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Reflect 12 Eng 201Unit 4

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثاني الثانوي



صفحة المناهج
البحرينية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثاني الثانوي والمادة لغة انجليزية في الفصل الأول

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Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

Word	Meaning	Word	Meaning
psychologist	عالم نفسي	internal motivation	الدافع الداخلي
comfortable	مريح - مرتاح	self-awareness	الوعي الذاتي
desire	يرغب - رغبة	self-regulation	التنظيم الذاتي
energetic	نشط	social skills	المهارات الاجتماعية
inaccurate	غير دقيق	acknowledge	يُقرّ ب
label	يصنف	appropriately	بشكل مناسب
outgoing	اجتماعي - ودود	confused	مشوش - مرتبك
persist	يستمر	expression	تعبير
quality	جودة - صفة	frustrated	محبط
recharge	يعيد الشحن	genuinely	بصدق
reserved	متحفظ - كتوم	handle	مقبض / يعالج (مشكلة)
characteristics	صفات	objective	موضوعي
classification	تصنيف	overwhelmed	مغمور (بالمشاعر)
ambivert	بين المنبسط والمنطوي	nurture	تربية - تنشئة
extrovert	منبسط	work through	يعمل في ظروف
introvert	منطوي	result	نتيجة
blame	لوم - يلوم	natural ability	القدرة الطبيعية
disappointment	خيبة أمل	functions	وظائف
judge	يحكم على	empathise	يفهم مشاعر الآخرين
perform	يؤدي	adolescence	مراهقة
perspective	وجهة نظر	bottle up	يخفي المشاعر
reaction	رد فعل	fly off the handle	يفقد أعصابه بسبب الغضب
realistic	حقيقي	reaction	رد فعل
regret	يندم - ندم	weakness	ضعف
self-confident	واثق من نفسه	comparing	مقارنة (المتشابهات)
weakness	ضعف	contrasting	مقارنة (الاختلافات)
elements	عناصر	emphasising	التأكيد
emotional intelligence	الذكاء العاطفي	sequence	تسلسل
empathy	فهم مشاعر الآخرين	donate	يتبرع ب
donor	متبرع	personality	شخصية
empowering	يقوي - يمنح سلطة	brave	شجاع
funds	أموال	techniques	تقنيات - طرق
operation	عملية	psychology	علم النفس
persuade	يقنع	difference	اختلاف
reasonable	معقول	similarity	تشابه
simplify	يبسط	topic	موضوع
sympathy	تعاطف	take advantage of	يستفيد من

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

1. Match a word and a definition.

Definition	Word	Answer
1. friendly and sociable	1. comfortable	1.
2. private about one's views	2. energetic	2.
3. to continue	3. label	3.
4. to rest and gain energy	4. persist	4.
5. strong wish or hope	5. recharge	5.
6. characteristics	6. desire	6.
7. not correct	7. inaccurate	7.
8. relaxed; at ease	8. outgoing	8.
9. to name or describe	9. quality	9.
10. full of energy	10. reserved	10.

2. Read the article and listen to the audio. Then answer the questions. 4.1

PERSONALITY: WHAT TYPE ARE YOU?

1. Do you prefer being by yourself or with a lot of people? Are you usually quiet, or do you tend to talk a lot? Your answers will depend on your personality. For thousands of years, people have tried to understand and describe different personalities. Many of their ideas and descriptions were not very accurate. But the work of psychologist Carl Jung in the early 1920s provided some clear answers. In particular, Jung was the first to describe two well-known personality traits: *introversion* and *extroversion*.
2. According to Jung's theory, *introverts* are **reserved** people who like to think before they speak. They are **comfortable** spending time with close friends but dislike large crowds. In contrast, *extroverts* are typically **outgoing**. They're quick to act and enjoy spending time in groups. Later research suggested that *introverts* need time alone to **recharge**, but *extroverts* feel more **energetic** when they're with other people.
3. Although it is convenient to put things in two categories, current thinking is that we cannot rely on this simple classification. One problem with Jung's theory is that *introversion* and *extroversion* are separate types in the same way that *black* and *white* are separate colours. When it comes to personality, though, this understanding is **inaccurate**. Almost all of us have a certain amount of both traits. In fact, as many as two thirds of us are neither *introverts* nor *extroverts* but something else: *ambiverts*.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

