

# impact

LESSON PLANNER

*Impact* helps teenage learners better understand themselves, each other and the world they live in.

By encouraging self-expression, global citizenship and active participation, *Impact* motivates students to explore who they are and who they want to be – all while learning English!

The *Impact Lesson Planner*, with Audio CD, Teacher's Resource CD-ROM and DVD provides everything needed to successfully plan, teach and supplement lessons.

The Lesson Planner includes:

- Step-by-step instructions for carrying out lessons
- A detailed Scope and Sequence listing all learning and language objectives
- Point-of-use teaching tips for using all *Impact* materials
- Answer keys for the Student's Book and Workbook
- Student's Book audio scripts
- An MP3 Audio CD containing all Student's Book audio
- A Teacher's Resource CD-ROM, with printable resources, including video scripts and extension activities
- A Classroom DVD containing all Student's Book video

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BRITISH ENGLISH

A1	A2	<b>B1</b>	B2
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CEFR correlation  
The exit level for Impact 3 is B1+.

 NATIONAL  
GEOGRAPHIC  
LEARNING

Bringing the world to the classroom  
and the classroom to life

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 NATIONAL  
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LEARNING

# impact

LESSON PLANNER

• Audio CD • Teacher's Resource CD-ROM • DVD

3

**Impact Lesson Planner 3**

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**ON THE COVER**

Light trails reflection over the stream,  
Incheon, South Korea.

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National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.

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# impact

## LESSON PLANNER

# 3

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# Student's Book Walkthrough

**Impact**, a new five-level series from National Geographic Learning, helps teenage learners to better understand themselves, each other and the world they live in. Impact features real-world content, stunning photographs and video from authentic sources, and inspiring stories from National Geographic Explorers, challenging teenagers not only to understand their world but also to engage with it. By encouraging self-expression, global citizenship and active participation, Impact motivates students to explore who they are and who they want to be – all while learning English.

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

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



**Unit 1**

# Who Am I?

'Make sure to be passionate about whatever it is you get into ...'

**Jack Andraka**

Friends celebrating Holi, the Indian festival of colours

**TO START**

1. How would you describe the people in this photo? How do you think they might describe themselves?
2. Describe yourself in five or six words. Now think of five or six words that you would never use to describe yourself.
3. What are you passionate about? Why?

Each unit highlights one **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.

**Discussion questions** activate prior knowledge and lead students into the unit.

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 confidence to discuss relevant real-world topics.

1 On the last page, you described yourself in five or six words. Would other people use those same words to describe you? Discuss. Then listen and read. **1.002**

For teenagers, 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. It's a time of important changes and important questions.

A lot of these questions are about **identity**, or who you are. You're an individual, but you're also a product of your family life, your social environment and your culture. Your identity includes your beliefs, your values and your actions. You learnt your values from your family, but, as a teenager, you may become less interested in what your family thinks. You may choose to spend more time with other people

whose values and personalities are like yours. That's natural.

Then there's **personality**, or the qualities that make you different from other people. If you love parties and are **enthusiastic** about meeting lots of new people, you're probably **outgoing** and **self-confident**. If you get excellent marks at school, chances are you're **organised** and **responsible**. If you're **energetic** or adventurous, you might like hiking, or getting together with friends to explore a cave! If you're **optimistic**, **generous** and **patient**, you might enjoy helping by spending time with animals at a shelter, or by participating in a local clean-up event.



Personality is tricky. You might assume that everyone sees you the way you see yourself, but that isn't always true. Friends may laugh at your stories and think you have a great **sense of humour**, but your brother might think you're just odd. You may see yourself as **ambitious** because you're **determined** to get what you want, but others may feel you're stubborn, or

unwilling to take advice. You may feel self-conscious and **shy**, while other people may think you're unfriendly. You may think you're fair, but you may still seem unreasonable or unkind to a friend.

Understanding yourself and how others see you can really be a puzzle!

2 **LEARN NEW WORDS** Listen and repeat. **1.003**

3 **Work in pairs.** Make another list of five or six words that describe you, using the new vocabulary. Then make a list of five or six words that describe your partner. Compare your lists. Do you agree with your partner's description of you? Why or why not?

VOCABULARY 11

10 VOCABULARY

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

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

# Student's Book Walkthrough

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

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

The **Speaking Strategy** page presents phrases and model dialogues that help students express themselves fluently.

#### 4 Read and write the words from the list.

ambitious	determined	enthusiastic	generous
optimistic	organised	outgoing	self-confident

By the time Jack Andraka was 14 years old, he was very \_\_\_\_\_ about science. Jack really wanted to focus on cancer research. He came up with a cheap, fast way to detect a type of cancer. When he first proposed his idea, some adults thought that Jack was being too \_\_\_\_\_, but he was \_\_\_\_\_ to prove them wrong. He stayed \_\_\_\_\_ and entered his idea into an international science fair. Jack won! Now he feels more \_\_\_\_\_. People have even asked him to be on TV because of his \_\_\_\_\_ personality and creative ideas.

#### 5 LEARN NEW WORDS Listen to the words. Write each trait next to the correct example. Are these words positive or negative? Decide. Then listen and repeat. 004 005

fair	odd	self-conscious	stubborn
------	-----	----------------	----------

1. You never change! Just listen to me for once.
2. You put salt and pepper on your ice cream? Wow!
3. I like our music teacher. In her class, everyone gets a chance to play.
4. Oh, come on. Nobody is looking at you. Let's dance.

2014 Emerging Explorer, Inventor Jack Andraka



MUSICAL  
AMBITIOUS  
RESPONSIBLE  
CURIOUS  
ORGANISED

#### 6 YOU DECIDE Choose an activity. Work in pairs.

1. Together, think of a famous person, such as a singer, actor or internet personality. Separately, list as many descriptive words as you can about that person. Are any of your words the same? Do you agree with your partner's description?
2. As a student, you're an expert on teachers. Think about teachers you've had and write words to describe them. Look at the positive qualities you both listed. Then work together to write a description of your ideal teacher.
3. Write the letters in your partner's name down the side of a piece of paper. Then write a word that describes your partner for each letter. When you've finished, compare your name poems. Do you agree with your partner's description?

12 VOCABULARY

#### SPEAKING STRATEGY 006

##### Comparing

You're outgoing? So am I!

Just like you, I'm self-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 optimistic.

I'm determined, but you're just stubborn!

#### 1 Listen. How do the speakers compare and contrast their younger brothers? Write the words and phrases you hear. 007

#### 2 Read and complete the dialogue.

Dave: My aunt and uncle are visiting this week.

