

impact

FOUNDATION
STUDENT'S BOOK

Impact 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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WCN: 03-300-342

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Student Edition: Foundation

ISBN: 978-1-337-28031-0

National Geographic Learning

Cheriton House, North Way, Andover, Hampshire, SP10 5BE, United Kingdom

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Scope and Sequence



1 Family Matters

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2 A Different Education

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3 Robots and Us

page 60

4 Part of Nature

page 76

THEME	Family and traditions	Schools around the world	People interacting with technology	People and animals and their place in nature
VOCABULARY STRATEGY	Adjective + dependent preposition	Antonyms	The <i>-able</i> ending	Compound words
SPEAKING STRATEGY	Asking and answering personal questions	Talking about likes and dislikes	Reacting	Checking facts
GRAMMAR	<p>Be and have got: <i>I'm friendly, but my sister isn't.</i></p> <p>Countable and uncountable nouns: <i>Are there any biscuits in the cupboard? Yes, there are. Is there any water in the bottle? Yes, there is.</i></p>	<p>Present simple: Talking about routines, habits and permanent states <i>She doesn't have lunch at school. She goes home for lunch.</i></p> <p>Adverbs of frequency: Saying how often you do something <i>I rarely forget to do my homework.</i></p>	<p>Can and can't: Talking about ability <i>My robot can talk, but it can't open doors.</i></p> <p>Should and shouldn't: Giving advice <i>They should study for this maths test. You shouldn't buy this robot. It's very expensive.</i></p>	<p>Quantifiers: Talking and asking about quantity <i>How many different kinds of camels are there? There are two kinds of camels.</i></p> <p>Adverbs: Saying how you do something <i>Elephants can swim very well. The three-toed sloth moves very slowly.</i></p>
READING	<i>Breakfast in Four Countries</i>	<i>Growth Mindset</i>	<i>Girls Can Code</i>	<i>A Wild Animal Isn't a Pet</i>
READING STRATEGY	Make predictions based on visuals	Identify the main idea	Identify the main point of a paragraph	Identify sequence of events
VIDEO	<i>Celebrating the Dead</i>	<i>Education Around the World</i>	<i>Squishy Robot Fingers</i>	<i>Into the Real Wild: Photographing Pandas with Ami Vitale</i>
MISSION	Discover Your Values National Geographic Explorer: Max Lowe , Photographer/Writer	Believe in Yourself National Geographic Explorers: Dave and Amy Freeman , Adventurers/Educators	Change the World National Geographic Explorer: Chad Jenkins , Computer Scientist/Robotician	Use Your Skills National Geographic Explorer: Juliana Machado Ferreira , Conservation Biologist
WRITING	Genre: Personal description Focus: Connect and contrast	Genre: Sequencing paragraph Focus: Use sequencing words	Genre: Contrast paragraph Focus: Use contrast words	Genre: Fact sheet Focus: Categorise and label information
PRONUNCIATION	Syllables and stress	The third person <i>-s</i> and <i>-es</i> endings	The <i>th</i> sound	Short vowel sounds
EXPRESS YOURSELF	Creative Expression: Text messages <i>World Food Day</i> Making connections: Family, food and school		Creative Expression: Advertisement <i>Robotosaurus Rex</i> Making connections: Robots and animals	



