

INTRODUCTION

Welcome to *TALK! TALK! TALK!* This textbook employs an innovative approach to language learning and vocabulary building through dialogues, readings, and activities that incorporate authentic English in interesting and practical contexts centered around topics that Japanese students may be asked about by foreigners regarding Japan and their personal lives.

TALK! TALK! TALK! is organized around three themes that emphasize functional English in situational contexts: “*Tell Me About Yourself*”, “*Tell Me About Japan*”, and “*Tell Me More About Japan*.” The course text is designed to address the needs of Japanese learners of English. Each of the 15 lessons provides practice in all four communication skills, with a fifth skill—the cultural component—included to expand students’ understanding of their own culture.

Special concentration and focus are placed upon speaking, listening, reading, and writing. Grammar is not emphasized because it is assumed that students have had ample opportunity to study grammar with previous instruction in English, so they are able to recognize basic grammar structures. This text, however, does emphasize putting all this previously absorbed knowledge in English to good use by allowing students first to learn, then to practice, and finally to create meaningful and authentic utterances via situational contexts. An exciting feature of this text is the wide array of expressions, idioms, and vocabulary that are not seen in more traditional types of textbooks.

Students best acquire and retain a second language if the vocabulary presented is in situational contexts which they find interesting and can relate to through active participation. When dialogues are presented in meaningful and practical settings, the structure and vocabulary become real to the students. They are then able to contextualize more readily the meaning by relating it to the situation. This type of teaching method excites students, who are more than ready and willing to speak and listen actively as participants in authentic dialogues.

The primary goal of most learners is to be able to communicate with and be understood by speakers of English. Students are often at a loss when they have an opportunity to speak English and are asked specific Japan-related questions. This book is an attempt to give students the necessary tools and knowhow to answer such questions confidently and to interact easily in such situations. This text offers an avenue to accomplish this goal by incorporating everyday practical and useful topics in English using real and meaningful activities.

TALK! TALK! TALK! provides opportunities for varied student participation and active interaction through student-centered activities. Each lesson is built around a useful vocabulary base, and all the idiomatic vocabulary and important phrases are thoroughly recycled throughout each lesson. This repetition exposes students to the target vocabulary and common phrases related to the lesson’s theme in order to prepare them to move gradually from the initial task-oriented exercises to the more challenging open-ended activities of creating their own written opinion and authentic mini-speech that they will practice with a partner and then introduce orally to the rest of the class.

Todd Jay Leonard

Textbook Format

This textbook consists of three parts; each part has five lessons which are independent from one another in that the instructor is free to use the book in either chronological order or to skip around depending upon what lesson theme is most useful for the students at that moment. Especially if this book is being used to prepare students for an upcoming international program, the teacher may reorder the lessons to fit the students' needs for their upcoming exchange experience.

Each lesson features seven basic components that allow the teacher to instruct more thoroughly the lesson's theme to the students.

① Listen Up!

To introduce the topic, a dialogue is offered initially as a listening exercise called "Listen Up!" Students first listen to the recording of the natural conversation with their books closed before being allowed to read it on their own. Students are encouraged to jot down keywords or ideas they hear. To focus the students' attention, the teacher may write several questions on the board to guide students' awareness of the content for this activity.

These questions given in the teacher's manual, are simply written and purposefully designed to be easy to answer in order to accommodate the abilities of the lower-level students and to offer something of substance to the more advanced students who tend to be able to respond to the questions effortlessly. This will give all students confidence early in the lesson to be able to comprehend the main theme of the lesson.

② Expressions

After going over the questions on the board, students may now read through the dialogue on their own. As they do this, they should pay attention to the next section called "Expressions." Again, this activity is easy to comprehend, further reinforcing students' confidence and enabling them to complete the task. This section requires students to comprehend the selected vocabulary words and phrases to expand their vocabulary skill base. After completing this initial reading of the dialogue, the teacher can go over the dialogue and vocabulary items together with the class.

