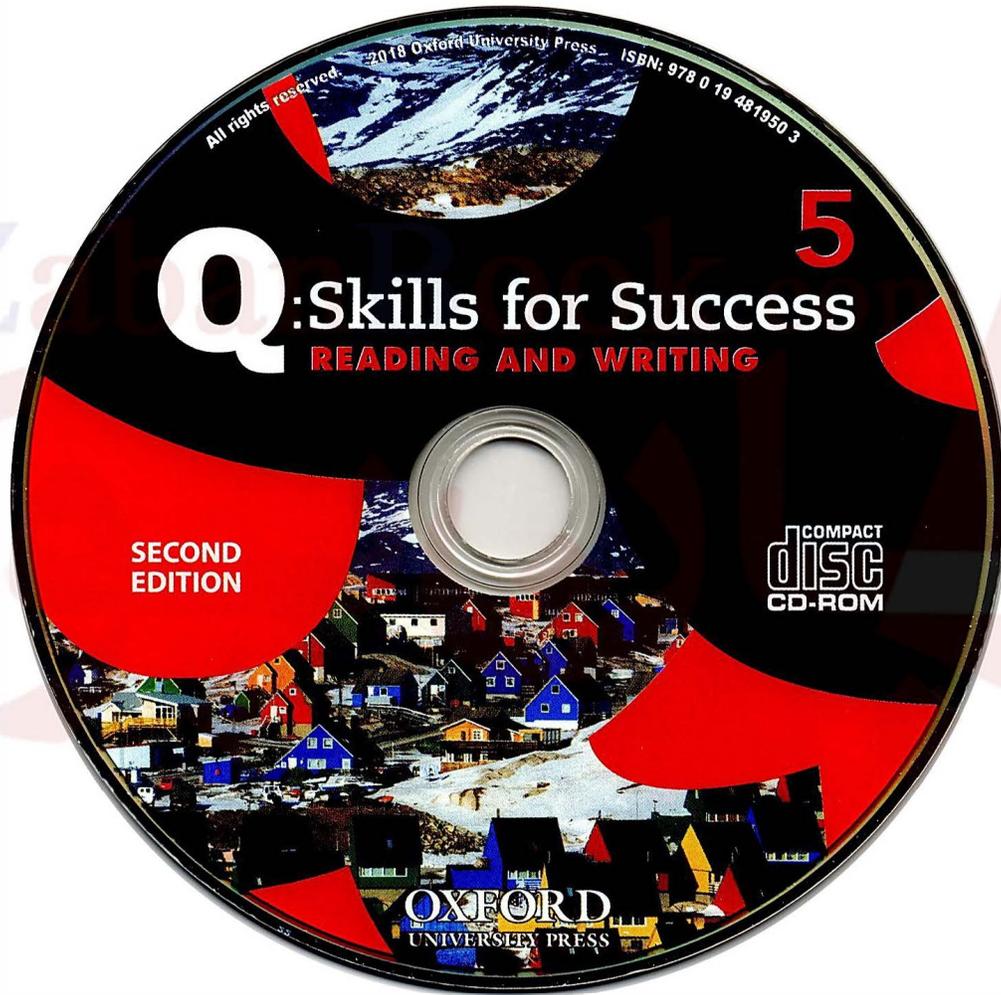
Q: Skills for Success

READING AND WRITING

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Nigel A. Caplan
Scott Roy Douglas

