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 pp. 12: bad, 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

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 do you see? 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.
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.

1. Learn new words. Listen and repeat. TR: 3
2. 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?

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

Target Vocabulary
amplious, 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

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. 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.

2. 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.)

Vocabulary
Academic Language
Target Vocabulary
Objectives

1. Personify 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 unkind to take advice. You may feel self-conscious and shy, while other people may think you’re rude and unkind to a friend.

2. Understanding yourself and how others see you can really be a puzzle!

3. 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.

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

5. Write the following example on the board:

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

   • Write a 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.

6. 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.
Formative Assessment
Can students use vocabulary related to identity and personality?
Ask What three personality traits 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.

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 it 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 share their work with the class. Have students share their descriptions with the class.

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 remember what they learned.

Related Words
lab coat, pancreas, specimen, specimen jar

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

Formative Assessment
Can students use vocabulary related to identity and personality?
Ask What three personality traits 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.

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 it 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.

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Related Words
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Workbook For additional practice, assign Workbook pp. 2–3.
You're shy? Not me! I'm not shy at all.

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 a friend different?

I'm determined, but you're just stubborn!

Unlike you, I'm optimistic.

Speaking Strategy
Comparing and contrasting

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

2. **Speaking Strategy**
   - Comparing and contrasting

3. **Academic Language**
   - Comparing
   - Contrasting

4. **Resources**
   - Online Workbook: Worksheet 3.1.3 (Teacher’s Resource CD-ROM/Website)
   - TR: 4-5 (Audio CD/Website/CPT)
   - CPT: Speaking Strategy

5. **Materials**
   - coins for flipping

6. **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.**

7. **Present**
   - **Have students open their books to p. 13. Play TR: 6.**
   - **Listen as two people compare and contrast their personality traits.**
   - **Say:**
     - You’re outgoing? So am I!
     - Just like you, I’m self-confident.
     - We’re alike because we’re both patient.
   - **Listen.** How do the speakers compare and contrast their little brothers? Write the words and phrases you hear. pm 13

8. **Practice**
   - **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, turning 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?**

9. **Apply**
   - **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.**

10. **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.**

11. **Extend**
    - **Say:**
      - I bet you 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.

12. **Wrap Up**
    - **Write these sentence frames on the board:**
      - I’m not __________, but (name) is.
      - I’m __________ and so is (name).
    - **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.

13. **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.

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.

Academic Language
To confirm, to disagree

Content Vocabulary
Logical, trophies

Pronunciation
Intonation of tag questions

Resources
Online Workbook/Workbook pp. 4–5; TR: N.11, N.14–116; (Audio CD/Website/PPT); Pronunciation Answer Key (Teacher’s Resource CDROM/Website); CPT: Grammar 1

Materials
Large note cards

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.

• 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.

Learn now. 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 competitive, even while they’re competing. They’re 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.

Jean-Baptiste is the most convincing chef around, isn’t he?

Grammar
Tag questions: Confirming information or seeking agreement

Alicia isn’t she? Circle isn’t she? You’re really good at science, aren’t you?

You aren’t feeling jealous, are you?

Possible answers:

1. Angela really is a talented cook. I want to be like her!

2. Pat and Tim refused to talk to Julia, or even listen to her ideas.

3. The Whitley twins have seventeen tennis trophies between them.

4. Sam won’t join the group to help collect and recycle plastic bottles.

5. Here, let me help you clean up those dishes.

On some shows, teen chefs compete to see who’s the best cook. These teen chefs can be surprisingly competitive, even while they’re competing. They’re 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.

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

TR: 8
• Talk 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 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:

<table>
<thead>
<tr>
<th>Positive statement</th>
<th>Negative tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>He has been with us for two years.</td>
<td>He hasn’t been with us for two years.</td>
</tr>
</tbody>
</table>

• Play TR: 8 again as students follow along in their books. Explain that even though plays in the fourth sentence is a negative tag added to a positive sentence.

Practice 14 15

14 Say Now we’ll listen to tag questions and match each one with the best answer. Play TR: 9 once and have students listen.

15 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: All and have students complete the activity.

14 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.

15 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.

16 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.

15 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.

16 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 on the other side of the card in 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 you 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.

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? Jase 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 personality traits?

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
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, detail-oriented, and determined to get what he or she wants. Often 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. That sometimes leads that their family ignores them because they are in the middle. Because middle children tend to avoid conflict, they can be flexible and charming. 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. Younger children enjoy being the center of attention, and they are seen as outgoing, open-minded, and likely to take risks.

