

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	0–5.5	0–46

#### ON THE COVER

## Scope and Sequence

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	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	EXPLORING WORK page 1 ACADEMIC TRACK: Career Studies / Social Science	Lesson A An Interview with Annie Griffiths  VIDEO Working in the Wild Lesson B What Does It Take to Be an Explorer?	<ul> <li>Listen for Repeated Words and Ideas</li> <li>Use Linear Notes and Mind Maps</li> </ul>
SINGER SINGER	QOOD TIMES, GOOD FEELINGS page 21 ACADEMIC TRACK: Psychology	Lesson A Remembering the Past*  VIDEO A Shared Memory  Lesson B What Do We Remember?	<ul> <li>Understand a Speaker's         Purpose         Use a Split Page to         Take Notes     </li> </ul>
	THE MARKETING MACHINE page 41 ACADEMIC TRACK: Business / Marketing	Lesson A Mascots and Marketing  VIDEO Advertising Just for You  Lesson B Graphic Design*	• Listen for Examples
	WILD WEATHER page 61 ACADEMIC TRACK: Environmental Science	Lesson A Strange Weather*  VIDEO Understanding Tornadoes Lesson B The Future of Sports	Listen for Definitions     Abbreviate Numbers and     Measurements
	FOOD ON THE MOVE page 81  ACADEMIC TRACK: Cultural Studies	Lesson A Food Fact or Fiction?  VIDEO How We Taste Food Lesson B Ugly Food	<ul> <li>Listen for Reasons</li> <li>Use a T-Chart</li> </ul>

- \* With slideshow
- ♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul> <li>Say That You Don't Understand</li> <li>Take Turns</li> <li>Final -s / -es Sounds</li> </ul>	<ul> <li>Simple Present</li> <li>Adverbs and Expressions of Frequency</li> <li>Word Families</li> </ul>	Make Inferences	Option 1 Role-play a conversation about dream jobs Option 2 Discuss what makes a good job
<ul> <li>Give Reasons</li> <li>Structure a Presentation</li> <li>Simple Past -ed Endings</li> </ul>	Simple Past and Time     Clauses     Abstract Nouns	Recognize Assumptions	Option 1 Play two truths and a lie Option 2 Present a special object or photo
<ul> <li>Ask for and Give Clarification</li> <li>Brainstorm with a Group</li> <li>Aspirated /k/, /p/, and /t/</li> </ul>	<ul> <li>Simple Present and Present Continuous</li> <li>Noun Suffixes -ment and -tion</li> </ul>	Analyze Graphics	Option 1 Design a mascot Option 2 Present an advertisement
<ul><li>Express Likes and Dislikes</li><li>Use Slides</li><li>Syllable Stress</li></ul>	<ul> <li>Count and Noncount Nouns</li> <li>A, an, some, any, a lot of</li> <li>Verb + Gerund or Infinitive</li> <li>Synonyms</li> </ul>	Remember and Apply     What You Know	Option 1 Present tips for doing an activity Option 2 Present a process
<ul> <li>Tell a Story</li> <li>Use an Effective Hook and a Call to Action</li> <li>Long and Short Vowel Sounds</li> </ul>	<ul> <li>A lot of, much, many, few, little, enough</li> <li>Compound Words</li> </ul>	Recognize a Speaker's     Point of View	Option 1 Do a food survey Option 2 Present an argument about food

## Scope and Sequence

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Unit Title & Theme	Listenings & Videos	Listening & Note Taking
HOUSING FOR THE FUTURE page 101  ACADEMIC TRACK: Engineering / Urban Planning	Lesson A Housing Solutions*  VIDEO Steel Container Buildings  Lesson B How to Build a New City	<ul> <li>Use Context Clues</li> <li>Use Diagrams and Flowcharts</li> </ul>
THE HUMAN BODY page 121 ACADEMIC TRACK: Health / Biology	Lesson A How Humans Are Changing  VIDEO Brain Connections  Lesson B The Benefits of Bacteria	<ul> <li>Understand Time Periods</li> <li>Use an Outline</li> </ul>
LEARN TO LOVE ART page 141 ACADEMIC TRACK: Arts / Music	Lesson A Temporary Art*  VIDEO  Making Art from Recycled Glass  Lesson B  Jake Shimabukuro	Recognize Opinions
OUR RELATIONSHIP WITH NATURE page 161 ACADEMIC TRACK: Science / Anthropology	Lesson A The Penguins at Simon's Town*  VIDEO Falcon Farmers Lesson B Kariba Town, Zimbabwe	Recognize Cause and Effect
HOW WE COMMUNICATE page 181  ACADEMIC TRACK: Communication / Sociology	Lesson A Solving Communication Problems  VIDEO A School for Communication Lesson B The Importance of Gestures  VIDEO  A School for Communication	• Listen for Key Words

