



# CHAPTER 12

## Modals, Part 1: Expressing Ability

### ◇ PRACTICE 1. CAN. (Chart 12-1)

*Directions:* Create your own chart by completing each sentence with the correct form of **can + speak**.

- |                        |                  |               |
|------------------------|------------------|---------------|
| 1. I                   | <u>can speak</u> | some English. |
| 2. You                 | _____            | some English. |
| 3. He                  | _____            | some English. |
| 4. She                 | _____            | some English. |
| 5. We                  | _____            | some English. |
| 6. They                | _____            | some English. |
| 7. Tim and I           | _____            | some English. |
| 8. You and your friend | _____            | some English. |
| 9. My teacher          | _____            | some English. |
| 10. The Yangs          | _____            | some English. |
| 11. Mrs. Vu            | _____            | some English. |

### ◇ PRACTICE 2. CAN/CAN'T. (Chart 12-1)

*Directions:* Circle the correct answer in each sentence.

1. Dogs can, can't swim.
2. Dogs can, can't climb trees.
3. Cars can, can't fly.
4. Machines can, can't talk.
5. People can, can't solve problems.
6. Animals can, can't communicate with other animals.

◇ PRACTICE 3. CAN/CAN'T. (Chart 12-1)

Directions: Make sentences about what you and other people *can* and *can't* do. Use words from the list or your own words.

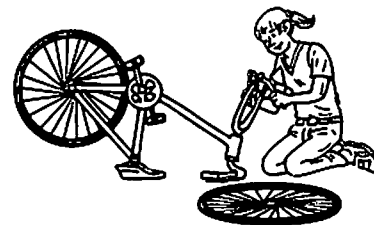
<i>run fast</i>	<i>play the guitar</i>	<i>fly an airplane</i>	<i>repair a computer</i>
<i>read Chinese characters</i>	<i>do algebra</i>	<i>sail a sailboat</i>	<i>speak two languages fluently</i>

1. I \_\_\_\_\_.
2. I \_\_\_\_\_.
3. I \_\_\_\_\_.
4. My best friend \_\_\_\_\_.
5. My best friend \_\_\_\_\_.
6. My (a person in your family) \_\_\_\_\_.
7. My (a person in your family) \_\_\_\_\_.
8. My teacher \_\_\_\_\_.

◇ PRACTICE 4. CAN/CAN'T. (Charts 12-1 and 12-3)

Directions: Make questions and answers using the given information.

	MIA	GEORGE	PAUL	EVA
drive a car	yes	yes	no	no
play the piano	no	yes	yes	yes
repair a bike	yes	no	yes	no
swim	yes	yes	yes	yes



1. Mia \ drive a car  
 \_\_\_\_\_  
Can Mia drive a car? Yes, she can.
2. George and Eva \ play the piano  
 \_\_\_\_\_
3. George \ repair a bike  
 \_\_\_\_\_
4. Paul \ play the piano  
 \_\_\_\_\_

5. Mia, George, Paul \ swim

\_\_\_\_\_

6. Paul and Eva \ drive a car

\_\_\_\_\_

Make questions and answers about yourself.

7. you \ play the piano

\_\_\_\_\_

8. you \ swim

\_\_\_\_\_

9. you \ repair a bike

\_\_\_\_\_

◇ PRACTICE 5. CAN/CAN'T. (Charts 12-1 and 12-3)

*Directions:* Read the want ad and look at John's skills. Write interview questions and answers using the given information. Use *can* or *can't*.

**Job opening at small, international hotel.** Need person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Also needs to help guests with their suitcases and be available weekends.

John can:  type  
 do word processing  
 speak English  
 lift suitcases  
 work weekends

HOTEL MANAGER'S QUESTIONS

JOHN'S ANSWERS

1. Can you type?
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- Yes, I can.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

◇ PRACTICE 6. KNOW HOW TO. (Chart 12-4)

*Directions:* Rewrite the sentences using *know how to*.

1. Toni can make pizza.

Toni knows how to make pizza.

2. Martha can play chess.

\_\_\_\_\_

3. Sonya and Thomas can speak Portuguese.

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4. Jack can't speak Russian.

