

**SECOND
EDITION**

TRUE STORIES IN THE NEWS

**A
BEGINNING
READER**



by Sandra Heyer

To all the Heyers and Kalchbrenners, who really know how to tell a story,
and to John, who listens to all *my* stories.

True Stories in the News: A Beginning Reader, Second Edition

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INTRODUCTION

TRUE STORIES IN THE NEWS is a high-beginning reader for students of English as a Second Language. It consists of 22 units based on human-interest stories adapted from newspapers and magazines. The vocabulary and structures used in the stories are carefully controlled to match those of a typical beginning ESL class. At the same time, all attempts were made to keep the language natural.

In answer to those students who think some stories are too amazing to be true: Yes, the stories are true, to the best of our knowledge. A special "To the Teacher" section at the back of the book provides additional information about each story.

Following are some suggestions for using TRUE STORIES IN THE NEWS. Teachers new to the field might find these suggestions especially helpful. Please remember that these are only suggestions. Teachers should, of course, feel free to adapt these strategies to best suit their teaching styles and their students' learning styles.

PRE-READING

Beneath the photo that introduces each unit are two sets of questions. The first set guides students as they describe the photo. The second set asks students to speculate on the content of the reading.

If the pre-reading activity is done orally in class, you might prompt students to describe the photo by saying, "Look at the picture. What do you see?" Sometimes students respond more readily to the question "What do you see?" than to a more specific question (i.e., "Who are these people?"). When asked a specific question, some students are reluctant to speak; they assume there is a specific correct answer. When asked "What do you see?," they are more inclined to respond because it is clearer that any reasonable answer is acceptable.

If your students are comfortable speaking English, you may wish to guide them into posing their own pre-reading questions. After the class describes the photo and reads the title of the story, ask, "What do you want to know?" Write the students' questions on the board. Return to the questions after reading the story to see which were answered.

READING THE STORY

If your students understand spoken English well but have little experience reading, you may wish to begin by reading the story aloud, perhaps stopping short of the last few paragraphs if the story has a surprise ending. Students who have a tendency to stop at every unknown word should be encouraged to read the story twice, once without stopping to get the gist of the story, and then a second time, stopping to underline new vocabulary.

THE EXERCISES

Each unit has four types of exercises: vocabulary, comprehension, discussion, and writing. Students can complete the exercises individually, in pairs, in small groups, or with the whole class. The exercises can be completed in class or assigned as homework. At the back of the book there is an answer key to the exercises.

Vocabulary. The vocabulary exercises highlight words that ESL students identified as new and that could be clearly drawn, described, or defined. The exercises clarify meaning while giving students practice in establishing meaning through contextual clues.

Comprehension. The comprehension exercises test students' understanding of the story; more important, the exercises help students develop reading skills they will use throughout their reading careers—skills such as scanning, summarizing, identifying the main idea, and recognizing connectors and other rhetorical devices.

Discussion. Most of the discussion exercises require students to complete a task—to fill in a chart, to interview a classmate, to draw a picture or a map—so that there is a concrete focus to the discussion. The task-centered exercises make it possible for students to talk without the direct supervision of the teacher, a necessity in large classes.

Several of the discussion exercises ask students to compare their native countries to the United States. Teachers in Canada and Australia can adapt these exercises easily by substituting those countries for the words "the United States." Teachers whose students are learning English in their native countries will need to modify those exercises that draw specifically on the immigrant/foreign student experience.

Writing. Most of the writing exercises are structured: Students complete sentences, answer questions, and create lists. Students who are fairly accomplished writers may need more challenging assignments, such as writing short paragraphs. Students who are less experienced writers may need to see some sample responses before they write.

The vocabulary, comprehension, discussion, and writing exercises are at approximately parallel levels; that is, they assume that students speak and write about as well as they read. Of course, that is not always the case. Please feel free to tamper with the exercises—to adjust them up or down to suit students' proficiency levels, to skip some, or to add some of your own.

Both the exercises and reading selections are intended to build students' confidence along with their reading skills. Above all, it is hoped that reading TRUE STORIES IN THE NEWS will be a pleasure, for both you and your students.

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1. PRE-READING

Look at the picture.

- What is the man eating?
- What is he putting on his salad?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Dish Soap for Dinner

Joe came home from work and opened his mailbox. In his mailbox he found a yellow bottle of soap—soap for washing dishes.

The dish soap was a free sample from a soap company. The company mailed small bottles of soap to millions of people. It was a new soap with a little lemon juice in it. The company wanted people to try it.

Joe looked at his free bottle of soap. There was a picture of two lemons on the label. Over the lemons were the words “with Real Lemon Juice.”

“Good!” Joe thought. “A free sample of lemon juice! I’m going to have a salad for

dinner. This lemon juice will taste good on my salad.” Joe put the soap on his salad and ate it. After Joe ate the salad, he felt sick.

Joe wasn’t the only person who got sick. A lot of people thought the soap was lemon juice. They put the soap on fish, on salads, and in tea. Later they felt sick, too. Some people had stomachaches but felt better in a few hours. Some people felt really sick and went to the hospital. Luckily, no one died from eating the soap.

What can we learn from Joe’s story? Read labels carefully. And don’t eat dish soap for dinner!

2. VOCABULARY

Complete the sentences. Find the right words. Circle the letter of your answer.

- The dish soap was a ____ from a soap company.
 - letter
 - free sample
 - mailbox
- The company wanted people to ____ the soap.
 - try
 - eat
 - mail
- There was a picture of two lemons on the ____.
 - soap company
 - label
 - salad
- What can we learn from Joe’s story? Read labels ____.
 - fast
 - happily
 - carefully

3. COMPREHENSION

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. In his mailbox Joe found a ~~green~~^{yellow} bottle of soap.
2. The dish soap was a free ticket from a soap company.
3. It was a new soap with a little orange juice in it.
4. The company wanted people to eat it.
5. There was a picture of two bananas on the label.
6. Joe put the soap on his dishes.
7. After he ate the salad, Joe felt fine.
8. A lot of people thought the soup was lemon juice.
9. They put the soap on fish, on salads, and in coffee.

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

- | | |
|--|---|
| 1. The company mailed soap to people <u>d</u> | a. because they ate the soap and got sick. |
| 2. There was a picture of two lemons on the label ____ | b. because he thought the soap was lemon juice. |
| 3. Joe put the soap on his salad ____ | c. because the soap had a little lemon juice in it. |
| 4. Some people went to the hospital ____ | d. because it wanted people to try the soap. |

UNDERSTANDING A SUMMARY

Imagine this: You want to tell the story "Dish Soap for Dinner" to a friend. You want to tell the story quickly, in only two sentences. Which two sentences tell the story best? Check (✓) your answer.

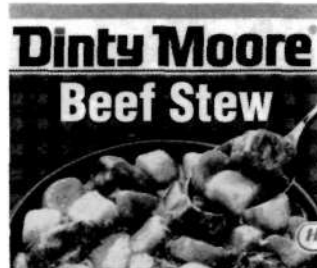
1. Joe came home from work and opened his mailbox. He was happy because he found a free sample—a yellow bottle of dish soap.
2. A soap company mailed soap to millions of people. Some people thought the soap was lemon juice, so they ate it and got sick.

4. DISCUSSION

With a partner, read the sentence above each pair of labels. Then read the labels carefully and circle *a* or *b*. Check your answers in the answer key. Were you right?

1. This is a good dinner for Joe.

a.



b.



2. This will taste good on Joe's salad.

a.



b.

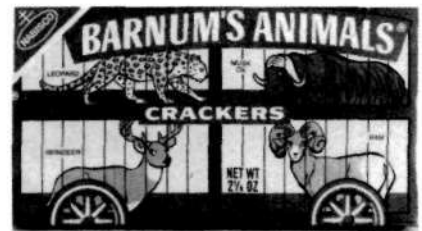


3. Joe likes to eat them.

a.



b.



5. WRITING

Read this story. It is in the present tense. On your own paper, write the story again in the past tense.

Joe comes home from work and opens his mailbox. In his mailbox he finds a free sample of dish soap. The dish soap has a little lemon juice in it.

Joe looks at his bottle of soap. There is a picture of two lemons on the label. Over the lemons are the words "with Real Lemon Juice."

Joe thinks the soap is lemon juice. He puts it on his salad and eats it. After he eats the salad, he feels sick. Poor Joe!

Joe came home from work and opened his mailbox.

UNIT 2



1. PRE-READING

Look at the picture.

- What are the men doing?
- What is unusual about them?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Fifty Good Friends

Manuel Garcia had stomach cancer. The doctors told him, "You need chemotherapy to stop the cancer."

Manuel went to the hospital for chemotherapy. Chemotherapy is strong medicine. After a few weeks of chemotherapy, Manuel's hair began to fall out. Soon he had no hair.

Manuel was depressed. He felt strange without hair. He didn't want people to see him.

One day Manuel's brother and three other relatives visited Manuel in the hospital. Manuel was surprised when he saw them. They had no hair! "You shaved your heads!"

Manuel said. Manuel began to laugh. The other men laughed, too. "Please be quiet," the nurse said. But the nurse was smiling.

When Manuel came home from the hospital, friends and relatives came to visit him. "We want to shave our heads," they said. "We want to look like you." Manuel shaved their heads. He also shaved his sons' heads. In one day he shaved fifty heads. Manuel's wife wanted to shave her head, too. "No!" said Manuel.

At the hospital Manuel was depressed because he had no hair. Now he is not depressed. "I'm ready for anything," he says.

2. VOCABULARY

Look at the picture and complete the sentences. Find the right words. Circle the letter of your answer.

- The men in the picture are Manuel Garcia's friends and _____.
 - sisters
 - doctors
 - relatives
- They have no hair because Manuel _____ their heads.
 - shaved
 - painted
 - studied
- Now they all _____ like Manuel.
 - walk
 - talk
 - look
- Manuel's friends shaved their heads. Manuel laughed. Now he is not _____. Now he is ready for anything.
 - happy
 - depressed
 - sick

3. COMPREHENSION

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

- | | |
|--|---|
| 1. Manuel Garcia went to the hospital <u>c</u> | a. because they wanted to look like Manuel. |
| 2. Manuel's hair fell out ____ | b. because he has fifty good friends. |
| 3. Manuel was depressed ____ | c. because he needed chemotherapy. |
| 4. Manuel's friends and relatives wanted to shave their heads ____ | d. because he had no hair. |
| 5. Manuel is not depressed now ____ | e. because chemotherapy is strong medicine. |

UNDERSTANDING QUOTATIONS

Who said it? Match the sentences and the people. Write the letter of your answer on the line.

- | | |
|--------------------------------------|-----------------------------------|
| 1. <u>d</u> "You need chemotherapy." | a. the nurse |
| 2. ____ "Please be quiet." | b. Manuel |
| 3. ____ "We want to look like you." | c. Manuel's friends and relatives |
| 4. ____ "I'm ready for anything." | d. Manuel's doctors |

REVIEWING THE STORY

Complete each sentence. Then read the story again and check your answers.

Manuel Garcia went to the hospital for chemotherapy. Chemotherapy is strong medicine₁. Manuel's hair began to fall out. Soon Manuel had no hair₂.

Manuel was depressed₃ because he had no hair. Manuel's brother and three other relatives visited him in the hospital. They had no hair.

"You _____₄ your heads!" Manuel said. Manuel's friends and relatives wanted to look like him. In one day Manuel shaved fifty

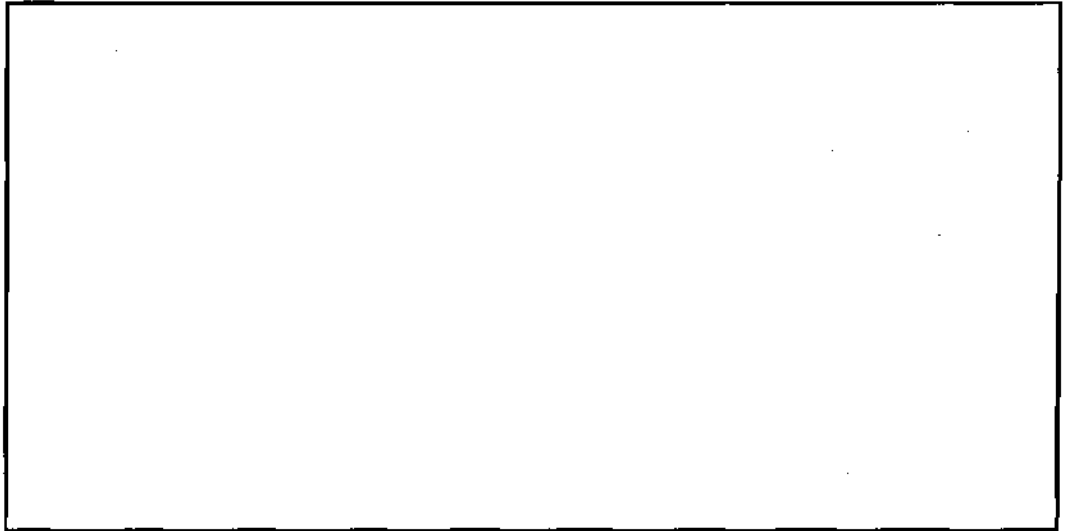
_____₅.

Manuel laughed with his friends and felt better. Now he is not depressed.

He's ready for _____₆.

4. **WRITING**

Manuel had fifty good friends. Think about one of your good friends. First, draw a picture of your friend here.



Now write about your friend. Complete the sentences.

My friend's name is _____.

I met my friend in _____.

My friend lives in _____.

He/she is _____.

He/she likes _____.

Together we _____.

I like my friend because _____.

5. **DISCUSSION**

Read the sentences you wrote above to a partner. Tell your partner a little more about your friend.

A New Man

The man in the first picture lives in Northern Ireland. His name is Roley McIntyre. Roley McIntyre was big—he was very big. He weighed 600 pounds.¹

For lunch Roley ate ten pieces of bacon, four eggs, ten potatoes, and fried vegetables. For dinner he ate meat and more potatoes, and after dinner he always ate dessert. Before he went to bed, he ate a few sandwiches and some cake.

Roley couldn't drive a regular car because he was too big. He couldn't fit in the front seat. Roley had a special car. It had no front seat. Roley drove his car from the back seat.

One day Roley went to the doctor. The doctor said, "Mr. McIntyre, you have a special car. Now you need to buy a special coffin—a coffin for a very big man. You have to lose weight, or you're going to die soon."

Roley went on a diet. For breakfast he ate cereal with nonfat milk. For lunch he ate baked beans on toast. For dinner he ate fish and vegetables.

After Roley began to lose weight, he met a pretty woman. Her name was Josephine. Josephine told Roley, "Don't stop your diet."

Roley didn't stop his diet. He continued to lose weight. In 18 months he lost 400 pounds.²

Two years after Roley started his diet, he and Josephine got married. You can see them together in the second picture. Roley and Josephine are wearing a pair of Roley's old pants.

¹ 272 kilograms

² 181 kilograms

2. VOCABULARY

Complete the sentences. Find the right words. Circle the letter of your answer.

- After dinner Roley ate cake, cookies, or ice cream. He always ate ____.
 - lunch
 - dessert
 - breakfast
- Roley couldn't drive a regular car because he was too big. He couldn't ____ in the front seat.
 - fit
 - stand
 - see
- The doctor told Roley, "You have a special car. Now you need to buy a special ____ because you're going to die soon."
 - refrigerator
 - garage
 - coffin
- The doctor told Roley, "You are too big. You have to go on a diet. Don't eat potatoes and dessert. You need to ____."
 - eat more
 - lose weight
 - buy clothes

3. COMPREHENSION

LOOKING FOR DETAILS

What did Roley eat when he was big? Find the words in the story. Write them here.

bacon
eggs

What did Roley eat when he was on a diet? Find the words in the story. Write them here.

cereal with nonfat milk

REVIEWING THE STORY

Complete each sentence. Then read the story again and check your answers.

Roley McIntyre was very big. He weighed₁ 600 pounds. Roley couldn't drive a regular car. He couldn't fit in the front _____₂, so Roley's car had no front seat. He could drive his car from the _____₃ seat.

Roley's doctor said, "Mr. McIntyre, you have to lose weight, or you're going to _____₄." Roley went on a _____₅. He began to lose _____₆. He met a pretty _____₇. She told Roley, "Don't _____₈ your diet." Roley didn't stop his diet; he lost 400 _____₉.

Two years after Roley started his diet, Roley and Josephine got _____₁₀.

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. Roley McIntyre was big c
 2. Roley couldn't drive a regular car _____
 3. Roley needed to buy a coffin _____
 4. Roley ate only fish and vegetables for dinner _____
 5. Roley and Josephine could wear a pair of Roley's old pants _____
- a. because he was going to die.
 - b. because he was on a diet.
 - c. because he ate a lot.
 - d. because he couldn't fit in the front seat.
 - e. because the pants were very big.

4. WRITING

What did you usually eat for breakfast, lunch, dinner, and snacks in your native country? What do you usually eat in the United States? Complete the chart.

| | IN MY NATIVE COUNTRY I USUALLY ATE | IN THE UNITED STATES I USUALLY EAT |
|-----------|---------------------------------------|---------------------------------------|
| Breakfast | | |
| Lunch | | |
| Dinner | | |
| Snacks | | |

5. DISCUSSION

Take turns reading your charts to a partner.

- Do you and your partner eat the same food?
- Which food do you think is healthier—the food you ate in your native country, or the food you eat in the United States?

UNIT 4



1. PRE-READING

Look at the picture.

- What are these people doing?
- What is unusual about them?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. Roley McIntyre was big c
 2. Roley couldn't drive a regular car _____
 3. Roley needed to buy a coffin _____
 4. Roley ate only fish and vegetables for dinner _____
 5. Roley and Josephine could wear a pair of Roley's old pants _____
- a. because he was going to die.
 - b. because he was on a diet.
 - c. because he ate a lot.
 - d. because he couldn't fit in the front seat.
 - e. because the pants were very big.

4. WRITING

What did you usually eat for breakfast, lunch, dinner, and snacks in your native country? What do you usually eat in the United States? Complete the chart.

| | IN MY NATIVE COUNTRY I USUALLY ATE | IN THE UNITED STATES I USUALLY EAT |
|-----------|---------------------------------------|---------------------------------------|
| Breakfast | | |
| Lunch | | |
| Dinner | | |
| Snacks | | |

5. DISCUSSION

Take turns reading your charts to a partner.

- Do you and your partner eat the same food?
- Which food do you think is healthier—the food you ate in your native country, or the food you eat in the United States?

