

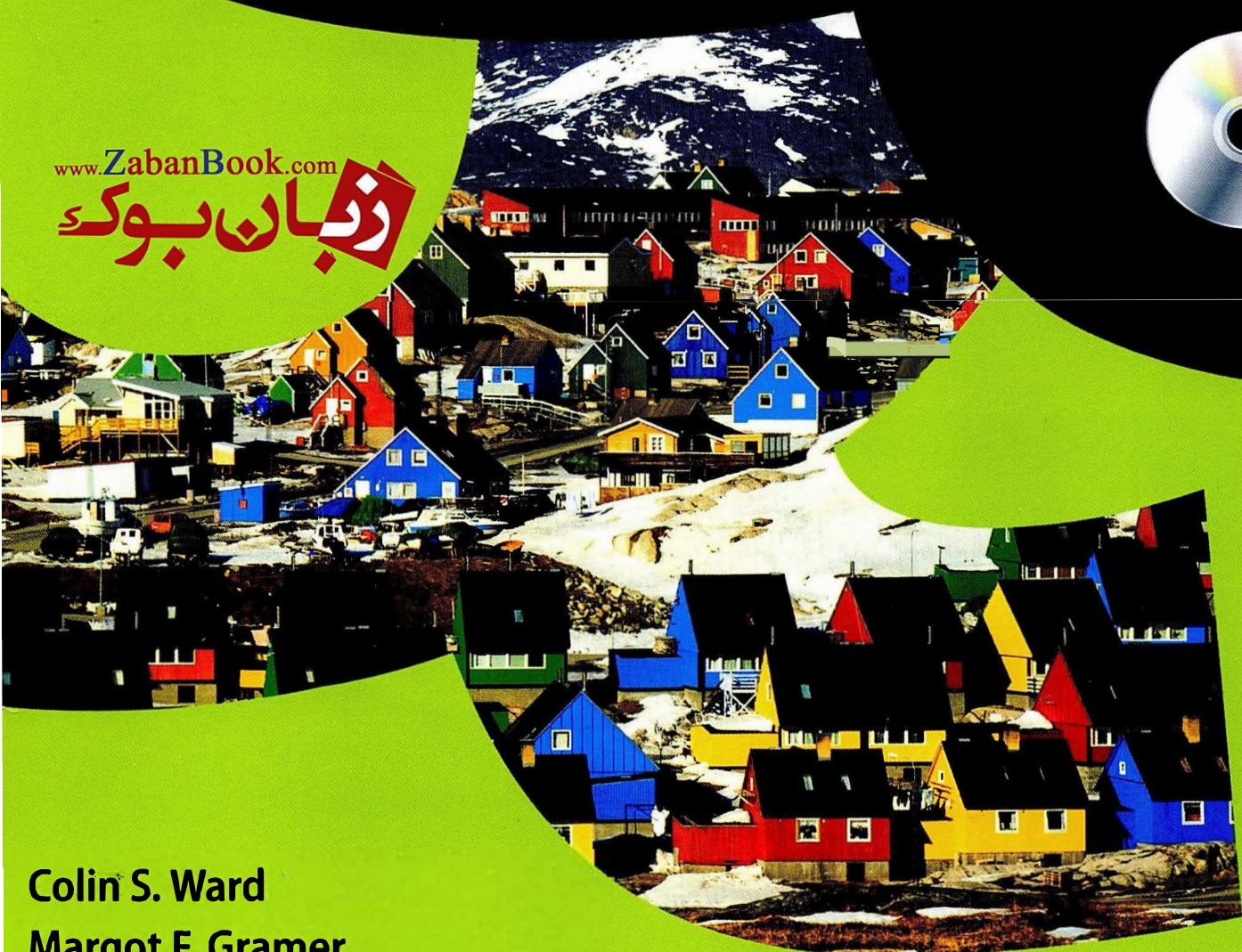
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SECOND
EDITION

