

Felicia's Story



Reader and Workbook

Adult, Secondary, College ESL

And LBS Learners

By Fran Marshall

Felicia's Story



Felicia's Story is the sequel to *The Life and Times of Lillian* and *The Story of David*. It chronicles the struggles and triumphs of a resourceful orphan girl born in the early 1900s.

Each four-page unit lesson in this reader-workbook comprises the following: an introductory discussion, a vocabulary study, one of twenty episodes, comprehension and inference questions, a variety of related communicative activities, and a written segment.

Books by Fran Marshall

Thirty Minutes to Review
The Life and Times of Lillian
The Early Bird Special
ESL According to Fran
A Little Bit of Everything
The Story of David
Felicia's Story

ISBN 978-0-9681126-7-0

Acknowledgements

Felicia's Story owes its existence to my colleagues and their adult learners across Canada and other parts of the world whose enthusiastic response and positive feedback of *The Life and Times of Lillian* and *The Story of David* encouraged and inspired me to respond to their request.

I gratefully acknowledge my husband, Ross, for his continuous loving support and my friend, Mary Hall for her computer expertise.

I dedicate *Felicia's Story* to my loving daughter, Andrea.

Fran Marshall

Fran Marshall presents her latest reader-workbook for use in intermediate to advanced adult, secondary, or college ESL and LBS classes.

Felicia's Story is the sequel to *The Life and Times of Lillian* and *The Story of David*. It chronicles the struggles and triumphs of a resourceful orphan girl born in the early 1900s.

Each of the 20 units is a complete four-page lesson with introductory discussion, vocabulary study, an episode, and related skill-building and skill-using activities.

Canadian Cataloguing in Publication Data

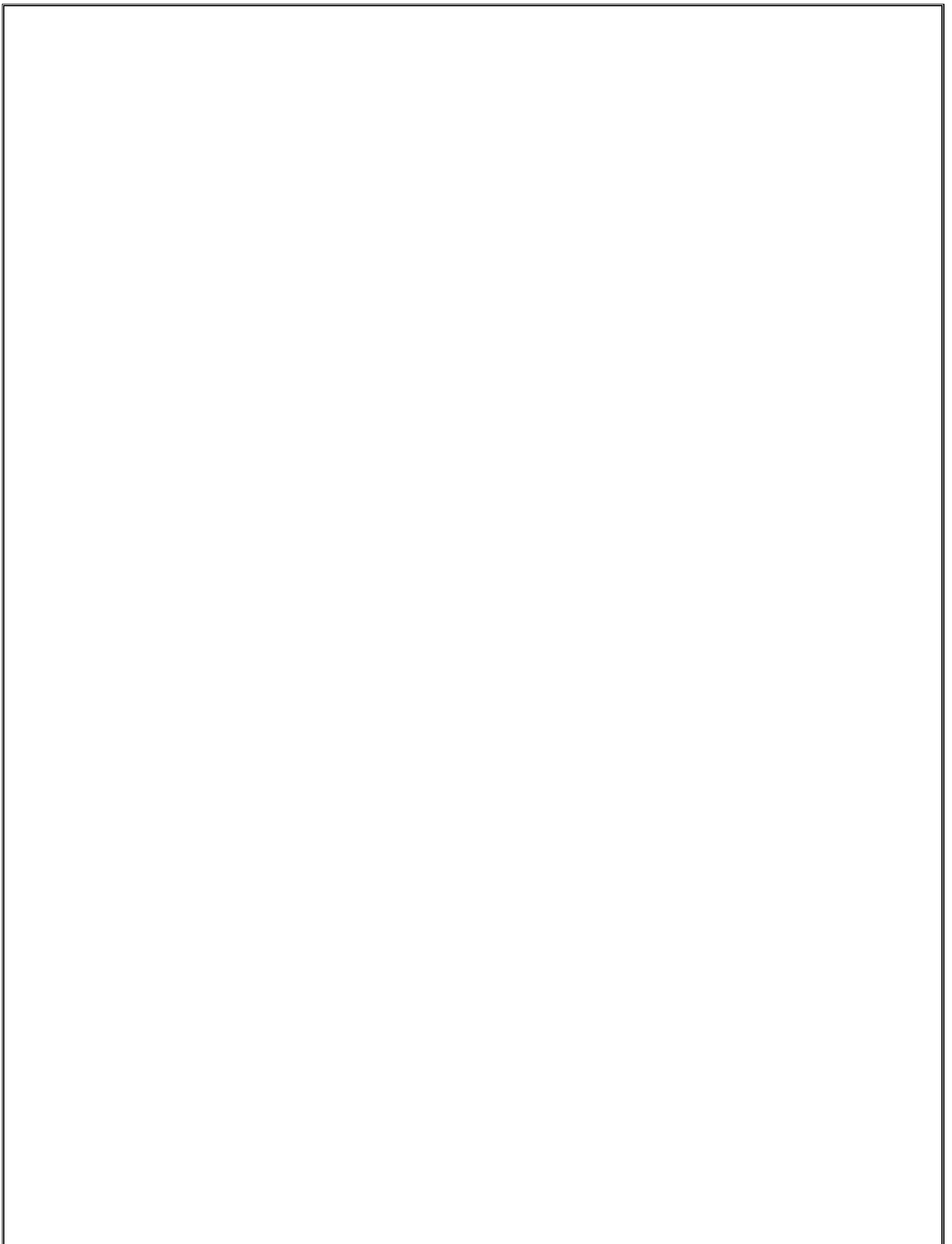
Copyright © 2011 Fran Marshall

Felicia's Story

ISBN 978-0-9681126-7-0

CONTENTS

	Page
ESL Stories - Yours and Mine	1
Guidelines for Using ESL Stories	2
Felicia's Story	
Part 1	3
Part 2	7
Part 3	11
Part 4	15
Part 5	19
Part 6	23
Part 7	27
Part 8	31
Part 9	35
Part 10	39
Part 11	43
Part 12	47
Part 13	51
Part 14	55
Part 15	59
Part 16	63
Part 17	67
Part 18	71
Part 19	75
Part 20	79



ESL Stories - Yours and Mine

Personal anecdotes or short stories about us or people we know make up an important part of our lives. Therefore, they are a **valuable resource** for ESL classes.

Stories involve the skills of **listening, reading, speaking, and writing** -- and many aspects of each of these. Because they can bring about the best in teaching, learning, and writing, they belong at the heart of language acquisition.

The **bottom line** in ESL is how much language and life skills our learners obtain in each session. The **top priority** is how we can best facilitate the learning process.

When I started to work in ESL several years ago, it seemed natural to relate personal anecdotes. This storytelling allowed my learners to practice **asking questions to elicit information**, to hear how **verb tenses were used**, to learn **new vocabulary**, and to **retell events** in sequence. The classes quickly and spontaneously made **inferences** about omissions from the stories, and regularly **predicted** what might have happened next. Animated **discussions** became a vital part of our time together. **Grammar points** were reinforced and understood from the context of the story. **Follow-up skill activities** were eagerly completed.

Many learners accepted the challenge of writing what they had heard and retained. It soon followed that they were **writing their own personal anecdotes** or even their life stories to share with the class. Their writing appeared to give them a sense of power over their second language.

I was delighted when my **learners' interest** was **captivated** by incidents in my life, or someone I knew, or in the lives of other class members. The sharing of experiences requires a **supportive community environment** in an ESL classroom. As instructors, I believe that our role is to develop this atmosphere of trust. It surprised me at first to discover that people from all over the world were keenly interested in my personal stories -- sad, humorous, mundane, exciting, even ridiculous. It amazed me that a **copious amount of learning happened** during the course of a story lesson. When the learners realized that the class and I were fascinated by **their** past experiences, present situations or future aspirations, they became zealous in their desire to **write**. They were grateful for the opportunity to share their customs and cultures, descriptions of family members, feelings about Canada, their vast store of memories.

Simply speaking, storytelling in ESL provides an **exciting medium** that allows the whole language process to take place. My inspiration to write some personal stories has come from the enthusiastic response of my learners. Their inspiration to write has come from the understanding that they have interesting and important things to share.

Real communication involves many interpersonal factors. Our stories -- **theirs, yours, and mine** -- connect us to our past, shape our present, and pave the way to our future.

Fran Marshall

GUIDELINES FOR USING ESL STORIES

1. **Introduce** the story with a **discussion** pertinent to the story line.
2. Use a **grammar opener** to introduce new vocabulary and reinforce question formation.
3. **Tell** one or two facts from the story.
Pause. This is learners' **cue** to **ask for** information.
Continue this way until the entire story has been **elicited** by the class.
Encourage learners' **inferences, predictions, and opinions** during the telling.
Emphasize new vocabulary and idioms at the board.
Be **dramatic, act out** parts.
4. Have students **retell** in **segments** what they heard and retained. Work in pairs or groups.
5. **Distribute copies** of the story and related activities. Individual students read **aloud** "*a sentence that tells...*"
6. Do **comprehension** and **inference** questions, as many students as possible at the board.
7. Continue with **related grammar activities**.
8. Have students **write** or **discuss** a **brief summary** of the story.

Felicia's Story - Part 1

A. Introduction

*This is Felicia's story. Those of you who have studied **The Life and Times of Lillian** and **The Story of David** wanted to know about their long-lost sister. Felicia's life story begins with sadness and poverty. However, just as Lillian and David overcame adversity, Felicia's indomitable spirit enables her to have a successful and exciting life. As you study her story, you will have answers to some of the things you have wondered about.*

Finish these sentences.

1. I hope to find out
2. I'd like to know

B. Vocabulary Study

Here are some words that you will hear and read in **Part 1**.

Replace the sentence words in bold print with words from the list.

rundown
worked

make better
very upset

manage
warehouse

children
different

1. Sol had a job in a **factory**.
2. Sol **toiled** long hours in order to provide for his family.
3. Their apartment was **shabby**.
4. They moved to a **foreign** country.
5. The parents wanted to **improve** their children's lives.
6. He was **distraught** when he heard the sad news.
7. She did not know how they could **cope** with the tragedy.
8. He really loved his **little ones**.

Part 1 will review a few facts about the family from the stories of Lillian and David, and then continue on to reveal the incredible story of Felicia's life.

C. Felicia's Story Part 1

Felicia was born in New York City in the early 1900s to Miriam and Sol, immigrants from Vienna, Austria. Her red hair and bright sparkling eyes delighted her parents. The family grew quickly to include Sadie, David, Lillian and two younger siblings. The only accommodation they could afford was a hot, crowded, noisy apartment. The older children played on the rough cobblestones in front of the rundown building.

