

 NATIONAL  
GEOGRAPHIC  
LEARNING

2

# PATHWAYS

THIRD  
EDITION

Listening, Speaking, and Critical Thinking

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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
<b>Level 2</b>	<b>B1–B2</b>	<b>4.5–6.0</b>	<b>32–60</b>
Level 1	A2–B1	0–5.5	0–46
Foundations	A1–A2		

**ON THE COVER**

NASA engineers working on Starshade prototype, Louisville, Colorado, US.

© Craig Cutler






# Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p><b>1</b> <b>HEALTHY LIVES</b> <i>page 1</i></p> <p>ACADEMIC TRACK: Health Science</p>	<p><b>Lesson A</b> How to Manage Stress*</p> <p><b>VIDEO</b> Positive Stress</p> <p><b>Lesson B</b> Living with Food Allergies</p>	<ul style="list-style-type: none"> <li>• Listen for Main Ideas and Details</li> <li>• Take Effective Notes</li> </ul>
	<p><b>2</b> <b>TECHNOLOGY TODAY AND TOMORROW</b> <i>page 21</i></p> <p>ACADEMIC TRACK: Technology</p>	<p><b>Lesson A</b> Artificial Intelligence♦</p> <p><b>VIDEO</b> Robots of the Deep</p> <p><b>Lesson B</b> Tech for Good</p>	<ul style="list-style-type: none"> <li>• Recognize Opinions</li> <li>• Write Key Words and Phrases</li> </ul>
	<p><b>3</b> <b>CULTURE AND IDENTITY</b> <i>page 41</i></p> <p>ACADEMIC TRACK: Sociology</p>	<p><b>Lesson A</b> A Mexican Tradition*</p> <p><b>VIDEO</b> The People of the Horse</p> <p><b>Lesson B</b> Travel and Identity</p>	<ul style="list-style-type: none"> <li>• Ask Questions</li> <li>• Use Abbreviations and Symbols</li> </ul>
	<p><b>4</b> <b>LET'S EAT</b> <i>page 61</i></p> <p>ACADEMIC TRACK: Natural Science</p>	<p><b>Lesson A</b> Food Psychology</p> <p><b>VIDEO</b> Alex Sigrist: Small Changes</p> <p><b>Lesson B</b> Culinary Medicine♦</p>	<ul style="list-style-type: none"> <li>• Listen for Problems and Solutions</li> <li>• Divide the Page into Parts</li> </ul>
	<p><b>5</b> <b>INSIDE THE BRAIN</b> <i>page 81</i></p> <p>ACADEMIC TRACK: Psychology</p>	<p><b>Lesson A</b> Making Memories</p> <p><b>VIDEO</b> 3-D Brain Scans</p> <p><b>Lesson B</b> The Exercise-Brain Connection♦</p>	<ul style="list-style-type: none"> <li>• Listen for Reasons and Explanations</li> <li>• Organize Notes by Speaker or Topic</li> </ul>

