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SERIES EDITORS

JoAnn (Jodi) Crandall

Joan Kang Shin

AUTHOR

Katherine Stannett

Thank you to the educators who provided invaluable feedback during the development of *Impact*:

EXPERT PANEL

Márcia Ferreira, Academic Coordinator, CCBEU, Franca, Brazil

Jianwei Song, Vice-general Manager, Ensure International Education, Harbin, China

María Eugenia Flores, Academic Director, and **Liana Rojas-Binda**, Head of Recruitment & Training, Centro Cultural Costarricense-Norteamericano, San José, Costa Rica

Liani Setiawati, M.Pd., SMPK 1 BPK PENABUR Bandung, Bandung, Indonesia

Micaela Fernandes, Head of Research and Development Committee and Assessment Committee, Pui Ching Middle School, Macau

Héctor Sánchez Lozano, Academic Director, and **Carolina Tripodi**, Head of the Juniors Program, Proulex, Guadalajara, Mexico

Rosario Giraldez, Academic Director, Alianza Cultural, Montevideo, Uruguay

REVIEWERS

BRAZIL

Renata Cardoso, Colégio do Sol, Guara, DF

Fábio Delano Vidal Carneiro, Colégio Sete de Setembro, Fortaleza

Cristiano Carvalho, Centro Educacional Leonardo da Vinci, Vitória

Silvia Corrêa, Associação Alumni, São Paulo

Carol Espinosa, Associação Cultural Brasil Estados Unidos, Salvador

Marcia Ferreira, Centro Cultural Brasil Estados Unidos, Franca

Clara Haddad, ELT Consultant, São Paulo

Elaine Carvalho Chaves Hodgson, Colégio Militar de Brasília, Brasília

Thays Farias Galvão Ladosky, Associação Brasil América, Recife

Itana Lins, Colégio Anchieta, Salvador

Samantha Mascarenhas, Associação Cultural Brasil Estados Unidos, Salvador

Ann Marie Moreira, Pan American School of Bahia, Bahia

Rodrigo Ramirez, CEETEPS- Fatec Zona Sul, São Paulo

Paulo Torres, Vitória Municipality, Vitória

Renata Zainotte, Go Up Idiomas, Rio de Janeiro

CHINA

Zhou Chao, MaxEn Education, Beijing

Zhu Haojun, Only International Education, Shanghai

Su Jing, Beijing Chengxun International English School, Beijing

Jianjun Shen, Phoenix City International School, Guangzhou

COSTA RICA

Luis Antonio Quesada-Umaña, Centro Cultural Costarricense Norteamericano, San José

INDONESIA

Luz S. Ismail, M.A., LIA Institute of Language and Vocational Training, Jakarta

Selestin Zalnuddln, LIA Institute of Language and Vocational Training, Jakarta

Rosalia Dian Devitasari, SMP Kolese Kanisius, Jakarta

JAPAN

John Williams, Tezukayama Gakuen, Nara

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Eugenia Islas, Instituto Tlalpan, Mexico City

Marta MM Seguí, Colegio Vermont A.C., Puebla

SOUTH KOREA

Min Yuol (Alvin) Cho, Global Leader English Education, Yong In

THAILAND

Panitnan Kalayanapong, Eduzone Co., Ltd., Bangkok

TURKEY

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Basak Nalcakar Demiralp, Ankara Sinav College, Ankara

Humeyra Olcaylı, İstanbul Bilim College, İstanbul

VIETNAM

Chantal Kruger, ILA Vietnam, Hồ Chí Minh

AI Nguyen Huynh, Vietnam USA Society, Hồ Chí Minh

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Scope and Sequence

Unit 0 Welcome!

- The Alphabet
- Greetings and Introductions
- Subject pronouns and be
- Classroom Language

