



NATIONAL  
GEOGRAPHIC  
LEARNING

4

# PATHWAYS

SECOND  
EDITION

Reading, Writing, and Critical Thinking

LAURIE BLASS

MARI VARGO

# PATHWAYS

SECOND  
EDITION

4

## Reading, Writing, and Critical Thinking

*Pathways*, Second Edition is a global, five-level academic English program. Carefully-guided lessons develop the language skills, critical thinking, and learning strategies required for academic success. Using authentic and relevant content from National Geographic, including video, charts, and other infographics, *Pathways* prepares students to work effectively and confidently in an academic environment.

### NEW in *Pathways: Reading, Writing, and Critical Thinking*

- **Clear student writing models** and **guided online writing practice** train students to become stronger and more confident writers.
- **Expanded Video section** includes an additional reading to give integrated skills practice.
- **“Vocabulary Extension” activities**, covering word forms, collocations, affixes, phrasal verbs, and more, boost reading and writing fluency.
- **Exam-style tasks** prepare students for a range of international exams, including TOEFL® and IELTS.

#### For students

- Student Book
- Student Book Split Editions
- Online Workbook
- Student Website

#### For instructors

- Teacher’s Guide
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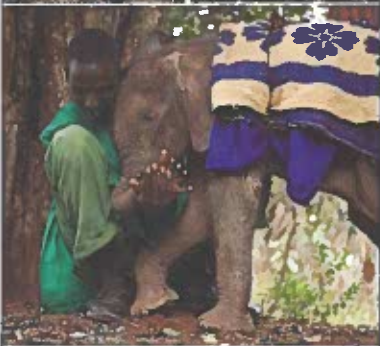





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# Scope and Sequence

## ACADEMIC SKILLS

	Unit Title and Theme	Reading Texts and Video	Reading
	<p><b>1</b> <b>CHANGING THE PLANET</b> page 1 ACADEMIC TRACK: Environmental Studies</p>	<p>Reading The Human Age by Elizabeth Kolbert (argumentative essay) <b>VIDEO</b> Trees of Life</p>	<p><b>Focus</b> Understanding Cohesion Understanding Main Ideas and Details, Understanding Infographics</p>
	<p><b>2</b> <b>ON THE EDGE</b> page 25 ACADEMIC TRACK: Life Science/Conservation</p>	<p>Reading A Cry for the Tiger by Caroline Alexander (explanatory/persuasive report) <b>VIDEO</b> Tigers in the Snow</p>	<p><b>Focus</b> Understanding Appositives Understanding Main Ideas and Details, Identifying Problems, Reasons and Solutions</p>
	<p><b>3</b> <b>BEAUTY AND PERCEPTION</b> page 47 ACADEMIC TRACK: Art/Sociology</p>	<p>Reading Images of Beauty by Annie Griffiths (expository/classification article) <b>VIDEO</b> Photo Contest</p>	<p><b>Focus</b> Using a Concept Map Understanding Main Ideas and Details</p>
	<p><b>4</b> <b>RETHINKING BUSINESS</b> page 71 ACADEMIC TRACK: Fashion/Business Studies</p>	<p>Reading Changing Fashion by Mike W. Peng (case study article) <b>VIDEO</b> Behind the Brand</p>	<p><b>Focus</b> Understanding Sentences with Initial Phrases Understanding Main Ideas and Supporting Ideas</p>
	<p><b>5</b> <b>WORKING TOGETHER</b> page 93 ACADEMIC TRACK: Life Science/Sociology</p>	<p>Reading The Smart Swarm by Peter Miller (explanatory article) <b>VIDEO</b> Ant Teamwork</p>	<p><b>Focus</b> Understanding Complex Sentences Understanding Main Ideas, Understanding Purpose, Summarizing</p>

**Critical Thinking****Writing****Vocabulary Extension****Focus**

Analyzing Evidence

Evaluating, Synthesizing,  
Guessing Meaning from Context**Language for Writing**

Using cohesive devices

**Writing Skill**

Reviewing essay writing

**Writing Goal**

Writing a cause-effect essay

**Word Forms**Adjectives ending in *-ic***Word Partners***dramatic* + noun**Focus**

Analyzing Text Organization

Personalizing, Making Inferences,  
Synthesizing, Guessing Meaning  
from Context**Language for Writing**

