

REFLECT

LISTENING & SPEAKING



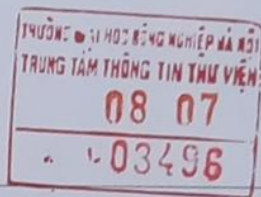
REFLECT

LISTENING & SPEAKING

LAURIE BLASS
MARI VARGO



Australia • Brazil • Mexico • Singapore • United Kingdom • United States



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Senior Development Editor: Eve Einselen Yu

Director of Global Marketing: Ian Martin

Product Marketing Manager: Tracy Baillie

Senior Content Project Manager: Mark Rzeszutek

Media Researcher: Eileen Sweeney

Art Director: Brenda Carmichael

Senior Designer: Lisa Trager

Operations Coordinator: Hayley Chwazik-Gee

Manufacturing Buyer: Mary Beth Hennebury

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SCOPE AND SEQUENCE

CREATING CONNECTIONS

URBAN STUDIES

page 2

1



Video: The tables

Listening: Creative ways to connect

LISTENING & VOCABULARY EXPANSION

Listen for main ideas and details

Suffix: *-ion*

Using a dictionary:
Example sentences

LANGUAGE AND CULTURE

LINGUISTICS

page 18

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Listening: The world's worst communicators?

Video: Exploring language with linguist K. David Harrison

Listen for signal words

Formal and informal language

Prefixes: *in-*, *im-*, and *mis-*

FACT OR FICTION?

MEDIA STUDIES

page 34

3



Listening: The tree octopus

Video: Four tips to avoid fake news

Listen for numbers

Suffixes: Change nouns and verbs to adjectives

Using a dictionary:
Choose the correct meaning

WHY WE MAKE ART

ART

page 50

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Video: Coloring the streets of Singapore

Listening: Why make art?

Take notes using a *wh-* question chart

Polysemy: Multiple-meaning words

Word families: Nouns, verbs, and adjectives

SPEAKING & PRONUNCIATION**GRAMMAR****CRITICAL THINKING****REFLECT ACTIVITIES**

Give a presentation

Word stress

Verbs + gerunds or infinitives

Brainstorm solutions

- ▶ Consider where people meet in a big city
- ▶ Evaluate activities that bring people together
- ▶ Brainstorm ways to meet your neighbors
- ▶ **UNIT TASK** Present a plan to help people connect

Take turns in a discussion

Stress in words with suffixes

Future real conditionals

Support your opinions

- ▶ Give your opinion about learning a language
- ▶ Explain the effect of learning a second language
- ▶ Discuss how language and culture are related
- ▶ **UNIT TASK** Present a saying or proverb

Ask for and give clarification

Rhythm and stress: content vs. structure words

Simple past and past continuous

Evaluate data

- ▶ Discuss the issue of fake news
- ▶ Consider how to deal with fake news
- ▶ Interpret an infographic about fake news
- ▶ **UNIT TASK** Evaluate and present a news story

Define and explain specific terms

Reduced structure words

Connecting words for reasons and results

Analyze motivations

- ▶ Evaluate street art
- ▶ Analyze the motivations of artists
- ▶ Discuss art careers
- ▶ **UNIT TASK** Give a presentation about a work of art

EXPLORERS

TRAVEL/HISTORY

page 66

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Listening: Trailblazers

Listen for time words

Video: A tale of two explorers

Suffixes: *-er*, *-or*, and *-ant*

Polysemy: Multiple-meaning words

THE VALUE OF MEMORY

NEUROSCIENCE

page 82

6



Listening: Your memories and you

Distinguish facts from opinions

Video: What if we could turn our memories on or off?

Word roots: *psych*, *syn/sym*, and *situ*

Frayer model

GET CREATIVE

PSYCHOLOGY

page 98

7



Video: Why boredom is good for you

Take notes: Numbers and time periods

Listening: Checking in and checking out

Using a dictionary: Synonyms

Collocations: *Make* and *do* + noun

IS THERE GOOD IN GAMING?

