

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!

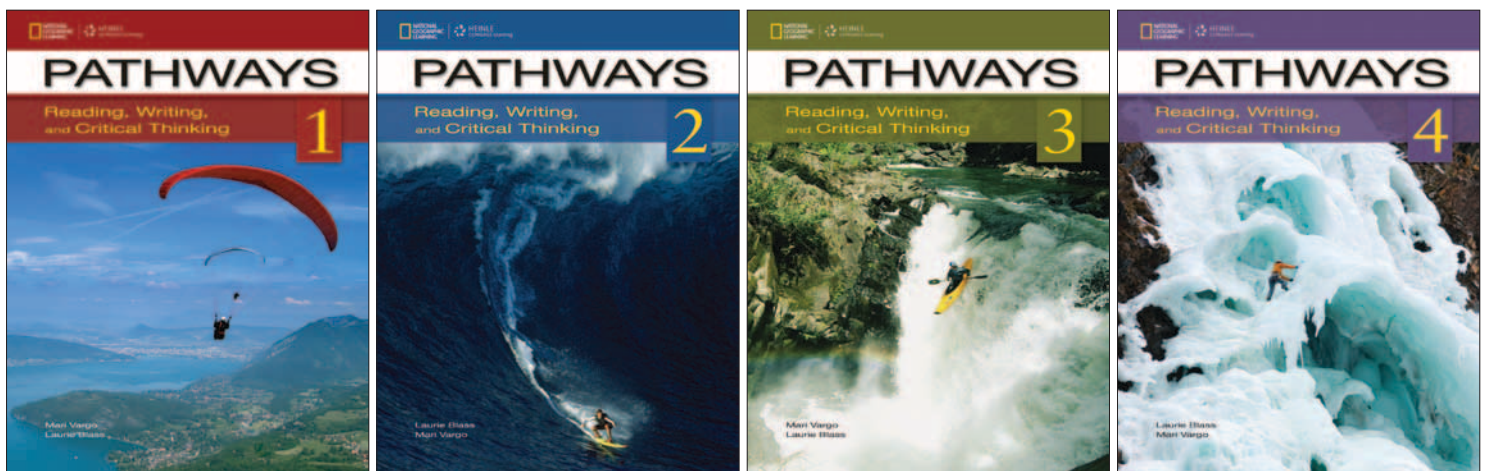
With Pathways learners will:

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

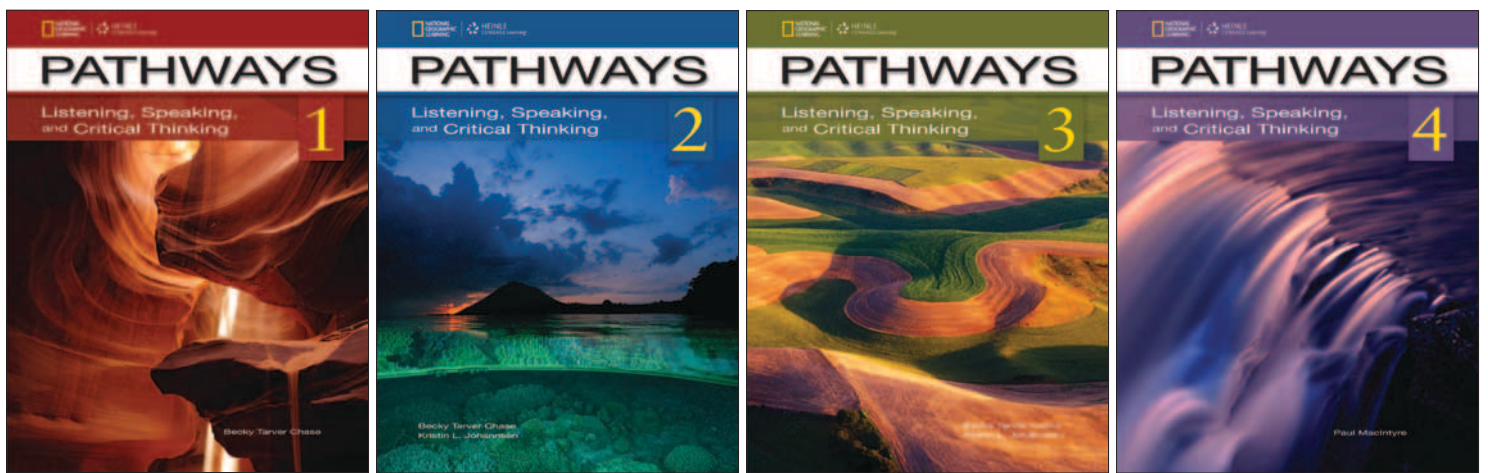
- Clear connections between reading and writing skills help students master both skills naturally.
- Academic reading skills and strategies, embedded in the unit tasks, prepare students to comprehend a variety of realistic academic texts.
- Step-by-step writing instruction with integrated grammar and 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: 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.



