

# Pathways

Bringing the world to your classroom.



PATHWAYS PROGRAM

---

**Pathways: Reading, Writing, and Critical Thinking**

**Pathways: Listening, Speaking, and Critical Thinking**

# Pathways

*The pathway to academic success!*

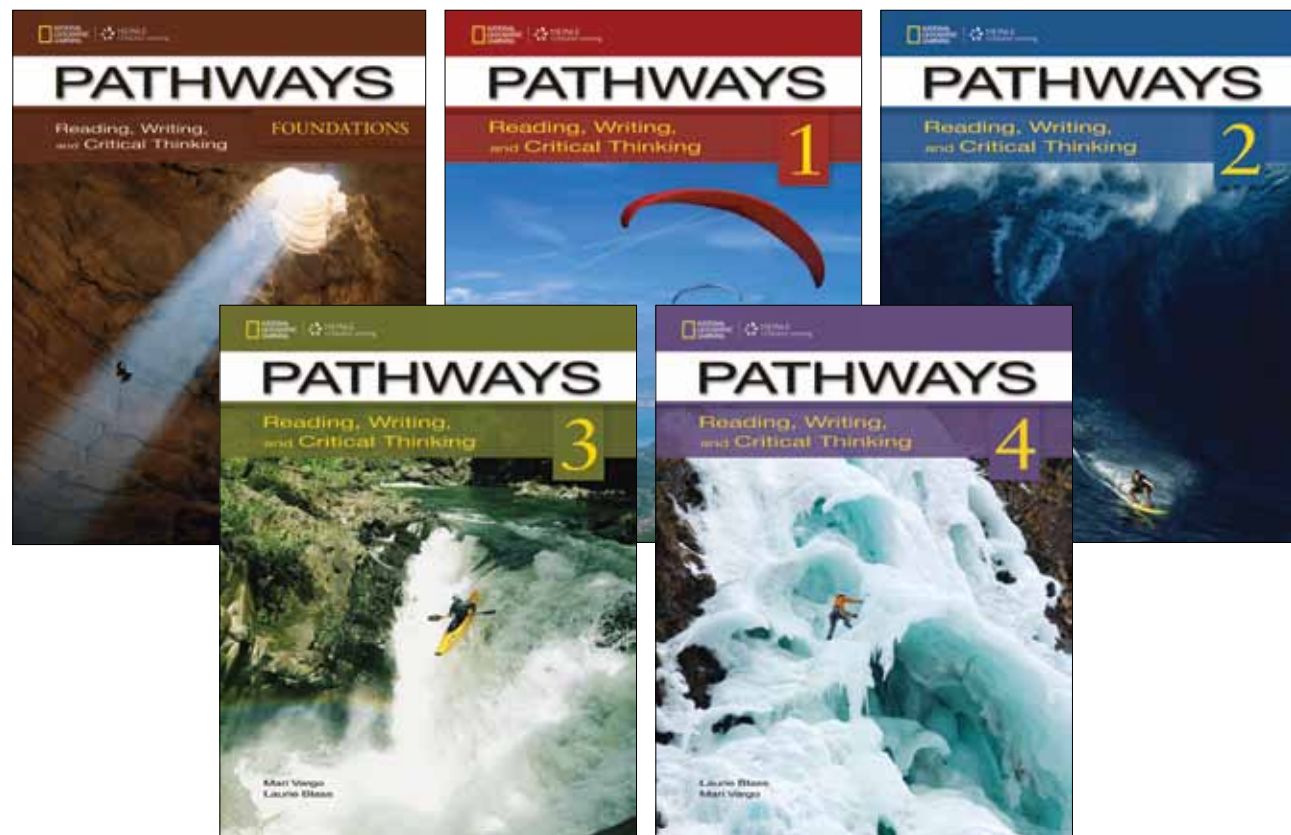
**With Pathways learners will:**

**DEVELOP** academic literacy skills.

**CONNECT** to the real world through content from National Geographic.

**ACHIEVE** academic success.

*Pathways* is a new academic skills program from National Geographic Learning, with separate Reading and Writing, and Listening and Speaking strands. Using powerful content, images, and video from National Geographic, *Pathways* provides learners with the language and critical thinking skills needed to be successful in the academic classroom. This innovative program provides learners with a pathway to academic success!



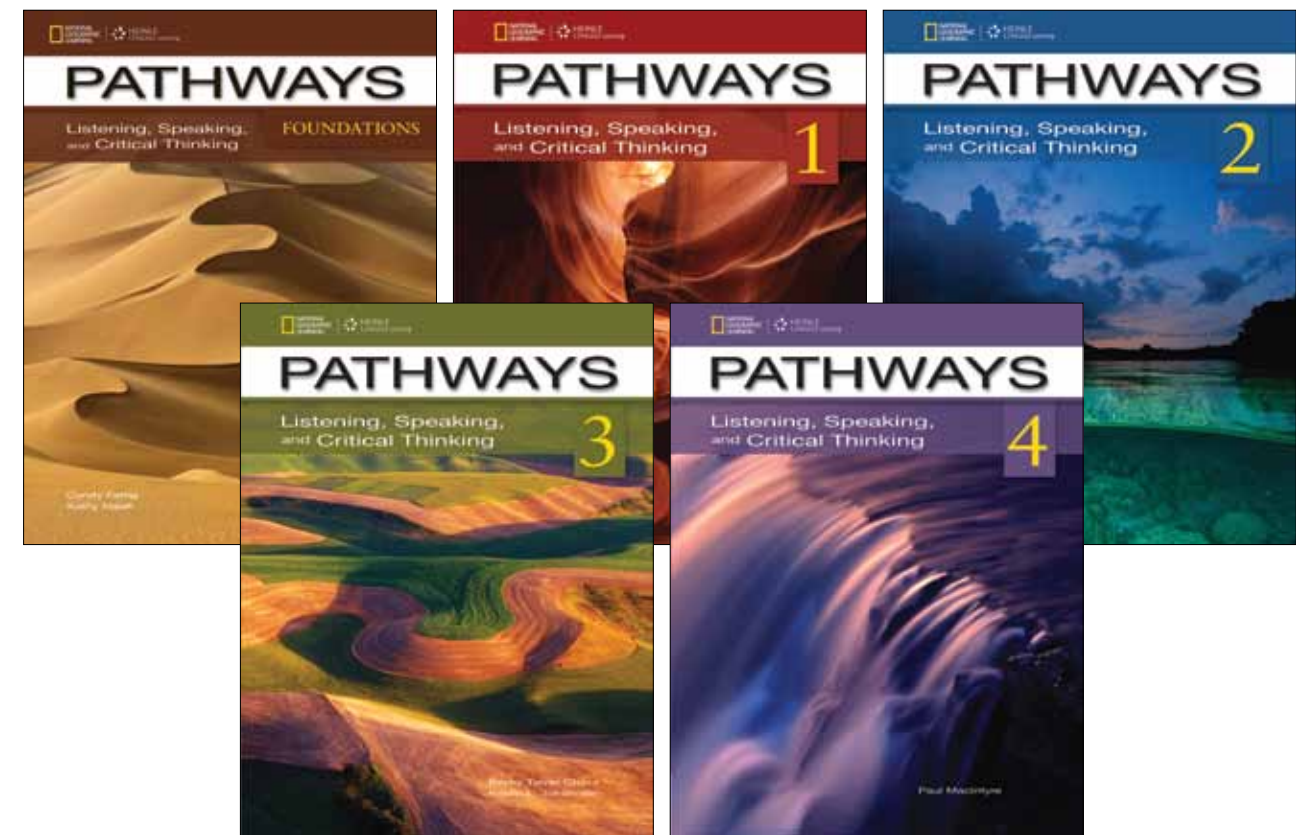
## Pathways: Reading, Writing, and Critical Thinking

- Clear connections between reading and writing skills help students master both skills naturally.
- Academic reading skills and strategies, embedded in the unit tasks, prepare students to comprehend a variety of realistic academic texts.
- Step-by-step writing instruction with integrated grammar and vocabulary provides instruction and practice on a variety of rhetorical forms.
- Consistent integrated critical thinking tasks develop learners' ability to evaluate, analyze, and synthesize information from a wide range of sources.

