



**Creating Innovative Academic English
Lessons for Teens with *Pathways***

Gloria ZHAO

Feb. 14th, 2019

Core academic English literacies for 21st century learners

01



02

Tips and tools for creating innovative lessons with *Pathways*

An academic English learning solution for international programs

03



Agenda



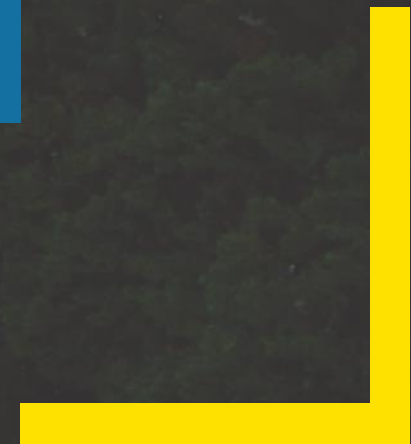
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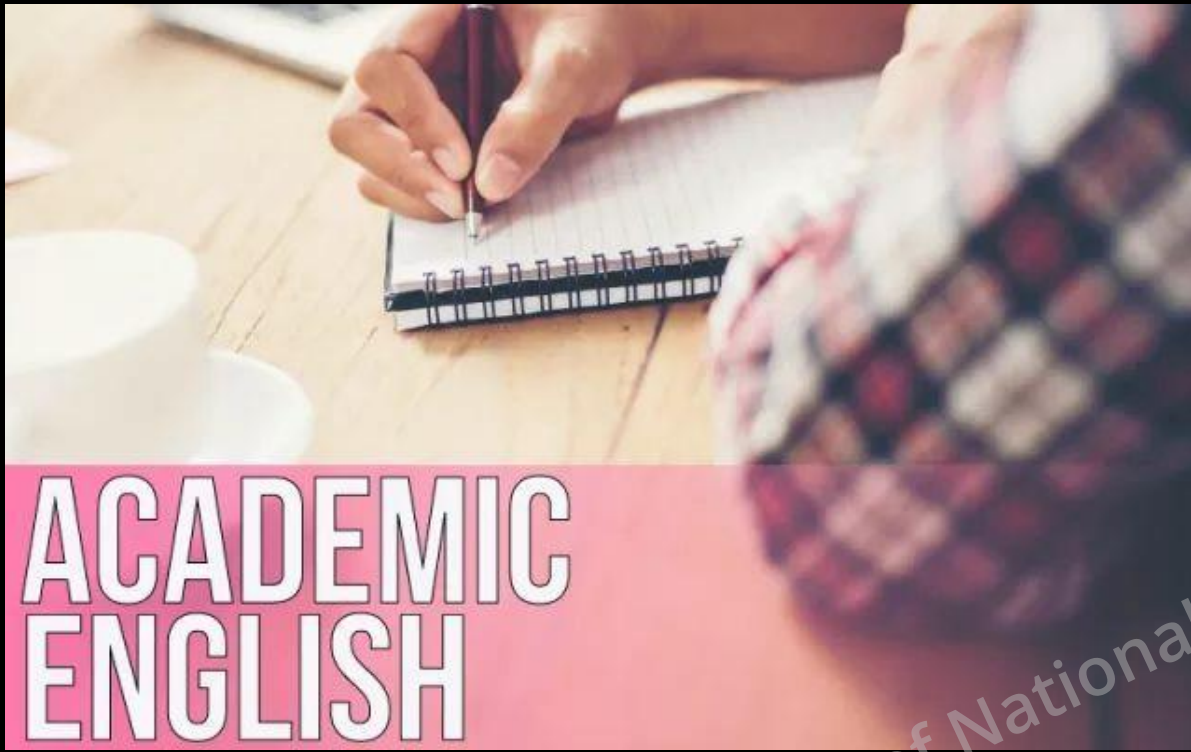
Reflection & Summary



**Core academic English literacies
for 21st century learners**

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ACADEMIC ENGLISH



**What are the core academic English literacies
for 21st century learners?**

Core Academic English Literacies for 21st Century Learners

1. **Academic listening** (listening to academic lectures, etc.)
2. **Academic reading** (identifying the structure of the text; taking notes; skimming and scanning; summarizing; reading critically, etc.)
3. **Academic writing** (choosing a topic, writing a literature review, writing academic essays and research papers, etc.)
4. **Academic speaking** (delivering presentations, taking part in discussions, seminars, tutorials, and international conferences, etc.)
5. **Academic vocabulary** (carefully chosen, high frequency, high use)
6. **Academic ethics/integrity** (plagiarism, citing sources)
7. ***Critical thinking**

* Bruce, I. (2011). *Theory and Concepts of English for Academic Purposes*. New York: Palgrave Macmillan.

Critical thinking in academics and the work place

“The ability to think clearly and rationally is important whatever you choose to do. Being able to think well and solve problems systematically is an asset for any career.”

philosophy.hku.hk/think/critical/ct.php

“California teachers say critical thinking skills, not scores on standardized tests, are the best way to assess whether students are prepared for success in college and the workplace, according to an online survey by EdSource in partnership with the California Teachers Association.”

EdSource <https://edsource.org/2015/teachers-say-critical-thinking-most-important.../87810>

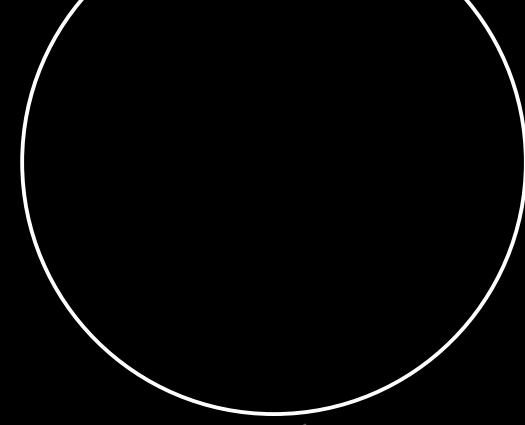
An aerial photograph of a winding asphalt road carved into a steep, rocky canyon. A white car is driving on the road. A large blue circular icon with a white pause symbol is overlaid on the image. A blue banner with white text is positioned across the middle of the image. A yellow L-shaped graphic is in the bottom right corner. A faint watermark 'Property of National Geographic Learning.' is visible diagonally across the image.

Tips and tools for creating innovative lessons with *Pathways*



Using warm-up games

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Guess what we are going to talk about?



