

REFLECT

READING & WRITING

TEACHER'S GUIDE

REFLECT

READING & WRITING

Assessment in Reflect

Teaching with Reflect Reading & Writing

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SERIES OVERVIEW

Thank you for choosing *Reflect Reading & Writing*. 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 video, two readings, relevant academic skills, four Reflect activities, and a final Unit Task.

SCOPE AND SEQUENCE		READING & VOCABULARY EXPANSION	WRITING	GRAMMAR	CRITICAL THINKING	NEW-LEVEL ACTIVITIES
1 BUILDING COMMUNITY page 7	Video: What does community mean to you? Reading 1: Why are local communities important? Reading 2: Happy cities, by design?	Understand main ideas and details Politeness: Multiple-meaning words Conversation	Organize a paragraph	Multi-word verbs	Support your opinion	<ul style="list-style-type: none"> Discuss reasons for leaving a strong community Analyze ways to meet people Evaluate a neighborhood Apply ideas to your neighborhood UNIT TASK Write a paragraph about your local community
2 LANGUAGE ON THE MOVE page 13	Video: On non-verbal communication Reading 1: Can you "read the air"? Reading 2: Evolving English	Understand charts Prefix: mis- Using a dictionary: Synonyms	Write a topic sentence	Single past and past perfect	Personalize new information	<ul style="list-style-type: none"> Brainstorm ways we communicate Analyze your body language Identify ways that language changes Predict new English will develop UNIT TASK Write a narrative paragraph about a cultural misunderstanding
3 IS FEAR FIERY? page 19	Video: Free Solo Reading 1: Free Solo Reading 2: Fear is fun... for some	Make inferences Suffix: -ment Base words and affixes	Write supporting ideas and details	Adjective clauses	Synthesize information	<ul style="list-style-type: none"> Analyze why we do things that cause fear Understand fear in your life Pack situations that cause fear Synthesize information from the readings UNIT TASK Write a movie review
4 THE ART IN SCIENCE page 24	Video: The master of STEAM Reading 1: STEAM careers Reading 2: Robot artists	Identify purpose and audience Prefix: co-, in-, and un- Suffix: -al	Summarize clearly and briefly	Single past and present perfect	Assess features and compare	<ul style="list-style-type: none"> Match skills to STEAM jobs Evaluate STEAM careers Compare humans with technology Assess robot art UNIT TASK Write a paragraph about a genre

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.

UNIT 1 BUILDING COMMUNITY

Activities: Discuss reasons for leaving a strong community, Analyze ways to meet people, Evaluate a neighborhood, Apply ideas to your neighborhood, Write a paragraph about your local community.

SKILLS

READING: Understand main ideas and details, Organize a paragraph, Politeness: Multiple-meaning words, Conversation.

WRITING: Write a paragraph about your local community.

CONNECT TO THE TOPIC

1. Where are the people in the photo? What are they doing?
2. How do you think they feel about the photo, and why? Explain.

Look at a **Reading**. The passages are adapted from authentic sources, including National Geographic. The real-world passages invite students to explore the world while developing reading skills and providing ideas for writing. Each passage is available on audio on the Classroom Presentation Tool or Teacher Companion site.

READ

TRAVEL LIKE A LOCAL

A fishing boat opens a rut in the sea near Phu Yen Province, Vietnam.

YES!

1. What is your perfect vacation? Perhaps experimental travel on a world beach. Or the luxurious splashing in a beautiful city. Increasingly, though, more of us don't want to just visit a place. We want to experience it.

2. Experimental travel allows travelers to get closer to local people and their culture. For example, experimental travelers might stay a few weeks with local hosts. They might take a home to host a local cook. They might volunteer at local businesses, such as farms or restaurants. In other words, these travelers immerse themselves in a different culture. According to TripAdvisor, experimental travel has grown over 80% since 2013. The popularity of experimental travel shows no signs of slowing.

3. Much more is one example of an experimental travel program. Most organizers experiment with it in different parts of the world. They go to some spots where local people and travelers meet. One such spot is in Vietnam. There, a few weeks ago with a small group of travelers to camp with a local fishermen. They have been in the area and there they in the water. They catch fish together. Afterwards they all cook and eat a meal with the fishermen's family.

