



Stories for
**READING
COMPREHENSION**
3

L A HILL




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Stories for reading comprehension 3

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Longman 

INTRODUCTION

This is the third of a series of three books which have been written to replace my *Comprehension and Précis Pieces*, and *Further Comprehension and Précis Pieces* written with R.D.S. Fielden.

In this series of reading comprehension passages, the vocabulary and structures are carefully graded. The grading follows that of the *Longman Structural Readers*. Book 1 of this series covers Stages 1 and 2 of those readers; Book 2 covers Stages 2 and 3; and Book 3, Stages 4 and 5. Words outside the grading are given at the end of each book.

In this series, the comprehension questions contain no composition element: the students simply have to choose between alternatives which are supplied to them.

The series also contains grammatical exercises. The instructions for these sometimes contain words which are outside the grading. They are therefore more suitable for class than private use, unless the student has someone who can explain the difficult words. In a class, the teacher should explain such difficult words to the students before asking them to do an exercise. In nearly all the grammatical exercises, the student has to choose between alternatives which he or she is given.

L. A. Hill



Three young men were playing with a gun in a street in a quiet area of the town after dark when one of them fired it by mistake without aiming it at anything. The bullet broke a window in an old lady's house.

The young men made off at once when they saw the damage they had done, but the old lady looked out of a window when she heard the explosion, and she recognized one of them as the son of a man and woman who lived not far from her.

The old lady complained to the police, and a detective came to her house. The old lady gave him a detailed account of everything that had happened, and then the detective asked her if she knew where the young man lived. The old lady told him that too, so the detective went to the young man's house. He and his companions tried to hide, but the detective found them and the gun and took them to the police station.

There his chief officer questioned the young men to find out which of them owned the gun, but none of them was willing to say. The young man who owned the gun did not dare to admit that he did, because he did not have a licence for it.

At last the chief officer decided to put an end to the conversation, so he turned to the detective and demanded to know whether he had got an officer's permission to take the gun away from the young man who owned it.

The detective felt anxious when he heard this question. "No, sir," he answered nervously, "I didn't get it."

"In that case," the officer declared angrily, "you were quite wrong to take it away from him. You'd better return it immediately, or there'll be trouble!"

This made the young men smile happily at each other, and as soon as the detective held the gun out and said, "Here you are," one of them put his hand out in order to get it back.

That is how the officer finally discovered whom the gun belonged to.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 What broke the old lady's window?
a) A bullet. b) A gun. c) Some fire.
- 2 Where did the young man live?
a) Near the old lady. b) Near the police station.
- 3 Where did the detective take the young men?
a) To the next street. b) To the old lady's house. c) To the police station.
- 4 Who asked the young men questions at the police station?
a) An officer. b) The old lady. c) The detective.
- 5 Did the young men say who owned the gun?
a) No. b) Yes, one of them did. c) Yes, they did.
- 6 Did the young man who owned the gun have a licence for it?
a) No, he didn't. b) Yes, he did.
- 7 What did the officer ask the detective?
a) "Did you get an officer's permission to take the gun away?" b) "Have you got a licence for this gun?"
- 8 What did the officer tell the detective to do?
a) To get a licence. b) To give the gun back.
- 9 Why did he tell the detective to do this?
a) Because he did not like him. b) Because he wanted to find the young man who owned the gun.
- 10 How did one of the young men show that he owned the gun?
a) By holding the gun out. b) By putting out his hand to take it. c) By smiling happily.

Exercise 2

Write this story. Choose the right words each time:

A young man broke an old lady's window (*by mistake/on purpose*). He was (*not trying/trying*) to hit her house. He and his (*friend/friends*) ran away when they saw the (*broken window/damaged bullet*), but the (*shot/shout*) had made the old

lady look out, and when she saw the young (*man and woman/men*) she knew where (*all/one*) of them lived. (*His/Their*) home was rather (*a long way from/near*) hers. When (*a detective/the young man*) came to the old lady's house, she (*gave him a bill for the broken window/told him about the shot*), and she also (*asked/told*) him where the young man lived. The detective found (*all/one*) of the young men, and took them and the gun to (*his chief officer/the old lady*). The owner of the gun (*did not/was not willing to*) have a licence for it, so he (*admitted saying/refused to say*) that it was his. But the (*detective/chief officer*) discovered the owner in a clever way. He ordered (*him/the detective*) to give the gun (*away/back*) to (*its owner/the old lady*), because he had not had permission to take it (*away/back*). Then, when the detective (*held/took*) the gun out, its real owner put his hand out to (*receive/recognize*) it.

