

Impact

SECOND EDITION

ON THE COVER

Lençóis Maranhenses National Park, in the state of Maranhão, is on the northeastern coast of Brazil. It is famous for sand dunes that fill with water and form lagoons during the rainy season.

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Impact

SECOND EDITION

3

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SCOPE AND SEQUENCE



1 Who Am I? p. 8



2 Misunderstood Animals p. 26



3 Everybody's Doing It! p. 44



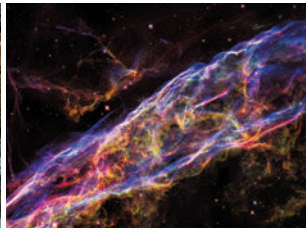
4 Fashion Footprints p. 62

THEME	Teen identity and personality	Animals in popular culture	Human and animal group behaviour	Making responsible fashion choices
VOCABULARY STRATEGIES	Suffix -ly Use context	Prefixes mis- and un- Use a dictionary	Synonyms Use context	Suffix -al Use 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	Question tags: Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> Using it to talk about weather, time, distance and opinions or feelings <i>It's raining again.</i>	Modals: Speculating about the past <i>He might have seen a jellyfish.</i> Infinitives with and without to: <i>He doesn't want to hold rats. Make him try it.</i>	Separable and inseparable two-word verbs: <i>They figured out a solution.</i> Enough, too many, too much: Talking about amount <i>We have enough space, but we don't have enough chairs.</i>	Present passive: Describing actions and processes <i>A lot of toxic chemicals are used to grow cotton.</i> Modals: Making suggestions and giving advice about present and past actions <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: Compare-contrast essay Focus: Compare and contrast	Genre: Process essay Focus: Sequence words	Genre: Descriptive essay Focus: Give examples	Genre: Persuasive essay Focus: Support reasons with examples, facts and statistics
MISSION	Be Determined National Geographic Explorer: Ineza Umuhoza Grace , Educator/ Ecofeminist	Keep An Open Mind National Geographic Explorer: Jenny Daltry , Herpetologist/ Conservationist	Collaborate National Geographic Explorer: Iain Couzin , Behavioural Ecologist	Make Good Choices National Geographic Explorer: Asher Jay , 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: Visual poetry <i>An identity poem</i> Strategy: Analyse visual elements	Genre: Flash fiction <i>A Day in the Life</i> Strategy: Analyse characters' perspectives	Genre: Newspaper article <i>How Do You Change the World?</i> Strategy: Determine the central idea	Creative Expression: Poem <i>The Garb Age</i> Strategy: Understand connotations



5 Flying High

p. 80



6 New Frontiers

p. 98



7 Visual Stories

p. 116



8 Perform and Create

p. 134

THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGIES	Verb forms used as adjectives (-ed) Use context	Greek roots (astro) Use a dictionary	Multiple-meaning words Use root words	Compound words Antonyms
SPEAKING	Arguing and conceding; Acknowledging and responding to an argument	Speculating questions and responses; Politely giving a different opinion; Disagreeing politely	Explaining a process; Checking in	Asking for and expressing feelings and opinions; Showing excitement about areas of agreement
GRAMMAR	Past perfect: Talking about the first of two events in the past <i>Insects had already appeared by the time birds evolved.</i> Past perfect continuous: 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>	Present and past conditionals: 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> Adverbs: Making comparisons <i>The new robot explores more efficiently than the last robot.</i>	Past passive: Describing past actions and processes <i>Many of Goya's works were created at night.</i> Reported speech: Describing what others say <i>She said she was surprised.</i>	Gerunds and infinitives: <i>Some people like to perform/performing.</i> Sense verbs + infinitive without to: Describing what you see, hear and feel <i>Did you see the band perform in concert?</i>
READING	<i>Solving the Mysteries of Flight</i> Strategy: Sequencing	<i>More Than a Dream</i> Strategy: Categorising 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 Andrea Villarreal-Rodríguez</i>	<i>Stage Fright in the Spotlight</i>
WRITING	Genre: Classification essay Focus: Organise ideas into categories	Genre: Persuasive essay Focus: Present both sides of an argument	Genre: Nonfiction narrative Focus: Direct quotes	Genre: Explanatory essay Focus: Teach about a topic
MISSION	Explore Your Interests National Geographic Explorer: Ryan Carney , Paleontologist/Epidemiologist	Discover the Future National Geographic Explorer: Bethany Ehlmann , Planetary Geologist	Tell Stories National Geographic Photographer: Ami Vitale	Find Your Inspiration National Geographic Explorer: Meklit Hadero , 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: Drama <i>Mission: Discovery!</i> Strategy: Inference	Genre: Science fiction <i>Flight of the Insect People</i> Strategy: Analyse plot	Genre: Multimedia <i>A photograph</i> Strategy: Classify facts and interpretations	Genre: Music review <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 organisations. 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 travelled to India to work on a crocodile farm. There she realised she wanted to become a herpetologist: someone who studies reptiles. How do you feel about reptiles?



