



What are you like?

Grammar

Tag questions: He has a lot of pets, doesn't he?

Vocabulary

Personality traits: considerate, friendly, honest, patient, reasonable, responsible

Adjective prefixes: impatient, inconsiderate, unfriendly

Reading

Activating existing knowledge
Reading for specific information

Speaking

Role-playing a job interview



What are you like?



In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What are you like?*



Teaching Tip

Keeping a Grammar Notebook

Encourage students to keep a notebook for all the grammar that they study during this level of the course. Notebook entries could include tables, explanations, diagrams, timelines, etc. with students' own sample sentences that illustrate the target structure.



Objective

Students will be able to use **personality traits** and **adjectives prefixes** vocabulary to talk about what people are like.

Lesson 1

Student's Book p. 14

Warm-up

Students complete sentences about themselves using personality adjectives.

- Brainstorm with the class four or five superheroes (like Spiderman, Batman, etc.).
- Write the superheroes' names on the board and ask students to list adjectives that could describe what the hero is like on the board under each name, for example, *brave, strong, smart, etc.*
- Then write on the board *I think I am... My friends think I am... My [family member] thinks I am...* and tell students to complete the sentences about themselves using the adjectives on the board. For the third sentence, students fill in a family relationship (*mom, brother, grandpa, etc.*).
- Have students share their sentences in small groups.

1 Read the leaflet and circle two words that describe personality traits.

Students practice personality traits vocabulary by identifying vocabulary words in a text.

Answers

responsible, honest

2 Match the sentence halves to create definitions of people's traits.

Students combine sentence halves to make definitions of personality traits.

Answers

top to bottom 5, 1, 6, 4, 3, 2

3 Think Fast! Name the positive forms of irresponsible, dishonest and unfriendly, as fast as you can!

Students do a thirty-second timed challenge: they name the antonyms of the adjectives with prefixes.

- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss the adjective prefixes. Elicit other prefixes (*dis-, il-, ir-*) that students may know.

Answers

responsible, honest, friendly

Wrap-up

Students invent funny nicknames for fictional characters.

- Invite students to invent nicknames for people, using an adjective that begins with the same letter as the person's name, for example, *Friendly Fernanda, Reasonable Richard, etc.* Students can draw simple cartoons of their characters, showing that particular personality trait.

Workbook p. 126, Activities 1 and 2**Teaching Tip****Having Fun With Language**

Encourage students to play with language and to share their enjoyment of words that they think sound funny, of tongue twisters, of bizarre names of places, etc.

✓ Homework Check!

Workbook p. 126, Activities 1 and 2

Answers

1 Find six positive personality traits in the word search.



1. considerate, 2. patient, 3. honest, 4. reasonable, 5. responsible

2 Complete the chart with the negative forms of the adjectives in Activity 1.

im-, ir-, in- inconsiderate, irresponsible, *un-* unfriendly, unreasonable, *dis-* dishonest

Warm-up

Students practice personality adjectives by performing skits.

- Divide students into small groups of three or four and write the personality adjectives on separate slips of paper, with one adjective for each group.
- One student from each group chooses a slip of paper. The group develops a brief skit to illustrate their personality adjective. They must not say the adjective or any form of the adjective in their skit.
- Groups perform their skits for the class and other groups try to guess the adjective each skit is illustrating. Groups get one point for each correct guess and one point if others correctly guess their adjective.

4 Look at the pictures and complete the sentences.

Students complete descriptions with the most appropriate personality adjectives.

Answers

1. dishonest, 2. considerate, 3. patient, 4. reasonable, 5. unfriendly, 6. irresponsible

5 Discuss what personality traits you think Bea and Mike have.

Students look at photos and speculate about people's personalities.

6 Listen and check your predictions.

Students listen and confirm their predictions about Bea and Mike.

Audio Script

BEA: So, Mike... check out this ad looking for a fundraising volunteer! Have you seen it?

MIKE: No... Who posted it?

BEA: Happy Paws! I know how much you love animals, so I thought you'd be interested in it!

MIKE: Yes, I love animals! But I'm not sure I'm the right person for *this* position...

BEA: Why not? You're so responsible! And definitely the most honest guy I know...

MIKE: Yeah... but, you know, this volunteer needs to be nice and friendly, talk to store owners to convince them to get a collection can... I'm too impatient for that.

BEA: Well, you're right about *that*!

MIKE: Why don't *you* apply to it?

BEA: Me?

