

L.A. HILL



# Intermediate Anecdotes in American English



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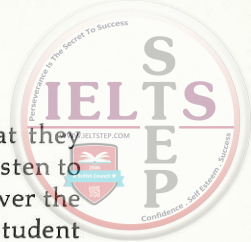
## Introduction

*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.

#### *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 include 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.







1 Jim walked into a store which had a sign outside: "Second-hand clothes bought and sold." He was carrying an old pair of pants and asked the owner of the store, "How much will you give me for these?" The man looked at them and then said rudely, "Two dollars."

"What!" said Jim. "I had guessed they were worth at least five."

"No," said the man, "they aren't worth a penny more than two dollars."

"Are you sure?" asked Jim.

"Very sure," said the man.

"Well," said Jim, taking two dollars out of his pocket, "here's your money. These pants were hanging outside your store with a price tag that said \$6.50, but I thought that was too much money, so I wanted to make sure how much they were really worth."

Then he walked out of the store with the pair of pants and disappeared before the surprised store owner could think of anything to say.

Outside the 1,500 words: second-hand, price tag

#### A. Answer these questions:

1. What was bought and sold in the store that Jim went into?
2. What did Jim take into the store with him?
3. How much did the owner of the store offer Jim for them?
4. Where did Jim find the pants?
5. How much was the owner asking for them?
6. How much did Jim pay for them?

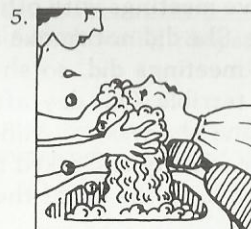
#### B. Which words in the story mean the opposite of:

- |             |                |             |
|-------------|----------------|-------------|
| 1. appeared | 3. new         | 5. politely |
| 2. little   | 4. not certain | 6. bought   |

#### C. Choose the correct sentence for each picture and write it down.



1. a. Jim has ironed his pants.  
b. Jim is having his pants ironed.
2. a. Jim has ironed his shirt too.  
b. Jim is having his shirt ironed too.
3. a. This man has cleaned his shoes.  
b. This man is having his shoes cleaned.



4. a. This man has cleaned his shoes.  
b. This man is having his shoes cleaned.
5. a. This woman has washed her hair.  
b. This woman is having her hair washed.
6. a. This woman has washed her hair.  
b. This woman is having her hair washed.





2 Mrs. Green was the manager of a large company, and she frequently had to have meetings with other business people in a room in her building. She did not smoke at all, but many of the other people at the meetings did, so she often found the air during the meetings terrible. One day, after an hour, her throat and eyes were sore and she was coughing a lot, so she called a big air-conditioning company and asked them to work out how much it would cost to keep the air of the meeting room in her building really clean.

After a few days the air-conditioning company sent in two estimates for Mrs. Green to choose from. One estimate was for \$5,000 to put in new air-conditioning, and the other was for \$5.00 for a sign which said, NO SMOKING.

Outside the 1,500 words: air-conditioning, estimate

#### A. Answer these questions:

1. Why did Mrs. Green have to have meetings with business people?
2. Why did she often find the air in the meetings terrible?
3. What did it do to her?
4. What did she do about it?
5. What did the air-conditioning company do?
6. What did Mrs. Green have to choose between?

#### B. What words in the story mean the same as:

1. big
2. often
3. painful
4. phoned
5. very bad

#### C. Finish the second sentence in each pair (both sentences have the same meaning):

Example: a. Mrs. Green found the air in the meetings terrible.

b. Mrs. Green found that the air in the meetings was terrible.

1. a. She saw the air full of smoke.  
b. She saw that \_\_\_\_\_.
2. a. She noticed the smoke rising.  
b. She noticed that \_\_\_\_\_.
3. a. She felt her throat burning.  
b. She felt that \_\_\_\_\_.
4. a. She confessed to being puzzled.  
b. She confessed that \_\_\_\_\_.
5. a. She expected the air-conditioning company to find the answer difficult.  
b. She expected that \_\_\_\_\_.
6. a. But the air-conditioning company found the answer easy.  
b. But the air-conditioning company found that \_\_\_\_\_.





**3** A lot of boys and girls in Western countries are wearing the same kinds of clothes, and many of them have long hair, so it is often difficult to tell whether they are boys or girls.

One day, an old gentleman went for a walk in a park in Washington, and when he was tired he sat down on a bench. A young person was standing on the other side of the pond.

"My goodness!" the old man said to the person who was sitting next to him on the bench. "Do you see that person with the loose pants and long hair? Is it a boy or a girl?"

"A girl," said his neighbor. "She's my daughter."

"Oh!" the old gentleman said quickly. "Please forgive me, I didn't know that you were her mother."

"I'm not," said the other person, "I'm her father."

#### A. Answer these questions:

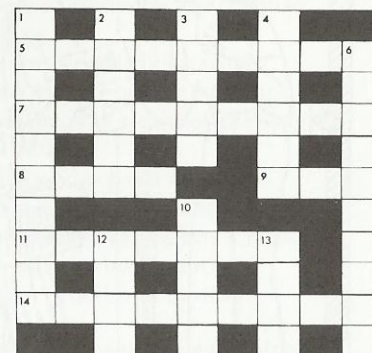
1. What did the old gentleman see on the other side of the pond?
2. Why didn't the old gentleman know if it was a boy or a girl?
3. Who did he ask?

4. What did this person answer?
5. What did the old gentleman say then?
6. And what did the person answer?



#### B. Do this puzzle:

##### Across:

5. Boys and girls often wear the same kinds of clothes in Western \_\_\_\_\_.
7. The old gentleman spoke to \_\_\_\_\_ sitting on a bench in the park. (two words)
8. A big town.
9. Neither boys \_\_\_\_\_ girls have short hair.
11. When one is not well, we can say he has an \_\_\_\_\_.
14. This story is about an old \_\_\_\_\_.




##### Down:


1. This cat is \_\_\_\_\_ a tree. 
2. Least polite.
3. Actors and actresses act on this.
4. The little girl tied her hair with a \_\_\_\_\_. 
6. The old gentleman thought it was very \_\_\_\_\_ that his neighbor on the bench was a man.
10. Church \_\_\_\_\_ ring every Sunday.
12. The girl in this story had \_\_\_\_\_ hair.
13. Boys and girls both looked the \_\_\_\_\_ to the old gentleman.

#### C. Write this story, using words instead of the pictures.

Mr. Jones went for a walk in a  with his granddaughter


one day. He wore a dark 


with a white 

and a nice 

His granddaughter was a pretty girl. She had

long 

, and wore a pair of very loose blue 

and a pink 

on one 

She wore no jewelry except for a small





**4** A young boy was playing with a ball in the street. He kicked it too hard, and it broke the window of a house and fell inside. A lady came to the window with the ball and shouted at the young boy, so he ran away, but he still wanted his ball back. A few minutes later he returned and knocked at the door of the house, and when the lady answered it, he said, "My father's going to come and fix your window very soon."

After a few more minutes a man came to the door with tools in his hand, so the lady let the boy take his ball away.

When the man finished fixing the window, he said to the lady, "That will cost you exactly ten dollars."

"But aren't you the father of that young boy?" the woman asked, looking surprised. "No," he answered, equally surprised. "Aren't you his mother?"

**A. Answer these questions:**

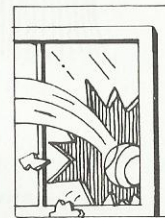
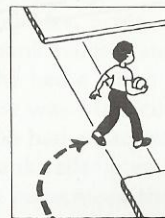
1. How did the young boy lose his ball?
2. Why did he run away?
3. And why did he come back?
4. Why did the lady let him take his ball away?

5. Who did the lady think the man was who came to fix the window?
6. Who did he think the lady was?

**B. Which of these sentences are true? Write down the correct ones.**

1. The young boy broke the window of his own house.
2. The young boy broke the window of someone else's house.
3. The ball went through the window.
4. The ball hit the window and fell into the lady's garden.
5. The young boy ran away because he wanted his ball back.
6. The young boy ran away because he was afraid of the lady.
7. The young boy went to find his father.
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.
10. The man who fixed the lady's window was the boy's father.
11. The man thought that the lady was the boy's mother.
12. The man knew that the lady wasn't the boy's mother.

**C. Write the number of the correct sentence under each picture:**



1. A young boy took his ball out into the street.
2. He kicked the ball.
3. He found a man who fixed windows.
4. He went into another street.
5. It went through the window of a lady's house.
6. The boy ran away.
7. The man came and fixed the lady's window.
8. Then the boy went to the lady's house and got his ball back from her.





5 Mr. and Mrs. Scott moved to a small town, and they made arrangements at the local bank to open an account in both their names. But Mr. Scott was a businessman and always worked during the times that the bank was open, so his wife was the one who usually went there when they needed money.

Then one day Mr. Scott had a vacation, so he went to the bank, but the bank teller didn't know him, and wasn't willing to give him any money until she was sure that he was really Mr. Scott. She said politely, "I know Mrs. Scott, but I don't know you yet. Could you please show me something to prove that you are Mr. Scott?"

Mr. Scott looked in his wallet and found some photographs of his wife. He showed them to the teller, and she was satisfied and gave him his money.

Outside the 1,500 words: teller

### A. Answer these questions:

1. What kind of account did Mr. and Mrs. Scott open at the bank?
2. Who usually went to the bank to get money?
3. Who went there one day?
4. What did the teller say to Mr. Scott?
5. What did Mr. Scott show the teller to prove who he was?
6. What did the teller do then?

### B. Which of these answers are true? Write down the questions and the correct answers.

1. Who could take money out of the Scotts' account at the local bank?
  - a. Only Mr. Scott.
  - b. Only Mrs. Scott.
  - c. Both Mr. and Mrs. Scott.
2. Who was the bank teller used to seeing?
  - a. Only Mr. Scott.
  - b. Only Mrs. Scott.
  - c. Both Mr. and Mrs. Scott.
3. What did the bank teller want from Mr. Scott?
  - a. Proof that he had a wife.
  - b. Proof that he was Mr. Scott.
  - c. Proof that he had an account at the bank.
4. Why did the bank teller give Mr. Scott his money?
  - a. Because she recognized the photograph of his wife.
  - b. Because she recognized him from his photograph.
  - c. Because she recognized him when he came in.

### C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 10.

Mr. Grey was the manager of a company which made furniture. He was a smart \_\_\_\_\_, so the owners of the company were very \_\_\_\_\_ with his work. At first the company was small and sold its furniture only in \_\_\_\_\_ stores, but then it became more well-known, and Mr. Grey made \_\_\_\_\_ to sell more widely. He \_\_\_\_\_ traveled once a month, and found many stores which were \_\_\_\_\_ to open an \_\_\_\_\_ with his company. Mr. Grey was never rude: even when people were rude to him, he answered \_\_\_\_\_, and this often made them change too. He got along very well with people who had children, because he always carried \_\_\_\_\_ of his family in his \_\_\_\_\_ to show them.





6 Johnny was nine years old, and he was a very bad boy, but his mother always hoped that he would behave better. Then one day, after he had come home from school, Johnny's teacher called his mother on the phone and said, "Did you know, Mrs. Perkins, that Johnny saved another boy when he fell into the river while we were out for a walk this morning?"

Mrs. Perkins was very happy when she heard this. She thought, "Johnny's becoming a good boy." Then she turned to him and said, "That was your teacher. 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?"

But Johnny did not look very happy when he heard this. His face became very red, and he said, "Well, I really had to pull him out, because I pushed him in."

#### A. Answer these questions:

1. What kind of boy was Johnny?
2. What did Mrs. Perkins hope?
3. What did Johnny's teacher tell his mother?
4. What did his mother think then?
5. What did she say to Johnny?
6. What did he answer?

