

REFLECT

READING & WRITING



TANIA PATTISON

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Reflect 6 Reading & Writing

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SCOPE AND SEQUENCE

READING & VOCABULARY EXPANSION

1 MONEY ISN'T EVERYTHING

BUSINESS

page 2



Video: Social enterprise 101

Reading 1: A business close to her heart

Reading 2: So you want to be a social entrepreneur?

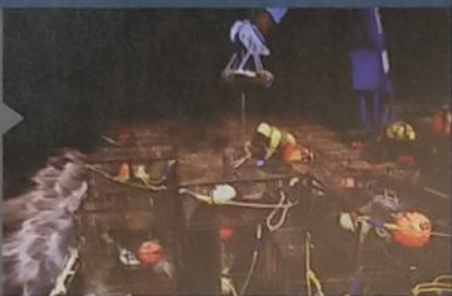
Be an active reader

Using a dictionary:
Choosing synonyms

2 BURNING THE MIDNIGHT OIL

BIOLOGY

page 26



Video: Caffeine 101

Reading 1: Coffee: making the modern world possible

Reading 2: Technology and sleep: what is the connection?

Question what you read

Root words

3 WORKING TOGETHER

BEHAVIORAL SCIENCE/PSYCHOLOGY

page 50



Video: Team building: the marshmallow challenge

Reading 1: A team's journey to success

Reading 2: Working together for success

Determine a writer's purpose and audience

Formal and informal language

4 NEW FRONTIERS IN ENGINEERING

DESIGN/ENGINEERING

page 74



Video: Architects learn from termites

Reading 1: Reach for the sky

Reading 2: Engineering miracle under the sea

Make inferences

Using a dictionary:
Building word families

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Choose relevant information	Verb forms for describing the past	Consider various perspectives	<ul style="list-style-type: none"> ▶ Explore the role of small businesses in society ▶ Collaborate on a social entrepreneurship idea ▶ Consider the challenges of social entrepreneurship ▶ Evaluate opportunities for social entrepreneurship ▶ UNIT TASK Write a descriptive essay about a social enterprise
Summarize an academic text	Direct and indirect quotes and reporting verbs	Compare research to your own experiences	<ul style="list-style-type: none"> ▶ Consider the effects of caffeine consumption ▶ Relate concepts to your own experiences ▶ Evaluate the effects of electronic devices on your life ▶ Apply new information to your life ▶ UNIT TASK Write a summary of an academic text
Paraphrase research material	Modals and expressions for advice	Recognize a writer's cultural context	<ul style="list-style-type: none"> ▶ Consider what makes a team successful ▶ Carry out a SWOT analysis for a team ▶ Generate strategies for successful teamwork ▶ Design a plan that requires teamwork ▶ UNIT TASK Write an expository essay on teamwork
Describe how something was done	The passive voice to emphasize what's important	Establish priorities	<ul style="list-style-type: none"> ▶ Analyze what drives engineers ▶ Apply engineering concepts ▶ Evaluate engineering achievements ▶ Consider responses to engineering achievements ▶ UNIT TASK Write a process essay describing an achievement in engineering

WALL ART
ART

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5



Video: Counter mapping

Reading 1: Painting prehistory

Reading 2: Making a statement, one wall at a time

Distinguish facts from opinions

Prefixes: *con-*, *col-*, *com-*, and *cor-*

LOST IN TIME
SOCIAL SCIENCE

page 122

6



Video: Ghost town at the edge of the world

Reading 1: From boom town to ghost town

Reading 2: Lidar

Synthesize information

Using a dictionary: Choosing the correct meaning

IT'S HOW WE SAY IT
COMMUNICATION

page 146

7



Video: How do you prefer to communicate?

