

NATIONAL
GEOGRAPHIC
LEARNING

2

PATHWAYS

THIRD
EDITION

Reading, Writing, and Critical Thinking

MARI VARGO
LAURIE BLASS
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Scope and Sequence

Unit Title and Theme



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HAPPINESS

page 1

Health Science / Sociology

Explore the Theme

Happy Hot Spots

Reading 1

Is There a Recipe for Happiness?

VIDEO Llama Therapy

Reading 2

Four Keys to Happiness



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Reading	Critical Thinking	Vocabulary	Writing
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<p>Reading Skill Identifying Details Predict, Understand the Main Idea(s), Understand Details, Identify Details</p>	<p>Critical Thinking Skill Analyzing Problems and Solutions Analyze, Synthesize, Evaluate</p>	<p>Vocabulary Extension adjective + <i>power</i>; <i>power</i> + noun; <i>-able</i> and <i>-ible</i></p>	<p>Language for Writing Review of the Simple Past Tense</p> <p>Writing Skill Supporting the Main Idea and Giving Details</p> <p>GOAL Write a paragraph about an innovation and how it changed people's lives</p>
<p>Reading Skill Taking Notes (Part 1) Predict, Understand the Main Idea, Identify Details, Understand Details</p>	<p>Critical Thinking Skill Making Inferences Reflect</p>	<p>Vocabulary Extension Changing Word Forms with <i>-ment</i>; Changing Word Forms with <i>-er/-or</i></p>	<p>Language for Writing Using the Present Perfect Tense</p> <p>Writing Skill Writing a Concluding Sentence</p> <p>GOAL Write a paragraph about a trend that has gone global</p>
<p>Reading Skill Interpreting Visual Information Predict, Understand the Main Idea(s), Understand a Process, Identify Problems and Solutions, Identify Opinions</p>	<p>Critical Thinking Skill Evaluating an Argument Infer, Synthesize, Reflect</p>	<p>Vocabulary Extension Changing Word Forms with <i>-ial</i>; verb + <i>on</i></p>	<p>Language for Writing Describing Charts and Graphs</p> <p>Writing Skill Explaining a Chart or Graph</p> <p>GOAL Write a paragraph explaining the information presented in a graph</p>
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Scope and Sequence

Unit Title and Theme



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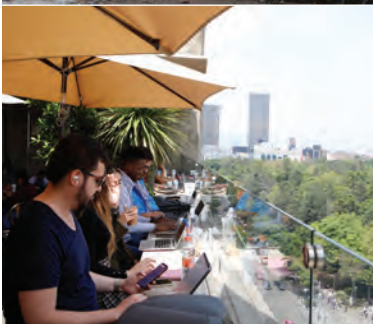


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Reading	Critical Thinking	Vocabulary	Writing
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<p>Reading Skill Identifying Sequence Predict, Understand Main Ideas, Understand Cause and Effect, Interpret Maps, Understand Details, Understand a Process</p>	<p>Critical Thinking Skill Evaluating Sources for Credibility Speculate, Evaluate</p>	<p>Vocabulary Extension <i>ex-</i>; Changing Word Forms with <i>-ly</i></p>	<p>Language for Writing Describing a Process</p> <p>Writing Skill Organizing a Process Paragraph</p> <p>GOAL Write a paragraph about a natural or biological process</p>
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Welcome to *Pathways Reading, Writing, and Critical Thinking*, Third Edition

NEW AND UPDATED IN THE THIRD EDITION

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

Look at the information on these pages and answer the questions.


1. Why do humans build monuments and other large buildings? List as many reasons as you can.
2. Which of the monuments mentioned below would you most like to visit? Why?

Great Monuments

Throughout history, humans have felt a need to build huge structures. Buildings or structures of historical interest are known as monuments. UNESCO (the United Nations Educational, Scientific, and Cultural Organization) protects many important monuments as World Heritage Sites.

