

## LESSON PLANNER

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# SCOPE AND SEQUENCE



## 1 Who Am I? p. 8



## 2 Misunderstood Animals p. 26



## 3 Everybody's Doing It! p. 44



## 4 Fashion Footprints p. 62

THEME	Teen identity and personality	Animals in popular culture	Human and animal group behaviour	Making responsible fashion choices
VOCABULARY STRATEGIES	Suffix <b>-ly</b> Use context	Prefixes <b>mis-</b> and <b>un-</b> Use a dictionary	Synonyms Use context	Suffix <b>-al</b> Use word parts
SPEAKING	Comparing and contrasting; Asking for reasons	Expressing surprise and disbelief; Repeating to show interest	Expressing cause and effect; Asking follow-up questions	Asking for clarification and clarifying; Acknowledging
GRAMMAR	<b>Question tags:</b> Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> <b>Using <i>it</i> to talk about weather, time, distance and opinions or feelings</b> <i>It's raining again.</i>	<b>Modals:</b> Speculating about the past <i>He might have seen a jellyfish.</i> <b>Infinitives with and without <i>to</i>:</b> <i>He doesn't want to hold rats. Make him try it.</i>	<b>Separable and inseparable two-word verbs:</b> <i>They figured out a solution.</i> <b>Enough, too many, too much:</b> Talking about amount <i>We have enough space, but we don't have enough chairs.</i>	<b>Present passive:</b> Describing actions and processes <i>A lot of toxic chemicals are used to grow cotton.</i> <b>Modals:</b> Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that.</i>
READING	<i>Why Am I Me?</i> Strategy: Notice descriptive words	<i>Vampire Bats – The Truth Exposed!</i> Strategy: Identify supporting details	<i>Everybody's Feeling It!</i> Strategy: Identify definitions and examples	<i>Fashion that Speaks</i> Strategy: Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Meet Dr Sammy Ramsey</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
WRITING	Genre: <b>Compare-contrast essay</b> Focus: Compare and contrast	Genre: <b>Process essay</b> Focus: Sequence words	Genre: <b>Descriptive essay</b> Focus: Give examples	Genre: <b>Persuasive essay</b> Focus: Support reasons with examples, facts and statistics
MISSION	<b>Be Determined</b> National Geographic Explorer: <b>Ineza Umuhoza Grace</b> , Educator/Ecofeminist	<b>Keep An Open Mind</b> National Geographic Explorer: <b>Jenny Daltry</b> , Herpetologist/Conservationist	<b>Collaborate</b> National Geographic Explorer: <b>Iain Couzin</b> , Behavioural Ecologist	<b>Make Good Choices</b> National Geographic Explorer: <b>Asher Jay</b> , Creative Conservationist
SUSTAINABLE DEVELOPMENT GOALS	Good Health and Well-Being; Gender Equality; Climate Action	Life on Land; Life Below Water	Life on Land; Reduced Inequalities	Responsible Consumption and Production; Life on Land
LITERACY BUILDER	Genre: <b>Visual poetry</b> <i>An identity poem</i> Strategy: Analyse visual elements	Genre: <b>Flash fiction</b> <i>A Day in the Life</i> Strategy: Analyse characters' perspectives	Genre: <b>Newspaper article</b> <i>How Do You Change the World?</i> Strategy: Determine the central idea	Creative Expression: <b>Poem</b> <i>The Garb Age</i> Strategy: Understand connotations



## 5 Flying High

p. 80



## 6 New Frontiers

p. 98



## 7 Visual Stories

p. 116



## 8 Perform and Create

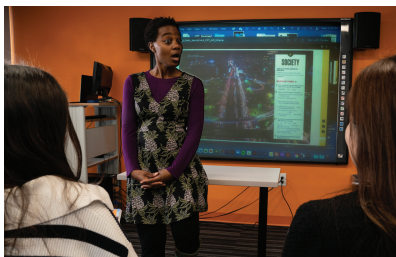
p. 134

THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGIES	Verb forms used as adjectives ( <b>-ed</b> ) Use context	Greek roots ( <b>astro</b> ) Use a dictionary	Multiple-meaning words Use root words	Compound words Antonyms
SPEAKING	Arguing and conceding; Acknowledging and responding to an argument	Speculating questions and responses; Politely giving a different opinion; Disagreeing politely	Explaining a process; Checking in	Asking for and expressing feelings and opinions; Showing excitement about areas of agreement
GRAMMAR	<b>Past perfect:</b> Talking about the first of two events in the past <i>Insects had already appeared by the time birds evolved.</i> <b>Past perfect continuous:</b> Talking about the first of two actions in the past <i>Before Orville flew in 1908, the Wright brothers had been working on their airplane for years.</i>	<b>Present and past conditionals:</b> Situations that are unreal, unlikely, imaginary or were possible but didn't happen <i>If I had known about the talk on Mars, I would have gone.</i> <b>Adverbs:</b> Making comparisons <i>The new robot explores more efficiently than the last robot.</i>	<b>Past passive:</b> Describing past actions and processes <i>Many of Goya's works were created at night.</i> <b>Reported speech:</b> Describing what others say <i>She said she was surprised.</i>	<b>Gerunds and infinitives:</b> <i>Some people like to perform/performing.</i> <b>Sense verbs + infinitive without to:</b> Describing what you see, hear and feel <i>Did you see the band perform in concert?</i>
READING	<i>Solving the Mysteries of Flight</i> Strategy: Sequencing	<i>More Than a Dream</i> Strategy: Categorising and classifying	<i>Bringing Stories to Life</i> Strategy: Use text features	<i>Music for Chilling Out</i> Strategy: Paraphrase
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>National Geographic Explorer</i> Andrea Villarreal-Rodríguez	<i>Stage Fright in the Spotlight</i>
WRITING	Genre: <b>Classification essay</b> Focus: Organise ideas into categories	Genre: <b>Persuasive essay</b> Focus: Present both sides of an argument	Genre: <b>Nonfiction narrative</b> Focus: Direct quotes	Genre: <b>Explanatory essay</b> Focus: Teach about a topic
MISSION	<b>Explore Your Interests</b> National Geographic Explorer: <b>Ryan Carney</b> , Paleontologist/Epidemiologist	<b>Discover the Future</b> National Geographic Explorer: <b>Bethany Ehlmann</b> , Planetary Geologist	<b>Tell Stories</b> National Geographic Photographer: <b>Ami Vitale</b>	<b>Find Your Inspiration</b> National Geographic Explorer: <b>Meklit Hadero</b> , Ethio-Jazz Singer-Songwriter
SUSTAINABLE DEVELOPMENT GOALS	Quality Education; Industry, Innovation and Infrastructure	Sustainable Cities and Communities	Quality Education; Peace, justice and strong institutions	Health and Well-Being
LITERACY BUILDER	Genre: <b>Drama</b> <i>Mission: Discovery!</i> Strategy: Inference	Genre: <b>Science fiction</b> <i>Flight of the Insect People</i> Strategy: Analyse plot	Genre: <b>Multimedia</b> <i>A photograph</i> Strategy: Classify facts and interpretations	Genre: <b>Music review</b> <i>Dakh Daughters</i> Strategy: Support opinions

