



NATIONAL  
GEOGRAPHIC  
LEARNING

1

# PATHWAYS

THIRD  
EDITION

Listening, Speaking, and Critical Thinking

JOHN HUGHES



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EDITION

## Listening, Speaking, and Critical Thinking

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

National Geographic Learning,  
a Cengage Company

***Pathways 1: Listening, Speaking, and Critical Thinking, 3rd Edition***

**John Hughes**

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Pathways	CEFR	IELTS Band	TOEFL® Score
Level 4	C1	7.0–8.0	94–110
Level 3	B2	5.5–6.5	46–79
Level 2	B1–B2	4.5–6.0	32–60
<b>Level 1</b>	<b>A2–B1</b>	<b>0–5.5</b>	<b>0–46</b>
Foundations	A1–A2		

#### ON THE COVER

Kayaking on Torbiere del Sebino, a nature reserve on the south shore of Lake Iseo, Italy  
 © Sara Zanini/Getty Images

# Scope and Sequence






	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p><b>1</b> <b>EXPLORING WORK</b> <i>page 1</i></p> <p>ACADEMIC TRACK: Career Studies / Social Science</p>	<p><b>Lesson A</b> An Interview with Annie Griffiths</p> <p><b>VIDEO</b> Working in the Wild</p> <p><b>Lesson B</b> What Does It Take to Be an Explorer?♦</p>	<ul style="list-style-type: none"> <li>• Listen for Repeated Words and Ideas</li> <li>• Use Linear Notes and Mind Maps</li> </ul>
	<p><b>2</b> <b>GOOD TIMES, GOOD FEELINGS</b> <i>page 21</i></p> <p>ACADEMIC TRACK: Psychology</p>	<p><b>Lesson A</b> Remembering the Past*</p> <p><b>VIDEO</b> A Shared Memory</p> <p><b>Lesson B</b> What Do We Remember?</p>	<ul style="list-style-type: none"> <li>• Understand a Speaker's Purpose</li> <li>• Use a Split Page to Take Notes</li> </ul>
	<p><b>3</b> <b>THE MARKETING MACHINE</b> <i>page 41</i></p> <p>ACADEMIC TRACK: Business / Marketing</p>	<p><b>Lesson A</b> Mascots and Marketing</p> <p><b>VIDEO</b> Advertising Just for You</p> <p><b>Lesson B</b> Graphic Design*</p>	<ul style="list-style-type: none"> <li>• Listen for Examples</li> </ul>
	<p><b>4</b> <b>WILD WEATHER</b> <i>page 61</i></p> <p>ACADEMIC TRACK: Environmental Science</p>	<p><b>Lesson A</b> Strange Weather*</p> <p><b>VIDEO</b> Understanding Tornadoes</p> <p><b>Lesson B</b> The Future of Sports</p>	<ul style="list-style-type: none"> <li>• Listen for Definitions</li> <li>• Abbreviate Numbers and Measurements</li> </ul>
	<p><b>5</b> <b>FOOD ON THE MOVE</b> <i>page 81</i></p> <p>ACADEMIC TRACK: Cultural Studies</p>	<p><b>Lesson A</b> Food Fact or Fiction?♦</p> <p><b>VIDEO</b> How We Taste Food</p> <p><b>Lesson B</b> Ugly Food</p>	<ul style="list-style-type: none"> <li>• Listen for Reasons</li> <li>• Use a T-Chart</li> </ul>

\* With slideshow

♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> <li>• Say That You Don't Understand</li> <li>• Take Turns</li> <li>• Final -s / -es Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Present</li> <li>• Adverbs and Expressions of Frequency</li> <li>• Word Families</li> </ul>	<ul style="list-style-type: none"> <li>• Make Inferences</li> </ul>	<p><b>Option 1</b> Role-play a conversation about dream jobs</p> <p><b>Option 2</b> Discuss what makes a good job</p>
<ul style="list-style-type: none"> <li>• Give Reasons</li> <li>• Structure a Presentation</li> <li>• Simple Past -ed Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Past and Time Clauses</li> <li>• Abstract Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize Assumptions</li> </ul>	<p><b>Option 1</b> Play two truths and a lie</p> <p><b>Option 2</b> Present a special object or photo</p>
<ul style="list-style-type: none"> <li>• Ask for and Give Clarification</li> <li>• Brainstorm with a Group</li> <li>• Aspirated /k/, /p/, and /t/</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Present and Present Continuous</li> <li>• Noun Suffixes <i>-ment</i> and <i>-tion</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Graphics</li> </ul>	<p><b>Option 1</b> Design a mascot</p> <p><b>Option 2</b> Present an advertisement</p>
<ul style="list-style-type: none"> <li>• Express Likes and Dislikes</li> <li>• Use Slides</li> <li>• Syllable Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Count and Noncount Nouns</li> <li>• <i>A, an, some, any, a lot of</i></li> <li>• Verb + Gerund or Infinitive</li> <li>• Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and Apply What You Know</li> </ul>	<p><b>Option 1</b> Present tips for doing an activity</p> <p><b>Option 2</b> Present a process</p>
<ul style="list-style-type: none"> <li>• Tell a Story</li> <li>• Use an Effective Hook and a Call to Action</li> <li>• Long and Short Vowel Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A lot of, much, many, few, little, enough</i></li> <li>• Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize a Speaker's Point of View</li> </ul>	<p><b>Option 1</b> Do a food survey</p> <p><b>Option 2</b> Present an argument about food</p>

# Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p><b>6</b> <b>HOUSING FOR THE FUTURE</b> <i>page 101</i></p> <p>ACADEMIC TRACK: Engineering / Urban Planning</p>	<p><b>Lesson A</b> Housing Solutions*</p> <p><b>VIDEO</b> Steel Container Buildings</p> <p><b>Lesson B</b> How to Build a New City</p>	<ul style="list-style-type: none"> <li>• Use Context Clues</li> <li>• Use Diagrams and Flowcharts</li> </ul>
	<p><b>7</b> <b>THE HUMAN BODY</b> <i>page 121</i></p> <p>ACADEMIC TRACK: Health / Biology</p>	<p><b>Lesson A</b> How Humans Are Changing</p> <p><b>VIDEO</b> Brain Connections</p> <p><b>Lesson B</b> The Benefits of Bacteria♦</p>	<ul style="list-style-type: none"> <li>• Understand Time Periods</li> <li>• Use an Outline</li> </ul>
	<p><b>8</b> <b>LEARN TO LOVE ART</b> <i>page 141</i></p> <p>ACADEMIC TRACK: Arts / Music</p>	<p><b>Lesson A</b> Temporary Art*</p> <p><b>VIDEO</b> Making Art from Recycled Glass</p> <p><b>Lesson B</b> Jake Shimabukuro</p>	<ul style="list-style-type: none"> <li>• Recognize Opinions</li> </ul>
	<p><b>9</b> <b>OUR RELATIONSHIP WITH NATURE</b> <i>page 161</i></p> <p>ACADEMIC TRACK: Science / Anthropology</p>	<p><b>Lesson A</b> The Penguins at Simon's Town*</p> <p><b>VIDEO</b> Falcon Farmers</p> <p><b>Lesson B</b> Kariba Town, Zimbabwe</p>	<ul style="list-style-type: none"> <li>• Recognize Cause and Effect</li> </ul>
	<p><b>10</b> <b>HOW WE COMMUNICATE</b> <i>page 181</i></p> <p>ACADEMIC TRACK: Communication / Sociology</p>	<p><b>Lesson A</b> Solving Communication Problems</p> <p><b>VIDEO</b> A School for Communication</p> <p><b>Lesson B</b> The Importance of Gestures♦</p>	<ul style="list-style-type: none"> <li>• Listen for Key Words</li> </ul>

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> <li>• Ask for and Give Opinions</li> <li>• Encourage Other People in a Discussion</li> <li>• Sentence Stress</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunctions <i>and, but, or, so</i></li> <li>• Adjective Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Rank Options</li> </ul>	<p><b>Option 1</b> Present a house and sell it</p> <p><b>Option 2</b> Plan a new city</p>
<ul style="list-style-type: none"> <li>• Talk about Possibilities</li> <li>• Participate in a Group Discussion</li> <li>• Recognize Reduced Forms</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Will</i> for Predictions; Adverbs of Certainty</li> <li>• <i>Will</i> and <i>Be Going To</i></li> <li>• Choose the Correct Meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Question and Check What You Hear</li> </ul>	<p><b>Option 1</b> Survey classmates about the future</p> <p><b>Option 2</b> Discuss pros and cons of future situations</p>
<ul style="list-style-type: none"> <li>• Express Degrees of Uncertainty</li> <li>• Debate an Idea</li> <li>• Recognize Connected Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Modals of Present Possibility</li> <li>• Modals and Questions for Suggestions</li> <li>• Collocations with Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p><b>Option 1</b> Describe an image or book</p> <p><b>Option 2</b> Have a class debate</p>
<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Plan Your Presentation</li> <li>• Recognize Reduced Words</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative Adjectives</li> <li>• Superlative Adjectives</li> <li>• Collocations</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Arguments</li> </ul>	<p><b>Option 1</b> Play a vocabulary game</p> <p><b>Option 2</b> Give a presentation about the natural world</p>
<ul style="list-style-type: none"> <li>• Explain and Check</li> <li>• Invite and Answer Questions from the Audience</li> <li>• Consonant Clusters</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect</li> <li>• Present Perfect and Simple Past</li> <li>• Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize Cultural Differences</li> </ul>	<p><b>Option 1</b> Explain a piece of technology</p> <p><b>Option 2</b> Present a form of communication</p>



# Welcome to *Pathways Listening, Speaking, and Critical Thinking*, Third Edition

NEW AND UPDATED

Compelling photography and infographics in **Explore the Theme** draw students into the unit, develop their visual and information literacy skills, and get them speaking.

**EXPLORE THE THEME**

Read the information. Then discuss the questions.

- Do any of the facts surprise you?
- How many parts of the body can you name?
- Do you know or can you find any other interesting facts about the body?