③ Comprehension Questions & ④ Matching

The "Listen Up!" component allows students to listen to a conversation related to the topic. A related activity is "Comprehension Questions," where students must skim the dialogue in order to answer four easy questions, further reinforcing the content of the dialogue. Extending this activity is a list of "Expressions," or grammar points taken from the dialogue that further reinforce the language and vocabulary-related points of the lesson's theme. Many of these are then used in the "Matching" exercise.

5 Mini-Dialogues

In order to give students a bit more listening practice, the next section, “Mini-Dialogues,” offers three short information-gap conversations that require students to listen and fill in the blanks with the correct vocabulary. Many of the main vocabulary items are recycled in this activity to strengthen the students’ understanding of the material.

6 Read About It!

“Read About It!” introduces the theme of the lesson in more detail. The information included in this section will give students an idea about what to say when they are required to write their opinion and then to introduce their partner’s opinion in the mini-presentation exercise.

Students complete the “Fill It Out!” and “Short Answer” exercises and then do the “Vocabulary Builder” exercise while reading the text for the first time. In the “Short Answer” section, students review the reading by skimming for answers to several written questions.

7 Share Your Opinion

At this point in the lesson, students write a short introduction of the lesson’s topic in the “My Opinion” section to share with a partner. This is short in length, around 100 to 150 words, but it concentrates on the theme of the lesson allowing students to personalize it to fit their own experience. After sharing this short essay verbally with each other, each student should independently take notes of what the other is saying to be able to report this information back to the rest of the class in a mini-presentation format.

The student listening needs to write down their partner’s key points and put those into sentences to present to the class. Having students introduce the information from their partners forces them to listen carefully in order to be able to then report the information back. This section is called “Let Me Introduce ...”. For large classes where time might be an issue, the teacher could rotate students to do their mini-presentations or ask for volunteers to present. If time is not an issue, then have all students introduce their partner’s information to the class. These last two components could also be assigned as homework and at the beginning of the next class, students could present their partners’ information. Or it can be given as a written assignment that is turned in to be checked by the teacher.

TALK! TALK! TALK!

Tell Me About
Yourself
and **Japan**

Table of Contents

Introduction	3
Textbook Format	4

Part 1 **Tell Me About Yourself**

LESSON ① Tell Me About Yourself	7
LESSON ② Tell Me About Your Childhood	15
LESSON ③ Tell Me About Your Family	23
LESSON ④ Tell Me About Your Major	31
LESSON ⑤ Tell Me About Your Dream for the Future	39

Part 2 **Tell Me About Japan**

LESSON ⑥ Tell Me About Japanese Food and Cuisine	47
LESSON ⑦ Tell Me About Japanese Culture and Customs	55
LESSON ⑧ Tell Me About Sports in Japan	63
LESSON ⑨ Tell Me About Music in Japan	71
LESSON ⑩ Tell Me About Good Places to Travel in Japan	79

Part 3 **Tell Me More About Japan**

LESSON ⑪ Tell Me About Japanese History	87
LESSON ⑫ Tell Me about Japanese Nature	95
LESSON ⑬ Tell Me About Japanese Weather	103
LESSON ⑭ Tell Me About Japanese Politics	111
LESSON ⑮ Tell Me About Japanese Religions	119



LESSON

1

Tell Me About Yourself

1

Listen Up!



DL 002



CD1-02

Listen to the dialogue.

Mr. Ono: Everyone, ❶ may I have your attention, please? ❷ Let's get started with our meeting ... but first, we have a new member who will introduce herself to us. ❸ Please join me in welcoming Ms. Jillian Smith to our group. Ms. Smith, ❹ please tell us a little bit about yourself. (*Everyone applauds.*)

Ms. Smith: Thank you, Mr. Ono, for your kind introduction. Hello, everyone, it's so nice to meet all of you. I'm so looking forward to being a member of this club. ❺ Allow me to introduce myself.

As Mr. Ono mentioned, my name is Jillian Smith, but my friends and family call me "Jill," so ❻ please call me Jill. ❼ I'm originally from San Diego, California in the United States, but I've lived in Japan for the past ten years. I currently work in publishing as an English language editor for a small company that publishes English books. After I graduated from university with a degree in British literature, I moved to Japan to be with my Japanese husband who teaches at a university in our prefecture. We have two children, aged six and eight. Their names are Nina and Kazu.

