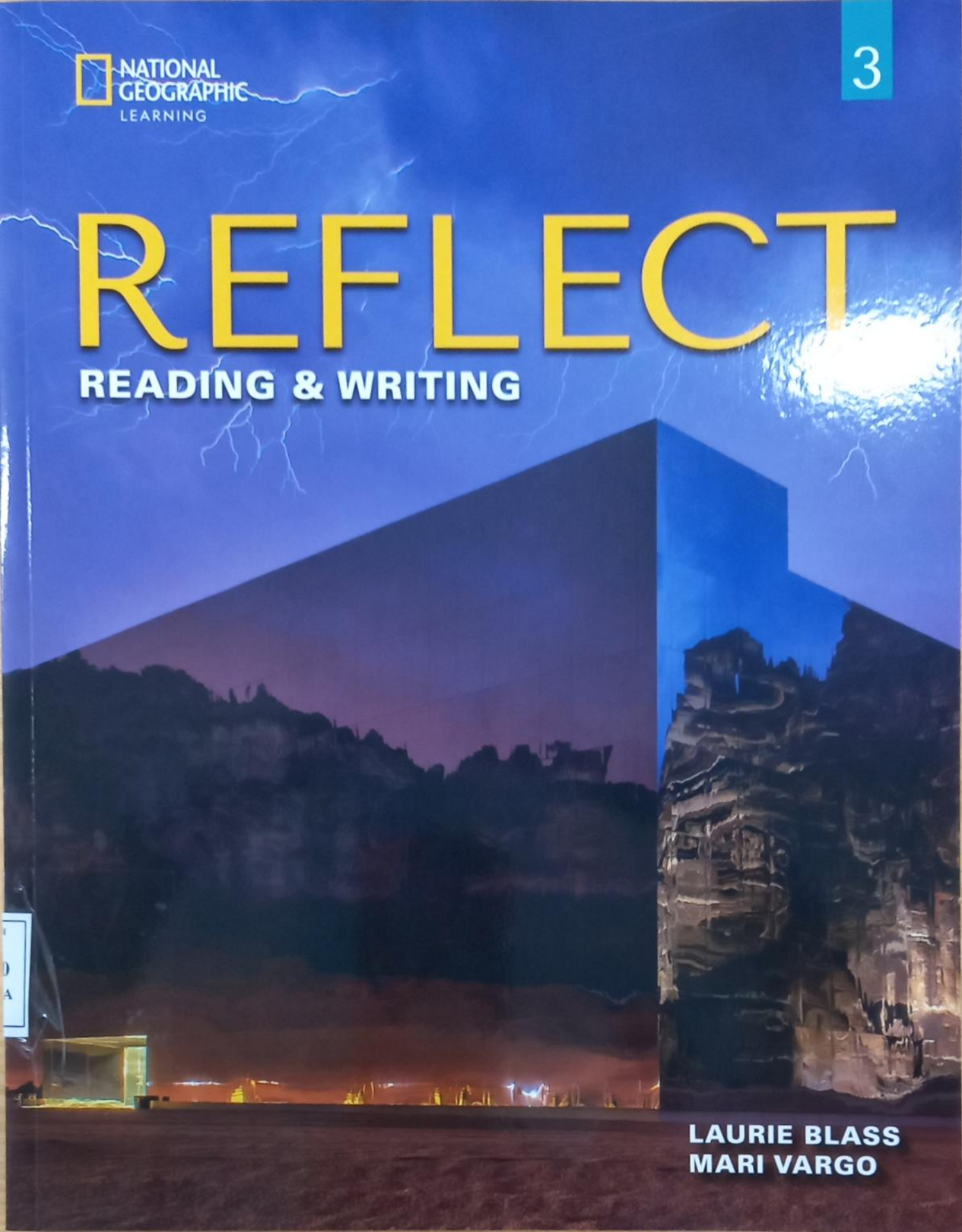


REFLECT

READING & WRITING



The background of the cover features a dramatic night scene. On the left, a dark, silhouetted mountain range is visible against a deep blue twilight sky. In the foreground, a body of water reflects the lights from a city or harbor, with several sailboats visible. On the right side, a large, illuminated rock formation or cliff face is shown, with intricate carvings or patterns visible on its surface. The overall atmosphere is mysterious and awe-inspiring.

Laurie Blass
Mari Vargo

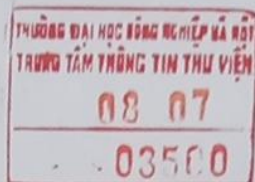
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READING & WRITING

LAURIE BLASS
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SCOPE AND SEQUENCE

BUILDING COMMUNITY

URBAN STUDIES

page 2

1



Video: What does community mean to you?