Exercise 3

When you report a question, you have to look at what the original speaker or writer of the question said from your point of view, not from his or hers. For example, if Mrs Jones said to me, "Can you help me?" I would report it like this: *Mrs Jones asked me whether I could help her.*

If the direct question has no question word, we use *if* or *whether* to introduce the reported question.

If the direct question already has a question word (*who(m), what, when, why* etc), we keep this in the report.

Notice too that in a reported question we use the same word order as in a statement, and that we do not use the question mark.

Put these sentences into reported speech:

- 1 The detective said to the old lady, "Where does the young man live?"
- 2 The officer said to the young men, "Who owns the gun?"
- 3 The officer said to the detective, "Did you get an officer's permission to take the gun away from the young man?"
- 4 The officer said to the young man, "Did you fire the gun?"



Mr Gray travelled a lot on business. He sold machines of various kinds to farmers. It was not really a very exciting job, but Mr Gray had always been interested in farming, and he was quite satisfied with his life.

He had a big car, and usually enjoyed driving it long distances, but he was quite satisfied to go by train sometimes too, especially when the weather was bad. He was a little frightened of driving in rain or snow, and it was less tiring to sit comfortably in a train and look out of the window without being worried about how one was going to get to the next place.

One of Mr Gray's problems was often where to stay when he reached some small place in the country. He did not expect great comfort and wonderful food, but he found it annoying when he was given a cold room, and there was no hot water or good food after a long and tiring day.

Late one winter evening, Mr Gray arrived at a small railway station. The journey by train that day had not been at all interesting, and Mr Gray was cold and tired and hungry. He was looking forward to a simple but satisfying meal by a brightly burning fire, and then a hot bath and comfortable bed.

While he was walking to the taxi rank, he said to a local man who was also walking there, "As this is my first visit to this part of the country and I was in too much of a hurry to find out about hotels before I left home, I would very much like to know how many you have here."

The local man answered, "We have two."

"And which of the two would you advise me to go to?" Mr Gray asked then.

The local man scratched his head for a few moments and then answered, "Well, it's like this: whichever one you go to, you'll be sorry you didn't go to the other."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why did Mr Gray travel a lot?
a) Because of his work. b) For pleasure.
- 2 What was his business?
a) He was a farmer. b) He sold machines.
- 3 Did he enjoy his work?
a) No, he did not. b) Yes, he did.
- 4 How did he travel?
a) Always by train. b) Always in his car. c) Sometimes in his car, and sometimes by train.
- 5 Did he usually like driving?
a) No, he did not, because he was a little frightened.
b) Yes, he always did. c) Yes, he did, except when the weather was bad.
- 6 Did he always stay in expensive hotels?
a) No, he did not. b) Yes, he did.
- 7 Why did he speak to a local man one winter evening?
a) Because he wanted to find a hotel. b) Because he wanted to visit that part of the country.
- 8 How many hotels were there near there?
a) Too many. b) Two.
- 9 Did the local man tell Mr Gray which one to go to?
a) No, he did not. b) Yes, he did.
- 10 Why? a) Because both of them were equally bad.
b) Because he did not know either of them.

Exercise 2

Write this story. Choose the right words each time:

Mr Gray (*always travelled to big cities/often travelled to very small places*), because he (*bought things from/sold things to*) farmers, and

farmers live in (*big cities/the country*). Mr Gray (*did not enjoy/enjoyed*) the job, because he (*was interested in farming/really wanted to be a farmer*). He (*always/usually*) went to see the farmers by (*car/train*), because he (*enjoyed/was afraid of*) driving. But he found it less tiring to (*drive/travel by train*). When he went to a hotel, he wanted to be (*cool/warm*), to have (*no/some*) hot water, and to be given (*poor/reasonable*) food. One evening in the winter, after an (*interesting/uninteresting*) train journey, he asked a local man (*how many hotels there were/whether there were any hotels*) near there. The man answered that there were (*too many/two*). Mr Gray wanted his (*advice on which to go to/help to get to one*), (*and/but*) the man was (*not very/very*) helpful, because he (*had scratched his head/thought that both hotels were bad*).

Exercise 3

When we use the *-ing* form of a verb as an adjective, we mean that the person/animal/thing does the action of the verb (e.g. *an exciting book* means "a book which excites people").

