A three-year-old boy falls 18 feet into a gorilla cage and is saved by a mother—a mother gorilla, that is!

A waitress finds a lottery ticket for a tip, instead of cash. And she wins six million dollars!

Fourteen very low-level stories of high-level interest—humorous, poignant, astounding—and all true! Selected from newspapers and magazines, and adapted for the beginning student, the stories are told as simply as possible—exclusively in the present tense.

- First, students see a series of captioned pictures so the meaning is clear.
- Then, students read the story in text form for real reading practice.
- Finally, students do exercises following each story to develop very basic reading skills as well as build pronunciation, spelling, and vocabulary proficiency.

VERY EASY TRUE STORIES is an ideal first text for students with little or no experience with English.

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To my parents, Ed and Irma. How lucky I am to have you; how wonderful it is for all of us to gather for “the usual” and tell our true stories.

Very Easy True Stories:
A Picture-Based First Reader

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Introduction

Very Easy True Stories is a first reader for students of English as a Second Language (ESL). It is for absolute beginners who are familiar with the Roman alphabet, as well as for students with well-developed speaking and listening skills but low-level literacy skills. The stories are written in the present tense, in the simplest and most concrete language possible.

Very Easy True Stories contains fourteen units, each centered on a story that was adapted from a newspaper or magazine article. In answer to those students who think that some stories are too amazing to be true: Yes, the stories are true. The penguin really does his own shopping, and the man really did find $2,000 in his fast-food bag. All of the stories were verified by reputable news sources.

Each unit is divided into three sections: Pre-Reading, Reading, and Post-Reading Exercises. Following are some suggestions for using each of the sections. Teachers new to the field might find these suggestions especially helpful. Please keep in mind 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
The pre-reading drawing introduces the theme of the story. It also facilitates teaching of essential vocabulary and prompts students to recall knowledge and experiences that will help them understand the story. Here is one possible sequence of steps for using the pre-reading drawing.

1. With the help of the pre-reading drawing, elicit the vocabulary of the story.

Ask students to turn to the pre-reading drawing in their books. (Or make a transparency of the pre-reading page, and show it on the overhead projector.) Ask students, “What do you see?” Write their responses on the board, on flash cards, or directly on the transparency. (Some teachers advocate printing in block letters, rather than in upper- and lowercase letters, since block printing is easier for students to copy.) As you write, say the words slowly to model correct pronunciation. Students copy the words onto the picture in their books.

If all the students are absolute beginners, it is unlikely they will be able to supply the vocabulary for the pre-reading drawing. Instead of asking students, “What do you see?” begin by simply labeling the items and actions depicted in the drawing and slowly pronounced the words. Say only five or six words. That’s plenty for beginners. Resist the inclination to talk to yourself as you label (“Let’s see . . . and over here there’s a . . .”).

2. Tell students what the story is about.

Point to the title of the story and read it aloud slowly. Then connect the vocabulary of the pre-reading drawing to the title. For example, say, “This story is about a penguin,” as you point to the penguin in the drawing. Say, “The penguin goes shopping,” and point to the word “shopping” in the title. As students progress through the book, try to stop at “This story is about . . . ,” and see if students can use the pre-reading drawing and the title of the story to make predictions about the story.

READING
Following is one possible sequence of steps in reading the story:

1. Read the story aloud to the students.

Ask students to turn to the second and third pages of the unit, which are in comic-strip format. Tell students to look at just the drawings for now, not at the words beneath the drawings. The purpose of this first reading is to give students a global, not a word-for-word, understanding of the story.

Read the story aloud as students look at the drawings. Begin by saying, “Number one,” and slowly read the sentence that the first drawing illustrates. Then say, “Number two,” and read the appropriate sentence. Continue in this manner. Saying the numbers of the pictures while telling the story ensures that all eyes are on the same picture.

If your students are absolute beginners, you might need to break the story down into even smaller chunks of meaning when you tell it. In Unit 1, for example, the second sentence is, “He lives with a family in Japan.” Instead of reading the sentence exactly as it is written, you might point to the man in the drawing and say, “Father” (or “Papa,” if that is a cognate for your students), point to the woman and say, “Mother” (or “Mama”), and point to the child and say, “Child.” Circle the trio with your finger and say, “Family.” Digress again to explain “Japan” by pointing to Japan on a world map or by drawing a sketch on the board. Then go back to picture 2 and say, “He” (pointing to Rara) “lives with a family” (pointing to the family) “in Japan” (pointing to Japan on a world map).
You will probably want to walk away from the pictures from time to time and act out some scenes, perhaps with the help of props. (The teacher who field-tested “Shopping Day” came to class with a backpack, fish cut out of paper, and a shopping basket borrowed from a local supermarket.)

Some of the stories build suspense. You might stop short of the last few sentences when reading those stories aloud and let students—silently—read how the story ends.

2. Read the story a second time.

This time, however, instruct students to look at the words beneath the pictures.

3. Give students time to read the story silently.

Some students will be ready to go to the fourth page and read the story in text form. Other students will need to read the story in comic-strip format so that they can go back and forth between the words and the pictures to check their understanding.

4. Present the story in a different way.

If students have a global understanding of the story but need practice mastering its language, you might try one of these activities:

- Read the story aloud, but this time, make “mistakes.” (“Rara is a dog. He lives with a family in New York. Every Tuesday Rara goes shopping.”) Pause after each sentence, letting students speak in chorus to correct the mistake, rather than calling on individuals. A variation of this technique is to make mistakes in only some of the sentences. Students say “Yes” if the sentence is correct, “No” if it isn’t. (Some teachers like to give each student two differently colored index cards. On one card “YES” is printed; on the other card “NO” is printed. After hearing each sentence, students hold up the card with their answer.)

- Read the story aloud, sentence by sentence, and ask the entire class to repeat, echoing your pronunciation, intonation, and rhythm.

- Read sentences from the story at random. Students call out the number of each corresponding picture.

- Say key words in the story. Students scan to find the words and circle them; they can verify their work by checking with a partner.

Teaching Young Students

If you teach young students, you may need to use one of the four activities above instead of, not in addi-

THE POST-READING EXERCISES

Pronunciation

In some units, the exercise section begins with a pronunciation exercise. This exercise groups words in the story according to their accented vowel sound. Students, especially those whose first language is phonetic, are usually surprised to discover that the five English vowels make more than five sounds. In the course of the book, the pronunciation exercises acquaint students with thirteen vowel sounds. The purpose of the exercises is simply to make students aware that these
sounds exist in English, not to drill students into pronouncing the sounds perfectly. (In fact, doing so would probably be a disservice. Keep in mind that some vowels make one sound when they are stressed, as they are in the exercise, but change to the neutral vowel /a/ when they are in an unstressed position. Consider how the pronunciation of the “a” in “and” changes when “and” is put in an unstressed position: “cream and sugar.”)

**Spelling**

This exercise is a dictation exercise. For absolute beginners, write the words on the board so that they can copy them. More advanced students like to work this exercise like a puzzle, trying to figure out the word from the letters given and announcing it before the teacher can say it.

**Vocabulary, Comprehension, and Writing**

Students can complete these 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.

