

LESSON PLANNER

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SCOPE AND SEQUENCE



1 Pushing the Limits

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2 It Takes a Village

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3 Food Matters

p. 44



4 The Footprint of Fun

p. 62

THEME	Pushing mental and physical limits	Humanitarianism and crowdsourcing	Food sustainability	The environmental impact of entertainment
VOCABULARY STRATEGIES	Prefix un- Use a dictionary	Suffix -ion Identify parts of speech	Suffix -ful Use context	Prefix pro- Use visuals to guess meaning
SPEAKING	Showing interest in a conversation Demonstrating curiosity	Making suggestions and agreeing or disagreeing Seeking compromise	Offering advice and accepting or declining advice Showing respect for others	Defending your opinion Demonstrating sensitivity to different viewpoints
GRAMMAR	Embedded clauses, indirect questions and commands <i>I think extreme sports are dangerous.</i> Adding emphasis with cleft sentences <i>The place (where) my sister loves hiking is the Himalayas.</i>	Future tenses: Describing events in the future <i>Over the next few years, people will look online to find volunteers to help with disaster relief.</i> Quantifiers: Expressing amounts <i>Over half of/fifty per cent of the world's population is under thirty.</i>	Mixed conditionals: Expressing how things would be different <i>If I hadn't learnt about overfishing, I would still be eating tuna.</i> Double comparatives: Describing outcomes <i>The more people there are in the world, the more food we need to produce.</i>	Passives: Describing actions and processes <i>What has been done by musicians to reduce their ecological footprint?</i> Verbs followed by gerunds or infinitives <i>Most water parks want to use less water./How can they avoid wasting water?</i>
READING	<i>No Limits</i> Strategy: Summarise	<i>Teen Changemakers</i> Strategy: Identify text features	<i>Farming in a Changing Climate</i> Strategy: Use prior knowledge	<i>Game Over</i> Strategy: Identify author's purpose
VIDEO	<i>A Tribute to Discomfort</i>	<i>Mapping for Good</i>	<i>Should We Eat More Bugs?</i>	<i>The Footprint of Fans</i>
WRITING	Genre: Biography Focus: Identify chronological order	Genre: Persuasive essay Focus: Persuade your readers	Genre: Review Focus: Use facts and opinions to review	Genre: Problem and solution essay Focus: Identify problems and solutions
MISSION	Test Your Limits National Geographic Photography Fellow: Cory Richards , Photojournalist	Do Your Part National Geographic Young Explorer: Ana Luísa Teixeira , Geographer	Know Your Food National Geographic Explorer: Barton Seaver , Chef/Conservationist	Reduce Your Footprint National Geographic Ambassador to the Arts: Jack Johnson , Musician
SUSTAINABLE DEVELOPMENT GOALS	Gender Equality; Good Health and Well-being; Quality Education; Reduced Inequalities	Reduced Inequalities; Sustainable Cities and Communities	Responsible Consumption and Production	Affordable and Clean Energy; Sustainable Cities and Communities; Climate Action; Responsible Consumption and Production
LITERACY BUILDER	Genre: Realistic fiction <i>Josie Takes a Risk</i> Strategy: Create closure	Genre: Comic strip <i>The Adventures of Crisis Crusher</i> Strategy: Summarise and retell	Genre: Food blog <i>Connecting to My Culture with Arepas</i> Strategy: Identify steps in a process	Genre: Invitation <i>Reduce, Reuse, Recycle, Rock!</i> Strategy: Engage the audience



5 Why We Explore

p. 80



6 Giants

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7 Creative Problem-Solving

p. 116



8 Art Connections

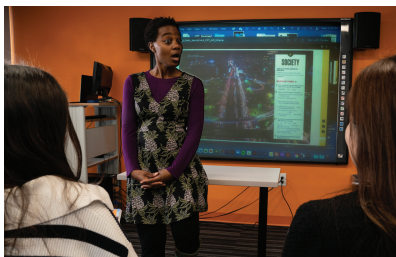
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THEME	Why it's important to explore	Giant plants and animals of the past and present	Problems and how people creatively solve them	Art and our connection to it
VOCABULARY STRATEGIES	Prefix en- Use pronunciation	Synonyms and antonyms Use word parts	Latin roots (<i>flex</i>) Identify synonyms	Suffixes -ic, -ive Identify collocations
SPEAKING	Hesitating when answering questions Linking feelings, values, and thoughts	Speculating Asking why someone thinks something	Asking someone to defend an opinion Reflective listening	Interpreting and expressing understanding Avoiding misinterpretations
GRAMMAR	Narrative tenses: Telling a story <i>Barrington Irving had been preparing to become a pilot since he was 15.</i> Geographic use of the <i>I'm going to the Himalayas to climb Mount Everest (Qomolonga).</i>	Relative clauses: Defining and non-defining <i>Megalodon, which was a fierce predator, was able to catch the largest whales.</i> Reduction of relative clauses <i>My brother, (who is) a filmmaker, created a documentary about manta rays.</i>	Wish and if only: Expressing wishes and regrets <i>I wish I were at the STEM fair right now.</i> Adverbs: Expressing different levels of intensity <i>Inventor Emma Yang is so clever. But she is rather shy.</i>	Reported speech: Describing what others say <i>He argued that it couldn't be an original painting by Georgia O'Keeffe.</i> Phrasal verbs <i>Artists want to draw in their viewers. A true artist comes up with unique ways to express themselves.</i>
READING	<i>The Explorer Gene</i> Strategy: Connect to personal experience	<i>Discovering Spinosaurus</i> Strategy: Make inferences	<i>Combatting Climate Change, One Idea at a Time</i> Strategy: Identify Problem and Solution	<i>Microscopic Marvels</i> Strategy: Ask questions
VIDEO	<i>Why Is It Important to Explore?</i>	<i>Super Tree</i>	<i>Sanga's Solution</i>	<i>Exploring Ourselves Through Art</i>
WRITING	Genre: Compare and contrast essay Focus: Use transitions to compare and contrast	Genre: News report Focus: Include answers to the seven <i>Wh-</i> questions	Genre: Exemplification essay Focus: Use relevant examples to present a topic	Genre: Art review Focus: Answer key questions to provide facts and opinions
MISSION	Take Action National Geographic Explorer: Christine Wilkinson , Conservation Biologist	Make Big Plans National Geographic Explorer: Nizar Ibrahim , Paleontologist	Don't Give Up National Geographic Explorer: Tan Le , Innovator/Entrepreneur	Connect Through Art National Geographic Photographer: Stephen Alvarez
SUSTAINABLE DEVELOPMENT GOALS	Quality Education; Life on Land	Life Below Water; Life on Land	Good Health and Well-being; Industry, Innovation, and Infrastructure; Reduced Inequalities	Reduced Inequalities; Responsible Consumption and Production
LITERACY BUILDER	Genre: Biography <i>Wayfinding: Keeping Traditional Navigation Alive</i> Strategy: Analyse cause and effect	Genre: Adventure fiction <i>A Journey to the Centre of the Earth</i> Strategy: Identify and use descriptive language	Genre: Essay <i>Droidganiser</i> Strategy: Support claims	Genre: Free-verse poem <i>Wildflower Wake-Up</i> Strategy: Use figurative language

