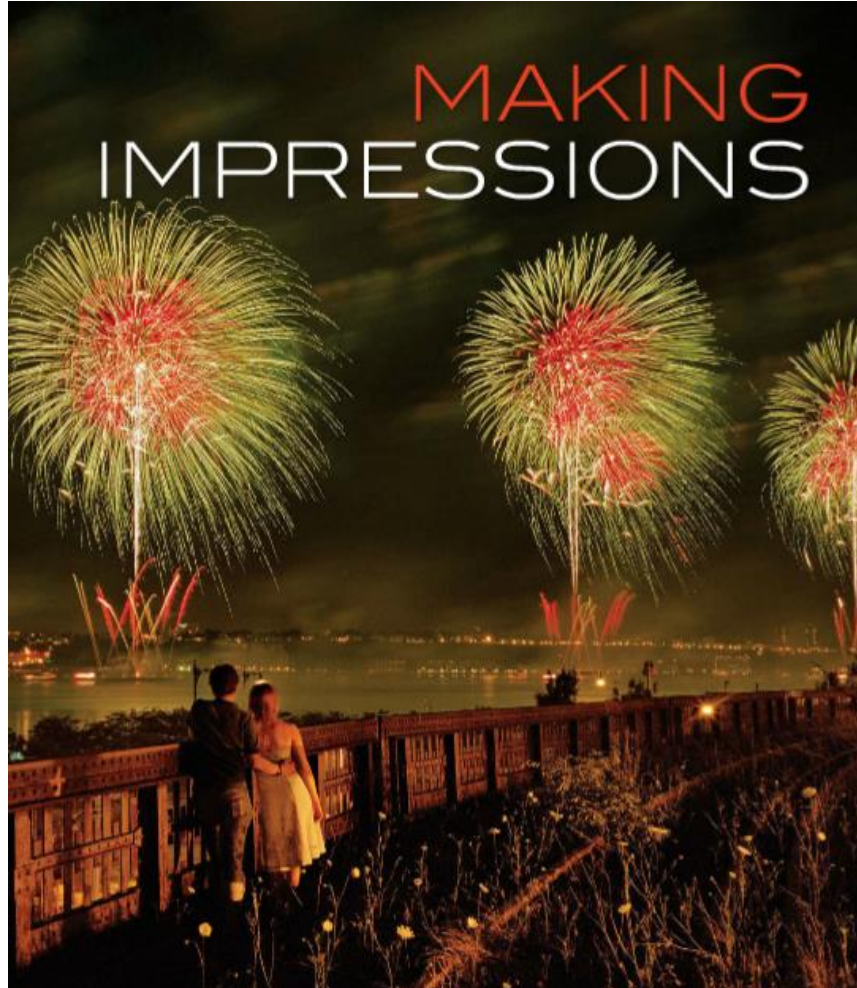




ESSENTIAL QUESTION:

What Do You Do to Make an Impression?



What do you do to make an Impression?

People start to form an impression of you the moment they meet you. What do you think they notice first?

Read these facts and then answer the questions.

Making Impressions

People form a first impression in about four minutes.

- First they notice your eye contact and body language as well as appearance and clothing.
- Then they notice how you speak—your tone, how fast you talk, how loudly you speak, and how you pronounce your words.
- Finally, they listen to what you say.

When people listen to you,

- 7% of what they learn comes from the words you use
- 38% of what they learn comes from the sound of your voice
- 55% of what they learn comes from your body language and facial expressions.



Source: Carolee Olson, "The Impression," *Newsweek*, January 25, 2008

1. According to the information above, what is the first thing people notice first when meeting someone new?
2. What is the last thing people notice?
3. When you meet someone for the first time, what do **you** notice first?
4. How do you make a positive (good) impression?
5. What do people do that can make a negative (bad) impression?

Now ask someone else!

How to Engage in Discussion

- Ask and answer questions.
- Tell your point of view or opinion
- Show you are listening with words and gestures.
- Respect other opinions.



Find three other people to ask the following questions. Listen to their responses and write down their answers.

Who did you interview?	When you meet someone for the first time, what do <i>you</i> notice first?	How do you make a positive (good) impression?	What do people do that can make a negative (bad) impression?