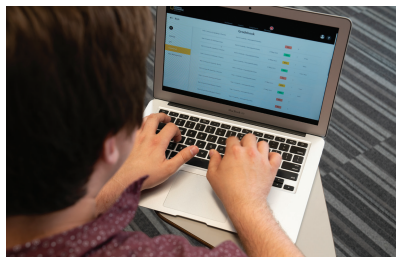


# spark

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!



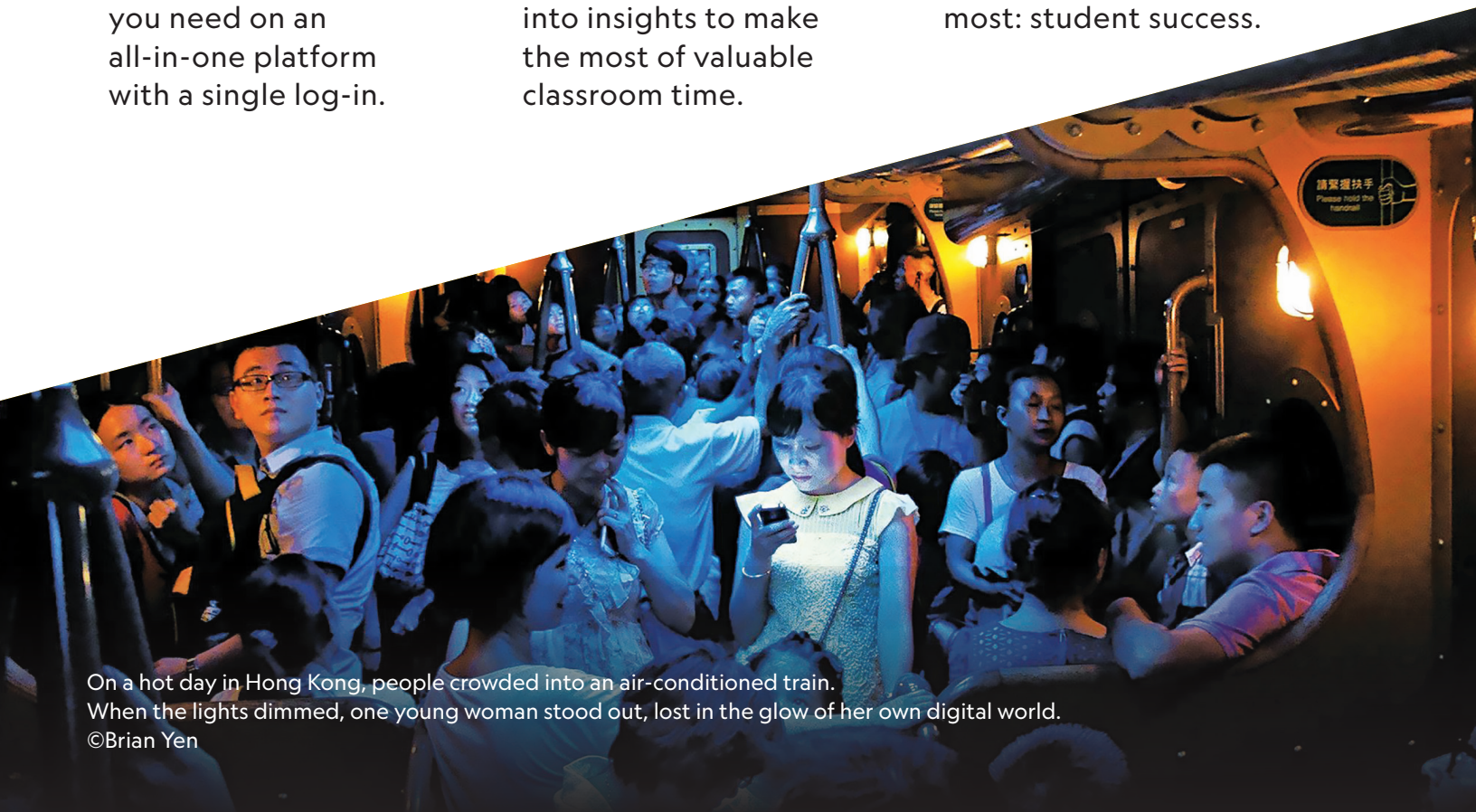
**Manage your course and teach great classes with integrated digital teaching and learning tools.** Spark brings together everything you need on an all-in-one platform with a single log-in.



**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.

## 1 Who Am I?

Friends celebrating Holi, the Indian festival of colours

‘I had a story and an experience to share. So, I grabbed the first opportunity to get my story out.’  
—Ineza Umuhoza Grace

1. Look at the photo. Pick two people. What three words best describe each person?
2. Read the quote. What experience have you had that you want others to know about?
3. Think about the title, quote and photo. How do you think the unit will answer the question *Who am I?*
4. Think of a photo of you that best shows who you are. What does it show or capture about you?

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.

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

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

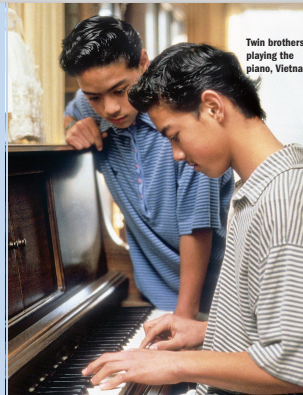
- 1 Write three ways to describe who you are. Would other people describe you in the same way? Why or why not? Discuss with a partner. Then listen and read. **1.1**

Life can seem exciting and confusing at the same time, can't it? As a teenager, you're on your way to becoming an adult. During this time, events and people often **inspire** you to question what you know.

