



NATIONAL
GEOGRAPHIC
LEARNING

4

PATHWAYS

THIRD
EDITION

Listening, Speaking, and Critical Thinking

PAUL MACINTYRE

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

Pedestrian walkway, Thailand
 © Thianchai Sitthikongsak/Getty Images

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THIRD
EDITION

Listening, Speaking, and Critical Thinking

PAUL MACINTYRE



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

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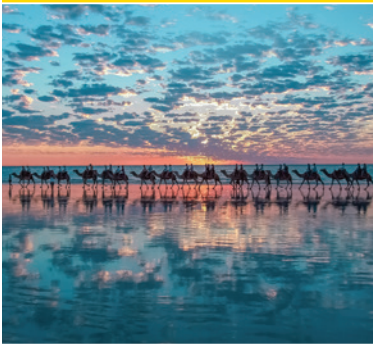

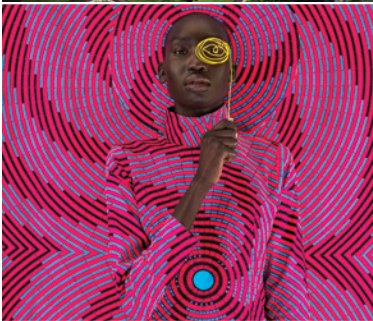


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Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>1 HOSPITALITY AND TOURISM <i>page 1</i></p> <p>ACADEMIC TRACK: Career Studies / Hospitality</p>	<p>Lesson A A Career in Hospitality and Tourism♦</p> <p>VIDEO Sustainable Surfing</p> <p>Lesson B Cutting-Edge Resort Technology</p>	<ul style="list-style-type: none"> • Recognize Three-Word Phrasal Verbs
	<p>2 SOLVING URBAN CHALLENGES <i>page 21</i></p> <p>ACADEMIC TRACK: Urban Studies</p>	<p>Lesson A The Impact of Tourism in Venice, Italy*</p> <p>VIDEO Urban Solution: Farming on Rooftops</p> <p>Lesson B The City-State of Singapore</p>	<ul style="list-style-type: none"> • Infer Meaning from Intonation and Stress • Use Symbols and Abbreviations
	<p>3 BEAUTY AND APPEARANCE <i>page 41</i></p> <p>ACADEMIC TRACK: Sociology</p>	<p>Lesson A Perceptions of Beauty*</p> <p>VIDEO The Future of Fashion</p> <p>Lesson B Fashion Influences</p>	<ul style="list-style-type: none"> • Recognize Arguments <i>For</i> and <i>Against</i> • Use an Outline
	<p>4 GOING GLOBAL <i>page 61</i></p> <p>ACADEMIC TRACK: Global Studies</p>	<p>Lesson A Skills for Global Business*</p> <p>VIDEO What Is a Global Citizen?</p> <p>Lesson B Global Trend: Augmented Reality</p>	<ul style="list-style-type: none"> • Listen for a Summary
	<p>5 FACING YOUR FEARS <i>page 81</i></p> <p>ACADEMIC TRACK: Social Science</p>	<p>Lesson A Science vs. Fear*</p> <p>VIDEO How Fear and Anxiety Drove Human Evolution</p> <p>Lesson B Victory Over Fear</p>	<ul style="list-style-type: none"> • Recognize Metaphor

* With slideshow
♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Express Approximations • Handle Audience Questions • Linking with <i>You</i> or <i>Your</i> 	<ul style="list-style-type: none"> • Mixed Conditionals • Adjective Suffixes <i>-ous</i>, <i>-ful</i>, and <i>-less</i> 	<ul style="list-style-type: none"> • Identify and Solve Problems 	<p>Option 1 Discuss What's Important in a Job</p> <p>Option 2 Give a Recruitment Presentation for a Job</p>
<ul style="list-style-type: none"> • Add and Emphasize Information • Present with a Partner • Word Stress with Suffixes 	<ul style="list-style-type: none"> • Passive Voice • Word Families 	<ul style="list-style-type: none"> • Consider Different Perspectives 	<p>Option 1 Discuss How to Make Your City Smarter</p> <p>Option 2 Give a Presentation About Laws or Rules</p>
<ul style="list-style-type: none"> • Paraphrase • Prepare Visuals for Display • Consonant Clusters Across Words 	<ul style="list-style-type: none"> • Noun Modifiers • Adjective Suffix <i>-ive</i> 	<ul style="list-style-type: none"> • Interpret a Bar Graph 	<p>Option 1 Discuss and Rank Clothing Influences</p> <p>Option 2 Present Fashion Trends</p>
<ul style="list-style-type: none"> • Define Terms • Manage Nervousness • Silent Letters 	<ul style="list-style-type: none"> • Adjective Clauses • Collocations 	<ul style="list-style-type: none"> • Interpret Data in Charts and Graphs 	<p>Option 1 Discuss the Role of New Technologies in Globalization</p> <p>Option 2 Give a Presentation About a Social Media Platform</p>
<ul style="list-style-type: none"> • Respond to Suggestions • Listen Actively • Recognize Reduced Vowels in Unstressed Syllables 	<ul style="list-style-type: none"> • Separable Two-Word Phrasal Verbs • Noun Suffixes <i>-ist</i> and <i>-ant</i> 	<ul style="list-style-type: none"> • Recognize Logical Fallacies 	<p>Option 1 Tell a Story About When You've Been Courageous</p> <p>Option 2 Give a Presentation About a Courageous Person</p>

Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>6 TRADITION AND PROGRESS <i>page 101</i></p> <p>ACADEMIC TRACK: Anthropology / Sociology</p>	<p>Lesson A Opening Up Bhutan*</p> <p>VIDEO The Way of Indigenous Boatbuilding</p> <p>Lesson B The Return of American Indian Lands</p>	<ul style="list-style-type: none"> • Recognize Repetition and Addition • Use an Idea Map
	<p>7 MONEY IN OUR LIVES <i>page 121</i></p> <p>ACADEMIC TRACK: Economics</p>	<p>Lesson A Money and Happiness♦</p> <p>VIDEO The Money Illusion</p> <p>Lesson B Financial Innovations</p>	<ul style="list-style-type: none"> • Listen for Shifts in Topic
	<p>8 HEALTH AND TECHNOLOGY <i>page 141</i></p> <p>ACADEMIC TRACK: Health / Technology</p>	<p>Lesson A Big Data in Health Care*</p> <p>VIDEO Biking in the City</p> <p>Lesson B Wearable Health Care Technology</p>	<ul style="list-style-type: none"> • Listen for Pros and Cons • Use a T-Chart
	<p>9 THE MYSTERIOUS MIND <i>page 161</i></p> <p>ACADEMIC TRACK: Psychology / Brain Science</p>	<p>Lesson A A History of Intelligence*</p> <p>VIDEO Your Memory Under Stress</p> <p>Lesson B The Brain and Memory</p>	<ul style="list-style-type: none"> • Recognize Definitions
	<p>10 THE FUTURE OF FOOD <i>page 181</i></p> <p>ACADEMIC TRACK: Environmental Studies</p>	<p>Lesson A Genetically Modified Foods*</p> <p>VIDEO Food-Waste Rebel</p> <p>Lesson B Rising Food Prices</p>	<ul style="list-style-type: none"> • Recognize References • Use the Cornell Method

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Ask Rhetorical Questions • Speak with Confidence • Long and Short Vowels 	<ul style="list-style-type: none"> • Noun Phrase Appositives • Collocations: Verb/ Adjective + Preposition 	<ul style="list-style-type: none"> • Express Original Ideas 	<p>Option 1 Discuss a Tradition</p> <p>Option 2 Interview and Present About Gross National Happiness</p>
<ul style="list-style-type: none"> • Refer to Sources • Collaborate Fairly and Responsibly • Aspirated /k/, /p/, and /t/ 	<ul style="list-style-type: none"> • Modals in the Past • Words with Multiple Meanings 	<ul style="list-style-type: none"> • Prioritize 	<p>Option 1 Discuss Ways to Budget</p> <p>Option 2 Give a Presentation on How to Save and Manage Money</p>
<ul style="list-style-type: none"> • Make and Respond to Suggestions • Engage Your Audience • Recognize Dropped Syllables 	<ul style="list-style-type: none"> • Noun Clauses with <i>Wh</i>-Words and <i>That</i> • Synonyms 	<ul style="list-style-type: none"> • Synthesize Information 	<p>Option 1 Discuss Your City’s Health</p> <p>Option 2 Present on a Wearable Health Care Device</p>
<ul style="list-style-type: none"> • Express Causal Relationships • Use Gestures and Facial Expressions • Recognize Reduced Function Words 	<ul style="list-style-type: none"> • Subject-Verb Agreement with Quantifiers • Adjective Suffixes <i>-al</i>, <i>-tial</i>, and <i>-ical</i> 	<ul style="list-style-type: none"> • Identify Premises and Conclusions 	<p>Option 1 Discuss Your Learning Style</p> <p>Option 2 Give a Presentation on “Study/Learning Hacks”</p>
<ul style="list-style-type: none"> • Concede and Refute • Follow Debate Rules • Recognize Reduced Auxiliary Phrases 	<ul style="list-style-type: none"> • Noun Clauses as Subject Complements • Concordancers 	<ul style="list-style-type: none"> • Categorize 	<p>Option 1 Discuss Ways of Saving Money on Food</p> <p>Option 2 Have a Debate About a Food-Related Issue</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 and discuss the questions.

