

# 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

[NGL.Cengage.com/impact](http://NGL.Cengage.com/impact)

BRITISH ENGLISH

A1	A2	B1	B2
CEFR correlation			
The exit level for Impact 4 is B2.			

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# impact

LESSON PLANNER

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

4



**Impact Lesson Planner 4**

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**ON THE COVER**

Bioluminescent plankton on a South Coast  
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# impact

## LESSON PLANNER

# 4

	Walkthrough	2
	About the Author and Series Editors	18
	Teaching with <i>Impact</i>	19
	Pacing Guides	31
	Scope and Sequence	34
<b>Unit 1</b>	Pushing the Limits	38
<b>Unit 2</b>	It Takes a Village	64
<b>Units 1-2</b>	<b>Express Yourself:</b> Graphic novel	90
<b>Unit 3</b>	Food Matters	92
<b>Unit 4</b>	The Footprint of Fun	118
<b>Units 3-4</b>	<b>Express Yourself:</b> Online invitation	144
<b>Unit 5</b>	Why We Explore	146
<b>Unit 6</b>	Giants	172
<b>Units 5-6</b>	<b>Express Yourself:</b> Science-fiction story	198
<b>Unit 7</b>	Creative Problem-Solving	200
<b>Unit 8</b>	Art Connections	226
<b>Units 7-8</b>	<b>Express Yourself:</b> Contest	252
	Assessment	254
	Annotated Workbook Pages	265

# 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.

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.



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

#### TO START

1. Look at the climber. Why would he choose to climb this rock? What are some of the risks he faces?
2. What is the most challenging sport you've ever tried?
3. Why should we challenge ourselves? What is a benefit of taking risks?

#### 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 **Why do we take risks?** Discuss. Then listen and read. [AV002](#)

Have you ever **pushed yourself** to your limit? Do you know anyone who has? Do you ever wonder what can be **gained** by climbing a tall cliff – or jumping off it? Why do something that causes the **body pain**?

People can be transformed by pushing themselves. These experiences teach **determination**. Often, the desire to achieve our goal **enables** us to take risks. Many people take mild risks. Others feel a need to reach the **unreachable**. These **extreme** athletes test their own **mental** and **physical** boundaries.

In most traditional sports, athletes compete against one another. But in extreme sports, the biggest **opponent** is nature. In this photo, Olympic snowboarder Jussi Oksanen glides down the side of a glacier. Snowboarding on solid ice is **hazardous**, especially with a 12 m. (40 ft.) drop below the glacier! But for extreme athletes like Oksanen, risk is just part of the job.



Extreme snowboarding

10 VOCABULARY



Big-wave surfing

The same is true for big-wave surfers. Animals such as sharks and jellyfish pose serious risks to surfers. Another **obstacle** that surfers must **overcome** is the force of the water. After this photo was taken, surfer Koa Rothman was taken under by the unbelievable force of the wave. So why do it? 'The view I had right here was one of the most amazing things I have ever seen in my life,' says Koa. 'Being in the middle of all that energy is unexplainable!'

Athletes who participate in the *Marathon des Sables*, or MdS, need to have incredible **endurance**. In this desert marathon, participants must cross a distance of approximately 250 km. (155 mi.) over five or six days. The event takes place in the Sahara Desert, where temperatures can reach more than 50°C (122°F). It's no wonder that the MdS is considered the toughest race on Earth!

The athletes shown in the photos are **role models** for anyone seeking adventure. Do they inspire you to push your own limits?



Desert-marathon running

- 2 **LEARN NEW WORDS** Listen and repeat. [AV003](#)

- 3 **Work in pairs.** Which of these sports would you try? Why would you try it? What risks would you face?

VOCABULARY 11

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

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

# Student's Book Walkthrough

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

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

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

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

determination	hazardous	mental	obstacle	opponent
overcome	pain	physical	push himself	role model

Photographer and adventurer Cory Richards is used to difficult conditions. Cory has \_\_\_\_\_ many difficult \_\_\_\_\_ to bring us some incredible outdoor action photography. Cory believes that pushing his \_\_\_\_\_ and \_\_\_\_\_ limits helps him to better connect with himself and with the world.

In 2011, Cory successfully climbed an 8,000 m. (26,000 ft.) peak in the middle of winter. However, due to the \_\_\_\_\_ conditions, this challenge nearly cost him his life. On the way down, Cory and his team were caught in a major avalanche. 'Once the avalanche took us, there was no more fear,' says Cory. Although this experience scared him, he still takes risks to get a great photo. Cory's \_\_\_\_\_ and endurance make him a great \_\_\_\_\_.

**5 LEARN NEW WORDS** Listen to the words and match them to the definitions. Then listen and repeat. **0001 005**

achieve	boundary	unbelievable	unreachable
---------	----------	--------------	-------------

- \_\_\_\_\_ 1. incredible
- \_\_\_\_\_ 2. limit
- \_\_\_\_\_ 3. gain through hard work or effort
- \_\_\_\_\_ 4. impossible

Cory Richards



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

- Talk about characteristics that adventurers like Cory need to have. Which of these characteristics do you have? Which would you like to have?
- Role-play an interview between a TV reporter and an extreme athlete who has just completed a new challenge.
- Invent an extreme sport. Work together to make a poster describing a competition for this sport.

12 VOCABULARY

## SPEAKING STRATEGY 008

### Showing interest in a conversation

Statement	Responses
I love surfing.	Wow! What's that like? Really! I never knew that <u>you could surf</u> . What can you tell me about <u>surfing</u> ? Tell me more about <u>how you learnt to surf</u> . What about you? Do you like <u>extreme sports</u> ? You're a <u>surfer</u> ? Me, too!