## The Amazing Human Body

<p> 1. You blink around 20 times a minute. That's about ten million times a year.</p> <p> 2. Scientists believe that the nose can recognize a trillion different scents.</p> <p> 3. Human teeth are as strong as shark teeth.</p> <p> 4. Earwax is a type of sweat. Your ears make more earwax when you are afraid.</p>	<p> 5. The word <i>muscle</i> comes from a Latin word that means "little mouse." The ancient Romans thought a bicep muscle looked like a mouse.</p> <p> 6. Every year, you lose about 4 kg of dead skin cells.</p> <p> 7. If you live to age 70, your heart will beat around 2.5 billion times!</p> <p> 8. Bodies give off a small amount of light. It is too weak for the eye to see.</p>
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122 UNIT 7

THE HUMAN BODY 123

**A Listening** Remembering the Past


Click a link **A PREDICT** You are going to hear a lecture about nostalgia. What questions do you think the lecture will answer?

- What does nostalgia mean?
- Why is nostalgia bad for us?
- How can nostalgia make us happy?
- How does nostalgia help your memory?

**B MAIN IDEAS** Watch or listen to the lecture. Choose the correct word.

- Nostalgia includes a memory from the past and an (emotion / object).
- In the past, the meaning of nostalgia was about (happiness / sadness).
- These days, many doctors think nostalgia can be (helpful / dangerous).
- We can use nostalgia in (difficult / boring) situations.
- Some doctors think music can help older people with their (emotions / memories).

**C** Which answers in exercise A are correct? Were your answers correct?



A man enjoys a childhood experience.



A **multimedia approach** featuring videos, slideshows, and animations supports listening comprehension while making content accessible and engaging.

**Updated Speaking Activities** give more guided instruction and language support, building fluency, accuracy, and learner independence.

**B** Complete the chart with your answers and reasons.

> Favorite season: *autumn* Reason: *I prefer cooler weather. I like the color of the leaves.*

	Your answer	Your reason(s)
1. Favorite month or season		
2. Favorite smell		
3. Favorite old object or photo		
4. Favorite song or piece of music		
5. An old film you like or don't like		
6. Best or worst holiday		

**C** Work with a partner. Take turns sharing your information from exercise B.

Say an answer: *A: My favorite month is January.*  
 Ask for the reason: *B: Why's that?*  
 Give the reason: *A: In my country, it's the middle of summer!*

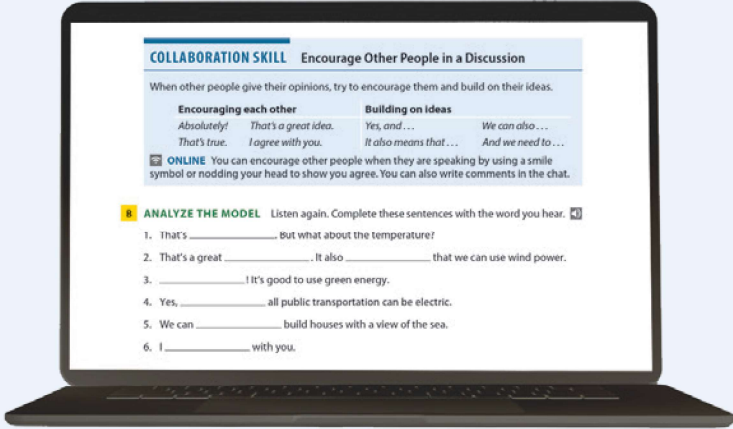
**Academic competency skills** like collaboration, communication, and problem-solving help students develop the skills and behaviors needed to succeed in school and their lives.

**CRITICAL THINKING** Make Inferences

Sometimes when people speak, they don't say exactly what they mean. So when you listen, you need to make inferences and guess a speaker's meaning.

**Statement:** "I studied biology for six years, and now I study lions in Zambia."

**We can infer:** This person knows a lot about biology and lions.



**Assessment**

*Pathways Listening, Speaking, and Critical Thinking* supports teachers and learners with various forms of assessment, with the goal of helping students achieve real-world success.

The **Final Tasks** section with two options provides flexibility for various learning environments and another opportunity for formative assessment.

A **new Review section** provides additional opportunities for formative assessment and encourages students to take control of their learning journey through guided self-assessment.

**Review**

**SELF-ASSESS**

How well can you ... ?	Very well.	OK.	I need improvement.
use the key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize reduced forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use will and be going to talk about possibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A VOCABULARY** Choose the correct word in each sentence.

- I always (feed / cause) my cat at eight o'clock.
- There's (bone / blood) on your face. Did you cut yourself?
- You have a very healthy (lifestyle / disease).
- Regular physical exercise can (improve / lead to) your health.
- What's the main (period / benefit) of good bacteria?

**B PRONUNCIATION** Listen to sentences using reduced and full forms. Check (✓) the sentence you hear.

- English lessons'll start tomorrow.
  - English lessons will start tomorrow.
- We're gonna pass this exam.
  - We're going to pass this exam.
- What'll you do after school?
  - What will you do after school?
- My daughter's gonna study biology.
  - My daughter's going to study biology.

**C GRAMMAR** Find and correct the mistake in each sentence.

- I'll visit the doctor tomorrow.
- We won't probably go out tonight.
- She going to be a doctor.
- I promise I'll calling you back later.
- What you going to do when you leave college?

**D SPEAKING SKILL** Say answers to these questions. Use expressions from the box and include reasons.

I'm very certain that... Probably... I'm fairly sure that... I doubt that... Maybe.

- How certain are you that you'll pass all your exams this year?
- Is it likely that you'll have more than one career in the future?

