

PATHWAYS

SECOND
EDITION

SAMPLER

**COMPLETE
UNITS INSIDE:**

- **Listening, Speaking,
and Critical Thinking**
- **Reading, Writing,
and Critical Thinking**

The Pathway to ACADEMIC READINESS

Pathways, Second Edition uses compelling National Geographic stories, photos, video, and infographics to bring the world to the classroom. Authentic, relevant content and carefully sequenced lessons engage learners while equipping them with the skills needed for academic success.

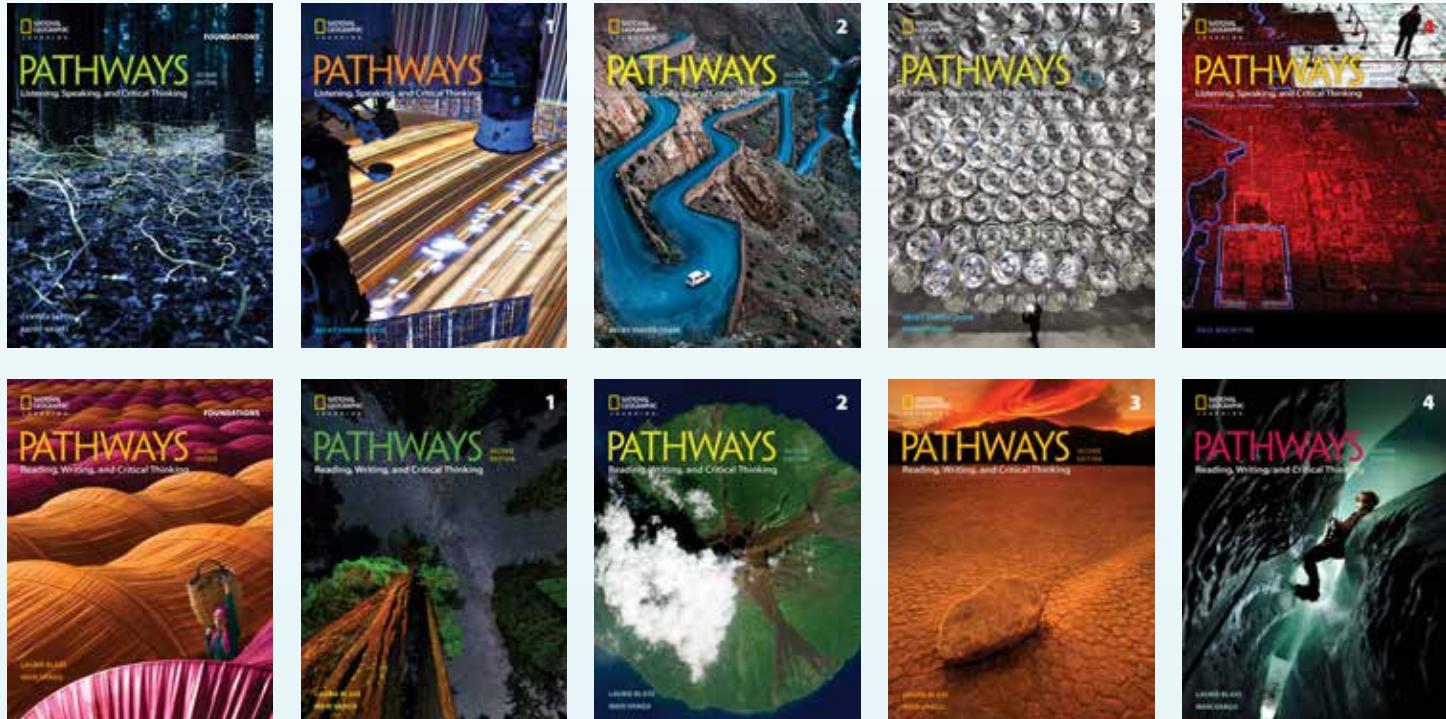


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THE NEW EDITION OF PATHWAYS Authentic and Relevant Content Brings the Classroom to Life

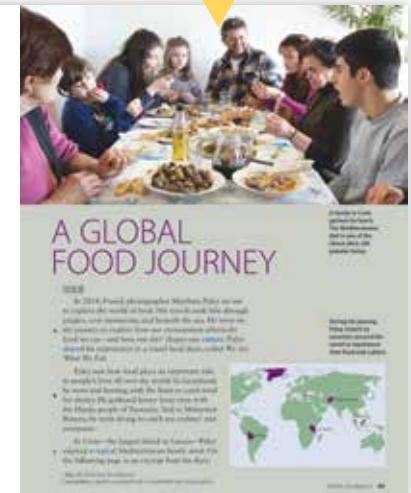


Authentic and relevant content from National Geographic, including video, charts, and other infographics, prepares students to work effectively and confidently in an academic environment.

Explore the Theme asks learners to engage with the unit's topic immediately, and develops their visual literacy skills.

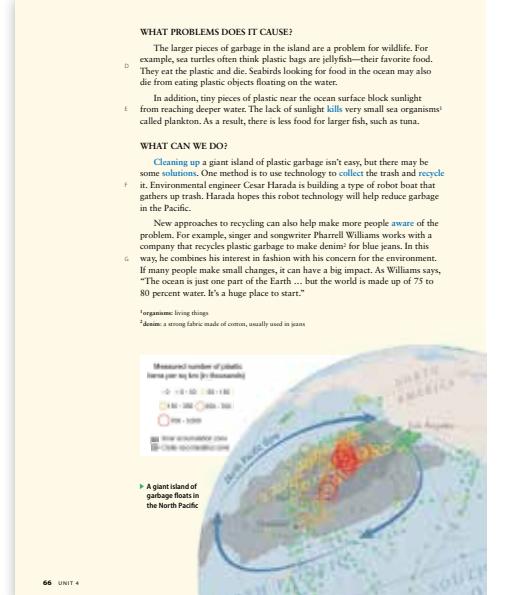
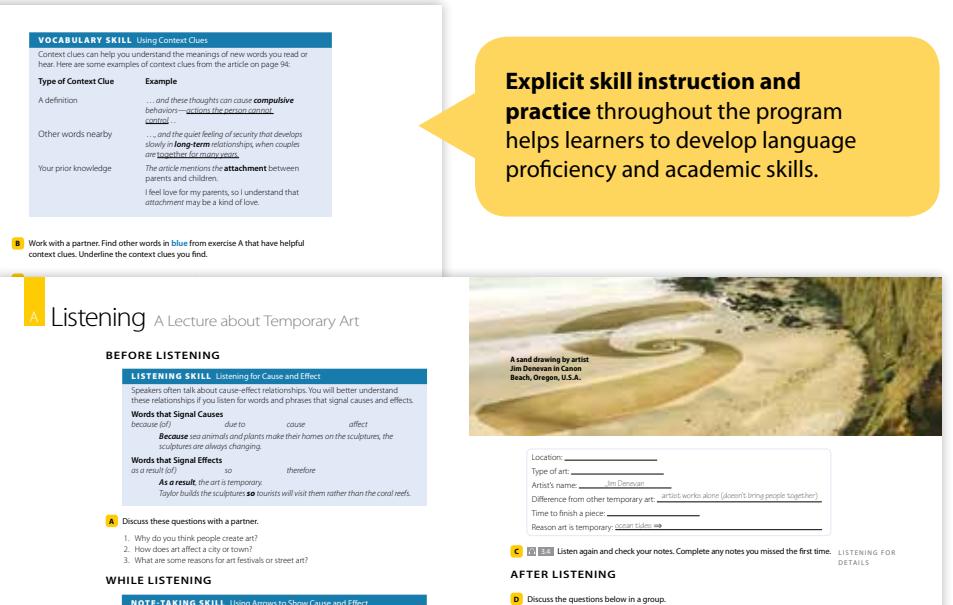
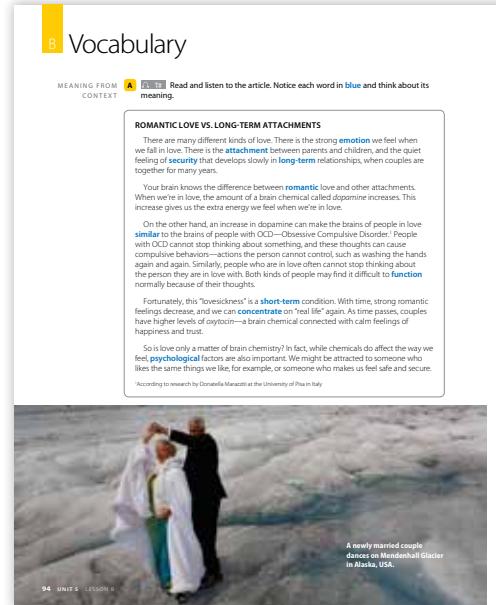


Video sections in each unit have been extensively updated with short National Geographic video clips, providing learners with additional content, language, and skills practice.

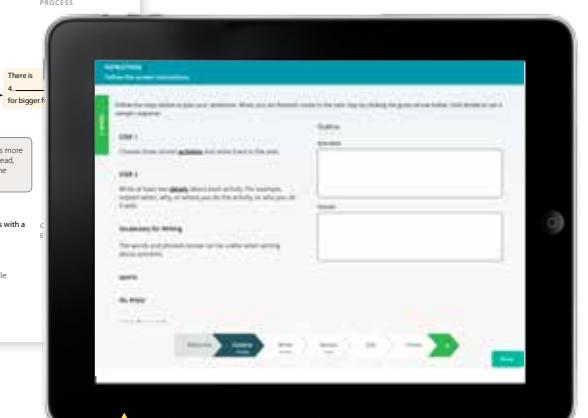


THE NEW EDITION OF PATHWAYS

Explicit Skill Development Prepares Students for the Academic Classroom



Critical Thinking activities, integrated throughout each unit, help to develop independent learners.



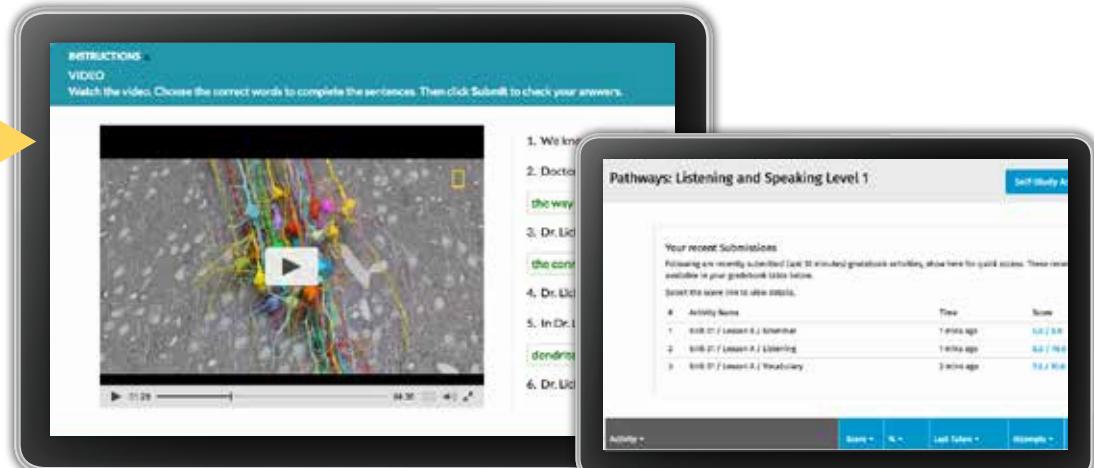
Guided online writing practice provides reinforcement and consolidation of language skills, helping learners to become stronger and more confident writers.

THE NEW EDITION OF PATHWAYS

Support for Students and Instructors Ensures Successful Outcomes

Explicit skill instruction and practice throughout the program helps learners to develop language proficiency and academic skills.

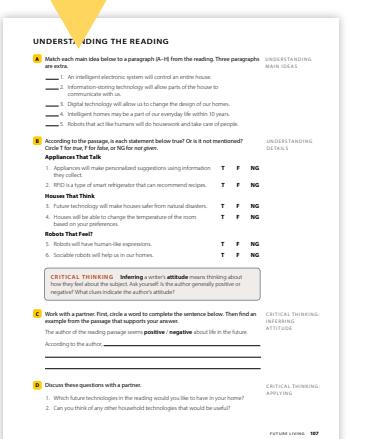
Online Workbooks, powered by MyELT, provide automatically-graded reinforcement and consolidation of language and skills, with course management and reporting tools for instructors.



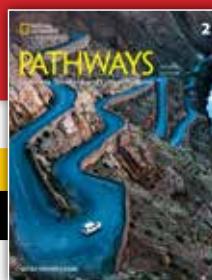
Classroom Presentation Tools include all Student Book pages, as well as video, audio, and answers to all activities integrated at point of use.



ExamView® Assessment CD-ROM allows instructors to generate test and exams quickly and conveniently.

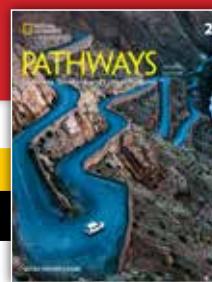


Companion Website for instructors and students provides additional materials to support the Pathways program.

