

# 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	<b>B1</b>	B2
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CEFR correlation  
The exit level for Impact 2 is B1.

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LEARNING

Bringing the world to the classroom  
and the classroom to life

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LEARNING

# impact

## LESSON PLANNER

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

# 2



**Impact Lesson Planner 2**

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**ON THE COVER**

After a summer storm washes away the everyday grime, the true colour of the city shines through. Taken at Causeway Bay, one of the busiest shopping districts in Hong Kong.

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# impact

## LESSON PLANNER

# 2

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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**

# Colour Matters

When multiple colours dance across the same scene, the result can be a carnival.  
**Annie Griffiths**

People celebrating Carnival in Rio de Janeiro, Brazil

**TO START**

1. Name all of the different colours that you can see in the photo. Which is your favourite?
2. Would you like to be at the place in the photo? Why or why not?
3. Imagine this photo in black and white. What would you think of it? What would be lost?

Each unit highlights one **National Geographic Explorer** to inspire future global citizens and promote 21<sup>st</sup>-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** Your brain can see seven million colours. How many of them can you name? What do different colours make you think of? Discuss. Then listen and read. **002**

**RED** is a symbol of **good luck** in many cultures. It is the traditional colour for **wedding** dresses in China and India. But many cultures associate red with **danger**. This is why we see it on **emergency** vehicles and warning signs. Eight per cent of the population is **red-green colour-blind**: they can't clearly see the difference between red and green.

**ORANGE** gets its name from the fruit. The word originally described the taste of the fruit's peel, but by the 16<sup>th</sup> century, *orange* was also the name of this **bright** colour.

**YELLOW** is the colour of taxis and school buses in many parts of the world because it's the most **visible** colour on the road. Like red, yellow is also used to **warn** people of dangerous situations. Because it attracts attention, yellow is used for highlighter pens. The bright colour activates different parts of the brain that help the reader remember the highlighted text.

**GREEN** is a colour that makes people feel at peace because it's the most common colour in nature. The green in leaves and grass comes from something called *chlorophyll*. This word comes from the Greek *khloros* (green) and *phylton* (leaf). Green also symbolises **safety**. Because of this, it's used in traffic lights to signal when it's safe to go.

**BLUE** is the most popular colour in the world. More than half the world's flags have blue in them. Blue is also the most common colour used by businesses. Many businesses use the colour blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can **trust** them.

**INDIGO** is a dark colour between blue and purple. Indigo clothing was a sign of luxury in the past because indigo **dye** came from a rare plant. It was very expensive, and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.

**VIOLET** is a **light** purple colour. It is one of the oldest colours in the world. There are violet cave paintings in France that are 25,000 years old! However, in some countries, for example Thailand and Brazil, violet is the colour of **death**.

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

**3** **Work in pairs.** Which colours make you feel happy? Sad? Angry? Excited?

10 VOCABULARY

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.

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

bright danger light represent  
safety visible war wedding

Photographer Annie Griffiths has travelled all around the world. In many of the places she's visited, Annie has seen \_\_\_\_\_. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favourites. It shows her son resting next to her friend. She took it after a \_\_\_\_\_ celebration in Jordan. For Annie, the photograph expresses her son's feeling of \_\_\_\_\_ and happiness. Annie loves to use \_\_\_\_\_ colours in her photos. She says, 'It's difficult to photograph a very dark thing, for example the black fur of a panther, or a very \_\_\_\_\_ thing, for example a snowy field. But one spot of colour in a picture can make it look amazing.'



**5 LEARN NEW WORDS** Listen to these words and match them to the definitions. Then listen and repeat. **004 005**

common flag luxury signal

- \_\_\_\_\_ give a sign or a warning
- \_\_\_\_\_ happening often
- \_\_\_\_\_ a special thing
- \_\_\_\_\_ the symbol of a country

Photographer Annie Griffiths



**6 YOU DECIDE** Choose an activity.

- Work independently.** Choose a favourite photograph and show it to the class. Describe the photo and talk about its colours. Explain why you like it so much.
- Work in pairs.** Discuss the saying: *A picture is worth a thousand words.* What do you think this means? Do you agree with it? Why or why not?
- Work in groups.** Your teacher asks you to paint your classroom. Which colours will you choose for the walls, ceiling, desks and chairs? Why? Create a design suggestion together.

12 VOCABULARY

**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.

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

## SPEAKING STRATEGY 008

### Correcting information

The sky is blue. Actually, it **isn't blue**.  
As a matter of fact, **the light from the sun is lots of colours**.  
In fact, **we see blue because blue light rays are shorter than light rays of other colours**.  
After all, **the sky changes from blue to red when the sun sets in the evening**.

