



NATIONAL
GEOGRAPHIC
LEARNING

PATHWAYS

SECOND
EDITION

Listening, Speaking, and Critical Thinking

4

PAUL MACINTYRE

ON THE COVER

A woman looks at the model of Beijing's city master plan at Beijing Planning Exhibition Hall
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Listening, Speaking, and Critical Thinking

PAUL MACINTYRE

 NATIONAL
GEOGRAPHIC
LEARNING

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

***Pathways 4: Listening, Speaking, and
Critical Thinking, 2nd Edition***

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Contents

	Scope and Sequence	iv
	Introduction to <i>Pathways</i>	viii
1	URBAN CHALLENGES	1
2	PROTECTING THE WILD	21
3	BEAUTY AND APPEARANCE	41
4	GOING GLOBAL	61
5	MIGRATION	81
6	TRADITION AND PROGRESS	101
7	MONEY IN OUR LIVES	121
8	HEALTH AND TECHNOLOGY	141
9	THE MYSTERIOUS MIND	161
10	THE FUTURE OF FOOD	181
	Independent Student Handbook	201
	Vocabulary Index	216
	Rubrics	218
	Index of Exam Skills and Tasks	227

Scope and Sequence






ACADEMIC SKILLS

	Unit Title & Theme	Listenings & Video	Listening & Note Taking
	<p>1 URBAN CHALLENGES <i>page 1</i></p> <p>ACADEMIC TRACK: Urban Studies</p>	<p>Lesson A A Lecture about Venice, Italy (with slide show)</p> <p>VIDEO Urban Solution: Farming on Rooftops</p> <p>Lesson B A Conversation about Singapore</p>	<ul style="list-style-type: none"> • Understanding the Introduction to a Lecture • Using Abbreviations
	<p>2 PROTECTING THE WILD <i>page 21</i></p> <p>ACADEMIC TRACK: Life Science</p>	<p>Lesson A A Q&A Session about an Extinct Species</p> <p>VIDEO Hope for the Muggier Crocodile</p> <p>Lesson B A Debate on Legalized Hunting</p>	<ul style="list-style-type: none"> • Activating Prior Knowledge • Taking Notes during a Q&A
	<p>3 BEAUTY AND APPEARANCE <i>page 41</i></p> <p>ACADEMIC TRACK: Sociology</p>	<p>Lesson A A News Report on Perceptions of Beauty (with slide show)</p> <p>VIDEO Skin Mask</p> <p>Lesson B A Conversation about Unusual Fashions</p>	<ul style="list-style-type: none"> • Listening for Specific Information • Using an Outline
	<p>4 GOING GLOBAL <i>page 61</i></p> <p>ACADEMIC TRACK: Global Studies / Communications</p>	<p>Lesson A A Lecture about Succeeding in Business (with slide show)</p> <p>VIDEO Sherpa Lives</p> <p>Lesson B A Podcast about a Globalizing Technology</p>	<ul style="list-style-type: none"> • Listening for Advantages • Using Columns
	<p>5 MIGRATION <i>page 81</i></p> <p>ACADEMIC TRACK: Life Science/History</p>	<p>Lesson A A Podcast about Ancient Migration (with slide show)</p> <p>VIDEO Wildebeest Migration</p> <p>Lesson B A Conversation about the Serengeti</p>	<ul style="list-style-type: none"> • Listening for Clarification • Using a Time Line

Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
<ul style="list-style-type: none"> • Signaling Additional Aspects of a Topic • Presenting in Pairs Lesson Task Evaluating the Impact of Tourism Final Task Presenting a Problem and Solutions	Word Families: Suffixes	<ul style="list-style-type: none"> • Passive Voice • Linking with Word-Final <i>t</i> 	Focus: Predicting Analyzing Visuals, Applying, Evaluating, Making Inferences, Organizing Ideas, Reflecting
<ul style="list-style-type: none"> • Responding to an Argument Lesson Task Discussing Environmental Impact Final Task A Debate on Wild Animals in Zoos	Two-Part Verbs with <i>Out</i>	<ul style="list-style-type: none"> • Essential Adjective Clauses • Saying and Linking <i>-s</i> Endings 	Focus: Evaluating Arguments in a Debate Analyzing, Analyzing a Chart, Applying, Evaluating, Making Inferences, Predicting, Reflecting
<ul style="list-style-type: none"> • Paraphrasing • Preparing Visuals for Display Lesson Task Conducting a Survey Final Task A Presentation about Fashion Trends	Suffix <i>-ive</i>	<ul style="list-style-type: none"> • Tag Questions • Intonation for Clarification 	Focus: Interpreting a Bar Graph Analyzing, Applying, Evaluating, Interpreting, Organizing Ideas, Predicting, Reflecting
<ul style="list-style-type: none"> • Defining Terms • Managing Nervousness Lesson Task Role-Playing a Job Interview Final Task Evaluating a Social Media Platform	Using Collocations	<ul style="list-style-type: none"> • Gerund Phrases • Saying Parentheticals 	Focus: Evaluating Analyzing, Applying, Interpreting a Graph, Interpreting a Map, Interpreting Visuals, Organizing Ideas, Ranking, Reflecting
<ul style="list-style-type: none"> • Approximating • Handling Audience Questions Lesson Task Discussing Family Origins Final Task A Pair Presentation on Animal Migration	Suffixes <i>-ant</i> and <i>-ist</i>	<ul style="list-style-type: none"> • Modals of Past Possibility • Linking with <i>You or Your</i> 	Focus: Distinguishing Fact from Theory Applying, Evaluating, Interpreting a Map, Making Inferences, Organizing Ideas, Reflecting, Synthesizing