Sol toiled long hours in a warehouse six and a half days of the week to earn barely enough to support his growing family. However, no matter how late he returned home, his little ones would rush to greet him with hugs and kisses. After their meager dinner, Miriam and Sol would lovingly teach their children songs and read books to them from their homeland.

When the children were asleep, the parents would wonder to each other whether they had made a wise decision to come to this foreign country. It was difficult for them to overcome hardships, but they had high hopes that their lives would improve with time and their children would have good opportunities for education and success.

One by one, as the three oldest, Felicia, Sadie and David, reached school age, they attended the local elementary school. They were all very clever; school was a source of great enjoyment and a pleasant change from the family's dismal apartment. When children from richer families teased her siblings about their strange accent and hand-me-down clothes, Felicia used her piercing eyes and her fiery temper to chase them away.

Then, sadly, tragedy struck the family.

Their dear mother, Miriam, passed away after giving birth to the seventh child. The children were heartbroken. Sol was distraught, his heart filled with grief and worry. He was left without his dear wife. He had no one to look after the little ones while he was at work.

What would become of this brave, loving family? How would they cope? What kind of future lay ahead for them?

With tears in his eyes, Sol told Felicia to sit with him after the others were in bed so that they could come up with a plan.

D. Comprehension and Inference Questions Part 1

1. Describe the family's living accommodation.

2. How did Sol try to provide for his family?

3. What tells you that they were a loving family?

4. Why did the parents wonder if they had made a wise decision?

5. Why did the children like school?

6. What tragedy struck the family?

7. Describe how Sol felt.

8. What difficult questions face the family?

9. What did Sol tell Felicia to do?

10. What do you think he will say to her?

E. Related Activities Part 1

Make **nouns** from these **adjectives**. Use each **noun** in a **sentence**.

noisy	_____	_____
hot	_____	_____
long	_____	_____
wise	_____	_____
foreign	_____	_____
brave	_____	_____
clever	_____	_____
tragic	_____	_____

Use an **antonym** for each of the **bolded words** to fill in the blanks.

1. Felicia was the **first** child; she was not the _____.
2. She was born in the **early** 1900s, not the _____ 1900s.
3. They didn't live in a **quiet, spacious** apartment; it was _____.
4. Sol didn't want his family to **fail**, he wanted them to _____.
5. The children did not attend the **secondary** school; they attended the _____.
6. They were not **stupid** children; they were _____.
7. Sol needed **someone** to look after his children; unfortunately, he had _____.
8. They were sad about the **past**; they were worried about the _____.
9. Sol hoped his family would have a **better** life, not one that was _____.
10. They tried hard to look **ahead**, not _____.

F. ✍ Your Turn to Write

Write a paragraph to describe your emotions as you read the first episode.

Felicia's Story - Part 2

A. Introduction

- *Briefly recap the events from **Part 1**.*
- *Discuss the reasons why you think Miriam and Sol made a wise decision.*
- *Discuss the reasons why you think they made a poor decision.*

B. Vocabulary Study

The verb *pass* can be followed by prepositions to make expressions with different meanings.

Use these expressions in sentences.

pass away _____
pass out _____
pass on _____
pass down _____
pass up _____
pass by _____

Here are some words and expressions you will **hear** and **see** in **Part 2**.

Write a **synonym** for each.

tend the babies _____
look after _____
wearily _____
siblings _____
dreams _____
decided _____
major _____
kept to himself _____
interacted _____
replied _____

C. Felicia's Story Part 2

Felicia often said in her later years that she knew exactly when her childhood had ended. She was barely ten years old.

A few days after Miriam had passed away, Sol spoke to Felicia.

“My dear first born, come here and listen to what I say to you. You must be brave and grow up quickly. Your brothers and sisters need you to be their mama now. You will have to stay home from school to tend the babies while I am at work.”

Felicia's face turned white, then as red as her hair. Her eyes filled with tears. She thought she would pass out.

“But, Papa,” she cried, “I love my school, I am so good at my lessons. My teacher tells me I am a smart girl, I am learning English so fast, and I am very good in numbers! Please let me stay in school, and some day when you are too old to work, I will look after you, dear Papa.”

Sol wearily replied, “I am so sorry, dear child. There is no choice. Your mama and I had big dreams for our family. Now everything is different. When the youngest one goes to school, then you can return to your education as well.”

The days were long and hard for Felicia. She looked after her siblings as well as she could. Sadie helped with the simple meal preparation and housework when she came home from school. She willingly shared her schoolbooks with her sister. David interacted very little with the rest of the family. He kept to himself as much as he possibly could in the crowded apartment.

Felicia's only free time was late in the evening. It was then that she sat on the steps of the shabby apartment building and fantasized about a different life. She made up her mind that some day, she would continue school. She would become a professional person, she would earn a lot of money, and she would live in a beautiful home.

She promised herself that she would never be poor again. She also made another major life decision. She would never get married and have children. Her life would be her own to do as she pleased. She would be an independent woman.

Will Felicia's fantasies come true?

D. Comprehension and Inference Questions Part 2

1. What did Felicia often say later in life?

2. How did Felicia first show that she was upset?

3. What do you think about Sol's decision to have Felicia look after the children?

4. How did Sadie and David help?

5. Why do you think David acted the way he did?

6. Where did Felicia spend her evenings?

7. What was one of her fantasies?

8. What was another fantasy that Felicia had?

9. What major life decision did she make?

10. How many of her dreams do you think she will fulfill?

E. Related Activities Part 2

In the story it says ‘*Felicia’s face turned white, then as red as her hair*’.

Use the verb **turned** in five more ways by adding prepositions.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Use the **homonym** for these words in sentences.

- | | | |
|-------|-------|-------|
| knew | _____ | _____ |
| days | _____ | _____ |
| would | _____ | _____ |
| here | _____ | _____ |
| so | _____ | _____ |
| made | _____ | _____ |

Write **true** or **false** after each sentence. Change the **false** sentences to **true**.

- 1. Felicia was 14 when her childhood ended. _____
- 2. Sol told her she would have to tend the babies. _____
- 3. Felicia had lots of free time. _____
- 4. She decided that she would have a better life some day. _____

F. ✍ Your Turn to Write - or to Discuss

Describe how you think the following family members coped with the change in their lives:

Sol	Felicia	Sadie	David
-----	---------	-------	-------

Felicia's Story - Part 3

A. Introduction

➤ *Briefly recap the events from Part 2.*

Finish these sentences:

1. *I feel sorry for Felicia because . . .*


2. *I admire Felicia because . . .*

3. *In Part 3, I hope that . . .*

B. Vocabulary Study

Match words in **Column A** with words with **similar meanings** in **Column B**.

A	B
get in touch with	serious talk
train fare	contact
avoid trouble	looked at
turned to	ticket cost
watch out for	not cause problems
deep in conversation	keep safe

 Say the **antonym** of each of these words:

later easier few happy nearest younger forget

C. Felicia's Story Part 3

About a year later, Felicia's weary father again said that he had something important to say to her. He had been able to get in touch with his cousin, Benjamin, who had immigrated to Toronto, Canada. Benjamin told him that life was easier in Toronto and that he could help Sol find a job. He even offered to send some money for train fare for the family. He said they could stay at his home until they found an apartment.

So it was that that Sol and Felicia gathered up the family's few belongings and they all boarded the train for Toronto. The trip was long and tiring; the little ones were constantly tired, hungry, cranky and quarrelsome. At last they arrived in the unknown city. Benjamin met them at the station, greeted them all with enthusiasm. He seemed genuinely happy to see his cousin. The group traveled by streetcar to the stop nearest to Benjamin's small home in the east end.

Felicia quickly realized that Benjamin's wife and two children were not pleased to have to share their tiny living space with a group of strangers. She and Sadie tried to keep the others quiet and in one room to avoid trouble. Sol went with Benjamin to inquire about a job, but he came back with a worried look and did not speak to his family.

After a couple of days, Felicia saw her father and Benjamin deep in serious conversation. She could tell that Sol was upset. He abruptly told Felicia to once again gather up the family's possessions because they were going to move to yet another new home.

The family trudged through the Toronto streets, one long block after another. Sol, Felicia and Sadie carried the younger ones. David lagged behind the group with his head bowed. Finally, they arrived at a large frame building. Felicia tried to read the sign. It said 'ORPHANAGE'. When they went inside, they wondered what kind of home this would be.

Sol spoke briefly to the woman at the desk. Then he turned to Felicia and said words that she would remember all her life.

"You must stay here for a while. Watch out for your brothers and sisters until I return."

When would they see their father again?

D. Comprehension and Inference Questions Part 3

1. What important news did Sol tell Felicia?

2. How did Benjamin try to help his cousin?

3. Describe the train trip to Toronto.

4. How did they get to Benjamin's house?

5. How do you think Felicia knew that they were not welcome?

6. Why do you think that Sol was upset when he was talking to Benjamin?

7. How did the family get to their new home?

8. Why do you think that David 'lagged behind'?

9. What did the sign on the large building say?

10. What would Felicia remember all her life?

E. Related Activities Part 3

Put the letter “**T**” on the line if the statement is **true**.

Put the letter “**F**” on the line if the statement is **false**. Correct those sentences.

- _____ 1. The family moved from Toronto to New York City.
- _____ 2. Benjamin was Sol’s brother.
- _____ 3. They traveled by streetcar to Benjamin’s house.
- _____ 4. Benjamin’s wife and children greeted them warmly.
- _____ 5. Felicia and Sadie ignored the younger children.
- _____ 6. Sol spoke softly to Felicia.
- _____ 7. The family ran through the streets of Toronto.
- _____ 8. They came to a small brick building.
- _____ 9. Their new home is an orphanage.
- _____ 10. Sol told his children he would return for them.

Discuss:



Have you ever ‘**trudged through**’ streets?

Have you ever ‘**lagged behind**’ someone?

F. ✍ Your Turn to Write

Use your copy of *C. Part 3*.

Change Sol’s last words to Felicia to **indirect** speech.

Felicia's Story - Part 4

A. Introduction

- *Recap the events from Part 3.*
- *Do you think the children will be looked after well in their new home?*

B. Vocabulary Study

Discuss these expressions; **try** to use them in sentences.

huddled together

new surroundings

become accustomed

kitchen chores

left behind

teased

strange accents

natural ability

struck out

fiery temper

Write **antonyms** for these words.

together _____

gradually _____

a few _____

kind _____

strict _____

occasionally _____

rich _____

look down on _____

C. Felicia's Story Part 4

At first, the children huddled together as they watched and waited for their father to return. Gradually, they became accustomed to their new surroundings. In some ways, life in the orphanage was easier for Felicia than it had been in the tenement in New York City. The younger children played with the few available toys and even with the other children who lived there. Meals were prepared for them, and the family often ate better than they had before.