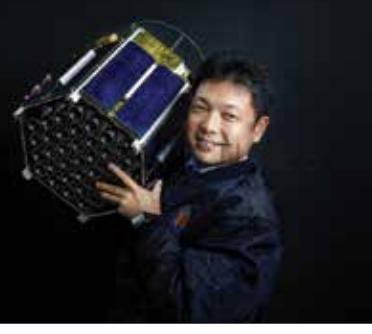


Scope and Sequence

ACADEMIC SKILLS							
Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking	
1 HEALTHY LIVES <i>page 1</i> ACADEMIC TRACK: Health Science	Lesson A A Talk about Preventing Heart Disease (with slide show)  Bee Therapy Lesson B A Conversation about Allergies	<ul style="list-style-type: none"> Listening for Main Ideas Writing Key Words and Phrases 	<ul style="list-style-type: none"> Keeping a Conversation Going Practicing Your Presentation Lesson Task Presenting Healthy Habits Final Task Participating in a Discussion about Health	Understanding Meaning from Context	<ul style="list-style-type: none"> Expressions of Frequency Final -s sounds 	Focus Interpreting Visuals Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting	
2 TECHNOLOGY TODAY AND TOMORROW <i>page 21</i> ACADEMIC TRACK: Technology	Lesson A A Radio Show about AI  Can Robots Learn to Be More Human? Lesson B A Conversation about Technology	<ul style="list-style-type: none"> Identifying Important Details Using Abbreviations 	<ul style="list-style-type: none"> Giving Reasons Making Eye Contact Lesson Task Discussing Self-Driving Cars Final Task Presenting a New Technology Product	Using Collocations	<ul style="list-style-type: none"> Action and Nonaction Verbs Stressed Content Words 	Focus Synthesizing Analyzing, Brainstorming, Evaluating, Interpreting a Bar Graph, Organizing Ideas, Personalizing, Prior Knowledge, Reflecting	
3 CULTURE AND TRADITION <i>page 41</i> ACADEMIC TRACK: Sociology	Lesson A A Lecture about Cowboys (with slide show)  Faces of India Lesson B An Assignment about Music	<ul style="list-style-type: none"> Asking Questions While Listening Using a Numbered List 	<ul style="list-style-type: none"> Asking for and Giving Clarification Using Good Posture Lesson Task Exchanging Information about Cowboys Final Task Presenting a Kind of Music	Keeping a Vocabulary Journal	<ul style="list-style-type: none"> The Past Continuous Reduced Function Words 	Focus Activating Prior Knowledge Analyzing, Brainstorming, Making Inferences, Organizing Ideas, Personalizing, Reflecting	
4 A THIRSTY WORLD <i>page 61</i> ACADEMIC TRACK: Interdisciplinary	Lesson A A Talk about the Itaipu Dam (with slide show)  Dam-Release Rafting Lesson B A Discussion about the Ogallala Aquifer	<ul style="list-style-type: none"> Listening for Problems and Solutions Using a T-Chart 	<ul style="list-style-type: none"> Asking for and Giving Opinions Speaking at the Right Volume Lesson Task Presenting a Clean Water Device Final Task Role-Playing a Meeting	Recognizing Suffixes	<ul style="list-style-type: none"> Active and Passive Voice Suffixes and Syllable Stress 	Focus Prioritizing Analyzing, Applying, Evaluating, Interpreting a Map, Organizing Ideas, Predicting, Personalizing, Prior Knowledge	
5 INSIDE THE BRAIN <i>page 81</i> ACADEMIC TRACK: Psychology	Lesson A A Podcast about Exercise and the Brain (with slide show)  3-D Brain Scans Lesson B A Discussion about Memory, Learning, and Emotions	<ul style="list-style-type: none"> Listening for Reasons and Explanations Recording the Steps in a Process 	<ul style="list-style-type: none"> Making Suggestions Pausing to Check Understanding Lesson Task Discussing Problems and Solutions Final Task Planning a Presentation about the Human Brain	Using Context Clues	<ul style="list-style-type: none"> Infinitives after Verbs Linking 	Focus Identifying Solutions Analyzing, Applying, Evaluating, Organizing Ideas, Personalizing, Predicting, Reflecting	



Scope and Sequence

ACADEMIC SKILLS							
Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking	
 6 LET'S EAT! page 101 ACADEMIC TRACK: Health & Nutrition	Lesson A A Presentation about the Korean Diet (with slide show)  The Food and Culture of Oaxaca Lesson B A Discussion about Food Psychology	<ul style="list-style-type: none"> Listening for Numerical Data Using a Split Page to Take Notes 	<ul style="list-style-type: none"> Interrupting and Returning to a Topic Starting Strong Lesson Task Participating in a Group Discussion Final Task Presenting a Marketing Plan	Recognizing Parts of Speech	<ul style="list-style-type: none"> The Real Conditional: Present and Future Intonation: Finished and Unfinished Sentences 	Focus Evaluating Analyzing, Brainstorming, Evaluating, Organizing Ideas, Personalizing, Predicting, Prior Knowledge	
 7 OUR ACTIVE EARTH page 121 ACADEMIC TRACK: Earth Science	Lesson A An Earth Science Lecture (with slide show)  Volcano Trek Lesson B A Discussion about Volcanoes	<ul style="list-style-type: none"> Listening for Transitions Using a Chart to Take Notes 	<ul style="list-style-type: none"> Using Transitions Speaking at the Right Pace Lesson Task Interviewing a Partner about an Experience Final Task Giving a Presentation about a Natural Disaster	Using <i>Affect</i> and <i>Effect</i>	<ul style="list-style-type: none"> Gerunds as Subjects and Objects Syllable Number and Syllable Stress Review 	Focus Predicting Exam Questions Analyzing, Applying, Evaluating, Interpreting a Diagram, Interpreting a Map, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting	
 8 WONDERS FROM THE PAST page 141 ACADEMIC TRACK: Archaeology/Anthropology	Lesson A A Guided Tour of Uxmal  Sarah Parcak: Space Archaeologist and Egyptologist Lesson B A Conversation about an Assignment	<ul style="list-style-type: none"> Listening for Examples Recording Examples 	<ul style="list-style-type: none"> Summarizing Using Index Cards Lesson Task Presenting Ancient Artifacts Final Task Giving a Presentation about a Historical Site	Using Antonyms	<ul style="list-style-type: none"> The Passive Voice with the Past Question Intonation 	Focus Applying Knowledge Analyzing, Applying, Brainstorming, Evaluating, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting	
 9 SPECIES SURVIVAL page 161 ACADEMIC TRACK: Life Science	Lesson A A Talk about Birds (with slide show)  Amazing Chameleons Lesson B A Conversation about a Photo Project	<ul style="list-style-type: none"> Listening for Repeated Words Re-Writing Your Notes 	<ul style="list-style-type: none"> Talking about Causes and Effects Timing Your Presentation Lesson Task Presenting a Life Lesson Final Task A Research Proposal	Identifying the Correct Definition	<ul style="list-style-type: none"> Phrasal Verbs Stress in Multi-Syllable Words 	Focus Personalizing Analyzing, Organizing Ideas, Prior Knowledge	
 10 ENTREPRENEURS AND INNOVATORS page 181 ACADEMIC TRACK: Business	Lesson A A Presentation about a Success Story (with slide show)  Eco-Fuel Africa Lesson B A Conversation about Jack Andraka	<ul style="list-style-type: none"> Distinguishing Facts and Opinions Reviewing and Editing Your Notes 	Rephrasing Thinking about Your Audience Lesson Task Interpreting Quotations Final Task Presenting a New Product	Recognizing Adjectives and Adverbs	<ul style="list-style-type: none"> The Present Perfect and Signal Words Infinitives to Show Purpose Though Groups 	Focus Interpreting Data Analyzing, Brainstorming, Interpreting Quotations, Organizing Ideas, Prior Knowledge, Personalizing, Ranking, Reflecting	

THE NEW EDITION OF PATHWAYS
**Listening, Speaking,
and Critical Thinking**

Listening, Speaking, and Critical Thinking, Level 2

Listening passages have been extensively updated and incorporate a variety of listening types such as podcasts, lectures, interviews, and conversations.

Explicit instruction and practice for note-taking, listening, speaking, grammar, vocabulary, and pronunciation develop language proficiency and build academic skills.

Integrated listening and speaking activities help prepare students for standardized tests like TOEFL® and IELTS.

A Listening A Podcast about Strange Weather

BEFORE LISTENING

CRITICAL THINKING Activating Prior Knowledge

Prior knowledge means all the things you already know. When you think about a topic or situation, you can use your prior knowledge to help you understand more. Here is an example:

Topic: A TV show about dangerous weather

Ask yourself: What do I know about this topic? (Some storms are dangerous. Perhaps they will talk about tornadoes or lightning or typhoons. They might give some advice about staying safe.)

PRIOR KNOWLEDGE

A You will listen to a podcast about strange weather. Discuss the questions below with a partner.

- What strange weather do you know about? Why is it strange?
- Have you ever experienced strange weather? Explain the situation.

B Form a group with another pair of students. Share your ideas from exercise A. Then discuss the photo on page 67. What do you think has happened? Why?

LISTENING SKILL Listening for Definitions

Speakers often explain or define terms that are important but may be unfamiliar to listeners. After an unfamiliar term, listen for forms of be in the simple present, or the word of, as these are often followed by a definition.

Speaker says: **B** a whirling cloud like a tornado that forms over water. Today we're going to talk about **weird weather**, or not your usual rain, sun, and snow.

WHILE LISTENING

C Read the questions. Then listen and choose the correct word to complete the main ideas.

- The podcast is mostly about _____ weather.

D Listen again. Match the phrases to their definitions.

- a whirling cloud like a tornado that forms over water
- a tight whirling cloud of fire
- a round shape in sky can be red, orange, or blue
- a whirling cloud that can occur when wind moves over loose sticky snow, causing it to move
- a beautiful crystal that is formed by very low temperatures and dry air moving over water

AFTER LISTENING

E Discuss the question below in a group.

The meteorologist says, "Ball lightning moves fast and doesn't last long, so it's hard to study." Which of the other weather situations might be hard to study and why?

PRONUNCIATION Reduced of

Careful Speech

a lot of snow → (sounds like) a lot-av snow

most of my friends → most-av my friends

a ball of lightning → a ball-av lightning

the rest of the podcast → the rest-av the podcast

Reduced of

→ (sounds like)

a lot-av snow

most-av my friends

a ball-av lightning

the rest-av the podcast

F Practice saying the sentences below with a partner. Use reduced of.

- I have a couple of questions for you.
- A lot of people seem to know if it's going to snow.
- There are droughts in many parts of the world.
- Suddenly a strong gust of wind hit them.
- Most of the storms were still far away.
- We could get a lot of rain.

Caption TK

CRITICAL THINKING Analyzing Visuals

Making meaning from visual information can help you understand a concept better. To understand visuals, always read the title, the labels, and the key or legend that explains what the colors and numbers mean.

C Study the infographic below. Then discuss the questions with your classmates.

- What does the infographic show?
- Which countries is this information about?
- What percentage of fruits and vegetables do people eat in those countries?
- Which step in the process has the most loss? The most waste?
- Does this information surprise you? Explain.

FINAL TASK Presenting a Plan

You are going to give a short presentation to a small group about how you can personally prevent food waste. Discuss the information below, then develop a plan to prevent food waste.

A Study the information about wasted fruits and vegetables again. What percentage of food loss or waste occurs at each step or location?

— farms	— shipping/storage	— processing (juicing, baking)
— supermarkets	— homes	

LOST Produce abandoned or discarded during harvesting, shipping, or processing
WASTED Produce discarded by vendors or consumers, often because of damage or expiration dates

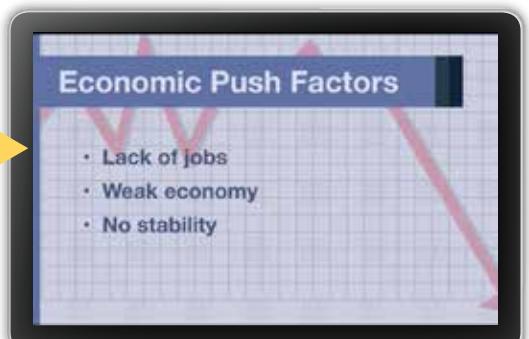
Lost and Tossed

FRUIT AND VEGETABLE SUPPLY CHAIN

98 UNIT 5 LESSON B

99

Slide Shows for selected listening passages integrate text and visuals to give learners a more authentic listening experience.



A THIRSTY WORLD 4

Your complete sample unit of *Pathways*, Second Edition, Listening, Speaking and Critical Thinking begins here! To learn more about the new edition of *Pathways*, and view more sample materials, please visit NGL.Cengage.com/pathwaysseries.



Three million black plastic balls help turn away the sun's UV rays and protect the drinking water in the Ivanhoe Reservoir in Los Angeles California, USA.

ACADEMIC SKILLS

LISTENING Listening for Problems and Solutions Using a T-Chart

SPEAKING Asking for and Giving Opinions Suffixes and Syllable Stress

CRITICAL THINKING Prioritizing

THINK AND DISCUSS

- Look at the photo. What do you think these people are doing?
- Which do you think is a bigger problem—too much water, or not enough water?

EXPLORE THE THEME

Look at the infographic and read the information. Then discuss the questions.

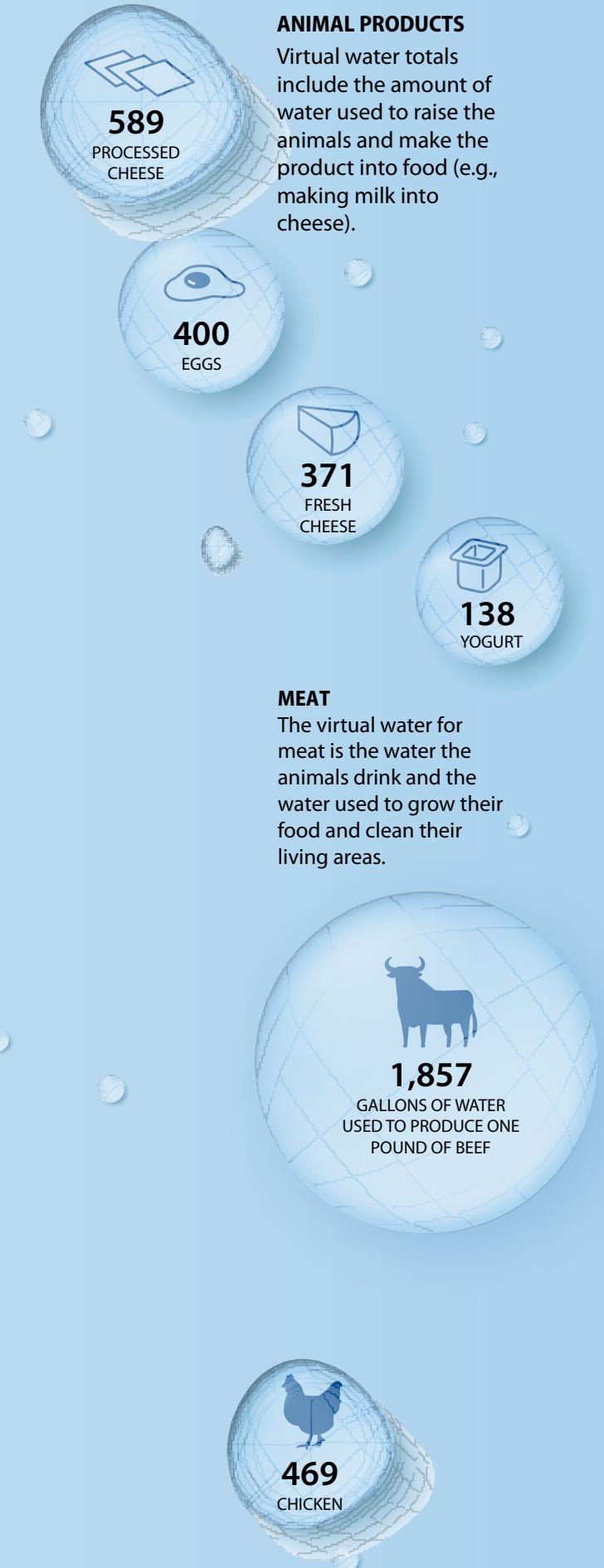
1. What is *Hidden Water*, or *virtual water*?
2. How many gallons of water are required to produce a cup of tea? A pair of jeans? A T-shirt? A pound of figs?
3. Which kind of diet requires more water: a mostly vegetarian diet or a diet that includes meat? Why?
4. Does any of the information from the infographic surprise you? Will it cause you to change any of your everyday habits?