Q:Skills for Success

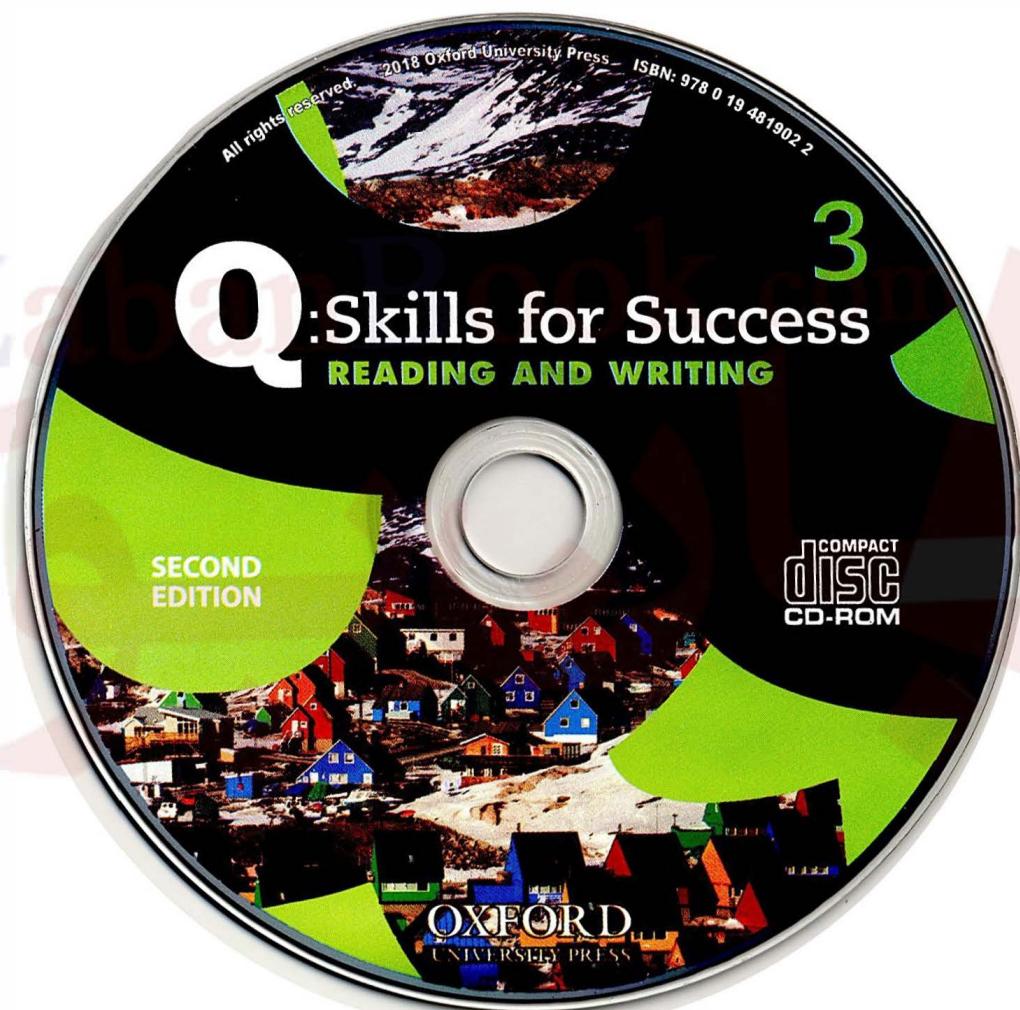
READING AND WRITING

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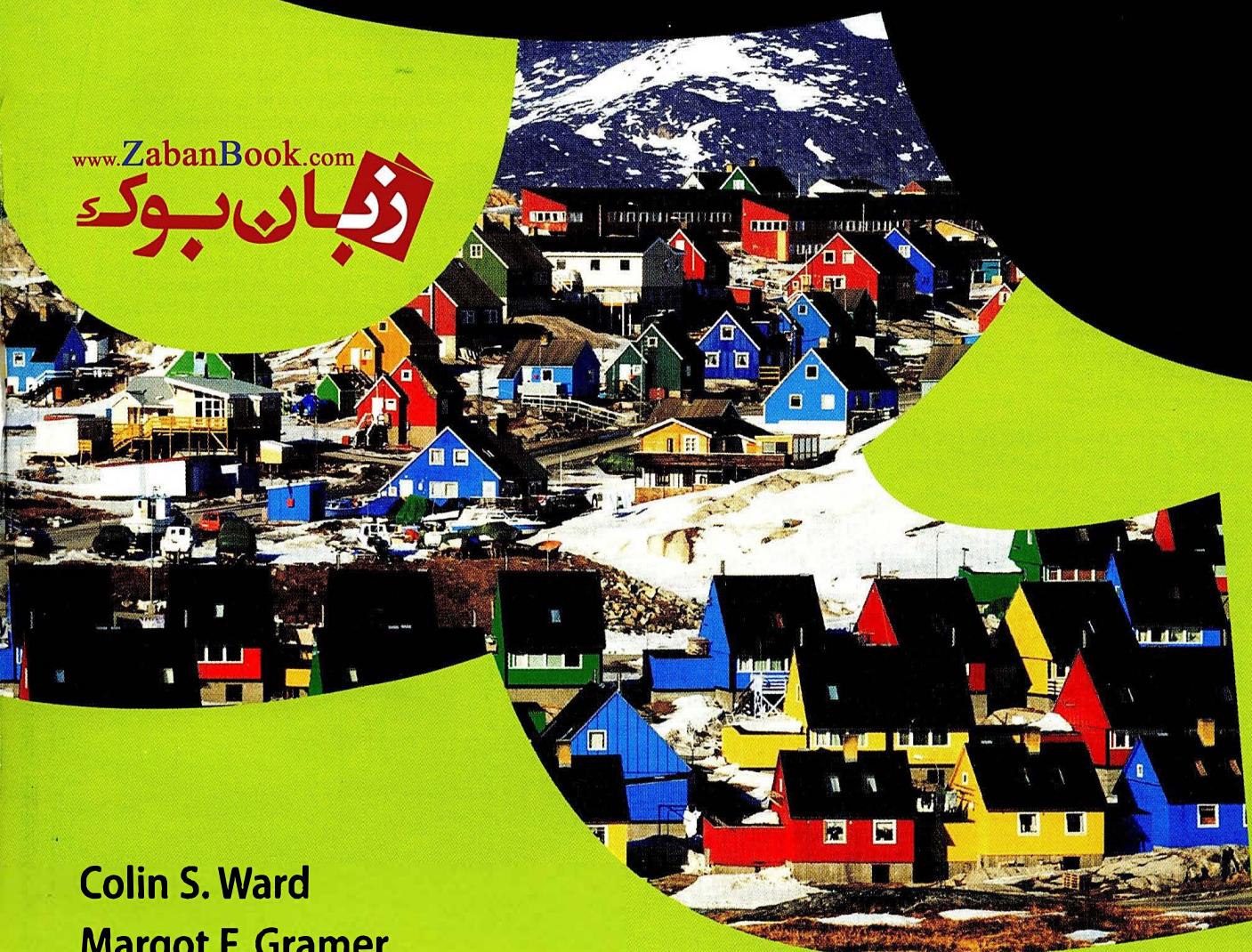
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Q:Skills for Success

READING AND WRITING

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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.

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UNIT QUESTION

How do you make a good first impression?



A Discuss these questions with your classmates.

1. What qualities do you look for in a friend?
2. What is the best way to make a good first impression on a classmate? On a boss?
3. Look at the photo. Describe the people in the room. Where are they? What is the woman doing?

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Read the articles and gather information and ideas to write a paragraph on how to make a good first impression.



 **B** Listen to *The Q Classroom* online. Then match the suggestions in the box with the students.

- a. be polite
 - b. comb my hair
 - c. have confidence
 - d. keep eye contact
 - e. pay attention
 - f. remember people's names
 - g. smile
 - h. wear nice clothes

How do you make a good first impression?

