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## READING WISE 3 Learning Through Asian Folktales

Helen Kirkpatrick

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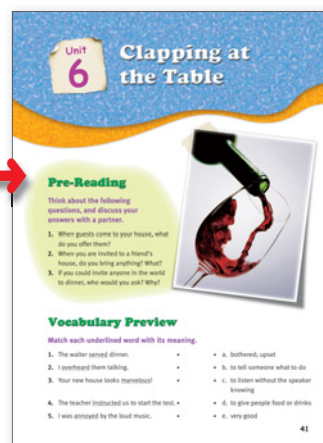
# How to Teach This Book

*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.

## 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.

**Unit 6 Clapping at the Table**

**Pre-Reading**  
Think about the following questions, and discuss your answers with a partner.

- When guests come to your house, what do you offer them?
- When you are invited to a friend's house, do you bring anything? What?
- If you could invite anyone in the world to dinner, who would you ask? Why?

**Vocabulary Preview**  
Match each underlined word with its meaning.

1. The waiter served dinner.	• a. bothered, upset
2. I repeated them talking.	• b. to tell someone what to do
3. You were <u>hushed</u> (impressed)?	• c. to listen without the speaker knowing
4. The teacher instructed us to start the test.	• d. to give people food or drinks
5. I was <u>amused</u> by the loud music.	• e. very good

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## 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.

**Clapping at the Table**

One day, there was a man named Tam who was rich but a miser. One day, Tam invited some friends to his house for dinner. As his guests were arriving, he quietly told his servant he was worried that his friends would drink too much wine. Tam instructed the servant not to serve any wine unless he clapped.

One of the guests, Li, overheard what Tam said to his servant, and he planned to play a game at dinner. During their meal, Li asked Tam how old his mother was. “She’s seventy-three,” answered Tam. “That’s wonderful!” said Li, clapping his hands. When the servant heard this, he entered the room and poured wine for everybody.

Shortly afterward, when his glass was nearly empty, Li asked how old Tam’s father was. “My father is eighty-four,” Tam said quickly. “That’s marvelous!” shouted Li, clapping again. The servant came into the room and again filled everyone’s glass.

Tam was beginning to get a little annoyed. So when Li next asked about Tam’s uncle, he said, “There’s no need to worry about other people in my family. You’ve already had way too much of my wine!”

**Understanding the Key Ideas**  
Choose the best answer.

- Which sentence best describes Li?
  - He was very interested in Tam’s family.
  - He was very rich.
  - He liked to play games.
  - He enjoyed drinking a lot.
- Why did Tam refuse to answer any more questions about his family?
  - He didn’t want to talk about his relatives.
  - He understood the game Li was playing.
  - He wanted to talk about something else.
  - He wanted to eat without talking.

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## Reading Comprehension (5 min.)

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.

**Reading Comprehension**

Circle T for true or F for false.

- Tam was a very generous friend. T F
- Tam was worried that his friends would eat too much. T F

Choose the best answer.

- How did the servant know when to serve the wine?  
a. Tam said, "Wine, please!" b. Someone sang a ball.  
c. He heard clapping. d. He could see the glasses were empty.
- Why did Li ask about Tam's family members?  
a. So he could find out their ages. b. So he would have a reason to clap.  
c. Because he really liked Tam's family. d. Because it was Tam's mother's birthday dinner.
- How did Li know about Tam's arrangement with the servant?  
a. The servant told him. b. Another guest told him.  
c. He overheard Tam talking. d. He overheard the servant talking.

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

- a. It is double the pleasure to tick a tickler.  
b. Every cloud has a silver lining.  
c. In wine, there is truth.  
d. It is better to give than to receive.

**Language Focus**

Choose the best word to complete each sentence.

- Camille was \_\_\_\_\_ after studying for four hours.
- Michael has been \_\_\_\_\_ of bears ever since one chased him in the woods.
- I was amazed by his \_\_\_\_\_ house. It had eight bedrooms and five bathrooms!
- Joann was \_\_\_\_\_ when Blain Dick was late for their meeting.
- I overheard Blain say his mother was \_\_\_\_\_ because he crashed her car.

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## Language Focus (5 min.)

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.



## 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.

**Picture Story**

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

2 when / heard clapping / filled all      3 went asked how old / man's mother / father

4 third time / said out to warn about / family / already / enough wine      5 saw guest overhead / man talking / servant

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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## 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.

