

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

# New Impact 5

ชั้นมัธยมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ผู้เรียบเรียง

1. Diane Pinkley
2. Kate Adams

ผู้ตรวจ

1. นายสมศักดิ์ แก้วนุช
2. นางสาวศรารัตน์ มั่นถาวรวงศ์
3. นางสาวสุวรรณา ตุ่มนาค

บรรณาธิการ

นางสาวณิชา วงษ์ลิขิตเลิศ

พิมพ์ครั้งที่ 1

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## คำนำ

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เขตบางกอกน้อย กรุงเทพฯ 10700

e-mail: tonbabpatana@gmail.com โทร. 09 3385 1231

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## 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 Honeywood**, 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**, Stavros 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**, Associação 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

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**Camila de Miranda Aires**, Associação Brasil América, Recife

**Alhandra Moraes**, Colégio Antares, Fortaleza

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**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

### Who Am I?

p. 8

## 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 STRATEGIES	Suffix <b>-ly</b> Using context	Prefixes <b>mis-</b> and <b>un-</b> Using a dictionary	Synonyms Using context	Suffix <b>-al</b> Using word parts
SPEAKING	Comparing and contrasting; Asking for reasons	Expressing surprise and disbelief; Repeating to show interest	Expressing cause and effect; Asking follow-up questions	Asking for clarification and clarifying; Acknowledging
GRAMMAR	<b>Tag questions:</b> Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> <b>Using it to talk about weather, time, distance, and opinions or feelings</b> <i>It's raining again.</i>	<b>Modals:</b> Speculating about the past <i>He doesn't want to swim.</i> <i>He might have seen a jellyfish.</i> <b>Infinitives with and without to:</b> <i>He doesn't want to hold rats.</i> <i>Have him try it.</i>	<b>Separable and inseparable two-word verbs:</b> <i>They figured out a solution.</i> <b>Enough, too many, too much:</b> Talking about amount: <i>We have enough space, but we don't have enough chairs.</i>	<b>Present passive:</b> Describing actions and processes <i>A lot of chemicals are used to grow cotton.</i> <b>Modals:</b> Making suggestions and giving advice <i>You shouldn't have bought that.</i>
READING	<i>Why Am I Me?</i> Strategy: Notice descriptive words	<i>Vampire Bats — The Truth Exposed!</i> Strategy: Identify supporting details	<i>Everybody's Feeling It!</i> Strategy: Identify definitions and examples	<i>Fashion that Speaks</i> Strategy: Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Meet Dr. Sammy Ramsey</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
WRITING	Genre: <b>Compare-contrast essay</b> Focus: Compare and contrast	Genre: <b>Process essay</b> Focus: Sequence words	Genre: <b>Descriptive essay</b> Focus: Give examples	Genre: <b>Persuasive essay</b> Focus: Support reasons with examples, facts, and statistics
MISSION	<b>Be Determined</b> National Geographic Explorer: <b>Ineza Umuhoza Grace</b> , Educator/Ecofeminist	<b>Keep An Open Mind</b> National Geographic Explorer: <b>Jenny Daltry</b> , Herpetologist/Conservationist	<b>Collaborate</b> National Geographic Explorer: <b>Iain Couzin</b> , Behavioral Ecologist	<b>Make Good Choices</b> National Geographic Explorer: <b>Asher Jay</b> , Creative Conservationist
SUSTAINABLE DEVELOPMENT GOALS	Good Health and Well-Being; Gender Equality; Climate Action	Life on Land; Life Below Water	Life on Land; Reduced Inequalities	Responsible Consumption and Production
LITERACY BUILDER	Genre: <b>Visual poetry</b> <i>An identity poem</i> Strategy: Analyze visual elements	Genre: <b>Flash fiction</b> <i>A Day in the Life</i> Strategy: Analyze characters' perspectives	Genre: <b>Newspaper article</b> <i>How Do You Change the World?</i> Strategy: Determine the central idea	Creative Expression: <b>Poem</b> <i>The Garb Age</i> Strategy: Understand connotations