MIKE: Of course! You're so considerate and reasonable, you'll be able to convince store owners easily! Besides, your friendly attitude is perfect for the job!

BEA: Hmm... I guess I'll think about it!

MIKE: You really should!

7 Listen again and write what Bea and Mike say, according to how they describe themselves and each other.

Students listen again and take notes about what Bea and Mike say they are like.

Answers

Bea considerate, reasonable, friendly

Mike responsible, honest, impatient

Stop and Think! Critical Thinking

What personality traits should volunteers working in different areas have? Why?

- Brainstorm some areas that people volunteer in as a class (healthcare, cleaning up a city, tutoring younger children, etc.).
- Organize students into small groups and have them discuss the traits that volunteers in each area should have. (If necessary, write ideas on the board to get them started.)
- Invite groups to share their comments with the rest of the class.

Wrap-up

Students describe imagined friends and family for Bea and Mike.

- In small groups, tell students to imagine what, for example, Mike's parents are like and to describe them using personality adjectives.

Objective

Students will be able to use **tag questions** to confirm information.

Lesson 3

Student's Book p. 16

✓ Homework Check!

Workbook pp. 126 and 127, Activities 3 and 4

Answers

3 Complete each sentence with a word in the box.

1. honest, 2. irresponsible, 3. patient,
4. unreasonable, 5. friendly

4 Circle the correct word to complete the quotes.

1. responsible, 2. patience, 3. unfriendly,
4. Perseverance

Warm-up

Students play a game to review personality traits vocabulary.

- Students form pairs. Tell them to look at the dogs and cats in the photos on pages 16 and 17 and write down two or three personality adjectives to describe each animal.
- Pairs take turns with another pair describing the animals' personalities to each other and see if they can guess which animal the other pair is describing.

1 Look at the picture and the words below. Make predictions about what is happening.

Students use vocabulary and a visual prompt to make predictions about a situation.

2  Listen and check your predictions. Then choose the correct option to complete the sentences.

Students listen to confirm answers and complete summarizing sentences.

Answers

1. at Happy Paws' office. 2. an interviewer and a candidate for a volunteer position.

Audio Script

STEVEN: Hi, welcome to our office, Bea. Please sit down.

BEA: Thanks. I'm glad to be here.

STEVEN: This is not your first time at Happy Paws, is it?

BEA: No, it isn't. I came here with my friend Mike last week.

STEVEN: I see. Your CV is impressive! I see you did volunteer work at Nursing Care last year, didn't you?

BEA: Yes, I did. It was a great experience.

STEVEN: But you haven't worked there this year, have you?

BEA: No, it was a one-year program, and they closed it this year.

STEVEN: Oh, yes, their volunteer program was excellent, wasn't it? It's a shame they had to close it down.

BEA: Yes, I really enjoyed working there.


STEVEN: And I see from your CV that you don't have any pets. You like pets, don't you?

BEA: Yes, I do! I love animals.

STEVEN: But you don't have any fundraising experience, do you?

BEA: Well... no, I don't. But I'm eager to learn how to do it.

STEVEN: This is great!

3  Listen again and match each statement to a tag question.

Students listen again to an interview and match statements with question tags.

- Draw students' attention to the **Tag Questions** box and clarify any doubts students may have.

Answers

1. b, 2. e, 3. f, 4. d, 5. c, 6. a

Extension

Students discuss volunteer activities.

- Organize students into groups and invite them to share knowledge and experience of volunteer work. Encourage them to ask each other questions about their experience and to use tag questions.

Wrap-up

Students race to write the correct tag questions on the board.

- Students form teams and line up at the board.
- For each turn, one student from each team comes up to the board to write. Read the beginning of a question for the students at the board to complete with a tag question.
- Some example questions are 1. *She likes animals, ... ?*, 2. *He doesn't have any experience, ... ?*, 3. *You are available on weekends, ... ?*, 4. *I'm not late for the interview, ... ?* Answers: 1. doesn't she, 2. does he, 3. aren't you, 4. am I
- The student who writes first the correct tag question on the board wins a point for his or her team.

Workbook p. 127, Activities 1 and 2

Teaching Tip
Making Your Own Grammar Practice Exercises

At the end of a section of grammar study, invite students to try writing their own practice exercises based on the material on the relevant pages. Students can make copies of their exercises and exchange them with their classmates.

✓ **Homework Check!**

Workbook p. 127, Activities 1 and 2

Answers

1 Complete the sentences with a tag in the box.

1. isn't she, 2. did it, 3. didn't they, 4. will he,
5. aren't we

2 Correct the mistakes in the tag questions.

1. didn't it, 2. is it, 3. can't you

Warm-up

Students play Last Man Standing to practice tag questions.