\* With slideshow  
♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> <li>• Keep a Conversation Going</li> <li>• Suffixes and Syllable Stress</li> <li>• Participate in a Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Gerunds as Subjects and Objects</li> <li>• Meaning from Context</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret Visuals</li> </ul>	<p><b>Option 1</b> Play a Healthy-Habits Bingo Game</p> <p><b>Option 2</b> Discuss Your Healthy Habits</p>
<ul style="list-style-type: none"> <li>• Give Reasons</li> <li>• Long and Short Vowels</li> <li>• Acknowledge Ideas and Disagree Politely</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect</li> <li>• Signal Words with the Present Perfect</li> <li>• Collocations</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize</li> </ul>	<p><b>Option 1</b> Discuss Human and Machine Intelligence</p> <p><b>Option 2</b> Present a Useful App</p>
<ul style="list-style-type: none"> <li>• Define Unfamiliar Terms</li> <li>• The Vowel Sound /ɜr/</li> <li>• Repeat and Emphasize</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective Clauses</li> <li>• Noun and Adjective Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Consider Different Perspectives</li> </ul>	<p><b>Option 1</b> Discuss Something Popular from Another Culture</p> <p><b>Option 2</b> Present Your Identity</p>
<ul style="list-style-type: none"> <li>• Give and Ask for Opinions</li> <li>• Spelling Patterns for Long Vowel Sounds</li> <li>• Participate in a Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Active vs. Passive Voice</li> <li>• Parts of Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize</li> </ul>	<p><b>Option 1</b> Discuss How Grocery Stores Affect Consumers</p> <p><b>Option 2</b> Debate whether Cooking Should Be Taught in Schools</p>
<ul style="list-style-type: none"> <li>• Make Suggestions</li> <li>• Recognize Linking</li> <li>• Describe Images</li> </ul>	<ul style="list-style-type: none"> <li>• Infinitives after Verbs</li> <li>• Words with Multiple Meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate Pros and Cons</li> </ul>	<p><b>Option 1</b> Discuss Strategies for Learning a Language</p> <p><b>Option 2</b> Present Advice to Future Students</p>

# Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p><b>6</b> <b>KNOWLEDGE IS POWER</b> <i>page 101</i></p> <p>ACADEMIC TRACK: Education</p>	<p><b>Lesson A</b> Teaching Yourself*</p> <p><b>VIDEO</b> The World's Oldest Programmer</p> <p><b>Lesson B</b> Choosing a Major</p>	<ul style="list-style-type: none"> <li>• Recognize Transitions</li> </ul>
	<p><b>7</b> <b>OUR CHANGING WORLD</b> <i>page 121</i></p> <p>ACADEMIC TRACK: Earth Science</p>	<p><b>Lesson A</b> Studying Earth Science♦</p> <p><b>VIDEO</b> Earthquakes 101</p> <p><b>Lesson B</b> A Revolution in Earth Science</p>	<ul style="list-style-type: none"> <li>• Understand the Purpose of a Talk</li> <li>• Take Note of Steps in a Process</li> </ul>
	<p><b>8</b> <b>LIVING HISTORY</b> <i>page 141</i></p> <p>ACADEMIC TRACK: Anthropology / Archaeology</p>	<p><b>Lesson A</b> Preserving the Past*</p> <p><b>VIDEO</b> Secrets of Ancient Egypt</p> <p><b>Lesson B</b> Crowd Science</p>	<ul style="list-style-type: none"> <li>• Recognize Examples</li> <li>• Use Charts</li> </ul>
	<p><b>9</b> <b>SPECIES SURVIVAL</b> <i>page 161</i></p> <p>ACADEMIC TRACK: Life Science</p>	<p><b>Lesson A</b> Protecting Endangered Creatures</p> <p><b>VIDEO</b> Amazing Chameleons</p> <p><b>Lesson B</b> Solving the Mosquito Problem</p>	<ul style="list-style-type: none"> <li>• Recognize Opinions and Facts</li> <li>• Review Your Notes</li> </ul>
	<p><b>10</b> <b>FINDING SUCCESS</b> <i>page 181</i></p> <p>ACADEMIC TRACK: Business</p>	<p><b>Lesson A</b> Five Things You Need to Succeed♦</p> <p><b>VIDEO</b> Eco-Fuel Africa</p> <p><b>Lesson B</b> Rule Breakers</p>	<ul style="list-style-type: none"> <li>• Recognize Humor</li> </ul>