## 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

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THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGIES	Verb forms used as adjectives (-ed) Using context	Greek roots ( <b>astro</b> ) Using a dictionary	Multiple-meaning words Using root words	Compound words Antonyms
SPEAKING	Arguing and conceding; Acknowledging and responding to an argument	Speculating questions and responses; Politely giving different opinions; Disagreeing politely	Explaining a process; Checking in	Asking for and expressing feelings or opinions; Showing excitement about areas of agreement
GRAMMAR	<b>Past perfect:</b> Talking about the first of two actions in the past <i>Birds had already appeared by the time bats evolved.</i> <b>Past perfect progressive:</b> Talking about the first of two actions in the past <i>Before Orville flew in 1908, the Wright brothers had been working on their airplane for years.</i>	<b>Present and past conditionals:</b> Situations that are unreal, unlikely, imaginary, or were possible but didn't happen <i>If I had known about the talk on Mars, I would have gone.</i> <b>Adverbs:</b> Making comparisons <i>The new robot explores more efficiently than the last robot.</i>	<b>Past passive:</b> Describing past actions and processes <i>Many of Goya's works were created at night.</i> <b>Reported speech:</b> Describing what others say <i>She said she was surprised.</i>	<b>Gerunds and infinitives:</b> <i>Some people like to perform/performing.</i> <b>Sense verbs + infinitive without to:</b> Describing what you see, hear, and feel <i>Did you see them perform?</i>
READING	<i>Solving the Mysteries of Flight</i> Strategy: Sequencing	<i>More Than a Dream</i> Strategy: Categorizing and classifying	<i>Bringing Stories to Life</i> Strategy: Use text features	<i>Music for Chilling Out</i> Strategy: Paraphrase
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>National Geographic Explorer</i> Andrea Villarreal-Rodríguez	<i>Stage Fright in the Spotlight</i>
WRITING	Genre: <b>Classification essay</b> Focus: Organize ideas into categories	Genre: <b>Persuasive essay</b> Focus: Present both sides of an argument	Genre: <b>Non-fiction narrative</b> Focus: Tell what others say	Genre: <b>Explanatory essay</b> Focus: Teach about a topic
MISSION	<b>Explore Your Interests</b> National Geographic Explorer: <b>Ryan Carney</b> , Paleontologist/Epidemiologist	<b>Discover the Future</b> National Geographic Explorer: <b>Bethany Ehlmann</b> , Planetary Geologist	<b>Tell Stories</b> National Geographic Photographer: <b>Ami Vitale</b>	<b>Find Your Inspiration</b> National Geographic Explorer: <b>Meklit Hadero</b> , Ethio-Jazz Singer-Songwriter
SUSTAINABLE DEVELOPMENT GOALS	Quality Education; Industry, Innovation, and Infrastructure	Sustainable Cities and Communities	Quality Education	Health and Well-Being
LITERACY BUILDER	Genre: <b>Drama</b> <i>Mission: Discovery!</i> Strategy: Inference	Genre: <b>Science fiction</b> <i>Flight of the Insect People</i> Strategy: Analyze plot	Genre: <b>Multimedia</b> <i>A photograph</i> Strategy: Classify facts and interpretations	Genre: <b>Music review</b> <i>Dakh Daughters</i> Strategy: Support opinions



# MEET THE EXPLORERS



## Unit 1

**INEZA UMUHOZA GRACE** Educator/Ecofeminist

As a child, Ineza Umuhoza Grace wanted to become a pilot, until a flood destroyed her home in Rwanda. The experience motivated her to do something. Today, she teaches others about climate change and how they can take action. She leads two climate change education and advocacy organizations. She hopes to inspire others to help make a greener world for everyone.



## Unit 2

**JENNY DALTRY** Herpetologist/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. How do you feel about 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/Epidemiologist

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, inventor, and studies the evolution of flight. Ryan examines flying dinosaurs and compares them with modern birds using X-ray machines and computer animation.



## Unit 6

### **BETHANY EHLMANN** Planetary Geologist

Bethany Ehlmann studies planets and explores our solar system and beyond. She works on the NASA Mars Rover Perseverance mission. Bethany helps Perseverance 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 110 countries to take photographs and tell stories. Her iconic images and stories portray the interdependence of humanity and the planet's well-being. 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

### **MEKLIT HADERO** Ethio-Jazz Singer-Songwriter


For Ethio-American singer-songwriter Meklit Hadero, music is a way to tell stories. When she was young, she moved from Ethiopia to Germany and then to the United States. Her experiences in different countries and cultures helped shape her music. Meklit has traveled around the world to perform, and she is the co-founder and host of Movement, a radio program and podcast about the connection of migration to music.



# **1** Who Am I?

A close-up, high-angle shot of a group of young women. They are all smiling and looking towards the camera. Their faces and hair are covered in bright yellow and pink powders, which are also on their clothing. The background is a soft, out-of-focus yellow and pink, suggesting a festive outdoor setting. The overall mood is joyful and celebratory.