**1 Listen.** How do these speakers show interest in the conversation? Write the phrases you hear. **007**

**2 Read and complete the dialogue.**

- Lee: What are you doing, Jon?  
Jon: I'm getting ready for my next mountain bike race.  
Lee: Really! \_\_\_\_\_ you raced.  
Jon: Yeah, I've been racing for about three years.  
Lee: \_\_\_\_\_ Do you do any extreme sports?  
Jon: It's very cool. \_\_\_\_\_ Do you do any extreme sports?  
Lee: Yeah, I like rock climbing. And I'm getting ready for my first extreme ironing competition.  
Jon: \_\_\_\_\_ what it's like to do extreme ironing.  
Lee: I can't yet - I've never done it!

**3 Work in pairs.** Throw the cube. Make a statement about the topic on the cube. Your partner uses the phrases above to maintain the conversation. Then swap roles.

Go to page 153.

**4 Work in groups.** Do you take risks? Share stories about risks you have taken. Tell one true story and one false story. See if your group can guess the true story. Use the phrases above to maintain the conversations.



SPEAKING 13

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

**Games** provide a fun context for communication.



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

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

**GRAMMAR** 008

**Embedded clauses, questions and commands**

I think ... Extreme sports are dangerous.	I think extreme sports are dangerous.
I wonder ... What obstacles has Cory overcome?	I wonder what obstacles Cory has overcome.
Do you know ... Can we climb that mountain in winter?	Do you know if we can climb that mountain in winter?
I'm asking you ... Try downhill mountain biking.	I'm asking you to try downhill mountain biking.

**1 Work independently.** Listen to the speakers. Then complete the embedded clause, question or command. Remember to change the order of words when necessary. 009

1. She's guessing \_\_\_\_\_
2. He's wondering \_\_\_\_\_
3. You're telling me \_\_\_\_\_
4. I think \_\_\_\_\_
5. I'm asking you \_\_\_\_\_

**2 Work in pairs.** Make sentences to form embedded clauses, questions and commands.

I wonder	Wear a helmet when you ride your bike.
I think	Had Cory been in an avalanche before?
I'm asking	Teach your brother how to surf.
I'm telling	How many countries has Cory visited?
Do you remember if	You could try ice climbing.

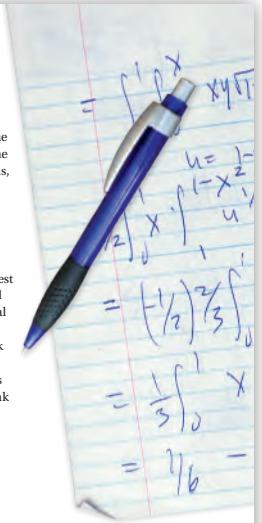
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**3 LEARN NEW WORDS** You've learnt about physical challenges. Now listen and read about a mental challenge. Then listen and repeat. 010 011

A **non-traditional** sport, such as ice climbing, can really push us to our physical limits. But have you ever done anything that pushes you to your mental limits? Around the world, students participate in tough academic competitions, such as Maths Olympiads. These **events** require a lot of training, just as an extreme sport does. The competitions often require students to **struggle** with complex problems. Sometimes it takes over an hour to complete just one!

Nur Muhammad Shafiullah knows first-hand how the Maths Olympiads can push mental limits. He is the youngest student ever to compete in the International Mathematical Olympiad. At 15, Nur Muhammad went to the international competition to **represent** his native country, Bangladesh. He competed against students from 125 countries and took the bronze medal! The next year he did it again. The year after that he earned a silver medal. Nur Muhammad's maths skills are really unbelievable. What about you? Do you think the International Mathematical Olympiad is beyond your mental limits?



**4 Work in pairs.** Write sentences using the words below. Include an embedded clause, question or command in each sentence.

1. wonder / time / event I wonder if the event takes much time.
2. guessing / struggle / difficult \_\_\_\_\_
3. think / student / prepare \_\_\_\_\_
4. telling / non-traditional / sport \_\_\_\_\_
5. asking / represent / country \_\_\_\_\_

**5 Work in groups.** Think of other competitions that provide mental challenges. What do you know about them? What questions do you have? Discuss in your group, using embedded clauses, questions and commands as much as possible.

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.



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

**2 LEARN NEW WORDS** Find these words in the reading. What do you think they mean? Use a dictionary to check. Then listen and repeat. 🔊 012

beyond   consequence   in control   limb   peak performance

**3 WHILE YOU READ** Pause after each paragraph to write what it's about in your own words. 🗒️ 013

**4 AFTER YOU READ** Work in small groups to answer the questions.

1. How did Amy lose her legs?
2. What other negative consequences did Amy suffer from meningitis?
3. What happened the first time Amy tried to go snowboarding again?
4. What did Amy learn about limitations?
5. How does Amy work to help others?
6. If she could, would she go back to her former life? Why or why not?

# No Limits

**AMY PURDY SEES HER LIMITATIONS AS A GIFT THAT HAS HELPED HER DO AMAZING THINGS.**

Amy Purdy is a world-class athlete, model and actress. She has achieved amazing success in her life and hasn't let anything slow her down – even the loss of both legs! In fact, some of Amy's greatest achievements came after she lost them.

When Amy was 15, she started snowboarding. After finishing high school, she moved to the mountains, where she could easily spend her free time snowboarding. She felt totally in control of her life. But then at 19, she contracted meningitis, a horrible disease that left her with only a two per cent chance of survival. Amy survived, but there were terrible consequences. She lost a kidney, the hearing in her left ear, and both legs below the knees.

For a long time Amy felt depressed. But when she closed her eyes, she could still see herself snowboarding. She decided not to let this situation take over her life. By the time she was 21, she was back on her board, wearing artificial legs she had built herself. The first time she tried to use them, she fell off, but her legs kept going down the hill without her! After a few years of hard training using her new legs, Amy was able to reach her peak performance level. She became the Para-Snowboarding World Champion in 2012, and she later won the bronze medal in the 2014 Paralympic Games.

