

# *ENGLISH READING*

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# **FABLES AND PARABLES**

4

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# ПРЕДИСЛОВИЕ

Предлагаемое пособие предназначено для учащихся четвёртых классов общеобразовательной школы. Оно написано в помощь тем, кто на своих занятиях имеет возможность расширять границы используемых УМК и читать дополнительные художественные тексты с дальнейшим их обсуждением. В сборник вошли десять историй. Содержание некоторых из них хорошо знакомо русскоговорящим обучающимся, так как они представляют собой англоязычные варианты всемирно известных басен и историй, созданных легендарным древнегреческим поэтом-баснописцем Эзопом. Он жил предположительно около 600 г. до н.э. и был одним из первых авторов, кто понял, что мудрость — одно из важнейших свойств человеческого разума, присущее некоторым людям. Именно этот дар помог Эзопу создать множество разнообразных историй, позволяющих читателям посмотреть на себя со стороны. Ведь только так можно увидеть собственные недостатки.

В своих баснях Эзоп создал целый мир, в котором живут птицы, звери, насекомые. Басни написаны в прозе, они легко воспринимаются читателем. В конце каждой есть мораль — короткое нравоучительное поучение о хорошем и плохом, правильном и неправильном, добре и зле. Из дошедших до нас 278 историй Эзопа в предлагаемое пособие включены наиболее известные. Это — «Лисица и Ворон»,

«Лев и Мышь», «Лиса и виноград», «Мальчик, который кричал «Волк!» и некоторые другие.

Многие темы и сюжеты этих басен позднее были заимствованы другими писателями и баснописцами при создании собственных произведений. Здесь можно вспомнить басни И. А. Крылова «Стрекоза и Муравей», «Ворона и Лисица».

Каждая из историй, включенных в пособие, снабжена серией унифицированных упражнений, начиная от предтекстового задания и заканчивая выбором морали из трёх предложенных. Их выполнение даёт четвероклассникам возможность более глубоко вникнуть в смысл прочитанного, усвоить новую лексику и подготовиться к изложению содержания на английском языке. Все задания творческого характера позволяют развивать навыки устной речи и достаточно детально обсуждать прочитанные произведения.

Мы надеемся, что вам будет интересно работать по этому пособию и познакомиться с баснями и историями Эзопа, но одно произведение, включенное в этот сборник, создано другим автором. Как вы думаете, что это за история? Объясните свой выбор.

*Авторы-составители*

# SPARE TIME READING

## STORY 1. THE FOX AND THE GRAPES



### 1. Read the text and say why at the end of the story the Fox said he did not like the berries.\*

One day the Fox saw a beautiful **bunch** of **grapes**. It looked so nice in the summer sun. The grapes **seemed** absolutely **ripe** and so **juicy**. The Fox looked at the grapes and his mouth **watered**. He wanted to eat the **berries** very much.

гроздь, виноград  
казались, спелый  
сочный  
увлажнился  
ягоды

\* a berry ['beri] — ягода.

The bunch **hung** from a high **branch**. The Fox could not **reach** the grapes from the **ground**. He decided to jump for them. The first jump was not **successful**. The bunch was too high. The Fox thought a little and decided to try again.

The animal **walked off** and then ran and jumped as high as he could. But that didn't help. The Fox **fell down** onto the ground. Again and again he tried, but **in vain**. The Fox **felt tired** and **got angry**. He sat down and looked at the grapes.

"How **silly** I am!" he said. "I am trying **to get** a bunch of these grapes. But they are no good. They are not ripe **at all**. They are **sour** and not tasty!" And the Fox walked away.

висела  
ветка, достать  
земля  
  
успешный  
  
отошёл  
  
упал  
  
тщетно  
устал, рассердился  
  
глупый  
получить, достать  
  
совсем, кислый

## 2. Complete the following sentences.

- 1) One day the Fox \_\_\_\_\_.
- 2) The grapes seemed absolutely \_\_\_\_\_.
- 3) The Fox looked at the grapes \_\_\_\_\_.
- 4) The bunch hung \_\_\_\_\_.
- 5) The Fox couldn't reach the grapes \_\_\_\_\_.
- 6) The first time the Fox jumped \_\_\_\_\_.
- 7) Again and again he tried, \_\_\_\_\_.

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- 8) The Fox felt tired \_\_\_\_\_ .  
9) He sat down and looked \_\_\_\_\_ .  
10) And the Fox \_\_\_\_\_ .

### 3. Decide if these facts are true (T), false (F) or not stated (NS).

- 1) On a beautiful autumn day the Fox saw a bunch of grapes. \_\_\_\_  
2) The grapes were ripe. \_\_\_\_  
3) The grapes looked juicy. \_\_\_\_  
4) The Fox wanted to eat those grapes more than anything else. \_\_\_\_  
5) The bunch was very high from the ground. \_\_\_\_  
6) The first Fox's jump was not successful. \_\_\_\_  
7) The second jump was even worse. \_\_\_\_  
8) Seven times the Fox tried to jump. \_\_\_\_  
9) At last the Fox decided to jump no more. \_\_\_\_  
10) The Fox walked away because the grapes were sour. \_\_\_\_

### 4. Correct these statements.

- 1) One day the Fox saw a bunch of green grapes.  
\_\_\_\_\_  
\_\_\_\_\_
- 2) The Fox did not like the bunch he saw. \_\_\_\_\_  
\_\_\_\_\_

