

大学英语视听进阶

1

College English
View and Listen

教师手册 Teacher's Manual

主编 Nancy Douglas Nancy Hubley (美方)
王敏华 朱朝晖(中方)

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前言

《大学英语视听进阶》系列教材由上海外语教育出版社、美国国家地理和圣智学习出版公司联合开发出版。本教材以教育部颁布的《大学英语课程教学要求》为指导，在整体设计、内容编排及练习形式等方面充分体现大学英语教学中视听说技能培养的优先地位，同时又兼顾了其他技能的培养及训练。本教材中的视听素材均来自于美国国家地理，语料真实地道，内容涵盖广泛，涉及到自然科学及人文科学的方方面面，为学生提供了原汁原味的英语学习素材，可极大地开阔学生的视野，是大学英语教学中不可多得的视听教材。

《大学英语视听进阶》为我国普通高校大学生设计和编写，共4册，每册12个单元。与同类教材相比，它具有如下显著特点：

1. 结构设计层次分明。本教材各单元均按主题编写，通过热身活动导入听力训练，分为听前、听中、听后三大模块，随后进入视频听力训练，同样分为视前、视中、视后三个模块，循序渐进，层层深入，最后以与素材主题相关的写作练习完成语言学习的输出过程。此外，每三个单元后设有一个复习板块，听力训练与阅读训练相结合，将所学的知识点巧妙梳理整合，便于学生复习掌握。

2. 精听与泛听相结合。本教材根据听力策略要求，将精听与泛听有机结合，训练学生的精听及泛听能力。每单元听力训练中的A篇为精听素材，分两部分进行，着重细节的理解；B篇为泛听素材，着重主题大意的理解；视频部分既包含了细节理解也包含了对主题思想的理解，最终完成对单元主题的全面了解。

3. 题材广泛，语料真实，内容丰富。本教材针对大学生的生活经历和知识结构，广泛选取了知识性、趣味性强的视听素材，主要涉及天文地理、科技探索、自然风光、风土人情、音乐艺术、名人轶事、生态环境、动物保护、生物医药、社会生活等各个领域。题材的趣味性及多样性能激发学生的学习积极性，拓展学生的视野，扩充知识面，从而丰富他们的生活阅历；此外，教材所用素材真，语音地道纯正，语言鲜活生动，画质优美清晰，能使学生从感官及心理上感受英语语言的魅力及异域文化的多样性，最终将英语学习变成一种享受与求知的过程。

4. 练习形式多样，涵盖各项技能。本教材练习设计体现了不同技能采用不同训练方式，遵循语言输入与输出兼顾的原则，练习整体框架基于建构主义的认知原理。在主题导入及视听热身阶段，练习形式包括讨论、配对、填空、判断对错、预测等。在视听理解环节上，除设计了传统的多项选择题外，还设计了听写及翻译、简答、分类、做笔记、总结填空、看图填空、排序等题型。在视听后续环节上，设计了以翻译

为主的练习，目的在于将听力文章中的主要词汇及用法加以复习巩固，由听力的输入过程转化为翻译的输出过程，达到学以致用效果；此外，还辅以讨论、总结、角色扮演、口译、模拟访谈、口头陈述等口语练习，使口语表达能力得到充分训练。在全书4个复习板块中，采用了听力与阅读相结合的方式设计练习，由字谜游戏引入，以激发学生思辨能力的思考题结束，形成了一个完整的复习过程。通过丰富多样的练习形式，学生的听、说、读、写、译技能得到了充分训练，其语言综合运用能力势必会进一步提高，大学英语教学效果得到体现。

5. 难易适中，梯度分明，层次递进。第1-4册听力选文长度分别约为300、400、700、1100词，各册教材视听内容所涵盖的中心词(headword)词汇量分别约为：1900、2200、2600、3000词。

6. 图文并茂，编排新颖。本教材的编排图文交错，新颖独特，有些练习形式以图为依据，图解文意，图片精美，在视觉上令人耳目一新。每册书均附有含视听素材的光盘，音视频素材质量高，音质清，画质好，使人陶醉。

此外，每册教材均配有教师手册，提供教学参考资料和指导。教师手册涵盖了音视频脚本及练习的参考答案，还提供了单元介绍、与主题相关的背景知识、教学重点注释及教学提示和建议等。

本套教材适用于我国普通高校本科生，原则上1-4册对应大学英语1-4级；由于语料选材广泛，部分主题有一定难度，特别是第3、4册的长度和难度有比较明显的增加，因此也可作为大学英语拓展课程的视听说教材使用。每单元内容较多，教师可根据学生实际情况自行选用。