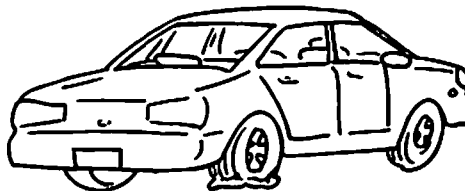
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5. My brothers can't cook.

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6. I can't change a flat tire.

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flat tire

7. We can't play musical instruments.

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8. Can you type?

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9. Can your children swim?

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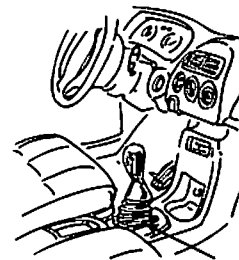
10. Can Ari use a digital camera?

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◇ PRACTICE 7. KNOW HOW TO. (Chart 12-4)

*Directions:* Write sentences about what you and others **know how to do** or **don't know how to do**. Use the words from the list or your own words.

- |                                |                           |
|--------------------------------|---------------------------|
| <i>make candy</i>              | <i>do word processing</i> |
| <i>sew clothes</i>             | <i>cook rice</i>          |
| <i>use chopsticks</i>          | <i>milk a cow</i>         |
| <i>do advanced math</i>        | <i>knit</i>               |
| <i>drive a stick-shift car</i> | <i>dance</i>              |



stick shift

1. I \_\_\_\_\_.

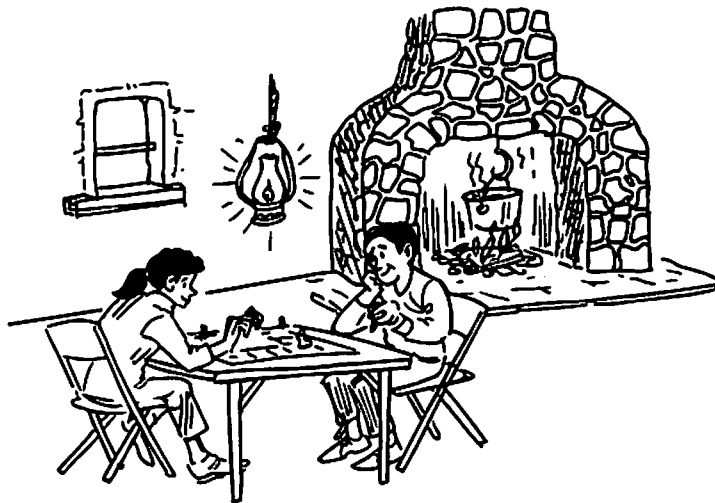
2. I \_\_\_\_\_.

3. (name of your best friend) \_\_\_\_\_.
4. My best friend and I \_\_\_\_\_.
5. (name of a cousin) \_\_\_\_\_.
6. (name of a classmate) \_\_\_\_\_.
7. (name of a classmate) \_\_\_\_\_.

◇ PRACTICE 8. COULD. (Chart 12-5)

*Directions:* Stefan and Heidi decided to live without electricity for one month. Write what they *could* and *couldn't* do for that month.

✓ watch TV	spend time together	use electric heat
cook over a fire	use a computer	have heat from a woodstove
read books	turn on the lights	play board games

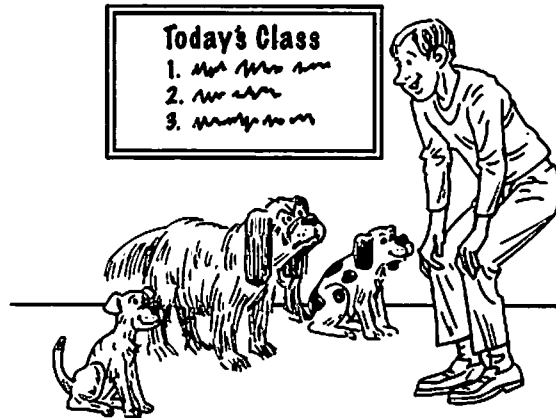


1. They couldn't watch TV.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

◇ PRACTICE 9. CAN/COULD. (Charts 12-1 and 12-5)

Directions: Choose the correct answer in each sentence.