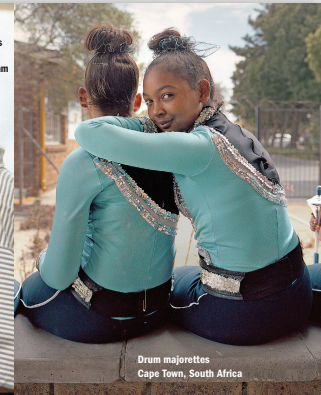
A lot of these questions are about **identity** or who you are. You're an individual, but you're also a part of your family, your friend group and the larger culture. Your identity includes your **beliefs** – what you think is true – your values and your actions. You probably learnt many of your beliefs and values from your family. However, as a teenager, you may begin to have your own ideas too. You may

choose to spend more time with friends whose beliefs and values are like yours. That's normal.

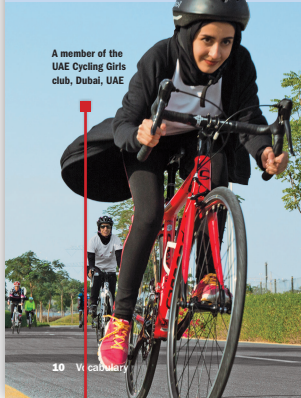
Then there's **personality**. Your personality guides how you act. For example, if you love parties and like meeting lots of people, you're probably friendly and very **social**. You may also be **confident**. You feel good about yourself and comfortable in different situations. If you always hand your homework in on time, this makes you **reliable**. It probably means you are **organised** too, and that you are likely to get excellent grades. If you're **adventurous**,



Twin brothers playing the piano, Vietnam



Drum majorettes Cape Town, South Africa



A member of the UAE Cycling Girls club, Dubai, UAE



Friends with a smartphone, India

you like trying new things. You may enjoy exploring the outdoors! If you're **generous**, you give your time or money to help others. If you're **patient**, you might like teaching young children. And if you're also **hopeful**, you believe that your work can make a positive change in the world.

You might think that everyone sees you the way you see yourself. However, that isn't always true. Friends may laugh at your stories and think you are **amusing**, but your brother might think you're just strange. You may see yourself as **determined** because you work hard to get what you want. However, others may feel you're **bossy** and think you don't follow advice. You may feel shy and quiet. But other people may think you're unfriendly.

There's a lot to consider when you're trying to understand yourself and how others see you!

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

- 3 Work in pairs. Take turns giving examples of the words for your partner to guess.

If you feed your cat every morning, then you are ...

Reliable?

Yes!

- 4 Work in pairs. Choose three words from the text that best describe you. Then write three words that other people might use to describe you. Share your lists and explain your ideas to a partner.

My brothers might describe me as patient and I agree. I don't get upset very easily.

Vocabulary 11

**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.** Make any necessary changes.

adventurous	bossy	confident	determined
hopeful	identity	inspire	organised

When Ineza Umuhoza Grace was young, she dreamt of an \_\_\_\_\_ life as a pilot and travelling to new places. But an experience \_\_\_\_\_ her to do something else. One night, she woke up to find her room was flooded with water! Changes in the climate and weather patterns caused large storms in Rwanda where she lived. Her family had to move. She became \_\_\_\_\_ to help others like herself. She works to teach young people about climate change and inspire them to take action. She is \_\_\_\_\_ that together we can create change. When she started her work, some people called her \_\_\_\_\_. They weren't used to a woman being a leader, but she believed in herself. She was \_\_\_\_\_. She knew that other people can't tell you who you are. Your \_\_\_\_\_ is what you make it.

**6 LEARN NEW WORDS.** Listen for these words. Write each word next to the correct example. Then listen and repeat. **1.3** and **1.4**

shy	strange	unfriendly
-----	---------	------------

**unfriendly**

- I never see him smile or say hi to anyone.
- You put salt on your ice cream? Wow!
- My sister isn't comfortable with people she doesn't know.

**7 Your Choice** Choose an activity.

**A. Work individually.** What experiences have you had that inspired you? How? Write your experiences. Draw an arrow and list the effect of each.  
*I went hiking with my family in Peru. → I want to travel more and have an adventurous life!*

**B. Work in pairs.** Choose a person who inspires you. Create a word map. Write the person's name in the centre and words to describe them around it. Then explain your word map to your partner.

**C. Work in groups.** Write five words that describe who you want to become. Discuss with your group what you can do to be that way.

National Geographic Explorer  
Ineza Umuhoza Grace

**12 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

### Comparing **1.5**

You're really organised? **So am I!** / I am **too!**  
**Just like** you, I'm confident!  
 We're **alike** because we're **both** patient.

### Contrasting

You're shy? Not me! I'm **not** shy at all.  
**Unlike** you, I'm adventurous.  
 I'm determined, **but** you're just bossy.

### Asking for reasons

**Oh yeah? What makes you say that?**  
**Interesting. Why do you think that?**  
**Tell me more. How did you come to that conclusion?**

- Listen.** How do the speakers compare and contrast their brothers with themselves? How do they ask for reasons? Underline the blue words and phrases you hear in the table above. **1.6**
- Listen again.** Read the sentences. Tick (✓) **T** true or **F** false. **1.6**
  - Javi and his brother are both shy.
  - Javi and his brother are both good singers.
  - Javi's brother is not very confident.
  - The speaker's friend asks for reasons for why he isn't confident.
  - Both the speakers' brothers are alike because they are confident.
- Work in pairs.** Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces). Compare and contrast as instructed. Then ask for reasons.
- Work in groups.** Compare and contrast your parents. Ask your group members for reasons to better understand their descriptions. Then discuss the questions:
  - Are you like or unlike your parents?
  - Do your classmates' parents seem like or unlike your own parents?



A skateboarder jumping over her friend, Los Angeles, California, US

**Conversation tip: Asking for reasons**  
 You might not always agree with or understand someone's opinion. Instead of disagreeing right away, ask for reasons. Listen and see if you can understand their thinking.



Go to Game 1A.

Speaking **13**

**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

**Question tags: Confirming information or seeking agreement** 1.7

Alicia **is** helpful, **isn't she**? Yes. She's really generous.

You're **hopeful** we can change the world, **aren't you**? I am. I think we can get everyone to help.

Hiro **doesn't** seem himself today, **does he**? No, he doesn't. He's being kind of strange.

Lin **surfs**, **doesn't she**? Yes, she does. She's adventurous!

Ana **couldn't** make herself go on stage, **could she**? No. She's too shy.

