

# Across the Board

Building Academic Reading Skills

Jean Zukowski/Faust

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# Introduction

This book for English language readers is designed to help your students develop familiarity with the lexis and idiom of the major human topics within human experience. Reading is interaction with a text. Therefore, toward the goal of strengthening vocabulary at the intermediate level, the stories in this book are written to relate to human experience and offer opportunity for enjoyment of both wonderful and terrible things in other people's lives.

## What will you find in this book?

There are 15 true stories in this book. They are told in first and third person from the perspectives of a mother, a daughter, a son, and a father. An effort has been made to use and recycle the everyday vocabulary related to these fields: home, marriage and family relationships; work, jobs, and occupations; animals and farm life; survival skills; community involvement; spirituality and mysticism; government and law; crime and violence; ceremony; communication; education; transportation and driving; science; psychology and mental health; nature; environmentalism; eating and cooking; suffering, dying, and death; time and space; technology; medicine, hospitals, and health; ethics; common sense; and economics.

You will find that there are some areas (like sports, popular music, entertainment, and fashion) that are not strongly represented in this book. It is the experience of the writer that these topics, as elements of current and ever-changing popularity for your students, need little academic reinforcement.

## What is the vocabulary level?

In the main, the vocabulary in this book is basic. Some words that are very easy to learn and add interest and color to a story are also included. The grade level on common readability scales measures between 3.2 and 5.2 on the readings themselves. The level of measured difficulty might vary with the types of exercises that are included in each unit, to help your students hone the component reading skills of a good reader. In the back of the book, there is an alphabetical list of the focus words from each unit. The word is identified as a noun (*n*), verb (*v*) regular or irregular with the principal parts of irregular verbs given, adjective (*adj*), and adverb (*adv*). The story in which the word appears as a focus word is also noted. You will find that the Vocabulary List includes more words that are target words in the lessons. For example, there are words used in directions that have been listed in the Vocabulary List. The Vocabulary List can help you find topics of immediate relevance in your classes.

## What is the level of the readings?

The readings vary in length from 700 to 1,500 words. The skills focuses are on understanding the text. Students are also asked to practice the academic skills of finding the main idea, making inferences, and drawing conclusions. They are asked to figure out meanings of idioms from context and what the relationships between words or concepts are.

Vocabulary expansion is a natural emphasis for students at this high-beginning, low-intermediate level of English language development. However, because so much of what is found in the stories reflects realities of students' own lives, many students will be able to read far beyond their actual measured level of comprehension and language production. Such expansion of their skills should be encouraged.

### **How is vocabulary presented?**

Words that might be vaguely familiar or unfamiliar to the students are glossed in a Words and Idioms List in each unit of the book. You are encouraged to go over these meanings with your students. However, it is far better for students to read without making reference to the Words and Idioms List, so that they develop their natural feelings for the meanings of the words rather than memorize definitions. Note that idioms are included here to assist students' understanding.

Idioms have to be learned in multiple contexts before they can be used naturally. In general you may want to avoid asking students to try to use the idioms in sentences, but rather you can include the use of these idioms in your speech as much as is natural for you. Students of language have to hear and see these idioms in use to form a clear sense of language experience with the phrases.

### **How can variety be introduced into the presentation of the lessons?**

For ease of reference, the units are arranged following a similar style and template. However, many students will fare far better if your teaching approach to the story is varied.

Sometimes you might read the whole story aloud to the class while the students' books remain closed. Other times you might want to have the students begin by guessing what, judging from the title and graphics alone, might be in the story. A lesson might begin with a discussion question gleaned from the story. On another occasion, you might start with a focus on the new words and idioms. A fourth option is to begin with a brainstorm of words and ideas that one expects from a story about a specific topic. The topic of driving, in "The Day Anna Kadulski Learned to Drive," for example, can be used to generate a list of words related to automobiles, traffic, and driver's license processes. In any case, you are likely to find that a varied approach works best.

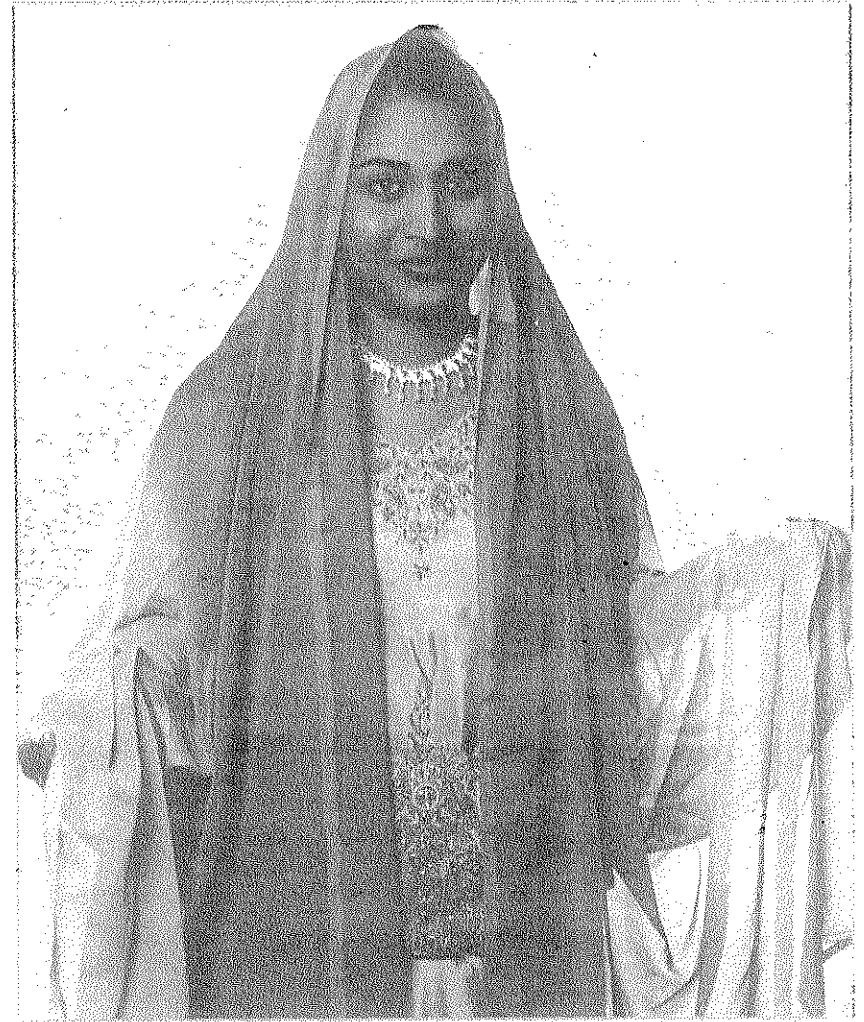
You will note that there are exercises that work well as quick reviews of vocabulary meaning and plenty to select from for homework. Pick, vary, choose, and above all, enjoy!

## **Acknowledgments**

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Because these stories are real stories, I must also thank members of the family who have helped me with them: my husband John and my daughter Josie for their help in brainstorming and refining the family stories, my son Jonathan for his story of the Warsaw train station, and my mother Helen Zukowski for the story of her mother's driving lessons and her Aunt Agnes's wedding ring.

## Angels for One Another



Every person is a story. What is the story behind the beauty of the woman from India? How could a person know that she needed an angel to help her?



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. What does the title mean to you?
2. The word *angel* means “messenger,” or person who carries a message from one person to another. Usually we think of angels as messengers from heaven, but this angel is a helper. How do the angels help?
3. This story takes place in an airport waiting area. What do you know about such places? What do you find in a waiting lounge? How do people usually act in an airport lounge?



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. Who are the main characters in the story?
2. Which person in the story talked the most?
3. What had happened to the family from India?
4. Why did they need an angel?

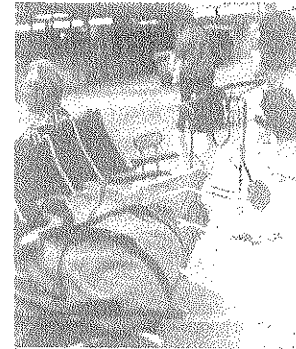


### Angels for One Another

1 I was on my way home to Arizona from Turkey. I had a four-hour layover in Frankfurt. But waiting was no problem. I had books to read and letters to write. First I checked with the airline for the place and time of departure.

5 And I went to the lounge of the departure area. The airport was crowded that day, but I saw one row of five connected seats. That row looked empty at first, but then I realized it wasn't. A long red duffel bag lay across

10 three of the seats. I took the seat at the other end.



About fifteen minutes later, I saw a beautiful young Indian woman coming toward me. She had a baby in her arms and two young girls at her side. The oldest of the three children,

15 a girl of about seven, was looking straight at me. And she had daggers in her eyes. She stared at me with anger until she sat down on the floor next to me. She opened a small bag and took out a beautiful white lace heart. It had been crocheted by hand. She took a pair of scissors out of the

20 knapsack, and she was just about to drive the scissors into the heart. I spoke up, “That’s the way to ruin that lovely heart.” She turned and looked at me. “Someone who loves you must have made it for you,” I said.

“My grandmother made it,” she said. She put down the

25 scissors.

The baby boy was coughing and crying. He was obviously sick, and the mother was busy taking care of him. She glanced at her daughters and at me. She looked tired and unhappy. Then the seven-year-old reached into the knapsack.

30 She pulled out a lovely piece of handmade lace. It was a long strip, perhaps four meters in length. It was sewn to a long piece of cloth; perhaps it had been cut from the bottom of a dress. She reached for the scissors again. I spoke again. "What pretty lace!" I said. "You could make something out of it."

35 The little girl and her three-year-old sister looked at me. To them it was nothing. I showed them how, by working together, we could separate the lace from the cloth. For more than an hour, we worked. Stitch by stitch we freed the lace. And we talked. They were going to Cincinnati, like I was. 40 They lived in Indiana. Their father worked there. They had been in India for their uncle's wedding. I turned to their mother; she and the baby were both asleep. We finished with the lace, and then Sara took a book out of the bag. Her little sister climbed onto my lap, and together we read the book. 45 Ama fell asleep in my arms, but Sara talked on.

The baby awoke, and the mother did too. She watched her daughters and me for a while. Then she introduced herself as Chandra. I told her that my name was Jean. And she thanked me for letting her have a few moments of rest. Then 50 she asked if she could leave her daughters with me for a few minutes. She needed to change the baby's diaper. It was no problem for me. The girls seemed comfortable, and I was enjoying their company. The baby fell back asleep after they returned. Then the girls and I went to wash our hands and 55 comb our hair. And then we were all back together in the waiting room.

Suddenly Sara looked up at me and said, "They tried to kill Grandma." I was obviously shocked by her words. I glanced at her mother.

60 The mother said, "That's right." And then the three of them told me their story. They had gone to India for the wedding of the girls' uncle. It was a very big celebration for a very important family. Three hundred guests were coming. The 65 house was painted inside and out. The family treasures were taken out of the bank vault for the occasion. New servants were hired too. One of the new workers was a new cook. The day after the wedding, the groom and bride left on a trip. Chandra and her children went with Grandfather in the car to 70 Delhi to catch the plane. It would take a full day to get there.

From the airport in Delhi, they called to say goodbye and heard this story.

The cook had put some poison, a sleeping medicine, in the food. Everyone who ate the food fell into a deep sleep. 75 Chandra's mother, sister, brother-in-law, the night guards, and all the other servants had fallen asleep. In the morning, the day guard came to the house. No one was there to open the gate. No one answered when he called. He went to the police. They found that all the wedding gifts were gone. All 80 the family treasures were missing. And everyone in the house was sound asleep, drugged. By noon everyone had awakened, except Grandma. They took her to the hospital and tried to wake her up, but she was still asleep. Nothing, it seemed, would wake her up.

85 Chandra asked if I would stay with the girls while she tried to telephone again. This time, she came back happy. Her mother was awake. She was still very sick, but she would be all right.

I asked, "Has she been in good health?"

90 Chandra replied, "Yes, she is still a young woman."

At that moment the announcement came over the public address system. They would be boarding our flight in fifteen minutes. I asked which seats they had. Chandra said, "Can you believe it? I am traveling halfway around the world with  
95 three children, and I don't even have an aisle seat. We're in the middle three seats of row 23." My seat was next to theirs, on the end of the row. What a coincidence!

Then we returned to our conversation. Chandra mentioned that her mother's birthday had just passed, on April 3. So  
100 had mine. In a few sentences we realized that her mother and I were born on exactly the same day. Chandra said, "I needed an angel, and you were sent to take my mother's place." Ama sat on my lap and slept all the way across the Atlantic, and Sara talked to me non-stop.

### Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ an **aisle seat** (noun): a place to sit next to the walkway
2. \_\_\_\_\_ an **angel** (noun): a heavenly creature, sent from God, to help
3. \_\_\_\_\_ a **bank vault** (noun): a safe; a locked-up place in a bank
4. \_\_\_\_\_ to **be shocked** (verb): to be surprised and unhappy
5. \_\_\_\_\_ **board a flight** (idiom): to be called by an airline employee

6. \_\_\_\_\_ a **bride** (noun): a woman on her wedding day
7. \_\_\_\_\_ to **change a diaper** (idiom): to put a clean, dry covering on a baby
8. \_\_\_\_\_ a **coincidence** (noun): the happening of two things at the same time; an unusual event
9. \_\_\_\_\_ to **crochet** (verb): to use a special hooked tool to make thread or string into a pretty, net-like pattern
10. \_\_\_\_\_ **departure** (noun): an action of leaving from a place
11. \_\_\_\_\_ to **drive something into something else** (idiom): to force one thing into another
12. \_\_\_\_\_ **drugged** (adjective): under the influence of chemical substances
13. \_\_\_\_\_ a **duffel bag** (noun): a soft, usually long and round, bag for carrying clothing on a trip
14. \_\_\_\_\_ to **glance** (verb): to look quickly and then turn away
15. \_\_\_\_\_ a **groom** (noun): a man on his wedding day
16. \_\_\_\_\_ to **have daggers in one's eyes** (idiom): to look at someone in great anger
17. \_\_\_\_\_ **lace** (non-count noun): net-like crocheted trimming
18. \_\_\_\_\_ a **layover** (noun): a period of time between two airplane flights
19. \_\_\_\_\_ a **lounge** (noun): a sitting room
20. \_\_\_\_\_ **medicine** (non-count noun): chemical substances to help a sick person get better
21. \_\_\_\_\_ **non-stop** (adverb): without interruption
22. \_\_\_\_\_ a **poison** (noun): a chemical substance that can hurt people
23. \_\_\_\_\_ a **public address system** (noun): a loudspeaker system to give information



25. \_\_\_\_\_ a **servant** (noun): a worker in one's home; a paid helper
26. \_\_\_\_\_ a **strip** (noun): a long and narrow piece
27. \_\_\_\_\_ **treasures** (plural noun): valuable things
28. \_\_\_\_\_ a **waiting room** (noun): a place with chairs, where people can wait for appointments

### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

### Understanding Sequence

In the blank in front of each sentence, write 2-12 to show that you know the order of the story.

- a. \_\_\_\_\_ I saw a woman and three children coming toward the seats.
- b. \_\_\_\_\_ She took out a crocheted heart and a pair of scissors.
- c. 1 I arrived in Frankfurt.
- d. \_\_\_\_\_ I found out the departure area.
- e. \_\_\_\_\_ We separated some lace from a strip of cloth.
- f. \_\_\_\_\_ A little girl sat on the floor near me and opened a bag.
- g. \_\_\_\_\_ We read a book together.
- h. \_\_\_\_\_ I found a place to sit next to four empty seats with a red duffel bag on three of them.
- i. \_\_\_\_\_ The girl and her mother told me the story of the wedding and the cook's actions.
- j. \_\_\_\_\_ We got on the airplane to go to Cincinnati.
- k. \_\_\_\_\_ I stopped her from ruining the heart.
- l. \_\_\_\_\_ The woman went to telephone India and learned that her mother was all right.

### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. Where did the Indian woman fly from to Frankfurt?
2. Where did Jean fly from?
3. Who made the crocheted heart?
4. Why was the woman tired? (Give more than one reason.)
5. Why was Sara angry?
6. Who was the angel?
7. Who was the groom?
8. Where was the groom two days after the wedding?

### Drawing Conclusions from the Story

Which of these statements are probably true, from the information in the story? Write *true* or *false* in the blank in front of each sentence.

1. true The new cook was the person who stole the wedding gifts.
2. \_\_\_\_\_ Chandra ate some of the food with poison in it.
3. \_\_\_\_\_ Chandra's family was very rich.
4. \_\_\_\_\_ Ama was the oldest child.
5. \_\_\_\_\_ Chandra and her children had a layover of more than four hours.
6. \_\_\_\_\_ The flight from India probably took longer than the flight from Turkey.
7. \_\_\_\_\_ Chandra's mother enjoyed making things by hand.
8. \_\_\_\_\_ The night guard ate more food than anyone else.
9. \_\_\_\_\_ Medicine can be a poison.
10. \_\_\_\_\_ A wedding is an important occasion for a family.

