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It is my hope that you find the file of use to you personally – I know that I would have liked to have found some of these files years ago – they would have saved me a lot of time !

Colin Hinson

In the village of Blunham, Bedfordshire.

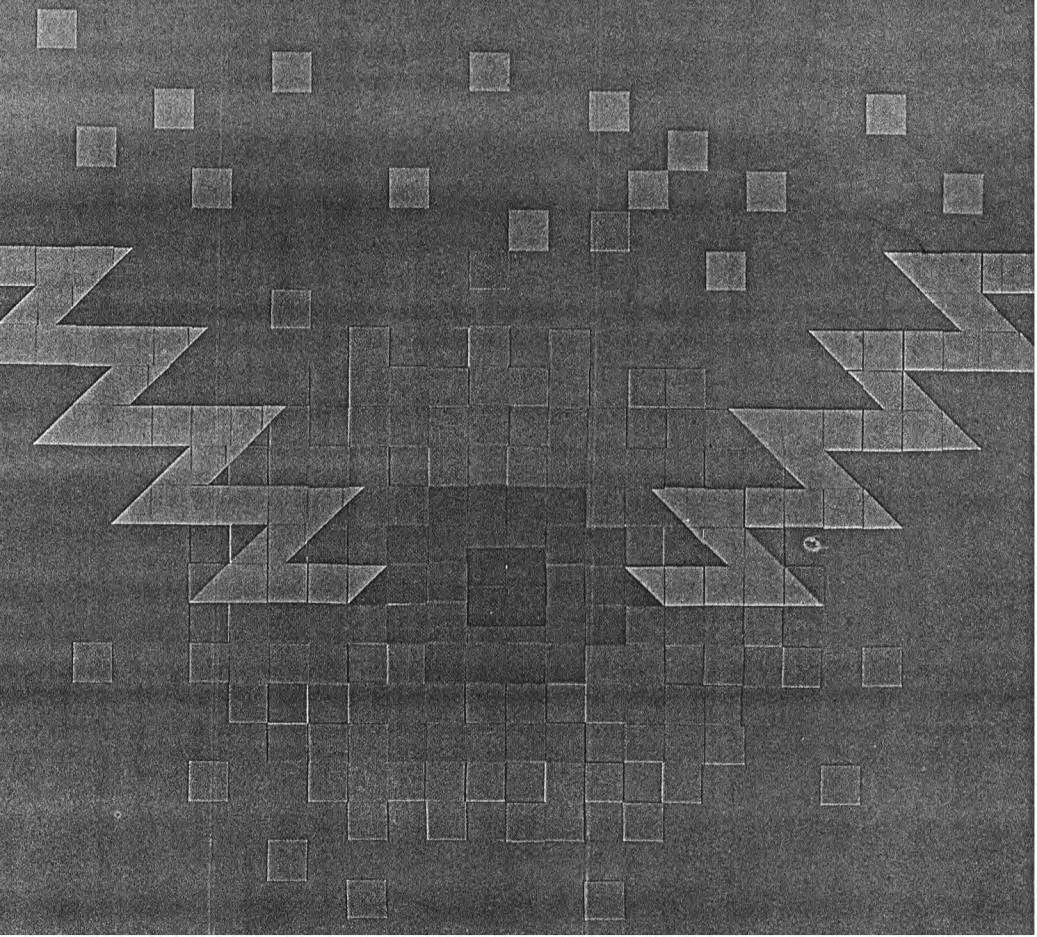
READING POWER

READER

Scott, Foresman

Ages 9-11

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READING POWER READER

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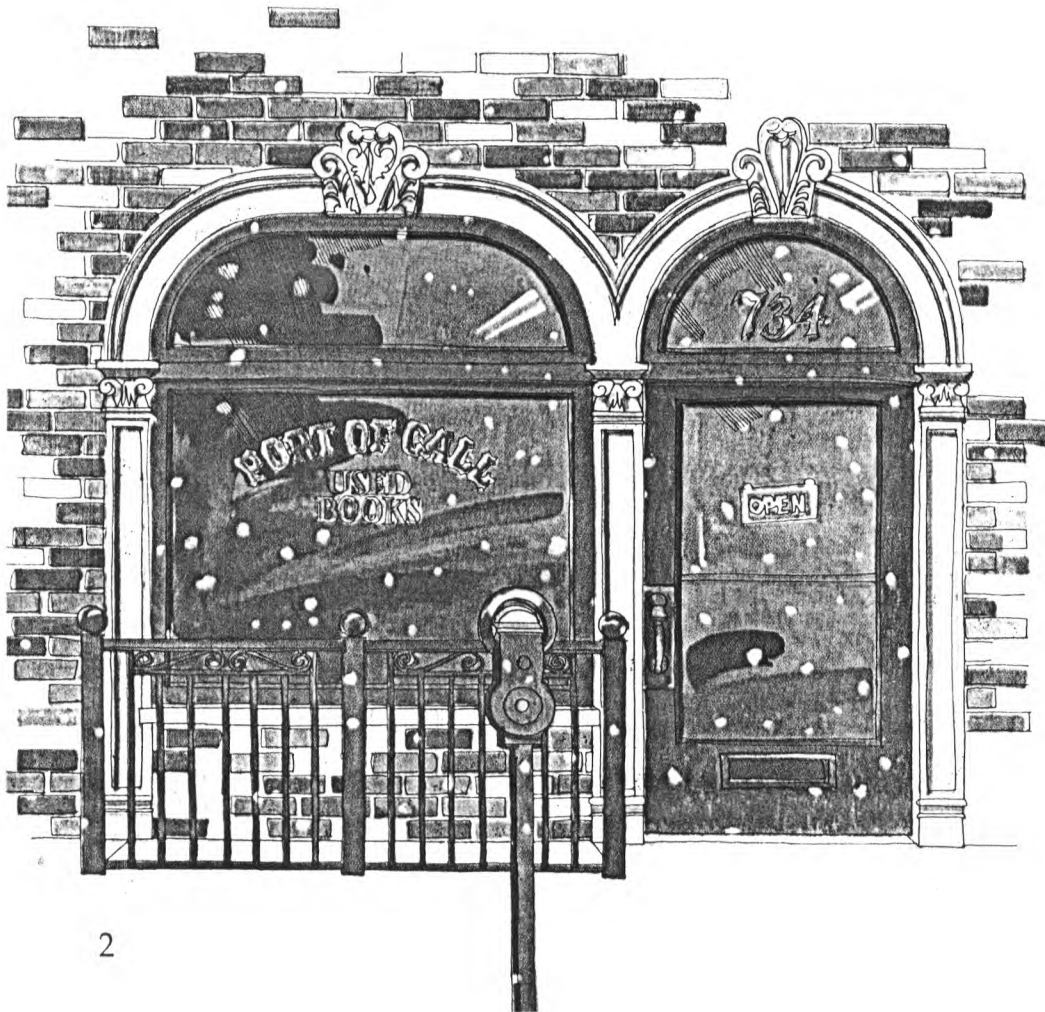
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THE PORT OF CALL