"This series is very methodical and logically organized, while also being motivating. The content and layout of the early pages in each unit make for a stimulating start to that unit, followed up by carefully sequenced and explained steps through the reading, analyzing, responding and writing processes, all based on the topic (which is presented in a very interesting, attractive, non-text-bookish style)."


*Matthew Watterson,  
Hongik University, Korea*

*National Geographic articles, video, maps, and graphs engage students with academic content in a variety of genres and formats.*



## Pathways: Listening, Speaking, and Critical Thinking

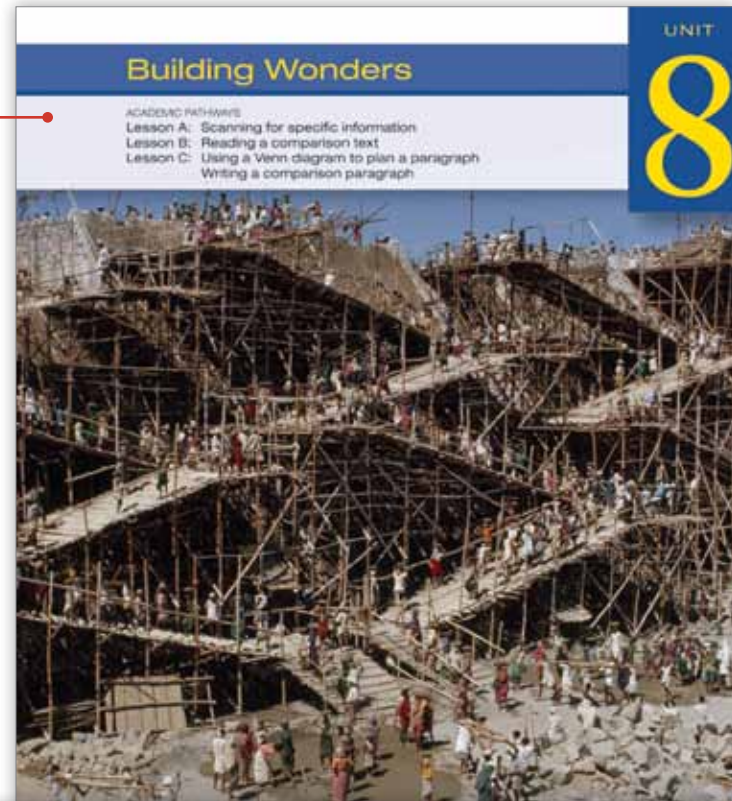
- A clear pathway from formal presentations to student-to-student interactions helps students become active, informed listeners in lectures and conversations.
- Communication skills are taught and practiced through realistic contexts designed to model the academic classroom.
- Presentation skills, including organization, preparation, and delivery techniques, are introduced and practiced in every unit, sharpening learners' ability to interact in different academic settings.
- Consistent integrated critical thinking tasks develop learners' ability to evaluate, analyze, and synthesize information from a wide range of sources.

 For a guided tour and interactive technology demo, visit [NGL.Cengage.com/pathways](https://NGL.Cengage.com/pathways)

# Pathways: Reading, Writing, and Critical Thinking

## Explore a Unit (Level 2, Unit 8)

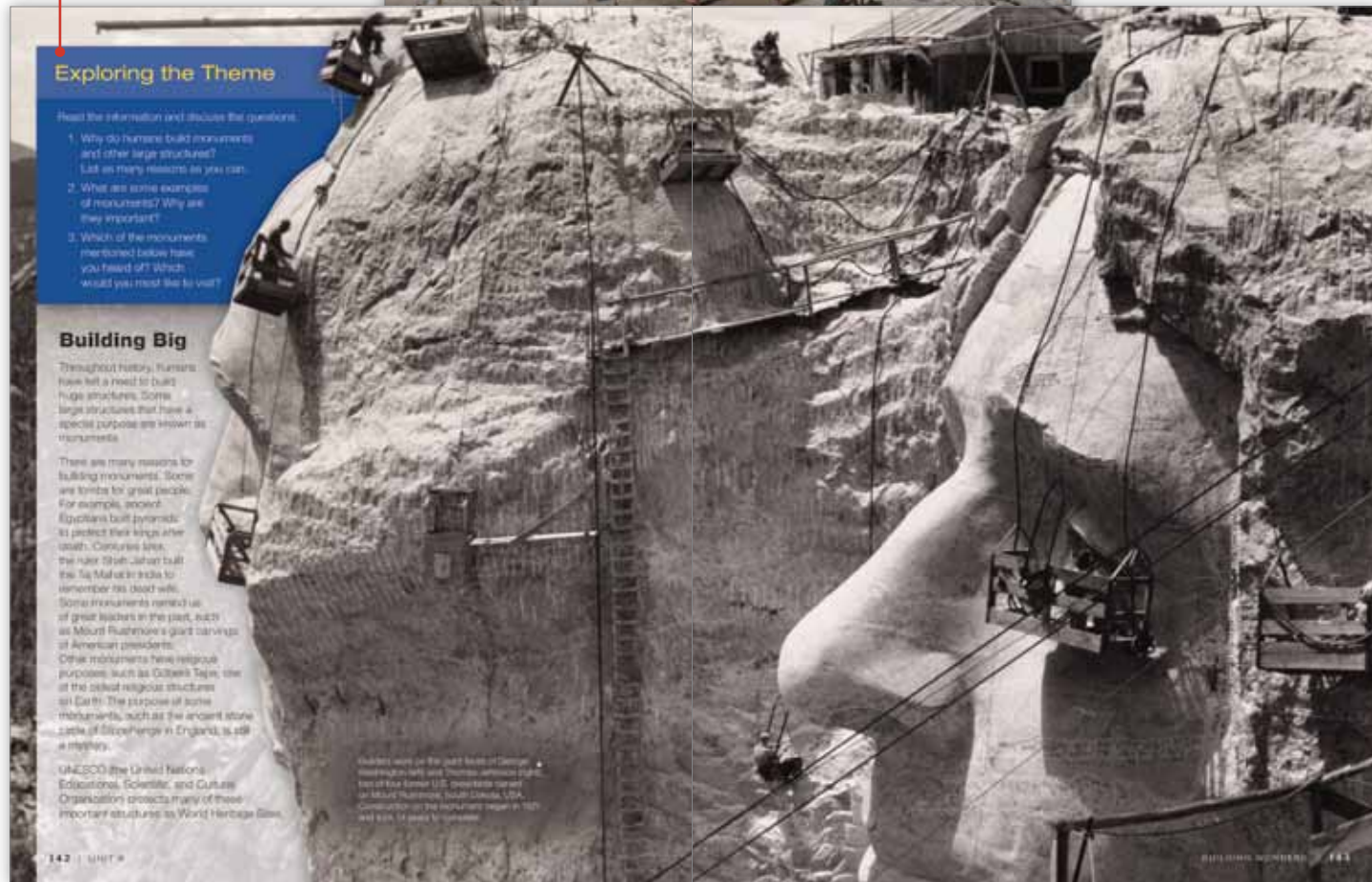
The **Academic Pathway** for each unit is clearly labeled for learners. Each unit has three lessons. Lessons A and B develop academic reading skills by focusing on two aspects of the unit theme. The language and content in these sections provide the stimulus for a final writing task in Lesson C.



