

LESSON PLANNER

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SCOPE AND SEQUENCE



1 Colour Matters

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2 Feeling Good?

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3 Your Digital Self

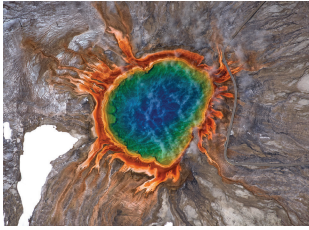
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4 Underwater Mysteries

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THEME	Colour and its effect on people	Body and mind	Technology's impact on our lives	Underwater exploration and discovery
VOCABULARY STRATEGIES	Suffix -al Use context clues	Suffix -ness Use a dictionary: Sample sentences	Prefix inter- Use a thesaurus	Prefix pre- Use context of unit
SPEAKING	Correcting information; Correcting thoughtfully	Checking in with friends and saying how you feel; Showing that you care	Checking for understanding and responding; Listening actively	Making and responding to suggestions; Sharing ideas
GRAMMAR	Comparatives and superlatives: Comparing two or more things <i>Purple is a popular colour. Green is more popular than purple. Blue is the most popular colour in the world.</i> The: Identifying general and specific things <i>The sun is shining in the sky.</i>	Adverbs: Saying how and how often you do something <i>Many teenagers sleep badly, so they're always tired.</i> Make + adjective: Saying what affects mood and feelings <i>A lack of sleep makes you tired.</i>	Modals: Expressing obligation, advice and permission <i>You should be careful about your safety online.</i> Must, might and can't: Expressing certainty in the present <i>I checked these facts on three different websites, so they must be true.</i>	Used to and would: Talking about habits in the past <i>I never used to be interested in the sea and I didn't use to read much at all!</i> Past simple: Describing past actions <i>When did the village sink? It sank thousands of years ago.</i>
READING	<i>The History of Dangerous Colours</i> Strategy: Sequencing	<i>Changing Your Future</i> Strategy: Summarising	<i>Is Your Life Balanced?</i> Strategy: Making connections to self	<i>Yonaguni Jima</i> Strategy: Identifying author's purpose
VIDEO	<i>Seeing Colours?</i>	<i>Virtually Viral</i>	<i>The Weird and Wild</i>	<i>Loch Ness Monster: Mystery Solved?</i>
WRITING	Genre: Descriptive paragraph Focus: Topic sentence	Genre: Classification essay Focus: Introducing categories	Genre: Opinion essay Focus: Facts and opinions	Genre: Contrast essay Focus: Contrasting points of view
MISSION	Look for Opportunities National Geographic Photographer: Annie Griffiths	Take Care of Yourself National Geographic Explorer: Pardis Sabeti , Computational Geneticist	Connect with People National Geographic Young Explorer: Qiyun Woo , Environmentalist/Storyteller	Be Curious National Geographic Explorer: Katy Croff Bell , Oceanographer
SUSTAINABILITY GOALS	Good Health and Well-Being; Reduced Inequalities; Sustainable Cities and Communities	Good Health and Well-Being; Industry, Innovation and Infrastructure	Industry, Innovation, and Infrastructure; Good Health and Well-Being; Quality Education	Industry, Innovation and Infrastructure; Life Below Water
LITERACY BUILDER	Genre: Social media post Strategy: Analyse visuals	Genre: Song Strategy: Analyse meaning	Genre: Illustrations Strategy: Connect text to images	Genre: Blog post Strategy: Identify text features



5 Life in the Extreme

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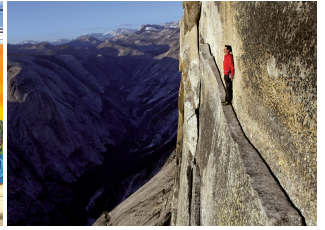
6 Are You Going to Eat That?

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7 Art in the Open

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8 Don't Panic!

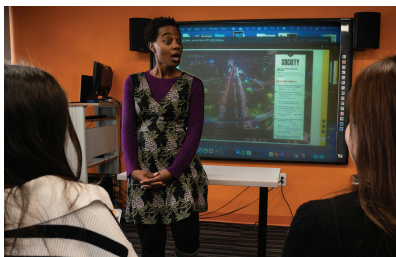
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THEME	Extreme environments	Food and plastic waste	Public art	Being prepared for dangerous situations
VOCABULARY STRATEGIES	Prefix micro- Use photos as context clues	Prefix de- Use antonyms to find meaning	Greek and Latin roots (mur- , poli-) Find definitions	Suffix -tion Use a thesaurus: Synonyms
SPEAKING	Expressing and responding to strong opinions; Valuing other opinions	Asking for repetition and repeating information; Checking understanding	Asking for more information; Asking a variety of questions	Telling a story and showing interest; Keeping people interested in a story
GRAMMAR	Present perfect: Describing past experiences that connect to the present <i>I have studied many extreme environments, but I've never been to Antarctica.</i> As . . . as: Making comparisons of equality <i>The Pacific hagfish is just as important as other fish.</i>	Going to, will and present continuous: Talking about the future <i>I'm going to start making my own lunches.</i> Conditionals: Talking about cause and effect <i>If you don't recycle it, it will end up in landfill.</i>	Past simple vs. present perfect: Talking about the past <i>Andrea Villarreal Rodríguez has worked on storytelling projects since 2019.</i> Indefinite pronouns: Talking about people, places and things without giving details <i>Someone has painted a mural on the wall of our school.</i>	Past simple vs. past continuous: Talking about the past <i>What did the elephants do? Where were the birds going?</i> Present perfect vs. present perfect continuous: Expressing a continuing action <i>He's been a firefighter for ten years. He's been fighting this fire for several hours.</i>
READING	<i>Weird and Wonderful!</i> Strategy: Categorising	<i>Clean Your Plate!</i> Strategy: Scanning for information	<i>Street Art in Rio</i> Strategy: Identifying the main idea	<i>The Power of Snow</i> Strategy: Visualising a story
VIDEO	<i>Photographing Parasites</i>	<i>Why We Use Plastic Packaging</i>	<i>Bringing Joy to Local Spaces</i>	<i>A Day in Pompeii</i>
WRITING	Genre: Persuasive essay Focus: Transition phrases	Genre: Cause-and-effect essay Focus: Introducing causes and effects	Genre: Process essay Focus: Sequencing words	Genre: Narrative essay Focus: Opening and closing paragraphs
MISSION	Ask Questions National Geographic Explorer: Kevin Hand , Planetary Scientist/Astrobiologist	Rethink What You Buy National Geographic Explorer: Ribhu Vohra , Educator/Environmentalist	Learn from Art National Geographic Young Explorer: Andrea Villarreal Rodríguez , Photographer/Filmmaker	Be Prepared National Geographic Explorer: Jimmy Chin , Climber/Photographer
SUSTAINABILITY GOALS	Climate Action; Life Below Water; Life on Land	Zero Hunger Responsible Consumption and Production	Gender Equality; Reduced Inequalities; Sustainable Cities and Communities	Good Health and Well-Being; Decent Work and Economic Growth
LITERACY BUILDER	Genre: Flash fiction Strategy: Analyse details	Genre: Campaign poster Strategy: Get readers' attention	Genre: Public art Strategy: Ask questions	Genre: Sketchnote Strategy: Analyse graphic information