Read the following poem, **Oranges**.

On a winter day, a young boy takes a girl on a first date. They walk to a drugstore, where the girl wants to buy a chocolate. The boy doesn't have enough money. **Read to find out what happens.**

Oranges by Gary Soto

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
5 December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
10 Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
15 With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,

*Classic Tiles Composition II, 2001, Ger Stallenberg.
Oil on canvas, private collection, the Netherlands.*



▲ **Critical Viewing: Effect** How does the mood in this painting relate to the poem? How is it different from the poem?

In Other Words
rouge blush, red makeup

Interact with the Text

Remember:

Setting: where and when a story takes place.

- 20 Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
- 25 I turned to the candies
Tiered like bleachers,
And asked what she wanted—
Light in her eyes, a smile
Starting at the corners
- 30 Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
- 35 I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
- 40 And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,

1. Elements of Poetry

Underline words and phrases on page 280 that describe the setting. Describe the setting in your own words.

2. Mental Images

Circle details about the drugstore. Describe how you visualize the store.

3. Elements of Poetry

Highlight how the boy pays for the candy and how the saleslady reacts. What does this tell you about the characters?

In Other Words

Tiered Placed, Arranged
fingered felt

Interact with the Text

4. Elements of Poetry

Underline the actions of the characters. How does this narrative poem end?

45 Fog hanging like old
Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
50 Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
55 Someone might have thought
I was making a fire in my hands. ❖

Selection Review Oranges

Find descriptive details from the poem that helped you visualize, or picture the setting and characters.

Details about the setting:	Details about the characters:
----------------------------	-------------------------------

Do you think the boy made a good impression on his date? Why or why not?

I think the boy...

I think this because...

Vocabulary

Choose 3 new words from the poem. Use a dictionary or computer to look up the definitions. Complete the graphic organizer.

Definition			Picture
Sentence		Word	In my language

Definition			Picture
Sentence		Word	In my language

Definition			Picture
Sentence		Word	In my language

How Can I Fix a Fragment?

Add a Subject or a Predicate.

- A sentence is not complete unless it contains a subject and a predicate. If it does not have both, it is a **fragment**.
In college, Julia.
During the summer, she.
- To fix a fragment, add the missing part. What was added to make each fragment complete?
In college, Julia **marched across the state**.
During the summer, she **wrote letters to lawmakers**.
- Watch out for fragments in compound sentences, too. Remember that each clause needs a subject and a predicate. What was added to make this fragment complete?
Fragment: The students for miles, and the people cheered.
Sentence: The students **walked** for miles, and the people cheered.

Try It

A. (1–5) Add words to turn each fragment into a complete sentence.

Julia is interested in fighting pollution. She was inspired by _____
in school. She _____ a march. She _____ to help the
environment. She got _____ to join the march, too. _____
wore special T-shirts in the march.

B. Draw a line from each subject to the correct predicate.

- | | |
|-----------------------------------|--|
| 6. By the end of the march, Julia | praised Julia. |
| 7. With her great voice, Julia | were being a great listener and speaker. |
| 8. People in each town | was a leader. |
| 9. Her best traits | got people to listen to her. |
| 10. In every town, people | joined the march. |

How Else Can I Fix a Fragment?

Combine It With a Neighboring Sentence.

- If a fragment is a phrase, you often can fix it by combining it with a neighboring sentence. The result might be a compound sentence.
Fragment: I admire Frankie. Am not alone.
Sentence: I admire Frankie, and I am not alone.
Fragment: Frankie no legs. He was not born that way.
Sentence: Frankie has no legs, but he was not born that way.
- If a fragment is a dependent clause, you often can fix it by combining it with a neighboring sentence. The result might be a complex sentence.
Fragment: Frankie was in an accident. When he was ten years old.
Sentence: Frankie was in an accident when he was ten years old.
Fragment: After the accident. He had to use a wheelchair.
Sentence: After the accident, he had to use a wheelchair.

