

# Impact

SECOND EDITION



#### ON THE COVER

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The remote Henningsvær Idrettslag Stadium, on Norway's Lofoten archipelago, is surrounded by jagged rocks and open sea. It is used by members of the amateur team Henningsvær IL to train local children.

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# Impact

SECOND EDITION

**FOUNDATION**

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# SCOPE AND SEQUENCE



## 1 Families p. 4



## 2 Schools Around the World p. 22



## 3 The Food We Eat p. 40



## 4 Living with Nature p. 58

THEME	Members of the family; family traditions	School subjects; education around the world	Types of food; food traditions	Animals; animal conservation
SPEAKING	Making greetings and introductions; Looking in a person's eyes	Talking about likes and dislikes; Giving details	Ordering food in a restaurant; Saying <i>please</i> and <i>thank you</i>	Checking facts; Making your voice go up for questions
GRAMMAR	<b>Possessives:</b> Talking about your family and your things <i>This is <b>my</b> stepfather, David. That is <b>his</b> house. This is David's daughter, Emilia.</i> <b>Object pronouns:</b> Talking about people and things <i>This family photo is for <b>me</b>. I like <b>it</b>.</i>	<b>Present simple:</b> Talking about routines, habits and permanent states <i>Camila <b>lives</b> in Quito. She <b>gets up</b> at six o'clock in the morning.</i> <b>Adverbs of frequency:</b> Saying how often you do something <i>I <b>never</b> say mean things to people.</i>	<b>Countable and uncountable nouns</b> <b>Are there any</b> cookies? Yes, there are. <b>There are</b> some sugar cookies. <b>Uses of can:</b> Ability, possibility, requests, offers <i>My sister <b>can</b> make cookies. Fish <b>can</b> be hard to cook. <b>Can</b> you bring me a glass of water? <b>Can</b> I help you?</i>	<b>Quantifiers:</b> Talking and asking about quantity <b>How many</b> different types of camels are there? <b>Not many.</b> <b>How much</b> food do they eat every day? <b>A lot!</b> <b>Adverbs:</b> Talking about how things are done <i>Lions <b>can</b> run very <b>fast</b>. The three-toed sloth moves very <b>slowly</b>.</i>
READING	<i>The Andersons' Big Adventure</i> Strategy: Make predictions	<i>A Camp for Leaders</i> Strategy: Make predictions	<i>Chocolate Around the World</i> Strategy: Identify the topic	<i>Keep Wild Animals Wild</i> Strategy: Identify the main idea
VIDEO	<i>Celebrating the Dead</i>	<i>Education Around the World</i>	<i>A Delicious Tradition</i>	<i>Into the Real Wild: Photographing Pandas with Ami Vitale</i>
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Using <i>and</i> and <i>but</i>	Genre: <b>Sequencing paragraph</b> Focus: Using sequencing words	Genre: <b>Recipe</b> Focus: Using commas to separate items in a list	Genre: <b>Fact sheet</b> Focus: Using headings and bullet points
MISSION	<b>Understand What's Important to You</b> National Geographic Explorer: <b>Max Lowe</b> , Photographer and Writer	<b>Believe in Yourself</b> National Geographic Adventurers: <b>Dave and Amy Freeman</b> , Educators	<b>Help Farmers and the Earth</b> National Geographic Explorer: <b>Louise Mabullo</b> , Farmer and Chef	<b>Use your Skills</b> National Geographic Explorer: <b>Juliana Machado Ferreira</b> , Conservation Biologist
SUSTAINABLE DEVELOPMENT GOALS	Gender Equality	Quality Education; Good Health and Well-Being	Zero Hunger; Good Health and Well-Being; Decent Work and Economic Growth	Life on Land; Life Below Water
LITERACY BUILDER	Genre: <b>Word Poem</b> Strategy: Identify descriptive language	Genre: <b>Journal Entry</b> <i>School Goal Journal</i> Strategy: Identify details	Genre: <b>Text Messages</b> Strategy: Identify problem and solution	Genre: <b>Graphic Story</b> <i>Sandra's Story</i> Strategy: Analyze how visual elements add to text
PHONICS	ar/er/ir/or/ur, ear, air, ear, eer, our	ai/ay, i/y/igh, o/oa/ow/oe	sh, ch, tch, mb, kn, th	nk, nd, nt, mp, ng