*Go to the Grammar Reference for more information.*

**1 Listen.** Match the questions to the answers. Write the letter. 1.8

1. \_\_\_\_\_ a. Yes, it was. I couldn't stop laughing.

2. \_\_\_\_\_ b. Yes, I have to be. I'm a teacher.

3. \_\_\_\_\_ c. No, she didn't. She isn't always reliable.

4. \_\_\_\_\_ d. He really is. He is always helping others.

5. \_\_\_\_\_ e. Yes, she can. When she wants to do something, there's no stopping her.

**2 Read.** Then complete the question tags.

1. Carla and Lea want to be more social, don't they ?

2. You're not as confident in maths as your sister, \_\_\_\_\_ ?

3. Salah's brothers won't be at the party, \_\_\_\_\_ ?

4. Maria's desk is always nice and neat, \_\_\_\_\_ ? She's so organised.

5. Your sisters were inspired by the talk, \_\_\_\_\_ ?

6. You would help us if Ana can't come, \_\_\_\_\_ ?

**3 Work in pairs.** Take turns forming question tags and answering them. Agree or disagree with your partner. Express your opinion.

1. (name of a TV programme) / strange / show

2. (name of an athlete) / most determined / athlete

3. (name of a video game) / the best / video game

4. (name of a film) / amusing / film / ever

### UNDERSTANDING YOUR Personality

Some psychologists divide personality into five main categories or groups. You can begin to understand the categories and which one you might be in, by thinking about these questions:

**1**

Are you **creative**? Do you have a strong imagination? For example, do you like to write stories?

**2**

Are you an organised and **careful** person? Do you take your time to do things well?

**3**

Are you **social**? Do you enjoy being around other people?

**4**

Do you care about other people and think about their **feelings**?

**5**

Are you **easygoing** or do you worry a lot?

**Once you answer these questions, you can begin to understand yourself and how you are different from other people.**

Now rate yourself. Circle.	1 = Strongly Disagree    5 = Strongly Agree				
I am creative and have a strong imagination.	1	2	3	4	5
I'm careful, organised and reliable.	1	2	3	4	5
I'm friendly and like being with people.	1	2	3	4	5
I understand people's feelings and care about them.	1	2	3	4	5
I'm easygoing. I don't worry a lot.	1	2	3	4	5

**6 Compare your quizzes in small groups.** Use Question tags to discuss your results.

Ali and Maria are really creative, aren't they?

Yes, they are. You're not a very easygoing person, are you?

No, I'm not. I worry a lot.

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.

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

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

### READING

**1 Work in pairs.** Based on the title and the photo, what do you think the reading is about?

**2 LEARN NEW WORDS.** Find these words in the reading. What do you think they mean? Look for clues in the sentences. Then listen and repeat. **1.11**

competitive influence jealous selfish

**3 Notice Descriptive Words** While you read, notice the words the author uses to describe people. A descriptive word gives us more information. **1.12**

**4 Notice Descriptive Words** What words does the author use to best describe these family members: oldest child, middle child, youngest child, only child?

**5 Read the sentences.** Tick (✓) **T** true or **F** false. Correct the false statements.

- |   |   |
|---|---|
| 1. Oldest children want to make other people happy.                     | <input type="checkbox"/> T <input type="checkbox"/> F |
| 2. The middle child is mainly influenced by their brothers and sisters. | <input type="checkbox"/> T <input type="checkbox"/> F |
| 3. The youngest child is often scared of new experiences.               | <input type="checkbox"/> T <input type="checkbox"/> F |
| 4. Only children often spend a lot of time alone.                       | <input type="checkbox"/> T <input type="checkbox"/> F |
| 5. Birth order is just one way to understand your personality.          | <input type="checkbox"/> T <input type="checkbox"/> F |

**6 Discuss in groups.**

1. Underline all the words in the reading that you think describe you. Can your group guess your birth order?
2. Do you think birth order is a good way to describe personality? Why or why not?
3. What influences personality? List three ideas from the text and your own ideas.

16 Reading



## Why Am I Me?

Have you ever wondered why you are the way you are? What makes you different from, say, your brothers and sisters?

People have asked these questions for centuries and researchers are trying to answer them. One idea is that birth order influences our personality. In general, the oldest child is described as confident, organised, reliable and determined to get what he or she wants. Oldest children are seen as *born leaders*. They often try to please others and they are very careful about their work. They want everything to be perfect. Because they're the oldest, their younger brothers and sisters sometimes see them as bossy or too willing to tell other people what to do.

The middle child may be described as being competitive in order to get more attention. They sometimes feel that their family doesn't pay attention to them because they are in the middle. Because middle children need to get along with their brothers and sisters, they can be easygoing and relaxed. However, members of their family may think they keep secrets. Middle children are usually more influenced by their friends than by their family. Perhaps they get more attention from their friends and develop close relationships with them.

The youngest child is described as the baby of the family. As the last child, their parents may give them what they want more often and spend more time with them. For this reason, their brothers and sisters sometimes get jealous. Youngest children enjoy being the centre of attention and they are seen as social, adventurous and open to new experiences.

What if you're an only child? Some people think that a child with no brothers or sisters grows up wanting lots of attention. Some also think they're selfish or mostly think of themselves. But because they spend so much time around adults, they're also described as confident, determined and reliable.

However, there are different ways to look at what influences your personality. Birth order is only one. Your experiences—what happens to you as you grow up—and the traits you get from your parents are also important. In fact, scientists report that only 20 to 60 per cent of our personality comes from our biological parents. What do you think influences the rest?

Reading 17

## 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 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.

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

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

**VIDEO**

**1 Look at the photo.** Discuss in pairs.

1. What three words do you think best describe the people in the photo? Why?
2. What ideas about identity do you think the video might discuss?

**2 Work in pairs.** You're going to watch *What Makes Up an Identity?* From the title, predict the main idea of the video. Circle the letter.

- a. The video will discuss your identity in comparison to that of your family and friends.
- b. The video will talk about things that you like and do that help shape your identity.
- c. The video will suggest ways you can make yourself better.