by Bryan Byrne

In this story, you can find out about a very unusual kind of dictionary. As you read, notice the term guide words.

Also see if you can find another word for dictionary.



Mr. Wickham ran a second-hand bookstore on West 77th Street. He was heavy, and he spent most of his time sitting behind a desk. He usually had a pencil behind his ear. He wore reading glasses, and when we walked into his shop after school he peered over them at us. His shop was called "The Port of Call."

Next to his shop was a Korean restaurant. The bookstore often smelled of garlic and ginger from next door. On the wall Mr. Wickham had a colorful kite the owners of the restaurant had given him, for he went to the Korean restaurant every day and brought back food for his lunch.

Mr. Wickham spoke in a deep voice. When his phone rang he picked it up and, after a pause, growled softly into the mouthpiece: "Bookstore."

One day on the way home from school, I went by Mr. Wickham's shop. When I first went in he didn't say anything to me. This wasn't unusual. He was doing some paperwork. Sometimes he told stories, or asked about us or our families. But sometimes he liked to let us browse. Eventually he always said *something*, so I looked around for a while. Still, he didn't say anything. He didn't so much as glance at me. After about twenty minutes of this I turned to leave.

It had begun snowing outside. I watched through the glass door for a moment. I put my hand on the cold door handle, but now Mr. Wickham looked up over his reading glasses and said in his deepest growl, "Wait."



I stopped and turned. He had gotten up and was plodding toward a bookcase. He was chuckling but seemed as if he were trying not to. From the bookcase he took a heavy-looking book into one of his hands. Then he coddled it in the other hand. Gently, he handed me the book. The book was not as heavy as it looked.

On the cover, in barely readable gold letters, was the word "Dictionary." I looked at it for a moment, saw nothing unusual, and then looked up at Mr. Wickham.

"Wait until you see what's inside it," he said mysteriously. He had stopped laughing.

"Can we put it on a table or something?" I asked, for now the book *was* feeling heavy.

"Yes, right over here." Now there was a gleam in Mr. Wickham's eye.

I flopped the dictionary down like a huge fish onto a heavy wooden table.

"Look something up," he ordered.

"What shall I look up?" I thought. "*Avocado?* *Abacus?* *Perihelion?*"

"Motorcycle!"

Flipping through the pages, I found the *m*'s. I read one pair of guide words after another. Soon I found the page. Then I found the word *motorcycle*. Then something *really* strange happened.

No sooner had I cast my eyes on the word than I found myself speeding on a motorcycle on Highway 1 in California! On one side of me were the mountains, on the other the Pacific Ocean. An instant before, I had been in New York, where it was snowing. Now it was sunny and warm. The air zipping past my face was fresh with spray and salt.

Then, as soon as it had all begun, I was back in the bookstore with Mr. Wickham. My finger lay on the word *motorcycle* in the dictionary. I looked up at Mr. Wickham in disbelief. For the first time this afternoon, he genuinely smiled. His face was, in fact, more full of glee than I had ever seen it.

"Isn't it great?" he said.

"This, Mr. Wickham, is a *dictionary!*" I said.

"Look up 'sea lion,'" said Mr. Wickham.

I turned to the *s*'s. "Sea, seal, here it is: 'sea lion,'" I said, and poof! I was darting through deep blue water. I swam to the surface. All around me was the vast, turquoise ocean. In the distance I saw the gray of the rocks that guarded the land, and the green of

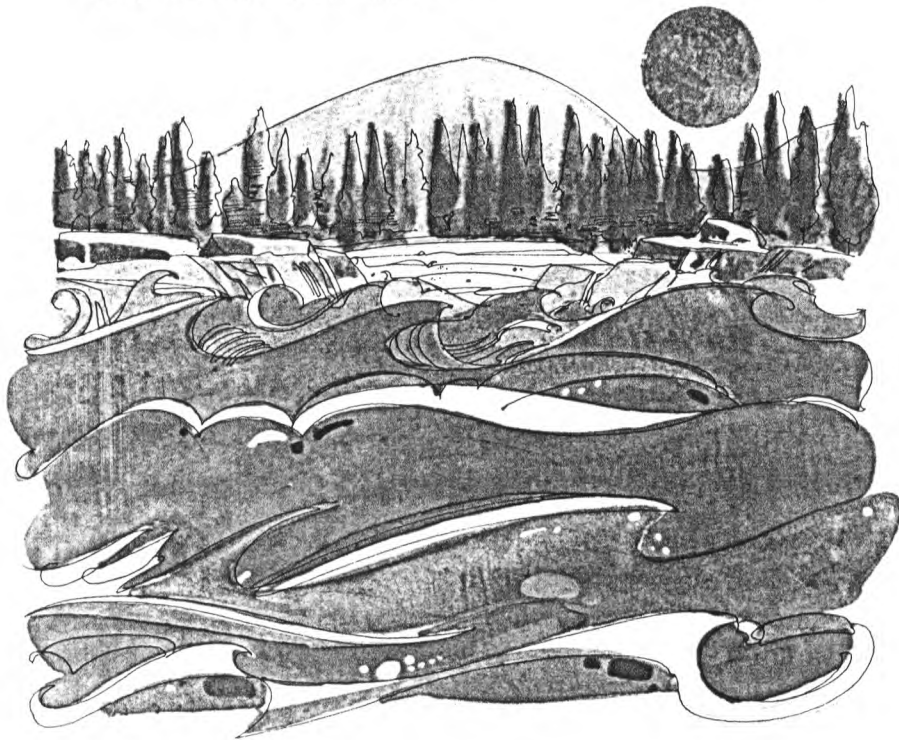
the pine forest above. I swam to a rock nearby and flopped myself onto it. Then I blinked, and found myself back in Mr. Wickham's shop.