The building was crowded, but it was kept quite clean. The women who worked there tried to be kind. All the girls slept on cots in one large room. The boys slept on mats in another room.

Felicia and Sadie were given chores to do: set the long wooden tables for meals, make sure the younger ones were fed, wash and dry the dishes and reset the tables. David and other boys were asked to use heavy brooms to sweep the large rooms twice a day.

The days turned into weeks, the weeks turned into months. Felicia often wondered to herself whether their father would ever return to claim the family. She had talked to some of the older orphans and discovered that they attended a local school. She decided to ask permission for members of her family to attend as well. The answer was positive, so she eagerly told Sadie, David and little Lillian that they would accompany their new friends to the neighborhood school. The principal looked them over, asked a few questions about their background, and led them all to the primary class. The teacher seemed overwhelmed to have this group of four extras join her class. However, she quickly learned that the three oldest could read, and she moved them on to higher classes. Lillian cried when she was left behind, but Felicia assured her that she would come back to take her 'home' after school.

The children loved school. Because of their natural ability, they learned quickly. The teachers were strict but never unkind. It was with eager anticipation that the little family looked forward to school each day. At recess, the children from 'regular' homes tried to make fun of the 'orphan brats' with their strange accents and ragged clothes. Felicia, and even David, defended their siblings. The bullies soon became afraid of the red-haired Felicia with her fiery temper.

It was at that time that Felicia again fantasized about her future. Someday, somehow, she would make an entirely different life for herself. She would look down on anyone who did not look up to her.

D. Comprehension and Inference Questions Part 4

1. How was life easier for Felicia in the orphanage?

2. In what ways did Felicia, Sadie and David help?

3. What did Felicia wonder to herself?

4. Where were the children allowed to go each day?

5. Why do you think the principal placed them all in the primary class?

6. Why did little Lillian cry?

7. What words tell you that the children were clever?

8. Why did the other children make fun of Felicia and her siblings?

9. How did Felicia react?

10. What is Felicia's fantasy at this stage of her life?

E. Related Activities Part 4



The verb 'look' changes meaning when different prepositions are added.

Use the following 'look' expressions in sentences.

look forward to _____

look back on _____

look up to _____

look down on _____

look over _____

Write the **comparative** and **superlative** forms of these adjectives:

easy _____ _____

good _____ _____

heavy _____ _____

old _____ _____

rich _____ _____

famous _____ _____

bad _____ _____

F. ✍ Your Turn to Write - or to Discuss

Which words from the following list **describe** Felicia?

conscientious reliable clever defensive ambitious

moody selfish immature hot-tempered worried

Felicia's Story - Part 5

A. Introduction

- *In this episode of Felicia's life you will learn about the next unexpected change that occurs.*
- *Can you imagine what that change might be?*
- *Finish this sentence: I hope that ...*

B. Vocabulary Study

List the **adverbs** from these words:

friendly _____
polite _____
easy _____
good _____
careful _____

What is the **difference** between these expressions?

clean up

clean out

clean off

Make **nouns** from these **adjectives**:

responsible _____ **mature** _____

innocent _____ **prosperous** _____

? - If you **are gullible**, what kind of person are you?

C. Felicia's Story Part 5

Life at the orphanage became reasonably pleasant for Felicia and her sisters and brothers. They followed the same routine day after day, week after week. The weekends were long and boring because there was no school. The orphans were never taken on outings to expand their knowledge of the city and the outside world. However, they did not miss what they had never had. Felicia would have loved to have books to read, and occasionally, a box of discarded library books would arrive at the orphanage. The children scrambled to grab as many as possible.

Then suddenly, without warning, a monumental life change took place for Felicia.

A prosperous-looking man appeared at the orphanage. He spoke politely to the 'mother'. He told her he was looking for a young girl to help his wife with the housework and the care of their two children. Felicia was recommended because of her sense of responsibility and maturity. The man told Felicia she would live at his house, a short distance from the orphanage and she could earn a small amount of money. At first, Felicia panicked, then she asked if she would still see her family regularly. The 'mother' and the man said that it could certainly be arranged.

When she had gathered up her few belongings once again, she went to explain the situation to her siblings. They were nowhere to be found, and the 'mother' said Felicia should just quietly go without upsetting the younger ones.

It was the first time Felicia had been in a car, and despite her bewilderment, she quite enjoyed the experience. After a rather lengthy and very quiet ride, they arrived at a big, beautiful house. Felicia was introduced to the man's wife and the two children. She was shown to a small, clean room in the attic, told to put her things away and to come back downstairs to discuss her duties. She was to prepare breakfast for the children and get them ready for school. Then she was to clean up the kitchen, make the beds, do some dusting and get lunch for the children. In the afternoon, she would wash or iron clothes and begin preparations for the evening meal. When the children returned from school, she was to keep them occupied until dinnertime. Suddenly, Felicia realized that, in her innocence, she had been very gullible. They expected her to work fulltime – and not attend school with her brother and sisters. Tears flowed when she went to her little room.

It had all happened too quickly!

What had she done? Why had she agreed to come with this man? What was she going to do?

D. Comprehension and Inference Questions Part 5

1. Describe life in the orphanage.

2. Why were weekends very boring?

3. What kind of person came to the orphanage?

4. Why was Felicia recommended?

5. What question did Felicia ask?

6. Where do you think her siblings were when she wanted to explain the situation?

7. Describe the trip from the orphanage to the big house.

8. What would Felicia's duties be?

9. What did Felicia finally realize?

10. What can she do about the misunderstanding?

E. Related Activities Part 5

Write a sentence from the story that provides *supporting evidence* for these sentences.

1. A change is in store for Felicia.

2. She had household chores to do.

3. Felicia had misunderstood the situation.

Find words in the story that **mean the same** as these expressions.

once in a while _____

huge _____

happened _____

possessions _____

confusion _____

upper level _____

busy _____

no guilt _____

she cried _____

? - What is the difference between *gullible* and *innocent*?

F. ✍ Your Turn to Write - or to Discuss

Describe how you think Felicia can handle the situation.

Felicia's Story - Part 6

A. Introduction

- *Discuss whether you think Felicia will be able to return to the orphanage.*

- *Describe how you think her siblings reacted when they discovered that Felicia had gone.*

B. Vocabulary Study

Choose which sentence is **correct**.

1. She ***made*** a mistake.
She ***did*** a mistake.
2. She tried to ***explain him***.
She tried to ***explain to him***.
3. She wanted ***go back to orphanage***.
She wanted ***to go back to the orphanage***.
4. The house was ***far enough*** from the orphanage.
The house was ***too far*** from the orphanage.
5. She will have to ***except*** the situation.
She will have to ***accept*** the situation.
6. There is nothing ***further*** to discuss.
There is nothing ***farther*** to discuss.
7. She ***slept*** in the attic.
She ***slipped*** in the attic.
8. She tried to ***describe him her feelings***.
She tried to ***describe her feelings to him***.
9. She will have to ***live*** in the big house.
She will have to ***leave*** in the big house.
10. Felicia had ***understood*** how her life would change.
She had ***misunderstood*** how her life would change.

C. Felicia's Story Part 6

Felicia tried to calm herself. She went over in her mind what she would say to the man. She would tell him that there had been a big mistake, that she had not understood that she would be living so far from the orphanage. She would insist that he take her back immediately.

She went downstairs, found the man sitting in a huge chair in front of a fireplace in a lovely room. Tentatively she spoke. "Mister Sir, I am sorry, but I cannot stay here. It is too far from my family. They need me to look after them, to walk to school with them, to attend school with them. I have to be there when my father comes back to get us."

'Mister Sir' looked up at Felicia intently. He spoke gently. "You must think about yourself now. You have a good opportunity here to work, to earn a small amount of money for some treats. We will buy you some decent clothes. You will have good food. We are giving you a nice home. Surely that is preferable to living in an orphanage. I cannot take you back to that place; everything has been arranged for you to be 'in service' to my family. Your brothers and sisters will learn to get along without you. The matron said that they are far too dependent on you. Just perform your duties here and we will get along just fine."

Felicia's face turned white, then as red as her hair. Her voice became loud and agitated.

"But I don't want to live here in your fancy house. I don't want to work here all day. I want to go to school. Please 'Mister Sir', take me home now!"

The man spoke again, this time in a gentle, but firm voice. "There is nothing further to discuss. Now settle down and accept the fact that you are an orphan. It is time you realized that your father has abandoned you. Your brothers and sisters will all be put into service with good families. You won't need an education for the kind of work you will be doing. As a matter of fact, the next three in your family will be leaving the orphanage in a matter of days. Now, Felicia, go to bed, get a good sleep, and be down in the kitchen by 6:30 tomorrow morning."

Felicia had never slept in a room by herself. She was frightened and angry. She thought of sneaking out and running away. Would she be able to find her way back? Would the man come after her? Would the 'mother' allow her back in the orphanage if she managed to get there?

She made up her mind she would find a solution. She also decided that she would never trust anyone again. Someday she would have control of her life. She would be an independent woman.

Felicia was twelve years old.

D. Comprehension and Inference Questions Part 6

1. How did Felicia speak to 'Mister Sir' at first?

2. Tell the reasons why she felt that she could not stay there.

3. Do you think Felicia would be better in the big house or back in the orphanage?

4. How did 'Mister Sir' respond to Felicia's request to leave his home?

5. What did Felicia not want to do?

6. What did the man say that surprised you?

7. How did Felicia show that she was angry?


8. Do you think she could find her way back to the orphanage?

9. What did she decide?

10. In what ways is Felicia mature for her age?

E. Related Activities Part 6

Form the **simple past tense** of these **verbs** and place them on the **pronunciation** chart for **endings**.

 Say each past verb **aloud**.

try	understand	go	look
say	find	speak	realize
abandon	have	frighten	think
decide	sleep	manage	reply
continue	pack	eat	trust

d

t

id

irregular

--	--	--	--



F. Your Turn to Write – or to Discuss

Pretend that you are talking to Felicia.

Give her advice about which course of action she should take.

