

CHAPTER NARRATIVE 2

Memorable Events

GOALS

Writing

- To write a narrative paragraph
- To write a topic sentence with a strong controlling idea
- To organize in chronological order
- To choose an interesting point of view
- To use connecting words for narration

Reading

- To read about memorable events and personal discoveries

Vocabulary

- To recognize and use word forms
- To recognize and use word partners

Grammar

- To review past tenses for narrating and simple present for explaining
- To review *used to* and *would*
- To review adverbial clauses of time



Getting Started

Responding to Images

In small groups, look at the photographs and discuss these questions.

1. What lessons do you think the people in the photographs may have learned?
2. Have you ever had a similar experience? What happened? How did you feel?



Journal Writing: *A Lesson I Learned*

Think about an event or incident in your past that taught you a lesson about life. In your journal, write about this incident. Answer the following questions.

1. Where did the incident take place?
2. When did the incident happen?
3. Who were the people involved?
4. What happened?
5. How did you feel about the incident?
6. What did you learn from this incident?

Reading and Vocabulary

Reading

My Fault by Hoang Vo

In this essay, the writer talks about how he feels about betraying a friend. As you read, think about these questions:

- Who was at fault? The writer? His friend? The teacher?
- Was the punishment fair? Why or why not?



1 I remember vividly the day I made a big mistake regarding one of my friends. I was eleven years old, in the fifth grade, and I went to a school in the country. The school, which was very small and poor, had about twenty classrooms.

2 I and my friend, who became acquainted with me about a year before, studied in the same classroom. We quickly became familiar and even more friendly than before. When either of us did not understand something, we would ask each other to clear up our questions.

3 Our classroom had a shelf which was made of wood and painted brown. The teacher used it to place miscellaneous¹ things on. Among those things, she especially liked a pink flower vase which was made of pottery. One time, she told the students that her mother had given her this flower vase a long time ago when she had gone to visit her mother in town.

4 One day, when we were waiting for the teacher, my friend and I went to the shelf to look at the objects on it. We saw a toy car on top of the shelf and because it was too high to reach, my friend grabbed the edge of the shelf with his right hand and started to climb up. Suddenly his left hand collided with² the flower vase. It fell on the floor with a little dry sound; the flower vase was broken into pieces.

5 Before we could think of what to do next, the teacher appeared in the door. We ran back to our seats and we told nobody what had happened. The teacher quickly noticed the pieces of the broken vase on the floor. She was stunned³ for a moment. Then she slowly turned her face to the class and asked in a trembling voice who had broken the vase.

6 Nobody answered her question. After a moment of silence, she said in an angry voice that if anybody had seen someone break the flower vase and did not willingly point out the culprit⁴, then when she found out he would get the same punishment as the one who broke the vase.

continued ►

¹miscellaneous: many different

²collided with: hit

³stunned: very surprised

⁴culprit: guilty person

7 When I heard those words, I became afraid of the punishment if I kept silent. I stood up, pointed my finger at my friend, and said that he had broken the vase. I slumped down in my chair as if I had just thrown a burden from my shoulder, but now, because of my egotism⁵, this burden was transferred to my friend. He was flogged with a ruler five times on his palm.

8 Maybe my friend will forgive me for what I did to him, but I will never forget my fault. All these years later, I always promise myself that I will never betray⁶ my friends again; I will never let my friends think of me as a mean person. ■

⁵egotism: selfishness

⁶betray: to be disloyal to someone who trusts you

COMPREHENSION Answer the following questions.

1. Where did the incident take place?
2. Who were the people involved?
3. What happened in this incident?
4. How did the writer feel about it?
5. What effect did this incident have on the writer's life?

DISCUSSION Discuss these questions with your class.

1. What do you think about the writer's action? Did he do the right thing?
2. What did the writer learn from this incident?
3. Have you ever done something because you were afraid and then regretted it later? Tell about the incident.

Building Vocabulary: Recognizing Noun Suffixes

Word families consist of related words—different word forms or parts of speech (e.g., noun, verb, adjective). These word forms are often made by adding a suffix to the word. A **suffix** is a letter or group of letters added to the end of a word. For example, the suffixes *-al*, *-ment*, *-ion*, *-ance*, and *-ness* are added to some verbs to make **nouns**. If you learn common suffixes for different word forms, you will expand your vocabulary.