"What next?" I said in awe. "Mr. Wickham, this is amazing! Where did you get this?"

"An old man brought it by. He said he found it in a trash can on Central Park West. I thought it was just a dictionary. I gave him five dollars for it, Kathy. Five dollars!

"Now look up *lexicon*," he said.

Lexicon? I'd never heard of that word. What if I found myself stranded on the side of some steep mountain in the Alps, or coming up to bat in the last game of the World Series with the bases loaded, two out, and the score tied?



"Come on, Kathy. Look up *lexicon*!" he repeated.

With some apprehension, I found the word. There I was, still standing in Mr. Wickham's bookstore with a dictionary open to the *l*'s, my finger on the word *lexicon*. Nothing had happened. I read the definition: a *lexicon* is a dictionary.

"All right, Mr. Wickham! Very funny!" I said, frowning. He was laughing hysterically.

"Have *you* tried it?" I asked.

"Of course! Otherwise how would I have known of its magic? But it's strange that I decided to look something up in this dictionary. I could just as well have put it on a shelf with the other dictionaries. You see, I have many dictionaries: English, French, Italian, Spanish, Chinese. Maybe this one would have sat on the shelf with the others until the store had another owner. Imagine! Maybe years later someone would have come in to buy a dictionary, and ended up with this one. Then think what would happen! He or she goes to look up a word. Say it's a student reading a science book. Say it's you in five years, Kathy. You come across a word you don't know: *amoeba*. You open to the *a*'s. You find *amoeba*. Suddenly you're a tiny, one-celled animal slithering through water."

"I know, it's funny. What are you going to do with the dictionary, Mr. Wickham? You're not going to sell it, are you?"

"Maybe I'll just put it on the shelf, Kathy.

"I'll put it next to the other dictionaries and forget about it. Oh, I know, you'll come in for a while after school and look up words. You'll look up words like

unicorn and galleon. But you'll grow up and go to high school. You'll have other things to think about. But the dictionary will sit patiently on its shelf and wait for someone else to pick it up."

With that Mr. Wickham wedged it in between two other dictionaries, clapped the dust from his hands, and worked his way slowly back to his old desk.

"Good-bye, Mr. Wickham," I said. "I've got to go now. It's starting to get dark." I walked out the jingling door into the falling snow.

Comprehension Questions, page 31



Dr. Edmond Souchon Collection, New Orleans Jazz Museum

Look up jazz in the dictionary. Then read this story. When you've finished, you might want to look in the encyclopedia or card catalog to learn more about this international form of musical expression.

It was 1900 in New Orleans, at the mouth of the Mississippi River. Black musicians were playing a new kind of music. At funerals, they played spiritual songs on band instruments as they marched with the coffin down the street. There were trumpet and trombone players. There was a banjo, tuba, and drums. Sometimes there was a clarinet or saxophone. The musicians were expressing their sorrow at the loss of a loved one. At the same time, they were expressing joy because they had known this person.



Culver Pictures

The beat was slow and strong. The musicians would improvise, or make up tunes as they went along. This was the music that became *jazz*. Jazz began in New Orleans. Now it is played, listened to, and loved throughout the world.

Jazz is often a mixture of rhythms. A drummer and bassist might play a one-two-three-four beat. But the trumpeter might play to a rhythm of one-*two*, three-*four*, five-*six*, seven-*eight*. Mixtures of rhythms give jazz its special sound.

Another kind of music used mixtures of rhythms before jazz came along. This was *ragtime*. Ragtime is a snappy kind of piano music. The early jazz musicians borrowed from ragtime. But there is one big difference between ragtime and jazz. Ragtime is written down. It can be played exactly the same way over and over again. In jazz, only the simple tune is written down and the musician adds to the music as he or she goes along. A musician hardly ever plays a jazz piece twice in the same way.

From those first bands in New Orleans, many kinds of jazz grew up. First there were small bands that had five or six instruments. Then, before World War II, there were "big bands." These bands had whole sections of trumpets, saxophones, and trombones. They played with a rhythm section: a piano, guitar, bass, and drums. People also played jazz on the violin and the vibraphone (or "vibes").

After World War II it became costly to move a big band from city to city. Musicians were also looking for greater freedom in their playing. Groups became smaller again. Now they were playing "be-bop." In the group were a *lead*, such as a saxophone or trumpet, and a rhythm section. The group would play the tune together once. Then everyone in turn would improvise, or play the music his or her own way. The playing was fast. Many sessions were like battles among musicians to see who could play the fastest and the longest.

Culver Pictures





Paul Natkin/Photo Reserve

In the 1950's and 1960's, jazz musicians traveled around the world again. They brought back styles, ideas, and instruments from many different countries. They gathered instruments from places as far away as India, Africa, Japan, the Caribbean, Egypt, and the South Pacific. Musicians began to invent and make their own instruments. They made drums, rattles, flutes, and bells. One musician even invented a tiny trumpet called a "pocket trumpet."

Everyone was in search of new sounds. Many people tried to make sounds they heard in nature. One rhythm instrument makes the sound you would hear if you tapped a pan full of water, then tilted it.

Some musicians began to use electric instruments such as guitars, pianos, and organs. Others looked for simpler, quieter sounds.



Candee Associates

Now there are thousands upon thousands of records of many different kinds of jazz. Musicians are always exploring new ways of playing. They are looking for new ways of expressing their thoughts and feelings in music.

One group might have a piano, bass, and drums playing soft, peaceful music. Another might have electric instruments playing to a powerful beat. This music sometimes sounds like music from "outer space." (One group named one of their records for a comet that was in the sky when the record came out.) Another group might play all homemade flutes and rhythm instruments.