There are many reasons for building monuments. Some are tombs for great people. For example, ancient Egyptians built pyramids to protect their kings after death. Centuries later, the ruler Shah Jahan built the Taj Mahal in India to remember his dead wife.

Some monuments remind us of great leaders from the past, such as Mount Rushmore's giant carvings of American presidents. Other monuments have religious purposes, such as the Blue Mosque in Turkey. The purpose of some monuments—such as the ancient stone circle of Stonehenge in England—is still a mystery.



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New videos and readings provide academic content with close connections to students' lives beyond the classroom.



Prioritizing Students' Mental Health

A teenage boy gets advice from his school counselor.

Every day, Emily Herring, a school mental health counselor, meets with kids in trouble: a boy who got angry in class, or a child whose parent died. Sometimes she sits down with kids who just need to talk.

Supporting students' mental health is more important now than ever. Many students around the world experience anxiety. They worry about everything, from grades to their appearance. Others have problems making friends. And still others feel angry or depressed. According to a World Health Organization report, one in seven 10- to 19-year-olds has a mental health problem.

There used to be a lot of stigma^a around the issue of mental illness. People with anxiety or depression were often made to feel embarrassed, and most of them were told to just "snap out of it." But since the COVID-19 pandemic,^b society has become more aware of the importance of mental health in overall well-being. People are talking about mental health much more now. Kids are also more open to reaching out for help. "A lot of our students who would never seek help are coming to my office saying they're depressed," says Herring. "Nearly every day I have students say to me, 'I've never told anyone that before!'"

AN EPIDEMIC WITHIN A PANDEMIC

During the first year of the pandemic, there was an increase in mental illness for students of all ages. In a 2021 U.S. study, 46 percent of parents said that

a. Stigma is a sense of shame that leads to hate in people and gives others a bad opinion of them.
b. A pandemic is a disease outbreak that affects many people over a very wide area.

112 UNIT 4

their teenage child had a new mental health problem or one that became worse. Therapists said the pandemic harmed their child's friendships.

As students' daily routines changed during the pandemic, anxiety and depression increased. Social skills became weaker as a result of the long months at home. Simple conversations were more uncomfortable, and solving conflicts was more difficult. Herring and her colleagues also saw a dramatic increase in fighting after schools reopened. Some experts are concerned about the long-term effects of the pandemic on kids' mental health.

FINDING SOLUTIONS

To reduce students' stress, many schools and universities have added mental health counselors. Like Herring, these counselors meet with students in person and are trained to recognize the early signs of anxiety and depression. They help students understand and manage difficult emotions.

If students don't have access to school counselors, parents can find counselors to work with their children outside of school. With telehealth—or online—counseling, students can use the internet to talk with their counselor from home. Many students prefer this to in-person counseling because they can get help from the safety of their bedrooms. "You have all your comfort items right there," said one 16-year-old.

Students may also join or develop peer support programs. When students help one another, it can build a sense of community and encourage others to get help too. Jeneke Sahel, 24, created a podcast about mental health when she was at Oxford University. Students shared stories with their peers about what helped them.

Another strategy to teach students how to improve their well-being: Being outside in nature or in a quiet place can help. If students are stressed, schools can organize group walks or nap rooms. Teaching students simple breathing techniques can also help them feel calmer.

School can be stressful at every age. "Everyone is going to have issues that they deal with at some point," says Peggy Lindner, 20, a student at Reading University in the U.K. But there is hope. "People are more supportive than you think and want to help you," she says.

a. A student at the British Columbia Institute of Technology Canada talks to his advisor inside a sleep pod to help him relax.

112 UNIT 4

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 Analyzing Problems and Solutions

To analyze problems and solutions in a passage, ask yourself: Does the writer provide enough information to show why the problem is real? Is it clear how the solution matches the problem? If not, what solution(s) would you propose?

