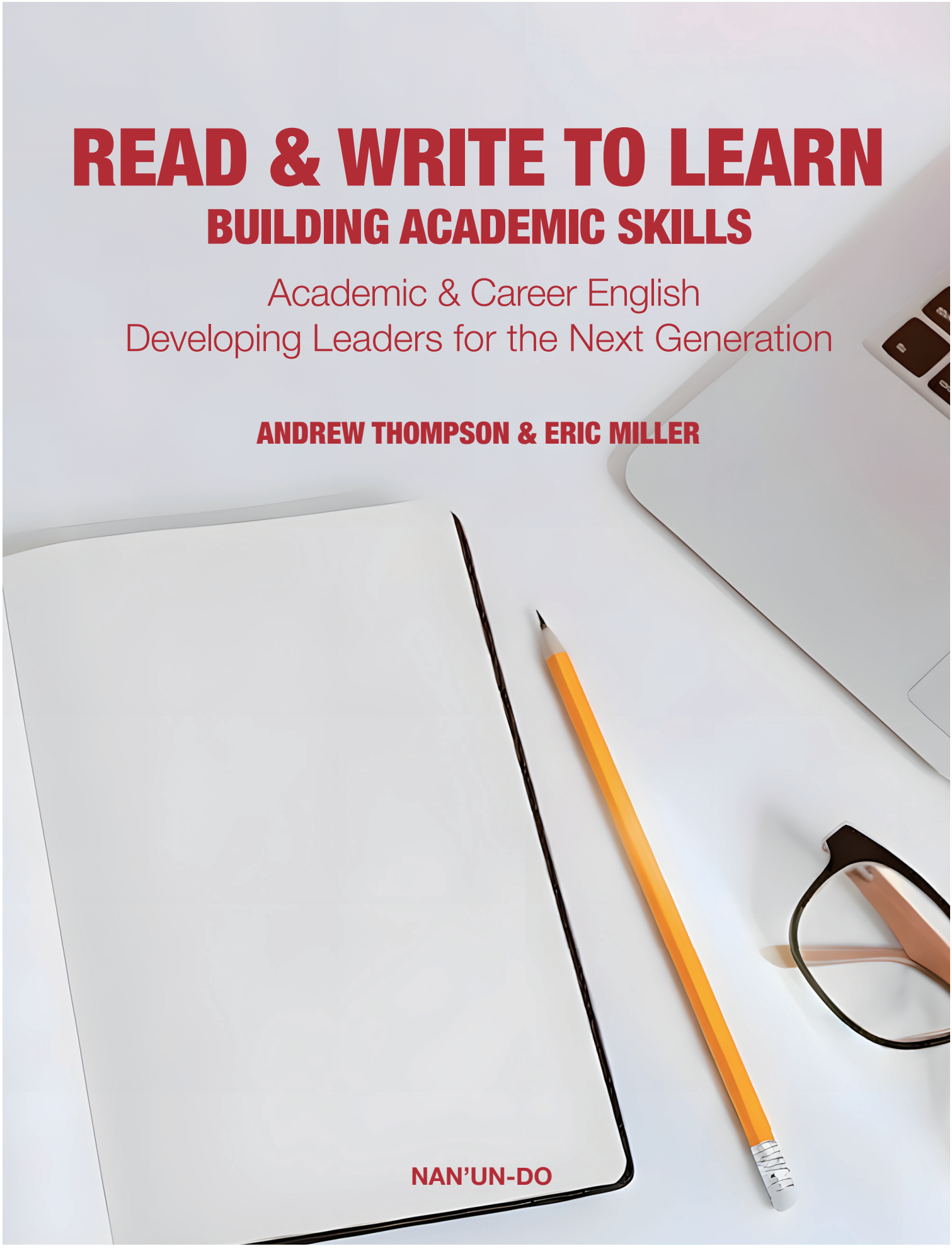
READ & WRITE TO LEARN

BUILDING ACADEMIC SKILLS

Academic & Career English
Developing Leaders for the Next Generation

ANDREW THOMPSON & ERIC MILLER



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READ & WRITE TO LEARN: BUILDING ACADEMIC SKILLS

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Andrew Thompson
Eric Miller

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COURSE INFORMATION

STUDENT NAME: _____

TEACHER NAME: _____

COURSE NAME: _____

LESSON DAY: _____

LESSON TIME: _____

LESSON ROOM: _____

READ & WRITE TO LEARN: BUILDING ACADEMIC SKILLS by Andrew Thompson and Eric Miller is an academic reading and writing textbook for English language learners at an upper-intermediate level, with content centered around Food and Health Sciences, Environmental Science, and International Liberal Arts studies.

Each of the ten units covers a different area of academic interest, such as globalization, nutrition, and sustainability, along with related vocabulary and reading and writing skills that today's English language learners need to understand and use to communicate as global citizens and leaders helping to build a better society.

The unit topics, activities, and resources are specifically designed for Japanese university students seeking to advance their English language skills through engaging reading and writing content and interactive activities that work to develop learner interest, critical thinking, communicative proficiency, and overall confidence.

Units are divided into sections that are scaffolded to build language proficiency:

EXPLORE	Students explore issues, share experiences, and discuss ideas.
READ	Students learn useful vocabulary, read about academic topics, and check comprehension.