- The greens in the photo require 95 percent less water than outdoor plants. But what other resources are needed for indoor farming?
- Which of the statistics about water, energy, and food surprises you most?
- What are some ways to reduce your own food waste?

The world's largest indoor vertical farm, operated by Aerofarms, in Newark, New Jersey, USA, grows vegetables year-round on shelves made from recycled plastic bottles. Aerofarms says they get 100 times more vegetables than outside farms.

Water, Energy, and Food

The population of the planet continues to increase. It's expected that by 2050, our food demand will increase by 60%. In order to feed the world, we need creative solutions for growing food that will lead to less pollution, less energy use, less water consumption, and less food waste.

A Listening Science vs. Fear

Critical Thinking **P** **PREDICT** You are going to hear a lecture on how scientists are working to remove frightening memories from people's minds. With a partner, discuss these questions.

- What types of fears would you expect to hear about in the lecture?
- What might cause someone to develop an irrational fear?
- How might scientists measure whether someone feels fear?
- One scientist uses "exposure therapy" to treat fears. What might that mean?

MAIN IDEAS Listen to the introduction and choose the sentence that summarizes it best. **MC**

- It's better to avoid fear because it's not a useful emotion anymore.
- Fear was and is a useful emotion, although some people develop fears that interfere with their lives.
- Fears such as phobias serve useful purposes, although they can cause problems in life.

MAIN IDEAS Watch or listen to the complete lecture and choose the correct answers. **MC**

- What is the main conclusion of Hauser's experiment on people with a phobia of spiders?
 - Exposure therapy to treat a phobia of spiders had positive but only short-term effects.
 - The benefits of exposure therapy to treat a phobia of spiders start after six months.
 - Exposure therapy to treat a phobia of spiders had immediate and long-lasting benefits.
- What is the main conclusion of Hauser's experiment with photos of faces and smells?
 - Frightening memories linked to a smell can be weakened by exposure therapy.
 - Smells can be frightening, but if a subject sleeps with the smell, it becomes less so.
 - The fear caused by a photo and electric shock can be increased by adding a smell.
- What is the main conclusion of the experiment by the team of scientists using money?
 - A fear linked to a mental image can be erased by rewards given each time the fear comes to mind.
 - A fear linked to a mental image can be erased by giving the person money to forget it.
 - Rewarding a person when a fear returns to their mind makes the fear stronger.

Macrophobia, or a fear of mice and rats, is one of the United Kingdom's top 10 phobias, affecting 9% of the population.

Video

What is a Global Citizen?

Watch the video. Choose the correct answer to complete the sentences.

- The questions are being asked by:
 - seniority students
 - people attending a conference
 - an English teacher
 - of languages other than English
- The speakers seem to be mostly native speakers:
 - by going right or wrong answers
 - by using long or short sentences
- According to one speaker, a global citizen:
 - teaches others about global citizenship issues
 - knows their own culture

Watch the video again. Choose the TWO phrases words or names with question 2.

- What is a global citizen?
 - building our understanding
 - to be well with people
 - being in many countries
- Why should everyone be a global citizen?
 - to be fair for global
 - to make our world better
 - to be able to travel
 - to be able to travel
- As a global citizen, what do you do?
 - solve problems
 - get to know others
 - respect myself

PERSONALIZE Ask and answer the THREE questions from the video and in section B with a partner. Then share your answers with another pair.

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

E You are going to discuss purchases and happiness. To start, write FIVE items, services, or experiences that you have purchased. Then rank them in order from most expensive (1) to least expensive (5).

Purchase	Expense rank	Happiness rank

F Work with a partner. Take turns sharing the purchases on your list in exercise E. Find out if the purchases made your partner happy and why or why not.

Critical Thinking **G RANK** Go back to exercise E and rank your purchases in order of the happiness they gave you (1 = most; 5 = least). With your partner, discuss the questions.