Amy's new life was beyond what she expected. Suddenly, she had become a celebrity, a fashion model and an actress. She was even on the popular American TV programme *Dancing with the Stars*. Most importantly, she started helping people like her to do the sports they love. She started a company that makes artificial limbs, and she created an organisation that introduces people with physical disabilities to action sports.

Now, if you ask Amy, 'Would you want to change your situation?', she would say no. Losing her legs has enabled, not disabled, her. According to Amy, 'It's facing our fears head on that allows us to live our lives beyond our borders.'

**5 Work in pairs.** Re-read the text. Then without looking, take turns saying what you remember. Use your own words.

**6 Discuss in groups.**

1. How did getting meningitis impact Amy's life? Identify positive and negative impacts.
2. Do you agree that disadvantages can become advantages? Explain.
3. Do you think anyone can overcome an obstacle like Amy has? Why or why not? Give examples.

16 READING

READING 17

**Before reading** activities help students make predictions about the reading.

**While reading** activities guide students and help them stay focused.

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

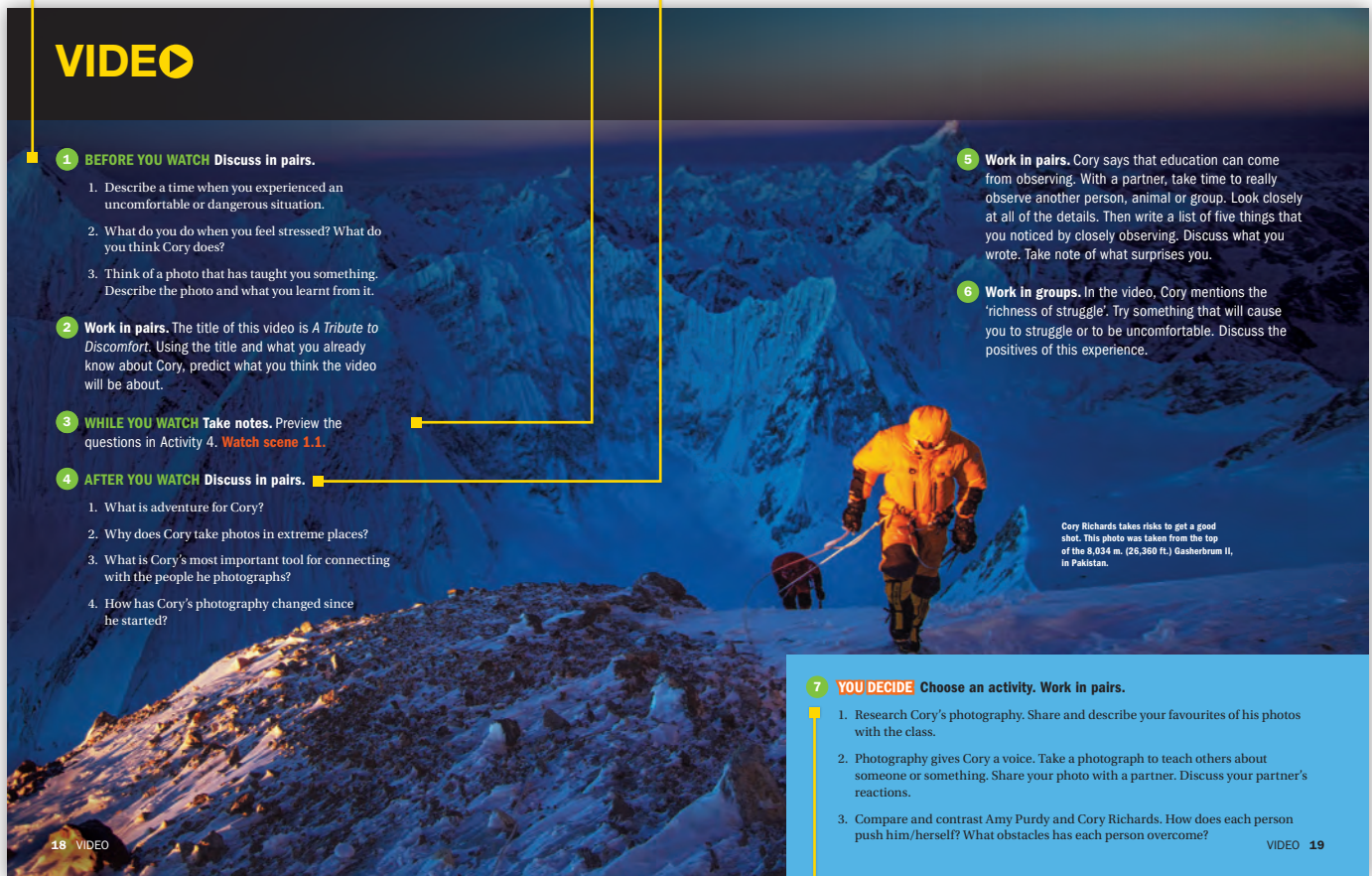


Meaningful, relevant and timely topics are presented through videos from **National Geographic** and other sources, as well as animated **infographic videos** created specifically for this series.

**Before watching** activities help students make predictions about the video.

**While watching** activities guide students and help them stay focused.

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



**VIDEO**

**1 BEFORE YOU WATCH Discuss in pairs.**

1. Describe a time when you experienced an uncomfortable or dangerous situation.
2. What do you do when you feel stressed? What do you think Cory does?
3. Think of a photo that has taught you something. Describe the photo and what you learnt from it.