WRITE	Students review fundamental academic writing skills and write about current global themes.
PRACTICE	Students develop reading and writing skills through an engaging variety of academic activities.

On successful completion of READ & WRITE TO LEARN, students will be more confident:

- understanding academic issues in today's global community;
- expressing opinions on academic topics and other current social issues;
- reading and writing about a variety of topics needed to actively participate in society;
- studying or working in an English-speaking environment where exchanging views on such matters is vital.

Authors:	Andrew Thompson and Eric Miller
Design:	Andrew Thompson
Editing:	Eric Miller and Aska Oba

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NOTE TO STUDENTS

Welcome to **READ & WRITE TO LEARN: BUILDING ACADEMIC SKILLS**. In this book, you will improve your English reading and writing skills while learning about various topics related to environmental sciences, nutrition and health sciences, and international and liberal arts studies.

The unit themes of this book were chosen because they are relevant, real-world issues affecting society—topics everyone studying a foreign language should also care about. The contents cover a range of areas from globalization and cultural identity to artificial intelligence's future impact on how people learn. Studying these topics will help you develop both your language skills and your understanding of complex, interconnected issues that will shape the future.

By the end of this book, you will be better able to read and write, understand, and think critically about texts in English. You will also see how these skills prepare you to play a leadership role in a future that depends on international cooperation and meeting challenges such as those addressed in this book.

