

STORY 44

words we know

work trouble deciding
piece although sauce
noticed race accident
once one everyone
certainly service herself
become became belong
flower power space
afternoon evening morning
suggest goodness happen
point disappoint disappointed

STORY 44

new sound

C as in ice

er as in fern

Look through the story. Find some words with this “c” sound, and say them aloud. Then do the same for the “er” words.

special words

Adelaide	world
couple	special
believe	always

Learn how to say each special word. See if you can find each one in the story. Then you are ready to read the story.

FITZROY READERS STORY NUMBER 44

Cindy's Trip to Perth



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Tracy and Cindy lived in Adelaide. Across the road lived Bernard. The girls had become friends with Bernard long ago.



Now the three met and talked nearly every day. Cindy was a florist. She sold flowers and ferns. Bernard loved gardening and sometimes gave her flowers to sell.

Winter had arrived. Tracy was glad to have Bernard for a friend, because Cindy was going away for a couple of weeks.



Cindy was going away to find out about the ferns in Perth. She was due to leave on a Friday. They all caught the bus to the train station.

Bernard loved the station. He wanted to have it for a palace. Then the whistle blew. Bernard and Tracy waved goodbye to Cindy.



That afternoon, Tracy invited Bernard over for dinner. She served curry and rice followed by ice-cream. In the evening the two friends played snakes and ladders with dice.

Next morning they were planting herbs and ferns in the garden. In the evening, Bernard cooked. After dinner, Tracy invited him to stay. He could sleep in Cindy's bed.



All through the week they did things together. They caught some mice. They ran a race.

They talked about space. Bernard made a perch for birds to sit on. Tracy loved to feed them in the backyard. They had a meal at Bernard's place. Bernard served fish and lettuce.



Getting to know each other was special.
The world felt a good place to be.

After one and a half weeks, Cindy came home. She burst in the door, thrilled to be with her old friends again.



But wait! There was nobody there. Tracy and Bernard had gone to the city centre for chips and orange juice. Cindy felt disappointed. She had wanted to surprise them.

Anyway she got busy and unpacked her clothes and gifts from Perth. Two and a half hours later, Bernard and Tracy arrived home.



Cindy saw right away that the two had been having a great time together. Something was different. Cindy felt scared.

“Cindy, you're back,” yelled Tracy and Bernard at the same moment. They both went to hug her. But she didn't hug them back very well.



Tracy thought Cindy must have been tired. “Lie down and have a nice rest,” she suggested. “We'll talk about Perth later.” Cindy went to the bedroom, and lay down.

She lay there for about half an hour, staring at the wall. Bernard quietly brought her some tea with ice, which he knew she liked.



Cindy just grunted and Bernard couldn't really see her face. He thought he'd better let her rest.

Tracy had always been her best friend. Now Cindy could hear Bernard and Tracy chatting quietly in the next room - as if they were the best friends!



It seemed that Bernard had taken her place. But there was no trace of meanness coming from Bernard or Tracy towards Cindy. So she wasn't sure just what to think of them.

All the next day, Cindy was quiet. Bernard had slept at his own place, but he had come back for lunch. He was hoping to hear about the ferns in Perth.



At the table, Cindy wanted some bread. But just before she reached for it, Bernard cut himself a slice.

Cindy lost her temper.

“Leave my things alone!” she yelled.

“Do you just take what you want - don't you care about other people's feelings!”



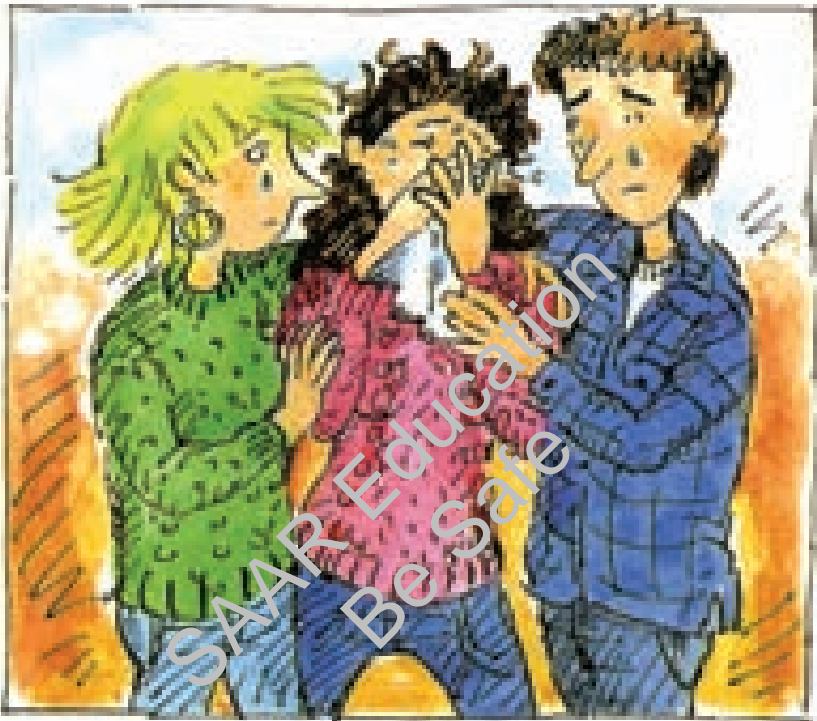
Tracy and Bernard couldn't believe their ears. Was this their best friend Cindy talking? First she was sad and quiet. Now she was angry - what was the world coming to?

“But Cindy, ...” started Bernard. Just then however, Tracy put her hand onto Cindy's. Cindy started crying. She cried and cried. She wasn't angry now. She seemed like a lost little baby.



“Oh, I'm sorry,” she snuffled, “I thought you didn't want me any more. I thought...” And she said no more.

“But I couldn't bear it without you,” said Tracy. Now Bernard was crying softly too.



By now the three of them had realised what had happened. Cindy had come home to find that Bernard was much closer to Tracy than before. Cindy's world had changed. And this had given her a shock.

They all held hands for quite a long while. There wasn't much to say. Cindy knew now that they had never stopped being her best friends.



From this time on, the three friends did lots more things together. And funnily enough, after all this fuss, each one felt more loved now than they had ever felt before!

THE END

STORY 44

words we've used

Adelaide	world	work
couple	trouble	touch
special	believe	always

some new words

dance	fence	force
peace	price	since
spice	twice	acid
germ	herd	jerk
term	herbs	mercy
nerve	serve	expert

STORY 44

teacher's page

teacher, information from this page may be shared with students when you feel they are ready for it

English is an alphabetic language. The letters of an English word represent, from left to right, the sounds made in speaking that word. Having learned the **basic sounds** of the 26 letters, and the **extra sounds**, mostly represented by English digraphs¹, an average person can read tens of thousands of words.

Where different symbols are used for each word - as in Chinese - more time and effort is required to master the written language. There are thousands of ideographs to be learned.

When teaching reading and spelling by the **whole word** method, the alphabetic basis of English is ignored, and each word is learned only as a unique sequence of letters. Teaching by the **whole word** method is akin to teaching ideographs, one word at a time.

Many **whole word** students however, have managed to partially teach themselves the phonic principles of our language and thus acquire reasonable English literacy. Students who are explicitly taught by a systematic phonic method learn English with greater enthusiasm, efficiency and accuracy.

¹ A few **extra sounds** are represented by just one letter, such as the **i** in **find**.