4. Experimental travel helps people become better citizens. First of all, it lets them understand a place more deeply than tourists usually do. In one instance, an experimental travel to "do nothing" without ever doing a "normal" experience. They do what they can and work to not do anything. Travelers learn more about the lives of local people.

MAIN IDEAS Match the paragraph number (2-5) to the main idea. Two ideas are extra.

Experimental travelers.

A. ... usually go to Vietnam. B. ... can take organized trips. C. ... are going on more vacations. D. ... experience themselves in a new place. E. ... understand the world better. F. ... can get benefits traveling on their own.

Comments (2)

Abdul: "Yes, actually! Last year I went on a walking tour of London. That group was actually a fantastic one. We learned so much about the city!"

Kamille: "The thinking about going to Japan and then I was so inspired" as a British Traveler. I think it will be really inspiring!"

Experimental travel can be an experience. However, it is not a vacation in an ordinary way. It is a chance to get to know the world, for yourself, and to see how it is really changing.

Look at a **Write** section. It begins with the **Unit Task** and a **Model**, followed by step-by-step activities through the writing process to ensure students can complete the task with confidence.

WRITE

UNIT TASK Write a paragraph about your ideal community.

You are going to write a response to a survey asking, "What is your ideal community?" Use the ideas, skills, and vocabulary from the unit.

A MODEL Read the paragraph. Would you like to live in this community? Share your ideas with a partner.

My Ideal Community

My ideal community is a safe place for residents and for the Earth. First of all, my ideal community is walkable. For example, I want to study job or groceries in drop off nearby on foot. Getting around without a car is important to me. This is because fewer cars means better air quality. Secondly, my ideal community is a zero-waste community. Zero-waste means nothing gets thrown away. For example, restaurants and cafes do not throw away unused food. Finally, my ideal community helps people keep fit. For example, there are a lot of parks and gyms where people can get together and exercise. These places are good for physical and mental health. A place that makes it easy for people and the planet to stay healthy is my idea of a perfect community.

WRITING SKILL Organize a paragraph

A paragraph is a group of sentences about one main idea.

- The **topic sentence** introduces the main idea. It is often the first or second sentence.
- Supporting ideas** are smaller ideas about the topic sentence. There are often two or more supporting ideas in a paragraph.
- Details** give more information about each supporting idea.
- The **concluding sentence** is the final sentence of the paragraph. It usually restates the topic sentence in different words.

B APPLY Complete the tasks.

- Underline the topic sentence and the concluding sentence in the model.
- Check ✓ if the three supporting ideas.

C ANALYZE THE MODEL Complete the outline of the model.

Title: My Ideal Community

Topic sentence: My ideal community is _____.

Supporting idea 1: It's walkable.

Details: can park on _____ or drop off _____.

fewer cars, means better _____.

Supporting idea 2: It's a _____ community.

Details: means nothing gets _____ and cafes don't _____.

Supporting idea 3: It helps people _____.

Details: lots of _____ and gyms, and other places good for _____ and mental health.

Concluding sentence: A place that _____ is my idea of a perfect community.

D APPLY Read the sentences below the paragraph. Then complete the paragraph with the correct topic and supporting sentences. Write the letters in the blanks. There is one extra.

How to Meet New People

_____ First of all, try to get to know your neighbors. _____ This way, you meet new people and also learn about the best shops and restaurants. _____

Topic ideas, for example, are a good way to make new friends. In these classes you meet people who have a similar interest. Finally, you can volunteer in your community. _____ Volunteering is a good way to meet people and do good things at the same time. In short, there is a lot of ways to engage your life and meet new people at the same time.

- For example, you can introduce yourself and ask them for recommendations.
- Secondly, you can join a team.
- Secondly, you can join a gym or exercise class.
- For example, you can help plan and organize neighborhood events.
- There are many ways to meet people when you move to a new place.

The **videos** are on the Teacher Companion site or Online Practice. A video begins each unit and is designed to spark student interest and pre-reading discussion. (See p x for ideas on using video in class.)



