

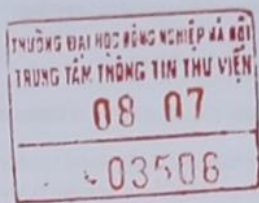
REFLECT

LISTENING & SPEAKING

TEACHER'S GUIDE

REFLECT

LISTENING & SPEAKING



Reflect 4 Listening & Speaking Teacher's Guide

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SERIES OVERVIEW

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

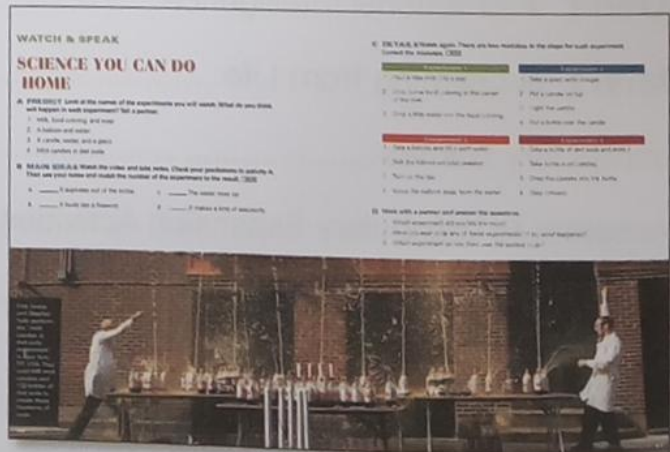
Look at the **Scope and Sequence** (Student's Book, pp ii-v). The book is organized into eight units, each of which is based on a high-interest theme within an academic discipline. Each unit features a Listen & Speak and Watch & Speak section, relevant academic skills, three Reflect activities, and a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

SCOPE AND SEQUENCE			
UNIT	THEME	LISTEN & SPEAK	WATCH & SPEAK
1	COLLEGE CAMPUS	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose
2	LANGUAGE AND CULTURE	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose
3	THE FUTURE	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose
4	WE'VE MADE IT	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose	Listen for main ideas and details Listen for specific information Listen for attitude Listen for purpose

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.



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.



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

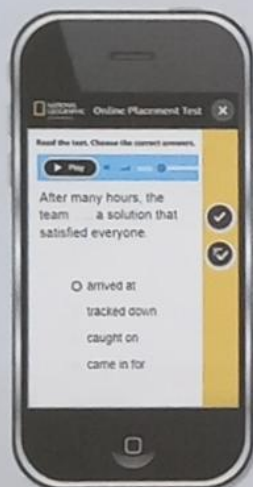
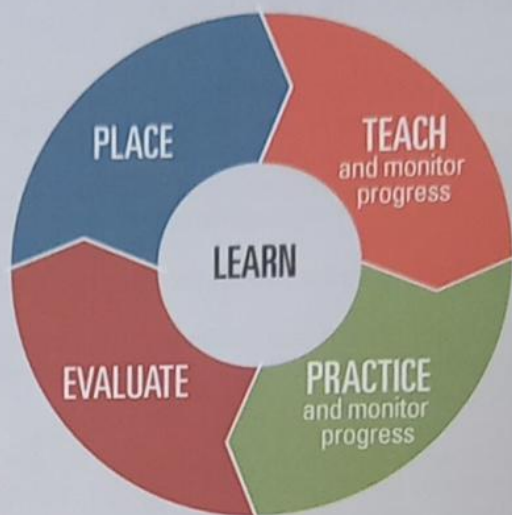
Because accurate assessment reflects not only what students can recognize and produce on written tests, but also how they use language in real contexts, *Reflect* includes numerous opportunities for *performance-based, in-class* formative assessment. The Reflect activities in the Student Book give students 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 *what, what, where, when, 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.

- 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 Zulu 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.
- Give your opinion about learning a language
 - Listen for signal words
 - Explain the effect of learning a second language
 - Take turns in a discussion
 - Discuss how language and culture are related
 - Future real conditions
 - Present a lesson or project
 - Support your opinion

- 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.

1. How has your view of language and language learning changed? Explain.

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

LEARNER'S GUIDE 23

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.

READING SKILL: SKETCH - INTERPRETING WHAT AN INFORMATION CHART

Read the chart to sketch it on each line. Use a 100% as a 100%.