Reading 1: Why we need communities

Reading 2: Happy cities, by design

READING & VOCABULARY EXPANSION

Understand main ideas and details

Polysemy: Multiple-meaning words

Connotation

LANGUAGE ON THE MOVE

LINGUISTICS

page 20

2



Video: On non-verbal communication

Reading 1: Can you "read the air"?

Reading 2: Evolving English

Understand charts

Prefix: *mis-*

Using a dictionary: Synonyms

IS FEAR FUN?

MEDIA STUDIES

page 38

3



Video: *Free Solo* trailer

Reading 1: *Free Solo* (review)

Reading 2: Fear is fun....for some

Make inferences

Suffix: *-ment*

Base words and affixes

THE ART IN SCIENCE

ART/SCIENCE

page 56

4



Video: The master of folds

Reading 1: STEAM careers

Reading 2: Robot artists

Identify purpose and audience

Prefixes: *in-*, *im-*, and *un-*

Suffix: *-al*

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Organize a paragraph	Multi-word verbs	Support your opinion	<ul style="list-style-type: none"> ▶ Discuss reasons for having a strong community ▶ Assess ways to meet people ▶ Evaluate a neighborhood ▶ Apply ideas to your neighborhood ▶ UNIT TASK Write a paragraph about your ideal community
Write a topic sentence	Simple past and past continuous	Personalize new information	<ul style="list-style-type: none"> ▶ Brainstorm ways we communicate ▶ Analyze your body language ▶ Identify ways that language changes ▶ Predict how English will evolve ▶ UNIT TASK Write a narrative paragraph about a cultural misunderstanding
Write supporting ideas and details	Adjective clauses	Synthesize information	<ul style="list-style-type: none"> ▶ Assess why we do things that cause fear ▶ Understand fear in your life ▶ Rank situations that cause fear ▶ Synthesize information from the readings ▶ UNIT TASK Write a movie review
Summarize charts and graphs	Simple past and present perfect	Assess features to form an opinion	<ul style="list-style-type: none"> ▶ Match skills to STEM jobs ▶ Evaluate STEAM careers ▶ Compare humans with technology ▶ Assess robot art ▶ UNIT TASK Write a paragraph about a graph

WHY WE TRAVEL
TRAVEL/TOURISM

page 74

5



Video: Expedition Tanzania

Reading 1: Surprising benefits of travel

Reading 2: Travel like a local

Understand pronoun reference

Compound words

Suffix: *-en*

THE MYSTERY OF DREAMS
NEUROSCIENCE

page 92

6



Video: What does an astronaut dream about?

Reading 1: Why do we dream?

Reading 2: Dream catchers

Scan for specific information

Degrees of meaning

Suffix: *-ly*

CREATIVITY AT WORK
PSYCHOLOGY

page 110

7



Video: What will you wear to change the world?

Reading 1: What does creativity at work mean?

Reading 2: Tips from the experts

Annotate a text

Suffix: *-ive*

Word families: Nouns, verbs, and adjectives

LOW-TECH LEARNING
TECHNOLOGY / EDUCATION

page 128

8



Video: Theme-park classroom

Reading 1: Low-tech, high-play schools

Reading 2: Laptops at college: pros and cons

Distinguish between facts and opinions

Context clues

Word families: Nouns, verbs, and adjectives

Vocabulary expansion activities	page 146
Appendices	page 154
Index of exam skills and tasks	page 159
Credits	page 160

CONNECT TO IDEAS

Reflect Reading & Writing features relevant, global content to engage students while helping them acquire the academic language and skills they need. Specially-designed activities give students the opportunity to reflect on and connect ideas and language to their academic, work, and personal lives.

Academic, real-world passages invite students to explore the world while building reading skills and providing ideas for writing.

READ

ROBOT ARTISTS

A portrait created by the robot Choudhury, winner of the 2019 RoboArt competition.

A. PREVIEW Answer the questions.

- Quickly scan the article for names of robot artists. How many different names are mentioned? _____
- Underline the first time each robot is introduced.
- Read the first paragraph. Who do you think the audience is for this article?
 - engineers
 - general readers
 - art teachers
- Why do you think the writer writes the article for this audience?
 - to give an opinion
 - to summarize research
 - to give information

TEXT

1. Many artists use technology in their work, using 3D printers to make sculptures. Others use drones to take photographs. Recently, however, technology is coming to our artwork. Several robot artists are **advancing the fields of art and engineering**.