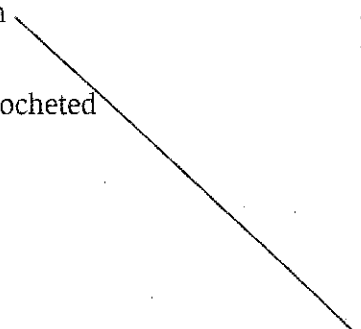
### Finding the Meaning in Context

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

- There is a place to walk between the stacks of things to buy in a store.  
a. a road  
**b. an aisle**  
c. a dagger  
d. a lounge
- The family kept their valuable things in a safe in the bank.  
a. vault  
b. box  
c. duffel bag  
d. knapsack
- What is the time for the plane to leave?  
a. boarding of the plane  
b. plane's departure  
c. non-stop  
d. to change a flight
- They are sitting in the waiting room.  
a. lounge  
b. strip  
c. public address system  
d. aisle seats
- The dress has pretty white trimming on the collar.  
a. strip  
b. daggers  
c. lace  
d. angel
- The woman was surprised by the bad news.  
a. poison  
b. ruined  
c. ruined  
d. shocked

### Matching New Words and Meanings

Draw a line between the two words or phrases with similar meanings.

- |                        |               |
|------------------------|---------------|
| 1. waiting room        | a. spoil      |
| 2. duffel bag          | b. poison     |
| 3. something crocheted | c. look       |
| 4. bride               | d. lace       |
| 5. end of a row        | e. lovely     |
| 6. medicine            | f. knapsack   |
| 7. ruin                | g. shocked    |
| 8. pretty              | h. lounge     |
| 9. glance              | i. aisle seat |
| 10. surprised          | j. groom      |
- 

### Practicing with Idioms

Find the idiom in the Words and Idioms List that means the same or almost the same as the underlined word or words and write the correct form of it in the blank.

- She looked at me with anger. She looked at me with daggers in her eyes.
- The baby was wet, so she needed to do something to make him dry. She needed to \_\_\_\_\_.
- The voice on the airline public address system said that it would soon be time for passengers to get on the airplane. It would soon be time for passengers to \_\_\_\_\_.
- The man used a large hammer to force the nail into the wall. The man used a large hammer to \_\_\_\_\_.
- It is a good idea to keep valuable things in a safe place in a bank. It is a good idea to keep valuable things in \_\_\_\_\_.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. What is a *coincidence*?
2. Some people say that there are no coincidences. They believe things happen for a reason. How do you feel? Are there any coincidences in this story? What are they?
3. How was Jean like an angel?
4. Why didn't Chandra tell Jean the story immediately? How do you think you would have acted in the same situation?
5. How do we know that the children trusted Jean?
6. Why do you think Sara was going to drive the scissors into the white crocheted heart?
7. Why didn't Ama talk very much?
8. How do we know that Chandra trusted Jean?

### Making Inferences

Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each statement that is probably true.

1. Sara looked at Jean with daggers in her eyes.
  - (a) Sara was very upset about something.
  - (b) Jean was a convenient person to be angry with.
  - c. Sara didn't like the white crocheted heart.
  - d. Sara didn't like her grandmother.
  - (e) Sara didn't know how to express her feelings.
2. Chandra looked very tired.
  - a. Chandra had traveled a long way already with three children.
  - b. Chandra didn't like traveling.
  - c. Chandra was worried about her mother.
  - d. Chandra didn't want to fly to Cincinnati until she knew about her mother.
  - e. Chandra had a lot of work to do with a sick baby.

3. There were some coincidences.
  - a. Both airplanes came to Frankfurt.
  - b. Jean and Chandra's mother were born on the same day.
  - c. Chandra had three tickets in the middle of a row on the airplane.
  - d. Jean's seat was next to Chandra's seats.
  - e. The baby was sick.
4. Sara wasn't really angry with Jean for sitting in the seat at the end of their row.
  - a. Sara talked to Jean a lot.
  - b. Sara told Jean the story about her grandmother.
  - c. Sara let Jean show her how to work with the lace.
  - d. Sara liked talking to someone.
5. The airplane was going to Cincinnati.
  - a. Cincinnati must be in Arizona.
  - b. Cincinnati must be in Indiana.
  - c. Cincinnati must be an international airport.
  - d. There must be planes to Arizona and Indiana from Cincinnati.

### Finding the Main Ideas

Which title or titles are appropriate for this story? Circle the letter in front of each one.

- |                       |                                |
|-----------------------|--------------------------------|
| a. The Wedding        | e. A Seat on the Aisle         |
| b. A Day in Frankfurt | f. A New Cook                  |
| c. Coincidences       | g. On the Way to Cincinnati    |
| d. Aunt Jean Helps    | h. Talking in the Waiting Room |

### Reading for Details

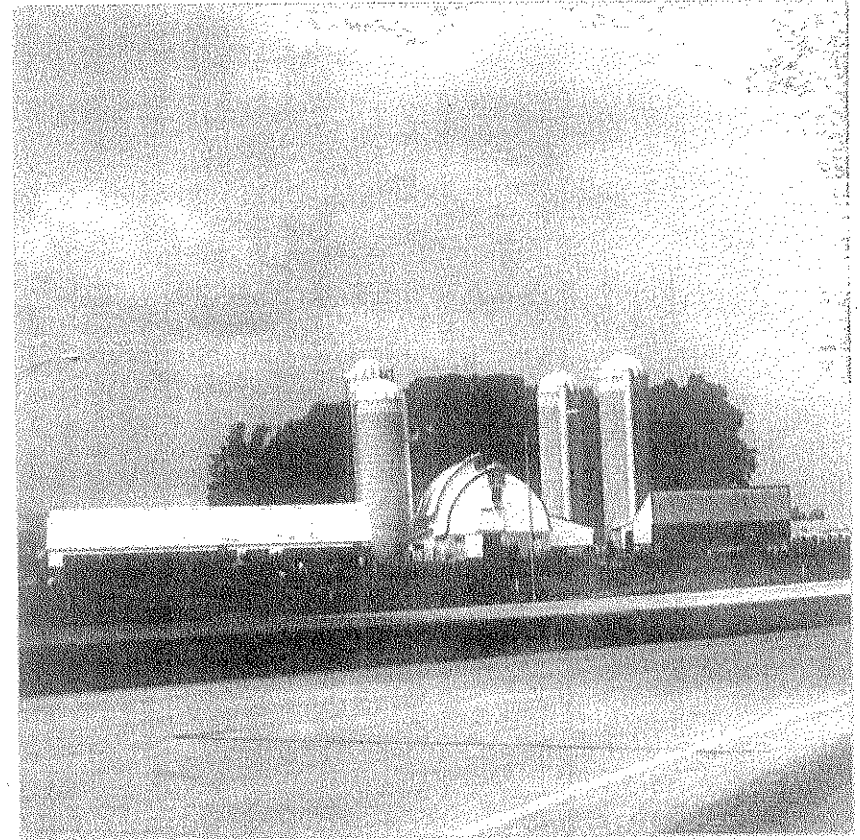
Find the answers to these questions in the story.

1. What are the names of the people in Chandra's family?
2. What tool is mentioned that can cut?
3. How many guests came to the wedding?
4. How do we know that the family is rich?
5. Who put the poison in the food?
6. What is Delhi?
7. How long was Jean's layover?
8. Why did Chandra leave her children with a stranger?

### Taking a Close Look at the Meanings of the Words

1. Look at the word *coincidence*. It is made up of two other word parts: *co* + *incidence*. *Co* means "together." An *incident* is a happening, an event. Two things that happen at the same time (and are related to each other) are *coincidental*.
2. *To lounge* means "to relax." Therefore, a *lounge* is a place to rest and relax. A *waiting room* is simply a place to wait.
3. Note that Sara picked up *a pair of scissors*. She put down the *scissors*. This tool has two parts, so it is called *a pair*, like *a pair of pants*, *a pair of socks*, or *a pair of gloves*. In common use, the words *a pair of* are often left out.

## Lessons from the Farm



A farm may not look like a school. However, a young person can learn some important lessons for life on a farm.



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. What do you know about farms?
2. What are the common animals on a farm?
3. What kinds of work must people do on a farm?
4. In this story, the storyteller explains some of the lessons that she learned on the farm. What lessons do you think a young person would learn on a farm?



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. Who owned the farm?
2. Why did Uncle John need bean-pickers?
3. What happens on a farm before a bad storm? Why?
4. Why did the young people go to the farm?



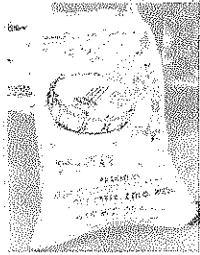
### Lessons from the Farm

1 I had never really lived on a farm, but my mother's Uncle John had a farm. So I spent time there, like all the other children in the family. The farm was just a few miles from town, so we could ride our bicycles there. Aunt Wanda, my  
5 cousins, and the hired help all liked children. So we felt welcome there. Some very interesting things happened on that farm. I learned a lot about life and a lot about people there.

I learned about having a job and motivation. As we grew older, we were asked if we wanted to work on the farm. One  
10 job that we all liked was picking beans. Uncle John planted several acres of green beans every spring, and in the middle of July, the beans were ready to begin picking. He drove his yellow truck to town every morning and picked up his  
15 bean-pickers. He made two stops, one at the park and one closer to our house. At seven in the morning, we children would be ready. We  
20 had our buckets and paper sacks with our lunches. We wore light-colored long-sleeved shirts. We had big straw hats, too, to protect our heads from the sun. We were off to earn money for special things that we wanted.

25 Picking beans was not hard work. Each person took one row, knelt on a folded burlap sack, and pushed back the leaves. We were supposed to pluck the long green beans and put them in our pails. When a bucket was full, we emptied the beans into big clean burlap sacks. We called these bags gunnysacks.





30 A gunnysack could hold about 70 pounds of  
beans. Most days, we children each picked  
one bag full. We got paid for this work.  
Uncle John weighed the sacks at the end of  
the day. He deducted two pounds for the  
35 weight of the sack. Aunt Wanda figured out  
how much we had earned and paid us three cents a pound.

Helen Miller was an adult who came with us sometimes.  
Mrs. Miller always picked more than 100 pounds. Some days  
she picked more than 200 pounds of beans. She didn't play,  
40 however. My brothers always played, and they never got more  
than two dollars for the beans they picked. One day I chose a  
row next to Mrs. Miller's. I tried to work as fast as she did.  
That year I earned money for clothes and a gold wristwatch.  
It was good to separate work and play. We earned money, and  
45 so did Uncle John. Every evening Uncle John took us back to  
town. Then he took the bags full of beans to a canning factory  
across the river.

One very hot day, at lunchtime, I learned another lesson.  
Uncle John suggested that we take a rest. The sun was simply  
50 too strong for us to stay in the fields at high noon. My cousin  
Peggy and I went for a walk. Everything seemed quiet as we  
walked into the cool shady woods. We found a grassy place  
under a tree, stretched out, and fell sound asleep. I woke up  
suddenly. Someone was looking at me. I could feel eyes on me.  
55 I looked up and saw no one. I sat up, and suddenly there was  
a great hullabaloo. Peggy woke up too, and we realized that  
a flock of 100 turkeys or more surrounded us. They wanted  
to be cool too. When we woke up, they were frightened.  
They were all raising their necks and gobble-gobbling at us.  
60 The din was terrifying.

Peggy started to cry. It was frightening, all those turkeys!  
I don't know why, but I made a sound in response. I forced air  
out of my lungs and let my tongue make a flapping "R" sound.  
The turkeys suddenly all became quiet and settled down into  
65 the grass. Peggy got to her feet, and so did I! We needed to  
escape from all the turkeys. I continued making the whirring  
sound, and the turkeys stayed down. When I stopped, they  
started gobbling again. Later I learned that turkeys naturally  
fear hawks, and the whirring sound was like the sound of  
70 hawks' wings! Peggy laughed about my knowing how to talk  
to turkeys. It was an insight into learning to speak foreign  
languages.

There was one other important lesson that I learned on  
the farm. It was a warm Saturday morning in autumn. The  
75 fall colors were bright on the trees. My brother Ted and I had  
ridden our bicycles out to the farm to spend the day. We  
would help if we could. Suddenly, the sky grew dark, and the  
wind began to blow. It was obvious to us all that there was  
going to be a thunderstorm. Uncle John was leading his  
80 horses into their stalls in the barn. He called to us to help get  
the animals into the barn. Ted and I took up the sticks.

We ran to the meadow and started to move the small  
herd of cows toward the barn. The cows went willingly into  
the safety of the large building. All the cows—except for a  
85 yearling, that is—went peacefully into the barn. This young  
animal was stubbornly refusing to go in. Uncle John and Dan,  
his adult son, were both pulling on the rope around the calf's  
neck, and the animal's hooves were firmly planted in the earth  
ten feet from the door of the barn. Nothing, it seemed, would  
90 get that animal into the barn.

Ted watched and then asked, "Can I try?" Uncle John and Dan looked at him. Ted was only twelve years old. He was tall for his age, but he was certainly not as strong as Uncle John and Dan. Uncle John laughed and said, "OK, Teddy. Have a go at it!" He threw the rope to Ted, who did not take it. Instead, Ted pulled hard on the tail of the calf, and the animal bolted straight into the barn. I learned that common sense is not common. I also learned that it is good to stop and think about something difficult to do. Sometimes it is better to use one's brain instead of one's brawn.

### Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ an **acre** (noun): a measurement of land (2.5 acres = 1 hectare)
2. \_\_\_\_\_ an **adult** (noun): a person over the age of 18
3. \_\_\_\_\_ **autumn** (noun): the season of the year between summer and winter; fall; harvest time
4. \_\_\_\_\_ to **bolt** (verb): to run suddenly; to dash forward
5. \_\_\_\_\_ **brawn** (non-count noun): strength
6. \_\_\_\_\_ a **bucket** (noun): a container with a handle for carrying water or other things
7. \_\_\_\_\_ **burlap** (non-count noun): a type of strong, thick, coarse cloth made from hemp or jute

8. \_\_\_\_\_ a **canning factory** (noun): a place where food is saved and put into cans
9. \_\_\_\_\_ to **deduct** (verb): to subtract; to take away
10. \_\_\_\_\_ a **din** (noun): a loud and unpleasant sound
11. \_\_\_\_\_ to **earn** (verb): to work for money; to do a job and be paid for it
12. \_\_\_\_\_ to **feel welcome** (idiom): to understand that one can visit and know that people are glad to show it
13. \_\_\_\_\_ to **flap** (verb): to move like a bird's wing; to flutter
14. \_\_\_\_\_ a **flock** (noun): a number of birds or sheep as a group
15. \_\_\_\_\_ **grassy** (adjective): covered with grass (used to describe ground)
16. \_\_\_\_\_ a **hawk** (noun): a large bird that eats other birds and small animals
17. \_\_\_\_\_ a **herd** (noun): a number of animals, such as cows or horses, together as a group
18. \_\_\_\_\_ **high noon** (idiom): the hottest time of the day, between 12 and 2 p.m.
19. \_\_\_\_\_ the **hired help** (noun/idiom): the person or people who are paid to work on a farm
20. \_\_\_\_\_ a **hoof** (noun): the hard, split foot of a cow, horse, or sheep (plural = *hooves*)
21. \_\_\_\_\_ a **hullabaloo** (noun): a din; a lot of noise caused by people or animals
22. \_\_\_\_\_ an **insight** (noun): a sudden understanding of facts
23. \_\_\_\_\_ to **kneel** (verb): to go down on one's knees and settle there
24. \_\_\_\_\_ a **lung** (noun): one of two air-holding body organs
25. \_\_\_\_\_ a **meadow** (noun): a field of grass where animals can eat the grass

26. \_\_\_\_\_ **motivation** (non-count noun): a goal; a reason for doing something
27. \_\_\_\_\_ **obvious** (adjective): clearly understood
28. \_\_\_\_\_ a **pail** (noun): a bucket; a container for carrying water
29. \_\_\_\_\_ **planted** (adjective): unmoving; stable
30. \_\_\_\_\_ to **pluck** (verb): to pick; to pull off
31. \_\_\_\_\_ a **sack** (noun): a piece of cloth that is sewn so that it can hold goods; a paper that is folded and glued to hold items
32. \_\_\_\_\_ to **stretch out** (idiom): to lie down and prepare to rest or sleep
33. \_\_\_\_\_ **stubbornly** (adverb): firmly, without listening to reason
34. \_\_\_\_\_ to **surround** (verb): to be on all sides (with something in the middle)
35. \_\_\_\_\_ a **thunderstorm** (noun): a rainstorm with thunder and lightning
36. \_\_\_\_\_ a **whirring sound** (idiom): a soft sound of an engine or birds' wings moving
37. \_\_\_\_\_ a **yearling** (noun): an animal that is a year old; an adolescent animal

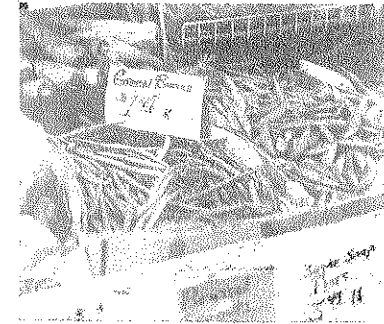
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**After You Have Read the Story**

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

**Understanding Sequence**

- A. In the blank in front of each sentence, write 2-8 to show that you know the order of the part of the story about picking beans.
- a. \_\_\_\_\_ We picked beans all morning and all afternoon.
- b. \_\_\_\_\_ Uncle John took the beans to the canning factory.
- c. 1 We got up early and put on our bean-picking clothes.

