

• 上外 — 朗文学生系列读物 •


Short Stories for Comprehension

Ken Methold, Heather Jones

妙语短篇

C3



 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的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到所给单词的反义词。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) 要求学生在句中找到拼写错误的单词，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, 又看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。

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SHORT STORIES FOR COMPREHENSION C3

妙语短篇 C3 (英汉双语简体字版)

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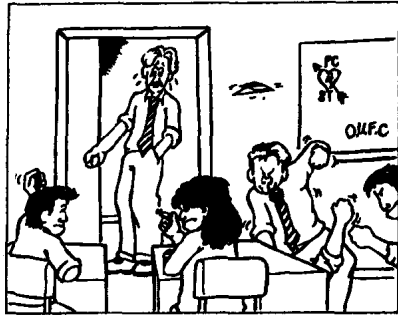
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1. The New Principal

Class 5A was the worst class in Hill Valley High School. The students were badly behaved and had no interest in their lessons.

When a new **principal** came to work at the school, he decided to do something about Class 5A.

On the second day of school he left his office and walked to 5A's classroom. He did not need to know where it was. He could hear them. They were making a terrible noise.



He stood outside the classroom for a few moments and looked inside through the window. He was **disgusted** by what he saw.

Some boys were fighting. Other students were throwing things at one another. No one was doing any work.

The principal had experienced badly behaved classes before. He knew what to do. He would go into the classroom, take hold of the biggest boy in the class and punish him. This would be an example to the others.

He took a deep breath and opened the classroom door. The students paid no attention to him.

"Silence!" he shouted at the top of his voice.

This time the students stopped what they were doing and looked at him.

Quickly he walked up to the oldest-looking boy in the room. He was also the noisiest and had been shouting at the others at the top of his voice.

He took hold of him by the ear and pulled him to the front of the class.

"I am going to punish you as an example to the others," he said.

“Now go to my office and wait for me.”

Then he turned to the class and **lectured** them about how they should behave in school.

When he had finished he said, “Does anyone have any questions?”

One of the students put up her hand. “Yes, sir. I have. When can we have our teacher back?”

New Words and Expressions

principal / 'prɪnsəpl / *n.* 校长

(英国人多用 headmaster)

disgusted / dis'gastɪd / *adj.* 感到厌恶的

lecture / 'lektʃə(r) / *v.* 向…训话

EXERCISE I

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

在 a、b、c、d 中选出一个最适合本故事的答案。

A. Class 5A

- (a) was the most popular class with the teachers.
- (b) was remarkably quiet.
- (c) was the most disobedient class in the school.
- (d) liked their lessons.

B. The principal

- (a) followed the sound to find 5A's classroom.
- (b) apologized to 5A for the noise.
- (c) was disgusting.
- (d) had been at the school for several years.

- C. The principal was horrified at the scene in the classroom because
- (a) the teacher was there.
 - (b) it was so noisy.
 - (c) the students were working quietly.
 - (d) the boys were so big.
- D. He decided to
- (a) complain to the board of directors.
 - (b) punish everyone in the class.
 - (c) make an example of the boy who looked the oldest.
 - (d) pay attention to their complaints.
- E. The boy the principal chose
- (a) agreed not to disturb the class again.
 - (b) explained that he was the teacher.
 - (c) thanked him.
 - (d) wasn't a student at all.

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) The new principal wanted to | • | • | (f) made an example of the loudest boy. |
| (b) He went into 5A's classroom and | • | • | (g) make the class behave. |
| (c) He sent this boy | • | • | (h) while he told them about behaving well. |
| (d) The others listened | • | • | (i) asked about their teacher's return. |
| (e) At the end, one of the students | • | • | (j) to his office. |

3. Complete the following with a different form of one of these words and write which part of speech you are using: noun, verb, adjective or adverb. Use each word once.

用下列词的另一种词性填空，并说明你所用的是名词、动词、形容词还是副词，每个词只能用一次。

deep punish quickly disgusted terrible

(a) Look at her shoes — they're _____ old.

(b) Tim is much _____ at his job than the other people in his office. _____

(c) What's the _____ of the pool? _____

(d) He turned up his nose in _____ . _____

(e) What kind of _____ do you think is suitable for his crime? _____

4. Complete the following paragraph about the story by putting in the missing verbs in their correct tense.

在下列有关本故事的段落中填上所缺的动词，并把它们变成正确的时态。

Class 5A (a) _____ not at all interested in school work.

