



# REFLECT for every classroom

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What comes to mind  
when you hear the  
word “reflect?”





# Reflect

think about

cogitate

contemplate

consider

review

muse

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# Reflective Learning

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*We do not learn from experience.  
We learn from reflecting on  
experience.*

*– John Dewey (1933)*









UNIT

8

# MAKE THE RIGHT CHOICE

Dr. Odetta Doest, a veterinarian who runs a wildlife rehabilitation center on the island of Curaçao, with Bob, a flamingo she helped after it was injured.

## IN THIS UNIT

- ▶ Analyze whether actions are ethical
- ▶ Evaluate situations and make ethical decisions
- ▶ Consider ethics in experiments
- ▶ Apply ethics to an experiment
- ▶ Write persuasively on an ethical question

## SKILLS

### READING

Identify arguments and counterarguments

### WRITING

Write persuasively on a discussion board

### GRAMMAR

Unreal conditionals

### CRITICAL THINKING

Understand bias

## CONNECT TO THE TOPIC

1. Why are Odette and Bob in a classroom?
2. Ethical issues are matters of right and wrong. In what situations might it be difficult to decide what is right and what is wrong?





What makes a picture interesting?





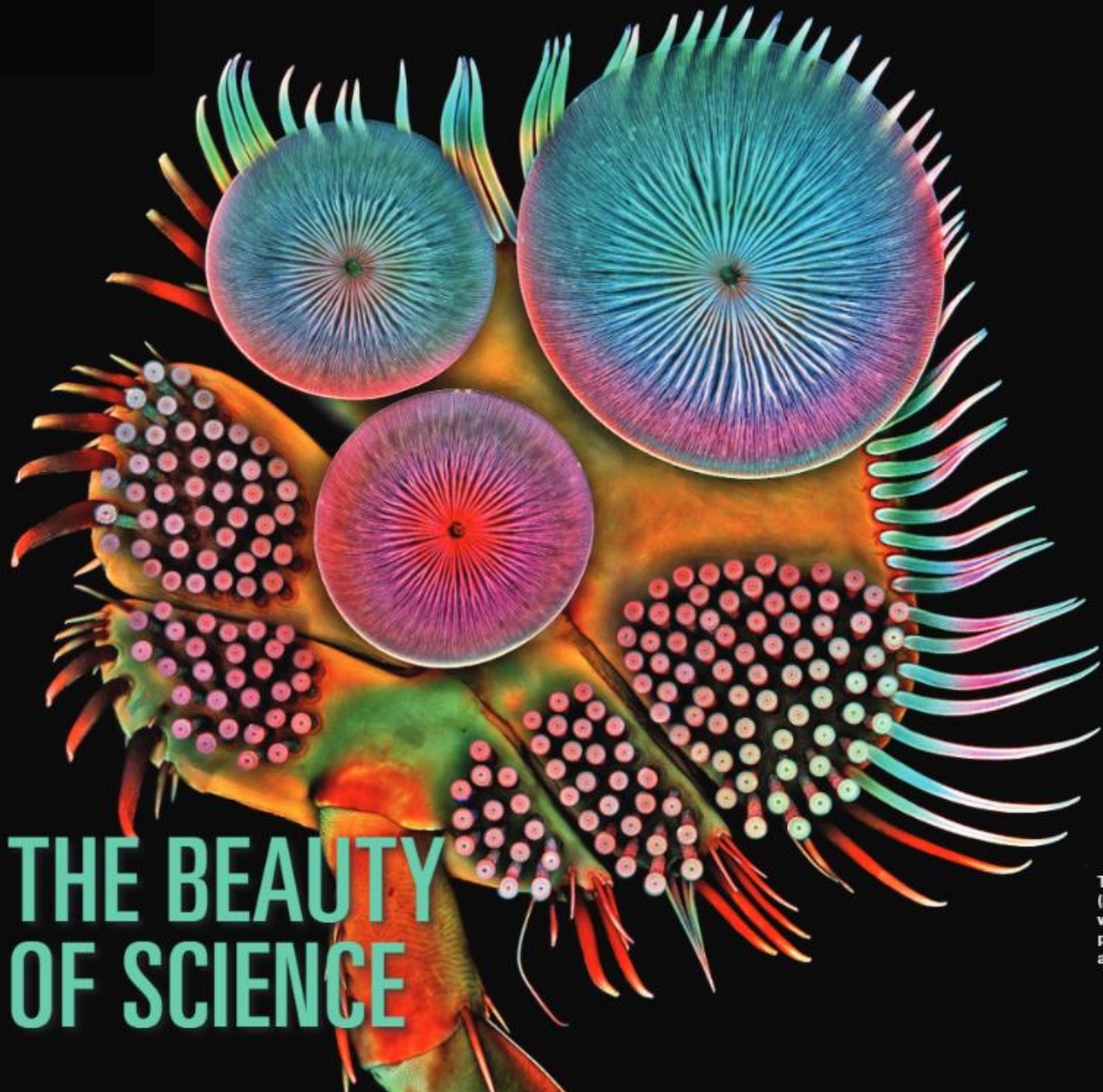


UNIT  
8

## THE SECRETS OF SUCCESS

Ingvar Moseley prepares for the 110-meter hurdles in Moncton, Canada.