- d. \_\_\_\_\_ We chose a row of beans and began to pick them.
- e. \_\_\_\_\_ Uncle John drove the truck back to town with us in the back.
- f. \_\_\_\_\_ We made lunches to take with us, and we put them into paper sacks.
- g. \_\_\_\_\_ Uncle John came to town to pick us up in his yellow truck.
- h. \_\_\_\_\_ Our bags of beans were weighed, and we got three cents for every pound.



- B. In the blank in front of each sentence, write 2-8 to show that you know the order of the part of the story about the turkeys.
- a. \_\_\_\_\_ We woke up, and we could feel eyes on us.
- b. \_\_\_\_\_ The day was too hot to be in the fields at noon, so we went to take a rest.
- c. \_\_\_\_\_ There was a great hullabaloo.
- d. 1 We went to the farm to pick beans and earn some money.
- e. \_\_\_\_\_ I made a whirring sound, and the turkeys settled down.
- f. \_\_\_\_\_ My cousin and I found a cool place to rest.
- g. \_\_\_\_\_ We escaped from the turkeys.
- h. \_\_\_\_\_ Both of us fell asleep.
- C. In the blank in front of each sentence, write 2-8 to show that you know the order of the part of the story about the yearling.
- a. \_\_\_\_\_ The cows came peacefully to the barn.
- b. \_\_\_\_\_ The yearling was afraid to go into the barn, so she wouldn't move.
- c. \_\_\_\_\_ Ted asked if he could try.
- d. \_\_\_\_\_ Ted pulled back on the yearling's tail.



- e.   1   A thunderstorm was coming.
- f.        Uncle John and his son Dan tried to pull the yearling into the barn.
- g.        The yearling ran straight into the barn.
- h.        Ted and I went to the meadow to get the cows.

**Answering Questions About the Story**

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. What time did Uncle John come to town to pick up the bean-pickers?
2. Why didn't he come earlier?
3. Why did the children wear light-colored shirts with long sleeves?
4. How much can a gunnysack hold?
5. What other use did they have for gunnysacks besides holding beans?
6. How much does a gunnysack weigh?
7. Who was Dan?
8. Why did Mrs. Miller go to pick beans?
9. How did Mrs. Miller help the storyteller?
10. Who was Peggy?

**Drawing Conclusions from the Story**

Which of these statements are probably true, from the information in the story? Write *true* or *false* in the blank in front of each sentence.

1.        Uncle John sold the beans for three cents a pound.
2.        Beans are ready to pick in July.
3.        Uncle John needed a lot of clean empty gunnysacks every day.
4.        An adult could earn between five and ten dollars a day working on a farm.

5.        Children are better workers than adults.
6.        The noon sun can be dangerous.
7.        Children like to play.
8.        A lot of noise can be frightening.
9.        Hawks eat turkeys.
10.        Some people can "feel" others looking at them.
11.        The turkeys settled into the grass to sleep when they heard the whirring sound.
12.        The sky gets light before a thunderstorm.
13.        It is dangerous for cows to be in a meadow during a bad thunderstorm.
14.        Horses don't ever go into a barn.
15.        All cows are stubborn.

**Finding the Meaning in Context**

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

1. I learned a lot about having a goal in life from picking beans on the farm.
 

a. motivation	c. a good lunch
b. common sense	d. another lesson
2. The gunnysacks weighed two pounds, so Uncle John took off two pounds from the weight of the full bags to weigh just the beans.
 

a. figured out	c. deducted
b. hired	d. stretched out
3. The turkeys were frightened by us when we woke up. They made a lot of noise.
 

a. dark	c. day
b. dairy	d. din



8. Ted and I rode our bicycles to the farm so that we could be there the whole day.

Ted and I rode our bicycles to the farm \_\_\_\_\_.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. What motivates you?
2. How many pounds of beans did a person have to pick to earn \$5? \$7?
3. Why do some people earn more money than others?
4. Were the children hired help? Why or why not?
5. Why did John make two stops with his yellow truck in the morning?
6. Have you ever felt eyes looking at you? How did it feel? Did you like the feeling?
7. Why did Peggy start to cry?
8. Why do you think the yearling refused to go into the barn?
9. What did Ted see that Uncle John and Dan did not see?
10. Why is a barn safer than a meadow for animals during a thunderstorm?

### Finding the Differences

What's the difference between...

1. a flock and a herd?
2. a lunch sack and a gunnysack?
3. a shady place and a grassy place?
4. a cow and a yearling?
5. autumn and fall?
6. a truck and a bicycle?
7. a bag and a sack?
8. a bucket and a pail?
9. a barn and a stall?
10. using one's brain and using one's brawn?

### Making Inferences

Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.

1. Uncle John drove his yellow truck to town every morning and picked up the bean-pickers.
  - a. Uncle John's truck was very small.
  - b. Uncle John lived on the farm.
  - c. All yellow trucks are good for carrying people.
  - d. We children liked to ride in the back of the truck.
  - e. The children needed a ride to the farm.
  - f. It is always safe to ride in the back of a truck.
  - g. Uncle John really needed help with picking the beans.
2. My brothers played, and they never got more than two dollars for the beans they picked.
  - a. My brothers weren't good workers.
  - b. My brothers didn't have good motivation to pick beans.
  - c. There were lots of things to do that were fun on the farm.
  - d. My brothers were younger than I was.
  - e. The two boys didn't pick many beans.
3. When we woke up, we realized that a flock of 100 or more turkeys surrounded us.
  - a. We hadn't seen the turkeys when we stretched out on the grass.
  - b. The turkeys came while we were asleep.
  - c. The turkeys were hot in the sun and wanted to be in the shade.
  - d. We had fallen asleep.
  - e. The turkeys always spent part of the afternoon under the tree.
  - f. A hawk was following the turkeys.
  - g. Turkeys stay together in a group.
  - h. There weren't many turkeys.

4. It was obvious that there was going to be a thunderstorm.
  - a. There were clouds in the sky.
  - b. The cows were happy in the meadow.
  - c. The sky was light, and the sun was shining.
  - d. The wind began to blow.
  - e. The sky grew dark.
  - f. We knew the signs of a coming storm.
  
5. Uncle John and his son Dan didn't think Ted could get the yearling into the barn.
  - a. Ted was young and not very strong.
  - b. Uncle John and Dan were able to get the yearling into the barn.
  - c. Ted didn't look strong enough to pull the yearling into the barn.
  - d. Ted had a big rope.
  - e. The two men considered Ted a smart child.

**Finding the Main Ideas**

There are three small stories in this story. Each one is a lesson that the storyteller learned. Arrange the ideas from these three stories into three columns on the next page.

1. It's better to think than to use force in solving a problem.
2. One should not work in the heat of the day.
3. It is good to watch what others do to learn a better way.
4. It is good to protect oneself from the sun.
5. Some things come naturally.
6. It is good to have a goal.
7. We are often afraid of unusual things that happen.
8. A person can be a good model for a young person to follow.
9. Common sense is not common.

Picking Beans	Talking to Turkeys	Getting the Yearling into the Barn

**Reading for Details**

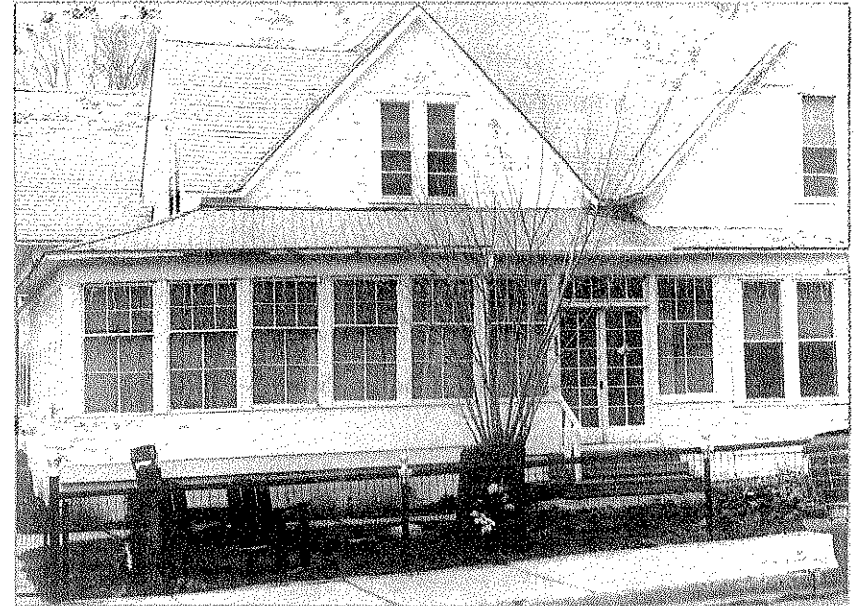
Find the answers to these questions in the story.

1. How many pounds of beans can a gunnysack hold?
2. How much did Mrs. Miller pick in one day?
3. How did the children protect themselves from the sun?
4. How many turkeys surrounded the storyteller and Peggy?
5. What bird do turkeys fear?
6. What sound do turkeys make?
7. Where do cows spend the day?
8. How much did Uncle John pay for each pound of beans that the pickers picked?

### Taking a Close Look at the Meanings of the Words

1. The word *motivation* has the word *motive* and the word *move* in it. Therefore, *motivation* gives a person a reason or a motive for doing something. To do an action, a person must *move*.
2. The word *hullabaloo* sounds like the noise of many people. There is another word that is similar: *hubbub*. A *hullabaloo* is confusion; however, a *hubbub* can mean the sound of a lot of people who are busy. *Hubbub* is a positive word, and *hullabaloo* is not.
3. The *whir* of an engine is a soft sound. Try to make that sound. Your tongue must move from the air that you force out of your lungs. What are some other things that whir?
4. Hawks have very good eyesight. An expression in English about someone with sharp eyesight is to say that the person has *eyes like a hawk*. Hawks can see tiny animals in fields. They eat mice, for example. Why do you think turkeys are afraid of them?

## A Perfect Job



The house seemed too large, too much for a young person to clean—especially the long porches with many windows!



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. What does the title mean to you?
2. What are some things that are perfect?
3. Did the storyteller like the job?
4. What were the storyteller's favorite parts of the day? Why?



### While You Read the Story

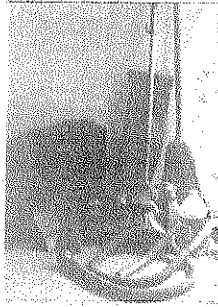
Read these questions and look for the answers as you read the story.

1. Why did Granny sometimes give the storyteller one dollar and sometimes three or four dollars?
2. What did Granny always give the storyteller at the end of the day (besides some money)?
3. What was Granny trying to teach her grandchild?
4. What did the storyteller learn?



### A Perfect Job

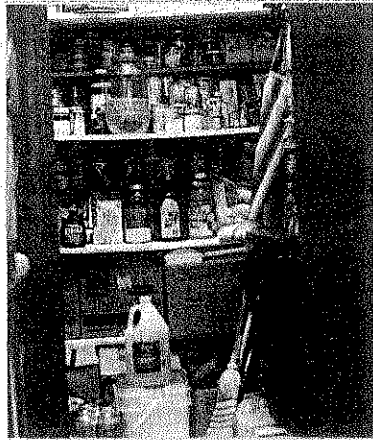
1 My job was to help Granny. Every Saturday morning, usually about ten o'clock, I rode my bicycle the mile to her house. I knocked on her door and waited. She opened the door, and I went in. First I had a little breakfast  
5 with her, usually sweet cinnamon rolls and milk. She always asked about my mother and father and brothers and sisters. Then the work started. I went to the basement and got out the broom, the mop, the bucket, and clean rags.  
10 Granny had a big closet full of cleaning supplies. My job was to clean her big house. It would usually take me two or three hours. I could hear Granny going out and about. She was always a busy woman.



Granny liked it when I started upstairs. So I always started  
15 with the three bedrooms. With her big powerful vacuum cleaner, I swept the big rugs. Next I used a string mop with a nice-smelling oil on it to clean the wood floors. With a damp rag and some mild soap, I wiped the window sills. I changed the sheets on her bed too. She slept in a small room, and it was  
20 easy to clean that room. I used the mop to get dust from under her bed. Sometimes I found socks and slippers under there too.

Another job upstairs was to clean the bathroom. I used a cleaning powder on the bathtub and a wash basin and a brush on the toilet. I washed the linoleum floor with pine-scented  
25 water. That made the bathroom smell clean and fresh. I had to empty the wastebaskets and carry the trash outside. I also had to take the bathroom rug downstairs to be washed in the big old washing machine. I put a fresh one from the closet on the clean floor.

30 On the main floor of the house, there were two rooms. The kitchen was large and airy. There were big windows, and Granny kept it very clean. However, my job was to wipe the surface of everything—the stove, the cupboards, the table, and the chairs. She wanted her kitchen to sparkle. I had to



35 use clean cloths and change the water many times. Granny loved a clean kitchen. There was a pantry off the kitchen. It was filled with lots of cans of food and bags of vegetables, like potatoes. Granny put a lot of stuff into that pantry. I had to clean it every week. I didn't  
40 like that pantry very much.  
45

The living room and dining room were one big room with an arch between them. I vacuumed the rugs every week. I took the soft dust cloth and wiped the week's accumulation of dust from the piano, the china closet, the bookcases, and the little tables. Sometimes I even shook out the beautiful  
50 Persian shawl on the piano.

The last job was to sweep the porches. There was one on the front of the house and one on the back. I really didn't like those porches because sometimes I would see spiders, and I  
55 was afraid of spiders. Sometimes I skipped the porches. I would fluff up the cushions and sweep just the doorways.

Every week, when I had finished, Granny would give me something from her little blue money purse. First we would walk through her house, and she would note the things I  
60 had done well. I remember that one day she noticed the clean mirrors. I had polished them that day. Another day

she noticed that I HAD really swept the porches. Some days she would say, "Not bad." And she would give me a dollar. Once in a while, she would say, "Good enough," and she  
65 would give me two dollars. One day, she gave me four dollars. It was the day I washed the windows with ammonia water and newspapers. She said, "Today you did a pretty good job."

I was suddenly interested. I asked, "Granny, what is a perfect job worth?"

70 "A perfect job?" she asked. "A perfect job is worth ten dollars." And she went to her big old refrigerator for the chocolate milk. She knew that I loved chocolate milk. There was always a glass of chocolate milk for me at the end of my work on Saturday.

75 The next Saturday I got up at seven in the morning. I was at Granny's house before eight o'clock. I took furniture polish, floor oil, and ammonia upstairs with me. And I began to work fast. I washed the windows and the mirrors. I opened a window and shook out the small rugs. I vacuumed and polished. I dusted and wiped. I washed the floor in the  
80 bathroom twice. Then I put some polish on it, and it shone. After I emptied the trash, I even washed out the wastebaskets. I could hear Granny, coming in and going out, downstairs.

In the kitchen I scrubbed the floor. I cleaned the stove, inside and out. Granny had gone to the store, so I took the  
85 silverware out of the drawers and washed out the drawers. I took everything out of the pantry. I scrubbed the shelves and washed that floor really well. When the shelves were dry, I straightened the cans on the shelves too. I arranged the pots and pans, and I scrubbed the kitchen sink. I even scrubbed  
90 the area under the kitchen sink.

Next I attacked the living room with great energy. I took the cushions from the sofa outside and beat them. Clouds of dust rose from them. I used an attachment on the vacuum cleaner to get them really clean. I polished the piano with furniture polish. Then I did the same for the dining table and the chairs. I even polished the legs of the table. I straightened the books on the shelves of the bookcases. Then I made the porches shine, and I washed the windows there too. It was past five o'clock when I finished. The house smelled clean, and it looked clean too.

I found Granny outside. She was looking at her flowers. "I'm finished, Granny," I said. I really needed the chocolate milk. She stopped in the kitchen, opened the refrigerator, and took out the milk. She put a plate of my favorite cookies on the table too. "Let's walk through the house first," she said with a smile.

I knew that she was pleased. She smiled when she looked into the bathroom. "It shines," she said. She noted that I had dusted everything in the bedroom, even the bottles on the bureau. She commented on the bathroom floor and the floors of the porches. She stopped to play a few notes on the piano. She looked under the dining room table. She could see how clean everything was. "Child," she said, "today you have done a perfect job."

## Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ an **accumulation** (noun): an increase of something over time
2. \_\_\_\_\_ **airy** (adjective): full of air; with good ventilation
3. \_\_\_\_\_ **ammonia** (non-count noun):  $\text{NH}_4$ ; a bad-smelling cleaning liquid that dissolves grease
4. \_\_\_\_\_ an **arch** (noun): a curved doorway, usually without a door
5. \_\_\_\_\_ an **attachment** (noun): an extra piece (here, a hose to clean furniture that is attached or connected to a vacuum cleaner)
6. \_\_\_\_\_ to **attack** (verb): to fight against (here, to begin to work with great energy and enthusiasm)
7. \_\_\_\_\_ a **bureau** (noun): a large piece of furniture that is used to store clothing in drawers
8. \_\_\_\_\_ a **china closet** (noun): a large piece of furniture, usually with fancy glass doors, in which dishes and glasses are kept
9. \_\_\_\_\_ **cinnamon** (non-count noun): a spice used in making sweet breads and rolls
10. \_\_\_\_\_ to **comment on** (verb): to give an opinion about
11. \_\_\_\_\_ a **cushion** (noun): a hard pillow (Usually a sofa or couch has cushions on it.)
12. \_\_\_\_\_ **damp** (adjective): slightly wet
13. \_\_\_\_\_ a **drawer** (noun): a box with handles that is pulled out of a desk or bureau, used for storing things



14. \_\_\_\_\_ **dust** (non-count noun): tiny particles in the air that collect on the top of furniture
15. \_\_\_\_\_ to **fluff up** (verb): to cause to become large by adding air to the inside of
16. \_\_\_\_\_ **linoleum** (non-count noun): a rubber or plastic floor covering that can be colored or patterned, used for kitchen floors
17. \_\_\_\_\_ a **mop** (noun): a cleaning tool on a stick, used to wash or remove dust from floors
18. \_\_\_\_\_ a **pantry** (noun): a small room for storage of kitchen things and food
19. \_\_\_\_\_ **perfect** (adjective): not having any weak points or mistakes
20. \_\_\_\_\_ to **play a few notes** (idiom): to try to play a musical instrument
21. \_\_\_\_\_ to **polish something** (verb): to use an oil or other liquid to make something like furniture shine
22. \_\_\_\_\_ a **porch** (noun): a long room, usually not heated in winter, on the front or back of a house (Some porches have windows and screens; others are open.)
23. \_\_\_\_\_ **pots and pans** (plural nouns as an idiom): metal containers in which foods are cooked
24. \_\_\_\_\_ **rags** (plural noun): pieces of cloth used for cleaning
25. \_\_\_\_\_ to **scrub** (verb): to clean with a brush
26. \_\_\_\_\_ to **shake out** (verb): to hold onto one edge of (a cloth or rug) and move it up and down to remove dust and dirt
27. \_\_\_\_\_ a **shawl** (noun): a triangle of cloth, used to keep one's shoulders warm
28. \_\_\_\_\_ a **sheet** (noun): a large cotton piece of cloth put over a bed to protect the mattress and the area under the blankets
29. \_\_\_\_\_ to **shine** (verb): to reflect light (past tense = *shone*)

30. \_\_\_\_\_ **silverware** (non-count noun): knives, forks, and spoons used for eating and serving food
31. \_\_\_\_\_ to **sparkle** (verb): to shine because of being clean
32. \_\_\_\_\_ a **spider** (noun): an eight-legged insect that makes webs
33. \_\_\_\_\_ to **straighten** (verb): to put into order
34. \_\_\_\_\_ to **sweep** (verb): to clean dirt from a floor with a broom
35. \_\_\_\_\_ **trash** (non-count noun): garbage; things to throw away
36. \_\_\_\_\_ to **vacuum** (verb): to clean with an electric machine that sucks in air and dust
37. \_\_\_\_\_ a **wash basin** (noun): a bathroom sink with a faucet and a drain for water to escape
38. \_\_\_\_\_ a **window sill** (noun): a piece of wood at the bottom of a window frame
39. \_\_\_\_\_ to **wipe** (verb): to use a cloth to clean the surface of

### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the questions with your classmates.

### Understanding Sequence

In the blank in front of each sentence, write 2-8 to show that you know the order of the story.

- a. \_\_\_\_\_ I had a glass of chocolate milk and went home.
- b. \_\_\_\_\_ I rode my bicycle to Granny's house.
- c. \_\_\_\_\_ Granny and I had a little breakfast together.
- d. \_\_\_\_\_ It was necessary to clean the porches.
- e. \_\_\_\_\_ I started cleaning upstairs.
- f. 1 On a Saturday morning I woke up early to go to Granny's house.

- g. \_\_\_\_\_ I cleaned the kitchen and the pantry.  
 h. \_\_\_\_\_ The living room and dining room were next.

### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. How did the storyteller get to Granny's house?
2. Why did Granny need help on Saturdays?
3. How was the oil put on the wood floors?
4. Where are things kept in a kitchen?
5. Where was the washing machine?
6. What did Granny always notice?
7. How did Granny show that she was happy with the cleaning job?
8. What is in a silverware drawer?
9. What cleaning supplies did the storyteller use?
10. What did the storyteller use rags for?

### Drawing Conclusions from the Story

Which of these statements are probably true, from the information in the story? Write *true* or *false* in the blank in front of each sentence.

1. \_\_\_\_\_ Granny loved her grandchild.
2. \_\_\_\_\_ Granny wanted to help her grandchild learn to be a good worker.
3. \_\_\_\_\_ Granny didn't like to work.
4. \_\_\_\_\_ Granny spent a lot of time in her bedroom.
5. \_\_\_\_\_ Granny spent a lot of time in her pantry.
6. \_\_\_\_\_ Granny spent a lot of time in her kitchen.
7. \_\_\_\_\_ Granny played the piano.

8. \_\_\_\_\_ Granny never read books.
9. \_\_\_\_\_ Granny likes chocolate milk.
10. \_\_\_\_\_ Granny knew what her grandchild liked to eat.

### Finding the Meaning in Context

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

1. There were three thick pillows on the sofa.
 

a. chairs	c. rags
b. cloths	d. cushions
2. Granny kept her things for cooking in her pantry.
 

a. drawer	c. kitchen closet
b. bureau	d. china closet
3. Granny kept her things for cooking in in her kitchen.
 

a. pots and pans	c. dishes and glasses
b. silverware	d. cleaning supplies
4. Granny wanted her kitchen to sparkle.
 

a. wipe	c. scrub
b. shine	d. polish
5. I washed the floor with a brush and pine-scented water.
 

a. damp	c. straightened
b. wiped	d. scrubbed
6. There was dust on the lower part of the window frame.
 

a. window	c. mirror
b. window sill	d. window top
7. I didn't clean the stove.
 

a. wiped	c. scrubbed
b. skipped	d. polished



6. In the pantry I put all the cans in order.

In the pantry I \_\_\_\_\_ all the cans.

7. I washed all the dishes that were in the piece of furniture that holds dishes and glasses.

I washed all the dishes that were in the \_\_\_\_\_.

8. I used a special extra piece for the vacuum cleaner to take the dust from the sofa cushions.

I used \_\_\_\_\_ for the vacuum cleaner to take the dust from the sofa cushions.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. Did Granny really need to have the storyteller come to help her?
2. How did Granny teach the storyteller about doing a really good job?
3. What made the job a perfect job?
4. How did Granny know that the storyteller was doing a really good job?
5. Why did the storyteller have to go to the basement?

### Making Inferences

A. Answer these questions.

1. What things does a clean house smell like?
2. How do we know that Granny liked music?
3. Why was it necessary for the storyteller to help Granny with the cleaning?
4. Do you think the storyteller was a good worker?
5. Why did the storyteller get up early one Saturday morning?

B. Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.

1. Granny was always a busy woman.
  - a. Granny didn't like to clean.
  - b. Granny had lots of things to do.
  - c. Granny had lots of energy.
  - d. Granny enjoyed being busy.
2. Granny had a big house.
  - a. It took two hours to clean her house.
  - b. There was an upstairs and a basement.
  - c. There were three bedrooms to clean.
  - d. There was a big kitchen.
3. Granny had a big closet full of cleaning supplies.
  - a. Granny cleaned her house every day.
  - b. Granny wanted to have everything ready for the storyteller to do a really good job.
  - c. Granny had a lot of old bottles.
  - d. Granny should have thrown away many of the old cleaning supplies.
  - e. Granny did a lot of cleaning herself.
4. Granny had a lot of cans of food in her pantry.
  - a. She didn't cook much.
  - b. She liked to have food on hand.
  - c. She didn't want to go shopping very often.
  - d. She ate a lot.
5. Granny always had a little breakfast ready.
  - a. She loved her grandchild.
  - b. She liked to eat breakfast with someone else.
  - c. It was a good way to start the day.
  - d. It made the storyteller happy.

### Finding the Main Ideas

Which title or titles will be appropriate for this story? Circle the letter in front of each one.

- a. Every Saturday Morning
- b. Helping Granny
- c. Earning Ten Dollars
- d. Washing Windows
- e. A Day in the Pantry
- f. Spiders on the Porch
- g. Doing a Perfect Job of Cleaning
- h. A Working Day

### Reading for Details

Find the answers to these questions in the story.

1. Where were the cleaning supplies in Granny's house?
2. At what time did the storyteller usually start?
3. What did Granny have on her floors?
4. What are sheets on a bed?
5. How much time did the cleaning job usually take?
6. What day was the day to help Granny?
7. What did the storyteller use to clean the toilet?
8. What did the storyteller use ammonia water and newspapers to clean?
9. Where were there spiders in the house?
10. What is the little room off the kitchen called?
11. What was in the little room off the kitchen?
12. Where was the Persian shawl?

### Taking a Close Look at the Meanings of the Words

1. Note that a *brush* is used *to brush* or *to scrub*. A mop is used *to mop a floor*. A broom is used *to sweep a floor*. A vacuum cleaner is used *to sweep a rug*. *To dust* is *to remove dust*, and one uses a cloth or a rag to dust. One can use a liquid *polish* to *polish* furniture or a floor. Polishing makes something shine.
2. The words *trash*, *waste*, and *garbage* all mean things that we throw away. In different communities, different meanings (or slightly different meanings) are attached to each word.
3. *Cloth* is a plain piece of material, usually cotton. A *rag* is a piece of cloth that is old, probably from old clothing.
4. *Ammonia* is a strong chemical. You can buy it at the store. A half a cup of ammonia in a pail of water is a strong cleaner. Ammonia is a poison. It can burn the eyes and the skin. Even the smell is bad for a person. Use ammonia water only when there is lots of fresh air. Never mix ammonia with any other cleaning chemical.
5. The name *Granny* is one of the common names for *grandmother*. Others are *Grandma*, *Nana*, *Gramma*, *Grams*, and *Grandmum*.

## The Day Anna Kadulski Learned to Drive



Anna and her three children had to carry on after Frank died. Carrying on meant continuing, accepting the challenges—even the job of driving the car!



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. How many words do you know about the topic of driving? Make a list of these words with your classmates.
2. Think about the title of this story. What will it be about? Circle the ideas and words that you expect to find in a story with this title.

car	tires	police	driving	learning
fire	food	school	lessons	gasoline
sell	books	bridge	chicken	grocery store
buy	health	shopping		



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. What is your opinion about Anna Kadulski and her learning to drive? Do you think it was easy for her?
2. Who tells the story?
3. How would Anna have told the story?



## The Day Anna Kadulski Learned to Drive

1 When my dad died on January 5 in 1925, he left a lot behind. He left a widow, three young children, a thriving grocery store business, and a new black Franklin in the garage.

5 The Franklin was the only one in town, and it was special. I remember the big shiny dome of a hood on that car. I also remember that no one in our tiny hometown really knew how to take care of it, except my dad. And Frank Kadulski was gone.

10 In those days, the men gathered at our Standard Oil station. My dad had said one day, out of the blue, "They'll need gasoline fuel for cars!" The next thing we knew, he had built a gas station. He added it to the little complex of grain warehouse, smokehouse, ice barn, horse barn, chicken yard, and grocery store.

15 My dad was a very good businessman. He understood supply and demand. Our Standard Oil station was the first one in town. And the men gathered there. Men who had cars came to buy gas. Men without cars came to learn about them. Those men at the Standard Oil station used to say that my dad should have bought a Ford. To fix a Ford, they said, all you needed was a piece of haywire.

25 Now Dad was gone, and that big and fancy Franklin sat. My mother didn't know

how to drive it. She didn't know how to drive anything. She probably wouldn't have driven it even if she had known how.



30 I think that maybe my mother was afraid of that automobile.  
When she wanted to go somewhere, she had to find a driver.  
And a lot of the Polish men she trusted to drive her anywhere  
were also afraid of—well, respectful of—that grand Franklin.

35 Uncle John, her younger brother, was not afraid. He wasn't  
afraid of my mother. He wasn't afraid of new things. He  
wasn't afraid of anything, not even that Franklin. He wasn't  
even afraid of teaching his sister how to drive. One hot and  
dry Sunday afternoon, Uncle John and Aunt Wanda came to  
our house in their spotless black Ford. I remember that he  
40 parked it in our backyard. My sister, my brother, and I came  
out to welcome them. Then Uncle John told us all to get into  
the Franklin. We did—my mother, my sister, my brother,



45 Aunt Wanda, Uncle John, and I.  
My mother sat in the front seat  
with her brother. We were off for  
a Sunday afternoon ride.

50 We went out of town, down  
the familiar dusty roads to Uncle  
John's farm. He had a farm along  
the river, less than twenty minutes  
or two and a half miles from the  
limits of town. When we got to the  
farmhouse, Uncle John stopped. Aunt Wanda got out, and  
we started to follow her. Uncle John told us to stay put. Then  
55 he drove through the farmyard and out into a big field.

He stopped and got out of the driver's seat. "Anna," he  
said, "it's your turn!" At first she was speechless. Then she  
refused, she pleaded, she almost cried, but then she laughed.  
"You can't hurt anything but your pride out here," he said.

60 She got out of the passenger seat, went around to the  
front of the car, and got the car engine started. My mother  
was a powerful woman. She was used to hard work, but she  
knew nothing about cars. Then she got in and started driving.  
It wasn't smooth at first. Her brother explained one thing  
65 and then another. We three children understood nothing. We  
couldn't see much over the front seats of the car anyway.  
There were some bumps and grinding sounds from the  
motor, and some shrieks, too. Maybe those sounds were  
scared chickens or field rocks and bushes under the car. In  
70 any case, we were careful not to laugh out loud. But two  
hours later, my mother was driving! Her face was all smiles.  
She looked very pleased with herself. And Uncle John looked  
proud. My sister, my brother, and I had a great time.

75 We sat in the back seat for forty minutes more, and our  
mother drove us all the way home.



### Words and Idioms List

You already know some of these words and idioms. Go through the list.  
Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find  
them in the reading. Use the sentences around them to understand  
what they mean. Note how they are used. These are the words and  
idioms to learn for this story.

1. \_\_\_\_\_ to **be all smiles** (idiom): to be very happy about something
2. \_\_\_\_\_ to **be speechless** (idiom): to be too surprised to speak
3. \_\_\_\_\_ a **bump** (noun): a sound or feeling of one thing hitting another



4. \_\_\_\_\_ a **complex** (noun): a group of related buildings (perhaps owned by one person)
5. \_\_\_\_\_ a **dome** (noun): a smooth, curved shape (like the top half of a ball)
6. \_\_\_\_\_ a **grinding sound** (idiom): the sound of a motor that isn't running smoothly
7. \_\_\_\_\_ the **hood** (noun): the metal cover over a car engine
8. \_\_\_\_\_ to **leave something behind** (idiom): to give as a gift after one's death (said of a person who has died); to forget to take something (said of a person who is living)
9. \_\_\_\_\_ **out of the blue** (idiom): without any warning
10. \_\_\_\_\_ the **passenger seat** (noun): the seat next to the driver (in a car or truck)
11. \_\_\_\_\_ to **plead** (verb): to beg; to ask for something, with sincere feelings
12. \_\_\_\_\_ **shiny** (adjective): bright and smooth
13. \_\_\_\_\_ **spotless** (adjective): perfectly clean
14. \_\_\_\_\_ to **stay put** (idiom): not to move
15. \_\_\_\_\_ to **take care of something** (idiom): to know how to manage something
16. \_\_\_\_\_ **thriving** (adjective): growing; healthy
17. \_\_\_\_\_ to **understand supply and demand** (idiom): to realize that one person can make money by providing what others want to buy
18. \_\_\_\_\_ a **widow** (noun): a woman whose husband has died

### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

#### Understanding Sequence

In the blank in front of each sentence, write 2–10 to show that you know the order of the story.

- a. \_\_\_\_\_ Anna Kadulski drove home very slowly.
- b. \_\_\_\_\_ Uncle John and Aunt Wanda came to the house and parked in the backyard.
- c. 1 Frank Kadulski bought a fine new Franklin.
- d. \_\_\_\_\_ We got into the car, and Uncle John drove us to his farm.
- e. \_\_\_\_\_ We heard bumps, shrieks, and grinding sounds.
- f. \_\_\_\_\_ Frank Kadulski died.
- g. \_\_\_\_\_ Aunt Wanda got out of the car at the farmhouse, but we had to stay put.
- h. \_\_\_\_\_ Anna Kadulski had to ask other people to drive her from place to place in her car.
- i. \_\_\_\_\_ Anna practiced driving in a field until she could do it.
- j. \_\_\_\_\_ Uncle John taught Anna how to drive.

#### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. What do Fords and Franklins have in common?
2. What did they sell at the Standard Oil station?
3. Who was Uncle John married to?
4. What was necessary to fix a Ford, according to the men at the Standard Oil station?
5. Where did Uncle John live?

6. What was special about the Franklin?
7. Name the parts of Frank Kadulski's business complex.
8. Where did Anna learn how to drive?
9. Where was Uncle John's farm?
10. How fast did Anna drive home?

### Drawing Conclusions from the Reading

Answer these questions with your own ideas.