## 5 Water

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## 6 Our Cities, Our Communities

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## 7 Health and Safety

p. 112



## 8 See the World

p. 130

THEME	The water cycle; water conservation	Buildings and places in the community	Health; dental health; responding to emergencies	Travel
SPEAKING	Brainstorming new ideas; Being positive about other's ideas	Expressing and responding to opinions; Listening to different opinions	Making and responding to suggestions; Saying <i>thank you</i> for suggestions	Asking for and giving directions; Saying <i>excuse me</i> and <i>thank you</i>
GRAMMAR	<p><b>Present continuous:</b> Talking about what is happening now  <i>My dad <b>is having</b> a shower. How <b>is</b> your family <b>trying</b> to save water?</i></p> <p><b>Talking about the past:</b> <i>There was</i> and <i>There were</i>  <b>There were</b> a lot of dead fish in the river.  <b>There wasn't</b> any food for the animals.</p>	<p><b>Past simple:</b> Talking about the past  <i>In July 2016, a team <b>visited</b> Naxos. They <b>took</b> photos of buildings.</i></p> <p><b>Past simple:</b> Asking and answering questions about the past  <i>Where <b>did</b> you <b>go</b> last summer? We <b>went</b> to Beijing.</i></p>	<p><b>Should/shouldn't:</b> Giving advice  <i>What <b>should</b> I do? You <b>should</b> call an ambulance.</i></p> <p><b>Will:</b> Making predictions  <i>In the future, people <b>will live</b> to be 150 years old. <b>Will</b> people still <b>drive</b> ambulances? No, they <b>won't</b>.</i></p>	<p><b>Going to:</b> Describing future plans  <i>What <b>are you going to do</b> for your birthday? I'm <b>going to visit</b> my uncle.</i></p> <p><b>Comparatives:</b> Comparing two things  <i>Planes <b>are faster than</b> trains. Travelling is <b>more interesting than</b> staying at home!</i></p>
READING	<i>An Ocean of Plastic</i> Strategy: Identify examples and explanations	<i>A City for Children</i> Strategy: Skim	<i>Healty Body, Healthy Mind</i> Strategy: Make text-to-self connections	<i>Kite-skiing in the Arctic</i> Strategy: Make inferences
VIDEO	<i>Boyan's Big Idea</i>	<i>EcoArk: Taipei's Recycled Building</i>	<i>The Bite That Heals</i>	<i>Student Expedition: Tanzania</i>
WRITING	Genre: <b>Descriptive paragraph</b> Focus: Writing a topic sentence and supporting details	Genre: <b>Paragraph of opinion</b> Focus: Using sequencing words to introduce reasons	Genre: <b>Persuasive paragraph</b> Focus: Using facts and numbers	Genre: <b>Comparative paragraph</b> Focus: Using <i>like</i> , <i>both</i> , <i>but</i> and <i>however</i>
MISSION	<b>Be a Water Hero</b> National Geographic Young Explorer: <b>Shreya Ramachandran</b> , Founder of The Grey Water Project	<b>Recycle Materials to Make New Things</b> National Geographic Explorer: <b>Arthur Huang</b> , Architect	<b>Help People Be Safe and Healthy</b> National Geographic Nurse: <b>Karen Barry</b>	<b>Go Outside</b> National Geographic Adventurer: <b>Sarah McNair-Landry</b>
SUSTAINABLE DEVELOPMENT GOALS	Responsible Consumption and Production; Climate Action; Clean Water and Sanitation	Sustainable Cities and Communities; Industry, Innovation and Infrastructure	Good Health and Well-Being	Sustainable Cities and Communities; Peace, Justice and Strong Institutions
LITERACY BUILDER	Genre: <b>Mystery Story</b> <i>Plastic at the Beach</i> Strategy: Ask questions	Genre: <b>Tour Description</b> <i>A Tour of Thun, Switzerland</i> Strategy: Scan for information	Genre: <b>Biography</b> <i>The Amazing Mary Seacole</i> Strategy: Identify a sequence of events	Genre: <b>Script</b> <i>A Problem at the Airport</i> Strategy: Analyze characters
PHONICS	pl, cl, bl, gl, fl	a/al/aw/au/o, oy/oi, ou/ow	sc, sk, sm, sn, sl, sp, sw, st, str	br, cr, dr, fr, gr, pr, tr, scr, spr, thr

# 1 Families



‘My dad was superhuman to me.’