Try It

- A. Read each sentence. Combine the sentences to fix the fragments. Edit each item to make a compound or complex sentence.
1. Frankie could not walk. Wanted to learn to use a wheelchair.
 2. Julio taught Frankie. Learned fast.
 3. He wanted to be an athlete. Didn't want the wheelchair to get in the way of his dream.
 4. was in a race. Won first place.
 5. When I watch Frankie. Can't believe what he can do.
 6. Frankie lifts weights. Exercises every day.
 7. I have never met anyone like him. My hero.

B. Fix the fragments. Write a complex or compound sentence.

8. Frankie has strong arms. Can move his wheelchair in any direction.

9. He has no fear. When he is competing in a race.

10. After each school day. He goes to the gym which is far away.

11. He checks his wheelchair. Functions properly.

12. Coach Jenner is patient. Pushes Frankie to improve his ability.

13. Frankie worked very hard to master his wheelchair. Fine athlete.

How Can I Fix a Run-on Sentence?

Break It Into Two Sentences.

A **run-on sentence** is a very long sentence. You can fix a run-on sentence by breaking it into two compound sentences or a simple sentence and a compound sentence. (You may need to change some words.)

Run On: Christina sings in the shower **and** she sings on the bus **and** on the weekends she learns everything she can about music **and** she studies with a voice teacher.

Better: Christina sings in the shower, and she sings on the bus. On the weekends, she learns everything she can about music, and she studies with a voice teacher.

Better: Christina sings in the shower and on the bus. On the weekends, she learns everything she can about music and studies with a voice teacher.

Try It

A. Fix each run-on sentence. Edit each item to make two compound sentences or a simple sentence and a compound sentence.

1. Christina wants to be famous and be a star. and in our city, she wants to compete in the talent contest for a TV reality show.
2. In a week, she will go to tryouts and she will sing three songs. and she hopes she can sing well that day and she wants to make it to the next round of tryouts.
3. If she makes it to the final round, she will go to New York City and she will compete on TV. and she will wear a special outfit and people will help her fix her hair.
4. Christina wants to write her own music, and she wants to work with other musicians. and if she gets a record deal, and she will travel around the world.
5. Christina wants Selma to go with her to the tryout in our city and she wants Selma to go to the tryout in New York City. and she is planning to tell us everything and when they get back.

Proofreader's Marks

Delete:

She will go to the tryout **and** alone.

Capitalize:

jennie will go with her.

See all Proofreader's Marks on page ix.

B. Rewrite each sentence to fix each run-on.

6. Christina rehearses with her teacher during the day and at night she listens to music and she writes songs. _____

7. She has written fifteen songs and she is looking for musicians to work with her but it is hard to find good musicians. _____

8. Christina and her mother are making the dress and she will wear it for the tryout and she will look beautiful. _____

9. At first, Christina wanted to buy a dress for the competition but it costs too much money and she didn't have enough money. _____

105 Use Compound and Complex Sentences

Remember: You can combine **fragments** with other sentences to make compound or complex sentences. You can break **run-on sentences** into simple and compound sentences.

- Fragment:** When I finished the book. Was shocked by the story.
- Better:** When I finished the book, I was shocked by the story.
- Run On:** After I closed the book, I thought about the author's experiences and I thought about the hardships and I gave the book to my friend.
- Better:** After I closed the book, I thought about the author's experiences and hardships. Then, I gave the book to my friend.

Try It

- A. (1-5) Fix each fragment or run-on sentence. Edit each item to make a compound or complex sentence.

When I started reading. Trouble relating to the author's experiences. I didn't understand how the author could be so happy and how she could be so positive. and then, the author had a different tone in the middle of the book. She had so many family troubles and she had tragedies. and I understood that the author was very strong and I admired her.

Proofreader's Marks

Delete:

I read this book quickly. ~~and she read it.~~

Add text:

Before reading it,
I didn't think I'd like it.
^

Capitalize:

she read it.

See all Proofreader's Marks on page ix.

B. Read each fragment or run-on sentence. Make a compound or complex sentence. Write the new sentence.

6. The author moved to the United States from Africa. Told memorable stories. _____

7. When I finished the book. I told everyone about this inspiring author. _____

C. Write at least three sentences to tell more about a goal or dream you have for your future. Use compound and complex sentences. Fix any run-on sentences.
