

LESSON PLANNER

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SCOPE AND SEQUENCE



1 Life in the City

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2 Amazing Jobs

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3 Secrets of the Dark

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4 Living Together

p. 62

THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	Prefix un- Use context	Suffixes -er, -or and -ist Identify word parts (suffixes)	Compound words Use a dictionary: Most common meaning	Prefix co- Identify collocations
SPEAKING	Active listening; Showing interest	Including others in a conversation; Taking turns	Asking about and helping with new words; Seeking or offering help	Asking for and giving reasons; Showing interest
GRAMMAR	Present simple: Talking about facts <i>I live near the High Line.</i> In and on: Expressing location <i>Lion City is in eastern China.</i>	Present simple questions and answers: Talking about routines <i>Do football team chefs work every day? Yes, they do. / No, they don't.</i> Possessives: Showing ownership <i>This dentist's job is exciting.</i>	Present continuous: Actions happening now and temporary situations <i>He's watching the sunset. / I'm visiting a friend in Norway.</i> Prepositions: Saying when things happen <i>at eight o'clock, on Monday(s), in the winter</i>	Modals: Describing obligation and making suggestions <i>We have to protect rhinos. / We shouldn't ignore the rhino problem.</i> Modals: Describing ability in the present and past <i>What can we do about it? How could they avoid cars?</i>
READING	<i>A New Type of Park</i> Strategy: Make predictions	<i>Adventures Near and Far</i> Strategy: Compare and contrast	<i>In the Dark of the Ocean</i> Strategy: Scan the text	<i>Four-legged Heroes</i> Strategy: Find problems and solutions
VIDEO	<i>Mission Re-Wild</i>	<i>Best Job Ever</i>	<i>What Glows Beneath</i>	<i>A Raccoon on Every City Block</i>
WRITING	Genre: Description of a place Focus: Use adjectives	Genre: Descriptive paragraph Focus: Include a topic sentence and details	Genre: Contrast paragraph Focus: Use contrast words	Genre: Persuasive paragraph Focus: Use <i>must, have to, should</i>
MISSION	Explore Your World National Geographic Explorer: Daniel Raven-Ellison , Geographer	Do What You Love National Geographic Explorer: Guillermo de Anda , Underwater Archaeologist	Understand and Protect National Geographic Explorer: David Gruber , Marine Biologist	Change Your World National Geographic Explorer: Dominique Gonçalves , Elephant Ecology Project Manager
SUSTAINABLE DEVELOPMENT GOALS	Life on Land; Sustainable Cities and Communities	Decent Work and Economic Growth; Quality Education	Life Below Water; Life on Land; Sustainable Cities and Communities	Life on Land; Life Below Water
LITERACY BUILDER	Genre: Travel review <i>Gondola Tours of Venice</i> Strategy: Visualise	Genre: Opinion <i>The Best Job</i> Strategy: Cite details to support opinions	Genre: Adventure story <i>An Underground Adventure</i> Strategy: Identify details about setting	Genre: Graphic story <i>Sleeping with a Lion</i> Strategy: Use images to understand meaning



5 What We Wear

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6 Mix and Mash

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7 Cool Apps and Gadgets

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8 Into the Past

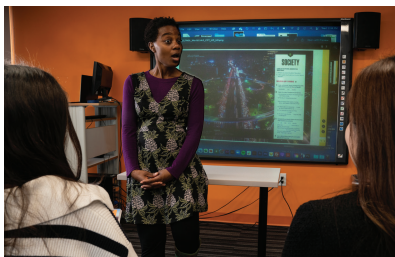
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THEME	Clothing and jewellery throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	Prefix re- Use a dictionary: Pronunciation	Multiple-meaning words Context clues	Suffix -ible Identify parts of speech	Suffix -ful Context clues: Definitions and examples
SPEAKING	Saying and asking for opinions; Agreeing and disagreeing; Disagreeing politely	Clarifying a point; Reframing	Making and responding to requests; Confirming you understand	Talking about likes and dislikes; Accepting different viewpoints
GRAMMAR	Past simple: Saying what happened (regular verbs) <i>Ancient Greeks preferred light hair to dark hair.</i> Past simple: Saying what happened (irregular verbs) <i>Doctors wore special suits.</i>	Adjectives: Comparing two or more things <i>Underwater hockey is a newer type of hockey.</i> Countable and uncountable nouns: Talking about amounts <i>Some meals are a mix of foods from different cultures.</i>	Superlatives: Comparing three or more things <i>Those phones are nice, but this one is the nicest.</i> Will and be going to: Talking about the future <i>People won't talk to each other on smartphones.</i>	Present perfect: Describing a past action that still continues <i>Games have always been a popular activity.</i> There + to be: Expressing existence at different points in time <i>There have always been sun celebrations around the world.</i>
READING	<i>Jewellery Talks</i> Strategy: Compare and contrast	<i>A Feast for the Eyes</i> Strategy: Visualise	<i>How to Change the Future</i> Strategy: Identify the main point of a paragraph	<i>Growing up: Then and Now</i> Strategy: Identify cause and effect
VIDEO	<i>What to Wear</i>	<i>What's in a Mash-Up?</i>	<i>From Gadgets to Apps</i>	<i>A Journey Back in Time</i>
WRITING	Genre: Informational text Focus: Give facts	Genre: Informational text Focus: Introduce examples	Genre: Product review Focus: Use comparatives and superlatives	Genre: Classification paragraph Focus: Write a concluding sentence
MISSION	Learn to Adapt National Geographic Explorer: Andrés Ruzo , Geoscientist	Connect Through Music National Geographic Explorer: Jahawi Bertolli , Filmmaker/Music Producer/Photographer	Always Keep Learning National Geographic Explorer: Manu Prakash , Biophysicist	Understand the Past National Geographic Explorer: Nora Shawki , Egyptian Archaeologist
SUSTAINABLE DEVELOPMENT GOALS	Responsible Consumption and Production	Good Health and Well-Being	Gender Equality; Quality Education; Sustainable Cities and Communities	Gender Equality; Quality Education
LITERACY BUILDER	Genre: Science fiction <i>The Space Explorers</i> Strategy: Identify and summarise key details	Genre: Visual literacy <i>Dress to Express Yourself</i> Strategy: Make value judgements	Genre: Instructions <i>The Cleanest Toothbrush in Town!</i> Strategy: Identify the steps in a process	Genre: Letter <i>Transport of Tomorrow</i> Strategy: Paraphrase

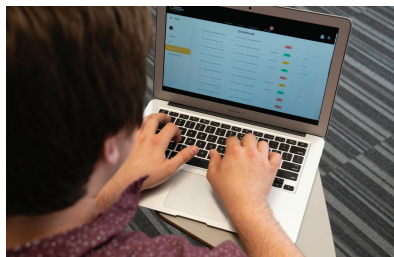


spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!