由于编者水平有限，本套教材的不足之处在所难免，恳请各位专家、同仁及读者多提宝贵意见。

编者
2013.3

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UNIT 1

Amazing Animals

UNIT INTRODUCTION

This unit focuses on animal intelligence. Students will listen and watch about several intelligent animals, including *bottlenose dolphins* (宽吻海豚), *orangutans* /ɔːræŋuː'tæns/ (猩猩), *chimps* (chimpanzee 黑猩猩), *Asian elephants*, and *macaque* /mə'kɑ:k/ *monkeys* (猕猴, 恒河猴).

Key Words for Internet Research: *animal intelligence, chimp computer, dolphin communication, elephant musician, macaque learning, orangutan sign language.*

For More Information: <http://ngm.nationalgeographic.com/2008/03/animal-minds/virginia-morell-text/1>

WARMING UP

Answer Key

Possible responses are: 1. Humans use a full range of language skills, deal with abstract thoughts and things that are not physically present, refer to the past and the future, and invent and design complex machines and buildings; 2. Animals rely more heavily on innate or inborn behaviors and are able to function on their own shortly after birth. Moreover, their senses of sight, smell, and sound are often greater than human senses; 3. Answers will vary, but ask students to provide reasons for their choice to show that they have properly considered the questions.

Teaching Notes

Write the word *monkey* on the board and pronounce the name *proboscis* /prə'bɒsɪs/ (长鼻). Tell students to look at the photo and read the caption. Ask them:

- **What is the animal in the photo doing?** leaping through the air, carrying its baby
- **What kind of animal is it?** a proboscis monkey
- **Where is Sabah** /'sɑ:bɑ:/ (沙巴[马来西亚一地区])? in the northeast of the island of Borneo /'bɔ:rnɪ,əʊ/ (婆罗洲[Kalimantan的旧称]) near Brunei /'bru:nai/ (文莱[亚洲国家]); it's a

Malaysian state

- **What kind of place is it?** a rain forest and jungle
- **Can you find another animal in the unit that lives in Borneo?** the orangutan in the *Spot Dictation*

Ask students what is unusual about these monkeys (their large noses and their ability to leap long distances).

LISTENING

1A Animal Intelligence

Lesson Overview

Target Vocabulary

advantage, alike, assist, conversation, intelligent, method, smart, specific, strategy, system

Listening Passage Summary

Like humans, dolphins can plan, communicate ideas, and have fun.

Answer Key

Before You Listen

- A. 1. T 2. T 3. T 4. F, Most bottlenose dolphins live in groups, called pods.
B. b. things dolphins do

Listening Comprehension

- A. 1. a 2. b 3. b 4. b 5. c
B. Humans: c; Dolphins: g; Both: a, b, d, e, f and h

After You Listen

- A. 1. intelligent 2. strategy 3. umbrella 4. complex
5. system 6. sign 7. conversation
B. 1. method 2. assist 3. alike 4. advantage 5. specific 6. smart
C. 1. Refer to the listening script.
2. Answers will vary, but students must give examples to support their answers.

Teaching Notes

Before You Listen

- A. **True or False.** Say the word dolphin /'dɒlfɪn/ with students and ask what they know about these animals. Have students complete Activity A. Check answers as a class.
Mammals (Question 1) are warm-blooded animals that have live babies instead of

laying eggs as fish do. Female mammals feed their babies milk. A *whistle* (Question 2) can be a noise-making tube as *shown on page 2*, or it can be the kind of sound made by animals as mentioned in Question 3. Question 4 contrasts *live by themselves* with the photo caption of dolphins as *social animals* that prefer to be with other animals instead of being alone.

- B. Predicting.** Have students read all the information available in *Before You Listen* and *Listening Comprehension* and predict what the passage will mainly talk about. Ask them to do Activity B. Check the answer and ask students to give the reason. Then let them listen and ask if they want to change the answer. The answer, b. things dolphins do, indicates that verbs such as *communicate*, *play*, and *help* are important clues.

If students have difficulty identifying the main idea, ask them what sorts of information would be needed to support the other two options. For example, for “types of dolphins” you would expect to hear names and descriptions of different kinds of dolphins. For the option “what dolphins eat,” note that while the latter part of the passage does mention that dolphins eat fish, in this case, the main idea is supposed to apply to the entire listening passage.

