



NATIONAL  
GEOGRAPHIC  
LEARNING

2

# REFLECT

LISTENING & SPEAKING

JONATHAN BYGRAVE

# REFLECT

## LISTENING & SPEAKING

**JONATHAN BYGRAVE**



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

National Geographic Learning,  
a Cengage Company

### **Reflect 2 Listening & Speaking**

Author: Jonathan Bygrave

Publisher: Sherrise Roehr

Executive Editor: Laura Le Dréan

Managing Editor: Jennifer Monaghan

Director of Global Marketing: Ian Martin

Product Marketing Manager: Tracy Baillie

Senior Content Project Manager: Mark Rzeszutek

Media Researcher: Stephanie Eenigenburg

Art Director: Brenda Carmichael

Senior Designer: Lisa Trager

Operations Coordinator: Hayley Chwazik-Gee

Manufacturing Buyer: Mary Beth Hennebury

Composition: MPS Limited

© 2022 Cengage Learning, Inc.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society  
® Marcas Registradas

For permission to use material from this text or product,  
submit all requests online at [cengage.com/permissions](https://cengage.com/permissions)  
Further permissions questions can be emailed to  
[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)

Student Book ISBN: 978-0-357-44912-7

Student Book with Online Practice: 978-0-357-44918-9

### **National Geographic Learning**

200 Pier 4 Boulevard  
Boston, MA 02210

Locate your local office at [international.cengage.com/region](https://international.cengage.com/region)

Visit National Geographic Learning online at [ELTNGL.com](https://ELTNGL.com)

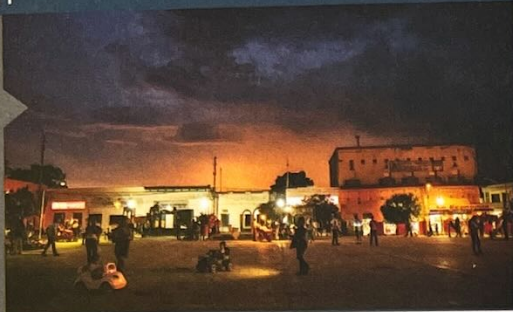
Visit our corporate website at [www.cengage.com](https://www.cengage.com)

# SCOPE AND SEQUENCE

## LISTENING & VOCABULARY EXPANSION

### WELCOME TO THE NEIGHBORHOOD page 2 SOCIOLOGY

1



**Listening:** Why do you live here?

**Video:** Life in Longyearbyen

Take notes—focus on key information

Using a dictionary:  
Word stress

Phrasal verbs: With *up*

### OLDEST, MIDDLE, YOUNGEST page 18 PSYCHOLOGY/SOCIOLOGY

2



**Listening:** Birth order theory

**Video:** My big brother

Recognize generalizations

Using a dictionary:  
Synonyms

Phrasal verbs: With *get*

### I'M A BIG FAN page 34 MUSIC

3



**Video:** Why do we disagree about music?

**Listening:** A global music listening survey

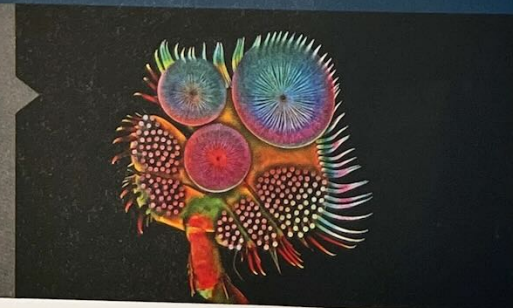
Take notes using symbols

Using a dictionary: Choose the correct meaning

Prefix: *dis-*

### THE BEAUTY OF SCIENCE page 50 SCIENCE

4



**Listening:** Three science experiments that changed the world

**Video:** Science you can do at home

Understand cause

Polysemy:  
Multiple-meaning words

Using a dictionary:  
Antonyms

SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Give opinions</p> <p>Sounds and syllables</p>	<p>Quantifiers</p>	<p>Analyze what you know and don't know</p>	<ul style="list-style-type: none"> <li>▶ Reflect on your neighborhood</li> <li>▶ Give reasons for choosing your neighborhood</li> <li>▶ Imagine life in Longyearbyen</li> <li>▶ <b>UNIT TASK</b> Present advantages and disadvantages of your neighborhood</li> </ul>
<p>Ask for and give advice</p> <p>The schwa /ə/</p>	<p>Comparative and superlative adjectives</p>	<p>Evaluate information</p>	<ul style="list-style-type: none"> <li>▶ Generate ideas about sibling behavior</li> <li>▶ Compare yourself to siblings or friends</li> <li>▶ Relate ideas to your experiences</li> <li>▶ <b>UNIT TASK</b> Give a presentation about siblings</li> </ul>
<p>Make and respond to suggestions</p> <p>Word stress</p>	<p>Question forms</p>	<p>Recognize reliable research</p>	<ul style="list-style-type: none"> <li>▶ Discuss your experiences with music</li> <li>▶ Make a playlist</li> <li>▶ Evaluate a music survey</li> <li>▶ <b>UNIT TASK</b> Present the results of a survey</li> </ul>
<p>Explain results</p> <p><i>-ed endings</i></p>	<p>Simple past</p>	<p>Consider more than one cause</p>	<ul style="list-style-type: none"> <li>▶ Understand steps in research</li> <li>▶ Discuss a personal experiment</li> <li>▶ Describe a home science experiment</li> <li>▶ <b>UNIT TASK</b> Present the results of a science experiment</li> </ul>

