

· 朗文常青树英语学习系列 ·

英语故事课堂:

读故事学英语

Stories We Brought With Us

Carol Kasser Ann Silverman

[英] 卡罗尔·卡塞 安·西尔弗曼

著



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THIRD EDITION

STORIES

WE BROUGHT

WITH US

BEGINNING READINGS

英语故事课堂：读故事学英语

Carol Kasser · Ann Silverman

卡罗尔·卡塞 · 安·西尔弗曼

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To the Teacher

The idea for *Stories We Brought with Us* 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 book 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 relate stories from their own countries.

Each story is presented twice. Version A uses less complex structures and more limited vocabulary. Version B uses a greater variety of sentence structures and is more idiomatic. Telling the story twice allows both teachers and students a great deal of flexibility, since many ESL classes include students at different reading levels. For example, in some classes, one group of students might read version A, while another group reads version B. In other classes, all students might read both versions, which allows them 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 has two sets of exercises. Not all students will necessarily do all the exercises. Choice of exercises will depend on how your own class uses the book. In all cases, students should do the Before You Read exercise at the beginning of each chapter, and the Discussion and Writing exercises at the end of each chapter.

Every chapter begins with one or more illustrations. Some show a variety of scenes in the story, and others depict the main idea. These illustrations, along with the Before You Read questions, are an excellent springboard for discussion.

Beneath each story title the country or region of origin is given. In many cases, more than one country has claimed a story. We did our best to find out to which country each story is most often attributed, but in some cases we were unable to identify the origin of these tales. Those stories are listed as "traditional folktales." Where we do list origins, you may find that some students disagree. If this happens, encourage the students to discuss what they know about the folktale.

Following the opening page you will find Comprehension, Vocabulary, and Grammar exercises for both versions of the stories. Where appropriate, we have included Dictionary Skills exercises and Spelling and Pronunciation exercises. Each chapter concludes with Discussion and Writing and Just for Fun. At the end of the book is a glossary of words that some students may find challenging.

In addition, you may want to try these 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. You can also do a cloze dictation using photocopies of a paragraph, or dictate the whole story with every n^{th} word left blank.
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 the information from that sentence or paragraph.
3. **Rewrite:** Ask the students to rewrite the story, either individually or in groups.
4. **Retell:** Ask the students to retell the story in their own words. They may want to use the illustrations in the book as a guide. (For example, the illustrations for "The Ant and the Cicada" form a sequence that tells the complete story.) If students have difficulty remembering details and sequence, try retelling the story first.

Learning to read in a second language is often hard work, but we think that it can be a source of pleasure and satisfaction for all students. Sharing stories and folktales is one way to encourage such enjoyment. We hope that you and your students will find these stories a rich source of learning – both about each other and the English language.

ACKNOWLEDGMENTS

This book has benefited from the help of many people. In particular, we would like to express our gratitude to our professors, Virginia French Allen and Donald Knapp, who inspired a generation of teachers by their example.

We gratefully acknowledge the suggestions of our colleagues at the Community College of Philadelphia, the enthusiasm and support of Beth and Pierre Montagano, and the patience and skill of our editors—Laura Le Dr an, Acquisitions Editor, Andrea Bryant, Development Editor, and Chris Lauricella, Senior Production Editor—in helping to make this edition of *Stories We Brought with Us* a reality.

Most of all, we thank our students, who brought these stories with them.

致教师

写《读故事学英文》这本书的想法来自于我发现学生们对一些小故事十分感兴趣，这些故事也都是来自于他们的家长和老师。这本书里的一些故事也许是您的学生所熟知的，但也会有一些对他们来说是新鲜的。我希望学生们能够就这些故事提出问题，做出讨论，讲出其他的译文，并且能够与其本国相类似的故事联系起来思考。

