









SCOPE AND SEQUENCE

Reflect Listening & Speaking Level 6

		LISTENING & VOCABULARY EXPANSION	SPEAKING & PRONUNCIATION	GRAMMAR	CRITICAL THINKING	REFLECT ACTIVITIES
1	<p>MAY I HAVE YOUR ATTENTION, PLEASE? page 2 BUSINESS/MARKETING</p>  <p>Listening: Watch me now! Video: Exposing attention span myths</p>	<p>Identify facts and opinions</p> <p>Suffixes: <i>-ion</i> and <i>-ment</i></p>	<p>Prepare a pitch</p> <p>Stressed and unstressed <i>that</i></p>	<p>Adjective clause review; Reduced clauses</p>	<p>Evaluate the strength of an argument</p>	<ul style="list-style-type: none"> ▶ 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
2	<p>WELL-BEING AND YOUR BRAIN page 20 BIOLOGY</p>  <p>Listening: Helping your brain help you Video: Bacteria and brain disorders</p>	<p>Listen for causal and linked relationships</p> <p>Word roots: <i>hab</i> and <i>reg</i></p>	<p>Cite sources</p> <p>Pausing and intonation in thought groups</p>	<p>Noun clauses</p>	<p>Evaluate the reliability of sources</p>	<ul style="list-style-type: none"> ▶ 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
3	<p>CONFIDENCE page 38 BEHAVIORAL SCIENCE/PSYCHOLOGY</p>  <p>Video: Impostor syndrome Listening: Boosting self-confidence</p>	<p>Listen for examples</p> <p>Formal and informal language</p>	<p>Ask interview and follow-up questions</p> <p>Intonation in statements and questions</p>	<p>Past modals</p>	<p>Examine assumptions</p>	<ul style="list-style-type: none"> ▶ Consider the relationship between confidence and competence ▶ Examine your assumptions about confidence ▶ Consider how experiences affect confidence ▶ UNIT TASK Conduct an interview about confidence
4	<p>DESIGN FOR HEALTH page 56 DESIGN</p>  <p>Listening: The evolution of healthy design Video: How architecture affects well-being</p>	<p>Make inferences</p> <p>Using a dictionary: Building word families</p>	<p>Participate in a group discussion</p> <p>Intonation to signal the end of a turn</p>	<p>Parallel structure in comparisons</p>	<p>Evaluate options</p>	<ul style="list-style-type: none"> ▶ 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

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5 ART AND TECHNOLOGY ART/TECHNOLOGY page 74 	Video: Where modern technology meets ancient art Listening: Museums and technology	Listen for attitude Suffixes: <i>-able</i> and <i>-ible</i>	Describe a visual Consonant clusters	Review of the passive voice	Use visual features to understand graphics	<ul style="list-style-type: none"> ▶ Consider art preservation vs. reproduction ▶ Weigh the pros and cons of art reproductions ▶ Interpret an infographic about technology and art ▶ UNIT TASK Review a piece of art
6 MAPPING OUR WORLD SOCIAL SCIENCE page 92 	Video: Functional geography Listening: Finding our way	Understand verbal cues Using a dictionary: Finding synonyms	Describe an experience Multisyllable focus words	Past forms for narration	Identify bias in visual information	<ul style="list-style-type: none"> ▶ Analyze how places are connected ▶ Evaluate a map ▶ Assess your navigation skills ▶ UNIT TASK Describe an experience while traveling
7 NATURAL NETWORKS COMMUNICATION/NATURAL SCIENCE page 110 	Video: How trees talk Listening: Why do plants communicate?	Understand figurative language Polysemy: Multiple-meaning words	Concede and refute a point Contrastive stress	Adverb clauses of contrast and concession	Anticipate content with questions	<ul style="list-style-type: none"> ▶ Interpret a graphic about how trees communicate ▶ Analyze relationships in nature and society ▶ Ask questions about plant communication ▶ UNIT TASK Debate how land should be used
8 DO THE RIGHT THING BEHAVIORAL SCIENCE/ETHICS page 128 	Video: What is ethics? Listening: Making more ethical decisions	Recognize the purpose of rhetorical questions Suffixes: <i>-al</i> , <i>-ial</i> , <i>-ical</i> , and <i>-ual</i>	Reach a consensus Stress in compound nouns and noun phrases	Review of conditionals	Find common ground between opposing ideas	<ul style="list-style-type: none"> ▶ Understand ethical ambiguity ▶ Reconsider a past decision ▶ Analyze factors affecting ethics ▶ UNIT TASK Reach a consensus on an ethical decision

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