**3 Watch.** 1.1 While you watch, tick (✓) the items that the video says are important parts of your identity.

sports    clothes    gadgets    food

music    your house    pets    other people

**4 Work in pairs.** Circle the correct option.

1. According to the research, music can make us happier and \_\_\_\_\_.
  - a. smarter
  - b. more organised
  - c. more determined

2. A personal style is important to help you \_\_\_\_\_.  
a. fit in   b. stand out   c. both a and b

3. One in \_\_\_\_\_ teens is obsessed with, or really interested in, wearing designer clothing.  
a. two   b. four   c. twenty

4. Nearly all teenagers associate \_\_\_\_\_ with happy memories.  
a. music   b. clothes   c. food

5. Parents help influence \_\_\_\_\_.  
a. our beliefs   b. our choice of friends   c. our music interests

**5 Work in pairs.** The video describes four main areas that make up your identity. Discuss each of those areas in your own life.

**6 Discuss in groups.** At the end of the video, you're asked, "What else makes you, you?" Make a poster to show your group's answers. Then share it with the class.

**7 Your Choice** Choose an activity.

**A. Work independently.** Choose a classmate or teacher to interview about what makes up his or her identity. Write a profile of this person and share it with the class.

**B. Work in pairs.** Identify another area that influences identity. Research it and write an addition to the video script to discuss it. Include a drawing or image that you would add to the video.

**C. Work in groups.** Create a 'happy memory' cookbook. First, take turns describing a meal that gives you a happy memory. Discuss how it is important to your identity. Then have each group member create a page for the book with a picture of the food, a sentence about the happy memory and a sentence about food and identity.



**Before watching** activities help students make predictions about the video, activate prior knowledge of the topic and get prepared to watch it.

**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**

Using **it** to talk about weather, time, distance and opinions or feelings 1.13

It's raining again. Another bad hair day!      It's strange that we've had so many storms.  
 It's six o'clock already. Wake up!              I hate **it** when the alarm goes off.  
 It's a half-mile walk from here. We're late!      It makes me upset when I have to hurry.

Go to the Grammar Reference for more information.

**1 Listen.** How is *it* used? Write the number. 1.14

\_\_\_\_\_ to discuss weather                  \_\_\_\_\_ to discuss time  
 \_\_\_\_\_ to discuss distance              \_\_\_\_\_ to discuss an opinion

**2 Work in pairs.** Write down three things that you don't like to happen. Use *it* in your sentences. Then share them with your partner.

1. It makes me a bit angry when people interrupt me in a conversation.  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**3 Work in pairs.** Write down three things that you like to happen. Use *it* in your sentences. Then share them with your partner.

1. I like it when teachers recognise my hard work and effort.  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**4 Work in groups.** Make the cube. Take turns throwing the cube and completing the sentences.

It makes me upset when my friends don't return my texts!

It's nice that... I love it when...

Go to Game 1B.

**WRITING**

**Compare-contrast Essay**  
 When we compare and contrast two people or things, we use phrases to show how they are similar and different.

Compare: **alike**      **both**      **in the same way**      **too**  
 Contrast: **although**      **but**      **on the other hand**      **unlike**

**1 Read the model.** Work in pairs to identify the parts of the writing. Circle words used to compare and underline words used to contrast. Highlight the sentence that introduces the topic and the sentence that concludes it.

My grandfather and I are a lot alike, although we're different in some ways.  
 My grandfather and I both like the outdoors. We enjoy riding our bikes and going fishing. We both love nature, too!

But it's different in winter. Unlike my grandfather, I love the snow. I like to have snowball fights, but he likes to sit inside by the fire. Sometimes, he and I read, although I don't really enjoy that very much. On the other hand, when we play one of my video games I have fun because, unlike my grandfather, I'm competitive.  
 But it doesn't really matter what we do. I like spending time with my grandfather.

**2 Plan your writing.** Choose a family member or friend to compare and contrast yourself with. Make a Venn diagram. In the shared space, list your similarities. In the outer parts of the circles, list your differences.

**3 Write a compare-contrast essay about yourself and a family member.** Introduce your topic. Then, in the first body paragraph, discuss your similarities. In the second body paragraph, discuss differences. Conclude with a final comment.

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

They introduce the friend or family member.  
 In the first body paragraph, they discuss their similarities.  
 In the second body paragraph, they discuss their differences.  
 They conclude with a final comment.

I think you did a good job discussing what is similar and different between you and your sister.

You can improve your essay by using more words to compare and contrast.

20 Grammar

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 **21<sup>st</sup> 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 21<sup>st</sup> century skills through independent research, discussion and presentations using a variety of media.

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

**MISSION Be Determined**

**'We can all be actors to create hope for current and future generations.'**

**-INEZA UMUHOZA GRACE** National Geographic Explorer, Educator and Ecofeminist

- Look at the photo and read the quote.** What words do you think best describe Ineza?
- Watch.** 1.2 Take notes about Ineza's life. Who influenced her? What inspired her? What is she determined to do?
- Use your notes.** Complete the summary with words from the box.
 

climate change confident herself hopeful kindness people quiet young

The name Ineza means \_\_\_\_\_. Her mum inspires her to believe in \_\_\_\_\_ even when others don't. Ineza Umuhoza Grace makes cartoons to educate young people on \_\_\_\_\_. Some people told Ineza that women should be \_\_\_\_\_, but Ineza shouts her message to inspire other women and \_\_\_\_\_. Ineza is \_\_\_\_\_ and \_\_\_\_\_ that we can build a greener world.
- Work in pairs.** It is Ineza's strong belief that women and young people can lead and create change. What are your strong beliefs? If you led an organisation, what would its goal be?

22 Mission

### MAKE AN IMPACT

- Look at the photo.** What does it show? How might an experience like this influence your identity?
- Your Choice** Choose a project.
  - Create a podcast to explore identity.**
    - Write five questions to learn how people became who they are. Include questions about personality, experiences and other influences. Interview five people. Take notes.
    - Use your notes. Write a script that summarises what you learnt.
    - Record your podcast. Share it with your class.
  - Write a letter to a person who inspires you.**
    - Choose a person who inspires you.
    - Write a letter to them. Tell them why they inspire you and thank them for their example.
    - Share your letter with the class and then, if you choose to, send your letter to the person who inspires you.
  - Write an advice column.**
    - Make a list of a common questions that young people have.
    - In groups, discuss problems and give possible solutions. What's the best advice? Take notes.
    - Use your notes to write your group's questions and responses in an advice column.
    - Make copies of your column to share with your school community.