**LISTENING & VOCABULARY EXPANSION**

**WHY WE BUY**  
MARKETING

page 66

5



**Listening:** Spending more, saving less

**Video:** Eight money-saving tips

Predict lecture content

Prefix: *trans-*

Collocations: *Waste + noun* and *waste + of + noun*

**ANIMAL MAGIC**  
ENVIRONMENTAL SCIENCE

page 82

6



**Video:** The world through animal eyes

**Listening:** More than just a long neck

Take general notes—add details later

Word roots: *vis* and *vid*

Base words and affixes

**FIND YOUR PATH**  
CAREER STUDIES

page 98

7



**Video:** Follow your own path

**Listening:** How to find the right job

Listen for attitude

Suffixes: Change word forms

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

**THE HAPPY BRAIN**  
BEHAVIORAL SCIENCE/CULTURAL STUDIES

page 114

8



**Video:** Don't you just love the brain?

**Listening:** How to be happy

Guess meaning from context

Frayer model

Homophones

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
<p>Give tips</p> <p>Rhythm and stress</p>	<p>Present continuous</p>	<p>Analyze and evaluate advice</p>	<ul style="list-style-type: none"> <li>▶ Consider your spending habits</li> <li>▶ Discuss how social media impacts your spending</li> <li>▶ Evaluate your money skills</li> <li>▶ <b>UNIT TASK</b> Present a video giving tips</li> </ul>
<p>Explain purpose</p> <p>Saying structure words</p>	<p>Adjectives and adverbs of manner</p>	<p>Categorize information</p>	<ul style="list-style-type: none"> <li>▶ Analyze differences between animals</li> <li>▶ Relate ideas to your life</li> <li>▶ Categorize information about adaptation</li> <li>▶ <b>UNIT TASK</b> Give a presentation on how to adapt</li> </ul>
<p>Ask follow-up questions</p> <p>Connected speech</p>	<p>Present perfect</p>	<p>Use your imagination</p>	<ul style="list-style-type: none"> <li>▶ Consider your future path</li> <li>▶ Talk about a goal you reached</li> <li>▶ Look for reasons behind results</li> <li>▶ <b>UNIT TASK</b> Discover your perfect job</li> </ul>
<p>Ask questions to engage your audience</p> <p>Intonation in questions</p>	<p>Future: <i>will</i> and <i>be going to</i></p>	<p>Understand graphs</p>	<ul style="list-style-type: none"> <li>▶ Discuss facts about the brain</li> <li>▶ Ask questions about the brain</li> <li>▶ Read a graph about happiness</li> <li>▶ <b>UNIT TASK</b> Present an experiment on happiness</li> </ul>

# 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.



A leaf-tailed gecko in Andohahelo-Mantadia National Park, Madagascar

**IN THIS UNIT**

- Analyze differences between animals
- Relate ideas to your life
- Categorize information about adaptation
- Give a presentation on how to adapt

**SKILLS**

**LISTENING**  
Take general notes—add details later

**SPENDING**  
Explain purpose

**GRAMMAR**  
Adjectives and adverbs of manner

**CRITICAL THINKING**  
Categorize information

**CONNECT TO THE TOPIC**

- Can you find the animal in this photo?
- Which animals are good at living in cities? What have they learned to do?

**UNIT 6 ANIMAL MAGIC**

02 03

**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**

MORE THAN JUST A **LONG NECK**

**LISTENING SKILL** Take general notes—add details later

When you listen to a talk, there is often not enough time to write detailed notes. Instead, you should write key words or phrases and use symbols. As soon as possible after the talk, you should re-read the key words in your notes to help you remember the content. You can add additional information to the notes, so they are more detailed.

Original notes: insects' compound eyes - see all around  
More detailed notes: insects' compound eyes = large / have thousands of lenses → allow them to see all around, but picture not clear

**A APPLY** Listen to a talk about one type of giraffe. Take notes on key words and phrases. Then re-read your notes and make them more detailed. **VIEW**

**B MAIN IDEAS** How has the giraffe adapted to the African savanna? Use your notes from activity A and check (✓) three items.