My hometown, San Diego, is famous for the San Diego Zoo. It's quite ❶ spectacular and a wonderful place to visit. I have four brothers and sisters. I'm the ❷ middle child, so I have two older sisters and two younger brothers. My family all live in California. Both my sisters are married, and each has one child, so I'm an aunt. My eldest sister is a lawyer, and my other sister is a doctor. My youngest brother is still in high school, and he plays American football. My other brother is a university student, studying education to be a teacher in the future. He's ❸ very good with children and wants to be an elementary school teacher someday.

❹ In my free time, I enjoy hiking and camping with my family. In the winter, we enjoy skiing and ❺ sledding as a family. My husband is an excellent cook and enjoys making new dishes for us.

Well, ❻ I think that about does it! I'm so looking forward to being a member of this club. Thank you for allowing me to join.

Mr. Ono: What a spectacular self-introduction. Thank you, Jill, for telling us about yourself. Does anyone have any questions for Jill?

Person 1: Yes. I have a question. Jill, what are your favorite Japanese foods?

Ms. Smith: Oh, that's easy. I love sushi and natto.

Person 2: Jill, you said you work in publishing ... what kind of books do you like to read?

Ms. Smith: I love reading novels, but I also like non-fiction books, too, especially ❶ memoirs.

2

Expressions

Check the meanings of the following words and expressions.

- ❶ **may I have your attention, please?** = a common phrase used to get people's attention, signaling them to be quiet
[e.g. May I have your attention, please? The concert is about to begin.]
- ❷ **Let's get started with our meeting** = a common phrase used by the person in charge to call a meeting to order or to begin an event
[e.g. If everyone will take a seat, let's get started with our meeting.]
- ❸ **Please join me in welcoming ...** = a phrase used to signal to those in attendance to applaud the guest speaker
[e.g. Everyone, please join me in welcoming today's guest speaker.]
- ❹ **please tell us a little bit about yourself** = a common phrase used to ask a person in attendance to offer the others present a short self-introduction
[e.g. Please tell us a little bit about yourself, your family, and any hobbies you may have.]
- ❺ **Allow me to introduce myself.** = a phrase used by a person beginning his/her self-introduction, meaning "Now, I will begin my self-introduction."
- ❻ **please call me Jill** = a phrase used by people who regularly use a nickname or other name to invite others to call them by it
[e.g. My name is Jackson, but please call me "Jack."]
- ❼ **I'm originally from ...** = a phrase meaning "I was born in ..." Basically, it is a person's hometown.
[e.g. I'm originally from Shelbyville, Indiana, but I have lived in Japan for over 30 years.]
- ❽ **spectacular** = amazing, fabulous. Something that is outstanding.
[e.g. The sunset last night was spectacular. It had lots of reds and oranges in it.]
- ❾ **middle child** = a child who is born between the eldest and youngest brother or sister
[e.g. I'm the middle child of three brothers.]
- ❿ **very good with children** = to have a natural ability to interact with and be relaxed around children
[e.g. Kindergarten teachers have a reputation of being very good with children because that is their main purpose and career.]
- ⓫ **In my free time** = time available to do personal hobbies or other enjoyable activities
[e.g. In her free time, she likes to take dance lessons because it relaxes her and it's good exercise.]
- ⓬ **sledding** = the act of sliding downhill in snow on a sled
[e.g. As a child, my favorite activity was sledding.]
- ⓭ **I think that about does it!** = a phrase used to conclude an activity
[e.g. I have only one more Christmas present to buy, so I think that about does it for this year.]
- ⓮ **memoir(s)** = a story written from personal experience or knowledge
[e.g. I recently read the memoir of my favorite actress. I learned so much about her life and acting career.]

3

Comprehension Questions

Answer the following questions with information from the dialogue.

- Who is introducing the new member?

- What does the new member want to be called?

- Where is the new member from?

