Scope and Sequence - Impact 4









1
Pushing the
Limits
•

Pushing mental and

It Takes a Village Food Matters

and crowdsourcing

· Suffixes -ion, -tion

· Identify parts of speech

Making suggestions and

agreeing or disagreeing



The environmental impact

· Use context of sentence

Passives: Describing actions

What has been done by

ecological footprint?

Verbs followed by gerunds

Parks must continue coming

up with/to come up with

ways to reuse water.

Identify author's purpose

The Footprint of Fans

musicians to reduce their

Defending your opinion

of entertainment

of Fun

· Prefix pro-

and processes

or infinitives

Game Over

p. 58

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ITIENIE	physical limits
VOCABULARY STRATEGIES	· Prefix <i>un</i> - · Use a dictionary
SPEAKING STRATEGY	Showing interest in a conversation

Embedded clauses. questions, and commands

I think extreme sports are dangerous.

Adding emphasis GRAMMAR

No Limits

Summarize

READING

READING

VIDEO

MISSION

STRATEGY

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

Future tenses: Describing events in the future Over the next few years, people will look online to find volunteers to help with disaster relief.

Quantifiers: Expressing amounts

Half of/Fifty percent of the world's population is . . .

Focus on the Future Use text features for comprehension

Stress in compound nouns

A Tribute to Discomfort Crisis Mapping Genre: Biography Genre: Persuasive essav Focus: Express point of view Focus: Identify chronological

Test Your Limits Do Your Part National Geographic Explorer: National Geographic Patrick Meier, Crisis Mapper Photography Fellow: Cory Richards, Photojournalist

Intonation in embedded yes/ PRONUNCIATION no questions Creative Expression: Graphic novel

EXPRESS The Adventures of Crisis Crusher YOURSELF

Digital humanitarianism

Food sustainability · Borrowed words

· Use context of unit Offering advice and accepting or declining advice

Mixed conditionals: Expressing how things would

be different If I hadn't learned about overfishing, I would still be eating tuna.

Double comparatives:

Describing outcomes need to produce.

The more people there are in the world, the more food we

Grow It Here, Eat It Here Connect text to prior

knowledge Should We Eat More Bugs?

to review

Know Your Food

Conservationist

Barton Seaver, Chef/

The letter *t* between vowels

Genre: Restaurant review Genre: Problem and solution essay Focus: Use facts and opinions

Focus: Present facts and personal reflection

Reduce Your Footprint National Geographic Explorer: National Geographic

Ambassador to the Arts: Jack Johnson, Musician Expressing emotions with

Creative Expression: Online invitation

intonation

Reduce, Reuse, Recycle, Rock! Making connections: Pushing limits while working to help others Making connections: Sustainable eating and fun









5 Why We Explore p. 76

and present

6 Giants p. 92

Creative Problem-Solving

8 **Art Connections**

			p. 110	
THEME	Why it's important to explore	Giant plants and animals of the past and present	Problems and how people creatively solve them	Art and our connection to it
VOCABULARY STRATEGIES	· Prefix <i>en</i> - · Use pronunciation	· Synonyms and antonyms · Use word parts	· Latin roots (<i>nov, flex</i>) · Identify antonyms	· Suffixes -ic, -ive · Identify collocations
SPEAKING STRATEGY	Hesitating or buying time when answering questions	Speculating about the past and the future	Asking someone to defend an opinion	Interpreting and expressing understanding
GRAMMAR	Narrative tenses: Telling a story Barrington Iriving had been preparing to become a pilot since he was 15. Geographic use of the I'm going to the Himalayas to climb Mt. Everest.	Relative clauses: Defining and describing Megalodon, which was a fierce predator, was able to catch the largest whales. Reduction of relative clauses My brother, (who is) a filmmaker, created a documentary about manta rays.	Wish and if only: Expressing wishes and regrets I wish I were at the technology fair right now. Adverbs: Expressing different levels of intensity Inventor Kelvin Doe is so clever. But he is rather shy.	Reported speech: Describing what others say He suggested that art should reflect the world we live in. Two- and three-word verbs Artists want to draw their viewers in. A true artist comes up with unique ways to express herself.
READING	The Explorer Gene	Discovering Spinosaurus	Great Failures	Microscopic Marvels
READING STRATEGY	Make a personal connection	Make inferences	Take notes	Ask questions about a text
VIDEO	Why Is It Important to Explore?	Super Tree	Sanga's Solution	A Photographer's Life
WRITING	Genre: Compare and contrast essay Focus: Use transitions to compare	Genre: News report Focus: Include answers to the 5 Ws and How	Genre: Exemplification essay Focus: Use relevant examples to explain a topic	Genre: Art review Focus: Answer key questions to provide facts and opinions
	Learn by Doing	Make Big Plans	Don't Give Up	Connect Through Art
MISSION	National Geographic Explorer: Corey Jaskolski , Engineer/ Inventor	National Geographic Explorer: Nizar Ibrahim , Paleontologist	National Geographic Explorer: Tan Le , Innovator/Entrepreneur	National Geographic Photographer: Stephen Alvarez
PRONUNCIATION	Sounds of letter x	Pausing: Relative clauses	Variations in stress and intonation	Stress with two- and three- word verbs
EXPRESS	Creative Expression: Science-fiction story A Journey to the Center of the Earth		Creative Expression: Contest Droidganizer	
YOURSELF	Making connections: Exploration and discovery and giants past		Making connections: Creative problem-solving and art	