- Months of the Year and Days of the Week
- Seasons
- Numbers
- Colors



Family Matters

A Different Education

Robots and Us

Part of Nature

THEME	Family and traditions	Schools around the world	People interacting with technology	People and animals and their place in nature
VOCABULARY STRATEGY	Adjective + dependent preposition	Antonyms	The <i>-able</i> ending	Compound words
SPEAKING STRATEGY	Asking and answering personal questions	Talking about likes and dislikes	Reacting	Checking facts
GRAMMAR	<p>Be and have: <i>I'm friendly, but my sister isn't.</i> <i>I have two brothers.</i></p> <p>Count and noncount nouns: <i>Are there any cookies in the cupboard? Yes, there are.</i> <i>Is there any water in the bottle? Yes, there is.</i></p>	<p>Simple present: Talking about routines, habits, and permanent states <i>She doesn't have lunch at school. She goes home for lunch.</i></p> <p>Adverbs: Saying how often you do something <i>I rarely forget to do my homework.</i></p>	<p>Can and can't: Talking about ability <i>My robot can talk, but it can't open doors.</i></p> <p>Should and shouldn't: Giving advice <i>They should study for this math test.</i> <i>You shouldn't buy this robot. It's very expensive.</i></p>	<p>Quantifiers: Talking and asking about quantity <i>How many different kinds of camels are there? There are two kinds of camels.</i></p> <p>Adverbs: Talking about how things are done <i>Elephants can swim very well.</i> <i>The three-toed sloth moves very slowly.</i></p>
READING	<i>Breakfast in Four Countries</i>	<i>Growth Mindset</i>	<i>Girls Can Code</i>	<i>A Wild Animal Isn't a Pet</i>
READING STRATEGY	Scan for information	Identify the main idea	Identify the main point of a paragraph	Identify sequence of events
VIDEO	<i>Celebrating the Dead</i>	<i>Education Around the World</i>	<i>Squishy Robot Fingers</i>	<i>Into the Real Wild: Photographing Pandas with Ami Vitale</i>
MISSION	<p>Discover Your Values</p> <p>National Geographic Explorer: Max Lowe, Photographer/Writer</p>	<p>Believe in Yourself</p> <p>National Geographic Explorers: Dave and Amy Freeman, Adventurers/Educators</p>	<p>Change the World</p> <p>National Geographic Explorer: Chad Jenkins, Computer Scientist/Robotocist</p>	<p>Use Your Skills</p> <p>National Geographic Explorer: Juliana Machado Ferreira, Conservation Biologist</p>
WRITING	<p>Genre: Personal description</p> <p>Focus: Connect and contrast</p>	<p>Genre: Sequencing paragraph</p> <p>Focus: Use sequencing words</p>	<p>Genre: Contrast paragraph</p> <p>Focus: Use contrast words</p>	<p>Genre: Fact sheet</p> <p>Focus: Categorize and label information</p>
PRONUNCIATION	Syllables and stress	The third person <i>-s</i> / <i>-es</i> ending	The <i>th</i> sound	Short vowel sounds
EXPRESS YOURSELF	<p>Creative Expression: Text messages</p> <p><i>World Food Day</i></p> <p>Making connections: Family and school</p>		<p>Creative Expression: Advertisement</p> <p><i>Robotosaurus Rex</i></p> <p>Making connections: Robots and animals</p>	

- Telling Time
- Object pronouns
- Possessive adjectives and pronouns
- Plurals

- A, an, and the
- This, that, these, and those
- Prepositions of place
- Count and noncount nouns