It has very complex structure and can generate electricity. (20')



It has two sides with different functions. (15')



It is closely related to our learning activities. Most of us only use a small part of it. (10')





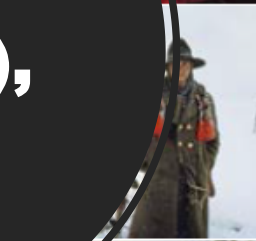


It is like a headquarter with pathways and connections sending messages all the time. (8')



It is the organ inside the head that controls movement, thought, memory, and emotions. (5')

Scope and Sequence

ACADEMIC SKILLS

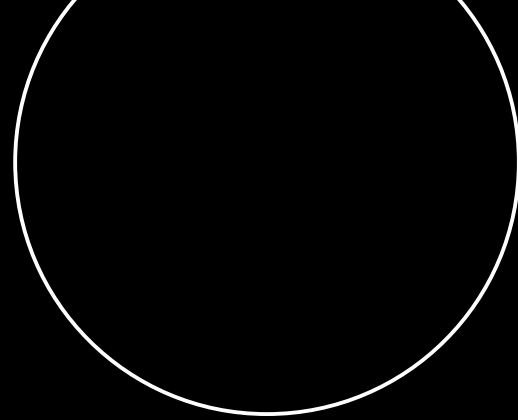
Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 HEALTHY LIVES page 7 ACADEMIC TRACK: Health Science</p>	<p>Lesson A A Talk about Preventing Heart Disease (with slide show)</p> <p>VIDEO Bee Therapy</p> <p>Lesson B A Conversation about Allergies</p>	<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 <p>Lesson Task Presenting Healthy Habits</p> <p>Final Task Participating in a Discussion about Health</p>	<p>Understanding Meaning from Context</p>	<ul style="list-style-type: none"> Expressions of Frequency Final -s sounds 	<p>Focus Interpreting Visuals</p> <p>Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
 <p>2 TECHNOLOGY TODAY AND TOMORROW page 21 ACADEMIC TRACK: Technology</p>	<p>Lesson A A Radio Show about AI</p> <p>VIDEO Can Robots Learn to Be More Human?</p> <p>Lesson B A Conversation about Technology</p>	<ul style="list-style-type: none"> Identifying Important Details Using Abbreviations 	<ul style="list-style-type: none"> Giving Reasons Making Eye Contact <p>Lesson Task Discussing Self-Driving Cars</p> <p>Final Task Presenting a New Technology Product</p>	<p>Using Collocations</p>	<ul style="list-style-type: none"> Action and Nonaction Verbs Stressed Content Words 	<p>Focus Synthesizing</p> <p>Analyzing, Brainstorming, Evaluating, Interpreting a Bar Graph, Organizing Ideas, Personalizing, Prior Knowledge, Reflecting</p>
 <p>3 CULTURE AND TRADITION page 41 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A Lecture about Cowboys (with slide show)</p> <p>VIDEO Faces of India</p> <p>Lesson B An Assignment about Music</p>	<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 <p>Lesson Task Exchanging Information about Cowboys</p> <p>Final Task Presenting a Kind of Music</p>	<p>Keeping a Vocabulary Journal</p>	<ul style="list-style-type: none"> The Past Continuous Reduced Function Words 	<p>Focus Activating Prior Knowledge</p> <p>Analyzing, Brainstorming, Making Inferences, Organizing Ideas, Personalizing, Reflecting</p>
 <p>4 A THIRSTY WORLD page 61 ACADEMIC TRACK: Environmental Science</p>	<p>Lesson A A Talk about the Itaipu Dam (with slide show)</p> <p>VIDEO Dam-Release Rafting</p> <p>Lesson B A Discussion about the Ogallala Aquifer</p>	<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 <p>Lesson Task Presenting a Clean Water Device</p> <p>Final Task Role-Playing a Meeting</p>	<p>Recognizing Suffixes</p>	<ul style="list-style-type: none"> Active and Passive Voice Suffixes and Syllable Stress 	<p>Focus Prioritizing</p> <p>Analyzing, Applying, Evaluating, Interpreting a Map, Organizing Ideas, Personalizing, Predicting, Prior Knowledge</p>
 <p>5 INSIDE THE BRAIN page 81 ACADEMIC TRACK: Psychology</p>	<p>Lesson A A Podcast about Exercise and the Brain (with slide show)</p> <p>VIDEO 3-D Brain Scans</p> <p>Lesson B A Discussion about Memory, Learning, and Emotions</p>	<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 <p>Lesson Task Discussing Problems and Solutions</p> <p>Final Task Planning a Presentation about the Human Brain</p>	<p>Using Context Clues</p>	<ul style="list-style-type: none"> Infinitives after Verbs Linking 	<p>Focus Identifying Solutions</p> <p>Analyzing, Applying, Evaluating, Organizing Ideas, Personalizing, Predicting, Reflecting</p>