HIDDEN WATER

The world consumes trillions of virtual gallons of water. When you serve a pound of beef, you are also serving 1,857 gallons¹ of water. A cup of coffee? That's 37 gallons, enough water to fill the average bathtub. When you wear a pair of jeans, you're wearing 2,900 gallons.

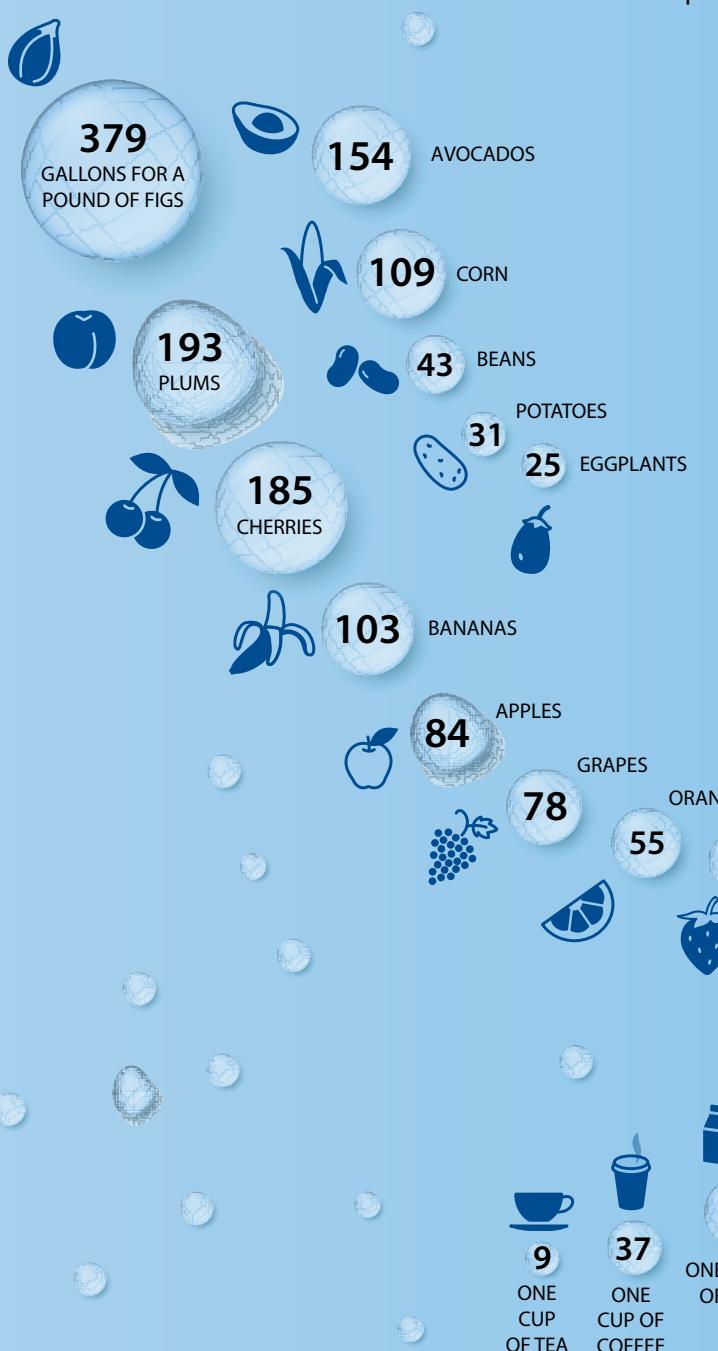
This is the amount of fresh water that we consume but don't actually see. It's called *virtual water*: the amount of water used to create a product.

¹one gallon = 3.785 liters



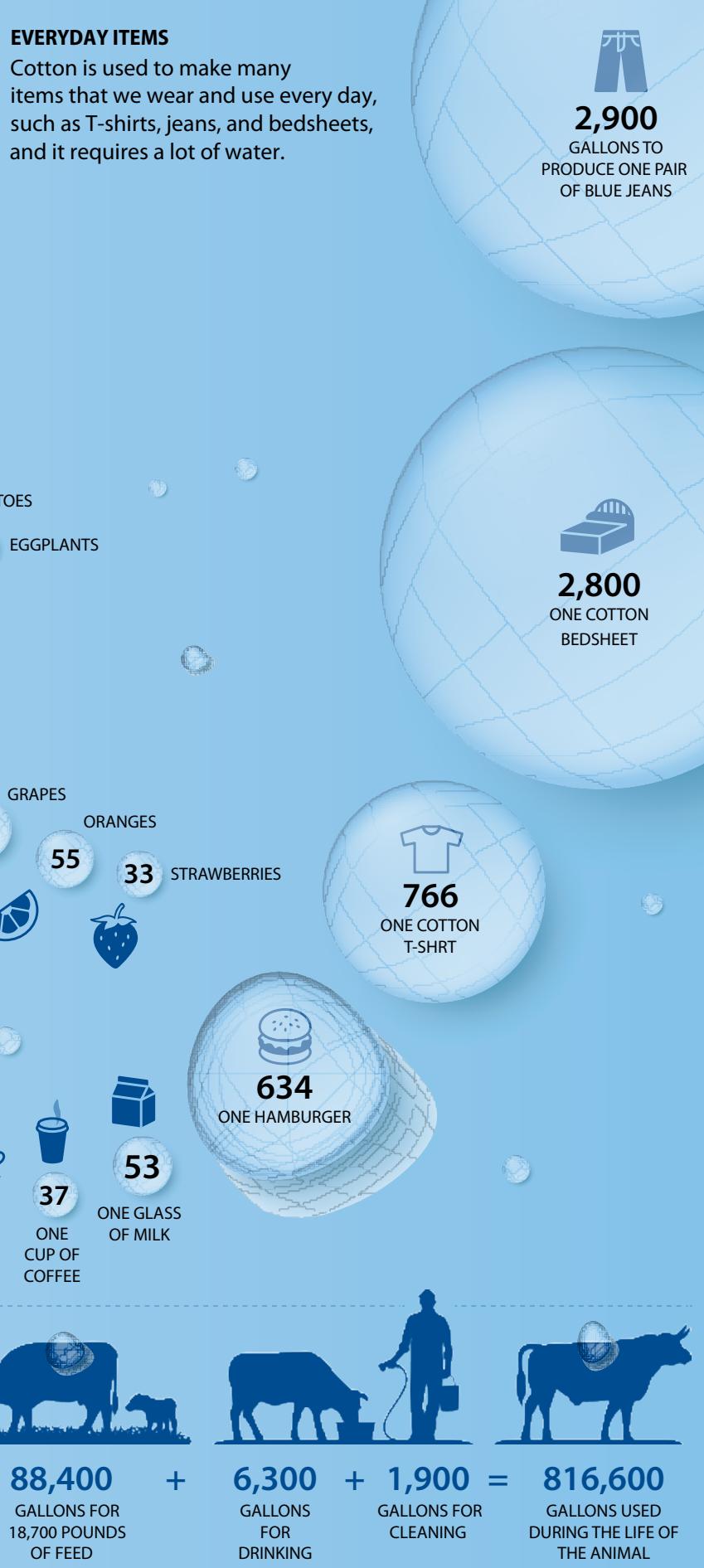
FRUITS AND VEGETABLES

Both rainwater and irrigation water are included in the virtual-water totals for fruits and vegetables.



EVERYDAY ITEMS

Cotton is used to make many items that we wear and use every day, such as T-shirts, jeans, and bedsheets, and it requires a lot of water.



A Vocabulary

MEANING FROM CONTEXT

A 1.27 Read and listen to the statements in the quiz below. Notice each word in **blue** and think about its meaning.

QUIZ: HOW MUCH DO YOU KNOW ABOUT WATER?

1. The Amazon River supplies about 20% of the fresh water that enters the world's oceans.	T	F
2. Farmers require 911 gallons (3,450 liters) of water to produce 2.2 pounds (1 kilogram) of rice.	T	F
3. The risk of disease is high if the water you drink is not clean. About 1 million people die each year from drinking dirty water.	T	F
4. Farming uses a significant amount of water—up to 40 percent of the fresh water used worldwide.	T	F
5. The United States has built more than 80,000 dams ¹ to manage water for different uses such as producing electricity.	T	F
6. Scientists say that 13 gallons (50 liters) of water per day is adequate for one person.	T	F
7. You can collect water in a desert with just a sheet of plastic and an empty can.	T	F
8. Water is a renewable resource , so we can use the same water again and again.	T	F
9. The Nile River in Africa (the longest river in the world) flows through four different countries.	T	F
10. People in Australia use the smallest amount of water of any country in the world.	T	F

¹**dam** (n): a wall built across a river to stop the water from flowing, often to make electricity

B Match each word in **blue** from exercise A with its definition.

1. ____ supplies (v)	a. material people can use
2. ____ require (v)	b. how much there is of something
3. ____ risk (n)	c. possibility that something bad will happen
4. ____ significant (adj)	d. enough
5. ____ manage (v)	e. moves slowly without stopping
6. ____ adequate (adj)	f. to bring together
7. ____ collect (v)	g. gives or provides something
8. ____ resource (n)	h. to need
9. ____ flows	i. important, meaningful
10. ____ amount (n)	j. to use carefully



A hiker filters water in the Talkeetna Mountains near Palmer, Alaska, USA.

C Take the quiz from exercise A. Choose T for *True* and F for *False* for each statement.

D Work with a partner. Compare and discuss your answers from the quiz. Then check your answers at the bottom of this page.

VOCABULARY SKILL Recognizing Suffixes

Adding a suffix to a word changes its part of speech, or grammatical function. For example, the suffixes *-ion*, *-ity*, and *-ment* change verbs to nouns. Recognizing suffixes and parts of speech can help you build your vocabulary.

Verb	Noun
preserve	preservation
govern	government
equal	equality

E Choose the correct form of the word to complete each sentence. Then compare your answers with a partner's.

1. Chemistry 101 is a (require / requirement) for my major, so I have to take the course.
2. I have an interesting (collect / collection) of stamps from different countries.
3. The manager is not (available / availability) right now. She's in a meeting.
4. The price of food depends on its (available / availability). It's cheaper when there is a lot of it.
5. Good water (manage / management) can help our city during the dry season.
6. Desert plants (require / requirement) very little water to grow.

F Work in a group. Discuss these questions.

1. What are the risks of not having enough water? Of having too much water? Do you know of any places that have experienced these problems recently?
2. Besides water, what are some things you require each day?
3. How is the water supply in your country? Is it difficult to get an adequate amount of clean water where you live?
4. Good management of natural resources can make them last longer. Besides water, what are some natural resources that people need to manage well?

CRITICAL THINKING:
ANALYZING

Answers: The false statements are 3. (about 6 to 8 million people die each year), 4. (around 70 percent of fresh water is used for farming), 9. (11 different countries), and 10. (Mozambique, in Africa).

A Listening A Talk about the Itaipu Dam

The Itaipu Dam, on the border between Brazil and Paraguay, was built across the Paraná River.

BEFORE LISTENING

PRIOR KNOWLEDGE

A Work with a partner. Look at the map and photo, and discuss these questions.

1. What do you know about Brazil and Paraguay? Have you ever been to those countries or read news stories about them?
2. The photo shows the Paraná River behind the Itaipu Dam. Can you explain what a dam such as this does?

WHILE LISTENING

LISTENING FOR MAIN IDEAS

B    Listen to a talk and check (✓) the main idea.

1. The Itaipu Dam is one of the largest dams in the world.
2. Building the Itaipu Dam forced many families to leave their land.
3. The Itaipu Dam is good for the economies of Brazil and Paraguay.
4. There are both benefits and problems with the Itaipu Dam.

NOTE-TAKING SKILL Using a T-Chart

Using a T-chart is a helpful way to take notes on two aspects of a topic such as benefits and problems, advantages and disadvantages, or facts and opinions. Having your notes organized in a T-chart is also helpful when you need to review or study the information later.

Farming	
Benefits	Problems
produces food	requires a lot of water

C   1.28 Listen to the talk again, and complete the notes in the T-chart with the information you hear.

NOTE TAKING

Itaipu Dam (Paraná River, Paraguay and Brazil)	
Benefits	Problems
– Building the dam created jobs: about <u>1</u> workers were required.	– Reservoir covered <u>7</u> square miles of <u>8</u> with water.
– Good for economy: 1. Provides about <u>2</u> % of the electricity used in Brazil and about <u>3</u> % in Paraguay.	– Around <u>9</u> families lost their <u>10</u> and had to leave the area.
2. Tourist attraction: <u>4</u> can go on free tours and go <u>5</u> in natural areas.	– Some <u>11</u> and <u>12</u> sites now underwater.
– Supplies water that <u>6</u> can use during times of drought.	– Farmers say reservoir may be raising <u>13</u> temperatures by as much as 4°C.
	– Not everyone thinks the <u>14</u> between the two countries is <u>15</u> .

