

# Fake It till You Make It

## UNIT 1

*Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit.*

—E.E. Cummings

## How can you feel more confident?

In this unit, you will learn techniques for dealing with stress and boosting self-confidence. You will read comic strips about uncomfortable situations and brainstorm the characters' potential outcomes. Finally, you will create your own comic strip about increasing self-confidence.

- The prefix *un-* means "not." Add *un-* to each adjective to form its opposite.
- Match each opposite to its definition.

ADJECTIVE	OPPOSITE		DEFINITION
happy	unhappy	b	a) nervous, anxious
prepared			b) sad, discontented
afraid			c) not ready
easy			d) fearless, brave
healthy			e) not equal, wrong
fair			f) sick, unfit

- Highlight three adjectives in the chart that best describe you.

# BREAK OPEN



## Take a confidence quiz.

Take this quiz to find out how confident you are.

- Read each situation and choose the best answer for you.
- Add your points using the scoring chart on page 6.

### QUIZ

- Your friends want to go to the movies. You want to go to a concert. You:
  - go to the movies with your friends.
  - go to the concert alone.
  - try to convince your friends to go to the concert. If they disagree, go to the movies.
- A friend or family member breaks a promise to you. You:
  - ask them to explain their actions.
  - tell them it's OK, just don't do it again.
  - don't say anything and pretend it didn't happen.
- Your teacher criticizes your efforts on a project. You:
  - argue with the teacher.
  - look at the criticism and decide how to improve.
  - feel terrible and decide you are no good.
- You hate your hair today. At school, someone compliments your hairstyle. You:
  - smile and say "Thanks."
  - tell them they are crazy.
  - don't say anything. They are probably just being nice.
- You look at yourself in the mirror. You:
  - are proud of your reflection.
  - smile.
  - look for flaws.
- When you are working in a group in class, someone disagrees with your ideas. You:
  - disagree and support your ideas.
  - remain quiet and participate less.
  - get angry and tell the person they are wrong.
- Your project is due tomorrow and you don't think you have enough time to do it. You:
  - ask someone for help.
  - give up.
  - work all night to get it done by yourself.
- You have an important decision to make. You:
  - make a list of pros and cons.
  - talk to friends and family to get their opinions.
  - wait until the last minute and flip a coin.





2

## Learn to manage your stress.

A big part of becoming self-confident is learning how to deal with stress. In this listening activity, listen to learn how three teens manage their stress.

### Before You Listen

- Complete the sentences with the vocabulary words.

~~cause~~

escape

hard

pressure

drama

grades

help

upset

- Before you can find a solution, you must find the \_\_\_\_\_ *cause* \_\_\_\_\_ of the problem.
- Many teens feel that there is too much \_\_\_\_\_ in their lives. They live with too much emotion or stress.
- I like to \_\_\_\_\_ from reality by watching television or reading a book.
- I get pretty good \_\_\_\_\_ in school, usually 70 percent or higher in most subjects.
- Do you feel a lot of \_\_\_\_\_ from your parents to get good grades in school?
- It can be \_\_\_\_\_ to ask someone for help.
- Someone who is confident can ask for \_\_\_\_\_ easily.
- I get \_\_\_\_\_ when someone criticizes me.

### While You Listen

- In the chart, write a brief description of each stressful situation experienced by the teens as well as their solutions.

TEEN	PROBLEM	SOLUTIONS
Tara	school grades	schedule free time
Mike		
Tom (Mike's brother)		

## After You Listen

- Put a check mark next to solutions the teens mention.

- |   |  |                                       |  |
|---|--|---------------------------------------|--|
| <input type="checkbox"/> take a step back   | <input type="checkbox"/> listen to music | <input type="checkbox"/> do yoga      | <input type="checkbox"/> exercise          |
| <input type="checkbox"/> play drums         | <input type="checkbox"/> be with friends | <input type="checkbox"/> be by myself | <input type="checkbox"/> hit things        |
| <input type="checkbox"/> schedule free time | <input type="checkbox"/> watch TV        | <input type="checkbox"/> yell loudly  | <input type="checkbox"/> take deep breaths |

- Highlight at least one solution you could try the next time you feel stressed.
- Complete these sentences.

