

impact

LESSON PLANNER

Impact helps teenage learners better understand themselves, each other and the world they live in.

By encouraging self-expression, global citizenship and active participation, *Impact* motivates students to explore who they are and who they want to be – all while learning English!

The *Impact Lesson Planner*, with Audio CD, Teacher's Resource CD-ROM and DVD provides everything needed to successfully plan, teach and supplement lessons.

The Lesson Planner includes:

- Step-by-step instructions for carrying out lessons
- A detailed Scope and Sequence listing all learning and language objectives
- Point-of-use teaching tips for using all *Impact* materials
- Answer keys for the Student's Book and Workbook
- Student's Book audio scripts
- An MP3 Audio CD containing all Student's Book audio
- A Teacher's Resource CD-ROM, with printable resources, including video scripts and extension activities
- A Classroom DVD containing all Student's Book video

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BRITISH ENGLISH

A1	A2	B1	B2
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CEFR correlation
The exit level for Impact 1 is A2.

 NATIONAL
GEOGRAPHIC
LEARNING

Bringing the world to the classroom
and the classroom to life

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 NATIONAL
GEOGRAPHIC
LEARNING

impact

LESSON PLANNER

• Audio CD • Teacher's Resource CD-ROM • DVD

1

Impact Lesson Planner 1

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ON THE COVER

People smiling at a waterpark in Lima, Peru.

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impact

LESSON PLANNER

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Student's Book Walkthrough

Impact, a new five-level series from National Geographic Learning, helps teenage learners to better understand themselves, each other and the world they live in. Impact features real-world content, stunning photographs and video from authentic sources, and inspiring stories from National Geographic Explorers, challenging teenagers not only to understand their world but also to engage with it. By encouraging self-expression, global citizenship and active participation, Impact motivates students to explore who they are and who they want to be – all while learning English.

The Unit Opener uses **high-interest photographs** to engage students, present the unit theme and provide opportunities for discussion.

Image **captions** help students understand the image and make connections with the unit theme.



Unit 1

Life in the City

A red fox exploring Bristol, UK

'Geography is about curiosity, exploration and discovery. It gives you the power to see places in new ways, search for your own answers and make sense of the world.'

Daniel Raven-Ellison

TO START

1. Look at the photo. If you saw this in person, would it surprise you? Why or why not?
2. The animal in the photo is exploring. Do you explore? Why is it good to explore a new place?
3. What is your favourite place? What do you do there? Why is this place special to you?

8


9

Each unit highlights one **National Geographic Explorer** to inspire future global citizens and promote 21st-century skills and values. Students first meet the unit explorer with a quote connected to the unit theme.

Discussion questions activate prior knowledge and lead students into the unit.

A **guiding question** promotes critical thinking, helps students access prior knowledge and introduces the context of the main vocabulary presentation.

Target vocabulary is presented in meaningful contexts to help students build fluency and confidence to discuss relevant real-world topics.

1 What makes Astana different from other cities? Discuss. Then listen and read.  002

The city of Astana is truly a **unique** place. It was **constructed** in 1997 to replace the city of Almaty as the **capital** of Kazakhstan. Almaty was in the south-eastern corner of the country, but the president of Kazakhstan wanted a new capital. So Astana was built right in the middle of the country. As a result, this modern city is **surrounded by** nothing but rural areas.

The unusual **architecture** of Astana makes it look like a space-age city. There are amazing **skyscrapers** and eye-catching buildings. A cultural centre looks like a big, blue eye. A university building has the **shape** of a dog bowl.

Another unusual building, the Bayterek Tower, is a **symbol** of the city. This tall structure is 105 m. (345 ft.) high and looks like an enormous tree with a golden egg inside.

A Japanese architect named Kisho Kurokawa won first prize in a competition to **design** and **plan** the new capital. He included many parks and public spaces to connect urban life with nature.

Astana has pleasant summers. But the weather can get very cold in the winter, with temperatures dropping to -40°C (-40°F). Because of its extreme climate, Astana offers a lot of **indoor** entertainment. A popular entertainment centre is the Khan Shatyr, or

king's tent, the world's largest tent. Inside, there is a river for boating, a park, an indoor running track, a waterslide and even a sandy beach with palm trees! The **residents** of Astana can enjoy a variety of outdoor activities even when it's well below freezing.



The Khan Shatyr

The Bayterek Tower in central Astana

10 VOCABULARY

2 LEARN NEW WORDS Listen and repeat.  00

3 Work in pairs. Compare Astana to the place where you live. What do you like and dislike about each place? Would you like to live in Astana? Why or why not?

VOCABULARY 11

Students **work in pairs or groups** to practise the new words.

All target vocabulary is presented on the **audio** in isolation, in a contextualised sentence, as well as in the context of the main presentation.

Student's Book Walkthrough

New vocabulary is practised in **meaningful contexts** involving National Geographic Explorers and real-world topics.

Students learn **new target vocabulary** and a **vocabulary strategy** that gives students tools to learn new words on their own.

The **Speaking Strategy** page presents phrases and model dialogues that help students express themselves fluently.

4 Read and write the words from the list. Make any necessary changes.

architecture	capital	outdoors	plan
resident	skyscraper	surrounded by	unique

Daniel Raven-Ellison has a very _____ job: he's a guerrilla geographer. He loves exploring places and making discoveries. Daniel says that we are _____ interesting things just waiting to be discovered. According to him, _____ of a place should keep exploring. They can make new discoveries even if they've lived in the same place their whole lives. Daniel _____ all kinds of exciting adventures. In one adventure, he climbed more than 3,300 floors of the many tall _____ in London. In another, he walked across Mexico City, the _____ of Mexico. He photographed everything he saw in front of him every eight steps. He took photos of _____, streets and public spaces. He's done the same thing in 12 other cities!

5 LEARN NEW WORDS Listen to these words and match them with the definitions. Then listen and repeat. **1.004 005**

rural	unusual	urban
-------	---------	-------

1. different or uncommon
2. relating to the countryside
3. relating to the city

6 YOU DECIDE Choose an activity.

1. **Work independently.** Go on a discovery walk outdoors. Find things that are hard, soft, sticky, brown, pink, small, big or smelly. Take photos and present your experience to the class.
2. **Work in pairs.** Think of two adventures you can have near your home. Why would you choose these adventures? What can you learn from them?
3. **Work independently.** Walk through your school building and take photographs every eight steps. What interesting things do you see? Create a photo book of your discoveries.

Daniel Raven-Ellison



SPEAKING STRATEGY **1.008**

Active listening

Really?	You're kidding!
Wow!	Seriously?
No way!	That's incredible!

1 Listen. How do the speakers show they're listening actively? Write the words and phrases you hear. **1.007**

2 Read and complete the dialogue.

Dad: Meiling, look at this. I found this old map of our city. It's more than 100 years old.

Meiling: _____ Let me see.

Dad: This building was a hospital. It's a music hall now.

Meiling: _____

Dad: I know! And this was the old library.

Meiling: _____ Now it's a tall skyscraper.

Dad: And look. This was a park.

Meiling: _____ It's my school now!

Dad: Hey, let's go for a walk. We can take the map and look for other changes.

Meiling: Great idea! I'll bring my camera and take some photos.

3 Work in groups. Take turns. Choose a card. Read the question and the possible answers. Group members guess the correct answer and use active listening to respond to the real answer.



Go to page 153.

4 Work in pairs. Think of an interesting place, thing or event in your neighbourhood, and describe it to your partner. Your partner should use the words and phrases above to show active listening. When you finish, swap roles.

You Decide activities allow students to make decisions and become active participants in learning. They're encouraged to think critically and creatively as they discover who they are and who they want to be.

Games provide a fun context for communication.

Grammar boxes include natural examples of real-world language. Expanded grammar boxes with explanations are provided in the Workbook and on the Classroom Presentation Tool.

Additional target vocabulary is presented in meaningful contexts and applied in the grammar practice.