1. Yesterday we *can't*, ***couldn't*** go to the beach. It rained all day.
2. Please turn down the music! I *can't*, *couldn't* study.
3. *Could*, *Can* you speak English a few years ago?
4. I'm a fast typist. I *can*, *could* type 90 words-per-minute on my computer.
5. Sam *could*, *can* tell time when he was four years old.
6. *Could*, *can* you finish the math test yesterday?
7. Our neighbors *can't*, *couldn't* control their dog. She needs dog-obedience classes.



◇ PRACTICE 10. CAN/COULD. (Charts 12-1 and 12-5)

Directions: Two months ago, Arturo fell off his bike and broke his leg. He was in a cast for six weeks. Now he is okay. Write what he *couldn't* do two months ago and *can* do now. Use the appropriate phrases from the list.

- |                   |                 |
|-------------------|-----------------|
| ✓ drive a car     | watch TV        |
| talk on the phone | play soccer     |
| go swimming       | ride a bike     |
| do homework       | listen to music |



1. Two months ago, he couldn't drive a car. Now, he can drive a car.
2. Two months ago, \_\_\_\_\_ Now, \_\_\_\_\_
3. Two months ago, \_\_\_\_\_ Now, \_\_\_\_\_
4. Two months ago, \_\_\_\_\_ Now, \_\_\_\_\_

◇ PRACTICE 11. CAN/COULD. (Charts 12-1 and 12-5)

Directions: Complete the sentences with *can*, *can't*, *could*, or *couldn't*.

1. When I was a newborn baby, I couldn't walk.
2. When I was a newborn baby, I \_\_\_\_\_ talk.
3. When I entered kindergarten, I \_\_\_\_\_ read and write my language.
4. A few years ago, I \_\_\_\_\_ speak a lot of English.
5. Now I \_\_\_\_\_ read and write some English.
6. I \_\_\_\_\_ understand native English speakers well.
7. I \_\_\_\_\_ always understand my English teacher.

◇ PRACTICE 12. BE ABLE TO. (Chart 12-6)

Directions: Make sentences with the present, past, and future forms of *be able to*.

	ABLE TO (PRESENT)	ABLE TO (PAST)	ABLE TO (FUTURE)
1. I can run.	<u>I am able to run.</u>	<u>I was able to run.</u>	<u>I will be able to run.</u>
2. You can draw.	_____	_____	_____
3. He can drive.	_____	_____	_____
4. She can swim.	_____	_____	_____
5. We can dance.	_____	_____	_____
6. They can type.	_____	_____	_____

◇ PRACTICE 13. BE ABLE TO. (Chart 12-6)

Directions: Make sentences with the present and past forms of *be able to*.

1. When I was a newborn baby, I wasn't able to walk.
2. When I was a newborn baby, I \_\_\_\_\_ talk.
3. When I entered kindergarten, I \_\_\_\_\_ read and write my language.
4. A few years ago, I \_\_\_\_\_ speak a lot of English.
5. Now I \_\_\_\_\_ read and write some English.
6. I \_\_\_\_\_ understand native English speakers well now.
7. I \_\_\_\_\_ understand my English teacher all the time.

◇ PRACTICE 14. BE ABLE TO. (Chart 12-6)

*Directions:* Rewrite the boldfaced verbs with the correct form of *be able to*.

Five years ago, Chang was in Australia. He **couldn't** <sup>1</sup> *wasn't able to speak* any English. He had a difficult time communicating. He **couldn't** <sup>2</sup> ask questions. People **couldn't** <sup>3</sup> give him directions. Many times he got lost. He **couldn't** <sup>4</sup> visit tourist sites he was interested in. He was frustrated because he **couldn't** <sup>5</sup> have conversations with people.

So Chang decided to study English. Four years later, he went back to Australia.

He was surprised he **could** <sup>6</sup> understand so much. People **could** <sup>7</sup> have long conversations with him. He **could** <sup>8</sup> learn about local customs. He **could** <sup>9</sup> visit interesting tourist areas.

