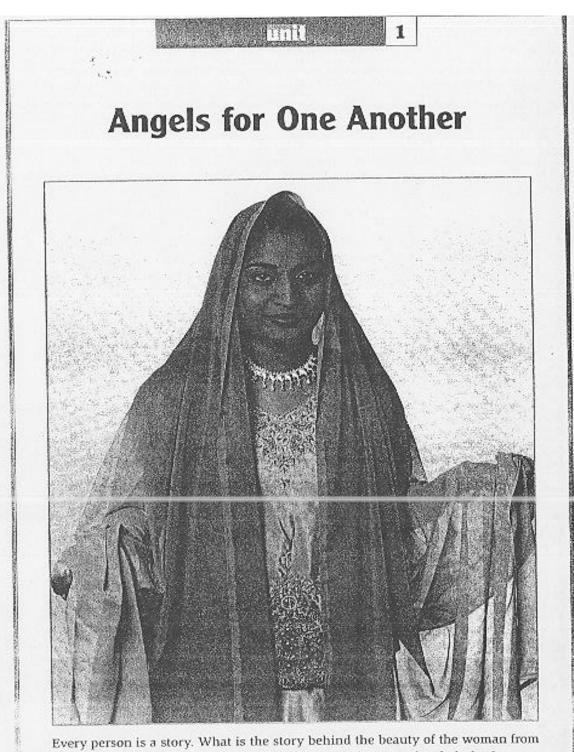
كتاب انجليزي قراءة كامل من إعدادي am3



India? How could a person know that she needed an angel to help her?



Angels for One Another

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.

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 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, 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 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 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.

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."

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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. 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. 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 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 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.

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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 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 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. 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 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.

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?"

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 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 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.

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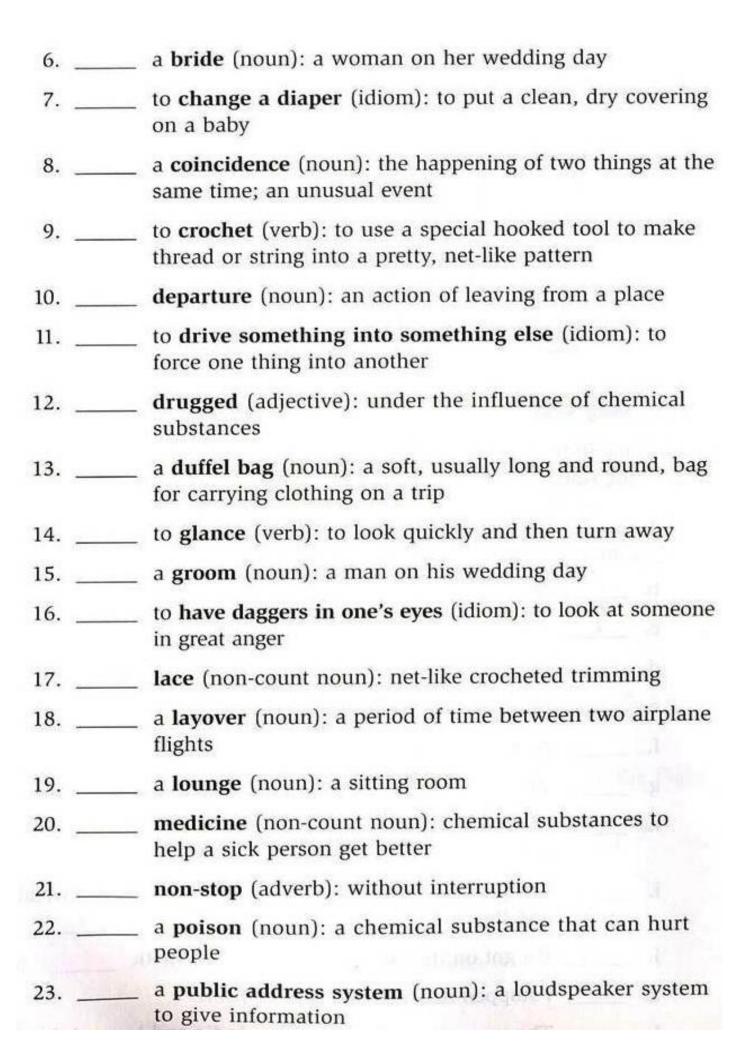


Words and Idioms List

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.

- an aisle seat (noun): a place to sit next to the walkway
 an angel (noun): a heavenly creature, sent from God, to help
 a bank vault (noun): a safe; a locked-up place in a bank
 to be shocked (verb): to be surprised and unhappy
- 5. _____ board a flight (idiom): to be called by an airline employee to get onto an airplane before it leaves for its destination



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

Understanding Sequence

Story"? Talk about the answers with your classmates.

ne blank in er of the sto	front of each sentence, write 2–12 to show that you know the ry.
a	I saw a woman and three children coming toward the seats.
b	She took out a crocheted heart and a pair of scissors.
c1	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.
1	The woman went to telephone India and learned that her

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.

7.7		2 1985년 - 1985년 1985년 1985년 - 1985년 - 1985년 1985년 1985년 - 1 - 1985년 - 1985
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.	- × (84	A wedding is an important occasion for a family.

Finding the Meaning in Context

Which meaning is closest to th	ne underlined word or	words? Circle a, b, c, or d
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vincii incuinig	is closest to the ur	idefinied word of words: Chele a, b, c, of a.
1. There is a	place to walk bety	ween the stacks of things to buy in a store.
a. a road		c. a dagger
(b) an aisle		d. a lounge
2. The family	kept their valual	ble things in a <u>safe</u> in the bank.
a. vault		c. duffel bag
b. box		d. knapsack
3. What is th	e <u>time for the pla</u>	ne to leave?
a. boardin	g of the plane	c. non-stop
b. plane's	departure	d. to change a flight
4. They are sitting in the waiting room.		ng room.
a. lounge		c. public address system
b. strip		d. aisle seats
5. The dress l	nas <u>pretty white t</u>	rimming on the collar.
a. strip		c. lace
b. daggers		d. angel
6. The woman	n was <u>surprised</u> b	by the bad news.
a. poison		c. ruined
b. 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.

th	e blank.
1.	She looked at me with anger. She looked at me with daggers in
	<u>her eyes</u> .
2.	The baby was wet, so she needed to do something to make him dry.
	She needed to
3.	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
4.	The man used a large hammer to force the nail into the wall. The
	man used a large hammer to ****************************

5. 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.

- 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.
- 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

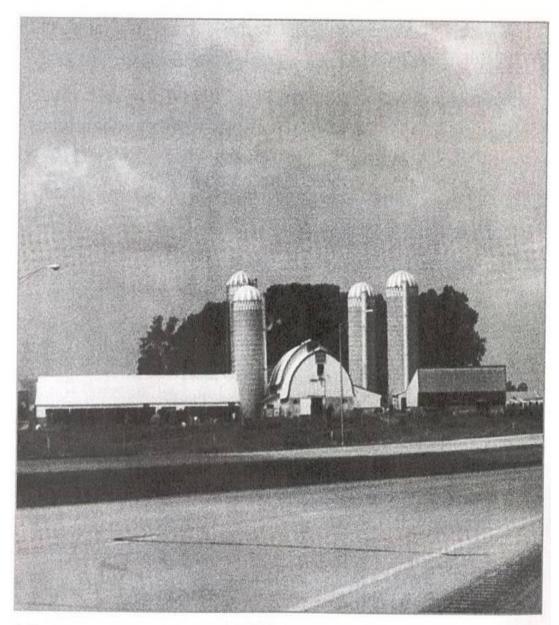
g. On the Way to Cincinnati

d. Aunt Jean Helps

h. Talking in the Waiting Room

unit 2

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.



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?



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?





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Lessons from the Farm

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 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 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 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 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.

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.

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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 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, 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 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 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. 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. 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 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 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 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 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 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 get that animal into the barn.

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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.