Nina: You don't seem very happy about it.

Dave: I'm not. My aunt is always saying, 'You're \_\_\_\_\_ your uncle Jack!'

Nina: Well, are you and your uncle \_\_\_\_\_?

Dave: No, we're very different. \_\_\_\_\_ him, I'm active and outgoing. All he does is watch TV.

Nina: Is he funny? Optimistic? Generous, \_\_\_\_\_ you?

Dave: No way. \_\_\_\_\_! He never gives me anything, not even on my birthday.

#### 3 Work in pairs. Take turns. Use a coin to move (heads = 1 space; tails = 2 spaces). Compare and contrast as instructed.

#### 4 Work in groups. Compare and contrast your parents. Are you like or unlike your parents? Do your classmates' parents seem like or unlike your own parents?



Go to page 153.

SPEAKING 13

**You Decide activities** allow students to make decisions and become active participants in learning. They're encouraged to think critically and creatively as they discover who they are and who they want to be.

**Games** provide a fun context for communication.

**Grammar boxes** include natural examples of real-world language. Expanded grammar boxes with explanations are provided in the Workbook and on the Classroom Presentation Tool.

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

**GRAMMAR** 008

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

Alicia **is** friendly, **isn't she**? Yes, she's outgoing. You'll like her.  
 You're nervous about the competition, **aren't you**? I am. I'm not sure I'm ready.  
 Rick **doesn't** live near here, **does he**? No, he doesn't. He lives quite far away.  
 Lin also **plays** the flute, **doesn't she**? Yes, she does. She's really good!  
 Sue **couldn't** make herself do it, **could she**? No. She's too shy.

**1 Listen.** Match the questions to logical answers. Write the letter. 009

1. \_\_\_\_\_ a. Yes, it was. And we finally won!
2. \_\_\_\_\_ b. Yes, I have to be. I'm a teacher.
3. \_\_\_\_\_ c. No, she didn't. She said she was ill.
4. \_\_\_\_\_ d. He really is. He never stops!
5. \_\_\_\_\_ e. Yes, she can. And the guitar, too.



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

1. Carla and Lea want to join the team, don't they ?
2. You're not as enthusiastic about poetry as your sister, \_\_\_\_\_ ?
3. Greg's brothers won't be at the party, \_\_\_\_\_ ?
4. Maria has changed a lot, \_\_\_\_\_ ? She's so self-confident.
5. Your sisters didn't go shopping, \_\_\_\_\_ ?
6. You would help us if Ana can't come, \_\_\_\_\_ ?

National Geographic Fellow  
Chef Barton Seaver

Barton Seaver is the most interesting chef around, isn't he?

Yes, he really is. He has great ideas about food.

**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 place) / most beautiful / place / ever
2. (name of a singer) / most popular / singer / right now
3. (name of an actor) / talented / actor / on TV
4. (name of a video game) / your favourite / video game
5. (name of a film) / exciting / film / ever

**4 LEARN NEW WORDS** Read about young chefs and listen to their conversation. Then listen and repeat. 010 011

Everyone loves cookery programmes! The chefs are usually self-confident and energetic, but they're not always patient or organised, are they? (That's part of the fun!) They're almost always very **competitive** as they cook against each other. They want to win by making the best food they can!

On some programmes, teen chefs compete to see who's the best cook. These teen chefs can be surprisingly **co-operative**, even while they're competing. They've made friends, and they're interested in what one another is doing. Of course, one chef may be **jealous** of another chef, but in the end many of them are still **helpful** and kind to each other as they compete. They're **open-minded** enough to know that only one person can win, but all of them can be friends – and great chefs.



**5 Read.** Then use a question tag to comment.

1. Angela really is a talented cook. I want to be like her!  
You aren't feeling jealous, are you?
2. Pat and Tim refused to talk to Julia, or even listen to her ideas.  
\_\_\_\_\_
3. The Whitley twins have 17 tennis trophies between them.  
\_\_\_\_\_
4. Sam won't join the group to help collect and recycle plastic bottles.  
\_\_\_\_\_
5. Here, let me help you clean up those dishes.  
\_\_\_\_\_



Grammar is practised in **context** with multiple opportunities for real communication using **all four language skills**.

# Student's Book Walkthrough

**New target vocabulary** is presented in the reading and gives students an opportunity to make predictions about the reading topic.

**Reading strategies** promote comprehension and help students become independent readers.

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

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

**2 LEARN NEW WORDS** Find the words below in the reading. What do you think they mean? Look for clues in the sentences. Then listen and repeat. **1. 012**

bossy ignore perfectionist selfish spoilt

**3 WHILE YOU READ** Notice descriptive words you think apply to you personally. **1. 013**

## 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 they're exploring is that birth order influences the person we become. In general, the oldest child is described as confident, organised, dutiful and determined to get what he or she wants. Oldest children are seen as born leaders, people-pleasers and perfectionists. 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 ignores them because they are in the middle. Because middle

children tend to avoid conflict, they can be flexible and easygoing. They may also be seen as secretive by members of their family. They are usually more influenced by their friends than by their family, perhaps because they get more attention from their friends.

The youngest child is described as the baby of the family. They can be spoilt by their parents, who spend a lot of time with them and often give them what they want. For this reason, their brothers and sisters sometimes get jealous. Youngest children enjoy being the centre of attention, and they are seen as outgoing, open-minded and likely to take risks.

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



# Why Am I Me?

16 READING

**4 AFTER YOU READ** Discuss the questions in groups.

1. What's the main idea of the reading?
2. Does birth order seem like a good way to describe personality? Why or why not?
3. Based on your personal experience, does the information in this reading seem correct? If not, why not?

**5 Work in pairs.** Separately, go back through the reading and underline all the words you think describe you. Then read your list to your partner. Based on your list, can your partner guess your birth order? What is it?

**6 Work in groups.** What other factors might affect your personality? Write two or three ideas. Briefly explain how each factor on your list might affect you. Then discuss your ideas in groups.

READING 17

**Before reading** activities help students make predictions about the reading.

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

**After reading** activities provide students with opportunities to react and respond to the text, and to make connections between the reading and their 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.

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

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

## VIDEO

**1 BEFORE YOU WATCH** Discuss in pairs. Look at the photo. What do the group members' clothes say about their identity?

**2 Work in pairs.** The video you are going to watch is called *What Makes Up an Identity?* From the title, predict the main idea of the video. Circle the correct letter.