Verb	Noun
betray	betrayal
punish	punishment
collide	collision
appear	appearance
forgive	forgiveness

EXERCISE 1

VOCABULARY Use the correct form of the words from the Building Vocabulary box to complete the sentences.

1. The teacher said that she was going to _____ the person who broke the vase.
2. The writer feels very guilty about his _____.
3. The _____ was an accident. The friend didn't want to break the vase.
4. The teacher's _____ frightened the boys.
5. The writer was afraid of the _____ that he might get.
6. The writer should ask his friend for _____.

Word Partnership

Use *appearance* with:

- N. **court** appearance
- ADJ. **public** appearance, **physical** appearance, **sudden** appearance
- V. **make an** appearance, **change your** appearance, **give/have an** appearance of

EXERCISE 2

WORD PARTNERS Use the information in the Word Partnership box to complete the following sentences. Use the correct form of the verbs. More than one answer may be correct.

1. The _____ appearance of the teacher frightened the boys.
2. She _____ her appearance so no one would recognize her.
3. The actress made a _____ appearance when her new movie came out.
4. He _____ an appearance at the party, but he stayed for only five minutes.
5. Before the competition, he _____ the appearance of great confidence.

Writing: Narration

Focusing on a Controlling Idea

To **narrate** is to tell a story or describe an incident. In academic writing, an incident is often used to illustrate a larger point. For example, you might use a personal narrative to support a general idea or an opinion.

As you learned in Chapter 1, a topic sentence tells the reader the topic and the controlling idea of a paragraph. In a narrative, the topic is the incident or story and the controlling idea is the writer's attitude or feeling about the event. A strong **controlling idea** helps to focus the paragraph and helps the reader understand the writer's purpose. Look at the topic sentences below. Notice that the second topic sentence is more focused and makes the writer's purpose clear.

1. I spent a lot of money during my seven-day vacation at Disney World.
2. My trip to Disney World showed me that spending a lot of money doesn't guarantee a good time.

EXERCISE 3 Read the following student paragraphs. For each one, write a topic sentence with a clear controlling idea. The first one is done as an example.

1. Sometimes you can feel grateful not to get something you thought you really wanted.
When I was 16, a local Italian-American organization offered a travel scholarship to three students. It sounded like an incredible opportunity. I immediately submitted my application for the scholarship. The three lucky students would go to Italy to study for the summer. They would live with Italian families and study Italian and other subjects at a local university. The scholarship would cover all the expenses including food. This was very important to me because my father was a factory worker and my mother was a hairdresser, so money was tight. In addition, I was studying singing and loved opera. I was very excited about getting the chance to attend opera performances in Italy. In the end, a lot of students applied, so it was very competitive. When I found out I hadn't won a scholarship, I was so disappointed I almost cried. All of my dreams vanished. In order to make me feel a bit better, my mother bought tickets for the two of us to attend the performance of a local opera company. One of her clients from the hair salon arranged for us to go backstage after the performance. There I met the head of the opera company. When he heard that I wanted to be an opera singer, he invited me to audition for a summer internship with the company. I got the internship. Because of that, I got a scholarship to a great music school and finally got to Italy. But this time, I was actually singing in the opera rather than just watching it. I am so glad that I didn't get what I thought I wanted.

2.

I had known Dax for about four years and thought he was a nice, honest guy. One day, he called me and told me about a problem he was having. He had lent his car to his friend Paco, who had an accident and then lied to Dax about it. When Dax tried to collect the insurance, he lied to the insurance company, saying that he was driving the car. The insurance company found out Dax was lying, so they refused to pay to fix the car and sued Dax for lying. Dax had to pay to fix the car himself, and he had to get a lawyer to defend him. Within a month, he had spent four thousand dollars. After I heard Dax's story, I felt sorry for him. Even though I believe that money and friendship don't go together, I agreed to lend Dax two hundred dollars. He promised he would pay me at the end of the month. However, the next month, he called and said he didn't have the money. That situation continued for six months. After that, I gave up and didn't ask him for the money. Then, he had the nerve to call me and ask for another loan. I was amazed. I refused and told him I didn't have any money left. He said I was greedy. I told him he was a cheat and hung up the phone. Even though I felt sad to lose a friend over money, I think it was better to find out what kind of person he really was.

3.