**1 Listen.** How do the speakers correct information? Write the words and phrases you hear. **007**

**2 Read and complete the dialogue.**

Jaime: White is the most popular colour for wedding dresses.  
Ana: \_\_\_\_\_, it isn't a popular colour everywhere.  
Jaime: Really?  
Ana: Yes. \_\_\_\_\_, white is the colour of death in China, Korea and other Asian countries.  
Jaime: Wow, I didn't know that.  
Ana: \_\_\_\_\_, red is the colour of weddings and celebrations in India and China.  
Jaime: Interesting! I think red is a great colour for wedding dresses.  
\_\_\_\_\_, it is a symbol of love in many cultures!



**3 Work in pairs.** Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information, and the other corrects it.



Go to page 153.

Polar bears have got white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

**4 Work in groups.** When is it important to correct information? What do you need to consider when correcting what someone else says? How do the words and phrases above help you to communicate better?

SPEAKING 13

**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** 008

**Comparatives and superlatives: Comparing two or more things**

Adjective	Comparative	Superlative
Purple is a <b>popular</b> colour.	Green is <b>more popular than</b> purple.	Blue is <b>the most popular</b> colour in the world.
Green peppers are <b>tasty</b> .	Red peppers are <b>tastier than</b> green peppers.	Yellow peppers are <b>the tastiest</b> peppers.
Red grapes are <b>good</b> .	Red grapes are <b>better than</b> green grapes.	Red grapes are <b>the best</b> .

1 **Read.** Choose the correct word or phrase to complete the paragraph.

hungrier    larger    most delicious    sweeter    worse

When you see your favourite food on a red plate, you probably feel hungry. But you feel \_\_\_\_\_ when it's on a white plate. Why? Research shows that colours can really affect our feelings about food. For example, when you add red dye to water, it tastes \_\_\_\_\_ than normal water, as if you've added sugar. The food that you think is the \_\_\_\_\_ will probably taste \_\_\_\_\_ to you if you change its colour to blue. This is because blue is a very unnatural colour for food.

Colour can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much \_\_\_\_\_ portion. Can you guess why this happens?



2 **Read.** Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. 009

- Dark green vegetables are \_\_\_\_\_ (high/low) in vitamin C than light green vegetables.
- Yellow bananas are \_\_\_\_\_ (salty/sweet) green bananas, but green bananas are \_\_\_\_\_ (good/bad) for you.
- Blue is \_\_\_\_\_ (common/unusual) colour for food.
- \_\_\_\_\_ (healthy/popular) diet includes foods of many different colours.

3 **Work in pairs.** Make a list of your five favourite foods. Then share your list. Make comparisons about those foods.

Apples are better for you than biscuits, but biscuits are sweeter!

4 **LEARN NEW WORDS** Listen and read to find out about colours and moods. Then listen and repeat. 010 011

We make strong **connections** between colours and feelings.

5 **Work in pairs.** Discuss how you feel when you see these things.

I feel nervous when I see red lights on a car.

Me, too! But I feel more relaxed when I look at blue artwork.

6 **Work in groups.** Compare your answers to Activity 5 with another pair. Then choose two other colours and say how they make you feel.

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.

## PURPLE POWER

THE HISTORY OF ONE OF THE MOST POPULAR COLOURS

Purple is one of the most popular colours today. There are purple clothes, purple handbags, purple bicycles, purple furniture, even purple computers! But in the past, purple was a very expensive and unusual colour. Let's take a look at the rich and sometimes dangerous history of the colour purple.

### THE VERY BEGINNING

Some scientists believe that the first organisms to appear on Earth over 500 million years ago probably looked purple, not green. Plants today are green because they use green chlorophyll to produce energy. But these early organisms probably used something called *retinal*, which is a dark purple colour.



### 500 YEARS AGO

In 16<sup>th</sup>-century England, purple was only for royalty. Queen Elizabeth I's clothes were purple, but ordinary people were not allowed to wear the colour.



### 150 YEARS AGO

In 1856, William Perkin, an 18-year-old science student, noticed something strange while conducting an experiment. The chemicals he used to clean his equipment combined with the chemicals he used in his experiment and produced a bright purple colour. This discovery led Perkin to start a company using this chemical combination to make purple dye. The dye was much cheaper than the sea-snail dye. Thanks to Perkin, now anyone can wear purple clothes.



### 3,000 YEARS AGO

During the time of the Roman Empire, it was very difficult to make purple dye. The dye came from sea snails. But 10,000 dead sea snails got you just one gram of purple dye ... as well as a very bad smell! This special purple dye was called *Tyrian purple*, and it was the preferred colour of emperors.