READING SKILL Identifying Cause and Effect

A **cause** is something that makes another event happen. The resulting event is the **effect**. Recognizing causes and effects can help you understand a reading passage better. Look at the sentence below. Does the underlined portion show a cause or an effect?

If we immediately stored all of our experiences in long-term memory, then we would be distracted by unimportant—and sometimes painful—information.

The underlined portion shows the effect. Storing all our experiences in long-term memory is the cause. Being distracted by unimportant information is the effect.

You can sometimes identify cause-and-effect relationships by finding certain connecting or signal words. These include *because*, *so*, *if*, *then*, *therefore*, *as a result*, and by verb + *-ing*.

He's always happy **because** he doesn't remember stressful experiences.

A virus attacked his brain, **so** now he can't make new memories.

A IDENTIFY CAUSE AND EFFECT Read the information about memorization techniques. Underline the words that signal cause and effect. How many cause-effect relationships can you find?

WRITING TASK

GOAL You are going to write a paragraph on the following topic:
Explain a natural or biological process. Choose one of the following or use your own idea:
 → volcanic eruption → photosynthesis
 → an earthquake → a hurricane

A BRAINSTORM Work with a partner. Brainstorm a list of natural or biological processes that you are familiar with. Then take turns explaining the processes to each other.

B EVALUATE Look at your brainstorming notes above. Which process are you able to explain the best? Circle it.

C PLAN List up to eight steps or events for your process in the correct order in the outline. Do some research if necessary. Then note any details that will help the reader to better understand your steps or events. Don't write complete sentences.

OUTLINE

Topic Sentence: _____

Steps or Events	Details
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

D WRITE A STRONG TOPIC SENTENCE In the outline above, write a topic sentence that introduces your process.
Example: The monarch butterfly has a life cycle that is different from that of most other insects.

E FIRST DRAFT Use the information in your outline to write a first draft of your paragraph. Remember to use sequence words or phrases to indicate the order of the steps or events. Refer to the writing model below to help you.

WRITING MODEL
 This model paragraph is similar to the one you are going to write. It explains the process of how a caterpillar turns into a monarch butterfly.
 The monarch butterfly has a life cycle that is different from that of most other insects. First, a monarch butterfly lays its eggs on a milkweed plant. After about four days, the eggs hatch into baby caterpillars. As soon as they are born, the caterpillars eat the milkweed in order to grow. When they are fully grown, they start the pupa stage. Each caterpillar attaches itself to a stem or a leaf and hangs upside down. It forms a chrysalis—a protective shell—around its body. Once it is in this chrysalis, its body begins to change. It grows wings, legs, and other parts of a butterfly. This transformation is called a metamorphosis. After the metamorphosis, an adult butterfly flies out of the chrysalis and looks for a mate. This starts the cycle all over again.


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

- Does the topic sentence introduce the main idea of the paragraph?
- Are all the steps in the correct order?
- Are there sequence words or phrases to show order?
- Are there detail sentences for some of the steps?
- Are all verb forms correct?
- Is there any information that doesn't belong?

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

1. Check your revised draft for mistakes with simple present verb forms and subject-verb agreement.
2. Now use the checklist on page 205 to write a final draft. Make any other necessary changes.
3. Work in pairs and read your partner's final draft. Give feedback on each other's paragraphs.

H A monarch butterfly emerges from its chrysalis.



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

LANGUAGE FOR WRITING Describing a Process

Writers usually use the simple present tense to describe a natural or biological process—that is, to explain how something happens. For example, here is a description of how clouds form.

- Warm air **moves** upward.
- When vapor in the air **gets** cold enough, it **changes** into tiny water droplets.
- These water droplets **combine** with dust particles in the air and **form** visible clouds.
- Within a thundercloud, tiny particles of ice **bump** into each other as they **move** around in the air.
- All of these collisions **create** an electrical charge.
- After a while, the whole cloud **fills** up with electrical charges.

Remember to make subjects and verbs agree when you use the simple present tense.