A football player celebrating

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** Visual Poetry

Some people think  
I'm *shy* but I'm not  
I just *worry* a lot  
But I'm *relaxed* with my friends  
*Amusing*—  
friends say I'm **FUNNY** 😊  
That's because  
I like to make people *smile*  
*FRIENDLY*—  
I know how to be *Kind*

24 Literacy Builder

- 1 **Look at the visual poem.** What influences this person's identity?
- 2 **Analyse Visual Elements** Read, listen to and study the visual poem.  
Look at the different ways the words are shown. Which words are more important to the poet? Which words are less important? What do the pictures say? Complete the table. 🗣️ 1.15  
**Visual Elements** are illustrations, pictures and any other items that are understood by sight.

Because the visual poem shows _____	I think _____
the word 'shy' smaller than the other words.	the word 'shy' is less important to his identity.

- 3 **Discuss the questions in pairs.** Use the visuals to support your response.
  1. Identify two visual elements the poet uses to show his identity.
  2. What influences the poet's identity? List five ideas.
  3. Does the poet see himself the same way others see him? How do you know?
- 4 **Work in groups.** Discuss the questions and take notes.
  1. Why do you think the artist used both words and pictures?
  2. Identify three descriptive words. What pictures could you use instead of these words to communicate the same ideas?
  3. Identify three pictures. What words could you use instead of these pictures to communicate the same ideas?
- 5 **Create.** Make a two-column table. On the left, list ideas, beliefs and words that are important to your identity. On the right, list ideas for pictures or other visual ways to show these parts of your identity.
- 6 **Express Yourself** Choose a way to express yourself.
  - A. **Work independently.** Make a visual poem to show your identity.
  - B. **Work in pairs.** Create a work of art—a painting, video, cartoon or other kind of artwork that answers the question: *Who am I?*
  - C. **Work in a group.** Create a mural on poster paper to show your different identities. Display it in your school or community.

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

**Question tags: Confirming information or seeking agreement**  
Question tags are short questions at the end of statements. We use **question tags**:

- to confirm information.  
*The exam is on Monday, **isn't it?** (We are not sure if the exam is on Monday.)*
  - when we are seeking agreement on our opinion or an idea.  
*You're hopeful we can change the world, **aren't you?** (We are pretty sure that the person is.)*
- We make question tags with an auxiliary verb + a pronoun.  
*Marta is determined, **isn't she?***
- When the sentence is affirmative, we use a negative question tag.  
*Lin surfs, **doesn't she?***
- When the sentence is negative, we use an affirmative question tag.  
*Hugo doesn't seem himself today, **does he?***
- The question tag for I am is **aren't I?**

**1. Complete the sentences with is, isn't, are or aren't.**

1. You are a student, aren't you?
2. She isn't feeling well, \_\_\_\_\_ she?
3. I am so funny, \_\_\_\_\_ I?
4. We \_\_\_\_\_ going to miss the bus, aren't we?
5. He \_\_\_\_\_ joking, isn't he?
6. You \_\_\_\_\_ paying attention, aren't you?
7. They are a great band, \_\_\_\_\_ they?
8. It's a cold day, \_\_\_\_\_ it?
9. You are studying English, \_\_\_\_\_ you?

**2. Complete the questions.**

1. I'm not annoying you, am I?
2. \_\_\_\_\_ listening to me, was he?
3. \_\_\_\_\_ going to be in trouble, aren't they?
4. \_\_\_\_\_ finish the project by Monday, won't you?
5. \_\_\_\_\_ be more generous, can't we?
6. \_\_\_\_\_ like classical music, does he?
7. \_\_\_\_\_ completed all the maths problems, have they?

**GRAMMAR REFERENCE** UNIT 1

**Using It to talk about weather, time, distance and opinions or feelings**

All sentences (except for commands) need a subject. We can use **it** in contexts where no other subject is present. We use **it** to talk about:

- the weather.  
*It's cold outside.*
- the time or to talk about the time of day.  
*It's the middle of the night!*
- distance.  
*It's a half-mile walk from here. We're late!*
- likes, dislikes and general opinions or feelings.  
*I love it when she smiles.*

**1. Put the words in the correct order to make sentences.**

1. when / we / to / the / cinema / go / happy / it / makes / me  
It makes me happy when we go to the cinema.
2. warm / very / today / it / is \_\_\_\_\_
3. hot / in / the / desert / it / not / always / is \_\_\_\_\_
4. like / it / I / when / kind / to / me / people / are \_\_\_\_\_
5. win / I / it / first / love / prize / when / I \_\_\_\_\_
6. jealous / I / am / that / not / is / often / it \_\_\_\_\_

**2. Rewrite the sentences. Start each new sentence with It.**

1. There is snow falling. It's snowing.
2. The time is seven o'clock. \_\_\_\_\_
3. The strange thing is that I left the door open. \_\_\_\_\_
4. The city is a 20-minute drive away. \_\_\_\_\_
5. The weather is very windy today. \_\_\_\_\_
6. People interrupting me makes me angry. \_\_\_\_\_

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 1A

**Start**

**Compare**  
Compare two elephants.

**Contrast**  
Contrast two of your teachers.

**You're bossy!**  
Move back 1 space.

**Contrast**  
Contrast two favourite TV characters.

**Compare**  
Compare yourself and your best friend.

**Contrast**  
Contrast a brother, sister or cousin.

**You're grateful!**  
Move ahead 2 spaces.

**End**

Unit 1, Game 1B

**Start**

**Compare**  
Compare two elephants.

**Contrast**  
Contrast two of your teachers.

**You're bossy!**  
Move back 1 space.

**Contrast**  
Contrast two favourite TV characters.

**Compare**  
Compare yourself and your best friend.

**Contrast**  
Contrast a brother, sister or cousin.

**You're grateful!**  
Move ahead 2 spaces.

**End**

Unit 4, Game 4A

**Quadrant 1 (Top-Left):** Where materials come from

**Quadrant 2 (Top-Right):** What clothes are made of

**Quadrant 3 (Bottom-Left):** How clothes are made

**Quadrant 4 (Bottom-Right):** Where clothes are made

# 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: Compare and contrast essay**

We use certain expressions when we want to **compare** (write about similarities) or **contrast** (write about differences). Use phrases like these to compare or contrast two people, places or things.

Compare: alike both in the same way too  
 Contrast: although but on the other hand unlike

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

**2 Organise.**

1. **Your task** is to compare and contrast yourself with a family member or friend. Choose the person you want to write about. Write their name in the Venn diagram. How are you similar to and different from this person? Think about your personalities, hobbies and interests. Make notes in the Venn diagram.

2. **Look at your notes.** Which ideas do you want to write about? Circle several similarities and several differences.

