



NATIONAL
GEOGRAPHIC
LEARNING

3

PATHWAYS

SECOND
EDITION

Reading, Writing, and Critical Thinking

MARI VARGO
LAURIE BLASS

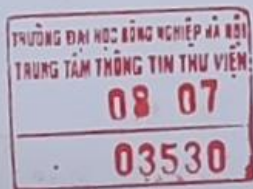
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Pathways
Reading, Writing, and Critical Thinking 3,
Second Edition

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National Geographic Learning

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Scope and Sequence

ACADEMIC SKILLS

	Unit Title and Theme	Reading Texts and Video	Reading
	1 SOCIAL RELATIONSHIPS <i>page 1</i> ACADEMIC TRACK: Behavioral Science	Reading 1 The Ape in the Office VIDEO Elephant Orphans Reading 2 Gender in the Wild	Focus Identifying Main and Supporting Ideas Predicting, Understanding Purpose, Summarizing, Categorizing, Inferring Meaning, Understanding Main Ideas, Understanding Details
	2 SCIENCE AND INVESTIGATION <i>page 25</i> ACADEMIC TRACK: Technology/Genetics	Reading 1 Tech Detectives VIDEO Secrets in the Ice Reading 2 King Tut's Family Secrets	Focus Identifying a Sequence of Events Predicting, Understanding Main Ideas, Understanding Details, Categorizing, Inferring Meaning
	3 CITY SOLUTIONS <i>page 49</i> ACADEMIC TRACK: Sociology/Urban Studies	Reading 1 Living on an Urban Planet VIDEO Farming Underground Reading 2 The Urban Visionary	Focus Analyzing Visual Information Predicting, Summarizing, Understanding Main Ideas, Identifying Pros and Cons, Understanding Purpose, Inferring Meaning
	4 DANGER ZONES <i>page 73</i> ACADEMIC TRACK: Earth Science	Reading 1 Sensing Disaster VIDEO Hurricanes Reading 2 Yellowstone's Smoking Bomb	Focus Understanding Referencing and Cohesion Predicting, Summarizing, Understanding a Process, Understanding Main Ideas, Understanding Details, Inferring Meaning, Understanding Visual Information
	5 THE TRAVEL BUSINESS <i>page 99</i> ACADEMIC TRACK: Economics/Business	Reading 1 The New Face of Tourism VIDEO Galápagos Tourism Reading 2 Geotourism in Action	Focus Analyzing Causes and Effects Predicting, Understanding Key Terms, Understanding Main Ideas, Understanding Purpose, Identifying Arguments, Skimming, Understanding Details, Inferring Meaning

Critical Thinking	Writing	Vocabulary Extension
<p>Focus Analyzing Evidence</p> <p>Evaluating Evidence, Reflecting, Synthesizing</p>	<p>Skill Focus Writing Body Paragraphs</p> <p>Language for Writing Making Comparisons</p> <p>Writing Goal Writing two body paragraphs comparing animal and human behavior</p>	<p>Word Link <i>pre-</i></p>
<p>Focus Analyzing Levels of Certainty</p> <p>Evaluating, Synthesizing</p>	<p>Skill Focus Writing a Summary</p> <p>Language for Writing Paraphrasing</p> <p>Writing Goal Writing two summaries</p>	<p>Word Link <i>-ist</i></p>
<p>Focus Analyzing Quotes</p> <p>Justifying Your Opinion, Evaluating, Synthesizing</p>	<p>Skill Focus Writing Introductory and Concluding Paragraphs</p> <p>Language for Writing Using the Simple Past and the Present Perfect</p> <p>Writing Goal Writing a problem-solution essay about how a city solved a problem it faced</p>	<p>Word Partners Expressions with <i>income</i></p>
<p>Focus Inferring</p> <p>Applying, Analyzing Evidence</p>	<p>Skill Focus Writing a Process Essay</p> <p>Language for Writing Using Parallel Structures</p> <p>Writing Goal Writing a process essay about how people can prepare for a natural hazard</p>	<p>Word Forms Changing Nouns and Adjectives to Verbs with <i>-en</i></p>
<p>Focus Evaluating Arguments</p> <p>Synthesizing, Evaluating/Justifying</p>	<p>Skill Focus Writing a Cause-Effect Essay</p> <p>Language for Writing Using <i>if . . . , (then) . . .</i></p> <p>Writing Goal Writing a cause-effect essay about the positive and negative effects of tourism on a place</p>	<p>Word Forms Adjectives and Nouns ending in <i>-ive</i></p>

