

Q: Skills for Success

READING AND WRITING

4

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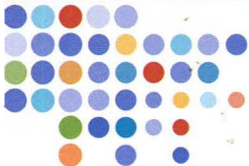
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WELCOME TO **Q:Skills for Success**

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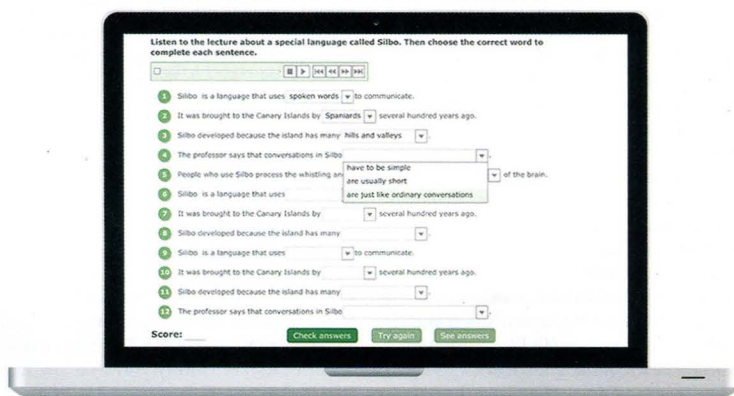
READING AND WRITING



LISTENING AND SPEAKING



WITH Q ONLINE PRACTICE



STUDENT AND TEACHER INFORMED

Q: Skills for Success is the result of an extensive development process involving thousands of teachers and hundreds of students around the world. Their views and opinions helped shape the content of the series. **Q** is grounded in teaching theory as well as real-world classroom practice, making it the most learner-centered series available.

CONTENTS

Quick Guide		viii	
Scope and Sequence		xiv	
Unit 1	Q: What makes someone a hero? Reading 1: We All Need a Hero Reading 2: Everyday People Changing the World	2	
Unit 2	Q: What makes you want to buy something? Reading 1: So Much Dead Space Reading 2: Now on Stage: Your Home!	28	
Unit 3	Q: What important lessons do we learn as children? Reading 1: The Good Teen Reading 2: <i>Bird by Bird</i>	54	
Unit 4	Q: How does the environment affect our health? Reading 1: Can Climate Change Make Us Sicker? Reading 2: Tips for a Greener Planet: And a Happier, Healthier You	80	
Unit 5	Q: How important is art? Reading 1: Two Styles of Songwriting Reading 2: What Does It Take to Be a Successful Artist?	104	
Unit 6	Q: Should science influence what we eat? Reading 1: Eating Well: Less Science, More Common Sense Reading 2: Anatomy of a Nutrition Trend	130	
Unit 7	Q: Does school prepare you for work? Reading 1: From Student to Employee Reading 2: Making My First Post-College Decision	156	
Unit 8	Q: Is discovery always a good thing? Reading 1: A Tribe Is Discovered Reading 2: The Kipunji	182	
Unit 9	Q: Have humans lost their connection to nature? Reading 1: Survival School Reading 2: Man Against Nature	206	
Unit 10	Q: Why is it important to play? Reading 1: The Promise of Play Reading 2: Child's Play: It's Not Just for Fun	230	

Q connects critical thinking, language skills, and learning outcomes.

LANGUAGE SKILLS

Explicit skills instruction enables students to meet their academic and professional goals.

LEARNING OUTCOMES

Clearly identified learning outcomes focus students on the goal of their instruction.

UNIT 5

Art Today

- READING • compare and contrast organization
- VOCABULARY • using the dictionary to learn homonyms
- WRITING • writing a compare and contrast essay
- GRAMMAR • subordinators and transitions to compare and contrast

LEARNING OUTCOME

Compare and contrast two artists, performers, or works of art that share an interesting relationship.



Unit QUESTION

How important is art?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What kind of art do you like best: for example, painting, sculpture, music? Why?

Why do people become professional artists? What difficulties do you think artists face?

Look at the photo. What is happening? Why are the people taking pictures?

B Discuss the Unit Question above with your classmates.

Listen to The Q Classroom, Track 14 on CD 1, to hear other answers.

CRITICAL THINKING

Thought-provoking unit questions engage students with the topic and provide a critical thinking framework for the unit.

“ Having the learning outcome is important because it gives students and teachers a clear idea of what the point of each task/activity in the unit is. ”

Lawrence Lawson, Palomar College, California

LANGUAGE SKILLS

Two reading texts provide input on the unit question and give **exposure** to academic content.

What Does It Take to Be a Successful Artist?