**Discussion**

These exercises personalize the themes of the stories. They are written at a level parallel to that of the readings; that is, they assume that students speak and write about as well as they read. As a result, these exercises introduce no new vocabulary; the vocabulary consists solely of words recycled from the story. If, however, your students are fairly proficient speakers, you will probably want to encourage them to talk about the stories, asking them, for example, if they, like Mrs. Zimmer, have ever been stranded, or if, like Erik, they have ever gotten lost in a big city.

You could let the discussion lead into a writing activity, using the Language Experience Approach. Briefly, the Language Experience Approach consists of these steps:

1. The student orally relates a story or experience.
2. The teacher writes the student's words (sitting next to the student so the student can see what is being written).
3. The teacher reads the story.
4. The student reads the story.

These steps can be done as a group activity, which is ideal for multilevel classes. In order for students as a group to be able to dictate sentences, though, you will have to first create a group experience, such as a field trip, or draw on a situation the students have in common. For example, students in a class of young adults separated into two groups after reading the story “Neighbors.” The men were given a blank piece of paper with the heading “The Perfect Wife” and the women were given a blank piece of paper with the heading “The Perfect Husband.” The men collaborated to make a list of the attributes of a perfect wife, dictating their sentences to a teacher’s aide (“She is a good cook.” “She has long hair.”), while the women dictated their sentences to the teacher. The two groups then came together to read one another’s lists.

Keep in mind that the first step in the Language Experience Approach is an oral one. If your students are zero-level speakers of English, you will not want to venture from the controlled speaking exercises in the book.

Students in a beginning ESL class can have a wide range of experience with English, as you may know only too well. Some students are at zero-level in all the skills areas: reading, writing, speaking, and listening. Other students may have well-developed speaking and listening skills, but low-level literacy skills. Another group may have studied English in their native countries, perhaps for years, and are fairly proficient readers and writers, but were placed in a beginning class because they are unable to speak or understand spoken English. So, you may have to tamper with the exercises—to adjust them up or down, 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 Very Easy True Stories will be a pleasure, for both you and your students.

*Very Easy True Stories* is the first book in the *True Stories* reading series. It is followed by *Easy True Stories, True Stories in the News, More True Stories*, and *Even More True Stories.*
UNIT 1

Shopping Day

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
Rara is a penguin. He lives with a family in Japan.

Every Monday Rara goes shopping. Rara’s family puts a backpack on Rara’s back. Rara walks to the fish market. He looks at the fish at the market. He takes 12 small fish. He eats the 12 fish.

Rara takes some fish for his family. A woman puts the fish in Rara’s backpack. Rara walks home with the fish.

Rara’s family takes their fish out of his backpack. “Good penguin!” Rara’s family says. “Thank you, Rara!”
3. PRONUNCIATION

Listen to your teacher. Say the words.

is
his
fish
with
in

a
of
some
Monday

put
look
good
woman

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. f____m____y

2. M____nd____y

3. ba____k

4. wa____k

5. lo____k

6. tak____

7. h____me

8. t____a____k

5. VOCABULARY

What do you see in the pictures? Write the words.

penguin
backpack
12 small fish
fish market.
every Monday
a family in Japan

1. fish market

2. 

3. 

4. 

5. 

6. 

6. COMPREHENSION

Which sentence is correct? Circle a or b.

1. a. Rara lives with a family in Japan. 
   b. Rara lives at a market in Japan.

2. a. Every day Rara goes shopping.
   b. Every Monday Rara goes shopping.

3. a. Rara looks at the fish at the market.
   b. Rara looks at the backpacks at the market.

4. a. Rara eats two small fish.
   b. Rara eats twelve small fish.

5. a. Rara takes some fish for a woman.
   b. Rara takes some fish for his family.

   b. “How are you?” Rara’s family says.

7. WRITING

Write the sentences correctly.

1. Raraisapenguin.
   Rara is a penguin.

2. EveryMondayRaragoesshopping.

3. Hewalkstothefishmarket.

4. Heeats12fishatthemarket.

5. Hetakessomefishforhisfamily.

6. Hewalkshomewiththefish.
UNIT 2

Mary Walks Home

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Mary works at a bank.

2. She begins working at eight o'clock in the morning.

3. She stops working at five o'clock in the afternoon.

4. At five o'clock the bank closes.

5. Everybody goes home.

6. Some people drive home.

7. Some people take the train.

8. Some people take the bus.

9. Mary walks home.
She likes to walk.

She walks, and walks, and walks, and walks.

Mary lives eight miles from the bank.

She walks for three hours.

At eight o'clock in the evening, Mary is home.

She eats dinner.

At ten o'clock she goes to bed.

Mary is tired. She is 82 years old.

1 12.9 kilometers
Mary works at a bank. She begins working at eight o’clock in the morning. She stops working at five o’clock in the afternoon.

At five o’clock the bank closes. Everybody goes home. Some people drive home. Some people take the train. Some people take the bus.

Mary walks home. She likes to walk. She walks, and walks, and walks, and walks. Mary lives eight miles\(^1\) from the bank. She walks for three hours.

At eight o’clock in the evening, Mary is home. She eats dinner. At ten o’clock she goes to bed. Mary is tired.

She is 82 years old.

\(^{1}\) 12.9 kilometers
3. VOCABULARY

What do you see in the pictures? Write the words.

-drive
take the train
take the bus
walk
eat dinner
go to bed

1. go to bed
2. 
3. 
4. 
5. 
6. 

4. COMPREHENSION

Which sentence is correct? Circle a or b.

1. a. Mary lives at a bank.
   b. Mary works at a bank.

2. a. She begins working at eight o’clock in the evening.
   b. She begins working at eight o’clock in the morning.

3. a. At five o’clock the bus closes.
   b. At five o’clock the bank closes.

4. a. Mary walks home.
   b. Mary drives home.

5. a. She walks for three hours.
   b. She walks for eight hours.

6. a. Mary doesn’t like to walk.
   b. Mary likes to walk.
5. WRITING

Complete the sentences.

1. Mary works from eight to five.
   Mary ___________ from ___________ to ___________.
   ___________ ___________ to ___________.

2. Then she walks home.
   Then she walks ___________.
   ___________ she walks ___________.
   ___________ ___________ ___________.

3. She walks for three hours.
   She ___________ for ___________ hours.
   ___________ ___________ ___________.
   ___________ ___________ ___________.

4. Mary likes to walk.
   Mary likes ______ walk.
   ________ likes ______ walk.
   ________ ___________ ________.

6. DISCUSSION

Mary walks three hours every day. And you? Check (√) your answer.

_____ I walk three hours every day. _____ I walk 30 minutes every day.
_____ I walk two hours every day. _____ I walk 15 minutes every day.
_____ I walk one hour every day. _____ I don’t walk every day.

Now count your classmates. How many people walk three hours a day? How many people walk two hours a day? One hour a day? Thirty minutes a day? Fifteen minutes a day? How many people don’t walk every day? Who is the champion walker in your class?
Elevator Romance

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. A young man gets on an elevator.

2. The elevator goes up.

3. The elevator stops. A young woman gets on the elevator.

4. The elevator goes up. Then it stops.

5. It doesn’t go up. It doesn’t go down. It is stuck between floors.

6. The elevator is stuck for 19 hours.

7. The man and the woman are in the elevator. They are together for 19 hours.

8. They talk, and talk, and talk.

9. Finally, the elevator goes up.
It stops, and the doors open.

The man and the woman walk out of the elevator.