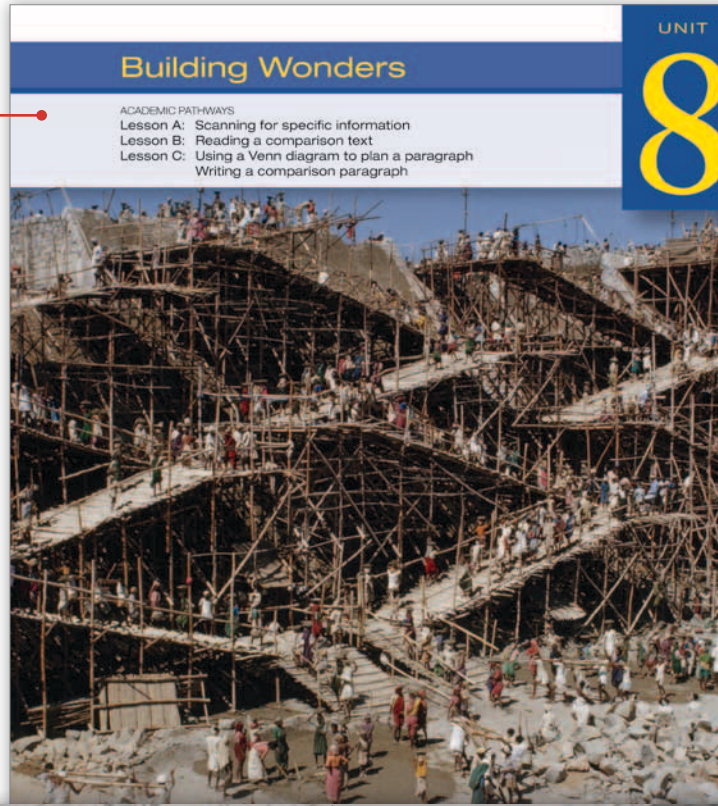
National Geographic articles, video, maps, and graphs engage students with academic content in a variety of genres and formats.

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*

Exploring the Theme

Read the information and discuss the questions.

1. Why do humans build monuments and other large structures? List as many reasons as you can.
2. What are some examples of monuments? Why are they important?
3. Which of the monuments mentioned below have you heard of? Which would you most like to visit?

Building Big

Throughout history, humans have felt a need to build huge structures. Some large structures that have a special purpose are known as monuments.

There are many reasons for building monuments. Some are tombs for great people. For example, ancient Egyptians built pyramids to protect their kings after death. Centuries later, the ruler Shah Jahan built the Taj Mahal in India to remember his dead wife. Some monuments remind us of great leaders in the past, such as Mount Rushmore's giant carvings of American presidents. Other monuments have religious purposes, such as Göbekli Tepe, one of the oldest religious structures on Earth. The purpose of some monuments, such as the ancient stone circle of Stonehenge in England, is still a mystery.