In our religion, boys must not see girls after they become adults. However, when a man wants to get married, he has the right to see the girl he is going to marry. A particular girl moved to my city when I was sixteen years old, so I hadn't seen her before. I told my mother that I wanted to marry this girl, and my mother agreed to help me. After two weeks, my mother talked to the girl's mother and she said we could meet. Three days later, I went with my parents to visit the girl's parents and see the girl. I wore my best clothes. My father and I sat with her father and brother. We drank tea and we talked about some business. Then they gave me permission to enter the room. My heart started beating faster and faster; I started sweating. I went to the mirror and made sure I looked okay. I started walking into the room where she sat with her mother and my mother. I entered the door and saw my mother, who was waiting for me. She grasped my hand and sat me beside the girl. I sat and looked out of the corner of my eyes, trying to get a glimpse of her. Suddenly my mother took a hold of my head and forced me to look at her. She was very pretty. I didn't think she would be that pretty. I didn't talk to her because she was shy. I stayed for only ten minutes and then I left. I couldn't believe that such a lovely young woman would want to marry me, especially since our first meeting was so awkward. We met several times after that, and gradually we became more comfortable with each other. Despite our initial discomfort, we are now very happily married.



4. _____

_____ .

It was a beautiful morning in Moscow, Monday, August 19, 1991. I woke up in a very good mood, looked out of the window, and determined that it was going to be a great day. I called my friend, who was to be my future wife. Her roommate picked up the phone and asked me if I knew what had happened last night. I said no. Then she told me there had been a coup. I did not believe her, so I turned on the TV. Since there was a symphony orchestra playing the same music on all channels, I knew something had happened. I turned on the radio and found a channel with a government announcement. The radio said that our president was sick and that strong people were needed to take over the government. The leaders of the coup arrested many people who opposed them, and it seemed that our country would become a dictatorship. I was so upset that I almost cried. However, I didn't know what to do. I was just one person. However, by the end of the day, I found a paper pasted to the wall in a train station. It said that people opposed to the coup should protest at the parliament building in order to protect democracy. I went to the protest and stayed there for two nights. I knew that it was dangerous, but I also knew that I didn't want to live in a country with a totalitarian regime anymore. In the end, we won and democracy was restored.

EXERCISE 4

Following are events you have probably experienced. Think of one that taught you a lesson. Then name the incident and write your feeling about it and the lesson you learned.

- a vacation or trip
- a party
- a test in a particular school subject
- a competition
- a family celebration
- a natural disaster

Incident	Feeling	Lesson
The time our car broke down	frightened	I learned the importance of being prepared for an emergency.
_____	_____	_____

Supporting the Main Point with an Incident

In narrative writing, the writer focuses on a **particular incident** to support the main point. The incident consists of **events** that are linked in time. All the events should support the controlling idea. The writer also includes words and **details** that support the controlling idea.

Look back at Paragraph 1 in Exercise 3. The incident is *applying for a travel scholarship*, and the controlling idea is *made me feel grateful*. Now look at an analysis of the incident. Notice how the events and details support the controlling idea.

ANALYZING AN INCIDENT	
Events	Details
A scholarship was offered.	Students would study in Italy for the summer.
I applied for the scholarship.	It covered all expenses, including food.
My family didn't have a lot of money.	My father was a factory worker.
	My mother was a hairdresser.
I didn't win the scholarship.	I was so disappointed that I almost cried.
My mother bought tickets for the opera.	Her client arranged for us to go backstage.
I met the man who ran the opera company.	I told him I wanted to be an opera singer.
He invited me to apply for a summer internship.	I auditioned and got the internship.
I won a scholarship to music school.	The school was prestigious.
I traveled to Italy.	I sang in the opera in Italy.

EXERCISE 5 Look again at Paragraphs 2, 3, and 4 in Exercise 3. Choose one of them and then analyze it. Use the analysis in the chart above as an example. Write the incident and controlling idea at the top of a piece of paper. On the left side, make a list of the events discussed in the paragraph. On the right side, make a list of the details that support the controlling idea.

EXERCISE 6 Analyze the incident you listed in Exercise 4. Use the "Analyzing an Incident" chart as a model.

Giving Background Information

Sometimes, it is necessary for the writer to give **background information**. The background information helps the reader to understand the incident. In the paragraph on the next page, the background information is in blue.