- Write a sentence explaining why this might be a good technique for you.

I could try \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

- Ask a partner what he or she finds most stressful. Write their answer:

"What do you find most stressful?" \_\_\_\_\_

- Write a sentence offering your partner advice on how to deal with stress.

I suggest you try \_\_\_\_\_  
\_\_\_\_\_

- The teens in this discussion give each other ideas about how to manage stress. Choose a topic and research it on the Internet.

- Tips to prepare for a test
- Tips to prepare for a sports competition
- Tips for using yoga to deal with stress
- Other: \_\_\_\_\_

- On a separate sheet of paper, write a short paragraph on that topic to share with your classmates. Include illustrations, if possible.



- Think of a stressful situation that you have already experienced. Use the notes you took in **While You Listen** to help you.
- Write a short paragraph to describe your experience. Use these sentence starters to help you.

I was in a situation where ...

I often feel stress when ...

Whenever I have to ... I feel ...

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# 3

## Learn about confidence boosters.

Managing stress is one way to increase self-confidence, but what else can we do to feel confident?

- Read the list of confidence boosters and rate them from 1 (best) to 12 (worst) in your opinion.
- Share your rating with a partner.

CONFIDENCE BOOSTERS	MY RATING	PARTNER'S RATING
1. Exercise. Exercise decreases your stress levels and improves your body image.		
2. Do something you like every day.		
3. Stand tall. Good posture decreases stress hormones and increases confidence-boosting testosterone.		
4. Smile more often. People respond positively to someone who smiles.		
5. Wear clothes that make you feel good.		
6. Find a role model. Seeing someone else achieve success can help you be more successful, too.		
7. Set a small goal you want to achieve and plan the steps to achieve the goal.		
8. Teach someone. Being a mentor can show you how talented you really are.		
9. Tell yourself it's OK to fail or make mistakes.		
10. Ask for help when you need it. Asking for help takes courage. It's a sign of strength, not weakness.		
11. Visualize yourself reaching your goals. Professional athletes use this technique with great success.		
12. Change negative thoughts to positive ones. For example, change "I'm bad in math! I'll never pass this test" to "I find math hard. If I get some help, I can pass."		

- With your partner, decide which suggestions to include on your list of top five confidence boosters.
- Be prepared to defend your ideas. Use **Sentence-Wise** to help you.

### ★ Top Five Confidence Boosters ★

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Sentence-Wise

In my opinion ...

I read that ...

Once, I felt this way when ...

I think that ...

I believe this because ...

What do you think?

Why do you say that?



- Write two or three sentences explaining your top confidence boosters.

We decided that the best actions are \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We think they are the best because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### SCORING FOR CONFIDENCE QUIZ, PAGE 2

- |                |             |             |                |             |             |
|----------------|-------------|-------------|----------------|-------------|-------------|
| 1. a) 1 point  | b) 5 points | c) 3 points | 5. a) 5 points | b) 3 points | c) 1 point  |
| 2. a) 5 points | b) 3 points | c) 1 point  | 6. a) 5 points | b) 1 point  | c) 3 points |
| 3. a) 3 points | b) 5 points | c) 1 point  | 7. a) 5 points | b) 1 point  | c) 3 points |
| 4. a) 5 points | b) 1 point  | c) 3 points | 8. a) 3 points | b) 5 points | c) 1 point  |

MY TOTAL

**30–40 points:** You are quite self-confident! You believe in yourself and know that hard work leads to success. While you aren't shy to ask other people's opinions of you or your work, your own opinion is most important.

**20–29 points:** Although you seem self-confident to others, you sometimes feel unsure and don't take criticism too well. With some effort, you can be more self-confident.

