

REFLECT

READING & WRITING

GARY PATHARE

ON THE COVER

Bike line and traffic, São Paulo, Brazil

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REFLECT

READING & WRITING

GARY PATHARE



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Reflect 1 Reading & Writing

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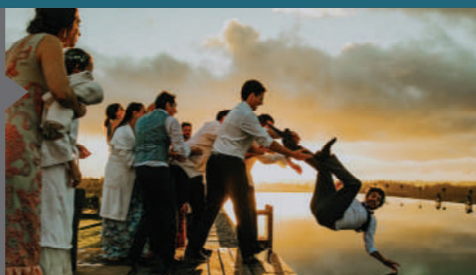
SCOPE AND SEQUENCE

READING & VOCABULARY EXPANSION

SOCIAL LIFE SOCIOLOGY

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Video: The social life of manta rays

Reading 1: Relationship circles

Reading 2: What is a friend?

Preview

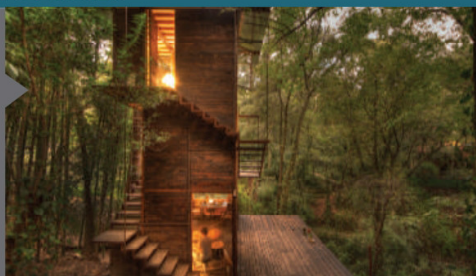
Using a dictionary: Choose the correct meaning

Verb + *about*

UNUSUAL HOMES CULTURAL STUDIES

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Video: Australia's underground homes

Reading 1: Do people really live there?

Reading 2: Life off the grid

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Compound words

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Video: Andrés Ruzo: Not a morning person

Reading 1: Mornings around the world

Reading 2: What successful people do

Scan

Suffix: *-ful*

Collocations: *Take* + noun

FOOD IS LIFE HEALTH

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Video: The world loves coffee

Reading 1: Foods that people eat everywhere

Reading 2: National dishes

Read for main ideas

Suffix: *-ity*

Phrasal Verbs: With *up*

WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Capitalize and punctuate sentences</p> <p>Capitalize proper nouns</p>	<p>Subject pronouns and possessive adjectives</p> <p>Simple present of <i>be</i></p>	Categorize	<ul style="list-style-type: none"> ▶ Discuss relationships in your life ▶ Make your own relationship circles ▶ Compare how people spend time with friends ▶ Explore ideas about friends ▶ UNIT TASK Write sentences about your best friends
<p>Write simple sentences</p> <p>Use adjectives</p>	<p><i>There is / there are</i></p> <p>Simple present</p>	Rank	<ul style="list-style-type: none"> ▶ Compare different homes ▶ Analyze what makes a home unusual ▶ Think about machines in your home ▶ Discuss an unusual home ▶ UNIT TASK Write sentences about your home
<p>Write sentences with <i>and</i> and <i>but</i></p>	<p>Adverbs of frequency</p> <p>Simple present negative and <i>yes/no</i> questions</p>	Analyze similarities and differences	<ul style="list-style-type: none"> ▶ Identify morning people and night owls ▶ Analyze morning routines ▶ Discuss the routines of successful people ▶ Rank advice about evening routines ▶ UNIT TASK Write sentences about your routine
<p>Write a paragraph</p> <p>Use listing words</p>	<p>Count and noncount nouns</p> <p>Imperatives</p>	Personalize	<ul style="list-style-type: none"> ▶ Discuss foods you eat ▶ Recognize how often you eat universal foods ▶ Discuss popular foods in your country ▶ Create a menu ▶ UNIT TASK Write a paragraph about your favorite food

READING & VOCABULARY EXPANSION

5 WHY WE NEED SPORTS

CULTURAL STUDIES

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Video: The first woman ever to wheelchair backflip

Reading 1: Why do young people play sports?

Reading 2: Why do people enjoy watching sports?