1. What kind of person was Uncle John?
2. How was Anna a powerful woman?
3. Why couldn't her children see what was happening during the driving lesson?
4. How did the gasoline station show that Frank Kadulski understood supply and demand?
5. Why were the three children in the back seat?
6. Why did Uncle John choose a field for the driving lesson?
7. Why was Anna Kadulski speechless?
8. What made Uncle John proud?
9. Do we know Uncle John's last name? Why or why not?
10. How did a driver start the engine of a Franklin?
11. Which is simpler, a Ford or a Franklin? How do you know?
12. Why was a spotless car unusual in those days?

### Finding the Meaning in Context

Find the word in this list that means the same or almost the same as the underlined word or words and write it in the blank.

warehouse	fuel	thriving	garage	familiar
respectful	grain	refused	spotless	gathered
powerful	shiny	widow		

1. John asked Wanda to dance, but she said that she would not dance.  
John asked Wanda to dance, but she \_\_\_\_\_.

2. All the young people met at the swimming pool on hot summer days.  
All the young people \_\_\_\_\_ at the swimming pool on hot summer days.
3. To make a campfire, you need something to burn.  
To make a campfire, you need \_\_\_\_\_.
4. Anna's house was always perfectly clean.  
Anna's house was always \_\_\_\_\_.
5. Frank Kadulski had a growing and profitable business.  
Frank Kadulski had a \_\_\_\_\_ business.
6. They kept all the food in a large building especially for storing things.  
They kept all the food in a large \_\_\_\_\_.
7. Anna's two daughters grew up to be strong women like their mother.  
Anna's two daughters grew up to be \_\_\_\_\_ women like their mother.
8. The farmer planted wheat and corn crops.  
The farmer planted \_\_\_\_\_ crops.
9. They kept the Franklin in a large building for cars.  
They kept the Franklin in a large \_\_\_\_\_.
10. When the man died, his wife moved to another city.  
When the man died, his \_\_\_\_\_ moved to another city.
11. Although I have never been to this small town before this visit, everything here seems comfortable and well-known to me.  
Although I have never been to this small town before this visit, everything here seems \_\_\_\_\_ to me.

12. The children in the school were polite toward their teacher.

The children in the school were \_\_\_\_\_ toward their teacher.

13. The children brought the teacher a big bright and smooth apple on the first day of school.

The children brought the teacher a big \_\_\_\_\_ apple on the first day of school.

14. When John told her to start driving, she was unable to say anything.

When John told her to start driving, she was \_\_\_\_\_.

### Finding Definitions for New Words

Draw a line between the word or phrase and its definition.

- |                   |   |
|-------------------|---|
| 1. pride          | a. land behind a house                          |
| 2. barn           | b. open area on a farm                          |
| 3. hood           | c. frightened                                   |
| 4. smokehouse     | d. place where the first houses of a city are   |
| 5. backyard       | e. feeling of self-respect                      |
| 6. limits of town | f. farm building                                |
| 7. field          | g. rubbing; friction                            |
| 8. scared         | h. result of being hit by something             |
| 9. bump           | i. place where meat is put to be treated        |
| 10. grinding      | j. metal part of the top front section of a car |

### Finding the Differences

What's the difference between...

- |                               |                           |
|-------------------------------|---------------------------|
| 1. a backyard and a farmyard? | 4. a Ford and a Franklin? |
| 2. a wife and a widow?        | 5. an aunt and an uncle?  |
| 3. a motor and an engine?     | 6. a barn and a garage?   |

### Matching New Words and Meanings

Draw a line between the two words with similar meanings.

- |               |             |
|---------------|-------------|
| 1. engine     | a. spotless |
| 2. afraid     | b. grand    |
| 3. automobile | c. motor    |
| 4. clean      | d. scared   |
| 5. fancy      | e. car      |

### Practicing with Idioms

Find the idiom in this list that completes each sentence and write the correct form of it in the blank. Note that some words (for example, [something]) can be replaced with other words and might be in another position in the sentence. You can use some of them more than once.

- |                  |                                 |
|------------------|---------------------------------|
| to be all smiles | to get [something] started      |
| to stay put      | to understand supply and demand |
| to get out       | to leave [something] behind     |
| to be speechless | to take care of [something]     |

1. There was a fire at a farm outside of town, so everyone went to help put it out. My father took us with him, but we had to remain in the car. He told us to \_\_\_\_\_.
2. The car door opened, and a lovely woman \_\_\_\_\_.
3. When my sister tried on her wedding dress, I looked at her face and knew that she liked it. She was quiet, and she \_\_\_\_\_.
4. When my father saw the whole family together for his birthday, he \_\_\_\_\_ . We were all surprised, because he always liked to talk.
5. The little girl put all her toy animals on a shelf. As she left, she turned and said to them, "Now you all \_\_\_\_\_ . I want to see you just like this when I \_\_\_\_\_ ."

6. The wood was too wet to burn easily, but the man used some newspaper and some gasoline on it to \_\_\_\_\_ .
7. A person who \_\_\_\_\_ will make money because he or she will be ready to sell what others want to buy.
8. When John Doe died, he \_\_\_\_\_ a lot of money for his children and grandchildren.
9. On Mother's Day, I sent flowers to my mother. When I saw her, she was pleased. She \_\_\_\_\_ .
10. The family went on a vacation, but their dog didn't go. They \_\_\_\_\_ .
11. Frank Kadulski was a good businessman. He \_\_\_\_\_ .
12. In our family, some of us work inside the house, and others \_\_\_\_\_ the yard and the garden.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. A dome is a shape, like the top half of a ball. What are the names of four other shapes?  
\_\_\_\_\_
- Name two things that have each of these shapes.
2. A hood is a part of a car. It protects the motor. What are some other parts of a car? What is the purpose of each of these other car parts?
3. What are some things about your home that are familiar to you?
4. Have you ever been speechless? When? Why?

### Making Inferences

Which of these sentences are probably true? Circle the number in front of each one.

1. Anna Kadulski never drove very fast.
2. Her children were frightened because of the driving lesson.
3. Anna took her children with her wherever she went.
4. Anna's husband wanted her to learn how to drive.
5. It is good to have a car if you don't know how to drive.
6. Frank Kadulski was a good businessman because he had a big car.
7. A good businessman sees opportunities for business.
8. A good place to learn how to drive is a field on a farm.

### Taking a Close Look at the Meanings of the Words

1. *To grind corn* is to put it between two stones and turn it into a powder of cornmeal. The stones make a sound, *a grinding sound*.
2. *To plead* is to ask for something, with great feeling. A *plea* is a sincere request.
3. The word *complex* can be a noun or an adjective. As a noun, a COMplex, the accent is on the first syllable. As an adjective, comPLEX, the accent is on the second syllable.

# Katy Archer



The smiling face of Katy Archer tells the story of a woman of courage, line by line.



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. A story about a person's life is a biography. Why is this story likely to be a biography? Why do you think so?
2. What is a biography probably going to be like? How will it start?
3. Look at the pictures. What do the pictures tell you about Katy?



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. What difficulty did Katy have in life?
2. What were her dreams? What did she want to do in her life?
3. How much has Katy done (of what she intended to do)?
4. How is Katy a strong person? What parts of her life needed a lot of strength?



### Katy Archer

1 Katy Archer is a senior citizen, and she is living life to the fullest. She wears her life on her wrinkled, smiling face.

"I choose to be what my mother was not," she says. "My mother was never happy."

Katy tells her story from the beginning. She was born in  
5 Pocahontas, Illinois, in July of 1923. Her family lived on a

farm. They were self-sufficient people because they grew all their own food.

Their garden was full of all kinds of vegetables. They grew lettuce, beans,

10 asparagus, carrots, melons, and even popcorn. They had dairy cows too, and they sold milk and earned a dollar a day for the milk. They even had a horse and wagon for trips to town. However, Katy

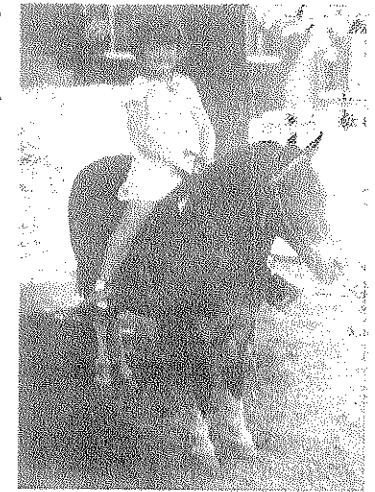
15 was an imperfect child because she was born with a hearing impairment. She

was punished because she wouldn't listen. Her parents didn't know that she couldn't listen.

Katy did go to school, however. After she finished high school, she wanted to be a nurse. She enrolled in a small nursing school, but she had to leave because of her hearing problem. Undaunted, Katy went to her family doctor, the same doctor who had delivered her. He helped her find a nursing school. She graduated in 1944. Katy and her friend

20 Betty tried to enlist in the Navy as nurses. Katy's friend was accepted, and Betty went off to the Great Lakes Naval Base in northern Illinois for training. Katy's friend was "off to see the world." Katy couldn't go because of her hearing.

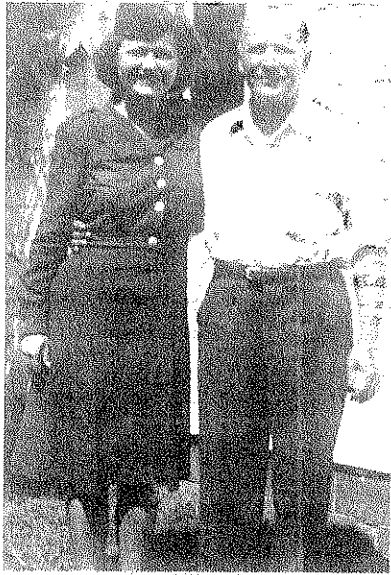
25



Betty didn't see much of the world. She spent the next  
30 five years at Great Lakes. That same year, however, Katy joined  
the Army as a nurse and went to Europe. Wounded soldiers  
came into the hospital 200 at a time. Katy worked with every  
patient she had. She loved the work, and she stayed in  
Europe for 20 months.

35 However, living conditions were hard. Katy got sick in the  
harsh winter of wartime Europe, so she was transferred to the  
Southwest, where the air is dry.

She was working at a veterans' hospital when she met her  
husband, Joe. He was a patient, a wounded soldier. A year



40 after he left the hospital, he  
and Katy got married. Both  
of them wanted children, and  
the children came fast. In nine  
years they had four sons and  
three daughters. Katy worked  
45 at night so she could be at  
home with her babies during  
the day.

50 Katy's husband was not a  
strong man psychologically.  
He was often sad, and he  
began to drink a lot. Then he

became very depressed. The man and wife never discussed  
anything. They never argued, never fought. Joe would simply  
55 walk out if a disagreement seemed to be arising. Joe was a  
charming and talented man, but he could not share his talents  
with his family. Katy realized that the children were hers, and  
the problems were hers.

60 One day, Joe came home with two pieces of paper. They  
were papers from a lawyer. "These are quit claims," he said.  
"If something happens to one of us, the other gets everything."  
Joe signed one of the papers. Katy signed hers, and Joe took  
the papers away.

65 In 1973 Katy had a realization. She needed to get out of  
the situation. Her seven children were all on their own.  
However, Katy was very unhappy. Joe was drinking every  
day. One day her parish priest asked her to stop to talk with  
him. He told her that God did not intend her to be so  
unhappy. She began to think about her situation. "My mother  
70 was always unhappy. I didn't want to be."

She called their lawyer to find out about dividing their  
property. She was told that all the property belonged to Joe.  
He had filed a legal paper in which she had given up all  
rights to their property. He had delivered the quit claim she  
75 had signed, but not the one he was supposed to sign. Katy  
had nothing of her own. She tried to talk to Joe, but he  
walked out of the house.

80 It was Thanksgiving Day that she made the big decision.  
Katy, as always, had made a big Thanksgiving dinner. She set  
the table with her best dishes. She put the turkey, mashed  
potatoes, gravy, and cranberries on her best tablecloth. She  
called Joe to come to eat. He took a plate, filled it up, and  
went to sit in front of the television set. He said nothing to  
her. That day, Katy packed the first of three suitcases of  
85 clothing and personal items. She hid it on the porch. Three  
days later, she walked through the house. She said goodbye  
to all her things. She stopped to pick up her mail. Then, with  
her photograph albums and three bags, she got into the older  
of the two family cars and drove away. She did not look back.

90 She had written to her seven children and told them. "I said that I was leaving their father. I did not tell them where I was going." She looked through the letters from the mailbox. There were no letters from her children that day, but there was a check from a lawyer in Illinois. It was a check for \$10,000.  
95 It was from an uncle she had taken care of through a long illness. She took the check as a sign. She was supposed to leave Joe. She used the money to start her life over.

Katy didn't know where she was going. She simply knew that she had to leave. For a month she lived in her car. She  
100 moved from place to place so Joe couldn't find her. Then she got a job taking care of a widowed doctor's house and cooking meals. For her work, she got a room and meals. In the evenings she took classes at the nearby college. Eventually she found a full-time job. She worked in all the positions in a social work  
105 office, and soon she was the supervisor. She was 66 years old when she finished her master's degree in education. That was one year past her goal of finishing before 65.

Katy says that besides the births of her children, there have been some great moments in her life. For example, at  
110 the age of 55, she got her first hearing aid. For the first time she heard the tick of a watch and the songs of birds. Her graduation was another great moment. And so were some of the moments in her work. She worked with families in trouble, just as hers had been. She helped people through  
115 their difficulties. Katy helped her children get educations, and she supported them through many hard times. Now she has three great-grandchildren. Katy is a senior citizen, but she says, "In my heart, I'm still eighteen."

If you ask her about Joe, she is kind. "He needed to be  
120 sick and to live as a sick man. I needed to be happy." If you ask her about her children, she says, "I have always wanted to live until my children didn't need me anymore. But I have to keep on living, because they still need me."



### Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ to **argue** (verb): to have a fight with words; to disagree
2. \_\_\_\_\_ **asparagus** (non-count noun): a spear-like green vegetable
3. \_\_\_\_\_ **charming** (adjective): pleasant in personality
4. \_\_\_\_\_ **cranberries** (plural noun): sour berries that are used to make a sauce
5. \_\_\_\_\_ a **dairy cow** (noun): an animal that gives lots of milk
6. \_\_\_\_\_ to **deliver** (verb): to take to a person, or to help a woman give birth to (a child)
7. \_\_\_\_\_ **depressed** (adjective): very sad in spirit
8. \_\_\_\_\_ a **disagreement** (noun): a fight with words
9. \_\_\_\_\_ to **enlist** (verb): to join
10. \_\_\_\_\_ to **enroll** (verb): to become a student
11. \_\_\_\_\_ to **graduate** (verb): to finish studies at a school; to get a degree or diploma



12. \_\_\_\_\_ **gravy** (non-count noun): a sauce made with meat juices, seasonings, and flour
13. \_\_\_\_\_ **harsh** (adjective): difficult to tolerate; severe; hard
14. \_\_\_\_\_ a **hearing impairment** (noun): a lack of ability to hear sounds
15. \_\_\_\_\_ to **intend** (verb): to plan; to mean for something to be (that way)
16. \_\_\_\_\_ a **legal paper** (noun): a document that can be used in court
17. \_\_\_\_\_ a **navy** (noun): an armed force that deals with ships
18. \_\_\_\_\_ a **parish priest** (noun): a spiritual leader of a community or church
19. \_\_\_\_\_ a **patient** (noun): a person who is sick and in the hospital
20. \_\_\_\_\_ a **photograph album** (noun): a book into which pictures from a camera are put
21. \_\_\_\_\_ **psychologically** (adverb): in or of the mind
22. \_\_\_\_\_ a **quit claim** (noun): a legal paper in which a person gives up property
23. \_\_\_\_\_ a **realization** (noun): an understanding of the facts
24. \_\_\_\_\_ **rights** (plural noun): the ability to own something, the ability to vote, and the like
25. \_\_\_\_\_ a **senior citizen** (noun): a person over the age of 65
26. \_\_\_\_\_ a **supervisor** (noun): a boss; a person in charge
27. \_\_\_\_\_ **undaunted** (adjective): not stopped
28. \_\_\_\_\_ a **veteran** (noun): a retired soldier
29. \_\_\_\_\_ **wounded** (adjective): hurt in battle
30. \_\_\_\_\_ **wrinkled** (adjective): not smooth, but creased with many lines (said of old people's skin)

### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

### Understanding Sequence

In the blank in front of each sentence, write 2-12 to show that you know the order of the story.

- a. \_\_\_\_\_ She went to Europe as an Army nurse.
- b. \_\_\_\_\_ Katy decided that she had to leave.
- c.   1   Katy was born in Pocahtonas, Illinois in 1923.
- d. \_\_\_\_\_ She was transferred to the Southwest.
- e. \_\_\_\_\_ Katy met a man named Joe, fell in love, and married him.
- f. \_\_\_\_\_ The harsh conditions in wartime Europe made her sick.
- g. \_\_\_\_\_ She went to one nursing school and then another.
- h. \_\_\_\_\_ She graduated from nursing school in 1944.
- i. \_\_\_\_\_ They had seven children in nine years.
- j. \_\_\_\_\_ Joe became very depressed and started to drink a lot.
- k. \_\_\_\_\_ She got a job and started going to a university.
- l. \_\_\_\_\_ She graduated with a master's degree in education when she was 66.

### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. When is it right for a husband and wife to separate?
2. What did Joe do that showed his feeling about his marriage?
3. Why do you think Katy took her photograph albums with her when she left?