When we use the past participle (the *-ed* form) of a verb as an adjective, we mean that the person/animal/thing is the object of the action of the verb (e.g. *an excited child* means "a child whom someone or something has excited").

Choose the right words each time:

Mr Gray was (*astonished/astonishing*) to hear that there were two hotels in such a small place. When he heard this (*astonished/astonishing*) news, he was a little happier. His work is (*tired/tiring*), and when he is very (*tired/tiring*), he often gets ill. He finds talks about medicine on television very (*interested/interesting*). His wife is also (*interested/interesting*) in such things, but last time they watched television, there were some (*annoyed/annoying*) flashes of light during the talk, and the television company received a lot of telephone calls from (*annoyed/annoying*) people.



Mrs Hammond was old and blind, but she was determined to do everything for herself. She even used to go for walks alone from her cottage once a day for exercise and fresh air, and found her way by touching things with her white stick. She learnt where everything was, so she never lost her way.

But then one day some men came and cut down some of the familiar pine trees at the side of one of the paths which she followed. When she reached that place that evening, she did not feel the trees with her stick, so she was in difficulties.

She stopped for a minute and listened, but she did not hear any other people, so she went ahead for a kilometre or two, and then she heard water beneath her.

"Water?" she said aloud, and paused. "Am I lost? I suppose so. I must be on a bridge, I suppose, and there must be a river under me. I've been told that there's a river in this part of the country, but I don't know its exact position. How am I going to get back to my cottage from here?"

All at once she heard a man's friendly voice near her. It said, "Excuse me, can I help you?"

"How kind of you!" Mrs Hammond answered. "Yes, please. I'm lost. Some of the trees which I follow when I go for my walk every evening had been removed today, and if I hadn't been lucky enough to come across you, I don't know what I'd have done. Can you please help me to get home?"

"Certainly," the man answered. "Where do you live?"

Mrs Hammond told him, and they began walking. The man took Mrs Hammond to her cottage, and she invited him in and gave him some coffee and a piece of cake. She told the man how grateful she was that she had met him.

"Don't thank me," he answered. "I want to thank you."

"Thank me?" Mrs Hammond said. "Whatever for?"

"Well," the man answered quietly, "I was balanced on the edge of that bridge for ages in the dark, because I was trying to make up my mind to throw myself into the river and drown myself. But I'm not going to do it now."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

1. Why was the fact that Mrs Hammond went for walks alone unusual?
a) Because she was blind. b) Because she was old.
2. Why did she go out every day?
a) Because it was good for her. b) To work.
3. Why did she usually not lose her way?
a) Because she always went for walks alone. b) Because she knew where everything was.
4. Why did she lose her way one day?
a) Because she lost her white stick. b) Because some trees were not there.
5. What did she do then?
a) She continued her walk. b) She stopped for a minute and then went home.
6. When did she stop again?
a) When she got to her cottage from there. b) When she heard water.
7. How did she get home?
a) A man helped her. b) She followed a river which she had been told about.
8. Whom did Mrs Hammond give some coffee to?
a) A man who visited her in her cottage. b) The man who had helped her.
9. Who thanked whom then?
a) Mrs Hammond thanked the man only. b) The man thanked Mrs Hammond only. c) Mrs Hammond and the man thanked each other.
10. Why was the man so grateful?
a) Because he had been hungry and thirsty. b) Because Mrs Hammond had saved him from killing himself.

Exercise 2

Write this story. Choose the right words each time:

Mrs Hammond was blind, (*but/so*) she (*did not want help/wanted people to help her*). She walked (*all/every*) day, and never lost her

way, because she had (*taught/touched*) herself where everything was by (*exercise/touching it*). One path which she often followed had (*families/trees*) on one side, but one day, they (*moved/were removed*). Then Mrs Hammond was lost, because she could not (*feel them/reach that place*) with her stick, (*but/so*) she went (*back/on*) till she came to (*a bridge/the sea*). Then she supposed that she (*knew exactly where she was/was really lost*). While she was (*going home/standing there*), a man asked whether (*he/she*) could help (*her/him*), and (*he/she*) helped (*her/him*) to get home. But Mrs Hammond had helped (*another/the*) man too, because he had (*stood on/walked along*) the edge of the bridge and had nearly (*had an accident/jumped in to kill himself*).