Felicia's Story - Part 7

A. Introduction

- *Recap the events from Part 6.*
- *Did anything in Part 6 make you angry?*
- *Does Felicia have any control over her life at this time?*
- *Has she ever had control over her life?*

B. Vocabulary Study

Write an **antonym** for each of these words and use them in sentences.

reluctantly _____

polite _____

obedient _____

sternly _____

solitary _____

borrow _____

different _____

rich _____

courageously _____

wonderful _____

C. Felicia's Story Part 7

Felicia finally, reluctantly accepted her situation. She settled into a routine at the big house. 'Missus' was pleasant enough but not particularly warm and friendly. The children were polite and obedient to their parents. At first, they were rude to Felicia, but she scared them into submission when she looked at them with piercing eyes and her face turned a very bright red.

Felicia learned very quickly from 'Missus' how to prepare and then serve the family's meals in the dining room. After they had eaten, she sat down in the kitchen to eat her own solitary meal. She had never eaten alone and it was a stark, lonely contrast to the noisy table at the orphanage. At night, in the darkness of her little attic room, Felicia wondered about her family. In time, she tried to put them out of her mind because the memories caused tears to come.

The one bright spot in her week occurred every Saturday when she accompanied the children to the local library a few short blocks from the big house. It amazed Felicia to see shelves of books. It particularly surprised her to learn that the children could borrow books to take home to read. One Saturday, she mustered up the courage to ask the librarian if she could look through the books while she was waiting for her two charges. "Yes, by all means, my dear," the lovely lady replied, "I thought possibly you couldn't read; you can select some to take with you if you wish." Felicia had found a wonderful new friend. As the librarian came to know this bright, red-haired girl, she recommended books of different levels to her. Eventually, she inquired about her life. Felicia told her she was an orphan, 'in service' to the rich family. The librarian asked how she had learned to read. Felicia explained that she had attended school for a short time. The librarian noticed the longing in her voice. She decided to make a suggestion.

"If you could get your work finished in the morning, maybe your guardians would allow you to go to school in the afternoon."

Felicia courageously proposed the idea to 'Mister Sir' and 'Missus'. To her surprise, they readily agreed – as long as she completed her chores to their satisfaction.

The very next day, Felicia accompanied the children to school, went directly to the principal's office and asked to be registered in a class.

A whole new world opened up to the determined, red-haired scholar! It was a good beginning!

D. Comprehension and Inference Questions Part 7

1. How did Felicia ‘scare’ the children ‘into submission’?

2. How was mealtime different for Felicia now?

3. Why did she not want to think about her family?

4. What surprised Felicia about the library?

5. How did the librarian respond to Felicia’s request to look at books?

6. Why do you think the librarian took such an interest in Felicia?

7. What did she suggest?

8. How do you think ‘Mister Sir’ and ‘Missus’ felt when Felicia asked to attend school?

9. Will Felicia be able to do both household chores and schoolwork?

10. Why has ‘a whole new world’ opened up for Felicia?

E. Related Activities Part 7

True False



Write **true** or **false** after each sentence. Change the **false** sentences to **true**.

1. 'Missus' was mean to Felicia. _____
2. Felicia ate alone in the kitchen. _____
3. Felicia disliked going to the library. _____
4. She confidently talked to the librarian. _____
5. The librarian ignored Felicia. _____
6. She became Felicia's good friend. _____
7. She suggested that Felicia learn to read. _____
8. 'Mister Sir' and 'Missus' gave her permission to attend school. _____
9. They said she didn't have to do any housework. _____
10. Felicia will be an enthusiastic student. _____

 - Tell about a time when you '**mustered up the courage**' to do something.

F. ✍ Your Turn to Write

Write in **direct speech** the conversation between Felicia and 'Mister Sir' and 'Missus' when Felicia asked permission to attend school on a part time basis.

Felicia's Story - Part 8

A. Introduction

- *Recap the main events from **Part 7**.*
- *Tell why you admire Felicia.*
- *Predict how school will change Felicia's life.*

B. Vocabulary Study

Fill in each blank with an appropriate word from the list.

excel

promoted

transferred

preferred

trembling

apprehensive

zest

possessions

1. Felicia had a _____ for learning.
2. That is why she would _____ in school.
3. Felicia eventually _____ to eat alone.
4. The family might be _____ to another city.
5. They would be _____ about moving to a new place.
6. Felicia would have to pack all their _____.
7. She was _____ because she was nervous.
8. 'Mister Sir' will be _____ to a higher position.

C. Felicia's Story Part 8

Felicia excelled in her new school. Even though she attended half days, her zest for learning enabled her to achieve the highest marks in the elementary graduating class.

'Mister Sir' and 'Missus' were invited to attend the ceremony where Felicia was presented with the medal and certificate. They were somewhat surprised that this quiet 'in service' girl had accomplished such an honour; it pleased them that they had given her the opportunity.

By this time, they had become quite fond of Felicia. They often invited her to eat dinner with them in the dining room. However, she rarely accepted because she now preferred to be by herself in the kitchen. She could read a book or study her lessons – or even continue to fantasize about her future. Her immediate concern was whether she would be able to continue her education at a high school.

Another completely unexpected change was on the horizon! 'Mister Sir' announced that he was being transferred to the head office of his company, promoted to be the manager in New York City! Felicia heard the news with both excitement and apprehension. Would they take her with them? Would she be able to go to school there? The biggest question on her mind was whether her father had possibly returned to New York City. She realized that she didn't even know whether he had come back to the orphanage and taken her sisters and brothers with him.

She would somehow have to get to the orphanage. It became a burning desire to find out about her family. Finally, she summoned the courage to ask 'Mister Sir' to take her to the orphanage before the move to New York City. It surprised her when he readily agreed to her request.

One Saturday morning the visit was arranged. Felicia was trembling as she entered the door to her old home. The 'mother' recognized her and was pleased to see that Felicia was well and healthy. However, the news about the family was disconcerting. Sadie had gone to be 'in service' to a family. Her whereabouts were unknown. David and Lillian had been taken as foster children to a farm in northern Ontario. The three youngest had grown considerably and when the 'mother' called them to come to see who was there, they didn't seem to even recognize Felicia.

In barely a whisper, Felicia inquired about her father. The 'mother' just shook her head. Felicia felt very much alone in a strange world.

D. Comprehension and Inference Questions Part 8

1. What honour did Felicia receive at her school?

2. Why did she decline the family's invitation to eat dinner with them?

3. What unexpected change occurred for the family?

4. How did Felicia react to the news?

5. What did she realize about her father?

6. Describe her 'burning desire'.

7. How did 'Mister Sir' surprise her?

8. Why do you think she was trembling as she entered the orphanage?


9. What had happened to her siblings?


10. Why did the 'mother' just shake her head?

E. Related Activities Part 8

Write a sentence that provides **supporting evidence** for each of these sentences.

1. Felicia was a good student. _____
2. She liked to be alone when she was eating. _____
3. Felicia wondered many things about the move. _____
4. She really wanted to know about her siblings. _____
5. She was nervous when she went to the orphanage. _____
6. The ‘mother’ didn’t know where Sadie had gone. _____

 - Describe a time when you had a ‘**burning desire**’ to know something.

 - Do you remember another way to say ‘**summon courage**’?

Put the **verb** in the **simple past passive**.

1. They (*invite*) to attend the ceremony. _____
2. ‘Mister Sir’ (*transfer*) to New York City. _____
3. Sadie (*take*) to work for a family. _____
4. Felicia (*surprise*) by his agreement. _____
5. The visit to the orphanage (*arrange*) for Saturday. _____



F. ✍ Your Turn to Write – or to Discuss

What was the happiest part of this episode?

What was the saddest part?

What do you think the future will hold for Felicia?

Felicia's Story - Part 9

A. Introduction

- *Felicia is now 14 years old.*

- *How would you describe her life so far?*

- *Will the new life in New York be better than her past life in that city?*

B. Vocabulary Study



Sometimes **gestures or body movements** are used instead of **words**.

Practice these actions.

Tell **what you mean** as you do each one.

shake your head _____

nod your head _____

shrug your shoulders _____

tremble _____

wave _____

cross your fingers _____

point _____

clap your hands _____

turn red in the face _____

C. Felicia's Story Part 9

Felicia's days were filled with her usual chores as well as with packing the family's possessions. She was too busy to worry about her brothers and sisters. 'Mister Sir' and 'Missus' told her that she would go with them to New York City and continue to be 'in service' to them. She wanted to ask them about her education, but they were so occupied with all the arrangements for the move – the selling of the big house, the travel plans, and saying good-bye to their friends – she was too nervous to talk to them about her own future.

The move took place in late August in order for the children to start school in September. Four burly men from the moving company loaded the furniture onto two huge trucks as the family watched with some trepidation.

'Missus' and 'Mister Sir', the children and Felicia traveled by train. Felicia recalled the long, hot journey of a few years back when her family had first come to Toronto. This trip was different – the private compartment was clean, the family went to the dining car for delicious meals, and at night they slept in fairly comfortable train beds called berths.

Getting settled was tedious, but it was rewarding to see the beautiful house become a home as the furniture and household goods were put in their allotted places. The house was bigger than the Toronto house and Felicia had a great deal of work to do each day. Occasionally, she fantasized that it was her very own home.

After a few weeks, 'Missus' surprised Felicia.

"I think you should continue school. There is a public high school a few blocks away. The children are older now and do not need as much attention from you. You could manage both the housework and a few courses."

Felicia's face turned red, this time because of joy and excitement. "Thank you, Missus. I'll be sure to keep up with the work."

The very next day, Felicia took her certificates from the Toronto school and presented them to the New York City High School principal. He looked them over carefully, and told Felicia to follow him to one of the classrooms. In a loud, mocking voice, and in front of all the students, he spoke to the teacher. "Well, it seems we have a scholar from that wild country to the north. Let's see how well she does in a real school."

Felicia's face and even her ears turned red. Her piercing eyes stared at him, but she politely thanked the man and took a seat near the back of the room.

D. Comprehension and Inference Questions Part 9

1. Why didn't Felicia discuss her desire to continue school with 'Missus' and 'Mister Sir'?

2. How was the train trip to New York City different this time?

3. What did Felicia occasionally fantasize about in the new home?

4. How did 'Missus' completely surprise Felicia?

5. What did Felicia take to her new school?

6. How did the principal introduce Felicia to the teacher?

7. What did he mean by 'wild country'?

8. How do you think Felicia felt?

9. Why did she sit at the back of the room?

10. Do you think that Felicia will be able to keep up her high standards in the new school?

E. Related Activities Part 9

Mark **T** if the sentence is **true**. Mark **F** if it is **false**, and rewrite it to make it **true**.