Marcus	b. comb my hair, h. wear nice clothes
Yuna	
Felix	
Sophy	

iQ ONLINE

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



D Look at the questionnaire. Choose the answer that makes each statement true for you.

Do You Make a Good First Impression?

1. When I talk to someone I don't know, ...
 - a. I feel uncomfortable.
 - b. I can usually find something to talk about.
 - c. I ask a lot of questions.

2. When I go to a restaurant, I usually wear...
 - a. casual clothes like jeans, a t-shirt, and sneakers.
 - b. nice clothes, but nothing too professional.
 - c. very professional clothes.

3. When I am sitting, I usually...
 - a. sit up straight.
 - b. do not sit up straight.
 - c. take up a lot of space.

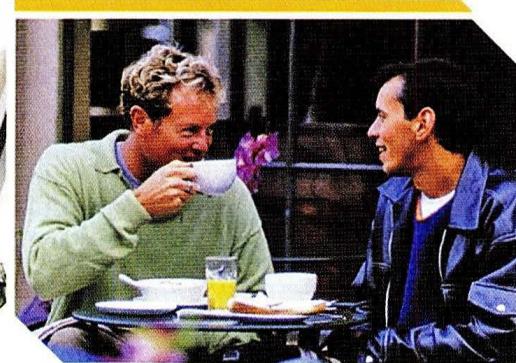
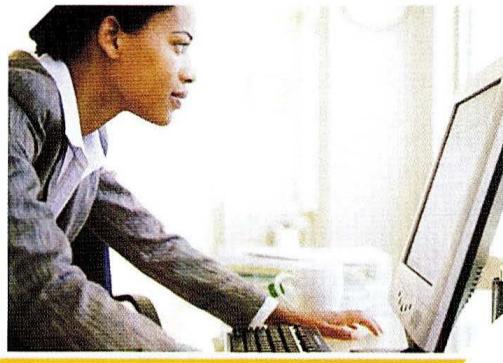
4. When I need to get someone's attention, I...
 - a. speak loudly or shout.
 - b. say, "Excuse me" first.
 - c. tap the person on the arm or shoulder.

5. My friends and family talk to me about my manners...
 - a. often.
 - b. sometimes.
 - c. never.

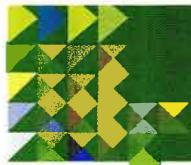
6. I usually speak...
 - a. a little more formally than most people.
 - b. about the same as other people.
 - c. less formally than other people.

7. When I meet someone for the first time, ...
 - a. I do most of the talking.
 - b. I talk about half the time and listen half the time.
 - c. I listen and let the other person talk.

8. When people first meet me, they often think I am...
 - a. very serious.
 - b. shy and a little nervous.
 - c. outgoing and friendly.
 - d. other _____.



E Look at your answers above. Do you think you make a good first impression? Discuss your answers with a partner.



READING

READING 1

Small Talk: A Big Deal

UNIT OBJECTIVE

You are going to read an online newspaper article about small talk. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

- A. **PREVIEW** Read the title and headings and look at the photographs. What do you think “small talk” means? Check (✓) your answer.

- talking about important events in your life
- talking about things like traffic or weather
- talking about your boss and coworkers

Writing Tip

When you quick-write, try to keep writing without stopping. Focus on your ideas.

- B. **QUICK WRITE** How do you feel when you meet someone new at school or at work? What do you say to make him or her feel more comfortable? Write for 5–10 minutes in response. Be sure 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.

appreciate (v.)	lead to (phr. v.)
confidence (n.)	maintain (v.)
demonstrate (v.)	offensive (adj.)
effective (adj.)	select (v.)
impress (v.)	stranger (n.)

