

impact

LESSON PLANNER

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

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

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

The Lesson Planner includes:

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

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BRITISH ENGLISH

A1	A2	B1	B2
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CEFR correlation

The exit level for *Impact* Foundation is A1+.

 NATIONAL
GEOGRAPHIC
LEARNING

Bringing the world to the classroom
and the classroom to life

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 NATIONAL
GEOGRAPHIC
LEARNING

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LESSON PLANNER

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

FOUNDATION

Impact Lesson Planner Foundation

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ON THE COVER

Ice climbing under the aurora borealis at the Athabasca Glacier in Jasper National Park, Canadian Rockies

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National Geographic Learning

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National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.

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impact

LESSON PLANNER

FOUNDATION

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Student's Book Walkthrough

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

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

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



Unit 2

A Different Education

TO START

1. Look at the photo. What is unusual about this school?
2. Do you want to visit this school? Explain why or why not.
3. Imagine your perfect classroom. Where is it? Is it outside or inside? What does it look like? How many students are there?

Children in a boat classroom, Bangladesh

'It's a big world. We still have a lot to learn and share.'
Amy Freeman

42

43

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

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

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

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

- 1 **What do you know about schools in other countries?** Discuss. Then listen and read. [A.039](#)

The Nenets people are from Western Siberia. Some Nenets live in towns and villages, but many are nomadic. Nomadic people move from place to place. Nomadic Nenets follow their reindeer herds and travel around Siberia all year. They live in camps. Some Nenets children travel with their families and learn at a special nomadic school. Teachers travel with the families and the classrooms are in the camps. Some **lessons** are the same as lessons at normal schools, but in other lessons the children also learn about Nenets traditions and skills.

At an elementary school in South Korea, children have got a new English **language** teacher. It's a robot. A teacher in Australia looks into a **camera** and speaks. In their classroom in South Korea, the children hear the teacher's voice and see her face on the robot's **screen**. They follow her **instructions** and **practise** their English.

In Bangladesh, it is often difficult for children to get to school because there are problems with heavy rain. But thousands of students now have their lessons at 'floating schools'. It is easy for these students to go to school even in bad weather because 'floating schools' are on boats. There are also floating **libraries**, with a lot of books and **laptops**.

What's your classroom like? Do you get your **homework** from a robot? Do you travel with your **classmates** to a different place every week? Do you learn on the land or on the water?

A Nenets boy studying outside his winter camp in Western Siberia

- 2 **LEARN NEW WORDS** Listen and repeat. [A.040](#)

- 3 **Work in pairs.** Why do you think schools have robot teachers in South Korea? Would you like to learn from a robot teacher? Why or why not?

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

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

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

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

4 Read and write the words from the list.

camera	classmate	language	laptops
lessons	library	practise	screen

Dave and Amy Freeman are National Geographic adventurers and educators. Their Wilderness Classrooms teach children about the wild and exciting places they explore. The explorers record their adventures on a _____. Students then watch their videos on a _____ in the classroom. They can use _____ to send questions to the explorers. Sometimes they choose the explorers' route for the next week. The _____ help children to _____ maths, geography and science skills.



Dave and Amy Freeman dogsledding in winter

5 LEARN NEW WORDS Listen to these words and match them to their opposite meanings. Then listen and repeat.

different	easy
difficult	same

6 YOU DECIDE Choose an activity.

- Work independently.** Write three different things you want to learn at school. Explain why you want to learn about them.
- Work in pairs.** Design a robot teacher. Think about what it looks like and what it can do. Draw a picture of it.
- Work in groups.** Imagine you can choose next week's journey for Dave and Amy Freeman. What's their route?

46 VOCABULARY

SPEAKING STRATEGY 043

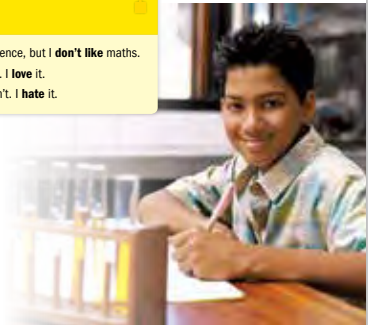
Talking about likes and dislikes

Which subjects do you like? I like science, but I don't like maths.
 Do you like PE? Yes, I do. I love it.
 Do you like art? No, I don't. I hate it.

1 Listen. How do the speakers talk about their likes and dislikes? Write the phrases you hear.

2 Read and complete the dialogue.

Ahmed: What's your favourite subject at school, Haider?
 Haider: _____ geography and art. How about you? Which subjects _____?
 Ahmed: I like art, but _____ geography. I think my favourite subject is maths.
 Haider: Maths? Really? _____ maths! I'm not very good at it.
 Ahmed: _____ science?
 Haider: _____. Science is really interesting. Do you like science?
 Ahmed: _____. It's difficult!



3 Work in pairs. Spin the wheel. Tell your partner about your likes and dislikes. Then ask about your partner's likes and dislikes.

I like the colours blue and black. I don't like the colour red. What colours do you like?

I like yellow and green.



Go to page 171.

SPEAKING 47

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.

GRAMMAR 045

Present simple: Talking about routines, habits and permanent states

Camila **lives** in Quito.
She **gets up** at six o'clock in the morning.
I **walk** to school with her.
Her brothers **don't walk** to school. They **go** by bus.
She **doesn't have** lunch at school. She **goes** home for lunch.
She **hangs out with** her friends after lunch.
What time **does** she **go** to bed? At half past nine.

1 Listen. Kerem describes a typical day in his life. Circle the correct form of the verbs you hear. 043

- | | | | |
|-----------------|------------|-----------------|------------|
| 1. get up | gets up | 6. doesn't have | don't have |
| 2. eat | eats | 7. make | makes |
| 3. doesn't have | don't have | 8. return | returns |
| 4. drink | drinks | 9. finish | finishes |
| 5. go | goes | 10. do | does |

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

Danilo is 12 years old and he _____ (live) in Manila in the Philippines, with his sisters, Lilybeth and Tala, and his parents. He _____ (get up) every morning at seven o'clock and he _____ (prepare) breakfast for his family. After breakfast, he _____ (start) his lessons. Danilo _____ (not go) to school. His mother _____ (teach) him at home in the morning. In the afternoon, he _____ (walk) to a music lesson at his friend's house. There are five children in the music lesson and they all _____ (practise) together. Lilybeth and Tala _____ (not go) to the music lesson. They _____ (stay) at home and _____ (study) maths or science.



