

• 上外 — 朗文学生系列读物 •

Short Stories for Comprehension

Ken Methold

妙语短篇

B1



上海外语教育出版社



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前言

“上外— 朗文学生系列读物”是专门为学生编写的一套阅读理解教学参考图书。内容循序渐进,适合中学与大学不同年级的学生及不同程度的英语自学者,其目的在于帮助读者提高英语阅读理解能力,增加词汇量及增进对英语语法和句型的认识。每册的课文都是一些妙趣横生的故事和西方家喻户晓的笑话。通过阅读,读者还能增进对西方幽默感的理解。

每篇故事后附有六、七项练习,所用的词汇大都可以在课文中找到,一方面方便读者理解题目,另一方面令所学过的词汇在各课不断重现,使学生加深印象。

练习主要包括两大类型:

- (1) 在英语考试中常见的练习,如多项选择题、正误题等。
- (2) 专门针对中国学生在英语学习中的难点而编写的练习,例如辨别不同的词类、如何正确选用介词、为单词或习语寻找同义词或反义词等。

以下概括地介绍这套丛书各类练习题及它们在教学上的主要作用。

多项选择题:

多项选择题是英语测试中经常出现的题型之一。这套丛书中每个故事后所附的第一个练习就是多项选择题。初级读物(A)的多项选择题由四小题组成,每题有四种选择;中级读物(B)也是由四小题组成,但每题有五种选择;而高级读物(C)则由五小题组成,每题四种选择。这样安排的目的是随着程度的加深,对读者的选择能力有进一步的要求。

正误题:

正误题也是一般英语测试中常见的题型,因此本套丛书中大部分课文后都编排了这种题目,特别在A级和B级读物中。在句子中删除或加进一两个字,往往会使句子的含义完全改观。这类练习不但测试学生对课文内容的理解力,也测试他们对句型的认识。

配对题:

本系列各册有两类配对题,最常见的一类是把两个不完整的句子配对,使

之成为完整的一句话。这类练习把四个句子分解成八段，并把它们混杂排列，学生必须把它们重新拼成四句完整的句子。练习中的句子全都与同一单元中的故事有关。因此，学生阅读课文时要非常注意句子的正确意思及句型结构。这类练习能训练学生考虑：

- (a) 怎样才算是完整的句子；
- (b) 词与词之间是怎样联系的；
- (c) 句子的整体意义是否合理。

第二类配对题要求将问题与答案配对，学生要为每个问题找出相应的答案来。这类练习题可帮助学生：

- (a) 在面对多个问题时判断出正确的答案；
- (b) 联系故事内容考虑答案；
- (c) 熟悉 Who, What, Why, How, Where 等特殊疑问句的句型。

词汇练习：

词汇练习的目的在于帮助学生复习学过的词汇及测试他们记忆词汇的能力。练习重点放在每课的新词上。

其中一类练习是向学生提供词义解释，然后要他们在故事中找出符合这一解释的词汇来。这种练习引导学生用英语去理解词汇的含义，而不是简单地、机械地熟记其中文意思。

另一类词汇练习要求学生在故事中找出所给单词的反义词。这样做不但引导学生用英语去思考词义，同时迫使他们去思索与其相反的意思，从而扩展他们的词汇知识。

为了增加学生对做练习题的兴趣，词汇练习中还包括填字游戏和其他趣味性习题。

拼写练习：

这类练习只在 A 级读物中出现。对于有了一定英语基础的学生，拼写便成为一个较为次要的问题。拼写练习的形式有：

- (a) 要求学生在句中指出拼写错误的单词，并改正它们；
- (b) 把某个单词中字母的次序弄乱，要求学生把它们重新正确排列；
- (c) 要求学生补齐句子中不完整的词。

填空练习：

这类练习的形式很多，例如：

(a) 给学生一段有关课文内容的短文, 要求他们把所缺的单词填写出来。这些短文都经过特别设计, 用不同的方式改写课文中的故事, 学生必须既理解故事内容, 又弄懂短文意思才能正确填空。

