

impact

Impact 3

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ON THE COVER

Light trails reflection over the stream,
Incheon, South Korea

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Scope and Sequence



1 Who Am I?

page 8

2 Misunderstood Animals

page 24

3 Everybody's Doing It!

page 42

4 Fashion Footprints

page 58

THEME	Teen identity and personality	Animals in popular culture	Human and animal group behaviour	Making responsible fashion choices
VOCABULARY STRATEGY	· Suffix <i>-ous</i> · Using context	· Prefixes <i>mis-</i> and <i>un-</i> · Using a thesaurus	· Synonyms · Definitions and examples	· Suffix <i>-al</i> · Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	Question tags: Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> Special uses of it: <i>I hate it when the alarm goes off.</i>	Modals: Speculating about the past <i>He refuses to go in the water. He might have seen a jellyfish.</i> Infinitives with and without to: <i>He doesn't want to hold rats. Make him try it.</i>	Separable and inseparable phrasal verbs: <i>They worked out a solution.</i> Enough, too many, too much: Talking about amounts: <i>I have enough pillows, but there are not enough feathers. I need more.</i>	Present passive: Describing actions and processes <i>A lot of pesticides are used to grow cotton.</i> Modals: Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that leather jacket.</i>
READING	<i>Why Am I Me?</i>	<i>Vampire Bats – The Truth Exposed!</i>	<i>Humans in Groups</i>	<i>A Passion for Fashion</i>
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Face-to-Face with a Leopard Seal</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
MISSION	Be Determined National Geographic Explorer: Jack Andraka , Inventor	Keep an Open Mind National Geographic Explorer: Jenny Daltry , Herpetologist and Conservationist	Collaborate National Geographic Explorer: Iain Couzin , Behavioural Ecologist	Make Good Choices National Geographic Explorer: Asher Jay , Creative Conservationist
WRITING	Genre: Comparison and contrast essay Focus: Compare and contrast	Genre: Process description Focus: Describe purpose and sequence	Genre: Exemplification essay Focus: Give examples	Genre: Persuasive essay Focus: Introduce facts and opinion
PRONUNCIATION	Intonation in question tags	Modals + <i>have</i> + past participle	Pausing	<i>Shouldn't have</i> + past participle
EXPRESS YOURSELF	Creative Expression: Flash fiction <i>A Day in the Life</i> Making connections: Teen identity and misunderstood animals		Creative Expression: Poem <i>The Garb Age</i> Making connections: Fashion trends and group behaviour	



5 Flying High

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6 New Frontiers

page 92

7 Visual Stories

page 110

8 Perform and Create

page 126

THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	<ul style="list-style-type: none"> · Root words (<i>port</i>) · Using a dictionary 	<ul style="list-style-type: none"> · Greek roots (<i>astro</i>) · Using a dictionary: Word parts 	<ul style="list-style-type: none"> · Multiple-meaning words · Using a thesaurus 	<ul style="list-style-type: none"> · Greek and Latin roots · Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	<p>Past perfect: Talking about the first of two actions in the past <i>Pterosaurs had already disappeared by the time humans evolved.</i></p> <p>Past perfect continuous: Talking about the first of two actions in the past <i>The Wright brothers had been working on powered flight for several years.</i></p>	<p>Present and past conditionals: Talking about unlikely (but possible) or impossible situations <i>If I had known there was a talk about Mars, I would have gone.</i></p> <p>Adverbs: Comparing how things are done <i>The new rover travels faster than the last rover.</i></p>	<p>Past passive: Describing past actions and processes <i>Many of Goya's works were created at night, by the light of a hat that had candles on it.</i></p> <p>Reported speech: Describing what others say <i>She said she would save her money for art supplies.</i></p>	<p>Gerunds and infinitives: <i>Some people like performing/to perform as comedians.</i></p> <p>Sense verbs + infinitive: Describing what you see, hear and feel <i>Did you see the band perform in concert?</i></p>
READING	<i>Reaching for the Sky</i>	<i>More Than a Dream</i>	<i>Bringing Stories to Life</i>	<i>Music for Chilling Out</i>
READING STRATEGY	Identify sequence of events	Categorise and classify	Mark up text	Draw conclusions
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>Animation Creation</i>	<i>Stage Fright in the Spotlight</i>
MISSION	Explore Your Interests National Geographic Explorer: Ryan Carney , Palaeontologist/Evolutionary Biologist	Discover the Future National Geographic Explorer: Bethany Ehlmann , Planetary Geologist	Tell Stories National Geographic Photographer: Ami Vitale	Do Your Own Thing National Geographic Explorer: Paul D. Miller, aka DJ Spooky , Artist/Writer/Musician
WRITING	Genre: Classification essay Focus: Organise ideas into categories	Genre: Persuasive essay Focus: Present both sides of an argument	Genre: Multi-paragraph narrative Focus: Describe what others say	Genre: Explanatory essay Focus: Teach about a topic
PRONUNCIATION	Past perfect	Final <i>d</i> + <i>you</i>	Final /ə/ sound	Rhythm and stress
EXPRESS YOURSELF	Creative Expression: Film script <i>Mission: Discovery!</i> Making connections: The history of flight and space exploration		Creative Expression: Presentation <i>Not Your Typical Performance</i> Making connections: Telling stories through art and performance	