**RE-ASSESS** What skills or language do you still need help with?

**Final Tasks**

**OPTION 1** Survey classmates about the future

**A** Interview your classmates about their futures. Use the words in the survey. If they answer, "Definitely / probably / possibly ...", ask for a reason and write your classmate's name.

**A** Do you think you'll start a new kind of exercise this year?  
**B** Probably, because I want to get in better shape.  
 If they answer, "No, I (definitely / probably / possibly) won't," ask another person. You have ten minutes. Try to write names in every square.

start a new kind of exercise this year	go to college	learn to drive a car	move to a new home in the next five years
pass your exams this year	go camping for a vacation	learn another language someday	do some volunteer work this year
write a book someday	become famous someday	learn to make a new dish this week	travel to another country in the next year
go out with friends this weekend	try a new musical instrument	become a vegetarian someday	run a marathon

**T** Yoga is good physical exercise, and it helps decrease stress.



Opportunities for online assessment on the **new Spark platform** include:

- The National Geographic Learning Online Placement Test, which places students into the correct level of *Pathways*
- Interactive Online Practice activities and online tests from the Assessment Suite, for formative and summative assessment
- A Course Gradebook that tracks student and class performance against learning objectives, providing teachers with actionable insights to support student's progress



# spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!

**Manage your course and teach great classes with integrated digital teaching and learning tools.** Spark brings together everything you need on an all-in-one platform with a single log-in.

**Track student and class performance on independent online practice and assessment.** The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

**Set up classes and roster students quickly and easily on Spark.** Seamless integration options and point-of-use support helps you focus on what matters most: student success.

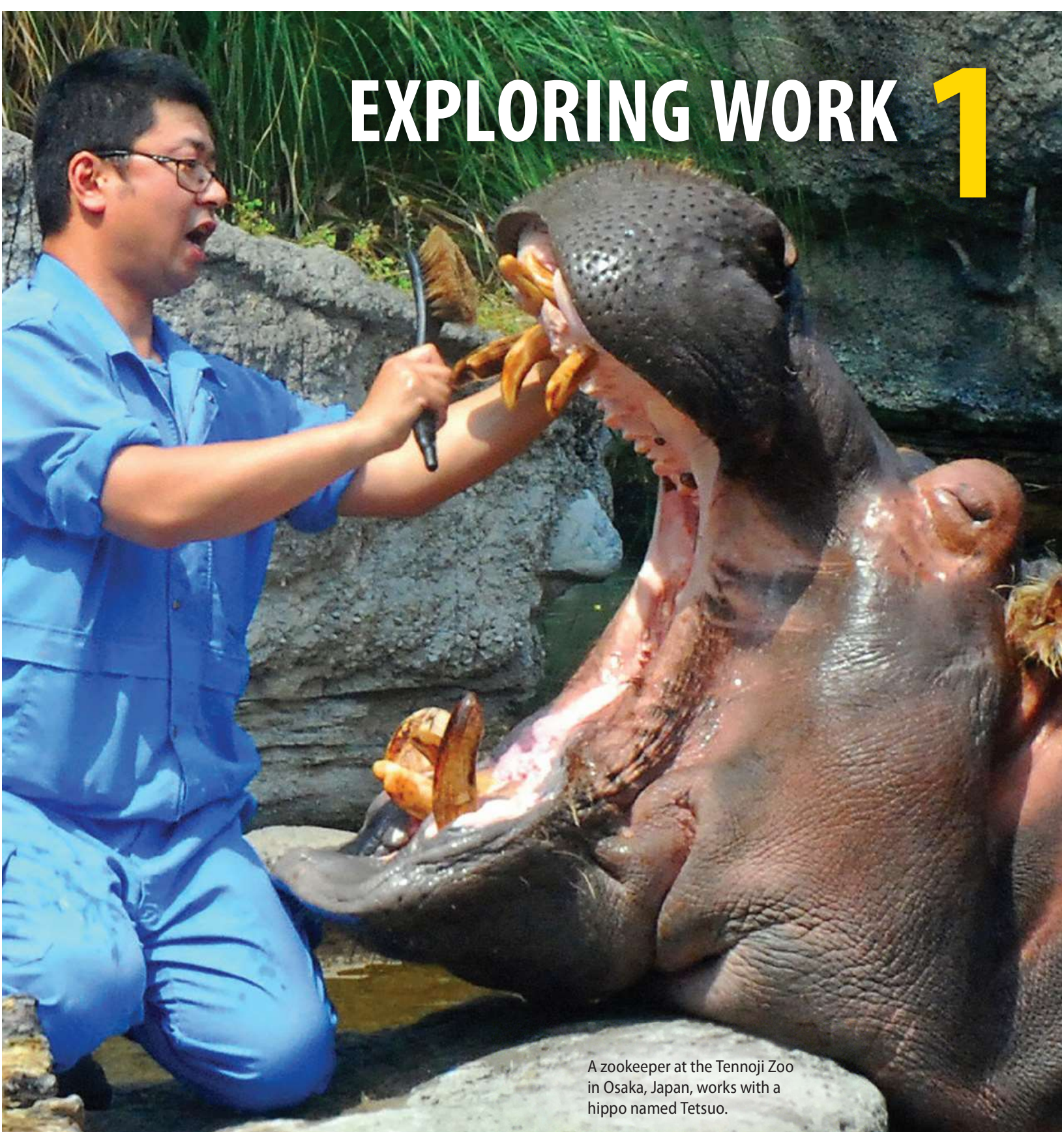


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to learn more

# EXPLORING WORK

# 1



A zookeeper at the Tennoji Zoo in Osaka, Japan, works with a hippo named Tetsuo.