Pathways 2 (L&S), Unit 5

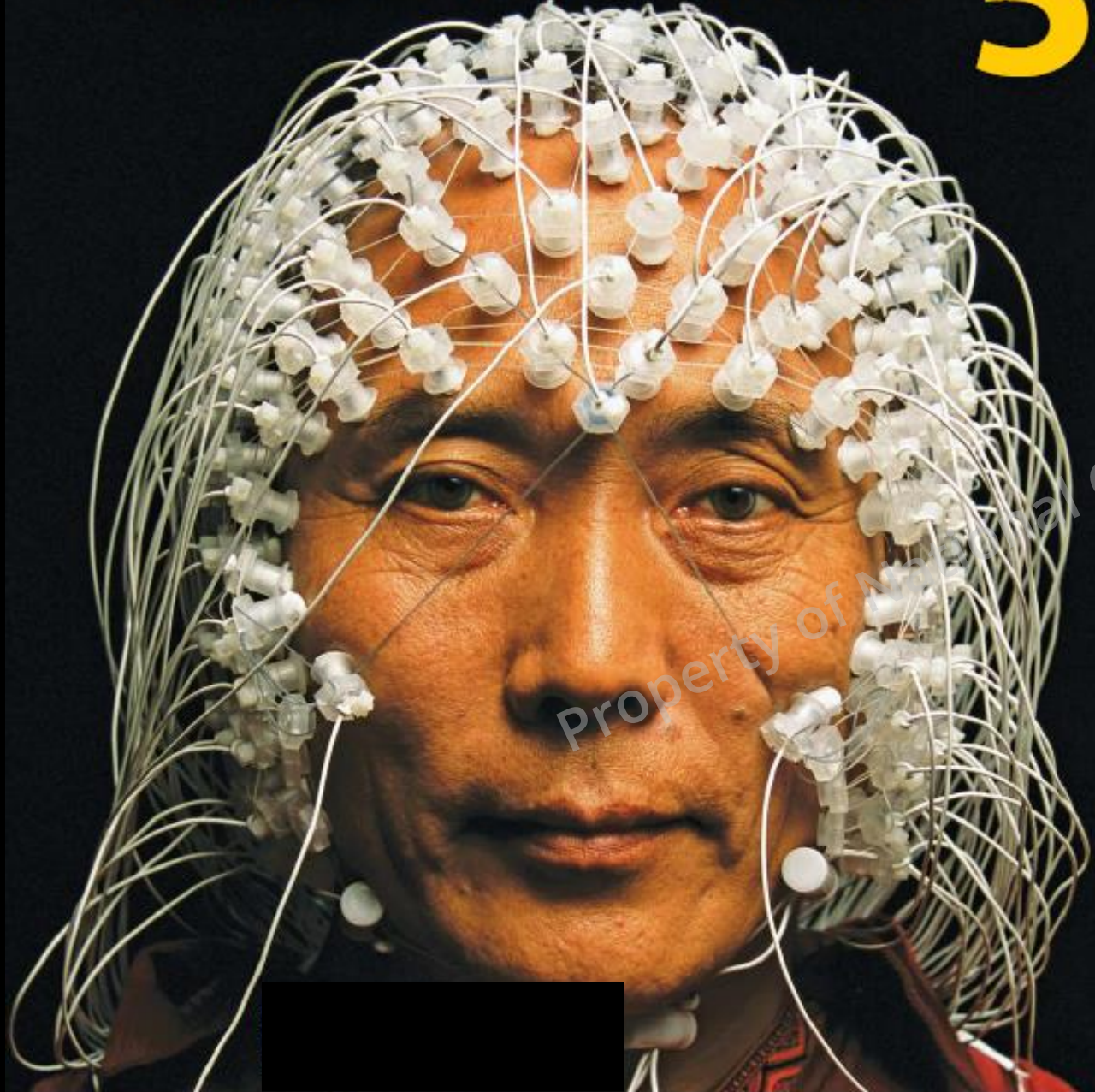


Using images

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INSIDE THE BRAIN **5**



**Does this photo
inspire curiosity?**

**How much do you
know about the
incredible brain?**

**The wires on Buddhist teacher and artist
Dru-gu Choegyal Rinpoche's head are
measuring his brain activity.**

QUIZ: HOW MUCH DO YOU KNOW ABOUT YOUR BRAIN?

- | | | |
|--|---|---|
| 1. You use about 10% of your brain. Most of your brain is less active when you're asleep. | T | F |
| 2. Your brain doesn't have pain receptors. That is why doctors can perform brain surgery on conscious patients. | T | F |
| 3. Brain tissue has a consistency that's very similar to tofu. | T | F |
| 4. Your brain can generate about 25 watts of electricity at any given time. It could power a light bulb. | T | F |
| 5. Having a bigger brain makes you smarter. For example, Albert Einstein has a bigger brain than ordinary people. | T | F |
| 6. During pregnancy, a woman's brain will shrink. It will take up to 6 months to regain its size. | T | F |
| 7. You could survive only having one side of your brain. | T | F |
| 8. The <u>amygdala</u> is the part of your brain that controls your body temperature. It knows your correct body temperature (98.6 degrees Fahrenheit/37 degrees Celsius). | T | F |
| 9. Every day, you have an average of 70,000 thoughts. | T | F |
| 10. Your brain will continue to develop until you are in your late 60s. | T | F |

A Vocabulary

MEANING FROM
CONTEXT

A

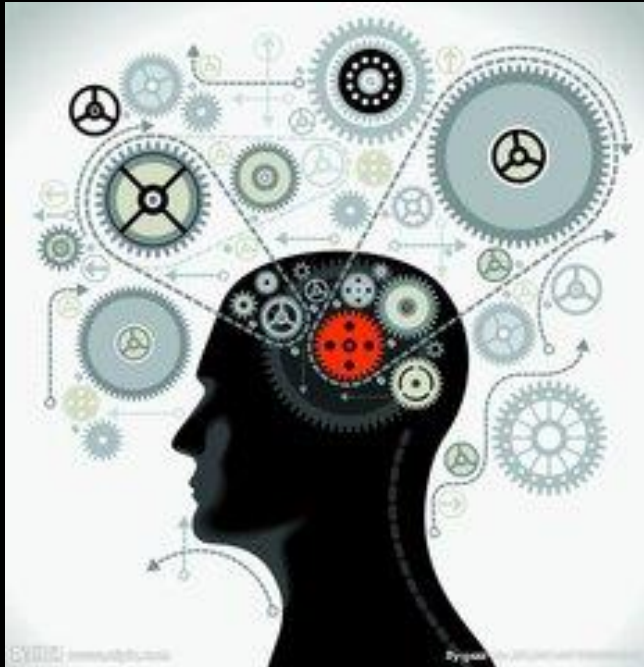
4.2.2

Read and listen to the information. Notice each word in blue and think about its meaning.

FACTS TO MAKE YOU THINK ABOUT YOUR BRAIN

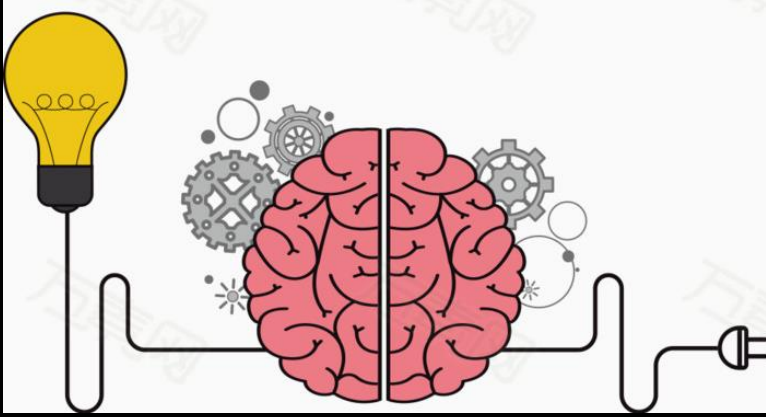
-  Your brain is an extremely **complex** organ. It contains over 100 billion neurons¹ that are constantly sending messages. Different neurons send messages at different **speeds**—some faster and some slower.
-  Every time you experience something new, your brain creates new **connections** and pathways between brain cells.
-  The common belief that we use only a **tiny** amount (10 percent) of our brains is wrong. Each part of the brain has a **function**, so we use 100 percent of our brains.
-  Even without words, you can figure out how someone is feeling. A part of your brain called the amygdala lets you "read" other people's faces and understand what kind of **mood** they are in.
-  Every time you think, laugh, or sneeze, chemical and electrical **signals** are moving between neurons. These messages make it possible for your brain to communicate with your body.
-  Learning changes the **structure** of the brain. When you learn a new skill, such as playing a musical instrument, your brain cells organize themselves in a new way.
-  Your brain is extremely powerful. When you're awake, it **generates** between 10 and 23 watts of electricity—enough to power a light bulb!
-  The *hypothalamus* is the part of your brain that **controls** body temperature. It keeps you from getting too hot or too cold.