# Nature (beetles)



UNIT  
**4** | **THE BEAUTY  
OF SCIENCE**

The front foot of an insect (a beetle), is colored with different dyes and photographed through a microscope.



# Happiness

UNIT  
5

## SHARING A LAUGH

*Yosakoi dancers enjoy another dance team's performance in Kumamoto, Japan.*







## **NGL Photo Criteria:**

- show real world/real people
- tell a story
- arouse curiosity
- evoke an emotion
- be relatable
- showcase the whole world



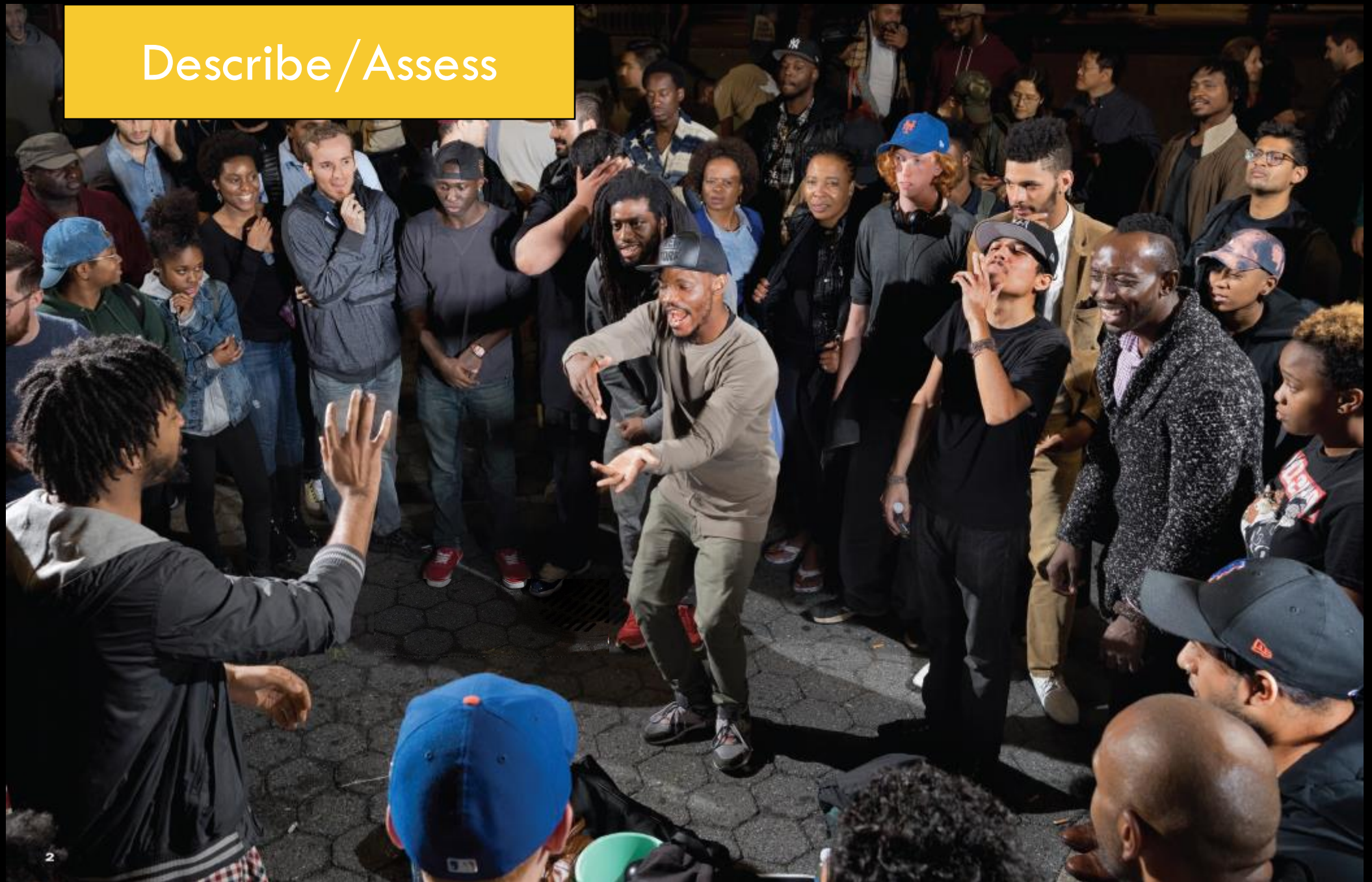


# Activities with photography

- **Describe** the place: landscape, buildings, city, neighborhood
- **Assess** the moment: What is happening and what will happen next? What happened before?
- **Infer** the photographer's intent: What was the photographer trying to capture? What emotion does the photographer communicate?
- **Analyze** the photo: compare-contrast
- **Write** a caption
- **Create** a dialogue or monologue or thought bubble