GRAMMAR 010 008

Present simple: Talking about facts

I **live** near the High Line.
She **works** next to the High Line.
Cars **don't drive** on the High Line.
You **go** to concerts on the High Line.
The High Line **doesn't allow** pets.
We **walk** through the High Line's gardens.

- Listen.** You will hear eight facts about the High Line. For each fact, circle the present simple form you hear. 010 009

1. grow	grows	don't grow	5. need	needs	don't need
2. visit	visits	doesn't visit	6. enjoy	enjoys	don't enjoy
3. open	opens	doesn't open	7. sell	sells	doesn't sell
4. close	closes	doesn't close	8. get	gets	don't get
- Read.** Complete the sentences with the correct present simple form of the verbs in brackets.
 - The High Line _____ open all night. (not stay)
 - The High Line _____ special chairs for relaxing. (have)
 - A tour guide _____ about the High Line's gardens. (talk)
 - Musicians _____ concerts on Saturday afternoons. (give)
 - Visitors _____ to walk along the High Line. (not pay)
- Work in pairs.** Take turns saying facts about the High Line. Use the present simple.
 - the High Line / have / a play area for children
 - you / not / need / a ticket for the High Line
 - many different animals / live / on the High Line
 - guides / give / free tours to visitors
 - he / attend / exercise classes on the High Line
 - I / want / to visit the High Line



- LEARN NEW WORDS** Read about the Cheonggyecheon Stream park in Seoul, Korea. Then listen and repeat. 010 011



Cheonggyecheon Stream

In 2003, the mayor of Seoul decided to remove a **motorway** over an underground **stream**. He wanted the area around the stream to be an urban green space for people to enjoy. Today, the six-kilometre (four-mile) park on either side of the Cheonggyecheon Stream provides a place for people to relax.

At the park, visitors attend traditional festivals and concerts. They enjoy cultural events, look at art, and watch water and light shows. Many people just walk along the **pavements** or over one of 22 **bridges**, each with its own design and meaning.

- Read and complete the sentences.** Make any necessary changes.

bridge motorway pavement stream

- The Cheonggyecheon Stream was covered by a _____.
- Now visitors go for walks on the _____ near the water.
- People enjoy water shows over the _____.
- Each of the _____ has a unique look and meaning.

- Work in groups.** Name an interesting outdoor place where you live. How do people enjoy this place? What can you see and do at this place? Use the present simple.

14 GRAMMAR

GRAMMAR 15

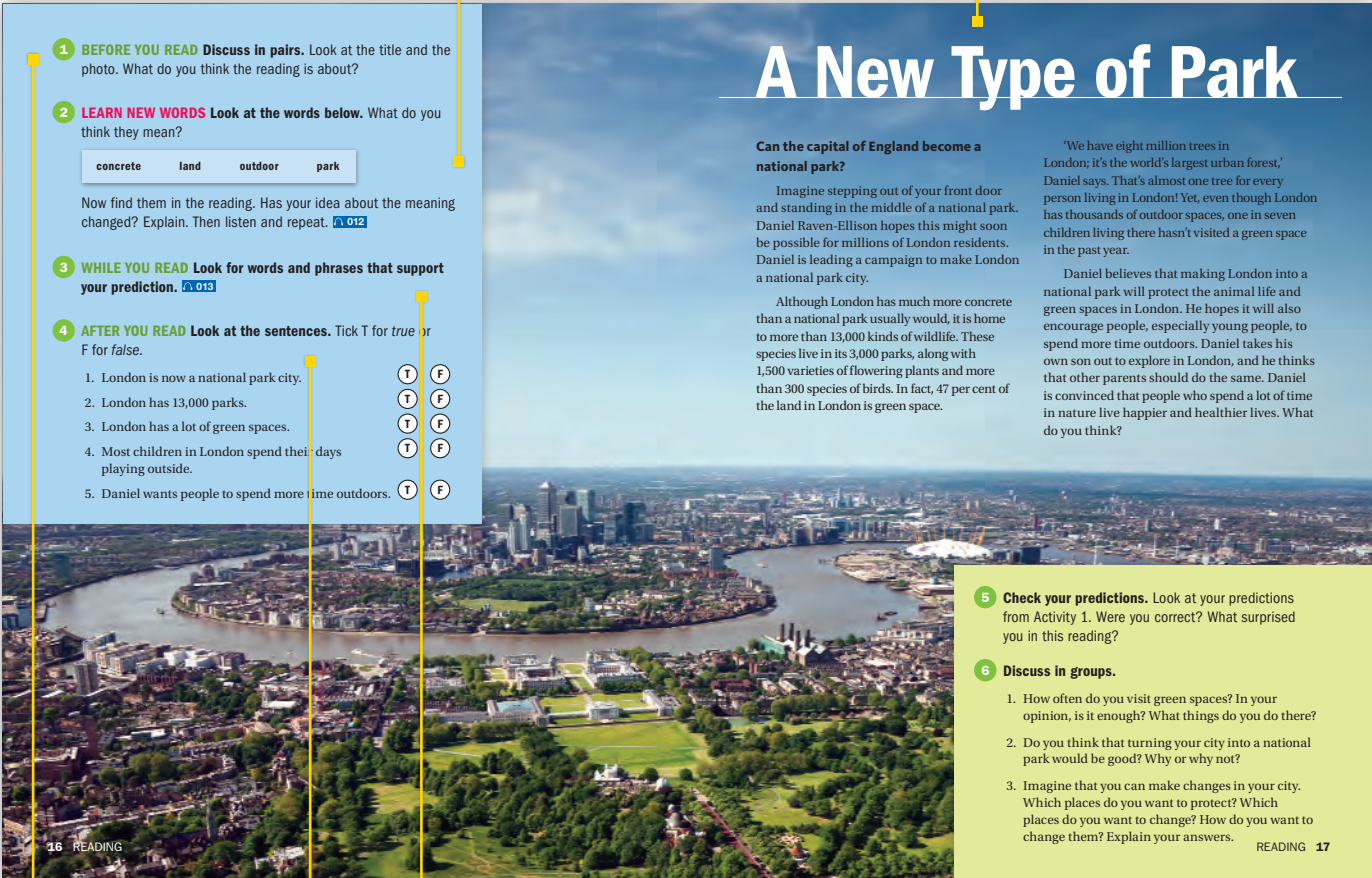
Grammar is practised in **context** with multiple opportunities for real communication using **all four language skills**.

Student's Book Walkthrough

New target vocabulary is presented in the reading and gives students an opportunity to make predictions about the reading topic.

Reading strategies promote comprehension and help students become independent readers.

Readings feature engaging, relevant topics covering a variety of cross-curricular areas.



A New Type of Park

1 BEFORE YOU READ Discuss in pairs. Look at the title and the photo. What do you think the reading is about?

2 LEARN NEW WORDS Look at the words below. What do you think they mean?

concrete land outdoor park

Now find them in the reading. Has your idea about the meaning changed? Explain. Then listen and repeat. [▶ 012](#)

3 WHILE YOU READ Look for words and phrases that support your prediction. [▶ 013](#)

4 AFTER YOU READ Look at the sentences. Tick T for true or F for false.

1. London is now a national park city. T F
2. London has 13,000 parks. T F
3. London has a lot of green spaces. T F
4. Most children in London spend their days playing outside. T F
5. Daniel wants people to spend more time outdoors. T F

Can the capital of England become a national park?

Imagine stepping out of your front door and standing in the middle of a national park. Daniel Raven-Ellison hopes this might soon be possible for millions of London residents. Daniel is leading a campaign to make London a national park city.

Although London has much more concrete than a national park usually would, it is home to more than 13,000 kinds of wildlife. These species live in its 3,000 parks, along with 1,500 varieties of flowering plants and more than 300 species of birds. In fact, 47 per cent of the land in London is green space.

'We have eight million trees in London; it's the world's largest urban forest,' Daniel says. That's almost one tree for every person living in London! Yet, even though London has thousands of outdoor spaces, one in seven children living there hasn't visited a green space in the past year.

