



**NATIONAL  
GEOGRAPHIC**  
LEARNING

**FOUNDATIONS**

# PATHWAYS

THIRD  
EDITION

Reading, Writing, and Critical Thinking

**MARI VARGO  
LAURIE BLASS  
KRISTIN SHERMAN**

**ON THE COVER**

---

The London Eye, London, United Kingdom  
© Jason Hawkes

**FOUNDATIONS**

# **PATHWAYS**

THIRD  
EDITION

**Reading, Writing, and Critical Thinking**





**MARI VARGO**

**LAURIE BLASS**

**KRISTIN SHERMAN**







# Scope and Sequence

Unit Title and Theme		
	<b>1</b> <b>OUR WORLD</b> <i>page 1</i> Sociology/Anthropology	<b>Explore the Theme</b> Rise of the Megacities <b>Reading 1</b> The World's Most Typical Person <b>VIDEO</b> Meeting New People <b>Reading 2</b> A Connected World
	<b>2</b> <b>CAREER PATHS</b> <i>page 21</i> Career Studies	<b>Explore the Theme</b> Dream Jobs <b>Reading 1</b> Reaching for the Sky <b>VIDEO</b> Cave Scientist <b>Reading 2</b> Life in the Ring
	<b>3</b> <b>ADVENTURE</b> <i>page 41</i> Geography	<b>Explore the Theme</b> Travel Adventures <b>Reading 1</b> Adventures Anywhere <b>VIDEO</b> Hooked on Adventure <b>Reading 2</b> 1 Woman, 195 Countries
	<b>4</b> <b>THE VISUAL AGE</b> <i>page 61</i> Technology	<b>Explore the Theme</b> Taking Photos <b>Reading 1</b> Sharing Photos <b>VIDEO</b> A Million "Likes" <b>Reading 2</b> Is It Real?

Reading	Critical Thinking	Vocabulary	Writing
<p><b>Reading Skill</b> Scanning for Numbers Predict, Understand Main Ideas, Understand Details, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Reflecting on Ideas Apply</p>	<p><b>Vocabulary Extension</b> Superlative Adjectives, Social Media Words</p>	<p><b>Language for Writing</b> Writing a Sentence, Using the Simple Present Tense of <i>be</i> and Other Verbs</p> <p><b>GOAL</b> Write sentences that describe yourself</p>
<p><b>Reading Skill</b> Skimming Predict, Understand Main Ideas, Identify a Sequence, Understand Details, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Inferring Ideas Reflect</p>	<p><b>Vocabulary Extension</b> Synonyms, Time Words and Phrases</p>	<p><b>Language for Writing</b> Using Verbs + Infinitives, Using Collocations</p> <p><b>GOAL</b> Write sentences that describe your dreams for the future</p>
<p><b>Reading Skill</b> Understanding Main Ideas of Paragraphs Predict, Understand Main Ideas, Understand Details, Scan for Numbers, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Evaluating Ideas Apply, Reflect</p>	<p><b>Vocabulary Extension</b> noun + <i>trip</i>, Prepositions of Place and Direction</p>	<p><b>Language for Writing</b> Using <i>should</i>, Using Imperatives</p> <p><b>GOAL</b> Write sentences that describe things to do in your town or city</p>
<p><b>Reading Skill</b> Identifying Examples Predict, Understand Main Ideas, Understand Main Ideas of Paragraphs, Understand Details, Scan for Numbers, Understand Advice, Guess Meaning From Context, Understand Reasons</p>	<p><b>Critical Thinking Skill</b> Applying Ideas Reflect</p>	<p><b>Vocabulary Extension</b> verb + <i>photo</i>, Nouns and Verbs with the Same Spelling</p>	<p><b>Language for Writing</b> Using Infinitives of Purpose, Using <i>and</i>, <i>but</i>, and <i>or</i></p> <p><b>GOAL</b> Write sentences that explain why you use certain apps and websites</p>