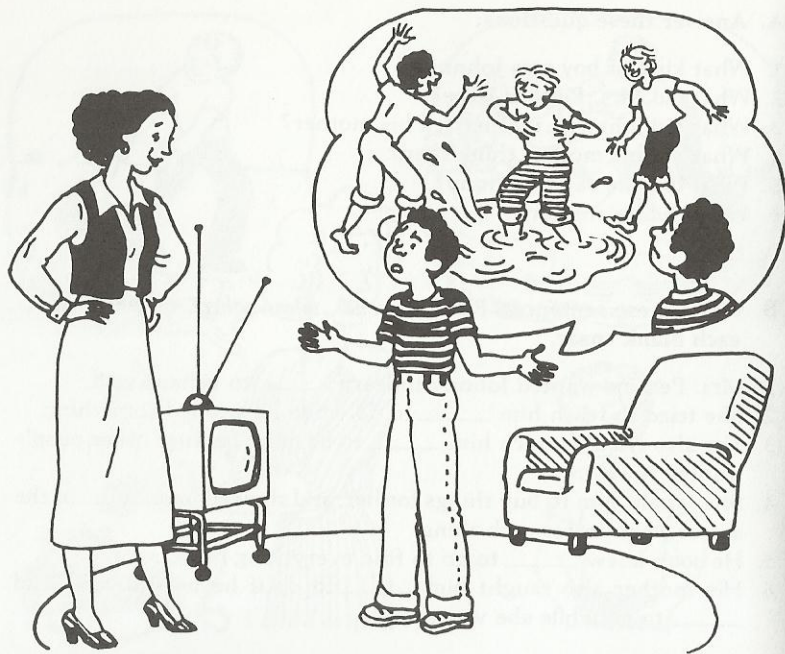
#### B. Write these sentences. Put *how*, *what*, *when*, *where*, or *which* in each blank space.

1. Mrs. Perkins wanted Johnny to learn \_\_\_\_\_ to behave well.
2. She tried to teach him \_\_\_\_\_ to do when he wanted something.
3. She also tried to teach him \_\_\_\_\_ to be quiet because other people wanted to rest.
4. She taught him to buy things for her, and showed him \_\_\_\_\_ of the stores to go to for each thing.
5. He soon knew \_\_\_\_\_ to go to find everything he wanted.
6. His mother also taught him \_\_\_\_\_ to do if he needed help, and \_\_\_\_\_ to go while she was away.

#### C. Draw lines from the words on the left to the correct words on the right. Then write out the five correct sentences.

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Another student  | a. all went for a walk by the river. |
| 2. Johnny           | b. called his mother on the phone.   |
| 3. Johnny's class   | c. pulled a boy out of the river.    |
| 4. Johnny's mother  | d. wanted him to become a good boy.  |
| 5. Johnny's teacher | e. was pushed into the river.        |





**7** A young boy did not live too far from school, so he used to walk there and back everyday. On his way to school he passed a playground which used to get very wet when it rained. One day the boy came home very wet. His mother became angry and said, "Don't play in the water on your way home from school."

The next day he came home very wet again, and his mother became even angrier. "I'll tell your father if you come home wet again," she said, "and then he'll punish you."

The next day the young boy was dry when he came home from school. "You were a good boy today," his mother said. "You didn't play in the water." "No," he answered sadly, "there were so many older boys in the water when I got there this afternoon that there wasn't any room for me at all."

**A. Answer these questions:**

1. How did the young boy go to and from school?
2. How did he get wet?
3. How did his mother feel about this?

4. What did she threaten to do if he got wet again?
5. Why was she happy one day?
6. Why wasn't her son wet that day?

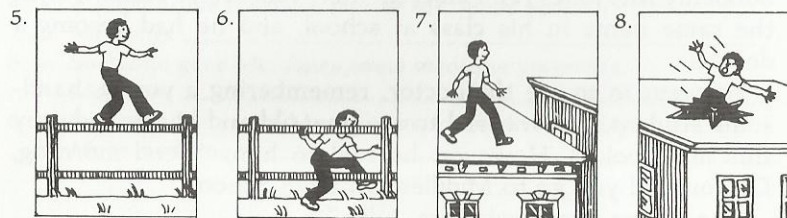
**B. Which words in the story mean the opposite of:**

- |            |            |            |
|------------|------------|------------|
| 1. work    | 3. pleased | 5. younger |
| 2. happily | 4. dry     | 6. unless  |

**C. Choose the correct sentence for each picture and write it down.**

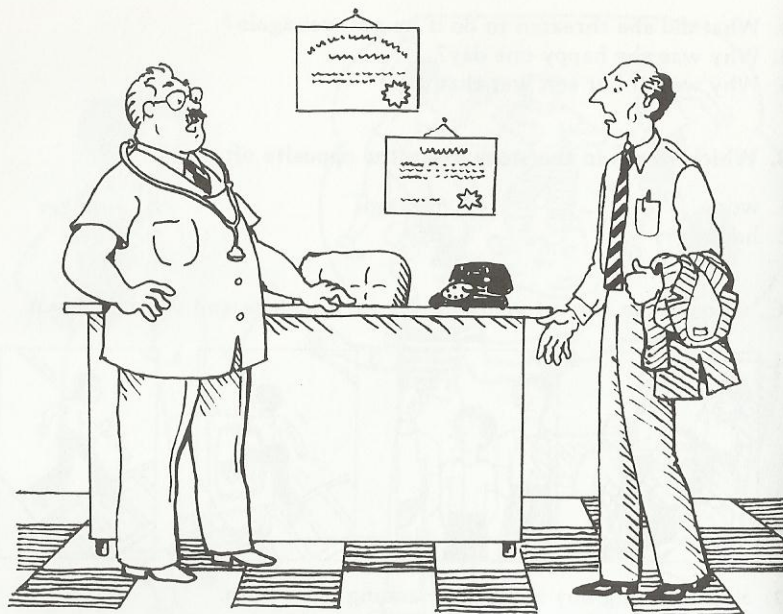


1. a. The young boy is standing among older boys.  
b. The young boy is standing between older boys.
2. a. The young boy is standing among older boys.  
b. The young boy is standing between older boys.
3. a. The young boy is running across the street.  
b. The young boy is running along the street.
4. a. And now he is running across another street.  
b. And now he is running along another street.



5. a. Now he is going along some railings.  
b. Now he is going through some railings.
6. a. And now he is going along them.  
b. And now he is going through them.
7. a. He is going across a roof.  
b. He is going through a roof.
8. a. He is going across a roof.  
b. He is going through a roof.





8 Mr. Jones moved to another town, and soon he needed a new doctor, so he went to see one. He sat down in the waiting room and looked around. The doctor's degrees were on the wall. Suddenly Mr. Jones remembered: there had been a student with the same name in his class at school, and he had become a doctor!

He went in to see the doctor, remembering a young, handsome student, and was sad to see how old and heavy and grey this man looked. However, he said to him, "Good morning, Doctor. Did you go to Middletown High School?"

The doctor answered, "Yes, I did."

"Were you there from 1942 to 1946?" Mr. Jones asked.

"Yes, I was," the doctor answered. "How did you know?"

Mr. Jones laughed and said, "You were in my class!"

"Oh?" the doctor said, looking at him carefully for a few moments. "What were you teaching?"

#### A. Answer these questions:

1. Why did Mr. Jones go to a new doctor?
2. What did he see on the walls of the waiting room?
3. What did Mr. Jones remember?
4. What were the two questions that Mr. Jones asked the doctor?
5. How did Mr. Jones know that the doctor had been at that school during those years?
6. What did the doctor think?

#### B. What words in the story mean the same as:

- |                |              |              |
|----------------|--------------|--------------|
| 1. before long | 3. fat       | 5. seconds   |
| 2. beautiful   | 4. not happy | 6. with care |

#### C. Finish the second sentence in each pair without using the word *someone* (both sentences have the same meaning):

- Example: a. Someone needs a doctor!  
b. A doctor is needed!

1. a. All the doctor's old school friends remembered him.  
b. The doctor \_\_\_\_\_.
2. a. Someone will answer all your questions.  
b. All your questions \_\_\_\_\_.
3. a. A young man had taught the boys geography when they were at school together.  
b. The boys \_\_\_\_\_.
4. a. A good nurse is taking care of Mr. Jones now.  
b. Mr. Jones \_\_\_\_\_.
5. a. Someone gave Mr. Jones some medicine yesterday.  
b. Mr. Jones \_\_\_\_\_.
6. a. Someone has given Mr. Jones more medicine today.  
b. More medicine \_\_\_\_\_.





9 The college had a very good football team, and its best player was a student who always had trouble in school. Then one year the dean of the college said that the player would have to leave because he had cheated on an exam. The football coach immediately went to the dean to try to persuade him to let the student stay in school. The dean showed him two answer papers. "This one is Susan's paper. She's the best student in the class," he said. "And this one's your football player's. They're exactly the same. The football player sat at the next desk, and just copied from her." "But maybe she copied from him," the coach said. "You can't prove it was the other way."

"Look at this," the dean said. "Susan didn't know the answer to this question, so she wrote, 'I don't know.' And your football player wrote, 'Neither do I.'"

#### A. Answer these questions:

1. Why did the dean want the student to leave the college?
2. Why did the coach want him to stay?
3. What did the dean show the coach?
4. And what did the dean say to him?
5. What did the coach suggest then?
6. And what did the dean answer?

Outside the 1,500 words: coach (n.), dean

#### B. Do this puzzle:

##### Across:

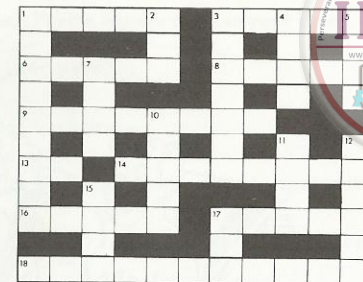
1. The football player cheated on some of his \_\_\_\_\_.
3. The countries of Asia play against each other in the \_\_\_\_\_ Games.
6. Football games began at 2:00 p.m. and \_\_\_\_\_ at 3:30 p.m.
8. The student fell asleep during one test, and \_\_\_\_\_ only when it was finished.
9. The man who was \_\_\_\_\_ the football team went to the dean.
13. The player was \_\_\_\_\_ good at football that the team could not win without him.
14. The student was very good at \_\_\_\_\_.



17. The football player offered to \_\_\_\_\_ Susan's books for her.
18. The dean showed the coach Susan's \_\_\_\_\_ (two words)

##### Down:

1. Football is good for you because it \_\_\_\_\_ all of your body.
2. Unhappy.











3. The college team played \_\_\_\_\_ the teams of other colleges.



4. "How much did the college football team \_\_\_\_\_ the student player?" "Very much."
7. The \_\_\_\_\_ is the head of the college.
10. Football players hang their clothes on these when they change.
11. This is a \_\_\_\_\_ of running shoes.
12. The student was a very good football \_\_\_\_\_.
15. The student played every week because he didn't want to \_\_\_\_\_ a single game.
17. The football player had won a silver \_\_\_\_\_ for football.



#### C. Write this story, using words instead of the pictures.

Our college plays a lot of , and we have a very good . Our best player is George. He is very good at  and  the ball. He can also  it farther than anyone else. But he sometimes gets so excited that he doesn't hear the whistle, and then people  to see him  down the  alone, with his head down and his eyes closed, to carry the ball across the line.





**10** Mr. Young owned his own business and worked very hard. His wife was afraid that he would get sick if he continued like that, so she often tried to get him to take a vacation. At last she managed to persuade him to do this, but she was afraid that he might not be able to enjoy his vacation quietly, so before they left, Mrs. Young went to see her husband's secretary. She said to her, "My husband needs a vacation very much, so whatever happens, please don't bother him with telegrams and letters about business problems while we're away. Just wait till we get back."

After Mr. and Mrs. Young had been away about a week, Mr. Young received a letter from his secretary which said, "Something terrible has happened to your business, but I'm not going to bother you with it now while you're enjoying your vacation."

**A. Answer these questions:**

1. Who did Mr. Young work for?
2. What was his wife afraid of?
3. What did she want her husband to do?
4. What did she ask his secretary to do?
5. What did the secretary write in her letter to Mr. Young?
6. Do you think he enjoyed his vacation after that?