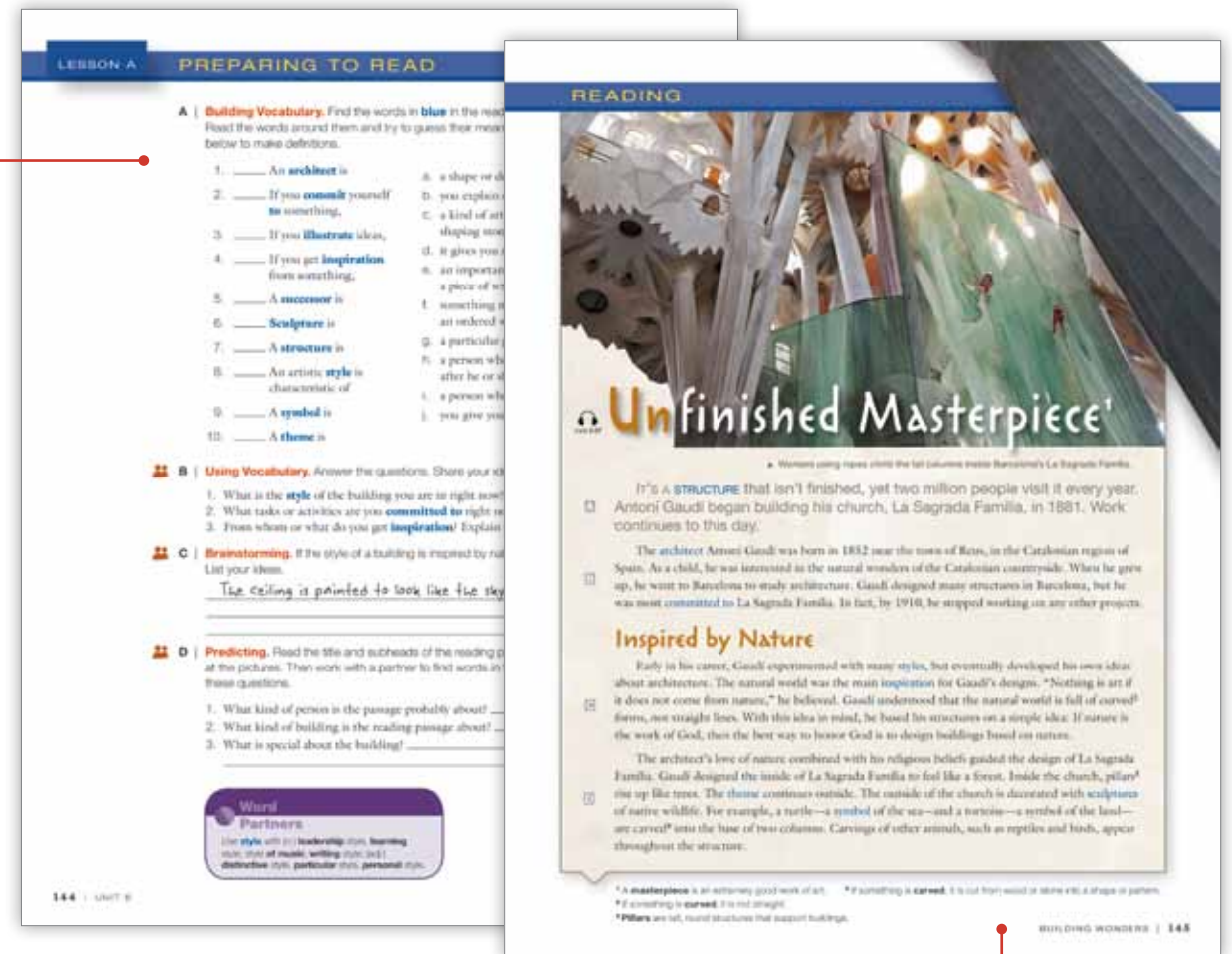
"I loved the use of graphics, page layout, and relevant, interesting themes; also, the specific targeting of critical thinking. It feels student-friendly and attention getting."

Jennie Farnell,  
Greenwich Japanese  
School, Japan

"Exploring the Theme" sections provide a visual introduction to the unit and encourage critical thinking and discussion.



In "Preparing to Read", learners are introduced to key vocabulary items from the reading passage. Lesson A and B each present and practice 10 target vocabulary items.



Reading A is a single, linear text related to the unit theme. Each reading passage is recorded on the audio program.



Maps and realistic visuals help to develop learner's visual literacy.

# Pathways: Reading, Writing, and Critical Thinking

## Explore a Unit (Level 2, Unit 8)

Viewing tasks related to an authentic **National Geographic** video serve as a content-bridge between Lessons A and B.

**VIEWING**

### THE PYRAMIDS OF GIZA

**Before Viewing**

**A | Brainstorming.** What do you think was the purpose of the pyramids in ancient Egypt? (Check your answer(s).)

\_\_\_\_\_ places to live                      \_\_\_\_\_ places to see art  
 \_\_\_\_\_ places for dead bodies        \_\_\_\_\_ places to house Egyptian gods  
 \_\_\_\_\_ places for travelers to stay        \_\_\_\_\_ other: \_\_\_\_\_

**B | Using a Dictionary.** You will hear the words in **bold** in the video. Match each word with the correct definition. Use your dictionary to help you.

archaeologist    possessions    pharaoh    tombs    the afterlife

- \_\_\_\_\_ a king in ancient Egypt
- \_\_\_\_\_ the belief in some religions of the existence of life after death
- \_\_\_\_\_ stone structures containing the bodies of dead people
- \_\_\_\_\_ things that a person owns or has with them
- \_\_\_\_\_ a person who studies societies and peoples of the past by examining the remains of their buildings and other objects

**While Viewing**

**A |** Watch the video about the Pyramids of Giza. As you watch, check and correct your answer(s) to exercise A above.

**B |** As you view the video, think about the answers to these questions.

- For how long have the Pyramids of Giza existed?
- What is the Pyramid of Khafu made of?
- About how long did it take to build the Pyramid of Khafu?
- What does the face of the Sphinx look like?

**After Viewing**

**A |** Discuss answers to questions 1–4 above with a partner.

**B | Critical Thinking: Synthesizing.** Compare the Pyramids of Giza to the Great Pyramids of Mesoamerica. Think about the following:

- how long it took / is taking to build the structures
- how old the structures are

“I think it’s a solid series. I love all the Word Link inserts. The reading seemed level-appropriate and the skills were relevant and well chosen.”

Colin Ward,  
Lone Star College-North Harris, Texas

Learners use their critical thinking skills to relate video content to information in the previous reading.

“Word Link” and “Word Partners” boxes develop learners’ awareness of word structure, collocations, and usage.

5. Experts think the tall column may **represent** a person because it looks like a human being.

a. be a problem for                      b. be a symbol of

Part of speech: \_\_\_\_\_

7. Some building projects **require** hundreds of people. Many people must work together to get the job done quickly.

a. hurt                                      b. need

Part of speech: \_\_\_\_\_

8. A wedding is a religious **ritual** for many people. The event often occurs in a holy place.

a. ceremony                              b. document

Part of speech: \_\_\_\_\_

**Word Link**

**represent** = to show, transmit, transmit, transfer; to frame, transcribe. Note that represent can be both a noun and a verb, but the stress is different in a **represent** vs **represent**.

Critical thinking activities are integrated in every unit encouraging continuous engagement in developing key academic skills.

**C | Critical Thinking: Evaluating Arguments.** According to the writer, what was the purpose of each structure? What evidence does the writer give? Scan the reading again and write your answers.

**Göbekli Tepe**

Purpose: \_\_\_\_\_

Evidence: \_\_\_\_\_

**Chichén Itzá**

Purpose: \_\_\_\_\_

Evidence: \_\_\_\_\_

Does the writer give enough supporting evidence? Share your ideas with a classmate.

**D | Critical Thinking: Analyzing Similarities and Differences.** In what ways are the structures you read about similar? In what ways are they different? Use your ideas from exercises B and C. Complete the Venn diagram.

**CT Focus**

To identify comparisons, you need to cite for and select relevant details from different parts of the text. For example, notice of page and paragraph numbers, and other specific details.

Göbekli Tepe                      Chichén Itzá

**E | Critical Thinking: Synthesizing.** In a small group, compare one of the structures from the reading with either La Sagrada Familia or the Pyramids of Giza.

