

The Just So Stories

原来如此的故事



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Elementary

A2 Waystage



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内容及特色介绍

Password Readers 系列读物精选了原创和经典的小说类作品。这些作品经过改编后更加适合英语学习者的需要。该系列读物为读者自主学习提供了实用且易理解的学习材料。每册读物由十余个六页长度的章节组成，故事与练习交替循环，既巩固词汇学习，又增强阅读技巧。每个故事结束后还配有与主题相关的背景信息，有助于读者深入理解文本并扩大知识面。每册读物均配有一张音频光盘，在提高听力的同时，也给人一种听的享受。先听再读，你会发现每本书都具有更为丰富的价值。

第一级(Beginner)

这一级别读物几乎都以现在时陈述，出现一些情态动词，尤其是 **must** 和 **can**；并包含大量关于形容词、介词和疑问词的练习。在第一级的读物中，插图在词汇学习与测试中起到了重要的作用。

第二级(Elementary)

这一级别读物几乎都以现在时陈述。其中也出现一些情态动词的使用，尤其是 **must**, **can**, **should**, **have to**。这一级别的大多数读物包含关于形容词比较级、不规则名词复数形式，以及疑问词和疑问句的练习。每册读物都配有全彩色插图，既帮助读者加强对文章的理解，又增加练习题的生动性。

第三级(Pre-intermediate)

几乎所有故事都以现在时讲述，涉及少量过去时，尤其是 **was** 和 **were**。大多数读物都聚焦于常用的基本词汇，很少出现助动词，读者可以进一步学习形容词的比较级和疑问词的用法。

第四级(Intermediate)

一般过去时广泛地出现在这一级别的读物中。学生可以从中掌握不规则动词的过去时态变形。文章中还包括动词的一般将来时和一些常用情态动词的用法。这一级别的文章用词更为广泛，读者可以深入学习形容词比较级和最高级的用法。其中一些读本还讲述了更为复杂的语法结构，比如条件状语从句、不定式结构等。语法讲解采用大量疑问句和否定句作为例子，以加深对语法结构的学习。

第五级(Upper-intermediate)

这一级别读物涉及的话题及词汇主要聚焦于现代时尚行业：电视产品、时尚设计、电子银行等。这些故事的中心内容是商业事务及现代无线通信。文章中使用了中高级难度的动词时态和其他语法结构。

读者可根据自己实际的英语水平(如词汇量、语法知识、理解能力、阅读能力等)选择适合自己的读物，而不必受制于学校年级划分或学历高低的约束。关于本系列读物的其他信息，请参考书末最后一页。

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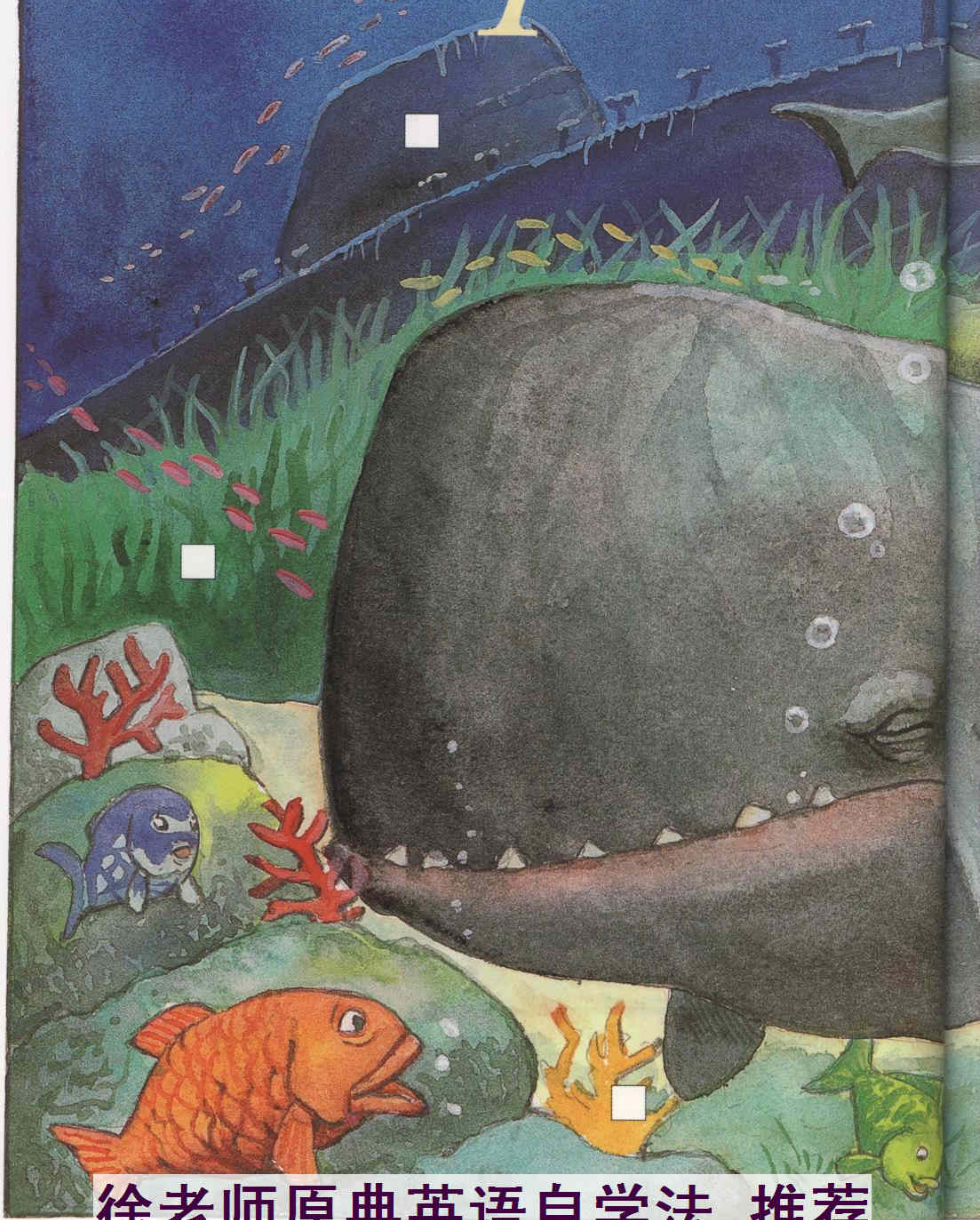
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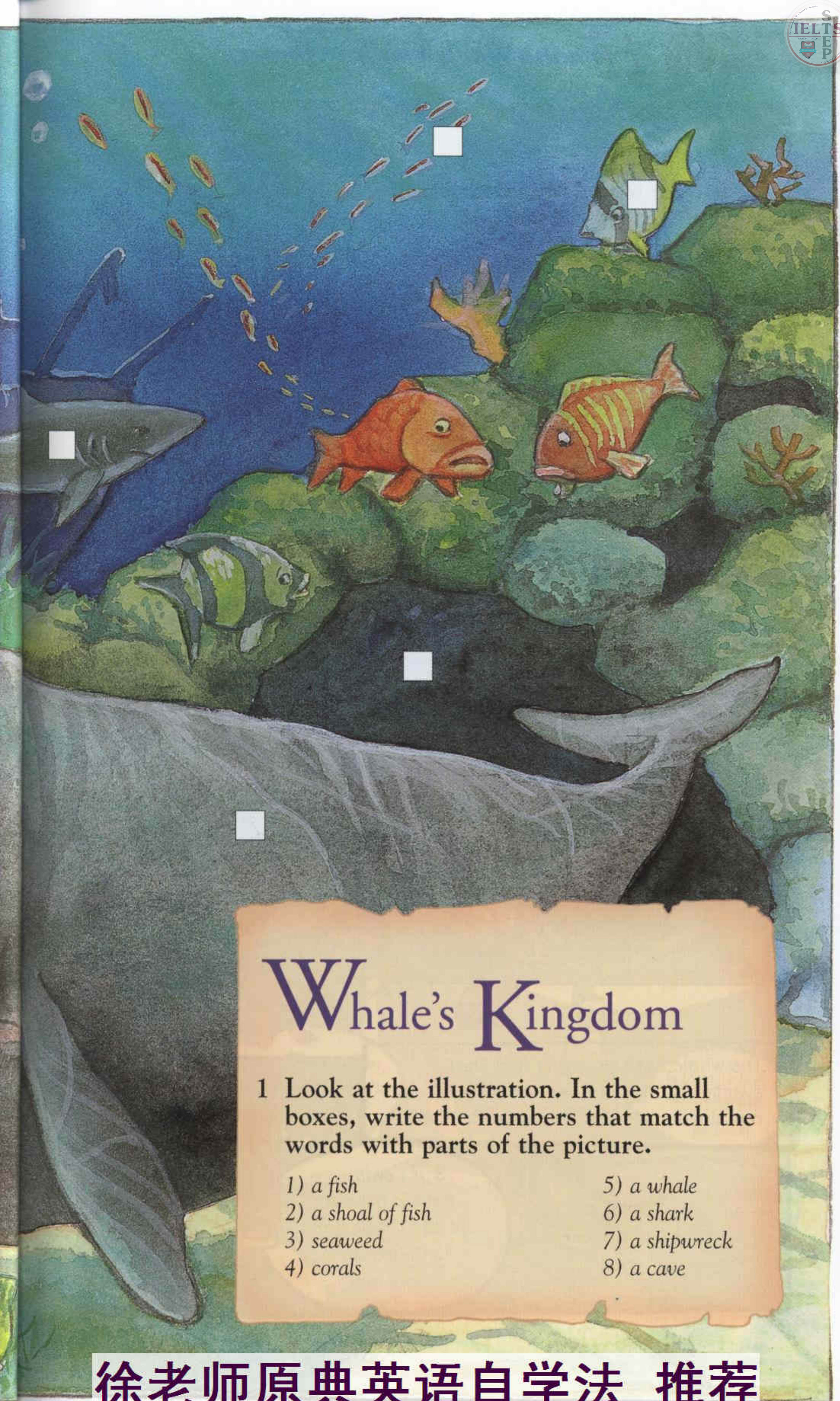
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How the Whale Got his Throat





Whale's Kingdom

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- 1) a fish
- 2) a shoal of fish
- 3) seaweed
- 4) corals

- 5) a whale
- 6) a shark
- 7) a shipwreck
- 8) a cave



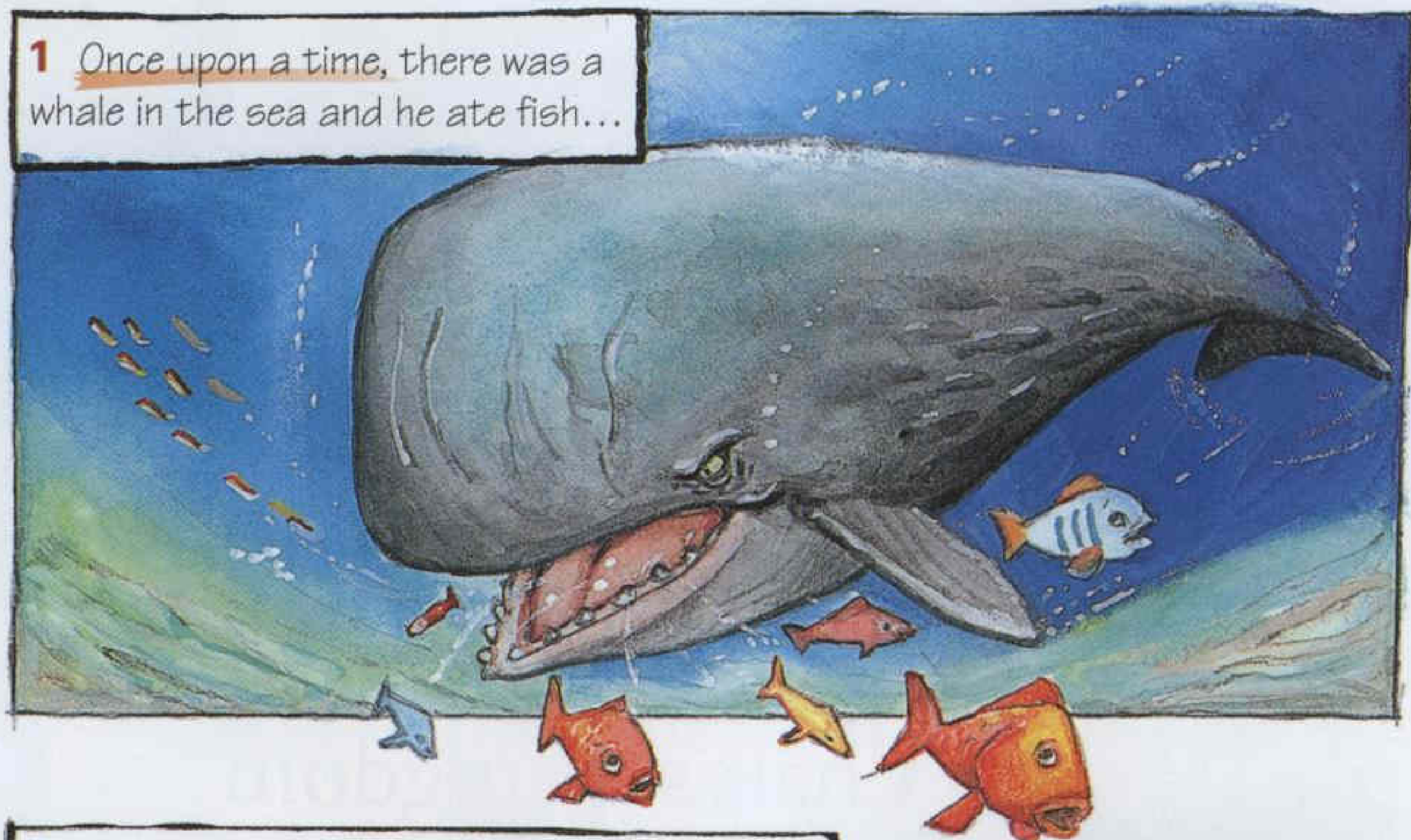
Characters

I Match the words (1-3) with the pictures (a-c).

- 1) whale
- 2) Fish
- 3) mariner



1 Once upon a time, there was a whale in the sea and he ate fish...



2 The whale eats so many fish that, eventually, only one very small fish remains in the sea. It is a Stute Fish.

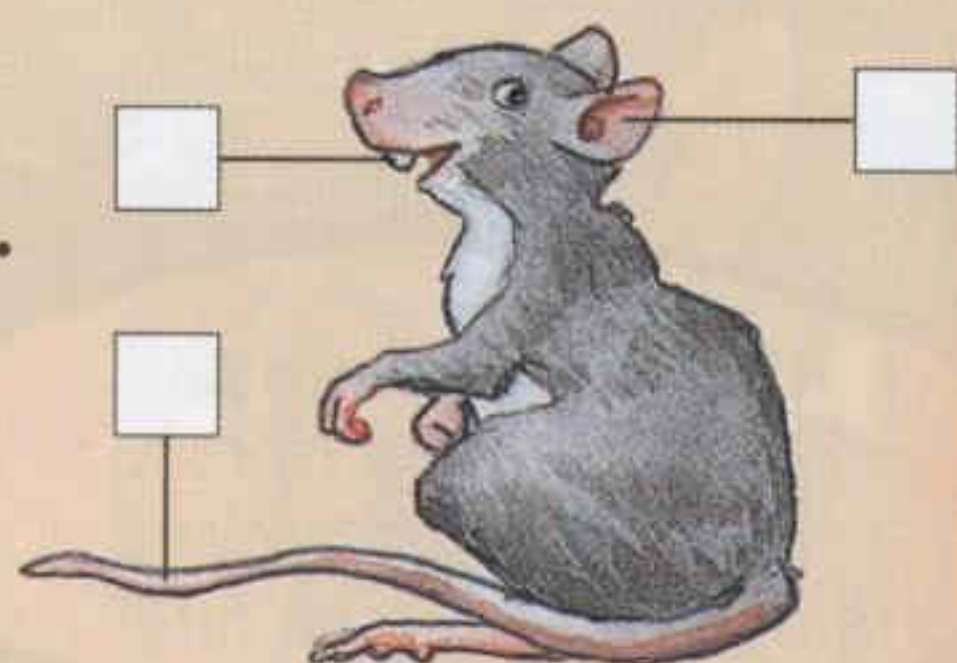


3 If I swim behind his ear, he can't catch me and he can't eat me!

Words

2 Match each word (1-3) with the corresponding part of the body (a-c).

- 1) mouth
- 2) ear
- 3) tail



3 Complete the sentences with the following words.

throat mouth ears tail

- 1) An elephant has got very big _____. It moves them when it's hot.
- 2) A whale has got an enormous _____, but it doesn't eat big fish.
- 3) A kangaroo has got a long, strong _____. It uses it for balance.
- 4) A crocodile has got a big _____ with lots of very sharp teeth.

1 The whale stands up on his tail.

2 I'm hungry!



3 Noble Cetacean, d-d-do you like the taste of man?



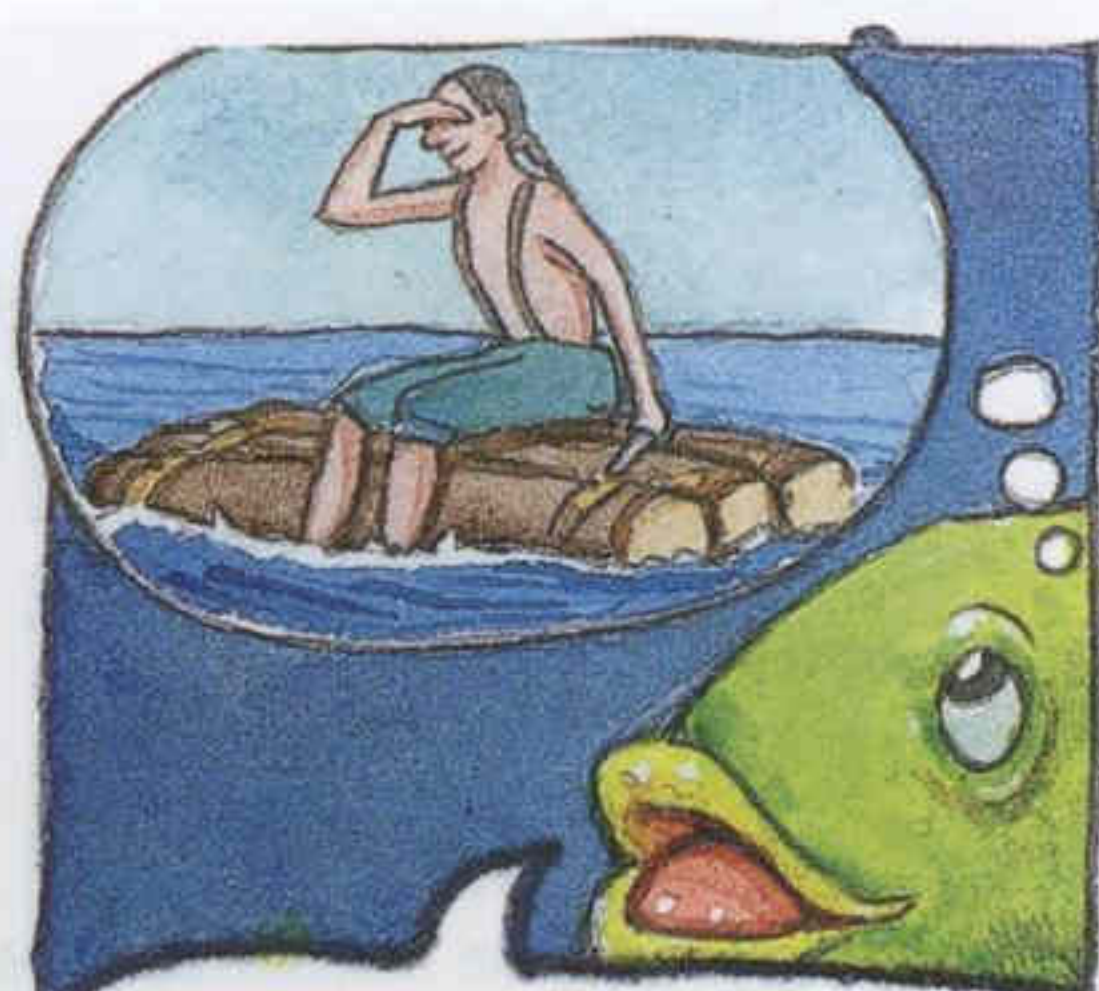
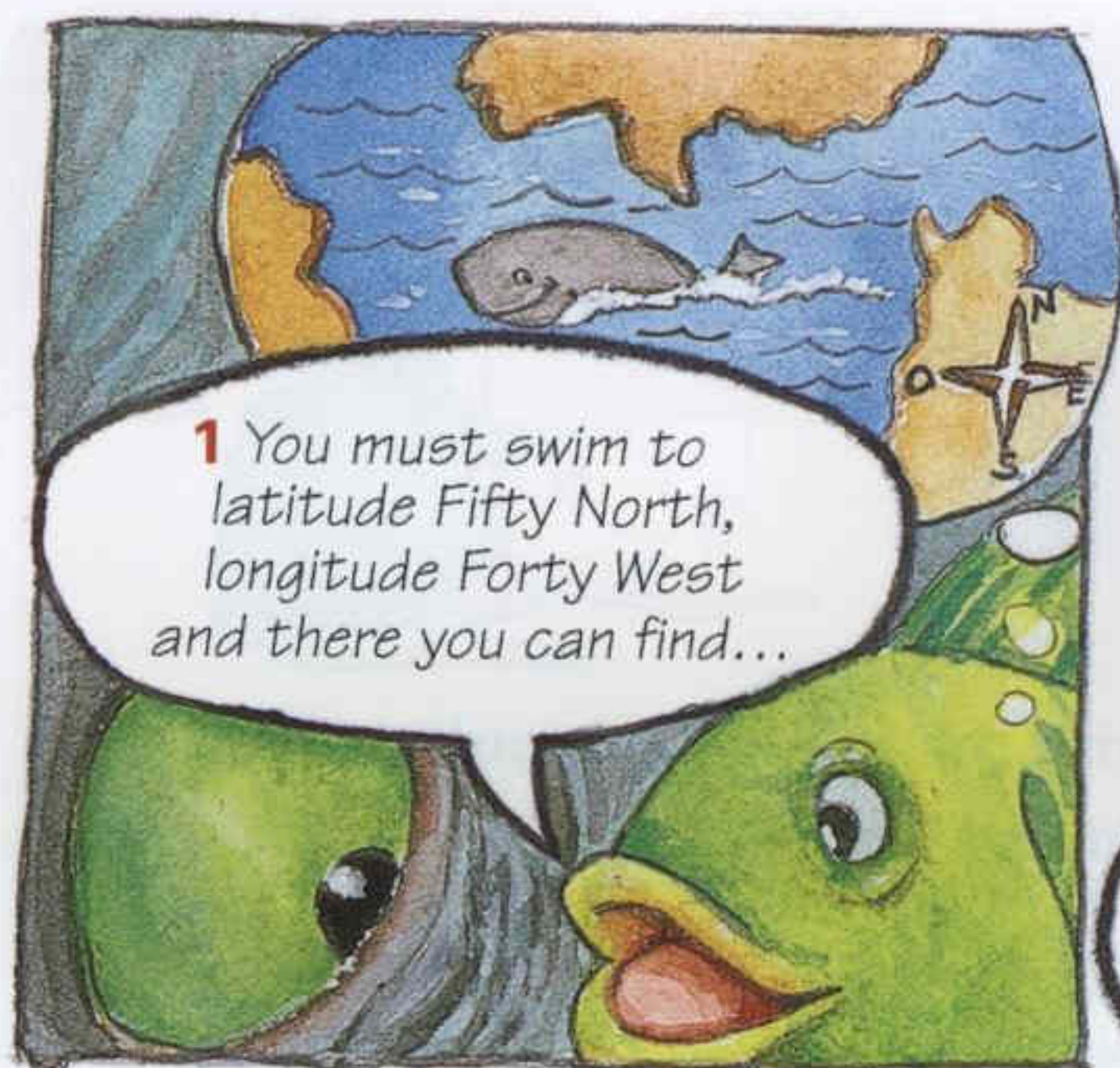
4 I don't know. What does man taste like?

5 Very nice, but a bit lumpy.



6 Mmm... Well, go on! Find me some men to eat.

7 One man is enough. I can tell you where you can find a man.



2 ... a ship-wrecked mariner on a raft in the middle of the sea. He is wearing blue trousers and suspenders.

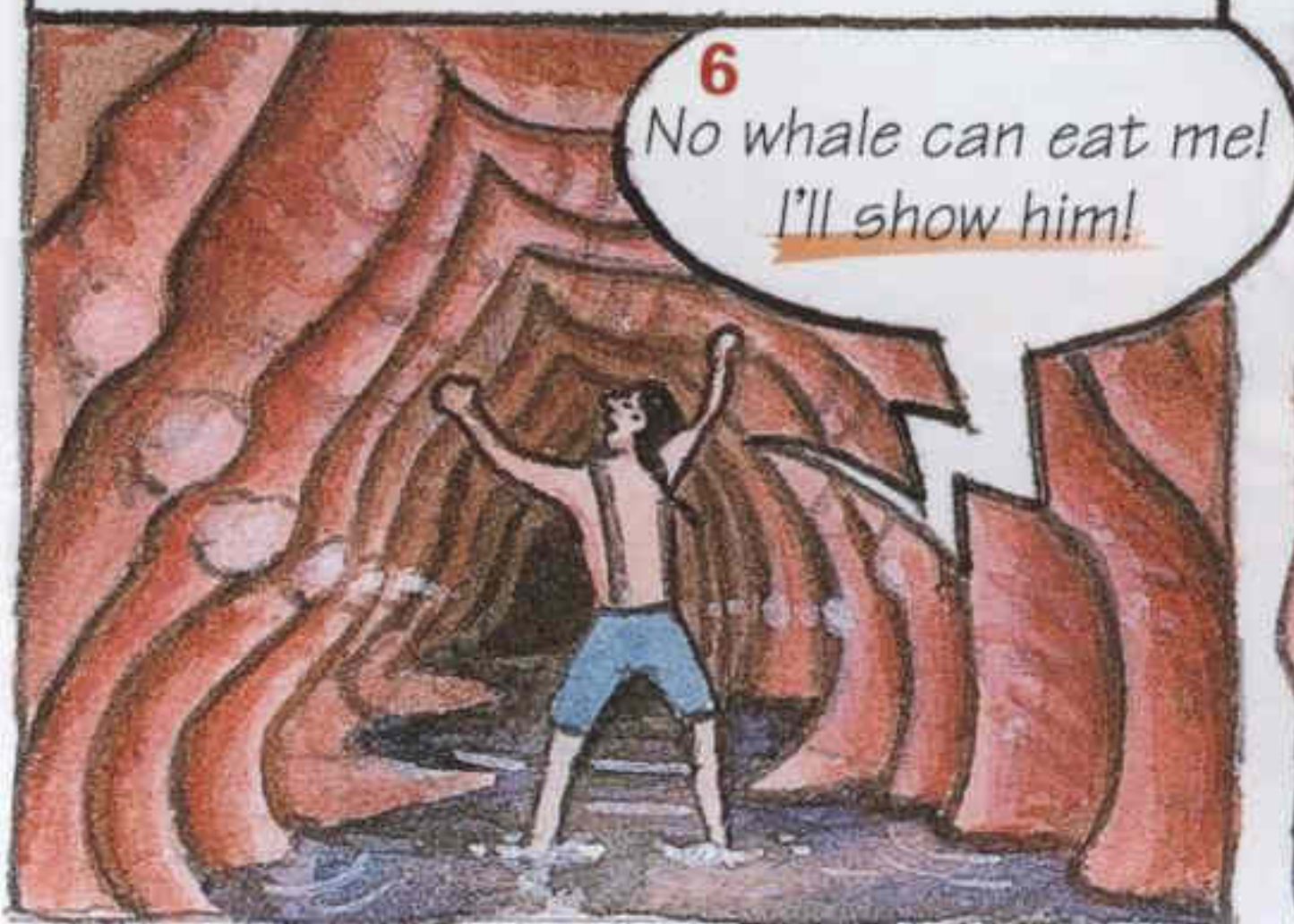
3 So, Whale swims and swims as fast as possible across the sea...



4 ...and when he finds the mariner, he opens his enormous mouth and eats him... and the raft too!

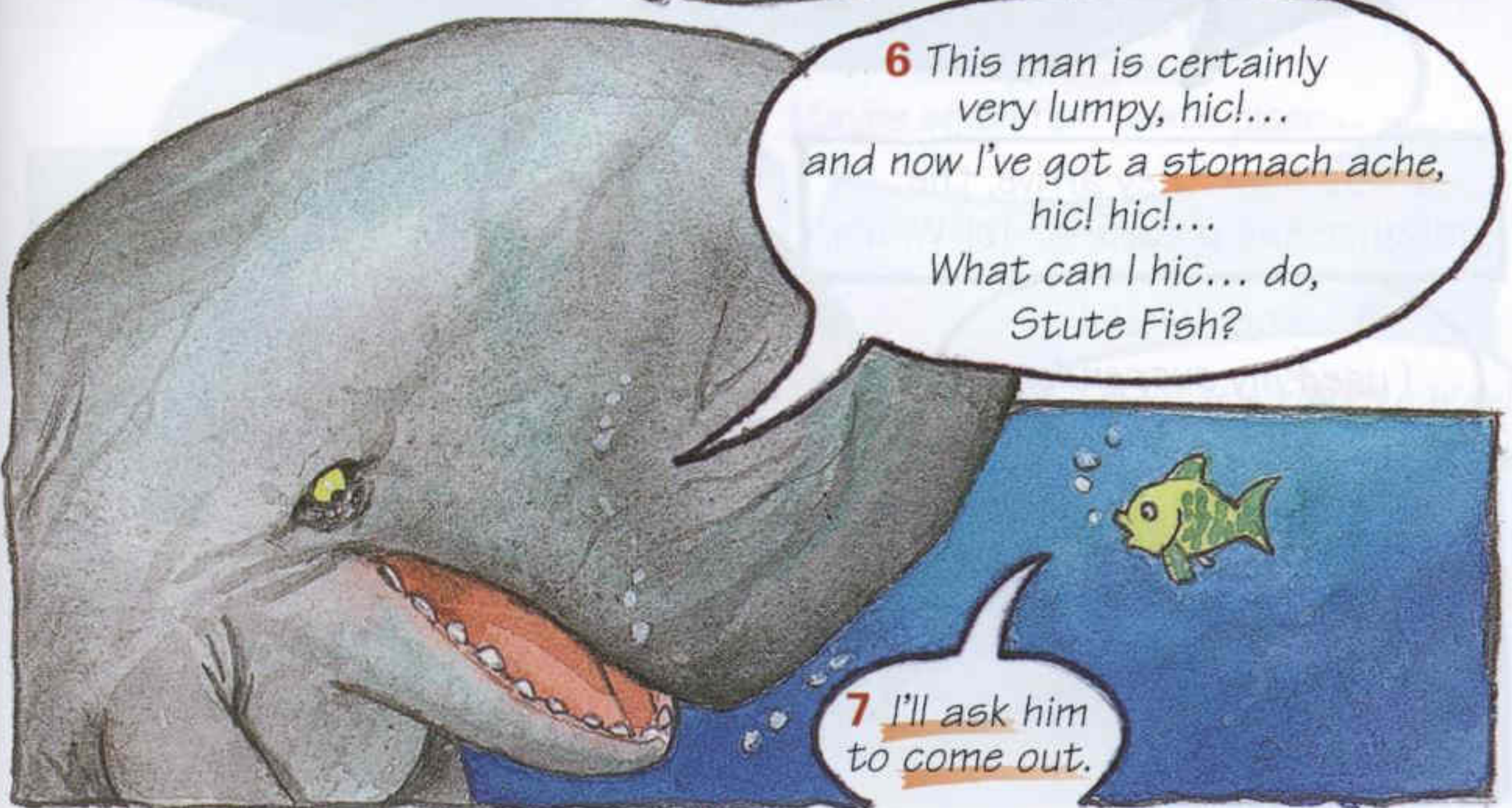
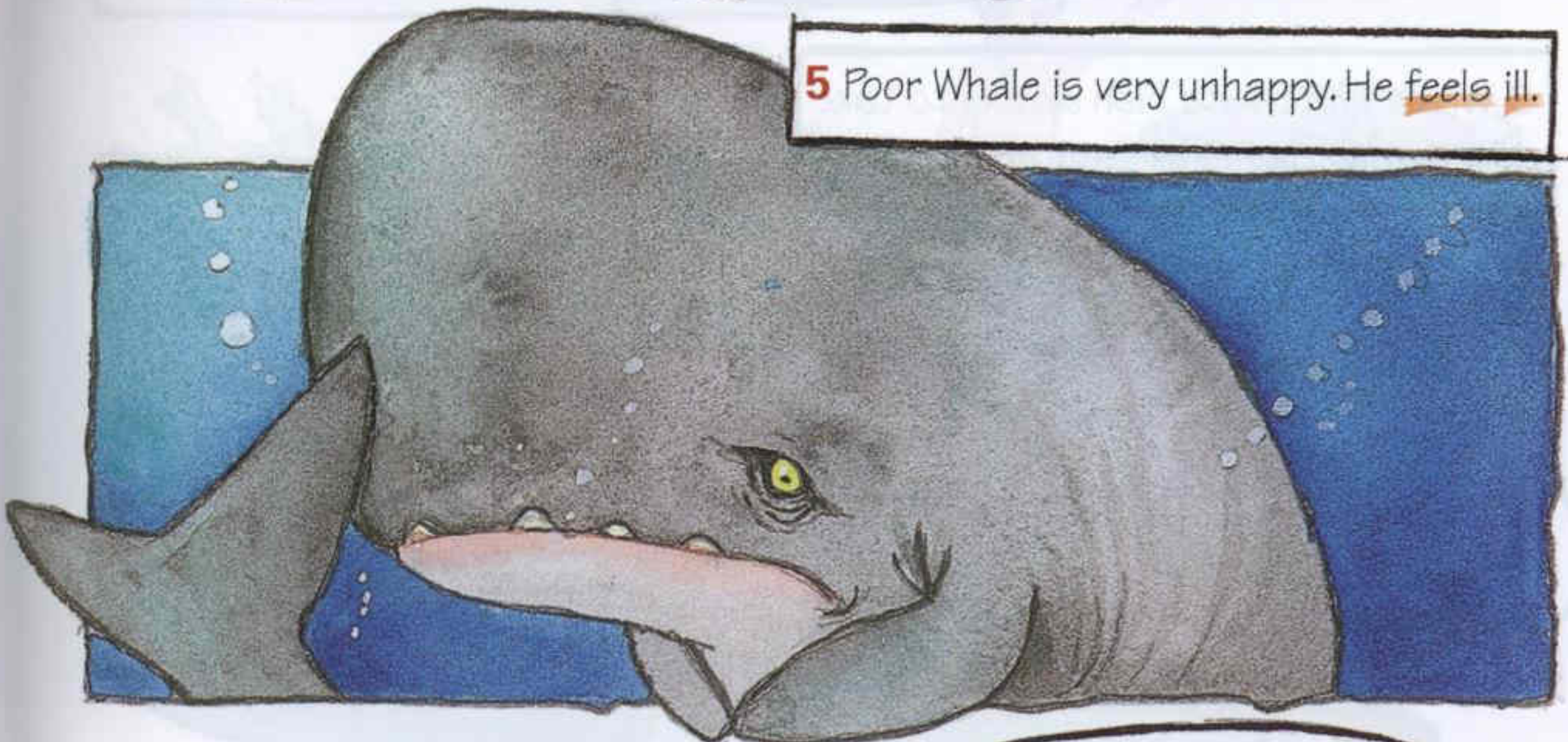
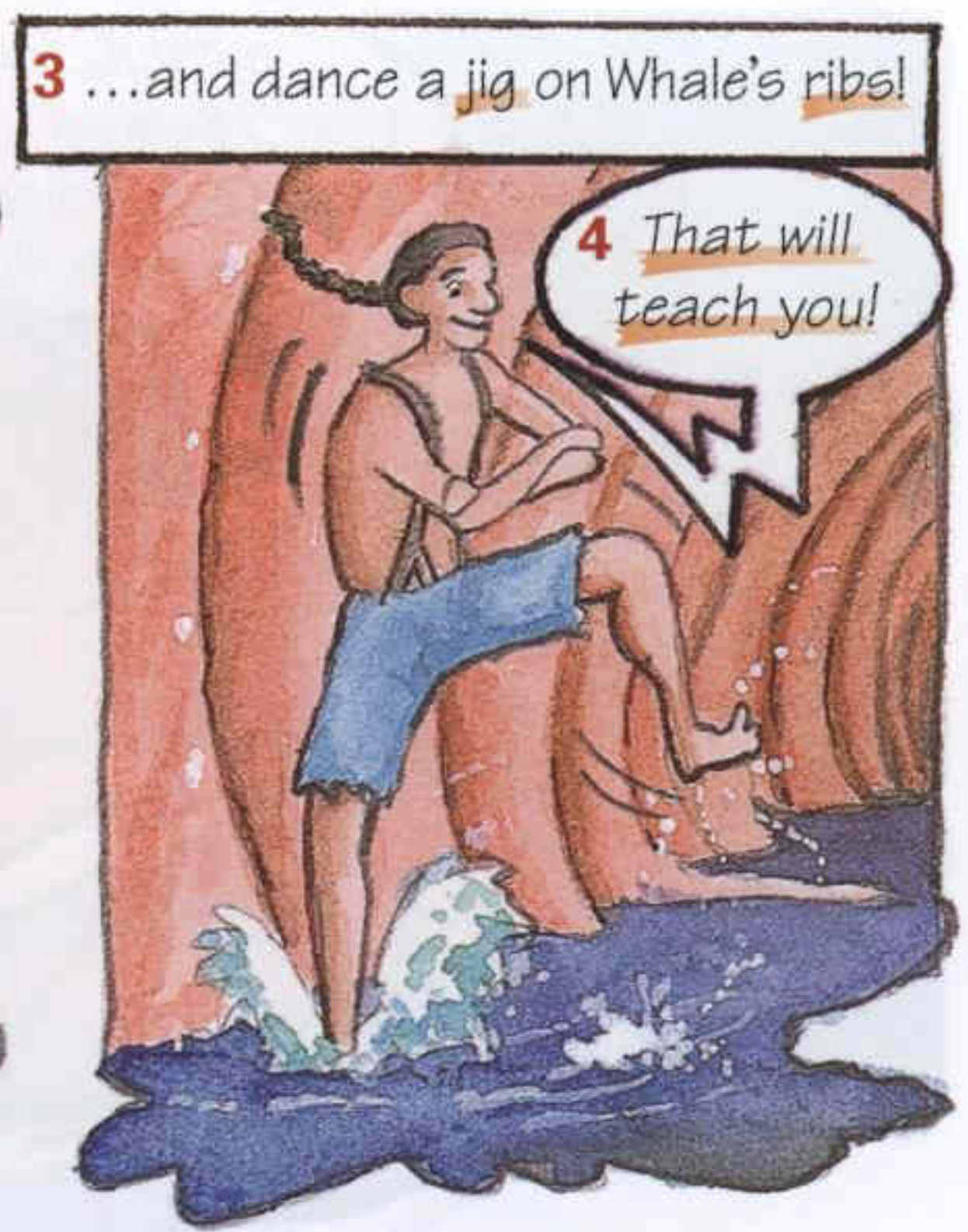
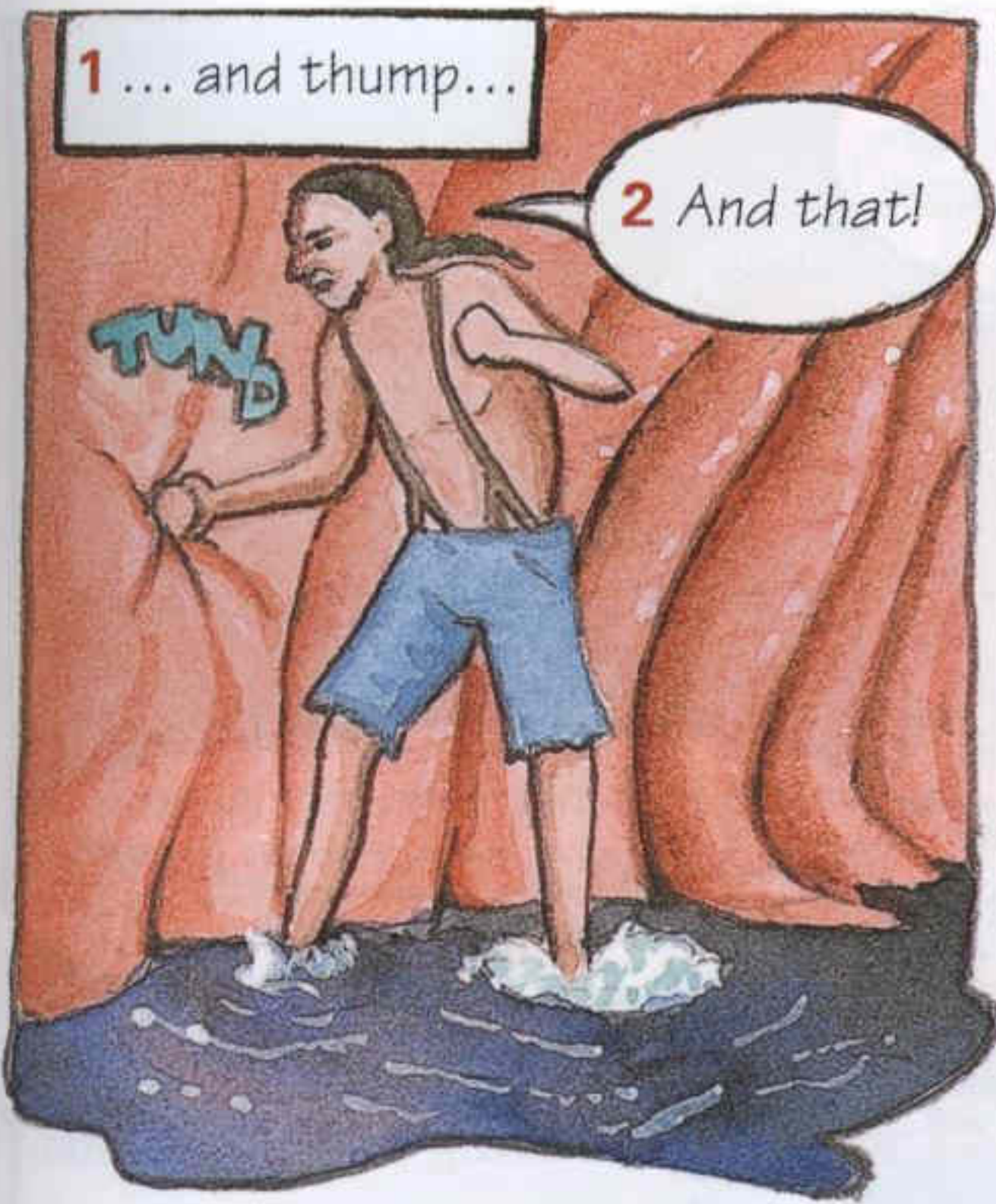


5 But the mariner is very clever. When he realizes where he is, he says...

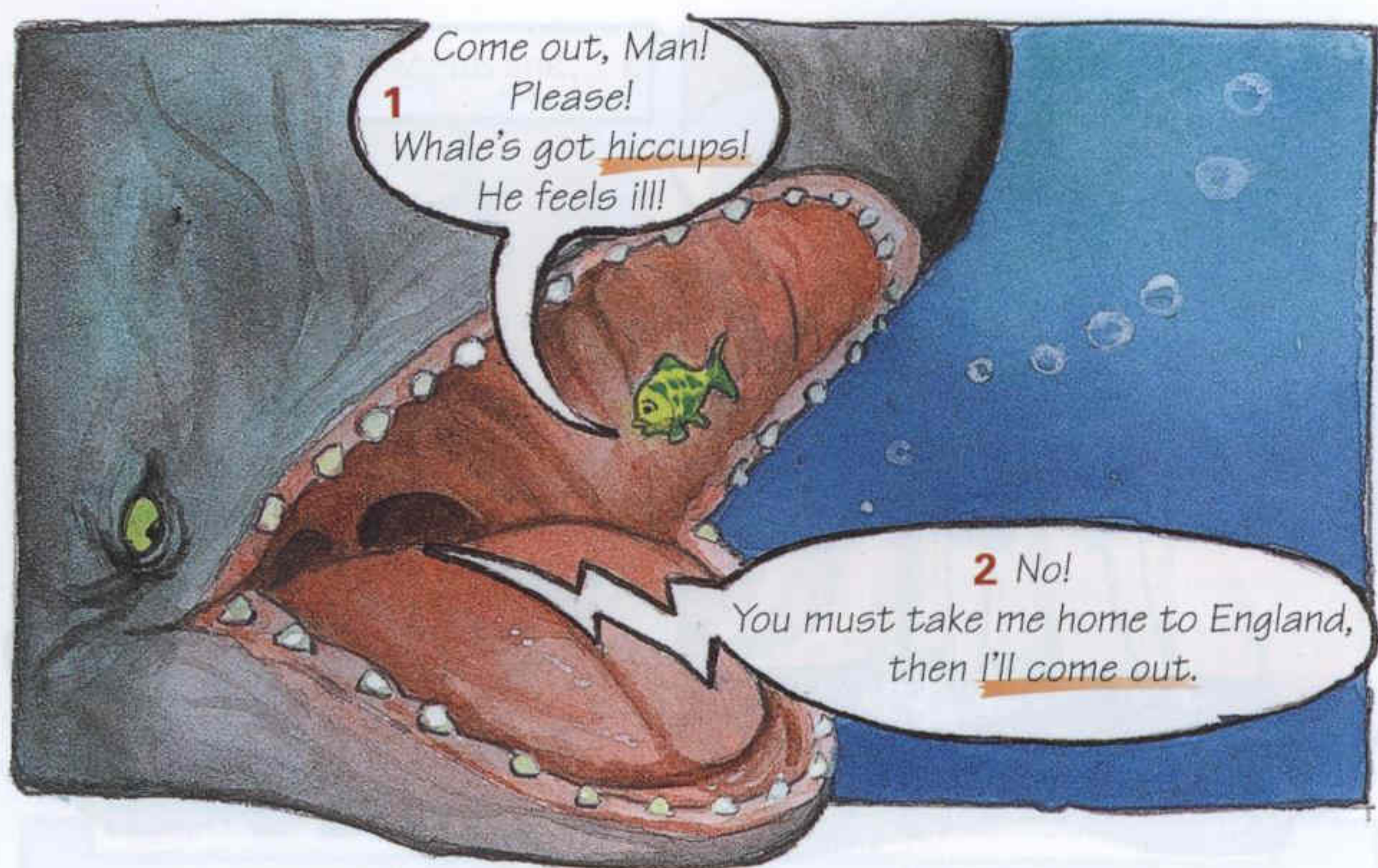


7 ...and he starts to jump...

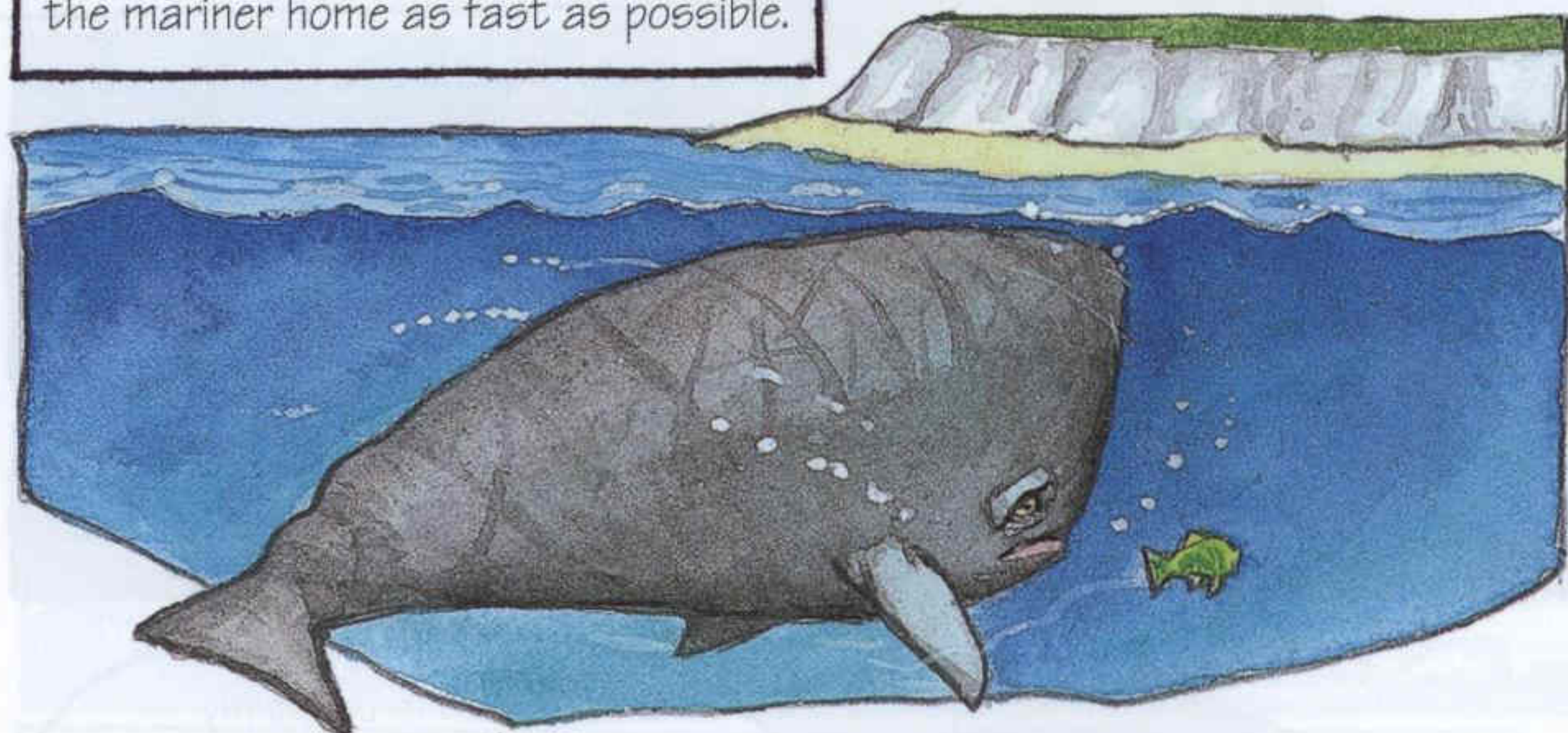




How the Whale Got his Throat

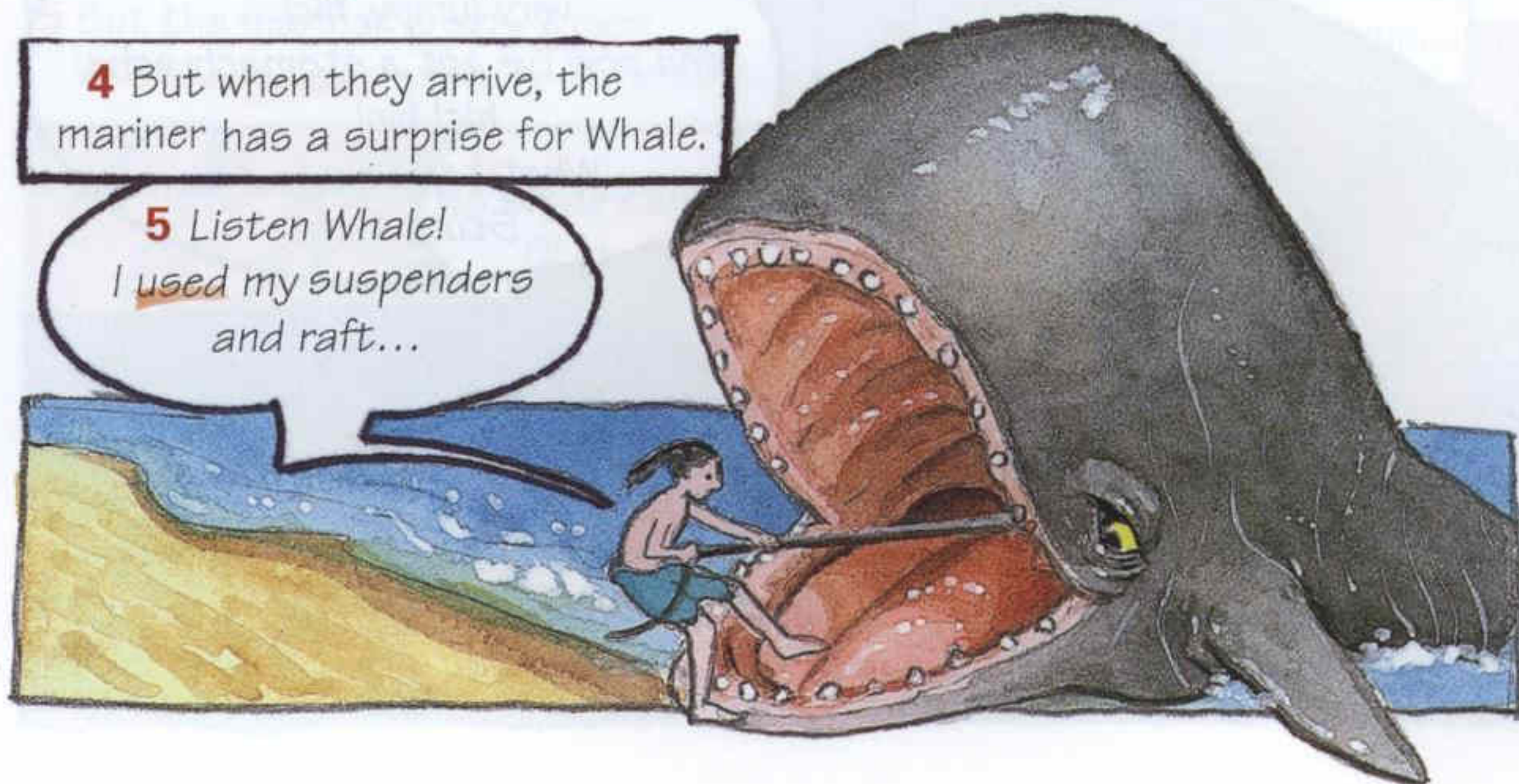


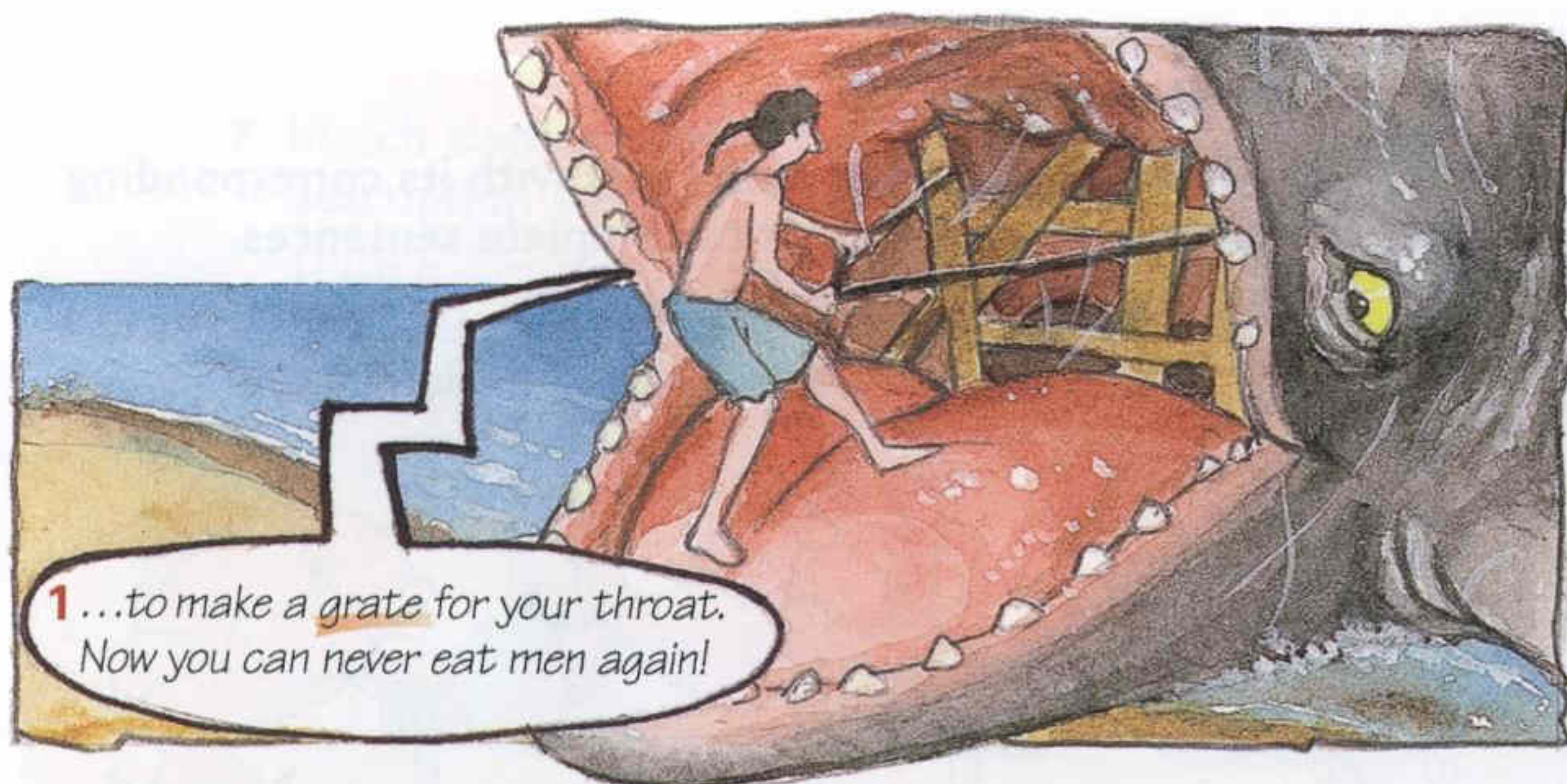
3 Whale and Stute Fish decide to take the mariner home as fast as possible.



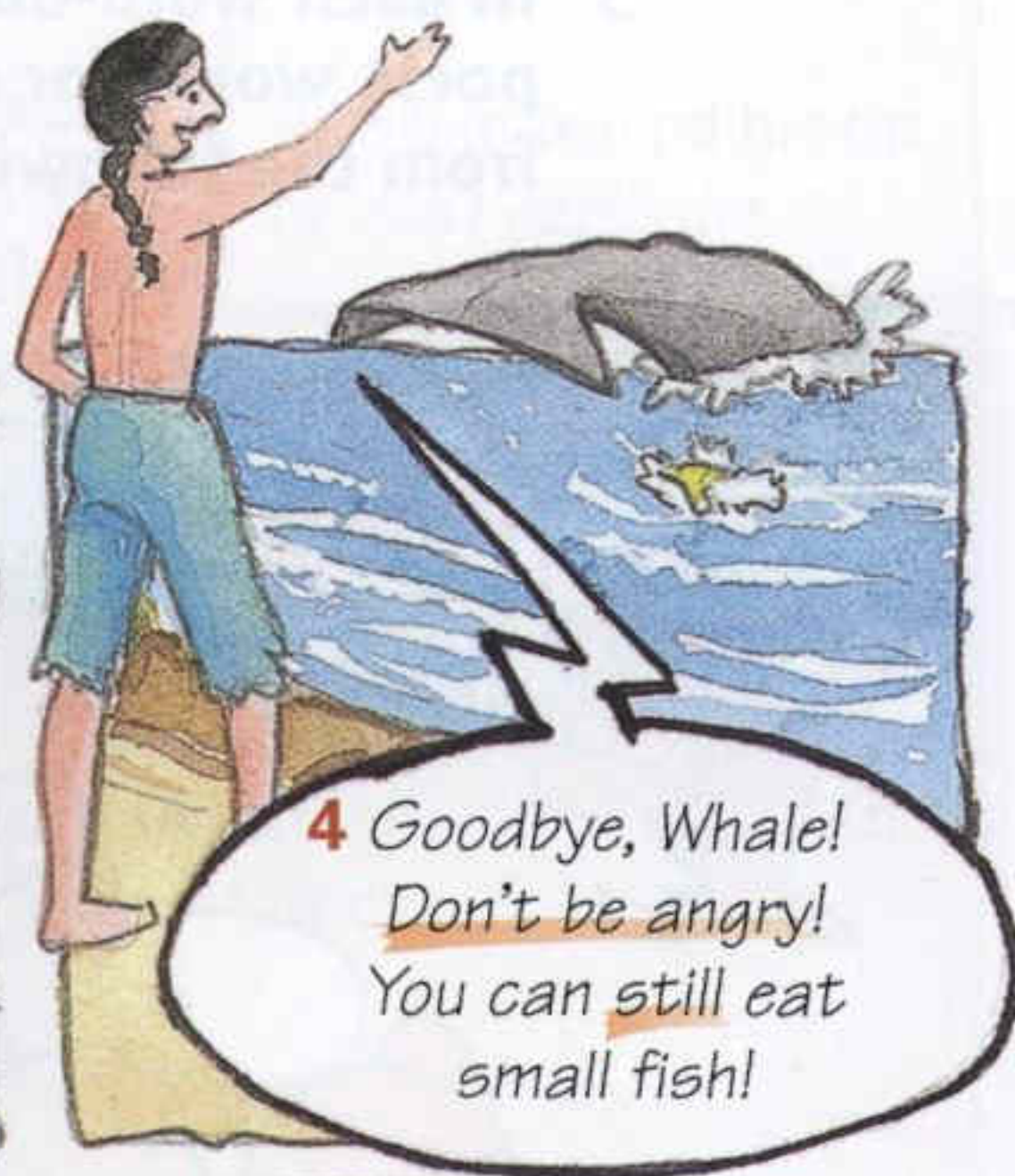
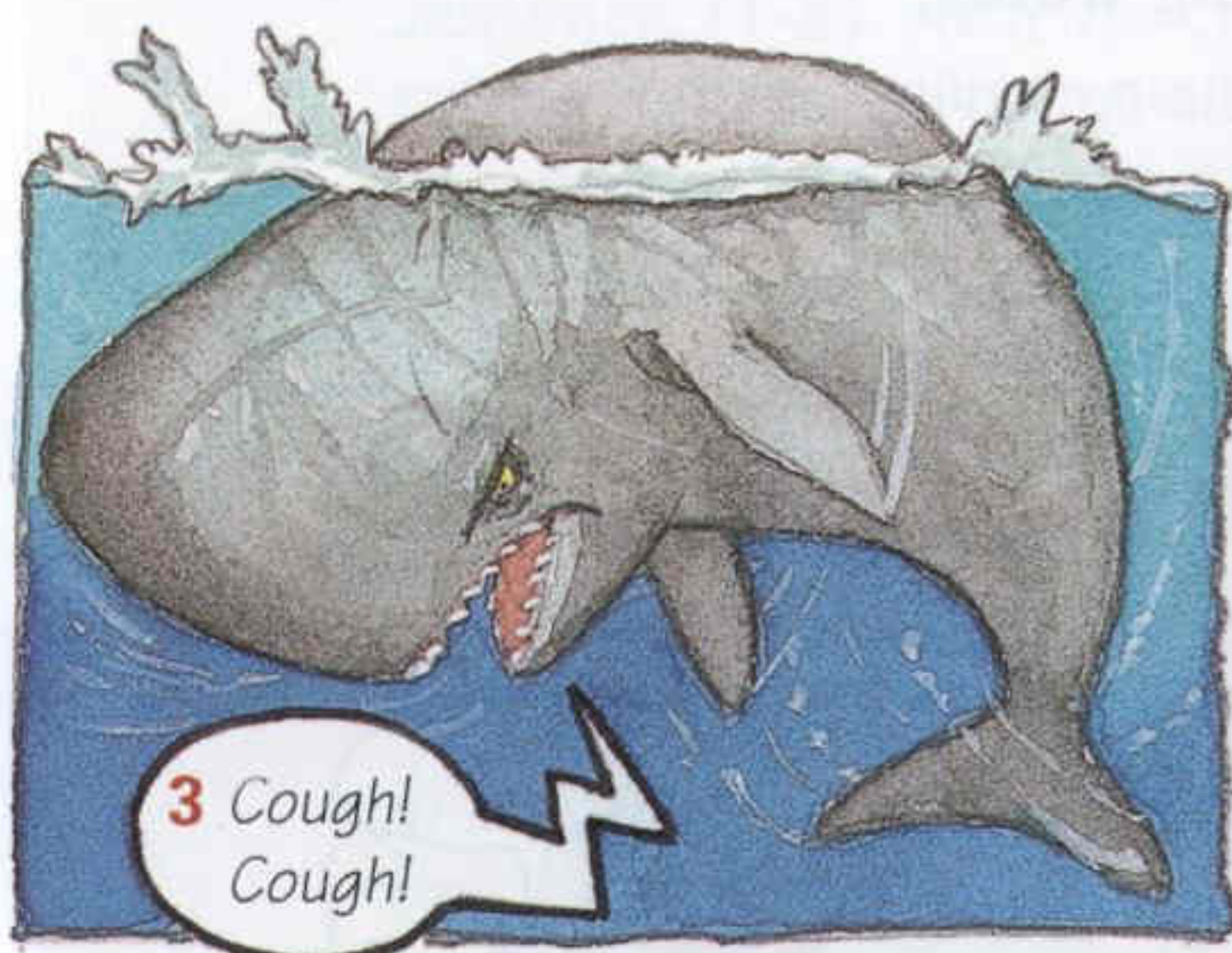
4 But when they arrive, the mariner has a surprise for Whale.

5 Listen Whale!
I used my suspenders
and raft...

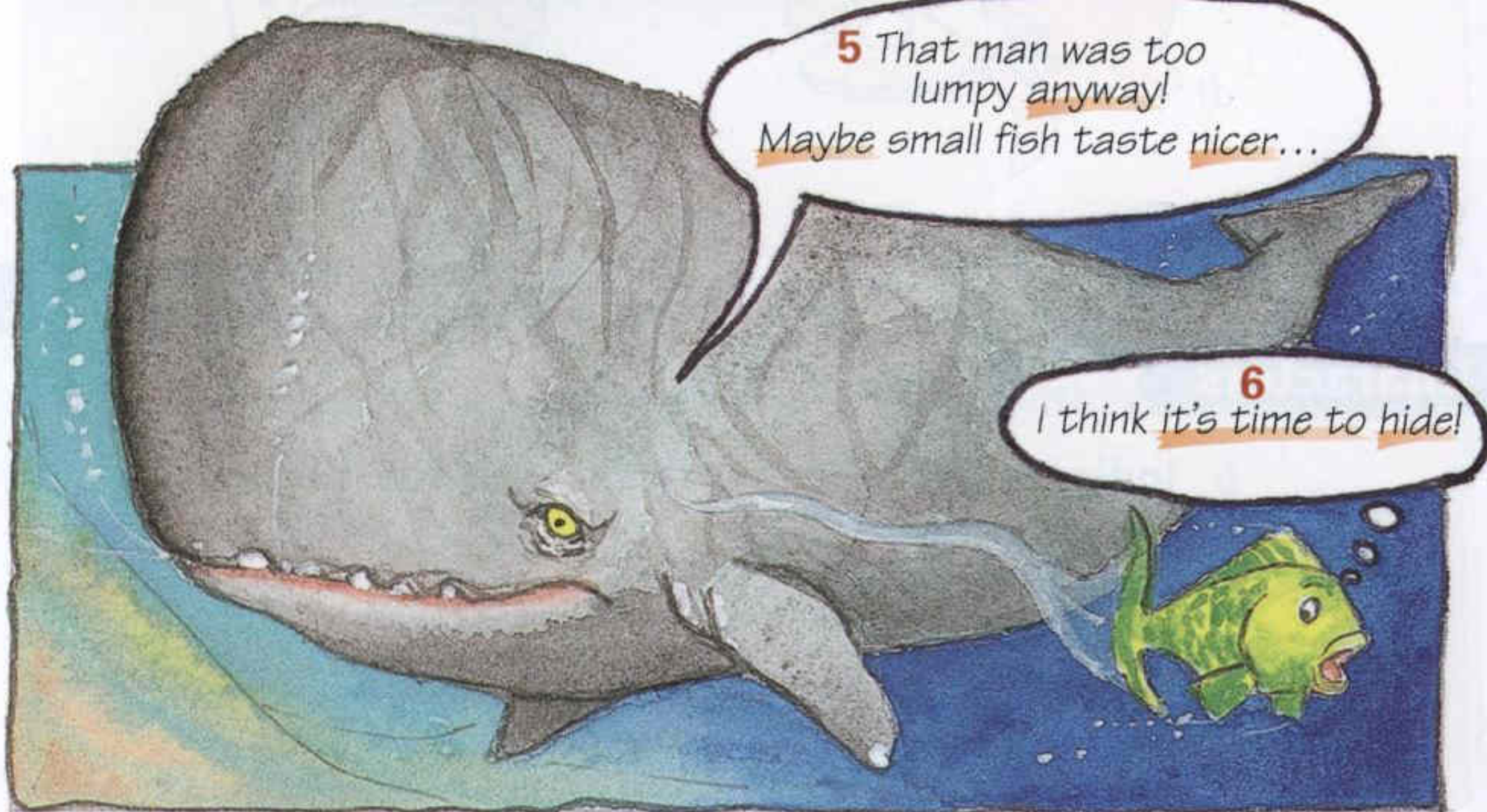




2 Whale is very angry. He coughs and coughs, but the grate doesn't move.



5 That man was too lumpy anyway!
Maybe small fish taste nicer...





Words

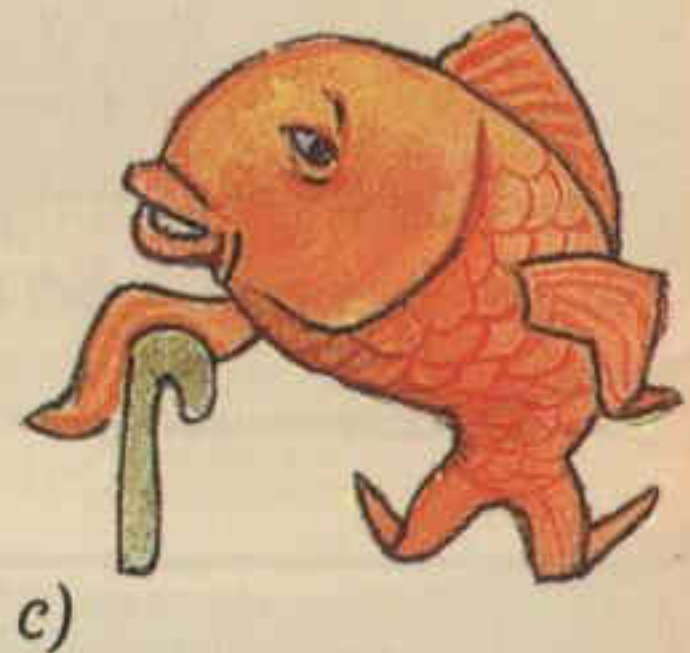
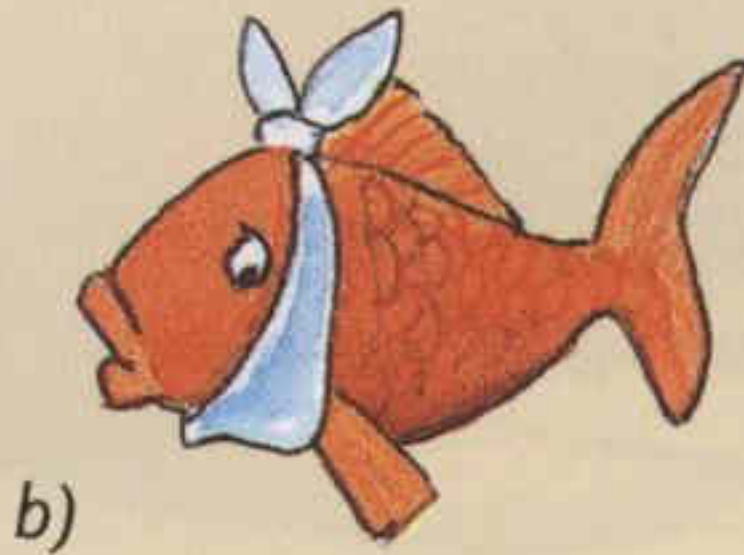
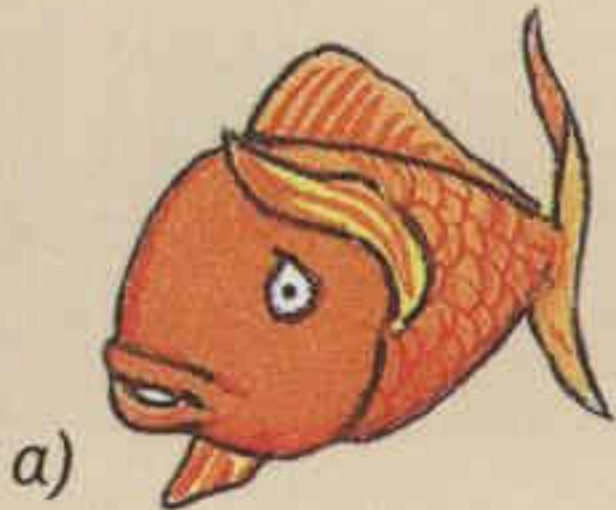
4 Match each kind of pain (1-3) with its corresponding picture (a-c). Then write complete sentences.

