



Impact

ชั้นมัธยมศึกษาปีที่ 6

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



3

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ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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Scope and Sequence



1 Who Am I?

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2 Misunderstood Animals

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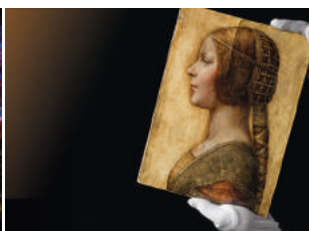
3 Everybody's Doing It!

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4 Fashion Footprints

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THEME	Teen identity and personality	Animals in popular culture	Human and animal group behavior	Making responsible fashion choices
VOCABULARY STRATEGY	<ul style="list-style-type: none"> · Suffix <i>-ous</i> · Using context 	<ul style="list-style-type: none"> · Prefixes <i>mis-</i> and <i>un-</i> · Using a thesaurus 	<ul style="list-style-type: none"> · Synonyms · Definitions and examples 	<ul style="list-style-type: none"> · Suffix <i>-al</i> · Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	<p>Tag questions: Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i></p> <p>Special uses of it: <i>I hate it when the alarm goes off.</i></p>	<p>Modals: Speculating about the past <i>He refuses to go in the water. He might have seen a jellyfish.</i></p> <p>Infinitives with and without to: <i>He doesn't want to hold rats. Have him try it.</i></p>	<p>Separable and inseparable two- and three-word verbs: <i>They figured out a solution.</i></p> <p>Enough, too many, too much: Talking about amounts: <i>I have enough pillowcases, but there are not enough feathers. I need more.</i></p>	<p>Present passive: Describing actions and processes <i>A lot of pesticides are used to grow cotton.</i></p> <p>Modals: Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that leather jacket.</i></p>
READING	<i>Why Am I Me?</i>	<i>Vampire Bats - The Truth Exposed!</i>	<i>Humans in Groups</i>	<i>A Passion for Fashion</i>
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Face-to-Face with a Leopard Seal</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
MISSION	<p>Be Determined</p> <p>National Geographic Explorer: Jack Andraka, Inventor</p>	<p>Keep an Open Mind</p> <p>National Geographic Explorer: Jenny Daltry, Herpetologist and Conservationist</p>	<p>Collaborate</p> <p>National Geographic Explorer: Iain Couzin, Behavioral Ecologist</p>	<p>Your Choices Count</p> <p>National Geographic Explorer: Asher Jay, Creative Conservationist</p>
WRITING	<p>Genre: Comparison and contrast essay</p> <p>Focus: Compare</p>	<p>Genre: Process description</p> <p>Focus: Describe purpose and sequence</p>	<p>Genre: Descriptive essay</p> <p>Focus: Give examples</p>	<p>Genre: Persuasive essay</p> <p>Focus: Introduce facts and opinion</p>
PRONUNCIATION	Intonation in tag questions	Modals + <i>have</i> + past participle	Pausing	<i>Shouldn't have</i> + past participle
EXPRESS YOURSELF	<p>Creative Expression: Flash fiction <i>A Day in the Life</i></p> <p>Making connections: Teen identity and misunderstood animals</p>		<p>Creative Expression: Poem <i>The Garb Age</i></p> <p>Making connections: Fashion trends and group behavior</p>	