Oxford 3000™ words

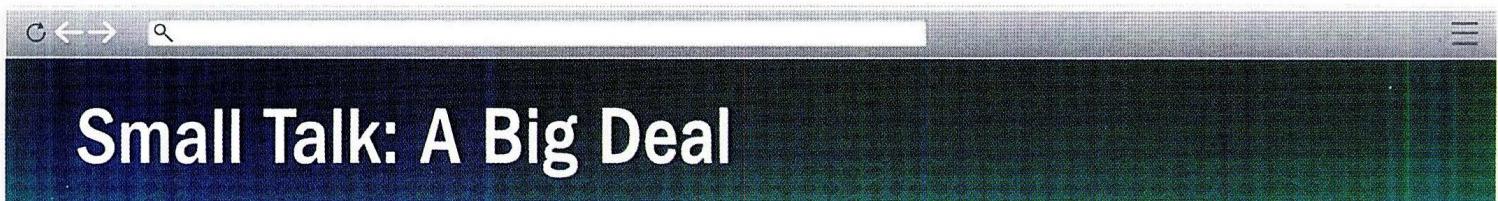


- D. Go online to listen and practice your pronunciation.



WORK WITH THE READING

- ➊ A. Read the article and gather information about how to make a good first impression.



Small Talk: A Big Deal

- 1 Put a group of **strangers** in a room together, and they'll probably start a conversation. "Hot today, isn't it?" one might say. "You said it," another replies. Soon enough, comments about today's weather will **lead to** other people's weather stories about getting stuck in the rain or trying to stay cool during last week's high of 100 degrees Fahrenheit (37.7 degrees Celsius).
- 2 Why do we talk so much about the weather, and why is it important? When we first meet people, we don't begin by telling them our life story. We start with *small talk*, a polite conversation about something much less important like traffic or weather. Sometimes it goes nowhere. We may talk to people in the elevator, at the store, or on the bus, but the conversation quickly ends. Many other times, however, small talk can create something *much* bigger, including new friendships or even a better job. It just has to be done the right way.



New Friends and Jobs

- 3 Research suggests that small talk can build new friendships. When we begin conversations with new people, we want to feel comfortable, and so do they. We use small talk to find common interests. Weather may lead to more interesting topics like summer fashion or winter foods. Once we have a common interest, a friendship can begin. The more we engage in¹ small talk, the more friends we can make.
- 4 Small talk even helps people get hired and perform better at work. In order to **impress** at a job interview, you need to bond with the interviewer right away. **Effective** small talk can make that first impression get you the job. Small talk is equally important after you are hired. In fact, research

¹ engage in: to take part in something

demonstrates that just five minutes of small talk can lead to more successful business deals. Effective small talk at the office can also help people get promoted² more often.

As Easy as 1-2-3

- 5 So, how can you make small talk lead to a new friendship, job, or promotion? First off, find common ground. **Select** something around you that you share with the other person. At a job interview, look around the room for common interests. Perhaps the interviewer has a photo of his children on his desk. "Oh, you have kids, too?" you might ask.
- 6 Next, keep the conversation going. Compliment³ the other person to make him or her feel comfortable, and ask questions to show interest: "Oh, you've been to Paris?" Don't do all the talking, and avoid saying anything **offensive** that might make the other person feel awkward. It could create a negative impression and possibly end the conversation.
- 7 Third, **Maintain** eye contact. When you look people in the eye, they feel you **appreciate** what they are saying. Maintaining eye contact is important. It makes you appear honest and builds trust. Without trust, a relationship cannot develop⁴, say experts.

The Big Question: To Talk or Not to Talk?

- 8 Some people shy away from small talk. They might not have enough **confidence** to start up conversations with strangers. And let's face it—talking to someone you don't know is not the easiest thing to do! Still, experts say with practice, small talk *does* get easier, even for the shy ones. You just have to take that first step.
- 9 Other people avoid small talk because they dislike discussing things like traffic, weather, or sports scores. For them, these topics are just *too* small. However, when you think about it, small talk is anything but small. In fact, it is actually a **very** big deal!