E.g. The whale has got a stomach ache.

1) backache

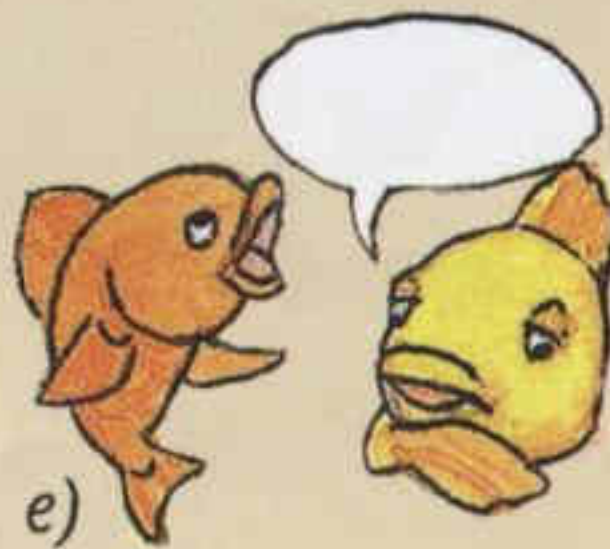
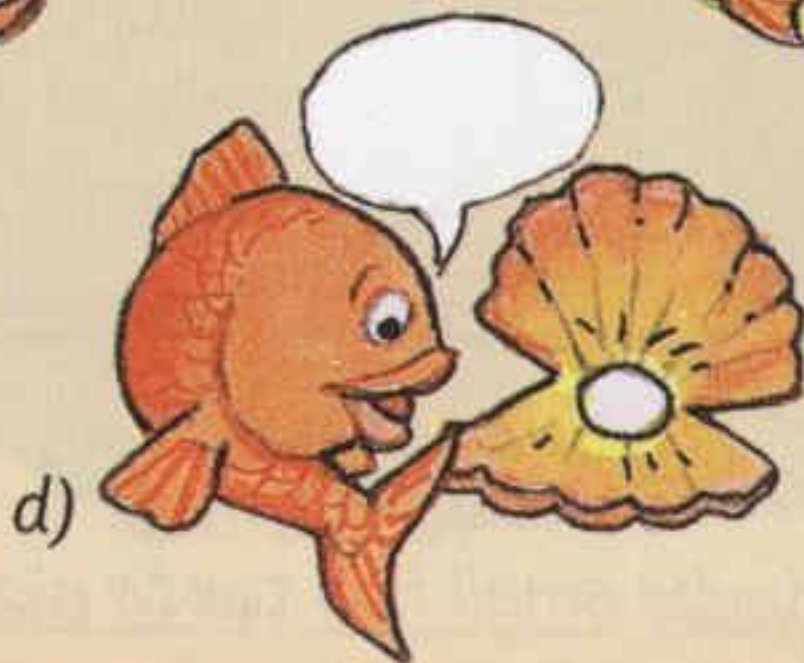
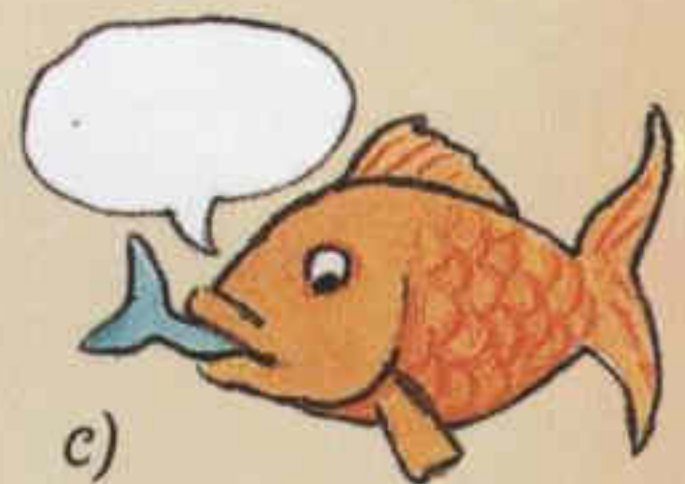
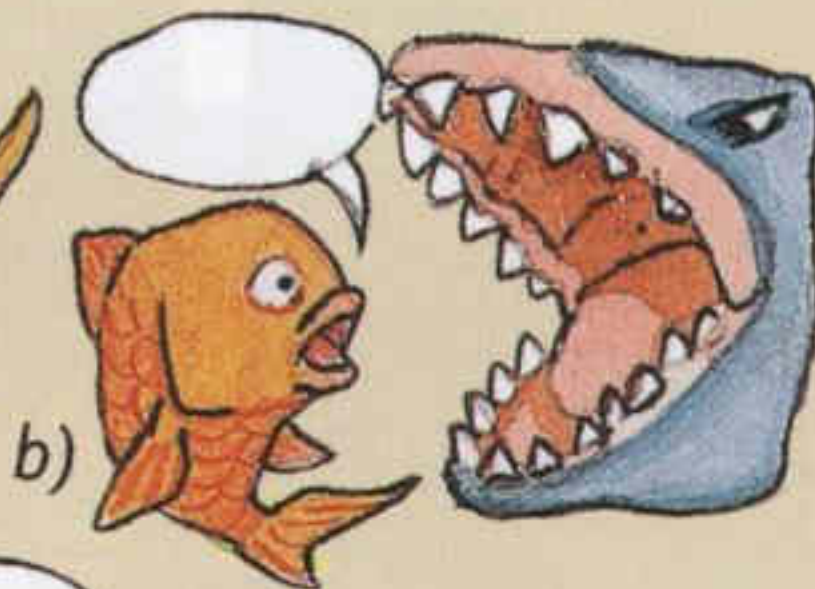
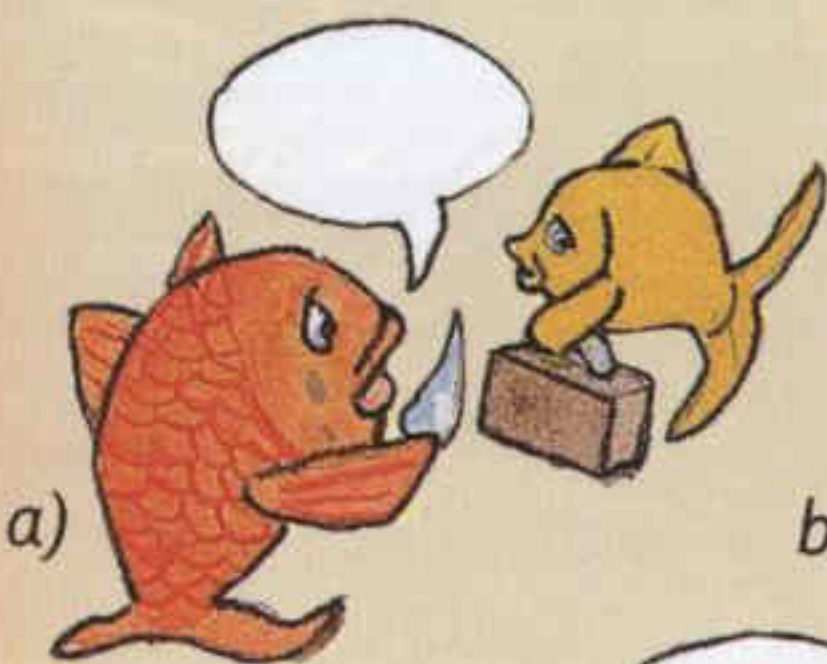
2) headache

3) toothache



5 In each word-bubble, write the correct onomatopoeic word; for example, *cough* or *hiccup*. Choose from the following words.

burp gasp gulp sigh yawn



Characters

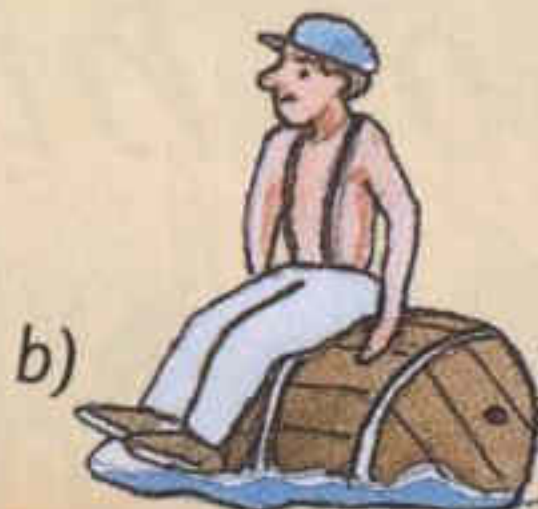
6 Indicate the adjectives that describe the whale.

- ☐ angry
- ☐ clever
- ☐ hungry
- ☐ ill

- ☐ lumpy
- ☐ ship-wrecked
- ☐ big
- ☐ unhappy

7 Match each mariner (1-3) with the corresponding description (a-c).

- 1) Jim is wearing trousers, suspenders and a cap.
- 2) Billy is wearing trousers, suspenders and a shirt.
- 3) Robinson is wearing trousers, a T-shirt and a cap.



Language

8 Match the beginning of each sentence (1-6) with its correct conclusion (a-f), using either *can* or *can't* to join the two parts.

- 1) If I study, I can / I can't...
- 2) If I talk in class, I can / I can't...
- 3) If I run, I can / I can't...
- 4) If I am hungry, I can / I can't...
- 5) If I don't do my homework, I can / I can't...
- 6) If I have got a stomach ache, I can / I can't...

- a) ... listen to the teacher.
- b) ... eat a sandwich.
- c) ... pass the test.
- d) ... go to school.
- e) ... catch the bus.
- f) ... watch TV.

CAN / CAN'T + VERB

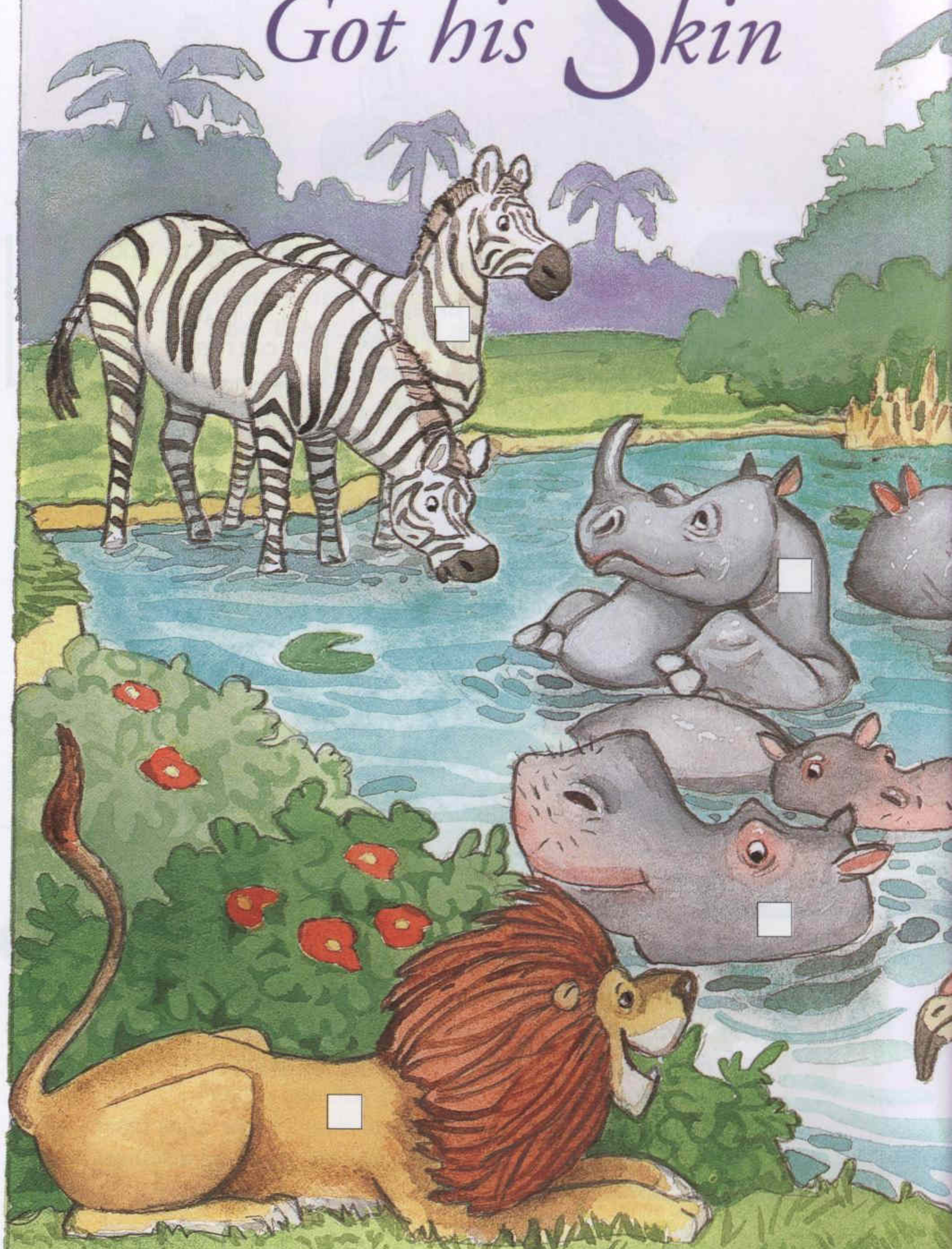
If I swim behind his ear, he *can't* catch me.

Beyond the story

9 Match each marine animal (1-5) with an activity that it can do (a-e).

- | | |
|----------------------|--------------------------------------|
| 1) Whales can... | a) swim very fast. |
| 2) A shark can... | b) live out of the water. |
| 3) An octopus can... | c) eat big fish and people! |
| 4) Dolphins can... | d) do eight things at the same time! |
| 5) A sea lion can... | e) communicate over long distances. |

How the Rhinoceros Got his Skin





Rhino's Kingdom

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- 1) flamingo
- 2) zebra
- 3) hippopotamus
- 4) vulture
- 5) lion

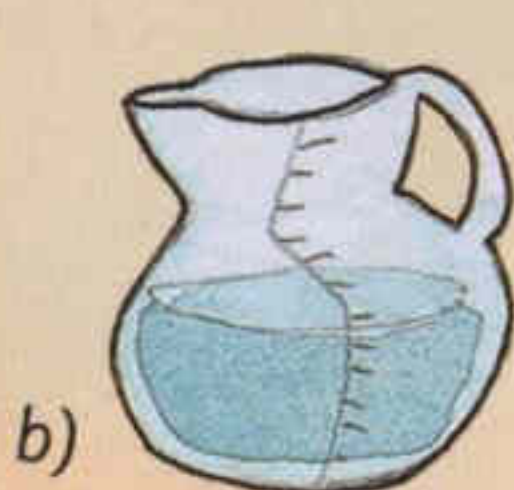
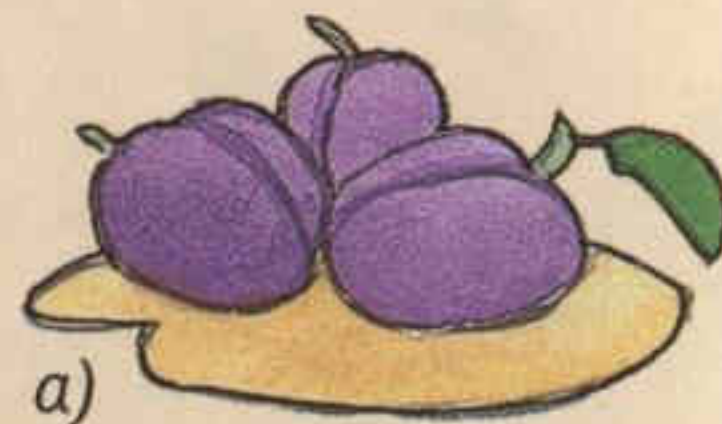
- 6) palm tree
- 7) watering hole
- 8) gnu
- 9) antelope
- 10) rhinoceros



Words

I Match the pictures (a-e) with the corresponding descriptions (1-5).

- 1) Currants are small, dried black grapes.
- 2) Sugar is sweet and white.
- 3) Plums are a purple fruit.
- 4) Another name for water is H_2O .
- 5) Flour is white and essential for bread.

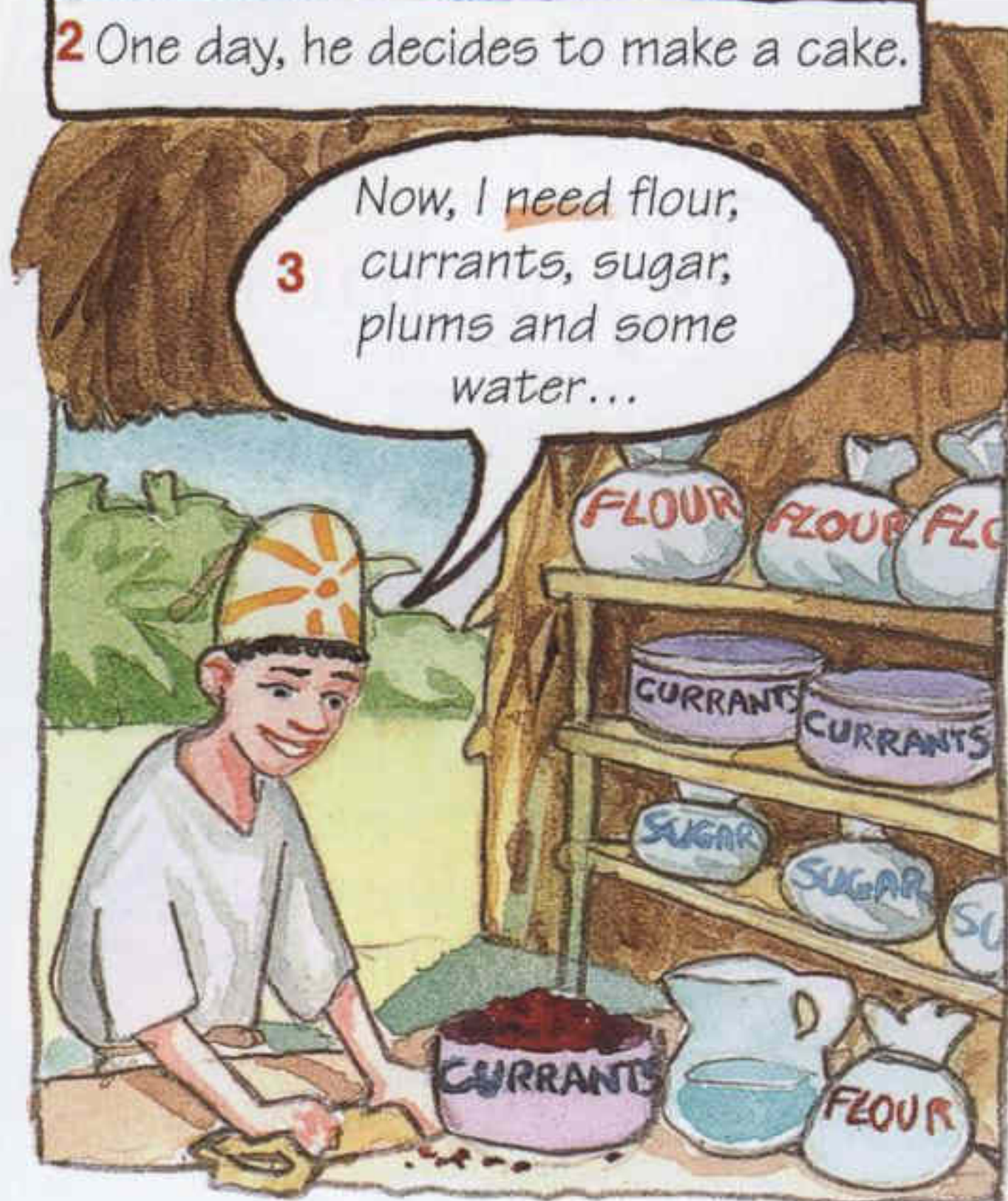


1 On an island in the Red Sea, there lives a Parsee.



2 One day, he decides to make a cake.

3 Now, I need flour, currants, sugar, plums and some water...



4 Parsee's cake is two feet wide and three feet high.

5 This is going to be a very superior comestible!



2 Match each word (1-4) with the corresponding part of the body (a-d).

- 1) skin
- 2) legs
- 3) eye
- 4) feet



3 Complete the sentences with the following words.

horn skin legs eyes feet

- 1) A zebra has got black and white _____.
- 2) An elephant has got very large _____, so don't go too near!
- 3) A kangaroo has got two strong _____. It can jump long distances.
- 4) A cat has got strange _____. They reflect light in the dark.
- 5) A rhinoceros has got a _____ on its nose.

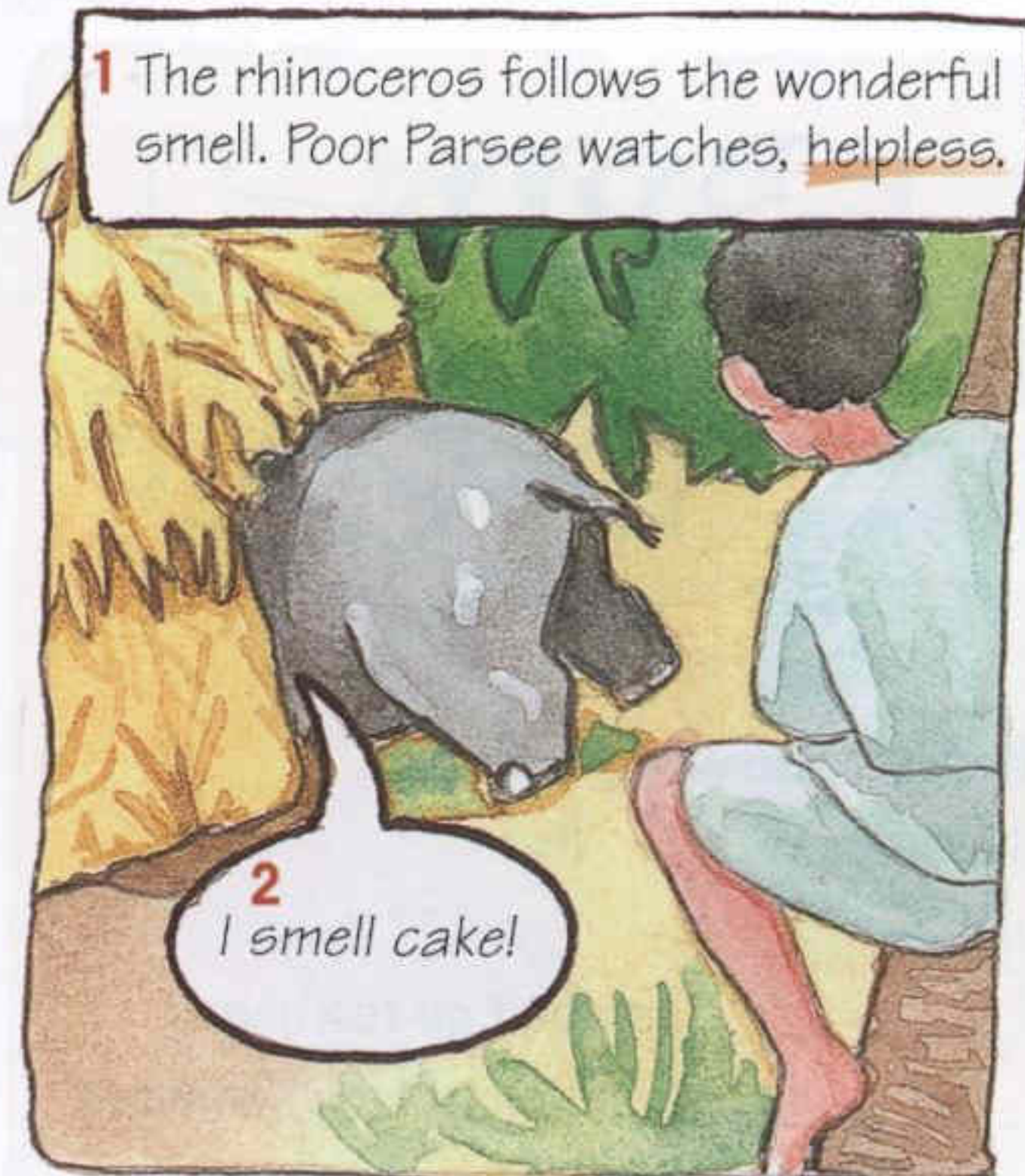
1 The wonderful smell of cake goes across the island and attracts a particular animal...



2 ...with a horn on his nose, two piggy eyes, and no manners – the rhinoceros!



1 The rhinoceros follows the wonderful smell. Poor Parsee watches, helpless.

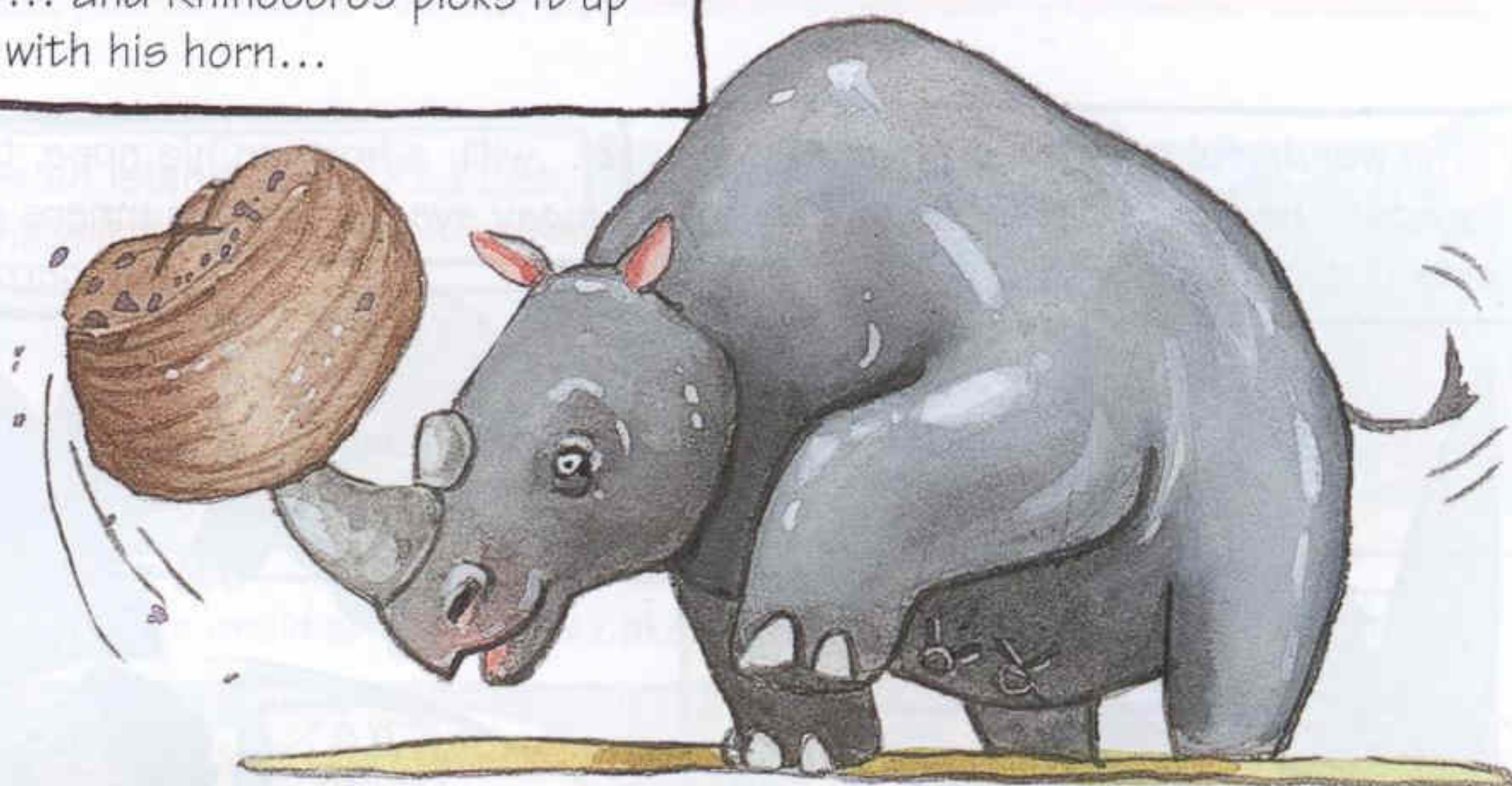


2 I smell cake!

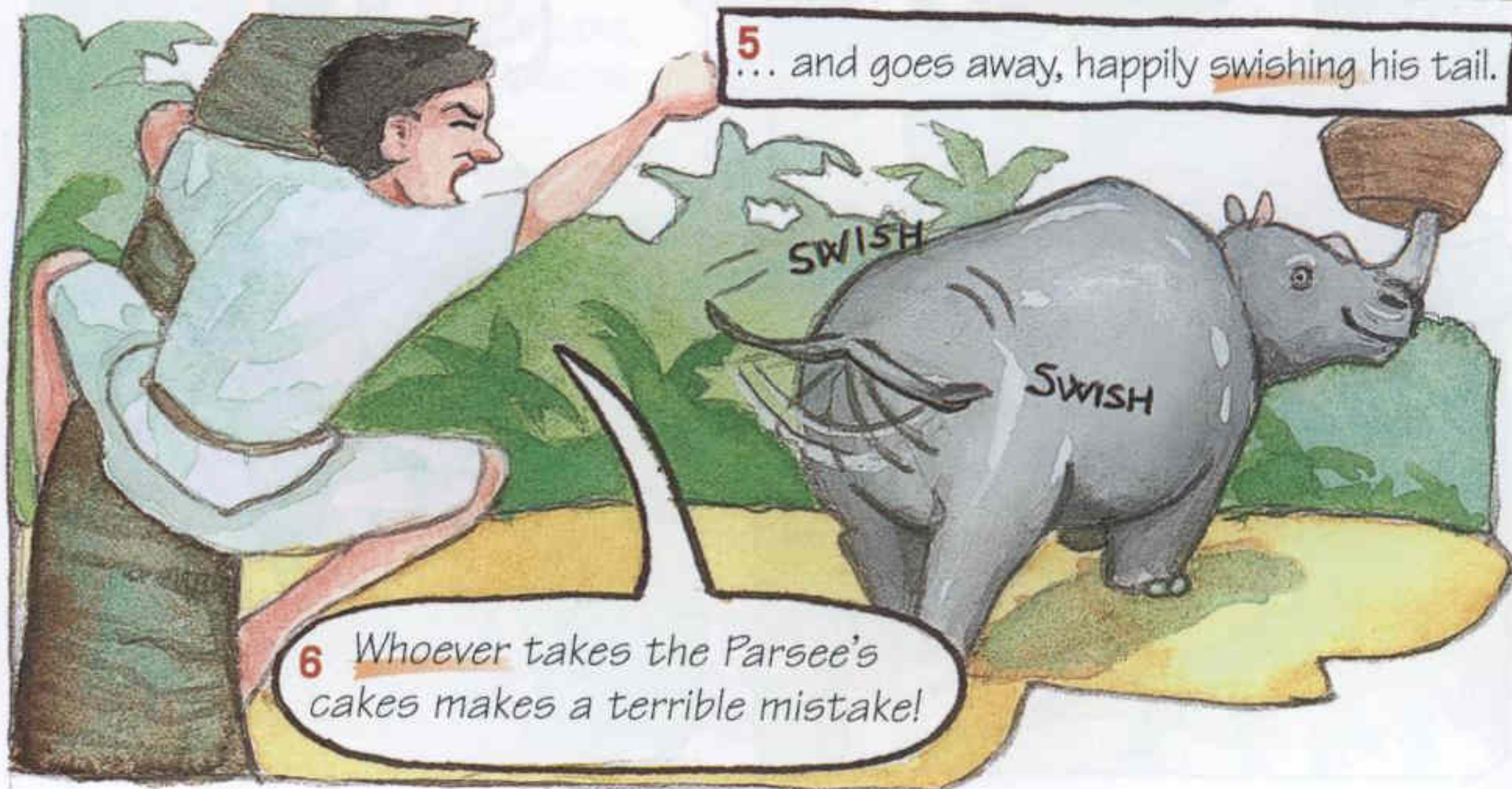
3 The cake rolls onto the sand...



4 ... and Rhinoceros picks it up with his horn...



5 ... and goes away, happily swishing his tail.



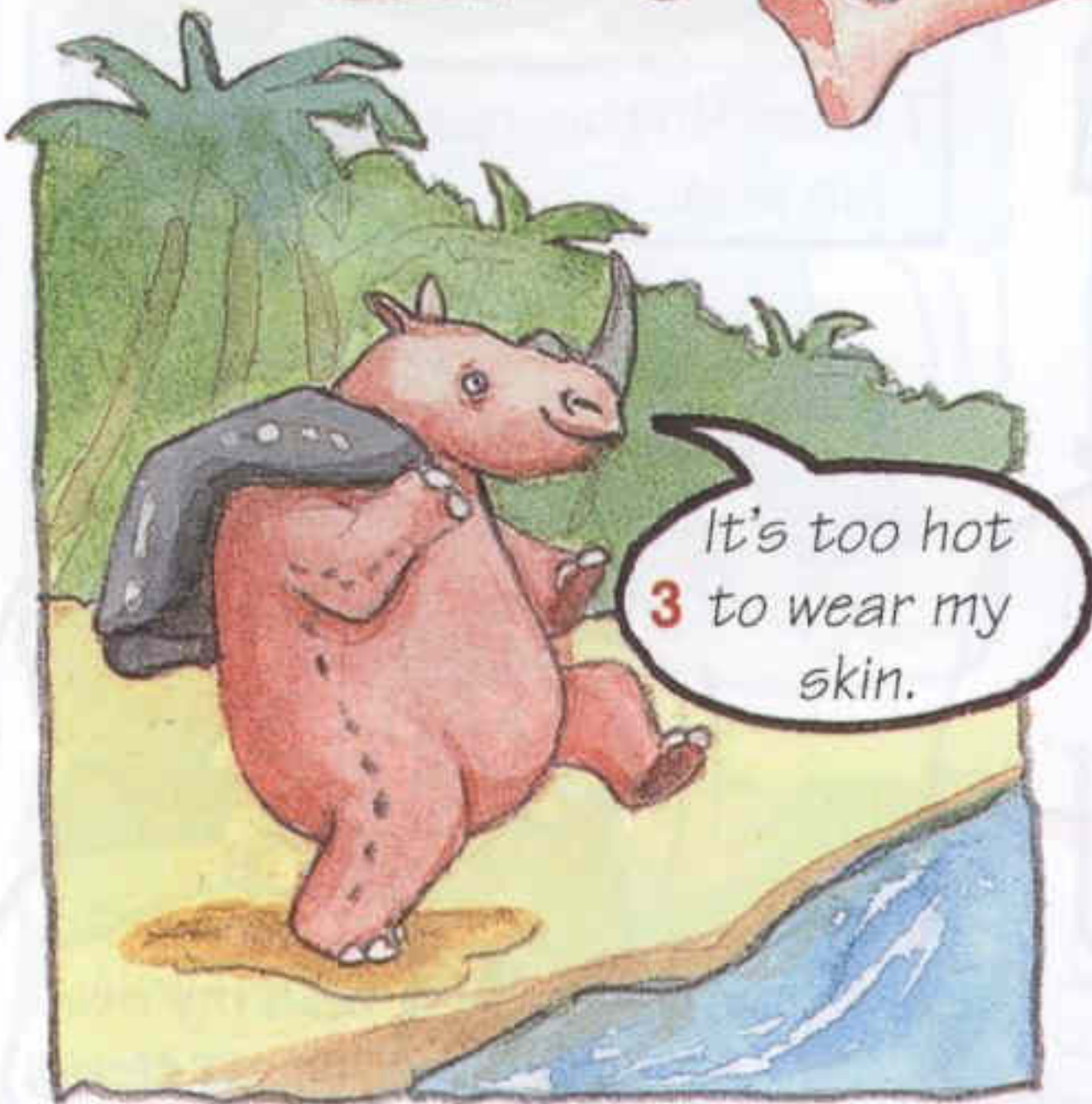
6 Whoever takes the Parsee's cakes makes a terrible mistake!

1 Some weeks later, there is a heat wave. Everyone takes off their clothes.

2 It's too hot to wear my hat.



4 The rhinoceros leaves his skin on the beach.

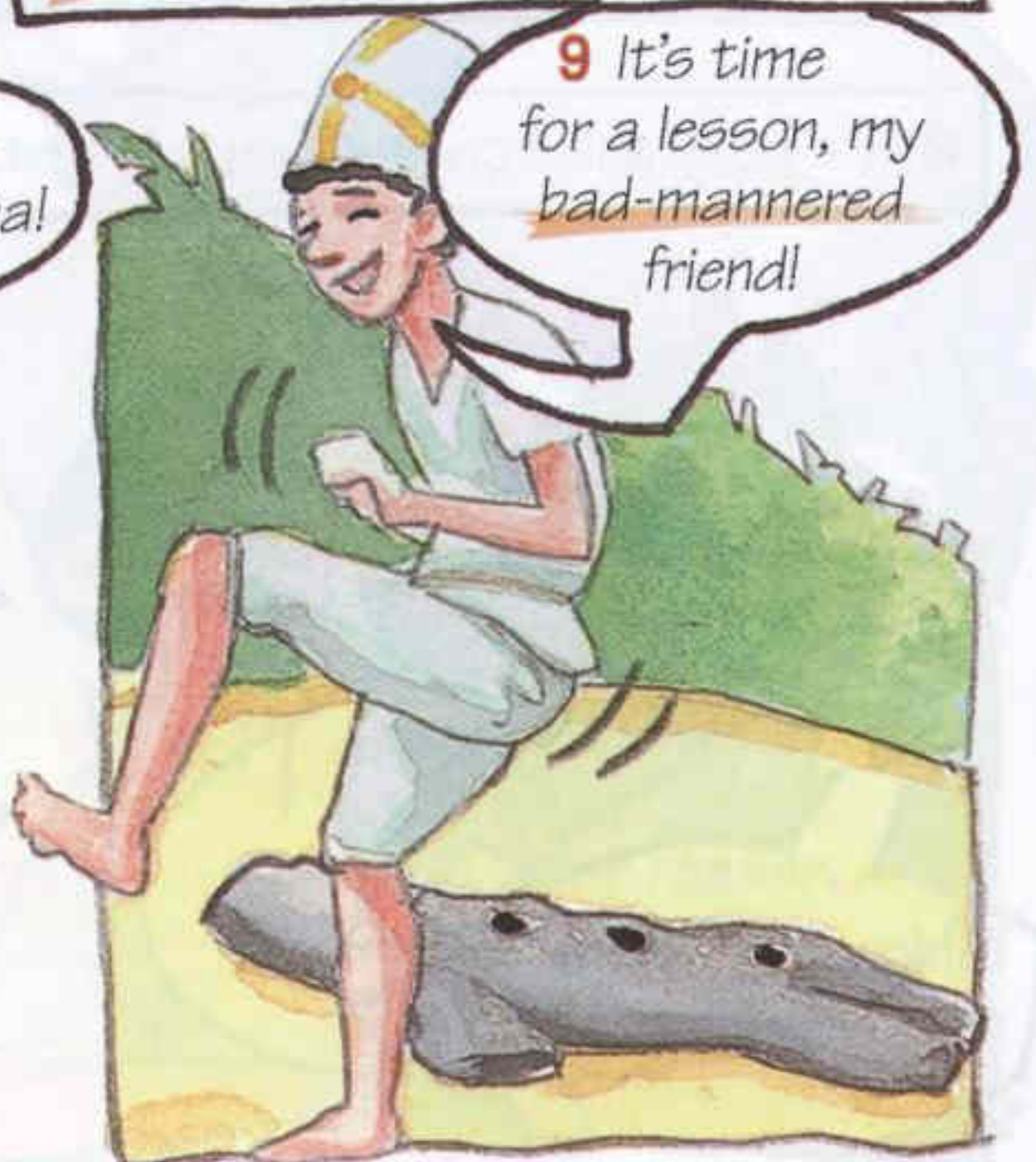
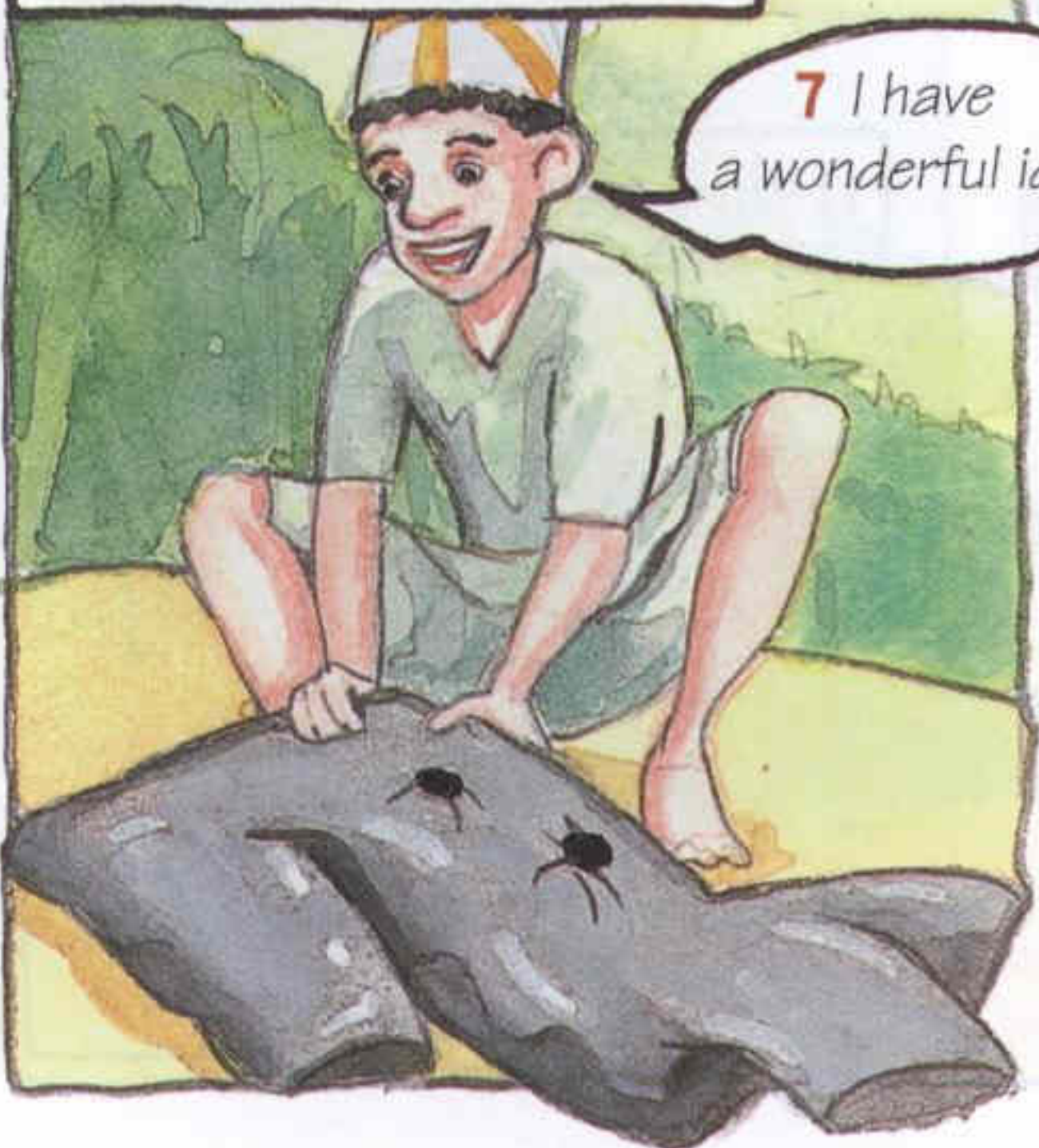


6 Parsee arrives and sees the skin. He smiles a very big smile.

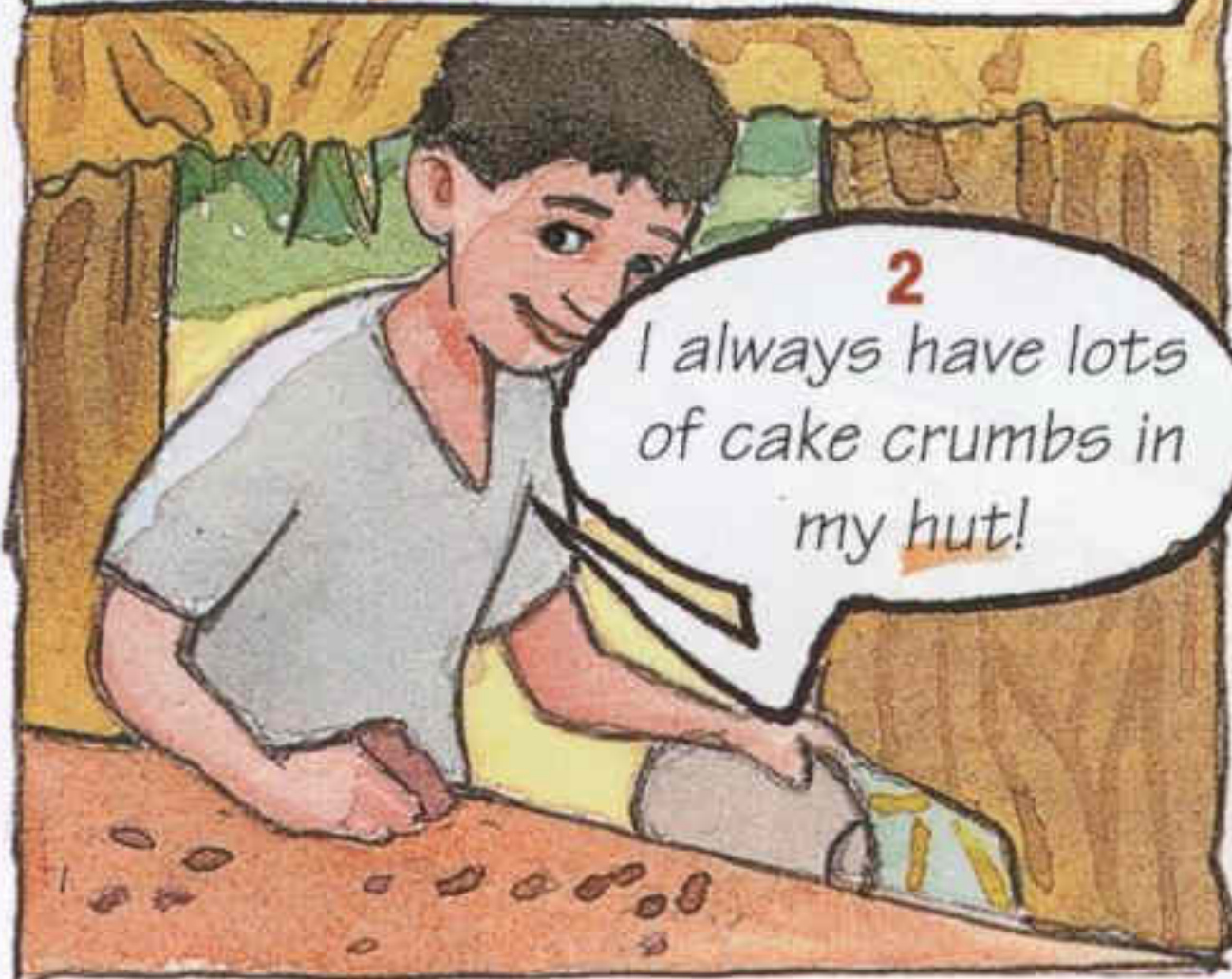
8 He dances round the skin and rubs his hands.

7 I have a wonderful idea!

9 It's time for a lesson, my bad-mannered friend!



1 Parsee goes home and fills his hat with cake crumbs.

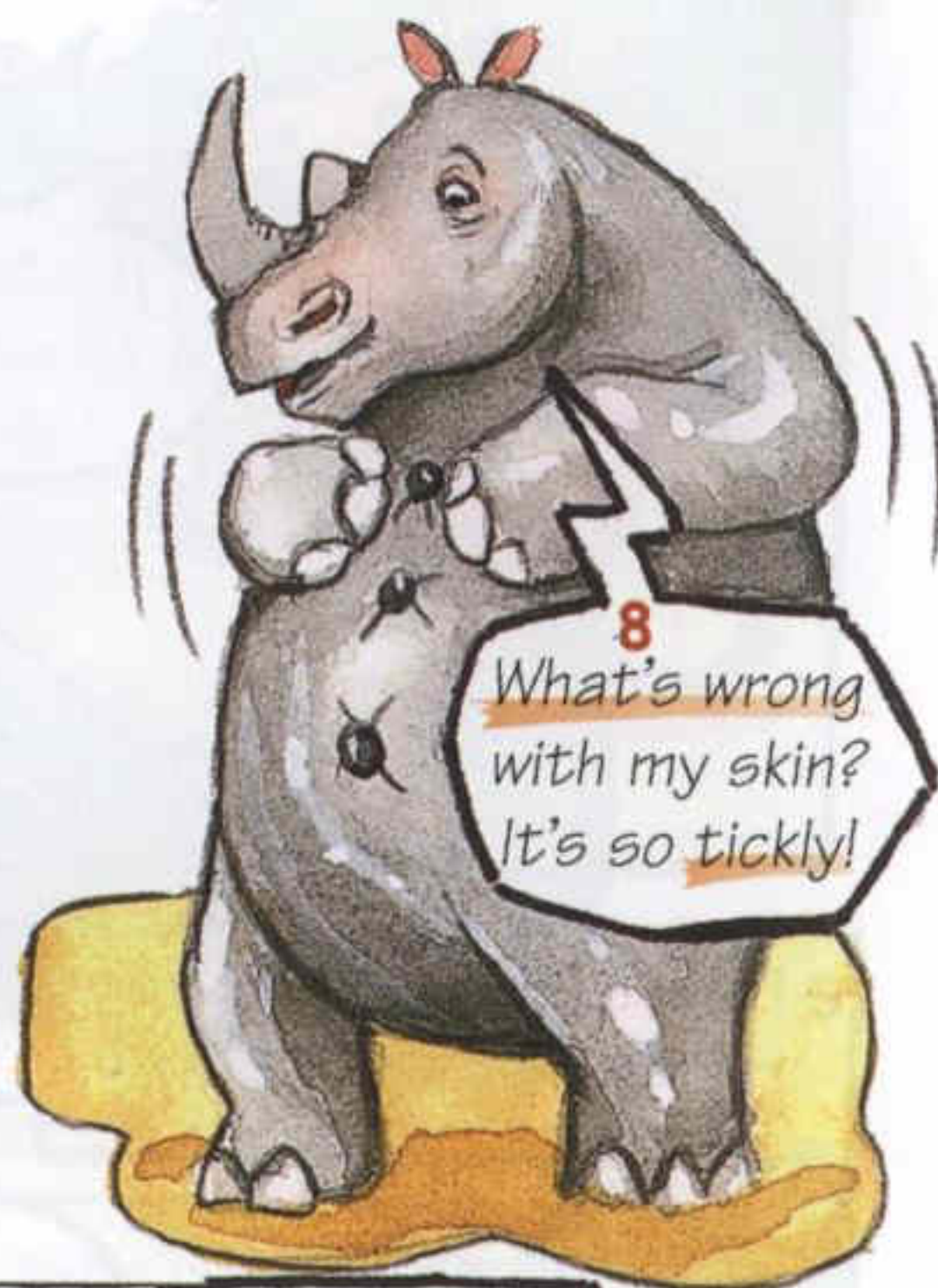


3 Parsee puts all the crumbs inside the rhinoceros's skin.



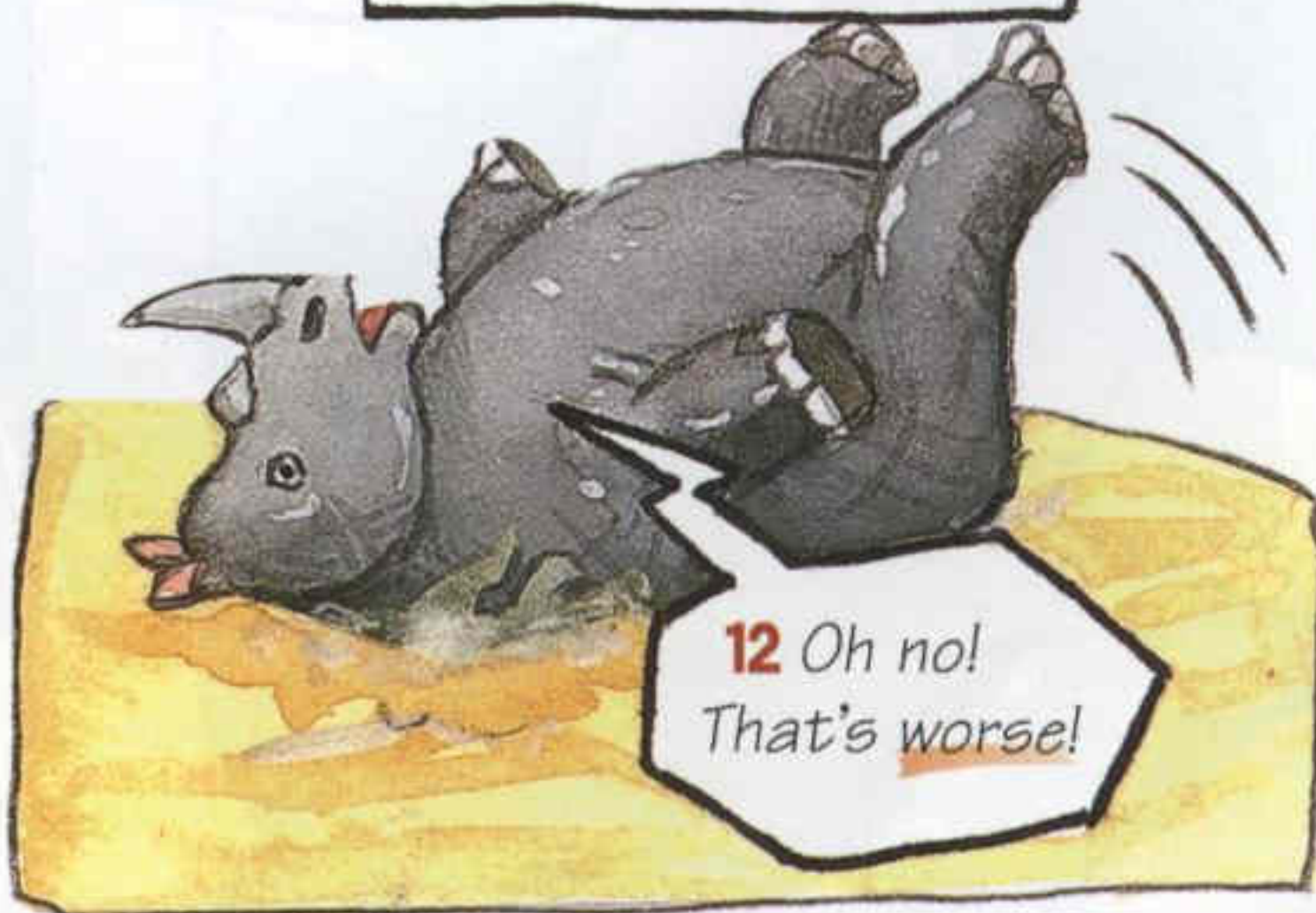
5 Parsee waits for Rhinoceros to come out of the sea.

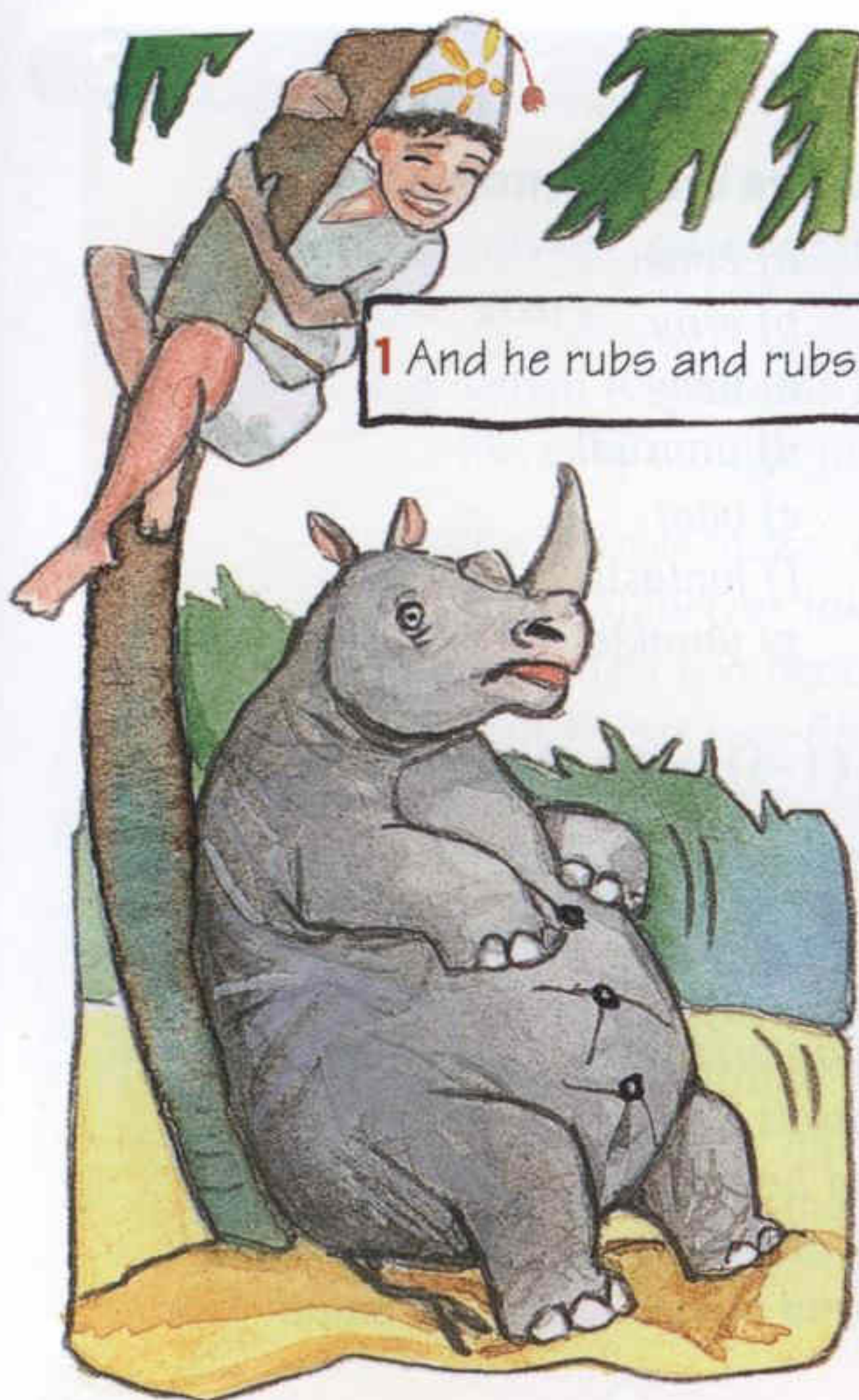
7 When Rhinoceros buttons up his skin...



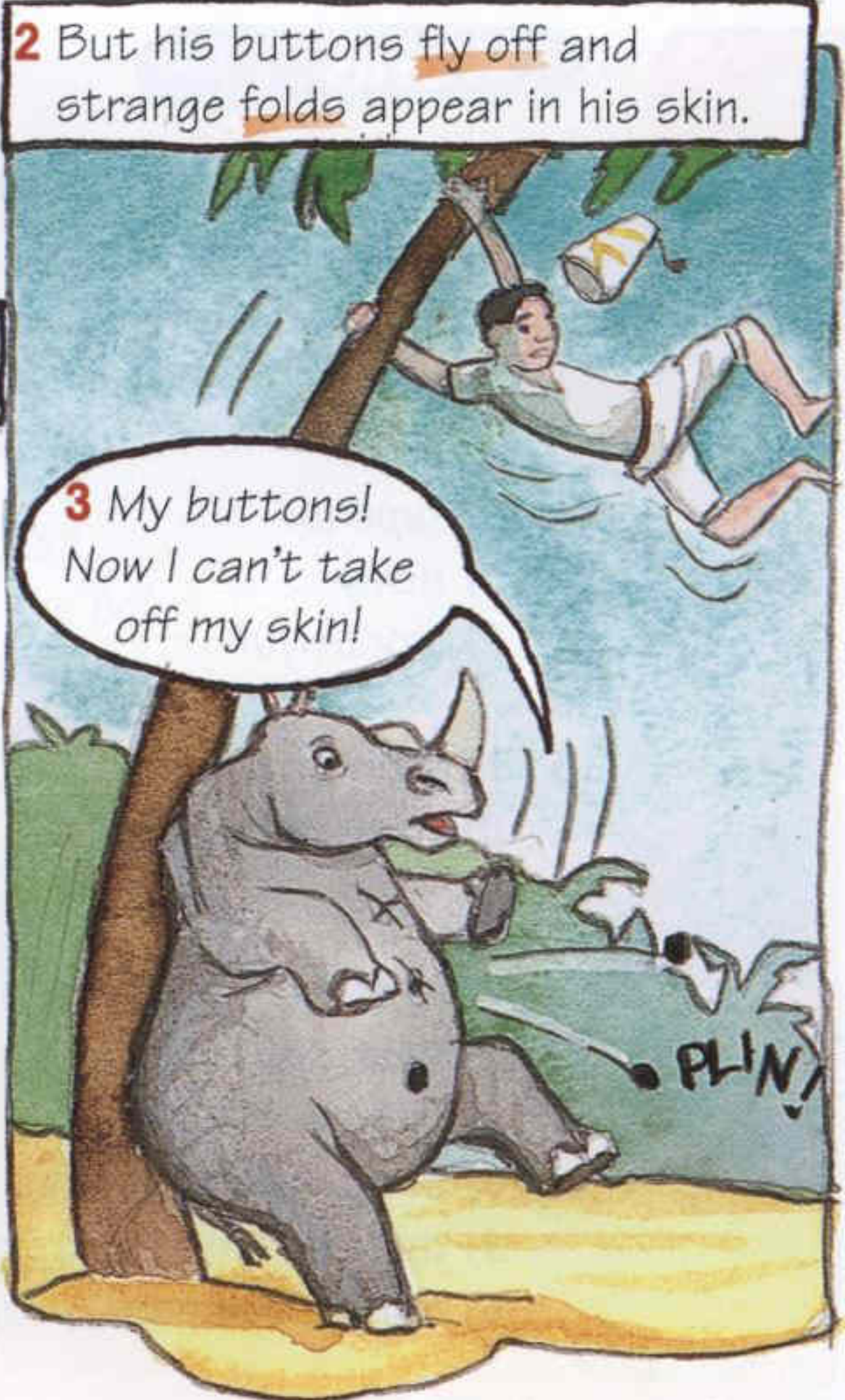
9...it tickles like cake crumbs in bed.

11 So he rolls and rolls...



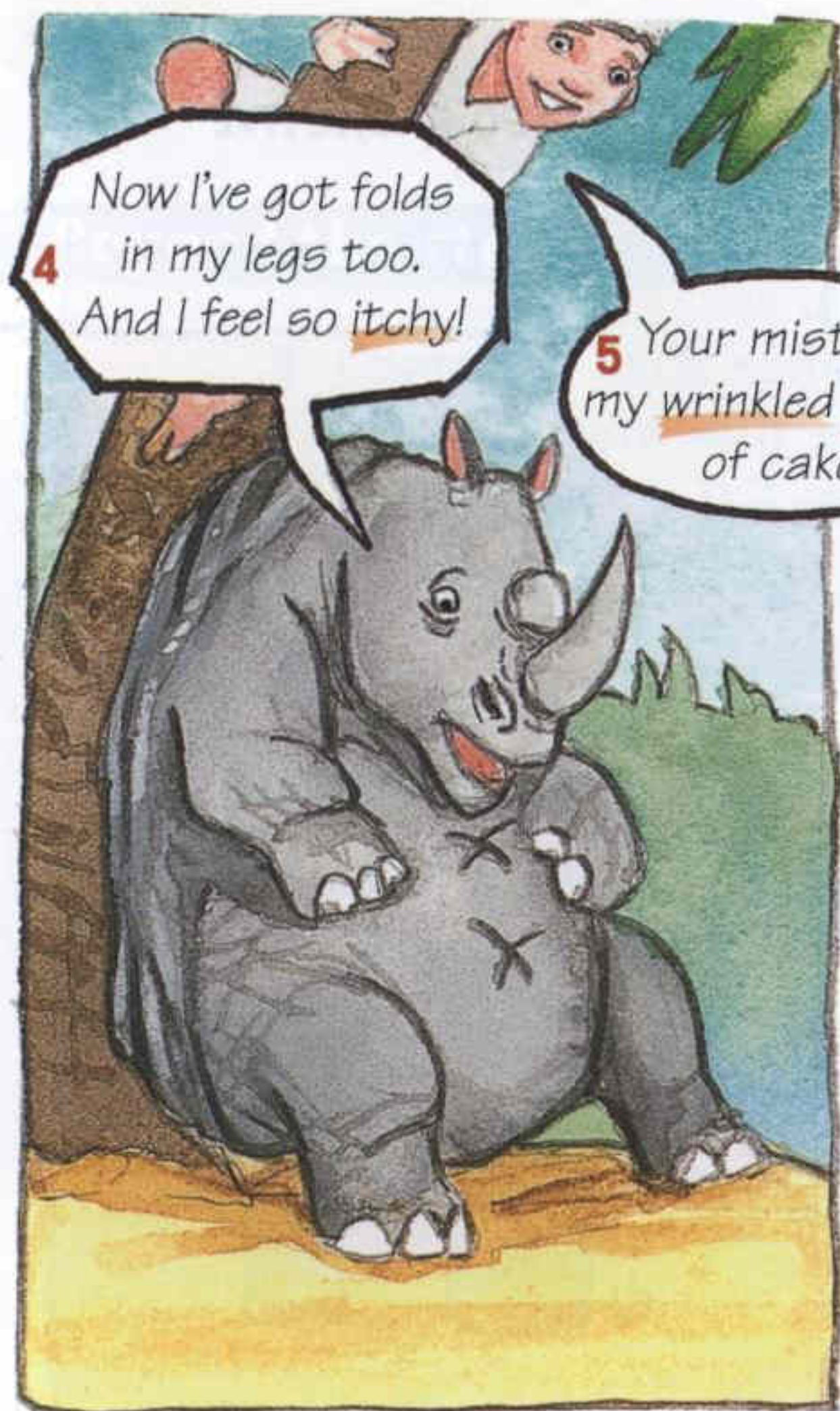


1 And he rubs and rubs...



2 But his buttons fly off and strange folds appear in his skin.

3 My buttons!
Now I can't take
off my skin!



4 Now I've got folds
in my legs too.
And I feel so itchy!

5 Your mistake,
my wrinkled robber
of cake!



7 You can't have a
cake without the
crumbs, dear reader...
"I've got you under
my skin...!"



Words

4 Match the words that have similar meanings.

- | | |
|---------------|--------------|
| 1) folds | a) better |
| 2) mistake | b) error |
| 3) particular | c) itchy |
| 4) smell | d) unusual |
| 5) superior | e) odor |
| 6) tickly | f) fantastic |
| 7) wonderful | g) wrinkles |

5 Match the ingredients (1-6) with the corresponding dinner items (a-f).

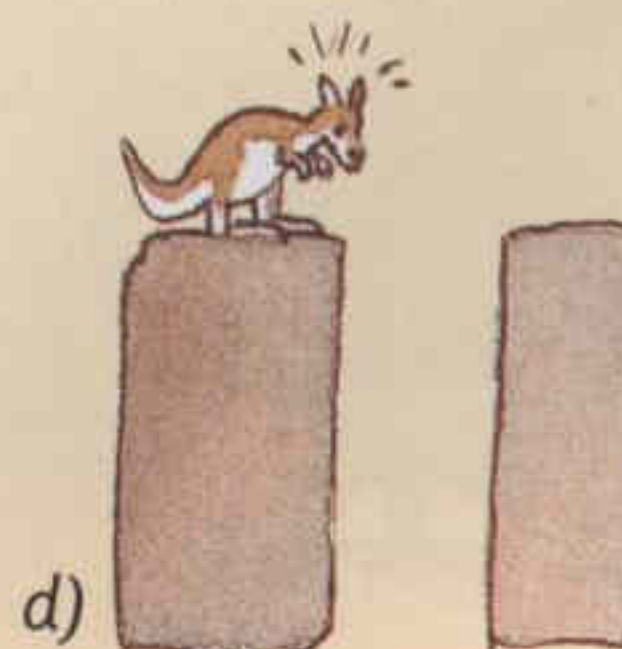
E.g. flour, currants, sugar, plums and water \Rightarrow cake

- | | |
|--|-----------------|
| 1) eggs, milk, salt and pepper | a) apple pie |
| 2) flour, salt, oil, tomato and mozzarella | b) cheeseburger |
| 3) lettuce, tomatoes and carrots | c) fruit salad |
| 4) beef, cheese, ketchup and bread | d) omelette |
| 5) apples, flour, sugar, milk and butter | e) pizza |
| 6) apples, bananas, pears and melon | f) salad |

Language

6 Match the sentences (1-4) with the pictures (a-d).

- 1) It's too big to eat.
- 2) It's too high to climb.
- 3) It's too cold to swim in the sea.
- 4) It's too wide to jump.