**2 Work in pairs.** The title of this video is *A Tribute to Discomfort*. Using the title and what you already know about Cory, predict what you think the video will be about.

**3 WHILE YOU WATCH Take notes.** Preview the questions in Activity 4. **Watch scene 1.1.**

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

1. What is adventure for Cory?
2. Why does Cory take photos in extreme places?
3. What is Cory's most important tool for connecting with the people he photographs?
4. How has Cory's photography changed since he started?

**5 Work in pairs.** Cory says that education can come from observing. With a partner, take time to really observe another person, animal or group. Look closely at all of the details. Then write a list of five things that you noticed by closely observing. Discuss what you wrote. Take note of what surprises you.

**6 Work in groups.** In the video, Cory mentions the 'richness of struggle'. Try something that will cause you to struggle or to be uncomfortable. Discuss the positives of this experience.

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

1. Research Cory's photography. Share and describe your favourites of his photos with the class.
2. Photography gives Cory a voice. Take a photograph to teach others about someone or something. Share your photo with a partner. Discuss your partner's reactions.
3. Compare and contrast Amy Purdy and Cory Richards. How does each person push him/herself? What obstacles has each person overcome?

Cory Richards takes risks to get a good shot. This photo was taken from the top of the 8,034 m (26,360 ft.) Gasherbrum II, in Pakistan.

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

### Adding emphasis

My sister loves hiking in the Himalayas.  
**The place (where)** my sister loves hiking **is** the Himalayas.

I won't go surfing. I don't like swimming in the sea.  
**The reason (why)** I won't go surfing **is that** I don't like swimming in the sea.

He loves yoga because it makes him feel relaxed.  
**The thing (that)** he loves about yoga **is that** it makes him feel relaxed.

I like snow kiting. It pushes me to my physical limits.  
**What I like best about** snow kiting **is that** it pushes me to my physical limits.

**What I like best about** snow kiting **is that** it pushes me to my physical limits.

1 **Read.** Then rewrite the sentences to add emphasis.

- I prefer snowboarding to skiing because I need less equipment.  
 The reason why I prefer snowboarding is that I need less equipment.
- José really enjoys climbing in the Andes.  
 The place \_\_\_\_\_
- I love the excitement of kite surfing.  
 The thing \_\_\_\_\_
- Maria likes trying extreme sports.  
 The person \_\_\_\_\_
- You should try *tae kwon do*. It really helps you focus.  
 The reason \_\_\_\_\_

2 **Work in pairs.** Take turns choosing cards from each pile. Discuss the sport pictured on your card. Add emphasis.

The thing that Carolina really loves is practising yoga.

The reason why she loves it is that it's relaxing.

The thing that ...



Go to page 155.

20 GRAMMAR

## WRITING

A biography tells the story of a person's life. Here are some useful words and phrases to connect ideas when writing a biography:

afterwards	at first	eventually
later on	more recently	ultimately

1 **Read the model.** Work in pairs to study the writing model. What words does the writer use to organise the biography? Underline them.

Yuko Arimori is an Olympic marathon runner. She was born in Japan in 1966. At first, Arimori had difficulty walking because of a problem with her legs. Other children made fun of her. Her gym teacher helped her to gain confidence, and Arimori learnt to try new things such as track running. Through hard work, she became one of the best high school runners in her city.

Eventually, Arimori tried to join a top track team in Japan. When a spot opened for a marathon runner, Arimori saw her chance. She had never been fast, but speed wasn't as important as endurance, which Arimori had. Ultimately, she became one of the best female marathon runners in the world. In 1992, at the age of 26, she participated in the Barcelona Olympics, where she won the silver medal. Afterwards, in the 1996 Olympics, Arimori won the bronze.

Later on, in 1998, Arimori decided to go beyond just running. She started Hearts of Gold, a volunteer organisation to help land mine victims in Cambodia. Hearts of Gold sponsors the Angkor Wat International Half Marathon. Runners from around the world compete to raise money to buy artificial limbs for those who lost arms and legs because of land mines. In fact, many of the victims join the race!

More recently, Arimori was a United Nations Goodwill Ambassador. Today, she's the President and CEO of Special Olympics Nippon. She continues to help people in Cambodia and other parts of the world.



2 **Work in pairs.** Identify four phases of Yuko's life.

3 **Write.** Write a biography of an athlete who is a role model for others. Use the words and phrases above to help you organise the biography.

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**

## Test Your Limits

**'Adventure is anything that puts us outside our comfort zone.'**

**Cory Richards**  
National Geographic Photography Fellow, Photojournalist

1. Watch scene 1.2.
2. Cory gets out of his comfort zone by climbing the tallest mountains in the world - in the winter! What takes you out of your comfort zone? Discuss with a partner.
3. How could you get more adventure from your life? What do you think you might learn about yourself by trying something new?

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 **Try something new!**
  - Do something you've never done before.
  - Write a paragraph to describe your experiences. What did you do? Did it take you outside of your comfort zone? What were the benefits and challenges of this new experience?
  - Present a summary of your experience to the class.
- 2 **Create an instructional video.**
  - Choose a particular sport that pushes your limits, such as yoga, martial arts or distance running.
  - Create a video about the sport. Describe how to do the sport. Talk about its mental and physical requirements.
  - Film your video and share it with the class.
- 3 **Interview a role model.**
  - Choose a person in your community who is a role model for teens.
  - Write at least five questions to use in your interview. Ask about the person's life, what obstacles he/she has overcome, and how he/she has pushed him/herself.
  - Conduct your interview. Then summarise what you learnt about the person for your classmates. Share a photo if possible.



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 Adventures of Crisis Crusher*. 029

### The Adventures of Crisis Crusher

IN TIMES OF CRISIS, WHO CAN YOU TURN TO? CRISIS CRUSHER IS ALWAYS THERE TO HELP. BUT WHEN CRISIS CRUSHER IS IN TROUBLE, WHO CAN HE TURN TO?