**8–19 points:** You care a lot about what other people think of you. New situations can make you feel out of control and stressed. There are a lot of things you can do to feel more confident. Keep reading to learn how!



## 4

## Use humour to deal with stress.

One way to deal with stressful situations that can lower your self-confidence is through humour. Read the comic strips about stress and confidence on pages 8 and 9.

### Before You Read

- Read each sentence and guess the meaning of the underlined word or expression.
- Circle the correct meaning.
  1. If you want to keep up with me, you will have to run faster!
    - a) stay near, persevere
    - b) fall behind
    - c) think differently
  2. I don't like to get up early in the morning.
    - a) climb
    - b) dress
    - c) move out of bed
  3. Danny likes to sneak out of his house in the morning before anyone sees that he is gone.
    - a) go away secretly
    - b) walk inside
    - c) hide
  4. May I have it, please? Come on! I'm your friend!
    - a) Look smart!
    - b) Don't do it!
    - c) Do it!
  5. Please don't freak out, but I can't find your dog.
    - a) be confident, stand tall
    - b) panic
    - c) run away
  6. Some celebrities become famous overnight.
    - a) over a long time
    - b) over a short time
    - c) never
  7. I should study more if I don't want to fail my exam.
    - a) not pass
    - b) succeed
    - c) carry
  8. One day you will get over the fact that he broke your heart.
    - a) imagine
    - b) prove
    - c) accept
  9. Less harmful gateway substances might cause people to have serious addictions.
    - a) poisonous
    - b) habit-forming
    - c) fence
  10. Did you notice the new kid in class today?
    - a) see
    - b) smell
    - c) choose
- Write two more sentences using one of the underlined words or expressions in each.
  1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_







2

The competition is really strong. There is Katya Simmons. She is amazing!



The competition is about to begin.



What if I fail? I'll look so stupid!

Welcome to the World Farting Championship!



3

Get up! You are late for school! Can't you be more responsible like me?



If you are late for work when you are an adult, you will lose your job!



I should sneak out early today. Would anyone notice me?



4

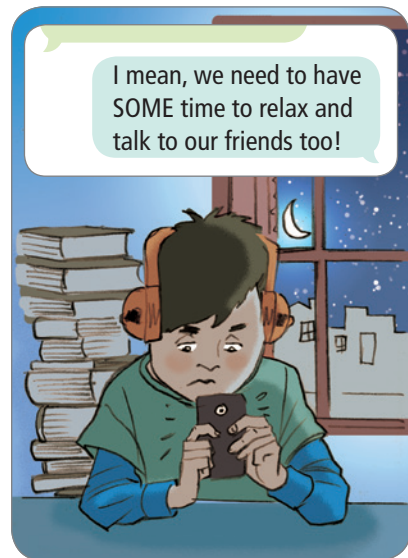
I can't get over how much homework we have! I'll never get it done!



Our teacher is so mean! We don't have all night to do his boring homework!



I mean, we need to have SOME time to relax and talk to our friends too!



## After You Read

# Stress

- Read this list of confidence-boosting actions.
  - Prepare or practise in advance.
  - Propose your own solutions.
  - Ask for help.
  - Laugh at your mistakes (and learn from them).
  - Schedule your time, then stick to the schedule.
  - Make time for exercise.
  - Get lots of sleep.
  - Eat healthy foods regularly.
- Highlight the actions you think could help resolve the situations in the comic strips.
- Use what you learned in the unit so far to suggest another action.

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- Write the idea that resolves the problem in each comic strip.
- Suggest a real solution to help the character in each comic strip gain self-confidence.

COMIC STRIP	PROBLEM	COMIC IDEA	REAL SOLUTION
①	peer pressure to try something	It's peer pressure to try _____.	
②	worrying about _____	It's a _____ competition.	
③	_____	The mom is not _____.	
④	_____	The kid doesn't have enough time to do his homework because _____.	

- Choose one of the comic strips. On a separate sheet of paper, rewrite the dialogue in the last frame to reflect the solution you propose.