Unit 3

IAIN COUZIN Behavioural Ecologist

Iain Couzin uses maths 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 behaviour to work better in groups?'



Unit 4

ASHER JAY Creative Conservationist

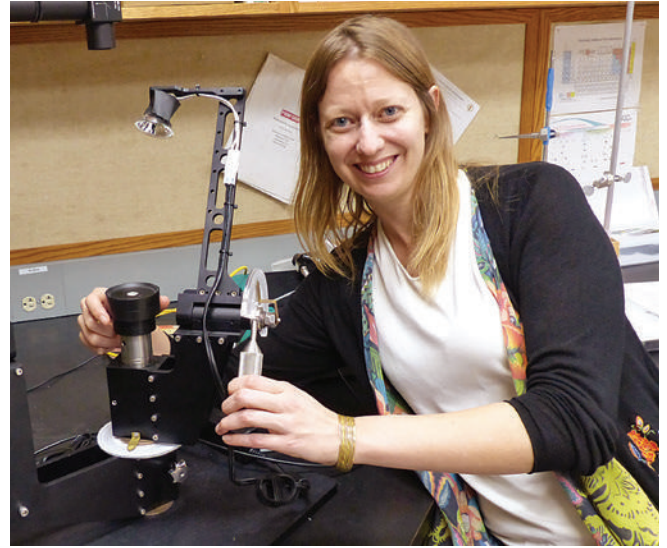
Do you think about where your clothes come from? Asher Jay does! She paints, writes and designs fashion that helps raise awareness for sustainability and conservation. Asher feels very connected to the environment and to all living things, even plants and insects. That's why she wants to reduce her fashion 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 Perseverance Rover 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 photos 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 US. Her experiences in different countries and cultures helped shape her music. Meklit has travelled around the world to perform and she is the co-founder and host of *Movement*, a radio programme and podcast about the connection of migration to music.

1 Who Am I?

A close-up photograph of five young women smiling and looking towards the camera. They are covered in bright yellow and pink powders, which are smeared on their faces and clothes. The woman in the top right is wearing a pink shirt and has a nose ring. The woman in the bottom right is wearing a pink headscarf. The woman in the bottom left is wearing a pink shirt. The woman in the top left is wearing a pink shirt. The woman in the bottom center is wearing a pink shirt. The background is blurred, showing more people and greenery.