4. *Ambiverts combine the positive traits of both introversion and extroversion. Like introverts, they can be good listeners. Like extroverts, they are comfortable talking and expressing themselves. Another **quality** of ambiverts is that they can match their behaviour to the situation. For example, an ambivert can make small talk with an outgoing passenger on a train. Conversely, the same ambivert can recognise a reserved passenger's **desire** to sit quietly.*
5. *So why does the idea that we're either introverts or extroverts **persist**? One reason is that our brains have developed certain ways of thinking. These ways are called **cognitive biases**. Cognitive biases can affect how we understand information. One example is called "binary bias." This form of bias leads us to put information into a limited number of categories— often just two—instead of many. Because of this bias, people naturally see things as being either black or white instead of a shade of grey.*
6. ***Labelling** someone an extrovert or introvert can do more than describe their personality. This label can actually change who they are. Imagine an ambivert girl growing up in a family of extroverts. The girl behaves in introverted ways more often than her parents, brother, and sister. As a result, people call her an introvert, and she grows up thinking that this label fits her. Over time, she learns to avoid situations and behaviours that are typical of extroverts. She prefers to be in smaller groups and to spend time alone. This is a second reason why the labels "introvert" and "extrovert" persist: People sometimes grow into patterns of behaviour based on how they are labelled.*
7. *The next time someone asks if you're an introvert or extrovert, consider your answer carefully. Most personalities are more complex and cannot be easily labelled as one or the other.*

A. Choose the better heading for each paragraph (P2-P6).

- P2 a. The differences between two personality types
 b. Two ways that personalities change over time
- P3 a. Problems with a widely accepted theory
 b. A new but uncommon personality type
- P4 a. Good situations and bad ones
 b. A mixed personality type
- P5 a. Why certain shades are easier to see
 b. How thinking can affect understanding
- P6 a. The surprising impact that a label can have
 b. The unusual impact that a family can have

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

B. Read each statement. Write T for True, F for False, or NG for Not Given.

1. Carl Jung was the first person to describe the ambivert personality.
2. Introverts and extroverts react differently to being with other people.
3. Introversion and extroversion are separate things like black and white.
4. Up to 66 percent of people may have an ambivert personality type.
5. Most ambiverts usually act more like extroverts than introverts.

C. Complete the notes. Use two words from the article for each answer. Wb 63

Introverts

Dislike 1. but enjoy being with close friends

Need some 2. to be able to recharge

Being 3. is one of their positive qualities

Extroverts

First described by 4. around 100 years ago

Outgoing, talkative, and like to hang out in 5.

Being with 6. makes them have more energy

Ambiverts

Have a 7. of both introverted and extroverted traits

Act differently at 8. and in different situations

May find it comfortable to make 9. with strangers

D. Choose the correct connector to complete these causes and effects described in the text.

1. A girl grows up thinking she is an introvert, **because / so** she learns to act in more introverted ways over time.
2. An ambivert acts in a more outgoing way **before / during** a conversation with an extrovert on public transportation.
3. The idea of personality types became familiar **after / so** Carl Jung described introversion and extroversion.
4. **Because / So** the “binary bias” affects how we think, our brains like to put information into just a few categories.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

3. Then choose the correct definition for each bold word. WB 62

1. Someone who is **outgoing** likes to be with and talk to other people.
 a. shy and quiet b. friendly and sociable
2. **Reserved** people tend to enjoy being alone and quiet.
 a. open about one's views b. private about one's views
3. If you look at a bright light and then shut your eyes, the brightness **persists** for a time.
 a. continues b. changes
4. Many people find that relaxing at home is a good way to **recharge** their batteries.
 a. to rest and gain energy b. to be active and use energy
5. People with the **desire** to take risks often enjoy activities such as snowboarding or diving.
 a. strong wish or hope b. strong interest in winning
6. **Qualities** such as leadership and creativity are valued in businesses.
 a. effects b. characteristics
7. It's **inaccurate** to say that Canada is cold in winter; some parts of the country have relatively mild weather.
 a. not known b. not correct
8. Some people are **comfortable** talking to strangers; others find it very difficult.
 a. relaxed; at ease b. not happy; not ready
9. It isn't good to **label** children as "smart" or "lazy" because such terms can affect them.
 a. to learn or teach b. to name or describe
10. Young children are often very **energetic**, which can be tiring for their parents.
 a. full of energy b. having little energy

4. Choose a word from the previous activity to complete the sentence. WB 62

1. My teacher told me that we shouldn't people as different.
 We are all different.
2. Amina is really She's happy to talk to anyone.
3. I'm in most situations.
4. The weather forecast is quite often Yesterday, it forecast rain and it was sunny.
5. What do you need to be a successful business owner?
6. My grandmother was quite She prefers to spend time on her own.
7. I have a strong to learn how to ride a motorcycle.
8. If your headache, try lying in a dark room.
9. I need to my phone.
10. people find it hard to sit quietly.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

5. Read the text and answer the questions below. WB 63

People have different personality types that influence how they think, feel, and behave. Some people are extroverts, enjoying social activities and being around others. Others are introverts, preferring quiet time and solitary activities. There are also people who are more detail-oriented and organised, known as conscientious types, while others are more spontaneous and adaptable. Understanding personality types can help us appreciate our differences and communicate better. By recognizing these traits in ourselves and others, we can improve our relationships and work more effectively together.

1. What influences how people think, feel, and behave?

.....

2. What do extroverts enjoy?

.....

3. How do introverts prefer to spend their time?

.....

4. What are conscientious types known for?

.....

5. Why is understanding personality types important?

.....