AFTER LISTENING

D Work with a partner. Decide which person (or people) would agree with each of the statements below. Then discuss the statements and give reasons for the sentences you agree with.

1. The problems with the dam are more significant than the benefits it provides.
2. It might be necessary for some families to lose their land if the result is electricity for many people.
3. The benefits of the dam are more significant than the problems.
4. More countries should build very large dams to manage their water.

- a. The guest speaker
- b. A family who lost their land
- c. The owner of a tourism company near the dam
- d. A farmer who grows food crops near the dam
- e. You

CRITICAL THINKING: ANALYZING

A Speaking

GRAMMAR FOR SPEAKING Active and Passive Voice

In the active voice, the subject performs or does the action.

*The dam **provides** electricity for many people.*

In the passive voice, the subject receives the action.

*Electricity **is provided** by the dam.*

We form the passive voice with the verb *be* plus the past participle of a verb.

*The water in our city **is managed** carefully.*

*How **is** this word **pronounced**?*

We often use the passive voice to talk about processes.

*Water **is collected** in containers and **used** for washing clothes.*

We use *by* with the passive when we want to specify who or what did the action.

*These books **were given** to us **by the school**.*



► A woman fills a watering can with rainwater in Basalt, Colorado, USA.

A Underline the verb form in each sentence. Choose P for *Passive Voice* or A for *Active Voice*. Then complete each sentence to make it true.

1. Rice is grown in countries such as _____ P A and _____.
2. In my country, a lot of electricity is provided by _____. P A
3. Nowadays, many people study online instead of in _____. P A
4. At my house, we use a significant amount of water for _____. P A
5. In my country, children are taught to _____. P A
6. My favorite dish is made with _____. P A

B Work with a partner. Take turns saying and explaining your sentences from exercise A.

> *Rice is grown in countries such as India and Thailand.*

C Take turns asking and answering these questions with a partner. Use the passive voice in your answers.

> *Coffee is grown in Brazil, Colombia...*

1. Where does coffee grow?
2. Who owns or rents the house or apartment next to yours?
3. Who manages the money in your household?
4. What are some of the ways people use smartphones?
5. What kind of people collect coins?
6. Who corrects the homework in this class?

PRONUNCIATION Suffixes and Syllable Stress

► 1.29 When the suffixes *-tion*, *-ity*, *-ial*, and *-ical* are added to words, the stress changes. The syllable just before each of these suffixes receives the main stress, or primary stress.

Paying attention to suffixes and syllable stress can help you improve your listening comprehension and pronunciation skills.

-tion

educate → *education*

-ial

industry → *industrial*

-ity

available → *availability*

-ical

history → *historical*

D ► 1.30 Underline the syllable with the main stress in each **bold** word. Then listen and check your answers.

1. **politics** It was a significant **political** event.
2. **resident** This is a **residential** apartment building.
3. **apply** We turned in our **application** before the due date.
4. **possible** There is a **possibility** of finding water on other planets.
5. **inform** We need more **information** before we make a decision.
6. **theory** This is only a **theoretical** situation. It's not real.

E Work with a partner. Take turns reading the sentences from exercise D aloud. Pay attention to the suffixes and syllable stress.

F Take turns asking and answering these questions with a partner. Pay attention to suffixes and syllable stress.

1. Many people enjoy being active. What are some of the activities you like to do in your free time?
2. People define the word *busy* in different ways. What is your definition of *busy*?
3. Parents influence their children in important ways. Who else has been influential in your life?
4. Many people want to conserve electricity. What are some devices you use that consume a significant amount of electrical power?

PERSONALIZING

LESSON TASK Presenting a Clean Water Device

CRITICAL THINKING:
EVALUATING

A Work in a group. Read the situation below and the information about three clean water devices on this and the next page. Use the information to say sentences about each device. Use the passive voice. Then discuss the questions that follow.

> *The drum is used to bring clean water to houses.*

Situation: You work for an organization called Safe Water Now. Your organization wants to spend \$1 million for a new device that will help provide clean water for people. You have to give a presentation to the directors of your organization that explains which device is best and why.

1. What problem does each device try to solve?
2. Who could benefit from each device?
3. How easy or difficult do you think it is to make each device and get it to people?

Device 1 The **Q Drum** carries 13 gallons (50 liters) of water easily.

- drum/use to bring clean water to houses
- rope/put through a hole
- drum/pull/not carry
- drums/make/in South Africa
- drums/sell for \$70



Device 2 The **KickStart Pump** helps farmers provide more water for their crops.

- pump/sell to farmers in Africa
- pump/operate with your feet
- more crops/grow with the water
- money from crops/use for family's health and education
- pumps/make in Kenya/sell for \$70



Device 3 The **LifeStraw** provides clean water for one person for a year.

- LifeStraw/use with any kind of dirty water
- one end/put in a person's mouth/the other end/put into water
- LifeStraw/use in emergency situations and for camping
- no electrical power/require to use the LifeStraw
- LifeStraw/make by a Swiss company/sell for \$20



A man uses a LifeStraw in Yosemite National Park, California, USA.

ORGANIZING IDEAS

B With your group, follow the steps below to plan your presentation.

1. Decide which device you will present to the directors.
2. Plan what you will say. Use the passive voice when appropriate. Your presentation should answer these questions:
 - Which device did your group choose?
 - How does the device work?
 - Who will this device help? How will it help them?
 - Why do you think this is the best device?
3. Decide which information each member of your group will present.
4. Write notes to help you with your part of the presentation.
5. Practice your presentation.

PRESENTATION SKILL Speaking at the Right Volume

When you are giving a presentation, you need to speak a little louder than normal so your audience can hear and understand you. This also shows that you are confident. At the beginning of your presentation, check your volume with your audience. Here are some questions you can ask:

Can everyone hear me? Is my volume OK?

PRESENTING

C With your group, give your presentation to the class. Remember to speak at the right volume.

Video



Dam-Release Rafting

BEFORE VIEWING

A Read the information about the video you are going to watch. Use your dictionary to help you with any words you don't know.

MEET JONNY PHILLIPS AND RICHARD AMBROSE. They're industrial scientists from the United Kingdom. They are also the hosts of a BBC documentary television show called *I Didn't Know That*, and they're known for doing dangerous and exciting activities. In this video, Jonny and Richard introduce us to an unusual kind of water sport: dam-release¹ rafting. In a country that's not known for its mountainous landscapes, this may be the only way to experience the excitement of whitewater rafting².

¹release (v): to let go or set free

²whitewater rafting (n): rafting that takes place on fast-moving rivers with rough water

PREDICTING

B Check (✓) the things you think you will see or learn about in the video. Then compare your predictions with a partner's.

<input type="checkbox"/> a dam	<input type="checkbox"/> a mountain	<input type="checkbox"/> how water is released from a dam
<input type="checkbox"/> a raft	<input type="checkbox"/> a river or stream	<input type="checkbox"/> how to stay safe when rafting

WHILE VIEWING

C 1.7 Watch the video and check your predictions from exercise B.

D 1.7 Watch the video again and complete each quote from the video with the number that you hear.

1. "This valve alone can release over _____ liters of water a minute."
2. "For water to be released for a whole day, it can cost _____ pounds."
3. "With the dam open, the amount of water flowing down this river increases to a massive _____ million liters."
4. "That's _____ times the normal amount, which means the boys will be traveling down it _____ times faster than normal!"

AFTER VIEWING

E Use the passive form of the verbs in parentheses to complete the steps for dam-breach rafting.

1. First, a release of water is requested (request).
2. Second, money is paid (pay) for the release of water.
3. Next, a valve inside the dam is opened (open) to release the water.
4. After that, people in the raft are carried (carry) on a wild ride down the river.
5. Finally, the valve is closed, (close) and much of the water stays behind the dam again.

F Work with a partner. Close your books and take turns retelling the steps for dam-breach rafting from exercise E. Use the passive voice.

G Work in a group. Discuss these questions.

1. The kind of rafting you saw in the video is somewhat risky, and people can be hurt if they do it. Why do you think some people enjoy risky or even dangerous activities?
2. Is rafting a sport you might want to do? Explain.
3. Do you think there are any disadvantages to releasing the water from a dam for a water sport? Explain.

CHECKING
PREDICTIONS

UNDERSTANDING
DETAILS

CRITICAL THINKING:
ANALYZING

B Vocabulary

PERSONALIZING

A Work with a partner. Discuss these questions.

1. Have you ever experienced a water shortage? Explain.
2. Are there any rules in your country about using water? Explain.

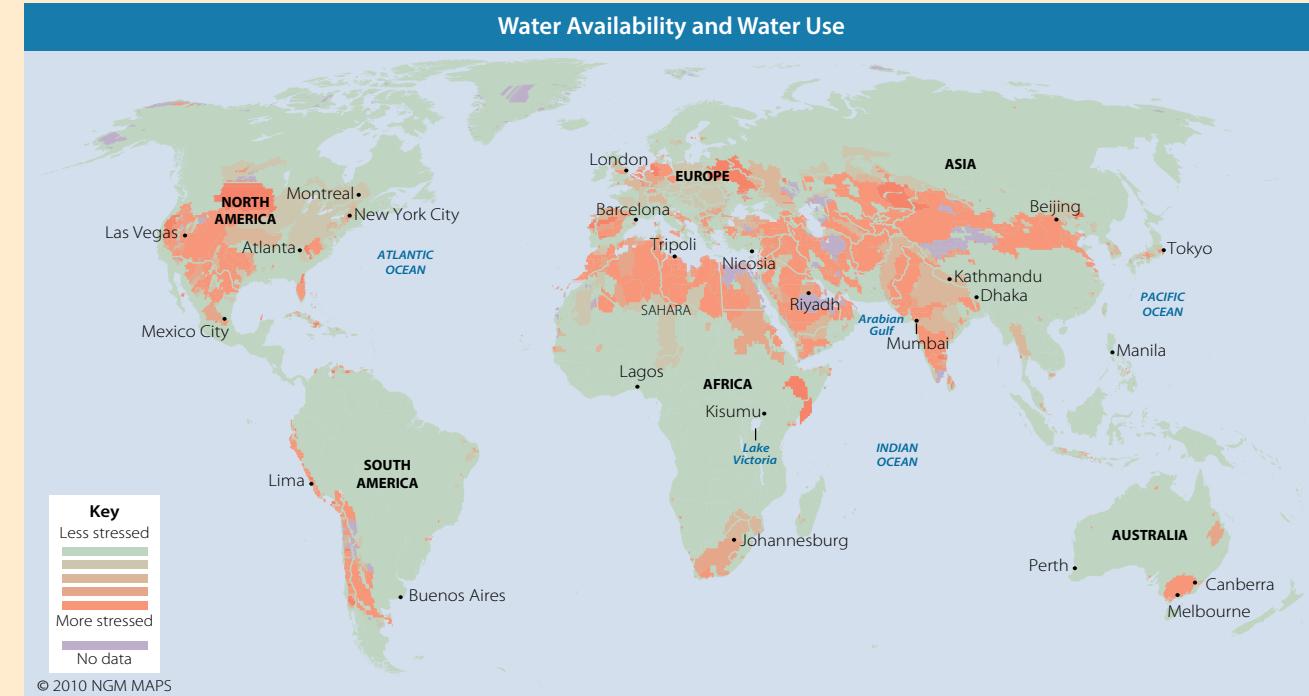
MEANING FROM CONTEXT

B 1.31 Look at the map and read and listen to the information about "water-stressed areas" in the world. These are areas where the demand for clean water is greater than the supply. Notice each word in blue and think about its meaning.

1. An **urgent** problem in the western United States is low levels of groundwater.

2. Water from rivers can be **distributed** to cities and farms where the water is needed.

3. Without adequate water for **agriculture**, a world food **crisis** is possible. If farmers do not have enough water for their crops, it could affect millions of people.



4. Farmers can **reduce** the amount of water they use. Learning about and practicing water **conservation** will allow them to do the same work with less water.

5. Parts of northern Africa are **extremely** dry. For example, the **average** yearly rainfall in the Sahara Desert is less than 1 inch (25 mm).

6. Water is **scarce** in many regions of the world, and people in these areas often do not have access to clean water.

7. Australia has **experienced** both drought and floods in recent years. This has been very difficult for the farmers there.

C Complete each definition with the correct word in blue from exercise B.

1. If you _____ (v) something, you moved it from one place to many other places.
2. _____ (n) means not using too much of a natural resource.
3. If something is _____ (adj), it is usual and normal.
4. _____ (n) is the science of growing plants and raising animals on farms.
5. If something is _____ (adj), you need to take care of it very soon.
6. A _____ (n) is a large and serious problem.
7. To _____ (v) something means to make it smaller or less.
8. If you _____ (v) something, it happened to you.
9. "_____ " (adv) means to a very great degree.
10. If something is _____ (adj), there isn't a lot of it available.

EVERYDAY LANGUAGE Showing Interest

In conversation, it is polite to show interest. Here are some phrases you can use:

Really? That's interesting. Uh-huh. I didn't know that. Wow!

PERSONALIZING

D Work in a group. Say whether you agree or disagree with each of the statements below. Be sure to explain and give reasons for your opinions.

1. I need to reduce the amount of water I use.
2. When there's a water crisis, it's usually caused by nature.
3. Not having enough clean water is an urgent problem in my country.
4. Water conservation is extremely important.

E Work with a partner. Look at the map and the key on the previous page and complete the exercise.

1. According to the map, what are three places where the water situation is urgent (very water stressed)? _____
2. According to the map, what are three that are not experiencing a water crisis (less water stressed)? _____
3. List two places where the water situation is bad, but not extremely bad. _____
4. Describe the water situation in your country according to this map. Do you agree with the information on the map? Explain.

CRITICAL THINKING: INTERPRETING A MAP

B Listening A Discussion about the Ogallala Aquifer

B

BEFORE LISTENING

A Read the information in the box. Then answer the questions below with a partner.