TOO + ADJECTIVE

It's too hot to wear my skin.

Story summary

7 Combine the first part of each sentence (1-6) with its correct conclusion (a-f) to tell what happens in the story.

E.g. When Rhinoceros buttons up his skin, it tickles like cake crumbs in bed.

- 1) When Parsee makes a cake...
 - 2) When Rhinoceros takes the cake...
 - 3) When there is a heat wave...
 - 4) When Parsee sees Rhinoceros's skin...
 - 5) When Rhinoceros's skin is tickly...
 - 6) When Rhinoceros rubs his skin on the tree...
- a) ... Rhinoceros takes off his skin.
 - b) ... he rolls on the beach.
 - c) ... the smell attracts Rhinoceros.
 - d) ... his buttons fly off.
 - e) ... Parsee is very angry.
 - f) ... he has a wonderful idea.

Beyond the story

8 Complete each sentence (1-4) with the correct measurement and adjective. Use the English unit of feet: 1 foot = 0.3 m; 2 feet = 0.6 m; etc.

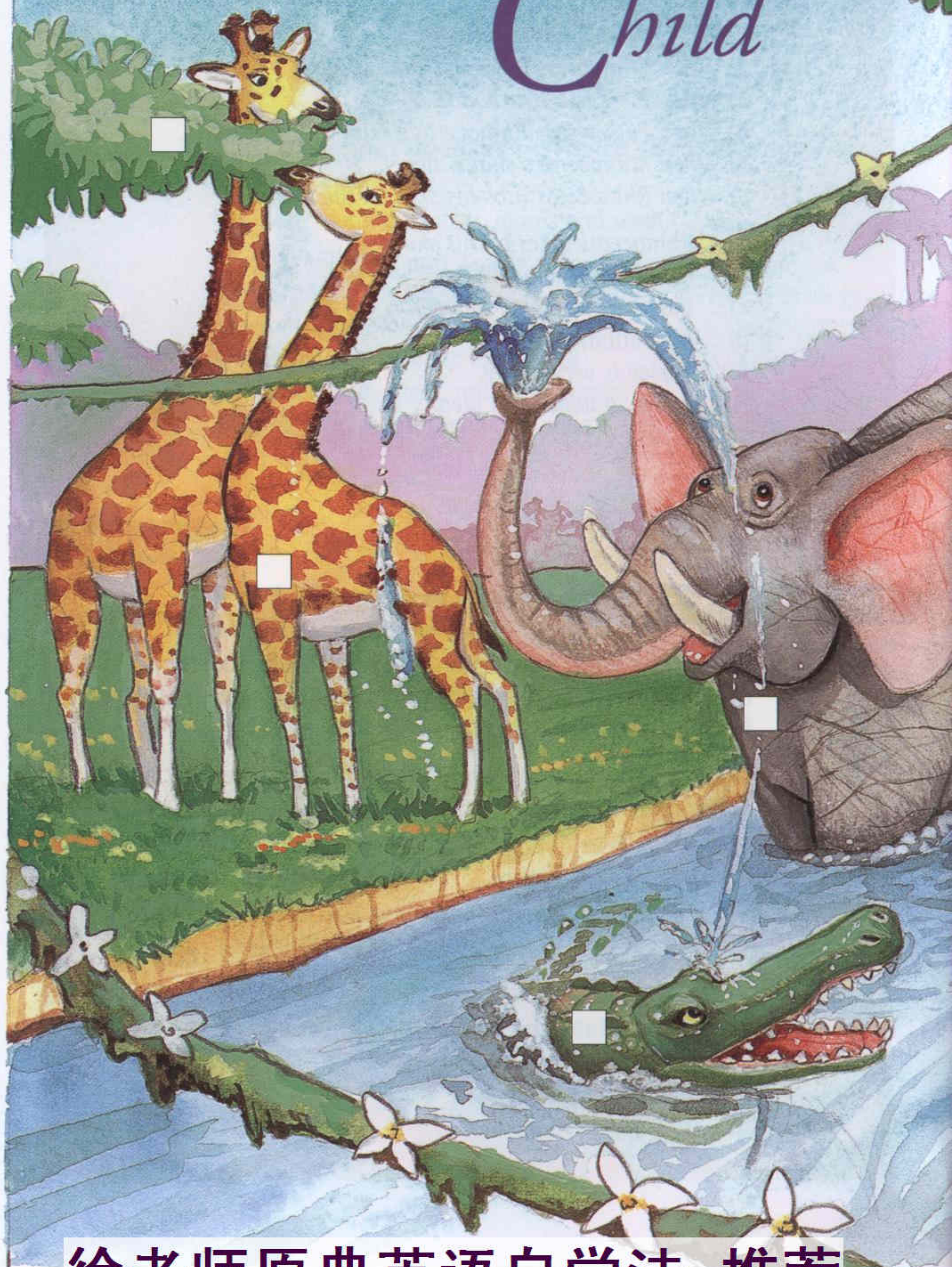
E.g. The Parsee's cake was two feet wide and three feet high.

| | | |
|--------------------------|-------------|------|
| 1) Everest is... | 20 feet | long |
| 2) An anaconda can be... | 29,028 feet | tall |
| 3) A gorilla can be... | 754 feet | high |
| 4) Loch Ness is... | 5.5 feet | deep |

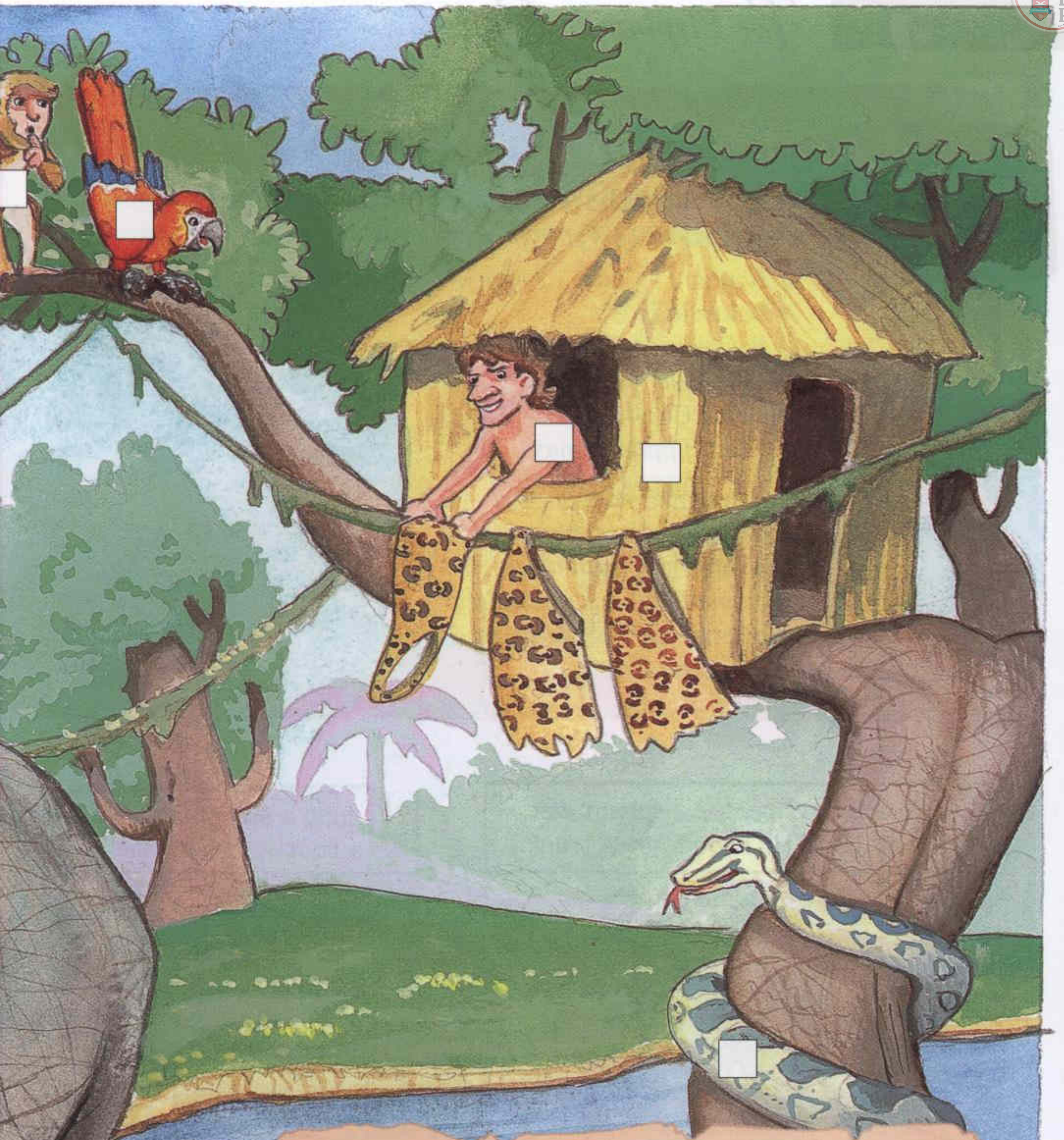
Now, complete the following sentence.

I am _____ feet tall.

The Elephant's Child



徐老师原典英语自学法 推荐



Elephant's Kingdom

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- 1) exotic bird
- 2) crocodile
- 3) elephant
- 4) python
- 5) river

- 6) tree-house
- 7) giraffe
- 8) monkey
- 9) Tarzan
- 10) leaves



Characters

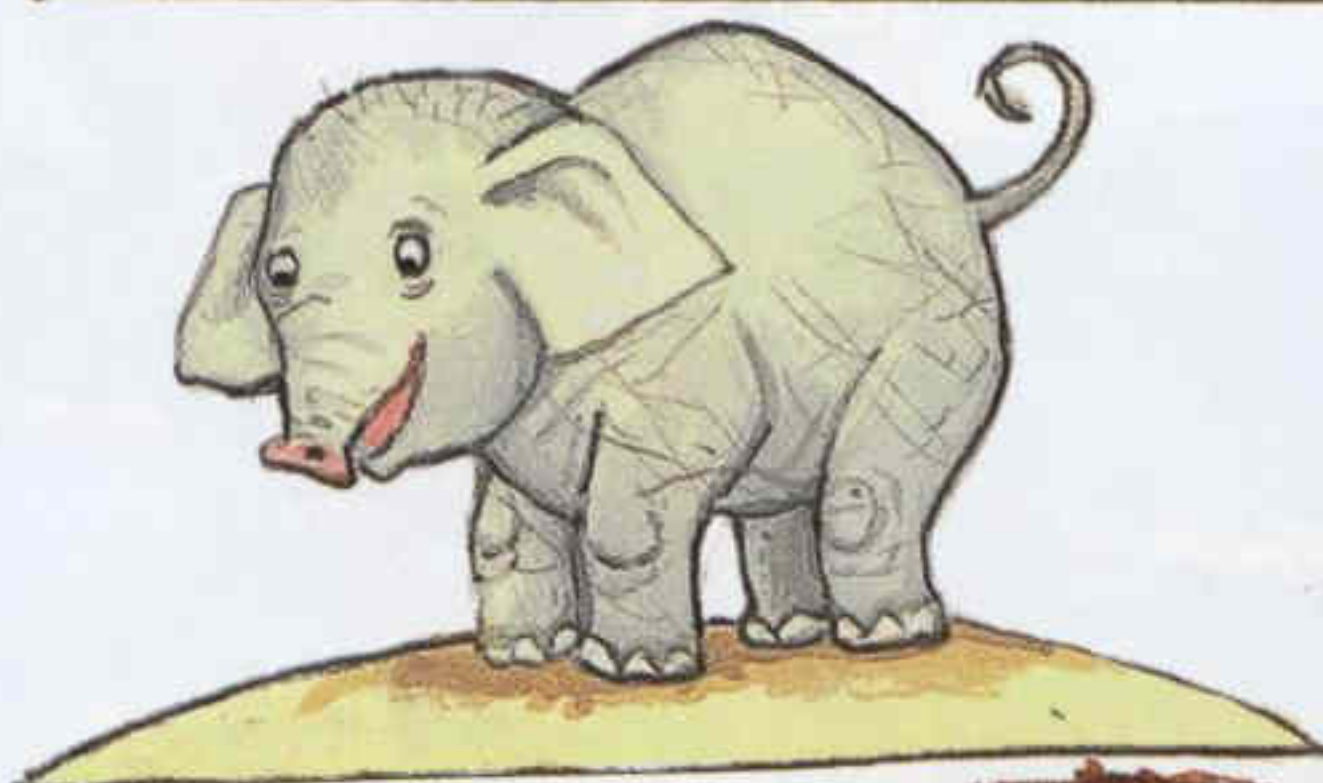
1 Match each character (1-6) with his or her description (a-f).

- 1) Elephant's Child
- 2) Kolokolo Bird
- 3) Bi-Coloured-Python-Rock-Snake
- 4) Crocodile
- 5) Uncle Giraffe
- 6) Aunt Hippopotamus

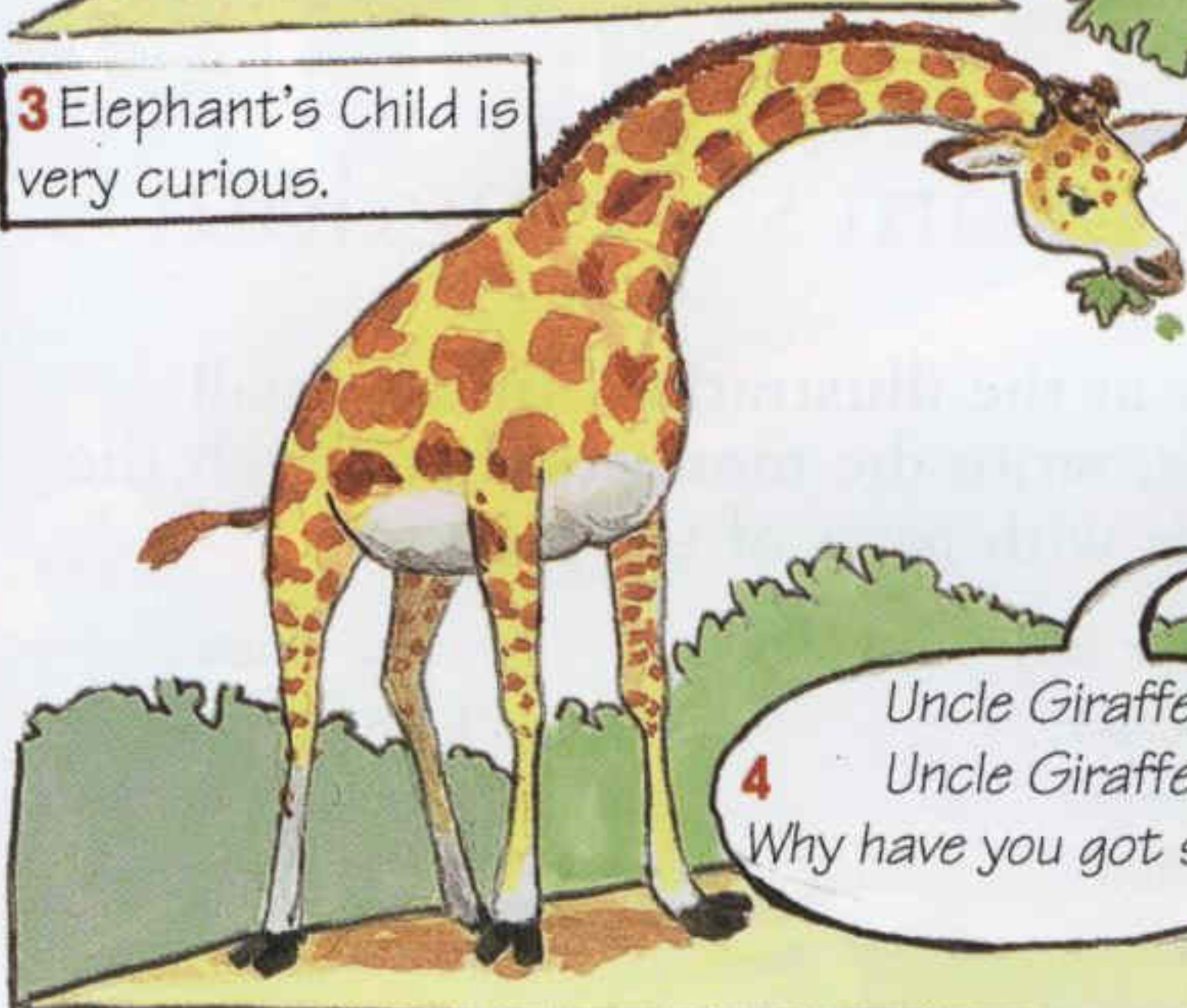
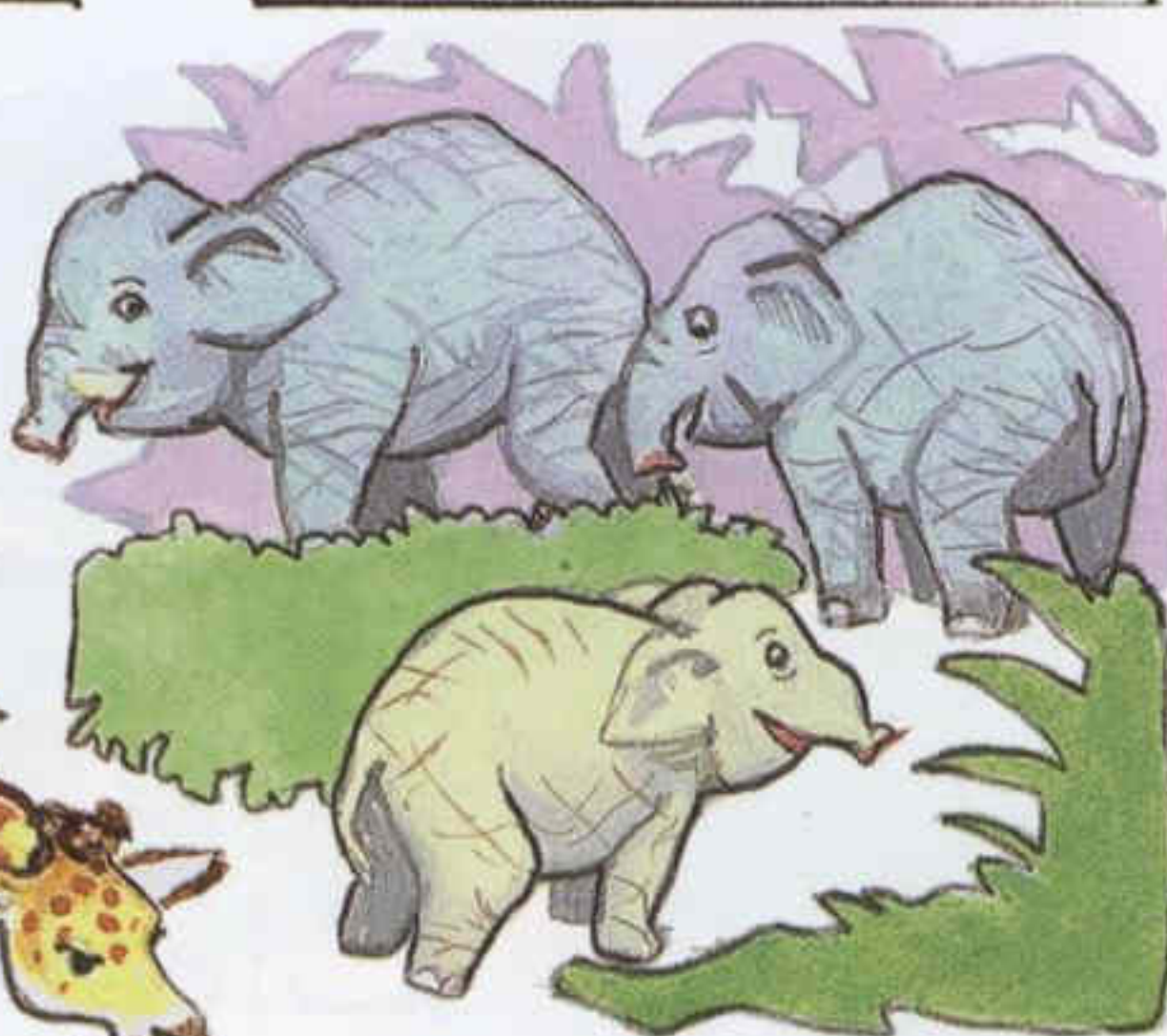
- a) a long-necked leaf-eater
- b) a dangerous reptile
- c) a large grey mud-lover
- d) a small, curious pachyderm
- e) a long, two-tinted serpent
- f) an exotic flyer

1 Once upon a time, the elephant was different. Look! He hasn't got a trunk...

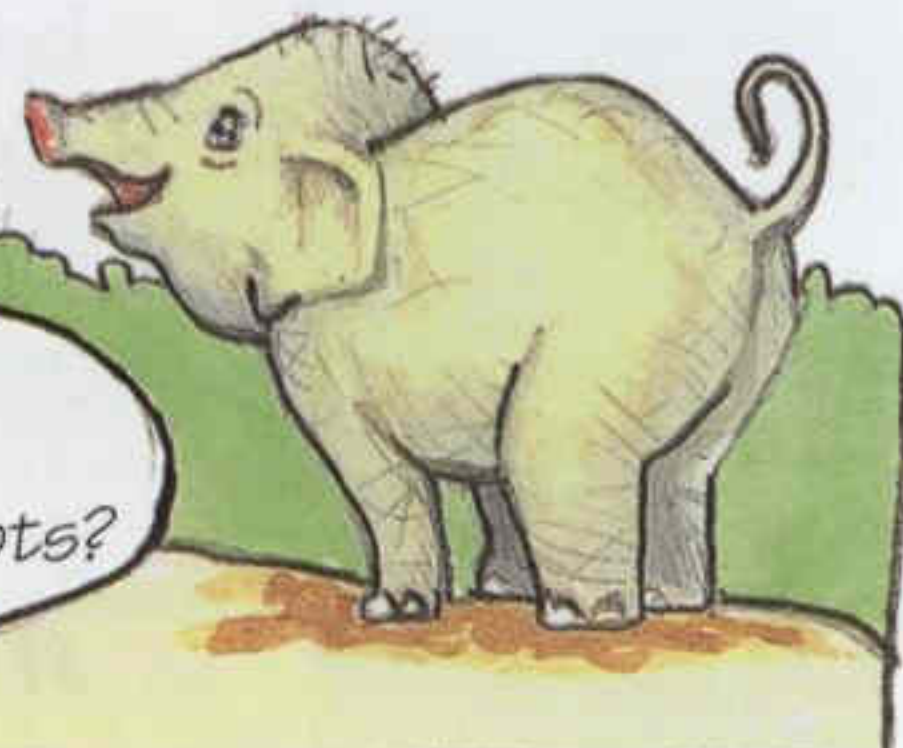
2 ... just a short, fat nose, like a boot.



3 Elephant's Child is very curious.



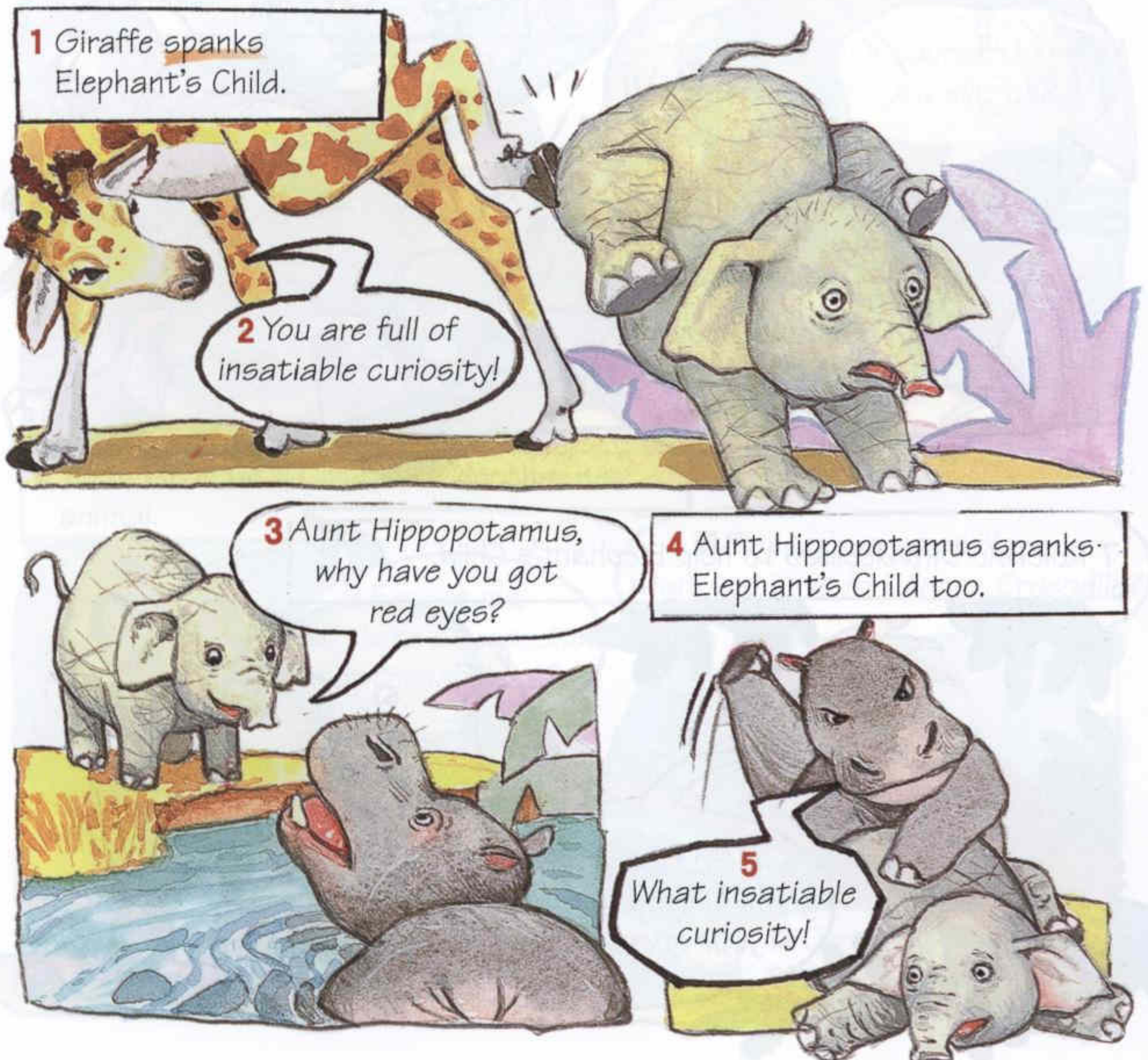
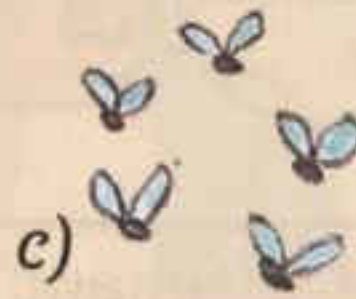
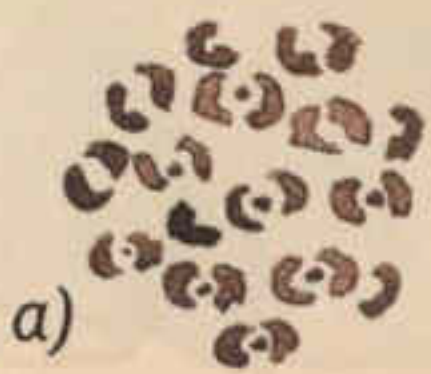
4 Uncle Giraffe,
Uncle Giraffe!
Why have you got spots?



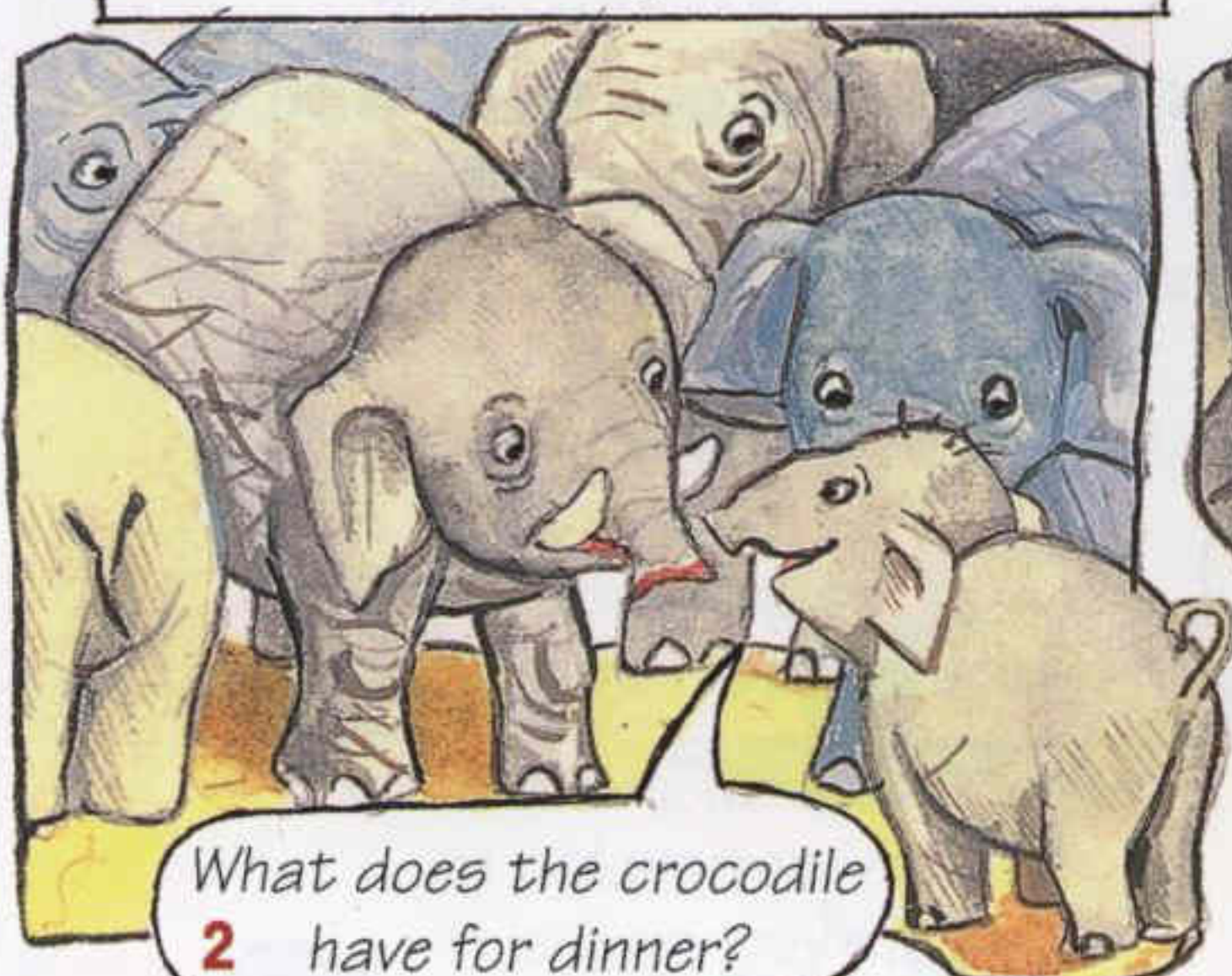
Pictures

2 Correctly match each picture in the first group (1-4) with one from the second group (a-d). Then write sentences.

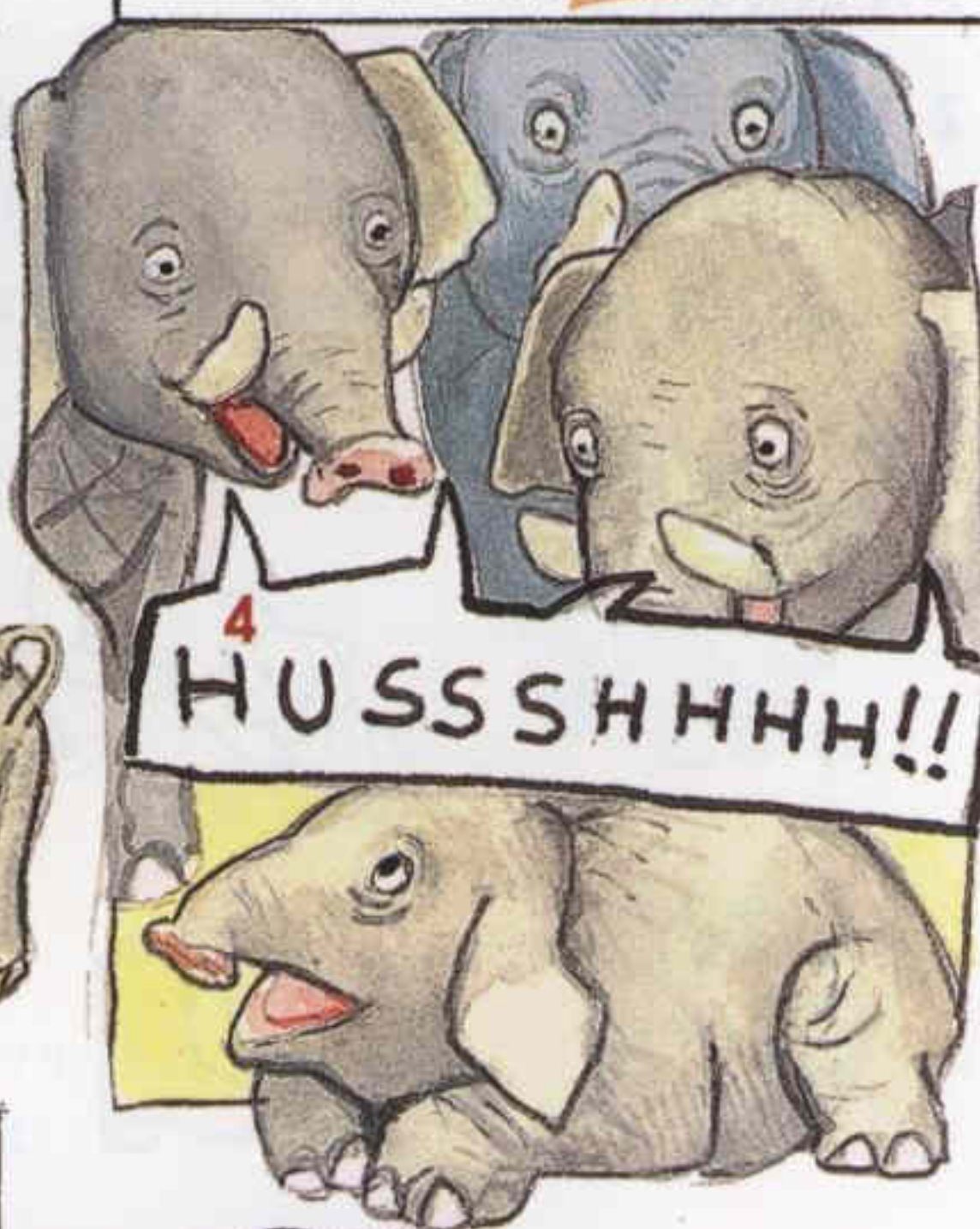
E.g. The leopard hasn't got any spots.



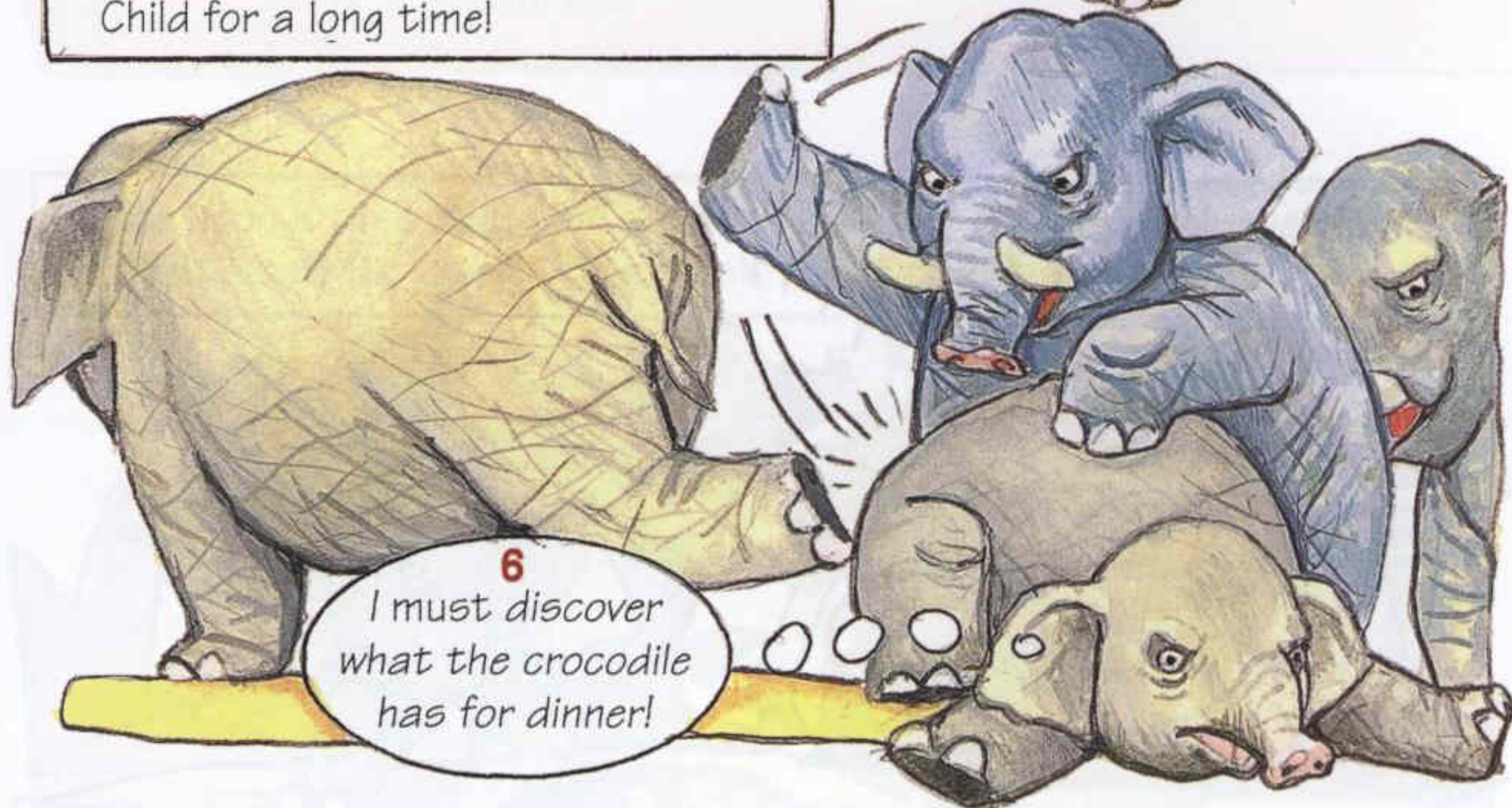
1 One day Elephant's Child asks an interesting new question.



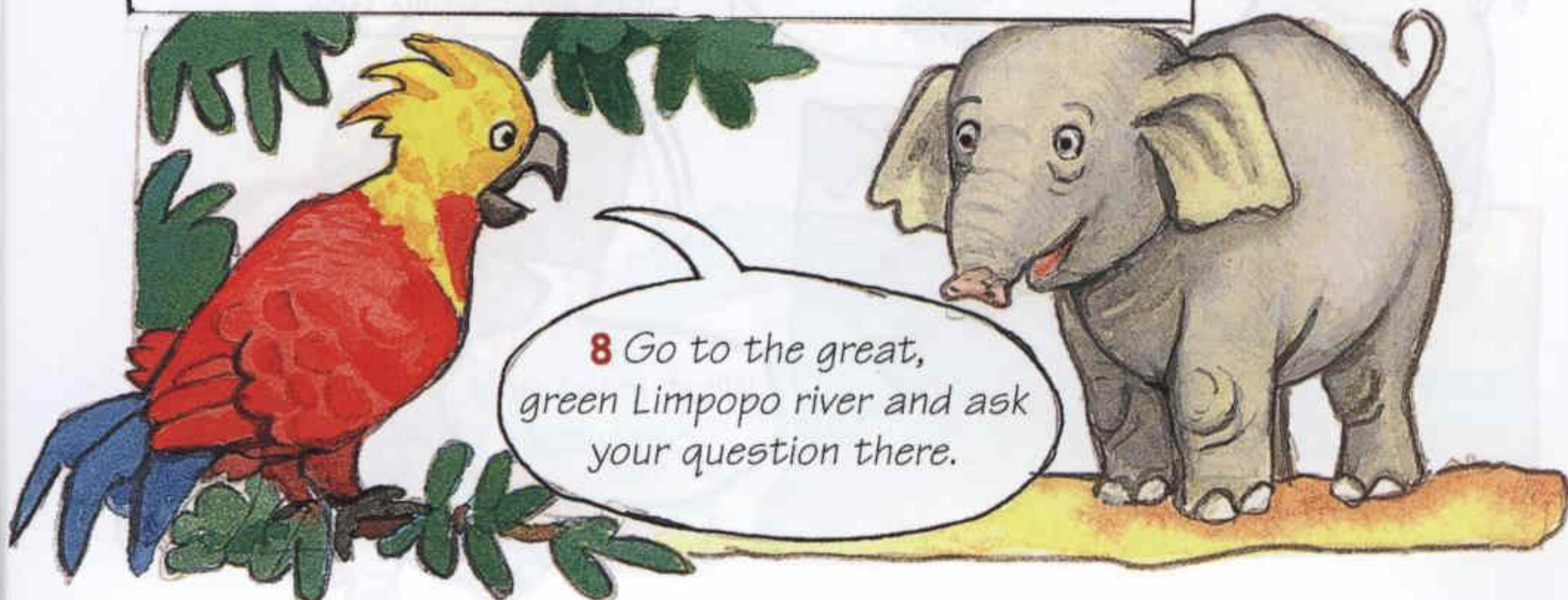
3 All the other elephants say "HUSH!" in a loud voice.



5 And then they all spank Elephant's Child for a long time!



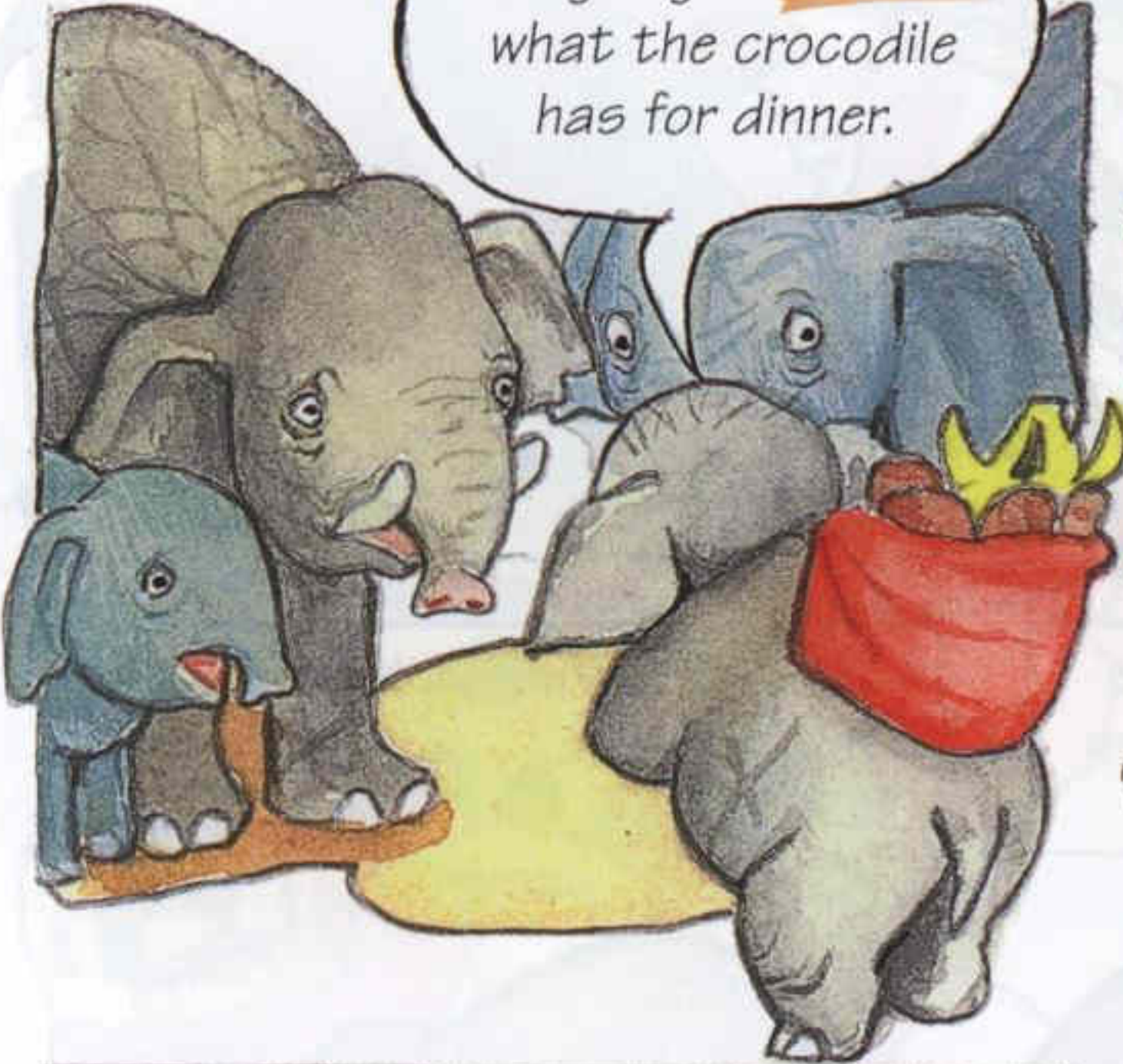
7 Kolokolo Bird decides to help Elephant's Child.



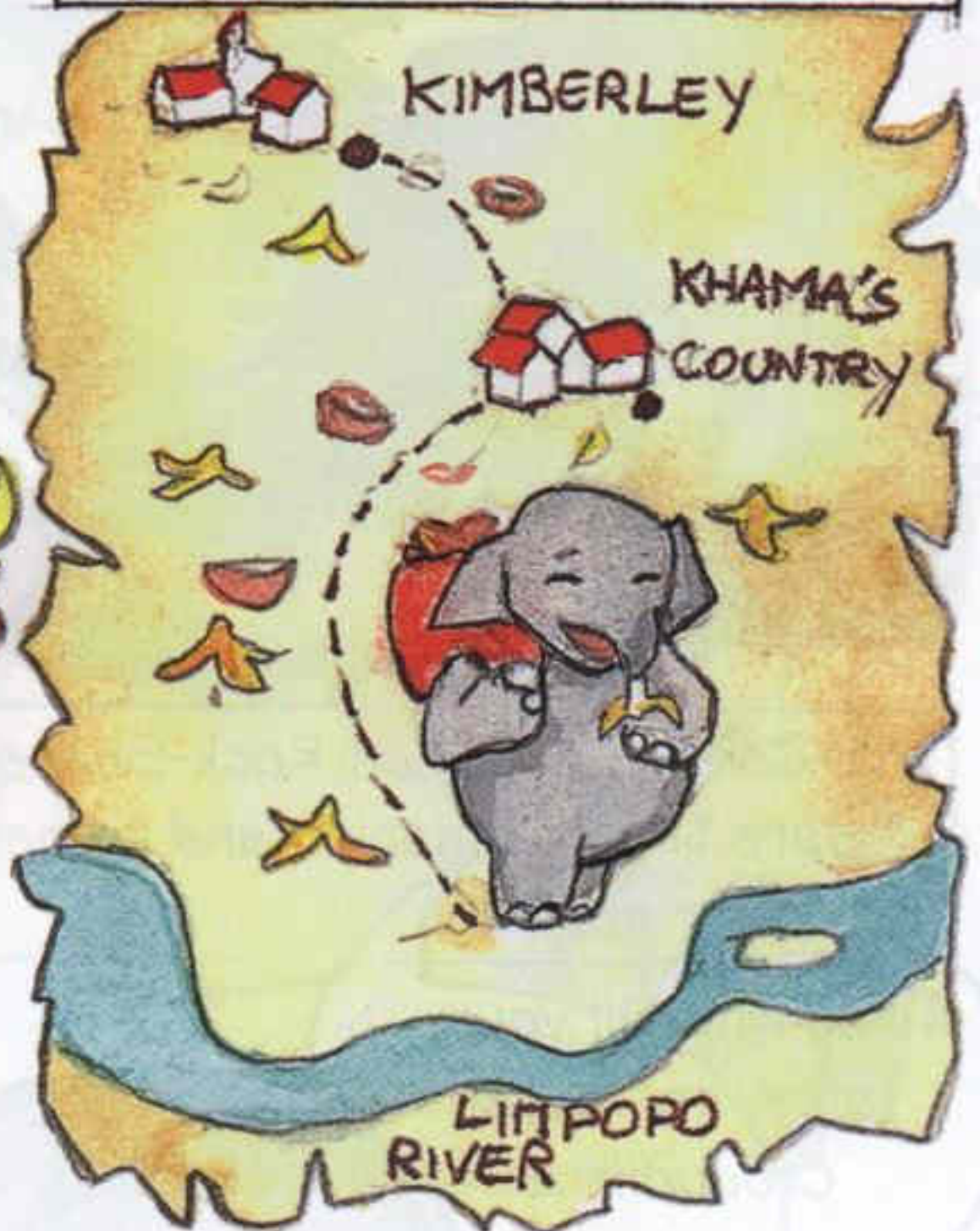
1 Elephant's Child decides to leave for the Limpopo river.

2

I am going to find out what the crocodile has for dinner.



3 He walks for a long time, eating bananas and melons, until he reaches the Limpopo river.



4 There he meets Bi-Coloured-Python-Rock-Snake.

5

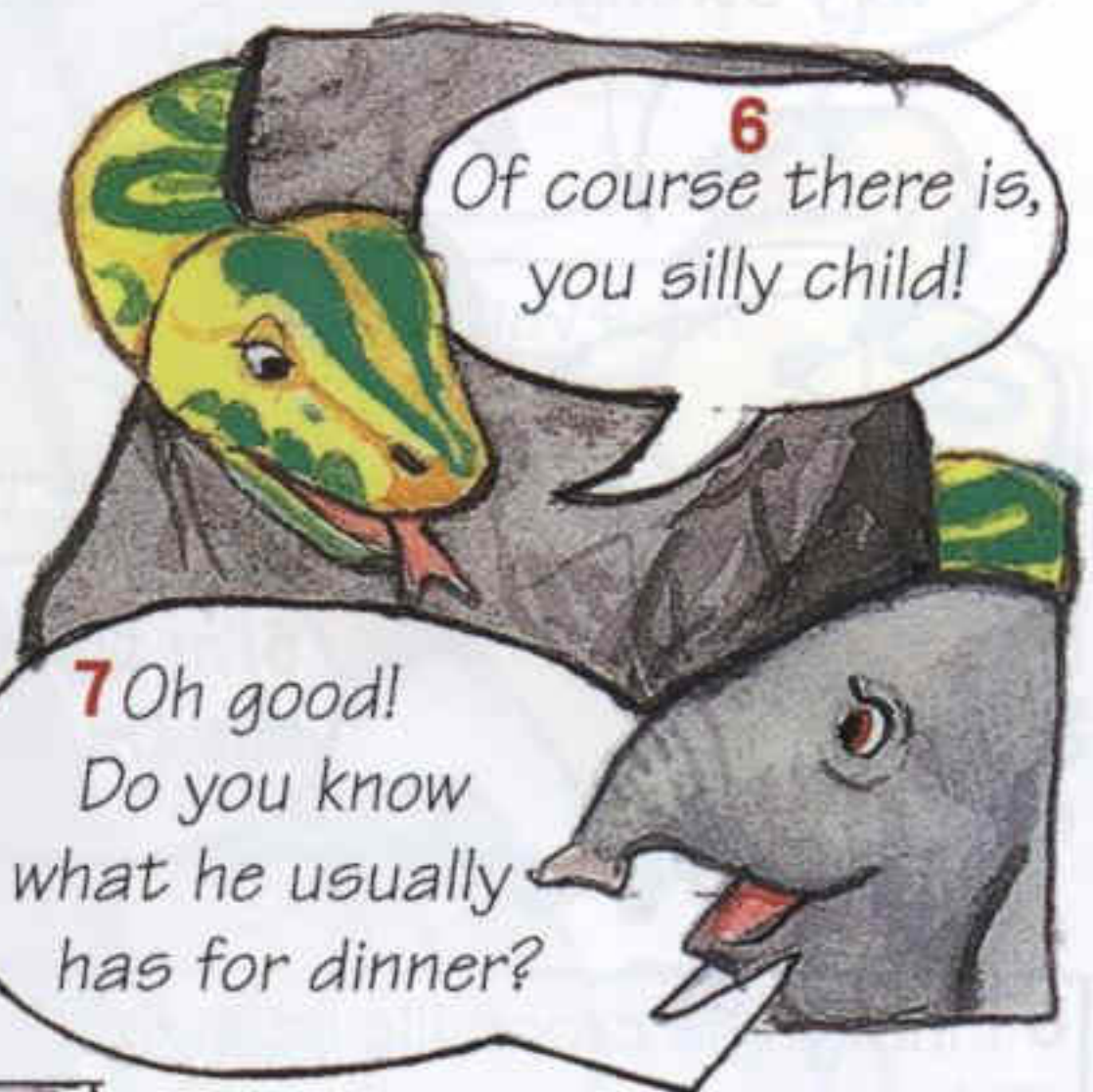
Excuse me, is there a crocodile in these parts?



6

Of course there is, you silly child!

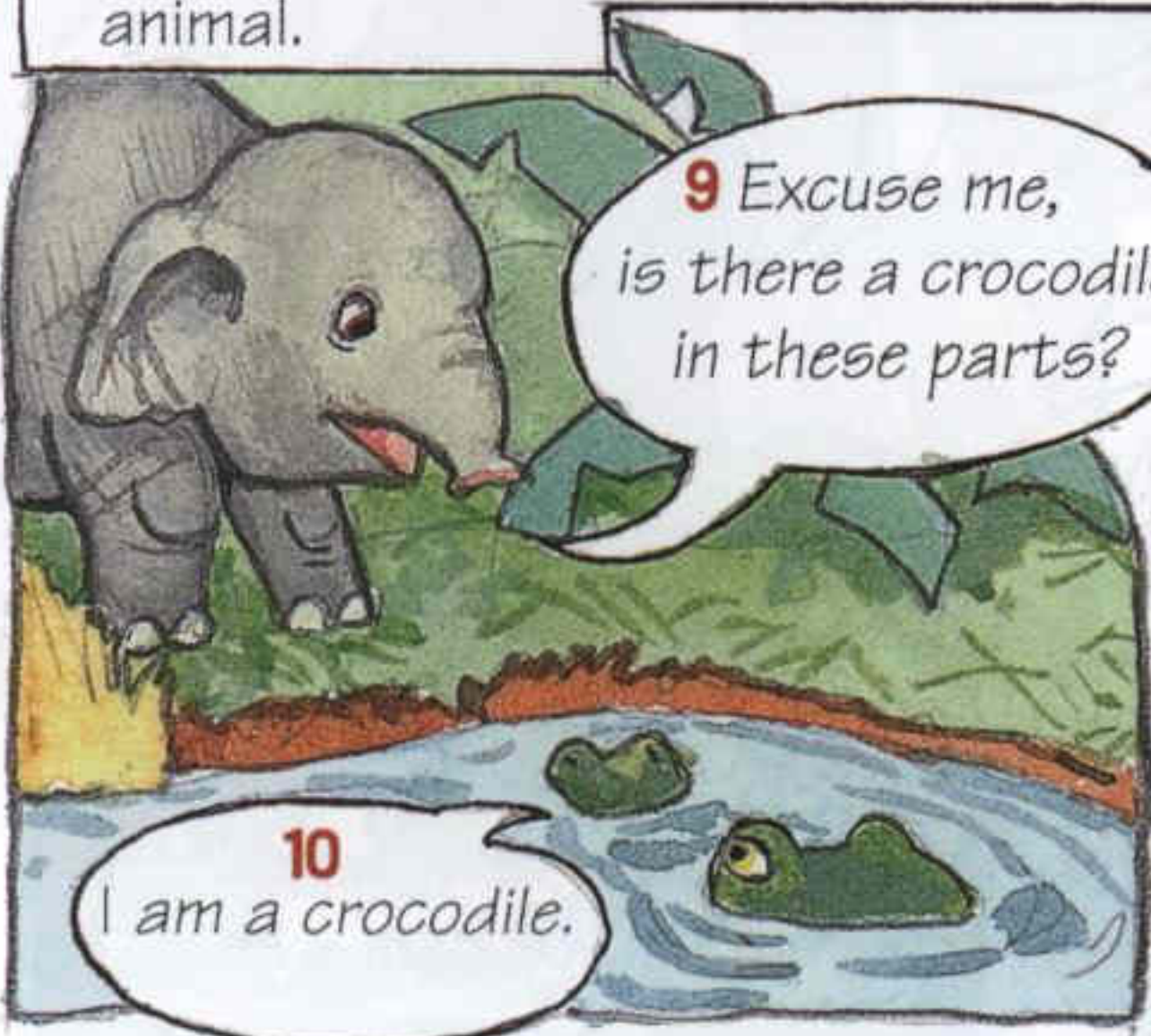
7 Oh good! Do you know what he usually has for dinner?



8 Then, Elephant's Child sees another new animal.

9

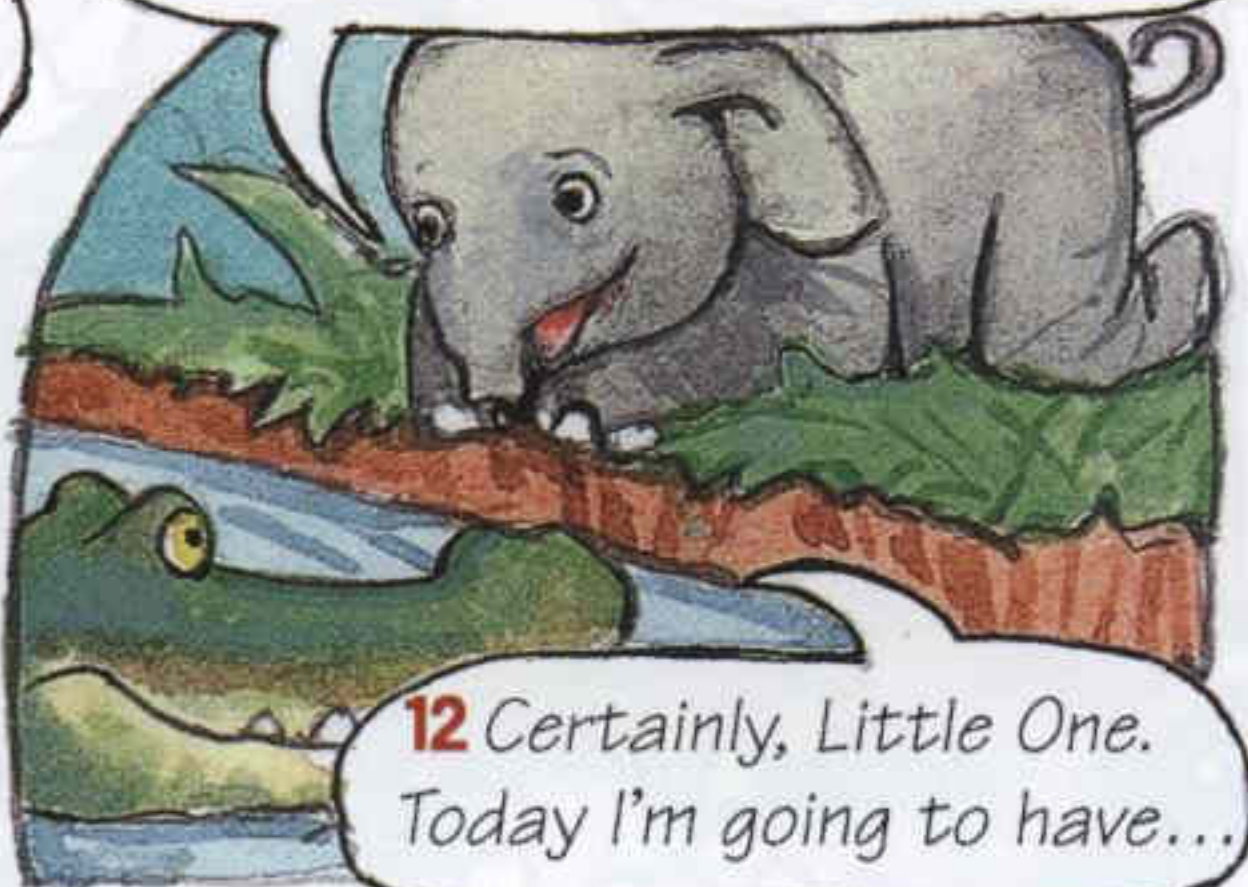
Excuse me, is there a crocodile in these parts?



10

I am a crocodile.

11 Please, can you tell me what you have for dinner, Crocodile?

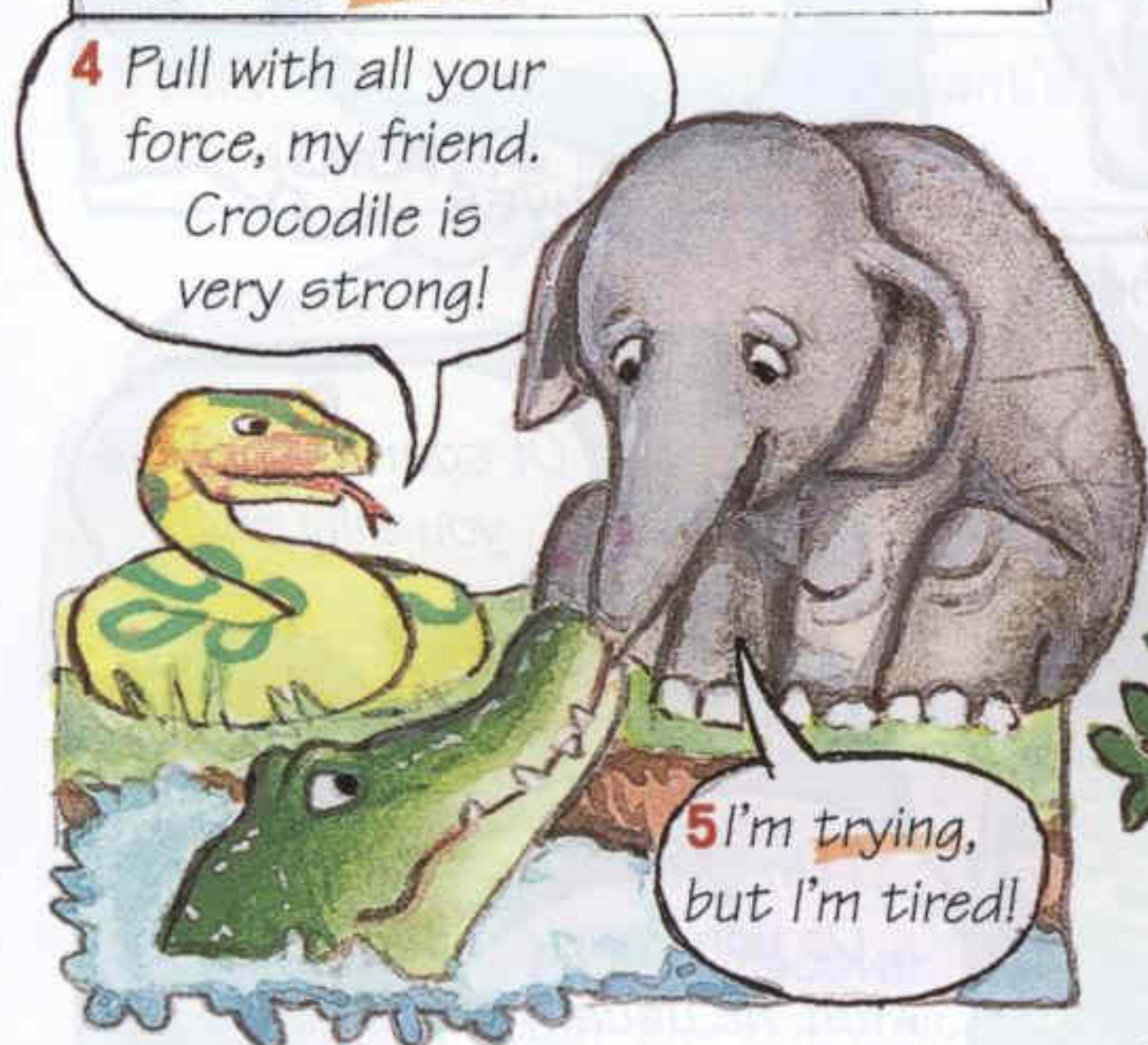


12 Certainly, Little One. Today I'm going to have...



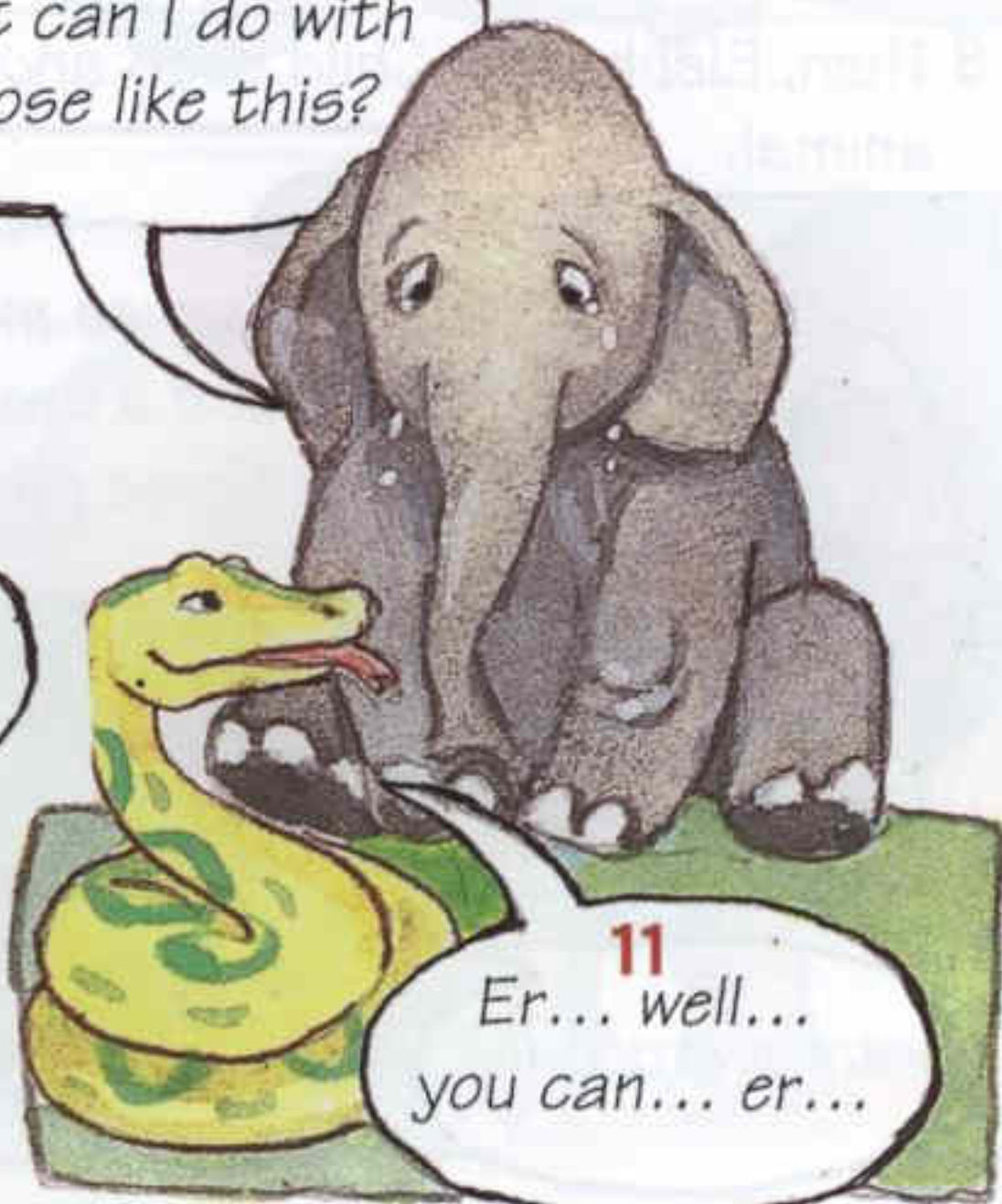
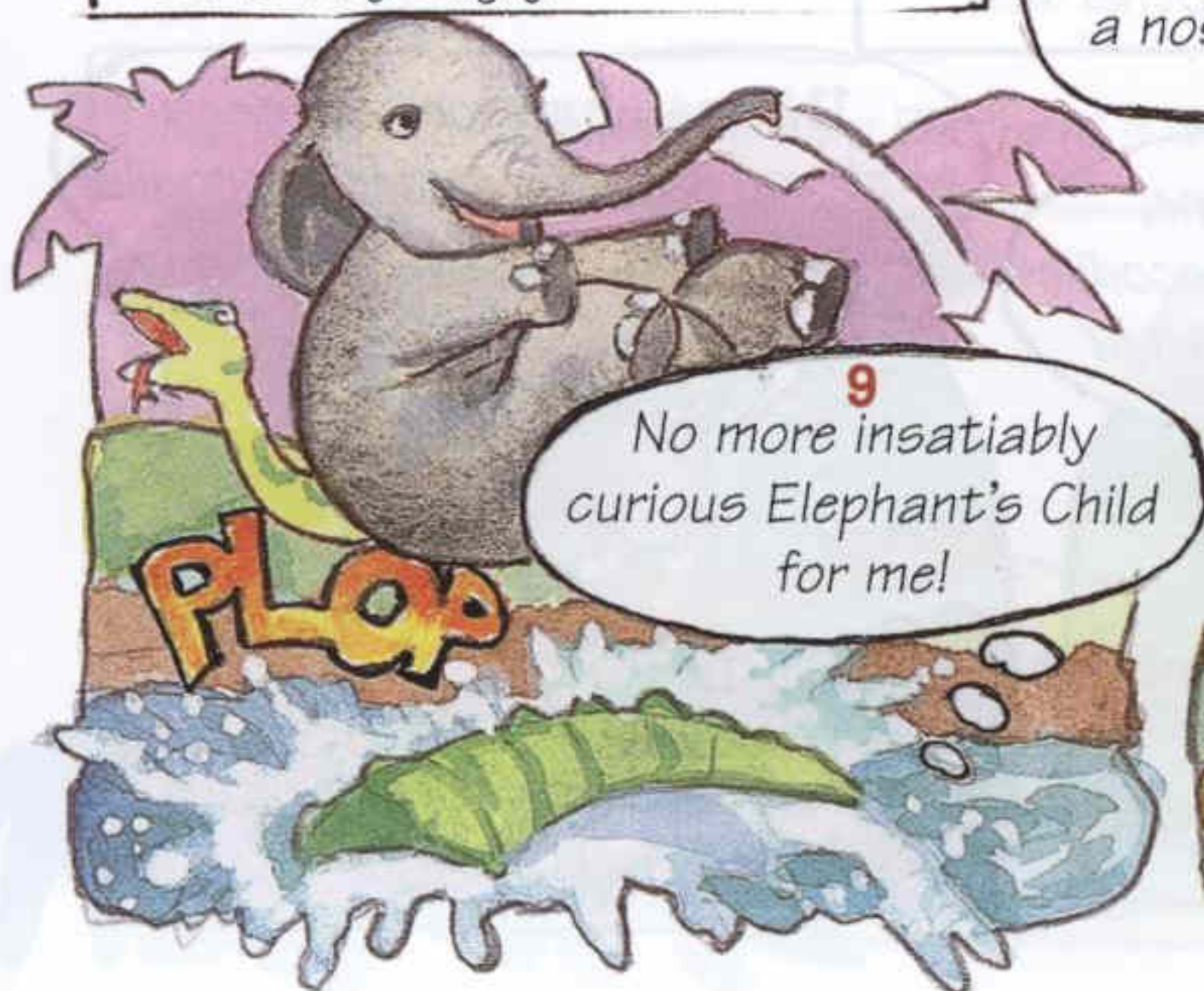
3 Bi-Coloured-Python-Rock-Snake hears the commotion and comes to offer advice.