Friends celebrating  
Holi, the Indian  
festival of colors

**“I had a story and an experience to share.  
So, I grabbed the first opportunity to get my  
story out.”**

**—Ineza Umuhoza Grace**

1. Look at the photo. Pick two people. What three words best describe each person?
2. Read the quote. What experience have you had that you want others to know about?
3. Think about the title, quote, and photo. How do you think the unit will answer the question, *Who am I?*
4. Think of a photo of you that best shows who you are. What does it show or capture about you?



# VOCABULARY

- 1 Write three ways to describe who you are.** Would other people describe you in the same way? Why or why not? Discuss with a partner. Then listen and read. 🔊 1.1

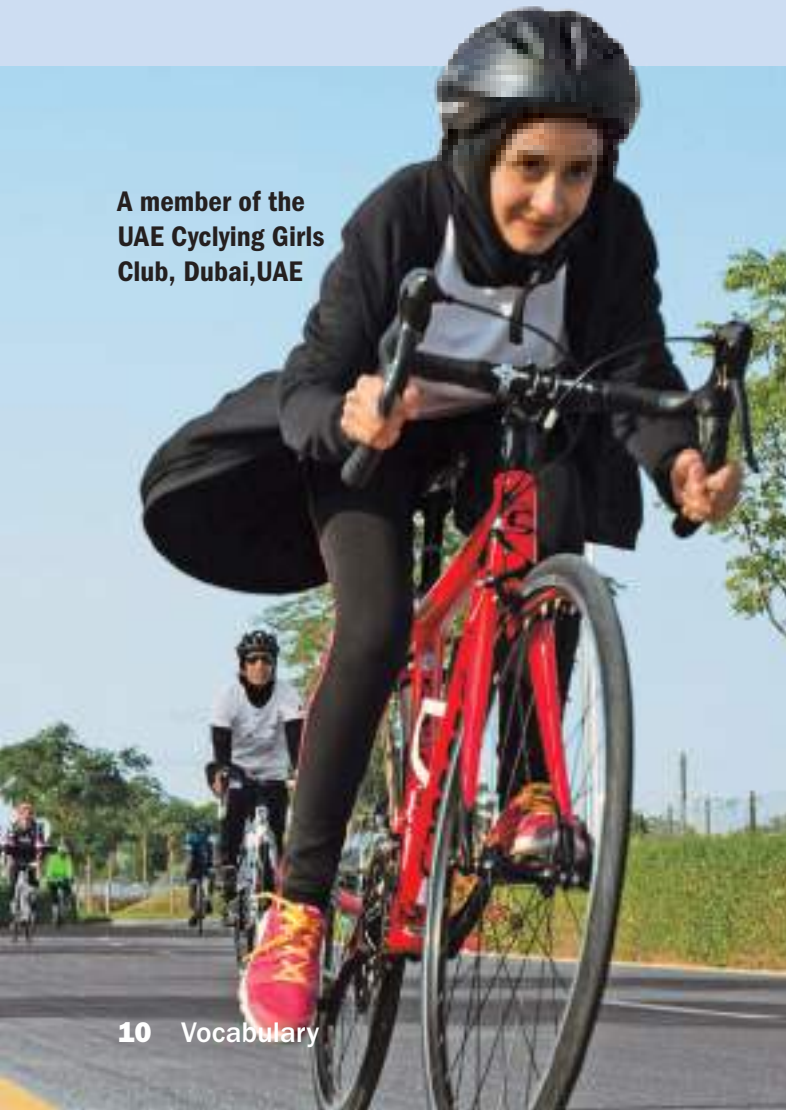
Life can seem exciting and confusing at the same time, can't it? As a teenager, you're on your way to becoming an adult. During this time, events and people often **inspire** you to question what you know.

A lot of these questions are about **identity**, or who you are. You're an individual, but you're also a part of your family, your friend group, and the larger culture. Your identity includes your **beliefs**—what you think is true—your values, and your actions. You probably learned many of your beliefs and values from your family. However, as a teenager, you may begin to have your own ideas, too. You may

choose to spend more time with friends whose beliefs and values are like yours. That's normal.