Using appositives

**Writing Skill**

Reviewing the thesis statement

**Writing Goal**

Writing a persuasive essay

**Word Partners**Adjective/verb + *priority***Focus**

Applying Ideas

Inferring Meaning, Synthesizing,  
Guessing Meaning from Context**Language for Writing**Using restrictive and nonrestrictive  
adjective clauses**Writing Skill**

Supporting a thesis

**Writing Goal**

Writing an evaluative essay

**Word Forms**Nouns, verbs, adjectives, and  
adverbs**Focus**

Understanding Multi-word Units

Understanding Visual Data,  
Inferring Meaning, Synthesizing**Language for Writing**

Using sentences with initial phrases

**Writing Skill**

Organizing a comparative essay

**Writing Goal**

Writing a comparative essay

**Word Web**

Business words and antonyms

**Word Forms**Adjectives with *-ive***Focus**

Evaluating Sources

Analyzing, Synthesizing, Guessing  
Meaning from Context**Language for Writing**

Avoiding plagiarism (I) — Paraphrasing

**Writing Skill**

Writing a summary






**Writing Goal**

Writing a summary essay

**Word Link***co-*, *com-*, *col-*

# Scope and Sequence

## ACADEMIC SKILLS

	Unit Title and Theme	Reading Texts and Video	Reading
	<p><b>6</b> <b>LANGUAGE AND CULTURE</b> page 117 ACADEMIC TRACK: Anthropology/Linguistics</p>	<p><b>Reading</b> The Secret Language by Daisy Zamora (autobiographical essay) <b>VIDEO</b> Culture Shock</p>	<p><b>Focus</b> Understanding Verbal Phrases Understanding Main Ideas and Details</p>
	<p><b>7</b> <b>RESOURCES AND DEVELOPMENT</b> page 139 ACADEMIC TRACK: History/Economics</p>	<p><b>Reading</b> The Shape of Africa by Jared Diamond (expository/persuasive essay) <b>VIDEO</b> Honey and Pepper</p>	<p><b>Focus</b> Annotating a Text Understanding Main Ideas and Details</p>
	<p><b>8</b> <b>LIVING LONGER</b> page 163 ACADEMIC TRACK: Health/Medicine</p>	<p><b>Reading</b> Beyond 100 by Stephen S. Hall (explanatory/scientific article) <b>VIDEO</b> Longevity Village</p>	<p><b>Focus</b> Asking Questions as You Read Understanding Main Ideas and Details, Identifying Supporting Examples</p>
	<p><b>9</b> <b>TRUTH AND DECEPTION</b> page 187 ACADEMIC TRACK: Psychology</p>	<p><b>Reading</b> Why We Lie by Yudhijit Bhattacharjee (explanatory article/research summary) <b>VIDEO</b> Learning to Lie</p>	<p><b>Focus</b> Understanding a Research Summary Understanding Main Ideas, Identifying Supporting Details</p>
	<p><b>10</b> <b>IMAGINING THE FUTURE</b> page 207 ACADEMIC TRACK: Interdisciplinary</p>	<p><b>Reading</b> My Mars/Sci-fi novel excerpts by Ray Bradbury/H. G. Wells (autobiographical essay/fiction extracts) <b>VIDEO</b> Mission: Mars</p>	<p><b>Focus</b> Identifying Literary Elements Understanding Main Ideas and Details</p>

Critical Thinking

Writing

Vocabulary Extension

**Focus**  
 Inferring an Author's Attitude  
 Recognizing Levels of Formality,  
 Guessing Meaning from Context

**Language for Writing**  
 Adding information with verbal phrases  
**Writing Skill**  
 Writing introductions and conclusions  
**Writing Goal**  
 Writing an opinion essay

**Word Link**  
*ir-, im-, il-*

**Focus**  
 Analyzing Point of View  
 Understanding Chronology,  
 Guessing Meaning from Context

**Language for Writing**  
 Avoiding plagiarism (II) — Referring to sources  
**Writing Skill**  
 Researching and note-taking  
**Writing Goal**  
 Writing an expository essay

