INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of *In Charge 1*, Unit 8, pages 98 to 101.

1. Distribute Part A of the Student Worksheet to your students. They can do this exercise individually or in pairs. Inform students that they will be making two- or three-word phrasal verbs with the definitions provided. If your students use a dictionary, tell them to attempt to make the phrasal verb first, and then check it in the dictionary. You may need to show them how their dictionaries list phrasal verbs. You might also have students refer to pages 98 to 101 in their Student Book.

2. Review the answers as a class.

3. Distribute Part B of the Student Worksheet to your students. Have them read the passage and fill in the blanks. Note that all of the answers come from the phrasal verbs in Part A. You may choose to have the students use their Part A worksheet to help them.

4. When the students finish the worksheet, have them discuss their answers with a partner. Alternatively, have them do the worksheet in pairs, discussing their choices as they go along. Then have them join with another pair to compare answers.

5. An answer key is provided for the Student Worksheet.

(Optional):

After completing the Grammar Worksheet, put students into groups to discuss the following questions.

1. What personality trait of yours would you like most to change?
2. How does this personality trait hold you back?
3. How do you think it would help you out to change this part of your personality?
Part A

Make a two-word or three-word phrasal verb for each of the definitions below. Use each verb and particle only once. You may use a dictionary.

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<th>VERBS</th>
<th>PARTICLES</th>
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<td>figure</td>
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1. recover from _________________________
2. prevent someone from improving _________________________
3. have a good relationship with someone _________________________
4. continue _________________________
5. come to understand something/one _________________________
6. tolerate _________________________
7. write something on paper _________________________
8. consists of _________________________
9. stop trying _________________________
10. tell someone something _________________________
11. get control of something _________________________
12. respect _________________________
13. see someone without planning to _________________________
14. make something happen _________________________
15. remove _________________________
16. happen _________________________
Read the following paragraph on making changes in your personality. Fill in the blanks with a particle to complete the phrasal verbs.

Do you think it is possible to change fundamental parts of your personality? Do you have any personality traits that you would love to (1) get ________, but instead you just (2) put ________? Perhaps you are painfully shy, or you have problems getting (3) ________ people. Perhaps you are a control freak, (4) taking ________ everything and everyone that you are involved with. Perhaps you never finish things, (5) giving ________ whenever you (6) run ________ problems. Everybody has at least one personality characteristic that is (7) holding them ________ either personally or professionally. Psychologists say it is possible to make personality changes, but it can be very difficult. The first thing they are quick to (8) point ________ is that you must be very motivated to (9) bring ________ successful changes. For anxiety problems, some doctors report that they have seen changes (10) come ________ in group therapy where they are able to develop confidence in being with others. For anger issues, some doctors recommend (11) writing ________ their feelings in a journal, taking walks as needed, and especially learning to forgive themselves. Whatever change you want to make, permanent changes take time, so remember to have patience and to (12) keep ________ trying.
GRAMMAR / Phrasal Verbs
Answer Key

Part 1

1. get over
2. hold back
3. get along with
4. keep on
5. figure out
6. put up with
7. write down
8. made up of
9. give up
10. point out
11. take over
12. look up to
13. run into
14. bring about
15. get rid of
16. come about

Part 2

1. (get) rid of
2. (put) up with
3. (getting) along with
4. (taking) over
5. (giving) up
6. (run) into
7. (holding) them back
8. (point) out
9. (bring) about
10. (come) about
11. (write) down
12. (keep) on
IN CHARGE 1

SPEAKING / Animal personality types

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to In Charge 1, Unit 8.

1. Begin by telling your students the following: One theory concerning personality types divides personalities into one of four animals; a lion, a dolphin, an older family dog, and a beaver. This theory states that everyone has personality traits of all the four animals but that most people are more like one animal than another.

2. Distribute the Student Worksheet to your students. If possible, bring in a picture of each animal. Put students in groups to discuss A.

