NATIONAL GEOGRAPHIC LEARNING
1
REFLECT
LISTENING & SPEAKING
CYNTHIA FETTIG

REFLECT 1

LISTENING & SPEAKING

CYNTHIA FETTIG

NATIONAL GEOGRAPHIC LEARNING

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

National Geographic Learning,
a Cengage Company

Reflect 1 Listening & Speaking
Author: Cynthia Fettig

Publisher: Sherrise Roehr
Executive Editor: Laura Le Dréan
Development Editor: Lisl Bove
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**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

Student Book ISBN: 978-0-357-44911-0
Student Book with Online Practice: 978-0-357-44917-2

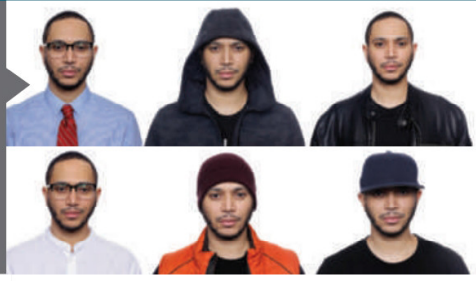
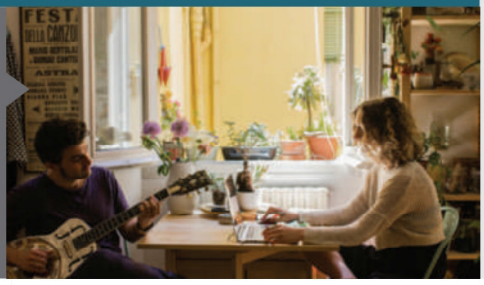
National Geographic Learning
200 Pier 4 Boulevard
Boston, MA 02210

Locate your local office at **international.cengage.com/region**

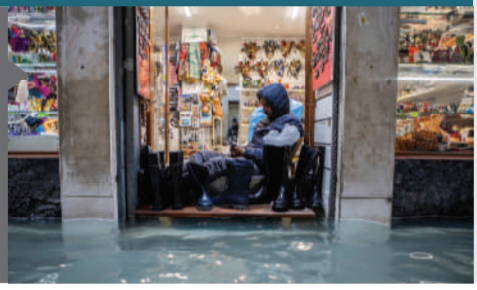
Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

Printed in China
Print Number: 01 Print Year: 2021

SCOPE AND SEQUENCE

		LISTENING & VOCABULARY EXPANSION
THIS IS ME page 2 SOCIOLOGY 1 	**Listening:** First impressions **Video:** Meet Mirna Valerio	Predict Using a dictionary: Parts of speech Collocations: The verb *be*
WHAT IS HOME? page 18 CULTURAL STUDIES 2 	**Listening:** Moving in and moving out **Video:** What is home to you?	Listen for main ideas Prefix: *un-* Phrasal verbs: With *move*
TRACKING LIFE page 34 ANTHROPOLOGY 3 	**Video:** Life along the Mekong River **Listening:** Habits and apps	Listen for details Using a dictionary: Order of definitions Collocations: The verb *get*
FOOD MATTERS page 50 HEALTH 4 	**Listening:** How food connects us **Video:** Comfort foods	Listen for examples Multiple meaning words Making adjectives stronger or weaker

SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
Speak with confidence Consonants and voicing	Simple present of *be* Adjectives	Personalize	▶ Introduce yourself ▶ Find things in common ▶ Discuss stereotypes ▶ **UNIT TASK** Say who you are and who you are not
Introduce a topic Vowels	Simple present Simple present negative	Categorize information	▶ Explore reasons people move ▶ Ask about activities people do at home ▶ Think about what makes a house a home ▶ **UNIT TASK** Describe what home means to you
Give reasons Syllables	Adverbs of frequency Prepositions of time	Make comparisons	▶ Compare daily activities ▶ Analyze your free time ▶ Evaluate your habits ▶ **UNIT TASK** Give a talk about a habit you want to change
Use questions Word stress	Infinitives and gerunds Sentences with *when*	Make inferences	▶ Compare eating habits ▶ Explore how food connects you to others ▶ Define what a comfort food is ▶ **UNIT TASK** Describe your comfort food

