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LEARNING

REFLECT

LISTENING & SPEAKING

PAUL DUMMETT

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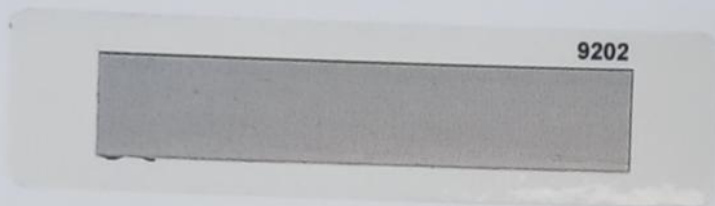


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Pantanal National Park in Pocone, Mato Grosso, Brazil

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REFLECT

4

LISTENING & SPEAKING

PAUL DUMMETT

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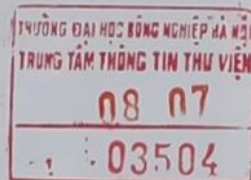
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SCOPE AND SEQUENCE

LISTENING & VOCABULARY EXPANSION

A SENSE OF PLACE

SOCIOLOGY

page 2

1



Video: A changing world

Listening: A sense of place

Notice tone of voice and attitude

Suffixes: *-al*, *-ial*, and *-ical*

SOMETHING BORROWED

CULTURAL STUDIES

page 20

2



Video: Is cultural borrowing a good thing?

Listening: Words that travel

Organize notes by type of talk

Prefixes: *il-*, *im-*, *in-*, *ir-*, and *un-*

THE LANGUAGE OF SYMBOLS

ANTHROPOLOGY

page 38

3



Video: Symbols in early cave art

Listening: Read the signs

Understand figures

Phrasal verbs: With *come*

SCIENCE OR SCIENCE FICTION?

SCIENCE

page 56

4



Listening: The next scientific game changer

Video: How science fiction became reality

Recognize rhetorical questions

Suffix: *-ize*

SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Check understanding and clarify</p> <p>Reductions in questions</p>	<p>Direct and indirect questions</p>	<p>Apply prior knowledge</p>	<ul style="list-style-type: none"> ▶ Compare your home to someone else's ▶ Evaluate changes to your childhood home ▶ Discuss connections to places ▶ UNIT TASK Interview someone about a place they belong
<p>Report findings and conclusions</p> <p>Consonant clusters containing -s</p>	<p>Modals</p>	<p>Justify an opinion</p>	<ul style="list-style-type: none"> ▶ Consider cultural influences ▶ Assess cases of cultural borrowing ▶ Discuss influences on languages ▶ UNIT TASK Report on borrowed words in your language
<p>Refer to visuals in a presentation</p> <p>Commonly confused vowel sounds</p>	<p>Past perfect</p>	<p>Make reasonable judgments</p>	<ul style="list-style-type: none"> ▶ Describe artworks of historical importance ▶ Discuss the meaning of symbols ▶ Discuss symbols you use to communicate ▶ UNIT TASK Design and present a new symbol
<p>Use rhetorical questions</p> <p>Rhythm and stress</p>	<p>Unreal conditionals</p>	<p>Summarize</p>	<ul style="list-style-type: none"> ▶ Discuss the role of science in our lives ▶ Imagine scientific possibilities ▶ Describe devices that appear in science fiction ▶ UNIT TASK Present a significant breakthrough

LISTENING & VOCABULARY EXPANSION

THE PLASTIC AGE ECOLOGY

page 74

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Listening: The truth about plastic

Video: Recycled roads

Recognize fact and opinion

Polysemy

BUSINESS WITH A HEART BUSINESS

page 92

6



Listening: What is a social enterprise?

Video: A social enterprise making a difference

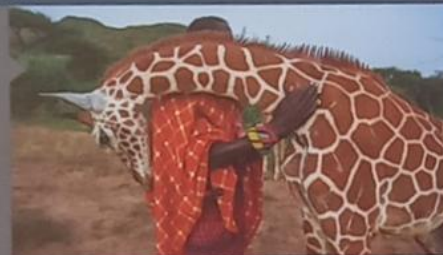
Listen for definitions

Prefixes: *em-*, *en-*, and *trans-*

EMOTIONAL INTELLIGENCE PSYCHOLOGY

page 110

7



Listening: What is emotional intelligence?