- Prepare questions using tags and find a soft ball or object you can toss to students.
- Have the class stand up. Toss the ball to the first student, and say the beginning of a question for the student to complete with a tag question. If the student says the correct tag question, he or she tosses the ball back to you. If the student doesn't say the correct tag question, he or she tosses the ball back to you and sits down. Repeat with the rest of the class.
- The last students left standing win the game.

4 Complete with tag questions.

Students complete tag questions with the correct endings.

- Draw students' attention to the **Intonation in Tag Questions** box and answer any questions students may have. Ask them to practice saying the tag questions with falling or rising intonation.
- Draw students' attention to the **Guess What!** box. Read the information aloud and discuss how this tag question is an exceptional case.

5 Listen and check your answers.

Students listen to confirm their answers to Activity 4.

Answers

1. do you? 2. didn't she? 3. won't they? 4. am I?
5. wasn't he? 6. have you? 7. is he? 8. is she?

Audio Script

1. You don't do volunteer work, do you?
2. Bea did well on the interview, didn't she?
3. Happy Paws will hire only one volunteer, won't they?
4. I'm not a very patient person, am I?
5. The interviewer was nice to Bea, wasn't he?
6. You haven't seen the ad on the school board, have you?
7. Mike isn't going to get the position, is he?
8. Bea isn't doing volunteer work at Nursing Care now, is she?

6 Listen and practice the tag questions.

Students listen for the intonation of tag questions and practice.

Audio Script

You haven't worked at Happy Paws, have you?
Bea is applying for the job, isn't she?
You haven't worked at Happy Paws, have you?
Bea is applying for the job, isn't she?

7 Work with a partner. Take turns practicing the tag questions in Activity 4.

Students work in pairs practicing saying tag questions.

8 Think Fast! Write two other statements followed by tag questions which the interviewer could ask Bea to confirm information from her resume.

Students do a one-minute timed challenge: they write two more tag questions for an interview.

Wrap-up

Students play a guessing game using tag questions.

- Organize students into teams of two or three players. One team chooses an activity or event that they took part in recently. Then, without mentioning the event, they exchange tag questions about it and students from other teams listen and try to guess what the first team is discussing. For example, *We had to wait a long time, didn't we? It was really exciting, wasn't it? You were a little scared, weren't you?* (an amusement park).

Workbook p. 128, Activity 3

Objectives

Students will be able to activate existing knowledge and read for specific information. They will also be able to role-play a job interview.

Lesson 5

Student's Book p. 18

✓ Homework Check!

Workbook p. 128, Activity 3

Answers

3 Complete each sentence with a tag question. Then match the sentences to the pictures.

1. isn't he, 2. wasn't it, 3. isn't she, 4. will he, 5. don't they

left to right, top to bottom 1, 0, 4, 2, 5, 3

20

Warm-up

Students create short volunteer position advertisements.

- Have students form small groups and tell them to open their books to page 14 and re-read the ad for the volunteer position at Happy Paws.
- Tell students they will create ads for the position. They can use 140 characters or less, including a hashtag to identify their advertisement.
- Encourage groups to first discuss what information from the ad on page 14 is most important to include.
- Groups share their ads with the class.

1 Read the ad for another position at Happy Paws. Circle T (True) or F (False).

Students read an ad and find specific information.

- First, ask students to identify the text type and where it comes from (an ad in a local newspaper).
- Then have students read the ad and the statements carefully and mark each statement true or false.

Answers

1. T, 2. T, 3. F

2 Read the resumes. Write A or K next to the questions below.

Students read teens' resumes and find specific information.

- Draw students' attention to the **Be Strategic!** box and ask them to read the information. Remind students to draw on their existing knowledge of the world to help them understand texts.

Answers

1. A, 2. K, 3. A, 4. K

Stop and Think! Critical Thinking

Why do you think it is important to be a volunteer?

- Organize students into small groups and have them brainstorm ideas about the importance of volunteer work. (If necessary, write some ideas on the board to get them started.)
- Invite groups to share their ideas with the rest of the class.

Extension

Students talk about volunteer work in the place where they live.

- Organize students into small groups and invite them to exchange information about local volunteer projects that they take part in or that they know about.

Wrap-up

Students write their own resumes.

- Invite students to create their own resumes using the ones on page 18 as models. Have them include information that is relevant to the Happy Paws job ad.