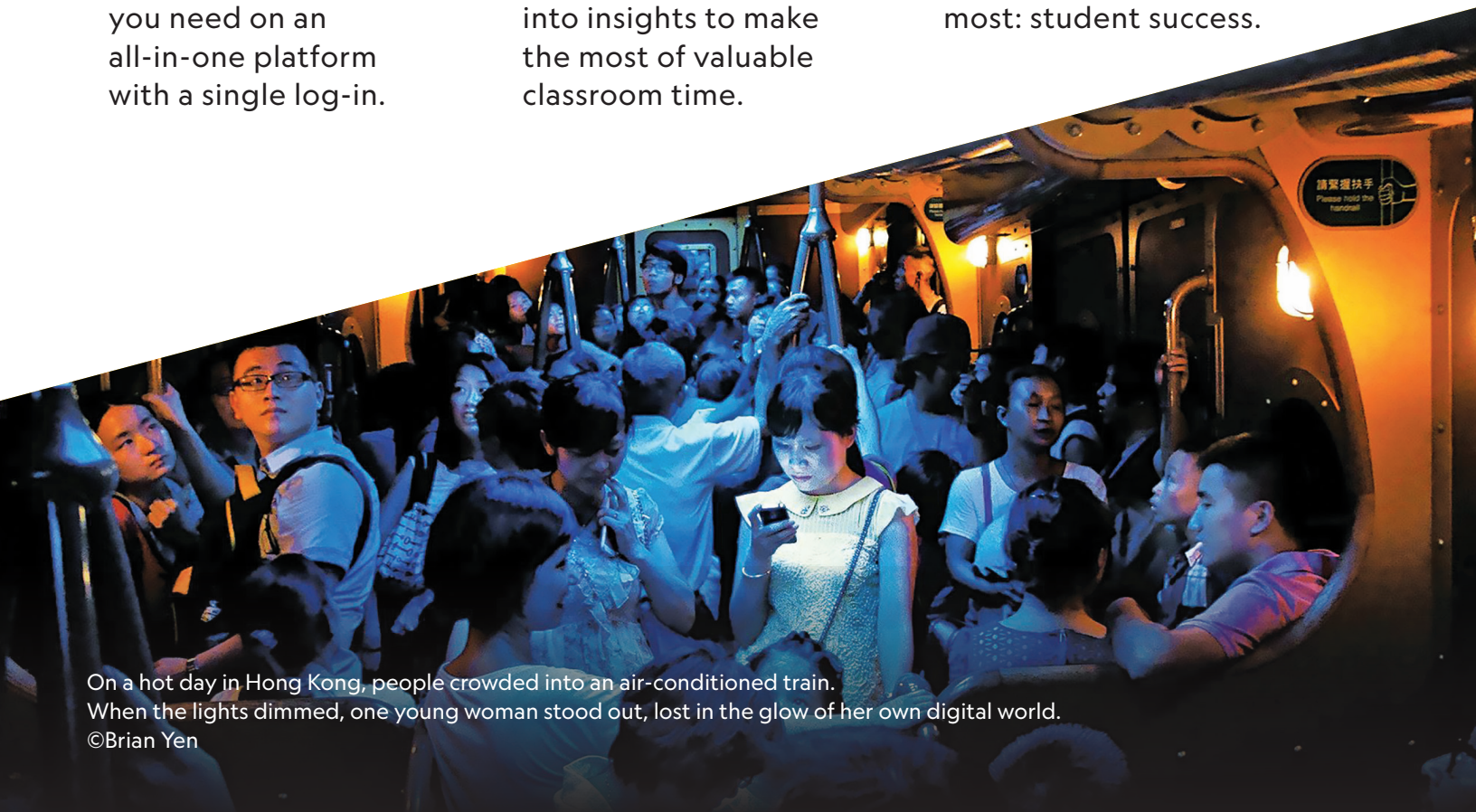
Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.



Track student and class performance on independent online practice and assessment. The Course Gradebook helps you turn information into insights to make the most of valuable classroom time.



Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps you focus on what matters most: student success.



On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

©Brian Yen

Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

Placing students reliably at the right level

Preparing and teaching live lessons

Assigning practice, tests and quizzes

Tracking student and class progress, turning information into insights



Student's Book Walkthrough

Impact Second Edition is a six-level series from National Geographic Learning that helps teenage learners to better understand themselves, each other and the world they live in. *Impact* on Spark is your all-in-one platform to prepare and teach live lessons, assign practice, assignments and tests, and track student and class success.

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

UPDATED Each unit highlights a **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.



3 Secrets of the Dark

“To me, science is fiction because sometimes it just seems unreal. Looking at bioluminescence, it’s just beautiful. It’s artwork.”
—David Gruber

1. Look at the photo. The ghost mushrooms create light naturally. What other things in nature make light?
2. Read the quote. Why does David say that science is like art? Do you agree?
3. Think about the title, quote and photo. What questions do you think this unit will answer?
4. Do you like the dark? Why or why not?

Bioluminescent ghost mushrooms, Queensland, Australia

Photography is big and engaging when it's shown in class through Dynamic Lessons on Spark: a new way to plan and teach live lessons.



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

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 the confidence to discuss relevant real-world topics.

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

VOCABULARY

1 **Imagine it is dark at night and almost all day.** Do you think it is easy or hard to live this way? Why? Discuss. Then listen and read. ▶ 3.1

2 **LEARN NEW WORDS.** Listen and repeat. ▶ 3.2

3 **Choose five vocabulary words.** Write a sentence using each word. Then read your sentences to a partner.

4 **Work in pairs.** Would you want to live in the dark for two months? Write three reasons for yes and three reasons for no. Compare your lists with a partner.

Aurora borealis, Lofoten Islands, Norway

46 Vocabulary

Vocabulary 47

Captions contain target words or additional details to support comprehension.

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

A **vocabulary activity** with a model drives students to immediate practice with support.

- For additional vocabulary reinforcement and assessment, assign practice and tests on Spark and track progress towards learning outcomes in the Gradebook.

Student's Book Walkthrough

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

UPDATED The **Speaking** page presents phrases and model dialogues that help students express themselves with greater fluency.

NEW **Mediation and life skills** are presented through conversation tips.

5 Read and write the words from the list.

active	dark	darkness	festival
go to sleep	south	sunrise	sunset

Light and _____ are two things we don't often think about. This is because we can have light any time thanks to electric lights. We _____ because we're tired, not just because it's _____ outside. 'Having all this energy to be able to have light at night is a really new thing for humans,' says scientist David Gruber. Until the late 19th century, people didn't have electric lights like we do today. People lived on a different schedule than we do. They often got up at _____ and were _____ all day. Then, after _____, they went to bed early.

6 LEARN NEW WORDS. Listen for these words and write them next to the definitions. Then listen and repeat. **3.3 and 3.4**

daylight	healthy	street light
----------	---------	--------------


1. a light near a road
2. not till
3. light from the sun

7 Your Choice Choose an activity.

A. Work independently. Make a list of animals you know that are active at night. Write one sentence about each animal. Share your sentences with the class.

B. Work in pairs. Imagine you lived 200 years ago. How is your life at night then different from now? Make a list.

C. Work in groups. When you don't have electric light, what can you use to help you see in the dark? List three things. Choose one thing from your list and make an advertisement for it. Present your advert to the class.



A minkajou cat sits at night.

48 Vocabulary

UPDATED **Your Choice activities** allow students to make decisions and become active participants in learning. Students are encouraged to think critically and creatively as they discover who they are and who they want to be.

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

SPEAKING

Asking about new words **3.5**

What does *nocturnal* mean?

How do you pronounce it?

How do you spell it?

Helping with new words

It means active at night.

I'm not sure. I think you say *noctur-null*.

It's spelt *n-o-c-t-u-r-n-a-l*.

1 Listen. How does the speaker help with new words? Write the answers you hear. **3.6**

1. What does *nocturnal* mean? _____

2. How do you pronounce it? _____

3. And how do you spell that? _____

2 Read and complete the dialogue to ask for and give help with new words. Then practise the dialogue with a partner.

Mae: Hwan, look at this! The gecko glows under *ultraviolet* light!

Hwan: *Ultra* what? _____

Mae: *Ultraviolet*. It's light that is invisible to most people. But some animals and insects can see it.

Hwan: Wait. _____

Mae: _____ that you can't see it.

Hwan: _____

Mae: _____ Let's look it up. *I-n-v-i-s-i-b-l-e*.

Hwan: I understand now. But why does the gecko glow?

Mae: Scientists don't know, but they think it's so the geckos can see each other.

3 Work in pairs. Talk about the animals on the cards. Help your partner to spell, pronounce and learn more about each animal.

It's a Gila monster.

