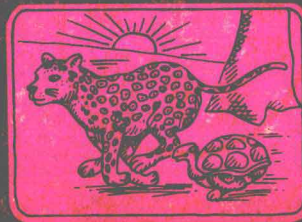




# Forestville Tales

INTERNATIONAL FOLK STORIES

Aaron Berman

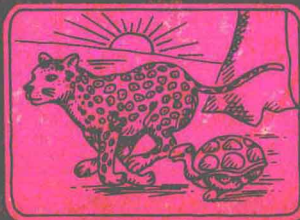
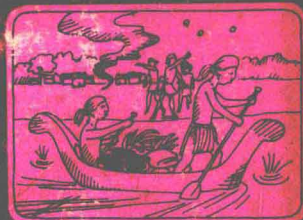


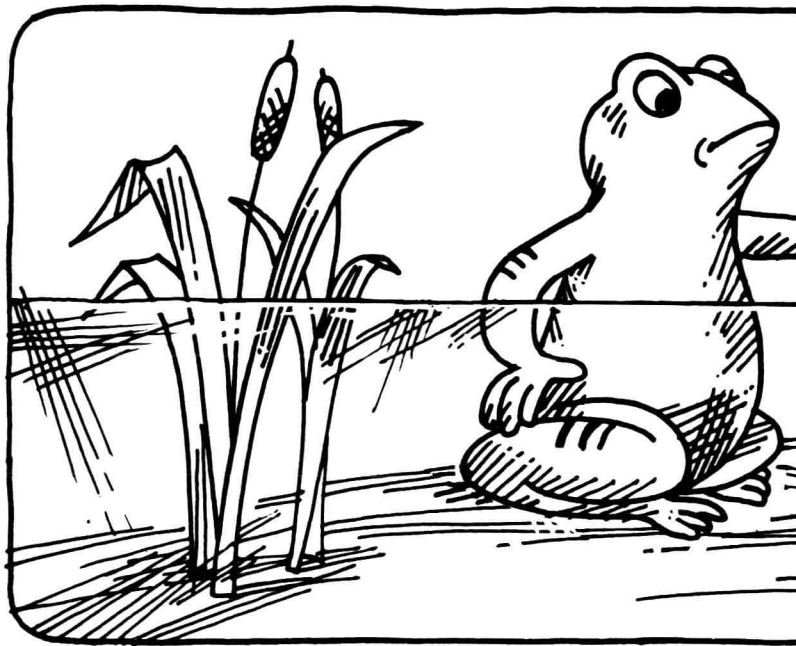


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## **Aaron Berman**

**COLLIER MACMILLAN INTERNATIONAL, INC.**  
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For my daughter, Raquel

# Introduction

## To the Teacher:

*Forestville Tales* is a supplementary reader for young and young-at-heart learners of English as a foreign or second language. It contains eight short folk stories in simplified English. The folk stories represent many cultures, yet they touch on a commonality within the reader's experience and imagination. The ideas in each story cover the range from the sublime to the ridiculous, making the folk tales a refreshing change of pace from the standard language lesson.

*Forestville Tales* is designed to develop reading and speaking skills. The unique feature of *Forestville Tales* is that each story is sequentially illustrated. The illustrations give students a better understanding of the folk tales and can be used as cues when asking students to retell the stories in their own words. Segments of each story are numbered to indicate the corresponding picture on the opposite page.

Each lesson opens with a list of words and expressions, followed by the illustrated folk tale. There are a variety of short exercises that develop and reinforce reading and speaking skills. Whenever an exercise is presented for the first time, the student is given a model to follow. You should not feel compelled to go through all the exercises in each lesson. You may even wish to assign exercises individually, letting each student progress at his or her own rate.