# Describe / Assess





# THE ART OF STORYTELLING

Rappers take turns performing in Union Square Park in New York City, USA.

## IN THIS UNIT

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

## SKILLS

### LISTENING

Understand the main points of a lecture

### SPEAKING

Build interest in a story

### GRAMMAR

Past forms for storytelling

### CRITICAL THINKING

Speculate and predict

## CONNECT TO THE TOPIC

1. What is happening in the photo? Do you think this is a kind of storytelling?
2. Is there a story that has had a powerful effect on you? What was the story? What was the effect?





Compare-contrast



WATCH



Write a caption

# Goals of an academic classroom



- Engage and arouse curiosity to learn
- Motivate learners
- Build confidence
- Develop academic language and skills
- Develop 21<sup>st</sup> century skills: collaboration, creativity, and critical thinking
- Support social & emotional learning

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# Student Motivation

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Is largely determined by two variables

- Value (i.e., usefulness, importance, and interest) that a student places on mastering the subject material and skills.
- Expectations that a student has for being successful in a learning activity.

(Wigfield & Eccles, 2000)





# Scaffolded instruction

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*Instructional scaffolding* is a process in which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. As students master the skills, the supports are gradually removed.

Scaffolding can even the playing field for those who bring different background knowledge and experiences to the classroom.



# Strategies for scaffolding instruction

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1. Build on prior knowledge and background
2. Provide explicit vocabulary instruction
3. Teach skills and provide opportunities to apply them
4. Use strategies that reach multiple intelligences



## IN THIS UNIT

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

### REFLECT ACTIVITIES

## SKILLS

### LISTENING

Infer meaning

### SPEAKING

Describe trends in graphs and charts

### GRAMMAR

Passive voice with modals

### CRITICAL THINKING

Extend ideas

UNIT

# 4 | LESSONS IN LEADERSHIP

Swedish activist, Greta Thunberg,  
Montreal, Quebec, Canada



# | LEVEL 5 UNIT 4 | LEARNING FROM ANIMALS



Students will watch a video

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Scaffolding supports comprehension  
and application of ideas/skills

- Learn vocabulary and personalize
- **REFLECT:** Consider how animals lead (activates student knowledge)
- Learn and apply a listening skill
- Check main ideas and details
- Discuss ideas in the video
- **REFLECT:** Extend learning to new topics

## PREPARE TO WATCH

**A VOCABULARY** Listen to the words. Then read the definitions. Complete the sentences with the correct form of the words. **P.4.1**

- bond** (n) a connection  
**constantly** (adv) repeatedly or all the time  
**drought** (n) a long period of time with little or no rain  
**function** (n) a purpose or responsibility; job  
**impact** (n) effect  
**initiate** (v) to begin or start  
**observe** (v) to watch carefully

**B PERSONALIZE** Discuss the questions with a partner.

1. What do you think is the most important **function** of a leader?
2. How can a poor leader **impact** a group or organization?

**C** Do you think these statements are true or false? Write T for *True* or F for *False*. Then listen and correct the false answers. **P.4.2**

1. \_\_\_\_ The strongest lion is usually the leader of the group.
2. \_\_\_\_ Female lions do most of the hunting and fighting.
3. \_\_\_\_ Elephants and killer whales almost always have a female leader.

Learn vocabulary and personalize

**REFLECT:** Consider how animals lead

## REFLECT Consider how animals lead.

You are going to watch a video about leadership in the animal kingdom. With a partner, discuss the advantages and disadvantages of the ways that some animal leaders are chosen.

1. One animal fights the leader and wins leadership of the group.
2. The group decides to accept one animal as the leader.
3. The leadership passes from the leader to the leader's children.
4. There is no leader, and decisions are made by all members of the group together.

8. In ant colonies, the queen is usually thought of as the leader, but she doesn't tell the other ants what to do. Her \_\_\_\_\_ is simply to lay eggs.
9. Killer whales are the top \_\_\_\_\_ in the ocean. No animals, apart from humans, hunt killer whales.
10. Weak leaders see other people with good ideas as a \_\_\_\_\_. They may try to make these people look bad.