They are tired.

They are hungry.

They are thirsty.

They are in love.

Three months later, they get married.
Elevator Romance

A young man gets on an elevator. The elevator goes up. The elevator stops. A young woman gets on the elevator. The elevator goes up. Then it stops.

It doesn’t go up. It doesn’t go down. It is stuck between floors.

The elevator is stuck for 19 hours. The man and the woman are in the elevator. They are together for 19 hours. They talk, and talk, and talk.

Finally, the elevator goes up. It stops, and the doors open. The man and the woman walk out of the elevator.

They are tired. They are hungry. They are thirsty. They are in love. Three months later, they get married.
3. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. ta_ _k   _______talk________  5. t_ _irs_ _y   __________
2. w__lk  ___________  6. mo_ _t_  __________
3. t__r__d  ___________  7. ___ate___  __________
4. ___un__ry  ___________  8. m__rr__ed  __________

4. VOCABULARY

What do you see in the pictures? Write the words.

a hungry woman  two people in love  an elevator
a thirsty man  a tired woman

1. _hungry woman_  2.  3.  4.  5._
5. COMPREHENSION

Which sentence is correct? Circle a or b.

1. a. Three young men are in an elevator.  
   b. A young man and a young woman are in an elevator.

2. a. The elevator is stuck on the fourth floor.  
   b. The elevator is stuck between floors.

3. a. The elevator is stuck for one hour.  
   b. The elevator is stuck for nineteen hours.

4. a. The man and the woman talk and talk.  
   b. The man and the woman walk and walk.

5. a. Three months later, the man and the woman get hungry.  
   b. Three months later, the man and the woman get married.

6. WRITING

Complete the sentences.

A young man and a young \underline{woman} are in an elevator. The elevator is \underline{between floors}. The man and the woman are in the \underline{for 19 hours}. They talk and talk.

Finally, the elevator goes up. It stops, and the doors \underline{.} The man and the woman are tired, hungry, and \underline{They are also in \underline{.}

7. DISCUSSION

Answer the questions. Raise your hands. Count the people.
How many people are . . .

1. hungry? \underline{}  
2. thirsty? \underline{}  
3. tired? \underline{}  
4. married? \underline{}  
5. in love? \underline{}}
A Son for Mr. and Mrs. Aversa?

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Mr. and Mrs. Aversa have two daughters.

2. They love their daughters very much.

3. But they want a son, too.

4. Mrs. Aversa is expecting a baby. "Maybe it's a boy," Mr. and Mrs. Aversa think.

5. Mrs. Aversa goes to the doctor. The doctor says, "There are four babies!"

6. "Four babies!" Mrs. Aversa says. "Maybe one baby is a boy."

7. Mrs. Aversa goes to the hospital.

8. The first baby is born. "It's a girl!" the doctor says.

9. The second baby is born. "It's a girl!" the doctor says.
The third baby is born. “It’s a girl!” the doctor says.

The fourth baby is born. “Another girl!” the doctor says.

All four babies are girls.

Now Mr. and Mrs. Aversa have six daughters.

Do they want more babies—maybe a son?

“No,” Mr. and Mrs. Aversa say. “We’re happy with six daughters.”
Mr. and Mrs. Aversa have two daughters. They love their daughters very much. But they want a son, too.

Mrs. Aversa is expecting a baby. "Maybe it's a boy," Mr. and Mrs. Aversa think. Mrs. Aversa goes to the doctor. The doctor says, "There are four babies!"

"Four babies!" Mrs. Aversa says. "Maybe one baby is a boy."

Mrs. Aversa goes to the hospital. The first baby is born. "It's a girl!" the doctor says. The second baby is born. "It's a girl!" the doctor says. The third baby is born. "It's a girl!" the doctor says. The fourth baby is born. "Another girl!" the doctor says. All four babies are girls.

Now Mr. and Mrs. Aversa have six daughters. Do they want more babies—maybe a son? "No," Mr. and Mrs. Aversa say. "We're happy with six daughters."
3. PRONUNCIATION

Listen to your teacher. Say the words.

love  son  another  but  much
doctor  hospital  want
to  too  two  do
t heir  there  very
more  four  born

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. l_o_ve
2. ver__
3. mu__h
4. do__t__r

5. b__b__es
6. _n__the_
7. da__g__te__
8. s__n

5. VOCABULARY

What do you see in the pictures? Write the words.

the first baby  the fourth baby  the second baby  the third baby

1. the first baby
2. ______________
3. ______________
4. ______________
6. COMPREHENSION

Complete the sentences. Write the letter of your answer.

1. Mrs. Aversa is expecting ____
   a. girls.
2. Mr. and Mrs. Aversa want ____
   b. "There are four babies!"
3. The doctor says, ____
   c. a baby.
4. All four babies are ____
   d. six daughters.
5. Now Mr. and Mrs. Aversa have ____
   e. a son.

7. WRITING

Complete the sentences.

Mrs. Aversa is ____expecting____ a baby. She and her husband want a boy because they have ____daughters.

The ____ says, "There are ____ babies!" Mrs. Aversa thinks, "Maybe one baby is a boy."

Mrs. Aversa goes to the hospital. The first baby is born. It is a ____.

The second ____ is born. It is a girl. The third baby is born. It is another girl. The ____ baby is a girl, too.

Now the Aversas have six daughters. Do they want ____ babies—maybe a son? "No," the Aversas say. "We're happy with six daughters."

8. DISCUSSION

How many children are there in your family? How many boys? How many girls? Complete the sentences.

In my family, there are ____ children.

There are ____ boys.

There are ____ girls.

Read your sentences to the class.
UNIT 5

Is There a Face on Mars?

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. It is 1976.

2. A spaceship goes up.

3. It goes to Mars.

4. There is a camera in the spaceship.

5. The camera takes photos of Mars.

6. In one photo, there is a face on Mars.

7. The face has eyes, a nose, and a mouth.

8. The face is big—it is one mile\(^1\) wide.

9. The photo is in many newspapers.

\(^1\) 16 kilometers
People look at the photo. "Look!" the people say. "There's a face on Mars!"

"No," scientists say. "It's not a face."

"It's a hill."

"Light and shadow make the face. Look. Here's the light."

"Here's the shadow."

What do you think?

Is it a face? Or is it light and shadow on a hill?
Read the story again.

Is There a Face on Mars?

It is 1976. A spaceship goes up. It goes to Mars.
There is a camera in the spaceship. The camera takes photos of Mars. In one photo, there is a face on Mars. The face has eyes, a nose, and a mouth. The face is big—it is one mile¹ wide.

The photo is in many newspapers. People look at the photo. "Look!" people say. "There's a face on Mars!"
"No," scientists say. "It's not a face. It's a hill. Light and shadow make the face look. Here's the light. Here's the shadow. What do you think? Is it a face? Or is light and shadow on a hill?"