Outside the 1500 words: bother (v.), receive

**B. Which of these sentences are true? Write down the correct ones.**

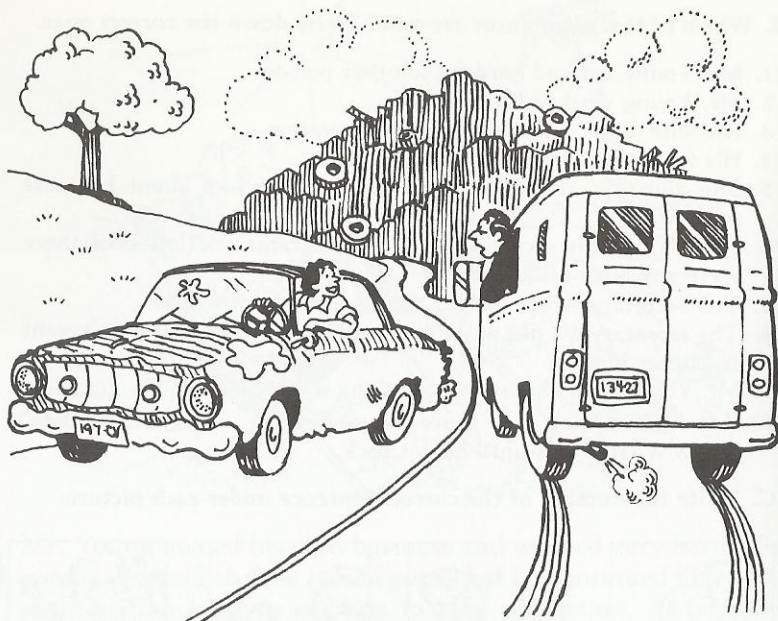
1. Mr. Young worked hard for another person.
2. Mr. Young worked for himself.
3. His wife didn't want him to take a vacation.
4. His wife wanted him to take a vacation.
5. She didn't want his secretary to write to him about business problems.
6. She wanted his secretary to send telegrams and letters if there were any business problems.
7. The secretary wrote to Mr. Young soon after he left.
8. The secretary did not write to Mr. Young, because she didn't want to bother him.
9. Mr. Young didn't know that anything was wrong until he got back.
10. Mr. Young knew that there was something wrong, but he didn't know what it was until he got back.

**C. Write the number of the correct sentence under each picture:**



1. His wife persuaded him to take a vacation.
2. Mr. Young received it at the first port.
3. Mr. Young's office burned down.
4. Mr. Young worked hard in his office.
5. She went to see his secretary.
6. Then he worried during the rest of his vacation.
7. Then his secretary wrote him a letter.
8. Then they started their vacation on a ship.





11

A small town had a city dump where people could leave their own garbage. A lot of people used to load their garbage cans into the backs of their cars and take them to the dump to get rid of them, instead of waiting for them to be collected from their homes or offices.

One evening the owner of a store in this town put his garbage cans in his van and drove to the dump. He had just left his garbage there, when a young man arrived in a very old, beat-up car, turned around, drove backwards down the hill where the garbage was piled and unloaded his.

While he was doing this, the engine of his car died. He tried to start it again several times, but he wasn't successful, so he finally said to the driver of the van, "Could you please give my car a push?"

"Which way?" the man answered.

Outside the 1,500 words: dump (n.), beat-up

#### A. Answer these questions:

1. What did a lot of people do with their garbage cans?
2. What was the young man's car like?
3. What did he do when he came to the garbage dump?
4. Why couldn't he drive away again?
5. What did the young man ask the driver of the van to do?
6. What did the driver answer?

#### B. Which of these answers are true? Write down the questions and the correct answers.

1. How could a person get rid of his garbage in the small town?
  - a. Only by taking it away himself.
  - b. Only by waiting for it to be collected.
  - c. Either by taking it away himself, or by waiting for it to be collected.
2. How did the owner of the store get rid of his garbage?
  - a. He walked to a dump with it and left it there.
  - b. He drove to a dump with it and left it there.
  - c. He left it outside his store to be collected.
3. Why couldn't the young man drive away after he left his garbage?
  - a. Because the engine of his car wouldn't start.
  - b. Because there was a hill in front of his car.
  - c. Because there was a pile of garbage in front of his car.
4. What did he want the driver of the van to do?
  - a. To push his car away from the garbage.
  - b. To push his car down the hill.
  - c. To push his car into the pile of garbage.

#### C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 22.

People throw away more \_\_\_\_\_ now than ever before in our history. What a waste it is! Our \_\_\_\_\_ cans fill up faster than anyone can \_\_\_\_\_ them on to trucks to take them away, but luckily I am the \_\_\_\_\_ of a small van, and when I want to get \_\_\_\_\_ of my garbage, I can put the cans in it and take them away myself. I don't have to wait for them to be \_\_\_\_\_ from my home.

At first I didn't know of a \_\_\_\_\_ where I could take them, and \_\_\_\_\_ around for days to find one. \_\_\_\_\_ I was \_\_\_\_\_ in finding one. I was really happy when I \_\_\_\_\_ my first cans there, and drove away.





**12** Mr. Harris had never married, and he lived in a small house by himself. He was always very careful about what he ate and drank, and he never went out when the weather was cold. He was always afraid that he was getting some terrible disease, so he often went to see his doctor, and the doctor was getting very tired of his patient's imagined illnesses, because he had more important work to do.

Then one day Mr. Harris hurried into the doctor's office and told him he was sure he had a certain terrible disease which he had read about in the newspaper. He showed the doctor the article. The doctor read it carefully and then said, "But, Mr. Harris, people don't know when they have this disease! There are no symptoms, and they feel very good."

"Oh, my goodness!" said Mr. Harris. "I thought so. That's just how I feel!"

Outside the 1,500 words: symptom, disease

### A. Answer these questions:

1. Why did Mr. Harris often go to see his doctor?
2. How did the doctor feel about this?
3. What did Mr. Harris show the doctor one day?
4. What did the doctor do with this?
5. What did the doctor say to Mr. Harris?
6. What did Mr. Harris answer?

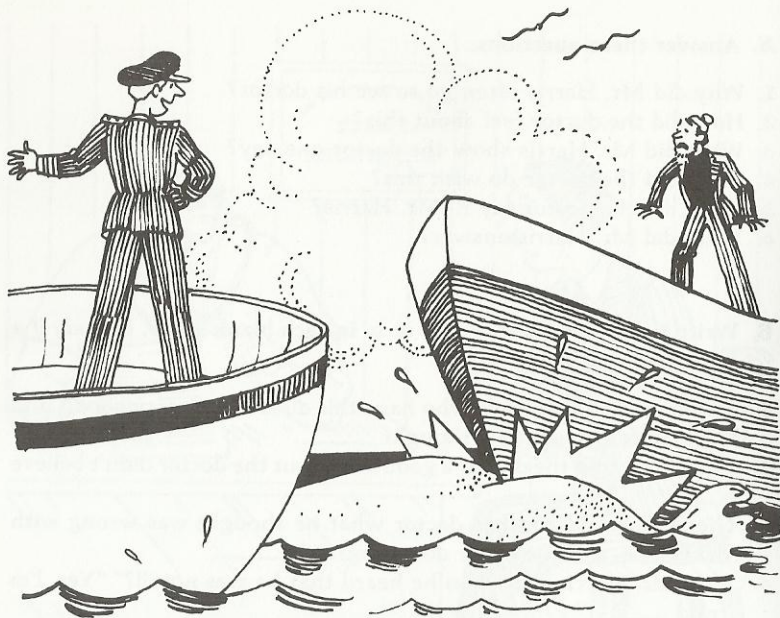
### B. Write these sentences. Put *it* or *so* in each blank space, but only if a word is needed.

1. The doctor said, "People who have this disease feel very good," and Mr. Harris answered, "I thought \_\_\_\_\_."
2. Mr. Harris told the doctor a good story, but the doctor didn't believe \_\_\_\_\_.
3. The doctor told another doctor what he thought was wrong with Mr. Harris, and the other doctor agreed \_\_\_\_\_.
4. "Was Mr. Harris sad when he heard that he was not ill?" "Yes, I'm afraid \_\_\_\_\_."
5. "Will he ever stop worrying?" "I doubt \_\_\_\_\_."
6. "Do you think he'll live to be a hundred?" "I don't know. I never thought about \_\_\_\_\_."
7. "Did he ever smoke or drink?" "Yes, I imagine \_\_\_\_\_."
8. "Will he find some new disease to worry about next week?" "Yes, I suppose \_\_\_\_\_."

### C. Draw lines from the words on the left to the correct words on the right. Then write out the five correct sentences.

- |   |   |
|---|---|
| 1. Mr. Harris                                       | a. didn't know that they had it.              |
| 2. Mr. Harris's doctor                              | b. had appeared in a newspaper.               |
| 3. People who had the disease                       | c. had no symptoms.                           |
| 4. The article about the terrible disease           | d. was always imagining that he was ill.      |
| 5. Mr. Harris thought he had the disease because he | e. was getting tired of his patient's visits. |





**13** Fred had just become the captain of a small ship which carried things from one port to another along the coast. One day he had to take the ship up a river into a small port. He knew that the river had plenty of channels, and that some of them were very shallow and dangerous, so he decided to wait until he saw a local boat going up the river and then follow it. After half an hour he saw a boat start to go up the river, so he began to follow it. He followed it through various channels until both of the boats hit sand under the water and stopped.

Then the captain of the local boat came to the side and shouted to the captain of the boat that had followed him, "We came here to get a load of sand. What did you come to get?"

**A. Answer these questions:**

1. What kind of boat was Fred the captain of?
2. Why didn't he want to go up the river alone?
3. What did he wait for?
4. Did the local boat lead him to the port?
5. Where did it lead him?
6. What had the local boat come to collect?

Outside the 1,500 words: channel, coast

**B. Which words in the story mean the same as:**

1. a lot
2. not safe
3. of or belonging to that place
4. called out
5. went after

**C. Write these sentences, putting the words which are under each blank space in the correct order (change to capital letters where this is necessary):**

1. Where \_\_\_\_?  
(Fred's ship)  
(is)

There \_\_\_\_!  
(is)  
(it)



2. \_\_\_\_ other ships in the port already?  
(are)  
(there)

\_\_\_\_ another one like Fred's.  
(is)  
(there)



3. Immediately, \_\_\_\_ to meet the other captain.  
(Fred)  
(goes)

No sooner \_\_\_\_ see him than he recognizes him.  
(he)  
(does)



4. At last \_\_\_\_ back to his own ship.  
(Fred)  
(goes)







**14** A small store sold a lot of nice jewelry, and the owner was always very careful to prevent people from stealing it.

One day a thief came and tried to steal a beautiful necklace, but the owner of the store caught him immediately and went to the telephone to call the police to come and arrest him.

"Please don't do that!" the thief said. "I have a wife and three children at home. And I'll pay for the necklace."

The owner of the store felt sorry for the man and he didn't want to have a lot of trouble with the police, so he accepted the man's offer to pay for the necklace and went to prepare a bill for it. But when he gave it to the thief, the man looked disturbed and said, "I wasn't intending to get anything as expensive as that. Do you have something cheaper?"

### A. Answer these questions:

1. What did the store owner catch a man doing?
2. What did the store owner do?
3. What did the thief say?
4. Why did the store owner accept the man's offer?
5. What did the store owner do?
6. What did the thief say then?

### B. What words in the story mean the opposite of:

- |             |            |          |
|-------------|------------|----------|
| 1. careless | 3. refused | 5. calm  |
| 2. large    | 4. ugly    | 6. cheap |

### C. Finish the second sentence in each pair (both sentences have the same meaning):

Example: a. The owner of the store went to the telephone to call the police.

b. The owner of the store went to the telephone so that he could call the police.

1. a. The thief was glad to be allowed to pay for the necklace.  
b. The thief was glad that \_\_\_\_\_.
2. a. The owner of the store was happy to be able to avoid calling the police.  
b. The owner of the store was happy that \_\_\_\_\_.
3. a. The thief was surprised when he found out how expensive the necklace was.  
b. The thief was surprised that \_\_\_\_\_.
4. a. He hoped to be able to persuade the owner of the store to sell him something cheaper.  
b. He hoped that \_\_\_\_\_.



15

Mr. Smith left his car outside his apartment one night, as usual, but when he came down the next morning to go to his office, he discovered that the car wasn't there. He called the police and told them what had happened, and they said that they would try to find the car.

When Mr. Smith came home from his office that evening, the car was back again in its usual place in front of his house. He examined it carefully to see whether it had been damaged, and found two theater tickets on one of the seats and a letter which said, "We're very sorry. We took your car because of an emergency."

Mr. and Mrs. Smith went to the theater with the two tickets the next night and enjoyed themselves very much.

When they got home, they found that thieves had taken almost everything they had had in their apartment.

#### A. Answer these questions:

1. What did Mr. Smith discover when he left his apartment one morning?
2. What did he do about this?
3. What did he see when he got back home that evening?
4. What did he find on one of the seats?
5. What did Mr. and Mrs. Smith do with the tickets?
6. What happened when they got home?