Exercise 3

Instead of having to repeat a verb as part of a clause which is the object of a verb, we can often use *so*, *not*, *it* or *nothing*.

Look at these examples:

- "Is it going to rain?" "Yes, I think so."
 "The sun's shining." "So I see."
 "Is it going to snow?" "I hope not."
 "How do you know that Mary has passed her examinations?"
 "I learnt it."
 "We need to be very careful." "I agree."

Put *so*, *not*, *it* or *nothing* in the spaces below:

- 1 "Are you lost?" "Yes, I am afraid"
- 2 "Do you know Smith Street?" "No, I am afraid"
- 3 "I'm blind." "I just don't believe . . . !"
- 4 "Is it going to rain?" "I wonder"
- 5 "Are they going to cut down these trees?"
 "I understand"
- 6 "They're going to cut down all the trees." "I just can't understand . . . ! It seems such a terrible thing to do."
- 7 "It's raining." ". . . I see."
- 8 "Your wife says she'll be late." "I see"



Jim lived with his parents until he was twenty-one years old, and then he got a job in the office of a big factory in another town, so he left home. He found a comfortable little flat which had two rooms, a small kitchen and a bathroom, and he lived there on his own.

At first he cleaned it himself, but he did not want to have to go on doing this, so he determined to find someone else to do it instead of him. He asked a lot of his fellow workers at the factory what they did about this, and at last one of the men said, "Oh, Mrs Roper comes and cleans my flat regularly. She washes the dishes, irons my shirts and keeps the place neat and tidy and so on. I'll introduce her to you, if you like. She's a charming old lady. She does her best, but she hasn't got much energy."

"Well, you'd better ask her to come and see me, please," Jim answered. So the next evening Mrs Roper came to see him, and she agreed with pleasure to come to his flat every morning for an hour.

After she had been working for Jim for two weeks, he looked at the mirror in his bedroom and thought, "That mirror looks very dusty. Mrs Roper's forgotten to clean it. I can write on it with my finger." He wrote a message in the dust: "I'm coughing whenever I breathe because everything in this room is very dusty."

He came home at 7 o'clock that evening, and when he had eaten his supper, he went into his bedroom and looked at the

mirror. "That silly woman still hasn't cleaned it!" he said to himself. "All it needs is a cloth!"

But then he bent down and saw a bottle in front of the mirror. "I didn't put that bottle there," he thought. "Mrs Roper must have left it." He picked the bottle up and looked at it carefully.

"She's written some words on it," he said to himself. He read the words. They were: "Cough medicine".

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why did Jim leave home?
 - a) Because he wanted a more comfortable flat.
 - b) Because his job was in another town.
- 2 Who cleaned the flat?
 - a) A lot of the people in the factory.
 - b) Jim.
- 3 Why did he try to find someone else to do it?
 - a) Because he did not want to do it himself.
 - b) Because the people did not clean it properly.
- 4 How did he find someone?
 - a) He asked other people.
 - b) Mrs Roper introduced someone to him.
- 5 How many hours a day did Mrs Roper work for Jim?
 - a) Four.
 - b) One.
- 6 Was Jim happy with Mrs Roper's work?
 - a) No, he was not.
 - b) Yes, he was.
- 7 Why?
 - a) Because he coughed whenever he breathed.
 - b) Because she did not clean his bedroom properly.
- 8 How did Jim let Mrs Roper know what he thought?
 - a) He wrote her a message on a piece of paper.
 - b) He wrote something on his mirror.
- 9 Was the mirror clean that evening?
 - a) No, it was not.
 - b) Yes, it was.
- 10 How did Jim know that Mrs Roper had read his message?
 - a) Because she had cleaned the mirror.
 - b) Because she had left him a bottle of cough medicine.

Exercise 2

Write this story. Choose the right words each time:

Jim worked in an office (*after/until*) he was twenty-one years old. He lived (*alone/with his parents*) while he had this job. He occupied a small (*bathroom/flat*). He decided to find someone who would (*clean it/go on doing this*). One of the people who worked (*for/with*) him in the office suggested Mrs Roper, who cleaned (*her/his*) flat. He said she was (*not/very*) nice, but (*did not work/worked*) very hard. Then Mrs Roper began to clean (*Jim's/Jim's fellow worker's*) flat too. She worked for one (*hour/morning*) a day. But she (*left/made*) Jim's bedroom very dusty, and the dust made him (*breathe/cough*), so he wrote a message in the dust on his (*bedroom/mirror*). (*But/So*) Mrs Roper (*cleaned it again/did not clean it*). She (*left/wrote*) him some (*medicine/words*) for his cough (*as well/instead*).