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

How well can you...?	Very well	Pretty well	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
compare and contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take notes using a summary chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the zero conditional to give advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

anxiety	cable	citizen	concerned	contract
custom	depressed	embarrassed	enable	fascinating
harm	knowledge	manage	organize	recognize
remote	routine	surprising	technique	widespread

B VOCABULARY EXTENSION Complete these tasks with a partner.

1. What words do you remember with the prefix en? Take turns making sentences with them.
2. The adjectives below describe emotion. Take turns making sentences with them.

annoyed depressed nervous overjoyed pleased

C READING SKILL Look back at the reading passage on pages 65–66 ("Where Have All the Fish Gone?"). Take notes on the main ideas and details using a summary chart. Then compare your notes with a partner.

D LANGUAGE FOR WRITING Work with a partner. Complete the sentences below with appropriate advice. Use the zero conditional.

1. If you can't decide on a college major, _____
2. If you want to help a friend who's sad, _____

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

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*
- 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 students' progress

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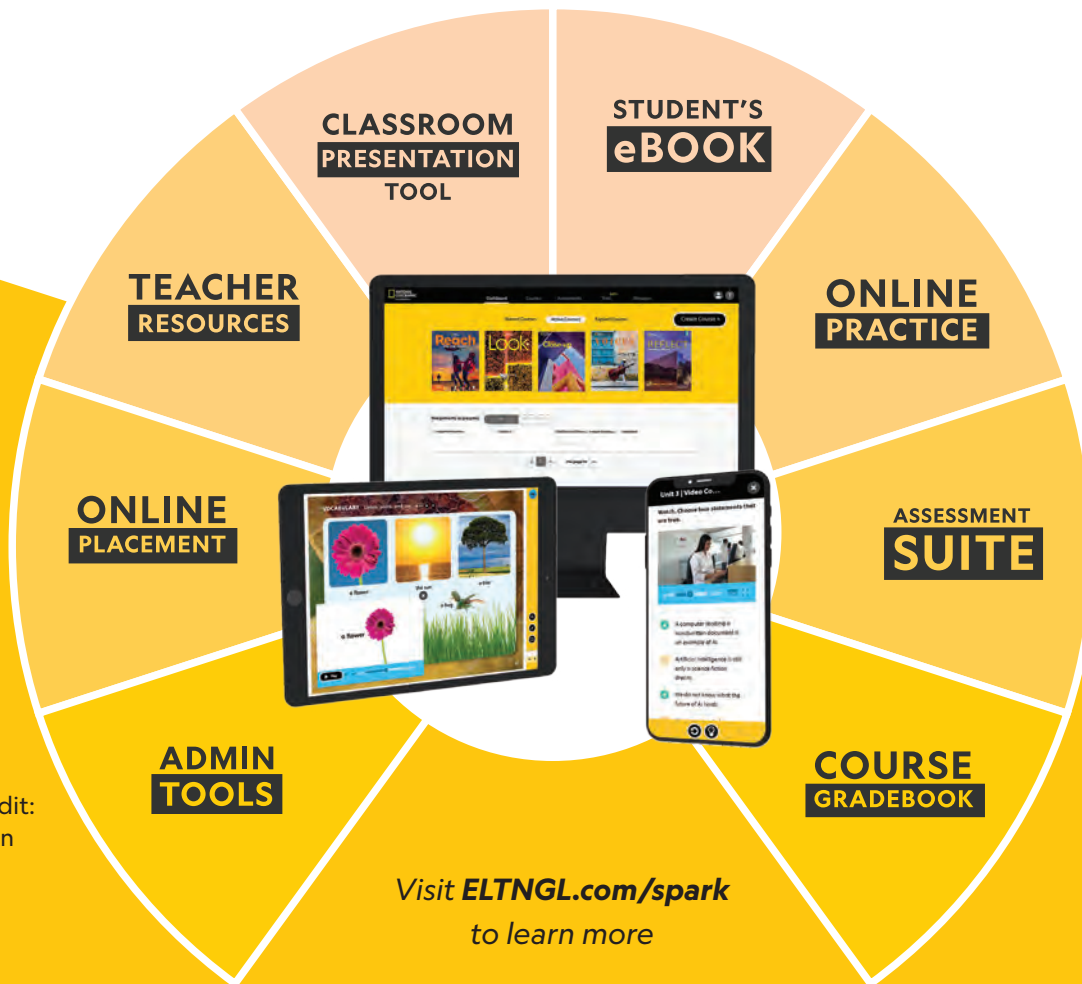