Video: Emotional intelligence: Nature or nurture?

Listen for connectors

Collocations: *Acknowledge*, *handle*, and *perform* + noun

LEARNING FROM LIFE GENERAL STUDIES

page 128

8



Listening: Advice to my first-year self

Video: New ways of looking and learning

Identify key phrases and sentences

Phrases: With *get* and *make*

Vocabulary expansion activities	page 146
Appendices	page 154
Index of exam skills & tasks	page 159
Credits	page 160

SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Present a balanced view</p> <p>Stress in words with suffixes</p>	The passive voice	Make a balanced judgment	<ul style="list-style-type: none"> ▶ Evaluate the amount of plastic in our lives ▶ Consider how plastic waste can be reduced ▶ Consider disadvantages to green solutions ▶ UNIT TASK Present arguments for and against a green idea
<p>Define and explain a concept</p> <p>Linking between vowel sounds</p>	Quantifiers	Interpret statistics	<ul style="list-style-type: none"> ▶ Consider how a company can affect people's lives ▶ Analyze data about social enterprise ▶ Interpret statistics about disabilities ▶ UNIT TASK Present a social enterprise
<p>Make constructive comments</p> <p>Contrastive stress</p>	Connectors	Follow a line of reasoning	<ul style="list-style-type: none"> ▶ Describe your emotions ▶ Analyze your emotional intelligence ▶ Consider ways of handling emotions ▶ UNIT TASK Use your emotional intelligence
<p>Ask for clarification</p> <p>Thought groups and pausing</p>	Noun clauses	Be aware of the whole picture	<ul style="list-style-type: none"> ▶ Discuss challenges for students entering a new school ▶ Reflect on important transitions in life ▶ Compare the value of education and experience ▶ UNIT TASK Share a memorable learning experience

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.



THE TOWN UNIT

- Discuss challenges for students learning a new subject
- Reflect on important traditions in life
- Compare the value of experience and knowledge
- Share a memorable learning experience

SKILLS

LISTENING
Identify key phrases and meanings

READING
Ask for clarification

GRAMMAR
Recall phrases


CRITICAL THINKING
Be aware of the whole picture

CONNECT TO THE TOPIC

- What other foods would you like to try? What do you think the students are learning?
- What are some important lessons you have learned? Where did you learn them?

International students learn to make long zhai, or meat dumplings, with a local homestay in Lin'an District, Hangzhou, Zhejiang Province, China.

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

ADVICE TO MY FIRST-YEAR SELF

A. PREDICT You will hear a former student give a welcome talk to new international students at a college. Check (✓) what you think he will do in his talk. Then check your predictions after you listen.

<input type="checkbox"/> Give practical advice	<input type="checkbox"/> Suggest they try new things
<input type="checkbox"/> Give them study tips	<input type="checkbox"/> Talk about the local culture
<input type="checkbox"/> Make them feel welcome	<input type="checkbox"/> Warn them about certain teachers

B. MAIN IDEAS Listen to the talk. Work with a partner to summarize the talk in one or two sentences. (YES)

C. DETAILS Read the statements. Listen to the talk again. Write T for True, F for False, or NG for Not Given. (YES)

According to Hassan:


- _____ If you don't get enough sleep, you'll feel stressed and unable to concentrate.
- _____ If you get involved in activities, you'll get to meet different people.
- _____ If you find out about people, you'll become interested in them and make friends.
- _____ If you ask people questions, they'll ignore you.
- _____ If you don't understand a lecture, you can listen to it again online.
- _____ If you fit your time with different activities, you'll find the work easier, too.

D. Imagine you are a new student at the welcome talk. You are given the evaluation form. Complete it and then compare your answers with a partner.

	Very	Somewhat	Not at all
The talk was clear			
The talk was interesting			
The advice was useful			
The talk contained the points I needed it to			
How could this talk have been improved?			

E. Present your conclusions to the class. What other things would you have liked to hear about?

CONNECT TO ACADEMIC SKILLS



COMMUNICATION TIP

When we describe a picture, we use the present continuous to say what we can see happening in it. We use the verbs *appear* and *appear to* to express what we think may be happening.