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

**3 WHILE YOU WATCH** Tick the factors that the video says are important parts of your identity. Watch scene 1.1.

- sports    clothes    gadgets    food  
 music    house    pets    other people

**4 AFTER YOU WATCH** Work in pairs. Circle the correct letter.

- According to the research, music can make us happier and \_\_\_\_\_.  
a. cleverer      b. more organised      c. more determined
- A personal style is important to help you \_\_\_\_\_.  
a. fit in      b. stand out      c. both a and b
- One in \_\_\_\_\_ teens is obsessed with wearing designer clothing.  
a. two      b. four      c. twenty
- Nearly all teenagers associate \_\_\_\_\_ with happy memories.  
a. music      b. clothes      c. food
- Parents help \_\_\_\_\_.  
a. influence our world view      b. choose our friends      c. choose our music

**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?' Answer the question in your group. Then share your responses with the class.

**7 YOU DECIDE** Choose an activity.

- 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.
- Work in pairs.** Write a description of your clothing in relation to your identity. Your partner does the same. Then compare your results. Does your partner have the same view of your style as you do? Discuss. Then swap roles.
- Work in groups.** Create a 'happy memory' cookbook. Survey at least five classmates about meals that give them happy memories. Ask the classmates to describe the meals. Take notes, and then compile the information into a cookbook to share with the class.



Rea Iketsa Pantsula, a dance group from Soweto, Johannesburg, South Africa

18 VIDEO

VIDEO 19

A **You Decide activity** supports learner autonomy and allows 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 are provided in the Workbook and on the Classroom Presentation Tool.

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

**Models** written at the student level provide examples for students to follow.

## GRAMMAR 014

Using *it* to talk about weather, time and distance, and for emphasis

It's raining again. Another bad hair day!      It's strange that we've had so much rain.  
 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** drives me crazy when I have to hurry.

1 Listen. How is *it* used? Write the number. 015

- \_\_\_\_\_ to introduce weather      \_\_\_\_\_ to introduce time  
 \_\_\_\_\_ to introduce distance      \_\_\_\_\_ to introduce emphasis

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.

- It makes me a little angry when people interrupt me in a conversation.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

- I like it when people give me compliments about my appearance.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

It drives me crazy when my friends don't return my texts!



Go to page 155.

20 GRAMMAR

## WRITING

When we compare and contrast two people or things, we use phrases such as the following:

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. How does the writer compare and contrast? Underline the words or phrases.

I come from a large family, and I share personality traits with several family members. But it's clear to me that I'm most like my grandfather, although we're different in some ways, too.

My grandfather and I both like spending time outside. We both enjoy riding our bikes and watching sports. We're adventurous, too. I really like going fishing with my grandfather. We'll catch our dinner together, then cook and eat it at our campsite. We both love nature. We're alike in that way. We also enjoy working in his garden growing fruit and vegetables.

It's a different story when winter comes. Unlike my grandfather, I love being outside in the snow. I like having snowball fights with my friends, but he likes sitting by the fire and reading. Sometimes he and I play cards, although I don't really enjoy that very much. I'm too energetic to sit for so long! On the other hand, when we play one of my video games, I have fun because I'm competitive. My grandfather isn't competitive at all. He's also sort of slow!

But it doesn't really matter to me what we do together. I like being with my grandfather and spending time with him. We're a good fit!



2 Work in pairs. How are the writer and his grandfather alike? How are they different? Do you think they're more alike than different? Explain.

3 Write. Compare and contrast your personality with that of a family member.

WRITING 21

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

Step-by-step **pre-writing and drafting support** is provided in the Workbook.

Optional worksheets guide students through the five steps involved in **process writing**: pre-writing, drafting, revising, editing and publishing.

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



**NATIONAL GEOGRAPHIC**

## Be Determined

**‘Why not you? Why can’t you come up with the next great innovation or cure?’**  
**Jack Andraka**  
 National Geographic Explorer, Inventor

1. **Watch scene 1.2.**
2. It took Jack Andraka 4,000 tries to find a protein he needed for his experiment. It took him 200 tries to find a lab research scientist who would accept his project. What three words best describe Jack?
3. How hard do you try to get something you want or need? Do you give up easily? Would you try 200 times? 4,000 times? How would you feel if you were unsuccessful so many times?

22 MISSION

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

## Make an Impact

**YOU DECIDE** Choose a project.

- 1 **Plan and conduct a survey about personality traits.**
  - Decide which traits you want to ask about. Include positive and negative traits.
  - Write the survey.
  - Interview ten people. Record and report the results.
- 2 **Plan and write a report on other factors that influence personality.**
  - Search the Internet for information on your topic.
  - Write your report.
  - Present your research to the class.
- 3 **Write an advice column.**
  - Write a letter to an advice columnist about a problem that young people face.
  - In groups of three, read your letters aloud. Then discuss the problem and give advice. Take notes.
  - Compile your group’s questions and responses in an advice column. Make copies of your column to share with the class.



PROJECT 23

**You Decide** 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

**Express Yourself** appears every two units. It actively engages students in discussions to synthesise what they learnt in the preceding units and make connections beyond the unit themes.

This section exposes students to a wide range of **creative expression**, from poems and film scripts, to presentations and personal narratives.



## Express Yourself

**1** Read and listen to the poem by Asher Jay. [057](#)

### The Garb Age

Fashion is about excess,  
about wanting more.  
It's indulgent, vain,  
selfish to the core.

Excess is euphemism  
for avoidable waste.  
Buying without need  
is in poor taste.

In a finite world  
resources are scarce.  
Surplus drains, and  
Earth has no spares.

Fads repeat like history,  
dated becomes news.  
Reduce, repurpose, recycle.  
Up-cycle and re-use!

Fight a failing model.  
Save scraps, set the stage.  
Sew your own designs,  
but don't let your garb age.

**2** **Work in groups.** Discuss the poem.

1. What do you think the poem is about? Circle the letter. Support your answer.
  - a. buying trendy fashions
  - b. reducing your fashion footprint**
  - c. buying only recycled clothing
2. The poem says we shouldn't buy things we don't need. Do you agree or disagree? Explain.

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**3** **Connect Ideas.** In Unit 3, you learnt about group behaviours. In this unit, you learnt about fashion trends. What connection can you see between the two topics?

**4** **YOU DECIDE** Choose an activity.

1. Choose a topic:
  - fashion and group behaviour
  - clothing and its impact on the environment
2. Choose a way to express yourself:
  - a poem or rap
  - a poster
  - a short video
3. Present your work.

75

Students **choose** a form of creative expression to find their own voice and reflect on the themes they have studied.

## Unit 1

### Intonation in question tags

1. Listen. Notice how the voice goes up or down in the question tag. **1.114**

He seems shy, doesn't he?