I Ran for Everybody

Jeff Keith has only one leg. When he was 12 years old, Jeff had cancer. Doctors had to cut off most of his right leg.

Every day Jeff puts on an artificial leg. The leg is plastic. With the plastic leg Jeff can ski, ride a bicycle, swim, and play soccer. He can also run.

In the photograph Jeff is running with some young men. They have plastic legs, too. They are wearing special T-shirts. The T-shirts say, "Run, Jeff, Run. Jeff Keith's Run Across America."

When he was 22 years old, Jeff Keith ran across the United States, from the East Coast to the West Coast. He started running in Boston. Seven months later, he stopped running in Los Angeles. He ran 3,200 miles¹; that's about 16 miles² each day. Jeff wore out 36 pairs of running shoes and five plastic legs.

Jeff stopped in cities on the way to Los Angeles. In every city people gave Jeff money. The money was not for Jeff. It was for the American Cancer Society. The American Cancer Society used the money to learn about cancer.

On the way to Los Angeles Jeff talked to people about cancer. He also talked about being disabled. Jeff is disabled, but he can do many things: he skis, swims, plays soccer, and runs. He finished college and is studying to be a lawyer. Jeff says, "People can do anything they want to do. I want people to know that. I ran not only for disabled people. I ran for everybody."

¹ 5,150 kilometers

² 26 kilometers

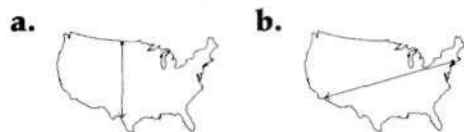
2. VOCABULARY

Which sentence or picture has the same meaning as the sentence in the story? Circle the letter of your answer.

1. Every day Jeff puts on an *artificial* leg. The leg is plastic.

- a. Jeff's leg is not real.
b. Jeff's leg is expensive.

2. Jeff Keith ran from the *East Coast* to the *West Coast*.



3. Jeff Keith has only one leg. Jeff is *disabled*, but he can do many things.

- a. Jeff has a physical problem.
b. Jeff is depressed.

4. Every week Jeff bought a new pair of running shoes. He *wore out* 36 pairs of running shoes.

- a. Jeff wore his shoes until they were not good.
b. Jeff wore his shoes outside.

3. COMPREHENSION

UNDERSTANDING THE MAIN IDEA

Circle the letter of the best answer.

1. The main idea of "I Ran for Everybody" is
 - a. some disabled people wear artificial legs.
 - b. disabled people can do many things.
 - c. some disabled people are lawyers.
2. Jeff Keith wants us to know that
 - a. people can do anything they want to do.
 - b. it is 3,200 miles from Boston to Los Angeles.
 - c. running shoes are expensive.

FINDING INFORMATION

Read the questions. Find the answers in the story. Write the answers.

1. Did Jeff Keith run across the United States or across California?

Jeff Keith ran across the United States.

2. Did he talk to people about cancer or about running?

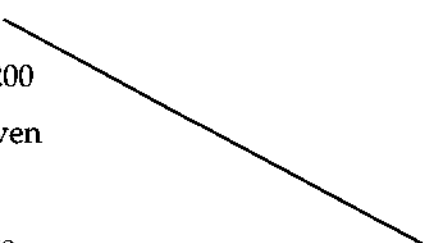
3. Did people give Jeff money or presents?

4. Was the money for Jeff or for the American Cancer Society?

5. Did Jeff run for everybody or only for disabled people?

LOOKING FOR DETAILS

Look for the numbers in the story. Match the numbers with the correct words. Draw a line to your answer.

- | | |
|----------|------------------------|
| 1. 22 | months |
| 2. 3,200 | pairs of running shoes |
| 3. seven | plastic legs |
| 4. 36 | miles |
| 5. five | years old |
- 

4. DISCUSSION

Jeff Keith can do many things. He says, "People can do anything they want to do." What about the people in your class? What can they do? Find out.

First, count off (1, 2, 3, 4 . . .) until everyone in the class has a number. Write your number on a piece of paper and tape it to your shirt. Now look for your number in the list below. Look at the question next to your number. That is *your question*.

- | | |
|---|------------------------------|
| 1. Can you dance? | 13. Can you swim? |
| 2. Can you cook? | 14. Can you fix cars? |
| 3. Can you play soccer? | 15. Can you play golf? |
| 4. Can you take care of babies? | 16. Can you play the piano? |
| 5. Can you build houses? | 17. Can you water ski? |
| 6. Can you sew? | 18. Can you play the guitar? |
| 7. Can you draw pictures? | 19. Can you play chess? |
| 8. Can you drive a car? | 20. Can you run fast? |
| 9. Can you grow vegetables in a garden? | 21. Can you ride a horse? |
| 10. Can you sing? | 22. Can you drive a truck? |
| 11. Can you use a computer? | 23. Can you play tennis? |
| 12. Can you ride a bicycle? | 24. Can you make a sweater? |

Write your question at the top of a piece of paper. Write numbers under the question, as many numbers as there are people in your class. Then walk around the room. Ask people your question. Write each person's answer next to his or her number. For example:

| CAN YOU DANCE? |
|----------------------------------|
| 1. Yes |
| 2. No |
| 3. Yes! I am a very good dancer. |
| 4. A little |
| 5. Yes |

After you ask everyone your question and write their answers, report back to the class. Tell the class what you learned. For example: "Almost everyone can dance. Only two people can't dance. Three people are very good dancers."

5. WRITING

What can *you* do? On your own paper, make a list of things you can do.

I can . . .

UNIT 5



1. PRE-READING

Look at the picture.

- What do you see in the picture?
- In what language is the letter?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

The Love Letters

Ming-fu and Lee met at a party. For Ming-fu, it was love at first sight. "Hello," he said to Lee. "I'm Ming-fu." Lee looked at him and smiled. "Hi," she said. "I'm Lee." Ming-fu and Lee laughed and talked all evening. When they left the party, it was 2 A.M.

For the next year, Ming-fu and Lee were together every weekend. They went everywhere together—to movies, to parks, to museums, and to restaurants.

One night, at a romantic restaurant, Ming-fu asked Lee, "Will you marry me?" "No," Lee answered. "I'm not ready to get married."

"I can't believe it!" Ming-fu thought. "Lee doesn't want to marry me! But I love her! What can I do?"

Ming-fu began writing love letters to Lee. Every day he wrote a letter and mailed it to her. "I love you," he said in his letters. "Marry me."

Every day the same mailman delivered Ming-fu's letter to Lee. The mailman always smiled when he gave Lee a letter. "Another letter from your boyfriend," he said.

Ming-fu sent Lee a love letter every day for two years—700 letters all together. Finally Lee said, "I'm ready to get married now."

Did Lee marry Ming-fu? No, she didn't. She married the mailman who delivered Ming-fu's letters.

2. VOCABULARY

Complete the sentences with the words below.

delivered love at first sight can't believe it ready

1. When Ming-fu met Lee, he loved her immediately. It was love at first sight.
2. Lee told Ming-fu, "I don't want to get married now. It's not a good time for me. I'm not _____ to get married now."
3. When Lee told Ming-fu, "I'm not ready to get married," Ming-fu was very surprised. "This is not possible!" he thought. "I _____!"
4. Every day the same mailman took Ming-fu's letter to Lee's house. Then he gave the letter to Lee. He _____ Ming-fu's letter.

3. COMPREHENSION

UNDERSTANDING WORD GROUPS

Read each group of words. One word in each group doesn't belong. Find the word and cross it out.

| PARTIES | PLACES | LOVE | LETTERS |
|--|---|---|-------------------------------------|
| smile fun laugh talk | parks museums labels restaurants | marry romantic together soccer | mailman nurse deliver send |

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Ming-fu and Lee met at a ~~concert~~^{party}.
2. When they left the party, it was 2 P.M.
3. For the next year, Ming-fu and Lee were together every morning.
4. They went everywhere together—to movies, to parks, to museums, and to schools.
5. One night, at a romantic restaurant, Ming-fu asked Lee, "Will you write me?"
6. Ming-fu began writing postcards to Lee.
7. Ming-fu sent Lee a love letter every day—70 letters all together.
8. Lee married the mailman who wrote Ming-fu's letters.

UNDERSTANDING QUOTATIONS

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. When Ming-fu met Lee, he said, c
 - a. "Another letter from your boyfriend."
 - b. "I love you. Marry me."
 - c. "Hello. I'm Ming-fu."
 - d. "No. I'm not ready to get married."
2. When Ming-fu asked Lee, "Will you marry me?" she said, _____
3. When Ming-fu wrote love letters to Lee, he told her, _____
4. When the mailman delivered Ming-fu's letters, he smiled and said, _____

4. DISCUSSION

1. Do you believe in love at first sight? Raise your hands and vote. How many students think love at first sight is possible? How many think it's not possible?
2. When Lee told Ming-fu, "I'm not ready to get married," Ming-fu thought, "What can I do?"

What *can* Ming-fu do? Give him some ideas. First, read the list below with the help of your dictionary or your teacher. Then, in a small group, choose the five best ideas. Check (✓) them.

Ming-fu wants Lee to marry him. What can he do? He can . . .

1. write love letters to her.
2. call her on the phone every day.
3. sing to her.
4. buy her presents (flowers, candy, jewelry).
5. take her to restaurants for dinner.
6. cook for her.
7. take her dancing.
8. wear nice clothes.
9. be clean and smell good.
10. listen to her when she talks.
11. always tell her the truth. Never lie to her.
12. remember important days—her birthday, for example.
13. be polite; say "thank you" and "I'm sorry."
14. tell her she is beautiful.
15. be faithful to her. (No other girlfriends!)
16. _____

(Write your own idea.)

Which five ideas did your group check? Tell the class.

5. WRITING

What do people write in a love letter? Make a list of possible sentences with your classmates. Your teacher will write your sentences on the blackboard.

Ming-fu and Lee lived in Taiwan, so Ming-fu wrote his letters in Chinese. Write a love letter from Ming-fu to Lee in English. (You can use the sentences on the blackboard.)

Dear Lee,

*Love,
Ming-fu*

UNIT 6



1. PRE-READING

Look at the picture.

- Who are these people?
- Can you guess how they feel?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Lost and Found

Bob Shafran was happy. He was at a new school, and the other students were friendly. "Hi, Bob!" they said. But some students said, "Hi, Eddy!" Bob didn't understand. He asked another student, "Why do some students call me Eddy?"

"Oh, that's easy to explain," the student said. "Eddy Galland was a student here last year. Now he goes to a different school. You look like Eddy. Some students think that you're Eddy."

Bob wanted to meet Eddy Galland. He got Eddy's address from a student and went to Eddy's house. Eddy opened the door. Bob couldn't believe his eyes. He looked exactly like Eddy! Bob and Eddy had the same color eyes and the same smile. They had the same dark, curly hair. They also had the same birthday. And they both were adopted.

Bob and Eddy found out that they were twin brothers. Soon after the boys were born, one family adopted Bob, and another family adopted Eddy. Bob's family never knew about Eddy, and Eddy's family never knew about Bob.

Bob and Eddy's story was in the newspaper. There was a photo of Bob and Eddy next to the story. A young man named David Kellman saw the photo in the newspaper. David couldn't believe his eyes. He looked exactly like Bob and Eddy! He had the same color eyes and the same smile. He had the same dark, curly hair. He had the same birthday. And he, too, was adopted.

Later David met Bob and Eddy. When Bob and Eddy saw David, they couldn't believe their eyes. David looked exactly like them! Why did David look exactly like Bob and Eddy? You can probably guess. Bob and Eddy are not twins. Bob, Eddy, and David are triplets.

2. VOCABULARY

Complete the sentences with the words below.

exactly adopted found out call

1. Some students said, "Hi, Eddy!" Bob told another student, "That's not my name. Why do some students _____ *call* _____ me Eddy?"
2. Soon after Bob was born, the Shafran family _____ him. He had a new mother and father and a new family.
3. Bob didn't know about Eddy, and Eddy didn't know about Bob. But later they learned that they were brothers. They _____ that they were twin brothers.
4. Bob, Eddy and David had the same eyes, the same smile, and the same hair. Everything was the same. David looked _____ like Bob and Eddy.

3. COMPREHENSION

UNDERSTANDING THE MAIN IDEA

Circle the letter of the best answer.

1. What was "lost and found"?
 - a. students
 - b. brothers
 - c. parents
2. Bob, Eddy, and David were brothers. They didn't know that. Why?
 - a. They didn't have the same last name.
 - b. They didn't look alike: They had different smiles and noses.
 - c. Their parents didn't tell them because they didn't know.

LOOKING FOR DETAILS

Find four correct ways to complete the sentence. Check (✓) your answers.

Bob, Eddy, and David had the same . . .

- color eyes. dark, curly hair.
 smile. birthday.
 last names. address.

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

- | | |
|---|--|
| 1. Bob Shafran was happy at his new school <u>e</u> | a. because Eddy went to a different school. |
| 2. Bob never saw Eddy at school _____ | b. because Bob looked like Eddy Galland. |
| 3. Some students called Bob "Eddy" _____ | c. because his family never knew about Eddy. |
| 4. Bob Shafran didn't know he had a brother _____ | d. because Bob, Eddy, and David were triplets. |
| 5. David looked exactly like Bob and Eddy _____ | e. because the other students were friendly. |

4. DISCUSSION

David looked like Bob and Eddy. What about you? Do you look like anyone in your family?

Think about someone in your family—your brother, sister, cousin, mother, father, or child. Who are you thinking of?

Write his or her name here: _____

How are you the same? Check (✓) the words that describe you and the person in your family.

- | | | |
|--------------------------------------|---|--|
| We have the same . . . | We both have . . . | We are both . . . |
| <input type="checkbox"/> color eyes. | <input type="checkbox"/> curly hair. | <input type="checkbox"/> tall. |
| <input type="checkbox"/> color hair. | <input type="checkbox"/> straight hair. | <input type="checkbox"/> short. |
| <input type="checkbox"/> color skin. | <input type="checkbox"/> big eyes. | <input type="checkbox"/> average height. |
| <input type="checkbox"/> smile. | <input type="checkbox"/> big feet. | <input type="checkbox"/> thin. |
| <input type="checkbox"/> teeth. | <input type="checkbox"/> small feet. | <input type="checkbox"/> a little heavy. |
| <input type="checkbox"/> nose. | <input type="checkbox"/> big hands. | <input type="checkbox"/> average weight. |
| <input type="checkbox"/> eyebrows. | <input type="checkbox"/> glasses. | <input type="checkbox"/> strong. |

Read the words you checked to a partner. Tell your partner a little more about the person in your family.

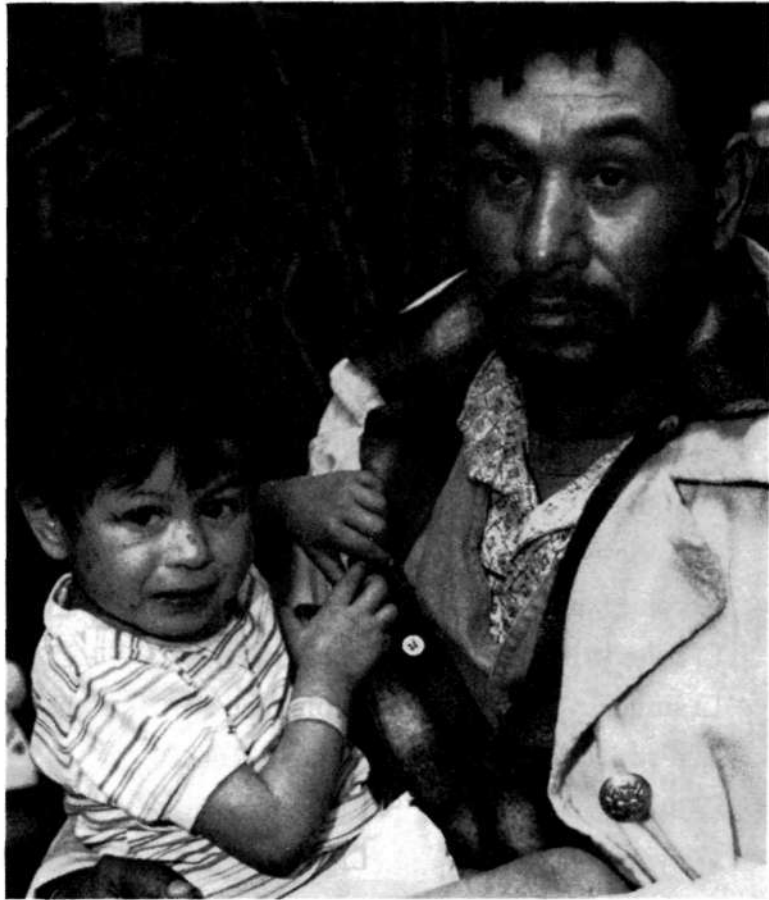
5. WRITING

You can use the information above to write a paragraph. For example, you can begin:

Lina and I are sisters. We have the same color eyes and hair.

Now write your paragraph.

UNIT 7



1. PRE-READING

Look at the picture.

- Who are these people?
- Can you guess how the man feels?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

A Little Traveler

Vicente Cabrera is a Mexican farmer. He works in the fields every day. His son, Tomas, is three years old. Tomas often goes to the fields with his father. Mr. Cabrera works, and Tomas plays.

One day Mr. Cabrera went to a field with Tomas. Tomas sat on a rock while Mr. Cabrera worked. Mr. Cabrera looked up from his work. Tomas wasn't on the rock. Mr. Cabrera looked in the field for Tomas. Tomas wasn't there. Mr. Cabrera ran to his house and looked for Tomas. Tomas wasn't there. Mr. Cabrera looked everywhere for Tomas. He couldn't find him.

The Cabrera farm is close to the border between Mexico and the United States. There is a fence at the border, but there are holes in the fence. "Maybe Tomas crawled through a hole in the fence," Mr. Cabrera thought. "Maybe Tomas is in the United States."

The Mexican police telephoned the U.S. Border Patrol. "We need your help," they said. The Mexican police told the U.S. Border Patrol officers about Tomas.

The U.S. Border Patrol officers began to look for Tomas in the United States. They were worried. The land near the border is desert. It is hot in the daytime and cold at night. A small boy can't live long in the desert.

Tomas disappeared on Friday afternoon. On Saturday night a U.S. Border Patrol officer saw small footprints in the sand. He followed the footprints to a bush. Under the bush he found Tomas. Tomas was cold, hungry, and thirsty. He had cuts on his feet and face. But he was alive. He was 15 miles¹ from his home.

