



NATIONAL
GEOGRAPHIC
LEARNING

1

PATHWAYS

THIRD
EDITION

Reading, Writing, and Critical Thinking

MARI VARGO
LAURIE BLASS
KRISTIN SHERMAN

ON THE COVER

The Kobe Luminarie light festival, Kobe, Japan
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PATHWAYS

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Scope and Sequence

Unit Title and Theme		
	<p>1 LIFE IN A DAY <i>page 1</i> Career Studies/Social Science</p>	<p>Explore the Theme In One Day on Planet Earth...</p> <p>Reading 1 A Day on Planet Earth VIDEO A Global Conversation</p> <p>Reading 2 A Day in a Life</p>
	<p>2 KEEP GOING! <i>page 21</i> Psychology/Sociology</p>	<p>Explore the Theme What Helps Someone Become Successful?</p> <p>Reading 1 The World's Oldest First Grader VIDEO Space Trailblazer</p> <p>Reading 2 The Secret of Success?</p>
	<p>3 WHY WE BUY <i>page 41</i> Business/Marketing</p>	<p>Explore the Theme Ad Attack!</p> <p>Reading 1 Supermarket Tricks VIDEO Who Do You Trust?</p> <p>Reading 2 The Power of Persuasion</p>
	<p>4 GREEN LIVING <i>page 61</i> Environmental Science</p>	<p>Explore the Theme What Can You Do for Your World?</p> <p>Reading 1 A Better Earth? VIDEO The EcoArk</p> <p>Reading 2 Turning Trash into Trolls</p>
	<p>5 FOOD JOURNEYS <i>page 81</i> Cultural Studies</p>	<p>Explore the Theme The World on a Plate</p> <p>Reading 1 A Global Food Journey VIDEO Food from Greenland</p> <p>Reading 2 Cooking the World</p>

Reading	Critical Thinking	Vocabulary	Writing
<p>Reading Skill Skimming for Gist Predict, Understand the Main Idea, Understand Details, Understand Purpose</p>	<p>Critical Thinking Skill Inferring Meaning of Words from Context Reflect, Synthesize, Analyze</p>	<p>Vocabulary Extension Changing Word Forms with <i>-ion</i>, verb + <i>time</i></p>	<p>Language for Writing Using the Simple Present Tense</p> <p>Writing Skill Writing Good Sentences</p> <p>GOAL Write sentences that describe daily activities</p>
<p>Reading Skill Identifying Main Ideas of Paragraphs Predict, Understand Main Ideas, Understand Details, Understand Sequence, Understand Purpose, Summarize</p>	<p>Critical Thinking Skill Identifying Evidence Apply, Infer Meaning, Reflect</p>	<p>Vocabulary Extension <i>in-</i> and <i>un-</i>, verb + <i>up</i></p>	<p>Language for Writing Using Infinitives with <i>want</i> and <i>need</i></p> <p>Writing Skill Ordering Ideas</p> <p>GOAL Write sentences about a life goal</p>
<p>Reading Skill Identifying Supporting Ideas Predict, Understand Main Ideas, Understand Details, Understand Reasons, Summarize, Identify Supporting Ideas</p>	<p>Critical Thinking Skill Reflecting on Ideas Evaluate, Infer Meaning</p>	<p>Vocabulary Extension verb + <i>control</i>, <i>natural</i> + noun</p>	<p>Language for Writing Adding Ideas using Connecting Words</p> <p>Writing Skill Writing Paragraphs and Topic Sentences</p> <p>GOAL Write a paragraph that explains why an advertisement is successful</p>
<p>Reading Skill Scanning for Details Skim, Predict, Understand Main Ideas, Understand Details, Identify Main Ideas of Paragraphs</p>	<p>Critical Thinking Skill Analyzing Graphs Infer Meaning, Apply, Evaluate, Brainstorm, Analyze</p>	<p>Vocabulary Extension <i>re-</i>, Antonyms</p>	<p>Language for Writing Using the Simple Past Tense</p> <p>Writing Skill Supporting the Topic Sentence</p> <p>GOAL Write a paragraph that describes an amazing time in nature</p>
<p>Reading Skill Identify Pronoun References Predict, Summarize, Understand Main Ideas, Understand Details</p>	<p>Critical Thinking Skill Justifying Your Opinion Evaluate</p>	<p>Vocabulary Extension Words as Nouns and Verbs, Changing Adjectives into Adverbs</p>	<p>Language for Writing Giving Reasons</p> <p>Writing Skill Paraphrasing Using Synonyms</p> <p>GOAL Write a paragraph that explains why people enjoy sharing pictures of food online</p>

