

REFLECT

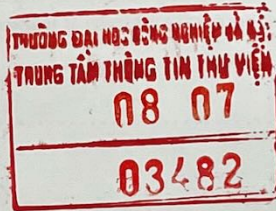
LISTENING & SPEAKING

TEACHER'S GUIDE



REFLECT

LISTENING & SPEAKING



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SERIES OVERVIEW

Thank you for choosing *Reflect Listening & Speaking*. This information will familiarize you with the series.

Look at the **Scope and Sequence** (Student's Book, pp ii-v). The book is organized into eight units, each of which is based on a high-interest theme within an academic discipline. Each unit features a Listen & Speak and Watch & Speak section, relevant academic skills, three Reflect activities, and a final Unit Task.

SCOPE AND SEQUENCE		LISTENING & SPEAKING	WATCHING & SPEAKING	WRITING & SPEAKING	CRITICAL THINKING	UNIT TASK ACTIVITIES
1 CREATING CONNECTIONS (pp 7-11)	Video: The video Learning Creative ways to connect	Listen for main ideas and details Suffice -in Using a dictionary Example sentences	Give a presentation Verb + gerund or infinitive Word stress	Future real conditions Support your response	Give your opinion about learning a language Evaluate activities that bring people together Summarize weeks to meet your neighbors UNIT TASK Present a plan to help people connect	
2 LANGUAGE AND CULTURE (pp 12-15)	Listening: The world's worst communication? Video: Exploring language with linguist A. David Brown	Listen for signal words Formal and informal language Prefix: in-, in-, and mis-	Take turns in a discussion Focus on words with suffixes	Empire past and past continuous Rhythm and stress: content vs. structure words	Give your opinion about learning a language Evaluate the effect of learning a second language Choose how language and culture are related UNIT TASK Present a saying or proverb	
3 TALK ON VICTORY! (pp 16-19)	Listening: The true outcome Video: Four tips to avoid false news	Listen for numbers Suffice: Change nouns and verbs to adjectives Using a dictionary Choose the correct meaning	Ask for and give clarification Empty past and past continuous	Evaluate data UNIT TASK Evaluate and present a news story		
4 WHY WE MAKE ART? (pp 20-23)	Video: Coloring the streets of Singapore Listening: Why make art?	Take notes using a sub-question sheet Polysyllabic: Multiple-meaning words Word families: Nouns, verbs, and adjectives	Define and explain specific terms Comparing words for reasons and results Fastest structure words	Analyze responses UNIT TASK Give a presentation about a work of art		

Turn to a **Unit Opener**. Notice the path of activities under **In This Unit** and the **Skills** listed to help you and the student know what to expect.

IN THIS UNIT

- Evaluate street art
- Analyze the motivations of artists
- Choose art careers
- Give a presentation
- Analyze a museum

SKILLS

LISTENING
Take notes using a sub-question sheet

WRITING
Suffice past and past continuous

CRITICAL THINKING
Comparing words for reasons and results

UNIT TASK
Analyzing a museum

CONNECT TO THE SCOPE

1. Describe the picture and the artist's work. How do you think the artist feels about it?
2. Where was your art made? How do you think the artist feels about it?

Look at a **Listen & Speak** or **Watch & Speak** section. The audio and video inputs are adapted or taken directly from a variety of sources, including National Geographic. These real-world inputs give students the opportunity to engage with authentic communication and help make the topics more relevant. Before-, during-, and after-viewing activities support students' comprehension and enhance their experience.

WATCH & SPEAK

SCIENCE YOU CAN DO HOME

A PREDICT Look at the names of the experiments you will watch. What do you think will happen in each experiment? Tell a partner.

1. Milk, food coloring, and soap
2. A balloon and water
3. A candle, water, and a glass
4. Mini landers in dent soda

B MAIN IDEAS Watch the video and take notes. Check your predictions in activity A. Then use your notes and match the number of the experiment to the result. (200)

a. _____ It explodes out of the bottle.	c. _____ The water rises up.
b. _____ It looks like a fireworks.	d. _____ It makes a kind of electricity.