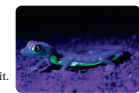
A what? How do you pronounce it?

Tell me about this animal.

Go to Game 3A.

4 Work in pairs. Choose a vocabulary word from the unit. Use the phrases above to ask your partner about the word. Take turns asking for and giving help.

Conversation tip: Seeking or offering help
Sometimes people need help but are afraid to ask. Offer to help with a polite question. When someone helps you, say thank you.



Namib web-footed gecko



Go to Game 3A.

Speaking 49

Games provide a fun context for communication.

Scaffolded activities with **models** encourage learners to communicate with confidence.

Grammar boxes include natural examples of real-world language. Expanded grammar boxes with explanations and additional practice are provided in the Grammar Reference pages for every unit at the end of the Student's Book and in the Classroom Presentation Tool.

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

GRAMMAR

Present continuous 3.7

Actions happening now	Temporary situations
<p>Past → Present → Future</p> <p>I'm eating fish. You're skiing too fast! He's watching the sunset. We're wearing boots in the snow. The children are skating on the lake.</p>	<p>Past ← Present → Future</p> <p>I'm visiting a friend in Norway. You're working a lot this winter. She's learning about auroras in science. We're enjoying the film festival this week. Norwegians are living in darkness this month.</p>

Go to the Grammar Reference for more information.

- 1 Read and complete the paragraph with the present continuous form of the verbs in brackets.

Do you get enough sleep? People need sleep, but many people also need to work. Some people work at night when many of us _____ (sleep). Think about this: It's 4 a.m. While you _____ (rest), doctors _____ (help) patients, news reporters _____ (drive) to work and bakers _____ (make) bread.

- 2 Complete the sentences with the present continuous form of a word from the list.

learn live sleep tell write

Dalma is a student from Türkiye. She _____ in London for a year. She _____ English. Tonight, she _____ an email to her brother Cyrus. Dalma can't call him because he _____ It's late at night in Türkiye. He lives in Istanbul with their parents. In the email she _____ him about her life in London.

- 3 Work in pairs. Take turns talking about things happening at school.

I'm wearing a blue shirt.

We're learning about the dark.

50 Grammar

- 4 LEARN NEW WORDS. Listen to learn about time zones. Then listen and repeat.

3.8 and 3.9

Time Zones

WEST			EAST	
a.m.	p.m.	p.m.	p.m.	a.m.
LOS ANGELES	SÃO PAULO	MADRID	ISTANBUL	BEIJING

While people in Beijing are **asleep** for the night, people in Los Angeles are **awake** and starting their day.

- 5 Work in pairs. Look at the cities and times. Write a sentence about what people might be doing in each city.

- São Paulo/Beijing *While people are having lunch in São Paulo, people in Beijing are sleeping.*
- Los Angeles/Madrid _____
- Istanbul/Beijing _____
- São Paulo/Istanbul _____

- 6 Work in groups. Choose a city. Imagine you are there. Choose three other cities. Say if they are to your east or west. Take turns comparing what you're doing now with what people in those cities are probably doing.

Grammar 51

Grammar practice is scaffolded and developed in **context** with multiple opportunities for real communication using **all four language skills**.

NEW Grammar Reference pages at the back of the Student's Book expand each grammar topic in every unit. These are available to students at point-of-use in their eBook on Spark as they complete their independent work.

Student's Book Walkthrough

UPDATED Target vocabulary

is presented in the reading text and gives students an opportunity to practise vocabulary strategies.

NEW Explicit signposting and explanation of **reading strategies** promotes comprehension and helps students become independent readers.

Reading texts feature engaging, relevant topics covering a variety of **cross-curricular areas**.

READING

- 1 Work in pairs.** What do you know about the deep parts of the ocean? What do you want to learn?
- 2 LEARN NEW WORDS.** Find these words in the text. Guess their meanings. Then find each word in a dictionary. Check your guesses. Then listen and repeat. **▶▶▶ 3.10**

creature
dawn
discover

glow
pattern
- 3 Scan the Text** **Look at the text quickly.** When you look at a text quickly to find important information, you scan it. Scan the article to answer the question: Why do deep sea animals make light?
- 4 Read and listen. Then answer the questions.** Compare your answers with a partner. **▶▶▶ 3.11**

 1. Who is this text about?
 2. What information did David discover?
- 5 Work in pairs.** Choose *T* for true or *F* for false.

 1. We know a lot about everything that lives in the ocean. T F
 2. We can see all the glowing colours in the ocean with our eyes. T F
 3. Only one type of animal glows in the dark through David's camera. T F
 4. There is no light from the sun at the bottom of the ocean. T F
 5. The vampire squid has very large eyes to help it see in the dark. T F

52 Reading

IN THE DARK OF THE OCEAN

There are incredible creatures living in the darkness.

In the darkness before **dawn**, scientist David Gruber dives into the ocean to watch the amazing **creatures** that live there. 'Seventy-one per cent of Earth is ocean, and much of it is dark, with tonnes of life down there that we don't know about,' he says.

David **discovered** that many sea animals can see colours in the water that people cannot. So he designed a camera that allows him to see colours just as a fish does. His camera shows the bright green, red and blue colours of ocean animals that **glow** in the dark.

David discovered a special kind of shark that glows with green spots. 'When you see all these little bright spots and **patterns**, it's like flowers and butterflies. Why do they make patterns? It's to attract each other. It's to recognise each other,' he says. Some creatures, like comb jellies, use colour to stay safe from other creatures.

At the bottom of the ocean where there is no light at all, many animals make their own light. The unusual vampire squid is one example. It can turn itself on or off, just like a lamp. It also has very big eyes to help it see in the dark.



A bioluminescent swell shark glows bright green through the filters of David's camera.

It's easy to see why the darkness of the sea interests David. 'Animals in the dark ocean produce lights to communicate with each other,' says David. 'It's an underwater disco party. We human beings are the last ones to join in!'

A bioluminescent Boreas comb jelly



6 Discuss in groups.

1. What ocean creatures most interest you? Why?
2. Do you think it's important to learn about things that live in the ocean? Why or why not?
3. Why is it hard to study the deep ocean? Make a list of reasons.

Reading 53

Before reading activities help students make predictions and activate prior knowledge about the text.

During reading activities guide students and help them stay focused.

UPDATED Scaffolded progression of **after reading** activities provides students with opportunities to react and respond to the text, and to make connections between the text and their own 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, activate prior knowledge of the topic and get prepared to watch it.

VIDEO

1 Discuss in pairs.

1. What did you love doing as a small child? Do you still love it? What else do you love doing now?
2. What is your favourite thing about the ocean? Why?

2 Work in pairs. The title of the video you're going to watch is *What Glows Beneath*. Think of what you know about David Gruber and his work from this unit. Then make two lists: *Things I know about David* and *Things I want to learn about David*.

3 Watch. 3.1 Listen for information from your list of *Things I want to learn about David*. Record any new information. Did you learn anything from your list?

4 Work in pairs to answer the questions.

1. What was David's hobby when he was a teenager?
2. What can David see with his special camera?

5 Circle the correct answers.

1. David wondered *what made waves in the water / what was beneath him in the water*.
2. David wanted to photograph the ocean to *sell his photos / see it in the same way as fish see it*.
3. David discovered *two / many* fluorescent creatures in the ocean.
4. David wants to discover *more species / bright* fish.
5. David says the ocean and the reef are *beautiful / exciting* at night.

6 Work in pairs. List three of the sea creatures you saw in the video. Describe them. Now think of three sea creatures you know about. How are they different from the ones in the video?

David uses a special camera with filters to explore the dark ocean.