TECHNOLOGY

page 114

8



Listening: Effects of online gaming

Use a T-chart to take notes

Video: Gaming for good

Using a dictionary: Antonyms

Phrasal verbs with *look*

Vocabulary expansion activities	page 130
Appendices	page 138
Index of exam skills and tasks	page 143
Credits	page 144

SPEAKING & PRONUNCIATION**GRAMMAR****CRITICAL THINKING****REFLECT ACTIVITIES**

Ask follow-up questions

Present perfect

Preview a listening

- ▶ Discuss what it means to be an explorer
- ▶ Consider explorers, past and present
- ▶ Discuss exploration, past and present
- ▶ **UNIT TASK** Role-play an interview with an explorer

Final intonation

Present arguments for and against

Unreal present and future conditional

Categorize ideas

- ▶ Discuss how our memories affect our behavior
- ▶ Relate ideas about memory to your life
- ▶ Consider reasons for removing a memory
- ▶ **UNIT TASK** Debate ideas about changing memories

Focus words

Present results

-ing forms

Question ideas

- ▶ Discuss how boredom and creativity are related
- ▶ Question ideas about boredom
- ▶ Evaluate how personal habits affect creativity
- ▶ **UNIT TASK** Present the results of a challenge to be more creative

Connected speech

Use signal words and phrases

Infinitives of purpose

Evaluate pros and cons

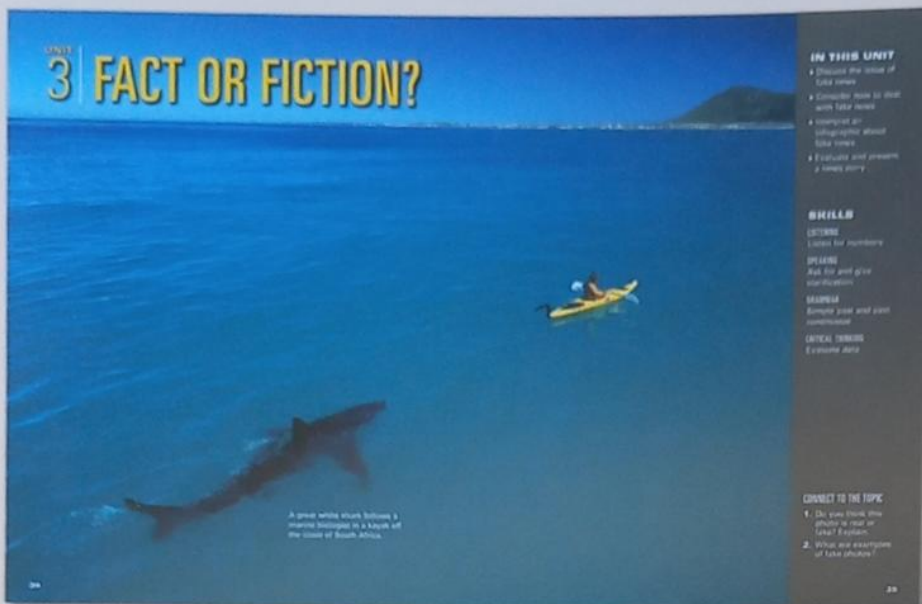
- ▶ Consider reasons for joining a club or team
- ▶ Evaluate your attitude toward video gaming
- ▶ Discuss players and types of video games
- ▶ **UNIT TASK** Present a review of a video game or an app

Thought groups

CONNECT TO IDEAS

Reflect Listening & Speaking features relevant, global content to engage students while helping them acquire the academic language and skills they need. Specially-designed activities give students the opportunity to reflect on and connect ideas and language to their academic, work, and personal lives.

National Geographic photography and content invite students to investigate the world and discuss high-interest topics.



UNIT 3 | FACT OR FICTION?

A great white shark follows a marine biologist to a kelp off the coast of South Africa.

IN THIS UNIT

- Discuss the issue of fake news
- Consider ways to deal with fake news
- Investigate an infographic about fake news
- Evaluate and present a news story

SKILLS

LISTENING
Listen for numbers

READING
Ask for and give clarification


GRAMMAR
Employ past and past continuous

CRITICAL THINKING
Evaluate data

CONNECT TO THE TOPIC

1. Do you think the photo is real or fake? Explain.
2. What are examples of fake photos?

Watch & Speak and **Listen & Speak** sections center on high-interest video and audio that students will want to talk about as they build academic listening and speaking skills.