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

3 LEARN NEW WORDS Listen to learn about a typical school day in Japan. Then listen and repeat. 047 048

School starts at 8.30 on weekdays.

The head teacher talks to the school once a week.

Lesson	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	08.30	Head teacher talks to the school	Class register	Class register	Class register	Class register
1	08.45	PE	maths	geography	maths	PE
2	09.45	science	geography	science	art	science
3	10.45	art	history	art	history	geography
4	11.45	history	PE	history	PE	history
	12.30	lunch	lunch	lunch	lunch	lunch
5	1.30	maths	science	maths	science	maths
	2.30		After-school club		After-school club	

There are five lessons every day.

After-school clubs meet twice a week at the end of the school day.

There is no school at the weekend.

4 Work in pairs. Describe your typical school week. What do you do every day? What do you do once or twice a week after school? What do you do at the weekend?

5 Work in groups. Design a timetable for your ideal school. Then tell another group about your timetable.

At our school, we start lessons at half past ten every morning. We play football four times a week, and we have a maths lesson once a week.

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 title and the photos. What do you think the reading is about?

2 LEARN NEW WORDS Find these words in the reading. Which words are verbs? Which word is an adjective? Then listen and repeat. [049](#)

fail hard-working improve succeed

3 WHILE YOU READ Think about the main idea of the article. [050](#)

4 AFTER YOU READ Answer the questions.

1. What does Eduardo Briceño want to find out about chess champions or people who are brilliant at music or maths?
2. How does Josh Waitzkin first learn to play chess?
3. Why is his first national chess championship important for Josh?
4. What other activity is Josh also very good at?

GROWTH MINDSET

50 READING

HOW TO BE BRILLIANT

Eduardo Briceño is an expert in education. He wants to find out why some people are chess champions or brilliant at music or maths. He believes that it is because of how they think. He calls this their 'growth mindset'. These people don't believe they are special or better than other people. They believe they can work hard and improve their skills.

One example of this is Josh Waitzkin. Let's look back at his story.

When Josh is six years old, he sees people playing chess in Washington Square Park in New York City. He learns to play chess with them. He loves the game and he plays a lot of chess! He becomes very good at it. But then, a couple of years later, he loses his first national championship.

This is an important moment for Josh. He realises that it's not about how clever you are. It's about how hard you work. He works very hard and he wins the next national championship.

Then, when he is 21 years old, Josh decides to learn something completely different. He joins a Tai Chi class. Josh works very hard again and he wins a world championship!

Josh is a great example of 'growth mindset'. He doesn't believe that he is naturally good at one special thing. He tries to learn new things. He doesn't always succeed immediately, but he is very hard-working. He thinks that it's good to fail sometimes because it makes you try harder.

We can all use 'growth mindset'. Don't think that you are good at a subject or bad at a subject. Think about how you can work hard and get better at everything you do.



Josh Waitzkin doing Tai Chi

5 Work in pairs. What's the main idea of this reading? Underline the correct answer.

1. You can improve if you work hard.
2. Some people are very good at subjects like maths, music or chess.
3. Chess can help you to be good at other subjects.

6 Discuss in groups.

1. Think of a school subject that is difficult for you. How can you improve? Share your ideas.
2. Do you think people are good at things without trying? Why or why not?
3. Eduardo Briceño says, 'Mindset affects all of us.' What do you think he means?

READING 51

Before reading

activities help students make predictions about the reading.

While reading

activities guide students and help them stay focused.

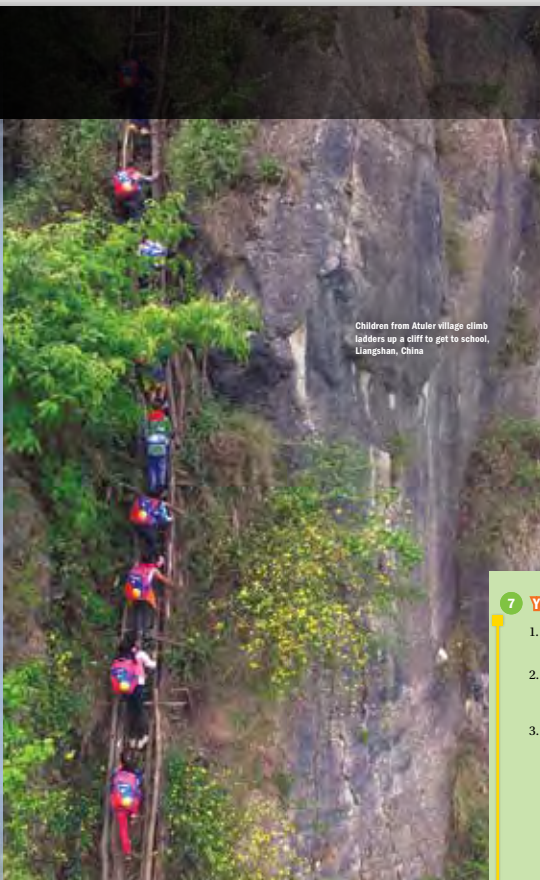
After reading activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their lives.

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.

VIDEO



Children from Atulier village climb ladders up a cliff to get to school, Liangshan, China

1 BEFORE YOU WATCH Discuss in pairs. Look at the photo and guess. Where are the children going? How often do they make this journey?

2 Work in pairs. You're going to watch *Education Around the World*. From the title and the photo, predict which topics the video is about. Tick your predictions.

- age when students start school
- school uniform
- journey to/from school
- lunch breaks
- lessons
- school holidays
- teachers
- size of school

3 WHILE YOU WATCH Check your predictions from Activity 2. Watch scene 2.1.

4 AFTER YOU WATCH Work in pairs. Tick T for True or F for False.

1. Students in Finland begin school at the age of seven. T F
2. In Finland, students usually get a lot of homework. T F
3. Some students in Pennsylvania, USA, go to school by horse and cart. T F
4. Lunch breaks in French schools are usually very short. T F
5. The main summer holidays in Argentina begin in February. T F
6. Australian students have four school holidays every year. T F

7 YOU DECIDE Choose an activity.

1. **Work independently.** Find out five more facts about schools in Finland. Share your information with the class.
2. **Work in pairs.** Imagine you have a very unusual journey to school every day. Draw a map of your journey. Then show the map to your class and describe your journey.
3. **Work in groups.** Write a short paragraph about schools in your country. Include information about:
 - what age students start school
 - what time school starts and finishes
 - how long lunch break is
 - how many school holidays there are and how long they are.

