



NATIONAL
GEOGRAPHIC
LEARNING

3

PATHWAYS

THIRD
EDITION

Listening, Speaking, and Critical Thinking

TANIA PATTISON
CHRISTIEN LEE

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
Level 1	A2–B1	0–5.5	0–46
Foundations	A1–A2		

ON THE COVER

A shaft of icy water drops 250 meters through a limestone cave, Balou Balaa waterfall, Tannourine, Lebanon.

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Scope and Sequence






	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>1 SHOPPING PSYCHOLOGY <i>page 1</i></p> <p>ACADEMIC TRACK: Behavioral Science / Psychology</p>	<p>Lesson A A Look at Consumer Behavior</p> <p>VIDEO The Secrets of Shopping</p> <p>Lesson B How to Plan a No Buy Year*</p>	<ul style="list-style-type: none"> • Identify Main Ideas and Details • Use an Outline
	<p>2 IT'S IN MY DNA <i>page 21</i></p> <p>ACADEMIC TRACK: Biology / Genetics</p>	<p>Lesson A Is Personality Determined at Birth?*</p> <p>VIDEO Science 101: Genetics</p> <p>Lesson B DNA and Career Choice</p>	<ul style="list-style-type: none"> • Identify Facts and Opinions • Know What to Write
	<p>3 ON THE MOVE <i>page 41</i></p> <p>ACADEMIC TRACK: Sociology</p>	<p>Lesson A Human Migration*</p> <p>VIDEO What Ellis Island Means Today</p> <p>Lesson B Brain Drain</p>	<ul style="list-style-type: none"> • Recognize Signal Phrases • Note Contrasting Ideas
	<p>4 PEOPLE AND THE PLANET <i>page 61</i></p> <p>ACADEMIC TRACK: Earth Science</p>	<p>Lesson A A Unique Landscape*</p> <p>VIDEO I Am Red</p> <p>Lesson B Tourism for a Changing World</p>	<ul style="list-style-type: none"> • Use Strategies to Understand New Words • Note Supporting Information
	<p>5 RISE TO THE TOP <i>page 81</i></p> <p>ACADEMIC TRACK: Business / Career Studies</p>	<p>Lesson A A Business Leader I Admire</p> <p>VIDEO That Perfect First Job</p> <p>Lesson B Moving Up in Your Career♦</p>	<ul style="list-style-type: none"> • Recognize Paraphrased Material • Show a Sequence of Events

* With slideshow

♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Use Tag Questions • Participate in a Group Discussion • Primary Stress in Words 	<ul style="list-style-type: none"> • Review of Conditionals • Participial Adjectives 	<ul style="list-style-type: none"> • Consider Positive and Negative Consequences 	<p>Option 1 Discuss Shopping Centers of the Future</p> <p>Option 2 Present Shopping Tips</p>
<ul style="list-style-type: none"> • Express Degrees of Certainty • Plan a Slide Presentation • Final Consonants <i>-t</i> and <i>-d</i> 	<ul style="list-style-type: none"> • Use <i>Say, Tell, Talk,</i> and <i>Discuss</i> • Word Parts 	<ul style="list-style-type: none"> • Evaluate Online Materials 	<p>Option 1 Discuss Your Personality Traits</p> <p>Option 2 Present on the Personality Traits for a Specific Career</p>
<ul style="list-style-type: none"> • Refer to Numbers and Statistics • Acknowledge and Express Opinions • Recognize Linking 	<ul style="list-style-type: none"> • Adjective Clauses • Context Clues 	<ul style="list-style-type: none"> • Categorize Information 	<p>Option 1 Discuss Migration Patterns of the Future</p> <p>Option 2 Present a Research Report</p>
<ul style="list-style-type: none"> • Express Agreement and Disagreement • Use Images • Determine Which Word to Stress 	<ul style="list-style-type: none"> • Passive Voice • Online Resources 	<ul style="list-style-type: none"> • Think Creatively 	<p>Option 1 Discuss Tourism in Greenland</p> <p>Option 2 Present a Geological Landscape</p>
<ul style="list-style-type: none"> • Respond Thoughtfully • Pay Attention to Body Language • Vowel Sound /ɜr/ 	<ul style="list-style-type: none"> • Indirect Questions • Suffixes 	<ul style="list-style-type: none"> • Recognize Bias 	<p>Option 1 Discuss Top Factors When Looking for a Job</p> <p>Option 2 Present About a Business Leader You Admire</p>

Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>6 DESIGN WITH PURPOSE <i>page 101</i></p> <p>ACADEMIC TRACK: Design</p>	<p>Lesson A What Is Good Design?</p> <p>VIDEO Designing the Future</p> <p>Lesson B The Design Process♦</p>	<ul style="list-style-type: none"> • Listen for Steps in a Process • Use Abbreviations and Symbols
	<p>7 INSPIRED TO PROTECT <i>page 121</i></p> <p>ACADEMIC TRACK: Environmental Sciences</p>	<p>Lesson A Fighting Environmental Fatigue</p> <p>VIDEO Three Seconds</p> <p>Lesson B Hope for the Future*</p>	<ul style="list-style-type: none"> • Understand a Speaker's Purpose • Divide Your Notes
	<p>8 TRADITIONAL AND MODERN MEDICINE <i>page 141</i></p> <p>ACADEMIC TRACK: Health / Medicine</p>	<p>Lesson A Plant-Based Medicines*</p> <p>VIDEO Medicine in the 19th Century</p> <p>Lesson B The Placebo Effect</p>	<ul style="list-style-type: none"> • Recognize Filler Words • Add Questions to Your Notes
	<p>9 UNCOVERING THE PAST <i>page 161</i></p> <p>ACADEMIC TRACK: Anthropology / History</p>	<p>Lesson A Was It a Toy?*</p> <p>VIDEO History 101: Machu Picchu</p> <p>Lesson B Why Care About Archaeology?</p>	<ul style="list-style-type: none"> • Understand Referents • Note Questions and Answers
	<p>10 FEELINGS & EMOTIONS <i>page 181</i></p> <p>ACADEMIC TRACK: Psychology</p>	<p>Lesson A Are Emotions Universal?*</p> <p>VIDEO Guess That Emotion</p> <p>Lesson B How Does It Make You Feel?</p>	<ul style="list-style-type: none"> • Listen for Consequences • Review Your Notes

Appendix *page 201*

* With slideshow

♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Signal a Result • Encourage Group Members to Participate • Consonant Clusters with Three Sounds 	<ul style="list-style-type: none"> • The Past Perfect • Words with Multiple Meanings 	<ul style="list-style-type: none"> • Make Inferences 	<p>Option 1 Discuss the Design of Everyday Items</p> <p>Option 2 Present a Process</p>
<ul style="list-style-type: none"> • Explain with an Analogy • Speak Persuasively • Commonly Confused Consonant Sounds 	<ul style="list-style-type: none"> • Phrasal Verbs • Word Maps 	<ul style="list-style-type: none"> • Prioritize 	<p>Option 1 Persuade Others to Act</p> <p>Option 2 Create and Present a Video About an Environmental Project</p>
<ul style="list-style-type: none"> • Ask for Clarification • Handle Questions • Linking Vowel Sounds with /y/ and /w/ 	<ul style="list-style-type: none"> • Adverb Clauses of Reason and Purpose • Word Chunks 	<ul style="list-style-type: none"> • Evaluate Claims 	<p>Option 1 Discuss Common Remedies from the Kitchen</p> <p>Option 2 Report on an Experience with Positive Thinking</p>
<ul style="list-style-type: none"> • Refer to Your Own Experiences • Be a Good Listener • Commonly Confused Consonant Sounds, Part 2 	<ul style="list-style-type: none"> • Modals of Deduction • Synonyms and Antonyms 	<ul style="list-style-type: none"> • Draw Conclusions 	<p>Option 1 Discuss a Time in History</p> <p>Option 2 Present a Historical Mystery</p>
<ul style="list-style-type: none"> • Refer to Experts • Interact with the Audience • Recognize Weak Forms of Words 	<ul style="list-style-type: none"> • <i>Used to</i> and <i>Would</i> • Subject-Specific Vocabulary 	<ul style="list-style-type: none"> • Question What You Hear 	<p>Option 1 Discuss Your Emotional Reactions to Places</p> <p>Option 2 Present About a Color</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

Take the quiz. Then discuss the questions with a partner.

- Which career values are most important to you?
- Which are least important?
- Thinking about your values, what kind of work is best for you?

Career Values



An employee of an outdoor equipment store cleans a display of bighorn sheep in Sidney, Nebraska, USA.

Determine Your Career Values

How can you choose the job that's best for you? You will be happier with your career decisions if they are based on your values. Values are deeply held beliefs that guide your actions. Choose how important each value is to you.