Scope and Sequence

ACADEMIC SKILLS

	Unit Title and Theme	Reading Texts and Video	Reading
	6 INFORMATION DESIGN <i>page 123</i> ACADEMIC TRACK: Design/Communication	Reading 1 The Rise of Visual Data VIDEO Painting with Numbers Reading 2 Visual Culture	Focus Identifying Arguments and Counterarguments Predicting, Summarizing, Understanding Details, Interpreting Visual Information, Inferring Meaning, Understanding Main Ideas, Understanding Supporting Ideas
	7 GLOBAL CHALLENGES <i>page 147</i> ACADEMIC TRACK: Environmental Science	Reading 1 A Need for Change VIDEO The Snow Guardian Reading 2 Eight Steps to a Sustainable Future	Focus Understanding Appositives Predicting, Understanding Main Ideas, Understanding Details, Interpreting Visual Information, Understanding Problems and Solutions, Inferring Meaning
	8 MEDICAL INNOVATIONS <i>page 171</i> ACADEMIC TRACK: Health/Medicine	Reading 1 The Healer of Córdoba VIDEO Healthcare Innovator Reading 2 Medical Frontiers	Focus Understanding Passive Sentences Predicting, Summarizing, Identifying Main Ideas, Sequencing, Understanding Details, Inferring Meaning, Understanding Referencing
	9 WORLD LANGUAGES <i>page 195</i> ACADEMIC TRACK: Anthropology/Linguistics	Reading 1 The Future of English VIDEO Enduring Voices Reading 2 Vanishing Voices	Focus Understanding Predictions Predicting, Understanding Main Ideas, Understanding Details, Inferring Meaning, Interpreting Visual Information, Understanding Effects, Understanding Certainty
	10 SURVIVAL INSTINCT <i>page 219</i> ACADEMIC TRACK: Psychology	Reading 1 Deadly Summit VIDEO Survival Lessons Reading 2 Breath of Life	Focus Identifying Adverbial Phrases Skimming, Summarizing, Understanding Main Ideas, Sequencing, Inferring Meaning, Predicting, Understanding Details

Critical Thinking	Writing	Vocabulary Extension
<p>Focus Evaluating Visual Data</p> <p>Evaluating Infographics, Applying, Synthesizing</p>	<p>Skill Focus Writing a Persuasive Essay</p> <p>Language for Writing Describing Visual Information</p> <p>Writing Goal Writing a persuasive essay and using visual data to support arguments</p>	<p>Word Link <i>mis-</i></p>
<p>Focus Inferring Attitude</p> <p>Evaluating</p>	<p>Skill Focus Writing an Opinion Essay</p> <p>Language for Writing Using Adjective Clauses</p> <p>Writing Goal Writing an opinion essay about the best way to ensure a sustainable future</p>	<p>Word Partners Expressions with <i>cut</i></p>
<p>Focus Inferring Purpose</p> <p>Reflecting, Applying, Synthesizing</p>	<p>Skill Focus Evaluating Information Online</p> <p>Language for Writing Introduction to Quoting and Citing Sources</p> <p>Writing Goal Writing a research-based essay about a medical innovation and its significance</p>	<p>Word Partners Antonyms</p>
<p>Focus Applying Ideas</p> <p>Synthesizing, Analyzing Arguments</p>	<p>Skill Focus Planning an Essay Using a T-Chart</p> <p>Language for Writing Presenting Counterarguments</p> <p>Writing Goal Writing a persuasive essay about whether everyone in the world should speak the same language</p>	<p>Word Partners adjective + <i>language</i></p>
<p>Focus Interpreting Figurative Language</p> <p>Reflecting, Applying, Synthesizing</p>	<p>Skill Focus Writing a Descriptive Narrative Essay</p> <p>Language for Writing Using Past Forms for Narratives</p> <p>Writing Goal Writing a narrative essay about someone who survived a dangerous situation</p>	<p>Word Forms Adjectives ending in <i>-ed</i> and <i>-ing</i></p>

The Pathway to Academic Readiness

Pathways Reading, Writing, and Critical Thinking, Second Edition uses National Geographic stories, photos, video, and infographics to bring the world to the classroom. Authentic, relevant content and carefully sequenced lessons engage learners while equipping them with the skills needed for academic success. Each level of the second edition features **NEW** and **UPDATED** content.