Quiz: How much do you know about your brain?



1. You use about 10% of your brain. Most of your brain is less active when you're asleep. **(F)**
2. Your brain doesn't have pain receptors. That is why doctors can perform brain surgery on conscious patients. **(T)**
3. Brain tissue has a consistency that's very similar to tofu. **(T)**

How much do you know about your brain?



4. Your brain can generate about 25 watts of electricity at any given time. It could power a light bulb. **(F)**

5. Having a bigger brain makes you smarter. For example, Albert Einstein has a bigger brain than ordinary people. **(F)**

6. During pregnancy, a woman's brain will shrink. It will take up to 6 months to regain its size. **(T)**

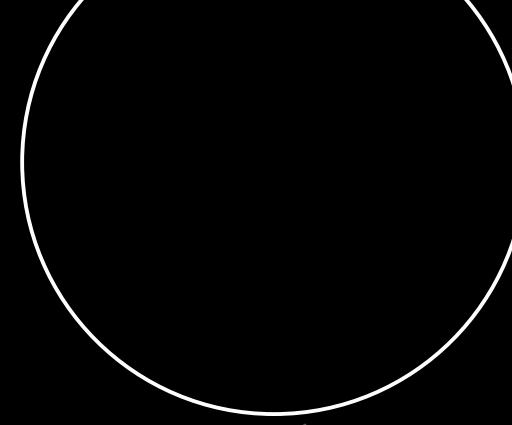


7. You could survive only having one side of your brain. **(T)**

8. The *amygdala* is the part of your brain that controls your body temperature. It knows your correct body temperature (98.6 degrees Fahrenheit/37 degrees Celsius). **(F)**

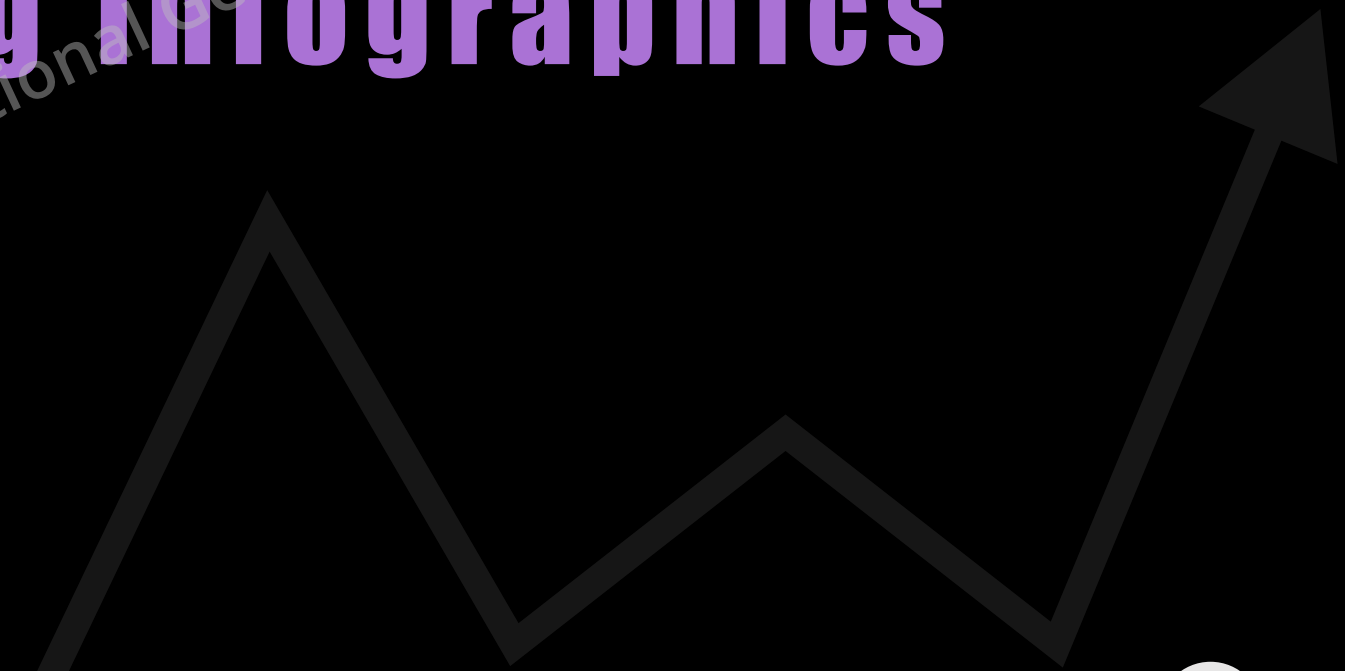
9. Every day, you have an average of 70,000 thoughts. **(T)**

10. Your brain will continue to develop until you're in your late 60s. **(F)**



Using infographics

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Using infographics

The “Exploring the Theme” pages encourage students to develop visual literacy skills by seamlessly moving from text to images as they explore new topics.

