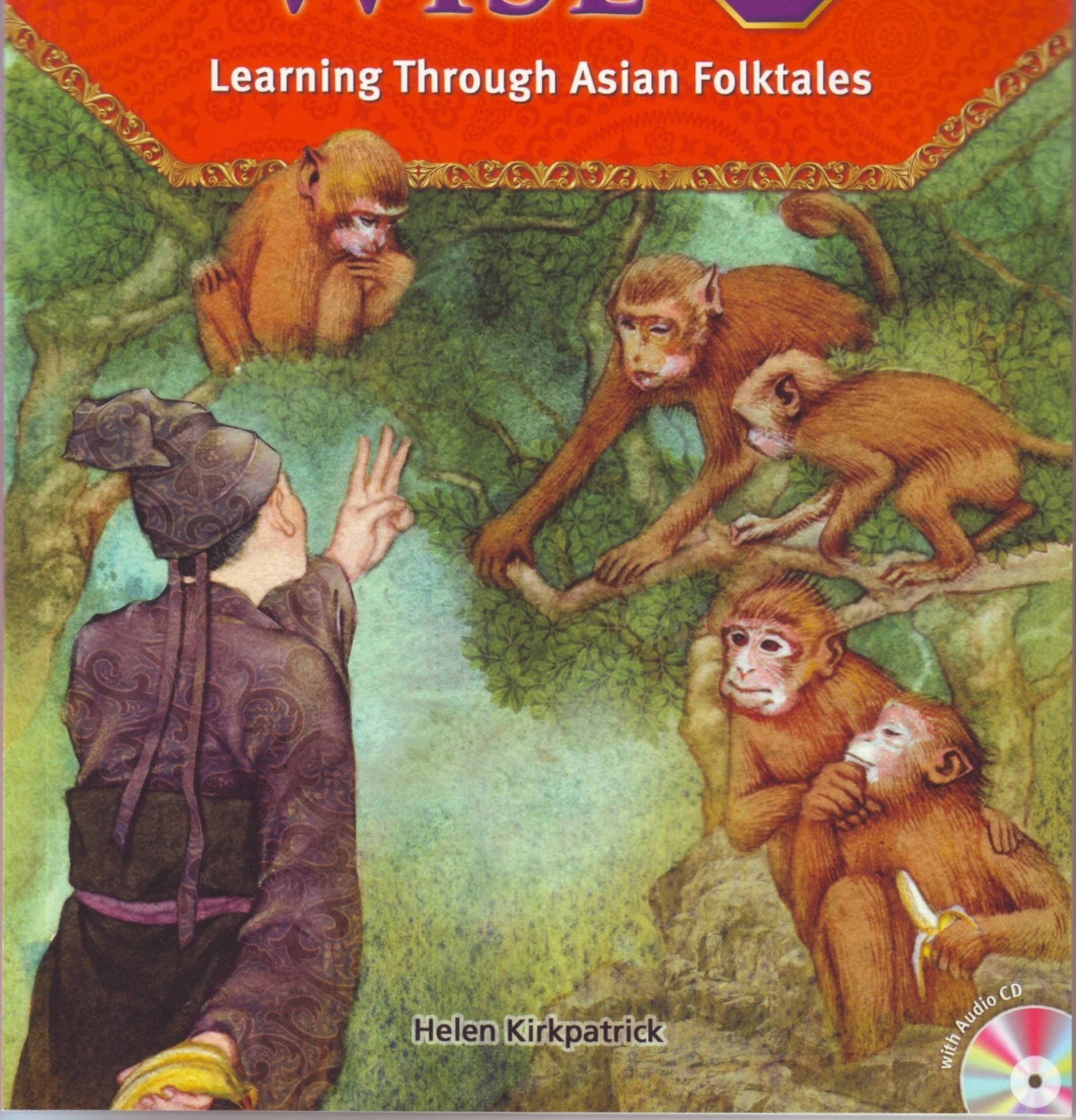


READING WISE 3

Learning Through Asian Folktales



Helen Kirkpatrick

with Audio CD



READING WISE

3

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Helen Kirkpatrick

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Helen Kirkpatrick

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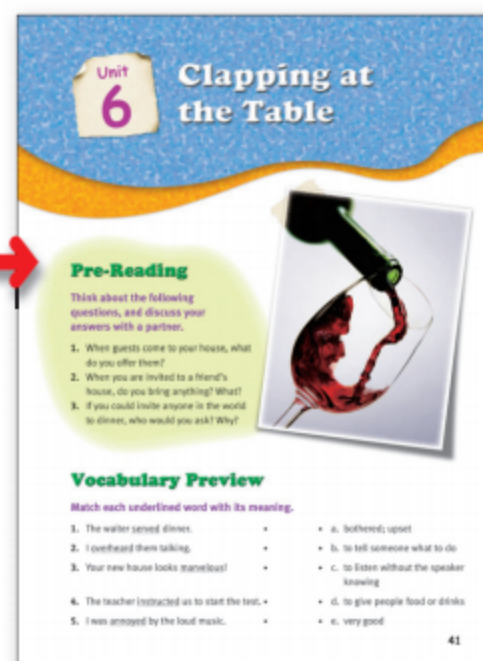
How to Teach This Book

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 overheard them talking.	b. to tell someone what to do
3. Your new house looks marvelous!	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 annoyed by the loud music.	e. very good

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

Once, there was a man named Tan who was rich but a miser. One day, Tan 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. Tan instructed the servant not to serve any wine unless he clapped.