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, videos, video scripts, class worksheets, writing 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 Reading & Writing**, 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

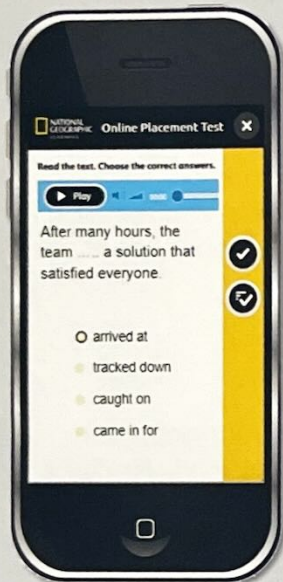
Because accurate assessment reflects not only what students can recognize and produce on written tests, but also how they use language in real contexts, **Reflect** includes numerous opportunities for *performance-based, in-class* formative assessment. The Reflect activities in the Student Book give 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 this **Teacher's Guide** and align directly to Student Book Reflect activities and to each unit's objectives. In addition, student presentations and written work 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 course. 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

Reading and **Writing Skill** instruction supports reading comprehension and writing 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.

READING SKILL Scan for specific information

When you need to find types of information (a keyword, name, or number), it's helpful to quickly scan the text. For example, if you need to find a year, look for a four-digit number. If you need to find someone's name, look for capitalized words. When you find a keyword, name, or number, read the sentences around it to understand the context. This will help you decide if you have found the correct information.

FORMATIVE ASSESSMENT

- Make sure students are sharing both good and bad ideas about their neighborhoods. **Ask** *Would you like to visit your partner's neighborhood? Explain.*
- Have students take one to two minutes to synthesize their ideas and their partner's ideas in writing. **Say** *Write about all the good things you came up with and all the bad things. Did you have any of the same answers?*

► PRACTICE

Reading and Writing 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 in on their understanding of the concepts in the unit.

WRITING SKILL Organize a paragraph

A **paragraph** is a group of sentences about one main idea.

- The **topic sentence** introduces the main idea. It is often the first or second sentence.
- **Supporting ideas** are smaller ideas about the topic sentence. There are often two or more supporting ideas in a paragraph.
- **Details** give more information about each supporting idea.
- The **concluding sentence** is the final sentence of the paragraph. It usually restates the topic sentence in different words.

B APPLY Complete the tasks.

1. Underline the topic sentence and the concluding sentence in the model.
2. Check (✓) the three supporting ideas.

REFLECT Discuss exploration, past and present.

You are going to watch a video about a historical expedition to Antarctica. Discuss the questions with a partner.

1. What do you think an expedition to Antarctica was like in the past? What do you think an expedition to Antarctica is like today?
2. What qualities and skills do you think a leader of an expedition to Antarctica needed in the past? What qualities and skills would a leader need today?

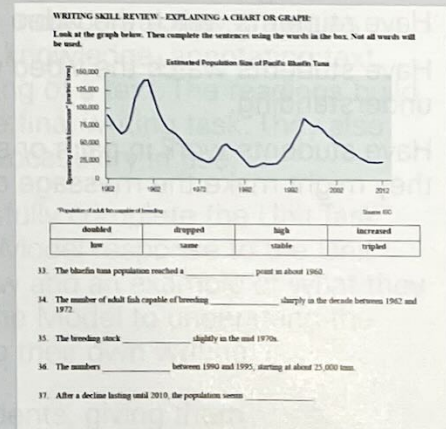
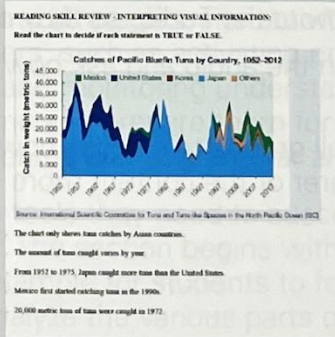
Online Practice reinforces learning with more opportunity to interact with the skills, vocabulary, and ideas from each unit.

