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4

REFLECT

READING & WRITING

CHRISTIEN LEE

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REFLECT

READING & WRITING

CHRISTIEN LEE



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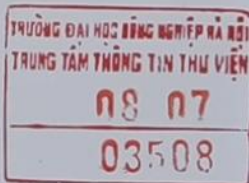
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SCOPE AND SEQUENCE

READING & VOCABULARY EXPANSION

WORLDS WITHIN WORLDS

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SOCIOLOGY



Video: Amber Case: Caring for Your Second Self

Reading 1: Real and Virtual Communities

Reading 2: The Power of Two

Recognize how information is supported

Using a dictionary: Antonyms

CROSSING CULTURES

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CULTURAL ANTHROPOLOGY



Video: What Is "Culture?"

Reading 1: Cultural Confusion?

Reading 2: What's in a Name?

Understand unfamiliar vocabulary

Base words and affixes

PLAYING WITH DESIGN

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DESIGN



Video: Rethinking Waste

Reading 1: Serious Problems, Playful Solutions

Reading 2: The Power of a Nudge

Make inferences

Greek and Latin roots: *mot* and *cycl*

OUR ROBOT FUTURE

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SCIENCE



Video: Rise of the Robobees

Reading 1: Robots: From Fiction to Fact

Reading 2: A Robot Future? Not So Fast!; AI for a Better Tomorrow

Take notes

Collocations: Adjective + preposition

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Organize an opinion essay	Adjective clauses	Understand a writer's purpose	<ul style="list-style-type: none"> ▶ Rank reasons for joining online communities ▶ Consider the value of being part of a community ▶ Evaluate the benefits of multicultural cities ▶ Compare the benefits of different communities ▶ UNIT TASK Write an opinion essay about online communities
Add supporting ideas and details	The passive voice	Evaluate the strength of an argument	<ul style="list-style-type: none"> ▶ Relate to different aspects of culture ▶ Evaluate opinions about culture ▶ Consider how culture can influence a brand ▶ Synthesize ideas about culture ▶ UNIT TASK Write a descriptive essay about cultural symbols
Describe a process	Noun phrases	Connect new ideas to what you know	<ul style="list-style-type: none"> ▶ Consider the importance of play ▶ Relate ideas about play to your life ▶ Consider how design can change behavior ▶ Create a design to change behavior ▶ UNIT TASK Write a description of a diagram
Write a summary	Noun clauses	Support your opinions	<ul style="list-style-type: none"> ▶ Consider what robots can do ▶ Discuss fictional robots ▶ Predict the abilities of future robots ▶ Support your opinion about AI ▶ UNIT TASK Write a summary

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TECHNOLOGY & THE ENVIRONMENT

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Video: What Is Renewable Energy?

Understand references within a text

Reading 1: Cool Invention?

Using a dictionary: Synonyms

Reading 2: Innovative Ideas for the Environment

SAVVY SHOPPERS page 112
BUSINESS

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Video: Vote with Your Wallet

Recognize coherence and cohesion

Reading 1: Keeping Customers Happy

Compound words

Reading 2: Be a Better Buyer

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BEHAVIORAL PSYCHOLOGY

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Video: Cakes of Deception

Recognize cause and effect

Reading 1: Personality: What Type Are You?

Word forms: Using the suffixes *-or*, *-er*, and *-ion*

Reading 2: The Psychology of Giving

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EDUCATION

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Video: More than Peach

Analyze visual information

Reading 1: Young Changemakers

Polysemy (Multiple-meaning words)