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

**2 LEARN NEW WORDS** Find these words in the text. Use the other words in the sentences to guess each word's meaning. Then listen and repeat. **A 012**

company notice ordinary royalty

**3 WHILE YOU READ** Think about the order of the events. **A 013**

**4 AFTER YOU READ** Discuss in pairs.

1. Why do scientists think that the earliest organisms were purple?
2. Why was the colour purple so expensive during the Roman Empire?
3. Who usually wore purple in England in the 16<sup>th</sup> century?
4. How did William Perkin discover a way to make purple dye? What advantage did his discovery have?

16 READING

**5 Read the text again.** Number the events in the order that they happened.

- \_\_\_\_\_ Only Queen Elizabeth I wears purple clothes.
- \_\_\_\_\_ Sea snails are used to make purple clothes for emperors.
- \_\_\_\_\_ Many of the Earth's plants appear to be purple, not green.
- \_\_\_\_\_ Anyone can wear purple clothes.
- \_\_\_\_\_ William Perkin discovers how to make purple dye.

**6 Discuss in groups.**

1. What colour clothes do you like wearing? Why?
2. In Roman and Elizabethan times, purple was a sign of luxury. What colour means luxury to you? Does the colour purple have any special meaning in your culture?
3. Why do some people like to have luxury items, such as clothing? Are luxury items important to you? Why or why not?

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** Discuss in pairs. How do we use colour in our life? Think about ways that colour warns or informs us about things.

**2 Work in pairs.** You're going to watch a video called *Seeing Colours?* Look at the photo. How many different colours can you see? Do you think that all animals see colours the same as you do?

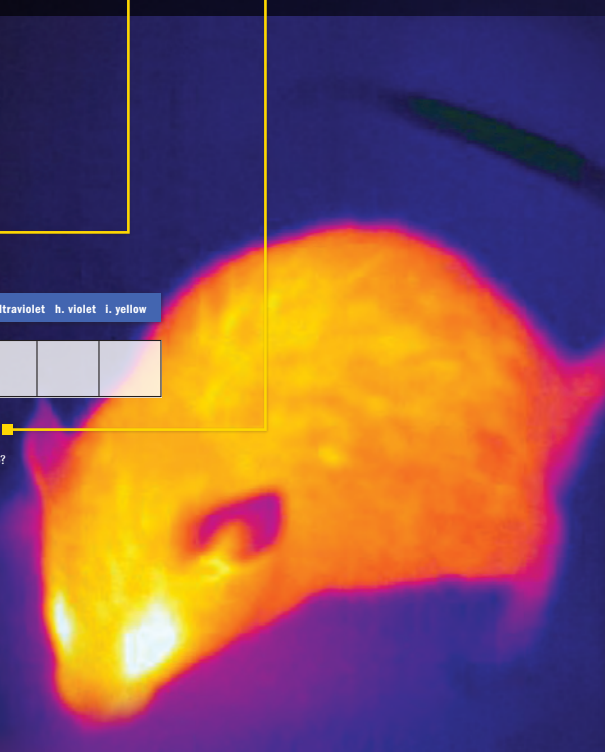
**3 WHILE YOU WATCH** Write the letter for each colour in order, based on the range of visible light. Watch scene 1.1.

a. dark blue   b. green   c. infrared   d. light blue   e. orange   f. red   g. ultraviolet   h. violet   i. yellow

--	--	--	--	--	--	--	--	--	--	--

**4 AFTER YOU WATCH** Work in pairs to answer the questions.

1. Why don't insects and animals see colours like most humans do?
2. What can bees see in flowers that is invisible to humans?
3. How can a snake see a mouse in the dark?
4. What colour is infrared light to a snake?
5. What percentage of men are colour-blind? What percentage of women are colour-blind?



A mouse visible in a thermogram, an image that shows an object's temperature

**5 Work in pairs.** Choose one of these gadgets and find out how it uses infrared light. Share your answer with the class.

- TV remote control
- supermarket check-out scanner
- night-vision goggles
- car keys

**6 YOU DECIDE** Choose an activity.

1. **Work independently.** Find pictures of things in nature that match each colour in the range of visible light. Arrange the pictures in order on a sheet of paper and glue them. Then label each item and its colour.
2. **Work in pairs.** Go online to find out why you see a rainbow when it rains on a sunny day. Give a presentation to explain the science.
3. **Work in groups.** How important is colour in your life? Can you imagine a life without colour? What problems might there be? List at least three.

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**  
**The: Identifying general and specific things**  
There's a coat in my wardrobe. **The** coat is red.  
**The** sun is shining in **the** sky.  
People often feel depressed when they see **the** colour black.