## IN THIS UNIT, YOU WILL:

- Listen to an interview with a National Geographic Explorer
- Watch a video about working in the wild
- Watch or listen to a presentation about how to become an explorer
- Role-play a conversation about dream jobs  
OR Discuss what makes a good job

## THINK AND DISCUSS:

1. What is the man in the photo doing? Where does he work?
2. Do you want a job like this? Explain.
3. Is it important to have a good job? Explain.

## EXPLORE THE THEME

Read the information. Then discuss the questions.

1. Which three job pros do Gen Z employees talk about the most?
2. Do you agree? What are your top three job pros?
3. What other things do you think are important in a job?

A job pro is something you like about a job. These are the most common job pros that Gen Zers talked about in reviews of their jobs.

Work environment	4.3%
Flexible hours	4.2%
Good pay	3.5%
Great people	2.9%
Flexible schedule	2.5%
Great work	1.6%
Easy job	1.6%
Employee discount	1.5%
Free food	1.4%

# MOST COMMON JOB PROS FOR GEN Z\*


\*Gen Z are people born between 1997 and 2012.

Source: Glassdoor Economic Research




This is the office for Selgascano Architecture in Mallorca, Spain. Studies say that workers are happier in offices with plants and sunlight.

# A Vocabulary

**A** Listen and repeat. Check (✓) any words you already know. 

adventure (n)	creative (adj)	experience (n)	opportunity (n)	skill (n)
communicate (v)	dangerous (adj)	explore (v)	ordinary (adj)	view (n)

**B** **MEANING FROM CONTEXT** Read and listen to the article. Think about the meaning of the words in blue. Write each word next to its definition below. 

## MEET THE EXPLORERS

Different people have different **views** about “big cats,” such as lions and jaguars. Some people think the animals are beautiful, but other people are afraid of them because they can be **dangerous**. Thandiwe Mweetwa and Ricardo Samuel Moreno are biologists, and they love to **explore** the natural world. They both work with big cats and teach **ordinary** people about them.

Thandiwe is from Zambia, and she helps lions in her country. Sometimes people kill these animals because they want to protect their farm animals. So Thandiwe **communicates** with people in the villages and shares her **experiences** so they learn about the lions. She also works to give more **opportunities** to other women scientists.

Ricardo is from Panama, and he often goes on **adventures** in the jungle. Sometimes he tries to photograph jaguars. It’s difficult, and it takes special **skills**. He has to find **creative** ways to photograph them. For example, he uses special cameras in the trees; when a jaguar walks past the cameras, the cameras take photos of the animal.

▼ Thandiwe Mweetwa



▼ Ricardo Samuel Moreno



1. \_\_\_\_\_ (n) a chance to do something
2. \_\_\_\_\_ (adj) having the ability to make things or think of new ideas
3. \_\_\_\_\_ (adj) likely to cause harm or injury
4. \_\_\_\_\_ (v) to travel to different places and learn about things
5. \_\_\_\_\_ (n) an opinion or a way of seeing things

6. \_\_\_\_\_ (n) an exciting time or event
7. \_\_\_\_\_ (n) something that happens to you
8. \_\_\_\_\_ (v) to share information with others
9. \_\_\_\_\_ (n) something you are able to do well
10. \_\_\_\_\_ (adj) not different or unusual

## VOCABULARY SKILL Word Families


A word family is a group of words with the same base word. We add prefixes and suffixes to make word forms in the family.

create (v)      creative (adj)      creatively (adv)      creation (n)

When you learn a new word, try to learn the other forms as well. You can write down the form after the word using these abbreviations: (v) for verb, (adj) for adjective, (adv) for adverb, and (n) for noun.

**C** Work with a partner. Write the different forms of these words. Use a dictionary to help you.

1. communicate (v)      \_\_\_\_\_ (n)
2. \_\_\_\_\_ (n)      dangerous (adj)
3. \_\_\_\_\_ (v)      photographer (n)
4. adventure (n)      \_\_\_\_\_ (adj)
5. \_\_\_\_\_ (v)      explorer (n)
6. skillful (adj)      \_\_\_\_\_ (n)

**D** Choose the correct form of the word to complete these conversations. Then listen and check your answers. 

1. A: Do you like to do (danger / dangerous) things?  
B: Sure! I like surfing and skydiving!
2. A: Do you take a lot of (photographs / photographers)?  
B: Yes, I do. I have thousands on my phone.
3. A: What (skillful / skills) do you have?  
B: I speak two languages, and I can play the guitar.
4. A: Who do you (communicate / communication) with every day?  
B: My family and also my teachers at school.
5. A: When you go on vacation, do you prefer to have (adventurous / adventures) someplace or to relax on the beach?  
B: I like to relax on the beach!

**E PERSONALIZE** Work with a partner and take turns. Ask the questions in exercise D. Answer the questions so they are true for you.



# A Listening An Interview with Annie Griffiths

Critical Thinking |

**A BRAINSTORM** Look at the photo by Annie Griffiths and read about her. With a partner, think of two questions to ask Annie.