4. What happened on Thanksgiving Day that helped Katy make her decision?
5. What does Katy remember about her mother?
6. Why did Betty and Katy want to join the Navy?
7. Why did Katy choose to work as a nurse at night?
8. What is a quit claim? Why did Joe want her to sign it?
9. What did Joe do with his quit claim?
10. Why did Katy live in her car for a month?

### Drawing Conclusions from the Story

Which of these statements is probably true, from the information in the story? Find a sentence in the story that shows each sentence is true or false. Write *true* or *false* in the blank in front of each sentence.

1. \_\_\_\_\_ Katy didn't have much education.
2. \_\_\_\_\_ The Great Lakes Naval Base has a big hospital.
3. \_\_\_\_\_ Soldiers are wounded in wars.
4. \_\_\_\_\_ There are special hospitals for soldiers who have been hurt.
5. \_\_\_\_\_ It was harder to get into the Navy than the Army.
6. \_\_\_\_\_ Dry air is good for people who get some kinds of diseases.
7. \_\_\_\_\_ Katy listened to the advice of her children to leave Joe.
8. \_\_\_\_\_ Joe wasn't happy in his marriage.
9. \_\_\_\_\_ Popcorn can grow in Illinois.
10. \_\_\_\_\_ A hearing aid can help a person with a hearing impairment.

### Finding the Meaning in Context

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

1. The two people never had an argument.
 

a. a disagreement	c. an impairment
b. rights	d. a realization

2. Katy had many difficulties in her life, but she was not going to let difficulties stop her.
 

a. wrinkled	c. graduated
b. depressed	d. undaunted
3. Katy went to a nursing school and signed up for classes.
 

a. enlisted	c. argued
b. enrolled	d. delivered
4. The weather in that part of the world was cold and damp.
 

a. depressed	c. harsh
b. wrinkled	d. tick
5. The nurses took care of the sick and wounded people in the hospital.
 

a. patients	c. doctors
b. nurses	d. veterans
6. The understanding that she had to leave came to her on Thanksgiving Day.
 

a. imperfect	c. argument
b. realization	d. disagreement
7. Betty joined the Navy.
 

a. enlisted in	c. walked out of
b. intended to	d. fought in
8. She was 55 years old before she heard the sound of a watch.
 

a. carrot	c. tick
b. quit	d. song

### Matching New Words and Meanings

Draw a line between the two words or phrases with similar meanings.

- |                        |                |
|------------------------|----------------|
| 1. sad                 | a. husband     |
| 2. suitcase            | b. nurse       |
| 3. join                | c. graduate    |
| 4. disagree            | d. bag         |
| 5. letter              | e. enlist      |
| 6. woman               | f. legal paper |
| 7. doctor              | g. mail        |
| 8. check               | h. veteran     |
| 9. listen              | i. depressed   |
| 10. document           | j. children    |
| 11. soldier            | k. argue       |
| 12. man                | l. money       |
| 13. sons and daughters | m. wife        |
| 14. finish school      | n. hear        |

### Practicing with Idioms

Find the word or phrase in this list that means the same or almost the same as the underlined idiom and write it in the blank.

- |                    |          |
|--------------------|----------|
| hearing impairment | wounded  |
| psychologically    | veterans |
| quit claims        | gravy    |
| was talented       | enlist   |

1. Betty and Katy wanted to join the Navy.  
Betty and Katy wanted to \_\_\_\_\_.

2. Joe brought home two legal documents to sign.

Joe brought home two \_\_\_\_\_ to sign.

3. Her husband was a charming person who could do many different things well.

Her husband was a charming person who \_\_\_\_\_.

4. A lot of people were hurt badly during the war.

A lot of people were \_\_\_\_\_ during the war.

5. In her mind, she was strong.

\_\_\_\_\_, she was strong.

6. He went to a hospital for soldiers who served in armed forces.

He went to a hospital for \_\_\_\_\_.

7. The man had a problem with hearing.

The man had a \_\_\_\_\_.

8. They asked for mashed potatoes with a sauce made from meat juices.

They asked for mashed potatoes with \_\_\_\_\_.

### Expanding Vocabulary

In this list, there are really two separate lists. Some are personal items, and the others are the names of foods. Write the words and phrases in two separate lists.

- |         |          |             |                   |
|---------|----------|-------------|-------------------|
| milk    | letters  | melons      | watches           |
| shoes   | purses   | wallets     | cranberries       |
| beans   | carrots  | brushes     | make-up           |
| gravy   | lettuce  | suitcases   | legal papers      |
| combs   | pencils  | asparagus   | photograph albums |
| popcorn | clothing | hearing aid |                   |

Personal Items	Foods

Add some other personal items and the names of more foods to the two lists.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. A person who cannot hear has a serious problem. It is not easy to learn how to speak if one cannot hear. What help can a hearing-impaired person get?
2. The Army and the Navy are similar. How are they alike? How are they different?
3. Why are there special hospitals for soldiers and veterans?
4. What is your opinion about arguments? Are they always bad? When are they good?
5. Why are some people homeless? Who helps the homeless?

### Making Inferences

A. Answer these questions.

1. How do we know that Joe didn't give the lawyer the paper that he signed?
2. Why was Katy "an imperfect child" in her parents' opinion?
3. Why did Katy ask their family doctor for help in finding a nursing school?
4. Why couldn't Katy and Joe ever work out their problems?
5. What sign did Katy get that it was right to leave Joe?
6. Why did Katy want to finish her master's degree one year before she did?
7. Why is Katy a senior citizen?

B. Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.

1. Katy worked in a social work office.
  - a. Katy wanted to help families in trouble.
  - b. Katy couldn't find any other job.
  - c. Katy had the necessary education for the job.
  - d. Katy liked working with doctors and lawyers.

2. There have been some great moments in Katy's life.
  - a. She was born in Illinois.
  - b. She went to nursing school.
  - c. She went to Europe as an Army nurse.
  - d. She found a lot of money in the mail.
  - e. She had seven children.
3. Katy is a senior citizen.
  - a. She is over 65 years of age.
  - b. She has seven children.
  - c. She has a master's degree.
  - d. She lives in Illinois.
  - e. She lives in Europe.
4. Her family grew their own food.
  - a. They were self-sufficient.
  - b. They had a garden with lots of vegetables.
  - c. They had good educations.
  - d. They all worked hard.
5. Joe was a talented but unhappy man.
  - a. He was charming to everyone but his family.
  - b. He began to drink a lot.
  - c. He laughed a lot.
  - d. Joe was a wounded soldier who could not be happy.

**Finding the Main Ideas**

Here is a list of nine ideas. They are supporting ideas for the main ideas in the boxes at the top of the columns. Write each one in the box under the main idea that it supports.

1. Joe was a talented man who was very unhappy.
2. Katy graduated from nursing school, enlisted as an Army nurse, and went to Europe.

3. Katy had trouble becoming a nurse because of her hearing.
4. She could see that Joe was drinking too much.
5. A farm girl in the 1940s could go to nursing school or a teachers' college.
6. Katy left home with three suitcases and her photograph albums.
7. She realized that she could not be happy living with Joe.
8. Katy went back to school.
9. Katy found a job taking care of a house.

<p><u>Main idea 1:</u> Katy wanted to become a nurse and to see the world, but it wasn't easy for her.</p>	<p><u>Main idea 2:</u> Katy realized that she had to leave Joe and make a new life for herself.</p>	<p><u>Main idea 3:</u> Katy started her life over after her children were grown up.</p>

### Reading for Details

Find the answers to these questions in the story.

1. Katy was born in \_\_\_\_\_, Illinois.
2. Katy's nurse friend was named \_\_\_\_\_.
3. Katy's family earned \_\_\_\_\_ a day for the milk from their dairy cows.
4. Katy worked at a hospital in Europe for \_\_\_\_\_ months.
5. She was transferred to the \_\_\_\_\_ where the air is dry.
6. Katy left her husband in \_\_\_\_\_.
7. Katy finished nursing school when she was \_\_\_\_\_ years old.
8. At the age of \_\_\_\_\_, Katy got her first hearing aid.
9. Katy and Joe had \_\_\_\_\_ children.
10. Katy was \_\_\_\_\_ when she got her master's degree in education.

### Taking a Close Look at the Meanings of the Words

1. A *quit claim* is a legal paper. Joe used it in a wrong way. He used it to steal from Katy. A person must always be careful to read a legal paper very carefully. Some of the letters are very small. That is called "the fine print." The fine print is often where the danger in legal papers can be found. Lawyers warn their clients: "Be sure to read the fine print."
2. Army nurses in wartime have very hard work. *Wounded* soldiers are hurt in battle. They get well because of the nurses' work. *Veterans' hospitals* take care of sick and wounded soldiers.

## Living with Nature



Mother Nature provides for her children.  
There is a way of life that is close to nature.



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. What things did the McCarthy family gather from nature?
2. What foods do we pay for that we could get for free from nature?
3. How is city life different from life outside a city?
4. Everything comes from nature—sometimes directly and sometimes not. What can a person collect or gather in nature to help that person live in comfort and in health?
5. How does a child learn about nature?
6. What are the four seasons, and why are they important to a person living in nature?



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. How is Ella learning about nature?
2. How did her parents become in touch with nature?
3. What does the family have to buy?
4. This story takes place more than fifty years ago. How do you know? Look for ways that life was different then. Could this story happen today? Why or why not? If so, where?

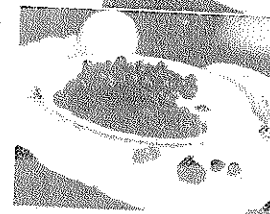
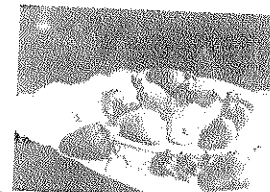


### Living with Nature

1 Growing up in the middle of a huge forest in Ontario meant Ella McCarthy was in touch with nature. She learned the names of the wildflowers in the woods and meadows. She learned the names of the trees. In the early spring, Ella  
5 picked little dandelion leaves for salad. From the stream, her mother brought home watercress. These greens were made into delicious salads. By the end of May, Ella and her father looked for berries on the Juneberry tree. They picked the plump berries and took them home for a fine sauce. Next the  
10 pin cherries were ripe for picking. They picked these tiny bright red fruits from a tree in a meadow near the town. No one else wanted the pin cherries, except some birds, so Ella and her father picked them for cherry juice. These cherries were sour but full of vitamins, her father said. The McCarthys  
15 drank the juice to prevent colds.

In the summer, Ella went with her father to pick wild strawberries, raspberries, blueberries, and blackberries. They took the berries home in baskets, sat at the kitchen table, and  
20 cleaned them. Bits of leaves and stems went into a pile, and the cleaned berries went into an iron pot with sugar. Ella's mother cooked the berries and made  
25 She poured the jam into clean pint jars. She poured some hot wax into the jam jars to protect the fruit from spoiling. These small jars waited on the basement shelves.

In the fall, Ella and her father went to the wild apple trees in the woods. They collected the fruit and



30 bushel baskets full of apples. They peeled the apples for  
canning. Ella's mother prepared the glass jars, and when the  
apples were cooked, apples for winter pies and applesauce  
went into the jars. The gleaming quart jars of apples went  
to the shelves in the basement too, for winter meals. They  
35 preserved the fruit for later use.

A month later, the wild nuts were ready to be gathered.  
The McCarthys knew where there were hazelnut bushes, and



40 every year they picked the bushes clean before  
the squirrels took them all. They also picked  
the rose hips from the wild rosebushes. These  
rose hips made a very good winter tea, and  
they had lots of vitamins in them. Ella loved  
the taste of the rose hip tea. It was a dark red  
color, and it tasted wonderful with honey.

45 Fall was also the time for collecting wood for the winter.  
The McCarthys gathered dead wood, of course, and had a  
pile of logs ready to burn. They also gathered pine knots.  
Several years earlier, there had been a forest fire near the  
Pine River. Ella's family planned picnics there every fall.  
50 They went to pick up the pine knots. The area where the fire  
had burned was several acres in size, and all the pine trees  
there had burned. But the places on the tree where the big  
branches grew out from the trunk were harder than the rest  
of the wood. These parts had not burned. These small pieces  
55 of wood lay on the grass and in the sand, sometimes partly  
buried. Ella, her mother, her father, and her younger brothers  
all collected the pine knots in bags. They piled the pine knots  
into the little trailer that was hitched to the back of the car.  
Those pine knots would burn slowly all winter in the furnace  
60 and keep them all warm.

One fall, Ella's dad found a wild beehive  
in a dead tree. He covered himself with thick  
clothes. He put on a big hat with a strong net  
and heavy gloves. He put a smoking piece of  
65 wood into the middle of the tree, and most of  
the bees flew away. He collected two gallons  
of wild honey, but he left a lot of honey for the  
bees. He didn't like to rob the bees, but the  
wild honey tasted sweet. He got some bee  
70 stings too, but the honey was worth it! Anyway, he said to  
himself, the bees had more honey than they needed.



In the winter, Ella was sometimes able to go fishing with  
her father. Of course, she had to go to school, but on  
weekends, they went to Ice Lake. The ice on this lake was  
75 four feet thick. It was cold for months at a time in their part  
of Canada. And there must have been millions of fish in that  
lake. Ella's father made a hole in the ice, and they lowered  
lines into the water.

The fish must have been hungry! They took the bait that  
80 Ella and her father put on their fishhooks. Their metal tubs  
were quickly filled with fish. Each person could take 100 fish  
home. Ella's father covered the fish in the tubs with snow.  
He tied ropes around the tubs, and together they pulled the  
tubs of fish to their car and took them home.

85 Then they had the job of cleaning the fish. Ella's father  
taught her how to remove the scales from the fish. Ella got  
very good at that part. But it can take a long time for one  
person to clean 100 fish, and twice as long to clean 200. So  
Ella's father taught her how to hold the fish, how to slit it up  
90 the belly with the tip of the knife, and how to scrape the fish  
clean. Soon Ella could keep up with her father fish for fish.



When the fish were cleaned, they had to be washed and then wrapped in two kinds of paper. First Ella and her father laid about ten fish on a piece of waxed paper. The family usually ate ten fish for a meal, and they were making meal-size packages. Next that package went onto a piece of newspaper and was folded. The packages of fish were laid into a cardboard box in a neat way. The paper had to be dry. Otherwise all the packages would stick together. Then the box, covered with more newspaper, went into a gunnysack. Ella's dad put it on the roof to freeze. When the family wanted fish to eat, the packages of cleaned fish were ready.

Ella's family lived close to nature. They depended on nature for much of their food. They needed the forest to be able to live in comfort. They didn't think that their way of life was unusual. To them, it was how all people should live.

### Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ **bait** (non-count noun): food used to catch animals such as fish or mice
2. \_\_\_\_\_ a **beehive** (noun): a home for a community of bees, where there is a lot of honey
3. \_\_\_\_\_ to **be in touch with** (idiom): to communicate with easily; to be familiar with

4. \_\_\_\_\_ a **belly** (noun): the lower abdomen of an animal; the underside of a fish
5. \_\_\_\_\_ to **be worth it** (idiom): to give a good value in exchange for it
6. \_\_\_\_\_ a **bushel basket** (noun): a container made of wood strips that can hold a bushel measure (32 quarts, or 35.24 dry liters)
7. \_\_\_\_\_ to **collect** (verb): to gather; to pick up and bring to one place
8. \_\_\_\_\_ a **dandelion** (noun): a weed with bright yellow flowers, the leaves of which can be eaten as salad
9. \_\_\_\_\_ to **fish** (verb): to catch fish for food
10. \_\_\_\_\_ a **fishhook** (noun): a curved wire with a sharp barb on the end for catching fish to eat
11. \_\_\_\_\_ to **freeze** (verb): to become solid from cold
12. \_\_\_\_\_ a **furnace** (noun): a central place for heating a building
13. \_\_\_\_\_ to **gather** (verb): to pick up and bring to one place; to collect
14. \_\_\_\_\_ **gleaming** (adjective): shiny
15. \_\_\_\_\_ a **glove** (noun): a cloth or leather covering for a hand
16. \_\_\_\_\_ **greens** (plural noun): leaves for salad
17. \_\_\_\_\_ to **hitch** (verb): to attach or connect so as to be able to pull
18. \_\_\_\_\_ a **jar** (noun): a glass container with a large opening at the top, or mouth
19. \_\_\_\_\_ a **log** (noun): a large piece of wood cut from a tree
20. \_\_\_\_\_ a **metal tub** (noun): a large container made of coated iron, used for washing clothes or holding water
21. \_\_\_\_\_ **nature** (non-count noun): all the world, especially what people have not changed

22. \_\_\_\_\_ to **peel** (verb): to remove the skin of (fruit or vegetables) with a knife
23. \_\_\_\_\_ a **pine knot** (noun): a hard piece of unburned wood from a burned tree from the place where a branch and tree trunk separated
24. \_\_\_\_\_ **plump** (adjective): fat and juicy
25. \_\_\_\_\_ **ripe** (adjective): ready to be used or eaten
26. \_\_\_\_\_ to **rob** (verb): to take from; to steal from
27. \_\_\_\_\_ a **rose hip** (noun): the hard, round fruit of a rose plant
28. \_\_\_\_\_ **scales** (plural noun): the thin, clear, round, pearl-like disks that cover the body of a cold-water fish (Scales need to be removed before the fish can be eaten.)
29. \_\_\_\_\_ to **scrape** (verb): to use a hard tool to remove something on the surface of another thing
30. \_\_\_\_\_ to **slit** (verb): to cut with a knife in a straight line
31. \_\_\_\_\_ a **stem** (noun): the green part between a fruit and the roots
32. \_\_\_\_\_ a **sting** (noun): a painful bite or sore from a bee or other insect
33. \_\_\_\_\_ a **trailer** (noun): a wheeled cart that can be pulled by a car or truck
34. \_\_\_\_\_ **watercress** (non-count noun): a salad green plant of tasty leaves that grows at the edge of streams
35. \_\_\_\_\_ **wax** (non-count noun): paraffin; candle wax



### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

#### Understanding Sequence

In the blank in front of each sentence, write 2-6 to show that you know the order of the job of making jam and 2-7 to show that you understand the job of ice fishing.