Academic skills are clearly labeled at the beginning of each unit.

ACADEMIC SKILLS

- READING** Identifying arguments and counterarguments
- WRITING** Writing a persuasive essay
- GRAMMAR** Describing visual information
- CRITICAL THINKING** Evaluating visual data

NEW AND UPDATED reading passages incorporate a variety of text types, charts, and infographics to inform and inspire learners.

A NEED FOR CHANGE

Overhearing what Leonardo DiCaprio has to say that he makes his being in leadership matter. Now DiCaprio, a UN Messenger of Peace, has produced a documentary about a city and connects climate change to the film *Before the Flood* all over the world—this time sharing his own.

DiCaprio became a climate activist after a 1994 meeting with former U.S. Vice Pres. Al Gore, an early advocate for education. The meeting inspired DiCaprio to produce a documentary about climate change around the globe. In DiCaprio's film *Before the Flood*, he says, "We wanted to make it a people's issue of respect, but

what motivated what particular things are going to solve the problem." In late 2016, National Geographic introduced DiCaprio about *Before the Flood*. This interview was edited for length and clarity.

Q: What do you hope to teach with the film?
DiCaprio: We all have a role to play in

Climate change is real, it is happening right now, it is the most urgent threat facing our entire species.

Q: How can we best like climate change affect more immediate attention?
DiCaprio: There is no time to lose. Because the focus of the planet is to make "We have no planet B" the message we focus on solving climate change and the pressure we place on global leaders to lead on the question will help create a sustainable and viable environment for the long term.

Q: You traveled around the world for the film. What message do people have for Americans?
DiCaprio: We need to vote for leaders who understand the serious issues regarding our climate—and the leaders who believe in the undeniable truth of science. The future is uncertain, so the uncertainty is in our hands.

SEVEN FACTS ABOUT CLIMATE CHANGE

- The world is warming. Earth's temperature goes up and down from year to year—but over the past half century, it has gone up a lot (Fig. 1). The world is now heating up so fast that the last 10 years have the hottest record so far, which broke the one from 2014.
- We're because of us. Carbon dioxide warms the planet, and we've increased the amount by 40% in nearly half a century, mostly from the 1950s (Fig. 2). Events such as El Niño—a climate cycle in the Pacific Ocean—also affect global temperatures, but the overall trend explains the half-century warming trend.
- We're not done. About 70% of all climate scientists agree: Carbon emissions cause global warming. A 2013 report

Figure 1
Global temperature anomalies (degrees Celsius)

Figure 2
Annual global carbon dioxide emissions (billion metric tons)

Explicit reading skill instruction includes main ideas, details, inference, prediction, note-taking, sequencing, and vocabulary development.

Critical thinking activities are integrated throughout each unit, and help develop learner independence.

CRITICAL THINKING A writer may **quote** an expert to support an idea presented in an article. When you read a quote from an expert, ask yourself: Which of the writer's main or supporting ideas does the quote support?

UNDERSTANDING THE READING

PROCESSIONAL SKILL Match the technology investigators used (1-5) to solve the crime or set. There are two extra answers.

- DNA fingerprinting
- Crime scene investigation
- Forensic anthropology
- Forensic toxicology
- Forensic linguistics

ANALYTICAL SKILL Look back at "A Murder Case in Arizona" for each step to take or fill in the information in each graph.

- The police found the suspect's car at the scene of the crime and based on the suspect.
- The suspect had bought the local currency.
- The suspect claimed that he never met the victim.
- The police were able to prove that the suspect had been at the crime scene.

COMPREHENSION SKILL What evidence was used to investigate? Complete evidence to follow.

a. A fingerprint	b. A hearing aid	c. A scale
d. A watch	e. A lock	f. A gun
g. A shoe	h. A hair	i. A key

DEVELOPING READING SKILLS

READING SKILL Analyzing Visual Information

When you find text in a graph, read the title, subtitle, caption, and/or legend first. Ask yourself what information is being provided about the data: labels, units, or trends? What is the purpose of the graph? Then analyze the information in the title or caption that tell you about the content. Ask yourself: How does the graph support the claim in the reading passage? How does it help you understand the author's ideas better?