AQUIFERS

Aquifers are areas of rock under the ground that contain large amounts of water. Sometimes this water is easy to reach, but often it has to be pumped up out of the aquifer with a special device. In dry parts of the western United States, farmers use water from aquifers to irrigate their fields. Without this water, the fields might be too dry to grow certain food crops.

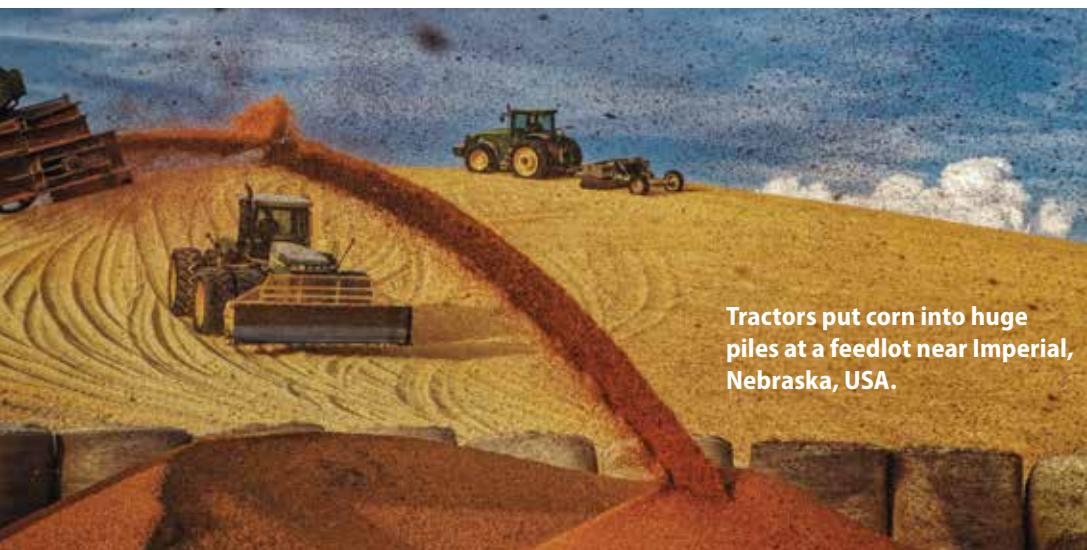
1. In your own words, what is an *aquifer*?
2. How do farmers in the western United States use the water from aquifers?
3. Why is the water from aquifers so important to these farmers?
4. Do you know of any other places where there are aquifers? If so, where?

WHILE LISTENING

LISTENING FOR
MAIN IDEAS

B 1.32 Listen to the students' discussion and choose the correct answers.

1. What is the topic of the group presentation?
 - a. Better Ways to Distribute Water
 - b. What Caused the Aquifer Crisis
 - c. How to Solve the Aquifer Crisis
2. There is an "aquifer crisis" because _____.
 - a. the water in the aquifer is difficult to reach
 - b. people are using the aquifer water too quickly
 - c. the water in the aquifer isn't clean
3. Dryland farming is a possible solution to the aquifer crisis because _____.
 - a. it requires little water
 - b. it's less expensive for farmers
 - c. it's a good way to grow corn



A mother gives her daughter a bath in a bucket using water distributed by the town of Clovis, New Mexico, USA.



LISTENING SKILL Listening for Problems and Solutions

When listening to a talk or discussion about an issue, being able to recognize and link problems to their solutions will help you understand key ideas about the topic. When listening, pay attention to words and phrases that signal when a speaker is going to talk about a problem or a solution. Here are some examples:

The problem is ... That's **one possible solution**, but...

Here's the issue. ... Maybe **the best approach** is...

C 1.32 Listen to the discussion again and complete the notes in the T-chart.

The Ogallala Aquifer	
Problems	Possible Solutions
– Water in aquifers being pumped out quickly (past 70 yrs.)	– _____
– In parts of the west U.S., not enough water for	– _____
1. _____	
2. _____	

AFTER LISTENING

D Work in a group. Compare your notes from exercise C. Then discuss these questions.

1. Which of the two solutions do you think would have more of an impact?
2. What other solutions might there be to the problems the students discussed?
3. What experiences have you had with group projects? Do you think the three students you heard were working together well? Explain.

LISTENING FOR
PROBLEMS AND
SOLUTIONS

CRITICAL THINKING:
EVALUATING

B Speaking

SPEAKING SKILL Asking for and Giving Opinions

Here are some expressions you can use to ask people for their opinions:

Do you think...?

What's your opinion of...?

What do you think about...?

How do you feel about...?

Here are some expressions you can use when giving your opinion:

I think... I feel that... In my opinion, ... I don't think... If you ask me, ...

ASKING FOR AND GIVING OPINIONS

A Work with a partner. Take turns asking for and giving opinions about the topics below. Then talk about some of your own ideas.

A: *What do you think is the most interesting sport to watch in the Olympic Games?*

B: *In my opinion, it's skiing. I love watching the skiing events. How about you?*

sports in the Olympic Games

traveling to other countries

the weather today

owning a car

classical music

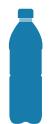
online classes

CRITICAL THINKING: APPLYING

B Work in a group. Read the situation in the box, and look at the information in the chart below. Then discuss the questions on the next page. Use the expressions in the Speaking Skill box to ask for and express opinions.

Situation: Your family lives in a small house. A large water pipe in your city broke yesterday, so there will be less water available to you until the pipe is fixed. It will take the city one whole week to fix the pipe. Each person in your family can use only 13 gallons (50 liters) of water a day, or a total of 91 gallons (350 liters) a week.

How much water do you need to ...



... drink every day?
.5 gallons/2 liters a day



... wash the dishes?
8 gallons/30 liters



... wash fruits and vegetables?
2 gallons/8 liters



... flush the toilet?
3.5 gallons/13 liters



... do a load of laundry?
22 gallons/85 liters



... take a four-minute shower?
30 gallons/113 liters



... brush your teeth?
.25 gallons/.5 liters



... wash your face or hands?
.5 gallons/2 liters

1. What uses of water do you think are absolutely necessary every day?
2. What uses of water do you think are important, but perhaps not necessary every day?
3. What do you think are the best ways for your family to conserve water?

CRITICAL THINKING Prioritizing

When you have to make difficult decisions, it's important to be able to prioritize, or evaluate your options. This can help you to determine which things are most important in a certain situation and which things you need to do first.

C Make a list of your family's water priorities. Then make a plan for how you will use water for a week. Remember to take notes and do the necessary arithmetic.

CRITICAL THINKING: PRIORITIZING

D Present your plan to the class. Explain how you prioritized your water usage.

PRESENTING

FINAL TASK Role-Playing a Meeting

You are going to role-play a government meeting about how to manage the local water supply. In the meeting, you will try to decide how much water each of the different organizations should be allowed to use.

A Work in a group of four. Read the situation below and the roles. Assign a role to each member of your group.

Situation: The government built a new dam near a large city, and now the reservoir behind the dam is filling with water. Scientists determined how much water the city can take from the reservoir every year. Now the government will have a meeting to decide how to use that water.

Role #1: Manager of the City Water Company

- The population of the city has increased by 200,000 people in the last 10 years.
- Now there are strict rules about using water for gardens and washing cars.
- The price of water is very high.

Requested share: 30 percent of the total amount



Role #2: President of the National Farmers' Association

- Most farms are very small, and farmers don't earn much money.
- With more water, farmers could start growing cotton to sell to other countries.
- Farmers have had problems because there has been very little rain during the past few years.

Requested share: 60 percent of the total amount

Role #3: President of the International Aluminum Company

- The company wants to build a large aluminum¹ factory next to the reservoir.
- The factory would provide new jobs for more than 1,000 people.
- This would be the biggest factory in the region.

Requested share: 50 percent of the total amount

¹aluminum (n): a lightweight metal with many uses

Role #4: Director of the National Parks Service

- Several kinds of rare fish and birds live in lakes that are connected to the reservoir.
- Foreign tourists often come to see and photograph these animals. The tourist industry is important to the local economy.
- If there isn't enough water, all the animals will die, and tourists will stop coming.

Requested share: 20 percent of the total amount

ORGANIZING IDEAS

B Prepare a one-minute talk to introduce your organization and present your viewpoint to the other members of your group. Take notes to help you remember your ideas. Your talk should answer these questions:

- Who are you? What organization or company do you work for?
- How much water does your organization need?
- Why does it need this amount of water?

C With your group, role-play the meeting. Take turns presenting your organizations and viewpoints. Decide how much water each organization will get. The amount must total 100 percent. Then report your group's decision to the class.

REFLECTION

1. What are two phrases you learned in this unit to help you express your opinion?

2. What is the most useful thing you learned in this unit?

3. Here are the vocabulary words from the unit.

Check (✓) the ones you can use.

<input type="checkbox"/> adequate <small>AWL</small>	<input type="checkbox"/> distribute <small>AWL</small>	<input type="checkbox"/> resource <small>AWL</small>
<input type="checkbox"/> agriculture	<input type="checkbox"/> experience	<input type="checkbox"/> risk
<input type="checkbox"/> amount	<input type="checkbox"/> extremely	<input type="checkbox"/> scarce
<input type="checkbox"/> average	<input type="checkbox"/> flow	<input type="checkbox"/> significant <small>AWL</small>
<input type="checkbox"/> collect	<input type="checkbox"/> manage	<input type="checkbox"/> supply
<input type="checkbox"/> conservation	<input type="checkbox"/> reduce	<input type="checkbox"/> urgent
<input type="checkbox"/> crisis	<input type="checkbox"/> require <small>AWL</small>	

RUBRICS

UNIT 1 Lesson B Final Task

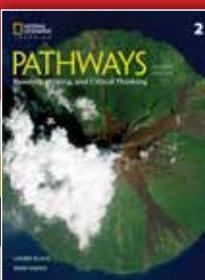
Check (✓) if the presenter did the following:

	Name				
1. introduced herself or himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. gave information about where she/he is from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. gave information about what she/he is studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. gave information about the job she/he has or hopes to have.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. included reason(s) for choosing this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
OVERALL RATING	1	2	3	4	5
Note: 1 = lowest; 5 = highest	1	2	3	4	5
Notes:					

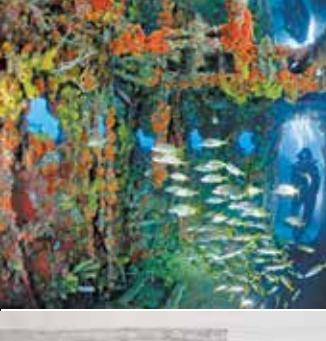
UNIT 2 Lesson B Final Task

Check (✓) if the presenter did the following:

	Name				
1. included an introduction, which explained his or her topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. included supporting details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. included a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. spoke loudly, slowly, and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. answered the audience's questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
OVERALL RATING	1	2	3	4	5
Note: 1 = lowest; 5 = highest	1	2	3	4	5
Notes:					



Scope and Sequence

ACADEMIC SKILLS						
Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension	
 1 HAPPINESS <i>page 1</i> ACADEMIC TRACK: Health Science / Sociology	Reading 1 Is There a Recipe for Happiness?  Longevity Leaders Reading 2 Four Keys to Happiness	Focus Identifying the Main Idea Predicting, Understanding the Main Idea and Details, Identifying Main Ideas	Focus Inferring Meaning from Context Justifying Your Opinion, Synthesizing, Reflecting	Skill Focus Writing a Strong Topic Sentence Language for Writing Review of the Simple Present Tense Writing Goal Writing an opinion paragraph about whether people in your community are happy	Word Partners Expressions with <i>living</i> Word Forms Words as Nouns and Verbs	
 2 INVENTIVE SOLUTIONS <i>page 21</i> ACADEMIC TRACK: Technology	Reading 1 The Power of Creativity  Solar Solutions Reading 2 Big Ideas, Little Packages	Focus Identifying Details Predicting, Understanding the Main Idea(s) and Details, Identifying Details	Focus Analyzing Problems and Solutions Analyzing, Synthesizing, Evaluating	Skill Focus Supporting the Main Idea and Giving Details Language for Writing Review of the Simple Past Tense Writing Goal Writing a problem/solution paragraph about an invention and how it changed people's lives	Word Partners adjective + <i>power</i> <i>power</i> + noun Word Link <i>-able</i> and <i>-ible</i>	
 3 CONNECTED LIVES <i>page 41</i> ACADEMIC TRACK: Communications / Sociology	Reading 1 The Power of Crowds  Citizen Scientists Reading 2 Internet Island	Focus Taking Notes (Part 1) Predicting, Understanding the Main Idea(s), Identifying Details, Sequencing	Focus Making Inferences Reflecting, Analyzing	Skill Focus Writing a Concluding Sentence Language for Writing Using the Present Perfect Tense Writing Goal Writing a descriptive paragraph about a crowdsourcing project	Word Partners adjective + <i>contribution</i> Word Link <i>-al</i>	
 4 SAVING OUR SEAS <i>page 61</i> ACADEMIC TRACK: Environmental Science	Reading 1 Where Have All the Fish Gone?  Saving Bluefin Tuna Reading 2 What We Eat Makes a Difference	Focus Interpreting Visual Information Predicting, Understanding the Main Idea(s), Understanding a Process, Identifying Problems and Solutions, Identifying Opinions	Focus Evaluating an Argument Synthesizing, Reflecting	Skill Focus Explaining a Chart or Graph Language for Writing Describing Charts and Graphs Writing Goal Writing a paragraph explaining the information presented in a graph	Word Forms Changing Nouns into Adjectives Word Partners <i>verb</i> + <i>on</i>	
 5 MEMORY AND LEARNING <i>page 81</i> ACADEMIC TRACK: Psychology / Biology	Reading 1 The Art of Memory  House of Cards Reading 2 Sleep and Memory	Focus Identifying Cause and Effect Predicting, Understanding the Main Idea(s) and Details, Classifying, Understanding a Process	Focus Applying a Method for Internalization Reflecting, Synthesizing	Skill Focus Using an Outline Language for Writing Using <i>By</i> + Gerund Writing Goal Writing a paragraph about how to improve your memory	Word Forms Changing Nouns and Adjectives into Verbs Word Partners Expressions with <i>state</i>	