7 Your Choice Choose an activity.

- A Work independently.** Imagine that you went diving and saw some of the creatures in the video. Make three lists: *I saw ... , I felt ... , I used ...* Share your lists with the class.
- B Work in pairs.** Role-play a conversation between David and a student who is asking him about his work. Share your conversation with the class.
- C Work in groups.** Prepare a glow-in-the-dark presentation. Each person finds out about a different sea creature that glows in the dark. Draw it or find a photo of it. Write three sentences about it. Present your findings to the class.

54 Video Video 55

While watching activities guide students and help them stay focused.

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

UPDATED Your Choice activities support learner autonomy and allow 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 and additional practice are provided in the Grammar Reference pages at the end of the Student's Book and in the Classroom Presentation Tool.


Students learn the basics of **academic writing** and are introduced to a variety of writing genres.

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

GRAMMAR

Prepositions: Saying when things happen
 1.12
after midnight/seven o'clock/tomorrow
at dinner/eight o'clock/night
before next week/noon/sunset
in 2025/March/the winter/the morning
on 1 June/my birthday/Tuesday(s)
until next year/tonight/two o'clock

Go to the Grammar Reference for more information.



The Jemaa el-Fnaa market in Marrakech

1 Read. Complete the paragraph with *at, in, on* or *until*.

My family and I like visiting Marrakech, Morocco. We go _____ December because the weather is warm there _____ the winter. _____ the first day, we visit the market _____ the morning. _____ the afternoon, we rest. _____ five o'clock, we go out to explore _____ nine o'clock. _____ Tuesday, we get ready to do it all again. I can't wait _____ our next trip!

2 Use the words below and a preposition from the box to write sentences about your life and routines. Share your sentences with a partner.

1. Tuesdays _____ *On Tuesdays, I go to the park after school.*

2. night _____

3. afternoon _____


4. March _____

5. next week _____

6. 8.00 a.m. _____

3 Work in pairs. Take turns throwing the cube. Talk about things that happen at different times.

In the summer, we go to the beach.



Go to Game 3B.

56 Grammar

Grammar is practised **in context** through engaging activities and **games**.

WRITING

Contrast Paragraph
 When we contrast two things, we show how they are different. We use contrast words like *but* and *however*. We can use *but* and *however* at the beginning or in the middle of a sentence. We use a comma after *however*.
Today is very cold, but the sun is bright.
The festival is at night. However, there are street lights so people can see.

1 Read the model. Circle the contrast words.

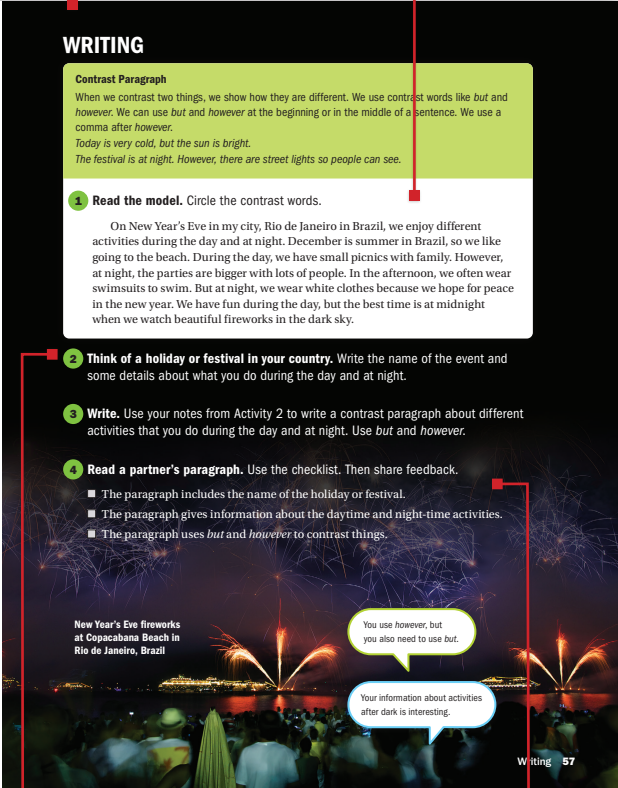
On New Year's Eve in my city, Rio de Janeiro in Brazil, we enjoy different activities during the day and at night. December is summer in Brazil, so we like going to the beach. During the day, we have small picnics with family. However, at night, the parties are bigger with lots of people. In the afternoon, we often wear swimsuits to swim. But at night, we wear white clothes because we hope for peace in the new year. We have fun during the day, but the best time is at midnight when we watch beautiful fireworks in the dark sky.

2 Think of a holiday or festival in your country. Write the name of the event and some details about what you do during the day and at night.

3 Write. Use your notes from Activity 2 to write a contrast paragraph about different activities that you do during the day and at night. Use *but* and *however*.

4 Read a partner's paragraph. Use the checklist. Then share feedback.

- The paragraph includes the name of the holiday or festival.
- The paragraph gives information about the daytime and night-time activities.
- The paragraph uses *but* and *however* to contrast things.



New Year's Eve fireworks at Copacabana Beach in Rio de Janeiro, Brazil

You use *however*, but you also need to use *but*.

Your information about activities after dark is interesting.

Writing 57

NEW Plan your writing activities give students the structure they need for their writing assignment.

NEW Peer editing steps and a **checklist** give learners the opportunity to discuss their assignment with classmates, with feedback models to help structure it.

Expanded Writing lessons in the Workbook and Online Practice guide students through the **full writing process**, supporting them as they plan, compose, edit and publish their writing assignments.

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 **quote** from the Explorer and a **Meet the Explorer** video help students connect with these inspirational people who are making a difference in the world.

UPDATED A variety of **projects** mapped against the UN Sustainable Development Goals build 21st century skills through independent research, discussion and presentations using a variety of media.

NEW Pre-project **critical thinking** activities review target language.

MISSION Understand and Protect



'People want to protect things they love and understand. The more I can share about the amazing animals I get to explore, the more people may want to help protect them.'

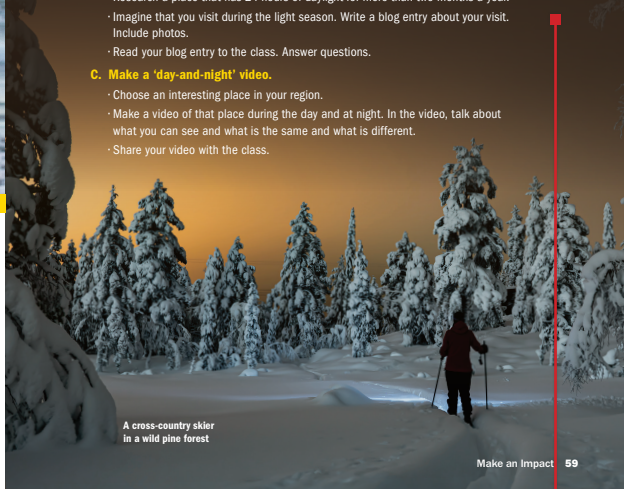
-DAVID GRUBER National Geographic Explorer, Marine Biologist

- 1 Look at the photo and read the quote.** Do you agree with David? Why or why not?
- 2 Watch.** ▶ 3.2 Write notes to describe the turtle.
 - _____
 - _____
- 3 Use your notes to choose the correct answers.**
 1. David found a *biofluorescent / very big* turtle.
 2. The turtle looked *blue / red and green*.
 3. David thinks the turtle is *beautiful / hungry*.
- 4 Work in pairs.** David wants to protect ocean animals. What do you want to protect? Why? How can you learn more about the problem? How can you help?