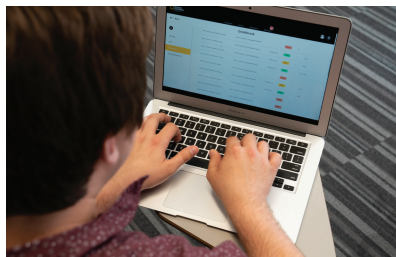


spark

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

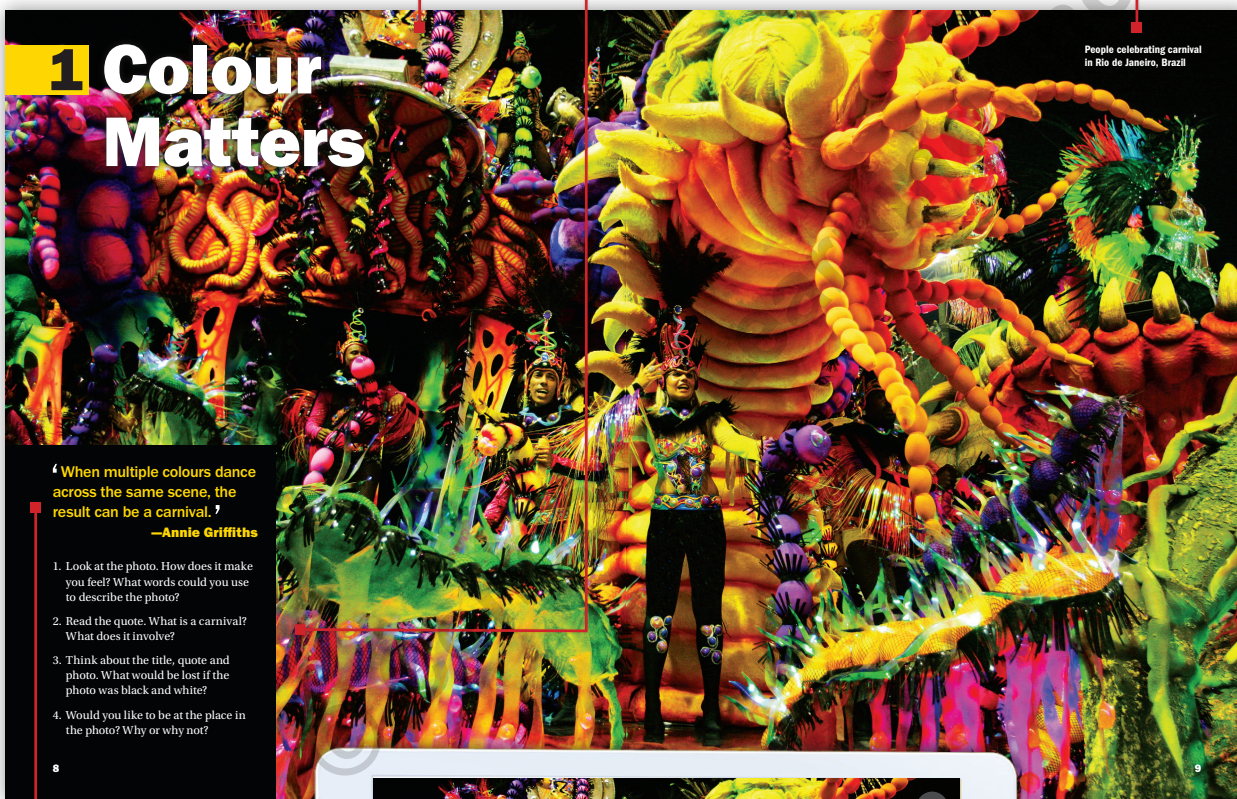


Student's Book Walkthrough

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.

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



‘When multiple colours dance across the same scene, the result can be a carnival.’

—Annie Griffiths

1. Look at the photo. How does it make you feel? What words could you use to describe the photo?
2. Read the quote. What is a carnival? What does it involve?
3. Think about the title, quote and photo. What would be lost if the photo was black and white?
4. Would you like to be at the place in the photo? Why or why not?

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.



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.

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 Look at the photos. Your brain can see seven million colours. How many of them can you name? What do different colours make you think of? Discuss. Then listen and read. **1.1**

ORANGE gets its name from the fruit. At first, the word described the taste of the fruit's skin. By the 16th century, *orange* was also the name of this **bright** colour.

YELLOW is the colour of taxis and school buses in some countries because it's the most visible colour on the road. Like red, yellow is also used to **warn** people of dangerous situations.

Because it attracts attention, yellow is used for highlighter pens. The bright colour helps the reader to think and remember the highlighted text.

RED is a symbol of **good luck** in many cultures. It is the traditional colour for **wedding** dresses in China and India. But many cultures think red shows **danger**. This is why we see it on **emergency** vehicles and warning signs. Around 8 per cent of men worldwide are red-green **colour-blind**: they can't clearly see the difference between red and green.