(b) 有些短文有意留空不同的词类, 要求学生填上适当的名词、动词、形容词或副词。

(c) 有些练习是简单的句子, 不一定与课文内容有关, 学生必须用所给单词的正确形式填入。

这些不同类型的习题, 目的都是为了帮助读者掌握某个语法重点或教授某种句型。例如在 (a) 类练习中, 常常要求学生填的是介词和连词, 使学生重点学习如何使用这类词。其他类型练习则把重点放在动词或形容词上。

词类练习:

在 B 级和 C 级的读物中, 练习侧重于教导学生如何区分和正确使用不同的词类, 因为在这方面区别较大, 对大多数学生来说, 加强这方面的训练是必不可少的。

词类练习的形式多样, 有的练习给学生一对单词, 像 *anger* 和 *angry*, 要求学生写出它们各自的词性。另一种练习是从课文故事中选出若干单词, 要求学生用这单词的另一种词性填空。还有些练习是让学生仔细阅读课文中某个段落, 然后找出哪些是动词、形容词、介词等。

这些练习对学生来说是十分宝贵的, 然而在一般的英语学习班或会话班中, 这类技能都有所忽视, 但对中国学生来说, 懂得区别和运用英语的不同词类是提高英语水准的基础。

写作练习

这套书为学生设计了两种写作练习, 但只在 B 级和 C 级读物中出现。其中一种要求学生看图造句, 学生要根据故事内容, 用一句话说明图中什么地方有误。这种练习引导学生按照课文内容造句, 但又不是简单的抄录课文的句子, 此外它也提供机会让学生练习使用否定句, 例如: "The boy is not in the right place."

第二种写作练习要求学生为答案写问句。例如给学生提供的答案是 "To lose weight. (Why?)", 要求学生写的问句是 "Why did Mrs. Tan go on a diet?" 这类练习训练学生如何正确地提问, 以及如何使用 *Why*, *Where*, *Who*, *How*, *What* 等疑问词。

用法:

此项目每课课文后都有,它针对中国学生的特殊需要深入讲解课文中一些重点词汇、词组和句型的用法,并配有练习。

例如,英语中一词多义的情况很常见,像“used to”和“be used to”表示两种完全不同的意思。在“用法”中便会清晰地讲解这两种不同的用法,后面还附习题,让学生能学以致用。

CONTENTS

Introduction 前言

1. Counting Chickens	1
2. A Housing Problem	7
3. Dirty Hands	13
4. The Guitar Player	19
5. Schooldays	26
6. Importance	32
7. Nothing Unusual	38
8. Free Tickets	44
9. A Fishy Story	51
10. Lasting a Lifetime	57
11. Kid's Talk	64
12. The Monster	70
13. Directions	77
14. Not Such a Simple Question	84
15. Right Way – Wrong Way	90
Answer Key 答案	97

1. Counting Chickens

It was Mary's birthday. She received a letter from her uncle who was a farmer.

"Dear Mary," the letter said. "Happy Birthday. I am sending you some chickens. They will arrive tomorrow. I hope you like them. **Best wishes**, Uncle Toby."

Mary was very pleased. She liked eating eggs and she liked eating chicken. "I can keep the chickens for their eggs or eat them," she thought.



When the chickens arrived the next day, they were in a box. Mary was very **excited**. She took the box off the back of the truck and began to carry it into her garden.

However, the box of chickens was heavy and she dropped it.

The box fell to the ground and broke. The chickens all ran out.

They ran everywhere — into neighbors' gardens, into the road, into shops, even into the next street. Mary spent hours trying to find them and take them back to her garden.

A few days later her uncle came to visit her.

"Did the chickens arrive safely?" he asked Mary.

"Yes, Uncle Toby," Mary said. "But I had a lot of trouble with them. I dropped the box. It broke open and the chickens ran everywhere. I spent the whole morning looking for them."

"Did you find them all?" her uncle asked.

"I hope so," Mary **replied**. "I caught eleven of them."

"That's very interesting," her uncle said with a smile, "because I only sent you six."