WATCH & SPEAK

FOUR TIPS TO AVOID FAKE NEWS

A Spanish tourist is caught on the off-beat beachside of San Pedro de Calancho, Chile, during what comes across about 150th anniversary of the source.

A PREDICT You will watch a video about how to recognize fake news. What four tips do you think you will hear? Discuss and make a list with a partner.

B PHRASES TO KNOW Work with a partner. Discuss the meaning of these phrases from the video. Then take turns answering the questions.

1. How can you **make sure** a website is real?
2. What are some **red flags** that a news story might be fake?
3. Have you ever accidentally **passed** a fake news story on to other people?

C Watch the video and take notes. Were your predictions correct? **YES**

D MAIN IDEAS Choose the main idea.

- a. It is hard to recognize if a news story is truth or fiction.
- b. There is a lot of fake news in our email inboxes and on social media sites.
- c. There are several ways you can recognize fake news in order to avoid spreading it.

LISTENING TIP

When you hear a presentation that includes the steps in a process or a list of information, listen for words such as the first thing, second, then, next, and finally. These words signal each new step or idea.

E DETAILS Look at your notes. Put the four suggestions in the order of the video.

_____ Check the source

_____ Check the URL

_____ Use your common sense

_____ Check the author

F Discuss the questions with a partner.

1. Which tips from the video do you already follow?
2. Which tips do you think you will follow in the future?

FACT OR FICTION? 48

CONNECT TO ACADEMIC SKILLS

CRITICAL THINKING Evaluate data
When you see a graph with the results of a study, evaluate it carefully to see if it is reliable. Ask:
How many people participated in the study? Who were they?
Where was the study done?
What is the source of the study?

C APPLY Look at the graph. Then discuss the questions below with a partner.

Pink News Around the World
Percentage of people who report seeing pink news in the past week

Country	Percentage
Turkey	80%
Mexico	67%
India	54%
United States	49%
South Korea	37%
Spain	33%
Australia	33%
Canada	30%
France	27%
United Kingdom	26%
Germany	26%

n = Number of people who responded: 96,000
Source: Reuters Institute Digital News Report 2016

- How many people were asked about seeing fake news?
- Where was this study done?
- What is the source of the study?
- Does the information seem reliable? Explain.

NOTICE Discuss the issue of fake news.

Before you listen to a discussion about fake news, answer the questions with a partner or in a group.

- What are some fake news stories you have heard?
- Do you worry about fake news? Explain.

PHOTO ILLUSTRATION © JEFFREY M. HARRIS

Scaffolded activities build confidence and provide students with a clear path to achieving final outcomes.

LISTENING SKILL Listen for numbers
Numbers are important details, especially in a study. As you listen, take notes of numbers and what they refer to. Listen if the numbers refer to people, things, or percentages.
7% of 11 and 12 year olds said it was false
92% said it was reliable

E APPLY Listen to part of the class discussion. Complete the pie charts with the correct numbers. Then check your answers with a partner. **9333**

The United States

Total participants: 83
Age of participants: _____ yrs old
Highly reliable: _____ 83
Unreliable: _____ 83
Reliable: _____

The Netherlands

Total participants: _____
Age of participants: _____ & 12 yrs old
Unreliable: _____ 27
Reliable: _____ 77

PRONUNCIATION Rhythm and stress: content vs. structure words 9331
Rhythm is the pattern of stressed and unstressed syllables in a sentence. Use usually stress content words (nouns, verbs, adjectives, adverbs), but structure words (and, which, and negative auxiliaries (not, can't, don't)).
We do not usually stress structure words, such as articles (a, an), that, prepositions (in, on), affirmative auxiliary verbs (is, did), or pronouns (she, he).
Using correct stress will make your speech easier to understand.
A. What do **some** think it does in the **lines** and **doors** of the Pacific Northwest?
B. What do **other** **surfers** say about the **attacks**?
A. **Actually**, there **aren't** other **surfers**.

40 UNIT 1

Focused academic **listening** and **speaking skills** help students communicate with confidence.