**1 Read.** Circle the correct word.  
*The / A Colours of Success*  
Imagine you're at a shopping centre. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the shopping centre. How do you choose *the / a* café you want to visit? You probably look at the prices and the menus. But *the / a* colours that *the / a* cafés use are also very important.


 Do you want to feel calm and relaxed? Then you will probably choose The Coffee Place. *The / A* green colour makes you think of nature and peace.

 Do you want to go somewhere exciting and lively? Then you will probably choose The Coffee Machine. Many companies use *the / a* colour red because it seems bright and fun, and it attracts young people.

Think about your favourite brands. Which colours do they use? What do those colours mean to you?

**2 Work in pairs.** Take turns naming familiar brand-name products. Can your partner name the colours for the brand? Why do you think the companies chose the colours for each product?

**3 Work in pairs.** Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Complete each sentence with *the* or *a / an*.

 Go to page 155.

**WRITING**  
A topic sentence introduces the main idea of a paragraph. The topic sentence is usually the first sentence of the paragraph. It explains:  
• why you are writing  
• what you want to say  
Look at these examples of topic sentences:  
*In this article, I'm going to discuss the history of the colour orange.*  
*When taking a photograph, it's important to think about light and colour.*

**1 Read the announcement and the response.** Underline the topic sentence.  
I would like to tell you about my favourite colour and explain why I think it's perfect for this season. My favourite colour is orange. I think it's a warm and bright colour, and it makes me feel happy and safe. When I see this colour, I think of the autumn. Although it gets cooler and the days are much shorter, I love the autumn. When I go outside, I enjoy walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this colour. It's great to be at home and sit by the warm fire with my family. Orange is also the colour of my favourite food - carrot soup. It's so delicious! This warm and beautiful colour should be everywhere this season - outside, in our homes and even on our plates!

**COMPETITION**  
**Write and tell us about your favourite colour.**  
What colour do you want to see at home and around town this season? Tell us what the colour means to you.

**2 Work in pairs.** Make a list of the things that the writer connects with his/her favourite colour. Do you think his/her ideas are effective? Why or why not?

**3 Write.** Write a paragraph about your favourite colour and what you associate with this colour. Use a strong topic sentence.

20 GRAMMAR

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 **21<sup>st</sup>-century skills and values** teenagers need to become successful global citizens.

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



**NATIONAL GEOGRAPHIC**

## Look for Opportunities

**'Look around and ask yourself, 'Who needs pictures? Who needs help?' With photography, the opportunities are endless ...'**

**Annie Griffiths**  
National Geographic Photographer

1. Watch scene 1.2.
2. Discuss how photographers can use their skills to help other people.
3. Think about issues or social problems in your area. How could you use photographs to teach others about these issues?

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. **Plan and create an art presentation.**
  - Research the use of colour in Aboriginal art.
  - Draw an object from your own culture using Aboriginal art techniques.
  - Present your drawing to the class. Explain why you chose the colours you used.
2. **Plan and give a presentation about colour and taste.**
  - Choose five foods. Use food colouring to change each food's colour.
  - Ask friends and family to taste and react to the foods.
  - Present the results to the class.
3. **Blog about colours in your community.**
  - Find colourful people, places and things in your community. Take photos of them.
  - Write a blog about your photos. Explain why you took each photo and how the colours make you feel.
  - Publish your blog and respond to your classmates' comments.


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 song *One Truth* by Pardis Sabeti's band, *Thousand Days*. [▶ 027](#)

### ONE TRUTH

I'm sitting in here in this room  
Watching everything move  
I do not know how this city was built  
We are forsaken to the sound  
Oh that life that goes  
But we were born to radiate  
We are gathered on the ground  
Waiting for a sign to arrive  
Looking for the answers in the  
starry sky  
But we were home all along  
and we are the light  
We think, we speak, we walk, we  
breathe the air

Yeah  
A lifetime that we write  
We laugh  
We cry  
We pray  
We are love  
We dream  
We scream  
We strive  
Our hunger will never die  
I'm here in this fight, always  
A lifetime for one for one truth  
That I'm alive, And so are you  
We are here, We are the proof  
Yeah  
A lifetime for one  
For one truth

2 Discuss in groups.

1. Pardis recorded this song with other scientists while fighting the Ebola virus. They saw many people, including friends, die of the virus. This made them very sad. To help, they recorded this song. What is the 'one truth' that they are singing about?
2. Do you like the song? Why or why not?

