



NATIONAL
GEOGRAPHIC
LEARNING

6

REFLECT

LISTENING & SPEAKING

KRISTIN DONNALLEY SHERMAN

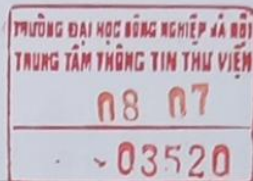
REFLECT

LISTENING & SPEAKING

KRISTIN DONNALLEY SHERMAN



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



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Reflect 6 Listening & Speaking

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SCOPE AND SEQUENCE

LISTENING & VOCABULARY EXPANSION

MAY I HAVE YOUR ATTENTION, PLEASE? page 2 BUSINESS/MARKETING



Listening: Watch me now!

Video: Exposing attention span myths

Identify facts and opinions

Suffixes: *-ion* and *-ment*

WELL-BEING AND YOUR BRAIN page 20 BIOLOGY



Listening: Helping your brain help you

Video: Bacteria and brain disorders

Listen for causal and linked relationships

Word roots: *hab* and *reg*

CONFIDENCE page 38 BEHAVIORAL SCIENCE/PSYCHOLOGY



Video: Impostor syndrome

Listening: Boosting self-confidence

Listen for examples

Formal and informal language

DESIGN FOR HEALTH page 56 DESIGN



Listening: The evolution of healthy design

Video: How architecture affects well-being

Make inferences

Using a dictionary:
Building word families

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

Prepare a pitch
Stressed and unstressed *that*

Adjective clause review;
Reduced clauses

Evaluate the strength of an argument

- ▶ Relate data about video watching to personal experience
- ▶ Evaluate arguments for video as a marketing tool
- ▶ Synthesize information about viewing habits and attention spans
- ▶ **UNIT TASK** Make a pitch

Cite sources
Pausing and intonation in thought groups

Noun clauses

Evaluate the reliability of sources

- ▶ Assess your mental and emotional health
- ▶ Apply concepts to improve your well-being
- ▶ Generate ideas about the gut-brain connection
- ▶ **UNIT TASK** Give a presentation on a brain-hacking strategy

Ask interview and follow-up questions
Intonation in statements and questions

Past modals

Examine assumptions

- ▶ Consider the relationship between confidence and competence
- ▶ Examine your assumptions about confidence
- ▶ Consider how experiences affect confidence
- ▶ **UNIT TASK** Conduct an interview about confidence

Participate in a group discussion
Intonation to signal the end of a turn

Parallel structure in comparisons

Evaluate options

- ▶ Consider how community design impacts health
- ▶ Evaluate design elements that promote health
- ▶ Consider how design impacts psychological well-being
- ▶ **UNIT TASK** Participate in a group discussion about healthy design

**LISTENING &
VOCABULARY EXPANSION**

ART AND TECHNOLOGY

ART/TECHNOLOGY

page 74

5



Video: Where modern technology meets ancient art

Listening: Museums and technology

Listen for attitude

Suffixes: *-able* and *-ible*

MAPPING OUR WORLD

SOCIAL SCIENCE

page 92

6



Video: Functional geography

Listening: Finding our way

Understand verbal cues

Using a dictionary:
Finding synonyms

NATURAL NETWORKS

COMMUNICATION/NATURAL SCIENCE

page 110

7



Video: How trees talk

Listening: Why do plants communicate?

Understand figurative language

Polysemy: Multiple-meaning words

DO THE RIGHT THING

BEHAVIORAL SCIENCE/ETHICS

page 128

8



Video: What is ethics?

Listening: Making more ethical decisions

Recognize the purpose of rhetorical questions

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

Vocabulary expansion activities page 146

Appendices page 154

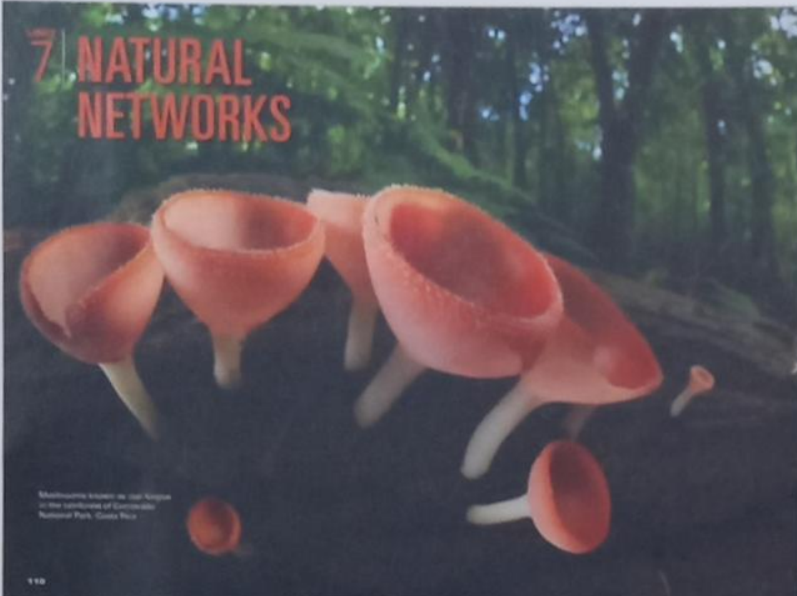
Index of exam skills & tasks page 159

Credits page 160

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.