# Scope and Sequence

Unit Title and Theme		
	<b>5</b> <b>RISK-TAKING</b> <i>page 81</i> Psychology	<b>Explore the Theme</b> What Is a Risk-Taker? <b>Reading 1</b> Living on the Edge <b>VIDEO</b> Freediving <b>Reading 2</b> Risky Jobs
	<b>6</b> <b>SAVING THE WILD</b> <i>page 101</i> Environmental Science	<b>Explore the Theme</b> Animals in Danger <b>Reading 1</b> Sea Turtles Feel the Heat <b>VIDEO</b> Saving Lemurs <b>Reading 2</b> Animals in the Frame
	<b>7</b> <b>ANCIENT BUILDERS</b> <i>page 121</i> History/Architecture	<b>Explore the Theme</b> Building to the Sun <b>Reading 1</b> Rock Buildings <b>VIDEO</b> Mysterious Moai <b>Reading 2</b> The First Road
	<b>8</b> <b>ALIEN WORLDS</b> <i>page 141</i> Science/Technology	<b>Explore the Theme</b> Our Home in Space <b>Reading 1</b> Other Earths <b>VIDEO</b> Exoplanets <b>Reading 2</b> Finding Tatoonie

Reading	Critical Thinking	Vocabulary	Writing
<p><b>Reading Skill</b> Guessing Meaning From Context Predict, Understand Main Ideas, Understand Details, Identify Examples, Understand Quotes</p>	<p><b>Critical Thinking Skill</b> Personalizing Information Apply, Synthesize</p>	<p><b>Vocabulary Extension</b> -ous, nouns/adjectives + size</p>	<p><b>Language for Writing</b> Using the Simple Present Tense (Negative), Using Adverbs of Frequency <b>GOAL</b> Write sentences that describe the risks that you take or avoid</p>
<p><b>Reading Skill</b> Identifying Reasons Predict, Understand Main Ideas, Understand Details, Scan for Numbers, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Identifying a Sequence Evaluate</p>	<p><b>Vocabulary Extension</b> Comparative Adjectives, verb + about</p>	<p><b>Language for Writing</b> Giving Reasons, Using the Present Continuous Tense <b>GOAL</b> Write sentences that describe an animal that is in danger</p>
<p><b>Reading Skill</b> Understanding Pronoun Reference Predict, Understand Main Ideas, Understand Details, Identify Reasons, Understand Main Ideas of Paragraphs, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Ranking Information Analyze, Synthesize</p>	<p><b>Vocabulary Extension</b> Changing Verbs to Nouns with -ing, Occupation Words with -er or -or</p>	<p><b>Language for Writing</b> Using the Simple Past Tense, Using the Passive Voice <b>GOAL</b> Write sentences that describe a very old building</p>
<p><b>Reading Skill</b> Taking Notes Predict, Understand Main Ideas, Understand Details, Understand Pronoun Reference, Understand Facts, Guess Meaning From Context</p>	<p><b>Critical Thinking Skill</b> Identifying Speculation Rank Information</p>	<p><b>Vocabulary Extension</b> un-, -ness</p>	<p><b>Language for Writing</b> Using can for Ability and Possibility, Introducing Your Opinion <b>GOAL</b> Write sentences that give your opinion about space exploration</p>

# 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 photos and the information below. Then answer the questions.

- Which of these animals is most in danger?
- What threats do the animals in the photos face?

## Animals in DANGER

Animals in many parts of the world are in danger. One of the main reasons is habitat loss due to human activity. For example, humans often farm or build on land where animals live and find food. Other threats to animals include hunting for food or catching to sell as pets.

A habitat is the place animals and plants live. For example, a forest is habitat for a bear.  
If something is a threat, it is likely to cause harm to someone or something.  
When you hunt an animal, you try to catch or kill it.



**VULNERABLE**

**Billy**  
Habitat: Deserts of Australia  
Population: 3,000  
Threats: Farming  
Notes: People are now taking billys from zoos back to their natural habitats.