It all started in New Orleans. It began as funeral music. But now jazz has grown into music of great variety and is played and enjoyed all over the world.

TAKE THE 'A' TRAIN

by Neil Tesser

Duke Ellington was a musician, bandleader, and one of America's greatest, most highly respected composers. If you are interested in Duke Ellington after reading this story, try using the encyclopedia and card catalog to learn more about him and the world of jazz.



There have been many great jazz musicians through the years. Many, men and women, black and white, have been called geniuses. They have had great talent and imagination, and they have devoted their lives to music. But there was one man who was not only a great jazz musician and composer, but who used this music to spread a message of brotherhood and understanding throughout the world. His name was Duke Ellington.

Duke was born on April 29, 1899, as Edward Kennedy Ellington. He earned the nickname "Duke" when he was still a child, for even then he dressed himself smartly, and this amused the adults.

The Ellingtons lived in Washington, D.C. Duke's father's work was drawing up the plans for ships for the Navy. Duke also liked to draw and paint. But at the same time he took piano lessons.

Duke listened to many of the ragtime pianists around Washington. He tried to imitate their style. He continued his artwork as well. But when he finished high school, the time came to choose between art and music. He chose music.

At the age of nineteen, he formed his first band. The band played at parties and dances around Washington. Duke played piano, and became friends with another piano player named Fats Waller. Fats convinced Duke to move to New York City, for New York was becoming a jazz center.

New Yorkers loved Ellington's band. In 1925, when Duke was 26 years old, his band was hired as the regular band at a nightclub called the Kentucky Club.

This band had ten members. They played saxophones, trombones, drums, bass, and banjo. Duke played piano.

Working with a big band required hard work, both from Duke and from his musicians. Ellington needed a dedicated group of musicians, and he had one. He treated his musicians well. In a time when everyone was constantly leaving one band to go to another, it was an honor to stay with Duke Ellington.

In 1931 Duke had his first hit record, a song called "Mood Indigo." At the time, Duke was playing at the Cotton Club in Harlem. Harlem is a section of New York City.

In 1933, Duke's band traveled to Europe to give some concerts. Jazz had started in America, but now people in Europe had heard about it. They wanted American musicians to come to Europe to play. Now Duke became as well known in Europe as in the United States.

On his return from Europe, Ellington recorded a masterpiece called "Take the 'A' Train." It is a song about the New York subway train that goes from downtown to Harlem, where many famous bands were performing.

In 1943, Duke led his band at Carnegie Hall in New York. Carnegie Hall was then used mostly for classical music.

Before Duke's appearance at Carnegie Hall, only one other jazz concert had ever been played there. To play at Carnegie Hall meant that a musician had earned a great deal of respect.

That evening at Carnegie Hall, Duke introduced a new piece he had written called "Black, Brown, and Beige." This piece told the story of the black people in America. In writing "Black, Brown, and Beige," Duke hoped to bring to black people and to jazz the respect both deserved.

In 1948, Duke was almost fifty years old. He was now writing other longer pieces—like "Black, Brown, and Beige," meant for listening rather than dancing. But his new music was not being accepted. Musicians left his band. His band did not sound as crisp as it had before. Ellington became depressed, but he was not one to give up. Eventually, things turned around.





In 1955, some of his old players returned. In 1956, he led his band at the Newport Jazz Festival in New York. They created a sensation. Everyone cheered them wildly. Once again everyone was talking about Duke Ellington.

He continued to explore new ways of writing jazz music. He wrote some pieces that were daring for a jazz musician. One was based on *A Midsummer Night's Dream*, a play by William Shakespeare. He wrote the music for a film called *Anatomy of a Murder*.

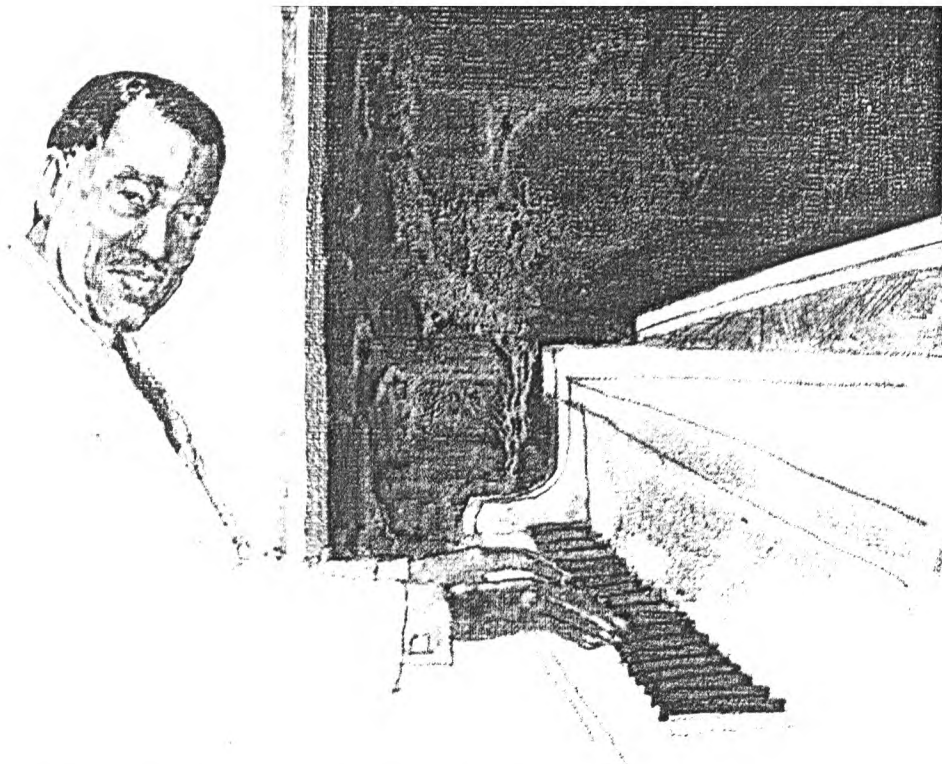
The 1960's came. Duke was sixty-one years old. People the world over admired his music and his ideas, and they loved his personality. He had a deep voice and spoke slowly and thoughtfully. He was respected not only for his musical genius, but also for his intelligence and his friendly manner.