Reading 2: A Step to College Success

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WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Organize a problem-solution essay	Pronouns and related words	Evaluate solutions	<ul style="list-style-type: none"> ▶ Consider the impact of inventions ▶ Discuss the pros and cons of “green” actions ▶ Consider what makes a solution innovative ▶ Evaluate innovations ▶ UNIT TASK Write a problem-solution essay about an environmental issue
Organize a review	Comparatives, <i>as . . . as</i> , superlatives	Understand the order of events	<ul style="list-style-type: none"> ▶ Consider what customers want ▶ Evaluate your shopping experiences ▶ Compare shopping habits ▶ Synthesize ideas about buyers and sellers ▶ UNIT TASK Write a review of a product or service
Organize a compare-contrast essay	Compare-and-contrast connectors	Connect information to personal experiences	<ul style="list-style-type: none"> ▶ Compare and contrast personality types ▶ Consider your behavior in different situations ▶ Evaluate reasons why people help others ▶ Consider the effects of cognitive biases ▶ UNIT TASK Write a compare-contrast essay about experiences
Describe data in charts	Non-defining adjective clauses	Notice similarities and differences	<ul style="list-style-type: none"> ▶ Assess the qualities of changemakers ▶ Describe the impact of a changemaker ▶ Consider the effects of life changes ▶ Apply advice to different situations ▶ UNIT TASK Write a description of visuals

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

THE POWER OF TWO



A PREDICT Look at the photo. Read the title and paragraph 1. Complete the sentence in your own words and then discuss your ideas with a partner. The article is probably called *The Power of Two* because it focuses on

1. These days, more of us have two selves: the person we are in the real world and the person we are in online communities. The thing is our **second self** can be **anything**—we want to be better, more successful versions of ourselves. Many of us want to improve our **second self** to look better, run more marathons, make more friends, and be more creative. It may sound almost impossible to achieve these things, but studies suggest there is a surprisingly simple way to **strengthen** all of these factors: there is two languages.

2. Knowing two languages may not always sound like a good idea. In fact, in some parts of the world, it was considered harmful for children to be **bilingual**. Families with parents from two different cultures were sometimes **stunned** to see how their children speak both languages. According to some experts at the time, bilingual children might experience problems. The **advances** in **linguistics** (language) research even suggest that the brain of bilingual kids and girls might develop half as fast as the brain of monolingual children. Some studies suggested that children who were raised in bilingual families might grow up to be less intelligent or find it hard to control their behavior. More recent studies have suggested that these early theories were not just incorrect but completely backwards! Speaking two languages is actually **beneficial**.

3. Studies suggest that being bilingual can boost people's ability to **focus** their attention by improving "executive function" in the brain. This is the name for a set of mental skills that help us remember things, think in flexible ways, and control our behavior. Executive function helps us set goals, stick with the work we need to do, and in school because they have good working memory, can think about information in different ways, and can stay focused on a task. One study suggests that during their careers, people who know two languages might earn an average of about \$12,000 more than those who know just one. And the benefits are not just monetary! Studies show that being bilingual may even protect against the kinds of mental problems that can affect older people.


background (not for advanced)
working memory is the part of a person's memory that stores information used to deal with the current situation or task.

12

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

WATCH

Amber Case: CARING FOR YOUR SECOND SELF



A You are going to watch a video in which Amber Case, a National Geographic Explorer, talks about the "second self." Discuss what you think "first self" and "second self" mean with a partner.

- Your first self is who you are as a child, your second self is the person you become as an adult.
- Your first self is who you are in the real world, your second self is the person you are online.
- Other _____

B Watch the video. Write T for True or F for False. Correct any false statements to make them true.

Amber Case says that

- _____ how people communicate and where information has changed recently
- _____ everyone has email and most people have several social media accounts
- _____ social media is generally fun and exciting, but it can also be a problem.
- _____ most people share thousands of their experiences online every day
- _____ people should be careful about how they present their second self to others.
- _____ an old social media post could stop somebody from getting a good job
- _____ in general, it is not a good idea to have both private and public accounts
- _____ using a nickname instead of your real name online is a good idea.

C PERSONALIZE In what ways are your first and second selves different? In what ways are they similar? Discuss in a small group and give examples to support your points.

4 UNIT 1

CONNECT TO ACADEMIC SKILLS

READING SKILL Recognize cause and effect

Causes are the reasons why certain things happen, and effects are what happen as a result of an event or situation. Recognizing cause and effect helps you better understand relationships between ideas, which is an important part of reading. Here are some connectors that signal cause and effect.

cause **effect** **cause** **effect**
cause effect: It began to rain, so I went home. / It was raining. **As a result,** I went home.

effect cause: I went home **because** it started raining. / I went home **because of** the rain.

Because effects always happen after their causes, you should also look for expressions that signal the order in which events happened.

effect **cause**
Many people reported their accidents **after** the rain began.