The voice goes down in the tag. In this case, the speaker is sure or almost sure.

You're not jealous, are you?

The voice goes up in the tag. In this case, the speaker is less sure.

2. Listen and repeat. Does the voice go up or down? Mark it with an arrow. Then circle the tags where the speaker is sure. **1.115**

- Your friends aren't very open-minded, are they?
- Your sisters are very competitive, aren't they?
- You didn't go to the party on Saturday, did you?
- Your sister was at the party, wasn't she?
- You were very self-conscious when you were younger, weren't you?
- You've become more self-confident, haven't you?

3. Work in pairs. Listen and repeat each sentence. Then take turns repeating the question tags and answering them. **1.116**

You love school, don't you? Yes, I do!

- 
- 
- 
- 
- 

## Unit 2

### Relaxed pronunciation: Modals + have + past participle

1. Listen. Notice how *have* is pronounced after modals. **1.117**

They could have read about it. He might have seen a jellyfish. She must have been scared.

*Have* is often reduced. It sounds like the word *of*.

2. Listen

- She
- They
- He c
- The
- It m

3. Work in

Use co  
bracket

Gina ju

- A: G
- A: L
- A: R
- A: I
- A: J
- A: A

Pronunciation activities provide practice with stress, intonation, reductions and connected speech to help students better understand speakers of English and be better understood.

Students have access to **reference** sections on irregular verbs, two- and three-word phrasal verbs, and verbs followed by an infinitive or gerund.

Verb	Meaning	Sample sentence
light up	become bright	The sky <b>lit up</b> with fireworks.
log in/on	sign in to a website or app	I can't <b>log in</b> because I can't remember my password.
look after	take care of	I have to <b>look after</b> my little sister on Sunday.
look back	think about things that happened in the past	<b>Looking back</b> , I think the other project topic was more interesting.
look for	try to find	What are you <b>looking for</b> ? Did you lose something?
look into	try to find out about	I need to <b>look into</b> it. I'll let you know tomorrow.
not care for	not like	I don't really <b>care for</b> opera.
pass away	die	I heard Kim's grandma <b>passed away</b> .
prey on	hunt and kill for food	Do lions <b>prey on</b> zebras?
rave about	talk or write very enthusiastically	Critics are <b>raving about</b> the new film.
rely on	trust; depend on	Do you think we <b>rely on</b> technology too much?
run away	escape; leave	Our dog <b>ran away</b> !
run into	meet unexpectedly; collide	Yesterday I <b>ran into</b> my old teacher. I <b>ran into</b> a tree.
stand out	be noticeable	I was the <b>only one</b> wearing purple. I really <b>stood out</b> .
take off	start to fly	The flight <b>took off</b> on time.
turn out	result; happen	I thought everyone in my family had a mobile phone. It <b>turns out</b> my uncle refuses to get one!
wake up	stop sleeping	I usually <b>wake up</b> at six o'clock.
warm up	prepare for exercise	Do you <b>warm up</b> before football games?
work out	be successful; exercise	Everyone like <b>to work out</b> . I prefer to <b>work out</b> .

### Phrasal – Separable

Verb	Meaning	Sample sentence
back up	support	His friends <b>back up</b> him.
call off	cancel	They had <b>called off</b> the party.
calm down	help relax	Let's <b>calm down</b> .
carry out	do or complete something	They are <b>carrying out</b> a plan.
check out	observe; notice	<b>Check out</b> my new book.
cheer up	try to make someone happy	Why don't we <b>cheer up</b> ?
clean up	organise; clean	Can you <b>clean up</b> your room?
cut down	make something fall to the ground	They're <b>cutting down</b> the old tree.
cut off	remove by cutting	Did you <b>cut off</b> your hair?
draw in	capture the interest	This book <b>draws in</b> the reader.
equip with	supply with	They <b>equipped</b> the team with new gear.
fill out/in	write information in a form	Remember to <b>fill in</b> your details.

**Start**

**Compare**

**Contrast**

**You're lucky!**

  
**Compare**  
 two of your teachers.

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

**Contrast**

**Compare**

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

**Contrast**  
 two favourite TV characters.

**Compare**  


**Compare**

**Contrast**

**Compare**  
 yourself and your best friend.

**Contrast**  


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

**Compare**

**Contrast**

**Congratulations!**  
 You've finished!

**Compare**  
 yourself and a brother, sister or cousin.

**Contrast**  


**End**

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

# Workbook

The **Workbook** contains activities that reinforce and consolidate the material in the Student's Book and include listening, reading, writing, grammar and vocabulary practice.

4 Listen and read. As you read, notice how the word *example* is used. **013**



Swarm robotics and microrobotics are a new type of technology. This technology has produced a new generation of robots whose design is directly influenced and inspired by nature. Experts have learned from the ant system of co-operation.

Scientists studied collective behaviour of ants. Ants join together to solve problems and to do this for the benefit of their community. A planet for much longer had millions of years groups.

The interesting thing doesn't stand out as an eyesight and little ability. Together, however, are intelligence. This is all birds and schools of fish.

Following examples, designers have tried to divide technology and

different robots. The intention is to build a group of robots that is able to swarm, or imitate,

2 Read the article in Activity 1 and then answer the questions.

- Highlight the word *example* in the text.
  - Circle any use of *example* that means a *model that we should follow or imitate*.
  - Underline any use of *example* that means *something that helps to explain or confirm that something is true*.
- Underline the explanation of *collective behaviour* that is correct.
  - A group of people, a crowd, a mob or a fashion trend.
  - A group of people who spontaneously or in a temporary way respond to the same event or situation.
- Choose the best explanation for the statement: 'One robot on its own won't be able to work out the problem.'
  - A robot will need to work and collaborate with other robots to solve a problem.
  - No robot will be able to understand the problem.