Daniel believes that making London into a national park will protect the animal life and green spaces in London. He hopes it will also encourage people, especially young people, to spend more time outdoors. Daniel takes his own son out to explore in London, and he thinks that other parents should do the same. Daniel is convinced that people who spend a lot of time in nature live happier and healthier lives. What do you think?

5 Check your predictions. Look at your predictions from Activity 1. Were you correct? What surprised you in this reading?

6 Discuss in groups.

1. How often do you visit green spaces? In your opinion, is it enough? What things do you do there?
2. Do you think that turning your city into a national park would be good? Why or why not?
3. Imagine that you can make changes in your city. Which places do you want to protect? Which places do you want to change? How do you want to change them? Explain your answers.

16 READING

READING 17

Before reading activities help students make predictions about the reading.

While reading activities guide students and help them stay focused.

After reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

Meaningful, relevant and timely topics are presented through videos from **National Geographic** and other sources, as well as animated **infographic videos** created specifically for this series.

Before watching activities help students make predictions about the video.

While watching activities guide students and help them stay focused.

After watching activities provide students with opportunities for discussion and reflection.

VIDEO

1 BEFORE YOU WATCH Guess how much green space each place has. Draw a line to match the percentage to the city.

- | | |
|---------------------|------|
| 1. Seoul, Korea | 2.3% |
| 2. Hong Kong, China | 2.5% |
| 3. Mumbai, India | 4.4% |
| 4. Bogotá, Colombia | 41% |
| 5. Moscow, Russia | 47% |
| 6. Singapore | 54% |

2 Read and circle. You're going to watch *Mission Re-Wild*. From the title and the photo, predict what the video is about. Circle the letter.

- Putting wild animals back into forests
- Building more skyscrapers in cities
- Making more green space in cities

3 WHILE YOU WATCH Check your guesses from **Activity 1**. How many were correct? **Watch scene 1.1.**

4 AFTER YOU WATCH Read the sentences. Circle the correct answer.

- Cities with *a lot of / very little* green space are sometimes called *concrete jungles*.
- Seoul and Mumbai have *a lot of / very little* green space.
- People who spend time outdoors are *happier / unhappier* than people who don't.
- You can enjoy the outdoors *in both rural and urban areas / only in rural areas*.
- Only some cities have / Every city has* signs of natural life.
- One way to start re-wilding is *planting a tree / recycling plastic*.

5 Work in pairs. Put the steps for re-wilding a city in the correct order.

- ___ Birds build nests in the tree.
- ___ 1 Plant a seed in the ground.
- ___ People like seeing the tree and the birds.
- ___ The seed grows into a small tree.
- ___ Other people begin to plant trees, too.

6 Discuss in pairs.

- How much public green space is there where you live? Would you like more? Why or why not?
- Why do you think some places have more public green space than other places?

7 YOU DECIDE Choose an activity.

- Work independently.** Imagine you're going to re-wild a space where you live. Where is it? How will you do it? Make a plan and present it to the class.
- Work in pairs.** Find out about a place that was successfully re-wilded. How did it change? How do people enjoy it now? Write a paragraph and use photos to explain what you learnt.
- Work in groups.** Prepare a 'Let's Re-Wild' poster to teach others about re-wilding. Write three reasons why it is good to re-wild. Write ideas on what people can do. Draw pictures of a space before and after it has been re-wilded.



18 VIDEO

VIDEO 19

A **You Decide activity** supports learner autonomy and allows flexibility in the classroom by offering opportunities for individual, pair or group work.

Student's Book Walkthrough

Grammar boxes include natural examples of real-world language. Expanded grammar boxes with explanations are provided in the Workbook and on the Classroom Presentation Tool.

Students learn the basics of **academic writing** and are introduced to a variety of writing genres.

Models written at the student level provide examples for students to follow.

GRAMMAR 014

In and on: Expressing location

Lion City is **in** eastern China. China is **on** the continent of Asia.
There are many beautiful bridges **in** Lion City. Lion City is one of the most unique places **on** Earth.
Lion City is **in** the water. Lion City is not **on** a mountain.



1 Listen. Write *in* or *on* in the spaces below. 015

1. There are many ancient cities _____ Asia, such as Shi Cheng, also known as Lion City.
2. Shi Cheng is an ancient city located _____ China.
3. Visitors to Shi Cheng today can't walk _____ its streets to admire it.
4. It isn't _____ a mountain or _____ an island. It's _____ the water!
5. _____ Shi Cheng, there are 265 archways crossing over its streets.
6. There are beautiful sculptures of lions, dragons and birds _____ these archways.

2 Work in pairs. Listen to the passage again. Write two additional facts about Shi Cheng. Use *on* and *in* in your sentences. 016

3 Work in groups. Take turns using the spinner. Make sentences using *in* or *on*.

About seven billion people live on Earth.

Go to page 155.



20 GRAMMAR

WRITING

In descriptive writing, we try to create a picture for the reader. We use describing words to help the reader clearly imagine what we're writing about. Examples of describing words include:

beautiful colourful new short sweet-smelling yellow

1 Read the model. Work in pairs to find and underline all of the describing words the writer uses to talk about the garden.

Last year, the empty space opposite my bus stop was a sad, empty, ugly space, with only a couple of dead bushes and one short tree. Then some hard-working gardeners in the neighbourhood changed that. They were tired of looking at that sad space while waiting for the bus, so they made it into a beautiful garden. Now, on a sunny summer day you can look across the street and see colourful vegetable plants and sweet-smelling flowers while you wait for the bus. Yellow butterflies fly from plant to plant, and tiny birds sing in the green trees. I love taking the bus now!



2 Work in pairs. Draw a picture of the garden described in Activity 1. Compare your drawing with a partner's. How are they the same? How are they different?

3 Write. Think of a beautiful place in your neighbourhood. Use describing words to write a paragraph about this place.

WRITING 21

Grammar is practised **in context** through engaging activities and **games**.

Step-by-step **pre-writing and drafting support** is provided in the Workbook.

Optional worksheets guide students through the five steps involved in **process writing**: pre-writing, drafting, revising, editing and publishing.

The **Mission** page features National Geographic Explorers as role models who embody the **21st-century skills and values** teenagers need to become successful global citizens.

A variety of **projects** build 21st-century skills through independent research, discussion and presentations using a variety of media.



NATIONAL GEOGRAPHIC

Explore Your World

'There are amazing adventures to be had right outside our doors.'

Daniel Raven-Ellison
National Geographic Explorer, Guerrilla Geographer

1. Watch scene 1.2.
2. Daniel thinks it's best for students to experience geography rather than just read about it. What other school subjects can you explore outside the classroom? How can you explore them?
3. How much of your town or city have you explored? What else is there to learn about where you live? Keep a journal of outdoor adventures you have in your area.

22 MISSION

A **quote** by the Explorer and a **Meet the Explorer** video help students connect with these inspirational people who are making a difference in the world.

Make an Impact

YOU DECIDE Choose a project.