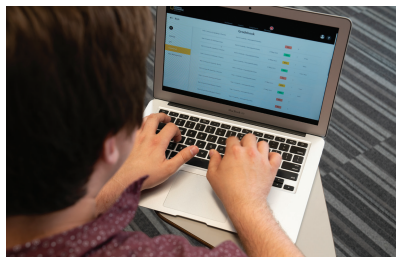


spark

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



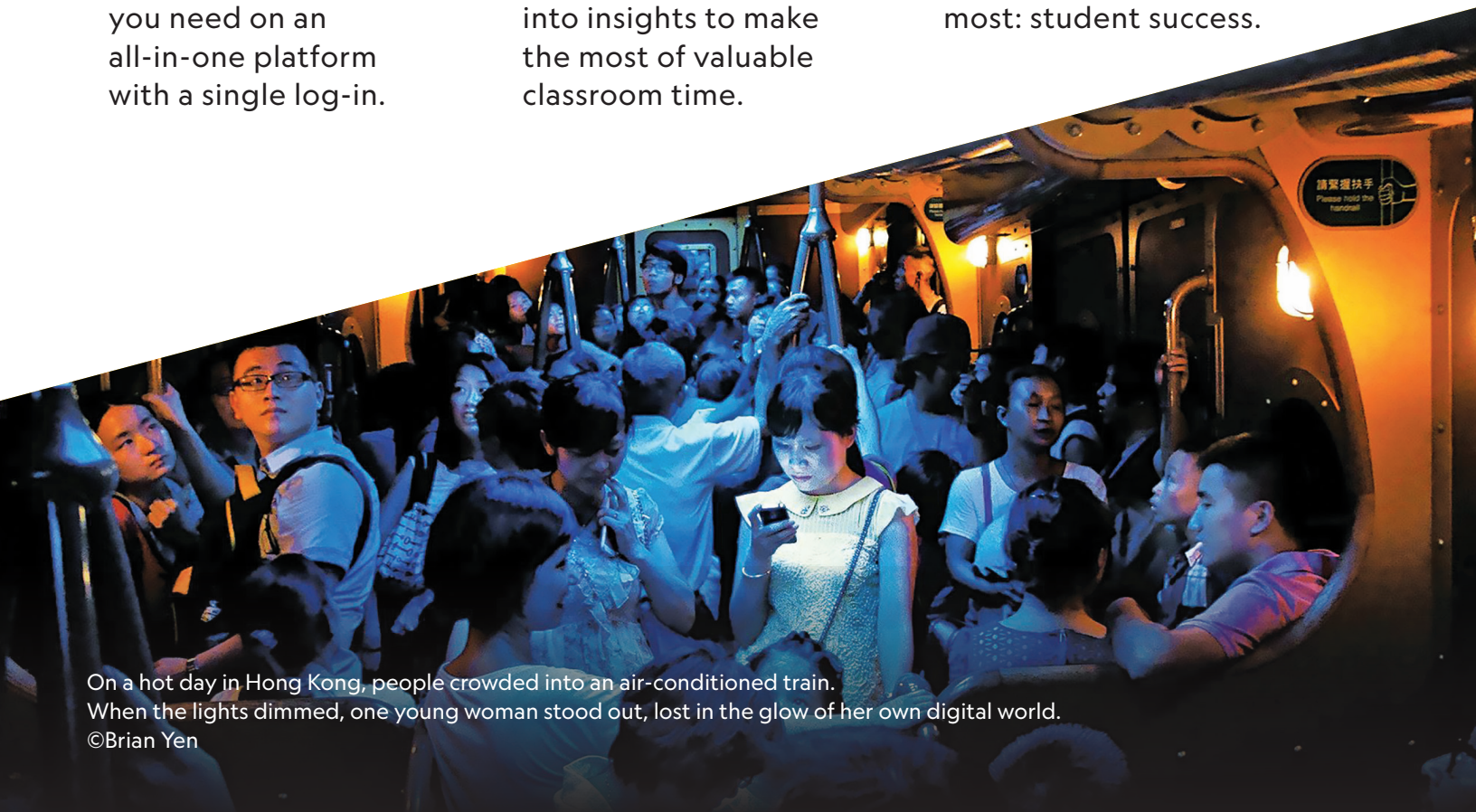
Manage your course and teach great classes with integrated digital teaching and learning tools. Spark brings together everything you need on an all-in-one platform with a single log-in.



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



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



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

©Brian Yen

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

Placing students reliably at the right level

Preparing and teaching live lessons

Assigning practice, tests and quizzes

Tracking student and class progress, turning information into insights



Student's Book Walkthrough

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

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

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



Image **captions** and **expanded activities** help students understand the image and make connections with 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. How do you think each person is feeling? Discuss. Then listen and read. 1.1

Have you ever **pushed yourself** to your **limit**? Do you know anyone who has? Do you ever wonder what can be gained by climbing a tall cliff - or jumping off it? Why do something that causes the body **pain**?

People can be really changed by pushing themselves. These experiences teach **determination**. Often, the desire to achieve our goal **enables** us to take **risks**. Many people take mild risks. Some feel a need to reach the unreachable.

Extreme athletes test their own **mental** and **physical** boundaries. In most traditional sports, athletes compete against one another. But in some extreme sports, the biggest **opponent** is nature.

In the photo of ice climber Angelika Rainer, she's climbing at the Ouray Ice Festival Elite Mixed Climbing Competition in Ouray, Colorado, US. Ice climbing can be dangerous, since climbers can't be sure how solid the ice is, and they often climb in very cold temperatures. But for extreme athletes like Rainer, risk is just part of the job.

The same is true for big-wave surfers. Animals such as sharks and jellyfish pose serious risks to surfers. Another **obstacle** that surfers must **overcome** is the force of the water. In the photo of surfer Kai Lenny, he is riding a big wave at the Nazaré Challenge in Portugal. Nazaré is known for its giant waves. So how can people do such amazing things? 'Once you know how to tap into fear, you can use it to do things you never thought were possible,' says Kai.

Athletes who participate in the *Marathon des Sables*, or MdS, need to have incredible **strength**. In this desert marathon, participants must cross a distance of approximately 250 km (155 mi.) over five or six days. The event takes place in the Sahara Desert, where temperatures can reach more than 50°C (122°F). It's no wonder that the MdS is considered the **toughest** race on Earth!

The athletes in these photos are **role models** for anyone seeking adventure. Do they inspire you to push your own limits?

2 LEARN NEW WORDS. Listen and repeat. 1.2

3 Work in pairs. Choose four new words each. Give examples of how these words relate to your life.

I want to overcome my fear of heights. I push myself when I go skiing.

4 Work in pairs. Which of these sports, if any, would you try? How would it push your mental and physical limits? What are the risks?