Scope and Sequence

Unit Title and Theme



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FUTURE LIVING

page 101

Engineering/Technology

Explore the Theme

City: 2050

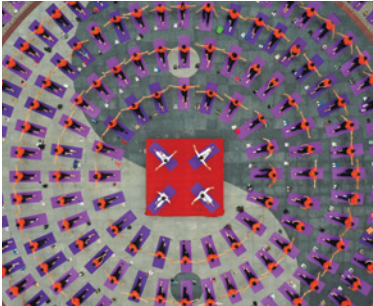
Reading 1

Meet Your Cobot

VIDEO Drone Delivery

Reading 2

Riding the Skies



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STAYING HEALTHY

page 121

Health Science

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What do you do to stay healthy?

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Exercise For Our Brain

VIDEO Advertisers Against Germs

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Show of Hands



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VIDEO Musical Highway

Reading 2

Musicians for Change



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page 161

Life Science/Anthropology

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The Animal Trainer

VIDEO Special Macaques

Reading 2

Do Monkeys Have Feelings?



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THE POWER OF IMAGES

page 181

Communication/Visual Arts

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Stunning Photographs

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How Photography Connects Us

VIDEO The Dogist

Reading 2

Capturing the Ghost Cats

Reading	Critical Thinking	Vocabulary	Writing
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<p>Reading Skill Identifying Facts and Speculations Predict, Understand the Main Idea, Understand Details, Identify Supporting Ideas, Understand Main Idea of Paragraphs</p>	<p>Critical Thinking Skill Identify a Sequence Evaluate, Infer</p>	<p>Vocabulary Extension adjective + <i>exercise</i>, Synonyms</p>	<p>Language for Writing Using Modals of Advice</p> <p>Writing Skill Introducing Examples</p> <p>GOAL Writing a paragraph that gives advice about how to stay healthy</p>
<p>Reading Skill Taking Notes Predict, Understand Main Ideas, Understand Details, Identify Examples</p>	<p>Critical Thinking Skill Understanding Idioms Infer Meaning, Justify Your Opinion, Apply</p>	<p>Vocabulary Extension <i>dis</i>, Changing Adjectives into Nouns</p>	<p>Language for Writing Using Time Expressions</p> <p>Writing Skill Writing a Narrative Paragraph</p> <p>GOAL Write a paragraph that tells the life story of a musician or performer</p>
<p>Reading Skill Recognizing Noun Clauses Skim, Understand Main Ideas, Understand Details, Identify Pronoun References, Predict</p>	<p>Critical Thinking Skill Making Inferences Evaluate, Apply</p>	<p>Vocabulary Extension -er and -or, Homonyms</p>	<p>Language for Writing Making Comparisons</p> <p>Writing Skill Writing a Comparison Paragraph</p> <p>GOAL Write a paragraph that compares two different animals</p>
<p>Reading Skill Identifying Relationships Between Ideas Predict, Understand Purpose, Understand Main Ideas, Understand Details, Understand Cause and Effect</p>	<p>Critical Thinking Skill Evaluating Using Criteria Analyze, Apply, Reflect</p>	<p>Vocabulary Extension <i>vis/vid</i>, Changing Verbs into Adjectives</p>	<p>Language for Writing 1 Describing Location</p> <p>Language for Writing 2 Using Verbs to Describe Emotions</p> <p>Writing Skill Writing an Opinion Paragraph</p> <p>GOAL Write a paragraph that gives your opinion about why a photo is good</p>

WRITING TASK

GOAL You are going to write a paragraph on the following topic:
What do you think life will be like in 2050?

A BRAINSTORM Imagine living in a city in 2050. What do you think it will be like? What will your home, work, education, etc. be like? Brainstorm at least three ideas for each category.

What will be like in 2050?	Your ideas
work	
travel	
entertainment	
home	
education	

B WRITE DETAILS Choose a category from Exercise A with the three best ideas. Note down more details about each idea.

- _____
- _____
- _____

C PLAN Use the information above to complete an outline for your paragraph. Apart from the topic sentence, don't write complete sentences.

OUTLINE

Topic Sentence: _____ will be very different in 2050.

