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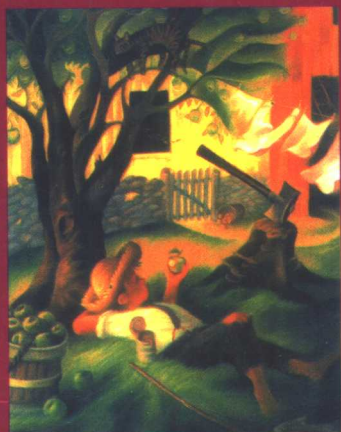
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· 面向非英语国家读者 ·

伴随我们成长的故事

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STORIES
WE BROUGHT
WITH US



● 中央编译出版社



PRENTICE HALL REGENTS

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Stories We Brought With Us

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李 梅 注释



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TO THE TEACHER

The idea for this book came from our students' interest in reading and telling stories that were handed down to them by their parents, grandparents, and teachers in their own countries. Some of the stories in this collection may already be familiar to your students; others may not be. We hope that students will react to the stories, ask questions, make comments, tell other versions, and finally relate stories from their own countries.

Each story in this book has two versions. Version A uses less complex structures and more limited vocabulary. Version B uses a greater variety of structures and is more idiomatic. Telling the story twice allows the students to grasp the story line and characters in version A so that when they read version B, they can be more attentive to structure and vocabulary. Accordingly, each story also has two sets of exercises. We don't recommend that all students do all of the exercises; you will want to decide which exercises are appropriate for your students. For example, all students can do "Before You Start to Read," Which is found before the A version of each story, and "Topics for Discussion/Writing," which is usually at the end of the B version.

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Questions marked (*) require students to compare one story to another story in the book. There are many exercises, too, that require higher-level cognitive skills, such as making inferences, drawing conclusions, comparing stories, and making analogies, because we recognize that many students with low reading levels in English have high-level thinking skills that are rarely challenged by most low-level ESL readers.

In addition to the exercises we have included, you may want to try the following activities with your classes.

1. **Dictation** After students have read and are familiar with the story, dictate a paragraph one sentence at a time, at normal speed. As an alternative, do a cloze dictation using a mimeographed paragraph with every *nth* word deleted.
2. **Read and Look Up** To encourage students to read at the sentence level rather than word by word, ask them to read a sentence or short paragraph and then look up. Then ask for information from that sentence or paragraph.
3. **Rewrite** Ask the students to rewrite the story, either individually or in groups.
4. **Retell** Ask students to retell the story, either orally or in writing. They may want to use the illustrations in the book as a guide. (You will notice that the illustrations for "The Ant and the Cicada," page 32, form a sequence that tells the complete story.) Try retelling this story first if students have difficulty remembering details and sequence.

***TO THE TEACHER* III**

Learning to read in a second language is often hard work. But we think that it can be a source of pleasure and satisfaction--even for beginning students. Sharing stories and folktales is one way to encourage such enjoyment.

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Carol Kasser
Ann Silverman

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A LESSON IN PERSISTENCE

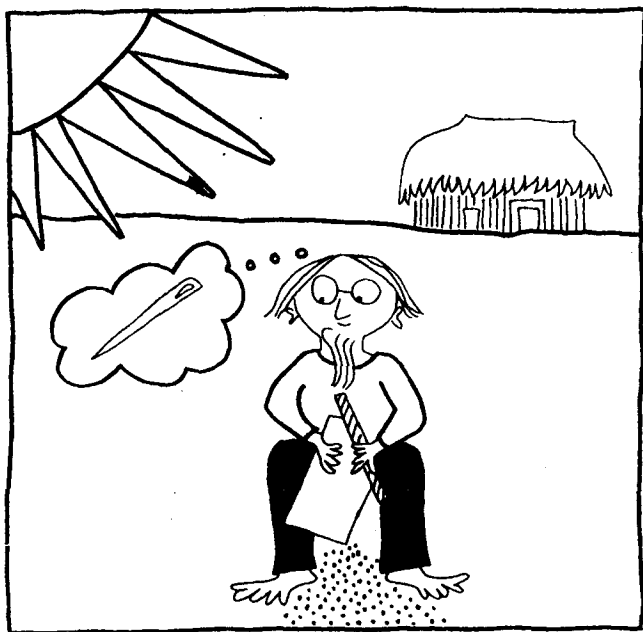
Before you start to read

- Look at the picture. Do you think the story will be about a young person or about an old person? A man or a woman? Modern times or old times? Explain why you think so.
- The title says this story will teach you a lesson. As you read the story, try to guess what the lesson is.
- Persistence means continuing to do something for a long time, even when other people think you are wrong or foolish. Can you think of something you persist in doing because you know it is right? Can you think of something you or others persist in doing even though it is wrong?
- Is persistence always good? What do you think about each of the following?
 - a. an athlete who persists in practicing
 - b. a child who persistently asks for candy
 - c. a persistent cough

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- d. a dog that barks persistently
- e. someone who tries persistently to find a job

○ As you read, decide whether the old man's persistence is good or bad. Be prepared to explain your answer.



