



NATIONAL
GEOGRAPHIC
LEARNING

FOUNDATIONS

PATHWAYS

THIRD
EDITION

Listening, Speaking, and Critical Thinking





CYNTHIA FETTIG

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

Beautiful patterns form on the icy surface of a lake in Sikonda, Hungary. © Norbert Kovács

Scope and Sequence





	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>1 I AM <i>page 1</i></p> <p>ACADEMIC TRACK: Sociology</p>	<p>Lesson A Part of the Group♦</p> <p>VIDEO Skateboarding in Ethiopia</p> <p>Lesson B Loud, Quiet, or Both?</p>	<ul style="list-style-type: none"> • Listen for Main Ideas and Details
	<p>2 YOUR JOB FUTURE <i>page 21</i></p> <p>ACADEMIC TRACK: Career Studies</p>	<p>Lesson A Job Satisfaction*</p> <p>VIDEO A Dream Job</p> <p>Lesson B 21st-Century Jobs</p>	<ul style="list-style-type: none"> • Listen for Listing Words • Take Linear Notes
	<p>3 UNUSUAL PLACES <i>page 41</i></p> <p>ACADEMIC TRACK: Geography / Tourism</p>	<p>Lesson A A Trip to Southeast Asia*</p> <p>VIDEO Welcome to Bukchon Village</p> <p>Lesson B A Cold Hotel</p>	<ul style="list-style-type: none"> • Listen for Repeated Words and Ideas • Note Questions and Answers
	<p>4 THE GOOD AND BAD OF TECH <i>page 61</i></p> <p>ACADEMIC TRACK: Technology</p>	<p>Lesson A The Benefits of Texting♦</p> <p>VIDEO Digital Tourism</p> <p>Lesson B Take a Tech Break</p>	<ul style="list-style-type: none"> • Listen for Connecting Words • Use a Spider Map

* With slideshow

♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Make Small Talk • Begin with an Introduction • Syllables and Stress 	<ul style="list-style-type: none"> • Simple Present and Simple Past of <i>Be</i> • Collocations 	<ul style="list-style-type: none"> • Think about What You Know 	<p>Option 1 Play a true / false game</p> <p>Option 2 Present an “I Am From” poem</p>
<ul style="list-style-type: none"> • Ask for Repetition • Use Listing Words • Simple Present -s / -es Verb Form 	<ul style="list-style-type: none"> • Simple Present • Verb + Infinitive • Antonyms 	<ul style="list-style-type: none"> • Categorize Information 	<p>Option 1 Play a job guessing game</p> <p>Option 2 Give a presentation about your dream job</p>
<ul style="list-style-type: none"> • Talk about Likes and Dislikes • Take Turns • Consonant Pairs 	<ul style="list-style-type: none"> • Adjectives • <i>There + Be</i> • Synonyms 	<ul style="list-style-type: none"> • Compare Pros and Cons 	<p>Option 1 Discuss your favorite place to go</p> <p>Option 2 Discuss the pros and cons of tourism</p>
<ul style="list-style-type: none"> • Show Interest • End a Presentation • <i>Can</i> and <i>Can't</i> 	<ul style="list-style-type: none"> • <i>Can</i> and <i>Can't</i> • <i>How Often</i> and <i>When</i> Questions • Nouns and Verbs with the Same Form 	<ul style="list-style-type: none"> • Understand a Bar Graph 	<p>Option 1 Discuss being <i>without</i> your phone</p> <p>Option 2 Give a presentation about your favorite app</p>

Scope and Sequence

	Unit Title & Theme	Listenings & Videos	Listening & Note Taking
	<p>5 TAKE A RISK <i>page 81</i></p> <p>ACADEMIC TRACK: Psychology</p>	<p>Lesson A Adventurer of the Year*</p> <p>VIDEO Malaika Vaz: Risk and Reward</p> <p>Lesson B A Different Kind of Risk</p>	<ul style="list-style-type: none"> • Listen for Dates and Numbers
	<p>6 DO YOUR PART <i>page 101</i></p> <p>ACADEMIC TRACK: Environmental Science</p>	<p>Lesson A Everyone's Problem*</p> <p>VIDEO Choices</p> <p>Lesson B A Walk in the Trees</p>	<ul style="list-style-type: none"> • Listen for Feelings • Write Key Words
	<p>7 FIND YOUR TREASURE <i>page 121</i></p> <p>ACADEMIC TRACK: History / Archaeology</p>	<p>Lesson A Geocaching Fun!</p> <p>VIDEO Dinosaur Detective</p> <p>Lesson B A Big Discovery♦</p>	<ul style="list-style-type: none"> • Listen for Instructions • Use a Timeline
	<p>8 INNOVATIVE IDEAS <i>page 141</i></p> <p>ACADEMIC TRACK: Science / Health Science</p>	<p>Lesson A The Scientific Method</p> <p>VIDEO The Science of Sleep</p> <p>Lesson B Ending Blindness♦</p>	<ul style="list-style-type: none"> • Listen for Examples • Review Your Notes