ANALYTICAL SKILL Work with a partner. Look at the graph below and answer the questions.

- Look at the title, subtitle, and legend. What is the main purpose of the graph?
- Underline the sentence in the reading passage that the graph supports.
- How does the graph support the sentence in the reading passage?

Graph Title: (Secondary Source)
Growth in GDP per capita (constant 2010 prices) (1980-2014)

Figure 1
GDP per capita (constant 2010 prices)

PROCESSIONAL SKILL Look at the italicized parts in the reading passage and answer the questions. Discuss your answers with a partner.

- What do the red and green lines indicate?
- What is the main purpose of the chart?
- Do you see the sentence about GDP per capita in the text?
- Do you see the sentence about GDP per capita in the text? Do you see the sentence about GDP per capita in the text? Do you see the sentence about GDP per capita in the text?

Video

Joe Throp created this graph to show emissions—gases outside of our solar system—discovered by the Kepler space telescope.

PAINTING WITH NUMBERS

BEFORE VIEWING

A Read the caption above and discuss the answers to these questions with a partner.

1. What might the different sizes and colors of the circles represent?
2. What do you think the locations of the circles represent?

PREDICTIONS

B Read the information about data artists. In what ways are Throp's and Nightingale's infographics similar? Discuss your answer with a partner.

LEARNING ABOUT THE TOPIC

An **infographic** is a data artist—someone who combines art and science to better communicate complex information. According to Throp, an early example of an infographic was by Florence Nightingale—a nurse during the Crimean War (1853–1856). One of her graphics might showed that, contrary to popular belief, most soldiers were dying of treatable diseases rather than from injuries during the war. Her work reduced soldiers' deaths by over 40 percent, and is an example of how infographics can change public opinion.

Causes of death



INFORMATION DESIGN 133

NEW AND UPDATED **Video** sections use National Geographic video clips to provide a bridge between Readings 1 and 2, and to give learners ideas and language for the unit's writing task.

NEW An additional short reading passage provides integrated skills practice.

Reading 1

PREPARING TO READ

PRE-READING **A** The words in **blue** below are used in Reading 1. Read the sentences. Then match the correct form of each word to its definition.

ambivalent (adj) to connect the new to an **objective** (noun) without showing their own opinions on their quality.
injure (verb) to harm (used for serious injuries).
infectious (adj) to make other people, with more efficiency, compare with **deteriorate** (verb) (including information in their advertisements).
disseminate (verb) to spread information from the source to find the source may not be reliable.

What people have strong opinions about what's best, but many people are **hesitant** about the idea.
 When sending a report, it's important to keep the points clear and don't discuss **trivial** facts.

1. _____ in a disadvantage
2. _____ without judgment or discrimination
3. _____ in the ability to see
4. _____ verb; causing weakness, harm, or pain
5. _____ verb; based on facts, but personal bias
6. _____ verb; to spread information about something
7. _____ verb; making someone believe something that is not true

POST-READING **B** Discuss these questions with a partner.

PRE-READING **A** What do you think are the **ambivalent** (verb) (including information from the internet)?

1. What kinds of **ambivalent** information have you seen online?

POST-READING **B** What are some benefits of infographics for people working in business, education, or government? Discuss with a partner.

PREDICTIONS **A** Read the first sentence of each paragraph in the reading passage. What do you think the passage is about? Check your idea as you read.

1. the properties of different types of infographics
2. the history of data visualization
3. the pros and cons of using infographics

134 UNIT 1

Key academic and thematic vocabulary is practiced, and expanded throughout each unit.

VOCABULARY EXTENSION UNIT 1

WORD LINK

Match the words with the profiles you read before to read. For example, **prevalent** means "widespread" or "common." You can be asked to write common words for a given profile before you read the text.

Complete each sentence with the words below. Use word forms.

prevalent prevalent prevalent prevalent prevalent prevalent

1. It's a good idea to _____ some ideas before giving a presentation.
2. Scientists are developing apps that can _____ a person's behavior better than a human can. For example, the app can tell if a customer will buy a product's rights.
3. For many early-food pills, the _____ experience is required.
4. It's _____ conflict in a workplace, so to avoid aggression between your coworkers.
5. Some companies often reward a good salesperson to give people a _____ of an upcoming product and get them excited about it.