3 Connect Ideas. In Unit 1, you learnt about colours. In Unit 2, you learnt about health. What is the connection between these two units? How can colours affect your body and your mind?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
  - how colours make you feel
  - body and mind
2. Choose a way to express yourself:
  - a song
  - a poem
  - a piece of graphic art
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 7

### Word stress with suffixes

- 1 Listen. Notice the stress when the word forms change. **126**

base word	no change	syl. before
create	creative	creativity
happy	happiness	
organise	organiser	organisational
photo	photograph	photographic
pleasure	pleasurable	

The stress patterns of words with the same suffixes are usually the same.

- These suffixes do not change stress of the base word: *-ness, -er/-or, -graph, -able*.
- These suffixes have stress before the suffix: *-ity, -ic/-ical, -tion/-sion*.

## Unit 8

### Sentence stress

- 1 Listen. Notice the strong and weak beats in the sentences. **129**

I have **never** seen a tornado. He has **survived** an avalanche.

Did you **see** the fire?

**Where** did you see the spider?

The words that carry more meaning in a sentence are pronounced more fully than other words. These words include nouns, verbs, adjectives, adverbs, question words (*who*) and negative forms (*didn't, never, not*).

Words that provide grammatical information are usually shortened or said quickly. These words include articles (*the, a, an*); pronouns (*he, she*); prepositions (*in, on*); and affirmative modals and other auxiliaries (*should, will, be, have, do*).

- 2 Listen and repeat. Circle the stressed syllable in each group. **127**

- pho-to-graphic
- ex-hibition
- ex-hibitor
- cre-ation
- ar-tistic
- em-ployer
- i-ma-gi-nation
- a-ware-ness
- ad-ven-tur-er
- per-mission

- 3 Work in pairs. Listen and repeat. Then practise the conversation. **128**

A: We're going to an exhibition. Do you want to come? The artist is very creative.

B: Sure! Is the artist a painter?

A: No, she's a sculptor. Her work aims to bring awareness to the environment.

B: Oh, I follow an organisation on social media.

### Interrupting

- 3 Listen and read. **133**

Mr Silva: Alberto Santos-Dumont wasn't just a flight pioneer. He also helped make wristwatches popular among men! Using a pocket watch was not practical on a plane, so he asked his friend Louis Cartier for help.

Robert: Excuse me, Mr Silva. Can I ask a question? Could you spell the last name?

Mr Silva: Of course. It's C-A-R-T-I-E-R. OK. Back to the story. Cartier then built the first pilot wristwatch! Santos-Dumont wore it ...

Robert: Sorry to interrupt, but how did Santos-Dumont help make wristwatches popular?

Mr Silva: Great question, Robert! Santos-Dumont was a very popular person. People started noticing his watch and asking about it.

Interrupting	Interrupting to ask a question or add information	Interrupting someone who interrupted you
<ul style="list-style-type: none"> <li>• Excuse me.</li> <li>• Sorry to interrupt.</li> <li>• Sorry, but ...</li> </ul>	<ul style="list-style-type: none"> <li>• Can I ask a question?</li> <li>• May I say/ask something?</li> <li>• I'd like to say something.</li> <li>• Can I add something?</li> <li>• I'd like to comment on that.</li> </ul>	<ul style="list-style-type: none"> <li>• OK. Back to ...</li> <li>• I have something I'd like to add.</li> <li>• Can I continue?</li> </ul>

### Agreeing and disagreeing

- 4 Listen and read. **134**

Lin: I think we should do a video for our project.

Chang: I agree.

Mei: No way! Not again. We did a video last time.

Lin: I'm not so sure. Presentations can be boring.

Chang: Actually, I think it's a great idea. Presentations can be fun. We can add music and sound effects! Maybe we can also include it in the presentation.

Lin: I guess so!

Mei: Exactly! A presentation and a video!

Agreeing	Disagreeing	Interrupting
<ul style="list-style-type: none"> <li>• You're absolutely right.</li> <li>• Absolutely!</li> <li>• Of course!</li> <li>• Exactly!</li> </ul>	<ul style="list-style-type: none"> <li>• I agree.</li> <li>• You're right.</li> <li>• That's true.</li> <li>• I think so, too.</li> <li>• Me, too. / Me, neither.</li> <li>• I think it's a great idea.</li> <li>• That's a great idea!</li> </ul>	<ul style="list-style-type: none"> <li>• I guess so.</li> <li>• I suppose so.</li> <li>• I see what you mean.</li> <li>• That could be.</li> <li>• Maybe.</li> <li>• I see your point.</li> </ul>

150 Social and Academic Language

Pronunciation activities provide practise 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 1 Cutouts Use with Activity 3 on page 20.

Start

It's the brightest colour in the room.

What colours are in your bag?

She is the only girl in our family.

I want to buy a new computer.

DANGER! Lose a turn.

I had an apple for breakfast.

GOOD LUCK! Move forward 2 spaces.