Guided pre-reading tasks and strategy tips encourage learners to think critically about what they are going to read.

Guided Comprehension tasks and reading strategy instruction enable learners to improve their academic literacy and critical thinking skills.

The reading passage in Lesson B expands on the unit theme, using a variety of text types and graphic formats. Authentic charts and graphics from **National Geographic** support the main text, helping learners comprehend key ideas.

**UNDERSTANDING THE READING**

**A | Understanding the Gist.** Look back at your answers for exercise D on page 144. Were your predictions correct?

**B | Identifying Main Ideas.** What are the main ideas of the following paragraphs? Use the questions to help you answer.

- Paragraph C: What were Gaudi’s ideas about architecture?
- Paragraph D: How is La Sagrada Familia an example of Gaudi’s architectural style?
- Paragraph E: How did Gaudi help?

**LESSON A DEVELOPING READING SKILLS**

**Strategy**

**Reading Skill: Scanning for Specific Information**

Scanning helps you find details quickly. When you scan, you move your eyes quickly across and down a page and you only look for particular things. For example, to get information about times and dates, look for numbers, and to get information about people and places, look for capitalized words. Read the words around the numbers or capitalized words to understand the context. For example, to answer the question “When did Gaudi start work on La Sagrada Familia?”, first scan the text to find a year. Then read the words near the year for information about “starting work.” Antoni Gaudí began building the church, La Sagrada Família, in 1883.

First, your eyes go to 1883. Then your eyes go to began building. You have found the answer to the question—in 1883.

**A | Scanning for Details.** The passage below is about the mysterious statues in Rapa Nui (Easter Island) called moai. Scan the paragraph to find the answers to these questions. Underline the words in the paragraph that give you the answers.

- How far is Rapa Nui from Chile?
- When did people probably first come to Rapa Nui?
- Where did the people of Rapa Nui come from?
- How tall are the statues? How much do they weigh?

**LESSON B READING**

## Amazing Structures

PEOPLE HAVE CREATED monuments for various reasons, inspired by different sources. Two of the greatest architectural achievements are on opposite sides of the world, in Turkey and Mexico.

**Göbekli Tepe**

**Where:** Southeastern Turkey

**When built:** Approx. 11,500 B.C.

**How Was It Built?**

At the time that Göbekli Tepe was built, most humans lived in small nomadic groups. These people survived by gathering plants and hunting animals. They had no writing system and did not use metal. Even wheels did not exist. Amazingly, the structure’s builders were able to cut, shape, and transport 10-ton stones. Archaeologists found Stone Age tools such as knives at the site. They think hundreds of workers carved and put the pillars in place.

**Why Was It Built?**

Archaeologists are still excavating Göbekli Tepe and debating its meaning. Many think it is the world’s oldest temple. Klaus Schmidt is the archaeologist who originally excavated the site. He thinks that people living nearby created Göbekli Tepe as a holy meeting place. To Schmidt, the T-shaped pillars represent human beings. The pillars face the center of the circle and perhaps represent a religious ritual.

**Chichén Itzá**

**Where:** Yucatan, Mexico

**When built:** 750–1200 A.D.

**How Was It Built?**

The Mayans constructed the pyramids with carved stone. To build a pyramid, Mayan workers created a base and added smaller and smaller levels as the structure rose. Building the pyramids required many workers. Some pyramids took hundreds of years to complete. As at Göbekli Tepe, builders worked without wheels or metal tools.

**Why Was It Built?**

Chichén Itzá was both an advanced city center and a religious site. Spanish records show that the Mayans made human sacrifices to a rain god here. Archaeologists have found bones, jewelry, and other objects that people wore when they were sacrificed. Experts also know that the Mayans were knowledgeable astronomers.\* They used the tops of the pyramids to view Venus and other planets.

\* Stonehenge is a prehistoric monument in southern England that around 2000 B.C.   
 \* A person or group is **nomadic**, they have to move place to place rather than being in one place at the time.   
 \* The **Stone Age** was a very early period in human history when people used tools and weapons made of stone, not metal.   
 \* An **astronomer** is a person who studies stars, planets, and other objects in space.

# Pathways: Reading, Writing, and Critical Thinking

## Explore a Unit (Level 2, Unit 8)

STEP 1  
Brainstorming

LESSON C EXPLORING WRITTEN ENGLISH

**Writing Skill: Writing a Comparison Paragraph**

When you write a comparison paragraph, first compare. Next, think of two or three points about each of one or two details to include about each. Transition words and phrases in your paragraph. **Similarities:** similarly, both, also, too. **Differences:** Unlike, whereas, and Stonehenge are much older. The pyramids at Chichen Itza showed the city that people used Stonehenge as a kind of...

**CT Focus**  
Organizing ideas visually. For example, by using a Venn diagram or other graphic organizer, you can help you see similarities and differences more clearly. It can also help you remember key information.

**E Critical Thinking: Analyzing.** Read the passage and the notes on the right to help you complete the Venn diagram.

1. Write a topic sentence that tells the reader whether you are going to write about similarities, differences, or both.

STEP 2  
Critical Thinking

LESSON C EXPLORING WRITTEN ENGLISH

**Writing Task: Drafting**

**A | Planning.** Follow the steps to plan your comparison paragraph.

**Step 1** Label the two circles of the Venn diagram with the names of the two structures you are going to compare.

**Step 2** Think of two or three points of comparison and write them below the Venn diagram.

**Step 3** Write the similarities in the space where the two circles intersect (meet). Write the differences in the outer parts of the circles. Add details and examples. Don't write complete sentences.

**Step 4** Write a topic sentence that tells the reader whether you are going to write about similarities, differences, or both.

Point 1: \_\_\_\_\_

Point 2: \_\_\_\_\_

Point 3: \_\_\_\_\_

Topic sentence: \_\_\_\_\_

**B | Draft 1.** Use your Venn diagram to write a first draft of your paragraph.

STEP 3  
Drafting

LESSON C EXPLORING WRITTEN ENGLISH

**GOAL:** In this lesson, you are going to plan, write, revise, and edit a comparison paragraph on the following topic: **Compare two structures in terms of their age, size, purpose, and the length of time it took to build each one.**

**A | Brainstorming.** Look at the list of structures from this unit. Add one or more structures you know well. Brainstorm information about each one. Think about their age, size, purpose, construction, and any other characteristics. Then put a check next to the two structures you know the most about.

La Sagrada Família  
 Göbekli Tepe  
 Chichen Itza  
 Other: \_\_\_\_\_

**B | Journal Writing.** Write in your journal about the two structures that you checked in exercise A. Write for three minutes.

**C | Analyzing.** Read the information in the box. Complete the sentences (1-3) using comparative adjectives.

**Language for Writing: Using Comparative Adjectives**

One way to make comparisons is to use the comparative forms of adjectives.

adjective + er + than  
more / less + adjective + than (with most adjectives that have two or more syllables)

Examples:  
Göbekli Tepe is **older than** Stonehenge.  
The design of La Sagrada Família is **more complex than** the design of St. Patrick's Cathedral.  
Use **not as + adjective + as** to say things are (or are not) the same.  
Example:  
The Empire State Building is **not as tall as** the Tokyo Sky Tree.

For further information and more examples of comparative adjectives, see page 212.

1. The Tokyo Sky Tree is 2,080 feet (634 meters) tall. The Canton Tower is 1,969 feet (600 meters) tall. The Tokyo Sky Tree is \_\_\_\_\_ the Canton Tower (tall).

2. St. Paul's Cathedral has a traditional design. The design of St. Mary's Cathedral is partly traditional and partly modern. The design of St. Mary's Cathedral is \_\_\_\_\_ the design of St. Paul's Cathedral. (traditional)

3. The Great Wall of China is 5,300 miles (8,500 kilometers) long. Hadrian's Wall is 73 miles (120 kilometers) long.

Lesson C provides personalization opportunities through a guided writing assignment.

Integrated grammar practice and writing skill development provide scaffolding of the writing assignment.