UNESCO (the United Nations Educational, Scientific, and Cultural Organization) protects many of these important structures as World Heritage Sites.

Builders work on the giant faces of George Washington (left) and Thomas Jefferson (right), two of four former U.S. presidents carved on Mount Rushmore, South Dakota, USA. Construction on the monument began in 1927 and took 14 years to complete.

142 | UNIT 8

BUILDING WONDERS | 143

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.

LESSON A PREPARING TO READ

A | Building Vocabulary. Find the words in **blue** in the read. Read the words around them and try to guess their meanings below to make definitions.

1. _____ An **architect** is _____
2. _____ If you **commit** yourself to something, _____
3. _____ If you **illustrate** ideas, _____
4. _____ If you get **inspiration** from something, _____
5. _____ A **successor** is _____
6. _____ **Sculpture** is _____
7. _____ A **structure** is _____
8. _____ An artistic **style** is characteristic of _____
9. _____ A **symbol** is _____
10. _____ A **theme** is _____

a. a shape or design
b. you explain something
c. a kind of art that shapes stories
d. it gives you an idea
e. an important piece of work
f. something that is in an ordered way
g. a particular style
h. a person who works after he or she has died
i. a person who gives you an idea
j. you give your opinion

B | Using Vocabulary. Answer the questions. Share your ideas.

1. What is the **style** of the building you are in right now?
2. What tasks or activities are you **committed** to right now?
3. From whom or what do you get **inspiration**? Explain.

C | Reasoning. If the style of a building is inspired by nature, list your ideas.

The ceiling is painted to look like the sky.

D | Predicting. Read the title and subheads of the reading passage at the pictures. Then work with a partner to find words in these questions.

1. What kind of person is the passage probably about?
2. What kind of building is the reading passage about?
3. What is special about the building?

Word Partners
Use **style** with (n.) leadership style, learning style, style of music, writing style(s), distinctive style, particular style, personal style.

144 | UNIT B

READING

Unfinished Masterpiece¹

Workers using ropes climb the tall columns inside Barcelona's La Sagrada Família.

It's a **STRUCTURE** that isn't finished, yet two million people visit it every year.

A Antoni Gaudí began building his church, La Sagrada Família, in 1881. Work continues to this day.

The **architect** Antoni Gaudí was born in 1852 near the town of Reus, in the Catalan region of Spain. As a child, he was interested in the natural wonders of the Catalan countryside. When he grew up, he went to Barcelona to study architecture. Gaudí designed many structures in Barcelona, but he was most **committed** to La Sagrada Família. In fact, by 1910, he stopped working on any other projects.

Inspired by Nature

Early in his career, Gaudí experimented with many **styles**, but eventually developed his own ideas about architecture. The natural world was the main **inspiration** for Gaudí's designs. "Nothing is art if it does not come from nature," he believed. Gaudí understood that the natural world is full of curved² forms, not straight lines. With this idea in mind, he based his structures on a simple idea: If nature is the work of God, then the best way to honor God is to design buildings based on nature.

The architect's love of nature combined with his religious beliefs guided the design of La Sagrada Família. Gaudí designed the inside of La Sagrada Família to feel like a forest. Inside the church, pillars³ rise up like trees. The **theme** continues outside. The outside of the church is decorated with **sculptures** of native wildlife. For example, a turtle—a **symbol** of the sea—and a tortoise—a symbol of the land—are carved⁴ into the base of two columns. Carvings of other animals, such as reptiles and birds, appear throughout the structure.

¹ A masterpiece is an extremely good work of art. ² If something is curved, it is out from wood or stone into a shape or pattern. ³ If something is curved, it is not straight. ⁴ Pillars are tall, round structures that support buildings.

BUILDING WONDERS | 145

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

LESSON A READING

Barcelona's Natural Wonder

■ Finished section
■ Unfinished section

146 | UNIT B

Natural Windows

Gaudí's windows are similar to shapes found in nature, such as in this algae, a tiny sea animal.