6. Match the two halves of each conversation. 4.2

1. Do you wish you'd applied for that job?

2. He doesn't believe he can do it.

3. Do you think I was wrong to get angry?

4. I'm sorry your son didn't get into medical school.

5. Is it important to be aware of other people's feelings?

6. I told her she couldn't come to the party.

7. How did you do on the math test?

8. Don't be so negative about your hopes of getting a job!

9. Jessica was really annoyed about her vacation being cancelled.

10. Children always think everything is unfair when, in fact, it's just life.

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- a. I know. She **blames** the airline.
- b. Yes, it was a big **disappointment** for him.
- c. No, I don't. I'm not **judging** you in any way.
- d. I **performed** much better than I expected.
- e. Yes, but try to see it from their **perspective**.
- f. Really? What was her **reaction**?
- g. I'm not. I'm just trying to be **realistic**.
- h. No, I don't have any **regrets**. I'm happy where I am.
- i. I know. He isn't very **self-confident**.
- j. Yes, I think it's a **weakness** not to notice other people's emotions.

7. Match the words to their definitions.

Word	Definition	Answer
1. blame	a. the feeling of sadness because your hope or expectation was not met.	1.
2. disappointment	b. to do or accomplish something.	2.
3. judge	c. what someone says, feels, or does because of something that happened.	3.
4. perform	d. a feeling of sadness about a situation, especially when you wish you had not done something.	4.
5. perspective	e. a part or quality of someone or something that is not good or effective.	5.
6. reaction	f. to say or think someone or something is responsible for something bad that happened.	6.
7. realistic	g. to have or develop an opinion of someone or something, especially a bad opinion.	7.
8. regret	h. the way someone thinks about something; someone's point of view.	8.
9. self-confident	i. understanding what can be expected or achieved based on the facts of a situation.	9.
10. weakness	j. feeling sure about yourself and your abilities.	10.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

8. Listen to the first part of a lecture about emotional intelligence and answer the questions. 4.3

1. Who is Daniel Goleman?
2. What does he say emotional intelligence can help you do?
3. According to Goleman, these are the five elements that make up emotional intelligence. Number them in the order that you hear them.
 - a. self-regulation
 - b. social skills
 - c. internal motivation
 - d. self-awareness
 - e. empathy

9. Listen to another part of the same lecture. Complete the sentences. 4.4

1. If you ask a self-aware person to do something that they don't feel able to do, they will say
2. If you're able to self-regulate, you'll move on quickly from a
3. If you have internal motivation, you do things because you want to, not to earn
4. If an empathetic person sees that someone looks unhappy after a work meeting, they'll ask, "Is ?"
5. If you show that you appreciate other people, there's a better chance they'll want to with you.

10. Match a word or phrase with a definition in column. WB 64

Word	Definition	Answer
1. blame	a. do an action or do some work	1.
2. disappointment	b. how you respond to something or someone	2.
3. judge	c. showing a practical awareness	3.
4. perform	d. a way of looking at or thinking about something	4.
5. perspective	e. give an opinion	5.
6. reaction	f. a feeling when something didn't go well	6.
7. realistic	g. to feel comfortable about your ability	7.
8. regrets	h. the opposite of strength	8.
9. self-confident	i. to say or believe someone did something wrong	9.
10. weakness	j. to feel sad about something, or wish you had done something differently	10.

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11. Underline the correct word in each sentence. Wb 64

1. His **reaction** / **realistic** really surprised me. I thought he would be pleased, but he wasn't.
2. You need to consider the strengths and the **weaknesses** / **regrets** of your business idea.
3. Some people say you shouldn't **perform** / **judge** a book by its cover.
4. I'm not sure that is a very **realistic** / **self-confident** solution.
5. Don't **perform** / **blame** me. It wasn't my idea to paint it red.
6. Sometimes, when things go wrong, you have to hide your **disappointment** / **perspective**.
7. He said that he didn't have any **self-confidence** / **regrets**. He would do the same again.
8. She brought a fresh **perspective** / **weakness** to the business.
9. He is so **realistic** / **self-confident**. I wish I was like that.
10. He **judged** / **performed** very well during the discussion, I thought.

12. Listen and complete the dialogue with the words you hear. WB 65 4.1

Two managers are discussing people they have interviewed for a job.

Speaker 1: What did you think about candidate number 1?

Speaker 2: I thought she 1 very well. She gave some excellent responses to the questions.

Speaker 1: I thought so too. She came across as very 2 What about candidate number 2?

Speaker 2: Hmm. He really surprised me. I thought he would be a strong candidate, but he was a real 3 What did you think?

Speaker 1: Well, I guess it depends on your 4 I thought he gave some good answers, but he showed some 5 around his knowledge of the company. I don't think he did his research very well.

Speaker 2: And the last candidate?

Speaker 3: Now she was a real surprise. They say you shouldn't 6 a book by its cover! I thought she was going to be quite shy, but she was the opposite. I liked her 7 attitudes to problem solving. Very practical and sensible.

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13. Match the words to their definitions.