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UNIT PAGE		ACADEMIC FOCUS	UNIT TITLE / READING PASSAGE
Unit 1	6	International Liberal Arts	**GLOBALIZATION AND IDENTITY** The Complex Connections Between Globalization and Cultural Identity
Unit 2	16	Food and Health Sciences	**FOOD PROCESSING AND NUTRITION** The Impact of Processed Food and its Advertising on Children's Diet and Health
Unit 3	26	Environmental Science	**CLEANER NUCLEAR ENERGY OPTIONS** Nuclear Energy: Is it the Solution to Energy and Environmental Challenges?
Unit 4	36	International Liberal Arts	**ENGLISH IN THE 21st CENTURY** The Powerful Story of the English Language Through Time and Across Continents
Unit 5	46	Food and Health Sciences	**WHAT IS HEALTHY EATING?** Exploring the Causes and Consequences of Unhealthy Dietary Choices
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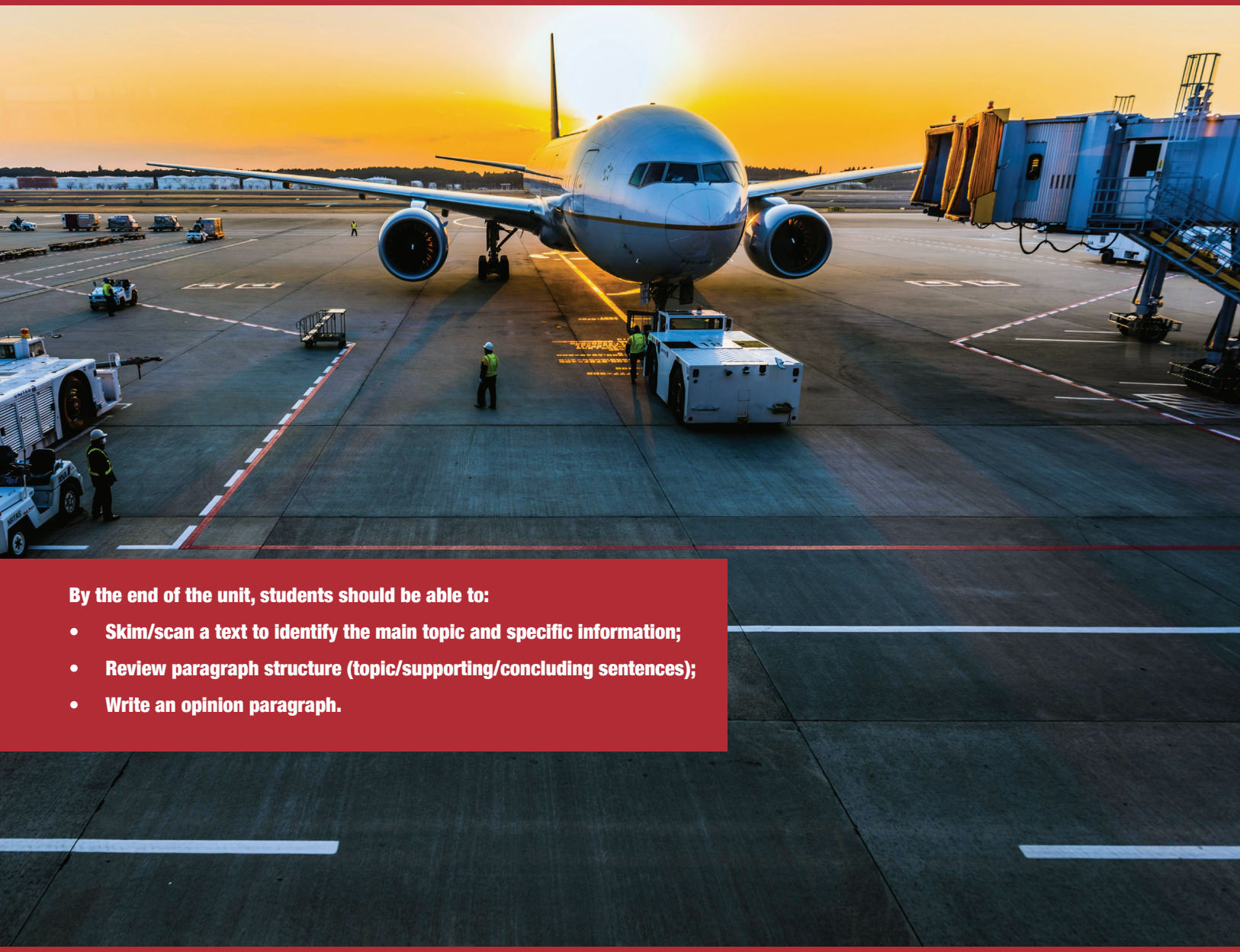
Unit 10	96	English Education Division	**ARTIFICIAL INTELLIGENCE IN EDUCATION** Artificial Intelligence and its Impact on the Future of Education

