

In This Unit

Theme This unit explores identity and personality.

Content Objectives

- Students will
- describe their personalities and those of their classmates.
 - read about and discuss the effect of birth order on personality.
 - read about and discuss a teenage scientist and his contribution to cancer research.

Language Objectives

- Students will
- talk about personality and character.
 - compare and contrast personalities.
 - use tag questions to confirm information or seek agreement.
 - use *it* to talk about weather, time, and distance, and for emphasis.
 - write an essay comparing and contrasting people's personalities.

Vocabulary

- pp. 10–11 *ambitious, determined, energetic, enthusiastic, generous, identity, optimistic, organized, outgoing, patient, personality, responsible, self-confident, sense of humor, shy*
- p. 12 *fair, odd, self-conscious, stubborn*
- p. 15 *competitive, cooperative, helpful, jealous, open-minded*
- p. 16 *bossy, to ignore, perfectionist, selfish, spoiled*

Vocabulary Strategies Words with -ous endings; Using a dictionary

Speaking Strategies Comparing and contrasting; Using a dictionary

Grammar

- Grammar 1** Ask tag questions to confirm information or seek agreement
- Grammar 2** Use *it* to talk about weather, time, and distance, and for emphasis

Reading Why Am I Me?

Reading Strategy Descriptive words

Video Scene 1.1: *What Makes Up an Identity?*; Scene 1.2: Meet: Jack Andraka

Writing Comparison and contrast essay

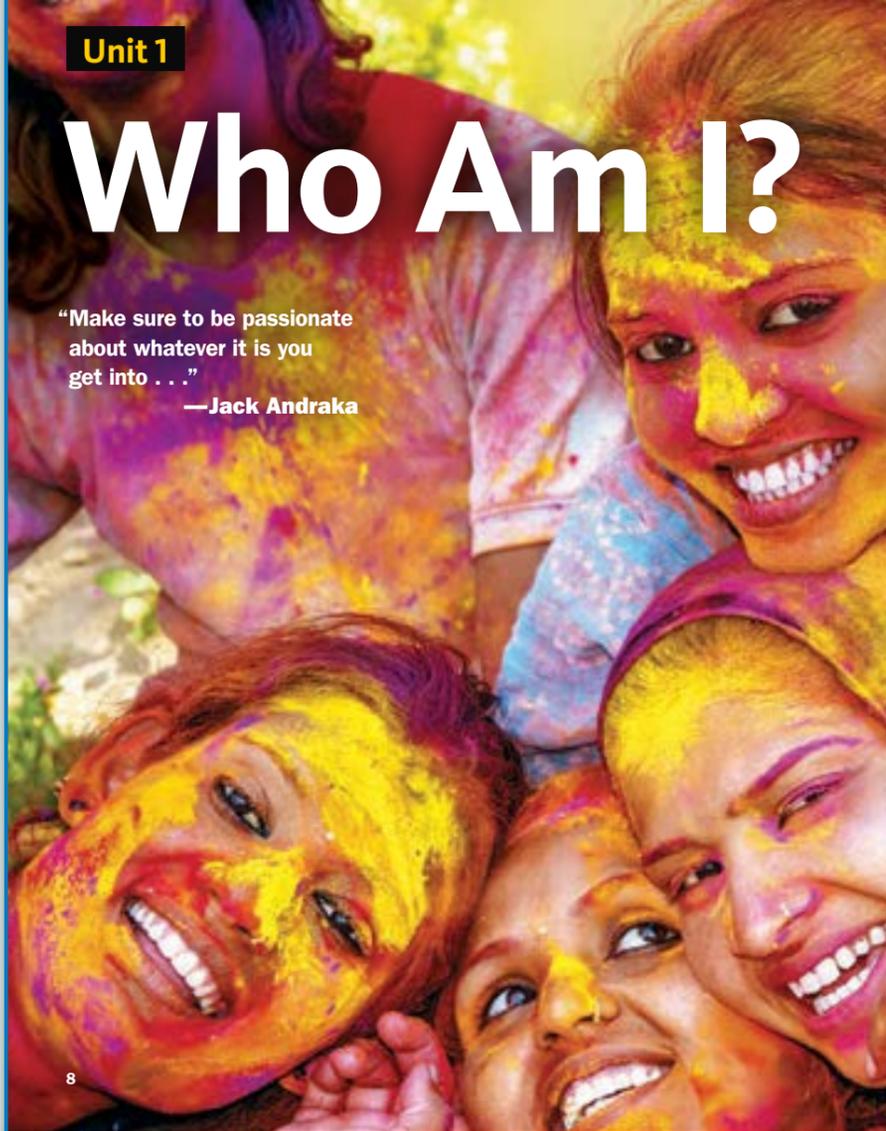
National Geographic Mission Be determined.

Project

- Survey
- Report
- Advice column

Pronunciation Intonation of tag questions

Pacing Guides 3.1.1, 3.1.2, 3.1.3



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

—Jack Andraka

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Introduce the Unit

- **Activate prior knowledge** Say *Today we're talking about personalities—our own and those of our friends and family members. Name some words people use to describe themselves.* List students' responses on the board. Then point to a response and ask *How many of you would describe yourselves as (funny)? as (quiet)?*
- Say *Now think of a favorite relative or a good friend. How would you describe his or her personality?* Have students take turns naming the personality traits they like in this person. Ask *Do you have any of these same qualities? How are you both the same? How are you different?* Record responses on the board.
- Have students open their books to pp. 8–9. Ask *How many people do you see?* (seven) *What do you think they're doing?* Have a student read Question 1 aloud. Ask *Are they having a good time? What words would you use to describe them?* List the words.
- Ask questions such as these to encourage further discussion. *What country are the young people in?* (India)



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?

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What holiday are they celebrating? (Holi, the festival of colors)
Would you like to be covered in colored powders? Why or why not?

- Have a student read Question 2 aloud. Say *Think about the personality traits we've named so far.* Then ask *Do any of these traits describe you? Which traits would never be used to describe you?*
- Read the quote by Jack Andraka aloud. Explain that when you're passionate about something, you have strong feelings about it. Say *I feel strongly about (preserving animal habitats). I am passionate about it. Jack Andraka believes it's important to be passionate about the things you care deeply about.*
- Have a student reread the quote and then Question 3 aloud. Give students time to think, then record what they're passionate about on the board. Discuss with them the reasons why these things are important to them.

Extend

- Distribute **Worksheet 3.1.1**. Pair students. Explain that partners will be discussing and writing about their personality traits.

Unit Opener

Objectives

- Students will
- describe and discuss a photo.
 - describe their personalities.

Resources Worksheet 3.1.1 (Teacher's Resource CD-ROM/Website); CPT: Unit Opener

Materials globe or map of the world

Be the Expert

About the Photo

The festival of Holi marks the arrival of spring in India. It is a joyful holiday that people celebrate by gathering in the streets and throwing colored water and powders on one another. On this day, conventional behavior is set aside in a spirit of fun. At the end of the day, order is restored and people bathe, dress in white clothing, and visit friends, relatives, and teachers.

Teaching Tip

Grouping Make it a practice to group students of different proficiency levels together. To encourage less fluent students to use English, ask them to repeat questions and answers. In group settings, when one student states an idea, encourage others in the group to restate it.

Related Words

sunglasses, nose ring

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**

Objectives

- Students will
- use vocabulary related to personality.
 - use new vocabulary to read about and discuss identity and personality traits.

Target Vocabulary *ambitious, determined, energetic, enthusiastic, generous, identity, optimistic, organized, outgoing, patient, personality, responsible, self-confident, sense of humor, shy*

Academic Language *describe*

Content Vocabulary *social environment, tricky, trait*

Resources Worksheet 3.1.2 (Teacher's Resource CD ROM/Website); TR 2–3 (Audio CD/Website); CPT: Vocabulary

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.