Outside the 1,500 words: emergency



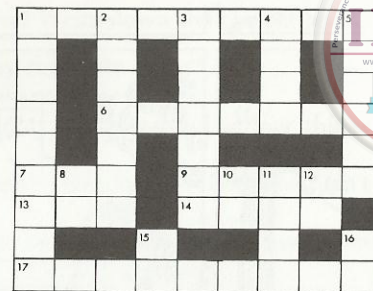
#### B. Do this puzzle:

##### Across:









1. Mr. Smith lived in one.
6. Mr. Smith found two \_\_\_\_\_ tickets in his car.
7. Mr. and Mrs. Smith were hungry, so they \_\_\_\_\_ dinner before going to the theater.
9. "Did they \_\_\_\_\_ themselves that evening?" "Yes, they did."
13. Neither Mr. Smith \_\_\_\_\_ his wife expected their apartment to be robbed.
14. After a short time.
17. The letter in Mr. Smith's car said that the car had been taken because of an \_\_\_\_\_.

##### Down:

1. This van carries people to the hospital.
2. There was one theater ticket for Mr. Smith and \_\_\_\_\_ one for his wife.
3. \_\_\_\_\_ stole things from Mr. and Mrs. Smith's apartment.
4. Opposite of west.
5. A rose bush has a \_\_\_\_\_ branch.
8. "Which theater did Mr. and Mrs. Smith go \_\_\_\_\_?" "I don't know."
10. When Mr. and Mrs. Smith got home, they found they had \_\_\_\_\_ furniture anymore.
11. Fix together.
12. Mr. Smith found the tickets \_\_\_\_\_ one of the seats of his car.
15. "Who drove the car to the theater?" "Mr. \_\_\_\_\_ Mrs. Smith."
16. Mr. Smith used to go to his office \_\_\_\_\_ car.



#### C. Write this story, using words instead of the pictures.

Mr. Smith's son had a nice new . One day he went to a movie  on it and left it in the parking lot behind, but a thief stole it. There was a lot of  in town that evening, and the thief was not very good at riding. He nearly hit a , and the driver turned his  suddenly and blew his  angrily. The thief also turned suddenly to avoid an accident, but one of his  slipped on the road and he fell off. When a  came, the thief ran away.





**16** Jimmy was seven years old. He got an allowance from his parents every week, but he wasted a lot of it on things which he saw in the stores and suddenly wanted to buy, although he didn't need them. One day his mother gave him a notebook and said, "Now, Jimmy, whenever you buy anything, I want you to write it down in this book, and write down the price, too. Then you can look at it again when your money's all gone, and you won't waste so much money next time."

After a week, Jimmy said to his mother, "Do you know, Mommy, before I spend any money now, I really stop and think?"

His mother was very pleased and thought, "Well, he's learned the value of money now." But she wasn't so happy when he added, "Yes, before I buy anything, I always ask myself, 'Am I going to be able to spell that in my notebook?'"

**A. Answer these questions:**

1. What happened to Jimmy's allowance every week?
2. What did his mother give him then?
3. Why did she give it to him?
4. What did Jimmy say to his mother after a week?
5. What did she think?
6. What did Jimmy say then?

**B. Which of these sentences are true? Write down the correct ones.**

1. Jimmy's parents gave him money regularly.
2. Jimmy's parents wasted his allowance every week.
3. Before he got his notebook, Jimmy often wanted to buy things because he needed them.
4. Before he got his notebook, Jimmy often bought things he didn't need.
5. Jimmy's mother bought him the notebook to prevent him from saving money.
6. Jimmy's mother bought him the notebook to prevent him from wasting money.
7. After getting his notebook, Jimmy no longer spent money without thinking first.
8. After getting his notebook, Jimmy began to spend money without thinking first.
9. Jimmy's words did not really show that he had learned the value of money.
10. Jimmy's words showed that he really had learned the value of money.

**C. Write the number of the correct sentence under each picture:**



1. He bought a toy trumpet.
2. He took it to a sports shop.
3. He tried to spell "racket" in his notebook.
4. He wanted to buy a tennis racket.
5. He went into a toy store.
6. He went out of the shop without buying it, because he couldn't spell it.
7. His mother gave him a notebook.
8. Jimmy's mother gave him his allowance.





**17** Tom had retired and lived by himself a long way from town. He hardly ever left his home, but one day he went into town to buy some things in the market, and after he had bought them, he went into a restaurant and sat down at a table by himself. When he looked around, he saw several old people put eyeglasses on before reading their newspapers, so after lunch he decided to go to a store to buy himself some glasses too. He walked along the road, and soon found a store.

The man in the store made him try on a lot of glasses, but Tom always said, "No, I can't read with these."

The man became more and more puzzled, until finally he said, "Excuse me, but can you read at all?"

"No, of course I can't!" Tom said angrily. "If I was already able to read, do you think I would have come here to buy glasses?"

**A. Answer these questions:**

1. What did Tom see in a restaurant?
2. What did he decide to do?
3. What did the man in the store do?
4. What did Tom say each time?
5. What did the man finally ask Tom?
6. What did Tom answer?

**B. Which of the answers are true? Write down the questions and the correct answers.**

1. How did Tom live?
  - a. He lived alone.
  - b. He lived with his family.
  - c. He lived with his wife.
2. How often did he go into town?
  - a. Everyday.
  - b. Every week.
  - c. Hardly ever.
3. What did the old people in the restaurant do before reading their newspapers?
  - a. Drink their drinks.
  - b. Take their glasses off.
  - c. Put their glasses on.
4. What did the store that Tom went into sell?
  - a. Glasses for drinking from.
  - b. Glasses for people who couldn't read.
  - c. Glasses for people who couldn't see well.
5. What mistake did Tom make?
  - a. He didn't try on all the glasses in the store.
  - b. He thought that a person who had not learned to read would be able to do so if he wore glasses.
  - c. He went to the wrong kind of store.

**C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 34.**

When Mrs. Lewis was young, she was \_\_\_\_\_ to read her \_\_\_\_\_ without having to put on \_\_\_\_\_, but when she \_\_\_\_\_ from her job at the age of sixty, she began to have trouble reading the prices when she went shopping in the \_\_\_\_\_ in the town where she lived. At first she was \_\_\_\_\_ by this, but then one day she said \_\_\_\_\_ to one of the women who sold fruit, "Why did you make the signs with the prices so much smaller?" The woman said, "We didn't. Why don't you \_\_\_\_\_ your glasses on to read them?"

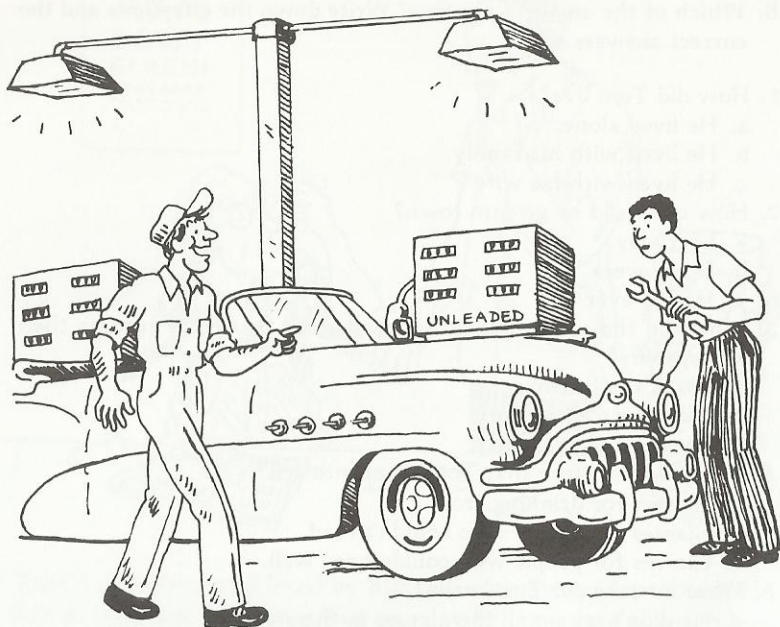
"I don't have any," Mrs. Lewis answered.

"Well," the woman said, "why don't you get a pair?"

"Yes, I \_\_\_\_\_ I should," Mrs. Lewis said, and she went to a store to buy them.

The man in the store made her \_\_\_\_\_ many different glasses, until finally she found a pair that suited her, and she was happy.





**18** John had a new car, but it was in the garage for repairs, so he borrowed his wife's old car one evening. He found that it didn't have much gas in the tank, so he drove to a service station and filled it up. But then the car wouldn't start.

He thought there was probably something loose in the battery, so he took a small wrench out of his pocket and hit the battery with it. The car started at once.

Then John saw that one of the lights was not working either. "There's something loose there too," he thought. He hit it on the side with his wrench, and it lit up right away.

The garage man was watching, and then he ran over to John and said, "If you ever want to sell your car, I don't want it, but I'd be very happy to make you an offer for that wrench."

Outside the 1,500 words: service, repairs, wrench

### A. Answer these questions:

1. Why did John take his wife's car to a service station?
2. What did John think, and then do, when his wife's car wouldn't start?
3. What did John see after that?
4. What did he think, and then do, about it?
5. Who was watching John?
6. What did the garage man say to him?

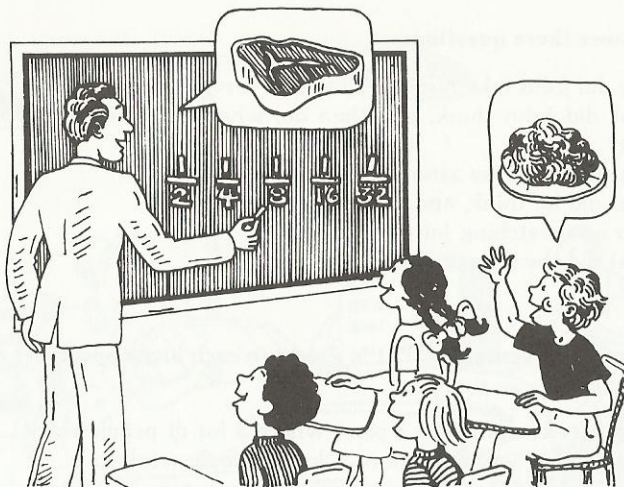
### B. Write these sentences. Put *in it* or *it in* in each blank space, but only if one of these is necessary.

1. A big service station is a place where a lot of people work \_\_\_\_.
2. Ours is a big service station. A lot of people work \_\_\_\_.
3. John's car wouldn't start because it had no gas \_\_\_\_.
4. One of John's problems \_\_\_\_ was starting his wife's car.
5. When John had some problem, \_\_\_\_ was usually about starting his wife's car.
6. The garage man didn't know \_\_\_\_ how much John's wrench would cost.
7. When the garage man saw John's wrench, he wanted \_\_\_\_.
8. After paying for the gas, John bought something to eat \_\_\_\_.

### C. Draw lines from the words on the left to the correct words on the right. Then write out the five correct sentences.

- |                     |  |
|---------------------|--|
| 1. John             | a. had an old car.                         |
| 2. John's car       | b. made the car start and the light go on. |
| 3. John's wife      | c. saw that his wife's car needed gas.     |
| 4. The garage man   | d. wanted to buy John's wrench.            |
| 5. The small wrench | e. was being repaired.                     |





**19** A math teacher had been teaching his class all about fractions for the past week, and now he wanted to find out how much they had been able to remember, so he asked one of the boys in the class, "If I cut a piece of meat into two pieces, what would I get?"

"Halves," answered the student at once.

"Good," said the teacher. "And if I cut each piece in half again?"

"Fourths," answered the next student.

"And if I cut it again, Robert?" the teacher went on.

"Eighths," answered Robert.

"Yes," said the teacher, nodding to the next boy. "And again?"

"Sixteenths, sir," was the answer.

"Good," said the teacher. "And once more, Lisa?"

"Thirty-seconds," answered Lisa after thinking for a few seconds.

"Yes, that's right. And again?" the teacher continued.

"Hamburger meat," answered the last student, who thought that all of these questions were becoming a little silly.