5 Water

page 94



6 The City: Past, Present and Future

page 110



7 Amazing Space

page 128



8 See the World

page 144

THEME	How to protect and preserve water	Architecture, photography and preservation of cities	Space and technology	Travel and holidays
VOCABULARY STRATEGY	Prefix <i>un-</i>	Collocations with <i>take</i>	Upper vs. lower case	Suffix <i>-ist</i>
SPEAKING STRATEGY	Brainstorming solutions	Expressing opinions and responding to them	Making and responding to suggestions	Asking for and giving directions
GRAMMAR	<p>Present continuous: Talking about what is happening now and about things that always happen <i>My brother is always having long showers!</i></p> <p>There was and There were: Talking about the past <i>There were a lot of dead fish in the river.</i></p>	<p>Past simple: Talking about the past <i>They took photos of a temple, a church and a castle there.</i></p> <p>Past simple: Asking questions about the past <i>Where did you go last summer?</i> <i>We went to Beijing. We didn't fly there. We went by train.</i></p>	<p>Comparatives: Comparing two things <i>Saturn is much bigger than Earth, but it's smaller than Jupiter.</i></p> <p>Superlatives: Comparing three or more things <i>Jupiter is bigger than Saturn, but the biggest object in our solar system is the sun.</i></p>	<p>Going to: Describing future plans <i>What are you going to do for your birthday?</i></p> <p>In, on and at: Saying when things happen <i>On Friday, we're going to fly to Prague.</i></p>
READING	<i>An Ocean of Plastic</i>	<i>Queen of the Curve</i>	<i>Satellites Above</i>	<i>Kite-skiing in the Arctic</i>
READING STRATEGY	Look for examples and explanations	Identify author's purpose	Connect text to prior knowledge	Visualise
VIDEO	<i>Boyan's Big Idea</i>	<i>Preserving Our Heritage with Ross Davison</i>	<i>The Electric Wind of Venus</i>	<i>Student Expedition: Tanzania</i>
MISSION	Protect Our Water National Geographic Explorer: Osvel Hinojosa Huerta , Conservationist	Know Your History National Geographic Explorer: Ross Davison , Heritage Conservationist	Think Like a Scientist National Geographic Explorer: Brendan Mullan , Astrobiologist	Get Outside! National Geographic Explorer: Sarah McNair-Landry , Adventurer/Cinematographer
WRITING	Genre: Persuasive paragraph Focus: Use persuasive phrases to give advice	Genre: Paragraph of opinion Focus: Give reasons to support your opinion	Genre: Compare and contrast paragraph Focus: Use words for comparison and contrast	Genre: Blog post Focus: Identify and include parts of a blog
PRONUNCIATION	Long vowel sounds	The <i>n</i> and <i>ng</i> sounds	The soft and hard <i>g</i> sounds	Silent letters
EXPRESS YOURSELF	Creative Expression: Tour description <i>A Tour of Thun, Switzerland</i> Making connections: Water, buildings and history		Creative Expression: Blog <i>Welcome to Haneul's Awesome Blogging World</i> Making connections: Space and travel	

Meet the Explorers



Unit 1

MAX LOWE Photographer/Writer

A sense of adventure runs in Max Lowe's family. Max's father, Alex, died in a climbing accident when Max was young. Max's father inspired him. Now, Max travels with his step-father, Conrad, who is also a climber. Max writes about their adventures and takes photos to remember their experiences together.



Unit 2

DAVE AND AMY FREEMAN Adventurers/Educators

Dave and Amy Freeman were named National Geographic Adventurers of the Year in 2014. They are husband and wife. They explore by foot, kayak, canoe and even dogsled! The Freemans also record their adventures for thousands of students to watch all over the world. Their video lessons inspire students to explore.



Unit 3

CHAD JENKINS Computer Scientist/Robotist

Chad Jenkins builds robots. He teaches his robots to do things, but he doesn't do it alone. He asks people to visit his online lab. People give Chad ideas for new things they would like to see his robots do. Chad's robots can help out around the house, or even play sports! What do you want to ask Chad's robots to do?



Unit 4

JULIANA MACHADO FERREIRA Conservation Biologist

Juliana Machado Ferreira lives in Brazil, where some people take birds from their homes in the wild to sell them as pets. When she was a child, Juliana's parents taught her to love animals. Now, Juliana teaches others to love animals and to understand their role in nature. She also uses DNA information to return birds to their homes in the wild.



Unit 5

OSVEL HINOJOSA HUERTA Conservationist

Where does your water come from? Osvel Hinojosa Huerta wants you to think about that. He wants to protect water. Osvel works in Mexico. There, the Colorado River doesn't flow like it used to. If the river dries out, wildlife will die with it. People who live near it will also suffer. But Osvel is hopeful. He's working with local people to make the wetlands wet again!