Workbook p. 129, Activities 1 and 2**Teaching Tip****Managing Fast Finishers**

Some students complete activities more quickly than others, so it's a good idea to have a few extra activities on hand, otherwise these students may become bored and disruptive. One set of activities designed for fast finishers is the **Just for Fun** page. Students can work on the activities individually and then check their answers in the back of the Student's Book. The **Just for Fun** activities for this unit are on page 26.

✓ **Homework Check!**

Workbook p. 129, Activities 1 and 2

Answers

1 Read the text and complete it with the headings of three of the tips.

b, a, c

2 Read and rank the volunteers from 1 – 3 with 1 having the best chance to get the volunteer position at Happy Paws.

top to bottom 2, 1, 3

Warm-up

Students play a memory game about the candidates from the previous lesson.

- Read aloud a series of statements, some true and some false, about Aiden and Kaitlyn, the candidates from the previous lesson, and have students say which are true and which are false.

3 Mark (✓) the questions an interviewer would ask Aiden and Kaitlyn to get more information about them.

Students select the questions that are relevant to a specific interview.

Answers

left column, top to bottom: 1st, 3rd

right column, top to bottom: 1st, 3rd

4 Complete the phrases used to open and close an interview.

Students complete greetings and leave-taking expressions with the correct words.

Answers

Opening: Interviewer Welcome, I'm, Please, Candidate Thank, meet, fine

Closing: Interviewer today, touch, Candidate interview, hearing

5 Choose one of the roles below and role-play a job interview. Then switch roles.

Students role-play job interviews for the volunteer position at Happy Paws.

Wrap-up

Students debate which candidate is best for the job.

- Assign students to small groups and tell each group whether they will argue that Aiden or Kaitlyn is the best candidate for the volunteer job.
- Have two groups debate each other at a time, taking turns to share their reasons for preferring Aiden or Kaitlyn.
- After each debate, have the class vote on which side won the argument.

Workbook p. 129, Activity 3

Preparing for the Next Lesson

Ask students to watch a video about fetishes made by the Zuni people of New Mexico: <http://goo.gl/ClfdBU> or invite them to consult official website of the Zuni tribe: <http://www.ashiwi.org>.

Objective

Students will be able to appreciate diversity of cultures and discuss people's attitudes toward animals.

Lesson 7

Student's Book pp. 20 and 21

✓ Homework Check!

Workbook p. 129, Activity 3

Answers

3 Work with a partner. Complete a mind map in your notebook with your own ideas about one of the tips below. Then write about the tip.

Answers will vary.

22

Warm-up

Students play a vocabulary game about animals.

- Find a ball or another soft object to toss to students and tell students to stand up.
- Tell students that you will say the name of an animal, and whoever gets the ball has to say either an animal that eats that animal or one that is eaten by it. (Example: *wolf – a wolf eats a rabbit; rabbit – a rabbit is eaten by an owl*, and so on.)
- If the student correctly names another animal in the food chain, he or she tosses the ball to another student. If the student cannot think of another animal in the food chain or is incorrect, he or she tosses the ball to you and sits down.
- Model the activity with a student before beginning. Continue as time allows or until only a few students are left standing.

1 Label the pictures of the animals.

Students label photos of animals with the correct names from the box.

Answers

left to right, top to bottom mountain lion, wolf, bear, coyote, badger, mole, eagle

2 Complete the first column of the chart according to your associations between the animals and the words.

Students complete a chart with their ideas about animals.

Answers

Answers will vary.

3 Read and compare the information with your ideas in Activity 2. Complete the second column of the chart.

Students read the text about Zuni animal fetishes and compare the information with their own ideas.

Answers

1. mole, 2. mountain lion, 3. eagle, 4. bear, 5. badger, 6. wolf, 7. coyote

Wrap-up

Students design their own versions of animal fetishes.

- As a class project, invite students to draw their own designs for a piece of animal fetish artwork. They can use the information in the text or their own ideas about the special characteristics of a certain animal. Have them write short explanatory texts next to their designs.
- Display students' work around the classroom.

||| (No homework today.)

Teaching Tip
Organizing Project Work

When giving students any type of project work, make sure that they are very clear about what it is that they have to produce and how much time they have to produce it. A clearly defined end product and a clear timeframe will help to focus students' attention on the task and help them to finish in the time given.

Warm-up

Students recap information from the article about the Zuni people.


- In a quick-fire quiz format, test students on what they can remember about the Zuni people and the associations that they make between animals and some of their main characteristics.