1 Why do we take risks? Discuss. Then listen and read. TR: 2

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

People can be transformed by pushing themselves. These experiences teach **determination**. Often, the desire to achieve our goal **enables** us to take risks. Many people take mild risks. Others feel a need to reach the unreachable. These **extreme** athletes test their own **mental** and **physical** boundaries.

In most traditional sports, athletes compete against one another. But in extreme sports, the biggest **opponent** is nature. In this photo, Olympic snowboarder Jussi Oksanen glides down the side of a glacier. Snowboarding on solid ice is **hazardous**, especially with a 12 m (40 ft.) drop below the glacier! But for extreme athletes like Oksanen, risk is just part of the job.



The same is true for big-wave surfers. Animals such as sharks and jellyfish pose serious risks to surfers. Another **obstacle** that surfers must **overcome** is the force of the water. After this photo was taken, surfer Koa Rothman was taken under by the unbelievable force of the wave. So why do it? "The view I had right here was one of the most amazing things I have ever seen in my life," says Koa. "Being in the middle of all that energy is unexplainable!"

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

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



2 Learn new words. Listen and repeat. TR: 3

Big-wave surfing

Work in pairs. Which of these sports would you try?
Why would you try it? What risks would you face?

Read and write the words from the list. Make any necessary changes.

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

Photographer and adventurer C	Jory Richards is used	to difficult conditions. Cory
hasn	nany difficult	to
bring us some incredible outdoor a	ction photography. C	ory believes that pushing his
and _		limits helps him to better
connect with himself and with the	world.	
In 2011, Cory successfully clim	bed an 8,000 m (26,00	00 ft.) peak in the middle
of winter. However, due to the		conditions, this
challenge nearly cost him his life.	On the way down, Co	ry and his team were
caught in a major avalanche. "Once	e the avalanche took	us, there was no more
fear," says Cory. Although this expe	erience scared him, h	e still takes risks to get a
great photo Cory's	and en	durance make him a great

Learn new words. Listen to the words and match them to the definitions. Then listen and repeat. TR: 4 and 5

boundary	unbelievable	u
	1. incredible	
	2. limit	
	3. to do	
	4. impossible	е
	boundary	2. limit 3. to do



SPEAKING STRATEGY TR: 6 **Showing interest in a conversation** Statement Responses Wow! What's that like? I love to surf. No way! I never knew that you could surf. What can you tell me about surfing? Tell me more about how you learned to surf. What about you? Do you like extreme sports? You're a surfer? Me, too!

- Listen. How do these speakers show interest in the conversation? Write the phrases you hear. TR: 7
- Read and complete the dialogue.

Lee: What are you doing, Jon? Jon: I'm getting ready for my next mountain bike race.

Lee: No way! ______ you raced.

Jon: Yeah, I've been racing for about three years.

Jon: It's very cool. ______ Do you practice extreme sports?

Lee: Yeah, I like rock climbing. And I'm getting ready for my first extreme

ironing competition.

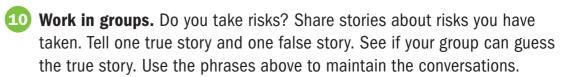
Jon: _____ what it's like to do

extreme ironing.

Lee: I can't yet—I've never done it!