## Units 1–2 Review

1 Read. Then choose the correct word to complete each sentence.

- When Marc decides he doesn't want to do something, he doesn't! He's so \_\_\_\_\_.
  - self-confident
  - stubborn
  - ambitious
- Petra doesn't like speaking in front of the class, does she? She's too \_\_\_\_\_.
  - self-conscious
  - self-confident
  - outgoing
- Clara's parents have always given her everything she asks for. She's very \_\_\_\_\_.
  - determined
  - generous
  - spoilt
- Ber's dream is to sail alone around the world. He has spent the last three years training. He's also saving to buy a better boat. He's definitely \_\_\_\_\_.
  - determined
  - organised
  - fair
- Gabi loves cooking. She invites friends to lunch every weekend so she can cook for them and try out new recipes. She's very \_\_\_\_\_.
  - co-operative
  - competitive
  - enthusiastic

2 Read. First, match each word with its definition. Then, use the words to complete the text about salamanders.

- |                                                               |                  |
|---------------------------------------------------------------|------------------|
| _____ 1. A strong and forceful way to do something            | a. poison        |
| _____ 2. A story told in ancient culture to explain a belief  | b. misconception |
| _____ 3. So unpleasant that it makes you feel slightly ill    | c. slimy         |
| _____ 4. Everything that exists in a particular environment   | d. ecosystem     |
| _____ 5. Covered in a thick, slippery liquid                  | e. myth          |
| _____ 6. Producing good or helpful results                    | f. disgusting    |
| _____ 7. A wrong idea or belief                               | g. beneficial    |
| _____ 8. A substance causing people to die or become very ill | h. aggressive    |



Salamanders have a moist \_\_\_\_\_ body that we find \_\_\_\_\_ to touch. Most salamanders produce a milky \_\_\_\_\_ to protect themselves. They can also leave their tail behind to distract an \_\_\_\_\_ predator. Fortunately, it only takes salamanders a few weeks to grow back lost tails. Scientists are investigating this ability to see how it might be \_\_\_\_\_ to human medicine.

Long ago, people believed that salamanders were born from fire because they often crawled out quickly when a log was thrown on a fire. The \_\_\_\_\_ that clothes made from salamander skin can protect you from fire is another \_\_\_\_\_.

Salamanders can live up to 20 years. However, changes in the \_\_\_\_\_ are threatening their existence.

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3 Read. Then choose the best answer to fill in each blank.

### Have Pets Got 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 new 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 difficult to notice the personality of a goldfish, but cats and dogs certainly show you when they're happy, sad or upset. We can (5) \_\_\_\_\_ notice their body language: a wagging tail, an arched back or no eye contact. Some 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 are 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!

- |                  |              |                 |                |              |               |
|------------------|--------------|-----------------|----------------|--------------|---------------|
| 1. a. isn't it   | b. are we    | c. aren't we    | 5. a. to       | b. it        | c. -          |
| 2. a. don't they | b. have they | c. haven't they | 6. a. must     | b. must have | c. could      |
| 3. a. if         | b. one       | c. to           | 7. a. to       | b. in        | c. -          |
| 4. a. -          | b. to        | c. they         | 8. a. can have | b. may       | c. might have |

4 Write. Complete the last sentence in each item so that the meaning is the same as in the first sentence or sentences.

## Now I can ...

• talk about human and animal group behaviour.

What's one reason you would join a group?

\_\_\_\_\_

What are some advantages and disadvantages of animals being in groups?

\_\_\_\_\_

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



• use phrasal verbs.

Choose one separable and one inseparable phrasal verb. Write two sentences with each. First, use an object and then replace it with an object pronoun.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

• use *enough*, *too much* and *too many* to talk about amounts.

There were \_\_\_\_\_ boats on the river. We couldn't move!

I took \_\_\_\_\_ water to last me three days.

\_\_\_\_\_ sun isn't good for you. You can get burnt.

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

• write a descriptive essay about a group behaviour.

Underline the appropriate phrase to introduce an example.

Fish, *in other words / such as* tuna, swim in schools for protection.

Crowds at a football match or a concert, *for example / such as*, have no leaders.

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

**YOU DECIDE** Choose an activity. Go to page 92.

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

**Now I can** is a brief self-assessment that offers students an opportunity to reflect on what they learnt and identify areas where they need additional practice.

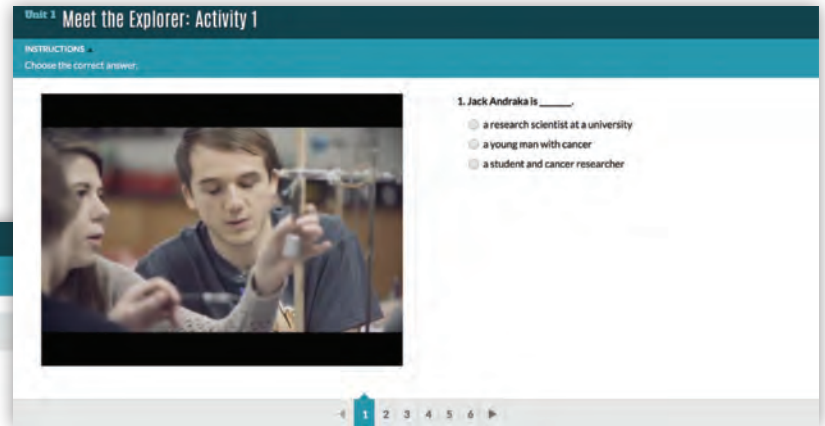
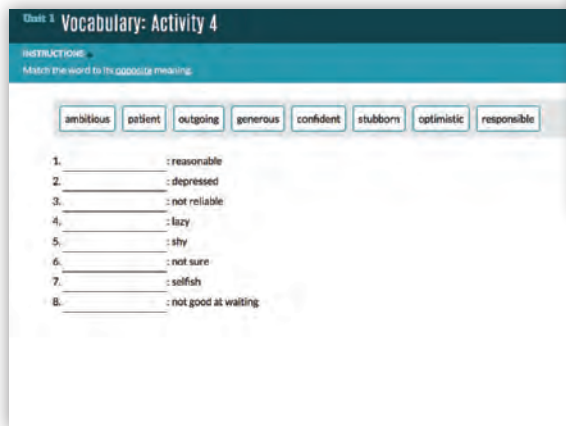
Each unit ends with a **You Decide activity** that provides options for targeted skill practice.

Workbook **audio** is available for streaming and download at [NGL.Cengage.com/impact](http://NGL.Cengage.com/impact).

# Online Workbook and Student's Website

The Online Workbook, hosted on MyELT, includes **interactive activities** to support each section from the Student's Book:

- Vocabulary
- Speaking Strategy
- Grammar
- Reading
- Video
- Writing



The Online Workbook also includes vocabulary **flashcards** and **grammar tutorials** for additional support.

Each unit ends with a **You Decide activity** that provides options for targeted skill practice. Specific activities are recommended based on the Now I can self-assessment.



**Student resources**, including audio for Student's Book and Workbook activities, are available at [NGL.Cengage.com/impact](http://NGL.Cengage.com/impact).

# Teacher's Resources

The **Lesson Planner**, with DVD, Audio CD and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach and supplement lessons.

**VIDEO**

**Objectives**  
Students will

- discuss factors that are important to a person's identity.
- apply the message of the video to their personal lives.