Identify reasons

Suffix: *-ous*

Using a dictionary:
Synonyms

6 THE FUTURE OF FUN

MEDIA STUDIES

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Video: Water is life

Reading 1: Trends in entertainment

Reading 2: The rules don't change

Read for details

Suffix: *-ment*

Prefix: *un-*

7 THE CHANGING WORLD OF WORK

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Video: Kenny Broad: cave diver

Reading 1: Five questions for your future

Reading 2: Female firefighters

Understand pronoun reference

Word root: *com*

Base words and affixes

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HISTORY

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Video: A special moment

Reading 1: The power of a moment

Reading 2: Life-changing moments

Annotate a text

Using a dictionary: Noun and verb word forms

Adjective + *of*

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WRITING	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Give reasons with <i>because</i></p> <p>Give examples</p>	<p><i>Can</i> and <i>can't</i></p> <p>Infinitives and gerunds</p>	<p>Make inferences</p>	<ul style="list-style-type: none"> ▶ Brainstorm reasons to play sports ▶ Respond to a reading ▶ Compare reasons for playing and watching sports ▶ Read a chart about sports ▶ UNIT TASK Write a paragraph about a sport or activity you enjoy
<p>Use sentence variety</p> <p>Follow formal format and style</p>	<p>Future with <i>will</i> and <i>be going to</i></p> <p>Modals <i>must</i> and <i>should</i></p>	<p>Evaluate opinions</p>	<ul style="list-style-type: none"> ▶ Discuss what you do for entertainment ▶ Evaluate an opinion about a future trend in entertainment ▶ Discuss being a “good sport” ▶ Explore how games will help us in “real life” ▶ UNIT TASK Write a paragraph about a future trend in entertainment
<p>Plan a paragraph</p> <p>Identify and write a topic sentence</p>	<p>Gerunds as subjects</p> <p>Simple past of <i>be</i></p>	<p>Plan and organize with a checklist</p>	<ul style="list-style-type: none"> ▶ Rank communication skills ▶ Create a checklist for a task ▶ Consider future jobs ▶ List skills for a job ▶ UNIT TASK Write a paragraph about your ideal job
<p>Identify and write a concluding sentence</p> <p>Review your writing</p>	<p>Simple past—regular verbs</p> <p>Simple past—irregular verbs</p>	<p>Ask questions to understand better</p>	<ul style="list-style-type: none"> ▶ Share a special moment ▶ Analyze a recent special moment ▶ Rank life-changing events ▶ Find out more about a topic ▶ UNIT TASK Write a paragraph about a moment that changed your life

REFLECT TO CONNECT

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

WHAT IS A FRIEND?

1 Friends are **special**. We can talk to our close friends about anything. We understand them, and they understand us. We like to be **together**. But what is a friend?

THE RESEARCH

2 A Snapchat report¹ shows what 10,000 people think about friends. The people are 13–75 years old, and they are from Australia, France, Germany, India, Malaysia, Saudi Arabia, the UAE, the UK, and the US. People in these countries all say that friends are **important**. But they do not have the **same** ideas about what a friend is.

DIFFERENT PLACES, DIFFERENT FRIENDS

3 Around the world, people want different kinds of friends. In Western countries like the UK, people want friends who **are like** them. They also want friends who don't **judge** them. In Asian countries, friends are **more different** from each other. And it is important **for a friend to be clever**. The number of friends we have is different in different countries, too. People in Western countries have an **average**² of about three best friends. Many people in the United States say they have **only** one best friend. In Asia and the Middle East, people have an average of around six best friends.

THE REASONS FOR FRIENDS

4 We can be close to family as well as friends. But friends are different. We **choose** them. And they **choose** us. We spend time on these relationships. People of all ages everywhere say they **really need** friends. They say they **feel** happy and loved after they spend time with friends.

¹report (n) is a description of something

²judge (v) to decide whether someone or something is correct or wrong

³average (n) the number you get when you add two or more numbers together and divide by the total number of numbers

A PREVIEW Read the title and headings of the article and look at the photo. What do you think the reading is about? Then read and check your answer.

- Personal stories about friends and family
- Information about friends around the world
- Instructions about how to make friends

Spending time playing soccer in Michoacan, Mexico

10 UNIT 1

SOCIAL LIFE 11

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

WATCH

THE SOCIAL LIFE OF MANTA RAYS

A PREVIEW Look at the photo and read the caption. Watch the first part of the video. What do you think the researchers learn about manta rays?

- Manta rays have friends.
- Manta rays have partners.
- Manta rays like people.

B Watch the second part of the video. Check your answers in activity A. Then discuss the questions in a group.

- In what ways are manta rays the same as people?
- How are manta rays different from people?

Manta rays in Indonesia

4 UNIT 1

CONNECT TO ACADEMIC SKILLS

READ

READING SKILL Preview

Previewing, or looking at a text before reading, helps you to understand what you read. Before you read, look at the title, images (photographs, charts, tables, diagrams, etc.), headings, and subheadings. Think about what you know about the topic and what you think, or predict, the reading is about.