¹ 24 kilometers

2. VOCABULARY

Complete the sentences. Find the right words. Circle the letter of your answer.

- The Cabrera farm is close to the border between Mexico and the United States. A ____ is at the border. It separates the United States from Mexico.
 - restaurant
 - museum
 - fence
- But there are ____ in the fence, and a small boy can crawl through them.
 - fields
 - rocks
 - holes
- Tomas ____ on Friday afternoon. A U.S. Border Patrol officer found Tomas on Saturday night.
 - disappeared
 - worked
 - changed
- Tomas walked in the desert for 15 miles. A U.S. Border Patrol officer found his small ____ in the sand.
 - toys
 - footprints
 - shoes

3. COMPREHENSION

FINDING INFORMATION

Read the questions. Find the answers in the story. Write the answers.

1. Is Vicente Cabrera a teacher or a farmer?

Vicente Cabrera is a farmer.

2. Is his farm in the United States or in Mexico?
-

3. Is his farm close to the border or far from the border?
-

4. Did Tomas go to the United States or to Mexico?
-

5. Did a U.S. Border Patrol officer find Tomas under a bush or under the sand?
-

6. Was Tomas dead or alive?
-

7. Was Tomas 2 miles or 15 miles from his home?
-

UNDERSTANDING PRONOUNS

Look at the pronouns. What do they mean? Write the letter of your answer on the line.

- | | |
|---|---------------------------|
| 1. <u>c</u> Tomas was sitting on <i>it</i> . | a. footprints |
| 2. ____ Tomas crawled through <i>it</i> . | b. the desert |
| 3. ____ The Mexican police telephoned <i>them</i> . | c. a rock |
| 4. ____ <i>It</i> is hot in the daytime and cold at night. | d. a bush |
| 5. ____ A U.S. Border Patrol officer saw <i>them</i> in the sand. | e. the U.S. Border Patrol |
| 6. ____ The officer found Tomas under <i>it</i> . | f. a hole in the fence |

UNDERSTANDING A SUMMARY

Imagine this: You want to tell the story "A Little Traveler" to a friend. You want to tell the story quickly, in three sentences. Which three sentences tell the story best? Check (✓) your answer.

1. ___ Tomas, a three-year-old Mexican boy, lives close to the border between Mexico and the United States. One day he walked to the border and crawled through a hole in the fence. U.S. Border Patrol officers found him in the United States, 15 miles from his home.
2. ___ One day, Vicente Cabrera, a Mexican farmer, was working in the fields while his son, Tomas, played on a rock. When Mr. Cabrera looked up from his work, Tomas was gone. Mr. Cabrera looked everywhere for Tomas, but he couldn't find him.

4. DISCUSSION

The United States and Mexico are neighbors. What about your native country?

- Does it have neighbors?
- Is there a fence at the border?
- Is it easy to cross the border?

On your own paper, draw a map of your native country. What are your country's neighbors? Write the names near the borders. Then show your map to a partner. Tell your partner about your native country's neighbors and borders.

5. WRITING

Were you lost when you were a child? Was someone you know lost?

First, read about Tomas. Then, on your own paper, write about yourself. (Or write about someone you know.)

1. Tomas was three years old when he was lost. How old were you?
2. Tomas was with his father. Who were you with?
3. Tomas was in a field. Where were you?
4. Tomas walked to the United States. Where did you go?
5. The U.S. Border Patrol found Tomas. Who found you?
6. Tomas was lost for two days. How long were you lost?

Read your sentences to a partner. Tell your partner a little more about your experience.

UNIT 8



1. PRE-READING

Look at the picture.

- Where is this house?
- How old is it?
- Can you guess who lived there?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Man's Best Friend

A long time ago, in a small house in Scotland, two friends lived together. Their names were John and Bobby.

John and Bobby were not rich, but they were happy. They had a warm fire when it was cold outside. They had good food to eat when they were hungry. They were never lonely because they had each other.

John and Bobby liked to take long walks together. After their walk, John usually cooked dinner. John and Bobby ate dinner and then sat in front of the fire. They had a simple but good life.

Then, in the spring of 1858, John got sick and died. He was buried in a cemetery in Edinburgh, Scotland. After John was buried,

Bobby stood at John's grave and cried. "Come on, Bobby," friends said. "It's time to go home." Bobby went home, but later he returned to the cemetery. He sat down near John's grave. He stayed there all night.

Bobby stayed at the cemetery the next day, and the next day, and the next. For the next 14 years, Bobby never left the cemetery. When the weather was cold or rainy, he slept in a small house at the cemetery. When the weather was warm, he slept on the ground near John's grave.

Finally, in 1872, Bobby died, too. Friends buried him in a little grave near John. Why was Bobby's grave little? Bobby, John's best friend, was a dog.

2. VOCABULARY

Complete the sentences with the words below.

grave lonely simple ground

1. John had no wife or children, but he had his dog, Bobby. John and Bobby were always together. So, John was not alone, and he was not sad. He was not lonely.
2. Every day John took a long walk with his dog. Then he went home to his small house and cooked dinner. After dinner he sat in front of the fire. John had a _____ life.
3. John was buried in a cemetery in Edinburgh. After he was buried, Bobby stood at his _____ and cried.
4. When the weather was cold or rainy, Bobby slept in a small house at the cemetery. But when the weather was warm, he slept outside, on the _____.

3. COMPREHENSION

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Two friends lived together in a ~~big~~^{small} house in Scotland.
2. Their names were John and Sammy.
3. In the spring of 1958, John got sick and died.
4. He was buried in a cemetery in Edinburgh, Ireland.
5. Bobby lived in the cemetery for four years.
6. When Bobby died, friends buried him in a large grave.
7. Bobby, John's best friend, was a man.

REVIEWING THE STORY

Complete each sentence. Then read the story again and check your answers.

John and Bobby lived together in a small house. They were not _____₁ ^{rich} _____, but they were happy. They had a warm _____₂ _____ when it was cold outside. They had good food to eat when they were _____₃ _____. They were never _____₄ _____ because they had each other.

After John died, Bobby lived in the cemetery. When the weather was cold or _____₅ _____, he slept in a small house at the cemetery. When the _____₆ _____ was warm, he slept on the ground near John's grave. He lived in the cemetery for 14 _____₇ _____, until he died in 1872.

FINDING CLUES IN THE STORY

When did you know that Bobby was a dog—at the end of the story, or before the end? Which sentences in the story tell you that *maybe* Bobby was a dog? Underline them. Then read the sentences to the class.

4. WRITING

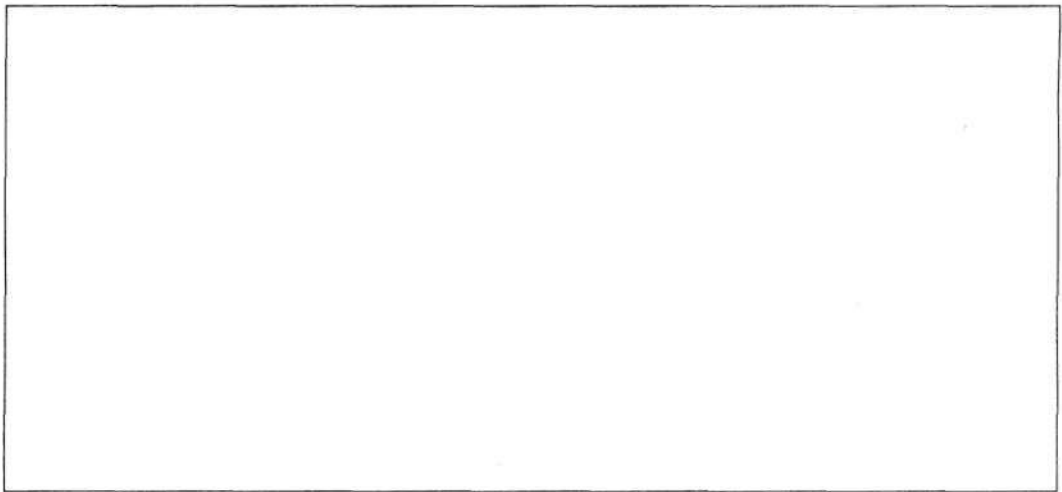
Bobby was a famous dog. People came to the cemetery to see him and bring him food. After he died, the people of Edinburgh put a statue of Bobby outside the cemetery.

Bobby died more than 100 years ago, but he is still famous. Every year thousands of tourists go to Edinburgh to see Bobby's grave and his statue.



The Statue of Bobby

Think about a city you know very well. Is there a place tourists always visit—a building, a park, a bridge, or a statue? Draw a picture of it. Then write about it. Complete the sentences.



The name of this place is _____.

It is in _____.

Many people go there because _____.

I think it is _____.

5. DISCUSSION

Read your sentences to a partner. Show your partner your drawing. Tell your partner a little more about the place you drew.

UNIT 9



1. PRE-READING

Look at the picture.

- What is the woman holding in her right hand?
- What is she holding in her left hand?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

The Coin

It was December 25. Marie Orr, a 13-year-old Australian girl, was happy. It was Christmas, and Marie's mother was making a special cake for dessert. Her mother put four small coins into the cake; then she baked it. The four coins were for good luck.

After dinner Marie and her family ate the cake. They found three coins in the cake and put them on the table. Where was the fourth coin? It was missing, but Marie's mother didn't notice.

After Christmas Marie got sick. She coughed, and she couldn't speak. After six weeks she felt better, but she still couldn't speak. Marie's parents took her to the hospital.

Doctors at the hospital looked at Marie. They took an x-ray of her throat. Marie's

parents asked the doctors, "Why can't Marie speak?" The doctors said, "We don't know. Maybe she will speak again. Maybe she won't. We're sorry, but we can't help her."

For 12 years Marie didn't speak. She grew up, she got a job, and she got married. But she never spoke.

One day, when Marie was 25 years old, she got a sore throat at work. She began to cough. She coughed up something small and black. What was it? Marie didn't know. She took it to the hospital. A doctor at the hospital said, "This is a coin!"

The doctor told Marie, "I think you can speak again." Marie went to a special doctor, and soon she was talking.

What a story Marie can tell!

2. VOCABULARY

Complete the sentences with the words below.

coins throat notice missing coughed

1. At Christmas many Australians put money in their cakes. Marie's mother put four small coins in her cake.
2. There were only three coins on the table. Where was the fourth coin? It wasn't there. It was _____.
3. Marie's mother saw three coins on the table. One coin was missing, but she didn't pay attention. She didn't _____ that the coin was missing.
4. Marie got sick. She _____, and she couldn't speak.
5. Why couldn't Marie speak? The doctors didn't know, so they took an x-ray of her _____.

3. COMPREHENSION

UNDERSTANDING THE MAIN IDEA

Circle the letter of the best answer.

1. Marie didn't speak because
 - a. a coin was in her throat.
 - b. she didn't want to.
 - c. a doctor said, "We can't help her."
2. Now Marie can
 - a. work again.
 - b. bake cakes.
 - c. speak again.

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Marie Orr, a 13-year-old ~~French~~ *Australian* girl, was happy.
2. Her mother was making a special pie for dessert.
3. Marie's mother put four small spoons into the cake for good luck.
4. After breakfast Marie and her family ate the cake.
5. They found three coins in the cake and put them on the floor.
6. The sixth coin was missing, but Marie's mother didn't notice.
7. For 12 days, Marie didn't speak.
8. When she was 25 years old, Marie coughed up the cake, and she could speak again.

UNDERSTANDING A SUMMARY

Imagine this: You want to tell the story "The Coin" to a friend. You want to tell the story quickly, in only four sentences. Which four sentences tell the story best? Check (✓) your answer.

1. Many Australians put coins in their Christmas cakes for good luck. Marie's mother put four small coins in her cake; then she baked it. After dinner Marie and her family ate the cake. They found three coins in the cake and put them on the table.
2. When she was 13 years old, Marie ate a piece of cake with a coin in it. The coin stayed in Marie's throat, but she didn't know it. She didn't speak for 12 years. When she was 25 years old, she coughed up the coin, and she could speak again.

4. DISCUSSION

In Australia many people put coins in their Christmas cakes; it is a good luck custom.

Think about these questions. Talk about good luck customs with your classmates.

- What are some good luck customs in your family or from your native country?
- Do good luck customs really bring good luck?
- Do you have a story about a good luck custom?

5. WRITING

Answer the questions.

1. Marie liked Christmas very much. It was her favorite holiday. What is your favorite holiday?

2. Christmas is in December. When is your favorite holiday?

3. Red and green are the colors for Christmas in the United States. Does your favorite holiday have special colors? What are they?

4. Marie's mother made a cake for dessert. Do you eat anything special on your favorite holiday? What do you eat?

5. Marie's mother put coins in the cake. That was special; she did that only at Christmas. What special things do you do on your favorite holiday?

Take turns reading the sentences you wrote to a partner. Tell your partner a little more about your favorite holiday.

UNIT 10



1. PRE-READING

Look at the picture.

- What do you see?
- What is this place?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Buried Alive

In 1865, in a small town in Germany, a little boy was very sick. His name was Max Hoffman.

"Will our son die?" Max's parents asked the doctor.

"Maybe," the doctor said quietly. "Stay with Max. Keep him warm. That's all you can do."

For three days Max lay in his bed. Then he died. He was only five years old.

Max's parents buried their son in the town cemetery. That night Max's mother had a terrible dream. She dreamed that Max was moving in his coffin. She screamed in her sleep.

"Sh, sh," her husband said. "It's all right. You had a bad dream."

The next night Max's mother screamed in her sleep again. She had the same terrible dream.

On the third night Max's mother had another bad dream. She dreamed that Max

was crying. She got out of bed and got dressed. "Quick! Get dressed," she told her husband. "We're going to the cemetery. I want to see Max. I want to dig up his coffin."

At four o'clock in the morning Max's parents and a neighbor hurried to the cemetery. They dug up Max's coffin and opened it. There was Max. He looked dead. But something was different. When Max's parents buried him, he was lying on his back. Now he was lying on his side.

Max's father carried Max home. Then he ran to get the doctor. For an hour the doctor rubbed whiskey on Max's lips and warmed his body. Then Max opened his eyes. Max was alive! A week later he was playing with his friends.

Max Hoffman died—really died—in the United States in 1953. He was 93 years old.

2. VOCABULARY

Complete the sentences with the words below.

hurried dug up terrible lay buried

1. Max was very sick. He couldn't walk. He lay in his bed.
2. After Max died, his parents _____ him in the town cemetery.
3. Max's mother had a very bad dream: She dreamed that Max was moving in his coffin. It was a _____ dream.
4. When Max's parents and a neighbor went to the cemetery, they walked fast. They _____ to the cemetery.
5. Max's parents and a neighbor took Max's coffin out of the ground. They _____ the coffin.

3. COMPREHENSION

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. In 1865, in a small town in ~~France~~^{Germany}, a little boy was very sick.
2. For three months Max lay in his bed; then he died.
3. Max's parents buried their daughter in the town cemetery.
4. That night Max's mother had a wonderful dream.
5. She laughed in her sleep.
6. Max's parents and a neighbor dug up the coffin and closed it.
7. When Max's parents buried him, he was lying on his back; now he was lying on his stomach.
8. Max's father carried him home and ran to get the neighbor.
9. The doctor rubbed whiskey on Max's ears and warmed his body.
10. A year later Max was playing with his friends.

UNDERSTANDING TIME AND PLACE

Read the phrases from the story. Which phrases tell you *when* something happened? Write them in the *WHEN* column. Which phrases tell you *where* something happened? Write them in the *WHERE* column.

in 1953

in a small town

in the United States

the next night

in the town cemetery

in Germany

in 1865

at four o'clock in the morning

in his bed

a week later

WHEN

in 1953

WHERE

in a small town

UNDERSTANDING QUOTATIONS

Who said it? Match the sentences and the people. Write the letter of your answer on the line.

- | | |
|---|------------------|
| 1. <u>c</u> "Will our son die?" | a. Max's mother |
| 2. <u> </u> "Stay with Max and keep him warm." | b. Max's father |
| 3. <u> </u> "Sh, sh. It's all right." | c. Max's parents |
| 4. <u> </u> "I want to dig up Max's coffin." | d. the doctor |

4. DISCUSSION

1. Max Hoffman was buried for more than two days. Then his parents dug up his coffin. Max was alive! Do you think that's possible? Is this story true? Raise your hands and vote. How many students think Max Hoffman's story is possible? How many think it's impossible?

2. Max's mother dreamed about Max. Think about your dreams. With the help of your teacher, read the sentences below and circle YES or NO.

- | | | |
|-----|----|--|
| YES | NO | a. In the morning I remember my dreams. |
| | | b. Sometimes I dream that . . . |
| YES | NO | —I am falling. |
| YES | NO | —I am flying. |
| YES | NO | —I am running from something. |
| YES | NO | c. I have the same dream again and again. |
| YES | NO | d. I dreamed something—and then it really happened. |
| YES | NO | e. I know a superstition about dreams. (For example: If you dream about snakes, you will get money.) |
| YES | NO | f. I dream in color. |
| YES | NO | g. I sometimes speak English in my dreams. |

Read your YES answers to a partner. Tell your partner a little more about your dreams.

5. WRITING

When Max Hoffman was an old man, he told his story to many people. (When he told his story, he showed people the silver handles from his coffin.) People often asked Max questions.

Imagine that you are Max Hoffman. Answer the following questions on your own paper.

1. What happened when you were five years old? *I "died."*
2. Where did your parents bury you?
3. What did your mother dream?
4. Who went to the cemetery and dug up your coffin?
5. Who carried you home?
6. What did the doctor do?
7. What were you doing a week later?

UNIT 11



1. PRE-READING

Look at the picture.

- Where does this woman work?
- What does she sell?
- How much money can people win in the California State Lottery?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

The Winning Ticket

Therese Costabile is a cashier at a big drugstore in Cupertino, California. People can buy medicine at the drugstore. They can buy makeup, shampoo, watches, candy, and many other things, too. They pay Ms. Costabile for the things they buy.

At the drugstore people can also buy tickets for the California State Lottery. They pay one dollar for a lottery ticket. There are pictures on the ticket. Some pictures are winning pictures, and some pictures are losing pictures. Most people win nothing. Some people win two dollars. A few lucky people win thousands of dollars.

One day Ms. Costabile was working at the drugstore. She sold three lottery tickets to a woman. The woman looked at the pictures on the tickets. Then she threw the tickets on the counter and walked away. "These are losing tickets," she thought.