E. APPLY Circle the correct connector to complete these causes and effects described in the text.

- A girl grows up thinking she is an introvert, **because** / **so** she learns to act in more extroverted ways over time.
- An astronaut acts in a more outgoing way **before** / **during** a conversation with an astronaut on public television.
- An internet scientist finds out a large group of people. **As a result,** / **The reason** is he is the first to share his findings.
- An idea about personality types became familiar **after** / **so** Carl Jung described introversion and extroversion.
- Because** / **So** the "trolley track" affects how we think, our brains like to put information into just a few categories.

CRITICAL THINKING Connect information to personal experiences

You may understand an article better if you connect it to your personal experiences. Think about how your life experiences are similar to or different from the information in the article. Ask yourself questions that help you do this. For example, Which personality type sounds more like me? or How is my personality similar to or different from other people in my family?

REFLECT Consider your behavior in different situations.

Answer the questions in your notebook. Then share your ideas in a small group.

- How do you feel about spending time with large groups of people? How do you behave when you're in a group?
- How do you feel about spending time alone? What do you usually do?

142 UNIT 1

Focused reading skills help create confident academic readers.



WRITING SKILL Write a problem-solution essay about an environmental issue.

You are going to write an essay that describes an environmental problem and proposes solutions. Use the ideas, vocabulary, and skills from the unit.

ANALYZE Read the news highlight the specific problems related to plastic waste mentioned in the first paragraph.

Beliefs to the Problem of Plastic Waste

Plastic waste has become a major environmental problem. The amount that winds up in the oceans is growing every year. This is a problem because plastic waste is everywhere. In addition, small bits of plastic can get into the bodies of fish, birds, and animals, and make them sick. To solve this issue, individuals, companies, and governments all need to take action.

144 UNIT 1

Some people might argue that the amount of plastic waste that we throw away is small. In the past, however, people are throwing away more plastic than ever before. This is because people are throwing away more plastic than ever before. This is because people are throwing away more plastic than ever before.

Companies can also take the problem of plastic waste. They could make products from other materials, such as glass or metal, instead of plastic. They could also using plastic to make that have less plastic in the materials. Many things that people buy have a lot of plastic parts, so they should use different materials instead.

Finally, governments can take action with the issue of plastic waste. They could encourage companies and individuals to use less plastic. They could also plastic recycling programs and make sure that people use the paper and plastic that governments can use to make that can be recycled. They could also make laws to encourage that use less plastic and reduce waste for companies that use other materials.

A conclusion, plastic waste is a serious and growing problem. So if individuals, companies, and governments all take action, we can reduce plastic waste and improve the environment.

ANALYZE THE MODEL Match the paragraphs to or select the information answers to the model essay.

1. **Introduction paragraph** a. topic paragraph c. concluding paragraph
2. **Problem statement** d. thesis statement b. counterclaim
3. **Supporting ideas** e. topic sentence f. counterclaim
4. **Supporting ideas and details for the thesis statement**
5. **Statement of the thesis statement**

144 UNIT 1

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.

WRITING SKILL Organize an opinion essay

In an opinion essay, you explain how you feel about a topic. Follow this standard organization:

- The **introductory paragraph** includes background information about the topic and states the main idea of the essay in a **thesis statement**. In an opinion essay, the thesis statement gives your opinion on the topic.

- Each **body paragraph** includes a **topic sentence** that gives a reason for your opinion and evidence or examples to support the reason. Well-written body paragraphs have **unity**, which means that each paragraph focuses on just one idea.

- The **concluding paragraph** usually includes a sentence that summarizes your main idea and opinion. It may also include a final thought about the topic.

B. ANALYZE THE MODEL Complete the outline with sentences and phrases from the model essay.

Introductory paragraph

Background information: _____

Thesis statement: There are three reasons why young people should not join online communities.

Body paragraph 1

Topic sentence: _____

Supporting details: _____

Body paragraph 2

Topic sentence: _____

Supporting details: _____

Body paragraph 3

Topic sentence: _____

Supporting details: _____

Concluding paragraph

Summary sentence: Virtual communities are good in some ways, but they can affect young people's mental and physical health, as well as their future success.

