A. HILL

美语趣味小品

及中文指导

中级本

Intermediate Anecdotes in American English

Oxford University Press

Intermediate Anecdotes in American English

L. A. Hill

Illustrations by Anna Veltfort

This book is available in East Asia in an alternate edition
entitled *Intermediate Stories for Reproduction, American Series.*

Introduction

Intermediate Anecdotes in American English is the second in a series of three readers for students of English as a Second or Foreign Language. This book is designed to give students practice in reading and understanding American English in context. *Intermediate Anecdotes in American English* contains thirty humorous stories, each approximately 150 words in length. Every story is followed by reading comprehension questions and two vocabulary exercises.

The stories and exercises are written at Dr. L. A. Hill's 1500 word level. The complete American English word list is given in Appendix A, pages 62-68. Occasionally, one or more words that fall outside the author's list are introduced into a story. These words are listed after the story as *Outside the 1500 words*. The teacher can then explain these words in class or have the students look them up in a dictionary before reading the story.

Certain technical words are also introduced in the exercises as part of the language of directions. These words are *set blank space, puzzle, bracket,* and *correct order*. The students should be informed of the meaning of these words within the context of the exercises in which they occur.

The grammatical structures used within this book have also been carefully controlled. The grammatical system is explained in Appendix B, page 69.

Suggestions for Using this Book

The stories and exercises in this book can be used as part of a whole class activity in listening and reading comprehension, and can also provide practice in the productive skills of speaking and writing. Students working independently will find the stories useful for reading comprehension and written reproduction.

In the Classroom

The teacher can use these stories to improve the students' aural comprehension and their understanding of written English.

The teacher should introduce the material by reading the story aloud, two or three times, while students listen with books closed. Students may then be asked to re-tell the passage in their own words, either orally or in writing, or they may be asked to reproduce the basic story by answering the *Comprehension Questions*.

Comprehension Questions may be answered after the reading, as an oral activity, or they may be presented prior to the reading as a preview of important points to listen for in the presentation. Students could then provide the answers orally, or in writing, when the selection has been read aloud.

If written answers are used, the teacher can provide immediate reinforcement by asking one student at a time to read his or her answer aloud to the class. The teacher can then ask the class for alternative answers, which often result in a lively discussion.

Cassette Recording

A tape cassette is available to accompany the book and may be used as a model of spoken American English. The cassette contains the complete text of the reading passages and includes the *Comprehension Questions* that accompany each reading.

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At Home

For students working independently, it is suggested that they read the story to themselves, either aloud or silently, or listen to it on the cassette, at least twice before attempting to answer the *Comprehension Questions* and complete the exercises. Each student may wish to write down as much of the story as he can remember, using the original passage to check his work.

Completing the Exercises

Exercises vary from story to story but in line the following general types:

1. Oral Comprehension Questions
2. Fill in the Blank Spaces
3. Synonym and Antonym Identification
4. Crossword Puzzle Completion
5. Correct Sentence Selection
6. Picture/Word Substitutions
7. Picture Identification
8. Sequencing of Events
9. Story Reconstruction
10. Reading Comprehension

Exercises may be completed orally or in writing, as part of a whole class activity or assigned as homework. In either case, exercises should be completed shortly after the story is presented in class. Answers may be checked in class or individually by the teacher.

For those exercises in which the students can either fill in the blank spaces or write out the complete story, the latter is recommended as a means of providing additional student practice in writing American English in context.