		LISTENING & VOCABULARY EXPANSION
5 MORE THAN A GAME page 66 CULTURAL STUDIES 	**Listening:** What is a sport? **Video:** The sport of Scrabble	Listen for opinions Suffixes: *-er* and *-or* Word forms: Nouns and verbs with the same spelling
6 EVERYDAY ENTERTAINMENT page 82 MEDIA STUDIES 	**Listening:** What's new in entertainment **Video:** With me	Listen for sequence words Prefixes: *in-* and *im-* Word forms: Adjectives with *-ed* and *-ing* endings
7 DO WHAT YOU LOVE page 98 CAREER STUDIES 	**Listening:** The job for me **Video:** David Mearns: shipwreck hunter	Take notes in a T-chart Suffix: *-ly* Using context: Restatement
8 BIG EFFECTS page 114 ENVIRONMENTAL SCIENCE 	**Listening:** Making a difference now **Video:** Severn spoke out first	Listen for numbers and years Using a dictionary: Synonyms 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
Use listing words and phrases Sentence Stress: Content words	Gerunds Conjunctions *and* and *but*	Brainstorm	▶ Categorize sports ▶ Explore opinions about sports ▶ Discuss uncommon sports ▶ **UNIT TASK** Debate if an activity is a sport or not
Check understanding Reduced structure words	*Be going to* Imperatives	Analyze information	▶ Analyze your entertainment preferences ▶ Discuss connecting to others online ▶ Compare activities you do alone and with others ▶ **UNIT TASK** Give a demonstration
Describe with details Connected speech	*Would like* Present continuous	Ask questions	▶ Discuss jobs ▶ Discuss what's important at work ▶ Identify skills you have ▶ **UNIT TASK** Describe your dream job
Close a presentation The focus word	Simple past of *be* Simple past	Understand metaphors	▶ Discuss environmental problems ▶ Analyze ways you help the environment ▶ Discuss your experience with climate change ▶ **UNIT TASK** Give a presentation about an important person

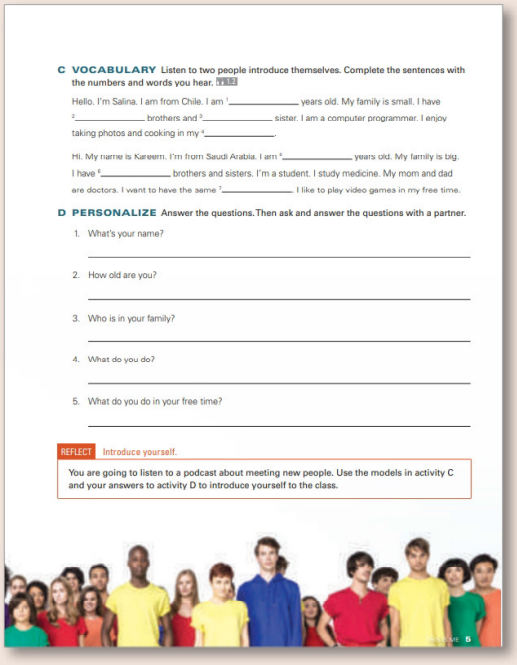
CONNECT TO IDEAS

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.

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.

CONNECT TO ACADEMIC SKILLS



C VOCABULARY Listen to two people introduce themselves. Complete the sentences with the numbers and words you hear. T1.2

Hello. I'm Salina. I am from Chile. I am 1_____ years old. My family is small. I have 2_____ brothers and 3_____ sister. I am a computer programmer. I enjoy taking photos and cooking in my 4_____.

Hi. My name is Kareem. I'm from Saudi Arabia. I am 5_____ years old. My family is big. I have 6_____ brothers and sisters. I'm a student. I study medicine. My mom and dad are doctors. I want to have the same 7_____. I like to play video games in my free time.