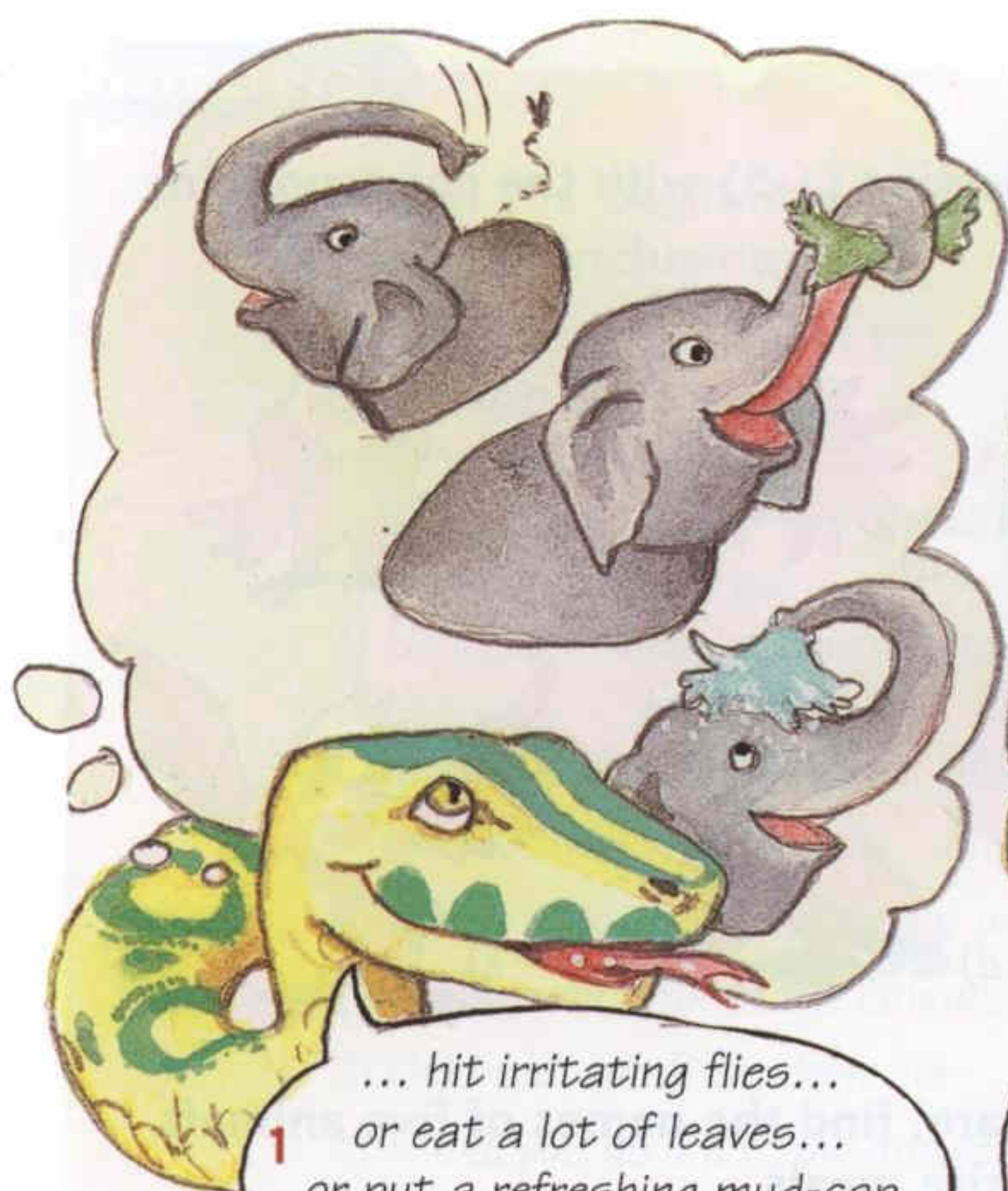
6 The snake and Elephant's Child pull together.



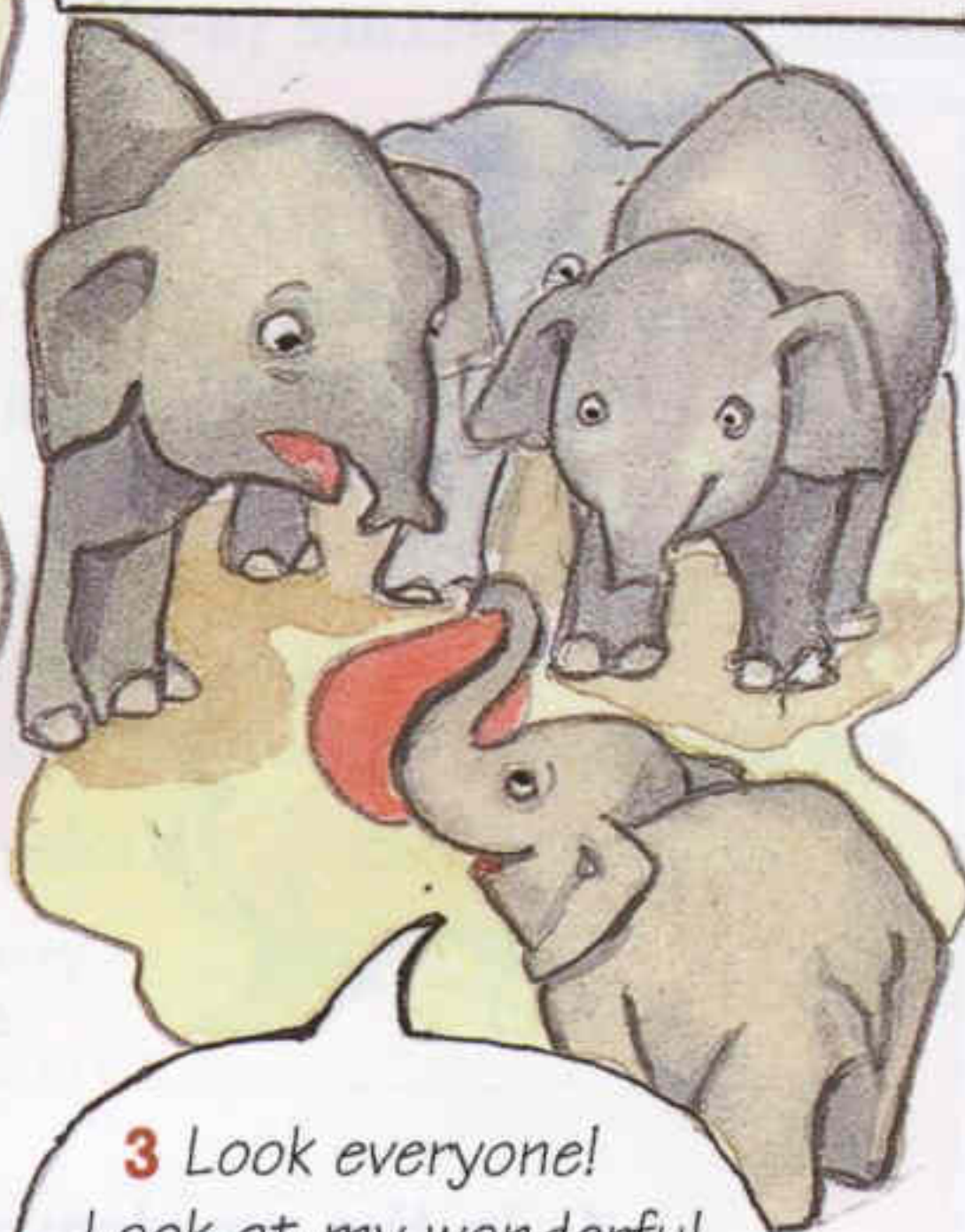
8 Finally the crocodile lets go. He is very angry.

10 Look at me! What can I do with a nose like this?

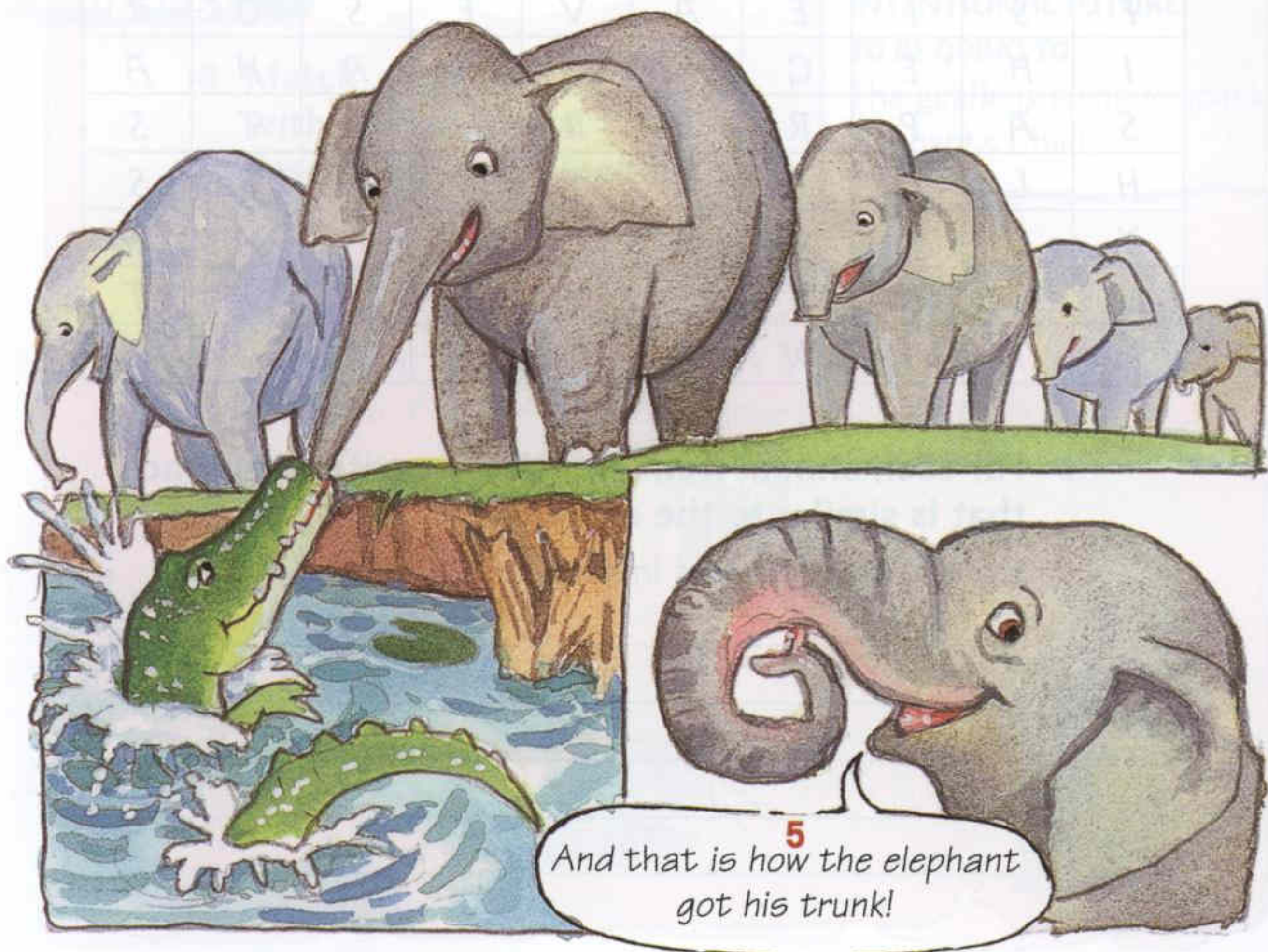




2 The other elephants are very surprised when they see Elephant's Child's nose.



4 All the elephants decide to visit the crocodile because they want new noses.

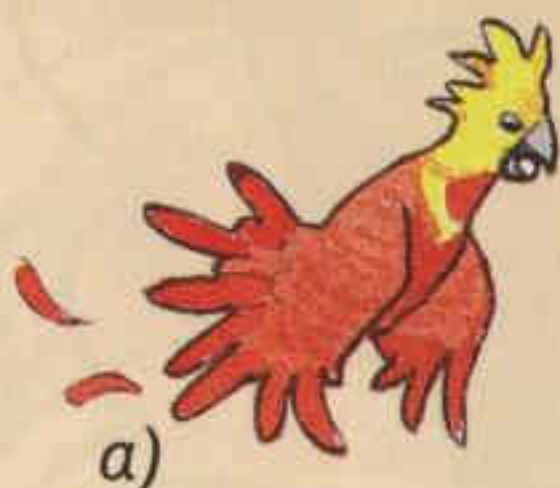




Words

3 Match each adjective (1-5) with the corresponding picture (a-e).

- 1) angry
- 2) hungry
- 3) strong
- 4) surprised
- 5) tired



4 In the wordsquare, find the names of five animals and their favourite meals.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Z | E | R | B | G | S | H | A | R | K |
| B | F | X | E | I | L | N | K | Y | W |
| O | Z | E | B | R | A | L | U | X | G |
| F | S | L | E | A | V | E | S | O | R |
| I | H | E | G | F | S | H | A | H | A |
| S | A | P | R | F | R | U | I | T | S |
| H | L | H | A | E | T | Y | W | P | S |
| Y | L | A | I | B | A | N | A | N | A |
| M | O | N | K | E | Y | F | J | I | T |
| N | I | T | W | R | G | E | B | V | C |

5 For each animal from exercise 4, write a sentence that is similar to the example.

E.g. Kolokolo Bird likes insects.

Characters

6 Match the beginning of each sentence (1-6) with its correct conclusion (a-f).

- | | |
|---|-----------------|
| 1) Aunt Hippopotamus has got... | a) sharp teeth. |
| 2) Kolokolo Bird has got... | b) spots. |
| 3) Crocodile has got... | c) red eyes. |
| 4) Bi-Coloured-Python-Rock-Snake has got... | d) a trunk. |
| 5) Uncle Giraffe has got... | e) a beak. |
| 6) Elephant's Child (at the end) has got... | f) a long body. |

7 Complete the sentences with the following adjectives.

curious irritating useful refreshing

- 1) A cold drink on a hot day is very _____.
- 2) People who talk at the cinema are _____.
- 3) Cats and small children are _____.
- 4) When you do a test, the answers on a piece of paper are very _____!

Language

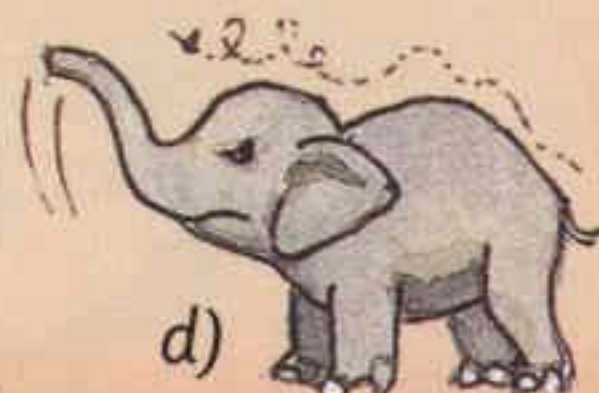
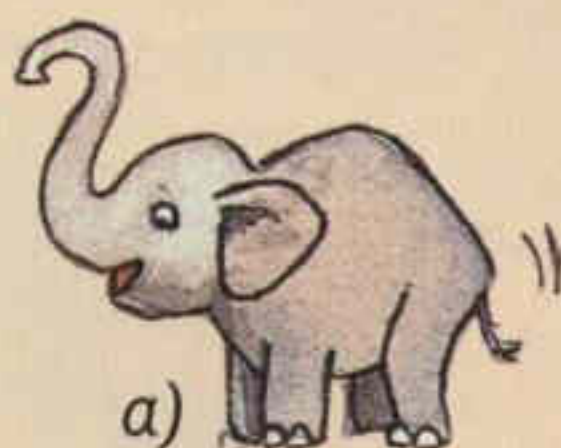
8 Match each picture (a-d) with the sentence that describes what Elephant's Child is going to do (1-4).

INTENTIONAL FUTURE:

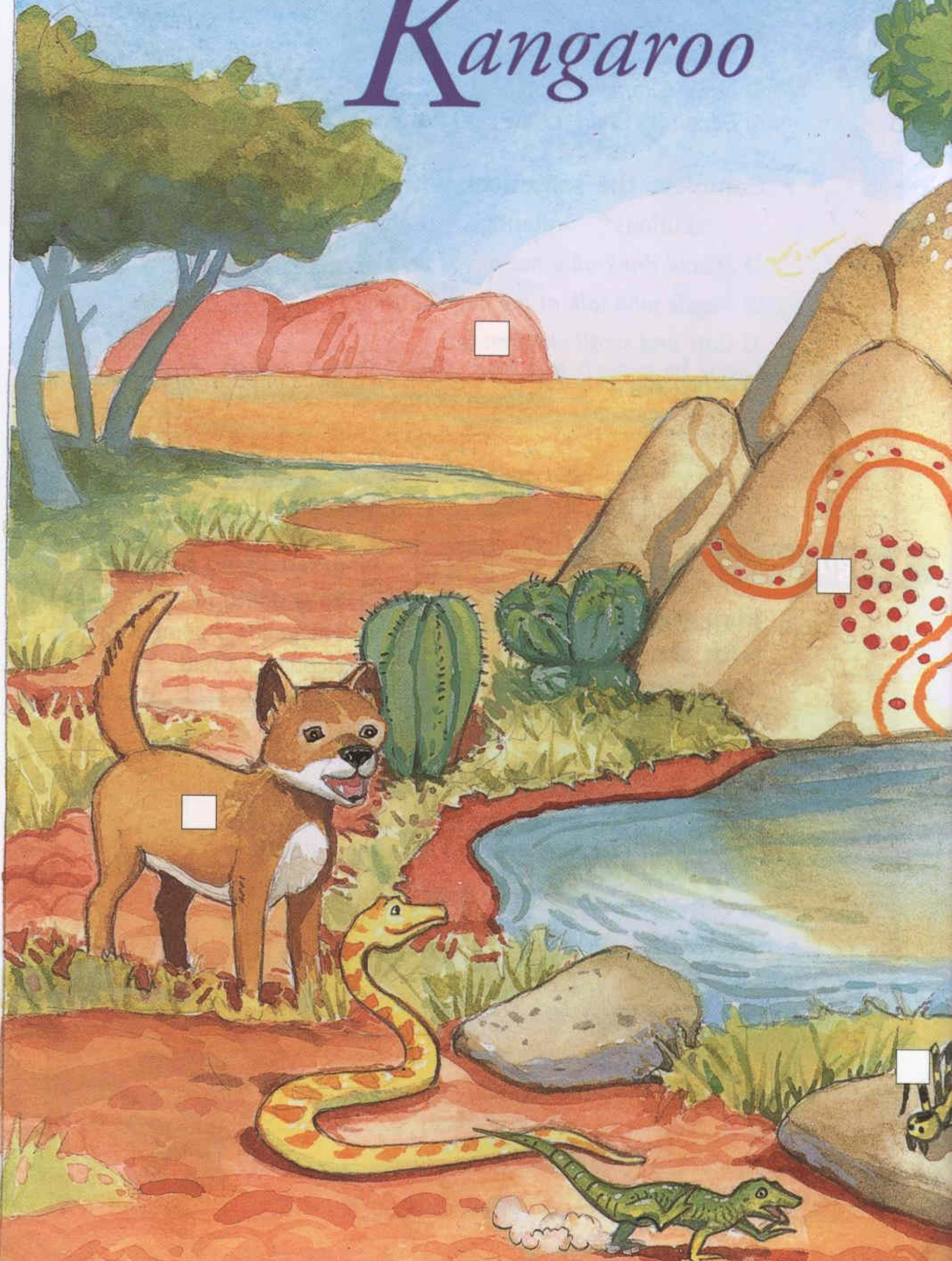
TO BE GOING TO

The giraffe is going to spank Elephant's Child.

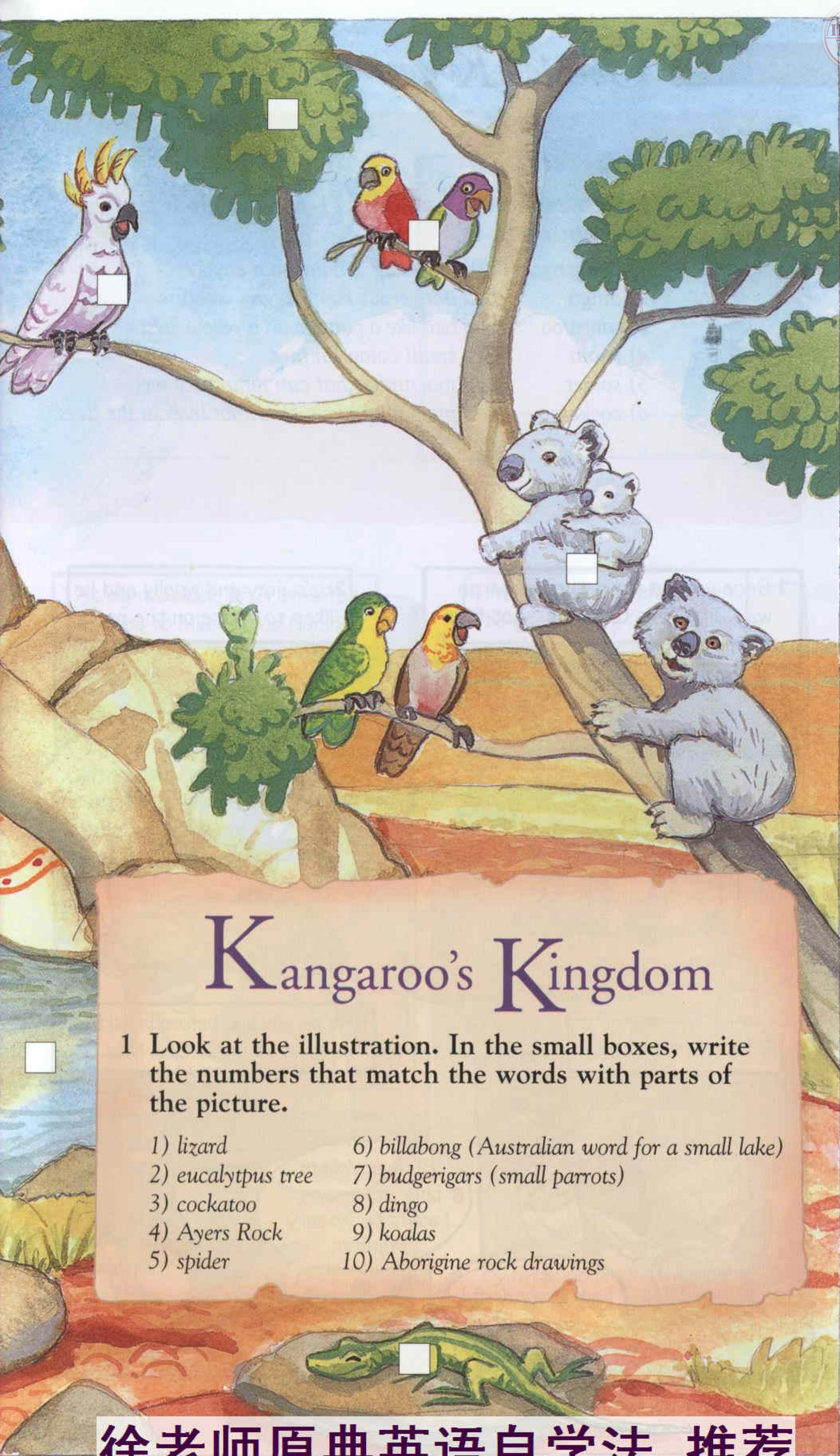
- 1) Elephant's Child is going to hit an irritating fly.
- 2) Elephant's Child is going to eat a banana.
- 3) Elephant's Child is going to ask a question.
- 4) Elephant's Child is going to have a mud bath.



Old Man Kangaroo



徐老师原典英语自学法 推荐



Kangaroo's Kingdom

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- | | |
|--------------------|---|
| 1) lizard | 6) billabong (Australian word for a small lake) |
| 2) eucalyptus tree | 7) budgerigars (small parrots) |
| 3) cockatoo | 8) dingo |
| 4) Ayers Rock | 9) koalas |
| 5) spider | 10) Aborigine rock drawings |

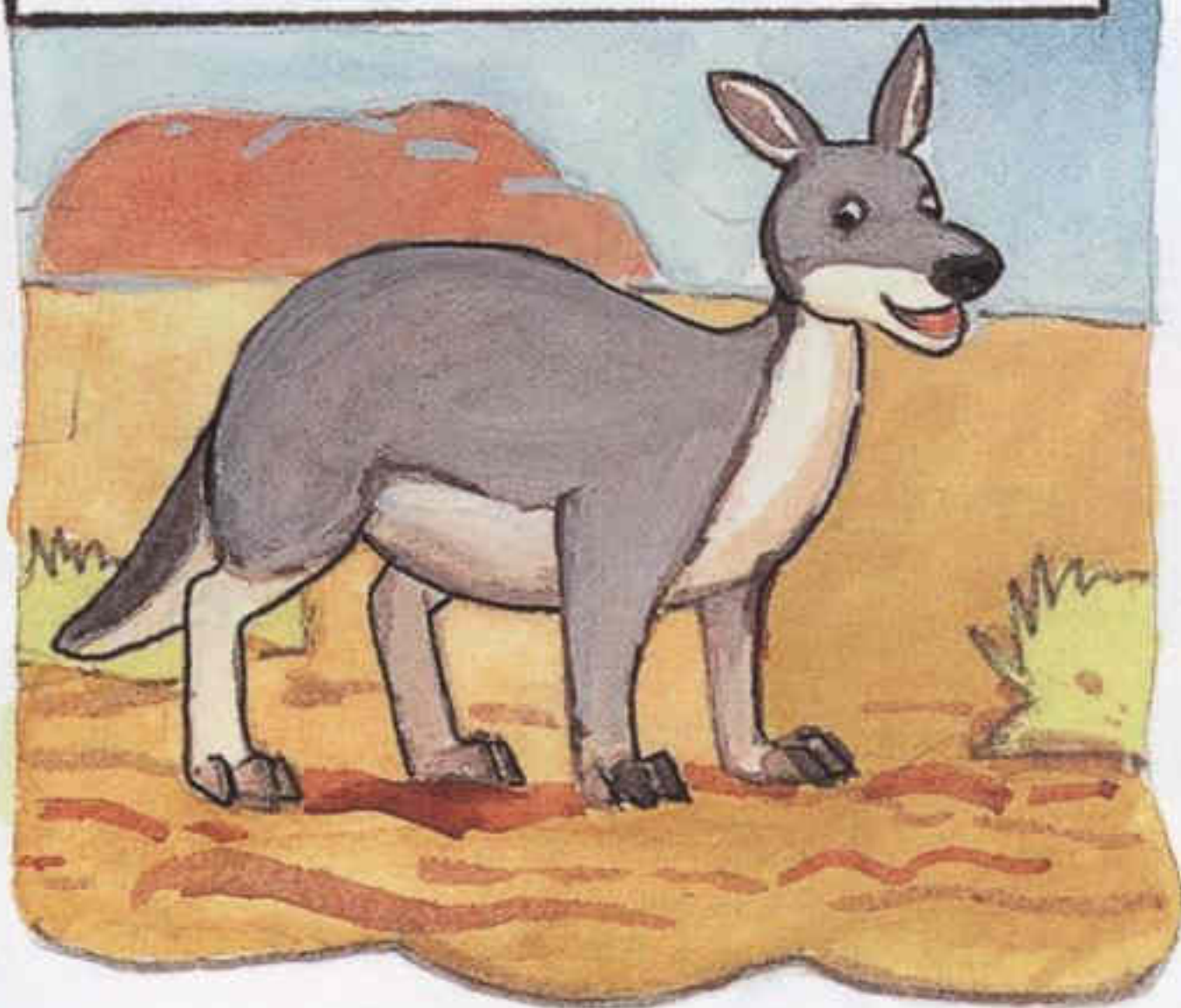


Characters

I Match each of the animals (1-6) with their correct description (a-f).

- | | |
|---------------|--|
| 1) budgerigar | a) a wild dog, similar to a coyote |
| 2) dingo | b) a dangerous eight-legged creature |
| 3) kangaroo | c) a bird like a parrot with a yellow crest |
| 4) koala | d) a small colourful bird |
| 5) spider | e) a marsupial that can jump very well |
| 6) cockatoo | f) a marsupial like a bear that lives in the trees |

1 Once upon a time, the kangaroo was different. Look! He's got four short legs.



2 He's grey and woolly and he likes to dance on the rocks.

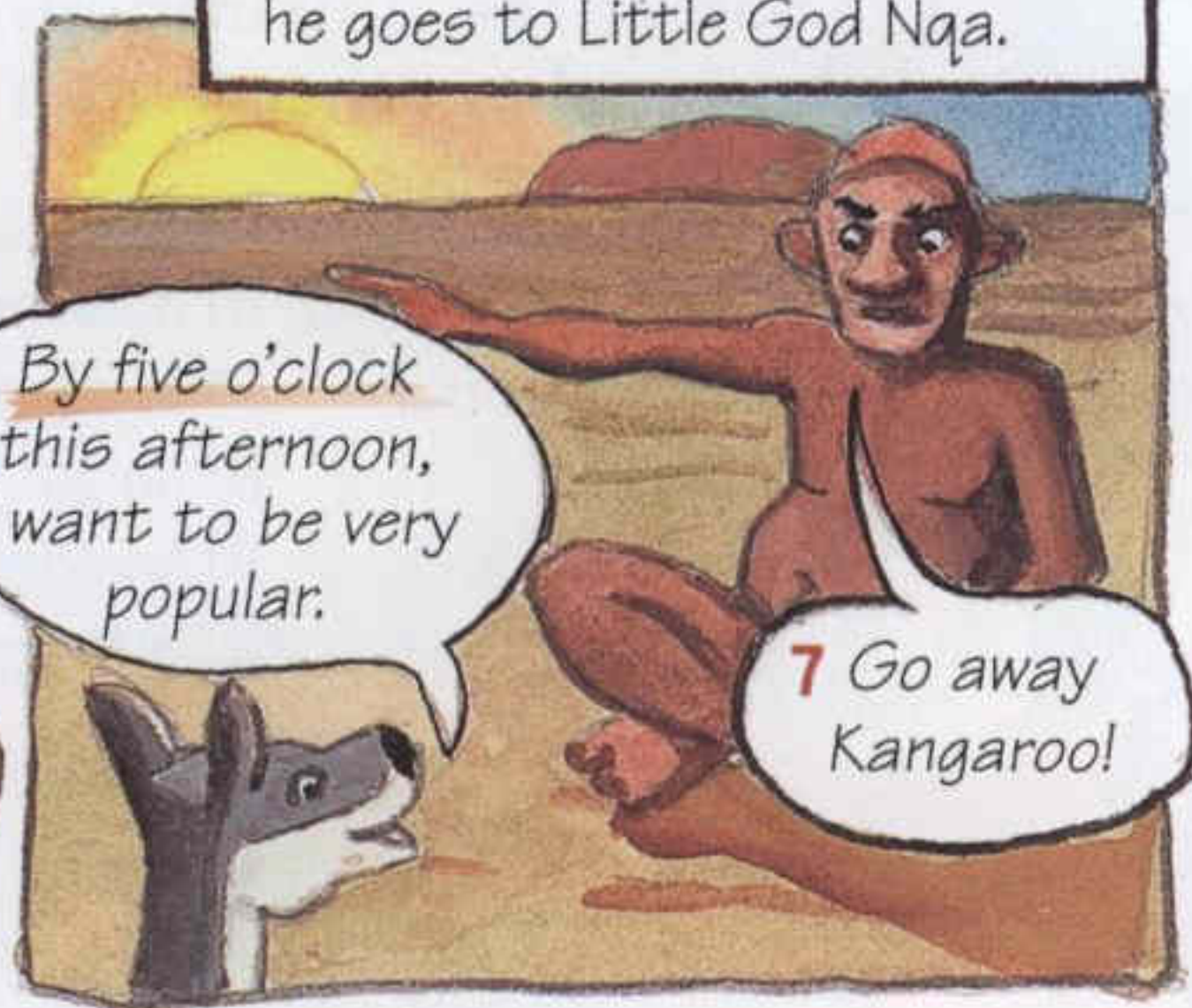


3 He's very proud.



4 I am a wonderful creature!

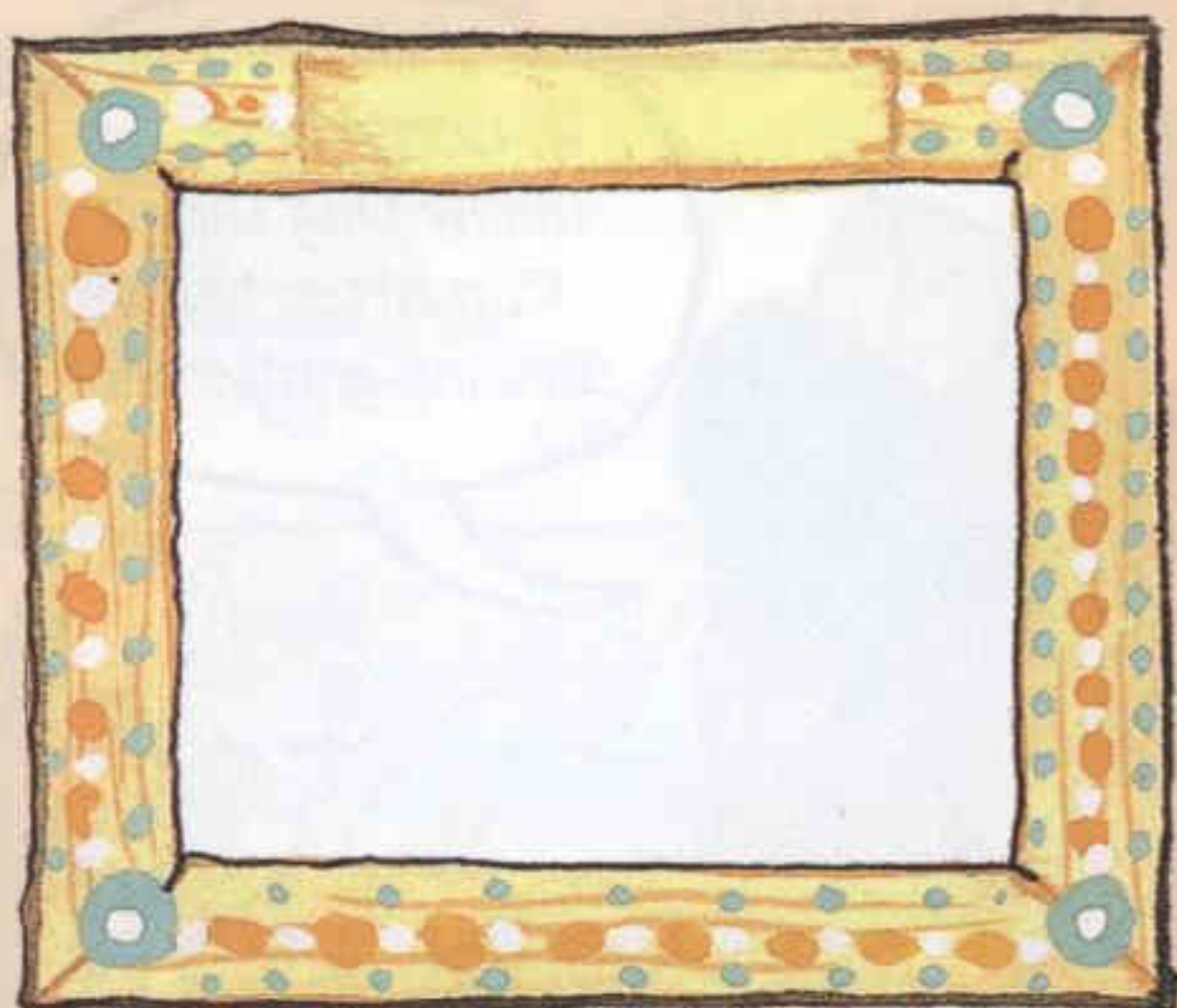
5 At six o'clock, before breakfast, he goes to Little God Nqa.



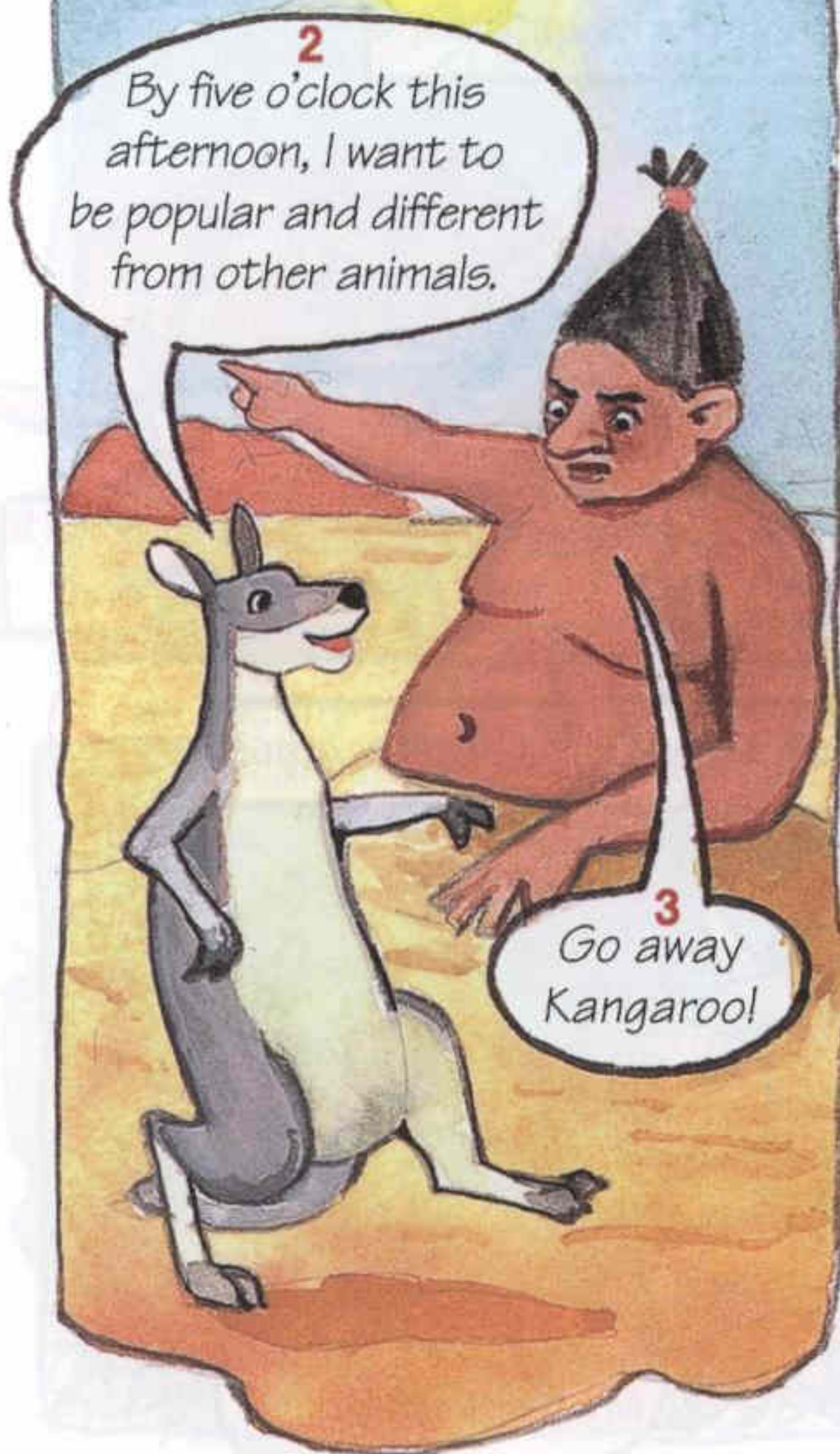
6 By five o'clock this afternoon, I want to be very popular.

7 Go away Kangaroo!

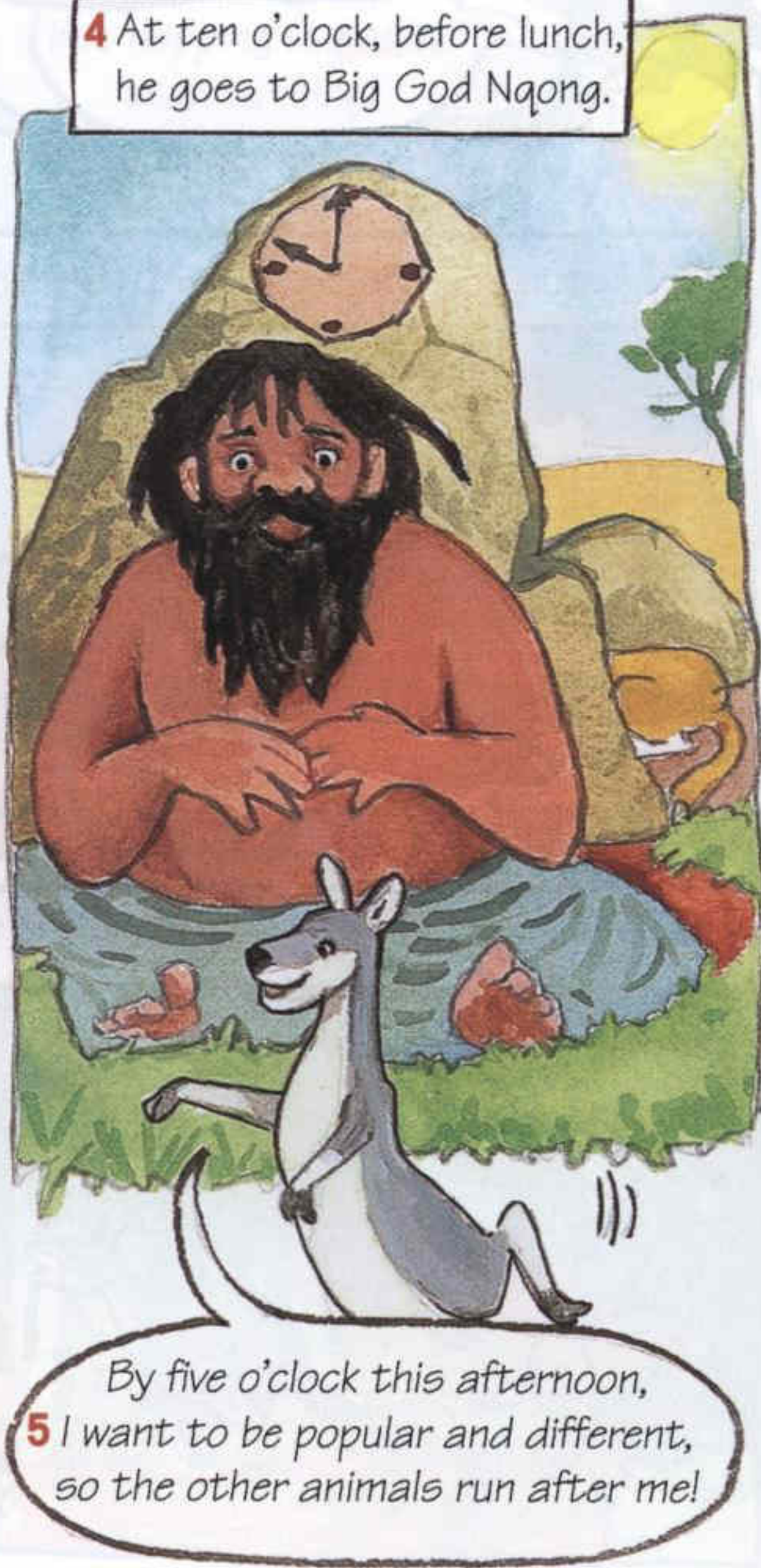
2 Now draw your favorite animal in the picture frame, and write its name and a brief description.



1 At eight o'clock, after breakfast, he goes to Middle God Nqing.



4 At ten o'clock, before lunch, he goes to Big God Nqong.

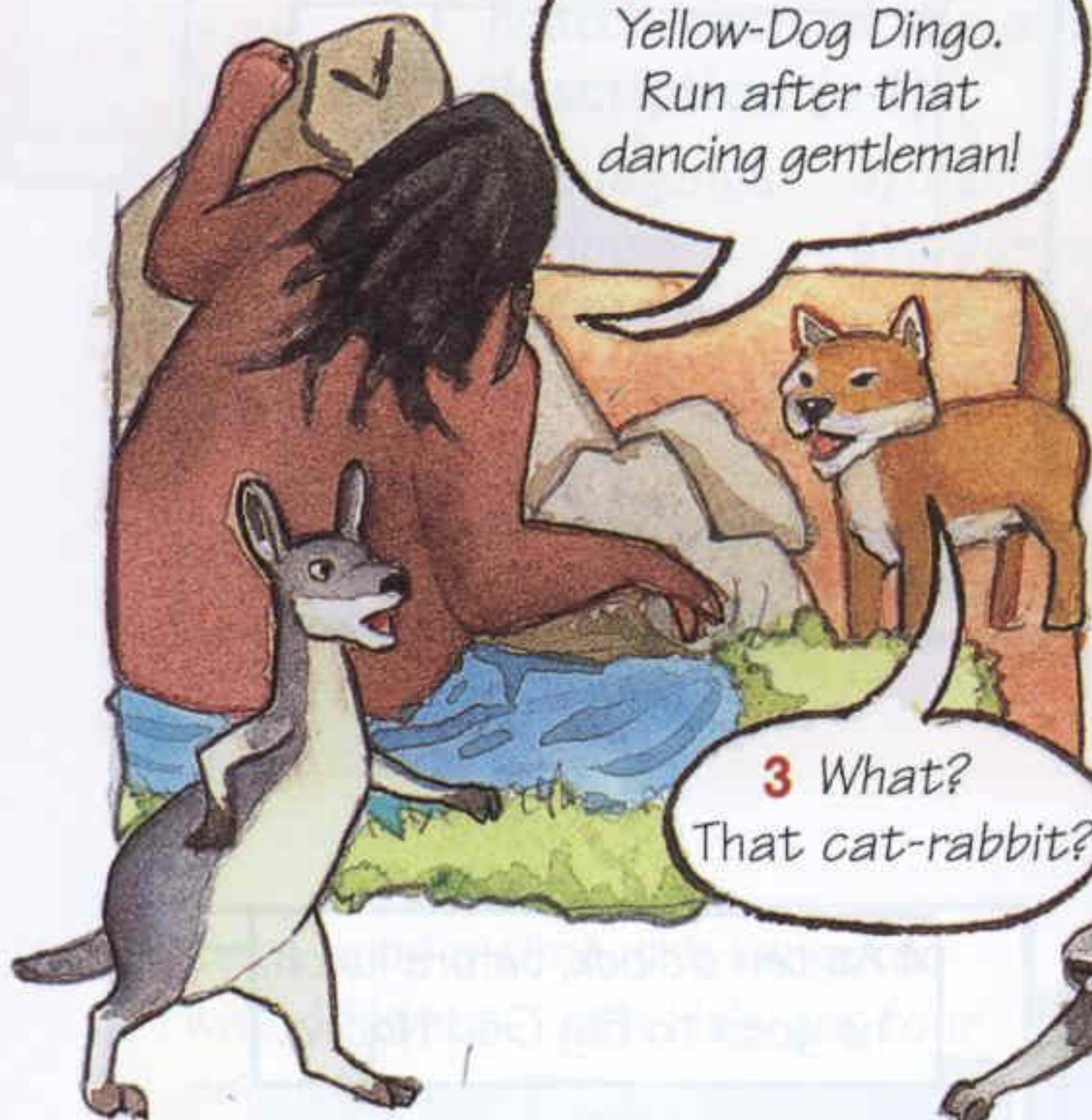


1 Big God Nqong has an idea.

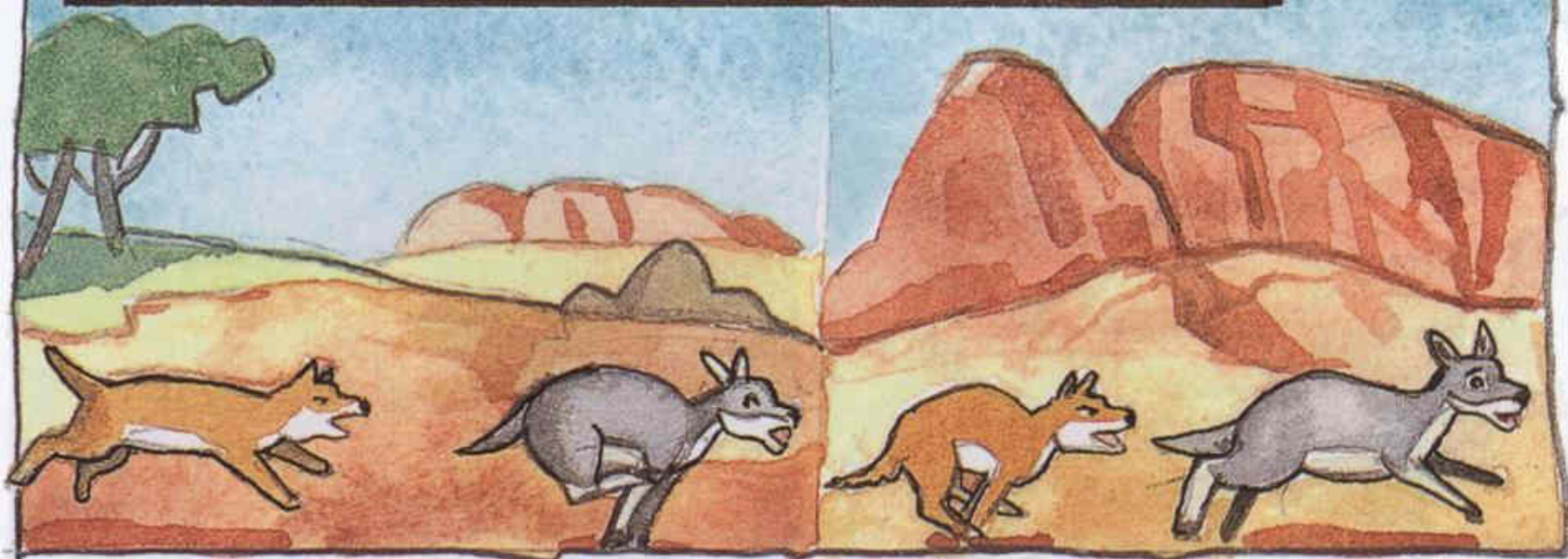
All right!
2. Come here, Yellow-Dog Dingo. Run after that dancing gentleman!

3 What?
That cat-rabbit?

4 So Yellow-Dog Dingo begins to run after Kangaroo.



5 They run through the desert, then through the mountains...



6 ... and through the eucalyptus trees, then through the spinifex grass.



7 Ow!
My front legs hurt!

1 They run through the Tropics of Cancer and Capricorn.

3 I'm hungry, but we can't stop now!

2 Ohh! I'm so tired!

TROPIC OF CANCER

EQUATOR

TROPIC OF CAPRICORN

4 Eventually Kangaroo and Yellow-Dog Dingo reach Wollgong river.

7 Kangaroo continues to hop like a cricket.

5 There's no bridge so I must...

8 I'm very tired, but hopping is easier than running!

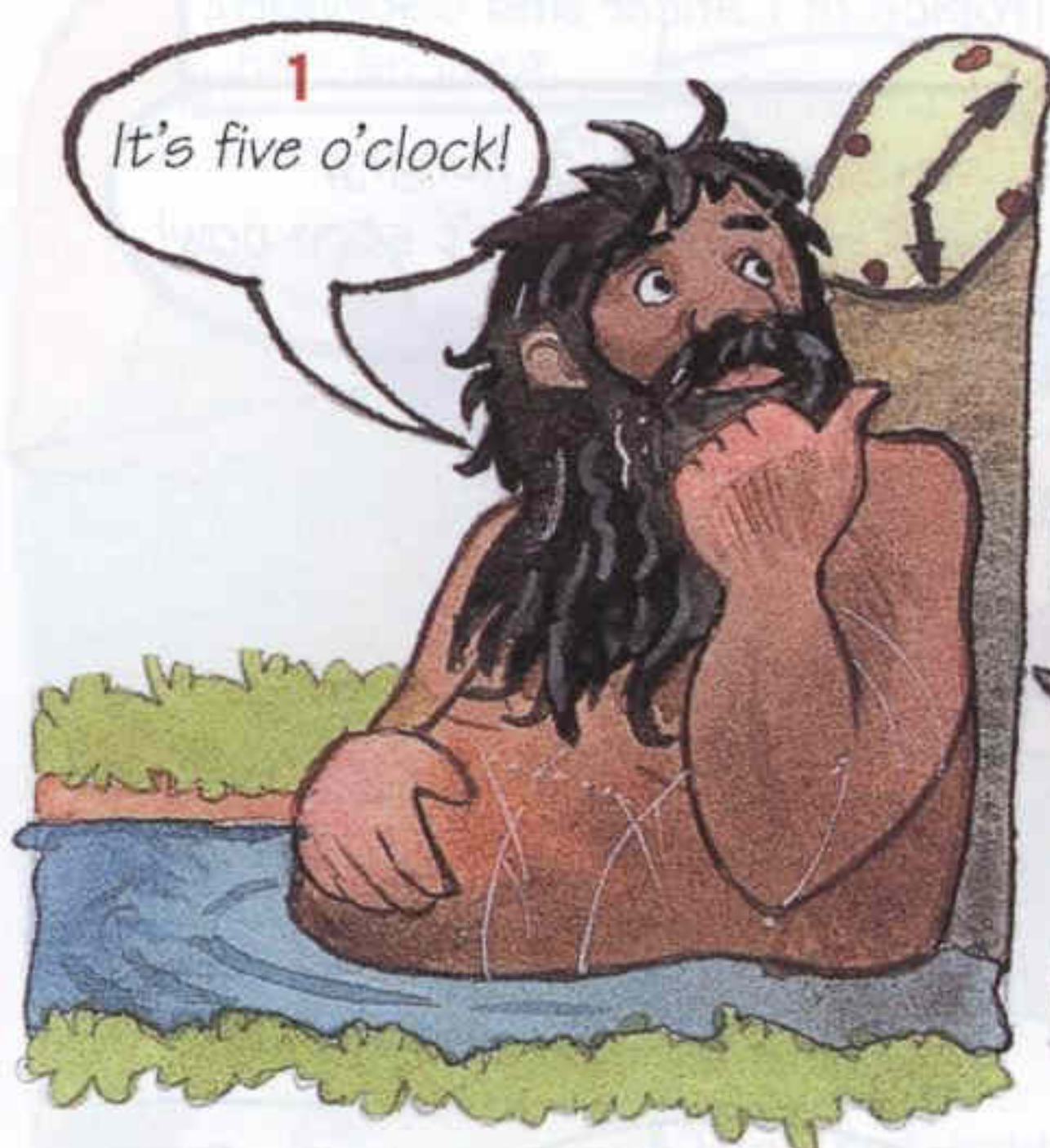
6 My goodness, he's hopping over!

9 He pulls up his front legs when he jumps. Then he has a good idea.

11 He hops through the Darling Downs, and Tired-Dog Dingo follows him.

10 I can use my tail for balance!

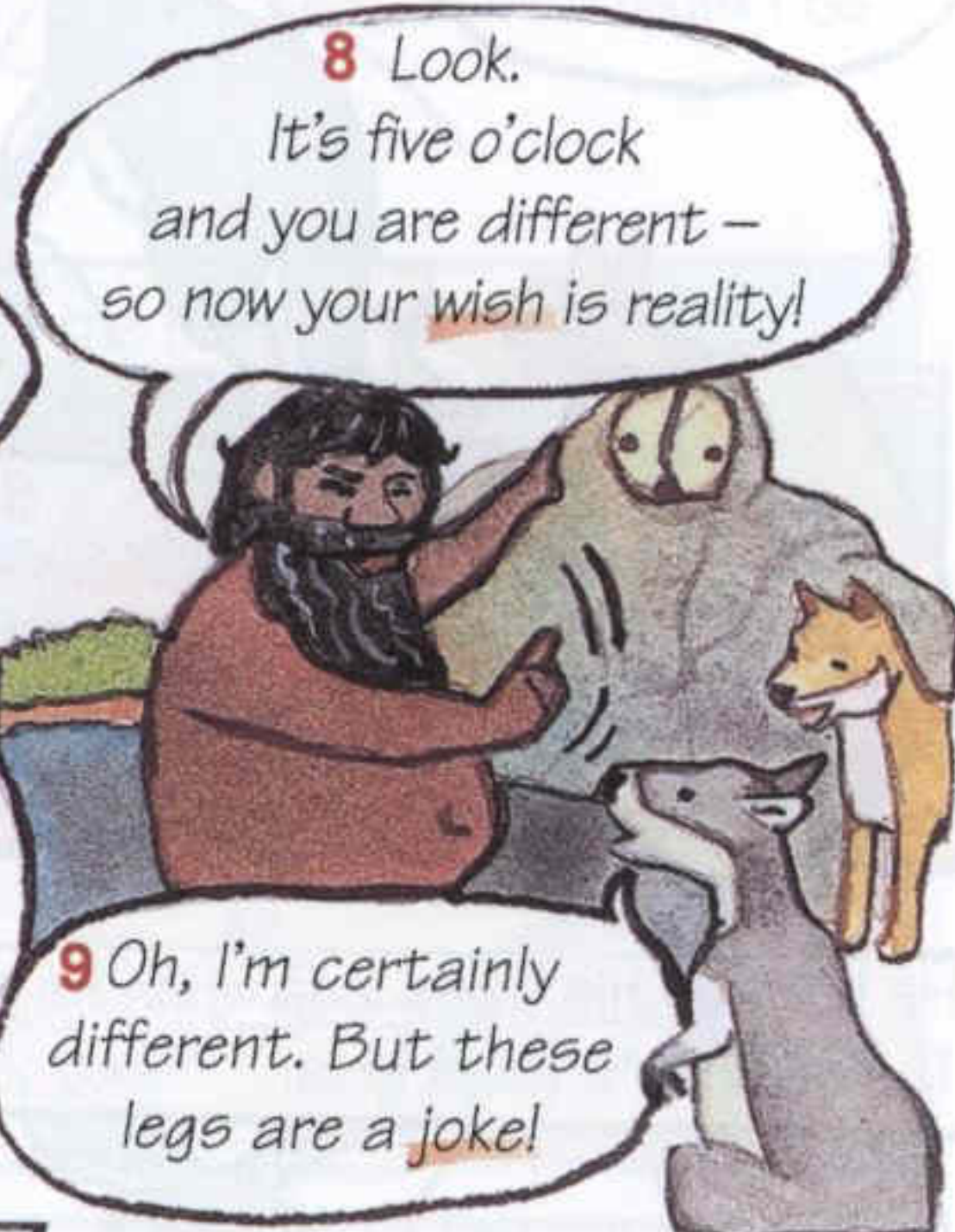
12 Oh, when is he going to stop?



2 Poor-Dog Dingo sits down and howls.

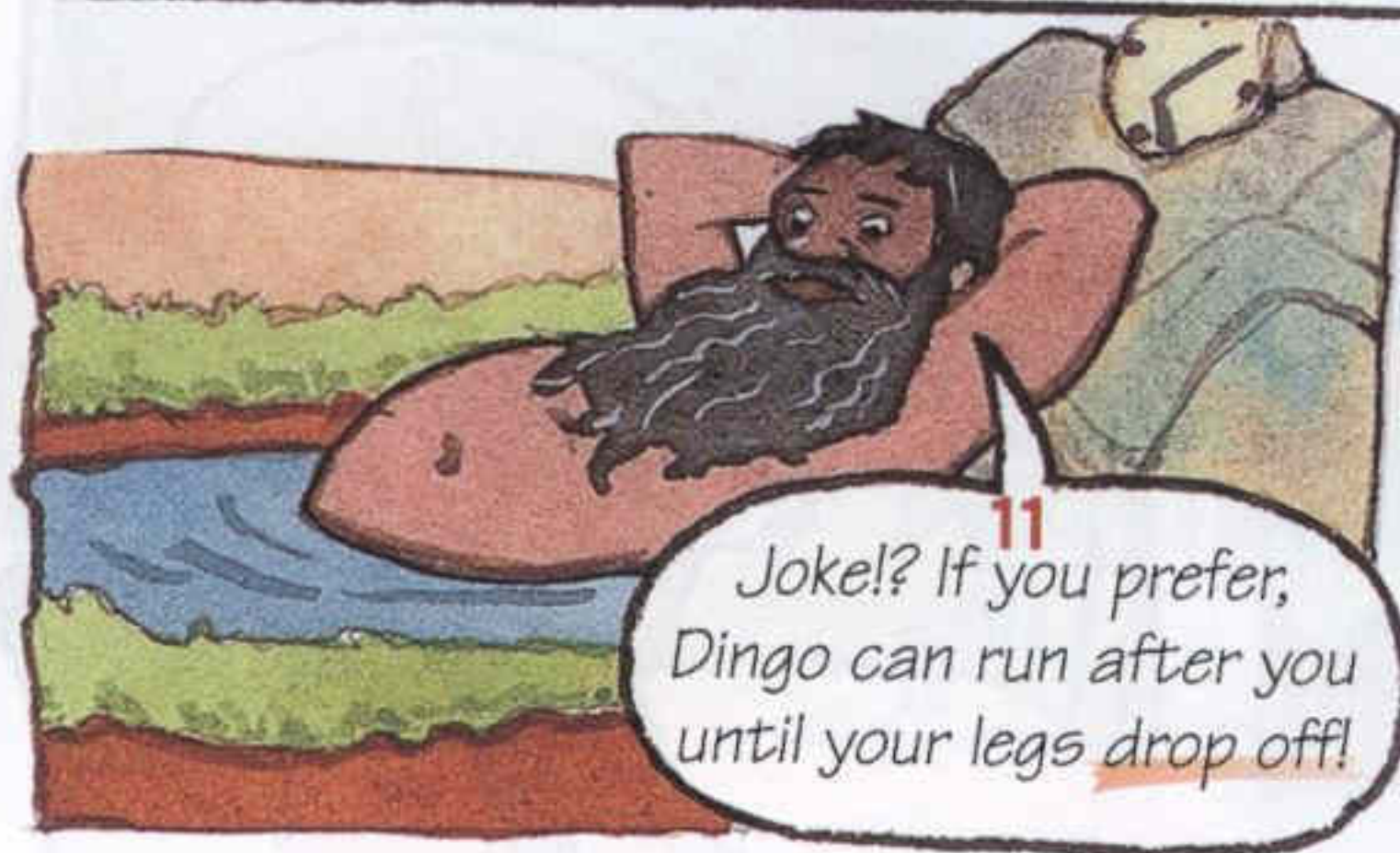


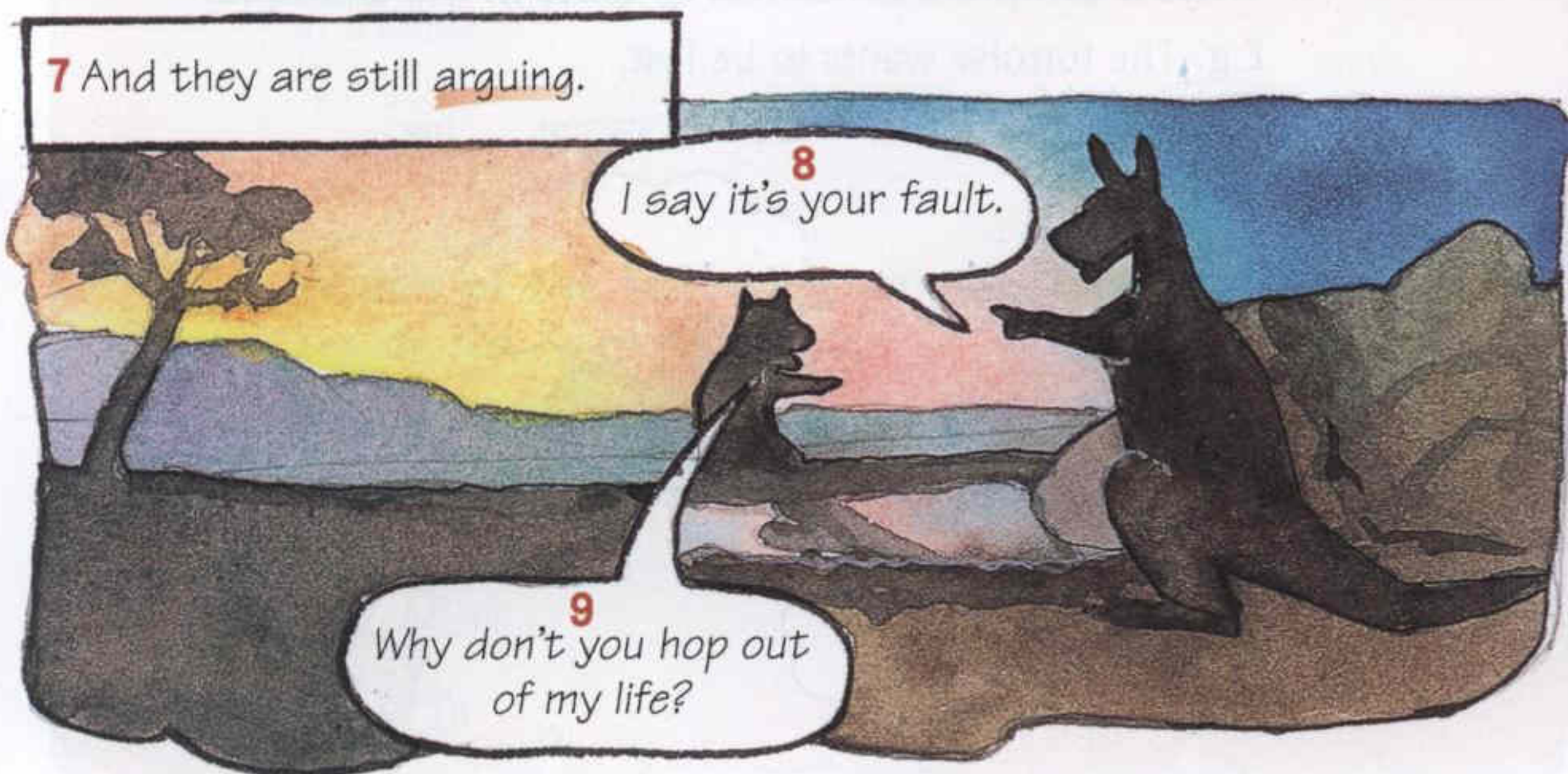
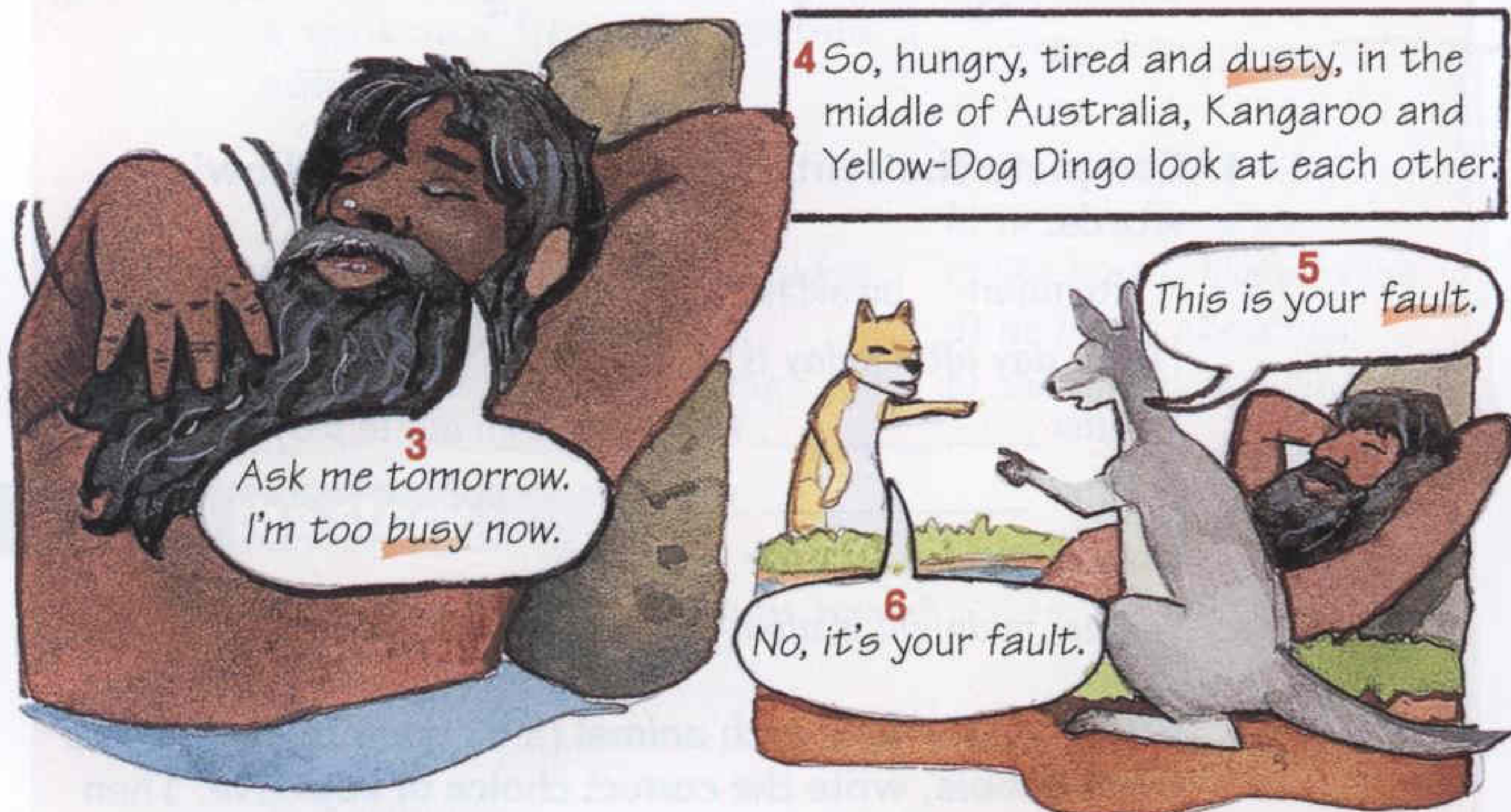
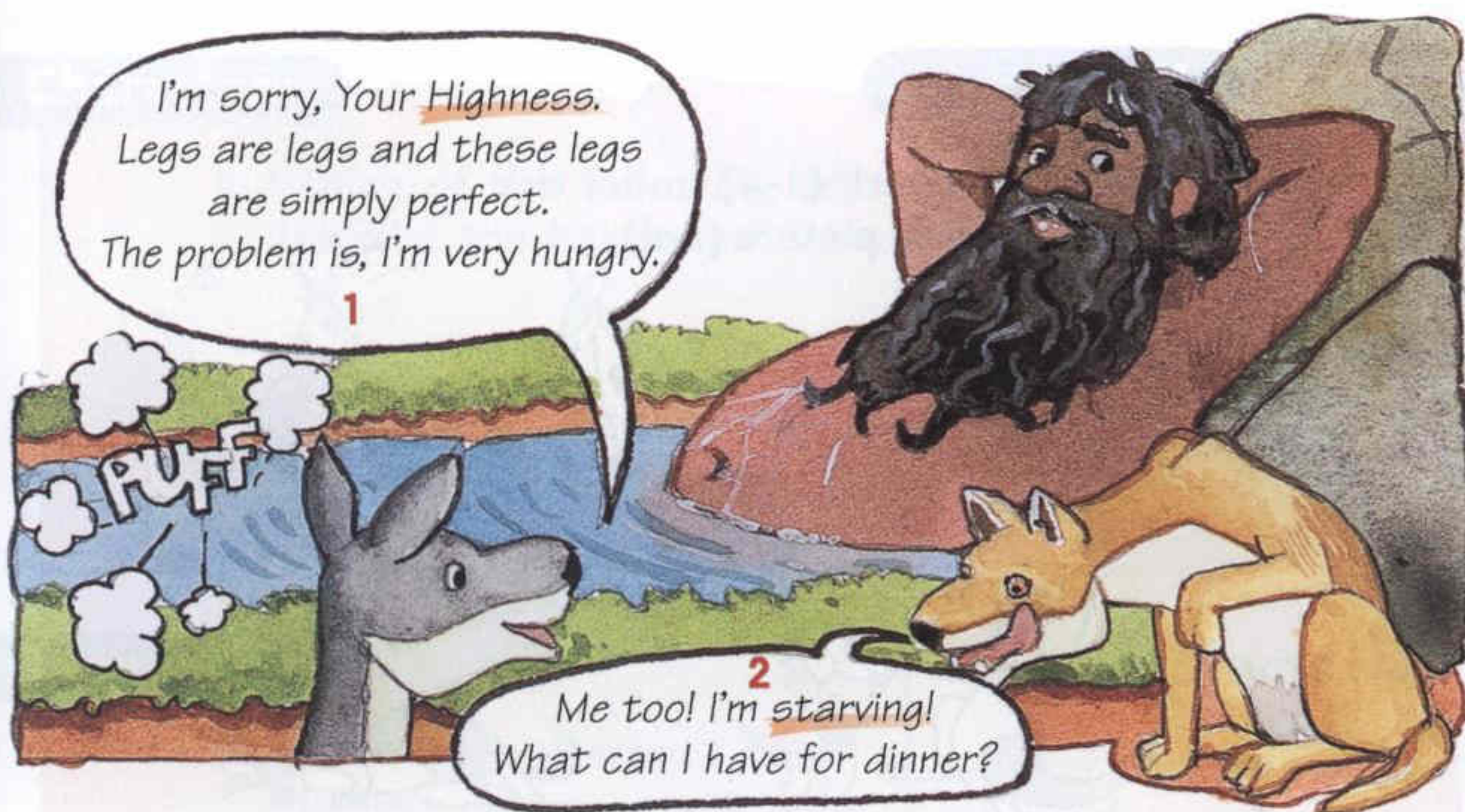
5 Ngong is always a gentleman.