He took his band around the world: to Japan, Russia, Australia, India, and Sweden. He traveled to Africa and wrote pieces inspired by the music he heard there. There were television shows about him. Duke got one tribute or award after another. He wrote the first of three *Sacred Concerts*, which are pieces of symphonic length. He played for President Kennedy at the White House.

Because of his ability to reach people through his music, Duke became a sort of ambassador of good will to people throughout the world.

On May 27, 1974, he died. He was 75 years old. It would be difficult to imagine a fuller life.





From that smartly dressed little boy, he had grown up to become not only a great jazz musician and composer, but one of America's greatest composers of any kind of music. What he left behind was an amazing collection of records for us to enjoy. Other musicians still record his music. Every year there are concerts of his music. Old members of his bands still get together to play his music and show the admiration, respect, and love they feel for him.

Ellington did things no one in jazz had ever done before. He reached audiences in ways that only a rare performer can.

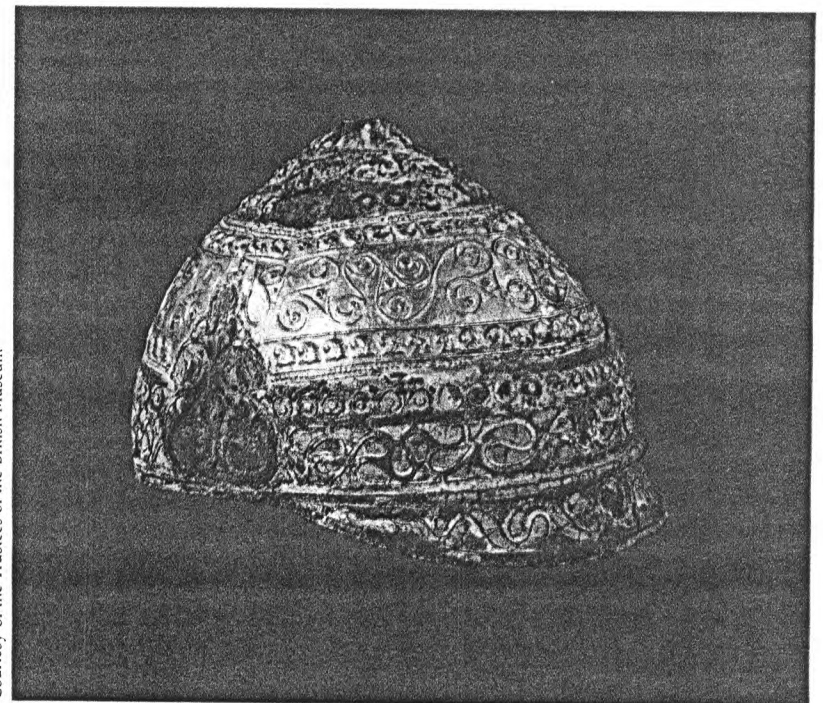
At the end of a concert, he often said to his audience, "Thank you. I love you madly." That statement might sum up his life.

GOLD

As you read the following article about gold, think of words you might look up in the card catalog to find books about gold.

Since the beginnings of civilization, people everywhere have had a fascination for gold. Gold was often thought to be like the sun. For hundreds of years, many scientists spent their whole lives trying to turn other metals into gold.

The pictures here and on the following pages show how gold has been used. They might be clues to the magical properties that people imagined gold to have.



Courtesy of the Trustees of the British Museum

Part of gold's fascination is the beauty of its color. It is shiny. It gleams in the light. It holds our attention.

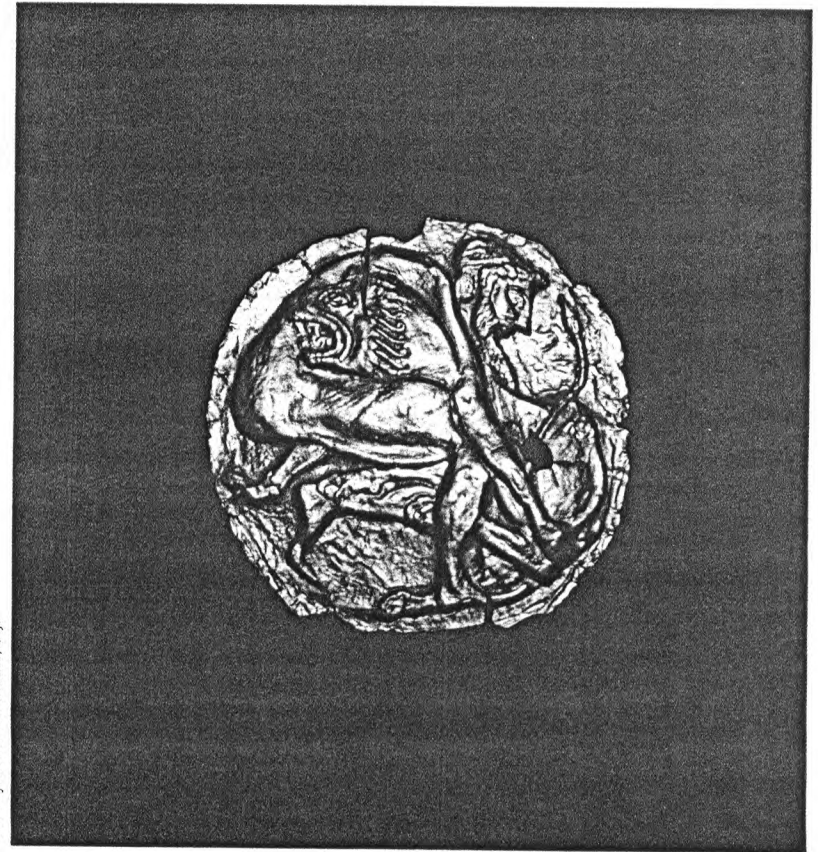
Gold is rare. It is also stable. Over time, other metals rust or break down. Gold does not. Gold treasures recovered from ancient civilizations now look much like they did when they were first made.



