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.

Coming in Spring 2013
“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
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.

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

“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
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.

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

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

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

“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
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.
**Pathways Program Overview**

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

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

**Lesson C** provides personalization opportunities through a guided writing assignment.

**Step 1: Brainstorming**

**Step 2: Critical Thinking**

**Step 3: Drafting**

Integrated grammar practice and writing skill development provide scaffolding of the writing assignment.
A guided, process-based approach develops learner confidence in planning, drafting, revising, and editing written work.

The Unit Quiz provides an opportunity for learners to review key ideas and language from the unit.
The Academic Pathway for each unit is clearly labeled for learners and starts with formal listening and moves to more informal contexts.

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

Pathways: Listening, Speaking, and Critical Thinking
Explore a Unit (Level 2, Unit 8)

“Pathways Program Overview
The Academic Pathway for each unit is clearly labeled for learners and starts with formal listening and moves to more informal contexts. “Exploring the Theme” sections provide a visual introduction to the unit and encourage critical thinking and discussion.

“Pathways Program Overview
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
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.

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

“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

*Pathways: Listening, Speaking, and Critical Thinking*

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

*Before Viewing:*

A | Discussion. With a partner, discuss the questions below.
1. What are some tourist attractions near you?
2. What brings you there?
3. What are some disadvantages?

B | Look at the words you know. Use as many words you don’t know.

C | Read the information and fill in each blank with the words that make sense. Then listen and check your answers.

*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.
2. Hiram Bingham found Machu Picchu in 1911.
3. The conservationists don’t think more visitors are good for Machu Picchu.
4. Aguas Calientes grew quickly because of tourists.

*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 awe Machu Picchu to the rest of the world? It’s such a wonderful place. Why keep it a secret?

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 | Discussion. What would you like to know about Machu Picchu? Work with a partner to write these 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 3, you are going to learn about two other ancient civilizations. What do you think we can learn from ancient civilizations?
“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.

Lesson A closes with a full page of speaking activities, including pair and group work to boost learner confidence.
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.
For additional vocabulary support, see the Collins COBUILD dictionaries at NGL.Cengage.com/Collins.