**ENDANGERED**

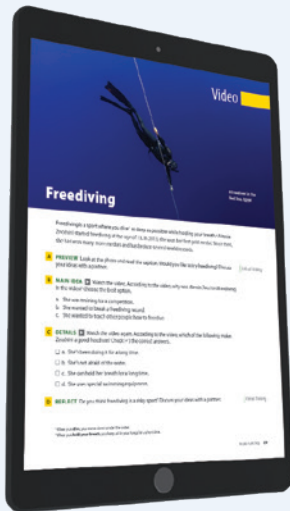
**Eastern chimpanzee**  
Habitat: Jungles of Democratic Republic of Congo  
Population: 200,000  
Threats: Habitat loss  
Notes: Governments are passing laws to protect chimpanzees.


**CRITICALLY ENDANGERED**

**Blue-throated macaw**  
Habitat: Forests of Bolivia  
Population: 200  
Threats: Catching for pets  
Notes: Groups are buying land to protect habitats.

More in danger ↓

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





## Finding Tatooine

**A** Star Wars is a series of movies about a galaxy far, far away—beginning on the planet Tatooine. Luke Skywalker, who lives there, looks at a beautiful double sunset. But does a planet with two suns really exist?

**B** Pairs of stars, like Tatooine's, make up about half of all the stars that we can see from Earth. But scientists could not find a planet orbiting two suns—a circumbinary planet—for a long time. In fact, they were not certain if a planet with two suns could even exist.

If something appears true, it gives you ideas about what you can do.  
The Academy of Motion Picture Arts and Sciences presents the Oscar statuette.

**C** Inspired by Star Wars, scientists Matthew Matropeugh and Maceo Konacki held the biggest ever hunt for circumbinary planets. They called the project TATOOINE. They used telescopes to look at light from stars. When a planet moves in front of a star, there is less light. Matropeugh and Konacki used the changes in light to find planets. Unfortunately, they didn't find a real Tatooine for several years.

However, Konacki did not let that stop him. He continued searching for a real Tatooine, this time using a new group of telescopes called Solaris. He believed that the universe has many planets like the ones in Star Wars. He says, "There are things in the universe that are more surprising than what filmmakers can come up with."

Today, astronomers around the world have found several circumbinary planets, including Kepler 16b. In fact, they have even found a planet that orbits four suns.

**Inspired by Star Wars**

Star Wars has encouraged many children to take up science. Some of these children, now adult scientists, are using the ideas from the movies in their work. Here are two examples:

**CREATING ROBOTIC HANDS**

Enzo Romero was born without a right hand. He watched Star Wars when he was seven and was amazed when Luke Skywalker got a robotic hand. He wanted one too. Now, his company IAT Business makes prosthetic hands using a 3D printer.

**INVENTING PERSONAL ROBOTS**

As a child, Cynthia Braxton watched Star Wars and loved the robots R2-D2 and C-3PO. She knew robots like these didn't exist, but she wanted to build one. In 2017, she built a personal assistant robot called Jibo. Jibo can talk, listen, and learn its hand.



Cynthia Braxton and her robot, Jibo

When you take up a new activity or hobby, you learn it. Producers are ones who make books, films, music, and toys.

**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** Reflecting on Ideas

When you reflect, you think about ideas and information. Ask yourself these questions as you read: What do I think about this idea? How does this information connect to my life?

**DEVELOPING READING SKILLS**

**READING SKILL** Scanning for Numbers

Scanning helps you find important information quickly. When you scan for numbers, you move your eyes quickly over the text to find dates (e.g., 2021), amounts (e.g., 10 units), and ages (e.g., 22-year-old). You can also scan for number words such as one, two, three, first, second, third, hundred (100), thousand (1,000), million (1,000,000), and billion (1,000,000,000).

**A SCAN FOR NUMBERS** Scan the paragraphs below. Underline all the numbers.

In 2022, the six countries with the largest populations were China, India, the United States, Indonesia, Pakistan, and Nigeria. However, many experts think that this will change by 2050.


This is what these experts think: India will be the largest country in the world with a population of 1.7 billion. China will be the second largest country with about 1.3 billion people. By 2050, the U.S. will have a population of about 375 million. This means that Nigeria will be the



**WRITING TASK**

**GOAL** You are going to write sentences on the following topic:  
Write about a very old building that you think is interesting.

**A BRAINSTORM** Think about a very old building that you think is interesting. What's it called? Where is it? Why do you think it's interesting? Complete the mind map below.



