

NATIONAL
GEOGRAPHIC
LEARNING

5

REFLECT

READING & WRITING

JESSICA WILLIAMS

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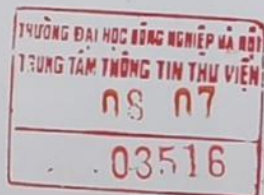
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SCOPE AND SEQUENCE

READING & VOCABULARY EXPANSION

PHOTO STORIES

MEDIA STUDIES

page 2

1



Video: The Photographers on Photography

Reading 1: Visual Storytellers

Reading 2: Our Visual Brain

Distinguish main ideas, supporting ideas, and details

Formal and informal language

THE CIRCULAR ECONOMY

ECONOMICS

page 24

2



Video: A Natural Cycle

Reading 1: Closing the Circle on Waste

Reading 2: The Rise of Usership

Annotate text

Phrasal verbs with *turn* and *wear*

CHANGING HISTORY

HISTORY

page 46

3



Video: An Instant Solution

Reading 1: Preserved: from Fermenting to Freeze-drying

Reading 2: The Plastic Revolution

Make inferences

Prefixes: *pre-* and *re-*

LEADING BUSINESSES

BUSINESS

page 68

4



Video: Changing the Jewelry Business

Reading 1: Colombia's Digital Disruptor

Reading 2: The Shrimp Makers

Find evidence

Base words and word roots

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Write a response essay	Past perfect and past perfect continuous	Apply research findings	<ul style="list-style-type: none"> ▶ Discuss the impact of images ▶ Evaluate photographs ▶ Analyze a saying about pictures ▶ Apply research findings to your life ▶ UNIT TASK Write an essay in response to a photograph
Organize an essay	The passive voice	Rank factors	<ul style="list-style-type: none"> ▶ Assess responsibility for reducing waste ▶ Analyze your contribution to a circular economy ▶ Evaluate ownership versus renting ▶ Rank factors leading to change ▶ UNIT TASK Write an opinion essay about an economic model
Hedge your claims	Past with <i>used to</i> and <i>would</i>	Understand hedging	<ul style="list-style-type: none"> ▶ Consider the history of food preservation ▶ Consider how preserved foods are part of your life ▶ Consider materials in the past and present ▶ Evaluate the role of plastic in history ▶ UNIT TASK Write a problem-solution essay about an invention
Paraphrase original sources	Reduced non-essential adjective clauses	Apply knowledge	<ul style="list-style-type: none"> ▶ Compare types of businesses ▶ Interpret a pie chart about businesses ▶ Relate data to a business opportunity ▶ Draw conclusions about entrepreneurs ▶ UNIT TASK Write an analysis essay about what makes entrepreneurs successful

SHARING A LAUGH
SOCIAL PSYCHOLOGY

page 90

5



Video: Laughter across Species

Reading 1: The Origins of Laughter

Reading 2: Why We Laugh

Understand pronoun references

Suffixes: *-able* and *-ible*

OUR CHANGING CITIES
URBAN STUDIES

page 112

6



Video: The First National Park City

Reading 1: Wild in the City

Reading 2: Feeding the City

Distinguish counterarguments and refutations

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

ATTRACTING TOURISTS
SOCIOLOGY

page 134

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Video: Wildlife Tourists

Reading 1: Amazing Influencers

Reading 2: Is Social Media Harming Tourism?

Recognize a writer's point of view

Polysemy: Multiple-meaning words

BREAKING RECORDS
SPORTS SCIENCE

page 156

8



Video: How Fast Can We Run a Marathon?

Reading 1: Born to Win

Reading 2: How Fast Can We Go?

Skim and scan during a standardized test

Suffixes: *-ant* / *-ent* and *-ance* / *-ence*

Vocabulary expansion activities	page 178
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WRITING**GRAMMAR****CRITICAL THINKING****REFLECT ACTIVITIES**

Summarize research for a research report

Noun modifiers

Evaluate research claims

- ▶ Consider why we laugh
- ▶ Analyze different kinds of laughter
- ▶ Assess statements about laughter
- ▶ Evaluate research claims about laughter
- ▶ **UNIT TASK** Write a research report about laughter

Write about causes and effects

Cause and effect connectors

Be an active reader

- ▶ Consider how wild animals live in a city
- ▶ Consider a claim about cities and nature
- ▶ Predict how to feed our cities
- ▶ Assess the impact of vertical farming
- ▶ **UNIT TASK** Write a cause-effect essay about a change in a community