GREEN is a colour that makes people feel at peace because it's the most common colour in nature. Leaves and grass are green because of the *chlorophyll* in them. The name of this chemical comes from the Greek words *khloros* (green) and *phylon* (leaf).

Green is also a sign of **safety**. Because of this, it's used in traffic lights to tell people when it's safe to go.

INDIGO is a dark colour between blue and purple. Indigo clothing was not common in the past because **indigo dye** came from a rare plant. It was very expensive and few people could wear clothes made with this dye. Now we use indigo dye to make blue jeans.

VIOLET is a **light** purple colour. It is one of the oldest colours mixed by humans. There are violet cave paintings in France that are 25,000 years old!

In Mexico City, people enjoy the violet flowers of the jacaranda trees in March and April. Jacaranda trees were first planted in Mexico by Tatsugoro Matsumoto, a Japanese gardener.

BLUE is the most popular colour used by humans. More than half the world's national flags have blue in them. Blue is also the most common colour used by businesses. Many businesses use the colour blue to **represent** them in logos and advertisements. This is because blue helps us feel like we can trust them.

2 LEARN NEW WORDS. Listen and repeat. **1.2**

3 Work in pairs. Find the words in the reading. Use nearby sentences and words to explain the meaning of those words.

colour-blind dye emergency good luck represent warn

4 Discuss in pairs. What colours make you feel happy? Sad? Angry? Excited?

Vocabulary **11**

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.

bright	danger	dye	emergency
light	represent	safety	wedding

Photographer Annie Griffiths has travelled all around the world. In many of the places she's visited, Annie has seen _____. However, Annie chooses to focus on the beauty of the places and the people she meets. This photo is one of her favourites. It shows her son resting next to her friend. She took it after a _____ celebration in Jordan. For Annie, the photo expresses her son's feelings of _____ and happiness.

Annie loves to use _____ colours in her photos. She says, 'It's difficult to photograph a very dark thing, for example the black fur of a panther or a very _____ thing, for example a snowy field. But one spot of colour in a picture can make it look amazing.'



6 LEARN NEW WORDS. Listen for these words and match them to the definitions. Then listen and repeat. **1.3 and 1.4**

common	flag	national	trust	visible
--------	------	----------	-------	---------

- _____ relating to a country
- _____ happening often
- _____ able to be seen
- _____ a piece of cloth with a country's colours
- _____ to believe that someone or something is good

Photographer Annie Griffiths



7 Your Choice Choose an activity.

- Work independently.** Choose your favourite photo. Describe it to the class. Explain why you like it so much.
- Work in pairs.** 'A picture is worth a thousand words.' Discuss the meaning of this saying. Do you agree with it? Why or why not?
- Work in groups.** Your teacher asks you to paint different items in your classroom. What colours will you choose for each? Why? Create a design together.

12 Vocabulary

SPEAKING

Correcting information **1.5**

The sky is blue. **Actually**, it isn't blue.
As a matter of fact, it's lots of colours.
In fact, we see blue because blue light rays are shorter.
After all, the sky changes colour when the sun sets.

1 Listen. How do the speakers correct information? Write the words and phrases you hear. **1.6**

2 Read and complete the dialogue.

Jaime: White is the most popular colour for wedding dresses.
 Ana: _____, it isn't a popular colour everywhere.
 Jaime: Really?
 Ana: Yes. _____, more and more women are choosing to get married in different colours.
 Jaime: You're right, my sister wore red.
 Ana: Did she? That's interesting. _____, red is a popular colour in India and China.
 Jaime: Interesting! I think red is a great colour for wedding dresses. _____, it represents love in many cultures!



Conversation tip: Correcting thoughtfully
 When correcting information, think about how other people's ideas might be different to yours. Offer your own thoughts and knowledge carefully and listen to theirs.

3 Work in pairs. Place all of the cards on the desk with the photos facing up. Both students take cards with matching photos. One partner reads information and the other corrects it politely.



Polar bears have white fur.

As a matter of fact, their fur isn't white. It's clear, but it reflects the light. This makes it look white.

4 Work in groups. When is it important to correct information? What do you need to consider when correcting what someone else says?

Go to Game 1A.

Speaking 13

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.

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

Comparatives and superlatives: Comparing two or more things 1.7

Adjective	Comparative	Superlative
Purple is a popular colour.	Green is more popular than purple.	Blue is the most popular colour in the world.
Green peppers are tasty .	Red peppers are tastier than green peppers.	Yellow peppers are the tastiest peppers.
Red grapes are good .	Red grapes are better than green grapes.	Red grapes are the best .

Go to the Grammar Reference for more information.

1 Read. Complete the paragraph with the correct words or phrases.

hungrier larger most delicious sweeter worse

When you see your favourite food on a red plate, you probably feel hungry. But you feel _____ when it's on a white plate. Why? Research shows that colours can really affect our feelings about food. For example, when you add red dye to water, it tastes _____ than normal water, as if you've added sugar. The food that you think is the _____ will probably taste _____ to you if you change its colour to blue. This is because blue is a very unnatural colour for food.

Colour can also affect how much we eat. In one experiment, people were asked to serve themselves some pasta with white sauce. The people with red plates took a small portion, while the people with white plates took a much _____ portion. Can you guess why this happens?

2 Read. Complete the sentences with the correct comparative or superlative forms. Then listen and check your answers. 1.8

- Dark green vegetables are _____ (high/low) in vitamin C than light green vegetables.
- Yellow bananas are _____ (salty/sweet) green bananas, but green bananas are _____ (good/bad) for you.
- Blue is _____ (common/unusual) colour for food.
- _____ (healthy/popular) diet includes foods of many different colours.

3 Work in pairs. Make a list of your five favourite foods. Then share your list. Make comparisons about those foods.

Apples are better for you than biscuits, but biscuits are sweeter!

4 LEARN NEW WORDS. Listen, look and read to find out about colours and moods. Then listen and repeat. 1.9 and 1.10

GREEN RELAXED

RED NERVOUS

BLUE DOWN

YELLOW CHEERFUL

5 Listen again. Take notes. What examples does the speaker give of each colour? Why do they use those examples? 1.9

6 Work in pairs. Discuss how you feel when you see these things.

I feel relaxed when I see green trees.