- 3) The bunch hung from a low branch. \_\_\_\_\_  
\_\_\_\_\_
- 4) The Fox could easily reach the berries. \_\_\_\_\_  
\_\_\_\_\_
- 5) The Fox jumped only once to get the berries.  
\_\_\_\_\_  
\_\_\_\_\_
- 6) The first Fox's jump was successful. \_\_\_\_\_  
\_\_\_\_\_
- 7) The Fox got the grapes. \_\_\_\_\_  
\_\_\_\_\_
- 8) The berries on the bunch were sour and not tasty,  
that was why the Fox walked away. \_\_\_\_\_  
\_\_\_\_\_

**5. Answer the following questions.**

- 1) What did the Fox see one day?
- 2) Did the Fox see the grapes in summer or in autumn?
- 3) How did the grapes look?
- 4) What did the Fox want to do with the grapes?
- 5) Did the bunch hang from a high or a low branch?
- 6) Could the Fox reach the bunch from the ground?
- 7) The Fox tried to jump, didn't he?
- 8) Why did the Fox become angry?
- 9) Why did the Fox say he was silly?
- 10) Why did the Fox say that the grapes were sour and not tasty?



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### 6. Find in the text the sentences that prove the following.

- 1) The grapes that the Fox saw were ripe.
- 2) The Fox wanted to reach those grapes.
- 3) The Fox thought of a plan to get the berries.
- 4) The Fox tried to jump for the grapes more than once.
- 5) The Fox's jumps didn't help him to get the grapes.
- 6) The Fox didn't like the situation because he couldn't reach the grapes.
- 7) The Fox wanted to show that he didn't get the grapes because he didn't like them.

### 7. Put the sentences in a logical order and use them as a plan to tell the story.

- a) The Fox jumped more than once.
- b) The Fox saw a bunch of grapes.
- c) The Fox decided to walk away and to show that he did it because the grapes were bad — sour and not ripe.
- d) The Fox wanted to eat the berries.
- e) The Fox didn't like the fact that he couldn't reach the grapes.
- f) The grapes looked ripe.
- g) All the jumps were not successful.
- h) The Fox couldn't reach the grapes from the ground.
- i) The Fox decided to jump.

1	2	3	4	5	6	7	8	9

**8. Choose the best moral of the story and mark it.**

- a) A lot of people say the things they can't have are not good. \_\_\_\_
- b) A lot of people do all they can to get the things they like to have. \_\_\_\_
- c) A lot of people like to eat ripe grapes. \_\_\_\_

## STORY 2. THE LION AND THE MOUSE



### 1. Read the text and say why the Mouse decided to help the Lion.

One day the Lion was in the wood. He **lay asleep** under a big green tree. His head was on his **paws** [pɔ:z]. Suddenly the Mouse came to that place. The little animal saw the lion, **got frightened** [ˈfraɪtənd] and wanted to run away. But at that moment the lion woke up and **got angry**. He put his **huge** paws on the Mouse and opened his **jaws** [dʒɔ:z].

“Don’t eat me, please” asked the poor Mouse. “Let me go and maybe one day I will help you in some way.”

спал  
лапы

испугался

рассердился  
огромный  
челюсти

The Lion laughed and said: “How can you help me? You’re so small. And I’m very big.” But the Lion was **generous** [ˈdʒenərəs] and finally **let** the Mouse go.

щедрый,  
великодушный  
позволил

Some days later the Mouse heard the Lion’s angry **roar** [rɔ:] and ran to see what was wrong. The little animal saw that the Lion was in **a hunter’s net** and couldn’t **free himself**.

рык

сеть охотника  
освободиться  
волноваться

The Mouse said, “Don’t **worry** [ˈwʌrɪ], I’ll get you **out of there**.” The Lion **roared** and roared and the Mouse began **to nibble** at the net. Soon there was a **hole** in it. It became bigger and bigger and the Lion was able to get out **through** the hole. He was free again.

оттуда  
рычал  
грызть  
дыра

сквозь, через

“Thank you, Mouse,” said the Lion.

“You’re welcome, Lion,” answered the Mouse. “You laughed when I said I could help you. You didn’t **believe** me. But now you see that even a small mouse can help a big lion. And this is a lesson to you.”

поверил

## 2. Complete the following sentences.

- 1) The Lion was \_\_\_\_\_.
- 2) Suddenly the Mouse came \_\_\_\_\_.
- 3) But at that moment \_\_\_\_\_.
- 4) The Lion put his huge paws \_\_\_\_\_.
- 5) But the Lion was generous \_\_\_\_\_.

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- 6) "You laughed when I said \_\_\_\_\_."
- 7) "But now you see \_\_\_\_\_."
- 8) And this is a lesson \_\_\_\_\_."

### 3. Decide if these facts are true (T), false (F) or not stated (NS).

- 1) The Lion was asleep when the Mouse saw him. \_\_\_\_
- 2) The Lion got angry when he woke up. \_\_\_\_
- 3) When the Lion woke up he was hungry. \_\_\_\_
- 4) The Mouse promised to help the Lion. \_\_\_\_
- 5) The Lion was sure that small animals could help big animals. \_\_\_\_
- 6) Some days later the Lion got into a hunter's net. \_\_\_\_
- 7) The Lion could free himself. \_\_\_\_
- 8) The Mouse freed the Lion ten minutes later. \_\_\_\_
- 9) The hole in the hunter's net was big enough for the lion to get out. \_\_\_\_
- 10) In fact the Mouse gave a lesson to the Lion. \_\_\_\_

### 4. Correct these statements.

- 1) The Lion lay asleep on the bank of the river. \_\_\_\_  
\_\_\_\_\_
- 2) The Mouse ran away from the place where the Lion was. \_\_\_\_\_  
\_\_\_\_\_