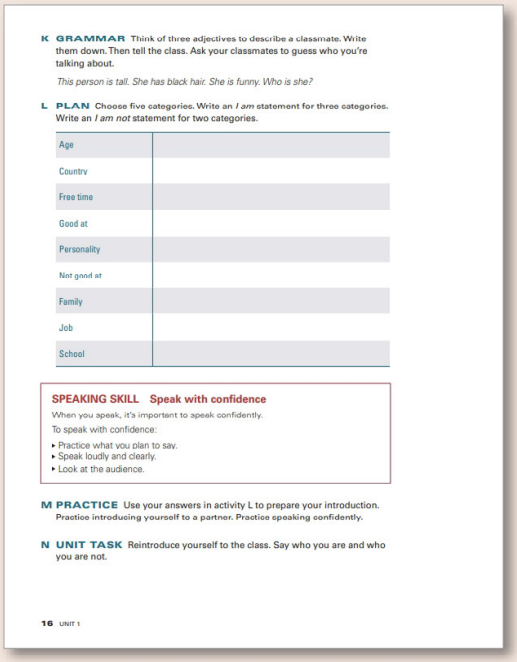
D PERSONALIZE Answer the questions. Then ask and answer the questions with a partner.

1. What's your name?
2. How old are you?
3. Who is in your family?
4. What do you do?
5. What do you do in your free time?

REFLECT Introduce yourself.

You are going to listen to a podcast about meeting new people. Use the models in activity C and your answers to activity D to introduce yourself to the class.

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



K GRAMMAR Think of three adjectives to describe a classmate. Write them down. Then tell the class. Ask your classmates to guess who you're talking about.

This person is tall. She has black hair. She is funny. Who is she?

L PLAN Choose five categories. Write an *I am* statement for three categories. Write an *I am not* statement for two categories.

Age	
Country	
Free time	
Good at	
Personality	
Not good at	
Family	
Job	
School	

SPEAKING SKILL Speak with confidence

When you speak, it's important to speak confidently.

To speak with confidence:

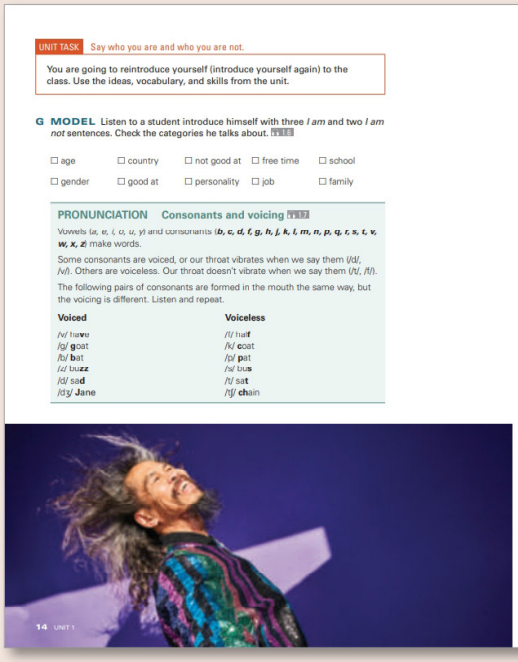
- Practice what you plan to say.
- Speak loudly and clearly.
- Look at the audience.

M PRACTICE Use your answers in activity L to prepare your introduction. Practice introducing yourself to a partner. Practice speaking confidently.

N UNIT TASK Reintroduce yourself to the class. Say who you are and who you are not.

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.



UNIT TASK Say who you are and who you are not.

You are going to reintroduce yourself (introduce yourself again) to the class. Use the ideas, vocabulary, and skills from the unit.

G MODEL Listen to a student introduce himself with three *I am* and two *I am not* sentences. Check the categories he talks about. T1.3

☐ age ☐ country ☐ not good at ☐ free time ☐ school
☐ gender ☐ good at ☐ personality ☐ job ☐ family

PRONUNCIATION Consonants and voicing T1.7

Vowels (*a, e, i, o, u, y*) and consonants (***b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z***) make words.

Some consonants are voiced, or our throat vibrates when we say them (/d/, /v/). Others are voiceless. Our throat doesn't vibrate when we say them (/t/, /f/).

