NATIONAL GEOGRAPHIC LEARNING
Impact
SECOND EDITION
1

ON THE COVER

A young skateboarder at the playground in Riemer Park, outside of Munich, Germany. The park uses grass, dyed artificial turf, and changes in elevation to give people a unique and immersive area for recreation.
© Lorenz Holder

National Geographic Learning,
a Cengage Company

***Impact 1,* Second Edition**
Series Editors: JoAnn (Jodi) Crandall and Joan Kang Shin
Authors: Lesley Koustaff and Tracey Gibbins

Senior Director of Publishing: Sherrise Roehr
Executive Editor: Micah White
Managing Development Editor: Brenden Layte
Senior Development Editor: Katherine Carroll
Director of Global Marketing: Ian Martin
Heads of Regional Marketing:
Charlotte Ellis (Europe, Middle East and Africa)
Justin Kaley (Asia and Greater China)
Irina Pereyra (Latin America)
Joy MacFarland (US and Canada)
Product Marketing Manager: Fernanda De Oliveira
Content Project Manager: Samantha Bertschmann
Media Researcher: Stephanie Eenigenburg
Senior Art Director: Brenda Carmichael
Operations Partner, Talent & Media: Hayley Chwazik-Gee
Planner Buyer: Danielle Fabian
Composition: Composure Graphics

© 2025 Cengage Learning, Inc.

WCN: 01-300-391

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society ® Marcas Registradas

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**
Further permissions questions can be emailed to **permissionrequest@cengage.com**

Student Edition:
ISBN: 979-8-214-17490-7

Student Edition with the Spark platform:
ISBN: 979-8-214-17489-1

National Geographic Learning
5191 Natorp Blvd.
Mason, OH 45040
USA

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **ELTNGL.com**
Visit our corporate website at **www.cengage.com**

Printed in China
Print Number: 01 Print Year: 2024

Impact

SECOND EDITION

1

SERIES EDITORS
JoAnn (Jodi) Crandall
Joan Kang Shin

AUTHORS
Lesley Koustaff
Tracey Gibbins

NATIONAL GEOGRAPHIC LEARNING

Australia • Brazil • Canada • Mexico • Singapore • United Kingdom • United States