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² promote: to move someone to a higher rank or more senior job

³ compliment: to praise or express admiration for someone

⁴ develop: to become better and stronger

Vocabulary Skill Review

Look at the sentences in Activity B. Which of the vocabulary words in bold are nouns? Which are verbs?

B. VOCABULARY Here are some words from Reading 1. Read the sentences. Then match each bold word with its definition below.

- f 1. I thought I saw a **stranger** standing in front of my apartment building, but then I realized it was my friend waiting for me.
- 2. Smiling can **demonstrate** to other people that you are a friendly person. Shaking a person's hand is another way to show friendliness.
- 3. People with **confidence** usually make better public speakers because they feel very comfortable standing in front of a lot of people.
- 4. Many people believe Facebook is an **effective** way to keep in touch with family and friends who live far away.
- 5. When you meet new people in school, it can sometimes **lead to** friendships that last a lifetime.
- 6. You should **select** what you wear to a job interview carefully. What you wear to an interview is very important.
- 7. I really **appreciate** my friends. They always give me good advice.
- 8. Adel wanted to **impress** the interviewer, so he told him about the important project he worked on.
- 9. One of the best ways to **Maintain** a conversation is to keep asking questions; then it can easily continue.
- 10. Jokes are a great way to "break the ice" when you meet new people, but you should never tell **offensive** jokes that could make them feel uncomfortable or angry.
- a. (phr. v.) to have something as a result
- b. (n.) the feeling that you are sure about your own beliefs or abilities
- c. (v.) to make someone admire and respect you
- d. (adj.) producing the result that is wanted or intended
- e. (v.) to choose someone or something from similar people or things
- f. (n.) a person you do not know
- g. (v.) to enjoy or to understand the value of someone or something
- h. (adj.) unpleasant or insulting
- i. (v.) to show or explain how to do something
- j. (v.) to continue to have something; to keep something at the same level



C. Go online for more practice with the vocabulary.

A. Identify each sentence as a complete sentence (S) or a sentence fragment (F). Correct the sentence fragments with a partner.

- ___ 1. When athletes feel pain.
- ___ 2. She always stretches for 20 minutes before she exercises.
- ___ 3. Because there are more children in competitive sports.
- ___ 4. Since I started playing soccer, I have lost weight.
- ___ 5. Although baseball looks easy to play.

B. Read the paragraph and correct any fragments.

I loved playing basketball in high school because it helped me make a lot of new friends. When I was young, I was a very shy person. It was difficult for me to speak with people. Because I was so shy. Then a classmate invited me to try out for the basketball team. I was pretty good, and I was picked for the team. Although I was nervous at first. I really enjoyed working with my teammates. We were like a family. We supported each other. When we played together against other schools. Many of us became good friends off the court too. Little by little, I learned not to be so shy. Today I still keep in touch with my old teammates on social networking sites. Although we don't see each other anymore. We are still good friends. Thanks to them, I'm not shy like I used to be back in high school.



C. Go online for more practice with sentence fragments.

D. Go online for the grammar expansion.

Unit Assignment

Write an argumentative essay

UNIT
OBJECTIVE



In this assignment, you are going to write an argumentative essay on one of the topics below. As you prepare your essay, think about the Unit Question, "What does it take to be successful?" Use information from Reading 1, Reading 2, the unit video, and your work in this unit to support your essay. Refer to the Self-Assessment checklist on page 208.



Go to the Online Writing Tutor for a writing model and alternate Unit Assignments.

1. Should athletes or sports teams accept money from corporate sponsors in order to be successful? Discuss one or more specific sports in your essay.
2. Should child athletes be pushed hard in order to succeed? Discuss one or more specific sports in your essay.

PLAN AND WRITE

A. BRAINSTORM Follow these steps to help you organize your ideas.

1. Choose your topic. Then look at the list of sports. Check (✓) the sport or sports you would like to discuss in your essay.