## GRAMMAR BREAK

## Pronouns and Possessive Adjectives

Use pronouns to replace the names of people, places and objects that you already identified. The pronoun changes depending on its role in the sentence: subject or object.

Use possessive adjectives to show *what* belongs to *which person*.

## Practice

- Complete the examples in the chart with the missing pronouns and possessive adjectives. Use the comic strips on pages 8 and 9 to help you.

SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE ADJECTIVE	EXAMPLES
1. I	me	my	_____ should sneak out early today. Would anyone notice _____?
2. you	you	your	_____ will lose _____ job!
3. he	him	his	He thinks we have all night to do _____ boring homework!
4. she	her	her	There is Katya Simmons. _____ is amazing!
5. it	it	its	Come on, just try _____. Everyone's doing _____!
6. we	us	our	I can't get over how much homework _____ have! _____ teacher is so mean!
7. they	them	their	What _____ don't know can't hurt _____.

- Complete each sentence with a pronoun or a possessive adjective.
- Identify the subject of each sentence and write *S* above it.
- Identify objects with *O*, and possessive adjectives with *PA*.

- <sup>S</sup> I don't like homework. <sup>O</sup> It isn't interesting to \_\_\_\_\_.
- She won the competition. I am going to congratulate \_\_\_\_\_.
- They don't like to wake up early. It is difficult for \_\_\_\_\_.
- We like \_\_\_\_\_ teacher. She is really funny.
- She often wears \_\_\_\_\_ hair in braids.
- Do you like \_\_\_\_\_ parents?
- I need \_\_\_\_\_ pen back! Please give it to \_\_\_\_\_.

To practise pronouns and possessive adjectives, do the Grammar Workshops on pages 20 and 21.



5

## Learn how to be more self-confident.

Read pages from a movie script about how one teenage boy learned to be more self-confident at his new school.

### Before You Read

- Imagine your little brother is starting at a new school. He is feeling nervous about meeting new people and fitting in. He asks you for advice.
- Write three suggestions to help him feel more self-confident.



1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### While You Read

- Look at the script and answer the questions.
  1. Which words are in capital letters?  
 \_\_\_\_\_  
 \_\_\_\_\_
  2. Which words are centered on the page?  
 \_\_\_\_\_  
 \_\_\_\_\_
  3. At the beginning of each scene, the abbreviation INT. means that it takes place in the INTERIOR or inside of a building. What do you think EXT. means?  
 \_\_\_\_\_
  4. Highlight the solutions to Kevin's problems suggested in the script.

## Word-Wise

**locker:** storage space at school for books and other personal objects

**haircut:** style of hair

**slouches:** stands, sits or walks with bad posture

# Kevin's First Day

INT. MODERN BATHROOM – MORNING

KEVIN, age 15, stands in front of the mirror, toothbrush in hand, looking at his reflection.

KEVIN

You are such a jerk. No one's going to think you are cool. Just keep your head down today and hope that no one notices you.

INT. SCHOOL HALLWAY – SAME DAY

Kevin stands in front of his **locker**, putting books away. GIRL 1 and GIRL 2 walk by and stop.

GIRL 1

Oh my God! Did you see the new guy?

GIRL 2

Totally!

GIRL 1

You can so tell that he is new around here!

Girls laugh and walk quickly away.

KEVIN

That's it! I don't need this!

Kevin grabs his bag from his locker and walks out of school.

INT. DOJO/STUDIO – SAME DAY

Kevin stands with other students in karate class, doing exercises. The bell rings. Students bow to SENSEI and leave class. Kevin stays behind, putting his things away slowly.

SENSEI

How are you, Kevin? Didn't you start at a new school this week?

KEVIN

Yes, sensei. I wish I hadn't. Everyone there thinks I'm a loser.

Kevin puts his head down.

KEVIN

I didn't even make it through the first day. Some girls started laughing at me and I left.

SENSEI

I see.