A APPLY Preview the article. Look at the title, headings, and subheadings. Then answer the questions.

- How many headings are there? _____
- Which heading has subheadings? _____
- What do you think the reading is about?
 - How to make friends
 - People you see and talk to
 - Your relationships with people

B MAIN IDEAS Now read the text. Choose the main idea.

- It's fun and easy to make relationship circles.
- Relationship circles help us think about our relationships.
- We are close to many people in our lives.

C Put the topics in the order of the reading.

- Create the relationship circles.
- Use the relationship circles.
- We have many people in our lives.

6 UNIT 1



A brother and sister in Paris, France

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

WRITE

UNIT TASK Write sentences about your best friends.

You are going to write five to seven sentences about your best friend or friends. Use the ideas, vocabulary, and skills from the unit.

WRITING SKILL Capitalize and punctuate sentences

Capitalization and punctuation help the reader understand your writing.

Start sentences with a capital letter.

My best friend is a student.

My brother is clever.

End sentences with a period.

Her neighbor is old.

I have a special relationship with my uncle.

A MODEL Read the sentences about someone's best friends. Underline the capital letters at the beginning of the sentences and the periods at the end. What other words start with a capital letter?

My Best Friends

I have two best friends.

**My first best friend is Sally.*

**We are friends from home.*

**We talk every week on the phone.*

**Natacha is my other best friend.*

**I am her classmate.*

**We study together.*

B ANALYZE THE MODEL Match the sentences from the model to the questions.

- How many best friends does the writer have? Sentence _____
- What are their names? Sentences _____ and _____
- How does the writer know each friend? Sentences _____ and _____
- What do they do together? Sentences _____ and _____

C EDIT Add capital letters and periods to the sentences.

- I have one best friend
- I'm in my friend's room at school
- We have classes together
- We also play soccer together
- Our relationship is important to me

GRAMMAR Subject pronouns and possessive adjectives

Subject pronouns

I, you, he, she, it, we, and they are subject pronouns. They take the place of nouns as the subject of a sentence.

Monica is my best friend. She is very important to me.

Kirk and Chad are friends. They are very different from each other.

Possessive adjectives

My, your, his, her, its, our, and their are possessive adjectives. We use them with a noun to show possession.

Farah is from Malaysia. Her best friend is from the UK.

D GRAMMAR Complete each sentence with the correct subject pronoun.

- Mia is my sister. _____ has five best friends.
- Juan is my father. _____ is in circle 1 of my relationship circles.
- People in the United States do not have many best friends. _____ have only one best friend.
- You and Anna are best friends. _____ are like each other.
- My best friend and I see each other a lot. _____ like to be together.

SOCIAL LIFE 13

14 UNIT 1

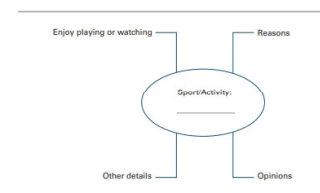
Reflect activities give students the opportunity to think critically about what they are learning and check their understanding.

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

PLAN & WRITE

L BRAINSTORM Make a list of sports and activities you enjoy doing or watching. Share your list with a partner.

M PLAN Choose one of the sports or activities from activity L and complete the mind map.



N FIRST DRAFT Use your mind map and the model to write a first draft of your paragraph.

O REVISE Use this list as you write your second draft.

- ☐ Is the topic sentence clear?
- ☐ Do you use infinitives or gerunds to talk about a sport or activity?
- ☐ Do you use can and can't to talk about ability?
- ☐ Do you give reasons with because?
- ☐ Do you give examples?
- ☐ Is there any information that doesn't belong?

P EDIT Use this list as you write your final draft.

- ☐ Is there an indent in the first line?
- ☐ Do you use infinitives and gerunds correctly?
- ☐ Do you use can and can't correctly?
- ☐ Do you use commas correctly with because and examples?

Q FINAL DRAFT Reread your final draft and correct any errors. Then submit it to your teacher.

90 UNIT 5

GRAMMAR Infinitives and gerunds

Use an infinitive (to + verb) or gerund (verb + -ing) after a verb to talk about activities.

Use an infinitive with the verbs *need* and *want*.

I want to play tennis today.