1 Conduct a survey.

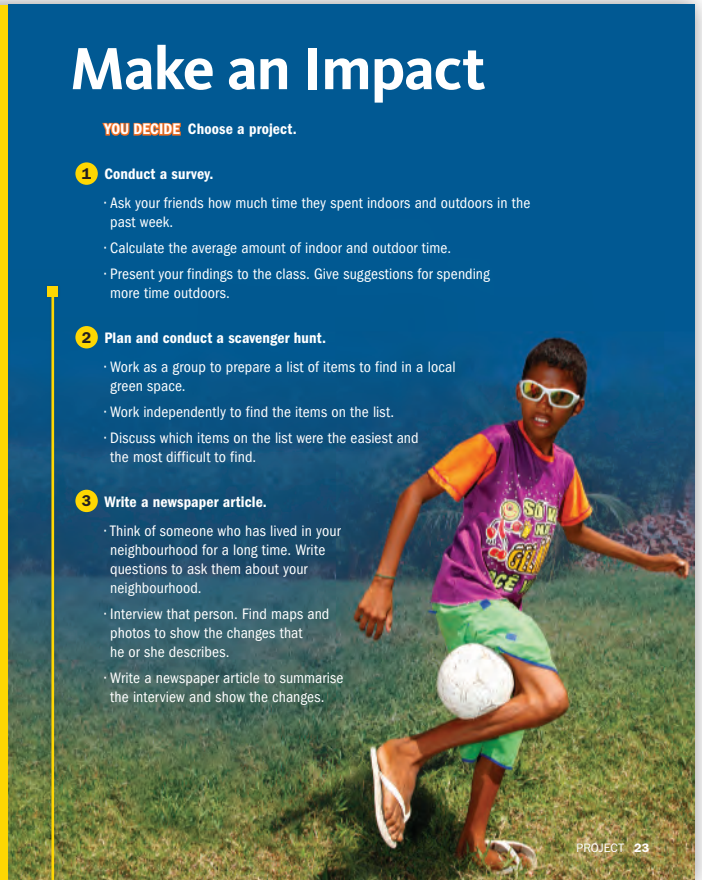
- Ask your friends how much time they spent indoors and outdoors in the past week.
- Calculate the average amount of indoor and outdoor time.
- Present your findings to the class. Give suggestions for spending more time outdoors.

2 Plan and conduct a scavenger hunt.

- Work as a group to prepare a list of items to find in a local green space.
- Work independently to find the items on the list.
- Discuss which items on the list were the easiest and the most difficult to find.

3 Write a newspaper article.

- Think of someone who has lived in your neighbourhood for a long time. Write questions to ask them about your neighbourhood.
- Interview that person. Find maps and photos to show the changes that he or she describes.
- Write a newspaper article to summarise the interview and show the changes.



PROJECT 23

You Decide project choices allow students to take charge of their own learning and choose their preferred way to use the language they learnt to synthesise and reflect on the unit topic.

Student's Book Walkthrough

Express Yourself appears every two units. It actively engages students in discussions to synthesise what they learnt in the preceding units and make connections beyond the unit themes.

This section exposes students to a wide range of **creative expression**, from poems and film scripts, to presentations and personal narratives.

Express Yourself

1 Read and listen to the online travel review. [L031](#)

GoTravel REVIEWS

GONDOLA TOURS OF VENICE

210 reviews

JGirl, Seoul

'Our gondolier saved my holiday!'

Well, I'm in Venice, Italy, with my family! Venice is incredible! The city is hundreds of years old, and it's built on WATER. People get around on special boats called *gondolas*, and today I had my first gondola ride!

A gondolier controls the gondola using an oar and his own strength. (These gondoliers are REALLY strong.) The gondolier's job is to describe Venice's culture and history as he takes you through the city's canals. Our gondolier was so good at telling stories I almost forgot I was sharing the ride with my parents.

That might sound exciting, and it was, but of course I was with ... my dad. And Dad thought it would be funny to wear a striped shirt to match the gondolier's shirt. How *embarrassing!*

My parents loved looking at the beautiful bridges, churches and palaces along the route. I really enjoyed listening to our gondolier talk about his work. He told us that it takes years of study and practice to get the job. Who knew? He also told us that of all the gondoliers in Venice, only one is a woman! I think I need to change that! It's time to start training for my dream job! Maybe my dad will let me borrow his shirt. :)

Gondola Tours of Venice gave me a great tour of a beautiful city - and an interesting idea for my future career! I recommend the gondola tour to anyone who's interested in learning about unusual places and unusual jobs ... especially if they're stuck on a boat with their parents!

2 **Work in groups.** Discuss the review.

1. Does JGirl's review make you want to visit Venice and go on a gondola ride? Why or why not?
2. Do you think the review gives enough information? Is it funny and interesting? What else would you like to know about Venice or about Gondola Tours of Venice?

3 **Connect ideas.** In Unit 1, you learnt about exploring and unusual places. In Unit 2, you learnt about unusual jobs. What connection can you see between the two units?

4 **YOU DECIDE** Choose an activity.

1. Choose a topic:
 - an unusual place
 - an unusual job
2. Choose a way to express yourself:
 - a review
 - an advertisement
 - an interview
3. Present your work.

41

Students **choose** a form of creative expression to find their own voice and reflect on the themes they have studied.

Unit 1

Syllables and stress

- 1 Listen. Words in English have one or more parts. These parts make up *syllables*. A syllable has a vowel sound and can also have one or more consonant sounds. Listen. Notice the numbers of syllables in these words.

116

1	2	3
man	Ja - pan	Ja - pa - nese
street	peo - ple	ci - ti - zen
bridge	brid - ges	na - tion - al

In words with two or more syllables, one syllable is stronger than the others. The vowel in that syllable is pronounced more loudly and clearly. This is the stressed syllable. Listen again and notice the stressed syllable in the two- and three-syllable words above.

Unit 2

Intonation in questions

- 1 Listen. Notice how the voice goes up or down at the end of the questions.

Does a pastry chef wear a uniform?
Do pastry chefs work every day?
How do you create beautiful desserts?
Where do pastry chefs work?

The voice rises at the end of questions asking for an answer of *yes* or *no*.

The voice falls at the end of questions that ask for information. These questions start with the words *who*, *what*, *when*, *where*, *why* and *how*.

144 Pronunciation

- 2 Listen and repeat. Do the word pairs have the same number of syllables? Write *Y* for yes or *N* for no. Then listen again and circle the stressed syllable.

- Y London England
- N surround surrounded
- N Mexico America
- Y travel travelled
- Y pavement streetlight
- N explore exploration

- 3 Work in pairs. Write the words in the correct column. Then listen to the completed table to check your answers.

architecture	capital	design	entertainment
planned	resident	sign	unlike

Introductions: Formal and informal

- 3 Listen and read.

Formal
Gabi: Mr Moore, I'd like to introduce you to Ben.
Mr Moore: Hello, Ben. It's a pleasure to meet you.

Making an introduction	Responding
<ul style="list-style-type: none"> I'd like you to meet Ben. I'd like to introduce you to Ben. Please allow me to introduce Ben. He's a student at my school. I don't think we've met. May I introduce myself? I'm Ben. 	<ul style="list-style-type: none"> I'm very pleased to meet you. It's a pleasure to meet you, Ben. Hello, Ben. I'm glad to meet you. Hello, Ben. I'm Mr Moore. Pleased to meet you.

- 4 Listen and read.

Informal
Ben: Hi. My name is Ben. Nice to meet you.
Gabi: Hi, Ben. I'm Gabi. Very nice to meet you, too.

Making an introduction	Responding
<ul style="list-style-type: none"> Hi. I'm Ben. Hi there. My name is Ben. Nice to meet you. Hi, Ben. This is Gabi. She's in my class. This is Ben. He's a student in my school. 	<ul style="list-style-type: none"> Hi, Ben. My name is Gabi. Nice to meet you. Hello, I'm Gabi. Very nice to meet you, too. Hi, Gabi. Nice to meet you. Hi, Ben. I'm Gabi. It's nice to meet you.

Asking for permission

- 5 Listen and read.

Isabella: Mum, can I go to the cinema on Friday?
Mum: Sure. Who are you going with? And Isabella: I'm going with Mia and Valerie. Is it OK?
Mum: I'm afraid not. But I can take you.

Asking for permission	Giving permission
<ul style="list-style-type: none"> Can I/we ...? May I/we ...? (formal) Is it OK if I/we ...? Do you mind if I/we ...? Would you mind if ...? Would it be OK if ...? 	<ul style="list-style-type: none"> Sure. No problem. Of course. Go ahead.

150 Social and Academic Language

Pronunciation activities provide practice with stress, intonation, reductions and connected speech to help students better understand speakers of English and be better understood.

A **speaking** section presents common language functions such as asking for and giving permission, apologising, interrupting politely and making presentations.

A variety of **games** allows students to practise concepts and develop fluency – all while having fun.

Unit 5 Cutouts Use with Activity 3 on page 81.

Start

End

You shared a lot of opinions. Congratulations!