READING & WRITING SKILLS	ACADEMIC TEST PRACTICE
Skim/scan a text to identify the main topic and specific information; Review paragraph structure (topic/supporting/concluding sentences); Write an opinion paragraph.	Timed Writing Task
Identify the structure of a paragraph in an academic essay; Review academic writing, citations, and referencing; Write an objective paragraph.	Timed Reading Task
Identify transition signals in an academic essay; Review essay structure (introduction/body/conclusion); Brainstorm, outline, and research content for an academic essay.	Timed Summarizing Task
Identify the organization of an academic essay; Review introduction techniques for an academic essay; Write the introduction paragraph for an academic essay.	Timed Written Expression Task
Identify the sources of information in an academic essay; Review conclusion techniques for an academic essay; Write the concluding paragraph for an academic essay.	Timed Writing Task
Identify the argument of an academic essay; Review body paragraph techniques for an academic essay; Write the body paragraphs for an academic essay.	Timed Writing Task
Identify the elements of a research report; Paraphrase and summarize information from sources; Summarize an academic essay.	Timed Reading Task
Research and critically evaluate the quality of visuals; Synthesize information from sources; Brainstorm, outline, and research content for an academic essay.	Timed Synthesizing Task
Research and critically evaluate the quality of sources; Paraphrase/summarize/synthesize information from multiple sources; Write an academic essay on an area of interest.	Timed Written Expression Task
Research and critically evaluate the quality of academic writing; Review academic writing style, structure, and flow; Review academic essay process and format.	Timed Writing Task

UNIT 1 GLOBALIZATION AND IDENTITY



By the end of the unit, students should be able to:

- **Skim/scan a text to identify the main topic and specific information;**
- **Review paragraph structure (topic/supporting/concluding sentences);**
- **Write an opinion paragraph.**

With a partner or in a small group, look at the image above and describe it.

1

THINK ABOUT

Discuss these questions with your partner or in a small group.

1. What does “globalization” mean to you?
2. How do you think the image relates to globalization?
3. Do you think cultural identity is impacted by globalization?

2

TARGET WORDS

Match the target word on the left with the best definition on the right. Write the target word number in the space provided.

1	**cultural**	___	A	the presence of multiple different cultures existing together
2	**diversity**	___	B	the action or process of combining something
3	**ethnicity**	___	C	a widely held image or idea of a particular type of person or thing
4	**globalization**	___	D	the quality or fact of belonging to a population group or subgroup of people
5	**homogeneous**	___	E	the action or process of bringing about new ideas, products, or services
6	**identity**	___	F	a range of different things or people
7	**innovation**	___	G	the fact of being who or what a person or thing is
8	**integration**	___	H	the act of buying and selling goods or services
9	**mass media**	___	I	the means of mass communication, such as broadcasting and publishing
10	**multiculturalism**	___	J	consisting of parts or people that are similar to each other
11	**multinational**	___	K	the process of interaction of people, companies, and governments around the world
12	**stereotype**	___	L	a company or group of companies operating in several countries
13	**technology**	___	M	the application of scientific knowledge for practical purposes
14	**trade**	___	N	the process of people or countries becoming more like those in the West
15	**westernization**	___	O	relating to the ideas, customs, and social behavior of a society

Now, check your answers with your partner or in a small group.

3

READING SKILLS: SKIMMING AND SCANNING

Skimming and **scanning** are important reading skills that allow the reader to quickly search for general or specific information in a reading passage. To effectively navigate through academic texts, students must use the skills of skimming and scanning.

Skimming involves looking quickly at a text to get a general idea of what you are about to read.
Skim the text: title, headings, abstract, images, diagrams, graphs, and reference list to get a feel of the text
Skim the paragraphs: read the first sentence in each paragraph to get a deeper understanding of the text

Scanning involves moving your eyes quickly over a page to find specific information.
Scan for capital letters: names of people, cities, countries, institutions, and major events
Scan for numbers: years, dates, measurements, monetary amounts, percentages, and statistics

Both skills are crucial as they help readers identify important information without having to read through an entire text. By mastering these skills, students can save time and effort while still acquiring a general understanding of the content.