Women from the UAE Cycling Girls club, Dubai, UAE




Annie Griffiths is a National Geographic Explorer and photographer. She travels around the world and takes photographs of people and wildlife.

## LISTENING SKILL Listen for Repeated Words and Ideas

Speakers often repeat certain words (and their word forms) when they talk about a topic. They sometimes use synonyms or similar phrases for the key words and ideas. These repeated words help you identify the main idea and the most important information.


*Some people think "big cats," such as lions and jaguars, are beautiful, but other people believe the cats are dangerous. Thandiwe Mweetwa works with big cats. . . .*

**B** Listen to the interview with Annie Griffiths. You will hear these nine words. Check (✓) a word each time you hear it. Which FIVE words are repeated several times? 

- |                    |              |                   |
|--------------------|--------------|-------------------|
| _____ photographer | _____ places | _____ travel      |
| _____ wildlife     | _____ world  | _____ communicate |
| _____ dangerous    | _____ people | _____ friends     |

**C MAIN IDEAS** Think about the repeated words in exercise B. Check (✓) the main idea of the interview.

1.  Annie Griffiths' work is dangerous sometimes.
2.  Annie Griffiths travels around the world as a photographer.
3.  Annie Griffiths knows how to communicate with the people she meets.

**D DETAILS** Listen again and complete these sentences with ONE or TWO words. 

1. Annie travels to places such as Africa, Australia, the Middle East, and North and South \_\_\_\_\_.
2. Annie loves many places, so it's hard to choose a \_\_\_\_\_.
3. She takes photos of ordinary people, and she also loves taking pictures of \_\_\_\_\_ and landscapes.
4. When Annie talks to people or acts a little silly, they feel more \_\_\_\_\_.
5. It's important for photographers to be creative and see things in \_\_\_\_\_.

### CRITICAL THINKING Make Inferences


Sometimes when people speak, they don't say exactly what they mean. So when you listen, you need to make inferences and guess a speaker's meaning.

**Statement:** *"I studied biology for six years, and now I study lions in Zambia."*

**We can infer:** *This person knows a lot about biology and lions.*

**E** Think about the interview with Annie. Can you infer these statements? Choose Y for Yes or N for No. Critical Thinking

- |   |   |   |
|---|---|---|
| 1. Annie prefers to visit dangerous places.                   | Y | N |
| 2. Annie likes her life of adventure.                         | Y | N |
| 3. Annie knows how to make friends with strangers.            | Y | N |
| 4. Annie thinks everyone has the skills to be a photographer. | Y | N |

**F FOCUSED LISTENING** Listen to part of the interview with Annie Griffiths. Complete the questions with the words you hear. 

1. \_\_\_\_\_ favorite part of the world?
2. And \_\_\_\_\_ like to travel and explore the world so much?
3. But \_\_\_\_\_ communicate with people in so many places?
4. So \_\_\_\_\_ advice \_\_\_\_\_ for someone who wants to become a photographer?

**G RECALL** Work with a partner. Role-play an interview between a journalist and Annie. Critical Thinking

**Journalist:** You can use the questions in exercise F and also think of some new questions.

**Annie:** Use the information from the interview to answer the questions in your own words.

# A Speaking

For spelling of verbs ending in -s/-es, see the Appendix.

## GRAMMAR FOR SPEAKING Simple Present Statements

We use the **simple present** to express:

- habits or routines: *They **work** with animals.*
- things that are always true: *She **enjoys** her job.*

<b>Affirmative</b>	I / You / We / They	<b>live</b>	in Zambia.
	He / She / It	<b>lives</b>	
<b>Negative</b>	I / You / We / They	<b>don't live</b>	
	He / She / It	<b>doesn't live</b>	

Note the verbs *be* and *have* are irregular: **I am**    **You/We/They are**    **He/She/It is**  
**I/You/We/They have**    **He/She/It has**

**A** Complete these sentences about work. Use the simple present and contractions.

1. Explorers often \_\_\_\_\_ to different places around the world. (travel)
2. My father is a doctor. He \_\_\_\_\_ very long hours. (work)
3. I \_\_\_\_\_ a lot of work, and I get long breaks. (not have)
4. My brother is a soldier. He \_\_\_\_\_ much vacation time in the army. (not get)
5. Waiters \_\_\_\_\_ good pay, but they sometimes get big tips. (not receive)
6. My aunt is an artist. She works long hours, but every day \_\_\_\_\_ different! (be)

**B** Take turns reading the sentences in exercise A with a partner. Then describe each job using an adjective in the box.

badly paid    creative    dangerous    exciting    easy    hard

> *Explorers often travel to different places around the world. I think it's an exciting job!*

Critical Thinking

**C EVALUATE** Work with a group. Choose FOUR jobs. Discuss the pros (good things) and cons (bad things) of each job.

Jobs		Pros and Cons	
artist	engineer	boring / interesting	normal / long hours
builder	photographer	creative	opportunities to learn / travel
businessperson	scientist	dangerous	well paid / badly paid
chef	teacher	difficult / easy	
doctor	veterinarian	exciting	

A: *I think a doctor works long hours.*

B: *That's true, but a doctor is well paid, so that's good.*


## PRONUNCIATION Final -s/-es Sounds

For most verbs ending in -s/-es and plural nouns, the -s/-es ending doesn't add an extra syllable.