The new principal (b) _____ to teach them a lesson. He

(c) _____ into their classroom and (d) _____ the oldest-looking boy by the ear to the front of the class. Then he

(e) _____ him to his office. He (f) _____ the class a

lecture on good behavior and (g) _____ for questions. One

girl (h) _____ to know when their teacher would be

(i) _____ back.

5. Find phrases in the story that have the following meanings.

在故事中找到含有下列意思的短语。

(a) had seen or done before _____

(b) very loudly _____

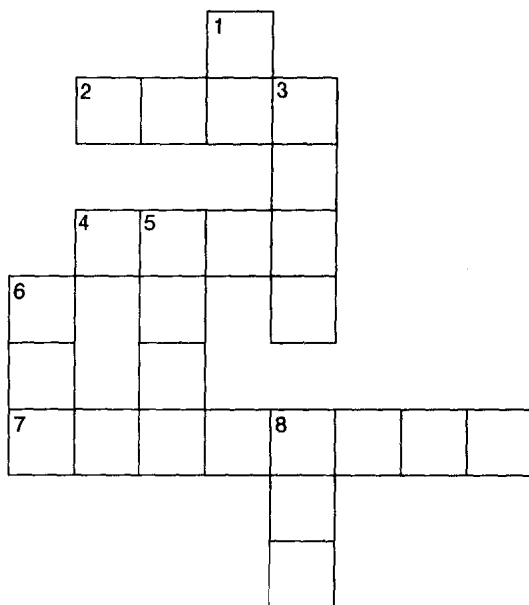
(c) didn't listen to _____

(d) grab _____

(e) didn't care about _____

6. Complete the following crossword using the clues provided. All the words are found in the story.

根据提示完成下列填字游戏，所需的词全部可在故事中找到。



DOWN

1 _____ one paid attention to the principal.

3 Class 5A did not do any _____ at all.

5 The opposite of close.

6 The principal shouted at the _____ of his voice.

8 What did the student call the principal?

ACROSS

- 2 The principal did not need to _____ where Class 5A's classroom was, he could hear them.
- 4 The principal opened the _____ of the classroom.
- 7 The principal _____ the teacher.

Usage 用法说明



HOMONYMS

英语里有许多同音、近音，但异义、异形的词。这样的词叫 **homonyms** (同音异义词)。例如，**principal** 意为“一校之长”，由作为形容词的 **principal** (主要的) 而来。不过，还有一个完全同音的词 **principle**，意为“原则”或“原理”。

请看下列各对同音异义词：

boar 野猪

bore 恼人的家伙，令人厌倦

stationery 文具

stationary 纹丝不动的

war 战争

wore 动词 **wear** 的过去式

accept 接受

except 除外

insure 保险

ensure 保证

may be 可能

maybe 或许

EXERCISE II

Choose the correct word from the parentheses for each blank in the following sentences.

试从括号里选择适当的词填空。

- (a) I'm sorry I cannot (accept/except) _____ your gift.
- (b) Fred is such a (bore/boar) _____. How can his wife stand it?
- (c) I can't understand how someone could crash into your car which was (stationery/stationary) _____ at the time.
- (d) Can you (insure/ensure) _____ that this won't happen again?
- (e) I'm not sure but I (maybe/may be) _____ able to come with you tonight.

2. A Bad Neighbor

Mr. and Mrs. Wu were fed up with their **neighbor**. He was always borrowing things from them.

"It's not right," Mr. Wu said to his wife one evening. "At some time or another that man has borrowed nearly everything we have. Almost every day he comes over to borrow something."

"You're quite right," his wife replied, "and most of the things he's never returned."

"What I want to know," her husband said, "is why can't he buy the things he needs, like everyone else?"

"Because people like us are foolish enough to lend him what he needs," she replied. "As long as we are willing to lend, he'll keep on borrowing."

"Then we'll never lend him anything again," Mr. Wu said. "The next time he asks to borrow something, I'll say no."

"We must have a good reason for saying no," his wife said, "and we must always try to be polite to him. We don't want to make an enemy of the man."

It was not long before their decision not to lend their neighbor anything ever again was put to the test.

The next morning there was a knock on the door.

Mr. Wu went to answer it.

Their neighbor was standing there. Mr. Wu knew he was going to ask to borrow something, and was ready to refuse him politely.

"Good morning," their neighbor said, "I'm sorry to trouble you, but I wonder if I could borrow your garden **scissors**."

"I'm sorry," Mr. Wu said, "but I'm afraid my wife and I will be using them today. We'll be spending all day working in the garden."