This time Chang had a great trip. Learning English made a big difference.



◇ PRACTICE 15. BE ABLE TO. (Chart 12-6)

*Directions:* Choose the sentence that is closest in meaning to the given sentence.

1. James can run very fast.
  - a. He will be able to run very fast.
  - b. He is able to run very fast.
  - c. He was able to run very fast.
2. I will be able to have dinner with you.
  - a. I can have dinner with you.
  - b. I could have dinner with you.
  - c. I was able to have dinner with you.
3. Jean couldn't finish her science project.
  - a. She isn't able to finish her science project.
  - b. She wasn't able to finish her science project.
  - c. She won't be able to finish her science project.
4. My roommate wasn't able to come to the party.
  - a. He won't be able to come to the party.
  - b. He can't come to the party.
  - c. He couldn't come to the party.



5. I can't help you later.
  - a. I wasn't able to help you.
  - b. I couldn't help you.
  - c. I won't be able to help you.

◇ PRACTICE 16. VERY/TOO. (Chart 12-7)

*Directions:* Complete the sentences with *very* or *too*.

1. This leather coat is too expensive. I can't buy it.
2. The tea is \_\_\_\_\_ hot, but I can drink it.
3. The clothing store is \_\_\_\_\_ big. There's a good selection.
4. The neighbors are \_\_\_\_\_ noisy. I want them to move.
5. The Arctic Circle is \_\_\_\_\_ cold. I don't want to travel there.
6. These pants are \_\_\_\_\_ short. I'm not going to buy them.
7. My teacher talks \_\_\_\_\_ fast. It's good practice for me.
8. This car is \_\_\_\_\_ small. It won't use a lot of gas.

◇ PRACTICE 17. VERY/TOO. (Chart 12-7)

*Directions:* Choose the best completion for each sentence.

1. Do you like this book?
 

<p>(A) Yes, it's very interesting.</p>	<p>B. Yes, it's too interesting.</p>
--	--------------------------------------
2. I can't watch this movie.
 

<p>A. It's too violent.</p>	<p>B. It's very violent.</p>
-----------------------------	------------------------------
3. You had no mistakes on your math test.
 

<p>A. Your knowledge of math is too good.</p>	<p>B. Your knowledge of math is very good.</p>
---	--
4. We can do these math problems.
 

<p>A. They're too easy.</p>	<p>B. They're very easy.</p>
-----------------------------	------------------------------
5. This dress is too tight.
 

<p>A. I can't wear it.</p>	<p>B. I can wear it.</p>
----------------------------	--------------------------
6. This puzzle looks very tricky.
 

<p>A. Let's see if we can figure it out.</p>	<p>B. It will be impossible to do.</p>
--	--
7. Thomas is too friendly.
 

<p>A. I feel comfortable around him.</p>	<p>B. I feel uncomfortable around him.</p>
--	--
8. Let's buy this mattress.
 

<p>A. It's very comfortable.</p>	<p>B. It's too comfortable.</p>
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◇ PRACTICE 18. VERY/TOO. (Chart 12-7)

Directions: Write answers to the questions.

1. What school subjects are very hard for you?

\_\_\_\_\_

2. What school subjects are too hard for you?

\_\_\_\_\_

3. What foods do you think are very spicy?

\_\_\_\_\_

4. What foods are too spicy for you?

\_\_\_\_\_

5. What cities have climates that are too hot for you?

\_\_\_\_\_

6. What cities have climates that are too cold for you?

\_\_\_\_\_

◇ PRACTICE 19. TWO/TOO/TO. (Chart 12-8)

Directions: Complete the sentences with *two*, *too*, or *to*.

1. I have two children.

2. Let's go \_\_\_\_\_ the mall.

3. I can't hear the phone ring. The TV is \_\_\_\_\_ loud. The radio is loud \_\_\_\_\_.

4. I spoke with Alex. Did you talk \_\_\_\_\_ Alex \_\_\_\_\_?

5. Where do you want \_\_\_\_\_ go? \_\_\_\_\_ the beach? \_\_\_\_\_ the park?

6. Jenny is 10 years old. She is \_\_\_\_\_ young for makeup. Her friends are \_\_\_\_\_.

7. \_\_\_\_\_ dogs followed me \_\_\_\_\_ school today.