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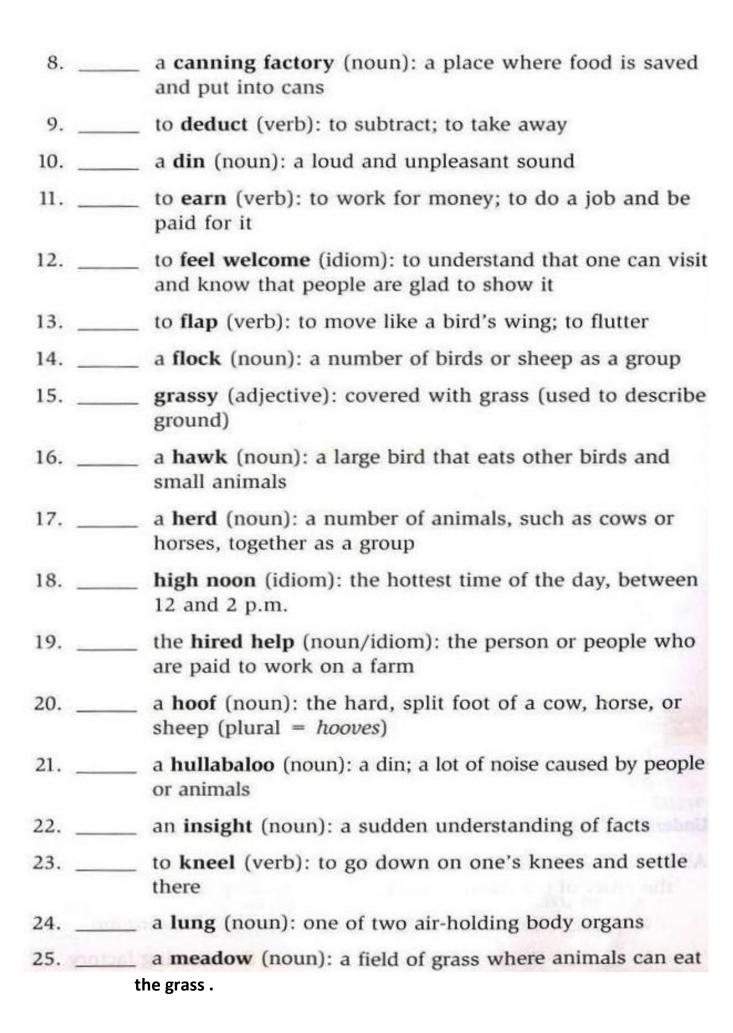


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- an acre (noun): a measurement of land (2.5 acres = 1 hectare)
 an adult (noun): a person over the age of 18
 autumn (noun): the season of the year between summer and winter; fall; harvest time
 to bolt (verb): to run suddenly; to dash forward
 brawn (non-count noun): strength
 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



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 o 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		



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. _____ 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 front of each sentence, write 2–8 to show that you know 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.
	d1	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.	The second second second second second	in front of each sentence, write 2–8 to show that you know 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. Lam	Ted asked if he could try.
	d	Teb pulled back on the yearling's tail .

e	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

	5 Children are better workers than adults.				
(5	_ The noon sun can be dangerous.			
7 Children like to play.			7.		
8	3	A lot of noise can b	e frightening.		
9	9	Hawks eat turkeys.			
10)	Some people can "fe	eel" others looking at them.		
		The turkeys settled into the grass to sleep when they heard the whirring sound.			
12	2	The sky gets light be	efore a thunderstorm.		
13	J	It is dangerous for othunderstorm.	cows to be in a meadow during a bad		
14	i	Horses don't ever go	into a barn.		
15		All cows are stubbon	rn.		
indi	ing the Mea	aning in Context			
Vhi	ch meanin	g is closest to the unde	erlined word or words? Circle a, b, c, or d.		
1.	I learned farm.	a lot about having a	goal in life from picking beans on the		
	a. motiva	ation	c. a good lunch		
	b. comm	on sense	d. another lesson		
2. The gunnysacks weighed two pounds, so pounds from the weight of the full bags to		nysacks weighed two	pounds, so Uncle John took off two full bags to weigh just the beans.		
	a. figured		c. deducted		
	b. hired		d. stretched out		
3.	The turke	eys were frightened b	y us when we woke up. They made a		
	a. dark		c. day		

d. din

b. dairy

**		ag with a lunch and a <u>pail</u> to put our beans in.
	a. sack	c. hat
	b. bucket	d. shirt
5.	The gunnysacks were m	ade of a thick coarse cloth.
	a. paper	c. burlap
	b. hullabaloo	d. grass
6.	The turkeys were on all	sides of us.
	a. stretch out on	c. ran to
	b. bolted toward	d. surrounded
7.	The horses were all in t	heir places in the barn.
	a. barns	c. buildings
	b. meadows	d. stalls
8.	The trees turn beautiful	colors in the <u>fall</u> .
	a. autumn	c. barn
	b. herd	d. din

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

1.	bucket	a.	brawn
2.	hullabaloo	b.	bag
3.	earn	c.	hoof
4.	sack	d.	pail
5.	pick	e.	rest
6.	stretch out	f.	din
7.	strong	g.	calf
8.	foot	h.	pay
9.	meadow	i.	pluck
10.	yearling	j.	field

Practicing with Idioms

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

1111	of it in the blank.
1.	My cousin and I found a cool place under a tree. We <u>lay down</u> and went to sleep.
	My cousin and I found a cool place under a tree. Weand went to sleep.
2.	Uncle John and <u>several men who worked for him</u> took the bags of beans to the canning factory in pick-up trucks.
	Uncle John and took the bags of beans to the
	canning factory in pick-up trucks.
3.	The air is hottest at the time between twelve and two.
	The air is hottest at
4.	The wings of a hawk make a sound like a small engine.
	The wings of a hawk make a
5.	Aunt Wanda always made us glad that we had come to the farm to visit.
	Aunt Wanda always made us
6.	Uncle John weighed the bags of beans, and Aunt Wanda <u>determined</u> how much money we had earned.
	Uncle John weighed the bags of beans, and Aunt Wanda
	how much money we had earned.
7.	Ted watched the two men pulling on the stubborn yearling, and he used <u>his ability to think</u> to find a way to get the animal into the barn.
	Ted watched the two men pulling on the stubborn yearling, and he
	used to find a way to get the animal into the barn.

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

Ted and I rode our bicycles to the farm	d and I	I rode our bicycles	to the farm	
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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.

- 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.
- 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.
- 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
X III	*	

Reading for Details

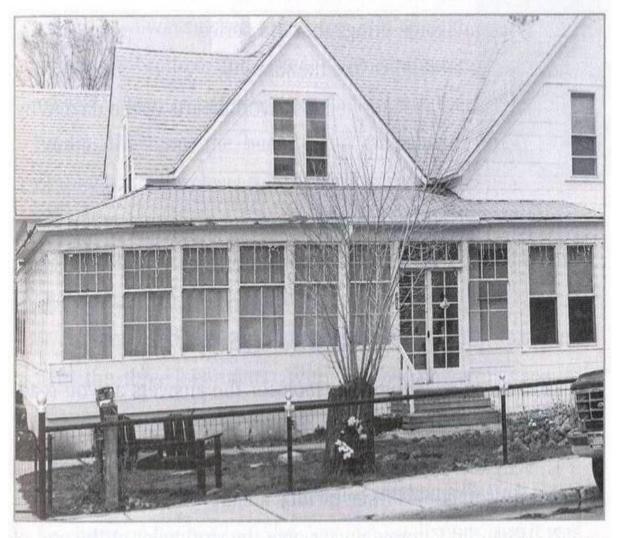
Find the answers to these questions in the story.

- 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

- 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?



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A Perfect Job

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 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. 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 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 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 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.

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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



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 like that pantry very much.

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 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 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 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 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?"

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"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.

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 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 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 the area under the kitchen sink.

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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.

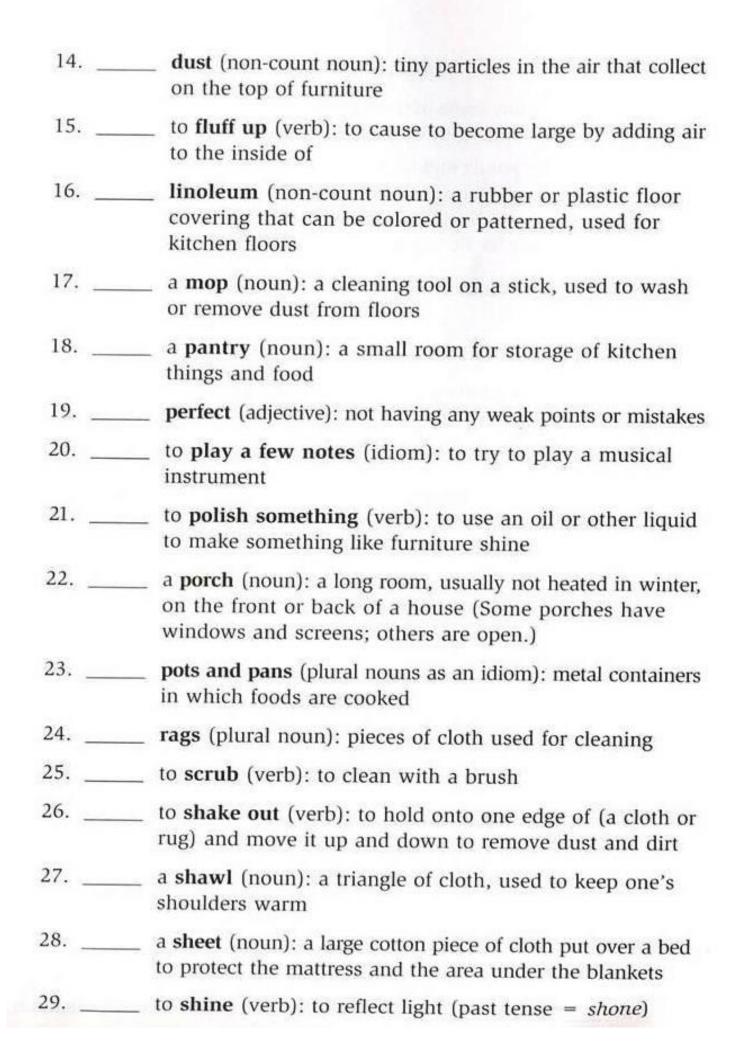
I knew that she was pleased. She smiled when she looked into the bathroom. "It shines," she said. She noted that I had dusted everything in the bedroom, even the bottles on the bureau. She commented on the bathroom floor and the floors of the porches. She stopped to play a few notes on the piano. She 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 (\checkmark) 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): 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



30	silverware (non-count noun): knives, forks, and spoor 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 wel
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 the sucks in air and dust
37	a wash basin (noun): a bathroom sink with a faucet ar a drain for water to escape
38	a window sill (noun): a piece of wood at the bottom c 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 tl 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.