緒　　論

　　為非英語系國家的英語學習者，我們提供了包含三個階段讀本的叢書，美語趣味小品中級本是第二本。設計這本書的目的，是要讓讀者在一定的文意背景下經由閱讀而了解美語的語義。本書包含了三十篇幽默的文章，每篇的長度大約是一百五十個字，所有文章後面都有閱讀測驗和兩種詞彙練習。

　　這些文章和練習都是按希爾博士一千五百個常用字的標準來編寫。完整的字彙表列在32頁到48頁的附錄Ａ。偶而也有一二個不在這表上的字詞在文章中出現，這些字詞都列在文章後「一千五百字以外的字彙」一欄內讀者在閱讀文章前可先看中文指導予以了解。

　　書本內使用的語法結構都加以嚴格控制，語法系統的說明列在第67頁附錄Ｂ內。

　　書內的文章練習可以作為「傾聽會意」和「閱讀會意」活動的一部份的練習，也可以做為「說」和「寫」這兩種在動表達技巧的練習，以本書作自修讀本的學生會發現這些故事「閱讀會意」及「再製寫作」都很有助益。

　　讀者可以用這些文章增進「傾聽會意」及對英語文字的了解能力。

　　隨書附有卡式錄音帶，可以作為美語的典範。卡式錄音帶包含有完整的文章全文，也包含了其後的「會意問題」。

　　對自修的讀者，我們建議在回答「會意問題」或做練習之前，朗讀或默讀整篇文章或是聽卡式錄音帶兩次以上，每個讀者要寫下他所能記得的文章內容，然後利用中文指導檢查他自己的答案。

　　練習的型式，每個故事都不盡相同，但一般而言，有以下幾類：

1. 口頭上的會意問題
2. 填空
3. 辨認相似詞及相反詞
4. 縱橫字謎填空
5. 選擇正確句子

6. 圖片與字詞代換
7. 指認圖片
8. 排列事件發生的順序
9. 重述故事
10. 閱讀會意

　　練習可以用口頭或用筆回答，無論是那一種情況，都必須在文章一閱讀完就要做練習。

　　對填空或寫出整篇文章的練習而言，後者應更常用，以作為在一定的文意背景下寫作美語的練習。

1

〔詞彙〕

pants〔pænts〕（名）褲子（美
國俗語）
rudely〔'rudlɪ〕（副）粗魯地
penny〔'pɛnɪ〕（名）一分（美國
之銅幣）
tag〔tæg〕（名）標籤
disappear〔dɪsə'pɪr〕（動）消失

〔譯文〕

　　吉姆走進一家掛著「舊衣服買
賣」招牌的店舖。他手上拿着一條
舊褲子，問店主：「這條褲子你可
以給多少錢？」店主看了他一眼，
很不禮貌地說：「兩塊錢！」

　　吉姆說：「什麼？我還認為至
少值五塊錢呢！」

　　店主又說：「不！就是兩塊錢
，絕不會多一分錢。」

　　吉姆說：「你那麼肯定？」

　　店主說：「當然了！」

　　吉姆一面從口袋拿出兩塊錢，
一面說：「好！這是你的錢，這件
褲子本來是掛在貴店外頭，上面標
價是六塊半。但是我認為太貴了，
所以我想確定一下它真正是值多少
錢。」

　　說完趁著這位驚訝不已的主人
能想出任何回答的話之前，他就帶
著那條褲子走出店門而不見人影了
。

〔一千五百字以外的字彙〕

second-hand, price tag

〔練習〕

A.回答這些問題：
1. Second-hand clothes were bought
   and sold.
2. He took an old pair of pants.
3. He offered Jim two dollars.
4. He found them outside the store.
5. He was asking six dollars and fifty
   cents.
6. He paid two dollars.

B.故事中那些字詞與下列字詞意
　思相反：

1. disappeared   4. sure
2. much   5. rudely
3. old   6. sold

C.選擇能配合每張圖片的句子，
　將它寫下來：
　1.a   2.b   3.b
　4.a   5.b   6.a

2

〔詞彙〕

manager 〔'mænɪdӡə〕（名）經理
business 〔'bɪznɪs〕（名）事業；
生意
cough 〔kɔf;kɑf〕（動）咳嗽
meeting room 〔'mitɪŋ‚rum〕
（名）會議室
put in 〔put'ɪn〕（動）做；實行