2 Discuss in groups.

1. What happens in the comic strip?
2. What obstacles do the characters have to overcome?
3. Why does Crisis Crusher need the help of others? How do the people work together for a larger goal? Explain.

40

3 **Connect ideas.** In Unit 1, you learnt how people push physical and mental limits to achieve their personal goals. In Unit 2, you learnt about people working together for a common goal. In both cases, people overcome obstacles for a purpose. What does this tell you about yourself? What can you accomplish by yourself? What can you accomplish with the help of others?



TO BE CONTINUED ...

4 **YOU DECIDE** Choose an activity.

1. Choose a topic:
  - pushing limits
  - the big picture
2. Choose a way to express yourself:
  - a drawing of the final scene of the Crisis Crusher story
  - a written ending to Crisis Crusher's story
  - a theme song for Crisis Crusher
3. Present your work.

41

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

## Unit 1

### Intonation in embedded yes/no questions

1. Listen. Notice how the voice falls at the end of the statement and rises at the end of a question with a yes or no answer. **A 113**

Statement: Cory Richards is a photographer.

Yes/No question: Is Cory a climber?

If a yes/no question is embedded, however, the intonation depends *not* on the question, but on the sentence with the embedded question. If the sentence is a statement, the voice falls at the end. If it's a yes/no question, the voice rises at the end.

I wonder if Cory is a climber.

Do you know if Cory is a climber?

2. Listen and repeat. Write an up or down arrow to indicate the final intonation. **A 114**

- I wonder if he's ever surfed.
- Do you know if she has a role model?
- I'm not sure if he's achieved a goal.
- Are you asking if he's reached his limit?

3. Work in pairs. Take turns completing the two embedded questions for each item using *I wonder if he/she ...* and *Do you know if he/she ...* ?

I wonder if she's ever surfed? Do you know if she's ever surfed?

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

## Unit 2

### Stress in compound nouns

1. Listen. Notice the stress in these compound nouns. **A 115**

A *compound noun* is formed when two words come together to form a single noun.

crowdsourcing earthquake  
mobile phone fundraiser  
text message sea level

The first word in most compound nouns receives the main stress. This differs from adjective + noun combinations, where the second word usually receives the main stress.

This is a **good phone**. What's the best **date**?  
This is a **mobile phone**. What's the **update**?

Verb	Meaning	Sample sentence
light up	become bright	The sky <b>lit up</b> with fireworks.
log in/on	sign in to a website or app	I can't <b>log in</b> because I can't remember my password.
look after	take care of	I have to <b>look after</b> my little sister on Sunday.
look back	think about things that happened in the past	<b>Looking back</b> , I think the other project topic was more interesting.
look for	try to find	What are you <b>looking for</b> ? Did you lose something?
look into	try to find out about	I need to <b>look into</b> it. I'll let you know tomorrow.
not care for	not like	I don't really <b>care for</b> opera.
pass away	die	I heard Kim's grandma <b>passed away</b> .
prey on	hunt and kill for food	Do lions <b>prey on</b> zebras?
rave about	talk or write very enthusiastically	Critics are <b>raving about</b> the new film.
rely on	trust; depend on	Do you think we <b>rely on</b> technology too much?
run away	escape; leave	Our dog <b>ran away</b> !
run into	meet unexpectedly; collide	Yesterday I <b>ran into</b> my old teacher. I <b>ran into</b> a tree.
stand out	be noticeable	I was the only one wearing purple. I really <b>stood out</b> .
take off	start to fly	The flight <b>took off</b> on time.
turn out	result; happen	I thought everyone in my family had a mobile phone. It <b>turns out</b> my uncle refuses to get one!
wake up	stop sleeping	I usually <b>wake up</b> at six o'clock.
warm up	prepare for exercise	Do you <b>warm up</b> before football games?
work out	be successful; exercise	Everyone likes to <b>work out</b> . I prefer to <b>work out</b> .

Students have access to **reference** sections on irregular verbs, two- and three-word phrasal verbs, and verbs followed by an infinitive or gerund.

## Two-word phrasal verbs – Sep

Verb	Meaning	Sample sentence
back up	support	His friends <b>back up</b> his ideas.
call off	cancel	They had <b>called off</b> the event.
calm down	help relax	Let's play soft music to <b>calm down</b> .
carry out	do or complete something	They are <b>carrying out</b> a survey.
check out	observe; notice	<b>Check out</b> my new collection.
cheer up	try to make someone happy	Why don't we <b>cheer up</b> the team?
clean up	organise; clean	Can you <b>clean up</b> the room?
cut down	make something fall to the ground	They're <b>cutting down</b> the tree.
cut off	remove by cutting	Did you read the <b>cut off</b> section?
draw in	capture the interest	This book really <b>draws in</b> the reader.
equip with	supply with	They <b>equipped</b> the team with new gear.
fill out/in	write information in a form	Remember to <b>fill in</b> your details.

150



Unit 4 Cutouts Use with Activity 3 on page 70.

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



# 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.

1 Listen and read. As you read the article, think about how it relates to the unit. **5.012**



## FOOD FROM THE ROOFTOPS

Caleb Harper isn't the only person researching new ways to bring farms into cities. A new company in California has developed a system of farming that uses Growbots. Growbots are greenhouses specially designed

for city rooftops. How do they fit into any lighter than traditional type of though. It produ and is very det conditions. In a

### Units 1–2 Review

1 Read the text. Choose the best answer for each blank. The first one is done for you.

#### Vertical Ice Boundaries

You don't have to go out into (1) the weather conditions to test your levels of (2) \_\_\_\_\_. This (3) \_\_\_\_\_ sport will really make you push yourself to your physical (4) \_\_\_\_\_.

