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# Skills for Success

## THIRD EDITION

批判的思考力を高めハイレベルな英語力を養うコース

A horizontal collage of six images: a purple and orange abstract pattern, a row of yellow stadium seats, a blue textured surface with a small red object, a green wall with a white window frame, a close-up of blue succulent plants, and a row of orange books.

READING AND WRITING

A horizontal collage of six images: a close-up of purple and blue geometric shapes, a dense mass of yellow straw, a blue and white diamond-patterned tile, a green wall with a small plant growing from it, a blue network diagram with glowing nodes, and a close-up of red chili peppers.

LISTENING AND SPEAKING

[www.oupjapan.co.jp](http://www.oupjapan.co.jp)



### UNIT QUESTION

## How has technology affected our lives?

A. Discuss these questions with your classmates.

1. How do you use technology in your daily life?
2. Look at the photo. What kind of technology is the child using? What is she doing?



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

1. Sophy says that technology has helped her keep in touch with her friends. What example does she give? Do you agree that technology helps you keep in touch? Why or why not?
2. Sophy, Yuna, Felix, and Marcus find it hard to imagine life without technology. Do you feel the same way? Can you give an example?

**IQ PRACTICE** Go to the online discussion board to discuss the Unit Question with your classmates. *Practice* > *Unit 3* > *Activity 1*

### Information Technology

<b>CRITICAL THINKING</b>	identifying advantages and disadvantages
<b>READING</b>	taking notes
<b>VOCABULARY</b>	synonyms
<b>WRITING</b>	writing a summary and a personal response
<b>GRAMMAR</b>	parallel structure

### UNIT OBJECTIVE

Read the articles and gather information and ideas to write a summary and a personal response paragraph about how technology has affected our lives.

***Builds on its question-centered critical thinking approach supporting students as they question, analyze, and evaluate their learning.***



## NEW OPAL (Oxford Phrasal Academic Lexicon)

**B. QUICK WRITE** Would you feel comfortable in a driverless car? Why or why not? 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.

#### ACADEMIC LANGUAGE

The corpus shows that *benefits of* is often used in academic writing.  
... the benefits of smartphones include ...  
... is one of the benefits of driverless cars ...

**OPAL**  
Oxford Phrasal Academic Lexicon

data (n.) <b>OPAL</b>	obey (v.) <b>OPAL</b>	respond (v.) <b>OPAL</b>
limitation (n.) <b>OPAL</b>	obstacle (n.) <b>OPAL</b>	sense (v.) <b>OPAL</b>
manufacturer (n.) <b>OPAL</b>	occur (v.) <b>OPAL</b>	the benefits of (n. phr.) <b>OPAL</b>

**OPAL** Oxford 3000™ words

**OPAL** Oxford Phrasal Academic Lexicon

**IQ PRACTICE** Go online to listen and practice your pronunciation.  
*Practice* > *Unit 3* > *Activity 2*

Develops the essential language needed for students' academic studies. This up-to-date corpus includes academic phrases as well as words and differentiates between academic spoken and academic written language.

学業に必要なアカデミック英語であることを示す OPAL (Oxford Phrasal Academic Lexicon) のマークを表示。アカデミック英語における話し言葉と書き言葉の違い、頻出フレーズや語彙を解説しています。





質問中心の批判的思考アプローチを基にし、学習者が質問、分析、自己評価をしながら英語力を高めていくことができます。



## CRITICAL THINKING STRATEGY

### Identifying advantages and disadvantages

It is important to **identify** the **advantages** and **disadvantages** of a topic as you read. Using a chart can help you organize ideas into advantages and disadvantages. This will help you to compare and evaluate them better when writing and help you make a more informed opinion about the topic.

**IQ PRACTICE** Go online to watch the Critical Thinking Video and check your comprehension. *Practice > Unit 3 > Activity 4*

- G. **CATEGORIZE** Complete the graphic organizer using your own words. Identify the advantages and disadvantages of driverless cars. Write the paragraph number where the answer is found.

Advantages of driverless cars	Disadvantages of driverless cars
<ul style="list-style-type: none"><li>• They can help people stay safe.</li></ul> <p>Paragraph: <u>4</u></p>	<ul style="list-style-type: none"><li>• They can't anticipate unexpected things like people can.</li></ul> <p>Paragraph: <u>5</u></p>
<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>	<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>
<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>	<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>
<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>	<ul style="list-style-type: none"><li>• </li></ul> <p>Paragraph: _____</p>

- H. **DISCUSS** Work with a partner. Discuss how the advantages and disadvantages of driverless cars would affect transportation in the future.

**IQ PRACTICE** Go online for additional reading and comprehension. *Practice > Unit 3 > Activity 5*

READING 1 61

## NEW Critical Thinking Strategies

Each unit introduces a Critical Thinking Strategy with activities. Accompanying instructional videos on Online Practice provide extra support for students to gain deeper understanding of each strategy.

各ユニットには、批判的分析を導く活動を伴う Critical Thinking Strategyのセクションが設けられています。各ストラテジーについてより深く理解できるよう、オンラインプラクティスにも追加のビデオが収録されています。

- H. **EXTEND** Discuss the questions in a group. Look back at your Quick Write on page 63 as you think about what you learned.

1. Some people believe tablets can cause children to become addicted to technology. Do you agree? Why or why not?
2. What job would you like to have in the future? Do you think you will need strong computer and technology skills to perform this job?

### WORK WITH THE VIDEO



- A. **PREVIEW** Do computer programs and apps affect your daily life? How? Share your opinion with a partner.