Estimated Population Size of Pacific Bluefin Tuna, 1980-2010



Source: International Scientific Committee on Tuna and Tuna-like Species (ICATTS) Pacific Bluefin Tuna, 2010.

The chart will show how the population of Pacific Bluefin Tuna has changed.

The present of the Pacific Bluefin Tuna is _____.

From 1980 to 2010, the Pacific Bluefin Tuna population has _____.

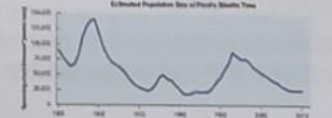
Between 1980 and 1990, the Pacific Bluefin Tuna population was _____.

Between 1990 and 2000, the Pacific Bluefin Tuna population was _____.

WRITING SKILL: SKETCH - EXPLAINING A CHART OR GRAPH

Look at the graph below. Then complete the sentences using the words in the box. Not all words will be used.

Estimated Population Size of Pacific Bluefin Tuna



Population Size of Pacific Bluefin Tuna

decreased	dropped	high	increased
low	more	smaller	larger

11. The Pacific Bluefin Tuna population reached a _____ point in about 1990.

12. The number of adult fish capable of breeding _____ sharply in the decade between 1980 and 1990.

13. The Pacific Bluefin Tuna population _____ slightly in the mid 1990s.

14. The population _____ between 1980 and 1990, starting at about 11,000 tons.

15. After a decline between 1980 and 1990, the population _____.

TEACHING WITH *REFLECT LISTENING & SPEAKING*

1. HOW ARE THE UNITS ORGANIZED?



The units are organized into six 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
- ▶ Two real-world listening inputs—one audio and one video—that present different angles on the unit theme
- ▶ Key academic skill instruction on listening, speaking, critical thinking, pronunciation, and grammar.
- ▶ Three 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 presentation
- ▶ 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 such as these: What is the first thing that 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 & Speak** section boosts in-class engagement and enhances the content and concepts students are learning. 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 have students engage with 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 to make the message clearer, how to make the content more interesting).

4. HOW WAS THE VOCABULARY CHOSEN?

The target words in the Prepare to Watch and Prepare to Listen sections were selected according to several criteria: frequency, utility, appearance on Academic Word Lists, and CEFR (Common European Framework of Reference for Languages) level. Students learn the meanings of the words in context and apply them in follow-up activities. The target vocabulary is then reinforced and recycled throughout subsequent units. In addition, Vocabulary Expansion Activities at the end of the Student Book expand on some of these target words by introducing useful collocations, word forms, and affixes.

5. HOW IS CRITICAL THINKING PROMOTED?

Throughout the units, students analyze, apply, compare, evaluate, infer, interpret, personalize, rank, support, and synthesize, among other critical thinking tasks. In particular, the Reflect activities are specifically designed to be critical thinking opportunities. By actively participating in higher-order thinking tasks and deeply processing the rich content in *Reflect*, students engage in meaningful language acquisition.

While each unit contains multiple opportunities for critical thinking, there is also a Critical Thinking Skill in each unit followed by an application.

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.

6. WHAT ARE REFLECT ACTIVITIES?

The three Reflect activities in each unit are transition points between one section and the next. They provide moments for students to pause, reflect on what they have learned so far, and anticipate what they will learn next. Additionally, they act as touchstones that build toward the final unit task and provide opportunities for formative assessment. This teacher's guide provides information on what to look for as students complete these tasks, as well as additional ideas to assess their learning.

7. HOW ARE LISTENING AND SPEAKING SKILLS DEVELOPED?

Each Listen & Speak or Watch & Speak section centers on an audio or video input related to the unit theme. A Listening Skill develops an active-listening strategy students need to be successful in an academic setting, such as listening for signal words and taking notes in various formats. The inputs expose students to various listening genres and to grammar and vocabulary in use. The two inputs also build students' knowledge of the unit theme, preparing them for the final speaking task.

Speaking opportunities are woven throughout each unit, culminating in the final Unit Task. Before completing the task, students listen to a Model that serves both as an example for students to follow and an example of what they can achieve themselves. A Speaking Skill supports students by providing a transferrable speaking skill relevant to academic and other real-world settings, such as taking turns in a discussion and giving a presentation.

REFLECT

LISTENING & SPEAKING

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REFLECT ⁴

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 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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