- _____ 1. The family traveled to New York City by bus.
- _____ 2. The trip was worse than the earlier trip.
- _____ 3. Felicia had a lot of work to do to get the family settled.
- _____ 4. 'Missus' forbade Felicia to attend high school.
- _____ 5. The principal was a very kind man.

Use the following '**keep**' expressions in sentences.

keep up with _____

keep to herself _____

keep away from _____

keep a secret _____

keep in touch _____



F. ✍ Your Turn to Write – or to Discuss

What surprised you in Part 9?

What made you angry in part 9?

Felicia's Story - Part 10

A. Introduction

- *Briefly recap the way in which the principal acted toward Felicia..*

- *Do you think that he will regret his actions in the future?*

B. Vocabulary Study

Circle the **adjectives** that **you think** would **describe** Felicia,

polite

efficient

unfriendly

quiet

aggressive

sensitive

intelligent

ambitious

frightened

confident



Make a few predictions. Do you think . . .

- a) Felicia will make friends at the new school?

- b) she will find out where the library is?

- c) she will join clubs and sports teams?

- d) she will find the work too difficult?

- e) the teachers will ignore her?

C. Felicia's Story Part 10

Some of the students were friendly to Felicia, others looked at her suspiciously. Felicia kept to herself, did her assignments perfectly, quickly returned to the big house as soon as classes ended. She was not going to tell anyone that she was 'in service', that she was an orphan.

Her teachers were amazed at the proficiency of this quiet, serious girl who rarely spoke in class.

The only time she showed any emotion was when one of the boys teased her about her red hair.

Her fierce, angry glare and her face the color of beets deterred him from speaking to her again.

The teachers reported to the principal that she was by far the best student they had taught.

However, she declined all invitations to join clubs and sports teams. She never gave any reason.

The only place she visited in the school was the library. She and the librarian became friends.

It was announced that a speaking contest was to be held. Students could compete by writing and presenting an original speech. Much to her English teacher's astonishment, Felicia participated in the contest. Her chosen topic was titled, 'Achieving My Goals'. When she stood on the platform to deliver her speech, her voice was firm, loud and clear. In flawless English, this mysterious girl astounded the entire audience. The judges rushed to pin the '1st Prize' ribbon on Felicia.

The principal had been watching, and in front of the crowd of teachers and students, he shouted, "You spoke well, I cannot argue with that, but did you not realize that you were supposed to write your own speech? Who composed yours? It was obviously not done by you."

Felicia turned flaming red and tried to convince him that it was her own work. He refused to believe her and said he would call her parents. At this point, Felicia was completely humiliated. She blurted out, "I don't have parents. I am an orphan, 'in service' to a family!"

The principal was somewhat taken aback, but he did not want to back down. "Then your guardian must have written it for you. You don't deserve the '1st Place' ribbon." Felicia's face now turned purple with rage. She removed the ribbon, threw it at the principal and stomped out of the school. She did not intend to return. The audience gasped, then sat in stunned silence!

Later that evening, she summoned the courage to tell 'Mister Sir' what had happened.

The very next day, 'Mister Sir' went to the school and demanded that the ribbon be returned to Felicia – with an apology from the principal.

Felicia was overwhelmed. Was she dreaming? Did someone actually care about her?

A few days later, 'Mister Sir' said with a chuckle, "You'll do well in this world, Felicia, but try to control that temper of yours."

D. Comprehension and Inference Questions Part 10

1. Why do you think Felicia kept to herself at school?

2. What deterred the boy from teasing Felicia again?

3. Why did she not join any clubs or sports teams?

4. Were you surprised when Felicia and the librarian became friends?

5. What astonished the English teacher?

6. How did the principal react to Felicia's win?

7. How did Felicia react to the principal's accusation?

8. Will she regret telling the whole school about her situation?

9. How did 'Mister Sir' react?

10. Do you agree with his prediction about Felicia's future?

E. Related Activities Part 10

Use the simple past of ‘make’ or ‘do’ to complete these sentences.

1. Felicia _____ her assignments perfectly.
2. She _____ friends with the librarian.
3. She _____ a scene about the principal’s remarks.
4. She _____ a courageous thing.
5. ‘Mister Sir’ _____ a visit to the school.

Make **nouns** from these **verbs**. Use the nouns in **sentences**.

amaze	_____	_____
compete	_____	_____
participate	_____	_____
deliver	_____	_____
realize	_____	_____
humiliate	_____	_____
invite	_____	_____
apologize	_____	_____
astonish	_____	_____



F. ✍ Your Turn to Write – or to Discuss

Describe Felicia’s interaction with the other students.

Discuss the principal’s attitude toward Felicia.

Felicia's Story - Part 11

A. Introduction

- *In a relatively short period of time, Felicia has made a lot of progress. She now has a good chance to be successful.*
- *What do you think the future has in store for her?*
- *Will she eventually ...*
- *Will she ...*
- *Discuss the possibilities.*

B. Vocabulary Study

Choose an **appropriate** word from the list to fill the blank in each sentence.

education	requirements	discussion	independent
afford	admit	attitude	disagreement

1. Felicia will complete the _____ for a high school certificate.
2. She will want to get a job and be _____.
3. 'Mister Sir' and 'Missus' will have a _____ about Felicia.
4. They might want her to continue her _____.
5. She cannot _____ to go to university.
6. 'Mister Sir' will have a _____ with the principal.
7. The principal has a poor _____ toward Felicia.
8. He does not want to _____ that he is wrong.

C. Felicia's Story Part 11

At age 16, Felicia had completed all the requirements for a high school certificate. She decided to talk to 'Mister Sir' and 'Missus' to tell them that she would continue to work for them, but that she also needed to get a paying job so that she could be independent in the future.

'Mister Sir' and 'Missus' had a discussion. They asked Felicia if she had been told about any scholarships for students with high marks that would be available to pay her tuition at university. She said that she had heard nothing about financial help.

'Mister Sir', without telling Felicia, made his second trip to the high school where he questioned the principal. The reply angered him. "Yes, we have scholarships available, but I hardly think that an orphan girl 'in service' at your home qualifies for a university education. It simply wouldn't be appropriate for someone of questionable background to receive money from either the New York City Board of Education or a prestigious university."

A heated exchange took place. Apparently 'Mister Sir' won the disagreement. The following week Felicia was astonished and overjoyed to receive a letter offering a full scholarship to Cornell University to study in any field she chose. She agreed to sit with the family for dinner.

"I'm going to be a teacher, or possibly a librarian," she exclaimed in an excited voice.

Then she quietly went about her usual task of cleaning up after the meal.

In the fall, Felicia enrolled in the Teacher Training Program at Cornell University.

She was happier than she had ever been in her entire life.

Felicia's outstanding ability in practice teaching impressed her professors. She was a born teacher. However, she had no social life. There were dances and 'teas' arranged for the students, but Felicia avoided interacting with the others in her program. The university had a well-equipped library, and it was there that Felicia felt most comfortable. She conversed with the two librarians about many topics. She insisted on continuing to work for the family, although they said she was welcome to stay with them without doing the household chores.

She graduated with top honours. Her joy was boundless when she was accepted as a teacher in a junior school in New York City.

'Missus' suggested that she and Felicia go shopping together. She bought some lovely suitable career clothes for her 'daughter', but she had to hide the price tags lest Felicia's red face show displeasure! What will happen next in the life of the little orphan girl?

D. Comprehension and Inference Questions Part 11

1. Why did Felicia want a 'paying' job?

2. Why did 'Mister Sir' make his second trip to the high school?

3. What angered him?

4. How do you know that 'Mister Sir' won the disagreement?

5. Did Felicia know that he had intervened on her part?

6. What two careers did Felicia consider?

7. How did the family know that she was overjoyed?

8. Compare her academic life with her social life at university.

9. Why did 'Missus' have to hide the price tags on the new clothes?

10. How far has the little orphan girl come in achieving her goals?

E. Related Activities Part 11

Role play the conversation among Felicia, ‘Missus’ and ‘Mister Sir’ at the beginning of Part 11.

Felicia:

‘Mister Sir’:

‘Missus’:

Felicia:

Finish these sentences:

- ▶ I do not admire the principal because _____
- ▶ I admire ‘Mister Sir’ because _____
- ▶ I admire ‘Missus’ because _____
- ▶ I admire the librarians because _____



F. ✍ Your Turn to Write – or to Discuss

Felicia conversed with the two librarians.

Tell what you think they talked about.

The librarians probably talked to each other about Felicia.

Tell what you think they said and how they described her.

Felicia's Story - Part 12

A. Introduction

- *Don't you love suspense?*
- *Just when you thought Felicia's life was settling into a comfortable routine, something else is going to happen.*
- *Is it about to make a major or minor difference?*
- *You will certainly know when you read it.*

B. Vocabulary Study

Write a **synonym** for each of the following words.

Write the synonyms in **sentences**.

reluctant _____

grateful _____

salary _____

fascinated _____

surprised _____

sensation _____

hurt _____

artificial _____

C. Felicia's Story Part 12

It was with some reluctance that Felicia decided it was time to leave the big house. She had never lived by herself, but she wanted to be independent. She had a job, a monthly salary, her needs were simple, and she could afford to rent a small, furnished studio apartment within walking distance of her school. Her only outings were to the New York City Library. She made friends with the librarians. Most of her salary went into the bank.

One of the male teachers at her school invited her to go for coffee one day because she intrigued him. Her students adored her, but she interacted little with the staff. Her blunt refusal to have a coffee date astounded him because he knew that the other female teachers found him attractive.

Toward the end of her second year of teaching, Felicia was hurrying across the busy street to catch a bus on her way to the library. The next thing she was aware of was waking up in a hospital. She felt completely disoriented, she was heavily sedated, but still in a lot of pain. She suddenly realized that the source of pain was her right leg. She automatically reached down to touch it. A strange sensation came over her. Her leg was missing! She must be hallucinating! Just then, a young doctor came to stand at her bedside. He spoke in a serious, gentle tone. "I'm sorry, your leg was badly damaged in the accident. We had no choice but to amputate it. We wanted to contact your family, but there is no identification for them in your belongings. Please give me the information and I will call them"

Felicia's face turned white, then ashen, and then took on its characteristic redness. Her words came with difficulty. "What happened? Why am I here? What have you done to me? I must get back to my job! How can I manage with only one leg?"

The young doctor assured her that as soon as she was well enough, she would be fitted for an artificial leg made from wood. It would be several weeks before that happened. However, he said he had to bring up the matter of medical bills. Who would be responsible to pay the hospital?