Angelika Rainer ice climbing

The Marathon des Sables desert marathon

Kai Lenny surfing at the Nazaré Challenge, Portugal

Vocabulary 11

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

Captions contain target words or additional details to support comprehension.

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.

determination	mental	obstacle	opponent	overcome
pain	physical	push himself	role model	tough

Photographer and adventurer Cory Richards is used to difficult conditions. Cory has _____ many difficult _____ to bring us some incredible outdoor action photography. Cory believes that pushing his _____ and _____ limits helps him to better connect with himself and with the world.

In 2011, Cory successfully climbed an 8,000 m (26,000 ft.) peak in the middle of winter. This extremely _____ challenge nearly cost him his life. On the way down, Cory and his team were caught in a major avalanche. 'Once the avalanche took us, there was no more fear,' says Cory. Although this experience scared him, he still takes risks to get a great photo. Cory's _____ and strength make him a great _____ for anyone who wants to push their boundaries.

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

achieve	boundary	unbelievable	unreachable
---------	----------	--------------	-------------

- _____ 1. incredible
- _____ 2. limit
- _____ 3. accomplish
- _____ 4. impossible

7 Your Choice Choose an activity.

- A. **Work independently.** Create a profile of a real or invented extreme athlete. Say what characteristics this person has and how these traits help them achieve their goals.
- B. **Work in pairs.** Roleplay an interview between a TV reporter and an extreme athlete who has just completed a new challenge.
- C. **Work in groups.** You are organising a competition for an extreme sport. Create an advertisement looking for the right people to participate in your event.

12 Vocabulary

SPEAKING

Showing interest in a conversation **1.5**

Statement	Responses
I love to surf.	Wow! What's that like? No way! I never knew that you could surf. What can you tell me about surfing? Tell me more about how you learnt to surf. You're a surfer? Me, too!

- 1 Listen.** How do these speakers show interest in the conversation? Write the phrases you hear. **1.6**
- 2 Listen.** Write an appropriate response to show interest. **1.7**
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- 3 Work in pairs.** Spin the wheel. Make a statement about the topic the spinner lands on. Your partner uses the phrases above to show interest and maintain the conversation. Then swap roles.
- 4 Work in groups.** Do you take risks? Share stories about risks you have taken. Tell one true story and one false story. See if your group can guess the true story. Use the phrases above to demonstrate curiosity in one another's stories.

Go to Game 1A.

Speaking 13

Cory Richards

Extreme ironing

Conversation tip: Demonstrating curiosity
When talking to another person about their experiences, be curious. Ask questions to learn about both the person and the topic.

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

Embedded clauses, indirect questions and commands 1.8

I think . . . Extreme sports are dangerous.	I think (that) extreme sports are dangerous.
I wonder . . . What obstacles has Cory overcome?	I wonder what obstacles Cory has overcome.
Do you know . . . Can we climb that mountain in winter?	Do you know if we can climb that mountain in winter?
I'm asking you . . . Try snowboarding.	I'm asking you to try snowboarding.

Go to the Grammar Reference for more information.

1 Work independently. Listen to the speakers. Then complete the embedded clause, indirect question, or command. Remember to change the order of words when necessary. 1.9

- She's guessing _____
- He's wondering _____
- You're telling me _____
- I think _____
- I'm asking you _____

2 Work in pairs. Match the expressions in the left column to the sentences in the right column to make sentences with embedded clauses, indirect questions and commands.

I wonder	Wear a helmet when you ride your bike.
I think	Had Cory been in an avalanche before?
I'm asking	Teach your brother how to surf.
I'm telling	How many countries has Cory visited?
Do you remember if	You could try ice climbing.


1. I wonder how many countries Cory has visited.

2. _____

3. _____

4. _____

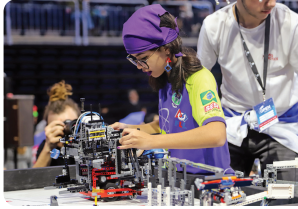
5. _____



14 Grammar

3 LEARN NEW WORDS. Listen and read about a mental challenge. Then listen and repeat. 1.10 and 1.11

Extreme sports push physical limits, but there are also ways to push mental limits. Robotics is one example. It has been called 'the ultimate sport for the mind.' Each year, thousands of students from around the world gather to **demonstrate** their skills in technology, engineering, design, and **teamwork** in the FIRST Robotics Competition. The goal of the FIRST Robotics programme is to inspire students to become leaders in science and technology.



A student from Brazil works on her robot at a FIRST Robotics event in Montevideo, Uruguay.

To prepare for this **event**, teams build robots that can weigh up to 63 kg (140 lbs). Robots must cooperate while participating in field games against other teams. Humans use remote controls to move the robots, which can be a **struggle**. Robots must complete tasks such as stacking objects, racing one another, or throwing balls. The designers of the winning robots are the **champions**, but there are also awards for areas such as creativity and safety.

Do you wonder if you could be a part of FIRST Robotics? The answer is yes! Just find some team members and an adult who knows about robotics in your community. With some determination, you could be on your way to the FIRST Robotics Competition.

4 Work in pairs. Write sentences using the words below. Include an embedded clause, indirect question or command in each sentence.

- wonder / event / time _____ I wonder if the event takes much time.
- guessing / struggle / difficult _____
- think / student / prepare _____
- telling / join / robotics team _____
- asking / design / robot _____

5 Work in groups. Think of other competitions that provide mental challenges. What do you know about them? What questions do you have? Discuss in your group, using embedded clauses, indirect questions and commands as much as possible.

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 Work in pairs.** Look at the photos, caption, and title. What do you think this text is about?
- 2 LEARN NEW WORDS.** Find the words below in the text. What do you think they mean? Use a dictionary to check. Then listen and repeat. **1.12**
beyond consequence in control optimistic
- 3 Summarise** While you read, pause after each paragraph to summarise it. When you summarise, you say what the text is about in your own words. **1.13**
- 4 Summarise** Work in pairs. Reread the text. Then without looking, take turns saying what you remember. Use your own words.
- 5 Work in groups.** Answer the questions.
 1. How did Amy lose her legs?
 2. What other negative consequences did Amy suffer from meningitis?
 3. What was it like for Amy to learn to use her new legs?
 4. What other success has Amy had?
 5. How does Amy work to help others?
 6. What character traits describe Amy?

NO LIMITS

AMY PURDY SEES HER LIMITATIONS AS A GIFT THAT HAS HELPED HER DO AMAZING THINGS.

Amy Purdy is a world-class athlete, actress, model, and author. She hasn't let anything slow her down – even the loss of both legs! In fact, Amy has achieved much of her success after she lost them.

When Amy was 15, she started snowboarding. After finishing school, she moved to the mountains, so she could snowboard in her free time. She felt totally in control of her life. But then at 19, she contracted meningitis, a horrible disease that left her with only a two per cent chance of survival. She had a pain in her left leg which she soon learnt was a blood clot from her hip down through her left leg. Amy had ten operations to get blood to flow in her leg again. Amy knows what it means to struggle, but she stays optimistic. 'Your body might break at times, but as long as your spirit doesn't break, you'll get through it.'