Final thought: _____

148 UNIT 1

GRAMMAR Adjective clauses

An adjective clause describes or gives more information about a noun.

Adjective clauses begin with a relative pronoun (who/that for people and that/which for things).

The people **who lived in villages or towns** helped each other.
They joined an online community **that had millions of members**.

Note that the adjective clause usually comes right after the noun it describes, and it may be in the middle of the main clause or at the end.

In **subject adjective clauses**, the relative pronoun is the subject. The verb in the clause agrees with the noun that the relative pronoun replaces.

Most of the people **who that live in big cities** are strangers to each other.
It's a virtual community **that which helps people make new friends**.

noun + relative + verb
pronoun

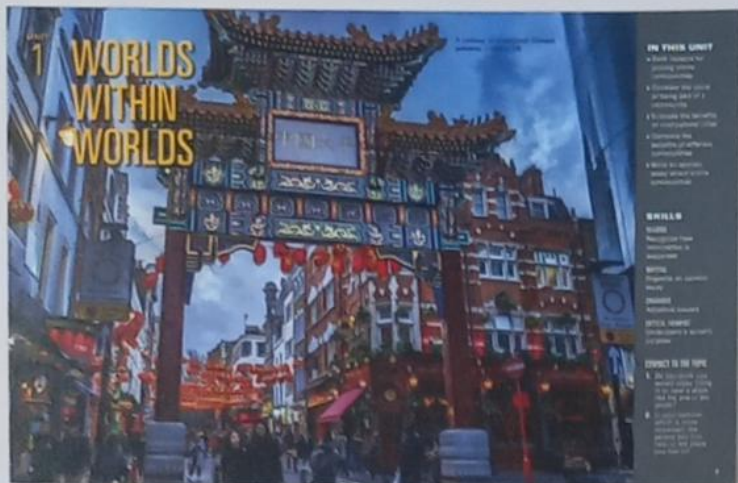
In **object adjective clauses**, the relative pronoun is the object. A subject and a verb follow the relative pronoun. The relative pronoun can be omitted in object relative clauses.

Most of the people **(who/that) she knows** live in urban areas.
I joined an online community **(that/which) my friends also belong to**.

noun + relative pronoun + subject + verb

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

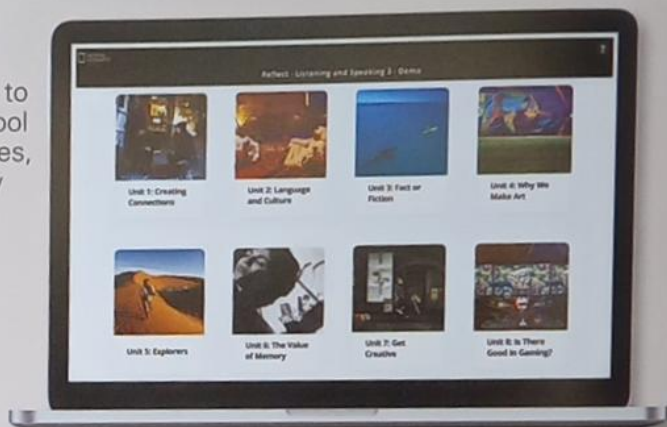
CONNECT TO ACHIEVEMENT



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

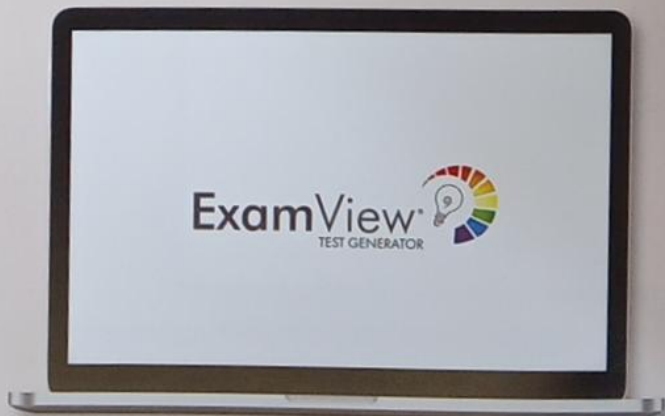
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REFLECT⁴

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