STEP 4  
Revising

LESSON C WRITING TASK: Revising

**C | Analyzing.** The paragraphs below compare the Golden Gate Bridge and the Brooklyn Bridge. Which paragraph is the first draft? \_\_\_\_\_ Which paragraph is the revised? \_\_\_\_\_

**Strategy**  
When you write a comparison paragraph, use pronouns to refer back to the items you are comparing. Make sure it is clear to the reader what the pronouns referring to.

**D | Critical Thinking: Analyzing.** Work with a partner answering the following questions about each paragraph.

1. Does the paragraph have one main idea?  
2. Does the topic sentence introduce the main idea?  
3. Are there at least two points of comparison?  
4. Is there enough detail for the points of comparison?  
5. Are there transition words to show similarities and differences?  
6. Is the paragraph easy to read?

A guided, process-based approach develops learner confidence in planning, drafting, revising, and editing written work.

LESSON C WRITING TASK: Editing

**F | Peer Evaluation.** Exchange your first draft with a partner and follow these steps:

**Step 1** Read your partner's paragraph and tell him or her one thing that you liked about it.

**Step 2** List your partner's points of comparison.

**Step 3** Complete the Venn diagram showing the similarities and differences that your partner's paragraph describes.

Point 1: \_\_\_\_\_

Point 2: \_\_\_\_\_

Point 3: \_\_\_\_\_

**Step 4** Compare your Venn diagram with the one that your partner created in exercise A on page 188.

**Step 5** The two Venn diagrams should be similar. If they aren't, discuss how they differ.

**Editing Checklist.** Use the checklist to find errors in your second draft.

	Yes	No
1. Are all of the words spelled correctly?		
2. Is the first word of every sentence capitalized?		
3. Does every sentence end with the correct punctuation?		
4. Do your subjects and verbs agree?		
5. Did you use comparative adjectives correctly?		
6. Are other verb forms correct?		

**J | Final Draft.** Now use your Editing Checklist to write a final draft of your paragraph. Make any other necessary changes.

STEP 5  
Editing

The Unit Quiz provides an opportunity for learners to review key ideas and language from the unit.

LESSON C WRITING TASK: Editing

**UNIT QUIZ**

1. Mount Rushmore is a famous \_\_\_\_\_ in South Dakota, USA.

2. Art is an important idea or subject found throughout a work of art.

3. Antoni Gaudí's architectural style was inspired by \_\_\_\_\_.

4. Scanning helps you find \_\_\_\_\_ quickly.

5. The Pyramids of Giza were built as \_\_\_\_\_ for pharaohs.

6. Experts think that Göbekli Tepe was a **temple / tomb / city**.

7. Writers use adjectives like older and larger to make \_\_\_\_\_.

8. A Venn diagram helps you see **differences / similarities / both differences and similarities**.

STEP 6  
Reviewing

# Pathways: Listening, Speaking, and Critical Thinking

## Explore a Unit (Level 2, Unit 8)

The **Academic Pathway** for each unit is clearly labeled for learners and starts with formal listening and moves to more informal contexts.

**UNIT 8**  
Ancient Peoples and Places

ACADEMIC PATHWAYS  
Lesson A: Listening to a Guided Tour  
Lesson B: Presenting an Ancient Artifact  
Lesson C: Listening to a Conversation between Students  
Lesson D: Giving a Summary

“The visual impact is appealing. The combination/balance of personal and academic aspects of the topic of memory in the text would be very helpful for gaining student interest, and encouraging deeper thinking/expanding knowledge of a topic.”

Donna Moore,  
Hawaii Community College,  
Hawaii

“Exploring the Theme” sections provide a visual introduction to the unit and encourage critical thinking and discussion.

**Exploring the Theme: Ancient Peoples and Places**

A | Look at the photos and read the captions. Then discuss the questions.  
1. Which of these ancient peoples or places do you find most interesting? Explain.  
2. What ancient ideas are shown in these photos?

B | Look at the map and the map key. Then answer the questions.  
1. What does the color red show on the map? the color green? the color brown?  
2. In which countries did the Incas live?  
3. Which ancient peoples and sites were in Africa? Central America?  
4. Which of these ancient peoples or places are from your area of the world?

**The Egyptians**  
The ancient Egyptians lived mostly along the Nile River in north Africa in what is now Egypt. This wooden statue was found in the tomb of Amenhotep II, the 7th pharaoh, or king of the 18th dynasty of Egypt.

**The Thang Long Citadel**  
The Thang Long Citadel in Hanoi, Vietnam was a cultural center for the Thang Long Imperial City. Citadel means “safe place for royalty.” This 1000-year-old site was uncovered in 2002 and became a UNESCO World Heritage site in 2010.

**The Mayans**  
The Temple of Great Jaguar at Tikal, a historical site in modern-day Guatemala, was part of the ancient Mayan civilization. Tikal was a very large city with several tall pyramids. Many other cities were built by the Mayans—not only in Guatemala, but also in modern-day Mexico, Honduras, and Belize.

**The Incas**  
The center of the Inca culture was the Cuzco region of Peru. One of the most famous Inca sites is Machu Picchu. According to archaeologists, Machu Picchu was built for an Inca emperor named Pachacuti. This illustration shows an Inca emperor and his army.

**Great Zimbabwe**  
Great Zimbabwe was the royal palace of the Zimbabwean king and the capital of the Kingdom of Zimbabwe (AD 1100–1450). The site’s enormous stone walls are one of its most interesting features.

**Mohenjo Daro**  
The city of Mohenjo Daro was built by the Indus Valley Civilization around 4000 years ago in what is now Pakistan. At that time, some 40,000 people lived in Mohenjo Daro.

**USING VOCABULARY**

A | Fill in each blank with the correct form of a word in **blue** from exercise A on page 144.

**San Bartolo**  
San Bartolo in Guatemala is an important archaeological site. The most (1) \_\_\_\_\_ part of the site dates to around 300 BC. At San Bartolo, a sewer (2) \_\_\_\_\_ was built over an older one. A beautiful (4) \_\_\_\_\_ was found in a room next to the pyramid. The second major discovery at San Bartolo was a (3) \_\_\_\_\_ mural. The dead person in the tomb had been a member of a Mayan (6) \_\_\_\_\_ family. Several objects were (7) \_\_\_\_\_ with the person in the tomb. The mural room was buried under earth and stone. Saturno had to (8) \_\_\_\_\_ in order to uncover the mural. The mural (9) \_\_\_\_\_ a lot about Mayan culture. Saturno took about 350 digital (10) \_\_\_\_\_ of the mural, so now other people can see them too.

B | Take turns asking and answering the following questions with a partner.  
1. Where in the world can you see pyramids?  
2. What ancient cultures have you studied? What do you remember about them?  
3. What are some ways people reveal their emotions?  
4. Which countries have royal families?  
5. What kinds of objects do you think were buried with Mayan kings?  
6. Have you seen any famous murals? Which one? What kind of images did it show?  
7. What famous archaeological site would you like to visit? Why?  
8. What kinds of things do archaeologists dig for? What do they hope to find?  
9. Are there any ancient tombs in your country? What did archaeologists find in them?

C | **Discussion.** Form a group with two or three other students and discuss the questions.  
1. What ancient civilizations are there in your part of the world?  
2. Where did those people live?  
3. How do we know about them?

**DEVELOPING LISTENING SKILLS**

**Pronunciation**

**Question Intonation**  
In yes/no questions, the speaker’s voice rises on the last content word. Content words include nouns, verbs, adjectives, and adverbs are words that carry meaning.  
Do you eat the **tomb**?  
Is the professor going to **meet** with him?  
In questions with wh- words, the speaker’s voice rises on the stressed syllable of the last content word then falls.  
Where is the **pyramid**?  
How many people went on the **trip**?

A | Listen to the questions from the chart above.  
B | Listen again and repeat.  
C | Write five new questions that you would like to ask your partner. Then practice asking the questions with the correct intonation.

