

## Unit C14i-A [l] long—[r] wrong

## Story

*Listen to the story as your teacher reads it, or on tape, until you understand the main ideas.*

Rebecca knew she should study for her history examination, but she didn't. She doesn't like history, and she didn't even want to think about the exam, so she went to a party instead. She planned to study the next day, but she slept in because she was tired. She woke up around eleven, just in time to rush to her class and take the exam.

The examination consisted of one essay question. When she looked at the question, Rebecca realized that she didn't know anything about it. Her mind formed a desperate plan. She thought that if she wrote a lot, she might get a good grade anyway. She wrote an answer that was not even related to the question, but it was (1) five pages **long**.

Unfortunately, Rebecca's plan did not work. When she got her test back she saw that her answer was marked completely (2) **wrong**. Her grade was a big red F. She was shocked. In fact, she felt like she'd been struck by lightning. Luckily, it was only the midterm exam. She decided that she had better go to the library and start studying for the final right away.



## Contrasting Sentences

*Listening: Write the appropriate key word in each blank. Later, as you hear each sentence, mark the box, point to the picture, make a gesture, and/or say the rejoinder. Speaking: Choose and say each sentence so that your listener(s) can respond correctly.*

Rebecca's answer was \_\_\_\_\_. (She wrote five pages.)

Rebecca's answer was \_\_\_\_\_. (She got a bad grade.)

*Explanations and diagrams for this unit's target sounds are on pages 341–42 in Section 10.*