Casual clothes should/shouldn't replace formal clothes in all situations.

Fashion will/won't change much in the next century.

Dressing up is/isn't fun.

Students of different ages should/shouldn't wear the same uniforms.

Your clothes aren't very practical. Go back to start!

Jeans and a sweatshirt are/aren't the best clothes for school.

You look great in your formal clothes! Move ahead one space.

Boys should/shouldn't wear ties to school.

Our clothes show/don't show who we really are.

We should/shouldn't be allowed to wear jeans to school.


You didn't wear your school uniform today. Lose a turn!

163

Workbook

The **Workbook** contains activities that reinforce and consolidate the material in the Student's Book and include listening, reading, writing, grammar and vocabulary practice.

2 Listen and read. As you read, notice the separate paragraphs. Why does the writer start new paragraphs? **2003**



Desire Paths

*desire v. to want something
n. the feeling of wanting something

2 Answer the questions. Write the number of the paragraph on the line.

- Which paragraph gives us a definition of desire paths?
- Which paragraph tells us about problems with desire paths?
- Which paragraph describes the reasons for desire paths?
- Which paragraph discusses possible solutions to the problems?

3 Complete the diagram. Read the text again and make notes in the boxes.

```

    graph LR
      DP[Desire paths] --- R[Reasons]
      R --- R1[1.]
      R --- R2[2.]
      R --- R3[3.]
      R --- R4[4.]
  
```

Units 1–2 Review

1 Read. Choose the word that best completes the sentences.

- Tammy's brothers and sisters don't like snakes, but she does. Her mother says that she's _____ in her family.
 - unique
 - similar
 - normal
- Tim goes to bed at 6 a.m. and wakes up at lunchtime. He works most nights. He's _____ because most people work during the day.
 - unusual
 - common
 - normal
- Ivan asks the photographer some questions. He's _____ her for his blog.
 - researching
 - interviewing
 - considering
- There are lots of parks and outdoor spaces in my city. I like living in a(n) _____ area.
 - rural
 - urban
 - countryside
- I love history, so I know what profession I want to study in college. I want to be an _____.
 - architect
 - animal researcher
 - archaeologist
- Katerina climbs towers and skyscrapers in her work. She _____ every day.
 - takes risks
 - applies for
 - constructs

2 Listen. Match each teenager to a career he or she might like. Write the number on the line. **2003**

- Steeplejack – travel the country; clean, repair tall buildings
- Dog walker – outdoor spaces and parks; take dogs for walks
- Personal trainer – sports centre; help people keep fit, learn sports
- Underwater photographer – seas around the world; taking photos
- Researcher – home; collect information, interview, write reports

3 Read. Decide which answer (a, b, c, or d) best fits each blank space.

A Twenty-first Century Place to Live

My home is in Yangon, the old capital of Myanmar. Yangon (1) _____ city centre is changing fast; (2) _____ old buildings are being replaced by new skyscrapers. People walk on new concrete pavements. The city (3) _____ modern architecture is amazing. There are three new motorways and tall bridges over the river.

Many years ago (4) _____ family bought an apartment on Strand Road, next to the river. We could see boats from every room. Now (5) _____ kitchen only has a view of a new skyscraper. When we sit in our living room, we can see (6) _____ favourite cinema.

- a. 's b. s' c. its d. his
- a. his b. 's c. their d. its
- a. his b. its c. 's d. s'
- a. my b. his c. 's d. her
- a. our b. their c. its d. s'
- a. your b. s' c. our d. its

4 Read the sentences. Circle the correct word.

- The motorway **don't** / **doesn't** cross the river.
- Do** / **Does** children play in the park?
- Why **don't** / **doesn't** you like working in an office?
- Maya and her daughter **plans** / **plan** a visit to the water tower.

Now I can ...

talk about night, darkness and nocturnal activities.
Choose a nocturnal animal and a light festival. Write two sentences about each.

- _____
- _____

use non-action and action verbs.
Write two sentences using action verbs and two sentences using non-action verbs.

believe feel glow shine understand watch

- _____
- _____
- _____
- _____

use at, on and in to say when things happen.
Write sentences using the following information.

- morning / watch / sunrise _____
- weekend / ride a bike / park _____
- observe / animal / night _____

write a description of an event using adjectives and the five senses.
Use sensory words to describe your experience at a fireworks show.

YOU DECIDE Choose an activity. Go to page 92.

A **review** section every two units exposes students to question types commonly found in international exams.

Now I can is a brief self-assessment that offers students an opportunity to reflect on what they learnt and identify areas where they need additional practice.

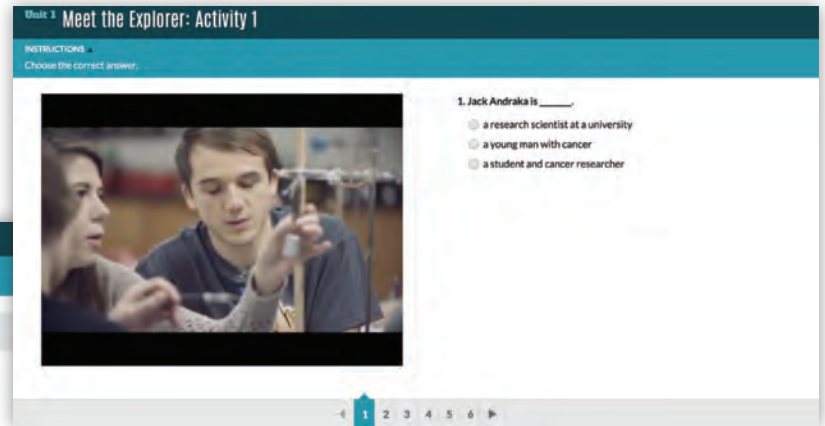
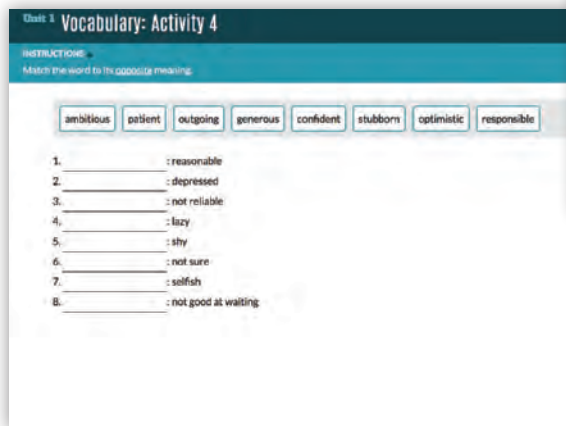
Each unit ends with a **You Decide activity** that provides options for targeted skill practice.

Workbook **audio** is available for streaming and download at NGL.Cengage.com/impact.

Online Workbook and Student Website

The Online Workbook, hosted on MyELT, includes **interactive activities** to support each section from the Student's Book:

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing



The Online Workbook also includes vocabulary **flashcards** and **grammar tutorials** for additional support.

Each unit ends with a **You Decide activity** that provides options for targeted skill practice. Specific activities are recommended based on the Now I can self-assessment.



Student resources, including audio for Student's Book and Workbook activities, are available at NGL.Cengage.com/impact.

Teacher's Resources

The **Lesson Planner**, with DVD, Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach and supplement lessons.

VOCABULARY

Objectives
Students will

- use vocabulary related to cities and buildings.
- use new vocabulary to read about and discuss the city of Astana, Kazakhstan.

Target Vocabulary architecture, capital, construct, design, indoor plants, resident, change, skyscraper, surrounded by, symbol, tower, unique

Academic Language compare

Content Vocabulary competition, entertainment, nature, running track, solar disk

Resources Worksheet 1.1.2 (Teacher's Resource CD-ROM Website); Tracks 002-003 (Audio CD Website); CFI; CFI; Vocabulary



BE THE EXPERT

Our World in Context
Most of Kazakhstan is in Central Asia. A small section in the west of the country is in the easternmost part of Europe. Kazakhstan borders Russia to the north and China to the southeast. The capital city, Astana, which means 'crescent' in the Kazakh language, is the second oldest capital in the world. Kazakhstan is rich in oil and gas, and proceeds from the sale of these natural resources helped to finance the building of Astana.

