

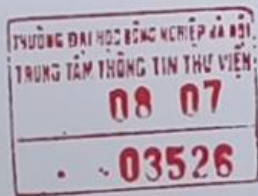
REFLECT

READING & WRITING

TEACHER'S GUIDE

REFLECT

READING & WRITING



Reflect 6 Reading & Writing Teacher's Guide

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Composition: MPS Limited

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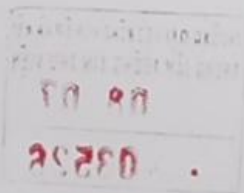
Teacher's Guide ISBN: 978-0-357-44884-7

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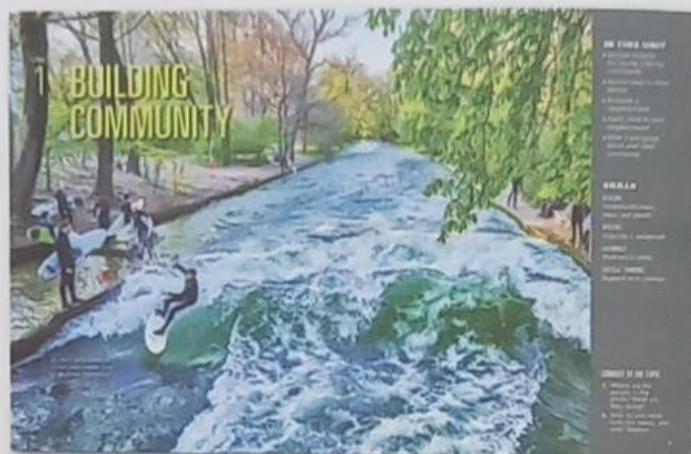
SERIES OVERVIEW

Thank you for choosing *Reflect Reading & Writing*. This information will familiarize you with the series.

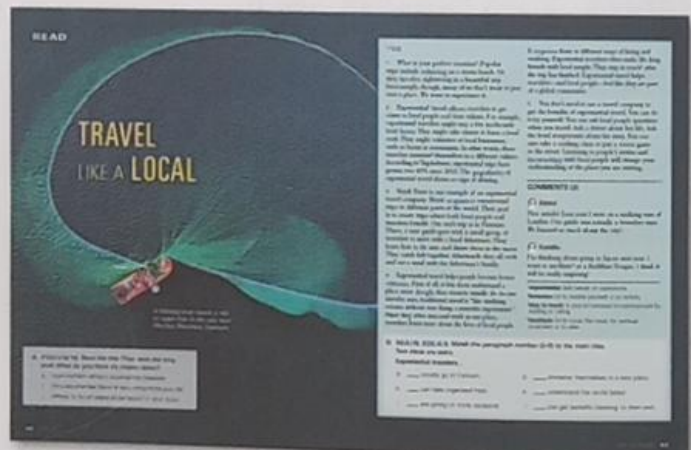
Look at the **Scope and Sequence** (Student's Book, pp ii-v). The book is organized into eight units, each of which is based on a high-interest theme within an academic discipline. Each unit features a video, two readings, relevant academic skills, four Reflect activities, and a final Unit Task.

SCOPE AND SEQUENCE	Unit 1: The World's Oceans	Unit 2: The World's Mountains	Unit 3: The World's Rivers	Unit 4: The World's Forests	Unit 5: The World's Deserts	Unit 6: The World's Wetlands	Unit 7: The World's Islands	Unit 8: The World's Mountains
	Video: The World's Oceans Reading 1: The World's Oceans Reading 2: The World's Oceans	Video: The World's Mountains Reading 1: The World's Mountains Reading 2: The World's Mountains	Video: The World's Rivers Reading 1: The World's Rivers Reading 2: The World's Rivers	Video: The World's Forests Reading 1: The World's Forests Reading 2: The World's Forests	Video: The World's Deserts Reading 1: The World's Deserts Reading 2: The World's Deserts	Video: The World's Wetlands Reading 1: The World's Wetlands Reading 2: The World's Wetlands	Video: The World's Islands Reading 1: The World's Islands Reading 2: The World's Islands	Video: The World's Mountains Reading 1: The World's Mountains Reading 2: The World's Mountains
	Major World Oceans: Atlantic, Indian, Pacific, Arctic, Southern Ocean	Major World Mountains: Himalayas, Andes, Alps, Rockies, etc.	Major World Rivers: Nile, Amazon, Yangtze, etc.	Major World Forests: Rainforests, Deciduous, etc.	Major World Deserts: Sahara, Gobi, etc.	Major World Wetlands: Marshes, Swamps, etc.	Major World Islands: Hawaii, etc.	Major World Mountains: Himalayas, Andes, Alps, Rockies, etc.
	Understanding the World's Oceans	Understanding the World's Mountains	Understanding the World's Rivers	Understanding the World's Forests	Understanding the World's Deserts	Understanding the World's Wetlands	Understanding the World's Islands	Understanding the World's Mountains
	1. Understand the world's oceans	1. Understand the world's mountains	1. Understand the world's rivers	1. Understand the world's forests	1. Understand the world's deserts	1. Understand the world's wetlands	1. Understand the world's islands	1. Understand the world's mountains