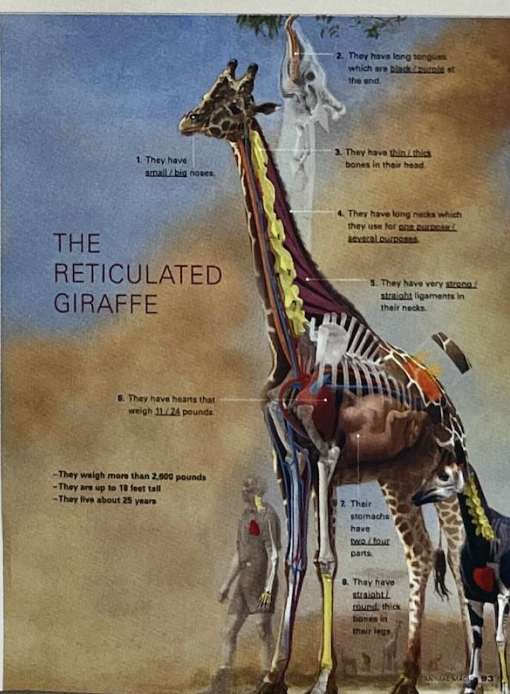
The giraffe's adaptations allow it to:

- keep cool.
- keep warm.
- eat leaves.
- stay safe.
- eat insects.

**C PHRASES TO KNOW** Work with a partner. Complete the sentences with a phrase from the talk.

hold up	look out for	get to
1. The giraffe's long neck allows it to _____ leaves high up in trees.		
2. The giraffe's long neck lets it _____ danger.		
3. The ligaments in the giraffe's neck allow it to _____ its neck.		

**D DETAILS** Listen again and look at the picture of the giraffe. Choose the correct word to complete sentences 1-8. **VIEW**



**THE RETICULATED GIRAFFE**

- They have **small / big** noses.
- They have long tongues which are **black / purple** at the end.
- They have **thin / thick** bones in their head.
- They have long necks which they use for **one purpose / several purposes**.
- They have very **strong / straight** ligaments in their necks.
- They have hearts that weigh **11 / 28** pounds.
- Their stomachs have **two / four** parts.
- They have **straight / curved** thick bones in their legs.

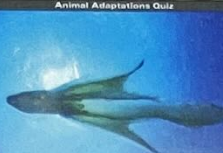
—They weigh more than 2,600 pounds  
—They are up to 18 feet tall  
—They live about 25 years

# CONNECT TO ACADEMIC SKILLS

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

**D** Work with a partner and complete the Animal Adaptations Quiz. Then listen and check your answers. **103**

**Animal Adaptations Quiz**



1. Some snakes have almost 20 / 200 / 2,000 bones in their bodies.
2. The female blanket octopus is up to six feet (two meters) long. It is enormous compared to the male, which is about one inch / one foot / three feet long.
3. Most birds have hollow femurs on the inside bones / brains / legs so that they are light and can fly more easily.
4. If a frog eats something bad, it pushes its stomach out of its mouth and cleans it with its feet / tail / tongue.
5. Dolphins don't sleep like humans. Instead, half of their brain sleeps for 30 minutes / 4 hours / 1 day, then the other half does the same.
6. Camels live in difficult conditions in the desert. They have long ears / hair / lashes to keep the sand out of their eyes.

**CRITICAL THINKING Categorize information**  
To categorize information means to put it into groups. Categorizing is a good way to deal with a lot of information. For example, animal adaptations can be put into two categories: physical (how they look) and behavioral (how they act).

**REFLECT** Categorize information about adaptation.  
You are going to hear more about animal adaptation. With a partner categorize the information in activity D into two groups: physical adaptation and behavioral adaptation. Think about the two categories as you listen to the next talk.

ANIMAL MAGIC **91**

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

**UNIT TASK** Give a presentation on how to adapt.

You are going to give a presentation about how you adapt your behavior in the modern world. Use the ideas, vocabulary, and skills from the unit.

**E MODEL** Listen to three students talking about how they adapt their behavior. Check (✓) the three things that they talk about. **103**

Young people adapt their behavior to:

1.  stay healthy.
2.  learn money.
3.  stay in touch with friends.
4.  feel happy.
5.  be good citizens.

**SPEAKING SKILL Explain purpose**  
Purpose is the reason for something. To explain the purpose of an action, you can use the infinitive with to.  
*I take shorter showers to save water.*  
You can also use help/flow (+ person/thing) + infinitive with to.  
*The giraffe's long neck helps it to reach leaves in tall trees.*  
*It also allows the giraffe to look out for danger.*  
You can also use so that + subject + verb.  
*The giraffe has a long neck so that it can reach leaves in tall trees.*

**F APPLY** Listen again and complete the sentences. Write one word in each blank. **103**

1. I use social media \_\_\_\_\_ in touch with friends. It's the easiest way.
2. I call her or she calls me every week \_\_\_\_\_ we stay in touch.
3. For example, I spend time in nature. That \_\_\_\_\_ feel happy.
4. If I don't have much time, I do a short run and I run fast. It \_\_\_\_\_ get a lot of exercise in a short time.
5. I usually swim for at least half an hour, and I swim fast \_\_\_\_\_ I stay healthy.