Now, skim and scan the article on the next page.
What parts of the article did you skim and scan? What general or specific information did you find?

4

READING PRACTICE

Read the following article and then answer the questions (1-6).



UNIT 1 (AUDIO 2)

The Complex Connections Between Globalization and Cultural Identity

Introduction

[1] The globalization of economies and societies has recently led to significant transnational flows of people, money, goods, information, and cultural exchange between countries. Various factors, such as the liberalization of trade policies, technological advancements, and increased connectivity, have driven these movements of people and resources. Globalization has created a highly interconnected and interdependent global system, transforming the world in numerous ways. This article will highlight how the spread of ideas and the growth of international trade have positively and negatively impacted how people live, work, and interact.

What is Globalization?

[2] According to Tomlinson (1999), globalization is a complex, accelerating, integrating process of global connectivity that involves the increasing interconnectedness and interdependence of different parts of the world through economic, technological, cultural, and social channels. The impact of globalization on cultural identity is significant and multifaceted. On the one hand, it can promote cultural diversity and exchange by enabling people to learn from and appreciate other cultures. On the other hand, it can lead to cultural **homogenization**, where local traditions, values, and practices are eroded or replaced by globalized ones.

[3] To fully understand the complexity of the relationship between globalization and cultural identity, it is necessary to examine the various factors that contribute to globalization, such as economy, technology, and culture. It is also essential to consider how these factors interact with cultural identity, including language, customs, beliefs, and values, and how they shape one's sense of self and belonging (Beck, 2018).

The Economics of Globalization

[4] Globalization has been a driving force behind increased economic activity and integration among countries. The economic dimension of globalization has created more trade and investment opportunities among nations, leading to the spread of goods, services, and capital across borders (Robertson, 1992). This has allowed companies to tap into new markets and expand their businesses globally.

[5] As a result of this increased economic activity, many countries have become more interconnected in the global economy (Appadurai, 1996). This has led to changes in cultural practices and identities as people are exposed to new ideas, products, and ways of life. For instance, the popularity of fast food chains and international brands has led many countries to adopt Western-style diets and fashion. However, the economics of globalization have also raised concerns about exploitation, inequality, and monopolization.

Technologies Powering Globalization

[6] Humanity is experiencing unprecedented cultural exchange and communication thanks to the emergence of new technologies, such as the internet and social media. As people from different parts of the world connect through digital platforms, they exchange information, ideas, customs, and traditions. This exchange has created a diverse cultural environment that fosters mutual appreciation and respect. The ability to learn from others' experiences has also led to integrating and adopting some of these diverse cultures, resulting in the emergence of new subcultural identities.

[7] Moreover, technology has made it possible to preserve and promote cultural heritage, which otherwise may have been lost. Digitization has enabled the creation of vast digital archives, making storing and accessing valuable cultural artifacts such as art, literature, music, and films easier. This has also led to the dissemination of cultural heritage worldwide, allowing people to learn about and appreciate cultures they may not have had access to before.

[8] The role of technology in cultural evolution cannot be overstated. Technology has allowed cultures to adapt and coexist in a rapidly changing world, enabling them to thrive and remain relevant. It has also enabled fostering new relationships and collaborations only possible with digital platforms. The impact of technology on cultural exchange

and preservation is enormous, and people must continue to leverage it to promote mutual understanding and awareness.

The Social and Cultural Impacts of Globalization

[9] Globalization has had a profound impact on the social and cultural dimensions of the world. One of the most significant changes has been to people's cultural identity. With the increase in international travel and migration, people have been exposed to different cultures and ways of life (Kaul, 2012). This exposure has led to a blending of different cultural practices and identities.

[10] Furthermore, the global spread of popular culture, such as music, movies, and fashion, has also played a vital role in shaping cultural identity. For instance, music genres like hip-hop, reggae, and K-pop have gained worldwide popularity, and their influence has led to the formation of new cultural identities in different parts of the world. Similarly, the popularity of Hollywood movies and European fashion brands has spread across the globe, influencing the way people dress and express themselves.