She's the most intelligent girl in our class.

BAD LUCK! Move back 6 spaces.

Are you a student at this school?

Many restaurants use colour red.

Is that plane in the sky?

I love swimming in the sea.

BAD LUCK! Move back 2 spaces.

He lives in a small house in Buenos Aires.

My cat is sitting on the rug.

Finish

155

# 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.

## Unit 3 Your Virtual Self

1 Follow the steps. Then fill in the words that are left to show the secret message.

machine	information	communicate
access	tools	instant
improve	constant	digital
technology	ability	location

- Cross out the words that begin with 'r'.
- Cross out the words that begin with 't'.
- Cross out the words that begin with 'l'.
- Cross out the words that begin with 'a'.
- Cross out the words that begin with 'i'.
- Cross out the words that begin with 'e'.

Secret Message:

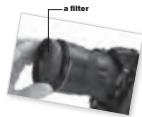
### Units 1–2 Review

1 Read. Choose the correct answer.

- Blue is a \_\_\_ colour.
  - most common
  - common
  - more common than
- The colour green makes people \_\_\_ the colour red.
  - more relaxed than
  - the most relaxed
  - relaxed
- Red flashing lights usually make people \_\_\_ than yellow lights.
  - the most nervous
  - more nervous
  - nervous
- Yellow is one of \_\_\_ colours.
  - bright
  - more brighter than
  - the brightest
- Ari likes purple \_\_\_ blue.
  - best
  - better than
  - better
- Purple was once a \_\_\_ colour.
  - more luxurious
  - the most luxurious
  - luxurious

2 Read about the first colour photograph. Decide which answer (a, b or c) best fits each gap.

Did you know that photographs weren't always in colour? They were in black and white, or in (1) \_\_\_ brownish colour. (2) \_\_\_ scientist in Scotland took (3) \_\_\_ first colour photo in 1861. (4) \_\_\_ scientist's name was James Clerk Maxwell. (5) \_\_\_ photo he took was of (6) \_\_\_ colourful ribbon tied in a bow. To make the colour photo, he took three different photos. (7) \_\_\_ first photo was with a red filter. (8) \_\_\_ filter is like a window with colour he put over the camera's lens. (9) \_\_\_ next photo was in blue. And (10) \_\_\_ last photo was in yellow. When Maxwell put (11) \_\_\_ three photos together, he created (12) \_\_\_ very first colour photograph!



- a. the b. a c. an
- a. The b. A c. An
- a. the b. a c. an
- a. The b. A c. An
- a. The b. A c. An
- a. the b. a c. an
- a. The b. A c. An
- a. The b. A c. An
- a. the b. a c. an
- a. The b. A c. An
- a. the b. a c. an
- a. The b. A c. An

2 Match the word or phrase to its definition. Write the letter on the line.

- |                     |  |
|---------------------|--|
| ___ 1. to take over | a. without stopping                              |
| ___ 2. to improve   | b. to take control of                            |
| ___ 3. instant      | c. a way of reaching someone or entering a place |
| ___ 4. constant     | d. to make better                                |
| ___ 5. access       | e. happening very quickly                        |

3 Listen. Circle T for True or F for False. **0:02**

- |        |        |
|--------|--------|
| 1. T F | 4. T F |
| 2. T F | 5. T F |
| 3. T F | 6. T F |

4 Listen again. Correct the false statements. **0:03**

5 Write. Use the words to write one or two sentences.

- enough / sleep / tired *When I do not sleep enough, I am tired.* \_\_\_\_\_
- often / ill / immune system / strong \_\_\_\_\_
- always / antibiotics / regularly \_\_\_\_\_
- usually / vaccinations / protect / viruses \_\_\_\_\_
- sometimes / wake up / easily \_\_\_\_\_
- occasionally / rest / quietly / my room \_\_\_\_\_
- sleep / well / negative / experiences \_\_\_\_\_
- always / better / bed / early \_\_\_\_\_

6 Write. Change the sentences so that the meaning is the same. Use *make* or *makes*.

- I feel ill when I eat onions.  
Onions make me (feel) ill. \_\_\_\_\_

### Now I can ...

• talk about how technology affects our lives.

Use words from the box to write two sentences about technology.

access ability communicate constant digital information location social media

- Yes, I can!  
 I think I can.  
 I need more practice.

• use modals to talk about obligation, advice and permission.

Write one sentence in which you give someone permission to do something.

Write one sentence in which you give someone advice about how to take time away from technology.

- Yes, I can!  
 I think I can.  
 I need more practice.

• use *must*, *might* and *can't* to express certainty.

Fill in the blanks with *must*, *might* or *can't*.