For a long time Amy felt depressed. But she decided not to let this situation take over her life. By the time she was 21, she was back on her board, wearing artificial legs she had built herself. The first time she tried to use them, she fell off and her legs kept going down the hill without her!

Amy was determined to keep snowboarding. After several years of training, she was again at her best on the mountains. In fact, she became the Para-Snowboard World Champion in 2012 and has three Paralympic medals. In 2022, she became a member of the Adaptive Sports Hall of Fame.

Amy's achievements have gone beyond all her expectations. In addition to her success at snowboarding, she has worked as a model and an actress. She has made a podcast and has written a book about her experience. Amy and her husband also founded a company designed to train people with various disabilities to participate in events such as the Paralympics.

In 2019, Amy had to overcome another obstacle. She had a pain in her left leg which she soon learnt was a blood clot from her hip down through her left leg. Amy had ten operations to get blood to flow in her leg again. Amy knows what it means to struggle, but she stays optimistic. 'Your body might break at times, but as long as your spirit doesn't break, you'll get through it.'

6 Discuss in groups.

1. How did getting meningitis impact Amy's life? Identify positive and negative impacts.
2. Do you agree that disadvantages can become advantages? Explain using your own experiences if possible.
3. At the end, Amy says 'as long as your spirit doesn't break, you'll get through it.' What does she mean by that? Are you as optimistic as Amy? Why or why not?

16 Reading

Amy Purdy snowboarding



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 Scaffolded progression of **after reading** activities provides students with opportunities to react and respond to the text, and to make connections between the text and their own lives.

Meaningful, relevant and timely topics are presented through videos from **National Geographic** and other sources, as well as animated **infographic videos** created specifically for this series.

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

VIDEO

1 Discuss in pairs.

1. Describe a time when you experienced an uncomfortable or dangerous situation.
2. What do you do when you feel stressed? What do you think Cory does?
3. Think of a photo that has taught you something. Describe the photo and what you learnt from it.

2 Work in pairs. The title of this video is *A Tribute to Discomfort*. Using the title, the photo, and what you already know about Cory, predict what you think the video will be about.

3 Watch. ▶ 1.1 Preview the questions in Activity 4. Take notes to help you answer the questions.

4 Discuss in pairs.

1. What is adventure for Cory?
2. Why does Cory take photos in extreme places?
3. What is Cory's most important tool for connecting with the people he photographs?
4. How has Cory's photography changed since he started?

5 Work in pairs. Cory says that education can come from observing. Give examples of who and what he observes in the video. Then, pause to closely observe a person or object in the class. Look closely at the details, and try to find something you hadn't noticed before. What is this experience like? How can it help you be more like Cory?

6 Work in groups. In the video, Cory mentions the 'richness of struggle.' Think about a time you tried something that caused you to struggle or to be uncomfortable. Discuss the positives of this experience.

7 Your Choice Choose an activity.

- A. Work independently.** Look at Cory's photography online. Choose four of your favourite photos. Describe them and share them with the class.
- B. Work in pairs.** Photography gives Cory a voice. Find a photo to teach others about someone or something, or share one you've taken. Discuss your photo with a partner.
- C. Work in groups.** Create a Venn diagram to compare and contrast Amy Purdy and Cory Richards. In your diagram, consider these questions: How does each person push themselves? What obstacles has each person overcome?

Cory Richards takes risks to get a good shot. This photo was taken from the top of the 8,035 m (26,360 ft.) Gasherbrum II, in Pakistan.

1.8 Video Video 1.9

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

Adding emphasis with cleft sentences 1.14

My sister loves hiking in the Himalayas.
The place (where) my sister loves hiking is the Himalayas.

I won't go surfing. I don't like swimming in the ocean.
The reason (why) I won't go surfing is that I don't like swimming in the ocean.

Go to the Grammar Reference for more information.

He loves yoga because it makes him feel relaxed.
The thing (that) he loves about yoga is that it makes him feel relaxed.

I like snowboarding. It pushes me to my physical limits.
What I like best about snowboarding is that it pushes me to my physical limits.

1 Read. Then rewrite the sentences to add emphasis.


- I prefer snowboarding to skiing because I need less equipment.
 The reason why I prefer snowboarding to skiing is that I need less equipment.
- Li really enjoys climbing in the Himalayas.
 The place _____
- I love the excitement of skiing.
 The thing _____
- Maria likes trying extreme sports.
 The person _____
- You should try tae kwon do. It really helps you focus.
 The reason _____

2 Work in pairs. Take turns choosing cards from each pile. Discuss the sport pictured on your card. Add emphasis.

The thing that Carolina really loves is practising yoga.

The reason why she loves it is that it's relaxing.

The thing that...



Go to Game 1B.

WRITING

Biography
 A biography tells the story of a person's life. Here are some useful words and phrases to connect ideas when writing a biography:


afterwards	at first	eventually
later on	more recently	ultimately

1 Read the model. Work in pairs to study the writing model. What words does the writer use to organise the biography? Underline them.

Khalida Popal was born in 1987 in Kabul, Afghanistan. As a child, Khalida loved to play football because it was fun. It also helped distract her from the conflicts taking place in her country. At first, people would insult her for playing because she was a girl. But Khalida wanted to keep playing, and she wanted other girls to play, too.

Khalida and her friends found a safe place to practise. Later on, in 2007, she founded the Afghan women's national football team. Eventually, she became the captain of the team. She was also the first woman to work for the Afghanistan Football Federation. However, some people did not want women to play sports in Afghanistan, which was a struggle for Khalida.

Ultimately, in 2011, Khalida moved to Denmark, but she kept working to help women in Afghanistan. More recently, Khalida started Girl Power, an organisation that uses sports to support women. Khalida was a defender on her football team, and now she is a defender of women's rights.



2 Plan your writing. Research an athlete who is a role model for others. Write three major events in their life.

3 Write a biography of the athlete you chose. Use the words and phrases in the box to help you organise the biography.

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

- They give the person's background.
- They use the words and phrases in the box to organise their biography.
- They include information about the person's recent accomplishments.
- They have a strong conclusion.

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.