**Appendix** page 201

<sup>\*</sup> With slideshow

With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul> <li>Ask for and Give Opinions</li> <li>Encourage Other People in a Discussion</li> <li>Sentence Stress</li> </ul>	<ul> <li>Conjunctions and, but, or, so</li> <li>Adjective Suffixes</li> </ul>	• Rank Options	Option 1 Present a house and sell it Option 2 Plan a new city
<ul> <li>Talk about Possibilities</li> <li>Participate in a Group Discussion</li> <li>Recognize Reduced Forms</li> </ul>	<ul> <li>Will for Predictions; Adverbs of Certainty</li> <li>Will and Be Going To</li> <li>Choose the Correct Meaning</li> </ul>	Question and Check What You Hear	Option 1 Survey classmates about the future Option 2 Discuss pros and cons of future situations
<ul> <li>Express Degrees of Uncertainty</li> <li>Debate an Idea</li> <li>Recognize Connected Speech</li> </ul>	<ul> <li>Modals of Present Possibility</li> <li>Modals and Questions for Suggestions</li> <li>Collocations with Prepositions</li> </ul>	• Synthesize	Option 1 Describe an image or book Option 2 Have a class debate
<ul> <li>Compare and Contrast</li> <li>Plan Your Presentation</li> <li>Recognize Reduced Words</li> </ul>	<ul> <li>Comparative Adjectives</li> <li>Superlative Adjectives</li> <li>Collocations</li> </ul>	Analyze Arguments	Option 1 Play a vocabulary game Option 2 Give a presentation about the natural world
<ul> <li>Explain and Check</li> <li>Invite and Answer         Questions from the         Audience</li> <li>Consonant Clusters</li> </ul>	<ul> <li>Present Perfect</li> <li>Present Perfect and Simple Past</li> <li>Phrasal Verbs</li> </ul>	Recognize Cultural     Differences	Option 1 Explain a piece of technology Option 2 Present a form of communication

## 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.







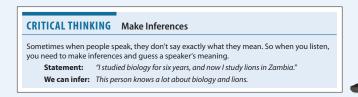
independence.

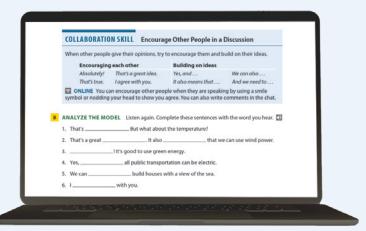


A multimedia approach featuring videos, slideshows, and animations supports listening comprehension while making content accessible and engaging.

В	Complete the chart with your answers a	nd reasons.	
	> Favorite season: autumn Reason: I prefer cooler weather. I like the color of the leaves.		
		Your answer	Your reason(s)
	Favorite month or season		
	2. Favorite smell		
	3. Favorite old object or photo		
	4. Favorite song or piece of music		
	5. An old film you like or don't like		
	6. Best or worst holiday		
С	Work with a partner. Take turns sharing y	our information from exerc	rise B.
	Ask for the reason: B: Why's that?	nonth is January. y, it's the middle of summer!	

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



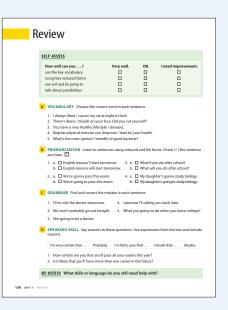


#### **Assessment**

*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.

A new Review section

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



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



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!