Appendix page 161

* With slideshow
♦ With animation

Speaking & Pronunciation	Grammar & Vocabulary	Critical Thinking	Final Tasks
<ul style="list-style-type: none"> • Give Examples • Ask Others to Speak • Simple Past <i>-ed</i> Endings 	<ul style="list-style-type: none"> • Simple Past • Noun Suffixes <i>-er</i> and <i>-ing</i> 	<ul style="list-style-type: none"> • Rank 	<p>Option 1 Discuss how to add adventure to your life</p> <p>Option 2 Tell a story about a risk</p>
<ul style="list-style-type: none"> • Describe a Photo • Use Photos • Recognize <i>Be Going To</i> and <i>Will</i> 	<ul style="list-style-type: none"> • Future with <i>Be Going To</i> • Future with <i>Will</i> • Prefixes <i>re-</i> and <i>un-</i> 	<ul style="list-style-type: none"> • Recognize Bias 	<p>Option 1 Create a plan to help your city</p> <p>Option 2 Present a photo of a special place</p>
<ul style="list-style-type: none"> • Ask for More Information • Use Body Language • Consonant Clusters 	<ul style="list-style-type: none"> • Present Continuous • Prepositions of Location • Word Forms 	<ul style="list-style-type: none"> • Brainstorm 	<p>Option 1 Brainstorm ideas for a geocache box</p> <p>Option 2 Give a presentation on a personal treasure</p>
<ul style="list-style-type: none"> • Explain Steps • Agree and Disagree • Consonant Pairs 	<ul style="list-style-type: none"> • <i>Should, Could, and Let's</i> • Phrasal Verbs 	<ul style="list-style-type: none"> • Make Conclusions 	<p>Option 1 Discuss innovations</p> <p>Option 2 Have a debate about technology</p>

Welcome to *Pathways Listening, Speaking, and Critical Thinking*, Third Edition


NEW AND UPDATED

Compelling photography and infographics in **Explore the Theme** draw students into the unit, develop their visual and information literacy skills, and get them speaking.

EXPLORE THE THEME

Read the information. Then discuss the questions.

1. What are some ways that a person can be creative?
2. Do you think you are a creative person?
3. Do you think any of these ideas can help you think creatively?



WAYS TO THINK Creatively

Next time you're trying to think of a new idea, try one of these strategies.

Write it down. List every idea you can think of. When you're done, make yourself write down three more.

Think like a genius. Think of a very smart person. Ask: What would they do?

Start over. No new ideas? Take a break and start again tomorrow.

Do something else. Read, exercise, or listen to music. This will help you think in a new way.

Think of a bad idea. Bad ideas can help you find good ones.

Ask for help. Call a friend or brainstorm with a group. More people have more ideas.

Say "Yes!" Don't say no to anything. Build on other people's ideas.

Question everything. New ideas can be risky. Think about all the possible problems.

A Listening Part of the Group

CRITICAL THINKING Think about What You Know

You know a lot about the world. Before a listening or a discussion, think about the topic. Ask yourself: What do I know about this topic? What words do I know about this topic? For example, for the topic sports, think about:


Sports soccer, basketball, volleyball, tennis

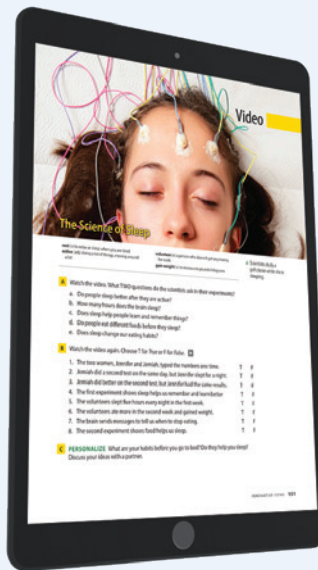
Sport words team, member, win, lose, ball

Collocations go swimming, hit the ball

Critical Thinking **A** You're going to hear a presentation about groups. Think about the different groups people are in. Write them here. Then share and compare your list with a partner.