Scope and Sequence

ACADEMIC SKILLS						
Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension	
 6 ANIMALS AND MEDICINE <i>page 101</i> ACADEMIC TRACK: Health and Medicine	Reading 1 The Snake Chaser  VIDEO The Frog Licker Reading 2 A Haven for Chimps	Focus Identifying Pros and Cons Predicting, Understanding the Main Idea(s) and Details, Understanding Pronoun References	Focus Understanding Metaphors and Similes Reflecting, Evaluating, Inferring Meaning, Synthesizing	Skill Focus Writing an Argumentative Paragraph Language for Writing Making Concessions Writing Goal Writing a paragraph about whether scientists should use animals for medical research	Word Link <i>en-</i> Word Web Adjectives for Emotion	
 7 NATURE'S FURY <i>page 121</i> ACADEMIC TRACK: Earth Science	Reading 1 When Tornadoes Strike  VIDEO Lightning Reading 2 Wildfires!	Focus Identifying Sequence Predicting, Understanding Main Ideas and Details, Understanding Cause and Effect, Interpreting Maps, Understanding a Process	Focus Evaluating Sources for Credibility Synthesizing	Skill Focus Organizing a Process Paragraph Language for Writing Describing a Process Writing Goal Writing an explanatory paragraph about a natural or biological process	Word Link <i>ex-</i> Word Forms Changing Adjectives into Adverbs	
 8 BUILDING WONDERS <i>page 141</i> ACADEMIC TRACK: Architecture / Archaeology	Reading 1 Unfinished Masterpiece  VIDEO A Daring Design Reading 2 Amazing Structures	Focus Identifying Relevant Information Predicting, Understanding the Main Idea(s) and Details, Identifying Evidence	Focus Interpreting Quotes Reflecting, Synthesizing, Evaluating an Argument	Skill Focus Writing a Comparison Paragraph Language for Writing Using Comparative Adjectives Writing Goal Writing a paragraph comparing two different structures	Word Partners <i>adjective + style</i> Word Link <i>trans-</i>	
 9 FORM AND FUNCTION <i>page 163</i> ACADEMIC TRACK: Life Science	Reading 1 What Are Feathers For?  VIDEO Flying Reptiles Reading 2 Design by Nature	Focus Identifying Theories Predicting, Understanding the Main Idea, Identifying Details	Focus Evaluating Evidence Inferring Meaning, Applying, Synthesizing	Skill Focus Writing a Summary Paragraph Language for Writing Using Synonyms Writing Goal Writing a paragraph summarizing a section of the reading passage "Design by Nature"	Word Partners <i>adjective + advantage</i> Word Link <i>pro-</i>	
 10 SMART ADVICE <i>page 183</i> ACADEMIC TRACK: Business	Reading 1 Turning Ideas into Reality  VIDEO The Community Builder Reading 2 Lessons in Business	Focus Taking Notes (Part 2) Predicting, Understanding the Main Idea and Details, Identifying Sequence, Identifying Opinions	Focus Applying an Idea to a New Context Inferring, Synthesizing, Inferring Meaning	Skill Focus Giving Details that Support Advice Language for Writing Using the Zero Conditional to Give Advice Writing Goal Writing a paragraph giving advice about preparing to go to college	Word Partners Expressions with <i>challenge</i> Word Partners Expressions with <i>quality</i>	

THE NEW EDITION OF PATHWAYS

Reading, Writing, and Critical Thinking

Reading, Writing, and Critical Thinking, Level 2

COOKING THE WORLD

One of Sasha Martin's recipes—Peruvian causa with olives and avocado

THE RISE OF THE FOOD BLOGGER

Video

PHOTO CAMP

BEFORE VIEWING

WORD PARTNERS adjective + noun form

WORD LINK *global*

VOCABULARY EXTENSION UNIT 3

REVISING PRACTICE

Revised Draft

Reading passages incorporate a variety of text types, charts, and infographics to inform and inspire learners.

Vocabulary Extension activities, covering word forms, collocations, affixes, phrasal verbs, and more, boost reading and writing fluency.

MORE WRITING SUPPORT

REVISING PRACTICE

REvised Draft

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



CONNECTED LIVES 3

Your complete sample unit of *Pathways*, Second Edition, Reading, Writing, and Critical Thinking begins here! To learn more about the new edition of *Pathways*, and view more sample materials, please visit NGL.Cengage.com/pathwaysseries.



ACADEMIC SKILLS

READING Taking notes

WRITING Writing a concluding sentence

GRAMMAR The present perfect tense

CRITICAL THINKING Making inferences

THINK AND DISCUSS

- 1 What do you usually do on the Internet?
- 2 Do you think our lives have been improved by the Internet? If so, in what way(s)? If not, why not?

EXPLORE THE THEME

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

1. According to Alexa.com, what are the most visited websites in the world? Which are more popular: social media sites or search engines?
2. Which of these websites do you visit regularly? Can you think of other popular websites that aren't on the list?

B Match the correct form of the words and phrases in blue to their definitions.

_____ (n) the act of looking carefully for something
_____ (v) to start or put into operation
_____ (v) to connect to a computer system by typing a particular set of letters or numbers



People in Hong Kong connect with their neighbors and city while playing PokéMon Go.

THE WORLD'S TOP 10 WEBSITES

How often do you **log in** to Facebook? Is there a website that you check every day? Alexa.com tracks millions of Internet users and compiles lists of the most visited websites. Here are its 2017 rankings of the top 10 websites worldwide.

Unsurprisingly, the world's most popular website is Google. This indicates that the majority of Internet use is driven by the **search** for information. YouTube and Facebook are the next most popular, followed by Baidu (in 4th place). **Launched** in 2000, Baidu is the leading Chinese-language search engine. The Indian version of Google also makes the list (in 8th place).

		Time spent ¹	Pages viewed ²	Linked sites ³
1	Google.com	8:34	8.30	2,670,033
2	Youtube.com	9:10	5.30	2,097,022
3	Facebook.com	11:50	4.52	6,442,560
4	Baidu.com	7:56	6.54	96,538
5	Wikipedia.org	4:22	3.30	1,131,376
6	Yahoo.com	4:23	3.80	457,873
7	Reddit.com	15:51	10.38	371,615
8	Google.co.in	8:10	7.05	20,426
9	Qq.com	4:58	4.39	177,323
10	Twitter.com	6:27	3.46	4,494,842

¹Daily time spent on site (in minutes) per visitor

²Daily page views per visitor

³Total number of sites that link to this site

Reading 1

PREPARING TO READ

BUILDING VOCABULARY

A The words in **blue** below are used in the reading passage on pages 45–46. Complete each sentence with the correct word.

collaborate	potential	feature	contribution
investigate	participant	accurate	

1. A(n) _____ is a person who takes part in something.
2. When you _____ something, you try to find out what happened or what is the truth.
3. _____ information and statistics are correct to a very detailed level.
4. To _____ means to work together on an activity or project to achieve a common goal.
5. If you make a(n) _____ to something, you help make it successful.
6. Something with _____ has the necessary abilities or qualities to become successful in the future.
7. A(n) _____ of something is an important aspect of it.

USING VOCABULARY

B Discuss these questions with a partner.

1. How often do you **log in** to social media sites? Which is your favorite one?
2. What **contributions** has the Internet made to society? Can you think of any specific examples?

BRAINSTORMING

C Brainstorm a list of reasons you or people you know have used the Internet to collaborate. Discuss with a partner and note your ideas.

PREDICTING

D Look at the title and the subheads of the reading passage on pages 45–46. Then skim the first paragraph. What do you think the reading passage is mainly about? Then check your answer as you read.

- a. the different ways archaeologists can collaborate with each other over the Internet
- b. how the Internet is changing the field of archaeology
- c. how the Internet contributed to a major archaeological discovery



▲ Scientist Albert Lin uses 3-D imaging technology to search for a lost tomb.

5

Every day, people use the Internet to **collaborate** and share information. Today, scientists and archaeologists¹ are using the power of the Internet

A to **investigate** the past in a new, exciting way. The approach is known as crowdsourcing, and it involves asking the public for help with a project. Crowdsourcing has the **potential** to completely change modern archaeology.

SOLVING A MYSTERY

Scientists in the United States and Mongolia used the Internet to try to solve **B** an 800-year-old mystery: the location of Genghis Khan's tomb. Genghis Khan was the founder of the Mongol Empire, one of the largest empires in history. When he died in 1227, he was buried in an unmarked grave.

Experts believe that Genghis Khan's final resting place is somewhere near **C** the Burkhan Khaldun, a sacred² Mongolian mountain. It's a difficult place to get to and covers a huge area, so the scientists had to rely on satellite³ images. However, there were over 85,000 images to study, so they needed a lot of help.

¹An **archaeologist** is a person who studies human history by digging up items buried underground.

²Something that is **sacred** is believed to have a special religious purpose or meaning.

³A **satellite** is a device that is sent into space to collect information, capture images, or to be part of a communications system.

More than 10,000 volunteers or “citizen scientists” joined the [search](#). They [logged in](#) to a website and labeled landmarks⁴ on very detailed satellite images of the area. The landmarks could be roads, rivers, modern structures, or ancient structures. [Participants](#) also labeled anything else that looked unusual.

According to project leader Albert Lin, humans can often do this kind of work better than computers. “What a computer can’t do is look for ‘weird things,’ ” he says. Lin’s team used the information from the volunteers to decide on the best places to visit and study. The project has identified more than 50 sites that might be related to Genghis Khan’s tomb. The exact location is still unknown, but Lin believes that we are getting closer to finding out this great secret.

PROTECTING TREASURES

Crowdsourcing is also being used by National Geographic Explorer and archaeologist Dr. Sarah Parcak. In 2017, Parcak [launched](#) GlobalXplorer, a citizen science project that aims to find and protect important archaeological sites using satellite images. In particular, it protects sites from looters—people who steal ancient objects and sell them. “If we don’t go and find these sites,” says Parcak, “looters will.” Looting pits are easy to spot in satellite images, so participants can look



Archaeologist Sarah Parcak examines a satellite image.



DEVELOPING READING SKILLS

READING SKILL Taking Notes

Taking notes on a reading passage has two main benefits. First, it helps you understand the information better. It also helps you organize important information for writing assignments and for tests.

It is often helpful to use some kind of graphic organizer when you take notes. Use graphic organizers that best match the type of passage you are reading. Many reading passages are a mixture of text types, so you may want to use more than one graphic organizer:

- **T-chart:** problem-solution, cause-effect, pros-cons, two facets of a topic (see page 47)
- **mind map** (or **concept map** or **word web**): description, classification (see page 11)
- **Venn diagram:** comparison of similarities and differences (see page 7)
- **traditional outline:** any type (see page 18)
- **timeline or flow chart:** process or events over time

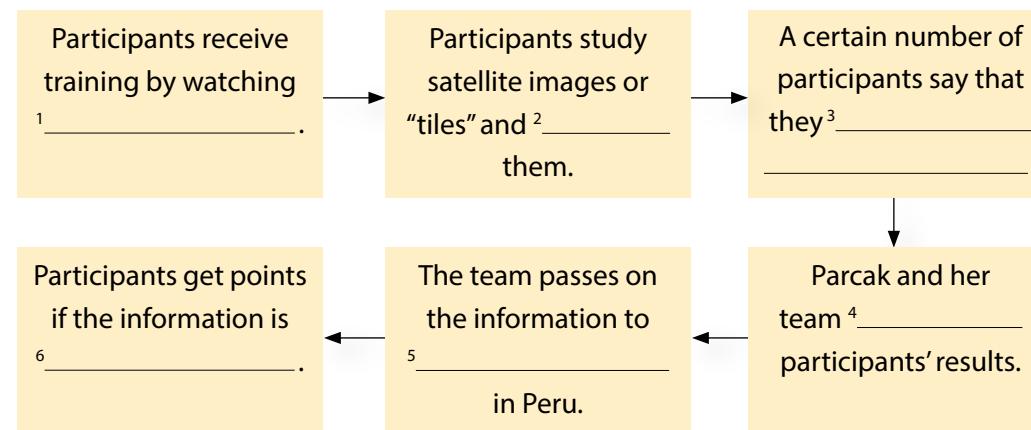
ANALYZING

A Read the information about how GlobalXplorer works. As you read, underline the different steps in the process.

GlobalXplorer is designed like a game. Participants first watch online videos that teach them how to identify certain features on satellite images. Then, they study and flag satellite images on their own. They look at more than 250,000 square kilometers of land, broken into 100 × 100 meter "tiles." Since the participants don't have professional experience, a certain number of them have to agree on the results before the data is considered useful. Once enough volunteers say that they see the same thing, Parcak and her team will check for themselves before passing the information along to archaeologists on the ground. The "players" receive a score based on how accurate they are.

TAKING NOTES

B Complete the flow chart using the information above. Share your answers with a partner.



Video



Albert Lin rides out to explore a site in Mongolia.

CITIZEN SCIENTISTS

BEFORE VIEWING

A Why do you think people are interested in finding Genghis Khan's tomb? Discuss your ideas with a partner.

B Read the information about Genghis Khan. Then answer the questions.

BRAINSTORMING

LEARNING ABOUT THE TOPIC

Genghis Khan was one of the most feared leaders of all time. Born around 1160, he was originally named "Temujin." At the age of 20, he began building a large army to bring all the tribes of Mongolia under his rule. As leader of the Mongol Empire, he introduced a new alphabet and a new type of money. He also devised a system of laws and regulations, and allowed freedom of religion—long before that idea spread to other parts of the world. At the same time, however, he launched violent military campaigns against his enemies. After his death, the Mongol Empire grew to become one of the biggest of all time. It stretched east to west from the Sea of Japan to Eastern Europe, and north to south from Siberia to Southeast Asia.

1. Why is Genghis Khan one of the most feared leaders of all time?

2. List two ways Genghis Khan's empire set a model for modern society.

3. How far south did the Mongol Empire reach?

C Below are some quotes from the video. Match the correct form of each **bold** word or phrase to its definition.

