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READING WISE 3
Learning Through Asian Folktales

Helen Kirkpatrick

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ISBN: 978-1-59966-534-4

Photo Credits
pp. 34 © iStock International, Inc.
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Reading Wise is a reading series for high beginner and intermediate learners. The book consists of twenty units, each containing ten activities based on the main story of the unit. In particular, each unit includes a short story, a picture-based summary activity, a dialog based on the story for listening and speaking practice, and expansion activities. Expansion activities encourage students’ creative use of language by allowing them to express their own opinions and ideas.

How to Teach This Book

Pre-Reading (5 min.)

The teacher should write the title of the unit on the board. Students should find a partner and look at the picture. Single partners are suggested for this activity so that students can help each other communicate without being nervous in front of the entire class.

Next, the teacher should go over the questions to make sure the students understand them. Pairs should then ask each other the questions and answer them. Students need NOT come to any consensus on the answers as the questions are designed to activate the students’ background knowledge related to the topic. If time allows, have some of the pairs share answers to specific questions. Record useful related vocabulary on the board and discuss how the vocabulary may be related to the reading.
**Vocabulary Preview (10 min.)**

In this activity, simple sentences give context to key vocabulary that can be found in the story. It is important that students fully understand each vocabulary word or phrase. This section will give them synonyms to use, which will increase the depth of their language use.

Have students work individually to complete the exercise. They will match the underlined word to its meaning. When they are finished, have students check their answers with their partner. Review the answers as a class. While going through the list of words, ask the class to generate synonyms or antonyms that come to mind for each word. Having the class generate new example sentences using the words will also reinforce the learning of new vocabulary items for students.

**Reading Passage (5 min.)**

Students should read the passages silently for a few minutes. Ask students to underline any words they do not understand while they are reading. If there are, explain what the words mean.

Next, have students complete the “Understanding the Key Ideas” section. They should check their answers with a partner. If they do not agree, refer students to the reading passage again. They can circle the part that indicates the correct answer. This section is meant to be a general review of the story.
This section gives teachers an opportunity to see if their students fully understand the passage. If they do not understand specific sections of the reading, the teacher should review difficult portions of the text. Again, students should work alone to complete the questions and then work with a partner to check their answers.

Students should refer to specific places in the story to explain how they reached their answers if these words are too close together. Pointing this out to students makes them responsible for their own understanding and also helps them learn to skim material for information, which is an important skill in reading. It would also be helpful for students to draw a box around portions of the text that show the answers.

This section consists of various activities that practice grammatical structure. The main purpose of this book is not to teach grammar, though it is important to point out key grammatical aspects while focusing on reading comprehension. Each unit has a different grammar point that the “Language Focus” section covers, and teachers are encouraged to think of ways to make grammar points relevant and interesting. For example, if the section is about adjectives, the teacher can have students brainstorm about different adjectives, creating word bubbles around each word, and linking them to other synonyms.

amazing

great

wonderful

awesome

excellent
**Picture Story** (5 min.)

Each unit has a picture-story activity that allows students to retell the story in their own words with a bit of guidance. It would be best to have the students work with a partner to encourage them to talk about the story.

First, have students put the story in order, based on the pictures. Students may need to refer to the story to complete the exercise.

Next, have students use the words under each picture to create a full sentence. The words will give them a clue and also provide guidance for actually writing the sentences that explain the story. While answers may vary slightly, the activity is structured so that students will have a lot of support in writing their sentences. As time allows, have volunteers write their sentences on the board to check.

**Act Out the Story** (5 min.)

Have students read the dialog related to the story. Students can make guesses as to the correct word to fill in each blank. Then play the audio recording of the dialog for the students to check and fill in any of the blanks that they could not guess previously.

For pronunciation practice, play the dialog again. Stop after each phrase or sentence and have students repeat what they heard. After this practice, students can work in pairs reciting the dialog together.

If there is time, the teacher can choose 2-4 pairs to perform the dialog. Seeing the story in live motion will make it more dynamic for students to connect the reading to actual events. The more dramatic the acting, the more likely students will be to remember key elements of the story.
**Summary** (5 min.)

By the time students arrive at the summary section, they have already reviewed the story in three different ways: Reading Comprehension, Picture Story, and Act Out the Story. The Summary activity reinforces acquisition of the unit’s target vocabulary.

Students should complete the summary section on their own. After they complete the section, the teacher can choose students to read the sentences for the rest of the class, which allows them the opportunity to listen to the summary again, while also checking their answers.

**Expansion Questions** (5 min.)

This section is meant to provide students with an opportunity to expand on the lesson in a creative way. These exercises should be completed in small groups to encourage conversation. The teacher should place students into groups of 3-5. For most questions, the answers may vary among students. Therefore, it would be best for teachers to monitor their students’ conversations.

Expansion Questions may ask students to share experiences, knowledge, or opinions related in some way to the unit theme. Once everyone has expressed their opinion, the group can choose one person to summarize their discussion for the entire class.
Another component that could help students acquire new vocabulary items would be to create a vocabulary log that students are responsible for and must keep throughout the entire course. Once the teacher reviews the words, students can keep a separate sheet with all of the vocabulary words listed on the left side. Next, students would write the definition of the word. The teacher and students could then create an entirely new sentence, using the word in context. The process of writing and creating a new contextual sentence that has meaning for the student may make the word and definition easier to remember.