It doesn't matter if you are an experienced climber or not, our indoor ice walls will give you an (5) \_\_\_\_\_ experience.

We have one-hour sessions every afternoon, but we also offer special training (6) \_\_\_\_\_ once a month. Our qualified teachers help new climbers (7) \_\_\_\_\_ their fear of heights and fear of falling. They also show techniques for using the equipment. With our teachers and your (8) \_\_\_\_\_, you will reach your (9) \_\_\_\_\_ on our ice walls!

- |                     |                    |                     |
|---------------------|--------------------|---------------------|
| 1. a. today's       | b. hazardous       | c. summer           |
| 2. a. struggle      | b. pain            | c. endurance        |
| 3. a. peak          | b. non-traditional | c. boundary         |
| 4. a. limit         | b. height          | c. in control       |
| 5. a. expensive     | b. unbelievable    | c. outgoing         |
| 6. a. events        | b. parties         | c. sports           |
| 7. a. observe       | b. overcome        | c. achieve          |
| 8. a. determination | b. money           | c. friends          |
| 9. a. role model    | b. opponent        | c. peak performance |



2 Read the text. Choose the best word to fill each blank.

- |             |         |              |         |            |          |
|-------------|---------|--------------|---------|------------|----------|
| collaborate | crisis  | crowdsourced | data    | empowering | generate |
| measure     | monitor | network      | process | scale      | uploaded |

The Zooniverse is the world's largest online collection of people-powered science projects. Hundreds of thousands of people around the world (1) \_\_\_\_\_ with professional researchers. These digital volunteers help manage large amounts of (2) \_\_\_\_\_ which would be too much for researchers to (3) \_\_\_\_\_ alone. In one project, volunteers watched videos from 50 cameras focused on nesting penguins. They had to (4) \_\_\_\_\_ and record the birth of each chick.

Zooniverse has collaborated in many times of (5) \_\_\_\_\_, such as an earthquake. In Nepal, in 2015, they (6) \_\_\_\_\_ the mapping of the disaster area by analysing thousands of images (7) \_\_\_\_\_ from people's mobile phones. The images helped relief organisations understand the (8) \_\_\_\_\_ of the disaster and where help was needed.

Teachers use Zooniverse projects to (9) \_\_\_\_\_ students' interest. Everyone can play a part in this (10) \_\_\_\_\_ of digital humanitarians. It can be a very (11) \_\_\_\_\_ experience.

22

2 Read. Tick T for True or F for False. Rewrite any false sentences as true.

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. The Growbot farmer needs to check on the greenhouse every day.                   | T                        | F                        |
| 2. Technology plays a part in caring for the Growbot plants.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Urban farming is not a new idea.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Growbot vegetables aren't affected by air pollution.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. One of the problems of using the Growbot system is getting soil to the rooftops. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Growbots aren't heavy and can be moved easily around a rooftop.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Using the Growbot system would be more beneficial to the environment.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. We will be able to buy Growbot vegetables very soon.                             | <input type="checkbox"/> | <input type="checkbox"/> |

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Complete the second sentence so that it has a meaning similar to the first sentence.

- What would life be like on Mars?  
I wonder \_\_\_\_\_.
- Please put on a helmet when you go skiing.  
She's asking us \_\_\_\_\_.
- Can you upload the photos when you have looked at them?  
He is telling them to \_\_\_\_\_.
- I don't like extreme sports. You always need a lot of equipment.  
What I don't like \_\_\_\_\_.
- I really want to be a digital humanitarian so I can help others.  
The reason I \_\_\_\_\_.

4 Read the blog entry. Tick (✓) the correct statements.

Saturday, 19<sup>th</sup> May  
Tomorrow I will be revisiting my childhood. I will be looking through clothes and toys from when I was a child. By this time next week, we'll have moved to a new city and to a new house. My parents think that this is a good reason to throw things out and clean up. Most things I don't use anymore. For example, I still have my first pair

## Now I can ...

• talk about food sustainability.

Explain why it's good to buy food locally.

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

Give two reasons why vertical farming is a good idea.

Do you think that one day we will all be eating the same food? Why? / Why not?

• use mixed conditionals to express how things would be different.

If I \_\_\_\_\_ (read) the review,

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

If I \_\_\_\_\_ (eat) healthier food,

• use double comparatives to describe outcomes.

The more local vegetables we buy, \_\_\_\_\_.

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

The tastier the food, \_\_\_\_\_.

The less I eat, the \_\_\_\_\_.

• write a review of my favourite restaurant.

Write four or five sentences using the phrases from the box.

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

honestly   more importantly   obviously   (un)fortunately

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**YOU DECIDE** Choose an activity. Go to page 92.

33

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.