Definition	Word	Answer
1. fair	a. acknowledge	1.
2. manage	b. appropriately	2.
3. say you know	c. confused	3.
4. upset	d. expression	4.
5. really and truly	e. frustrated	5.
6. deal with	f. genuinely	6.
7. not clear	g. handle	7.
8. suitably	h. objective	8.
9. feeling there's too much to do	i. overwhelmed	9.
10. a look that shows your feelings	j. work through	10.

14. Match the words to their definitions.

Word	Definition	Answer
1. acknowledge	a. in a way that is correct for the situation.	1.
2. appropriately	b. the look on someone's face that shows what they're thinking or feeling.	2.
3. confused	c. in a sincere or truthful way.	3.
4. expression	d. influenced by facts and not feelings	4.
5. frustrated	e. to go through a process of understanding and accepting a difficult situation; to deal with something.	5.
6. genuinely	f. to accept that something is true or exists.	6.
7. handle	g. unable to think clearly or to understand something.	7.
8. objective	h. upset because something is not happening in the way that it should or that you want it to.	8.
9. overwhelmed	i. to manage a situation or problem.	9.
10. work through	j. to feel overcome by emotions.	10.

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15. Watch the video and answer the questions. 4.1

A. Choose the correct words to complete the sentences.

1. Manage your emotions and try to be **realistic / positive** about your feelings.
2. With negative thoughts, **allow them to come and go / analyse them**.
3. Show empathy by **listening quietly / listening and asking questions**.
4. Help others to **control / recognise** their own emotional reactions.
5. Learn to read people's **facial expressions / use of language**.

B. Complete the chart. 4.2

Feeling	Reason	Objective reaction
Stressed	Woke up late and had 1.....	You needed the 2.....
3.....	Didn't know what your colleague was really 4.....	Most likely he was complimenting you.
5.....	Didn't get the 6..... you wanted	Allow 7..... thoughts to pass over you.
8.....	Boss never listens to 9.....	How would resigning make you feel?

C. Write the following. WB 66

1. The names of the four emotions that are mentioned:

.....

2. The name for small expressions that are difficult to notice:

.....

3. The benefits of understanding these expressions:

.....

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16. Complete the sentences with the words from the list that have the same meaning as the words in parentheses. WB 66

acknowledge - confused - frustrated - handle - overwhelmed - appropriately - expression - genuinely - objective - work through

1. Forget your personal feelings. Try to be (fair).
2. I find angry people difficult to (manage). I suppose it's because I'm easygoing myself.
3. I know you don't think it's a big problem. But can you just (say you know) that it is a problem?
4. Why does she have that worried (look) on her face?
5. I was (really and truly) shocked when he said he was 25. He looks about 16!
6. We sometimes have difficulties in our relationship, but step by step we (deal with) our problems.
7. Are you (upset) that you haven't moved up quickly in your job at the bank?
8. Do you sometimes feel (it's all too much) with everything that you have to do?
9. I never know how to respond (in the right way) when people get angry.
10. I'm (not clear in my mind) about my feelings. One part of me wants to go abroad to study; the other part is scared about it.

1. You felt stressed because you woke up late, and you knew you had **loads to do**. What's your first step when there are loads to do?
2. Sometimes it's difficult to **see a positive**. You're depressed because you didn't get that job you really wanted.

Can you see a positive in not having a lot of money?

3. Showing empathy is a **key part of** emotional intelligence, too.

What is a **key part of** being a good son or daughter?

17. Now, complete each sentence with one of the phrases.

1. Even though the situation was challenging, she always managed to and kept everyone motivated.
2. Regular feedback is our team's process to ensure continuous improvement and success.
3. With the project deadline approaching, I have and hardly any time to spare.

Grammar

Conjunctions (Connectors)

- Conjunctions are words and phrases that help us connect ideas together in different ways and are vital for producing more complex sentences. Conjunctions serve different purposes in sentences such as to **compare and contrast**, **emphasize a point**, **show a result**, **show a sequence**.

- Here are some conjunctions and the relationships they show:

Comparing and contrasting: However, On the other hand, In contrast, Instead

Emphasising a point: In fact, Indeed, Obviously, Moreover

Showing a sequence: Then, Following that, Afterwards, Next

Showing a result: So, As a result, Consequently

- Sometimes these words come at the beginning of a sentence, and sometimes they join two parts of a sentence. Notice the punctuation.

*The smartest people are not always the most successful. **In fact**, research suggests that people with higher emotional intelligence have more satisfying lives.*

*In some situations, it's not appropriate to show your emotions. Always keeping emotions in, **however**, can hurt your health.*

18. Complete these sentences with your own ideas.

1. Try not to judge people when they tell you their feelings. Instead,
2. A leader should be good at understanding how people feel. Moreover,
3. We can't stop ourselves from feeling certain emotions; however,
4. Different cultures express their emotions in different ways. Consequently,
5. There are times when you need to control your emotions. Obviously,
6. Emotional intelligence helps us build more successful relationships. In fact,

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19. Think about the relationship between each pair of sentences. Then choose the correct word or phrase to connect them.