#### VIDEO VOCABULARY

**aspect** (n.) one of the qualities, or parts of a situation, idea, problem, etc.

**determine** (v.) to make something happen in a particular way

**confirm** (v.) to say or show that something is true; to make something definite

**recover** (v.) to return to a normal state after an unpleasant or unusual experience or a period of difficulty

**take over** (v. phr.) begin to have control of or responsibility for something, especially in the place of somebody else



**IQ RESOURCES** Go online to watch the video about algorithms. *Resources > Video > Unit 3 > Unit Video*

- B. **IDENTIFY** Watch the video two or three times. Then answer the questions.

1. What is an algorithm?
2. Why do credit card companies use algorithms?
3. How are algorithms used by hospitals?
4. How did a computer algorithm affect American markets in 2010?
5. What problem may algorithms cause in the future?

- C. **EXTEND** Do you see ads targeted at you on the social media sites you use? Do you think algorithms such as these can have negative consequences? Write a paragraph of 5–8 sentences in response.

READING 2 69

## NEW Bloom's Taxonomy

**Blue activity headings** integrate verbs from Bloom's Taxonomy to indicate how each activity develops critical thinking skills.

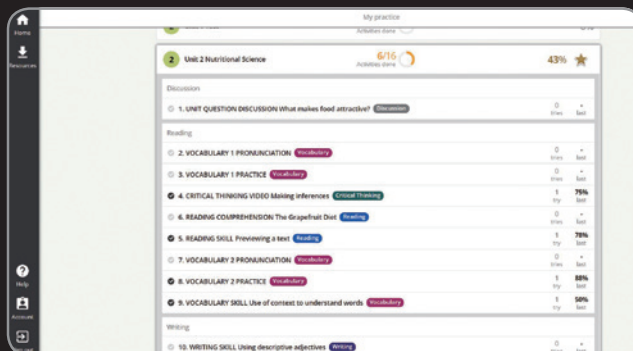
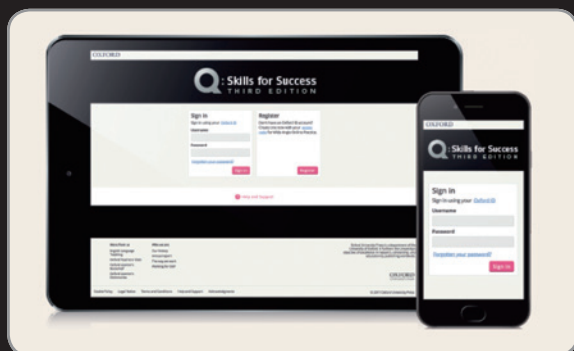
アクティビティの青い見出しはブルーム教育目標分類に対応しており、各アクティビティがどの批判的思考スキルの強化に繋がるかを表しています。



## NEW Video activities

Stunning documentary-style videos from BBC or CBS build on unit themes and further stimulate discussion. 90% new content. Now accompanied by activities in the student book.

ユニットのテーマに関連するBBCやCBSのビデオを見て行うアクティビティが各ユニットに追加されました。約90%のビデオコンテンツが第3版に合わせ刷新されています。



## Extend learning beyond the classroom with iQ Online Practice – now optimized for mobile use

- Extra practice activities corresponding to Student Book content
- Access course audio and video from Student Book
- NEW Extensive Reading program helps students improve vocabulary and reading skills.
- スチューデントブックに対応した追加の練習用アクティビティ
- Unit Video、Critical Thinking VideoとSkills Videoを含む音声と動画にアクセス
- 新たに加わった多読プログラムにより語彙力や読解力をアップ

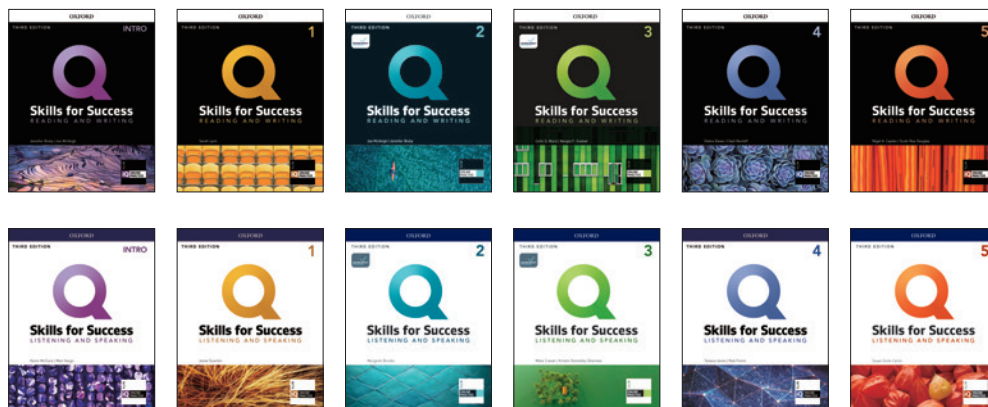
### For Teachers

- 100% NEW tests to support your teaching
- Course audio and video, additional worksheets, Student Book answer keys, teaching notes and professional development articles
- 全内容が旧版から刷新されたテスト類
- 音声、動画、追加のワークシート、解答集、教師用ガイドと参考記事



### Classroom Presentation Tool

- Student Book on screen
- Embedded video, audio, teaching notes and answer keys – all in one place
- Use across a range of devices, including tablets and computers
- Can be used both online and offline
- スチューデントブックの内容をスクリーンに映し出せます。
- 音声や動画は各ユニットの該当箇所ですぐに再生できます。
- タブレットやコンピューターなどの電子機器に対応しています。
- オンラインでもオフラインでも使用可能です。



### Components

Student Book with iQ online Practice

Teacher's Access Code Card with access to iQonline Practice and Classroom Presentation Tool

Teacher's Guide with Teacher's Access Code Card

Class Audio CDs

Student Book A/ B (split) with iQ online Practice