Appendix *page 201*

\* With slideshow  
♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> <li>• Relate to What Your Audience Knows</li> <li>• Silent Consonants</li> <li>• Check Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative and Superlative Adjectives</li> <li>• Phrasal Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Apply Previous Knowledge</li> </ul>	<p><b>Option 1</b> Discuss Sayings about Education</p> <p><b>Option 2</b> Present on Something You Want to Study</p>
<ul style="list-style-type: none"> <li>• Use Linking Words</li> <li>• Dropped Consonants</li> <li>• Give a Joint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Time Words and Expressions</li> <li>• Commonly Confused Words</li> </ul>	<ul style="list-style-type: none"> <li>• Make Inferences</li> </ul>	<p><b>Option 1</b> Create a List for a Disaster Supplies Kit</p> <p><b>Option 2</b> Talk about a Change in Our World</p>
<ul style="list-style-type: none"> <li>• Summarize</li> <li>• Sentence Stress</li> <li>• Consider What Your Listeners Need to Know</li> </ul>	<ul style="list-style-type: none"> <li>• Infinitives of Purpose</li> <li>• Negative Prefixes and Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> </ul>	<p><b>Option 1</b> Discuss Special Objects from Your Past</p> <p><b>Option 2</b> Present a Historical Object, Site, or Person</p>
<ul style="list-style-type: none"> <li>• Express Cause and Effect</li> <li>• Thought Groups</li> <li>• Mention Your Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs and Modals of Possibility and Necessity</li> <li>• Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the Strength of Ideas</li> </ul>	<p><b>Option 1</b> Design a Poster to Protect a Plant or Animal</p> <p><b>Option 2</b> Present on an Endangered Species</p>
<ul style="list-style-type: none"> <li>• Paraphrase</li> <li>• Stress for Contrast</li> <li>• Organize Your Talk</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of Degree</li> <li>• Word Blends</li> </ul>	<ul style="list-style-type: none"> <li>• Categorize</li> </ul>	<p><b>Option 1</b> Discuss Different Kinds of Success</p> <p><b>Option 2</b> Describe a Failure that Became a Success</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.

1. Do any of the facts surprise you?
2. When might this information be useful? For example, if you are having a terrible day, you might tell yourself you're not likely to remember it tomorrow.
3. What would you like to learn about the brain?

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## Did You Know...?

There is a lot we know about the brain, but so much more that we don't. We know that there are billions of neurons (cells) in our brains making trillions of connections. These connections allow us to remember and learn information, among other things. However, scientists still have many questions, such as: How many different types of neurons are there? How do they communicate with each other? And how do all the parts of the brain work together? As scientists work to answer these questions, consider these amazing facts that we do know.



The brain is 80% water.

We often remember songs better than events.

Brain information travels at 268 mph.

People have more than 100,000 thoughts a day.

Human brains have enough memory to store all of the Internet.

Stress kills neurons, which affects learning, reasoning, and memory.

The brain is the hottest part of the body.

The average attention span is 20 minutes.

When you think hard, your brain takes more oxygen and fuel from your blood.

70% of our thoughts are negative.

Napping can improve your memory.

We've already forgotten 90% of what happened to us yesterday.

**A Listening** Protecting Endangered Creatures


**ACTIVATE** Work in a group. Look at the photo and read the caption. Then discuss the questions.

1. Why does the sign say "Missing" and "Have you seen me?"
2. What does "Reward: Survival" mean?
3. How likely is it that the sign will get people's attention?

**MAIN IDEAS** Watch or listen and take notes. Then decide whether each statement is about Lucy Cooke or Joel Sartore. Write L for Lucy, J for Joel, or B for both.

1. \_\_\_\_\_ Became interested in animals as a child
2. \_\_\_\_\_ Feels people need to understand unusual animals
3. \_\_\_\_\_ Feels photos are a way to help species
4. \_\_\_\_\_ Started a project to photograph wild animals in human care (i.e., at zoos, aquariums, and wildlife parks)
5. \_\_\_\_\_ Wants to teach people about wild animals

▽ An informative sign at the preview of Missing, an exhibition by artist and environmentalist Joel Sartore in London, England




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

**D** Think about something you discovered. It could be an object, information, or something else. Prepare to talk about your discovery by making notes in the chart.

