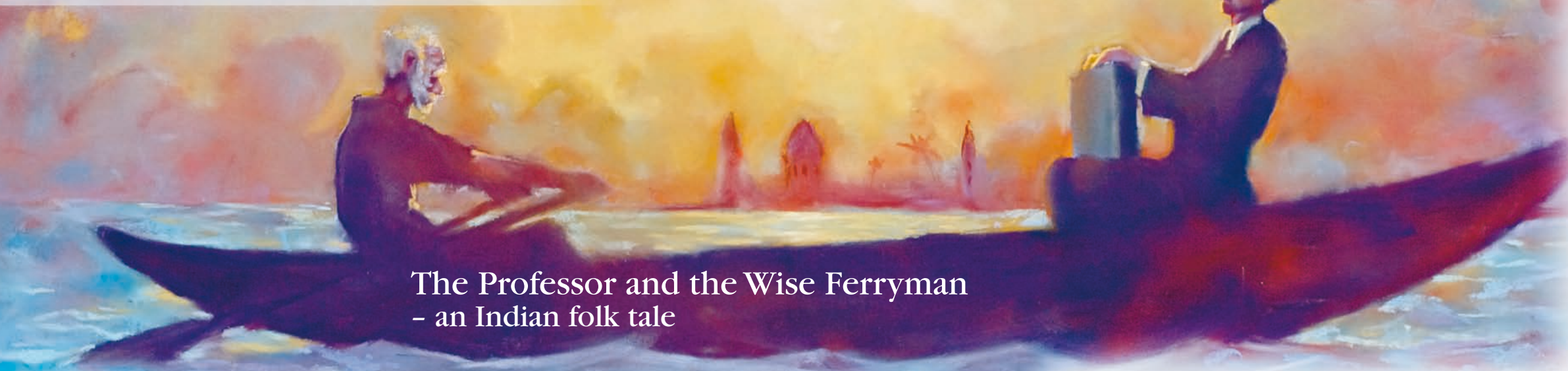


# 4 Integrated Skills

## Telling a folk tale



### The Professor and the Wise Ferryman – an Indian folk tale

#### 1 Opener

Every country has folk tales – stories which children often hear from their parents. For example, the Swiss story of William Tell, his son and the apple is told in many countries. What folk tales are there in your country?

#### Reading

#### 2 Read and complete the text with phrases a–i.

- a which he had never learnt
- b and so had his grandfather before him
- c and well-polished shoes
- d so I haven't learnt any history
- e but couldn't understand why people chose to live there
- f the countries, mountains and rivers
- g and think about things
- h and had been doing it ever since
- i and got the same answer

Now listen and check. Which words in the phrases helped you to complete the text?

#### 3 Find the highlighted words in the text which mean:

- 1 important university teacher *n*
- 2 hurry, move very quickly *v*
- 3 great surprise *n*
- 4 almost not *adv*
- 5 with a bright surface *adj*
- 6 complained *v*

There was once an old ferryman who lived in a hut by the River Ganges in India. For as long as anyone could remember his family had rowed people across the river. His father had been a ferryman 1.

Like all the people from his village the ferryman was poor. The money he made from the ferry was hardly enough to feed his family. He had taken over the job when he was a young boy 2. Although life was hard, he never grumbled and was pleased to help his passengers.

The ferryman had learnt a lot about life by listening to his passengers. He had heard about life in the city, 3. It seemed to him that city people spent all their lives rushing about with no time to think. The ferryman rowed slowly and was in no hurry. He had time to talk 4. People said that he was wise and often asked his advice.

One day a well-dressed professor from the city with a shiny briefcase climbed into his boat. He was wearing a smart suit 5. Slowly the ferryman began to row his passenger across the river. After a while the professor spoke.

'Have you studied any history?' he asked.

'No, sir,' said the ferryman.

'What!' said the professor in surprise. 'You haven't studied history? Aren't you proud of your country? Why don't you know any history?'

'Well, sir,' the ferryman replied, 'I've never been to school. I've been rowing people across the river all my life, 6.'

'There's no excuse for not learning,' said the professor. 'And I suppose you haven't studied geography either.'

'No, sir,' the ferryman replied.

'Geography tells us about the world,' the professor said almost angrily.

'Don't you know anything about the world – 7?''

'I haven't been to school, sir,' the ferryman replied. 'I don't know anything about these things.'

After a few minutes the professor asked if the ferryman had studied science, 8. 'You've studied neither geography nor history, and you haven't heard about science!' he shouted in amazement. 'Scientists are the most important people in the world today. Look at me. I'm a professor of science. Do you see my briefcase? It's full of important books and papers. If you don't know about science, you don't know about the world. You have learnt nothing! And if you don't know anything, you might as well be dead.'

The ferryman looked sad. No one had ever spoken to him like this before. He felt terrible. There was so much knowledge hidden in books 9.

#### 4 Answer the questions.

- 1 What do we know about the ferryman and the professor?
- 2 What reasons did the professor give for learning history, geography and science? Do you agree?
- 3 Do you think the ferryman really knew nothing about history, geography and science? Why/Why not?
- 4 What do you think will happen next?

#### 5 Linking words: neither ... nor ...

Find an example of *neither ... nor ...* in *The Professor and the Wise Ferryman*. Rewrite these sentences using *neither ... nor ...*.

- 1 The ferryman didn't have a suit or a briefcase.
- 2 The ferryman hadn't been to school or university.
- 3 The ferryman hadn't studied history or science.
- 4 The ferryman and the professor didn't know what was going to happen next.

#### 6 Listening

Listen to the end of the story and see if you were right. Answer the questions.

- 1 What happened to the ferryman and the professor?
- 2 Does the story have a message? What can we learn from it?

#### Speaking

#### 7 Discuss these questions.

- 1 Is what you learn in school more important than what you learn out of school? Why/Why not?
- 2 Which school subjects are the most and least important to you?
- 3 Some people are said to know a lot, some are said to be wise. What do you need to know to be wise? What does 'wise' mean?

- 8 Think about folk tales from your country and choose one. Tell each other the tale and say what it means – what its message is.

#### 9 Writing

Write one of the folk tales from your country.

#### Learner Independence

- 10 Thinking skills: complete this chart each week to help you think about your learning.

This week the lessons were about:	
What I learnt was:	
This week I used my English to:	
This week I read these things in English:	
This week I made these mistakes when writing:	
A problem for me at the moment is:	
I would like to be able to:	
Next week I plan to:	

- 11 Word creation: add the suffix *-ment* to these verbs and use five of them to complete the sentences.

advertise   amaze   argue   arrange  
equip   move   pay   treat

- 1 To her \_\_\_\_\_ she got a job as an extra.
- 2 I don't want to have an \_\_\_\_\_, so let's agree to disagree.
- 3 The agency took 15% of the \_\_\_\_\_ she received for the work.
- 4 He was an extra in a TV \_\_\_\_\_ for a new car.
- 5 As an artist he's interested in \_\_\_\_\_ and light.

#### 12 Phrasebook

Find these useful expressions in Unit 2. Then listen and repeat.

So what's it like?   No luck yet.   That's odd!  
It's a complete waste of money!   It changed my life.  
It still is!   over and over  
I couldn't ask for anything better.  
There's no excuse for ...   You might as well ...

Which expression means ...?

- a That's strange.
- b I'm still waiting for something to happen.
- c many times
- d Nothing has been the same since.

#### Unit 2 Communication Activity

Student A page 106  
Student B page 116