**B FIRST DRAFT** Use the information in your outline to write six sentences about an old building that you think is interesting. Use the simple past tense and the passive voice. Refer to the writing model below to help you.

**WRITING MODEL**

I think the Leaning Tower of Pisa is an interesting old building.  
It was built by Bonanno Pisano, Giovanni di Simone, and Tommaso Pisano.  
It was built in the 14th century.  
It is about 57 meters tall.  
It is interesting because it looks like it is going to fall over.  
I went to see it last year.

**C ADD DETAILS** Research information about your building. Note answers to the questions below.

- When was it built?
- Who built or designed it?
- How tall is it?

**D PLAN** Use the information above to complete an outline for your sentences.

**OUTLINE**

Topic: An old building that I think is interesting

Fact 1: \_\_\_\_\_

Fact 2: \_\_\_\_\_

Fact 3: \_\_\_\_\_

Fact 4: \_\_\_\_\_

Fact 5: \_\_\_\_\_


Why you think it is interesting: \_\_\_\_\_

**E REVISED DRAFT** Now use the questions below to revise your sentences.

- Are all your sentences about the building that you chose?
- Do you have at least six sentences?
- Do your sentences use the passive voice?
- Are all the verb forms correct?

**F FINAL DRAFT** Follow these steps to write a final draft.

- Check your revised draft for mistakes with the simple past tense and the passive voice.
- Now use the checklist on page 16 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 sentences.



The Leaning Tower of Pisa and the Pisa Cathedral, Italy

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

**LANGUAGE FOR WRITING** Using the Simple Past Tense

We use the simple past to talk about completed actions in the past. We can use words such as *yesterday*, *last week*, *five years ago* to show when the action happened.

Ancient Romans **built** the world's first roads over **2,000 years ago**.

Notes:

- Add **-ed** to the base form of a regular verb to form the simple past. *start—started*
- Add **-d** if the verb already ends in **-e**. *live—lived*
- For verbs that end in consonant + **-y**, replace the **-y** with **-i** and add **-ed**.  
*try—tried, study—studied, carry—carried*
- For most verbs that end in consonant + vowel + consonant, double the final consonant and add **-ed**. *stop—stopped, plan—planned*
- Some verbs have irregular past forms.  
*build—built, cut—cut, go—went, make—made, see—saw, spread—spread, take—took*

## 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	I need improvement
use the key vocabulary from this unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflect on ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
scan for numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use the simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
write a sentence	<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.

around	different	hotel	popular	stop
available	exit	job	restaurant	test
country	face	large	share	watch
countryside	grow	news	site	world

**B VOCABULARY EXTENSION** Complete these tasks with a partner.

- Choose three cities you know. Use superlative adjectives to describe them. Take turns.
- Choose the correct words to complete the sentence.  
On social media, people can **update** / **feed** their **hashtag** / **profile**.

**C READING SKILL** Turn to a reading passage in another unit in this book. Scan it for numbers.

**D LANGUAGE FOR WRITING** Work with a partner. Tell your partner three things about you and your life. Use simple present tense sentences.

**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

# 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](https://ELTNGL.com/spark)  
to learn more

# Contents



Scope and Sequence	iv
Welcome to <i>Pathways</i>	viii
Introduction to Spark	x

<b>1</b>	<b>OUR WORLD</b>	1
<b>2</b>	<b>CAREER PATHS</b>	21
<b>3</b>	<b>ADVENTURE</b>	41
<b>4</b>	<b>THE VISUAL AGE</b>	61
<b>5</b>	<b>RISK-TAKING</b>	81
<b>6</b>	<b>SAVING THE WILD</b>	101
<b>7</b>	<b>ANCIENT BUILDERS</b>	121
<b>8</b>	<b>ALIEN WORLDS</b>	141

Editing Checklist	161
Vocabulary Index	162
Acknowledgments and Credits	164

# OUR WORLD 1



Gaia is a 7-meter wide model of Earth created by U.K. artist Luke Jerram.