10 Ngong lies down in his bath. He's very irritated.

12 Kangaroo doesn't want to run away from Yellow-Dog Dingo any more...



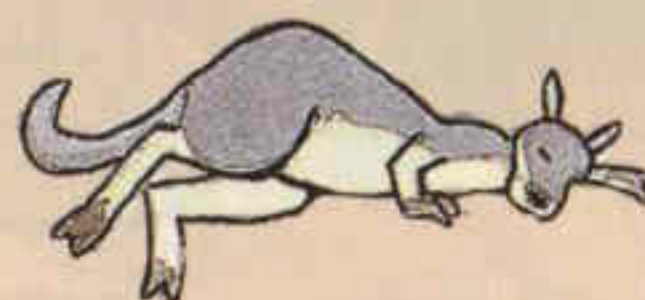




Words

3 Write each verb (1-4) under the corresponding picture (a-d).

- 1) sit down
- 2) dance
- 3) lie down
- 4) hop



4 Complete the sentences (1-5) with the following words.

afternoon breakfast o'clock tomorrow lunch

- 1) The day after today is _____.
- 2) After _____, the children go out to play.
- 3) After _____, you go to school.
- 4) After midday, it is the _____.
- 5) After midnight is after 12 _____.

5 What quality does each animal (a-d) want to have? In its word-bubble, write the correct choice of adjective. Then write a complete sentence, as done in the example.

E.g. The tortoise wants to be fast.

clever fast strong big



Characters

6 Which of the following adjectives do NOT describe the kangaroo? Indicate them.

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> busy | <input type="checkbox"/> proud |
| <input type="checkbox"/> grey | <input type="checkbox"/> starving |
| <input type="checkbox"/> hungry | <input type="checkbox"/> tired |
| <input type="checkbox"/> irritated | <input type="checkbox"/> woolly |

Language

7 Match each sentence from the first column (1-5) with a sentence from the second column (a-e).

MAKING SIMILES: VERB + LIKE

Kangaroo continues to hop like a cricket.

- | | |
|--------------------------------------|-----------------------------|
| 1) What a beautiful voice! | a) He swims like a fish. |
| 2) He's so fast in the water. | b) He eats like a pig. |
| 3) He has 20 biscuits for breakfast. | c) She laughs like a hyena. |
| 4) She loves stupid jokes. | d) He howls like a wolf. |
| 5) The child is always crying. | e) She sings like a bird. |

Beyond the story

8 How many legs do they have?

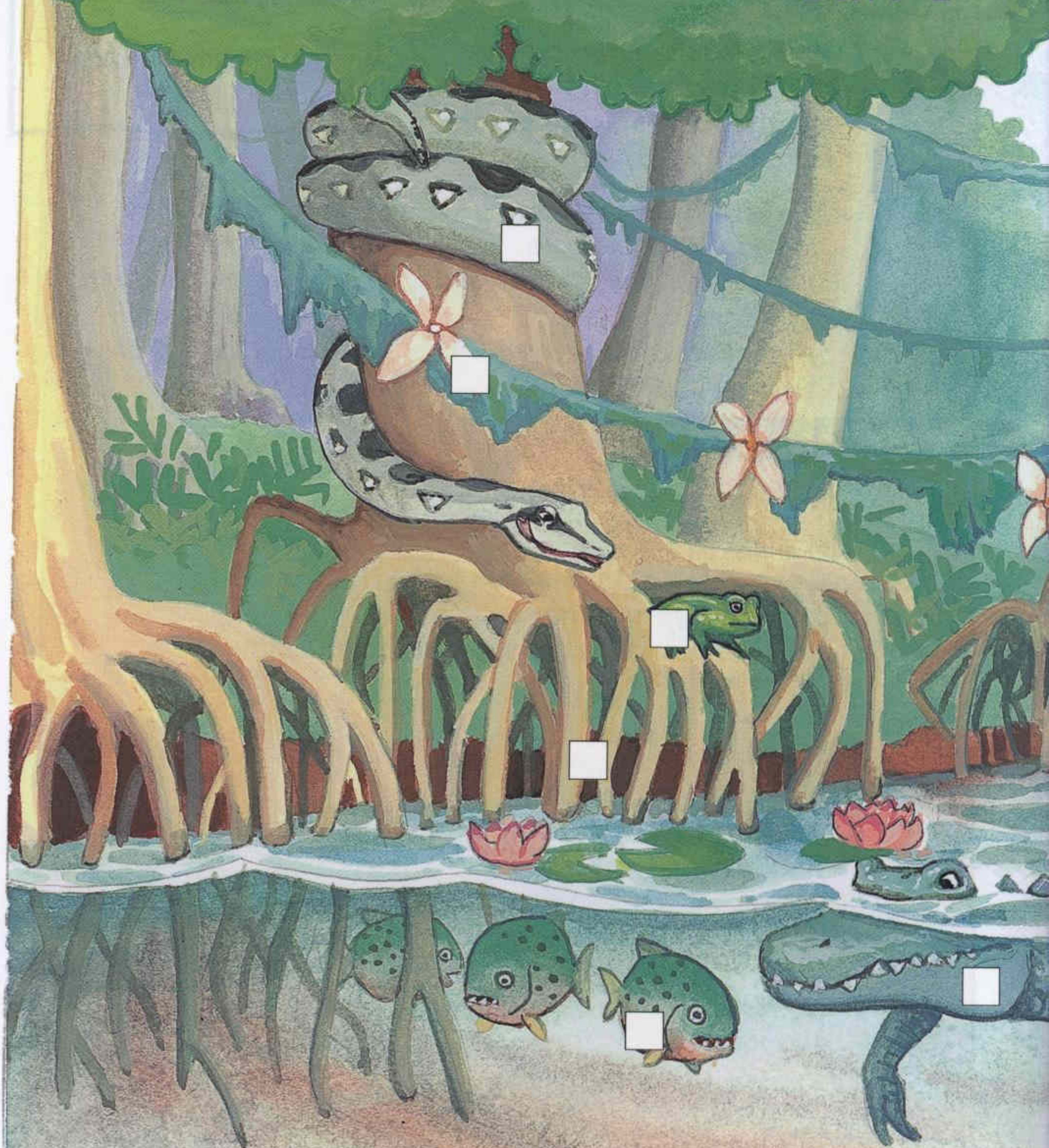
- | | |
|---------------------|-------|
| 1) a man on a horse | _____ |
| 2) a football team | _____ |
| 3) a centipede | _____ |
| 4) a spider | _____ |
| 5) a snake | _____ |
| 6) a monkey | _____ |

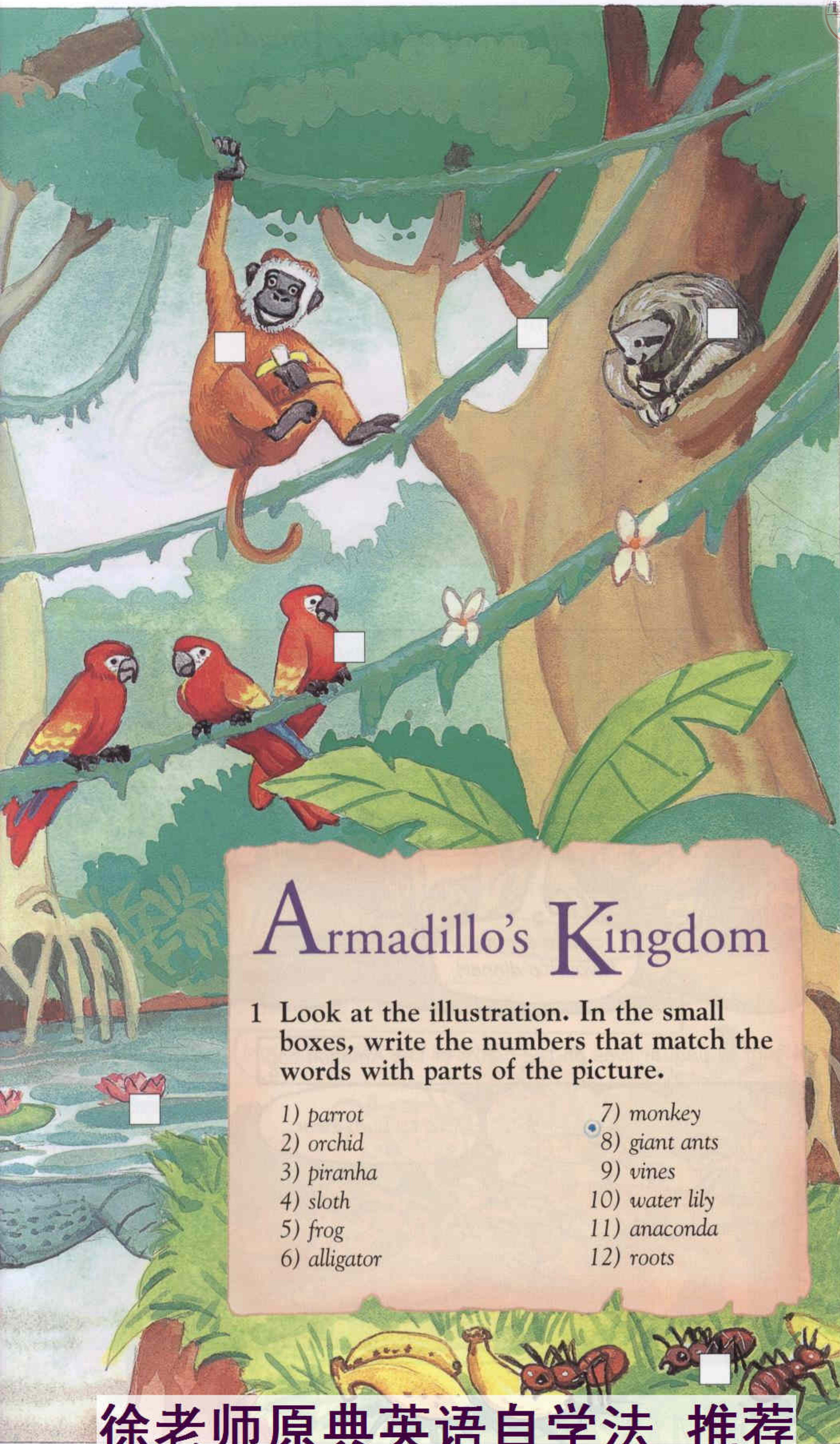
9 Which of the following animals has a tail? Write Yes or No.

- | | |
|--------------|-------|
| 1) kangaroo | _____ |
| 2) gorilla | _____ |
| 3) dog | _____ |
| 4) crocodile | _____ |
| 5) spider | _____ |

The Beginning of the Armadillos

Part 1





Armadillo's Kingdom

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- | | |
|--------------|----------------|
| 1) parrot | 7) monkey |
| 2) orchid | 8) giant ants |
| 3) piranha | 9) vines |
| 4) sloth | 10) water lily |
| 5) frog | 11) anaconda |
| 6) alligator | 12) roots |

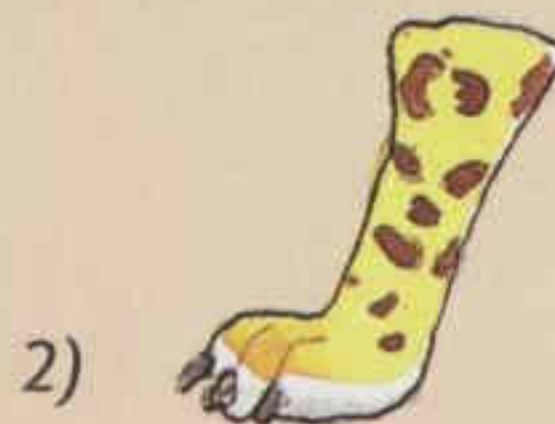


Pictures

1 Under each picture, fill in the letters of the word.



L _ _ TUC _



_ AW



_ PO _ N

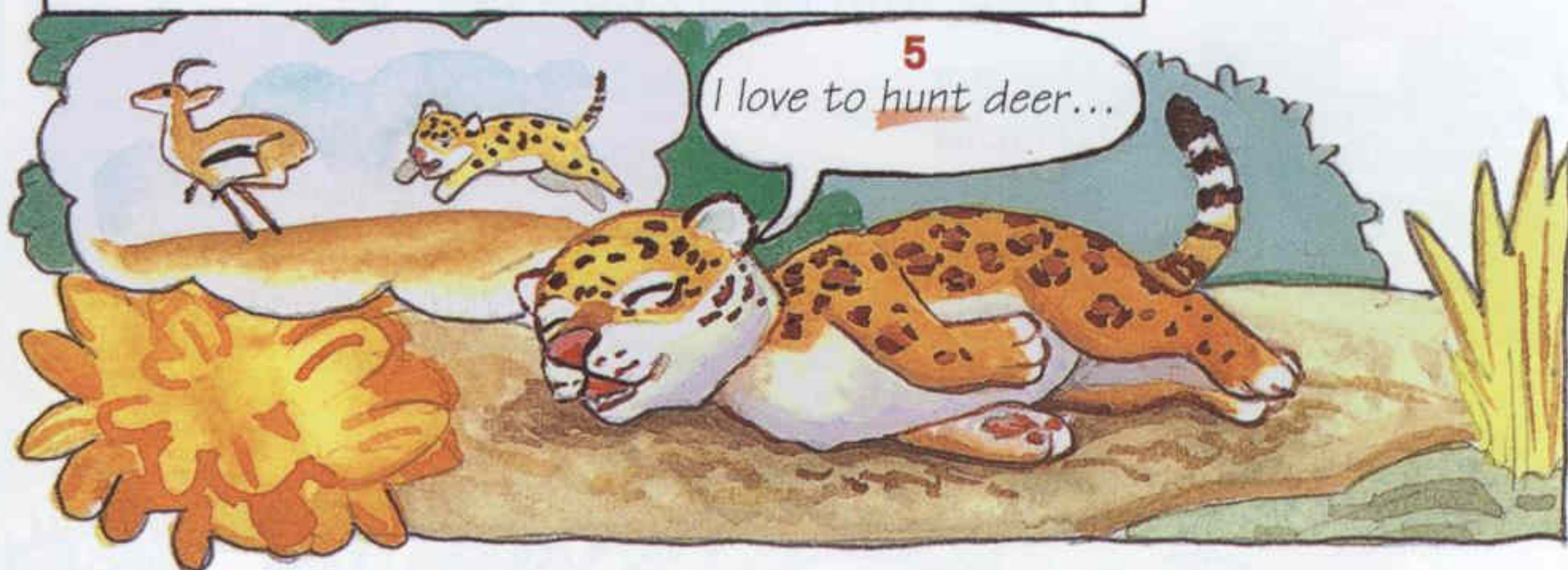


S _ _ IL

1 A long time ago Sticky-Prickly Hedgehog and Slow-Solid Tortoise lived on the banks of the turbid Amazon river.

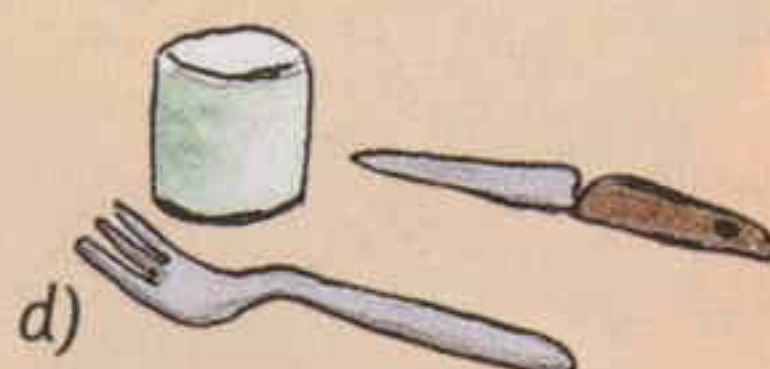
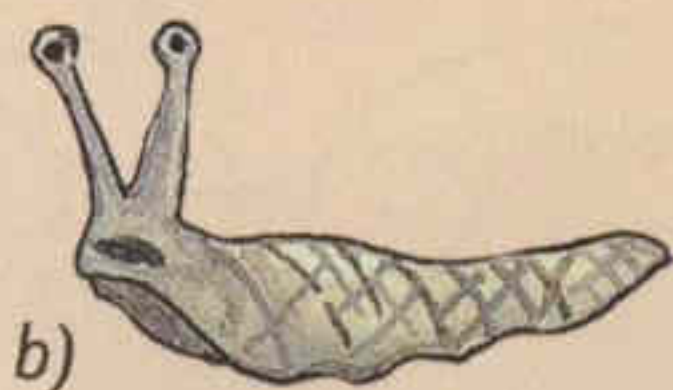


4 Painted Jaguar lives on the banks of the Amazon too.

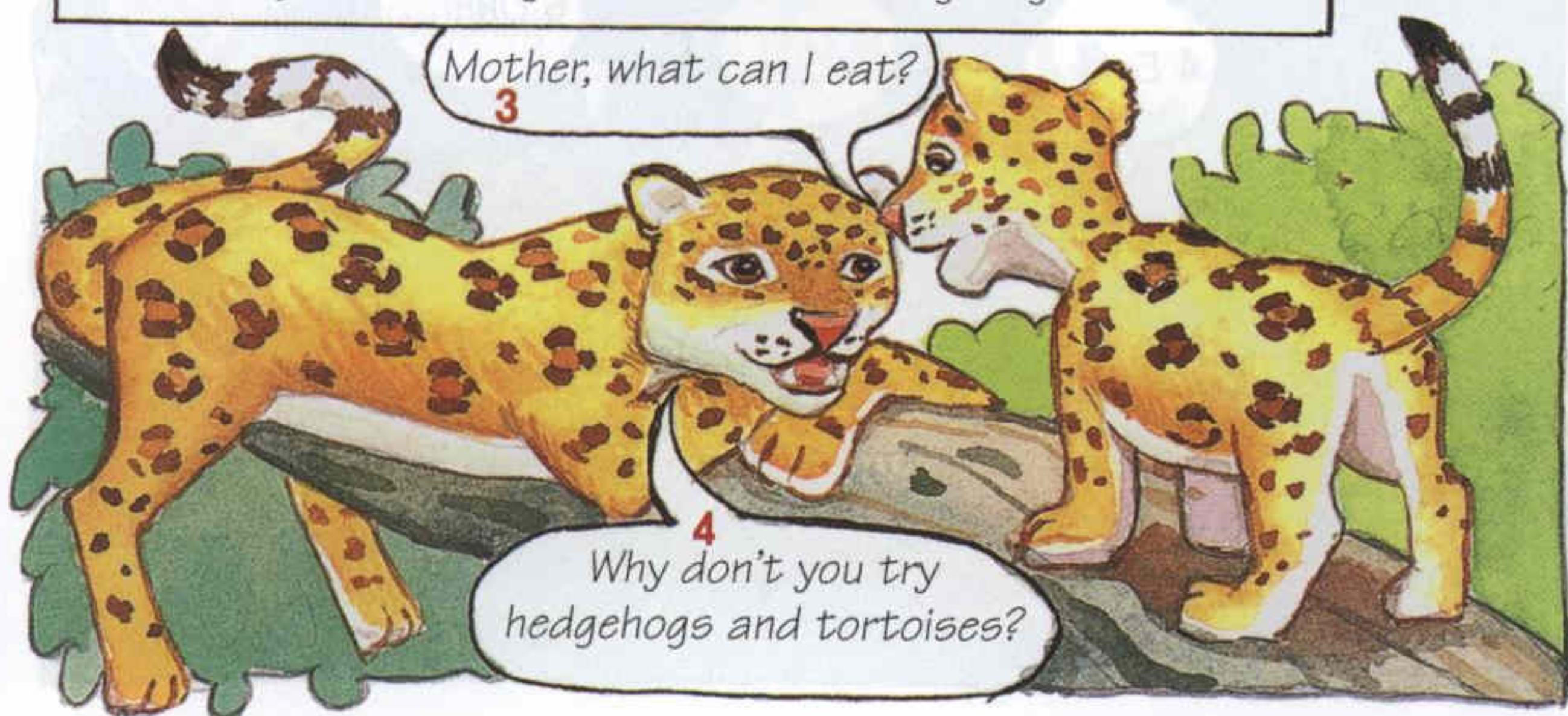


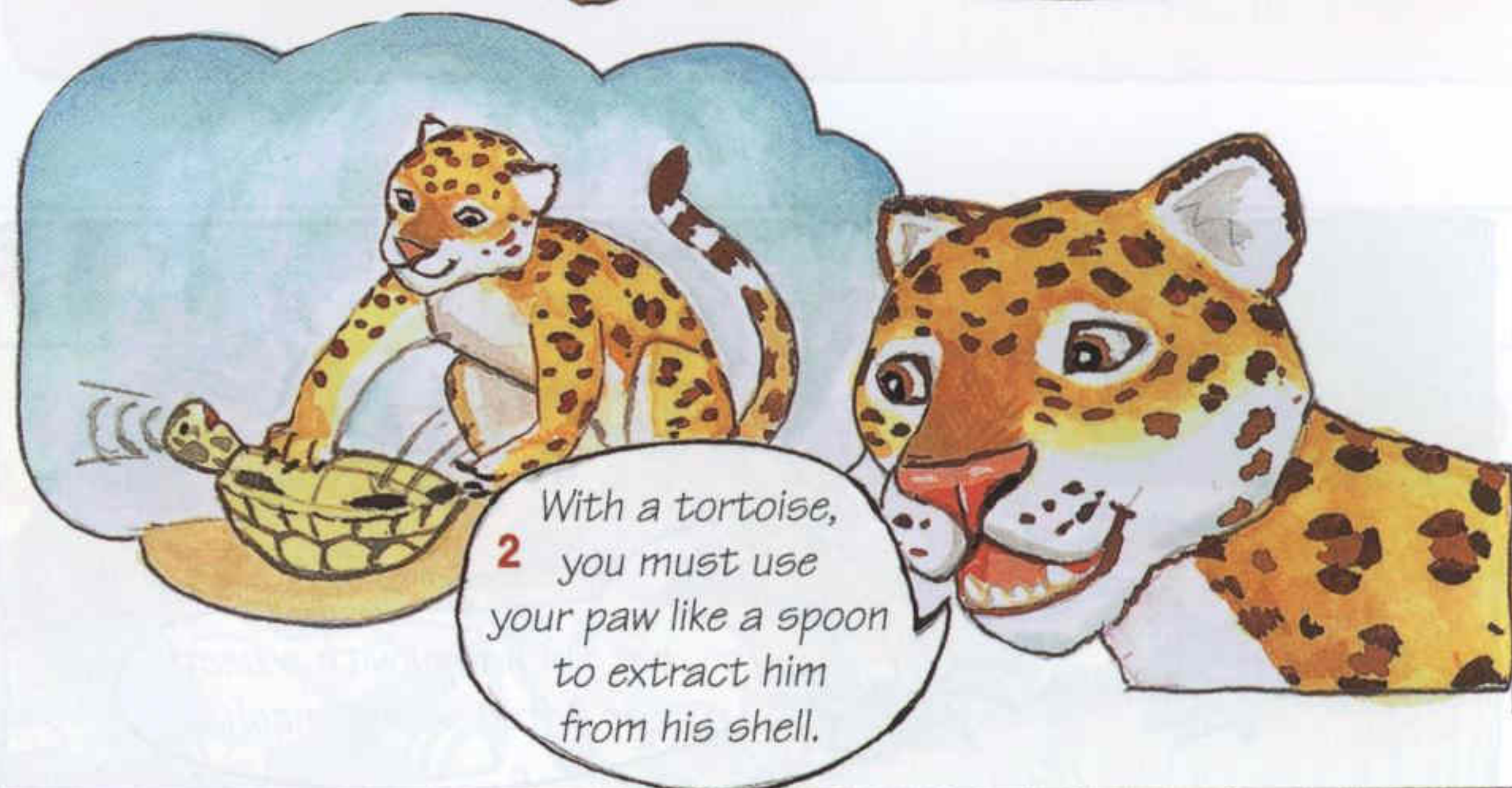
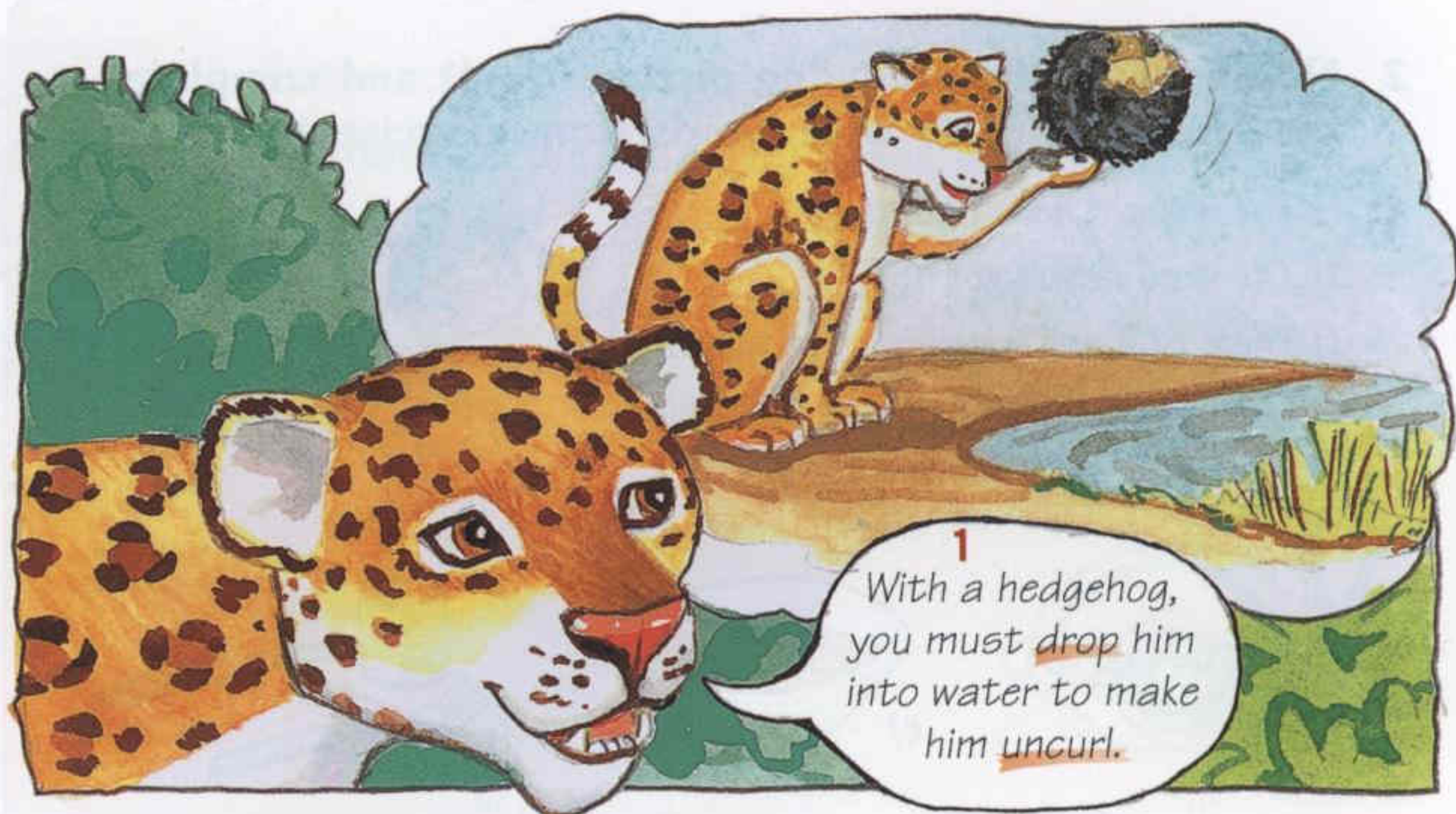
2 Now look at the following pictures (a-d) and complete the sentences (1-4) with words from exercise 1.

- 1) The leopard hasn't got a _____.
- 2) The snail hasn't got a _____.
- 3) There isn't any _____ in the salad.
- 4) There isn't a _____ on the table.



2 But really Painted Jaguar is tired of eating frogs and beetles.



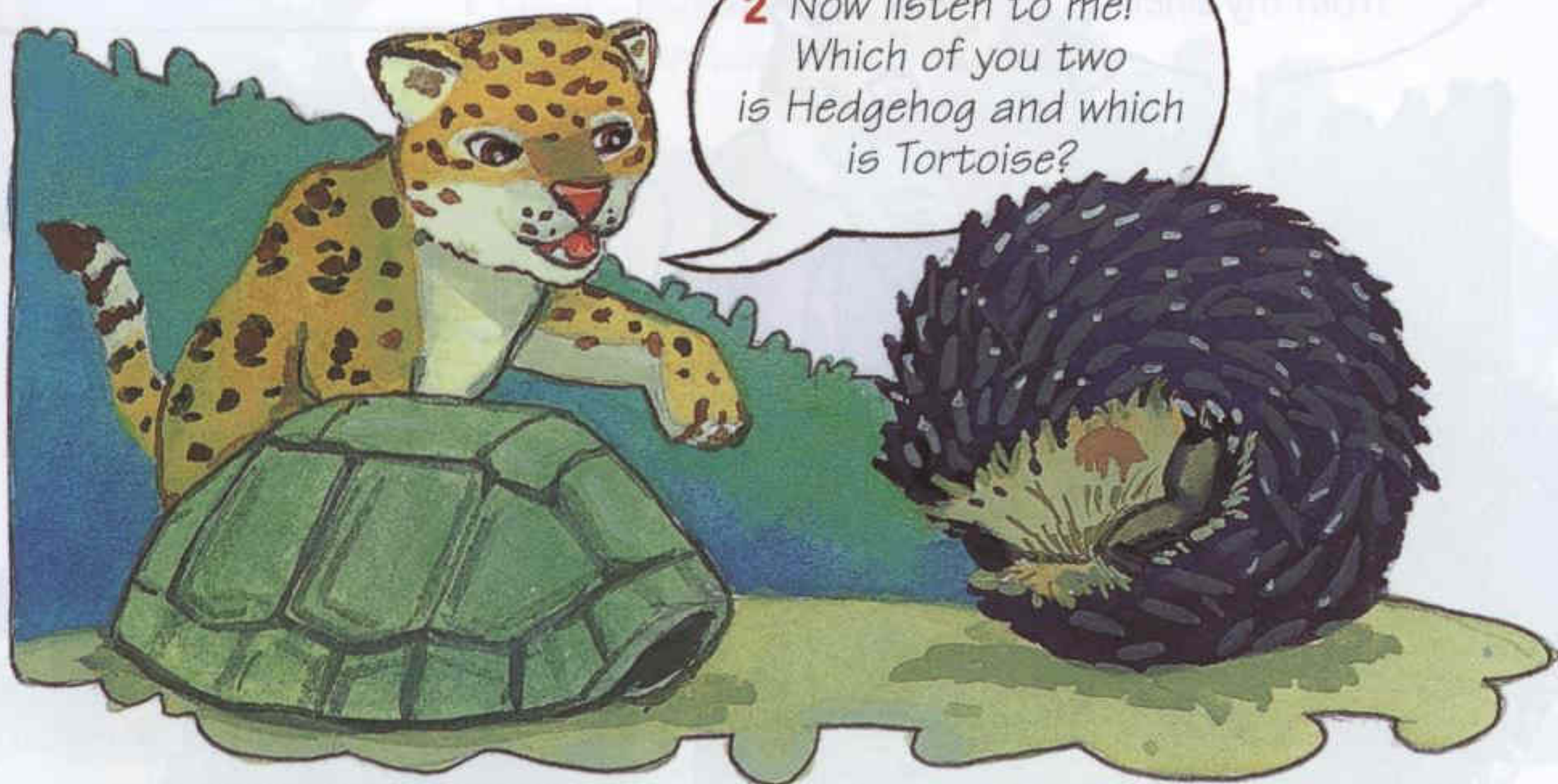


3 One beautiful night, Painted Jaguar finds Sticky-Prickly Hedgehog and Slow-Solid Tortoise on the banks of the turbid Amazon.



1 Sticky Prickly quickly curls into a ball and Slow-Solid pulls his head and feet inside his shell.

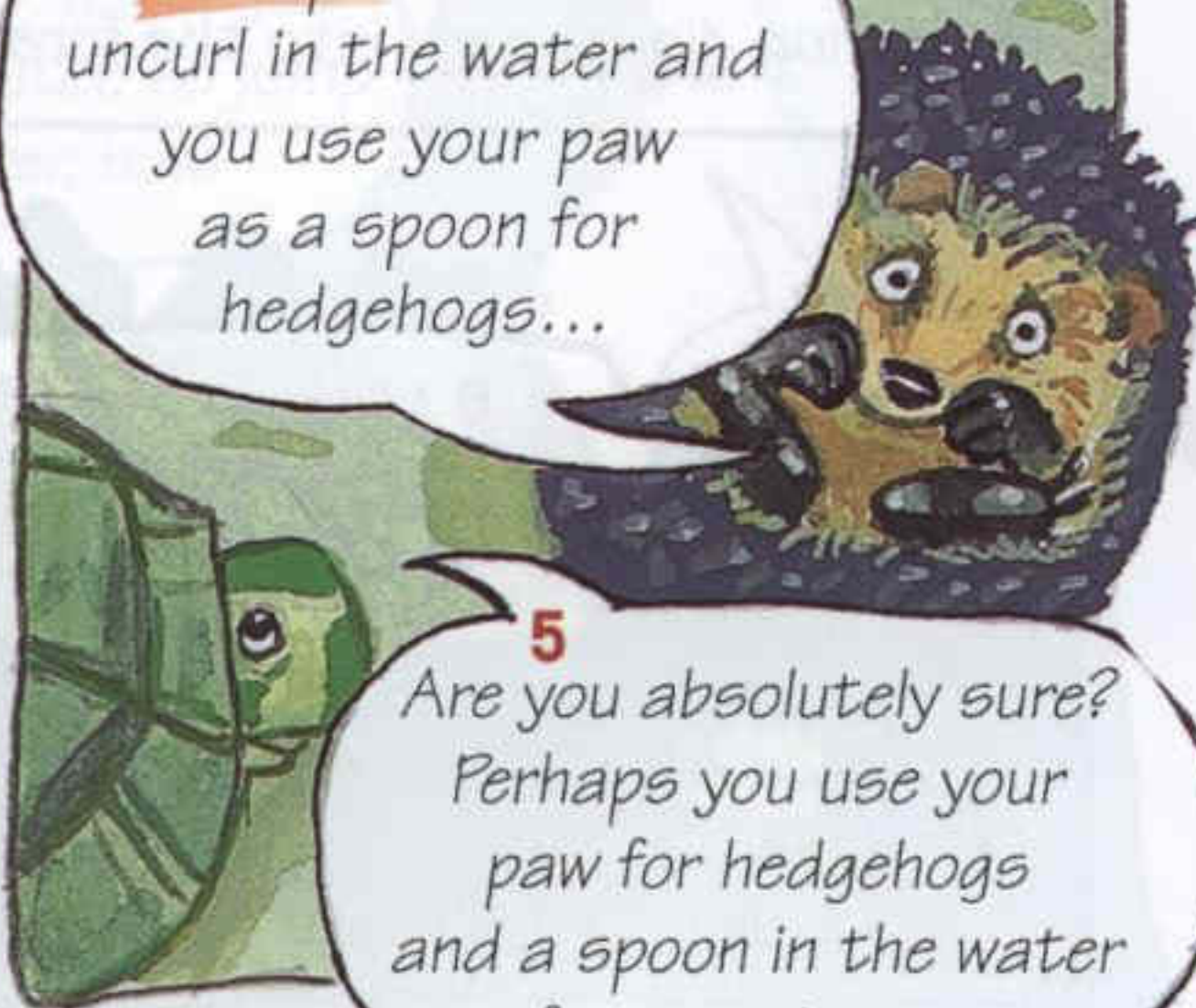
2 Now listen to me! Which of you two is Hedgehog and which is Tortoise?



My mother knows what to do.
3 Hedgehogs uncurl in the water and I use my paw as a spoon for tortoises.



4 Are you sure? Perhaps tortoises uncurl in the water and you use your paw as a spoon for hedgehogs...



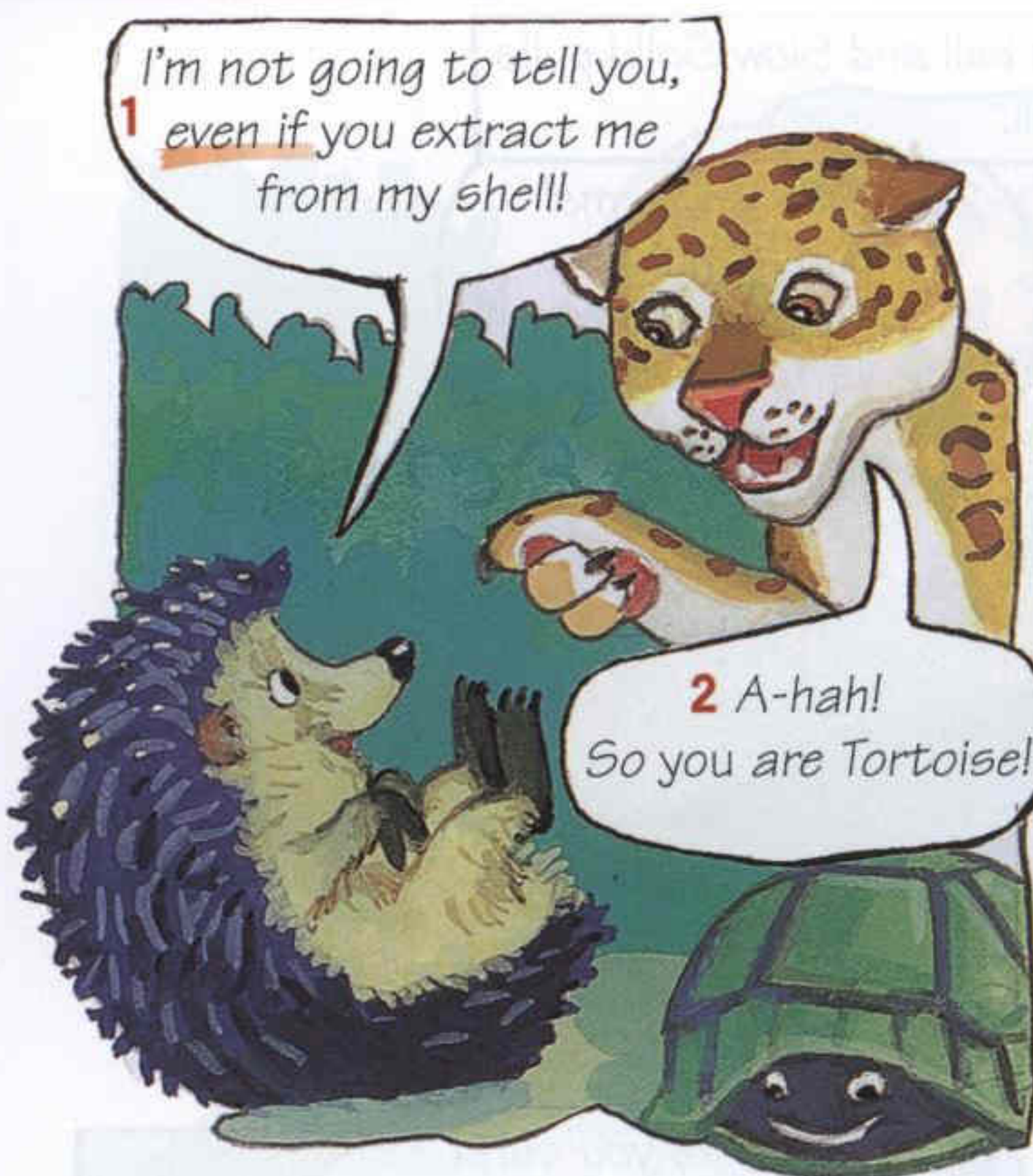
5 Are you absolutely sure? Perhaps you use your paw for hedgehogs and a spoon in the water for tortoises...

6 Stop! You're making my spots hurt! Who is Hedgehog and who is Tortoise?



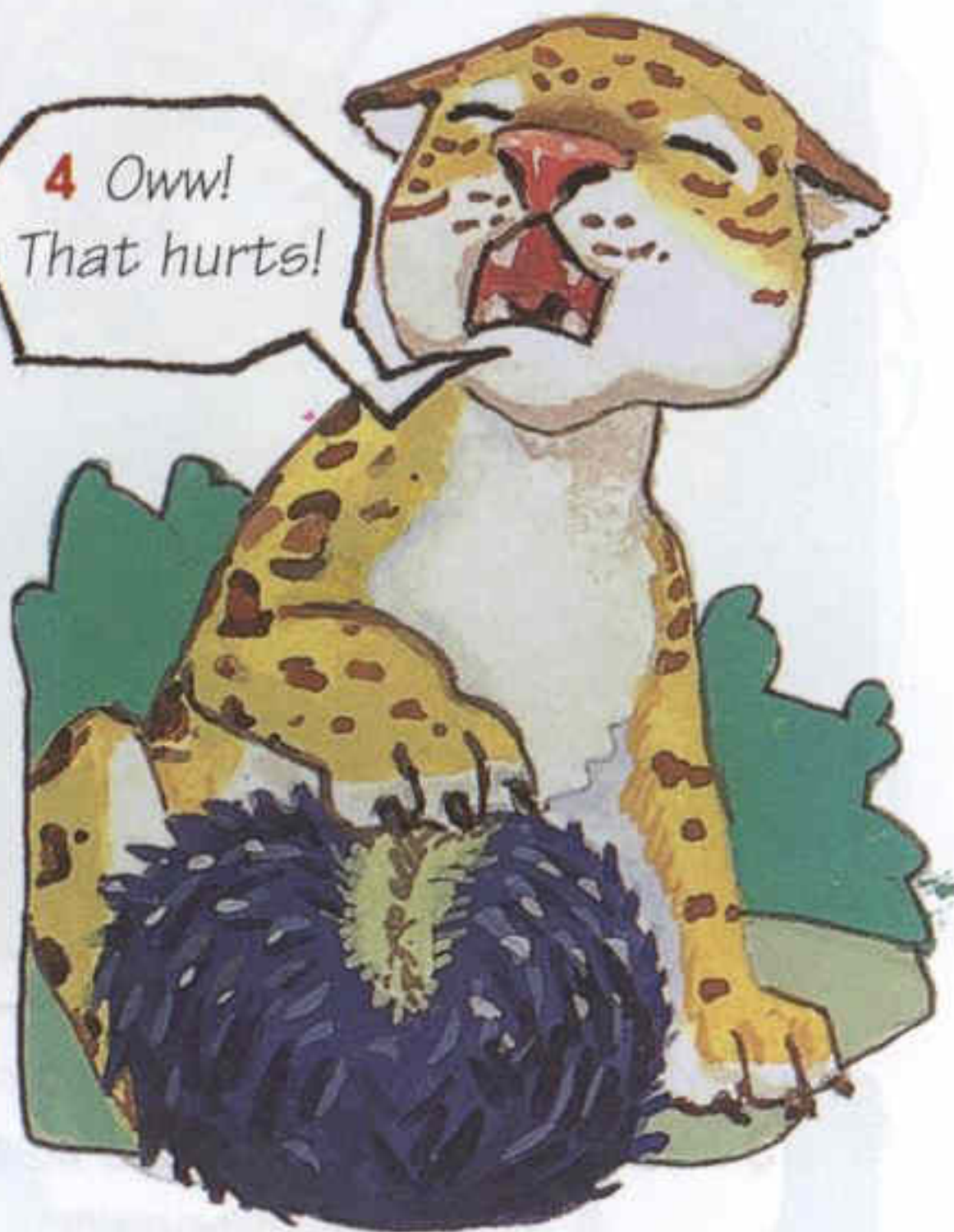
1 I'm not going to tell you, even if you extract me from my shell!

3 Painted Jaguar uses his paw but Sticky-Prickly curls up fast.



2 A-hah! So you are Tortoise!

4 Oww! That hurts!



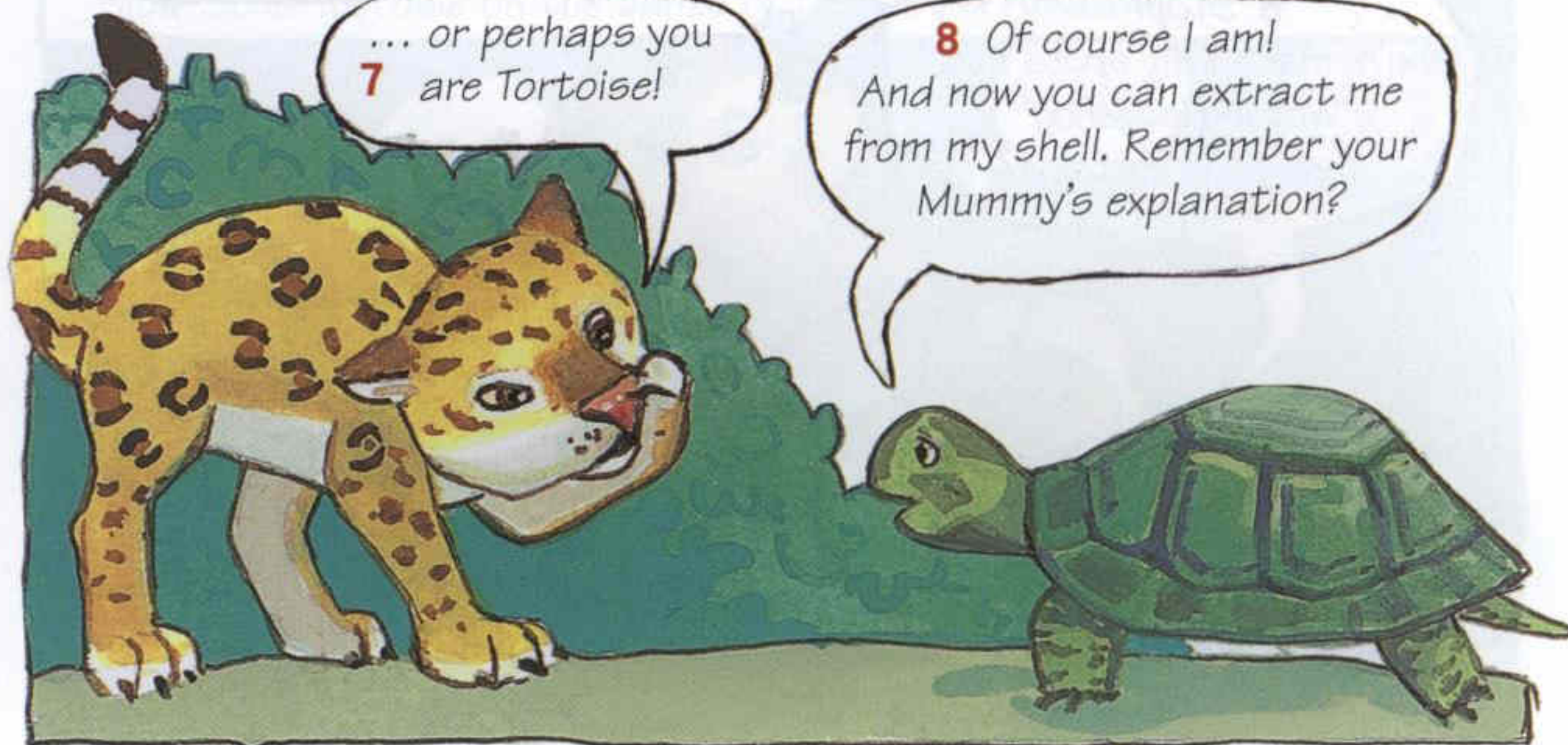
5 Hedgehog disappears into the forest...

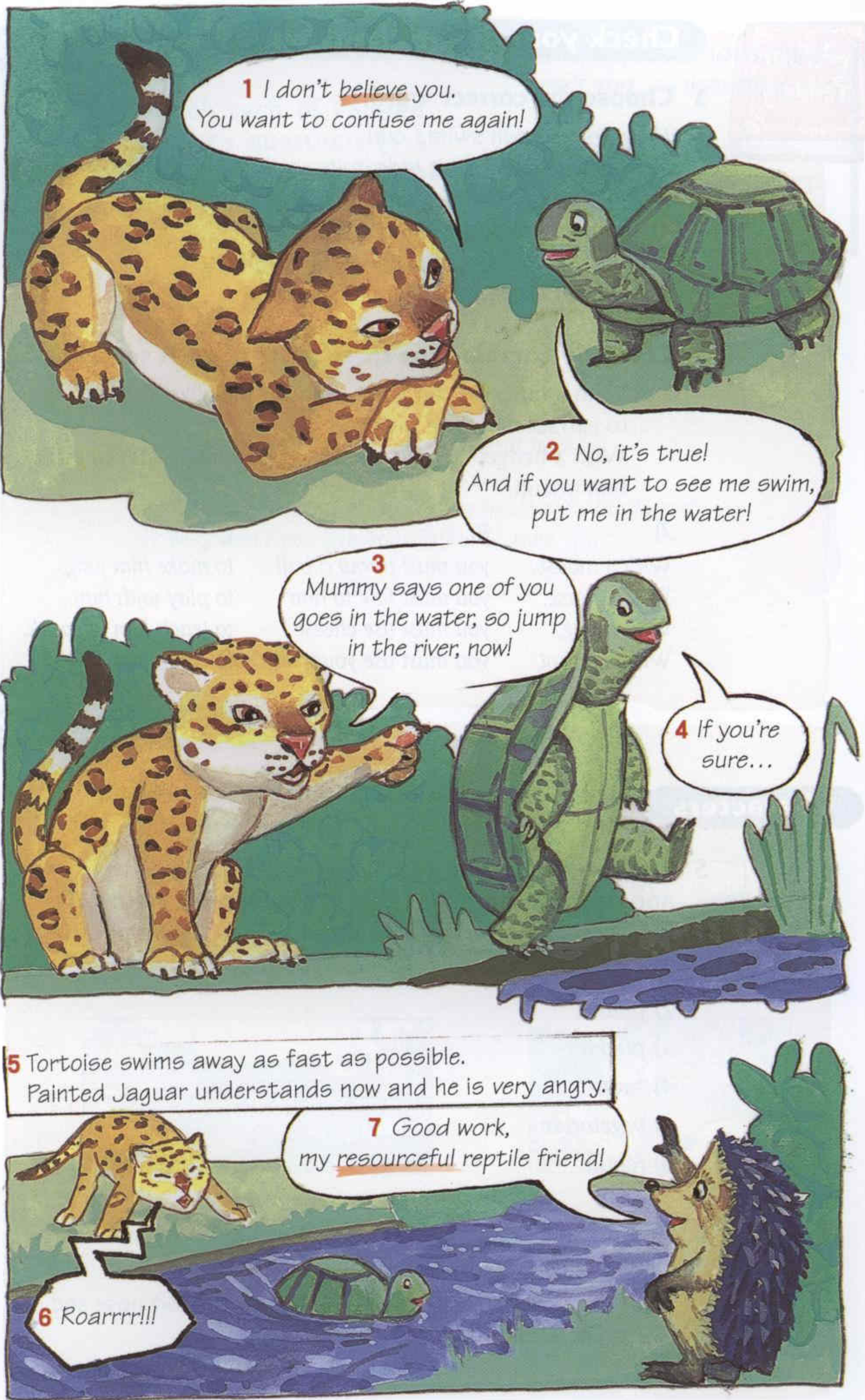
6 My poor paw! And it's too dusty to find Tortoise now...



7 ... or perhaps you are Tortoise!

8 Of course I am! And now you can extract me from my shell. Remember your Mummy's explanation?







Check your comprehension

3 Choose the correct word.

- 1) Hedgehogs can swim / curl.
- 2) A tortoise can / can't hide in its shell.
- 3) A hedgehog can become a prickly ball / shell.
- 4) Tortoises can curl / swim.
- 5) You can eat / drop a tortoise with a spoon.
- 6) Tortoises are fast / slow in the water.

4 Correctly combine the three parts of each sentence.

E.g. With a tortoise, you must use your paw like a spoon to extract him from his shell.

With a hedgehog, you must drop him into water to make him uncurl.

| A | B | C |
|----------------|------------------------|------------------------|
| With a mouse, | you must throw a ball | to make him jump. |
| With a horse, | you must talk to him | to play with him. |
| With a dog, | you must use cheese | to teach him to speak. |
| With a parrot, | you must use your feet | to catch him. |

Characters

5 Next to each word (1-5), write the name of the appropriate character. Use PJ for Painted Jaguar, T for Tortoise, and H for Hedgehog.

- 1) ball _____
- 2) paw _____
- 3) prickles _____
- 4) spots _____
- 5) vegetarian _____
- 6) reptile _____

6 What are Tortoise and Hedgehog like? Write a brief physical description of each animal.

E.g. Hedgehog has got prickles. He has got a short nose and small feet. He hasn't got a tail...

Language

7 Match each of Painted Jaguar's questions (1-5) with the suggestion that his mother offers (a-e).

- 1) Mother, what can I drink?
 - 2) Mother, where can I go?
 - 3) Mother, can I go hunting?
 - 4) Mother, where can I sleep?
 - 5) Mother, when can I play?
- a) Why don't you do your homework first?
 - b) Why don't you have some coconut milk?
 - c) Why don't you try under that tree?
 - d) Why don't you visit your grandmother in the forest?
 - e) Why don't you ask your father to take you?

MAKING SUGGESTIONS: "WHY DON'T YOU..." + INFINITIVE

Mother, what can I eat?
Why don't you try hedgehogs and tortoises?

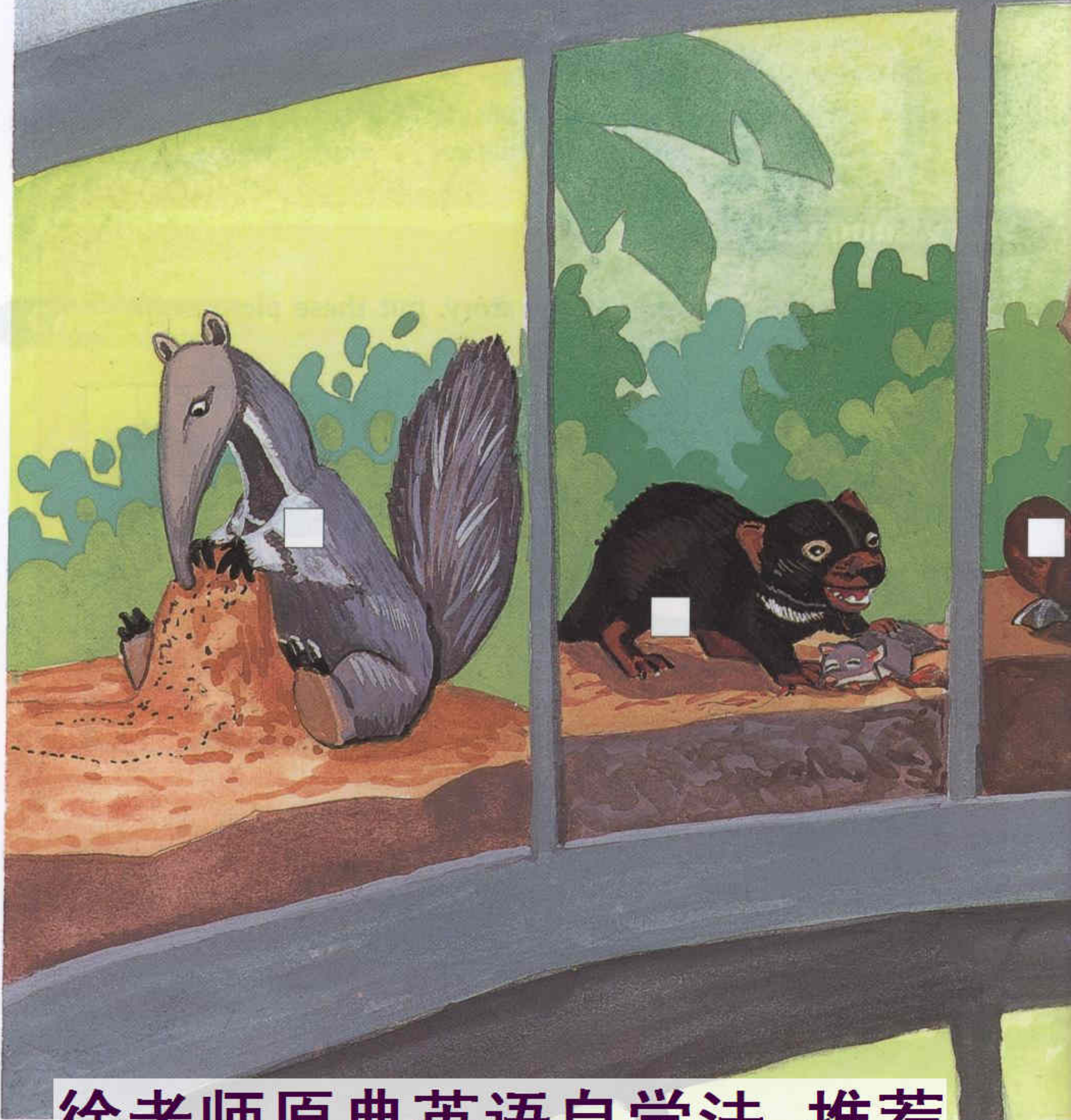
Story summary

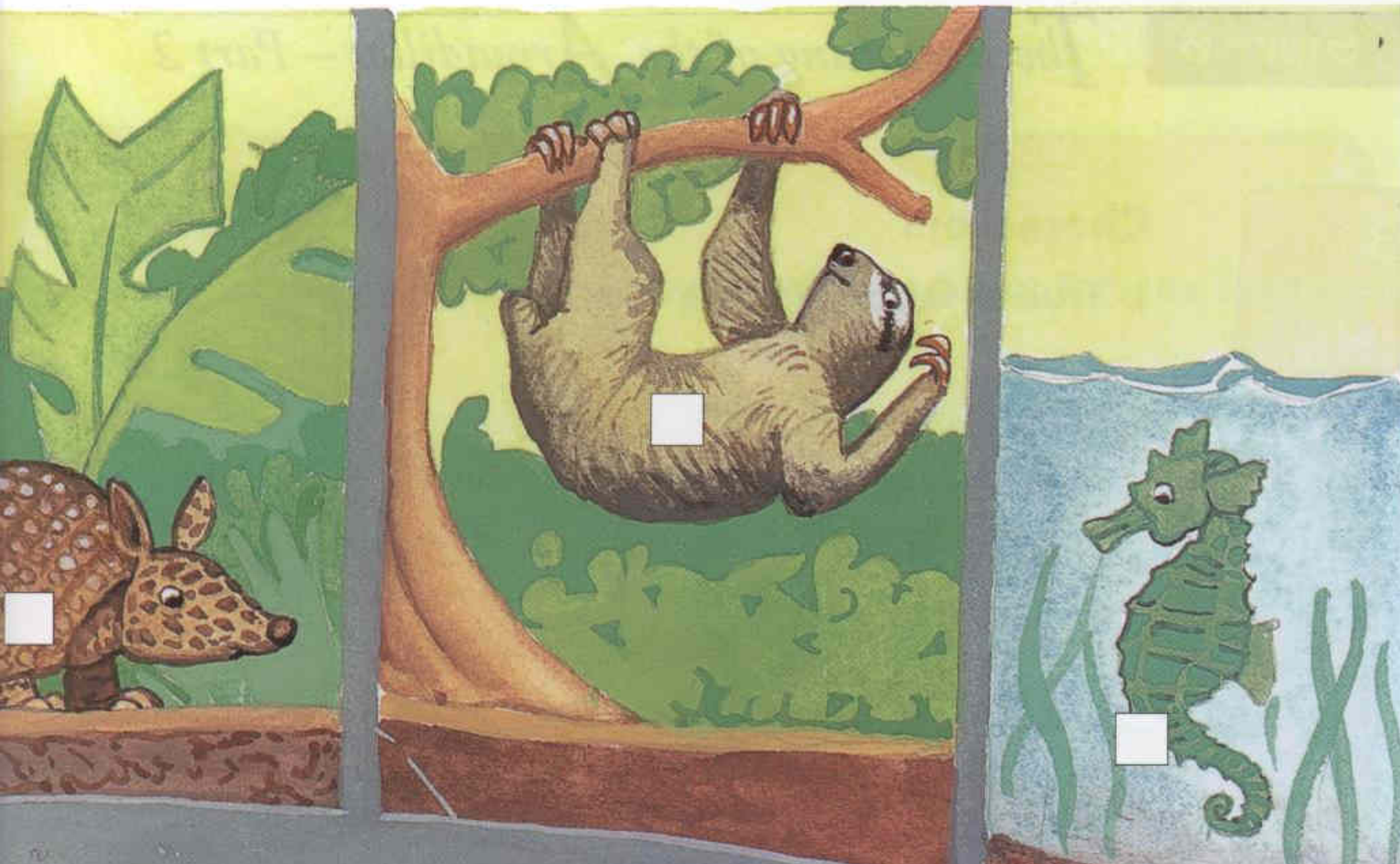
8 Without looking at the story, put these pictures in the correct order.



The Beginning of the Armadillos

Part 2





Strange Animals

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- | | |
|-------------------------|--------------------|
| 1) duck-billed platypus | 5) iguana |
| 2) anteater | 6) sea horse |
| 3) armadillo | 7) Tasmanian Devil |
| 4) chameleon | 8) sloth |



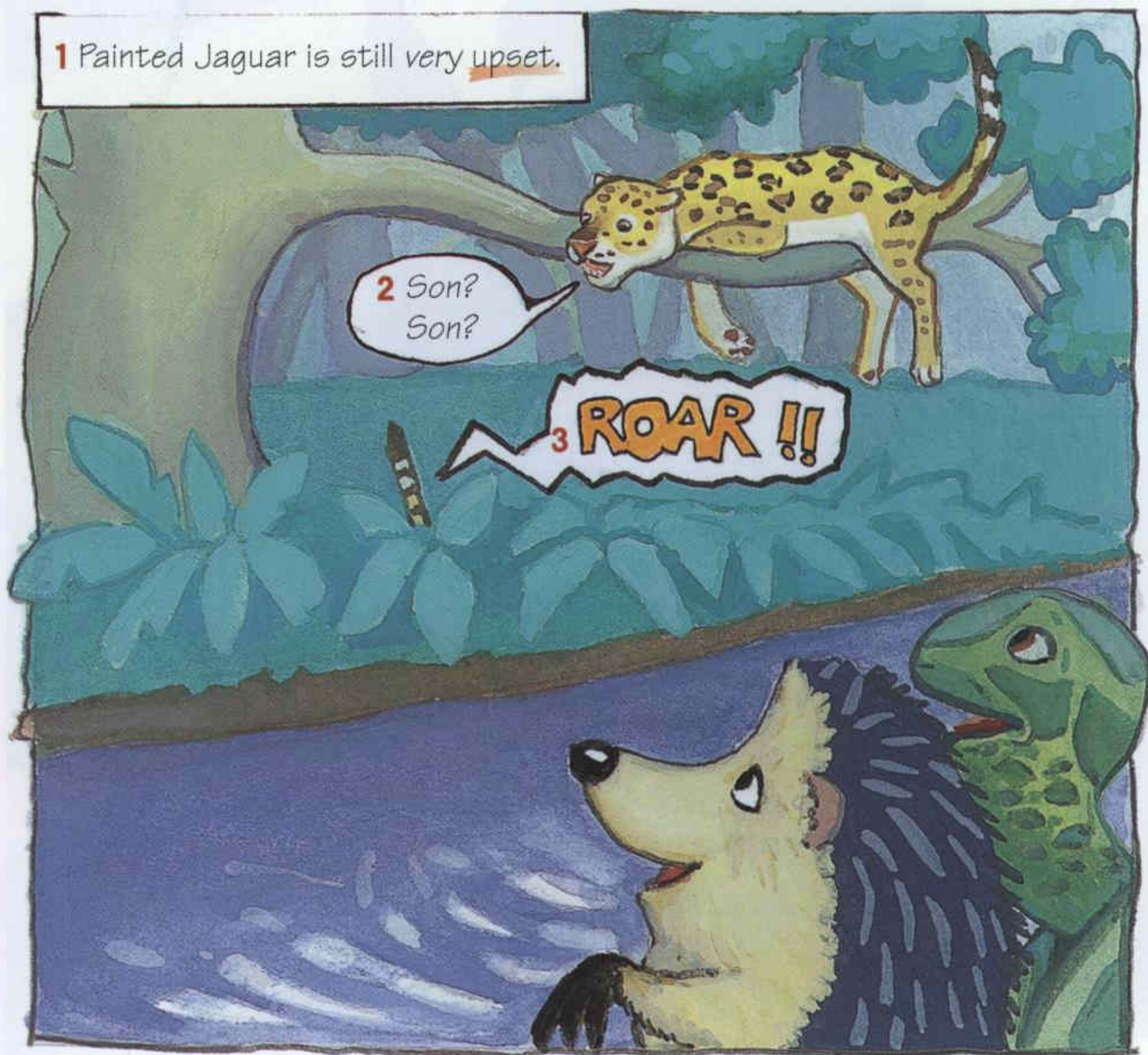
Characters

I True or false? Indicate T or F.