Career value	Very important	Somewhat important	Not important
Ability to move up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to be own boss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change and variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excitement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Source: <http://readingsuccess.com/worksheets/career-values-quiz.html>, 2011. © Career Values Reflector, June 2011.pdf

B Listening Moving Up in Your Career


CRITICAL THINKING

A PREDICT Work with a partner. You are going to hear a radio program about ways to move up in your career. What do you think are some ways to achieve career success?

- _____
- _____
- _____

B MAIN IDEAS Watch or listen to the program. Check the FIVE points the expert makes.

- It's unusual to start in an entry-level position and then end up running the company, but it's possible.
- Your career success will depend on the grades you achieved in college.
- Always think about the next step in your career.
- It's helpful to find someone more experienced to give you advice.
- It's important to come from a family that is involved in business.
- Most young people use social media to complain about their jobs.
- The same people skills you use in school are also useful in your career.
- Decide what success means to you.



Learning new skills can help you move up in your career.



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

CRITICAL THINKING

B EVALUATE With a partner, think of a website or app that you both know. Discuss how well it matches the five principles of good UX design outlined below. Give examples in your notes.

Good UX Design...	Notes
1. helps save time: allows the user to work quickly and efficiently	
2. looks attractive, without unnecessary design elements	
3. provides a valuable service to users	
4. has a standard appearance, e.g., colors and icons are repeated	
5. is easy for non-experts to understand	

C Work in a small group. Share information about your site or app from exercise B. Discuss the following.

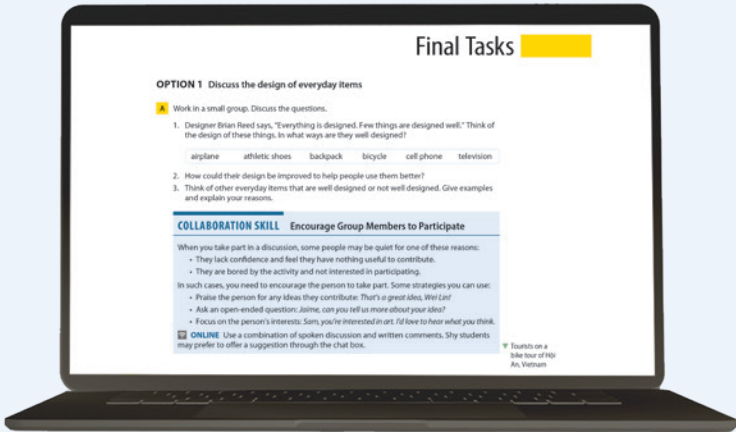
- What do you like about the design of the site or app?
- What would you change if you were the designer?

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 Prioritize

When you are faced with a number of tasks that require your attention, you need to decide which ones are most important. You need to prioritize the tasks. To do this, ask yourself some questions:

- What will be the consequences if I don't do this task?
- How many people will be affected if I prioritize this task?
- What will be the short- and long-term results of my choices?
- Can I give this task to someone else?



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"/>
pronounce consonant clusters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the past perfect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
signal a result	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. VOCABULARY Say the answers to the questions.

1. What **distinguishes** you from other members of your family?
2. If you could make an **adjustment** to your school schedule, what would you do?
3. In what situation do you need a **guarantee**?
4. Think of a movie that was based on a book. Which **version** do you prefer: the book or the movie?

B. PRONUNCIATION Underline the clusters of THREE consonant sounds. Then say these sentences.

1. Kenzie sketched her design. After her sixth attempt, she was happy with the results.
2. Professor West's feedback outlined my strengths and weaknesses. I thanked him for his comments.
3. We camped in the mountains six months ago. I filmed the sunrise every day.
4. She thinks she's against the idea, but wants to study it first.

C. GRAMMAR Complete the sentences with the correct form of the verb.

When he returned home after studying overseas, Akelah noticed some changes:

1. His neighbors _____ (move) to a new house.
2. His father _____ (buy) a new car.
3. His old school friend _____ (get) married.
4. His young cousin _____ (grow) up.
5. His house _____ (be) the same.

D. SPEAKING SKILL For each statement, choose the word that represents your opinion. Then express the result.

1. I prefer (traditional / modern) buildings. For this reason, ...
2. I like (bright / dark) colors. Because of this, ...
3. My favorite books are (romance novels / thrillers). That's why ...
4. I like to spend my vacations (at the beach / in a busy city). That's the reason why ...