#### A. Answer these questions:

1. What had the math teacher been teaching?
2. What was his first question?

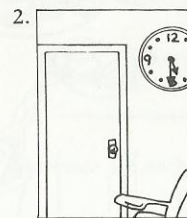
Outside the 1,500 words: fraction, hamburger

3. What was the first student's answer?
4. What was the last fraction they reached?
5. What did the last student say?
6. Why did he answer like that?

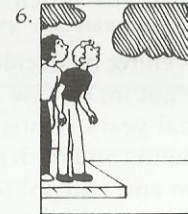
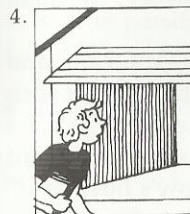
#### B. What words in the story mean the same as:

- |                                |            |
|--------------------------------|------------|
| 1. discover                    | 4. went on |
| 2. moving his head up and down | 5. getting |
| 3. foolish                     |            |

#### C. Choose the correct sentence for each picture and write it down.

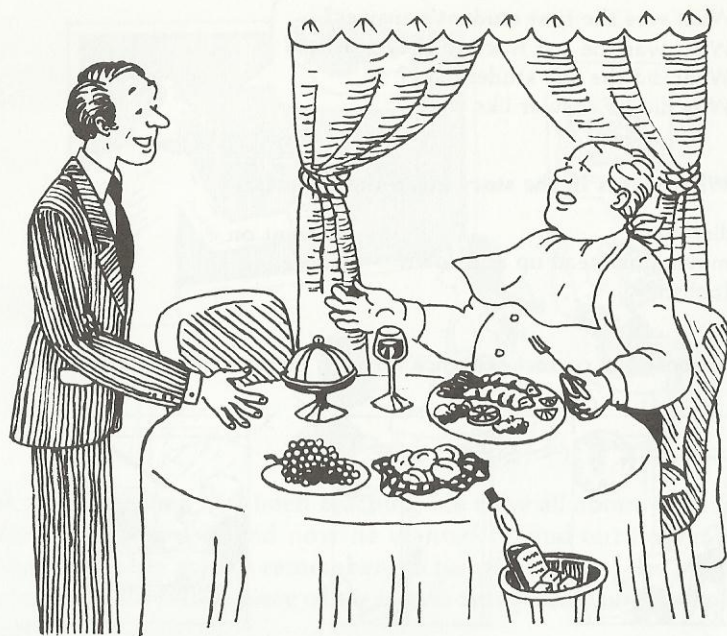


1. a. At five o'clock, the students had already gone home.  
b. At five o'clock, the students went home.
2. a. At five-thirty, the students had already gone home.  
b. At five-thirty, the students went home.
3. a. When this student got home, his mother had already gone out.  
b. When this student got home, his mother went out.



4. a. When this student got home, his mother had already gone out.  
b. When this student got home, his mother went out.
5. "Why is the street so wet?"  
a. "It must have rained."  
b. "It may rain."
6. a. "Put your coat on. It must have rained."  
b. "Put your coat on. It may rain."





**20** George worked in San Francisco. He wasn't married, and he usually had his lunch, and occasionally his dinner, in small restaurants.

One evening he decided to go to an expensive restaurant, and when he got in, he saw a large, heavy man who he had not seen for several years sitting by himself at a table. He thought for a few moments and then remembered the man's name, so he went up to him and said politely, "Hello, Mr. Grey. How's business?" "Oh, it's not good at all," the large man answered.

George looked at the expensive food and wine on Mr. Grey's table and was surprised. "It certainly doesn't look as if your business is bad," he said.

"Well," Mr. Grey answered sadly, "I'm afraid you're wrong. A few years ago I was doing very well, and I could afford to bring my wife to this place for dinner too."

**A. Answer these questions:**

1. Where did George usually eat?
2. Where did he go one evening?
3. Who did he see there?
4. How was Mr. Grey's business doing?
5. Why was George surprised?
6. What did Mr. Grey say to him then?

**B. Which words in the story mean the opposite of:**

1. cheap
2. forgot
3. frequently
4. rudely
5. small

**C. Finish the second sentence in each pair (both sentences have the same meaning):**

Example: a. It is possible that Mr. Grey's wife was left at home.  
b. Mr. Grey's wife may have been left at home.

1. a. It is possible that Mr. Grey's business is better than he says it is.  
b. Mr. Grey's business may \_\_\_\_\_.
2. a. It is possible that Mr. Grey has decided not to go out without his wife anymore.  
b. Mr. Grey may \_\_\_\_\_.
3. a. It is possible that Mr. and Mrs. Grey are having dinner in a cheaper restaurant now.  
b. Mr. and Mrs. Grey may \_\_\_\_\_.
4. a. It is possible that George works in a bank.  
b. George may \_\_\_\_\_.



Mr. and Mrs. Wilson and their children were going to begin their vacation one day, and they had to be at the airport at eleven-forty A.M. "It'll take us half an hour to get there in the taxi," Mr. Wilson said, "so we all have to be ready by eleven o'clock. Nobody should be late."

At ten minutes to eleven they were still all running around doing things, except Mrs. Wilson, who was sitting quietly on a chair in the garden enjoying the sun.

Her husband and children were very surprised that she wasn't in a hurry too, until the taxi arrived and Mrs. Wilson said to them, "Well, I knew that this was going to happen, so before I went to bed last night, I moved all our clocks and watches ahead twenty minutes. So now we can go to the airport quietly without worrying about being late."

#### A. Answer these questions:

1. Why did Mr. and Mrs. Wilson and their children have to be ready by eleven o'clock?
2. What were Mr. Wilson and the children doing at ten-fifty?
3. What was Mrs. Wilson doing?
4. How did her husband and children feel about this?
5. What had Mrs. Wilson done the night before?
6. Why had she done this?

Outside the 1,500 words: ahead



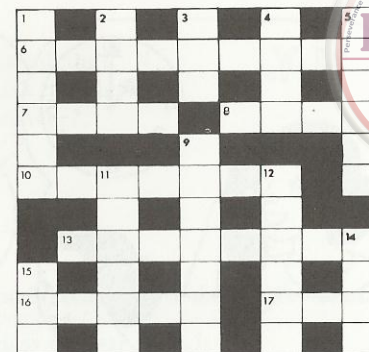
#### B. Do this puzzle:

##### Across:

6. Mr. Wilson and the children were \_\_\_\_\_ that Mrs. Wilson was not in a hurry too.
7. The Wilsons were going to Japan, which is in \_\_\_\_\_ Asia.
8. They were going to the airport by \_\_\_\_\_.
10. Their plane is \_\_\_\_\_ another plane now.
13. The Wilsons had to go to one of the \_\_\_\_\_ outside of New York to catch their plane.
16. "\_\_\_\_\_ did the Wilsons want to go in the morning?" "To the airport."
17. The Wilsons are going to \_\_\_\_\_ a lot of Japanese food during their vacation.

##### Down:









1. "Were the children still \_\_\_\_\_ at nine-thirty?" "No, they were both awake."
2. The youngest Wilson child is carrying a toy in his \_\_\_\_\_.
3. "Please \_\_\_\_\_ not to be late," Mr. Wilson said.
4. Japan is part of East \_\_\_\_\_.



5. Mr. Wilson never \_\_\_\_\_ that he is in a hurry: he always pretends that he has plenty of time.
9. Easier.
11. Mrs. Wilson \_\_\_\_\_ and said, "I moved the clocks and watches ahead."
12. Mrs. Wilson sat in the \_\_\_\_\_ while the others ran around.
14. Mrs. Wilson often \_\_\_\_\_ in the garden when she has finished her work.
15. Last week I borrowed \$5 from Mrs. Wilson and didn't pay her back. Now I \_\_\_\_\_ her \$5.



#### C. Write this story, using words instead of the pictures.

The Wilson children had a vacation by the . They played at the foot of a cliff, and found a  in it. They found lots of  on the beach. Mr. Wilson went out in a boat every day. He rowed out to sea with a pair of , dropped his  and  with his new  and all kinds of .





**22** Miss Rogers taught physics in a New York school. Last month she was explaining to one of her classes about sound, and she decided to test them to see how successful she had been in her explanation. She said to them, "Now, I have a brother in Los Angeles. If I was calling him on the phone, and at the same time you were 75 feet away, listening to me from the across the street, which of you would hear what I said earlier, my brother or you—and for what reason?"

The smartest student at once answered, "Your brother, Miss Rogers, because electricity travels faster than sound waves."

"That's very good," Miss Rogers answered; but then one of the girls raised her hand, and Miss Rogers said, "Yes, Debbie?" "I disagree," Debbie said. "Your brother would hear you earlier because when it's eleven o'clock here, it's only eight o'clock in Los Angeles."

#### A. Answer these questions:

1. What was the class in this story studying?
2. What question did Miss Rogers ask her class?
3. What did the smartest student answer?
4. What did Miss Rogers answer?
5. What happened then?
6. What did Debbie say?

#### B. Which of these sentences are true? Write down the correct ones.

1. Miss Rogers was teaching her class to hear sounds.
2. Miss Rogers was teaching her class about sound.
3. She wanted to know which were faster, sound waves or electricity.
4. She wanted to know whether her students could hear her from 75 feet away.
5. She wanted to know whether it was possible to telephone Los Angeles.
6. The smartest student thought that sound waves were slower than electricity.
7. The smartest student thought that electricity was slower than sound waves.
8. Miss Rogers agreed with the smartest student.
9. Miss Rogers disagreed with the smartest student.
10. Debbie thought the smartest student was wrong, because electricity was slower than sound waves.
11. Debbie thought the smartest student was wrong, because clocks in Los Angeles showed a different time from those in New York.
12. Debbie thought that the smartest student's answer was correct.

#### C. Write this story, putting one word in each blank space. You will find all the correct words in the story on page 44.

One of the things that students of \_\_\_\_\_ study is the way in which sound \_\_\_\_\_ from one place to another through the air. It does this by means of \_\_\_\_\_. A picture of these helps very much in the \_\_\_\_\_ of how this happens. Most teachers are very \_\_\_\_\_ in \_\_\_\_\_ sound to their students, and the students usually have no trouble when the teachers give them a \_\_\_\_\_ to see how much they have understood. I think the \_\_\_\_\_ for this is that most students have seen waves on water, so they don't find it difficult to imagine waves in the air which carry a \_\_\_\_\_ from one place to another. I am sure that no teacher will \_\_\_\_\_ with this.





23

Mr. Martin went into his usual coffee shop one morning, and sat on one of the seats at the counter. Many other people came in also, but most of them did not stay long.

After fifteen minutes, a young man and a young woman came in. There were only two empty seats at the counter, one on Mr. Martin's left, and the other on his right. The woman sat on one, and the young man on the other, but Mr. Martin immediately offered to change places with the man so that he and the young woman could be together.

"Oh, that isn't necessary," the young man said, but Mr. Martin insisted. When the young man and the woman were side by side, the young man said to her, "Well, this kind gentleman wanted us to sit together, so may I introduce myself? My name's Tom. What's yours?"

**A. Answer these questions:**

1. Where did Mr. Martin sit in the coffee shop?
2. Who came into the coffee shop after fifteen minutes?
3. What did Mr. Martin do when he saw them?

Outside the 1,500 words: insist

4. Why did he do this?
5. Why did the young man say it wasn't necessary for him to sit beside the woman?
6. What did he say to the young woman?

**B. Which of the answers are true? Write down the questions and the correct answers.**

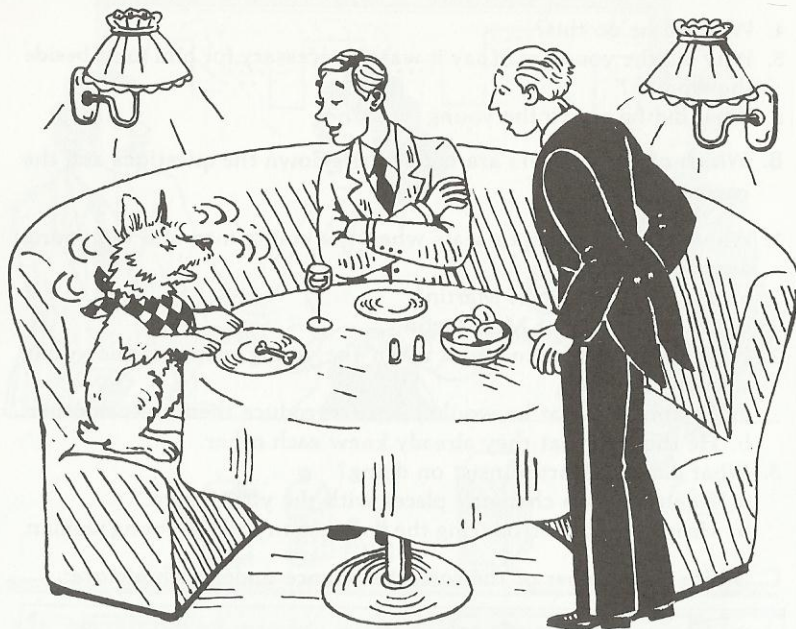
1. Where were the empty seats when the young man and the young woman came in?
  - a. On one side of Mr. Martin.
  - b. On both sides of Mr. Martin.
2. What did Mr. Martin think when the young man and the young woman came in?
  - a. He thought that he would like to introduce them to each other.
  - b. He thought that they already knew each other.
3. What did Mr. Martin insist on doing?
  - a. He insisted on changing places with the young man.
  - b. He insisted on introducing the young man and the young woman.