C DETAILS Watch again. There are two mistakes in the steps for each experiment. Correct the mistakes. (200)

Experiment 1	Experiment 2
1. Place a little milk into a cup.	1. Take a glass with orange.
2. Drop some food coloring in the center of the milk.	2. Put a candle on top.
3. Drop a little water into the food coloring.	3. Light the candle.
	4. Put a bottle over the candle.

Experiment 3	Experiment 4
1. Take a balloon and fill it with water.	1. Take a bottle of dent soda and drink it.
2. Rub the balloon on your sweater.	2. Take some steel cans.
3. Turn on the tap.	3. Drop the candle into the bottle.
4. Move the balloon away from the water.	4. Drop forward.

D Work with a partner and answer the questions.

1. Which experiment did you like the most?
2. How do you see some of these experiments? If so, what happened?
3. Which experiment do you think was the easiest to do?

Fire Cracker
Fire Cracker
Video platform
and audio
input
National Geographic
© 2019
NY, USA. They
stock old-time
firecrackers and
LED bottles of
and work to
reform these
firecrackers at
home.

Notice the three **Reflect** activities in a unit. These activities are placed at transition points in the unit to provide opportunities for personalization and higher-level thinking. In each activity, students are asked to work in-depth with ideas that will be useful to them as they progress towards the Unit Task and through their academic careers.

CRITICAL THINKING Support your opinions
When you give your opinion, always give at least one reason to support it. Personal experience and research are both good ways to support your opinions.
I agree that English is the most important second language to learn. People all over the world use English to communicate. Also, more people speak English than any other language.


REFLECT Give your opinion about learning a language.
You are going to listen to a radio talk show about native and non-native English speakers. Rank the statements by how strongly you agree. Then share your answers with a partner.
1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree
_____ English is the most important second language to learn.
_____ English speakers do not need to learn a second language.
_____ People who speak two or more languages are more interesting than people who only speak one language.

REFLECT Discuss how language and culture are related.
You are going to watch a video about language and culture. In a group, compare your family trees and discuss the questions.
1. Are there distinct words in your language for a younger brother/sister or an older brother/sister? How about other family words? Explain any differences or similarities.
2. Do you think the number of words for family members shows how a culture thinks about family? Explain.

REFLECT Consider reasons for removing a memory.
You are going to watch a video about reward research into memories. If it were possible, would you ask a doctor to remove a memory? Complete the chart with reasons why it might be a good idea or a bad idea.

Good idea to remove a memory	Bad idea to remove a memory

Look at a **Unit Task**. Students first listen to a **Model** of the task and complete an activity that follows the same structure as their upcoming speaking task. Step-by-step planning helps students gather and organize their ideas, while Pronunciation and Speaking Skills ensure students can confidently complete the task.



REFLECT Present a plan to help people connect.
You are going to present a plan to help people in your community connect with each other. You will take turns explaining your plan. Use the ideas, vocabulary, and skills from the unit.

D MODEL Listen to a group present a plan for a stabilization park. Complete the chart. Discuss your answers with a partner and update your chart. **YES!**

Plan to help people connect. Beal Community Park	Reasons	Benefits
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

PRONUNCIATION **Word stress YES!**
In words with two syllables, we usually stress just one syllable. We pronounce the vowel in the stressed syllable more clearly and longer than the vowel in the other syllable. We often pronounce the unstressed syllable in a shorter way.
a. **well** **not good**
wél nót
b. **brother**
bróthər

E PRONUNCIATION Read the words with a partner. Circle the stressed syllable in each word and underline it. Then listen and check your answers. **YES!**

1. believe 6. receive
2. provide 7. return
3. recover 8. reorganize
4. reparticipate 9. reorganize
5. rephysical 10. rediscover

F PRONUNCIATION Complete the sentences with words from activity E. Then listen and check your answers. **YES!**

1. The town is _____ to improve our community.
2. I _____ building a stabilization park.
3. There are _____ and _____ of being a stabilization park for kids.
4. The new swimming pool at Beal helps residents thanks to _____ donations from local businesses.
5. The town _____ a great idea for the new family's medical.
6. Having a great lunch with neighbors had many _____ results, such as a greater feeling of safety and security among residents.
7. The _____ parts of the game is table tennis, but many people call it Ping-Pong.
8. We will _____ in the next meeting about the new park.

