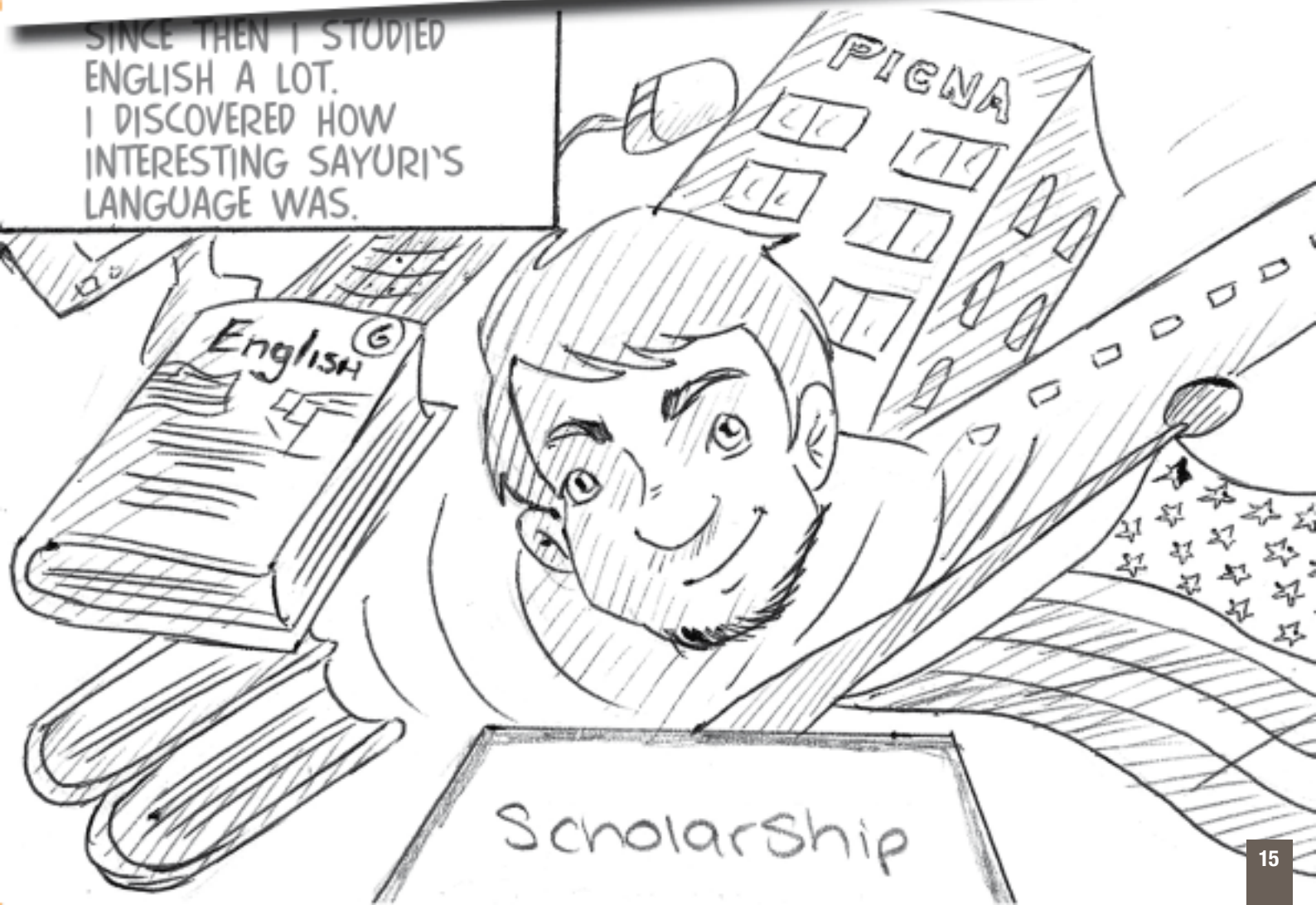


SAYURI'S STORY

GRACE BRITO OLANO

LIMA

SINCE THEN I STUDIED
ENGLISH A LOT.
I DISCOVERED HOW
INTERESTING SAYURI'S
LANGUAGE WAS.





WELL HERE I AM IN FRONT OF YOU. SO CLOSE AFTER SO MANY YEARS. IT SEEMS LIKE YESTERDAY WHEN I MET YOU.



I REMEMBER THAT YOU CHANGED MY THOUGHTS.



I WAS JUST A TROUBLESOME KID WITH NO WORRIES.



Note: 100

Jiji!