4 Complete the mind map about the Zuni people.

Students summarize and organize information from the text in a mind map.

Answers

technique hand carving, *materials* stone, precious gems, coral, shells, other, *examples of animals* mountain lion, bear, coyote, badger, eagle, mole, wolf, *beliefs* have magical powers, protect people

5  Listen and match each person to the fetish they have.

Students listen to the recording and match each person with the correct fetish.

Answers

left to right 2, 1, 3

Audio Script

1. Allison.

ALLISON: My aunt gave this fetish to me and I carry it in a necklace. I have always liked this animal, it's big and furry. According to the Zuni, this animal is a great protector and healer. Look, it is so beautiful, isn't it?

2. Keith.

KEITH: I got this fetish when I went to New Mexico last year. I bought it because I love this animal. Then later I learned from a Zuni woman that they see this animal as creative and intuitive. That's great, because I'm an artist and creativity and intuition are very important in my work.

3. Joanna.

JOANNA: I have collected fetishes for many, many years. This is my favorite piece, it shows the most important animal for the Zuni. It is associated with personal power, leadership and resourcefulness.

Stop and Think! Value

Are there any animals associated with personality traits in your culture?

- Write on the board a few well-known sayings or comparisons involving animals, for example, *as sly as a fox*, *an elephant never forgets*, etc. Discuss the ideas behind these sayings.
- Then have students work in groups thinking of personality traits that are associated with certain animals and that are expressed in proverbs, sayings, etc.

Extension

Students research indigenous cultures of North America.

- Organize students into small groups and invite them to carry out research to prepare a presentation about either a) some other aspect of the culture and traditions of the Zuni people or b) the traditions, way of life, art, etc. of some other North American indigenous culture.

Wrap-up

Students discuss their personal responses to the text.

- In small groups, have students share and discuss their responses to the text about fetishes and encourage them to say which fetish figure they most identify with.
- Tell them make a list of four of their favorite celebrities and to say which piece of fetish artwork they would choose as a gift for each celebrity and why.

▮▮▮▮ (No homework today.)

Objective

Students will be able to create and carry out a quiz.

Lesson 9

Student's Book pp. 22 and 23

Warm-up

Students play a game to distinguish questions asking for objective facts from those asking for subjective opinions.

- Discuss with students the difference between objective facts and subjective opinions.
- Tell students that you will say some questions, and they should stay seated if the question asks for an objective fact and stand up if the question asks for a subjective opinion.
- Read aloud a series of quiz questions, some concerning facts about the world (*What is the capital of Spain?*), some that ask for factual information about the students themselves (*How old are you?*), and some that ask for students' opinions (*How do you like to spend your free time?*).
- Students who stand up when they should stay seated or vice versa are "out" of the game.

1 Look at the text below and mark (✓) the text type.

Students look at a text and identify what type of text it is.

Answer

a quiz

2 Circle T (True) or F (False).

Students read a personality quiz and determine whether statements about it are true or false.

Answers

1. T, 2. T, 3. F, 4. T

Wrap-up

Students act out skits illustrating the behaviors represented in the quiz.

- Divide students into five groups, one for each quiz question.
- Tell groups to choose one of the answer options for their question and make up a skit to illustrate the personality of someone who would choose that answer on the quiz. The only rule is that they cannot use the exact wording of the answer in their skit.
- Groups perform their skits for the class, and the other groups guess which answer option each group is performing.

**Teaching Tip****Evaluating Group Work**

Teenagers usually enjoy working in teams.

To ensure that group work goes well, conduct an oral evaluation after a task such as a project in which you ask students to reflect on how much they participated in their group, how they shared tasks, how well they cooperated, how much they listened to the other people on their team, how they made decisions, how they resolved differences of opinion, etc.

Warm-up

Students play Charades to review personality traits vocabulary.

- Write each personality trait on a separate slip of paper (*considerate, friendly, honest, patient, reasonable, responsible*).
- Divide students into teams and have them act out the personality traits for their teams to guess.

3 Work in small groups to create and carry out a quiz.

Students design and create quizzes about personality traits.

- Read aloud the instructions and make sure that students understand the steps that they are to follow.
- Organize students into small groups. Explain that they can use the question format from page 22, but point out also that they can devise their own format if they prefer. As a whole class, brainstorm positive personality traits, questions, and possible answers that students could use.
- Organize students into small groups and have them work on their personality quizzes and the answer options. Make clear that the options should be clearly differentiated to show, for example, evidence of a person being friendly, kind of friendly or unfriendly.