Work in pairs. Toss the cube. Make a statement about the topic on the cube. Your partner uses the phrases above to maintain the conversation. Then switch roles.

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GRAMMAR TR: 8

5. I'm asking you

Embedded clauses, questions, and commands

I think . . . Extreme sports are dangerous.

I wonder . . . What obstacles has Cory overcome?

Do you know . . . Can we climb that mountain in winter?

I'm asking you . . . Try downhill mountain biking. I'm asking you to try downhill mountain biking.

I think extreme sports are dangerous.

I wonder what obstacles Cory has overcome.

Do you know if we can climb that mountain

in winter?

Work independently. Listen to the speakers. Then complete the embedded clause, question, or command. Remember to change the order of words when necessary. TR: 9

1.	She's guessing
2.	He's wondering
3.	You're telling me
4.	I think

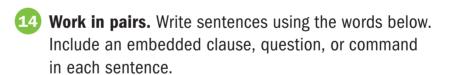
Work in pairs. Make sentences to form embedded clauses, questions, and commands.

I wonder	Wear a helmet when you ride your bike.
I think	Had Cory been in an avalanche before?
I'm asking	Teach your brother how to surf.
I'm telling	How many countries has Cory visited?
Do you remember if	You could try ice climbing.
1 2	
3	
4	

Learn new words. You've learned about physical challenges. Now listen and read about a mental challenge. Then listen and repeat. TR: 10 and 11

A **nontraditional** sport, such as ice climbing, can really push us to our physical limits. But, have you ever done anything that pushes you to your mental limits? Around the world, students participate in tough academic competitions, such as Math Olympiads. These events require a lot of training, just as an extreme sport does. The competitions often require students to **struggle** with complex problems. Sometimes it takes over an hour to complete just one!

Nur Muhammad Shafiullah knows first-hand how the Math Olympiads can push mental limits. He is the youngest student ever to compete in the International Mathematical Olympiad. At 15, Nur Muhammad went to the international competition to **represent** his native country, Bangladesh. He competed against students from 125 countries and took the bronze medal! The next year he did it again. The year after that he earned a silver medal. Nur Muhammad's math skills are really unbelievable. What about you? Do you think the International Mathematical Olympiad is beyond your mental limits?



1.	wonder / time / event I wonder if the event takes much time.
2.	guessing / struggle / difficult
3.	think / student / prepare
4.	telling / nontraditional / sport
5	asking / represent / country

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



5.



Learn new words. Find the words below in the reading.
What do you think they mean? Use a dictionary to check.
Then listen and repeat. TR: 12

beyond consequence in control limb peak performance

While you read, pause after each paragraph to write what it's about in your own words. TR: 13

After you read, work in small groups to answer the questions.

1. How did Amy lose her legs?

2. What other negative consequences did Amy suffer from meningitis?

3. What happened the first time Amy tried to go snowboarding again?

4. What did Amy learn about limitations?

5. How does Amy work to help others?

6. If she could, would she go back to her former life? Why or why not?

Amy Purdy snowboarding

No Limits



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

Amy Purdy is a world-class athlete, model, and actress. She has achieved amazing success in her life and hasn't let anything

slow her down—even the loss of both legs! In fact, some of Amy's greatest achievements came after she lost them.

When Amy was 15, she started snowboarding. After finishing high school, she moved to the mountains, where she could easily spend her free time snowboarding. She felt totally in control of her life. But then at 19, she contracted meningitis, a horrible disease that left her with only a two-percent chance of

survival. Amy survived, but there were terrible consequences.

She lost a kidney, the hearing in her left ear, and both legs below the knees.

For a long time Amy felt depressed. But when she closed her eyes, she could still see herself snowboarding. She decided not to let this situation take over her life. By the time she was 21, she was back on her board, wearing artificial legs she had built herself. The first time she tried to use them, she fell off, but her legs kept going down the hill without her! After a few years of hard training using her new legs, Amy was able to reach her peak performance level. She became the Para-Snowboard World Champion in 2012, and she later won the bronze medal in the 2014 Paralympic Games.

Amy's new life was beyond what she expected. Suddenly, she had become a celebrity, a fashion model, and an actress. She was even on the hit TV show *Dancing with the Stars*. Most importantly, she started helping people like her do the sports they love. She started a company that makes artificial limbs and she created an organization that introduces people with physical disabilities to action sports.