Supporting Idea 1: _____
Details: _____

Supporting Idea 2: _____
Details: _____

Supporting Idea 3: _____
Details: _____

D FIRST DRAFT Use the information in your outline to write a first draft of your paragraph. Use will or be going to to make predictions. Refer to the writing model below to help you.

WRITING MODEL

A typical home in 2050 will probably be very different from a home of today. First, smart appliances will probably make our lives easier. For example, refrigerators will know how much food we have, so they will be able to tell us when we need to go shopping. In addition, computers will control systems in the house. For instance, computers will be able to learn what we like and don't like, and control things around the house, such as lighting and temperature. Finally, most homes will probably have robots that will help around the house. They will do important jobs, such as cleaning, cooking, and taking care of people.

E USE SYNONYMS Look at your first draft. Find words that you repeat. Can you paraphrase those words with synonyms?


F REVISED DRAFT Now use the questions below to revise your paragraph.

- Does a strong topic sentence introduce the main idea?
- Are there three different supporting ideas?
- Are synonyms and pronouns used to avoid repetition?
- Are all verb forms correct?
- Are the ideas in the correct order?

G FINAL DRAFT Follow these steps to write a final draft.

- Check your revised draft for mistakes with future forms.
- Now use the checklist on page 203 to write a final draft. Make any other necessary changes.
- Work in pairs and read your partner's final draft. Give feedback on each other's paragraphs.

Review the Writing Skill in Unit 5.



An **updated Writing section** gives guided instruction, clear models, language support, and practice to improve students' writing outcomes.

LANGUAGE FOR WRITING Adding Ideas using Connecting Words

Writers can use certain words and phrases to help the reader clearly transition (move) from one idea to the next.

*Why do advertisers use celebrities? First, because celebrities often have large followings, they are effective at spreading a message. **Furthermore, / In addition, / Also,** because celebrities are already famous, they can help people remember the company's products more easily. **Celebrities can also** help make a company's products stand out from other companies. **Another** benefit of using a celebrity is that many people trust them. **Finally,** ads with celebrities are more fun and exciting.*

These words and phrases can be used in any order, unlike other connecting words such as *First, Second, and Finally* (see Writing Skill in Unit 2).

Assessment

Pathways Reading, Writing, and Critical Thinking supports teachers and learners with various forms of assessment, with the goal of helping students achieve real-world success.

Review

SELF-ASSESS Consider the language and skills you learned in this unit.

How well can you ... ?	Very well	Pretty well	Need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify pros and cons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use will and be going to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use pronouns to avoid repetition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A VOCABULARY Do you remember the meanings of these words and phrases? Look back at the unit and review the ones you don't know.

adapt	allow	bridge	colleague	demand
especially	figure out	ground	intelligent	let
link	necessary	noise	option	predict
simple	suggest	system	take away	traffic

B VOCABULARY EXTENSION Complete these tasks with a partner.

- Choose a word from the box below and make a sentence using the adjective form of the word with -ible.
adapt allow drive predict
- What nouns with -ment can you remember? Take turns making sentences with them.

C READING SKILLS Work with a partner. Complete the sentences below so they are true for you.

- I often _____, such as _____.
- I _____ for example, _____.

D LANGUAGE FOR WRITING Work with a partner. Complete the sentences below using will or be going to.

- In the future, robots _____.
- To reduce problems caused by cars, cities _____.

SELF-ASSESS Look back at the chart above. Did you assess your skills correctly? What skills or language do you still need help with?

120 UNIT 4

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

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

- The NGL Online Placement Test, which places students into the correct level of *Pathways*
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- A Course Gradebook that tracks student and class performance against learning objectives, providing teachers with actionable insights to support students' progress

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link	necessary	noise	option	predict
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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.