When I Refused To Listen to My Parents

When I was young, I often felt that my parents were overprotective. I usually didn't pay attention to their advice, until one day I almost paid a heavy price. In my country, Saudi Arabia, I used to go out with my brother, friends, or relatives to popular places on the weekends. I went to school from Saturday to Wednesday. Then, the weekend was from Wednesday night to Friday. One Wednesday, after working hard at school, I had to do something fun. In the evening, I washed my father's car and called some of my friends to go out that night to King Fahad Park. At nine o'clock, I told my parents about my plans, but they didn't want me to go. They said it was too late, but I didn't listen to them. I went out anyway and drove to my friends' house to pick them up. While we were driving on the main road in the park, there was another car in the middle lane. Suddenly, the driver of that car turned into my lane without giving a signal. I switched on the bright lights, pounded on the horn, and stepped on the brakes, but nothing worked. The other car forced me to hit the wall on the side of the main road. When the car stopped, my friends and I got out. It was a miracle that nobody was hurt. My father's car was in bad condition; it looked like a pancake. At that moment, I remembered my parents' words when they didn't want me to go out. Later, the police came, and I arranged with a garage to fix my father's car. After three days, I told my father about everything. First, he wanted to know if anyone was hurt. Then he told me to be careful next time and scolded me. From then on, I have taken my parents' advice; I know they are only trying to help me.

EXERCISE 7 Look at the analysis you did in Exercise 6. For the same incident, write several sentences giving background information.

Organizing by Chronological Order

In telling a narrative, a writer organizes the events in the story according to time. This organizational pattern is called **chronological order**. The writer gives the topic sentence, necessary background information, the story itself, and sometimes an explanation of the point of the story. Often, these parts are arranged in the following order:

Topic Sentence
Background information
Story
1.
2.
3.
Comment

EXERCISE 8 WRITING Now write a paragraph about an incident that taught you a lesson.

EXERCISE 9

Read the paragraph and then answer the questions that follow.

I hate to be late and will do almost anything to be on time. However, I recently learned that being late for an event is better than not getting there at all. Two months ago, my family and I went out to celebrate my nephew's birthday. My two daughters were so happy. They like to go to my nephew's house because he has a lot of toys. That Sunday it was raining. My husband was driving the car. He hadn't slept very well the night before because he had to study very hard for a test on Monday. There was a brown car in front of us, and I was talking with my husband when this car stopped suddenly. The pavement was very slippery because of the rain, so we couldn't stop and the cars crashed. Everybody in the car was scared. My two daughters, who were sitting in the back seat, were crying. The first thing that came to my mind was them. Fortunately, none of us had any injuries. When I looked at my husband, his face was white. I think he was really scared for the children, too. Two hours after the accident happened, a policeman came and took information about the accident. He asked my husband and the other driver, who wasn't hurt, for their driver's licenses and insurance cards. The policeman was very nice. He said that my husband was guilty because he was supposed to stop. The insurance company paid everything for both cars. It wasn't a big accident, but we decided to go back home and rest. Two days later, we went to the doctor's office and he told us that our children were fine.

1. Underline the topic sentence and circle the controlling idea.
2. Is the paragraph unified? Do all the sentences support the controlling idea?
3. Are the events in the incident in chronological order?
4. What part of the paragraph did you enjoy the most?
5. What part would you like to know more about?

Writing Assignment 1

You are going to write a paragraph narrating a memorable incident. Follow these steps.

PREWRITING

1. First, think about a memorable incident. If you need help thinking of something, look at this list:
 - A time you confronted authority
 - A time you took responsibility
 - A time you did the right thing even though it wasn't easy

- A time you didn't do the right thing and then felt regretful
 - A time you helped someone OR needed help
 - A time you failed at something OR succeeded at something
 - A difficult time
 - A humorous incident
 - Your first performance
2. Get ideas by making a list of the events in your story. Read over your list.
 3. Decide on your main point. Write a topic sentence with a clear controlling idea.
 4. Look at the list of events again. Cross out any events that are not relevant to your main idea.
 5. Next to the events you are going to use, write words and details that make the story come alive.
 6. Decide on any background information the reader will need to understand the story.
 7. Organize your paragraph in chronological order.

DRAFTING

When you have organized your ideas, write the first draft of your story. Remember to focus on your controlling idea—your attitude toward the event.

REVISING AND EDITING

1. Ask a partner to evaluate your story using the "Peer Review Guidelines." Using this feedback, write a second draft of your story.
2. Reread the second draft of your story and then use the "Editing Checklist" on page 39 to check grammar, punctuation, and spelling.