Key academic and **high-frequency vocabulary** is introduced, practiced, and expanded throughout each unit.

“Exploring Spoken English” sections allow students to examine and practice specific grammar points and language functions from the unit.

**EXPLORING SPOKEN ENGLISH**

**Grammar**

A | **Prior Knowledge.** Look at the sentences below. How are they similar? How are they different?  
1. They buried the king in a tomb.  
2. The king was buried in a tomb.

**The Passive Voice with the Past**  
We use the passive voice when the agent (the doer) of an action is unknown or unimportant. When the action happened in the past, the verb to be is in the past. Beautiful images **were painted** on the walls. The pyramids **were built** thousands of years ago. We also use the passive voice with past tenses to emphasize the direct object of a past action. Archaeologists **discovered** a beautiful mural. (active) A beautiful mural **was discovered** by archaeologists. (passive) The by phrase can be used to indicate the agent in a passive sentence. A royal tomb **was uncovered** by **hikers**.

B | Complete each sentence in the past tense with the passive form of the verb in parentheses.  
1. The Temple of Artemis at Ephesus \_\_\_\_\_ (build) to honor a Greek goddess.  
2. The Hanging Gardens of Babylon \_\_\_\_\_ (gift) by King Nebuchadnezzar II.  
3. The Lighthouse of Alexandria \_\_\_\_\_ (construct) in the third century BC.  
4. The Colossus of Rhodes \_\_\_\_\_ (destroy) by an earthquake.  
5. The Statue of Zeus at Olympia \_\_\_\_\_ (keep) inside its own temple.  
6. Eight hundred tons of stone \_\_\_\_\_ (carry) every day to build the Great Pyramid of Giza.  
7. The Mausoleum of Mausolus at Halicarnassus \_\_\_\_\_ (design) by Greek architects.

C | **Discussion.** With a partner, discuss any other facts you know about the Seven Wonders of the Ancient World.

“Developing Listening Skills” sections follow a before, during, and after approach to give learners the tools necessary to master listening for detail in a variety of formal and informal situations.

# Pathways: Listening, Speaking, and Critical Thinking

## Explore a Unit (Level 2, Unit 8)

LESSON A AND B VIEWING

# THE LOST CITY OF MACHU PICCHU

**Before Viewing**

**A | Discussion.** With a partner, discuss the questions below.

1. What are some tourist attractions near you?
2. What draws visitors to these attractions?
3. What are some disadvantages of tourism?

**B |** Look at the words you know. Use a dictionary to find words you don't know.

tourists damage civilization

**C |** Read the information and fill in each blank with a word from the box. Then listen and check your answers.

**Machu Picchu**

The city of Machu Picchu was built by the Incas in what is now Peru. The city lasted from around AD 1100 to around AD 1500 when the Spanish conquistadors arrived in South America.

After the Incas were defeated by the Spanish, Machu Picchu was abandoned. In 1911, an English explorer found the city. At that time, it was a very quiet place.

Today, Machu Picchu is a popular destination. Many people worry that the visitors will (4) \_\_\_\_\_ the site. Some people say that (5) \_\_\_\_\_ brings more money to the area.

“Wonderful content, skills development, academic vocabulary, and related discussion/presentation activities. The layout of the pages and the progression of the activities is great! An instructor could begin the unit from the middle as well as the beginning, which allows for variety when using the book.”

*Maria Caratini Prado, Eastfield College, Texas*

**While Viewing**

**A |** Watch the video. Then describe the places below to a partner. Practice using the passive voice.

1. Machu Picchu
2. Aguas Calientes, Peru

**B |** Read the statements. Then watch the video again and circle **T** for true and **F** for false.

1. Machu Picchu is over 1500 years old. **T F**
2. Hiram Bingham found Machu Picchu again in 1911. **T F**
3. The conservationists don't think more visitors will be good for Machu Picchu. **T F**
4. Aguas Calientes grew quickly because of tourists. **T F**

**Critical Thinking Focus: Making Inferences**

When you make an inference, you draw conclusions using information that is not directly stated.

**C | Making Inferences.** Watch again and listen for the following quotations from the video. Then answer the questions below.

**Narrator:** Jose, a local hotel owner, says that Peru and Machu Picchu can take a few more visitors.

**Jose:** Why not be like the rest of the world? Why not expose and show Machu Picchu to the rest of the world? It's such a wonderful place, why keep it to a few?

1. How do you think Jose feels when he sees a lot of tourists visiting Machu Picchu?
2. Do you think the people who live near Machu Picchu agree with Jose? Explain.
3. Do you think the conservationists agree with Jose? Explain.

**After Viewing**

**A | Collaboration.** What would you like to know about Machu Picchu? Work with a partner to write three questions in your notebook for a local tour guide.

**B | Discussion.** Form a group with two or three other students and discuss the questions below.

1. Which of the ancient cultures or places that you have learned about so far in this unit do you find most interesting? Explain.
2. In Lesson B, you are going to learn about two other ancient civilizations. What do you think we can learn from ancient civilizations?

“Viewing” sections in every unit include two pages of activities based on fascinating video from National Geographic.

**SPEAKING**

### Presenting an Ancient Artifact

**A |** Look at the photos and read the captions about three ancient artifacts.

1. This artifact is either a spoon or a arrowhead made from the heart of an arrow. It may have been used for cooking or defense by the Aztecs.
2. This Mayan mask was found in Mexico. It was the death mask of a Mayan king named Pakal. It's made of jade, which is a smooth, green stone.
3. This beautiful necklace was found on the island of Crete, Greece. It was buried with an ancient Greek woman. It's made of glass and gold.

Discuss the questions below about each artifact.

Where was it found?  
What was it used for?  
What materials were used to make it?  
With your group, prepare a short presentation about the artifacts on your ideas in your notebook. Your presentation should include answers to the questions from exercise B.  
What do you think it was used for?  
What other artifacts do you think you did you choose this artifact?  
Present your presentation to your group. Each student in your group should present.  
Discuss with another group. Take turns presenting your artifacts.  
What are the hard pointed things that grow from its head?

**ENGAGE: GIVING A SUMMARY**

**8**

You are going to research information about one of the New Seven Wonders of the World or another archaeological site that interests you and give a summary about it to the class.

**A |** Read the Presentation Skills box about oral summaries. Then look at the list of topics below and choose a topic for your summary.

**Presentation Skills: Oral Summaries**

When you give a summary, you should only include the most important information—information that answers the questions, Who, What, When, Where, How, and Why. You should not include your own opinion in a summary, just the facts.

Chichén Itzá	Machu Picchu
The “Christ the Redeemer” Statue	Petra
The Colosseum	The Taj Mahal
The Great Wall of China	An archaeological site that interests you

**B | Using a Graphic Organizer.** Use the chart below (or make one in your notebook) to help you organize the information for your summary. Do not write out your summary. Add a few interesting details to support the main ideas.

Summary Topic: \_\_\_\_\_

Who?	What?	When?
Where?	How?	Why?

**C | Planning a Presentation.** Practice giving your summary in front of a mirror or in front of friends. Are your ideas clear? Are you speaking too fast or too slowly? (See page 218 of the Independent Student Handbook for a Presentation Checklist.)

**D | Presentation.** When you give your presentation, remember to:

- Look at your notes or slides only occasionally.
- Look up and make eye contact with your audience.
- Ask your audience if they have any questions.

“Engage” sections challenge learners with an end-of-unit presentation project and offer speaking tips for formal and informal group communication, practicing communication strategies in a variety of academic contexts.

