

impact

1 STUDENT'S BOOK

Impact 1

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ON THE COVER

People smiling at a waterpark in Lima, Peru.

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Scope and Sequence



1 Life in the City

page 8

2 Amazing Jobs

page 24

3 Secrets of the Dark

page 42

4 Living Together

page 58

THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	<ul style="list-style-type: none"> Prefix <i>un-</i> Use context 	<ul style="list-style-type: none"> Suffixes <i>-er</i>, <i>-or</i> and <i>-ist</i> Identify word parts (suffixes) 	<ul style="list-style-type: none"> Compound words Use a dictionary: Most common meaning 	<ul style="list-style-type: none"> Prefix <i>mis-</i> Identify collocations
SPEAKING STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	<p>Present simple: Talking about facts <i>I live near the High Line.</i></p> <p>In and on: Expressing location <i>Lion City is in eastern China.</i></p>	<p>Present simple questions and answers: Talking about routines <i>Do pastry chefs work every day? Yes, they do. / No, they don't.</i></p> <p>Possessives: Showing ownership <i>This dentist's job isn't done in an office.</i></p>	<p>Present continuous: Saying what is happening now <i>While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan!</i></p> <p>At, on and in: Saying when things happen <i>at eight o'clock, on Monday(s), in the winter</i></p>	<p>Modals: Describing obligation and advice <i>We have to protect rhinos. We shouldn't ignore the rhino problem.</i></p> <p>Modals: Describing ability in the present and the past <i>What can we do about it? How could they avoid cars?</i></p>
READING	<i>A New Type of Park</i>	<i>Adventures Near and Far</i>	<i>In the Dark of the Ocean</i>	<i>Four-legged heroes</i>
READING STRATEGY	Make predictions	Compare and contrast	Scan the text	Identify problems and solutions
VIDEO	<i>Mission Re-Wild</i>	<i>Searching for Life in Iceland's Fissures</i>	<i>What Glows Beneath</i>	<i>The Elephant Whisperers</i>
WRITING	<p>Genre: Descriptive paragraph</p> <p>Focus: Use adjectives</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Identify and include elements of a paragraph</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Use sensory writing</p>	<p>Genre: Descriptive paragraph</p> <p>Focus: Proofread</p>
MISSION	<p>Explore Your World</p> <p>National Geographic Explorer: Daniel Raven-Ellison, Guerilla Geographer</p>	<p>Do What You Love</p> <p>National Geographic Explorer: Guillermo de Anda, Underwater Archaeologist</p>	<p>Understand and Protect</p> <p>National Geographic Explorer: David Gruber, Marine Biologist</p>	<p>Start Small</p> <p>National Geographic Explorer: Amy Dickman, Animal Conservationist</p>
PRONUNCIATION	Syllables and stress	Intonation in questions	Present continuous: Stress of the verb <i>be</i>	<i>Can</i> and <i>can't</i>
EXPRESS YOURSELF	<p>Creative Expression: Travel review <i>Gondola Tours of Venice</i></p> <p>Making connections: Unusual places and unusual jobs</p>		<p>Creative Expression: Graphic story <i>Sleeping with a Lion</i></p> <p>Making connections: Interactions between humans and animals at night</p>	