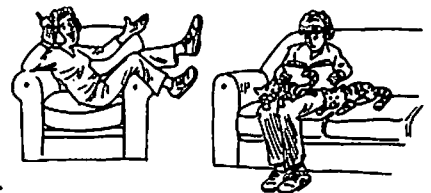
8. Some dogs followed me \_\_\_\_\_.

◇ PRACTICE 20. TWO/TOO/TO. (Chart 12-8)

Directions: Complete the sentences with *two*, *too*, or *to*.

My husband and I have two daughters.

They are quite different. My older daughter is very friendly.



She likes \_\_\_\_\_<sup>2</sup> meet people and make new friends. She loves \_\_\_\_\_<sup>3</sup> talk on the phone with her friends. Some parents think she is \_\_\_\_\_<sup>4</sup> talkative.

My younger daughter is shy. She likes \_\_\_\_\_<sup>5</sup> spend time reading or playing with her pets. She has a small zoo at our house. She has \_\_\_\_\_<sup>6</sup> cats, some rabbits, a bird, \_\_\_\_\_<sup>7</sup> fish, and even a horse.

Fortunately, my daughters enjoy each other. They love \_\_\_\_\_<sup>8</sup> spend time with each other, and they're best friends \_\_\_\_\_<sup>9</sup>.

◇ PRACTICE 21. AT/IN. (Chart 12-9)

*Directions:* Complete the sentences with *at* or *in*.

Last week, Ben was . . .

1. \_\_\_\_\_<sup>at</sup> home.
2. \_\_\_\_\_ school for a meeting.
3. \_\_\_\_\_ work.
4. \_\_\_\_\_ the bedroom.
5. \_\_\_\_\_ bed.
6. \_\_\_\_\_ the hospital visiting a friend.
7. \_\_\_\_\_ the post office.
8. \_\_\_\_\_ class.
9. \_\_\_\_\_ his hometown of Mountain View.
10. on the phone with someone \_\_\_\_\_ jail.

◇ PRACTICE 22. AT/IN. (Chart 12-9)

*Directions:* Complete the sentences about the Johnson family. Use *in* or *at*.

It's 10:00 A.M. Where is everyone?

1. Mr. Johnson is \_\_\_\_\_<sup>in</sup> his office \_\_\_\_\_<sup>at</sup> work.
2. Mrs. Johnson is \_\_\_\_\_ the library with her first grade class.
3. Joe is \_\_\_\_\_ class \_\_\_\_\_ school.
4. Beth is sick \_\_\_\_\_ home \_\_\_\_\_ bed.
5. Rita is on vacation \_\_\_\_\_ Hawaii.
6. Bob is \_\_\_\_\_ work. He is working \_\_\_\_\_ a bookstore.
7. Grandma Johnson is \_\_\_\_\_ the hospital. She is very sick.

◇ PRACTICE 23. Chapter review.

Directions: Choose the correct completions.

1. \_\_\_\_\_ play a musical instrument?  
A. Do you can      **B. Can you**      C. Do you be able to      D. Can you to
2. I \_\_\_\_\_ my homework. I was too tired.  
A. couldn't to finish      B. could finish      C. couldn't finish      D. couldn't finished
3. I don't know how \_\_\_\_\_ to the Palace Hotel from here.  
A. do I get      B. get      C. getting      D. to get
4. Gina \_\_\_\_\_ understand the speaker at the lecture last night.  
A. couldn't      B. doesn't able to      C. won't be able to      D. can't
5. My uncle can't \_\_\_\_\_ English.  
A. to speak      B. speaking      C. speaks      D. speak
6. Rosa works for a computer company \_\_\_\_\_ Taipei.  
A. on      B. at      C. in      D. to
7. The library has a \_\_\_\_\_ comfortable reading room. I spend a lot of time there.  
A. too      B. two      C. very      D. to
8. The thief is \_\_\_\_\_ prison for five years.  
A. at      B. in      C. to      D. on



◇ PRACTICE 24. Verb review.