52 VIDEO

VIDEO 53

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

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 **writing** in the Foundation level and are introduced to a variety of academic writing genres in Levels 1–4.

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

GRAMMAR 051

Adverbs of frequency: Saying how often you do something

0% —————> 100%

never rarely sometimes often always

I **never** say mean things to other people. She **often** has lunch at school.
 I **rarely** forget to do my homework. We **always** report bullying to an adult.
 He **sometimes** gets up at six o'clock in the morning.

1 Read. Circle the correct adverbs of frequency.

Cyberbullying – saying bad things to or about people online – is a big problem. Of course, we should *never / sometimes* post mean things online. But it is *rarely / sometimes* difficult, especially for young people. They can be very impulsive. That means they *often / never* make decisions very quickly without thinking about them carefully first. But now there is a new app called 'ReThink'. The app *always / sometimes* checks your messages before you post them. If a message is mean, the app asks, 'Do you really want to write this?' When people stop and think about a mean message, they *rarely / always* decide to post it.



Trisha Prabhu, the inventor of the anti-cyberbullying app 'ReThink'

2 Work in pairs. Discuss:

- a website you often visit
- an app you always use
- a sport you never do
- a colour you always see
- a food you sometimes eat
- a place you rarely visit
- a person you sometimes see

3 Work in pairs. Take turns throwing the cube. Make a sentence using the words on the cube and an adverb of frequency.

I never sing in the shower!



Go to page 175.

54 GRAMMAR

WRITING

When we write about a person's daily routine, we use sequencing words to show the order of events:

first then next before after

1 Read the model. How does the writer show the order of events? Underline the sequencing words.

A Day in My Life

On weekdays, I always get up at half past six in the morning. First, I have a shower, and then I have breakfast with my family. Next, I go to school. My family lives on a small island and I always go to school by boat! When the weather is very bad, I stay at home and my teacher sends me extra homework by email. School starts at 8.45 and lunch is at twelve o'clock. I often have rice with fish. After lunch, we have music or art. School finishes at three o'clock, but once a week, on Wednesday afternoon, I stay at school for football club. I really love football! I get home at four o'clock. I often go swimming in the sea before supper, and then I do my homework. I go to bed at nine o'clock. The stars are very beautiful and I can hear the sea.



2 Work in pairs. How similar is the writer's typical day to your day? Which things are the same? Which things are different?

3 Write. Describe a day in your life. Use sequencing words.

WRITING 55

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 proofreading, and publishing.

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

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

NATIONAL GEOGRAPHIC

Believe in Yourself

'At one point I was a student sitting in a classroom just like them and I wanted to be an explorer. And now I am! And they can do it, too, if they want to.'

Dave Freeman

Dave and Amy Freeman
National Geographic Explorers, Adventurers and Educators

1. Watch scene 2.2.
2. Dave and Amy Freeman travel around the world and tell children about their experiences. What do you think the children learn from their adventures?
3. Do you want to be an explorer? Why or why not?

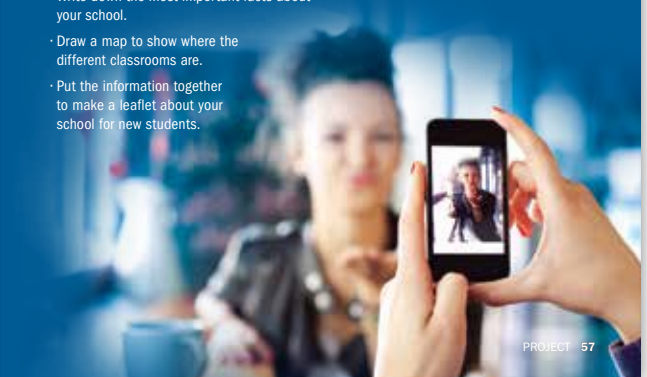
56 MISSION

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 **Design your perfect school.**
 - Think about the classroom, the timetable and the lessons.
 - Make an advertisement for your school.
 - Present your advertisement to your classmates. Do they want to join your school?
- 2 **Plan and do a video interview.**
 - Find out about a typical school day in another country.
 - Imagine you are a student in that country. Film a role-play interview about your day with a classmate.
 - Show your video to your classmates and answer their questions.
- 3 **Make a school guide for new students.**
 - Write down the most important facts about your school.
 - Draw a map to show where the different classrooms are.
 - Put the information together to make a leaflet about your school for new students.



You Decide project choices allow students to take charge of their own learning and choose their preferred way to use the language they have 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 text messages about World Food Day. 052

Hi, Mum. It's World Food Day at school tomorrow! Help! I have to bring some typical food from Japan. 🙄

Tomorrow??

Yes, tomorrow. Sorry! The note about it is in my bag. 📄 Have you got any ideas for a typical dish from Japan?

What about some sushi? That's a typical Japanese food and it's easy to make.

That's a great idea! Can you get the ingredients for me this afternoon, please? Then we can make it when I get home from school. 😊

I'm at work this afternoon, but Grandad is always happy to help. You know he's good at cooking! You can go to the supermarket together after school.

Cool. What do we need?

You need some rice, some seaweed, a cucumber, some fish, some soy sauce and some ginger.

OK. Thanks, Mum.

Good luck making sushi!

2 Work in groups. Discuss the text messages.

1. What do you think students learn about at World Food Day?
2. Imagine it's World Food Day at your school. You can make a dish from any country in the world. Which country do you choose? What dish do you make?

3 Connect ideas. In Unit 1, you learnt about food and families. In Unit 2, you learnt about education. What connection do you see between the two units?

4 YOU DECIDE Choose an activity.

1. Choose a topic:
 - a family celebration
 - a school celebration
2. Choose a way to express yourself:
 - an online conversation
 - an email
 - a recipe
3. Present your work.

Maki sushi

58 59

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

Unit 1

Syllables and stress

- 1 **Listen.** Words in English have one or more parts. Each part is called a *syllable*. Each syllable has a vowel sound in it. It can also have one or more consonant sounds. Listen to the syllables in these words for nationalities. [p. 135](#)

1	2	3
French	Ger - man	Kor - e - an
Spa - nish		Ja - pan - ese

In words with two or more syllables, one syllable is always stronger than the other. It is pronounced loudly and more clearly. This is called the stressed syllable. Listen again and notice the stressed syllable in the two- and three-syllable words above.