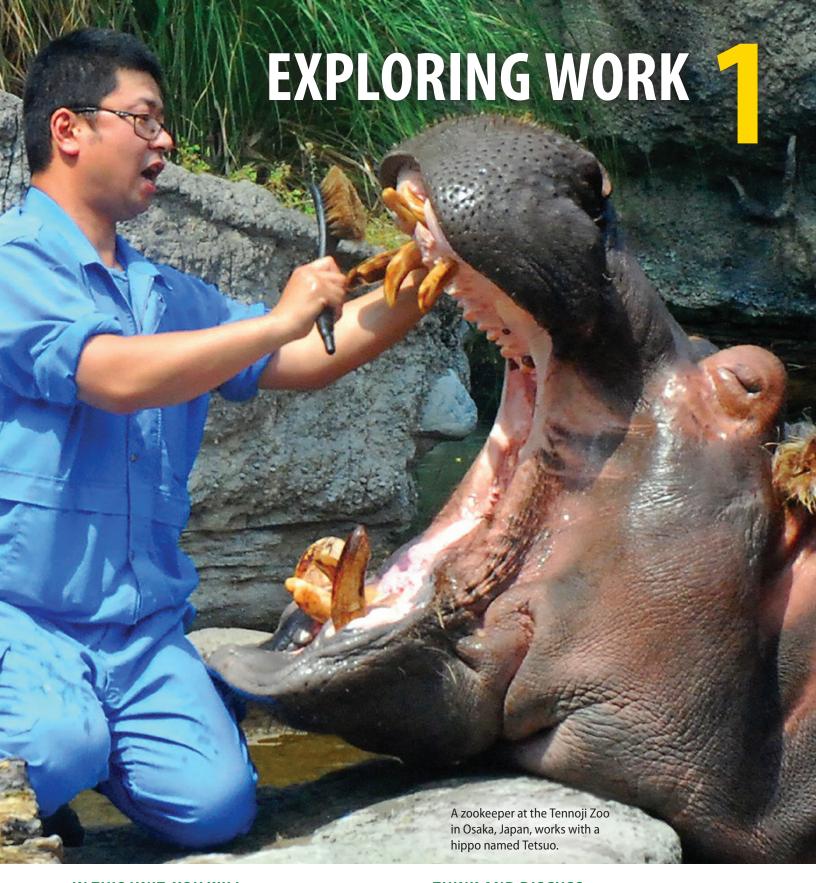
Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in. Track student and class performance on independent online practice and assessment.

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.





#### IN THIS UNIT, YOU WILL:

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

#### THINK AND DISCUSS:

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

#### **EXPLORE THE THEME**

#### Read the information. Then discuss the questions.

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

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

Work environment 4.3%

Flexible hours 4.2%

Good pay **3.5%** 

Great people **2.9%** 

Flexible schedule 2.5%

Great work 1.6%

Easy job **1.6%** 

Employee discount 1.5%

Free food 1.4%

**MOST COMMON** JOB PROS FOR GEN Z\*

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

Source: Glassdoor Economic Research





### Vocabulary

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

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

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

#### **MEET THE EXPLORERS**

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

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

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

#### Thandiwe Mweetwa



▼ Ricardo Samuel Moreno



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

	6.	(n) an exciting time or event
	7.	(n) something that happens to you
	8.	(v) to share information with others
		(n) something you are able to do well
-		• ,
	10.	(adj) not different or unusual
	V	ACCADINATIVE MALE IN
	V	OCABULARY SKILL Word Families
		word family is a group of words with the same base word. We add prefixes and suffixes to nake word forms in the family.
		create (v) creat <b>ive</b> (adj) creat <b>ively</b> (adv) creat <b>ion</b> (n)
	fo	When you learn a new word, try to learn the other forms as well. You can write down the orm after the word using these abbreviations: (v) for verb, (adj) for adjective, (adv) for
	a	dverb, and (n) for noun.
_	147	
C	VVC	ork with a partner. Write the different forms of these words. Use a dictionary to help you.
	1.	communicate (v) (n)
	2.	(n) dangerous (adj)
	3.	(v) photographer (n)
	4.	adventure (n) (adj)
	5.	(v) explorer (n)
	6.	skillful (adj)(n)
D		oose the correct form of the word to complete these conversations. Then listen and check ur answers.
		A: Do you like to do (danger / dangerous) things?
		B: Sure! I like surfing and skydiving!
	2.	A: Do you take a lot of (photographs / photographers)?
		B: Yes, I do. I have thousands on my phone.
	3.	A: What (skillful / skills) do you have?
		B: I speak two languages, and I can play the guitar.
	4.	A: Who do you (communicate / communication) with every day?
		B: My family and also my teachers at school.
	5.	A: When you go on vacation, do you prefer to have (adventurous / adventures) someplace or to relax on the beach?
		B: I like to relax on the beach!

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

## **Listening** An Interview with Annie Griffiths

Critical Thinking

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



#### LISTENING SKILL **Listen for Repeated Words and Ideas**

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

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

В		ie Griffiths. You will hear these nine v E words are repeated several times?	
	photographer	places	travel
	wildlife	world	communicate
	dangerous	people	friends