VOCABULARY EXTENSION UNIT 2

WORD LINK

Some nouns that end in -ist can refer to someone who works in a specific academic or professional field. An archaeologist, for example, works in the field of archaeology. In general, for words ending in -ist, skip the vowel in a job title.

Complete each sentence with the correct noun form of the underlined word.

1. Someone who writes essays is a _____.
2. Someone who looks at maps is a _____.
3. Someone who looks at the past works in a _____.
4. Someone who provides advice to other people is a _____.
5. Someone who uses the internet is a _____.

135 VOCABULARY EXTENSION

NEW Vocabulary extension activities cover word forms, word webs, collocations, affixes, and more, to boost learners' reading and writing fluency.

Writing Skills Practice

Pathways' approach to writing guides students through the writing process and develops learners' confidence in planning, drafting, revising, and editing.

GOAL You are going to write a persuasive essay on the following topic:
Everyone in the world should speak the same language. Do you agree or disagree?

WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

WRITING TASK

GOAL You are going to write a persuasive essay on the following topic:
Everyone in the world should speak the same language. Do you agree or disagree?

WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

EDITING PRACTICE

GOAL You are going to edit a paragraph for clarity and coherence.

WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

WRITING TASK

GOAL You are going to write a persuasive essay on the following topic:
Everyone in the world should speak the same language. Do you agree or disagree?

Writing Goals and Language for Writing

sections provide the focus and scaffolding needed for learners to become successful writers.

- An **online workbook**, powered by MyELT, includes video clips and automatically graded activities for learners to practice the skills taught in the Student Books.

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WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

NEW Guided online writing practice

provides reinforcement and consolidation of language skills, helping learners to become stronger and more confident writers.

LANGUAGE FOR WRITING Presenting Counterarguments

Argumenters in a persuasive essay are more convincing and balanced when writing present and then refute the counterarguments—the arguments on the other side of the issue. Writers introduce counterarguments using **concession words and phrases** such as *while*, *even though*, and *although*.

While flying around the world to record speakers of disappearing languages, may expressive presenting the valuable knowledge these languages contain is worth it.

In addition, writers often use modals such as *may*, *might*, and *could* when presenting counterarguments to show that these arguments are weaker—less likely or certain—than their own arguments. Writers sometimes also present their own arguments with modals such as *must*, *have to*, and *should* to show that their arguments are stronger.

While saving endangered languages may preserve some cultural or scientific information, we must not discourage children from learning the dominant language of their region.

UPDATED Revising Practice

sections incorporate realistic model paragraphs and help learners refine their writing.

REVISING PRACTICE

The goal below is a persuasive essay about whether people should not learn several other model paragraphs. Read the paragraph below and then write your own paragraph. Use the goal below to guide you.

GOAL You are going to write a persuasive essay on the following topic:
Everyone in the world should speak the same language. Do you agree or disagree?

WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

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Everyone in the world should speak the same language. Do you agree or disagree?

WRITING GOALS (Strong, confident writer)

LANGUAGE FOR WRITING Presenting Counterarguments

SOCIAL RELATIONSHIPS

1



Polar bear cubs stay with their mothers for more than two years.

ACADEMIC SKILLS

READING Identifying main and supporting ideas

WRITING Writing body paragraphs

GRAMMAR Making comparisons

CRITICAL THINKING Analyzing evidence

THINK AND DISCUSS

- 1 Aside from humans, what other animals live in social groups?
- 2 What similarities do you think there are between human relationships and animal relationships?

EXPLORE THE THEME

A Read the information on these pages and answer the questions.

1. What are some examples of nonhuman primates?
2. What similarities have researchers discovered between humans and other primates?

B Match the words in blue to their definitions.

- _____ (v) to behave toward someone in a particular way
- _____ (v) to communicate with someone or something
- _____ (v) to look after someone (usually a young, sick, or old person)



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Reading, Writing, and Critical Thinking

Pathways, Second Edition is a global, five-level academic English program. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, *Pathways* prepares students to work effectively and confidently in an academic environment.

NEW in *Pathways: Reading, Writing, and Critical Thinking*

- **Clear student writing models and guided online writing practice** train students to become stronger and more confident writers.
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