One of the guests, Li, overheard what Tan said to his servant, and he planned to play a game at dinner. During their meal, Li asked Tan how old his mother was. "She's seventy-three," answered Tan. "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 Tan's father was. "My father is eighty-four," Tan said quickly. "That's marvelous!" cheered Li, clapping again. The servant came into the room and again filled everyone's glass.

Tan was beginning to get a little annoyed. So when Li next asked about Tan'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 Tan's family.
 - He was very rich.
 - He liked to play games.
 - He enjoyed drinking a lot.
- Why did Tan 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.

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.

- Tan was a very generous friend. T F
- Tan 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?
 - Tan said, "Wine, please!"
 - Someone rang a bell.
 - He heard clapping.
 - He could see the glasses were empty.
- Why did Li ask about Tan's family members?
 - So he could find out their ages.
 - So he would have a reason to clap.
 - Because he really liked Tan's family.
 - Because it was Tan's mother's birthday dinner.
- How did Li know about Tan's arrangement with the servant?
 - The servant told him.
 - Another guest told him.
 - He overheard Tan talking.
 - He overheard the servant talking.

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

- It is double the pleasure to trick a trickster.
- Every cloud has a silver lining.
- In wine, there is truth.
- It is better to give than to receive.

Language Focus

Choose the best word to complete each sentence.

- Camilla was _____ after studying for four hours.
- Mikhail 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!
- Joan was _____ when Won Bok was late for their meeting.
- I overheard Min 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.



when / heard clapping / filled all



guest asked how old / man's mother / father



third time / said not to worry about / family / already / enough wine



one guest overheard / man telling / servant

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

- _____
- _____
- _____
- _____

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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. Share the correct answers with the class.

For pronunciation practice, read the dialog aloud. Stop after each phrase of sentence and have students repeat what they heard. A fun variation is to have all the boys repeat the male parts and all the girls repeat the female parts, or split the class in half and have one side repeat one character and the other side repeat the second character. After this practice, students can work in pairs or small groups to recite the dialog together.

If there is time, choose 2-4 pairs to preform the dialog. Seeing the story in live motion will make it more dynamic for students to connect the reading to actual events. The more dynamic 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 the servant

arriving shortly that's wonderful

clap my hands needs't worry

during meal

is very mean serve any wine

Max: Servant, I've invited some people for a 1. They'll be 2. Don't give them too much wine 3 the meal!

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

Max: Don't 4 until you hear my signal. I'll 5.

Guest: He's rich, but he 6. I overheard what he said to 7.

Max: Tan, how old is your mother now?

Guest: She's seventy-three.

Max: 8. (Clapping) Oh, yes. I'd love another glass of wine. And how old is your father?

Guest: Eighty-four!

Max: Marvelous! (Clapping) Yes, please, I'll have 9 wine. What about your uncle?

Max: You 10 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 1 named Tan invited some friends for dinner. Tan 2 the servant not to 3 any wine unless he 4. One of the guests, Li, 5 what Tan said and he planned to play a 6. During dinner, Li asked Tan how old his mother was. Tan said she was seventy-three. "That's 7," said Li, clapping his hands. The servant heard this, so he entered the room and 8 wine for everybody. Next, Li asked about Tan's father and clapped again. The servant poured more wine. Soon, Tan 9 what Li was doing and 10 to answer any more questions.

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

45

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 arriving shortly clap 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 _____ until you hear my signal. I'll _____
Guest: He's right, but he's _____ I overheard what he said to _____
Man: Tam, how old is your mother now?
Guest: She's seventy-three.
Man: _____ (Clapping) Oh, yes. I'd love another glass of wine. And how old is your father?
Guest: Right! He's _____
Man: Wonderful! (Clapping) Yes, please, I'll have _____ wine. What about your uncle?
Guest: You _____ 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 _____ named Tam invited some friends for dinner. Tam _____ the servant not to _____ any wine unless he _____ One of the guests, Li, _____ what Tam said and he planned to play a trick. _____ During dinner, Li asked Tam how old his mother was. Tam said she was seventy-three. "That's _____" said Li, clapping his hands. The servant heard this, so he entered the room and _____ wine for everybody. Next, Li asked about Tam's father and clapped again. The servant poured more wine. Soon, Tam _____ 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	canteen	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	rais
bread	fruit	beans	tomatoes	jam	peasut	butter	coffee

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 canteen 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 <u>carriage</u> was the main form of transportation before cars. | • | • a. a vehicle pulled by horses |
| 2. Kit <u>noticed</u> that her handbag was open. | • | • b. very surprised |
| 3. Joe was <u>amazed</u> at how big the elephant was. | • | • c. scared |
| 4. Li was <u>shocked</u> when he saw the huge snake. | • | • d. to see or pay attention to |
| 5. The boy's father was angry because he did not <u>behave</u> . | • | • 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.