Vine Lines

Gaudí often used vine shapes to decorate the walls of the church.

Tower Tops

Some of the decorations on La Sagrada Família are modeled on Gaudí's study of crystals, grains, and grasses.

Tree Structures

Gaudí made a "forest" inside the church by creating columns that look like trees. He even carved shapes that look like places where branches were removed.

Spiral Stairways

The spiral is a common shape in nature. It exists in plants and animals. Gaudí used spirals in many parts of the church.

BUILDING WONDERS | 147


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

▲ For thousands of years, the Pyramids of Giza were the tallest structures on Earth. Archaeologists have learned much about how and when they were built, but many mysteries still remain.

Before Viewing

A | Reasoning: 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 honor 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 Khufu made of?
- About how long did it take to build the Pyramid of Khufu?
- 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 with the structures you read about in the previous reading. 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.

- Experts think the tall column may **represent** a person because it looks like a human being.
 - be a problem for
 - be a symbol of
 Part of speech: _____
- Some building projects **require** hundreds of people. Many people must work together to get the job done quickly.
 - hurt
 - need
 Part of speech: _____
- A wedding is a religious **ritual** for many people. The event often occurs in a holy place.
 - ceremony
 - document
 Part of speech: _____

Word Link

trans = across: **transport**, **transportation**, **transfer**; **trans** = translate. Note that **transport** can be both a noun and a verb, but the stress is different: (n) **transport**, (v) **transport**.

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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.

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.



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.

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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.

1. Paragraph C: What were Gaudi's ideas about architecture?

2. Paragraph D: How is La Sagrada Familia an example of Gaudi's architectural style?

3. Paragraph E: How did Gaudi help

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.

LESSON A DEVELOPING READING SKILLS

Strategy

When you scan, look for paraphrases of key words, as well as the key words themselves. For example, *began building* is a paraphrase for *started work on*.

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 Gaudi began building his church, La Sagrada Familia, in 1887.

First, your eyes go to 1887. Then your eyes go to *began building*. You have found the answer to the question—in 1887.

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.

Göbekli Tepe is one of the oldest man-made structures on Earth. It was already nearly 8,000 years old when both Stonehenge¹ and the pyramids of Egypt were built. The structure consists of dozens of stone pillars arranged in rings. The pillars are shaped like capital Ts, and many are covered with carvings of animals running and jumping. They are also very big—the tallest pillars are 18 feet (5.5 m) in height and weigh 16 tons (more than 14,500 kg). In fact, archaeologists think that Göbekli Tepe was probably the largest structure on Earth at the time.

How Was It Built?

At the time that Göbekli Tepe was built, most humans lived in small nomadic² 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 16-ton stones. Archaeologists found Stone Age³ 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.



Workers (top right) dragged stone pillars to the construction site. Builders carved the pillars and placed them in circles.



The Temple of Kukulcan, Chichén Itzá



Chichén Itzá

Where: Yucatan, Mexico

When built: 750–1200 A.D.

Chichén Itzá is an ancient city made of stepped pyramids, temples, and other stone structures. The largest building in Chichén Itzá is the Temple of Kukulcan, a pyramid with 365 steps. A kind of calendar, the temple shows the change of seasons. Twice a year on the spring and autumn equinoxes,⁴ a shadow falls on the pyramid in the shape of a snake. As the sun sets, this shadowy snake goes down the steps to eventually join a carved snake head on the pyramid's side.

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 sacrifices⁵ 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.⁶ They used the tops of the pyramids to view Venus and other planets.