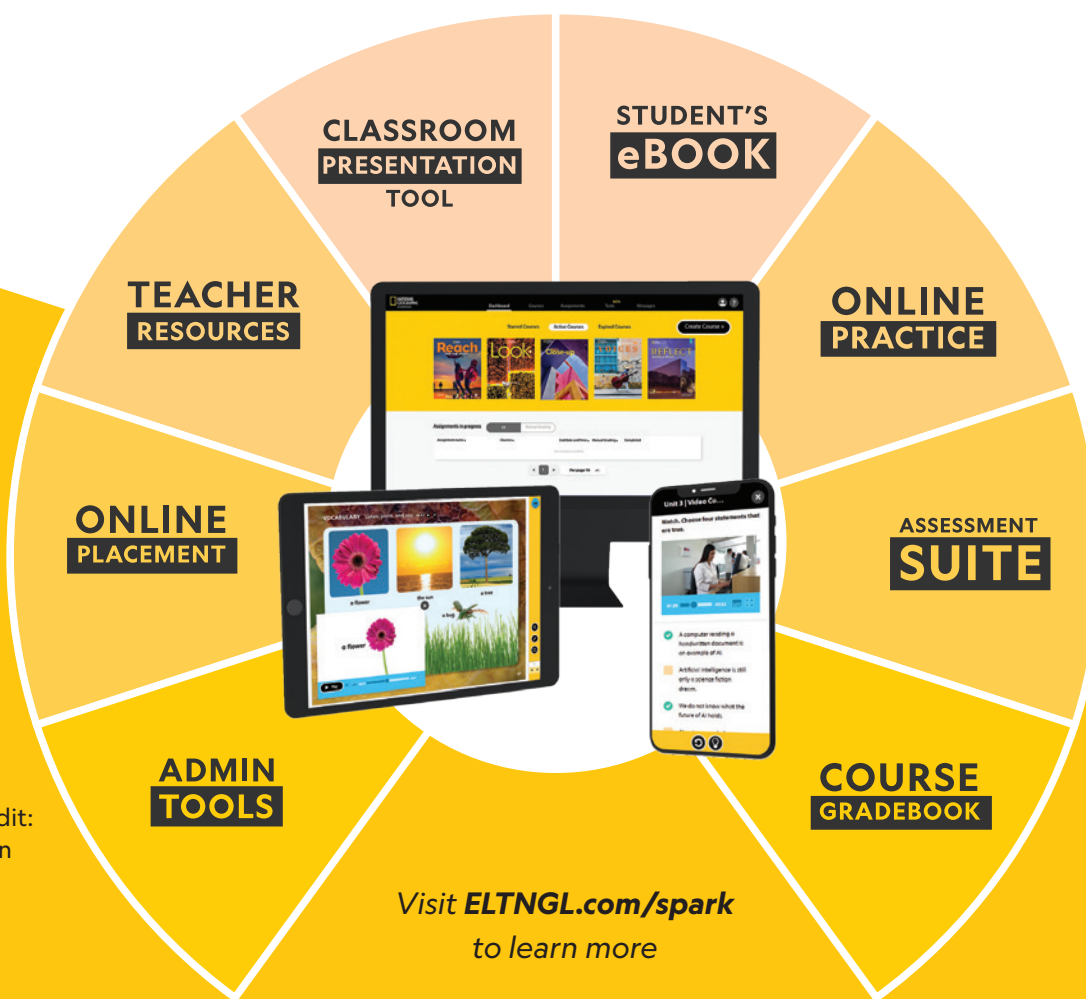


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LIFE IN A DAY 1

People leave photos of themselves on a wall at the Panda Post office in Chengdu, China.

IN THIS UNIT, YOU WILL:

- Read an article about a movie called *Life in a Day*
- Watch a video about teens building global relationships
- Read an article about a normal day for three National Geographic explorers
- Write about your daily activities

THINK AND DISCUSS:

1. Look at the photo above and read the caption. What do you take photos of on a typical day? Would you like to add your photo to this wall?
2. Which day of the week do you like the best? Which do you like the least? Explain.

EXPLORE THE THEME

Read the information on these pages and answer the questions.

1. How many people move to a city every day? How many use a cell phone?
2. Do you use social media every day? What kinds of things do you use it for?



In One Day on Planet Earth...



the population grows by over **200,000** people.



more than **12,000,000** people fly on a plane.¹



about **200,000** people move into cities.



about **6,400,000,000** people use their cell phones.



people use social media for an average of **147** minutes.



people upload more than **720,000** hours of video to YouTube.

1,000 = one thousand
1,000,000 = one million
1,000,000,000 = one billion
¹Number of travelers in 2019.

A map of Earth showing communication lines between different cities

Reading 1

PREPARING TO READ

A BUILD VOCABULARY The words in **blue** are used in the reading passage. Complete the sentences with the correct forms of the words. Use a dictionary to help you.

extraordinary (adj) **normal** (adj) **project** (n) **similar** (adj) **team** (n)

1. If something is _____, it is wonderful and unusual.
2. A(n) _____ is a group of people who work together, for example, on a(n) _____.
3. If something is _____, it is usual and not very special.
4. If two things are _____, they are nearly, but not exactly, the same.