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to learn more

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HAPPINESS 1



A woman laughs while unloading her boat at a market in Ganvie, Benin.

IN THIS UNIT, YOU WILL:

- Read an article about Singapore and Mexico
- Watch a video on llamas in nursing homes
- Read an article about four keys to happiness
- Write about people in your community

THINK AND DISCUSS:

1. The photo above shows a woman unloading her boat of produce at a market in Ganvie, Benin. She is laughing and looks happy. Why do you think this is?
2. Think of someone you know who seems happy. Describe that person.


EXPLORE THE THEME

Look at the photo and the information below. Then answer the questions.

1. The photo shows people cycling in Copenhagen, the capital of Denmark. What does the chart below say about Denmark? In what way(s) might health and happiness be connected?
2. What do you know about the countries listed in the chart? Why do you think people from these countries are happy?

Happy Hot Spots

Is it possible to measure happiness? Researchers at the World Database of Happiness think so. The database (2010–2019) brings together scientific reports on happiness from 160 countries around the world. The researchers asked people to rate their enjoyment of life on a scale from 0 to 10. The top six happiest nations are shown below.

Rank	Country	Rating
1	 Denmark	8.2
2	 Mexico	8.1
3	 Colombia	8.1
4	 Switzerland	8.0
5	 Finland	8.0
6	 Iceland	8.0





Copenhagen, the capital of Denmark, is a very bicycle-friendly city.

Reading 1

PREPARING TO READ

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

access (n) **basic necessities** (n phr) **equal** (adj) **freedom** (n) **socialize** (v)

1. When you _____, you spend time with other people for fun.
2. According to a United Nations report, having _____ to the internet is a basic human right.
3. People who do the same job should receive _____ pay.
4. _____ of speech is a basic democratic value.
5. In some of the world's poorest countries, obtaining _____ like clean water and shelter is a daily struggle.

B BUILD VOCABULARY The words and phrases in **blue** are used in the reading passage. Match each word or phrase with its definition. Use a dictionary to help you.

- | | |
|------------------------------------|--|
| 1. _____ standard of living | a. (v) to supply or make available |
| 2. _____ secure | b. (n) the state of being very poor |
| 3. _____ provide | c. (adj) protected from danger or harm |
| 4. _____ poverty | d. (adj) relating to money or how money is managed |
| 5. _____ financial | e. (n phr) the level of comfort and amount of money that people have |

C USE VOCABULARY Discuss the questions with a partner.

1. Who do you normally **socialize** with?
2. Besides food and shelter, what do you think are the **basic necessities** in life?
3. Is **poverty** a serious problem in your country? If so, what is the government doing to tackle this problem?

Critical Thinking |


D PREDICT Look at the title and the subheads of the reading passage. What do you think the passage is about? Choose a, b, or c. Then check your answer as you read.

- a. how to measure happiness
- b. things that make people happy
- c. life in the happiest country in the world

Is There a Recipe for Happiness?



People in Singapore often gather to eat in clean, modern hawker centers.

- A**  What makes us happy? Money? Friends? A good job? Are the answers the same for everyone? According to world surveys, Singapore and Mexico are two happy countries—but their people may be happy for different reasons.