7 | NATURAL NETWORKS

Mushrooms known as cup fungus in the suburbs of Cambridge National Park, Costa Rica

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IN THIS UNIT

- Develop 2 or 3 ideas about how to use communication
- Analyze relationships in nature and society
- Ask questions about print communication
- Debate how and whether to vote

SKILLS

LISTEN
Understand figurative language

SPK
Compare and refute a point

SL
Advise others of values and compromise

CRITICAL THINKING
Analyze content with questions

CONNECT TO THE TOPIC

1. A network is a group that is widely connected and works together. How does this phrase reflect a network?
2. What networks are you a part of?


111

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.

LISTEN & SPEAK

WATCH ME NOW!

National Geographic Explorer Dr. Chris Daley Searching for the Phoenix State Insect in Peru



A PHRASES TO KNOW Discuss the meaning of these phrases from the talk with a partner. Then take turns answering the questions.

1. Do you think your **attention span** is fairly long, about average, or rather short?
2. What is the best way to advertise **goods and services**?

B PREDICT Check (✓) the sentences you think are true. Then listen to the first part of the talk and check your answers. **YES/NO**

1. _____ Almost half of internet users worldwide watch videos on YouTube.
2. _____ YouTube is the website Generation Z uses the most.
3. _____ People's attention spans are getting longer.
4. _____ About 100 hours of video are uploaded to YouTube every day.

C MAIN IDEAS Listen to the complete talk and take notes. Number the main ideas in the order you hear them. **YES/NO**

1. _____ Storytelling is an important element in successful videos.
2. _____ Many people worldwide watch YouTube.
3. _____ The way people speak, or their visual style, can engage viewers.
4. _____ An effective thumbnail can get viewers to click on a video.
5. _____ Creating effective videos is important because of short attention spans and competing content.
6. _____ Video is an important tool in marketing.

D DETAILS Listen again. Write T for True, F for False, or N for Not Given, if there is no information in the talk. The answer is NO. **YES/NO**

1. _____ About half of successful vloggers use the social media platform LinkedIn.
2. _____ Millennials include people between the ages of 25 and 40.
3. _____ Studies show that we pay attention to a particular story, or hashtag, for shorter periods of time than in the past.
4. _____ Thumbnails shouldn't show action.
5. _____ YouTube stars often overpronounce certain letters and sounds.
6. _____ Conflict in a story will lose viewers and should be avoided.

501 1000 YOUR ATTENTION SPAN? 7

CONNECT TO ACADEMIC SKILLS

C ANALYZE Look at the graphs. Answer the questions with a partner.

- What is the relationship between age and YouTube use?
- What are some reasons people use YouTube? Which reason is the most common?

U.S. Internet Users Who Use YouTube, by Age

Age Group	Percentage of Users
13-17	85%
18-29	80%
30-49	75%
50-64	70%
65+	65%

Why Teens and Young Adults Use YouTube

Reason	Percentage
Entertainment	85%
Information about technology	65%
Education	45%

SELECT Return data about video watching to personal experience.

Before you listen to a talk about using video as a marketing tool, think about your own experience. Discuss the questions in a group.

- How often do you watch videos online?
- What are your reasons for watching videos online?
- In your opinion, what causes a video to become popular?
- In your experience, does the data in the charts seem accurate?

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

MODEL Watch a video.

You are going to make a pitch for a job, product, trip, or project. Use your goal to convince the audience of the value of your idea. Use the ideas, vocabulary, and skills from the unit.

B MODEL Listen to a sales pitch. Discuss the questions with a partner. **TEXT**

- What does the speaker do as a profession?
- Who do you think the audience is?
- What is the speaker trying to pitch?

SPEAKING SKILL Prepare a pitch.

A **pitch** is a request to get the listener to do something. The person pitching is selling an idea, product, or service. A successful pitch is persuasive and includes:

- An introduction of who you are (name, company, what you do, your purpose)
- A description of a problem that the listener has that you will solve
- Your qualifications/background
- The results and benefits of your solution
- A call to action: Tell your audience what you want them to do next (e.g., check out your website or channel, take your business card, meet, attend)

H APPLY Listen again. Take notes in the chart. Note any persuasive information (facts, reasons, examples, etc.). **TEXT**

Introduction of self and purpose	
Description of problem and solution	
Speaker's background	
Results and benefits	
Call to action	

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.

MODEL Review a piece of art.

You are going to describe a piece of art and explain why you like it. You will also use a visual to support your review. Use the ideas, vocabulary, and skills from the unit.

F MODEL Listen to the art review. Complete the chart. **TEXT**

Title and type of art; artist, background information	
Where and when the speaker saw it and how the speaker felt	
What the art shows	
What the art means to the speaker and how it means for her	

Under the Wave off Kanagawa, also known as The Great Wave, by Katsushika Hokusai

SPEAKING SKILL Describe a visual.