Peer Review Guidelines

1. Does the paragraph have a clear topic sentence and controlling idea?
2. Is there any irrelevant information?
3. Are there any places that need more information?
4. Is the order of events clear?
5. What part of the story did you enjoy the most?
6. What part of the story would you like to know more about?

Editing Checklist

- There is a topic sentence.
- I have used present and past tense correctly. Most verbs are in the past tense.
- I have used the correct form of irregular past tense verbs.
- My subjects and verbs agree.
- My sentences begin with a capital letter and end with a period.
- I used spell-check to make sure that there are no spelling errors.

Composition Skills

Connecting Words for Narration

In narration, the writer needs to show the relationship of events in **time**. The writer can make the time clear by using connecting words—either prepositions of time or subordinators in adverbial clauses of time. Study the examples in the chart.

WORDS TO INDICATE TIME RELATIONSHIPS	
Prepositions of Time	Examples
after (a moment) at (ten o'clock); at noon by (ten o'clock); by then during (the morning); during that time from (six o'clock) to (seven o'clock) from then on in (May); in (2009) on (Saturday) one (day, time) (three days) later until (six o'clock); until then	After a moment of silence , she asked who had broken the vase. I used to work from Saturday to Wednesday .
Subordinators	Examples
while when as whenever before after until as soon as the moment that once	While I was driving away, the driver copied my license plate number. We were friends until I told the teacher about the vase. As soon as I found out that I was innocent, I exhaled slowly. The moment that I saw her, I thought she was pretty.

EXERCISE 10 Complete the sentences with a preposition of time or a subordinator. More than one answer may be correct.

1. The school year runs _____ September to June.
2. I usually don't get home _____ 5 o'clock.
3. _____ he arrived, we were able to relax.
4. Please finish the work _____ the weekend.
5. I'm leaving in two days, so we won't see each other _____ tomorrow.
6. He didn't see the car coming toward him _____ it was too late.
7. I didn't have to work _____ Thursday.
8. I moved to the United States _____ I graduated from high school.
9. I visit my uncle _____ I have a free weekend.
10. _____ the winter, we usually eat dinner _____ six o'clock.

In addition to time relationships, the reader must also know the **sequence of events**—what happened first, second, and so forth. Look at the following chart.

TRANSITION WORDS TO INDICATE SEQUENCE	
Transition Words	Examples
first, second next later then last finally now	<p>First, I called my friend. Then I turned on the radio.</p> <p>First, he wanted to know if anyone was hurt. Later, he scolded me.</p> <p>I was looking for a good place to take a photo; next, a man ran at me and grabbed my camera.</p>

EXERCISE 11 Read the following student narrative and then underline the connecting words.

When I started to work here in New Orleans, something really funny happened that taught me I should not be afraid to ask questions. My mother got me a job at the Marriott Hotel as a cocktail waitress. I was really nervous because I had never worked before. First, I trained for two days, but I didn't speak English at all except for one or two expressions. I tried to memorize the keys of the cash register, but that was the only

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thing I could do. When my training was over, I was supposed to start on my own. From that moment, it was a terrible experience. Finally, I had my first customer. I went to the table and I said, “Hello, how are you doing? Can I get you something?” The lady said, “Yes, I would like a glass of water and a grasshopper.”¹ I went to the bar, but I was afraid that I had misunderstood. I knew that a grasshopper was an insect, but that didn’t make sense. I was too afraid to ask because I was sure that she hadn’t actually said the word “grasshopper,” so I just got the glass of water. Then I went to the table, and said, “Sorry, we don’t have it.” The lady started talking wildly. I realized something was wrong, so I said, “I’m sorry.” I went back to the bar and gave the bartender the order. She explained that it was an alcoholic drink and she fixed it for me. Now I laugh when I think about how stupid I looked because I was afraid to ask a question.

¹**grasshopper**: a kind of drink

Developing Grammar Skills

The following grammar points will help you write narration.

1. Use the **simple past** for habitual and non-habitual actions in the past.

I **walked** in and **saw** her in the chair.

I **walked** to school every day when I **was** young.

2. Use the **past continuous** for continuous actions in the past.

I **was talking** while he **was studying**.

Everyone **was studying** when I walked into the room.

3. Use **used to** or **would** for habitual actions in the past that are no longer true.

I **used to** exercise every day, but now I don’t.

When I was a child, I **would** often spend time alone.