#### The Job of Making Jam

- a. \_\_\_\_\_ Cook the berries with sugar.
- b. \_\_\_\_\_ Find berries in the woods.
- c. \_\_\_\_\_ Pour the jam into jars.
- d. \_\_\_\_\_ Pick the berries
- e. 1 Go to the open areas of the woods where berries grow.
- f. \_\_\_\_\_ Clean the leaves and stems from the berries.

#### The Job of Ice Fishing

- a. \_\_\_\_\_ Cut a hole in the lake ice.
- b. \_\_\_\_\_ Wait for a fish to take the bait.
- c. 1 Go to a lake.
- d. \_\_\_\_\_ Put bait on the fishhook.
- e. \_\_\_\_\_ Pull up the line and the fish.
- f. \_\_\_\_\_ Lower the line with the hook into the water.
- g. \_\_\_\_\_ Put the fish into the tub.

### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. Where did Ella live?
2. Who ate the pin cherries? (Give two answers.)
3. What did the squirrels collect?
4. Where do hazelnuts grow?
5. What are the names of the seasons?
6. What did Ella and her family do in each season?
7. Where did they get apples?
8. Where does honey come from?
9. Where was the forest fire? What did it leave behind?
10. How did Ella and her father preserve the fish?

### Drawing Conclusions from the Story

Which of these statements are probably true, from the information in the story? Write *true* or *false* in the blank in front of each sentence.

1. \_\_\_\_\_ Ella lived in an apartment in a city.
2. \_\_\_\_\_ Pin cherry juice is very sweet.
3. \_\_\_\_\_ Jam tastes sweet.
4. \_\_\_\_\_ Squirrels like nuts.
5. \_\_\_\_\_ Rose hip tea is sour.
6. \_\_\_\_\_ Bees live in a beehive.
7. \_\_\_\_\_ The wood in pine knots is heavier than the wood in a pine tree log.
8. \_\_\_\_\_ The winter in Ontario is quite cold.
9. \_\_\_\_\_ Ella's family could eat twenty fish in one meal.
10. \_\_\_\_\_ It was very cold on the roof of the house in the winter.

### Finding the Meaning in Context

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

1. The family owned a trailer to attach to the back of the car.  
a. collect  
b. hitch  
c. scrape  
d. slit
2. Ella's mother went to a stream to collect a salad green.  
a. watercress  
b. dandelions  
c. berries  
d. gloves
3. Ella's father didn't like taking honey from the bees.  
a. smoking  
b. finding  
c. burning  
d. robbing
4. Ella was in touch with nature.  
a. lived in  
b. didn't like  
c. was busy because of  
d. was comfortable with
5. When the weather is extremely cold, water turns solid.  
a. scrapes  
b. stops  
c. freezes  
d. piles
6. The best berries are round and full of juice.  
a. wild  
b. sour  
c. plump  
d. thick
7. To preserve apples, you must remove their skins.  
a. peel them  
b. cook them  
c. scrape them  
d. clean them
8. The jars must be shining clean.  
a. prepared  
b. gleaming  
c. burned  
d. cooked
9. The apples were ready for picking.  
a. sweet  
b. sour  
c. plump  
d. ripe

10. They made tea with the fruit of wild rosebushes.

- a. leaves
- b. rose hips
- c. stems
- d. vitamins

**Working with New Words and Meanings**

Which word or phrase from this list answers the question? In the blank in front of each question, write the letter of the answer.

- a. a log
- b. a jar
- c. jam
- d. bait
- e. belly
- f. gloves
- g. a stem
- h. a sting
- i. scraping
- j. dandelion
- k. watercress
- l. a bushel basket

1. \_\_\_\_\_ What can protect your hands from the cold?
2. \_\_\_\_\_ What do you put on a fishhook to attract the fish?
3. \_\_\_\_\_ What is a measure for potatoes?
4. \_\_\_\_\_ What is a bite from a bee or a mosquito?
5. \_\_\_\_\_ What is like a bottle but has a large opening at the top?
6. \_\_\_\_\_ What do you get when you cook berries with sugar?
7. \_\_\_\_\_ What word means the stomach of an animal or the underside of a fish?
8. \_\_\_\_\_ Which is the name of a salad green that grows near streams?
9. \_\_\_\_\_ What do we call a piece of wood cut from a tree?
10. \_\_\_\_\_ The leaves of which weed with yellow flowers can be used for salad?
11. \_\_\_\_\_ What connects the apple to the tree?
12. \_\_\_\_\_ If you use the sharp edge of a knife to take scales from a fish, what are you doing?

**Practicing with Idioms**

Find the idiom in this list that means the same or almost the same as the underlined word or words and use the correct form of it to complete each sentence.

- to be in touch with
- to live close to
- to be worth it
- to be the time for
- to be ripe for picking
- to plan a picnic
- way of life
- to be very good at

1. On Sunday afternoons, the family often arranged to eat a meal in the forest.  
On Sunday afternoons, the family often \_\_\_\_\_ in the forest.
2. In September, the apples on the trees are ready to be collected.  
In September, the apples on the trees are \_\_\_\_\_.
3. The children of the family are familiar with many of the aspects of nature.  
The children of the family are \_\_\_\_\_ nature.
4. The family went fifty miles to fish on Ice Lake, and they caught 400 fish. It was a lot of work, but the reward for the work was valuable for them.  
The family went fifty miles to fish on Ice Lake, and they caught 400 fish. It was a lot of work, but \_\_\_\_\_.
5. Collecting what they need from nature is how they live.  
Collecting what they need from nature is their \_\_\_\_\_.
6. Mr. McCarthy is skilled in fishing.  
Mr. McCarthy \_\_\_\_\_ fishing.
7. Some people depend on nature for food and fuel.  
Some people \_\_\_\_\_ nature.

6. Spring is the appropriate season for planting flowers in a garden.

Spring \_\_\_\_\_ for planting flowers in a garden.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. The McCarthy family had to be in touch with nature. They needed to know how to survive, to live in the forest. Mr. McCarthy cut wood to sell. He also had a job with the government, in the forest. However, the family did not earn much money. What did they do to survive?
2. How many people do you think are in the McCarthy family's community? Why do you think as you do? What kind of work might they have?
3. How do the McCarthys heat their home in cold weather? Could everyone do the same?
4. How did the family save food for the winter? What do people do today to preserve food?
5. What is Ella learning from her parents about living with nature?
6. Fish is mostly winter food for the McCarthy family. Why?
7. Which fruits have a lot of vitamins?
8. Bees make honey from the pollen of flowers. The honey is really food for baby bees. Bees also make wax. The wax holds the honey in small pockets within the beehive. What uses do people have for honey and wax?

### Making Inferences

Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.

1. Pin cherry juice is sour, but it has a lot of vitamins in it.
  - a. The McCarthys drank pin cherry juice to prevent colds.
  - b. The McCarthys added sugar or honey to pin cherry juice.
  - c. Sour fruits contain vitamins.
  - d. The children didn't drink the juice.
  - e. Sometimes people drink things because they are good for them.
2. They took the berries home and cleaned them.
  - a. They couldn't clean the berries in the woods.
  - b. The berries were dirty.
  - c. There were leaves and stems in the basket with the berries.
  - d. Berries have to be clean to make them into jam.
3. Each person who went fishing on Ice Lake could take home 100 fish.
  - a. There were a lot of fishermen on the lake.
  - b. The lake had millions of fish in it.
  - c. Not many people went ice fishing.
  - d. The people who went ice fishing needed fish for food.
  - e. Ice Lake was not a popular place to fish.
  - f. There are rules about the number of fish that a person can catch in one day.
  - g. It was good for a family that needed food to go fishing as a group.
4. The family could eat ten fish for a meal, and they were making meal-size packages.
  - a. Each person could eat three fish at one meal.
  - b. The fish were very, very large.
  - c. There were ten people in the family.
  - d. They wrapped ten fish at a time.
  - e. Each package held enough for one meal.
  - f. The McCarthys eat only fish.

5. The places on a pine tree where the big branches grow out from the trunk are "knots," and the wood of a pine knot is harder than the rest of the wood.
- Pine knots are just like any wood from a pine tree.
  - Pine knots come from branches of pine trees.
  - It takes more heat to start a pine knot burning than any other part of the tree.
  - A pine knot is like a twisted place on a rope.

### Finding the Main Ideas

Choose the best answer.

- Which of these sentences from paragraph 1 shows that Ella was in touch with nature?
  - They picked the plump berries and took them home for a fine sauce.
  - The family drank the juice to prevent colds.
  - No one wanted the pin cherries, except some birds.
  - She learned the names of the wildflowers in the woods and meadows.
- Which of these sentences is the main idea for the things they did in the fall?
  - The fall was a time to pick wildflowers and berries.
  - The fall was the time to collect fruits, nuts, and wood.
  - The fall was a time to rest and go on picnics.
  - The fall was the time to gather berries for jam.
- Which of these sentences explains why pine knots are valuable?
  - Pine knots lie on the grass or half buried in the sand.
  - Pine knots will never burn.
  - Pine knots come from the places where branches grow out of a tree trunk.
  - Pine knots are hard, so they will burn hot in a furnace.

- Which of these sentences explains why ice fishing is easy?
  - A person can take home 100 fish.
  - There are many fish under the ice and not much food, so they go for the bait.
  - The ice on the lake is four feet deep.
  - The fish are quite small, so it takes 100 fish to feed a person.
- Which of these titles is appropriate for this story?
  - Learning About Nature in a Classroom
  - How a Family Survived with the Help of Nature
  - Finding the Honey in the Hole in the Tree
  - Wild Life

### Reading for Details

Find the answers to these questions in the story.

- What color is rose hip tea?
- When do Juneberries become ripe?
- Why did the family go to the Pine River for their picnic?
- What did the McCarthys use apples for?

### Taking a Close Look at the Meanings of the Words

- The word *canning* is used for preserving fruits and vegetables. Of course, the foods that we buy in stores are *in cans*. However, the noun *canning* and the verb *to can* are also used for preserving food in jars. It is necessary to *sterilize* everything that will be canned. *Sterilizing* means killing all the germs, so jars are put into boiling water. The heat of the water cleans the jars. The filled jars are *sealed* so that no air can get inside. Then the food inside these *sterile* jars will not spoil.
- There are many words in this story for containers: *jar, bottle, basket, bag, cardboard box, bucket, pail, tub*. What other words do you know for containers? What is stored in each container?

3. Fruit can be made into jam, sauce, or juice. Jam is thick and sugary. Juice can be drunk. And sauce is usually eaten with another food.
4. The verbs *to lie* and *to lay* are often confused by native speakers and English learners alike. Here are some sentences with these two verbs.

*To lie (lie, lay, lain)*

- After working all day, it is nice to *lie* down and rest.
- Last night I *lay* down at about ten o'clock.
- I must have *lain* there for an hour before I fell asleep.

*To lay (lay, laid, laid)*

- I always *lay* my books on the table near the door when I come from school.
- I know that I *laid* my books there last night.
- I found my books in the kitchen, so I must have *laid* them down there.

The difficulty comes because the past tense of *to lie* is the same in appearance as the present tense of *to lay*. The difference in meaning is that *to lay (something)* means "to put or place (something)." *To lie* means "to recline oneself."

## Magic?



Kelly sits on a chair. First four classmates put their hands on her head. Then they lift her, using only their eight index fingers. Is it magic?



### Before You Read the Story

Use these questions as preparation for reading the story. If you need to know the meaning of a word or idiom, check the Words and Idioms List after the story.

1. The name of this story is "Magic?" Look at the pictures and then look at this list of words. Which ones do you expect to be in this unit? Why? Circle them.

spoon	doctor	brain	trick	pain
eyes	bag	blood	sore	heal
headache	fork	salt	believe	fingers
elbow	surprise	ankle	oxygen	burn
knee				

2. Do you think the storyteller believes in magic? Why or why not?
3. Who "does" magic?
4. What is most magic?



### While You Read the Story

Read these questions and look for the answers as you read the story.

1. What unusual and unexpected things did the storyteller see?
2. Why isn't the hegu point magical to the storyteller?
3. Why is the lifting of a person on eight fingers somewhat magical?
4. What could the title "Mind Over Metal" be used for?

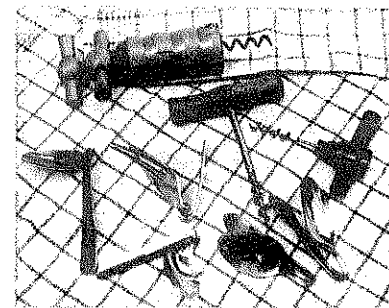


### Magic?

1 There are some things in the universe that are beyond our understanding. One of those things is how I bent spoons with the energy of my mind. I was at a workshop about not limiting ourselves by our doubts. Each

5 participant had a regular spoon. We were to hold our spoons lightly and then think about making them bend. We were to think about the metal getting soft. The leader told us that

10 when the spoon started to bend, we were to say, "It's bending!" Until then we were to say, "Bend! Bend! Bend!" I doubted that a spoon would listen to me.



Then as I was holding the spoon and putting hardly any pressure on it, the spoon began to turn in my hand. To my

15 surprise, the spoon got soft and bent into a 90-degree angle. I started to say, "It's bending!" And others looked at me, still saying, "Bend! Bend!" I looked around. Suddenly other people's spoons were bending into loops. I picked up another spoon, as the leader asked me, "Why don't you believe?"

20 And this time, the spoon did what I instructed it to do. It bent over double into a full loop and then some. The third time, I picked up a fork instead of a spoon. I believed that the metal would get soft, and when it began to bend, I turned it in all ways. I twisted it twice and made a corkscrew

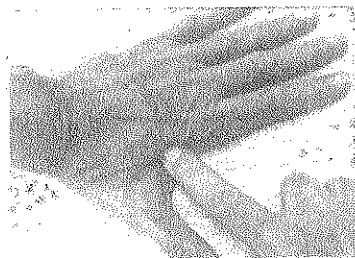
25 out of it. It was thrilling to see that a law of nature could be broken, or at least bent.

I saw another really strange thing happen. Four people picked up a fifth person without any strain. The procedure is simple: one person sits on a chair. The four people can try to



30 pick up the person in the chair by holding onto one chair leg  
each and lifting. That way, however, is not easy. The better  
way is to defy gravity. The four lifters put their hands, one  
on top of the other, on top of the head of the person on the  
chair. Then they press down gently with all eight hands.  
35 Then, on the count of three, they remove their hands, and  
with their index fingers only, lift the person. Two put their  
fingers under the person's knees. The other two put their  
index fingers under the person's shoulders, in the armpits.  
And all lift together. The eight fingers of the four lifters will  
40 raise the person off the chair and into the air.

Is it magic? Or it is something else? There are some  
things that are simply mysterious. We do not know why they  
work. To many people, acupuncture and acupressure are in  
the category of the unknown. One day, I was teaching a  
45 graduate class in methodology, and a student in the front  
row was pulsing with headache pain. He didn't say anything



50 about it, but I could see the pain  
coming from him. I continued to  
teach, but I went to the student's  
side. His eyes were closed. I put  
out my hand. Without opening  
his eyes, he put his hand in  
mine. I touched a point on the back of his hand opposite his  
thumb. I began to rub that point, the hegu point. Tears ran  
55 down his face, but I continued the gentle massage of the  
hegu point on his hand. And I continued to talk to the class  
about teaching English as a second language. Suddenly, the  
man opened his eyes and smiled. "It's gone!" he said. "My  
headache is gone. What did you do?"

60 I assured him that there was no magic. There are two  
circulation systems in the body, I told him. One is the blood.  
Blood carries oxygen and nutrients or food to the cells of the  
body. The other circulation system is electrical. Calcium,  
magnesium, potassium, and salts, like table salt or sodium,  
65 carry the electrical signals from the brain to parts of the  
body. The hegu point is the place where the lines or tensions  
of the electrical system for the head and the upper part of  
the body cross. A person who has a headache probably has  
70 congestion there. The congestion causes the hegu point to be  
very, very sore. However, if the point is rubbed until it is not  
sore anymore, the headache will go away.

"I thought you were some kind of heavenly doctor," the  
student said after class. "I don't remember ever having such  
75 a bad headache before. But what other points of the body are  
as powerful in healing as the hegu point?"

