

REFLECT

LISTENING & SPEAKING

JONATHAN BYGRAVE

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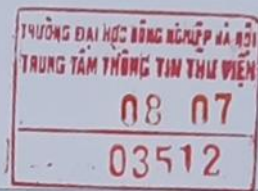
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SCOPE AND SEQUENCE

LISTENING & VOCABULARY EXPANSION

1 THE ART OF STORYTELLING

MEDIA STUDIES

page 2



Listening: How to Structure a Good Story

Understand the main points of a lecture

Prefix: *over-*

Video: A Night Alone with Lions

2 THE HIGH PRICE OF FAST FASHION

ECONOMICS

page 20



Listening: The Facts about Fast Fashion

Listen for data and take notes

Word roots: *struct* and *man*

Video: A New Approach

3 THE HISTORY OF HYGIENE

HISTORY

page 38



Listening: 3,500 Years of Hygiene

Listen for sources of information

Video: When Advertisers First Fought Germs

Using a dictionary: Synonyms

4 LESSONS IN LEADERSHIP

BUSINESS

page 56



Video: Learning from Animals

Infer meaning

Listening: Effective Leadership Skills

Word roots: *funct* and *spir*

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

Build interest in a story

Past forms for storytelling

Speculate and predict

Thought groups

- ▶ Imagine your life as a story
- ▶ Analyze a narrative
- ▶ Outline a story
- ▶ **UNIT TASK** Tell a story with a moral

Acknowledge other arguments

Noun clauses

Use current trends to imagine the future

Intonation in questions and statements

- ▶ Rank the pros and cons of fast fashion
- ▶ Estimate the impact of fashion trends
- ▶ Brainstorm solutions to issues in fast fashion
- ▶ **UNIT TASK** Make a plan to save a fashion company

Refer to and describe visuals

Reduced adjective clauses

Evaluate sources of information

Word stress

- ▶ Consider how ideas about cleanliness change over time
- ▶ Evaluate sources of information from the past and present
- ▶ Explain how advertising has influenced hygiene and health
- ▶ **UNIT TASK** Compare ads for products from different times in history

Describe trends in graphs and charts

Passive voice with modals

Extend ideas

Expressing emotions

- ▶ Consider how animals lead
- ▶ Extend learning to new topics
- ▶ Evaluate leadership styles
- ▶ **UNIT TASK** Give leadership advice

LISTENING & VOCABULARY EXPANSION

WHAT'S FUNNY? SOCIAL PSYCHOLOGY

page 74

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Video: So, What Makes You Laugh?

Listening: Why Is That Funny? Four Theories about Humor

Recognize connectors in speech

Suffix: *-ous*

BUILDING BETTER CITIES URBAN STUDIES

page 92

6



Listening: How to Plan a City

Video: The Sustainable City

Understand reporting verbs

Using a dictionary: Word families

RETHINKING TOURISM SOCIOLOGY

page 110

7



Video: Spoiling Skye?

Listening: Online Tourism

Listen for rhetorical questions

Compound words

THE SECRETS OF SUCCESS SPORTS SCIENCE

page 128

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Video: Winning Through Data

Listening: No Time to Choke

Identify essential information

Prefixes: *co-/con-* and *ex-*

Vocabulary expansion activities	page 146
Appendices	page 154
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Credits	page 160

SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
<p>Introduce contrasting information</p> <p>Focus words in contrasting information</p>	Comparative forms	Avoid stereotypes	<ul style="list-style-type: none"> ▶ Analyze what makes you laugh ▶ Consider the role of humor in your life ▶ Tell a joke ▶ UNIT TASK Give a presentation about humor in your country
<p>Present persuasively</p> <p>Linking words</p>	Reporting verbs	Identify criteria and constraints	<ul style="list-style-type: none"> ▶ Evaluate the pros and cons of living environments ▶ Propose a solution to an urban problem ▶ Consider initiatives for improving urban sustainability ▶ UNIT TASK Present a plan for a new public space
<p>Give an overview of a presentation</p> <p>Intonation in short exchanges</p>	Future forms	Consider an issue from various perspectives	<ul style="list-style-type: none"> ▶ Assess the impact of tourism ▶ Consider tourism from various perspectives ▶ Reflect on tourism preferences ▶ UNIT TASK Present a plan for an online tourist experience
<p>Summarize a lecture</p> <p>Thought groups and intonation</p>	Gerunds/ infinitives as subjects; preposition + gerund	Relate concepts to your experience	<ul style="list-style-type: none"> ▶ Consider how data can help a sports team ▶ Discuss how data can improve your life ▶ Examine how you respond to pressure ▶ UNIT TASK Summarize a presentation on athletic performance

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.



4 LESSONS IN LEADERSHIP

THEir LEADERSHIP

- Connects to students' lives
- Encourages listening to new topics
- Engages students in their own words
- Gives leadership advice

SKILLS

LISTENING
Infer meaning

WRITING
Describe trends in graphs and charts

READING
Provide notes with evidence

CRITICAL THINKING
Evaluate claims

CONNECT TO THE TOPIC

1. What is happening in the picture? How do you think it relates to the unit title?
2. What questions make a leader effective?