每篇故事都有两种译文。译文 A 使用了比较简单的句子结构和词汇，译文 B 的句子结构有了更多的变化，更符合习惯的表达方式。这两种译文的故事给老师和学生都带来了更大的灵活性，因为在母语非英语的班级中拥有着不同阅读层次的学生。比如，在一些班级中，可以让一些同学读译文 A，其他同学读译文 B；而在另一些班级里，可以让学生们同时读这两种译文，在读译文 A 时掌握文章的情节和人物，这样可以帮助学生在读译文 B 时更注意文章的结构和词汇。每篇故事都有两套练习题，不必要求学生们做所有的练习题，练习题的选择可由班里如何使用这本书而定。但学生一定要做每章开始时的读前（Before You Read）练习和文章末尾的讨论和写作（Discussion and Writing）练习。

每篇文章的开始都有插图，有些插图包含了许多故事情景，还有一些则暗示了故事的中心思想。这些插图与读前（Before You Read）练习题相结合对故事的讨论（discussion）是一个很好的跳板。

在每篇文章标题下面都标出了该篇文章源于何处，但在许多情况下，一些国家都自称该故事源于她们国家，我们只能尽力去发现哪个国家最有可能是故事的起源地，但有时确实很难找到这些故事源于何处，这些故事就被列为“传统的民间故事”。在我们已列出起源地的故事里，你可能也会发现同学们对此有异议。如果是这样，要鼓励学生对他们所知道的民间故事进行讨论。

在每种译文后，你都会发现阅读、词汇和语法练习。在适当的地方我们加进了词典技巧练习、拼写和发音练习。每篇文章结尾处都有讨论、写作和趣味练习。在本书末尾附有词汇表，它也许是对一些同学的挑战。

另外，您可以在班级里组织一些活动：

1. 听写：在学生读完并对该故事熟悉以后，挑选文章中一段以正常的语速给学生听写，段中的每一句只讲一遍。您也可以将文章的一段复印后做完型填空

听写，或对整篇文章进行完型填空听写。

2. 阅读和查阅：鼓励学生以句子层面来阅读而不是在单词的层面上，让他们先读一句或一小段然后再查阅字典。之后，可以就本句或段落问一些相关问题。

3. 改写：让您的学生以个人或小组的形式重新改写该故事。

4. 复述：让学生以他自己的语言来复述故事。他们可以使用书中的插图来作为引导（比如插图“蚂蚁和蝉”描述了整个故事的顺序。）如果学生在回忆细节和顺序上有困难的话，让学生首先试着复述该故事。

学会用外语来阅读是非常艰苦的工作，但我们认为它可以成为一种快乐和满足的源泉，共同分享这些故事和民间传说是一种享受的方式。我们希望您和您的学生将会发现这些故事带来了丰富的知识源泉。

鸣谢

这本书的出版受益于各方的大力帮助。特别是我们想对 Virginia French Allen 和 Donald Knapp 两位教授表达我们诚挚的谢意，以他们为榜样鼓励了我们一代的教师。

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特别感谢我们的学生，是他们给我们带来了这些故事。

Contents

	To the Teacher	III
Chapter 1	A Lesson in Persistence	1
Chapter 2	A Wise Wish	12
Chapter 3	The Ant and the Cicada	20
Chapter 4	Señor Billy Goat	29
Chapter 5	The Mountain God and the River God	38
Chapter 6	The Golden Touch	47
Chapter 7	Ritva's Quilt	55
Chapter 8	The Farmer, the Son, and the Donkey	63
Chapter 9	The Magic Box	73
Chapter 10	Juan Bobo and the Pot	82
Chapter 11	The Wolf and the Stork	91
Chapter 12	The Tortoise and the Hare	99
Chapter 13	A Thief's Story	107
Chapter 14	The Story of the Smart Parrot	115
Chapter 15	Nolbu and Hyungbu: The Story of Two Brothers	123
Chapter 16	The Golden Ax	133
Chapter 17	The Lion and the Hyena	142
Chapter 18	Why Female Mosquitoes Bite	150
Chapter 19	The Smartest Animal	161
Chapter 20	Bouki Rents a Horse	169
	Glossary	178
	词汇表	186
	参考译文	192
	参考答案	200

A LESSON IN PERSISTENCE

a traditional folktale



BEFORE YOU READ

A and B

1. Look at the picture. Do you think the story will be about a young person or an old person? A man or a woman? Does the story take place in the city or the country? Explain why you think so.
2. When people have *persistence*, they continue to do something for a long time, even when other people think it is 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?
3. Is persistence always good? What do you think about each of the following?
 - an athlete who persists in practicing
 - a dog that barks persistently
 - a child who persistently asks for candy
 - a person who tries persistently to find a job
 - a person with a persistent cough

WHILE YOU READ

1. The title says this story will teach you a lesson. As you read the story, try to guess what the lesson is.
2. 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 long time ago, there was an old man who was very patient. 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. 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 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."