OXFORD



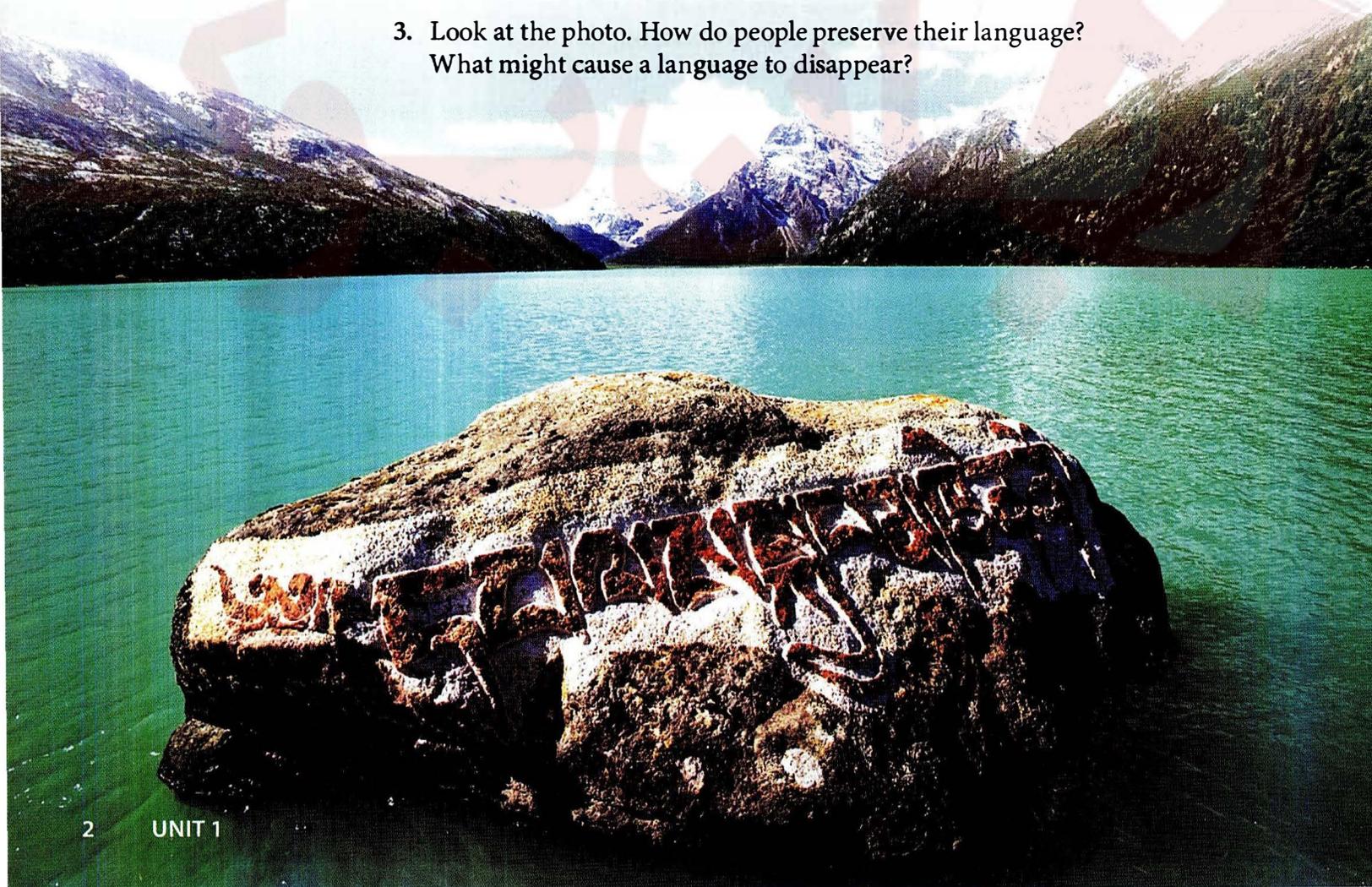
READING	▶	distinguishing main ideas from details
VOCABULARY	▶	using a thesaurus
WRITING	▶	writing an extended definition
GRAMMAR	▶	contrast and concession connectors

UNIT QUESTION

Q What happens when a language disappears?

A Discuss these questions with your classmates.

1. Which languages can you speak? Which one is spoken by the most people? What other languages would you like to learn? Why?
2. Do you think your identity is connected to the language that you speak? Why or why not?
3. Look at the photo. How do people preserve their language? What might cause a language to disappear?





Read an article from a government website and a book excerpt. Gather information and ideas to develop an extended definition of a word or concept from another language or culture.



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

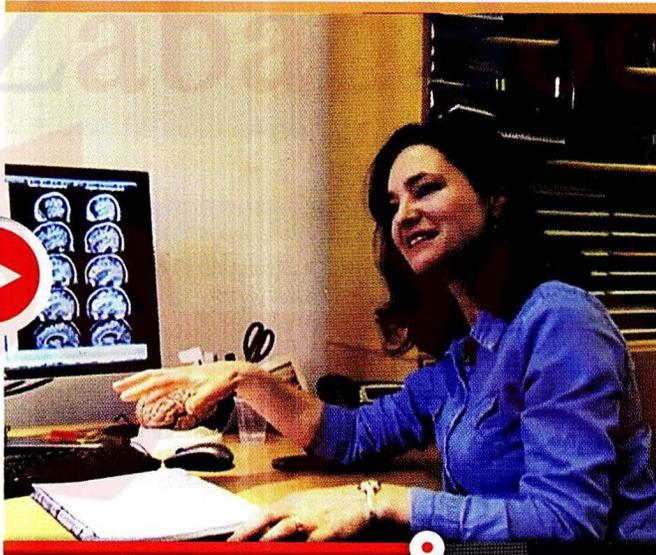
1. Why does Sophy think that languages are never lost?
2. Why do her classmates disagree with her?

iQ ONLINE

C Go online to watch the video about how language works in the brain. Then check your comprehension.