5

Water



6

The City: Past, Present, and Future



7

Amazing Space



8

See the World

THEME	How to protect and preserve water	Architecture, photography, and preservation of cities	Space and technology	Travel and vacations
VOCABULARY STRATEGY	Prefix <i>un-</i>	Collocations with <i>take</i>	Upper vs. lower case	Suffix <i>-ist</i>
SPEAKING STRATEGY	Brainstorming solutions	Expressing opinions and responding to them	Making and responding to suggestions	Asking for and giving directions
GRAMMAR	<p>Present progressive: Talking about what is happening now and about things that always happen <i>My brother is always taking long showers!</i></p> <p>There was / There were: Talking about the past <i>There were a lot of dead fish in the river.</i></p>	<p>Simple past: Talking about the past <i>They took photos of a temple, a church, and a castle there.</i></p> <p>Simple past: Asking and answering questions about the past <i>Where did you go last summer?</i> <i>We went to Beijing. We didn't fly there. We took the train.</i></p>	<p>Comparatives: Comparing two things <i>Saturn is much bigger than Earth, but it is smaller than Jupiter.</i></p> <p>Superlatives: Comparing three or more things <i>Jupiter is bigger than Saturn, but the biggest object in our solar system is our sun.</i></p>	<p>Going to: Describing future plans <i>What are you going to do for your birthday?</i></p> <p>In, on, and at: Saying when things happen <i>On Friday, we're going to fly to Prague.</i></p>
READING	<i>An Ocean of Plastic</i>	<i>Queen of the Curve</i>	<i>Satellites Above</i>	<i>Kite-skiing in the Arctic</i>
READING STRATEGY	Look for examples and explanations	Identify author's purpose	Connect text to prior knowledge	Visualize
VIDEO	<i>Boyan's Big Idea</i>	<i>Preserving Our Heritage with Ross Davison</i>	<i>The Electric Wind of Venus</i>	<i>Student Expedition: Tanzania</i>
MISSION	<p>Protect Our Water</p> <p>National Geographic Explorer: Osvel Hinojosa Huerta, Conservationist</p>	<p>Know Your History</p> <p>National Geographic Explorer: Ross Davison, Heritage Conservationist</p>	<p>Think Like a Scientist</p> <p>National Geographic Explorer: Brendan Mullan, Astrobiologist</p>	<p>Get Outside!</p> <p>National Geographic Explorer: Sarah McNair-Landry, Adventurer/Cinematographer</p>
WRITING	<p>Genre: Persuasive paragraph</p> <p>Focus: Give advice using strong phrases</p>	<p>Genre: Paragraph of opinion</p> <p>Focus: Present reasons to support your opinion</p>	<p>Genre: Compare and contrast paragraph</p> <p>Focus: Use words for comparison and contrast such as <i>but</i>, <i>although</i>, and <i>however</i></p>	<p>Genre: Blog post</p> <p>Focus: Identify and include parts of a blog</p>
PRONUNCIATION	Long vowel sounds	<i>N</i> and <i>ng</i> sounds	Soft <i>g</i> and hard <i>g</i>	Silent letters
EXPRESS YOURSELF	<p>Creative Expression: Tour description</p> <p><i>A Tour of Thun, Switzerland</i></p> <p>Making connections: Water, buildings, and history</p>		<p>Creative Expression: Blog</p> <p><i>Welcome to Haneul's Awesome Blogging World</i></p> <p>Making connections: Space and travel</p>	

Meet the Explorers



Unit 1

MAX LOWE Photographer/Writer

A sense of adventure runs in Max Lowe's family. Max's father Alex died in a climbing accident when Max was young. Max's father inspired him. Now Max travels with his stepfather, who is also a climber. Max writes about their adventures and takes photos to remember their experiences together.



Unit 2

DAVE AND AMY FREEMAN Adventurers/Educators

Dave and Amy Freeman were named National Geographic Adventurers of the Year in 2014. They are husband and wife. They explore by foot, kayak, canoe, and even dogsled! The Freemans also record their adventures for thousands of students to watch all over the world. Their video lessons inspire students to explore.



Unit 3

CHAD JENKINS Computer Scientist/Robotist

Chad Jenkins builds robots. He teaches his robots to do things, but he doesn't do it alone. He asks people to visit his online lab. People give Chad ideas for new things they would like to see his robots do. Chad's robots can help out around the house, or even play sports! What do you want to ask Chad's robots to do?



Unit 4

JULIANA MACHADO FERREIRA Conservation Biologist

Juliana Machado Ferreira lives in Brazil, where some people take birds from their homes in the wild to sell them as pets. When she was a child, Juliana's parents taught her to love animals. Now, Juliana teaches others to love animals and to understand their role in nature. She also uses DNA information to return birds to their homes in the wild.



Unit 5

OSVEL HINOJOSA HUERTA Conservationist

Where does your water come from? Osvel Hinojosa Huerta wants you to think about that. He wants to protect water. Osvel works in Mexico. There, the Colorado River doesn't flow like it used to. If the river dries out, wildlife will die with it. People who live near it will also suffer. But Osvel is hopeful. He's working with local people to make the wetlands wet again!



Unit 6

ROSS DAVISON Heritage Conservationist

When Ross Davison finished college, he started working for an organization called CyArk. There, he uses special cameras to preserve heritage sites around the world. He also works with local people and students in each country to teach them how to use the equipment themselves. With Ross's help, we can save our history.



Unit 7

BRENDAN MULLAN Astrobiologist

Brendan Mullan has loved space since he was a child. He especially likes studying how stars form in different galaxies. Brendan has worked as a teacher, a researcher, and a science camp counselor. Most recently, he co-founded *The Wrinkled Brain Project* to help students think about science and design their own experiments.



Unit 8

SARAH MCNAIR-LANDRY Adventurer/Cinematographer

Sarah McNair-Landry skied to the South Pole when she was 18. She was the youngest person to do this. But she didn't stop there. She often travels by dogsled from her home in Alaska to go on other adventures. Sarah and her brother, Eric, once kite-skiied across Canada's Northwest Passage. It took them 85 days, and 200 chocolate bars!

Welcome!

The Alphabet

1 Listen, point, and repeat. TR: 2

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz



“A is for Athens.”