- 2 **Listen and repeat.** Listen to these words for nationalities. How many syllables do they have? Write 2 or 3 for the number of syllables. [p. 134](#)

- Taiwanese 3
- English
- Chilean
- Indian
- Chinese
- Russian

- 3 **Work in pairs.** Listen again and repeat the words. Underline the stressed syllable in each word. [p. 135](#)

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

Unit 2

The third person -s and -es endings

- 1 **Listen.** Notice the different pronunciation of the -s ending of these three verbs. [p. 136](#)

writes plays teaches

The -s verb ending has three possible pronunciations:

- a soft s sound after words ending in -p, -t, -k and -f
- a hard z sound after words ending in -b, -d, -g, -l, -r, -w, -m, -n, -v, and vowel sounds
- an iz sound after words ending in -s, -ch, -sh, -ge, -ss, -x and -z

We use exactly the same rules for the pronunciation of regular plural nouns.

162 PRONUNCIATION

Expressing thanks: Formal and informal

- 5 **Listen and read.** [p. 160](#)

Formal Mr Silva: You've been very helpful. That's very kind of you.
Lara: It's my pleasure.

Expressing thanks	Responding
<ul style="list-style-type: none"> Thank you. That's very kind of you. Thank you. That's very thoughtful. I'm very grateful. 	<ul style="list-style-type: none"> It's my pleasure. Don't mention it. It's no trouble at all.

- 6 **Listen and read.** [p. 161](#)

Informal Lara: Wow! That's so nice of you. Thanks a lot.
Victor: You're welcome.

Expressing thanks	Responding
<ul style="list-style-type: none"> Thanks. Thanks a lot. Thanks very much. 	<ul style="list-style-type: none"> You're welcome. No problem. Any time.

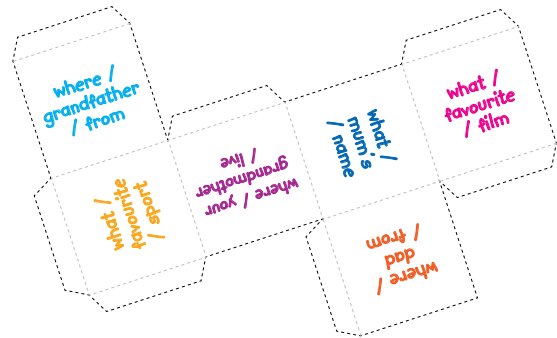
A **speaking** section presents common academic and social language functions such as expressing thanks, asking for and giving information and giving a presentation.

Taking turns

- 7 **Listen and read.** [p. 162](#)

Ana: We have to practise the dialogues.
Lara: Why don't you?
Ana: OK, sure.

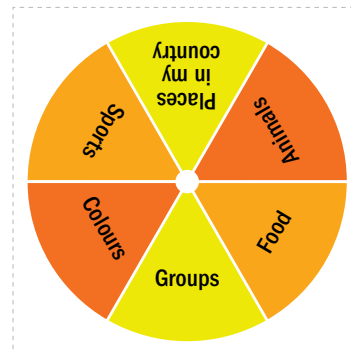
Asking	Responding
<ul style="list-style-type: none"> Who should go first? Do you want to say the first line? Who would like to start? 	<ul style="list-style-type: none"> Why don't you? I went first the last time. I'd like to. Is it OK if I go first?



Unit 1 Cutouts Use with Activity 3 on page 31.

Unit 2 Cutouts Use with Activity 3 on page 47.

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



171

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.

MONTHS OF THE YEAR AND DAYS OF THE WEEK

1 Find and circle ten words in the puzzle. Then write them in the correct box.

E	B	J	A	N	U	A	R	Y	F	C	A	Y
F	H	I	M	O	E	W	U	D	Y	S	R	M
E	P	L	I	V	T	D	A	G	R	S	A	S
B	R	A	X	E	H	D	E	U	Y	J	A	
R	R	Q	C	M	N	A	U	B	I	S	D	T
U	D	A	S	B	T	J	G	R	O	L	T	U
A	D	T	C	E	L	U	R	O	S	F	K	R
R	L	A	P	R	I	L	T	E	B	D	E	D
Y	M	O	N	D	A	Y	H	S	W	D	A	A
E	T	Y	P	W	E	D	N	E	S	D	A	Y
D	E	T	N	D	A	B	P	W	O	A	R	R

SEASONS

2 Look and draw. Draw a picture to show each season.

spring	fall
summer	winter

Months
April

Days


Units 1–2 Review

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

- Maria is the mother of Sonia's father. Sonia is Maria's _____.
a. children b. granddaughter c. wife
- Isabel ____ Sebastian, but they are very different people.
a. is married to b. died c. succeeds
- Eva is my new _____. We're doing our English homework together.
a. classmate b. daughter c. generation
- Brigitte speaks four ____; English, Spanish, Mandarin and French.
a. lessons b. languages c. instructions
- I've got a lot of ____ to do today. I'll start with maths.
a. libraries b. breakfast c. homework
- Paul takes photos of his sons with his new _____.
a. screen b. camera c. lesson

2 Listen. Read and tick T for True or F for False. **022**

1. Jay is good at the guitar.	<input type="checkbox"/> T	<input type="checkbox"/> F
2. Simon hasn't got a laptop.	<input type="checkbox"/> T	<input type="checkbox"/> F
3. Lisa thinks her little brother is funny.	<input type="checkbox"/> T	<input type="checkbox"/> F
4. Paola often watches television on weekdays.	<input type="checkbox"/> T	<input type="checkbox"/> F
5. Juan plays football three times a week.	<input type="checkbox"/> T	<input type="checkbox"/> F
6. Mrs Lopez hasn't got any children.	<input type="checkbox"/> T	<input type="checkbox"/> F



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

Elena (1) ____ an archaeologist. She (2) ____ in Italy, but she (3) ____ goes to Morocco for work. She (4) ____ her job because she works with (5) ____ good people. They (6) ____ kind and friendly.

When Elena is in Morocco, she works in the field (7) _____. When she's in Italy, she (8) ____ in a school. Elena (9) ____ an easy job – it's a lot of work! But she hasn't got (10) ____ problems with it. Her work makes her very happy.


- a. am b. is c. are
- a. live b. don't live c. lives
- a. often b. never c. every day
- a. love b. loves c. doesn't love
- a. some b. any c. rarely
- a. am b. 's c. 're
- a. sometimes b. every day c. never
- a. teaches b. teach c. don't teach
- a. have got b. hasn't got c. has got
- a. some b. any c. always

4 Write. Use the words in the box to say how often you do each activity.

always at the weekend never often on weekdays rarely sometimes (twice) a week

1. have lunch at home. I rarely have lunch at home.