**C. Write the number of the correct sentence under each picture:**



1. A young man and a young woman came in.
2. He offered his seat to the young man.
3. He sat down at the counter.
4. Mr. Martin went into a coffee shop.
5. Then he introduced himself to the young woman.
6. There was an empty seat on each side of him.
7. The young man changed places with Mr. Martin.
8. They sat down on each side of Mr. Martin.





**24** Peter was a ventriloquist. He worked in theaters and night clubs, but he wasn't very good, and one month he was out of work and hungry. Then he found a dog on the street and took it into a restaurant with him. They sat down at a table, and the dog seemed to order food and talk about it, so the owner of the restaurant, the waiters, and the other guests were very surprised.

The owner thought that a lot of people would come to his restaurant to listen to the dog speak if it was his, so he offered to buy it, and finally the ventriloquist agreed to sell the dog for a high price.

When the owner of the restaurant had paid, the dog appeared to say to the ventriloquist, "Well, you sold me, didn't you?"

"Yes, I did," answered the ventriloquist.

"Then I refuse to speak ever again."

Outside the 1,500 words: ventriloquist

### A. Answer these questions:

1. What did the dog seem to do in the restaurant?
2. Why did the owner of the restaurant want to buy the dog?
3. What did the ventriloquist finally do?
4. What did the dog "ask" then?
5. What did the ventriloquist answer?
6. And what did the dog "say" then?

### B. Write these sentences. Choose the correct word or words under each blank space.

1. The owner of the restaurant thought that a lot of people \_\_\_\_\_  
came  
will come  
would come

to it if he \_\_\_\_\_ a dog that talked.

had  
will have  
would have

2. As soon as he had bought the dog, he thought, happily, "A lot of people \_\_\_\_\_ to my restaurant now that I \_\_\_\_\_ this dog."

come  
will come  
would come  
buy  
have bought  
would buy

3. If the ventriloquist \_\_\_\_\_ the dog, he \_\_\_\_\_ any money to buy

didn't sell  
hadn't sold  
wouldn't have sold  
didn't have  
hadn't had  
wouldn't have had

food.

### C. Draw lines from the words on the left to the correct words on the right. Then write out the five correct sentences.

- |                                   |  |
|-----------------------------------|--|
| 1. A lot of people                | a. couldn't really talk.                               |
| 2. Peter                          | b. offered to buy the dog.                             |
| 3. The dog                        | c. pretended that the dog could talk.                  |
| 4. The owner of the restaurant    | d. was high.   |
| 5. The price which the owner paid | e. would come to a restaurant which had a talking dog. |





**25** Eddie liked music very much when he was at school, but when he went to the university he decided to study medicine, instead of music. When he passed his examinations and became a doctor, he had to work in a hospital for some time. There he discovered that a lot of the patients were happier and caused less trouble if pleasant music was played to them. When Eddie got an office and began to work for himself, he decided to keep his patients happy by having a tape recorder in his waiting room play beautiful music for them.

But soon after the tape recorder had been put in, Eddie's nurse heard a woman, who was sitting in the crowded waiting room one morning, complain, "Here we're all waiting to see the doctor, and he's just playing the violin in his office instead of doing his work!"

**A. Answer these questions:**

1. What did Eddie like when he was at school?
2. What did he study at the university?
3. Where did Eddie work after he passed his examinations?
4. What did pleasant music do to a lot of the patients in the hospital?
5. Why did Eddie put a tape recorder in his waiting room?
6. What did Eddie's nurse hear a patient say one morning?

Outside the 1,500 words: patient (n.), waiting room

**B. What words in the story mean the same as:**

- |                   |                      |
|-------------------|----------------------|
| 1. enjoyed        | 4. nice              |
| 2. full of people | 5. not long          |
| 3. more satisfied | 6. was successful in |

**C. Choose the correct sentence for each picture and write it down.**



1. a. This patient is surprised because there is music in the doctor's waiting room.  
b. This patient is surprising because there is music in the doctor's waiting room.
2. a. "How surprised! The doctor is playing music."  
b. "How surprising! The doctor is playing music."
3. a. The patients are listening to some interested music.  
b. The patients are listening to some interesting music.
4. a. The patients are interested in this music too.  
b. The patients are interesting in this music too.



5. a. This man has been hit by a fallen branch.  
b. This man has been hit by a falling branch.
6. a. This man is tripping over a fallen branch.  
b. This man is tripping over a falling branch.
7. a. This actor is very amused.  
b. This actor is very amusing.
8. a. The audience is very amused.  
b. The audience is very amusing.





**26** Mr. Marsh was a Senator in the government. One day he was driving to a town to make an important speech when he stopped at a small restaurant to have some coffee. When he saw that the restaurant had some nice fresh rolls, he asked the waitress for one, and she brought it. Then he asked for some butter and jam, and she brought a very small serving of butter and a very small jar of jam.

"I'd like some more jam, please." Mr. Marsh said.

"I'm sorry," she answered, "but we only give one serving of butter and one jar of jam with each roll."

Mr. Marsh began to get annoyed. "Do you know who I am, young lady?" he said. "I'm the state Senator."

"And do you know who I am?" the waitress asked.

Mr. Marsh was surprised and said, "No."

"Well," she answered, "I'm the person who gives out the jars of jam."

Outside the 1,500 words: annoy, Senator

### A. Answer these questions:

1. Who was Mr. Marsh?
2. Why did he stop at a small restaurant?
3. What did Mr. Marsh ask the waitress to bring more of?
4. What did the waitress answer?
5. What did Mr. Marsh say about himself?
6. What did the waitress say about herself?

### B. Which words in the story mean the opposite of:

1. amused
2. dislike
3. take
4. large
5. stale

### C. Finish the second sentence in each pair (both sentences have the same meaning):

Example: a. Finding a restaurant was easy.

b. It was easy to find a restaurant.

1. a. Asking for more jam was useless.

b. It \_\_\_\_\_.

2. a. Getting another jar of jam was impossible.

b. It \_\_\_\_\_.

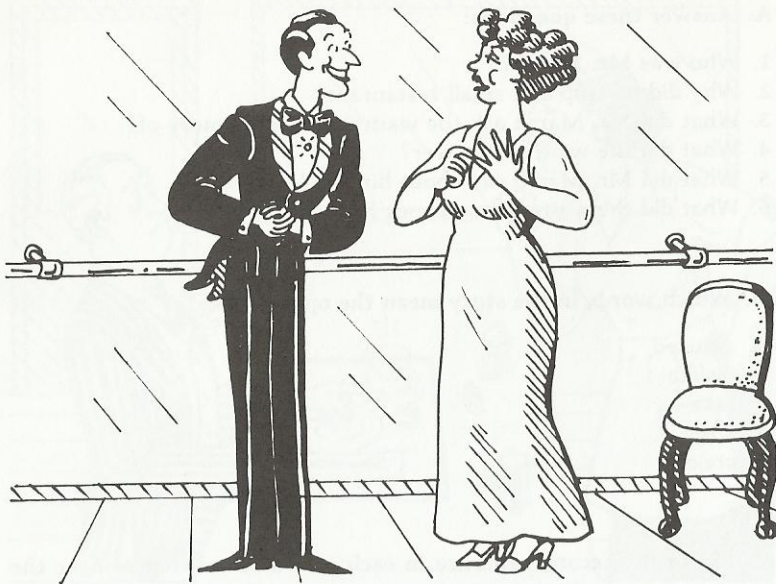
3. a. Getting annoyed was foolish.

b. It \_\_\_\_\_.

4. a. Complaining to the manager would have been unpleasant.

b. It \_\_\_\_\_.





**27** Mr. Lewis was a dance teacher. He was a nice man and always had a lot of students who used to come to his classes every week. One year he moved to a new town, and was soon teaching a lot of students in the dance school there, but then he decided to move again to a big city where he would have more work.

When one of the ladies who regularly came to his classes heard that he was going to leave, she said to him, "The teacher who takes your place won't be as good as you are."

Mr. Lewis was happy when he heard this, but he said, "Oh, no! I'm sure he'll be as good as I am—or even better."

The lady said, "No. Five teachers have come and gone while I've been here, and each new one was worse than the last."

**A. Answer these questions:**



1. What did Mr. Lewis teach?
2. Why did he want to move to a big city?
3. What did one of his students say when she heard this?
4. How did Mr. Lewis feel about this?
5. What did he say to the student?
6. What did she answer?


**B. Which of these sentences are true? Write down the correct ones.**


1. Mr. Lewis liked dancing very much, but he didn't teach it.
2. Mr. Lewis taught dancing.
3. He had students who came to his classes regularly.
4. His students came to his classes once a month.
5. He taught in the same school all his life.
6. He taught in various schools, one after another.
7. One of his students thought that he would be better than the next teacher.
8. One of his students thought that he wouldn't be as good as the next teacher.
9. She thought he wasn't as good as the teacher they had had before.
10. She thought he was better than the teacher they had had before.


**C. Write this story, using words instead of the pictures.**

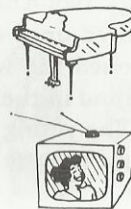
Helen Jones often goes  with her husband, Fred. Their

young son, George, plays the  in the .

and Fred sometimes sits at the  and plays for a

 of an hour. Helen used to play the

and the  well, and even appeared on



several times, but she hasn't had much time to practice since she



Fred and had three







28

Six people were traveling in a compartment on a train. Five of them were quiet and well behaved, but the sixth was a rude young man who was causing a lot of trouble to the other passengers.

At last this young man got out at a station with his two heavy bags. None of the other passengers helped him, but one of them waited until the rude young man was very far away, and then opened the window and shouted to him, "You left something behind in the compartment!" Then he closed the window again.

The young man turned around and hurried back with his two bags. He was very tired when he arrived, but he shouted through the window, "What did I leave behind?"

As the train began to move again, the passenger who had called him back opened the window and said, "A very bad impression!"

**A. Answer these questions:**

1. How was the sixth passenger in the compartment different from the other five?

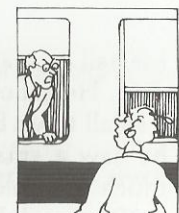
Outside the 1,500 words: compartment, impression

2. What did he take with him when he got out?
3. What did a passenger shout to him when he was very far away?
4. What did the rude young man do then?
5. What did he ask when he got back to the compartment window?
6. What did the passenger in the compartment answer?