1. People who are not self-aware sometimes agree to do things that they aren't good at and don't enjoy doing. **Consequently, / Instead,** they often fail and make themselves unhappy.
2. If you see someone **is** unhappy or worried, always ask them how they're feeling. **However, / Then** listen carefully to what they say, without judging them.
3. Having good social skills helps you to develop better relationships with people. **In contrast, / Obviously,** this is a very important quality in business where trust between people is essential.
4. People who can regulate their emotions often have a calm and positive attitude. **In contrast, / As a result,** people who cannot self-regulate have more up and down moods.
5. Don't just do activities that you have to do or that earn you money. **Then / Instead,** do things that motivate you personally and that you enjoy, too.
6. Emotional intelligence is an important part of our overall intelligence. **Consequently, / Indeed,** it is the most important factor in how successful we are.
7. Workers and leaders need to understand what emotional intelligence is, **so / then** companies should offer training courses on it.

20. Listen to a conversation about how Liam reacted to a colleague's request for help. Try to use conjunctions in your answers. 4.6

1. What can you say about Liam's emotional intelligence ?

.....

.....

.....

2. What can you say about Gary's emotional intelligence ?

.....

.....

3. How could both colleagues deal with the situation differently in the future ?

.....

.....

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

21. Complete the sentences about conjunctions. WB 68

1. Conjunctions are words and phrases that help us
2. Sometimes these words come at theof a sentence, and sometimes they joinof a sentence.

22. Put the conjunctions into the correct box. WB 68

Afterward - As a result – Consequently - Following that – However - In contrast – Indeed - In fact – Instead – Moreover – Next – Obviously - On the other hand – So - Then

Comparing and contrasting	Emphasising a point	Showing a sequence	Showing a result

23. Add the punctuation to the following sentence. WB 68

In some situations it's not appropriate to show your emotions Always keeping emotions in however can hurt your health

24. Underline the conjunction. Then decide what meaning it is adding to the sentence. WB 69

- a. Comparing and contrasting
 - b. Emphasising a point
 - c. Showing a sequence
 - d. Showing a result
1. *I think he stole the car. However, there is no evidence to suggest he did it.*
 2. *Next, we asked the customers what items they buy once a month.*
 3. *We had a great holiday. In fact, it is the best holiday we have been on.*
 4. *The first movie was very good. On the other hand, the second one was very disappointing.*
 5. *I was looking forward to seeing her. Consequently, I was very upset when she didn't come.*
 6. *Obviously, the results were checked by people who did not take part in the experiment.*
 7. *We all met for lunch. Then we went for a walk.*
 8. *The weather was beautiful, in contrast to what we had last week.*
 9. *They missed the train, so they had to go by car.*
 10. *Next, you need to mix all the ingredients together in a large bowl.*

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25. Write a sentence using a conjunction that matches the meaning in brackets.

WB 69

1. (Comparing and contrasting)

.....

2. (Emphasising a point)

.....

3. (Showing a sequence)

.....

4. (Showing a result)

.....

26. Unscramble the words to make complete sentences. WB 69

1. morning the was weather sunny in; however, started afternoon heavily it raining the in.

.....

2. her honors degree completed She with. prestigious received she a scholarship her Moreover, postgraduate studies for.

.....

3. project the on worked team The hard. Competition As a result, first in place the won they.

.....

4. his He set forgot to Consequently, night alarm last. for late meeting was he his.

.....

5. morning for long Afterward, the hike We in a went. a enjoyed relaxing we lake the by picnic.

.....

6. economy rapidly growing The is. In fact, 5% seen increase last a it has in the quarter.

.....

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27. Match a word or expression to its meaning SB 78

Word / Expression	Meaning	Answer
a. adolescence	1. a person's response to a situation or event	1.
b. bottle up	2. lack of strength	2.
c. fly off the handle	3. to keep (a feeling or emotion) inside instead of expressing it	3.
d. reaction	4. the period of life when a child develops into an adult	4.
e. weakness	5. to lose control of your emotions because you are very angry	5.

28. What does the expression 'wear your heart on your sleeve' mean? SB 78

If you wear your heart on your sleeve,

- a. you're a positive person and only show feelings of love.
- b. you wear a paper heart on your shirt sleeve to show you're happy.
- c. you openly show your feelings or emotions.

29. You will hear two people answering a question about emotions. Listen to the first speaker. What was the question? SB 79 4.7

- 1. Do you think it's alright to show someone you're angry with them?
- 2. Do you think showing your emotions can be a weakness?
- 3. Do you think young people are good at understanding their emotions?

30. Listen again. Tick (✓) who mentions the ideas below. SB 79 4.7

	Speaker 1	Speaker 2
Some people disapprove of showing your emotions.		
Not showing your emotions is bad for you.		
It's not always a good idea to show your feelings at work.		
Teenagers experience many different feelings.		

31. Listen and tick (✓) the phrases you hear. 4.7 SB 79

That's an interesting question

My first reaction is . . .

But then again, . . .