What did you discover?	
Where or how did you discover it?	
What did you do or what happened after you discovered it?	

**E** Work with a partner. Take turns talking about the thing you found using your notes from exercise D. When it is your turn to listen, take notes about what you hear.

**F SUMMARIZE** Work with a different partner. Summarize the talk you heard in exercise E using your notes. Critical Thinking

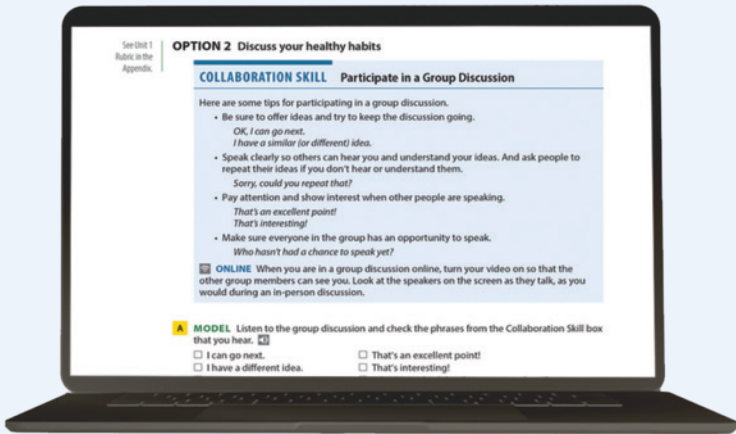
**Academic competency skills** like collaboration, communication, and problem-solving help students develop the skills and behaviors needed to succeed in school and their lives.

**CRITICAL THINKING** Consider Different Perspectives

People bring their own perspective to a topic. Notice how these speakers differ in how they see the same situation.

Speaker A: *Our dinner guests were rather impolite. They left some food on their plates.*  
 Speaker B: *Our dinner guests were very polite. They left a little food on their plates.*

For Speaker A, leaving some food on a plate could mean they did not like the food. For Speaker B, it could mean they had plenty to eat.



**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"/>
stress the content words in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
summarize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use infinitives of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A. VOCABULARY** Complete the sentences with the correct form of the words from the box. TWO words are extra.

ancient civilization	demonstration	interpret	purpose	site	volunteer
imagine	preserve	sign-up			

Uxmal is an archaeological \_\_\_\_\_ in Mexico. It is an important and \_\_\_\_\_ Maya city. The Mayo \_\_\_\_\_ survived for thousands of years. Visitors to Uxmal can \_\_\_\_\_ to take a tour. The tour guide's job is to \_\_\_\_\_ things for them. The buildings at Uxmal are beautiful. Many have been \_\_\_\_\_ well. There is also a large open court there. The \_\_\_\_\_ of this court was to play ball games. Visiting Uxmal is interesting. You can \_\_\_\_\_ what life was like in Maya times.

**B. GRAMMAR** Rewrite these sentences about Uxmal using infinitives of purpose.

- People go to Uxmal because they are interested in seeing an ancient Maya city.
- Some visitors to Uxmal hire a tour guide. They want to learn more about the site.
- Uxmal had a large open court that the Maya used for playing ball games.

**C. PRONUNCIATION** Practice reading aloud the information in exercise A. Use natural sentence stress.

**D. SPEAKING SKILL** Choose ONE of these topics. Summarize what you remember about it.

- Minseok Folk Village
- Colonial Williamsburg
- Doggerland

**RE-ASSESS** What skills or language still need improvement?

**Final Tasks**

**OPTION 1 Discuss special objects from your past**

**A** Look at the photo and read the caption. Discuss with a partner what you can infer about Emma from the objects that are special to her?

**B BRAINSTORM** Make a list of objects that are special to you. They could be objects from your past that you have special memories of or objects that have been useful or important to you over the years.

**C** Work in a group. Take turns sharing objects from your list in exercise B. When it is your turn to speak, say what objects you have chosen and why they are special to you. When it is your turn to listen, ask questions to find out more about the special objects.