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

REVIEWERS

ASIA

Reuben Brown, Miyagi Gakuin Junior & Senior High School, Sendai

Ryan Chu, Apollo English, Hanoi

Trang Dang, U-Map English Center, Binh Phuoc

Phuong Do, HUK English Center

Mike Honywood, Shinshu University, Matsumoto

X Leang Hou, Australian Centre for Education Cambodia, Phnom Penh

Rene Liebow, Chulalongkorn University Demonstration Secondary School, Bangkok

Giang Luu, The Olympia Schools, Hanoi

Johan Mells, HD Shanghai

Ahn Nguyen, Western Hanoi School, Hanoi

Hieu Nguyen, IEG, Hanoi

Mary Perez, RMIT, Ho Chi Minh City

Brad Semans, Saitama Municipal Omiya International Secondary School, Saitama

Peter Smart, Berlitz, Multiple locations

Huyen Tran, Language Link, Hanoi

Peter Waters, POLY English, Ho Chi Minh City

Haoxi Xiao, Pingo Space, Beijing

Sean Yamada, Doshisha International School, Kyoto

Elizabeth Yonetsugi, Berlitz

EMEA

Katharine Alikakou, Stavraki Primary School, Ioannina

Manal Amad, Teach for Lebanon

Luis Gregorio Díaz Jorrín, IES LA Albericia, Santander

Montse Jiménez, IES Fuente Fresnado, Laredo

Joanna Johnson, CIC Idiomes, Barcelona

Fiona Lamb, Thames British School, Madrid

Jenny Mittemeijer, Atlas College, Enschede

Rob Nagle, Cork English College, Cork

Muzeyyen Yazicioglu, TED Istanbul Koleji, Istanbul

International House, Torun

LATAM

Allesandra Bautista, Colégio Visconde de Porto Seguro, São Paulo

Caroline Milan Brasilio, Colégio Emilie de Villeneuve, São Paulo

Ana Claudia Calazans de Lima, Assoçiacão Brasil América, Recife

Celia Ines Candil, FUNLEC, Campo Grande

Leandro Couto, Cultura Inglesa Minas Gerais, Belo Horizonte

Clara Duran, Instituto Asunción de Querétaro, Querétaro

Claudia Garza, Escuela Tomás Alva Edison, Mexico City

Josué Gomes, Colégio Cognitivo, Recife

Marrareth Hirata, Cultura Inglesa Minas Gerais, Belo Horizonte

Henry Londoño, Instituto Pedro Justo Berrío, Medellín

Jeimy Maldonado, Colegio Campestre San José, Bogotá

Katerine Maldonado, Colegio Hermana Virginia Rossi, Barranquilla

Camila de Miranda Aires, Assoçiacão Brasil América, Recife

Alhandra Morais, Colégio Antares, Fortaleza

José Pereira, Cultura Inglesa Minas Gerais, Belo Horizonte

José Luis Proa, Universidad La Salle Morelia, Morelia

Camila Puglia, Colégio Visconde de Porto Seguro, São Paulo

Litany Ribeiro, Cultura Inglesa Minas Gerais, Belo Horizonte

Romina Ricci, Colegio San Juan el Precursor, Buenos Aires

Diana Rocha, Santa Teresa de Jesús, Bogotá

Rosa Vasquez, Instituto John F. Kennedy, Santiago de los Caballeros

US AND CANADA

David Green, Everett Public Schools, Everett, Massachusetts

Sarah Symes, Cambridge Public Schools, Cambridge, Massachusetts

Miami-Dade County Public Schools, Florida

SCOPE AND SEQUENCE

	1 **Life in the City** p. 8	**2** **Amazing Jobs** p. 26	**3** **Secrets of the Dark** p. 44	**4** **Living Together** p. 62
THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	Prefix ***un-*** Use context	Suffixes ***-er***, ***-or***, and ***-ist*** Identify word parts (suffixes)	Compound words Use a dictionary: Most common meaning	Prefix ***co-*** Identify collocations
SPEAKING	Active listening Showing interest	Including others in a conversation Taking turns	Asking about and helping with new words; Seeking or offering help	Asking for and giving reasons; Showing interest
GRAMMAR	**Simple present:** Talking about facts *I live near the High Line.* ***In* and *on*:** Expressing location *Lion City is in eastern China.*	**Simple present questions and answers:** Talking about routines *Do team chefs work every day? Yes, they do. / No, they don't.* **Possessives:** Showing ownership *This dentist's job is exciting.*	**Present progressive:** Actions happening now and temporary situations *He's watching the sunset.* *I'm visiting a friend in Norway.* **Prepositions:** Saying when things happen *at eight o'clock, on Monday(s), in the winter*	**Modals:** Describing obligation and making suggestions *We have to protect rhinos.* *We shouldn't ignore the rhino problem.* **Modals:** Describing ability in present and past *What can we do about it?* *How could they avoid cars?*
READING	*A New Type of Park* Strategy: Make predictions	*Adventures Near and Far* Strategy: Compare and contrast	*In the Dark of the Ocean* Strategy: Scan the text	*Four-legged Heroes* Strategy: Find problems and solutions
VIDEO	*Mission Re-Wild*	*Best Job Ever*	*What Glows Beneath*	*A Raccoon on Every City Block*
WRITING	Genre: **Description of a place** Focus: Use adjectives	Genre: **Descriptive paragraph** Focus: Include a topic sentence and details	Genre: **Contrast paragraph** Focus: Use contrast words	Genre: **Persuasive paragraph** Focus: Use *have to*, *should*
MISSION	**Explore Your World** National Geographic Explorer: **Daniel Raven-Ellison**, Geographer	**Do What You Love** National Geographic Explorer: **Guillermo de Anda**, Underwater Archaeologist	**Understand and Protect** National Geographic Explorer: **David Gruber**, Marine Biologist	**Change Your World** National Geographic Explorer: **Dominique Gonçalves**, Elephant Ecology Project Manager
SUSTAINABLE DEVELOPMENT GOALS	Life on Land; Sustainable Cities and Communities	Decent Work and Economic Growth; Quality Education	Life Below the Water; Life on Land; Sustainable Cities and Communities	Life on Land; Life Below the Water
LITERACY BUILDER	Genre: **Travel review** *Gondola Tours of Venice* Strategy: Visualize	Genre: **Opinion** *The Best Job* Strategy: Cite details to support opinions	Genre: **Adventure story** *An Underground Adventure* Strategy: Identify details about setting	Genre: **Graphic story** *Sleeping with a Lion* Strategy: Use images to understand meaning