5 What We Wear

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6 Mix and Mash

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7 Cool Apps and Gadgets

page 110

8 Into the Past

page 126

THEME	Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	<ul style="list-style-type: none"> Prefix <i>re-</i> Use a dictionary: Pronunciation 	<ul style="list-style-type: none"> Multiple-meaning words Use context: Examples 	<ul style="list-style-type: none"> Suffix <i>-ible</i> Identify parts of speech 	<ul style="list-style-type: none"> Suffix <i>-ful</i> Context clues: Definitions and examples
SPEAKING STRATEGY	Asking for opinions; Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR	<p>Past simple: Saying what happened</p> <p><i>Ancient Greek women preferred golden hair to dark hair.</i></p>	<p>Adjectives: Comparing two or more things</p> <p><i>Underwater hockey is more difficult than field hockey.</i></p>	<p>Superlatives: Talking about extremes</p> <p><i>The newest version of this game is going to be amazing.</i></p>	<p>Present perfect: Describing a past action that still continues</p> <p><i>Games have always been a popular activity.</i></p>
	<p>Past simple: Saying what happened</p> <p><i>Doctors wore special protective suits.</i></p>	<p>Countable and uncountable nouns: Talking about amounts</p> <p><i>Some meals are a mix of food from different cultures.</i></p>	<p>Will and going to: Talking about the future</p> <p><i>People won't talk to each other on smartphones anymore.</i></p>	<p>There + to be: Expressing existence at different points in time</p> <p><i>There have always been sun celebrations around the world.</i></p>
READING	<i>Jewellery Talks</i>	<i>A Feast for the Eyes</i>	<i>Thinking Outside the Box</i>	<i>Growing Up: Then and Now</i>
READING STRATEGY	Make a personal connection	Visualise	Identify main idea and details	Identify cause and effect
VIDEO	<i>What to Wear</i>	<i>What's in a Mash-Up?</i>	<i>From Gadgets to Apps</i>	<i>A Journey Back in Time</i>
WRITING	Genre: Descriptive paragraph	Genre: Paragraph of exemplification	Genre: Product review	Genre: Classification paragraph
	Focus: Publish	Focus: Introduce examples	Focus: Use examples and adjectives	Focus: Write a concluding sentence
MISSION	Learn to Adapt	Be Unique	Always Keep Learning	Understand the Past
	National Geographic Explorer: Andrés Ruzo , Geoscientist	National Geographic Explorer: Josh Ponte , Musical Explorer/Filmmaker	National Geographic Explorer: Manu Prakash , Biophysicist	National Geographic Explorer: Alberto Nava Blank , Underwater Cave Explorer/Cartographer
PRONUNCIATION	The <i>-ed</i> ending	Linking: Consonant + vowel sounds	The two-vowel rule	The schwa (/ə/) sound
EXPRESS YOURSELF	Creative Expression: Feature article <i>Get Steampunked</i>		Creative Expression: Letter for a time capsule <i>Transport of Tomorrow</i>	
	Making connections: Fashion mash-ups		Making connections: Past, present and future technology	

Meet the Explorers



Unit 1

DANIEL RAVEN-ELLISON Guerrilla Geographer

Daniel Raven-Ellison believes that guerrilla geography helps you to see the world around you in new ways. Daniel explores urban areas. He has walked across many cities, taking a picture after every eight steps! Daniel wants everyone to get outdoors, explore and discover the surprises that the world has for us.



Unit 2

GUILLERMO DE ANDA Underwater Archaeologist

Guillermo de Anda explores caves in the Yucatán Peninsula in Mexico, sometimes for more than 12 hours at a time. He's searching for artefacts from the Mayan civilization. When he explores, Guillermo faces challenges like swimming in small spaces and dodging swarms of bats. Would you enjoy this unusual job?



Unit 3

DAVID GRUBER Marine Biologist

David Gruber has always loved the sea. When he was a teenager, he learnt to surf. While he surfed, he wondered what was below the waves. Now David is a marine biologist. He studies underwater animals that make their own light. David wants to understand these incredible creatures and why they glow.



Unit 4

AMY DICKMAN Animal Conservationist

When Amy Dickman was young, she wanted to work with big cats. Today, as an animal conservationist, she does just that! Amy works in Tanzania giving talks, meeting local villagers and helping people understand how to live with and help big cats. Amy thinks small actions, such as talking to others about endangered animals, can make a big difference.



Unit 5

ANDRÉS RUZO Geoscientist

Andrés Ruzo grew up between Nicaragua, Peru and Texas. As a boy in Lima, Peru, he heard a legend about a boiling river. He is now the first geoscientist given permission to study that boiling river. His work can be dangerous. A local shaman told him, 'Use your feet like eyes.' You can't see heat, but you can feel it when you step near it. So Andrés wore sandals!



Unit 6

JOSH PONTE Musical Explorer/Filmmaker

Josh Ponte mixes traditional music with new music inspired by his travels to Gabon. Josh is helping to preserve the traditional music and dance of Gabon, much of which is disappearing. By mixing traditional music with new music, Josh is helping new generations to keep their traditions alive.



Unit 7

MANU PRAKASH Biophysicist

As a child, Manu Prakash enjoyed experimenting in an empty chemistry lab. Now he's a biophysicist who has his own lab at Stanford University. Manu believes everyone should be able to understand science. That's why he created the Foldscope, a paper microscope. He hopes that this inexpensive tool will allow more people, especially young people, to make discoveries.