Use a gerund with the verbs *dislike* and *enjoy*.

I enjoy cycling.

Use either an infinitive or a gerund with the verbs *like*, *love*, and *hate*.

These sentences have the same meaning.

I like to swim.

I like swimming.

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

CONNECT AND REFLECT

UNIT 1

SOCIAL LIFE

The brother of the bride is about to get sent in a wedding in Uruguay.

IN THIS UNIT

- Discuss relationships in your life
- Make your own relationship circles
- Compare how people spend time with friends
- Explore ideas about friends
- Write sentences about your best friends

SKILLS

READING
Preview

WRITING
Capitalize and punctuate sentences
Capitalize proper nouns

GRAMMAR
Subject pronouns and possessive adjectives
Simple present of be

CRITICAL THINKING
Categorize

CONNECT TO THE TOPIC

1. Where are the people in the photo?
2. Who do you like to spend time with?

REFLECT

A Check 1/2 the Reflect activities you can do and the academic skills you can use.

<input type="checkbox"/> Discuss relationships in your life <input type="checkbox"/> Make your own relationship circles <input type="checkbox"/> Compare how people spend time with friends <input type="checkbox"/> Explore ideas about friends <input type="checkbox"/> Write sentences about your best friends	<input type="checkbox"/> Review <input type="checkbox"/> Capitalize and punctuate sentences <input type="checkbox"/> Capitalize proper nouns <input type="checkbox"/> Subject pronouns and possessive adjectives <input type="checkbox"/> Simple present of be <input type="checkbox"/> Categorize
---	---

B Check 1/2 the vocabulary words from the unit that you know. Circle words you still need to practice. Add any other words you learned.

VERB	VERB	ADJECTIVE	ADVERB & OTHER
family	be close to	know	only
life	be like	important	together
marriage	choose	name	
neighbor	draw	special	
part of	feel		
participate	need		
relationship	think about		

C Reflect on the ideas in this unit as you answer these questions.

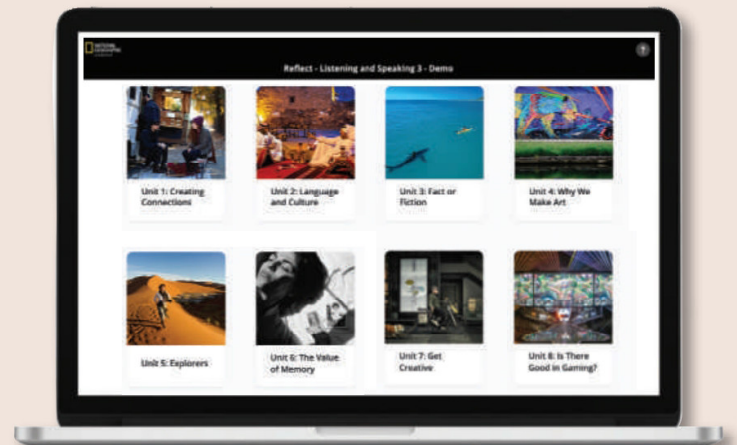
1. Where can you meet new friends?

2. What ideas and skills from this unit will you remember best?

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

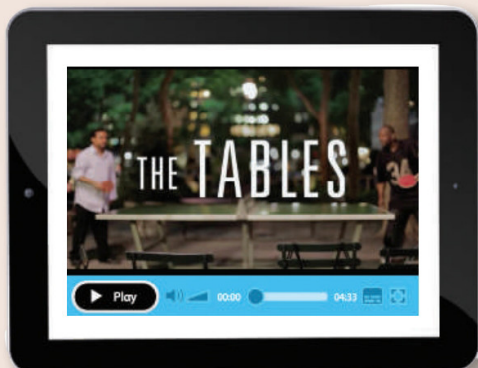
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ASSESS learner performance and progress with the ExamView® Assessment Suite. For assessment, teachers create and customize tests and quizzes easily using the ExamView® Assessment Suite, available online.



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UNIT

1

SOCIAL LIFE





The brother of the bride is about to get wet at a wedding in Uruguay.