Ms. Costabile picked up the tickets and looked at them. She was surprised. Then she was excited. One ticket was a winning ticket!

"Excuse me!" Ms. Costabile called to the woman. "You won \$50,000!"

The woman walked back to the counter. She took the winning ticket and looked at it. "You're right," she said. "I won \$50,000." The woman walked away slowly, in shock. Then she turned around. "Thanks," she said to Ms. Costabile.

Why did Ms. Costabile give the woman the ticket? Why didn't she keep the ticket? Didn't she want the \$50,000?

"Of course I wanted the money," Ms. Costabile said. "But it was her ticket. It wasn't my ticket."

Ms. Costabile telephoned her mother and told her about the ticket.

"Well, I'm sorry that you aren't rich," her mother said. "But I'm happy that you're honest."

2. VOCABULARY

Complete the sentences with the words below

won cashier lottery ticket drugstore counter

1. People buy medicine at a drugstore.
2. When you buy something at a store, you pay the _____.
3. The cashier stands behind a high table. The high table is a _____.
4. People buy a _____ because they want to win money.
5. The state of California will give the woman \$50,000 because she _____ the money in the lottery.

3. COMPREHENSION

UNDERSTANDING WORD GROUPS

Read each group of words. One word in each group doesn't belong. Find the word and cross it out.

| BUYING THINGS | DRUGSTORE | LOTTERY | FEELING GOOD |
|---|---|-------------------------------|--|
| pay counter weather cashier | potatoes medicine makeup shampoo | win lose ticket diet | happy excited depressed lucky |

REMEMBERING DETAILS

Read the sentences. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Therese Costabile is a ~~manager~~^{cashier} at a big drugstore.
2. She sold three movie tickets to a woman.
3. The woman threw the tickets on the floor and walked away.
4. Ms. Costabile picked up the woman's money and looked at them.
5. Ms. Costabile called to the woman, "You won \$5!"
6. The woman took the winning ticket and walked away slowly, in anger.
7. Ms. Costabile told her uncle about the winning ticket.
8. Her mother said, "Well, I'm sorry that you aren't rich, but I'm happy that you're friendly."

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. People pay Therese Costabile c
 2. The woman threw the tickets on the counter ____
 3. Ms. Costabile didn't keep the winning ticket ____
 4. Ms. Costabile's mother was happy ____
- a. because it wasn't her ticket.
 - b. because her daughter is honest.
 - c. because she is a cashier.
 - d. because she thought they were losing tickets.

4. DISCUSSION

1. Drugstores in the United States sell medicine and many other things. What things can people buy at drugstores in the United States? Make a list with your classmates. Are drugstores in your native country like drugstores in the United States?
2. Imagine this: You buy a lottery ticket. You think it is a losing ticket, so you throw it on the counter. The cashier says, "Wait! You won \$50,000!" You take the lottery ticket and look at it. The cashier is right. You won \$50,000. What do you do next?

Check your answer. Then discuss your answer with your classmates.

You . . .

- a. __ say "thank you" and walk away.
- b. __ give the cashier half the money—\$25,000.
- c. __ give the cashier \$_____.
- d. _____

(Write your own idea.)

5. WRITING

Imagine this: You win \$50,000 in the lottery. What will you do with the money? Will you buy a car, go on a vacation, buy presents for everyone you know? Make a list of things you will buy or do.

With my \$50,000 I will

Read your list to a partner. Tell your partner why you want to buy or do the things on your list.

UNIT 12



1. PRE-READING

Look at the picture.

- Where is the dog sitting?
- What is the dog doing?
- What is on TV?

Read the title of the story. Look at the picture again.

- What do you think this story is about?

The Luxury Hotel

Near Pittsburgh, Pennsylvania, there is a small luxury hotel. The rooms at the hotel have thick carpets and air conditioning. Some rooms have TVs, and in every room there is music. The hotel has a pool and a hot tub, too.

The hotel is beautiful, but it is not expensive. A room with a TV is only \$13 a night.

Do you want to stay at this luxury hotel? Probably not. Sometimes the guests at the hotel are not very polite. They put their feet on the furniture. They jump on the beds. At dinner time, when the guests are hungry, they are very noisy. When they eat, they never use knives, forks, or napkins.

Who are these impolite guests? They are dogs. The luxury hotel is for dogs only. When

people go away on business or on vacation, they leave their dogs at the hotel. They know their dogs will be happy there.

Dogs are busy at the dog hotel. They play with other dogs and run in the woods behind the hotel. They swim in the pool or relax in the hot tub. They go to exercise classes and swimming lessons. They get haircuts, shampoos, and massages.

When the dogs are tired, they lie on their beds or on the heated floor. Some dogs watch movies on a big TV. (The movies are about dogs, of course.)

Look at the dog in the picture. His family went on vacation, and he didn't go with them. But the dog doesn't care. He is on vacation, too—on vacation at the dog hotel.

2. VOCABULARY

Which words have the same meaning as the words in the story? Circle the letter of your answer.

- Near Pittsburgh, Pennsylvania, there is a *luxury* hotel.
 - old
 - first-class
- The *guests* at the hotel are not very polite.
 - workers
 - visitors
- They put their feet up on the *furniture*.
 - tables, chairs, and beds
 - knives, forks, and spoons
- The guests are noisy, and they never use knives, forks, or napkins. Who are these *impolite* guests?
 - very polite
 - not polite
- The dogs run in the *woods* behind the hotel.
 - place where trees grow
 - place where vegetables grow
- The dogs lie on the *heated* floor.
 - warm
 - cold

3. COMPREHENSION

FINDING INFORMATION

Read the questions. Find the answers in the story. Write the answers.

1. Is the luxury hotel near Pittsburgh or Miami?

It is near Pittsburgh.

2. Is a room with a TV \$13 a night or \$130 a night?

3. Are the guests noisy or quiet?

4. Are the guests polite or impolite?

5. Are the guests people or dogs?

FINDING MORE INFORMATION

Read each sentence on the left. Which sentence on the right gives you more information? Match the sentences. Write the letter of your answer on the line.

1. c The hotel is *beautiful*.
2. The hotel is *not expensive*.
3. The guests are *impolite*.
4. The guests are *busy*.

- a. They are noisy, they jump on the furniture, and they don't use napkins.
b. A room with a TV is only \$13 a night.
c. The hotel has thick carpets, a swimming pool, and a hot tub.
d. They swim, they play, and they run. They go to exercise classes and swimming lessons.

REMEMBERING DETAILS

1. What does the luxury hotel have? Check (✓) eight answers.

- | | |
|---|--|
| <input type="checkbox"/> thick carpets | <input type="checkbox"/> a pool |
| <input type="checkbox"/> balconies | <input type="checkbox"/> a hot tub |
| <input type="checkbox"/> air conditioning | <input type="checkbox"/> beds |
| <input type="checkbox"/> a coffee pot in every room | <input type="checkbox"/> heated floors |
| <input type="checkbox"/> music | <input type="checkbox"/> a big TV |
| <input type="checkbox"/> a restaurant for the dogs | <input type="checkbox"/> tennis courts |

2. What do dogs do at the hotel? Check (✓) eight answers.

- | | |
|---|---|
| <input type="checkbox"/> They jump on the beds. | <input type="checkbox"/> They play with other dogs. |
| <input type="checkbox"/> They use knives and forks. | <input type="checkbox"/> They swim in the pool. |
| <input type="checkbox"/> They watch movies about dogs. | <input type="checkbox"/> They play golf. |
| <input type="checkbox"/> They drink lemonade by the pool. | <input type="checkbox"/> They relax in the hot tub. |
| <input type="checkbox"/> They run in the woods. | <input type="checkbox"/> They go to exercise classes. |
| <input type="checkbox"/> They get haircuts and massages. | <input type="checkbox"/> They chase cats. |

4. DISCUSSION

Are you a dog lover? Read the sentences below with your class and discuss new vocabulary. Then circle YES or NO.

- | | | |
|-----|----|--|
| YES | NO | 1. I have (or had) a dog. |
| YES | NO | 2. I talk to dogs. |
| YES | NO | 3. I kiss dogs. |
| YES | NO | 4. I let dogs "kiss" my face. |
| YES | NO | 5. Sometimes I sleep with a dog. |
| YES | NO | 6. I like to walk dogs. |
| YES | NO | 7. I like to pet dogs and play with them. |
| YES | NO | 8. I can brush a dog. |
| YES | NO | 9. I can give a dog a bath. |
| YES | NO | 10. I get angry if someone hits a dog. |
| YES | NO | 11. If I see a hurt dog in the street, I stop and try to help it. |
| YES | NO | 12. I like movies about dogs. |
| YES | NO | 13. I think dogs are good friends for people. |
| YES | NO | 14. I think a hotel for dogs is a good idea. |

Now count your classmates. Who in your class circled NO the most times? Who in your class circled YES the most times? Who in your class is the biggest dog lover?

5. WRITING

Imagine this: You are going on vacation. You are going to a luxury hotel. (This luxury hotel is for people!) What does the luxury hotel have? Make a list. For example:

- It has a hot tub in every room.*
- It has tennis courts.*
- It has air conditioning.*

Now write your sentences on your own paper.

UNIT 13



1. PRE-READING

Look at the picture.

- What does this man like to do in his free time?
- What do you see behind him?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Four Long Minutes

Bill Lamm loved to scuba dive. He loved to be in the deep water. He loved to look at the beautiful plants and fish. He loved the peace and quiet.

One Saturday afternoon Bill was scuba diving near the Florida coast. He was looking at some beautiful fish. Suddenly, the water pulled him down. Bill tried to swim up. The water pulled him down again.

Bill looked down and saw a huge pipe; it was about 16 feet¹ across. The pipe was on the ocean floor. The water was pulling Bill into the pipe! Again, Bill tried to swim up. Again, the water pulled him down.

A few seconds later, Bill was inside the pipe. The water was still pulling him. Where was he going? What was at the end of the pipe?

Then Bill remembered: There was a nuclear power plant nearby. The pipe went to the

nuclear power plant! What was at the end of the pipe? Probably a pump.

For four long minutes, Bill was in the pipe. He could see nothing. Everything was black. Then Bill saw something blue. What was it? What was at the end of the pipe? It was blue sky! Bill was out of the pipe! He was in a pool of water at the nuclear power plant. Luckily, there was no pump at the end of the pipe. There was only a pool of water.

A worker at the nuclear power plant pulled Bill out of the water. Bill had a few cuts on his legs and arms, but he was not really hurt.

Bill has a new hobby now. He doesn't scuba dive. He collects stamps.

¹ 4.9 meters

2. VOCABULARY

Complete the sentences with the words below.

hobby deep nearby still huge

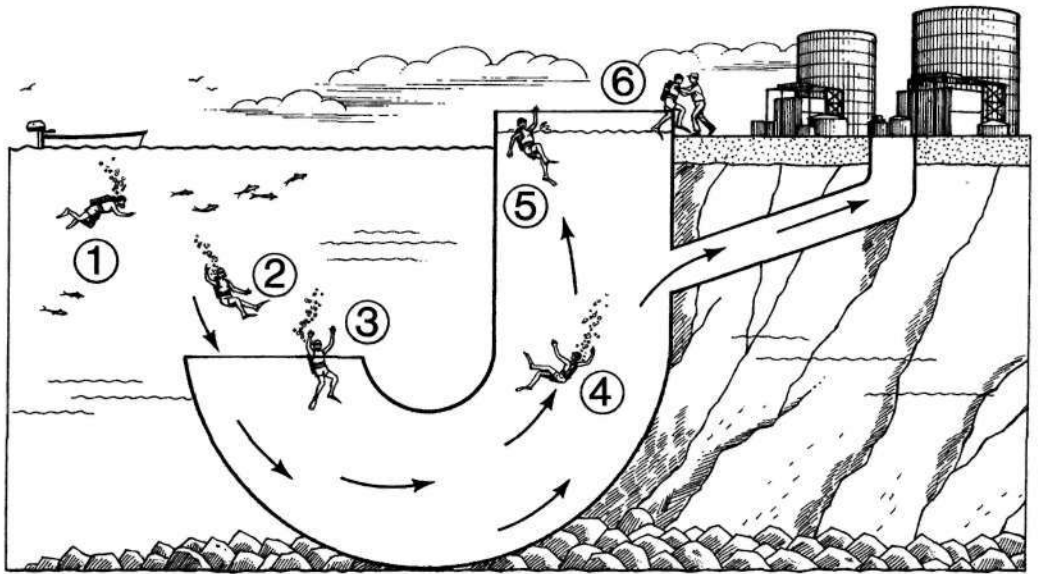
1. When Bill went scuba diving, he jumped into the water and went down ten meters. He loved to be in the deep water.
2. The pipe was *very* big. It was _____.
3. When Bill was inside the pipe, the water continued to pull him. The water was _____ pulling Bill.
4. The nuclear power plant was not far away. It was _____.
5. Before, Bill loved to scuba dive in his free time. But now he has a new _____.

3. COMPREHENSION

UNDERSTANDING SEQUENCE

Match the sentences and the pictures. Write the matching number next to the sentence.

- ___ Bill was inside the pipe for four minutes.
- ___ A worker at the nuclear power plant pulled Bill out of the water.
- ___ The water pulled Bill into the pipe.
- 7 Bill was looking at some beautiful fish.
- ___ The water pulled Bill down.
- ___ Bill saw blue sky.



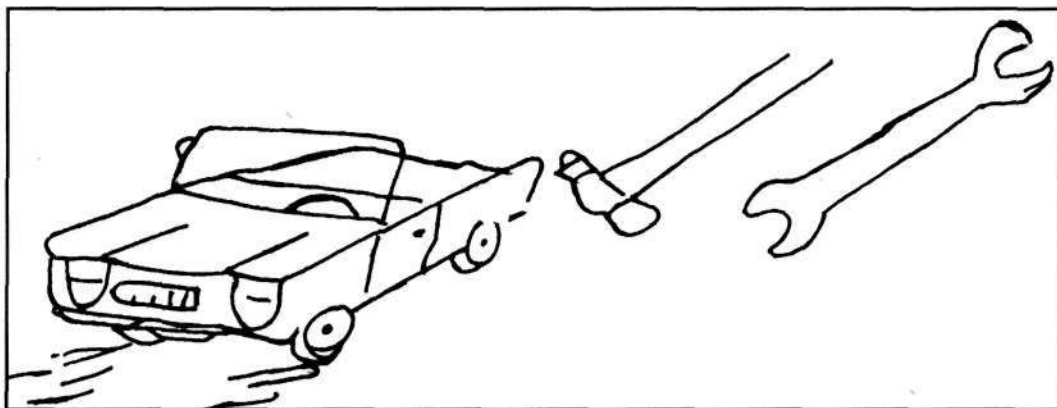
FINDING MORE INFORMATION

Read each sentence on the left. Which sentence on the right gives you more information? Match the sentences. Write the letter of your answer on the line.

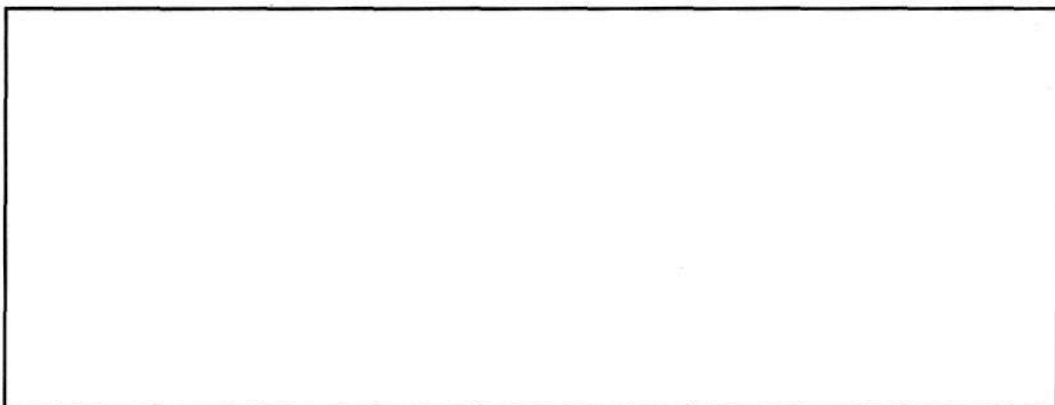
- | | |
|---------------------------------------|---|
| 1. <u>b</u> Bill loved to scuba dive. | a. He collects stamps. |
| 2. ___ Bill saw a pipe. | b. He loved the deep water, the beautiful plants and fish, and the peace and quiet. |
| 3. ___ Bill was not really hurt. | c. He had only a few cuts on his legs and arms. |
| 4. ___ Bill has a new hobby. | d. It was huge—16 feet across—and it was on the ocean floor. |

4. DISCUSSION

Bill loved to scuba dive on Saturdays. Imagine this: You have a free Saturday afternoon. What do *you* want to do? Draw a picture. Here is what one student drew. What do you think this student wants to do?



Now draw your picture here.



Show your picture to a partner. Can your partner guess what you want to do on a free Saturday afternoon?

5. WRITING

Imagine this: You have a free Saturday afternoon. What do you want to do? Make a list. Write your list here.

1. I want to _____
2. _____
3. _____
4. _____

UNIT 14



1. PRE-READING

Look at the picture.

- How old is this woman?
- What does she have in her hair?
- Can you guess how she feels?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

The Lucky Thief

Louise Burt was walking along a San Francisco street. Suddenly a man took her purse and ran. Mrs. Burt was very angry. She had ten dollars, her bus pass, and the keys to her house in her purse. Mrs. Burt ran after the thief.

The thief ran one block, two blocks, three blocks. The thief was a young man, so he could run fast. Mrs. Burt was not a young woman—she was 73 years old—but she could run fast, too. Mrs. Burt stayed right behind the thief.

Mrs. Burt was wearing two chopsticks in her hair. The chopsticks had sharp ends. Mrs. Burt took the chopsticks out of her hair. “Maybe I can stab the thief with these chopsticks,” she thought. “Then he will drop my purse.”

The thief ran into an apartment building. Mrs. Burt followed him. “Help! Stop him!” she shouted. “He has my purse!”

Two police officers were walking near the apartment building. They heard Mrs. Burt and ran to help her. One police officer stayed with Mrs. Burt. The other police officer chased the thief.

The police officer found the thief on the roof of the apartment building. The thief was looking in Mrs. Burt’s purse. When he saw the police officer, the thief dropped the purse and jumped off the building. The building was two stories high.