Scope and Sequence

ACADEMIC SKILLS

	Unit Title & Theme	Listenings & Video	Listening & Note Taking
	<p>6 TRADITION AND PROGRESS <i>page 101</i></p> <p>ACADEMIC TRACK: Anthropology/Sociology</p>	<p>Lesson A A Student Presentation about Bhutan (with slide show)</p> <p>VIDEO Preserving Endangered Languages</p> <p>Lesson B A Discussion about American Indian Lands</p>	<ul style="list-style-type: none"> • Listening for a Correction • Using an Idea Map
	<p>7 MONEY IN OUR LIVES <i>page 121</i></p> <p>ACADEMIC TRACK: Economics</p>	<p>Lesson A An Interview about Money and Happiness</p> <p>VIDEO Bitcoin: The New Way to Pay</p> <p>Lesson B A Conversation about Money</p>	<ul style="list-style-type: none"> • Listening for Shifts in Topic • Summarizing
	<p>8 HEALTH AND TECHNOLOGY <i>page 141</i></p> <p>ACADEMIC TRACK: Health/Technology</p>	<p>Lesson A A Lecture about Big Data in Health Care (with slide show)</p> <p>VIDEO Biking in the City</p> <p>Lesson B A Podcast about Fitness Gadgets</p>	<ul style="list-style-type: none"> • Listening for Assessments • Using a T-Chart
	<p>9 THE MYSTERIOUS MIND <i>page 161</i></p> <p>ACADEMIC TRACK: Psychology/Brain Science</p>	<p>Lesson A A Podcast on the Brain and Intelligence (with slide show)</p> <p>VIDEO Memory Man</p> <p>Lesson B A Conversation about Memory</p>	<ul style="list-style-type: none"> • Recognizing Appositives • Highlighting Conclusions
	<p>10 THE FUTURE OF FOOD <i>page 181</i></p> <p>ACADEMIC TRACK: Environmental Studies</p>	<p>Lesson A A Lecture about GM Foods (with slide show)</p> <p>VIDEO Farming the Open Ocean</p> <p>Lesson B A Conversation about Food Prices</p>	<ul style="list-style-type: none"> • Listening for Suggestions • The Cornell Method

Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
<ul style="list-style-type: none"> Using Rhetorical Questions Speaking with Confidence Lesson Task Conducting an Interview Final Task Presenting a Tradition	Collocations: Verb/Adjective + Preposition	<ul style="list-style-type: none"> Verb + Object + Infinitive Stress in Adjective-Noun Combinations 	Focus: Thinking Outside the Box Analyzing, Applying, Evaluating, Organizing Ideas, Predicting, Synthesizing
<ul style="list-style-type: none"> Referencing Research Studies Lesson Task Discussing Purchases and Happiness Final Task A Role-Play about Financial Advice	Choosing the Right Definition	<ul style="list-style-type: none"> Connectors of Concession Linking Vowel Sounds 	Focus: Interpreting Visuals Analyzing, Evaluating, Organizing Ideas, Predicting, Ranking, Reflecting, Synthesizing
<ul style="list-style-type: none"> Emphasizing Important Information Engaging Your Audience Lesson Task Assessing A City's Health Final Task Presenting on a Health Tech Product	Using Synonyms	<ul style="list-style-type: none"> Noun Clauses with <i>That</i> Dropped Syllables 	Focus: Synthesizing Information Evaluating, Interpreting Visuals, Making Inferences, Organizing Ideas, Ranking
<ul style="list-style-type: none"> Expressing Causal Relationships Using Gestures Lesson Task Discussing Learning Styles Final Task Speaking about a "Life Hack"	Suffixes <i>-al</i> , <i>-tial</i> , and <i>-ical</i>	<ul style="list-style-type: none"> Subject-Verb Agreement with Quantifiers Reduced Function Words 	Focus: Evaluating Conclusions Analyzing, Concluding, Evaluating, Ranking, Synthesizing
<ul style="list-style-type: none"> Referring to Group Opinions Lesson Task Role-Playing a Town Hall Meeting Final Task Making a Formal Proposal	Investigating Authentic Language	<ul style="list-style-type: none"> Subjunctive Verbs in <i>That</i> Clauses Reduced Auxiliary Phrases 	Focus: Categorizing Analyzing, Applying, Evaluating, Reflecting

Introduction to *Pathways*

Pathways Listening, Speaking, and Critical Thinking, Second Edition

uses compelling National Geographic stories, photos, video, and infographics to bring the world to the classroom. Authentic, relevant content and carefully sequenced lessons engage learners while equipping them with the skills needed for academic success.

EXPLORE THE THEME

Look at the photo and the chart. Then discuss these questions.

1. What are the people in the photo spending money on?
2. Look at the chart. Which five countries spend the highest percentage of household budget on food?
3. Which categories do countries spend the lowest percentage of household budget on? Why do you think that is?
4. If your country is in the graph, does it accurately reflect your spending? If it isn't, which country's spending pattern is most similar to yours or your family's?

MONEY—HOW DO WE SPEND IT?

Household Spending Patterns by Percentage

Country	Housing/Fuel & Utilities	Food	Recreation	Health	Clothing & Footwear	Education
United States	35%	15%	10%	5%	10%	25%
South Korea	25%	10%	5%	5%	5%	50%
Saudi Arabia	15%	10%	5%	5%	5%	60%
Russia	20%	15%	10%	5%	5%	45%
Mexico	15%	10%	5%	5%	5%	60%
Japan	25%	10%	5%	5%	5%	50%
India	15%	10%	5%	5%	5%	60%
European Union	25%	10%	5%	5%	5%	50%
Canada	20%	10%	5%	5%	5%	55%
Australia	25%	10%	5%	5%	5%	50%

A cafe in New Orleans, Louisiana, USA

Explore the Theme provides a visual introduction to the unit, engaging learners academically and encouraging them to share ideas about the unit theme.

Video

Bikes squeeze between cars and buses in Tokyo, Japan.

Biking in the City

BEFORE VIEWING

PRIOR KNOWLEDGE

A You are going to watch a video about a small study that is collecting health data from bicyclists in the city. Discuss the questions with a partner.

1. In lesson A you learned about big data and health. What kinds of data would help the well-being of bicyclists riding in cities?
2. Are you concerned about the health effects of air pollution on the streets of your city or town?
3. Is biking in polluted city air better or worse for your health than just staying home?

B Match each word from the video with its definition. Use a dictionary as needed.

1. ___ deploy (v)	a. to produce or send out (a signal, report, etc.)
2. ___ emit (v)	b. a bit of material as small or smaller than a piece of dust
3. ___ optimize (v)	c. to put something into use
4. ___ particle (n)	d. how near a thing or place is to another
5. ___ proximity (n)	e. to make the best or most effective use of

152 UNIT 8 VIDEO

LISTENING FOR MAIN IDEAS

B **2.7** Listen to a podcast about augmented reality (AR). Check (✓) the two main ideas the speakers discuss.

1. AR is a useful technology with many different applications.
2. AR's popularity has contributed to the widespread use of portable devices.
3. AR is useful when deciding which pieces of furniture to purchase.
4. AR facilitates the globalization of culture through popular games.
5. Pokémon Go's popularity has unquestionably benefited local economies.

NEW Integrated listening and speaking activities help **prepare students for standardized tests** such as IELTS and TOEFL.