〔譯文〕

　　格林太太是一家大公司的經理
，必須經常在她大廈內的房間跟其
他的生意人開會。她本人不抽煙，
但是其他來開會的人卻抽煙，所以
她常常覺得會場上的空氣很難受。
有一天，開了一小時的會，她喉嚨
和眼睛都很痛，而且咳嗽得很厲害
、所以她就請了一家處理空氣調節
的大公司，請他們計算一下要花多
少錢，才能使大廈會議室內的空氣
，保持絕對乾淨。

　　幾天後受理空氣調節的公司開
了兩張估價單供格林太太選擇。一
張是花五千元來安置新的空氣調節
設備，另一張是花五塊錢買一個「
請勿抽煙」的牌子。

〔一千五百字以外的字彙〕

air-conditioning, estimate

〔練習〕

A.回答這些問題：

1. She has to have meetings with business people because she was the manager of a large company.
2. She often found it terrible because many other people were smoking there.
3. Her throat and eyes were sore and she was coughing a lot.
4. She called a big air-conditioning company and asked them to work out how much it would cost to keep the air there really clean.
5. The air-conditioning company sent in two estimates for her to choose from.
6. She would choose between one estimate for $5,000 to put in new air-conditioning and the other estimate for $5.00 for a sign which said, NO SMOKING.

B. 故事中那些字詞與下列字詞意思相同：

1. large   4. called
2. frequently   5. terrible
3. sore

C. 完成每一對句子中的第二句（兩句的意思相同）

1. She saw that the air was full of smoke.
2. She noticed that the smoke was rising.
3. She felt that her throat was burning.
4. She confessed·that she was being puzzled.
5. She expected that the air-conditioning company would find the answer was difficult.
6. But the air-conditioning company found that the answer was easy.

3

〔詞彙〕

gentleman 〔ˊdʒɛntlimən〕（名：
　　　　　　紳士；人：男人）
bench 〔bɛntʃ〕（名）長椅；長
　　　　　　櫈
my goodness 〔maɪˊgudnɪs〕
　　　　　　（感嘆）天呀！啊呀！
loose 〔lus〕（形：鬆的）
forgive 〔fəˊgɪv〕（動）原諒

〔譯文〕

在西方國家，有很多男孩和女孩穿同樣的衣服，他們之中也有很多人留長頭髮，所以常常很難辨認那些是男孩，那些是女孩。

有一天，有個老先生到華盛頓的某個公園去散步。走累了，就坐在一張長椅上。在池塘的另一邊站了一位年輕人。

這位老先生對坐在旁邊的人說：「天呀！你看見那位穿著寬鬆褲子又留著長頭髮的人嗎？到底是男的，還是女的？」

旁邊的人說：「女的！她是我女兒。」

這位老先生趕緊說：「哦！請原諒，我不曉得妳是她母親。」

旁邊的人又說：「不是的，我是她父親。」

〔練習〕

A. 回答這些問題：

1. He saw a young person.
2. He didn't know it because the young person was wearing loose pants and long hair.
3. He asked a person sitting next to him on the bench.
4. He answered, "A girl, and she is my daughter."
5. He said quickly, "Please forgive me, I didn't know that you were her mother.
6. He answered, "I'm not, I'm her father."

B. 解字謎：

橫排	直排
5. countries	1. scratching
7. a neighbor	2. rudest
8. city	4. ribbon
9. nor	6. surprising
11. illness	10. bells
14. gentleman	12. long
	13. same

C. 用字詞代替圖畫，寫出故事：
park, suit, shirt, tie, hair, pants blouse, ring.

4

4

[譯文]

一個小男孩在街道上玩球。他踢得太猛了，結果球把一間房子的窗戶打破，掉到裏頭去了。一個婦人拿著球走到窗戶旁邊，對著男孩大吼，這男孩因而跑走了，但是他仍然想要回他的球。過了幾分鐘，他又回來敲這房子的門，婦人來應門的時候，他就說：「我父親馬上就會來修理您的窗戶了。」

再過了幾分鐘，有個人手上帶著工具來到門邊，婦人就讓男孩把球帶走了。

這個人修好窗戶，就對婦人說：「這件工作要整整十塊錢。」

婦人顯得很驚訝的樣子，問了這個人：「你不是那小男孩的父親嗎？」這男人同樣很驚訝，問她：「你不是他母親嗎？」

[練習]

A.回答這些問題：

1. He kicked it too hard, and it broke the window of a house and fell inside.
2. He ran away because a lady came to the window with the ball and shouted at him.
3. He came back because he still wanted the ball back.
4. She let him take it away because a man came to the door with tools in his hand.
5. She thought the man was the boy's father.
6. He thought the lady was the boy's mother.