KEVIN

I don't get it, sensei. What am I supposed to do to make people like me? My mom says to just "be myself," but that's stupid.

SENSEI

I can tell you what I do when I am in a situation where I feel uneasy or unprepared, if you like. Would that help you?

KEVIN

It might.

SENSEI

I have three keys to help me feel more confident. First is personal care: I exercise every day and eat healthy food.

KEVIN

I do that.

SENSEI

A healthy body leads to a healthy mind. The second thing I do is to look my best. If I know I am going somewhere that makes me feel uncomfortable, I wear my favourite clothes and get a new **haircut**. When I look good, I feel good.

KEVIN

That makes sense.

SENSEI

Finally, I make people believe I am confident, even if I am not.

KEVIN

How do you do that?

SENSEI

With my body. Watch.

Sensei **slouches** and walks across the room, avoiding eye contact. Then, he stands tall, sticks his chest out, smiles and looks Kevin in the eye as he walks toward him.

SENSEI

Now you try.

Kevin repeats sensei's actions, trying to walk confidently across the room.

SENSEI

Better. Keep practising. People respond to your body language more than to your words. Smile. Look them in the eye.

KEVIN

Does that really work?

SENSEI

Try it. Practise and soon you will feel as confident as you look.

KEVIN

OK, sensei, I will. And thanks!

## After You Read

- List short-term and long-term self-confidence solutions from the script in the chart below.
- Add ideas to the chart. Use ideas from the unit, as well as your own ideas.

SHORT-TERM SOLUTIONS (IMMEDIATE)	LONG-TERM SOLUTIONS (OVER TIME)

- Answer these questions.

1. What was Kevin's main problem? \_\_\_\_\_

\_\_\_\_\_

2. How does he deal with his problem at first? \_\_\_\_\_

\_\_\_\_\_

3. What happens when he tells his sensei about the problem? \_\_\_\_\_

\_\_\_\_\_

4. Who could you go to for advice or help if you had a problem? \_\_\_\_\_

\_\_\_\_\_

- Imagine that Kevin goes back to school the next day. Write a short paragraph explaining what you think happens next.

The next day, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Sit with a partner and discuss why you think the girls ran away when Kevin said "Hi."
- On a separate sheet of paper, write a short dialogue between the girls explaining what they really think about Kevin. Each partner should take on the role of one of the characters and write what that character would say.
- Share your scene with another group or with the class.



## 6 Continue the script.

- Read the script on pages 13 and 14 out loud with a partner.
- Look at the pictures and continue the story: Kevin returns to school and uses some of the suggestions made by his sensei.
- Use the pictures and **Sentence-Wise** to help you.
- Continue each scene for as long as you can, writing suitable expressions next to the picture.

### SUITABLE EXPRESSIONS

#### Scene 4

Characters:  
Kevin & Stacy



Excuse me.  
Hi. My name is ...  
Are you new ...?

#### Scene 5

Characters:  
Luci and  
Darla



Who's that?

#### Scene 6

Characters:  
Kevin and  
Marc



Can I give you a hand?

### Sentence-Wise

Excuse me.

Sorry to interrupt.

I mean ...

You know ...

Hey there ...

Who's that?

Why does he look ...?

Let me help you.

Can I give you a hand?



# YOUR TURN



7

## Create a comic strip to promote self-confidence

Use what you learned about confidence building in this unit to create a comic strip for promoting self-confidence.

### Step 1 PREPARE

- Choose a stressful situation where someone might not feel confident.
  - Meeting new people
  - Taking a test
  - Giving a presentation in class
  - Other: \_\_\_\_\_
- Choose  a real solution or  a funny or unexpected result.
- Fill in the frame-by-frame flow chart. End the comic strip with a funny or real solution.

#### FRAME 1

Establish the situation.

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#### FRAME 2

Build on the situation: What happens next?

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#### FRAME 3

Provide a solution.