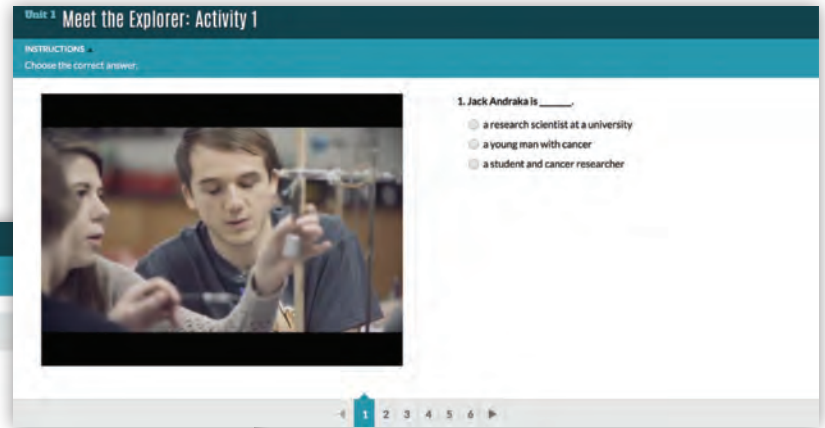
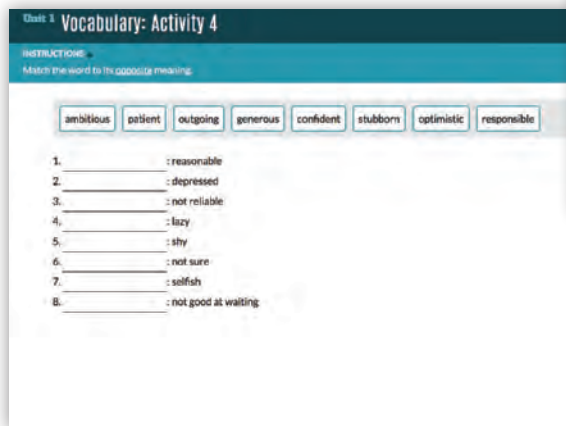
Each unit ends with a **You Decide activity** that provides options for targeted skill practice.

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.

**VOCABULARY**

**Objectives**  
Students will

- identify and use vocabulary related to the characteristics of athletes who do extreme sports.
- use new vocabulary to read about and discuss the reasons people do extreme sports and the risks they take.

**Target Vocabulary:** determination, enable, endurance, extreme, hazardous, risk, mental, obstacle, opponent, overcome, pain, physical, push oneself, role model

**Content Vocabulary:** glacier, transform

**Resources:** Worksheet 4.1.2 (Teacher's Resource CD-ROM/Website); Tracks 002-003 (Audio CD/Website/CPT); CPT: Vocabulary

**4 Why do we take risks?** Discuss. Then listen and read. **Track 002**

Have you ever pushed yourself to your limit? Do you ever wonder what the people do climbing a tall cliff – or jumping off it? Why do something that causes the body pain?

People can be motivated by pushing themselves. These experiences teach **determination**. Often, the desire to achieve new goals enables us to succeed. Many people take risks. Often, risk is a need to reach the **unreachable**. These extreme athletes see their own **mental** and **physical** boundaries.

To reach traditional sports, athletes compete against one another. But in extreme sports, the higher opponents in nature. In this sport, the mountain climber David Klaxson glides down the side of a glacier. Snowboarding on solid ice is hazardous, especially with a 12 m (40 ft) steep before the glacier. In a narrow section like Klaxson, risk is just part of the job.



**BE THE EXPERT**

**About the Photo**  
A participant is shown climbing a sand dune during the third stage of the Marathon des Sables (MDS) on 14 April, 2009. The 'Marathon of the Sands' has been held in the southern Moroccan desert every year since 1986. In recent years, more than 1,000 runners have completed in the MDS.

**Teaching Tip**  
Students process language at different speeds. Some students may need extra time before responding to a question or completing a sentence. Wait a few seconds when asking a question to give students time to think about the answer.

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

**Work in pairs.** Which of these sports would you try? Why would you try? What risks would you face?

**Warm Up**

**Activate prior knowledge** Draw a three-column table on the board with the headings *Outdoor Sport*, *Nature and Risks*. Say *I'm going to list different types of outdoor sports. For each sport, I want you to tell me the kind of natural conditions in which people do the sport and the risks involved in the sport.* As an example, write rock climbing in the first column, mountains in the second column and falling from a height in the last column. Then list other sports such as the following in the first column and ask students to name natural conditions and risks for each: snowboarding (cold winter; crashing); surfing (ocean waves; pulled out to sea); marathon running (all kinds of weather; leg injury). Record students' responses in the table.

• Tell students to use the words in the table to describe the conditions and risks for each sport. Model an example for students. Point to (rock climbing) and say

People take risks to do \_\_\_\_\_ because \_\_\_\_\_

Invite several students to take turns completing the frame orally. (Sample answer: People take risks to do snowboarding because they like to slide fast down a mountain.)

• Play **Track 002** and tell students to listen and read. Discuss the reading with students. Ask questions such as:  
What is the biggest opponent that extreme athletes compete against?  
Why is snowboarding down the side of a glacier hazardous?  
What kinds of obstacles do big-wave surfers face?

• **LEARN NEW WORDS:** Play **Track 003**. Tell students to listen and repeat. Tell partners or small groups to take turns saying each word.

• List all the vocabulary words on the board. Then tell partners or small groups to write sentences using the vocabulary words. Say *Think with your partner to write sentences that use the vocabulary words. Try to use at least two vocabulary words in each sentence. After you've written sentences for all the vocabulary words, you'll share some of the sentences with the class.*

• Model an example for students. Say *Athletes who do extreme sports use both physical and mental strength. Invite each group to share a sentence with the class. Place a tick next to each vocabulary word on the board after it has been used in a sentence. Continue asking groups to share sentences with the class until all the vocabulary words have been used.*

**Practise** 3 4 5

• Put students into pairs. Say *Think about the different kinds of extreme sports you've read about: extreme snowboarding, big-wave surfing and running a desert marathon. Consider which of these sports you might like to try. Now read the Activity 3 questions on page 11. Tell partners to ask and answer the questions in Activity 3. Say Try to use your new words in your answers.*