	5 **What We Wear** p. 80	6 **Mix and Mash** p. 98	7 **Cool Apps and Gadgets** p. 116	8 **Into the Past** p. 134
THEME	Clothing and jewelry throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	Prefix ***re-*** Use a dictionary: Pronunciation	Multiple-meaning words Context clues	Suffix ***-ible*** Identify parts of speech	Suffix ***-ful*** Context clues: Definitions and examples
SPEAKING	Saying and asking for opinions; Agreeing and disagreeing; Disagreeing politely	Clarifying a point; Reframe	Making and responding to requests; Confirming you understand	Talking about likes and dislikes; Accept different viewpoints
GRAMMAR	**Simple past:** Saying what happened (regular verbs) *Ancient Greeks preferred light hair to dark hair.* **Simple past:** Saying what happened (irregular verbs) *Doctors wore special suits.*	**Adjectives:** Comparing two or more things *Underwater hockey is a newer type of hockey.* **Count and noncount nouns:** Talking about amounts *Some meals are a mix of foods from different cultures.*	**Superlatives:** Comparing three or more things *Those phones are nice, but this one is the nicest.* ***Will* and *be going to*:** Talking about the future *People won't talk to each other on smartphones.*	**Present perfect:** Describing a past action that still continues *Games have always been a popular activity.* ***There* + *to be*:** Expressing existence at different points in time *There have always been sun celebrations around the world.*
READING	*Jewelry Talks* Strategy: Compare and contrast	*A Feast for the Eyes* Strategy: Visualize	*How to Change the Future* Strategy: Identify the main point of a paragraph	*Growing Up: Then and Now* Strategy: Identify cause and effect
VIDEO	*What to Wear*	*What's in a Mash-Up?*	*From Gadgets to Apps*	*A Journey Back in Time*
WRITING	Genre: **Informational text** Focus: Give facts	Genre: **Informational text** Focus: Introduce examples	Genre: **Product review** Focus: Use comparatives and superlatives	Genre: **Classification paragraph** Focus: Write a concluding sentence
MISSION	**Learn to Adapt** National Geographic Explorer: **Andrés Ruzo**, Geoscientist	**Connect Through Music** National Geographic Explorer: **Jahawi Bertolli**, Filmmaker/ Music Producer/Photographer	**Always Keep Learning** National Geographic Explorer: **Manu Prakash**, Biophysicist	**Understand the Past** National Geographic Explorer: **Nora Shawki**, Egyptian Archaeologist
SUSTAINABLE DEVELOPMENT GOALS	Responsible Consumption and Production	Good Health and Well-Being	Gender Equality; Quality Education; Sustainable Cities and Communities	Gender Equality; Quality Education
LITERACY BUILDER	Genre: **Science fiction** *The Space Explorers* Strategy: Identify and summarize key details	Genre: **Visual literacy** *Dress to Express Yourself* Strategy: Make value judgments	Genre: **Instructions** *The Cleanest Toothbrush in Town!* Strategy: Identify the steps in a process	Genre: **Letter** *Transportation of Tomorrow* Strategy: Paraphrase

MEET THE EXPLORERS

Unit 1

DANIEL RAVEN-ELLISON Geographer

Daniel Raven-Ellison believes that geography helps you to see the world around you in new ways. Daniel explores urban areas. He has walked across many cities, taking a picture after every eight steps! Daniel wants everyone to get outdoors, explore, and discover the surprises that the world has for us.

Unit 2

GUILLERMO DE ANDA Underwater Archaeologist

Guillermo de Anda explores caves in the Yucatán Peninsula in Mexico, sometimes for more than 12 hours at a time. He searches for artifacts from the Maya civilization. Guillermo often explores underwater in small and dark places. Would you enjoy this unusual job?

Unit 3

DAVID GRUBER Marine Biologist

David Gruber has always loved the ocean. When he was a teenager, he learned to surf. While he surfed, he wondered what was below the waves. Now David is a marine biologist. He studies underwater animals that make their own light. David wants to understand these incredible creatures and why they glow.

Unit 4

DOMINIQUE GONÇALVES Elephant Ecologist

Dominique Gonçalves works to reduce conflict between people and elephants. Between 800 and 1,000 elephants live in Gorongosa National Park in Mozambique. Dominique tracks the movements of these elephant herds. Dominique helps people learn to coexist with elephants.

Unit 5

ANDRÉS RUZO **Geoscientist**

Andrés Ruzo grew up between Nicaragua, Peru, and Texas. As a boy in Lima, Peru, he heard a legend about a boiling river deep in the Amazon jungle. As a PhD student he learned it was real, and became the first geoscientist given permission to study the Boiling River. It was dangerous work. A local shaman told him, "Use your feet like eyes." You can't see heat, but you can feel it when you step near it. So Andrés wore sandals!

Unit 6

JAHAWI BERTOLLI **Filmmaker/Music Producer/Photographer**

Jahawi Bertolli is a filmmaker, photographer, and music producer from Kenya. Jahawi's photographs and films show the wildlife on land and life under the water that he wants to preserve. While on safari, Jawahi found an ancient rock gong. He made a film about the story of the rock gongs and the people who live near them.