UPDATED Video sections use relevant National Geographic **video clips** to give learners another perspective on the unit theme and further practice of listening and critical thinking skills.

Listening Skills

VOCABULARY SKILL Investigating Authentic Language

One way to investigate authentic examples of words and phrases is to do an Internet search. If you put multiple words in quotation marks, search engines will return many examples of the exact phrase. Another way to find authentic examples is to use online concordancers. Concordancers also reveal word collocations.

NEW Vocabulary Skills help students develop essential word building tools such as understanding collocations, word forms, and connotation.

Listening passages incorporate a variety of listening types such as podcasts, lectures, interviews, and conversations.

Listening A Lecture about GM Foods

BEFORE LISTENING

PRIOR KNOWLEDGE Work in a small group. In what ways are specific crops and animals (for food) altered by genetic modification? Discuss your ideas and take notes in the chart.

Plants	Animals
Apples are altered to last longer.	Cows are altered to produce more milk.

WHILE LISTENING

- LISTENING FOR MAIN IDEAS** Listen to a lecture about genetically modified (GM) foods. Which points does the speaker make? Put a check (✓) in the correct columns.
- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. There is controversy around the issue of genetically modified foods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The government has acted in response to concerns about GM foods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The origins of food, medicinal drugs, have been scientifically proven. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There have been some promising developments in GM food research. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The professor feels that GM foods are a little too risky. | <input type="checkbox"/> | <input type="checkbox"/> |

NOTE-TAKING SKILL Use the Cornell Method. The Cornell method of note taking, invented by an education professor at Cornell University, is a three-step note-taking method. Step 1: Take detailed notes as you listen. Step 2: After listening, write main points or questions for the different parts of your notes in columns to the left of your notes. Step 3: Write a short summary of the notes at the bottom of your paper. The advantage of the Cornell method is that it keeps your notes organized and turns them into an efficient study sheet.

Listen again and complete the notes section below. Write only one word or number for each answer. You will complete the summary section in exercise D.

Main Points	Notes
What are GM foods?	Food made from animals/plants with modified DNA. Ex: Fast growing corn, soybeans, wheat, etc.
Concerns about GM foods.	Shouldn't put genetic material into "super weeds". Disrupts natural effects of GM plants on soil & animals. Mixing GM plants with natural ones could impact gene flow to humans. Ex: GM corn → super weeds.
Eating GM foods.	GM corn, wheat, soybeans, etc. are approved in Argentina, Canada, China, U.S., Australia, Germany & Japan. GM salmon declared safe in U.S. but still not approved in markets worldwide.
Golden rice.	Golden rice is a beta-carotene fortified rice produced by Golden Rice Foundation. It is a natural form of vitamin A. 100g of rice contains 100% of daily requirements of vitamin A. It is a very nutritious and healthy food.
Benefits of GM foods.	They produce crops that are more resistant to pests, diseases, and drought. They also produce crops that are more nutritious.

AFTER LISTENING

Now complete the summary section in the lecture notes in exercise C with the words and phrases in the box.

approval	resistant	GM salmon	characteristics
benefits	concerns	genes	popular



NEW Slide shows for selected listening passages integrate text and visuals to give learners a more authentic listening experience.

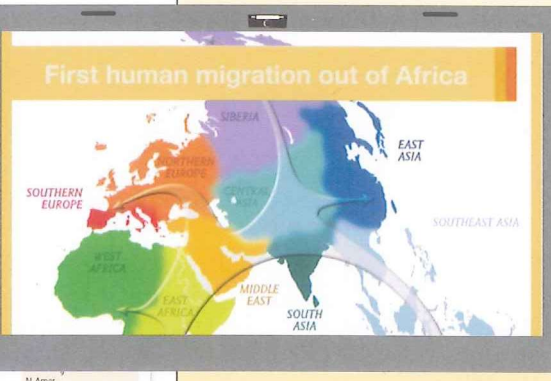
- Listen to an excerpt from the podcast and write **Theory or Fact**.
- Every once in a while, a baby is born with a slight difference in its DNA.
 - All humans are related to one woman who lived about 150,000 years ago.
 - Over one hundred thousand years ago, humans began migrating out of Africa.
 - Scientists have found the remains of ancient humans in Australia.
 - Humans were already living in Europe 30,000 years ago.
 - Some Neanderthals were absorbed into the modern human population.

CRITICAL THINKING: DISTINGUISHING FACT FROM THEORY

NOTE-TAKING SKILL Using a Time Line. When studying a topic that is organized chronologically, a time line can be the clearest and most efficient way to organize your notes. Time lines usually go left to right, but setting up a time line diagonally or vertically can create space for events and their descriptions.

Listen to an excerpt from the podcast. As you listen, complete the notes about human migration. Write no more than two words or a number.

HUMAN MIGRATION	
1. _____ yrs. ago in Africa. All humans linked to one woman by _____.	4. _____ yrs. ago 2 nd group → Australia; _____ remains found by archaeologists.
2. _____	5. _____
3. 50-70,000 yrs. ago sm. group moved from Afr. → ME; broke into _____.	6. 30,000 yrs. ago ME group split up— one went to C. Asia & other to _____ Europe.



AFTER LISTENING

- Work with a partner. Take turns completing the tasks.
- From memory, retell the story of the journey of modern humans that you heard. If you need help, refer to the time line in exercise D.
 - The information you heard follows the story of modern humans up until about 12,000 years ago when they had reached every continent except Antarctica. There have been many other migrations of people since then. Think of an example of a migration of people in the past or present. Explain the circumstances and the reasons for it to your partner. Include any facts you know and theories you have.

CRITICAL THINKING: REFLECTING

UPDATED Explicit listening and note-taking skill instruction and practice prepares students to listen and take notes in academic settings.

NOTE-TAKING SKILL Using Abbreviations. There is no right way to abbreviate words. The important thing is to remember what the abbreviation means when you review your notes. Good note takers create their own abbreviations and use them consistently. Here are some examples of abbreviations.

about/around	~	less/more than	</>	number	#	thousand	K
billion	B/bil	million	M/mil	positive	pos/+	with	w/
is/a called/ means	=	negative	neg/-	problem	prob	without	w/o

LISTENING SKILL Listening for Shifts in Topic. While talking about a topic, speakers sometimes remember a related topic that they want to mention. Recognizing when a speaker is shifting topics will help you follow the talk or discussion. Here are some expressions that signal a shift in topic.

Speaking of (topic), ...	Incidentally, ...
Speaking of which, ...	By the way, ...
That reminds me, ...	