> I'm part of my family. I'm also a member of this class. * 1,500 guitarists play together in Wrocław, Poland.





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

Critical Thinking **F DESCRIBE** Work with a partner. Describe the photo. Use words in the box for ideas. Then discuss the questions.

dirt, ground trees, leaves cloudy, gray new, young
 mountains, river behind, next to green, brown tall, wide

1. What do you think about the photo? Explain.
2. Look at the photo. How do you feel? Describe your feelings.

▼ Mangrove trees in Thailand



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 Recognize Bias

Bias means we believe some ideas are better than other ideas. For example, a person may believe that the best food is Italian food. When a speaker presents information, they may only give information to support their bias. Ask yourself: *What do they want me to believe?*

The Earth Club wants money for a school project. They want to buy more trash cans. In their presentation, they only show pictures of trash on the ground.

COLLABORATION SKILL Ask Others to Speak

During a discussion, you can ask others to speak. You can also ask about their ideas.

Can I ask you a question? How about you?
What do you think (about...)? Do you have an idea?

A Work with a small group. For each category in the chart, discuss different ways to add more risk or adventure to your life. Take notes in the chart.

How can you add risk to your life in these areas?			
Food	School/Job	Travel	Sports/Hobby

A: I want to try a different international food each month.
B: Great idea. I want to have a dinner party. I can ask each person to prepare a new food.
A: I like it! How about you, Mira? Do you have an idea to add risk to your life?
B: I want to travel to a different place. I usually go on the same type of vacation.

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 to improve.
use the key vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pronounce the -s/-es verb form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the simple present and verb + infinitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ask for repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Complete the tasks.

- Say answers to the questions. Use complete sentences.
 - How do you find out about new jobs?
 - What skills are important for a manager?
 - Write an antonym for each word.
 - enjoy / _____
 - interesting / _____
 - What's something you create?
 - Do you have your own room?
 - satisfied / _____
 - together / _____

B PRONUNCIATION Underline the verbs with the -s/-es form. Then say the sentences.

- She changes jobs often. She finds out about a new job and makes a change.
- The teacher teaches us vocabulary. She uses pictures to teach new words.
- My brother is a mechanic. He fixes cars. He relaxes on the weekends.

C GRAMMAR Write answer these questions.

- Do you prefer to work alone or with someone? _____
- What skill do you want to learn? _____
- What job do you hope to have someday? _____
- What do you plan to study? _____

D SPEAKING SKILL Complete the conversations. Say sentences to ask for repetition.

- A: Where do you hope to go on vacation?
B: I want to visit Spain!
A: ...
B: I want to go to Spain. To Madrid.
- A: What do you plan to do tonight?
B: I hope to go to bed early.
A: ...
B: I want to go to bed early.

RE-ASSESS What skills or language do you still need help with?

38 UNIT 2 REVIEW

Final Tasks

OPTION 1 Discuss being *without* your phone

A Think about the situations. Complete the chart.

	I don't have my phone, so I can't ...	But I can ... instead.
Situation 1 It's Monday morning. You're at school/work. You don't have your phone.	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____
Situation 2 It's Saturday evening. You're at home. Your phone is at your friend's house, and your friend isn't at home.	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

B Discuss the situations and your ideas with a group.

A: On Monday morning, I'm at school. I don't have my phone, so I can't check my email or get text messages from my friends. I also can't ... But I can ... instead.
B: Yes, it's the same for me. But I have a computer, so I can ...

* A man enjoys sunrise at Mesa Arch, Canyonlands National Park, Utah, USA

THE GOOD AND BAD OF TECH 79

Opportunities for online assessment on the **new Spark platform** include:

- The National Geographic Learning Online Placement Test, which places students into the correct level of *Pathways*
- Interactive Online Practice activities and online tests from the Assessment Suite, for formative and summative assessment
- A Course Gradebook that tracks student and class performance against learning objectives, providing teachers with actionable insights to support student's progress

spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!

Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.

Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps you focus on what matters most: student success.



Photo credit:
©Brian Yen

Visit ELTNGL.com/spark
to learn more

I AM 1



Fatima Nasser rides motorcycles with her friends in Riyadh, Saudi Arabia.