- ¹ **Stonehenge** is a prehistoric monument in southern England, built around 2000 B.C.
- ² If a person or group is **nomadic**, they travel from place to place rather than living in one place all the time.
- ³ The **Stone Age** was a very early period in human history when people used tools and weapons made of stone, not metal.
- ⁴ An **equinox** is a time in the year when day and night are of equal length.
- ⁵ A **sacrifice** is a religious ceremony in which people or animals are killed.
- ⁶ 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 structure to include about each one. Think of one or two details to include about each one.

Transition words and phrases in your paragraph:
Similarities: similarly, both, also, too
Differences: but, however, on the other hand, unlike, whereas, in contrast, in comparison

Both Göbekli Tepe and Stonehenge are ancient structures.
Both Göbekli Tepe and Stonehenge are made of stone.
Both Göbekli Tepe and Stonehenge are used for religious purposes.
Both Göbekli Tepe and Stonehenge are located in Europe.

The pyramids at Chichén Itzá showed that the ancient people used Stonehenge as a kind of calendar.

CT Focus
Organizing ideas visually. For example, by using a Venn diagram or other graphic organizer, 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.

The Grant Library

built in 1890

The Barrett Library

used for student research

The Grant Library and the Barrett Library are both located in the center of the city. The Grant Library is a historic building, but the Barrett Library is a modern building. The Grant Library is used for general reading, but the Barrett Library is used for student research. The Grant Library is a landmark, but the Barrett Library is a functional building. The Grant Library is a symbol of the city's history, but the Barrett Library is a symbol of the city's progress.

1. Write a topic sentence that compares the two libraries.
 2. Write two or three points of comparison.
 3. Write a concluding sentence.

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STEP 2 Critical Thinking

EXPLORING WRITTEN ENGLISH LESSON C

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 Familia _____
 Göbekli Tepe _____
 Chichén Itzá _____
 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 Familia 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 explanation and more examples of comparative adjectives, see page 217.

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 5,500 miles (8,850 kilometers) long. Hadrian's Wall is 73 miles (120 kilometers) long. _____

157 | BUILDING WONDERS

Lesson C provides personalization opportunities through a guided writing assignment.

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

STEP 3 Drafting

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.

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LESSON C WRITING TASK: Revising

C | Analyze The paragraphs below compare the Golden Gate Bridge and the Brooklyn Bridge. Which paragraph is the first draft? ____ Which paragraph is the revision? ____

1 The Golden Gate Bridge and the Brooklyn Bridge are both examples of amazing engineering. They both have a similar design. They are both suspension bridges and both have tall towers. The Golden Gate Bridge is longer than the Brooklyn Bridge. The Golden Gate Bridge is 1.7 miles (2.7 kilometers) long. The Brooklyn Bridge is 1,595.5 feet (486.3 meters) long. It crosses the East River, connecting Manhattan with the borough of Brooklyn. It's the oldest suspension bridge in the United States and it became a National Historic Landmark in 1984. As for the Golden Gate Bridge, many people wonder where the name came from. The color of the bridge isn't in fact golden; instead, it's a brownish red color. The tower refers to part of the Pacific Ocean that it crosses, the Golden Gate.

2 The Golden Gate Bridge and the Brooklyn Bridge are both examples of amazing engineering. They have some features in common. Both are steel suspension bridges that are hung from cables. Both have tall towers that support the bridge. However, there are some differences. At 1.7 miles (2.7 kilometers) long, the Golden Gate Bridge is longer than the Brooklyn Bridge. The Golden Gate Bridge is 1,595.5 feet (486.3 meters) long. Also, the Golden Gate Bridge was built in 1937, while the Brooklyn Bridge was built in 1883. Both bridges have different purposes. Both carry thousands of cars, pedestrians, and bicycles. Both are busy areas of their city each day. The two bridges are similar in many ways, but they are different in terms of age and size.

D | Critical Thinking Analysis Work with a partner and answer the following questions about each paragraph.

- Does the paragraph have one main idea?
- Does the topic sentence introduce the main idea?
- Are there at least two points of comparison?
- Is there enough detail for the points of comparison?
- Are there transition words to show similarities or differences?
- Is the paragraph easy to read?