The following pairs of consonants are formed in the mouth the same way, but the voicing is different. Listen and repeat.

Voiced	Voiceless
/v/ ha**v**e	/f/ ha**f**
/g/ **g**oat	/k/ **c**oat
/b/ **b**at	/p/ **p**at
/z/ bu**zz**	/s/ bu**s**
/d/ sa**d**	/t/ sa**t**
/dʒ/ **J**ane	/tʃ/ **ch**ain

H PRONUNCIATION Listen and choose the words you hear. T1.8

1. pear / bear
2. leaf / leave
3. Sue / zoo
4. back / bag
5. to / do
6. come / gum
7. bat / bad
8. sip / zip
9. fan / van
10. cap / cab

I PRONUNCIATION Read the pairs. Then, with a partner, take turns saying one of the two words. Point to the word you hear.

1.	pill	bill	5. choke	joke
2.	ice	eyes	6. safe	save
3.	cold	gold	7. sip	zip
4.	ant	and	8. badge	batch

GRAMMAR Adjectives

Adjectives describe people, places, and things. They can come after the verb *be*. They can also come before nouns. Adjectives are never plural.

*Nadia **is tall**.* *Tall **people** are common in my family.*
*My sister **is quiet**.* *Quiet **people** are not all shy.*

J GRAMMAR Read the conversation. Underline all the adjectives. Check your answers with a partner.

A: Tell me about your brother and sister.

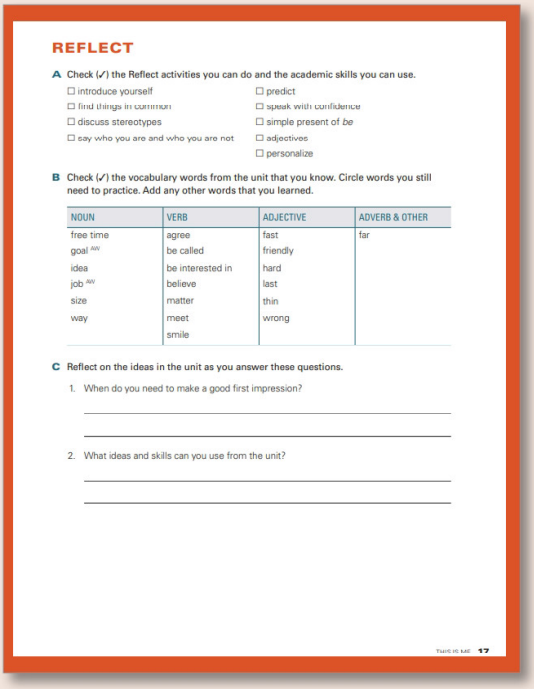
B: My brother is messy. His bedroom isn't clean. He's also noisy. He plays loud music all the time. But he is a fun brother. We play games together. He tells funny jokes.

A: What about your sister?

B: She's quiet. She's in her bedroom a lot. She's smart and is a good student. Math is easy for her, but it's difficult for me. She's kind and helps me with my homework.

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



REFLECT

A Check (✓) the Reflect activities you can do and the academic skills you can use.

- ☐ introduce yourself
- ☐ find things in common
- ☐ discuss stereotypes
- ☐ say who you are and who you are not
- ☐ predict
- ☐ speak with confidence
- ☐ simple present of *be*
- ☐ adjectives
- ☐ personalize

B Check (✓) the vocabulary words from the unit that you know. Circle words you still need to practice. Add any other words that you learned.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER
free time	agree	fast	far
goal AW	be called	friendly	
idea	be interested in	hard	
job AW	believe	last	
size	matter	thin	
way	meet	wrong	
	smile		