COMPREHENSION

- 1 Write **T** next to the sentences that are **true**. Write **F** next to the sentences that are **false**. The first one is done for you.

1. T The man worked at home.
2. _____ The old man worked quickly.
3. _____ The old man was patient.
4. _____ The old man might not finish the job himself.
5. _____ The old man was persistent.

2 Circle the letter of the word or words that best completes each sentence. The first one is done for you.

1. This story happened _____.
 - a. today
 - b. yesterday
 - c. a long time ago
2. The man in the story was _____.
 - a. young
 - b. old
 - c. middle-aged
3. The man wanted to make _____.
 - a. a piece of iron
 - b. a needle
 - c. a house
4. The neighbor was _____.
 - a. surprised
 - b. happy
 - c. persistent
5. Making the needle will probably take _____.
 - a. one day
 - b. a few weeks
 - c. many years

VOCABULARY

1 Complete the sentences with words from the list. The first one is done for you.

finished	iron	patiently	sharpening
needle	neighbor	grandchildren	
persistence	piece	surprised	

1. The man worked patiently at his job.
2. Jim was _____ his knife so that it would cut better.
3. Amy was using a _____ and thread to sew a dress.
4. It is important to have _____ when you do a difficult job.
5. My _____ lives across the street.
6. Virginia was very _____ when she saw her present.
7. Have you _____ your homework yet?
8. Would you like a _____ of candy?
9. The worker used _____ to make steel.
10. The children of my children are my _____.
11. Why is there war when everyone wants _____?
12. My sister and _____ went to the movies yesterday.

2

Look back at the story. Find the sentence in the paragraph shown in parentheses. Then, find the words that mean the same as the underlined words. The first one is done for you.

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

GRAMMAR

1

Complete the sentences with the correct form of each word. The first one is done for you.

patience patient patiently

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

persist persistent persistently persistence

4. If you study _____, you will learn English.
5. Sometimes it is hard to _____ in your studies when you are busy.
6. But with a little _____ you can learn English and do well in school.
7. If you are _____, all of your hard work will pay off.

surprise surprised surprising surprisingly

8. The cat _____ me when it jumped on me.
9. There is a _____ for you on the desk.
10. Betty and Jill did _____ well in the race.
11. It is _____ how well you can do if you persist.

- 2 Notice how the verb **take** is used in the question **How long will it take you to finish?** Practice asking questions with **how long** and **take**. Ask a partner the following questions and report the answers to the class.

1. How long does it take you to go home from school every day?
2. How long did it take you to eat your dinner last night?
3. How long does it take you to get dressed in the morning?
4. How long will it take you to complete your courses?

PRONUNCIATION AND SPELLING

- 1 Ten of the following words contain the /sh/ sound. Say each word aloud or repeat after your teacher, and circle the words with the /sh/ sound. The first one is done for you.

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

- 2 **Homophones** are words that sound the same but have different spellings, such as **here** and **hear**. English has many homophones including:

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

Complete the sentences with words from the list. Use a dictionary if you need help. The first one is done for you.

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

WHILE YOU READ

1. The title says this story will teach you a lesson. As you read the story, try to guess what the lesson is.
2. 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 Long ago, there lived an old man who sat patiently working in his front yard every day. He was slowly sharpening a piece of iron. His only tool was a file.
- 2 One day, his neighbor saw him at work and asked him what he was doing. The old man explained that he wanted to make the iron into a needle.
- 3 The neighbor was very surprised to hear that, because the piece of iron was very big, and a needle is very, very tiny. He asked, "Won't it take many years to finish making the needle?"
- 4 The old man responded that he did not know how long it would take to finish the job of making the needle. But if he died before it was completed, he would leave the work for his son. And if his son died before it was finished, he would leave it for the old man's grandchildren. Someday, the piece of iron would become a needle.