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Teaching Tip

Pause after you ask questions in class and before you call on someone. Tell students you want to give them time to think about their answers. To give students even more time to prepare, write several questions on the board before you ask them for answers.



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?

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Warm Up

- **Activate prior knowledge** Play a simple word-association game with students. Say *I'm going to name occupations, or jobs. I want you to name personality traits, or qualities, that you associate with each occupation. For example, if I say an explorer, you might say adventurous or bold.*
- Then say words such as the following, and list students' responses on the board: *a teacher (smart, patient), an athlete (strong, fast, likes to compete), a scientist (curious), a firefighter (brave), a park ranger (friendly, cares about the environment).*
- After students have brainstormed a list of traits, have them use the words and phrases on the board to develop context sentences. Model an example for students. Point to *(a scientist)* and say *A scientist is curious about how things work in nature.*

Present 1 2

- Have students open their books to pp. 10–11. Have a student read aloud Activity 1 at the top of p. 10. Say *We've talked about personality traits we associate with other people. Now think about how you described yourself. Ask Would your family and friends agree with your description? Do they see you the same way you see yourself? Call on a few students to respond. Then say Let's think about why we are the way we are.*
- **Model** Guide students to think about some of the things that shape our personalities by talking about your family. For example, say *I come from a (small) family. I'm the oldest child. I have (a younger brother.) When we were growing up, I (took care of him while my parents worked. I helped him with his homework.)*

That's one reason I became a teacher. I like to help people learn. I think I was helpful and patient with my brother, but he thinks I was bossy.

- 1 Play **TR: 2** and have students listen and read. Discuss the reading with students. Ask questions such as:
 - How does your family life affect who you are?*
 - How does your culture affect who you are?*
 - Do others see you the same way you see yourself?*
- 2 Play **TR: 3**. Have students listen and repeat. Then place the class into small groups. Divide the vocabulary words and phrases that describe traits into two lists (omit *identity* and *personality*), and assign one list to each group of students. Have them practice the words by completing *If . . . then* statements.

- Write the following example on the board:

If you make sure to walk your dog every morning, then you are _____.

- Say *Write an If . . . then statement for each word or phrase on your list. Take turns reading a statement to the group, leaving out the vocabulary word. Have a group member complete the statement by supplying the missing word. Make sure everyone gets a chance to read and complete a statement.*

Objectives

- Students will
- practice using vocabulary related to personality.
 - use a vocabulary strategy to learn new vocabulary.

Target Vocabulary *fair, odd, self-conscious, stubborn*

Academic Language *compare*

Content Vocabulary *proposed, science fair*

Resources Online Workbook/Workbook pp. 2–3; TR A4 (Audio CD/Website/CPT); CPT: Vocabulary

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 enthusiastic 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 ambitious, but he was determined to prove them wrong. He stayed optimistic and entered his idea into an international science fair. Jack won! Now he feels more self-confident. People have even asked him to be on TV because of his outgoing 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
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- stubborn (negative) 1. You never change! Just listen to me for once.
- odd (negative) 2. You put salt and pepper on your ice cream? Wow!
- fair (positive) 3. I like our music teacher. In her class, everyone gets a chance to play.
- self-conscious (negative) 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?

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Practice 3 4 5

- **3** Pair students. Say *Think about the five or six words you used to describe yourself earlier in the unit.* Have students write the words on a piece of paper. Then say *Now think about the new words you've learned.* Ask *Do any of the new words name traits that are similar to the ones you wrote? Read Activity 3 on page 11.* Have partners complete the activity. Say *Use your new words in your descriptions of yourself and your partner.*
- **4** Have students turn to p. 12. Choose several students to read the words in the word box aloud. Have them choose two words and use them in a sentence. Then have students complete Activity 4 independently. Have a student read the competed paragraph aloud.
- **5 Learn new words** Play **TR: 4.** Have students listen, and then have them look for each word in context on p. 11. Then play **TR: 5** and have students listen and repeat. Review word meanings, and then have students complete Activity 5 independently.

Vocabulary Strategy

Words with -ous endings Explain that when added to a word, the -ous ending may alter the meaning of the word to include the sense of "full of" or "having." In the case of *conscious*, the -ous ending, when combined with the Latin root *sci*, meaning "knowledge," signals that the word means "full of knowledge." In the context of personality traits, *self-conscious* means "full of the knowledge or awareness of self."

Other words with -ous endings include:

adventure	>	adventurous
caution	>	cautious
hazard	>	hazardous
nerves	>	nervous

Teaching Tip

Whenever possible, incorporate activities involving movement during class. Breaking up periods of seated work with physical activity refreshes and energizes students. It also helps them better remember what they learn.

Related Words

lab coat, pancreas, specimen, specimen jar

Formative Assessment

- Can students
- use vocabulary related to identity and personality?
- Ask *What three personality traits best describe you?*
- use new vocabulary to describe different personalities?
- Ask *What word would you use to describe someone who always wants his or her own way and doesn't change his or her mind easily?*

Workbook For additional practice, assign Workbook pp. 2–3.

Online Workbook Vocabulary

- **Vocabulary Strategy** Point out the term *self-conscious* on p. 12. Have a student explain the meaning of the term in his or her own words. (to be very aware of yourself) Underline the -ous ending in *conscious*. Then write *nervous* on the board. Say *Sometimes, when we feel self-conscious, we also feel nervous.* Explain that -ous can be added to a noun, such as *nerves*, to turn it into an adjective, or describing word. Explain that there are other word endings that can help students identify adjectives. These include -y (*silly*) and -ful (*cheerful*).

Apply 6

- **6** Have students silently read Activity 6 on p. 12. Then pair students and have them reread the text on pp. 10–11. Say *Work with your partner to describe a personality. Use the vocabulary words in your descriptions.*
- Model silently scanning the text to identify particular personality traits. Say *How would I describe the pop singer Taylor Swift? She's obviously musical and talented, but I'll scan the text to see if any of the personality traits named there apply to her. Two that fit her, I think, are ambitious and self-confident. I'll write those down and then keep reading.*
- Have pairs choose and complete one of the three Activity 6 options. Remind them to take a few moments to silently review the traits they identified before discussing them with their partner. Have students share their descriptions with the class.

Extend

- After students have had a chance to share their work with their classmates, have them choose a different Activity 6 option to complete independently. If they choose the name poem, tell them they can describe a classmate, a friend, or a family member.
- If time allows, assign **Worksheet 3.1.2.** Explain that students will use vocabulary words to think and write more about personality traits and the factors that affect personality development.

Wrap Up

- Say *Let's find out what qualities you think describe the ideal student.* Write on the board the vocabulary words that describe personality traits. Say *I'll say a word. Raise your hand if you think it describes an ideal student. Then I'll count the number of raised hands and write the number next to the word.* Keep playing until you've used all the words.
- Circle the words that the greatest number of students have chosen. Then call on different students to stand and use the words to complete this sentence frame: *The ideal student is _____, _____, and _____.*

Comparing	Contrasting
You're <u>outgoing</u> ? So am I!	You're <u>shy</u> ? Not me! I'm not <u>shy</u> at all.
Just like you, I'm <u>self-confident</u> .	Unlike you, I'm <u>optimistic</u> .
We're alike because we're both <u>patient</u> .	I'm <u>determined</u> , but you're just <u>stubborn</u> !

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 _____ just like your uncle Jack!"
 Nina: Well, are you and your uncle _____ alike ?
 Dave: No, we're very different. _____ Unlike him, I'm active and outgoing. All he does is watch TV.
 Nina: Is he funny? Optimistic? Generous, _____ like you?
 Dave: No way. _____ He's not generous at all ! 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.