Write counterarguments and refutations

Articles

Recognize bias

- ▶ Rank tourist attractions
- ▶ Assess evidence in a travel blog
- ▶ Consider pros and cons of tourism
- ▶ Recognize bias in claims
- ▶ **UNIT TASK** Write an argumentative essay about the impact of tourism

Write an essay for a standardized test

Combine modals

Synthesize information from different sources

- ▶ Consider the role of genes in athletic performance
- ▶ Analyze a quote about sports
- ▶ Consider the impact of technology on sports
- ▶ Predict the future of sports records
- ▶ **UNIT TASK** Write an opinion essay for a standardized test

CONNECT TO ACADEMIC SKILLS

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

READING SKILL Find evidence

As writers and critics, you often need to **find evidence** to support an argument you want to make in a presentation, essay, or report. For example, you may need to look for evidence to support a claim you are making in your thesis statement. Follow these steps when you need to find evidence in a text.

1. Read the article at the very beginning so that you have a good general understanding of it.
2. Read the article for a second time, marking down any writing that is, e.g., a quotation you want to include or a claim you want to support.
3. Annotate parts of the article that will help with your writing task.

E. APPLY Which of these claims are supported by evidence in the profile? Check if there is evidence in support of the claim. Write a if there is evidence against the claim.

1. _____ Commercial banks from the United States. (paragraph 1)
2. _____ They have a business education. (paragraph 2)
3. _____ They are prepared to take risks. (paragraph 3)
4. _____ They start businesses that support markets. (paragraph 4)
5. _____ They, for the first time, have lost a business. (paragraph 5)
6. _____ They start more than one business. (paragraph 6)

F. APPLY Review the claims in activity E. Highlight the evidence in the profile in support of or against each claim. There may be more than one piece of evidence. Compare your answers with a partner.

PROJECT Interview a job coach about businesses.

Look at the pie chart and answer the questions. Discuss your ideas with a partner.

Why do entrepreneurs start their own businesses?

Reason	Percentage
More independence	35%
More control	25%
More money	20%
More freedom	15%
Other reasons	5%

1. What are the four most common reasons entrepreneurs start a business?
2. Can you think of any other reasons why an entrepreneur would start a business?
3. Why would you choose someone's most important reason for becoming an entrepreneur?

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



READ Read a news story about a change in a community.

You are going to write an essay in response to the question: "Think about a recent transportation project in your public life or a job or hobby that you have and think about the reasons for the change, and what you have to offer?" Use the ideas, questions, and skills from the unit.

A MODEL ESSAY Read the model essay. Then with a partner, discuss whether the essay responds to the task in an effective way.

How Bicycling Has Changed a City

Over the past few years, many cities have seen a big increase in the number of people who use bicycles to get to work or school. This is a good thing because it helps to reduce traffic and air pollution. In addition, it is a healthy way to exercise. Many cities have begun to build more bike lanes and paths to make it easier for people to use their bikes. Some cities have also started to offer bike-sharing programs, which allow people to rent a bike for a short time. These changes have made it easier for more people to use bicycles. I think that more cities should start to build bike lanes and paths. It would be a great way to make the city safer and healthier for everyone.

B. ANALYZE THE MODEL Answer the questions.

1. What is the model's purpose?
2. What are the two main reasons the author gives?
3. What has been the best effect of the city's change?
4. What suggestions does the author give to help to solve the problem?

PLAN & WRITE

I BRAINSTORM Answer the questions. Discuss your ideas in a small group.

1. What are some recent construction projects or policy changes in a city or community you know well? You can also do some online research to find out about one. Check if the events or add your own ideas.

<input type="checkbox"/> building a new school	<input type="checkbox"/> changing the road system
<input type="checkbox"/> tearing down an old factory	<input type="checkbox"/> _____
<input type="checkbox"/> turning a park into apartments	<input type="checkbox"/> _____
<input type="checkbox"/> building a new hospital	<input type="checkbox"/> _____
2. Choose one project or change to write about. Make a list of the reasons why it's important. Talk to your family and neighbors or do research to find out more about it.

3. What have been the effects of the project on the community? Does it look different? Have people's lives changed? Are they better, worse, or different? Complete the chart.

Positive effects	Negative effects
_____	_____
_____	_____
_____	_____



GRAMMAR Cause-and-effect connectors

Cause and effect connectors show cause and effect relationships. The most common ones are **because** and **so**, but causes and effects can also be connected by **prepositions** and **transitions**. Prepositions introduce causes (or reasons). They are followed by a noun phrase. Transitions introduce effects (or results). They are followed by an independent clause.