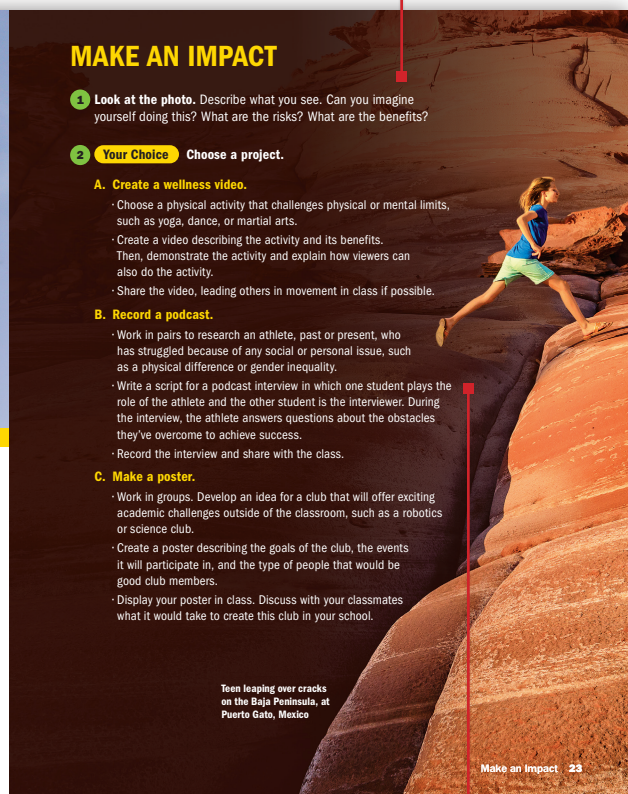
MISSION Test Your Limits

'Adventure is anything that puts us outside our comfort zone.'

—CORY RICHARDS National Geographic Photography Fellow, Photojournalist

- 1 Look at the photo and read the quote.** How do you think Cory tests his limits as a photojournalist?
- 2 Watch.** 1.2 Take notes about Cory's emotions. What are his concerns? What positive thoughts does he have?
- 3 Use your notes to complete the sentences.**
 1. The obstacles that Cory faces are _____.
 2. Cory shows physical strength when _____.
 3. Cory shows mental strength when _____.
 4. He pushes himself because _____.
- 4 Work in pairs.** In the video, Cory talks about the importance of storytelling. Write and share the story that you think he will tell after this experience.
- 5 Work in groups.** Cory gets out of his comfort zone by climbing the tallest mountains in the world - in the winter! What takes you out of your comfort zone? What do you think you might learn about yourself by trying something new?

22 Mission



MAKE AN IMPACT

- 1 Look at the photo.** Describe what you see. Can you imagine yourself doing this? What are the risks? What are the benefits?
- 2 Your Choice** Choose a project.
 - A. Create a wellness video.**
 - Choose a physical activity that challenges physical or mental limits, such as yoga, dance, or martial arts.
 - Create a video describing the activity and its benefits.
 - Then, demonstrate the activity and explain how viewers can also do the activity.
 - Share the video, leading others in movement in class if possible.
 - B. Record a podcast.**
 - Work in pairs to research an athlete, past or present, who has struggled because of any social or personal issue, such as a physical difference or gender inequality.
 - Write a script for a podcast interview in which one student plays the role of the athlete and the other student is the interviewer. During the interview, the athlete answers questions about the obstacles they've overcome to achieve success.
 - Record the interview and share with the class.
 - C. Make a poster.**
 - Work in groups. Develop an idea for a club that will offer exciting academic challenges outside of the classroom, such as a robotics or science club.
 - Create a poster describing the goals of the club, the events it will participate in, and the type of people that would be good club members.
 - Display your poster in class. Discuss with your classmates what it would take to create this club in your school.

Teen leaping over cracks on the Baja Peninsula, at Puerto Gato, Mexico

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 Realistic Fiction

- 1 Look at the photo.** Where is this person? What are they doing? Do you think they are in their comfort zone? Explain.

Josie Takes a Risk

Beep! Beep! Beep! 'Ugh, no' Josie muttered. She had been awake for hours, filled with fear. Now the alarm clock was reminding her what day it was.

Today is the class field trip, and everyone's excited. Everyone except Josie, that is. Her teacher, Mr Ordenez, organised a picnic lunch, and then a trip down the nearby river on kayaks.

'Sounds amazing, doesn't it?' Josie's friend Matias said excitedly after the trip was announced.

'Yep!' Josie tried to sound happy, but her stomach felt like a rock. 'How am I going to kayak on the river when I don't know how to swim?' Josie thought to herself.

Josie is not proud that she can't swim. When she was four, she was in the ocean when a jellyfish stung her. She still remembers the horrible pain. Ten years have passed and she hasn't got into water – not even a swimming pool!

A week earlier, when Josie handed Dad the permission form to sign, he put his hand on hers and gently said, 'You're going to have to push yourself to overcome your fear of the water.'

Are you sure you're OK doing this?' Josie nodded – she just wanted to be with her friends. And she wanted to prove that she could do it!

As she got out of bed, she wondered if she had been too optimistic. On the bus, Josie tried to hide her fear, but it was tough. She could hardly eat her lunch. Then, the time had come. The class walked to the river's edge, where bright yellow kayaks playfully bobbed up and down in the water. Josie felt they were teasing her – that if she got into one, it would roll over, and she'd be in the river.

The guide demonstrated safety practices and explained that the river was shallow – they could stand in many parts of it. This helped Josie overcome her fear, but just a little.

Now here she was, in a kayak, life jacket on, oar in hands. Her mouth dry, her heart racing. Mr Ordenez cheerfully yelled, 'Let's go!'

Everyone left. Everyone but Josie. There they went, down the river. Happily, slowly, calmly. No one fell in. Josie just sat and observed. A sudden feeling of peace came over her.

Before she knew it, her right hand dropped the oar down, and she pushed. 'Let's go!' she repeated softly. The oar dipped into the left side, then the right. Little by little, the unreachable was being achieved.

- 2 Create Closure** Read and listen to the story. **1.15** Josie needs to get out of her comfort zone if she wants to be with her friends.

When you **create closure**, you use your own ideas to say how the story ends.

As you listen, think about whether Josie overcomes her fear of water. Tick what outcome you think is likely:

- Josie probably doesn't go far in her kayak.
 Josie falls into the water and needs help.
 Josie catches up with her classmates after a while.

- 3 Work independently.** Choose *T* for true or *F* for false. Tick the correct answer.

1. Josie was awake at night because she was excited to try kayaking. (T) (F)
2. Josie avoids the water because she once got hurt while in the ocean. (T) (F)
3. Josie's father is very confident that she will be OK on her field trip. (T) (F)
4. Once Josie was seated in the kayak, she immediately felt confident. (T) (F)
5. Josie probably decided to try kayaking after watching her classmates succeed. (T) (F)
6. It's likely that Josie continued down the river on the kayak. (T) (F)

- 4 Discuss in groups.** Summarise how Josie feels throughout the story. When does she start to change how she feels? How do we know? Do you think Josie eventually overcomes her fear of water on this trip? Why or why not? Use evidence from the text to support your answer.

- 5 Discuss in pairs.** Imagine you are Josie. You have a mix of emotions while you are on the river. What are they? What is causing each one? Write your own ideas and then discuss them with a partner. Next, get together with another pair to share ideas.

- 6 Express Yourself** Create closure for the story. Think about your answers in Activities 4 and 5. Choose a way to express yourself. Present your work.

- A. **Work independently.** Write the rest of the story from the time Josie takes off in the kayak until she gets home and tells her father about the field trip.
B. **Work in pairs.** Roleplay a conversation between Josie and a school counsellor in which they are discussing the origin of her fear, how she got past it in the kayak, and whether she will try new water activities.
C. **Work in groups.** You are Josie's group of friends. Record a video in which each group member congratulates her for overcoming her fears and encourages her to try more water sports.