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

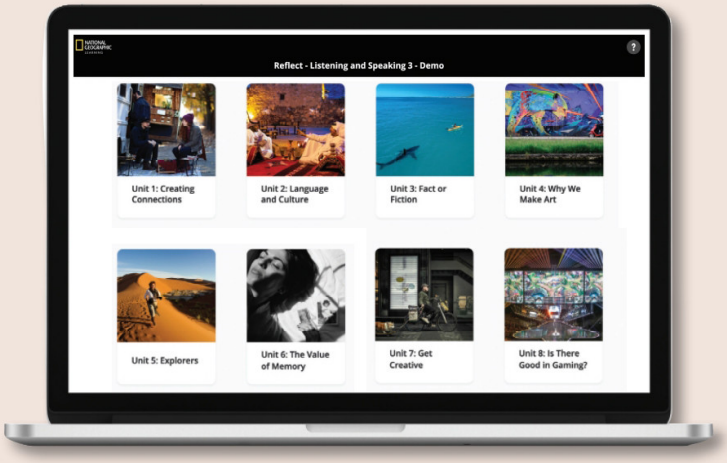
1. When do you need to make a good first impression?

2. What ideas and skills can you use from the unit?

Reflect at the end of the unit is an opportunity for formative assessment. Students review the skills and vocabulary they have gained.

DIGITAL RESOURCES

TEACH lively, engaging lessons that get students speaking. The Classroom Presentation Tool helps teachers to present the Student's Book pages, play audio and video, and increase participation by providing a central focus for the class.



LEARN AND TRACK with Online Practice and Student's eBook. For students, the mobile-friendly platform optimizes learning through customized re-teaching and adaptive practice. For instructors, progress-tracking is made easy through the shared gradebook.

ASSESS learner performance and progress with the ExamView® Assessment Suite available online.

ACKNOWLEDGMENTS

The Authors and Publisher would like to acknowledge the teachers around the world who participated in the development of *Reflect*.

A special thanks to our Advisory Board for their valuable input during the development of this series.

ADVISORY BOARD

Dr. Mansoor S. Almalki, Taif University, Saudi Arabia; **John Duplice**, Sophia University, Japan; **Heba Elhadary**, Gulf University for Science and Technology, Kuwait; **Hind Elyas**, Niagara College, Saudi Arabia; **Cheryl House**, ILSC Education Group, Canada; **Xiao Luo**, BFUS International, China; **Daniel L. Paller,** Kinjo Gakuin University, Japan; **Ray Purdy**, ELS Education Services, USA; **Sarah Symes,** Cambridge Street Upper School, USA.

GLOBAL REVIEWERS

ASIA

Michael Crawford, Dokkyo University, Japan; **Ronnie Hill**, RMIT University Vietnam, Vietnam; **Aaron Nurse**, Golden Path Academics, Vietnam; **Simon Park**, Zushi Kaisei, Japan; **Aunchana Punnarungsee**, Majeo University, Thailand.

LATIN AMERICA AND THE CARIBBEAN

Leandro Aguiar, inFlux, Brazil; **Sonia Albertazzi-Osorio**, Costa Rica Institute of Technology, Costa Rica; **Auricea Bacelar**, Top Seven Idiomas, Brazil; **Natalia Benavides**, Universidad de Los Andes, Colombia; **James Bonilla**, Global Language Training UK, Colombia; **Diego Bruekers Deschamp**, Inglês Express, Brazil; **Josiane da Rosa**, Hello Idiomas, Brazil; **Marcos de Campos Bueno**, It's Cool International, Brazil; **Sophia De Carvalho**, Ingles Express, Brazil; **André Luiz dos Santos**, IFG, Brazil; **Oscar Gomez-Delgado**, Universidad de los Andes, Colombia; **Ruth Elizabeth Hibas**, Inglês Express, Brazil; **Rebecca Ashley Hibas**, Inglês Express, Brazil; **Cecibel Juliao**, UDELAS University, Panama; **Rosa Awilda López Fernández**, School of Languages UNAPEC University, Dominican Republic; **Isabella Magalhães**, Fluent English Pouso Alegre, Brazil; **Gabrielle Marchetti**, Teacher's House, Brazil; **Sabine Mary**, INTEC, Dominican Republic; **Miryam Morron**, Corporación Universitaria Americana, Colombia; **Mary Ruth Popov**, Ingles Express, Ltda., Brazil; **Leticia Rodrigues Resende**, Brazil; **Margaret Simons**, English Center, Brazil.