**D** Share the most memorable objects you heard about with the class. Discuss what future generations might learn if they discovered your objects.

\* An image titled "Emma" from artist Regina Tschernitz's "Memories" series about things that are special to people

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.



Photo credit:  
©Brian Yen

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to learn more

# HEALTHY LIVES

# 1



A subway train with a healthy and happy theme in Hangzhou, Zhejiang province, China

## IN THIS UNIT, YOU WILL:

- Watch or listen to a talk about managing stress
  - Watch a video on positive stress
  - Listen to a conversation about food allergies
  - Play a healthy-habits bingo game
- OR Discuss your healthy habits

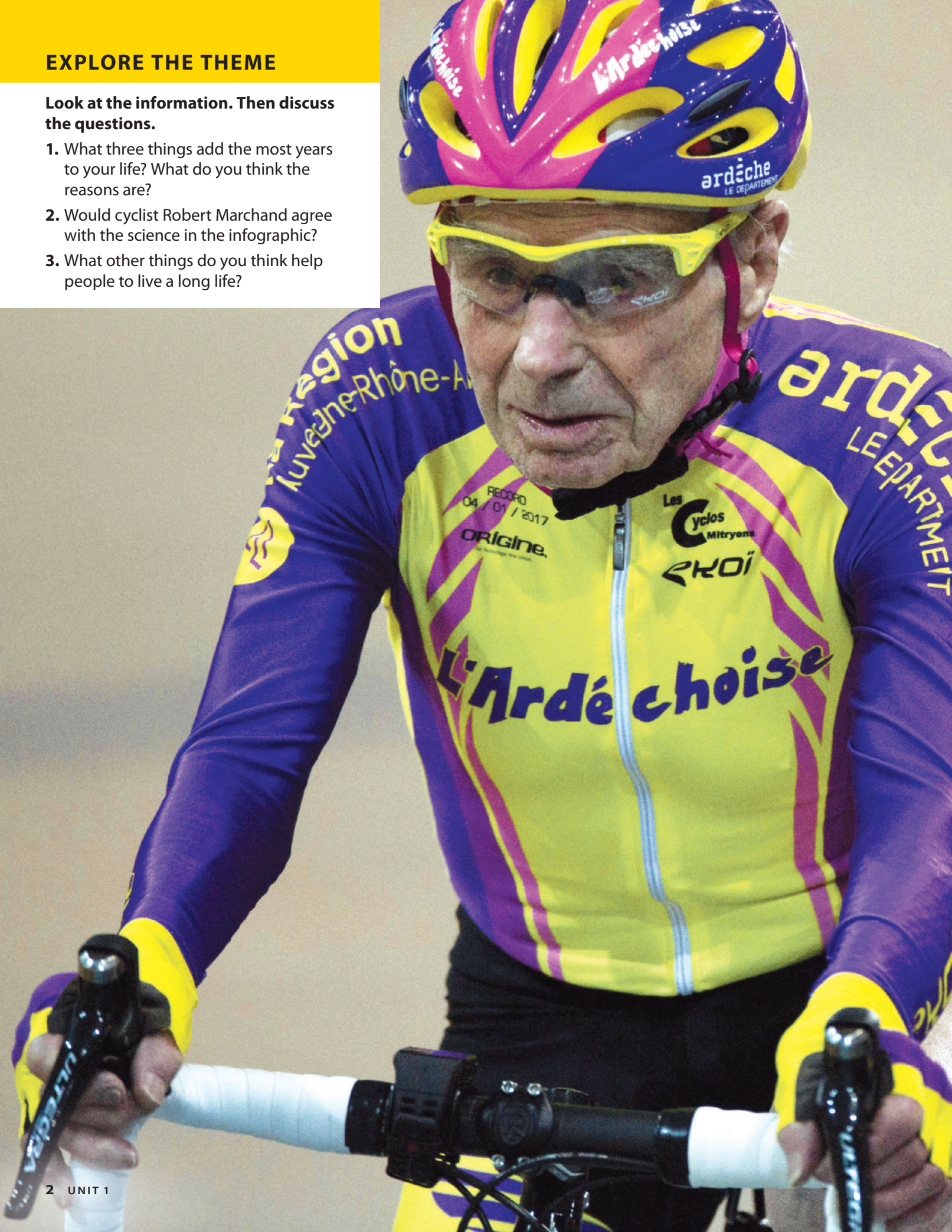
## THINK AND DISCUSS:

1. How does the subway train encourage health and happiness?
2. Would riding on this subway train to or from work make you feel less stress?
3. What does “a healthy life” mean to you?

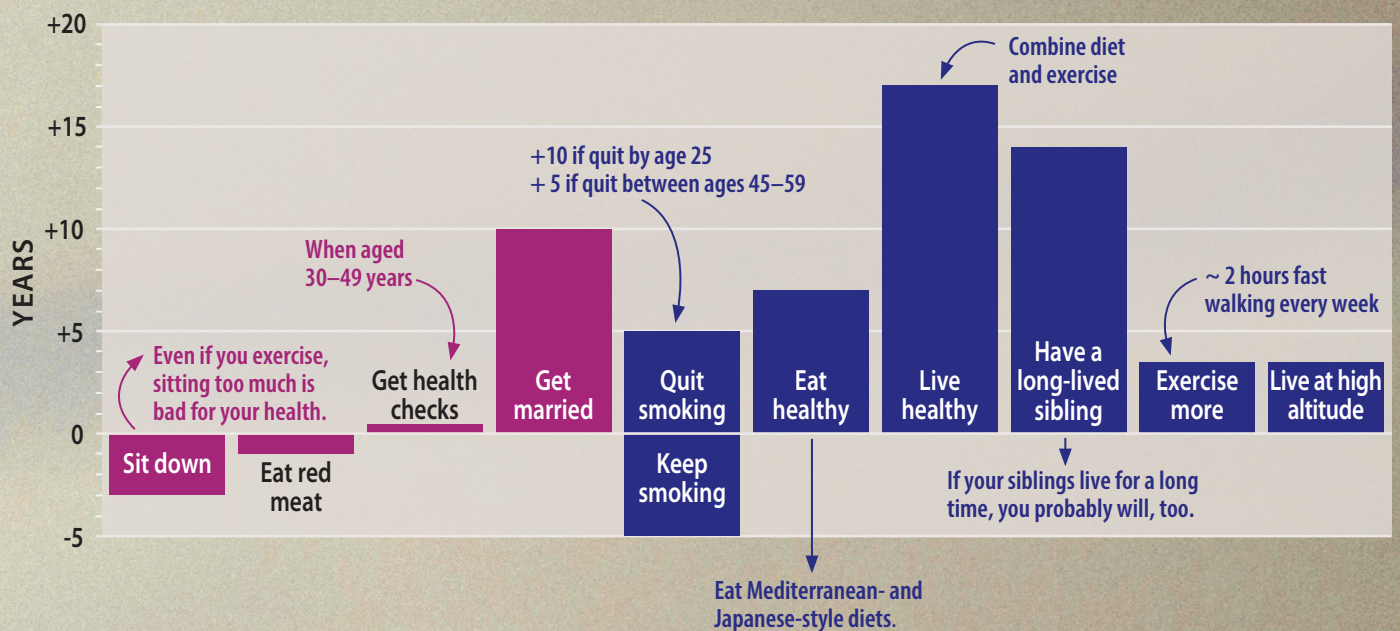
## EXPLORE THE THEME

Look at the information. Then discuss the questions.

1. What three things add the most years to your life? What do you think the reasons are?
2. Would cyclist Robert Marchand agree with the science in the infographic?
3. What other things do you think help people to live a long life?