Listening Comprehension

- A. Multiple Choice.** Have students read the questions and choices silently and ask them if they have any question. If they don’t, ask them how they understand the word *language* (Question 2). It may mean many ways of communicating other than human speech. For example, the photo caption beside Activity A says dolphins use *body language* to communicate. Ask students to give some examples of body language (facial expressions, posture, signals such as waving, etc.). Then have students listen to the passage. Check answers as a class, asking students to give evidence for their answers. If they find it difficult, let them listen again.
- B. Classification.** Have students look at Activity B. If students are unfamiliar with Venn diagrams, point out that the overlapping area is for traits or characteristics that both groups share in common. Have students listen to the passage again and complete Activity B. Check answers as a class.

SCRIPT

The Incredible Dolphin

Many people say dolphins are very intelligent. They seem to be able to think, understand, and learn things quickly. But are they smart like humans or more like cats or dogs? Dolphins use their brains differently from people. But

scientists say dolphin intelligence and human intelligence are alike in some ways. How?

FACT 1: Talk to Me

Like humans, every dolphin has its own “name.” The name is a special whistle. Each dolphin chooses a specific whistle for itself, usually by its first birthday. Actually, scientists think dolphins, like people, “talk” to each other about a lot of things, such as their age, their feelings, or finding food. And, like humans, dolphins use a system of sounds and body language to communicate. But understanding their conversations is not easy for humans. No one “speaks dolphin” yet, but some scientists are trying to learn.

FACT 2: Let’s Play

Dolphins are also social animals. They live in groups called *pods*, and they often join others from different pods to play games and have fun — just like people. In fact, playing together is something only intelligent animals do.

FACT 3: Fishermen’s Helpers

Dolphins and humans are similar in another way: both make plans to get something they want. In the seas of southern Brazil, for example, dolphins use an interesting strategy to get food. When fish are near a boat, dolphins signal to the fishermen to put their nets in the water. Using this method, the men can catch a lot of fish. What is the advantage for the dolphins? Why do they assist the men? The dolphins get to eat some of the fish.

After You Listen

- A. **Spot Dictation.** Have students read the paragraph with words missing and have them guess what those missing words might be. Let them listen and fill in the blanks with the exact words they hear. Check answers as a class.

SCRIPT

The orangutan is known for its red hair and long arms. But did you know this: the orangutan is also a very **intelligent** animal. For example, orangutans use a **strategy** to stay dry when it rains: they take leaves from the trees and use them like an **umbrella**! These animals don’t have a **complex** language **system** like humans do. But today, some orangutans are learning basic **sign** language. Maybe, in the future, we will be able to have a simple **conversation** with them.

- B. Matching.** Point out antonym pairs: *alike/different*, *intelligent/unintelligent*, *smart/stupid*, *specific/vague*, *advantage/disadvantage*. Have students do Activity B. Check answers as a class.

Word Link

Write the following words on the board: *appearance*, *difference*, *entrance*, *performance*. Have students study the word parts (e.g., appear + ance, enter + ance). Ask them to use the words to complete sentences you make up (e.g., “The _____ to the school is in the front of the building.”). Invite students to make their own sentences.

C. Talking.

1. Have students do Activity 1 and share answers as a class.
2. Have students do Activity 2. Answers will vary, but must be supported by examples to show that students have properly considered the questions. Select some students to report their discussion.

1B Artistic Animals

Lesson Overview

Target Vocabulary

artist, creative, earn, encourage, gentle, huge, performance, popular, properly, trainer

Listening Passage Summary

Elephants at a conservation center in Thailand paint pictures and play in an elephant orchestra.

Answer Key

Before You Listen

- A. 1. trunk 2. xylophone 3. elephant 4. instruments 5. drum
B. a. paint b. play music d. play soccer

Listening Comprehension

- A. 1. d 2. b 3. c 4. a 5. c
B. Paragraph 1. b Paragraph 2. e Paragraph 3. a Paragraph 4. d

After You Listen

- A. 1. can paint 2. draw on the ground with a stick
3. how to hold a paintbrush 4. sells paintings by these elephant artists
5. hopes to earn money
B. 1. a 2. a 3. b 4. a 5. a 6. b 7. a 8. a

- C. 1. Sample answer: Elephants at a conservation center in Thailand are great artists and very popular. These huge and gentle animals are encouraged to paint. Some of their paintings are very good. What's more, they can play different kinds of music properly during their performances. They are creative for they don't just copy their trainers or other people. How amazing they are!
2. Answers will vary, but must be convincing and show students have properly considered the questions.