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integral (*adj.*) being an essential part of something

MRI (*n.*) magnetic resonance imaging, a method of using a strong magnetic field to produce an image of the inside of a person's body

psycholinguist (*n.*) a scientist who studies how the mind processes and produces language

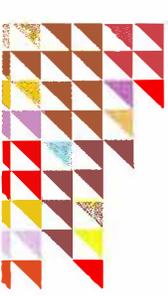
superimpose (*v.*) to put one image on top of another so that the two can be seen combined

VIDEO VOCABULARY

iQ ONLINE

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

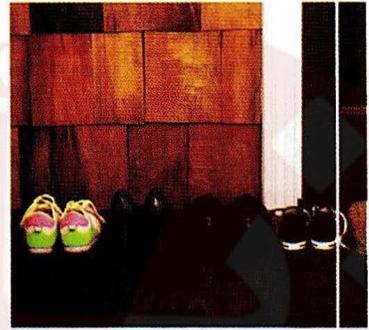
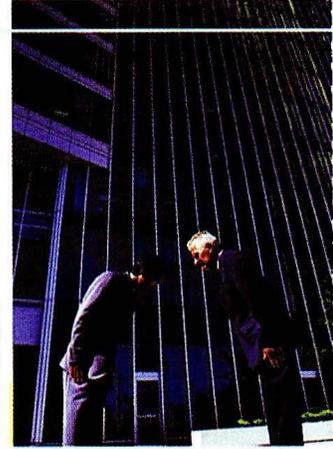




E Work with a partner. Read the customs from various countries. Decide where each custom belongs in the chart and write its letter. Then add your own examples.

CUSTOMS QUIZ

- a. In Bulgaria, shaking your head back and forth means “yes,” and up and down means “no.”
- b. In South Korea, it is polite to leave some rice at the bottom of your bowl.
- c. In France, people kiss on the cheek—sometimes three or four times—to greet each other.
- d. In the US, it can be threatening to stand closer than 18 inches to someone you don’t know very well.
- e. In Japan, it is rude to wear your shoes inside someone’s house.



Feature of Culture	Custom/Behavior	Your Example
1. Greetings	c	<i>A firm handshake is considered professional in the United States.</i>
2. Styles of dress		
3. Personal space		
4. Gestures		
5. Politeness		

F Discuss these questions with a partner.

1. Do you think that any of the various customs listed in Activity E are related to language? Which ones? Why or why not?
2. How does your behavior change when you speak a different language?



READING

READING 1 | History of the Maori Language



You are going to read a page from the New Zealand government's History Online website that describes the history of the Maori language. The Maori are the indigenous people (original inhabitants) of New Zealand. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. PREVIEW Skim the Web page. Answer these questions.

1. Who is the Web page written for?
2. Where in the text do you expect to find the main ideas?

B. QUICK WRITE How can indigenous (native) languages be protected? Write for 5–10 minutes in response. Remember to use this section for your Unit Assignment.

C. 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.

assimilate (v.)	oblige (v.)
confine (v.)	persist (v.)
divorced from (phr.)	predominant (adj.)
ethnicity (n.)	revival (n.)
initiative (n.)	suppress (v.)
integral (adj.)	target (v.)

Oxford 3000™ words



D. Go online to listen and practice your pronunciation.



WORK WITH THE READING

- 🔊 A. Read the Web page and gather information on what happens when a language disappears.

History of the Maori Language

Decline and revival

- 1 In the last 200 years, the history of the Maori language (*te reo Maori*) has been one of ups and downs. At the beginning of the 19th century, it was the **predominant** language spoken in *Aotearoa* (the Maori name for New Zealand). As more English speakers arrived in New Zealand, the Maori language was increasingly confined to Maori communities. By the mid-20th century, there were concerns that the language was dying out. Major **initiatives** launched from the 1980s have brought about a **revival** of the Maori language. In the early 21st century, more than 130,000 people of Maori **ethnicity** could speak and understand Maori, one of the three official languages of New Zealand.

Maori: A common means of communication

- 2 For the first half century or so of the European settlement of New Zealand, the Maori language was a common way of communicating. Early settlers¹ had to learn to speak the language if they wished to trade with Maori because settlers were dependent on Maori for many things at this time.
- 3 Up to the 1870s, it was not unusual for government officials, missionaries,



Aotearoa (New Zealand)

and prominent *Pakeha*² to speak Maori. Their children often grew up with Maori children and were among the most fluent European speakers and writers of Maori. Particularly in rural areas, the interaction between Maori and Pakeha was constant.

Korero Pakeha (“Speak English!”)

