

• 上外 — 朗文学生系列读物 •

Short Stories for Comprehension

Ken Methold

妙语短篇

A2



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. The Diet	1
2. A Holiday from School	7
3. Love Letters	12
4. Quick Service	18
5. The Umbrella Man	24
6. Fishing Can Be Dangerous	30
7. The Earthquake	36
8. A Family Secret	42
9. No Point.....	47
10. Long Life	53
11. The Bank Robber	58
12. The Big Baby	64
13. In the Air	70
14. On Guard	76
15. The Cheater	82
Answer Key 答案	88

1. The Diet

Mrs. Tan was worried about her **weight**.

"I'm much too **fat**," she told her friend. "I need to **lose** a lot of weight but I don't know how to do it."

"Go and see Dr. Wei," her friend said. "He'll tell you how to lose weight." Mrs. Tan visited Dr. Wei and told him her problem.

"It isn't difficult to lose weight," he told her. "All you need to do is go on a **diet**. I'll give you one."

He began to write on a piece of paper.

"Eat lots of fruit and **vegetables**. Also eat a lot of **lean** meat and **grains**."

When he finished, he handed her the piece of paper.

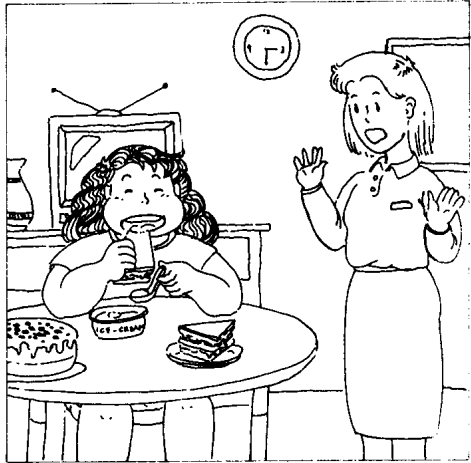
"There you are," he said. "Eat all those things and you'll soon lose weight."

A few weeks later, Mrs. Tan's friend called on her.

She was surprised to see that she was even fatter than before and that she was eating a **huge** sandwich with chocolate cake and ice cream.

"I thought you were on a diet," she said.

"Oh, I am," Mrs. Tan replied. "I've already had all the food on my diet today. Now I'm eating my dinner."



New Words and Expressions

weight / weɪt / *n.* 体重

fat / fæt / *adj.* 肥胖的

lose / luːz / (lost / lɒst /) *v.* 失去

diet / 'daɪət / *n.* 规定的饮食

vegetable / 'vedʒɪtəbl / *n.* 蔬菜

lean / liːn / *adj.* 瘦的

grain / greɪn / *n.* 谷物

huge / hjuːdʒ / *adj.* 巨大的

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. Mrs. Tan's problem was that she
- (a) did not know her doctor very well.
 - (b) did not like fruit and vegetables.
 - (c) didn't know how to lose weight.
 - (d) lost her diet.
- B. When Mrs. Tan visited Dr. Wei, he
- (a) was very busy.
 - (b) told her what to do.
 - (c) gave her a good meal.
 - (d) told her to stop eating.

C. Mrs. Tan didn't lose weight because she ate

- (a) lean meat.
- (b) grains.
- (c) fruit and vegetables.
- (d) cakes and ice cream.

D. Mrs. Tan thought that

- (a) Dr. Wei did not know how to help her.
- (b) she was not really too fat.
- (c) her diet was something to eat before dinner.
- (d) it was easy to lose weight.

2. Write the questions for the following answers.

就下列答句提问。

(a) Her weight. (What?)

What is the doctor's advice?

(b) Dr. Wei. (Who?)

Who is the doctor that Mrs. Tan visited?

(c) To go on a diet. (What?)

What did the doctor suggest Mrs. Tan to do?

(d) She was still eating too much. (Why?)

Why did she not lose weight very well?

3. Which of the following foods should you not eat when you are on a diet?

你节食时不应吃哪种食品?

- | | | |
|----------------|---------------|--------------------|
| (a) fruit | (c) lean meat | (e) chocolate cake |
| (b) vegetables | (d) grains | (f) ice cream |

4. Write T for True or F for False beside these statements about the story.

在下列有关本故事的句子后标上 T (对) 或 F (不对)。

- (a) Mrs. Tan did not want to lose weight. T
- (b) Dr. Wei told her how to lose weight. T
- (c) A few days later a friend visited Mrs. Tan. T
- (d) Chocolate cake was part of the diet Mrs. Tan's doctor gave her. F
- (e) Mrs. Tan didn't lose any weight. T

5. Find words or phrases in the story opposite in meaning to the following.

在故事中找到下列单词的反义词或短语。

- (a) after before
- (b) small big
- (c) easy difficult
- (d) a little much
- (e) thinner fatter

6. Complete the following paragraph about the story by putting in the missing words.

在下列有关本故事的段落的空白处填入适当单词。

Mrs. Tan was (a) fat fat. She asked her doctor (b) how to lose weight. He (c) gave her a diet. The diet did (d) not work because Mrs. Tan (e) loved the food on her diet and (f) didn't had her usual meals!