<table>
<thead>
<tr>
<th>Vocabulary word</th>
<th>Definition</th>
<th>Part of speech</th>
<th>New sentence in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feathers</td>
<td>Light, hair-like structures</td>
<td>noun</td>
<td>Peacocks have beautiful and colorful feathers.</td>
</tr>
</tbody>
</table>
Pre-Reading

Think about the following questions, and discuss your answers with a partner.

1. Do big people and small people behave differently?
2. Do people with important jobs behave differently from those in other jobs? In what ways?
3. Should these people’s behavior be different? Why or why not?

Vocabulary Preview

Match each underlined word with its meaning.

1. A **carriage** was the main form of transportation before cars.
   - a. a vehicle pulled by horses
2. Kit **noticed** that her handbag was open.
   - b. very surprised
3. Joe was **amazed** at how big the elephant was.
   - c. scared
4. Li was **shocked** when he saw the huge snake.
   - d. to see or pay attention to
5. The boy’s father was angry because he did not **behave**.
   - e. to do things in a polite and correct way
Once, there was a big man called Yan. He got a job as a driver for the king. The king was a small man and was always polite. Although he was the most important man in the country, he never boasted.

One day, the king asked Yan to take him out in his carriage. The driver sat proudly at the front, shouting at the four horses to go faster. He yelled at people to get out of his way and felt very pleased with himself.

When he returned home that evening, his wife was upset. She said she was going to leave him. Yan was amazed and asked why. She explained, “The king is a very important man, but he isn’t proud. He’s always quiet and gentle. But you! You’re a very big man, but you shout at the horses and you’re rude to people. You think you’re as important as the king, but you’re only his driver. That’s why I have decided to leave.”

The driver was so shocked that from then on, he started to behave better. The king noticed this change and made Yan his lead driver. Yan’s wife was happy with the change and stayed on with him.

**Understanding the Key Ideas**

**Choose the best answer.**

1. What is the story about?
   - a. A king being polite
   - b. A wife wanting to leave her husband
   - c. Making someone behave better
   - d. Driving a carriage

2. Why did Yan change the way he behaved?
   - a. The king told him to change.
   - b. His wife told him to leave.
   - c. The king made him his chief driver.
   - d. His wife said she was leaving him.
Reading Comprehension

Circle T for true or F for false.

1. At first, Yan thought he was as important as the king.  T    F
2. Yan’s wife left him to teach him a lesson.  T    F

Choose the best answer.

3. Who was the most important man in the country?
   a. Yan                b. The king
   c. Yan’s wife         d. The lead driver

4. Why was Yan’s wife upset?
   a. She wanted Yan to be the king.  b. She wanted Yan to be the lead driver.
   c. She wanted Yan to act more like the king. d. She wanted Yan to make more money.

5. Why did the king make Yan his lead driver?
   a. Yan begged for the job.  b. The king noticed Yan’s wife.
   c. Yan’s wife asked the governor for help.  d. The king noticed Yan’s new attitude.

Choose the proverb that best fits the main idea of the story.

6. a. A closed mouth catches no flies.  b. Don’t put the cart before the horse.
    c. A jack of all trades is a master of none.  d. It takes one to know one.

Language Focus

Choose the best preposition to complete each sentence.

1. Xu has always been afraid _________ the dark.
   at  about  for  in  of  with

2. The children were very excited _________ their new dog.

3. Pat is very interested _________ sports.

4. France has always been famous _________ its good food.

5. Ella was delighted _________ her lovely birthday present.

6. Dan was amazed _________ how quickly Jen learned to speak Chinese.
**Picture Story**

A Number the pictures in the correct order according to the story. Then, talk about each picture.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________

B What did you say? Write about each picture using the given words and phrases.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
Act Out the Story

Fill in the blanks to complete the conversation.

<table>
<thead>
<tr>
<th>promise</th>
<th>a big</th>
<th>am going to</th>
<th>behave badly</th>
<th>behave better</th>
</tr>
</thead>
<tbody>
<tr>
<td>drove the carriage</td>
<td>leave</td>
<td>lead driver</td>
<td>very important</td>
<td>notices</td>
</tr>
</tbody>
</table>

Driver  (Loudly) What a good day I had today! I 1__________ so well!
Wife  (Quietly) Oh, did you? Well, I saw and heard you today, and I didn’t like what I saw. So I’ve decided something. I 2__________ leave you.

Driver  (In amazement) 3__________ me? Why?
Wife  Well, the king is not very tall, but he is a 4__________ man. However, he’s always humble and kind. He is also sensitive and 5__________ everything.

Driver  So?
Wife  You may be 6__________ man, but you’re always so proud of yourself and 7__________ around everyone. You’re only a carriage driver! So I’m going away.

Driver  I’m very sorry. I 8__________ I won’t behave like that again.
Wife  If you promise to 9__________, then I won’t leave you.

Driver  (Days later) Do you know? I have just become the king’s 10__________!
Wife  Good! Then I’ll stay.

Practice the conversation, changing roles with a partner.

Summary

Fill in the blanks to complete the story.

The king was 1__________. His driver, Yan, was 2__________. He always shouted at the horses 3__________. When he 4__________ one night, his wife told him that she 5__________ this. Yan 6__________ this. His wife explained that he was not 7__________ the king. He was only a driver, but he behaved as if he were the most 8__________ in the country. Yan changed his attitude. When the king saw how different his 9__________, he asked him to become his 10__________ . His wife decided not to leave him after all.

Now, write the sentence from the summary that contains the main idea of the story.
Work with a partner. Choose one of the photos. Your partner will ask yes/no questions until he or she can guess your photo.

Example
Q: Are people sitting in the carriage? A: No.
Q: Is the carriage black? A: Yes.