Reading 1: The language-thought connection

Reading 2: Communication across cultures

Annotate a text

Collocations: *Take + noun*

MAKE THE RIGHT CHOICE
BEHAVIORAL SCIENCE/ETHICS

page 170

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Video: Ethical decision making

Reading 1: Ethics in business, travel, and sports

Reading 2: Learning from history's mistakes

Identify arguments and counterarguments

Compound words

Vocabulary expansion activities	page 194
Appendices	page 202
Index of exam skills & tasks	page 207
Credits	page 208

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Write a review	The pronoun <i>this</i>	Evaluate evidence for theories	<ul style="list-style-type: none"> ▶ Consider the value of art from the past ▶ Discuss issues around studying early art ▶ Form an opinion about modern street painting ▶ Take a position on street art ▶ UNIT TASK Write a review of a creative work
Explain causes and effects	Past modals	Apply the past to the present	<ul style="list-style-type: none"> ▶ Consider why places are abandoned ▶ Explore the potential of a ghost town ▶ Assess your knowledge of your country's history ▶ Imagine further uses of technology ▶ UNIT TASK Write a cause-effect essay about an event in history
Compare and/or contrast	Articles to refer to groups	Consider the limitations of research claims	<ul style="list-style-type: none"> ▶ Consider the relationship between language and thought ▶ Evaluate ideas about language and thought ▶ Analyze potential areas of difficulty in communication ▶ Examine reasons for communication breakdowns ▶ UNIT TASK Write a compare-contrast essay about communication
Write persuasively on a discussion board	Unreal conditionals	Understand bias	<ul style="list-style-type: none"> ▶ Analyze whether actions are ethical ▶ Evaluate situations and make ethical decisions ▶ Consider ethics in experiments ▶ Apply ethics to an experiment ▶ UNIT TASK Write persuasively on an ethical question

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

ETHICS IN BUSINESS, TRAVEL, AND SPORTS

TEXT Ethical considerations play a role in many decisions we make in life. As we work, travel, and enjoy leisure time, we must navigate situations that test our beliefs about right and wrong behavior. Read to learn about examples of ethical choices people have had to make in their careers.

Background

1. A woman was working in a retail media company for a school district in the United States. After learning that a woman was coming, she was asked to work on her school's website. The woman responded by saying, "She was from, would you have to work for me?" She was asked to define her part and apologize to the woman. She was then fired.

2. There are many ways of measuring being fair. For example, they have found on social media, to make sure that posts are related to their jobs. A worker at a hotel once posted, "I just really love being around a lot of kids." The hotel was to come back to work. Workers in a restaurant did not want to be a 17% discount order and the complaint to the manager. The manager then fired them.

What is your opinion about the woman's decision?

3. Sometimes in these things we notice. Some people argue that an individual's social media posts are private, especially when they are not related to the job. What people post on that social media has a lot of influence on others. Behavioral guidelines that employers should follow. Anyone who violates a rule of conduct risks damaging the reputation of the company. Ethics was the danger of social media use in their. Think carefully before you post.

The benefits of Bali, Indonesia draw thousands of tourists every year.

You decide: When is it ethical and unethical to post on someone's business of their social media activity? Does it matter whether the post was posted about the job or whether it was a personal post?

Text

4. America has often been called the ultimate land of freedom. However, the 1954 document for human rights and the 1948 document for human rights are the same. In the 1950s, 2019 human rights were...

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

WATCH

Are iceberg off the coast of Greenland?

ETHICAL DECISION MAKING

A How is making a decision similar to an iceberg? Discuss the question with a partner. Now watch the video. Was your answer correct? **YES**

B Watch again. Match each driver of decision making to a possible result. **YES**

1. Unconscious thoughts	a. We may be influenced by the beliefs of our family, friends, or colleagues, without ever questioning these beliefs.
2. Unlearning custom and practice	b. We consider all aspects of the decision. We follow our purpose, values, and principles.
3. Ethical decision-making profile	c. We may let biases influence our decisions, or we may ignore ideas that don't support our way of thinking.
4. Reflective practice	d. We may be focused on outcomes or on relationships. We may ignore other important issues.