58 Mission

MAKE AN IMPACT

- 1 Look at the photo.** Do you think it is night-time or daytime? Why? Do you have more fun during the day or at night? Why?
- 2 Your Choice** Choose a project.
 - A. Design a poster.**
 - Research a town or city that has many hours of darkness. Find out about the weather, the food and the activities people do there.
 - Make a poster to describe the town or city and life there. Include photos.
 - Present your poster to the class.
 - B. Write a blog entry.**
 - Research a place that has 24 hours of daylight for more than two months a year.
 - Imagine that you visit during the light season. Write a blog entry about your visit. Include photos.
 - Read your blog entry to the class. Answer questions.
 - C. Make a 'day-and-night' video.**
 - Choose an interesting place in your region.
 - Make a video of that place during the day and at night. In the video, talk about what you can see and what is the same and what is different.
 - Share your video with the class.



A cross-country skier in a wild pine forest

Make an Impact 59

NEW Scaffolded activities help ensure video comprehension.

NEW Group activities allow learners to make a personalised connection to each Explorer with a production model.

UPDATED Project **choices** allow students to take charge of their own learning and choose their preferred way to use the language they learnt to synthesise and reflect on the unit topic.

Student's Book Walkthrough

NEW Literacy Builder lessons expose students to a wide range of genres and **creative expressions**, from poems and film scripts to presentations and personal narratives.

NEW Signposting and explanations of a **reading or visual literacy strategy** help students use a range of strategies before, during and after reading and viewing.

Literacy Builder Adventure Story

1 Look at the illustration. What is this place?

2 Identify Details about Setting Read and listen to the story. Identify the time and place, or the setting, in which the story happens. As you read, take notes about the setting. 4) 3.13

When does the story happen?	
Where does the story happen?	
What is this place like?	

3 Discuss the questions with a partner.

1. What are Nyree and Apera doing when they find the cave?
2. Why do Nyree and Apera feel worried?
3. What are three things they see in the cave?

4 Work in pairs. Would you like to explore the cave that Nyree and Apera find? Why or why not?

5 Make a list of dark places people can explore. Look through this unit and previous units to start your list. Then add your own ideas.

6 Express Yourself Pick a place from your list in Activity 5 that interests you. Choose a way to express yourself. Present your work.

A. Work independently. Draw a picture of the dark place and what you can see there. Include information about how people bring light into this place. Label the things in your picture.

B. Work in pairs. Write an adventure story about two people who explore the dark place you chose. What and how do they see in this place? Include details about the setting.

C. Work in groups. Role-play a conversation between people who are exploring the dark place that you chose. What do they see? What problems do they have? How do they feel?

An Underground Adventure

One afternoon, Apera and Nyree are walking in the forest when they see something in the rocks. It's a dark hole.

'It's a cave!' says Apera.

'Let's go inside!' Nyree says. 'We can explore it!'

Apera and Nyree enter the cave.

'Uh-oh, there's water in this cave,' says Apera. He and Nyree are standing in water, but it is not deep.

'Let's keep going. Our feet are already wet!'

They keep exploring the cave. Soon, it becomes very dark, and they can't see anything. At first, they are worried, but Nyree turns on her torch, and the darkness becomes light. They discover the cave has long rocks that reach down from the ceiling and tall ones that rise up from the floor.

Nyree and Apera travel deeper into the cave. They see bats on the ceiling and pass several tunnels into other parts of the cave. Suddenly, Nyree and Apera realise they don't know how to get out.

They're worried. They continue walking slowly. They go into a tunnel.

As they step inside, they see small blue lights on the ceiling. Nyree turns off the torch and the lights grow brighter. 'The ceiling is glowing!' Nyree says.

Nyree and Apera look at the blue lights. After some time, they remember they need to find a way out. Nyree turns on the torch again, and the blue lights go away. They continue walking.

Finally, they see some light in front of them. It's an opening in the rocks! They step out of the cave and into the daylight.

'That was incredible!' Nyree says.

'What an amazing adventure! Let's come back tomorrow and explore some more!' Apera says.

60 Literacy Builder

Literacy Builder 61

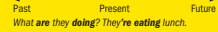
UPDATED Express Yourself activities actively engage students in discussions to synthesise what they learnt in the unit and make connections beyond the unit themes. Students choose a form of creative expression to find their own voice and reflect on the themes they have studied.

GRAMMAR REFERENCE UNIT 3

Present continuous: Saying what is happening now

We use the **present continuous** to talk about:

- things that are happening now.



- things that are happening for a limited amount of time, including now.



He's learning to swim.

The present continuous is formed with *am/are/is* and the main verb with the *-ing* ending.

jump → *jumping* *discover* → *discovering* *glow* → *glowing*

When the verb ends in *-e*, we take off the *-e* and add *-ing*.

make → *making* *explore* → *exploring* *create* → *creating*

When the verb ends in a vowel + a consonant, we double the final consonant and add *-ing*.

win → *winning* *plan* → *planning* *forget* → *forgetting*

When the verb ends in *-ie*, we take off the *-ie* and add *-y* and *-ing*.

tie → *tying* *lie* → *lying* *die* → *dying*

1 Complete the sentences with the present continuous.

Example: I'm **visiting** my cousins in Vietnam. (visit)

1. They _____ in Brazil. (live)
2. The sun _____ (set)
3. The monkeys _____ (sleep)
4. We _____ about time zones. (learn)

2 Complete the sentences with the negative form of the present continuous.

Example: I'm **not wearing** a coat today. (wear)

1. She _____ a video on her phone. She's texting a friend. (watch)
2. Our teacher _____ right now. She's listening to me. (talk)
3. We _____ on a project in class today. We finished it! (work)
4. They _____ about animal heroes. (write)

GRAMMAR REFERENCE UNIT 3

Prepositions: Saying when things happen

After, at, before, in, on and until are prepositions of time. We use them to say when things happen.

We use **after** with activities, seasons and times of day.

after school/after the summer/after 6.00 p.m.

We usually use **at** with exact times and certain expressions.

at eight o'clock/at night/at 14 years old/at the weekend

We use **before** with activities, seasons, days and times.

before class/before the winter/before Thursday/before 9.00 a.m.

We use **in** with months, years, seasons and times of day.

in May/in 2026/in the spring/in the morning

We use **on** with days and dates.

on Monday(s)/on New Year's Day/on 14 August

We use **until** with activities, seasons, days and times of day.

Until means up to a certain time.

until noon/until September/until Sunday/until 10.00 p.m.

1 Circle the correct word.

Example: School starts **at** / **in** 7.30 a.m.

1. We have breakfast **after** / **before** we go to school.
2. The weather is hot in Brazil **on** / **in** the summer.
3. He watches TV **after** / **on** he eats dinner.
4. She's working **before** / **until** 7 p.m.
5. What do you like doing **at** / **in** the weekend?
6. The bus leaves **after** / **at** 8.20 a.m.

2 Complete the sentences with after, at, before, in, on and until.

Example: I'm usually awake **until** 10 p.m.

1. The winter festival begins _____ 1 February.
2. The street lights come on _____ dark.
3. Sunrise is _____ 6.10 a.m. tomorrow.
4. The sky stays bright _____ 5.30 p.m.
5. The sun doesn't rise _____ 6.00 a.m.
6. There are more hours of darkness in Norway _____ the winter.
7. Let's go inside _____ the rain starts.
8. The sky is dark _____ sunset.

Expanded grammar boxes in the **Grammar Reference** section provide students with additional support and models.

Additional activities give students extra practice to understand grammar presented in the unit.