Meet the Explorers



Unit 1

JACK ANDRAKA Inventor

When Jack Andraaka was 15 years old, he invented a test to detect certain types of cancer. Jack hopes he can inspire other young people to pursue their passions. He believes that everyone has the power to make a difference. What are you passionate about?



Unit 2

JENNY DALTRY Herpetologist and Conservationist

Jenny Daltry has always loved reptiles. She collected lizards, frogs and snakes near her home when she was a child. She also volunteered at a zoo. When Jenny was 18, she travelled to India to work on a crocodile farm. There she realised she wanted to become a herpetologist: someone who studies reptiles.



Unit 3

IAIN COUZIN Behavioural Ecologist

Iain Couzin uses maths to study how animals behave in groups. With mathematical models, he can take a closer look at bird migrations, insect colonies and schools of fish. Iain thinks we can use this research to answer questions about our world, such as 'How do animals benefit from working in groups?' and 'Can humans learn from animal behaviour to work better in groups?'



Unit 4

ASHER JAY Creative Conservationist

Do you think about where your clothes come from? Asher Jay does! She paints, writes and designs fashions that help raise awareness for sustainability and conservation. Asher feels very connected to the environment and to all living things, even plants and bugs. That's why she wants to reduce her fashion footprint and inspire others to do the same.



Unit 5

RYAN CARNEY Palaeontologist/Evolutionary Biologist

Ryan Carney's hero is Leonardo da Vinci. Most people know that da Vinci was a painter and an architect. Did you know that he also designed flying machines? Ryan is a little like his hero. He's also an artist, and studies the evolution of flight. Ryan examines flying dinosaurs and compares them with modern-day birds using x-ray machines.



Unit 6

BETHANY EHLMANN Planetary Geologist

Bethany Ehlmann studies planets and explores our solar system and beyond. She works on the NASA Mars Rover Curiosity mission. Bethany helps Curiosity navigate to collect rocks and minerals on Mars. She hopes we can study these samples to find signs of life on Mars and on other worlds. Do you believe there's life beyond Earth?



Unit 7

AMI VITALE National Geographic Photographer

Ami Vitale is more than just a photographer – she's a visual storyteller. Ami has visited more than 90 countries to take photographs. She's lived in mud huts, interacted with giant pandas and travelled through war zones. Ami thinks photos have the power to tell stories and create change. Do you enjoy taking photos? What story would you like to tell?



Unit 8

PAUL D. MILLER, AKA DJ SPOOKY Artist/Writer/Musician

Artist, writer and musician Paul D. Miller performs under the name DJ Spooky. He uses technology to create unique blends of sound for his songs. He's developed a DJ app to let others do the same. Paul looks at music as information, not just sound. He hopes his musical compositions can raise awareness about environmental and social issues.

A close-up photograph of several young women, likely at a Holi festival, with their faces and clothing covered in vibrant yellow, pink, and purple powders. They are all smiling and laughing joyfully. The background is bright and slightly out of focus, suggesting an outdoor setting.

Unit 1

Who Am I?

**'Make sure to be passionate
about whatever it is you
get into ...'**


Jack Andraka



Friends celebrating Holi,
the Indian festival of colours

TO START

1. How would you describe the people in this photo?
How do you think they might describe themselves?
2. Describe yourself in five or six words. Now think
of five or six words that you would never use to
describe yourself.
3. What are you passionate about? Why?

- 1 On the last page, you described yourself in five or six words. Would other people use those same words to describe you? Discuss. Then listen and read.  002

For teenagers, life can seem exciting and confusing at the same time, can't it? As a teenager, you're on your way to becoming an adult. It's a time of important changes and important questions.

A lot of these questions are about **identity**, or who you are. You're an individual, but you're also a product of your family life, your social environment and your culture. Your identity includes your beliefs, your values and your actions. You learnt your values from your family, but, as a teenager, you may become less interested in what your family thinks. You may choose to spend more time with other people

whose values and personalities are like yours. That's natural.