- | | |
|--|--|
| <input type="checkbox"/> American football | <input type="checkbox"/> rugby |
| <input type="checkbox"/> baseball | <input type="checkbox"/> running |
| <input type="checkbox"/> basketball | <input type="checkbox"/> soccer |
| <input type="checkbox"/> Formula 1 racing | <input type="checkbox"/> tennis |
| <input type="checkbox"/> gymnastics | <input type="checkbox"/> (other) _____ |

2. Brainstorm reasons that will help support your opinion about the topic.
3. Brainstorm a counterargument for your essay. Why would someone disagree with your opinion?

B. PLAN Follow these steps to plan your essay.

1. Write a thesis statement for your essay that expresses your opinion about the topic. List your three best reasons from Activity A.

2. Think about the readings and the video in this unit. Is there any information that can help support your ideas?
3. Go to the Online Resources to download and complete the outline for your argumentative essay.

iQ ONLINE

C. WRITE Use your PLAN notes to write your essay. Go to iQ Online to use the Online Writing Tutor.

1. Write your argumentative essay that explains what it takes to be successful. Be sure to use reasons and examples or facts to support your thesis statement.
2. Look at the Self-Assessment checklist on page 208 to guide your writing.



REVISE AND EDIT



A. PEER REVIEW Read your partner's essay. Then go online and use the Peer Review worksheet. Discuss the review with your partner.

B. REWRITE Based on your partner's review, revise and rewrite your essay.

C. EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include an introductory paragraph that states an opinion and describes a counterargument?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include three body paragraphs that each provide a reason and supporting examples or facts?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay contain a concluding paragraph that restates the opinion, refers to the counterargument, and summarizes the reasons?
<input type="checkbox"/>	<input type="checkbox"/>	Are there any sentence fragments? Underline them and then correct them.
<input type="checkbox"/>	<input type="checkbox"/>	Are adjective + preposition collocations used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?



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—What does it take to be successful? 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

dedication
exception
expansion
image
logo
market
motion
profits
sign
stability
trend

Verbs

invest
recover
sponsor

Adjectives

assured
demanding
dependable

Adverb

aggressively

Collocations

afraid of
due to
famous for
interested in
involved in
nervous about
sure about
upset about

Oxford 3000™ words

Academic Word List

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

READING I can scan a text. (p. 193)

VOCABULARY I can use collocations with adjectives + prepositions. (p. 199)

WRITING I can write an argumentative essay (p. 201)

GRAMMAR I can recognize and avoid sentence fragments. (p. 205)

I can gather information and ideas to write an argumentative essay about what it takes to be successful.

UNIT
OBJECTIVE





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VOCABULARY

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ASSESSMENT

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The screenshot shows the **iQ Skills for Success SECOND EDITION** interface. At the top, there is a navigation bar with links for Home, Edit Profile, Log out, and Help. Below the navigation bar, there are several colored icons representing different features:

- Activities**: A green icon with a computer monitor.
- Progress**: A yellow icon with a trophy.
- Email**: A blue icon with an envelope and a '7' notification.
- Discussion Board**: A purple icon with a speech bubble.
- Media Center**: An orange icon with headphones.
- Resources**: A red icon with a folder.
- Writing Tutor**: A black icon with a document.

Annotations provide additional information about these features:

- Activities**: Points to the Activities icon with the text "Email your teacher and your classmates."
- Progress**: Points to the Progress icon with the text "Use the Class Discussion Board to discuss the Unit Question and more."
- Email**: Points to the Email icon with the text "Email your teacher and your classmates."
- Discussion Board**: Points to the Discussion Board icon with the text "Use the Class Discussion Board to discuss the Unit Question and more."
- Media Center**: Points to the Media Center icon with the text "The *iQ Online* icon **iQ ONLINE** can direct you to resources linked to a Student Book activity."
- Resources**: Points to the Resources icon with the text "The audio icon  directs you to the Media Center to listen to the audio."
- Writing Tutor**: Points to the Writing Tutor icon with the text "Writing Tutor gives writing support inside and outside of the classroom."

At the bottom of the screenshot, the website address www.ZabanBook.com and the logo "زنbanbook" are displayed.