A woman **is holding** some flowers.
There's a man **who is looking out** of the window.
The woman **appears to be** nervous.
Note that we don't use *appear* and *appear to* in the continuous form.

Frieda and Diego Rivera by Frida Kahlo

C Listen to someone talk about *Frieda and Diego Rivera*. Discuss the questions with a partner. **2000**

- Who is the painting of?
- What is the woman wearing?
- What does the bird represent?
- What does the painting suggest about the relationship?

D Listen to part of the description of the painting again and complete the paragraph. Use one or two words in each blank. **2000**

He's in a suit and _____ his pantheons. _____ a bird _____ over them—eagle, I think—which I suppose represents peace. But it's not a typical, happy wedding portrait. _____ to be other messages in it.

NOTES Describe artworks of historical importance

You are going to watch a video about the significant discoveries of Genevieve von Petzinger, a paleoanthropologist (someone who studies the origins of humans using fossils and other artifacts), cave art researcher, and National Geographic Explorer. Think of a painting, sculpture, monument, or other piece of art that is important in your country's history. Then work in a small group. Describe your choice and:

- What it represents
- Why it is important

THE LANGUAGE OF SYMBOLS 41

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

SPEAKING SKILL Ask for clarification

When you listen to a description or explanation, you may need to check that you understand the information properly. You can do this by highlighting the point and then asking for clarification. You should never be afraid to ask for clarification. Use phrases and questions such as:

I didn't quite get what you said about _____
I don't follow the part about _____
I'm not sure I understood an expression you used.
When you said _____ what exactly did you mean by that?
Could you explain that a bit more about _____?
Could you give an example?

M APPLY Listen again to the last part of the model. One of the people in the audience asks a question about something he didn't understand. Complete the question and answer. **2000**

A Thank you for sharing that. It sounds amazing. There was just one thing I _____
You said that you learn when you do things that are outside of your comfort zone. What _____?

A Well, _____ certain tasks or assignments feel really easy to complete! That's because they're in your comfort zone. They feel familiar and safe. Things that are outside of your comfort zone can make you feel a little uncomfortable. _____ I grow a bit when I need to take a risk and do something new or different.

N APPLY Work with a partner. Look at the statements below. Take turns asking and answering questions about the words and phrases in bold to check understanding. Use a dictionary to look up any words you don't know.

My favorite teacher was a **substitute teacher** who had for one semester.

We had to do a project that involved interviewing **health care workers**.

I made a model of an airplane out of **Playdoh**, and I was so proud of it.

I was bad at drawing, so the teacher said I could **make a collage** instead.

LESSON PREVIEW 143

Reflect activities give students the opportunity to think critically about what they are learning and check their understanding.

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

UNIT TASK Share a memorable learning experience.

A local arts and education center is putting on an exhibition called "Education in the Community." One exhibit will be a video of students sharing their most memorable learning experiences. You are going to take part. Use the ideas, vocabulary, and skills from the unit.


M MODEL Listen to someone talking about her most memorable learning experience. Then answer the questions. **2000**

- What does the speaker say generally makes a memorable learning experience?
- What did the teacher ask the students to do?
- What did the speaker write about?
- How did she feel about the experience afterward?

J Work with a small group to discuss the questions.

- What are the benefits of doing something outside of your comfort zone?
- What are the benefits of feeling comfortable and safe when learning?

Young people take making because that's what I can make. I can.



O PLAN Take notes in the chart below about your most memorable learning experience. Think carefully about what you are going to say.

Where and when did it happen?	
What did you have to do?	
How did you feel beforehand?	
What made it a special experience?	
What did you learn?	
How did you feel afterward?	

P PRACTICE Describe your learning experience to a partner. Use pauses to make your description sound clear and natural. Ask your partner for feedback to help you with the final presentation.