**A PREDICT** Look at the photo. Why do you think birds fly in a V-formation?

**B PHRASES TO KNOW** With a partner, discuss the meanings of these phrases from the video. Then take turns answering the questions.

1. Do you know anyone who has **taken over** a family business? What was the business?

## LISTENING SKILL Infer meaning

Speakers do not always state everything that they want you to take away from a talk. They expect you to infer ideas that have not been said directly. To do this, you have to draw conclusions from what the speaker *does* say and from your own knowledge.

**Speaker:** *Dolphins do not respond positively to threats. To teach a dolphin a new skill, a trainer uses rewards and praise. He doesn't punish it when it does the wrong thing. This is an important lesson for anyone who wants to be a leader.*

**You can infer:** To be a good leader, you should use positive techniques, such as rewards and praise, not negative techniques such as punishment.

Geese normally migrate during late summer and fall.

6. \_\_\_\_\_ Multiple animal species    7. Experience is important to being a successful leader.

Learn and apply a listening skill

Check main ideas and details



Learn and apply a listening skill

Check main ideas and details

**C MAIN IDEAS** Watch the video. What leadership lessons can be inferred from the behavior of these animals? Match. ▶ 4.1

**Animal**

- 1. **c** \_\_\_\_\_ Birds
- 2. **a** \_\_\_\_\_ Horses
- 3. **f** \_\_\_\_\_ Elephants
- 4. **e** \_\_\_\_\_ Wolves
- 5. **b** \_\_\_\_\_ Chimpanzees
- 6. **d** \_\_\_\_\_ Multiple animal species

**Leadership lesson**

- a. Everyone needs to be a leader.
- b. Leaders must be able to take charge.
- c. Good leaders listen to their followers.
- d. Successful leaders treat everyone as an individual.
- e. Having fun while working can help create a strong team.
- f. Experience is important for a leader.



**REFLECT** Extend learning to new topics.

Work with a partner. What can you learn from these features of animals? Read the example and complete the chart with your ideas.

| Animal feature  | New product                            | Applications   |
|---|--|--|
| Geckos have thousands of tiny hairs on their feet that allow them to climb walls.                             | A material that has a very strong grip | <ul style="list-style-type: none"> <li>– Window cleaners can wear special gloves that allow them to climb buildings.</li> <li>– Robot arms on spaceships can use the material to catch loose material in space.</li> </ul> |
| Shark skin is made up of tiny teeth that help to keep the shark clean and allow it to go faster in the water. |  |  |
| The bill of the toucan bird is incredibly tough, yet it is as light as a plastic cup.                         |  |  |

Discuss ideas in the video

**REFLECT:** Extend learning to new topics



## Students will listen to a lecture

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Scaffolding to support comprehension and application of ideas/skills

- **Learn vocabulary**
- **Take a quiz “What kind of leader are you?”** (personalize)
- **REFLECT:** Evaluate leadership styles
- **Check main ideas and details**
- **Discuss ideas in the lecture**

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10.

C Take the leadership quiz. There are no correct answers. Discuss your answers with a partner.

## QUIZ

### WHAT KIND OF LEADER ARE YOU?

- The business needs to hire a new person. What should the leader do?
  - Make the decision alone.
  - Ask for everyone’s opinion and then make the decision.
  - Let other people make the decision.
- The sales department needs to be reorganized. What should the leader do?
  - Just do it and don’t ask anyone else.
  - Ask for everyone’s opinions first.
  - Ask the sales department to do it themselves.
- The workers are not happy, and job satisfaction is low. What should the leader do?
  - Nothing—it’s not the boss’s problem.
  - Talk to everyone and try to understand the issue.
  - Help people if they ask for it but not if they don’t.

D PERSONALIZE Complete these steps to find your leadership style.

- Look at your answers to activity C. Are they mostly a, b, or c?
  - If mostly a, you tend to be an **autocratic leader** (one who believes that the leader should make all decisions; doesn’t ask workers their opinions).
  - If mostly b, you tend to be an **inclusive leader** (one who believes that the workers should be included in decision making but makes final decisions).
  - If mostly c, you tend to be a **laissez-faire leader** (one who trusts workers completely and allows them to make the decisions).
- Do you agree with the results of the quiz? Are you that kind of leader?

REFLECT Evaluate leadership styles.

You are going to listen to a talk about successful leadership. What do you think are the advantages and disadvantages of each kind of leadership style? Complete the chart. Then compare your answers with a partner.

| Leadership    | Advantages | Disadvantages |
|---------------|------------|---------------|
| Autocratic    |            |               |
| Inclusive     |            |               |
| Laissez-faire |            |               |

Learn vocabulary

Take a quiz “What kind of leader are you?”