Directions: Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

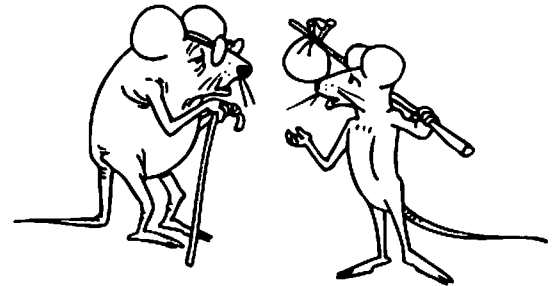
Once upon a time there (be) was<sup>1</sup> a mouse named Young Mouse. He lived near a river with his family and friends. Every day he and the other mice did the same things. They (hunt) hunted<sup>2</sup> for food and (take) \_\_\_\_\_<sup>3</sup> care of their mouse holes. In the evening they (listen) \_\_\_\_\_<sup>4</sup> to stories around a fire. Young Mouse especially liked to listen to stories about the Far Away Land. He (dream) \_\_\_\_\_<sup>5</sup> about the Far Away Land. It sounded wonderful. One day he (decide) \_\_\_\_\_<sup>6</sup> to go there.

YOUNG MOUSE: Goodbye, Old Mouse. I'm leaving now.

OLD MOUSE: Why (you, leave)

\_\_\_\_\_ ? Where

(you, go) \_\_\_\_\_ ?



YOUNG MOUSE: I (go) \_\_\_\_\_ to a new and different place. I (go) \_\_\_\_\_ to the Far Away Land.

OLD MOUSE: Why (you, want) \_\_\_\_\_ (go) \_\_\_\_\_ there?

YOUNG MOUSE: I (want) \_\_\_\_\_ (experience) \_\_\_\_\_ all of life. I (need) \_\_\_\_\_ (learn) \_\_\_\_\_ about everything.

OLD MOUSE: You (can learn) \_\_\_\_\_ many things if you (stay) \_\_\_\_\_ here with us. Please (stay) \_\_\_\_\_ here with us.

YOUNG MOUSE: No, I (can stay, not) \_\_\_\_\_ here by the river for the rest of my life. There (be) \_\_\_\_\_ too much to learn about in the world. I must go to the Far Away Land.

OLD MOUSE: The trip to the Far Away Land is a long and dangerous journey. You (have) \_\_\_\_\_ many problems before you (get) \_\_\_\_\_ there. You (face) \_\_\_\_\_ many dangers.

YOUNG MOUSE: I understand that, but I need to find out about the Far Away Land.

Goodbye, Old Mouse. Goodbye, everyone! I (may see, never) \_\_\_\_\_ any of you again, but I (try) \_\_\_\_\_ to return from the Far Away Land someday. Goodbye!

*So Young Mouse left to fulfill his dream of going to the Far Away Land. His first problem was the river. At the river, he met a frog.*

MAGIC FROG: Hello, Young Mouse. I'm Magic Frog. (you, have) \_\_\_\_\_ a problem right now?

YOUNG MOUSE: Yes. How (I, can cross) \_\_\_\_\_ this river? I (know, not) \_\_\_\_\_ how to swim. If I (can cross, not) \_\_\_\_\_ this river, I (be, not) \_\_\_\_\_ able to reach the Far Away Land.

MAGIC FROG: I (*help*) \_\_\_\_\_ you to cross the river. I (*give*)

32

\_\_\_\_\_ you the power of my legs so you (*can jump*)

33

\_\_\_\_\_ across the river. I (*give, also*) \_\_\_\_\_

34

35

you a new name. Your new name will be Jumping Mouse.

JUMPING MOUSE: Thank you, Magic Frog.

MAGIC FROG: You are a brave mouse, Jumping Mouse,

and you have a good heart. If you (*lose, not*)

\_\_\_\_\_ hope, you (*reach*)

36

\_\_\_\_\_ the Far Away Land.