[11] However, these changes have also led to the erosion of traditional cultural practices and identities. Traditional practices and beliefs gradually fade as people embrace new cultures and lifestyles. Thus, the impact of globalization on culture is a complex and multifaceted phenomenon that involves both positive and negative effects.

Conclusion

[12] Globalization is a powerful force that impacts economic, technological, and social structures on a global scale. The world's interconnectivity has brought about positive and negative consequences, affecting everything from business and trade to language and lifestyle. It has both homogenized and diversified cultures. However, it is vital to understand that cultural identity is never **static** but constantly evolving. As society moves forward in an increasingly interconnected world, preserving and celebrating the richness of cultural diversity is crucial while embracing the opportunities for dialogue and understanding that globalization provides. This dynamic interplay between globalization and culture is central to defining our interconnected world.

References

Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization* (Vol. 1). U of Minnesota Press.

Beck, U. (2018). *What is globalization?* John Wiley & Sons.

Kaul, V. (2012). Globalisation and crisis of cultural identity. *Journal of Research in International Business and Management*, 2(13), 341-349

Robertson, R. (1992). Globalization: Social theory and global culture. *Globalization*, 1-224.

Tomlinson, J. (1999). *Globalization and culture.* University of Chicago Press.

5 COMPREHENSION CHECK

For each question, circle the best answer (A, B, C, or D).

1. According to the article, what is the main driving force behind the globalization of economies and societies?

A. liberalization of trade policies
B. increased connectivity
C. technological advancements
D. all of the above

2. The word "homogenization" in paragraph 2 is closest in meaning to [ ].

A. standardization
B. isolation
C. division
D. diversification

3. What are the three main factors contributing to globalization, as highlighted in the article?

A. economy, environment, and education
B. economy, politics, and society
C. economy, technology, and culture
D. education, language, and technology

4. Which technology has significantly contributed to cultural exchange and communication, as noted in the article?

A. the internet
B. print media
C. radio
D. television

5. Which of the following is NOT mentioned as a way in which popular culture has influenced cultural identity?

A. Hollywood movies
B. cable television networks
C. popular music
D. European fashion brands

6. The word "static" in paragraph 12 is closest in meaning to [ ].

A. changing
B. idealistic
C. realistic
D. fixed

Now, check your answers with your partner or in a small group.

6

WRITING SKILLS: PARAGRAPHS

Paragraphs are the building blocks of all academic writing. Just as groups of words are organized into complete sentences, groups of sentences are organized into paragraphs. Although there is no rule about just how many sentences a paragraph needs, good academic paragraphs should have enough sentences to fully develop one main idea. Some academic writing might be organized into one long single paragraph. Most research papers and essays, however, consist of multiple paragraphs.

How many paragraphs are there in the article The Complex Connections Between Globalization and Cultural Identity?
How many sentences are there in the shortest paragraph? How many are there in the longest one?

Check your answers with your partner or in a small group.

WHAT IS THE STRUCTURE OF A PARAGRAPH?

Most academic paragraphs follow a typical structure: topic sentence, supporting sentences, and concluding sentence.

- The **topic sentence** is often the first sentence of a paragraph. It generally states the topic and main idea (what the writer wants to say about that topic). This could be more than one sentence.
- The **supporting sentences** develop the main idea by giving reasons, examples, explanations, and/or other details that support the idea expressed in the topic sentence.
- The **concluding sentence** usually repeats the main idea, summarizes the main points of the paragraph, and/or leaves the reader with a relevant final message. Paragraphs within a longer essay may not have a concluding sentence. Instead, the final sentence of such paragraphs might serve as a transition to the next paragraph in the essay.

It is important to remember that this structure is flexible depending on how and where a paragraph is used. A single, stand-alone paragraph should typically follow this structure. On the other hand, paragraphs within longer essays may not always do so.