RE-ASSESS What skills or language still need improvement?

118 UNIT 4 REVIEW

Final Tasks

OPTION 1 Discuss a time in history

A. In the interview in Lesson 8, Matthew Mitchell says that people are curious about what it was like to live 5000 years ago. Discuss the questions below in a small group.

1. If time travel were possible, which era in history in your own country (or in another) would you like to go to? Why?
2. How would you spend a day in this era? What would you do? Eat? Wear?
3. What can people today learn from this era?
4. What no longer exists from this era? Do you think this is good or bad?

COLLABORATION SKILL Be a Good Listener

As your classmates are speaking, you should do your best to be a good listener. Some things you can do include:

- Sit up in your chair. Lean forward to show that you are actively listening.
- Pay attention. This is not a good time to check your phone, write a shopping list, or do any other unrelated activity.
- Relate your own experiences if something the speaker says reminds you of something in your own life.
- Ask follow-up questions to encourage a discussion.
- Don't argue with the speaker, even if you disagree. Wait until the speaker has made their point, then politely give your opinion.

The pyramids of Giza and the Great Sphinx, Egypt

RECOVERING THE PAST 179

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

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Photo credit:
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SHOPPING PSYCHOLOGY

1



Evan Sturrock and Kim Bourke, owners of Joe Bananas based in Australia, sell unique designs inspired by the colors and textures of their surroundings.

IN THIS UNIT, YOU WILL:

- Listen to an interview about consumer behavior
- Watch a video about sales techniques
- Watch or listen to a lecture about *not* shopping
- Discuss shopping centers of the future
OR Present shopping tips

THINK AND DISCUSS:

1. Look at the photo. What do you think about the clothes in the store? Would you shop here?
2. How often do you shop? What do you like or dislike about shopping?
3. Look at the title. What do you think this unit will be about?