Your dad \_\_\_\_\_ be a really good cook. You always tell me about the great food he makes.  
That gift \_\_\_\_\_ be from Uncle Mark. He never remembers my birthday.

- Yes, I can!  
 I think I can.  
 I need more practice.

• write an opinion essay about smartphones.

I think we (can / can't) \_\_\_\_\_ live without our smartphones because ...

- Yes, I can!  
 I think I can.  
 I need more practice.

**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.

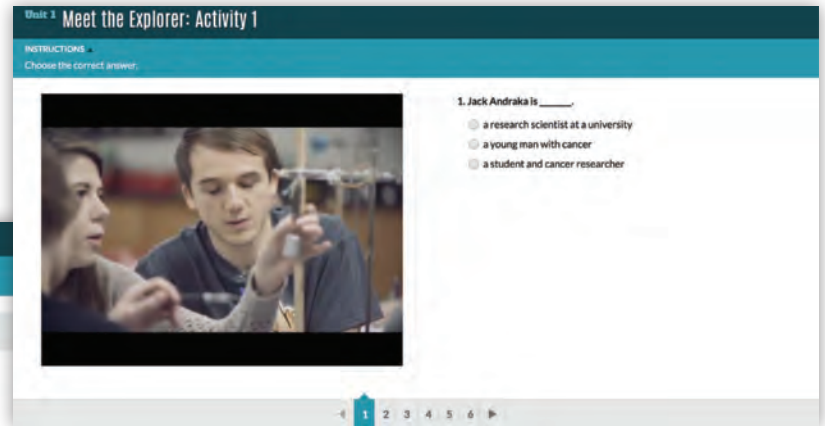
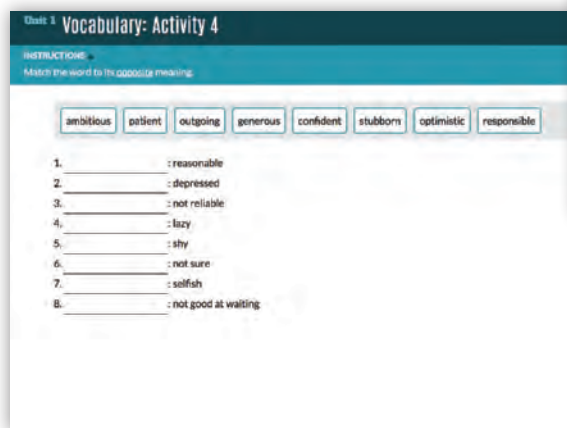
Workbook **audio** is available for streaming and download at [NGL.Cengage.com/impact](http://NGL.Cengage.com/impact).



# Online Workbook and Student's 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](http://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.

### GRAMMAR 1

**Objectives**  
Students will

- learn the form and use of comparative and superlative adjectives.
- use comparatives and superlatives to compare two or more food items and to talk about food.
- learn and use words associated with colours and moods.

**Grammar** Comparatives and superlatives: Comparing two or more things

**Target Vocabulary** comparison, impressed, nervous, relaxed

**Content Vocabulary** association, diet, experiment, surround

**Academic Language** comparative, comparison, superlative

**Resources** Online Workbook/Workbook pages 4-6; Tracks 008-011; Audio CD/Website/CD; CPT; Grammar 1

**Materials** Two sheets of coloured paper; bright neon and light pastel; pieces of card

**1. Read.** Choose the correct word or phrase to complete the paragraph.

hunger    larger    most delicious    heavier    worse

When you see your favourite food on a red plate, you probably feel hungry, that you feel \_\_\_\_\_ when it is on a white plate. Why? Research shows that colours can really affect our feelings about food. For example, when you add red to the mixture, it means \_\_\_\_\_ than several times as if you've added sugar. The food that you think is the \_\_\_\_\_ will probably taste \_\_\_\_\_.

2. **Read.** Complete the sentences with the correct comparative or superlative form. Then listen and check your answers.

1. Dark green vegetables are \_\_\_\_\_ (light) than light green vegetables.  
2. Yellow bananas are \_\_\_\_\_ (orange) than \_\_\_\_\_ (green) food for you.  
3. Blue is \_\_\_\_\_ (bright) than \_\_\_\_\_ (darker) colour for food.  
4. \_\_\_\_\_ (healthy) (spicy) diet includes foods of every different colour.

3. **Work in pairs.** Make a list of your five favourite foods. Then show your list. Make comparisons about those foods.

14 GRAMMAR

**2. LEARN NEW WORDS** Listen and read to find out about colours and moods. Then listen and repeat.

We make strong connections between colours and feelings.