Teaching Tip
If students are having difficulty with an assignment, avoid rushing in too quickly to help. It's natural for students to struggle when learning something new. Students will feel more of a sense of accomplishment when they do something difficult on their own. Give students enough time to work through the activity on their own, even if they find it difficult to do so.

Related Vocabulary
crescent

LEARN NEW WORDS Listen and repeat. **002**

Work in pairs. Compare Astana to the place where you live. What do you like and dislike about each place? Would you like to live in Astana? Why or why not?

Warm Up

- Activate prior knowledge. Tell students they're going to read about the city of Astana, in the country of Kazakhstan. Astana was built in 1997 in an area far away from other cities and towns. Say *Many cities of the world have been centres of population and business for hundreds of years. Astana is practically brand-new! Ask Does anyone know the name of another major city that was built in 1956 in South America in a place with few people, animals or plants? (Brasilia, Brazil). Tell students both cities were built by famous architects and are known for their modern buildings.*
- Start a web on the board like this one with City in the centre oval. Ask *What makes a city a city? What do we expect to see in a city? Say I expect to see tall buildings when I go to a big city. Write tall buildings in the web. Then ask What else can you see in a city?*



Present 1 2

- Ask students to open their books at pages 10-11. Ask *Have you ever seen a place like this? Point to different parts of the photo, and ask students to stand up and describe what they can see.*

The Lesson Planner includes:

- a professional development section that introduces the key principles of the course;
- a detailed scope and sequence;
- step-by-step instructions for carrying out lessons;
- reduced Student's Book pages with answers at point of use;
- Student's Book audio scripts;
- extension activities to supplement the Student's Book, including instructions to use the worksheets on the Teacher's Resource CD-ROM;
- teaching tips and professional development support at point of use;
- suggestions for formative assessment.

The **Teacher's Resource CD-ROM** includes:

- unit-by-unit pacing guides for easy lesson planning;
- printable worksheets for extension activities and process writing support;
- printable graphic organisers;
- video scripts;
- Workbook audio scripts;
- pronunciation activities answer keys.

The **Impact DVD** and the **Audio CD** contain all of the multimedia to support the Student's Book.



impact 1 NATIONAL GEOGRAPHIC LEARNING CENGAGE Learning CAPTIONS | ON | OFF CREDITS

- UNIT 1**
1.1 Mission: Re-wild
1.2 Meet Daniel Ravel-Ellison
- UNIT 2**
2.1 Searching for Life in Iceland's Fissures
2.2 Meet Guillermo de Anda
- UNIT 3**
3.1 What Glows Beneath
3.2 Meet David Gruber
- UNIT 4**
4.1 The Elephant Whisperers
4.2 Meet Amy Dickman
- UNIT 5**
5.1 What to Wear
5.2 Meet Andrés Ruzo
- UNIT 6**
6.1 What's In a Mash-up?
6.2 Meet Josh Ponte
- UNIT 7**
7.1 From Gadgets to Apps
7.2 Meet Manu Prakash
- UNIT 8**
8.1 SA Journey Back In Time
8.2 Meet Alberto Nava Blank

The **Classroom Presentation Tool** integrates all of the *Impact* resources, including video, audio, Student's Book pages and interactive activities, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.



The **Assessment CD-ROM with ExamView®** includes activity banks to generate customised unit quizzes, mastery tests and final exams, as well as a pre-test and placement test.

The **Teacher's Resource Website** includes the Student's Book and Workbook audio, the Professional Development Video, as well as all the printable materials contained in the Teacher's Resource CD-ROM.

NGL.Cengage.com/impact

Video

Main Video The main video in each unit introduces a key concept of the unit theme in a unique way, either through **live action National Geographic content** or through an original animation designed specifically for this course.



The videos cover meaningful, relevant and timely topics such as:

- Group behaviour
- Art in the open
- Forming teen identity
- Pushing your limits

Meet the Explorer When students reach the Mission page of each unit, they'll learn more about the National Geographic Explorer featured in the unit. A quote by the Explorer and a Meet the Explorer video help students connect with these inspirational people who are making a difference in the world. These **short one-minute clips** reinforce unit objectives, develop critical thinking skills and allow students to hear from each explorer in his or her own words.



The videos are available on a DVD bound with the Lesson Planner, on the Online Workbook and on the Classroom Presentation Tool.



To ensure that teachers are able to improve their classroom practice and get the most out of the *Impact* teaching resources, Dr Joan Kang Shin and Dr Jodi Crandall have developed the *Impact* Professional Development Video.

The [Impact Professional Development Video](#), available on the Teacher's Resource Website, is hosted by Dr Joan Kang Shin and it features interviews with teachers around the world. The video provides useful insights and practical advice on the following topics:

- Characteristics of young teens
- 21st-century skills
- Global citizenship
- Learning language through content
- Student choice and classroom management
- Strategy instruction
- Classroom routines
- Effective use of media in the classroom
- Assessment
- Teaching writing

Professional development topics are also covered at point-of-use throughout the Lesson Planner.

About the Author and Series Editors

About the Author

Lesley Koustaff

Lesley Koustaff has been teaching students and writing ELT materials for all levels for over 30 years. Lesley hopes that by involving students in their learning throughout *Impact*, they will be interested, engaged and motivated every step of the way. Lesley has conducted educational workshops all over Asia, the United States, Central and South America and Turkey. She earned her Masters in Teaching from The School for International Training in Vermont.



About the Series Editors



Dr JoAnn (Jodi) Crandall

Dr JoAnn (Jodi) Crandall is Professor Emerita and former Director of the Language, Literacy and Culture PhD Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County (UMBC). She has worked in all areas of ESL/EFL including teaching, curriculum and materials development, standards development and teacher training.



Dr Joan Kang Shin

Dr. Joan Kang Shin is an Associate Professor of Education at George Mason University and the Academic Program Coordinator of the Teaching Culturally & Linguistically Diverse & Exceptional Learners (TCLDEL) program. Dr. Shin specialises in teaching ESL/EFL to young learners and teenagers and has provided professional development programs and workshops to EFL teachers in over 100 countries around the world.

Teaching with *Impact*



National Geographic Learning's *Impact* is an exciting new series for young teens that aims to help students to better understand themselves, one another and the world they live in. The series integrates real-world content, the work and stories of National Geographic Explorers, a wide variety of cross-curricular concepts and engaging projects into a unified course of English language instruction. It uses a content-based, communicative approach to learning English, with grammar and vocabulary taught and practised in context, and multiple opportunities for authentic communication using all language skills. In every thematically organised unit, students are immersed in a topic that they explore from different curricular perspectives, using the skills of listening, speaking, reading and writing.

Young teens are actively exploring their own identities and grappling with big ideas daily. *Impact* encourages teens to consider how their learning might relate to their current or future lives and to the roles they may play in the world as adults. *Impact* challenges teens to think about their places in their communities, in their countries and in the world at large. By addressing issues of local and global importance, *Impact* stimulates students to use 21st-century skills, such as problem-solving, critical thinking and other higher-order thinking skills. In every unit of *Impact*, students use their skills to delve deeply into topics of immediate concern to them as citizens of the 21st century.

Impact reflects key concepts and principles of English-language teaching and learning as they apply to adolescent learners of English:

- Learning is a process of constructing meaning. Active learners work to make sense of their world through interaction in personal, social and academic contexts.
- All English learners, and especially teens, need multiple opportunities for questioning and communicating meaning about topics that concern them, at a level that is appropriate to their emotional, social and intellectual stages of development.
- Learners benefit greatly from the support of knowledgeable persons (teachers, adults and peers) to help them successfully incorporate and understand new information.
- Learning is most effective when the learner is challenged to go one step beyond his or her current stage of cognitive and language development.
- Activities that encourage students to think critically about issues and that engage them in problem solving are most effective; these activities link language learning with other curricular areas.