MIDDLE EAST

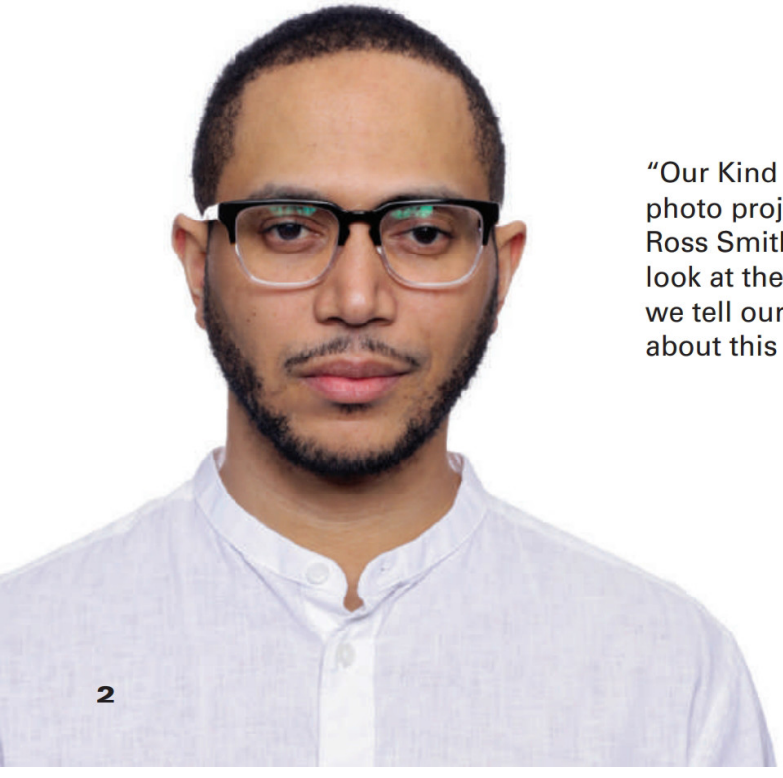
Abubaker Alhitty, University of Bahrain, Bahrain; **Jawaria Iqbal**, Saudi Arabia; **Rana Khan**, Algonquin College, Kuwait; **Mick King**, Community College of Qatar, Qatar; **Seema Jaisimha Terry**, German University of Technology, Oman.

USA AND CANADA

Thomas Becskehazy, Arizona State University, AZ; **Robert Bushong**, University of Delaware, DE; **Ashley Fifer**, Nassau Community College, NY; **Sarah Arva Grosik**, University of Pennsylvania, PA; **Carolyn Ho**, Lone Star College-CyFair, TX; **Zachary Johnsrud**, Norquest College, Canada; **Caitlin King**, IUPUI, IN; **Andrea Murau Haraway**, Global Launch / Arizona State University, AZ; **Bobbi Plante**, Manitoba Institute of Trades and Technology, Canada; **Michael Schwartz**, St. Cloud State University, MN; **Pamela Smart-Smith**, Virginia Tech, VA; **Kelly Smith**, English Language Institute, UCSD Extension, CA; **Karen Vallejo**, University of California, CA.

UNIT 1

THIS IS ME



"Our Kind of People" is a photo project by Bayeté Ross Smith. When we look at these photos, we tell ourselves a story about this man.

IN THIS UNIT

- Introduce yourself
- Find things in common
- Discuss stereotypes
- Say who you are and who you are not

SKILLS

LISTENING
Predict

SPEAKING
Speak with confidence

GRAMMAR
Simple present of *be*

Adjectives

CRITICAL THINKING
Personalize

CONNECT TO THE TOPIC

1. Do the man's clothes change the way he looks?
2. What do you wear at home? school? work?

PREPARE TO LISTEN

A ACTIVATE What do you say to new people? Complete the chart.

Saying hello	Questions	Saying good-bye
Hi.	How are you?	Bye.