## IN THIS UNIT, YOU WILL:

- Read an article about the most typical person in the world
- Watch a video about meeting people in Japan
- Read an article about social media
- Write about yourself

## THINK AND DISCUSS:

1. Look at the photo. How many people do you think are in the world today?
2. Which countries have the most people?

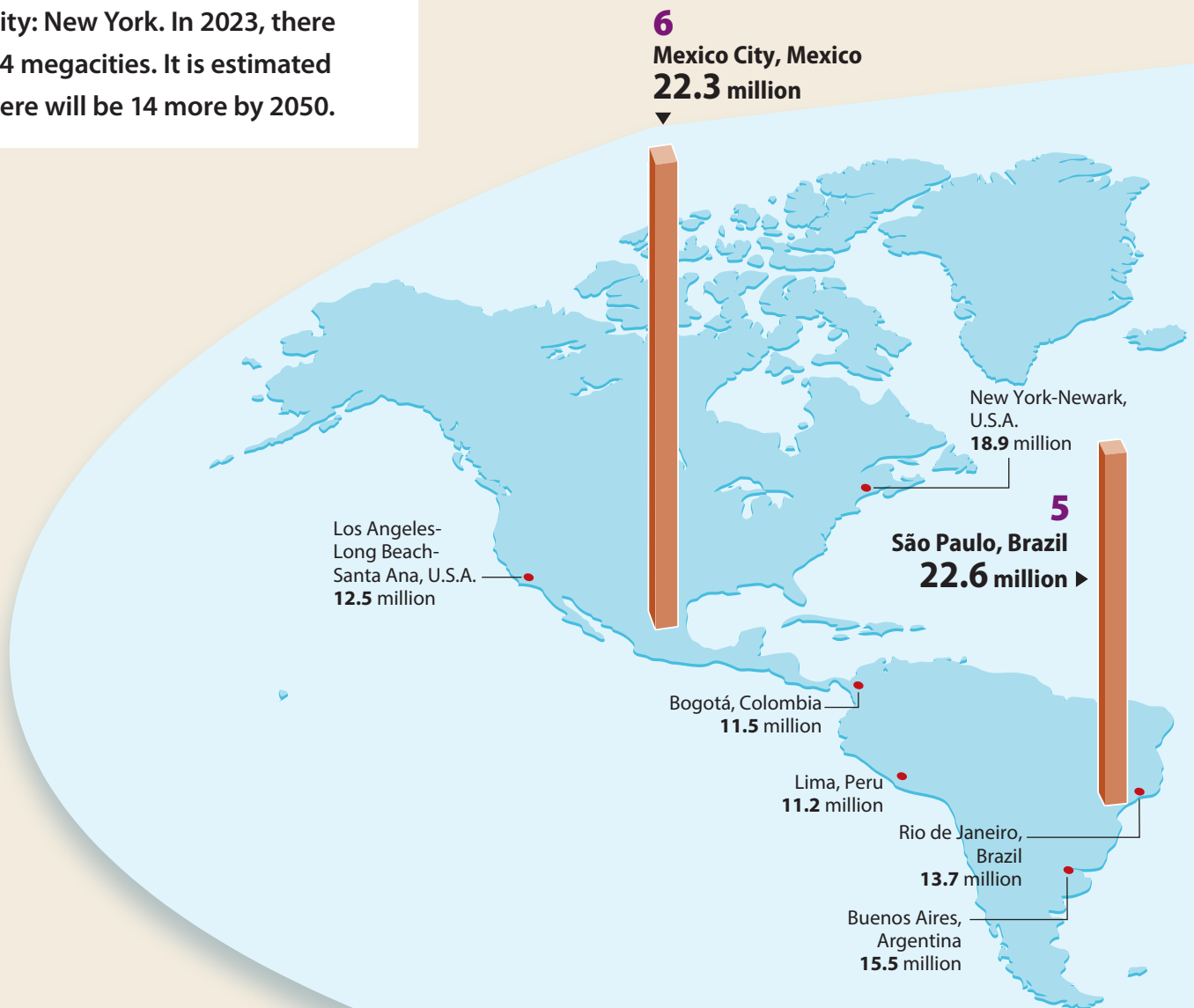
## EXPLORE THE THEME

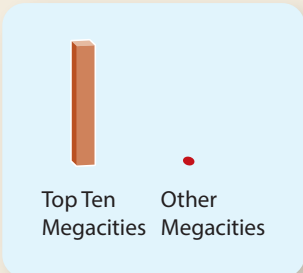
Look at the information on these pages and answer the questions.