3. **Plan your writing.** First, you'll need a sentence to introduce your family member or friend. It should say that you have similarities and differences. You can say whether you and your family member or friend are more similar than different or more different than similar. Write a possible topic sentence below. Use the phrases for comparing and contrasting.

Next, you'll need a paragraph describing how you and your family member or friend are similar. Use phrases for comparing.

Then you'll need a paragraph about how you're different. Use the phrases for contrasting.

Finally, you'll need a concluding sentence. You can comment on something good or special about the relationship.

**3 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 to introduce the friend or family member, discuss their similarities in the first body paragraph, discuss their differences in the second body paragraph and conclude with a final comment.

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

**5 Publish.** Look at the feedback from your partner. Make any necessary changes. Then prepare and publish your final essay.

**6 Expand.** Think about what else you can compare and contrast. Choose a topic below. Follow the steps to write your own compare-contrast essay.

- Two things (e.g. foods, sports, video games)
- Two types of people (e.g. teenagers and adults)
- Two places (e.g. home and school, shops, places 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 word to complete each sentence.

- Marco believes we can change the world. He's so \_\_\_\_\_.  
 a. amusing    b. hopeful    c. boony
- Peter doesn't like speaking in front of the class, does she? She's quite \_\_\_\_\_.  
 a. shy    b. confident    c. social
- Big always wants what other people have. She's very \_\_\_\_\_.  
 a. determined    b. generous    c. jealous
- Rahul's dream is to sail around the world. He has spent the last three years training. He's also saving to buy a better sailing boat. He's definitely \_\_\_\_\_.  
 a. determined    b. organised    c. selfish
- Calo loves cooking. Sometimes her food doesn't taste good but she doesn't get upset. She's very \_\_\_\_\_.  
 a. careful    b. competitive    c. easygoing

**2 Read.** Match each word with its definition. Then use the words to complete the text.

\_\_\_\_\_ 1. a strong and forceful way to do something    a. false  
 \_\_\_\_\_ 2. so unpleasant that it makes you feel slightly sick    b. slimy  
 \_\_\_\_\_ 3. everything that exists in a particular environment    c. ecosystem  
 \_\_\_\_\_ 4. covered in a thick, slippery liquid    d. disgusting  
 \_\_\_\_\_ 5. producing good or helpful results    e. beneficial  
 \_\_\_\_\_ 6. not a fact    f. aggressive

**A salamander**

Salamanders have a wet \_\_\_\_\_ body that some people find \_\_\_\_\_ to touch. They also have the unusual ability to drop their tail and leave it behind to escape from an \_\_\_\_\_ predator. Fortunately, it only takes a few weeks to grow back their tail. Scientists are studying this ability to see if it can be \_\_\_\_\_ to human medicine. Long ago, people believed that salamanders were born from fire because they often ran out quickly when wood was thrown on a fire. Another \_\_\_\_\_ belief was that clothes made from salamander skin could protect you from fire. Salamanders can live for up to 20 years. However, changes in the \_\_\_\_\_ of a real danger to the salamander population.

**3 Read.** Choose the best answers to complete the text.

**Do Pets Have Personalities?**

We are all very different. (1) \_\_\_\_\_? No two people are exactly alike. No two humans have exactly the same personality. (2) \_\_\_\_\_?

Personality is something that we associate with human beings but animals have personalities too. Some pets make themselves at home very easily. We love (3) \_\_\_\_\_ when we find that our own pet has become another member of the family. Of course, we are very happy to let these animals (4) \_\_\_\_\_ be part of our lives. It may be hard to tell the personality of a goldfish but cats and dogs certainly show when they're happy, sad or upset. We can (5) \_\_\_\_\_ notice their body language: a wagging tail, an arched back or an eye contact. Dogs can be very protective of their owners. If a dog doesn't stop barking, you know that something (6) \_\_\_\_\_ happened. Scientists hope (7) \_\_\_\_\_ find out more about animal personalities so that they can identify a way to help people who are ill or living on their own. Until then, be aware that your pet can be sensitive. If your goldfish is swimming around in circles or your hamster is being aggressive, they (8) \_\_\_\_\_ had a bad day!

- a. isn't it    b. are we    c. aren't we    d. a. to    b. it    c. d
- a. don't they    b. do they    c. have they    d. a. must    b. must have    c. could
- a. a. it    b. one    c. to    d. a. to    b. in    c. d
- a. a. d    b. to    c. they    d. a. can have    b. may    c. might have

**4 Complete the second sentence.** Make the meaning the same as the first sentence.

- I became upset when I see another person cry.  
 \_\_\_\_\_ me when I see another person cry.
- Her phone was gone, so we thought someone had stolen it.  
 Her phone was gone, so we thought someone \_\_\_\_\_ it.
- It's true that you need to be determined to succeed.  
 You have to be determined to succeed, \_\_\_\_\_?
- She cooks amazing meals, so I'm almost certain she took a cooking class.  
 She cooks amazing meals, so she \_\_\_\_\_ a cooking class.
- Their dream is to travel around the world.

### Now I can ...

**talk about personality and character traits.**

1. What three words describe you? I'm \_\_\_\_\_ and \_\_\_\_\_  
 2. What makes you special? I'm \_\_\_\_\_ and \_\_\_\_\_

**use question tags to confirm information or seek agreement.**

Complete the question tags.

- Inezka Timahova Grace is a leader. \_\_\_\_\_?
- Brothers and sisters don't always agree. \_\_\_\_\_?
- Middle children can be more competitive. \_\_\_\_\_?

**use if to talk about weather, time, distance and opinions or feelings.**

Write sentences using if and the words given.

1. Wednesday

2. five-thirty

3. raining

4. my birthday

**write a compare-contrast essay about two people.**

Choose two of your friends and describe them. How are they similar? How are they different?

**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. Brainstorm** as many different jobs as you can in one minute. Then, with a partner, discuss the different skills and qualities people need for each job. Which job would you be best at? Why? Use as many words from the box as possible.

adventurous	careful	competitive	confident
creative	determined	imaginative	generous
organised	patient	reliable	social

**B. Respond** to each sentence with the special use of it. Then share your sentences with a partner.

I did really well on my exam! ...  
 I need to get out! ...  
 My phone just died! ...  
 The journey takes an hour by car! ...  
 The sun is out! ...

**C. Work in pairs.** It's your birthday tomorrow. You are going to make plans about how to celebrate with a friend. Roleplay the discussion with a partner.

- Assign roles.
- Practise the conversation.
- Act out the conversation in class or use a phone or tablet to make a video.