—Max Lowe

1. Circle the things and people you see in the photo.

a boy    water    a park    a dad    a family    home

2. Read the quote. What do you think *superhuman* means?

3. Think about the title, quote and photo. What do you want to learn in this unit? Ask two questions.

4. Who is a person that you think is superhuman? Think about family, friends or people from the past. Explain your choice.





A boy surfing with  
his dad, Indonesia



# VOCABULARY

- 1 **Look at the family photos.** Listen and read. 🔊 1.1
- 2 **LEARN NEW WORDS.** Listen and repeat. 🔊 1.2
- 3 **Work in pairs.** Circle the people.

die	grandson	married
parents	stepfather	wife

Jayden

Andre

Andre and Tamika are the children's **parents**.

Jordan

Jordan and Jayden are Andre and Tamika's **sons**. Mia and Karla are their **daughters**.

Jordan and Jayden are Mike and Layla's **grandsons**.

Mike and Layla are **grandparents**.

Layla is Jordan, Jayden, Karla and Mia's **grandmother**, and Mike is their **grandfather**.



Mike

Layla





Karla

Tamika

Mia and Karla are  
Mike and Layla's  
**granddaughters**.

Mia



Explorers Conrad Anker and Max Lowe

Conrad Anker is Max Lowe's **stepfather**.  
Conrad is **married** to Max's mother, Jennifer.  
Max's father, Alex Lowe, was Jennifer's first  
**husband**, but he **died** in 1999. Now Jennifer is  
Conrad's **wife**. Conrad is a great stepfather to Max  
and his brothers. Max says, 'Conrad is my hero'.

- 4 **Work in pairs.** Use the words to say three sentences about your family.

My grandfather lives upstairs.

I have a stepfather.



**5 LEARN NEW WORDS.** Listen and repeat. 🎧 1.3 and 1.4

Nadia is Tamika's sister.

She is Karla, Mia, Jayden and Jordan's **auntie**.

Omar is Nadia's husband so he is the children's **uncle**.

Sara and Jamal are the children's **cousins**.

Sara is Jamal's **older** sister.

Jamal is **younger** than Sara.



**6 Look at the people above and on pages 6 and 7.** Read the sentences. Choose T for *true* and F for *false*.

1. Tamika is Andre's husband.

(T)

(F)

2. Jordan is Tamika and Andre's son.

(T)

(F)

3. Layla is Tamika's grandmother.

(T)

(F)

4. Sara is Mia's cousin.

(T)

(F)

5. Omar is Jamal's uncle.

(T)

(F)

**7 Your Choice** Choose an activity.

- Work independently.** Make a family tree. You can use your family, a famous family, or a family from a TV programme. Write names and put photos or draw pictures on the tree. Write sentences to explain who each person is.
- Work in pairs.** Interview your partner. Write questions to ask about the people in your partner's family. Take notes on your partner's answers.
- Work in groups.** Imagine a conversation between a grandfather, a grandmother and their granddaughters or grandsons about their family. Write the conversation and perform it for the class.





# SPEAKING

## Making greetings and introductions 🗣️ 1.5

### Greetings

Hello. How are you?

I'm fine, thank you. And you?

Hi! How's it going?

OK, thanks. How about you?

Good morning/  
afternoon/evening.

Good morning/afternoon/  
evening to you too.

### Introductions

Hi. I'm Linh.

How do you do? I'm Thao.

This is my auntie, Kim.

Nice to meet you, Kim.



## 1 Listen. How do the speakers make greetings and introductions?

Tick (✓) the phrases you hear. 🗣️ 1.6

- ☐ Hello.   ☐ Hi!   ☐ How are you?   ☐ How's it going?  
☐ How do you do?   ☐ Nice to meet you.

### Conversation tip

Smile and look in a person's eyes when you greet them. In many countries, this shows you care and want to listen to them.

## 2 Read and complete the dialogue with your ideas to make greetings and introductions.

Then practise the dialogue with a partner.

Lola: Hello, Matthew. \_\_\_\_\_?

Matthew: \_\_\_\_\_, thanks. \_\_\_\_\_?

Lola: OK, thanks. Someone new is with me for football training today.

\_\_\_\_\_ my stepfather, Jose.

Matthew: \_\_\_\_\_? \_\_\_\_\_ Matthew.