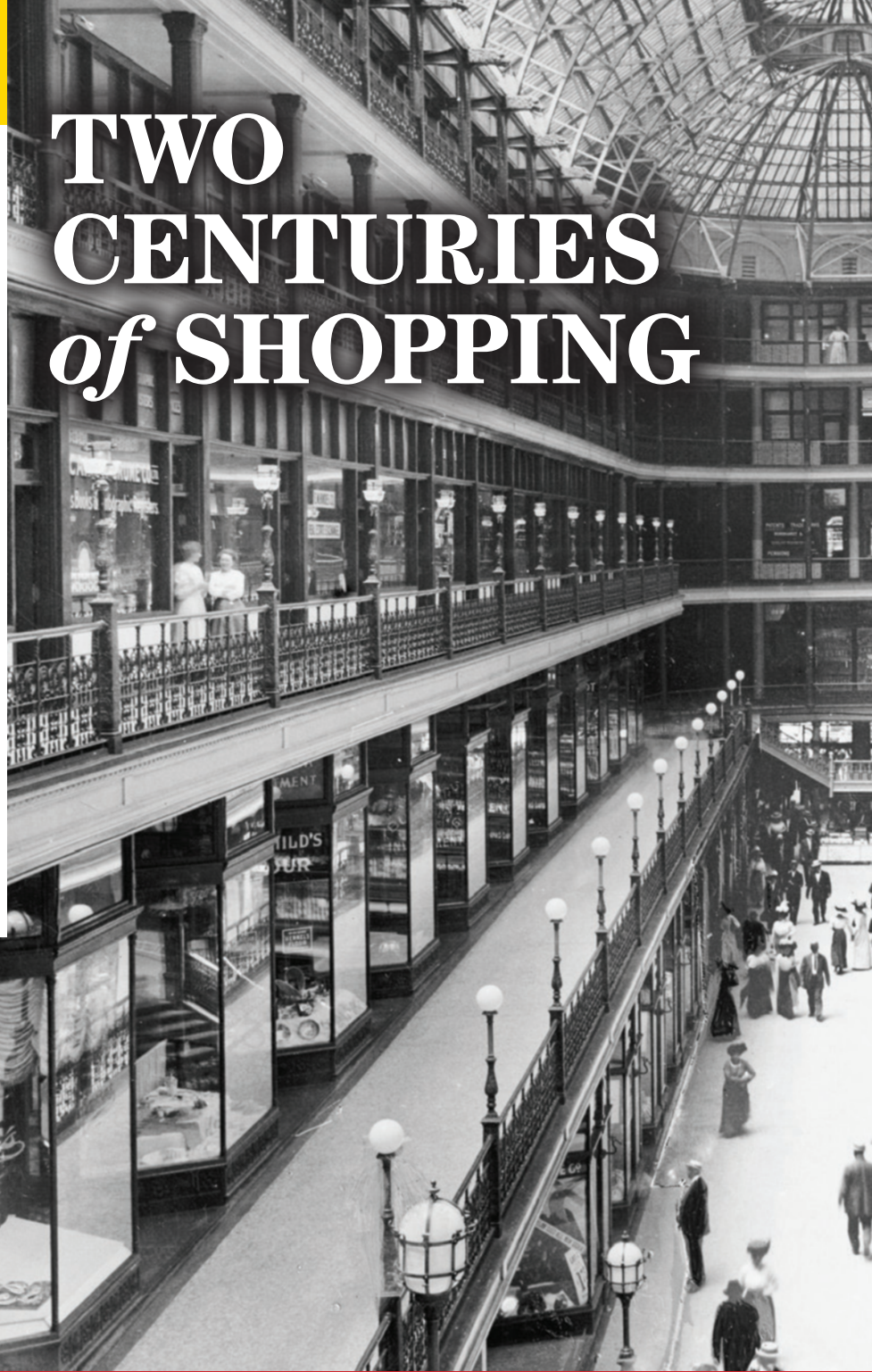
EXPLORE THE THEME

Look at the timeline and read the information. Then discuss the questions.

1. Do you think you would prefer shopping in the past to shopping today? Why or why not?
2. How would you feel if you were in a store and your salesperson was a robot?
3. What other developments in shopping trends are you aware of?

In the old days, customers went into a store with an item in mind. They spoke to a knowledgeable salesperson, had a friendly conversation, and paid for their item—usually in cash. Times have changed, and in 2023, over 2.6 billion people shopped online. Today, even if you go to a store, you might not meet an actual person ...

TWO CENTURIES of SHOPPING



1796

Department stores

The first department store, Harding, Howell and Company, opened in London, U.K. Shoppers were mostly wealthy women.

1883

Cash registers

The first cash register was invented in Ohio, USA. A bell sounded with each sale. This led to the phrase “ring up” which is still used to signal a purchase today.



1916

Supermarkets

The world's first self-service supermarket was the Piggly Wiggly in Memphis, Tennessee, USA. Before self-serve, customers gave a list to a person at the store who selected the items for them.



1920

Credit cards

“Credit cards” or “charge cards” were provided to regular customers. The cards were only good in the one store that provided them. A more general credit card came out in 1950.



The Arcade Cleveland opened in Ohio, USA, in 1890. It was the first indoor shopping center in America. The building still exists today and is on the National Register of Historic Places.



1998

Vending machines

Vending machines became very popular especially in Japan. In 1998, there were over 5.4 million machines there.



2007

Meal kits

The first online meal kit appeared in Sweden, making it easier to cook dinner. The global meal kit business is now worth over \$2 billion USD.



2014

Robot salespeople

A robot called Pepper started working as a salesperson in a phone store in Japan. Pepper knows as much as an actual salesperson (and possibly more).



2016

Drone delivery

One of the first commercial deliveries made by a drone was in Cambridge, England. The delivery took place approximately 13 minutes after the customer placed the order.




A Vocabulary

A PERSONALIZE Look at the photo and discuss the questions in a small group.

1. Do you prefer to shop in small stores or in large stores? Why?
2. Imagine you are in a store, shopping for a new book bag or backpack. What would influence your final choice? Rank the following in importance (1–4):

_____ A salesperson's recommendation _____ The price
_____ Your experience in the store _____ The quality of the item

B MEANING FROM CONTEXT Read the sentences. Notice each word in blue and think about its meaning. Choose the correct word. Then listen and check your answers. 

1. For her final project in college, Anna **focused on** shopping trends among teenagers. This topic was (the main / a small) part of her project.
2. Su Yi is always **influenced** by advertisements. They (have / do not have) an effect on her.
3. Ben had **assumed** that the store closed at six and was disappointed when he arrived too late. He (had / had not) checked the closing time online.
4. When Tina bought a new suitcase, she considered several **factors**, such as the weight, color, and cost. These things (were / were not) important to her.
5. I made a large **purchase** last year. I (bought / rented) a new car.
6. Many customers visit stores looking for a **bargain**. They want to buy something (inexpensive / of good quality).
7. The research project is looking at **consumers** and how they (spend / save) their money.
8. No one **reacted to** the news. They (did not respond / showed their anger).
9. The new apartment building will have **commercial** space such as (stores / apartments) on the ground level.
10. The store's refund process is too **complex**. Customers (can / cannot) understand it.