REFLECT: Evaluate leadership styles





LISTEN & SPEAK

EFFECTIVE LEADERSHIP SKILLS



Students and a teacher at the Prerna Girls

**A PREDICT** Listen to the beginning of a talk about leadership. What skills do you think future leaders will need to have? Discuss with a partner. 4.4

**B PHRASES TO KNOW** Match each phrase from the talk to its meaning. Then tell a partner which person you think would be the most difficult to work with.

- a. behaves in a way that asks for attention
- b. arrives or appears
- c. organizes or starts

1. \_\_\_\_\_ Person 1: He **turns up** to work when he wants. He's often an hour or more late.
2. \_\_\_\_\_ Person 2: He **sets up** all the meetings, but he never participates or contributes ideas.
3. \_\_\_\_\_ Person 3: She's always **showing off**. She wants everyone to think she's the best.

NOTE-TAKING TIP

When you are listening to a talk or lecture and have a question, write it down in your notes and highlight it, for example, with a question mark in a circle. That way you can easily find it and ask it at the end of the talk or research the answer later.

Ⓚ What skills exactly did leaders need in the past?

**C NOTE TAKING** Listen to the talk and take notes. Compare your notes with a partner. Discuss any questions you have. Were your predictions in activity A correct?

**D MAIN IDEAS** Using your notes, check (✓) the three key leadership skills that future leaders need.


- |                           |                                 |
|---------------------------|---------------------------------|
| 1. _____ showing humility | 4. _____ trusting others        |
| 2. _____ making decisions | 5. _____ building diverse teams |
| 3. _____ inspiring others | 6. _____ hiring and firing      |

**E MAIN IDEAS** Complete the sentences with the correct word or phrase. One is extra.

decisions   diverse teams   humility   inspiration   job satisfaction   motivation   ways of thinking

Workers make more \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ are likely to have greater \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ and \_\_\_\_\_  
 \_\_\_\_\_ grounds have unique \_\_\_\_\_



**F DETAILS** Choose the correct answers. One, two, or all three answers may be correct. Then listen to the talk again and check your answers.  4.5

- Semco lets its workers decide how much \_\_\_\_\_.
  - they get paid
  - vacation time they take
  - profit the company makes
- Ricardo Semler noticed that the more power and control his workers had, the \_\_\_\_\_.
  - more they earned
  - more they wanted to work
  - less they did
- People who inspire us usually \_\_\_\_\_.
  - know everything
  - are perfect
  - have humility
- People who have humility usually \_\_\_\_\_.
  - make better leaders
  - make better students
  - have no chance to improve
- A leader can only be successful if \_\_\_\_\_.
  - they do everything themselves
  - their team is good
  - they let the team do everything
- Compared to teams of similar people, diverse teams tend to \_\_\_\_\_.
  - produce better solutions
  - enjoy their job more
  - create more profit

**G** Discuss the questions with a partner.

- Which of the three skills from the talk do you think is the most important?
- Which skill do you think you would find easiest/hardest to learn?
- What other skills do you think business leaders need now or will need in the future?

**Check main ideas and details**

**Discuss ideas in the lecture**





## Students will "Give leadership advice"


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Scaffolding for success

- Listen to a model
- Practice grammar for speaking
- Practice pronunciation
- Learn and apply a speaking skill
- Plan and practice
- **Present** problems and solutions

## UNIT TASK Give leadership advice.

You are going to give advice to the owner of a company that is having problems. You will identify some of their leadership challenges and suggest solutions. Use the ideas, vocabulary, and skills from the unit.

**H MODEL** Listen to advice being given to a business owner. Check (✓) the problem, result, and solution. One, two, or three answers may be correct.  4.6

### Problem 1

- a.  Employees don't feel respected.
- b.  Employees feel they are working too hard.
- c.  Employees spend too much time talking.

### Result 1

- a.  Employees are not working hard.
- b.  Sales are going down.
- c.  Profits are going down.

### Solution 1

- a.  Try a more autocratic style of leadership.
- b.  Allow workers to work from home.
- c.  Organize an evening out for staff.

Listen to a model



## INTONATION Expressing emotions 🏠 4.7

ish, the pitch of your voice (how high or low your voice is) and the intonation of your voice (movement from high to low or low to high) are very important. The way your voice falls or rises makes the difference in expressing whether you are enthusiastic, neutral, forceful, uncertain, etc. Intonation helps the listener understand your emotion.

**Neutral:** *It's a great company.*

**Enthusiastic:** *It's a great company.*

Generally, when we want to sound enthusiastic, forceful, or authoritative, we use a higher pitch and more movement in our intonation. Using a lower pitch and a flat intonation often suggests disinterest, an impersonal attitude.