- 1) A hedgehog can swim.
- 2) Painted Jaguar can't recognize a tortoise.
- 3) Mother Jaguar can catch hedgehogs.
- 4) A tortoise can curl.

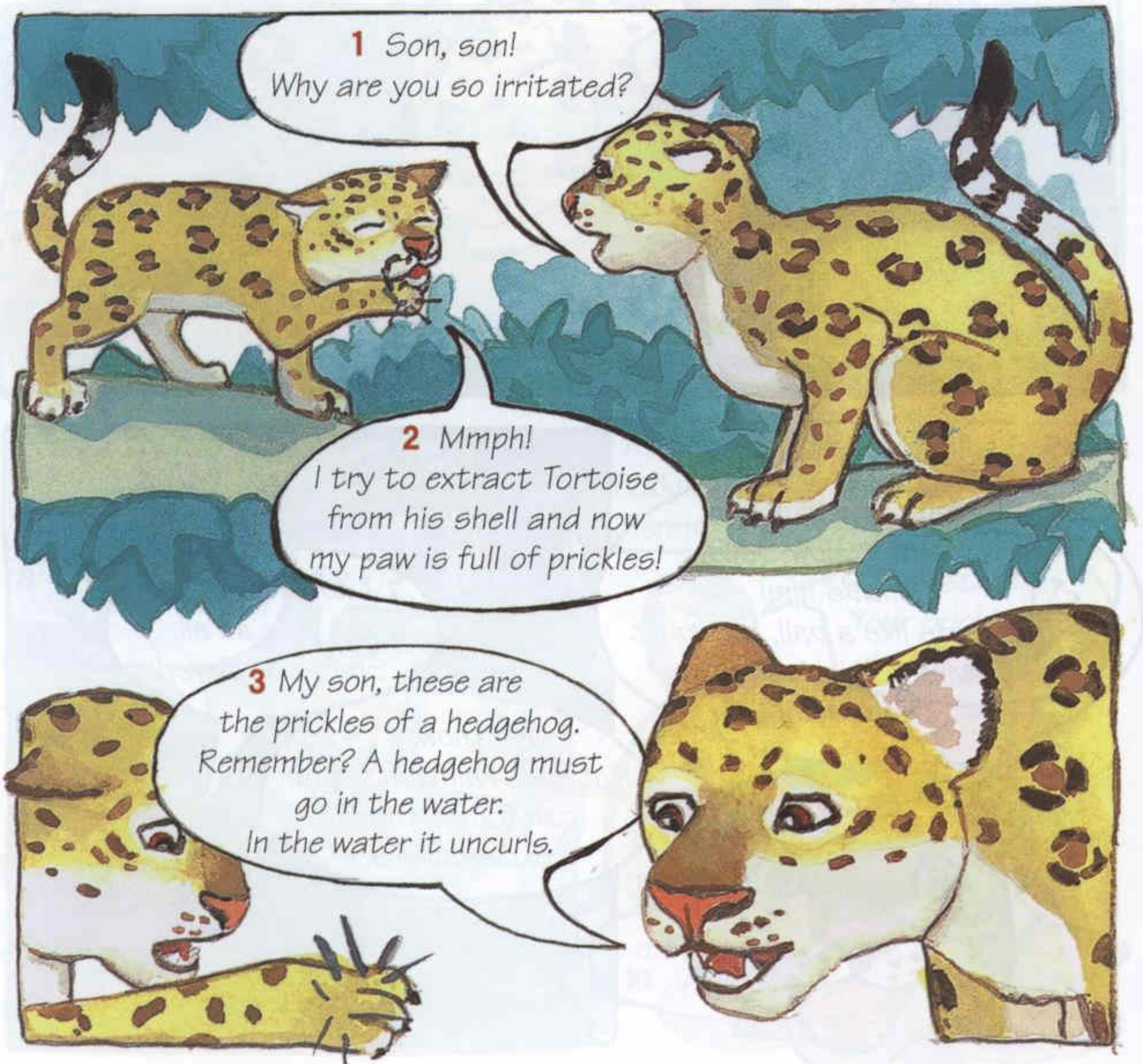
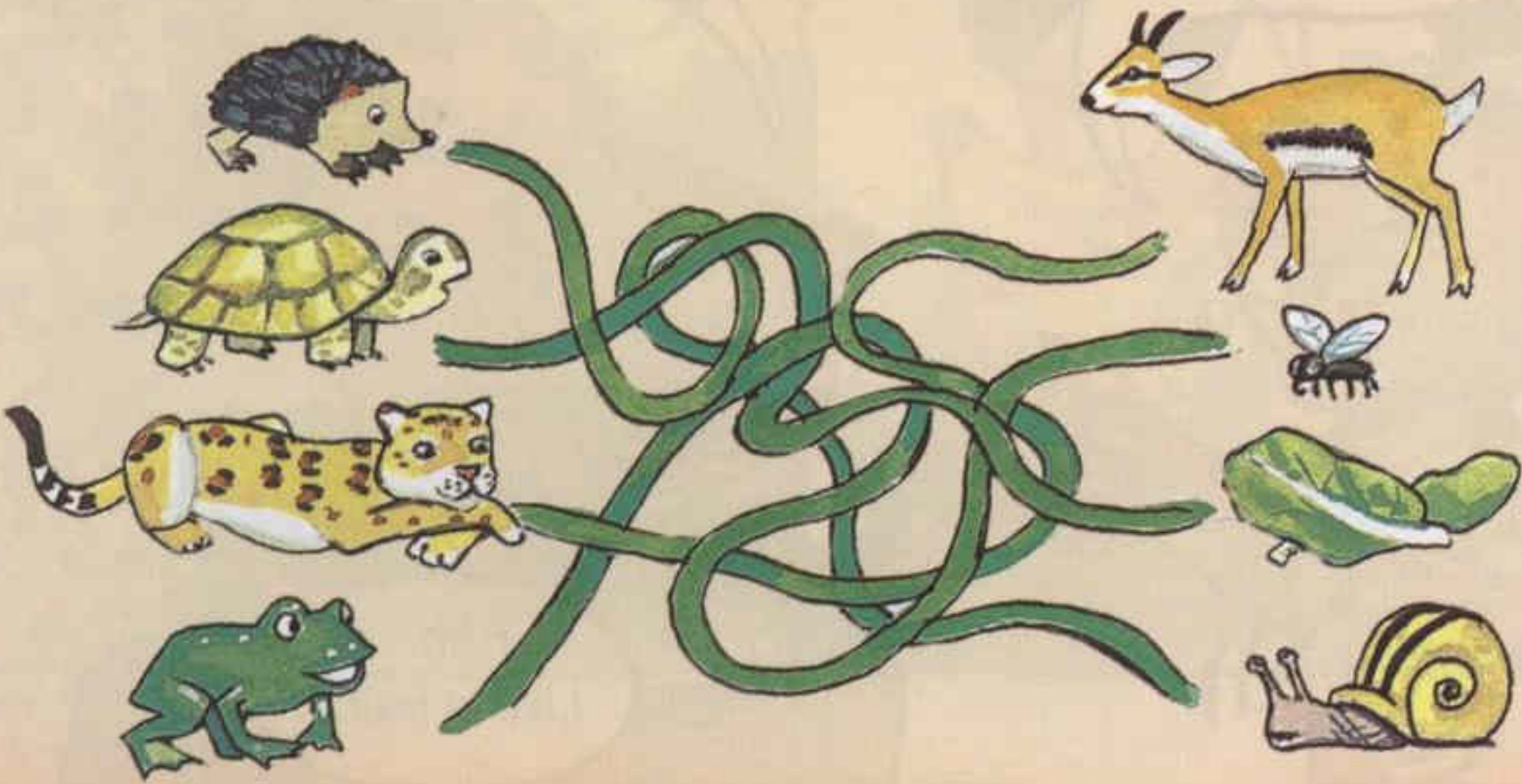
| T | F |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

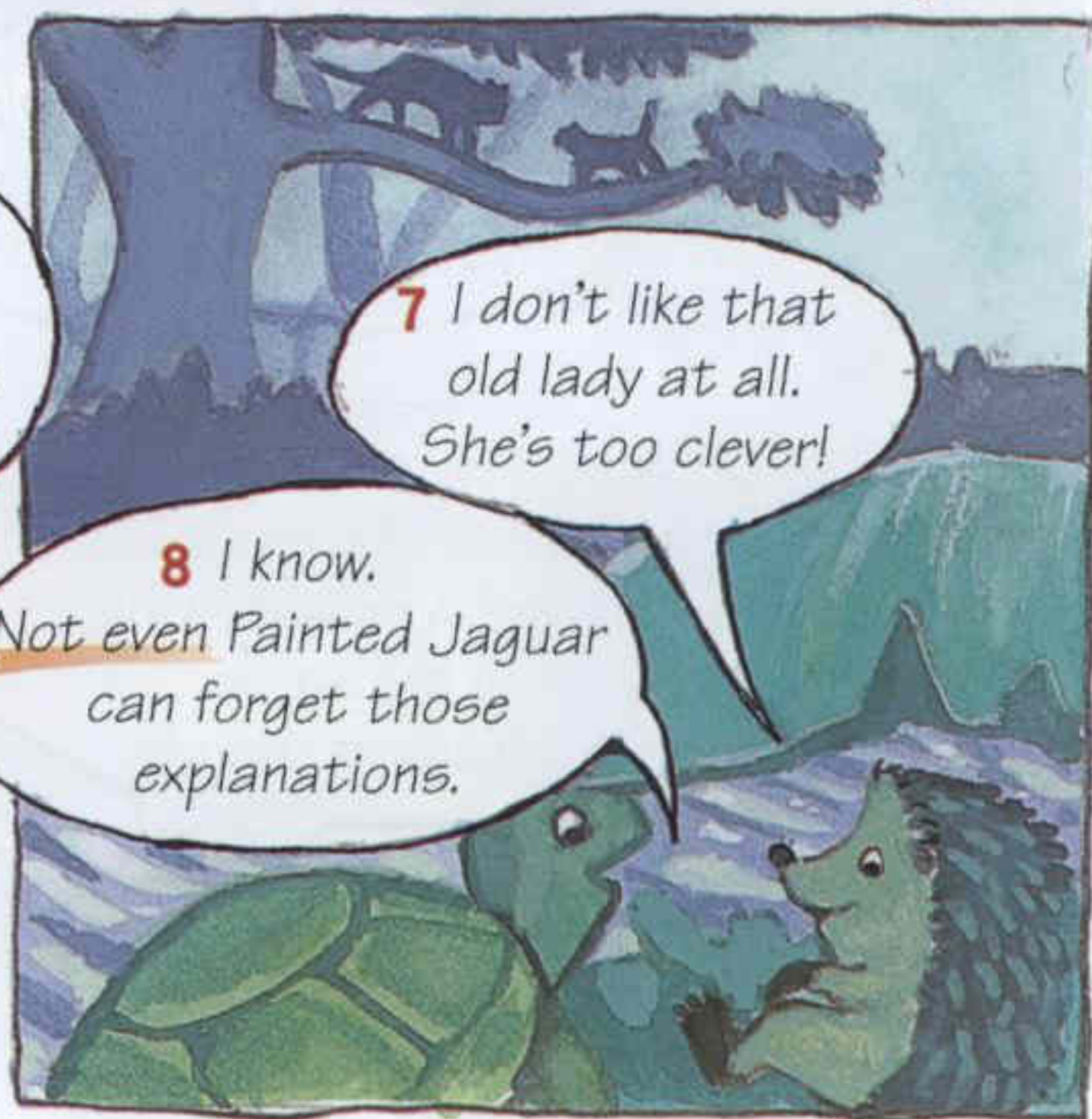
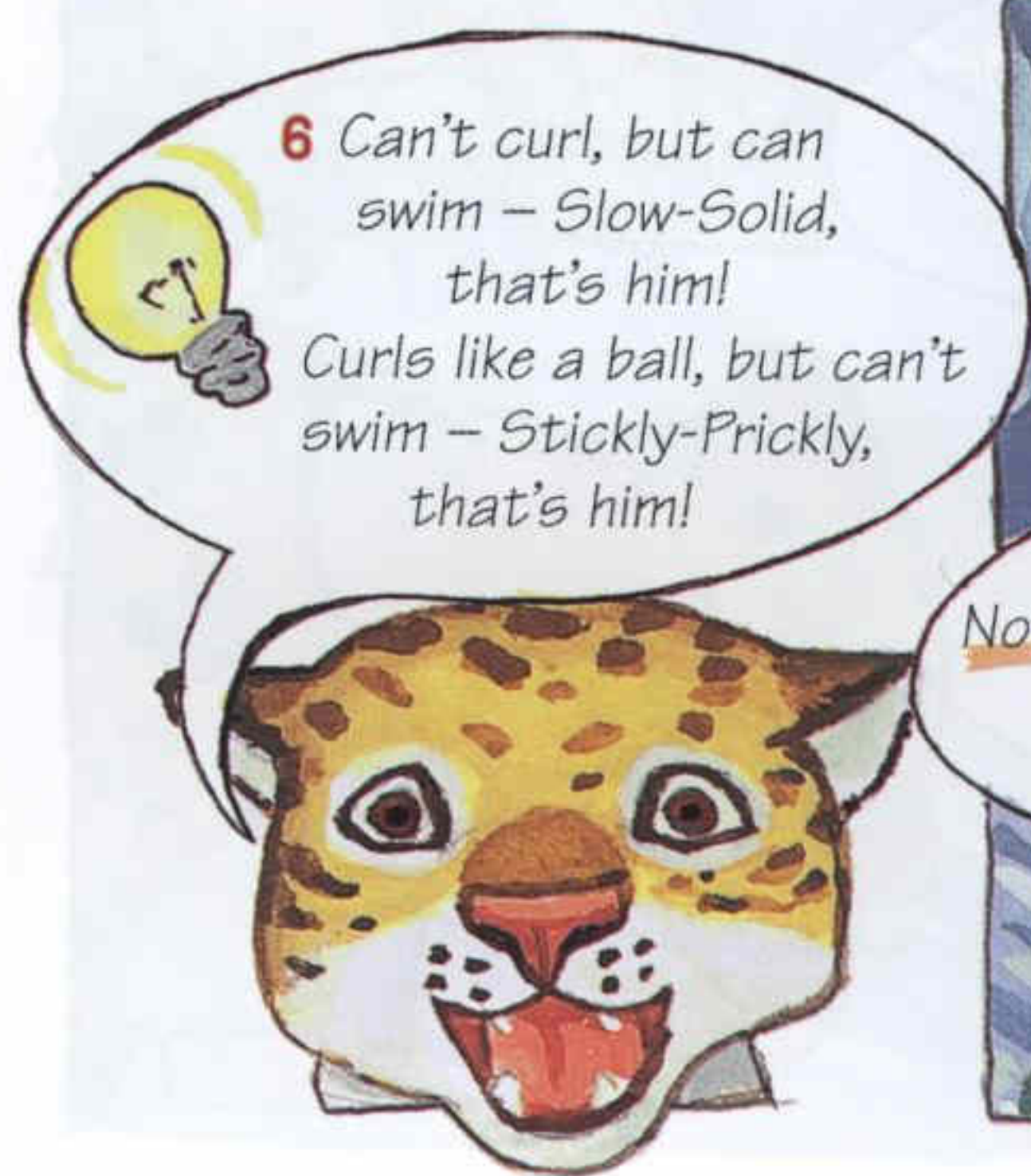
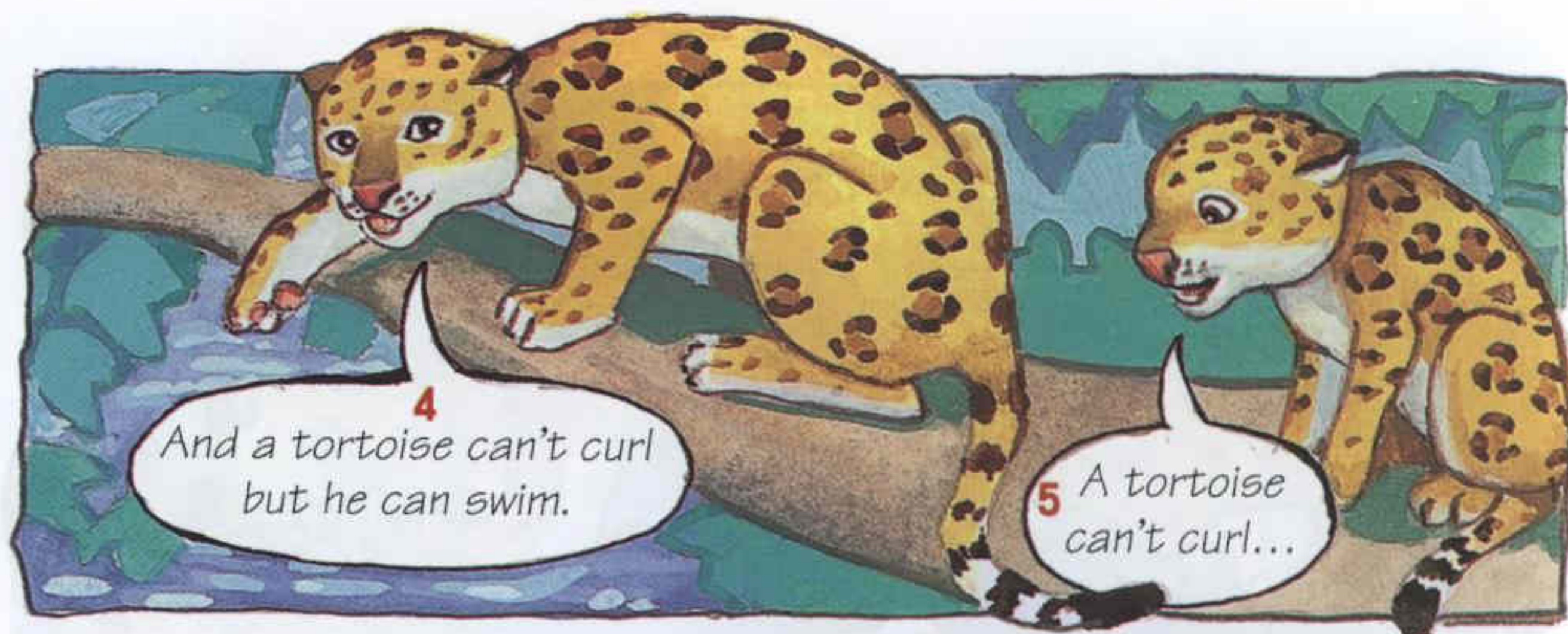
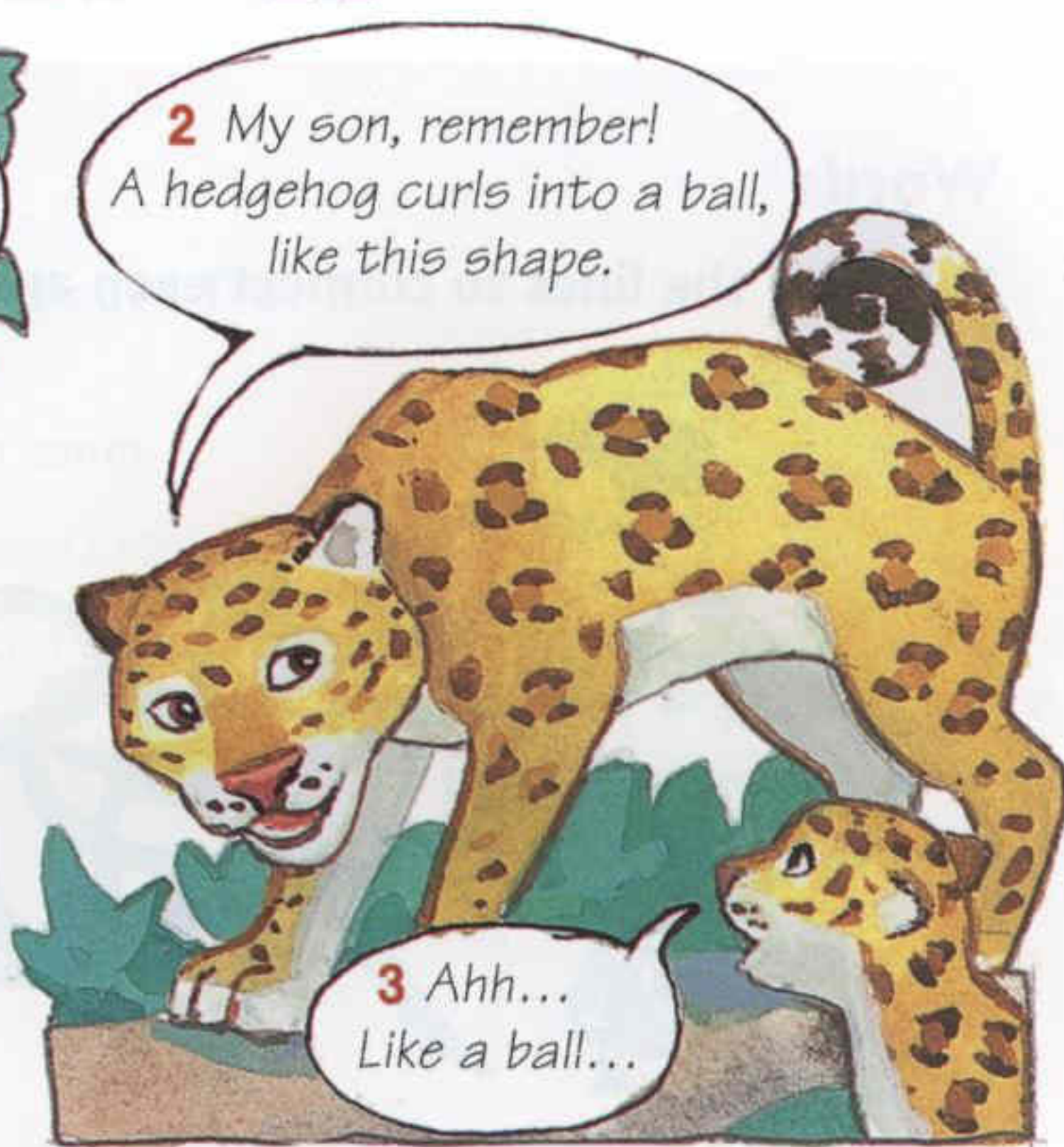
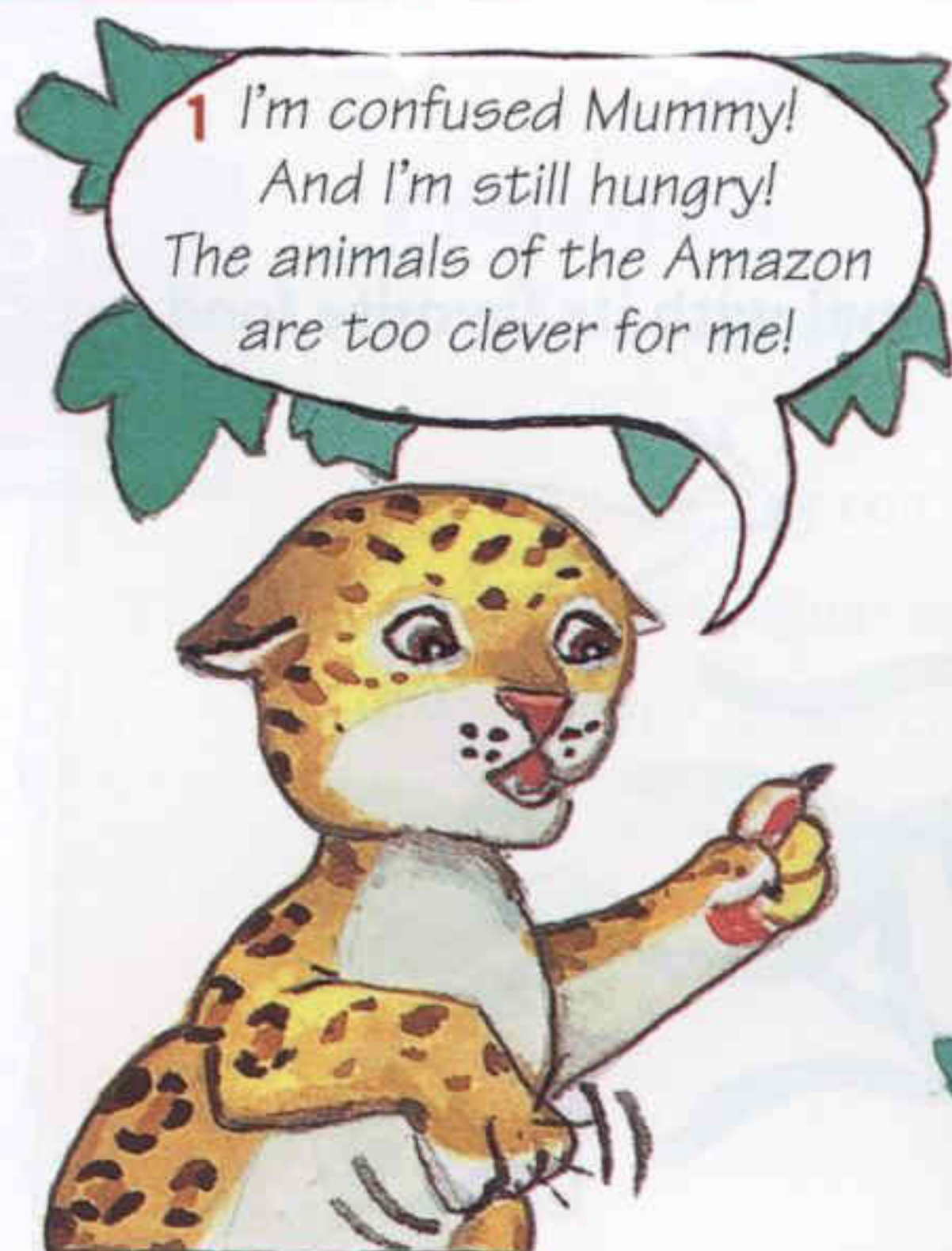
1 Painted Jaguar is still very upset.



Words

2 Follow the lines to connect each animal with its favorite food.





1 There's only one solution.
I'm going to learn to swim!



2 Excellent!
You swim like a whale!



3 Perhaps if I try
I can curl into a ball like you.

4 Very good!
But stop for
a rest – you're very
red in the face!



5 Some time later...

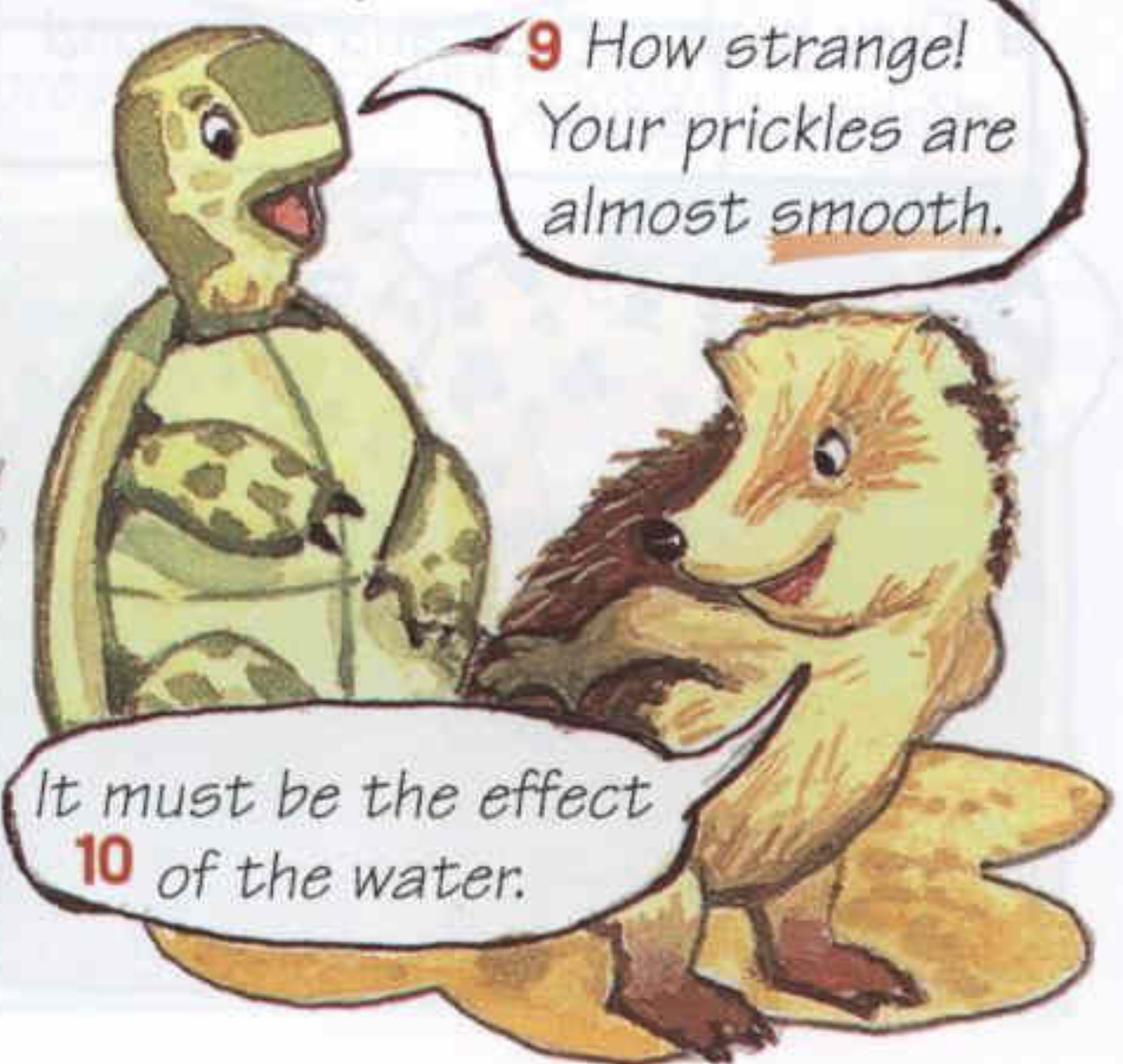
6 Painted Jaguar
come and find us!

7 We've got
a surprise for you!

8 After a long time swimming Sticky-
Prickly Hedgehog begins to look
different.

9 How strange!
Your prickles are
almost smooth.

10 It must be the effect
of the water.



1 Slow-Solid Tortoise continues his stretching and curling exercises.

4 The two friends go to find Painted Jaguar.

2 You look different too!

5 How are you, my feline friend?

3 It must be the effect of curling.

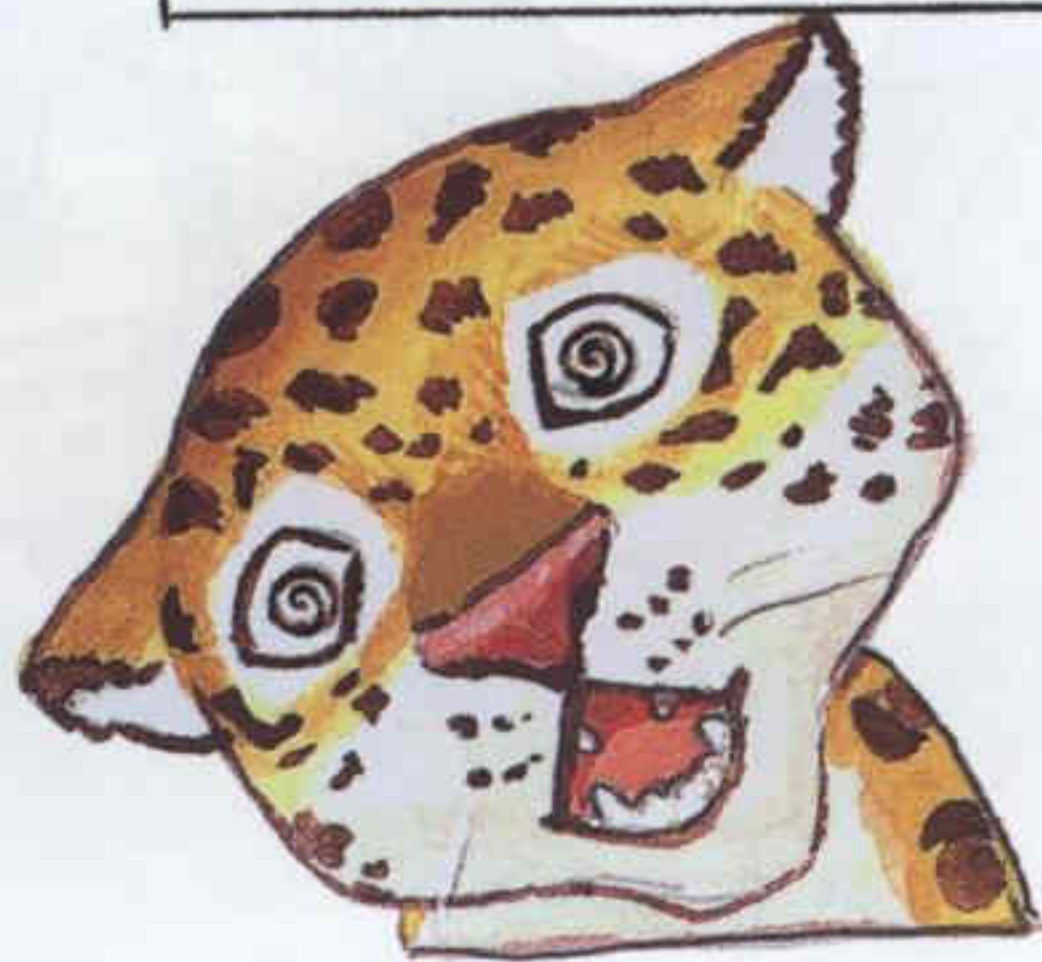
6 Very well, thank you but I don't remember your name.

7 Don't you remember your rhyme?

8 Yes.
"Can't curl,
but can swim – Slow-Solid,
that's him!
Curls like a ball, but
can't swim – Stickly-Prickly,
that's him!"

9 They both curl up and roll round Painted Jaguar...

10 ... until he feels very dizzy!



1 He runs to find Mother Jaguar.

2 Mummy!
Mummy!

3 Mother,
there are two new animals
in the forest today!
Both swim and curl,
and they look different!

4 Son, son!
A hedgehog
is a hedgehog
and a tortoise
is a tortoise!

5 No Mummy,
these animals are
a bit of both
and I don't know
their names.

7 Painted Jaguar follows his
mummy's instructions.

6 Nonsense!
Everything has a name.
If you don't know the real name,
call them "Armadillo"
for the moment.
And stay away from them!

8 I'm hungry,
but I must avoid
those armadillos!

9 From that day, all the animals in the forest call Sticky-Prickly
and Slow-Solid "Armadillo".

Perhaps other animals
can follow our example.

10

11 Yes, put together a sheep
and a kangaroo and you have
a woolly jumper!



Check your comprehension

3 Complete the rhymes by inserting *can* or *can't*. One sentence does not rhyme exactly. Which sentence is it?

E.g. Can't curl, but can swim – Slow-Solid, that's him!

1) Curls like a ball, but can't swim – Stickly-Prickly, that's him!

2) _____ curl and _____ swim – Armoured Armadillo, that's him!

3) _____ catch Hedgehog and Tortoise, too – Painted Jaguar, that's who!

4) _____ give advice you _____ forget, Mother Jaguar, that's the cat!

Words

4 In the wordsquare, find four adjectives that describe Painted Jaguar and four that describe Hedgehog or Tortoise.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| O | C | O | N | F | U | S | E | D | R |
| N | F | U | X | W | P | M | P | I | W |
| J | E | S | E | I | S | O | F | F | E |
| I | L | T | P | D | E | I | K | F | I |
| V | I | R | R | I | T | A | T | E | D |
| B | N | A | I | Z | Q | F | W | R | H |
| I | E | N | C | Z | O | L | D | E | F |
| L | T | G | K | Y | Z | E | Q | N | D |
| K | A | E | L | S | M | O | O | T | H |
| O | R | A | Y | T | H | R | S | O | W |

Characters

5 Match each animal (1-4) with its correct description (a-d).

1) armadillo

2) hedgehog

3) jaguar

4) tortoise

a) a green amphibian with a shell

b) a feline with spots

c) a strange armoured animal

d) small mammal with prickles

The story so far

6 Put the sentences in the correct order.

- ☐ Hedgehog and Tortoise confuse him and run away.
- ☐ Hedgehog and Tortoise roll round Jaguar and he feels dizzy.
- ☐ Hedgehog decides to learn to swim.
- ☐ Hedgehog, Tortoise and Jaguar live on the banks of the Amazon.
- ☐ Jaguar decides to avoid the armadillos and so the two friends are safe.
- ☐ Jaguar is very unhappy and his mummy tells him a clever rhyme to help.
- ☐ Jaguar tells his mummy and she decides that the new animals are armadillos.
- ☐ Mummy Jaguar tells him how to catch hedgehogs and tortoises.
- ☐ One day, Jaguar is hungry and asks his mummy for advice.
- ☐ One night, Jaguar meets Hedgehog and Tortoise but he isn't sure who is who.
- ☐ The two friends begin to change and look similar.
- ☐ Tortoise decides to learn to curl.
- ☐ When Jaguar sees them, he doesn't know who they are.

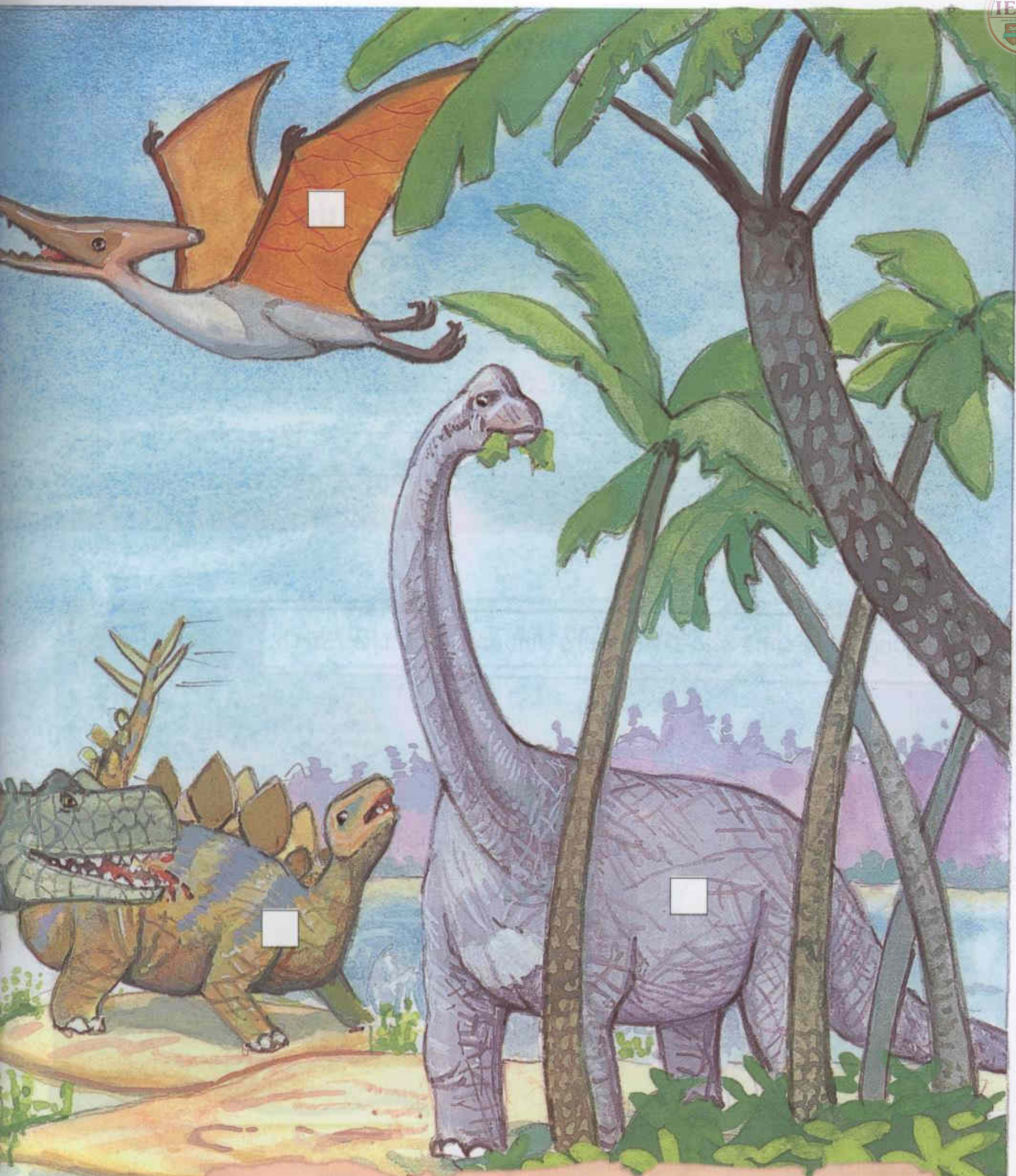
Beyond the story

7 Match each comical description (1-5) with a particular animal (a-e).

- | | |
|---|-------------|
| 1) Does it say "meow" under the water? | a) cricket |
| 2) Does it roar on the beach? | b) catfish |
| 3) Is it a precious creature in the aquarium? | c) seahorse |
| 4) Is it a hopping English sport? | d) goldfish |
| 5) Does it gallop in the ocean? | e) sea lion |

How the Camel Got his Hump





The Prehistoric World

1 Look at the illustration. In the small boxes, write the numbers that match the words with parts of the picture.

- 1) Tyrannosaurus Rex
- 2) Pterodactyl
- 3) Triceratops
- 4) Velociraptor
- 5) volcano

- 6) nest
- 7) Brontosaurus
- 8) marsh
- 9) Stegosaurus
- 10) eggs



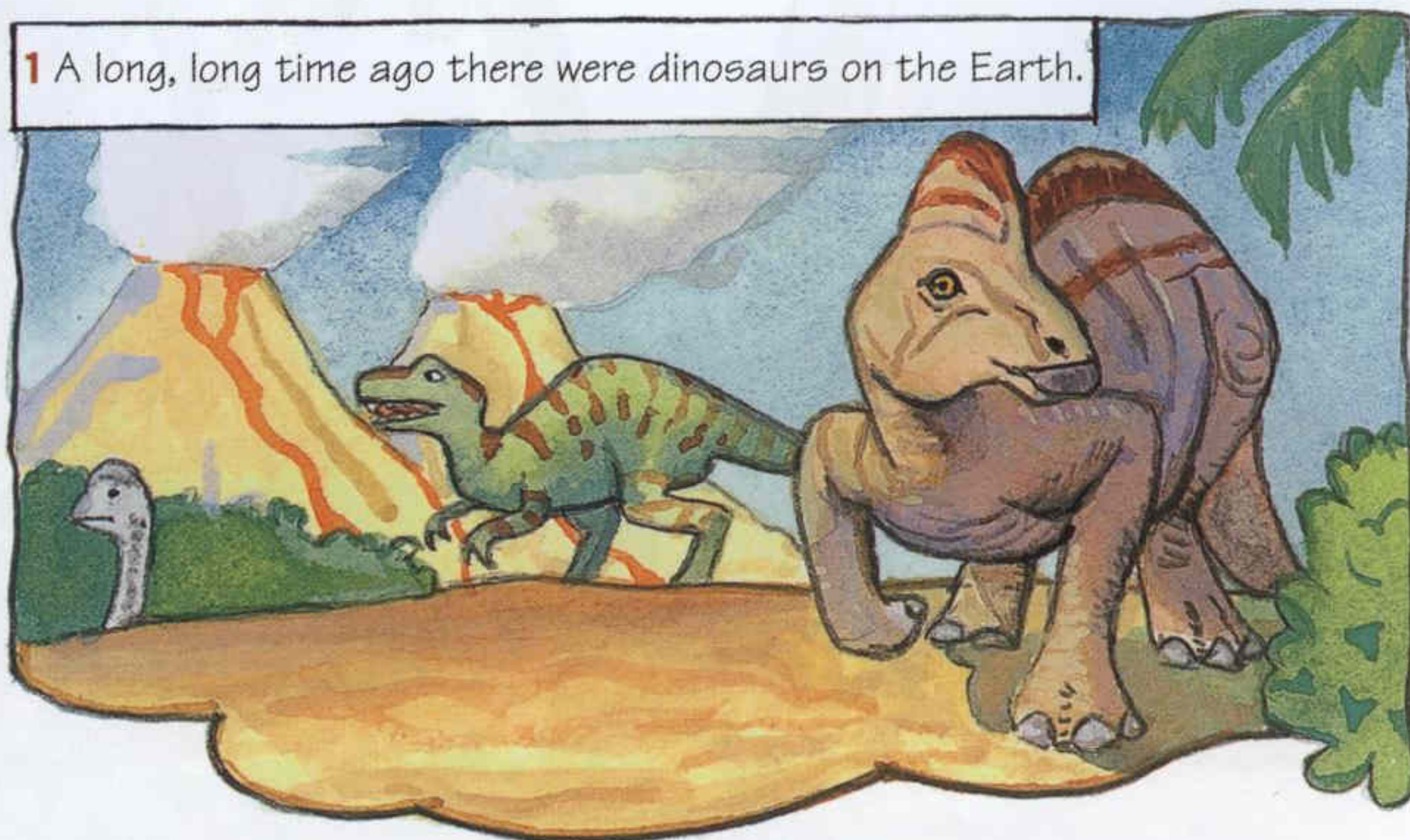
Words

1 Place the name of each animal in the correct column.

camel crocodile dinosaur horse jaguar ox

| ANIMALS THAT WORK WITH MAN | WILD ANIMALS |
|----------------------------|--------------|
| | |
| | |
| | |

1 A long, long time ago there were dinosaurs on the Earth.



2 Then there was a terrible disaster.



2 Match each word (1-6) with its correct definition (a-f).

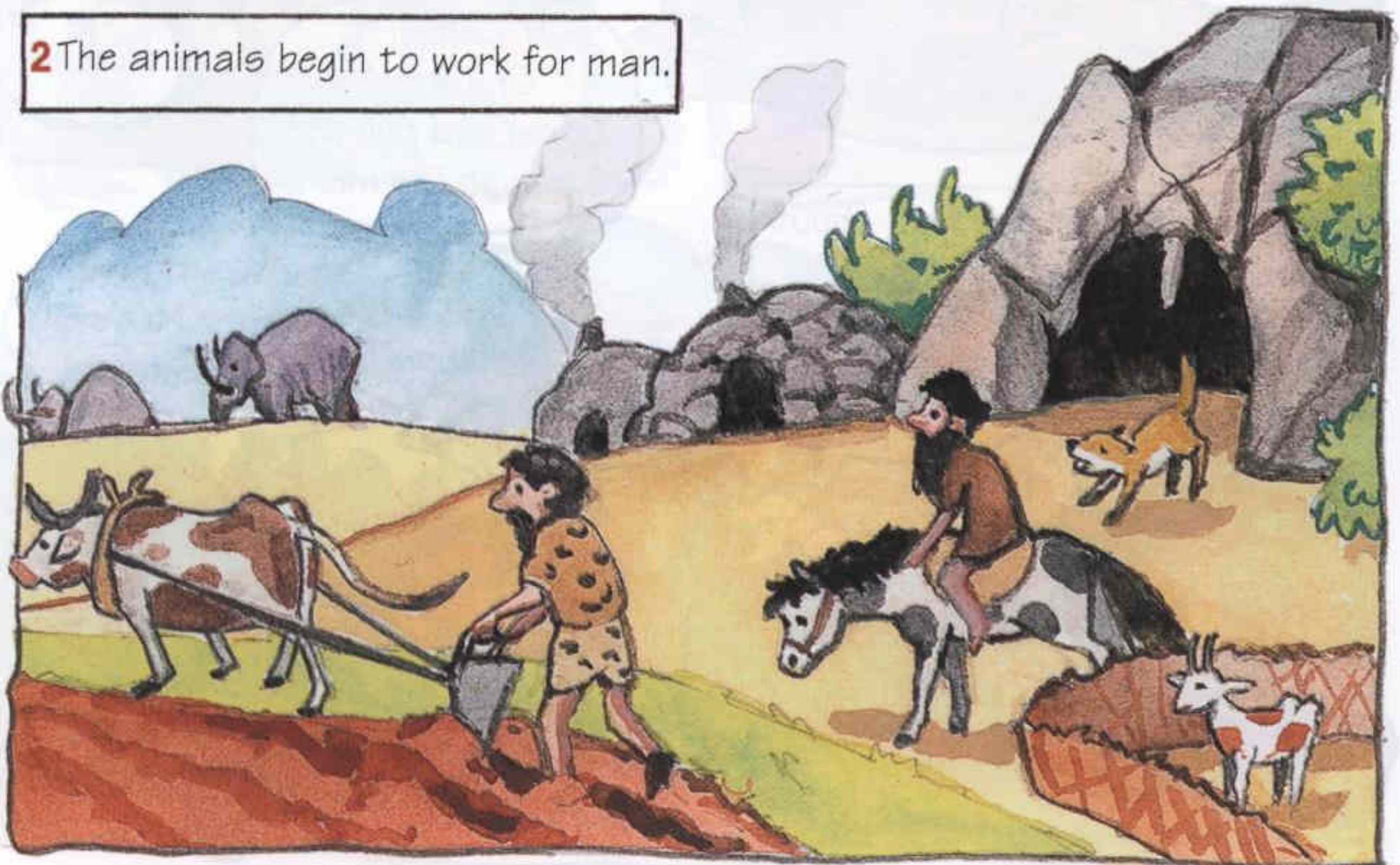
- 1) desert
- 2) Earth
- 3) meteorite
- 4) Moon
- 5) volcano
- 6) world

- a) a celestial body
- b) a mountain that explodes and produces lava
- c) a very dry, sandy area
- d) ours is the Earth
- e) the name of our planet
- f) Earth's only satellite

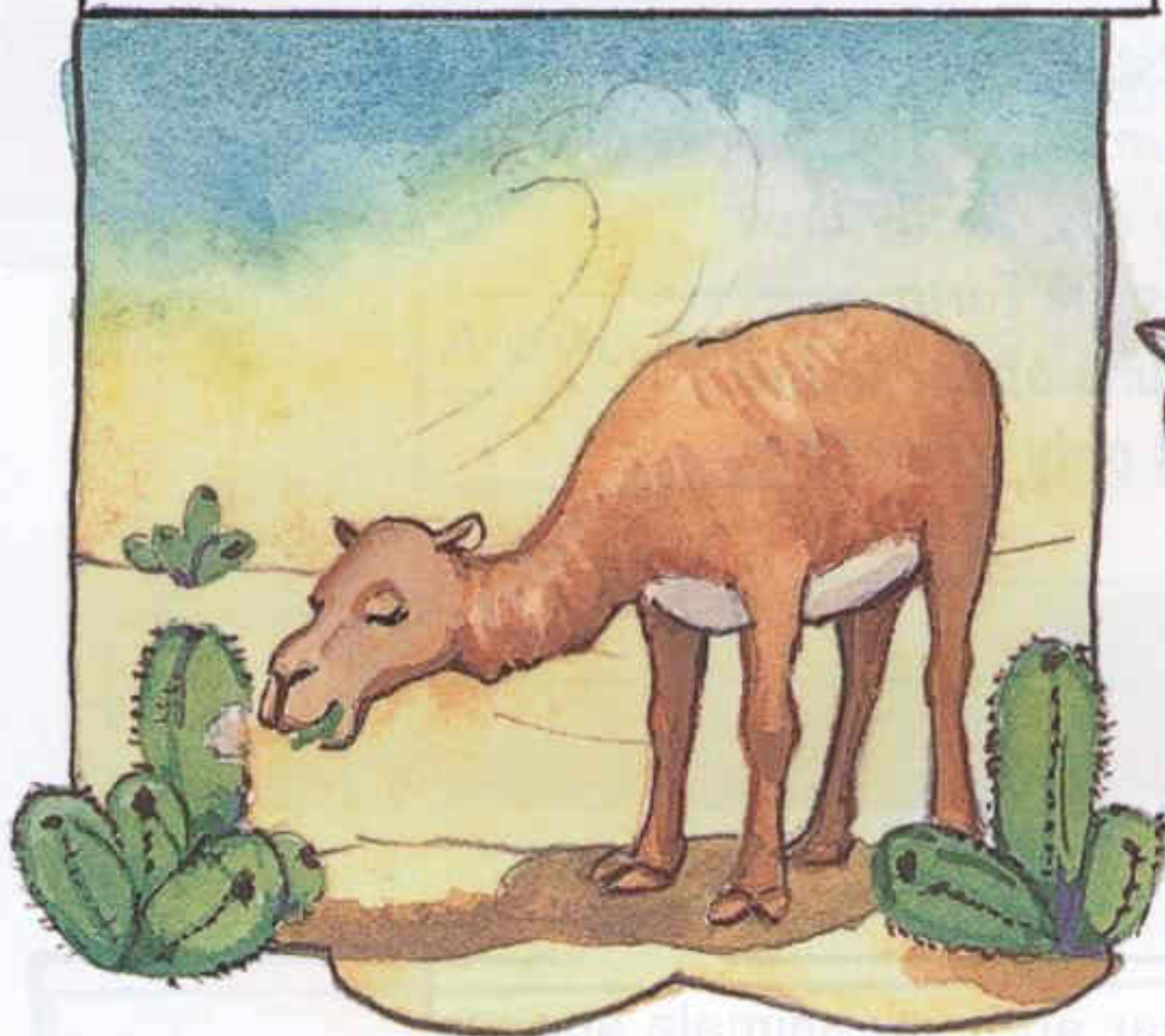
1 After this the dinosaurs disappear and new animals appear.



2 The animals begin to work for man.



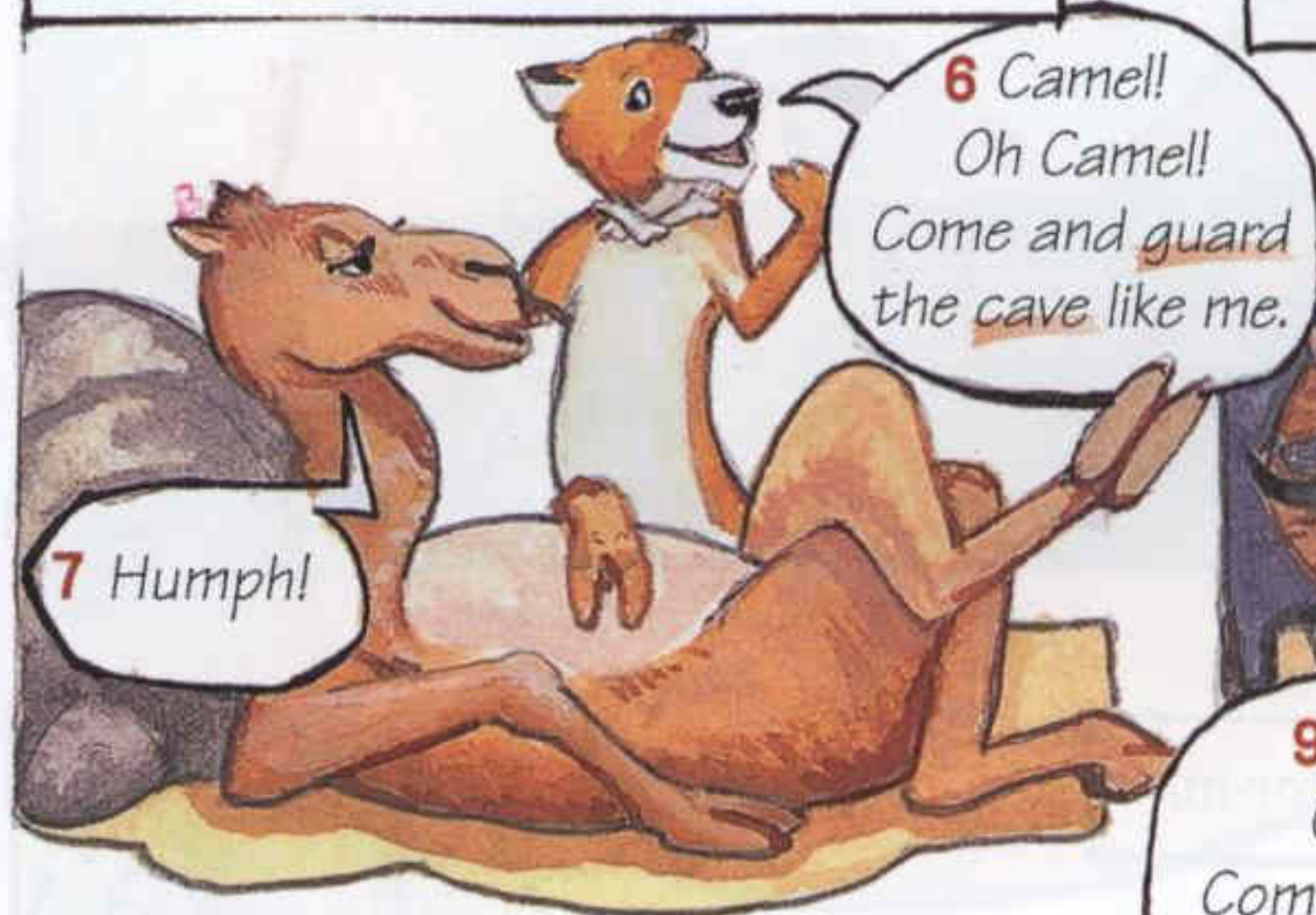
1 But the camel that lives in the Howling Desert doesn't want to work.



2 On Monday morning, the horse comes to see the camel.



5 The next day, the dog comes to see the camel.

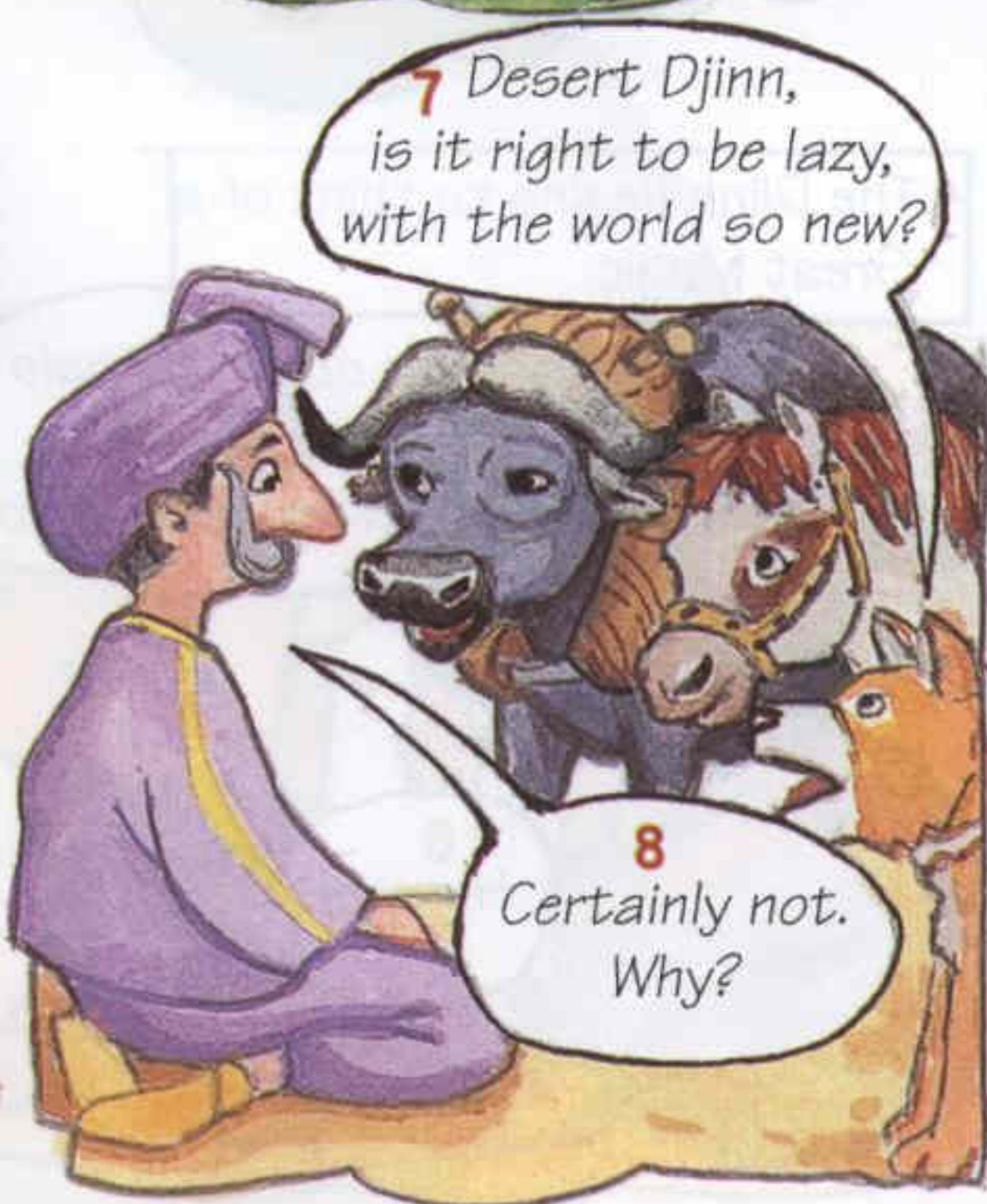
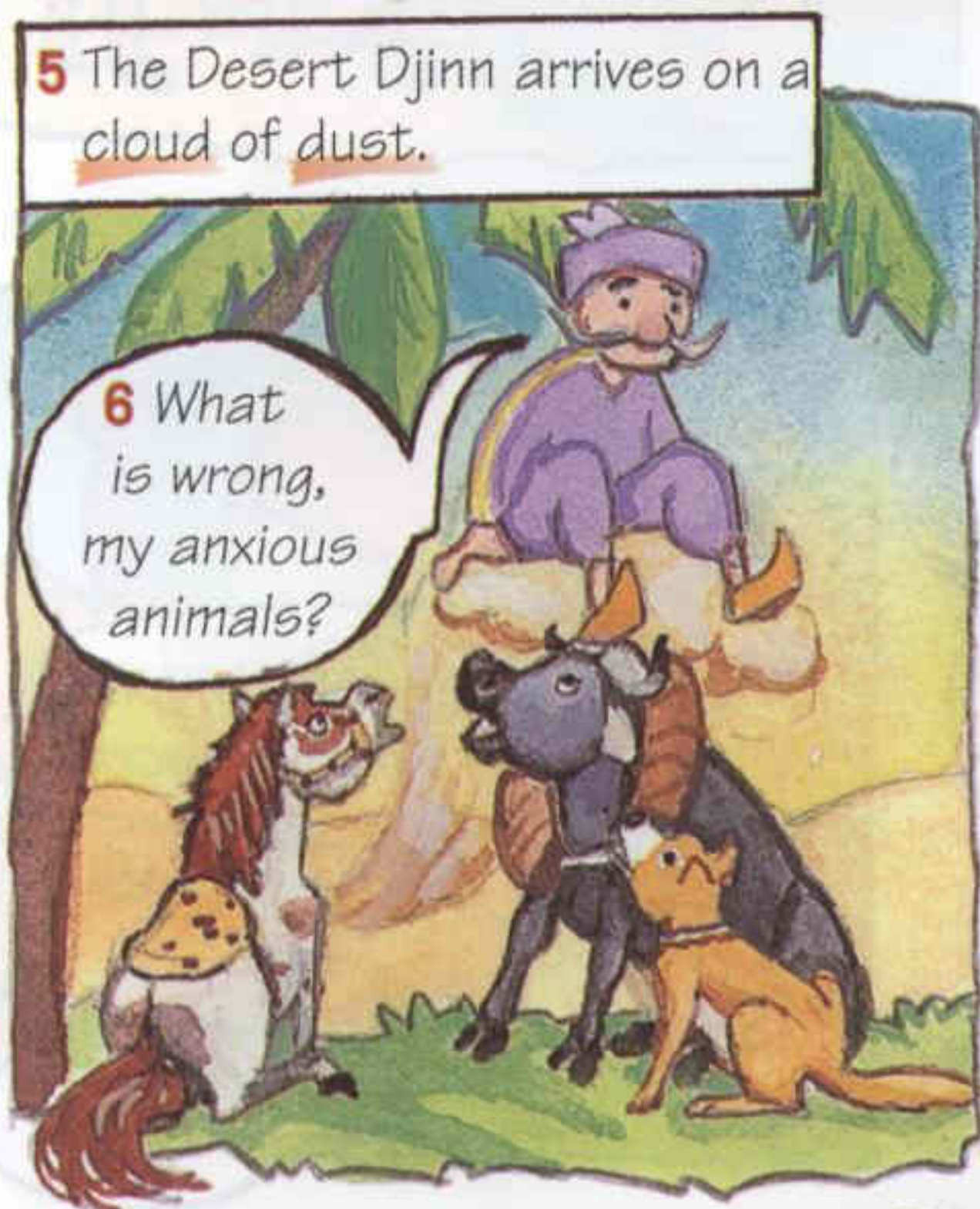
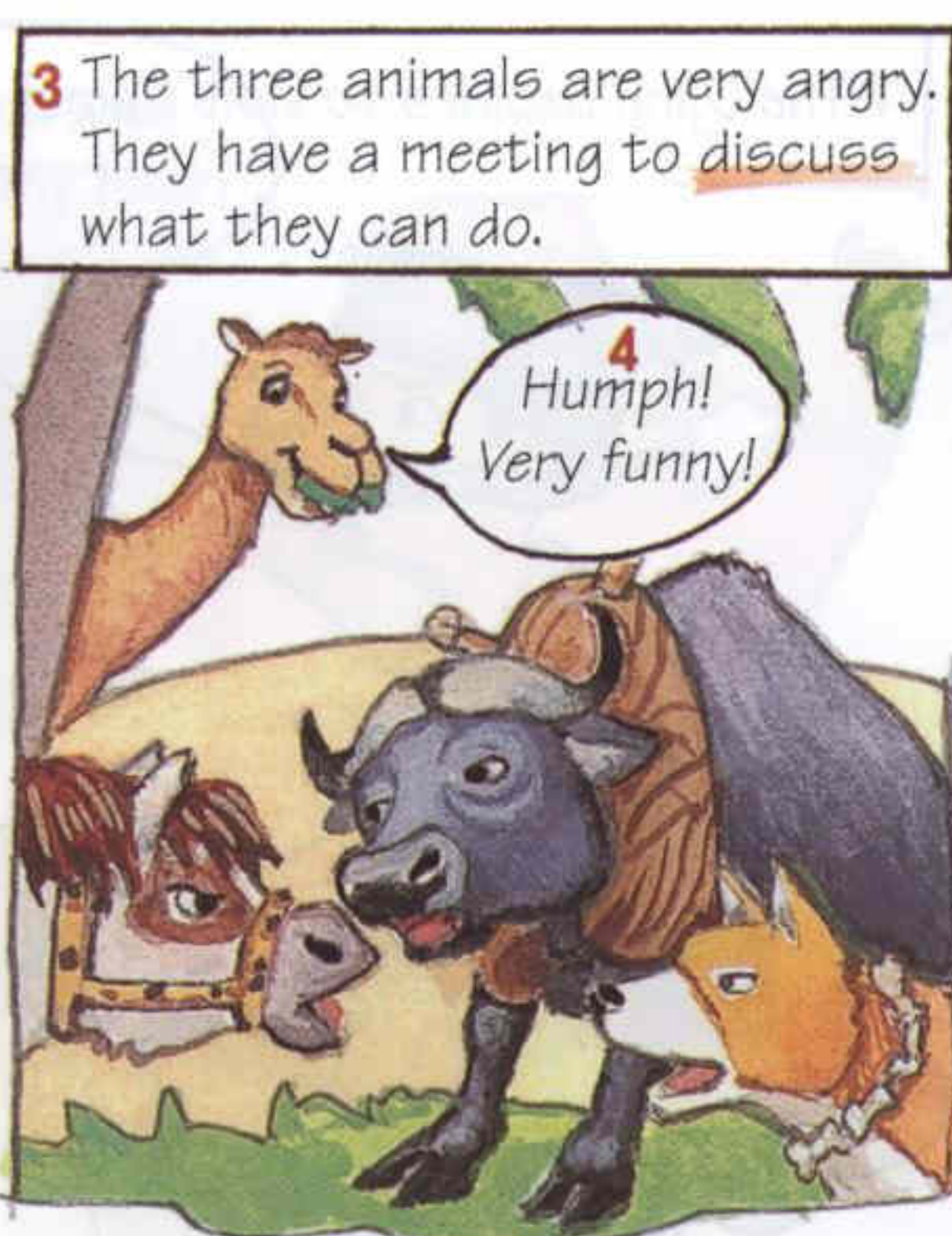
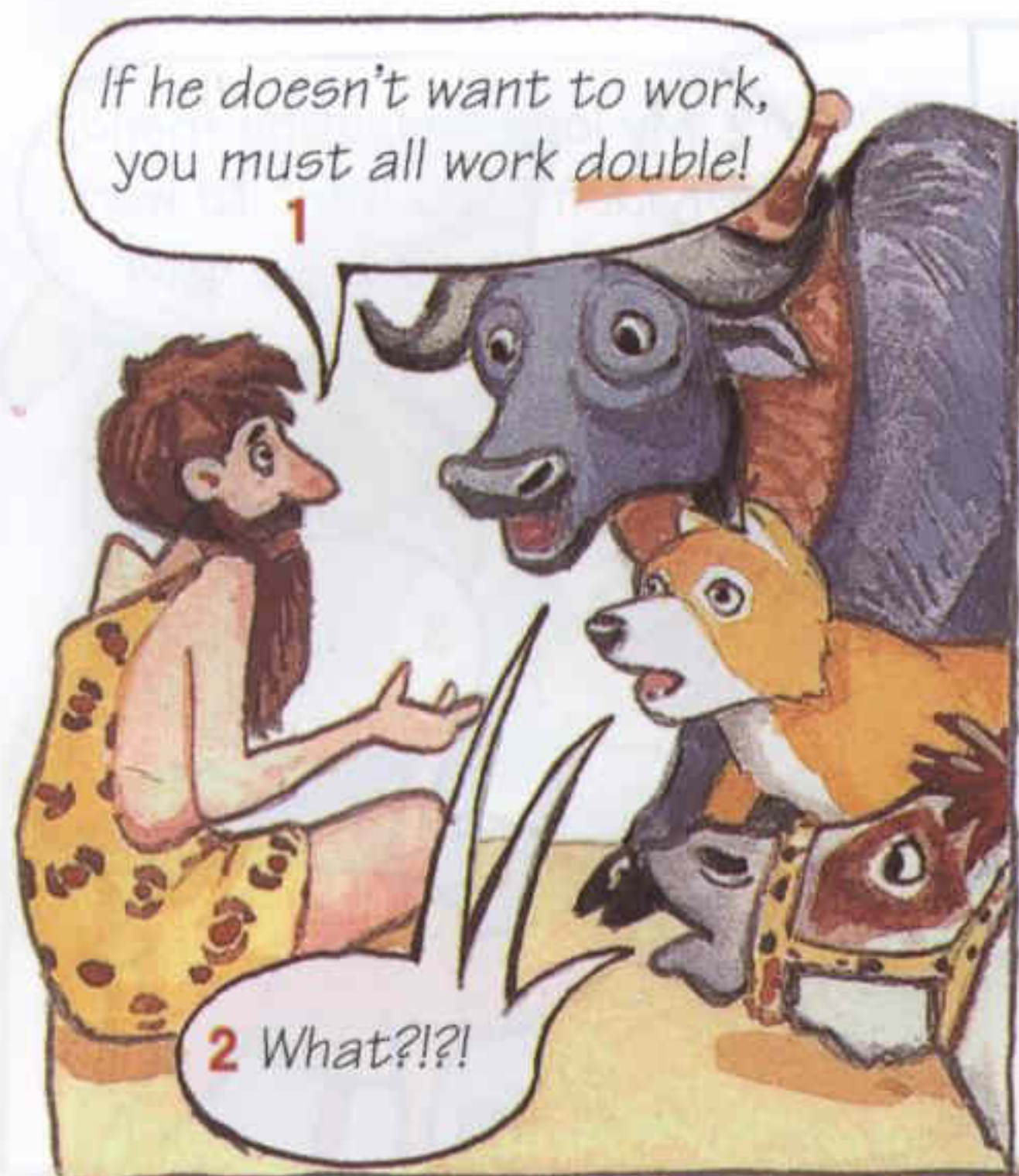


8 On Wednesday, the ox comes to see the camel.



11 The animals tell the man about the camel.

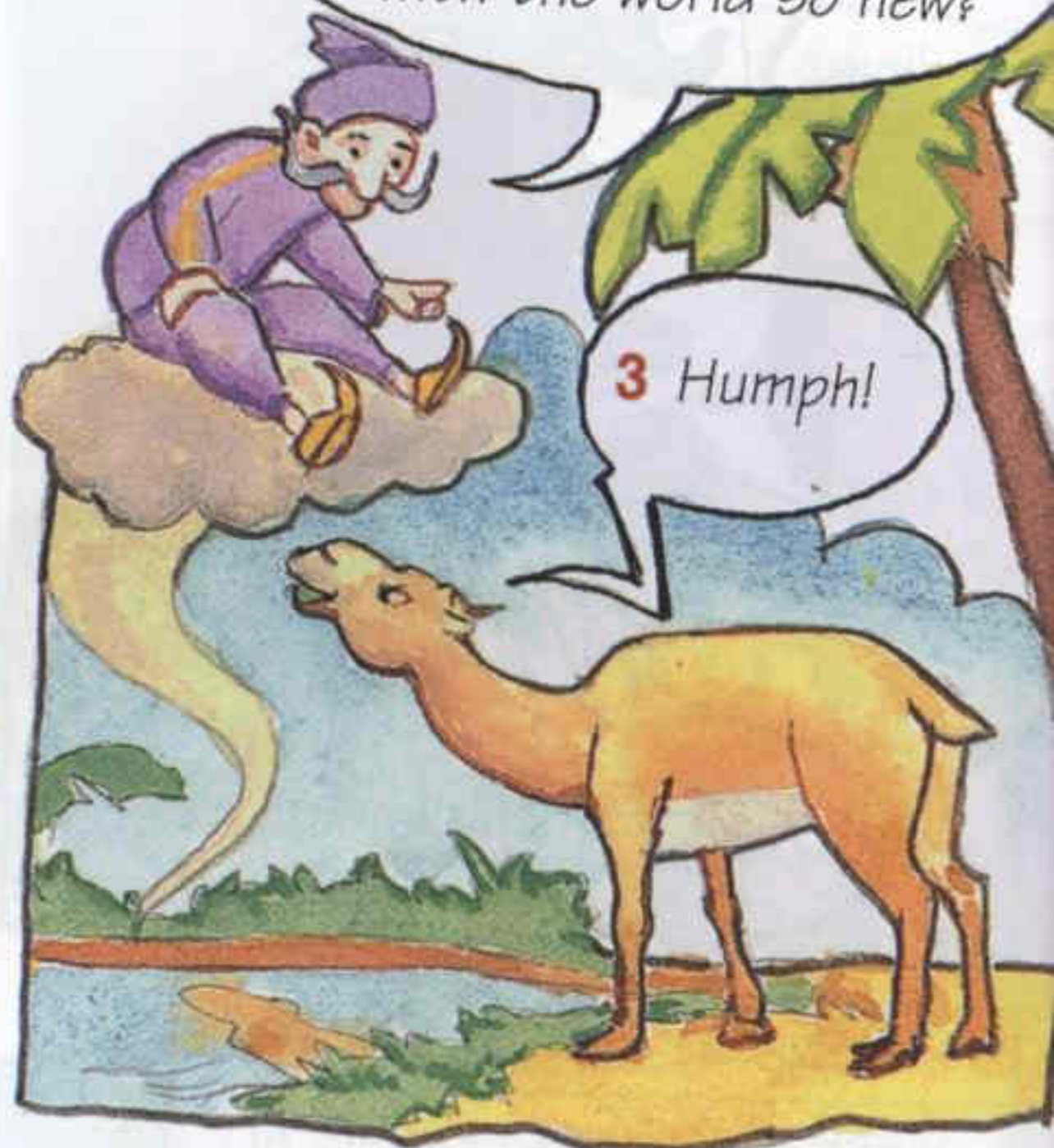




1 The Djinn decides to visit Camel.



2 My long lamenting friend, why don't you want to work, with the world so new?



3 Humph!

4 The Djinn begins to think of a Great Magic.



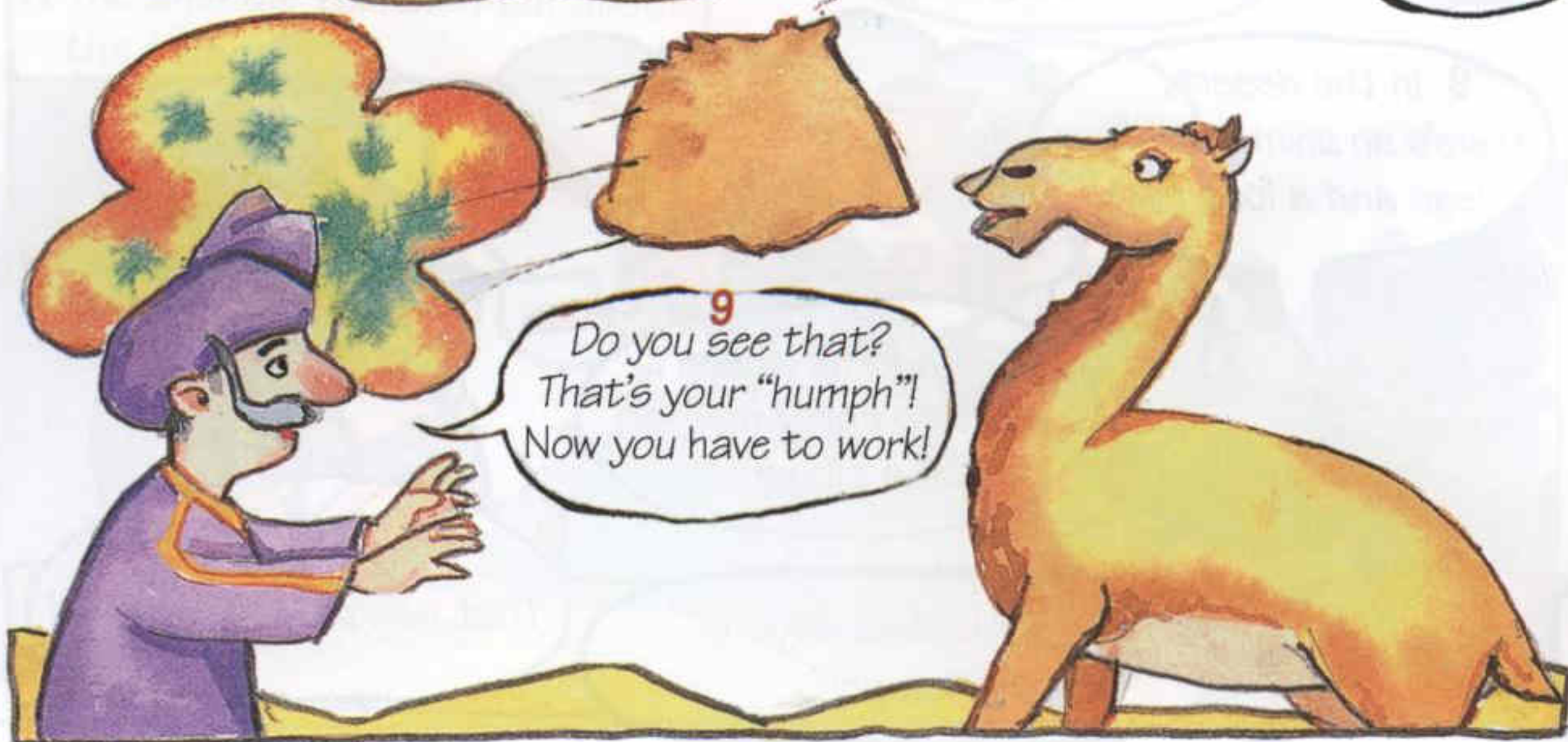
The other animals have to work double because of you!