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

Embedded clauses, indirect questions and commands

Embedded clauses, indirect questions and commands are part of, or embedded in, a longer sentence with an expression such as *I think*, *Do you know* or *I'm asking you*.

When making an indirect statement, the word order remains the same.

Extreme sports are dangerous. → **I think** extreme sports are dangerous.

When making an indirect question, the word order is that of a statement. When making an indirect question with a question word, the question word comes after the expression.

What obstacles has Cory overcome? → **I wonder what** obstacles Cory has overcome.

When making an indirect question which is a yes or no question without a question word, we use *if* after the expression.

Can we climb that mountain? → **Do you know if** we can climb that mountain?

When making an indirect command, we use the infinitive with *to*.

Try snowboarding. → **I'm asking you to try** snowboarding.

1 Read the sentences. Rewrite them using embedded clauses, indirect questions or commands.

- I want to try skiing.
I think _____ I want to try skiing
- Can we go up the mountain?
I wonder if _____
- They will enjoy going fast.
They believe _____
- Try it once, at least.
I'm asking you _____
- I won't be any good at it.
I know _____
- How difficult is it?
Do you know _____

2 Choose to, if or - (no change).

- I wonder _____ it is worth doing.
- I think _____ it looks scary but a lot of fun!
- My dad told me _____ have a go.
- She doesn't know _____
- I believe _____ I will my fear.
- I told myself _____ go

GRAMMAR REFERENCE UNIT 1

Adding emphasis with cleft sentences

Add a clause at the beginning of a sentence to add emphasis.

We use a noun (such as *the thing*, *the place*, *the day*, *the time*, *the reason*, etc.) to say where, when, why, who. We can also use the word *what* at the beginning of the sentence.

The reason (why) I won't go surfing is that I don't like swimming in the ocean.

The place (where) my sister loves hiking is the Himalayas.

The thing (that) he loves about yoga is that it makes him feel relaxed.

What I really like is swimming in rivers.

Remember

Note that *wh-* words other than *what* do not generally work with these statements. We use a noun instead.

Where my sister loves hiking is the Himalayas. X

The place (where) my sister loves hiking is the Himalayas. ✓

1 Match the two halves to make sentences.

- | | |
|----------------|--|
| 1. The place | a. I have when I'm surfing is that it's good to be alive! |
| 2. The reason | b. I prefer to surf in the early morning, when it is less crowded. |
| 3. The time | c. I love the most is the beach. |
| 4. The feeling | d. I'm in after surfing is always positive. |
| 5. The mood | e. I go to the beach is to surf. |

2 Put the words in order. Write the sentences.

- the / most / like / I / climbing / rock / sport / is
The sport I like most is rock climbing.
- 1 / reason / climbing / for / is / the / physical / started / a / workout
- most / 1 / like / having / to / concentrate / the / thing / is
- hill / a / behind / is / place / my / town / like / best / 1 / the
- Saturday / the / day / climbing / is / for / 1 / set / aside

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.



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: Biography
A biography tells the story of a person's life. We use words and expressions to help us connect ideas and describe the main events chronologically, in the order they happened.

afterwards	at first	eventually	later on
little by little	more recently	today	ultimately

- Look at the Writing page of your Student's Book. Read the box and model. Complete Activity 1.
- Organise.
 - Your topic is the *Biography of an Athlete*. Research different athletes. Choose an athlete who inspires you and who you feel is a good role model for others. In the boxes below, write the main events of the athlete's life in the correct order. Add dates. Choose events that show how your athlete became the role model they are today.

Name of athlete:	
Born:	
Date:	Event 1:
Date:	Event 2:
Date:	Event 3:
- Plan your writing. You'll need an introductory paragraph with a topic sentence. Your topic sentence should indicate that you are going to write a biography about an athlete who is a role model for others. Explain why you chose this particular athlete. Write your explanation here: _____
- Write three paragraphs. Use the expressions above and your notes from the table to guide you. Describe your athlete's achievements using the words in the box. Finish your biography with a brief statement of why this athlete is a good role model.
- Write.
 - Go to the Writing page in your Student's Book. Reread the model and writing prompt.
 - Write your first draft. Check for organisation, content, punctuation, capitalisation and spelling.
 - Check your draft. Be sure to include the person's background, words and phrases to organise the biography, information about the person's recent accomplishments and a strong conclusion.
- Share your writing in pairs. Look at the checklist in your Student's Book. Share your feedback.
- Publish. Look at the feedback from your partner. Make any changes needed. Then prepare and publish your final essay.
- Expand. Think about your own role model in your family or community. Talk to this person. Find out three important events in their life. Complete the information below. Then write a biography of this person.

Name:	
Event 1:	_____
Event 2:	_____
Event 3:	_____

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

Units 1–2 Review

- Read the text. Choose the best answer for each gap. The first one is done for you.

Vertical Ice Boundaries

You don't have to go out into (1) _____ weather conditions to test your levels of (2) _____. This sport will really make you (3) _____ to your physical (4) _____. It doesn't matter if you are an experienced climber or not; our indoor ice walls will give you an (5) _____ experience. We have one-hour sessions every afternoon, but we also offer special training (6) _____ once a month. Our qualified teachers help new climbers (7) _____ their fear of heights and fear of falling. They also show techniques for using the equipment. With our teachers and your (8) _____ you will push past your (9) _____ on our ice wall!

1. A. unreachably	B. extreme	C. humanitarian
2. A. struggle	B. pain	C. strength
3. A. push yourself	B. address	C. manage
4. A. limit	B. consequence	C. scale
5. A. optimistic	B. unbelievable	C. in control
6. A. events	B. narrative	C. challenges
7. A. empower	B. overcome	C. achieve
8. A. determination	B. situation	C. relief
9. A. role model	B. amateur	C. coordinator
- Read the text. Choose the best word to complete each sentence.

collaboration	critic	crowdfunded	data	help out	locate
monitor	network	assist	trough	upside	

The Zooniverse is the world's largest online collection of people-powered science projects. It is a (1) _____ of professional researchers and people from around the world. These digital volunteers help manage large amounts of (2) _____, which would be (3) _____ for researchers to analyse without help. In one project, volunteers watched videos from 50 cameras focused on nesting penguins. They had to (4) _____ and record the birth of each chick. Zooniverse has collaborated in many times of (5) _____, such as an earthquake. They have (6) _____ the mapping of disaster areas by analysing thousands of images (7) _____ from people's phones after major earthquakes. The images helped relief organisations understand the (8) _____ of the disasters and to (9) _____ where help was needed. Everyone can play a part in this (10) _____ of digital humanitarians. It's a great way to (11) _____, not only scientists but also one another!

- Complete the second sentence so that it has a meaning similar to the first sentence.
 - What would life be like on Mars?
I wonder _____.
 - Please put on a helmet when you go skiing.
She's asking us _____.
 - Can you upload the photos when you have looked at them?
He is telling them to _____.
 - I don't like extreme sports. You always need a lot of equipment.
What I don't like _____.
 - I really want to be a digital humanitarian so I can help others.
The reason I _____.
- Read the blog entry. Tick (✓) the correct statements.