# What Makes You Live Longer?




STRENGTH OF SCIENCE: ■ Good ■ Strong

Source: <https://informationisbeautiful.net/visualizations/what-could-really-increase-life-expectancy-lifespan-and-longevity/>


At age 105, cyclist Robert Marchand tries to break the world record in the senior endurance race in Saint-Quentin-en-Yvelines, France. He said his long and active life was thanks to a diet of mainly fruits and vegetables, a little meat and coffee, and an hour of cycling a day.

## A

## Vocabulary

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

attitude (n)	develop (v)	harmful (adj)	manage (v)	prevent (v)
cause (v)	habit (n)	likely (adj)	positive (adj)	provide (v)

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

### LIVING TO 100

How old is the oldest person you know? 80 years old? 90 years old? In some parts of the world, it's not unusual for people to live 100 years or even longer. Scientists looked at two of these places—Sardinia, Italy, and Okinawa, Japan—and learned that people there <sup>1</sup>\_\_\_\_\_ fewer health problems than in other parts of the world. They are also more <sup>2</sup>\_\_\_\_\_ to live to be 100 or older.

In Sardinia, scientists were surprised to find as many men as women who were 100 years old or older. This is unusual because, in general, women live longer than men. One reason for this may be that men in Sardinia don't have a lot of stress in their lives, and stress can be <sup>3</sup>\_\_\_\_\_. It can <sup>4</sup>\_\_\_\_\_ health problems. The men there work outdoors, which <sup>5</sup>\_\_\_\_\_ daily exercise, while the women <sup>6</sup>\_\_\_\_\_ the house and money. According to one Sardinian man, he does the work, but his wife does the worrying.

In Okinawa, people have very little cancer and heart disease. One of the reasons could be their <sup>7</sup>\_\_\_\_\_ <sup>8</sup>\_\_\_\_\_ toward life. That might <sup>9</sup>\_\_\_\_\_ stress. In addition, Okinawans eat a healthy diet that includes a lot of fresh vegetables and a little meat and fish. They also have healthy <sup>10</sup>\_\_\_\_\_, such as taking care of a garden and spending time with family. In other words, a positive attitude and good food seem to prevent many of the health problems found in other parts of the world.

A man from Sardinia, Italy ►



**C** Write each word from exercise A next to its definition.

1. \_\_\_\_\_ (v) to control or deal with something
2. \_\_\_\_\_ (v) to start to have
3. \_\_\_\_\_ (adj) possible or probable
4. \_\_\_\_\_ (v) to make something happen
5. \_\_\_\_\_ (adj) causing negative effects or damage
6. \_\_\_\_\_ (v) to give something or make it available
7. \_\_\_\_\_ (v) to stop something from happening
8. \_\_\_\_\_ (n) something you do often and regularly
9. \_\_\_\_\_ (n) a feeling about someone or something
10. \_\_\_\_\_ (adj) good or helpful

**D** Complete the sentences with the correct form of a word from exercise C.

1. In Okinawa, good food and healthy \_\_\_\_\_ may \_\_\_\_\_ health problems.
2. My father always thinks he's going to get sick, but I have a better \_\_\_\_\_. I tell myself I'm going to stay healthy!
3. My grandmother is 90 and very healthy. I think she is \_\_\_\_\_ to live to be 100.
4. Stella made several \_\_\_\_\_ changes to her diet and she feels great!
5. Using the calendar app on my phone helps me to \_\_\_\_\_ my schedule.
6. When the weather changes, many people \_\_\_\_\_ colds.
7. Eating too much fried food can \_\_\_\_\_ health problems.
8. Some schools \_\_\_\_\_ free lunch to all students.
9. The sugar in candy can be \_\_\_\_\_ to your teeth. Don't eat too much of it.

**E PERSONALIZE** Check Yes or No for each question. Take turns asking and answering the questions with a partner. Explain your answers.