Felicia reluctantly gave the doctor 'Mister Sir's name and place of business.

'Missus' and 'Mister Sir' arrived quickly. While 'Missus' sat with Felicia, 'Mister Sir' got right down to business. He talked to the ambulance driver who had brought Felicia to the hospital. He found out that a city bus had hit her. He talked to the management people at New York City Bus Lines, then to his lawyer. Felicia was told not to worry. The bus company would pay the medical bills. At that time, she did not realize that the settlement from this terrible situation would make her a very wealthy, independent woman. Had she not always wanted independence?

D. Comprehension and Inference Questions Part 12

1. Why did Felicia decide to leave the big house?

2. Why was the male teacher astounded?

3. Where was Felicia going when the accident occurred?

4. Describe how she felt when she woke up in the hospital.

5. What terrible shock awaited her?

6. How did the young doctor explain the situation?

7. What other matter did he have to discuss with Felicia?

8. How did 'Mister Sir' handle the unfortunate occurrence?

9. What did Felicia not realize at this time?

10. How do you think Felicia's life will change?

E. Related Activities Part 12

Questions to think about!



1. Can money buy happiness?
2. Can money buy independence?

Change these sentences in Part 12 from **direct** to **indirect** speech.

The doctor said that _____

Felicia asked _____

Write what you think ‘Missus’ said to Felicia as she sat by her hospital bed.

Write what you think ‘Mister Sir’ said to the management people at New York City Bus Lines.

Write what you think ‘Mister Sir’ said to his lawyer.

F. ✍ Your Turn to Write – or to Discuss

Describe the feelings of the following people about this tragic incident:

Felicia

‘Missus’

‘Mister Sir’

Felicia’s students

Felicia's Story - Part 13

A. Introduction

- *It is obvious that Felicia's life will never be the same.*
- *Will she be able to return to teaching?*
- *Will she be resilient, bitter, melancholy, fatalistic?*
- *What will 'Mister Sir' and 'Missus' do to help her?*

B. Vocabulary Study

Finish these **conditional sentences**.

1. **If** the accident hadn't happened, _____
2. **If** 'Mister Sir' had not contacted the bus company, _____
3. **If** the bus company had refused to pay the medical bills, _____
4. **If** 'Mister Sir's' lawyer had not insisted on a huge settlement, _____
6. **If** the ambulance driver had not told 'Mister Sir' what had taken place, _____

C. Felicia's Story Part 13

Felicia remained in the hospital for several weeks. Finally she was fitted for an artificial leg. At first, she had been quite depressed, but eventually she was determined to master the technique of walking with the wooden leg, removing it at night, and attaching it in the morning. She had no visitors except 'Mister Sir' and 'Missus' until she asked if the librarians could be contacted.

As soon as they heard what had happened, they came bearing gifts of fruit, candy, flowers, and of course, books. Felicia's face flamed with embarrassment by all the attention and suggested that they come back to visit with no more presents.

'Mister Sir' and 'Missus' had planned a holiday cruise to the island of Bali. They were concerned about leaving Felicia until they came up with a plan. They invited her to accompany them. Felicia inquired about the cost and 'Mister Sir' assured her that she could well afford to pay her own way. The poor little orphan would be an independent woman on a luxury cruise!

On the ship, a transformation took place. Felicia actually began to relax, to converse vibrantly with people, and surprisingly, she seemed to have given herself permission to have a good time!

One evening, 'Missus', 'Mister Sir' and Felicia were invited to dine with the cruise captain at his table. It became apparent that the dashing, handsome captain was impressed with the vivacious young lady. There was a slight awkward moment when he asked her to dance. The others were astounded when Felicia replied, "I'd be delighted." They were even more amazed to watch her throw her head back as she laughed at a comment he whispered in her ear!

Soon, the captain and Felicia became constant companions. They ate together, walked hand in hand on the deck, and were even seen coming out of the captain's quarters early some mornings!

But, just as suddenly as the romance had blossomed, it faded into the past.

'Missus' finally summoned the courage to ask Felicia what had happened. Her response had a definite tone of finality. "He asked me to marry him. When I told him I would never marry anyone, he became upset. I do not intend to be a wife. I am now, and always will be, an independent woman."

'Mister Sir' wondered aloud to his wife whether it had been wise to seek the large insurance settlement for Felicia. However, even he knew enough to not confront his 'daughter'.

Felicia had made up her mind about marriage when she was barely ten years old.

There was no changing it now simply because the captain was a 'good catch'.

D. Comprehension and Inference Questions Part 13

1. How would you describe Felicia's acceptance of her condition?

2. Describe the transformation that took place on the cruise ship.

3. Who were the dinner guests at the captain's table?

4. Why did the 'awkward moment' not last for a long time?

5. What tells you that Felicia and the captain are an 'item'?

6. How long did the romance last?

7. Why was it difficult for 'Missus' to ask Felicia what had happened?

8. Why wouldn't Felicia accept the captain's proposal of marriage?

9. What did 'Mister 'Sir' wonder about?

10. Were you disappointed or relieved concerning Felicia's decision?

E. Related Activities Part 13

Find the **word or words** from **Part 13** that tell:

1. Felicia has changed. _____
2. She talked to others. _____
3. She gave an answer. _____
4. The captain noticed her. _____
5. Something was funny. _____
6. She made up her mind. _____
7. He wouldn't ask her. _____

Form the **simple past** of each **verb** - **write it** - **say it** 🗣️

take

seem

invite

impress

whisper

laugh

guide

walk

blossom

fade

know

cost



F. ✍️ Your Turn to Write – or to Discuss

Talk with a partner and give your opinion about Felicia's decision about marriage.

Do you **agree** with Felicia? Tell your reasons.

Do you **disagree** with her? Tell your reasons.

Felicia's Story - Part 14

A. Introduction

- *What do you think Felicia will do?*

- *Will she return to work as a teacher?*

- *Will she decide to live a life of leisure now that she is a woman of independent means?*

- *Part 14 will answer some of your questions.*

B. Vocabulary Study

Fill in the blanks with a word from the list that **explains the meaning** of the word or words in **bold print**.

hesitant

special needs

respect

handicapped

bristled

bullies

1. Felicia has an **artificial leg**; she is considered to be _____.

2. The chairman might be **slow to act**, or _____ to hire her back.

3. Felicia **reacted angrily**; she _____ when he questioned her ability.

4. She was hired to teach **exceptional children**, ones with _____.

5. Felicia could stop the _____, **the ones who were mean to others**.

6. The teachers and the students had a lot of **admiration**, or _____ for Felicia's ability.

C. Felicia's Story Part 14

It was time for Felicia to contact the New York City School Board to discuss her return to teaching. She had considered taking more time to travel and see the world, but she missed the career that gave her much satisfaction.

At first, the chairman was hesitant to have her return to the classroom. He asked her if she thought that she could be an effective teacher when she was obviously handicapped.

Felicia bristled, turned red and offered a prompt reply. "Sir, my leg has been amputated, not my brain. Of course I can be just as good a teacher as I was before my accident."

The result was that she was hired to teach in an inner city school that reminded her of the one she had attended before her mother's death.

She took a particular interest in the children who were from immigrant families, as well as ones who had difficulty with learning.

Once again, the students and the teachers realized that she was an outstanding teacher who commanded their respect. Occasionally, some of the bigger boys would pick on the smaller ones or their more vulnerable classmates. Felicia stopped this behavior with piercing looks and her fiery temper. She would grab hold of a boy much bigger than she was, and make him look her straight in the eye. For some reason, the bully would be too frightened to bother anyone again. And, surprisingly, the students adored her.

Soon, the other teachers were asking her advice on how to handle discipline problems.

When her success in this area was reported to the area inspector, he decided that Felicia should become a 'teaching supervisor'. In this capacity, she would visit schools and train teachers. She would confidently offer guidance and innovative techniques to help them achieve satisfaction and fulfillment as effective educators.

Felicia had come a long way from being the shy, introverted orphan girl.

She continued to live in her studio apartment. She took great pleasure in investing her substantial funds. The amount in her accounts kept increasing and she enjoyed reading the balance each month.

Each week, Felicia made a trip to the library to borrow books and converse with her good friends who worked there. The librarians often wanted to inquire about the other parts of Felicia's life. However, she chose to keep her personal life to herself. For now she was content to be a successful career woman, and a woman of independent means.

D. Comprehension and Inference Questions Part 14

1. Why did Felicia want to return to teaching?

2. How did the chairman make Felicia 'bristle'?

3. What was her response to his question?

4. What kind of children did Felicia take a particular interest in?

5. How did she deal with bullies?

6. Describe Felicia's new position in the education system.

7. What gave Felicia much satisfaction?

8. Why did Felicia continue to visit the library on a regular basis?

9. Why do you think she chose to keep her personal life to herself?

10. What two aspects of her life gave her contentment?

E. Related Activities Part 14

Finish these sentences:

1. Felicia was an exceptional teacher because _____.
2. Felicia 's new position gave her the chance _____.
3. Felicia has come a long way _____.
4. She continued _____.
5. She enjoyed _____.
6. Felicia 's best friends _____.
7. She did not discuss _____.
8. If she continues to invest _____.
9. The librarians wondered _____.
10. Felicia is content _____.

Add a '**not**' **prefix** to these words.

effective

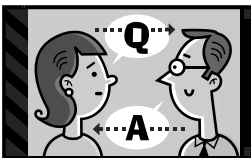
respect

content

continue

dependent

direct



F. ✍ Your Turn to Write

Write the chairman's questions to Felicia in **direct speech**.

Write Felicia's response in **indirect speech**.

C. Felicia's Story Part 15

It was at this time of Felicia's life that she discovered the fascinating museums and art galleries in New York City. She had overheard the teachers talking about attending exhibits on the weekend. She decided to expand her horizons and discover what was happening at these venues. At a gallery where paintings were being shown by a new artist, Felicia was approached by a tourist to New York City. They struck up a conversation about various art techniques and found that they had similar tastes. After an hour or so that went by very quickly, the tourist invited Felicia to join him for dinner. She readily accepted and they dined at one of New York's finest restaurants. He told Felicia that he was an art collector and a corporate executive who regularly visited the city on business. They had a delightful evening.

Over the next few months, he and Felicia met whenever he came to New York. They spent a lot of time going to museums, galleries, symphonies and other cultural events. It gave them both great pleasure to discover new dining spots and sample a variety of cuisines. He occasionally hinted that he would like to go back to her apartment or have him join her at his hotel. Usually, Felicia simply declined his invitations.