Friends celebrating
Holi, the Indian
festival of colours

**‘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 learnt 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.

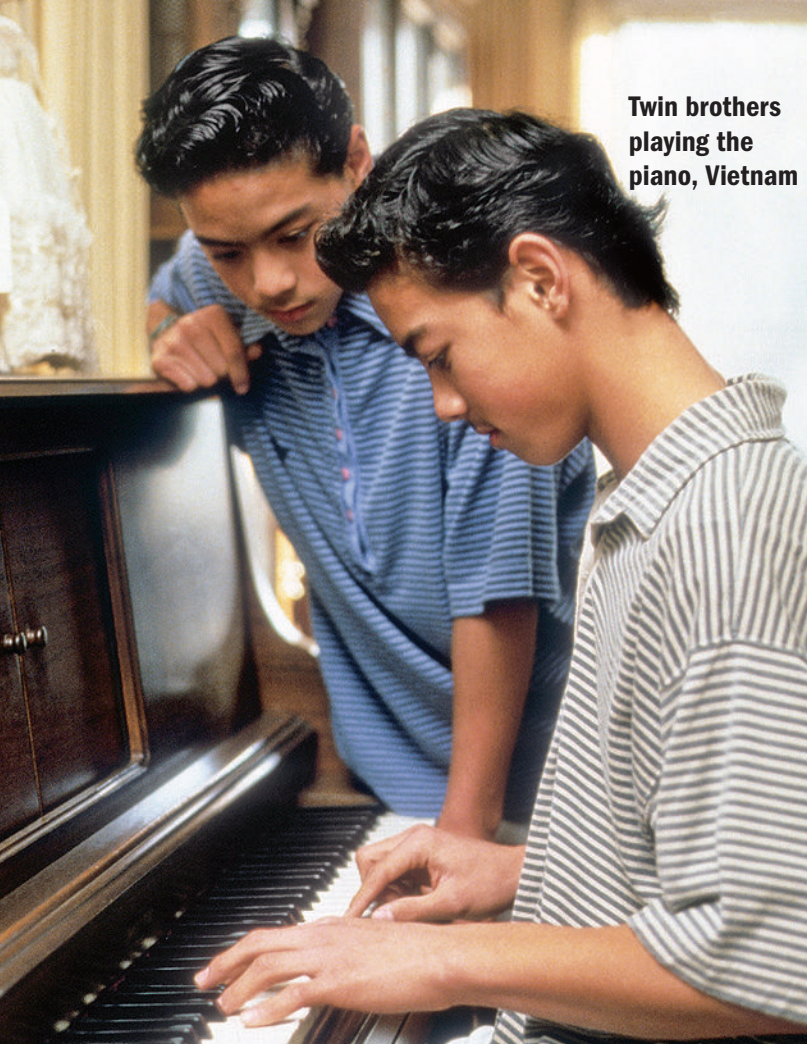
Then there's **personality**. Your personality guides how you act. For example, if you love parties and like meeting lots of people, you're probably friendly and very **social**. You may also be **confident**. You feel good about yourself and comfortable in different situations. If you always hand your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

When Ineza Umuhoza Grace was young, she dreamt of an _____ life as a pilot and travelling 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 these words. 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 centre 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 organised? **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 table above.  1.6

- 2 Listen again.** Read the sentences. Tick (✓) **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

Question tags: 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 question tags.

1. Carla and Lea want to be more social, don't they ?
2. You're not as confident in maths as your sister, _____ ?
3. Salah's brothers won't be at the party, _____ ?
4. Maria's desk is always nice and neat, _____ ? She's so organised.
5. Your sisters were inspired by the talk, _____ ?
6. You would help us if Ana can't come, _____ ?

3 Work in pairs. Take turns forming question tags and answering them. Agree or disagree with your partner. Express your opinion.

1. (name of a TV programme) / strange / show
2. (name of an athlete) / most determined / athlete
3. (name of a video game) / the best / video game
4. (name of a film) / amusing / film / ever



- 4 **LEARN NEW WORDS.** Listen to the conversation. Write two question tags 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 organised 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, organised 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 Question tags 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. A descriptive word gives us more information. 🔊 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. Tick (✓) **T** true or **F** false. Correct the false statements.

1. Oldest children want to make other people happy.

(T) (F)

2. The middle child is mainly influenced by their brothers and sisters.

(T) (F)

3. The youngest child is often scared of new experiences.

(T) (F)

4. Only children often spend a lot of time alone.

(T) (F)

5. Birth order is just one way to understand your personality.

(T) (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, organised, 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 centre 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 per cent 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 people in the photo? Why?
2. What ideas about identity do you think the video might discuss?

2 Work in pairs. You're going to watch *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.