Now I can ...

talk about people in a family.  Yes, I can! I think I can. I need more practice.

Write two sentences about someone in your family.

Write two sentences about someone from a famous family.

use be and have got to talk about members of my family. Yes, I can! I think I can. I need more practice.

Complete the sentences about your family.

I've got _____
He's _____
They're _____
She hasn't got _____

use countable and uncountable nouns. Yes, I can! I think I can. I need more practice.

Write three sentences using these words. **juice parents water**

write about someone using the joining words and and but. Yes, I can! I think I can. I need more practice.

Write four sentences about a friend. Join the sentences using and and but.

YOU DECIDE Choose an activity. Go to page 104. 25

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.

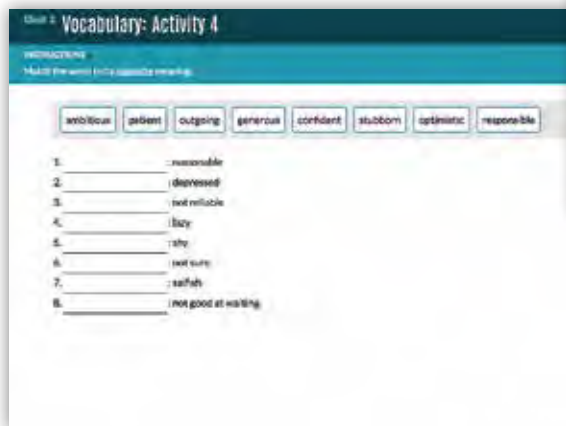
Each unit ends with a **You Decide** activity that provides options for targeted skill practice.

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

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/impactfoundationBR.

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.

VIDEO

Objectives
Students will

- discuss how some countries have special days to celebrate their dead family members.
- apply the message of the video to their personal lives.

Academic Language *land*

Content Vocabulary celebration, costume, culture, dead, festival, grave, honour, loved ones

Resources Video scene 1.1 (DVD/Website/CPT); Online Workbook; CPT; Video

Materials world map or globe (optional); drawing materials; large sheets of paper for drawing

Answer Key

Comprehension 1

- Mexico
- October 31st–November 2nd
- food, flowers and gifts
- They dress up, paint their faces and play music.
- China
- They believe the spirits of their loved ones return.

VIDEO

BE THE EXPERT

Teaching Tip
It's often better to allocate partners than to let students choose their own, especially when students are new to a class. Sometimes you may wish to put a more able student with a less confident student to help him or her. Listen to partners as they work together, and help them treat each other with respect. Keep partners interesting by asking students to change partners once or twice during lessons.

Formative Assessment
Can students discuss how some cultures celebrate their dead family members?
Ask What do some cultures do when they hold a celebration for the dead?

Online Workbook video

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Teaching Tip
It's often better to allocate partners than to let students choose their own, especially when students are new to a class. Sometimes you may wish to put a more able student with a less confident student to help him or her. Listen to partners as they work together, and help them treat each other with respect. Keep partners interesting by asking students to change partners once or twice during lessons.

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Ask What do some cultures do when they hold a celebration for the dead?

Online Workbook video

Before You Watch 1 2

- Write the title of the unit Family Matters on the board. Say *So far in this unit, we've looked at lots of different aspects of family life. What have you learnt about famous families, describing family members, what families eat.* Say *In this lesson we'll learn about how families celebrate. Who can tell me an example of a celebration – a special day in the year?* Write some of the students' responses on the board.
- Ask students to open their books at pages 36–37. Read the questions in Activity 1 aloud. Put students into pairs to discuss the questions. After pairs have had time to discuss, ask *Which celebrations did you talk about? Ask pairs to share their ideas with the class. Note any celebrations that aren't already on the board. Ask How do you celebrate them? Help students with any vocabulary they need.*

While You Watch 3

- Say *Now we're going to watch Celebrating the Dead.* Direct students' attention to Activity 3. Read the instruction, then choose a student to read aloud the items in the box. Check the meaning of each word as a class.
- Say *While you watch, circle all the things you see.* Play Video scene 1.1. Tell students to work independently. Check answers as a class.
- Say *Now we're going to watch the video again.* Point to the countries listed on the board. Say *Let's see which countries the video names.* Play the video again.
- If students have trouble following the video, pause it and allow them to ask questions.

After You Watch 4 5 6 7

- Put students into pairs. Tell them to work together and use information from the video to answer the questions. Check answers as a class.
- Read aloud the instructions and the discussion questions. Ask pairs to discuss the questions. Then invite pairs to share their answers with the class.
- Put the students into small groups. Ask *What do you eat when you celebrate a special day?* Invite students to give their ideas. Read the instructions and give students time to research and write their list. Share answers as a class.
- Ask students to choose an activity. If students choose the first activity, make sure they think about the different parts of the costume.
- Put students who choose the second option into pairs. Say *You need to choose one of the festivals. If you can, find some information online about each one.*
- Put students who choose the third option into small groups. Tell them to brainstorm ideas in their group first and to make sure that every student is involved.

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:

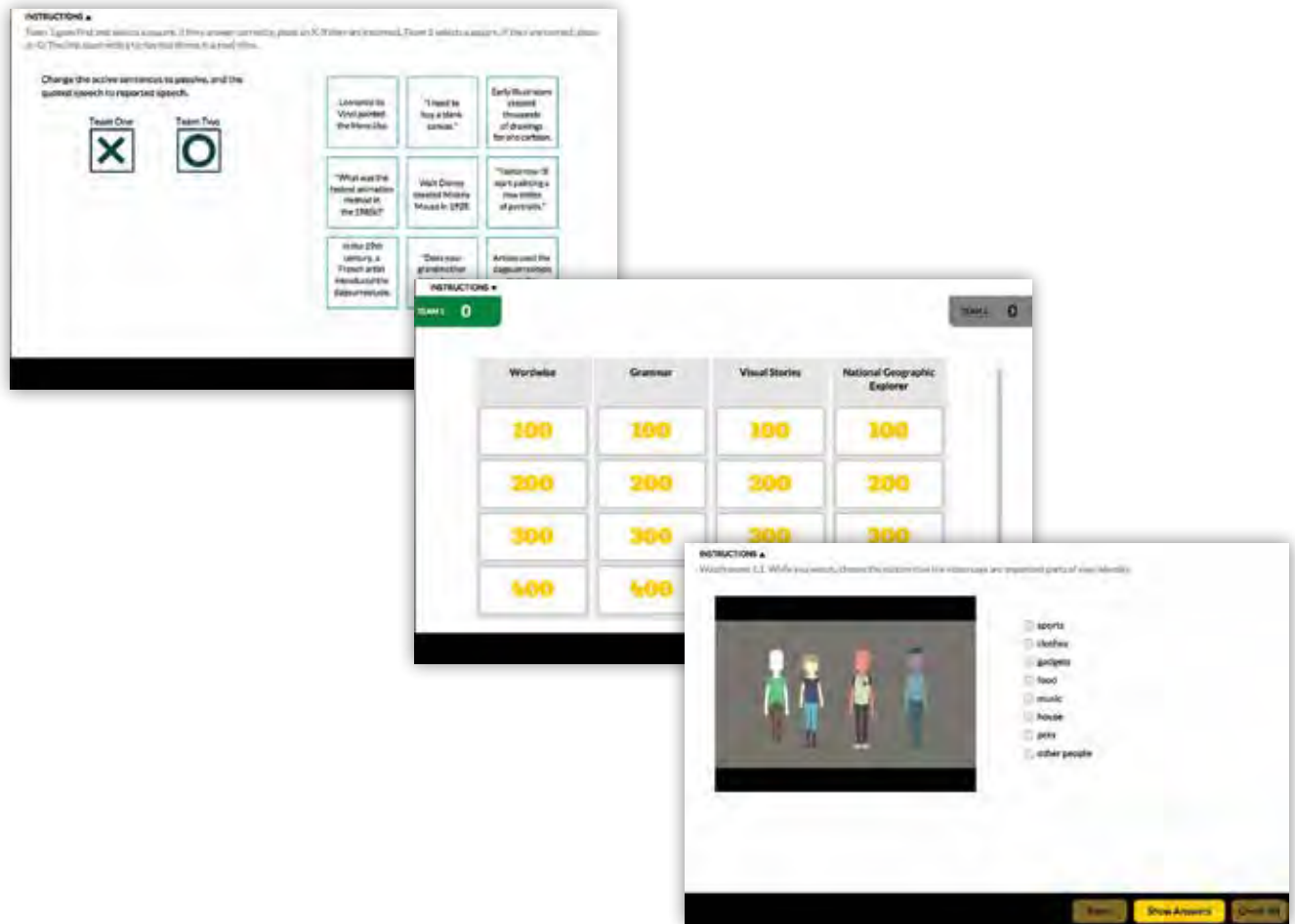
- unit-by-unit pacing guides for easy lesson planning;
- printable worksheets for extension activities and process writing support;
- printable graphic organisers;
- video scripts;
- Workbook audio scripts;
- pronunciation activities answer keys.

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

impact Foundation NATIONAL GEOGRAPHIC LEARNING CAPTIONS ON / OFF

<p>UNIT 1</p> <p>1.1 Celebrating the Dead 1.3 Meet Max Lowe</p>	<p>UNIT 5</p> <p>5.1 Boyan's Big Idea 5.2 Meet Osel Hilejosa Huerta</p>
<p>UNIT 2</p> <p>2.1 Education Around the World 2.2 Meet Amy and Dave Freeman</p>	<p>UNIT 6</p> <p>6.1 Preserving Our Heritage with Ross Davison 6.2 Meet Ross Davison</p>
<p>UNIT 3</p> <p>3.1 Spaziky Robot Fingers 3.2 Meet Chad Jenkins</p>	<p>UNIT 7</p> <p>7.1 The Electric Wind of Venus 7.2 Meet Brendan Mullar</p>
<p>UNIT 4</p> <p>4.1 Into the Real Wild: Photographing Pandas with Ami Villale 4.2 Meet Juliana Machado Ferreira</p>	<p>UNIT 8</p> <p>8.1 Student Expedition: Teranika 8.2 Meet Sarah McNeil-Lansry</p>

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



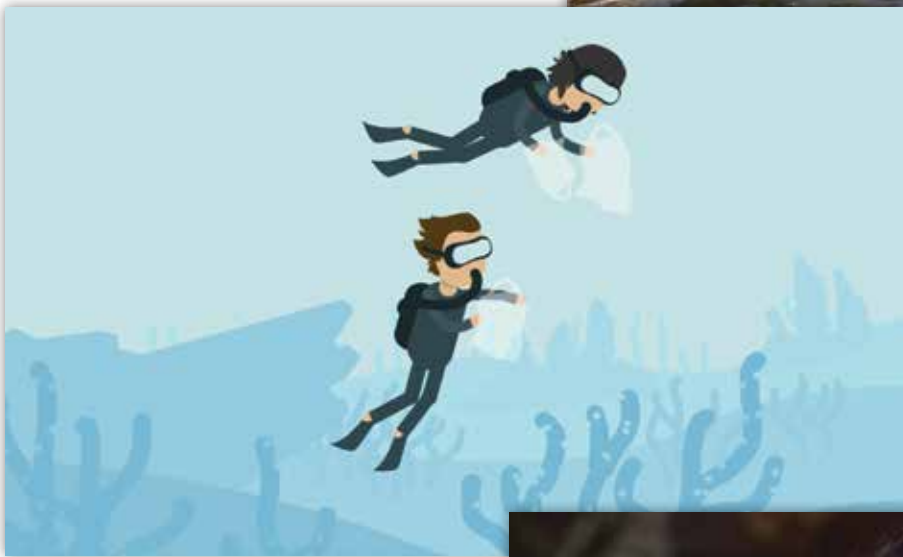
The **Assessment CD-ROM with ExamView®** includes activity banks to generate customised unit quizzes, mastery tests and final tests, as well as a pre-test and placement test.

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

NGL.Cengage.com/impact

Video

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



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

- Group behaviour
- Cleaning up the ocean
- 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.

Professional Development



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

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

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

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

About the Author and Series Editors

About the Author



Katherine Stannett

Katherine Stannett is based in West Sussex, England, and is an author with more than 20 years' experience in editing, writing and developing materials to teach English. She specialises in writing for children and teenagers at all levels and is particularly interested in the development of 21st-century skills.

About the Series Editors



Dr JoAnn (Jodi) Crandall

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



Dr Joan Kang Shin

Dr Joan Kang Shin is an Associate Professor of Education at George Mason University and the Academic Program Co-ordinator 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 courses and workshops to EFL teachers in more than 100 countries around the world.