Unit 7

MANU PRAKASH **Biophysicist**

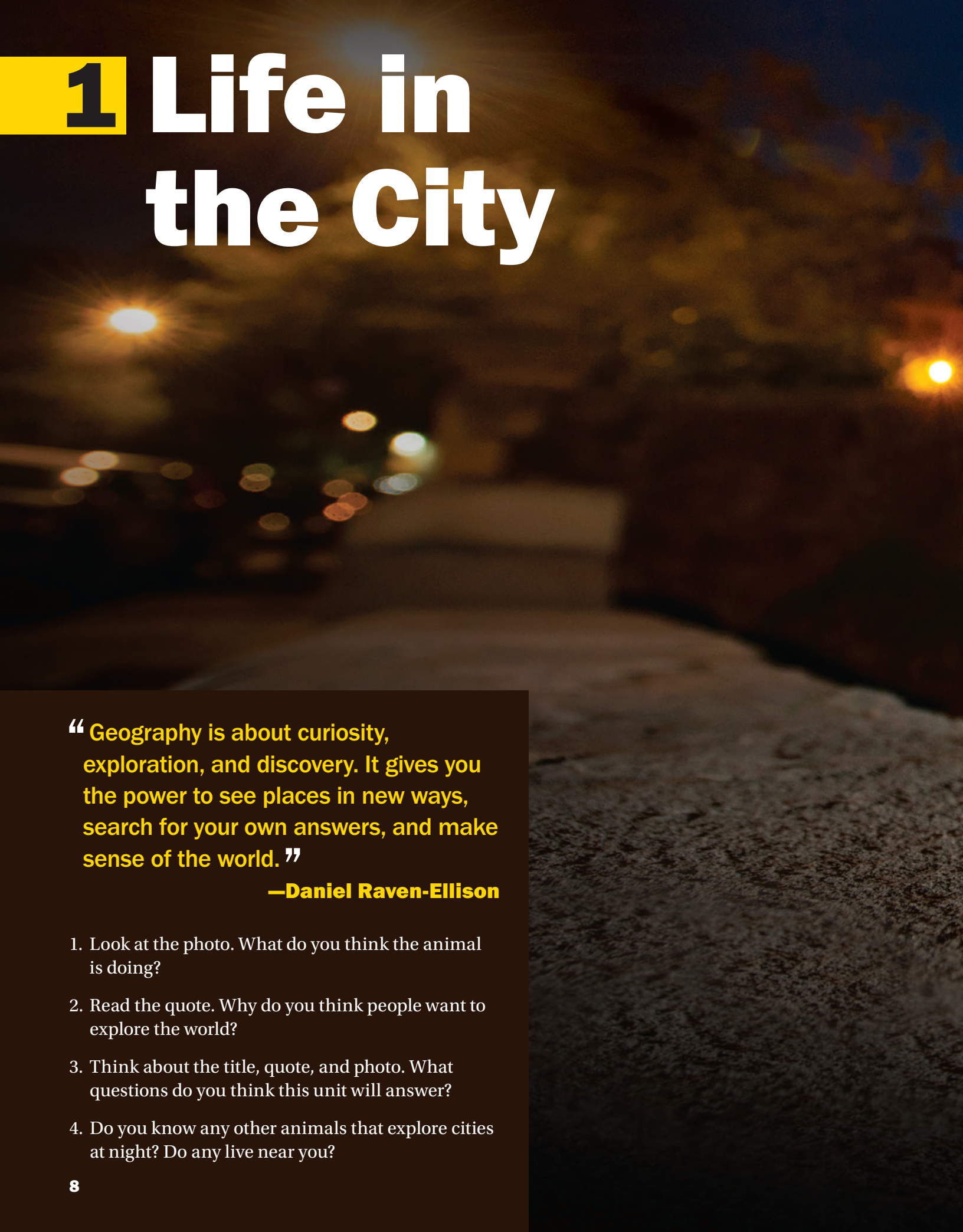
As a child, Manu Prakash enjoyed experimenting in an empty chemistry lab. Now he's a biophysicist who has his own lab at Stanford University. Manu believes everyone should be able to understand science. That's why he created the Foldscope, a paper microscope. He hopes that this inexpensive tool will allow more people, especially young people, to make discoveries.

Unit 8

NORA SHAWKI **Egyptian Archaeologist**

Nora Shawki believes there is a story behind everything. She is an Egyptologist, an archaeologist who studies ancient Egypt. Nora and her team dig for artifacts, or things people made many years ago. Then she studies the artifacts to learn about the people who used them. Her work is like a puzzle because she puts pieces together to create a story about the past.

1 Life in the City



> "Geography is about curiosity, exploration, and discovery. It gives you the power to see places in new ways, search for your own answers, and make sense of the world."
>
> **—Daniel Raven-Ellison**

1. Look at the photo. What do you think the animal is doing?
2. Read the quote. Why do you think people want to explore the world?
3. Think about the title, quote, and photo. What questions do you think this unit will answer?
4. Do you know any other animals that explore cities at night? Do any live near you?

A red fox exploring Bristol, UK

VOCABULARY

1 What places and buildings are in cities?
Discuss. Then listen and read. 1.1

Songdo is a very **special** place. In 2001, the government of South Korea said they wanted a "green" city—an urban area that is better for nature. Seoul, the **capital** city, was already very big, so they **designed** and **built** a new city. They decided to build Songdo about 55 km (35 mi.) from Seoul.

Architects worked for years to **plan** the city. They wanted Songdo to have parks and green space for everyone in the **community** to enjoy. Now 40 percent of the city is **outdoor** green space! Songdo also has 25 km (15 mi.) of bike **paths**. This means people can ride bikes from the apartments they live in to the offices they work in. They don't always have to drive a car. Bus and train stations are also a short walk from anywhere in the city. Fewer cars means a greener city!

Songdo also has special **architecture**. The Northeast Asia Trade Tower is one of the tallest **skyscrapers** in South Korea. The buildings in Songdo are also unusual because they are connected! Computers are built into the houses, apartments, schools, and offices. These **indoor** spaces can be controlled by phones. All of this means that Songdo is also a smart city!