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

Unit 3, Game 3A

<p>It's a Katagoto. Pronounced: kat-uh-toh Lives for about 60 years. • It's a herbivore. • It has long grass.</p>	<p>Tell me about this animal.</p>	<p>It's a Zonilia. Pronounced: zoh-ni-lee-ah Lives in Africa. • It's a herbivore. • Pronounced: kat-uh-toh. • Eats mostly meat.</p>
<p>It's a handicoot. Pronounced: han-dih-coot Eats both plants and animals. • It's a marsupial. • Pronounced: now-see-see-ah. • It lives in trees in a special kind of home.</p>	<p>Tell me about this animal.</p>	<p>It's a Wingogaron. Pronounced: wing-oh-gar-uhn This insect chases for catching food. • It's a predator. • It's a spider. • Likes to drink.</p>
<p>It's a Gila monster. Pronounced: gi-lah-mon-ster Resides in both hot deserts. • It's a reptile. • It has a thick, leathery skin that can kill animals and/or people.</p>	<p>Tell me about this animal.</p>	<p>It's a Kangaroo. Pronounced: kang-er-oo Keeps most of its time in trees. • It's a marsupial. • Feeds its babies with milk.</p>

Workbook

The **Workbook** features reading, writing, grammar, listening and vocabulary practice, reinforced on the Spark platform and tracked in the Gradebook, to strengthen and consolidate concepts, language and strategies.

Expanded **Writing** lessons guide students through the full writing process, supporting them as they plan, compose, edit and publish both their Student's Book assignments and additional writing activities.

WRITING: Contrast paragraph

A contrast paragraph shows how two or more things are different. We use the contrast words **but** and **however** to help readers understand what we are contrasting. We can use these words at the beginning of a sentence or in the middle. Remember to use a comma after **however**, whenever you use the word in the sentence. Notice the contrast words and the things the writer is contrasting.

The **sky** is dark, **but** the **stars** are bright.
Some **animals** are active at night, **however**, other **animals** are active during the day.

4 Look at the Writing page of your Student's Book. Read the box and model. Complete Activity 1.

5 Organise.

1. Your topic is a holiday or festival in your country. Choose three holidays or festivals you know about. Complete the graphic organiser with some details about each.

6 Write.

1. Go to your Student's Book. Reread the model.
2. Review your notes above, then write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
3. Check your draft. Make sure you include the name of the holiday or festival, information about the day and night activities and use **but** or **however** to contrast things.

7 Share your writing in pairs. Look at the checklist in your Student's Book. Share your feedback.

8 Publish. Look at the feedback from your partner. Make any changes needed. Then prepare and publish your final paragraph.

9 Expand. Think about other things you can contrast. Choose a topic below. Follow the steps to write another paragraph.

- Things you do in the morning / things you do at night
- A nocturnal animal / an animal that is active during the day
- Sunrise / sunset
- Your own idea: _____

38 WRITING

A **review** section every two units exposes students to question types commonly found in international exams.

Units 3-4 Review

1 Read. Then choose the correct words.

A Please don't call me today. I'm not feeling very well and (1) I'm **staying** / I **stay** in bed. Call me (2) **at** / **at about** / (3) **between** morning.

C Are you (1) **learn** / **learning** about wildlife? Don't forget to take photographs of the birds, mice, rabbits and insects around your home (2) **at** / **in** the weekend! Get up early each day, (3) **at** / **at sunrise**. Bring your photos to Monday's photo club meeting (4) **at** / **on** 1 pm.

3 Listen. Then choose the best answer. **4** 5

1. Cars _____
a. stop to rescue salamanders
b. kill salamanders in the darkness
c. with headlights help salamanders
2. The speakers agree that _____
a. salamanders are very clever
b. salamanders are afraid of cars
c. salamanders should move faster
3. Snakes _____
a. hunt salamanders
b. don't hunt salamanders
c. eat insects



Fire salamander

3 Read. Choose the best answer for each blank.

A conservation website reports that we have to try to stop (1) _____ loss for animals. When people cut down trees to build new buildings, they are destroying animals' (2) _____. Forests are homes to thousands of (3) _____ animals. Now these animals (4) _____ find new places to live. Some animals go into towns and cities because they can (5) _____ for food in the forests. It (6) _____ dangerous in northern Canada, for example. While people are (7) _____, wild bears have easy access to food in rubbish bins. Our relationship with animals (8) _____ change if we want to share our planet.

- | | | |
|--------------------|-----------------|--------------------|
| 1. a. habitat | b. access | c. behaviour |
| 2. a. organisation | b. time zones | c. habitats |
| 3. a. injured | b. wild | c. healthy |
| 4. a. have to | b. has to | c. should |
| 5. a. coexist | b. defend | c. hunt |
| 6. a. is becoming | b. are becoming | c. aren't becoming |
| 7. a. asleep | b. awake | c. injured |
| 8. a. couldn't | b. shouldn't | c. has to |

4 Read the sentences. Use the words in the box to complete the second sentence so that the meaning is the same as the first sentence. Use no more than one word for each blank.

at conflict couldn't daylight relationship sunset

1. While people are asleep, wild bears hunt for food in northern Canada. Wild bears sniff around the rubbish bins _____ night.
2. In the winter, there are more hours of darkness. There are fewer hours of _____ in the winter.
3. I think the sky is beautiful when the sun goes down. I believe the _____ is beautiful.
4. People coexist with domestic animals. Pets, such as cats and dogs, are easy to have a _____ with.
5. Maremma sheepdogs defend the farmers' animals from the pumas. Maremma sheepdogs could help to reduce _____ between people and pumas.

Choose an activity

A. Work in pairs. Imagine that you are a nocturnal animal or a bioluminescent animal. Explain your choice to a partner. What is your life like as this animal? Use the following words to help you.

active asleep awake create creature dark
darkness dawn daylight glow go to sleep
healthy partner sunrise sunset

B. Use the present continuous to describe the things in the word box.

Example: At dawn we can see the sunrise. The sun is rising now, and I'm watching it!

dawn daylight festival pattern
street lights sunrise sunset time zones

C. You received a text message from a cousin who moved to your city. Answer the questions using **after**, **at**, **before**, **in**, **on** and **until**.

Hi! Sorry to text again, but I forgot to ask you some questions.

When are you home?

What time do you go to sleep?

In the mornings, are you usually awake when it's still dark?

When is the best time to call you? Evenings? Saturday mornings?

Also, I want to take photos of my new house and the view. When is the sunset tonight?

See you at school!

D. Write. Choose an outdoor event you can go to, such as a concert, a sporting event or a party. When do you want to go, in the afternoon or at night? Why?

Write about the event, the time you want to go and why. Write at least 75 words.

Now I can ...

talk about night, darkness and nocturnal activities.

Choose a nocturnal animal and a festival. Write two sentences about each.

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

use the present continuous form.

Write sentences using the present continuous and four of the verbs from the box.

build explore glow go study watch

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

use after, at, before, in, on and until to say when things happen.

Write sentences using the following information.

1. morning / watch / sunrise _____
2. weekend / ride my bike / park _____
3. animal / active / sunset _____

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

write a short contrast paragraph about the things you do during the day and at night.

Use contrast words to contrast day activities and night activities.

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

38 NOW I CAN ...

Now I Can self-assessment activities offer students the opportunity to reflect on what they have learnt and identify areas where they need additional practice.

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

The **Lesson Planner**, available in print and on Spark, provides everything needed for every stage of teaching and learning.

Unit Opener

Objectives
Students will

- analyze and discuss a photo.
- preview the theme and content of the unit.
- analyze and discuss an Explorer quote.
- discuss how they feel about the dark.

Content Vocabulary the dark, science, fiction, unreal, bioluminescence, artwork, ghost mushrooms

Resources

spark

- Classroom Presentation Tool (Unit Opener)
- Dynamic Lessons (Unit Opener)
- Worksheet 1.3.1 (Teacher Resources)

Materials photos of bioluminescent nature (e.g. deep-sea fish) (optional)



3

Secrets of the Dark

4 To me, science is fiction because sometimes it just seems unreal. Looking at bioluminescence, it's just beautiful. It's artwork. —David Gruber

1. Look at the photo. The ghost mushrooms create light naturally. What other things in nature make light?

2. Read the quote. Why does David say that science is like art? Do you agree?

3. Think about the title, quote and photo. What questions do you think this unit will answer?

4. Do you like the dark? Why or why not?

Be the Expert

About the Photo

Ghost mushrooms live off dead wood in forests in south Australia and produce a pale, white light because of a chemical reaction. Scientists don't know why they glow in the dark.