1. What is a megacity?
2. Which is the closest megacity to you?

More and more of us are living in cities. Many of us live in megacities—cities with populations of more than 10 million. In 1951, there was just one megacity: New York. In 2023, there were 34 megacities. It is estimated that there will be 14 more by 2050.

# RISE of the MEGACITIES





# Reading 1

## PREPARING TO READ

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

- |                            |  |
|----------------------------|--|
| 1. ____ <b>restaurant</b>  | a. (n) a place where people stay when traveling            |
| 2. ____ <b>job</b>         | b. (n) a place where you buy and eat food                  |
| 3. ____ <b>hotel</b>       | c. (n) a place away from cities and towns                  |
| 4. ____ <b>countryside</b> | d. (n) the work you do to make money, e.g. waiter, chef    |
| 5. ____ <b>face</b>        | e. (n) the part of your body where your eyes and mouth are |

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

If something is **large**, it is big.  
If something **grows**, it becomes bigger.  
If two people or things are **different**, they are not the same.  
The **world** is the Earth.  
A **country** is a place like Brazil, Spain, and Japan.

1. Nigeria is a \_\_\_\_\_ in Africa.
2. More people are moving to cities, so cities are \_\_\_\_\_ every year.
3. Shenzhen, China, has changed a lot since 1950. Life today is very \_\_\_\_\_.
4. Dhaka is one of the biggest megacities in the \_\_\_\_\_.
5. Canada is very \_\_\_\_\_, but Russia is bigger.

**C USE VOCABULARY** List three ideas for each category below. Then share your ideas with a partner.

1. **restaurants** that you like \_\_\_\_\_
2. **large countries** \_\_\_\_\_
3. things you can see in the **countryside** \_\_\_\_\_


Critical Thinking |

**D PREDICT** Read the title and the first paragraph of the reading passage and look at the photos. What do you think the word *typical* means? Choose a, b, or c. Then check your answer as you read.

- a. being like other people or things in a group
- b. being different from other people or things in a group
- c. wanting to be like other people or things in a group

# The World's Most Typical Person



**A**  On November 15, 2022, the United Nations said that the world's population was now over eight billion. In 2011, it was seven billion. In a **world** of so many people, is there a “most typical” person? According to statistics,<sup>1</sup> there is. He's a 28-year-old Han Chinese man. He lives in a city, can read and write, and works in a **hotel** or **restaurant**.

**B** There are 1.01 men in the world for every woman, so the typical person is male. China, with around 1.5 billion people, is the **country** with the **largest** population. The largest ethnic group<sup>2</sup> is Han Chinese, and the world's largest age group is 28.

<sup>1</sup> A collection of numbers about a topic is called a **statistic**.

<sup>2</sup> An **ethnic group** is a group of people from one race or culture.