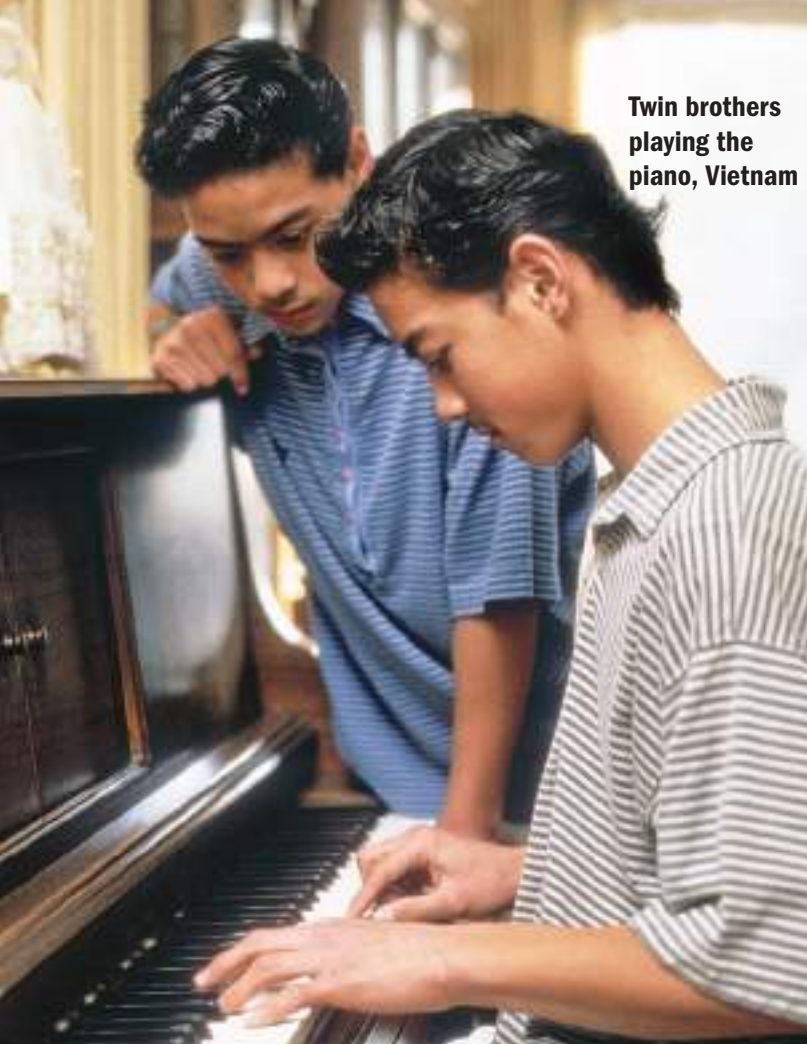
Then there's **personality**. Your personality guides how you act. For example, if you love parties and like meeting lots of people, you're probably friendly and very **social**. You may also be **confident**. You feel good about yourself and comfortable in different situations. If you always hand your homework in on time, this makes you **reliable**. It probably means you are **organized** too, and that you are likely to get excellent grades. If you're **adventurous**,

A member of the UAE Cycling Girls Club, Dubai, UAE



Friends with their smartphones, India





Twin brothers  
playing the  
piano, Vietnam



Drum majorettes  
Cape Town, South Africa

you like trying new things. You may enjoy exploring the outdoors! If you're **generous**, you give your time or money to help others. If you're **patient**, you might like teaching young children. And if you're also **hopeful**, you believe that your work can make a positive change in the world.

You might think that everyone sees you the way you see yourself. However, that isn't always true. Friends may laugh at your stories and think you are **amusing**, but your brother might think you're just strange. You may see yourself as **determined** because you work hard to get what you want. However, others may feel you're **bossy** and think you don't follow advice. You may feel shy and quiet. But other people may think you're unfriendly.

There's a lot to consider when you're trying to understand yourself and how others see you!

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

**3 Work in pairs.** Take turns giving examples of the words for your partner to guess.

If you feed your cat every morning, then you are ....

Reliable?

Yes!

**4 Work in pairs.** Choose three words from the text that best describe you. Then write three words that other people might use to describe you. Share your lists and explain your ideas to a partner.

My brothers might describe me as patient, and I agree. I don't get upset very easily.



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

adventurous	bossy	confident	determined
hopeful	identity	inspire	organized

When Ineza Umuhoza Grace was young, she dreamed of an \_\_\_\_\_ life as a pilot and traveling to new places. But an experience \_\_\_\_\_ her to do something else. One night, she woke up to find her room was flooded with water! Changes in the climate and weather patterns caused large storms in Rwanda where she lived. Her family had to move. She became \_\_\_\_\_ to help others like herself. She works to teach young people about climate change and inspire them to take action. She is \_\_\_\_\_ that together we can create change. When she started her work, some people called her \_\_\_\_\_. They weren't used to a woman being a leader, but she believed in herself. She was \_\_\_\_\_. She knew that other people can't tell you who you are. Your \_\_\_\_\_ is what you make it.