94 UNIT 6

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

**UNIT TASK** Discover your perfect job.

You are going to interview a partner and help him or her find the perfect job. Your partner will do the same for you. Use the ideas, vocabulary, and skills from the unit.

**F MODEL** Listen to one student interview another student. Complete the lists. **103**

INTERESTS	SKILLS	MUST-HAVES
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

**G** Compare your answers in activity F with a partner. Then listen again and check your answers. What job do you think the interviewer will suggest? **103**

**GRAMMAR Present perfect**  
We use the present perfect to talk about past experiences when the exact past time is not important or not known.  
*I've been to Rome.* (the time is not important or not known)  
*He's already taken that course.*  
With a definite time in the past, we use the simple past.  
*I went to Rome last year.*  
To form the present perfect, use has/has + (not) + past participle.  
Has and have are often shortened to 's and 've.  
We often use ever in questions and never in the negative.  
*Have you ever used that skill in a job?*  
*No, I've never had the chance.*

**H GRAMMAR** Listen to excerpts from the conversation in activity F. Complete the sentences with two, three, or four words. **103**

1. A: \_\_\_\_\_ to Egypt?
- B: No, I haven't, but \_\_\_\_\_ to Rome. I \_\_\_\_\_ there when I was 18.

2. A: \_\_\_\_\_ with children before?  
B: Yes, \_\_\_\_\_ I \_\_\_\_\_ in a summer camp a few years ago.

3. A: \_\_\_\_\_ a job that was inside?  
B: Yes, I have. I \_\_\_\_\_ a job in an office when I was 19.

**I GRAMMAR** Complete the conversations with the present perfect of the verbs. Use contractions when possible. Then ask and answer the questions with a partner.

1. A: Which countries \_\_\_\_\_ you \_\_\_\_\_ to? (be)  
B: I \_\_\_\_\_ to most countries in South America. (be)
2. A: \_\_\_\_\_ you ever \_\_\_\_\_ a summer job or a part-time job? (have)  
B: No, I \_\_\_\_\_ I \_\_\_\_\_ never \_\_\_\_\_ any kind of job. (have)
3. A: What skills \_\_\_\_\_ you \_\_\_\_\_ in this course? (learn)  
B: I \_\_\_\_\_ how to think more critically. (learn)

**PRONUNCIATION Connected speech** **103**  
When a word ends with a consonant sound and the next word begins with a vowel sound, the final consonant sound connects to the beginning of the next word. It sounds like the consonant begins the next word.  
*That's a good idea. → That's a good idea.*  
When a word ends with a consonant sound and the next word begins with the same sound, we connect them. We say the consonant sound just once, but we hold it longer.  
*A uniform makes getting ready easy. → A uniform makes getting ready easy.*

**J PRONUNCIATION** Listen and notice how the sounds are connected. Then listen again and repeat. **103**

1. That's not a bad idea.
2. That question needs an answer.
3. My teacher really likes students to speak in class.
4. I think I have correct information.

**K PRONUNCIATION** Listen and write the sentences. Then work with a partner to mark the linking sounds. Listen again and repeat. **103**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