Bioluminescence often has a natural purpose – it's not just there to be beautiful. Fireflies, for example, produce light to attract mates, defend their territory and warn predators to stay away.

About the Quote

The quote on this page is from National Geographic Explorer, David Gruber. David is a marine biologist and professor who has discovered many fluorescent fish species in his career. Students will learn more about David on pp. 52–55 and p. 58. David is saying that nature can be so beautiful that it looks more like a piece of artwork that has been created to be beautiful than it does something that has occurred naturally.

Teaching Tip

Depending on the students' first language, students may be able to guess the meaning of many scientific or academic words. Tell students to look at words on these pages and say which ones are cognates in their first language. Spanish speakers, for example, would say that bioluminescence, nature, science, art and fiction are similar words in their first language.

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Open the Dynamic Lessons for additional discussion questions.

Introduce the Unit

- Build Background** Write *dark* and *light* on the board and check meaning. Ask *When is it usually dark?* (at night) *When is it usually light?* (in the daytime) *What places are always dark?* (the bottom of the sea, ocean, caves, underground) *How do you feel when it's dark?* *What can you see at night when it's dark?*
- Tell students to open their books at pp. 44–45. Ask *What can you see?* Discuss students' responses. Then read aloud the caption on p. 45. Explain that *bioluminescence* /baɪə(l)ʊmɪnɪs(ə)n(s)/ = light made by living things through chemical reactions in their bodies.

- Ask questions such as the following to encourage further discussion of the photo:
Do you think the mushrooms look interesting? Why? Why not? How does the photo make you feel? Why do you think the ghost mushrooms make light in the dark?
- You may want to share the information in About the Photo with students.
- Read Question 1 aloud. Ask students to suggest ideas (glow worms and fireflies, some jellyfish, some deep-sea creatures; other things in nature including the sun, the stars, the moon's reflection of the sun and fire).
- Read the quote aloud. Make sure students understand it: *fiction* = a story that is not true; *unreal* = not real, but strange and surprising; *artwork* = a painting or sculpture.
- Read Question 2 aloud. Discuss students' ideas. (David thinks that sometimes things in nature are so beautiful that they seem to be a work of art.)
- Read Question 3 aloud. Say *Work in pairs to think of two or three questions and write them down.* At the end, discuss students' ideas as a class. Some possible questions: *What life is there in dark places? How do animals and plants live in the dark?*
- Read Question 4 aloud. Say *Work in pairs to discuss.* At the end, discuss students' ideas as a class.

Extend

- Find and show other photos of bioluminescent nature. This could be glow worms, jellyfish or the anglerfish that has a bioluminescent fishing rod on its head! Ask *What can you see? Why do you think they are bioluminescent?*
- Distribute **Worksheet 1.3.1**. Put students in pairs. Explain that partners will be thinking and writing about the dark and the beauty to be found in science.

98 Unit 3

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Unit Opener 99

The Lesson Planner includes:

- a professional development section that introduces the key principles of the series;
- a detailed scope and sequence;
- learning objectives for each lesson and support to achieve them;
- step-by-step instructions for carrying out lessons;
- reduced Student's Book pages with answers at point-of-use;
- project rubrics for the Make an Impact lessons and writing rubrics for each Writing lesson;
- differentiation activities to supplement the Student's Book, including instructions on how to use them;
- extra support for grammar, mediation, life skills, UN Sustainable Development Goals, and all reading and writing strategies and genres;
- teaching tips and professional development support at point-of-use, as well as assessment for learning opportunities throughout lessons.

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 series. The corresponding Video section in the Student's Book provides opportunities for students to discuss and engage with the material. Additional practice is provided on Spark.



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

- group behaviour;
- art in the open;
- forming teen identity;
- pushing your limits.

Meet the Explorer When students reach the Mission lesson of each unit, they'll learn more about the National Geographic Explorer featured in the unit. The Explorer's Mission both drives the unit theme and encourages students to be active participants in their learning. A quote from the Explorer and a Meet the Explorer video help students connect with these inspirational people who are making an impact in the world. The Mission lesson reinforces unit objectives, helps students develop critical thinking skills and allows students to hear from each Explorer in their own words.



The videos are available on Spark at point-of-use.



To ensure that instructors are able to improve their classroom practice and get the most out of the *Impact* teacher resources, Dr Joan Kang Shin and Dr JoAnn (Jodi) Crandall have developed the *Impact* Professional Development Videos.

The [Impact Professional Development Videos](#), available on Spark, are hosted by Dr Joan Kang Shin and they feature classroom examples from around the world. The videos provide 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
- Using the Starter level with newcomers
- Teaching mixed-ability classrooms
- Multimodality in *Impact*
- Assessment
- Teaching writing

Professional development topics are also covered at point-of-use throughout the Lesson Planner and on Spark.

Series Editors

Impact, Second Edition has two series editors, Dr JoAnn (Jodi) Crandall, of the University of Maryland, Baltimore County, US, and Dr Joan Kang Shin, of George Mason University, US.



Dr JoAnn (Jodi) Crandall

is Professor Emerita and former Director of the Language, Literacy and Culture (LLC) PhD Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County. She has worked in all areas of English language education, including teaching, curriculum, materials, standards and programme and teacher development. She was recently named one of 50 leaders of TESOL for her contributions to the profession and one of 30 English Language Specialists by the US Department of State. She is currently a member of the Board of Trustees of The International Research Foundation for English Language Education (TIRF), an organisation that she helped to establish.



Dr Joan Kang Shin

is a Professor of Education at George Mason University and the Director of the Global Online Teacher Education Center (GOTEC). In 2016, Dr Shin was named one of the 30 Up and Coming Leaders of TESOL by TESOL International Association. In 2021, she was named one of the top 30 English Language Specialists by the US Department of State. She currently sits on the Board of Trustees for The International Research Foundation for English Language Education (TIRF).

Teaching with *Impact*



National Geographic Learning's *Impact* is an exciting 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 programme 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, academic, social and intellectual stages of development.
- Learners benefit greatly from the support of knowledgeable people (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 their 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 are 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 are engaged in questioning, analysing and comparing points of view. 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, 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 are developing a sense of social responsibility, and 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. Explorers and their work are featured in each level of *Impact*. They are presented as potential role models who can encourage teens to explore their world (Daniel Raven-Ellison), to connect with people (Qiyun Woo), to be curious (Katy Croff-Bell) and to test their limits (Cory Richards).



7 Time for Fun!

Young women play volleyball, Pakistan

1. Listen. Look, point and say.  7.1

play woman women try

2. Look and tick (✓).

The women are having fun.

They're _____

- | | |
|---------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> playing football | <input type="checkbox"/> playing baseball |
| <input type="checkbox"/> playing volleyball | <input type="checkbox"/> dancing |

3. Work in groups. How do you have fun?

I play football.



Real-World Content

The guiding principle of the second edition of *Impact* is the same as it was in the first edition: 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, art, sociology, 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, *Impact* also provides opportunities for adolescent English learners to explore the influence of media and technology in their lives. In Level 2, for example, in 'Your Digital Self' (Unit 3), students explore the many ways in which technology enables – and

alters – human connection. Explorer Qiyun Woo, an environmentalist and digital storyteller, challenges teens (and adults!) to think about how social media and technology can enable us to speak up about issues important to us.

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 much more connected world through technology and the role of English as a global language. *Impact* brings that world into the classroom, introducing teens to diverse global customs, traditions and ways of life. Learning about cultures and backgrounds 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 photos and visuals that accompany the text and engage and motivate adolescent learners.