- What does the new member do in her free time?

4

Matching

Match the best combination of sentences from Column A and Column B.

Column A	Column B
May I have your attention, please?	<ul style="list-style-type: none"> • Quiet. The program is starting. • That's not my course textbook. • I'm not familiar with that word.
What is your name?	<ul style="list-style-type: none"> • I'm actually from Dublin, Ireland. • Frederick. But please call me "Fred." • My hometown is Flat Rock.
Do you have any brothers or sisters?	<ul style="list-style-type: none"> • I used to play tennis often. • No, I don't have any pets. • Yes, I'm the middle child.
Where are you originally from?	<ul style="list-style-type: none"> • Nagoya, in Aichi Prefecture. • I now live in New York. • I went to university in Florida.



5

Mini-Dialogues

Listen and fill in the blanks, then role-play the dialogues with a partner.

Dialogue 1

 DL 003

 CD1-03

- A: It's nice to meet you. _____.
- B: It's nice to meet you, too. Let's see ... well, my name's Sarah. I'm a student and I come from Canada. _____, and where are you from?
- A: My name's Makiko, and I come from Fukuoka, Japan. ... Do you have any _____?
- B: Yes, I'm the _____. What about you?
- A: I'm the eldest of four. As a family, we enjoy playing sports. What about you? Do you like sports?
- B: I don't like to play sports, but I like _____ on TV. How about you?
- A: I play volleyball and badminton regularly. I like to watch sports on TV, too.

Dialogue 2

 DL 004

 CD1-04

- A: _____.
- B: Yes, by all means, please do.
- A: My name's Samuel Jones, but _____.
- B: Hello, Sam. _____.
My name's Takahiro, but my friends call me "Taka."
- A: Well, it's nice to meet you, too, Taka. Do you go to school near here?
- B: Yes, I do. I _____ downtown. How about you?
- A: I _____ but I graduated, and now I'm working full-time.

Dialogue 3

 DL 005

 CD1-05

- A: What _____ for a living?
- B: I'm an _____ teacher.
- A: Wonderful. You must be _____.
- B: I suppose so. It's a very satisfying job, for sure. What do you do?
- A: Well, I'm in business, but I also volunteer. I coach my son's American football team.
- B: _____. I'm afraid I don't know much about the rules of football.
- A: It's really _____ once you watch it a few times. I can teach you!



Read the following passage and complete the accompanying activities.

Tell Me About Yourself

Often someone you just met is interested in learning more about you, and will sometimes say, “Tell me about yourself.” This request seems simple enough, but it is such an open-ended request that it is sometimes difficult to know what to say. How much detail should you include? Where do you begin?

Even though it seems like it would be simple to introduce yourself, it can be stressful as you try to think of how to answer or how to begin. A good rule of thumb is to keep it brief, perhaps around two to three minutes at most. While the person is likely genuinely interested in learning more about you, it is important to keep it brief. The person will ask follow-up questions regarding things they want to know more about. Also, it is important to watch the other person’s body language and facial expression to gauge their reaction—do they seem distracted or bored? Are they nodding and offering you verbal feedback while you are talking?

Since this is a common request when meeting someone new, it is a good idea to practice your response to be ready. Practicing doesn’t mean memorizing a set speech, but it is a good idea to have a basic idea of what you want to say beforehand. It is always good to offer general information about your background, such as where you are from or what you do. Only offer information you are comfortable with sharing, though, because anything you say is then fair game for a follow-up question later by the person.

It is a good idea to talk a bit about what you are doing now—the present. Mention any hobbies you have, or talk about your family, or any pets. As you structure your response, you can include a bit about your past, where you are from and where you studied. When meeting someone for the first time, you only have one chance to make a good first impression, so read your audience. Customize your answer to fit the person and the situation. How did you meet? Where did you meet? These things will guide you in responding more confidently because you can focus on any type of shared interest with the person.

Coming across as being genuine is important. People are very quick to realize if you are being insincere or are uninterested. Your body language and facial expressions are equally important. Be sure not to ramble on or repeat yourself over and over. The other person will quickly lose interest in talking to you.