Nowhere is perfect, though. People from rural areas and other cities say that Songdo doesn't have a sense of community. People don't talk to neighbors or go out to restaurants. Many green spaces are empty. One **resident** says, "There are a lot of people here, but you don't really see them."

What do you think? What is the most important part of a city? Is Songdo a **symbol** of a smart and green future, or are the communities of a city more important? Only time will tell.

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

3 **WORK IN PAIRS.** Choose five vocabulary words. Write a question using each word. Then ask another pair your questions.

What is the Northeast Asia Trade Tower?

A skyscraper!

4 **WORK IN GROUPS.** Compare Songdo to the place where you live. How are they the same or different? What do you like or dislike about each place?

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

architecture	**capital**	**outdoor**	**plan**
resident	**skyscraper**	**special**	

Daniel Raven-Ellison has a very _____ job; he's a geographer. He loves to see and explore new places and make discoveries. Daniel says that _____ of a place should look for new things. They can make new discoveries even if they've lived in the same place their whole lives.

Daniel _____ many exciting adventures. On one adventure, he climbed more than 3,300 floors of the tall _____ in London. On another, he walked across Mexico City, the _____ of Mexico. He photographed everything he saw in front of him every eight steps. He took photos of _____, streets, and public spaces. He did the same thing in 12 more cities!

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

rural	**unusual**	**urban**

_____ 1. different or not usual

_____ 2. about the countryside

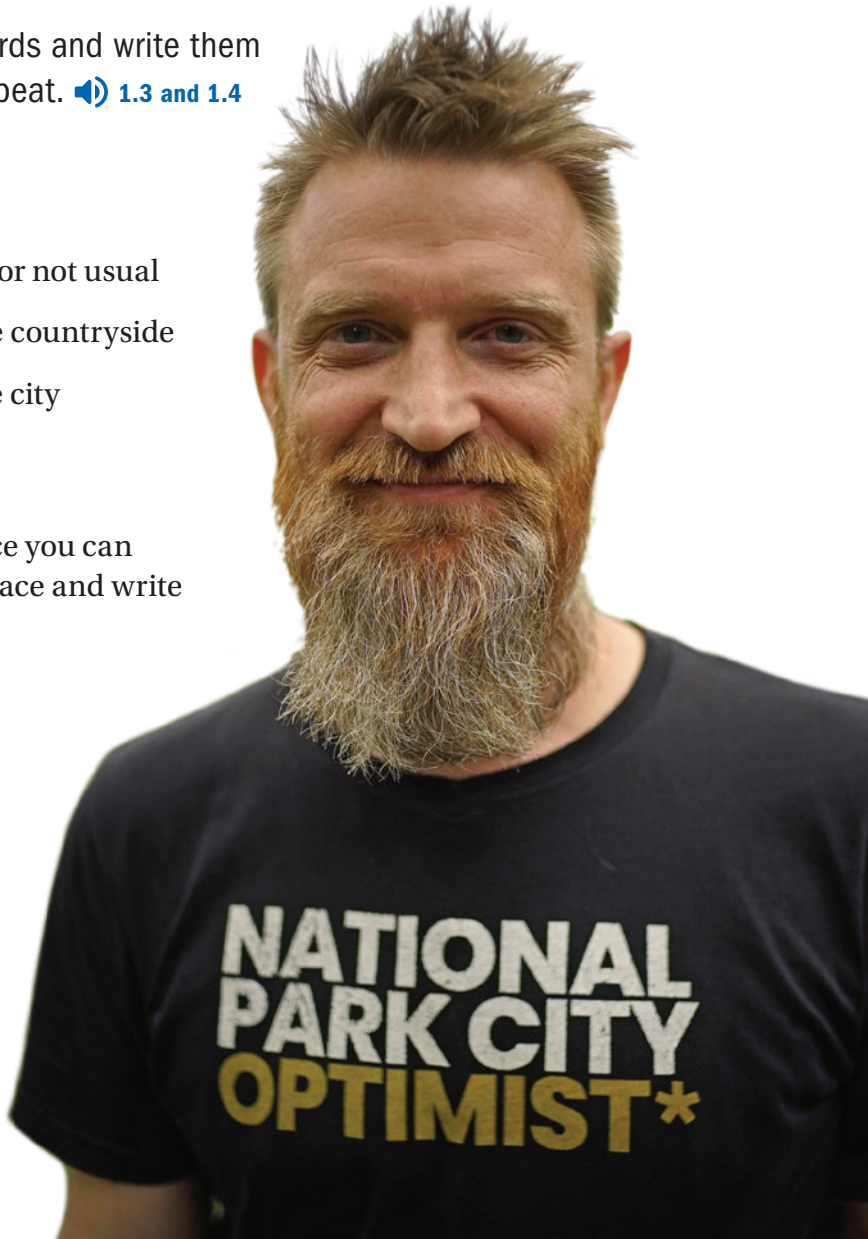
_____ 3. about the city

7 **Your Choice** **Choose an activity.**

A. **Work independently.** Write about a place you can explore near your home. Describe the place and write why it interests you.