Listen to an excerpt from the lecture. Complete the notes with abbreviations from the skill box above.

Forrest Ven _____ of flooding.

Acquinta _____ floodwaters.

MOSE project > \$5 _____ on H.D. barriers.

Serious prob _____ tourism.

Tourism _____ profitable.

_____ = # of tourists.

Visitors to Ven in 2014 _____ 25 _____.

1 holiday wknd _____ tourists.

Listen to excerpts from the conversation. Match the expressions with the topics they introduce.

Expressions	Topics
1. _____ Speaking of which, ...	a. credit cards coming before debit cards
2. _____ By the way, ...	b. peer-to-peer lending
3. _____ Incidentally, ...	c. using credit cards
4. _____ That reminds me, ...	d. the service being slow
5. _____ Speaking of helping people, ...	e. taking out a car loan

Speaking and Presentation Skills

Speaking lessons guide learners from controlled practice to a final speaking task while reinforcing speaking skills, grammar for speaking, and key pronunciation points.

Speaking

Speaking Skill: Signaling Additional Aspects of a Topic
During a presentation, speakers often use signal phrases to introduce additional aspects of a topic. This helps listeners follow along with the presentation. Here are some common phrases you can use to introduce other aspects of a topic in addition: ... *Along with (previously mentioned detail)...* ... *Second/Third/...* ... *Another point I want to mention is that...* ... *Let me add that...* ... You can also transition between topics without signals.

CRITICAL THINKING: APPLYING
A Listen to an excerpt from the lecture. Complete the T-chart below.

Signaling a Shift in Focus	Positive Sign of Success
Train left behind	Generates a lot of money
_____ is crowded	Tourism pays for city
_____ in parts of the	People have to it
economy	_____ related
Services	_____

GRAMMAR FOR SPEAKING: Passive Voice
We use the active voice to emphasize the agent, or the "doer," of an action. In Venice, tourists **leave** a lot of trash behind.
We use the passive voice to emphasize the object of the action. It is used when the agent of an action is not known or is not important. The by phrase is often omitted. In Venice, a lot of trash **is left** behind by tourists.
The passive voice is possible in all verb forms (present, past, future, continuous, perfect, ...). Use the correct form of be + the past participle of the main verb.
*Public parking lots **had** to be closed.*
*The problem **is** going to be solved soon.*
*More and more students **are being** forced to leave the city.*
*Government funds **have been** dedicated to the project.*

CRITICAL THINKING: ANALYZING VISUALS
C Work with a partner. Look at the visuals below, and complete the conversation about the main features of the MOSE project. Use the correct form of the verb in the active or passive voice.
A According to the photo and diagram, the MOSE flood barrier project _____ (consist) of three barriers.
B Right, and the barriers _____ (locate) in three places: in the Lido, Malamocco, and Chioggia inlets.
A It looks like the barriers usually _____ (stay) on the seabed.
B Yes, they _____ (rise) when high tides and storms _____ (forecast).
A In those cases, air _____ (pump) into the hollow gates to make the barriers rise.
B Each barrier has 78 gates, which _____ (rise) independently of each other, so they can _____ (adjust) as needed.
A And when the threat of flooding is gone, the barriers _____ (lower) into the seabed.
D Work with a partner. Summarize the most important features of the MOSE flood barrier project in Venice. Include information not mentioned in the conversation above. Use the passive voice to emphasize the object of the action.
➤ The gates can be raised in 30 minutes.
E Work with a partner. Do you think the MOSE barrier will stop floods? Explain. What other defenses can cities use to prevent flooding?

MOSE Project
How it works:
1 Barriers will rise on the seabed and high water and storms are blocked.
2 Air is pumped into each hollow gate, causing the gate to rise to the surface. It takes 30 minutes to rise and only 15 minutes to return.
3 Each gate moves independently, allowing the barrier to deal with strong waves and wind. The barrier can be raised in 30 minutes and lowered in 15 minutes.
➤ Project name: MOSE
➤ Cost: 5.5 - 12.4 billion

PRESENTATION SKILL Engaging Your Audience

Here are some suggestions to help you engage your audience.

- At the beginning of your presentation, ask some questions that can be answered by a show of hands.
- As appropriate during your presentation, ask for one or more volunteers to assist you or to provide an example for a point.
- Focus on how the points you are making can benefit your audience. When you do, check if they agree.
- Use rhetorical questions to encourage your audience to think about something, to invite them to agree with you, or to ask questions you think your audience would like to ask.

Presentation skills such as starting strong, using specific details, making eye contact, pausing, and summarizing, help learners develop confidence and fluency in communicating ideas.

A **Final Task** allows learners to consolidate their understanding of content, language and skills as they collaborate on an academic presentation.

CRITICAL THINKING: ANALYZING
C Work in a small group. Read about four emerging global trends. Then discuss the benefits and drawbacks these trends could have on people, businesses, or organizations.
A *Synthetic food could inevitably save the lives of millions of animals.*
B *That's true, but wouldn't it be healthy to eat? It could have some negative effects on people who eat it, couldn't it?*

- Synthetic food:** Plant-based meat replacements and meat grown in laboratories without harming animals will be coming to grocery stores.
- Virtual reality (VR):** You will be able to watch live shows and concerts and feel as if you're actually there without leaving your living room.
- Self-driving cars:** Companies like Tesla and Uber are creating systems that will eliminate the need for drivers and reduce the number of road accidents.
- Artificial art:** Computers are already writing songs and will soon be creating movies, paintings, novels, and poetry.

FINAL TASK Evaluating a Social Media Platform
You are going to research a social media platform, evaluate its importance for globalization, and present your findings to your group.

CRITICAL THINKING: INTERPRETING A GRAPH
A Work in a small group. Look at the bar graph and discuss these questions.
1. How are the social media platforms ranked in the chart?
2. What do the different bar colors represent?
3. Which of the platforms have you heard of? Which have you used?

Active Users by Social Platform
(Number of active users in millions as of September 2016)

Platform	Active Users (Millions)
Facebook	1,212
WhatsApp	1,000
FB Messenger	1,000
QQ	899
WeChat	806
Qzone	652
Tumblr	355
Instagram	300
Twitter	313
Snapchat	300
Baidu Tieba	300
Sina Weibo	290
LinkedIn	165
Pinterest	100

Legend:
■ Social Network
■ Messenger/Chat app/VoIP (Voice over Internet protocol, or Internet phone service)

CRITICAL THINKING: ANALYZING
B Choose a platform from the graph in exercise A or another to research. Then prepare a presentation using the outline below.