B BUILD VOCABULARY The words in **blue** are used in the reading passage. Read the definitions. Then complete the sentences with the correct forms of the words in **blue**.

If you **communicate**, you share information, usually by speaking or writing.
When you **connect** two people or things, you bring them together.
If you **explain** something to someone, you make it clear and easy to understand.
When you **produce** something, you make it.
If you **take care of** people, you make sure they have everything they need.

1. Social media sites, such as Instagram, _____ people from all over the world.
2. When I don't understand a grammar point, my teacher _____ it to me.
3. I _____ my baby brother when my parents are working.
4. Pixar and Disney _____ a lot of movies and TV shows.
5. I usually _____ with my boss by email.

C USE VOCABULARY Discuss these questions with a partner.

1. How do you usually **communicate** with your friends and family?
2. What do you do on a **normal** weekday?
3. When did you last work with a **team**? What **project** did you do together?

Critical Thinking |


D PREDICT Look at the information in the "Two Days, Two Movies" box on page 6. What do you think the reading passage is about? Choose the best answer. Then read the passage and check your answer.

- a. two movies about two days in the life of a movie director
- b. two movies about two unusual days in history
- c. two movies about normal people's lives in two days

A Day on Planet Earth



Skydiver Vania Da Rui contributed a video to the first *Life in a Day* movie.

- A**  What happens in a single day on planet Earth? In 2010, film director Kevin Macdonald tried to find out. His **team** asked people to film their lives on a single day—July 24—and upload their videos to YouTube. Thousands of people from around the world did. The team used the videos to **produce** a 90-minute movie called *Life in a Day*.
- B** The movie begins as most typical days begin. People wake up, get dressed, wash their faces, and brush their teeth. Parents **take care of** their children. People laugh and cry. Throughout the day, we see changes in people’s daily lives. A man thanks the hospital workers who helped save his life. A woman learns that she is pregnant.¹ A man calls his mother and asks, “What should I say to the woman I love?”
- C** Macdonald understood that what is **normal** to one person can be **extraordinary** to another. For example, the movie shows cultural differences in the ways that people travel to work. Macdonald **explains**, “What we might see as banal, living in our own culture, is not banal to somebody growing up in Dakar.”²

¹ If a woman is **pregnant**, she is going to have a baby.

² **Dakar** is the capital city of Senegal in West Africa.



D Macdonald’s team also asked people the following questions: “What do you love most in the world? What do you fear?” People talk about their love for family, fast cars, a pet cat, and even a fridge. Children talk about being scared of imaginary monsters³ and of real-life lions. Some Ukrainian farmers worry that wolves are going to eat their goats. People around the world talk about their fear of war and of losing natural beauty.

E Macdonald says that *Life in a Day* was possible because of the way the internet **connects** us. The film does something that was not possible before the internet. Now, “you can ask tens of thousands of people ... to contribute to a **project** and all to **communicate** about it and learn about it at the same time.”

F Ten years later, the team made another movie: *Life in a Day 2020*. This film shows important moments in people’s lives on July 25, 2020. It starts with births. Then we watch people celebrate birthdays and weddings, fall in and out of love, and get sick. Macdonald says that the new movie helps us see that we are **similar** in many ways. “We all love the same things. We all fear the same things. We all have the same emotional needs.”⁴

³Monsters are creatures in stories that are ugly and scary.

⁴Emotional needs are feelings we need in order to be happy, safe, and healthy.

Two Days, Two Movies

For the 2010 *Life in a Day* movie, Macdonald received:

- over **80,000** video clips.
- videos from **192** countries.
- more than **4,500** hours of video.
- videos people recorded on **July 24, 2010**.

For *Life in a Day 2020*, Macdonald received:

- over **320,000** videos.
- videos from **192** countries.
- more than **15,000** hours of video.
- videos people recorded on **July 25, 2020**.

UNDERSTANDING THE READING

A UNDERSTAND THE MAIN IDEA What was the main purpose of the *Life in a Day* project?

Choose the correct answer.

- to describe a day of adventure for people around the world
- to show what a great day is like for people around the world
- to discover what people around the world do on a normal day

B UNDERSTAND DETAILS Read the sentences. Choose **T** for true, **F** for false, or **NG** for not given.