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- Objectives**
 Students will
- use words and phrases that compare and contrast.
 - use words and phrases to compare and contrast personality traits.

Speaking Strategy Comparing and contrasting

Academic Language compare, contrast

Resources Online Workbook; Worksheet 3.1.3 (Teacher's Resource CD-ROM/Website); TR: 4–5 (Audio CD/Website/CPT); CPT: Speaking Strategy

Materials coins for flipping



Warm Up

- **Activate prior knowledge** Remind students that when they compare people or things, they tell how they're the same, or alike. When they contrast, they tell how they're different, or not alike. Say *Think of a friend. How are you alike? How are you not alike?* Model. Say *My best friend and I are alike because we're both passionate about sports. Just like me, he loves soccer. Unlike me, he can play it well!*
- List words and phrases such as *both; me, too; like; alike; not me; unlike*. Call on a student and model using some of the words in a short dialogue. Then have partners ask and answer questions comparing and contrasting what they do in their free time.

Present 7

- Have students open their books to p. 13. Play TR: 6. Say *Listen as two people compare and contrast their personality traits.*

Play TR: 6 again. Have students read along. Then have pairs take turns using the dialogue to talk about their personality traits. Supply additional prompts such as:

We're not alike at all! You're _____, and I'm _____.
 We are alike in one way. We're both _____.

- **7** Say *Now listen as two people talk about their little brothers. Pay attention to the words they use when they compare and contrast the boys' personalities and behavior. Write them down.* Play TR: 7. Have students share what they wrote.

Strategy in Depth

Other words and phrases used to compare and contrast in English include:

Comparing: *the same, similar, too, in common*

"My best friend and I are practically *the same person!* We have *similar* tastes in clothes, sports, and music. We each have an annoying little sister, *too*. We have lots of other things *in common* as well!"

Contrasting: *different, dissimilar, whereas, differ*

"My brother and I are very *different*. We have nothing in common. Our habits are so *dissimilar*. I'm messy and always running from one project to another, *whereas* he's neat and organized. I wish we didn't *differ* so much!"

Practice 8

- **8** Once students seem comfortable using the speaking strategy and additional prompts to compare and contrast, direct them to Activity 8. Have students complete Activity 8 independently. Ask several students to read their completed dialogues aloud, taking turns as Dave and Nina. Then ask *Did you hear different ways to talk about comparing and contrasting? What were some of the words and phrases you used or heard?*

Apply 9 10

- **9** Have partners use the game board on p. 153 and a coin to play the game. Students take turns flipping the coin and moving along the game board one or two spaces. Say *Notice that sometimes you'll be comparing or contrasting what's in the picture; other times, the text will tell you what to compare or contrast.*
- **Synthesize** Pair students. Have them silently review pp. 10–12, as well as any notes they might have written down about personality traits. Have partners talk about things they've learned so far about identity and personality.
- **10** Say *Now think about where some of your traits might have come from.* Ask *Do you share any personality traits with either of your parents?* Have students read Activity 10. Then place students in small groups to discuss the questions. Remind students to use the new vocabulary in their discussions and to listen politely to one another.

Extend

- If possible, give groups time to summarize their results. Say *Think of a way to summarize the results of your discussion. You can write a summary, make a chart, draw a picture, or use some other format.* Display the groups' summaries.
- If time allows, assign **Worksheet 3.1.3**. Explain that students will use the worksheet to practice comparing and contrasting personality traits with a partner.

Wrap Up

- Write these sentence frames on the board:

I'm _____, and so is (name).
 I'm not _____, but (name) is.

- Write the following words on index cards: *optimistic, enthusiastic, quiet, funny, organized, athletic, ambitious*. Have students stand in a circle. Hand a card to each student. Have students use the word on their card to complete the appropriate sentence frame.
- Model with a student. Stand in the middle of the circle. Say *I'm not athletic, but (Maria) is*. Then have (Maria) come to the center of the circle and use the word on her card to complete one of the sentences on the board.

Formative Assessment

- Can students
- use words and phrases to compare and contrast?
- Point to two classroom objects that are similar, but different in some way (for example, a desk and a table or a tablet and a cell phone). Have students compare and contrast the two objects.
- use words and phrases to compare and contrast personality traits?
- Ask *How are you and a friend alike?*
 Ask *How are you and that friend different?*

Objectives

- Students will
- use tag questions to confirm information or seek agreement.
 - ask and answer tag questions about personalities.
 - use words associated with teen chefs competing in a TV cooking contest.

Grammar Asking tag questions to confirm information or seek agreement

Target Vocabulary *competitive, cooperative, helpful, jealous, open-minded*

Academic Language *to confirm, to agree, to disagree*

Content Vocabulary *logical, trophies*

Pronunciation Intonation of tag questions

Resources Online Workbook/Workbook pp. 4–5; TR: 8–11, 114–116; (Audio CD/Website/CPT); Pronunciation Answer Key (Teacher's Resource CDROM/ Website); CPT: Grammar 1 and Pronunciation

Materials large note cards

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. d a. Yes, it was. And we finally won!
2. e b. Yes, I have to be. I'm a teacher.
3. a c. No, she didn't. She said she was sick.
4. c d. He really is. He never stops!
5. b 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, are you ?
3. Greg's brothers won't be at the party, will they ?
4. Maria has changed a lot, hasn't she ? She's so self-confident.
5. Your sisters didn't go shopping, did they ?
6. You would help us if Ana can't come, wouldn't you ?

National Geographic Fellow
Chef Barton Seaver

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

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

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

Pronunciation

Go to Student Book p. 144. Use audio TR: 114–116.

Intonation of Tag Questions The intonation of tag questions can vary. Tag questions have a falling intonation when the speaker is sure or almost sure and is simply seeking agreement. They have a rising intonation when the speaker is unsure and wants confirmation.

Teaching Tip

Be mindful of the different ways that students learn. Some students learn best when they hear information. Others learn best when they write things down. Still others find that using their bodies by pointing, acting, clapping, singing, or walking and talking helps them learn best. A mix of approaches gives different learners different ways to be involved with the lesson.

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?
Possible answers:
 They aren't very open-minded, are they?
2. Pat and Tim refused to talk to Julia, or even listen to her ideas.
 They're really competitive, aren't they?
3. The Whitley twins have seventeen tennis trophies between them.
 He isn't very cooperative, is he?
4. Sam won't join the group to help collect and recycle plastic bottles.
 Thank you! You're always helpful, aren't you?

Warm Up

- **Preteach** Model the following dialogue with a student. Say *I need help with a science project. Your brother is good at science, isn't he?* Prompt him or her to respond: *Yes, he is. He's very smart!*
- Have partners use similar questions to talk about a book they've both read, a movie they've both seen, directions to a place, or a school event. Explain that one student asks the question, and the other student answers it. Provide examples to help students get started: *That was a scary story, wasn't it? The library is on Central Street, isn't it? You're going to the science fair, aren't you?*

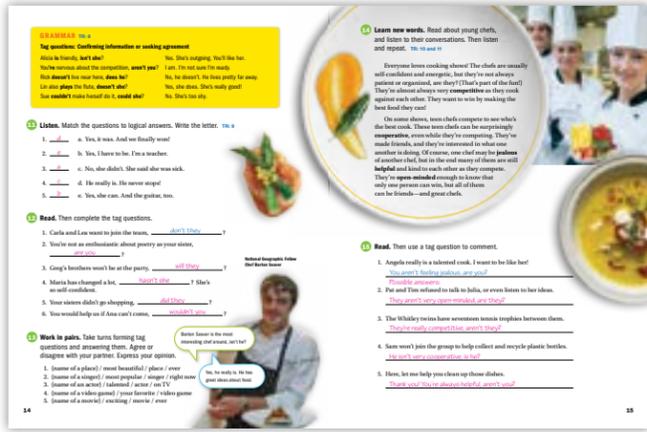
Present

- Write *Your brother is good at science, isn't he?* Circle *isn't he?* and tell students that this part of the sentence is called a *tag*, and the whole sentence is called a *tag question*. Explain that you add a tag to the end of a sentence when you need someone to tell you you're correct, or to find out if someone agrees with you.