¹ 16 kilometers
3. PRONUNCIATION

Listen to your teacher. Say the words.

up of
a what
at has and shadow camera
take face say make space
go photo no nose

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. ta_k_e  
   ___take___
2. fa__e  
   _________
3. ne_s_ap_r  
   _________
4. pe_p_e  
   _________
5. ___ide  
   _________
6. hi_l  
   _________
7. l_g_t  
   _________
8. t_in_  
   _________

5. VOCABULARY

What do you see in the pictures? Write the words.

spaceship  
newspaper  
face  
hill  
shadow  
scientist

1. hill
2. _________
3. _________
4. _________
5. CLARION
6. A FACE ON MARS
6. COMPREHENSION

Complete the sentences. Write the letter of your answer.

1. A spaceship ____c____
   a. there is a face.
2. A camera in the spaceship ____
   b. say, “Light and shadow make the face.”
3. In one photo, ____
   c. goes to Mars.
4. The face ____
   d. has eyes, a nose, and a mouth.
5. Scientists ____
   e. takes photos.

7. WRITING

Complete the sentences. Write your answer on the line.

1. Where does the spaceship go?
   It goes to ____Mars____.
2. What is in the spaceship?
   A ____________ is in the spaceship.
3. What does the camera do?
   It ____________ photos of Mars.
4. What is in one photo?
   There is a ____________ in one photo.
5. How big is the face?
   It is one ____________ wide.
6. What do scientists say about the face?
   They say, “It’s not a face. It’s light and ____________ on a hill.”
Neighbors

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Jack and Ann are married. They are not happy together. Why not?
2. They are very different. Jack smokes. Ann doesn’t smoke.
3. Jack likes to watch baseball on TV.
4. Ann doesn’t like baseball.
7. Jack snores at night. Ann can’t sleep.
8. One day, Ann looks at the house next door. It is for sale.
9. Ann buys the house and moves in.
Now Ann lives in the house next to Jack.

In his house, Jack can watch baseball on TV.

He can smoke.

He can snore.

In her house, Ann can listen to loud music.

She can sleep.

Now Jack and Ann are married and happy!
Neighbors

Jack and Ann are married. They are not happy together. Why not?


One day, Ann looks at the house next door. It is for sale. Ann buys the house and moves in.

Now Ann lives in the house next to Jack. In his house, Jack can watch baseball on TV. He can smoke. He can snore. In her house, Ann can listen to loud music. She can sleep.

Now Jack and Ann are married and happy!
3. PRONUNCIATION

Listen to your teacher. Say the words.

like        it         Ann
night       is         Jack
buy         lives       can
why         different   can’t
            happy

baseball    loud
they        house
day         now
for
snore
doors

4. VOCABULARY

What do you see in the pictures? Write the words.

move in
smoke

snore
listen to music

watch baseball on TV

1. smoke  2. 3. 4. 5.

5. COMPREHENSION

Complete the sentences. Write the letter of your answer.

1. Jack and Ann are not happy ___
   a. but Jack doesn’t like loud music.
   b. because they are very different.
   c. and Ann can’t sleep.
   d. but Ann doesn’t like baseball.
   e. but Ann doesn’t smoke.
2. Jack smokes, ___
3. Jack likes to watch baseball on TV, ___
4. Ann likes loud music, ___
5. Jack snores, ___
6. WRITING

Write the sentences correctly.

1. Jack and Ann are married, but they are not happy.
   Jack and Ann are married, but they are not happy.

2. They are very different.

3. Ann buys the house next door.

4. She moves in.

5. Now Ann is Jack's neighbor.

7. DISCUSSION

Circle YES or NO.

1. I am married. YES NO

2. I am happy today. YES NO

3. I smoke. YES NO

4. I like to listen to loud music. YES NO

5. I like to watch baseball on TV. YES NO

6. I snore. YES NO

7. I think Jack and Ann have a good idea. YES NO

Read your sentences and your answers to a partner.
UNIT 7

A Smart Mother

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the pictures.

1. This is Tasha. She has six puppies.
2. Tasha lives with Gary.

3. It is raining in California. It is raining hard.
4. Water is in the streets.
5. Water is coming into Gary’s house.
6. He runs to his car with his clothes.
10 He runs to his car with his TV.

11 Oh, no! Tasha and her puppies! They are in the yard.

12 Gary runs to the yard.

13 The water is two feet\(^1\) deep.

14 Where is Tasha?

15 There she is! She is swimming.

16 Where are the puppies?

17 There they are! They are in a plastic bowl. It is Tasha's food bowl.

18 Tasha is pushing the bowl with her nose. The puppies have a smart mother.

\(^1\) 6 meter
This is Tasha. She has six puppies. Tasha lives with Gary. Gary lives in California.

It is raining in California. It is raining hard. Water is in the streets. Water is in the houses.

Water is coming into Gary’s house. He runs to his car with his clothes. He runs to his car with his books. He runs to his car with his TV.

Oh, no! Tasha and her puppies! They are in the yard!

Gary runs to the yard. The water is two feet\(^1\) deep. Where is Tasha? There she is! She is swimming. Where are the puppies? There they are! They are in a plastic bowl. It is Tasha’s food bowl. Tasha is pushing the bowl with her nose.

The puppies have a smart mother.

---

\(^1\) 6 meter
3. VOCABULARY

What do you see in the pictures? Write the words.

puppies  clothes  yard
California  books  bowl

1. California  2.  3.  

4.  5.  6.  

4. COMPREHENSION

Circle YES or NO.

1. It is raining hard. YES NO
2. Water is in the streets and in the houses. YES NO
3. Water is in Gary’s car. YES NO
4. Gary runs to his car with his clothes, books, and TV. YES NO
5. Tasha is Gary’s dog. YES NO
6. Tasha has two puppies. YES NO
7. Gary runs to his car with Tasha and her puppies. YES NO
8. Tasha and her puppies are in the yard. YES NO
9. The water is two feet deep in the yard. YES NO
10. Tasha’s puppies are in a plastic bowl. YES NO
11. Tasha is pushing the bowl with her nose. YES NO
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Three men are in a truck. The men are Sam, Joe, and Tom.

2. The truck is pulling a house.

3. The men drive under a bridge.

4. The truck stops. Why? The house is stuck. It is stuck under the bridge.

5. The men get out of the truck.

6. They look at the house. They have a problem!

7. Joe says, "Maybe we can pull the house out!"

8. Sam says, "Maybe we can push the house out."

9. Tom looks under the house. He looks at the tires.
He lets some air out of one tire.

The men let air out of all the tires.

Now there is half an inch\(^1\) between the house and the bridge. The house is not stuck!

The men get into their truck.

They drive away with the house.

\(^{1}\) 126 centimeters
Three men are in a truck. The men are Sam, Joe, and Tom. The truck is pulling a house.
The men drive under a bridge. The truck stops. Why? The house is stuck. It is stuck under the bridge.
The men get out of the truck. They look at the house. They have a problem! Joe says, "Maybe we can pull the house out."

Sam says, "Maybe we can push the house out."

Tom looks under the house. He looks at the tires. He lets some air out of one tire. The men let air out of all the tires.

Now there is half an inch\(^1\) between the house and the bridge. The house is not stuck! The men get into their truck. They drive away with the house.