Hirmer Fotoarchiv, Munich

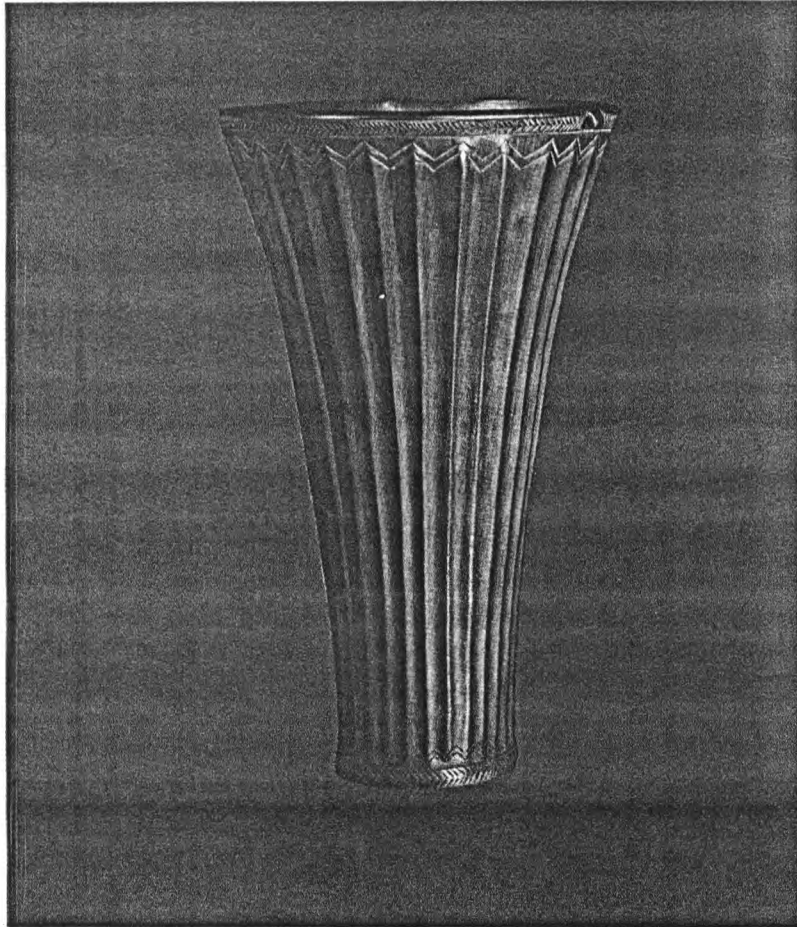
People have made golden objects of their gods. Some goldwork shows scenes of the lives of gods. They also made other things they thought had magic powers. They made golden snakes, beetles, monkeys, suns, and other religious symbols.

The best known ancient goldworkers were the Egyptians, the Celts, the Incas, the Maya, and the Aztecs. The Celts came from Europe. The Incas, the Maya, and the Aztecs lived in Mexico and South America.



Dr. Raymond V. Schoder, S.J.

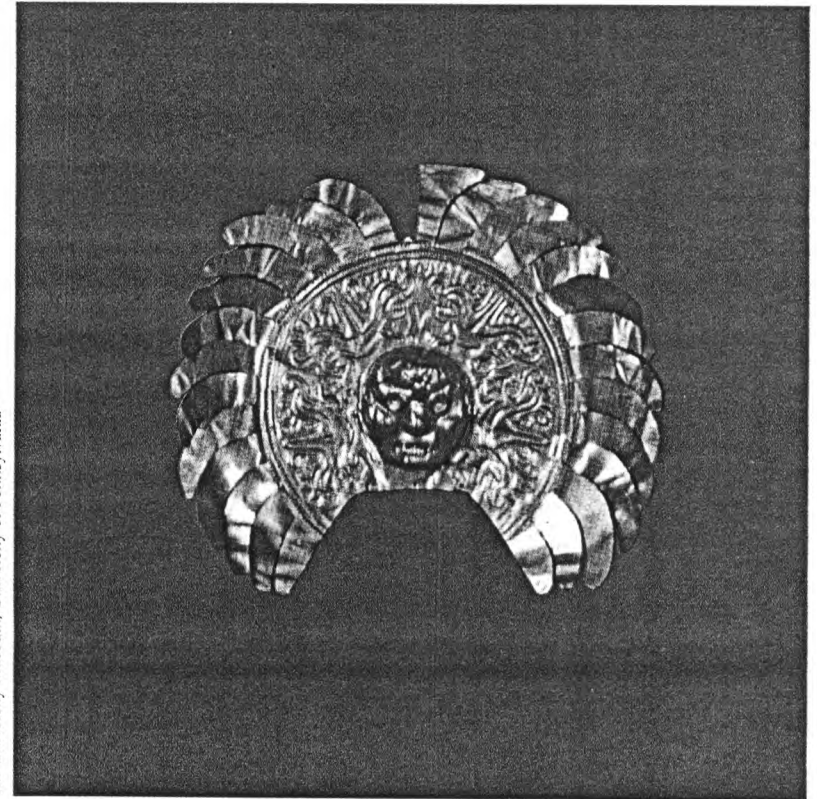
Gold was the downfall of the Incan and Aztec civilizations. These two civilizations had made beautiful things from gold. Soon after the Europeans discovered the Americas, the Spanish learned of the Inca and Aztec gold. To the Spaniards, gold meant wealth. The Spaniards plundered the Incan and Aztec empires. They brought most of Mexico and South America under Spanish rule.



The University Museum, University of Pennsylvania

The Spanish conquerors took the gold from the Aztecs and Incas. Most of the gold the Spanish conquerors took was melted down to make coins. Now, little remains of the beautiful artistry of the Incan and Aztec goldwork. Many Spanish ships carrying gold back to Spain were robbed by pirates. This gave birth to legends of buried or sunken treasure.

Gold is still valuable, but it has lost much of its mystery. The goldwork of the past is but a clue to the power once thought to exist in gold.