SAFETY AND SECURITY

- B** There are more than 8,000 people per square kilometer in the small nation of Singapore. People on the island work very long hours and often bring work home with them. The country has strict laws against smoking in public, littering,¹ and even jaywalking.² However, in surveys, Singapore regularly ranks as one of the happiest countries in Asia. Why?
- C** One reason for Singapore’s happiness is that the government **provides** the **basic necessities**, such as housing and healthcare. There is almost no extreme **poverty** in Singapore. The government “tops up”³ poorer people’s incomes so everyone can have a minimum **standard of living**. It also offers tax breaks⁴ to people who look after their aging parents. The result is a lot of closely connected families with roughly **equal** standards of living.
- D** People may not be happy about all the laws, but they are generally happy with the results—they breathe clean air, they don’t step in litter, and the streets are safe and orderly. So for Singaporeans, it seems that living in a **secure**, clean, and safe place may be more important than having a lot of personal **freedom**. As sociologist Dr. Tan Ern Ser

¹Littering is leaving trash lying around outside.

²Jaywalking occurs when a pedestrian walks across a street at a place where it is not allowed.

³If you **top** something up, you add to it to make it full.

⁴If the government gives someone a **tax break**, it lowers the amount of tax they have to pay.

explains, “People like freedom, but they also like stability and security. All societies are trying to find that happy medium, and [Singapore] has done a pretty decent job at it.”

FRIENDS AND NEIGHBORS

- E** In many ways, Mexico is the opposite of Singapore. There are some parts of Mexico where people do not have a safe or secure life. Many people do not have jobs, enough food, or **access** to education. But, as in Singapore, most people in Mexico feel that they are happy. Why?
- F** One reason is the importance of social interaction. According to psychologists, much of our happiness comes from feeling that we are part of a larger community. Simple acts like smiling at a neighbor or having dinner with friends can greatly increase our overall happiness. People in Mexico **socialize** with family and friends a lot, and this adds to their happiness.
- G** But what about poverty? In Mexico, about half of the population is poor. However, most Mexicans live near people in a similar **financial** situation. If your neighbor doesn't have expensive items—such as a big house or an expensive car—you probably don't feel the need to have those things either. So money, by itself, may not be that important for happiness. What matters more is how much money you have compared to the people around you.

A MIXED RECIPE?

- H** On the whole, the question “What makes people happy?” does not seem to have a simple answer. Security, safety, freedom, and socializing with friends and family can all play important roles. As the examples of Singapore and Mexico suggest, there may be no single recipe for happiness. It is up to each of us to find our own.

▼ A family enjoys a meal together at their home in Mexico.



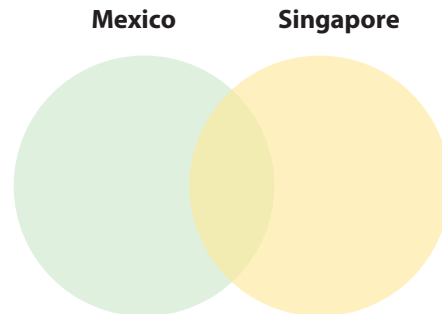
UNDERSTANDING THE READING

A UNDERSTAND THE MAIN IDEA What is the main idea of the reading passage?

- a. Happiness means different things to different people.
- b. Personal freedom is the most important thing for happiness.
- c. Everyone needs to feel safe and secure in order to be happy.

B UNDERSTAND DETAILS According to the writer, do the following statements (a–e) apply to Mexico, Singapore, or both? Complete the Venn diagram.

- a. Most people here feel that they are happy.
- b. People generally feel safe and secure.
- c. Family connections are important for people's happiness.
- d. Although many people here are poor, most of them are happy.
- e. Most people accept the government's strict rules as part of life.



CRITICAL THINKING Inferring Meaning from Context

Use the context—the words around a word—to infer, or guess, the meaning of vocabulary you don't know. The context can also help you decide the word's part of speech (e.g., noun, verb, or adjective). For example:

The government "tops up" poorer people's incomes so everyone can have a minimum standard of living.