Finally, stay positive. This person is just meeting you and if you go into too much detail about negative things or are complaining, the person will likely lose interest in wanting to know more about you because it will seem like you have a lot of drama, and this would be something that might make them unwilling to pursue a potential friendship with you. Stay upbeat!

Fill It Out!

Put the following paragraph summaries in the correct order as the information appears in the passage.

- _____ In order to be prepared when someone asks you to talk about yourself, you should practice (not memorize) what you want to say.
- _____ Being sincere is most important, as well as being aware of your own body language and facial expressions.
- _____ Talk about yourself in general terms, like what you are currently doing and by mentioning your hobbies, family, and pets, etc.
- _____ Talk about things that are positive and upbeat to make a better impression on the other person.
- _____ Even though it seems like a simple task to introduce yourself, it can be difficult to know how to start.

Short Answer

Answer the following questions using information from the passage.

1. What is a “good rule of thumb”?

2. When meeting someone new, what is it a good idea to do?

3. What are equally important?

Vocabulary Builder

Answer the following questions about the vocabulary.

1. The phrase **open-ended request** (line 2) means it is very direct and specific.
A. True B. False
2. The phrase **good rule of thumb** (line 6) means it is a guideline, idea, or principle that assists you in deciding something.
A. True B. False
3. The phrase **read your audience** (line 21) means to notice the person’s reaction to your words.
A. True B. False
4. The phrase **ramble on** (line 27) means to speak directly and clearly.
A. True B. False
5. The phrase **have a lot of drama** (line 31) means to put exaggerated focus on something.
A. True B. False

Share Your Opinion

My Opinion

Write a short essay on the lesson's topic that is between 100 and 150 words in length. Then share your opinion with your partner.

TOPIC Introduce yourself.

[illegible]

Let Me Introduce ...

As you listen to your partner share their introduction with you, take notes in the space below to present the key points of their speech to the rest of the class.



LESSON

2

Tell Me About Your Childhood

1

Listen Up!



DL 012



CD1-12

Listen to the dialogue.

Cathy: When you were a child, I bet you were a ¹handful.

John: Well, my mom used to say I was ²bossy, but she added that I was ³good-natured. What were you like as a child?

Cathy: Hmm, on my report cards, my teacher wrote that I was ⁴spirited and ⁵talkative, but also helpful and respectful.

John: Those are actually very nice ⁶traits to have. My parents wanted me to be respectful to older people and teachers, but I could sometimes be ⁷sassy and ⁸flippant.

Cathy: Oh, my! You seem so serious and formal as an adult. It's hard to think of you as being sassy or flippant!

John: I guess I grew out of it, thankfully. So, your teacher said that you were talkative, huh?

Cathy: Yeah, well, I would get excited and just start ⁹chattering endlessly about nothing. I could also be ¹⁰glib when I got to talking, which ¹¹drove my mother crazy. What did you like to do as a child?

John: I loved playing outside with my neighborhood ¹²posse and playing video games online. I still enjoy video games.

Cathy: I'm learning so much about you! Again, I had no idea you ever were, or still are, a gamer.

John: When I was in university, I could play video games for ¹³hours on end, but now I don't have the time or interest like I used to. How about you, what did you like to do as a child?

Cathy: Oh, I was a ¹⁴tomboy. I loved climbing trees and playing team sports with my brothers. I had no choice because I was the only girl in my family. I played with my three brothers every day.

John: Now it's my turn to be surprised. It's hard to imagine you as a tomboy!

Cathy: (laughing) I guess my fashion sense and interests have changed. I still like sports, though, but just watching, not playing so much anymore.

John: That's what it's like to get older. We do change as we age.

2

Expressions

Check the meanings of the following words and expressions.