The Chadstone shopping center in Melbourne is the largest shopping center in Australia. It has more than 550 stores.



C Write each word next to its definition.

assume
bargain

commercial
complex

consumer
factor

focus on
influence

purchase
react to

1. _____ (adj) hard to understand or analyze
2. _____ (adj) related to business
3. _____ (v phr) to do something in response to an experience
4. _____ (n) a person who buys goods or services
5. _____ (n) an item that one buys
6. _____ (n) something bought for a lower price than usual
7. _____ (n) one of the things that affects a situation or decision
8. _____ (v) to expect something to be true
9. _____ (v) to have an effect on something or someone
10. _____ (v phr) to pay particular attention to

D PERSONALIZE Work in a small group. Discuss these questions. Explain your answers.

1. Do you usually **assume** that an item with a high price is good quality?
2. How do stores **influence** consumers to buy things they do not really need?
3. Where do you shop to get the best **bargains** on clothing or shoes? What bargains have you found recently?
4. What is one past **purchase** that you wish you had not made?
5. Do you **focus** more **on** your studies or your hobbies?
6. How do you **react to** feedback about your English?



A Listening A Look at Consumer Behavior

Critical Thinking |

- A PREDICT** You will hear an interview with an environmental psychologist who focuses on how people make decisions when they are shopping. What ideas do you think she will talk about? Discuss with a partner.

LISTENING SKILL Identify Main Ideas and Details

When listening to a talk or lecture, you need to be able to identify the main ideas. Here are some ways to do this.


- Listen carefully to the beginning and the end of a talk. Most speakers will mention the main ideas in their introduction and again in their summary.
- Listen for repetition. Speakers often repeat key words and phrases to emphasize their main idea.
- Listen for questions. A speaker may use questions to focus on the main ideas.

Important details will help you understand and remember the main ideas.


- Listen for key details that support a main idea. The speaker may repeat or emphasize these details.
- Listen for new information or examples that clarify or explain a main idea.

▼ Shoppers in a large shopping mall in Singapore



B MAIN IDEAS Listen to the interview. Then check the TWO questions the expert discusses. 


1. How do stores try to influence their customers' behavior?
2. Why do people like to find bargains in discount stores?
3. What factors might cause shoppers to make certain purchases?
4. Which stores are the most popular with shoppers?
5. Why do shoppers often buy shoes they don't need?

C DETAILS Listen again. Then check the FIVE statements that reflect what the expert says. 

1. For shoppers, being in crowds is sometimes bad, but sometimes OK.
2. Most people have too many pairs of shoes.
3. Buying items at bargain prices can improve a person's mood.
4. It is important to know exactly what you need to buy.
5. Don't go to the supermarket when you feel hungry.
6. Eating chocolate cake is bad for you.
7. Understand that stores use your emotions to make you buy things.
8. It's a good idea to keep your credit card number stored online.

NOTE-TAKING SKILL Use an Outline

To take notes on the main ideas and details in a lecture or interview, you can use an outline. Write the main ideas on the left with letters or numbers. Below the main ideas, indent and number the supporting details. You may do this as you listen, or go back and rewrite your notes as an outline later.

D Listen again to part of the interview. Take notes on the main idea and supporting details using the outline. 

Ways to be a smarter shopper:

A. In a store

1. _____
2. _____
3. _____

B. Online

1. _____

E PERSONALIZE Read the following excerpt. Then discuss the questions with a partner.

Host: So you're saying that stores are trying to influence how we behave in order to encourage us to spend more? Does that mean some of my decisions about what to buy are not really my decisions?

Guest: Well, I can't say that's always true, but to some extent, yes.