On a Saturday morning I woke up early to go to Granny's

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.

- 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.

ry: wii	te true of fatte in the same
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	Granny likes chocolate milk.		
10. Granny	knew what her grandchild liked to eat.		
Finding the Meaning in	Context		
Which meaning is clos	est to the underlined word or words? Circle a , b , c ,		
	e 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 pan			
b. silverware	d. cleaning supplies		
4. Granny wanted	her kitchen to sparkle.		
a. wipe	c. scrub		
b. shine	d. polish		
5. I washed the flo	oor 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 th	ne stove.		
a. wiped	c. scrubbed		
The state of the s			

d. polished

b. skipped

8. I washed and polished all the knives, forks, and spoons.

a. china

c. pots and pans

b. silverware

d. rags

Everything in the kitchen sparkled.

a. shone

c. wiped

b. cleaned

d. airy

10. A porch is always airy.

a. light and open

c. like a kitchen

b. damp

d. dusty

Matching New Words and Meanings

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

cookie

a. vacuum

2. polish

b. shine

3. wash

c. cinnamon roll

4. sparkle

d. slipper

5. bureau

e. scrub

wash basin

f. china closet

7. sweep

g. chair

8. sock

h. wipe

9. broom

i. mop

10. sofa

j. sink

Finding the Differences

What's the difference between ...

- a broom and a mop?
- 2. a broom and a vacuum cleaner?
- 3. a sink and a wash basin?
- 4. a closet and a pantry?
- 5. a cupboard and a china closet?

it

If there was a job that I didn't like, I sometimes ___

6.	In the pantry I put all the ca	ans <u>in order</u> .
	In the pantry I	all the cans.
7.	I washed all the dishes that holds dishes and glasses.	t were in the piece of furniture that
	I washed all the dishes that	were in the
8.	I used <u>a special extra piece</u> dust from the sofa cushions	for the vacuum cleaner to take the s.
	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.
 - 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. Whice ones are true because the numbered sentence is true? Circle the letter if 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.
 - 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.

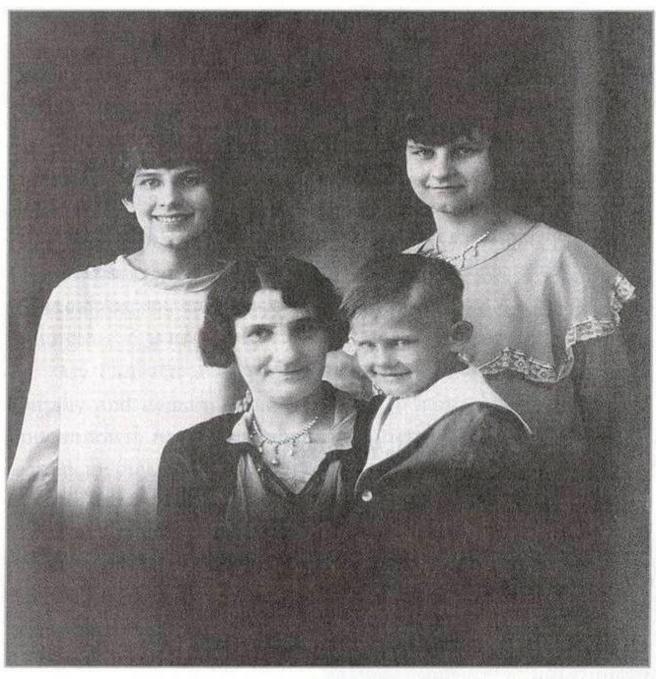
- 1. Where were the cleaning supplies in Granny's house?
- 2. At what time did the storyteller usually start?
- 3. What did Granny have on her floors?
- 4. What are sheets on a bed?
- 5. How much time did the cleaning job usually take?
- 6. What day was the day to help Granny?
- 7. What did the storyteller 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

- 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.
- 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*.

unit 4

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!



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?



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The Day Anna Kadulski Learned to Drive 53

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.

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.

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.

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.

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

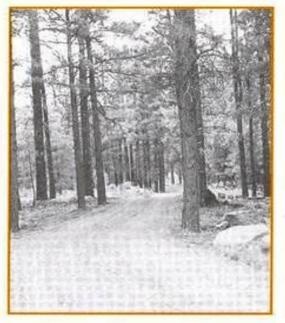


how to drive it. She didn't know how to drive anything. She probably wouldn't have driven it even if she had known how.

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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.

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 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,



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

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 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.

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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 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 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.

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





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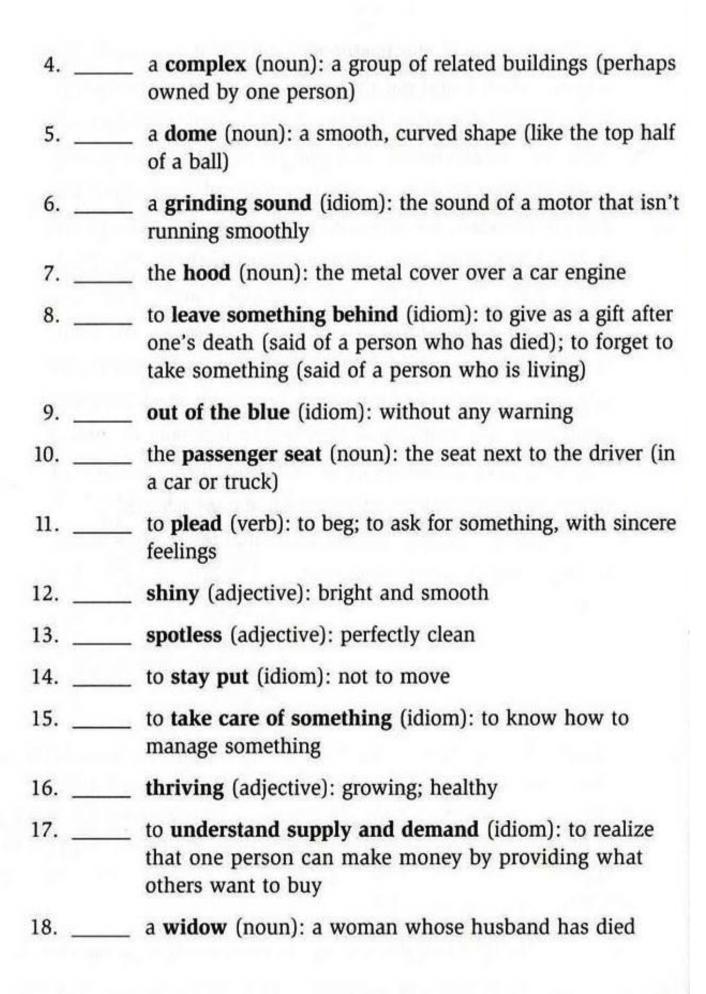
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Words and Idioms List

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





After You Have Read the Story

Do you have the answers to the questions from "While You Read th 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 th 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		

John asked Wanda to dance, but she <u>said that she would not dance</u>.
 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
-	New When John told-her to stort driving, site was unablaste anyones.
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.
	Lie Car does epened, but 2 lookly Woman
9.	They kept the Franklin in a large <u>building for cars</u> .
	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.
		school were toward their
13.	The children broug the first day of scho	ht the teacher a big <u>bright and smooth</u> apple on ool.
	The children brough	nt the teacher a big apple on
	the first day of scho	Second tributtion are sale being ground visited to
14.	When John told her	to start driving, she was <u>unable to say anything</u> .
	When John told her	r to start driving, she was
		hiten we wing ben hawking health he denoted the
Findin	g Definitions for New	Words that synchronic hoot sale the layest regulation or
Draw	a line between the v	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 who be and mot ned W 18

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]

 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 _______.

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 come back."

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.
Explo	ring the Ideas
Think	about these questions. Talk about your opinions with your classmates.
	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. 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

- 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.
- To plead is to ask for something, with great feeling. A plea is a sincere request.
- 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.

unit 5

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.

- 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?



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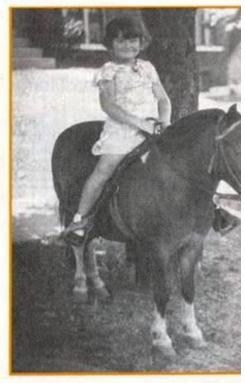
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Katy Archer is a senior citizen, and she is living life to the fullest. She wears her life on her wrinkled, smiling face.

"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 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, 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 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 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.

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Betty didn't see much of the world. She spent the next 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.

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



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 at night so she could be at home with her babies during the day.

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 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.

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.

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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 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 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.

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 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.

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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. 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 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 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 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 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 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."