- 4 Pakeha were in the majority by the early 1860s, and English became the dominant language of New Zealand. Increasingly, the Maori language **was confined** to Maori communities that existed separately from the Pakeha majority.
- 5 The Maori language was not understood as an essential expression and envelope³ of Maori culture, important for the Maori

¹ **settler**: a person who goes to live in a new country

² **Pakeha**: Maori word for people who were originally from Europe and also for the English language. Today it refers to any non-Maori.

³ **envelope**: a container, used metaphorically to suggest that a language might contain information about a culture

in maintaining their pride and identity as a people. Maori was now officially discouraged. Many Maori themselves questioned its relevance in a Pakeha-dominated world where the most important value seemed to be to get ahead as an individual.

- 6 The Maori language was **suppressed** in schools, either formally or informally, so that Maori youngsters could **assimilate** with the wider community. Some older Maori still recall being punished for speaking their language. Many Maori parents encouraged their children to learn English and even to turn away from other aspects of Maori custom. Increasing numbers of Maori people learned English because they needed it in the workplace or places of recreation such as the football field. “Korero Pakeha” (Speak English) was seen as essential for Maori people.

A language lives

- 7 Despite the emphasis on speaking English, the Maori language **persisted**. Until the Second World War⁴ most Maori spoke Maori as their first language. They worshipped⁵ in Maori, and Maori was the language of the *marae*⁶. Political meetings were conducted in Maori, and there were Maori newspapers and literature. More importantly, it was the language of the home, and parents could pass on the language to their children.

The lure of the city

- 8 The Second World War brought about momentous⁷ changes for Maori society. There was plenty of work available in towns and

cities due to the war, and Maori moved into urban areas in greater numbers. Before the war, about 75 percent of Maori lived in rural areas. Two decades later, approximately 60 percent lived in urban centers.

- 9 English was the language of urban New Zealand—at work, in school, and in leisure activities. Maori children went to city schools where Maori was unheard of in teaching programs. The new, enforced contact of large numbers of Maori and Pakeha caused much strain and stress, and the language was one of the things to suffer.
- 10 The number of Maori speakers began to decline rapidly. By the 1980s, less than 20 percent of Maori knew enough of their traditional language to be regarded as native speakers. Even for those people, Maori was ceasing to be the language of everyday use in the home. Some urbanized Maori people became **divorced from** their language and culture. Others maintained contact with their original communities, returning for important *hui* (meetings) and *tangihanga* (funerals) or allowing the *kaumatua* (elders) at home to adopt or care for their children.

Seeds of change

- 11 From the 1970s, many Maori people reasserted⁸ their identity as Maori. An emphasis on the language as an **integral** part of Maori culture was central to this. Maori leaders were increasingly recognizing the dangers of the loss of Maori language. New groups emerged that were committed to strengthening Maori culture and the language.

⁴ Second World War: also called World War II (1939–1945)

⁵ **worship**: to pray

⁶ *marae*: Maori word for a meetinghouse or a place for formal discussions

⁷ **momentous**: very important or serious

⁸ **reassert**: to make other people recognize again your right or authority after a period when this has been in doubt

12 Major Maori language recovery programs began in the 1980s. Many were **targeted** at young people and the education system, such as a system of primary schooling⁹ in a Maori-language environment.

Legislating for change

13 Efforts to secure the survival of the Maori language stepped up in 1985. In that year the Waitangi Tribunal¹⁰ heard the Te Reo Maori claim, which asserted that the Maori language was a *taonga* (a treasure) that the government was **obliged** to protect under the Treaty of Waitangi. The Waitangi Tribunal agreed with the Maori and recommended a number of laws and policies. In 1987, Maori was made an official language of New Zealand.

14 There are now many institutions working to recover the language. Even so, the decline of the Maori language has only just been arrested¹¹. There is a resurgence¹² of Maori, but to survive as a language, it needs enough fluent speakers of all ages as well as the respect and support of the wider English-speaking and multi-ethnic New Zealand community.

⁹ primary school: elementary school, starting at about age 5 and continuing until age 12 to 14

¹⁰ Waitangi Tribunal: a court created to honor the Waitangi Treaty of 1840 between Great Britain and the Maori people. Under the treaty, the Maori accepted British rule, and the British agreed to treat the Maori fairly.

¹¹ arrested: stopped

¹² resurgence: the return and growth

Vocabulary Skill Review

When you see a new word, look at the words and sentences around it. This can help you find the meaning in context.

B. VOCABULARY Complete the sentences with the vocabulary from Reading 1. You may need to change the form of the word or phrase to make the sentence grammatically correct.

assimilate (v.)	ethnicity (n.)	oblige (v.)	revival (n.)
confine (v.)	initiative (n.)	persist (v.)	suppress (v.)
divorced from (phr.)	integral (adj.)	predominant (adj.)	target (v.)