We can guess from this context that *minimum* is probably an adjective used to describe the least or smallest amount required.

C INFER MEANING FROM CONTEXT Find and underline the following **bold** words and phrases in the reading passage. Use context to identify their meanings. Then write each word or phrase next to its definition.

Critical Thinking

strict (paragraph B)

happy medium (paragraph D)

look after (paragraph C)

decent (paragraph D)

1. _____: (v) to take care of someone or something
2. _____: (adj) tough; must be obeyed
3. _____: (adj) good enough; satisfactory
4. _____: (n phr) a good choice or condition that avoids any extremes

D JUSTIFY YOUR OPINION Would you prefer to live in Singapore or Mexico? Why? Complete the following sentence and share your ideas with a partner.

Critical Thinking

I think I would prefer to live in **Singapore** / **Mexico** because _____

DEVELOPING READING SKILLS

READING SKILL Identifying the Main Idea

The main idea of a paragraph is the most important idea, or the idea that the paragraph is about. A good paragraph has one main idea and one or more supporting ideas. Read the paragraph below and think about its main idea.

Researchers have found that the sunny weather in Mexico is one of the reasons that people there are happy. Mexico has many hours of sunlight, so people in Mexico get a lot of vitamin D. Vitamin D is important for overall health and well-being. Also, studies show that when people tan, they make more endorphins—chemicals in our bodies that make us feel happy.

Which of these statements is the main idea of the paragraph?

- People in Mexico are happy because they get a lot of vitamin D.*
- Tanning helps us create more endorphins, which make us feel happy.*
- Mexico gets a lot of sun, which may make people there happier.*

The last sentence is the main idea. The other two sentences are supporting ideas that explain the main idea.

A MATCH Look back at the reading passage on pages 5–6. Match each main idea below with a paragraph (B–H) from the reading passage.

- _____ One reason people in this country are generally happy is that the government provides financial support to poorer members of society.
- _____ You don't need to have a lot of money to be happy.
- _____ Spending time with family and friends can contribute to happiness.
- _____ There are different answers to the question, "What makes people happy?"
- _____ Most people in this country are willing to give up certain freedoms to gain more safety and stability.

B IDENTIFY THE MAIN IDEA Read the information about Denmark. Then write the main idea of the paragraph.

It's hard to be happy when you're unhealthy. According to the World Database of Happiness (2010–2019), Denmark is the happiest country in the world, and most Danes are fit. They have a lower rate of obesity than many of their European neighbors. Danish cities are designed so it's easy to walk or cycle from one place to another. For instance, many roads in Copenhagen have a special lane just for cyclists. And with a 30-minute walk, you can go from the city of Copenhagen to the sea, where you can sail or swim, or to the woods, where you can hike. Everyone has easy access to recreation.

Main Idea: _____



Llama Therapy

It's no secret that animals can be calming. They make us smile or laugh and feel happier. Animal therapy refers to the use of animals as a way to help people deal with issues such as anxiety or depression. In recent years, there has been a growing demand for llamas and alpacas (pictured above) as therapy animals.

A PREVIEW What do you know about llamas and alpacas? Why might they make good therapy animals? Discuss with a partner.

Critical Thinking

B MAIN IDEA ▶ Watch the video. Choose the best alternative title for it.

- Hiking with Travis the Llama
- The Bond Between a Child and a Llama
- Llamas Bring Joy to the Elderly

C DETAILS ▶ Watch the video again. Choose **T** for true or **F** for false.

- | | | |
|---|----------|----------|
| 1. The people in the video go to a farm to see Travis the llama. | T | F |
| 2. It is difficult to train llamas. | T | F |
| 3. This nursing home also uses other animals, like chickens, to connect with residents. | T | F |
| 4. Bringing animals into nursing homes encourages the residents to exercise more. | T | F |

D REFLECT What other animals do you think would be good therapy animals? Why? Discuss in pairs.

Critical Thinking