120

Words and Idioms List

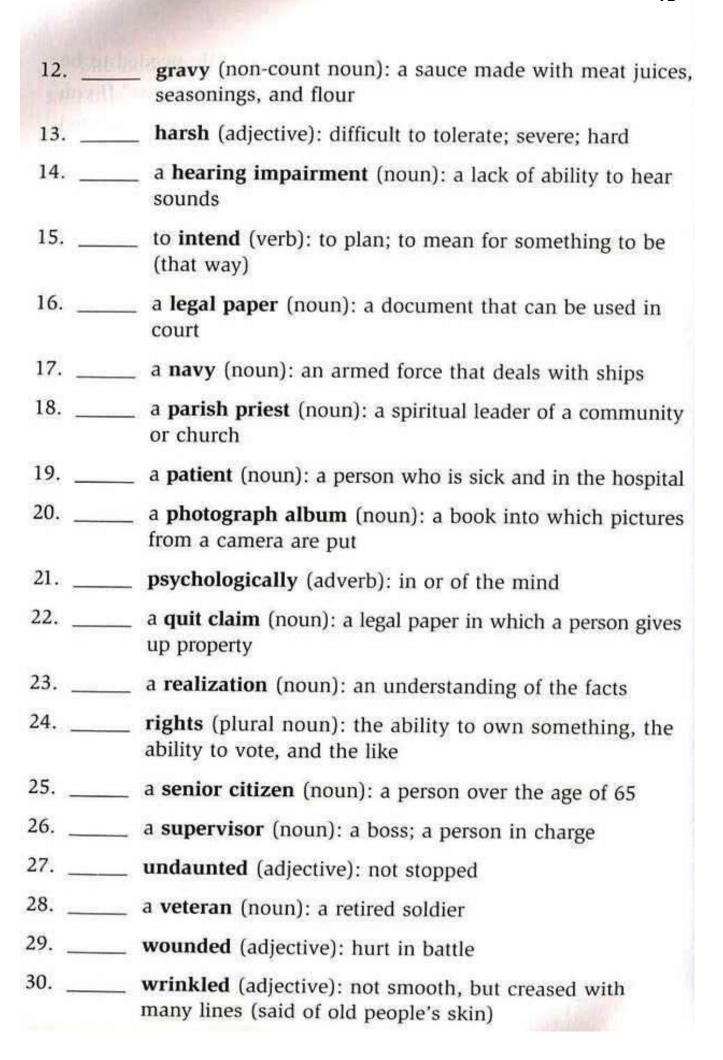
You already know some of these words and idioms. Go through the list. Write a check (\checkmark) next to each of those that you do not know.

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

degree or diploma

to graduate (verb): to finish studies at a school; to get a





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 Pocahontas, 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	THE	Katy didn't have much education.
2	de her	The Great Lakes Naval Base has a big hospital.
3	Sealing	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	$\leq dn!$	Dry air is good for people who get some kinds of diseases.
7	23	Katy listened to the advice of her children to leave Joe.
8	acation	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 hadifficulties stop her.	ier i	life, but she was not going to let				
	a. wrinkled	c.	graduated				
	b. depressed	d.	undaunted				
3.	Katy went to a nursing school	and	d signed up for classes.				
	a. enlisted	c.	argued				
	b. enrolled	d.	delivered				
4.	The weather in that part of the	e w	orld was cold and damp.				
	a. depressed	c.	harsh appob X				
	b. wrinkled	d.	tick Apada B.				
5.	The nurses took care of the sic	k a	nd wounded people in the hospital				
	a. patients	c.	doctors				
	b. nurses	d.	veterans				
6.	The <u>understanding</u> that she had to leave came to her on Thanksgiving Day.						
	a. imperfect	c.	argument				
	b. realization	d.	disagreement				
7.	Betty joined the Navy.						
			walked out of				
	b. intended to	d.	fought in manufacture grinsal				
8.	She was 55 years old before she heard the sound of a watch.						
	a. carrot	c.	tick aminto nop				
	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 again to the bond	c. graduate
4.	disagree	d. bag
5.	letter 5619VII6	e. enlist
6.	woman has been been been been been been been bee	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 Kara dida 234 244	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.

wounded
veterans
gravy
enlist

1.	Betty	and	Katy	wanted	to	join	the	Navy.
			1.10.10011			Mark Control		

Betty	and	Katy	wanted to	
petta	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 <u>could do many different</u> things well.		
	Her husband was a charming person who		
4.	A lot of people were <u>hurt badly</u> 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	<u>.</u>	
	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	man mana a m n

Personal Items	Foods	
10. document cond between the level	children se odw. golides wit ladgeod a ce to	
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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.
 - 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.

- 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.
- 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.
- 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.

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

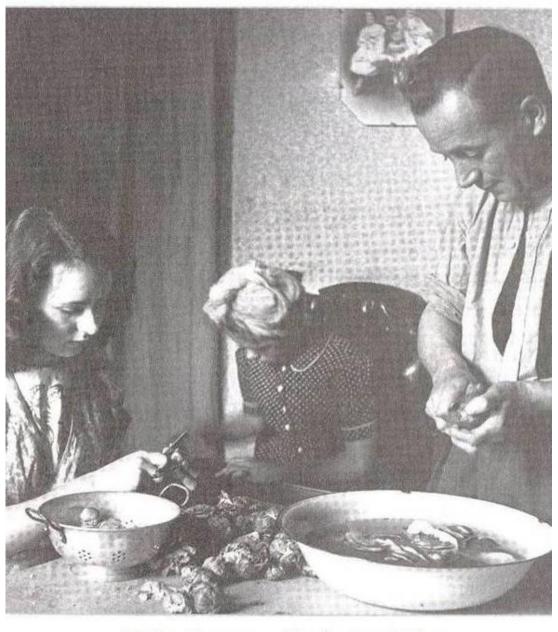
ind t	he answers to these questions	in the story.
1.	Katy was born in	, Illinois.
2.	Katy's nurse friend was name	d
3.	Katy's family earned their dairy cows.	a day for the milk from
4.	Katy worked at a hospital in E	Curope for months.
5.	She was transferred to the	where the air is dry.
6.	Katy left her husband in	
7.	Katy finished nursing school years old.	when she was
8.	At the age of	, Katy got her first hearing aid.
9.	Katy and Joe had	children.
10.	Katy waseducation.	_ when she got her master's degree in

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."
- 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.

unii 6

Living with Nature



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



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?



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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 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 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 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 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

jam for the winter. 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 carried home 35

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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 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

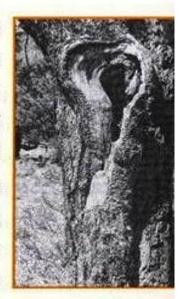


every year they picked the bushes clean before the squirrels took them all. They also picked the rose hips from the wild rosebushes. These rose hips made a very good winter tea, and they had lots of vitamins in them. Ella loved the taste of the rose hip tea. It was a dark red

color, and it tasted wonderful with honey.

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. 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 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 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 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



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 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 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.

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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 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.