- How did your purchase list and your happiness rankings compare?
- Does any of the research discussed in the interview on money and happiness support your list and ranking?
- Considering your purchase list and happiness ranking, what conclusions can you draw about what makes you happy?

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 Identify and Solve Problems

One of the most important skills employers look for is the ability to identify and solve problems. When identifying problems, it's useful to first consider the rules and principles (i.e., guiding ideas) that people are expected to follow in the situation. A clear rule might be that workers should arrive on time. When solving or dealing with problems, it's important to analyze the situation in a balanced way, taking into account different perspectives, and find a solution that works for everyone.

In the professional world, the word "problems" can be considered a little negative, so you will often hear people say "issues" or "challenges" instead.

COLLABORATION SKILL Listen Actively

Listening is something we do naturally, but it's often something we do in a passive way. Active listening is especially important when collaborating. Look at the other person and pay attention. Consider what they're saying without making judgments. However, do ask questions if there's anything you don't understand. Finally, confirm that you understand, either by summarizing what the other person said or commenting on it.

ONLINE Signals that indicate understanding, such as gestures, eye contact, or nodding, are not as easy to read online as they are in person. Therefore, to show that you are listening actively, look into the camera and not at other participants. Use the "raise hand" feature to ask a question, or type a question or comment into the chat feature to engage with the speaker.

F PLAN Present the information you gathered to your partner. Together, decide what should go into the presentation. Be sure to practice active listening as you discuss what to include.

G PRACTICE AND PRESENT Practice the two parts of your presentation with your partner and give each other feedback. Make sure the transition between the parts of the presentation is smooth and try to include one or more separable phrasal verbs.

100 UNIT 5 FINAL TASKS

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 words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the passive voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add and emphasize information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Use the vocabulary words from this unit to complete the sentences.

1. What are some items that are not _____ for your budget?
2. Why is it important to _____ the number of cars downtown?
3. Who is responsible for _____ rules at your school?
4. What traditions are _____ to your city or town?

B PRONUNCIATION Complete the tasks.

1. Mark where you expect the stress to be on these words:
scarcely transportation originate
randomize creative specialized
2. Use three of the words above in sentences. Say them aloud, focusing on the stress.

C GRAMMAR Write the active or passive form of the verbs in parentheses.

Recently, the town council _____ (make) many improvements to our town. Last year, a parking garage _____ (build) with over 2000 spaces in the commercial area. Streets _____ (repair), and more streetlights _____ (install). The city also _____ (add) more green spaces for people to enjoy. Finally, more bicycle lanes _____ (construct) to make biking safer.

D SPEAKING SKILL Respond to the situation. Add information and emphasize your points.

You are asking your teacher for a better grade. Tell him/her why you deserve a higher grade.

> *I'd like to point out that I did not miss any classes or assignments. On top of that, I ...*

RE-ASSESS What skills or language still need improvement?

36 UNIT 2 REVIEW

Final Tasks

OPTION 1 Discuss how to make your city smarter

A IDENTIFY Work in a group. Think about problems in your community. Look at the ideas for creating a smart city below. You may add your own. Then identify which ideas would have a positive impact on those problems. Make some notes.

- bike lanes
- smart water management
- more public parks
- strong management solutions
- public bike rental program
- electric vehicle charging stations
- better public transportation
- pedestrian-only areas
- buildings made from green materials

B DISCUSS Use your notes to discuss how to make your city smarter. Try to:

- use language to add and emphasize information
- consider different perspectives
- use the passive voice


OPTION 2 Give a presentation about laws or rules

A MODEL Listen to a pair of students talk about four laws in Venice. Take notes on the laws, the reasons for them, and the different perspectives on them.

B ANALYZE THE MODEL Listen again and answer these questions about the model.

1. Did the presenters get and keep your attention?
2. Did each person speak for about the same amount of time?
3. Did they share different perspectives about the laws?

** Kajak on Venetia's main canals was made illegal in 2016.*



See Unit 2 Rubric in the Appendix.

88 UNIT 5 FINAL TASKS

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!

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to learn more

HOSPITALITY AND TOURISM

1



Tourists ride camels at Cable Beach in Broome, Australia.

IN THIS UNIT, YOU WILL:

- Watch or listen to a lecture about a career in hospitality and tourism
 - Watch a video about sustainable surfing
 - Listen to a conversation about innovations at resorts
 - Discuss what's important in a job
- OR** Give a recruitment presentation for a job

THINK AND DISCUSS:

1. If you could be a tourist in any location, where would you go and why?
2. If someone wanted to visit your region or country, what would you tell them to see?
3. What does hospitality mean to you? What culture do you think of as especially hospitable?