**Academic Language** *complex, profile*

**Content Vocabulary** *designer clothing, obscures, world view*

**Resources** Video scene 1.1 (DVD/Video) (CPT), Online Workbook, CPT, Video

**VIDEO**

**3 BEFORE YOU WATCH** Discuss in pairs. Look at the photo. What do the group members' clothes say about their identity?

**4** Work in pairs. The video you are going to watch is called *What Makes Up an Identity?* From the title, predict the main idea of the video. Circle the correct 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 need to do that help shape your identity.  
c. The video will suggest ways you can make yourself famous.

**5 AFTER YOU WATCH** Tick the factors that the video says are important parts of your identity. **Focus** scene 1.1

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

**7** Discuss in groups. At the end of the video, you're asked, 'What else makes you you?' Answer the question in your group. Then share your responses with the class.

**BE THE EXPERT**

**Teaching Tip**  
The novelty of watching a video in class may make students overly active or talkative. To remind students of how they should behave during the video, set clear expectations. Students do well with just a few general rules, instead of a long list of specific rules. It's good to keep rules positive—tell students how they should behave, instead of what they should not do.

**Formative Assessment**  
Can students discuss factors that, according to the video, are important to a person's identity? Ask what's one way teenagers express their personalities?

**Online Workbook** Video

**Before You Watch** 1 2

- Write the unit title *Who Am I?* on the board. Say *So far in this unit, we've learnt about personality traits and identity. Point to the board. Ask Have you got a better idea now of how you would answer this question? Have you still got questions about what makes you you? Write them down.*
- Ask students to open their books at pages 12–13. Read Activity 1 about. Say *Think about what you've learnt about the factors that affect identity. Take a minute to list them. Then put students into pairs. Say Compare your lists. Did you write the same things? Tell students to use their lists to discuss the answer to the Activity 1 question.*
- Say *Think about the title of the video and what you know about personality and identity. Read the title of the video and look at the photo. Now predict what*

**While You Watch** 3

you think the video is about. Circle the letter that best expresses the ideas. Ask students to explain why they chose what they did.

4 Ask a student to read the Activity 3 instructions. Say *Listen carefully as you watch What Makes Up an Identity? Tick the things that apply. Play Video scene 1.1. Say Write down other things you hear or notice in the video that you want to remember.*

If students have trouble following the video or understanding the text, pause the video and allow them to ask questions, or display the captioned text. Try replaying the video with and without sound, and tell students to describe and comment on what they see. Ask students to complete the activity independently.

**After You Watch** 4 5 6 7

Put students into pairs. Read the activity instructions and do the first item together. Remind students to use information from the video to complete the sentences. Review the answers as a class.

5 Say *Review the four areas with your partner. Provide discussion prompts if necessary. For example, Ask Have you found that your friends are playing an ever bigger role in shaping your identity, or not? Circulate to make sure all students have a chance to express their thoughts. Provide assistance as necessary.*

6 Put students into small groups. Read the discussion question. Ask *Did the video answer any of the questions you wrote down? Have you got your own, different ideas about identity? Share them with the group! Remind students to consult any notes they made during the video. Say Listen politely to one another. Be open-minded. Try to find something positive*

to say about your classmates' contributions to the discussion even if you don't agree with their ideas.

7 Tell students to read the three activity options. If they choose the interview, allow them to watch the video again. Tell them to take notes that they can use to create interview questions.

Suggest that students who opt to do the clothing activity consider working with a partner whose style is different from their own. Tell them that when they compare their descriptions, they should pay attention to how the descriptions differ and make sure they discuss what qualities they each associate with certain kinds of clothing.

If students choose the cookbook option, tell them they don't need to include step-by-step cooking instructions, just a general description of the meals. Suggest that they include photos or other artwork in the cookbook.

The Lesson Planner includes:

- a professional development section that introduces the key principles of the course;
- a detailed scope and sequence;
- step-by-step instructions for carrying out lessons;
- reduced Student's Book pages with answers at point of use;
- Student's Book audio scripts;
- extension activities to supplement the Student's Book, including instructions to use the worksheets on the Teacher's Resource CD-ROM;
- teaching tips and professional development support at point of use;
- suggestions for formative assessment.

The **Teacher's Resource CD-ROM** includes:

- unit-by-unit pacing guides for easy lesson planning;
- printable worksheets for extension activities and process writing support;
- printable graphic organisers;
- video scripts;
- Workbook audio scripts;
- pronunciation activities answer keys.

The **Impact DVD** and the **Audio CD** contain all of the multimedia to support the Student's Book.

impact 3

NATIONAL GEOGRAPHIC Learning

CAPTIONS ON | OFF  
CREDITS

<p><b>UNIT 1</b></p> <p>1.1 What Makes Up an Identity? 1.2 Meet Jack Andraka</p>	<p><b>UNIT 5</b></p> <p>5.1 Flight of the RoboBee 5.2 Meet Ryan Carney</p>
<p><b>UNIT 2</b></p> <p>2.1 Face-to-Face with a Leopard Seal 2.2 Meet Jenny Daltry</p>	<p><b>UNIT 6</b></p> <p>6.1 Europe: Ocean World 6.2 Meet Bethany Ehlmann</p>
<p><b>UNIT 3</b></p> <p>3.1 Smarter by the Swarm 3.2 Meet Iain Couzin</p>	<p><b>UNIT 7</b></p> <p>7.1 Animation Creation 7.2 Meet Ami Vitale</p>
<p><b>UNIT 4</b></p> <p>4.1 How Your T-Shirt Can Make a Difference 4.2 Meet Asher Jay</p>	<p><b>UNIT 8</b></p> <p>8.1 Stage Fright in the Spotlight 8.2 Meet Paul Miller (DJ Spooky)</p>

The **Classroom Presentation Tool** integrates all of the *Impact* resources, including video, audio, Student's Book pages and interactive activities, making it easy to carry out lessons in any classroom with an interactive whiteboard or a computer and projector.