B. **Work in pairs.** Walk around your classroom and stop every eight steps. Talk about what you see near you.

C. **Work in groups.** Take an outdoor walk around your school. Find things that are hard, soft, brown, green, small, and big. Take photos and share with the class.



Daniel Raven-Ellison

SPEAKING

Active listening 1.5

- ☐ Really?
- ☐ No way!
- ☐ Seriously?
- ☐ Wow!
- ☐ You're kidding!
- ☐ That's incredible!

1 **Listen.** How do the speakers show they're listening actively? Check the words and phrases you hear. 1.6

Conversation tip: Showing interest

You can use your face and body to show interest and understanding. Is something funny? Smile. Do you agree? Nod your head.

2 **Read and complete the dialogue to show active listening.** Then practice the dialogue with a partner.

Dad: Meiling, look at this. I found this old map of our city. It's more than 100 years old.

Meiling: _____ Let me see.

Dad: This building was a hospital. It's a music hall now.

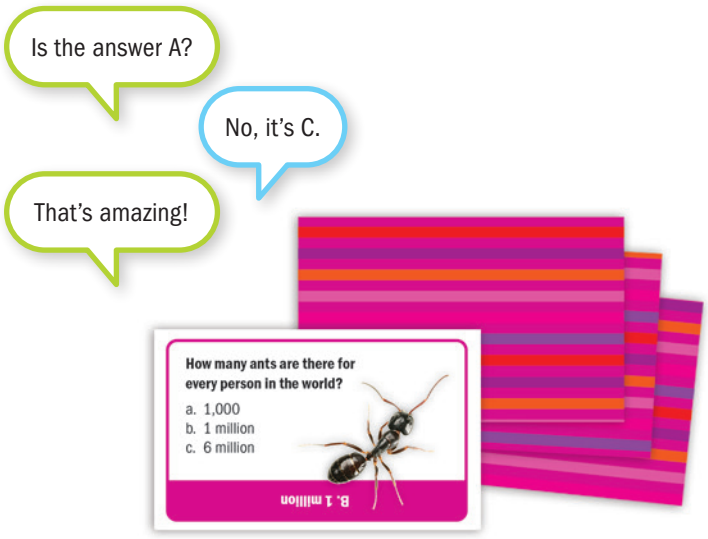
Meiling: _____

Dad: I know! And this was the old library.

Meiling: _____ Now it's a tall skyscraper.

3 **Work in groups.** Take turns. Choose a card. Read the question and the possible answers. Group members guess the answer and use active listening to respond to the correct answer.

4 **Work in pairs.** Think of an interesting place, thing, or event in your community and describe it to your partner. Your partner should use the words and phrases above to show active listening. When you finish, switch roles.



Go to Game 1A.

GRAMMAR

Simple present: Talking about facts 1.7

I **live** near the High Line.
She **works** next to the High Line.
Cars **don't drive** on the High Line.
You **go** to concerts on the High Line.
The High Line **doesn't allow** pets.
We **walk** through the High Line's gardens.

Go to the Grammar Reference for more information.

1 **Listen.** You will hear eight facts about the High Line. For each fact, circle the simple present form you hear. 1.8

1.	grow	grows	don't grow	5.	need	needs	don't need
2.	visit	visits	doesn't visit	6.	enjoy	enjoys	don't enjoy
3.	open	opens	doesn't open	7.	sell	sells	doesn't sell
4.	close	closes	doesn't close	8.	are	is	aren't

2 **Read.** Complete the sentences with the correct simple present form of the verbs in parentheses.