B VOCABULARY Listen to the words. Complete the sentences with the correct form of the words. 1.1

be called (v phr)	free time (n phr)	idea (n)	meet (v)	way (n)
be interested in (v phr)	friendly (adj)	job (n)	smile (v)	wrong (adj)

1. My teacher is very _____. She says *Hello* to all the students.
2. On the first day of class, we _____ our classmates. We say our names and where we're from.
3. My brother's name is Alessandro, but at home he _____ Ale.
4. Oh, no! I'm on the _____ bus. I need a different bus.
5. I work and go to school, so I don't have a lot of _____.
6. I _____ cooking. I take a cooking class on Saturdays.
7. My family has one _____ about my future, but I have a different one.
8. Text messages are one _____ that I talk to my friends.
9. Doctors have an important _____.
10. When I'm happy, I _____.

C VOCABULARY Listen to two people introduce themselves. Complete the sentences with the numbers and words you hear. 1.2

Hello. I'm Salina. I am from Chile. I am [1]_____ years old. My family is small. I have [2]_____ brothers and [3]_____ sister. I am a computer programmer. I enjoy taking photos and cooking in my [4]_____.

Hi. My name is Kareem. I'm from Saudi Arabia. I am [5]_____ years old. My family is big. I have [6]_____ brothers and sisters. I'm a student. I study medicine. My mom and dad are doctors. I want to have the same [7]_____. I like to play video games in my free time.

D PERSONALIZE Answer the questions. Then ask and answer the questions with a partner.

1. What's your name?

_____

2. How old are you?

_____

3. Who is in your family?

_____

4. What do you do?

_____

5. What do you do in your free time?

_____

REFLECT Introduce yourself.

You are going to listen to a podcast about meeting new people. Use the models in activity C and your answers to activity D to introduce yourself to the class.

LISTEN & SPEAK

FIRST IMPRESSIONS

A bridegroom meets his new family in Rajasthan, India.

LISTENING SKILL Predict

Before you listen, it's helpful to think about, or predict, what you might hear. To predict, look at the title, photo(s), caption(s), and any other information on the page. Then think about what you know about the topic.

A PREDICT Read the definition of *impression* and answer the questions. Then listen to the first part of the podcast and check your answers. 1.3

impression (n) a thought or idea about someone or something

1. When do we make a first impression?
   a. When we meet a new person b. When we see our friends
2. Are there things we can do to make a good first impression?
   a. Yes b. No

B PHRASES TO KNOW Match the phrases from the podcast with the definitions.

1. _____ **body language**
2. _____ **make eye contact**
3. _____ **have in common**

a. look at another person's eyes
b. have something the same
c. showing how we feel with our body

C MAIN IDEAS Listen to the podcast. Choose the three main ideas. 1.4

a. First impressions are wrong.
b. It's good to look at people's faces and clothes when you meet them.
c. Friendly people make a good first impression.
d. It's good to ask questions when you meet someone.
e. It's good to find things you have in common.

D DETAILS Listen again. Check (✓) how to make a good first impression. 1.4

- ☐ ask about age
- ☐ ask questions
- ☐ don't ask questions
- ☐ find things in common
- ☐ go to a party
- ☐ make eye contact
- ☐ smile
- ☐ talk a lot about you
- ☐ wear nice clothes

CRITICAL THINKING Personalize

When you personalize, you think about how something relates to your life. This helps you remember information.

E APPLY Check (✓) all the ways you meet new people. Then compare your answers with a small group. How many ways are the same?

- ☐ family
- ☐ friends
- ☐ hobbies
- ☐ job
- ☐ online
- ☐ neighborhood
- ☐ school
- ☐ sports
- ☐ other: _____

GRAMMAR Simple present of *be*

We use *be* to describe things. Some specific uses are:

Age: *I **am** 21.*
Nationality: *The teacher **is** Australian.*
Job: *My father **is** an engineer.*
Origin: *I **am** from South Korea.*
Location: *We **are** in class.*
Time: *It **is** 9:00.*

Be has three forms in the simple present: *am*, *is*, and *are*. Add *not* to make a negative.