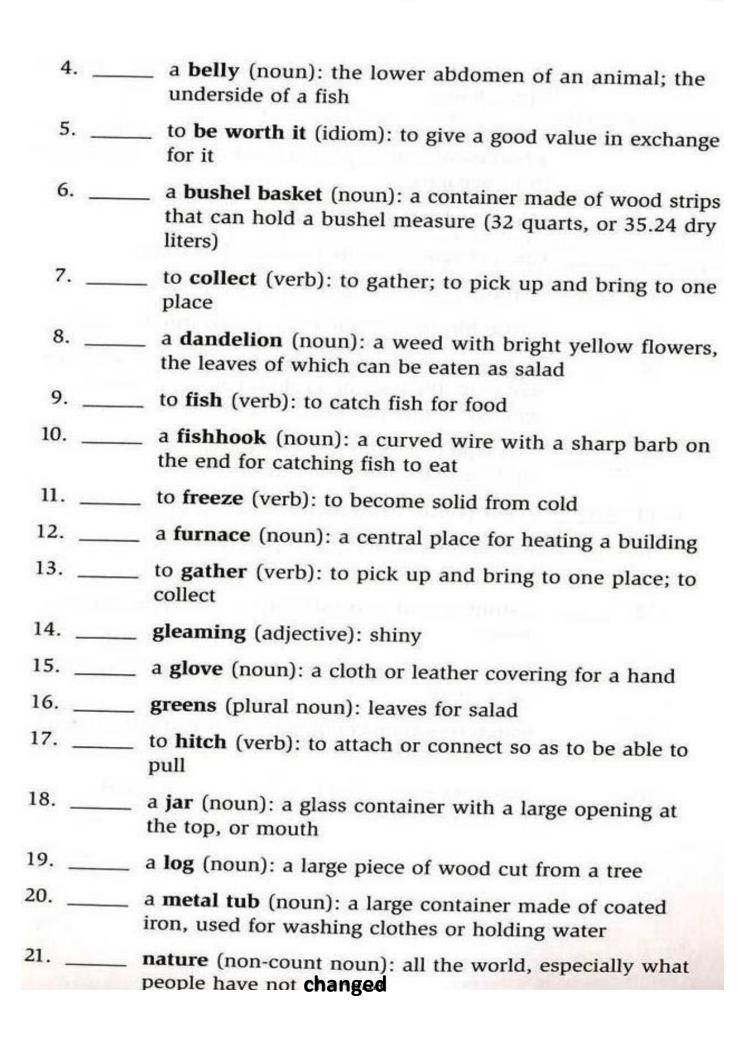
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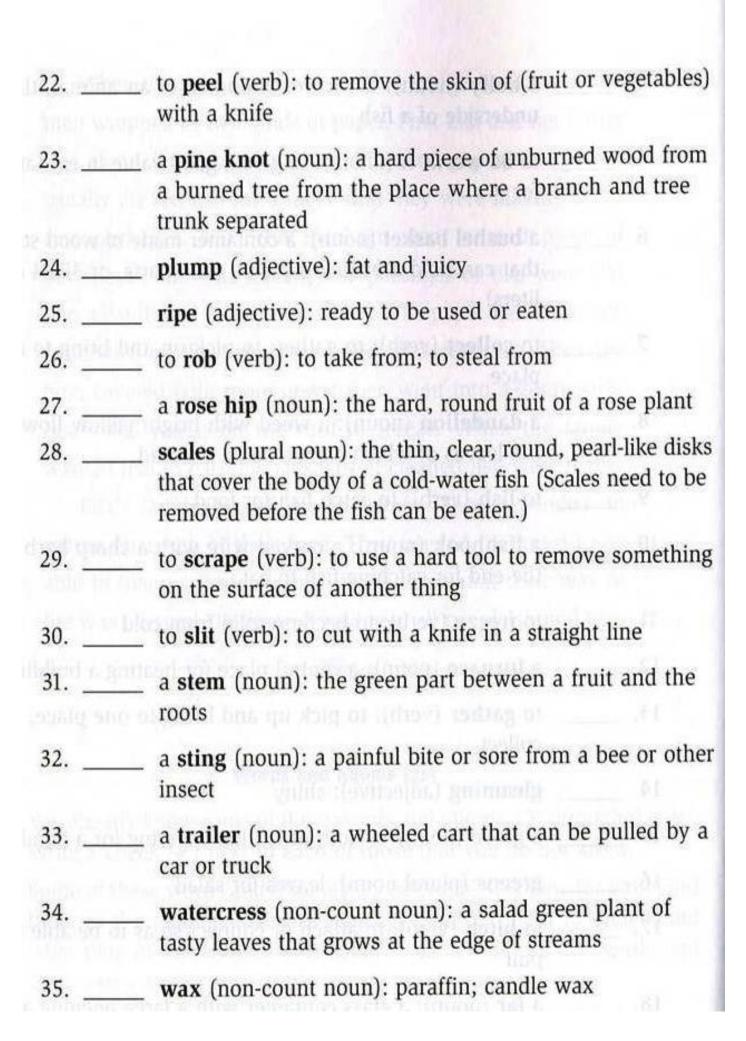
Words and Idioms List

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.

- 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
- to be in touch with (idiom): to communicate with easily;
 to be familiar with







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.

of ic	e fishing.		
Гhе	Job of Mal		
	a	Cook the berries with sugar.	
	b	Find berries in the woods.	
	c	Pour the jam into jars.	
	d	Pick the berries	
	e. <u>1</u>	Go to the open areas of the woods where berries grow.	
	f.	Clean the leaves and stems from the berries.	
Γhe	Job of Ice	Fishing with a ni memmaga na ni bevit alia if	
	a	Cut a hole in the lake ice.	
	b	Wait for a fish to take the bait.	
	c1	Go to a lake.	
	d	Put bait on the fishhook.	
	e	Pull up the line and the fish.	
	f. ul book	Lower the line with the hook into the water.	
	g	Put the fish into the tub.	

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.

ry? Wr	ite true or false in the blank in front of each sentence.
1	Ella lived in an apartment in a city.
2	
3	Jam tastes sweet.
4	
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.
0	It was very cold on the roof of the house in the winter.

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

1.	The family owned a traile	r to attach to the back of the
	a. collect	c. scrape
	b. hitch	d. slit
2.	Ella's mother went to a st	ream to collect a salad green.
	a. watercress	c. berries
	b. dandelions	d. gloves
3.	Ella's father didn't like tal	king honey from the bees.
	a. smoking	c. burning
	b. finding	d. robbing
4.	Ella was in touch with nat	ture.
	a. lived in	c. was busy because of
	b. didn't like	d. was comfortable with
5.	When the weather is extre	emely cold, water turns solid.
	a. scrapes	c. freezes
	b. stops	d. piles
6.	The best berries are round	and <u>full of juice</u> .
	a. wild	c. plump
	b. sour	d. thick
7.	To preserve apples, you m	ust <u>remove their skins</u> .
	a. peel them	c. scrape them
	b. cook them	d. clean them

c. burned

d. cooked

d. ripe

c. plump

8. The jars must be shining clean.

9. The apples were ready for picking.

a. prepared

b. gleaming

a. sweet

b. sour

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10. They	made tea with <u>the</u>	fruit of wild rosebushes.
b. rose hips		c. stems d. vitamins
Working with	New Words and Me	eanings
		is list answers the question? In the blank in e letter of the answer.
	a. a log	g. a stem
	b. a jar	h. a sting
	c. jama salamo	i, scraping block yadra a sile.
	d. bait	j. dandelion
	e. belly	k. watercress
	f. gloves	l. a bushel basket
1. How	_ What can prote	ct your hands from the cold?
2	_ What do you pu	it on a fishhook to attract the fish?
3	_ What is a meas	ure for potatoes?
4	_ What is a bite f	rom a bee or a mosquito?
5	_ What is like a b	ottle but has a large opening at the top?
6	_ What do you ge	t when you cook berries with sugar?
7	What word mea of a fish?	ns the stomach of an animal or the underside
8	_ Which is the na	me of a salad green that grows near streams?
9	What do we cal	l a piece of wood cut from a tree?
10	_ The leaves of w for salad?	hich weed with yellow flowers can be used
11	_ What connects	the apple to the tree?
12	_ If you use the s	sharp edge of a knife to take scales from a

fish, what are you doing?

Practicing with Idioms and administration of the property of the principle of the principle

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 be ripe for picking
	to live close to	to plan a picnic de la
	to be worth it	way of life
	to be the time for	to be very good at
1.	forest.	e family often <u>arranged to eat a meal</u> in the
	forest	ne family often in the
2.	In September, the apples	on the trees are <u>ready to be collected</u> .
	In September, the apples	on the trees are
3.		y are <u>familiar with many of the aspects of</u>
	The children of the family	
4.		es to fish on Ice Lake, and they caught 400 but the reward for the work was valuable
	The family went fifty mile	es to fish on Ice Lake, and they caught 400
	fish. It was a lot of work,	but tuberey and waxi
5.	Collecting what they need	d from nature is <u>how they live</u> .
	Collecting what they need	from nature is their
6.	Mr. McCarthy is skilled in	ı fishing.
	Mr. McCarthy	fishing.
7.	Some people depend on	nature <u>for food and fuel</u> .
	Como people	Well let tale and the Salary

8.	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.
 - 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.
 - 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.
- 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.

- 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.
 - a. Pine knots are just like any wood from a pine tree.
 - b. Pine knots come from branches of pine trees.
 - c. It takes more heat to start a pine knot burning than any other part of the tree.
 - d. A pine knot is like a twisted place on a rope.

Finding the Main Ideas

Choose the best answer.

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

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

Reading for Details

Find the answers to these questions in the story.

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

Taking a Close Look at the Meanings of the Words

- 1. 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.
- 2. 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?

- 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.
- 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."

unit 7

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?



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.

 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	4 E4			

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

While You Read the Story

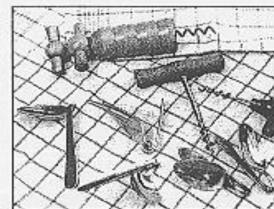
Read these questions and look for the answers as you read the story.

- 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?

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

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 when the spoon started to bend, we

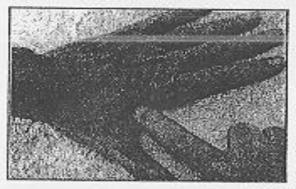


were to say, "It's bending!" Until then we were to say, "Bend! Bend! Bend!" I doubted that a spoon would listen to me.

Then as I was holding the spoon and putting hardly any pressure on it, the spoon began to turn in my hand. To my 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?" 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 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 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.
 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 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 graduate class in methodology, and a student in the front row was pulsing with headache pain. He didn't say anything



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 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?"