I said that I was no Chinese doctor, but I knew a few  
things. I had accidentally found a spot on the outside of my  
arm that helped my bowels. I knew that there was a special  
80 spot on my arm, two inches from the point halfway between  
the pit of my elbow and the tip of the joint bone. This point  
on my right arm helped my left knee. On the left arm, it  
helped the right knee. Another spot, on my ankle, helped  
back and leg pain. There is no magic in acupressure, so the  
85 bending of spoons and the lifting with fingers must have  
explanations too. We simply don't know what they are yet.

## Words and Idioms List

You already know some of these words and idioms. Go through the list. Write a check (✓) next to each of those that you do not know.

Some of these words and idioms may be completely new for you. Find them in the reading. Use the sentences around them to understand what they mean. Note how they are used. These are the words and idioms to learn for this story.

1. \_\_\_\_\_ **acupressure** (non-count noun): the science of healing by pressing special spots on the body; part of Chinese medicine
2. \_\_\_\_\_ **acupuncture** (non-count noun): the science of healing by inserting very thin needles into special spots of the body; part of Chinese medicine
3. \_\_\_\_\_ an **armpit** (noun): the part of the body under the shoulder joint
4. \_\_\_\_\_ to **assure someone** (verb): to promise or swear to someone that something is true; to guarantee; to make someone feel secure in the news about something
5. \_\_\_\_\_ to **bend** (verb): to cause to turn at an angle
6. \_\_\_\_\_ **bowels** (plural noun): the digestive system (the stomach, the intestines, and so on)
7. \_\_\_\_\_ **congestion** (non-count noun): a place where fluids gather; thickness
8. \_\_\_\_\_ a **corkscrew** (noun): a tool used to remove a cork from a bottle
9. \_\_\_\_\_ to **defy** (verb): to disobey; to challenge
10. \_\_\_\_\_ a **doubt** (noun): a feeling of not believing; disbelief
11. \_\_\_\_\_ to **doubt** (verb): to not believe; to disbelieve
12. \_\_\_\_\_ **energy** (non-count noun): force; strength

13. \_\_\_\_\_ **gravity** (non-count noun): the force of nature that gives things weight
14. \_\_\_\_\_ an **index finger** (noun): the finger next to the thumb; the pointing finger
15. \_\_\_\_\_ a **law of nature** (noun): an explanation of how things work in the world; a principle
16. \_\_\_\_\_ a **loop** (noun): a circle or oval shape
17. \_\_\_\_\_ a **massage** (noun): a rubdown by a person skilled in rubbing the muscles to bring about relaxation
18. \_\_\_\_\_ to **massage** (verb): to rub the muscles to bring about relaxation
19. \_\_\_\_\_ **mysterious** (adjective): not easily explained; not understood
20. \_\_\_\_\_ a **nutrient** (noun): an important element of food
21. \_\_\_\_\_ **pressure** (non-count noun): strength of pushing; force
22. \_\_\_\_\_ a **procedure** (noun): a process; a schedule of events that lead to a desired end
23. \_\_\_\_\_ **pulsing** (adjective): beating, like a heart or a drum
24. \_\_\_\_\_ **regular** (adjective): normal; not unusual
25. \_\_\_\_\_ **salts** (noun): the body's electrolytes: magnesium (Mg), sodium (Na), potassium (K), and calcium (Ca)
26. \_\_\_\_\_ **strain** (non-count noun): effort and tiredness of work
27. \_\_\_\_\_ to **twist** (verb): to turn in two directions
28. \_\_\_\_\_ **universe** (noun): the world and all the stars and planets
29. \_\_\_\_\_ a **workshop** (noun): a training session; a class for participants, not students

### After You Have Read the Story

Do you have the answers to the questions from "While You Read the Story"? Talk about the answers with your classmates.

#### Understanding Sequence

- A. There are three short stories within this one story. The first one is about bending spoons. In the blank in front of each sentence, write 2-6 to show that you know the order of the story about bending spoons.
- 1 I went to a workshop called "Mind Over Metal."
  - \_\_\_\_\_ I said, "Bend! Bend! Bend!" as I was told to do.
  - \_\_\_\_\_ We were told to hold a spoon lightly and think about it bending.
  - \_\_\_\_\_ Suddenly the spoon felt soft, and it bent into a loop.
  - \_\_\_\_\_ I doubted that a spoon would listen to me.
  - \_\_\_\_\_ I broke a law of nature with my mind.
- B. In the blank in front of each sentence, write 2-9 to show that you know the order of the story about the lifting with fingers.
- \_\_\_\_\_ The four lifters put their hands on the head of the person in the chair and press down lightly.
  - \_\_\_\_\_ Four people are chosen to be lifters.
  - 1 Five people volunteer to do the experiment.
  - \_\_\_\_\_ That person sits in a chair.
  - \_\_\_\_\_ One person is chosen to be lifted.
  - \_\_\_\_\_ They quickly remove their hands from the person's head.
  - \_\_\_\_\_ Two of them put their pointed index fingers under the person's knees.
  - \_\_\_\_\_ They lift the person.
  - \_\_\_\_\_ The other two put their index fingers under the person's shoulders.

- C. In the blank in front of each sentence, write 2-6 to show that you know the order of the story about healing a headache with acupressure.
- \_\_\_\_\_ The headache goes away.
  - 1 First you must know that a person has a headache.
  - \_\_\_\_\_ You press on the hegu point.
  - \_\_\_\_\_ You pick up the person's hand.
  - \_\_\_\_\_ You massage the hegu point until it stops hurting.
  - \_\_\_\_\_ You find the hegu point on the side of the palm.

#### Answering Questions About the Story

Read these questions, think about the answers, and then discuss the answers with your classmates.

1. What was the storyteller doing at the spoon-bending workshop?
2. What happened to the fork?
3. What word did the spoon-benders have to say? Do you think the word has energy?
4. Why do you think the metal becomes soft?
5. Can you explain how eight fingers can lift a person who weighs 180 pounds?
6. What does a corkscrew look like?
7. What do the lifters have to do with their hands before they try to lift a person with their index fingers?
8. What force keeps a person sitting on a chair or standing on the ground?
9. What things are twisted?
10. Table salt is sodium chloride (NaCl). What things taste salty? Are they all sodium chloride?

### Drawing Conclusions from the Story

Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.

1. There is no magic in acupressure, so the bending of spoons and the lifting with fingers must have explanations too.
  - a. There is no explanation for acupressure.
  - b. There is no explanation for the bending of spoons.
  - c. There is no explanation for the lifting of a person with four people's index fingers.
  - d. There must be explanations for all these things.
2. I believed that the metal would get soft, and when the fork began to bend, I turned it in all ways.
  - a. The metal got soft enough to bend.
  - b. I bent the fork.
  - c. I twisted the fork.
3. I was at a workshop about not limiting ourselves by our doubts.
  - a. People can learn to deal with their doubts.
  - b. A workshop is a place to learn new things.
  - c. We all have doubts.
  - d. Doubts can stop a person from doing all the things that he or she could possibly do.
4. I doubted that a spoon would listen to me.
  - a. Spoons have ears and can hear.
  - b. I didn't believe the spoon would bend.
  - c. I felt strong enough to bend a spoon.
  - d. I did not believe the workshop leader.
5. Some things in nature are simply mysterious.
  - a. We do not understand everything.
  - b. We understand even mysterious things.
  - c. Nature keeps secrets from us.

### Finding the Meaning in Context

Which meaning is closest to the underlined word or words? Circle *a*, *b*, *c*, or *d*.

1. The thief put the valuable box under his shoulder to carry it away from the museum.
  - a. on his elbow
  - b. in his ankle
  - c. in his hand
  - d. in his armpit
2. I want to promise you that I will help you.
  - a. assure
  - b. bend
  - c. defy
  - d. press
3. A flu can make a person's digestive system hurt.
  - a. bowels
  - b. congestion
  - c. pulsing
  - d. regular
4. Vegetables provide valuable elements of food for the human body.
  - a. salts
  - b. nutrients
  - c. loops
  - d. oxygen
5. The process of baking a cake is quite simple.
  - a. procedure
  - b. pressure
  - c. pulsing
  - d. strain
6. I do not believe that this story in the newspaper is true.
  - a. understand
  - b. assure you
  - c. doubt
  - d. twist
7. When a person has a cold, there is an accumulation of fluids in his or her chest.
  - a. a lot
  - b. a headache
  - c. a corkscrew
  - d. congestion
8. The father shouted at his son, "How can you go against my wishes?"
  - a. bend
  - b. assure
  - c. defy
  - d. strain

9. If you rub a sore spot on your body, it will stop hurting and you will feel much better.

- |            |           |
|------------|-----------|
| a. pulse   | c. strain |
| b. massage | d. doubt  |

10. This book is nothing special; it is a normal dictionary.

- |               |            |
|---------------|------------|
| a. regular    | c. unusual |
| b. mysterious | d. fine    |

### Matching New Words and Meanings

Draw a line between the two words or phrases with similar meanings.

- |            |           |
|------------|-----------|
| 1. massage | a. spot   |
| 2. knee    | b. finger |
| 3. bend    | c. fork   |
| 4. circle  | d. point  |
| 5. force   | e. rub    |
| 6. ache    | f. pain   |
| 7. tip     | g. loop   |
| 8. place   | h. elbow  |
| 9. thumb   | i. twist  |
| 10. spoon  | j. energy |

### Finding the Differences

What's the difference between ...

1. a student in a class and a participant in a workshop?
2. a spoon and a fork?
3. a circle and a loop?
4. an index finger and a thumb?
5. understanding and doubt?
6. lift and raise?
7. to rub and to massage?

8. something being sore and something aching?

9. a knee and an elbow?

10. a point and a spot?

### Practicing with Idioms

Find the idiom in this list that means the same or almost the same as the underlined word or words and use the correct form of it to complete each sentence. Note that some words (for example, [one]) can be replaced with other words and might be in another position in the sentence.

- |                    |                                 |
|--------------------|---------------------------------|
| without any strain | and then some                   |
| be pulsing with    | where lines cross               |
| some kind of       | there is no magic in            |
| bend over double   | be beyond [one's] understanding |

1. Nothing is mysterious about the electrical system of the body.

\_\_\_\_\_ the electrical system of the body.

2. It is not something I can understand that some people can choose to be unkind to others.

It \_\_\_\_\_ that some people can choose to be unkind to others.

3. When the car was pulled out of the accident, it was folded in half.

When the car was pulled out of the accident, it was \_\_\_\_\_.

4. On main roads, there are traffic signs where one road meets another.

On main roads, there are traffic signs \_\_\_\_\_.

5. Everyone in the football stadium was shouting. The place was filled with excitement.

Everyone in the football stadium was shouting. The place \_\_\_\_\_ excitement.

6. There was a lot of sickness in the town as a variety of flu.

There was a lot of sickness in the town as \_\_\_\_\_ flu.

7. Tom has a lot of free time this week, so he can help at the school and it won't be too much work for him.

Tom has a lot of free time this week, so he can help at the school \_\_\_\_\_.

8. I spent twenty dollars and more for the ticket.

I spent twenty dollars \_\_\_\_\_ for the ticket.

### Exploring the Ideas

Think about these questions. Talk about your opinions with your classmates.

1. Gravity is one law of nature. What are some others? What are some of the effects of gravity? Think about fruit from a tree, water such as rain or water in a river, and the limits to a person's ability to run or climb. What law of nature was "bent" in the workshop?
2. What are spoons made of? Are they easy to bend? Why or why not?
3. What usually makes metal soft enough to twist?
4. Do you think that the experiment with acupressure defied a law of nature? If so, how? What?
5. What do you believe in, and what do you doubt? Think about your own abilities. Do you believe you could climb a mountain? Do you believe you could be an actor? What do you think is the truth about Chinese medicine? Have you ever had experiences that were unusual? Can you explain them?

### Making Inferences

- A. Read the numbered sentence. Then read the sentences under it. Which ones are true because the numbered sentence is true? Circle the letter in front of each true statement.
1. The storyteller says, "I am no Chinese doctor." What does the storyteller mean?
    - a. The storyteller is Chinese.
    - b. The storyteller is a doctor.
    - c. The Chinese do not have doctors.
    - d. Chinese doctors know about the hegu point.
    - e. The storyteller knows some Chinese medicine, but not a lot.
  2. Salts (such as calcium, sodium, magnesium, and potassium) carry electrical signals through the body.
    - a. The human body has an electrical system.
    - b. Potassium and magnesium have some things in common.
    - c. There are calcium salts in a human body.
  3. The hegu point is the crossing spot for the lines or tensions of the electrical system of the head and upper body.
    - a. The hegu point is part of the lower body.
    - b. A headache is related to the hegu point.
    - c. There are lines along which electricity flows in the human body.
    - d. The hegu point is in one's head.
  4. We were to think about the metal getting soft.
    - a. The storyteller needed to imagine the metal bending.
    - b. The storyteller was strong enough to bend a spoon in his hand.
    - c. The power of the mind could make the metal soft.
  5. To many people, acupuncture and acupressure are in the category of the unknown.
    - a. Everyone understands why acupuncture and acupressure work.
    - b. There are some things that people do not understand.
    - c. Acupressure is better than acupuncture.
    - d. Acupuncture and acupressure seem to be magic.

B. Read the numbered sentence. Then read the sentences under it. Which sentence is closest in meaning to the numbered sentence? Circle *a*, *b*, *c*, or *d*.

1. It was thrilling to see that a law of nature could be broken, or at least bent.
  - a. I was excited because I was doing something that should be impossible.
  - b. I was enthusiastic about breaking spoons.
  - c. I enjoyed playing with nature and making it do what I wanted.
2. The better way is to defy gravity.
  - a. I prefer to be heavy in body and not be lifted.
  - b. It is easier to do something to stop the normal pull of the earth on a body.
  - c. I want to disobey all the laws of nature to do the job.
3. There are some things that are simply mysterious.
  - a. There is nothing strange about magic.
  - b. Simple things are not always easy to understand.
  - c. We do not always understand everything.
4. I assured him that there was no magic in acupressure.
  - a. Acupressure is a kind of magic.
  - b. Acupressure is not magic.
  - c. Magic is not part of my work.

### Finding the Main Ideas and Supporting Ideas

One of the thirteen sentences below is the main idea for the whole article.

- Write *TH* (which means *thesis*; or main idea for an article or story) in the blank in front of that idea. Then write it on the appropriate line.
- There are three main topic ideas (one for each of the three topics). Write *MI* in the blank in front of each of those ideas. Then write each of them on the appropriate line.
- Finally, write the three sets of supporting ideas (*SI*) for each of the topics on the appropriate lines.

1. \_\_\_\_\_ It is possible to defy gravity.
2. \_\_\_\_\_ You hold the spoon lightly with just a little pressure on it.
3. \_\_\_\_\_ There are some things in the universe that we do not understand.
4. \_\_\_\_\_ Certain spots are congestion points for the electrical system of the body.
5. \_\_\_\_\_ You think about the spoon bending.
6. \_\_\_\_\_ Four people can lift a person from a chair using only their eight index fingers.
7. \_\_\_\_\_ Acupressure is a healing art, part of Chinese medicine.
8. \_\_\_\_\_ The spoon seems to become soft and bends into a loop.
9. \_\_\_\_\_ The lifters have to put their hands on the head of the person they will raise.
10. \_\_\_\_\_ The mind can bend a metal spoon.
11. \_\_\_\_\_ There is a point on one's hand where tension lines cross.
12. \_\_\_\_\_ They press down lightly before they try to lift.
13. \_\_\_\_\_ This point is called the hegu point.

Thesis: \_\_\_\_\_

MI #1: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

MI #2: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

MI #3: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

SI: \_\_\_\_\_

### Reading for Details

Find the answers to these questions in the story.

1. When does a person say, "Bend! Bend! Bend!"?
2. How many fingers does it take to lift a person?
3. Where is the hegu point?
4. Which culture produced the arts of acupuncture and acupressure?
5. What are the two circulation systems of the human body?
6. What does the blood system do?
7. How do we know that there are other points like the hegu point?
8. Why is the hegu point sore when a person has a headache?
9. What can a person do about a headache without taking aspirin or some other pill?
10. Where are a person's armpits?

### Taking a Close Look at the Meanings of the Words

1. The two words *acupressure* and *acupuncture* start with the same three letters: *acu*. Those three letters mean "at an exact spot." *Pressure* comes from the word *to press*. It means to push down on one area with the thumb or the hand. *Acupressure* stops the flow of blood and electrical signals to a part of the body. When a muscle has no blood or electricity, it must relax. *Acupuncture* involves very fine needles. These thin sterile needles are inserted into points in the electrical system of the body. They can stop pain. *Acupressure* and *acupuncture* are part of Chinese medicine.
2. Several of the elements are named in this story: *oxygen*, *magnesium*, *calcium*, *sodium*, and *potassium*. Do you know the names of other elements?
3. Some parts of the human body are mentioned too: *knee*, *elbow*, *bowels*, *finger*, *hand*, *ankle*, *arm*, *back*, *shoulder*, *armpit*, *blood*, and *brain*. Do you know others?
4. A *loop* is a circle or another similar shape that returns to the original point. Some letters of the alphabet are written in script (not printed) as loops: *o*, *e*, and *l*, for example. The small letters *b*, *d*, *f*, *g*, *h*, *j*, *k*, *p*, *q*, *t*, and *y* can be written with loops too. Do you write any capital letters with loops?