- 1 Why do some artists make it?¹ Why do others fail? Is it possible that successful artists share certain character traits? They probably do. Although they may have different styles and interests, they have a lot in common, too. You can call it what you will: **passion**, drive, **persistence**. The **amateur** rarely has it. The professional artist generally does. It may emerge as fierce ambition or infinite **patience**. The true artist shows a willingness to work hard, no matter what. Time barely matters; only the creative result is important.
- 2 For example, when the artist Ralph Fasanella read about a millworkers' strike³ that happened in Lawrence, Massachusetts in 1912, he decided he had to go there himself to see the town. After arriving, he checked into a cheap hotel, spent the evenings in the



Roses and Beetle by Vincent van Gogh

CRITICAL THINKING

Students **discuss** their opinions of each reading text and **analyze** how it changes their perspective on the unit question.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write one paragraph in response.

1. What qualities does the author of Reading 2 say are needed to become a successful artist? Which of these qualities do you have?
2. Do you agree that artists have to put their art before everything else to achieve greatness? Explain your reasons.

“ One of the best features is your focus on developing materials of a high “interest level.”
Troy Hammond, Tokyo Gakuhei University,
International Secondary School, Japan ”

Explicit skills instruction prepares students for academic success.

LANGUAGE SKILLS

Explicit instruction and practice in reading, vocabulary, grammar, and writing skills help students achieve language proficiency.

Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. What makes someone an artist? Do you think a "real" artist relies more on craft or instinct?
2. When you have to solve a creative problem, do you rely more on craft or inspiration? Why?

Reading Skill Understanding compare and contrast organization



Tip for Success

For information on other common ways of organizing the ideas in a text, look back at the Reading Skill box on page 88.

Writers **compare and contrast** information in order to examine the similarities and differences between two subjects. Comparisons show the subjects' similarities, while contrasts examine their differences. There are many different ways that texts can be organized when writers compare and contrast information. You can use a simple **T-chart** to quickly identify and separate the information about the two subjects. For example, look at the first paragraph of Reading 1 and the chart below.

There are two basic "schools" of songwriting nowadays: one based on craft and the other based on instinct. Craft writers are people who essentially write from nine to five every day, five days a week, whereas instinctive writers work only when they are inspired. Craft writers sometimes say that instinctive writers are "just lucky," while instinctive writers may call craft writers "assembly-line machines." Each approach has its advantages, and each has its problems.

Craft writers	Instinctive writers
write songs every day, from nine to five	write only when they feel inspired
some say craft writers are machines	some say instinctive writers are just lucky

You can also divide the information further by adding categories or topic areas down the side of the chart. (Look at the chart on the top of page 113.) After you chart the information, you can easily examine the ideas for similarities and differences.

LEARNING OUTCOMES

Practice activities allow students to master the skills before they are evaluated at the end of the unit.



Norah Jones

Their life stories couldn't be more different. Billie Holiday was born in 1915 and had a very difficult life. Her childhood was tough, and she was very poor until she became a successful singer. In contrast, Norah Jones's parents are a famous musician and a dancer, and she was able to attend good schools and colleges. In spite of their different backgrounds, both Holiday and Jones became very successful and famous. Billie Holiday had many hit records, performed concerts at famous venues like Carnegie Hall in New York, and has many songs in the Grammy Hall of Fame. Similarly, Norah Jones's first album, *Come Away with Me*, won eight Grammy Awards, and she has performed concerts in cities all over the world.

Because of their different life stories, they had very different musical training. Jones took piano lessons as a child, and studied jazz piano at the University of North Texas. In contrast, Holiday had no musical training. She learned from musicians around her and invented her own unique style of singing. Likewise, Jones had very little formal training as a singer, and learned her way of singing from listening to musicians and recordings, especially Billie Holiday's records.



Billie Holiday

In many ways, their music, performance style, and abilities are very similar. Both are mainly jazz singers although Nora Jones performs other music as well. Whereas Billie Holiday only sang jazz songs, Jones also sings country and pop songs. Both often sing quiet, emotional songs that are tragic or sad. Nonetheless, Jones also sings some faster pop songs. Finally, Jones and Holiday are both songwriters as well as singers. Jones, however, is better known as a writer than Holiday is.

I love both these singers' music. Billie Holiday's voice is very unusual and beautiful, which is why she is known as one of the best jazz singers ever. Norah Jones also has her own unique singing style, which sometimes surprises me or makes me laugh. Nevertheless, her style of singing reminds me of Billie Holiday. This makes me think that Jones deeply appreciates Holiday as well, and makes me enjoy both of their music even more.

1. What is the thesis statement? Underline it.
2. How is the essay organized? _____
3. Why do you think the author organized the essay this way? _____

“The tasks are simple, accessible, user-friendly, and very useful.
Jessica March, American University of Sharjah, U.A.E.”