EXPLORE THE THEME

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

1. Which of these eco-friendly activities looks the most fun to you?
2. Which of these activities are available where you live?
3. What do you consider when you make travel plans?

What is Ecotourism?



What is ecotourism?

The International Ecotourism Society defines ecotourism as “responsible travel to natural areas that conserves the environment and improves the welfare of local people.”

How can I be an ecotourist?

Choose eco-friendly transportation.



0.54 pounds CO₂ per mile

1.08 pounds CO₂ per mile

HYBRID vs. GAS



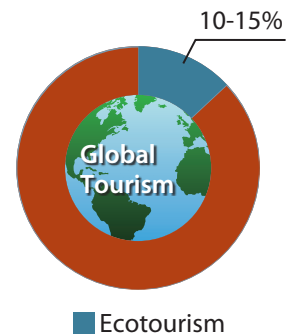
109 pounds CO₂ per 200 miles

26 pounds of CO₂ per 200 miles

AIRPLANE vs. TRAIN

Is it popular?

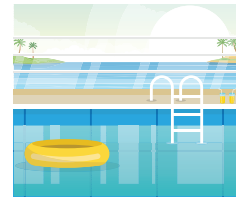
The World Tourism Organization estimates that ecotourism is 10-15% of total global tourism. It is the fastest-growing tourism sector.



Do activities that focus on nature, wildlife, and culture:



HIKING

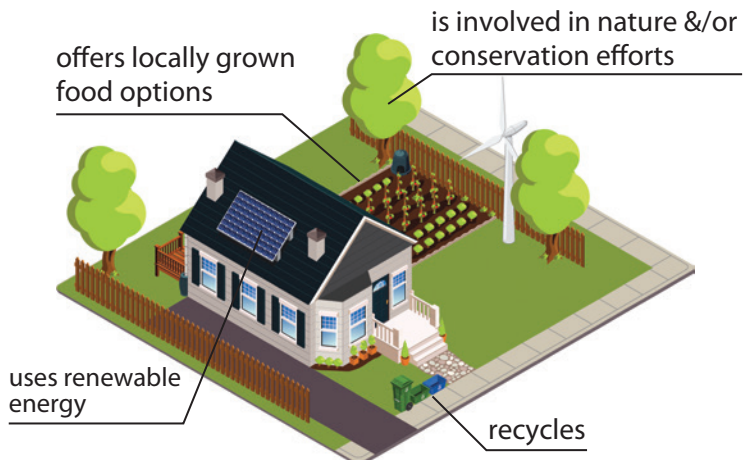


SWIMMING




KAYAKING

Stay in an eco-friendly place with these green features:



Visitors to Pelileo, Ecuador, can swing into the clouds at La Casa del Árbol.

Vocabulary

- A MEANING FROM CONTEXT** Read and listen to the job advertisement. Pay attention to the words in blue. Then tell a partner whether you would be interested in the job and why. 

EXOTIC BREEZE RESORT *We're hiring!*

At the Exotic Breeze Resort, we put **hospitality** first. That's why our guests consistently **rate** our staff as the friendliest and most helpful in the industry. Services that few hotels offer, such as free in-room yoga lessons and pet day care, are **the norm** at Exotic Breeze. We've also won a **sustainability** award from the **prestigious** *Resort Review* magazine for our low impact on the environment, including our careful water use, our efforts to **cut down on** waste, and our recycling program.

We're looking for an **outgoing** person to encourage guests to participate in the many activities our resort offers, from exercise classes on the beach to small group cruises. You'll promote existing activities, **come up with** ideas for new ones, and **recruit** the staff necessary to make them happen. If you're comfortable in a dynamic work situation and think helping others is **rewarding**, you're welcome to apply to be our Activities Director.

- B** Use the words in blue from exercise A to complete the sentences.

- I'm new on the hotel staff, so it's hard for me to _____ answers to guests' questions.
- At a five-star hotel, excellent, polite service by the staff should be _____.
- Businesses following _____ guidelines use resources in a responsible way.
- Being a travel agent is _____. You make people's dreams come true.
- The Nobel Peace Prize is possibly the most _____ award that a person can receive. It's a real honor.
- In the Middle East, _____ is part of the culture. Guests must be warmly welcomed.
- If you asked me to _____ my experience at this hotel, I'd give it five stars.
- Many travel and tourism companies _____ employees on university campuses.
- We change the sheets every other day to _____ the amount of water we use.
- Flight attendants need a(n) _____ personality to deal with people successfully.