Characteristics of Young Teens

Young teens are going through a number of changes: physical, social and cognitive. For teens, life is both exciting and confusing. They're engaged in discovering who they are and who they want to be, and in exploring the qualities that make them unique, as well as those qualities they share with their peers.

Teens combine childlike playfulness with a nearly adult ability to think critically. They're engaged in questioning, analysing and comparing points of view, and they are likely to express strong opinions about topics related to their lives. *Impact* encourages them to discuss and express their views using a variety of print and communications media, such as videos, posters, stories, comic strips, raps, poems and songs.

Adolescent English learners have already learnt at least one language and are cognitively more efficient language learners than younger children. They can infer and confirm grammar, vocabulary and language use when given sufficient opportunities to use the language to communicate. They also need to take part in activities that create language awareness and foster an understanding of, and an interest in, how language functions.

Many young people are concerned about their places in the world and their roles as global citizens. They're developing a sense of social responsibility. They're also developing a personal sense of values and looking for role models. National Geographic Explorers are people who have made a difference in the world and who challenge young teens to do the same. Eight Explorers and their work are featured in each level of *Impact*. They're presented as potential role models who can encourage teens to explore their world (Daniel Raven-Ellison), to discover the future (Bethany Ehlmann), to be curious (Katy Croff-Bell) and to test their limits (Cory Richards).





Real-World Content

Students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English classroom. Integrating grade-appropriate content from science, geography, history and other subjects complements what students are learning in their other courses, helps them develop the academic English they may need for future study and motivates them to use English in meaningful ways.

Because technology plays such a large role in the lives of teens – mobile phones, laptops, social media, texting and more are part of their everyday lives – *Impact* provides opportunities for adolescent English learners to explore the influence of media and technology in their lives. In Level 2, for example, in *Your Virtual Self* (Unit 3), students explore the many ways in which

technology extends our human abilities. Explorer Amber Case, a cyborg anthropologist, challenges teens (and adults!) to think about the positive and negative aspects of our reliance on technology.

In *Everybody's Doing It* (Unit 3), students in Level 3 learn about the various ways that animals and humans organise into groups, and how those groups affect behaviour. They compare groups that they choose to belong to with others that are involuntary, and discuss the importance of groups in their lives.

Other units focus on contemporary issues such as the environmental impact of entertainment. As they read *The Footprint of Fun* (Unit 4) in Level 4, for example, students consider how they can reduce their carbon footprints and take part in sustainable activities while still enjoying themselves in public settings.

Multicultural Outlook

Today's teens live in a world made much smaller through technology and the role of English as a global language. *Impact* brings that world into the classroom, introducing teens to the diversity of global customs, traditions and ways of life. Learning about cultures other than their own helps young people develop a multicultural outlook and learn to communicate successfully with others who are using English as a global language, both in person and through social media. And of course, as we've come to expect with National Geographic and its global reach and extensive research, we can rely on the accuracy of all content, as well as the stunning photographs and visuals that accompany the text and engage and motivate adolescent learners.



In *Impact*, teens

- learn about robots and how they are used in many different aspects of life, from hospitals to the home. (Foundation Level)
- read about people with unusual and amazing jobs, who work in some of the world's most extreme and dangerous environments. (L1)
- discover that colour affects people's emotions all over the world, and is often used to express and represent one's self. (L2)
- explore the different ways in which young people in various cultures express themselves through fashion, from special T-shirts and eco-friendly clothing to hair and body accessories. (L3)
- learn how to become digital humanitarians and

help others during times of conflict or crisis by employing techniques used in crisis mapping and crowdsourcing. (L4)

Cultural Connections

In addition to learning about other cultures, *Impact* provides teens with opportunities to make connections between their own and other traditions and customs. Students reflect upon their own cultures and discuss connections with their peers. The process helps them build a stronger understanding and appreciation of themselves and their place in the world. It also helps them to learn to use English to communicate and describe their values and traditions to others around them.



In Foundation level, students read about education in countries around the world. They learn about different types of schools and reflect on their own learning experiences.

After reading about the growth of the Internet and the use of electronic gadgets in Level 1, for example, teens are asked about the impact that technology has on their lives. In Level 2, after reading about Tristram Stuart's campaign to encourage consumers not to reject that extra lumpy potato or misshaped carrot, students are asked to think about food waste and ugly food.

In Level 3, students read about the many different ways people around the world have developed animation, from cartoons to films, video games, mobile phone emojis and special effects in live-action films. In Level 4, after reading about public art, teens are urged to think about how they can use art to express their feelings and ideas.

National Geographic Explorers

As noted, each unit of *Impact* presents inspiring stories about National Geographic Explorers, global citizens who are actively working in many different fields, helping students explore content from different relevant perspectives. Each unit opener presents a quote from the unit Explorer, meant for students to reflect upon and discuss in the context of their own lives.

These Explorers convey, through their work and their words, a sense of global values. They model universal values such as acting responsibly, respecting others, appreciating the environment and believing in the value of collaboration. Each unit in *Impact* includes a 'Mission' page dedicated to the Explorer's work and message for teens, as well as a short 'Meet the Explorer' video in which the Explorer shares his or her perspectives and challenges with students.

Impact gives students a window into the work of Explorers such as Jack Andraka, who at only 15 years of age invented an inexpensive and quick way to detect certain types of cancer. It took him 4,000 attempts to find the protein he needed for his experiment, and 200 attempts to find a research scientist who would accept his project. He hopes to inspire other young people to pursue their passions, no matter the odds, as he asks, 'Why not you?'

Students meet Bethany Ehlmann, an Explorer and planetary geologist who works to help the Curiosity rover navigate on Mars. Bethany hopes that she and others can someday study signs of life not only on Mars but also in other worlds. She encourages students to 'discover the future'.



Explorer Jenny Daltry, in a unit on misunderstood animals, many of which are endangered species, urges teens to 'keep an open mind'. Iain Couzin, a behavioural ecologist, studies the value of collaboration. As he notes, whether we're

talking about 'invasive cells to schooling fish to human cultures, groups can accomplish what solitary individuals cannot'.

Explorer Jimmy Chin, a photographer and climber, reminds teens to be prepared, and to avoid situations where the risks are high and their level of control is low. In a unit about exploration, Corey Jaskolski remarks on the importance of learning by doing and 'showing people the world in a different light, in a new format – something that they can engage with and be excited about'.



There are other role models in *Impact* in addition to the Explorers. From successful teenage fashion designers who have donated part of their earnings to charities or environmental organisations, to a young girl who has regularly attended space camps from the age of seven in the hope of becoming an astronaut, users of *Impact* also read and learn about young people like themselves who are making a difference.

21st-century Skills

In our increasingly interconnected world, exposure to 21st-century topics and ideas is essential to student success. In addition to key subjects such as English, world languages, arts, mathematics, economics, science, geography and history, 21st-century students must also develop an awareness and understanding of topics such as:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy
- Learning and innovation skills

Impact provides students with rich opportunities to think deeply and critically about all of these topics and others. With the help of National Geographic Explorers, students explore ideas that span the globe and affect people of all ages and backgrounds. They ask and answer questions about food consumption and waste, unusual occupations, crisis management, the performing arts, planetary geology and collective behaviour, among many other topics.

In the process, *Impact* helps teens develop the skills that have been called the 4Cs, and which are considered essential for success in the 21st century:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration



Students are engaged in *thinking critically* about the choices they make and the problems that confront them. Together, they develop fact sheets, posters, videos or even advertisements that *communicate* their views to their peers and others. They consider the ways in which groups affect their behaviour and how, by *collaborating*, they can solve problems or accomplish goals. They analyse, compare and offer their own views. They also engage with a range of media and technology in order to *create* their own narratives. Students using *Impact* are challenged in every lesson and activity to think creatively, critically and innovatively, and to communicate and collaborate as a matter of course.