A few minutes later the police officer caught the thief. He was hiding under a car. He couldn’t run because he had two broken ankles. The police took the thief to jail. The thief will stay in jail for a long time. But the thief was lucky. He was lucky that the police caught him. He was lucky that Mrs. Burt didn’t catch him!

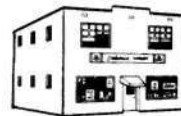
2. VOCABULARY

Read the sentences. Guess the meaning of the words in italics. Circle the letter of your answer.

- Louise Burt was walking along a San Francisco street. Suddenly a man took her purse and ran. Mrs. Burt ran after the *thief*.
 - a person who takes other people’s things; a robber
 - a person who studies; a student
- The chopsticks had sharp ends. “Maybe I can *stab* the thief with these chopsticks,” she thought. “Then he will drop my purse.”
 - help with something that has a point
 - hurt with something that has a point

- The building was *two stories high*.

a.



b.



- The other police officer followed the thief. He *chased* the thief into the apartment building.
 - put
 - followed quickly

4. DISCUSSION

The thief took Mrs. Burt's purse and ran. That was a crime. Read the list of crimes below. Check (✓) the crimes that sometimes happen in your native city.

- take someone's purse or wallet
- hit someone, and then take his/her money
- go into someone's house and take things
- take things from a store
- go into a store or bank and take money
- take a car
- drive when drunk
- write with paint on buildings
- sell drugs
- kill someone

_____ (other crime)

Read the crimes you checked to a partner from a different city.

- Did you and your partner check the same crimes?
- What is the punishment for those crimes in your native country?
- Do you have any experience with crime? For example, did a thief take your money? Tell your partner about it.
- What can you do so that crimes don't happen to you?

5. WRITING

Mrs. Burt was not a young woman; she was 73 years old. Think about an old person you know and like. Then complete the sentences.

I am thinking about _____.

He/she is _____ years old.

He/she lives in _____.

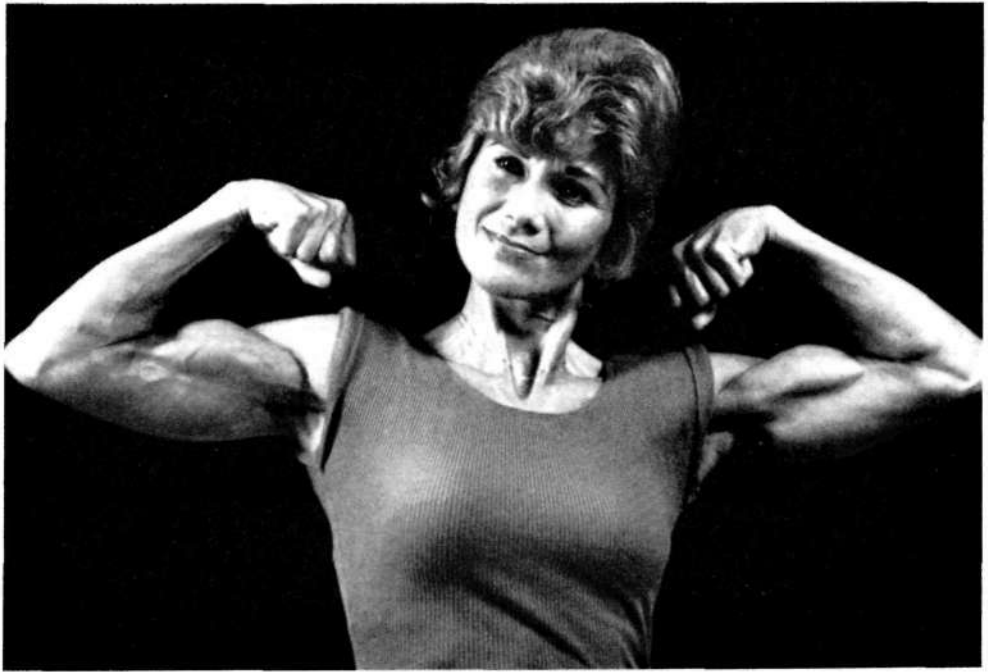
Every day he/she _____.

When he/she was young, he/she _____.

I like him/her because _____.

Take turns reading your sentences to a partner. Tell your partner a little more about the old person you like.

UNIT 15



1. PRE-READING

Look at the picture.

- What is unusual about this woman's arms?
- How old is she?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

A Grandmother with Muscles

In Brooklyn, New York, a little girl was playing with some boys. They were riding bicycles and playing ball.

"Diana!" the girl's father called. "Play with the girls! You're a girl, not a boy!"

Diana's father sounded a little angry. But Diana knew that her father was proud of her. He was proud that Diana was strong. He was proud that she was good at sports.

Diana grew up. She stopped playing ball and riding bicycles with the boys. She got married, moved to California, and had two sons. The years went by.

One day, when Diana was 48 years old, she went to a gym. She exercised and lifted weights. She really enjoyed it, so she went back a few days later. She started going to the gym three days a week; then she began going every day. She got stronger and stronger, and her muscles got bigger and bigger. Diana became a bodybuilder. Today Diana Vasquez

is a champion bodybuilder. She has over 24 awards for bodybuilding.

Diana is proud of her awards, but she doesn't exercise and lift weights only to win awards. Diana's father said, "Good health is very important. If you don't have good health, you have nothing." Diana thinks that her father was right. She says, "Bodybuilding keeps me healthy. I feel better today than I did 20 years ago."

Diana says, "Good food is very important for health, too. Diet is 50 percent of bodybuilding. I don't eat butter or oil. I don't eat a lot of sweets. I eat a lot of fruit, vegetables, yogurt, and rice. I also get plenty of sleep and fresh air."

Bodybuilding and eating good food keep Diana healthy and young-looking. Look at the picture of Diana. How old does she look? Does she look 30 . . . 35 . . . maybe 40 years old?

Diana Vasquez is a grandmother. She is 51 years old.

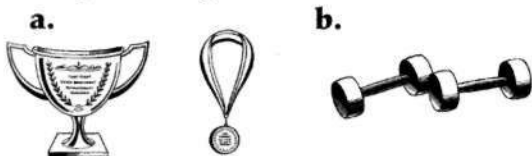
2. VOCABULARY

Which words or pictures have the same meaning as the words in italics? Circle the letter of your answer.

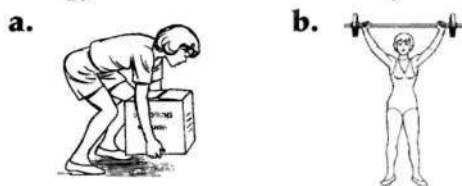
1. Diana knew that her father was *proud* of her. He was proud that she was strong. He was proud that she was good at sports.

- a. Diana's father was happy. He thought, "Diana is a wonderful girl."
b. Diana's father wasn't happy. He thought, "Diana is a difficult child."

2. Diana has over 24 *awards* for bodybuilding.



3. When Diana was 48 years old, she went to a gym. She exercised and *lifted weights*.



4. Diana gets *plenty* of sleep and fresh air.

- a. a little
b. a lot of

3. COMPREHENSION

FINDING INFORMATION

What information is in the story? What information is not in the story?

There are two correct ways to complete each sentence. Circle the letters of the *two* correct answers.

- When Diana was a child, she
 - liked to play with boys.
 - was a good student.
 - was good at sports.
- When Diana went to a gym for the first time, she
 - was 48 years old.
 - exercised and lifted weights.
 - met a lot of people.
- Today Diana Vasquez
 - has seven grandchildren.
 - is a champion bodybuilder.
 - has over 24 awards for bodybuilding.
- Diana's father
 - was proud that Diana was strong and good at sports.
 - said, "If you don't have good health, you have nothing."
 - was a champion bodybuilder, too.
- Diana thinks that good food is important for health, so she
 - doesn't eat butter, oil, or a lot of sweets.
 - doesn't eat meat, eggs, or fish.
 - eats a lot of fruit, vegetables, yogurt, and rice.
- What can we learn from Diana's story? We can learn that
 - it is never too late to begin exercising.
 - exercising and eating good food keep people healthy and young-looking.
 - everyone likes bodybuilding.

UNDERSTANDING PRONOUNS

Look at the pronouns. What do they mean? Write the letter of your answer on the line.

- b Diana played with *them* when she was a little girl.
 - her father
 - boys
 - the food she eats
 - awards for bodybuilding
 - weights
- He* was proud of Diana.
- Diana lifts *them*.
- Diana has over 24 of *them*.
- Diana thinks *it* is important for good health.

MAKING CONNECTIONS

Complete the sentences. Write the letter of your answer on the line.

- | | |
|---------------------------------------|--------------------------|
| 1. Diana was good at <u> b </u> | a. sleep and fresh air. |
| 2. Diana is proud of <u> </u> | b. sports. |
| 3. Diana eats a lot of <u> </u> | c. her awards. |
| 4. Diana gets plenty of <u> </u> | d. fruit and vegetables. |

4. DISCUSSION

Complete the chart. Walk around the classroom and ask your classmates questions, for example,

- Do you exercise every day?
- Do you lift weights?

If a classmate answers "yes," write his/her name on the line. Try to write a different name on each line.

| |
|-------------------------------------|
| FIND SOMEONE WHO . . . |
| 1. exercises every day. _____ |
| 2. lifts weights. _____ |
| 3. has big muscles. _____ |
| 4. has awards. _____ |
| 5. eats butter. _____ |
| 6. eats a lot of sweets. _____ |
| 7. eats a lot of fruit. _____ |
| 8. eats a lot of vegetables. _____ |
| 9. eats a lot of yogurt. _____ |
| 10. eats a lot of rice. _____ |
| 11. gets plenty of sleep. _____ |
| 12. gets plenty of fresh air. _____ |

5. WRITING

Write 12 sentences about yourself. Use the information above. Begin your sentences "I . . ." or "I don't . . ." For example:

I exercise every day. I don't lift weights.

Now write your sentences on your own paper.

UNIT 16



1. PRE-READING

Look at the picture.

- Where do you think this family is from?
- Can you guess how they feel?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Together Again

Orestes Lorenzo was a pilot in the Cuban Air Force. Orestes liked the Air Force and he liked flying, but he didn't like living in Cuba. There was not enough freedom in Cuba. Orestes wanted to live in the United States, but the Cuban government told him, "No. You can't leave Cuba."

In March 1991 Orestes got into a Cuban Air Force jet and flew the jet to Florida. "I'm never going back to Cuba," he thought.

When Orestes flew to the United States, he left his wife and two sons in Cuba. Orestes thought, "My family can come to the United States later."

Orestes was wrong. The Cuban government told Orestes' wife, "You can't leave Cuba. Forget your husband."

For almost two years, Orestes lived in the United States, and his family lived in Cuba. Orestes was very unhappy. In Cuba, he had his family, but he didn't have enough freedom. In the United States, he had freedom, but he didn't have his family.

One day Orestes got a letter from his son Alejandro. "Dear Daddy," Alejandro wrote.

"You are a pilot. Fly to Cuba! Take us to the United States in an airplane!"

Orestes read Alejandro's letter and began to think. "Maybe Alejandro has a good idea," he thought. "Maybe I *can* fly to Cuba and get my family."

Orestes wrote a letter to his wife, Victoria. In the letter Orestes told Victoria, "On December 19 at 5:30, take the boys to our favorite beach for a picnic. Wear orange T-shirts. And watch the sky."

At 5:30 on December 19, Victoria and the two boys were at the beach. The boys were playing, but Victoria was watching the sky. She saw a small plane. It was flying low over a highway nearby. "Run to the highway!" she told the boys. "It's Daddy!"

Orestes was flying a small plane right over the highway. He flew over a car, a bus, and a truck. Then he landed on the highway. Victoria and the boys got into the plane, and the plane took off. Fifty minutes later the Lorenzo family was in Florida.

Later Victoria said, "I knew he would come. I always knew it. I believe in him. I believe in love."

2. VOCABULARY

Which words or pictures have the same meaning as the words in italics? Circle the letter of your answer.

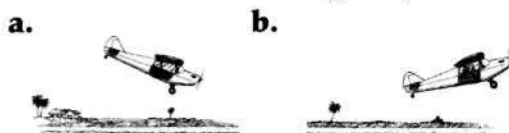
1. Orestes flew a *jet* to Florida.

- a. a fast airplane
- b. a small airplane

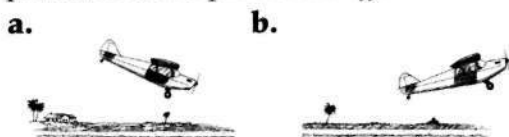
2. Orestes flew low over the *highway*.

- a. a big road between two cities
- b. a small street in a city

3. Orestes *landed* on the highway.



4. Victoria and the boys got into the plane, and the plane *took off*.



3. COMPREHENSION

FINDING INFORMATION

What information is in the story? What information is not in the story?

There are two correct ways to complete each sentence. Circle the letters of the *two* correct answers.

- In Cuba, Orestes liked
 - flying.
 - his house.
 - the Air Force.
- When Orestes flew to Florida, he thought,
 - "The U.S. Air Force wants this jet."
 - "I'm never going back to Cuba."
 - "My family can come to the United States later."
- The Cuban government told Orestes' wife,
 - "You can't leave Cuba."
 - "Forget your husband."
 - "Your husband is dead."
- After he read Alejandro's letter, Orestes thought,
 - "Maybe Alejandro has a good idea."
 - "Alejandro writes Spanish very well."
 - "Maybe I *can* fly to Cuba and get my family."
- In his letter to Victoria, Orestes wrote,
 - "I bought a small plane."
 - "Take the boys to our favorite beach for a picnic."
 - "Wear orange T-shirts."
- When Victoria saw the small plane, she told the boys,
 - "Be careful!"
 - "Run to the highway!"
 - "It's Daddy!"

MAKING CONNECTIONS

Complete each sentence. Write the letter of your answer on the line.

- Orestes thought, "My family can come to the United States later," but **b**
 - he didn't have freedom.
 - the Cuban government told Orestes' wife, "You can't leave Cuba."
 - Victoria was watching the sky.
 - he didn't have his family.
- In Cuba, Orestes had his family, but _____
- In the United States, Orestes had freedom, but _____
- On December 19, the boys were playing on the beach, but _____

REMEMBERING DETAILS

One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Orestes Lorenzo was a ~~mechanic~~^{pilot} in the Cuban Air Force.
2. Orestes didn't like living in Cuba because there was not enough peace.
3. Orestes got into a Cuban Air Force jet and flew the jet to California.
4. When Orestes flew to Florida, he left his wife and two daughters in Cuba.
5. For almost ten years, Orestes lived in the United States, and his family lived in Cuba.

4. WRITING

Orestes Lorenzo liked living in the United States because he had freedom. He didn't like living in the United States because he didn't have his family.

Are you living in the United States? What do you like about it? What don't you like? Make two lists.

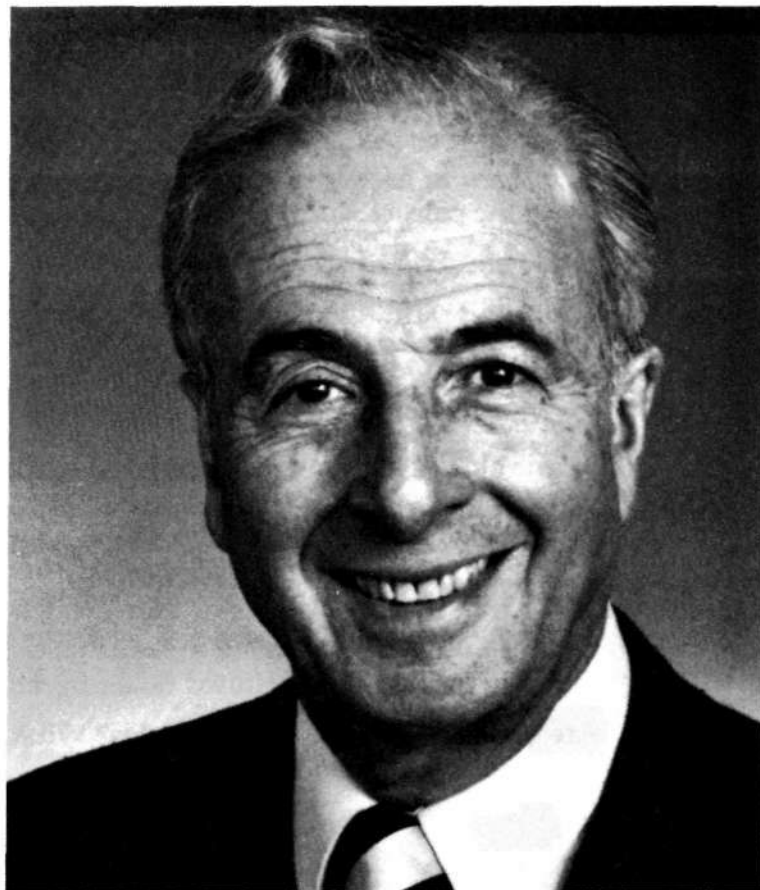
| IN THE UNITED STATES | |
|------------------------------|------------------------------------|
| I like ... _____ _____ | I don't like ... _____ _____ |

What about your native country? What do you like about it? What don't you like? Make two lists.

| IN MY NATIVE COUNTRY | |
|------------------------------|------------------------------------|
| I like ... _____ _____ | I don't like ... _____ _____ |

5. DISCUSSION

Take turns reading your lists to a partner. Are your lists and your partner's lists the same?



1. PRE-READING

Look at the picture.

- How old is this man?
- Can you guess what kind of work he does?

Read the title of the story. Look at the picture again.

- What do you think this story is about?

Thanks a Million

Do you need money? Write a letter to Mr. Percy Ross. Maybe he will give you some money.

Mr. Ross is a rich man, and he likes to give people money. How does he give people money? People write letters to Mr. Ross. In their letters, they tell him why they need money. Mr. Ross gets 12,000 letters a week. He and his 12 assistants read all of the letters. Then Mr. Ross sends money to some of the people.

Every week Mr. Ross chooses three or four interesting letters and answers them in his newspaper column. The column is called "Thanks a Million." It is in 350 U.S. newspapers.

Who gets money from Mr. Ross? Mr. Ross usually sends money to old people, sick people, and poor children. A mother wrote Mr. Ross, "I have two daughters, ages one and eight. I give the baby one bottle of milk every day. I want to give her two bottles of milk every day, but I don't have enough money. I also want to give my older daughter ice cream

sometimes. Can you help me?" Mr. Ross sent the woman a check. "This check will buy much more than milk and ice cream," he wrote.