37

*With his powerful new legs, Jumping Mouse jumped across the river. He traveled fast for many days across a wide grassland. One day he met a buffalo. The buffalo was lying on the ground.*



JUMPING MOUSE: Hello, Buffalo. My name is Jumping Mouse. Why (*you, lie\**)

\_\_\_\_\_ on the ground? (*you, be*) \_\_\_\_\_ ill?

38

39

BUFFALO: Yes. I (*can see, not*) \_\_\_\_\_ . I (*drink*) \_\_\_\_\_

40

41

some poisoned water, and now I (*be*) \_\_\_\_\_ blind. I (*die*)

\_\_\_\_\_ soon because I (*can find, not*) \_\_\_\_\_ food

43

44

and water without my eyes.



JUMPING MOUSE: When I started my journey, Magic Frog (*give*) \_\_\_\_\_

me her powerful legs so I could jump across the river. What (*I, can give*) \_\_\_\_\_

45

\_\_\_\_\_ you to help you? I know! I (*give*) \_\_\_\_\_

46

47

you my sight so you can see to find food and water.

BUFFALO: Are you really going to do that? Jumping Mouse, you are very kind! Ah! Yes, I

(*can see*) \_\_\_\_\_ again. Thank you! But now you (*can see, not*)

48

\_\_\_\_\_ . How (*you, find*) \_\_\_\_\_ the Far Away

49

50

\*The *-ing* form of *lie* is spelled *lying*.

Land? I know. (*jump*) \_\_\_\_\_ onto my back. I (*carry*)  
\_\_\_\_\_ you across this land to the foot of the mountain.

JUMPING MOUSE: Thank you, Buffalo.

*So Jumping Mouse found a way to reach the mountain. When they reached the mountain, Jumping Mouse and Buffalo parted.*

BUFFALO: I don't live in the mountains, so I (*can go, not*) \_\_\_\_\_ any  
farther.

JUMPING MOUSE: What (*I, do*) \_\_\_\_\_ ? I (*have*) \_\_\_\_\_  
powerful legs, but I can't see.

BUFFALO: (*keep*) \_\_\_\_\_ your hope alive. You (*find*) \_\_\_\_\_  
a way to reach the Far Away Land.

*Jumping Mouse was very afraid. He didn't know what to do. Suddenly he heard a wolf.*

JUMPING MOUSE: Hello? Wolf? I (*can see, not*) \_\_\_\_\_ you, but I  
(*can hear*) \_\_\_\_\_ you.

WOLF: Yes, Jumping Mouse. I'm here, but I (*can help, not*) \_\_\_\_\_ you  
because I (*die\**) \_\_\_\_\_.

JUMPING MOUSE: What's wrong? Why (*you, die*) \_\_\_\_\_?

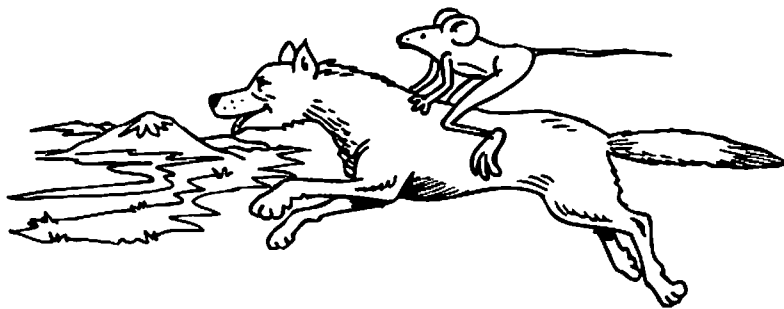
WOLF: I (*lose*) \_\_\_\_\_ my sense of smell many weeks ago, so now I  
(*can find, not*) \_\_\_\_\_ food. I (*starve*) \_\_\_\_\_ to death.

JUMPING MOUSE: Oh, Wolf, I (*can help*) \_\_\_\_\_ you. I (*give*)  
\_\_\_\_\_ you my ability to smell.