We live in a technology- and media-driven environment characterised by immediately available information and constantly evolving technology. Learning and innovation skills beyond the 4Cs are needed for the complex life and work environments students will face in today's world. In addition to the ability to collaborate and to make individual contributions, students must also be able to master a range of functional skills such as:

- Life and career skills
- ICT (Information and Communication Technology) literacy
- Information literacy
- Media literacy

With *Impact*, teens develop new ways of thinking, new ways of working, new skills for living fuller and more responsible lives, and a range of ICT skills that they can use in their education and careers.

Skills and Strategies

In addition to the 4Cs, the four domains of listening, speaking, reading and writing, and the ICT skills necessary for success in the 21st century, today's students need to develop content knowledge and social and emotional competencies to navigate complex life and work environments, and skills and strategies to help them navigate their academic environments.

Each unit of *Impact* includes direct, explicit strategy instruction to help students effectively use English for academic and future success, and to express their views in appropriate ways.

Impact helps adolescent English learners navigate language challenges by presenting real-world situations that 21st-century students encounter every day. All speaking strategies are presented and practised in authentic contexts. For example, students might compare and contrast their parents and discuss how alike or unlike they are, or they may tell a surprising story to a partner, parts of which might be true or untrue, with the

partner using expressions of surprise, such as 'That's amazing!' or 'Wow! Really?' to respond.

Speaking strategies in *Impact* include:

- Extending the conversation
- Asking for help with schoolwork
- Expressing strong opinions
- Asking for repetition and clarification
- Expressing surprise or disbelief
- Arguing and conceding
- Offering, accepting and declining advice
- Expressing interpretation and understanding

Supporting Reading Instruction

Reading is arguably the single most important skill for academic success. At this stage in their learning, adolescents are exposed to longer and more complex texts in all of their academic subjects. *Impact* provides an explicit focus on developing effective reading strategies that will not only be helpful when reading English texts, but will also help students become more effective readers of content in their own or other languages.



Each Reading lesson in your *Impact* Lesson Planner is presented in a three-step instructional plan: **Before reading**, **While reading** and **After reading**. During the lesson, students are directed to use a range of strategies before, while and after they read.

Before reading Students may be asked to talk with a partner about what they already know about a topic and related vocabulary, or, based on the title and photo, to predict what the text will be about or what they expect to learn from it.

While reading Students are given prompts that help them self-monitor and focus while they read. As effective readers, they're asked, for example, to notice details that support their beliefs, to look for similarities and differences, or to notice the order in which events happened.

After reading Readers may be asked to work in small groups to discuss a main idea, to recall important facts, to discuss the relationship of the text to their own lives, or to evaluate or comment on the text. They might be asked to identify possible good ideas not included in the reading.

Reading strategies in *Impact* include:

- Comparing and contrasting
- Scanning a text
- Making a personal connection
- Visualising
- Identifying a sequence of events
- Drawing conclusions
- Summarising
- Identifying an author's purpose

Vocabulary

A balanced approach to vocabulary instruction includes explicit instruction of a limited number of well-chosen words, along with instruction in

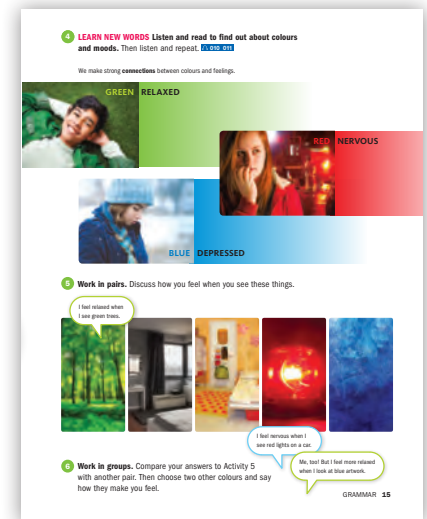
strategies with which students can acquire words independently. *Impact* does both by introducing high-utility and academic vocabulary thematically, in context, within reading and listening activities, and by supporting students as they develop strategies for learning the

vocabulary they need to communicate in English about a range of topics drawn from science, history, art and other areas of interest.

Vocabulary strategies in *Impact* include:

- The study of word parts such as prefixes, suffixes and word roots (including Greek and Latin roots)
- Using a dictionary to learn the most common meaning of a word, how to pronounce it, etc.
- Recognising common English collocations
- Identifying multiple-meaning words
- Using context clues to discover meaning

Research has shown that at least seven to twelve exposures are needed to begin to 'know' a word in terms of its literal definition, its relationship to other words, its connotations and its power of transformation into other forms. Students who can master these different aspects of knowing a word have deep vocabulary knowledge, and students who are familiar with many words have breadth of vocabulary knowledge. *Impact* helps students develop broad, deep vocabulary knowledge by providing multiple exposures to target vocabulary in contextualised activities that include pair and group work, in addition to independent Workbook practice, audio activities, whiteboard activities and videos.



Vocabulary is a fundamental part of communicating and being understood, especially in another language. The sheer number of English words to be learnt – about a million – represents a major challenge for students. Social and academic vocabularies consist not simply of single words, but also of set phrases or chunks of words, many of which are learnt together and frequently used together. In order to succeed academically and socially, adolescent English learners must master both social and academic English. While an average English speaker learns about 1,000 words a year, at least until the age of 20, a non-English-speaking student who is trying to learn the language may be lucky to achieve 25% of that rate.

Impact presents the language students need for academic and social success in highly contextualised, real-world settings. It supports vocabulary development with direct, explicit instruction in vocabulary strategies. Students learn to use common collocations in English, to break words into their component parts in order to work out their meanings, to identify the Greek and Latin roots of many English words, and to consult reference sources to find out how to correctly pronounce a new word or to confirm its meaning.

Types of Language in Impact

Target vocabulary High-utility, theme-related vocabulary that can be related to students' lives, relationships and studies at school. Target vocabulary is assessed.

Academic vocabulary The language of the classroom. Academic language plays an increasingly prominent role as students read to learn about science, social studies, maths and other areas of academic interest.

Content vocabulary Useful, theme-related vocabulary that allows students to discuss thematic content.

Related vocabulary Useful vocabulary that students might need at point of use, for example,

to describe a photo in the book.

Although *Impact* provides contextualised vocabulary and complete lesson plans for all vocabulary instruction, it's helpful for teachers to become familiar with simple routines that can be used to introduce or present new vocabulary words to students.

A simple vocabulary routine

- Display and pronounce the word. Images are powerful aids to comprehension.
- Introduce the meaning of the word with a student-friendly explanation (vs. a standard dictionary definition).
- Illustrate with examples and sample sentences.
- Check for understanding by asking students to actively use vocabulary.
- Encourage wordplay.

Pronunciation

Impact includes a pronunciation topic in each unit. The pronunciation syllabus covers basic topics like the pronunciation of schwa, reductions and pronunciation of -ed endings. There is a strong focus on discourse-level suprasegmental features, such as stress, intonation and connected speech. The goal is to help students to be better understood by and to better understand English speakers.

Unit 1
Intonation in question tags

1 Listen. Notice how the voice goes up or down in the question tag. **0.114**

He seems shy, doesn't he?

The voice goes down in the tag. In this case, the speaker is sure or almost sure.

You're not jealous, are you?

The voice goes up in the tag. In this case, the speaker is less sure.

2 Listen and repeat. Does the voice go up or down? Mark it with an arrow. Then circle the tags where the speaker is sure. **0.113**

1. Your friends aren't very open-minded, are they?
2. Your sisters are very competitive, aren't they?
3. You didn't go to the party on Saturday, did you?
4. Your sister was at the party, wasn't she?
5. You were very self-conscious when you were younger, weren't you?
6. You've become more self-confident, haven't you?

3 Work in pairs. Listen and repeat each sentence. Then take turns repeating the question tags and answering them. **0.116**

You love school, don't you? Yes, I do!

1. You love school, don't you? (sure)
2. English is easy, isn't it? (sure)
3. Your town has got a football team, hasn't it? (not sure)
4. Your family is big, isn't it? (not sure)
5. You haven't got a pet, have you? (sure)