**INTONATION** Listen and check (✓) the sentences that express enthusiasm or authority. Then repeat those sentences. 🏠 4.8

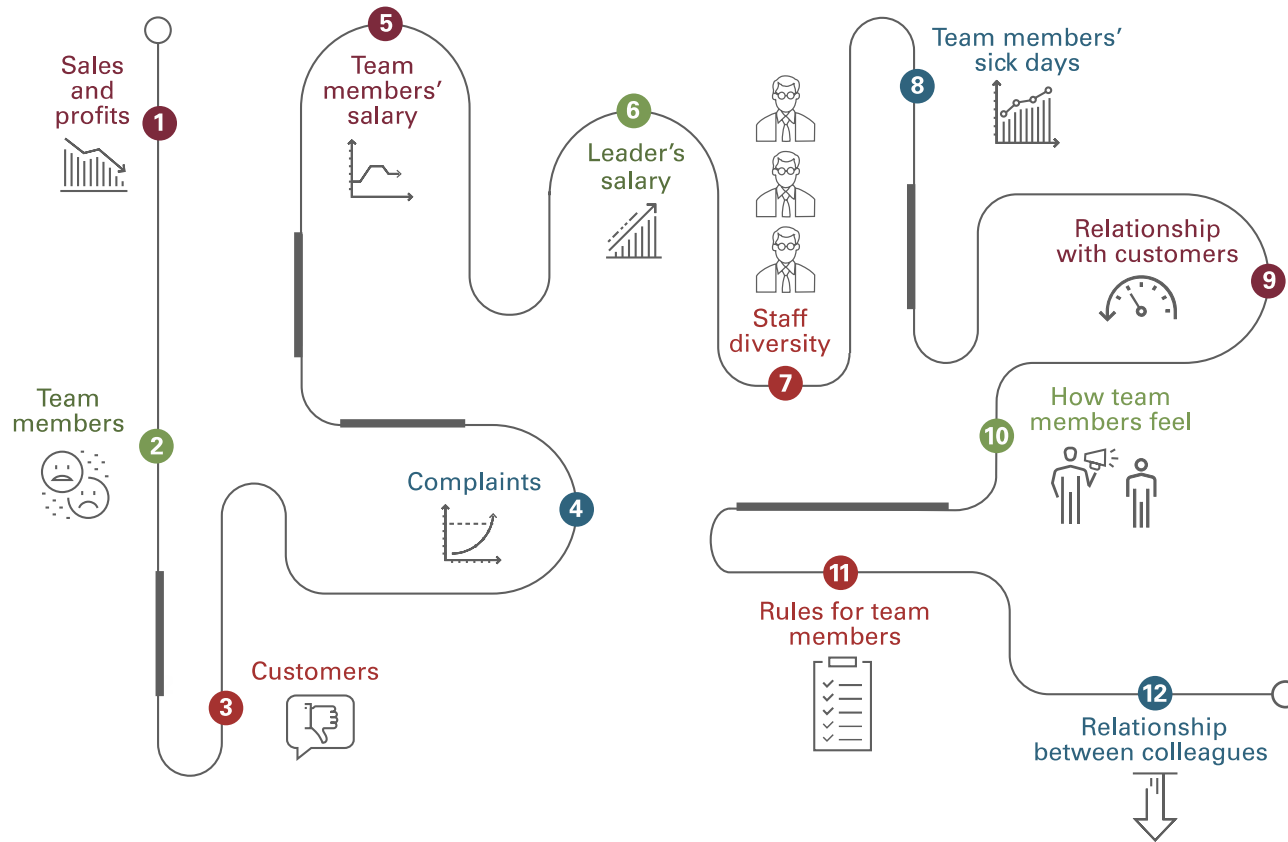
- |   |   |
|---|---|
| a. _____ It's a great company.            | b. _____ It's a great company.            |
| a. _____ You should be very proud.        | b. _____ You should be very proud.        |
| a. _____ We've identified a few problems. | b. _____ We've identified a few problems. |
| a. _____ We suggest hiring a new person.  | b. _____ We suggest hiring a new person.  |
| a. _____ Your staff should be trusted.    | b. _____ Your staff should be trusted.    |
| a. _____ The rules need to be changed.    | b. _____ The rules need to be changed.    |

