

Unit 1

Vocabulary and Grammar **Extend** Worksheet 3.1.B

1. **Complete the words and phrases in the box.** Then complete the web with the words and phrases that name things that most affect who you are.

cl _____	cu _____	tr _____	fa _____	li _____
fr _____	pe _____	so _____	en _____	



2. **Read the paragraph about personality.** Complete the paragraph with words from the box.

ambitious	determined	fair	odd	sense of humour	shy
stubborn					

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 (1) _____, but your brother might think you're just (2) _____. You may see yourself as (3) _____ because you're (4) _____ to get what you want, but others may feel you're (5) _____, or unwilling to take advice. You may feel self-conscious and (6) _____, while other people may think you're unfriendly. You may think you're (7) _____, but you may still seem unreasonable or unkind to a friend.

3. Read the paragraph about someone's family. Circle the correct word.

The three words that describe me are outgoing, ambitious and (1) **optimistic / jealous**, as I always think positively. I think that comes from my family – we're all very similar. My family is quite small, but we all try to be (2) **shy / helpful** and co-operative, for example, I always pick up my little sister from school when my mum is working. She's very (3) **curious / musical** and always asks me lots of questions on our walk home. I have an aunt. She's called Julie. She works as a manager. She has taught me to be (4) **organised / self-conscious**, especially with things like my homework, and to be (5) **stubborn / responsible** for my actions. Aunt Julie is (6) **generous / patient** too – she never forgets our birthdays. Last year, I got a board game and my sister got a football. You see, I'm the (7) **competitive / shy** one in the family and my sister's really (8) **helpful / energetic** – she's always in the park. They were perfect presents!

4. Read the dialogue between two students about their *Make an Impact project* (plan and conduct a survey about personality traits). Complete the dialogue with question tags.

Michael: I've found a good website with a personality quiz – come and take a look.
Leanne: I'm coming ... oh ... yes, it's nice that it's really colourful, (1) _____ ?
Michael: It is, right? So, we should print out a copy of the quiz, (2) _____ ?
Leanne: Good idea. Then we can give a copy to everyone during the presentation.
Michael: Right, let's check we have everything. You've got the Powerpoint, (3) _____ ?
Leanne: Yes, it's all ready. We can turn off the computer now, (4) _____ ?
Michael: Yeah, and it isn't even five o'clock. We're a great team, (5) _____ ?

5. Put the words in the correct order to make sentence starters. Then complete the sentences using your own ideas.

1. like / it / my / best / friend / I / that / always _____

2. hate / I / when / my / mum / it / ignores _____

3. my / drives / me / crazy / neighbour / when / it _____

4. it's / late / too / to _____

5. upsets / me / it / that _____

6. really / it's / that / strange _____

6a. Read. Answer the questions. Use the word(s) in **bold** and a question tag from the box.

Are you?/Aren't you?	Could we?/Couldn't we?	Do I?/Don't I?
Do you? Don't you?	Is it?/Isn't it?	

1. Why is it good to have a **sense of humour**?

2. Do you think a person can be too **self-confident**? Explain why or why not.

3. If you could pick your ideal **personality**, what three traits would you choose for yourself and why?

6b. Work in pairs. Share answers with your partner. Then ask your partner another question using a word and a question tag from Activity 6a.

7. Read and circle.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used question tags correctly?	Yes / No
Have I used <i>it</i> phrases for emphasis?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 1 of your <i>Impact Student's Book</i> , <i>Workbook</i> and <i>Grammar Book</i> for review.	