- Kevin Macdonald filmed the videos in both *Life in a Day* movies. **T F NG**
- Life in a Day* shows how people get to work. **T F NG**
- Macdonald communicated with everyone featured in the movie. **T F NG**
- Macdonald thinks that *Life in a Day 2020* shows that we are not very different from each other. **T F NG**
- People uploaded over three million videos for the 2020 movie. **T F NG**

CRITICAL THINKING Inferring Meaning of Words from Context

Use the **context**—the words around a word—to guess the meaning of a new word. The context can also help you decide the word’s part of speech (noun, verb, adjective, etc.). For example:

His team asked people to film their lives on a single day—July 24— and upload their videos to YouTube.

From the context (*July 24*), we can guess that *single* is an adjective that means “one.”

C INFER MEANING Find and underline the following words in the reading passage. Use the context to identify their meanings. Then write each word next to its definition (1–4).

Critical Thinking

typical (paragraph B)
banal (paragraph C)

imaginary (paragraph D)
contribute (paragraph E)

- _____ : (adj) showing things that you expect
- _____ : (adj) not real
- _____ : (adj) not interesting
- _____ : (v) to give something

D REFLECT Imagine that you are going to send a video to the *Life in a Day* project. What part of your typical day will you film? Complete the sentence below. Then share your ideas with a partner.

Critical Thinking

I will film _____
because _____.

DEVELOPING READING SKILLS

READING SKILL Skimming for Gist

When we skim for gist, we look at a reading passage quickly to find out what it is mainly about. We don't need to read every word. Knowing the gist of a reading passage can help you predict the information you will learn from it.

As you skim, pay attention to key (important) words and phrases—for example, repeated nouns. You can also read the titles, subtitles, and photo captions to help you understand the overall topic.

A SKIM FOR GIST Skim the paragraph below quickly. Pay attention to the key words that are underlined. What is the paragraph mainly about? Choose the correct topic (a–c). Then read the paragraph again slowly and check your answer.

- a. how long a day is on different planets
- b. why a day on Earth is 24 hours
- c. which planet has the longest day

A single day is always 24 hours long. However, that is only true on planet Earth. That's because it takes the Earth 24 hours to make one rotation, or turn. Different planets take different amounts of time to rotate. So how long is one day on the other planets in our solar system? One day on Mercury takes over 58 days in Earth time. That's a long day, but Venus has the longest day. A day on the planet Venus is 243 Earth days long. Jupiter, the largest planet, has the shortest day—just 9.9 Earth hours.

B SKIM FOR GIST Skim the paragraph below. Choose the correct topic (a–c). Then read the paragraph again slowly and check your answer.

- a. ideas to look after a new baby
- b. why new parents need a lot of sleep
- c. what life is like for new parents

For many parents, daily life is very different with a newborn baby. First, most parents don't get much sleep. They sleep when their baby sleeps and are awake when their baby is awake. Babies have different sleep patterns, but many newborn babies sleep for one to three hours at a time. Parents also spend a lot of time feeding their babies and changing diapers. Taking care of a baby is hard work. But new parents feel incredible happiness with their beautiful new baby.



A group of students from the Do Remember Me project

A Global Conversation

Artist Sannii Crespina-Flores started a project called Do Remember Me. In the project, groups of teenagers talk online to other teens from around the world.

A PREVIEW Look at the photo and read the information. What do you think are the artist's goals in this project?

Critical Thinking

B MAIN IDEAS ▶ Watch the video. Choose the correct answers.

- The participants of the project share information about _____.
 - their country's history
 - their daily lives.
- Besides talking to each other online, the teens share their experiences by _____.
 - visiting the other countries
 - recording videos of themselves
- Sannii Crespina-Flores thinks that through this project, the teens will see _____.
 - that people are more similar than different
 - the importance of teamwork

C DETAILS ▶ Watch the video again. Match the groups of teens to an experience that they shared as part of the project.

- | | |
|----------------------------------|-------------------------------|
| 1. ____ Female teens in the U.S. | a. performed a dance. |
| 2. ____ Teens in Kazakhstan | b. did a beatbox performance. |
| 3. ____ A teen in France | c. had a snowball fight. |
| 4. ____ Male teens in the U.S. | d. showed a day in the fall. |

D SYNTHESIZE What do the *Life in a Day* movies have in common with Sannii Crespina-Flores's project? Which project are you more interested in? Why? Share your ideas with a partner.

Critical Thinking