C Match each word with its synonym.

- | | |
|------------------------------|--------------------------------|
| 1. ____ hospitality (n) | a. well-respected |
| 2. ____ outgoing (adj) | b. judge |
| 3. ____ prestigious (adj) | c. satisfying |
| 4. ____ come up with (v phr) | d. friendly and warm reception |
| 5. ____ the norm (n) | e. reduce |
| 6. ____ rewarding (adj) | f. sociable |
| 7. ____ cut down on (v phr) | g. standard |
| 8. ____ rate (v) | h. think of |

VOCABULARY SKILL Adjective Suffixes *-ous*, *-ful*, and *-less*

The suffixes *-ous*, *-ful*, and *-less* are adjective endings. They are added to some nouns and verbs or word roots to form adjectives.

-ous means *characterized by*

envious, famous, nervous, cautious, courageous

-ful means *full of*

helpful, joyful, beautiful, meaningful, forgetful

-less means *without*

breathless, careless, harmless, hopeless, useless

See Word Families in the Appendix.

D Complete the sentences with a noun from the box and the correct adjective suffix. Use a dictionary if necessary.

adventure forget harm hazard home pain use vary

1. My neighbor has a large dog that looks scary but is really quite _____.
2. I prefer the comfort and safety of home, but my _____ sister loves to travel.
3. My grandfather used to have a good memory, but he's becoming _____.
4. The bridge was badly damaged by the storm, so it's too _____ to cross.
5. I want to thank you again for the set of pots and pans. It was a very _____ gift!
6. Our family plays _____ card games and board games together.
7. Many people became _____ after the storm destroyed their houses.
8. The dentist promised that fixing my tooth will be completely _____.

A

Listening A Career in Hospitality and Tourism

Critical Thinking |

A PREDICT You are going to watch a video about a career in the hospitality and tourism industry. With a partner, predict the kind of information you expect to hear and who you expect to be in the audience.

B MAIN IDEAS Watch or listen to the talk. Number the FOUR main topics in the order you hear them. TWO topics are not discussed.  

- a. ____ Personal qualities suitable for the hospitality and tourism industry
- b. ____ The current state of the hospitality and tourism industry
- c. ____ The importance of obtaining a degree in hospitality and tourism
- d. ____ Future problems for the hospitality and tourism industry
- e. ____ Why the hospitality and tourism industry is an excellent career choice
- f. ____ The history of the hospitality and tourism industry

C DETAILS Listen again. Choose the TWO correct answers that complete each sentence. 

1. A career in hospitality and tourism is a great choice because _____.
 - a. there are many positions available
 - b. people aren't focused on money
 - c. it offers excellent salaries
2. You'll have a better chance of success in hospitality and tourism if you _____.
 - a. enjoy dealing with other people
 - b. are comfortable in a busy and changing work environment
 - c. have worked with famous people before
3. A related degree _____.
 - a. focuses on event planning
 - b. takes about four years to complete
 - c. will help you advance at work
4. The speaker recommends studying abroad because _____.
 - a. it's enjoyable
 - b. you will get more respect from customers
 - c. it can make getting a job easier
5. Current trends in the hospitality and tourism industry include _____.
 - a. larger rooms
 - b. healthier dishes
 - c. cleaner facilities

LISTENING SKILL Recognize Three-Word Phrasal Verbs

A three-word phrasal verb is a verb followed by two particles (words that look like prepositions).

come up with = invent or think of

drop in on = visit briefly

Nearly all three-word phrasal verbs are transitive, which means they need an object.

come up with an idea drop in on a friend

Also, nearly all three-word phrasal verbs are inseparable, which means that the three words stay together and the object comes after the verb and not between the verb and the particle.

YES He's looking forward to the trip.