1. Do you agree with the guest?
2. Do you sometimes feel that your decisions are not really your own?

GRAMMAR FOR SPEAKING Review of Conditionals

Present real conditional: describes something that is always or generally true. *When* or *whenever* can replace *if* in these sentences.

simple present simple present

*If I **buy** something on sale, I **feel** happy.*

*If/When/Whenever it's sunny, my mood **improves**.*

Future real conditional: describes a real or possible situation that has results in the future.

simple present *will, may, might, can + verb*

*If the price **drops** before class starts, I **will buy** that new computer.*

*If he **has** time next week, he **can help** you.*

Present unreal conditional: describes something that is not true in the present but can be imagined.

simple past *would, could, might + verb*

*If the price **were** lower, I **would buy** a new laptop.*

*If I **had** money, I **could buy** a new laptop.*

Notes: We use *were* for both singular and plural subjects in the *if* clause of unreal conditionals. The *if* clause can come after the main clause.

A Discuss these questions in a group. Use conditionals in your answers.

1. If you need to buy clothes, where do you usually shop? Why?
2. If you have some free time next weekend, will you go shopping? Why or why not?
3. If you found a bargain, but the salesperson was rude, would you still buy the item?
4. Would you buy something online if you could not return it?

Critical Thinking

B RANK Work with a partner. Discuss this question: If you suddenly had an extra \$500, what would you do with it? Rank the following in order.

_____ I would buy a new laptop or phone.

_____ I would take my friends to a special restaurant.

_____ I would buy new clothes or shoes; I need them!


_____ I would pay for a course I want to take.

_____ I would buy books or video games.

_____ I wouldn't buy anything. I would save the money for _____.



PRONUNCIATION Primary Stress in Words

 In words with two or more syllables, one syllable is extra-long and extra-clear. We give this syllable primary stress. The other syllables have light stress, or may not be stressed at all. Stress is an important way to make yourself understood in English.

Most two-syllable nouns and adjectives have primary stress on the first syllable:

pres•ent *sho•pping* *chea•per*

Most two-syllable verbs have primary stress on the last syllable:


pre•sent *de•cide* *re•act*

Most multi-syllable words ending in *-ic*, *-sion*, and *-tion* have primary stress on the second to last syllable:

e•lec•tron•ic *con•clu•sion* *sit•u•a•tion*

Most multi-syllable words ending in *-cy*, *-ty*, *-phy*, *-gy*, and *-al* have primary stress on the third to last syllable:

de•mo•cra•cy *pho•to•gra•phy* *psy•cho•lo•gy* *mu•sic•al*

C Underline the syllable with primary stress in each bold word. Then practice saying these sentences with a partner. Use correct stress for the words in bold. Listen to check your answers. 

1. Liu Yang received some **present**s when she graduated from college.
2. How did Jose **react** to the good news? What did he **decide** to do?
3. Look at these photos! I took them for my **photography** course.
4. Everyone loves a **bargain**, even if they don't need the item.
5. The most expensive **purchase** I've ever made was my car.
6. **Psychologists** study the ways in which humans think and act.
7. Jin won the **competition** for best fashion design.
8. Sofia needs to **declare** her major soon but she's still undecided.

D Work with a partner. Take turns asking and answering these questions. Use correct primary stress for the words in bold.

1. What is the best **present** you have ever received?
2. What good news have you heard recently? How did you **react**?
3. Which would you prefer: to take a **photography** course or to join a sports team?
4. Have you gotten a **bargain** on something, which you later regretted because it was bad quality? Explain.
5. If you were going to make an expensive **purchase**, who would you ask for advice?
6. How do you show your **individuality** using fashion?
7. If you have to **present** in front of the class, what do you do to **prepare**?
8. When do you find it **helpful** to study with a partner and when do you **prefer** to study alone?

CRITICAL THINKING Consider Positive and Negative Consequences

Before you take an action, you need to think about the consequences, or results, of that action. Analyzing the consequences of a choice can help you make a better and more informed decision. Look at the example.

While shopping, you see a beautiful jacket that you really love. You weren't planning to buy a jacket, and you don't have enough cash, but you have a credit card. If you use your credit card, you will have a new item of clothing (positive). However, you will go into debt (negative). You need to consider the consequences to make the right decision.

Critical Thinking |

- E** Work with a partner. Complete the chart to show positive and negative consequences of a large purchase you would like to make. Discuss your answers.

Large purchase	Positive consequences	Negative consequences
I would like to buy		
My partner would like to buy		

- F** Work in a small group. What would happen if a store made each change? What would the consequences be? Then compare your ideas with those of another group.

	consumers would ...	the store would ...
If a shoe store offered a "buy one, get one at half price" deal,		
If a supermarket baked fresh bread to make the store smell nice,		
If a clothing store served free coffee to customers,		