Teaching Notes

Before You Listen

- A. **Labeling.** *Instruments* is a group term for a variety of specific instruments such as drum or xylophone /'zaiɹləfəʊn/ (木琴). Ask if anyone knows how the instruments in the picture are played. Can they demonstrate how to play the instruments? Have students do Activity A. Check answers as a class.
- B. **Predicting.** Have students do Activity B. Ask them to cite evidence from the photo to support their answers. Check answers as a class.

Listening Comprehension

- A. **Multiple Choice.** Have students read Activity A and ask them if they have any question or new words in it. If they have, answer them or help them find out the answers themselves. For Question 1, tell them that the title of a passage has something to do with its main idea, and the main idea of a passage is usually covered at the beginning or at the end of a passage, or expressed through repeated words or phrases. Therefore, to work out the title of a passage, they need to pay special attention to those parts and the repeated words or phrases. Have students guess the answer for each question or incomplete sentence according to the information available and then let them listen to the passage and confirm or adjust their answers. If most students have doubt about a certain answer, play the recording of that part again and explain.
- B. **Matching.** Point out that most paragraphs are built around one main idea that is often expressed in a topic sentence at the start of a paragraph. If students are confused between main ideas "a" and "b," have them decide which paragraph is more general (the first one) and which paragraph deals primarily with the work of one man (the third). Have students do Activity B. Check answers as a class.

SCRIPT

Musical Elephants

In the town of Lampang in northern Thailand, there is an unusual group of

musicians. They play many different kinds of music — everything from traditional Thai songs to music by Beethoven.

Both children and adults love this group. What makes them so popular? Is it their music? Their looks? Yes, it's both of these things, but it's also something else: they're elephants. These musical elephants started at the Thai Elephant Conservation Center (TECC) in Lampang. The TECC protects elephants. It teaches people to understand and care for these huge, but gentle, animals. Like many zoos around the world, the TECC encourages elephants to paint.

Richard Lair works with the TECC. He knows a lot about elephants. He says some of the animals' paintings are very good. But, in fact, elephants hear better than they see. And so he had an idea: if elephants are intelligent and they have good hearing, maybe they can play music. To test his idea, Lair and a friend started the Thai Elephant Orchestra. During a performance, the Elephants play a variety of instruments, including the drums and the xylophone. The animals also use their voices and trunks to make sounds.

But can elephants really make music properly? Yes, says Lair. They're very creative. Humans encourage the animals to play, but the elephants make their own songs; they don't just copy their trainers or other people. There are now CDs of the group's music, which earn money for the TECC. And the music these artists create is pretty amazing.

After You Listen

- A. **Spot Dictation.** Tell students to repeat each sentence they have heard. If they can't repeat a sentence after listening one time, then tell them they can listen again and again until they can. Make certain that students understand repetition is actually a very effective way to improve their listening ability. Ask students to write the whole sentence down when they are able to repeat it. Have students listen again and check the dictation when students finish it. Show students the dictation passage and have them analyze their mistakes made in dictation if any. In this way, help them work on their weaknesses in listening.

SCRIPT

Many elephants **can paint**. In fact, elephants in zoos sometimes **draw on the ground with a stick**. Seeing this, some elephant trainers show elephants **how to hold a paintbrush**, and encourage the elephants to choose colors and paint. Of course, not every painting is good. Just like humans, only some elephants are creative. Now, an online gallery **sells paintings by these elephant artists**. By doing this, the gallery **hopes to earn money** to protect elephants.

B. Completion. Point out antonym pairs: *encourage/discourage*, *popular/unpopular*, *creative/dull*, *gentle/rough*, *huge/tiny*, *properly/improperly*. Have students do Activity B. Check answers as a class. Mention *huge* often refers to enormous size, as for elephants. However, it can also mean something extreme in amount or degree. *Hugely* is often used to mean *extremely*. For example: *The new band is hugely popular*, and *tickets are sold out for all their performances*. Informally, people sometimes reply *It's huge!* when they are asked how important something is. That means it is very important.

Word Link

The suffix *-ist* means someone who does something, often as a job or occupation. Ask students if they know any other jobs that end in *-ist*. Write jobs like *dentist*, *receptionist*, *hairstylist*, *pharmacist*, and *florist* on the board and have students use them to complete sentences like the following:

A _____ sells flowers.

A _____ cleans your teeth.

A _____ answers the phone calls in a company.

A _____ cuts your hair.