5 Flying High

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6 New Frontiers

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7 Visual Stories

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8 Perform and Create

p. 126

THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	<ul style="list-style-type: none"> Root words (<i>port</i>) Using a dictionary: Pronunciation guide 	<ul style="list-style-type: none"> Greek roots (<i>astro</i>) Using a dictionary: Word parts 	<ul style="list-style-type: none"> Multiple-meaning words Using a thesaurus: Synonyms 	<ul style="list-style-type: none"> Greek and Latin roots (<i>phon</i> and <i>dic</i>) Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	Past perfect: Talking about the first of two actions in the past <i>Pterosaurs had already disappeared by the time humans evolved.</i>	Present and past conditionals: Talking about unlikely (but possible) or impossible situations <i>If I had known about the talk on Mars, I would have gone.</i>	Past passive: Describing past actions and processes <i>Many of Goya's works were created at night, by the light of a hat that had candles on it.</i>	Gerunds and infinitives: <i>Some people like to perform/performing as comedians.</i>
	Past perfect progressive: Talking about the first of two actions in the past <i>The Wright brothers had been working on powered flight for several years.</i>	Adverbs: Comparing how things are done <i>The new rover travels faster than the last rover.</i>	Reported speech: Describing what others say <i>She said she would save her money for art supplies.</i>	Sense verbs + infinitive: Describing what you see, hear, and feel <i>Did you see the band perform in concert?</i>
READING	<i>Reaching for the Sky</i>	<i>More Than a Dream</i>	<i>Bringing Stories to Life</i>	<i>Music for Chilling Out</i>
READING STRATEGY	Identify sequence of events	Categorize and classify	Mark up text	Draw conclusions
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>Animation Creation</i>	<i>Stage Fright in the Spotlight</i>
MISSION	Explore Your Interests National Geographic Explorer: Ryan Carney , Paleontologist/Evolutionary Biologist	Discover the Future National Geographic Explorer: Bethany Ehlmann , Planetary Geologist	Tell Stories National Geographic Photographer: Ami Vitale	Do Your Own Thing National Geographic Explorer: Paul D. Miller aka DJ Spooky , Artist/Writer/Musician
	Genre: Classification essay Focus: Organize ideas into categories	Genre: Persuasive essay Focus: Present both sides of an argument	Genre: Multi-paragraph narrative Focus: Tell what others say	Genre: Explanatory essay Focus: Teach about a topic
WRITING				
PRONUNCIATION	Past perfect	Final <i>d</i> + you	Dropped <i>h</i>	Rhythm and stress
EXPRESS YOURSELF	Creative Expression: Movie script <i>Mission: Discovery!</i>		Creative Expression: Presentation <i>Not Your Typical Performance</i>	
	Making connections: The history of flight and space exploration		Making connections: Telling stories through art and performance	

Meet the Explorers



Unit 1

JACK ANDRAKA Inventor

When Jack Andraaka was 15 years old, he invented a test to detect certain types of cancer. Jack hopes he can inspire other young people to pursue their passions. He believes that everyone has the power to make a difference. What are you passionate about?



Unit 2

JENNY DALTRY Herpetologist and Conservationist

Jenny Daltry has always loved reptiles. She collected lizards, frogs, and snakes near her home when she was a child. She also volunteered at a zoo. When Jenny was 18, she traveled to India to work on a crocodile farm. There she realized she wanted to become a herpetologist: someone who studies reptiles.



Unit 3

IAIN COUZIN Behavioral Ecologist

Iain Couzin uses math to study how animals behave in groups. With mathematical models, he can take a closer look at bird migrations, insect colonies, and schools of fish. Iain thinks we can use this research to answer questions about our world, such as "How do animals benefit from working in groups?" and "Can humans learn from animal behavior to work better in groups?"



Unit 4

ASHER JAY Creative Conservationist

Do you think about where your clothes come from? Asher Jay does! She paints, writes, and designs fashions that help raise awareness for sustainability and conservation. Asher feels very connected to the environment and to all living things, even plants and bugs. That's why she wants to reduce her fashion footprint and inspire others to do the same.



Unit 5

RYAN CARNEY Paleontologist/Evolutionary Biologist

Ryan Carney's hero is Leonardo da Vinci. Most people know that da Vinci was a painter and an architect. Did you know that he also designed flying machines? Ryan is a little like his hero. He's also an artist, and studies the evolution of flight. Ryan examines flying dinosaurs and compares them with modern-day birds using x-ray machines.



Unit 6

BETHANY EHLMANN Planetary Geologist

Bethany Ehlmann studies planets and explores our solar system and beyond. She works on the NASA Mars Rover Curiosity mission. Bethany helps Curiosity navigate to collect rocks and minerals on Mars. She hopes we can study these samples to find signs of life on Mars and on other worlds. Do you believe there's life beyond Earth?



Unit 7

AMI VITALE National Geographic Photographer

Ami Vitale is more than just a photographer—she's a visual storyteller. Ami has visited more than 90 countries to take photographs. She's lived in mud huts, interacted with giant pandas, and traveled through war zones. Ami thinks photos have the power to tell stories and create change. Do you enjoy taking photos? What story would you like to tell?