Eventually, he suggested that she visit his country place for a weekend. He realized that Felicia didn't drive, so he offered to send a car for her. His home turned out to be a large estate in a magnificent setting. Servants waited on them and catered to their every need. It was obvious that he was very wealthy.

He told her about his family; he was divorced, had one adult son who was living and studying in Europe. He had been born and raised in the area near his estate. He had attended Yale University and graduated with a master's degree in business, then went on to achieve great success in all his endeavors. Felicia told him about graduating from Cornell University and about her career as a 'teaching supervisor'. She did not offer any reason for her artificial leg, nor did she tell him about her family background. He had a burning desire to know everything about this charming, lovely lady with whom he felt very comfortable. However, something kept him from asking too many questions because he had learned that she had piercing eyes and a fiery temper.

They continued to enjoy each other's company. It was unfortunate that he became too serious and asked Felicia to marry him. Her very definite refusal abruptly ended the relationship.

"I am a woman of independent means, and I intend to stay that way forever. I will never be anyone's wife." Felicia later admitted to herself that she occasionally missed his companionship.

D. Comprehension and Inference Questions Part 15

1. Why did Felicia become interested in museums and art galleries?

2. Who approached Felicia at the art gallery?

3. Why do you think she accepted the tourist's invitation?

4. How often did Felicia and the tourist meet?

5. What ere some of the things they enjoyed together?

6. Why did he send a car to take Felicia to his country home?

7. Describe his home.

8. What personal information did he confide to Felicia?

9. What personal information did Felicia not confide to him?

10. How do you think he felt at the end of Part 15?

E. Related Activities Part 15

Use these **expressions** in sentences.

1. expand her horizons _____
2. struck up _____
3. occasionally hinted _____
4. waited on them _____
5. burning desire _____

Find the **words** in this part of the story that **mean**:

1. where paintings are displayed _____
2. another word for exhibition places _____
3. kinds of food _____
4. large home and property _____
5. very suddenly _____



F. ✍ Your Turn to Write –or to Discuss

Do you understand Felicia’s actions?

Did you think she would accept his proposal?

Are you pleased that she refused to marry him?

Do you think she was hurtful in the way she answered his proposal?

Do you think she meant to be hurtful?

Felicia's Story - Part 16

A. Introduction

- *Felicia's second romantic relationship has ended.*
- *Do you think that she will meet another suitor?*
- *Do you think that she will keep the promise that she made to herself when she was a child?*
- *Why do you think that independence is so important to Felicia?*

B. Vocabulary Study

Here are some **words** and **expressions** that you will **come across** in **Part 16**.

Look over the list now and see if you already know them.



Discuss them with the class.

contemplate

boutique

trim figure

fashion sense

indecision

congenial

impromptu

spontaneously

dubious

in the spotlight

nightcap

unprofessional

state of matrimony

C. Felicia's Story Part 16

As the school year came to a close, Felicia contemplated her summer plans. She decided to take another cruise, this time by herself. 'Mister Sir' and 'Missus' tried to persuade her to accompany them on their planned trip to England. There were a few moments of hesitation, but in the end, Felicia opted to go solo to the Caribbean. For the first time in her life, she shopped at expensive New York boutiques. The sales people were charmed by Felicia's natural good looks, her trim figure, and especially her lack of fashion sense and obvious wealth.

Occasionally, a pang of conscience swept over her. Did she really deserve the settlement money 'Mister Sir' had obtained for her from the accident? The feeling soon disappeared as she surveyed her new image in the store's flattering mirrors.

The time passed quickly and Felicia found herself enjoying the ambience of the cruise ship. One evening, she was placed at the entertainment director's table for dinner. The conversation was congenial as they discussed their passion for their respective careers. After dinner, the director announced an impromptu contest to encourage the passengers to showcase their talents. Felicia rose to the challenge, spontaneously wrote a poem, a satire about the dubious pleasure of traveling alone. The audience cheered. Suddenly, the teaching supervisor from New York was in the spotlight. Her cheeks flamed and she inwardly questioned her wisdom – or lack of!

The director invited her to his cabin for a nightcap and an opportunity to rehash the evening's events. After a few drinks, to which Felicia was unaccustomed, she fell asleep on one of the bunks. When she wakened, she was still woozy, so she removed her leg and settled back down again. Early the next morning the director lay, still sound asleep, fully clothed, on the other bunk. Felicia quickly reattached her leg and walked out of the cabin.

Later that day the captain angrily told the director and Felicia that it was unprofessional for cruise employees and passengers to spend the night together. The redness crept onto Felicia's face and neck. She had a burning desire to tell the captain that he should not make erroneous assumptions and accusations. However, she simply nodded and walked away.

The entertainment director apologized to Felicia and asked her if she would have dinner at his table again that evening. However, this time Felicia politely declined and gave the excuse that she had other plans.

Felicia made another decision that day. She would never allow anyone to give her too much alcohol to drink! She would be in control of her actions at all times!

D. Comprehension and Inference Questions Part 16

1. Where did 'Missus' and 'Mister Sir' want Felicia to go with them?

2. What did Felicia do for the first time in her life?

3. Why do you think she felt guilty about spending so much money?

4. How did Felicia come to be 'in the spotlight' on the cruise ship?

5. Why did she fall asleep in the entertainment director's cabin?

6. What did she have to do before she could leave the cabin in the morning?

7. Why was the ship's captain angry?

8. What erroneous assumption had the captain made?

9. Why do you think Felicia simply walked away?

10. What decision did Felicia make? Why?

E. Related Activities Part 16

Many words can be used as either **verbs** or **nouns**. Check out the following and see if you can use each word in **both** ways.

plan	_____	_____
end	_____	_____
time	_____	_____
look	_____	_____
sense	_____	_____
ship	_____	_____
challenge	_____	_____
question	_____	_____
answer	_____	_____
sleep	_____	_____



Use these '**fall**' **expressions** in sentences.

fall through	_____
fall out	_____
fall down	_____
fall asleep	_____
fall in love	_____
fall apart	_____



F. ✍ Your Turn to Write – or to Discuss

Were you surprised at Felicia's actions in Part 16?

Why do you think that Felicia has a need to always be in control?

Felicia's Story - Part 17

A. Introduction

- *Have you come to the conclusion that Felicia has forgotten about her sisters and brothers?*
- *Have you hoped that someday she would be reunited with them?*
- *Have you wondered whether she would find her father?*

✱ *The next sections will answer just **some** of your questions.*

B. Vocabulary Study

Write the **adjective** beside the **adverb**.

truly _____

well _____

really _____

reasonably _____

busily _____

noisily _____

Do you know the meanings of these **adjectives**? Can you make the **noun** from each?

independent _____

personal _____

stoic _____

secure _____

modest _____

cultural _____

resilient _____

prestigious _____

proud _____

private _____

C. Felicia's Story Part 17

Felicia was quite pleased with the life she had made for herself. She was proud of her success in the career for which she had intense passion. It provided a great deal of personal fulfillment, a good salary and security. She enjoyed attending cultural events on her own, with her friends from the library or with one of the many gentlemen who wanted to wine and dine her. She kept the relationships casual because she had no intention of becoming seriously involved. True to her desire to be independent, she really loved being 'a woman of independent means'.

Eventually she purchased an apartment in an upscale section of the city. She had exquisite taste in furnishings. A few paintings by her favourite artists completed the simple, but elegant décor. Each year Felicia returned to the hospital's amputee clinic to have her artificial leg replaced. Occasionally she would run into the young doctor who had treated her at the time of the accident. He was a shy, modest man who had been impressed with her stoicism and resilience. Having noticed that she did not wear a wedding ring, he mustered up the courage to invite her to have dinner with him. She politely declined.

Felicia had not forgotten her family. She had long ago come to accept the fact that she would never see any of them again. When she conjured the word 'family' in her mind, she thought about 'Missus' and 'Mister' because of their kindness and pride in her accomplishments. They wanted her to be part of their lives and invited her to spend all special occasions with them. Sometimes Felicia was asked to assess exceptional children at a prestigious private school. She had met with a particular student and his teacher to discuss the boy's placement. His parents asked to meet with the assessor. She gave them advice about the future education of the gifted child. Felicia always wore a nametag when she was on official business.

A few days later, the father inquired whether he could have a private meeting with her.

The well-dressed man was clearly uncomfortable, but finally he blurted out, "My name is David. I had a sister named Felicia. She had red hair. May I ask you some personal questions?"

Something in his voice and manner forced Felicia to respond in a positive way.

As they revealed pertinent background information, it became evident that David was Felicia's long lost brother. They arranged to meet the next day at a location far away from the school.

The revelation completely overwhelmed Felicia. For the first time in her capacity as a supervisor, she cancelled her scheduled appointments.

D. Comprehension and Inference Questions Part 17

1. For what reasons was Felicia content with her life?

2. Why do you think she did not want to become romantically involved?

3. Describe her apartment.

4. Why did she politely decline the doctor's invitation?

5. Do you think that she should have thought more about her family?

6. How could Felicia help parents of exceptional children?

7. Did you think that she would agree to answer David's personal questions?

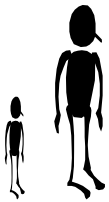
8. How did David know her name?

9. What complete surprise was in store for Felicia?

10. Why did they arrange to meet at a distant location?

E. Related Activities Part 17

Role play the conversation between Felicia and David, the questions each asked and answered in order to determine whether they were sister and brother.



Find **antonyms** from the story for the following words:

ashamed _____

many _____

fancy _____

outgoing _____

boastful _____

accepted _____

remembered _____

ordinary _____

negative _____

close to _____



F. ✍ Your Turn to Write – or to Discuss

It is time for you to predict what will happen next.

Will Felicia and David become part of each other's lives?

Will they find their father?

Will they find other family members?

Felicia's Story - Part 18

A. Introduction

➤ *Finish these sentences:*

*I think the story will have a **very happy ending** because...*

*I think the story will have an **unfinished ending** because...*

B. Vocabulary Study

What do these expressions mean?

family resemblance _____

guilty conscience _____

awkward silence _____

in over my head _____

consumed with anger _____

Match a word in **Column A** with words from **Column B**.

A

make

do

take

fall

give

B

a break

a decision

your hair

a hug

asleep

C. Felicia's Story Part 18

Felicia slept little after the unexpected meeting with David. She tossed and turned as she contemplated all that had to be discussed the following day. They had arranged to meet at a restaurant on the outskirts of the city. Felicia took a cab and arrived early, but David was already there. Many questions hung in the air and there was an awkward silence at first. Each of them noticed that there was a slight family resemblance between them. It was a very emotional meeting. David started with an accusation, and then he continued rapidly with questions.