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

32. Match a word or a phrase to its meaning. WB 70

Word	Definition	Answer
1. adolescence	a. try to stop someone doing something	1.
2. bottle up	b. the period of life when a child develops into an adult	2.
3. discourage	c. adults	3.
4. fly off the handle	d. to keep (a feeling or emotion) inside instead of expressing it	4.
5. grown-ups	e. aware of how you are feeling in a response to a particular event	5.
6. in touch with (your) feelings	f. make yourself calm after something or someone has upset you	6.
7. (it isn't) black or white	g. to lose control of your emotions because you are very angry	7.
8. take a deep breath	h. when something is more complex / not easy to understand / not one way or another	8.
9. reaction	i. lack of strength	9.
10. weakness	j. a person's response to a situation or event	10.

33. Choose the correct word or phrase to complete the sentence. WB 70

1. Will there be any at the children's birthday party?
a. grown-ups b. black and white
2. I said I was sorry, but he just . That wasn't very nice.
a. took a deep breath b. flew off the handle
3. We usually try to students from bringing their cars to the university campus.
a. bottle up b. discourage
4. He seems to be more than she is.
a. take a deep breath b. in touch with his feelings
5. Some children find it hard when they go through.
a. adolescence b. flying off the handle

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

35. LISTEN to two people talk about emotions. Number the sections in the order you hear them. 4.2 WB 71

- *I guess it isn't always black and white.*
- *I'm not so sure. Let's see, on the one hand, I believe you shouldn't keep your feelings bottled up. Even if you're an introvert, it's important for your mental health to let others know how you feel.*
- *But then again, there could be times when you need to take a deep breath and hide your feelings. For example, if you were really angry about something that happened at the office, and you flew off the handle with your boss, it might not be very good for your relationship or your career.*
- *I'm not saying you should wear your heart on your sleeve, but I think it's generally better to show your emotions instead of trying to hide them especially for young people who have to deal with so many mixed emotions as they go through adolescence and become grown-ups.*
- *That's not being weak, that's just being in touch with your emotions and honest with yourself and others.*
- *Hmm . . . that's an interesting question. My first reaction is to say "no" showing your emotions isn't a weakness, although it's discouraged in some cultures.*

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

36. Read the text and answer the questions.

MAKING DECISIONS

1. Every year, people all over the world give hundreds of billions of dollars to charities¹. In 2017, for example, Americans **donated** \$410 billion to charities. In terms of revenue², that's more than the second-largest company in the world. While some people are incredibly generous, many give rarely or never donate at all. As a result, charities are always looking for ways to encourage more people to donate. One way they do this is by understanding human psychology and **taking advantage** of it.
2. One of the techniques that are often used in media campaigns and advertisements to influence decision-making is called the "truth effect." This technique makes short, simple stories easier to believe than longer, more complex ones. Some charities use this strategy to encourage donations for good causes. They share simple, personal stories to explain the charity's intentions and the benefits of their work. The stories often focus on a particular person. For example, a charity called Watsi aims to raise **funds** to help people who need an **operation** or other medical care. These creative techniques encourage many of us to react positively to stories like this. Other instances may include the use of **sympathy** to influence our decisions. For example, learning that a specific person needs help is likely to persuade us to help.
3. Charities, as well as businesses, may also use the "framing effect" to influence our choices. This effect, which is used extensively in marketing, impacts the decisions we make. Research has shown that we react more positively to information with an upbeat³ message. Look at these two statements: "Please donate your used eyeglasses to help more students see clearly" and "Your used eyeglasses might help somebody in need." The two statements mean basically the same. Indeed, if you think about the words carefully, neither statement is more likely to **persuade** people to donate. However, our brain reacts more positively when you read or listen to positive messages. The first statement, which is from the website Sight Learning, a charity started by a teenager, is more likely to encourage people to give because it's more positive: That's the framing effect in action.
4. Once we decide to donate money or purchase a certain product or service, media professionals design more creative ads to encourage us to give or spend as much as we can. They use two more effective techniques in particular: the "bandwagon effect" and "anchoring." The bandwagon effect means we are more likely to do something if we think a lot of other people are doing it. And anchoring is the way we often use the first thing we learn about something to help us make a decision. Advertising agencies skillfully take advantage of these psychological techniques with messages such as "Many people donate an average of \$47." The phrase "many people" causes the bandwagon effect. And "\$47" is anchor information that makes donors think around \$50 is a **reasonable** donation. If the anchor figure were "\$17" instead, **donors** might think a smaller amount, say \$20, would be fine.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

5. In conclusion, understanding the psychology behind our decision-making processes offers us valuable insights into how and why we act in certain ways. As donors or consumers, recognising these influences can help us make more informed decisions, ultimately *empowering* us to enjoy a better life quality.

1 **charity** (n) an organisation that provides help and raises money for those in need

2 **revenue** (n) money that a company receives as a result of doing business

3 **upbeat** (adj) positive

A. Match each of the statements with the correct paragraph in the text. One statement is extra. SB 80

- a. Recognising psychological influences improves decision-making.
- b. College students are less affected by cognitive biases than other people.
- c. Positive communication strategies increase charitable engagement.
- d. Simplified stories are more likely to convince people to donate.
- e. Social trends and initial benchmarks influence the amounts that are donated.
- f. Charities use psychological strategies to increase donations.