You buy medicine from a _____.

C. Talking.

1. Have students do Activity 1 and select some groups to tell their summary.
2. Have students do Activity 2. Answers will vary, but must be convincing and show students have properly considered the questions. Select some groups to report their discussion.

VIEWING

Monkey College

Lesson Overview

Video Summary

In Surat Thani, Thailand, monkeys learn how to pick coconuts from tall trees.

Answer Key

Before You View

- A. 1. monkey 2. trainer 3. coconut 4. rope
- B. Monkeys learn how to pick coconuts from high trees and in this way they help Thai farmers earn money.

Viewing Comprehension

- A. 1. c 2. d 3. a 4. b
- B. 1. First, the man shows the monkey how to spin a coconut in a box;
2. Then the man holds the monkey's hand and encourages him to twist the coconut himself;
3. Later, he brings the monkey to a tree to learn how to pick the coconuts that are ready to eat;
4. The trainer uses a rope to control and direct the monkey's work.
- C. 1. It is a place where monkeys are taught how to pick coconuts from very tall trees.
2. It takes months for the young monkey to learn to do the job.
3. It is used to control and direct the monkey's work on the high tree.
4. The coconut is an important fruit for farmers in Thailand. They earn money by selling coconuts.
5. People drink the fruit and use it in coconut curry, a very popular local food.
6. About 2 million.
7. It picks fruit from Pak's own trees and Pak also lends it to other farmers to earn extra money.
8. A more gentle method of teaching monkeys.

After You View

- A. 1. a 2. b 3. a
- B. Answers will vary.

Teaching Notes

Before You View

- A. **Matching.** Have students complete Activity A. Ask them about how they understand the picture. Refer students to the title and have them in pairs imagine what a monkey college is like. Select some of the students to tell their imagination.
- B. **Predicting.** Divide the class into groups of four and complete Activity B. Tell each group to select one to report their answer. Have some of the group representatives give their answers. Then let students watch the video to confirm or adjust their imagination.

Viewing Comprehension

- A. **Sequencing.** Have students look at the pictures and ask them what they think each picture says. Select four students to talk about the four pictures they are looking at. Have students watch the part (0:23–1:07) and do Activity A. Check answers as a class.
- B. **Describing.** Ask students to make gestures to illustrate the following verbs: *spin*, *twist* and *pick*. Actually, *spin* and *twist* as shown in the video have the same meaning. Watch the same part of the video and do Activity B. Check answers as a class.
- C. **Questions and Answers.** Have students read the questions and ask them if they have already got some answers. If they do, they may write down the known ones. Let students

watch the whole video again and search for the unknown ones. Check answers as a class.

SCRIPT

Monkey College

Narrator:

Monkeys are very intelligent animals. In fact, some smart monkeys even go to college! The monkeys at the Monkey Training School in Surat Thani, Thailand, are sent there by farmers to learn an important job: how to pick coconuts from very tall trees.

Trainer Somporn Saewkwo says it takes months for the young monkeys to learn the strategy for picking coconuts. For the first month, he just lets the monkey play. He shows him how to spin a coconut in a box. Then he holds the monkey's hand and encourages him to twist the coconut himself. Later, he brings the monkey to a tree and lets him learn how to pick the coconuts that are ready to eat. Step by step, the monkey goes higher and higher. The trainer uses a rope to control and direct the monkey's work. The monkey goes left, right, up, and down. When Somporn pulls the rope, the monkey goes faster.

Monkeys have been helping Thai farmers to pick coconuts for more than a hundred years. The monkeys climb trees and twist coconuts with their hands until the fruit falls to the ground. Somporn Saewkwo explains the advantages of using monkeys for this job.

Somporn Saewkwo, Monkey Trainer:

"Nowadays, there are about 12,000 monkeys in Surat Thani that are working to pick coconuts, helping humans. If we climb up those trees, we can fall and die."

Narrator:

The coconut is an important fruit for farmers here. Farmers can earn about two dollars for every hundred coconuts that they bring to market. People buy the fruit on Thai beaches, and it's also used in the country's popular coconut curry. A huge number of coconuts — about two million — are produced each month in Thailand. And many farmers say they couldn't pick the fruit without help from their monkeys.

Pak Dee's three-year-old monkey assists with his work. The monkey picks fruit from Pak's own trees. Pak also lends the monkey to other farmers to earn extra money. The animal is so valuable that Pak never leaves it home alone. The monkey could run away or somebody could take it. Pak Dee describes the