**6 LEARN NEW WORDS.** Listen for the words from the list. Write each word next to the correct example. Then listen and repeat. 🎧 1.3 and 1.4

shy	strange	unfriendly
-----	---------	------------

unfriendly

1. I never see him smile or say hi to anyone.
2. You put salt on your ice cream? Wow!
3. My sister isn't comfortable with people she doesn't know.

**7 Your Choice** Choose an activity.

**A. Work individually.** What experiences have you had that inspired you? How? Write your experiences. Draw an arrow and list the effect of each.

*I went hiking with my family in Peru. → I want to travel more and have an adventurous life!*

**B. Work in pairs.** Choose a person who inspires you. Create a word map. Write the person's name in the center and words to describe them around it. Then explain your word map to your partner.

**C. Work in groups.** Write five words that describe who you want to become. Discuss with your group what you can do to be that way.

National Geographic Explorer  
Ineza Umuhoza Grace

# SPEAKING

## Comparing 1.5

You're really organized? **So** am I! / I am, **too**!

**Just like** you, I'm 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 adventurous.


I'm determined, **but** you're just bossy.


## Asking for reasons

**Oh yeah? What makes you say that?**

**Interesting. Why do you think that?**

**Tell me more. How did you come to that conclusion?**

- 1 Listen.** How do the speakers compare and contrast their brothers with themselves? How do they ask for reasons? Underline the blue words and phrases you hear in the chart above.  1.6

- 2 Listen again.** Read the sentences. Check (✓) **T** (True) or **F** (False).  1.6

- Javi and his brother are both shy.
- Javi and his brother are both good singers.
- Javi's brother is not very confident.
- The speaker's friend asks for reasons for why he isn't confident.
- Both the speakers' brothers are alike because they are confident.

<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F
<input type="radio"/> T	<input type="radio"/> F



A skateboarder jumping over her friend, Los Angeles, California, US

## Conversation tip: Asking for reasons

You might not always agree with or understand someone's opinion. Instead of disagreeing right away, ask for reasons. Listen and see if you can understand their thinking.

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



- 4 Work in groups.** Compare and contrast your parents. Ask your group members for reasons to better understand their descriptions. Then discuss the questions:

- Are you like or unlike your parents?
- Do your classmates' parents seem like or unlike your own parents?



Go to Game 1A.



# GRAMMAR

## Tag questions: Confirming information or seeking agreement 🔊 1.7

Alicia **is** helpful, **isn't she**?

Yes. She's really generous.

You're hopeful we can change the world, **aren't you**?

I am. I think we can get everyone to help.

Hiro **doesn't** seem himself today, **does he**?

No, he doesn't. He's being kind of strange.

Lin **surfs**, **doesn't she**?

Yes, she does. She's adventurous!

Ana **couldn't** make herself go on stage, **could she**?

No. She's too shy.

*Go to the Grammar Reference for more information.*

## 1 Listen. Match the questions to the answers. Write the letter. 🔊 1.8

- |          |   |
|----------|---|
| 1. _____ | a. Yes, it was. I couldn't stop laughing.                                 |
| 2. _____ | b. Yes, I have to be. I'm a teacher.                                      |
| 3. _____ | c. No, she didn't. She isn't always reliable.                             |
| 4. _____ | d. He really is. He is always helping others.                             |
| 5. _____ | e. Yes, she can. When she wants to do something, there's no stopping her. |

## 2 Read. Then complete the tag questions.

- Carla and Lea want to be more social, don't they ?
- You're not as confident in math as your sister, \_\_\_\_\_ ?
- Salah's brothers won't be at the party, \_\_\_\_\_ ?
- Maria's desk is always nice and neat, \_\_\_\_\_ ? She's so organized.
- Your sisters were inspired by the talk, \_\_\_\_\_ ?
- You would help us if Ana can't come, \_\_\_\_\_ ?

## 3 Work in pairs. Take turns forming tag questions and answering them. Agree or disagree with your partner. Express your opinion.