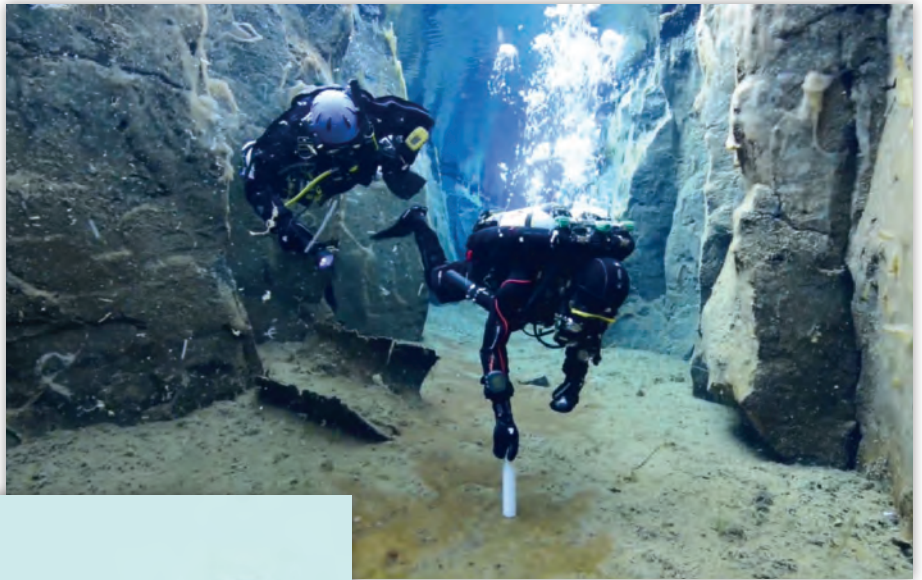
The **Assessment CD-ROM with ExamView®** includes activity banks to generate customised unit quizzes, mastery tests and final exams, as well as a pre-test and placement test.

The **Teacher's Resource Website** includes the Student's Book and Workbook audio, the Professional Development Video, as well as all the printable materials contained in the Teacher's Resource CD-ROM.

[NGL.Cengage.com/impact](http://NGL.Cengage.com/impact)

# 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 course.



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 page of each unit, they'll learn more about the National Geographic Explorer featured in the unit. A quote by the Explorer and a Meet the Explorer video help students connect with these inspirational people who are making a difference in the world. These **short one-minute clips** reinforce unit objectives, develop critical thinking skills and allow students to hear from each explorer in his or her own words.



The videos are available on a DVD bound with the Lesson Planner, on the Online Workbook and on the Classroom Presentation Tool.



To ensure that teachers are able to improve their classroom practice and get the most out of the *Impact* teaching resources, Dr Joan Kang Shin and Dr Jodi Crandall have developed the *Impact* Professional Development Video.

The [Impact Professional Development Video](#), available on the Teacher's Resource Website, is hosted by Dr Joan Kang Shin and it features interviews with teachers around the world. The video provides 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
- Assessment
- Teaching writing

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

# About the Author and Series Editors

## About the Author

### Diane Pinkley

Diane Pinkley is the former Director of the TC TESOL Certificate Program in the TESOL Program, Department of Arts and Humanities at Teachers College, Columbia University in New York City. She is a well-known teacher trainer and author in ESL/EFL, and has travelled around the world presenting academic papers and leading teacher-training workshops. She has also authored best-selling series for both children and adults. Formerly the Director of the Institute of North American Studies in Badalona, Spain, and Curriculum Co-ordinator at the Michigan Language Center in Ann Arbor, Michigan, she has taught all levels of ESL and EFL.

## About the Series Editors



### Dr JoAnn (Jodi) Crandall

Dr JoAnn (Jodi) Crandall is Professor Emerita and former Director of the Language, Literacy and Culture PhD Program, and Co-Director of the MA TESOL Program at the University of Maryland, Baltimore County (UMBC). She has worked in all areas of ESL/EFL including teaching, curriculum and materials development, standards development and teacher training.



### Dr Joan Kang Shin

Dr. Joan Kang Shin is an Associate Professor of Education at George Mason University and the Academic Program Coordinator of the Teaching Culturally & Linguistically Diverse & Exceptional Learners (TCLDEL) program. Dr. Shin specialises in teaching ESL/EFL to young learners and teenagers and has provided professional development programs and workshops to EFL teachers in over 100 countries around the world.

# Teaching with *Impact*



National Geographic Learning's *Impact* is an exciting new 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 course 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, social, and intellectual stages of development.
- Learners benefit greatly from the support of knowledgeable persons (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 his or her 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're 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're engaged in questioning, analysing and comparing points of view, and 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, raps, 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're developing a sense of social responsibility. They're 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. Eight Explorers and their work are featured in each level of *Impact*. They're presented as potential role models who can encourage teens to explore their world (Daniel Raven-Ellison), to discover the future (Bethany Ehlmann), to be curious (Katy Croff-Bell) and to test their limits (Cory Richards).





## Real-World Content

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 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 – mobile phones, laptops, social media, texting and more are part of their everyday lives – *Impact* provides opportunities for adolescent English learners to explore the influence of media and technology in their lives. In Level 2, for example, in *Your Virtual Self* (Unit 3), students explore the many ways in which

technology extends our human abilities. Explorer Amber Case, a cyborg anthropologist, challenges teens (and adults!) to think about the positive and negative aspects of our reliance on technology.

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



In *Impact*, teens

- learn about robots and how they are used in many different aspects of life, from hospitals to the home. (Foundation Level)
- read about people with unusual and amazing jobs, who work in some of the world's most extreme and dangerous environments. (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 in various cultures express themselves through fashion, from special T-shirts and eco-friendly clothing to hair and body accessories. (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 place in the world. It also helps them to learn to use English to communicate and describe their values and traditions to others around them.



In Foundation level, students read about education in countries around the world. They learn about different types of schools and reflect on their own learning experiences.

After reading about the growth of the Internet and the use of electronic gadgets in Level 1, for example, teens are asked about the impact that technology has on their lives. In Level 2, after reading about Tristram Stuart's campaign to encourage consumers not to reject that extra lumpy potato or misshaped carrot, students are asked to think about food waste and ugly food.

In Level 3, students read about the many different ways people around the world have developed animation, from cartoons to films, video games, mobile phone emojis and special effects in live-action films. 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

As noted, each unit 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. 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.

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 in *Impact* includes a 'Mission' page dedicated to the Explorer's work and message for teens, as well as a short 'Meet the Explorer' video in which the Explorer shares his or her perspectives and challenges with students.

*Impact* gives students a window into the work of Explorers such as Jack Andraka, who at only 15 years of age invented an inexpensive and quick way to detect certain types of cancer. It took him 4,000 attempts to find the protein he needed for his experiment, and 200 attempts to find a research scientist who would accept his project. He hopes to inspire other young people to pursue their passions, no matter the odds, as he asks, 'Why not you?'

Students meet Bethany Ehlmann, an Explorer and planetary geologist who works to help the Curiosity rover navigate on Mars. Bethany hopes that she and others can someday study signs of life not only on Mars but also in other worlds. She encourages students to 'discover the future'.



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'.