6 Humph!

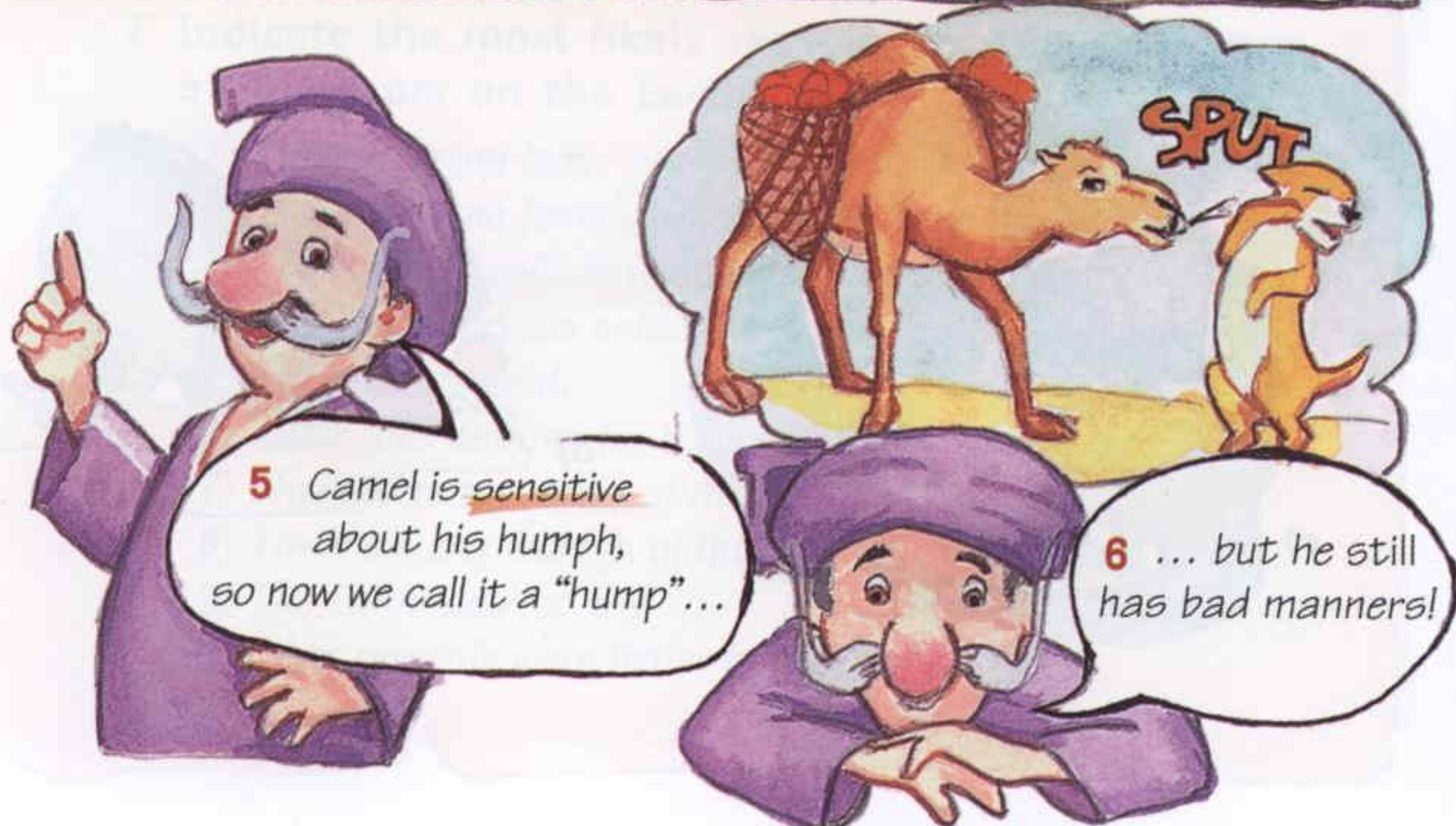
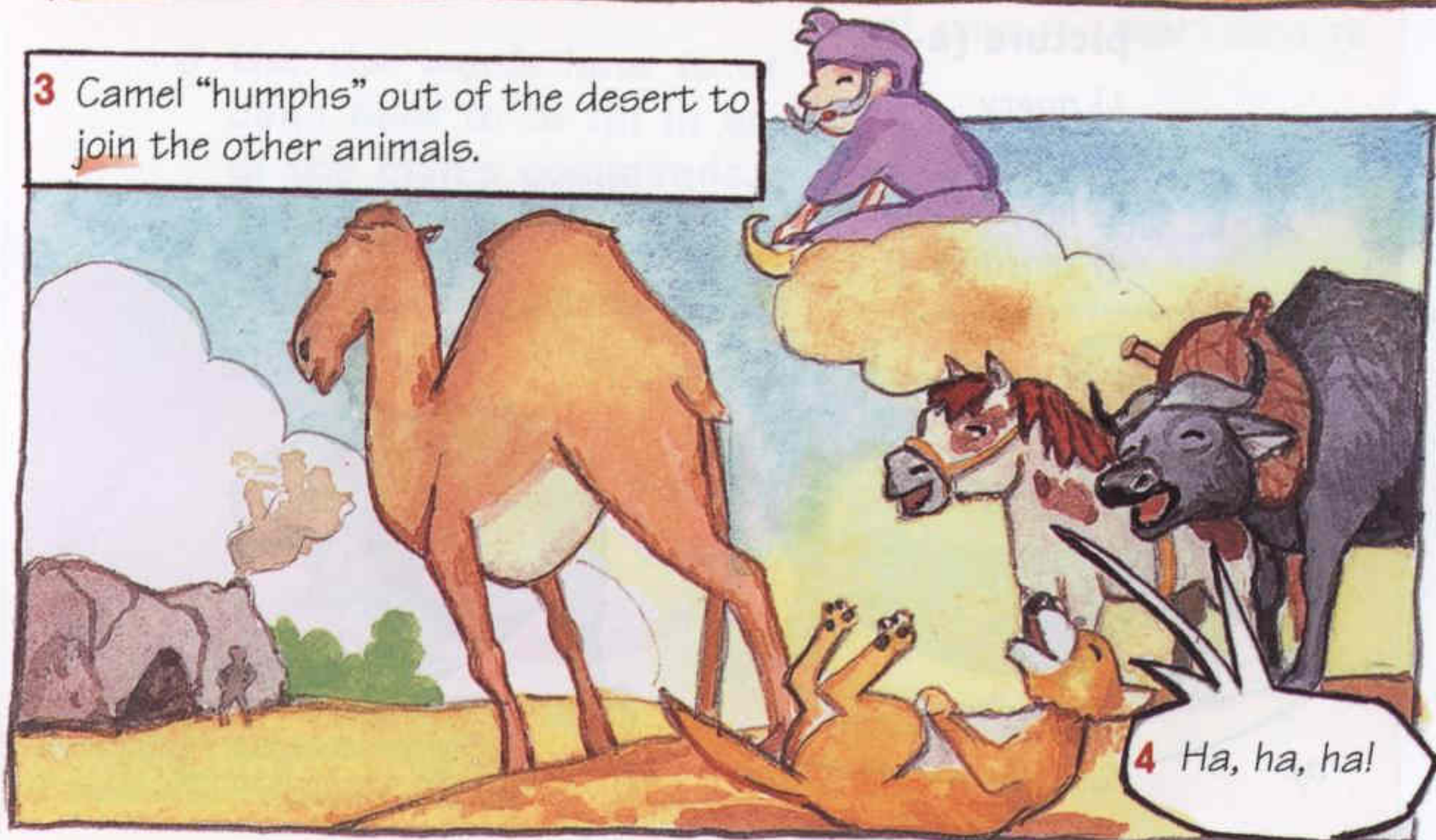
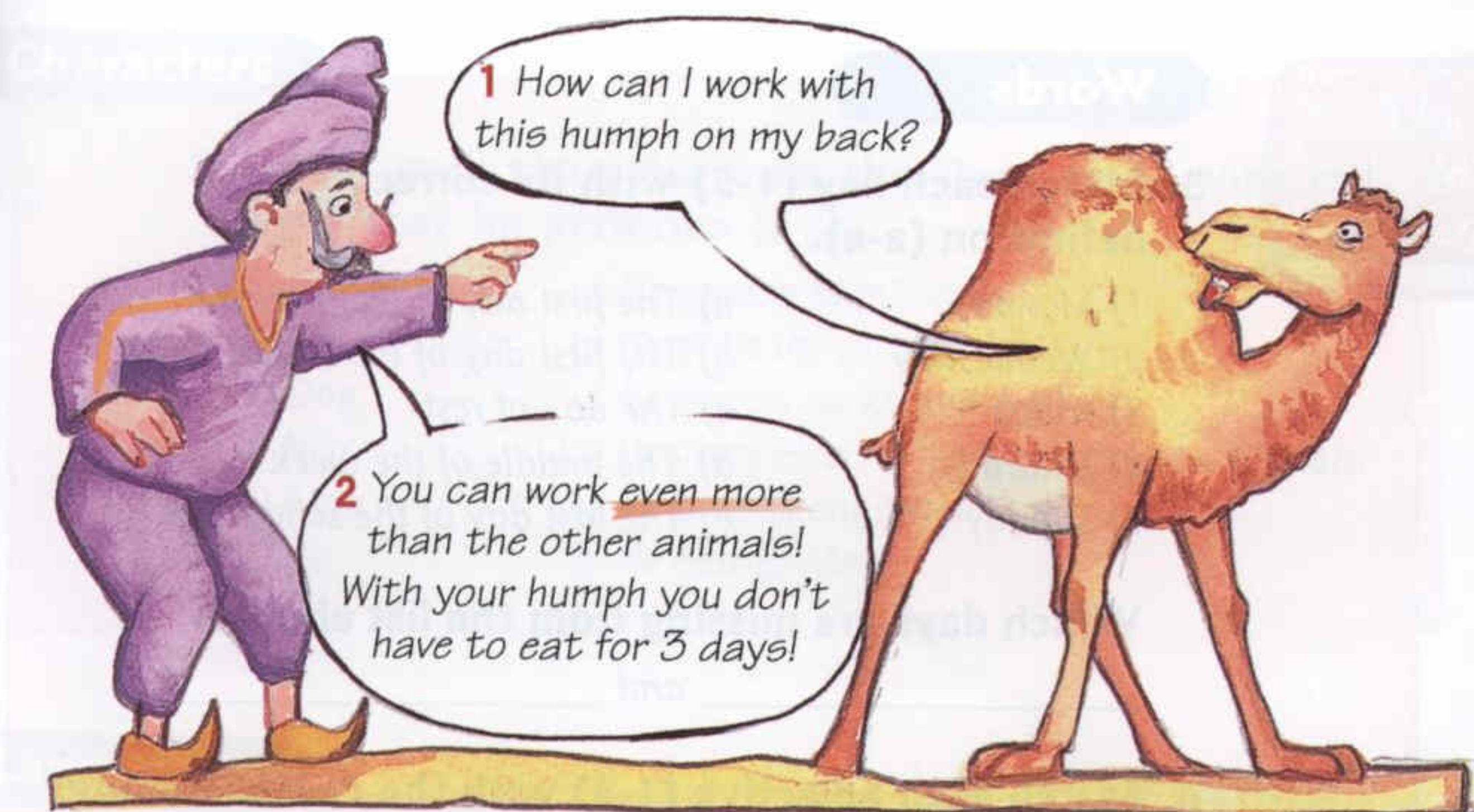


7 Stop saying "Humph!". I want to see you work!

8 Humph!



9 Do you see that? That's your "humph"! Now you have to work!





Words

3 Match each day (1-5) with its correct definition (a-e).

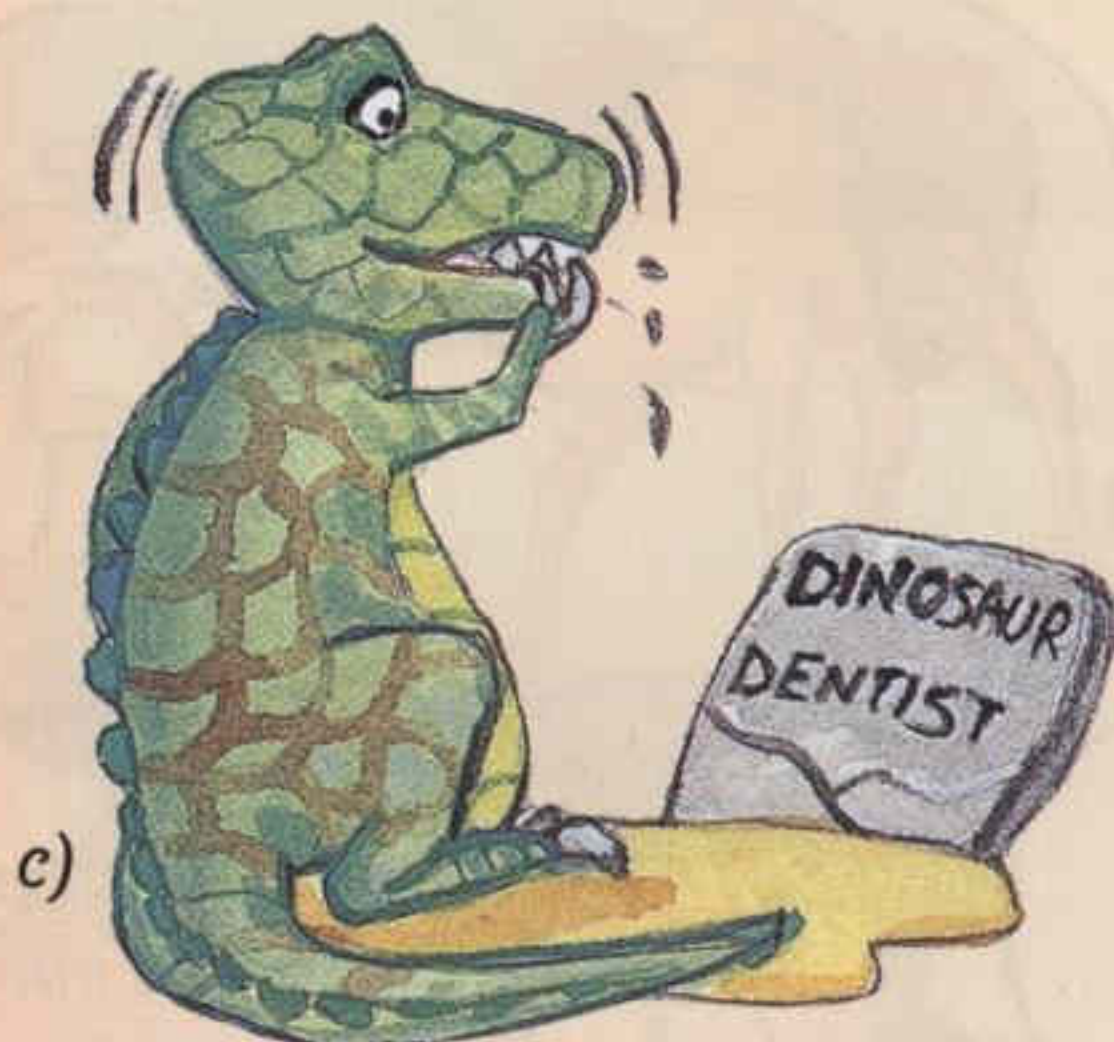
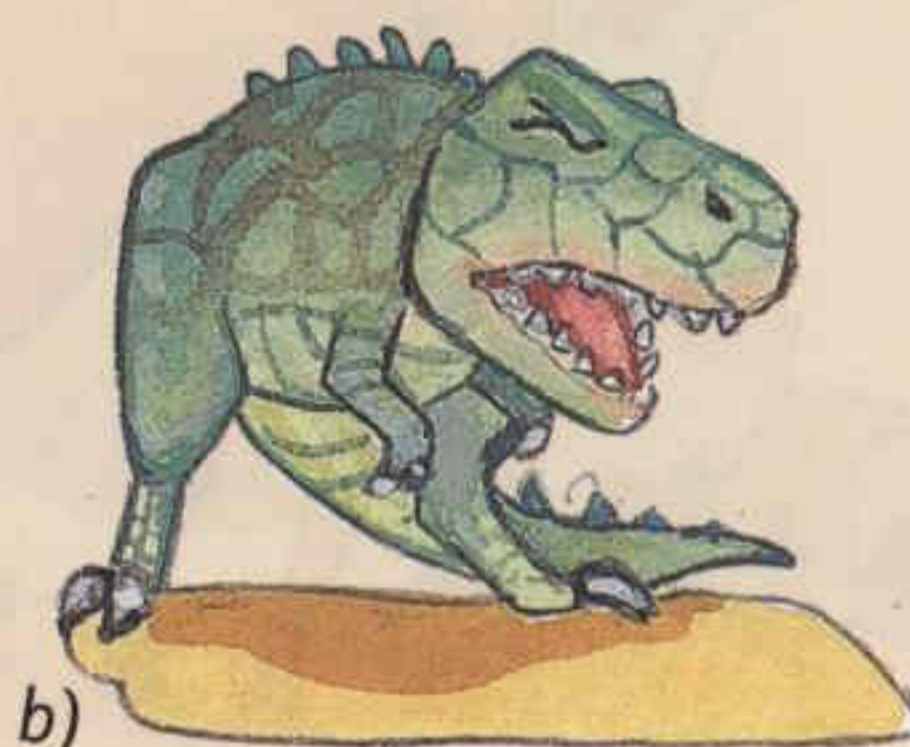
- | | |
|--------------|-------------------------------------|
| 1) Monday | a) The first day of the weekend |
| 2) Wednesday | b) The first day of the school week |
| 3) Friday | c) The day of rest |
| 4) Saturday | d) The middle of the week |
| 5) Sunday | e) The last day of the school week |

Which days are missing from the list above?

_____ and _____.

4 Match each adjective (1-4) with the corresponding picture (a-d).

- 1) angry
- 2) anxious
- 3) lazy
- 4) sensitive



Characters

5 Match each character from the story (1-6) with the work that he performs (a-f).

- | | |
|-----------------|--|
| 1) Camel | a) He guards Man's cave. |
| 2) Desert Djinn | b) He pulls the plough. |
| 3) Dog | c) He carries sacks and baskets. |
| 4) Horse | d) He's very clever – he commands the animals! |
| 5) Man | e) He does Great Magic. |
| 6) Ox | f) He carries Man. |

Language

6 Use the words *have to* or *don't have to* to fill in each of the man's commands.

- 1) Dog, you _____ guard the cave. I'm at home all day.
- 2) Horse, you _____ carry me. I'm going to hunt.
- 3) Ox, you _____ pull the plough today. It's Sunday!
- 4) Camel, you _____ work, or you're going to get a second hump.

OBLIGATION OR NEED:
HAVE TO / DON'T HAVE TO

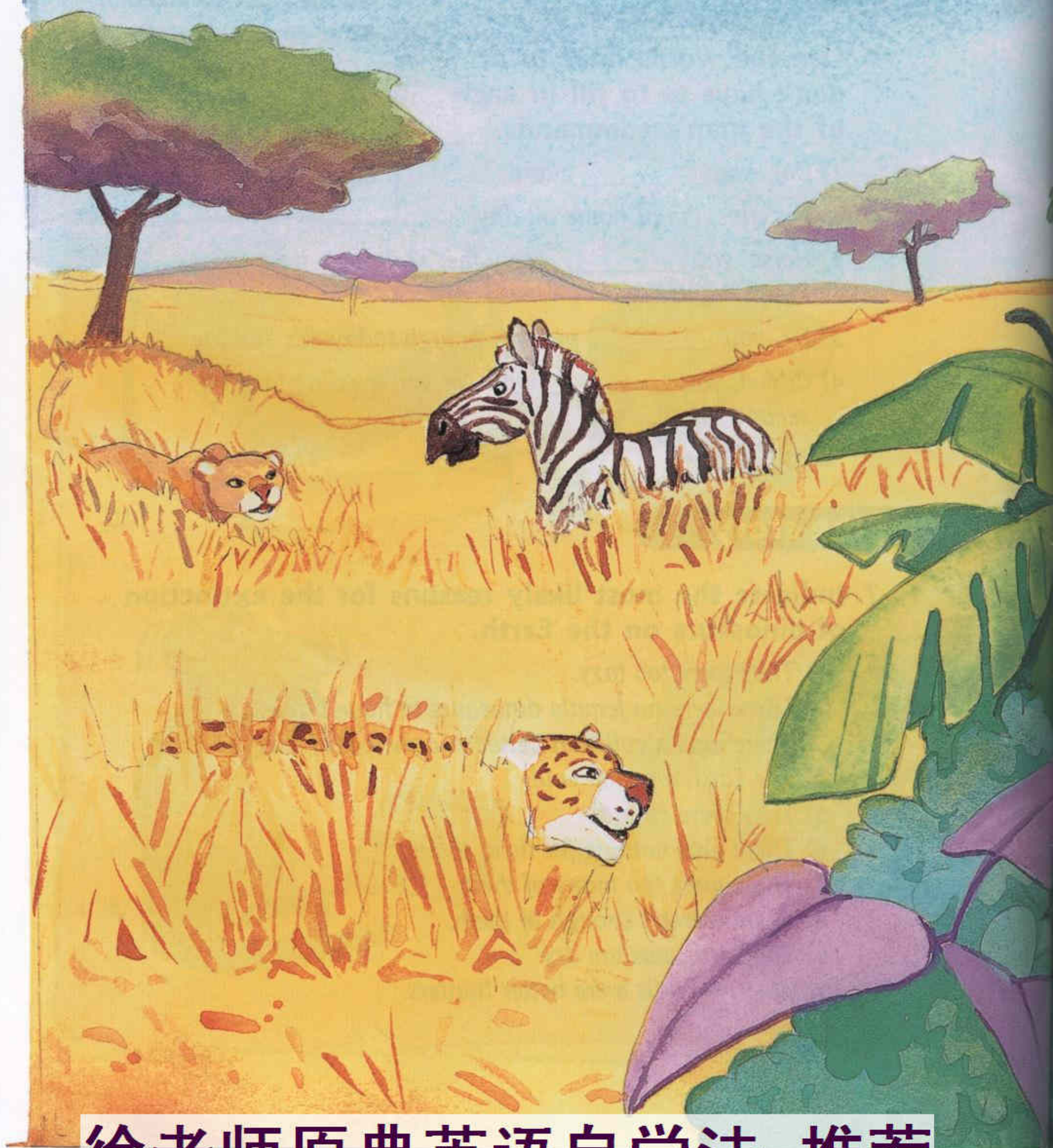
Now you *have to* work!
With your hump you *don't have to* eat for 3 days.

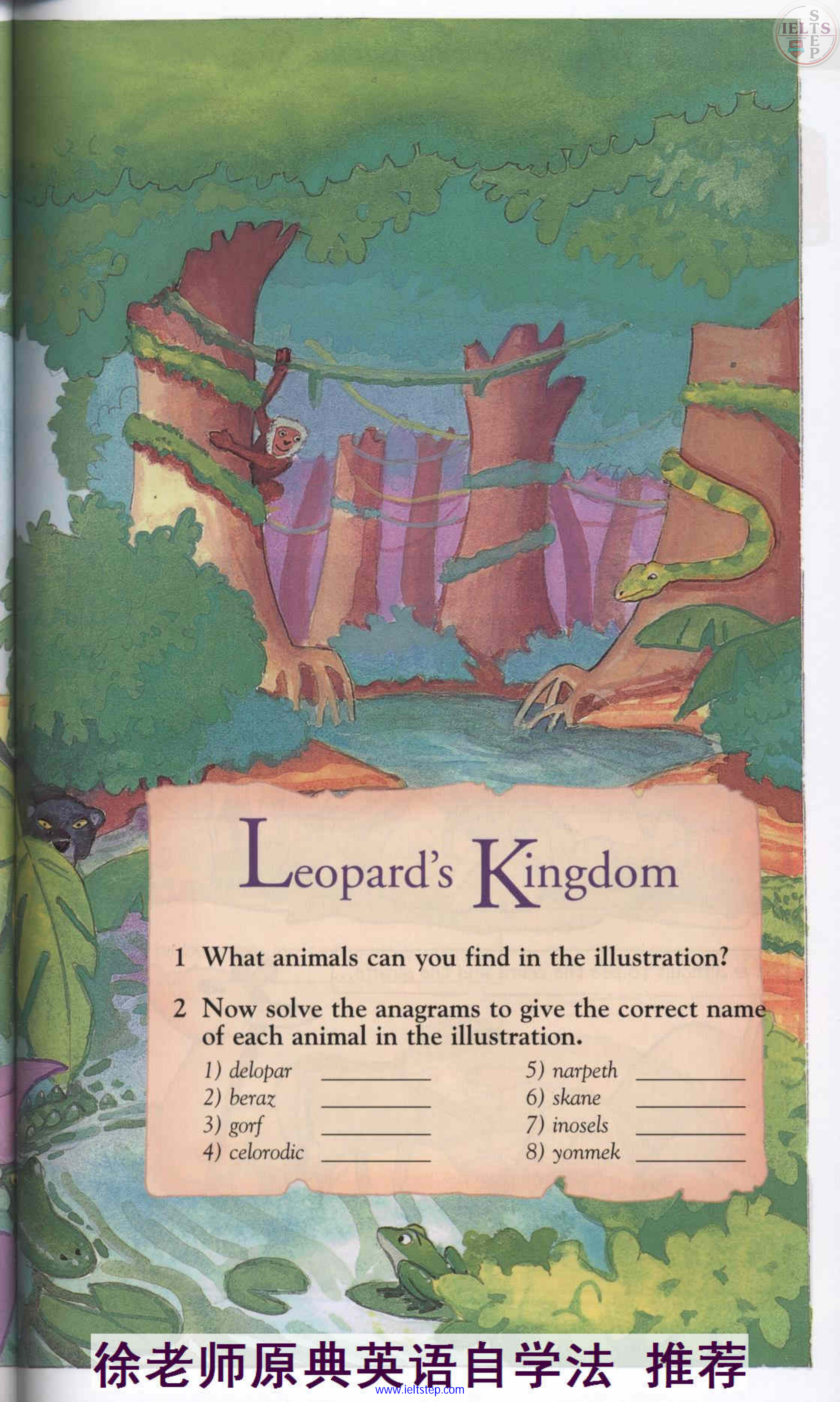
Beyond the story

7 Indicate the most likely reasons for the extinction of dinosaurs on the Earth.

- 1) They were too lazy.
- 2) There were no female dinosaurs to have babies.
- 3) There was a collision between a meteorite and the Earth.
- 4) The Earth was too cold.
- 5) They were stupid.
- 6) There was nothing for them to eat.
- 7) There were too many of them.
- 8) There weren't enough of them.
- 9) The Earth was too dry.
- 10) Other animals were better hunters.

How the Leopard Got his Spots





Leopard's Kingdom

- 1 What animals can you find in the illustration?
- 2 Now solve the anagrams to give the correct name of each animal in the illustration.

1) delopar _____
 2) beraz _____
 3) gorf _____
 4) celorodic _____

5) narpeth _____
 6) skane _____
 7) inosels _____
 8) yonmek _____

Before Reading

Words

I Match each animal (1-4) with its characteristic markings (a-d).

1) leopard

a) stripes



2) zebra

b) plain



3) giraffe

c) spots

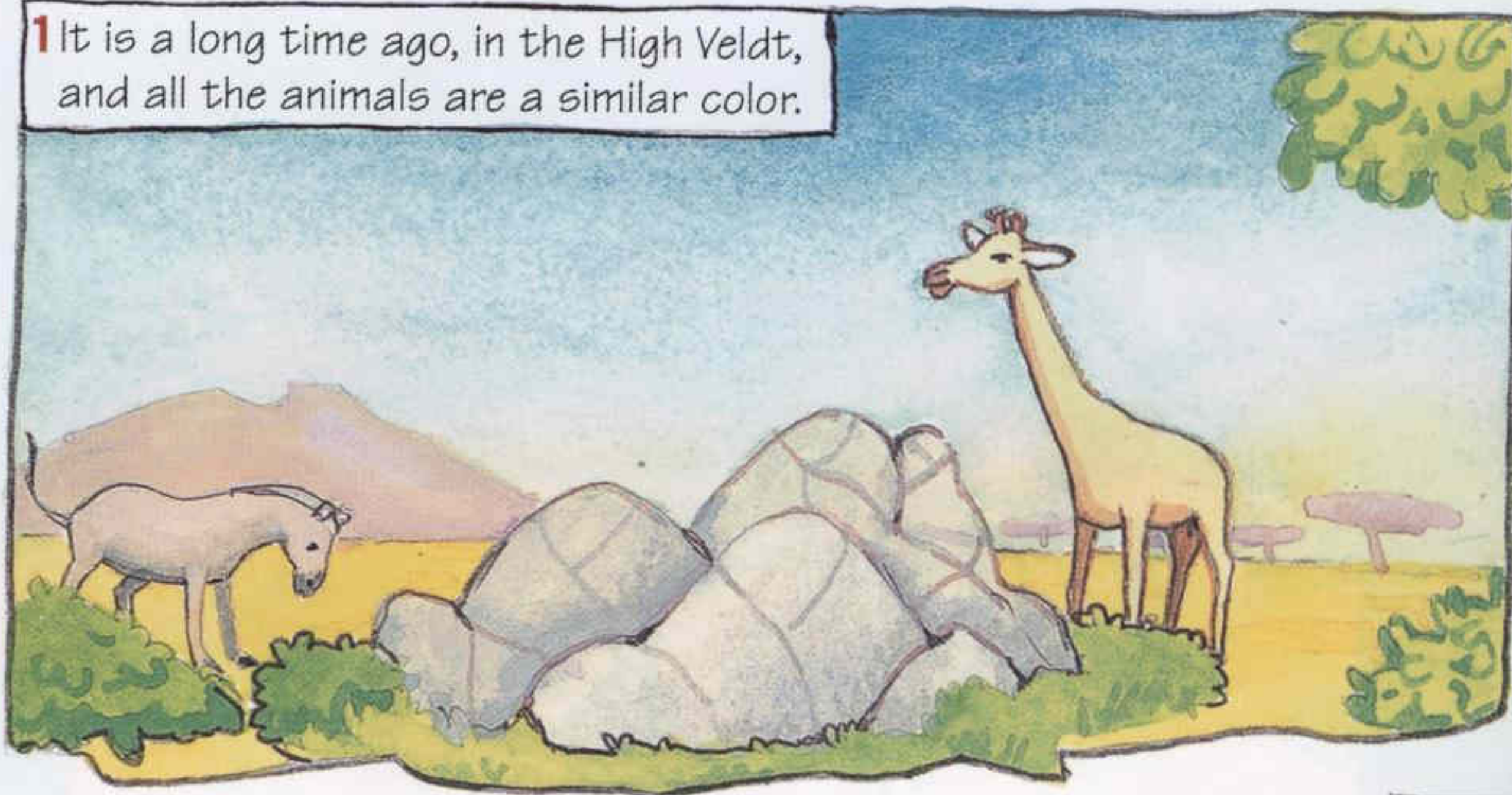


4) lion

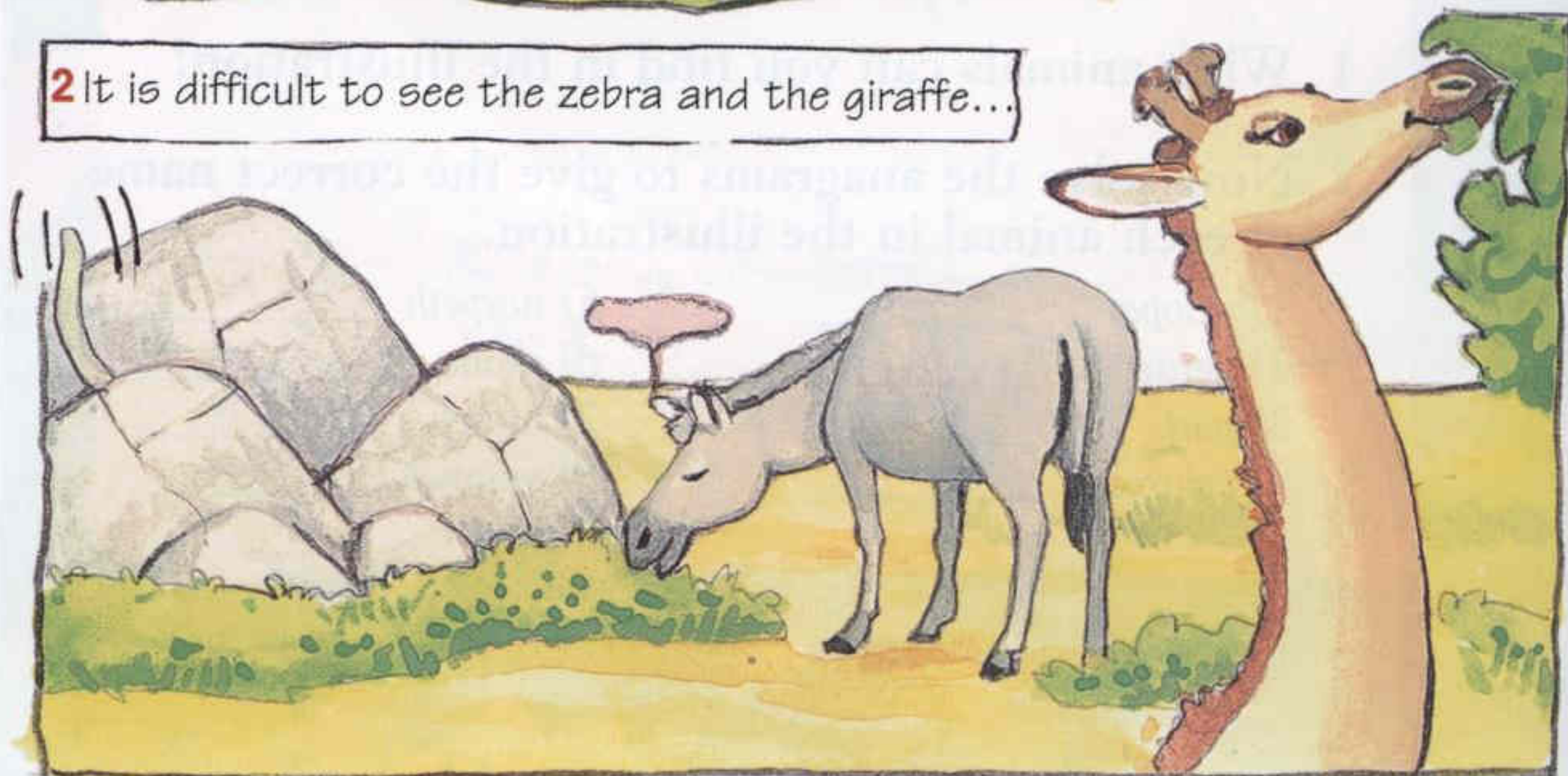
d) patches



1 It is a long time ago, in the High Veldt, and all the animals are a similar color.



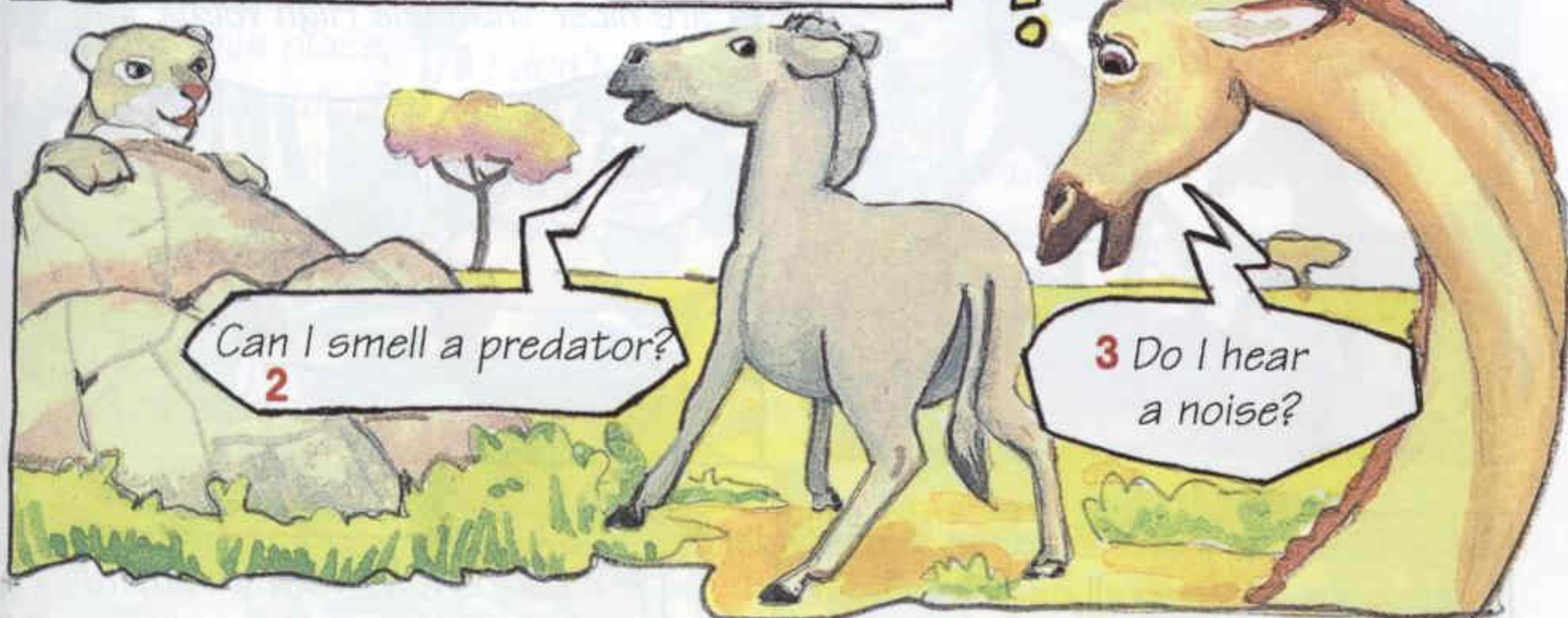
2 It is difficult to see the zebra and the giraffe...



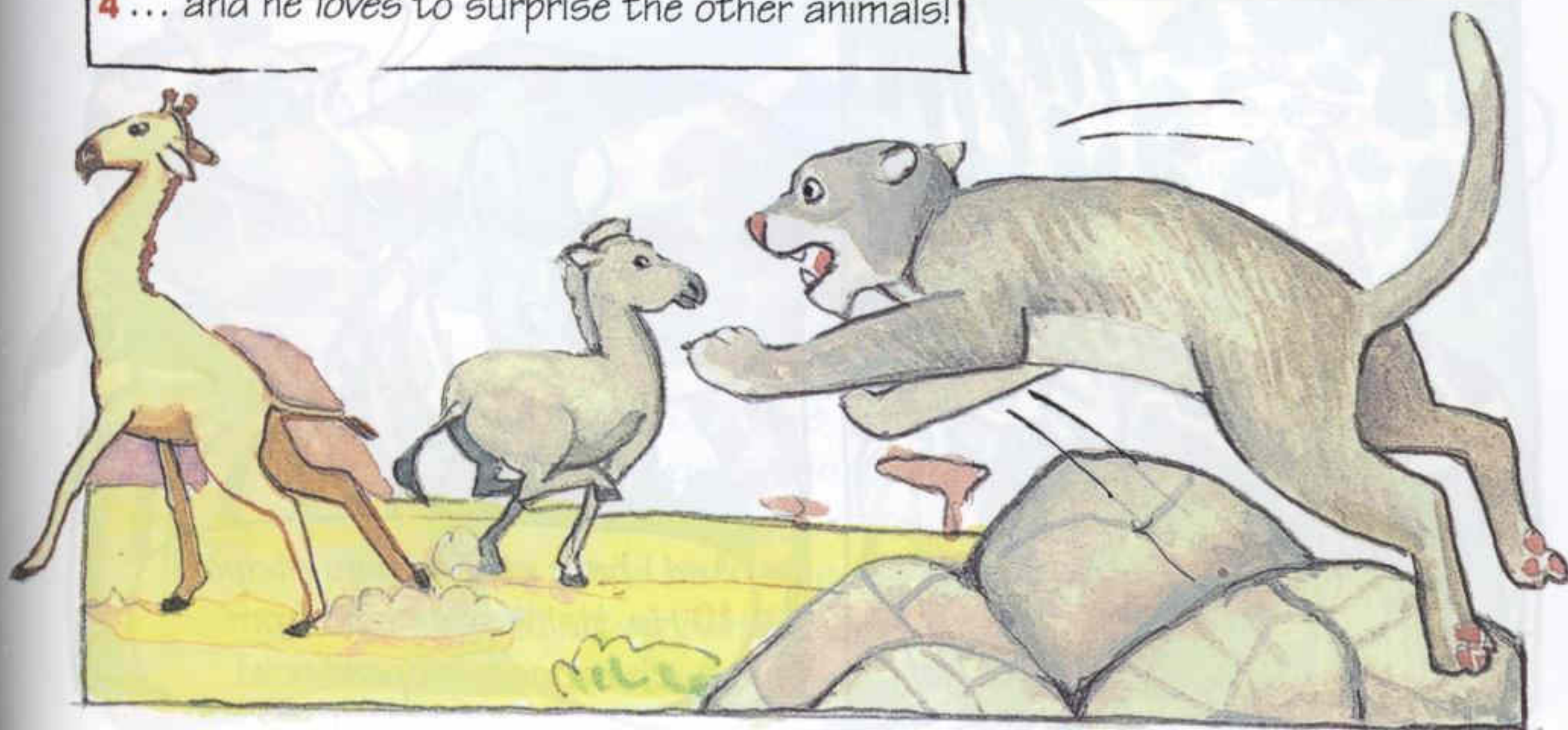
2 Correctly match the two parts of each sentence.

- 1) You have breakfast...
 - 2) You have dinner...
 - 3) You have lunch...
 - 4) You have snacks...
 - 5) You have tea...
- a) ... in the evening after you do your homework.
 - b) ... during the day, when you're hungry.
 - c) ... in the morning before you go to school.
 - d) ... at five o'clock, if you're in England.
 - e) ... in the school canteen (yummy!).

1 ... but the leopard is exactly the same color as the High Veldt – he's almost invisible...



4 ... and he loves to surprise the other animals!

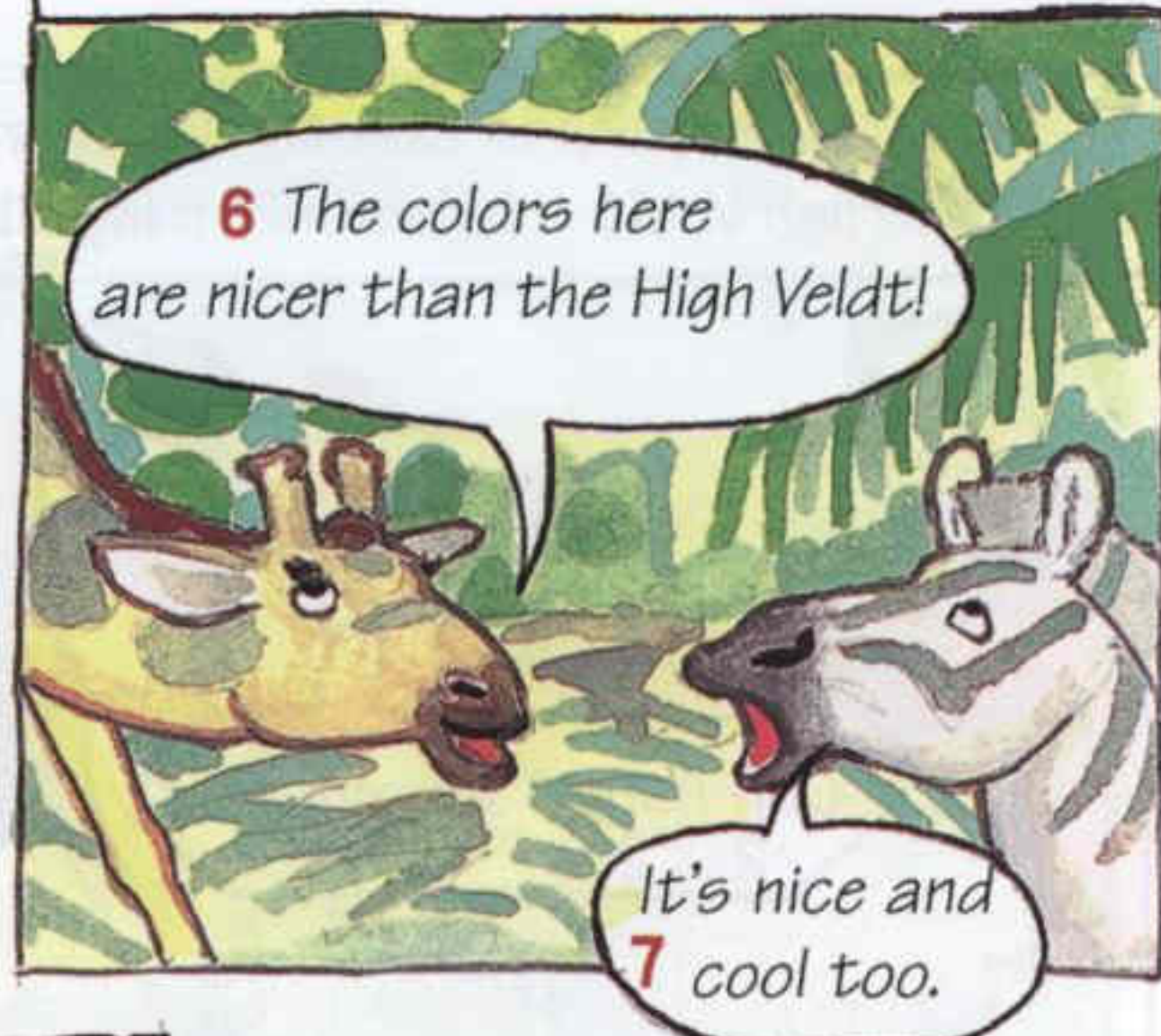


1 Sometimes the leopard hunts with an Ethiopian.

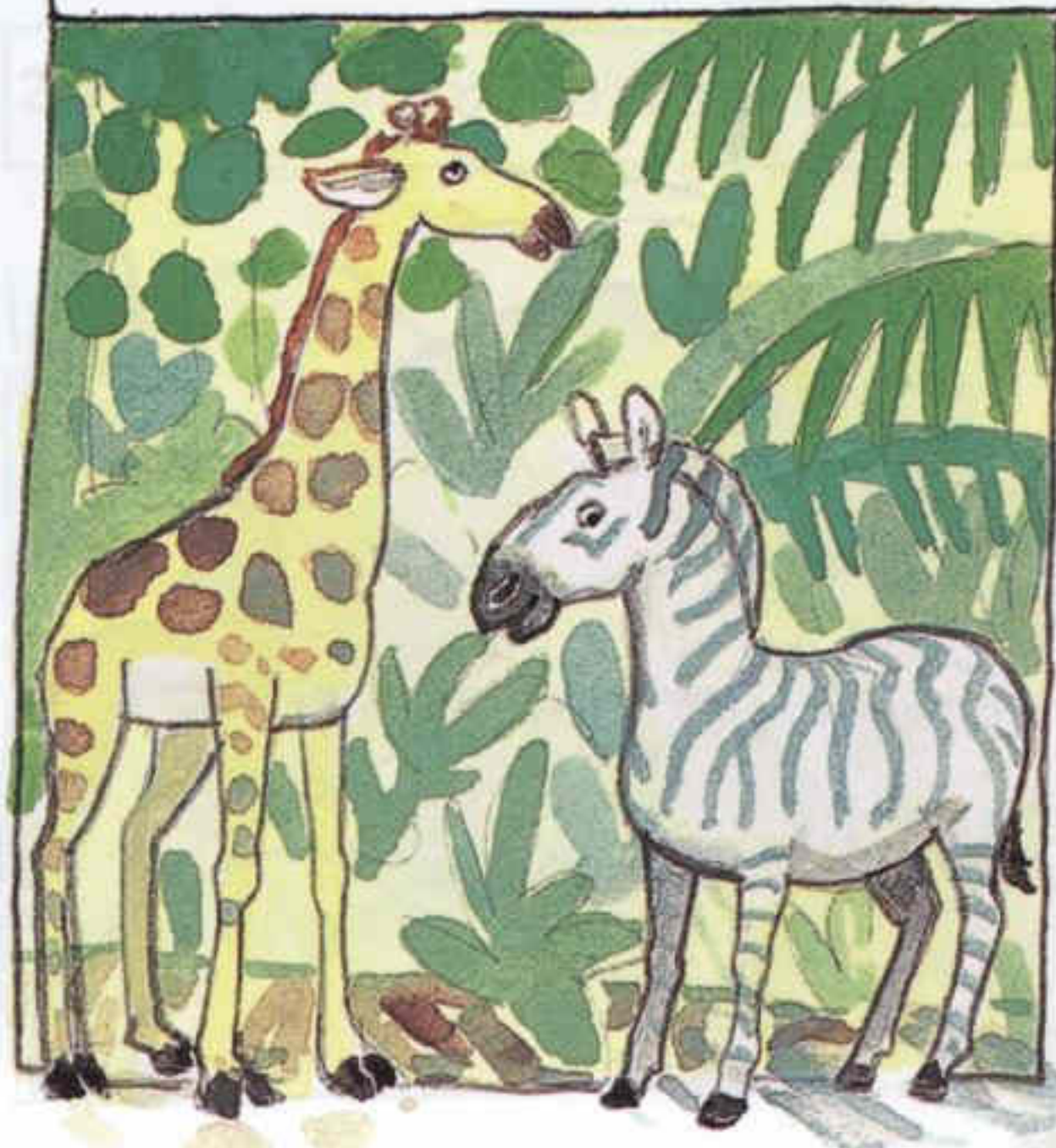


4 The zebra and the giraffe decide to leave the High Veldt.

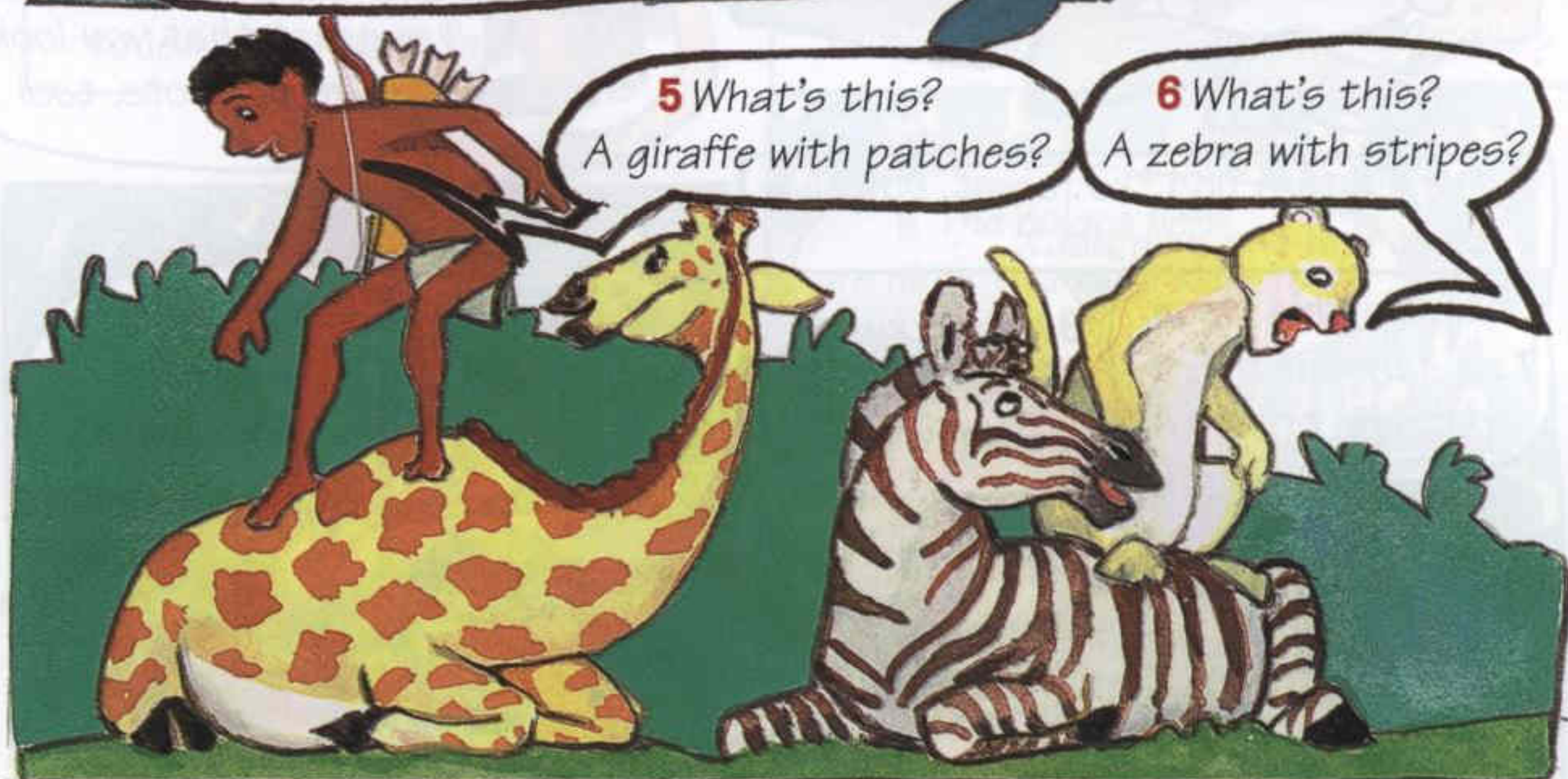
5 Eventually, they arrive at a great forest full of green trees and bushes.



8 The forest is full of strange and wonderful shadows... they fall on the animals. After some time they don't go away.











Words

3 Match the words that have similar meaning.

- | | |
|---------------|--------------|
| 1) go away | a) wonderful |
| 2) great | b) leave |
| 3) predator | c) till |
| 4) spot | d) big |
| 5) stupendous | e) hunter |
| 6) until | f) place |

4 In the space under each outlined figure, write the name of the animal.



1) _____



2) _____



3) _____



4) _____

5 Match the four verbs of the senses with the appropriate parts of the leopard's face.

- 1) hear 2) see 3) smell 4) taste



6 Now complete the following sentences with the verbs from exercise 5.

- 1) Mmm! I can _____ something good! Are you making a cake?
- 2) Mmm! These bananas _____ wonderful! They're delicious!
- 3) I can't _____ my dinner! It's too dark in the forest.
- 4) Can you _____ those birds? They sing all day.

Characters

7 Match each character (1-5) with the corresponding description (a-e).

- | | |
|-----------------|---|
| 1) Ethiopian | a) originally, he was an identical color to his habitat |
| 2) Giraffe | b) a clever old monkey |
| 3) Leopard | c) an African hunter with two legs |
| 4) Wise Baviaan | d) It is not too big, but it can stop the traffic! |
| 5) Zebra | e) he must hide behind tall trees |

Language

8 Match each of the giraffe's problems (1-5) with a suggestion from the zebra (a-e).

- 1) My head hurts!
 - 2) I'm hungry!
 - 3) It's cold!
 - 4) It's too hot!
 - 5) I don't like these leaves!
-
- a) I suggest that you eat some leaves.
 - b) I suggest that you stand in the shadows.
 - c) I suggest that you try another tree.
 - d) I suggest that you take an aspirin.
 - e) I suggest that you wear a sweater.

TO GIVE ADVICE: SUGGEST

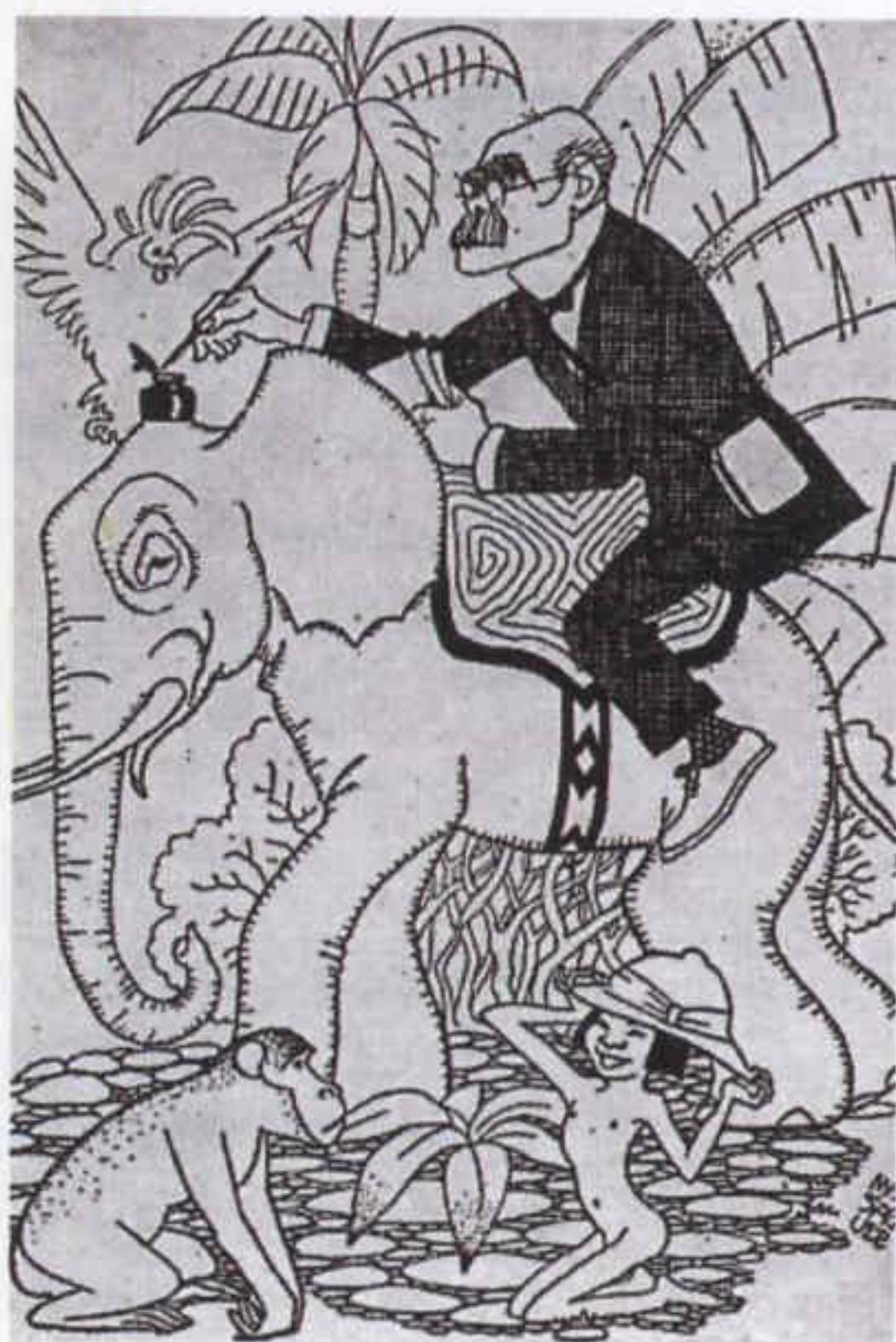
I suggest that you look for other spots, too!

About the Author

My name's Joseph Rudyard Kipling. I'm a famous English writer of novels, poems and short stories. A lot of my books are about life in India and Burma during the time of the British Empire.

I was born on December 30th 1865 in Bombay, India, but my parents were English. When I was six, I went to a school in England. I was unhappy there, so I was happy to return to India in 1882. For the next seven years I was a journalist, but six autobiographical stories about British civil and military life in colonial India were my passport to success.

I identify with and respect the country and the people of India, but I believe in the positive effects of colonialism. Now people call me the "poet of the Empire", and my short stories in particular are very popular. I received the Nobel Prize for literature in 1907.



1 Read the text and decide if the statements are true or false. Indicate T or F.

| | T | F |
|--|--------------------------|--------------------------|
| 1) Kipling's first name was Joseph. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) Many of his books are about life in Britain's Asian colonies. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) He wasn't born in England. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) His mother was Indian. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) His education in England was six years long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) His first popular stories were about colonial life in India. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) He doesn't like the Indians. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) He thinks colonialism is a good idea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) Readers like his short stories best. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10) He isn't proud of his Nobel Prize. | <input type="checkbox"/> | <input type="checkbox"/> |

2 Match Kipling's most famous works (1-5) with the corresponding descriptions (a-e).

- 1) *The Jungle Book* (1894)
 - 2) *The Second Jungle Book* (1895)
 - 3) *Captains Courageous* (1897)
 - 4) *Kim* (1901)
 - 5) *Just So Stories* (1902)
- a) More stories about animals and, with its predecessor, Kipling's most famous work.
 - b) A collection of animal stories with unusual ideas about evolution.
 - c) A collection of animal stories and a famous Disney film.
 - d) A story about heroic adventures at sea.
 - e) A long narrative about Indian life.

3 Use the following words to complete the brief summary.

active Britain's empire English patriotism themes

Kipling's works have three principal _____: intense _____, the necessity that the _____ live an _____ life, and _____ destiny as a great _____.

British Colonialism

Colonialism means one country taking control of another country by force. It is not a democratic process but usually happens because the invaded country has a lot of resources and goods that the invading country wants. In the past, it was often part of the foreign policy of rich European countries when they were looking for other markets to expand their business interests.