Unit 6

ROSS DAVISON Heritage Conservationist

When Ross Davison finished college, he started working for an organisation called CyArk. There, he uses special cameras to preserve heritage sites around the world. He also works with the local people and students in each country to teach them how to use the equipment themselves. With Ross's help, we can save our history.



Unit 7

BRENDAN MULLAN Astrobiologist

Brendan Mullan has loved space since he was a child. He especially likes studying how stars form in different galaxies. Brendan has worked as a teacher, a researcher and a science camp counsellor. Most recently, he co-founded *The Wrinkled Brain Project* to help students think about science, and design their own experiments.



Unit 8

SARAH MCNAIR-LANDRY Adventurer/Cinematographer

Sarah McNair-Landry skied to the South Pole when she was 18. She was the youngest person to do this. But she didn't stop there. She often travels by dogsled from her home in Alaska to go on other adventures. Sarah and her brother, Eric, once kite-skiied across Canada's Northwest Passage. It took them 85 days, and 200 chocolate bars!

Welcome!

The Alphabet

1 Listen, point and repeat. 🔊 002

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz



'A is for Athens.'



World map, Lisbon, Portugal

1 Listen and repeat. [🔊 003](#)

Greetings and Introductions		Questions
Hi!	Hello!	What's your name?
I'm Benjamina.	My name's Tarek.	Where are you from?
This is Julia.	Good / Nice to meet you.	

2 Read and listen. Underline the greetings and introductions.

Circle the questions in blue. [🔊 004](#)

Nadia: Hi! I'm Nadia. What's your name?

Chang: Hi, Nadia. My name's Chang. I'm from China.

Nadia: Good to meet you, Chang.

Chang: Where are you from?

Nadia: I'm from Turkey. This is my friend Gabriel. He's from Argentina.

Chang: Hello, Gabriel. Nice to meet you.

Gabriel: Hi! Nice to meet you, too!

Mrs Martin: OK! I think we're all ready to start. Welcome to your new English class!

My name is Mrs Martin. I'm from Australia.

3 Complete the sentences with the words from the box.

Argentinian	Chinese	Australian	Turkish
-------------	---------	------------	---------

1. Nadia is _____.

3. Gabriel is _____.

2. Chang is _____.

4. Mrs. Martin is _____.

4 Listen and repeat. 005

GRAMMAR

Subject pronouns and *be*

Full forms	Contractions	Full forms	Contractions
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He/She/It is	He's/She's/It's	He/She/It is not	He/She/It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

My name's Sara. I'm from Spain.

His name's Alan. He's from France. He isn't from Spain.

5 Look at Activity 2 again. Circle all the examples of the verb *be* in red.

6 Listen and match. Then make sentences. 006

Brazil Spain Malaysia Bulgaria Mexico

Bulgarian Spanish Mexican Brazilian Malaysian

- Nor is Malaysian. She's from Malaysia.
- Karina _____
- Daniel _____
- Andrei _____
- Alicia and Sandra _____

7 **Work in groups.** Imagine you are in Australia for a month to study English. Copy and complete the card to the right. Ask and answer.

Hi, I'm Junko. What's your name?

Hi, Junko. My name's Mayumi.

STUDENT REGISTRATION
English Language School

Name: _____

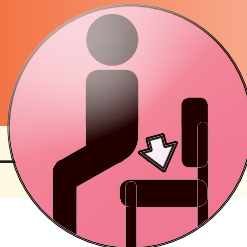
Nationality: _____

Classroom Language

1 Listen and repeat.  007

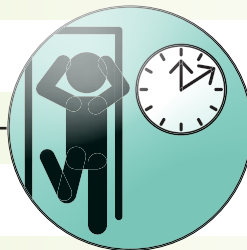
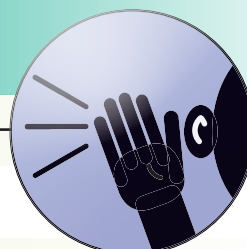
TEACHER

- Sit down, please! _____
- Be quiet, please!
- Open your books at page 5. _____
- Listen to the recording.
- Work in pairs. _____
- Hurry up, please!
- Close the door, please.
- Write your answers in your books. _____



STUDENTS

- Can you repeat that, please? _____
- What page is it, please?
- What does ... mean? _____
- How do you spell ...?
- I'm sorry, I don't understand. _____
- How do you say ... in English?
- I'm sorry I'm late. _____





2 Read and listen.  008

Mrs Martin: Be quiet, please! Open your books at page 40.