EXERCISE 12 **EDITING** Some of the following sentences have mistakes in the use of *used to*, *would*, and the simple past. Find and correct the errors.

1. When I used to be young, I used to work in my father’s grocery store every afternoon. The school bus would drop me off at the store, and then my father would drive me home for dinner.
2. One day, my father used to ask me to deliver some groceries to a woman who would live down the street.
3. I didn’t know her well, but she used to come in my father’s store almost every day.

4. We didn't used to deliver, but she was a very good customer.
5. On that day, she would call and used to say that she was sick.
6. When I got there, she was very grateful, and she used to give me a five-dollar tip.
7. That would be a lot of money for me.
8. After that, I used to deliver her groceries whenever she would call.

Turn to page 245 to check your answers. If you need further review, go to the following pages:

Simple Past page 229

Used to and *Would* page 232

Writing

Choosing a Point of View

A writer must choose a point of view. The **point of view** is the eye the writer looks through to see the events of the story. The writer can tell the story from his or her point of view or from the point of view of another person.

Reread the paragraph “When I Refused to Listen to My Parents” on page 36. Notice that the writer tells the story from his own point of view. Can you imagine the story from the point of view of one of the other people? How did the writer’s mother or father see this incident? How did it appear to one of his friends, the driver of the other car, the policeman, or the car mechanic? Because you were not part of the story, you cannot be sure, but you can imagine what happened. Perhaps this is how the writer’s father saw the incident:

I will never forget the time my son, Hussein, learned a valuable lesson. One Wednesday night around nine o'clock, I was eating dinner when he came in the room to talk to me. He seemed happy and excited. He wanted to go out with his friends to King Fahad Park and wanted to use my car. I told him that it was too late and that he should wait until the next day. Then he could go with my permission. He didn't say anything but just turned and left the room. I could tell that he was angry. I worried about this incident until I went to bed but didn't think about it again until several days later. Then again at dinnertime, Hussein came to see me. He looked scared and concerned.

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He told me that on the previous Wednesday night he had taken my car and had had an accident with it. He apologized and said that he was very sorry. My heart stopped. I was afraid someone had been hurt or, even worse, killed. He assured me that everyone was fine, and I was relieved. Then, however, I realized that he had disobeyed me and done something really foolish. I wanted him to learn a lesson from this. I became angry and scolded him. I told him he needed to be careful and not put himself or other people in danger. He looked very serious and sorry for what he had done. I think he understood what I said and became a more mature person that night.



EXERCISE 13 Choose a paragraph from Exercise 3 or choose Hoang Vo’s essay “My Fault” on pages 29–30 and then do the following:

1. Reread the narrative to decide whose point of view the story is from.
2. Choose one of the other people in the story and then imagine the story from that person’s point of view. Decide on a controlling idea and make some notes. You may need to add details that are not in the paragraph.
3. Tell the story from that person’s point of view to a partner.

Writing Assignment 2

Now you are going to rewrite one of your paragraphs from a different point of view. Follow these steps.

PREWRITING

1. Use the paragraph you wrote in Writing Assignment 1 or Exercise 8.
Choose one of the other people in the incident and imagine the story from that person’s point of view. To help you imagine, freewrite. (See Appendix 1, page 185)
2. Decide on a controlling idea. Write a topic sentence. Look at your freewriting and then make notes. Include only those parts that are relevant to your main idea.
3. Decide on any background information the reader will need to understand the story.
4. Organize your paragraph in chronological order.

DRAFTING

When you have organized your ideas, write the first draft of your paragraph. Be sure to focus on a controlling idea that expresses the person’s feeling or attitude about the event.

REVISING AND EDITING

1. Ask a partner to evaluate your paragraph using the “Peer Review Guidelines.” Using this feedback, write a second draft of your paragraph.
2. Reread the second draft of your paragraph and then use the “Editing Checklist” to check grammar, punctuation, and spelling.

Peer Review Guidelines

1. Does the paragraph have a clear topic sentence and controlling idea?
2. Is there any irrelevant information?
3. Are there any places that need more information?
4. Are the events in the incident in clear chronological order?
5. What part of the story did you enjoy the most?

Editing Checklist

- I have used present and past tense correctly. Most verbs are in the past tense.
- I have used the correct form of irregular past tense verbs.
- My subjects and verbs agree.
- I have used prepositions of time correctly.
- I have correctly punctuated sentences with subordinators, such as *before*, *after*, *when*, and *while*.
- My sentences begin with a capital letter and end with a period.
- I used spell-check to make sure that there are no spelling errors.