Sometimes Mr. Ross doesn't send people money. He sends people the things they need—shoes, a smoke alarm, a hearing aid, new pots and pans, or a sewing machine.

Who doesn't get money from Mr. Ross? Mr. Ross usually doesn't send money to young, healthy people. A 16-year-old boy wrote, "I need \$900 to buy a good used car. I really need it because I like a girl. She doesn't like me because I don't have a car." Mr. Ross wrote the boy, "You don't need a car. You need a different girlfriend."

Why does Percy Ross give people money? When Mr. Ross was a boy, he was very poor. He worked hard, and now he is a successful businessman. But Mr. Ross remembers when he was poor. He wants to help poor people. And Mr. Ross is getting older. He wants to give all of his money away before he dies. He says, "Who will get my money? I want to decide."

2. VOCABULARY

Complete the sentences with the words below.

column successful gets is called assistants

1. Percy Ross receives a lot of letters. He gets 12,000 letters a week.
2. Twelve people work for Mr. Ross. They help him read the letters. They are his _____.
3. Every week Mr. Ross answers some letters in the newspaper. He has a newspaper _____.
4. Mr. Ross's newspaper column has a name. It _____ "Thanks a Million."
5. Mr. Ross sold one of his companies for \$8 million. He is a _____ businessman.

3. COMPREHENSION

REMEMBERING DETAILS

Read the sentences. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Percy Ross is a ~~poor~~^{rich} man.
2. Every year about 12,000 people write letters to Mr. Ross.
3. Mr. Ross answers three or forty interesting letters in his newspaper column.
4. His column "Thanks a Million" is in 350 states.
5. Mr. Ross usually sends money to healthy people, old people, and poor children.
6. Mr. Ross worked hard; now he is a successful lawyer.
7. Mr. Ross is getting younger.
8. He wants to give some of his money away before he dies.

FINDING MORE INFORMATION

Read each sentence on the left. Which sentence on the right gives you more information? Match the sentences. Write the letter of your answer on the line.

- | | |
|--|--|
| 1. <u>b</u> Mr. Ross has a newspaper column. | a. He didn't send money to a 16-year-old boy who wanted a car. |
| 2. ___ Mr. Ross usually sends money to poor children. | b. It is called "Thanks a Million," and it is in 350 newspapers. |
| 3. ___ Sometimes Mr. Ross doesn't send people money; he sends them the things they need. | c. He sent a check to a mother who wanted to buy milk and ice cream for her daughters. |
| 4. ___ Mr. Ross doesn't send money to young, healthy people. | d. He sends shoes, a smoke alarm, a hearing aid, or a sewing machine. |

LOOKING FOR DETAILS

Look for the numbers in the story. Match the numbers with the correct words. Draw a line to your answer.

- | | |
|-----------|------------------------|
| 1. 12,000 | bottle of milk |
| 2. 12 | dollars for a used car |
| 3. two | letters a week |
| 4. one | daughters |
| 5. 900 | assistants |
-

4. DISCUSSION

Read these letters. People sent these letters to Percy Ross. Discuss the letters. What do you think? Which people got money from Mr. Ross? Which people didn't get money?

1. **Dear Mr. Ross:**
My neighbor is 80 years old. Yesterday robbers took \$200 from her. Now she has no money. She cannot buy food. Can you send her \$200?

2. **Dear Mr. Ross:**
My mother is 75 years old. She is in the hospital. The hospital is 25 miles from my home. I want to visit my mother every day, but I don't have enough money. I cannot buy gasoline for my car. Can you send me money for gasoline?

3. **Dear Mr. Ross:**
Please send me \$100,000. I need the money for my family and for my business.

4. **Dear Mr. Ross:**
I want to be an airline pilot, and I need flying lessons. The lessons cost \$100 an hour. I need 40 lessons. Can you pay for the lessons?

5. **Dear Mr. Ross:**
I am a 24-year-old woman. I'm going to get married next month. My problem is this: I can't cook. Please send me \$500 for cooking school.

* See answer key for Mr. Ross's decisions.

5. WRITING

Write a letter to Percy Ross. Ask him for money for yourself or for someone you know. Tell him why you need the money. For example:

*976 S. Winston Ave.
Chicago, IL 60643
December 3, 1995*

Dear Mr. Ross,

Please send me money for medicine

*Sincerely,
Alejandro Garcia*

Now write your letter to Mr. Ross on your paper.

UNIT 18



1. PRE-READING

Look at the picture.

- How old are the little girls?
- What is wrong with the crib?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Don't Eat the Furniture

The woman in the picture has twin daughters. Their names are Megan and Autumn Beavers. They are 18 months old. Megan is in her mother's arms. Autumn is standing in her crib. Look closely at the crib. Little pieces of the crib are missing. They are missing because Autumn ate them.

When Autumn and Megan were 16 months old, they began to chew on the furniture. At first the twins' mother wasn't worried. All babies chew on things. But the Beavers twins never stopped. And every time they chewed on the furniture, they swallowed the wood. They were eating the furniture!

First the twins chewed on their cribs. Their mother moved the cribs out of the twins' bedroom. The twins slept on mattresses on the floor. Then the twins ate the wooden handles on their dresser. Their mother moved the dresser out of the bedroom. There wasn't any wooden furniture in the bedroom, so the

twins began to eat the door. In the dining room the twins chewed on the chairs, and in the living room they ate part of a rocking chair.

The twins also ate dirt. When they were in the house, they ate dirt from the houseplants. When they were outside, they ate dirt in the garden. Their mother said, "No!" again and again, but the twins didn't stop. They kept eating wood and dirt.

Finally the twins' mother took them to the doctor. The doctor did several tests. What did the doctor learn? The twins didn't have important minerals. Wood and dirt have these minerals, so the twins ate wood and dirt. The doctor immediately prescribed some medicine. The twins took the medicine, and gradually they stopped eating wood and dirt.

The twins don't need to eat wood and dirt anymore. They need to take their medicine. And their mother needs to buy some new furniture!

2. VOCABULARY

Which sentence has the same meaning as the sentence from the story? Circle the letter of your answer.

1. They *chewed on* the wood *and* they *swallowed* it.
 - a. They coughed up the wood.
 - b. They ate the wood.
2. The twins began to eat the wooden *handles* on their dresser.
 - a. The twins began to eat picture 1.
 - b. The twins began to eat picture 2.
3. They *kept* eating wood and dirt.
 - a. They continued to eat wood and dirt.
 - b. They liked to eat wood and dirt.
4. The doctor immediately *prescribed* some medicine.
 - a. The doctor said, "Buy this special medicine right now."
 - b. The doctor said, "See this special doctor right now."
5. The twins *took* the medicine.
 - a. The twins dropped the medicine.
 - b. The twins ate the medicine.



3. COMPREHENSION

UNDERSTANDING PRONOUNS

Look at the pronouns. What do they mean? Write the letter of your answer on the line.

- | | |
|--|-----------------------------|
| 1. <u> b </u> <i>They</i> ate wood and dirt. | a. medicine |
| 2. <u> </u> <i>It</i> had wooden handles. | b. Autumn and Megan Beavers |
| 3. <u> </u> The twins ate <i>it</i> in the garden. | c. the dresser |
| 4. <u> </u> <i>She</i> said "No!" again and again. | d. minerals |
| 5. <u> </u> Wood and dirt have <i>them</i> . | e. the twins' mother |
| 6. <u> </u> The twins need to take <i>it</i> . | f. dirt. |

REVIEWING THE STORY

Complete each sentence. Then read the story again and check your answers.

When Autumn and Megan were 16 months old, they began to chew on the *furniture* ₁. At first their mother wasn't ₂.

All babies like to ₃ on things. But the Beavers twins chewed on furniture and ₄ the wood. In their bedroom they chewed on their cribs and on the ₅ of their dresser. In the living room they ate part of a rocking ₆. They also ate ₇ from the garden and from the houseplants.

Why did they eat dirt and ₈? The twins didn't have some important ₉. The doctor prescribed some ₁₀, and gradually the twins stopped eating wood and dirt.

REMEMBERING DETAILS

What unusual things did the twins chew on and eat? Check (✓) seven answers.

- | | |
|--|--|
| <input type="checkbox"/> the wooden handles on their dresser | <input type="checkbox"/> dirt from the houseplants |
| <input type="checkbox"/> the chairs in the dining room | <input type="checkbox"/> their bedroom door |
| <input type="checkbox"/> four chopsticks | <input type="checkbox"/> a lamp |
| <input type="checkbox"/> a rocking chair | <input type="checkbox"/> dirt from the garden |
| <input type="checkbox"/> the carpet in the living room | <input type="checkbox"/> their cribs |

4. DISCUSSION

The twins ate wood and dirt. Most people do not eat wood and dirt. What about the things below? Do people in your native country eat them? First, read the list with the help of your dictionary or your teacher. Then check (✓) the things people in your native country sometimes eat.

In my native country, people sometimes eat . . .

- | | | |
|----------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> butter | <input type="checkbox"/> dogs | <input type="checkbox"/> frogs |
| <input type="checkbox"/> insects | <input type="checkbox"/> cats | <input type="checkbox"/> raw fish |
| <input type="checkbox"/> worms | <input type="checkbox"/> snakes | <input type="checkbox"/> fish eggs |
| <input type="checkbox"/> horses | <input type="checkbox"/> snake blood | <input type="checkbox"/> seaweed |
| <input type="checkbox"/> pigs | <input type="checkbox"/> chicken feet | <input type="checkbox"/> cactus |
| <input type="checkbox"/> camels | <input type="checkbox"/> turtles | <input type="checkbox"/> flowers |
| <input type="checkbox"/> goats | <input type="checkbox"/> snails | |

Which things did you check? Read them to a partner from a different country. Did you and your partner check the same things?

5. WRITING

Imagine this: You are going on a trip around the world. You will visit countries where people eat the things on the list above. Which things will you eat? Which things *won't* you eat? Write five sentences. For example:

I will eat snails. (OR I'll eat snails.)

I won't eat chicken feet.

Now write your sentences on your own paper.

UNIT 19



1. PRE-READING

Look at the picture.

- How old is this boy?
- Can you guess how he feels?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

This Is the Place for Me

Walter Polovchak, a 12-year-old boy, was listening to rock 'n' roll music. "Turn off that garbage!" his father shouted. Walter turned off the music.

Walter and his family lived in Chicago, Illinois, but they were from Ukraine. Walter's father wasn't happy in Chicago. He didn't like American rock 'n' roll. He didn't like his job. He didn't like the weather. He didn't like the food or water. "Coming to the United States was a big mistake," Walter's father said. "We're going back home."

Walter didn't want to leave Chicago. He liked his school, and he liked American sports. He liked American food, especially Jell-O. Walter was happy in the United States. His 18-year-old sister Natalie was happy, too. Walter and Natalie packed their clothes and went to live with a cousin. "We're not going back to Ukraine," they said.

Walter's parents said, "Natalie is 18. She can stay in the United States. But Walter is only 12. He has to come with us." Walter's parents called the police. "We want our son,"

they told the police. The police didn't know what to do. They called the U.S. Immigration and Naturalization Service (INS). The INS made a decision. They said, "Walter can stay in the United States."

Walter's parents went back to Ukraine without Walter and Natalie. But first they hired a lawyer. "We want our son," they told the lawyer. "Go to court. Help us get our son back."

The U.S. courts said, "Walter's parents are right. The INS is wrong. Walter has to go back to Ukraine." But Walter didn't go back. When the court finally made its decision, Walter Polovchak was 18 years old. He was an adult, so he could live where he wanted to live. He stayed in the United States.

Walter Polovchak is in his late 20s now. He still lives in Chicago, and his parents are still in Ukraine. Walter says he misses his parents, but he is not sorry he stayed in the United States. "I couldn't go back to Ukraine," he says. "In my heart, I always knew that this was the place for me."

2. VOCABULARY

Which sentence has the same meaning as the sentence in the story? Circle the letter of your answer.

- Walter was listening to rock 'n' roll music. His father didn't like rock 'n' roll. "Turn off that garbage!" he shouted.
 - "Turn off that beautiful music!" he said quietly.
 - "Turn off that terrible music!" he said loudly.
- Walter and Natalie *packed their clothes* and went to live with a cousin.
 - Walter and Natalie put their clothes in a suitcase.
 - Walter and Natalie gave their clothes to their parents.
- Walter's parents went back to Ukraine *without* Walter and Natalie.
 - Walter's parents went back to Ukraine. Walter and Natalie went back to Ukraine, too.
 - Walter's parents went back to Ukraine. Walter and Natalie stayed in the United States.
- Walter's parents *hired* a lawyer.
 - Walter's parents told the lawyer, "Work for us. We will pay you."
 - Walter's parents told the lawyer, "We don't need your help. Please go away."

3. COMPREHENSION

FINDING INFORMATION

What information is in the story? What information is not in the story?

There are two correct ways to complete each sentence. Circle the letters of the *two* correct answers.

1. The Polovchak family
 - a. was from Ukraine.
 - b. had a lot of money.
 - c. lived in Chicago.
2. Walter's father
 - a. wasn't happy in Chicago.
 - b. wanted to go back home.
 - c. was 45 years old.
3. Walter
 - a. was a good student.
 - b. was 12 years old.
 - c. didn't want to leave Chicago.
4. Walter's parents wanted their son back, so they
 - a. gave him many gifts.
 - b. called the police.
 - c. hired a lawyer.
5. Today Walter Polovchak
 - a. has a good job.
 - b. is in his late 20s.
 - c. still lives in Chicago.

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. Walter's father wasn't happy in Chicago, so b
 2. Walter and Natalie didn't want to go back to Ukraine, so _____
 3. Walter's parents said, "Natalie is 18, so _____"
 4. When the court finally made its decision, Walter was 18, so _____
- a. she can stay in the United States."
 - b. he said, "We're going back to Ukraine."
 - c. he could live where he wanted to live.
 - d. they packed their clothes and went to live with a cousin.

LOOKING FOR DETAILS

What didn't Walter's father like?
Find the words in the story.
Write them here.

American rock 'n' roll

What did Walter like?
Find the words in the story.
Write them here.

his school

4. DISCUSSION

1. The INS said, "Walter can stay in the United States." But the U.S. courts said, "Walter has to go back to Ukraine."

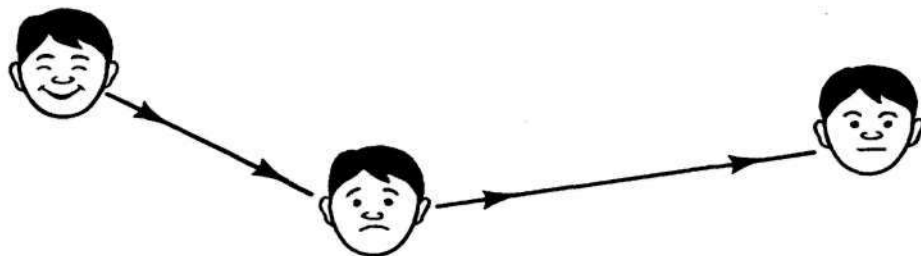
Raise your hands and vote. How many students think the INS was right? How many think the courts were right?

2. After six months in the United States, Walter's father wanted to go back to Ukraine. He was not happy in Chicago.

That is not unusual. Many people are unhappy after six months in a new country.

When people arrive in a new country, they are usually happy. A few weeks or a few months later, many people are sad. (Why do you think they are sad?) After one or two years in the new country, they are usually OK.

Are you in a new country now? How do you feel? Happy? Sad? OK? Going down? Coming up? Where are you now? Put an X on the line.



Show a partner where you put your X. Why did you put your X there? Tell your partner.

5. WRITING

Are you in a new country now? Answer the questions. Complete the sentences. OR Imagine this: You are Walter's father. You are living in the United States. Answer the questions.

1. How did you feel when you arrived? (happy? excited? OK? sad? afraid? nervous?)

When I came here, I felt _____ because _____

2. How do you feel now?

Now I feel _____ because _____

3. How will you feel in one year?

Maybe I will feel _____ because _____

UNIT 20



1. PRE-READING

Look at the picture.

- Is the water warm or cold?
- Who is in the water?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

A Strong Little Boy

Chicago, Illinois, is next to a big, beautiful lake, Lake Michigan. In the summer Lake Michigan is warm and blue. People lie on the beaches and swim in the water. In the winter Lake Michigan is cold and gray. Snow covers the beaches, and ice covers the water.

On a cold January day, a little boy and his father were playing in the snow on a Chicago beach. The boy was Jimmy Tontlewicz. He was four years old.

Jimmy was playing with a sled. He pushed the sled down a small hill. The sled went onto the ice of Lake Michigan. Jimmy ran after the sled. He ran onto the ice. Suddenly the ice broke, and Jimmy fell into the cold water.

Jimmy's father jumped into the water. He couldn't find Jimmy. Minutes went by. He still couldn't find Jimmy. "My kid is dead! My kid is dead!" he screamed.

Men from the Chicago Fire Department arrived. Twenty minutes later they found Jimmy and pulled him out of the water. Jimmy was not breathing, and his heart was not beating. He was dead.

At the beach paramedics worked on Jimmy for one hour. He began to breathe, and his

heart began to beat again. The paramedics rushed Jimmy to the hospital.

Doctors at the hospital put Jimmy in bed. They put him on a cold mattress because they wanted his body to warm up slowly. They gave him some medicine because they wanted him to sleep.

After eight days in the hospital, Jimmy woke up, but he couldn't walk or talk. He stayed in the hospital for six weeks. Every day he got better. Then he went to another hospital. He stayed there for seven weeks. He began to walk, talk, and play again.

Jimmy was in the water for over 20 minutes. He couldn't breathe in the water. He couldn't get any oxygen. But today he is alive and healthy. How is it possible?

Jimmy is alive because the water was ice cold. Usually the brain needs a lot of oxygen. But when it's very cold, the brain slows down. It does not need much oxygen. So the ice cold water saved Jimmy.

Jimmy's father has another reason. He says, "Jimmy is alive today because he is a fighter. He is a strong little boy."

2. VOCABULARY

Which sentences have the same meaning as the sentence in the story? Circle the letter of your answer.