- (name of a TV show) / strange / show
- (name of an athlete) / most determined / athlete
- (name of a video game) / the best / video game
- (name of a movie) / amusing / movie / ever



- 4 **LEARN NEW WORDS.** Listen to the conversation. Write two tag questions that you hear. Then listen and repeat. 🔊 1.9 and 1.10

- 5 **Read about personality and then take the quiz.**

# UNDERSTANDING YOUR Personality

Some psychologists divide personality into five main categories, or groups. You can begin to understand the categories, and which one you might be in, by thinking about these questions:



1 Are you **creative**? Do you have a strong imagination? For example, do you like to write stories?



2 Are you an organized and **careful** person? Do you take your time to do things well?



3 Are you **social**? Do you enjoy being around other people?



4 Do you care about other people and think about their **feelings**?



5 Are you **easygoing** or do you worry a lot?

Once you answer these questions, you can begin to understand yourself and how you are different from other people.

**Now, rate yourself. Circle.**

**1 = Strongly Disagree**

**5 = Strongly Agree**

I am creative and have a strong imagination.

1      2      3      4      5

I'm careful, organized, and reliable.

1      2      3      4      5

I'm friendly and like being with people.

1      2      3      4      5

I understand people's feelings and care about them.

1      2      3      4      5

I'm easygoing. I don't worry a lot.

1      2      3      4      5

- 6 **Compare your quizzes in small groups.** Use tag questions to discuss your results.

Ali and Maria are really creative, aren't they?

Yes, they are. You're not a very easygoing person, are you?

No, I'm not. I worry a lot.



## READING

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

**2 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. 🔊 1.11

competitive influence jealous selfish

**3 Notice Descriptive Words** While you read, notice the words the author uses to describe people. 🔊 1.12

**4 Notice Descriptive Words** What words does the author use to best describe these family members: oldest child, middle child, youngest child, only child?

**5 Read the sentences.** Check (✓) **T** (True) or **F** (False). Correct false statements.

- |   |                         |                         |
|---|-------------------------|-------------------------|
| 1. Oldest children want to make other people happy.                     | <input type="radio"/> T | <input type="radio"/> F |
| 2. The middle child is mainly influenced by their brothers and sisters. | <input type="radio"/> T | <input type="radio"/> F |
| 3. The youngest child is often scared of new experiences.               | <input type="radio"/> T | <input type="radio"/> F |
| 4. Only children often spend a lot of time alone.                       | <input type="radio"/> T | <input type="radio"/> F |
| 5. Birth order is just one way to understand your personality.          | <input type="radio"/> T | <input type="radio"/> F |

**6 Discuss in groups.**

1. Underline all the words in the reading that you think describe you. Can your group guess your birth order?
2. Do you think birth order is a good way to describe personality? Why or why not?
3. What influences personality? List three ideas from the text and your own ideas.



# 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 is that birth order influences our personality. In general, the oldest child is described as confident, organized, reliable, and determined to get what he or she wants. Oldest children are seen as born *leaders*. They often try to please others, and they are very careful about their work. They want everything to be perfect. 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 doesn't pay attention to them because they are in the middle. Because middle children need to get along with their brothers and sisters, they can be easygoing and relaxed. However, members of their family may think they keep secrets. Middle children are usually more influenced by their friends than by their family. Perhaps they get more attention from their friends and develop close relationships with them.

The youngest child is described as the baby of the family. As the last child, their parents may give them what they want more often and spend more time with them. For this reason, their brothers and sisters sometimes get jealous. Youngest children enjoy being the center of attention, and they are seen as social, adventurous, and open to new experiences.

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

However, there are different ways to look at what influences your personality. Birth order is only one. Your experiences—what happens to you as you grow up—and the traits you get from your parents are also important. In fact, scientists report that only 20 to 60 percent of our personality comes from our biological parents. What do you think influences the rest?



# VIDEO

## 1 Look at the photo. Discuss in pairs.

1. What three words do you think best describe the kids in the photo? Why?
2. What ideas about identity do you think the video might discuss?

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



- 3 Watch.** ▶ 1.1 While you watch, check the items that the video says are important parts of your identity.

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

- 4 Work in pairs.** Circle the correct letter.

1. According to the research, music can make us happier and \_\_\_\_\_.  
a. smarter                      b. more organized  
c. more determined

2. A personal style is important to help you \_\_\_\_\_.  
a. fit in   b. stand out   c. both a and b
3. One in \_\_\_\_\_ teens is obsessed with, or really interested in, wearing designer clothing.  
a. two   b. four   c. twenty
4. Nearly all teenagers associate \_\_\_\_\_ with happy memories.  
a. music   b. clothes   c. food
5. Parents help influence \_\_\_\_\_.  
a. our beliefs   b. our choice of friends  
c. our music interests

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

- 6 Discuss in groups.** At the end of the video, you're asked, "What else makes you, *you*?" Make a poster to show your group's answers. Then share it with the class.