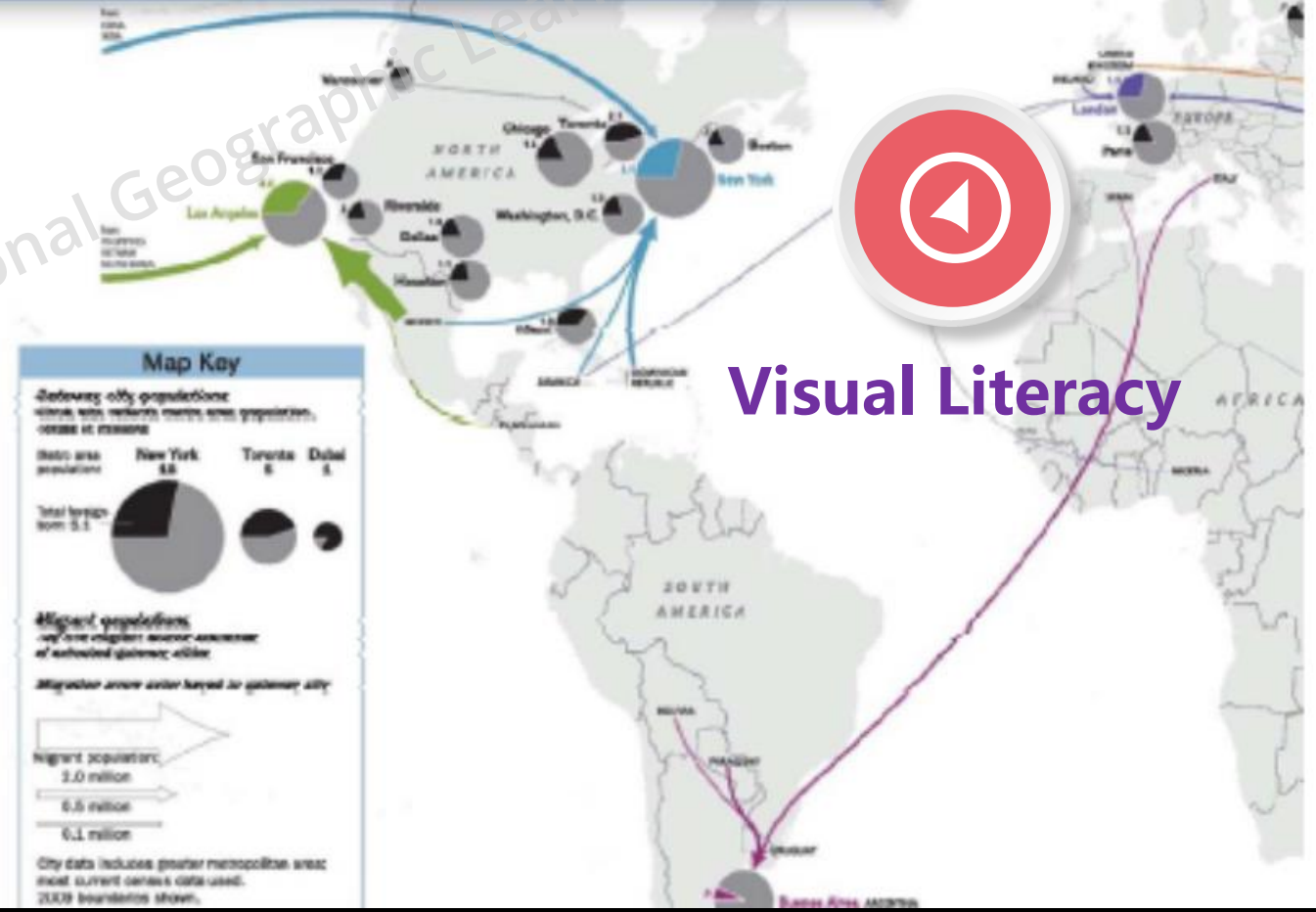
Exploring the Theme: Human Migration

A | Look at the map and map key. Then answer the questions.

1. What do the circles show? What do the arrows show?
2. What is a gateway city?
3. What information does this map show about your country?

B | Look at the photos and read the captions. Then discuss the questions.

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




Visual Literacy

How many gallons of 'water' does it take to make a cup of coffee?


**37 gallons
of water**





**379 gallons
of water**

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**1,857
gallons
of water**

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**2,900
gallons
of water**

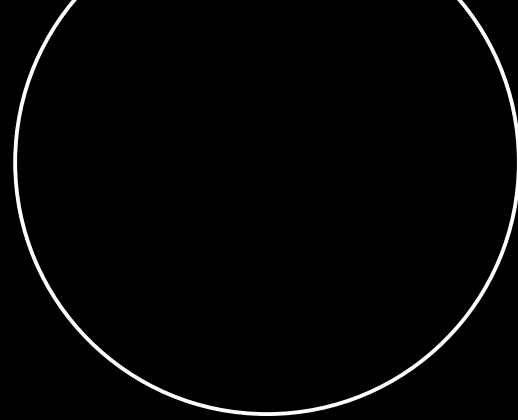
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Using texts

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Using texts by creating a word cloud

Wordle is a toy for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. The images you create with Wordle are yours to use however you like. You can print them out, or save them to your own desktop to use as you wish.

Because the Wordle web toy no longer works for most people, you might want to try installing a desktop version of it on your Mac or Windows computer. The desktop version is exactly the same as the old web version. You'll have to work around various scary security warnings, because the app installers aren't signed.



[Windows Installer](#)
[wordle windows-x64 0 1.exe](#)



[Mac OS X Installer](#)
[wordle macos 0 1.dmg](#)

Making Predictions: T or F?

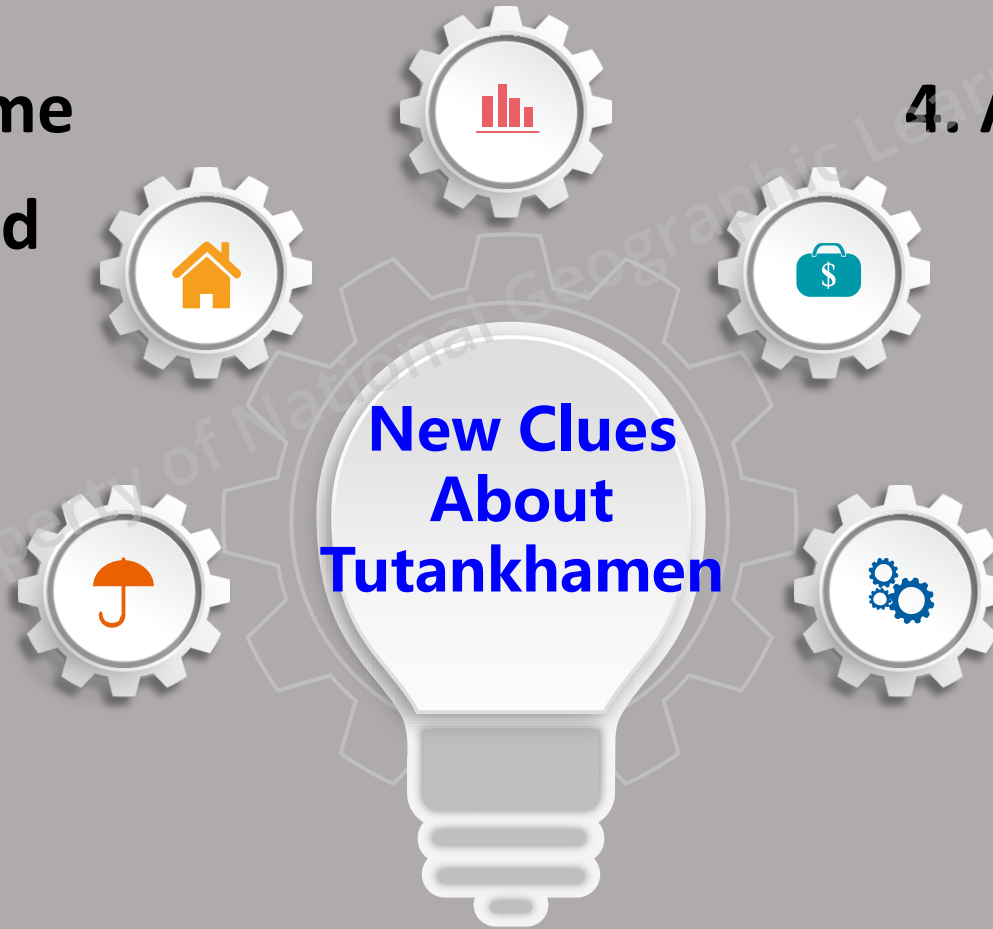
3. Scientists analyzed Tut's remains with Magnetic Resonance Imaging (MRI).