- Support components** help you get the most out of **Reflect**.
- Online Practice with a variety of interactive, self-grading activities
 - Classroom Presentation Tool for heads-up or online learning
 - Student's e-book as a digital version of the student book

Visit the **Teacher Companion Website** at ELTNGL.com/Reflect1e. It includes the audio program, the videos, video scripts, class worksheets, speaking rubrics, ExamView® Test Center, and the Teacher's Guide.

COMPETENCIES PROMOTED IN *REFLECT*

The content and activities in *Reflect* were developed to support students' global competence, social and emotional learning, and 21st century skills.

Throughout the series, students are exposed to diverse ideas, voices, and perspectives, and asked to think critically about each. In doing so, students develop self-awareness, social awareness, and self-management skills.



THE 4 CS OF 21ST CENTURY SKILLS			
Communication	Collaboration	Critical Thinking	Creativity
Engaging in constructive and critical conversations; sharing thoughts, questions, and ideas	Working together to reach a goal; being willing to participate and contribute	Looking at problems in a new way; being able to analyze, interpret, and evaluate	Trying new approaches; developing ideas that demonstrate curiosity, imagination, and flexibility

ASSESSMENT IN *REFLECT*

Regular assessment is an important element of any English-language course. In **Reflect Listening & Speaking**, teachers will find a set of assessment tools to help them support English learners, track their progress, and document their achievements. These same tools, used regularly, will also help build learner confidence, drive motivation, and encourage student ownership of learning.

As you plan your course and assessment, remember to consider the following:

- ▶ Assessment should mirror learning. Tests should reflect clearly communicated curriculum objectives. The structure and format of tasks should reflect what students experience in class.
- ▶ Tests should contribute to learning on the part of both teachers and students. Assessment results should provide teachers with information on which to base instruction, especially modifications that may be needed for individuals or groups of students. And test results should help learners manage their strengths and weaknesses, as well as their progress in learning English.
- ▶ Assessment should motivate learners and help build learner confidence. Just as with class activities, students should receive motivating and constructive feedback during assessment.
- ▶ Testing should take place at regular intervals in order to collect reliable evidence of growth. The more regularly students are assessed through a variety of approaches, the less anxiety they may experience, and the more practiced and confident they will be when taking an assessment.

FORMATIVE ASSESSMENT

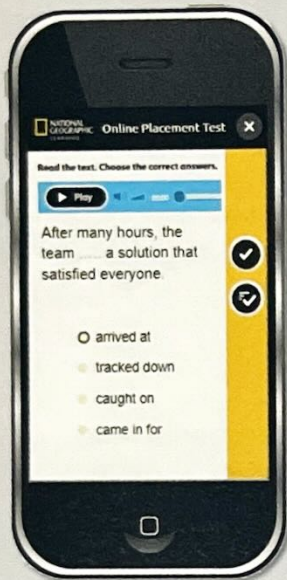
Because accurate assessment reflects not only what students can recognize and produce on written tests, but also how they use language in real contexts, *Reflect* includes numerous opportunities for *performance-based, in-class* formative assessment. The Reflect activities in the Student Book give students regular chances to pause, review, and expand on what they've learned. For each Unit Task, there is a customized rubric to set expectations and evaluate, helping students achieve successful outcomes. **Formative Assessment** tips appear in the **Teacher's Guide** and align directly to Student Book Reflect activities and to each unit's objectives. In addition, student presentations may be assembled as part of an assessment portfolio.