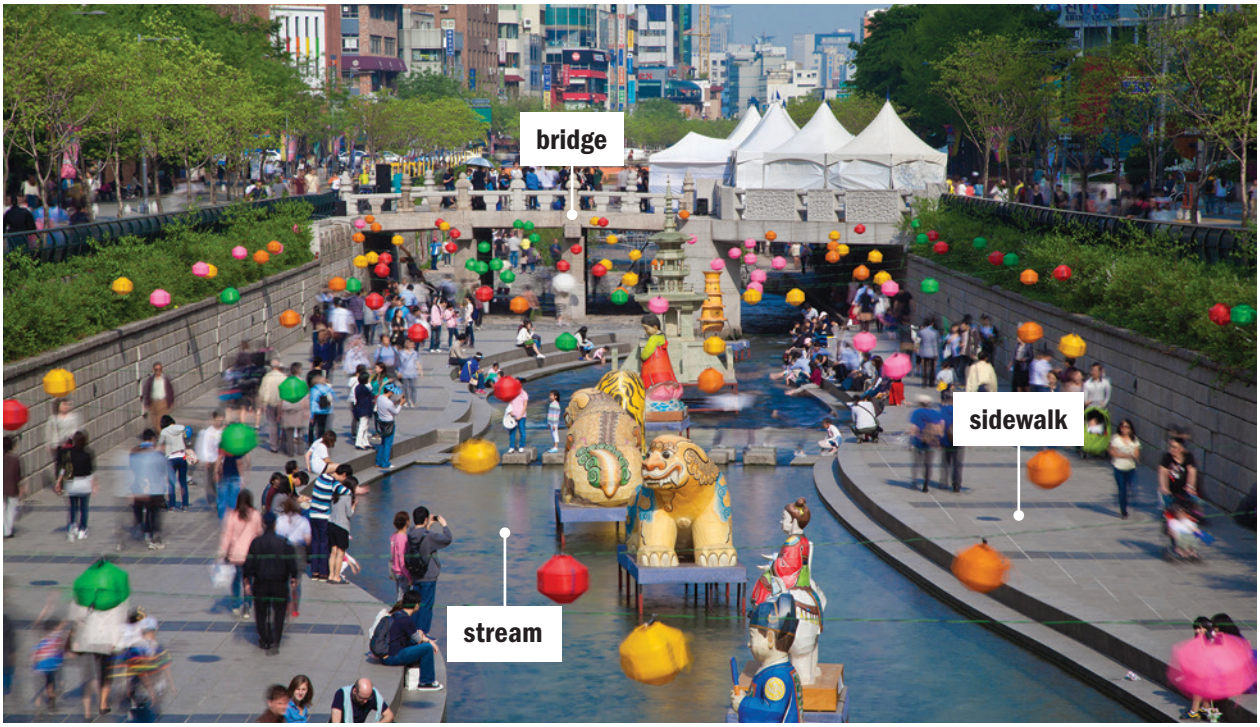
1. The High Line _____ open all night. (not stay)
2. The High Line _____ special chairs for resting. (have)
3. A tour guide _____ about the High Line's gardens. (talk)
4. Musicians _____ concerts on Saturday afternoons. (give)
5. Visitors _____ to walk along the High Line. (not pay)

3 **Work in pairs.** Take turns saying facts about the High Line. Use the simple present.

1. the High Line / have / a play area for children
2. you / not / need / a ticket for the High Line
3. many animals / live / on the High Line
4. guides / give / free tours to visitors
5. he / go / to exercise classes on the High Line
6. I / want / to visit the High Line

The High Line in New York City, US

4 **LEARN NEW WORDS.** Listen and read about the Cheonggyecheon Stream in Seoul, South Korea. Then listen and repeat. 1.9 and 1.10



Cheonggyecheon Stream

Seoul is the capital city of South Korea. It has an unusual park. To make the park, the city removed a **highway** over an underground **stream**. The people wanted the area around the stream to be an urban green space. Today the 11 km (6 mi.) long park on both sides of the Cheonggyecheon Stream is an outdoor place for people to enjoy.

In the park, visitors go to festivals and concerts. They look at art and watch water and light shows. Many people walk along the **sidewalks** or over one of the 22 **bridges**, each with its own design and meaning.

5 **Read and complete the sentences.** Make any necessary changes to the words in the list.

bridge	highway	sidewalk	stream

1. A _____ covered the Cheonggyecheon Stream.
2. Now visitors walk on the _____ near the water.
3. People enjoy water shows over the _____.
4. Each of the _____ has a special meaning.

6 **Work in groups.** Name an interesting outdoor place where you live. How do people enjoy this place? What do you see and do there? Use the simple present.

A New Type of Park

London: A capital *and* a national park city

Imagine stepping out your front door and standing in the middle of a national park city. The work of Daniel Raven-Ellison helps make this possible for millions of London residents. Daniel was a leader in the effort to make London a national park city.

London is a big city with buildings, residents, and more than 13,000 kinds of wildlife. These animals and plants live in the city's 3,000 parks. In fact, 47 percent of the land in London is green space.

"We have 8 million trees in London; it's the world's largest urban forest," Daniel says. That's almost one tree for every person living in London! The city has a goal that every resident can walk to green space from their home in less than 10 minutes.

Daniel believes that having London as a national park city protects the animal life and green space in the city. He wants to encourage people of all ages to spend more time outdoors. Daniel takes his own son out to explore London, and he thinks that other families should do the same. Daniel thinks that people who spend a lot of time in nature live happy and healthy lives. What do you think?

1 **Make Predictions** **Work in pairs.** You can look at the title, headings, photos, and captions to guess what a reading is about. This is called making a prediction. Look at the title and the photo. What do you think the reading is about?

2 **LEARN NEW WORDS.** Look at the words below. What do you think they mean?

explore	**green space**	**land**	**nature**

Now find them in the reading. Has your idea about the meaning changed? Explain. Then listen and repeat. 1.11

3 **While you read, look for words and phrases that support your prediction.** 1.12

4 **Make Predictions** **Check your prediction.** Look at your prediction from Activity 1. Were you correct? What surprised you in this reading?

5 **Look at the sentences.** Choose T for *true* or F for *false*.