Complete the sentence with a number (1-4) from above:
We like to think we are most strongly influenced by number _____. In reality, we are most likely to be influenced by the other three.

C PERSONALIZE When was the last time you had to make an important decision? Which of the concepts in the video influenced your decision?

CONNECT TO ACADEMIC SKILLS

READING SKILL Be an active reader

It is not enough to just read passively to obtain information. You need to be an active part of the reading process by reflecting on what you read. Please as you read and ask yourself questions about the text. One way to do this is to make connections between the text, your own background, and other things you might have read or heard about. Ask yourself questions such as these:

- Does this remind me of anything I have done, seen, or read about?
- Have I seen anything like this before, on television, or somewhere else in the media?
- How does this compare to the situation in my own country or city? Is it the same? Different?
- Based on my own experiences, what do I think of this information?

D APPLY Answer the questions. Then share your ideas with a partner.

1. Think about your home country or a country you know well. Are there any places like Fogo Island, where the traditional way of life is threatened?
2. If your home country has places that are losing their traditional identity, what is being done to prevent this? If there are no places like this, why do you think your country has been able to keep its traditions alive?

CRITICAL THINKING Consider various perspectives

When you read, think about who has written the piece you are reading or who is being quoted. This person has a unique perspective, based on his or her life experiences, upbringing, education, job, and political beliefs. Ask yourself: How might these individual views and experiences affect the writer's perspectives and actions?

E APPLY Answer the questions in your notebook and then share your ideas with a partner.

1. A Fogo Island outsider says, "Individual people shouldn't have to help regions in trouble. The government needs to do more." How would Zia respond? How would you respond?
2. A Fogo Island resident says, "This used to be a quiet, peaceful place. Now we have tourists, artists, and professors all over the place. I wish they would all leave us in peace." How would Zia respond? How would you respond?

NOTES Collaborate on a social entrepreneurship idea

Think back to the social and environmental issues you brainstormed earlier. With a partner, choose one issue and develop an initial idea for a related social enterprise. Discuss:

1. How the business would positively affect your issue
2. How the business would make money
3. Who might support your business
4. Who might oppose your business and what you would say to them

Focused reading skills help create confident academic readers.

WRITE

WRITING TASK Write a review of a creative work.

You are going to write a review of a painting, a novel, a movie, or any other creative work in your review, and will both explain the work (what it is about) and critique it (what you think of it). You will also explain what you think is best about the work (the best, most interesting, and why).

A MODEL Read the essay. Look at the painting and decide whether you agree with the review.

Review of *The Boat* by Ted Harrison

The Boat is a painting by British Canadian artist Ted Harrison (1938-2015). Ted Harrison was a former art teacher who lived in Fogo Island and then, after moving to Toronto, Canada, he did his job as a painter. Ted Harrison's paintings are colorful and simple. They are also abstract, which means they don't have a clear story or meaning. However, through his paintings, he expressed a sense of harmony about life in his work. In doing so, he created his work in a way that is both simple and deep.

The Boat is a simple and colorful painting. The painting shows a boat on water. The boat is a simple shape, and the water is a simple color. The background is a simple color. The painting is simple, but it is also deep. The painting is a simple shape, and the water is a simple color. The background is a simple color. The painting is simple, but it is also deep. The painting is a simple shape, and the water is a simple color. The background is a simple color. The painting is simple, but it is also deep.



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creative work. Harrison did not paint portraits of people or a natural scene. He painted people doing normal things, playing games, going to a school, or going to work. He painted people in a simple way, with a simple background. He painted people in a simple way, with a simple background. He painted people in a simple way, with a simple background.

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B ANALYZE THE MODEL: Work with a partner to analyze the essay.