"Citizen scientists around the world scan the images and **tag** anything that looks unusual."

"These are the most recent tags that have been **uploaded** onto the data pads."

"We're going to scan every single one of the human computation sites that have been picked out on that mountain and try to **figure out** what people saw."

- _____ (v) to mark or attach a label to
- _____ (v) to investigate or think something through in order to understand it
- _____ (v) to transfer data from one computer to a central computer or the Internet

WHILE VIEWING

A Watch the video. Choose the best alternative title for it.

- How Crowdsourcing Led Us to an Ancient Tomb
- Journeying on Horseback Across the Burkhan Khaldun
- Lessons from a Crowdsourcing Failure

B Watch the video again and answer the questions below.

- What is a good indicator that something is man-made?

- How does the team know that this is not Genghis Khan's tomb?

- Why is the team encouraged by the discovery of this tomb?

AFTER VIEWING

A Work with a partner. If you were able to interview Albert Lin, what questions would you ask?

B Below is an excerpt from the reading passage on pages 45–46:

According to project leader Albert Lin, humans can often do this kind of work better than computers. "What a computer can't do is look for 'weird things,'" he says.

What do you think Lin means by this? Include examples from the video to support your answer.

Reading 2

PREPARING TO READ

A The words in **blue** below are used in the reading passage on pages 52–53. Read their definitions and then complete each sentence with the correct word.

A **tribe** is a group of people who live in the same place and share a common culture.

Voting is the activity of choosing someone or something in an election.

If something exists in the **virtual** world, it exists only on computers or on the Internet.

Remote areas are far away from cities and places where most people live.

An **environmentally** responsible person is concerned with the protection of the natural world of land, sea, air, plants, and animals.

When you **advertise** a product, you provide information about it in the hope of getting people to buy it.

A **tool** can refer to anything you use for a particular task or purpose.

If something is **global**, it affects all parts of the world.

- A lot of companies _____ their products on TV and online.

- Many companies these days are trying to be more _____ friendly. For example, some automobile companies are producing more electric cars.

- The Internet is a useful _____ for communication.

- Some online games have _____ cities. These places aren't real; they only exist online.

- In most democracies, people choose their leaders by _____ for them.

- There are still some _____ areas in the developing world that don't have Internet access.

- Most social media sites are _____—people from all over the world can use them.

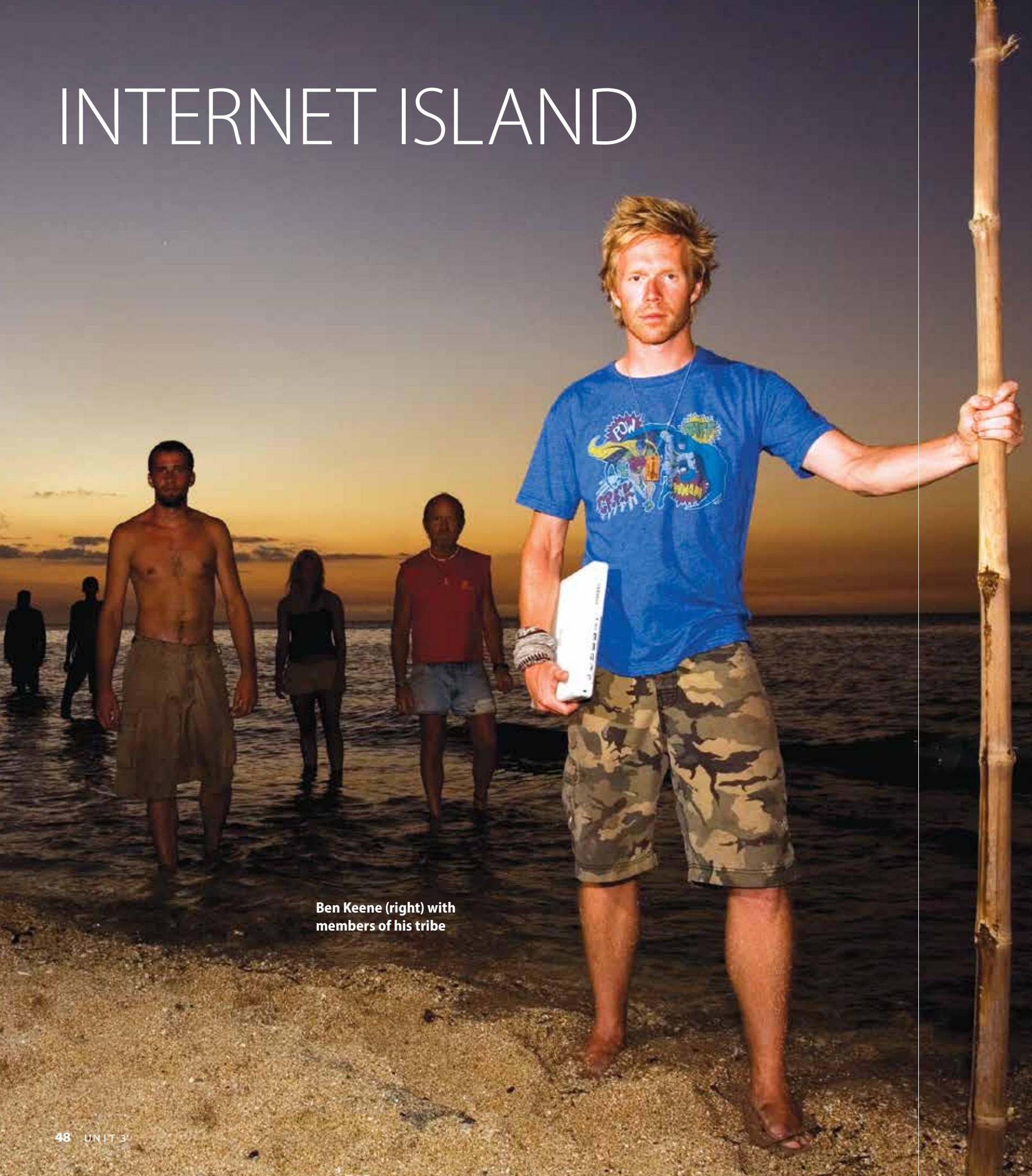
- In traditional Fijian society, each _____ has its own chief or leader.

B Discuss these questions with a partner.

- What are some things you can do to be more **environmentally** responsible?
- What is the most **remote** place you have been to? Did you like it there?

C Skim the reading passage on pages 52–53. Why do you think it is titled "Internet Island"? Check your ideas as you read the passage.

INTERNET ISLAND



16

THE IDEA

On January 14, 2006, Ben Keene received an email that changed his life. It was from his friend, Mark James. The subject line read: “A **TRIBE** IS WANTED.” Keene and James, both 26, had wanted to create an Internet start-up.¹ Here was James’s new idea: We will create an online community and call it a tribe. We will make decisions about rules through discussions and online **voting**. Then we will do something that no one has ever done—our **virtual** tribe will become a real one. We will travel to a **remote** island and form a partnership with a local tribe. We will build an **environmentally** friendly community and share it with the world.

James got this idea from social networking websites. He noticed that people spent a lot of time on these sites, but they spent most of their time posting messages and sharing music. In James’s view, these sites could be used for so much more.

THE ISLAND

Keene liked the idea, and he and James named their website Tribewanted.com. Then they began looking for an island for their tribe. Around the same time, Tui Mali—the chief of a tribe in Fiji—wanted to find someone to develop his small island called Vorovoro. Although the main islands of Fiji were becoming very modern, Vorovoro was not. A few people on Vorovoro had cell phones or worked on one of the main islands, but most lived in very small, simple homes with no electricity or running water.

Tui Mali **advertised** his island on the Internet, and a few weeks later, Keene and James contacted him. They agreed to pay \$53,000 for a three-year lease² of the island and \$26,500 in donations³ to the community. They also promised jobs for the local tribe members. “We are all excited about Tribewanted,” Tui Mali told a local newspaper reporter. “It will provide us with

work for the next three years.” Tui Mali was happy to have the money, but he also trusted that Keene and James would respect his culture.

THE NEW TRIBE

The Internet tribe attracted people quickly. In a few months, it had 920 members from 25 countries. In September of 2006, Keene and 13 of his tribe members, aged 17 to 59, traveled to the island for the first time; James, meanwhile, stayed at home to manage the website. When Keene’s group arrived, the local tribe and Tui Mali were there to greet them.

For several weeks after the newcomers arrived, they worked with the local tribe members. They built buildings, planted crops behind the village, set up clean sources of energy such as solar power, and ate fresh fish from the ocean. As the new and old tribes worked together, they became friends. Eventually they became one tribe.

Tribewanted brought together groups of people from very different cultures—both on the island and online. Keene and Tui Mali believe the new tribal connections will help Vorovoro develop in a positive way. They hope the island will become more modern without losing its traditional culture.

THE TRIBE KEEPS GROWING

Today, Tribewanted continues to use social networking as a **tool** to connect in a real environment. Anyone can go to the website to join the online tribe, donate money, or plan a visit. Since Vorovoro, Keene and James have created other tribes in Sierra Leone, Papua New Guinea, Bali, and Italy. They hope to create more communities around the world, bringing people and cultures together in a **global** Internet tribe.

¹ An Internet start-up is a newly created online business.

² A lease is a contract allowing the use of a building or piece of land.

³ Donations are sums of money or items that someone gives to an organization.

UNDERSTANDING THE READING

UNDERSTANDING
MAIN IDEAS

A Below is an introductory sentence for a brief summary of the reading passage. Complete the summary by choosing three sentences (a–e) that best express the main ideas of the reading passage.

Ben Keene and Mark James created Tribewanted.com, a virtual community that became a real community.

- They contacted Tui Mali, the leader of a tribe in Fiji who wanted to modernize his island.
- Members of the website traveled to the island to help develop it, forming new tribal connections with the local community.
- James did not go to the island; he had to stay at home to manage the website.
- Each month, one member of Tribewanted was elected co-chief of the island and served alongside Tui Mali.
- Keene and James have created new tribes in other places around the world, and hope to form a global Internet community.

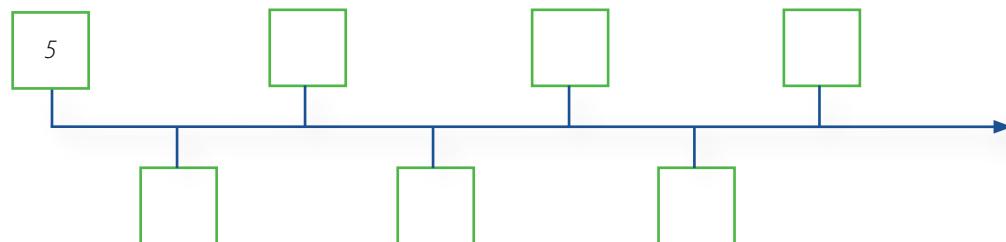
UNDERSTANDING
DETAILS

B Find supporting details in the reading passage to complete each sentence. The sentences are in random order.

- James and Keene found a small island for their tribe called _____.
- In September _____, Keene went to the island with 13 other people.
- James and Keene paid Tui Mali _____ to lease the island for three years.
- James and Keene named their website _____.
- Mark James sent a(n) _____ to his friend, Ben Keene, about starting a tribe.
- James and Keene started tribes in other places like _____ in Indonesia.
- The newcomers worked with the _____ people to develop the island. In the end, both groups became one tribe.

SEQUENCING

C Complete the timeline using the sentences in exercise B.



CRITICAL THINKING:
MAKING
INFERENCES

D Discuss these questions with a partner.

- What kind of people do you think join Tribewanted?
- How do you think Tribewanted has changed Tui Mali and his tribe members?

Writing

EXPLORING WRITTEN ENGLISH

A Read the sentences. Then answer the question below.

NOTICING

- The project has identified over 50 sites that might be related to Genghis Khan's tomb.
- Since Vorovoro, Keene and James have created new tribes in other countries.
- Lin and Parcak have used citizen scientists to help them find important sites.
- Parcak's work has helped to protect sites from looters.
- Thousands of people have joined Tribewanted in the past few years.

Which of the following statements is true about the actions described by the underlined verbs?

- The action started and ended in the past.
- The action started in the past and continues in the present.

LANGUAGE FOR WRITING The Present Perfect Tense

We use the present perfect tense:

- for something that began in the past and continues to the present.
- for something that happened at an unspecified time in the past.
- when the time in the past is not important.

To form the present perfect tense, use *have* or *has* and the past participle of a main verb.

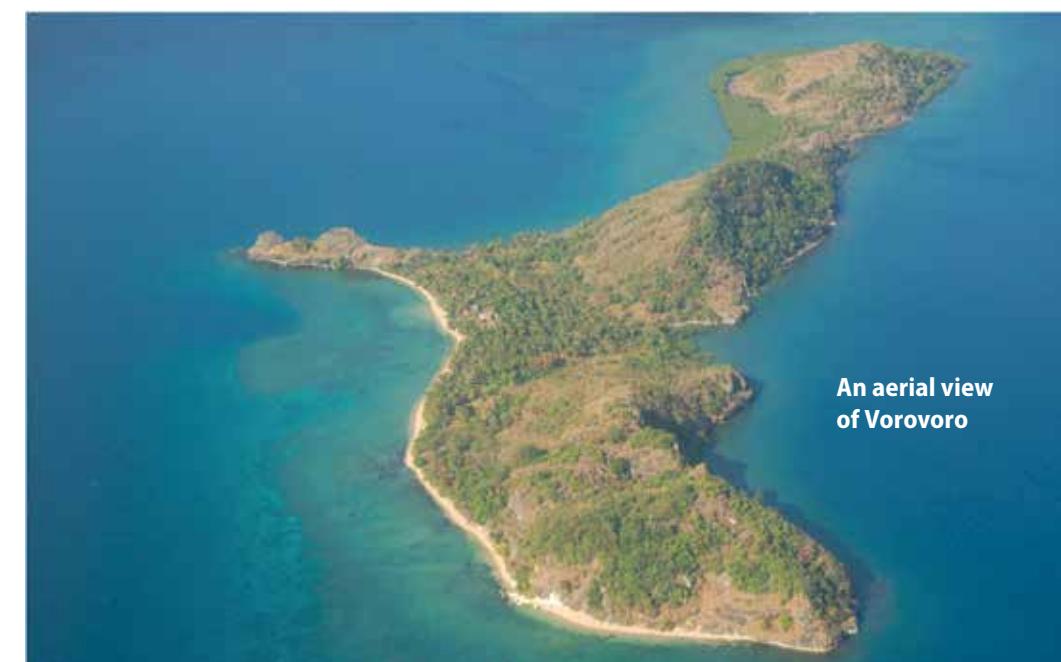
Tui Mali has lived in Fiji all his life.