- Write these additional tags on the board. Point out that tags usually include contractions.

isn't it? wasn't it? aren't you? don't you?

- Have students open their books to pp. 14–15. Say *In order to confirm information, you ask someone to tell you that what you're saying is correct. When you seek agreement, you ask someone to agree with you. We've talked about tag questions and how they're used. Now we'll hear some more examples.* Play **TR: 8** once and have students listen.
- Read the first question and answer in the chart. Ask *Does the person answering the question agree with the speaker?* (yes) Then call on pairs to model asking and answering the rest of the tag questions in the chart. Encourage them to read with expression.



12 Direct students to Activity 12. Read the directions aloud and then point out that the first tag question has been completed for them. Have them read the first statement and tag aloud together. Say *Now complete items 2–6. Remember the pattern of a positive statement followed by a negative tag and a negative statement followed by a positive tag.* You may want to write on the board: *positive statement → negative tag; negative statement → positive tag.* Check answers as a class.

13 Pair students and call on one pair to model the dialogue about Barton Seaver on p. 14. Then read the directions for Activity 13 aloud. Say *Remember that tag questions are used to confirm information or seek agreement. Sometimes, you'll express an opinion with a tag question, hoping to receive agreement. However, the other person may disagree with you!* Have partners read the activity items silently. Allow time for students to compose their questions.

Say *Now take turns asking and answering your questions.* When students are comfortable with the format, call on pairs to share their dialogues with the class.

Apply 14 15

14 **Learn new words** Read the directions for Activity 14. Point out the photos on p. 15 and call on students to describe the chefs' uniforms and the different foods pictured. Then ask *Has anyone watched a TV cooking show in which chefs compete to see who can cook the best dish or meal?* Invite students to share what they know about cooking shows. Tell them they're going to read about teenage chefs who take part in cooking contests, and learn more new words about personality traits. Have students read the text independently.

Say *Now we'll listen in as some young chefs talk about competing.* Play **TR: 10**. Then say *Let's listen to the new words in sentences. We'll repeat each word alone and in a sentence.* Play **TR: 11** and have students repeat.

15 Pair students. Have each pair read the directions for Activity 15 and item 1 together. Have them skim the article above. Then say *Now work together to use the new vocabulary words in tag questions that make an observation or express an opinion about the people in each sentence.*

Extend

Pair students. Say *Imagine you need to interview your partner for an article in the school paper about one of her or his interests.* List some topics on the board to prompt students:

- | | | |
|--------|---------|---------|
| sports | animals | family |
| music | school | hobbies |

Give each student a note card. Say *Write your name on the card and three or four sentences about you and the topic you chose that your interviewer will find useful.* Share an example. Say *I want to be interviewed about animals. I'll write these sentences on my card: I like all animals, even slimy insects! I really like birds. I love to see them at my bird feeder. I'm worried because I haven't seen many birds lately.*

Give students time to write their sentences. Then have them trade cards with their partners. Say *Now use the sentences to write on the other side of the card an interview question based on each one. For example: "You love animals, don't you? Why?" Make sure to leave room for the answers to the questions.* Tell students to include one or two tag questions.

Have students conduct their interviews and write their partners' answers on the cards. When students have completed their interviews, call on a few to share with the class the name of the student they interviewed and the topic, and to read the questions and answers aloud.

Wrap Up

Say *Now we'll use our interviews to play a game called Name That Trait.* Collect all the note cards. Have students sit in a circle. Say *I'm going to go around the circle and read some information from the cards to each of you that will give a hint about a personality trait. You will call out an appropriate trait that comes to mind.*

Model with a student. Using one of the cards, say, for example, *(Monica) is learning to play the flute. She practices every day. She wants to play in an orchestra one day. Name that trait!* Prompt the student to name a trait such as *determined, ambitious, hard-working, or enthusiastic.* After the student names a trait, challenge the group to think of a tag question related to the named trait; say, for example, *I think Monica will be famous one day, don't you?* Then move on to the next student in the circle.

Tell students that many tag questions follow a pattern. Explain that when the first part of the sentence includes a form of the verb *be* or a helping verb, such as *has, can, will, do,* or *should*, the tag will often include a contraction of the same verb with *not*. Say *Remember this pattern: Add a negative tag to a positive sentence, and a positive tag to a negative sentence. Always use a comma before the tag.* Display sentences from p. 14 to illustrate the pattern:

Alicia <u>is</u> friendly.	isn't she?
positive	→ negative
Rick <u>doesn't</u> live near here.	does he?
negative	→ positive

Play **TR: 8** again as students follow along in their books. Explain that even though *plays* in the fourth sentence is not a form of *be* or a helping verb, this sentence does follow the pattern of a negative tag added to a positive sentence.

Practice 11 12 13

- 11 Say *Now we'll listen to tag questions and match each one with the best answer.* Play **TR: 9** once and have students listen.
- Play number 1 again and repeat it for the class. Then read aloud all the answer choices as students follow along in their books. Say *When something is logical, it makes sense. Which choice is the logical answer to the question?* Have students respond. (d) Tell them to write the letter on the line next to number 1. Then replay **TR: A8** and have students complete the activity.

Grammar in Depth

Some students may have trouble with tag questions because the tag question system is simpler in many other languages. In some, it may only involve adding the equivalent of "no?" or "yes?" at the end of a sentence.

Not all tags and tag questions follow the pattern described in the Present section. Examples of other tags include *right?, don't you think?, wouldn't you say?*

The history exam is tomorrow, right?
Jose should get the trophy for most improved player, don't you think?
Mr. Martino is much nicer this year, wouldn't you say?

Tag questions can also be used for emphasis. In this example, the sentence would be read as if there were an exclamation point, rather than a question mark, at the end: *That pizza was really good, wasn't it?*

Formative Assessment

- Can students
- use tag questions to confirm information or seek agreement?
- Tell students that your hobby is (photography). Have them ask you a tag question confirming that information.
- Have students answer the following tag question:
- You're interested in (science), aren't you?*
- ask and answer tag questions about personalities?
- Have students respond to the following question by naming another personality trait:
- I think it's good to be competitive, don't you?*

Workbook For additional practice, assign Workbook pp. 4–5.

Online Workbook Grammar 1

Objectives

- Students will
- read about and discuss how birth order might affect personality.
 - use new words from the reading.
 - use descriptive words to describe themselves.

Reading Strategy Descriptive words

Vocabulary Strategy Using a dictionary

Target Vocabulary *bossy, to ignore, perfectionist, selfish, spoiled*

Academic Language *clues, main idea*

Content Vocabulary *factor, flexible, secretive*

Resources Online Workbook/Workbook pp. 6–7; Worksheet 3.1.4 (Teacher’s Resource CD-ROM/Website); TR: 12–13 (Audio CD/Website/CPT); CPT: Reading

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



16

Warm Up

- **Build background** Ask *How many of you have brothers or sisters? Raise your hands.* Ask two or three of the students with raised hands, one at a time, whether they were born first, or second, or third, and so on. Based on the response, say to each student in turn *So you are (the oldest child/a middle child/the youngest child).* Tell students that the order in which children are born is called *birth order.* Then say *Some people think that birth order affects the qualities we will have as we grow up.*
- Ask *How many of you have no brothers or sisters?* Say *Some people think that being an only child also affects personality development.*

Before You Read 16 17

- **16** Have students open their books to pp. 16–17. Say *Read Activity 16 on p. 16. With a partner, look at the title of the reading and the photo. Discuss what you think the reading will be about.* When students are ready, review their predictions as a class.