Exercise 3

For *very* and *too*, see Book 2, Unit 4. We use *much* instead of *very* before comparatives (e.g. *very big; much bigger*); and we use *enough*, after the adjective or adverb which it qualifies, meaning "as much or many as one needs", or "as far as one needs" (e.g. "This tea is too hot to drink. When it is cool enough, I shall drink it.").

Put *very*, *too*, *much* or *enough* in the spaces below:

Mrs Roper charged quite a lot, but she didn't charge . . . much for Jim, so he employed her. She was trying to buy her house, but she wasn't rich . . . to do this yet. She wasn't really . . . tidy, but she was . . . tidier than Jim's mother, and she was tidy . . . for Jim until he saw the dust on his mirror. Then he was . . . surprised. He was . . . wise to say anything nasty to Mrs Roper, because he was . . . more afraid of losing her than of having a bit of dust. But Mrs Roper was clever . . . to have some fun with him by not cleaning the mirror.



Mathew lived in a big city, and his hair was always cut by the same hairdresser. Mathew went to him once a month. He was allowed one hour for his lunch every day, and on the mornings when his hair was going to be cut, he made himself some sandwiches to eat in the hairdresser's.

The hairdresser had a very small shop near Mathew's office, and he worked alone, but he always cut Mathew's hair exactly as Mathew liked it, and while he was doing it, the two men talked about football or cricket.

But the hairdresser was an old man, and one day, when Mathew was sitting in his chair, and his hair was being cut as usual, the old man said to him, "Mathew, I'm going to be sixty-five years old next month, so I'm going to retire. I'm going to sell my shop to a young man who wants to be a hairdresser. The shop's being paid for by the young man's father."

Mathew was very sad to hear this, because he enjoyed talking to the old man, and he was also worried that his hair would not be cut as well by the new young man as it had been for so many years by his old friend.

He went to the shop again the next month, and the new man was there. He cut Mathew's hair, but he did it very badly.

The next month, Mathew went into the shop again. The young man asked him how he would like his hair cut, and Mathew answered, "Please cut it very short on the right side, but leave it as it is on the left. It must cover my ear. On top, cut all the hair away in the middle, but leave a piece at the front which can hang down to my chin."

The young man was very surprised when he heard this. "But sir," he said, "I can't cut your hair like that!"

"Why not?" Mathew asked. "That's how you cut it last time."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Did the old hairdresser employ any others?
a) No. b) Yes, one young man. c) Yes, several.
- 2 How long did Mathew have for his hair to be cut?
a) Less than one hour. b) More than one hour.
- 3 Did the old hairdresser cut Mathew's hair well?
a) No, he did not. b) Yes, he did.
- 4 Why did he sell his shop?
a) Because he was poor. b) Because he wanted to retire.
- 5 Who paid for the shop?
a) Mathew's father. b) The father of a young man.
- 6 Did the new hairdresser cut Mathew's hair exactly as Mathew liked it?
a) No, he did not. b) Yes, he did.
- 7 Did Mathew go to him again?
a) No, he did not. b) Yes, he did.
- 8 How did he ask him to cut his hair this time?
a) Exactly as he liked it. b) Very badly.
- 9 Did the young hairdresser agree to this?
a) No, he did not. b) Yes, he did.
- 10 Why had Mathew asked him to cut his hair like that?
a) Because that was how he liked it. b) Because he wanted the young man to understand that he had cut it very badly the last time.

Exercise 2

Write this story. Choose the right words each time:

Mathew (*cut his hair/had his hair cut*) once a month. On those mornings, he (*bought/brought*) sandwiches for his lunch. The hairdresser's shop was convenient because it was (*near/not near*) the place where Mathew worked. Mathew liked the hairdresser because he (*cut Mathew's hair as he liked it/liked Mathew's hair*) and because (*neither of them was/they were both*) interested in sport. The hairdresser was (*not/quite*) young, and one day he told Mathew that he was going to (*have a holiday/retire*) soon. Then (*another man would have his shop/he would work with another*)

man). This news made Mathew feel (*angry/anxious*), because he was (*afraid/sure*) that another man would cut his hair badly. (*But/So*) he (*did not go/went*) to the same shop the next month. His fears proved to be (*quite right/wrong*). The new man (*cut/did not cut*) Mathew's hair as Mathew liked it. Mathew went to (*a different/the same*) shop a month later, and asked the hairdresser to cut his hair in a (*beautiful/stupid*) way. The hairdresser said he wasn't (*able/willing*) to do this, but Mathew (*answered that he had/asked him why he had not*) cut it like that the last time.