I WASN'T THE BEST IN MY ENGLISH CLASS, BUT I KNEW A FEW TRICKS.



DANGER!

RUF RUF

HOWEVER, I HAD A BAD TIME

BECAUSE I DIDN'T UNDERSTAND SOME SIGNS IN ENGLISH



HI! I'M SAYURI. WHAT'S YOUR NAME?

UNTIL ONE DAY A NEW NEIGHBOR ARRIVED AND I FELL IN LOVE.

MY FRIENDS TEASED ME, BUT I DIDN'T CARE, I WANTED TO MEET HER.

ONE DAY I GOT A BIG SURPRISE. SHE SPOKE IN ENGLISH AND I DIDN'T UNDERSTAND.



GULP

AFTER THAT, EACH DAY I GAVE HER FLOWERS.



???

HERE, YOU TAKE MY FRIEND; IT'S TO REMEMBER ME.

WE COMMUNICATED BY SIGNS. SHE GAVE ME HER DOLL, BUT I DIDN'T UNDERSTAND WHAT SHE TRIED TO SAY WITH THAT.



SINCE THEN I STUDIED ENGLISH A LOT. I DISCOVERED HOW INTERESTING SAYURI'S LANGUAGE WAS.



FINALLY, I UNDERSTOOD. SHE HAD TO GO BACK TO HER COUNTRY.



NOW THAT I LIVE IN THE U.S. I COULD FIND HER.



NOW I KNOW ENGLISH AND AFTER MANY YEARS I WILL FINALLY BE ABLE TO TALK TO YOU.

UNDERSTANDING THE STORY

1. SUMMARIZE THE STORY IN THREE TO FIVE SENTENCES.

VOCABULARY

PRACTICE THE WORDS IN BOLD BY ANSWERING THE QUESTIONS.

1. WHAT SORT OF THINGS DO YOU **WORRY** ABOUT?
2. HOW CAN YOU OR YOUR FRIENDS CAUSE **TROUBLE**?
3. WHY DOES THE **SIGN** IN THE STORY READ "DANGER!"?
4. WHY DID THE AUTHOR'S FRIENDS **TEASE** HIM?
5. WHAT WAS HIS BIG **SURPRISE** AND WHY?
6. WHAT IS A **SCHOLARSHIP** AND HOW DID HE GET IT?
7. WHY DID THE BOY GIVE HER **FLOWERS**?

CHANGE THE PRESENT TENSE TO THE PAST; THEN TURN THE PAST TENSE SENTENCE INTO A QUESTION.
EXAMPLE: HE WORRIES ABOUT ENGLISH. HE WORRIED ABOUT ENGLISH. DID HE WORRY ABOUT ENGLISH?

GRAMMAR

1. HE WALKS IN FRONT OF YOUR HOUSE.
2. I UNDERSTAND THE SIGN, "DANGER".
3. A NEW NEIGHBOR ARRIVES.
4. SAYURI UNDERSTANDS WHAT YOU SAY.
5. SHE GIVES ME HER DOLL.

NOW YOU TALK

1. DISCUSS THE ORGANIZATION OF THE STORY. WHY DOES IT START WITH THE LEGS AND BOOTS OF A MAN?
2. HOW ODD IS IT FOR SOMEONE TO LEARN ENGLISH IN ORDER TO KNOW ONE PERSON?
3. DISCUSS HOW YOU WOULD FIND SOMEONE (USING THE INTERNET).

NOW YOU CREATE

1. DO A CARTOON STRIP SEQUEL TO THIS STORY.
2. DESCRIBE A TIME WHEN YOU WANTED TO KNOW SOMEONE BETTER.



BREAK INTO PAIRS OR SMALL GROUPS. PICK ROLES. PLAN BY THINKING ABOUT WHAT WORDS AND EXPRESSIONS YOU WILL NEED. ASK THE TEACHER OR A CLASSMATE FOR HELP. WHEN READY, DECIDE WHO SPEAKS FIRST.

1. THE BOY, SAYURI: THEY TRY TO TALK, USING SIGN LANGUAGE TOO.
2. THE BOY, TWO FRIENDS: THEY TEASE HIM ABOUT LIKING SAYURI.
3. THE BOY, HIS FATHER: TALKING ABOUT SAYURI AND HER LEAVING.
4. THE BOY, HIS TEACHER: TALKING ABOUT GETTING A SCHOLARSHIP.
5. THE BOY, A FRIEND, YEARS LATER: PLANNING HOW TO FIND SAYURI.