Why Am I Me?

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, 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 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.

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 happy?


19 After you read, discuss the questions in groups.

1. What’s the main idea of the reading?
2. Does birth order seem like a good way to describe personality? Why or why not?
3. Based on your personal experience, does the information in this reading seem correct? If not, why not?

20 Work in pairs. Separately, go back through the reading and underline all the words you think describe you. Then read your list to your partner. Based on your list, can your partner guess your birth order? What is it?

21 Work in groups. What other factors might affect your personality? Write two or three ideas. Briefly explain how each factor on your list might affect you. Then discuss your ideas in groups.

22 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?

23 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?

24 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.

25 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?

26 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, belief, and values, is your (identity)

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

27 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?

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**While You Read**

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.

19. **Say** Now read again. Look for words that describe qualities or behaviors that determine personality. 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**

21. **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 reread 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.

21. 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.

22. **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.

23. **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.

<table>
<thead>
<tr>
<th>Family Life</th>
<th>Social Environment (where you live, other people or institutions you interact with)</th>
<th>Culture</th>
<th>Values and Beliefs</th>
<th>Birth Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample notes: large family; I care for younger siblings</td>
<td>traditions are important</td>
<td>family members should help one another</td>
<td>oldest; my personality traits don’t exactly match the reading</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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**Formative Assessment**

Can students:
- use new words to discuss what they’ve read?
- 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 Worksheet pp. 6–7.

**Online Workbook** Reading
Before You Watch

- 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.
- 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.
- 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

- 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.

Formative Assessment

1. According to the research, music can make us happier and _________.
   a. more b. more organized c. more determined
2. A personal style is important to help you _________.
   a. fit in b. stand out c. both a and b
3. One in _______ teenagers say they are obsessed with clothing.
   a. two b. four c. twenty
4. Nearly all teenagers associate their style with _______.
   a. music b. clothes c. food
5. Parents help _______.
   a. Influence our b. choose our c. choose our world view

Choose an activity.

1. 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.
2. 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.
3. 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.

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.

Online Workbook

Video
Grammar

Objective
Students will
• use it to talk about weather, time, and distance, and for emphasis.

Academic Language to introduce
Content Vocabulary
Academic Language

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

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 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 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.

• 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 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.

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 a half-mile walk from here. We’re late! It’s six o’clock already. Wake up! It’s as good as new! It’s time for my solo. 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.

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?
Have students use it in a sentence about weather, time, or distance.

• use it for emphasis?
• 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
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

**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’ve 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 at our computer. 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’d like 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!

**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.

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

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**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.
  - We both have green eyes.
  - I love to dance. He does, too.
  - My cousin and I are the same age.
  - Unlike me, he’s very tall.
  - He’s quiet and shy, but I’m loud and energetic.
  - I’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)

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**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.

- **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.**

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**Read the Model**

- **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.

- **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? In 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).

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**Plan**

- **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 Workbooks p. 10 for writing support.

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**Workbook** For scaffolded Writing support, assign Workbook p. 10. **Online Workbook**
Revising
- 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?

Editing and Proofreading
- 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.

Publishing
- 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.

Vocabulary

<table>
<thead>
<tr>
<th>Student uses</th>
<th>Grammar</th>
<th>Writing</th>
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Activity
- Have students watch Video scene 1.2. 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 Jack?

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?
Objective
Students will
• choose and complete a project related to identity and personality.
Academic Language column, to conduct a survey, report
Content Vocabulary audio
Resources Assessment: Unit 1 Quiz; Workbook p. 51 and p. 90; Worksheet 3.1.7 (Teacher’s Resource CD-ROM; Website); CPT: Make an Impact and Review Games

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

Prepare

Activity A Ask What traits do you want to focus on? Traits that help you become a better student, a better expert, and the columnist’s advice. Remind students of the factors they’ve read about in an advice column. Ask students to share their advice with the rest of the class.

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.

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.

Make an Impact

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.

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.

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.

Activity D Students will
• choose and complete a project related to identity and personality.

What traits do you want to focus on? Traits that help you become a better student, a better expert, and the columnist’s advice. Remind students of the factors they’ve read about in an advice column. Ask students to share their advice with the rest of the class.

Activity E 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 F 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.

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Project

Theme Columnist

Project

Theme Columnist

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