---

\(^1\) 1.26 centimeters
3. PRONUNCIATION

Listen to your teacher. Say the words.

truck  men  is  we  Sam
stuck  get  it  he  have
under  let  in  three  half
of  says  with  between  at
some
what

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. m_e_n
2. t__u__k
3. pul__
4. p__sh
5. br__d__e
6. ti__e

5. VOCABULARY

What do you see in the pictures? Write the words.

pull the house  get out of the truck  let air out of the tire
push the house  get in the truck  drive under a bridge

1. let air out of the tire
2. __________
3. __________
4. __________
5. __________
6. __________
6. COMPREHENSION

Which sentence is correct? Circle a or b.

1. a. A man and a boy are in a truck.  
   b. Three men are in a truck.

2. a. The truck is pulling a house.  
   b. The truck is pushing a house.

3. a. The men drive under a bridge.  
   b. The men drive over a hill.

4. a. The men are stuck under the bridge.  
   b. The house is stuck under the bridge.

5. a. The men let air out of all the tires.  
   b. The men let air out of some tires.

6. a. The men drive away with the house.  
   b. The men drive away with the bridge.

7. WRITING

Write the sentences correctly.

1. A truck is pulling a house.  
   A truck is pulling a house.

2. The house is stuck under a bridge.

3. The men let air out of all the tires.

4. They drive away with the house.
UNIT 9

Binti to the Rescue

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Brian is three years old. He is with his mother. They are at the zoo.

2. They are going to see the gorillas.

3. Brian runs to the gorillas.

4. He climbs a fence.

5. He falls.

6. He falls 18 feet.¹

7. He is on the ground. He doesn't move.

8. Brian is with the gorillas now. Seven gorillas walk to him.

9. One gorilla is a mother. Her name is Binti. She has her baby on her back.

¹ 5.5 meters
10. Binti picks up Brian.
11. She carries him to a door.
12. She stands at the door. She holds Brian.
13. She pats Brian on the back. Binti is a good mother!
15. Brian goes to the hospital.
16. He has a broken arm, but he is OK.
17. Brian's mother is happy. "Thank you, Binti," she says.
Binti to the Rescue

Brian is three years old. He is with his mother. They are at the zoo.

They are going to see the gorillas. Brian runs to the gorillas. He climbs a fence.

He falls. He falls 18 feet.\(^1\) He is on the ground. He doesn’t move.

Brian is with the gorillas now. Seven gorillas walk to him. One gorilla is a mother. Her name is Binti. She has her baby on her back.

Binti picks up Brian. She carries him to a door. She stands at the door. She holds Brian. She pats Brian on the back. Binti is a good mother!

A man comes to the door. Binti gives Brian to the man.

Brian goes to the hospital. He has a broken arm, but he is OK.

Brian’s mother is happy. “Thank you, Binti,” she says.

\(^{1}\) 5.5 meters
3. PRONUNCIATION

Listen to your teacher. Say the words.

go  
old  
hold  
broken  
to  
move  
zoo  
you  
mother  
come  
doesn’t  
up  
but  
run  
at  
pat  
back  
man  
stand  
happy  
is  
his  
give  
pick  
with  
he  
she  
see  
feet  
three

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. ye_ a_ rs
   ________ years

2. m_ the_
   __________

3. c__ im__
   __________

4. __en__ e
   _______

5. m_ ve
   __________

6. do__ r
   __________

5. VOCABULARY

What do you see in the pictures? Write the words.

run
climb
fall
pick up
carry
pat

1. carry

2. ________

3. ________

4. ________

5. ________

6. ________
6. COMPREHENSION

Circle YES or NO.

1. Brian is at the zoo with his mother.  
   **YES**  **NO**
2. They are going to see the penguins.  
   **YES**  **NO**
3. Brian runs to the gorillas.  
   **YES**  **NO**
4. He climbs a fence.  
   **YES**  **NO**
5. He falls.  
   **YES**  **NO**
6. He is with the gorillas.  
   **YES**  **NO**
7. One gorilla is Binti.  
   **YES**  **NO**
8. Binti is a father.  
   **YES**  **NO**
   **YES**  **NO**
10. Binti picks up Brian and carries him to a door.  
    **YES**  **NO**
11. She gives Brian to a man.  
    **YES**  **NO**
12. Brian has a broken arm, but he is OK.  
    **YES**  **NO**

7. WRITING

Copy your YES sentences.

_Brian is at the zoo with his mother._

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
UNIT 10

Where Is Mrs. Zimmer?

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Mr. and Mrs. Zimmer are in a van with their three children.

2. They are driving from California to Oregon.

3. It is late at night.

4. Mr. Zimmer is in the front seat. He is driving the van.

5. Mrs. Zimmer and the children are in the back seats. They are sleeping.

6. Mr. Zimmer is hungry. He stops at a fast-food restaurant.

7. He goes into the restaurant.

8. Mrs. Zimmer wakes up. She is hungry, too.

9. She goes into the restaurant.
Mrs. Zimmer walks into the restaurant. Mr. Zimmer walks out of the restaurant. Mr. Zimmer doesn’t see his wife.

In the morning, Mr. Zimmer and the children are in Oregon.

They get out of the van.

"Where's your mom?" Mr. Zimmer asks the children. "We don't know," the children say.

Where is Mrs. Zimmer?

She is at the restaurant in California!
Mr. and Mrs. Zimmer are in a van with their three children. They are driving from California to Oregon. It is late at night. Mr. Zimmer is in the front seat. He is driving the van. Mrs. Zimmer and the children are in the back seats. They are sleeping.

Mr. Zimmer is hungry. He stops at a fast-food restaurant. He goes into the restaurant. Mrs. Zimmer wakes up. She is hungry, too. She goes into the restaurant.

Mr. Zimmer walks out of the restaurant. Mr. Zimmer doesn’t see his wife.

Mr. Zimmer drives away in the van. He drives all night. In the morning, Mr. Zimmer and the children are in Oregon. They get out of the van. “Where’s your mom?” Mr. Zimmer asks the children. “We don’t know,” the children say.

Where is Mrs. Zimmer? She is at the restaurant in California!
3. PRONUNCIATION

Listen to your teacher. Say the words.

<table>
<thead>
<tr>
<th>late</th>
<th>van</th>
<th>of</th>
<th>drive</th>
<th>in</th>
<th>he</th>
</tr>
</thead>
<tbody>
<tr>
<td>wake</td>
<td>at</td>
<td>from</td>
<td>wife</td>
<td>it</td>
<td>see</td>
</tr>
<tr>
<td>they</td>
<td>back</td>
<td>front</td>
<td>night</td>
<td>is</td>
<td>sleep</td>
</tr>
<tr>
<td></td>
<td>fast</td>
<td>up</td>
<td></td>
<td>his</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ask</td>
<td>hungry</td>
<td>doesn’t</td>
<td>with</td>
<td></td>
</tr>
</tbody>
</table>

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. c_h_ild_r_e_n  _children_  5. d__esn’__  ____________
2. l__te  ____________  6. m_o_nin__  ____________
3. ni__ _t  ____________  7. __now  ____________
4. __ung__y  ____________  8. w__er__  ____________

5. VOCABULARY

What are the opposites? Write the words.

1. go  s__ o__ p
2. day  n__ __ t
3. go to sleep  __k__ u__
4. back  f__o__ __
5. get in  g__ o__ __
6. COMPREHENSION

Circle YES or NO.