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.

17

- Have students describe the photo. Ask *How many people are there? Are they related? How can you tell? What are they doing? How would you describe the women? Are they bored? happy? protective?* Focus on the baby. Ask *Why do you think the woman is holding on to the baby? Might the baby be curious? a little too adventurous?*
- **17 Learn new words** Tell students they’re going to learn some new words, but first remind them of two words they’ve already learned. Read aloud the two questions at the beginning of the reading. Ask *What words have you learned that refer to the way you, me, or anyone is?* Prompt students by having them complete these definitions:

Who you are, based on your family, environment, beliefs, and values, is your _____ . (identity)

The combination of all your qualities, positive and negative, makes up your _____ . (personality)

Reading Strategy

Descriptive Words Descriptive words make writing clear and colorful and help readers visualize what they read. Many of the words used to describe in English are adjectives. Precise, vivid adjectives add detail and clarity to writing.

Adjectives describe nouns or pronouns, as in *We were amazed by the powerful athlete. He was strong and swift as the wind.* Paying attention to descriptive words as they read will help students better understand and appreciate what they read.

Vocabulary Strategy

Using a Dictionary A dictionary is an important tool for anyone who is learning a new language. With a good dictionary you can do the following:

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- find out other grammatical information about a word
- find a synonym or antonym of a word
- check the part of speech of a word
- find out how to pronounce a word
- find examples of the word in context

Teaching Tip

When students use adjectives and nouns, as in *green shorts*, check for correct word order. The adjective usually comes before the noun in English. This is not true in all languages.

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

19 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. *bossy perfectionist selfish spoiled*

20 While you read, notice descriptive words you think apply to you personally.

21 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 so, why not?

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?

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.

- Say *Now you'll hear new words that describe some personality types and behaviors.* Have students listen to **TR: 12** and repeat.
- **Vocabulary Strategy** Explain that often when we look up a new English word in a dictionary, we find that it has more than one meaning. Say *If you're not sure which definition is correct, read all the meanings carefully and find the one that makes the most sense in the context where you found the word.* Point out that to make sure of a word's meaning, it's sometimes a good idea to look it up in a bilingual dictionary. Say *If one of the English translations is the original word you looked up, then you know that you've found the right meaning.*

While You Read 18

- **18** Say *Now you're going to hear some ideas about how birth order might influence who you are and the personality traits you develop. Listen and read.* Play **TR: 13** and have students follow along.
- Say *Now read again. Look for words that describe qualities or behaviors or that name personality types. Pay attention to how these words help you understand the ideas presented in the reading.* Play **TR: 13** again or allow students to read in silence.

After You Read 19 20 21

- **19** Put students in small groups. Have them read and answer the questions. Remind them that the main idea of a piece of writing is what it is mostly about. The other information provides details that tell about the main idea. If students disagree about an answer, encourage them to review the text to find support for their answers. Remind them to relate information in the reading to their own families.

- **20** Pair students. Make sure they understand that they should do the first part of the activity independently. After students underline the words they think describe them, have them list the words on paper. Remind students to include *only child* as a category of birth order.
- When students have guessed and revealed one another's birth order, say *Now look again at "Why Am I Me?" Did the reading correctly match your traits with your actual birth order?* Tell students they will use their lists in the next activity.
- **21** Have students form groups of three or four to respond to the activity. For each group, have one member act as secretary and write down information from the discussion.
- Before they begin, provide an explanation for *factor* to students. Say *A factor is a thing, an element, that affects something else—for example, temperature, wind, and the amount of moisture in the air are factors that affect the weather.* Remind students of other factors, besides birth order, that may affect personality development. You may want to draw the following chart on the board to guide students' discussions.

Family Life	Social Environment (where you live, other people or institutions you interact with)	Culture	Values and Beliefs	Birth Order
Sample notes: large family; I care for younger siblings	house, with parents, siblings, grandmother; church-centered social life	traditions are important	family members should help one another	oldest; my personality traits don't exactly match the reading

- Have students copy the chart and add notes under the factors they think affect personality. Tell students to refer to their charts as they do the activity. Have group secretaries keep track of which factors group members think are most/least important to personality development. Tell them to save their notes for the Wrap Up activity.

Extend

- Pair each student with someone who participated in a different group discussion. Have them work together to write two or three sentences about their personality traits based on what they learned or found most interesting in the reading or in their group discussions.
- Model an example. Say *Sometimes I think about why I'm the way I am. I understand that one reason I always want things to be perfect is because my parents expect me to be a good role model for my younger brothers and sisters.*
- **Worksheet** If time allows, you may want to assign **Worksheet 3.1.4** in class. Hand out a copy to each student. Say *Review the words on Student Book page 16. You will use your new words to sum up ideas about birth order and personality development.*

Wrap Up

- List in a column some of the factors you've talked about that affect personality development. Say *Let's rank the factors that affect personality development in the order of importance. We'll take a class vote.* Read each factor and have students raise their hands if they think it's important to personality development. Record the number of votes on the board next to each factor. Ask *What's the most important factor? the least important?* Then ask the group secretaries from Activity 21 *Do the results from the Activity 21 discussions agree with our class vote?* Ask if anyone changed their mind and if so, why.

Teaching Tip

While students are doing pair-work activities, make sure to walk around the room to check for understanding, monitor the use of language, and offer help when needed. It's also important to follow pair-work time with whole-class work. During this time, students should have the opportunity to share the work they did in pairs with the rest of the class.

Answer Key

Comprehension 19

1. Birth order influences the person we become.
2. Answers will vary.
3. Answers will vary.

Formative Assessment

- Can students
- use new words to discuss what they've read?
Ask students to use *bossy, to ignore, perfectionist, selfish, or spoiled* in sentences based on the reading.
 - use descriptive words to describe themselves?
Ask students to list words from "Why Am I Me?" that describe their personalities and tell what factors they think contributed to why they are that way.

Workbook For additional practice, assign Workbook pp. 6–7.

Online Workbook Reading

Objectives

Students will

- discuss factors that are important to a person's identity.
- apply the message of the video to their personal lives.

Academic Language *compile, profile*

Content Vocabulary *designer clothing, obsessed, world view*

Resources Video scene 1.1 (DVD/Website/CPT); Online Workbook; CPT: Video



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

18

- 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.
- The video will discuss your identity in comparison to that of your family and friends.
 - The video will talk about things that you like and do that help shape your identity.
 - The video will suggest ways you can make yourself better.

Before You Watch 22 23

- Write the unit title *Who Am I?* on the board. Say *So far in this unit, we've learned about personality traits and identity.* Point to the board. Ask *Do you have a better idea now of how you would answer this question? Do you still have questions about what makes you you? Write them down.*
- **22** Have students open their books to pp. 18–19. Read Activity 22 aloud. Say *Think about what you've learned about the factors that affect identity. Take a minute to list them.* Then pair students. Say *Compare your lists. Did you write the same things?* Have students use their lists to discuss the answer to the Activity 22 question.
- **23** Say *Think about the title of the video and what you know about personality and identity. Read the title of the video and look at the photo. Now predict what*

you think the video will be mostly about. Circle the letter that best expresses the idea. Call on students to explain why they chose what they did.