E | Revise Write a third draft of your paragraph. Use the Editing Checklist to find errors in your second draft. Make any other necessary changes.

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Strategy

When you write a comparison paragraph, use pronouns (it, they, etc.) to avoid repeating the same nouns too often. Make sure it is clear to the reader what the pronoun is referring to.



STEP 4
Revising

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 below 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 159.
Step 5 The two Venn diagrams should be similar. If they aren't, discuss how they differ.

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

Editing Checklist	Yes	No
1. Are all 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 tenses correct?		

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

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At almost 2,723 feet (830 meters), the Burj Khalifa became the world's tallest structure when it opened in 2010.

STEP 5
Editing

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.

UNIT QUIZ

- Mount Rushmore is a famous _____ in South Dakota, USA. (p.142)
- A(n) _____ is an important idea or subject found throughout a work of art. (p.144)
- Antoni Gaudi's architectural style was inspired by _____. (p.145)
- Scanning helps you find _____ quickly. (p.150)
- The Pyramids of Giza were built as _____ for pharaohs. (p.151)
- Experts think that Göbekli Tepe was a **temple / tomb / city**. (p.154)
- Writers use adjectives like *older* and *larger* to make _____. (p.157)
- A Venn diagram helps you see **differences / similarities / both differences and similarities**. (p.159)

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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.


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

Ancient Peoples and Places

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

UNIT

8



“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: 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 sites 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 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.

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.

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.

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.” The 1300-year-old site was uncovered in 2002 and became a UNESCO World Heritage site in 2010.

Moherjo Daro



The city of Moherjo Daro was built by the Indus Valley Civilization around 4500 years ago in what is now Pakistan. At that time, some 40,000 people lived in Moherjo Daro.

Map Key

- Ancient Egypt
- Inca Empire
- Mayan Civilization
- Great Zimbabwe
- Moherjo Daro
- Thang Long

142 | UNIT 8


ANCIENT PEOPLES AND PLACES | 143

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 (1) _____. The most (2) _____ part of the site dates to around 300 BC. At San Bartolo, a newer (3) _____ 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 (5) _____. 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.



A green stone figure was found with other items in the Mayan royal tomb at San Bartolo.

- B | Take turns asking and answering the following questions with a partner.
- Where in the world can you see **pyramids**?
 - What **ancient** cultures have you studied? What do you remember about them?
 - What are some ways people **reveal** their emotions?
 - Which countries have **royal** families?
 - What kinds of objects do you think were **buried** with Mayan kings?
 - Have you seen any famous **murals**? Which one? What kinds of **images** did it show?
 - What famous archaeological **site** would you like to visit? Why?
 - What kinds of things do archaeologists **dig** for? What do they hope to find?
 - 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.
- What ancient civilizations are there in your part of the world?
 - Where did those people live?
 - How do we know about them?

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

LESSON A DEVELOPING LISTENING SKILLS

Pronunciation

Question Intonation

In *yes/no* questions, the speaker's voice rises on the last content word. Content words (*nouns, verbs, adjectives, and adverbs*) are words that carry meaning.

Did you see 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**?



The Taj Mahal was built in the 17th Century AD.

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.

LESSON A EXPLORING SPOKEN ENGLISH

Grammar

A | **Pre-Reading:** Look at the sentences below. How are they similar? How are they different?

- They buried the king in a tomb.
- 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.

- The Temple of Artemis at Ephesus _____ (build) to honor a Greek goddess.
- The Hanging Gardens of Babylon _____ (plant) by King Nebuchadnezzar II.
- The Lighthouse of Alexandria _____ (construct) in the third century BC.
- The Colossus of Rhodes _____ (destroy) by an earthquake.
- The Statue of Zeus at Olympia _____ (keep) inside its own temple.
- Eight hundred tons of stone _____ (carry) every day to build the Great Pyramid of Giza.
- The Mausoleum of Mausollos 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.