110 UNIT 7 FIND YOUR PATH **111**

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

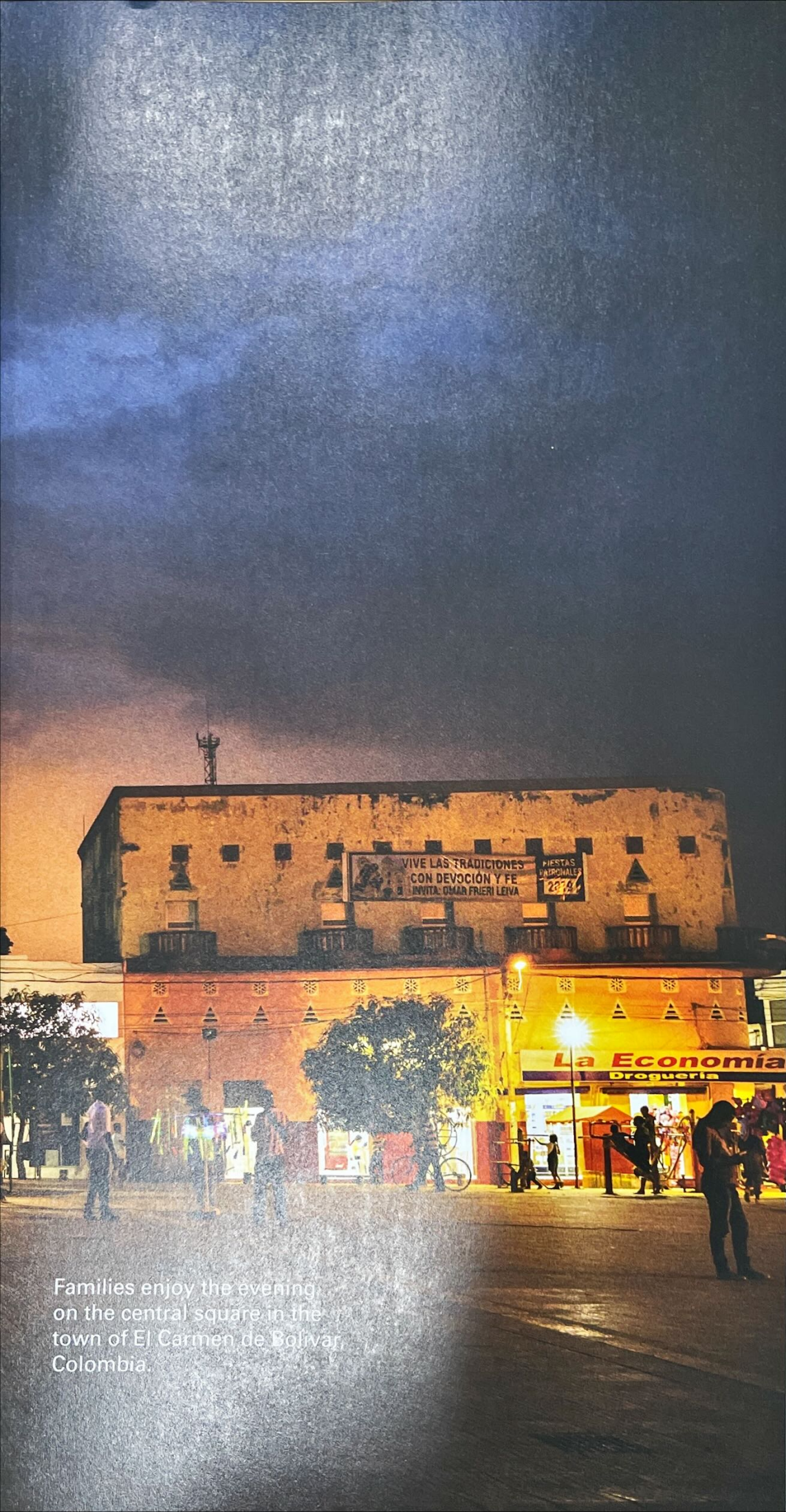


UNIT

1

# WELCOME TO THE NEIGHBORHOOD





Families enjoy the evening on the central square in the town of El Carmen de Bolívar, Colombia.

## IN THIS UNIT

- ▶ Reflect on your neighborhood
- ▶ Give reasons for choosing your neighborhood
- ▶ Imagine life in Longyearbyen
- ▶ Present advantages and disadvantages of your neighborhood

## SKILLS

### LISTENING

Take notes—focus on key information

### SPEAKING

Give opinions

### GRAMMAR

Quantifiers


### CRITICAL THINKING

Analyze what you know and don't know

## CONNECT TO THE TOPIC

1. What kind of neighborhood does this look like? Would you like to live here?
2. What makes a neighborhood a nice place to live?

# PREPARE TO LISTEN

**A VOCABULARY** Listen to the words. Complete the questions with the correct words.  1.1

access (n)	cost (n)	grow up (v phr)	local (adj)	prefer (v)
busy (adj)	get around (v phr)	join (v)	nature (n)	variety (n)

1. Is your neighborhood close to \_\_\_\_\_? I mean, is it close to forests and rivers?
2. Did you \_\_\_\_\_ and go to school there?
3. How do you \_\_\_\_\_: by car, bike, bus, or on foot?
4. Are there a lot of places to go? Is there a \_\_\_\_\_ of shops and restaurants?
5. Is the \_\_\_\_\_ of renting a house or apartment high?
6. Is it a \_\_\_\_\_ neighborhood? Are there a lot of cars and people?
7. Are the \_\_\_\_\_ people friendly?
8. Is there easy \_\_\_\_\_ to a supermarket, or do you need a car?
9. Would you \_\_\_\_\_ to live in a different neighborhood?
10. Are there any sports clubs that you can \_\_\_\_\_?