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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

WHY IS THAT FUNNY?
FOUR THEORIES ABOUT HUMOR

A. PREVIEW Listen to the introduction to a talk. The introduction contains a joke. Try to remember it and recall it to a partner. **15:30**

B. MAIN IDEAS Listen to the talk and match the theories to the explanations. **15:33**

1. _____ Superiority theory

2. _____ Incongruity theory

3. _____ Relief theory

4. _____ Benign challenge theory

5. We laugh because someone breaks a rule or norm—but in a safe way.

6. We laugh because an object or an action is strange or unexpected in that situation.

7. We laugh because it makes us feel that we are better or stronger than the person in the joke.

8. We laugh because, at first, we feel stressed, but then something turns out OK and we feel better.

C. PHRASES TO KNOW Read the definitions. Complete the sentences with the correct form of the phrases.

out of place wrong in that situation

pull out to take something out of another thing

walk into to hit something accidentally what you aren't looking at

1. The first humor quality _____ the middle phrase.

2. Tell the person who isn't looking and a straight line.

3. Something which is incongruous is _____.

D. DETAILS Listen to the four theories again. Then answer each question. **15:36**

Superiority theory

1. According to this theory, why do we laugh when someone walks into a playground?
2. What kind of humor can this theory not explain?

Incongruity theory

3. According to this speaker, where would a bear be incongruous?
4. What, in short, is the problem with this theory?

Relief theory

5. According to this theory, what happens to the tension that we feel in a joke?
6. What kind of humor can this theory not explain?

Benign challenge theory

7. What does benign mean?
8. According to this theory, what is challenged in wordplay?

Western Cape Province, South Africa

CONNECT TO ACADEMIC SKILLS



Picture A

Picture B

J In your opinion, which picture does each sentence describe better? Check (✓) the picture. Then compare your answers with a partner and explain your choices.

- | | | |
|--|-----------|-----------|
| | Picture A | Picture B |
| 1. The layout of the area is interesting and attractive. | _____ | _____ |
| 2. The main principle is to use the space efficiently. | _____ | _____ |
| 3. It's a very compact place. | _____ | _____ |
| 4. It's hard to demolish buildings here. | _____ | _____ |
| 5. One factor that brings people here is the desire for community. | _____ | _____ |
| 6. Many people would think this is an ideal place to raise a family. | _____ | _____ |

NOTES Evaluate the pros and cons of living environments.

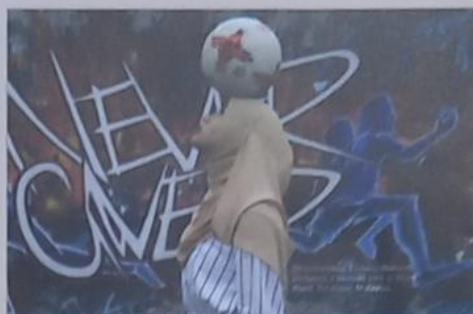
You are going to listen to a podcast about urban planning—how to design cities and city spaces. Choose three sentences with a partner.

1. What are the similarities and differences between the two places shown in activity J?
2. What are the pros and cons of living in each type of environment?
3. In which environment would you rather live? Explain.

WALKTHROUGH SKILLS 88

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

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



SPEAKING SKILL Summarize a lecture

Follow these steps when you summarize a lecture or presentation.

- | | |
|-----------------------------|---|
| State the topic | The topic of the presentation is _____. |
| Define the topic | It refers to _____. |
| Give key information | It is important to note that _____. |
| Give examples | The fractional example that the speaker gives is _____. |

H APPLY Listen again to the student summarizing the lecture. Complete the summary with the words that she uses. **USE**

The topic of the presentation is visualization. Visualization _____ a technique that can help athletes improve their performance. It _____, meaning that they are performing an action in their minds. They think about doing the action.

142 Unit 4

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

STEP 1 Compare ads from different times in history.

You are going to give a presentation about the differences between two ads for a product, one from the past and one from the present. You will explain what each shows about society at the time it was created. Use the ideas, vocabulary, and skills from the unit.

I MODEL Listen to a student describing two ads. Take notes in the chart. Then compare your notes with a partner. **USE**

	Old magazine ad	Current social media ad	Reason for differences
The first thing you notice			
The images			
The text			
The advertisers			

The loveliest Soap you have ever used



Just, beautiful + following



THE HISTORY OF ADVERTISING 81

GRAMMAR Reduced adjective clauses

Remember: An adjective clause is a dependent clause that gives more information about a noun. Subject adjective clauses begin with a relative pronoun, such as who, which, that, or whose. A verb follows the relative pronoun.

Take a look at the text that describes the benefits of using the soap.

We can reduce or shorten some subject adjective clauses. To do this, take out the relative pronoun, the verb be if the clause has one, and use the -ing form of the main verb.

Take a look at the text mentioning describing the benefits of using the soap.

The number of people who were using public baths increased.

He was looking for the document that was sitting on the poster.

If the verb is in the passive voice, take out the relative pronoun and the verb be.

Photos that were shared digitally cost nothing.

K GRAMMAR Underline the adjective clause in each sentence. Then check (✓) the four sentences where the adjective clause can be reduced.

1. _____ The man who is cleaning the dishes in the ad looks very unhappy.
2. _____ The sofa that the family is sitting on is very old-fashioned.
3. _____ Social media stars who are followed by a lot of people are often paid to post about a product.
4. _____ The bottle that she is holding contains an expensive perfume.
5. _____ Advertisers used to make many wild promises that consumers believed.
6. _____ All magazines now rely on the money that is earned from advertising.
7. _____ Almost half the people who saw the online advertisement clicked on it.
8. _____ The ads are aimed at children whose parents want to buy them a present.

L GRAMMAR Rewrite the four sentences that you checked (✓) in activity K with reduced adjective clauses.

1. _____
2. _____
3. _____
4. _____

THE HISTORY OF ADVERTISING 83

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

REFLECT

LISTENING & SPEAKING

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REFLECT⁵

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:

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CEFR correlation

A1	A2	B1	B1+	B2	C1
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