I feel nervous when I see red lights on a car.

Me too! But I feel relaxed when I look at blue artwork.

7 Work in groups. Compare your answers in Activity 6 with another pair. Then choose two other colours and say how they make you feel.

14 Grammar

Grammar 15

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 **Discuss in pairs.** Based on the photos and title, how do you think colours can be dangerous?

2 **LEARN NEW WORDS.** Find the words in the reading. Guess the meaning of each word. Then listen and repeat. **1.11**

chemicals laws poison powder sight

3 **Sequencing** While you read, notice the order of events. **1.12**

Sequencing means putting events in the order in which they happened.

The History of DANGEROUS COLOURS

Humans love using colour to make clothes, dishes, jewellery and soaps. But there is a dark side to the history of colour. Many chemicals (such as lead, arsenic and uranium) used in paints, dyes and colourings made people unwell – or even killed them! Let's take a look at the history of some of those colours.

Lead white

One of the earliest ingredients used in colours dates to 2,500 years ago. In both China and Greece, people mixed lead powder to make the colour white. They used it to make body creams and medicines. In the 1800s, lead powder was popular with artists because it was a very bright white. However, lead is dangerous for our health. It was common for people who used it to suffer from 'painter's colic' (a very bad cough), depression, heart problems or sight loss.



A jar of lead white powder for making oil paint

16 Reading

Arsenic green

Arsenic is a strong poison that can make people feel unwell, cough and have skin problems. But in the 1800s, it was a popular ingredient in the bright green colour used for clothes, toys, sweets, soaps and paint. Some people think that Napoleon died because he slept in a bedroom painted green! It was only in the 1960s that the first laws about arsenic were passed and people slowly stopped using it for many things, including food and beauty products. However, they still trusted it to kill insects until the 1980s.



4 Sequencing Put the events in order.

- ___ Artists suffered from 'painter's colic'.
- ___ People still used arsenic to kill insects.
- ___ China and Greece used lead white to make medicine and creams.
- ___ Companies made bright orange plates that could cause cancer.

5 Work in pairs. Complete the table. Then discuss.

	Lead white	Arsenic green	Uranium orange
Uses	body creams, medicines		
Problems		unwell, cough, skin problems, death	

6 Discuss in groups.

1. What part or parts of the text surprised you the most? Why?
2. What are your favourite colours to wear? Why? Would you stop wearing those colours if you found out they were dangerous? Why or why not?
3. There are dyes and colourings that use dangerous chemicals still today. Is it more important to have beautiful colours or to be safe? Why?

Silk dress, 1868

Reading 17

Uranium orange

From the 1930s to the 1970s, many companies used uranium to make the colour orange. It was used to make bright orange ceramic plates, cups and bowls. People didn't know at the time that these beautiful dishes could make you very unwell. Uranium can cause cancer. Any cracks or chips in the dishes can let uranium into your food or drink, so be careful if you ever use one of these dishes!

These are the stories behind a few dangerous colours. I'm sure they've made some people nervous. Thankfully, science has helped us find safer colours!



Ceramic plates and cups

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. How do we use colour in our life? Think about ways that colour warns or informs us about things.

2 Work in pairs. You're going to watch *Seeing Colours?* Look at the photo. How many different colours can you see? Do you think that all animals see colours the same as you do? Why or why not?

3 Watch. 1.1 While you watch, write examples from *Seeing Colours?* of things humans can see in the range of visible light.

Ultraviolet light continues the violet. Infrared light continues the red.

The visible spectrum is the range of colours the human eye can see.

ultraviolet light	not visible to humans
blue	_____
green	_____
yellow	_____
red	_____
infrared	not visible to humans

4 Work in pairs. Answer the questions.

1. Why don't insects and animals see colours like most humans do?
2. What can bees see in flowers that is invisible to humans?
3. How can a snake see a mouse in the dark?
4. What colour is infrared light to a snake?
5. What percentage of men are colour-blind? What percentage of women are colour-blind?

5 Work in pairs. How many colours in the range of visible light can you see? Would you like to be able to see heat like snakes do? Why or why not?

6 Read. Choose one of the items from the list. Find out how it uses infrared light. Discuss your answers in groups.

- TV remote control
- supermarket check-out scanner
- night-vision goggles
- car keys

7 Your Choice Choose an activity.

A. Work independently. Search online for interesting facts about your favourite colour. Find images of things that are that colour. Share your findings in a format of your choice.

B. Work in pairs. Discuss the importance of colour in your life. Can you imagine a life without colour? What problems might there be? Then prepare a short presentation with your answers.

C. Work in groups. Find pictures of things in nature. Use them to make a poster together. Decide a way to arrange them by colour. How are things of the same colour different? How are they the same? Present your poster to the class.

A mouse visible in a thermogram - an image that shows an object's temperature

18 Video 19

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

The: Identifying general and specific things 1.13


There's a coat in my wardrobe. **The** coat is red.
 The sun is shining in **the** sky.
 People often feel down when they see **the** colour black.

Go to the Grammar Reference for more information.


1 Read. Circle the correct word.

The / A Colours of Success

Imagine you're at a shopping centre. You want to go to *the / a* café and get *the / a* drink and *the / a* snack. There are two different cafés in the shopping centre. How do you choose *the / a* one to visit? You probably look at the prices and the menus of both cafés before you choose. But what also makes an impact on your decision are *the / a* colours that *the / a* café uses on its cups and other items. Read below to learn more about this.



Do you want to feel calm and relaxed? Then you will probably choose **The Coffee Place**. *The / A* green colour makes you think of nature and peace.



Do you want to go someplace exciting and cheerful? Then you will probably choose **The Coffee Machine**. Many businesses use *the / a* colour red because it seems bright and fun and it attracts young people.

2 Work in pairs. Search online for your favourite brands. Show a partner. Talk about what colours they use. What do those colours mean to you?

3 Work in pairs. Throw a coin and move ahead (heads = 1 space; tails = 2 spaces). Complete each sentence with *the* or *a/an*.

Go to Game 1B.