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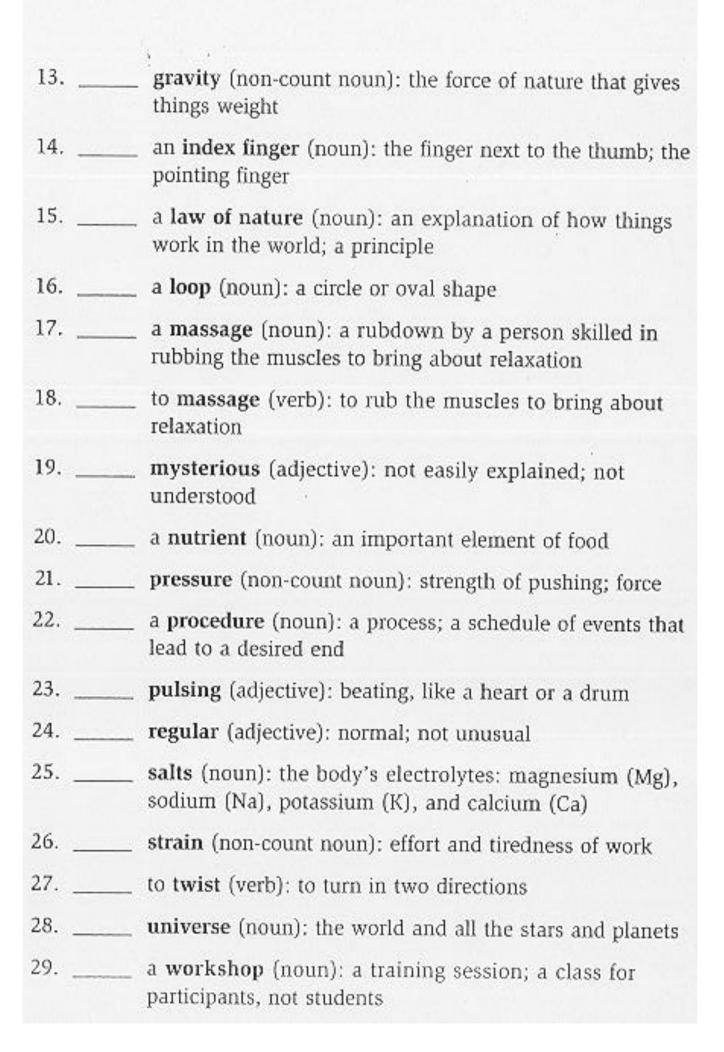
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I assured him that there was no magic. There are two circulation systems in the body, I told him. One is the blood. Blood carries oxygen and nutrients or food to the cells of the body. The other circulation system is electrical. Calcium, magnesium, potassium, and salts, like table salt or sodium, 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 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 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 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 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 (\checkmark) 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. acupressure (non-count noun): the science of healing by pressing special spots on the body; part of Chinese medicine acupuncture (non-count noun): the science of healing by inserting very thin needles into special spots of the body; part of Chinese medicine an armpit (noun): the part of the body under the shoulder joint 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 bowels (plural noun): the digestive system (the stomach, the intestines, and so on) 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 a doubt (noun): a feeling of not believing; disbelief 11. _____ to doubt (verb): to not believe; to disbelieve energy (non-count noun): force; strength





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.

Une	derstanding S	equence	
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.		
	a1	I went to a workshop called "Mind Over Metal."	
	b	I said, "Bend! Bend!" as I was told to do.	
	c	We were told to hold a spoon lightly and think about it bending.	
	d	Suddenly the spoon felt soft, and it bent into a loop.	
	е	I doubted that a spoon would listen to me.	
	f	I broke a law of nature with my mind.	
В.	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.		
	a	The four lifters put their hands on the head of the person in the chair and press down lightly.	
	b	Four people are chosen to be lifters.	
	c. <u>1</u>	Five people volunteer to do the experiment.	
	d	That person sits in a chair.	
	e	One person is chosen to be lifted.	
	f	They quickly remove their hands from the person's head.	
	g	Two of them put their pointed index fingers under the person's knees.	
	h	They lift the person.	
	i	The other two put their index fingers under the person's	

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.		
	a	_ The headache goes away.	
	b1_	First you must know that a person has a headache.	
	c	You press on the hegu point.	
	d	You pick up the person's hand.	
	e	e You massage the hegu point until it stops hurting.	
	f	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.

- 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?
- 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.

- 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.
- 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.
 - Spoons have ears and can hear.
 - b. I didn't believe the spoon would bend.
 - I felt strong enough to bend a spoon.
 - d. I did not believe the workshop leader.
- Some things in nature are simply mysterious.
 - We do not understand everything.
 - b. We understand even mysterious things.
 - c. Nature keeps secrets from us.

b. assure

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

d. strain

- 9. If you <u>rub</u> a sore spot on your body, it will stop hurting and you will feel much better.
 - a. pulse

c. strain

b. massage

- d. doubt
- This book is nothing special; it is a <u>normal</u> 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

10. spoon

i. twist
 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.			
	th	e 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 pull	led out of the accident, it was		
4.	On main roads, there as	re traffic signs where one road meets another.		
	On main roads, there ar	re traffic signs		
5.	Everyone in the footbal with excitement.	l stadium was shouting. The place <u>was filled</u>		
	Everyone in the footba	ll stadium was shouting. The place		
	exc	citement.		

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.
 - 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.
 - Salts (such as calcium, sodium, magnesium, and potassium) carry electrical signals through the body.
 - The human body has an electrical system.
 - b. Potassium and magnesium have some things in common.
 - There are calcium salts in a human body.
 - 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.
 - The hegu point is in one's head.
 - 4. We were to think about the metal getting soft.
 - 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.
 - 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.
 - If 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.
 - I enjoyed playing with nature and making it do what I wanted.
 - 2. The better way is to defy gravity.
 - I prefer to be heavy in body and not be lifted.
 - 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.
 - 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	
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.
	_ The spoon seems to become soft and bends into a loop.
9	
10	The mind can bend a metal spoon.
11	There is a point on one's hand where tension lines cross.
12	
13	_ This point is called the hegu point.
SI:	
SI:	

MI #2:	
SI:	
SI:	
SI:	
MI #3:	
SI:	
SI:	
SI:	

Reading for Details

Find the answers to these questions in the story.

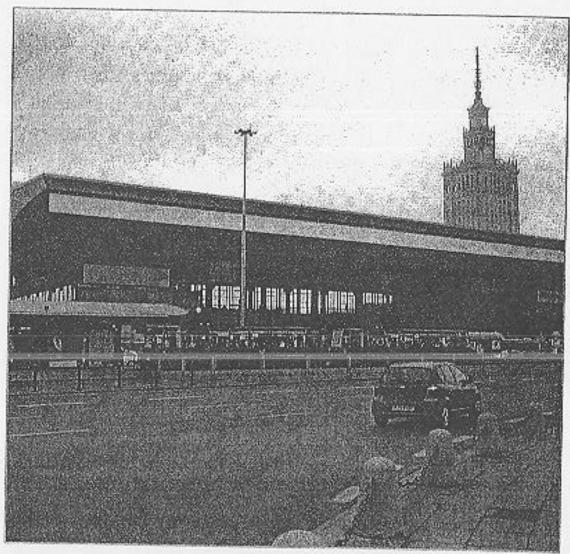
- When does a person say, "Bend! Bend! Bend!"?
- 2. How many fingers does it take to lift a person?
- 3. Where is the hegu point?
- 4. Which culture produced the arts of acupuncture and acupressure?
- 5. What are the two circulation systems of the human body?
- 6. What does the blood system do?
- 7. 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

- 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 Chinèse 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?

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Terror in the Train Station



The Central Train Station in Warsaw, Poland, is close to the Palace of Culture. Passengers enter from the street and go down to the trains in the tunnels below ground.



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 of this story tell you?
- 2. How does it feel to be afraid?
- 3. Why should a person feel afraid in a train station?



While You Read the Story

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

- 1. Who is telling the story?
- 2. What is the family in the story like?
- 3. How does the storyteller feel at the beginning, middle, and end of the story?



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Terror in the Train Station

I came home from school one day in early December 1989. My mother told us of a decision that we all had to make. She had been offered a job with the Peace Corps. For two years we could be in Poland, opening up Central Europe for Peace Corps volunteer work. After a lot of discussing, weighing the pros and cons, and dreaming, we all agreed.

I had heard wonderful stories of Poland: green fields, happy people, beautiful buildings, and wonderful parties. What a dream! I was going to join a country with rich history and a grand future. It was a country to which my family had many ancestral ties.

I had read how the people had voted Communism out. I read about the changes that could be seen everywhere, every day. With free enterprise booming and democracy blooming, how wonderful an experience this could be. I couldn't sleep on the airplane for the whole twenty-hour trip. How could I rest with such visions in my head? I was thirteen, and my sister was fourteen.

The first thing that I noticed about Warsaw was that everything seemed dark. Everything was gray. There were no billboards, no advertising, no color anywhere, just iron bars and gates. The house we lived in was a target for criminals because Americans lived there. It was somewhat of a fortress. We had gates in the front and back, the kind that you "buzz" to let someone through. The walls were thick concrete, with bars on every window. How strange they seemed to a teenaged American boy.

The next thing that I noticed was the people. Happy? Not even close. They all looked old, tired, worn down, and just plain broken. They seemed to have lost every bit of spirit. They lived their lives following every rule, without questioning. They never looked at anyone else; they just kept their heads down and blended into the crowds. Nothing would happen to them if they didn't stick out. Nothing bad, nothing good. Nothing at all.

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Our problem as Americans was that we did not blend in. You can tell an American from a mile away. We stick out like sore thumbs. We walk with the hip-swinging freedom of walking, not the from-the-knees shuffle of the broken spirited. We held our heads up high and looked into people's eyes instead of bowing and focusing on our shoes. We smiled at others whose eyes we happened to meet, smiled out of interest in life itself; we did not hold our pain on our faces. We looked like just another American family on tour.