SUMMATIVE ASSESSMENT

Summative assessment is provided in the form of **ExamView®** test banks. Banks include test items that allow teachers to create eight Unit Quizzes and one Mastery Test per level. All quizzes and tests are easily generated and customizable.

PLACE, TEACH, PRACTICE, EVALUATE

Place students, adapt instruction, and monitor progress with National Geographic Learning's multi-step approach to assessment.



► PLACE

NGL's new, adaptable **Online Placement Test** reliably assesses listening, reading, and use of English, and helps place students into one of 14 CEFR-aligned levels.

► TEACH

Listening and **Speaking** Skill instruction supports listening comprehension and speaking fluency. The **Teacher's Guide** provides ideas for presenting and expanding on the information in the skill boxes.

Formative assessment ideas for each Reflect activity are included in the Teacher's Guide.

SPEAKING SKILL Give a presentation

When you give a presentation, remember to:

- **Prepare** by making notes to use in your presentation.
- **Practice** your presentation. Say it aloud a few times. Record it on your phone, or do it in front of a mirror.
- **Use sequence words** such as *First of all*, *Secondly*, *In addition*.
- **Make eye contact** with the audience. Don't read from your notes.

FORMATIVE ASSESSMENT

- As you monitor, listen for correct uses of *because* and *so*.
- Take notes on strengths in the use of these adverbs and in vocabulary and note any areas that need improvement. Give some positive feedback. Then write some of the errors on the board and elicit or provide the corrections.
- Put students into new pairs to practice again.

► PRACTICE

Listening and **Speaking Skill** boxes are followed by **Apply** activities that give students an opportunity to practice. These activities support informal assessment and help build student competence and confidence.

REFLECT activities encourage students to regularly check their understanding of the concepts in the unit.

LISTENING SKILL Take notes using a wh- question chart

When taking notes, listen for key information. To find key information, listen for facts that answer wh- questions (questions that begin with *who, what, when, where, why, or how*). You can write wh- words or specific questions you have on one side of the chart. Then listen and write the answers on the other side.

B APPLY With your partner, write wh- questions in the chart about what you might learn. Then watch the video and take notes on the answers to your questions.

Wh- questions	Answers
1. What is Zu's job?	He is a street artist.
2. Where	
3. How	
4. Why	

REFLECT Give your opinion about learning a language.


You are going to listen to a radio talk show about native and non-native English speakers. Rank the statements by how strongly you agree. Then share your answers with a partner.

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

- _____ English is the most important second language to learn.
- _____ English speakers do not need to learn a second language.
- _____ People who speak two or more languages are more interesting than people who only speak one language.

Unit 1 | Watch

Watch. Answer the questions.



1. Gregory discovered Ping-Pong when he was _____

- homeless
- a child
- an adult

2. Gregory _____

Online Practice reinforces learning with more opportunity to interact with the skills, vocabulary, and ideas from each unit.

The **REFLECT** section at the end of each unit encourages students to assess their progress.

REFLECT

A Check(✓) the Reflect activities you can do and the academic skills you can use.

<input type="checkbox"/> give your opinion about learning a language	<input type="checkbox"/> listen for signal words
<input type="checkbox"/> explain the effect of learning a second language	<input type="checkbox"/> take turns in a discussion
<input type="checkbox"/> discuss how language and culture are related	<input type="checkbox"/> future real conditionals
<input type="checkbox"/> present a saying or proverb	<input type="checkbox"/> support your opinions

B Write the vocabulary words from the unit in the correct column. Add any other words that you learned. Circle words you still need to practice.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER

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

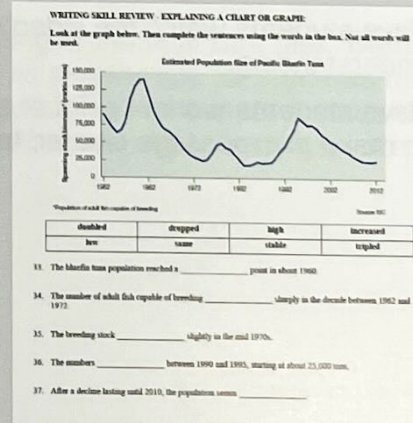
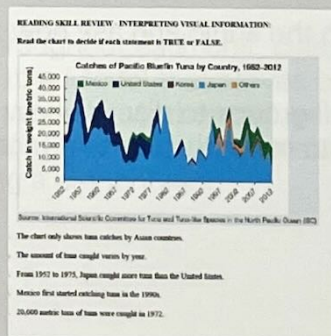
- Has your view of language and language learning changed? Explain.

- What ideas or skills in this unit will be most useful to you in the future?

LANGUAGE AND CULTURE 33

► EVALUATE

An **ExamView® Assessment Suite** includes test banks that allow teachers to generate and customize written tests, including a Quiz and Mastery Test for each unit.



REFLECT

LISTENING & SPEAKING

LEVEL 1

Student's Book with Online Practice and Student's eBook	978-0-357-44917-2
Student's Book	978-0-357-44911-0
Online Practice and Student's eBook	978-0-357-44935-6
Teacher's Book	978-0-357-44943-1
Classroom Presentation Tool	978-0-357-44953-0

LEVEL 2

Student's Book with Online Practice and Student's eBook	978-0-357-44918-9
Student's Book	978-0-357-44912-7
Online Practice and Student's eBook	978-0-357-44936-3
Teacher's Book	978-0-357-44944-8
Classroom Presentation Tool	978-0-357-44955-4

LEVEL 3

Student's Book with Online Practice and Student's eBook	978-0-357-44919-6
Student's Book	978-0-357-44913-4
Online Practice and Student's eBook	978-0-357-44937-0
Teacher's Book	978-0-357-44946-2
Classroom Presentation Tool	978-0-357-44957-8

LEVEL 4

Student's Book with Online Practice and Student's eBook	978-0-357-44920-2
Student's Book	978-0-357-44914-1
Online Practice and Student's eBook	978-0-357-44938-7
Teacher's Book	978-0-357-44948-6
Classroom Presentation Tool	978-0-357-44960-8

LEVEL 5

Student's Book with Online Practice and Student's eBook	978-0-357-44921-9
Student's Book	978-0-357-44915-8
Online Practice and Student's eBook	978-0-357-44939-4
Teacher's Book	978-0-357-44949-3
Classroom Presentation Tool	978-0-357-44961-5

LEVEL 6

Student's Book with Online Practice and Student's eBook	978-0-357-44922-6
Student's Book	978-0-357-44916-5
Online Practice and Student's eBook	978-0-357-44941-7
Teacher's Book	978-0-357-44951-6
Classroom Presentation Tool	978-0-357-44962-2

REFLECT¹

LISTENING & SPEAKING

TEACHER'S GUIDE

Relatable, student-centered content combined with essential academic-skill instruction makes the new six-level **Reflect** series unique. As students interact with the engaging content, they not only master English but also navigate their place in the world. **Reflect** builds students' confidence and helps them achieve their academic, professional, and personal goals.

Reflect Teacher's Guide includes:

- | An overview of the principles behind the series
- | Assessment in *Reflect*
- | Teaching with *Reflect Listening & Speaking*
- | Pacing Guide that offers varied teaching times to fit your program's needs
- | Unit-by-unit instruction with suggestions for expanding activities and skill boxes
- | Answer keys and video transcripts


Reflect Unit-by-Unit Instruction provides:

- | Teaching notes to facilitate and enrich instruction
- | Suggestions for pre-teaching vocabulary and games for review
- | Formative Assessment throughout to check students' understanding
- | Recommended time-on-task markers for each section

For more teacher resources, please visit ELTNGL.com/Reflect1e

CEFR correlation

A1	A2	B1	B1+	B2	C1
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 NATIONAL
GEOGRAPHIC
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Bringing the world to the classroom
and the classroom to life

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