New Words and Expressions

best wishes 良好的祝愿

excited / ɪk'saɪtɪd / *adj.* 激动的

reply / rɪ'plaɪ / (*replied, replied*) *v.*

回答, 答复

EXERCISE I

1. Choose the best answer a, b, c, d or e, to these questions about the story.

在 a、b、c、d、e 中选出一个最适合本故事的答案。

- A. Why did Mary's uncle send her some chickens?
- (a) Mary liked chickens.
 - (b) He had too many chickens.
 - (c) Mary liked eating eggs.
 - (d) It was her birthday.
 - (e) She wanted to start a chicken farm.
- B. How did the chickens get out of the box?
- (a) They flew away.
 - (b) The box fell off the back of a truck.
 - (c) Mary dropped the box.
 - (d) They ran away.
 - (e) They jumped out.
- C. How long did Mary spend trying to find the chickens?
- (a) a whole morning
 - (b) a whole day
 - (c) several hours
 - (d) a few minutes
 - (e) her whole birthday

D. How many chickens did Mary's uncle send her?

- (a) a dozen
- (b) six
- (c) two boxes full
- (d) eleven
- (e) the story doesn't say

2. Complete sentences (a) to (e) with phrases from (f) to (j).

用 f 至 j 完成 a 至 e 的不完整句子。

- (a) Mary received a letter from her uncle • (f) or eat them.
- (b) She thought she could keep the chickens • (g) off the back of the truck.
- (c) The box of chickens • (h) whether the chickens had arrived safely.
- (d) Mary took the chickens • (i) who was a farmer.
- (e) Her uncle asked • (j) arrived the next day.

3. Complete the following paragraph by putting in the correct nouns from the story.

从故事选出适当的名词，填到下列 a 至 q 的位置，使之成为完整的一段话。

On Mary's (a) _____, she received a (b) _____ from her (c) _____. He told her that he was sending her some (d) _____. When the (e) _____ arrived the next (f) _____ they were in a (g) _____. She took the (h) _____ off the (i) _____ of the (j) _____ and carried it to her (k) _____. However, the (l) _____ was very heavy and she dropped it. All the (m) _____ ran

away. She spent many (n) _____ catching them. At last she caught (o) _____ of them but her (p) _____ had sent her only (q) _____.

4. Find words in the story similar in meaning to the following.

在故事中找到与下列意思相似的词。

(a) enjoyed _____

(b) weigh a lot _____

(c) fell in pieces _____

(d) all over the place _____

(e) without any damage _____

5. Find words in the story which are a different form of the following words and say what part of speech each of these words are as they appear in the story: noun, verb, adjective or adverb.

在故事中找到与下列词义相同，但词性不同的单词，并指出这些单词在故事中属何种词类：名词、动词、形容词或副词。

(a) receipt _____ , _____

(b) arrival _____ , _____

(c) excitement _____ , _____

(d) safety _____ , _____

(e) broken _____ , _____

6. *Guess the answers to the following. All the words are found in the story.*

你能猜出下列各题的答案吗？所有答案都可在故事中找到。

(a) Mary received some of these on her birthday (8 letters).

(b) We keep chickens for these (4 letters). _____

(c) Children usually feel this on their birthdays (7 letters).

(d) the people in the next house (9 letters)

(e) all of it (5 letters) _____

Usage 用法说明

VERB TENSES (动词时态)

本故事中有许多过去式的动词。在英语中，表示不同的时间，动词用不同的时态形式。构成不同时间态的动词形式主要有三种：现在式、过去式和过去分词，而此种变化分有规则和无规则，因此动词可分为规则动词 (**regular verbs**) 和不规则动词 (**irregular verbs**)。对不规则的动词变化要留心学习，加强记忆。

EXERCISE II

Test your knowledge of verb tenses by writing the present tense for each of them.