The University Museum, University of Pennsylvania

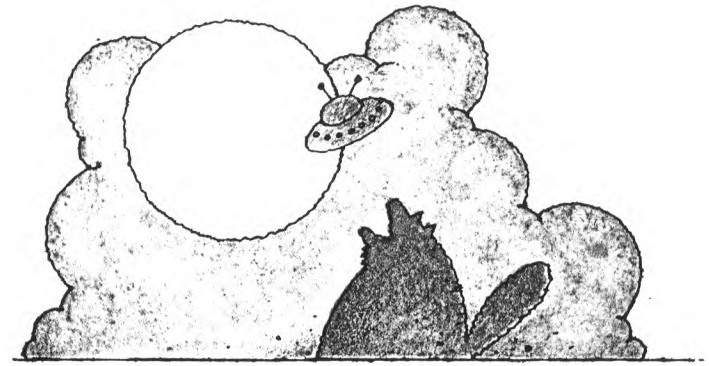
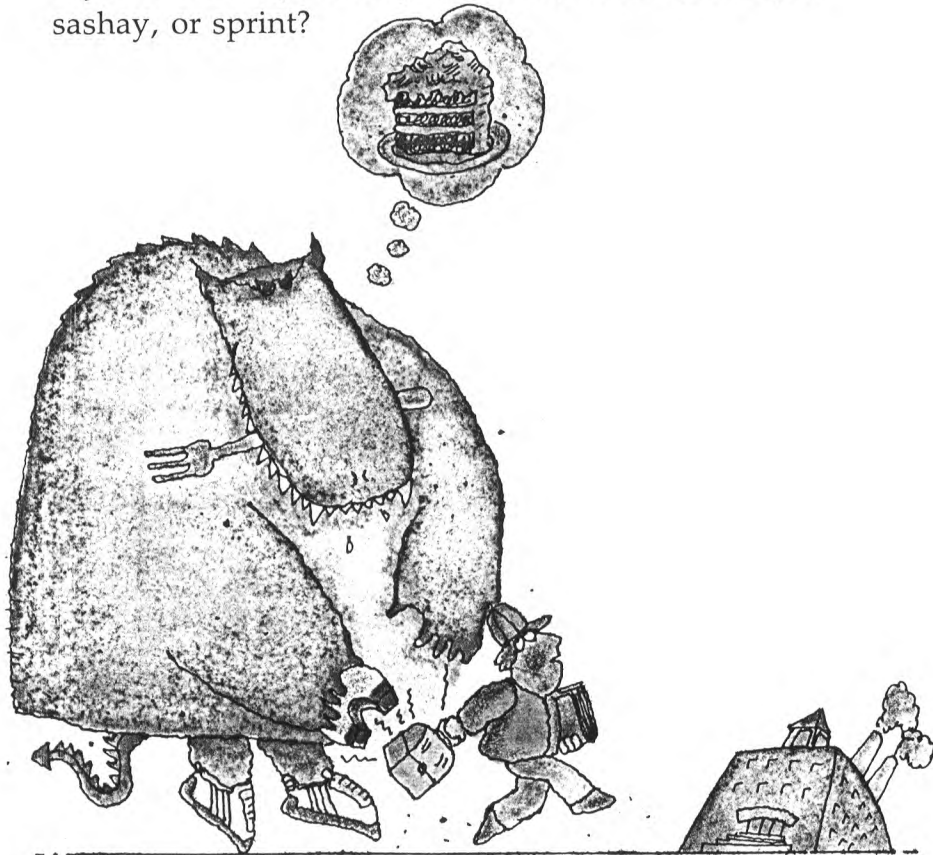
GETTING SMART

Here are some interesting things you can learn by using the dictionary, encyclopedia, and card catalog.

A dictionary or encyclopedia may help you answer these questions.

Which would you like to eat best: gruel or pastry?

If you were on your way to school, would you lope, sashay, or sprint?



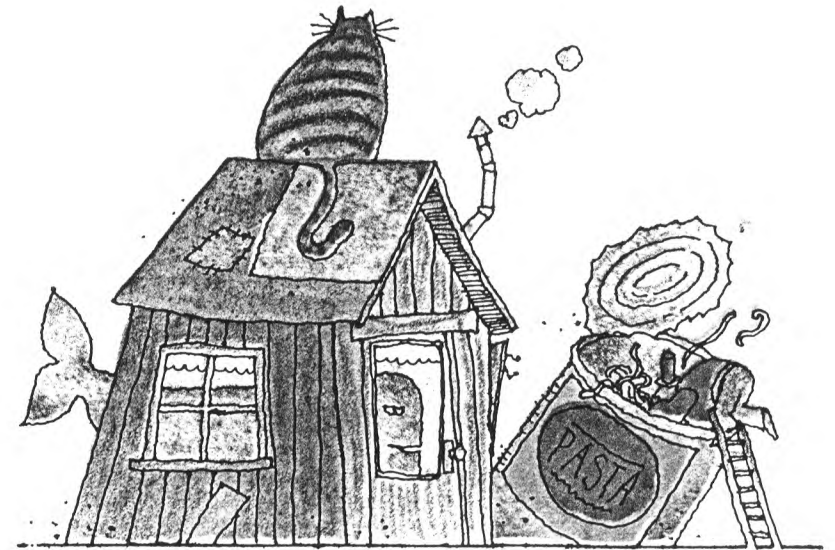
Do werewolves ever feel wistful?

Would you like to live in a hovel?

What is your favorite kind of pasta?

What is the most feline pet you could have?

Is the whale a submarine or an extraterrestrial mammal?