“First, Mama died, then Papa left us in the orphanage. I was consumed with rage. You just disappeared. Why did you leave the orphanage? Why didn't you come back to see us? How did you come to New York City? How did you have the chance to become a teacher? Did you find our father? Are you married?”

Felicia had many questions of her own to ask David. “Where did you spend your childhood? Were you with any of our brothers and sisters? Do you know where they are now? How did you get an education? How did you get back to New York City? How was it possible for you to become wealthy? You are obviously rich enough to have your son in a private school.”

Felicia related some of the details of her ‘in service’ years and the reason for her return to New York City. She was anxious to hear David's story. He did what she had done, told the bare facts. There would have to be many meetings before they learned all about each other's lives. When Felicia heard that Lillian had gone to the farm with David, she exclaimed, “Where is little Lillian now? Please tell me all about her.”

David had to admit that he had a guilty conscience. He had not contacted Lillian since he ran away from the farm. He tried to convince Felicia that it had taken all his energy to simply survive, that he had endured many hardships and was now ‘living a lie’. He was in over his head. It was not going to be easy to forge a relationship between the two at this stage of their lives. They had each come a long, roundabout way from the orphanage days. Guilt, remorse, regrets kept blocking the way. It would take hard work to forgive, if not forget, the other's actions. However, the first step was taken and they were determined to be ‘family’ once again. And so... the next meeting was arranged.

D. Comprehension and Inference Questions Part 18

1. Why did Felicia sleep little the night before the meeting with David?

2. Describe how you think each of them felt.

3. How did David begin his series of questions?

4. Did Felicia and David tell each other everything?

5. Why did David have a guilty conscience?

6. Why was it difficult to ‘forge a relationship’ between them?

7. Do you think they can forgive each other?

8. Will they become as close as most brothers and sisters?

9. How soon will they meet again?

10. How will the unexpected discovery change their lives?

E. Related Activities Part 18

Finish these sentences with the correct form of the **verb**.

1. David admitted (have) a guilty conscience.
2. Felicia wanted (know) about Lillian.
3. Felicia and David avoid (tell) all the facts.
4. They kept on (ask) questions.
5. David regretted (abandon) Lillian



Have you ever been in a situation where there was **‘an awkward silence’**?

What are the **‘bare facts’**?

Why would anyone have to **‘live a lie’**?

F. ✍ Your Turn to Write – or to Discuss-

Talk about how the feelings of guilt, remorse, and regret might make it difficult for Felicia and David to be truly honest with each other.

What do you think Felicia remembers about how David acted as a child?

What does David remember about how Felicia acted as a child?

Felicia's Story - Part 19

A. Introduction

- *The story moves along very quickly now.*
- *The final parts will give you some, but not all the pieces to the family puzzle.*
- *Can you predict how much more will be revealed?*

B. Vocabulary Study

Put in the appropriate **preposition** in each sentence.

1. They will reveal information _____ their lives.
2. They will meet _____ secret.
3. David had lived a lie _____ many years.
4. David's wife, Roxana, will be hurt _____ first.
5. She will keep the information _____ herself.
6. Some pieces _____ the puzzle will be solved.
7. They will try _____ get _____ touch _____ Lillian.
8. It is difficult _____ know where she is _____ this stage _____ her life.
9. They would like _____ find out _____ their other siblings.
10. However, they haven't seen them _____ the days _____ the orphanage.

C. Felicia's Story Part 19

Felicia and David secretly met several times over the course of the next few weeks. Each time they revealed more information about the details of their lives. David was curious about what had happened to Felicia's leg, but he waited until she was ready to tell him about the accident.

He soon realized that if Felicia were displeased, her face would turn red and her eyes would look right through him – just as he remembered from their childhood.

Felicia was equally inquisitive about David's marriage and his obviously successful business, but she did not find it easy to ask the right questions.

She recalled, too, that David could become very moody and withdrawn if he didn't like the situation.

Eventually, David summoned the courage to tell his wife, Roxana, about Felicia – and his background. He admitted that he had been living a lie for many years.

Roxana was hurt at first, but she lovingly forgave him and even suggested that he invite Felicia to their home. However, she felt it would be wise to keep the information from her parents.

Felicia and David decided together that they would try to find Lillian. They did not succeed. They had no information about her whereabouts. Their letter to the old farm was returned.

Felicia became an important part of David's little family. She delighted in taking Jacob David to art galleries, museums and shows. The young boy was pleased to have a doting aunt.

When Felicia and David were together, they often talked about where their siblings could have ended up. They would look at people in stores and on the street, and think, "Could that person be my sister? my brother? Could they, too have found their way back to New York City?"

Even though they were grateful to have each other, there were pieces of the puzzle that were missing. They felt that they would never know real inner peace because they yearned to know what had happened to their father and siblings.

The years passed by and it seemed that finally Felicia and David had reconciled to the fact that their family was small. They each took pride in their accomplishments and in each other's successes as well. Felicia was extremely pleased that Jacob David decided to study English at Cornell University. He would also need a business degree because it was taken for granted that he would eventually manage the family furniture business started by his grandfather.

Another astounding event will take place in the lives of Felicia and David as they reach middle age. Can you imagine what it will be? Will it be a happy event? Will it bring satisfaction?

D. Comprehension and Inference Questions Part 19

1. Why didn't David ask Felicia about her artificial leg?

2. Why didn't Felicia ask David about his marriage and his business?

3. What did David finally admit to his wife Roxana?

4. How did Roxana react to his revelation?

5. How did Felicia and David try to find Lillian?

6. Why do you think Felicia was delighted to be part of David's family?

7. What did Felicia and David often wonder about?

8. What would always be missing in their lives?

9. Do you think there is any chance that they will find other family members?

10. Predict what astonishing event will occur many years later.

E. Related Activities Part 19

Finish these sentences:

They tried to find Lillian by _____.

They wondered if people on the street _____.

The family puzzle will never be complete because _____.

Felicia showed that she was an interested and generous aunt by _____.

Roxana showed that she was a kind person by _____.

F. ✍ Your Turn to Write

Write some **indirect** questions that you think David asked Felicia.

David asked Felicia _____.

David wanted to know _____.

David was curious about _____.

Write some **indirect** questions that you think Felicia asked David.

Felicia questioned David about _____.

Felicia was anxious to learn why David _____.



Now **role play** the situation.

Felicia's Story - Part 20

A. Introduction

- *You will now read **Part 20**, the final episode of this family saga.*
- *You will find out about the 'astonishing event' that occurred many years later.*
- *Will this final part satisfy your curiosity about David's and Felicia's family?*
- *If it were a 'happy ever after' ending, what would happen?*
- *If you were the author, how would you end the story?*

B. Vocabulary Study



Family Relationships

Finish the sentences with the words that **describe the relationship**.

Your brother's son is your _____.

Your brother's daughter is your _____.

Your husband's sister is your _____.

Your wife's brother is your _____.

Your husband's mother is your _____.

Your wife's father is your _____.

C. Felicia's Story Part 20

David was in his den at home working on some sales figures for his furniture business. The phone rang. He rather absent-mindedly answered it. He was completely stunned when the voice on the other end of the line asked for confirmation that he was talking to David.

The voice came through clearly, "My name is Norman. I am here from Ontario. I think that I am your nephew, the son of your sister, Lillian. I would like to meet with you."

David took a moment to catch his breath, to recover from the shock. Could this person really be Lillian's son – or could he be an impostor looking for money? Finally, he responded to the man.

"All right, I will meet you tomorrow at one p.m. at Moe's Diner on 54th Street. You must bring proof that you are related to me."

David had a restless night. He could not concentrate on his work. He did not tell Roxana or Felicia about the call. Promptly at one p.m., he entered Moe's Diner, warily looked around. He saw a young man sitting alone in a booth near the back. The person could have been a younger version of David himself. They introduced themselves, shook hands. They were polite, but guarded. Then the questions began. They talked at the same time, asked and answered each other. David particularly wanted to know the details of Lillian's life - her marriage, her children, her health, especially her happiness. They chatted for hours. David was convinced that Norman was really his nephew. Norman was sure that he had found his mother's long lost brother.

When it seemed that there could be no more to discuss, David startled Norman by blurting out, "Tomorrow I will take you to meet your Aunt Felicia, Lillian's oldest sister. She lives here in New York City as well." Norman was speechless, but ecstatic!

When Felicia recovered from hearing the news, she graciously welcomed them to her apartment. She took to Norman immediately. Felicia and David traveled to northern Ontario to have a reunion with Lillian and to meet the rest of her family. David invited 21-year-old Norman to come to New York and be part of his successful furniture business. Norman declined the offer. David and Lillian never saw each other again. No one understood how this could possibly be the result of Norman's amazing discovery. The brother and sister shared a physical resemblance and a common history, but their lives had taken vastly different paths.

Norman and Felicia became close friends. Felicia and David remained close to each other.

The sisters kept in touch through letters. When Felicia eventually retired to Florida, Norman took his mother every year to spend a few days with her sister.

D. Comprehension and Inference Questions Part 20

1. What completely stunned David?

2. How did the young man state that he was related to David?

3. Did David believe the caller?

4. Why didn't David tell Roxana and Felicia about the call?

5. How did Norman and David recognize each other?

6. What did the two men talk about for a long time?

7. How did David startle Norman?

8. How did Felicia and Norman get along?

9. How many times did David travel to northern Ontario to see Lillian?

10. Describe the new relationship between Felicia and Lillian.

E. Related Activities Part 20

Felicia retired in a luxurious seniors' residence in Florida. She had many male admirers there that resulted in marriage proposals from wealthy widowers. She was always elegantly dressed and eloquently spoken. She was content to be a 'woman of independent means', and she was happy to have reunited with part of her scattered family. She always wondered what had happened to her father. Do you think Felicia achieved her fantasies?

You still have **unresolved issues** about the stories, 'The Life and Times of Lillian', 'The Story of David' and the story you have just read, 'Felicia's Story'.

Finish these sentences.

1. I would really like to know
2. I wonder if
3. It might be possible for Fran to
4. I was very surprised when
5. I was very disturbed when
6. The most unbelievable part of this story is
7. I wish I knew
8. I'd like to ask Fran



F. ✍ Your Turn to Write

It is possible that you are unhappy with the ending of the story. Rewrite the last paragraphs of **Part 20** as you would like the story to end.