Saturday, 19 May

Tomorrow I will be revisiting my childhood. I will be looking through clothes and toys from when I was a child. By this time next week, we'll have moved to a new city and to a new house. My parents think that this is a good reason to donate things I don't use anymore. I guess they're right - after all I still have my first pair of school shoes, which I haven't worn for ten years!

I will try to get rid of at least 60 per cent of what I have. Many toys are old and broken. But I think a third of them will be OK to donate to a children's charity. There are my old books. The majority of the books are in good condition. They all hold many happy memories and hopefully they will make other children happy too.

 - The blogger is cleaning because they will be helping victims of a disaster.
 - By next Sunday, the family will have moved into their new house.
 - They don't use the majority of their toys and clothes.
 - They will get rid of more than half of what they have.
 - A lot of toys are old and broken.
 - They will give 50 per cent of the old toys to charity.

Now I can ...

- talk about extreme sports and overcoming obstacles.

<input type="checkbox"/> Yes, I can!
<input type="checkbox"/> I think I can.
<input type="checkbox"/> I need more practice.

Why do you think Cory and Amy are featured in this unit?

Would you like to try to push your physical or mental boundaries? Why?

- use embedded clauses, indirect questions and commands.

<input type="checkbox"/> Yes, I can!
<input type="checkbox"/> I think I can.
<input type="checkbox"/> I need more practice.

Uses the phrases below to make an embedded clause, an indirect question and a command.

I think _____ How will I beat my opponent?
I'm asking you to _____ Some extreme sports are too dangerous.
I wonder _____ Stay optimistic and try your best.
- use different word order for emphasis.

<input type="checkbox"/> Yes, I can!
<input type="checkbox"/> I think I can.
<input type="checkbox"/> I need more practice.

I always wanted to visit the rainforest.
The place (where) _____
I would like to try sandboarding.
The extreme sport (that) I would like to try _____
I love where I live because I can do a lot of sports.
The reason (why) _____
- write a biography of an athlete who is also a role model.

<input type="checkbox"/> Yes, I can!
<input type="checkbox"/> I think I can.
<input type="checkbox"/> I need more practice.

Write about an athlete. Use the words in the box.

at first	later on	more recently	was born in
----------	----------	---------------	-------------

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

- Describe an extreme sport you would love or hate to do but don't name it. Explain why you would or wouldn't like to do this sport. Use as many words from the list as you can. Ask a classmate to guess your extreme sport.

achieve	beyond	determination	mental	obstacle
physical	push yourself	risk	strength	unbelievable
- Read the headline. Use the sentence starters to make embedded clauses as you speculate and find out more about what happened.

Skylar describes jump from hot air balloon without parachute!

I wonder ...
I think ...
It'd be like to know ...
The real story ...
Do you know if ...
It's telling you ...
- Work in pairs. Student A wants to do an extreme sport. Student B is a friend who tries to discourage Student A.
 - Student A: think of reasons for doing this sport.
 - Student B: think of reasons why your friend shouldn't do this extreme sport.
 - Practise the roleplay.
 - Replay the dialogue in class, or make a video to share with your class.
- Write. You saw this advertisement for an extreme sport.

Ready to push yourself to the limit? Determined to test your own mental and physical boundaries? Not afraid to take risks? Then join our team and learn to overcome the obstacles and achieve great things!

Respond to the advertisement. Write an email. Ask for more information about location, cost and instructors. Explain your experience with extreme sports so far.

Write 120–180 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 reasons for taking risks and challenging oneself.

Content Vocabulary rock climber

Resources

spark

- Classroom Presentation Tool (Unit Opener)
- Dynamic Lessons (Unit Opener)
- Worksheet 4.1.1 (Teacher Resources)

Materials large sheets of paper (optional)

Be the Expert

About the Photo
The Grotta dell'Edera (The Ivy Cave) is so named after the ivy leaves which used to cover the inside and outside of its walls. It is 35 metres (115 ft.) high and 20 metres (66 ft.) wide and is very popular with climbers.

About the Quote
The quote on this page is from National Geographic Explorer Cory Richards. Cory is an adventurer, mountain climber, photojournalist, filmmaker and all-around visual storyteller. He has travelled to remote areas around the world and captured amazing photography of his expeditions and people he encountered on them. Students will learn more about Cory on pages 12 and 22.

Teaching Tip
Sharing personal information
Some students may hesitate to share personal information. Be sensitive to students who would rather not discuss a given topic. To avoid calling on a student who doesn't want to share, establish a system in which they can communicate this to you without calling attention to themselves. For example, you might have students place a sticky note on the corner of their desk to signal that they do not wish to engage in a particular discussion. To make sure that students do not overuse this option, limit the number of times they can do this to, for example, two or three per week.

spark
Open the Dynamic Lessons for additional discussion questions.

1 Pushing the Limits

4 We have to learn how far we can go.
—Cory Richards

- Look at the climber. What are some of the risks he faces? Why would he take those risks?
- Read the quote. What does Cory Richards mean with the phrase "how far we can go"?
- Think about the title, the quote, and the photo. What types of activities do you think you'll learn about in this unit?
- Do you do things that challenge your body or mind? How can pushing your limits change you?

Introduce the Unit

- Build Background** Say *Some people enjoy doing activities and sports on their own. Ask What are some activities and sports you can do by yourself?* (running, cycling, fishing) Say *People may do these activities to relax or to compete against themselves. We're going to read about people who push themselves while doing a sport or activity. To push yourself means to do something that is harder than anything you have done before.*
- Have students open their books at pp. 8–9. Have a student read the first part of Question 1, pausing to elicit responses (falling, extreme weather, getting stuck) Have another student read the second part of the question, and guide students to discuss their ideas in pairs before sharing with the class.
- Ask questions such as these to encourage further discussion of the photo:
Why do you think this is a difficult challenge? (Because the rock goes straight up and down, and the plants may make the rock wet)
What skills do you think a rock climber needs to have? (a strong body, focus, good sense of balance)
What personality traits does a rock climber need to have in this situation? (courage, seriousness)
- Read aloud the quote on p. 9, and then share the information about Cory Richards. Have a student read aloud Question 2. Say *Talk to a partner. What do you think this quote means?* (what is the most we are capable of?) Ask *What activities do you do outside school? How far can you go in these activities?* Have students discuss their goals and accomplishments in activities they engage in outside class.
- Have a student read Question 3 aloud. Ask students to think about the unit title, quote and photo. Guide students to predict what types of activities they'll learn about in this unit. Write their ideas on a large sheet of paper and leave it displayed so that they can check their predictions as they work through Unit 1.
- Have a student read Question 4 aloud. Elicit some activities that students engage in, and then have the class consider how they are challenged. For example, say *(judo) does (martial arts). Does this challenge his body or mind?* (both) Then turn to each student who shared and ask *How has practising this changed you?* Call on as many students to share as time allows.