*I **am** a student. You **are not** the teacher. He **is** the teacher.*
*We **are not** from Canada.*

Subject pronouns	*Be*	Contractions
I	am (not)	I'm (not)
you/we/they	are (not)	you're/we're/they're (not) you/we/they aren't
he/she/it	is (not)	he's/she's/it's (not) he/she/it isn't

F GRAMMAR Choose the correct form of *be* to complete the text.

I like my English class. The students [1] **isn't / aren't** from the same countries. We [2] **am / are / is** from around the world. Hiro [3] **am / are / is** from Japan. Pedro and Lupita [4] **am / are / is** from Mexico. I [5] **am / are / is** from Turkey. Our teacher [6] **am / are / is** from Australia. I [7] **am / are / is** good friends with Pedro. He [8] **am / is / are** friendly. I [9] **am / are / is** interested in business. English [10] **am / are / is** good for getting a job. Pedro [11] **isn't / aren't** interested in business. He [12] **am / are / is** interested in computers. We [13] **isn't / aren't** in any other classes together.

G GRAMMAR Complete the sentences with the correct form of *be*. Then introduce yourself to three classmates. Follow the model.

A: Hi, my name [1]_____ Habib.

B: Hi, I [2]_____ Saliah. Where [3]_____ you from?

A: I [4]_____ from the United Arab Emirates. Where [5]_____ you from?

B: I [6]_____ from Turkey. What do you do?

A: I [7]_____ a student. What do you do?

B: I [8]_____ a student, too. What do you do in your free time?

A: I enjoy reading. What do you do?

B: I play volleyball.

A: What other things [9]_____ you interested in?

B: I [10]_____ interested in languages. And you?

A: I [11]_____ interested in old movies.

B: It [12]_____ nice to meet you.

A: Nice to meet you, too.

COMMUNICATION TIP

Here are some phrases for meeting new people.

A: It's nice to meet you.
B: Nice to meet you, too.

A: Good to meet you.
B: Same here!

REFLECT Find things in common.

Complete the chart with information about you. Then work with a small group. Find things you have in common. Use the chart to help you. Then share what you have in common with your group.

Family	Free time	Interests	Job	Study

We all study English.
Trang and Jeremy are interested in computers.
Ahmad and I have the same job. We're both engineers.

PREPARE TO WATCH

A VOCABULARY Listen to the words. Match the words with the definitions. 1.5

1. _____ agree (v)	a. not near
2. _____ believe (v)	b. something you want to do in the future
3. _____ far (adv)	c. at the end
4. _____ fast (adj)	d. difficult
5. _____ goal (n)	e. not fat
6. _____ hard (adj)	f. how large or small something is
7. _____ last (adj)	g. quick, not slow
8. _____ matter (v)	h. to be important
9. _____ size (n)	i. to think something is true
10. _____ thin (adj)	j. to think the same as someone

B Match the words to their opposites.

1. _____ agree	a. disagree
2. _____ far	b. easy
3. _____ fast	c. fat
4. _____ hard	d. first
5. _____ last	e. near
6. _____ thin	f. slow

C PERSONALIZE Discuss the questions in a small group.

1. What **matters** a lot to you?
2. What's **hard** for you to do?
3. What is a **goal** you have?
4. Do you usually **agree** with your parents?

D Match the sayings with their meanings. Then discuss in a small group. Do you agree with them?

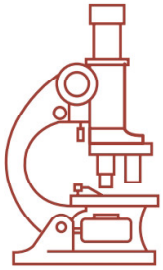
1. _____ Beauty comes in all **sizes**.	a. Every day **matters**.
2. _____ Live every day like it's your **last** day.	b. It takes time to learn things.
3. _____ All things are **hard** until they're easy.	c. Life goes by **fast**.
4. _____ Time flies.	d. Anyone can be beautiful.

REFLECT Discuss stereotypes.

Look at the infographic and answer the questions. Then discuss your answers with a partner.

Stereotypes about Scientists

All scientists use microscopes.



All scientists are men.

All scientists wear white coats.

Scientists don't play sports.

1. A stereotype is a _____ idea about a group of people that is not always true.
   a. bad
   b. common
   c. good
2. Can stereotypes hurt people? Can they help people?
3. Do you know any stereotypes?