20 Grammar

WRITING

Descriptive paragraph

A topic sentence introduces the main idea of a descriptive paragraph. The topic sentence is usually the first sentence of the paragraph. It explains why you are writing and what you want to say.

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photo, it's important to think about light and colour.

1 Read the model. Underline the topic sentence. What does it tell you about the topic of the rest of the paragraph?

I would like to tell you what the colour orange means to me. It is my favourite colour, because it's warmer and brighter than most colours. It makes me feel happy and safe. When I see this colour, I think of autumn and walking through the dark orange leaves and listening to the sound they make under my feet. I also think of the smell of fire when I see this colour. The best feeling in the world is sitting by a warm fire with friends and family. Orange is also the colour of my favourite food – pumpkin soup. It's so delicious!

2 Plan your writing. Think of your favourite colour. Make a list of three things that colour makes you think of and why you like it. Think about seasons and the senses of sight, smell, taste, sound and touch.

3 Write a descriptive paragraph about your favourite colour. Include a topic sentence and your ideas from Activity 2.

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

- They have a strong topic sentence.
- They say their favourite colour.
- They say things that colour represents.
- They write about senses with the colour.
- They use comparatives and superlatives.
- They use *a/an* and *the* correctly.

I think you did a good job including the senses.

You can improve your paragraph by including comparatives or superlatives.

Writing 21

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

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 Look for Opportunities

'Look around and ask yourself, "Who needs pictures? Who needs help?" With photography, the opportunities are endless...'

-ANNIE GRIFFITHS National Geographic Photographer

- 1 Look at the photo and read the quote.** Discuss how photographers can use their skills to help other people as well as animals and plants.
- 2 Watch.** 1.2 Make a list of things Annie Griffiths loves about taking photos.
- 3 Discuss in pairs.** What do you think is the most important benefit of photography to Annie?
- 4 Work in groups.** Think about social or environmental problems in your area. How could you use photos to teach others about these issues? What will your photos show? Make a plan. Share your ideas with the class.

22 Mission

MAKE AN IMPACT

- 1 Look at the photo.** How do the macarons make you feel? Which colour is your favourite? Why?
- 2 Your Choice** Choose a project.
 - A. Plan and give a presentation about colourings for food and clothes.**
 - Research the use of colourings. Find out what colours are best and worst for the environment and/or your health.
 - Find photos and add them to your presentation.
 - Present the information to the class.
 - B. Plan and create a video about how colours help people in your local area.**
 - Find places, signs and things that help make your community easier to get around for people with disabilities or colour-blindness.
 - Make a video. Record yourself explaining why these colours are helpful or how to make them better.
 - Show the video to your classmates.
 - C. Blog about how colours or public art have changed a place or community.**
 - Find an example of a place, town or city that improved after being painted or decorated with public art.
 - Find before and after photos.
 - Write a blog about your photos. Explain how the place has changed. How do local people feel about the changes? Publish your blog and respond to your classmates' comments.

Macarons are small biscuits that come in many different colours and flavours.

Make an Impact 23

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 Social Media Post

- 1 Look at the photo.** Do you notice anything unusual about the photo? What do you think happened to the photo?
- 2 Analyse Visuals** **Read and listen to a post about different ways of seeing colour.** Do we all see colours the same way? Use the photo to help you answer. 🗣️ 1.14
When you analyse visuals, you use photos, pictures or graphics to increase or change what you know about a text.
- 3 Work in pairs.** Answer the questions.
 1. Do you think this photo helps you understand how people might see colour differently? Why or why not?
 2. How would you explain the colours you see on the parrot to a colour-blind person?
 3. How do you feel about photographer Sanne De Wilde's project?
- 4 Work in groups.** In this unit, you learnt about colours and feelings. Think of three colours. How does each one make you feel? Discuss.
- 5 Express Yourself** **Think about your answers in Activities 3 and 4.** Choose a way to express yourself. Present your work.
 - A. Work independently.** Choose a favourite artist or photographer. Write a social media post about their work and how it makes you feel. Ask questions in your post.
 - B. Work in pairs.** Imagine a world where things are a different colour. For example, everything is black and white, or grass is red and sand is green. Choose a scene and describe it to your partner.
 - C. Work in groups.** Take photos of 3-5 objects. Use a different camera or filter setting for each object. Display your images. Ask the class how the differences in colours make them feel. Have the class vote for their favourite camera setting.

Luis 3h ... X

I read an interesting article about an island in the Pacific called Pingelap, where many people see colour differently. It said that 10 per cent of the people who live there have achromatopsia - a rare kind of colour-blindness.

The article had lots of amazing photos by Belgian photographer Sanne De Wilde. She uses different settings on her camera, such as amount of light and speed and adds filters for infrared photography. The original colours turn into fewer colours, so she can show the world as a colour-blind person might see it.

This is one of my favourites. The parrot is actually photographed in black and white, but was later painted by a person with colour-blindness. They did not know what colours they were using. Isn't it brilliant?

It got me thinking that maybe everybody sees colour differently. Like, maybe my red is actually your green? Imagine a world where grass is red and sand is green. What do you think? How do you see colour? Can you imagine a world where everything is a similar colour? Or black and white?

You can read the article and see more of her photos on Sanne's website.

13 comments

24 Literacy Builder Literacy Builder 25

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 1

Comparatives and superlatives: Comparing two or more things

We use the **comparative** form of adjectives to compare two people, animals or things. We do this by adding **-er** to the end of the adjective. **Black is darker than pink.**

To make the comparative form of adjectives with one syllable, we add the ending **-er**: *green* → *greener*.

When the adjective ends in:

- -e, we add **-r**: *white* → *whiter*
- -y, we take off the **-y** and add **-ier**: *tasty* → *tastier*
- a vowel + a consonant, we add **-er**: *red* → *redder*

We use the word **more** with some two-syllable and with three-syllable (and longer) adjectives: *common* → *more common*, *popular* → *more popular*.

Some adjectives are irregular and do not follow these rules: *good* → *better*, *bad* → *worse*.

We use the **superlative** form of adjectives to compare three or more people, animals or things. We add **-est** to the end of the adjective: *Red is a more popular colour than green, but blue is the most popular.*

To make the superlative form of adjectives with one syllable, we add the ending **-est**: *green* → *greenest*.