B. 那些句子是正確的？請寫下來：

2. The young boy broke the window of someone else's house.
3. The ball went through the window.
6. The young boy ran away because he was afraid of the lady.
8. The young boy went to find a man who fixed windows.
9. The man who fixed the lady's window was not the boy's father.
11. The man thought the lady was the boy's mother.

C. 在每張圖片下寫出正確句子的號碼：

1	4	2	5
6	3	7	8

5

〔詞彙〕

arrangement〔ə'rendʒmənt〕
（名）安排
local〔'lokl〕（形）當地的
account〔ə'kaunt〕（名）戶頭；
帳目
businessman〔'bɪznɪsmən〕（名）
從事商業者；商人
willing〔'wɪlɪŋ〕（形）願意的
wallet〔'wolɪt〕（名）皮包；皮夾
satisfied〔'sætɪsfaɪd〕（形）
滿意的

〔譯文〕

　　史谷脫先生和太太搬到一個鎮上去住，他們安排好兩人共同具名在當地銀行開個戶頭。但是史谷脫先生是做生意的人，銀行營業的時候，他總是要工作，因此，要用錢的時候到銀行去的人總是他太太。

　　有一天，史谷脫先生有個假期，所以他就到銀行去。但是銀行的出納員不認識他，在沒弄清楚他就是真正的史谷脫先生以前，不敢讓他領錢。她很禮貌地說：「我認識史谷脫太太，但是我還不認識您。能不能麻煩您讓我看看能證明您身份的東西？」

　　史谷脫看了看皮夾裏頭，找到了他太太的幾張照片。他就把照片拿給出納員看。她感到滿意就讓他領錢了。

〔一千五百字以外的字彙〕

teller

〔練習〕

A. 回答這些問題：
1. They opened an account in both their names.
2. Mrs. Scott was the one who usually went there.
3. Mr. Scott went there one day.
4. She said, "I know Mrs. Scott but I don't know you yet. Could you please show me something to prove that you are Mr. Scott?"
5. His showed her some photopraphs of his wife.
6. She gave him his money.

B. 那些回答與故事情節符合？寫下正確答案：
1. c.　　　　3. b.
2. b.　　　　4. a.

C. 在每一空格填入字詞，寫下故事：（所有的字詞都可在第十頁找到）

businessman, satisfied, local, arrangements, always, willing, account, politely, photographs, wallet

6

behave〔bɪ'hev〕(動) 守規矩
brave〔brev〕(形) 勇敢的
pull〔pul〕(動) 拉
push〔puʃ〕(動) 推

〔譯文〕

　　強尼九歲了，是一個很壞的孩子，但是他母親總希望他能守規矩點。有一天，他放學回到家，他的老師就打電話給他母親，說：「柏金斯太太，你可知道。今天早上我們到外面走走的時候，強尼救了一個掉在河裏的男孩？」

　　柏金斯太太听到這個消息非常高興。她想：「強尼漸漸變好了。」然後，她轉身對他說：「剛才打電話的人是你的老師。你為什麼沒告訴我，你是那麼勇敢的男孩，今天早上救了掉在河裏的朋友？」

　　但是，強尼聽了並沒有顯得很快樂的樣子。他滿臉通紅，說：「唔！我實在有必要把他拉出來，因為是我把他推進去的。」

〔練習〕

A. 回答這些問題：

1. He was a very bad boy.
2. She hoped that he would behave better.
3. The teacher told her that Johnny saved another boy when he fell into the river.
4. She thought, "Johnny's becoming a good boy."
5. She said, "Why didn't you tell me you had been such a brave boy and saved one of your friends when he fell into the river this morning?"
6. He said, "I really had to pull him out, because I pushed him in."