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**Step 2** WRITE

- Divide the action into three frames.
- Write a description above each frame.
- Quickly sketch the characters and scene.
- Remember to include all the features of a comic strip. See **Break It Down** on page 8.
- Write the dialogue at the bottom of each frame.
- Include at least one pronoun and one possessive adjective in your comic strip.

FRAME 1	FRAME 2	FRAME 3
Where? _____ _____ Who? _____ _____ What are they doing? _____ _____ _____	Where? _____ _____ Who? _____ _____ What are they doing? _____ _____ _____	Where? _____ _____ Who? _____ _____ What are they doing? _____ _____ _____
Dialogue: _____ _____ _____ _____ _____	Dialogue: _____ _____ _____ _____ _____	Dialogue: _____ _____ _____ _____ _____

**Step 3** REVISE

- Read your comic strip dialogue again. Does it make sense? Is the message clear? Is the solution real or is it funny?
- Rewrite your dialogue.
- Remember to use at least one pronoun and one possessive adjective.

Dialogue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dialogue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dialogue: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Step 4** EDIT

- Read your text out loud to a partner. Do you hear any mistakes?
- Give your text to your partner. Does your partner understand your text?
- My partner's name: \_\_\_\_\_
- He/She understands my text. Yes  No
- Underline pronouns. Are they correct? Yes  No
- Highlight possessive adjectives. Are they correct? Yes  No
- Make appropriate changes.

**Step 5** PUBLISH

- Draw the final version of your comic strip on a separate sheet of paper or publish it using software.
- Present your comic strip to the class.



*Wonder* (book) by R. J. Palacio

*All the Wrong People Have Self-Esteem: An Inappropriate Book for Young Ladies* (book) by Laurie Rosenwald

*Freak The Mighty* (book) by Rodman Philbrick

*God Help the Girl* (movie) by Stuart Murdoch

*Little Miss Sunshine* (movie) by Jonathan Dayton and Valerie Farris

## GRAMMAR WORKSHOP 1

PRONOUNS  
POSSESSIVE ADJECTIVES

SUBJECT PRONOUNS		OBJECT PRONOUNS	
USE		USE	
<ul style="list-style-type: none"> <li>To replace nouns acting as subjects.</li> </ul>		<ul style="list-style-type: none"> <li>To replace nouns acting as objects.</li> </ul>	
PRONOUN	EXAMPLE	PRONOUN	EXAMPLE
I	I like speaking to new people.	me	Please give the book to <b>me</b> .
you	<b>You</b> speak to Bill every day.	you	Bill speaks to <b>you</b> every day.
he	<b>He</b> has our speech.	him	We like to work with <b>him</b> .
she	<b>She</b> is confident with new people.	her	Go and speak to <b>her</b> .
it	<b>It</b> belongs to Sarah.	it	He has <b>it</b> .
we	<b>We</b> like to work with Todd.	us	Look at <b>us</b> during the presentation.
they	<b>They</b> look at the back of the room.	them	She smiles in front of <b>them</b> .

## Practice

- Underline the correct subject or object pronoun to complete each sentence.
  - (They / She) is not a confident person.
  - I need to find Paul. I want to speak to (us / him).
  - (You / It) is difficult to be confident when someone attacks you verbally.
  - (She / You) are hesitant in front of a group.
  - Come with Sarah and me to the party. You can get a ride with (him / us).
  - Today is Ann and Jerrod's presentation. Can you watch (us / them)?
- Write the correct subject or object pronoun to replace the underlined noun(s) in each sentence.

SENTENCES	PRONOUNS
1. Perry practises his presentation in front of <u>a mirror</u> .	
2. <u>Bill</u> is the most confident person I know.	
3. Wendal is going to the party with <u>Mariko and Paula</u> .	
4. Can you remember <u>the main topic of the text</u> ?	
5. I don't think I can perform with <u>Thomas</u> .	
6. <u>The teachers</u> work together to help build our confidence.	
7. <u>Sarah and I</u> prepare a lot for a presentation.	
8. Could you please lend <u>the book to Stephan and me</u> ?	