**Word Link**  
 adjective + *economy*  
**Word Partners**  
*distinct* + noun

**Focus**  
 Interpreting Visual Data  
 Personalizing, Synthesizing,  
 Guessing Meaning from Context

**Language for Writing**  
 Explaining the significance of evidence  
**Writing Skill**  
 Planning an argumentative research paper  
**Writing Goal**  
 Writing an argumentative essay

**Word Partners**  
 Words and phrases with *life*  
**Word Link**  
*re-*

**Focus**  
 Evaluating Research  
 Interpreting, Relating, Guessing  
 Meaning from Context

**Language for Writing**  
 Introducing results and describing data  
**Writing Skill**  
 Summarizing research  
**Writing Goal**  
 Writing a research summary

**Word Forms**  
 Forming nouns with *-ance* and  
*-ence*  
**Word Forms**  
 Word forms of *deceit*

**Focus**  
 Reading Literature Critically  
 Interpreting Figurative Language,  
 Making Inferences, Applying,  
 Guessing Meaning from Context

**Language for Writing**  
 Using a variety of sentence types  
**Writing Skill**  
 Writing an analysis of literature  
**Writing Goal**  
 Writing an analytical essay

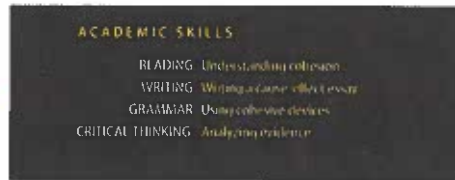
**Word Web**  
 Words for describing literature  
**Word Web**  
 Phrasal verbs with *down*



# The Pathway to Academic Readiness

**Pathways Reading, Writing, and Critical Thinking, Second Edition** uses National Geographic stories, photos, video, and infographics to bring the world to the classroom. Authentic, relevant content and carefully sequenced lessons engage learners while equipping them with the skills needed for academic success. Each level of the second edition features **NEW** and **UPDATED** content.

Academic skills are clearly labeled at the beginning of each unit.



**NEW AND UPDATED** reading passages incorporate a variety of text types, charts, and infographics to inform and inspire learners.



**Explicit reading skill instruction** includes main ideas, details, inference, prediction, note-taking, sequencing, and vocabulary development.

**Critical thinking activities** are integrated throughout each unit, and help develop learner independence.

**CRITICAL THINKING** Applying ideas from a reading to other contexts can help you evaluate the information. For example, applying an author's opinion to your own experience can help you decide how far you agree with it.

In the world of fast fashion, rather than only releasing a few new collections each year, companies like Zara sell a never-ending cycle of trend-led clothing, all year round.

Zara is now one of the world's hottest fashion chains. Founded in 1975, its parent company, Inditex, has become a leading global apparel retailer. Since its initial public offering (IPO) in 2001, Inditex, which owns eight fashion brands, has doubled the number of its stores. It has quadrupled its sales to US\$25.7 billion, and its profits have risen to over US\$3 billion. Zara contributes two-thirds of Inditex's total sales. In this intensely competitive industry, where Zara excels in fact, Zara succeeds in the clothing industry.

Zara does not hail from Italy or France—it is from Spain. Even within Spain, Zara is not based in a cosmopolitan city like Barcelona or Madrid. Its headquarters are in Arteixo, a town of only 25,000 people in a remote corner of northwestern Spain. Yet Zara is active not only throughout Europe, but also in Asia and North America. Currently, it has more than 5,000 stores in 88 countries, and these stores can be found in some truly pricey locations: the Champs-Élysées in Paris, Fifth Avenue in New York, Galleria in Dallas, Ginza in Tokyo, Queen's Road Central in Hong Kong, and Huaihai Road in Shanghai.

The origins of a certain cachet, fashion houses have Milan. However, a series of steps in a process that goes on every day in the public, the day very few see the clothing that makes people aware of it.

**UNDERSTANDING THE READING**

Check (✓) three statements that best summarize the writer's main ideas.