Explorer Jimmy Chin, a photographer and climber, reminds teens to be prepared, and to avoid situations where the risks are high and their level of control is low. In a unit about exploration, Corey Jaskolski remarks on the importance of learning by doing and 'showing people the world in a different light, in a new format – something that they can engage with and be excited about'.



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

## 21<sup>st</sup>-century Skills

In our increasingly 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, world languages, arts, mathematics, economics, science, geography and history, 21<sup>st</sup>-century students must also develop an awareness and understanding of topics such as:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- 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. With the help of National Geographic Explorers, 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 considered essential for success in the 21<sup>st</sup> century:

- 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 or even advertisements 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. Students using *Impact* are challenged in every lesson and activity to think creatively, critically and innovatively, and to communicate and collaborate as a matter of course.

We live in a technology- and media-driven environment characterised by immediately available information and constantly evolving technology. Learning and innovation skills beyond the 4Cs 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:

- Life and career skills
- ICT (Information and Communication Technology) literacy
- Information 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 in their educations and careers.

## Skills and Strategies

In addition to the 4Cs, the four domains of listening, speaking, reading and writing, and the ICT skills necessary for success in the 21<sup>st</sup> century, today's students need to develop content knowledge and social and emotional competencies to navigate complex life and work environments, and skills and strategies to help them navigate their academic environments.

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

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

**Before reading** 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 reading** 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 reading** 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.

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

## Vocabulary

A balanced approach to vocabulary instruction includes explicit instruction of a limited number of well-chosen words, along with instruction in

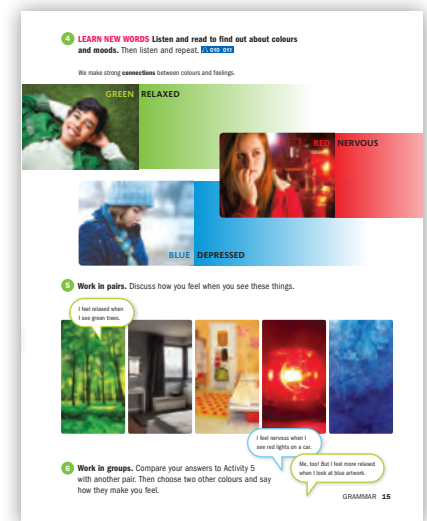
strategies with which students can acquire words independently. *Impact* does both by introducing high-utility and academic vocabulary thematically, in context, within reading and listening activities, and by supporting students as they develop strategies for learning the

vocabulary they need to communicate in English about a range of topics drawn from science, history, art and other areas of interest.

Vocabulary strategies in *Impact* include:

- The study of word parts such as prefixes, suffixes and word roots (including Greek and Latin roots)
- Using a dictionary to learn the most common meaning of a word, how to pronounce it, etc.
- Recognising common English collocations
- Identifying multiple-meaning words
- Using context clues to discover meaning

Research has shown that at least seven to twelve exposures are needed to begin to 'know' a word in terms of its literal definition, its relationship to other words, its connotations and its power of transformation into other forms. Students who can master these different aspects of knowing a word have deep vocabulary knowledge, and students who are familiar with many words have breadth of vocabulary knowledge. *Impact* helps students develop broad, deep vocabulary knowledge by providing multiple exposures to target vocabulary in contextualised activities that include pair and group work, in addition to independent Workbook practice, audio activities, whiteboard activities and videos.



Vocabulary is a fundamental part of communicating and being understood, especially in another language. The sheer number of English words to be learnt – about a million – represents a major challenge for students. Social and academic vocabularies consist not simply of single words, but also of set phrases or chunks of words, many of which are learnt together and frequently used together. In order to succeed academically and socially, adolescent English learners must master both social and academic English. While an average English speaker learns about 1,000 words a year, at least until the age of 20, a non-English-speaking student who is trying to learn the language may be lucky to achieve 25% of that rate.

*Impact* presents the language students need for academic and social success in highly contextualised, real-world settings. It supports vocabulary development with direct, explicit instruction in vocabulary strategies. Students learn to use common collocations in English, to break words into their component parts in order to work out their meanings, to identify the Greek and Latin roots of many English words, and to consult reference sources to find out how to correctly pronounce a new word or to confirm its meaning.

### Types of Language in Impact

**Target vocabulary** High-utility, theme-related vocabulary that can be related to students' lives, relationships and studies at school. Target vocabulary is assessed.

**Academic vocabulary** The language of the classroom. Academic language plays an increasingly prominent role as students read to learn about science, social studies, maths and other areas of academic interest.

**Content vocabulary** Useful, theme-related vocabulary that allows students to discuss thematic content.

**Related vocabulary** Useful vocabulary that students might need at point of use, for example,

to describe a photo in the book.

Although *Impact* provides contextualised vocabulary and complete lesson plans for all vocabulary instruction, it's helpful for teachers to become familiar with simple routines that can be used to introduce or present new vocabulary words to students.

### A simple vocabulary routine

- Display and pronounce the word. Images are powerful aids to comprehension.
- Introduce the meaning of the word with a student-friendly explanation (vs. a standard dictionary definition).
- Illustrate with examples and sample sentences.
- Check for understanding by asking students to use vocabulary actively.
- Encourage wordplay.

### Pronunciation

*Impact* includes a pronunciation topic in each unit. The pronunciation syllabus covers basic topics like the pronunciation of schwa, reductions and pronunciation of -ed endings. There is a strong focus on discourse-level suprasegmental features, such as stress, intonation and connected speech. The goal is to help students to be better understood by and to better understand English speakers.

**Unit 1**  
**Intonation in question tags**

1 Listen. Notice how the voice goes up or down in the question tag. **0.114**

He seems shy, doesn't he?

The voice goes down in the tag. In this case, the speaker is sure or almost sure.

You're not jealous, are you?

The voice goes up in the tag. In this case, the speaker is less sure.

2 Listen and repeat. Does the voice go up or down? Mark it with an arrow. Then circle the tags where the speaker is sure. **0.113**

1. Your friends aren't very open-minded, are they?
2. Your sisters are very competitive, aren't they?
3. You didn't go to the party on Saturday, did you?
4. Your sister was at the party, wasn't she?
5. You were very self-conscious when you were younger, weren't you?
6. You've become more self-confident, haven't you?

3 Work in pairs. Listen and repeat each sentence. Then take turns repeating the question tags and answering them. **0.116**

You love school, don't you? Yes, I do!

1. You love school, don't you? (sure)
2. English is easy, isn't it? (sure)
3. Your town has got a football team, hasn't it? (not sure)
4. Your family is big, isn't it? (not sure)
5. You haven't got a pet, have you? (sure)