B. 填入how, what, when, where 或which, 並寫出正確句子。

1. how
2. what
3. when
4. which
5. where
6. what, where

C. 從左邊的字詞劃線連接右邊正確的字同，並將正確的句子寫下：

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

7

7

〔詞彙〕

playground〔'pleɡraund〕（名）
　　　　　　　　　　　運動場
punish〔'pʌnɪʃ〕（動）處罰
sadly〔'sædlɪ〕（副）傷心地
room〔rum〕（名）空間

〔譯文〕

　　有個小男孩住在學校附近，所以每天都走路上學，走路回家。在上學途中，他總要經過一個運動場。這運動場一到下雨的時候，就會很潮溼。有一天，這小孩回到家，全身都溼透了。他母親很生氣，說：「在放學回家的路上不要在水中玩耍了！」

　　第二天，他回家又是全身溼透的，他母親更生氣了。她說：「你再這樣子回家，我就告訴你爸爸，他會把你修理一頓的！」

　　再過一天，這小孩回到家裏，全身是乾的。他母親說：「今天你是好孩子了，你沒在水中玩耍。」他很傷心地回答：「不！今天我到那兒的時候，水裏面比我大的男孩太多了，根本沒有地方可以給我玩啊！」

〔練習〕

A. 回答這些問題：

1. He walked to and from school.
2. He played in the water.
3. She felt very angry.
4. She threatened to tell his father and gave him a punish.
5. She was happy because the young boy was dry when he came home from school.
6. He was dry because there were so many older boys in the water that there was no room for him at all.

B. 故事中那些字詞與下列字詞語義相反：

1. play　　　　　4. wet
2. sadly　　　　 5. older
3. angry　　　　 6. if

C. 在每張圖畫下寫出正確的句子：

1. a.　　　　　5. a.
2. b.　　　　　6. b.
3. b.　　　　　7. a.
4. a.　　　　　8. b.

8

8

〔詞彙〕

handsome 〔'hænsəm〕（形）英
俊的

moment 〔'momənt〕（名）時刻
；片刻

〔譯文〕

　　瓊斯先生搬到另外一個城鎮去住，需要一位新的醫生，所以他就去見一位醫生。他在候診室坐了下來，四處張望。醫生的學位證書就掛在牆上。瓊斯先生突然想到一件事，還在求學的時候，在班上有位同學也是同一個名字，而他也當了醫生。

　　他一面走進去跟醫生見面，一面想起一位年輕而英俊的學生，但卻發現這個人好老、好胖，頭髮好灰白，就很傷心。不管怎樣，他還是開口了：「醫生早！您以前上過中鎮中學嗎？」

　　醫生回答說：「上過啊！」

　　瓊斯先生又問他：「您是1942到1946年在那兒的嗎？」

　　醫生回答說：「是啊！你怎麼知道的啊？」

　　瓊斯先生說：「您就在我班上啊！」

　　醫生仔細看了他一會兒，說：「那時候您教什麼啊？」

譯者註：醫生誤把瓊斯先生當老師，
　　　　可見瓊斯先生看起來比醫生
　　　　更老了！

〔一千五百字以外的字彙〕

degree

〔練習〕

A. 回答這些問題：

1. He went to a new doctor because he had moved to another town.
2. He saw the doctor's degrees.
3. He remembered: there had been a student with the same name in his class at school, and he had become a doctor.
4. First he asked, "Did you go to Middletown High School?", and then he asked, "Were you there from 1942 to 1946?"
5. Mr. Johnes knew it because they were in the same class during those years.
6. The doctor thought him to have been his teacher then.