Daniel: Can you repeat that, please?

Mrs Martin: Open your books at page 40. Let's look at the photo. He's a National Geographic Explorer. What's his name?

Nadia: His name is Max Lowe.

Mrs Martin: Yes, that's right. Well done, Nadia. Now let's watch ...

Alberto: I'm sorry I'm late, Mrs Martin.

Mrs Martin: Hurry up, please, Alberto! Gabriel, don't talk to Chang.

Gabriel: Sorry, Mrs Martin.

Mrs Martin: Now, let's watch ...

Alicia: Mrs Martin, I can't see.

Mrs Martin: Oh. Well, move your chair over here. Good. Now. Is everyone ready? Let's watch the video.

3 Work in small groups. Act out the conversation from Activity 2.

4 Now make up your own conversation. Use classroom language from Activity 1.

Months of the Year and Days of the Week

1 Listen and repeat. 🎧 009

January	February	March	April
May	June	July	August
September	October	November	December

2 Listen and repeat. 🎧 010

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

3 Work in pairs. Ask and answer questions.

What day is it today?

It's Monday.

What month is it?

It's August.

Seasons

1 Listen and repeat. 🎧 011



2 Work in pairs. Ask and answer questions.

What season is it?

It's summer.

What season is it?

It's the dry season.

Numbers

1 Listen and repeat. 012

1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth

18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	one hundred	hundredth
101	one hundred and one	
235	two hundred and thirty-five	
999	nine hundred and ninety-nine	
1000	one thousand	

2 Work in groups. Ask and answer questions.

When's your birthday?

My birthday is on the 29th of August.

How old are you?

I'm fourteen years old.



Colours

1 Listen and repeat. [013](#)

2 Point and say.

pink

yellow

white

brown

grey

orange

purple

red

blue

green

black

Telling the Time

1 Listen and repeat. 014

The Time What time is it?



It's one o'clock. It's half past two.
It's two thirty.

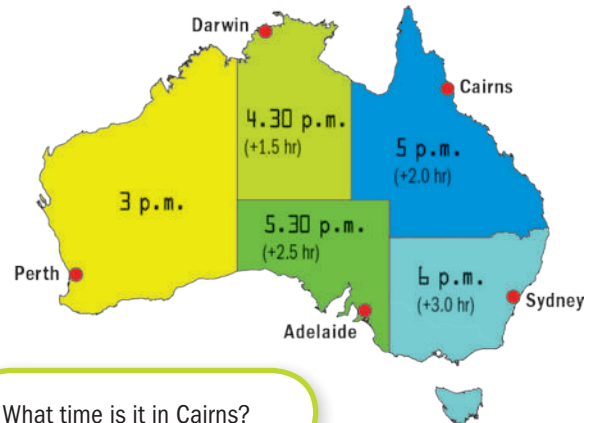
It's quarter to three. It's two forty-five.

It's quarter past four. It's four fifteen.



in the morning in the afternoon in the evening

2 Work in pairs. Look at the map of Australia. Write the times in words. Then read.



What time is it in Perth?

It's three o'clock in the afternoon.

What time is it in Darwin?

It's _____.

What time is it in Cairns?

It's _____.

What time is it in Sydney?

It's _____.

What time is it in Adelaide?

It's _____.

3 Work in pairs. Ask and answer.

What time is ...

- lunch?
- your favourite club?
- breakfast?
- your first lesson at school
- your favourite TV programme?
- your last lesson at school?

Lunch is at one o'clock.