Then there's **personality**, or the qualities that make you different from other people. If you love parties and are **enthusiastic** about meeting lots of new people, you're probably **outgoing** and **self-confident**. If you get excellent marks at school, chances are you're **organised** and **responsible**. If you're **energetic** or adventurous, you might like hiking, or getting together with friends to explore a cave! If you're **optimistic**, **generous** and **patient**, you might enjoy helping by spending time with animals at a shelter, or by participating in a local clean-up event.





Personality is tricky. You might assume that everyone sees you the way you see yourself, but that isn't always true. Friends may laugh at your stories and think you have a great **sense of humour**, but your brother might think you're just odd. You may see yourself as **ambitious** because you're **determined** to get what you want, but others may feel you're stubborn, or

unwilling to take advice. You may feel self-conscious and **shy**, while other people may think you're unfriendly. You may think you're fair, but you may still seem unreasonable or unkind to a friend.

Understanding yourself and how others see you can really be a puzzle!

2 LEARN NEW WORDS Listen and repeat.  003

3 Work in pairs. Make another list of five or six words that describe you, using the new vocabulary. Then make a list of five or six words that describe your partner. Compare your lists. Do you agree with your partner's description of you? Why or why not?

4 Read and write the words from the list.

ambitious	determined	enthusiastic	generous
optimistic	organised	outgoing	self-confident

By the time Jack Andraka was 14 years old, he was very _____ about science. Jack really wanted to focus on cancer research. He came up with a cheap, fast way to detect a type of cancer. When he first proposed his idea, some adults thought that Jack was being too _____, but he was _____ to prove them wrong. He stayed _____ and entered his idea into an international science fair. Jack won! Now he feels more _____. People have even asked him to be on TV because of his _____ personality and creative ideas.

5 **LEARN NEW WORDS** Listen to the words. Write each trait next to the correct example. Are these words positive or negative? Decide. Then listen and repeat.  004 005

fair	odd	self-conscious	stubborn
------	-----	----------------	----------

- _____ 1. You never change! Just listen to me for once.
- _____ 2. You put salt and pepper on your ice cream? Wow!
- _____ 3. I like our music teacher. In her class, everyone gets a chance to play.
- _____ 4. Oh, come on. Nobody is looking at you. Let's dance.

2014 Emerging Explorer, inventor Jack Andraka

6 **YOU DECIDE** Choose an activity. Work in pairs.

- Together, think of a famous person, such as a singer, actor or internet personality. Separately, list as many descriptive words as you can about that person. Are any of your words the same? Do you agree with your partner's description?
- As a student, you're an expert on teachers. Think about teachers you've had and write words to describe them. Look at the positive qualities you both listed. Then work together to write a description of your ideal teacher.
- Write the letters in your partner's name down the side of a piece of paper. Then write a word that describes your partner for each letter. When you've finished, compare your name poems. Do you agree with your partner's description?



MUSICAL
AMBITIOUS
RESPONSIBLE
CURIOUS
ORGANISED

SPEAKING STRATEGY 006

Comparing

You're outgoing? So am I!

Just like you, I'm self-confident.


We're alike because we're both patient.

Contrasting

You're shy? Not me! I'm not shy at all.

Unlike you, I'm optimistic.

I'm determined, but you're just stubborn!

1 Listen. How do the speakers compare and contrast their younger brothers? Write the words and phrases you hear.  007

2 Read and complete the dialogue.

Dave: My aunt and uncle are visiting this week.

Nina: You don't seem very happy about it.

Dave: I'm not. My aunt is always saying, 'You're _____ your uncle Jack!'

Nina: Well, are you and your uncle _____ ?

Dave: No, we're very different. _____ him, I'm active and outgoing. All he does is watch TV.

Nina: Is he funny? Optimistic? Generous, _____ you?

Dave: No way. _____ ! He never gives me anything, not even on my birthday.

3 Work in pairs. Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Compare and contrast as instructed.

4 Work in groups. Compare and contrast your parents. Are you like or unlike your parents? Do your classmates' parents seem like or unlike your own parents?



Go to page 153.

GRAMMAR 008

Question tags: Confirming information or seeking agreement

Alicia **is** friendly, **isn't she**?

Yes. She's outgoing. You'll like her.

You're nervous about the competition, **aren't you**?

I am. I'm not sure I'm ready.

Rick **doesn't** live near here, **does he**?

No, he doesn't. He lives quite far away.

Lin also **plays** the flute, **doesn't she**?