- Introduction
 - A brief description of the platform
 - A brief history of the platform
- The Business Side
 - How does it make money?
 - Who are its competitors?
 - How does it compare with its competitors? What are the similarities and differences?
- Globalization
 - Where is it most popular?
 - How does the platform facilitate globalization?
- The Future
 - Is the platform currently becoming more or less popular?
 - How will the platform likely change in the future?

PRESENTATION SKILL: Managing Nervousness
It is normal to be a little nervous at the beginning of a presentation. Because the first impression you make on your audience is important, learn to manage any nervousness. First of all, remember to breathe and be as natural as you can. Make an effort to speak slowly and calmly. Mentioning the first few sentences you plan to say can sometimes help. Soon you will feel more comfortable and confident.

PRESENTING
C Present your platform to your group. Notice which strategy you use to manage nervousness. When you finish, answer any questions.

REFLECTION

- What information that you learned in this unit is likely to be the most useful to you? Why and how?

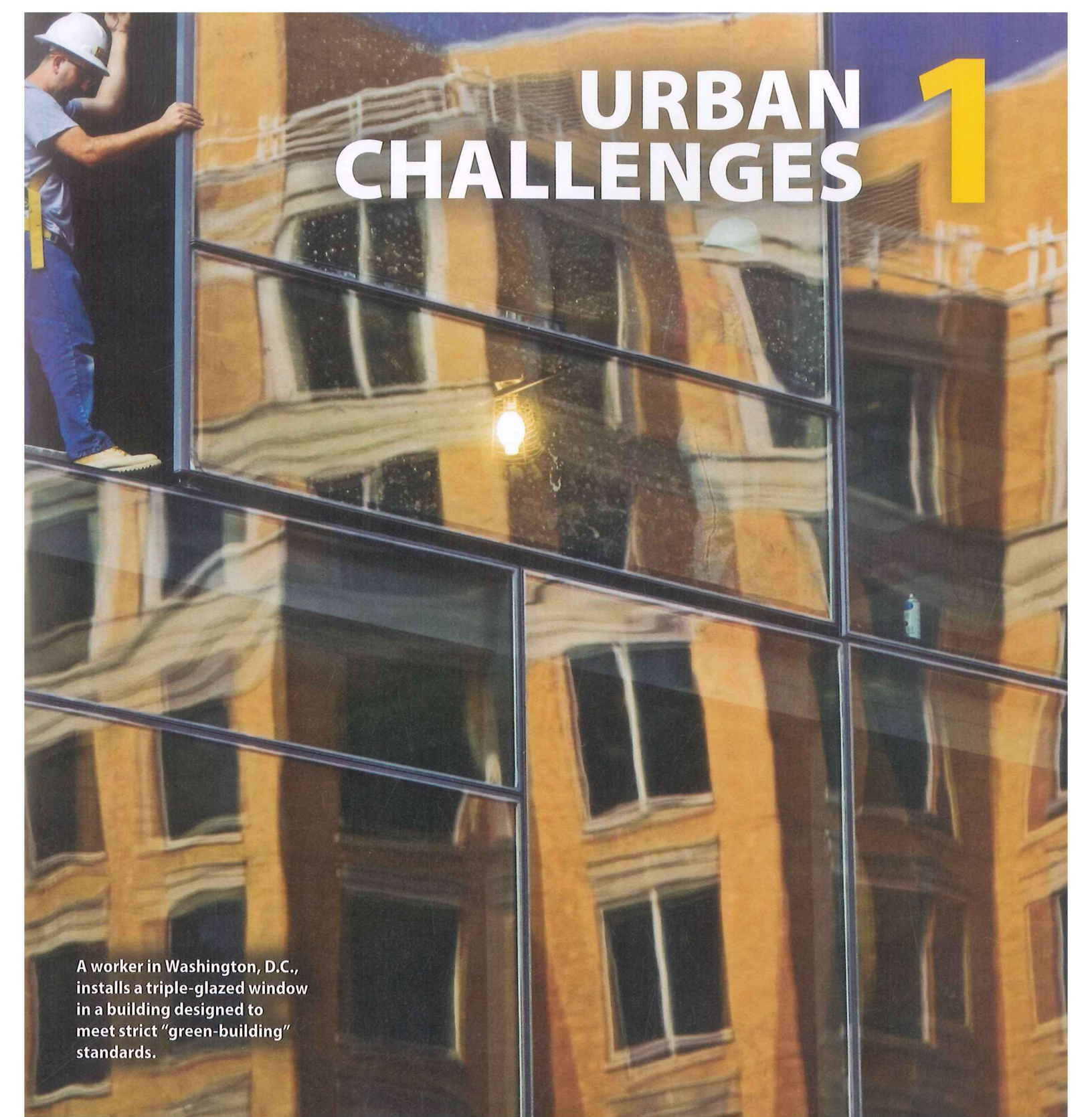
- What trend in the unit did you find the most interesting?

- Here are the vocabulary words and phrases from the unit. Check (✓) the ones you can use.

<input type="checkbox"/> anticipate	<input type="checkbox"/> facilitate	<input type="checkbox"/> portable
<input type="checkbox"/> application	<input type="checkbox"/> implication	<input type="checkbox"/> prominent
<input type="checkbox"/> collaborate	<input type="checkbox"/> inevitably	<input type="checkbox"/> promising
<input type="checkbox"/> competence	<input type="checkbox"/> influential	<input type="checkbox"/> retain
<input type="checkbox"/> component	<input type="checkbox"/> mass	<input type="checkbox"/> sector
<input type="checkbox"/> emerging	<input type="checkbox"/> miss	<input type="checkbox"/> widespread
<input type="checkbox"/> enrich	<input type="checkbox"/> persist	

URBAN CHALLENGES

1



A worker in Washington, D.C., installs a triple-glazed window in a building designed to meet strict “green-building” standards.

ACADEMIC SKILLS

LISTENING Understanding the Introduction to a Lecture
Using Abbreviations

SPEAKING Signaling Additional Aspects of a Topic
Linking with Word-Final *t*

CRITICAL THINKING Predicting

THINK AND DISCUSS

- 1 What challenge are green buildings intended to solve? In addition to windows, in what other ways can buildings be made “green”?
- 2 Would you move to a city that is dealing with challenges such as overcrowding? Explain.