## Practice Pronunciation



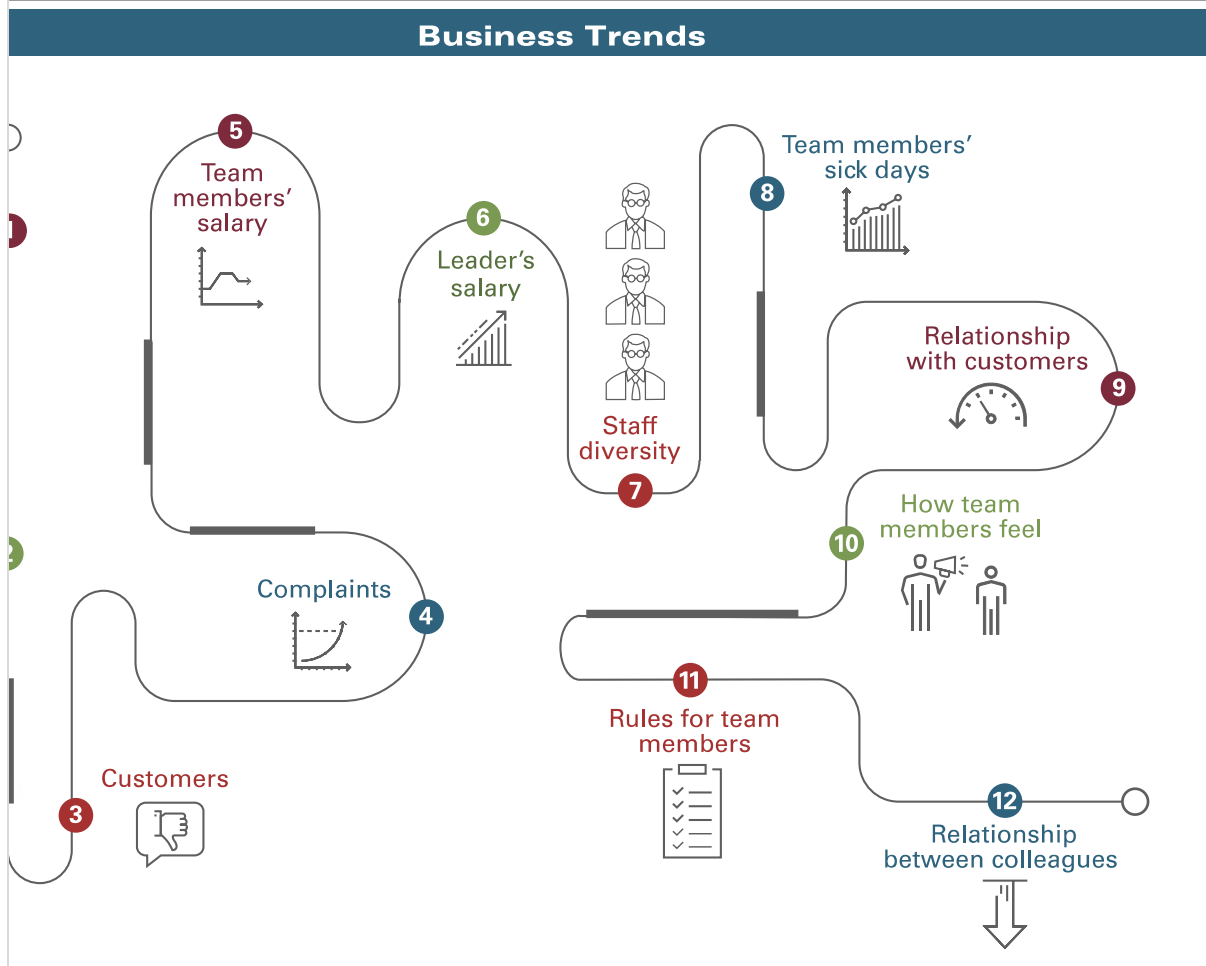
**APPLY** Work in a small group. Describe the trends in each of the twelve areas.

## Business Trends



**Learn and apply a speaking skill**

Work in a small group. Describe the trends in each of the twelve areas.



**Plan and practice**  
**Present** problems and solutions



Choose three trends from activity M and write the numbers in the chart. What are causing each trend? What are some solutions? Write your ideas in the chart.