Unit 8

ALBERTO NAVA BLANK Underwater Cave Explorer/Cartographer

Alberto Nava Blank dives deep into the underwater caves near Tulum, Mexico, to learn about the past. In 2007, Alberto and his team discovered the 13,000 year-old skeleton of a young girl. From this discovery, researchers have been able to learn more about how our human ancestors migrated from Asia, across the Pacific and through the Americas.

A nighttime photograph of a city street. A bright, glowing light source, possibly a street lamp or the sun setting, is at the top center, creating a lens flare effect. The background is dark with various bokeh lights from buildings and streetlights. The foreground shows a textured, dark surface, likely a sidewalk or road.

Unit 1

Life in the City

‘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



A red fox exploring Bristol, UK

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?

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.



The Bayterek Tower in central Astana

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



2 **LEARN NEW WORDS** Listen and repeat.  003

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?

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. [004](#) [005](#)

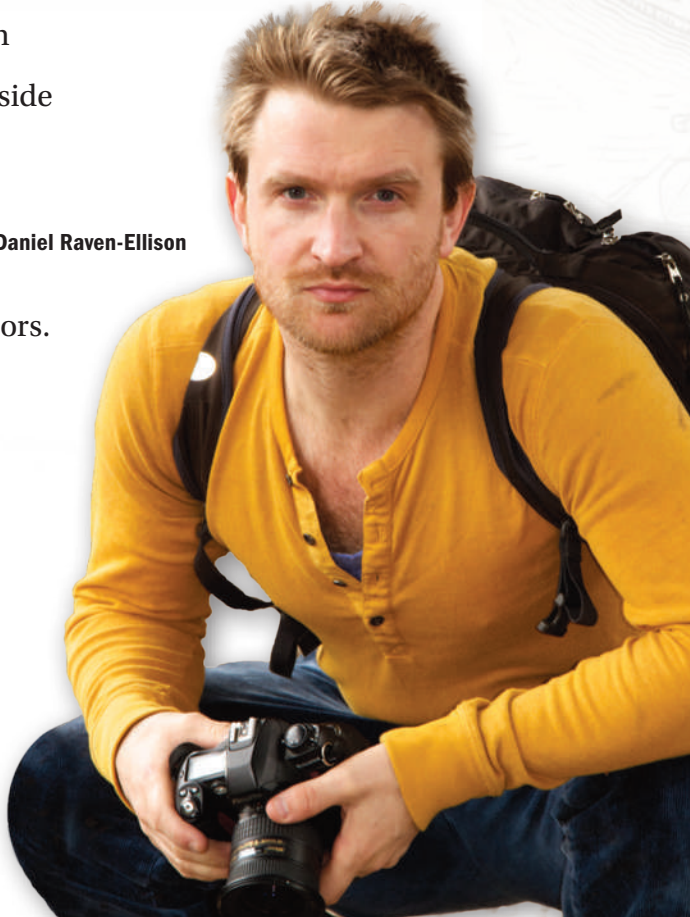
rural	unusual	urban
-------	---------	-------

- _____ 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 🔄 006

Active listening

Really?

Wow!

No way!

You're kidding!

Seriously?

That's incredible!

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

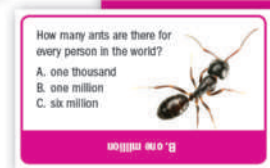
Meiling: _____ It's my school now!

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.

One million?
That's amazing!



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.

GRAMMAR 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.

1 Listen. You will hear eight facts about the High Line. For each fact, circle the present simple form you hear. 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 |

2 Read. Complete the sentences with the correct present simple form of the verbs in brackets.

1. The High Line _____ open all night. (not stay)
2. The High Line _____ special chairs for relaxing. (have)
3. A tour guide _____ about the High Line's gardens. (talk)
4. Musicians _____ concerts on Saturday afternoons. (give)
5. Visitors _____ to walk along the High Line. (not pay)

3 Work in pairs. Take turns saying facts about the High Line. Use the present simple.

1. the High Line / have / a play area for children
2. you / not / need / a ticket for the High Line
3. many different animals / live / on the High Line
4. guides / give / free tours to visitors
5. he / attend / exercise classes on the High Line
6. I / want / to visit the High Line



The High Line in
New York City, USA

4 **LEARN NEW WORDS** Read about 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.

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

bridge motorway pavement stream


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


6 **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.

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