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

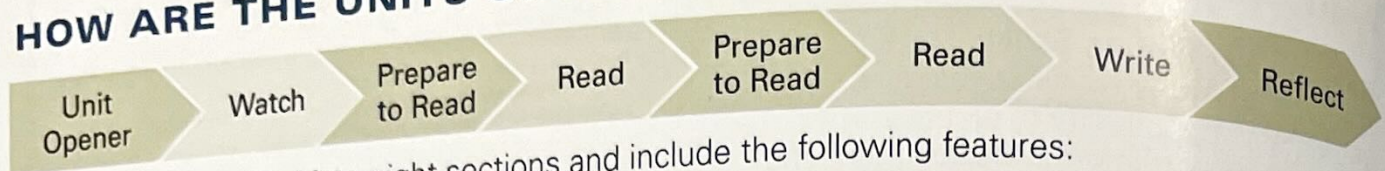
NOUN	VERB	ADJECTIVE	ADVERB & OTHER

► 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.



1. HOW ARE THE UNITS ORGANIZED?



The units are organized into eight sections and include the following features:

- ▶ A unit opener with an impactful photo that introduces the theme and a clear guide to outcomes and skills taught.
- ▶ An engaging video to generate interest and pre-reading discussion.
- ▶ Two real-world readings that present different angles on the unit theme.
- ▶ Key academic skill instruction on reading, writing, critical thinking, and grammar.
- ▶ Four Reflect activities that give students the opportunity to pause, personalize, and think critically about what they have learned. These can also be used as formative assessment.
- ▶ A culminating Unit Task that allows students to apply their learning in a final writing product.
- ▶ A final Reflect section that encourages students to take responsibility for their learning and evaluate their progress.

2. HOW CAN THE VISUALS BE MAXIMIZED?

The Unit Openers and other photos can be used to practice the important 21st century skill of visual literacy: the ability to recognize, understand, and evaluate ideas in images. Having students analyze various elements in an image, such as subject matter, color, perspective, and style, will help them to interpret the meaning of the image and react to it. Ask students questions like these: What is the first thing you notice? What else do you see? How does the photo make you feel? What questions do you have? What do you think the message of the photo is?

3. HOW SHOULD THE VIDEO BE USED?

The video in the Watch section provides a fun way to introduce the topic of the unit. The videos generate interest in the content and provide opportunities for connecting ideas. They also serve as an input for the final writing task.

Understanding video is also an important part of visual literacy. Videos have multiple layers of meaning, such as information about the setting, signs and captions, nonverbal communication, and music and sound effects. These same elements can make the content in a video more accessible, especially for language learners. Here are some ways beyond the before-, during-, and after-viewing activities provided in the units to get students to watch the videos.

- ▶ Have students watch the video *without* the audio, so they can focus on the visuals.
- ▶ Have students watch the video with the audio and ask how the visuals support their understanding.
- ▶ Have students work in pairs or small groups to discuss how they might change the video (e.g., how they might make the message clearer or the content more interesting).

REFLECT

READING & WRITING

LEVEL 1

Student's Book with Online Practice and Student's eBook	978-0-357-44854-0
Student's Book	978-0-357-44848-9
Online Practice and Student's eBook	978-0-357-44873-1
Teacher's Book	978-0-357-44879-3
Classroom Presentation Tool	978-0-357-44885-4

LEVEL 2

Student's Book with Online Practice and Student's eBook	978-0-357-44855-7
Student's Book	978-0-357-44849-6
Online Practice and Student's eBook	978-0-357-44874-8
Teacher's Book	978-0-357-44880-9
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LEVEL 3

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Online Practice and Student's eBook	978-0-357-44875-5
Teacher's Book	978-0-357-44881-6
Classroom Presentation Tool	978-0-357-44888-5

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Teacher's Book	978-0-357-44882-3
Classroom Presentation Tool	978-0-357-44889-2

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Teacher's Book	978-0-357-44884-7
Classroom Presentation Tool	978-0-357-44891-5

REFLECT ¹

READING & WRITING

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 Reading & Writing*
- | 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

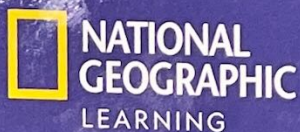
Reflect Unit-by-Unit Instruction provides:

- | 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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Bringing the world to the classroom
and the classroom to life

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