Exercise 3

We usually use the active voice when we are more interested in giving information about the doer of an action, and the passive voice when we are more interested in giving information about the person, animal or thing to whom or to which an action is done (e.g. "What did Mary do?" "She opened the door." "Why is that window open?" "It was opened by the wind." "What happened to Mary at the party?" "She was given a lot of presents.").

The passive is formed by using the same tense of the verb *be* as the tense of the verb in the active, and then adding the past participle of that verb.

Look at these examples:

ACTIVE	PASSIVE
"A man has bought the hair-dresser's shop."	"The hairdresser's shop has been bought."
"The hairdresser cut Mathew's hair yesterday."	"Mathew's hair was cut yesterday."
"The hairdresser is going to sell his shop."	"The hairdresser's shop is going to be sold."

Change the verbs which are in brackets into the correct form:

- 1 Most men (*shave*) themselves. Very few men (*shave*) by others.
- 2 The hairdresser (*going to sell*) his shop next month. His shop (*going to sell*) to a young man.
- 3 Mathew's sandwiches (*make*) with brown bread.
- 4 Mathew's baby still has wet hair, because Mathew (*just wash*) it. The baby's hair (*wash*) every day.



When Polly left school, she had no idea what she wanted to do. A friend of hers, who was a year older, and whose name was Josephine, was at art college, and she persuaded Polly to join her there.

Polly's father worked in a factory, and her mother worked in a shop. They were saving their money to buy their own house, and they had hoped that Polly would start earning too as soon as she left school, so when she told them that she wanted to go to art college, she expected them to have objections. But in fact they had none.

"You'll have to find some kind of a job to pay for your college," Polly's mother warned her. "Your father and I will be very happy to keep you at home, but we have no money for your college course, and none for paints and all the other things you'll need."

"Thank you very much," Polly answered. "I'm really very grateful to you both. And there's no problem about getting a job; the head of the art college has offered me one in their library."

After a few months, Polly's parents really felt very proud that their daughter was going to college, especially when she brought home some of the things she had painted, for which she had received high praise from her teachers.

Polly sometimes went to museums to see paintings by famous artists, and one day she said to her parents, "Why don't you come to a museum with me one day? Then I can tell you all about the paintings, and you can see the kinds of things I'm trying to do myself."

Polly's mother was free on Thursday afternoons and on Saturdays, but her father sometimes had to work on those days. They waited until one Saturday when he didn't have to work,

and then they all went off to the museum that Polly had chosen.

She showed her parents some famous paintings, and then they came to one that they recognized.

"This," Polly said, pointing to it, "is Van Gogh's 'Sunflowers'."

"What cheek!" her father answered. "He's copied the picture we've had in our hall for the last ten years!"

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 What made Polly go to art college?
 - a) The fact that she had a friend there.
 - b) The fact that she had left school.
- 2 Why didn't her parents have much money to give her?
 - a) Because Polly started earning.
 - b) Because they wanted to save to buy a house.
- 3 How did Polly pay for her college course?
 - a) By getting the money from her parents.
 - b) By working in the college library.
- 4 Was Polly a good student?
 - a) No, she was not.
 - b) Yes, she was.
- 5 Where did Polly see paintings by famous artists?
 - a) In her college library.
 - b) In museums.
- 6 Whom did she invite to a museum one day?
 - a) Her father.
 - b) Her friend Josephine.
 - c) Her parents.
- 7 When was her father free?
 - a) Every Saturday.
 - b) Some Saturdays.
- 8 Where did Polly take her parents one Saturday?
 - a) To a museum.
 - b) To her college.
- 9 Why did Polly's parents recognize a picture there?
 - a) Because it was a copy of one in their hall.
 - b) Because there was a copy of it in their hall.
- 10 Why was Polly's father annoyed?
 - a) Because he thought someone had put a copy of Van Gogh's picture in his house.
 - b) Because he thought Van Gogh had copied a picture in his house.