1. Mr. and Mrs. Zimmer are in a van with their children.  YES  NO
2. Mr. Zimmer is driving the van.  YES  NO
3. The children are in the front seat.  YES  NO
4. They are going to Oregon.  YES  NO
5. It is late in the afternoon.  YES  NO
6. Mr. Zimmer stops at a restaurant.  YES  NO
7. He stops because he is tired.  YES  NO
8. Mrs. Zimmer goes into the restaurant, too.  YES  NO
9. Mr. Zimmer sees his wife in the restaurant.  YES  NO
10. Mr. Zimmer drives away.  YES  NO
11. In the morning, Mr. Zimmer is in Oregon.  YES  NO
12. Mrs. Zimmer is at the restaurant in California.  YES  NO

7. WRITING

Copy your YES sentences.

Mr. and Mrs. Zimmer are in a van with their children.
Fast Money

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. A man goes to a fast-food restaurant for lunch.


3. "I'd like a hamburger, large fries, and a medium Coke," the man says.

4. "Anything else?" the worker asks.

5. "No," the man answers. "That's it."

6. "Is that for here or to go?" the worker asks.

7. "To go," the man says.

8. The man pays for his lunch.

9. The worker puts the man's lunch in a bag.
10. The man takes the bag.

11. "Thank you," the worker says. "Have a nice day."

12. The man walks to a park.

13. He sits down and opens the bag. He is surprised.

14. There is no hamburger in the bag. There are no french fries. There is no Coke.

15. There is money in the bag—a lot of money!

16. The man counts the money. Two thousand dollars!

17. Why is the money in the bag?

18. The man doesn't know. Do you know? Can you guess?

(The answer is on page 89.)
A man goes to a fast-food restaurant for lunch. "Hi," a worker says. "May I help you?"
"I'd like a hamburger, large fries, and a medium Coke," the man says.
"Anything else?" the worker asks.
"No," the man answers. "That's it."
"Is that for here or to go?" the worker asks.
"To go," the man says.
The man pays for his lunch. The worker puts the man's lunch in a bag. The man takes the bag.

"Thank you," the worker says. "Have a nice day."
The man walks to a park. He sits down and opens the bag. He is surprised. There is no hamburger in the bag. There are no french fries. There is no Coke. There is money in the bag—a lot of money! The man counts the money. Two thousand dollars!

Why is the money in the bag? The man doesn't know. Do you know? Can you guess?

(The answer is on page 89.)
3. VOCABULARY

What do you see in the pictures? Write the words.

a park
an envelope

large fries
medium fries

a lot of money
a fast-food restaurant

1. a fast-food restaurant 2. 3.

4. 5. 6.

4. COMPREHENSION

Complete the sentences. Write the letter of your answer.

1. A man goes _____
   a. to a park.
2. He says, _____
   b. a lot of money.
3. A worker puts _____
   c. the man’s lunch in a bag.
4. The man takes the bag and walks _____
   d. “I’d like a hamburger, large fries, and a medium Coke.”
5. He opens the bag and finds _____
   e. to a fast-food restaurant for lunch.
5. WRITING

Complete the sentences.

1. Where does the man go for lunch?
   He goes to a fast-food ______________.

2. What does the man want to eat?
   He wants a hamburger, large ______________, and a ______________ Coke.

3. Where does the worker put the man’s lunch?
   She puts it in a ______________.

4. Where does the man go to eat his lunch?
   He goes to a ______________ to eat his lunch.

5. What is in the bag?
   There is ______________ in the bag—two ______________ dollars.

6. Who put the money in the bag?
   The ______________ of the restaurant put the money in the bag.

6. DISCUSSION

Ask your partner the questions. Circle your partner’s answers.

1. Do you like hamburgers?               YES  NO
2. Do you like french fries?             YES  NO
3. Do you like Coke?                    YES  NO
4. Do you like to eat at fast-food restaurants?   YES  NO
5. Do you like to eat at a park?          YES  NO
Returning a Favor

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. It is 1965.

2. A little boy is at the beach with his parents. He is four years old.

3. The boy is playing near the water.

4. He walks into the water. His parents aren't watching him.

5. The water is over the boy's head!

6. A woman sees the boy. The woman's name is Mrs. Blaise.

7. Mrs. Blaise picks up the boy.

8. She carries him to his parents. "Thank you!" the boy's parents say.

9. It is 1975—ten years later.
10 The boy is at the same beach.

11 He is 14 years old now. He is big and strong. He is a good swimmer.

12 A man is in the water. The man can't swim. "Help! Help!" the man says.

13 The boy runs into the water.

14 He swims to the man.

15 He pulls the man to the beach.

16 "Thank you. Thank you," the man says.

17 Who is the man?

18 His name is Mr. Blaise. He is Mrs. Blaise's husband.
It is 1965. A little boy is at the beach with his parents. He is four years old.

The boy is playing near the water. He walks into the water. His parents aren't watching him.

The water is over the boy's head! A woman sees the boy. The woman's name is Mrs. Blaise. Mrs. Blaise picks up the boy. She carries him to his parents. "Thank you!" the boy's parents say.

It is 1975—ten years later. The boy is at the same beach. He is 14 years old now. He is big and strong. He is a good swimmer.

A man is in the water. The man can't swim. "Help! Help!" the man says.

The boy runs into the water. He swims to the man. He pulls the man to the beach. "Thank you. Thank you," the man says.

Who is the man? His name is Mr. Blaise. He is Mrs. Blaise's husband.
3. PRONUNCIATION

Listen to your teacher. Say the words.

- he
- see
- beach
- play
- say
- name
- same
- later
- is
- his
- him
- swim
- pick
- with
- water
- walk
- strong
- to
- you
- who

4. COMPREHENSION

When is it? Check (√) your answer.

<table>
<thead>
<tr>
<th></th>
<th>1965</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The boy is four years old.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2. The boy is fourteen years old.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The boy is at the beach with his parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The boy is playing near the water.</td>
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<td>5. The boy is big and strong.</td>
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<tr>
<td>6. A man is in the water. He can't swim.</td>
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<tr>
<td>7. Mrs. Blaise picks up the boy and carries him to his parents.</td>
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<tr>
<td>8. The boy runs into the water and swims to the man.</td>
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<td></td>
</tr>
<tr>
<td>9. &quot;Thank you!&quot; the boy's parents say.</td>
<td></td>
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<tr>
<td>10. The boy pulls the man to the beach.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. VOCABULARY

What are the opposites? Write the words.

1. bad  g __ o _ d
2. work  __ __ y
3. big  l __ t __
4. under  __ __ r
5. push  __ l __
6. different  s __ __
7. put down  __ c __ u __

6. WRITING

Complete the sentences.

A __________ little ________ boy is playing at the beach. He walks into the __________. The water is over the boy’s __________!

A woman _______________ up the boy and carries him to his _______________. The woman’s _______________ is Mrs. Blaise.

Ten years later, the boy is at the _______________ beach. A man is in the water. He can’t _______________. "_____________!" the man says. The _______________ swims to the man and pulls him to the beach. The man’s name is _______________ Blaise. He is Mrs. Blaise’s _______________. 
Help! I Can’t Find My Apartment!