**D. Write.** You saw this advert in a local newspaper.

A part-time job/advertiser is needed for a friendly family holiday home. We have two fun-sized girls. Experience with children is essential. Duties include preparing lunch and taking the children outside to play.

Respond to the advert. Describe your experience and explain why you would be a good person for the job. Ask questions about the hours of work and additional duties.

Write approximately 150 words.

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 photo.
- preview the themes and content of the unit.
- analyse and discuss an Explorer quote.
- discuss how photos can show who we are.

**Content Vocabulary** grab, opportunity, get (something) out, capture

**Resources**

**Spark**

- Classroom Presentation Tool (Unit Opener)
- Dynamic Lessons (Unit Opener)
- Worksheet 3.1.1 (Teacher Resources)

**Materials** a globe or map of the world



**1 Who Am I?**

Friends celebrating Holi, the Hindu festival of colours

**4 I had a story and an experience to share. So, I grabbed the first opportunity to get my story out!**

**—Ineza Umuhoza Grace**

- Look at the photo. Pick two people. What three words best describe each person?
- Read the quote. What experiences have you had that you want others to know about?
- Think about the title, quote and photo. How do you think the man will answer the question *Who am I?*
- Think of a piece of you that has been who you are. What does it show or capture about you?

**Be the Expert**

**About the Photo**

The festival of Holi marks the arrival of spring in India. It is a joyful holiday that people celebrate by gathering in the streets and throwing coloured water and powders on one another. On this day, conventional behaviour is set aside in a spirit of fun. At the end of the day, order is restored and people bathe, dress in white clothing and visit friends, relatives and teachers.

**About the Quote**

The quote on this page is from National Geographic Explorer and UNESCO Green Citizens Pathfinder Ineza Umuhoza Grace. Ineza is an ecologist and impact-driven actor. Ineza uses her personal experience of a climate change-induced extreme weather event in her home country of Rwanda to spread the message of climate action. She founded the non-government organisation The Green Protector, which helps young people to lead programmes for change in the areas of environmental protection, climate action, social inclusion and gender equity. Students will learn more about Ineza on pp. 12 and 22.

**Teaching Tip**

**Personal Information** You will notice at times that some students may be reluctant to share personal information. Be aware that sharing personal information can feel unsafe if a student feels embarrassment or shame about their past or current living, financial or family situation, or if they have had traumatic experiences. Students also have the right to protect their privacy. If you notice some reluctance to share, without singling out any students, reassure the class that it's OK to use an imagined example and that they don't have to share their personal information in class.

**spark**

Open the Dynamic Lessons for additional discussion questions.

**Introduce the Unit**

- Activate Prior Knowledge** Say *Today we're talking about people's personalities. Our personality is what makes us who we are on the inside. Our character. Name some words people use to describe themselves. List student responses on the board. Then point to a response and ask *How many of you think you're (funny)? Or (quiet)?**
- Say *Now think of a favourite relative or a good friend. How would you describe their personality? Have students take turns naming the personality traits they like in this person. Ask *Do you have any of these same qualities? How are you both the same? How are you different?* Record responses on the board.*
- Have students open their books at pp. 8–9. Ask *How many people do you see? (seven) What do you think they're doing? Have a student read Question 1 aloud. Ask *Are they having a good time? What words would you use to describe them?* List the words.*

- To encourage further discussion, ask questions such as *What country are the young people in? (India)* Point out India on a globe or map. Then ask *What holiday are they celebrating? (Holi, the festival of colours) Would you like to be covered in coloured powders? Why or why not? If appropriate, share additional information about Holi from About the Photo.*
- Have a student read Question 2 aloud. Ask *What are some of the reasons people want to tell other people about their experiences? How have you shared your experiences?*
- Read the quote by Ineza Umuhoza Grace aloud. Explain that *grabbing an opportunity* means that, when something becomes possible, you do it. Say *I grabbed the opportunity to (go to college, travel abroad). Ineza Umuhoza Grace thinks it's important to grab opportunities to share her experiences.*
- Have a student reread the quote and then read Question 3 aloud. Give students time to think.

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Ask *How do you think we can answer the question, Who am I?* Have students record and save their answers to revisit in the Wrap Up at the end of the unit.

- Have a student read Question 4 aloud. Explain or elicit the meaning of *capture*. Say *You probably have many photos of yourself. Think of one that best shows who you are. It can be what you're doing, where you are, who you're with, what you look like or a combination.*
- Model** Use a photo of yourself or someone you know to model the question. For example, say *The photo of me that best captures who I am shows me playing with my dog in the park. I have a smile on my face and I'm throwing a ball for my dog to chase. I look happy and free. This photo shows that I love being outside, moving my body and playing with animals, especially my dog.*
- Give students time to think. Then ask volunteers to share their answers with the class.

**Extend**

- Distribute **Worksheet 3.1.1**. Put students in pairs. Explain that partners will be discussing and writing about their personality traits.

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**38** Unit 1

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 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
- 21<sup>st</sup> century skills
- Global citizenship
- Learning language through content
- Student choice and classroom management
- Strategy instruction
- Classroom routines
- Effective use of media in the classroom
- 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, and Dr Joan Kang Shin, of George Mason University.



## **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 of 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 21<sup>st</sup> century skills, such as problem solving, critical thinking and other higher-order thinking skills. In every unit of *Impact*, students use

their skills to delve deeply into topics of immediate concern to them as citizens of the 21<sup>st</sup> century.

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

- Learning is a process of constructing meaning. Active learners work to make sense of their world through interaction in personal, social and academic contexts.
- All English learners, and especially teens, need multiple opportunities for questioning and communicating meaning about topics that concern them, at a level that is appropriate to their emotional, 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 \_\_\_\_\_

playing football  playing baseball  
 playing volleyball  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.

## 21<sup>st</sup> Century Skills

In our interconnected world, exposure to 21<sup>st</sup> century topics and ideas is essential to student success. In addition to key subjects such as English, Reading and Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, and Government and Civics, 21<sup>st</sup> 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 21<sup>st</sup> century students encounter every day. All speaking strategies are presented and practised in authentic contexts. For example, students might compare and contrast their parents and discuss how alike or unlike they are, or they may tell a surprising story to a partner, parts of which might be true or untrue, with the partner using expressions of surprise, such as ‘That’s amazing!’ or ‘Wow! Really?’ to respond.

Speaking strategies in *Impact* include:

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

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.

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