While You Watch 24

- **24** Have a student read the Activity 24 directions. Say *Listen carefully as you watch What Makes up an Identity? Check the things that apply.* Play **Video scene 1.1.** Say *Write down other things you hear or notice in the video that you want to remember.*
- If students have trouble following the video or understanding the text, pause the video and allow them to ask questions, or display the captioned text. Try replaying the video with and without sound, and have students describe and comment on what they see. Have students complete the activity independently.

Teaching Tip

The novelty of watching a video in class may make students overly active or talkative. To remind students of how they should behave during the video, set clear expectations. Students do well with just a few general rules, instead of a long list of specific rules. It's good to keep rules positive—tell students how they *should* behave, instead of what they should not do.

Formative Assessment

Can students

- discuss factors that, according to the video, are important to a person's identity?
- Ask *What's one way teenagers express their personalities?*

Online Workbook Video

- 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.

19

After You Watch 25 26 27 28

- **25** Pair students. Read the activity directions. If necessary, do the first item together. Remind students to use information from the video to complete the sentences. Review the answers as a class.
- **26** Say *Review the four areas with your partner.* Provide discussion prompts if necessary. For example, ask *Have you found that your friends are playing an ever bigger role in shaping your identity, or not?* Circulate to make sure all students have a chance to express their thoughts. Provide assistance as necessary.
- **27** Form small groups. Read the discussion question. Ask *Did the video answer any of the questions you wrote down? Do you have your own, different ideas about identity? Share them with the group!* Remind students to consult any notes they made during the video. Say *Listen politely to one another. Be open-minded. Try to find something positive*

to say about your classmates' contributions to the discussion even if you don't agree with their ideas.

- **28** Have students read the three activity options. If students choose the interview, allow them to view the video again and tell them to take notes on it that they can use to create interview questions.
- Suggest to students who opt to do the clothing activity that they consider working with a partner whose style is different from their own. Tell them that when they compare their descriptions they should pay attention to how the descriptions differ and make sure they discuss what qualities they each associate with certain kinds of clothing.
- If students choose the cookbook option, tell them they don't need to include step-by-step cooking directions, just a general description of the meals. Suggest that they include photos or other artwork in the cookbook.

Objective

- Students will
- use *it* to talk about weather, time, and distance, and for emphasis.

Academic Language to introduce

Content Vocabulary compliments, to interrupt

Resources Online Workbook/Workbook pp. 8–9; Worksheet 3.1.5 (Teacher’s Resource CD-ROM/Website); TR: 14–15 (Audio CD/Website/CPT); CPT: Grammar 2

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

- | | |
|------------------------------------|------------------------------------|
| <u> 4 </u> to introduce weather | <u> 1 </u> to introduce time |
| <u> 3 </u> to introduce distance | <u> 2 </u> 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.

- It makes me a little angry when people interrupt me in a conversation.
- _____
- _____
- _____

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

- I like it when people give me compliments about my appearance.
- _____
- _____
- _____

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.

Warm Up

- Activate prior knowledge** Write *it* and *it’s* on the board. Say *We use these words all the time.* Pick up a classroom object and say *This is a (book). It’s a (dictionary).* Point to *it’s* and ask students *What two words make up this contraction? (it and is)* Remind students that we use *it* and *it’s* to refer to something that has already been named. Discuss some examples of the two words:

A flying squirrel doesn’t really fly, it glides.
 My cell phone is old, but it works well.
 I like my cell phone. It’s as good as new!

- Explain that in the first sentence *it* refers to *flying squirrel*, an animal; in the second and third sentences, *it* and *it’s* refer to *cell phone*, an object.

Present

- Have students open their books to p. 20. Call on students to read the sentences on the left side of the chart. Guide students to see that in these sentences, *it’s* refers to the weather, the time, and distance, although none of those things is named first.
- Say *We also use it to announce something that annoys or pleases us.* Read the sentences on the right side of the chart with expression. Then play TR: 14. Have students read along. Then play it again and have students read the examples aloud.

Practice 29 30 31

- 29** Read the Activity 29 directions and items aloud. Explain that when we use *it* or *it’s* without first naming the subject (weather, time, or distance, for example) we say that the word is used to introduce, or announce or lead into, the subject. Sometimes, *it* introduces or adds emphasis.

Grammar in Depth

All sentences (except for commands) need an explicit subject. In some of the special uses of *it* covered in this lesson, the word is used because no other subject is present. When *it* is used simply to perform the grammatical function of sentence subject, it is referred to as ambient or nonreferential *it*.

When *it* or *it’s* is used for emphasis, it is often followed by a clause:

It’s so nice when you help me with my homework.

It’s weird that he’s bored by the movie.

Also, note the emphasis gained in the second sentence below by using *it’s* at the beginning of the sentence and changing the position of *I want*. Compare:

I want passion, not just enthusiasm.

It’s passion I want, not just enthusiasm.

Teaching Tip

Remember that some students who are not verbally fluent may be better able to express themselves through different means, such as art or movement. Give those students a chance to show their abilities. For example, if a student prefers not to speak, let him act out a sentence or share a drawing without speaking.

Formative Assessment

- Can students
- use *it* to talk about weather, time, or distance?
 - use *it* for emphasis?
- Have students use *it* in a sentence about weather, time, or distance.
- Have students complete one of the following sentence frames, using *it* to emphasize something they like or dislike:
- I love _____.
- I hate _____.

Workbook For additional practice, assign Workbook pp. 8–9.

Online Workbook Grammar 2

- Make sure students understand the activity directions. Then play TR: 15 and have students complete Activity 29. Replay the track and have students check their answers in pairs.
- 30 31** Pair students and have them read the directions for Activities 30 and 31. Point out the sample sentence in each activity. Tell students to refer to the sentences on the right side of the chart at the top of the page for additional examples.

Apply 32

- Divide students into groups of three. Have one student in each group cut out the game cube on p. 155. Say *When it’s your turn, read aloud the words on the side of the cube that’s facing up and make them into a complete sentence that makes sense.*

Extend

- Write the words below on the board. Say *Begin your sentences with any of the phrases on the game cube. Complete them with the words on the board. Take turns.* Provide a sample sentence, such as *It’s weird that my noisy sister is quiet and shy at school.*

shy	jealous	determined
spoiled	fair	optimistic
bossy	competitive	patient

- Distribute **Worksheet 3.1.5**. Tell students they will have more opportunities to practice writing sentences using *it* and *it’s*.

Wrap Up

- Write the sentences below on the board. Say *Choose a sentence and write it down. Then write a second sentence in response to the first that uses it or it’s to introduce or add emphasis. Funny or silly sentences are fine—as long as they’re complete and make sense.* Provide examples if students need help getting started: *It’s midnight. It drives me crazy when I wake up in the middle of the night and can’t go back to sleep.*

It’s a holiday.	It’s time for my solo.
It’s midnight.	It’s hot out.
It’s my birthday.	It’s time to walk the dog.

- When students are ready, say *Now I’ll walk around the room. When I point to you, read your two sentences.* Encourage students to read with expression. When everyone has had a turn, invite students to say which responses they liked best.

Objectives

- Students will
- identify and use elements of comparison and contrast writing.
 - use expressions that introduce comparisons and contrasts.
 - analyze a model of comparison and contrast writing.
 - compare personalities and produce a comparison and contrast essay.

Academic Language *compare and contrast, idiom*

Content Vocabulary *campsite, snowball*

Resources Online Workbook/Workbook p. 10; Process Writing Worksheet 1–5, Genre Writing Worksheets: Comparison, Contrast (Teacher’s Resource CD-ROM/Website/CPT); CPT: Writing

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.