A LESSON IN PERSISTENCE^①

A

- 1 **A long time ago, there was an old man who was very patient.**^② Every day, he sat in front of his house doing the same job. He was patiently sharpening a piece of iron.
- 2 One day his neighbor saw him **at work.**^③ He asked the man, "What are you doing?" The old man said, "I want to make this iron into a needle".
- 3 The neighbor was surprised because the piece of iron was big, and a needle is very small. He asked the man "**How long will it take you to finish making the needle?**"^④
- 4 The old man answered, "I don't know. If I die before I finish, I will leave this work for my son. And if my son dies before it is finished, he will leave this work for my grandchildren. Someday, this piece of iron will be a needle".

VOCABULARY

- | | |
|----------------------------------|----------------|
| 1. lesson['lesn] | n. 经验, 教训, 课 |
| 2. persistence[pə' sistəns] | n. 坚持, 持续 |
| 3. persist[pə' sist] | v. 坚持, 固执 |
| 4. athlete['æθlit] | n. 运动选手, 运动员 |
| 5. practice['præktis] | v. n. 练习, 实习 |
| 6. persistently[pə' sistəntli] | adv. 坚持不懈地 |
| 7. persistent[pə' sistənt] | adj. 坚持的, 固执的 |
| 8. bark[bak] | v. (指狗等) 吠叫 |
| 9. patient['peɪfnt] | adj. 有耐性的, 忍耐的 |
| 10. patiently['peɪfntli] | adv. 耐心地 |
| 11. sharpen['ʃæpən] | v. 使尖锐 |
| 12. neighbor['neɪbə] | n. 邻居 |
| 13. needle['ni:dl] | n. 针 |

NOTES

1. 在中国古代亦有类似的铁杵磨成针、愚公移山的故事。这些故事旨在告诉人们: 只要坚持不懈, 就没有做不到的事情。
2. **A long time……patient.** 很久以前, 有一位非常有耐心的老人。该句是一个“there + be + 名词 + 地点(时间)状语”的结构, 表示某处(某时)存在某事物。“there”是一个引导词, 已失去原来的词义, 但 be 必须和后面的主语在数、时

态方面保持一致。例如: There is a picture on the wall. 墙上有张画。

3. **at work (on sth.)**: 固定词组, 意为“在工作, 忙于”。

4. **How long…… needle?** 你磨好这枚针需要多长时间呢?

“It takes sb. some time to do sth.”是英文中常用的表达方式, 表示“某人花多少时间做某事”。例如: It took him three days to finish the job. 他用三天时间完成了工作。

Exercises

A

Word Choice

Choose from the following prepositions to fill in the blanks.

at for in into of from

1. The old man was _____ work.
2. He had a piece _____ iron.
3. He wanted to make it _____ a needle.
4. He might have to leave this work _____ his son.
5. This story gives us a lesson _____ persistence.

Use the related forms of each word to fill in the blanks.

patience patient patiently

1. It is important to have _____ with children.
2. You must be very _____ when you study a new language.
3. Joe worked slowly and _____ on the assignment.

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persist persistent persistently persistence

1. If you study _____, you will learn English.
2. Sometimes it is hard to _____ in your studies when you have other things to do.
3. But with a little _____ you can learn English and do well in school.
4. If you are _____, all of your hard work will pay off.

surprise surprised surprising surprisingly

1. The cat _____ me when it jumped on me.
2. There is a _____ for you on the desk.
3. Betty and Jill did _____ well in the race.
4. It is _____ how well you can do if you persist.

Reading from Context

Look at the original sentences in the story to guess the meaning of the underlined words in the following sentences.

1. "The old man responded, 'I don't know.' "(paragraph 4)
2. "Daily, he sat in front of his house doing the same task." (paragraph 1)
3. "If my son dies before it is completed, he will leave this work for my grandchildren." (paragraph 4)

Idiom Practice

Notice this idiom with *take*: "How Long will it take you to finish?" Practice that idiom by asking your classmates these questions

and reporting their answers to the class.

- ☐ How long does it take you to go home from school every day?
- ☐ How long did it take you to eat your dinner last night?
- ☐ How long does it take you to get dressed in the morning?
- ☐ How long will it take you to complete your courses?
- ☐ How long would it take you to save enough money for a car?

Punctuation

Copy these sentences, adding punctuation and changing small letters to capital letters as needed.

1. what are you doing the old mans neighbor asked

-
2. the old man said if I die before the work is finished my son will finish it
-

Sounds and Spellings

Ten of the following words contain the /sh/ sound. Can you find these ten? (*Hint*: Say each word, and listen for the /sh/ sound somewhere in the word.)

finished	grandchildren	lesson	machine	national
ocean	patiently	surely	racial	sharpening
special	permission	teacher	which	surprised

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Homophones are same-sound words with different spellings, like *here* and *hear*. English has hundreds of homophones, including

I, eye	no, know	piece, peace
so, sew	too, two	would, wood

Find the correct word from that list to fill in each blank. Write or print that word in the blank.

Example: The doctor told me to close my right _____.

1. A bicycle has _____ wheels.
2. Where _____ you like to go?
3. People use needles when they _____.
4. The old man had a _____ of iron.
5. We don't _____ the man's name.
6. We get _____ from trees.
7. Tell me yes or _____.
8. Patricia was tired, _____ she sat down.
9. Candy is sweet, and cake is, _____.
10. Why is there war when everyone wants _____?