- Safeguarding main breeding areas should be a top priority for tiger conservation.
- It is a positive sign that tigers have been spotted outside of tiger reserves in India.
- We should not accept the idea the tiger will continue to be a rare species, it might die out completely.
- Patrolling and monitoring core tiger areas can help to increase tiger populations.
- The last few decades of tiger conservation strategies have generally been successful.
- Establishing land corridors for Indian tigers is probably unrealistic as a conservation strategy.

Match each question with the correct answer. Three items are extra.

- When did the world first realize that tigers were endangered? \_\_\_\_\_
- How many tigers were estimated to be alive in the early 1980s? \_\_\_\_\_
- What percentage of the world's tigers lives in India? \_\_\_\_\_
- How many tigers are in Ranthambore? \_\_\_\_\_
- Approximately how many tigers in India live outside of tiger reserves? \_\_\_\_\_
- What year was the St. Petersburg Global Tiger Summit? \_\_\_\_\_
- How many countries have natural tiger habitats? \_\_\_\_\_

Complete the chart with information from the reading.

Problem: Tigers are endangered	Possible Reason	Possible Solution
Fast conservation efforts were not effective		
Growth of human populations		

**DEVELOPING READING SKILLS**

**READING SKILL: Understanding Sentences with Initial Phrases**

Writers often put prepositional, time, and verbal phrases at the beginnings of sentences to help the reader understand the context of the sentence and to change the emphasis in a sentence.

Founded in 1975, its parent company, Inditex, has become a leading global apparel retailer. Since its initial public offering (IPO) in 2001, Inditex, has doubled the number of its stores.

Look back at paragraphs C, D, E, and F in the reading passage. Find and underline all the initial phrases.

Answer the questions. Use information from initial phrases you identified in the reading passage.

- Why are customers motivated to visit Zara stores more frequently than other stores?
  - because items in Zara stores are only available for a relatively short time
  - because Zara will regularly offer huge discounts on many of its products
- How has Zara developed a super-responsive supply chain?
  - by making most of its clothing in or near its headquarters
  - by having factories in many different countries around the world
- How do most fashion companies take advantage of economies of scale?
  - by selling their items in huge stores
  - by producing products in large batches
- Why is Zara not worried about missing the boat when it comes to trends?
  - because its designers are extremely good at predicting future fashion trends
  - because it can keep up with trends by designing and making new products quickly

**UNDERSTANDING SENTENCES WITH INITIAL PHRASES**

Items of ready-to-wear garments are prepared at Zara's headquarters in Arteixo, Spain.



# PHOTO CONTEST

## BEFORE VIEWING

**A** How would you rate the photo above? Consider Griffiths's six criteria and discuss in a small group.

---



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**B** Read the information. Then answer the questions.

Each year, National Geographic invites amateur photographers to enter their photographs into a competition. In 2014, people from more than 150 countries submitted photos representing three categories: people, places, and nature. Over 9,000 photos were submitted, but only a handful were chosen as winners. The winning entries all had one thing in common: they told a story. The grand prize winner, Brian Yen, received \$10,000 and a trip to National Geographic headquarters. When asked why he takes pictures, he explained, "Photography to me is like going on an archaeological dig: it offers me a tool to interpret reality by dusting away the uninteresting bits to reveal the gem underneath. It's an exciting, creative, and exploratory process."

1. What story does Yen's photo tell?

---

2. Why does Yen compare taking pictures to archaeology?

---

DISCUSSION

LEARNING ABOUT THE TOPIC

BEAUTY AND PERCEPTION 41

▶ **NEW AND UPDATED Video** sections use National Geographic video clips to expand on the unit's reading passage and to give learners ideas and language for the unit's writing task.

▶ **NEW** An additional short reading passage provides integrated skills practice.

## Reading

### READING VOCABULARY

#### PREPARING TO READ

The words in **italic** below are used in the reading passage. Match the correct form of each word to its definition.

Manatees—known as "sea cows" because of their unhurried pace—were listed as an endangered species in 1967. Since then, **dedicated** efforts by conservationists have helped bring them back from the edge. In the shallow, crowded waters of North America's Atlantic coast, collisions between manatees and fishing boats were frequent and often **lethal** to the animals. Officials therefore introduced boating speed limits near locations **assessed** to be important manatee habitats. From 1981 to 2006, the Florida manatee population climbed from 1,267 to around 6,000, a 500 percent increase. With the continued **resolve** of conservationists and local officials, experts **project** that the manatee population will continue to grow.