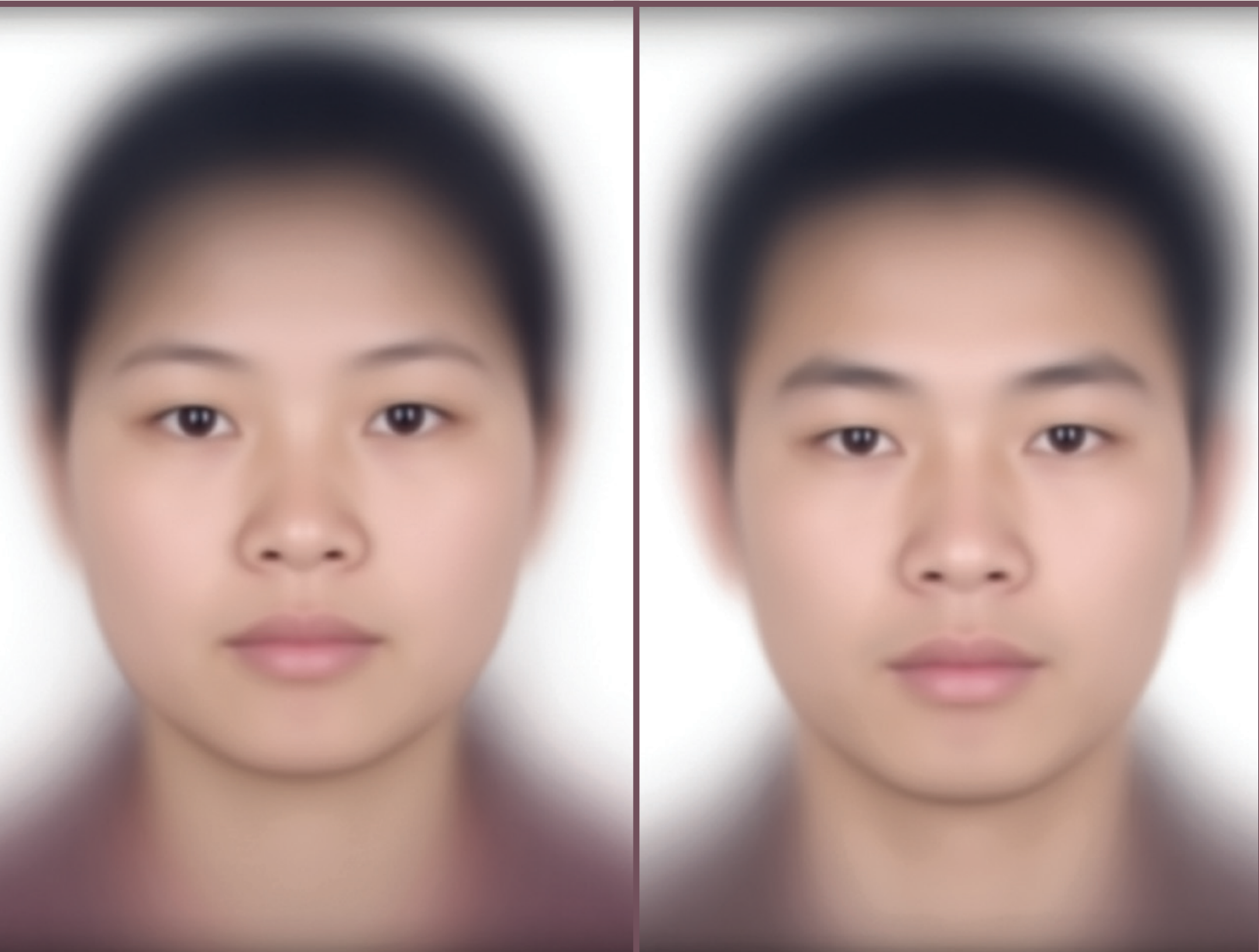
▲ **Nanjing Road in Shanghai, China, is one of the world's busiest shopping streets.**



- C** More people—51 percent of the world’s population—live in a city than in the **countryside**. 82 percent of the world’s population can read and write. The most common<sup>3</sup> **job** is in services, such as restaurant and hotel work.
- D** What does the typical person look like? Look at the two **faces** on this page. The pictures were made by researchers at the Chinese Academy of Sciences. They used thousands of photos of 28-year-old Han Chinese men and women. They used them to make images of the typical man and woman on Earth today.
- E** What will the typical person be like in the future? The world’s population is **growing** and changing all the time. Every second, five people are born and two people die. In 1800, there were one billion people on Earth. By 2050, there may be 10 billion. So the typical person of the future may be very **different** from today.

<sup>3</sup> If something is **common**, it is found in large numbers or happens often.

▼ **Researchers in Beijing created these images of the typical woman and man in the world today.**



## UNDERSTANDING THE READING

- A UNDERSTAND THE MAIN IDEA** What is the main idea of the reading passage?
- a. a typical person                      b. a typical day on Earth                      c. life in a typical city

- B UNDERSTAND DETAILS** Complete the chart. Use one word or number from the reading passage for each blank.