B. Match each description to the name of a technique from the article. SB 80

- a. Anchoring b. Bandwagon effect c. Framing effect d. Truth effect
- 1. : causes people to be more willing to do something that other people are doing
 - 2. : describes the effect that a number can have on what people decide to do
 - 3. : explains why people have a good reaction to something positive they have read
 - 4. : makes people more likely to believe something short and easy to understand

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

37. Match words in the cloud with their definitions. WB 72

Word	Definition	Answer
a. donor	1. to help by giving money, time, or goods to a person or charity	1.
b. donate	2. a person who gives money or other things to a charity	2.
c. take advantage of	3. money for a specific purpose	3.
d. persuade	4. cutting open a person's body in order to fix a medical problem	4.
e. empower	5. any regularly repeated arrangement	5.
f. pattern	6. to convince a person to do or believe something	6.
g. reasonable	7. appropriate	7.
h. simplify	8. to make something easier to understand	8.
i. sympathy	9. a feeling of sadness for someone's bad luck	9.
j. operation	10. to benefit from an event or situation	10.
k. funds	11. to give (someone) the authority or power to do something	11.

38. Complete each sentence with one or two words from the previous activity. WB 72

- Every year, Canadians more than \$10 billion to charities, with each giving \$450 on average.
- Great teachers are children all over the world. They can complex ideas so they're easier to understand.
- When it's sunny, many people go outdoors to the nice weather.
- Most people feel for a friend who is in the hospital.
- Some charities use the they raise to provide clean water for people. Others use the money to help sick people who need a (n)
- To help a child develop a good sleep, set a bedtime, such as 9:00 p.m., and wake him/her at the same time each morning.
- The purpose of advertisements is to people to buy goods or services.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

GRAMMAR

Compare-and-contrast connectors

You can use various connectors to indicate ideas that are similar or different. These connectors have different grammatical functions, so it's important to study their position and punctuation as well as their meaning. Coordinating conjunctions combine two independent clauses while subordinating conjunctions combine a dependent clause with an independent clause.

39. Put the connectors in the correct column in the table. WB 76

although even though in contrast similarly whereas but however likewise too while and nor or so though

Coordinating conjunctions	Subordinating conjunctions	Conjunctive adverbs

Coordinating Conjunctions

- I'm an introvert, **but** he's an ambivert.

Subordinating Conjunctions

- **Although/Even though** I'm an introvert, I like to spend time with some people.
- Introverts like to be alone **whereas/while** some extroverts feel uncomfortable when alone.
- I'm quite reserved **while** my best friend is very outgoing.

Conjunctive Adverbs

- I'm an introvert, and he is, **too**.
- I'm an introvert. **In contrast/However**, he's an ambivert.
- Introverts are good listeners. **Similarly/Likewise**, many ambiverts know when to listen.
- I prefer to keep to myself. **Likewise**, my family don't like socialising much.

Connectors that compare (show similarity): too, similarly, likewise

Connectors that contrast (show difference): but, although, even though, whereas, while, in contrast, however

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

40. Choose the correct connector to complete each sentence. SB 84

1. Ambiverts have traits of both introverts and extroverts. This means they enjoy time alone. **Similarly / In contrast**, they may like socialising with others.
2. Carl Jung is one of the most influential psychologists in history. The ideas of Sigmund Freud are very influential, **in contrast / too**.
3. In general, extroverts prefer talking to thinking. **On the other hand / In the same way**, introverts may think more than they talk.
4. Many people think that introverts are shy. **However / Similarly**, this is not always true.
5. Some people regularly donate to charities, **but / likewise** other people almost never give.

41. Complete this paragraph with compare-and-contrast connectors from the list. SB 85

likewise however in a similar way but

Around the world, people have many ideas about personality. In some places, for example, people think that blood type can affect your personality. 1, some people feel that the day, month, and year of your birth can affect your personality. A person born in the Year of the Tiger, for example, is likely to be brave and confident, 2 somebody born in the Year of the Horse often forgets things. Some people even believe that your hair colour can affect who you are. 3, many other people feel strongly that these ideas are incorrect. They are sure personality cannot be affected by your blood type. 4, they think there is no truth to the idea that your date of birth or hair colour can affect who you are.