B. 故事中那些字詞與下列字詞語義相同：

1. soon
2. handsome
3. heavy
4. sad
5. moments
6. carefully

C. 完成每對中的第二句，而使句意相同（如有someone的字詞就刪去）

1. The doctor was remembered by all his old school friends.
2. All your questions will be answered.
3. The boys had been taught geography by a young man when they were at school together.
4. Mr. Jones is being taken care of by a good nurse.
5. Mr. Jones was given some medicine yesterday.
6. More medicine has been given (to) Mr. Jones today.

9

〔詞彙〕

trouble 〔'trʌbl〕（名）煩惱
cheat 〔tʃit〕（動）作弊
persuade 〔pə'swed〕（動）說服
copy 〔'kɑpɪ〕（動）抄寫

〔譯文〕

　　某個大學有一個很好的橄欖球隊，其中最好的球員是經常在學校惹事生非的學生。有一年，大學的教務主任說，這球員必須退學，因為他考試作弊了。足球隊的教練立刻去見教務主任，想勸他讓這位球員留在學校。主任拿了兩份答案卷給他看，並且說：「這張是蘇珊的答案卷，她是班上最好的學生。而這一張是你的球員的。兩張一模一樣，這球員就坐在她隔壁，只是猛抄她的答案。」

　　教練說：「但也有可能是她抄他的呀！你也沒辦法證明一定是他抄她的！」

　　主任回答說：「看看這個，蘇珊不曉得這個問題的答案，所以她就寫上『我不會』的字樣，而你的球員寫的是『我也不會』。」

〔一千五百字以外的字彙〕

coach(動), dean

10

〔練習〕

A. 回答這些問題：

1. The dean wanted the student to leave because the student had cheated on an exam.
2. The coach wanted him to stay because he was the best player of the school football team.
3. He showed to coach two answer papers.
4. The dean said that the player had copied from the best student in the class-Susan.
5. The coach suggested that maybe she copied from him.
6. The dean said, "Susan didn't know the answer to this question, so she wrote, "I don't know". And your foot-ball player wrote, "Neither do I.""

B. 解字謎：

橫排	直排
1. exams	3. against
3. Asian	4. iron
6. ended	5. need
8. awoke	7. dean
9. coaching	10. hooks
13. so	11. pair
14. football	12. player
16. slips	15. miss
17. carry	17. cup
18. answer paper	

C. 用字詞代替圖畫寫出故事：
games, coach, catching, kicking, throw, laugh, rushing, field.

10

〔詞彙〕

manage〔'mænɪdʒ〕（動）設法
whatever〔hwɑt'ɛvə〕（代名）
無論什麼
telegram〔'tɛlə,græm〕（名）
電報

〔譯文〕

楊先生擁有自己的事業，工作非常勤奮。他太太怕他這樣工作下去會累出病來，所以她常常催他去渡假。最後，她終於想辦法說服他這麼做，但是她又怕他沒辦法安安靜靜享受他的假期，所以在出發前，楊太太就去見楊先生的秘書。她對秘書說：「我先生非常需要渡假，所以我們不在的時候，無論發生了什麼事，請不要用有關事業問題的電報或信件打擾他。一切等我們回來再說。」

楊先生和楊太太離開了一個禮拜，楊先生接到秘書的來信：「您的事業發生了嚴重的問題，不過，在您享受假期這段期間內，我就不打算打擾您了。」

〔一千五百字以外的字彙〕

bother(動), receive

〔練習〕

A. 回答這些問題：

1. He worked for himself.
2. She was afraid that he would get sick because he worked very hard.
3. She wanted him to take a vacation.
4. She wanted his secretary not to bother him with telegrams or letters about business problems while they were away.
5. She wrote, "Something terrible has happened to your business, but I'm not going to bother you with it now while you're enjoying your vacation."
6. No. I don't think he enjoyed his vacation after that.

B. 寫出正確句子：

2.　　　　　　　5.
4.　　　　　　　10.

C. 在每張圖畫底下寫出正確句子的號碼：

| 4 | 1 | 5 | 8 |
| 3 | 7 | 2 | 6 |