IN THIS UNIT

- Discuss relationships in your life
- Make your own relationship circles
- Compare how people spend time with friends
- Explore ideas about friends
- Write sentences about your best friends

SKILLS

READING

Preview

WRITING

Capitalize and punctuate sentences

Capitalize proper nouns

GRAMMAR

Subject pronouns and possessive adjectives

Simple present of *be*

CRITICAL THINKING

Categorize

CONNECT TO THE TOPIC

1. Where are the people in the photo?
2. Who do you like to spend time with?

WATCH

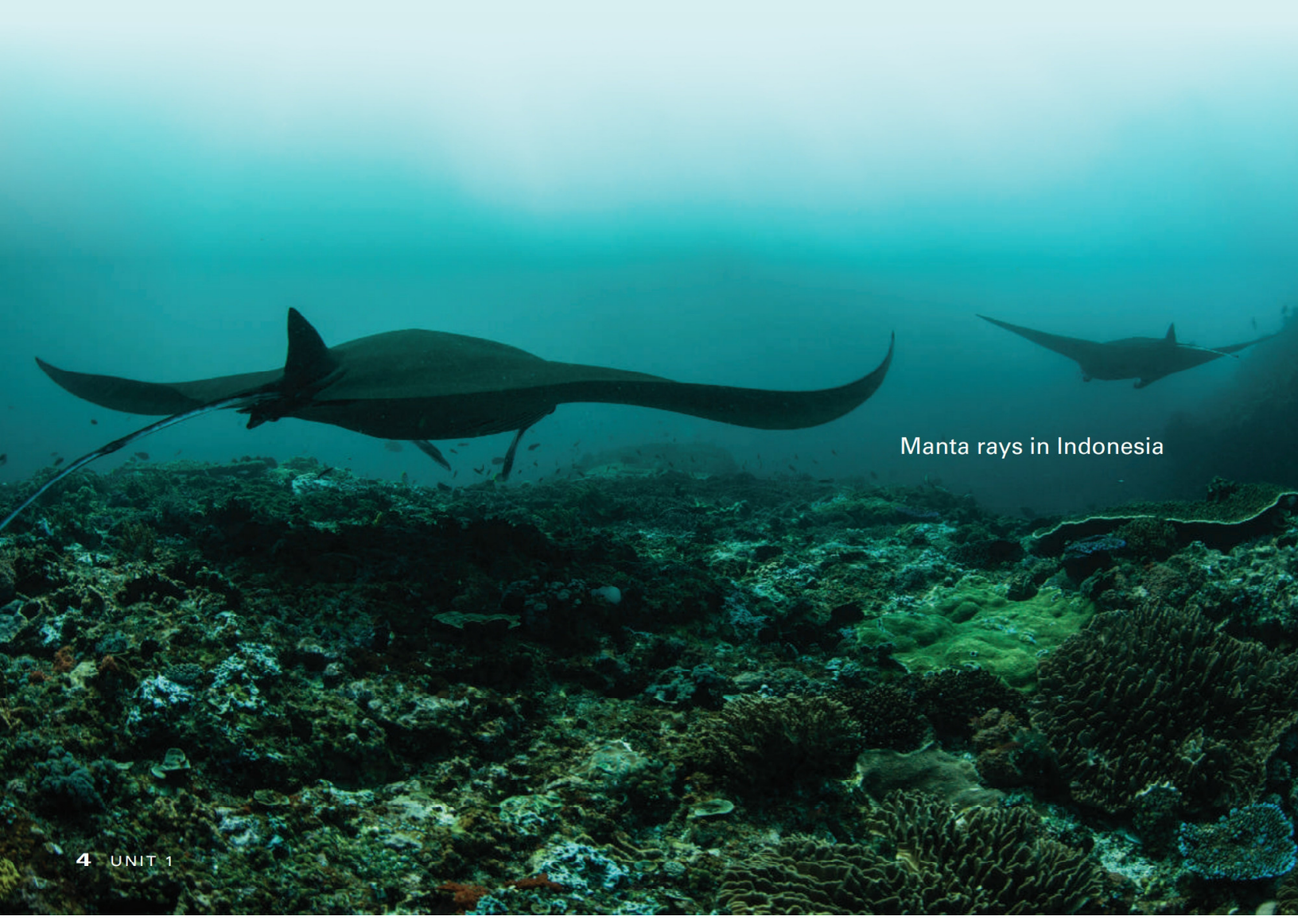
THE SOCIAL LIFE OF MANTA RAYS

A PREVIEW Look at the photo and read the caption. Watch the first part of the video. What do you think the researchers learn about manta rays? ▶ 1.1

- a. Manta rays have friends.
- b. Manta rays have partners.
- c. Manta rays like people.