*work* → *works*    *re•ceive* → *re•ceives*    *opp•or•tun•i•ty* → *opp•or•tun•i•ties*

When a noun or verb ends with a /s/, /ʃ/, /z/, /dʒ/, or /tʃ/ sound, you pronounce the -s or -es ending with the sound /əz/ or /ɪz/. This adds an extra syllable.

*dance* → *danc•es*    *ex•er•cise* → *ex•er•cis•es*    *watch* → *watch•es*

**D** Read the sentences and underline any verbs and nouns ending with -s or -es. Write the number of syllables above each word. Then listen and check your answers. 

1. Annie <sup>4</sup>communicates with other photographers.
2. My son watches animals in the park.
3. She goes to different places and has amazing experiences.
4. My uncle drives buses for a living.
5. There are 16 doctors and 37 nurses at the hospital.
6. The students have three exercises.

## GRAMMAR FOR SPEAKING Adverbs and Expressions of Frequency

We often use **adverbs of frequency** with the simple present. Notice the word order.

- After the verb *be*: *He's **always** late.*
- Before all other verbs: *She **always** carries a camera.*

**always**      **usually**      **often**      **sometimes**      **not often**      **never**  
100% ←—————→ 0%

We also use **expressions of frequency** with the simple present. An expression of frequency answers the question *How often?*

**A:** *How often do you go to school?*

**once/twice/three times a week/month/year**

**B:** *I have class **five days a week**.*

**every day/week/year/afternoon**

Construction workers work on a new building.



- E** Write SIX true sentences about people you know. Use ideas from the chart or your own ideas. Remember to change the verb and use the correct word order.

Person	Adverb	Verb phrase	
My mother / father	always	watch TV	at (+ <i>time</i> )
My brother / sister	usually	exercise at the gym	in the morning / afternoon / evening
My best friend	often	wake up	at night
My teacher	sometimes	do homework	on the weekends
My friend [name]	not often	finish work	during the week
	never	play sports	after work / school / class
		work in an office	

> *My mother always wakes up at seven o'clock during the week.*

- F** Share your sentences from exercise E with a partner. Pronounce the -s ending with an extra syllable where necessary.

- G** Work with a partner and take turns. Ask questions with *How often do you . . . ?* and a verb phrase from exercise E (or your own ideas). Answer the question with an expression of frequency.

*A: How often do you watch TV?*

*B: About three times a week.*

- H** Read the short description of a job. Then choose the correct adverbs and expressions of frequency in the sentences below.

#### **A DAY IN THE LIFE OF A "DIGITAL NOMAD"**

My name is Henry, and I work for a software company. Every day, I start work at eight. I design and write computer programs. I can work from anywhere in the world, so this month I'm in Seoul. Every four or five weeks, I move to a new city or country. My boss lives in Montreal, but as long as we talk on Mondays and Fridays, she's happy.

1. He **always** / **never** starts works at eight.
2. He moves to a new country about **once a month** / **twice a year**.
3. He speaks to his boss **every week** / **twice a week**.

Critical Thinking |

- I CREATE** Follow these steps.

1. Choose a job and write a similar "day in the life" description (four or five sentences). Describe what you do, but don't write the name of the job.
2. Work with a group. Take turns reading your job descriptions. Try to guess everyone's jobs.



## Working in the Wild

**in the field** (expression) in nature or the real world  
**look after** (v phr) to take care of something / someone

**increase** (v) to go up; to rise  
**population** (n) the number of animals in a group

▲ Holly Akello at the CTC Conservation Center in the Butambala District, Uganda

**A** Watch the video about Holly Akello and an organization called Gorilla Doctors. Are these things true for Holly, the Gorilla Doctors, or both? Write the letters in the chart. ▶

- want to help animals
- look after different kinds of animals
- look after one kind of animal
- feed the animals
- want to increase the number of animals
- need special skills

Holly	Both	Gorilla Doctors


**B** Watch again. Choose the correct answers. For some questions, both answers are correct. ▶

- |  |                        |                              |
|--|------------------------|------------------------------|
| 1. Where does Holly work?                              | a. In Uganda.          | b. At a conservation center. |
| 2. Which animal(s) does she look after?                | a. Lions.              | b. Snakes.                   |
| 3. Why isn't she afraid of the animals?                | a. She feeds them.     | b. She understands them.     |
| 4. What do the Gorilla Doctors do?                     | a. Study the gorillas. | b. Count the gorillas.       |
| 5. What do they give names to?                         | a. The babies.         | b. The gorilla families.     |
| 6. Who do the Gorilla Doctors teach about the animals? | a. Other doctors.      | b. Schoolchildren.           |


**C PERSONALIZE** Discuss these questions with a partner.

- In the future, do you want to work with animals? Why? Why not?
- Imagine you are going to interview a person for a job at the conservation center in Uganda. What can you ask at the interview? Write down three questions.