The pyramids of Giza in Egypt are among the original Seven Wonders of the Ancient World.



The Temple of Artemis in Ephesus, Turkey.

"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.

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 in the box. Write down the words you know. Use a dictionary for words you don't know.

tourism 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 (1) _____ in what is now Peru. The city lasted from around AD 1100 to around AD 1500, before Spanish *conquistadors* arrived in South America.

After the Incas were defeated by the Spanish, few people lived at Machu Picchu. Then in 1911, an English (2) _____ 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 (3) _____ the city. Some people say that (4) _____ brings more money to the area, but others worry that (5) _____ brings more damage to the city.

152 | UNIT 8

“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*

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

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?

The Inca ruins of Machu Picchu

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Lesson A closes with a full page of speaking activities, including pair and group work to boost learner confidence.

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 shovel made from the **horn** of an animal. It may have been used for cooking or digging 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?

With your group, prepare a short presentation about the artifacts on your ideas in your notebook. Your presentation should include the questions from exercise B.

Use your imagination. (What words do you think found it? What other artifacts do you think you did you choose this artifact?)

Each student in your group should present with another group. Take turns presenting your artifacts.

What are the hard pointed things that grow from its head.

ANCIENT PEOPLES AND PLACES | 151

UNIT

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.



The Colosseum in Rome is one of the New Seven Wonders of the World.

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 Itza	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: _____

<i>Who?</i>	<i>What?</i>	<i>When?</i>
<i>Where?</i>	<i>How?</i>	<i>Why?</i>

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

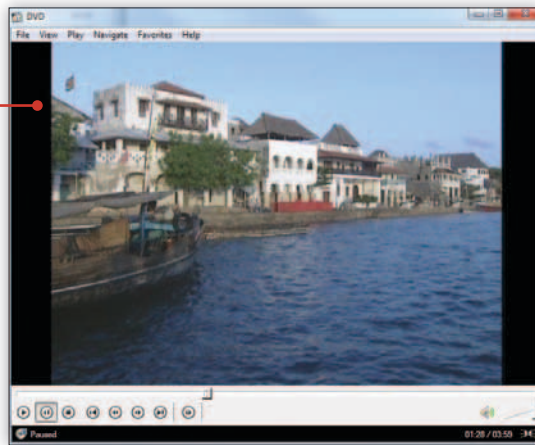
Pathways: Listening, Speaking, and Critical Thinking

For The Teacher:

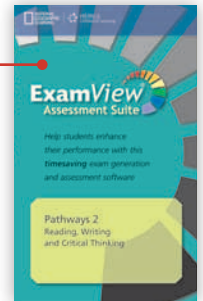
A Teacher's Guide for each level, including teacher's notes, expansion activities, rubrics for evaluating written assignments, and answer keys for activities in the Student Book.

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

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

UNIT 3 EXPLORING THE THEME: Human Migration

Exploring the Theme: Human Migration

A Look at the map and read the captions. Then answer the questions.

1. What do the circles show? What do the arrows show?
2. What are Germany's cities?
3. What information does this map show about your country?

B Look at the photos and read the captions. Then answer the questions.

1. For how many years was Ellis Island the entry point for immigrants to the United States?
2. According to the information on these pages, why did people migrate to Germany? to Saudi Arabia? to Australia?

Migration

Germany's city population

Year	Population
1990	82 million
2000	82 million
2010	82 million

Immigrant populations in Saudi Arabia

Year	Population
2000	2.5 million
2010	3.5 million

Ellis Island

Ellis Island, New York was the entry point for immigrants to the United States between the years 1952 to 1954.

Germany

During the 1950s, Germany made an agreement with Turkey to allow people to work and live in the country for two years. Many Turkish people called Germans.

Australia

Many Europeans were displaced from their countries after World War II and moved to Australia. Since 1945, nearly 7 million people have immigrated to Australia. The photo shows an Australian classroom teaching English to European immigrants.