B Watch the second part of the video. Check your answers in activity A. Then discuss the questions in a group. ▶ 1.2

- 1. In what ways are manta rays the same as people?
- 2. How are manta rays different from people?



Manta rays in Indonesia

PREPARE TO READ

A ACTIVATE List the words you know for people in your life. Then compare your list with a partner.

B VOCABULARY Complete the sentences with the correct form of the words.

(be) close (to) (v phr)	family (n)	member (n)	part of (n phr)	relationship (n)
draw (v)	life (n)	neighbor (n)	partner (n)	think about (v phr)

1. My _____ is small. I have only one sister.
2. I work or go to school for a big _____ the week. I have only one free day.
3. I _____ my words before I speak.
4. I am _____ to my brother. I tell him everything.
5. _____ is hard without friends.
6. I have many _____ because I live in a big city.
7. I like to _____ pictures.
8. People meet their _____ in different ways. I met my husband at university.
9. I have a good _____ with everyone.
10. The _____ of my class are from all over the world.

C PERSONALIZE Which sentences from activity B are true for you? Tell a partner.

REFLECT Discuss relationships in your life.

Complete the sentences so that they are true. Then share your answers with a partner.
Discuss the reasons for your answers.

1. I am close to _____
2. I **know** / **don't know** my neighbors.
3. The people I work with **are** / **are not** my friends.

READ

READING SKILL Preview

Previewing, or looking at a text before reading, helps you to understand what you read. Before you read, look at the title, images (photographs, charts, tables, diagrams, etc.), headings, and subheadings. Think about what you know about the topic and what you think, or predict, the reading is about.

A APPLY Preview the article. Look at the title, headings, and subheadings. Then answer the questions.

1. How many headings are there? _____
2. Which heading has subheadings?

3. What do you think the reading is about?
 - a. How to make friends
 - b. People you see and talk to
 - c. Your relationships with people

B MAIN IDEAS Now read the text. Choose the main idea.

- a. It's fun and easy to make relationship circles.
- b. Relationship circles help us think about our relationships.
- c. We are close to many people in our lives.

C Put the topics in the order of the reading.

- _____ Create the relationship circles.
- _____ Use the relationship circles.
- _____ We have many people in our lives.

A brother
and sister in
Paris, France



RELATIONSHIP CIRCLES

1 Most people have up to 150 people in their **lives**. They are friends, **family**, classmates, colleagues¹, and **neighbors**. We **are** very **close to** some of these people, but not to others. You can make relationship circles to show your **relationships**.

How to Make Relationship Circles —————→ **Heading**

Circle 1: Your family —————→ **Subheading**

2 Write *me*. **Draw** a circle around the word. In the circle, write the names of the people in your family. For example, your parents, brothers and sisters, **partner**, and children.

Circle 2: People you are close to

3 Draw another circle around the first circle. In this circle, write the names of people who you are close to, but you do not live with. For example, these people can be friends, cousins, aunts, and uncles.

Circle 3: People you see and talk to

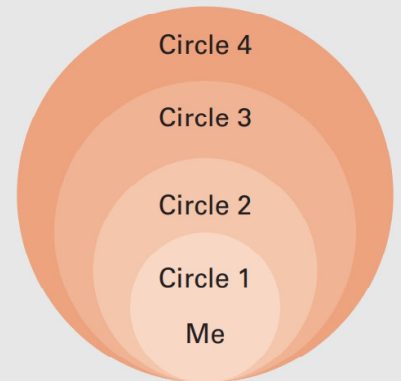
4 Draw another circle. Write the names of people you see and talk to a lot. They are not your family or close friends, but they are a **part of** your everyday life. For example, they can be your teacher, classmates, colleagues, or neighbors.

Circle 4: Other people

5 Draw one more circle. In it write the names of people you see for different reasons, such as your doctor, a café worker, or the bus driver.

How the Circles Help Us Think about People

6 Now use these circles to **think about** your relationships. Are there **members** of your class you want to be friends with? Is there a friend you don't want to see as often? Do you want to put people in different circles? This is a way to think about your relationships.



¹**colleague** (n) a person you work with

D DETAILS Complete the sentences with no more than one word or number from the text.

1. We have up to _____ people in our lives.
2. Relationship circles help us think about our _____ to these people.
3. There are _____ relationship circles.
4. Write *me* in the center of circle _____.
5. Names of friends go in circle _____.
6. Circle 3 is for people you _____ and talk to a lot.