**7 Your Choice** Choose an activity.

- A. **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.
- B. **Work in pairs.** Identify another area that influences identity. Research it and write an addition to the video script to discuss it. Include a drawing or image that you would add to the video.
- C. **Work in groups.** Create a "happy memory" cookbook. First, take turns describing a meal that gives you a happy memory. Discuss how it is important to your identity. Then have each group member create a page for the book with a picture of the food, a sentence about the happy memory, and a sentence about food and identity.



Kids skateboarding,  
Venice Beach, Florida, US



# GRAMMAR

Using *it* to talk about weather, time, distance, and opinions or feelings 🔊 1.13

**It's** raining again. Another bad hair day!

**It's** six o'clock already. Wake up!

**It's** a half-mile walk from here. We're late!

**It's** strange that we've had so many storms.

I hate **it** when the alarm goes off.

**It** makes me upset when I have to hurry.

Go to the Grammar Reference for more information.

**1 Listen.** How is *it* used? Write the number. 🔊 1.14

\_\_\_\_\_ to discuss weather

\_\_\_\_\_ to discuss time

\_\_\_\_\_ to discuss distance

\_\_\_\_\_ to discuss an opinion

**2 Work in pairs.** Write down three things that you don't like to happen. Use *it* in your sentences. Then share them with your partner.

1. *It makes me a little angry when people interrupt me in a conversation.*

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

3. \_\_\_\_\_

4. \_\_\_\_\_

**3 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 teachers recognize my hard work and effort.*

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

3. \_\_\_\_\_

4. \_\_\_\_\_

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

It makes me upset when my friends don't return my texts!



Go to Game 1B.



# WRITING

When we compare and contrast two people or things, we use phrases to show how they are similar and different.

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

- 1 Read the model.** Work in pairs to identify the parts of the writing. Circle words used to compare and underline words used to contrast. Highlight the sentence that introduces the topic and the sentence that concludes it.

My grandfather and I are a lot alike, although we're different in some ways.

My grandfather and I both like the outdoors. We enjoy riding our bikes and going fishing. We both love nature, too!

But it's different in winter. Unlike my grandfather, I love the snow. I like to have snowball fights, but he likes to sit inside by the fire. Sometimes he and I read, although I don't really enjoy that very much. On the other hand, when we play one of my video games, I have fun because unlike my grandfather, I'm competitive.

But it doesn't really matter what we do. I like spending time with my grandfather.

- 2 Plan your writing.** Choose a family member or friend to compare and contrast yourself with. Make a Venn diagram. In the shared space, list your similarities. In the outer parts of the circles, list your differences.

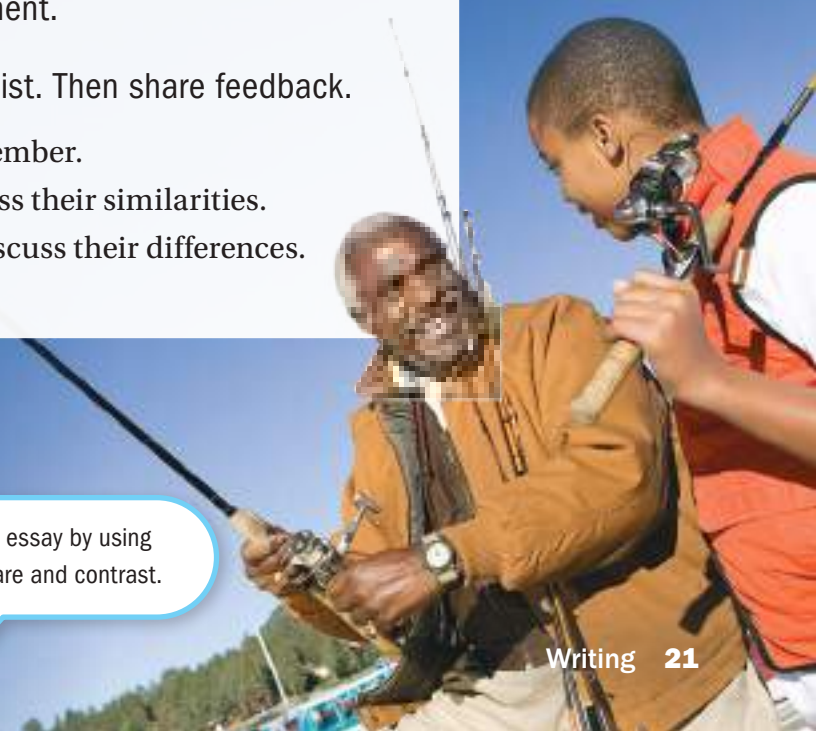
- 3 Write a compare-contrast essay about yourself and a family member.** Introduce your topic. Then in the first body paragraph, discuss your similarities. In the second body paragraph, discuss differences. Conclude with a final comment.