- When something is \_\_\_\_\_, it is examined or considered carefully.
- If something is \_\_\_\_\_, it is potentially deadly.
- \_\_\_\_\_ is determination to do what you have decided to do.
- If you \_\_\_\_\_ that something will happen, you expect it to happen.
- If you are \_\_\_\_\_ to something, you are committed to doing it.



2. Complete the definitions with the words in the box. Use a dictionary to help you.

**acknowledge**   **apparently**   **authority**   **hypothetical**   **priority**

- April \_\_\_\_\_ on a particular subject is someone who can give expert information or advice about that subject.
- You use the word "\_\_\_\_\_" to indicate that the information you are giving is something that you have heard, but you are not certain that it is true.
- If you \_\_\_\_\_ something, you accept or admit that it is true or that it exists.
- If something is \_\_\_\_\_, it is based on possible ideas or situations rather than actual ones.
- If something is a(n) \_\_\_\_\_, it is the most important thing you have to do or deal with.

3. Note answers to the questions below. Then discuss with a partner.

- What organizations do you know that are **dedicated** to protecting endangered animals? What do they do?
- Are there any endangered animals that you think should be a **priority** for conservation efforts? Explain your answer.

4. Skim the reading passage. What aspects of topics do you think the author will discuss? List three ideas. Then read the article and check your predictions.

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## VOCABULARY EXTENSION UNIT 1

### WORD FORMS

For adjectives, the suffix **-ic** means "having the characteristics of." For example, **dramatic** means that something has the characteristics of a drama. To change an **-ic** adjective into an adverb, add **-ally**.

1. Complete the chart. Use a dictionary to check your spelling.

Noun	Adjective	Adverb
academy	artistic	
athlete		amphibiously
energy	dramatic	
		linguistically

### WORD PARTS

Collocations are words that often go together. Here are some common collocations with the adjective **dramatic**.

dramatic <b>change</b>	dramatic <b>decline</b>
dramatic <b>increase</b>	dramatic <b>improvement</b>
dramatic <b>effect</b>	dramatic <b>action</b>
dramatic <b>response</b>	dramatic <b>difference</b>

2. Circle the best option to complete each sentence.

- The world's governments need to take dramatic **action** / **change** to halt climate change.
- The most dramatic **difference** / **moment** came towards the end of the movie.
- Unfortunately, the past year has seen a dramatic **decline** / **increase** in our company's profits.
- Studying philosophy had a dramatic **change** / **effect** on the way I thought about life.
- There is a dramatic **difference** / **improvement** between the lives of the richest and poorest people on Earth.

▶ **Key academic and thematic vocabulary** is practiced, and expanded throughout each unit.

▶ **NEW Vocabulary extension activities** cover word forms, word webs, collocations, affixes, and more, to boost learners' reading and writing fluency.

# Writing Skills Practice

Pathways' approach to writing guides students through the writing process and develops learners' confidence in planning, drafting, revising, and editing.

**WRITING SKILL: Writing Introduction and Conclusion**

The first paragraph of an introductory paragraph includes the thesis statement and general information about the essay topic. For the reader's attention, you can start with a surprising statement, an interesting question, a quotation, or a brief story.

The last or concluding paragraph of an essay should give the reader a sense of completion. The concluding paragraph usually includes a restatement of the thesis, a summary of the main supporting points, and a final thought about the topic. The final thought can take the form of a provocative question or statement.

**Identify the features in or in the following introduction and conclusion. Write the correct letter next to each feature. Share your answers with a partner.**

- summary of the main supporting points
- restatement of the thesis
- provocative question or statement
- final thought

**Reading tip!** The ability to communicate with someone who speaks a different language is the main benefit of learning a second language. To what extent do you agree with this statement?

**Introduction:** It is important to learn a second language because it allows you to communicate with people from other countries. It also helps you to understand different cultures and customs. Learning a second language can also improve your memory and your problem-solving skills. These abilities can help you in school at work, and in your general life. Learning a second language can also help you to travel and to understand different people. These abilities can help you to understand different people and to understand different cultures.