## COMMUNICATION TIP


When we answer *yes/no* questions, we don't always answer with *Yes* or *No*. We use phrases like these:

*Yeah. Totally. / Absolutely.*

*I guess so. / Kind of.*

*Yes and no. / Not really.*

*No way! / Not at all.*

**B** Listen to people answer questions from activity A. Which question does each person answer? Which phrase from the Communication Tip does each one use?  1.2

1. question 10 phrase \_\_\_\_\_
2. question \_\_\_\_\_ phrase \_\_\_\_\_
3. question \_\_\_\_\_ phrase \_\_\_\_\_
4. question \_\_\_\_\_ phrase \_\_\_\_\_
5. question \_\_\_\_\_ phrase \_\_\_\_\_

# VOCABULARY INDEX

Unit 1	Page	CEFR	Unit 3	Page	CEFR
access*	4	B1	alone	37	A2
anyone	11	A2	annoyed	37	B1
around	11	A2	connected	37	B1
average	11	B1	convenient	42	B1
busy	4	A2	crazy about	42	A2
cost	4	A2	digital	42	A2
destroy	11	B1	disagree	37	B1
familiar	11	B1	global*	42	B2
get around	4	A2	instrument	37	A2
grow up	4	A2	last	42	B1
gun	11	B1	loud	37	A2
island	11	A2	memory	37	B1
join	4	A2	old-fashioned	37	off
large	11	A2	percent*	42	B1
local	4	B1	remind	37	B1
nature	4	A2	spend	42	A2
prefer	4	A2	stadium*	37	A2
resident*	11	B2	streaming	42	off
trip	11	A2	surprising	42	B1
variety	4	A2	well-known	42	B2
Unit 2	Page	CEFR	Unit 4	Page	CEFR
angry	26	A2	disease	52	B1
argue	26	B1	experiment	52	B1
argument	26	B1	explode	58	B1
attention	26	B1	fall	52	A2
be born	26	A2	go out	58	B1
careful	20	A2	gravity*	52	off
chore	26	C1	heavy	52	A2
confident	20	B1	hit	52	A2
consider	20	B1	light (n)	52	A2
creative*	20	B1	light (v)	58	B1
dangerous	20	A2	medicine	52	A2
difference	20	A2	mix	58	A2
everywhere	26	A2	pour	58	B1
get along	26	A2	prove	52	B1
independent	20	B1	pull	58	A2
in general	20	B1	push	58	A2
share	26	A2	react*	58	B2
similar*	20	B1	rise	58	B1
smart	20	B1	scientist	52	B1
wonder	26	B1	toward	58	B1

\*Academic words

# VOCABULARY INDEX

<b>Unit 5</b>	<b>Page</b>	<b>CEFR</b>	<b>Unit 7</b>	<b>Page</b>	<b>CEFR</b>
another	69	A2	ancient	100	B1
bank account	69	B1	application	100	B1
bill	69	A2	apply	100	B1
borrow	69	A2	complete	100	A2
can afford	69	B1	contact*	106	A2
collect	69	B1	dream	100	B1
credit card	69	A1	expect	100	B1
discount	74	A2	experience	100	B1
extra	74	A2	goal*	100	B1
fee*	69	B1	indoors	106	B1
instead of	74	A2	interest	106	B1
lend	74	A2	match	106	A2
likely	74	B1	opportunity	106	B1
make	69	A1	reach	100	B2
on sale	74	A2	respect	106	B1
post	69	A2	salary	106	B1
rent	74	A2	skill	106	B1
skip*	74	B2	step	100	B1
transfer*	74	B1	unemployed	106	B1
waste	74	B1	uniform*	106	A2
<b>Unit 6</b>	<b>Page</b>	<b>CEFR</b>	<b>Unit 8</b>	<b>Page</b>	<b>CEFR</b>
blind	84	B1	achieve*	122	B1
bone	90	B1	basic	116	B1
brain	90	A2	calm	122	B1
clearly	84	A2	cell	116	B2
conditions	90	B1	challenge*	116	B1
degree	84	A2	concentrate*	122	B1
easily	84	A2	control	122	B1
enormous*	90	B1	deal with	116	B1
female	90	B1	depend on	122	B1
focus*	84	B2	diet	116	B1
injure*	90	B1	explain	122	A2
keep	90	A2	grateful	122	B1
male	90	B1	human	116	B1
notice	84	B1	look like	116	B1
scared	84	B1	luck	122	A2
stomach	90	A2	major*	116	B2
straight	90	A2	object	122	B1
tiny	84	B1	produce	116	B1
unfortunately	84	A2	technique*	116	B1
vision*	84	B2	work	122	A2