**B. Which words in the story mean the opposite of:**

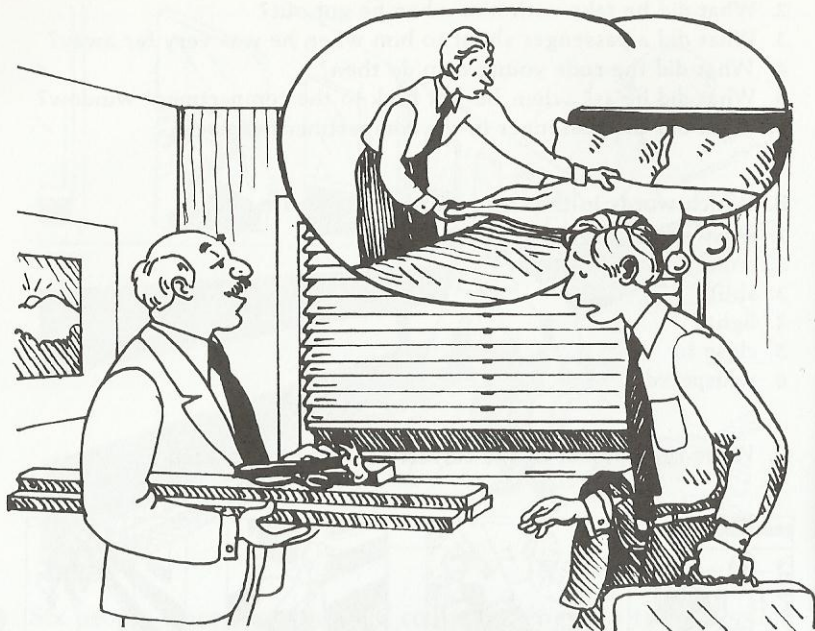
1. noisy
2. polite
3. shut
4. light
5. close to
6. whispered

**C. Write the number of the correct sentence under each picture:**



1. He carried his heavy bags far away from the train.
2. He got out at a station.
3. He turned around and began to walk back.
4. One of them behaved rudely.
5. Then one of the passengers in the compartment called him back.
6. The passenger waited until the train was moving before he answered.
7. There were six passengers in a compartment.
8. When he got to the compartment again, he said, "What did I leave behind?"





**29** Joe had a vacation, so he decided to go to the seashore for a few days. He got on a train one morning, and an hour later he was in a small town by the sea. A few minutes after he left the station, he saw a small hotel and went in. He asked the owner how much it would cost for one night there.

"Fifteen dollars," the owner answered.

"That's more than I can really afford to pay," Joe said sadly.

"All right," the owner answered. "If you make your bed yourself, you can have the room for ten dollars."

Joe was very happy because he always made his own bed at home. "Okay," he said, "I'll do that."

The owner went into a room at the back, opened a closet, took some things out and came back to Joe.

"Here you are," he said, and gave him a hammer and some nails.

#### A. Answer these questions:

1. How much did the owner of the small hotel want Joe to pay for one night there?
2. What did Joe say about this?
3. What did the owner of the small hotel say then?
4. Why was Joe happy about this?
5. What did the owner take out of a closet?
6. What did he want Joe to do?

#### B. Which of these answers are true? Write down the questions and the correct answers.

1. How long did it take Joe to get to the seashore?
  - a. A few days.
  - b. An hour.
  - c. A few minutes.
2. What was the usual price of a room in the small hotel?
  - a. Ten dollars.
  - b. Fifteen dollars.
3. How much was Joe willing to pay for his room?
  - a. Ten dollars.
  - b. Fifteen dollars.
4. What did Joe expect to do?
  - a. He expected to build a bed for himself.
  - b. He expected to neatly arrange his sheets and blankets in the morning.
5. What did the owner of the hotel expect Joe to do?
  - a. He expected Joe to build a bed for himself.
  - b. He expected Joe to neatly arrange his sheets and blankets in the morning.

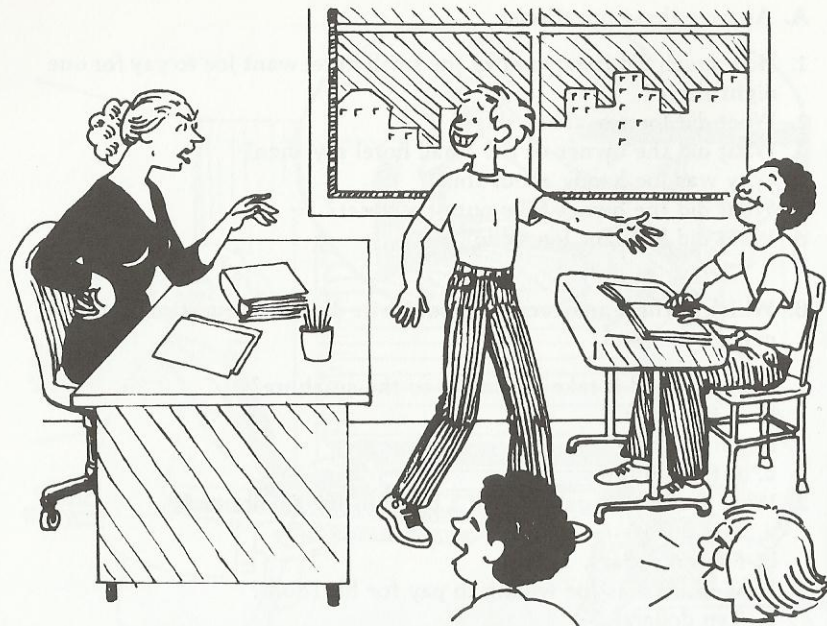
#### C. Write this story, putting one of these words in each blank space:

cheap    decided    dollars    hotel    owner    pay    seashore    soup  
vacation    waitress

Pete had three weeks' \_\_\_\_\_ every summer, and he thought, "I like fishing, so I'll go to the \_\_\_\_\_ this year." He found a small \_\_\_\_\_ to stay in, and he asked the \_\_\_\_\_ how much he would have to \_\_\_\_\_ for one week. The owner said that it would cost one hundred \_\_\_\_\_. That was \_\_\_\_\_ enough for Pete, so he \_\_\_\_\_ to stay there.

On the first evening, he went down to dinner, and the \_\_\_\_\_ put a plate down in front of him, but Pete said to her, "This plate's damp." "No, it isn't," the waitress said. "That's your \_\_\_\_\_."





**30** A teacher was asking a student a lot of questions, but the student couldn't answer any of them. The teacher then decided to ask him some very easy questions so that he could get a few right.

"What was Bunker Hill?" she said.

The student thought for some time and then answered, "An airport?"

"No, it was a battle," the teacher said. She was getting a little angry now, but she was trying not to show it. Then she asked, "Who was the first President of the United States?"

The student thought for a long time, but didn't say anything. Then the teacher got very angry and shouted, "George Washington!" The student got up and began to walk towards his seat.

"Come back!" the teacher said. "I didn't tell you to go."

"Oh, I'm sorry," the student said. "I thought you called the next student."

#### A. Answer these questions:

1. What was the teacher's first question?
2. What was her second question?
3. What did she say when the student couldn't answer the second question?
4. What did the student do?
5. What did the teacher say then?
6. Why did the student walk back towards his seat?

#### B. Finish the second sentence in each pair (both sentences have the same meaning). Do not use " ".

Example: The teacher asked, "What was Bunker Hill?"  
She asked the student what Bunker Hill was.

1. Then she asked, "Who was the first President of the United States?"  
She asked the student \_\_\_\_\_.
2. The teacher asked, "Do you understand my question?"  
She asked the student \_\_\_\_\_.
3. Then she said, "I didn't tell you to go!"  
She told the student \_\_\_\_\_.
4. The student answered, "I thought you asked the next student."  
The student answered \_\_\_\_\_.

#### C. Draw lines from the words on the left to the correct words on the right. Then write out the five correct sentences.

- |                            |  |
|----------------------------|--|
| 1. Bunker Hill             | a. thought that Bunker Hill was an airport.      |
| 2. George Washington       | b. was a battle.                                 |
| 3. The student             | c. was the first President of the United States. |
| 4. The teacher             | d. was trying to speak calmly.                   |
| 5. The teacher's questions | e. were very easy.                               |



# APPENDIX A

## 1500 Word Vocabulary

**Note:** This vocabulary does not contain numerals, names of the days of the week, names of the months or proper nouns and adjectives. Not all cases of nouns and pronouns are given (e.g. *boy* stands for *boy—boy's—boys—boys'*); nor are all parts of verbs given (e.g. *swim* stands for *swim—swims—swam—swum—swimming*). Comparatives and superlatives of adjectives are not given.

a(n)	and	balloon	bill
able (ability)	angry	banana	bird
about	animal	band	birthday
above	ankle	bandage	bite
abroad	answer	bank	bitter
absent	ant	bar	black
accept	anxious (anxiety)	barber	blackboard
accident	any	bargain	blame
account	apartment	bark	blanket
accuse	(dis)appear	basket	blind
ache	apple	bath(-room, -tub)	blood
across	appointment	bathe	blouse
act (or, res)	arch(ed, -way)	battery	blow
add	argue	battle	blue
address	arm	be	boast
admit	army	beach	boat
adult	around	beak	body (and -body, e.g. in anybody)
advice (advise)	arrange(ment)	bean	boil
afford	arrest	bear	bone
afraid	arrive (arrival)	beard	borrow
after	article	beat	both
afternoon	artist(ic)	beautiful	bottle
again	as	because	bottom
against	ashamed	become	bowl
ago	ash(-tray)	bed(-room)	box
(dis) agree	ask	bee	boy
aim	asleep	beer	bracelet
air (-force, -mail, -plane, -port)	at	before	branch
algebra	attack	beg(gar)	brass
all	audience	begin(ning)	brave
allow(ance)	aunt	behave	break
almost	autumn	behind	breakfast
alone	avoid	believe	breathe
along	awake	bell	bribe
already	away	belong	brick
also	axe	below	bridge
although	baby	belt	bright
always	back	bench	
a.m.	bad (worse/worst)	beside	
ambulance	bag	besides	
among	baggage	bicycle	
amuse (amusing)	bake	ball	
anchor	ball		

bring	chair	cookie	dinner
broadcast	chalk	cool	dirty
broken	chance	copy	disappointed
brother	change	cork(-screw)	discover
brown	charcoal	corn	dish
bruise	cheap	corner	disturb
brush	cheat	correct	ditch
bucket	cheek	cost	dive
build(ing)	cheese	cotton	divide
bullet	chest	cough	do
bunch	chicken	count	doctor
burn	child	country	dog
burst	chimney	course	dollar
bus(-stop)	chin	cousin	donkey
bush	chocolate	cover(ed)	door
business(-man)	choose	cow	double
busy	Christmas	crack(ed)	doubt(ful)
but	church	crawl	down
butter(-dish)	cigarette	crop	dozen
butterfly	circle	cross	draw(ing)
button	circus	crowd(ed)	drawer
buy	city	cry	dream
by	class(-room)	cup	dress
	clean	cure	drink
cabbage	clear	curious	drive(r)
cabinet	clerk	curtain	drop
cage	clever	custom	drown
cake	cliff	cut	drug(gist, -store)
call	climate		drum
calm	climb	daddy	drunk
camera	clock	damage(d)	dry
camp	close (a.)	damp	duck
can	close(d)	dance(-band)	dull
canal	closet	danger(ous)	dumb
candle	cloth	dare	during
candy	clothes	dark	dust(y)
cap	cloud(y)	date	duster
capital	club	daughter	
captain	coal(-mine)	day (daily)	each
car	coat	dead	eager
card	cock	deaf	ear(-ring)
cardboard	coffee(-pot)	dear	early
care	cold	decide (decision)	earn
careful	collar	deep	earth
careless	collect	deer	east(ern)
carpet	college	degree	Easter
carriage	color	delighted	easy
carry	column	dentist	eat
cart	comb	department	edge
case	come	depend	egg
castle	(un)comfortable	describe	either
cat	common	desert	electric(ity)
catch	company	desk	elephant
cause	complain	destroy	else
cave	composition	dictionary	empty
ceiling	confess	die	end
celebrate	confused	different	enemy
cent	congratulate	difficult	engine
ceremony	continue (con- tinual)	dig	enjoy
certain	cook(ing)	dining(-room, -hall)	enough
chain			envelope