- ❶ **handful** = a person who is difficult to control or deal with
[e.g. In high school, I used to babysit my neighbor's kids and they were a handful. So, naughty!]
- ❷ **bossy** = tending to order people around, taking the lead in situations
[e.g. My sister was so bossy when we were kids. She had to oversee everybody and everything.]
- ❸ **good-natured** = kind and friendly
[e.g. My elementary school teacher was good-natured with all of us students. We loved him so much.]
- ❹ **spirited** = full of energy; enthusiastic
[e.g. The politicians were having a spirited debate about the new law.]
- ❺ **talkative** = chatty; likes talking
[e.g. As a child, I was talkative around adults, but not so much when I was with other kids.]
- ❻ **traits** = particular characteristics that someone or something has
[e.g. The daughter had a few traits that resembled her mother, but also a few that seemed like her father.]
- ❼ **sassy** = outspokenly bold or rude
[e.g. His sassy remark to his mother was meant to be funny, but it came off as rude.]
- ❽ **flippant** = not having a serious or respectful attitude
[e.g. The worker's flippant behavior toward his boss made his boss angry.]
- ❾ **chattering** = talking on and on about unimportant topics
[e.g. The boy kept chattering on about his favorite sports team, but no one was listening.]
- ❿ **glib** = insincere or shallow in intention
[e.g. The lawyer seemed to be glib in his remarks to the judge during the trial.]
- ⓫ **drive someone crazy** = to make someone upset or annoyed
[e.g. The man's constant singing in the shower was driving his wife crazy.]
- ⓬ **posse** = a group of people (friends) who like to spend time together
[e.g. Growing up, my posse consisted of my neighborhood friends and cousins.]
- ⓭ **hours on end** = happening continuously for long periods of time
[e.g. My literature professor loved Mark Twain and could speak about his books for hours on end.]
- ⓮ **tomboy** = a term for girls who like to do activities that were traditionally considered to be for boys
[e.g. My sister is a tomboy. She likes climbing trees more than playing with dolls.]

3

Comprehension Questions

Answer the following questions with information from the dialogue.

- How did the man's mother describe him as a child?

- How did the woman's teacher describe her on her report cards when she was a child?

- What did the man like to play when he was in university?

- Why was the woman called a tomboy as a child?

4

Matching

Match the best combination of sentences from Column A and Column B.

Column A	Column B
He is such a nice person!	<ul style="list-style-type: none"> He's not my father, but my uncle. I agree. He's very good-natured. He's not from around here.
What are some of your personality traits?	<ul style="list-style-type: none"> My favorite foods are pizza and hamburgers. I haven't done anything yet. I've been told I'm friendly and nice.
How long do you practice the piano?	<ul style="list-style-type: none"> Let's see. Hours on end, actually. I'm not quite sure what you mean. I have football practice every day.
What were you like as a child?	<ul style="list-style-type: none"> I don't have any grown children. I was a real tomboy growing up. I have a cousin that's a child still.



5

Mini-Dialogues

Listen and fill in the blanks, then role-play the dialogues with a partner.

Dialogue 1

DL 013

CD1-13

- A: What kind of dogs _____?
- B: As a child, I had a pet chihuahua. It was very _____ and it barked a lot.
- A: I _____ that about that breed. I had a golden retriever when I was a child.
- B: Aren't golden retrievers known for being _____?
- A: Yes, that's right. They're very friendly and kind, especially around children.
- B: Hmm, my chihuahua was named "Chico," and he was very _____, not so friendly. What was your dog's name?
- A: Oh, my dog was named Sir Winston Everingham, but we called him "Winnie."

Dialogue 2

DL 014

CD1-14

- A: What were you like as a child?
- B: Oh, gosh, _____. I guess I was just an average kid.
- A: I bet you could _____!
- B: Me? Bossy? Why do you say that!
- A: I don't know. You seem to be very _____ things, and you like things done in a certain way.
- B: OK, I _____ that. I can be rather *particular* sometimes. But that was a rather flippanant thing to say to me!
- A: Oh, sorry. I didn't mean it in a bad way. Sorry if it _____. I admire your take control attitude.