3. Hand out Student Worksheet for Part B. Students can work on this individually or in groups. Then have students continue discussing C and D.

4. An answer key is provided for Part B of the Student Worksheet.
**SPEAKING / Animal personality types**

*Student Worksheet*

**Part A**

Name: _______________________

A. Work in groups. Discuss the personality traits associated with each of the four animals. Make a list of personality traits for each animal.

- a lion
- a dolphin
- an eagle
- a beaver

B. Read the personality trait paragraphs on the worksheet your teacher hands out. In your groups, decide which animal is being described.

C. On a piece of paper, write the names of each person in your group. Then, individually, write the animal you think each person’s personality, including your own, most resembles. When you are finished, compare your choices. Give reasons for each choice.

D. Discuss which animal personality type would be your first choice for:

- a best friend
- a parent
- a business partner
- a life partner or a spouse

Give reasons for your choices.
**SPEAKING / Animal personality types**

Student Worksheet

Part B

Name: _______________________

Read the personality trait paragraphs. In your groups, decide which animal is being described: a **lion**, a **dolphin**, an **eagle**, or a **beaver**.

1. ________________ are brave and free-spirited. They are known for their vision and patience. They tend to be very independent, but they will also work with others to accomplish a common goal. While they love to explore, they also take good care of things at home. They quietly watch every situation before making a move. Once they have decided on what to do, however, they are not easily distracted.

2. ________________ are party animals. They love to have fun and to entertain others. They are good at motivating and inspiring others because they are very enthusiastic and energetic. They are talkative and often very friendly, although their friendships are not always very deep. It is hard for them to be serious for long. Also it is hard for them to stay focused on any one thing for too long, but they are very intelligent.

3. ________________ are busy, industrious, and hard working. They are very practical and like to fix things as soon as they are broken. They can be perfectionists and too detail oriented, but quality is very important to them. They always want to know the rules of a game before they start to play a game. They are very consistent and predictable which can make them somewhat boring at times.

4. ________________ are natural leaders. They like to be in control. They are good at making decisions and solving problems. They tend to be very confident and industrious. They like to set goals and strive for them. They are very independent. They are not always very good at expressing their feelings or listening to others.
SPEAKING / Animal personality types

Answer Key

Part B

1. eagle
2. dolphin
3. beaver
4. lion
INTRUCTIONS FOR THE TEACHER

These exercises are a supplement to *In Charge 1*, Unit 8.

1. For Part 1, distribute the Student Worksheet to your students. Have them fill in the blanks. Put them in pairs to check their answers.

2. For Part 2, put your students in pairs. Explain that they will be describing a vocabulary word of their choice. They will be asked to talk about this vocabulary item for two minutes without stopping. They can use the vocabulary item as the first sentence of a two-minute story, or just talk about the item. You may want to model this activity.

3. An answer key is provided for the first part of the Student Worksheet.
VOCABULARY
Student Worksheet

Name: _______________________

Part 1

Fill in the blanks with one of the phrasal verbs listed below. You may have to change the form of the verb.

1. Some people keep all their feelings hidden inside. It’s very difficult for these people to get help because they can’t _____________________________.

2. James is great with ____________________________, especially when the idea is his own, but he has a lot of trouble _____________________________.

3. Enrique _____________________________ too quickly about lots of things and often causes more problems for himself that way. He should think more carefully before coming to decisions about important things.

4. When Sylvia and her sisters and brothers were young they used to love to write short plays and ________________________________ for the whole neighborhood.

5. When you sit on a jury, you have to be careful to _____________________________.

Part 2

Work in pairs. Choose one of the vocabulary items. Talk about this vocabulary item for two minutes without stopping. You can use the vocabulary item as the first sentence of a two-minute story, or just talk about the item.

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In Charge 1, Unit 8
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Part 1

1. open up to anyone
2. going with an idea / carrying out plans
3. makes up his mind
4. put on shows
5. hold back information