4 Now exchange your quiz with another group. Have them answer your questions while you work on their quiz. Good luck!

Students exchange their personality quizzes with other students and answer them.

- Invite students to answer other students' quizzes and to record their results. Encourage students to compare and discuss their quizzes, including which questions they thought best represented each personality trait.

The Digital Touch

To incorporate digital media in the project, suggest one or more of the following:

- Encourage students to use free online survey and questionnaire tools.
- Have students present their findings from their surveys using PowerPoint or similar slide show presentation programs like Google Slides.
- If possible, allow students to upload their work to the school's website.

Note that students should have the option to do a task on paper or digitally.

Wrap-up

Students compare personality quizzes and vote for their favorites.

- Invite students to vote for their favorites from their classmates' personality quizzes. There can be awards in various categories, e.g., most interesting questions, best interpretation of results, best design, best use of graphics, best use of technology, best overall presentation, etc.

Workbook p. 128, Activity 1 (Review)

Objective

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

Lesson 11

Student's Book p. 24

✓ Homework Check!

Workbook p. 128, Activity 1 (Review)

Answers**1 Complete the chart.**

Answers will vary.

26

Warm-up

Students play a game with adjective prefixes.

- Students form pairs and make a list of funny, incorrect pairings of prefixes and adjectives (like *irhonest, disconsiderate*) and write a sentence using each incorrect adjective.
- Pairs read each other their sentences and use a stopwatch to see how quickly the other pair can identify and correct their adjective prefixes.

1 Complete the chart.

Students complete a chart of adjectives and their opposites.

Answers

Positive, top to bottom honest, reasonable, responsible,
Negative, top to bottom inconsiderate, unfriendly,
impatient

2 Look at the scenes. Use adjectives from Activity 1 to describe the people in them.

Students describe people in a scene using personality adjectives.

Answers

1. dishonest, 2. irresponsible, 3. friendly,
4. considerate, 5. patient

Extension

Students find photos of people who match certain personality traits.

- Distribute around the class a selection of magazines and newspapers that contain a good variety of photos of people.
- Organize students into pairs. Then give them a personality trait, for example, *responsible*, and ask each student, working alone, to look for a photo of a person who displays that characteristic. Encourage pairs of students to compare their photos and to discuss their choices.

Wrap-up

Students draw sketches of personal qualities for classmates to guess.

- Play a game of Pictionary in teams. A player from one team draws on the board a picture to represent, for example, the concept of "responsible." As he/she is drawing, players from other teams try to guess which adjective is being drawn.

||| (No homework today.)**Teaching Tip****Learning Vocabulary in Word Families**

Encourage students to record and learn vocabulary items in word families. Taking an example from these pages, students can record *honest, dishonest, honesty, honestly*.

Warm-up

Students practice identifying the intonation of tag questions.

- Read aloud a series of tag questions, some with falling intonation (you are pretty sure of the answer) and some with rising intonation (you are not very sure). Ask students to give a thumbs up sign (or something with a similar meaning) when they hear falling intonation and to make a "so so" or "more or less" gesture with their hands when they hear rising intonation. After a few examples, invite students to take turns reading the next sentences with either rising or falling intonation.

3 Circle the correct pronoun.

Students identify the correct pronouns in the tag endings of tag questions.

Answers

1. it, 2. they, 3. she, 4. we, 5. they, 6. I

4 Match the sentences to the tag questions.

Students identify the correct tag question for each sentence.

Answers

1. doesn't he? 2. is he? 3. didn't she? 4. was she?
5. hasn't he? 6. does he? 7. won't she? 8. doesn't she?

5 Write tag questions.

Students complete questions with the correct tag endings.

Answers

1. didn't he? 2. won't he? 3. doesn't she? 4. did she?
5. isn't he? 6. does he? 7. hasn't she? 8. wasn't she?

? Big Question

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 13 and to look at the photo. Elicit that the girl in the picture is thinking to herself, perhaps thinking about what she is like, that is, what kind of personality she has.
- Discuss with students the question of a person's outward appearance and their inner qualities. Ask them if they think it is possible to know anything about a person's character just from how they look. Write on the board the well-known saying, "You can't judge a book by its cover," and ask students if they think that this is true of people.
- Open another discussion on the subject of why we have the personalities that we do. Ask students whether they believe that some people are simply born dishonest, responsible, impatient, etc. or whether these characteristics are the result of our upbringing and education.

★ Scorecard

Hand out (and/or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

▶▶▶ **Study for the unit test.**