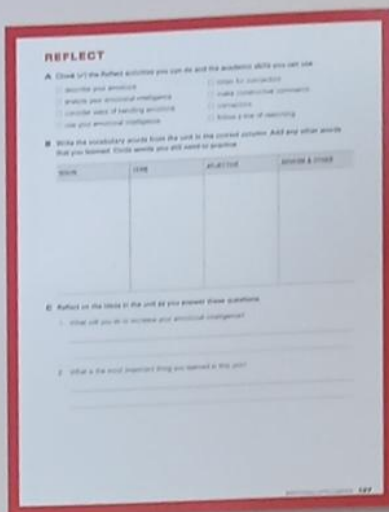
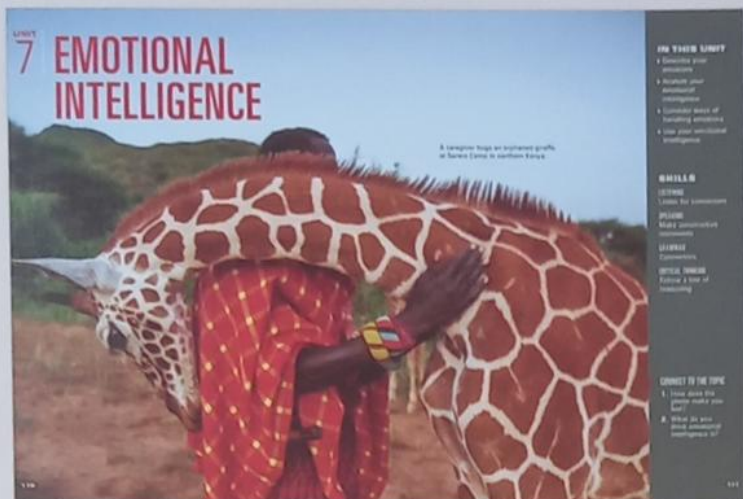
G UNIT TASK Share your most memorable learning experience with the class. Answer any questions. Be sure to ask your classmates questions about anything you don't understand in their presentations. Then vote on which experiences should be sent to the exhibition. Use the criteria below or create your own.

- Most unusual
- Most fun
- Biggest lesson learned
- Best outcome

1.44 UNIT 2

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

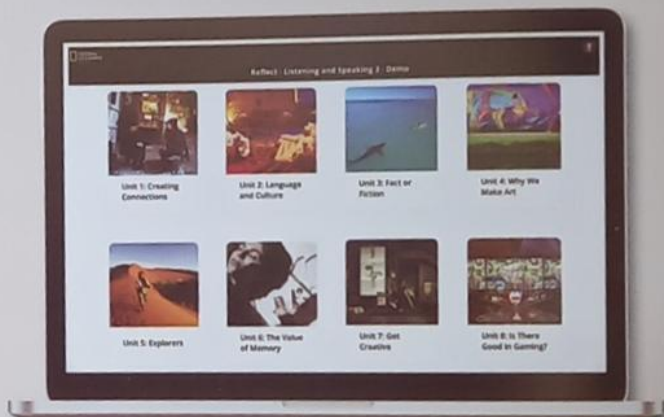
CONNECT TO ACHIEVEMENT



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

DIGITAL RESOURCES

TEACH lively, engaging lessons that get students to participate actively. The Classroom Presentation Tool helps teachers to present the Student's Book pages, play audio and video, and increase participation by providing a central focus for the class.



LEARN AND TRACK with Online Practice and Student's eBook. For students, the mobile-friendly platform reinforces learning through additional practice. For instructors, progress-tracking is made easy through the shared gradebook.

ASSESS learner performance and progress with the ExamView® Assessment Suite. For assessment, teachers create and customize tests and quizzes easily using the ExamView® Assessment Suite, available online.



REFLECT

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REFLECT⁴

LISTENING & SPEAKING

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 connects to:

IDEAS - Real-world content from **National Geographic** inspires students to explore ideas for discussion.

ACADEMIC SKILLS - A clear framework of academic and critical thinking skills prepares students for listening and speaking success.

STUDENTS' LIVES - **Reflect activities** provide students with opportunities to personalize, check their understanding, and think more critically about the topic.

ACHIEVEMENT - Clear models and step-by-step planning help students reach their goals.

Reflect brings the world to **ALL** classrooms...

DIGITAL RESOURCES support in-person, blended, and virtual classes with online graded practice, an interactive eBook, assessment, and a classroom presentation tool.

CEFR correlation

A1	A2	B1	B1+	B2	C1
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and the classroom to life

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