40 UNIT 1

VOCABULARY 41

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 4

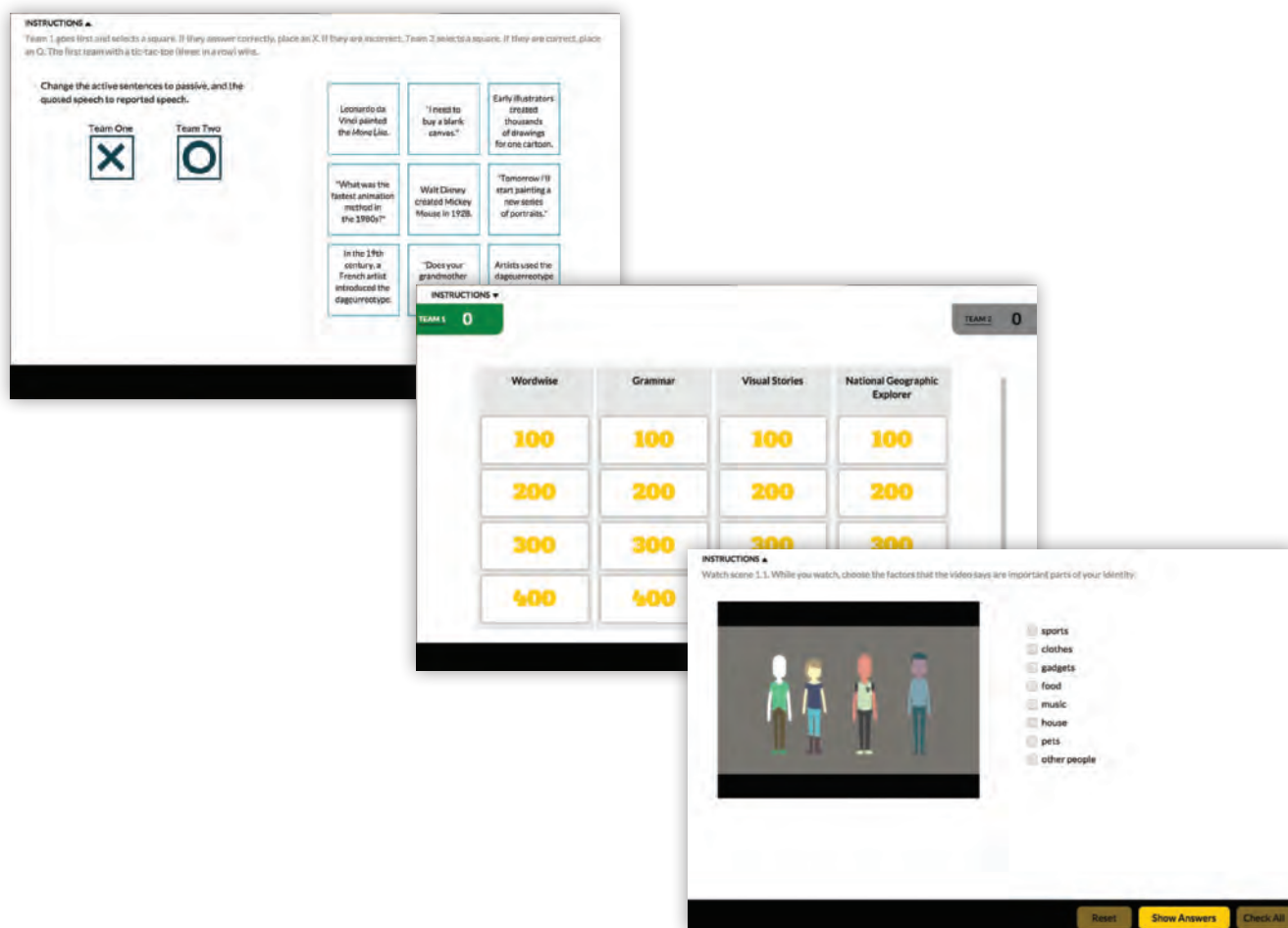



CAPTIONS ON | OFF  
CREDITS

<p><b>UNIT 1</b></p> <p>1.1 A Tribute to Discomfort 1.2 Meet Cory Richards</p> <p><b>UNIT 2</b></p> <p>2.1 Crisis Mapping 2.2 Meet Patrick Meler</p> <p><b>UNIT 3</b></p> <p>3.1 Should We Eat More Bugs? 3.2 Meet Barton Seaver</p> <p><b>UNIT 4</b></p> <p>4.1 The Footprint of Fans 4.2 Meet Jack Johnson</p>	<p><b>UNIT 5</b></p> <p>5.1 Why is it Important to Explore? 5.2 Meet Corey Jaskolski</p> <p><b>UNIT 6</b></p> <p>6.1 Super Tree 6.2 Meet Nizar Ibrahim</p> <p><b>UNIT 7</b></p> <p>7.1 Sanga's Solution 7.2 Meet Tan Le</p> <p><b>UNIT 8</b></p> <p>8.1 A Photographer's Life 8.2 Meet Stephen Alvarez</p>
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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

### Thomas Fast

Thomas Fast is a teacher, author and education consultant based in Japan. Over the last 20 years, he has taught and produced materials for early teen to adult learners. Tom has presented internationally, led a number of teacher-training workshops and consulted for the public and private sectors.



## 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

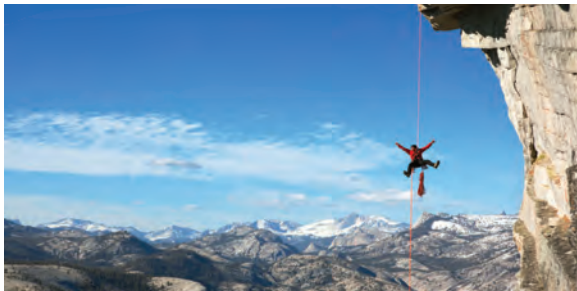
technology extends our human abilities. Explorer Amber Case, a cyborg anthropologist, challenges teens (and adults!) to think about the positive and negative aspects of our reliance on technology.

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. **0.114**

He seems shy, doesn't he?

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

You're not jealous, are you?

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

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

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

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

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

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