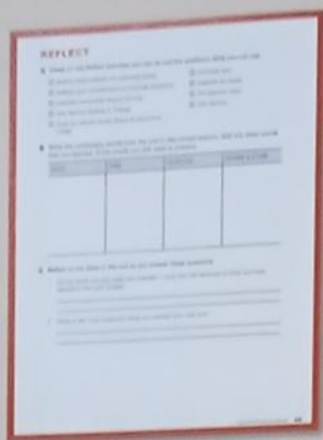
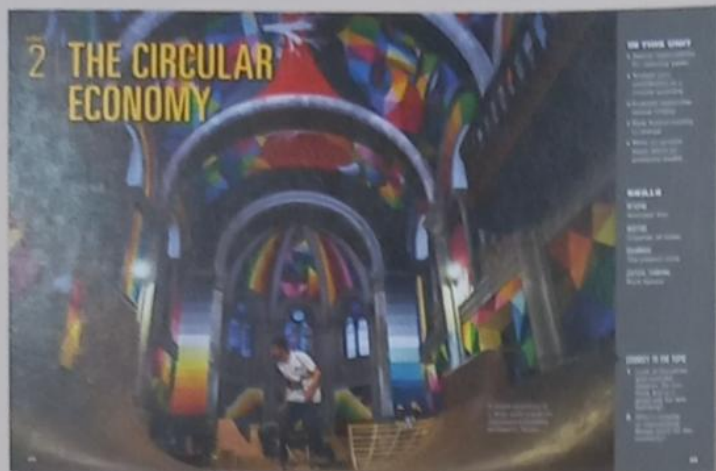
Vertical farmers don't use pesticides **thanks to** the tightly controlled growing conditions.
effect preposition + cause

Birds with shorter wings survived. **As a result**, genes for short wings became more common.
cause transition + effect

Prepositions + cause	Transitions + effect
because of, due to, thanks to, as a result of, as a consequence of	as a result, consequently, therefore

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

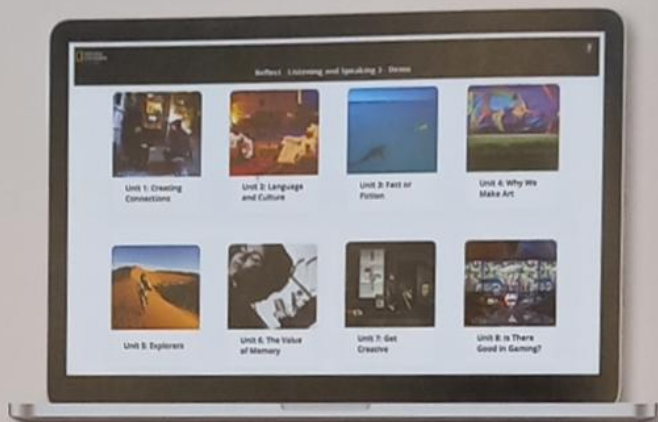
CONNECT TO ACHIEVEMENT



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

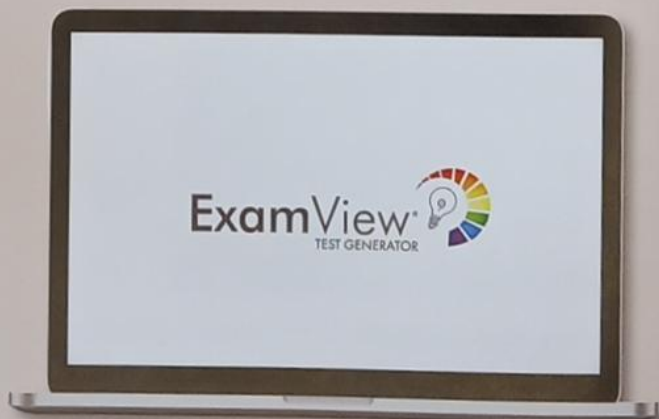
DIGITAL RESOURCES

TEACH lively, engaging lessons that get students to participate actively. The Classroom Presentation Tool helps teachers to present the Student's Book pages, play audio and video, and increase participation by providing a central focus for the class.



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ASSESS learner performance and progress with the ExamView® Assessment Suite. For assessment, teachers create and customize tests and quizzes easily using the ExamView® Assessment Suite, available online.



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REFLECT⁵

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