Exercise 2

Write this story. Choose the right words each time:

Polly went to art college, (and/but) her friend Josephine did (not/too). Polly was (older/younger) than Josephine. Polly (could not/was able to) stay in her parents' house, (although/because) they needed (no/their) money for buying a house. They (could/could not) pay for her college course (and/but they could/or) for her paints and things. This (did not matter/made things difficult), because Polly got (a/no) job. Polly painted (rather badly/very well) and she tried to learn more by (asking her parents/going to museums). Polly's mother could (go/not go) to a museum with her, because she was (free/not free) on Saturdays, (and/but) her father could (always/never/sometimes) go too, because he was (always/never/sometimes) free on Saturdays. They (all/both) went to a museum at last, and saw a picture which (they had a copy of/was a copy of one) in their house.

Exercise 3

For *some* and *any*, see Book 1, Unit 3. Here we add *no* and *none*, with the meaning "not any".

No is an adjective, and *none* is a pronoun, so *no* must be followed by a noun, but *none* must not.

No and *none* can refer to uncountable nouns (e.g. "I have no money." "Have you any money?" "No, I have none."), or to plural nouns (e.g. "I have no books." "Have you any books?" "No, I have none.").

Put *some*, *any*, *no* or *none* in the spaces below:

Polly wanted . . . white paint, but there was . . . in her cupboard, and there wasn't . . . black paint either. She said to her friend Josephine, "There's . . . white paint in here, and there's . . . black."

Josephine answered, "There aren't . . . shops which sell artists' paints near here."

"There are . . . near the market, aren't there?" Polly asked.

"No, there are . . . there," Josephine answered. "And there are . . . such shops near the railway station either."



Helen was a student at a university. She was studying English. She was a clever girl, and she was also very good at sports and games. Her best sport was throwing the javelin, and she always won a prize for that at university games.

Helen's best friend was called Mary. She went to the same classes as Helen, and she was a very good runner. The two girls often went out together in the evenings.

One evening they went to practise their sports in the university grounds, and when they had finished, they walked part of the way home together, but at one corner they had to say goodbye, because their homes were in different directions.

"Be careful on your way home," Mary said to Helen. "I would be happier if our houses were nearer."

"Me too," answered Helen. The streets were very quiet at that time of the evening.

The next morning Helen and Mary met at an English class, and Helen said to Mary, "Do you know what happened to me after I left you yesterday evening?"

"No," answered Mary anxiously. "What happened to you?"

"Well," Helen said, "while I was walking home along that quiet street near my house, a thief came up behind me and pulled my necklace off my neck and ran away with it."

"I wish I'd been there," Mary said angrily. "If I had been, I'd have run after the man and I'd probably have caught him. But what are you going to do now? Have you been to the police?"

"No," Helen answered with a smile.

"Why not?" Mary asked in surprise.

"Because," Helen answered, "when the man pulled my necklace, I turned round suddenly and put my hand out to try to stop him. I caught a chain which he was wearing round his neck and pulled it off him. My necklace was a cheap one which was not real silver; but this chain is made of real gold! If I went to the police, I might have to give it to them."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Was Helen a clever student?
a) No, she was not. b) Yes, she was.
- 2 Was she strong too?
a) No, she was not. b) Yes, she was.
- 3 What was her best sport?
a) Running. b) Throwing the javelin.
- 4 Where did the girls practise running and throwing the javelin?
a) At home. b) In the university grounds.
- 5 Why didn't the girls walk all the way home together?
a) Because the streets were very quiet at that time.
b) Because their houses were not near each other.
- 6 How did Helen lose her necklace?
a) A man stole it.
b) It fell off in a quiet street near her house.
- 7 What would Mary have done if she had been there?
a) She would have tried to bring the necklace back to Helen.
b) She would have found the necklace.
- 8 Did Helen tell the police about her necklace?
a) No, she did not. b) Yes, she did.
- 9 Why?
a) Because she was afraid that the police might take it.
b) Because she was afraid that the police might take the gold chain.
- 10 Which was more valuable, Helen's necklace or the thief's chain?
a) Helen's necklace. b) The thief's chain.

Exercise 2

Write this story. Choose the right words each time:

Helen and Mary studied (*different things/the same thing*) at the university, (*and/but*) they were good at (*different sports/the same sport*). The university (*did not have/had*) a place where they could practise, so they did this (*in the quiet streets/there*) in the evening. The (*streets/university grounds*) were not quite safe then, because they were very (*busy/quiet*). Mary would have been happier if (*Helen had come to her house with her/Helen's house had been closer to hers*). On her way home (*alone/with Mary*), Helen lost her necklace. A man (*borrowed/stole*) it and ran away. (*Mary might have run/But Mary ran*) faster than the man and (*might have*

Stories for reading comprehension 3

Answer key

Please unbend staples carefully and detach this key.