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

UNIT 5

aspect (n.) ↗ AWL, A1
bravely (adv.), B1
challenge (n.) ↗ AWL, B1
conquer (v.), C1
determined (adj.) ↗, B2
distinctive (adj.) AWL, C1
earn (v.) ↗, A2
goal (n.) ↗ AWL, B1
mental (adj.) ↗ AWL, A2
notable (adj.), C1
perceive (v.) AWL, C1
precaution (n.), C1
pursuit (n.) AWL, C2
role (n.) ↗ AWL, A2
significant (adj.) ↗ AWL, A1
tolerance (n.), C2
trait (n.), C2
ultimate (adj.) ↗ AWL, B1
vivid (adj.), B2

UNIT 6

according to (phr.) ↗, A1
altruistic (adj.), C2
apply to (phr. v.) ↗, B1
barely (adv.) ↗, B1
bring about (phr. v.), B2
compassionate (adj.), C2
complex (adj.) ↗ AWL, A2
end up (phr. v.), B1
factor (n.) ↗ AWL, A1
hypothesize (v.) AWL, B2
initial (adj.) ↗ AWL, A2
prove (v.) ↗, A1
rely on (phr. v.) ↗ AWL, A2

responsibility (n.) ↗, A1
subject (n.) ↗, B1
theory (n.) ↗ AWL, A1
witness (n.) ↗, B1

UNIT 7

adjustment (n.) AWL, B1
aim (v.) ↗, B1
ambition (n.) ↗, B1
approach (n.) ↗ AWL, A1
assumption (n.) AWL, C1
attend (v.) ↗, B1
commitment (n.) ↗ AWL, A2
distribute (v.) ↗ AWL, B1
enable (v.) ↗ AWL, A1
encourage (v.) ↗, B1
expand (v.) ↗ AWL, A2
extremely (adv.) ↗, B1
generosity (n.), B2
impact (n.) ↗ AWL, B1
inspire (v.), B1
measurable (adj.), B2
network (n.) ↗ AWL, B2
owe (v.) ↗, B1
proud (adj.) ↗, B1
transition (n.) ↗, B1

UNIT 8

aggressively (adv.), B2
assured (adj.) AWL, C2
dedication (n.), C1
demanding (adj.), B2
dependable (adj.), B1
due to (prep.) ↗, B1
exception (n.) ↗, B1

expansion (n.) AWL, B1

image (n.) ↗ AWL, B1

invest (v.) ↗ AWL, B1

logo (n.), B1

market (n.) ↗, A2

motion (n.) ↗, A2

profits (n.) ↗, C2

recover (v.) ↗ AWL, A2

sign (n.) ↗, A2

sponsor (v.), B2

stability (n.) AWL, C1

trend (n.) ↗ AWL, B1

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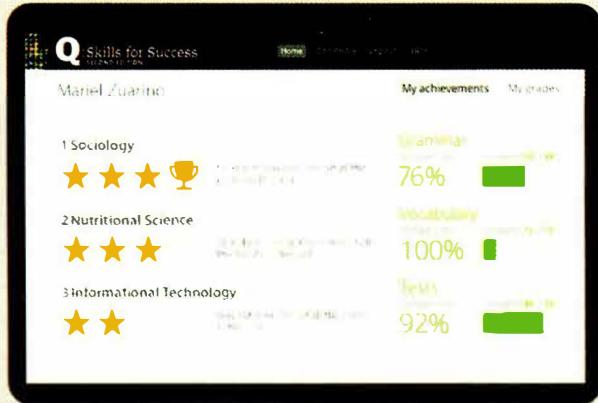
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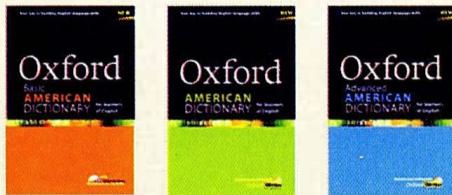
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CEFR

C1

B2

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