WOLF: Oh, thank you, Jumping Mouse. Yes, I (*can smell*) \_\_\_\_\_ again.  
Now I'll be able to find food. That is a wonderful gift! How (*I, can help*)  
\_\_\_\_\_ you?

JUMPING MOUSE: I (*try*) \_\_\_\_\_ to get to the Far Away Land. I (*need*)  
\_\_\_\_\_ (*go*) \_\_\_\_\_ to the top of the mountain.

WOLF: (*come*) \_\_\_\_\_ over here. I (*put*) \_\_\_\_\_ you on  
my back and (*take*) \_\_\_\_\_ you to the top of the mountain.



\*The *-ing* form of *die* is spelled *dying*.

So Wolf carried Jumping Mouse to the top of the mountain. But then Wolf left. Jumping Mouse was all alone. He (can see, not) \_\_\_\_\_<sup>76</sup> and he (can smell, not) \_\_\_\_\_<sup>77</sup>, but he still had powerful legs. He almost (lose) \_\_\_\_\_<sup>78</sup> hope. Then suddenly, he (hear) \_\_\_\_\_<sup>79</sup> Magic Frog.

JUMPING MOUSE: Is that you, Magic Frog? Please (help) \_\_\_\_\_<sup>80</sup> me. I'm all alone and afraid.

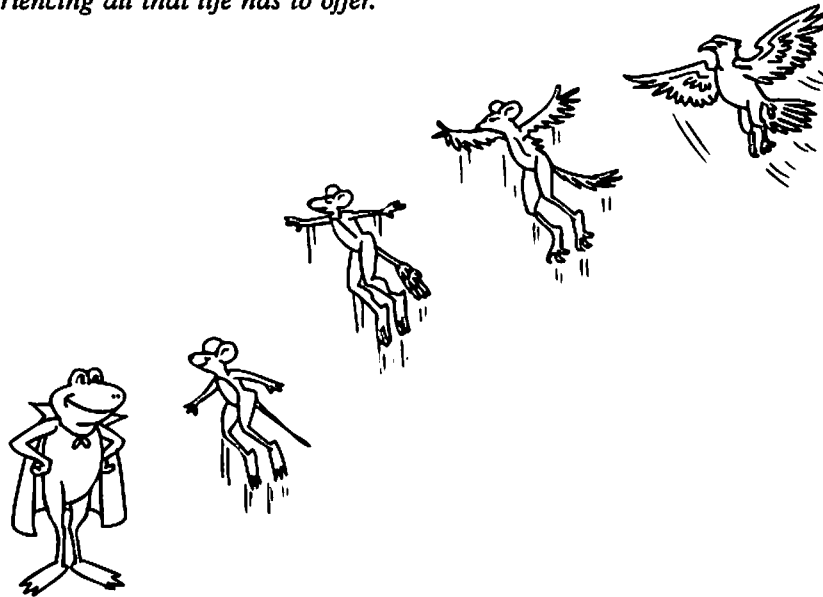
MAGIC FROG: (cry, not) \_\_\_\_\_<sup>81</sup>, Jumping Mouse. You have a generous, open heart. You (be, not) \_\_\_\_\_<sup>82</sup> selfish. You help others. Your unselfishness caused you suffering during your journey, but you (lose, never) \_\_\_\_\_<sup>83</sup> hope. Now you are in the Far Away Land. (jump) \_\_\_\_\_<sup>84</sup>, Jumping Mouse. (use) \_\_\_\_\_<sup>85</sup> your powerful legs to jump high in the air. Jump! Jump!

Jumping Mouse jumped as high as he could, up, up, up. He reached his arms out to his sides and started to fly. He felt strong and powerful.

JUMPING MOUSE: I can fly! I can fly! I (fly) \_\_\_\_\_<sup>86</sup>!

MAGIC FROG: Jumping Mouse, I am going to give you a new name. Now your name is Eagle!

So Jumping Mouse became the powerful Eagle and fulfilled his dream of reaching the Far Away Land and experiencing all that life has to offer.\*



\*This fable is based on a Native American story and has been adapted from *The Story of Jumping Mouse* by John Steptoe; Lothrop, Lee & Shepard books, 1984.