- Words or phrases that are out of style sometimes experience a _____ and become popular again.
- The language spoken by most of the people in a country is the _____ language of the country.
- It is hard to _____ a language to a certain community and never allow it to be spoken outside that place.
- A government _____ can help to create new laws, for language programs in schools, for example.

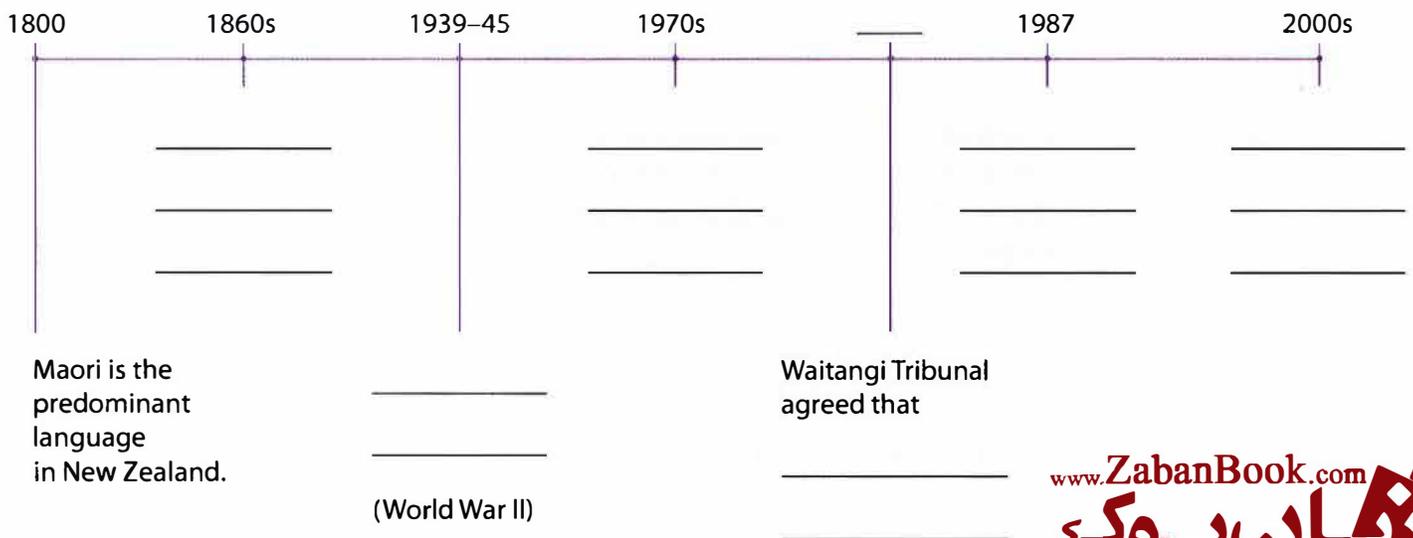


5. Many people are proud of their _____, that is, their racial and cultural background.
6. Some people in the United States want to _____ the use of languages other than English in public schools.
7. Learning a new language is one way that people can blend in with, or _____ into, a new society.
8. It takes a long time to learn a new language, so you must _____ by taking classes and practicing speaking.
9. Some people think language lessons should _____ very young children because they learn new languages so fast.
10. Immigrants often worry that they will forget their customs and become _____ their culture.
11. A person's language is such a central and _____ part of her culture that she should try to preserve it.
12. Some parents do not believe their children should _____ to learn a language other than the one they speak at home.



C. Go online for more practice with the vocabulary.

D. Complete the timeline with information from Reading 1.



E. Match each subheading with the correct main idea.

Subheadings

Main ideas

___ 1. Decline and revival

a. After English became the dominant language, Maori was suppressed and many Maori had to learn English.

___ 2. Maori: A common means of communication

b. The Maori language has had periods of use and disuse over the last two centuries, but it is currently undergoing a revival.

___ 3. *Korero Pakeha* ("Speak English!")

c. After the Second World War, the majority of Maori lived in cities, and some lost their knowledge of their traditional language and customs.

___ 4. A language lives

d. At first, Europeans used Maori to communicate with the local people.

___ 5. The lure of the city

e. The Maori language survived in public and private places.

___ 6. Seeds of change

f. In 1987, Maori became an official language of New Zealand, but more speakers and more support are necessary for its survival.

___ 7. Legislating for change

g. More recently, the Maori have begun to reassert their identity as Maori by learning and speaking the Maori language.

F. Find two pieces of evidence (examples, facts, or quotations) from Reading 1 that support these statements. Write them below the statement. Include the paragraph number where you found the evidence.