Jose: \_\_\_\_\_, Matthew. I'm excited to watch your team train today!

## 3 Work in pairs. Take turns throwing the cube. Greet your partner. Then introduce the person on the cube.

Hello. How are you?

I'm fine, thanks.

This is my grandfather, Antonio.

How do you do?



Go to Game 1A.

# GRAMMAR

## Possessives: Talking about your family and your things 🔊 1.7

This is **my** stepfather, David.

This is David's daughter, Emilia.

Those are David and Emilia's chairs.

This is Emilia's dog.

This is **our** family picture.

That is **his** house.

That is **her** phone.

Those are **their** chairs.

That is **its** food.

Where is **your** family picture?

*Go to the Grammar Reference for more information.*

**1 Listen.** Laila talks about her family and their things. Tick (✓) the possessive adjective you hear. 🔊 1.8

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. <input type="checkbox"/> her | <input type="checkbox"/> his   |
| 2. <input type="checkbox"/> his | <input type="checkbox"/> our   |
| 3. <input type="checkbox"/> its | <input type="checkbox"/> your  |
| 4. <input type="checkbox"/> her | <input type="checkbox"/> their |
| 5. <input type="checkbox"/> my  | <input type="checkbox"/> our   |

**2 Look at the photo.** Circle the correct option.

- Amy likes hiking with **her** / **his** dad.
- Bao likes hiking with **his** / **her** daughter.
- Amy's** / **Bao's** top is blue. **Her** / **Our** backpack is red and black.
- Amy's** / **Bao's** shorts are grey. **His** / **Their** backpack is green.
- Amy and Bao like the flowers. **Our** / **Their** favourite flowers are yellow.

Father and daughter  
hiking in Alberta, Canada

Bao

Amy



**3 LEARN NEW WORDS.** Listen to learn about Marshall's family.

Then listen and repeat. 🔊 1.9 and 1.10



**4 Work in pairs.** Describe your family. Who is messy? Who is friendly?

Use the words from Activity 3 and possessive adjectives.

**5 Work in groups to play a game.**

1. Work together to make a list of families and people in the families from your favourite books, films and TV programmes.
2. Work independently. Write 2–3 sentences about each person from the list. Use the words from this unit and possessive adjectives.

*My person is a very funny, kind boy. His four grandparents all sleep in one bed. He sleeps on the floor with his mum and dad.*

3. Read your sentences to the group so they can guess the person.



# READING

The Anderson family  
in Bali, Indonesia

## The Andersons' **BIG** ADVENTURE





A DNA test can give us a lot of **information** about our **ancestors**. It can help us learn where our family comes from. And for some people, like the Anderson family, it can be the beginning of a big adventure!

The year is 2018. The Anderson family lives in Miami, US. They decide to do a DNA test to find out about their **roots**. They get their results. They are

surprised to see their family comes from so many places. They make a plan to visit all the places their ancestors come from! Between 2018 and 2023, they travel to 22 different places, including Mexico, Canada, Egypt, Indonesia and Ghana.


They now live in Ghana with their three children. Today they help other people **travel** to the lands of their ancestors and **connect** with their culture!

- 1 Make Predictions** Before you read, discuss in pairs. Read the title. What do you think the reading is about?

A **prediction** is a guess you make about something. Making predictions before you read can help you understand a text. You can look at a title to help you make a prediction.

- 2 LEARN NEW WORDS.** Listen and repeat.  1.11

ancestor	connect	information
roots	travel	

- 3 Read.** While you read, look for information about your predictions.  1.12

- 4 Make Predictions** After you read, look at your predictions from Activity 1. Are they correct?

- 5 Read the sentences.** Choose T for true and F for false.

- DNA tests have information about our ancestors. (T) (F)
- Between 2018 and 2023, the Andersons travel to five countries. (T) (F)
- The Andersons now live in Ghana. (T) (F)
- The Andersons help people connect with their roots. (T) (F)

- 6 Discuss in groups.**

- Do you want to do a DNA test? Why?
- Where do your ancestors come from? If you don't know, how can you find out?
- What can you do to learn more about your roots?