1. London is now a national park city. (T) (F)
2. London has 13,000 parks. (T) (F)
3. London has a lot of green spaces. (T) (F)
4. Every resident of London can walk to a green space in two minutes. (T) (F)
5. Daniel wants people to spend more time outdoors. (T) (F)

6 **Discuss in groups.**

1. How often do you visit green spaces? What do you do there?
2. Do you think making your city a national park city is a good idea? Why or why not?
3. Imagine that you can make changes in your city. Which places do you want to protect and which do you want to change? How do you want to change them? Explain your answers.

VIDEO

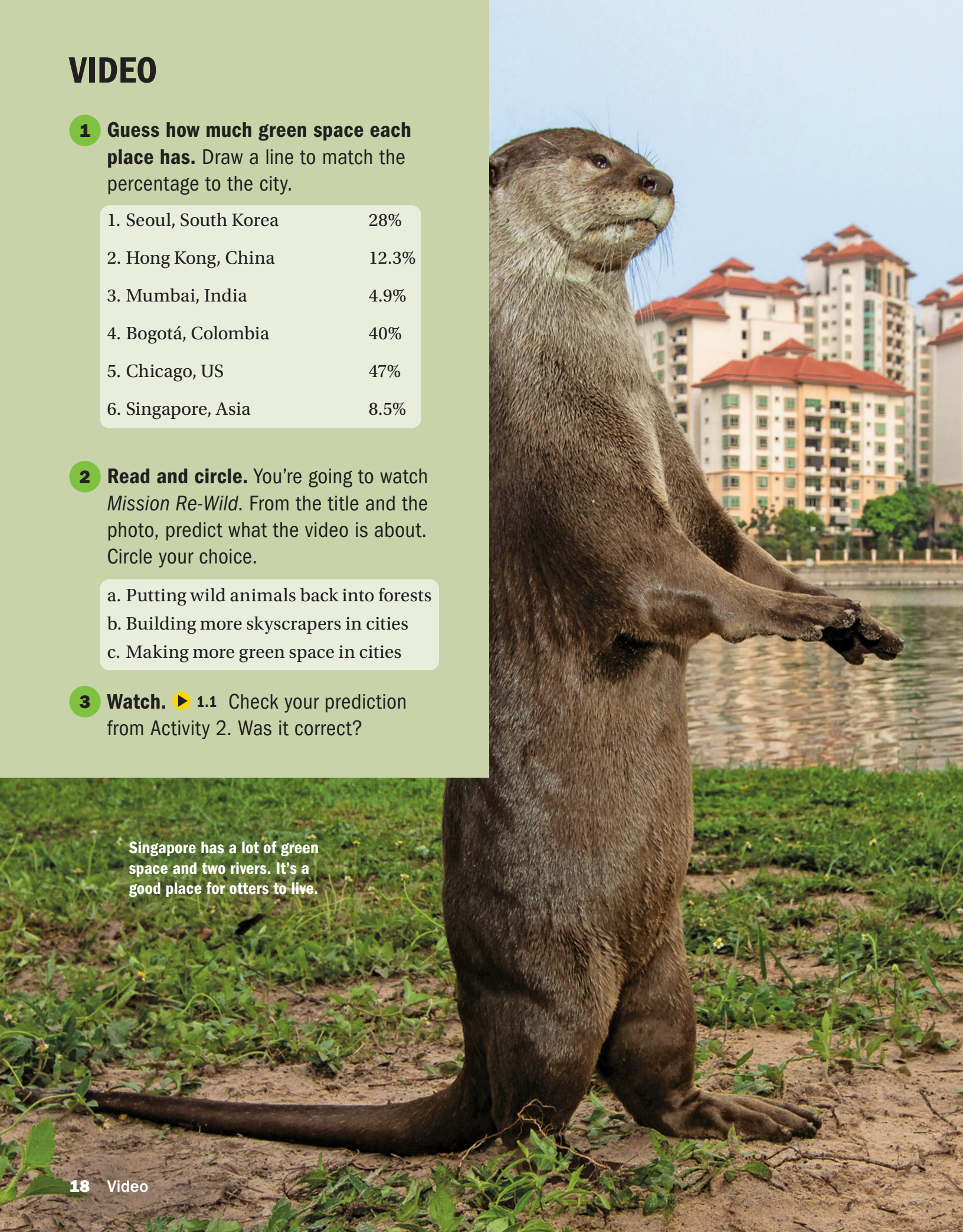
1 **Guess how much green space each place has.** Draw a line to match the percentage to the city.

1. Seoul, South Korea	28%
2. Hong Kong, China	12.3%
3. Mumbai, India	4.9%
4. Bogotá, Colombia	40%
5. Chicago, US	47%
6. Singapore, Asia	8.5%

2 **Read and circle.** You're going to watch *Mission Re-Wild*. From the title and the photo, predict what the video is about. Circle your choice.

a. Putting wild animals back into forests
b. Building more skyscrapers in cities
c. Making more green space in cities

3 **Watch.** ▶ 1.1 Check your prediction from Activity 2. Was it correct?



Singapore has a lot of green space and two rivers. It's a good place for otters to live.