# Teacher and Student Resources for Pathways: Reading, Writing, and Critical Thinking

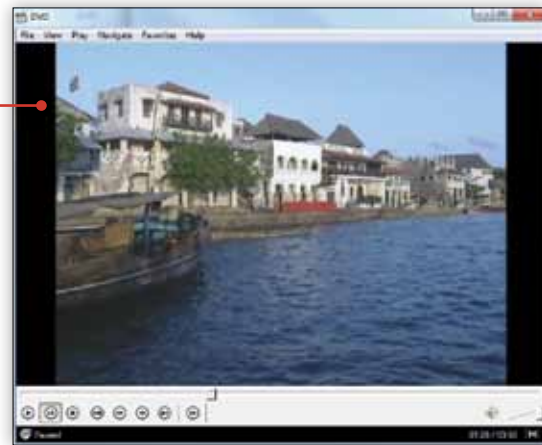
## Pathways: Listening, Speaking, and Critical Thinking

### For The Teacher:

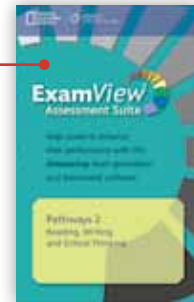
A Teacher's Guide for each level, including teacher's notes, expansion activities, rubrics for evaluating written assignments, and answer keys for activities in the Student Book.

A **Video DVD** per level with authentic National Geographic clips relating to each of the ten units.

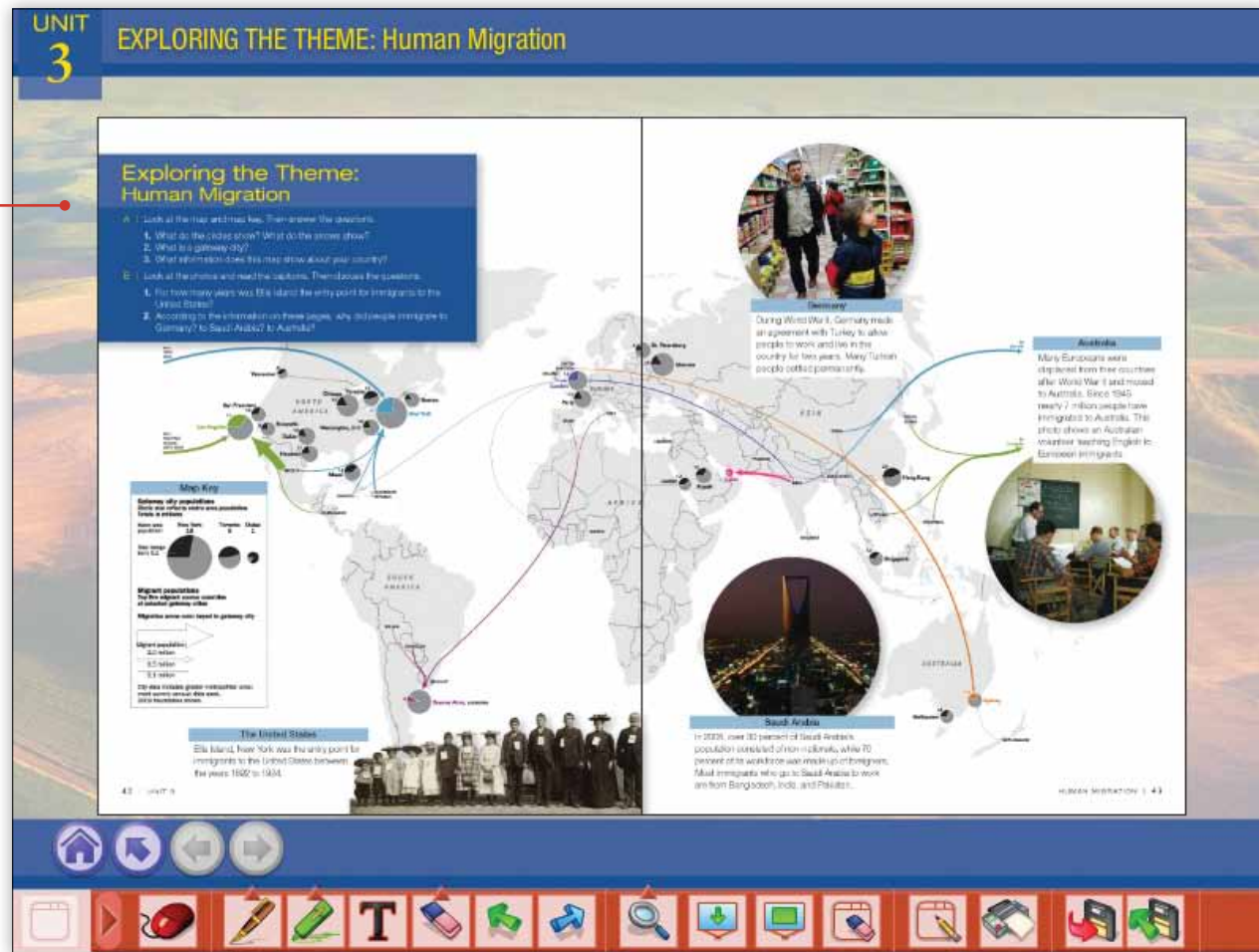
**Audio CDs** for each level with the audio recordings of the Student Book reading passages.



**Assessment CD-ROM with ExamView®** allows instructors to create tests and quizzes quickly and easily.



A **Classroom Presentation Tool CD-ROM** for each level featuring audio and video clips, and interactive activities from the Student Book.