- 4 Read a partner's essay.** Use the checklist. Then share feedback.

- ☐ They introduce the friend or family member.
- ☐ In the first body paragraph, they discuss their similarities.
- ☐ In the second body paragraph, they discuss their differences.
- ☐ They conclude with a final comment.

I think you did a good job discussing what is similar and different between you and your sister.

You can improve your essay by using more words to compare and contrast.





## MISSION Be Determined



**“We can all be actors to create hope for current and future generations.”**

**–INEZA UMUHOZA GRACE** National Geographic Explorer/Educator/Ecofeminist

- 1 Look at the photo and read the quote.** What words do you think best describe Ineza?
- 2 Watch.** ▶ 1.2 Take notes about Ineza’s life. Who influenced her? What inspired her? What is she determined to do?
- 3 Use your notes.** Complete the summary with words from the box.

climate   change   confident   herself   hopeful   kindness   people   quiet   young

The name Ineza means \_\_\_\_\_. Her mom inspires her to believe in \_\_\_\_\_ even when others don’t. Ineza Umuhoza Grace makes cartoons to educate young people on \_\_\_\_\_. Some people told Ineza that women should be \_\_\_\_\_, but Ineza shouts her message to inspire other women and \_\_\_\_\_. Ineza is \_\_\_\_\_ and \_\_\_\_\_ that we can build a greener world.

- 4 Work in pairs.** It is Ineza’s strong belief that women and young people can lead and create change. What are your strong beliefs? If you led an organization, what would its goal be?

# MAKE AN IMPACT

**1 Look at the photo.** What does the photo show? How might an experience like this influence your identity?

**2 Your Choice** Choose a project.

**A. Create a podcast to explore identity.**

- Write five questions to learn how people became who they are. Include questions about personality, experiences, and other influences. Interview five people. Take notes.
- Use your notes. Write a script that summarizes what you learned.
- Record your podcast. Share it with your class.

**B. Write a letter to a person who inspires you.**

- Choose a person who inspires you.
- Write a letter to them. Tell them why they inspire you and thank them for their example.
- Share your letter with the class and then, if you choose to, send your letter to the person who inspires you.

**C. Write an advice column.**

- Make a list of a common questions that young people face.
- In groups, discuss problems and give possible solutions. What's the best advice? Take notes.
- Use your notes to write your group's questions and responses in an advice column.
- Make copies of your column to share with your school community.


A soccer player celebrating



Some people think  
I'm *shy* but I'm not  
I just *worry* a lot  
But I'm *relaxed* with my friends  
*Amusing*—  
friends say I'm *FUNNY*  
That's because 😊  
I like to make people *smile*  
*FRIENDLY*—  
I know how to be *Kind*

**1 Look at the visual poem.** What influences this person's identity?

**2 Analyze Visual Elements** Read, listen to, and study the visual poem.

Look at the different ways the words are shown. Which words are more important to the poet? Which words are less important? What do the pictures say? Complete the chart.  1.15

**Visual Elements** are illustrations, pictures, and any other items that are understood by sight.

Because the visual poem shows _____	I think _____
the word <i>shy</i> smaller than the other words.	the word <i>shy</i> is less important to his identity.

**3 Discuss the questions in pairs.** Use the visuals to support your response.

1. Identify two visual elements the poet uses to show his identity.
2. What influences the poet's identity? List five ideas.
3. Does the poet see himself the same way others see him? How do you know?

**4 Work in groups.** Discuss the questions and take notes.

1. Why do you think the artist used both words and pictures?
2. Identify three descriptive words. What pictures could you use instead of these words to communicate the same ideas?
3. Identify three pictures. What words could you use instead of these pictures to communicate the same ideas?

**5 Create.** Make a two-column chart. On the left, list ideas, beliefs, and words that are important to your identity. On the right, list ideas for pictures or other visual ways to show these parts of your identity.

**6 Express Yourself** Choose a way to express yourself.

- A. **Work independently.** Make a visual poem to show your identity.
- B. **Work in pairs.** Create a work of art—a painting, video, cartoon, or other kind of artwork that answers the question: *Who am I?*
- C. **Work in a group.** Create a mural on poster paper to show your different identities. Display it in your school or community.