We have advertised the product on several different social media sites recently.

I think the Internet has improved our lives in many ways.

We often use a clause with *since* to show when something started in the past.

She has posted over 100 photos on Instagram since last month.



An aerial view
of Vorovoro

B Complete the sentences using the present perfect tense of the verbs in parentheses.

1. Facebook _____ (make) it easier for me to keep in touch with my former classmates.
2. Social media sites _____ (change) a lot since they first became popular.
3. I _____ (meet) a lot of great people through social networking sites.
4. Citizen scientists _____ (contribute) to many important research projects in the past few years.
5. GlobalXplorer _____ (form) a partnership with the Sustainable Preservation Initiative (SPI).
6. Since the success of Vorovoro, Tribewanted _____ (expand) into Africa and Europe.

C Write three sentences using the present perfect tense. Write about the impact that the Internet has had on your life, and ways that you have used the Internet.

1. _____
2. _____
3. _____

WRITING SKILL Writing a Concluding Sentence

Formal paragraphs often have concluding sentences. A concluding sentence is the last sentence of a paragraph. It ties the paragraph together.

Concluding sentences can state an opinion (either the author's, or a person mentioned in the paragraph), make a prediction, or ask a question for the reader to think about. They can also restate—or summarize—the main idea of a long or complex paragraph. Here are some examples:

I believe that one of the most important skills we can learn is collaboration.
[states an opinion]

GlobalXplorer will help prevent looting of archaeological sites in Peru.
[makes a prediction]

Which crowdsourcing project would you prefer to join?
[asks a question]

In short, the Internet has transformed the field of archaeology.
[restates the main idea]

D Find and underline these concluding sentences in the reading passages in this unit. What does each sentence do? Write **P** (makes a prediction), **O** (gives an opinion), or **R** (restates the main idea).

1. Now, thanks to crowdsourcing projects like GlobalXplorer, anyone with a computer and an Internet connection can be part of a new age of discovery.
2. We will build an environmentally friendly community and share it with the world.
3. In James's view, these sites could be used for so much more.

E Write a concluding sentence for each paragraph below.

Everywhere you look these days, people are on their phones, tablets, or computers. Some are talking, some are texting, and some are surfing the Web. It seems like people communicate with each other on social networks and by email more than they do in person. According to Tom Rath and Jim Harter, authors of *Wellbeing: The Five Essential Elements*, people should spend up to six hours a day socializing with friends and family in order to increase happiness. Socializing online probably doesn't have the same effect that socializing in person does.

1. [Write a prediction.] _____
2. _____
3. _____

In my opinion, reading the news online is better than reading a newspaper or watching the news on TV. One reason for this is that readers can comment on articles that they read online. They can have conversations with other readers, and sometimes even with the writer. Also, online articles provide links to additional information. For example, if an article mentions a name, the name is often linked to another article with more information about that person. Finally, online news articles can be updated if something changes during the day. For example, an online news site might post an article about a dangerous storm in the morning. If more information about the storm becomes available later that day, it can be added to the article.

2. [Restate the main idea.] _____
3. _____

WRITING TASK

GOAL You are going to write a paragraph on the following topic:

Describe a crowdsourcing project that you know well. Do some research if necessary. Choose one of the following or your own idea:

EyeWire Galaxy Zoo Wild Me iNaturalist WildScan

TAKING NOTES

A Look up the crowdsourcing projects above—or other crowdsourcing projects you know about—online. Choose one project and write notes about it.

PLANNING

B Follow these steps to make notes for your paragraph.

Step 1 Write a topic sentence in the outline below to introduce the crowdsourcing project you chose.

Step 2 Complete the outline with supporting details for each question. Don't worry about grammar or spelling. Don't write complete sentences.

Step 3 Write a concluding sentence for your paragraph.

OUTLINE

Topic: What is one way that people have collaborated on the Internet?

Topic sentence: _____

What is the purpose of the project? _____

How does it work? _____

What has it accomplished so far? _____

Concluding sentence: _____

REVISING PRACTICE

The drafts below are similar to the one you are writing. They are on the topic of Tribewanted.

What did the writer do in Draft 2 to improve the paragraph? Match the changes (a–d) to the highlighted parts.

a. deleted unrelated information b. corrected a verb form
c. added a concluding sentence d. added details to explain an idea

Draft 1

Members of Tribewanted.com has collaborated to create virtual and real-life communities all over the world. The founders of the website are Ben Keene and Mark James. They have been friends for a long time. In 2006, James came up with the idea to launch a website to get members to meet and work together to help a community in need. Keene and James learned about a project to help develop an island in Fiji. By this time, many people had signed up online to join the website. Keene and a few members went to the island and worked with the local people there. Together, they accomplished a lot. Tribewanted has since expanded into other areas like Sierra Leone and Papua New Guinea.

Draft 2

Members of Tribewanted.com have collaborated to create virtual and real-life communities all over the world. The founders of the website are Ben Keene and Mark James. In 2006, James came up with the idea to launch a website to get members to meet and work together to help a community in need. Keene and James learned about a project to help develop an island in Fiji. By this time, many people had signed up online to join the website. Keene and a few members went to the island and worked with the local people there. Together, they accomplished a lot. For example, they planted crops and set up environmentally friendly power sources on the island. Tribewanted has since expanded into other areas like Sierra Leone and Papua New Guinea. The website has successfully brought together people from very different cultures to form a real-world tribe.

REVISED DRAFT

D Now use the questions below to revise your paragraph.

- Does a strong topic sentence introduce the main idea?
- Does the paragraph include enough details for each supporting idea?
- Are all verb forms correct?
- Is there any information that doesn't belong?
- Does the paragraph have a concluding sentence or question?

FIRST DRAFT

C Use the information in your outline to write a first draft of your paragraph.



EDITING PRACTICE

Read the information below.

In sentences using the present perfect tense, remember to:

- use the correct form of *have*.
- use the correct form of the past participle of the main verb. (Be careful with irregular past participles, such as *be—been, do—done, have—had, see—seen, take—taken*.)

Find and correct one present perfect mistake in each sentence below.

- The Internet **been** in existence for several decades now, but we are still discovering creative ways to use it.
- Now that it's so easy to share videos, millions of people **has** posted videos online.
- Even though I **have saw** that video a few times, I still find it very funny.
- Social networks like Facebook and Twitter **has** changed the way we get our news.
- The Internet **has allow** people to share information and collaborate on projects.
- Sarah Parcak **has spend** the last several years using satellite images to identify important archaeological sites.
- Galaxy Zoo **has enabling** hundreds of thousands of citizen scientists to classify galaxies (star systems) in our universe.

FINAL DRAFT

E Follow the steps to write a final draft.

- Check your revised draft for mistakes with the present perfect tense.
- Now use the checklist on page 218 to write a final draft. Make any other necessary changes.

UNIT REVIEW

Answer the following questions.

- Which crowdsourcing project mentioned in this unit do you find most interesting? Why?

- What are two things a concluding sentence can do?

- Do you remember the meanings of these words?

Check (✓) the ones you know. Look back at the unit and review the ones you don't know.

Reading 1:

<input type="checkbox"/> accurate	<input type="checkbox"/> collaborate	<input type="checkbox"/> contribution
<input type="checkbox"/> feature	<input type="checkbox"/> investigate	<input type="checkbox"/> launch
<input type="checkbox"/> log in	<input type="checkbox"/> participant	<input type="checkbox"/> potential
<input type="checkbox"/> search		

Reading 2:

<input type="checkbox"/> advertise	<input type="checkbox"/> environmentally	<input type="checkbox"/> global
<input type="checkbox"/> remote	<input type="checkbox"/> tool	<input type="checkbox"/> tribe
<input type="checkbox"/> virtual	<input type="checkbox"/> voting	

VOCABULARY EXTENSION UNIT 3

WORD PARTNERS adjective + *contribution*

Some collocations are in adjective + noun form. Adding an adjective before the word *contribution* gives more information about the kind of contribution being described. Below are some common collocations with *contribution*.

<i>positive contribution</i>	<i>small contribution</i>
<i>scientific contribution</i>	<i>large contribution</i>
<i>significant contribution</i>	<i>generous contribution</i>
<i>financial contribution</i>	

A Circle the correct word to complete each sentence.

- By taking part in scientific online experiments, participants feel like they are making a **significant / financial** contribution to advancing human knowledge.
- Most crowdsourcing participants are not professional scientists. However, projects are carefully designed so that anyone can make a **generous / scientific** contribution.
- Crowdfunding projects raise money through **financial / positive** contributions from a large number of people.
- Anyone who makes a contribution to a crowdfunding campaign, even if it is a **small / large** contribution, can make a difference.
- People who make **large / scientific** contributions to crowdfunding campaigns receive certain rewards. For example, donors who gave over \$2,299 to one campaign received a 3D printer.

WORD LINK *-al*

The suffix *-al* can mean "relating to." Add *-al* to some nouns to make them adjectives. For example, *global* means "relating to the whole world" (i.e., the globe).

B Complete each sentence using a word from the box below.

environmental global normal tribal virtual

- Greenpeace and other _____ groups use the Internet to inform the public about pollution issues.
- For many teenagers today, it is _____ to communicate with each other mainly through social media websites.
- Some researchers think that _____ communities are not a good substitute for meeting people face-to-face.
- Some _____ leaders in the remote areas of Brazil are concerned about the threat of logging to their traditional way of life.
- English has become a(n) _____ language—there are English speakers in most countries around the world today.

WORD FORMS Changing Nouns into Adjectives

Some nouns can be made into adjectives by adding *-ial*, which means "connected or related to." For nouns ending in *-e* or *-y*, drop the *-e* or *-y* and add *-ial*.

NOUN	ADJECTIVE
commerce	commercial
industry	industrial

A Complete each sentence using the adjective form of a word from the box below.

commerce face finance manager office

1. The government's _____ definition of unemployment is "people who are jobless, actively seeking work, and available to take a job."
2. A key _____ skill is the ability to interact with, motivate, and train employees.
3. According to one estimate, _____ fishing has wiped out 90 percent of large fish in the ocean.
4. A(n) _____ advisor gives clients advice on how to manage their money.
5. _____ expressions are an important form of nonverbal communication.

WORD PARTNERS verb + on

Many collocations are formed with prepositions like *in*, *on*, or *out*. Below are definitions for common collocations with the preposition *on*.

rely on: to depend on someone or something
get on: to have a good relationship with someone
build on (success): to continue to achieve more success
take on (work): to begin to deal with more work
move on: to progress or become more modern

B Complete each sentence using the correct form of a collocation from the box above.

1. We _____ the ocean for many things including food and oxygen.
2. In the past, local fishermen used traditional gear like spears and hooks to catch fish. Modern fishing technology has _____ a great deal since then.
3. Many celebrity chefs _____ their success by publishing cookbooks and presenting cooking shows on TV.
4. Waitresses who _____ well with customers often get a bigger tip.
5. Since becoming the restaurant's manager, she has had to _____ new responsibilities.

Target Vocabulary CEFR and AWL Level Index

VOCABULARY INDEX

Word	Unit	CEFR Level	Word	Unit	CEFR Level
according to	10	B1	disabled	8	B1
adapt*	6	B2	disappointed	10	B1
advice	2	A2	discover	7	B1
ancient	7	B1	dish (n)	5	A2
angry	9	A2	documentary	8	B1
appearance	8	B1	during	1	A2
approach* (n)	9	B2	education	2	B1
argue	5	B1	element*	10	B2
arrive	1	A2	emotion	10	B2
artifact	7	-	encourage	8	B1
attend	2	B1	energetic*	8	B2
attitude*	3	B1	environment*	6	B1
attractive	3	A2	escape (v)	8	B1
audience	8	B1	exist	7	B1
average (adj)	6	B1	expect	9	B1
avoid	3	B1	experience (v)	7	B1
aware*	4	B2	extraordinary	1	B1
balance (v)	1	B2	extremely	7	B1
believe	2	A2	fair (adj)	9	B1
belong	10	B2	float	4	B1
bond* (n)	8	B2	fresh	5	A2
calm	10	B1	fried	5	A2
capture	10	B2	frightened	10	B1
cash	3	A2	give up	2	B1
cause (v)	4	B2	government	2	B1
ceremony	10	B1	hidden	7	B1
challenging*	7	B1	hope	5	A2
clean up	4	A1	image*	4	B2
collect	4	A2	immediately	10	A2
communicate*	1	B1	improve	8	A2
companion	9	B2	incredible	10	B1
composer	8	B2	independent	2	B1
confused	9	B1	influence (v)	3	B2
connect	1	B1	ingredient	5	B1
continue	9	B1	instead of	3	A2
control (v)	3	B1	instrument	8	A2
cooperate*	9	B2	intelligent*	6	B1
create*	4	B1	issue* (v)	8	B1
creature	7	B1	kill	4	A2
culture*	5	B1	lack (n)	6	B1
customer	3	A2	leader	2	B1
deal with	4	B1	level (n)	6	A2
decide	2	A2	limit (n)	3	B1
deep	7	A2	link* (v)	6	B2
depend on	1	B1	liquid	6	B1
develop	2	B1	located*	7	B1

Pathways	CEFR	IELTS Band	TOEFL® Score
Level 4	C1	6.5–7.0	81–100
Level 3	B2	5.5–6.0	51–80
Level 2	B1–B2	4.5–5.0	31–50
Level 1	A2–B1	0–4.0	0–30
Foundation	A1–A2		



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ISBN-13: 978-13374-86750

ISBN-10: 13374-86752



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