Teaching with *Impact*



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

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

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

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



Characteristics of Young Teens

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

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

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

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





Real-World Content

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

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

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

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

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

Multicultural Outlook

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



In *Impact*, teens

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

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

Cultural Connections

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



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

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

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

National Geographic Explorers

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

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

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

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



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

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

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



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

21st-century Skills

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

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

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

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

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



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

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

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

With *Impact*, teens develop new ways of thinking, new ways of working, new skills for living fuller and more responsible lives, and a range of ICT skills that they can use in their 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 21st century, today's students need to develop content knowledge and social and emotional competencies to navigate complex life and work environments, and skills and strategies to help them navigate their academic environments.

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

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

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

Speaking strategies in *Impact* include:

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

Supporting Reading Instruction

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



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

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

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

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

Reading strategies in *Impact* include:

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

Vocabulary

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

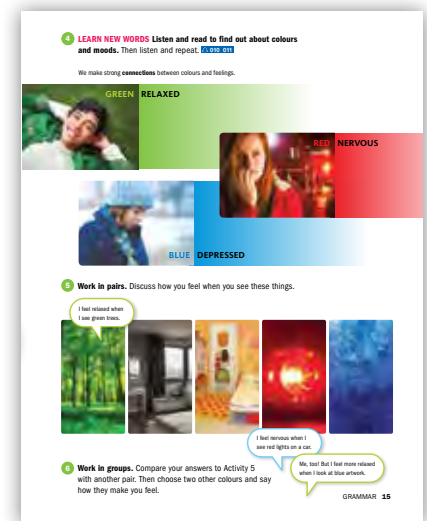
strategies with which students can acquire words independently. *Impact* does both by introducing high-utility and academic vocabulary thematically, in context, within reading and listening activities, and by supporting students as they develop strategies for learning the

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

Vocabulary strategies in *Impact* include:

- The study of word parts such as prefixes, suffixes and word roots (including Greek and Latin roots)
- Using a dictionary to learn the most common meaning of a word, how to pronounce and spell 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, such as the pronunciation of schwa and *-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
Syllables and stress

1 Listen. Words in English have one or more parts. Each part is called a *syllable*. Each syllable has a vowel sound in it. It can also have one or more consonant sounds. Listen to the syllables in these words for nationalities. **1.133**

1	2	3
French	Ger - man	Kor - e - an
Spa - nish		Ja - pan - ese

In words with two or more syllables, one syllable is always stronger than the other. It is pronounced loudly and more clearly. This is called the *stressed syllable*. Listen again and notice the stressed syllable in the two- and three-syllable words above.

2 Listen and repeat. Listen to these words for nationalities. How many syllables do they have? Write 2 or 3 for the number of syllables. **1.134**

1. Taiwanese 3
2. English _____
3. Chilean _____
4. Indian _____
5. Chinese _____
6. Russian _____

3 Work in pairs. Listen again and repeat the words. Underline the stressed syllable in each word. **1.135**

Impact's Videos

Video is a powerful tool that can help bring the world into the classroom – and bring the classroom to life! Because video allows students to view and listen to authentic representations of content, it can be an effective tool for teachers and an especially useful aid for language learners.

In each unit of *Impact*, students encounter two short videos:

- **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 created for this series. Each main video reviews target unit vocabulary and grammar, and exposes students to authentic communication. Corresponding Student's Book pages and activities provide opportunities for students to discuss and critically engage with the material.

- **Meet the Explorer** When students reach the 'Mission' page of each unit, they'll learn even more about the National Geographic Explorer whose mission both drives the unit theme and encourages students to be active participants in their learning. 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 in *Impact* introduce students to real people using English in real ways. They provide a richer environment for learning and engage 21st-century teens who are motivated by content that both informs and entertains. More importantly, building students' media and digital literacy skills prepares them to use English both inside and outside the classroom.

Classroom Management

Classroom atmosphere Effective teachers take care to build a fair, safe and supportive classroom climate. As supportive adults rather than friends, they aim for positive relationships with all their students and consciously avoid favouritism. They have high but reasonable expectations and model the values they hope to inspire in their students – kindness, patience, fairness and respect.

Classroom rules and expectations The establishment of rules is particularly important because students need rules to function successfully. Brainstorm classroom rules with your students at the beginning of the year so that they know what's expected of them and feel responsible for following the rules. It's important to share and communicate rules clearly and simply, and to make sure they're consistently enforced with age-appropriate rewards and sanctions.

Managing You Decide activities A balance of independence and support is important to adolescent learners. They respond well to having a choice of activities and to deciding whether they want to work independently or in pairs or groups.



When given choices, adolescents also need clear direction and support from peers and teachers.

By providing students with real choices in activities and projects, *Impact* actively supports learner autonomy.

You Decide activities are an important feature of *Impact* and carry an important message: given the right support and materials, students can and should be accountable and responsible for their own learning.

Writing

Impact introduces students to a variety of writing genres and gives them multiple opportunities to express themselves in writing. Young teens are systematically introduced to writing beginning in Foundation and continuing in Level 1. They move from descriptive paragraphs to other types of writing, such as fact sheets and product reviews.

Make an Impact

YOU DECIDE Choose a project.

- Create a flipbook.**
 - Assemble a small book. Draw on each of the pages to create animation when you flip it.
 - Share your book with the class. Describe the story it tells.
 - Explain the process of making your book. Answer your classmates' questions.
- Profile a visual storyteller.**
 - Go online to research visual storytellers. Select one to profile.
 - Create a computer presentation about the person's life and work. Show examples of visual stories this person has told.
 - Present your work to the class.
- Tell your own visual story.**
 - Think of a cause or person that is important to you. Think of the story you want to tell about this subject.
 - Choose a format for your story. You might choose to draw, paint, animate or use photographs.
 - Create your visual story and share it with the class.



PROJECT 135

In Levels 2–4, students are introduced to common academic writing genres, including Classification, Cause and Effect, Narration, Biography, Persuasion, Review, and Compare and Contrast, among others.

Scaffolded support For each writing assignment in the Student's Book, students are guided step by step in the Workbook. A complete model is provided for the writing task in each unit, so that learners have clear, meaningful examples of what they're expected to do.

Worksheets In Levels 1–4, optional Genre Worksheets provide support for the academic writing genres presented in *Impact*. These include the genres listed above. Optional Process Writing Worksheets guide students through the five steps: Pre-writing, Writing a First Draft, Revising, Editing and Proofreading, and Publishing.

In addition, common real-world genres are presented throughout the course in You Decide activities and projects, in Express Yourself, in the Workbook and in all course components. These include text messages, blogs, letters, presentations, travel reviews, poems, film scripts and brochures.