### QUESTIONNAIRE: How likely are you to live to be 100?\*

	YES	NO
1. Do you manage stress well?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your diet include a lot of fruits and vegetables?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you exercise for 30 minutes a day or more?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is anyone in your family 90 or older?	<input type="checkbox"/>	<input type="checkbox"/>
5. In general, do you have a positive attitude toward life?	<input type="checkbox"/>	<input type="checkbox"/>

\*The more questions you answered with yes, the more likely you are to live to be 100.

# Listening

## How to Manage Stress

Critical Thinking

**A PREDICT** You will hear a talk about stress and how to manage it. Discuss these questions.

1. What is stress? What causes it? What do you do to manage stress?
2. How do you think the speaker will organize the talk?
  - a. Explain what stress is and then talk about one way to manage it
  - b. Talk about ways to manage stress and then explain what it is
  - c. Explain what stress is and then talk about different ways to manage it
3. Which topics do you expect to hear about in the talk?
 

a. diet	c. sleep	e. social life
b. exercise	d. smoking	f. taking breaks

### LISTENING SKILL Listen for Main Ideas and Details



When listening to a talk, you need to be able to identify the main ideas and details.

Main ideas are the speaker's most important ideas. Here are some techniques to help you identify main ideas:

- Listen carefully to the beginning of a talk. Most speakers will mention the main ideas in their introduction.
- Listen for repetition. Speakers often repeat key words and phrases or use synonyms to emphasize their main ideas.

Details give more information about the main ideas. They include facts, examples, reasons, stories, and other information that makes the main ideas clearer and more interesting.

*Another country with very healthy people is Switzerland. **Many people there live to be 84 years old. Reasons for this might be their busy lives and the clean mountain air.***

**B MAIN IDEAS** Read the statements from the talk. Then watch or listen to the talk and complete each statement with the words you hear.  

1. Tonight, I'm going to talk with you about \_\_\_\_\_ and how to \_\_\_\_\_ it.
2. ... let's think about what \_\_\_\_\_ and also about the way \_\_\_\_\_.
3. Another important topic is the \_\_\_\_\_. It certainly can be harmful to our health.
4. On the other hand, \_\_\_\_\_, too.

Being by blue spaces (the sea, rivers, lakes, etc.) is good for people's mental health.



**C DETAILS** Listen again. Complete the notes on the talk with the details from the box. Write one letter for each detail.

Stress	How to Manage Stress
<ul style="list-style-type: none"> <li>• Causes of stress Detail: <sup>1</sup> _____</li> <li>• Feelings of stress Detail: <sup>2</sup> _____</li> <li>• Effects of stress                             <ul style="list-style-type: none"> <li>○ Harmful effects Detail: <sup>3</sup> _____</li> <li>○ Helpful effects Detail: <sup>4</sup> _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Get enough exercise Detail: <sup>5</sup> _____</li> <li>• Get enough sleep; be social; try yoga or music</li> <li>• Have a positive attitude about stress Detail: <sup>6</sup> _____</li> </ul>

- a. heart beats faster; breathing changes; headache or stomach problems
- b. walk, run, or play a sport at least four or five days a week
- c. high blood pressure or other health problems
- d. extra energy to do difficult or challenging things
- e. think of stress as something that can be helpful
- f. busy lives, including schoolwork, jobs, and raising children

**D FOCUSED LISTENING** Listen to an excerpt from the talk and write the words you hear. What important idea is the speaker emphasizing?

I'm Tara Sorenson, and I'm a public <sup>1</sup> \_\_\_\_\_ nurse. Public <sup>2</sup> \_\_\_\_\_ nurses are like other nurses, but we take care of more than one person. Our job is to keep everyone in the community <sup>3</sup> \_\_\_\_\_. [. . .] I hope to provide information that will help all of you to live longer, <sup>4</sup> \_\_\_\_\_ lives.