Usage 用法说明

ON A DIET

Diet 一词，有以下几种不同的用法：

GO ON A DIET 开始节食

Do you think I need to **go on a diet**?

My friend is going to **go on a diet** soon.

BE ON A DIET (在) 节食

She has **been on a diet** for two weeks.

I cannot eat that cake! I **am on a diet**.

diet (v.)

用作动词时，它的过去式是 **dieted**。

She **is dieting** today, so we shouldn't ask her to come out to dinner.

He **dieted** for two months and lost 15 pounds.

diet (n.)

在作名词时，有两种意思。一种是指为减轻体重或其他原因而规定的保健食谱。

The **diet** I am on is very difficult.

I can't eat any sugar because of my **diet**.

Diet 还可解释为所吃的食物，既可指节食时的食物，也可指一般食物。

I ate a **diet** of only rice and vegetables in China.

Potatoes are an important part of any American's **diet**.

EXERCISE II

Fill in the blanks of these sentences with **go on a diet**, **be on a diet**, **diet as a verb**, or **diet as a noun**.

用 go on a diet, be on a diet, diet 作为动词, 或 diet 作为名词为下列句子填空。

- (a) I _____ that doesn't allow (允许) me to eat meat.
- (b) Since she started her _____, she looks much better.
- (c) When are you going to _____?
- (d) To the Japanese, fish is a natural part of their _____.
- (e) I can't eat chocolate. I _____ today.

2. A Holiday from School

Tommy hated school and was always looking for excuses not to go.

If he **sneezed**, he asked his mother to write a note saying he had a cold.

If he had a **headache**, he asked his mother to take him to the doctor during school hours.

He spent more time at home than he did at school.

On the days that he did go to school, he looked for excuses to come home early.

One day he came home from school in the middle of the morning.

His father was surprised.

"You're home early," he said. "Is the school closed today?"

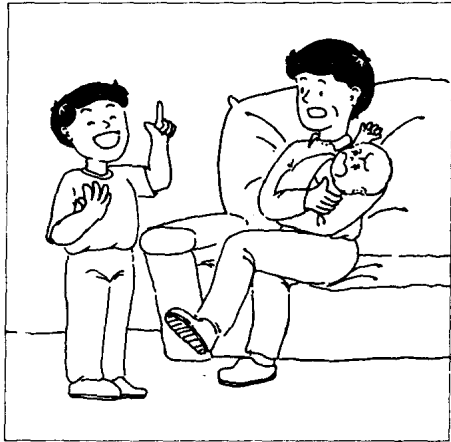
"No, Dad," Tommy said. "It's open. I came home early."

"How did you do that?" his father asked him. "What did you say to the teacher?"

"I told her that I had a new baby brother and that I had to come home and help you."

"But your mother has had **twins**," his father said, "a boy and a girl. You've got a baby brother and a baby sister."

"Yes, I know, Dad," Tommy said. "I'm saving up my baby sister for next week."



New Words and Expressions

sneeze / sni:z / *v.* 打喷嚏

headache / 'hedeɪk / *n.* 头痛

twin / twɪn / *n.* 双胞胎之一

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. Tommy tried to find excuses for not going to school because
- (a) it made him sneeze.
 - (b) it gave him a headache.
 - (c) he was too busy.
 - (d) he didn't like it.
- B. Tommy spent most of his time
- (a) at school.
 - (b) at home.
 - (c) at the doctor.
 - (d) in bed.
- C. When he did go to school, he
- (a) was always late.
 - (b) tried to leave early.
 - (c) was often in trouble.
 - (d) was always sick.

- D. He did not tell his teacher about the twins because
- (a) they were very young.
 - (b) he didn't know about them.
 - (c) he wanted to keep one of them for another excuse.
 - (d) they were too new.

2. Complete sentences (a) to (d) with phrases from (e) to (h).

用 (e) 至 (h) 完成 (a) 至 (d) 的不完整句子。

- | | |
|--|---|
| (a) Tommy looked for <u>h</u> excuses | • (e) an excuse to stay away from school twice. |
| (b) When he was at <u>g</u> school he looked for | • (f) he tried to stay at home. |
| (c) Whenever he <u>f</u> sneezed or had a headache | • (g) excuses to come home early. |
| (d) He wanted the <u>e</u> twins to give him | • (h) to stay away from school. |

3. Complete these sentences about the story by putting in the correct form of the verb in parentheses.

把下列有关本故事的句子中括号里的动词改成适当的形式。

- (a) Tommy (to hate) hating school.
- (b) He (to spend) has spend more time at home than at school.
- (c) He (to look for) has looked for many excuses to come home early.
- (d) His mother (to have) had twins.