**Conclusion:** There are many benefits of learning a second language. It is important to learn a second language because it allows you to communicate with people from other countries. It also helps you to understand different cultures and customs. Learning a second language can also improve your memory and your problem-solving skills. These abilities can help you in school at work, and in your general life. Learning a second language can also help you to travel and to understand different people. These abilities can help you to understand different people and to understand different cultures.

**WRITING TASK**

GOAL You are going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.

Choose an industry that you are interested in and two companies to compare. Complete the Venn diagram with at least three similarities and three differences that you know about between the two companies. Research additional information.

Company 1: \_\_\_\_\_ Company 2: \_\_\_\_\_

**Follow the steps to make notes for your essay.**

- Look at your brainstorming notes. Identify the three points of comparison that you want to write about. Summarize them in the three statements in the table. Write some ideas for an introduction.
- Choose an organization-method for your essay. Depending on your original plan, you may want to compare the two companies first, then discuss their similarities, or vice versa.
- Write a topic sentence for each body paragraph and have some ideas about details that describe your comparison.
- Write some ideas for a conclusion.

**OUTLINE**

Organization method (topic or point by point): \_\_\_\_\_

Main topic sentence: \_\_\_\_\_

Thesis statement: \_\_\_\_\_

**How use the questions below to check your essay?**

- Does your introduction have an interesting hook?
- Does your thesis state the main point of the essay?
- Do you use the topic sentence in the paragraph to organize your essay?
- Do you use the topic sentence to introduce the main point of the paragraph?
- Do you use the topic sentence to introduce the main point of the paragraph?
- Do you use the topic sentence to introduce the main point of the paragraph?

**EDITING PRACTICE**

Read the information in the box. Then find and correct one mistake with each of the errors in each sentence (1-6).

1. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.
2. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.
3. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.
4. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.
5. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.
6. I am going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.

**UNIT REVIEW**

Answer the following questions.

- What are two ways in which Zara differs from other clothing companies?
  - \_\_\_\_\_
  - \_\_\_\_\_
- What are two ways in which Burberry differs from other clothing companies?
  - \_\_\_\_\_
  - \_\_\_\_\_
- What are two ways to organize a comparative essay?
  - \_\_\_\_\_
  - \_\_\_\_\_

## WRITING TASK

**GOAL** You are going to write a comparative essay on the following topic: Compare two companies in the same industry. Consider aspects such as the history, location, product types, and business practices.

## LANGUAGE FOR WRITING: Adding information with Verbal Phrases

You can use a present or past participle verbal phrase to add extra information to a sentence, or to combine two sentences that have the same subject. Look at the examples below.

Jack apologized to his sister. He was feeling terrible about what he'd done.  
 Jack apologized to his sister, feeling terrible about what he'd done.  
 present participle

Carrie was published in 1973. It was Stephen King's first novel.  
 Published in 1973, Carrie was Stephen King's first novel.  
 past participle

Verbal phrases can be used at the start, middle, or end of sentences.  
 Jack, feeling terrible about what he'd done, apologized to his sister.  
 Feeling terrible about what he'd done, Jack apologized to his sister.

**Writing Goals and Language for Writing** sections provide the focus and scaffolding needed for learners to become successful writers.

An **online workbook**, powered by MyELT, includes video clips and automatically graded activities for learners to practice the skills taught in the Student Books.

**UPDATED Revising Practice** sections incorporate realistic model essays and help learners refine their writing.

The screenshot shows a writing task titled 'URBAN SPRAWL'. It includes a list of questions and a table for notes. The questions are:

- What does it mean to have a large number of people living in a city?
- What are the benefits of living in a city?
- What are the problems of living in a city?
- What are the solutions to the problems of living in a city?

The table has columns for 'Main point', 'Supporting point', and 'Details'. Below the table, there are instructions for writing an introduction and a conclusion.

The screenshot shows a 'Revising Practice' section. It includes an 'Outline' table and a 'Main statement' section. The outline table has columns for 'Main statement', 'Supporting point', and 'Details'. The main statement section has a text area for writing a main statement.

**NEW Guided online writing practice** provides reinforcement and consolidation of language skills, helping learners to become stronger and more confident writers.