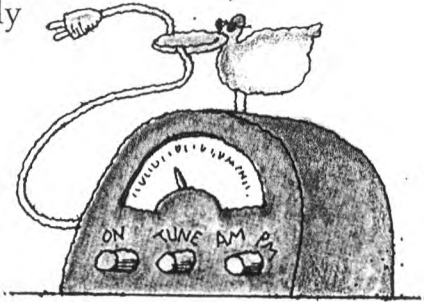


This and That

Use the dictionary, encyclopedia, or card catalog to find out about:

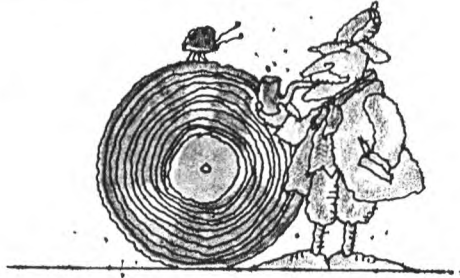
dictionary

higgledy-piggledy
beret
AM/FM
dodo
Arthur



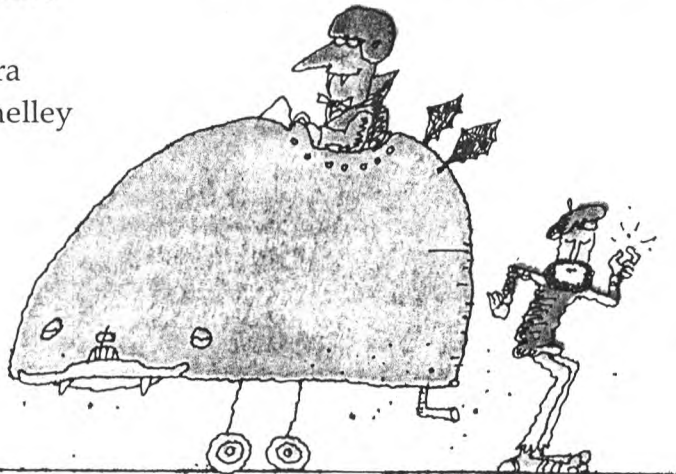
encyclopedia

Gorgons
quarks
Arthur Conan Doyle
the Beatles
mustard



card catalog

convertibles
yogurt
Cleopatra
Mary Shelley



Use the dictionary, encyclopedia, and card catalog to learn all you can about your birthday. You might want to look up the two italicized words in the dictionary.

When is your birthday? ★

Where did the month of your birthday get its name?

Was anyone famous born on your birthday?

What is your sign in the *zodiac*?

What does that sign stand for?

What does the *constellation* for your sign look like?



More about the Calendar

Use the dictionary, encyclopedia, and card catalog to answer these questions. Find out as much as you can about the calendar.

What is the name of the calendar we use?

Look up the names of all the months of the year.

Find out where these names come from.

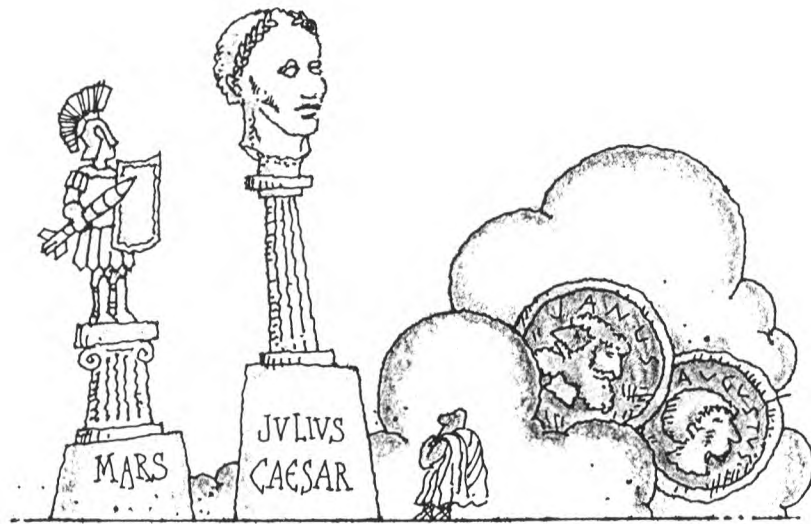
What two months are named after Roman gods?

Why are these months in particular named after these gods?

What two months are named after Roman emperors?

What month is named for an ancient Roman feast?

What Latin words do the names of the months *September*, *October*, *November*, and *December* come from? (*April*, *May*, and *June* all come from Latin given names for people, such as James, Lucy, and Terry.)



Comprehension Questions

The Port of Call

1. What happened when anyone looked up a word in the dictionary in this story?
2. What kind of person was Mr. Wickham? How do you know?
3. Why do you think Mr. Wickham wanted to leave the dictionary on the shelf with the other dictionaries, instead of showing it to everyone as he did with Kathy?

Jazz!

1. For what kind of occasion was jazz first played in New Orleans?
2. What do you think it means to say that jazz is "expressive"?
3. Besides "jazz," what might you look up in an encyclopedia to learn more about this music?

Take the 'A' Train

1. What word would you look up in the encyclopedia or card catalog to learn more about Duke Ellington? How would the entry or card probably list Duke Ellington's full name?
2. What qualities, besides being a great composer, did Duke Ellington have?
3. What qualities do you think make someone a great composer?

Gold

1. What are some properties of gold that have so attracted people to it?
2. What are some topics you could look up in the card catalog to learn more about gold and how people have used it?
3. How did gold cause the downfall of the Incan and Aztec civilizations?

Getting Smart

1. List three new words you learned from this activity. What do they mean?
2. Tell one thing this article led you to look up in the encyclopedia. What else could you look up to learn more about that topic?
3. Optional: Write a short report about something you learned in this activity.

Answers

The Port of Call

1. The person who looked up the word experienced the word in some way.
2. Answers will vary. Most pupils will recognize some of the following characteristics: Mr. Wickham could be gruff, mischievous, and playful. He could be very quiet or very talkative. He seemed to like children.
3. He probably liked the idea that someone would be surprised by the dictionary's magic.

Jazz

1. funerals
2. Jazz is a way for musicians to tell about their feelings and thoughts in music.
3. New Orleans, ragtime, be-bop, big bands, music

Take the 'A' Train

1. "Ellington"; "Ellington, Edward Kennedy"
2. intelligent, respectful of those he worked with, hard-working, humanitarian
3. Answers will vary, but might include knowledge of music and of musical instruments, creativity, something to say, self-discipline.

Gold

1. its color, its stability, the fact that it doesn't deteriorate, its luster
2. Inca, Aztec, Celts, metals, metallurgy, Spanish conquest of South America, metalwork, Egypt
3. The Spanish conquerors wanted their gold and destroyed their civilizations in order to get it.

Getting Smart

Answers to these questions will vary.

Illustrators

James Curran
Larry Frederick
David Povilaitis



Scott, Foresman and Company
Electronic Publishing