Warm Up

- **Recycle** Remind students of the language we use when comparing and contrasting. Write the following sentences on the board:

My cousin and I are the same age.	Unlike me, he’s very tall.
We both have green eyes.	He’s quiet and shy, but I’m loud and energetic.
I love to dance. He does, too.	He’d read all day. Not me. I’d rather play soccer.

- Have students read the sentences on the left side of the chart on the board. Ask *Are these sentences comparing or contrasting?* (comparing) Ask *How do you know?* Review with students that the words *the same*, *both*, and *too* signal that the speaker is describing

how the two persons are alike. Next, have students read the sentences on the right side of the chart. Then ask *What words signal that these sentences are contrasting, or describing how the two persons are different?* (*unlike, but, not me*)

Present

- Say *We’re going to learn other words and phrases you can use to compare and contrast.* Have students turn to p. 21. Call on a student to read aloud the words and phrase in the *Compare* row in the chart at the top of the page. Then write on the board: *My cousin helps me with math. In the same way, I show him how to do the latest dances.* Say *In the same way is an expression meaning “in the same kind of situation” or “similarly.”* Explain that these sentences show another way the young people are alike—they help each other when they can.

Writing Support

Potential Comparison and Contrast Problems When comparing and contrasting, students should choose a topic that makes sense—two things that, although different, allow for comparison as well as contrast.

Sometimes, students will focus on either similarities or differences and forget to cover the other condition, or touch upon it only briefly.

Another pitfall to avoid when comparing and contrasting personalities, in particular, is focusing on a person’s negative traits without mentioning the positive ones.

Teaching Tip

When students complete writing activities, post the writing on a wall in the room or collect students’ writing to create a book. You may choose to make a class book, or have students create and add to individual books with writing they complete throughout the year. This provides both the opportunity for students to share their writing with one another and the opportunity for students to easily return to previous work and note their improvement.

- Call on another student to read the *Contrast* row of the chart. Write on the board: *Math has always been easy for him. On the other hand, I’ve always struggled with numbers.* Explain that *on the other hand* is a special kind of expression called an *idiom*. Say *English has expressions called idioms that mean something different from the meanings of their separate words. This expression has nothing to do with an actual hand but is used to introduce the second of two contrasting points. Another way to say the sentences would be In contrast to him, I’ve always struggled with numbers.*

- Pair students. Assign each pair one of the words or phrases in the chart, and have them work together to write a sentence using it to compare or contrast. Then review students’ sentences as a class.

Read the Model 33 34

- **33** Say *Now we’re going to look at an example of compare and contrast writing. First, let’s look at the photo.* Have students predict what they think the text will be about. Ask *What do you think the text might be about?*

- Have students read the text individually. Then have pairs of students identify the parts of the text and find and underline words and phrases used to compare and contrast. Tell them that in addition to some of the words and phrases listed in the chart at the top of the page, they will find other words and phrases they know that compare and contrast. They should underline these as well.

- **34** Next, have pairs read the text again and discuss. Ask *What words and phrases did you underline? What specific personality traits are named in the text? To whom do they apply?* Encourage students to use a Venn diagram to compare and contrast the boy and his grandfather.

- **Worksheet** If your students need a reminder of the elements of the Comparison and Contrast writing genres, you may want to hand out **Genre Writing Worksheets (Comparison)** and **(Contrast)**.

Plan 35

- **35** Say *Now you’re going to plan your writing. You already know your topic—comparing and contrasting your personality with a family member’s. So your next step is Prewriting.* Say *Let’s review. What are some ways we do prewriting?* (brainstorm, freewrite, make lists, use a graphic organizer, use sentence starters)
- Say *Now decide what you want to use for Prewriting.* If you have time in class, allow students to work on this step. If not, assign it as homework. If students have workbooks, remind them to use Workbook p. 10 for writing support.

Workbook For scaffolded Writing support, assign Workbook p. 10.

Online Workbook Writing

WRITING

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

Compare: alike both in the same way too
 Contrast: 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.

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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!

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

Revise

- After students have finished their first drafts, have them review their writing and think about their ideas and organization. Have each student consider the following: *Is the main idea easily identifiable? Do the ideas follow each other in a logical way? What seems good? What needs more work?*

Edit and Proofread

- Have students consider elements of style, such as sentence variety, parallelism, and word choice. Then have them proofread for mistakes in grammar, punctuation, capitalization, and spelling.

Publish

- Publishing includes handing in writing pieces to the teacher, sharing work with classmates, adding pieces to a class book, displaying pieces on a classroom wall or in a hallway, and posting on the Internet.

- **Worksheets** If your students need a reminder of any of the steps of process writing, you may want to hand out **Process Writing Worksheets 1–5** and review together.
- **Workbook** Refer students to Workbook p. 10 to help them organize and plan their writing.

Write 35

- **35** After students have finished their Prewriting, have them work on their first drafts. If you don't have enough time in class, assign the first draft as homework.

Writing Rubric

Use this rubric to assess students' writing. You can add other aspects of their writing you'd like to assess at the bottom of the rubric.

- 4 = Excellent
- 3 = Good
- 2 = Needs improvement
- 1 = Redo

	1	2	3	4
Writing Student organizes details that compare and contrast in a logical way. Student uses appropriate words and phrases to compare and contrast, such as <i>alike, both, although, and on the other hand.</i>				
Grammar Student uses <i>it</i> correctly.				
Vocabulary Student uses a variety of word choices, including words used in this unit.				

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?

Mission

- Read aloud the mission. Remind students what it means to be determined. Say *When we are determined, we don't give up when the going gets tough. We keep on trying.* Then have a student read aloud the quote by Jack Andraka. Say *Jack Andraka's question is really a challenge. What is he challenging us to do?* (He's challenging people to believe that they, too, can achieve scientific breakthroughs.) Ask *Is what he's asking us to do easy?*
- **Activity 1** Have students watch **Video scene 1.2.** Say *Now let's watch a video about Jack Andraka.* Have students focus on Jack Andraka's determination and perseverance in the face of repeated rejection.
- **Activity 2** Pair students. Have them consider and discuss the qualities Jack Andraka possesses. Ask *What three words best describe him?*

Mission

Objective

- Students will
 - discuss the importance and impact of determination and believing in oneself.

Content Vocabulary *conservationist, hands-on, individual, local*

Resources Video scene 1.2 (DVD/Website/CPT); Worksheet 3.1.6 (Teacher's Resource CD-ROM/Website); Online Workbook: Meet the Explorer; CPT: Mission

Be the Expert

Teaching Tip

Listening comprehension can be difficult for second language learners. To develop students' listening skills, check their understanding by asking them to move their bodies in some way, for example, pointing, standing, holding up a card, or raising a hand. You can also develop students' listening skills by asking them to help you fill in charts or take notes.

Online Workbook Meet the Explorer

- **Activity 3** Tell students to consider the following questions: *Are you and Jack Andraka alike? Do any of the words you used to describe him apply to you, too? How are you and Jack Andraka different?* Then read Activity 3. Have individual students think about their own experiences with failure or rejection. Have they ever failed to achieve something they wanted? How did the experience make them feel? Did they give up easily, or did it increase their determination? Has Jack Andraka's story inspired them in any way?
- Model for students. Say *The next time I want to accomplish something that is important to me, I will not give up so easily. I will believe in myself and keep trying, even if I fail over and over again.*
- **Worksheet** Assign **Worksheet 3.1.6.** Explain that students will use the worksheet to further discuss Jack Andraka and how becoming more aware of their identity and personality can help them set and achieve more realistic goals for change.

Make an Impact

Objective

- Students will
- choose and complete a project related to identity and personality.