Saudi Arabia

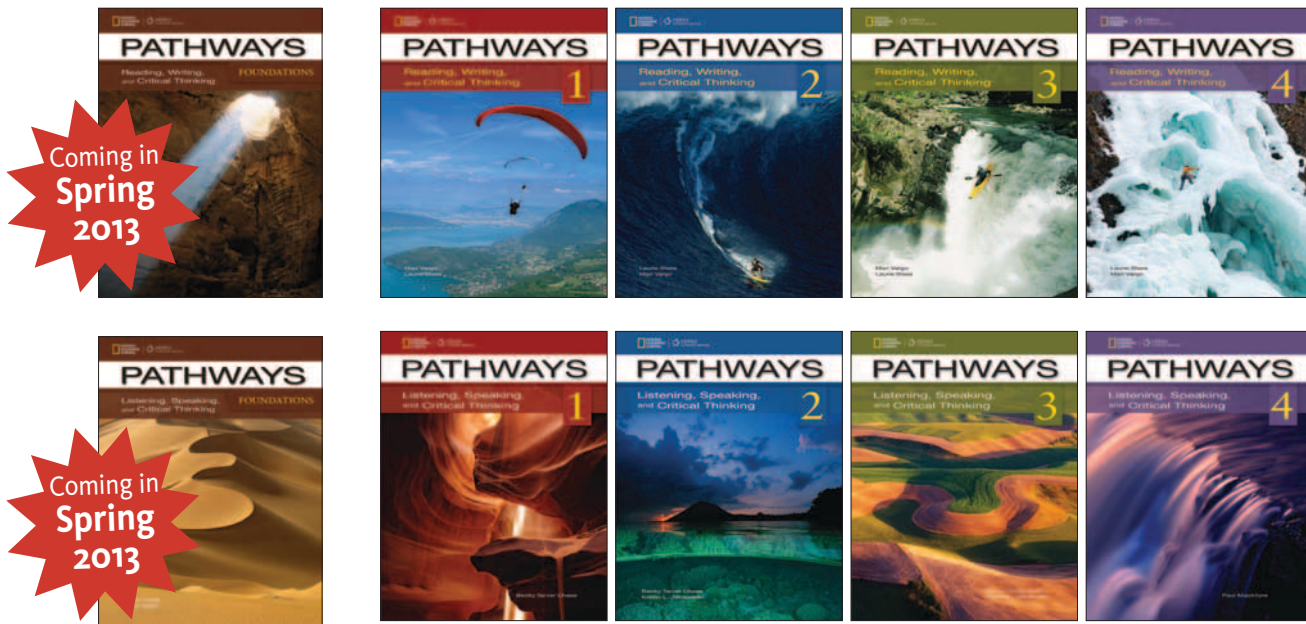
In 2005, over 30 percent of Saudi Arabia's population consisted of non-Saudi Arabs, with 70 percent of the non-Saudi Arab residents from foreign lands. Most immigrants who go to Saudi Arabia to work are from Bangladesh, India, and Pakistan.

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.



PATHWAYS 2 UNIT 4: LESSON A: VOCABULARY

Drag the correct word into each sentence or question. Click the words to change your answer. Scroll down. Complete all items. Then click **Submit** to check your answers.

restore reduce estimate quantity population survive stable species diverse ecosystem

1. Top universities often have students with _____ cultural and language backgrounds.
2. Deforestation can have a major impact on the _____ of a rainforest.
3. Scientists _____ that the world _____ will reach 9 million people by 2050.
4. It can take a long time to _____ basic services after a major earthquake.
5. All animal _____ need oxygen, food, and water in order to _____.
6. Economic conditions are generally more _____ in times of peace than in times of war.
7. Governments are working to _____ the _____ of greenhouse gases released into the atmosphere each year.

Show Answer Submit

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