The British Empire in the nineteenth century was very big and incorporated many countries in many different parts of the world, including Africa, Asia, Australia and North America. British people were very proud of it. They called it “the Empire where the sun never sets” because it was so big that it extended around the whole globe!

The British colonialists were convinced that they had a moral responsibility to offer the benefits of their “superior” civilisation to people in “primitive” countries. They believed that their system of government improved the quality of life of the indigenous peoples there. In some cases, there were positive effects for the colonies, for example in the more efficient administration of the country, the improvements in its transport system, on its economy and industrial technology, in medical assistance and education. In many other cases, colonialism was the cause of the death of the original traditions and culture of the colonised people.



1 Match each country that was part of the British Empire (column A) with the correct description (column B).

A

☒ 3 Australia

☐ India

☐ Burma

☐ Kenya

☐ Canada

☐ South Africa

B

1) People speak English and French here, and the capital is Ottawa.

2) This country is famous for diamonds and was notorious for Apartheid.

3) The country where marsupials come from.

4) A small country east of India that appears in some of Kipling's stories.

5) A sub-continent in Asia whose capital is New Delhi.

6) An African country where you can go on safari to see animals.

2 True or false? Indicate T or F.

1) Colonialism is when one country invites another to govern it.

T F
☐ ☐

2) European countries invaded other countries to teach their religion there.

☐ ☐

3) The British Empire in the 19th century was small.

☐ ☐

4) The British were convinced they were helping the people in their colonies.

☐ ☐

5) Colonialism always had only negative effects for the colonized country.

☐ ☐

6) Colonialism often had good effects on schools and universities.

☐ ☐

7) The traditions of colonised peoples were sometimes lost.

☐ ☐

8) The British Empire still exists today.

☐ ☐

Now rewrite the false statements to make them true.

The Evolution of Animals

The *Just So Stories* by Kipling offer some amusing ideas about the origins of the physical characteristics of various animals. But the theory accepted by scientists in Kipling's day was that of Charles Darwin. This 18th-century British scholar developed his famous theory about the origins of species during a long voyage in South America.

Charles Darwin's Diary

December 1831

I leave England for a five-year mission to Chile, in South America.

Our ship, the *Beagle*, is now my home as we go across the Atlantic Ocean.

After our voyage across the Atlantic we are now in Bahia, Brazil, on the east coast of South America.

In Brazil, there is a great variety of birds and flowers of beautiful colors, but now we are going south, along the coast of Argentina.

The fossils of extinct animals from Argentina are of great interest to me as we continue south to Patagonia.

Now we are going north, navigating along the west coast of the continent to make maps of the coast of Chile, the original objective of our mission.



September 1835

Our voyage continues and, after Chile, we are visiting the strange, remote Galapagos Islands in the Pacific Ocean, which are part of Ecuador.

The variety of animals and plants on these islands is incredible. There are birds, reptiles and plants that exist in no other place on Earth. I believe that here, isolated from the rest of creation, these unique creatures, like the giant iguana and the giant tortoise, evolved as the result of a particular process of evolution: "natural selection".

October 1836

After five years, I can see the English coast. I'm happy to return, but my head is full of the incredible nature of the Galapagos Islands. When I arrive home, I must write my theory of evolution. I think *The Origin of Species* is a good title.

1 Read the entries from the diary of Charles Darwin and answer the following questions.

1) Which of these countries were on Darwin's route?

- ☐ Brazil ☐ Canada ☐ Colombia ☐ Panama
☐ Chile ☐ Mexico ☐ Argentina

2) What was his original mission?

3) Where are the Galapagos Islands?

4) What animals live there?

5) What was Darwin's idea about evolution after visiting the islands?

2 Without rereading the book, match each animal (1-7) with the way that it changed by the end of the story (a-g).

1) camel

2) elephant

3) hedgehog

4) kangaroo

5) leopard

6) rhinoceros

7) whale

a) spots

b) throat

c) hump

d) skin

e) hop

f) armoured body

g) trunk

3 Fill in the “identity chart” of each animal in the photos. Include as much information as you know.



| | |
|------------|---|
| Name | whale |
| Habitat | seas and oceans |
| Food | fish and plankton |
| Appearance | Very big, blue or grey colour, looks like a fish but is a mammal. |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
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| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |



| | |
|------------|--|
| Name | |
| Habitat | |
| Food | |
| Appearance | |

1 Connect the words that have similar meanings.

1) *bad-mannered*

2) *go away*

3) *hunt*

4) *itchy*

5) *lamenting*

6) *look*

7) *markings*

8) *maybe*

9) *resourceful*

a) *chase*

b) *appear*

c) *impolite*

d) *clever*

e) *leave*

f) *patches*

g) *perhaps*

h) *tickly*

i) *crying*

A

advice _____

alone _____

anyway _____

arguing _____

as fast as possible _____

to attract _____

to avoid _____

away _____

B

bad-mannered _____

bank _____

because of _____

to believe _____

better (*comp. of good*) _____

both _____

bridge _____

bush _____

business _____

busy _____

by five o'clock _____

C

to carry _____

to catch _____

cave _____

to chase _____

clever _____

cloud _____

to come out _____

commotion _____

to cough _____

cricket _____

crumb _____

to curl _____

D

dear _____

death _____

to disappear _____

to discuss _____

dizzy _____

Don't be angry! _____

double _____

to drop _____

to drop off _____

dry _____

2 Connect the words that have opposite meanings.

1) appear

2) avoid

3) better

4) busy

5) carry

6) resourceful

7) wise

a) join

b) disappear

c) silly

d) worse

e) drop

f) helpless

g) lazy

during _____

dust _____

dusty _____

E

easier (*comp. of easy*) _____

enough _____

even if _____

even more _____

eventually _____

evolved (*past of to evolve*) _____

F

fault _____

to feel _____

to find out _____

to fly off _____

fold _____

foreign policy _____

G

goods _____

go on _____

Got you! _____

grate _____

to guard _____

H

to happen _____

heat wave _____

helpless _____

hiccup _____

to hide _____

Highness _____

hopping _____

to howl _____

to hunt _____

to hurt _____

hut _____

I

ill _____

I'll ask (*v. fut.*), to ask _____

I'll come out (*v. fut.*), to come out _____

I'll show him (*v. fut.*), to show _____

is going to _____

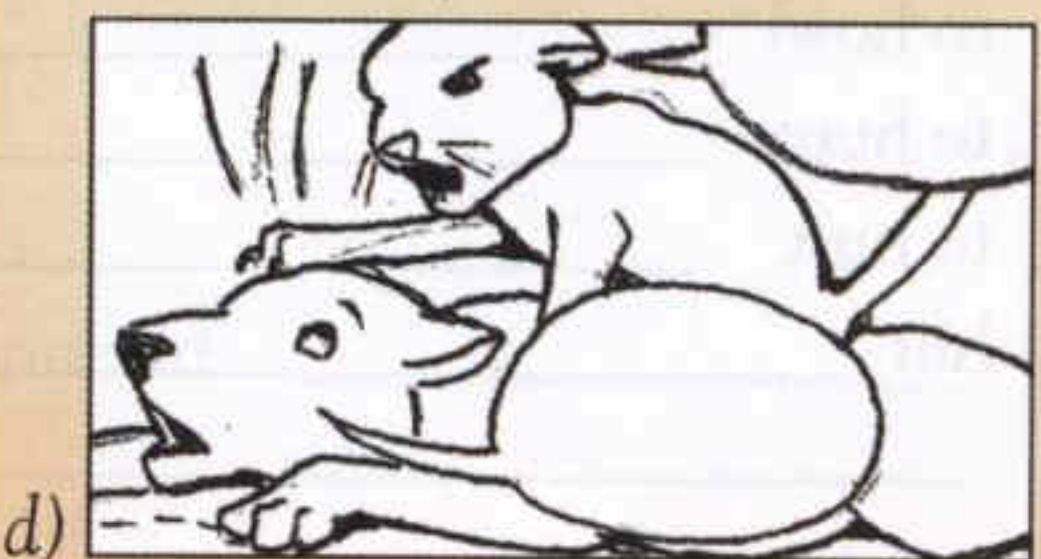
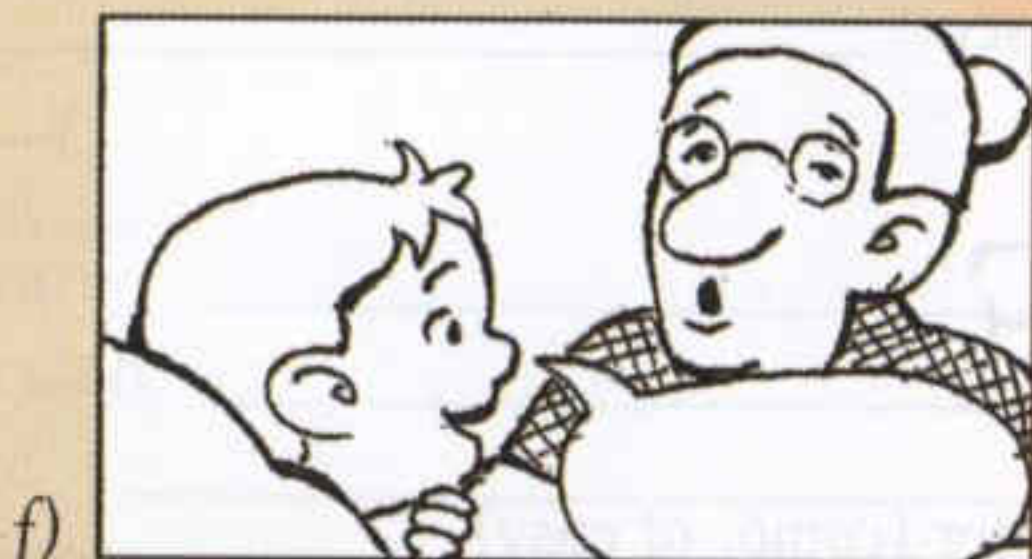
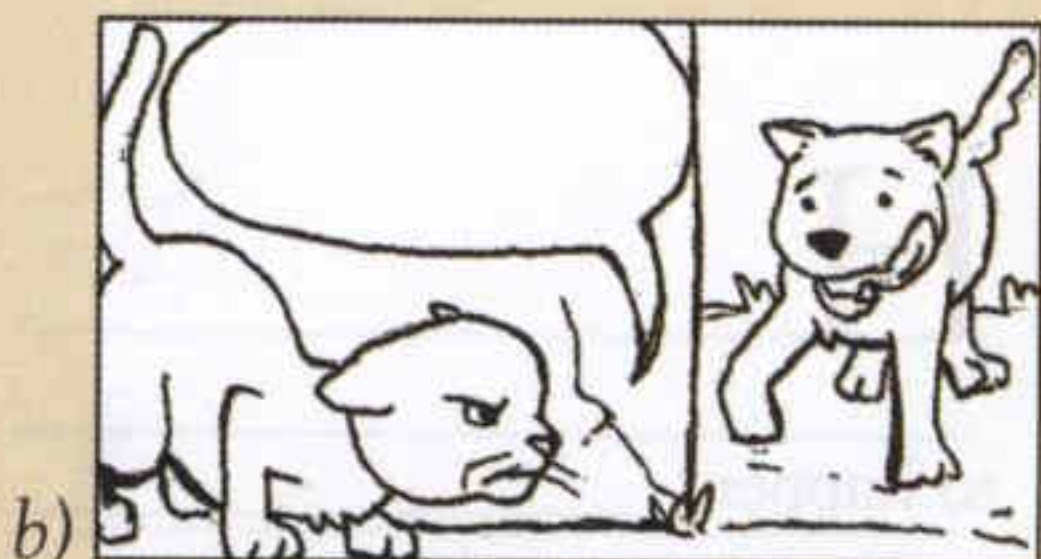
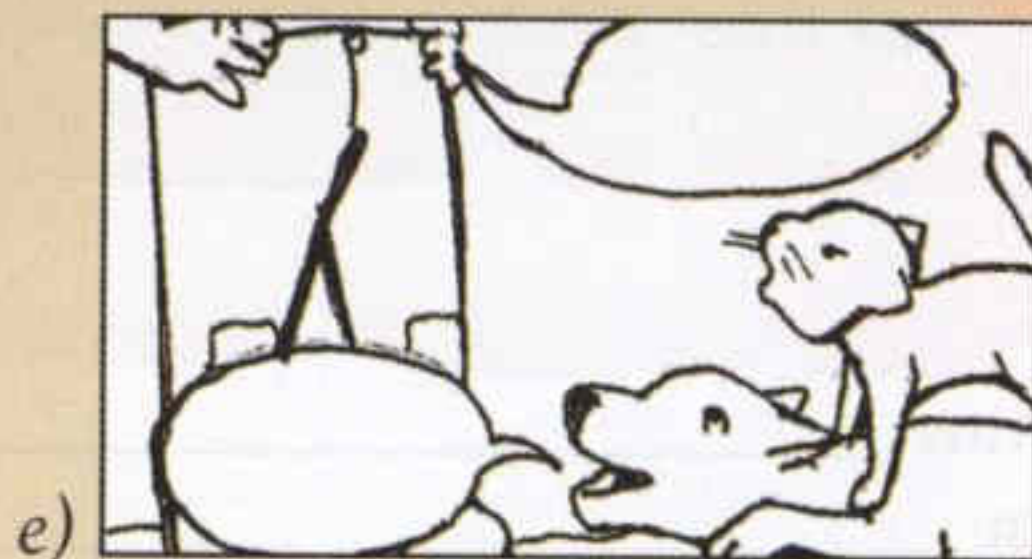
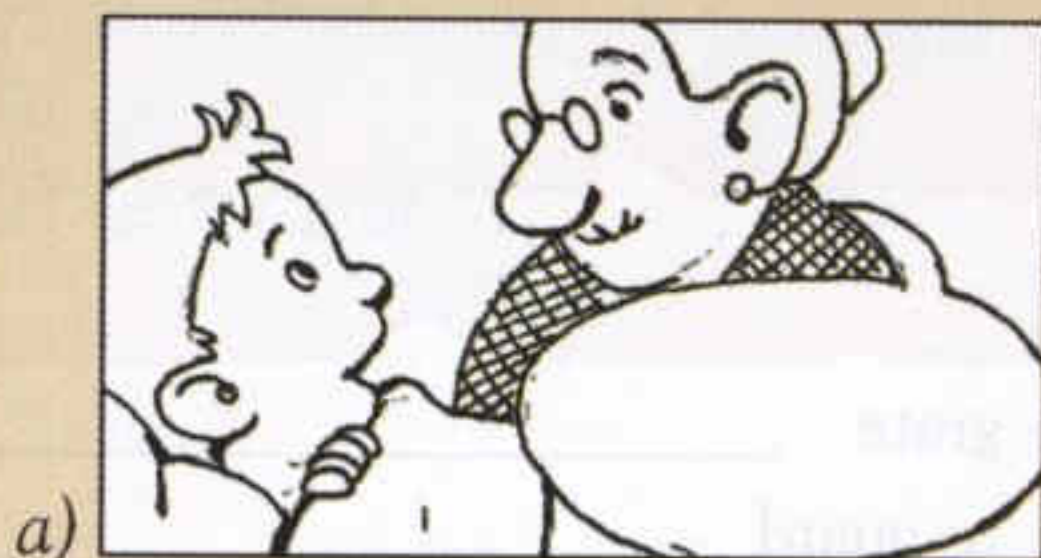
itchy _____

it's time to _____

3 Match each expression (1-10) to the appropriate word-bubble (a-h).

- 1) Take that!
- 2) That will teach you!
- 3) I'll show him!
- 4) What's wrong?
- 5) Once upon a time...

- 6) Don't be angry!
- 7) Got you!
- 8) Go on!
- 9) Thank goodness!
- 10) Let go!



J

jig _____
to join _____
joke _____
just _____

L

lamenting _____
lazy _____
to leave _____
to let go _____
to lie down _____

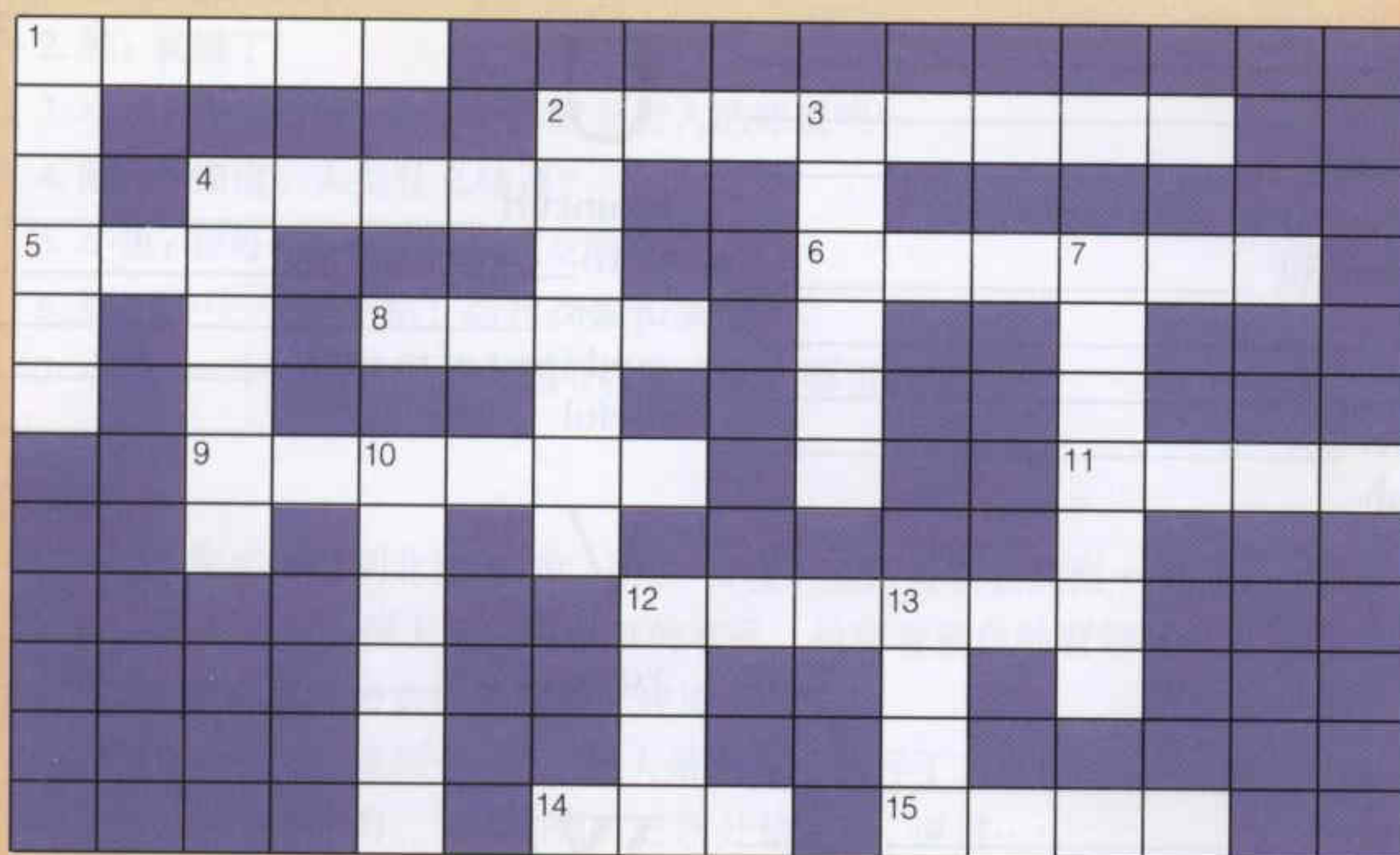
4 Fill in the crossword puzzle.

Across

- 1) It carries rain.
- 2) Very, very hungry.
- 4) Without friends.
- 5) A hippo's favourite bath.
- 6) Vital for the stability of trousers.
- 8) What a wolf under a full moon does.
- 9) Not stupid.
- 11) A prehistoric home.
- 12) Use it to go across a river.
- 14) Not dry.
- 15) Transport for shipwrecked mariners.

Down

- 1) What a cake leaves.
- 2) Ocean grass?
- 3) He takes things illegally.
- 4) Good suggestions.
- 7) A hopping insect.
- 10) Opposite of "more difficult".
- 12) A dog's favourite snack.
- 13) The first word of a letter?



lived (*past of to live*) _____

to look _____

to look like _____

loud _____

lumpy _____

M

manners _____

marking _____

maybe _____

My goodness! _____

N

nasty _____

to need _____

nicer (*comp. of nice*) _____

nonsense _____

not even _____

O

once upon a time _____

over _____

P

Parsee _____
patch _____
paw _____
people _____
perhaps _____
piggy _____
plough _____
proud _____

R

raft _____
to reach _____
to realize _____
received (*past of to receive*) _____
resourceful _____
rest _____
rib _____
robber _____
to rub _____

S

seaweed _____
sensitive _____
to set _____
shadow _____
shape _____
ship-wrecked _____
smooth _____
so _____
so many _____
somewhere _____
to spank _____
spinifex _____
spot _____
starving _____
still _____
stomach ache _____
suspenders _____
sweater _____
swishing _____

T

Take that! _____
taste _____
to taste like _____
temper _____
to thank _____
Thank goodness! _____
That will teach you! _____
throat _____
tickle _____
to tickle _____
trick _____
trying _____

U

to uncurl _____
until _____
upset _____
used (*past of to use*) _____
useful _____

V

voyage _____

W

went (*past of to go*) _____
what's wrong _____
whoever _____
wise _____
wish _____
without _____
woolly _____
worse (*comp. of bad*) _____
wrinkled _____

Y

yet _____

译文

故事 1 鲸鱼的喉咙是怎么回事

p. 6

1. 很久很久以前，大海里生活着一条鲸鱼，以鱼类为食。
2. 鲸鱼每天要吃很多很多的鱼，结果后来海里只剩下一条非常小的鱼(Stute Fish)。

3. 小鱼：如果我一直呆在他的耳后，他就抓不到我，也就吃不了我。

p. 7

1. 鲸鱼挺起身子。
2. 鲸：我饿了！
3. 小鱼：尊贵的鲸，您……您想尝尝人的味道吗？
4. 鲸：不知道。人是什么味道？
5. 小鱼：很好吃，只是有点疙疙瘩瘩的。
6. 鲸：嗯……好，不错！给我找些人来吃。
7. 小鱼：一个人就够吃了。我可以告诉您在哪里找到人。

p. 8

1. 小鱼：您必须游到北纬 50 度，西经 40 度，在那里您会找到……
2. ……海面一个木筏上有一个落难的水手。他穿着蓝色的背带裤。
3. 于是，鲸鱼以他最快的速度向上述地点游去。
4. 当发现水手后，鲸张开大嘴，连人带木筏一起吞了下去！
5. 不过，水手很聪明。当他知道自己所处情形后，说道……
6. 水手：鲸鱼吃不了我！我要让他知道我的厉害！
7. 他开始跳跃……
8. 水手：尝尝这个！

p. 9

1. ……用力敲打……
2. 水手：再尝尝这个！
3. ……在鲸鱼肋骨上蹦蹦跳跳！
4. 水手：给你一个教训！
5. 可怜的鲸鱼很不高兴。他感到不舒服。
6. 鲸：这个人的确疙疙瘩瘩的，嗝！……我现在肚子痛，嗝！嗝！……小鱼，我该，嗝，怎么办呢？
7. 小鱼：我叫他出来。

p. 10

1. 小鱼：人，请出来吧！鲸鱼老打嗝！他感到不舒服！
2. 水手：不出去！你必须把我带回英国老家，然后我才出来。
3. 鲸鱼和小鱼决定尽快送水手回家。
4. 但是当他们到达英国后，水手做了件出乎鲸鱼意料的事。
5. 水手：鲸鱼你听着，我用裤子上的背带和木筏……

p. 11

1. ……为你的喉咙制作了一个筛滤栅。你以后再也不能吃人了！
2. 鲸鱼大怒。他不停地咳嗽，不过，筛滤栅还在他喉咙里。
3. 鲸：咳！咳！
4. 水手：鲸鱼，再见！别生气！你还可以吃小鱼！
5. 鲸：那个人太粗糙了！或许小鱼味道更好一些……
6. 小鱼：我想现在该去躲起来了！

故事 2 犀牛皮的故事

p. 16

1. 在红海的一个岛上，生活着一个帕西人。
2. 一天，他决定做一个蛋糕。
3. 人：嗯，我需要面粉、葡萄干、糖、李子和一些水……
4. 帕西人的蛋糕直径达 2 英尺，高度有 3 英尺。
5. 人：蛋糕会非常好吃！

p. 17

1. 蛋糕的香味传遍全岛，引来了一只与众不同的动物……
2. 这只动物鼻子上有一只角，两只眼睛又小又难看，一点礼貌也没有——是犀牛！
3. 人：救命啊！

p. 18

1. 犀牛闻着香味四处寻找。可怜的帕西人只能看着，一点办法也没有。
2. 犀牛：我闻到了蛋糕的香味！
3. 蛋糕(从炉中)滚到地面的沙子上。
4. 犀牛用角把蛋糕从地上捡了起来。
5. 然后高兴地摇着尾巴走了。
6. 人：谁拿走了帕西人的蛋糕，谁就犯下了大错！

p. 19

1. 数周后，天气异常炎热，大家都把衣服脱下来乘凉。
2. 人：天太热，不能戴帽子了。
3. 犀牛：天太热，不能穿着兽皮了。

4. 犀牛将兽皮放在了海滩上。
5. 犀牛：喔，这样好多了！
6. 帕西人来了，看到了犀牛皮。顿时他眉开眼笑。
7. 人：我有个极好的主意。
8. 他在犀牛皮周围欢快地跳着，摩拳擦掌。
9. 人：是该教训一下这位没礼貌的朋友了！

p. 20

1. 帕西人回到家中，装了满满一帽子蛋糕屑。
2. 人：我屋里总有很多蛋糕屑。
3. 帕西人将所有的蛋糕屑倒进了犀牛皮里。
4. 人：现在等着看好戏吧。
5. 帕西人等着犀牛游回海滩。
6. 犀牛：感觉真好！一身轻松！
7. 当犀牛穿着它的皮，系好纽扣后……
8. 犀牛：兽皮怎么了？这么痒！
9. 就像床上的蛋糕屑。
10. 犀牛：怎样才不会这么痒呢？
11. 于是他在地上滚呀滚。
12. 犀牛：喔，更痒了！

p. 21

1. 于是犀牛不停地挠呀挠、蹭呀蹭。
2. 结果纽扣掉了下来，皮上出现了许多怪怪的褶皱。
3. 犀牛：我的纽扣呢？现在我脱不下皮来了！
4. 犀牛：腿上也有褶皱了。还感到这么痒！
5. 人：你这是罪有应得，谁让你抢我的蛋糕？
6. 这就是为什么犀牛身上都有褶皱，且脾气很不好的原因。
7. 人：亲爱的读者，蛋糕总会有碎屑。英语有句话是“你进入到我的皮里”，其意思是“你让我很生气”。

故事3 大象的鼻子为什么这么长

p. 26

1. 很久很久以前，大象的样子跟现在不同。他没有很长的鼻子……
2. 只有一个又短又粗的鼻子，像靴子。
3. 小象是大象的孩子，他有着强烈的好奇心。
4. 小象：长颈鹿叔叔！您身上为什么有斑点？

p. 27

1. 长颈鹿踢了一下小象的屁股。

2. 长颈鹿：你过于好奇了！
3. 小象：河马阿姨，您眼睛为什么是红的？
4. 河马阿姨也打了小象的屁股。
5. 河马：叫你这么好奇！

p. 28

1. 一天，小象问了一个很有趣、以前从没问过的问题。
2. 小象：鳄鱼以什么为食？
3. 其他大象一起大声发出“嘘”声。
4. 大象们：嘘！
5. 然后他们一起打小象的屁股，打了很长时间。
6. 小象：我一定要搞清楚鳄鱼吃什么东西。
7. 酷卢鸟决定帮助小象。
8. 酷卢鸟：你去宽阔、绿幽幽的林波波河那里，问一下那里的动物吧。

p. 29

1. 小象决定动身前往林波波河。
2. 小象：我要弄清楚鳄鱼吃什么东西。
3. 他走了很长时间，饿了就吃自带的香蕉和甜瓜，最后终于来到了林波波河畔。
4. 在那里，他遇到了双色岩蟒。
5. 小象：请问，附近有鳄鱼吗？
6. 蟒：当然有，你这傻孩子。
7. 小象：太好了！您知道他平时吃什么东西吗？
8. 接着，小象看到另外一种没见过的动物。
9. 小象：请问，附近有鳄鱼吗？
10. 鳄鱼：我就是鳄鱼。
11. 小象：那请问，您平时吃什么东西？
12. 鳄鱼：当然可以，小家伙。今天我要吃……

p. 30

1. 鳄鱼：小象！
2. 小象：哎哟，放开我！我可怜的鼻子！
3. 双色岩蟒听到叫喊声，过来给小象出主意。
4. 蟒：朋友，用你全身的力气向后拽，鳄鱼力气很大！
5. 小象：我在努力拽，不过感到很累！
6. 于是，岩蟒与小象一起向后拽。
7. 蟒：该绷紧了，你有一些柔韧性的。
8. 最后，鳄鱼松开了口，非常生气。
9. 鳄鱼：再也遇不到具有强烈好奇心的小象了。
10. 小象：您看我现在这个样子！鼻子这样怎么办呢？
11. 蟒：嗯，你可以……

p. 31

1. 蟒：拍打恼人的苍蝇，吃到更多的树叶，天热时在你的头上放一块清凉的湿泥当帽子！
2. 其他大象在看到小象的鼻子时都大吃一惊。
3. 小象：大家来看呀，看看我的新鼻子！用处很多啊！
4. 大象们都决定去找鳄鱼，因为他们都想有个新鼻子。
5. 这就是为什么大象鼻子这么长的原因。

故事 4 袋鼠变形记

p. 36

1. 很久很久以前，袋鼠的样子跟现在不同。他有四条短腿。
2. 他长着一身灰毛，喜欢在岩石上跳舞。
3. 他心高气傲。
4. 袋鼠：我是一种奇妙的动物。
5. 早上六点钟，在吃早餐前，他找到小神那确(Little God Nqa)。
6. 袋鼠：下午五点前，我想成为一只广受欢迎的动物。
7. 小神：滚开，袋鼠！

p. 37

1. 早上八点钟，吃完早餐后，袋鼠找到中神那群(Middle God Nquing)。
2. 袋鼠：下午五点前，我想成为一只广受欢迎且与众不同的动物。
3. 中神：滚开，袋鼠！
4. 上午十点钟，在午餐前，他找到大神那琼(Big God Nqong)。
5. 袋鼠：下午五点前，我想成为一只广受欢迎且与众不同的动物，其他动物都在我身后追随。

p. 38

1. 大神那琼想到了一个办法。
2. 大神：好吧。过来，黄野狗，你去追赶那位正在跳舞的先生！
3. 野狗：什么？追赶那个像猫又像野兔的东西？
4. 于是黄野狗开始追赶袋鼠。
5. 他们越过沙漠，然后翻过高山……
6. 穿过桉树林和三齿稈草丛。
7. 袋鼠：哎哟！我前腿痛！

p. 39

1. 他们跑过北回归线和南回归线。
2. 袋鼠：吁，我累坏了！
3. 野狗：我饿了，但我们现在不能停！
4. 最后，袋鼠和黄野狗来到了伍伦河边。

5. 袋鼠：没有桥，我必须……
6. 野狗：我的天，他要跳过去！
7. 过河后，袋鼠继续像蟋蟀那样跳行。
8. 袋鼠：我很累，不过跳要比跑容易些。
9. 袋鼠跳的时候蜷起前腿。不久，他想到了一个办法。
10. 袋鼠：我可以用尾巴保持身体平衡。
11. 他跳着穿过达令唐斯地区，累坏了的野狗依然追赶着他。
12. 野狗：哦，他什么时候才停下来呢？

p. 40

1. 大神：五点了！
2. 可怜的野狗蹲下，嚎叫着。
3. 袋鼠：谢天谢地，终于结束了。
4. 野狗：汪！汪！
5. 那琼是个大好人。
6. 大神：你为什么感谢黄野狗？
7. 袋鼠：感谢他？他一直追我，让我午饭都没吃，并且彻底改变了我的体形！
8. 大神：你看，五点了，你跟以前已不同了，你的愿望实现了！
9. 袋鼠：哦，我的确跟以前不同了，但这样的腿显得荒谬可笑！
10. 那琼在温泉躺着。他大为不悦。
11. 大神：荒谬可笑？如果你乐意，野狗可以一直追赶你，让你的腿越来越短小！
12. 袋鼠不想再让野狗追赶他……

p. 41

1. 袋鼠：对不起，大神。腿还是腿，这样的腿完美无憾。问题是，我饿坏了。
2. 野狗：我也饥肠辘辘！我晚饭吃什么？
3. 大神：明天再问我吧。我现在太忙了。
4. 于是，饥饿、疲倦、满身灰尘的袋鼠与野狗，在澳大利亚中部，彼此看着对方。
5. 袋鼠：这是你的错！
6. 野狗：不对，是你的错！
7. 他们现在还在争论。
8. 袋鼠：是你的错！
9. 野狗：你赶紧跳走，离我越远越好！

故事 5 玃狢是怎么来的(一)

p. 46

1. 很久很久以前，刺猬和乌龟生活在混浊的亚马逊河的岸边。
2. 刺猬：我最喜欢吃蜗牛！
3. 乌龟：我是一个素食主义者，最喜欢吃莴苣。
4. 斑斓美洲虎也生活在亚马逊河岸边。

5. 美洲虎：我爱捕食鹿……

p. 47

1. 美洲虎：不过有时我也喜欢吃甲虫和青蛙。
2. 但是，说实话，斑斓美洲虎不愿意吃青蛙和甲虫。
3. 美洲虎：妈妈，我能吃什么？
4. 美洲虎妈妈：你为什么不去吃刺猬和乌龟？

p. 48

1. 美洲虎妈妈：遇到刺猬时，你必须将他放到水里，让他伸展开来。
2. 美洲虎妈妈：遇到乌龟时，你必须把你的爪子当作勺子，将他从壳中掏出来。
3. 在一个美妙的晚上，斑斓美洲虎在混浊的亚马逊河的岸边发现了刺猬和乌龟。
4. 乌龟：嗨！
5. 刺猬：啊！
6. 美洲虎：喔！

p. 49

1. 刺猬马上卷成球，而乌龟将头和脚缩进了壳里。
2. 美洲虎：听我讲！你们哪个是刺猬？哪个是乌龟？
3. 美洲虎：我妈妈知道怎么做。刺猬在水里会伸展开来，对乌龟，我要用爪子当勺子将他从壳中掏出来。
4. 刺猬：你确信吗？或许乌龟在水里会伸展开来，而对刺猬，你用爪子当勺子……
5. 乌龟：你真得确信？或许你可以用爪子对付刺猬，将爪子当勺子对付水中的乌龟……
6. 美洲虎：别说了！你们说得我晕头转向！谁是刺猬？谁是乌龟？

p. 50

1. 刺猬：即使你把我从壳中掏出来，我也不会告诉你！
2. 美洲虎：我明白了，你就是乌龟！
3. 美洲虎伸出了爪子，刺猬则迅速卷成了球。
4. 美洲虎：哎哟！疼！
5. 刺猬消失在丛林中……
6. 美洲虎：我可怜的爪子。现在光线太暗，找不到乌龟了……
7. 美洲虎：或许你就是乌龟！
8. 乌龟：我当然是乌龟！你可以将我从壳中掏出来。还记得你妈妈的解释吗？

p. 51

1. 美洲虎：我不信你说的话。你又想骗我！
2. 乌龟：不，我说的都是真的。如果你想看我游泳，你可以把我放到水里。
3. 美洲虎：妈妈说，你们其中的一个会在水中游，那你现在就跳到水里！
4. 乌龟：如果你真让我这样做……

5. 乌龟以最快的速度游走了。美洲虎现在才明白过来，非常生气。
6. 美洲虎：嗷嗷！
7. 刺猬：做得好，我足智多谋的爬虫类朋友！

故事 6 玃狨是怎么来的(二)

p. 56

1. 斑斓美洲虎依然心烦意乱。
2. 美洲虎妈妈：儿子？儿子？

p. 57

1. 美洲虎妈妈：儿子，儿子！你为什么这么生气？
2. 美洲虎：唉！我试着将乌龟从壳里拉出来，结果搞得爪子上全是刺！
3. 美洲虎妈妈：儿子啊，这是刺猬身上的刺。还记得吗？你必须要把刺猬放在水里。它在水里才会伸展开来。

p. 58

1. 美洲虎：妈妈，我都搞糊涂了。现在还很饿！亚马逊的动物都太聪明了！
2. 美洲虎妈妈：儿子，你要记住，刺猬会卷成球，就像这个形状。
3. 美洲虎：啊，像一个球……
4. 美洲虎妈妈：乌龟不会蜷曲，但他会游泳。
5. 美洲虎：乌龟不会蜷曲……
6. 美洲虎妈妈：不会蜷曲，但会游泳——那就是他了！卷成球状，但不会游泳——那就是他了！
7. 刺猬：我一点也不喜欢那个老太婆。她太聪明了！
8. 乌龟：我明白。即使是小美洲虎也不会忘记她的解释的。

p. 59

1. 刺猬：只有一种应对办法：我要学游泳！
2. 乌龟：好极了！你游起来就像鲸鱼一样！
3. 乌龟：或许我可以像你一样蜷曲成球状。
4. 刺猬：很好！不过先休息一下吧，你的脸都青了！
5. 过了一段时间……
6. 刺猬：斑斓美洲虎来找我们吧！
7. 乌龟：我们会让你大吃一惊的！
8. 在学了很长时间游泳后，刺猬的外表开始有了变化。
9. 乌龟：真怪！你身上的刺都有些软了。
10. 刺猬：一定是水的缘故。

p. 60

1. 乌龟继续练习伸展与蜷曲。

2. 刺猬：你看上去也不同了。
3. 乌龟：一定是蜷曲的缘故。
4. 这两个朋友去找斑斓美洲虎。
5. 刺猬：你好，我的猫科朋友！
6. 美洲虎：你好！不过我不知道你的名字。
7. 乌龟：你不记得你的押韵诗了吗？
8. 刺猬：对。“不会蜷曲，但会游泳，那是乌龟；
蜷成球状，不会游泳，那是刺猬。”
9. 他们都蜷曲起来，围着美洲虎滚……
10. 直到小美洲虎到头晕目眩！

p. 61

1. 他跑着去找妈妈。
2. 美洲虎：妈妈！妈妈！
3. 美洲虎：妈妈，今天我在森林里遇到两种新动物！他们都能游泳和蜷曲，但样子不同。
4. 美洲虎妈妈：儿子，刺猬就是刺猬，乌龟就是乌龟！
5. 美洲虎：不，妈妈，这两种动物既有刺猬的特征，也有乌龟的特征。我不知道他们的名字。
6. 美洲虎妈妈：胡说！世界上的每样东西都有名字。如果你不知道他们的真名，可以临时称他们为“玃狢”，另外要离他们远点儿！
7. 美洲虎听从了妈妈的教导。
8. 美洲虎：我很饿，不过仍然要避开那些玃狢们。
9. 从那天起，森林里所有的动物都将刺猬与乌龟称为“玃狢”。
10. 玃狢 1：或许其他动物也可以像我们一样。
11. 玃狢 2：对，将绵羊与袋鼠的特征集于一处，就会出现一种长着羊毛的跳跃动物。

故事 7 骆驼为什么有驼峰

p. 66

1. 很久很久以前，地球上生活着恐龙。
2. 后来发生了一场可怕的灾难。

p. 67

1. 灾难过后，恐龙消失了，新的动物出现了。
2. 动物们开始给人类干活。

p. 68

1. 但生活在荒凉沙漠中的骆驼不想干活。
2. 星期一上午，马来拜访骆驼。

3. 马：嗨，骆驼，来像我一样驮人吧。
4. 骆驼：哼！
5. 第二天，狗来拜访骆驼。
6. 狗：嗨，骆驼，来像我一样守卫洞穴吧。
7. 骆驼：哼！
8. 星期三，牛来拜访骆驼。
9. 牛：嗨，骆驼，来像我一样拉犁吧。
10. 骆驼：哼！
11. 这些动物把骆驼的反应报告给了人。
12. 马：他太懒了！
13. 狗：他只是“哼！”

p. 69

1. 人：如果他不想干活，那你们必须干两倍的活！
2. 动物们：什么？！
3. 这三只动物非常生气，他们开会讨论该如何做。
4. 骆驼：哼！真有趣！
5. 沙漠之神乘着尘云来了。
6. 神：你们看上去忧心忡忡，怎么啦？
7. 狗：沙漠之神，整个世界才刚刚开始，有动物却无所事事，这对吗？
8. 神：当然不对，怎么啦？
9. 马：沙漠里有一种长脖子长腿的动物。
10. 牛：他既不想驮人，也不想拉犁……
11. 狗：他只会说“哼！”
12. 神：哦，那一定是骆驼！

p. 70

1. 沙漠之神决定去拜访骆驼。
2. 神：这位身材魁梧、悲伤的朋友，世界这么新，你为什么不想去工作呢？
3. 骆驼：哼！
4. 沙漠之神开始想使用一种魔法（让骆驼就范）。
5. 神：因为你不干活，其他动物必须干两倍的活！
6. 骆驼：哼！
7. 神：别再“哼”了，我想看到你工作！
8. 骆驼：哼！
9. 神：看到那个东西了吗？那就是你的“哼”！现在你必须干活！

p. 71

1. 骆驼：背上带着这个“哼”，我怎么干活？
2. 神：你甚至可以比其他动物干得多！有了这个“哼”，你三天不用吃饭！

3. 骆驼“哼”着走出了沙漠，与其他动物一起干活。
4. 动物们：哈哈！
5. 神：骆驼对他背上的“哼”很敏感，所以现在我们将称之为“峰”……
6. 神：不过他仍然不太讲礼貌！

故事 8 花豹身上的斑点是怎么长出来的

p. 76

1. 很久很久以前，非洲高原上所有动物身体的颜色都差不多。
2. 很难识别出斑马和长颈鹿……

p. 77

1. 但是，豹子身体的颜色与高原颜色完全一样，其他动物几乎都觉察不到他的存在……
2. 斑马：我好像闻到附近有捕食者。
3. 长颈鹿：我好像听到有什么响声。
4. 豹子喜欢偷袭其他动物。

p. 78

1. 有时，豹子与一个埃塞俄比亚人一起打猎。
2. 长颈鹿：瞧，他们又来了。
3. 斑马：我厌烦了这些偷袭！
4. 斑马和长颈鹿决定离开这片高原。
5. 最后，他们来到一个大森林，里面到处是绿色的树和灌木丛。
6. 长颈鹿：这里的颜色比高原上的颜色好看多了！
7. 斑马：又好看，又凉快！
8. 森林里处处是陌生而美妙的影子，影子落在动物的身上。过了一段时间，这些影子就固定在了他们身上。
9. 长颈鹿：瞧！我身上现在有美丽的斑点！
10. 斑马：我身上有惊人的斑纹！哈！哈！现在那只讨厌的豹子就看不到我们了！

p. 79

1. 人：我们的早餐和晚餐在哪里呀？
2. 豹子：别问我！我饿得脑子都不转了。
3. 聪明的狒狒巴维安来了。
4. 豹子：聪明的巴维安，我们喜欢吃的动物都到哪里去了？
5. 狒狒：他们去了另一个地方。我建议你们寻找其他捕猎的场所。
6. 这两个猎手找到了那片森林，但他们却找不到动物……
7. 豹子：这是什么地方？如此幽暗，到处是光影。
8. 人：我不知道。肯定是巴维安所说的“另一个地方”吧。
9. 人：我能嗅到长颈鹿的气味，但看不到长颈鹿……

10. 豹子：我能闻到斑马的气味，但看不到斑马……

11. 人：为什么我们看不到我们的美味食物呢？通常情况下，在黑暗的地方长颈鹿就像椰子树上的一个香蕉……

12. 豹子：我知道他们就在这里的某个地方。我们可以等到晚上再找他们。

p. 80

1. 豹子：抓住你了！我逮住斑马了！

2. 人：我逮住长颈鹿了！

3. 豹子：这些动物有些奇怪的地方……

4. 人：我们等到天亮时看一下。

5. 人：这是什么？长颈鹿身上有斑点？

6. 豹子：这是什么？身上有斑纹的斑马？

7. 豹子：斑马，在高原上，你在 10 英里外我就能看到你了。

8. 斑马：哦，但这里不是高原。

9. 斑马与长颈鹿展示了一下他们的诀窍。

10. 长颈鹿：来找我们吧！一、二、三！

11. 斑马：你们的早餐呢？

p. 81

1. 人：这个花招不错！在这片森林里，你看上去就像黑豹身上的白苍蝇，一眼就能认出！

2. 豹子：哼！

3. 人：我想到一个办法！你现在在一个新地方，你也需要新的花斑！

4. 豹子：那我到哪里去找花斑呢？

5. 人知道到哪里去寻找一些颜色来制作豹子身上的花斑。

6. 人：瞧！颜色还没干呢。

7. 人：好了，你现在也有花斑了！

8. 豹子：我也可以藏在森林里了。

9. 长颈鹿和斑马：呜呜！

10. 人和豹子：那我们去打猎吧。一、二、三！我们的早餐在哪里？

背景知识

作者简介

约瑟夫·拉迪亚德·吉卜林，是英国著名作家，著有长篇小说、诗歌和短篇小说。许多著作反映的是大英帝国时代在印度和缅甸发生的事情。

吉卜林 1865 年 12 月 30 日出生在印度的孟买，父母都是英国人。六岁时，他开始在英国上学。由于在那里感到不快乐，于 1882 年回到印度。在接下来的七年里，吉卜林当了一名新闻记者。作者以六本自传体小说而著名，作品反映了英国殖民地时期印度的民间和军事生活。

作者认同并尊重印度这个国家和它的人民，认为殖民主义给印度带来许多好处。现在，一些人们称吉卜林为“帝国诗人”，其短篇小说尤为受欢迎。

作者于 1907 年获得诺贝尔文学奖。

英国殖民主义

殖民主义指的是一个国家通过武力控制另一个国家。它不是一种民主的作法，通常被侵略国有侵略国所需要的大量资源。过去，殖民主义常常是欧洲列强外交政策的一部分，这些国家需要更多的市场来攫取更多的利益。

19 世纪时，英帝国非常强大，将非洲、亚洲、澳大利亚和北美洲的许多国家纳入其版图。英国人曾以此为自豪，称其为“日不落帝国”，因为全球各地都有英国的地盘。

英国殖民主义者相信，他们有责任为那些落后的国家带去他们“先进的”文明。他们认为自己的管理制度提高了殖民地人民的生活质量。一方面，殖民主义给殖民地带来了一些好处，如国家更为有效的管理，交通状况的改善，经济和工业技术的发展，医疗和教育方面的提高。另一方面，殖民主义导致了殖民地当地的传统与文化的消失。

动物的进化

吉卜林撰写的《原来如此的故事》对许多动物外表特征的起源给出了一些有趣的说法。但在他的年代里，科学家认可的是查尔斯·达尔文的进化论。这位 19 世纪的英国学者在他前往南美洲的长途旅行中对物种的起源提出了著名的理论。

查尔斯·达尔文的日记

1831 年 12 月

我离开英国，前往南美洲的智利，进行长达五年的考察。我们的船“小猎犬号”现在就是我的家。

船穿过了大西洋。现在我们在巴西的巴伊亚，它位于南美洲的东海岸。

巴西有许许多多的鸟类和漂亮的花儿。不过，我们要沿着阿根廷海岸线南下。

阿根廷一些灭绝的动物的化石引起了极大的兴趣。我们继续南行，一直到巴塔哥尼亚。

接下来，我们沿南美洲西岸北上，制作智利海岸地图。这是我们此行的最初目的。

1835 年 9 月

我们继续航行。离开智利后，我们已到达太平洋加拉帕哥斯群岛(位于厄瓜多尔西部)。

岛上动植物的种类多得令人难以置信。这里的鸟类、爬虫类和植物在地球其他地方是看不到的。我相信这里与世隔绝，其独特的生物，如大蜥蜴和象龟，都是某种进化的结果，即“自然选择”。

1936 年 10 月

经过长达五年的旅行，英国海岸已出现在我的视野中。很高兴能回家，不过我的脑海里满是加拉帕哥斯群岛那令人难以置信的景象。到家后，我必须写下我的进化理论，觉得《物种起源》是个不错的标题。

词汇表

A

advice *n.* 建议, 劝告
alone *adv.* 独自地
anyway 无论如何, 总之
argue *n./v.* 争论
as fast as possible 尽快地
to attract *v.* 吸引
to avoid *v.* 避免, 远离
away *adv.* 在远处, 到远处, 离去

B

bad-mannered *adj.* 没礼貌的
bank *n.* 堤, 岸
because of *adv.* 因为
to believe *v.* 相信
better (*comp. of good*) *adj.* 更好的
both *pron.* 两者
bridge *n.* 桥
bush *n.* 矮树丛
business *n.* 事情, 事务, 业务
busy *adj.* 忙碌的
by five o'clock 五点钟前

C

to carry *v.* 运送, 运输, 带着
to catch *v.* 捕获
cave *n.* 洞穴
to chase *v.* 追赶
clever *adj.* 聪明的
cloud *n.* 云
to come out *v.* 出来
commotion *n.* 混乱, 喧闹
to cough *v.* 咳嗽
cricket *n.* 蟋蟀
crumb *n.* 碎屑, 面包屑
to curl *v.* 卷曲

D

dear *adj.* 亲爱的, 敬爱的, 宝贵的
death *n.* 死, 死亡
to disappear *v.* 消失, 不见
to discuss *v.* 讨论, 论述
dizzy *adj.* 眩晕的, 眼花的, 困惑的
Don't be angry! 别发火! 别生气!
double *adj.* 两倍的, 双倍的
to drop *v.* 落下, 减少, 下降
to drop off *v.* 越来越小, 逐渐减少
dry *adj.* 干的, 干燥的, 口渴的
during *prep.* 在...的期间, 在...的时候
dust *n.* 灰尘, 尘土
dusty *adj.* 满是灰尘的, 积满灰尘的

E

easier (*comp. of easy*) *adj.* 更容易的, 比较容易的
enough *adj.* 足够的, 充足的
even if *conj.* 即使
even more 还, 更
eventually *adv.* 最后, 终于
evolved (*past of to evolve*) *v.* (使)进化, (使)发展

F

fault *n.* 过错, 缺点, 故障, 毛病
to feel *v.* 感觉, 感觉到
to find out *v.* 找出, 发现
to fly off *v.* 飞出, 飞速(或突然)地跑掉
fold *n.* 折痕
foreign policy 外交政策

G

goods *n.* 货物
go on *v.* 继续下去, 进行

Got you! 抓住你了!

grate *n.* 筛滤栅, 篦条筛, 炉格栅

to guard *v.* 保卫, 看守

H

to happen *v.* 发生, 出现

heat wave *n.* 热浪, 热浪期(一段天气异常热的时期)

helpless *adj.* 无助的, 没用的

hiccup *n./v.* 打嗝

to hide *v.* 隐藏

Highness *n.* 殿下

hopping *n.* 跳跃

to howl *v.* 嚎叫, 怒吼

to hunt *v.* 打猎, 搜索

to hurt *v.* 刺痛, 伤害

hut *n.* 简陋小屋, 茅屋

I

ill *adj.* 不舒服的, 有病的

I'll ask (*v. fut.*), to ask *v.* 我要要求, 我要让

I'll come out (*v. fut.*), to come out *v.* 我要出来

I'll show him (*v. fut.*), to show *v.* 我让他瞧瞧

is going to 将要

itchy *adj.* 使人发痒的

it's time to 是该…的时候了

J

jig *n.* 快步舞, 吉格舞

to join *v.* 参加, 加入

joke *n.* 笑话, 恶作剧

just *adv.* 只是, 不过

L

lamenting *adj.* 悲伤的, 悲哀的

lazy *adj.* 懒惰的, 懒散的

to leave *v.* 留下, 出发, 离开

to let go *v.* 放手, 释放

to lie down *v.* 躺下

lived (*past of to live*) *v.* 生活, 过着, 度过, 经历

to look *v.* 看上去, 打量, 注视

to look like *v.* 像…, 似…

loud *adj.* 高声的, 喧闹的

lumpy *adj.* 粗糙的, 凹凸不平的, 粗笨的

M

manners *n.* 礼貌

marking *n.* 斑点, 花纹, 条纹, 记号

maybe *adv.* 大概, 或许

My goodness! 我的天哪!

N

nasty *adj.* 肮脏的, 难闻的, 烦人的

to need *v.* 需要

nicer (*comp. of nice*) *adj.* 更好些

nonsense *n.* 胡说, 废话

not even *adv.* 连…也不

O

once upon a time 从前

over *adj.* 完了的, 结束的

P

Parsee *n.* 帕西人

patch *n.* 小片, 一小部分, 碎片, 斑纹

paw *n.* 手掌, 手爪

people *n.* 人, 人们

perhaps *adv.* 或许

piggy *adj.* (眼睛)又小又难看的, 猪似的

plough *v.* 犁耕

proud *adj.* 骄傲的, 自豪的

R

raft *n.* 筏子, 木排

to reach *v.* 到达, 达到, 伸出, 影响

to realize *v.* 认识到, 了解, 实现, 实行
received (*past of to receive*) *v.* 收到, 接到, 接收
resourceful *adj.* 足智多谋的, 资源丰富的
rest *n.* 休息
rib *n.* 肋骨
robber *n.* 强盗, 盗贼
to rub *v.* 擦, 摩擦

S

seaweed *n.* 海草, 海藻
sensitive *adj.* 敏感的, 灵敏的
to set *v.* (星星、月亮、太阳)落下, 沉没
shadow *n.* 阴影, 影子
shape *n.* 外形, 形状, 形态
ship-wrecked *adj.* 船只失事的
smooth *adj.* 平滑的, 平坦的
so *conj.* 这样, 因而, 所以, 那么
so many 这么多
somewhere *adv.* 某处, 在某处
to spank *v.* 打...的屁股, 拍击
spinifex *n.* 三齿稗草
spot *n.* 场所, 斑点
starving *adj.* 饿得要死
still *adv.* 还, 仍, 更, 还要, 依然
stomach ache 胃痛, 肚子痛
suspenders *n.* 背带
sweater *n.* 厚运动衫, 毛线衫
swishing *gerund* 嗖嗖地挥动

T

Take that! 接招!
taste *n.* 味道, 味觉
to taste like *v.* 尝起来像

temper *n.* 脾气, 性情, 情绪

to thank *v.* 感谢

Thank goodness! 谢天谢地!

That will teach you! 给你一个教训!

throat *n.* 喉咙, 颈部

tickle *n.* 搔, 发痒

to tickle *v.* 使发痒

trick *n.* 诡计, 花招

trying *gerund* 在努力, 在尝试

U

to uncurl *v.* 使变直, 使舒展

until *prep.* 直到...的时候, 在...以前

upset *adj.* 心烦意乱的, 极其烦恼的

used (*past of to use*) *v.* 使用, 利用

useful *adj.* 有用的, 有益的

V

voyage *n.* 航行, 旅行

W

went (*past of to go*) *v.* 去, 离去, 走

what's wrong 怎么啦, 出了什么问题

whoever *pron.* 任何人, 无论谁

wise *adj.* 聪明的, 博学的

wish *n.* 希望, 愿望, 心愿

without *prep.* 没有, 不

woolly *adj.* 羊毛的, 覆盖羊毛的

worse (*comp. of bad*) *adj.* 更坏地, 更恶劣地

wrinkled *adj.* 起皱的

Y

yet *adv.* 仍, 至今, 更, 然而, 但是

参考答案

Story 1

p. 4-5

- 1 1) 一条鱼 2) 一群鱼
3) 海草 4) 珊瑚
5) 一条鲸鱼 6) 一条鲨鱼
7) 一艘沉船 8) 一个洞

p. 6

- 1 a-1 b-3 c-2

p. 7

- 3 1) ears 2) throat 3) tail 4) mouth

p. 12

- 4 1) c The whale has got a backache.
2) b The whale has got a headache.
3) a The whale has got a toothache.
5 a—sigh(叹息)
b—gulp(倒吸一口凉气, 噎住, 呛住)
c—burp(打饱嗝)
d—yawn(打呵欠)
e—gasp(气喘吁吁)
6 angry hungry ill big unhappy

p. 13

- 7 a-3 b-1 c-2
8 1) c) If I study, I can pass the test.
2) a) If I talk in class, I can't listen to the teacher.
3) e) If I run, I can catch the bus.
4) b) If I am hungry, I can eat a sandwich.
5) f) If I don't do my homework, I can't watch TV.
6) d) If I have got a stomach ache, I can't go to school.

Story 2

p. 14-15

- 1 1) 火烈鸟 2) 斑马 3) 河马

- 4) 秃鹰 5) 狮子 6) 棕榈树
7) 水池 8) 角马 9) 羚羊
10) 犀牛

p. 16

- 1 a-3 b-4 c-2 d-1 e-5

p. 17

- 2 1) 毛皮 2) 腿 3) 眼睛 4) 脚
3 1) skin 2) feet 3) legs
4) eyes 5) horn

p. 22

- 4 a-5 b-2 c-6 d-3 e-4 f-7 g-1
5 a-5 b-4 c-6 d-1 e-2 f-3
6 a-3 b-2 c-1 d-4

p. 23

- 7 a-3 b-5 c-1 d-6 e-2 f-4
8 1) Everest (珠穆朗玛峰) is 29,028 feet high.
2) An anaconda (水蟒) can be 20 feet long.
3) A gorilla (大猩猩) can be 5.5 feet tall.
4) Loch Ness (尼斯湖) is 754 feet deep.

Story 3

p. 24-25

- 1 1) 珍奇异鸟 2) 鳄鱼 3) 大象
4) 蟒蛇 5) 河 6) 树屋
7) 长颈鹿 8) 猴子
9) 人猿泰山 10) 树叶

p. 26

- 1 a-5 b-4 c-6 d-1 e-3 f-2

p. 27

- 2 a-4 The snake leaves some marks on the ground.

b-3 The boy does not wear his boots.

c-2 The cat does not eat flies.

d-1 The elephant has got a trunk.

p. 32

3 a-4 b-1 c-5 d-2 e-3

p. 33

6 a-3 b-5 c-1 d-6 e-2 f-4

7 1) refreshing 2) irritating

3) curious 4) useful

8 a-3 b-2 c-4 d-1

Story 4

p. 34-35

- | | |
|------------|-----------|
| 1 1) 蜥蜴 | 2) 桉树 |
| 3) 大冠鹦鹉 | 4) 艾尔斯巨石 |
| 5) 蜘蛛 | 6) 死水潭 |
| 7) 长尾鹦鹉 | 8) 澳洲野狗 |
| 9) 树袋熊, 考拉 | 10) 土著人岩画 |

p. 36

1 a-2 b-5 c-1 d-6 e-3 f-4

p. 42

3 a-4 b-1 c-2 d-3

- 4 1) tomorrow 2) lunch
3) breakfast 4) afternoon
5) o'clock

5 a-fast b-strong c-clever d-big

p. 43

6 busy

7 a-2 b-3 c-4 d-5 e-1

- 8 1) 6(马有四条, 人有两条)
2) 22(一个足球队有 11 人)
3) 不确定(世界各地共发现蜈蚣
3000 余种, 足的数目从 15 对到
191 对不等。)

4) 8

5) 0

6) 4

9 1) Yes 2) No 3) Yes 4) Yes 5) No

Story 5

p. 44-45

- | | | |
|---------|--------|---------|
| 1 1) 鹦鹉 | 2) 兰花 | 3) 水虎鱼 |
| 4) 树獭 | 5) 青蛙 | 6) 短鼻鳄鱼 |
| 7) 猴子 | 8) 大蚂蚁 | 9) 藤 |
| 10) 睡莲 | 11) 水蟒 | 12) 树根 |

p. 46

- 1 1) LETTUCE 莴苣 2) PAW 脚爪
3) SPOON 匙 4) SNAIL 蜗牛

p. 47

2 1) paw 2) shell 3) lettuce 4) spoon

p. 52

- 3 1) curl 2) can 3) ball
4) swim 5) eat 6) fast

4 With a mouse, you must use cheese to catch him.

With a horse, you must use your feet to make him jump.

With a dog, you must throw a ball to play with him.

With a parrot, you must talk to him to teach him to speak.

5 1) H 2) PJ 3) H 4) PJ 5) T 6) T

p. 53

7 a-5 b-1 c-4 d-2 e-3

8 4-2-5-1-3

Story 6

p. 54-55

- | | | |
|----------|--------|-------|
| 1 1) 鸭嘴兽 | 2) 食蚁兽 | 3) 犰狳 |
| 4) 变色龙 | 5) 鬣蜥 | 6) 海马 |
| 7) 袋獾 | 8) 树獭 | |

p. 56

1 1) F 2) T 3) T 4) F

p. 57

- | | |
|------------|----------|
| 2 1) 刺猬—蜗牛 | 2) 乌龟—莴苣 |
| 3) 美洲虎—羚羊 | 4) 青蛙—苍蝇 |

p. 62

- 3 2) can can 3) can
4) can can't
不押韵句: 3)

5 a-4 b-3 c-1 d-2

p. 63

- 6 5-11-7-1-13-6-12-3-2-4-9-8-10
7 a-4 b-1 c-5 d-3 e-2

Story 7

p. 64-65

- 1 1) 暴龙 2) 翼龙 3) 三角龙
4) 迅猛龙 5) 火山 6) 巢穴
7) 雷龙 8) 沼泽 9) 剑龙
10) 蛋

p. 66

| | | |
|---|----------------------------|--------------|
| 1 | Animals that work with man | Wild animals |
| | camel | crocodile |
| | horse | dinosaur |
| | ox | jaguar |

p. 67

2 a-3 b-5 c-1 d-6 e-2 f-4

p. 72

- 3 a-4 b-1 c-5 d-2 e-3
Tuesday and Thursday
4 a-3 b-1 c-2 d-4

p. 73

- 5 a-3 b-6 c-1 d-5 e-2 f-4
6 1) don't have to 2) have to
3) don't have to 4) have to

p. 75

- 1 1) leopard 2) zebra 3) frog
4) crocodile 5) panther 6) snake
7) lioness 8) monkey

Story 8

p. 76

1 a-2 b-4 c-3 d-1

2 a-2 b-4 c-1 d-5 e-3

p. 82

- 3 a-2 b-1 c-6 d-5 e-3 f-4
4 1) rabbit 2) snake
3) dog 4) bird
5 1) hear 听 2) see 看
3) smell 闻 4) taste 尝

p. 83

- 6 1) smell 2) taste 3) see 4) hear
7 a-3 b-4 c-1 d-5 e-2
8 a-2 b-4 c-5 d-1 e-3

背景知识

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- 1 1) T 2) T 3) T 4) F 5) F
6) T 7) F 8) T 9) T 10) F
2 a-2 b-5 c-1 d-3 e-4
3 themes, patriotism, English, active, Britain's, empire

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- 1 1-Canada 2-South Africa
3-Australia 4-Burma
5-India 6-Kenya
2 1) F 2) F 3) F 4) T
5) F 6) T 7) T 8) F

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- 1 1) Brazil, Chile, Argentina
2 a-5 b-7 c-1 d-6 e-4 f-3 g-2

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- 1 a-3 b-6 c-1 d-9 e-2 f-7
g-8 h-4 i-5

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2 a-2 b-1 c-7 d-3 e-5 f-6 g-4

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- 3 a-5 b-3 c-7 d-1, 10 e-4, 6
f-8 g-9 h-2

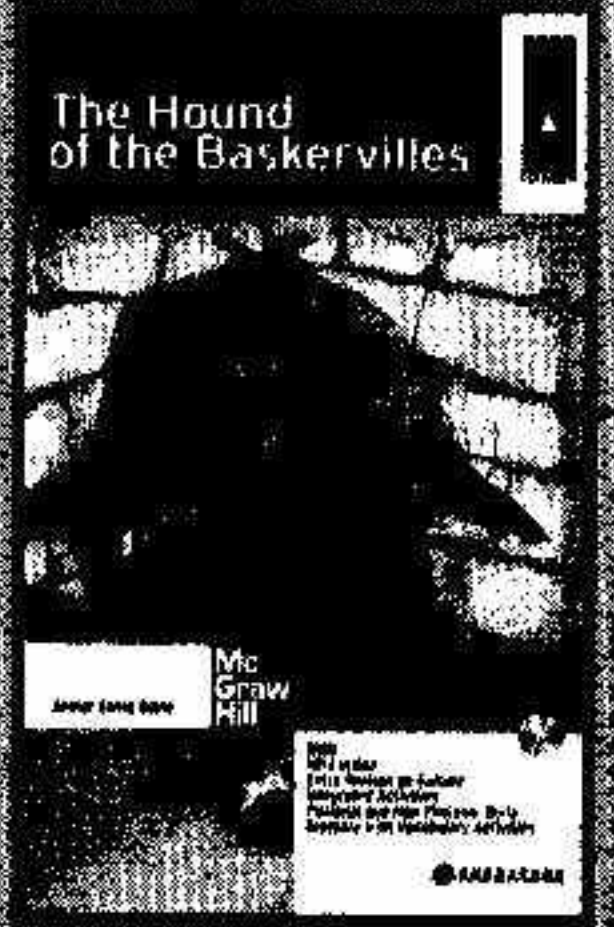
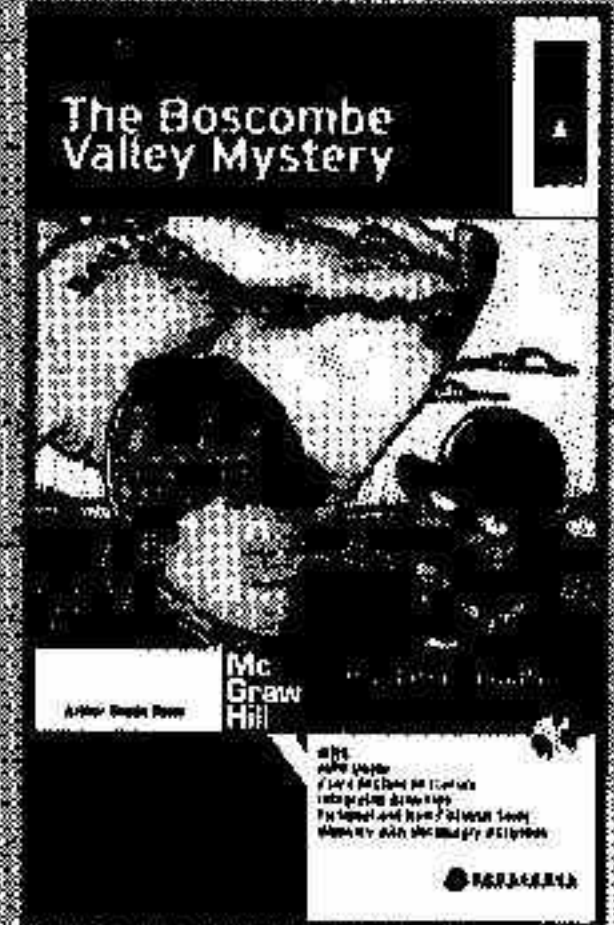
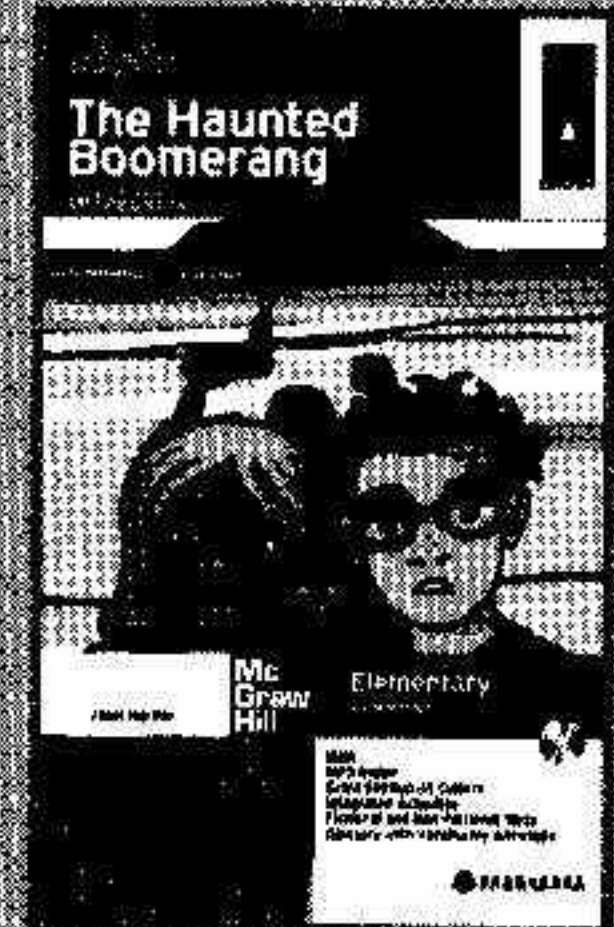
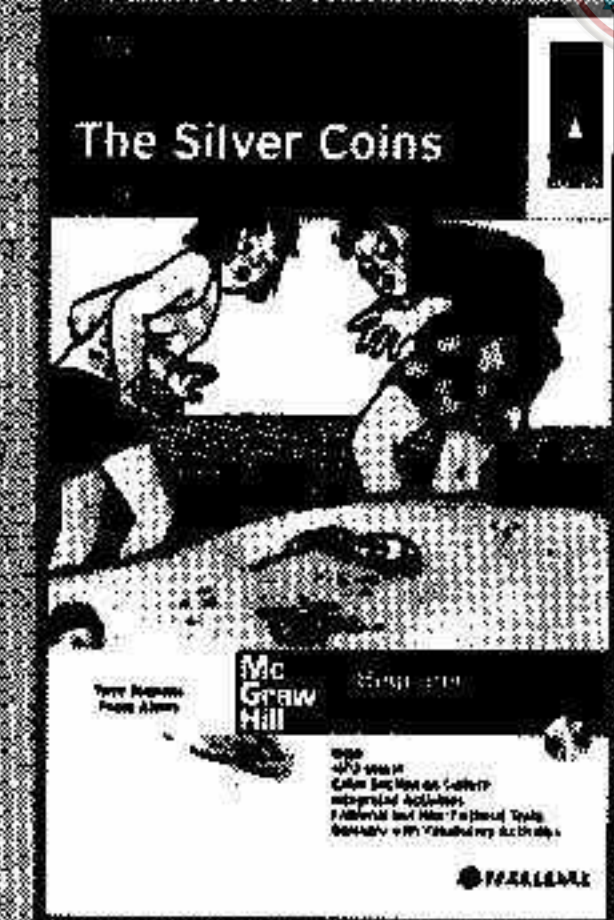
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