Academic Language *column, to conduct a survey, report*

Content Vocabulary *advice*

Resources Assessment: Unit 1 Quiz; Workbook p. 11 and p. 90; Worksheet 3.1.7 (Teacher's Resource CD-ROM/Website); CPT: Make an Impact and Review Games

Be the Expert

Teaching Tip

As students do research for projects, help them identify good sources such as educational websites, journals, newspapers, books, and magazines.

Assessment Go to p. 254.

Unit Review Assign Worksheet 3.1.7.

Workbook Assign pp. 11 and 90.

Online Workbook Now I can

Make an Impact

A Plan and conduct a survey about personality traits.

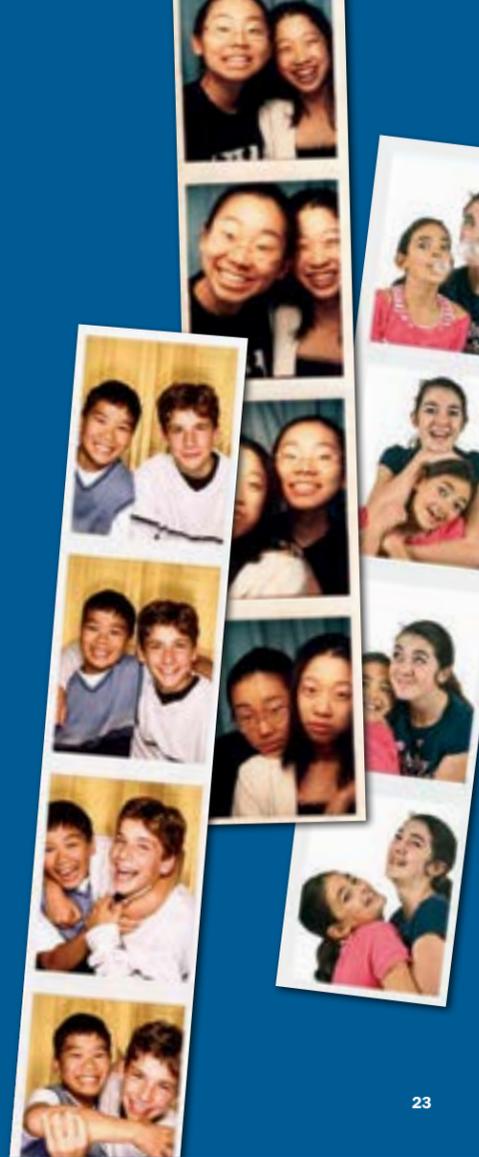
- Decide which traits you want to ask about. Include positive and negative traits.
- Write the survey.
- Interview ten people. Record and report the results.

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.



23

Prepare

- Activity A** Ask *What traits do you want to focus on? Traits that help you become a better student, a better son or daughter, a better friend? Traits that seem negative but that might be useful in certain situations?* Then encourage students to decide on a variety of people of different age groups to interview.
- Activity B** Remind students of the factors they've read about that can influence personality development (family life, birth order, beliefs and values). Have students do research on the Internet to see if there are other factors that might influence personality.
- Activity C** Discuss advice columns and the kinds of advice they provide (advice on relationships, household repairs, gardening, and so on). Tell students that advice columns are often in the form of questions to the columnist, who is considered to be an expert, and the columnist's advice.

- Say *Think of a problem that many young people face, such as fitting in, making new friends, or figuring out who they are and the kind of person they want to be.* Have group members choose problems, write their letters, read them, then discuss and share advice. Then have the group decide on how they want to share the advice with the rest of the class.

Share

- Schedule time for students to present their products to the class. Students may want to consider compiling the survey results, research reports, or advice columns into a booklet with photos or illustrations.
- Modify** Help students simplify a project by eliminating an option or step. For example, do preliminary research on factors influencing personality, and assign one or two topics to the students doing a report.

Student Book Audio Script

TR: 2 **2** Listen and read. See Student Book pp. 10–11.

TR: 3 **3** Learn new words.

ambitious	Ambitious people set high goals for themselves.
determined	Determined people don't give up once they decide to do something.
energetic	Energetic people are very active.
enthusiastic	Enthusiastic people are excited to do something.
generous	Generous people share with others.
identity	Your identity makes you different from everyone else.
optimistic	Optimistic people hope that everything will be a success.
organized	Organized people plan carefully.
outgoing	Outgoing people are very friendly.
patient	Patient people stay calm when something takes a long time.
personality	Your personality has positive and negative qualities.
responsible	Responsible people do their duty.
self-confident	Self-confident people are sure of themselves.
sense of humor	People with a sense of humor can make others laugh.
shy	Shy people feel uncomfortable around people they don't know well.

TR: 4 **5** 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.

TR: 5 **5** Learn new words.

fair	Fair people treat everyone equally.
odd	Odd things may seem weird or strange.
self-conscious	Self-conscious people think others are judging them.
stubborn	Stubborn people don't change their minds very often.

TR: 6 Speaking Strategy See Student Book p. 13.

TR: 7 **7** **S1:** My little brother Javi is really something else! **S2:** Oh yeah? What makes you say that?

S1: Well, unlike me, he loves to sing and perform in front of other people. He's not shy at all! **S2:** But you're a good singer, too.

S1: Yes, it's true. We're both good singers. But unlike him, I like to sing when I'm by myself. I'm too self-conscious! **S2:** I completely understand. My little brother is also very outgoing and self-confident. But, I'm not outgoing at all! Unlike him, I prefer to spend time with just one or two friends. He loves to be part of a crowd.

S1: It's funny how our little brothers are alike, isn't it? **S2:** Yes, it is.

TR: 8 Grammar See Student Book p. 14

TR: 9 **11** 1. Daniel is incredibly energetic, isn't he? 2. Annie can play the piano, can't she? 3. The soccer game was really exciting, wasn't it? 4. Sonia didn't do her homework, did she? 5. You're very patient, aren't you?

TR: 10 **14** **S1:** It's the semi-finals. Are you as excited as I am? I'm feeling super competitive now. I really want to win, but I'll feel bad if you lose. I mean, we're friends now! **S2:** I feel the same way. I'm excited, too! You're such a great cook! I think we can be cooperative and still be competitive, in a friendly way. Just because I want to make the best food I can doesn't mean I want anyone else to do a bad job.

S3: I agree. I always try to be helpful and friendly. I just don't think it makes sense to be jealous of what other people can do. I try to be open-minded. It's the best way to learn. And we all know only one person will win, so why not be glad that you had a really cool experience and met some great people?

S1: Hey, you don't have any extra butter, do you? **S2:** Sure! Here you go. That looks delicious, by the way!

TR: 11 **14** Learn new words.

competitive	Competitive people work hard to win.
cooperative	Cooperative people work together to reach a goal.
helpful	Helpful people do things for other people.
jealous	People become jealous when someone else has what they want.
open-minded	Open-minded people are willing to listen to others' ideas.

TR: 12 **17** Learn new words.

bossy	Bossy people like to tell other people what to do.
ignore	When people ignore someone, they don't pay attention to that person.
perfectionist	Perfectionists want all the details to be just right.
selfish	Selfish people care about themselves, not other people.
spoiled	Spoiled children get whatever they want from adults.

TR: 13 **18** While you read. See pp. 16–17.

TR: 14 Grammar See p. 20.

TR: 15 **29** **S1:** You're going to be late for school! It's 7:10 now! **S2:** Relax, Mom. My friend is taking me to school.

S1: You aren't actually wearing that skirt, are you? **S2:** I hate it when you criticize my clothes.

S1: I'm so tired. I just can't run anymore. **S2:** We're almost at the finish line. It's a block away!

S1: Where are my gloves? It's freezing out there! **S2:** How do I know where you put them?