2. Tutankhamen became pharaoh as a child and died in his 30s.

4. According to scientists' research, Tut was probably poisoned.

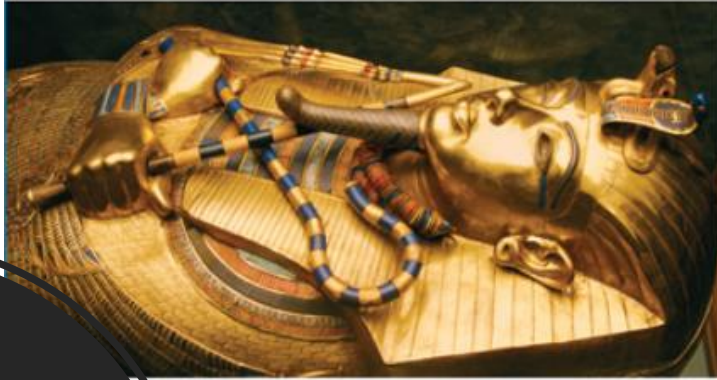
1. There are numerous treasures in Tutankhamen's tomb.

5. Tut was likely to be a very handsome young man when he was alive.



Pathways 2
L&S: Unit 8
Lesson B

Inside Tutankhamen's tomb, a detailed gold death mask covered the king's mummified body.



Archaeologist Dr. Zahi Hawass prepares the Tutankhamen mummy for a CT scan.

New Clues about Tutankhamen: His Life and Death

In 1922, Howard Carter found the remains¹ of a young man in a tomb filled with royal **treasures** from ancient Egypt. Newspapers around the world **reported** the discovery and described the gold jewelry, **precious** stones, and beautiful art found in the tomb. Everyone wanted to know who this important man was.

We now know Tutankhamen was the son of Akhenaten, and he **ruled** Egypt from 1332–1322 BC. He became pharaoh as a child, and he died young. On the other hand, many questions are still unanswered. Was “Tut” ill? Was he **murdered**? What did he look like when he was **alive**?

In 2005, scientists began to **analyze** Tut's remains with computer tomography (CT) and modern forensic medicine—a science usually used to **solve** murder cases. Tut's remains were scanned in a CT machine, which created 3-D² images. Using this technology, scientists were able to **determine** that Tut was probably not murdered, and was about 19 when he died.

Scientists also worked with an artist to create a life-like model of Tut. Not everyone likes the result, however. People disagree about his **race**, but according to the CT scans, he probably looked a lot like modern Egyptians.

Making Predictions: T or F?

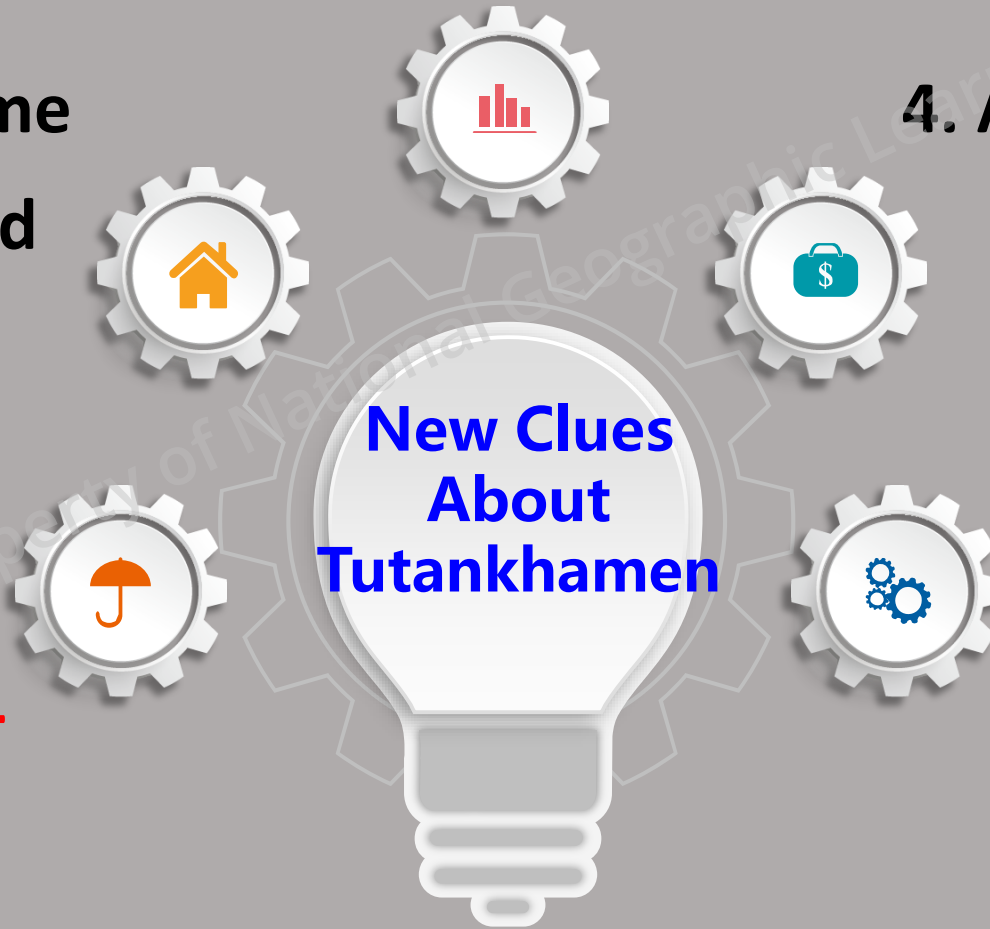
3. Scientists analyzed Tut's remains with Magnetic Resonance Imaging (MRI). **F**

2. Tutankhamen became pharaoh as a child and died in his 30s. **F**

4. According to scientists' research, Tut was probably poisoned. **F**

1. There are numerous treasures in Tutankhamen's tomb. **T**

5. Tut was likely to be a very handsome young man when he was alive.



Miss rather than meet!