## Some Suggestions for Using *Forestville Tales*:

1. Before reading each story, explain the basic idea in a few short sentences.
2. Follow this brief introduction by explaining the words and expressions from the list which may not be familiar to your students.
3. Ask the students to open their books and read silently, as you read the story aloud. In this way, you maintain command of the pace and usually avoid classroom boredom caused by the slow, insecure reading of the students themselves.
4. After reading the story, you may want to ask the group which words or concepts they did not understand. Remember that the illustrations can be used to clarify difficult words or structures. Then re-read the story.
5. Ask your students sequential questions about the story, questions that can be answered by simply re-reading the folk tale. This type of questioning trains your students in the valuable skill of skimming and provides them with the opportunity to re-read effortlessly.

Phrase the questions so that they can be answered in both long and short responses that can be taken directly from the story (without asking the student to generate new language). Here is an example, taken from the first story:

*It's winter. Renard the fox is very hungry, but he is not worried. He is a very smart fox. He knows that he can find food for his family without a lot of work.*

### **Suggested sequential questions and possible answers:**

- a. What time of year is it? Is it summer or winter?  
*Short response:* Winter  
*Long response:* It's winter.
- b. Is Renard hungry?  
*Short response:* Yes.  
*Long response:* Yes, he's hungry.

c. Is he a stupid or smart fox?

*Short response:* Smart.

*Long response:* He's a smart fox.

d. What does he know?

*Short response:* (That) he can find food for his family.

*Long response:* He knows that he can find food for his family.

Continue in the same vein, always following the sequence of the story when questioning.

6. Assign some of the exercises for class or individual seat-work. You may want to give out some of the exercises for homework.
7. Ask some of the sequential questions again, this time with books closed.
8. Tell students to cover up the written portions and retell the story by looking at the pictures. You may want to choose one student per picture, or one student for all of the pictures, or both.

### **Additional Activities:**

1. Choose key phrases from the story and write a dialogue with the students. Have the students memorize the dialogue and dramatize the story in groups.
2. List connecting words (*so, then, and, but, etc.*), on the blackboard. Go over the words with the class, giving several examples of the impact these words have when used to connect two or more sentences into one. Then, choose a folk tale and show how a connecting word can be used to link the events in one illustration with the events depicted in the illustration immediately following.
3. Select an illustration from the story and ask students to describe what they see in the picture.

These short, adapted folk stories were developed during my years of teaching English as a second language to Cuban children in Miami, Florida, and teacher training at Sonoma State College in California. Several people are responsible for adding new dimensions to the stories, and for bringing them to life again, and subsequently to

print. To them I express appreciation and gratitude. Simón Almen-  
dares R. translated some of the stories into Spanish and taught them  
to my college Spanish classes to the delight of the students, proving,  
to my satisfaction, that children's stories are effective with young-  
at-heart teachers and students. Anita Charney of Collier Macmillan  
International encouraged the publication of the stories and Linda  
Conoval is responsible for the format of the book. Both took a  
special interest in the project and seemed to place their hearts into  
the book. I owe, most of all, special appreciation to the editor, Peggy  
Intrator, who worked patiently with me on the stories, making  
useful and constructive suggestions. Peggy grew to love the stories  
and I know that from her feelings about them she grew to  
understand in Forestville California that animals really talk.

# **Forestville Tales**

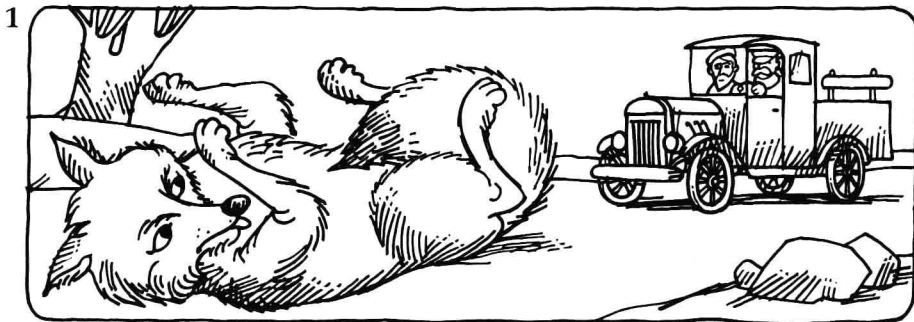
# Renard the Fox and the Truck Full of Fish

(FRENCH)