1. Europeans who lived in New Zealand before the 1870s learned Maori.

a. _____

b. _____

2. Both the Maori and the Pakeha were responsible for the increase in the use of English after 1860.

a. _____

b. _____

3. The Maori language survived until the mid-20th century because most Maori lived in rural areas where Maori was still an important language for communication.

a. _____

b. _____

4. As the 20th century progressed, there were fewer native speakers of Maori, but some Maori in the cities maintained a basic knowledge of their language.

a. _____

b. _____

5. Starting in the 1970s, the Maori realized that they needed to save their language in order to maintain their cultural identity.

a. _____

b. _____

6. The Waitangi Tribunal helped to make Maori an official language and raise its status in New Zealand.

a. _____

b. _____

G. List reasons why the Maori maintained their traditional language. Then list reasons why the Maori learned to speak English. Write the paragraph number in which you found the information next to each reason.

Maori language

English language

Used in religious ceremonies (Para. 7)

Needed in the workplace (Para. 6)

B. Combine the phrases (cause, effect, and collocation) into one sentence. Change the verbs and nouns as necessary to create a grammatical sentence.

1. not get enough quality sleep / feel tired all the time / result from

Feeling tired all the time results from not getting enough quality sleep.

2. be obese / sleep apnea / can result from

3. high levels of caffeine / France, Denmark, Norway, and Argentina bar the sale of energy drinks / lead to

4. eat a large, high-protein meal / feel tired / can be caused by

5. companies spend a lot of money on marketing them / an increase in sales of energy drinks / may be caused by

6. drink an energy drink / feel wide awake and alert / can result in

C. Find five new adjective + preposition or verb + preposition collocations in Reading 1 and Reading 2. Then write a sentence in your own words for each new collocation.



Seven to eight hours of sleep can boost energy.



D. Go online for more practice with adjective/verb + preposition collocations.



WRITING

UNIT
OBJECTIVE



At the end of this unit, you will write a cause and effect essay. This essay will include information from the readings, the unit video, and your own ideas.

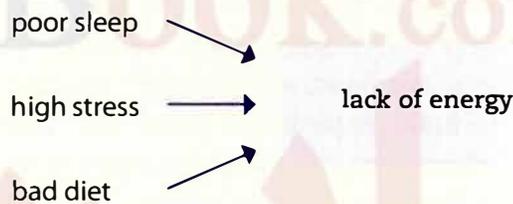
Writing Skill

Writing a cause and effect essay

People often write to understand the reasons behind something or the results of something: causes and effects. The piece of writing can either focus on the causes of a situation or event or it can focus on the results of a situation or event.

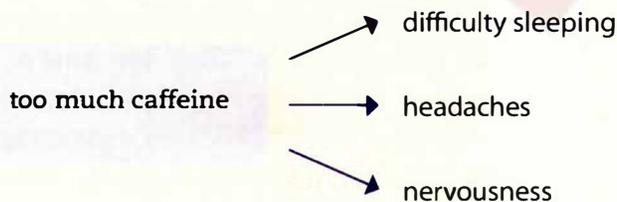
The **causal analysis essay** looks at multiple causes leading to one major result. It usually begins by describing a particular situation and then analyzing all of the causes.

Thesis statement: Poor sleep, high stress, and a bad diet can lead to a lack of energy.



The **effect analysis essay** examines how one major situation has a number of different results. It usually begins by describing a particular situation and then analyzing all of the effects.

Thesis statement: Too much caffeine can result in difficulty sleeping, headaches, and nervousness.



There are two common problems to watch for in a causal analysis or effect analysis essay.

1. The relationships between cause and effect must exist and be logical. Avoid mistaken causal relationships—jumping to conclusions without first checking the logic of your argument.

- ✗ Drinking the right energy drink leads to happiness.
- ✗ Eating a large meal with too much protein immediately results in illness.

2. The causal relationships must be supportable with details such as facts, examples, statistics, quotations, and anecdotes.



- A. WRITING MODEL** Read the model essay written in response to an English composition class assignment. Then answer the questions with a partner.

English Composition 101 Midterm Essay Assignment:

Why do some students have very low energy and difficulty concentrating? Write an essay analyzing why some students have trouble staying awake during class.