An academic English learning solution for international programs

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NATIONAL
GEOGRAPHIC

L E A R N I N G

PATHWAYS

SECOND
EDITION

Bringing the world to the classroom and the classroom to life

NGL.CENGAGE.COM/ELT

A PART OF CENGAGE



Basic information

- A global, **five-level (Foundations & Level 1-4)** academic ELT program across middle school and college years
- A wealth of **National Geographic content**
- Each level has a **Listening, Speaking, and Critical Thinking** book and a **Reading, Writing, and Critical Thinking** book.
- Each level is divided into **8-10** units, taking between **45–60** hours.

LEVEL	Foundations: High Beginning Level 1: Low Intermediate Level 2: Intermediate Level 3: High Intermediate Level 4: Advanced
CEFR CORRELATION	Foundations: A1-A2 Level 1: A2-B1 Level 2: B1-B2 Level 3: B2 Level 4: C1
CATEGORY	Academic English; English for Academic Purposes
AGE	Teens (13+), young adults (16+) and adults
RECOMMENDED HOURS	Foundation: 4.5-6/unit; 36-48/level Level 1-4: 4.5-6/unit; 45-60/level




Scope and Sequence



Unit Title & Theme	Listenings & Video	ACADEMIC SKILLS				
		Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 HEALTHY LIVES page 1 ACADEMIC TRACK: Health Science</p>	<p>Lesson A A Talk about Preventing Heart Disease (with slide show)</p> <p>VIDEO Bee Therapy</p> <p>Lesson B A Conversation about Allergies</p>	<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 <p>Lesson Task Presenting Healthy Habits</p> <p>Final Task Participating in a Discussion about Health</p>	<p>Understanding Meaning from Context</p>	<ul style="list-style-type: none"> Expressions of Frequency Final -s sounds 	<p>Focus Interpreting Visuals</p> <p>Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
 <p>2</p>	<p>Lesson A A Radio Show about AI</p>	<ul style="list-style-type: none"> Identifying Important Details 	<ul style="list-style-type: none"> Giving Reasons Making Eye Contact 	<p>Using Collocations</p>	<ul style="list-style-type: none"> Action and Nonaction Verbs 	<p>Focus Synthesizing</p>

Scope and Sequence






Unit Title & Theme	Listenings & Video	ACADEMIC SKILLS				
		Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 HEALTHY LIVES page 1 ACADEMIC TRACK: Health Science</p>	<p>Lesson A A Talk about Preventing Heart Disease (with slide show)</p> <p>VIDEO Bee Therapy</p> <p>Lesson B A Conversation about Allergies</p>	<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 <p>Lesson Task Presenting Healthy Habits</p> <p>Final Task Participating in a Discussion about Health</p>	<p>Understanding Meaning from Context</p>	<ul style="list-style-type: none"> Expressions of Frequency Final -s sounds 	<p>Focus Interpreting Visuals</p> <p>Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
 <p>A THIRSTY WORLD page 61 ACADEMIC TRACK: Interdisciplinary</p>	<p>(with slide show)</p> <p>VIDEO Dam-Release Rafting</p> <p>Lesson B A Discussion about the Ogallala Aquifer</p>	<ul style="list-style-type: none"> Using a T-Chart 	<p>Lesson Task Presenting a Clean Water Device</p> <p>Final Task Role-Playing a Meeting</p>		<p>Stress</p>	<p>Analyzing, Applying, Evaluating, Interpreting a Map, Organizing Ideas, Predicting, Personalizing, Prior Knowledge</p>
 <p>5 INSIDE THE BRAIN page 81 ACADEMIC TRACK: Psychology</p>	<p>Lesson A A Podcast about Exercise and the Brain (with slide show)</p> <p>VIDEO 3-D Brain Scans</p> <p>Lesson B A Discussion about Memory, Learning, and Emotions</p>	<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 <p>Lesson Task Discussing Problems and Solutions</p> <p>Final Task Planning a Presentation about the Human Brain</p>	<p>Using Context Clues</p>	<ul style="list-style-type: none"> Infinitives after Verbs Linking 	<p>Focus Identifying Solutions</p> <p>Analyzing, Applying, Evaluating, Organizing Ideas, Personalizing, Predicting, Reflecting</p>

Scope and Sequence

Unit Title and Theme		Reading Texts and Video	ACADEMIC SKILLS			
			Reading	Critical Thinking	Writing	Vocabulary Extension
	1 HAPPINESS	Reading 1 Is There a Recipe for Happiness?	Focus Identifying the Main Idea Predicting, Understanding	Focus Inferring Meaning from Context Justifying Your Opinion,	Skill Focus Writing a Strong Topic Sentence Language for Writing	Word Partners Expressions with <i>living</i> Word Forms

Scope and Sequence

Unit Title and Theme		Reading Texts and Video	ACADEMIC SKILLS			
			Reading	Critical Thinking	Writing	Vocabulary Extension
	1 HAPPINESS page 1 ACADEMIC TRACK: Health Science / Sociology	Reading 1 Is There a Recipe for Happiness? VIDEO 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

	page 41 ACADEMIC TRACK: Communications / Sociology	Citizen Scientists Reading 2 Internet Island	the Main Idea(s), Identifying Details, Sequencing		Using the Present Perfect Tense Writing Goal Writing a descriptive paragraph about a crowdsourcing project	-al
	4 SAVING OUR SEAS page 61 ACADEMIC TRACK: Environmental Science	Reading 1 Where Have All the Fish Gone? VIDEO Saving Bluefin Tuna Reading 2 What We Eat Makes a Difference	Focus	Focus	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 verb + on
	5 MEMORY AND LEARNING page 81 ACADEMIC TRACK: Psychology / Biology	Reading 1 The Art of Memory VIDEO House of Cards Reading 2 Sleep and Memory			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>



Develop comprehensive language and academic skills, with a strong focus on critical thinking