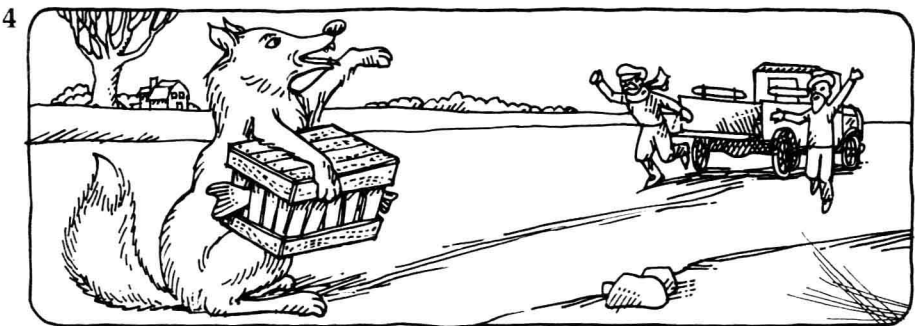
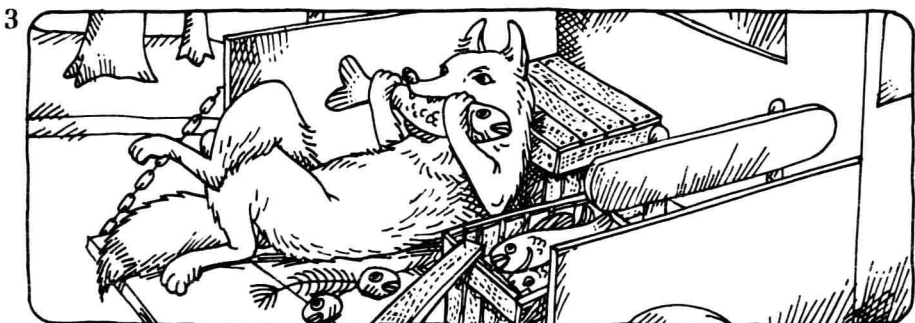
Learn these words and expressions with your teacher.

fur  
shiny

play dead  
is worried



It's winter. Renard the Fox is very hungry but he is not worried. He is a very smart fox. He knows that he can find food for his family without a lot of work. He has a plan. On the road in the forest he sees two men driving a small truck. In the back of the truck there are two boxes full of fish. Renard decides to get some of those fish for himself and his family. First, he runs and gets far ahead of the truck. Then, he lies down in the road and plays dead. The truck moves slowly down the road. Soon the men in the truck see Renard the Fox. 1



“Look! There’s a fox!” one man says to the other, “Let’s stop and look at him.” “He’s dead. We can use his fur. Throw him into the truck!” the other man says. So the men throw Renard into the truck near the small box of fish. Then they go back into the truck. While they are talking, Renard eats all the fish in the small box. When the truck slows down to turn, he quickly takes the other box and jumps onto the road. “Hey there!” he calls to the men, “Thanks a lot for these delicious fish. I am going to keep my fur and these fish.”

The men try to stop him, but Renard runs away. He is very happy. Now he has fish for himself, his wife and their two children. They have enough to eat for the whole winter, and the fish keeps their fur looking nice and shiny.



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# Exercises

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## True/False

If the sentence is true, write "T." If the sentence is false, write "F."

Examples: \_\_\_\_\_ It's summer.

\_\_\_\_\_ Renard is hungry.

1. T Renard is a very stupid fox.
2. T He sees two men driving a bus.
3. T He sees two boxes of fish.
4. T The men want to use Renard's fur.
5. T The fish will keep the foxes' fur nice and shiny.

## Vocabulary Practice

Choose one of the following words and write it in the correct space.

try  
throw  
fish

driving  
ahead  
keep

Example: Renard decides to get some of those fish for himself and his family.

1. On the road in the forest Renard sees two men driving a small truck.
2. He runs and gets ahead of the truck.
3. " Throw him into the truck!" the man said.
4. "I'm going to keep my fur and these fish." Renard said.
5. The men try to stop him, but Renard runs away.