More Reading and Writing

Reading

from *Wings of the Morning* by Orestes Lorenzo

When he was a young man, Lorenzo believed in communism. He trained as a fighter pilot and became a major in the Cuban air force. As he grew older, he became disillusioned with communism and decided to escape to the United States. In December 1992, he flew a MiG-23 plane from Santa Clara, Cuba, to a naval air station near Key West, Florida. In the following paragraphs, Lorenzo describes the events that happened just after he landed his plane at the naval air base. As you read the passage, look for details that show how Lorenzo felt.

I felt my legs trembling. I couldn't figure out the stillness around me. Eventually, a light truck with a yellow blinking light above the cab¹ pulled up in front of the aircraft, signaling me to follow. Slowly, I managed to taxi² behind him, crossing the length of the airfield under a bright sun: the driver and his truck, me and my MiG-23, as if we were all that was left on earth. When we reached a small ramp at the far end of the field, the driver got out of his truck, indicating that I should cut the engine.³ Seconds later, after the shrill drone of the turbine had ceased, a red automobile drove up to my plane. At the wheel was an officer who turned out to be the base commander, accompanied by a sergeant who seemed to be Hispanic.⁴ Both stepped out of the car as soon as they saw the MiG's canopy slide open, revealing the frightened face of a Cuban pilot unable to conceal his emotion. I took off my helmet, dropped it into the cockpit⁵, and sprang onto the pavement, presenting myself at military attention to the senior officer. Then I proceeded to declare in Spanish with a trembling voice, "Mi nombre es Orestes Lorenzo." "His name is Orestes Lorenzo." "Soy mayor de la Fuerza Aérea Cubana . . ." "He says he's a major in the Cuban air force." ". . . y pido protección a las autoridades de este país . . ." "He's asking for protection by the authorities." ". . . por razones políticas." "Political asylum." The colonel⁶ kept nodding to the sergeant⁷ as he listened; then he fixed his eyes on me. Suddenly he broke into a smile, stepped forward, and extended a hand, saying, "Welcome to the United States." ■

¹**cab:** part of the car where the driver sits

²**taxi:** to move the plane slowly on the ground

³**cut the engine:** to stop the engine

⁴**Hispanic:** an American whose ancestors came from Latin America

⁵**cockpit:** the place where a pilot sits in a plane

⁶**colonel:** a senior officer in the army

⁷**sergeant:** a middle-ranking officer in the army

COMPREHENSION Answer the following questions.

1. How did Lorenzo feel during this incident? What makes you think so? Find words and phrases in the reading to show how he felt.
2. Why was the sergeant accompanying the senior officer?
3. How did Lorenzo act toward the senior officer?
4. How did the colonel act while Lorenzo was asking for political asylum? What might the colonel have been thinking?
5. What was the colonel's final decision? How did he show it?

DISCUSSION Discuss these questions with your class.

1. How would you describe Lorenzo and what he did?
2. Have you ever done something dangerous or frightening? Tell about the incident and how you felt about it.
3. Do you know anyone who has escaped from a place? Tell that person's story.

Reading Notes

After he arrived in the United States, Lorenzo tried for two years to get permission from the Cuban government for his wife and two children to leave Cuba, but the government would not grant them permission. Then Lorenzo made a daring rescue. He successfully flew a small old airplane to a beach near Havana, Cuba. He landed on a road and picked up his wife and children, who had secretly been told to wait for him there. Today, he and his family live in Miami, Florida.

Topics for Discussion or Writing

Discuss or write about one of these topics.

1. Your memory of a significant historical, political, or social event, such as the celebration of a millennium or an election
2. An early memory of one of your parents
3. A reunion with a relative or friend you had not seen in a long time

Connect to the Internet

Many Web sites give information about famous people. Use a search engine—such as Google or Bing—to find information about a famous person. Look for a particular incident in that person’s life and then do the following:

1. On a separate sheet of paper, write some notes about the incident:
 - a. Write out the main point of the incident.
 - b. Make a list of the events in the incident.
 - c. Write an explanation or comment about the incident.
2. Using your notes, explain the incident to a partner or to your classmates and teacher. Use the past tense. You should also use adverbial clauses of time or connecting words to indicate time relationships and sequence.
3. Write a paragraph about the incident.