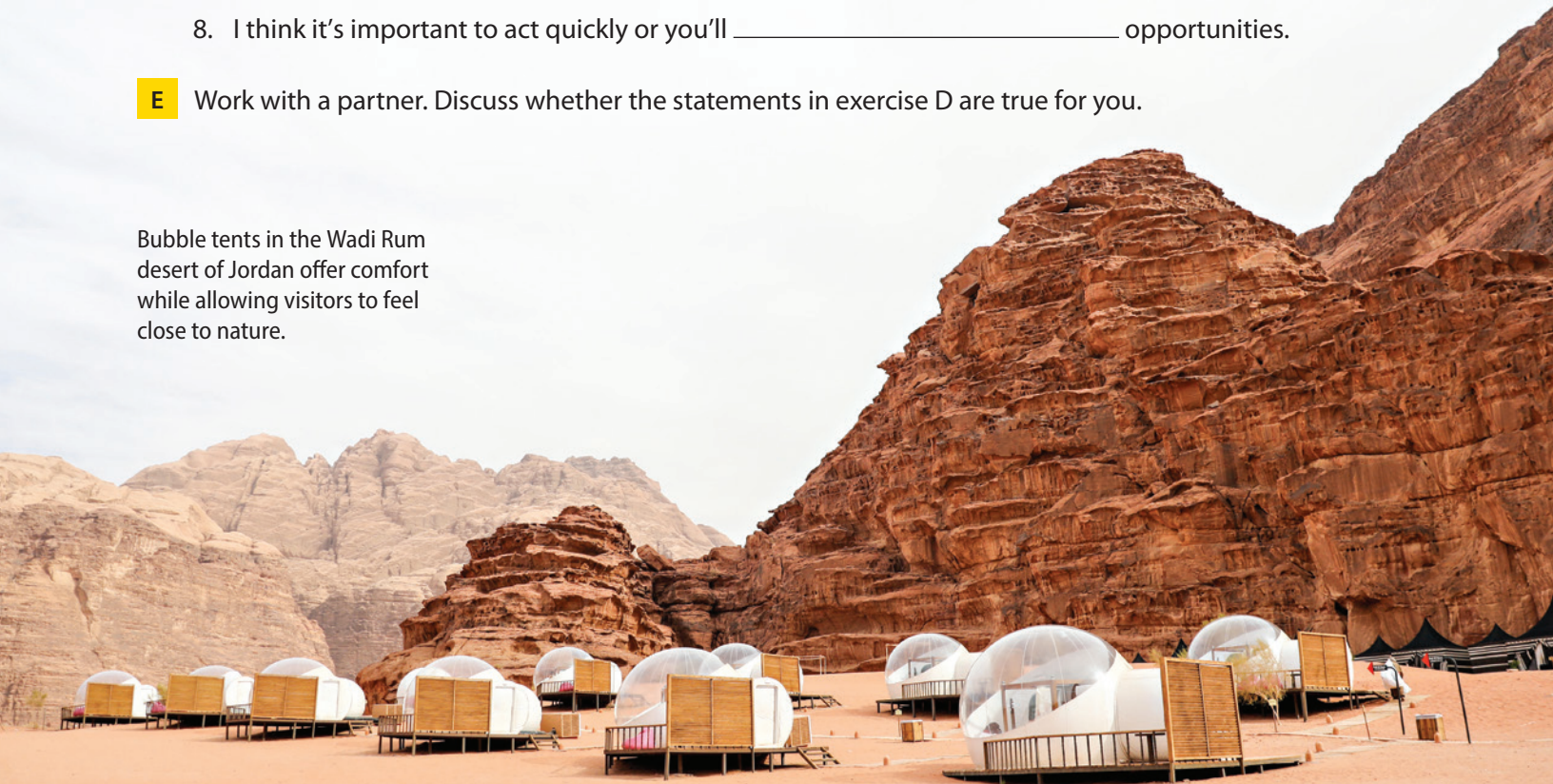
NO He's looking forward the trip to.

D Listen to the sentences. Write the three-word phrasal verbs that you hear. 

1. When I _____ my life, I'm happy with my career choices.
2. I would be happy in a job that requires _____ people.
3. I once had a great boss who I really _____.
4. I try to _____ the amount of water and energy I use.
5. I would like to join a union that _____ employees' rights.
6. If I worked at a hotel, I'd find it difficult to _____ rude customers.
7. I'm _____ starting a career after I graduate.
8. I think it's important to act quickly or you'll _____ opportunities.

E Work with a partner. Discuss whether the statements in exercise D are true for you.

Bubble tents in the Wadi Rum desert of Jordan offer comfort while allowing visitors to feel close to nature.



SPEAKING SKILL Express Approximations

We often need to express approximate numbers, amounts, dates, or times.

*I'm leaving work in **about** 10 minutes. I'll see you **around** 7 o'clock.*

*We need enough food for **approximately/roughly** 20 guests.*

*The meeting will begin at 2:15-**ish/or thereabouts/or so**.*

*I studied for the test for eight hours, **more or less**.*


These expressions are similar in meaning to *almost*:

*This elevator can only carry **up to** 2500 pounds.*

***As many as** 5000 homes lost electricity in the storm.*

At least can be used to mean *more than* or *over*:

*There are **at least** three more seats available on the bus.*


A The talk about hospitality and tourism included a number of expressions for approximating. Listen and write the expressions you hear. 