2. **ADA**, a robot artist, has three main goals: ADA was named after Ada Lovelace, the first computer programmer. ADA was once an **industrial robot** that used to make parts in a car factory. However, a company called Universal responded to ADA. Engineers attached a camera to ADA's arm. Company programmers gave it the **ability to recognize human faces**. To make art, ADA uses its camera to look at someone's face. It then uses a pen to draw a portrait. ADA makes art like a human artist. For example, it can paint and "look" at the person while it draws.

3. In the world of art, ADA is not alone. **Ada Lovelace** usually looks like a human artist. It is not common to see a robot look at a person. When the robot goes to draw, it uses a camera to see the person. Each drawing is different. So, the robot is programmed to draw the same person's picture. The ability makes it more like a human artist. It can also talk. At the last show, ADA it can't paint. Instead, a human artist will paint to its advantage. An audience has already given over \$1 million to ADA's paintings.

4. Like ADA, David created art in a car factory. But professors in Germany named David into a robot artist. Unlike ADA, David doesn't draw his paintings. Instead, it takes a photo of someone with a camera. It then transfers the photo using paint. The robot uses a paint brush and 24 colors to **produce** its work. A computer with a David when to put the paint. The paintings look very much like the original photos. David has human qualities, too. For example, it can create music. David also signs its name on finished paintings.

5. In 2016, David, along with 28 other robot artists, participated in a **competition** called RoboArt. Organizers of RoboArt let use the common "conditions art and engineering to enhance" both fields. A robot called Choudhury won the 2019 competition. One of Choudhury's paintings is of a person that the robot **imagined**. Some people think that robot artists like Choudhury aren't real artists, but it is clear that robot art is pushing both art and engineering forward.

Write Write a piece of art made out of wood, clay, metal, or stone. **Share** it at an event without a price. **Improve** it to improve.

Each unit starts with a **high-interest video** to introduce the theme and generate pre-reading discussion.

WATCH

THE MASTER OF FOLDS

A. PREDICT Watch the first part of the video. Why is Robert Lang interested in origami? **CHOOSE**

- The challenge of making simple patterns interests him.
- He likes writing books and articles about origami.
- Doing origami shows him how other things can fold and unfold.

B. MATCH Match the complete ideas. Then match the first part of each sentence with the correct ending. **CHOOSE**

1. Robert Lang created a round origami design.	a. new designs.
2. He developed a small folded design.	b. that fit into a robot.
3. He has used math to create _____.	c. up to 20 or 30 steps.
4. Traditional origami usually requires _____.	d. up to a thousand steps.
5. Today's designs can require _____.	e. for a car's airbag.

C. PERSONALIZE How could you use something artistic to benefit your life? Discuss your answer with a partner.



Dr. Robert Lang folded this origami dragon from one single sheet of smooth paper.

CONNECT TO ACADEMIC SKILLS

READING SKILL Identify purpose and audience

Texts are written for a particular purpose and for a particular audience. When you read a text, think about what the writer is trying to say (the **purpose**). The purpose can be to inform, to explain, to persuade, or to entertain. Think about who this text is for (the **audience**). This will help you predict what the writer is going to say and how the text will be organized. It will also help you understand what details are important. For example, if the purpose of an article is to inform college students' teachers on how to interview well, the text will probably include tips on how to have a successful job interview.

C APPLY Choose the best answers. Then discuss with a partner.

- Which audience do you think the article is mainly for?
 - High-school students
 - College teachers
 - Workers in STEAM careers
- What was the writer's purpose in writing the text?
 - To give an opinion about the best STEAM careers
 - To tell readers about different types of STEAM jobs
 - To explain the pros and cons of different STEAM jobs

D DETAILS Complete the notes in the chart. Write one word or number from the article for each answer.

Career	Job description	Types of qualifications	Starting salary
Scientific assistant	Chooses and makes safety of scientific equipment	College degree in SA and	
	Administering tests, testing	Can be in a	
Acoustic designer	Improves the acoustics in places where music is played	Usually study	

WRITING Evaluate STEAM careers

Write answers to the questions. Then discuss your answers in a group.

- Which STEAM career was most interesting to you?
- Why did you choose this career?

Focused **reading skills** help create confident academic readers.

WRITE

WRITING TIP When you are going to write a paragraph about a graph, you will describe in your writing only the data, conditions, and data from the job.

A MODEL Read the paragraph. Then look at the line graph and write the numbers that the model in the correct places.