When the adjective ends in:

- -e, we add **-st**: *blue* → *bluest*
- -y, we take off the **-y** and add **-iest**: *tasty* → *tastiest*
- a vowel + a consonant, we add **-est**: *red* → *reddest*

1 Complete the sentences with the comparative form of the adjective.

- Example: A habanero chilli is hotter than a Thai chilli. (hot)
- Multigrain bread is _____ than white bread. (healthy)
 - Green, leafy vegetables are _____ in iron than root vegetables. (rich)
 - I think home-cooked food is _____ than fast food. (good)
 - Blue food is _____ than green food. (unusual)

2 Complete the sentences with the superlative form of the adjective.

- Example: The Carolina Reaper is the hottest chilli in the world. (hot)
- Some people believe the Mediterranean diet is _____ (healthy).
 - My dad's chocolate cake is _____ thing ever! (rich)
 - I think my mum's cooking is _____! (good)
 - Blue foods are _____ foods. (unusual)

GRAMMAR REFERENCE UNIT 1

The: Identifying general and specific things

The is the definite article. We use it:

- with singular and plural countable nouns and with uncountable nouns: *The cup is green. / The cups are green. / The coffee in the cup is warm.*
- when we are talking about something specific: *The flag of South Africa is very colourful.*
- when we are talking about something unique: *The sky sometimes turns red before a storm.*
- before the superlative form of adjectives and adverbs: *It is the tastiest coffee in town. / On our team, Teresa runs the fastest.*
- with the names of some things, places, people, etc. (typically: family names made plural, regions, oceans, rivers, mountain ranges): *It is grown by the Garcias, a family in Ecuador. / It comes from the Andes in Colombia.*

A/An is the indefinite article. We use it:

- when we are talking about something that is not specific: *Can I have a sandwich, please?*
- when we are talking about something for the first time: *She's wearing a dress. The dress is red.*
- We use **a** for words starting with a consonant sound e.g. *cup, house, university*, etc. We use **an** for words starting with a vowel sound e.g. *apple, umbrella, hour*, etc.

1 Complete the sentences with the or a/an.

- Example: The colour gold is associated with wealth.
- _____ Paraná river is in South America.
 - _____ Alvarados live on a farm by _____ sea.
 - There is _____ blue butterfly in _____ garden next door.
 - She adopted _____ dog. _____ dog's name is Pepito.
 - Purple is _____ interesting colour, often associated with royalty.
 - Beef stew is _____ most delicious dish in this restaurant.
 - _____ green and orange vase on _____ kitchen table is beautiful.
 - Do you know what _____ correct answer is?
 - Can I borrow _____ pen? Any colour will do.

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 1, Game A

<p>Correct by saying:</p> <p>The Golden Gate Bridge isn't red. It's a special shade of orange called international orange.</p>	<p>Begin by saying:</p> <p>Film strips are pink.</p>	<p>Correct by saying:</p> <p>Cats can see colour. They just don't see it very differently. Cats see as humans do.</p>
<p>Correct by saying:</p> <p>Bulls are colour blind. They get angry when people move suddenly or fast.</p>	<p>Begin by saying:</p> <p>Cats can only see in black and white.</p>	<p>Correct by saying:</p> <p>There are no colours in black light. Black is the colour you see when there is no light. You can see things when blue, red and yellow light are mixed together.</p>
<p>Correct by saying:</p> <p>A polar bear's fur isn't white. It's clear. It reflects the light and this makes it look white.</p>	<p>Begin by saying:</p> <p>Black light is made from a lot of different colours all mixed together.</p>	<p>Correct by saying:</p> <p>Film strips aren't pink. They're grey. They get the pink colour from eating a lot of pink jam.</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: Descriptive paragraph

A topic sentence introduces the main idea of a descriptive paragraph. It tells what the paragraph is going to be about. It also makes readers want to know more. The topic sentence is usually the first sentence of the paragraph, but it does not always have to be. It explains:

- why you are writing
- what you want to say

Look at these examples of topic sentences:

In this article, I'm going to discuss the history of the colour orange.
When taking a photograph, it's important to think about light and colour.
Each of the colours and shapes of the South Korean flag represents something about the country.

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

4 Organise.

1. **Your topic is to describe your favourite colour.** Choose the colour you want to write about. Look in your Student's Book or online for ideas. Then think about things this colour represents and why you like it. Add your ideas to the diagram.

2 Look at your notes. Choose three things the colour makes you think of. Include information related to the senses (sight, smell, etc.). Complete the notes.

When I see this colour, it reminds me of:

- _____
- _____
- _____

3 Plan your writing. You'll need a strong topic sentence to open the paragraph. Complete the sentences. Add your own example. Then choose one as your topic sentence.

I would like to write about the colour _____ because _____.

My favourite colour is _____ and I would like to share some reasons why I love it. Your own idea: _____

You'll also need to say how the colour makes you feel, what it makes you think of and why you like it.

5 Write.

- Go to the Writing page in your Student's Book. Reread the model and writing prompt.
- Review your notes above, then write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
- Check your draft. Make sure you have a strong topic sentence, say your favorite colour, say things that colour represents to you, write about the senses, use comparatives and superlatives, and use *a/an/the* correctly.

6 Share your writing in pairs. Look at the checklist in your Student's Book. Share your feedback. Then prepare and publish your final paragraph.

7 Publish. Look at the feedback from your partner. Make any necessary changes.

8 Expand. Think about what else you can describe. Choose a topic below. Follow the steps to write your own descriptive paragraph.