Can you find a paragraph in the article The Complex Connections Between Globalization and Cultural Identity that follows the typical structure?

Check your answers with your partner or in a small group.

WHAT ARE SOME KEY POINTS WHEN WRITING PARAGRAPHS?

The most important point about an academic paragraph is that it should develop one main idea. All the sentences in the paragraph should be related to that idea. In other words, be careful not to include any irrelevant sentences. At the same time, take care not to write redundant sentences that just repeat ideas without adding any new information. Try to organize the supporting sentences in a logical order and connect them with transition signals. The first sentence of a paragraph should be indented (moved several spaces to the right). When your main idea or focus changes, start a new paragraph.

Ask your teacher if they have specific rules about spacing, margins, font size, and so on.

7

WRITING ASSIGNMENT: OPINION PARAGRAPH

Write an opinion paragraph about globalization. You can use the list below to choose a specific focus or choose your own focus. Give reasons and include any relevant examples from your own knowledge or experience.

Business	**Fashion**	**Music**
Education	**Food**	**Travel**

WRITING ASSIGNMENT SUGGESTIONS

- Start with a topic sentence that clearly states your topic and main idea. Your topic should not be too broad or too narrow. Ideally, your main idea will be your own original idea, preferably an opinion.
- Include enough supporting sentences to fully develop your main idea. For example, three reasons along with examples and/or details for each reason would probably allow you to fully support your topic sentence.
- Write a concluding sentence that restates the main idea, summarizes the main points, and/or gives the reader some final message about your topic.
- Use transition signals to connect the ideas in your paragraph.
- Add a title to your paragraph.

TOPIC:

TOPIC SENTENCE:

SUPPORTING POINTS:

Use the space below to brainstorm and/or outline your ideas.

Now, write your paragraph on the next page, or type it on your computer.

TITLE: _____

Now, share your paragraph with a partner.

Use the Proofreader Checklist below to help your partner improve their writing.

PROOFREADER CHECKLIST			
1	Does the title match the paragraph?	Yes	No
2	Does the paragraph start with a clear topic sentence?	Yes	No
3	Do the supporting sentences add relevant information that supports the topic sentence?	Yes	No
4	Does the concluding sentence rephrase the topic sentence and/or summarize the main points?	Yes	No

8

TARGET WORD BUILDER

Use the Target Word Builder space below to develop your vocabulary knowledge of unknown target words in Activity 2.

Target Word	Japanese	Synonym	Collocation	Sentence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

9

UNIT WORD BUILDER

Use the Unit Word Builder space below to further develop your vocabulary knowledge of unknown words in this unit.

Unit Word	Japanese	Synonym	Collocation	Sentence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Now, compare your word builder lists with a partner or in a group.

10

ACADEMIC TEST PRACTICE: TIMED WRITING TASK

Most of the major standardized English proficiency tests are designed to measure English language ability in the four skill areas of listening, speaking, reading, and writing.

On such tests, a common type of **writing task** involves an opinion statement followed by a question asking test takers if they agree or disagree with the statement. While most academic writing should be objective, if the question asks directly for your own opinion, it is fine to write in first person: "*I agree with the idea that …*"

In general, however, it is best **not** to include reasons and examples based **only** on your own personal experience. Some tests specify certain points that must be covered in the response; others do not. Generally, you should have two or three supporting points in your response.

DIRECTIONS: Read the question below and write a response of approximately 150 – 200 words.
TIMING: 20 minutes

QUESTION:
Many people say that globalization has a negative effect on cultural identity. To what extent do you agree or disagree?

Use the space below to brainstorm and/or outline your ideas. Then, write your answer on the next page.

Now, share your answer with a partner or in a small group.

11 UNIT REFLECTION

Finally, reflect on what you studied in this unit by answering the following question.

What did you learn about globalization in this unit?

Now, share your answer with your partner or in a small group.