Weeks of language and culture classes followed the arrival of the first group of volunteers. The volunteers and my family learned together in a high school building in a small city east of Warsaw, called Torün. We had a great deal of fun learning about this new country, the people, and the language.

Torün was only three hours from Warsaw by train. The cost was so low that we took the train home every weekend. First class was the way to go; a narrow corridor the entire length of the car made it easy to get in. Sliding glass doors shut off five little rooms, or compartments, each holding six passengers. They kept the noise out and gave us a sense of privacy. This was also the only place in all of Poland where you could truly get a non-smoking room.

One Sunday evening, when we were returning to Torun, our dream turned into a nightmare. We were at Warszawa Centralna, the most convenient train station for us. The train tracks lay about 100 feet below downtown Warsaw. It was necessary to go underground to board the trains. We had been warned to be careful in the dark tunnels of Centralna.

When the Communists left Poland, they did the people no favors. They were told to let all the political prisoners go free. Instead they let everyone go, including the violent criminals. Those who still wished for a life of crime stole cars or broke into houses, hence the bars and gates. Others chose a quicker means; their direct route to finance was right out of others' pockets. Pickpockets and muggers were everywhere, especially in the tunnels of Centralna, where they ruled.

The mistakes that we made that afternoon seem so obvious now. We were told not to speak English in the tunnels. We were also told to always have a woman board a train with us. There was safety in families. There was safety in numbers, three or more. If we

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followed these rules, then we would not be targets. This day we made every mistake in the book. We were late. We pushed our bags—ten bags for four people—in through the window of the train. We had planned on staying in Torün for two weeks, so we had brought more than usual. Loading through the window seemed the only possible way to get all the stuff on in time. Polish trains are very prompt; we had only about a minute before the horn would blow and the train would leave the station.

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My mother, my sister, and I hurried on with our hand luggage. Then I was at the window, on the receiving end, while my dad passed the big bags through the window. We completed the task, and I started for the entrance to board with him, alongside my mother.

The thugs have a specific method. They wait in the small entrance area of a train. They watch for a rich-looking man. Then they corner him, spray him with Chemical Mace, take everything of value, and jump off the train.

There were a lot of people in the hallway; my dad got to the entrance just as the whistle blew. He was there before we were. He got on alone. And he was attacked. It all happened so fast. I heard my father say, "Get your hands off me!" We tried to hurry to him, but we couldn't move fast because of the crowd in the hallway. I choked on the air of fire that came rushing from the door. The poison Chemical Mace only made everything harder. Other passengers were now running from the toxic air.

Everything went blurry. My face, eyes, nose, and mouth burned. It felt like a pot of boiling water had been poured on me. My nose bled; I couldn't see or even breathe, but I had to get to my dad. My pain was nothing compared to my fear for my father. When I got to my dad, I couldn't make out any details of what had happened. I could see his eyes. They were alive but not normal. He was in shock. I looked at his shirt, and I was shocked too.

There was blood everywhere, coming out of his mouth, on his shirt, on his pants. I thought he had been stabbed with a knife. I couldn't speak. I couldn't ask him. His leg had been broken at the ankle. It was bent in an unnatural way. My mom and I lifted him off the train and set him down.

My sister, Josie, was still on the train. My mother told her to scream as loud as she could, "Don't let the train leave!" It had worked. My sister's screams prevented the train from leaving.

Somehow I got the bags off the train by myself. I had so much adrenaline in me I could have done anything-twisted iron, felled Goliath. Sixty-pound suitcases were light as newspapers in my hands as I threw them through the windows and off the train. My mom ran to get help, to call the embassy, and to get the police when the paramedics showed up. I didn't know what to do. Before I could even think of a plan, they were taking my dad away. I told my sister to go with him. Josie was a thin and pretty fourteen-year-old girl. She couldn't stay with the bags and wait for Mom. I was stronger than she was, but I was afraid. We had so much luggage, we were carrying important government documents, and my mom had been gone forever. I was alone, in an underground tunnel with strangers watching me, less than thirty feet from where my dad had fallen. And the bright red on the black cement was my father's blood.

I was in terror and terrible pain. The Mace burned, especially my eyes. I started to cry. I was alone in the dark of Warszawa Centralna, where thieves ruled. I was thirteen years old. I was guarding enough baggage to make any thief drool. I cried as quietly as I could, trying to stop shaking with fear. Trying to feel courage. Trying to be brave.

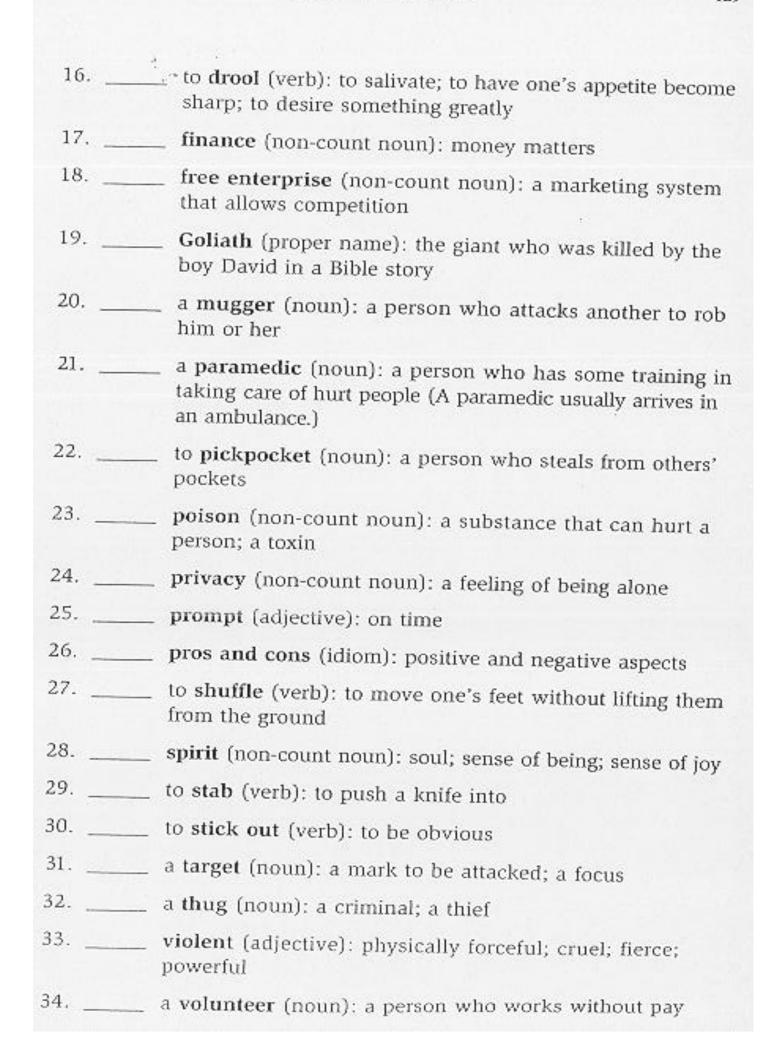
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	Words and Idioms List
	dy know some of these words and idioms. Go through the list theck (\checkmark) next to each of those that you do not know.
them in what the	these words and idioms may be completely new for you. Find the reading. Use the sentences around them to understand by mean. Note how they are used. These are the words and by learn for this story.
1	adrenaline (non-count noun): a body hormone (chemical) that is a response to danger (Adrenaline gives a person strength in times of danger.)
2	_ ancestral ties (plural noun): family history in a place
. 3	_ a billboard (noun): a large, colorful advertising on the street or road
4	to bleed (verb): to have blood flowing from the body as a result of injury (past tense = bled)
5	_ to blend in (verb): to seem like everyone else; to fit into a situation naturally
6	_ blooming (adjective): flowering; growing
7	_ blurry (adjective): unclear to the eyes
8	booming (adjective): growing fast; increasing
9	Chemical Mace (non-count noun, proper noun): a poison gas used by police to stop criminals
10	_ to choke (verb): to cough; to not be able to breathe normally
11	Communism (noun): the political system of the former USSR, China, and some other countries
12	_ a corridor (noun): a hallway
13	crime (non-count noun): acts that are against the law
14	_ a criminal (noun): a lawbreaker
15	_ a direct route (idiom): a straight way to a goal





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 phrase, write 2-11 to show that you know the order of the story.

a.		ambulance and paramedics arriving
b		left alone guarding the luggage and waiting for mother to return
С.		moving to Poland
d.		mother going for help and leaving children with the father
е. ,	1	hearing about the possibility of going to Poland
f		taking the train every weekend home to Warsaw
g. ,		helping the father off the train
h.		returning to Torün on the train late one Sunday
i		sister going off to the hospital with the father
j. ,		the father being attacked by muggers
k.		deciding as a family to go overseas

Answering Questions About the Story

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

- 1. How long would the family be in Poland?
- 2. Why had the boy heard about Poland?
- 3. Why were the train stations dangerous?
- 4. Why are Americans easy to identify?
- 5. How far below ground were the train tracks in Warsaw?
- 6. What do violent criminals do?