CRITICAL THINKING Categorize

We categorize things by putting them in groups. Categorizing can help us understand new information. It can help us when we study.

For example, to study vocabulary, you can think about different categories:

Nouns: *mother, father*

Verbs: *draw, write*

E APPLY Relationship circles are one way to categorize people. Here is another way. Complete the chart with people from the reading and your own ideas.

REFLECT Make your own relationship circles.

Make your own relationship circles on a separate piece of paper. Follow the instructions in the text. Then share with a partner.

PREPARE TO READ

A VOCABULARY Complete the sentences with the correct form of the words.

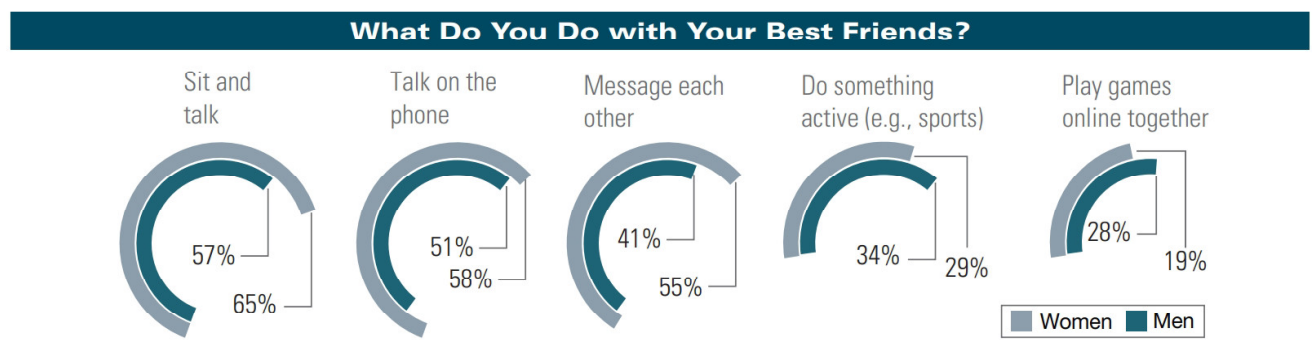
(be) like (v phr)	clever (adj)	important (adj)	only (adv)	special (adj)
choose (v)	feel (v)	need (v)	same (adj)	together (adv)

1. A best friend is a _____ friend.
2. You _____ your friends but not your family.
3. You _____ a lot of friends to be happy.
4. Friends always like the _____ things.
5. Most people are _____ their parents. They think in the same way.
6. The most _____ people in life are your family.
7. My friend Sylvia is very _____; she always does well on exams.
8. It is more fun to do things _____, not alone.
9. You can have _____ one best friend, not many.
10. Most people _____ happy when they are with their friends.

B PERSONALIZE Which sentences from activity A do you agree with? Discuss with a partner.

REFLECT Compare how people spend time with friends.

You are going to read about what a friend is. Look at the infographic and answer the questions.



1. What two groups of people does the infographic compare?
2. Which group talks more with their friends?
3. Which group plays sports or games online with their friends?
4. Which activities in the infographic do you do with your friends?

WHAT IS A FRIEND? 1.2

1 Friends are **special**. We can talk to our close friends about anything. We understand them, and they understand us. We like to be **together**. But what is a friend?

THE RESEARCH

2 A Snapchat report¹ shows what 10,000 people think about friends. The people are 13–75 years old, and they are from Australia, France, Germany, India, Malaysia, Saudi Arabia, the UAE, the UK, and the US. People in these countries all say that friends are **important**. But they do not have the **same** ideas about what a friend is.

DIFFERENT PLACES, DIFFERENT FRIENDS

3 Around the world, people want different kinds of friends. In Western countries like the UK, people want friends who **are like** them. They also want friends who don't judge² them. In Asian countries, friends are more different from each other. And it is important for a friend to be **clever**. The number of friends we have is different in different countries, too. People in Western countries have an average³ of about three best friends. Many people in the United States say they have **only** one best friend. In Asia and the Middle East, people have an average of around six best friends.

A PREVIEW Read the title and headings of the article and look at the photo. What do you think the reading is about? Then read and check your answer.

- Personal stories about friends and family
- Information about friends around the world
- Instructions about how to make friends