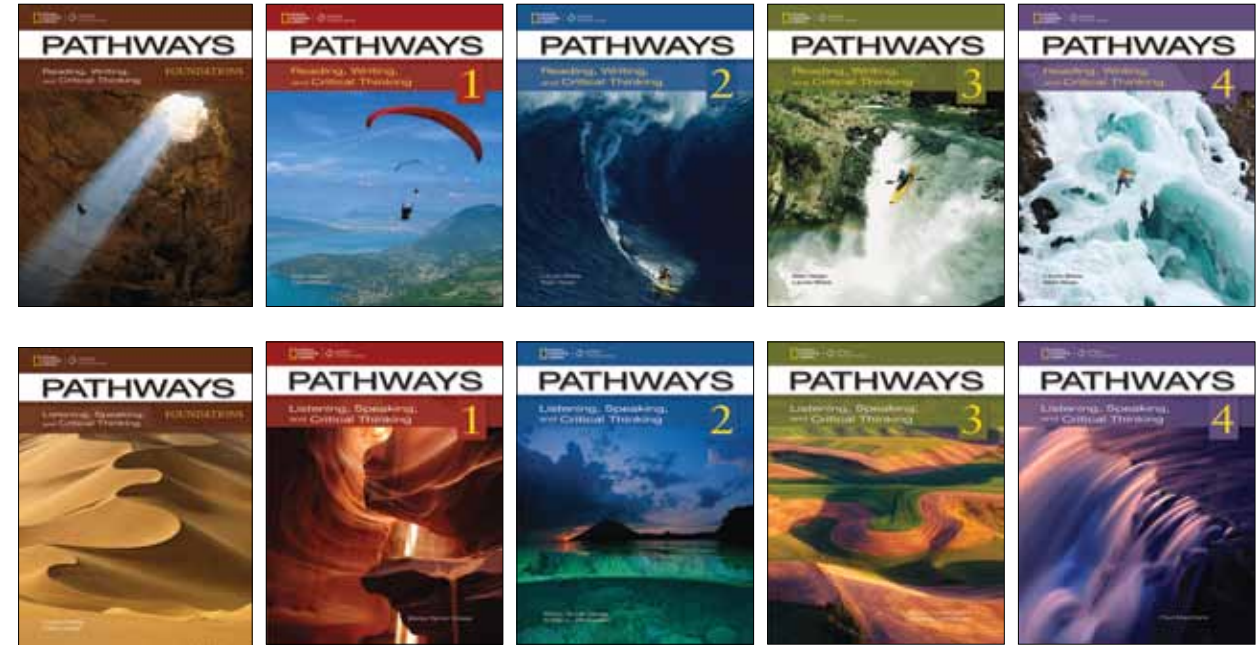


### For the Student:

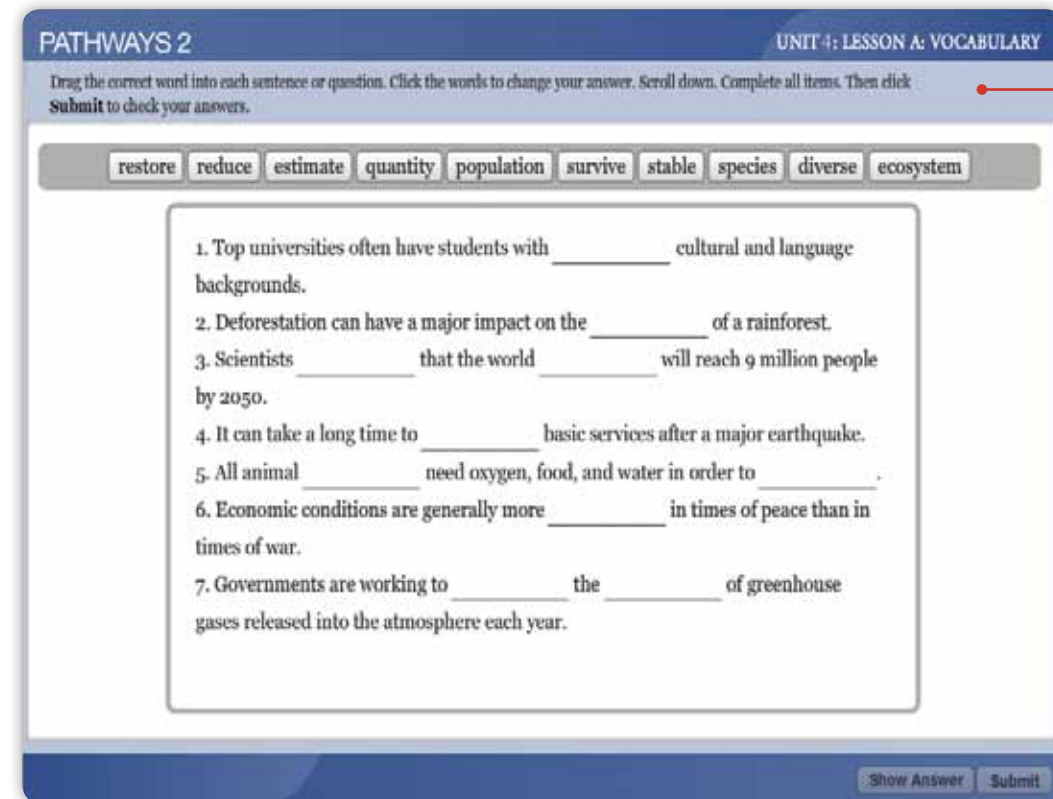
#### Student Book

The Student Book helps learners achieve academic success in and out of the classroom supported by content from National Geographic.

The **Student Handbook** at the back of every Student Book provides helpful self-study strategies for students to become better independent learners.



**Online Workbook**, powered by MyELT, has both teacher-led and self-study options. It contains ten National Geographic video clips supported by interactive, automatically graded activities correlated to the Student Books.





Pathways: Reading, Writing, and Critical Thinking	
<b>Foundations</b>	
Text	978-12854-50575
Online Workbook	978-12854-42150
Text/Online Workbook Package	978-12855-76428
Audio CDs	978-12854-42167
Text/Audio CDs Package	978-12855-75933
Teacher's Guide	978-12854-42174
Presentation Tool CD-ROM	978-12854-42594
DVD	978-12854-42198
Assessment CD-ROM with ExamView®	978-12854-42181
Student eBook	978-12858-37864
<b>Level 1</b>	
Text	978-11333-17111
Online Workbook	978-11335-11717
Text/Online Workbook Package	978-11339-07787
Audio CDs	978-11333-17203
Text/Audio CDs Package	978-11339-07794
Teacher's Guide	978-11333-17340
Presentation Tool CD-ROM	978-11333-17197
DVD	978-11333-17159
Assessment CD-ROM with ExamView®	978-11333-17142
Student eBook	978-12854-47322
<b>Level 2</b>	
Text	978-11333-17081
Online Workbook	978-11335-11687
Text/Online Workbook Package	978-11339-07800
Audio CDs	978-11333-17289
Text/Audio CDs Package	978-11339-07817
Teacher's Guide	978-11333-17074
Presentation Tool CD-ROM	978-11333-17272
DVD	978-11333-17180
Assessment CD-ROM with ExamView®	978-11333-17265
Student eBook	978-12854-47339
<b>Level 3</b>	
Text	978-11333-17104
Online Workbook	978-11335-11694
Text/Online Workbook Package	978-11339-07749
Audio CDs	978-11333-17357
Text/Audio CDs Package	978-11339-07756
Teacher's Guide	978-11333-17395
Presentation Tool CD-ROM	978-11333-17364
DVD	978-11333-17371
Assessment CD-ROM with ExamView®	978-11333-17388
Student eBook	978-12854-47360
<b>Level 4</b>	
Text	978-11333-16862
Online Workbook	978-11335-11700
Text/Online Workbook Package	978-11339-07763
Audio CDs	978-11333-17401
Text/Audio CDs Package	978-11339-07770
Teacher's Guide	978-11333-17418
Presentation Tool CD-ROM	978-11333-17425
DVD	978-11333-17449
Assessment CD-ROM with ExamView®	978-11333-17432
Student eBook	978-12854-47377

Pathways: Listening, Speaking, and Critical Thinking	
<b>Foundations</b>	
Text	978-12851-76215
Online Workbook	978-12851-76727
Text/Online Workbook Package	978-12855-83563
Audio CDs	978-12851-76246
Text/Audio CDs Package	978-12855-73922
Teacher's Guide	978-12851-76277
Presentation Tool CD-ROM	978-12851-76673
DVD	978-12851-76710
Assessment CD-ROM with ExamView®	978-12851-76734
Student eBook	978-12854-56614
<b>Level 1</b>	
Text	978-11113-50369
Online Workbook	978-11113-50536
Text/Online Workbook Package	978-11333-05712
Audio CDs	978-11113-50352
Text/Audio CDs Package	978-11333-05705
Teacher's Guide	978-11118-32285
Presentation Tool CD-ROM	978-11113-50406
DVD	978-11113-50444
Assessment CD-ROM with ExamView®	978-11118-33183
Student eBook	978-12854-47445
<b>Level 2</b>	
Text	978-11113-98637
Online Workbook	978-11113-50512
Text/Online Workbook Package	978-11333-05699
Audio CDs	978-11113-98156
Text/Audio CDs Package	978-11333-05729
Teacher's Guide	978-11113-98613
Presentation Tool CD-ROM	978-11113-50338
DVD	978-11113-50413
Assessment CD-ROM with ExamView®	978-11113-98620
Student eBook	978-12854-47452
<b>Level 3</b>	
Text	978-11113-98651
Online Workbook	978-11113-50529
Text/Online Workbook Package	978-11333-05750
Audio CDs	978-11113-98644
Text/Audio CDs Package	978-11333-05743
Teacher's Guide	978-11118-30823
Presentation Tool CD-ROM	978-11113-50376
DVD	978-11113-50420
Assessment CD-ROM with ExamView®	978-11118-33190
Student eBook	978-12854-47469
<b>Level 4</b>	
Text	978-11113-47796
Online Workbook	978-11113-50505
Text/Online Workbook Package	978-11335-34259
Audio CDs	978-11113-47802
Text/Audio CDs Package	978-11333-05767
Teacher's Guide	978-11113-47895
Presentation Tool CD-ROM	978-11113-50383
DVD	978-11113-50437
Assessment CD-ROM with ExamView®	978-11113-47819
Student eBook	978-12854-47476



For additional vocabulary support, see the Collins COBUILD dictionaries at [NGL.Cengage.com/Collins](http://NGL.Cengage.com/Collins).

For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit [NGL.Cengage.com](http://NGL.Cengage.com) (search by ISBN, author, title, or keyword).

For additional information please contact your local National Geographic Learning sales representative.



For a guided tour and interactive technology demo, visit [NGL.Cengage.com/pathways](http://NGL.Cengage.com/pathways)