Rate of Robots

The graph shows the rate of industrial and non-industrial robots from 2005 to the present. The graph includes data for robots used in factories and offices, and in places like hospitals and stores. According to the graph, rates of both kinds of robots have increased since 2005. Rates of industrial robots have increased by nearly 50% since 2005. Factories bought about \$1.6 billion worth of industrial robots in 2015. Rates of non-industrial robots, however, had risen even faster over the past few years. \$1.2 billion worth of non-industrial robots were bought in 2015. The number of robots increased by over \$1.4 billion worth of non-industrial robots. The number of robots was \$1.4 billion in 2015. The number of robots was about \$1.4 billion. Every five years, the number of robots increased by about \$1.4 billion.

ANALYZE THE MODEL Complete the notes of the model paragraph.

THE _____

What the graph shows: The graph shows _____

One point: According to the graph, _____

Supporting idea 1: _____

Detail: _____

Supporting idea 2: _____

Detail: _____

Concluding sentence: _____

Reflect activities give students opportunities to think critically about what they are learning and check their understanding.

Clear writing models and **Analyze the model** activities give students a strong framework to improve their writing.

PLAN & WRITE

C PLAN You are going to write a summary of one of the graphs below. Choose one and answer these questions.

- What kind of graph is it (a bar graph or a line graph)?
- What is the main point of the graph?
- What are some interesting details in the graph?

WRITING TIP

We use words like **about**, **nearly**, and **over** when we are not sure what an exact number is. We also use these words when the exact number isn't important. Factories bought **about** \$2 billion worth of industrial robots in 2015. Companies invested in **over** \$1.4 billion.

Percentage of Women in STEAM Fields

Change in Number of STEAM Jobs from 1980 to 2015

GRAMMAR Simple past and present perfect

We use the **simple past** to describe an event or time period that is completed.

*Between 2005 and 2018, STEAM jobs **grew** from about 6.4 million to almost 8 million. Jobs in computer science **increased** 100 percent last year.*

We use the **present perfect** to talk about things that started in the past and continue today.

*STEAM jobs **have grown** steadily for the past several years. Jobs in computer science **have increased** almost 100 percent each year since 2011.*

To form the present perfect, use **have** or **has** (not **is**) + the past participle of a verb.

*Sales **have remained** the same for the past five years. They **have not risen**. The rate **has risen** and **fallen** several times since 2016.*

We often use these time words and phrases with the present perfect:

for several years since 2000 over the years lately already yet

A **step-by-step approach** to the **writing process** along with relevant grammar helps students complete the final writing task with confidence.

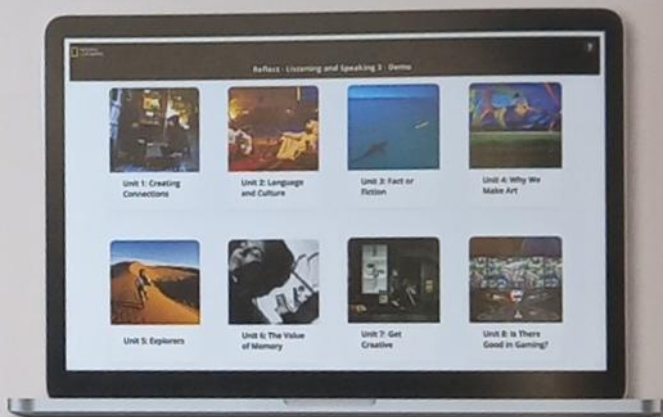
CONNECT TO ACHIEVEMENT



Reflect at the end of the unit is an opportunity for formative assessment. Students review the skills and vocabulary they have gained.

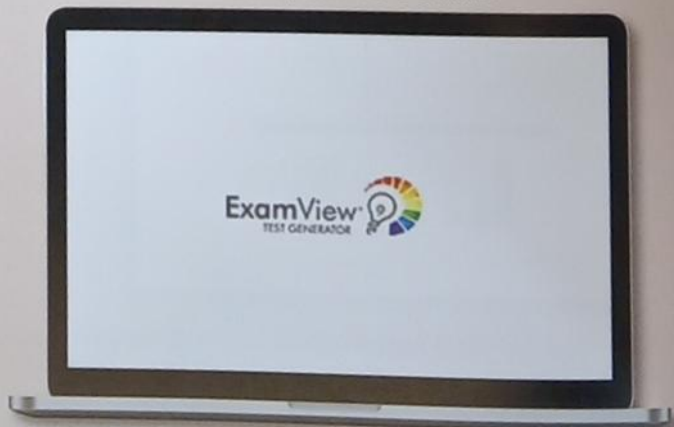
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