EXPLORE THE THEME

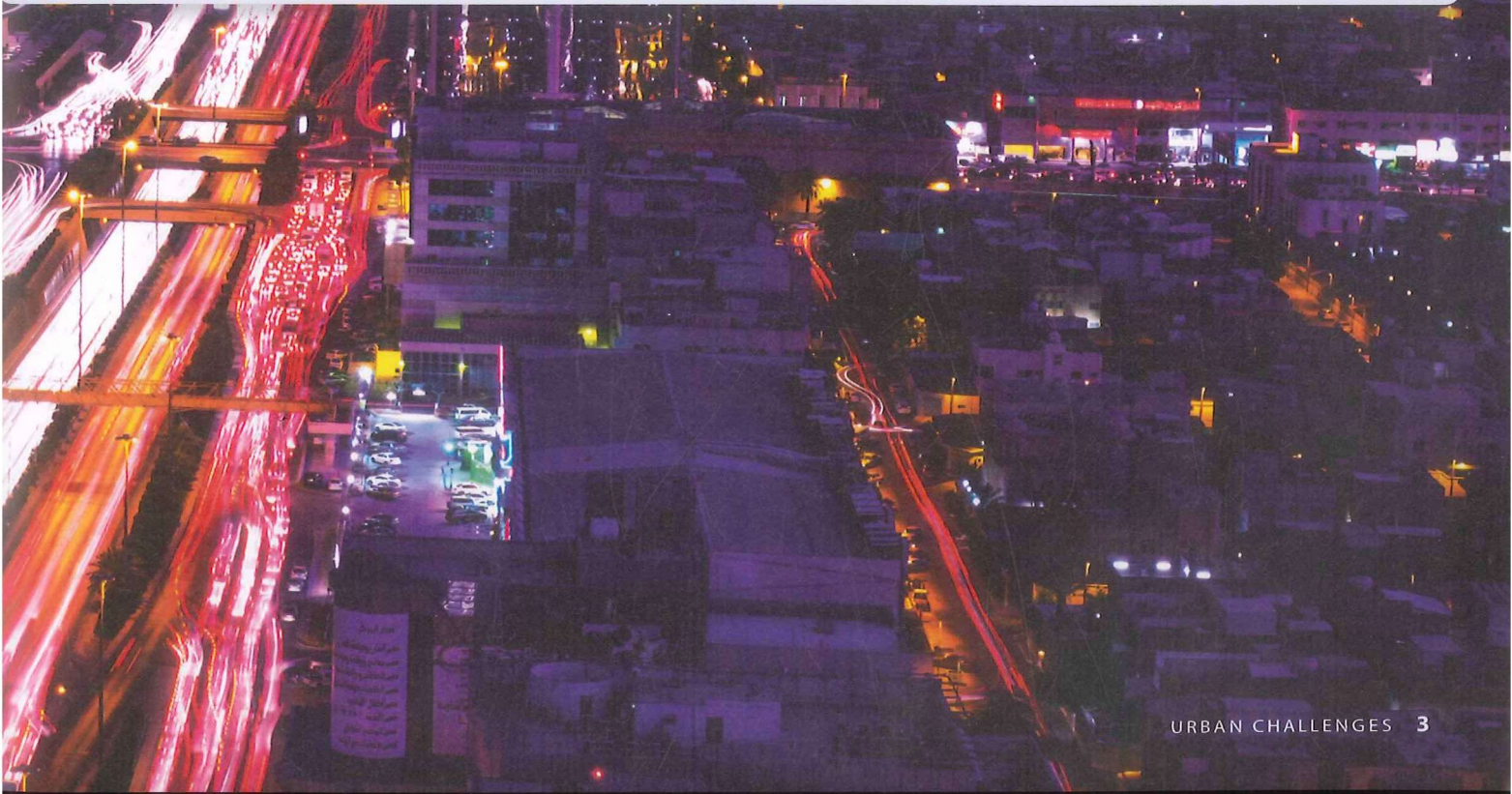
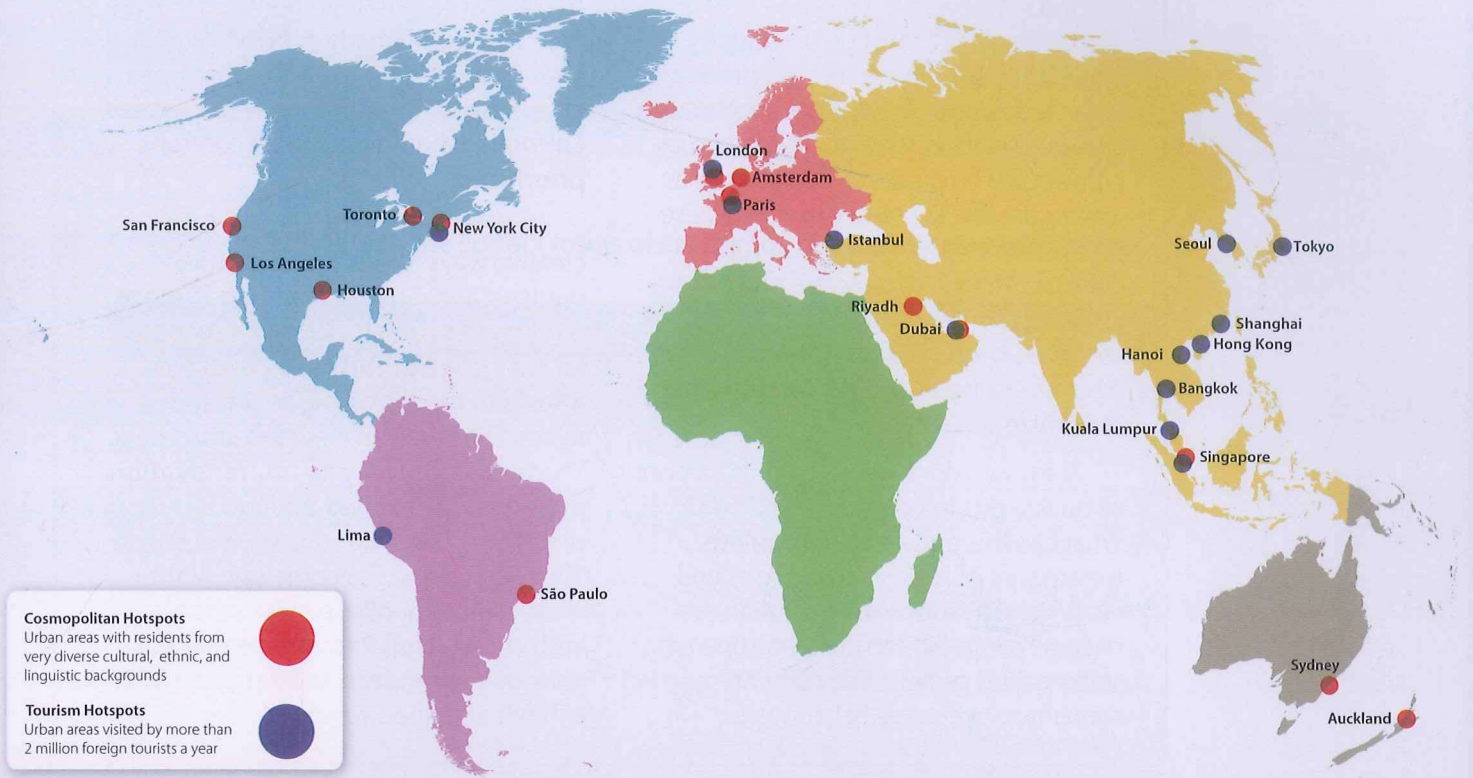
Look at the map and read the information. Then answer the questions.

