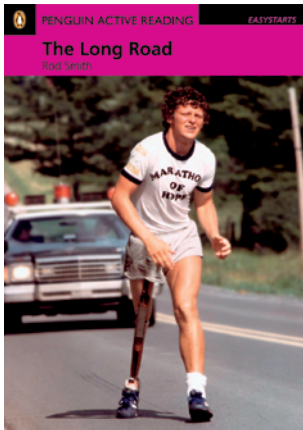




# The Long Road

Rod Smith



## Summary

*The Long Road* is a true story about a very brave, young Canadian man called Terry Fox. It begins when he is eighteen years old. He is a student and a good runner. One day, his leg hurts and the doctors discover that he has cancer. They remove his leg in order to save his life. When he leaves the hospital, he remembers the children he met there and decides to run across Canada to raise money to help these children. He begins running every day with his artificial leg until he is strong. Then the “Marathon of Hope” starts. On the way, people are very kind and many of them give money, but Terry has some problems with his friend Doug and he is often in pain. By the time he reaches Ontario, he is famous, but soon after, he gets a bad pain in his lungs and he dies in the hospital. The run becomes an annual event and takes place every September. The first run after Terry’s death made CAD\$3.5 million for cancer.

For more information visit the website:  
[www.terryfoxrun.org](http://www.terryfoxrun.org).

## Background and themes

**Sports:** Determination is very important for a sportsperson and this can help those with disabilities, such as having only one leg, to achieve their goals.

**Biography:** Everybody’s life is special in some way and normal people can often become heroes. Terry Fox’s life was very short but it had a great effect on others.

**Charity:** It’s important to think about the problems of others and Terry does this, inspiring others to give generously to fight against cancer.

## Discussion activities

### Before reading

- Discuss:** Write on the board *A boy has only one leg.* In groups, students discuss the things that they can do easily and would be difficult for this boy to do.

### Part 1

#### After reading

- Role play:** Put the students in groups of four. Each student takes a role (Terry, Rika, Doug, or Terry’s mother). Refer the students back to the last few lines on page 2. Tell them to write and then act out the conversation between Terry and the other three in which Terry says he wants to do the run and the others give their opinions. Encourage them to be imaginative.
- Pair work:** Write the following words on the board: *statue, artificial, money, letters, water, newspapers.* In pairs, students make sentences including these words to reflect how they were important in Part 1, without looking back at the book.

### Part 2

#### While reading

- Discuss:** (At the end of p. 8). Ask students to discuss with a partner the possible problems that Terry and Doug might have. Get feedback from the whole class.

#### After reading

- Write and guess:** On the board, write *Terry talks to 900 teachers at a school in Charlottetown.* Elicit from the students what is wrong with this sentence. Now students in pairs choose one sentence from Part 2 and write it again changing one of the words. Students then mingle, reading out their sentences to other students who must listen and spot the mistake.

### Part 3

#### After reading

- Ask and answer:** Write *What’s the name of Canada’s number one award?* on the board and elicit the answer from the students. In small groups, students now write four questions about any part of the book. Check their work as they do this. Now tell the whole class to close their books. Each group reads out their questions and the other groups must write their answers on a piece of paper. Check the answers and each group gets a point for each correct answer. The group with the most points at the end wins.

## Vocabulary activities

For the Word list and vocabulary activities, go to [www.penguinreaders.com](http://www.penguinreaders.com).