In *Impact*, teens:

- learn about how a group of skateboarders in Bolivia uses their sport to support each other and challenge assumptions (Starter);
- explore how family and food traditions can help people discover their roots and change how they interact with the world (Foundation);
- watch how a National Geographic Explorer used traditional knowledge to create a new kind of music (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 express themselves and form their identities through storytelling, fashion and other types of expression (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 places in the world. It also helps them to learn to use English to communicate and describe their values and traditions to others around them.

After reading about filmmaker and music producer Jahawi Bertolli in Level 1, for example, teens are asked about the importance of music in their lives, and how music can be used to connect people around the world. In Level 2, after learning about Andrea Villarreal Rodríguez's work to empower and enable young people to share stories about the world around them, students are asked to think about what stories they want to tell that can change the world.

In Level 3, students read about the many different ways people around the world have developed unique and culturally responsive ways to tell their stories using visuals and performance. 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

Each unit from Foundation through to Level 4 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. In the completely new Starter level, students instead learn a unit value. These values build students' awareness of the world and their role within it, and are integral to students later understanding the mission of each Explorer.

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 Opener presents a quote from the unit Explorer, meant for students to reflect upon and discuss in the context of their own lives. Each of these units includes a 'Mission' lesson dedicated to the Explorer's work and a message for teens, as well as a 'Meet the Explorer' video in which the Explorer shares their perspectives and the challenges they have faced, with students. In the Starter level, students instead watch a short film focused on the unit's value.

Impact gives students a window into the work of Explorers such as Shreya Ramachandran. At only 13 years old, Shreya founded the Grey Water Project, an organisation dedicated to educating people on healthy and safe ways to reuse water. This organisation has impacted the lives of over 100,000 people around the world.

Students meet Dominique Gonçalves, an Explorer and ecologist who manages the Elephant Ecology Project at Gorongosa National Park in Mozambique and seeks to build empathy and understanding between people and animals. She encourages students to 'change your world'.



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'. Ribhu Vohra, an educator and environmentalist, in discussing ways we can get microplastics out of the food and water cycles, reminds us that it's teens and children who can most effectively drive change in their communities.

Explorer Jimmy Chin, a photographer, filmmaker and climber, reminds teens to be prepared, and to avoid situations where the risks are high and their level of control is low, while, in a unit about exploration, Christine Wilkinson remarks on the importance of working together and reminds students that, 'Every single person - including you - has the capacity to make a difference.'



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 woman who has regularly attended space camps from the age of seven in the hope of becoming an astronaut, users of *Impact* read and learn about young people like themselves who are making a difference.

21st Century Skills

In our interconnected world, exposure to 21st century topics and ideas is essential to student success. In addition to key subjects such as English, Reading and Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, and Government and Civics, 21st century students must also develop an awareness and understanding of topics such as:

- Global awareness
- 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. 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 essential for success in the modern world:

- 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, presentations and stories 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.



We live in a technology- and media-driven environment characterised by immediately available information and constantly evolving technology. Learning and innovation skills 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:

- Academic, life and career skills
- ICT (Information, Communications and Technology) 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 during their education and their future careers.

Life Skills

Communicating effectively in today's world also means developing and applying skills related to building healthy identities, managing emotions, achieving goals, feeling and showing empathy, establishing and supporting relationships and making responsible decisions. *Impact* gives teens authentic opportunities to practise and develop these life skills in ways that are meaningful to them and the world around them.

Impact does this by providing a variety of contexts to practise the key competencies of:

- Self-awareness
- Self-management
- Responsible decision-making
- Relationship skills
- Social awareness

Impact promotes self-awareness skills by helping students develop their sense of self, recognise their strengths and areas for improvement, confidently express their ideas, and understand their emotions, thoughts and values. Students are given topics related to their own lives and given chances to choose how to express their ideas about themselves and their connection to the world around them. *Impact* also helps students develop self-management skills, agency, autonomy and decision-making by supporting them in setting personal and community goals, promoting planning and organisational skills, and encouraging self-discipline and self-motivation.

Impact helps develop responsible decision-making skills by promoting curiosity and open-mindedness, teaching skills for identifying solutions to personal and social problems, asking students to evaluate the benefits and consequences of actions and giving

students the skills to make ethical and caring choices about their own behaviour and the behaviour of others.

Impact promotes relationship skills by focusing on skills related to mediation, collaboration and communicating effectively. In addition, *Impact* promotes mediation and communication skills by giving students chances to cooperate and work with teams to solve issues, and it gives them the skills to resolve conflicts. Relatedly, *Impact* fosters social-awareness skills by giving students opportunities to understand and empathise with the perspectives of people from diverse backgrounds, cultures and contexts. *Impact* helps students understand other perspectives, giving students the skills to recognise situational demands and opportunities. Students are given the chance to interact with the ideas of people from around the world and see how those ideas apply to their own lives.

Skills and Strategies

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

These Speaking strategies are matched with a corresponding conversation tip, which focuses on a related mediation or life skill in order to give students the support they need to use this language effectively in real-world contexts.

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 You Read**, **While You Read** and **After You Read**. During the lesson, students are directed to use a range of strategies before, while and after reading.

Before You Read 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 You Read 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 You Read 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 text.

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

In this edition of *Impact*, learners also get a second major text input for each unit in the Literacy Builder lesson. This lesson comes at the end of each unit and

Literacy Builder Adventure Story

1 Look at the illustration. What is this place?

2 Identify Details about Setting. Read and listen to the story. Identify the time and place, or the setting, in which the story happens. As you read, take notes about the setting. 1.1.1

When does the story happen?	
Where does the story happen?	
What is this place like?	

3 Discuss the questions with a partner.

1. What are Nyree and Apera doing when they find the cave?
2. Why do Nyree and Apera feel worried?
3. What are three things they see in the cave?

4 Work in pairs. Would you like to explore the cave that Nyree and Apera find? Why or why not?

5 Make a list of dark places people can explore. Look through this unit and previous units to start your list. Then add your own ideas.

6 Express Yourself! Pick a place from your list in Activities that interests you. Choose a way to express yourself. Present your work.

A Work independently. Draw a picture of the dark place and what you can see there. Include information about how people bring light into this place. Label the things in your picture.

B Work in pairs. Write an adventure story about two people who explore the dark place you chose. What and how do they see in this place? Include details about the setting.

C Work in groups. Role-play a conversation between people who are exploring the dark place that you chose. What do they see? What problems do they have? How do they feel?

An Underground ADVENTURE

One afternoon, Apera and Nyree are walking in the forest when they see something in the rocks. It's a dark hole. 'It's a cave!' says Apera. 'Let's go inside!' Nyree says. 'We can explore it!' Apera and Nyree enter the cave. 'Uh-oh, there's water in this cave,' says Apera. He and Nyree are standing in water, but it is not deep. 'Let's keep going. Our feet are already wet!' They keep exploring the cave. Soon, it becomes very dark, and they can't see anything. At first, they are worried, but Nyree turns on her torch, and the darkness becomes light. They discover the cave has long rocks that reach down from the ceiling and tall ones that rise up from the floor. Nyree and Apera travel deeper into the cave. They see bats on the ceiling and pass several tunnels into other parts of the cave. Suddenly, Nyree and Apera realise they don't know how to get out. 'They're worried. They continue walking slowly. They go into a tunnel. As they stop inside, they see small blue lights on the ceiling. Nyree turns off the torch and the lights grow brighter. 'The ceiling is glowing!' Nyree says. Nyree and Apera look at the blue lights. After some time, they remember they need to find a way out. Nyree turns on the torch again, and the blue lights go away. They continue walking. Finally, they see some light in front of them. It's an opening in the rocks! They step out of the cave and into the daylight. 'That was incredible!' Nyree says. 'What an amazing adventure! Let's come back tomorrow and explore some more!' Apera says.

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