	The typical person . . .
Lives in a city or the countryside	lives in a/the <sup>1</sup> _____.
Job	works in a hotel or a(n) <sup>2</sup> _____.
Age	is <sup>3</sup> _____ years old.
Male or female	is <sup>4</sup> _____.
Country	comes from <sup>5</sup> _____.

- C GUESS MEANING FROM CONTEXT** Find and underline the following **bold** words in the reading passage. Use context—the words around the word—to help you understand their meanings. Then match each word with its definition.

1. \_\_\_\_ **population** (paragraph B)      a. (n) a photo or picture
2. \_\_\_\_ **researcher** (paragraph D)      b. (n) all the people who live in a place
3. \_\_\_\_ **image** (paragraph D)              c. (n) a person who finds information about something

### CRITICAL THINKING Reflecting on Ideas

When you reflect, you think about ideas and information. Ask yourself these questions as you read: What do I think about this idea? How does this information connect to my life?

- D REFLECT** Complete the chart with information about yourself.

Critical Thinking

	I . . .
Live in a city or the countryside	
Job	
Age	
Male or female	
Country	

- E APPLY** Work with a partner. Compare your answers. How similar are you to the “typical person” described in the reading passage?

Critical Thinking

## DEVELOPING READING SKILLS

### READING SKILL Scanning for Numbers

Scanning helps you find important information quickly. When you scan for numbers, you move your eyes quickly over the text to find dates (e.g., 2021), amounts (e.g., 10 units), and ages (e.g., 22-year-old). You can also scan for number words such as *one, two, three, first, second, third, hundred* (100), *thousand* (1,000), *million* (1,000,000), and *billion* (1,000,000,000).

**A SCAN FOR NUMBERS** Scan the paragraphs below. Underline all the numbers.

In 2022, the six countries with the largest populations were China, India, the United States, Indonesia, Pakistan, and Nigeria. However, many experts think that this will change by 2050.

This is what these experts think: India will be the largest country in the world with a population of 1.7 billion. China will be the second largest country with about 1.3 billion people. By 2050, the U.S. will have a population of about 375 million. This means that Nigeria will be the third largest country with a population of about 400 million. Pakistan will have about 365 million people and Indonesia will have about 320 million people in 2050.

**B SCAN FOR NUMBERS** Complete the chart. Use the information in Exercise A.

Largest populations in <sup>1</sup> _____	Largest populations in <sup>2</sup> _____
1. China: 1.5 billion	1. India: <sup>3</sup> _____ billion
2. India: 1.4 billion	2. <sup>4</sup> _____: 1.3 billion
3. United States: 340 million	3. <sup>5</sup> _____: <sup>6</sup> _____ million
4. Indonesia: 280 million	4. United States: <sup>7</sup> _____ million
5. Pakistan: 230 million	5. Pakistan: 365 million
6. Nigeria: 220 million	6. Indonesia: <sup>8</sup> _____ million

**C SCAN FOR NUMBERS** Scan paragraph E on page 6. Answer the questions.

1. How many people were on the planet in 1800? \_\_\_\_\_
2. How many people might there be in 2050? \_\_\_\_\_
3. How many people are born every second? \_\_\_\_\_



# Meeting New People

In 2022, about 8% of the people in Japan lived in the countryside.

In Japan, *konkatsu* events are large events for meeting new people—hopefully a future husband or wife. They are held in cities around the country, and they are especially helpful for people living in the countryside.

**A PREVIEW** Look at the photo and read the caption. Why do you think *konkatsu* events are especially helpful for people living in the countryside? Discuss your ideas with a partner.

Critical Thinking

**B MAIN IDEA** ▶ Watch the video. Why does Japan have events for meeting new people? Choose the best option.

- because these events make a lot of money
- because the government wants more people to get married
- because there are not enough farmers in the countryside

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

- |   |   |   |
|---|---|---|
| 1. Emma Osaka is married.               | T | F |
| 2. She is 29.                           | T | F |
| 3. She lives in Oyama.                  | T | F |
| 4. She talks to a few men at the event. | T | F |
| 5. She meets someone she likes.         | T | F |

**D REFLECT** Do you think the *konkatsu* events in Japan are a good way to meet someone? Would you join one? Discuss your ideas with a partner.

Critical Thinking