- 7. Why were there iron bars and gates on every house?
- 8. Why were there so many pickpockets and muggers around the train station?
- 9. How did the paramedics know about the attack?
- 10. What makes first-class train travel nice?

Drawing Conclusions from the Story

Which of story? Wr	these statements are probably true, from the information in the ite true or false in the blank in front of each sentence.
1	
2	Life in Poland had been very hard under the rule of Communism.
3	There was a lot of advertising under Communist rule.
4	Thieves never attacked foreigners.
5	It is a long way from the boy's home to Poland.
	There was a big school in Torün.
7	Six people could ride in the compartments of one train car.
	Warszawa Centralna was the train station in Torün.
	Chemical Mace is dangerous to eyes.

Finding the Meaning in Context

- A. Which meaning is closest to the underlined word or words? Circle a, b, c, or d.
 - 1. I began to cough because of the Chemical Mace.

The boy's father was stabbed.

a. call

c. bleed

b. choke

d. stab

I was looking out the window, and everything was clear. Then suddenly everything was <u>unclear</u>.				as clear. Then	
	a. poison		c.	booming	
	b. blooming			blurry	
3.	There was a	large adver	tisement a	bout a new mo	vie on the street.
	a. mugger			billboard	
	b. finance		d.	corridor	
4.	There are m	any young l	awbreaker	s in the prison.	
	a. muggers	, , , , ,		paramedics	
	b. pickpocke	ets		criminals	
5.	I ran down t	he hallway (of the sch	ool, looking for	a door to the street.
	a. corridor			target	
	b. room			compartment	¥-
	orrect form o shuffle bloom	drool boom	stab mug	bleed choke	
1.	When I thin	k of lemons	or pickles	, I usually	
2.	The man use		to	a	big juicy apple and
3.	After a day o			f bright sunshir	e, the tulips started
4.	One criminal attacked another. It was unusual for one lawbreaker to another.				
5.	I fell and hu		It began to		, so I needed

6.	The old man doesn't	walk with confidence. I	nstead, he		
7.		ece of candy in her mouth			
	breatile. She had begi	un to			
8.	3. The business started out slowly, but suddenly, after two months, it				
Matc	hing New Words and Me	anings			
A. D	raw a line between the	two words or phrases v	vith similar meanings.		
	doctor's assistants	a. on time			
2.	bag	b. hurry			
3.	toxic	c. suitcase			
4.	entrance	d. mugger			
5.	baggage	e. poison			
6.	move fast	f. terror			
7.	prompt	g. corridor			
8.	thief	h. door			
9.	fear	i. paramedics			
10.	hallway	j. luggage			
B. Fin	nd the words and phras	ses in the two columns al correct form of each one	oove that complete the in the blanks.		
1.		late, that person is	or		
2.	Both	and	refer to fast		
	action.				
3.	Both	and	mean all the		
	things that a traveler c	arries with him	mean an the		

1	A and		
т.	A and examples of the words in #3		refer to single
5.	Both a	and a	are criminals
6.	Both a		are long
	narrow rooms with doors to	other rooms.	
7.	A an	ıd a	both mean a
	way into a room or place.		
8.	and _		refer to dangerous
	substances (gases or liquid	ls)	
9.	The feeling of being afraid	is either	or
10.	and		are both people
	who help others in emergen		
Practi	cing with Idioms		
unde: Note	the idiom in this list that me dined words and use the corr that some words (for exampl s and might be in another po	ect form of it to c e, [someone]) can	complete each sentence be replaced with other
	to weigh the pros and cons to blend in to do [someone] no favors to corner [someone] to hold [one's] head up high to let [someone] through	to let [some	omeone] mething] up cone] go free neone] out
	The people chose a new pre government.	sident and <u>decide</u>	ed against the old
	The people chose a new pres government.	sident and	the old

2.	Flying <u>is the preferred means of travel</u> . Flying		
3.	The leaders opened the prison doors for all prisoners.		
	The leaders the prisoners		
4.	We talked about the positive and negative parts of the idea before we decided.		
	We before we decided.		
5.	A single red car is obvious among many black cars.		
	A single red car among many black cars.		
6.	On the other hand, a foreign car that is black will not be noticed.		
	On the other hand, a foreign car that is black will		
	among many black cars.		
7.	The young soldiers always walk with pride.		
	The young soldiers always		
8.	The man who hired me didn't really help me much.		
	The man who hired me		
9.	The mystery would still be unsolved if the detective hadn't <u>started</u> to investigate it.		
	The mystery would still be unsolved if the detective hadn't		
	it.		
0.	Please allow this person to pass to the other side of the crowd.		
	Please this person		
1.	May I make a phone call? I need to reach a friend before nine o'clock.		
	May I make a phone call? I need a friend before nine o'clock.		

12.	The newspaper reporter <u>stopped</u> the famous man and asked him questions <u>before the man could leave</u> .			
	The newspaper reporter	the famous man and		
	asked him questions.			

Exploring the Ideas

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

- 1. Is it good to blend in when you are in a new country?
- 2. Why is first class "the way to go?"
- 3. How can you tell a person whose spirit is broken?
- 4. What was the thieves' method for robbing train travelers? What do you think of this method?
- 5. How did the boy know that his father was in shock?
- 6. Why was the mother afraid that the train would leave? How did the family stop the train from leaving?
- 7. What gave the boy more strength than usual?
- 8. How did they know that the father's leg was broken?
- 9. How did they get help? (Name two ways.)
- 10. Why were the boy's eyes blurry?

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.

- Some criminals chose a quicker means, a direct route to finance right out of others' pockets.
 - a. A direct route to finance is robbing others.
 - b. A person who takes money from another person is a criminal.
 - c. Taking someone else's money is a fast way to get your hands on some money.
 - d. All the freed criminals were thieves.

- 2. We were going to a country with a rich history and a grand future.
 - a. There is no history in Poland.
 - b. Life in Poland was getting better.
 - c. Many things in Poland were changing.
 - d. The reason we were going was to learn the history.
- 3. Poland is a country to which my family has many ancestral ties.
 - a. The family has relatives in Poland.
 - b. The family is tied to the country.
 - c. The family's name is probably English.
 - d. The name of the country is Polish.
- We had a great deal of fun learning about this new country, the people, and the language.
 - a. It is fun to learn new things.
 - b. The school for the Peace Corps people was quite good.
 - c. They enjoyed learning about Poland.
 - d. The Polish language is interesting.
- 5. We had been warned to be careful in the dark tunnels of Centralna.
 - a. There had been trouble with other foreigners and thieves there.
 - b. The dark tunnels were dangerous places.
 - c. Someone had told them how to act in the tunnels.
 - d. They were usually careful in the train station.

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Read all these titles. Some of them are possible titles for this story. Draw a line between each of those titles and *Appropriate*. Others are not appropriate titles. Read the reasons that some are not appropriate, and draw a line between each of those titles and the reason it was not appropriate.

<u>Titles</u>	Reasons
1. A Boy and His Sister	
2. An Adventure in a Foreign Country	APPROPRIATE
3. Nightmare in Centralna	
4. Muggers and Pickpockets Get My Father	too broad
5. Train Station Mistakes	
6. Finding Something Red on the Cement	tells the whole story
7. Poland	
8. The Day My Father Was Beaten Up	too narrow
in the Train Station .	
9. In the Dark Tunnels of the Train Station	

Reading for Details

- A. Find the answers to these questions in the story.
 - 1. When does the story begin?
 - 2. Where is Poland?
 - 3. How old was the boy? His sister?
 - 4. How long did the trip from home to Poland take?
 - 5. What kind of gate did the house have?
 - 6. Who is telling the story?
 - 7. How can you tell an American from a Pole?
 - 8. What is Toriin?
 - 9. What is Warszawa Centralna?
 - 10. What poison was used?

- D. ring intormation in the story:
 - 1. What was booming?
 - 2. What were the walls made of?
 - 3. Who stick out like sore thumbs?
 - 4. How far is Torün from Warsaw?
 - 5. How many people can sit in one compartment on a train?
 - 6. Who ruled the tunnels of Centralna?
 - 7. How many bags did the family have that day?
 - 8. Where in Poland could you get a non-smoking room in 1990?
 - 9. What did the family go to Torün to learn?
 - 10. How far from the train door did the boy have to wait with the baggage?

Taking a Close Look at the Meanings of the Words

- 1. Any man who is very large and strong compared to others might b called Goliath. There is a story about a young shepherd boy, David who became a hero. The giant Goliath was killing many people. He even threatened the young shepherd. When the giant was about to kill David, David took a stone from the ground and used a slingshc (a simple weapon made of a string of leather) to kill the evil man. The stone kit the giant's head and killed him. (David caused Goliat to fall. David felled Goliath.)
- Adrenaline is the name of one body chemical. Adrenaline is a respons
 to danger. It makes a person stronger and more alert. Other hormone
 cause other kinds of human responses. For example, there is a hormon
 that makes men's beards grow. It is called testosterone. The hormon
 that women have is called estrogen.
- 3. Communism and free enterprise are two different systems. In theory where there is Communism, every person has a job and gets what food and money he or she needs to live. In a free enterprise system, people can choose to try to work harder to earn more. People can also fail in business and lose everything.

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