# IRREGULAR VERB FORMS

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was, were	been	lay	laid	laid
beat	beat	beaten	lead	led	led
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bend	bent	bent	let	let	let
bite	bite	bitten	lie	lay	lain
blow	blew	blown	light	lit/lighted	lit/lighted
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	prove	proved	proved/proven
come	came	come	put	put	put
cost	cost	cost	quit	quit	quit
cut	cut	cut	read	read	read
dig	dug	dug	ride	rode	ridden
dive	dived/dove	dived	ring	rang	rung
do	did	done	rise	rose	risen
draw	drew	drawn	run	ran	run
drink	drank	drunk	say	said	said
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	slide	slid	slid
feed	fed	fed	speak	spoke	spoken
feel	felt	felt	spend	spent	spent
fight	fought	fought	spread	spread	spread
find	found	found	stand	stood	stood
fit	fit	fit/fitted	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forget	forgot	forgotten	strike	struck	struck
forgive	forgave	forgiven	swear	swore	sworn
freeze	froze	frozen	sweep	swept	swept
get	got	got/gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tear	tore	torn
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	upset	upset	upset
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

# PRONUNCIATION GUIDE

## SOUNDS & SYMBOLS

### Vowel sounds

1. eat, sleep /i:/
2. it, sip /ɪ/
3. late, rain /eɪ/
4. wet, pen /ɛ/
5. cat, fan /æ/
6. bird, turn /ɜ:/
7. cut, sun /ʌ/  
about, before /ə/ (schwa)
8. not, top /ɑ/
9. too, few /uː/
10. good, should /ʊ/
11. toe, no /oʊ/
12. saw, walk /ɔ/

### Diphthongs

13. fine, rice /aɪ/
14. out, now /aʊ/
15. boy, join /ɔɪ/

### Consonant sounds

1. pen /p/
2. bag /b/
3. time /t/
4. dog /d/
5. keep /k/
6. get /g/
7. feel /f/
8. very /v/
9. thin /θ/
10. the /ð/
11. sale /s/
12. easy, cause /z/
13. she /ʃ/
14. treasure /ʒ/
15. chicken /tʃ/
16. join /dʒ/
17. me /m/
18. not /n/
19. ring /ŋ/
20. lose /l/
21. read, write /r/
22. win /w/
23. you /j/
24. home /h/

## COMMON TERMS

**syllable:** a unit of sound; one or more syllables make a word. A syllable in English has one vowel sound and 1-3 consonant sounds at the beginning or end.

*book, re-**flect**, a-ca-de-mic*

**word stress:** the syllable in a word that is said more loudly and strongly

*book, re-**flect**, a-ca-**de**-mic*

**sentence stress:** the words in a sentence that are said more loudly and strongly, usually content words (nouns, verbs, adjectives, adverbs)

*I **study** **academic** **English** with **Reflect**.*

**focus word:** the most important word in a phrase or sentence; it usually provides new information and has the most stress. It is often the last word in a phrase or sentence.

*I study English. I use a book called Reflect.*

**intonation:** the rise and fall of the voice (or pitch). Often our voice falls at the end of a sentence.

*I **study** **academic** **English** with **Reflect**.* ↘

# USEFUL PHRASES FOR CLASSROOM COMMUNICATION

## EXPRESS YOURSELF

### Express opinions

*I think...                      In my opinion/view...*  
*I believe...                    Personally,...*  
*I'm (not) sure...            To me,...*

### Give facts

*Studies show...*  
*Researchers found...*  
*The record shows...*

### Agree with someone

*I agree. Absolutely.*  
*True. Definitely*  
*Good point. Right!*  
*Exactly.*

### Express likes and dislikes

*I like...                      I hate...*  
*I prefer...                    I really don't like...*  
*I love...                      I don't care for...*

### Give tips or suggestions

*You/We should/shouldn't/could...*  
*You/We ought to...        It's (not) a good idea to...*  
*Let's...                      Why don't we/you...*

### Disagree with someone

*I disagree.*  
*I'm not so sure about that.*  
*I don't know.*  
*That's a good point, but I don't agree.*

## PARTICIPATE IN CLASSROOM DISCUSSIONS

### Check your understanding

*So are you saying that...?*  
*So what you mean is...?*  
*What do you mean?*  
*Do you mean...?*  
*I'm not sure what you mean.*

### Check others' understanding

*Does that make sense?*  
*Do you understand?*  
*Is that clear?*  
*Do you have any questions?*

### Take turns

*Can/May I say something?*  
*Could I add something?*  
*Your turn.*  
*You go ahead.*

### Make small talk

*What do you do? (job)*  
*Can you believe this weather?*  
*How about this weather?*  
*What do you do in your free time?*  
*What do you do for fun?*

### Ask for repetition

*Could you say that again?*  
*I'm sorry?*  
*I didn't catch what you said.*  
*I'm sorry. I missed that. What did you say?*  
*Could you repeat that please?*

### Ask for opinions

*What do you think?*  
*Do you have any thoughts?*  
*What are your thoughts?*  
*What's your opinion?*

### Interrupt politely

*Excuse me.*  
*Pardon me.*  
*Forgive me for interrupting, but...*  
*I hate to interrupt, but...*

### Show interest

*I see. Good for you.*  
*Really? Seriously?*  
*Um-hmm. No kidding!*  
*Wow. And? (Then what?)*  
*That's funny / amazing / incredible / awful!*



# INDEX OF EXAM SKILLS & TASKS

*Reflect* is designed to provide practice for standardized exams, such as IELTS and TOEFL. This book has many activities that focus on and practice skills and question types that are needed for test success.