Unit 8

PAUL D. MILLER AKA DJ SPOOKY Artist/Writer/Musician

Artist, writer, and musician Paul D. Miller performs under the name DJ Spooky. He uses technology to create unique blends of sound for his songs. He's developed a DJ app to let others do the same. Paul looks at music as information, not just sound. He hopes his musical compositions can raise awareness about environmental and social issues.

Who Am I?

**“Make sure to be passionate
about whatever it is you
get into . . .”**

—Jack Andraka



Friends celebrating Holi,
the Indian festival of colors

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?

- 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. **TR: 2**

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 learned 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 grades in school, chances are you're **organized** 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 humor**, 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. **TR: 3**

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?

4 Read and write the words from the list.

ambitious	determined	enthusiastic	generous
optimistic	organized	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 for the words. Write each trait next to the correct example. Are these words positive or negative? Decide. Then, listen and repeat. **TR: 4 and 5**

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

6 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 going down the side of a paper. Then write a word that describes your partner for each letter. When you're finished, compare your name poems. Do you agree with your partner's description?

MUSICAL
AMBITIOUS
RESPONSIBLE
CURIOUS
ORGANIZED



SPEAKING STRATEGY TR: 6

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!

- 7 Listen.** How do the speakers compare and contrast their little brothers? Write the words and phrases you hear. TR: 7

- 8 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.

- 9 Work in pairs.** Take turns. Use a coin to move. (Heads = 1 space; tails = 2 spaces) Compare and contrast as instructed.

- 10 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 p. 153.

GRAMMAR TR: 8

Tag questions: 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 pretty 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.

11 Listen. Match the questions to logical answers. Write the letter. TR: 9

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 sick.
4. _____ d. He really is. He never stops!
5. _____ e. Yes, she can. And the guitar, too.



12 Read. Then complete the tag questions.

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

13 Work in pairs. Take turns forming tag questions 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 favorite / video game
5. (name of a movie) / exciting / movie / ever

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

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

- 14 Learn new words.** Read about young chefs, and listen to their conversations. Then listen and repeat. **TR: 10 and 11**

Everyone loves cooking shows! The chefs are usually self-confident and energetic, but they're not always patient or organized, 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 shows, teen chefs compete to see who's the best cook. These teen chefs can be surprisingly **cooperative**, 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.

- 15 Read.** Then use a tag question 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 seventeen 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.



16 Before you read, discuss in pairs. Based on the title and the photo, what do you think the reading is about?

17 Learn new words. Find these words in the reading. What do you think they mean? Look for clues in the sentences. Then listen and repeat. **TR: 12**

bossy to ignore perfectionist selfish spoiled

18 While you read, notice descriptive words you think apply to you personally. **TR: 13**



Why Am I Me?

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, organized, 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 spoiled 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 center 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.

19 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?

20 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?

21 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.

22 Before you watch, discuss in pairs.

Look at the photo. What do the group members' clothes say about their identity?

23 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 like and do that help shape your identity.
- c. The video will suggest ways you can make yourself better.



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

24 Watch scene 1.1. While you watch, check the factors that the video says are important parts of your identity.

- ☐ sports ☐ clothes ☐ gadgets ☐ food
☐ music ☐ house ☐ pets ☐ other people

25 After you watch, work in pairs. Circle the correct letter.

- According to the research, music can make us happier and _____.
a. smarter b. more organized 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

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

27 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.

28 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. Have your partner do the same. Then compare your results. Does your partner have the same view of your style as you do? Discuss. Then switch roles.
- Work in groups.** Create a "happy memory" cookbook. Survey at least five classmates about meals that give them happy memories. Have the classmates describe the meals. Take notes, and then compile the information into a cookbook to share with the class.

GRAMMAR TR: 14

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

It's raining again. Another bad hair day!

It's weird 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.

29 Listen. How is *it* used? Write the number. TR: 15

_____ to introduce weather

_____ to introduce time

_____ to introduce distance

_____ to introduce emphasis

30 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.

1. *It makes me a little angry when people interrupt me in a conversation.*
2. _____
3. _____
4. _____

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

1. *I like it when people give me compliments about my appearance.*
2. _____
3. _____
4. _____

32 Work in groups. Make the cube. Take turns tossing the cube and completing the sentences.

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



Go to p. 155.

WRITING

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

<i>Compare:</i>	alike	both	in the same way	too
<i>Contrast:</i>	although	but	on the other hand	unlike

- 33 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 to spend time outdoors. We both enjoy riding our bikes and watching sports. We're adventurous, too. I really like to go 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 to grow fruits and vegetables.