**Act Out the Story**

Fill in the blanks to complete the conversation.

a little more    anything shortly    clap my hands    during    is very mean  
the servant    that's wonderful    my mother's worry    meal    when any wine

Man: Servant, I've invited some people for a \_\_\_\_\_. They'll be \_\_\_\_\_ the meal!

Servant: Yes, sir. When should I give them wine?

Man: Don't be \_\_\_\_\_ until you hear my signal. I'll \_\_\_\_\_ the table, but he \_\_\_\_\_ I overheard what he said to \_\_\_\_\_.

Man: Sure, how did it go?

Servant: She's seventy-three.

Man: \_\_\_\_\_? (Clapping) Oh, yes, I'll have another glass of wine. And how old is your father?

Servant: Eighty-four.

Man: \_\_\_\_\_! (Clapping) Yes, please, I'll have \_\_\_\_\_ wine. What about your uncle?

Man: He is \_\_\_\_\_ how old my uncle is. You've already had enough of my wine!

Practice the conversation, changing roles within a small group.

**Summary**

Fill in the blanks to complete the story.

A rich \_\_\_\_\_ invited some friends for dinner. Tom \_\_\_\_\_ the servant out to \_\_\_\_\_ any wine unless he \_\_\_\_\_ of the guests. \_\_\_\_\_ what Tom said and he planned to give a \_\_\_\_\_. During dinner, \_\_\_\_\_ asked Tom how old his mother was. Tom said she was seventy-three. "That's a \_\_\_\_\_," said \_\_\_\_\_, clapping his hands. The servant heard this, so he entered the room and \_\_\_\_\_, when he completely heard, he asked about Tom's father and clapped again. The servant poured more wine. Later, Tom \_\_\_\_\_ what it was going and he \_\_\_\_\_ to answer any more questions.

Now, write the sentence from the summary that contains the main idea of the story.

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## 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.

**Act Out the Story**

Fill in the blanks to complete the conversation.

a little more    anything shortly    clip my hands    during    is very mean  
the servant    that's wonderful    needn't worry    meal    serve any wine

Man: Servant, I've invited some people for a \_\_\_\_\_. They'll be \_\_\_\_\_ the meal.  
Servant: Yes, sir. When should I give them wine?  
Man: Don't \_\_\_\_\_. I'll tell you when I see you. I'll be \_\_\_\_\_.  
Man: It's 10:00, but he \_\_\_\_\_. I've heard what he said to \_\_\_\_\_.  
Man: \_\_\_\_\_. How old is your mother now?  
Man: She's seventy-three.  
Man: \_\_\_\_\_. (Clipping!) Oh, yes, I'd love another glass of wine. And how old is your father?  
Man: Eighty-four!  
Man: Marvellous! (Clipping!) Yes, please, I'll have a \_\_\_\_\_ wine. What about your uncle?  
Man: Yes, \_\_\_\_\_ have old my uncle is. You've already had enough of my wine!

Practice the conversation, changing roles within a small group.

**Summary**

Fill in the blanks to complete the story.

A rich \_\_\_\_\_ named Tom invited some friends for dinner. Tom \_\_\_\_\_ the servant out to \_\_\_\_\_ any wine unless he \_\_\_\_\_ One of the guests, Li \_\_\_\_\_ what Tom said \_\_\_\_\_ and he planned to play a \_\_\_\_\_ During dinner, \_\_\_\_\_ Li asked Tom how old his mother was. Tom said she was \_\_\_\_\_ seventy-three. That's \_\_\_\_\_ I'd add Li, clipping his hands. The servant heard this, so he entered the room and \_\_\_\_\_ wine for everybody. Next, Li asked about Tom's father and clipped again. The servant poured more wine. Soon, Tom \_\_\_\_\_ what Li was doing and \_\_\_\_\_ to answer any more questions.

Now, write the sentence from the summary that contains the main idea of the story.

## 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.

**Expansion Questions**

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

1. Write the correct word under each picture.

glass    cup    bowl    can    bag    jar    carton    basket

2. Create a game. What would you put in the containers? Choose foods from the list and fill in the blanks.

water    cola    milk    juice    sugar    salt    rice    nuts  
bread    fruit    beans    tomatoes    jam    peanut butter    coffee    tea

a. A glass of \_\_\_\_\_    b. A cup of \_\_\_\_\_  
c. A bowl of \_\_\_\_\_    d. A can of \_\_\_\_\_  
e. A bag of \_\_\_\_\_    f. A jar of \_\_\_\_\_  
g. A carton of \_\_\_\_\_    h. A basket of \_\_\_\_\_

Then, take turns with your partner trying to guess the answers that you have chosen.