<b>LISTENING • Key Skills</b>	<b>IELTS</b>	<b>TOEFL</b>	<b>Page(s)</b>
Guess meaning from context	x	x	125
Listen for a speaker's attitude	x	x	105
Listen for gist or main ideas	x	x	6, 13, 28, 45, 54, 60, 71, 77, 87, 92, 103, 108, 118, 124
Listen for key details or examples	x	x	7, 13, 23, 25, 28, 43, 52, 55, 61, 68, 77, 88, 103, 119
Listen for numbers or time words	x	x	13, 43, 45, 68
Predict what you might hear	x	x	10, 22, 28, 38, 44, 60, 68, 70, 77, 86, 103, 118
Take notes	x	x	7, 23, 45, 54, 60, 86, 92, 108, 124
Understand causes and results	x	x	55, 56, 107

<b>LISTENING • Common Question Types</b>	<b>IELTS</b>	<b>TOEFL</b>	<b>Page(s)</b>
Check all the information that you hear		x	6, 87, 92, 101, 103, 118
Complete a paragraph or summary	x		15, 28, 30, 39, 88, 101, 108, 109, 120
Complete a table, chart, notes, or diagram	x	x	24, 30, 62, 78, 92, 108, 110,
Complete sentences	x		13, 25, 39, 41, 45, 47, 53, 56, 71, 79, 87, 94, 104, 110, 125
Match information to a category or person	x	x	4, 7, 21, 36, 37, 60, 77, 91, 117, 124
Multiple choice	x	x	5, 13, 54, 103, 119
Multiple response	x	x	92, 94
Short answer	x		14, 23, 45, 70, 71, 126

<b>SPEAKING • Key Skills</b>	<b>IELTS</b>	<b>TOEFL</b>	<b>Page(s)</b>
Describe people or things	x	x	25
Express opinions about a topic	x	x	15, 21, 43, 53, 61, 85, 89, 107, 109, 119, 125
Give advice or suggestions	x	x	31, 41, 78, 79, 80, 112
Stress words and syllables	x	x	40, 72,
Use questions	x	x	120, 121

<b>SPEAKING • Common Topics</b>	<b>IELTS</b>	<b>TOEFL</b>	<b>Page(s)</b>
Goals and future plans	x	x	101, 105
Money and spending	x		69, 71, 75,
Music and other kinds of entertainment	x		37, 39, 41, 43, 48
Personal behavior and feelings	x	x	96, 123, 128
Science and nature	x	x	57, 59, 64, 85, 89, 121
Shopping and other hobbies	x		71, 73
Work, jobs, and skills	x	x	112
Yourself, your family, or friends	x		20, 25, 26, 27, 29, 32, 71
Countries, cities, and neighborhoods	x	x	5, 9, 13, 15, 16

# REFLECT

LISTENING & SPEAKING

---

## LEVEL 1

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44917-2  
978-0-357-44911-0  
978-0-357-44935-6  
978-0-357-44943-1  
978-0-357-44953-0

## LEVEL 2

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44918-9  
978-0-357-44912-7  
978-0-357-44936-3  
978-0-357-44944-8  
978-0-357-44955-4

## LEVEL 3

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44919-6  
978-0-357-44913-4  
978-0-357-44937-0  
978-0-357-44946-2  
978-0-357-44957-8

## LEVEL 4

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44920-2  
978-0-357-44914-1  
978-0-357-44938-7  
978-0-357-44948-6  
978-0-357-44960-8

## LEVEL 5

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44921-9  
978-0-357-44915-8  
978-0-357-44939-4  
978-0-357-44949-3  
978-0-357-44961-5

## LEVEL 6

Student's Book with Online Practice and Student's eBook  
Student's Book  
Online Practice and Student's eBook  
Teacher's Book  
Classroom Presentation Tool

978-0-357-44922-6  
978-0-357-44916-5  
978-0-357-44941-7  
978-0-357-44951-6  
978-0-357-44962-2

---

# REFLECT <sup>2</sup>

## 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** and other sources invites students to explore ideas for discussion, enrichment, and fun.

**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 practice, an interactive eBook, assessment, and a classroom presentation tool.

### CEFR correlation

A1	A2	B1	B2	C1
----	----	----	----	----



NATIONAL  
GEOGRAPHIC  
LEARNING

Bright ideas for the classroom  
and beyond.

**Reflect**

LEVEL 2 MESSAGE

ISBN-13: 978-0-357-44918-9



9 780357 449189