Recommended Books for Learners of Different Levels

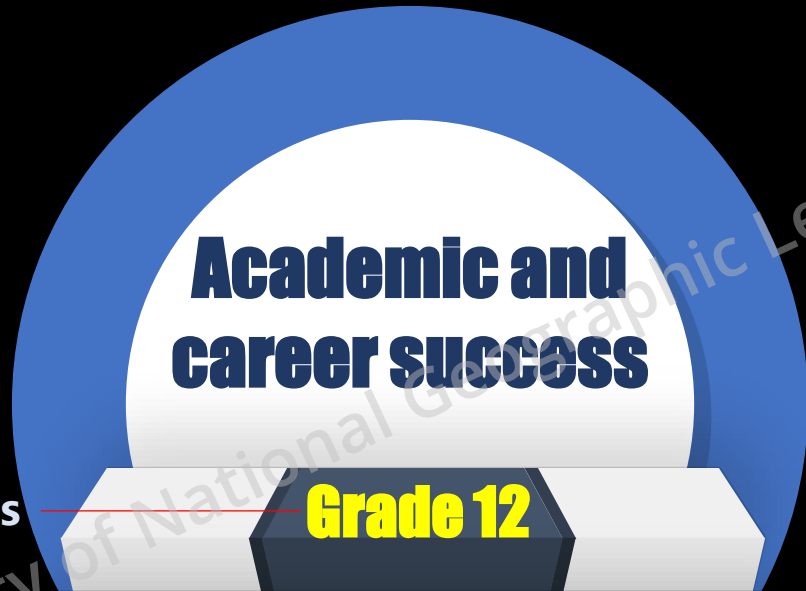
Students' starting levels	Recommended books
A1	PW (LS&RW: F)
A1-A2	PW (LS&RW: F)
A2-B1	PW (LS&RW: 1)
B1-B2	PW (LS&RW: 2)
B2	PW (LS&RW: 3)
C1-C2	PW (LS&RW: 4)

*Suggested teaching hours: PW(LS 2.5~4)+PW(RW 3.5~4)=6~8/week

16-18 weeks/level (with the student's book, online workbook, assessment materials, and other online resources)

A Progressive Academic English Curriculum

For teens (13+) and young adults (16+)



**Academic and
career success**

*Apply for foreign universities

Grade 12

PW(3 & 4): **B2-C1**

Grade 10-11

*Prepare for international
standardized tests

PW(1 & 2): **A2-B2**

Grade 8-9

Grade 7

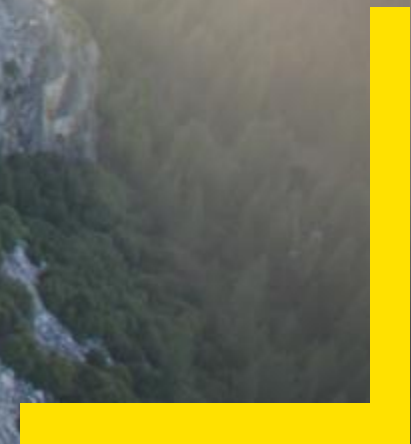
PW(F): **A1-B1**

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Reflection & Summary

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Let's recap!

Outline:

I. Core academic English literacies for 21st century learners

II. Tips and tools for creating innovative lessons with *Pathways*

a. Using warm-up games

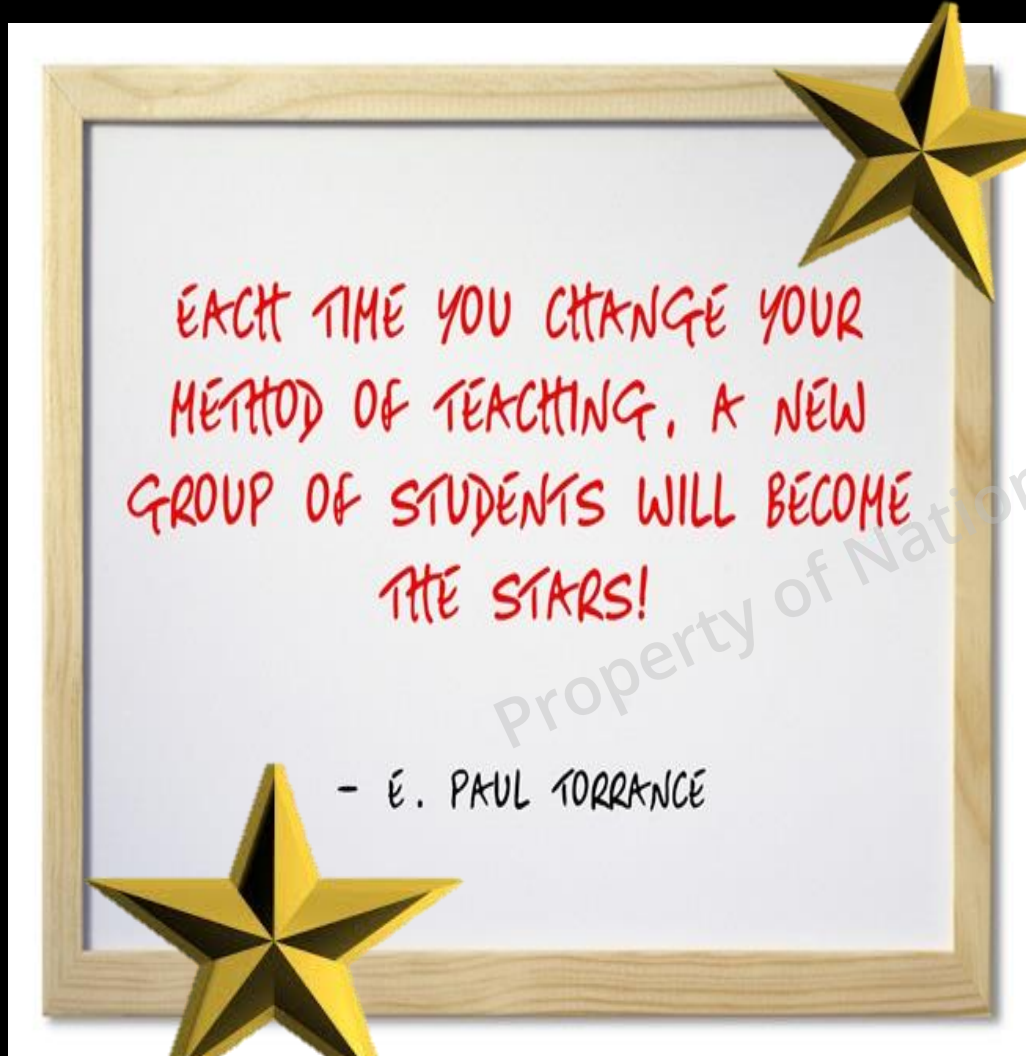
b. Using images

c. Using infographics

d. Using texts

III. An academic English learning solution for international programs

IV. Reflection & Summary





Thank you!

gloria.zhao@cengage.com

Bringing the world to the classroom and the classroom to life

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