World map, Lisbon, Portugal

2 Listen and repeat. TR: 3

Greetings and Introductions		Questions
Hi!	Hello!	What's your name?
I'm Benjamina.	My name's Tarek.	Where are you from?
This is Julia.	Good / Nice to meet you.	

3 Read and listen. Underline the greetings and introductions.

Circle the questions in blue. TR: 4

Nadia: Hi! I'm Nadia. What's your name?

Chang: Hi, Nadia. My name's Chang. I'm from China.

Nadia: Good to meet you, Chang.

Chang: Where are you from?

Nadia: I'm from Turkey. This is my friend Gabriel. He's from Argentina.

Chang: Hello, Gabriel. Nice to meet you.

Gabriel: Hi! Nice to meet you, too!

Mrs. Martin: OK! I think we're all ready to start. Welcome to your new English class!

My name is Mrs. Martin. I'm from Australia.

4 Complete the sentences with the words from the box.

Argentinian	Australian	Chinese	Turkish
-------------	------------	---------	---------

1. Nadia is _____.

3. Gabriel is _____.

2. Chang is _____.

4. Mrs. Martin is _____.

5 Listen and repeat. TR: 5

GRAMMAR

Subject pronouns and *be*

Full forms

Contractions

I am
You are
He/She/It is
We are
You are
They are

I'm
You're
He's/She's/It's
We're
You're
They're

Full forms

Contractions

I am not
You are not
He/She/It is not
We are not
You are not
They are not

I'm not
You aren't
He/She/It isn't
We aren't
You aren't
They aren't

My name's Sara. I'm from Spain.

His name's Alan. He's from France. He isn't from Spain.

6 Look at Activity 3 again. Circle all the examples of the verb *be* in red.

7 Listen and match. Then make sentences. TR: 6

Brazil	Spain	Malaysia	Bulgaria	Mexico
Bulgarian	Spanish	Mexican	Brazilian	Malaysian

- Nor is Malaysian. She's from Malaysia.
- Karina _____
- Daniel _____
- Andrei _____
- Alicia and Sandra _____

8 Work in groups. Imagine you are in the U.S. for a month to study English. Copy and complete the card to the right. Ask and answer.

I'm Junko. I'm from Japan. What's your name? Where are you from?

Hi, Junko. My name's Mayumi. I'm from Malaysia.

STUDENT REGISTRATION
English Language School

Name: _____

Nationality: _____

Classroom Language

9 Listen and repeat. TR: 7

TEACHER

- Sit down, please! _____
- Be quiet, please!
- Open your books to page 5. _____
- Listen to the recording.
- Work in pairs. _____
- Hurry up, please!
- Close the door, please.
- Write your answers in your books. _____



STUDENTS

- Can you repeat that, please? _____
- What page is it again?
- What does . . . mean? _____
- How do you spell . . . ?
- I'm sorry, I don't understand. _____
- How do you say . . . in English?
- I'm sorry I'm late. _____





10 Read and listen **TR: 8**

Mrs. Martin: Be quiet, please! Open your books to page 40.

Daniel: Can you repeat that, please?

Mrs. Martin: Open your books to page 40. Let's look at the photo. He's a National Geographic Explorer. What's his name?

Nadia: His name is Max Lowe.

Mrs. Martin: Yes, that's right. Well done, Nadia. Now let's watch . . .

Alberto: I'm sorry I'm late, Mrs. Martin.

Mrs. Martin: Hurry up, please, Alberto! Gabriel, don't talk to Chang.

Gabriel: Sorry, Mrs. Martin.

Mrs. Martin: Now, let's watch . . .

Alicia: Mrs. Martin, I can't see.

Mrs. Martin: Oh. Well, move your chair over here. Good. Now, is everyone ready? Let's watch the video.

11 Work in small groups. Act out the conversation from Activity 10.

12 Now make up your own conversation. Use classroom language from Activity 9.

Months of the Year and Days of the Week

13 Listen and repeat. TR: 9

January	February	March	April
May	June	July	August
September	October	November	December

14 Listen and repeat. TR: 10

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

15 Work in pairs. Ask and answer questions.

What day is it today?

It's Monday.

What month is it?

It's August.

Seasons

16 Listen and repeat. TR: 11



17 Work in pairs. Ask and answer questions.

What season is it?

It's summer.

What season is it?

It's the dry season.