COMPREHENSION

Answer the following questions in pairs or small groups.

1. What was the old man making?
2. How long will it take for the old man to finish?
3. Why was the neighbor surprised?
4. What will happen to the piece of iron if the old man can't finish his work?
5. Why is this story called "A Lesson in Persistence"?

VOCABULARY

1 Match the words in the first column with their definitions in the second column. The first one is done for you.

- | | |
|--------------------------|--|
| 1. <u>a</u> a yard | a. an instrument used to make things smooth |
| 2. <u>her</u> sharpening | b. very small |
| 3. <u>a</u> a tool | c. an instrument used to make or repair things |
| 4. <u> </u> a file | d. answered |
| 5. <u> </u> explained | e. making a point or an edge |
| 6. <u> </u> tiny | f. gave reasons for; made clear |
| 7. <u> </u> responded | g. the land around a house or building |
| 8. <u> </u> completed | h. finished |

2 Three words in each of these rows have almost the same meaning. One word has a different meaning. Circle the word that has a different meaning. Use your dictionary if you need help. The first one is done for you.

- | | | | |
|--------------|----------|-------------|------------|
| 1. make | produce | <u>take</u> | create |
| 2. answer | finish | reply | respond |
| 3. surprised | amazed | afraid | astonished |
| 4. old | happy | ancient | elderly |
| 5. working | laboring | toiling | asking |

3 Circle the correct answers. The first one is done for you.

1. Which of the following are tools?

files hammers yards
neighbors saws tables

2. Which of the following are metals?

copper cotton gold meat
iron silver tin wood

3. Which of the following are people?

babies cars daughters grandchildren
needles sons neighbors houses

4 Look back at the story. Find the sentence in the paragraph shown in parentheses. Then, find the words that mean the same as the underlined words.

1. The neighbor was very amazed to hear that because the piece of iron was very huge, and a needle is very, very tiny. (paragraph 3)

amazed _____

huge _____

2. The old man replied that he was unsure how long it would take to complete the task of making the needle. (paragraph 4)

replied _____

was unsure _____

complete _____

task _____

DICTIONARY SKILLS

Dictionaries often have more than one definition of a word. Look at the three words below and their definitions. Then, write the letter of the definition of the word as used in each sentence. The first one is done for you.

iron

- (noun) a common heavy metal
- (noun) an instrument with a flat bottom that is heated and used to smooth clothes
- (verb) to smooth clothes with a heated instrument with a flat bottom

- The man was sharpening a piece of iron. a
- I have to iron my dress so it will look nice. _____

patient

- (noun) a person who is getting medical treatment
 - (adjective) able to wait calmly for a long time
- The old man was very patient. _____
 - The doctor gave his patient some medicine. _____

needle

- a. (noun) a small, thin, pointed piece of steel or metal used for sewing
 - b. (noun) a small, thin, pointed instrument used by doctors to put medicine into a person
5. The woman was looking for a needle and thread so she could sew a button on her coat. ____
6. The baby cried when the doctor gave him a needle in his arm. ____

GRAMMAR

1

There are two ways to report what someone says. *Direct speech* reports exactly what someone said and uses quotation marks. *Indirect speech* reports the idea of what someone said and does not use quotation marks. Look at the following examples:

1. **Direct:** The man's neighbors said, "We are surprised."
2. **Indirect:** The man's neighbors said that they were surprised.

What differences do you see between direct speech and indirect speech? Look at the punctuation, the verb tenses, and the pronouns.

Read each of the following sentences in indirect speech. Then complete the sentences below in direct speech. The first one is done for you.

1. The old man answered that he wanted to make a needle.
The old man answered, "I want to make a needle."
2. Then he said that he didn't know how long it would take.
Then he said, _____
3. He also told his neighbor that he would leave the work for his son.
He also told his neighbor, _____