NOTICE Evaluate and present a news story.
You are going to find a news story and evaluate its source and the information in the story. Then you will present the story in a small group. Use the ideas, vocabulary, and skills from the unit.

D MODEL Listen to the student's presentation. Write notes in the chart. Discuss your notes with a partner and update your chart. **9332**

Name of article	
Notes about story	
Source(s)	
True or false?	
How do you know?	

GRAMMAR Simple past and past continuous
We use the **simple past** to talk about completed actions that began and ended in the past.
Endra **surfboarded** a terrible shark attack.
The dolphins **swam** Endra.
We use the **past continuous** to talk about actions that were in progress at a particular time in the past. We form the past continuous with **was** or **were** and the **-ing** form of the verb.
Dolphins **were swimming** around him.
Several of his friends **were surfing** nearby.
You can use **while** and **when** to describe two actions that happened at the same time. One action was in progress (often with **while**) when another action occurred (often with **when**).
While Endra **was resting** on his surfboard, something **hit** him really hard from below.
Several other surfers **were watching** Endra when the shark **attacked**.
See the Appendix for a list of irregular past verb forms.

NOTICE THE GRAMMAR Underline the simple past verbs. Double underline the past continuous verbs. Then tell a partner the difference in meaning.
Endra was resting on his surfboard when something hit him really hard from below. The shark threw him 15 feet in the air, and he landed on his head. While several of his friends were watching, something even more incredible happened.

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Clear models, relevant grammar, and step-by-step planning give students the support they need to complete the final speaking task successfully.

CONNECT TO ACHIEVEMENT

REFLECT

- A** Check 1/1 the Reflect activities you can do and the academic skills you can use.
- | | |
|---|--|
| <input type="checkbox"/> discuss the issue of fake news | <input type="checkbox"/> listen for numbers |
| <input type="checkbox"/> consider how to deal with fake news | <input type="checkbox"/> ask for and give clarification |
| <input type="checkbox"/> interpret an infographic about fake news | <input type="checkbox"/> explain past and present continuities |
| <input type="checkbox"/> analyze and present a news story | <input type="checkbox"/> evaluate data |
- B** Write the vocabulary words from the list 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 text as you answer these questions.

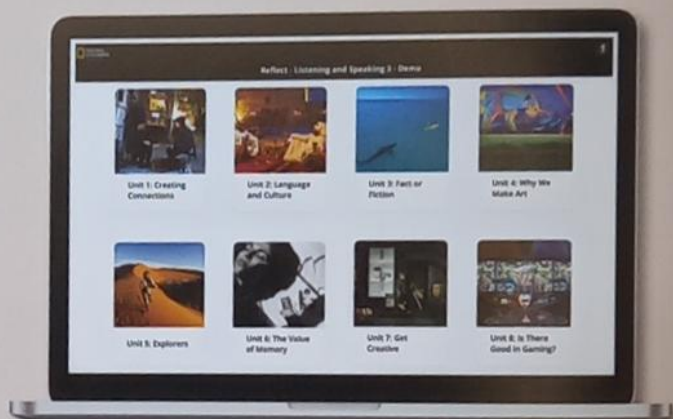
1. Will you view news stories differently in the future? If so, how?

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

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

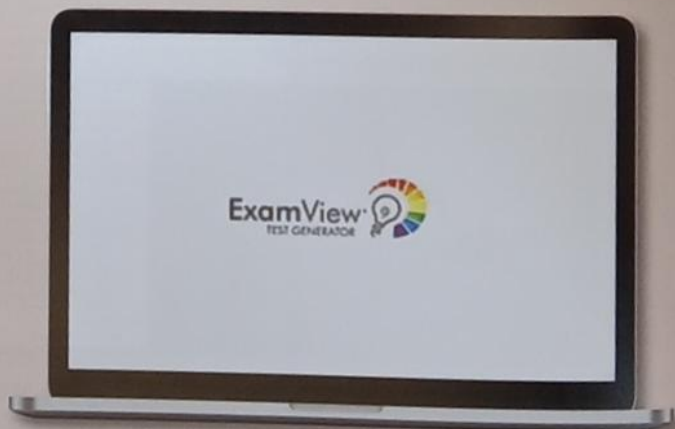
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LISTENING & SPEAKING

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