Numbers

18 Listen and repeat. TR: 12

1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth
11	eleven	eleventh
12	twelve	twelfth
13	thirteen	thirteenth
14	fourteen	fourteenth
15	fifteen	fifteenth
16	sixteen	sixteenth
17	seventeen	seventeenth

18	eighteen	eighteenth
19	nineteen	nineteenth
20	twenty	twentieth
21	twenty-one	twenty-first
22	twenty-two	twenty-second
30	thirty	thirtieth
40	forty	fortieth
50	fifty	fiftieth
60	sixty	sixtieth
70	seventy	seventieth
80	eighty	eightieth
90	ninety	ninetieth
100	one hundred	hundredth
101	one hundred one	
235	two hundred thirty-five	
999	nine hundred ninety-nine	
1,000	one thousandth	

19 Work in groups. Ask and answer questions.

When's your birthday?

My birthday is on August 29.

How old are you?

I'm fourteen years old.



Colors

20 Listen and repeat. TR: 13

21 Point and say.

pink

white

yellow

brown

gray

orange

purple

red

blue

green

black

Telling Time

22 Listen and repeat. TR: 14

The Time What time is it?

It's one o'clock.

It's half past two.
It's two thirty.

It's quarter to three.
It's two forty-five.

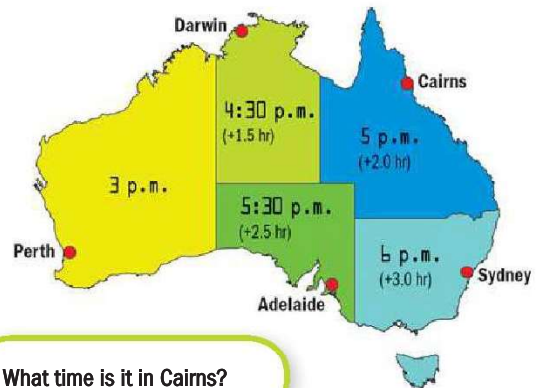
It's quarter past four.
It's four fifteen.

in the morning

in the afternoon

in the evening

23 Work in pairs. Look at the map of Australia. Write the times in words. Then read.



What time is it in Perth?

It's three o'clock in the afternoon.

What time is it in Darwin?

It's _____.

What time is it in Cairns?

It's _____.

What time is it in Sydney?

It's _____.

What time is it in Adelaide?

It's _____.

24 Work in pairs. Ask and answer.

What time is ...

- lunch?
- your favorite club?
- your favorite TV show?
- breakfast?
- your first class at school?
- your last class at school?

Lunch is at one o'clock.

25 Listen and repeat. TR: 15

GRAMMAR

Object pronouns

It's for **me**. I don't like **it**.
This is for **you**. Come with **us**.
It belongs to **him**. It belongs to **you**.
I'm with **her**. It's for **them**.



26 Listen and read. Circle the object pronouns. TR: 16

- Maria: Hi, Francesco.
Where's Teresa?
Francesco: I don't know.
She isn't at school today.
Maria: Oh, I usually have lunch with her.
- Stefano: I like your bike. It's really cool!
Anna: Thank you! I love it.
- Roberto: Who's that boy?
Claudia: I don't know him. He's a new student here.
- Antonio: Hurry up, Luca! It's three thirty. We're late!
Luca: I know! I hope Mrs. Martin isn't angry with us!

27 Circle the correct words.

- Who is this girl? *I / Me* don't know *she / her* .
- He / Him* is a very good student.
- Where is my book? *I / Us* can't find *him / it* .
- Us / We* are in classroom B today.
- He / Him* doesn't like *we / us* .
- Look at these shoes! I like *they / them* .

28 Listen and repeat. TR: 17

GRAMMAR

Possessive adjectives

It's **my** cat.

Is this **your** house?

No, it's **his** house.

It's **her** bag.

This is **its** food.

Are these **your** books?

Yes, they're **our** books.

Where are **their** books?

29 Circle the correct word.

1. Carla has got a twin brother. *His / Her* name is Pedro.
2. They have got one cat. *Its / Their* name is Cosmo.
3. Carla and Pedro like purple. It's *his / their* favorite color.
4. I love purple, too. It's *my / her* favorite color!

30 Look at the photo. Complete the sentences with the names. Circle the correct word.

1. _____ likes hiking with *her / their* dad.
2. _____'s shirt is blue. *His / Her* backpack is red and black.
3. _____'s shorts are gray. *His / Our* backpack is green.
4. _____'s hair is gray. _____'s hair is a different color. *Her / Our* hair is brown.
5. _____ and _____ like the flowers in the mountains. *Their / Its* favorite flowers are yellow.

Bai

Amy