Example: A: Do you have a glass of milk?    B: No, I don't.  
A: Do you have a glass of water?    B: Yes, I do.

## Supplemental Vocabulary Study

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.

Vocabulary word	Definition
Part of speech	New sentence in context
<i>(Example)</i>	
Feathers	Light, hair-like structures
noun	Peacocks have beautiful and colorful feathers.



Unit

1

# The Proud Driver

## 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

# The Proud Driver



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.



Reading Time \_\_\_\_\_ minutes \_\_\_\_\_ seconds 204 words

## 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.

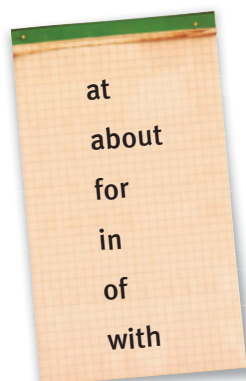
3. Who was the most important man in the country?
- |               |                    |
|---------------|--------------------|
| a. Yan        | b. The king        |
| c. Yan's wife | d. The lead driver |
4. Why was Yan's wife upset?
- |  |  |
|--|--|
| a. She wanted Yan to be the king.            | 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

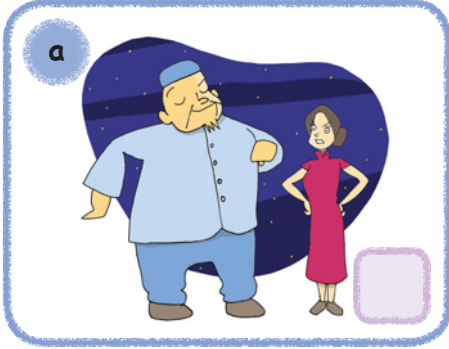
Choose the best preposition to complete each sentence.



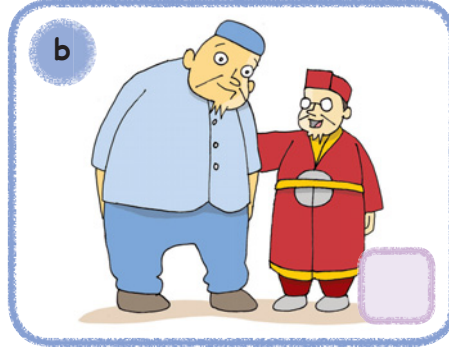
- Xu has always been afraid \_\_\_\_\_ the dark.
- The children were very excited \_\_\_\_\_ their new dog.
- Pat is very interested \_\_\_\_\_ sports.
- France has always been famous \_\_\_\_\_ its good food.
- Ella was delighted \_\_\_\_\_ her lovely birthday present.
- Dan was amazed \_\_\_\_\_ how quickly Jen learned to speak Chinese.

# Picture Story

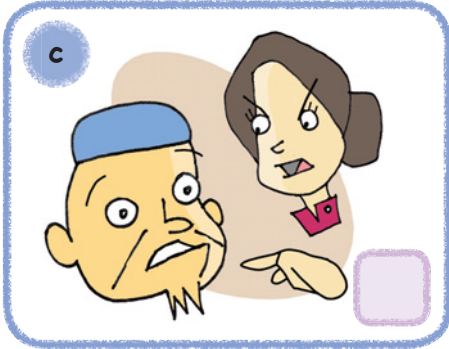
**A** Number the pictures in the correct order according to the story. Then, talk about each picture.



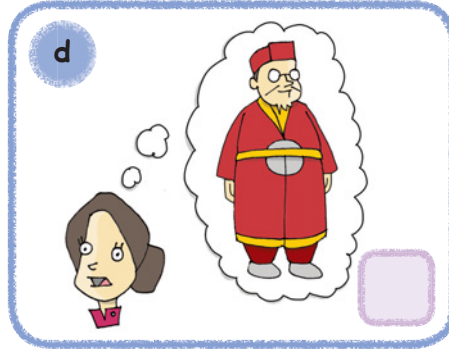
Yan / going to leave / wife / home



king noticed / lead driver / behaving better



rude to people / shouted at horses / wife said



quiet and gentle / important / wasn't proud

**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.

promise	a big	am going to	behave badly	behave better
drove the carriage	leave	lead driver	very important	notices

**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** \_\_\_\_\_. 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.

lead driver  
a small man  
attitude was  
a big man  
important man  
to go faster  
as important as  
returned home  
was amazed to hear  
was leaving him

Now, write the sentence from the summary that contains the main idea of the story.

# Expansion Questions

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.