1. In your own words, what is a *cosmopolitan hotspot*? A *tourism hotspot*?
2. Have you visited any of the hotspots on the map? If so, what were your impressions? If not, which would you like to visit?
3. What other cities not on the map do you think are cosmopolitan or tourism hotspots? Why?
4. What potential challenges could residents of cosmopolitan hotspots face? Of tourism hotspots?


Skyline of Riyadh, Saudi Arabia



WORLD CITIES: HOTSPOTS



MEANING FROM
CONTEXT

A  1.2 Read and listen to the information. Notice each word in **blue** and think about its meaning.

URBAN CHALLENGES

Today's urban areas face a variety of challenges. One challenge is a **scarcity** of land for housing. To address this problem, some residents of Tokyo, Japan, have found a unique solution: they are having homes constructed on pieces of land as small as 344 square feet (32 square meters). These "micro-homes" allow residents to live close to central Tokyo and are much more **affordable** than traditional homes in that area. Despite their size, many micro-homes have several floors and big windows that **maximize** sunlight.

Many urban areas also suffer from poor air quality due to pollution and smog.¹ What can these cities do to **regulate** the amount of chemicals from cars and factories? One **innovative** solution has been developed by an Italian company: smog-eating cement. The cement contains a substance that converts

pollution into harmless chemicals that are then washed off roadways when it rains. The smog-eating material has also been effectively used in roof tiles in Los Angeles, California, where air-pollution control is **prioritized**.

Another urban challenge is finding creative ways to build public parks, gardens, and outdoor areas when space is limited. In 2002, the city of New York, for example, **authorized** a project to transform the High Line, an unused railroad line, into an elevated urban park. The **funds** necessary for this **renovation** project were provided through donations, and it was money well spent. The High Line has become one of the most inviting public spaces in the city. Visitors can **stroll** through the gardens, relax on the sundeck, or attend public art exhibits and special events.

¹smog (n): a combination of smoke and fog that can damage the health of humans, plants, and animals

B Match each sentence beginning to its ending to complete the definitions of the words in **blue** from exercise A.

- | | |
|--|---|
| 1. When there is a scarcity of something, _____ | a. it requires repairs or improvements. |
| 2. Something that is affordable _____ | b. to walk slowly in a relaxed way. |
| 3. If you maximize something, _____ | c. there isn't enough of it. |
| 4. To regulate something means _____ | d. it is given special importance. |
| 5. An innovative idea is _____ | e. it is given official approval. |
| 6. If a project is prioritized , _____ | f. you increase it as much as possible. |
| 7. If a project is authorized , _____ | g. new and creative. |
| 8. To provide funds to a project means _____ | h. can be bought at a reasonable price. |
| 9. If a building is in need of renovation , _____ | i. to control it. |
| 10. To stroll means _____ | j. to give it money. |

VOCABULARY SKILL Word Families: Suffixes

Knowing a word means learning its different forms, or its "family". Keep a log of different word forms. Here are examples of word families.

Noun

creator/creation

classification

Verb

create

classify

Adjective

creative

classified

Often the different forms of a word have different endings, or suffixes. Here are some common suffixes.

Noun

-or/-er, -ity, -tion

Verb

-ate, -ify, -ize

Adjective

-d/-ed, -able, -ing, -ive

C Complete the chart with the correct forms of each word. Use a dictionary to help you.

	Noun	Verb	Adjective
1.		afford	affordable
2.	authorization		
3.			innovative
4.	maximum		
5.	priority		
6.		regulate	
7.		renovate	

D Work with a partner. What other challenges do cities face? What are some solutions? Discuss your ideas. Then list them in a T-chart in your notebook.



◀ People strolling through the High Line park in New York City, USA

BEFORE LISTENING

- PREDICTING **A** Look at the photo. Can you guess how many tourists visit Venice each year? How do you think tourists help the city? How do they hurt it? Discuss your ideas with a partner.

WHILE LISTENING

LISTENING SKILL Understanding the Introduction to a Lecture

Lecture introductions often have two parts:

- In the first part, the speaker provides background information about the topic or reviews what was covered in earlier lectures.
- In the second part, the speaker announces the specific topic to be discussed and explains how the information will be presented.