IN THIS UNIT, YOU WILL:

- Watch or listen to a presentation about being part of a group
 - Watch a video about skateboarding
 - Listen to a conversation about personalities
 - Play a true/false game
- OR Present an "I Am From" poem

THINK AND DISCUSS:

1. Look at the photo and read the caption. What are the women doing? Is this activity interesting to you?
2. What do you do with your friends?

EXPLORE THE THEME

Read the information. Then discuss the questions.

1. Which hobbies do you like?
2. Which hobbies do you NOT like?
3. What other hobbies do you do?



A musician hikes in the Adamello Brenta Nature Park in Trentino, Italy.

What's your hobby?


A recent survey asked 13- to 24-year-old people about their hobbies. Here are their answers.

Source: YPulse




A

Vocabulary

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

age (n)	favorite (adj)	kind (n)	part of (n phr)	similar (adj)
different (adj)	hobby (n)	member (n)	problem (n)	team (n)

B **MEANING FROM CONTEXT** Listen and write the words from exercise A. Then think about each word's meaning. 

NICE TO MEET YOU!

Hi, my name is Abdul. I'm from Saudi Arabia. I speak Arabic and English. I like many sports. My ¹ _____ sport is soccer. I'm a ² _____ of a soccer club. Everyone is very friendly. I have one brother. He's ³ _____ from me. He doesn't like sports. His ⁴ _____ is video games. He plays video games on the computer every day. It's a big ⁵ _____ at home!



Hi, I'm Claudia and I'm from Brazil. I speak Portuguese and English. I'm ⁶ _____ my school volleyball ⁷ _____. I have two sisters. My sister Marta and I are the same ⁸ _____. We're both 17 years old. My other sister is 21. My sisters and I are all ⁹ _____. We like to play chess, and we like the same ¹⁰ _____ of music. We listen to jazz and rock. I love my family!



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

- _____ (n phr) some but not all of
- _____ (adj) almost the same
- _____ (adj) liking the most or more than others
- _____ (adj) not the same
- _____ (n) an activity you do (read, paint, etc.)

6. _____ (n) a person in a group
7. _____ (n) something that is not good
8. _____ (n) a group of people who play a sport or game together
9. _____ (n) how many years old someone is
10. _____ (n) one of many; a type of thing or person

D CATEGORIZE Complete the chart with words from the two paragraphs in exercise B. Then add your own ideas. Compare your chart with a partner.

Country	Language	Family	Sport	Hobby	Music
Saudi Arabia			soccer		

VOCABULARY SKILL Collocations

A collocation is two or more words that go together. One kind of collocation is verb + noun.

YES: **speak** a language, **give** a presentation NO: ~~say~~ a language, ~~tell~~ a presentation

Verb + Noun

listen to music, the radio, a podcast, a conversation

do homework, work, exercise, yoga, puzzles, the dishes

go swimming, hiking, running, shopping

watch TV, a video, a movie, a show, a game

have lunch, a test, a party, a conversation, a problem

play a sport (tennis, soccer), a game (video games, chess), an instrument (the guitar)

E PERSONALIZE Complete each collocation with the correct verb. Then take the survey. Check (✓) Yes or No. Compare your answers with a partner. Are you similar or different?

In my free time, ...	Yes	No
1. I _____ shopping.	<input type="checkbox"/>	<input type="checkbox"/>
2. I _____ music.	<input type="checkbox"/>	<input type="checkbox"/>
3. I _____ TV.	<input type="checkbox"/>	<input type="checkbox"/>
4. I _____ lunch with a friend.	<input type="checkbox"/>	<input type="checkbox"/>
5. I _____ sports.	<input type="checkbox"/>	<input type="checkbox"/>
6. I _____ puzzles.	<input type="checkbox"/>	<input type="checkbox"/>
7. I _____ hiking.	<input type="checkbox"/>	<input type="checkbox"/>
8. I _____ the piano.	<input type="checkbox"/>	<input type="checkbox"/>

A Listening Part of the Group

CRITICAL THINKING Think about What You Know

You know a lot about the world. Before a listening or a discussion, think about the topic. Ask yourself: *What do I know about this topic? What words do I know about this topic?* For example, for the topic *sports*, think about:

Sports	<i>soccer, basketball, volleyball, tennis</i>
Sport words	<i>team, member, win, lose, ball</i>
Collocations	<i>go swimming, hit the ball</i>

Critical Thinking |

A You're going to hear a presentation about groups. Think about the different groups people are in. Write them here. Then share and compare your list with a partner.

> *I'm part of my family. I'm also a member of this class.*

▼ 5,003 guitarists play together in Wrocław, Poland.