Class Time Is Often Sleepy Time

- 1 There is a serious problem that is growing on university campuses. In ever greater numbers, undergraduate students are finding it difficult to stay focused in class. It is routine to see students closing their eyes during lectures or staring out the window. While some students hide behind their books, other students move around in their chairs, trying to keep alert. Why are students struggling to make the most of their class time? The reasons for this struggle to stay awake lie in student jobs and university classes.
- 2 One culprit for this lack of focus in class is the increasing number of students who are holding down part-time or even full-time jobs while they are in school. As the cost of living continues to rise and tuition fees increase, students are finding it necessary to have a job in order to make ends meet. However, often the only jobs available to students are low-paying ones that require long hours in order to make the money necessary to go to school. The long hours cut into study time, forcing students to study later and later into the night. It is not rare for a student to arrive home from a part-time job at 9 p.m. and then to be faced with another four or five hours of homework. It is hard to imagine being bright and energetic for an early morning class after that.
- 3 Another explanation for why students are not focusing in class is that classes can often be boring affairs that students must endure. One reason may be that most professors are excellent researchers, but not necessarily the best teachers. They are unable to engage students in learning and instead lecture from prepared notes in a traditional manner. Students today are what have been called digital natives, used to multitasking on the Internet, listening to music on their smartphones, and watching TV in a 500-channel universe. To suddenly ask them to listen to lectures read aloud in a monotone voice leads to wandering minds.
- 4 Schedules packed with work and study, along with classes that do not engage students' attention, lead to difficulties focusing in class. Something must change if university students are going to get the most possible out of their programs of study. Students need to make a commitment to work fewer hours, and universities need to make a commitment to improve classroom lectures.

1. What type of essay is this?
 causal analysis essay effect analysis essay
2. What is the thesis statement for this essay? Underline it.
3. What is the first topic sentence? Underline it twice.
4. Note the first major cause and its effect in the margin.
5. What is the second topic sentence? Underline it twice.
6. Note the second major cause and its effect in the margin.
7. What is the concluding statement? Underline it.

B. Complete this cause and effect chart for each main body paragraph of the essay in Activity A.

Working part-time or full-time jobs is making students tired and unable to focus.	
Cause	Effect
1. rising cost of living	
2.	students need a job
3. usually have low-paying jobs	
4.	have to study late at night
5. study late at night	
6.	
7.	
8.	
9.	
10.	

Critical Thinking Tip

In Activity C, you will create a cause and effect chart. Organizing information in this way can help you remember material better and use it more effectively to express your own ideas.

C. Imagine you have been assigned to write an essay based on one of the readings in this unit. Choose Reading 1 or Reading 2 and create a cause and effect chart in answer to one of these essay questions.

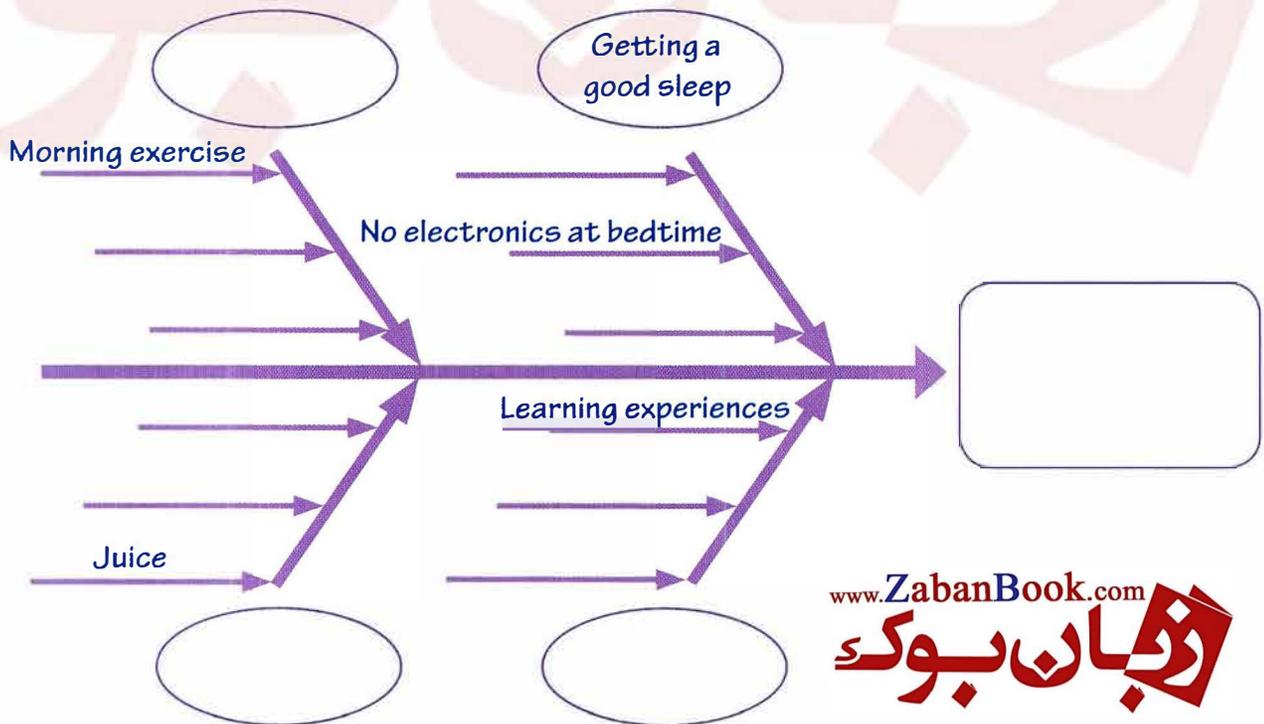
1. What are some reasons why people feel tired during the day?
2. What can people do to boost their energy?
3. What are some effects of consuming energy drinks?
4. Why are energy drinks becoming so popular?