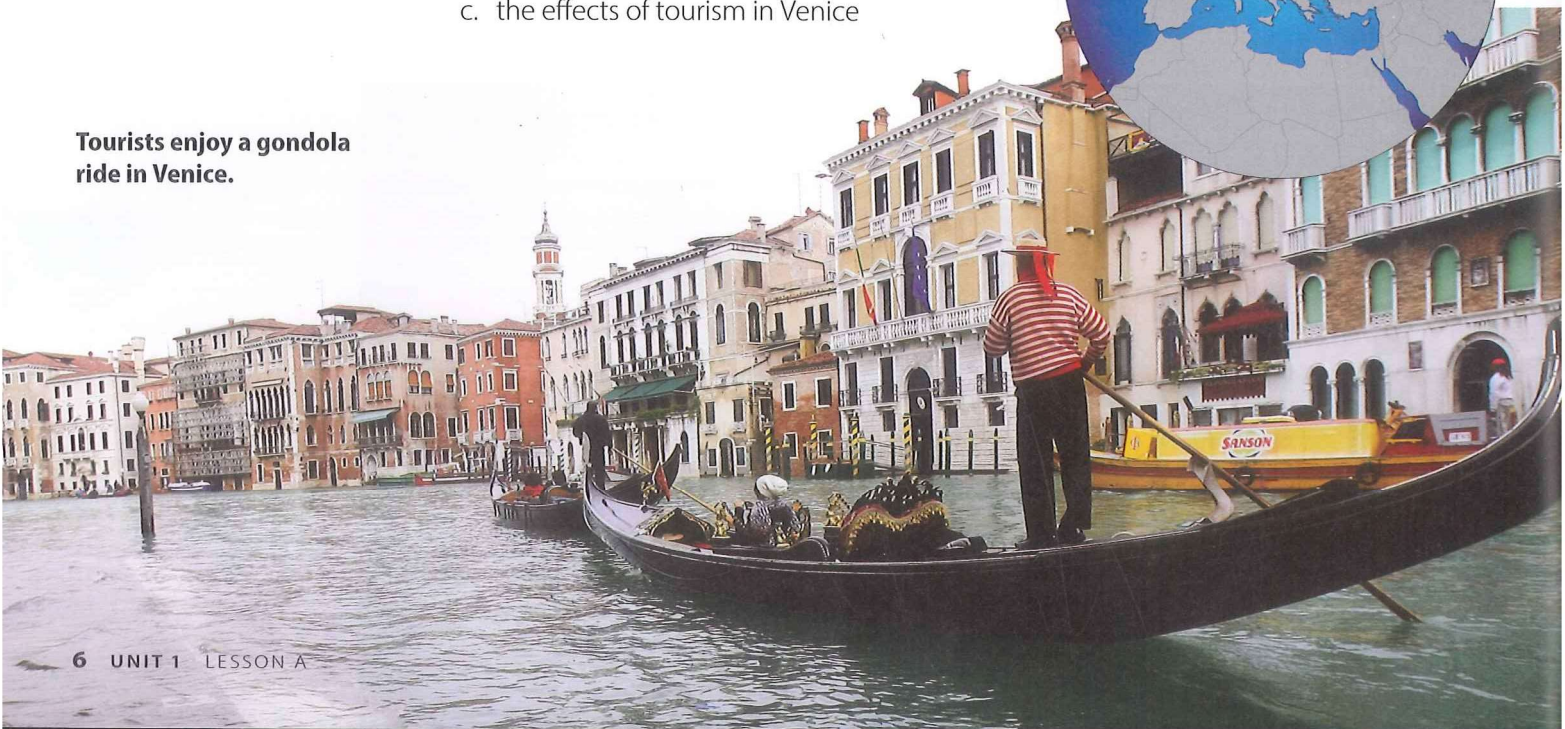
Understanding the structure of the introduction can improve your listening comprehension and help you organize your lecture notes.

- B**  1.3 Listen to the lecture introduction. Then answer the questions.

1. What topic did the lecturer previously speak about?
 - a. how tourism has affected waterway repairs
 - b. difficulties Venice faces related to flooding
 - c. where Venice finds funds for large projects
2. Which *specific* topic is today's lecture going to be about?
 - a. the problem of flooding
 - b. the effects of the MOSE project
 - c. the effects of tourism in Venice



Tourists enjoy a gondola ride in Venice.



C 1.4 1.1 Listen to the entire lecture. Check (✓) the three main ideas.

1. ____ the impact of tourism on city services
2. ____ how tourists could change their behavior
3. ____ the causes of increased tourism in Venice
4. ____ the effects of tourism on residents of Venice
5. ____ the drawbacks of visiting Venice as a tourist
6. ____ the benefits of tourism for Venice

NOTE-TAKING SKILL Using Abbreviations

There is no right way to abbreviate words. The important thing is to remember what the abbreviation means when you review your notes. Good note takers create their own abbreviations and use them consistently. Here are some examples of abbreviations.

about/around	~	less/more than	</>	number	#	thousand	K
billion	B/bil	million	M/mil	positive	pos/+	with	w/
is/is called/ means	=	negative	neg/-	problem	prob	without	w/o

D 1.5 Listen to an excerpt from the lecture. Complete the notes with abbreviations from the skill box above.

NOTE TAKING

For cent, Ven ____ *prob* ____ of flooding

Acqua alta ____ ₁ ____ floodwaters

MOSE project: > \$5 ____ ₂ ____ on H₂O barriers

Serious prob ____ ₃ ____ tourism

Tourism: ____ ₄ ____ = profitable

____ ₅ ____ = # of tourists

Visitors to Ven in 2014 ____ ₆ ____ 25 ____ ₇ ____

1 holiday wknd, 80 ____ ₈ ____ tourists

E Work with a partner. What other forms of abbreviations do you see in the notes above? What are some examples of abbreviations you use in your notes?

CRITICAL THINKING:
REFLECTING

AFTER LISTENING

F Discuss these questions with a partner.

CRITICAL THINKING:
MAKING INFERENCES

1. Based on the lecture, what is the attitude of Venetian residents toward tourists? Use information from the lecture to support your answer.
2. What is the lecturer's attitude about Venice's future? Explain.

SPEAKING SKILL Signaling Additional Aspects of a Topic

During a presentation, speakers often use signal phrases to introduce additional aspects of a topic. This helps listeners follow along with the presentation.


Here are some common phrases you can use to introduce other aspects of a topic:

In addition, ... *Along with* (previously mentioned ideas), ...

Second/Third ... *Another point I want to make is that ...*

Let me add that ...

You can also transition between topics without signals.

A  1.6 Listen to an excerpt from the lecture. Complete the T-chart below.

Negative Side of Tourism	Positive Side of Tourism
Trash left behind	Generates a lot of money
_____ ₁ is crowded	Tourism pays for city _____ ₄
_____ ₂ in parts of the economy	People have _____ ₅ related to it
Serious _____ ₃	

CRITICAL THINKING:
APPLYING

B Work with a partner. Take turns answering the following question: What urban challenges does a city you know face? Take one minute to prepare and two minutes to present your answer. Use signal phrases to introduce additional aspects of the topic.

GRAMMAR FOR SPEAKING Passive Voice

We use the active voice to emphasize the agent, or the “doer,” of an action:

*In Venice, tourists **leave** a lot of trash behind.*

We use the passive voice to emphasize the object of the action. It is used when the agent of an action is not known or is not important. The *by* phrase is often omitted.

*In Venice, a lot of trash **is left** behind (by tourists).*

The passive voice is possible in all verb forms (present, past, future, continuous, perfect, ...). Use the correct form of *be* + the past participle of the main verb.

*Public parking lots filled up and **were closed**.*

*The problem **isn't going to be solved** soon.*

*More and more residents **are being forced** to leave the city.*

*Government funds **have been dedicated** to the project.*