Extend

- Distribute **Worksheet 4.1.1**. Put students in pairs. Explain that partners will be writing about and discussing extreme and difficult sports.

The Lesson Planner includes:

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

Video

Main Video The main video in each unit introduces a key concept of the unit theme in a unique way, either through **live action National Geographic content** or through an original animation designed specifically for this series. The corresponding Video section in the Student's Book provides opportunities for students to discuss and engage with the material. Additional practice is provided on Spark.



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

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

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



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



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

The [Impact Professional Development Videos](#), available on Spark, are hosted by Dr Joan Kang Shin and they feature classroom examples from around the world. The videos provide useful insights and practical advice on the following topics

- Characteristics of young teens
- 21st century skills
- Global citizenship
- Learning language through content
- Student choice and classroom management
- Strategy instruction
- Classroom routines
- Effective use of media in the classroom
- Using the Starter level with newcomers
- Teaching mixed-ability classrooms
- Multimodality in *Impact*
- Assessment
- Teaching writing

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

Series Editors

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



Dr JoAnn (Jodi) Crandall

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



Dr Joan Kang Shin

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

Teaching with *Impact*



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

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

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

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

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



Characteristics of Young Teens

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

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

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

Many young people are concerned about their places in the world and their roles as global citizens. They are developing a sense of social responsibility, and also developing a personal sense of values and looking for role models. National Geographic Explorers are people who have made a difference in the world and who challenge young teens to do the same. Explorers and their work are featured in each level of *Impact*. They are presented as potential role models who can encourage teens to explore their world (Daniel Raven-Ellison), to connect with people (Qiyun Woo), to be curious (Katy Croff-Bell) and to test their limits (Cory Richards).



7

Time for Fun!

Young women play volleyball, Pakistan

1. Listen. Look, point and say. 🎧 7.1
play woman women try

2. Look and tick (✓).
The women are having fun.
They're _____

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

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

I play football.

Real-World Content

The guiding principle of the second edition of *Impact* is the same as it was in the first edition: students learn language and content at the same time, so it's natural and authentic to incorporate academic content into the English classroom. Integrating grade-appropriate content from science, geography, history, art, sociology and other subjects, complements what students are learning in their other courses, helps them develop the academic English they may need for future study and motivates them to use English in meaningful ways.

Because technology plays such a large role in the lives of teens, *Impact* also provides opportunities for adolescent English learners to explore the influence of media and technology in their lives. In Level 2, for example, in 'Your Digital Self' (Unit 3), students explore the many ways in which technology enables – and

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

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

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

Multicultural Outlook

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



In *Impact*, teens:

- learn about how a group of skateboarders in Bolivia uses their sport to support each other and challenge assumptions (Starter);
- explore how family and food traditions can help people discover their roots and change how they interact with the world (Foundation);
- watch how a National Geographic Explorer used traditional knowledge to create a new kind of music (L1);
- discover that colour affects people's emotions all over the world and is often used to express and represent one's self (L2);
- explore the different ways in which young people express themselves and form their identities through storytelling, fashion and other types of expression (L3);
- learn how to become digital humanitarians and help others during times of conflict or crisis by employing techniques used in crisis mapping and crowdsourcing (L4).

Cultural Connections

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

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

In Level 3, students read about the many different ways people around the world have developed unique and culturally responsive ways to tell their stories using visuals and performance. In Level 4, after reading about public art, teens are urged to think about how they can use art to express their feelings and ideas.

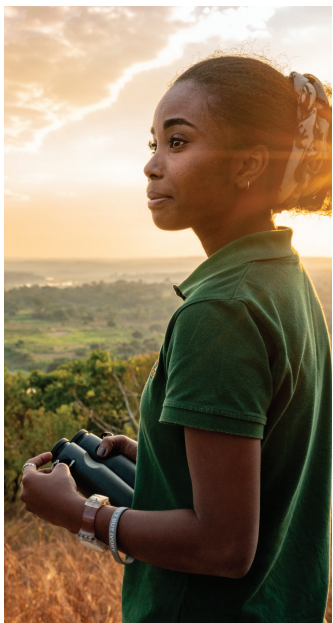
National Geographic Explorers

Each unit from Foundation through to Level 4 of *Impact* presents inspiring stories about National Geographic Explorers, global citizens who are actively working in many different fields, helping students explore content from different relevant perspectives. In the completely new Starter level, students instead learn a unit value. These values build students' awareness of the world and their role within it, and are integral to students later understanding the mission of each Explorer.

These Explorers convey, through their work and their words, a sense of global values. They model universal values such as acting responsibly, respecting others, appreciating the environment and believing in the value of collaboration. Each Unit Opener presents a quote from the unit Explorer, meant for students to reflect upon and discuss in the context of their own lives. Each of these units includes a 'Mission' lesson dedicated to the Explorer's work and a message for teens, as well as a 'Meet the Explorer' video in which the Explorer shares their perspectives and the challenges they have faced, with students. In the Starter level, students instead watch a short film focused on the unit's value.

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

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



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

'invasive cells to schooling fish to human cultures, groups can accomplish what solitary individuals cannot'. Ribhu Vohra, an educator and environmentalist, in discussing ways we can get microplastics out of the food and water cycles, reminds us that it's teens and children who can most effectively drive change in their communities.

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



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

21st Century Skills

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

- Global awareness
- Health literacy
- Environmental literacy
- Learning and innovation skills

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

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

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

Students are engaged in *thinking critically* about the choices they make and the problems that confront them. Together, they develop fact sheets, posters, videos, presentations and stories that *communicate* their views to their peers and others. They consider the ways in which groups affect their behaviour and how, by *collaborating*, they can solve problems or accomplish goals. They analyse, compare and offer their own views. They also engage with a range of media and technology in order to *create* their own narratives.



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

- Academic, life and career skills
- ICT (Information, Communications and Technology) literacy
- Media literacy

With *Impact*, teens develop new ways of thinking, new ways of working, new skills for living fuller and more responsible lives and a range of ICT skills that they can use during their education and their future careers.

Life Skills

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

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

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

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

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

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

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

Skills and Strategies

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

Impact helps adolescent English learners navigate language challenges by presenting real-world situations



that 21st century students encounter every day. All speaking strategies are presented and practised in authentic contexts. For example, students might compare and contrast their parents and discuss how alike or unlike they are, or they may tell a surprising story to a partner, parts of which might be true or untrue, with the partner using expressions of surprise, such as ‘That’s amazing!’ or ‘Wow! Really?’ to respond.

Speaking strategies in *Impact* include:

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

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

Supporting Reading Instruction

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

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

Before You Read Students may be asked to talk with a partner about what they already

know about a topic and related vocabulary or, based on the title and photo, to predict what the text will be about or what they expect to learn from it.

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

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

Reading strategies in *Impact* include:

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

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

Literacy Builder Adventure Story

1 Look at the illustration. What is this place?

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

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

3 Discuss the questions with a partner.

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

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

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

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

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

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

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

An Underground ADVENTURE

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

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