It's a different story when winter comes. Unlike my grandfather, I love being outside in the snow. I like to have snowball fights with my friends, but he likes to sit by the fire and read. 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!



- 34 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.
- 35 Write.** Compare and contrast your personality with that of a family member.

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?

Make an Impact

A Plan and conduct a survey about personality traits.

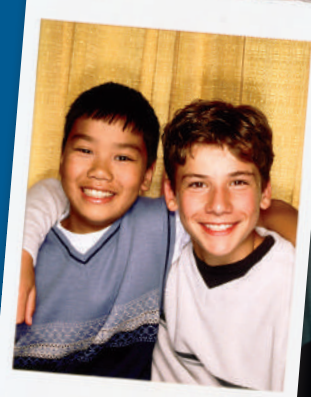
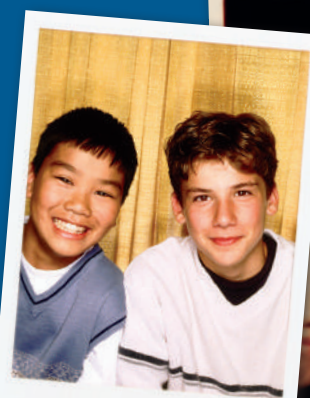
- Decide which traits you want to ask about. Include positive and negative traits.
- Write the survey.
- Interview ten people. Record and report the results.

B 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.

C 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.



ใบประกันคุณภาพสื่อการเรียนรู้ของสำนักพิมพ์เอกชน

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ Impact 3 ชั้นมัธยมศึกษาปีที่ 6 กลุ่มสาระการเรียนรู้ ภาษาต่างประเทศ เล่มนี้ จัดพิมพ์โดย บริษัท แม็คเอ็ดดูเคชั่น จำกัด สำหรับใช้ประกอบการจัดการเรียนรู้ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 โดยมีโครงสร้างเนื้อหาตามที่ บริษัท แม็คเอ็ดดูเคชั่น จำกัด กำหนด และมีผู้เรียบเรียง ผู้ตรวจ และบรรณาธิการ ดังนี้

ผู้เรียบเรียง Diane Pinkley

ผู้ตรวจ
1. นางเพ็ญมาศ กำเหนิดโทน
2. นายวิเชียร แป้นไผ่
3. ดร.หฤษฎ์ ธีรวงศ์บุญกุล

บรรณาธิการ นางสาวพิรุณ ตีลภัทร

บริษัท แม็คเอ็ดดูเคชั่น จำกัด ขอรับรองว่า คณะผู้ตรวจและบรรณาธิการ ดังกล่าว เป็นผู้มีความสมบัติ เป็นไปตามหลักเกณฑ์และเงื่อนไขที่สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐานกำหนด ซึ่งได้ทำหน้าที่ ตรวจพิจารณาคุณภาพและบรรณาธิการหนังสือเล่มนี้ให้มีความถูกต้องและมีคุณภาพในการจัดการเรียนรู้ ตามหลักสูตร

หากหนังสือเล่มนี้มีข้อบกพร่อง บริษัท แม็คเอ็ดดูเคชั่น จำกัด จะปรับปรุงแก้ไข และส่งหนังสือที่ปรับปรุง แล้วให้สถานศึกษา ในกรณีมีเนื้อหาไม่ถูกต้อง ไม่เหมาะสม มีผลเสียต่อการเรียนรู้ ก่อให้เกิดผลเสียหายต่อ การศึกษา คุณธรรม จริยธรรม และความมั่นคงของชาติ บริษัท แม็คเอ็ดดูเคชั่น จำกัด ยินดีให้สำนักงาน คณะกรรมการการศึกษาขั้นพื้นฐานถอดถอนรายชื่อออกจากบัญชีประกาศกำหนดหนังสือเรียน และพร้อมจะ เรียกเก็บหนังสือที่จำหน่ายทั้งหมด และชดเชยค่าเสียหายให้กับสถานศึกษา

(ลงชื่อ).....ผู้รับรอง
(นายคมพิชญ์ พนาสุภาน)

กรรมการผู้จัดการ
บริษัท แม็คเอ็ดดูเคชั่น จำกัด