My eLab 

Practise subject and object pronouns online.

## POSSESSIVE ADJECTIVES

### USE

- To indicate ownership: **Your** neighbour borrowed **my** scarf for the party.

POSSESSIVE ADJECTIVE	EXAMPLE
my	This is <b>my</b> friend Steve.
your	I think this is <b>your</b> coat.
his	Sven says this is <b>his</b> address.
her	Mandy met <b>her</b> sister at the mall.
its	The cat never stays in <b>its</b> yard.
our	<b>Our</b> parents are very friendly.
their	<b>Their</b> party was fun.

### Practice

- Underline the correct possessive adjective to complete each sentence.
  - I can't wait for (her / my) next field trip. I like going to different places.
  - Here is (our / your) teacher. We think she is better than your teacher.
  - Susan is using (its / her) public speaking lessons to improve (her / our) confidence.
  - We want to watch (him / his) presentation again. It is so funny!
  - When I go to a new place, I always bring (its / my) friends.
  - Do you feel comfortable meeting new people without (your / my) friends?  
You always seem confident, even on your own.
  - I can't forget to write (my / its) book report. It is due tomorrow!
- Write the correct possessive adjective to refer to the underlined word.
  - This car belongs to Ted. It is \_\_\_\_\_ car.
  - This progress report belongs to Mary and Tamra. It is \_\_\_\_\_ progress report.
  - This bike belongs to me. It is \_\_\_\_\_ bike.
  - Does this chair belong to you? Is it \_\_\_\_\_ chair?
  - This game belongs to Steven and me. It is \_\_\_\_\_ game.
  - Is this Bruce's bag? Is it \_\_\_\_\_ lunch?
  - Have you seen Meredith? This is \_\_\_\_\_ bag.
  - Where is the poster I left on the table? It is \_\_\_\_\_ poster for the presentation!

My eLab

Practise possessive adjectives online.

### Mixed Practice

Underline all the pronouns and possessive adjectives in the paragraph.

- Indicate above each word whether it is a subject pronoun (SP), object pronoun (OP) or possessive adjective (PA).

I am a quiet person and I hate to perform in front of a crowd.

My best friend Phoenix loves to perform. She is a very confident person. People associate confidence with being sociable.

Does it surprise you to learn that some people talk a lot because they feel insecure? These people usually have a hard time controlling their insecurities and talk through long pauses in conversations.

Are you quiet and confident like me? I think silence is golden.

Quiet people like me are golden, too!

- Complete the dialogue with the correct pronouns and possessive adjectives.
- Complete the dialogue and practise it with a partner.

TESSA: \_\_\_\_\_ still remember \_\_\_\_\_ first oral presentation. \_\_\_\_\_ was a disaster!

GEROME: Really? But \_\_\_\_\_ are so confident! \_\_\_\_\_ presentations are always great.

TESSA: \_\_\_\_\_ is because \_\_\_\_\_ first experience was so bad. \_\_\_\_\_ always try to prepare and practise, but when \_\_\_\_\_ work in teams, \_\_\_\_\_ isn't always possible.

GEROME: \_\_\_\_\_ know what \_\_\_\_\_ mean. Last time \_\_\_\_\_ worked with Jim, and \_\_\_\_\_ didn't go very well. \_\_\_\_\_ did all the work on the poster, and then \_\_\_\_\_ forgot to bring \_\_\_\_\_ to school!

TESSA: Did \_\_\_\_\_ lose marks? That is \_\_\_\_\_ biggest fear!

GEROME: \_\_\_\_\_ can't remember, but the teacher \_\_\_\_\_.

TESSA: \_\_\_\_\_ didn't prepare enough the first time, and \_\_\_\_\_.

GEROME: What do \_\_\_\_\_ usually do when \_\_\_\_\_ are nervous?

TESSA: \_\_\_\_\_. How about \_\_\_\_\_ ?

GEROME: \_\_\_\_\_.