# B Vocabulary

**A** Listen and repeat. Check (✓) any words you already know. 

apply (v)    enthusiastic (adj)    interview (n)    perfect (adj)    responsible for (adj phr)  
candidate (n)    equipment (n)    manage (v)    positive (adj)    training (n)

**B** **MEANING FROM CONTEXT** Listen and write the words you hear. Then think about each word's meaning. 

## PART-TIME BARISTAS NEEDED


The university café needs an <sup>1</sup>\_\_\_\_\_ student to work part-time. Are you the <sup>2</sup>\_\_\_\_\_ person for the job? Baristas are <sup>3</sup>\_\_\_\_\_ making drinks and cleaning the <sup>4</sup>\_\_\_\_\_, tables, and chairs. Sometimes you will also need to <sup>5</sup>\_\_\_\_\_ the café on your own. Anyone can <sup>6</sup>\_\_\_\_\_ because we provide <sup>7</sup>\_\_\_\_\_. The successful <sup>8</sup>\_\_\_\_\_ is <sup>9</sup>\_\_\_\_\_ and wants to learn new skills. Find out more about the job and ask for an <sup>10</sup>\_\_\_\_\_ by email: info@unicafe.edu.



▲ A barista makes coffee for customers in his café.

**C** Read comments about working at the university café. Cross out the **bold** words in each sentence and write a word from exercise A.

1. "Builders use a lot of **tools and machines** \_\_\_\_\_ for their jobs."
2. "Only one **person** \_\_\_\_\_ has emailed about the job so far."
3. "I think I'm the **best** \_\_\_\_\_ person for the job."
4. "Why did you **ask** \_\_\_\_\_ for this job?"
5. "I'm so **excited and happy** \_\_\_\_\_ about my new job. I can't wait to start!"

**D** Read and complete part of a conversation with the OTHER five words from exercise A. Listen and check. Then practice the conversation with a partner. 

INTERVIEWER: Thank you for coming to this job <sup>1</sup>\_\_\_\_\_. I have a few questions. Do you have any experience working in a café?

CANDIDATE: No, I don't. But the job advertisement says you provide <sup>2</sup>\_\_\_\_\_.

INTERVIEWER: That's true. We can train you to use the equipment and make coffee, but it's harder to train people to be friendly! We want to hire very <sup>3</sup>\_\_\_\_\_ people.

CANDIDATE: Oh well, I'm very friendly, and I love to learn new skills.

INTERVIEWER: That's good to know.

CANDIDATE: In my last job in a shop, I was <sup>4</sup>\_\_\_\_\_ helping customers. And sometimes I had to <sup>5</sup>\_\_\_\_\_ the shop when my manager was away.

INTERVIEWER: That's very interesting. Do you have any questions for me?

**E CREATE** Work with a partner and prepare for a job interview. Then do the interview.

Critical Thinking

Student A: You are a candidate for the job in the advertisement. Make notes about:

- your work experience and skills (e.g., do you know how to make coffee?)
- your personality (e.g., are you positive and enthusiastic?)

Student B: You are the interviewer. Prepare five questions for the candidate. Find out about:

- the person's work experience and skills
- the person's personality



# B Listening What Does It Take to Be an Explorer?

Critical Thinking

**A PREDICT** You are going to hear part of a presentation about how to become an explorer. Write down FIVE words you think you will hear. Then compare your words with a partner.

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**B MAIN IDEAS** Watch or listen to the presentation. How can you prepare to be an explorer? Check (✓) the speaker's four main ideas. 🔊 ▶

- |   |  |
|---|--|
| 1. <input type="checkbox"/> Study and explore wildlife. | 5. <input type="checkbox"/> Learn other languages.                       |
| 2. <input type="checkbox"/> Study your main interests.  | 6. <input type="checkbox"/> Find out about new things and ask questions. |
| 3. <input type="checkbox"/> Learn about photography.    | 7. <input type="checkbox"/> Try some dangerous activities.               |
| 4. <input type="checkbox"/> Buy an expensive camera.    |  |

**C** Did you hear any of your words from exercise A?

**D DETAILS** Read the statements. Then watch or listen again and choose T for *True* or F for *False*. 🔊 ▶

- |  |   |   |
|--|---|---|
| 1. The presenter is talking about this topic for the first time.         | T | F |
| 2. People often don't know how to become explorers.                      | T | F |
| 3. Most explorers climb mountains and dive in oceans.                    | T | F |
| 4. Andrea Hernandez is an explorer and a filmmaker.                      | T | F |
| 5. Many explorers know how to take good photographs of their adventures. | T | F |
| 6. Explorers shouldn't make mistakes when they speak a local language.   | T | F |
| 7. Explorers usually travel to dangerous places.                         | T | F |
| 8. You can prepare and get experience in your town or city.              | T | F |

## NOTE-TAKING SKILL Use Linear Notes and Mind Maps

When you take notes, it's important to write down key words; these are often repeated words. You also need to organize your notes.

You can write notes in a list with subheads, numbers, and bullet points.

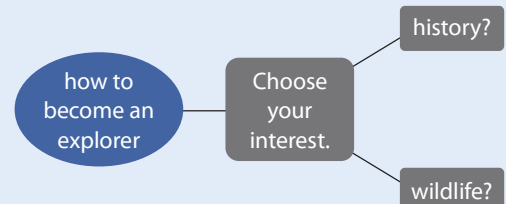
How to become an explorer (topic)

1. Choose your interest. (subtopic)

- history?

- wildlife?

Or you can write notes using a mind map.



Some people also draw little pictures or use symbols in their notes. There is no correct way to take notes. Use a strategy that works for you.