1. I've been a manager and a director at hotels and resorts all over the world for 30 years _____.
2. It includes _____ one out of every 10 jobs in the world!
3. It's expanding at _____ 18.5 percent per year.
4. A bachelor's degree takes four years to complete, _____.

B PERSONALIZE Work with a partner. Ask each other these questions. Answer using expressions for approximating.

1. How much vacation time do you have in a year?
2. How far did you travel on your last vacation?
3. How long has it been since you traveled abroad?
4. How many times have you flown in an airplane?
5. How long has it been since you last used social media?
6. How many times a day do you check your phone?
7. How early do you get up on work or school days?
8. How much do you think is a good price for a new phone?
9. How many hours can you use your phone before it needs charging?
10. How often do you speak English outside of class?

PRONUNCIATION Linking with *You* or *Your*

 We often link words that end in the sounds /t/, /d/, or /z/ with *you* or *your*. Those sounds are softened and change as follows:

- /t/ sounds like /tʃ/ I see what you mean.
- /d/ sounds like /dʒ/ I'm glad you had your camera.
- /z/ sounds like /ʒ/ How was your trip?

C Mark the linked words in each sentence and check the pronunciation.

	/tʃ/	/dʒ/	/ʒ/
1. Would you like to check in today?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Excuse me. I'm not sure what you said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you sure he's your tour guide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Why didn't you book the flight sooner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Who is going to lead your group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Why did you cancel the reservation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D Listen and check your answers to exercise C. Then listen again and repeat the sentences. 

E Practice reading these job interview questions aloud. Be sure to link *you* or *your* correctly.

1. How did you find out about the position?
2. Why does working at the Exotic Breeze Resort interest you?
3. Is your personality a good fit for the position?
4. Can you tell me about your experience in the hospitality and tourism industry?
5. What is your educational background?
6. How would you feel about working nights and weekends?
7. What is your idea of excellent guest service?
8. What would you like to be doing in five years?

F Work with a partner. Review the job advertisement for an activities director in exercise A on page 4. Next write answers to the questions in exercise E above. Then role play a job interview between a hiring manager and a candidate. Take turns playing the roles.

Mint tea is a Moroccan tradition. It represents friendship and hospitality. 



CRITICAL THINKING Identify and Solve Problems

One of the most important skills employers look for is the ability to identify and solve problems. When identifying problems, it's useful to first consider the rules and principles (i.e., guiding ideas) that people are expected to follow in the situation. A clear rule might be that workers should arrive on time. When solving or dealing with problems, it's important to analyze the situation in a balanced way, taking into account different perspectives, and find a solution that works for everyone.

In the professional world, the word "problems" can be considered a little negative, so you will often hear people say "issues" or "challenges" instead.

Critical Thinking

G Read the explanation of ecotourism and the three scenarios. In a group, identify which principles of ecotourism are being broken in each scenario.

> *Ecotourism is a way of conducting tourism with a strong focus on nature conservation, local communities, and sustainability. Effective ecotourism requires that both businesses and customers follow these four principles:*

1. *Reduce the physical and social impacts of tourism.*
2. *Build awareness of local political, environmental, and social situations.*
3. *Direct some of the financial benefits to nature conservation and local people.*
4. *Recognize the rights and beliefs of local people.*

Scenario 1. Tourists staying at a tropical island resort have parties in the forest late into the night, disturbing the animals and often leaving a mess behind. It is a very beautiful natural place that the local people consider special and visit only on certain days. The locals don't complain, though, because they know how important the resort is for their economy and jobs.

Scenario 2. A mountain resort hires workers from the local area. They are paid below the minimum wage, but they say they are happy to have the work. In fact, they often agree to work 60 or 70 hours a week without overtime pay, which is against government regulations.

Scenario 3. A seaside resort was built on a beach where an endangered species of bird lives. To protect the birds, there are laws against using the beach, but the tourists don't know about them. Local people sometimes block the beach, but the police soon arrest them. The police don't want to cause trouble for the resort, which brings a lot of money to the community.

> *Scenario 1 breaks three principles. It breaks principle 1 by not reducing the physical impact of the tourists on the place and the animals.*

H SOLVE Work in a group. Discuss how to solve the issues you identified in exercise G.

One part of ecotourism is staying in an eco-friendly place with renewable energy sources, such as Zmar Eco Camping Resort & Spa in Alentejo, Portugal.