When you describe a visual, such as a piece of art, be sure to include vivid, specific details. Consider:

- What colors are used?
- What is the overall mood or emotion?
- What is happening in the visual? What is the focus?
- What forms or shapes are used? How are they put together?
- What kind of lighting is there? Where does it come from?
- What is in the background?
- What materials are used?
- Are there any unusual or interesting features, such as size, position, or subject matter?

When showing the visual, use expressions to call attention to these features.

As you can see,	In the upper right-hand corner,	Also take a look at
If you look at the	In the background,	You'll notice

G APPLY Complete the art review with the correct words and phrases from the box. With a partner, answer the questions from the Speaking Skill box about this piece of art.

are hanging as you can see	contemporary Egyptian	if you look metal	most obviously	was captured was created
----------------------------	-----------------------	-------------------	----------------	--------------------------

One of my favorite pieces of art is a sculpture called Horizontal II _____ by Alexander Calder in 1931. Last year, I visited Paris. When I went to the Centre Pompidou, my interest _____ by the installation. I saw outside _____ the museum has many beautiful and amazing works of art, but this sculpture was my favorite.

Calder is known for his mobiles. Mobiles are sculptures with motion. _____ Horizontal has a wind _____ base in the center. The base is black and forms a pyramid. Across the top of the pyramid, metal bars extend like a T or arms. From each arm, colored shapes _____ They aren't exactly squares, or circles, or triangles. _____ at the red shape on the right, it looks a bit like a heart.

I like Horizontal because the _____ is playful, with its bright colors and simple shapes. It reminds me of a child's toy, though a very large one. Although it is a _____ style, the pyramid base makes me think of the _____ or Aztec cultures. When you look at it, your eye is drawn up to the colorful shapes that hang above you. It's like a child's version of a tree. I feel happy looking at it.

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



4 DESIGN FOR HEALTH

IN THIS UNIT

- Consider how technology design impacts health.
- Evaluate design concepts that promote health.
- Consider how design impacts environmental well-being.
- Participate in a group discussion about healthy design.

SKILLS

LISTENING
Make inferences

SPENDING
Participate in a group discussion

DEBATE
Participate in a group discussion

CRITICAL THINKING
Evaluate options

CONNECT TO THE TOPIC

1. How might the design of a city impact the health of its people?
2. How do you think the design of a car impacts the health of its users?

REFLECT

A Check off the Reflect activities you did do and the students who you did too.

<input type="checkbox"/> Consider how technology design impacts health.	<input type="checkbox"/> Make inferences.
<input type="checkbox"/> Evaluate design concepts that promote health.	<input type="checkbox"/> Participate in a group discussion.
<input type="checkbox"/> Consider how design impacts environmental well-being.	<input type="checkbox"/> Participate in a group discussion about healthy design.
<input type="checkbox"/> Participate in a group discussion about healthy design.	<input type="checkbox"/> Evaluate options.

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.

WORD	KNOW	ACQUAINT	NEED A PAPER

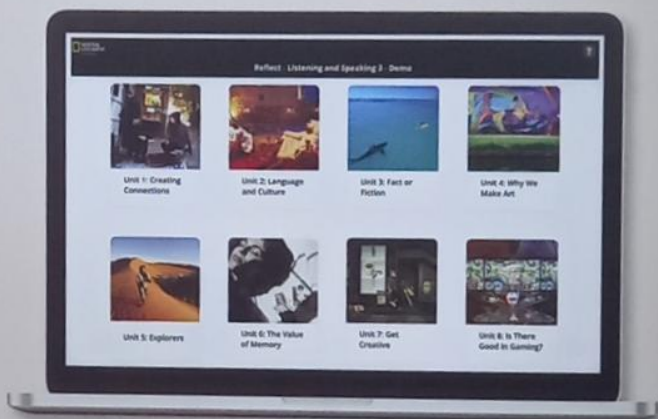
C Reflect on the ideas in this unit as you answer these questions.

1. Think about where you live. What kind of impact does it have on your environmental well-being? What simple changes can you make to your home to protect your well-being?
2. Do the ideas in this unit change your view of design and health?
3. What ideas 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.

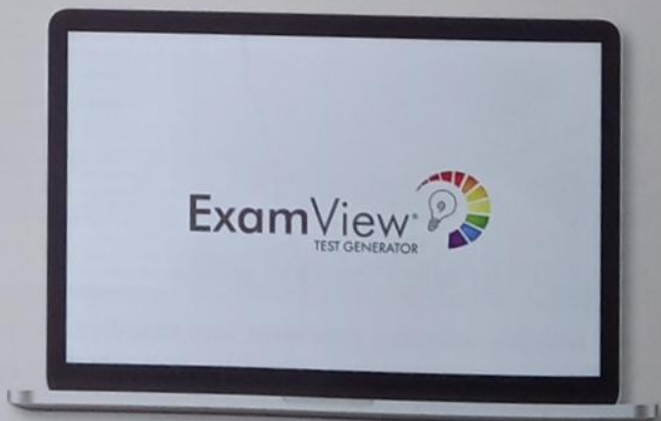
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REFLECT⁶

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