- A song, video or picture/art you like
- An activity you enjoy (e.g. a sport, spending time with friends, a hobby)
- A special place (e.g. your bedroom, a place in your neighbourhood)
- Your own idea: _____

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

Units 1–2 Review

1 Read. Choose the correct answer.

- Blue is a _____ colour.
 - most common
 - common
 - more common than
- The colour green makes people _____ the colour red.
 - more relaxed than
 - the most relaxed
 - relaxed
- Flashing red lights usually make people _____ than white lights.
 - the most nervous
 - more nervous
 - nervous
- Yellow is one of _____ colours.
 - bright
 - more brighter than
 - the brightest
- Art likes purple _____ blue.
 - best
 - better than
 - better
- Jana thinks orange is _____ colour.
 - more cheerful
 - the most cheer
 - a cheerful

2 Read about the first colour photo. Complete the paragraph with the or a/an.

Did you know that photos weren't always in colour? They were in black and white or in (1) _____ brownish colour. (2) _____ scientist in Scotland took (3) _____ first colour photo in 1861. (4) _____ scientist's name was James Clerk Maxwell. (5) _____ photo he took was of (6) _____ colourful ribbon tied in a bow. To make the colour photo, he took three different photos. (7) _____ first photo was with a red filter. (8) _____ filter is like a window with colour he put over the camera's lens. (9) _____ next photo was in blue. And (10) _____ last photo was in yellow. When Maxwell put (11) _____ these photos together, he created (12) _____ very first colour photo! What (13) _____ amazing sight!

3 Write. Use the words to write one or two sentences.

- enough / sleep / tired / When I do not sleep enough, I am tired.
- often / unwell / take care of
- always / exercise / regularly
- usually / vaccinations / protect / viruses
- rarely / wake up / easily
- sometimes / rest / quietly / my room
- sleep / well / negative / experiences
- always / better / bed / early

4 Write. Change the sentences so that the meaning is the same. Use make or makes.

- I feel unwell when I eat onions.
Onions make me feel unwell.
- I am happy when I have positive experiences.
- Some students feel stressed when they have exams.
- Most people feel unwell when they have a virus.
- I feel nervous when I get a vaccination.
- Some people are relaxed when they play video games.

Now I can ...

talk about colours and why they are important.

Give examples of a colour and what people usually associate it with.

- _____
- _____

Write sentences that describe how colour can make you feel.

- _____
- _____

use comparatives and superlatives to compare two or more things.

Write sentences with a comparative comparing two colours or things.

- _____
- _____

Write sentences with a superlative about how one colour or thing is the most, the best and so on.

- _____
- _____

use the to identify general and specific things.

Complete the sentences with the or a/an.

- Sara bought _____ interesting painting. My favourite part of _____ painting is _____ sun.
- The artist used _____ colour orange instead of yellow. It creates _____ cheerful feeling.

write a paragraph about my favourite colour.

Write a topic sentence about another colour you like. The topic sentence should include why you are writing and what you want to say.

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.

Choose an activity

A. Describe a colour without saying what the colour is. Use words from the list. Take turns asking a partner to guess the colour.

colour-blind	common	danger	flag
nervous	relaxed	represent	wedding

B. Describe the items below. Make three sentences with comparatives or superlatives. Share your ideas with a partner.

C. Work in pairs. You want to make your room more cheerful. Have a discussion with a partner. Each person should:

- describe the colours in the room right now
- say what they like and don't like about the room
- ask their partner for advice on how to change it

Act out the conversation in class or use a phone or tablet to make a video.

D. Write. You received this email from a friend.

At school, we are working on a project about the importance of colours in different places around the world. What's an important colour in your life connected to a flag, festival or holiday? Why is it important?

Respond to the email. Write at least 100 words. Use a topic sentence. Share your ideas with a partner.

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

- analyse and discuss a colourful photo.
- preview the themes and content of the unit.
- analyse and discuss an Explorer quote.
- discuss why colour is important.

Content Vocabulary carnival, costume, festival

Resources

spark

- Classroom Presentation Tool (Unit Opener)
- Dynamic Lessons (Unit Opener)
- Worksheet 2.1.1 (Teacher Resources)

Materials globe or map of the world (optional)

1 Colour Matters

When multiple colours dance across the same scene, the result can be a carnival. *—Annie Griffiths*

- Look at the photo. How does it make you feel? What words could you use to describe the photo?
- Read the quote. What is a carnival? What does it remind?
- Think about the photo, quote and photo. What would be best if the photo was black and white?
- Would you like to be at the place in the photo? Why or why not?

Be the Expert

About the Photo
Carnival, a huge five-day festival famous throughout the world, is held in Rio de Janeiro each year. During Carnival, with millions of people filling the streets. Participants march in parades wearing colourful costumes and dancing to samba music.

About the Quote
The quote on this page is from National Geographic Explorer, Annie Griffiths. Annie was one of the first women photographers to work for National Geographic and has worked in nearly 150 countries. Her photos often show the work of women and girls around the world. Students will learn more about Annie on pages 12 and 22.

Teaching Tip
Thinking time Students may need time to think of what they want to say before speaking. It can be helpful to give them time to take notes, then share their ideas in pairs before facilitating full class discussions. This will give students a chance to use their English accurately and confidently.

spark
Open the Dynamic Lessons for additional discussion questions.

Introduce the Unit

- Activate Prior Knowledge** Say *Look all around the classroom. Ask Do you see the same colour or different colours? (different colours) Say Describe the colour of an object you see.* (Sample response: I see a blue notebook.) Ask *Do you see anything that is a different colour? What colour?* (Sample response: Yes, I see a green pen.) Have students name the colours of the objects they see.
- Say *We're going to learn why colour matters. Something that matters is something important. We'll learn why colour is important.*
- Have students open their books at pp. 8–9. Point out the unit title. Check again that students understand what *Colour Matters* means. Ask *What do you see in the photos?* (a display with many different colours, people in colourful costumes)
- Ask questions such as these to encourage further discussion:

Where was the photo taken? (Rio de Janeiro, Brazil) How do the people in the photo look? Happy? Sad? (happy) Why do you think the people are dressed in colourful clothes? (They are celebrating a famous carnival, known as Carnival in Brazil.)