# VIDEO

***Día de los Muertos*, or Day of the Dead, is a holiday when people remember and celebrate dead family members.**

- 1 Before you watch, discuss in pairs.** Which festivals and holidays do you celebrate together with your family? How do you celebrate them?
- 2 Work in pairs.** You're going to watch *Celebrating the Dead*. Look at the photo. Why do you think the girl is smiling? Discuss your ideas.
- 3 Watch.** ▶ 1.1 While you watch, circle the things you see.

party hats	a family	photos
food	flowers	a house

- 4 After you watch, work in pairs.** Tick (✓) the correct answer.

1. How do people celebrate *Día de los Muertos*?  
☐ They paint their faces and play music.  
☐ They light lanterns for ancestors.
2. Where do people celebrate *Día de los Muertos*?  
☐ Mexico      ☐ China and Japan
3. Where do people celebrate *Qingming*, or Tomb Sweeping Day?  
☐ Mexico      ☐ China

- 5 Work in pairs to answer the questions.**

1. When is Day of the Dead?
2. What things do people take to their loved ones on the Day of the Dead?
3. What do families in Japan believe happens during *Obon*?

- 6 Work in pairs.** Why do you think people have holidays to celebrate dead people? What do you do in your family or in your culture to remember people in your family?

A girl dresses up and paints her face to celebrate Day of the Dead in Mexico





7

**Your Choice** Choose an activity.

- A. **Work independently.** Draw a picture of yourself at a Day of the Dead celebration. Show your clothes and face paint. Explain your picture to the class.
- B. **Work in pairs.** Choose one of the festivals below and find out more about it. Make a list of the information you find.
- Chuseok • Inti Raymi • Hogmanay
- C. **Work in groups.** Imagine your own festival to celebrate the dead. Decide when it is and what people do during the festival. Describe your festival to the class.



# GRAMMAR

## Object pronouns: Talking about people and things 1.13

This family photo is for **me**. I like **it**.

This family tree is for **you**. Look at **it** with **us**.

That's my uncle. He lives in Mexico. I'm with **him**.

That's my auntie. She's from Germany. I love **her**.

Those are my cousins. It's their birthday.

This card is for **them**.

*Go to the Grammar Reference for more information.*



## 1 Listen and read. Circle the object pronouns. 1.14

1. Maria: Hi, Francesco. Where's Teresa?

Francesco: I don't know. She isn't at school today.

Maria: OK. I need to ask her a question.

2. Aydan: I like your bike. It's very cool!

Kecha: Thank you! I love it.

3. Haru: Who's that boy?

Midori: I don't know him. He's a new student here.

4. Antonio: Hurry up, Luca! We're late!

Luca: I know! I hope Mrs. Martin isn't angry with us.

## 2 Circle the correct words.

1. Who is this girl? **I / Me** don't know **she / her**.

2. Where is my family tree? **I / Us** can't find **him / it**.

3. My brother has black hair. **He / Him** doesn't look like **we / us**.

4. Look at these family photos. I like **they / them**.

## 3 Work in groups. Take turns. Use a coin to move. (Heads = 1 space; Tails = 2 spaces). Say the sentences using the correct pronoun. Are you correct? Stay. Are you incorrect? Go back.

This is my sister. I like to do my homework with her.

Correct!



Go to Game 1B.



# WRITING

## Descriptive paragraph

A descriptive paragraph describes someone or something. We use joining words, such as *and* and *but*, to connect information.

We use *and* to connect two similar pieces of information.

*My cousin has long hair **and** brown eyes.*

We use *but* to connect two different pieces of information.

*My younger brother is friendly, **but** he can also be mean.*

### 1 Read the model. Circle *and* and *but*.

## My Grandfather

I've got one grandfather – my grandfather Miguel. Grandfather Miguel is from Mexico but now he lives with us in Spain. He's 72 years old, but he's very fit and active. He's got short grey hair and brown eyes. He's quite tall and he talks a lot. He's really funny and friendly. All my friends like him. He loves to paint and his favourite colour is orange. He likes sport, but he doesn't play. He prefers to watch me play!



### 2 Plan your writing. Choose a person in your family to write about. Write notes about the person.

1. Describe the person (hair, eyes, age, etc.).
2. What does this person like or not like?

### 3 Write. Use your notes to write a descriptive paragraph about the person in your family. Use *and* and *but* to connect information.

### 4 Read a partner's descriptive paragraph. Use the checklist. Then share feedback.

- ☐ The paragraph describes a person.
- ☐ The paragraph uses *and* and *but* to connect information.

Your description has great details!

You use *and* but you don't have *but* in the paragraph.