1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

1. Erik lives in Norway.

2. He lives in the country. He doesn't like the country.

3. He wants to live in the city.

4. Erik goes to Oslo. Oslo is a big city.

5. He finds a nice apartment.

6. He pays some money for the apartment.

7. Erik is hungry. He goes to a restaurant. He eats lunch.

8. After lunch, Erik wants to go back to his new apartment.

9. Where is his apartment building? He can't remember!
"My apartment building is big," Erik thinks. He looks for a big apartment building.

Many apartment buildings are big!

"My apartment building is gray," Erik thinks. He looks for a gray apartment building.

Many apartment buildings are gray!

"My apartment building is on a busy street," Erik thinks. He looks for an apartment building on a busy street.

Many apartment buildings are on busy streets!

Erik looks for his apartment building for one month. He can't find it!
Erik lives in Norway. He lives in the country. He doesn’t like the country. He wants to live in the city.

Erik goes to Oslo. Oslo is a big city. He finds a nice apartment. He pays some money for the apartment.

Erik is hungry. He goes to a restaurant. He eats lunch.

After lunch, Erik wants to go back to his new apartment. Where is his apartment building? He can’t remember!

"My apartment building is big," Erik thinks. He looks for a big apartment building. Many apartment buildings are big!

"My apartment building is gray," Erik thinks. He looks for a gray apartment building. Many apartment buildings are gray!

"My apartment building is on a busy street," Erik thinks. He looks for an apartment building on a busy street. Many apartment buildings are on busy streets!

Erik looks for his apartment building for one month. He can’t find it!
3. PRONUNCIATION

Listen to your teacher. Say the words.

in  
is  
his  
live  
city  
building  
busy  
lunch  
hungry  
month  
some  
money  
country

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. w a nt  
2. i ty  
3. fin  
4. ni e  
5. ap rtme t  
6. m n y  
7. u ch  
8. bus

5. VOCABULARY

What do you see in the pictures? Write the words.

the country  
a nice apartment  
an apartment building

da big city  
Norway  
a busy street

1. a big city  
2.  
3.  
4.  
5.  
6.  
6. COMPREHENSION

Which sentence is correct? Circle a or b.

1. a. Erik wants to live in the country.
   ☐ b. Erik wants to live in the city.

2. a. He goes to Oslo and finds a nice apartment.
   b. He goes to Oslo and finds a nice street.

3. a. He eats lunch at his apartment.
   b. He eats lunch at a restaurant.

4. a. After lunch he wants to go back to the country.
   b. After lunch he wants to go back to his apartment.

5. a. He can’t find his apartment building.
   b. He can find his apartment building.

7. WRITING

Complete the sentences.

1. Erik finds a nice apartment in the city.

   Erik finds ___ a nice ___ apartment ___ in the ___ city ___.
   Erik _______ ___ nice _____________ in ___ _________.
   ______ _______ ___ _______ ___________________ ___ ______ _______.

2. He eats lunch at a restaurant.

   He eats _______ at a _____________.
   _____ eats _______ _____ a _____________.
   _______ _______ ___________ __ _ _____________.

3. He can’t find his apartment building.

   He can’t _______ his apartment _____________.
   He _______ _______ his ____________ _________.
   _______ _______ _______ _______ _____________.

Unit 13
1. PRE-READING

- Look at the picture. What do you see?
- Say the words.
- Watch your teacher write the words.
- Copy the words onto the picture.
2. READING

- Listen to your teacher read the story. Look at the pictures.
- Listen to your teacher read the story again. Look at the words. Read the story.

Bob likes to eat spaghetti.

Every Friday he goes to an Italian restaurant and eats spaghetti for lunch.

Phyllis is a waitress at the Italian restaurant.

Phyllis and Bob always talk and laugh. They are good friends.

After Bob eats, he pays for his lunch.

Then he puts some money on the table. The money is for Phyllis. It is her tip.

One day Bob eats spaghetti at the restaurant.

He pays for his lunch.

Then he asks Phyllis, "Do you want a tip today? Or do you want half of my lottery ticket?"
"Half of your lottery ticket?" Phyllis asks.

"Yes," Bob says. "I have a lottery ticket. If I win the lottery, you get half of the money."

Phyllis laughs. "OK," she says. "I don't want a tip today. I want half of the lottery money!" She laughs again.

The next day, Bob wins the lottery. He wins six million dollars.

Bob goes to the Italian restaurant.

"Here is your tip," Bob tells Phyllis. "Three million dollars!"
A Big Tip

Bob likes to eat spaghetti. Every Friday he goes to an Italian restaurant and eats spaghetti for lunch.

Phyllis is a waitress at the Italian restaurant. Phyllis and Bob always talk and laugh. They are good friends.

After Bob eats, he pays for his lunch. Then he puts some money on the table. The money is for Phyllis. It is her tip.

One day Bob eats spaghetti at the restaurant. He pays for his lunch. Then he asks Phyllis, “Do you want a tip today? Or do you want half of my lottery ticket?”

“Half of your lottery ticket?” Phyllis asks.

“Yes,” Bob says. “I have a lottery ticket. If I win the lottery, you get half of the money.”

Phyllis laughs. “OK,” she says. “I don’t want a tip today. I want half of the lottery money!” She laughs again.

The next day, Bob wins the lottery. He wins six million dollars.

Bob goes to the Italian restaurant. “Here is your tip,” Bob tells Phyllis. “Three million dollars!”
3. PRONUNCIATION

Listen to your teacher. Say the words.

- laugh
- half
- after
- have
- ask
- then
- again
- every
- next
- says
- Bob
- want
- lottery
- dollar
- lunch
- money
- some
- what
- of
- tip
- ticket
- give
- win
- six
- Phyllis

4. SPELLING

Listen to your teacher say the words. Write the missing letters. Then copy the words.

1. Fr__da_y  Friday
2. l__n__h
3. fr__en__
4. m__n__y
5. ___abl__
6. pa__
7. ha__f
8. ti__k__t

5. VOCABULARY

What do you see in the pictures? Write the words.

- spaghetti
- restaurant
- lottery ticket
- half of a lottery ticket
- waitress
- tip

1. restaurant
2. __________
3. __________
4. __________
5. __________
6. __________
6. COMPREHENSION

Complete the sentences. Write the letter of your answer.

1. Bob likes to eat ___e___
   a. a waitress.
2. Every Friday he goes ____
   b. half of the money—three million dollars!
3. Phyllis is ____
   c. “Do you want a tip today? Or do you want half of my lottery ticket?”
4. Bob asks Phyllis, ____
   d. the lottery.
5. Bob wins ____
   e. spaghetti.
6. He gives Phyllis ____
   f. to an Italian restaurant.

7. WRITING

Answer the questions. Complete the sentences.

1. What does Bob like to eat?
   He likes to eat ___spaghetti___.
2. Where does Bob go every Friday?
   He goes to an _____________ restaurant.
3. Who is Phyllis?
   She is a _____________ at the restaurant.
4. What does Bob ask Phyllis?
   He asks her, “Do you want a _____________ today? Or do you want half of my lottery ticket?”
5. What does Phyllis say?
   She says, “I want _____________ of the lottery money.”
6. How much money does Bob win?
   He wins _____________ million dollars.
7. How much money does Bob give Phyllis?
   He gives her three _____________ dollars.
To the Teacher

The original newspaper and magazine versions of Very Easy 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.