Text	Background
Introduction	Topic sentence
First body paragraph	Topic sentence
Second body paragraph	Topic sentence
Third body paragraph	Topic sentence
Conclusion	Topic sentence

Reflect activities give students the opportunity 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

G BRAINSTORM Work in a small group. Choose two topics to compare. They can be two different languages or dialects, the language spoken by two different generations, written and spoken language, language use by men and women, or another related topic. Identify the similarities and differences between the two.

Topic	Similarities	Differences

H RESEARCH Follow the steps.

- Choose one topic from activity G and research it. Which ideas can you analyze and support with evidence? Which ones might be difficult to discuss without using stereotypes?
- Decide whether your essay will emphasize similarities or differences.

I OUTLINE Complete the outline.

Title _____

Introduction

Background information _____

Thesis _____

Body paragraph 1

Main similarity or difference _____

Supporting ideas/details _____

Body paragraph 2

Main similarity or difference _____

Supporting ideas/details _____

Body paragraph 3

Main similarity or difference _____

Supporting ideas/details _____

Conclusion

What can be learned from your analysis? _____

IT'S YOUR SAY 117

GRAMMAR Articles to refer to groups

You already know that you should use a the first time you mention an item, and you should use the for subsequent references to that item. When you refer to a general group, such as people from a specific country, or people in a specific profession, or any other general group of people, animals, or things, follow these rules.

If you use a plural noun to refer to a group in general, do not use an article:

- **Canadians** have a reputation for being welcoming to **people** from other countries.
- Research has shown that **women** often know more words for colors than **men** do.

If a noun phrase (e.g., adjective + noun) is for a general group or idea, do not use an article:

- **Masculine cultures** value authority and competition.
- **Bilingual people** sometimes feel that they have two personalities.

If a noun phrase refers to groups in a specific situation, you can use the, but it is not always required. Often there will be a piece of information that makes the situation specific:

- **The male participants in the study** responded differently from the female participants.
- **The Japanese students at the university** have established a social club.

If you only use an adjective to describe a general group or idea, use the:

- **Many sign languages** have been developed for use by the deaf.
- What can be done to help the homeless?

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

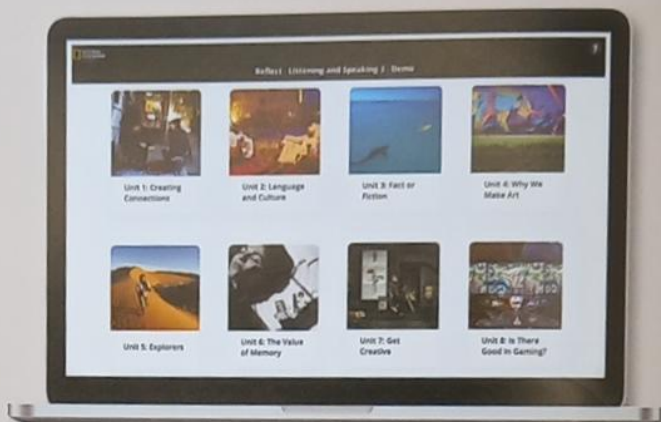
CONNECT TO ACHIEVEMENT



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

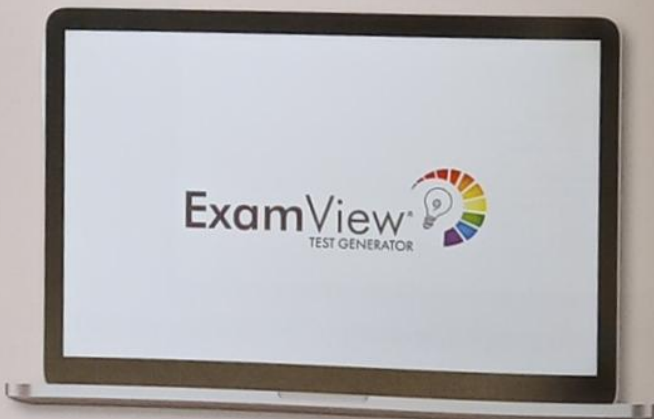
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A1	A2	B1	B1+	B2	C1
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