1. Snow *covers* the beaches, and ice *covers* the water.
 - a. Snow is on the beaches, and ice is on the water.
 - b. Snow is near the beaches, and ice is near the water.
2. The paramedics *worked on* Jimmy for one hour.
 - a. The doctor's assistants helped Jimmy work again. Jimmy worked for one hour.
 - b. The doctor's assistants helped Jimmy breathe again. They helped Jimmy for one hour.
3. The paramedics *rushed* Jimmy to the hospital.
 - a. The paramedics took Jimmy to the hospital. They drove fast.
 - b. The paramedics took Jimmy to the hospital. They drove slowly.
4. Jimmy was in the water for *over 20 minutes*.
 - a. Jimmy was in the water for more than 20 minutes.
 - b. Jimmy was in the water for 20 minutes.

3. COMPREHENSION

FINDING INFORMATION

Read the questions. Find the answers in the story. Write the answers.

1. Was it a cold day in January or a warm day in May?

It was a cold day in January.

2. Were Jimmy and his father playing in a Chicago park or on a Chicago beach?

3. Did Jimmy run onto the ice or into the water?

4. Did the sled break, or did the ice break?

5. Who pulled Jimmy out of the water, his father or firefighters?

6. Was Jimmy in the water for over two minutes or for over 20 minutes?

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

1. Jimmy fell into the cold water

d

2. Paramedics worked on Jimmy

3. Doctors put Jimmy on a cold mattress _____

4. Doctors at the hospital gave Jimmy some medicine _____

5. Jimmy is alive today _____

a. because they wanted Jimmy to warm up slowly.

b. because they wanted Jimmy to sleep.

c. because the water was ice cold.

d. because the ice broke.

e. because they wanted Jimmy to breathe again.

UNDERSTANDING WORD GROUPS

Read each group of words. One word in each group doesn't belong. Find the word and cross it out.

| WINTER | HOSPITAL | HEALTHY | SLEEP |
|---------------------------------------|--|---|--------------------------------------|
| hot ice cold snow | paramedics thief medicine doctors | alive got better strong impolite | mattress garden wake up bed |

4. DISCUSSION

Do you have any experience with fire departments, rescues, ambulances, paramedics, or hospitals?

With the help of your teacher or your dictionary, read the sentences below and circle YES or NO.

- YES NO 1. I called the fire department.
YES NO 2. I called an ambulance.
YES NO 3. I saw a rescue.
YES NO 4. Someone rescued me.
YES NO 5. I saw paramedics. They were working on someone.
YES NO 6. Paramedics worked on me.
YES NO 7. I went to the hospital in an ambulance.
YES NO 8. Someone in my family went to the hospital in an ambulance.
YES NO 9. I was a patient in a hospital.
YES NO 10. Someone in my family was a patient in a hospital.
YES NO 11. I know a true story about a rescue.

Read your YES sentences to a partner. Tell your partner about your experiences.

5. WRITING

When Jimmy was in the hospital, he got cards and letters from people all over the world. "Get well soon," people wrote. "We are thinking of you."

Imagine this: Your friend is in the hospital. Maybe your friend is sick, or maybe your friend had an accident. What can you write to your friend? Make a list of possible sentences with your classmates. Your teacher will write your sentences on the blackboard.

Now, on your own paper, write a short letter (two or three sentences) to your friend in the hospital.

UNIT 21



1. PRE-READING

Look at the picture.

- Where are these people from?
- Can you guess how they feel?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

The Bottle

In 1979 Dorothy and John Peckham, a Los Angeles couple, went to Hawaii on vacation. They traveled by ship.

Some people on the ship were throwing bottles into the ocean. Each bottle had a piece of paper in it. On each piece of paper were a name, an address, and a message: "If you find this bottle, write to us."

Mrs. Peckham wanted to throw a bottle into the ocean, too. She wrote her name and address on a piece of paper. She put the piece of paper and one dollar into a bottle. She put a cap on the bottle and threw the bottle into the water.

Three years later and 9,000 miles¹ away, Hoa Van Nguyen was on a boat, too. But Mr. Nguyen was not on vacation. He was a refugee from Vietnam. Mr. Nguyen, his brother, and 30 other people were going to Thailand in a small boat. The boat was in the Gulf of Thailand.

There wasn't any drinking water in the boat, and Hoa was thirsty. He saw a bottle in the sea. The bottle was floating near the boat. "What's in the bottle? Maybe it's drinking water," he thought. Hoa took the bottle out of the sea and opened it. There wasn't any water in the bottle. But there was a dollar bill and a piece of paper. A name and an address were on the paper. The name was Peckham. The address was in Los Angeles, California.

Hoa and his brother arrived at the refugee camp in Thailand. Hoa used the dollar to buy an aerogram. Then he wrote a letter to Mrs. Peckham. "We received a floating mailbox by a bottle on the way from Vietnam to Thailand," Hoa wrote. "Now we send a letter to the boss and we wish you will answer us."

Hoa's English was not perfect, but Mrs. Peckham understood it. She answered Hoa's letter. Hoa wrote another letter and she answered it, too. For two years Hoa and Mrs. Peckham wrote back and forth. When Hoa got married at the camp, the Peckhams congratulated him. When Hoa and his wife had a baby boy, the Peckhams sent them money. Finally Hoa asked the Peckhams, "Will you help me and my family? We want to come to the United States."

In 1985 the Nguyen family—Hoa, his wife, their son, and Hoa's brother—arrived in Los Angeles. Dorothy and John Peckham were waiting for them at the airport. When the Nguyens and the Peckhams met, they all began to cry. Their tears were tears of happiness.

A few months after the Nguyens came to the United States, Mrs. Nguyen had another baby—a baby girl. The Nguyens named their daughter Dorothy.

¹ 15,000 kilometers

2. VOCABULARY

Read the sentences. Guess the meaning of the words in *italics*. Circle the letter of your answer.

- Hoa Van Nguyen was on a boat, too. Mr. Nguyen was not on vacation. He was a refugee from Vietnam. He was going to a *refugee camp* in Thailand.
 - a place for people without a country (The people cannot live in their own country. They wait here for a home in a new country.)
 - a place for people on vacation (The people live here in the summer. They play, swim, and enjoy the sun.)
- Hoa saw a bottle in the sea. The bottle was *floating* near the boat. Hoa took the bottle out of the sea and opened it.
 - staying on top of the water
 - staying under the water
- Mrs. Peckham answered Hoa's letter. Hoa wrote another letter, and she answered it, too. For two years Hoa and Mrs. Peckham wrote *back and forth*.
 - first in one direction, and then in the other
 - four times

3. COMPREHENSION

FINDING INFORMATION

What information is in the story? What information is not in the story?

There are two correct ways to complete each sentence. Circle the letters of the *two* correct answers.

- Dorothy and John Peckham
 - went to Hawaii on vacation.
 - traveled by ship.
 - traveled first class.
- Mrs. Peckham threw a bottle into the ocean. In the bottle she put
 - a coin for good luck.
 - a piece of paper.
 - a dollar.
- When Hoa Van Nguyen found Mrs. Peckham's bottle,
 - it was three years later.
 - he was 29 years old.
 - he was in a boat in the Gulf of Thailand.
- When Hoa arrived at the refugee camp in Thailand, he
 - bought an aerogram.
 - wrote a letter to Mrs. Peckham.
 - slept for 13 hours.
- At the refugee camp Hoa
 - got married.
 - learned English.
 - became the father of a boy.
- When the Nguyens arrived in Los Angeles,
 - the Peckhams were waiting for them.
 - the Nguyens and the Peckhams cried.
 - it was 2 A.M.

UNDERSTANDING A SUMMARY

Imagine this: You want to tell the story "The Bottle" to a friend. You want to tell the story quickly, in only four sentences. Which four sentences tell the story best? Check (✓) your answer.

- Dorothy Peckham wrote her name and address on a piece of paper, put the paper into a bottle, and threw the bottle into the ocean. The bottle floated to the Gulf of Thailand, 9,000 miles away. Hoa Van Nguyen, a refugee from Vietnam, found the bottle. He opened it because he was thirsty and thought, "Maybe there's drinking water in this bottle."
- Dorothy Peckham wrote her name and address on a piece of paper, put the paper into a bottle and threw the bottle into the ocean. The bottle floated to the Gulf of Thailand, 9,000 miles away. Hoa Van Nguyen, a refugee from Vietnam, found the bottle and wrote Mrs. Peckham. She helped Mr. Nguyen and his family come to the United States.

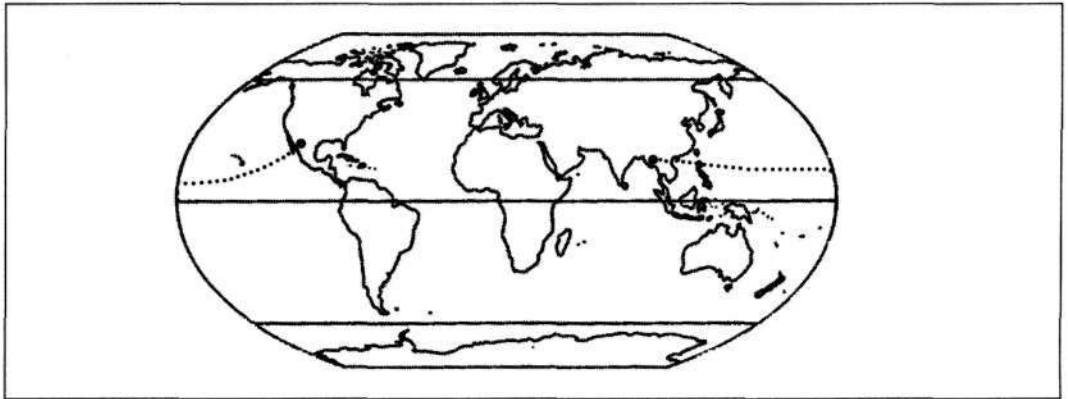
UNDERSTANDING WORD GROUPS

Read each group of words. One word or phrase in each group doesn't belong. Find it and cross it out.

| COMMUNICATION | COUNTRIES | TIMES | FAMILY |
|--|---|--|------------------------------------|
| letter aerogram message refugee | Vietnam Thailand Los Angeles United States | in 1979 at the airport in 1985 three months later | boss son daughter brother |

4. DISCUSSION

The dotted line on the map shows the way the Nguyens came to the United States. On the same map, draw the way you came to the United States.



Show your map to a partner. Tell your partner about your trip to the United States.

5. WRITING

Are you living in the United States? Read about the Nguyens' trip to the United States. Then write about your trip on your own paper.

1. The Nguyens came to the United States because they didn't like the government in Vietnam. Why did you come to the United States?
I came to the United States because . . .
2. The Nguyens came to the United States on April 23, 1985. When did you come?
3. The Nguyens came by airplane. How did you come?
4. The Nguyens' trip was 15 hours long. How long was your trip?
5. The Nguyens arrived in Los Angeles. Where did you arrive?
6. The Nguyens felt tired, but happy. How did you feel?

UNIT 22



1. PRE-READING

Look at the picture.

- Where are the men from?
- How old are they?
- Can you guess how they feel?

Read the title of the story. Look at the picture again.

- What do you think this story is about?
- Can you guess what happens?

Old Friends

Chi Hsii, an 11-year-old boy, hurried along the road from his village in China. He carried a basket of eggs.

U.S. soldiers were at a camp near the boy's village. They were standing around a fire. When they saw the Chinese boy, they said, "Here comes breakfast."

It was November 1945. World War II was over. There was no more fighting. But there wasn't much food in China. Every day the Chinese boy brought some eggs to the U.S. soldiers. The soldiers took the eggs and gave the boy canned food. The soldiers were happy; they had fresh eggs. And the boy was happy; he had canned food.

Day after day the Chinese boy traded food with the soldiers. The Chinese boy liked the soldiers, and the soldiers liked the Chinese boy. But there was a problem. The American soldiers couldn't say the boy's name. They tried and they tried, but they couldn't say "Chi Hsii." "Chi Hsii" sounds a little like the English words "two shoes." So, the soldiers called the boy "Charlie Two Shoes."

One day Charlie's father came with Charlie to the soldiers' camp. "We don't have enough food in our village," he said. "Please take my son. Take good care of him." For the next three years Charlie Two Shoes lived with the

American soldiers in their camp. He ate with the soldiers and dressed like the soldiers. He learned to read and write English at an American school.

In 1949 the soldiers left China. They flew back to the United States. They couldn't take Charlie with them. From the windows of the airplane, the soldiers looked at Charlie. Charlie was crying. The soldiers were crying, too.

After the soldiers left, they often thought about Charlie. They were afraid that Charlie was dead. Then, in 1980, they got a letter from Charlie. Charlie was alive! He wanted to come to the United States.

The soldiers sent Charlie a plane ticket. Charlie came to the United States and lived with one of the soldiers. Later, the soldiers bought plane tickets for Charlie's wife and three children, too. They also gave Charlie \$5,000 to open a restaurant.

Sometimes people ask the soldiers, "Why did you give Charlie so much help?" The soldiers answer, "We were unhappy in China; we were cold and lonely. Then came Charlie. He was always smiling, always happy. When Charlie was with us, we felt happy. Yes, we gave a lot to Charlie. But Charlie gave a lot to us, too."

2. VOCABULARY

Complete the sentences with the words below.

camp over village traded

1. The soldiers' houses had no bathrooms, kitchens, or heat. The soldiers built fires to keep warm. They cooked over the fires, too. The soldiers lived in a camp.
2. Chi Hsii's town in China was very small. He lived in a _____.
3. In November 1945 the fighting was finished. World War II was _____.
4. The Chinese boy gave the soldiers eggs, and the soldiers gave the boy canned food. The Chinese boy _____ food with the soldiers.

3. COMPREHENSION

REMEMBERING DETAILS

Read the sentences. One word in each sentence is not correct. Find the word and cross it out. Write the correct word.

1. Chi Hsii was a ~~French~~ ^{Chinese} boy.
2. U.S. doctors were at a camp near the boy's village.
3. World War I was over.
4. Every day the Chinese boy brought some beer to the U.S. soldiers.
5. Chi Hsii sounds a little like the Spanish words "two shoes."
6. For the next three days, Charlie Two Shoes lived with the American soldiers in their camp.
7. In 1949 the soldiers flew back to England.
8. After the soldiers left, they never thought about Charlie.

UNDERSTANDING CAUSE AND EFFECT

Find the best way to complete each sentence. Write the letter of your answer on the line.

- | | |
|--|---|
| 1. When the soldiers saw the Chinese boy, they said, "Here comes breakfast" <u> b </u> | a. because they couldn't say "Chi Hsii." |
| 2. The American soldiers called the boy "Charlie Two Shoes" _____ | b. because he brought them eggs every day. |
| 3. All the soldiers were sad _____ | c. because Charlie gave a lot to them. |
| 4. The soldiers gave a lot to Charlie _____ | d. because they couldn't take Charlie with them to the United States. |

UNDERSTANDING A SUMMARY

Imagine this: You want to tell the story "Old Friends" to *your* friend. You want to tell the story quickly, in four sentences. Which four sentences tell the story best? Check (✓) your answer.

1. After World War II, a Chinese boy lived with U.S. soldiers in their camp in China. The soldiers called the boy Charlie Two Shoes because they couldn't say his Chinese name. When the soldiers went back to the United States, they couldn't take Charlie with them. Thirty-one years later, the soldiers helped Charlie and his family come to the United States.

2. — After World War II, there were U.S. soldiers in China. Some soldiers lived in a camp near a Chinese village. Every day a Chinese boy from the village brought eggs to the U.S. soldiers, and the soldiers gave the boy canned food. The soldiers were happy because they had fresh eggs, and the boy was happy because he had canned food.

4. **DISCUSSION**

1. The American soldiers couldn't say "Chi Hsii." The Chinese words were difficult for them. Here are some English phrases and sentences that are difficult for English-speaking people to say.
- a. She sells sea shells by the seashore.
 - b. Peter Piper picked a peck of pickled peppers.
 - c. Betty Botter bought some butter.
 - d. I saw Esau sitting on a seesaw. I saw Esau, he saw me.
 - e. Does the shop sell short socks with spots?
 - f. Red leather, yellow leather, red leather, yellow leather.
 - g. Rubber baby buggy bumpers

Try to say the words fast. Are they difficult for you to say, too? These words are called "tongue twisters." Do you know any tongue twisters in another language? Share them with the class.

2. The sentences below give you more information about Charlie Two Shoes. Three sentences are true, and three sentences are not true. In a small group, try to guess which three sentences are *not* true. Circle the letters of the sentences. (The answers are in the answer key.)

MORE INFORMATION ABOUT CHARLIE TWO SHOES

- a. Charlie's first name is Chi Hsii, and his last name is Mitsubishi.
- b. Charlie also traded peanuts for canned food.
- c. Charlie dressed like the soldiers: he wore green pants and a pink shirt.
- d. After three years with the soldiers, Charlie couldn't speak Chinese very well.
- e. Thirty soldiers helped Charlie.
- f. Charlie makes pizza in his restaurant.

5. **WRITING**

On your own paper, write four sentences about yourself: two sentences that are true, and two sentences that are not true. Read your sentences in a small group. Can your classmates guess which of *your* sentences are not true?

TO THE TEACHER

The original newspaper and magazine versions of these TRUE STORIES contain information that could not be included in the adaptations. Sometimes the information was too complicated to include; sometimes including it would have made the stories too long for the allotted space. On the other hand, the information—in many cases, the story behind the story—was just too interesting to leave out entirely. So, it was decided that additional facts would be given here, in a special “To the Teacher” section.

As you will see from the sophistication of the language, this section is not meant to be read by students. If, however, you think the information adds interest or clarity to a story, you could share it with students by talking about it or drawing pictures on the board.

UNIT 1—DISH SOAP FOR DINNER

The manufacturer mailed out 52 million free samples of its new dishwashing liquid over a two-year time period. According to *Newsweek*, approximately one thousand people ate the soap.

UNIT 2—FIFTY GOOD FRIENDS

Manuel Garcia was an acknowledged leader among Puerto Rican families living in Milwaukee, Wisconsin. *People* magazine reported that Mr. Garcia shaved fifty heads on the day he came home from the hospital. In the following weeks some fifty more of his friends and relatives shaved their heads. All vowed to remain clean shaven as long as Manuel lived, which his doctor said could be anywhere from a few months to a few years.

UNIT 3—A NEW MAN

Roley McIntyre was chosen “Slimmer of the Year” by a British reducing magazine. Before he lost two-thirds of his body weight, Mr. McIntyre was wider than he was tall (height 5’10”, girth 6’6”).

UNIT 4—I RAN FOR EVERYBODY

For his run across the United States, Jeff Keith was awarded the American Cancer Society’s Courage Award in a ceremony at the White House.