Dialogue 3

DL 015

CD1-15

- A: You have a really great _____. Have you always been like that?
- B: Oh, heck no! When I was a little girl, I was _____. I only wanted to wear jeans and T-shirts.
- A: What changed? You seem so stylish now.
- B: I guess when I started _____, I needed to dress up. So, I began enjoying fashion more.
- A: I can understand that. As we get older, we change. Do you like clothes shopping?
- B: Hmm, I can't say I "like" it, because I can't do it for _____, but I don't really mind it.
- A: That's the same with me. It used to _____, but I don't mind shopping so much now.

Read the following passage and complete the accompanying activities.

Childhood Personality Traits

Sometimes when you meet a new person, they want to get to know you better, so they may say, "Please tell me about what you were like as a child." This person doesn't want or need a detailed explanation of your entire life up to the present, but only for you to highlight a few aspects of your personality so they can get to know you better.

Of course, your family is a good place to begin. You can briefly talk about your family by commenting about whether you have any brothers or sisters. You may mention their ages and how well you all got along while growing up. Again, it doesn't have to be a long or detailed explanation, but just some general comments that might help the person get to know you better. If you had pets growing up, you can definitely talk about some of your favorite pets and how old you were when you had them.

Often, a person's personality traits are formed in early childhood. These obviously can change over the years, but many core traits will continue into adulthood. So, if you can offer some hints as to how you were as a child, this may be of interest to someone who wants to get to know you better. How would you describe yourself when you were a child? This does not mean that you are the same way now. People do change over the years and often outgrow certain childhood tendencies or traits. Many toddlers can be demanding, selfish, and spoiled but as they get older, these traits often change or disappear.

For example, were you a nervous child and afraid of trying new things? Or were you an adventurous child and didn't scare easily? Some children are very outgoing and curious about everyone and everything around them, while others tend to be bashful and shy, preferring not to interact much with others. There are several successful personality traits that can predict a child's success later. If a child is curious, can maintain good self-control, is socially active with others, seems happy and optimistic, and displays gratitude, these are generally considered to be good qualities. How many of these traits fit you as a child? Experts think that being resilient (being able to conquer tasks or problems and then recover quickly afterwards), having strong social skills, confidence, and a curious outlook on life are good traits.

There are also negative personality traits that are undesirable. For example, if a person is apathetic (uninterested), argumentative, cowardly, too impulsive, self-centered, dishonest, or tends to be jealous of others, these are considered to be bad traits. As a child, did you exhibit any of these negative traits? Some traits can be regarded as both positive and negative. If a person is described as "persistent," this is generally regarded as being good, but if a person is labeled as "stubborn," this tends to be negative. However, both words are similar in meaning.

Generally, other people do not like a person who exhibits arrogance, dishonesty, a huge ego, envy, greed, hatred, selfishness, unreliability, or one who is prone to violent episodes. On the other hand, people like being around a person who shows kindness to others, is generous, enthusiastic, honest, responsible, hard-working, forgiving, and helpful.

Fill It Out!

Complete the table below using information from the passage.

Positive Personality Traits	Negative Personality Traits
<i>kindness</i>	<i>arrogance</i>

Short Answer

Answer the following questions using information from the passage.

1. When asked by someone about your childhood, where is a good place to begin?

2. When are personality traits usually formed?

3. What are some traits that often describe toddlers?

Vocabulary Builder

Answer the following questions about the vocabulary.

1. The word **highlight** (line 3) is closest in meaning to:
A. feature B. ignore C. minimize
2. The phrase **core traits** (line 12) is closest in meaning to:
A. personal property B. personal characteristics C. personal feelings
3. The word **tendencies** (line 16) is closest in meaning to:
A. inabilities B. inclinations C. objections
4. The word **conquer** (line 25) means to overcome something.
A. True B. False
5. The word **prone** (line 34) is closest in meaning to:
A. resistant to B. unpleasant to C. likely to

Share Your Opinion

My Opinion

Write a short essay on the lesson's topic that is between 100 and 150 words in length. Then share your opinion with your partner.

TOPIC What were you like as a child? Describe your childhood personality and compare it to how you are now.

[illegible]

Let Me Introduce ...

As you listen to your partner share their introduction with you, take notes in the space below to present the key points of their speech to the rest of the class.