| Problems | Solutions |
|----------|-----------|
|----------|-----------|

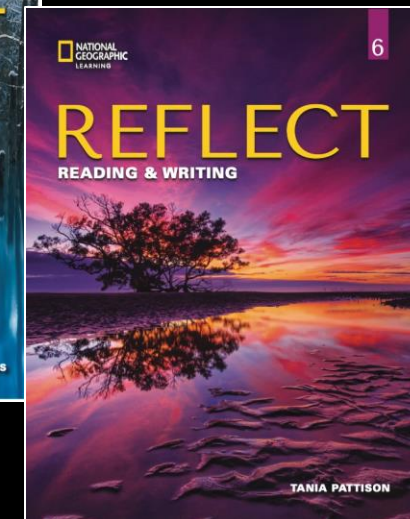
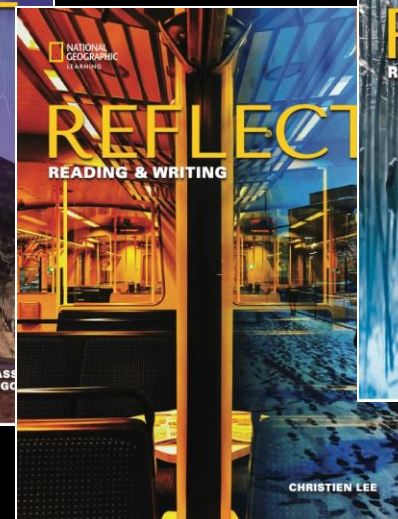
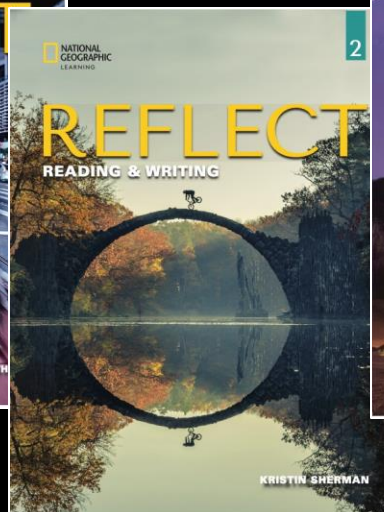
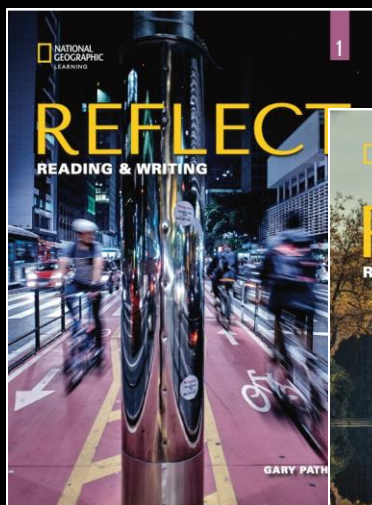
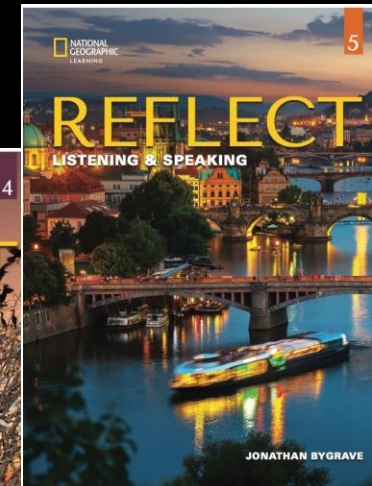
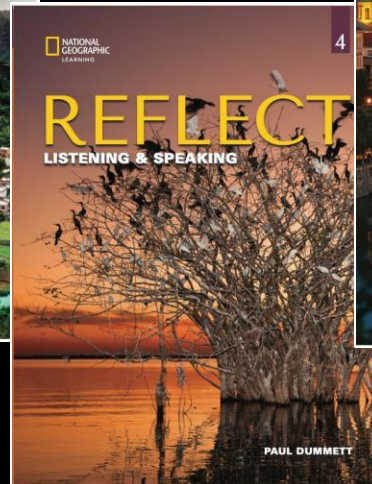
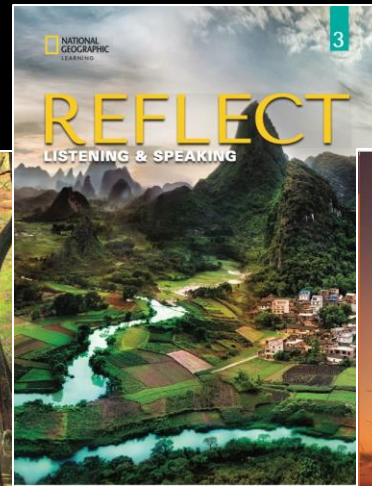
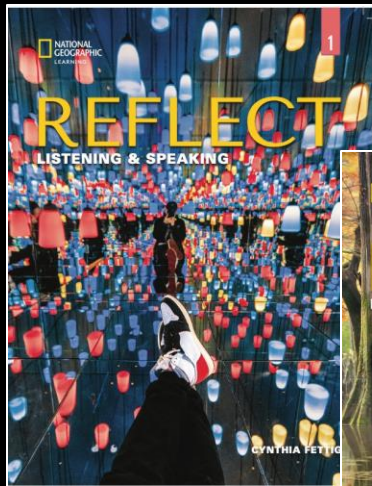


## **REFLECT...**

- Inspires curiosity and motivates learners
- Promotes critical thinking, communication, collaboration and community
- Taps into social & emotional skills
- **Develops academic language and skills**
- Builds confidence through scaffolding
- Makes learning fun
- Promotes REFLECTION

... and works in every classroom





Thank  
you