WRITING

A process description explains how something is done or how something happens. The purpose of the steps and the order in which they happen are described.


Purpose:	in order to	so that		
Sequence:	before	during	after	finally
	first	then	next	while
	little by little	as soon as	over time	

- Read the model.** Work in pairs to identify the process being described. What words and phrases does the writer use to show purpose and sequence? Underline them.

When you're very afraid of something, that fear can affect you and how you live your life. When I was younger, I saw my cousin fall onto an ant's nest. The ants attacked him, and he was covered in horrible bites. After that, I became very scared of ants. I wouldn't eat outside, and I didn't even like playing outside. I checked my bed for ants every night. But when I turned 13, I decided I couldn't let my fear get to me. I had to learn to control my fear of ants.

First, I read a lot about different ants. I didn't focus on bites, but instead I read about how beneficial ants are to the planet. Ants are really cool! They're hard-working, social and organised. They help bring air and nutrients to the soil. They pollinate plants, clean up decaying matter and help control other insects.

Next, I began to watch ants from a safe distance. I started to look at a colony of ants in real time on the Internet in order to learn how they live. Little by little, I felt more comfortable about ants. Finally, I went outside one day and let an ant crawl onto my hand. It was OK! Now that I know about all the good things ants do, I'm not so afraid of them any more.


- Work in pairs.** Imagine you're scared of an insect or animal. What steps would you take if you wanted to control your fear? Why?
- Write.** Many people are scared of pit bulls. Imagine you have a new pit bull puppy. You don't want it to be misunderstood. How will you train it to be a good dog? Describe the process. How could you help people to understand your dog better?

WRITING 37

WRITING

A process description explains a purpose through a sequence of steps in the order in which they happen.

Purpose: I went to the zoo in order to control my fear of snakes. so that I could control.

Sequence: Before I went to the zoo, I was scared of snakes. During my visit, I became familiar with the snakes. After I left the zoo, I felt more comfortable about snakes.

First: I saw the snakes behind the glass. **Then,** I watched them as they moved around. **Next,** I held one for a few minutes. **Finally,** I released it.

- Organise.**

1. Your task is to describe the process of training a pit bull puppy to help people better understand your dog. Find out about this breed of dog. Research what type of training you will need to do. Write the main ideas in the table below.

How to Train a Pit Bull Puppy

2. Look at your notes. Number the steps you would need to follow to train your dog. Think about the purpose of your description. Write a possible topic sentence to tell your reader the purpose of your description.

Now write the different steps here:

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Finally, think about your expected results. This will be your summary.
- Write.**
 - Go to page 37 in your book. Re-read the model and the writing prompt.
 - Write your first draft. Check for organisation, punctuation, capitalisation and spelling.
 - Check your final draft. Share it with your teacher and classmates.

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Process Writing

The writing process includes five basic steps: Pre-writing, Writing First Drafts, Revising, Editing and Proofreading, and Publishing.

- Pre-writing** Sometimes teachers give you a topic to write about. Sometimes you get to choose your own topic. Pre-writing includes choosing and focusing on a topic for your paragraph or essay.

Imagine you want to write about animals. That's a really big topic! You need to focus your topic, or make it smaller and more specific, like this:

animals → cats → house cats → my pet cat

Now you try it. Focus the topics below.

sports → _____ → _____ → _____

family → _____ → _____ → _____

After choosing and focusing your topic, you need to choose a writing type. Are you writing a description? A blog post? A fact sheet? After you choose, you can write your first draft.
- Writing First Drafts** After you've focused your topic and chosen your writing type, it's time to write. Your first try at writing is called a *first draft*. Don't worry! A first draft isn't perfect. Just put your ideas down on paper. You can change and correct things later. Choose a focused topic from the pre-writing activity. Plan the beginning, middle and end of your first draft.

Beginning: _____

Middle: _____

End: _____
- Revising** After you've finished your first draft, it's time to think about revising. This is your chance to make your first draft better!

FOUNDATION: Process Writing 1

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Assessment in *Impact*

Assessment should always mirror learning. Tests should reflect curriculum objectives and provide students with opportunities to demonstrate what they know and what they can do, in tasks and formats that are similar to what they've experienced in class. Tests should also contribute to learning on the part of both teacher and student. Assessment results should provide teachers with information on which to base subsequent instruction, especially modifications that are needed for some or all students. And, of course, the results should provide information to learners on their current strengths and weaknesses, as well as their progress in learning English.

Assessment should include a variety of techniques that correspond to learners' abilities and learning styles. That is to say, assessments should provide opportunities for learners who are not primarily linguistically, logical-mathematically or spatially inclined to demonstrate other types of intelligence or learning styles. All learners should have multiple chances to demonstrate their skills, abilities and knowledge.

Assessment should motivate learners and build learner confidence. Teachers work hard to include a variety of motivating and engaging activities in their lessons, and they're conscientious about providing praise and constructive feedback to their students in class. Students should have the same opportunities for fun, engagement and motivating feedback in assessments.

Finally, it's important to note that tests should take place over time in order to collect evidence of growth. Assessment should not be approached as an occasional but fear-inducing necessity. Indeed, the more frequently students are assessed through a variety of ways, the less test anxiety they may have, and the more practised and confident they may feel.

Impact Assessment Options *Impact* ensures that students engage in a wide variety of communicative activities in each thematic unit, and many of these themes and activity types are correspondingly reflected in the assessment process. *Impact* provides many opportunities for both formal and informal assessment of different types. The *Impact* assessment programme includes various kinds of written tests: placement tests and level pre-tests, eight unit quizzes, two mastery tests and final tests, together with an Audio CD for listening and speaking assessment.

Formal assessment in *Impact* is provided in the form of *ExamView*[®] test banks. Banks include test items that allow teachers to create a pre-test for use at the beginning of the school year, unit quizzes, mastery tests and a final test. A placement test is also provided. In addition, with the use of the Assessment CD-ROM with *ExamView*[®], all of the quizzes and tests are easily generated and customisable to the needs of each teacher's students. **Formative assessment** opportunities appear at the end of each lesson and align directly to that lesson's objectives.

Accurate assessment reflects not only what students can recognise and produce on a written test, but also what they can perform or do as they actually use the language in real or realistic contexts. *Impact* therefore provides a wealth of opportunities for **informal assessment**. These include pair and group work, review pages in the Student's Book, Workbook activities and the Classroom Presentation Tool, among others. Many of the products students create, including end-of-unit projects, may also be assembled as part of a **portfolio assessment** system.