Now, if you ask Amy, "Would you want to change your situation?", she would say no.
Losing her legs has enabled, not disabled, her.
According to Amy, "It's facing our fears head on that allows us to live our lives beyond our borders."

- **Work in pairs.** Reread the text. Then without looking, take turns saying what you remember. Use your own words.
- 21 Discuss in groups.
 - 1. How did getting meningitis impact Amy's life? Identify positive and negative impacts.
 - 2. Do you agree that disadvantages can become advantages? Explain.
 - 3. Do you think anyone can overcome an obstacle like Amy has? Why or why not? Give examples.

VIDEO



GRAMMAR TR: 14

Adding emphasis

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

I won't go surfing. I don't like swimming in the ocean.

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

He loves yoga because it makes him feel relaxed.

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

I like snow kiting. It pushes me to my physical limits.

What I like best about snow kiting is that it pushes me to my physical limits.

- 29 Read. Then rewrite the sentences to add emphasis.
 - 1. I prefer snowboarding to skiing because I need less equipment.

 The reason why | prefer.snowboarding is that I need less equipment.
 - 2. José really enjoys climbing in the Andes.

The place __

3. I love the excitement of kite surfing.

The thing _

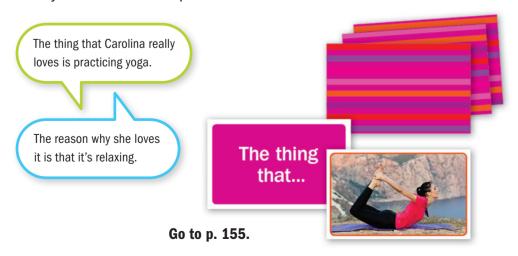
4. Maria likes trying extreme sports.

The person ____

5. You should try tae kwon do. It really helps you focus.

The reason _____

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



WRITING

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

afterwards at first eventually later on more recently ultimately

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

Yuko Arimori is an Olympic marathon runner. She was born in Japan, in 1966. At first, Arimori had difficulty walking because of a problem with her legs. Other children made fun of her. Her gym teacher helped her to gain confidence, and Arimori learned to try new things, such as running track. Through hard work, she became one of the best high school runners in her city.

Eventually, Arimori tried to join a top track team in Japan. When a spot opened for a marathon runner, Arimori saw her chance. She had never been fast, but speed wasn't as important as endurance, which Arimori had. Ultimately, she became one of the best female marathon runners in the world. In 1992, at the age of 26, she participated in the Barcelona Olympics, where she won the silver medal. Afterwards, in the 1996 Olympics, Arimori won the bronze.

Later on, in 1998, Arimori decided to go beyond just running. She started Hearts of Gold, a volunteer organization to help land mine victims in Cambodia. Hearts of Gold sponsors the Angkor Wat International Half Marathon. Runners from around the world compete to raise money to buy artificial limbs for those who lost arms and legs because of land mines. In fact, many of the victims join the race!

More recently, Arimori was a United Nations Good Will Ambassador. Today, she's the President and CEO of Special Olympics Nippon. She continues to help people in Cambodia and other parts of the world.



- Work in pairs. Identify four phases of Yuko's life.
- Write. Write a biography of an athlete who is a role model for others. Use the words and phrases above to help you organize the biography.



Test Your Limits

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

—Cory Richards

National Geographic Photography Fellow, Photojournalist

- 1. Watch scene 1.2.
- 2. Cory gets out of his comfort zone by climbing the tallest mountains in the world—in the winter! What takes you out of your comfort zone? Discuss with a partner.
- 3. How could you get more adventure from your life? What do you think you might learn about yourself by trying something new?

Make an Impact

A Try something new!

- · Do something you've never done before.
- Write a paragraph to describe your experiences. What did you do? Did it take you outside of your comfort zone? What were the benefits and challenges of this new experience?
- Present a summary of your experience to the class.

B Create an instructional video.

- Choose a particular sport that pushes your limits, such as yoga, martial arts, or distance running.
- · Create a video about the sport. Describe how to do the sport. Talk about its mental and physical requirements.
- \cdot Film your video and share it with the class.

C Interview a role model.

- Choose a person in your community who is a role model for teens.
- Write at least five questions to use in your interview. Ask about the person's life, what obstacles he/she has overcome, and how he/ she has pushed him/herself.
- · Conduct your interview. Then, summarize what you learned about the person for your classmates. Share a photo if possible.