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 **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.



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

Model This paragraph describes how computers have changed the way we live.

Computers have changed the way we live in many ways. First, they have made it easier to communicate. We can now talk to people all over the world. Second, they have made it easier to learn. We can find information about anything we want to know. Third, they have made it easier to work. We can now work from home. Fourth, they have made it easier to play. We can now play games and watch movies. Finally, they have made it easier to live. We can now control our homes and cars. Computers have truly changed the world.

WRITING TASK Write a paragraph that describes how computers have changed the way we live. Use the model as a guide.

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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

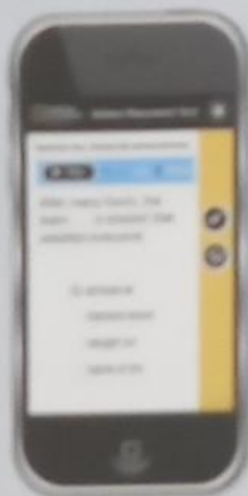
Because accurate assessment reflects not only what students can recognize and produce on written tests, but also how they use language in real contexts, **Reflect** includes numerous opportunities for *performance-based, in-class* formative assessment. The Reflect activities in the Student Book give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

NGLE'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 Perfect activity are included in the Teacher's Guide.

READING SKILL: How to spend my money?

After you spend your money on different activities, what do you have to do? How do you spend your money? Do you have any ideas? How do you spend your money? Do you have any ideas? How do you spend your money? Do you have any ideas?

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 summarize 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.

REFLECT

- A. Check (✓) the reflect tasks you can do and the academic skills you can use.
- | | |
|--|---|
| <input type="checkbox"/> analyze why we dream | <input type="checkbox"/> scan for specific information |
| <input type="checkbox"/> assess research on dreams | <input type="checkbox"/> expand a paragraph into an essay |
| <input type="checkbox"/> consider the meaning of dreams | <input type="checkbox"/> modify a paragraph |
| <input type="checkbox"/> respond to the idea of recording dreams | <input type="checkbox"/> analyze pros and cons |
| <input type="checkbox"/> write about the pros and cons of recording dreams | |

- B. Write the vocabulary words from the unit in the correct place. 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. If you could record your dreams, how could you use that ability to help you?

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

THE WRITING SKILL BOX 100

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 REVIEW: INTERPRETING VISUAL INFORMATION

Read the chart to decide if each statement is TRUE or FALSE.



Source: "Evolution of Pacific Beetle Flies by Country, 1980-2012." www.fishbase.org

The chart only shows data for the three countries.

The amount of beetle caught varies by year.

From 1980 to 2012, Japan caught more beetle flies than the United States.

Mexico first started catching beetle flies in the 1980s.

20,000 pounds of beetle flies were caught in 2012.

WRITING SKILL REVIEW: 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.



Population (in thousands of flies)

Source: FBI

Increased

Decreased

Stagnated

Fluctuated

1. The Pacific beetle fly population reached a _____ point in about 1985.

2. The number of adult flies caught in the _____ sharply in the decade between 1982 and 1987.

3. The breeding rate _____ slightly in the mid-1970s.

4. The numbers _____ between 1980 and 1985, totaling at about 75,000 flies.

5. After a decline lasting until 2005, the population _____.

REFLECT

READING & WRITING

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

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Classroom Presentation Tool	978-0-357-44891-5

REFLECT 6

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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ISBN-13: 978-0-3



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Mã sách: 080703526