42. Correct the four mistakes with connectors and/or punctuation. SB 85

I find it interesting that everybody has a different personality. The other members of my family are strong introverts. They are usually quiet and are happy spending time alone, in contrast they are also comfortable talking to people they don't know. Most of the time, my behaviour is introverted, likewise. But sometimes I enjoy activities that my family doesn't find comfortable, so I probably have an ambivert personality. For example, I like socialising with large groups of people. Similarly I can be very outgoing sometimes. It seems that my personality is similar to the personalities of other members of my family. Although I might be a little more of an extrovert.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

43. Underline the connector in each sentence. What do you notice about punctuation? WB 76

1a. *Although I don't like cold weather, I like to go skiing.*

1b. *I like all types of weather. In contrast, he only likes hot weather.*

Punctuation:

2a. *She likes to go to the movie theatre, but he prefers to watch movies at home.*

2b. *I like swimming in the ocean, and he does, too.*

Punctuation:

44. Underline the correct connector in the sentence. WB 76

1. **Although** / **However** I agree that it would be cheaper to stop in Dubai, I do think it would be better to fly direct.

2. My room in the first university was big **similarly** / **whereas** the one in the second university was very small.

3. I like chocolate **likewise** / **but** I don't like white chocolate.

4. **Even though** / **However** the train tickets were expensive, we bought them anyway.

5. The company will pay for transport, **too** / **similarly**.

6. Introverted people usually prefer solitary activities. **In contrast**, / **Similarly**, extroverted people often thrive in social settings.

45. Choose a connector from the list to complete the sentence. Use each connector only once. WB 77

but However too Even though Similarly whereas

1. We have a staircase in our apartment block, my brother has an escalator where he lives.

2. We have a movie theatre in our university

3. he is an introvert, he goes to a camera club and meets other people.

4., my husband's father was a high school teacher in the US.

5. I like spiders, I'm scared of snakes.

6. I'm a vegetarian., I like to eat meat.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

46. Choose the best option in each sentence. SB 88

1. Someone who is **outgoing** / **reserved** likes to be with and talk to other people.
2. **Reserved** / **Energetic** people tend to enjoy being alone and being quiet.
3. If you look at a bright light and then shut your eyes, the brightness **persists** / **labels** for a time.
4. People with the **desire** / **qualities** to take risks often enjoy activities such as snowboarding or diving.
5. It's **inaccurate** / **comfortable** to say that Canada is cold in winter; some parts of the country have relatively mild weather.
6. Every year, Canadians **donate** / **persuade** more than \$10 billion to charities, with each giving \$450 on average.
7. Great teachers can **take advantage of** / **simplify** complex ideas so they're easier to understand.
8. Most people feel **sympathy** / **operation** for a friend who is in the hospital.
9. Some charities use the **funds** / **donors** they raise to help people.
10. It's important for the project to be **empowering** / **operation**.

47. Choose the correct conjunction in each sentence. SB 88

1. I'm not comfortable talking in front of people, **because** / **so** people say I'm an introvert.
2. We had a lovely conversation with a passenger **however** / **during** my flight.
3. My brother didn't study enough for his Math test. **As a result,** / **The reason is** he failed.
4. I started paying more attention to the feelings of others **after** / **so** I read about emotional intelligence.
5. **Because** / **So** you were so kind to me, I'd like to thank you with a small gift.

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

48. Join each pair of sentences using the connector in parentheses. SB 88

1. Kate is shy. She is very popular. (although)

.....

2. I was tired. I couldn't sleep. (but)

.....

3. John didn't feel comfortable at the event. He knew everyone there. (even though)

.....

4. I enjoy being in crowded places. My sister prefers places with few people. (while)

.....

5. I really enjoyed my first experience abroad. I love the second time I travelled to another country. (similarly)

.....

49. Choose a word that you learnt in the unit to complete the sentence. WB 80

1. You need certain to succeed in business.

2. The seats on the new aeroplane are extremely, the best seats so far.

3. You need to be about what you can do in such a short time.

4. He told me that he doesn't have any He would do the same thing again.

5. I think I OK at the interview.

6. It was clear that he was interested in our business idea. I know because he asked lots of questions.

7. I think means appropriate.

8. people can also be described as extroverts.

9. Did they you to join their company?

50. Write the words from the previous activity in the correct column. WB 80

Noun	Verb	Adjective	Adverb & Other

Reflect 11 (Eng. 201 Unit 4 WHO WE ARE, HOW WE ACT)

51. Review the grammar you learnt in the unit. WB 81

1. What do we use conjunctions for?

.....

2. Match a conjunction to a meaning.

- | | |
|----------------------|------------------------------|
| a. in fact | 1. Showing a sequence |
| b. then | 2. Comparing and contrasting |
| c. so | 3. Emphasising a point |
| d. on the other hand | 4. Showing a result |

3. Match a connector to a meaning.

- | | |
|--------------|------------------------------|
| a. but | 1. Conjunctive adverb |
| b. although | 2. Coordinating conjunction |
| c. similarly | 3. Subordinating conjunction |

52. Choose the correct option to complete each sentence. WB 81

1. The cake looked delicious;, it was too dry to eat.

- a. moreover b. instead c. however d. then

2. I wanted to go for a walk., I stayed home and read a book.

- a. Moreover b. Instead c. following that d. On the other hand

3. The park in Hidd is beautiful., it has a great playground.

- a. Instead b. Moreover c. On the other hand d. In contrast

4. First, mix the flour and sugar., add the eggs and milk.

- a. as a result b. but c. Next d. while