envy	fix	gold(-mine)	(dis)honest	jump	living-room	milk(-bottle)	niece
equal	flag	good (better/best)	honey	just	(un)load	mind	night(ly)
escape	flat	goodbye	hook	keep	loaf	mine(r)	no
even	float	goodness	hooray	key	local	minister	nod
evening	flood	government	hope(ful, less)	kick	(un)lock(ed)	minute(-hand)	noise (noisy)
ever (and -ever, e.g. in whoever)	floor	grand(-e.g. in grandfather)	horn	kill	long	mirror	none
every(-where)	flour	grape	horse(-back, -man, -shoe)	kind	look	miss	noon
exact	fly	grass	hospital	king	loose	Miss	nor
examine (examination, examiner)	fog(gy)	gray	host(ess)	kiss	lose (lost)	mistake	north(ern)
except	fold	green	hot (heat, heating)	kitchen	lot	mix	nose
excited	follow	greet	hotel	kite	loud	model	not
excuse	fond	grill	hour(ly, -hand)	knee(l)	love	modern	notebook
exercise	food	ground	house	knife	low	moment	notice
expect	foolish	group	how	knock	lucky	mom(my)	now
expensive	foot(-ball)	grow	hungry	know	luggage	money	nuisance
explain (explanation)	for	growl	hunt(er)	ladder	lump	monkey	number
explode	foreign(er)	guess	hurry	lady	lunch	month(ly)	nurse
explore(r)	forest	guest	hurt	lake	lung	moon	nut
eye	forget	guide(-book)	husband	lamp	machine	more	oar
	forgive	gun	hut	land	mad	morning	obey (obedient)
	fork			language	madam	mosque	occasional
	forward	hair	I	large	magazine	mosquito	o'clock
face(-powder)	frame	half	ice(-cream)	last	mail	most	of
factory	free	hall	if	late	main	mother	off
fade	freeze	hammer	ill(ness)	lately	make	motor(-cycle)	offer
fail	fresh	hand	imagine	laugh	man	mountain	office
faint	friend	handkerchief	important	lay	manage(r)	mouse(-trap)	officer
faithfully	frighten(ed)	handle	in(-to)	lazy	manners	mouth	often
fall	from	handsome	inch	lead(er) (mislead)	many	move	oh
false	front	hang	influence	leaf	map	movie	oil
family	fruit	happen	(in)flu(enza)	leak	marble	Mr(s).	okay
famous	fry	(un)happy	injection	lean	march	much	old
fan	full	hard	ink	learn	mark	mud(dy)	olive
far	fun(ny)	hardly	-in-law (e.g. son-in-law)	least	market(-place)	multiply	on
farm(er)	furniture	harvest(-time)	insect	leather	marry (marriage, married)	music	once
farther (farthest)	future	hat	inside	leave	mat	must	one (and -one, e.g. in anyone)
fast		hate	instead	lecture(r)	match(-box)	mustache	only
fat	gallon	have	intelligent	left(-hand)	math(ematics)	mysterious	open
father	game	he	intend (intention)	leg	matter	nail	operation
faucet	garage	head	interest(ed, ing)	lend	may	name	opposite
feather	garbage	hear	introduce (introduction)	less	maybe	narrow	or
feed	garden	heart	invent(ion, or)	lesson	mayor	navy	orange
feel(ing)	gas	heavy	invite (invitation)	let	meal	near	order
fence	gate	hello	iron	letter	mean	nearly	ordinary
fever	gay	hen	island	library (librarian)	measure	neat	ornament
few	general	here	it	lid	meat	necessary	other
field	generous	hi	jam	lie	medicine	neck	ought
fierce	gentleman	hide	jar	lift	meet(ing)	necklace	ounce
fight	geography	high	jealous	light	melt	need	out
fill	geometry	hill	jewelr(y)	like	member	needle	outside
film	get	hire	job	(un)likely	menu	neighbor	oven
finally	girl	history	join	limit	merchant	neither	over
find	give	hit	joke	line	merry	nephew	overcoat
fine	glad	hobby	journalist	lion	message (messenger)	nest	owe
finger	glass(es)	hold	journey	lip	metal	net	own(er)
finish(ed)	glue	hole	judge	list	middle	never	
fire(-place)	go	hollow		listen(er)	midnight	new	
first	goal	home(-work)		little	mile	news(-paper)	pack(age)
fish(erman)	goat			live		next	packet
						nice	page



pain(ful)	poor	radio	rug	shape	soap	store(-house, -room)	tea(-pot)
paint(er)	port	rail(ing, -road)	rule	share	sock	-room)	teach(er)
pair	porter	rain(y, -coat)	ruler	sharp	soft	storm(y)	team
pan	position	raise	run	shave (shaving- brush, soap)	soldier	story	tear
pants	(im)possible	rare	rust(y)	she	solid	stove	telegram
paper	post(-card, -man, -office)	rat		shed	some	straight	telephone
pardon	pot	rather	sack	sheep	sometimes	strange(r)	television
parent	potato	razor	sad	sheet	son	straw	tell
park	pound	reach	safe	shelf	song(-book)	stream	temperature
part	pour	read	sail	shell	soon	street	temple
party	powder	ready(-made)	sailor	shine	sore	stretch	tennis
pass	practice	real	salary	ship	sorry	strict	tent
passenger	praise	realize	salesman	shirt	sound	string	term
passport	pray	reason	salt(y)	shoe(-maker)	soup	strong	terrible
past	prefer	recent	same	shoot	sour	student	test
path	prepare	recite	sand(y)	shop	south(ern)	study	than
patient	present	recognize	sandwich	shore	sow	stuff	thank(ful)
pay	president	record player	(dis)satisfied	short	spade	stupid	(thanks)
pen	press	red	sauce	shorts	spare	submarine	that/those
pencil(-box)	pretend	refrigerator	saucer	shoulder	speak	succeed (success ful))	that (conj.)
penny	pretty	refuse	sausage	shout	spell(ing)	such	the
people	prevent	(ir)regular	save	show	spend	suck	theater
perhaps	price	relative	saw	shut	spill	sudden	then
permission	prince(ss)	remember	say	hy	spit	suddenly	there
person	prison(er)	remind	scales	sick	splash	sugar(-bowl)	thermometer
persuade	private	repeat	scenery	side	spoil	suggest(ion)	they
phonograph	prize	republic	school	sign	spoon(ful)	suit(-case)	thick
photograph	probable	resign	scissors	signal	sport	suit	thief
physics	produce	responsible	scold	signature	spread	sum	thin
piano	program	rest	score	silk	spring(-time)	summer(-time)	thing (also -thing, e.g. in nothing)
pick	promise	restaurant	scout	silly	square	sun(ny, -burn, -rise, -set, -shine)	think
picnic	pronounce	result	scratch	silver	squat	supper	thirsty
picture	proof (prove)	retire	screw(-driver)	stain	stage	support	this/these
piece	proud	return	(unscrew)	stairs (staircase)	stain	suppose	thorn(y)
pig	public	ribbon	sea(-shell, -shore)	(also -stairs, e.g. in upstairs)	stair	sure	thread
pile	pull	rice	season	stale	stamp	surprised (sur- prising)	threaten
pillow	pump	rich	seat	stamp	stand	surround(ing(s))	throat
pin	punch	rid	second	star	star	swallow	through
pink	pupil	ride	secret	start	statement	sweat	throw
pint	pure	right(-hand)	secretary	steal	station	sweep	thumb
pipe	purple	ring	see	steam(er, -boat, -engine, -ship)	stay	sweet	ticket
pity	purpose	ripe	seed	steel	steal	swim(mer)	thunder
place	purse	roll	seem	slope (sloping)	steam(er, -boat, -engine, -ship)	swing(ing)	threaten
plan	push	roof	seldom	slow	steel	switch	throat
plant	put	rope	-self (-selves)	steep	steer(ing-wheel)	sword	through
plate	puzzle (puzzling)	room	(un)selfish	step	step	table	throw
play(-ground)		root	sell	stick	tailor	take	thumb
(un)pleasant		rope	send	stiff	take	talk	thunder
please(d)		rotten	sentence	still	tall	tame	ticket
plenty	quarrel	rough	separate	sting	tank	taste	tidy
plow	quart	round	serious	stocking	tap	taxi	tie (untie)
p.m.	quarter	row	servant	stone	tomorrow		tiger
pocket	queen	rub	serve	ton	ton		tight
poem	question (-mark)	rude	set				till
point	quick		several				time(-table)
poisonous	quiet		sew(ing)				tin
police(-man)	quite		shade (shady)				tip
polite			shadow				tire
pond	rabbit		shake				tired (tiring)
pool (e.g. swim- ming pool)	racket		shall				title
			shallow				to
							tobacco
							today
							toe
							tomorrow
							ton





## APPENDIX B

# Grammatical Structures

The grammatical structures used in this book are limited to the following:

- Present continuous:** *am/are/is + verb + ing* to indicate an action or state going on at the time that it is being spoken or written about. *Example:* I am reading a story.
- Present continuous:** *am/are/is doing* for a relatively temporary present habit. *Example:* She is watching T.V.
- Present continuous:** *am/are/is (always) doing* for habitual and irritating action. *Example:* He is always playing the stereo when I want to study.
- Simple present:** to indicate an action or state going on at the time it is being spoken or written about; used with certain involuntary verbs. *Example:* I feel well.
- Simple present:** to express habitual action. *Example:* I get up at seven every morning.
- Present perfect:** *have/has done* to indicate an action or state completed at some unspecified past time. *Example:* I have finished my homework.
- Present perfect:** *have/has done* to indicate an action or state which began some time in the past and has continued to the moment of speaking. *Example:* He has worked here for six months.
- Present perfect continuous:** *have/has been doing* to indicate an action which began in the past and is still continuing. *Example:* He has been playing the piano for eight years.
- Simple past:** to indicate a past action or state, when the speaker or writer is referring to the time of the completed action or state. *Example:* I finished my work at five-thirty.
- Past continuous:** *was/were doing* to indicate an action or state begun before, and continuing after, a particular moment in the past. *Example:* I was having my lunch (when you called).
- Past continuous:** *was/were doing* to indicate parallel actions or states in the past. *Example:* While I was reading, John was writing.

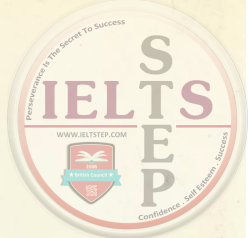
tongue	uncle	-ward (e.g. in	(un)willing
tonight	under	backward)	win
too	understand	warm	wind(y)
tool	university	warn	window
tooth(-paste)	unless	wash(ing)	wine
top	until	waste	wing
torch	up(on)	watch	winter(-time)
total	urgent	water(-fall, -pipe)	wipe
touch	use	wave	wire
tough	used to	way	(un)wise
towards	useful (useless)	we	wish
towel	usually	weak	with (out)
tower		wear	woman
town	vacation	weather	wonder(ful)
toy	valley	wedding	wood(en, -work)
traffic	value (valuable)	week(-end, ly)	wool(en)
train	van	weigh	word
trap	various	welcome	work(er)
travel(er)	vase	well	world
tray	vegetable	west(ern)	worm
treat	very	wet	worry (worried,
tree	vest	what	worrying)
tremble	view	wheel	worth
trip	village	when(-ever)	wound
trouble	violin	where (also	wrap
truck	visit(or)	-where, e.g. in	wrist(-watch)
true (truthful)	voice	somewhere)	write
trumpet	volcano	whether	wrong
trunk	volley-ball	which	
trust	voyage	while	yard
try		whisper	year(ly)
tune	wages	whistle	yellow
tunnel	waist	white	yes
turn(ing)	wait	who	yesterday
twice	waiter (waitress)	whole	yet
twin	wake	why	you
type(-writer)	walk	wide	young
typist	wall	widow(er)	
	wallet	wife	
ugly	want	wild	zero
umbrella	war	will	zoo



12. **Past continuous:** *was/were doing* for a relatively temporary past habit. *Example:* She was watching T.V. last night.
13. **Past continuous:** *was/were doing* for habitual and irritating action in the past. *Example:* He was always playing the stereo when I wanted to study.
14. **Habitual past:** *used to + verb* to indicate habitual past action no longer going on at the present time. *Example:* When I was younger, I used to play the piano.
15. **Past perfect:** *had done* to indicate an action completed before or at a specified time in the past. *Example:* He had lived there for six years before moving to the city.
16. **Past perfect continuous:** *had been doing* for continuous action up to a specified past time. *Example:* She had been waiting for the bus for half an hour.
17. **Future be + going to:** *am/are/is going to do* to indicate future actions or states. *Example:* I'm going to drive to New York next Monday.
18. **Future with will:** to indicate future actions. *Example:* (Don't do that, or) you'll hurt yourself.
19. **Future continuous:** *am/are/is + verb + ing* to indicate a future action planned by the speaker or writer. *Example:* He is leaving for San Francisco next week.
20. **Future continuous:** *will be + verb + ing* to express a future action occurring within the normal course of events. *Example:* They'll be going to the seashore this summer.
21. **Future perfect:** *will have done* to indicate an action which will be completed by a certain future time. *Example:* We will have done our assignments by next week.
22. **Modals:** *can/could; may/might; shall/should; will/would; and must have* are used.

Reported speech, conditionals, passives and relative clauses are now permitted.





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