- Have a student read aloud Question 1 on p. 8. Draw a two-column table on the board. As students name the colours in the photo, list them in the left column of the table. Ask students to copy the table and the colours in their notebooks. Ask them to discuss in pairs how each colour makes them feel and make a list of emotions in the right-hand column. Say *If you don't know the word for a feeling you want to write, draw a simple face to show the feeling.* Walk around the room and monitor discussions. Help students to find the words they need. When pairs have completed their tables, have them share their ideas with the rest of the class. Write any new words for feelings on the board and allow time for students to take notes.
- Read aloud the quote by Annie Griffiths. Explain that multiple means many. Make sure that students understand in simple terms what Annie means. (For example, it can be very exciting when there are a lot of different colours in a photo or place.)
- Have a student read aloud Question 2. Put students in small groups. Ask them to read the quote again and discuss what makes a carnival. If possible, use a map or a globe to show students the location of Rio de Janeiro, Brazil. You could also ask them to search online for more photos from Rio Carnival.
- Have a student read aloud Question 3. Call on students to explain their response. Encourage a class discussion of students' ideas about how the black and white photo would differ from the colour photo.
- Have a student read aloud Question 4. Say *Do you like parties like this? Does this look fun? Would you like to go to a carnival like this?* Have students share their reasons and experiences.

Extend

- Distribute **Worksheet 2.1.1**. Put students in pairs. Explain that partners will be writing about and discussing colourful events and photos.

Unit Opener **39**

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.



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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 Art in the Open



The Boatstrum, an interactive sculpture made with rubbish by Joel Bergner and a group of teens in the Dominican Republic

‘Visual storytelling can help inspire collective action.’

—Andrea Villarreal Rodriguez

1. Look at the photo. What does it show? What message do you think it wants to give?
2. Read the quote and title. A ‘collective’ action is a group of people working together for change. What kinds of collective actions do you think artists want to encourage with public art?
3. Look at the quote, photo and title. What questions do you have about the photo or quote? How does this artwork inspire you? Would you like to see art like this where you live?
4. Think of a piece of artwork or a photo you love. Describe it. Explain how it makes you feel or inspires you.

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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.

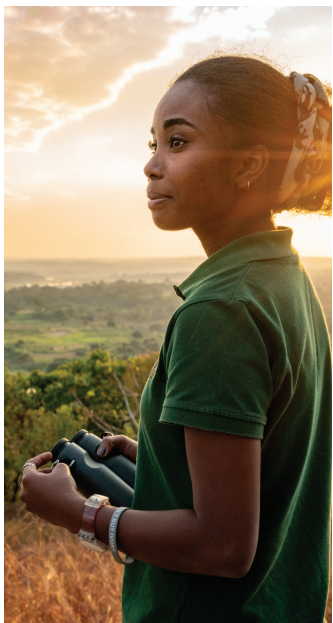
National Geographic Explorers

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

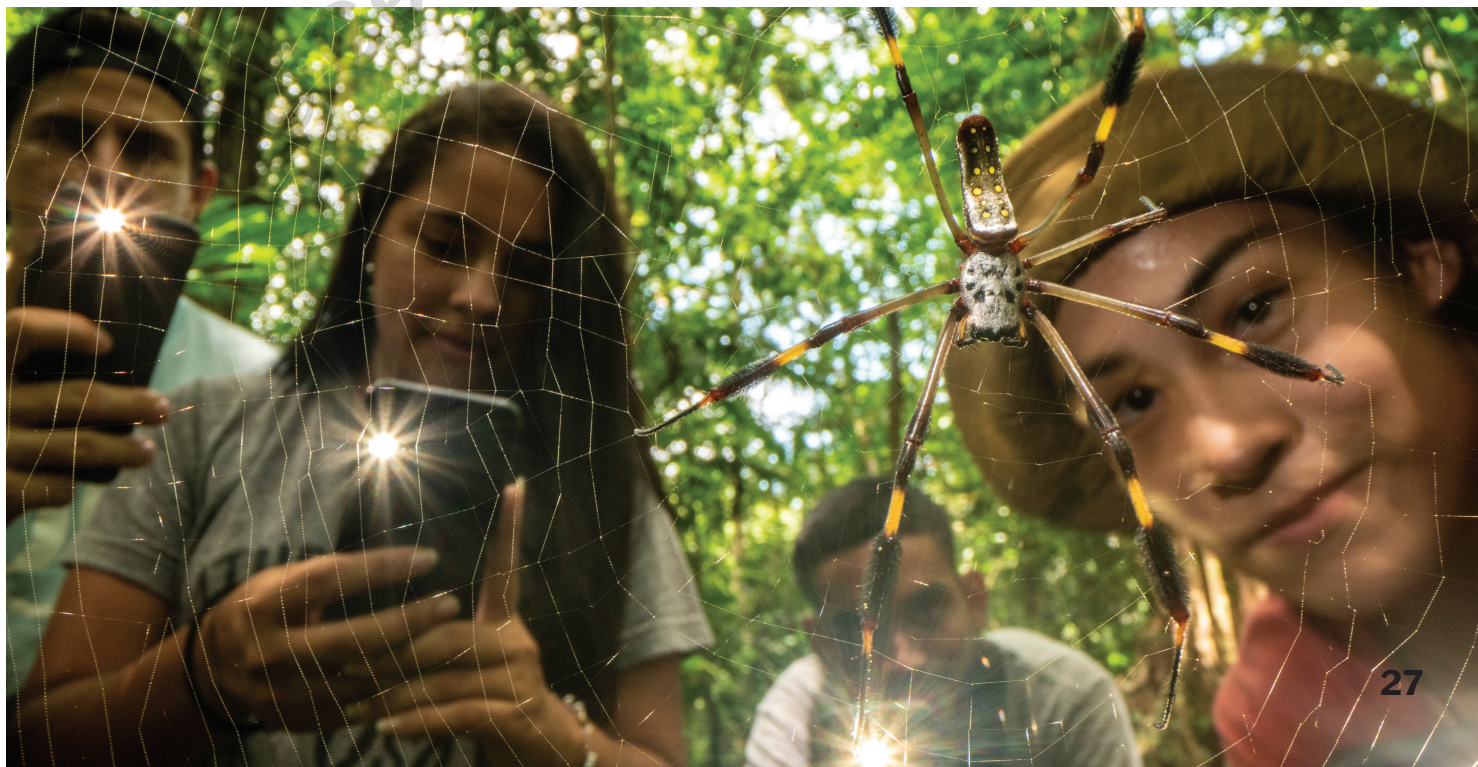
students the skills to make ethical and caring choices about their own behaviour and the behaviour of others.

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. 'Oh, 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.