Unit 4

A SON FOR MR. AND MRS. AVERSA?

Mrs. Aversa was not taking fertility drugs. The odds against all four babies being girls were three million to one.

The Aversas do not plan on having more children. Mr. Aversa, who is Italian, hopes at least one of his six daughters will share his passion for watching soccer games on TV.

Unit 5

IS THERE A FACE ON MARS?

The photo that revealed the famous face on Mars was taken from the U.S. Viking I orbiter from a distance of 1,873 kilometers (1,162 miles). The face is one and a half times longer than San Francisco's Golden Gate Bridge and as tall as New York's World Trade Center.

The Mars Pathfinder land rover, which landed on Mars in 1997, did not photograph the Cydonia region where the face is located; this disappointed those who believe that the face is a calling card left by alien visitors to our solar system long ago.

Unit 6

NEIGHBORS

Jack's real name is Jake, and Ann's real name is Blanche. Students who participated in field testing Very Easy True Stories had difficulty recognizing "Jake" and "Blanche" as people's names, so the names were changed.

Jake and Blanche's arrangement was first reported by Naomi Dunavan in the Grand Forks Herald, in an article titled "A His and Hers Marriage." The story was picked up by the wire services, and before long reporters and television crews from all over the country were beating a path to Blanche and Jake's door... that is, doors.

Why didn't Jake and Blanche divorce? Blanche told the Grand Forks Herald that she didn't believe in it. "There was no reason to get a divorce," she said. "We had our good years, we had a good marriage to start with, and we took trips with the kids. We always worked together and did projects together. But, as far
as living together, that was a horse of a different color." Jake agreed that divorce was never an option. "We're too old, and it costs too much," he said. When asked if they suggested this arrangement for other married couples, Blanche replied, "Well, it sure works for us."

Unit 7

A SMART MOTHER

Tasha is a Belgian Malinois. Tasha's owner told the San Diego Union Tribune that the look in Tasha's eyes as she pushed her puppies in her food dish was not one of fear. "It was something like 'Big dummy, what are you doing leaving me alone?"' Now, whenever Tasha hears raindrops hit the roof, she picks up her puppies and puts them up on the furniture. Then she climbs up with them. She and the puppies won't come down until the rain stops.

Unit 8

STUCK!

Traffic came to a complete halt on U.S. Highway 17 in Wilmington, North Carolina, when a cottage being moved got stuck under an overpass. For 45 minutes, the movers discussed their options and then came up with a simple solution: They let some air out of the truck's tires.

Unit 9

BINTI TO THE RESCUE

Born at the Columbus Zoo, Binti was taken from her mother at two months because her mother didn't have enough milk. She was raised by humans who worked in three shifts so that she could be held constantly, as her mother would have held her. When she was six, she became pregnant. Worried that she had no maternal role model, trainers gave Binti mothering lessons, using a stuffed doll to teach her to care for her baby. When her baby was born, Binti turned out to be a "great mom—better than we expected," in the words of one of her trainers.

When Binti went to the rescue of Brian, with her own baby on her back, some people attributed her gentleness to her extensive experience with humans. Animal behaviorists, however, suggested that Binti would probably have come to Brian's rescue even if she hadn't been raised and trained by humans. One expert on primates told USA Today that he found it "not surprising that a lactating female would pick up an injured infant from a related species."

Surprising or not, Binti's response to Brian's fall at Chicago's Brookfield Zoo attracted attention from as far away as Ireland and Argentina. It prompted many people to send Binti gifts, including one 25-pound gift of bananas.

Unit 10

WHERE IS MRS. ZIMMER?

After a vacation in San Francisco, Mr. and Mrs. Zimmer and their three children piled into their van for the all-night trip home to Eugene, Oregon. It was somewhere along Interstate 5 that Mrs. Zimmer got stranded at a fast-food restaurant. "I never saw him leave," Mrs. Zimmer told the Associated Press. "I guess he didn't see me, either. I sat down and ate my burger. I looked out the window just in time to see my van going up the ramp onto I-5 with my husband and my children in it. Needless to say, I was shocked."

Mrs. Zimmer waited at the restaurant for three hours, and then she took a bus home to Oregon. She arrived in Eugene at noon the next day and was reunited with her frantic husband. He told police he thought he had left his wife in Redding, California, but Redding police found no trace of her. Actually she was stranded in Red Bluff, thirty miles south of Redding.

Unit 11

FAST MONEY

The fast-food restaurant was a Taco Bell near Detroit, Michigan; it was actually chicken tacos, not a hamburger and fries, that the man ordered. His order was changed to a hamburger and fries in the True Stories version of the story to make the vocabulary more accessible.

The man returned to the restaurant with the cash ($2,480, to be exact) immediately. The restaurant manager, who thought he'd never see the money again, gave him a big hug. Taco Bell rewarded the man with a certificate good for six months of free food at the restaurant.

Unit 12

RETURNING A FAVOR

Mr. Blaise, who could not swim, lost his balance and fell from a cabin cruiser that was moored about 250
feet from a beach in Salem, Massachusetts. The boy, Roger Lausier, heard Mrs. Blaise screaming for help and rescued her husband. Roger was commended by the Massachusetts Humane Society for his bravery and honored in a ceremony. It was not until the ceremony that the two families began to talk and realized that Mrs. Blaise was the woman who had rescued Roger in 1965.

Unit 13

HELP! I CAN'T FIND MY APARTMENT!

The man who couldn't find his apartment was actually named Jermund. Students, as well as teachers, who participated in field-testing Very Easy True Stories were uncertain how to pronounce "Jermund," so the name was changed to "Erik."

When Jermund went to a cafe for lunch, he forgot to take his new address with him.

After looking for his apartment building for a month without success, Jermund went to the offices of the Aftenposten newspaper and explained his predicament. The newspaper ran Jermund's story and a photo of him in the hope that Jermund's landlady would recognize him and contact him. Reporters at the Aftenposten never heard from Jermund again. They assume that the landlady contacted Jermund and that he found his apartment, but they don't know for sure.

Jermund paid one month's rent for the thirty minutes he spent in his apartment.

Unit 14

A BIG TIP

Robert Cunningham, a fifty-five-year-old police officer, frequented Sal's Pizzeria, where he ate linguine with clam sauce and joked with Phyllis Penzo, who had been a waitress at Sal's for twenty-four years. "We were kidding around," Cunningham told the New York Times, "and I told her if I won it would be her tip. But she knows my word is as good as gold."

The six-million-dollar prize is being paid in twenty yearly installments. Cunningham and Penzo each receive $142,800 a year.
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Unit 1
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Unit 2
Mary Walks Home
Wide World Photos

Unit 3
Elevator Romance
Tiföto

Unit 4
A Son for Mr. and Mrs. Aversa?
South West News Service

Unit 5
Is There a Face on Mars?
Courtesy of NASA

Unit 6
Neighbors
Courtesy of the Grand Forks Herald

Unit 7
A Smart Mother
Scott Lionnett / San Diego Union Tribune
page 42, Weekly World News (photos of dog, bird, rabbit, and cat)
page 42, Robert Pickett / Corbis (photo of goldfish)
page 42, Riad Twal (photo of hamster)

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