Another of Jeff’s achievements was completing a triathlon, in which he competed in running, swimming, and bicycling. He was the only amputee among 500 athletes.

UNIT 5—THE LOVE LETTERS

Several sources credit United Press International (UPI) for this tale of unrequited love. It dates from the 1970s. UPI computerized files do not go back that far, so the TRUE STORIES version could not be adapted from primary sources. The story is, however, true; the UPI reporter in Tapei at that time recalls writing it.

It is not known if Lee and the mailman lived happily ever after.

UNIT 6—LOST AND FOUND

The triplets had more in common than their appearance: They all liked Italian food, soft rock music, wrestling, and the same brand of cigarettes. In an interview with *Good Housekeeping* magazine, each triplet reported having recurrent dreams in which he had a brother who looked just like him.

Adoption agencies no longer separate multiple-birth children. The triplets were probably the last such infants separated at birth.

UNIT 7—A LITTLE TRAVELER

The Cabrera farm is just outside the border city of Tecate, Mexico. Tomas was found in California, about 70 miles east of San Diego. He had been missing for 30 hours.

UNIT 8—MAN’S BEST FRIEND

Bobby is known as “Greyfriars Bobby” because he kept his 14-year vigil in the graveyard of historic Greyfriars church in Edinburgh. The stone on Bobby’s grave reads: “Died January 14, 1872, aged 16 years. His loyalty and devotion were an object lesson to us all.”

UNIT 9—THE COIN

The *Illawarra Mercury* reported that the coin—a 1959 Australian threepence—was lodged between Marie’s vocal chords and prevented them from vibrating. The coin wasn’t spotted on the x-ray because it was thin and resting in a horizontal position.

Marie’s mother no longer puts coins in her Christmas cake.

UNIT 10—BURIED ALIVE

The people who could verify Max Hoffman’s story—his parents, the neighbor, the doctor—are no longer alive. Also gone are the friends and neighbors who knew Mr. Hoffman in Clinton, Iowa, and could perhaps vouch for his honesty. Max Hoffman’s story survives in the form of a three-page autobiography that he dictated to a friend. That autobiography, as well as a photo of Max Hoffman (unfortunately too blurry to be included in this book), is in the hands of Iowans Edward Ridyard and William Rolston, who believe the story is true.

It is said that Max Hoffman kept the silver handles from his small coffin as a memento and carried them with him everywhere. Where are the silver handles now? They were buried with Max Hoffman in 1953.

UNIT 11—THE WINNING TICKET

When the woman scratched off the pictures on her lottery ticket, she saw \$25,000, another \$25,000, and a gold nugget. The gold nugget functioned as a wild card, meaning the woman won the \$50,000 “instant prize.” She threw the ticket on the counter because she assumed she needed three of a kind to win.

Ms. Costabile was a college student who worked part-time at the drugstore. She told the *San Jose Mercury News* that she never considered keeping the ticket. “I don’t think I would have felt good, knowing it was somebody else’s ticket,” she said.

UNIT 12—THE LUXURY HOTEL

The Cozy Inn Pet Resort and Spa opened in 1987 and has expanded several times to keep up with its growing list of 4,000 clients. A woman who was dropping her dogs off at the resort told *Pittsburgh Magazine*, "The first time I saw this place, I wanted my husband, my sons, and my dogs to go on vacation so I could stay here."

UNIT 13—FOUR LONG MINUTES

Scuba Times magazine reported that the pipe divided into a Y at the end. It was engineered so that 95 percent of the water went into a holding tank. The other 5 percent went into a four-foot pipe; at the end of that pipe was a turbine motor.

UNIT 14—THE LUCKY THIEF

Mrs. Burt was on her way to a bingo game with some friends when the thief took her purse. "He picked on the wrong old lady," Mrs. Burt told the Associated Press.

UNIT 15—A GRANDMOTHER WITH MUSCLES

When she is not competing or working out, Diana Vasquez works full-time as a social worker. Occasionally she works as a personal trainer. She tells her clients, "Don't even think about changing your body. Think only about changing your life to a healthy life, and your body will react in a positive way."

UNIT 16—TOGETHER AGAIN

Orestes Lorenzo landed on the highway about 10 yards from a stunned truck driver. He had 40 seconds to get his family into the plane and take off again before he could be targeted by missiles. "Even I thought the plan was crazy," he told *People* magazine, "but I had to try. I would rather die than leave my family there."

UNIT 17—THANKS A MILLION

Percy Ross, who was born in 1916, fully intends to give all his money away before he dies. His motto is "He who gives while he lives . . . also knows where it goes."

He told *USA Today* that he is inclined to give money to women; to people who want money not for themselves, but for someone else; and to people who are polite and write neatly. His address is: Box 35000, Minneapolis, MN 55435.

UNIT 18—DON'T EAT THE FURNITURE

The Beavers twins (yes, that is their real name) craved wood and dirt because they had a potentially serious iron deficiency. Within a week after beginning iron supplements, the twins' craving had subsided considerably.

UNIT 19—THIS IS THE PLACE FOR ME

On Walter Polovchak's 18th birthday, the *Chicago Tribune* reported that although Walter and his lawyer "have not exactly beat the system that ruled, alternately, for and against them, they have outlasted it."

In 1980 Walter refused to accompany his parents back to Ukraine, which was then part of the Soviet Union. President Carter granted Walter political asylum. During the ensuing five-year legal battle, Walter's cause was championed by conservative political groups; his parents' efforts were backed by the American Civil Liberties Union. When Walter turned 18, his parents sent him a telegram that read simply, "Best Wishes. Congratulations. We wish you well."

Walter telephones his parents occasionally and hopes to visit them someday.

UNIT 20—A STRONG LITTLE BOY

Newsweek reported that when Jimmy was pulled from the water, his body temperature was 84 degrees, and he was clinically dead. At the hospital he was put on a cold mattress and given drugs to induce a coma to reduce the risk that his brain would swell, a potentially lethal complication of near drowning.

Jimmy was expected to make a full recovery.

UNIT 21—THE BOTTLE

In 1990 an ESL student at the College of Marin in California was leafing through TRUE STORIES IN THE NEWS when he spotted an old friend in the photo that accompanies "The Bottle." The student, a Vietnamese man named Phuong, had become close friends with Hoa Van Nguyen when both were in a Viet Cong prison camp from 1975 to 1979. After fleeing Vietnam, they had lost touch.

A Vietnamese social worker at Catholic Charities, which had helped the Nguyens settle in Los Angeles, gave Phong's phone number to Hoa, and the two friends arranged a reunion.

Since that reunion Hoa and Phuong have renewed their friendship in frequent visits to each other's homes. On one visit to northern California, Hoa brought along his brother. (He is also in the photo.) Phuong introduced Hoa's brother to a Vietnamese neighbor, whom Hoa's brother later married.

UNIT 22—OLD FRIENDS

In 1962 the Communist Party wanted Charlie to say that the U.S. Marines had treated the Chinese badly. (The "soldiers" in the story were actually Marines.) Charlie refused, saying he'd forgotten the past. He was convicted of suspicion of espionage and sentenced to seven years in a labor camp followed by 10 years house arrest. When his house arrest ended in 1979, Charlie decided to contact his old Marine buddies. His mother had burned his Marine possessions—including his address book—in an effort to protect him, but Charlie remembered three addresses that he had memorized 31 years earlier. He wrote three letters, and one reached its destination. When he got off the plane in the United States in 1983, four of his former buddies met him. Charlie greeted them with the words "Semper Fi," short for the Marine motto *Semper Fidelis*—"always faithful."

Charlie has strong religious convictions and believes God created the many miracles he has experienced in his life.

Charlie named his restaurant in North Carolina Tsing Tao after his native village.

ANSWER KEY

UNIT 1

Vocabulary

1. b 2. a 3. b 4. c

Remembering Details

1. ~~green~~/yellow 2. ~~ticket~~/sample 3. ~~orange~~/lemon 4. ~~eat~~/try
5. ~~banana~~/lemons 6. ~~dishes~~/salad 7. ~~fine~~/sick 8. ~~soap~~/soap
9. ~~coffee~~/tea

Understanding Cause and Effect

1. d 2. c 3. b 4. a

Understanding a Summary

2

Discussion

1. a 2. b 3. b

Writing

Joe came home from work and opened his mailbox. In his mailbox he found a free sample of dish soap. The dish soap had a little lemon juice in it.

Joe looked at his bottle of soap. There was a picture of two lemons on the label. Over the lemons were the words "with Real Lemon Juice."

Joe thought the soap was lemon juice. He put it on his salad and ate it. After he ate the salad, he felt sick.

UNIT 2

Vocabulary

1. c 2. a 3. c 4. b

Understanding Cause and Effect

1. c 2. e 3. d 4. a 5. b

Understanding Quotations

1. d 2. a 3. c 4. b

Reviewing the Story

1. medicine 2. hair 3. depressed 4. shaved 5. heads
6. anything

UNIT 3

Vocabulary

1. b 2. a 3. c 4. b

Looking for Details

bacon, eggs, potatoes, fried vegetables, meat, dessert, sandwiches, cake, cereal with nonfat milk, baked beans on toast, fish, vegetables

Reviewing the Story

1. weighed 2. seat 3. back 4. die 5. diet 6. weight 7. woman
8. stop 9. pounds 10. married

Understanding Cause and Effect

1. c 2. d 3. a 4. b 5. e

UNIT 4

Vocabulary

1. a 2. b 3. a 4. a

Understanding the Main Idea

1. b 2. a

Finding Information

1. Jeff Keith ran across the United States.
2. He talked to people about cancer.
3. People gave Jeff money.
4. The money was for the American Cancer Society.
5. Jeff ran for everybody.

Looking for Details

1. 22 years old 2. 3,200 miles 3. seven months
4. 36 pairs of running shoes 5. five plastic legs

UNIT 5

Vocabulary

1. love at first sight 2. ready 3. can't believe it 4. delivered

Understanding Word Groups

run, labels, soccer, nurse

Remembering Details

1. ~~concert~~/party 2. ~~PM~~/A.M. 3. ~~morning~~/weekend
4. ~~schools~~/restaurants 5. ~~writes~~/marry 6. ~~postcards~~/letters
7. ~~70~~/700 8. ~~wrote~~/delivered

Understanding Quotations

1. c 2. d 3. b 4. a

UNIT 6

Vocabulary

1. call 2. adopted 3. found out 4. exactly

Understanding the Main Idea

1. b 2. c

Looking for Details

color eyes; smile; dark, curly hair; birthday

Understanding Cause and Effect

1. e 2. a 3. b 4. c 5. d

UNIT 7

Vocabulary

1. c 2. c 3. a 4. b

Finding Information

1. Vicente Cabrera is a farmer.
2. His farm is in Mexico.
3. His farm is close to the border
4. Tomas went to the United States.
5. A U.S. Border Patrol officer found Tomas under a bush.
6. Tomas was alive.
7. Tomas was 15 miles from his home.

Understanding Pronouns

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

Understanding a Summary

1

UNIT 8**Vocabulary**

1. lonely 2. simple 3. grave 4. ground

Remembering Details

- 1.
- ~~big~~
- /small 2.
- ~~Sammy~~
- /Bobby 3.
- ~~1868~~
- /1858
-
- 4.
- ~~Ireland~~
- /Scotland 5.
- ~~four~~
- /14 6.
- ~~large~~
- /small 7.
- ~~man~~
- /dog

Reviewing the Story

1. rich 2. fire 3. hungry 4. lonely 5. rainy 6. weather 7. years

UNIT 9**Vocabulary**

1. coins 2. missing 3. notice 4. coughed 5. throat

Understanding the Main Idea

1. a 2. c

Remembering Details

- 1.
- ~~French~~
- /Australian 2.
- ~~pie~~
- /cake 3.
- ~~spoons~~
- /coins
-
- 4.
- ~~breakfast~~
- /dinner 5.
- ~~floor~~
- /table 6.
- ~~sixth~~
- /fourth
-
- 7.
- ~~days~~
- /years 8.
- ~~oake~~
- /coin

Understanding a Summary

2

UNIT 10**Vocabulary**

1. lay 2. buried 3. terrible 4. hurried 5. dug up

Remembering Details

- 1.
- ~~France~~
- /Germany 2.
- ~~months~~
- /days 3.
- ~~daughter~~
- /son
-
- 4.
- ~~wonderful~~
- /terrible 5.
- ~~laughed~~
- /screamed 6.
- ~~closed~~
- /opened
-
- 7.
- ~~stomach~~
- /side 8.
- ~~neighbor~~
- /doctor 9.
- ~~ears~~
- /lips 10.
- ~~year~~
- /week

Understanding Time and Place

When: in 1953, the next night, in 1865, at four o'clock in the morning, a week later

Where: in a small town, in the United States, in the town cemetery, in Germany, in his bed

Understanding Quotations

1. c 2. d 3. b 4. a

UNIT 11**Vocabulary**

1. drugstore 2. cashier 3. counter 4. lottery ticket 5. won

Understanding Word Groups

weather, potatoes, diet, depressed

Remembering Details

- 1.
- ~~manager~~
- /cashier 2.
- ~~movie~~
- /lottery 3.
- ~~floor~~
- /counter
-
- 4.
- ~~money~~
- /tickets 5.
- ~~\$5~~
- /50,000 6.
- ~~anger~~
- /shock 7.
- ~~uncle~~
- /mother
-
- 8.
- ~~friendly~~
- /honest

Understanding Cause and Effect

1. c 2. d 3. a 4. b

UNIT 12**Vocabulary**

1. b 2. b 3. a 4. b 5. a 6. a

Finding Information

1. It is near Pittsburgh.
-
2. A room with a TV is \$13 a night.
-
3. The guests are noisy.
-
4. The guests are impolite.
-
5. The guests are dogs.

Finding More Information

1. c 2. b 3. a 4. d

Remembering Details

1. thick carpets, air conditioning, music, a pool, a hot tub, beds, heated floors, a big TV
-
2. They jump on the beds. They watch movies about dogs. They run in the woods. They get haircuts and massages. They play with other dogs. They swim in the pool. They relax in the hot tub. They go to exercise classes.

UNIT 13**Vocabulary**

1. deep 2. huge 3. still 4. nearby 5. hobby

Understanding Sequence

- 4, 6, 3, 1, 2, 5

Finding More Information

1. b 2. d 3. c 4. a

UNIT 14**Vocabulary**

1. a 2. b 3. a 4. b

Understanding Pronouns

1. d 2. e 3. c 4. b 5. a

Finding Information

1. the police officer 2. A few minutes later 3. under a car
-
4. he had two broken ankles 5. to jail 6. for a long time
-
7. the police caught him/Mrs. Burt didn't catch him

Looking for Details

two police officers, two stories, two broken ankles

UNIT 15**Vocabulary**

1. a 2. a 3. b 4. b

Finding Information

1. a, c 2. a, b 3. b, c 4. a, b 5. a, c 6. a, b

Understanding Pronouns

1. b 2. a 3. e 4. d 5. c

Making Connections

1. b 2. c 3. d 4. a

UNIT 16

Vocabulary

1. a 2. a 3. a 4. b

Finding Information

1. a, c 2. b, c 3. a, b 4. a, c 5. b, c 6. b, c

Making Connections

1. b 2. a 3. d 4. c

Remembering Details

1. ~~mechanic~~/pilot 2. ~~peace~~/freedom 3. ~~California~~/Florida
4. ~~daughters~~/sons 5. ~~ten~~/two

UNIT 17

Vocabulary

1. gets 2. assistants 3. column 4. is called 5. successful

Remembering Details

1. ~~poor~~/rich 2. ~~year~~/week 3. ~~forty~~/four 4. ~~states~~/newspapers
5. ~~healthy~~/sick 6. ~~lawyer~~/businessman 7. ~~younger~~/older
8. ~~some~~/all

Finding More Information

1. b 2. c 3. d 4. a

Looking for Details

1. 12,000 letters a week
2. 12 assistants
3. two daughters
4. one bottle of milk
5. 900 dollars for a used car

Discussion

1. Yes 2. Yes 3. No 4. No 5. No (Mr. Ross sent her a cookbook.)

UNIT 18

Vocabulary

1. b 2. a 3. a 4. a 5. b

Understanding Pronouns

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

Reviewing the Story

1. furniture 2. worried 3. chew 4. swallowed 5. handles
6. chair 7. dirt 8. wood 9. minerals 10. medicine

Remembering Details

the wooden handles on their dresser, the chairs in the dining room, a rocking chair, dirt from the houseplants, their bedroom door, dirt from the garden, their cribs

UNIT 19

Vocabulary

1. b 2. a 3. b 4. a

Finding Information

1. a, c 2. a, b 3. b, c 4. b, c 5. b, c

Understanding Cause and Effect

1. b 2. d 3. a 4. c

Looking for Details

Walter's father didn't like American rock 'n' roll, his job, the weather, the food, or the water.

Walter liked his school, American sports, and American food.

UNIT 20

Vocabulary

1. a 2. b 3. a 4. a

Finding Information

1. It was a cold day in January.
2. Jimmy and his father were playing on a Chicago beach.
3. Jimmy ran onto the ice.
4. The ice broke.
5. Firefighters pulled Jimmy out of the water.
6. Jimmy was in the water for over 20 minutes.

Understanding Cause and Effect

1. d 2. e 3. a 4. b 5. c

Understanding Word Groups

hot, thief, impolite, garden

UNIT 21

Vocabulary

1. a 2. a 3. a

Finding Information

1. a, b 2. b, c 3. a, c 4. a, b 5. a, c 6. a, b

Understanding a Summary

2

Understanding Word Groups

refugee, Los Angeles, at the airport, boss

UNIT 22

Vocabulary

1. camp 2. village 3. over 4. traded

Remembering Details

1. ~~French~~/Chinese 2. ~~doctors~~/soldiers 3. ~~will~~ 4. ~~beer~~/eggs
5. ~~Spanish~~/English 6. ~~days~~/years 7. ~~England~~/the United States
8. ~~never~~/often

Understanding Cause and Effect

1. b 2. a 3. d 4. c

Understanding a Summary

1

Discussion

2. Not true: a, c, f (Charlie's last name is Tsui, his shirt was green, and he makes Chinese food in his restaurant.)

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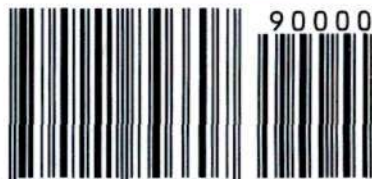
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