with consuming those types of sweetened beverages. Finally, a good investment for students is a good quality juicer. Having enough vitamins and minerals is key to staying energetic, but many students are not able to eat the recommended seven to eight servings of fruits and vegetables. However, with a juicer, students can drink their vitamins and minerals and find the energy they need for studying.

Finally, having a positive mental attitude is the most important factor contributing to staying energetic. There are many challenges to being a student, but it can help if problems are seen as opportunities for learning. By seeing setbacks as learning experiences, students are less likely to feel depressed and drained. For example, when students fail tests, they can analyze those tests so that they can do better next time. Another tip to help keep students' energy up is to remember to smile. It may seem silly at first, but it is hard to feel depressed and tired if you are smiling. Finally, it is important to see the good in people. The professor may seem like an enemy at times, but there may be a reason behind what he or she is doing. For example, those early morning quizzes might be to ensure that students make it to class on time, thus helping them learn more in the end. Holding people in a positive light will help students stay in a good mood, thus helping them not feel drained and exhausted.

All in all, graduate students can keep up their energy levels with plenty of exercise, good quality sleep, healthy drinks, and positive attitudes. It might be hard at first, but putting these four pieces of advice into practice is sure to boost energy levels. Once the benefits of having high energy levels start to be enjoyed, living a healthy lifestyle will be natural.



AUDIO TRACK LIST

🔊 **Q: Skills for Success Second Edition** audio can be found in the Media Center.

Follow these steps:

Step 1: Go to iQOnlinePractice.com.

Step 2: Click on the Media Center icon. 📁

Step 3: Choose to stream or download ↓ the audio file you select. Not all audio files are available for download.

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Unit 2			
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2	32	Work With the Reading	📁
2	38	Work With the Reading	📁
Unit 3			
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Unit Activity

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Track File Name

Q2e_05_RW_U01_Q_Classroom.mp3
Q2e_05_RW_U01_Reading1.mp3
Q2e_05_RW_U01_Reading2.mp3
Q2e_05_RW_U02_Q_Classroom.mp3
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Q2e_05_RW_U07_Reading2.mp3
Q2e_05_RW_U08_Q_Classroom.mp3
Q2e_05_RW_U08_Reading1.mp3
Q2e_05_RW_U08_Reading2.mp3

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.

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Home Edit Profile Log out Help



Activities



Progress



Email



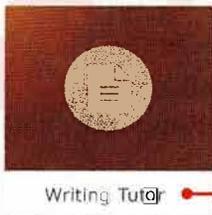
Discussion Board



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

reassemble (v.), C1
urgency (n.), C1
vulnerability (n.), C2

UNIT 5

accommodate (v.) **AWL**, B2
anticipate (v.) **AWL**, B1
appealing (adj.) **AWL**, C2
concede (v.), B2
controversy (n.) **AWL**, B1
counterintuitive (adj.), C2
criteria (n.) **AWL**, B1
division (n.) **AWL**, C2
encounter (v.) **AWL**, B1
fatal (adj.), C1
form bonds (phr.), C2
hybrid (adj.), C2
in decline (phr.), C2
intentionally (adv.), C2
isolated (adj.) **AWL**, B1
mingle (v.), C1
negotiate (v.), B1
neutral (adj.) **AWL**, B2
nomadic (adj.), C2
pop up (phr. v.), B2
proponent (n.), C2
regulated (adj.) **AWL**, C2
reinforce (v.) **AWL**, B1
specialized (adj.), C1

UNIT 6

abundant (adj.), C1
adjust (v.) **AWL**, B1
anticipate (v.) **AWL**, B1
appliance (n.), C1
aptitude (n.), C2
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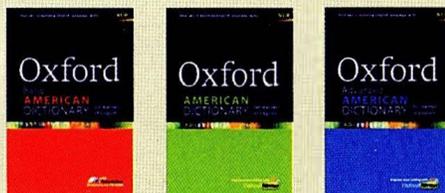
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