**GREEN** RELAXED  
**BLUE** DEPRESSED  
**RED** NERVOUS

3. **Work in pairs.** Discuss how you feel when you see these things.

4. **Work in groups.** Compare your answers to Activity 5 with another pair. Then choose two other colours and say how they make you feel.

GRAMMAR 15

### BE THE EXPERT

**Grammar in Depth**  
The rules for forming comparatives and superlatives with *more/most* or *-er/-est* include the following:

Adjectives with three or more syllables: always use *more/most*, *important* → *more important* → *most important*

Adjectives with two syllables ending in *-y*: both forms are possible.  
friendly → *friendlier* → *friendliest*  
friendly → *more friendly* → *most friendly*

Adjectives with one syllable: use *-er/-est*.  
long → *longer* → *longest*

Double the consonant in one-syllable adjectives that have the format: consonant + vowel + consonant.  
big → *bigger*

**Teaching Tip**  
Pause periodically to give students an opportunity to ask questions about the lesson. Encourage students to ask any questions they may have about vocabulary, grammar or other English language content. To put students at ease about asking questions, reinforce that all questions are important. Explain that it's okay if other students in the class have the same or a similar question.

GRAMMAR 1 47

**Warm Up**

**Pre-teach** Say You can compare and contrast two or more things to describe how they are the same and different. Hold up two sheets of paper, a brightly coloured sheet and a lightly coloured sheet. Ask Which sheet of paper is a brighter colour? (the [green] sheet of paper) Which sheet of paper is a lighter colour? (the [yellow] sheet of paper) Say The [green] sheet of paper is brighter than the [yellow] sheet of paper. The [yellow] sheet of paper is lighter than the [green] sheet of paper. Write brighter and lighter on the board and underline both or endings. Say the *add -er* ending. -er to bright and light to compare the colours of the two sheets of paper.

**Present**

Ask students to open their books at pages 14–15. Point out the grammar box at the top of page 14. Say The box shows how to compare two or more things. In the first column, the adjectives popular, tasty and good describe something. In the second column, the adjectives compare two things. In the third column, the adjectives compare more than two things.

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 2

CAPTIONS ON | OFF  
CREDITS

<p><b>UNIT 1</b></p> <p>1.1 Seeing Colors? 1.2 Meet Annie Griffiths</p>	<p><b>UNIT 5</b></p> <p>5.1 Photographing Parasites 5.2 Meet Kevin Hand</p>
<p><b>UNIT 2</b></p> <p>2.1 The Forgotten Organ 2.2 Meet Pardis Sabeti</p>	<p><b>UNIT 6</b></p> <p>6.1 What Makes Food Appealing? 6.2 Meet Tristram Stuart</p>
<p><b>UNIT 3</b></p> <p>3.1 The Distance Between Two Points 3.2 Meet Amber Case</p>	<p><b>UNIT 7</b></p> <p>7.1 Streets of Afghanistan 7.2 Meet Shannon Galpin</p>
<p><b>UNIT 4</b></p> <p>4.1 Loch Ness Monster: Mystery Solved? 4.2 Meet Katy Croff Bell</p>	<p><b>UNIT 8</b></p> <p>8.1 A Day in Pompeii 8.2 Meet Jimmy Chin</p>



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](http://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
- 21<sup>st</sup>-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

### Katherine Stannett

Katherine Stannett is based in West Sussex, England and is an author with over twenty years of experience in editing, writing and developing materials to teach English. She specialises in writing for children and teenagers at all levels and is particularly interested in the development of 21<sup>st</sup>-century skills.



## 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 21<sup>st</sup>-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 21<sup>st</sup> 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

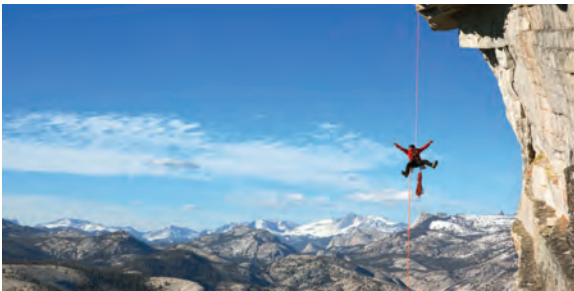
technology extends our human abilities. Explorer Amber Case, a cyborg anthropologist, challenges teens (and adults!) to think about the positive and negative aspects of our reliance on technology.

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.



## 21<sup>st</sup>-century Skills

In our increasingly interconnected world, exposure to 21<sup>st</sup>-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, 21<sup>st</sup>-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 21<sup>st</sup> 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 educations 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 21<sup>st</sup> 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 21<sup>st</sup>-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 use vocabulary actively.
- 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. **0114**

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. **0113**

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. **0116**

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)