考一考你对动词时态的了解：写出下列动词的现在式。

- | | |
|----------------|---------------|
| (a) received - | (b) pleased - |
| (c) thought - | (d) arrived - |
| (e) began - | (f) dropped - |
| (g) fell - | (h) broke - |
| (i) spent - | (j) replied - |
| (k) sent - | |

A LOT OF

词组 **a lot of** (许多, 很多) 既可与可数名词 (countable nouns) 连用, 又可与不可数名词 (uncountable nouns) 连用。当 **a lot of** 与可数名词连用时, 可数名词必须是复数形式, 如: **a lot of chickens** (许多小鸡)。与不可数名词连用时, 名词为单数形式, 如: **a lot of money** (许多钱)。

此外, 还要记住: **a lot of** 一般用在肯定句中, 在否定句和疑问句中则用 **many** 修饰可数名词, 用 **much** 修饰不可数名词。如:

A lot of students went swimming yesterday.

There are **a lot of** schools in our city.

Did you see **many** pencils.

I don't need so **many** pencils.

Do you take **much** interest in it?

I don't see very **much** of it.

2. A Housing Problem

Sue and Alan had been **dating** for many years. Every weekend they went to a movie together on Saturday night. On Sundays they went to the **beach** in the summer and to the country in the winter.

Sue knew that Alan wanted to **marry** her, and she wanted to marry Alan, too. She waited **patiently** for him to ask her to marry him. However, although he often told her he loved her, he never said anything about **marriage**. This made Sue unhappy. She was nearly thirty. She believed that if Alan did not marry her soon she might never marry. She did not want to be a **spinster**. She wanted to have a husband and a family of her own.



One evening, as they were walking home after a movie, she said, "Alan, don't you think it is time you asked me something?"

Alan thought for a moment. He knew what she was thinking about. At last he said, "I'm sorry, Sue, but I don't think I have anything to ask you at this time."

"Then I will have to ask you, Alan," Sue said. "I cannot wait any longer. I'm getting old."

She stopped walking and looked at him.

"Alan," she said, "we've known each other for ten years. I love you and you love me. Will you marry me?"

Alan **took hold of** Sue's hand.

"Sue," he said, "I want to marry you, but we cannot get married yet. We have nowhere to live. I do not have much money and neither do you. We cannot buy a place of our own."

"That isn't important," Sue said. "We can live with your parents."

Alan shook his head.

"I'm sorry but that isn't possible."

"Why not?" Sue asked.

"Because my parents are still living with their parents," he explained.

New Words and Expressions

date / deɪt / *v.* 与人约会

beach / bi:tʃ / *n.* 海滩、海(湖、江、河)滨

marry / 'mæri / (married, married) *v.* 和……结婚

patiently / 'peɪʃəntli / *adv.* 耐心地

marriage / 'mærɪdʒ / *n.* 结婚, 婚姻

spinster / 'spɪnstə / *n.* 老处女

take hold of 抓住, 握住

EXERCISE I

1. Choose the best answer, a, b, c, d or e, to these questions about the story.

在 a、b、c、d、e 中选出一个最适合本故事的答案。

A. What did Sue and Alan do on Saturday nights?

- (a) went to the beach
- (b) went to a movie
- (c) visited the countryside
- (d) went for a walk

B. What did Sue want Alan to ask her?

- (a) to go to the movies with him
- (b) to visit her parents
- (c) to go swimming

- (d) to do something different one Saturday evening
- (e) to marry her

C. How long had Alan and Sue been dating?

- (a) about a year
- (b) since they left school
- (c) since Sue's thirtieth birthday
- (d) for more than nine years
- (e) not very long

D. Why couldn't Alan marry Sue?

- (a) He was married to someone else.
- (b) They would have nowhere to live.
- (c) She was too young.
- (d) She was a spinster.
- (e) His parents did not like her.

2. Complete sentences (a) to (e) with phrases from (f) to (j).

用 f 至 j 完成 a 至 e 的不完整句子。

- | | | |
|------------------------------------------------|---|----------------------------------------------|
| (a) Every weekend Sue and Alan | • | • (f) and she wanted to marry him too. |
| (b) Sue knew that Alan wanted to marry her | • | • (g) they had nowhere to live and no money. |
| (c) When they were walking home from a movie | • | • (h) they could live with his parents. |
| (d) Alan told Sue they could not marry because | • | • (i) went to a movie. |
| (e) Sue told Alan that | • | • (j) Sue decided to ask Alan a question. |