Yes, she does. She's really good!

Sue **couldn't** make herself do it, **could she**?

No. She's too shy.

1 Listen. Match the questions to logical answers. Write the letter. 009

- _____ a. Yes, it was. And we finally won!
- _____ b. Yes, I have to be. I'm a teacher.
- _____ c. No, she didn't. She said she was ill.
- _____ d. He really is. He never stops!
- _____ e. Yes, she can. And the guitar, too.



2 Read. Then complete the question tags.

- Carla and Lea want to join the team, don't they ?
- You're not as enthusiastic about poetry as your sister, _____ ?
- Greg's brothers won't be at the party, _____ ?
- Maria has changed a lot, _____ ? She's so self-confident.
- Your sisters didn't go shopping, _____ ?
- You would help us if Ana can't come, _____ ?

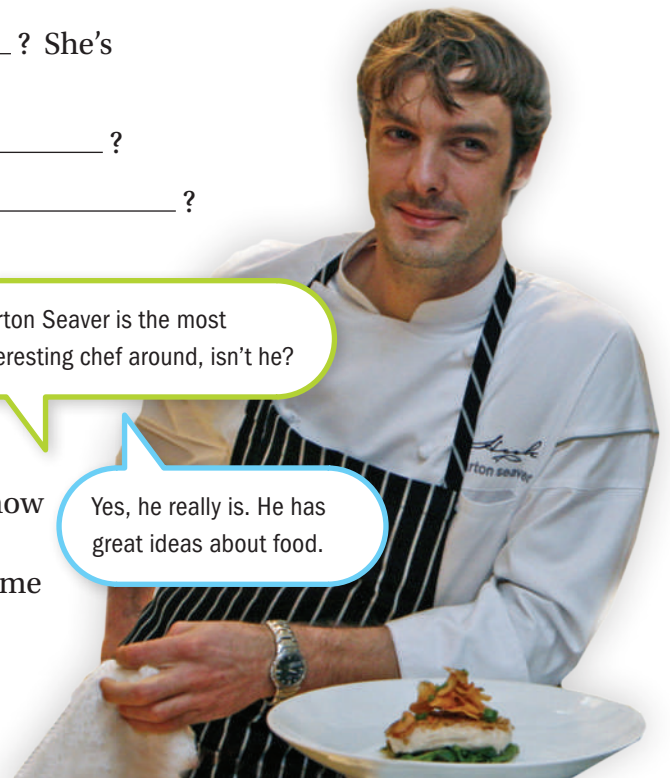
National Geographic Fellow
Chef Barton Seaver

3 Work in pairs. Take turns forming question tags and answering them. Agree or disagree with your partner. Express your opinion.

- (name of a place) / most beautiful / place / ever
- (name of a singer) / most popular / singer / right now
- (name of an actor) / talented / actor / on TV
- (name of a video game) / your favourite / video game
- (name of a film) / exciting / film / ever

Barton Seaver is the most interesting chef around, isn't he?

Yes, he really is. He has great ideas about food.



4 **LEARN NEW WORDS** Read about young chefs and listen to their conversation. Then listen and repeat. 🔊 010 011

Everyone loves cookery programmes! The chefs are usually self-confident and energetic, but they're not always patient or organised, are they? (That's part of the fun!) They're almost always very **competitive** as they cook against each other. They want to win by making the best food they can!

On some programmes, teen chefs compete to see who's the best cook. These teen chefs can be surprisingly **co-operative**, even while they're competing. They've made friends, and they're interested in what one another is doing. Of course, one chef may be **jealous** of another chef, but in the end many of them are still **helpful** and kind to each other as they compete. They're **open-minded** enough to know that only one person can win, but all of them can be friends – and great chefs.

5 **Read.** Then use a question tag to comment.

1. Angela really is a talented cook. I want to be like her!

You aren't feeling jealous, are you?

2. Pat and Tim refused to talk to Julia, or even listen to her ideas.
-

3. The Whitley twins have 17 tennis trophies between them.
-

4. Sam won't join the group to help collect and recycle plastic bottles.
-

5. Here, let me help you clean up those dishes.
-

- 1 BEFORE YOU READ Discuss in pairs.** Based on the title and the photo, what do you think the reading is about?
- 2 LEARN NEW WORDS Find the words below in the reading.** What do you think they mean? Look for clues in the sentences. Then listen and repeat. [🔊 012](#)

bossy ignore perfectionist selfish spoilt

- 3 WHILE YOU READ Notice descriptive words** you think apply to you personally. [🔊 013](#)



Why Am I Me?