KEY

UNIT 1

Exercise 1: 1a, 2a, 3c, 4a, 5a, 6a, 7a, 8b, 9b, 10b

Exercise 2: by mistake, not trying, friends, broken window, shot, men, one, His, near, a detective, told him about the shot, told, all, his, chief officer, did not, refused to say, chief officer, the detective, back, its owner, away, held, receive

Exercise 3: 1 The detective asked the old woman where the young man lived. 2 The officer asked the young men who owned the gun. 3 The officer asked the detective whether/if he had got an officer's permission to take the gun away from the young man. 4 The officer asked the young man whether/if he had fired the gun.

UNIT 2

Exercise 1: 1a, 2b, 3b, 4c, 5c, 6a, 7a, 8b, 9a, 10a

Exercise 2: often travelled to very small places, sold things to, the country, enjoyed, was interested in farming, usually, car, enjoyed, travel by train, warm, some, reasonable, uninteresting, how many hotels there were, two, advice on which to go to, but, not very, thought that both hotels were bad

Exercise 3: astonished, astonishing, tiring, tired, interesting, interested, annoying, annoyed

UNIT 3

Exercise 1: 1a, 2a, 3b, 4b, 5a, 6b, 7a, 8b, 9c, 10b

Exercise 2: but, did not want help, every, taught, touching it, trees, were removed, feel them, but, on, a bridge, was really lost, standing there, he, her, he, her, the, stood on, jumped in to kill himself

Exercise 3: 1 so 2 not 3 if 4 . . . 5 so 6 it 7 So 8 . . .

UNIT 4

Exercise 1: 1b, 2b, 3a, 4a, 5b, 6a, 7b, 8b, 9a, 10b

Exercise 2: after, alone, flat, clean it, with, his, very, did not work, Jim's, hour, left, cough, mirror, But, did not clean it, left, medicine, instead

Exercise 3: too, enough, very, much, enough, very, too, much, enough

UNIT 5

Exercise 1: 1a, 2a, 3b, 4b, 5b, 6a, 7b, 8b, 9a, 10b

Exercise 2: had his hair cut, brought, near, cut Mathew's hair as he liked it, they were both, not, retire, another man would have his shop, anxious, afraid, But, went, quite right, did not cut, the same, stupid, able, answered that he had

Exercise 3: 1 shave, are shaved 2 is going to sell, is going to be sold
3 are made 4 has just washed, is washed

UNIT 6

Exercise 1: 1a, 2b, 3b, 4b, 5b, 6c, 7b, 8a, 9b, 10b

Exercise 2: and, too, younger, was able to, although, their, could not, or, did not matter, a, very well, going to museums, go, free, and, sometimes, sometimes, all, they had a copy of

Exercise 3: some, none, any, no, no, any, some, none, no

UNIT 7

Exercise 1: 1b, 2b, 3b, 4b, 5b, 6a, 7a, 8a, 9b, 10b

Exercise 2: the same thing, but, different sports, had, there, streets, quiet, Helen's house had been closer to hers, alone, stole, Mary might have run, might have caught, if, had been, did not go, did not want, pulled, off, more valuable

Exercise 3: I had been, would have won 2 was/were not, would not know 3 will not go, rains 4 lost, would die

UNIT 8

Exercise 1: 1b, 2a, 3a, 4b, 5b, 6b, 7b, 8b, 9a, 10a

Exercise 2: thought a lot about, old, as, His favourite lessons were, also enjoyed, He had always been strong, the new students, eager, three, had to go into one group, divers, not swim, did not know, so, swimmers, teacher

Exercise 3: drowning, to drown, learning, to sail, making, to do, fishing

UNIT 9

Exercise 1: 1b, 2a, 3b, 4b, 5a, 6b, 7b, 8b, 9b, 10a

Exercise 2: stopped playing, enough, but, wanted, big enough, and, agreed, was able to save some, relations, the, an inexpensive, small, accepted, tuning, a man, flat, cleaned it quickly, was blind

Exercise 3: whichever, whatever, whoever, whenever, wherever, however

UNIT 10

Exercise 1: 1b, 2a, 3a, 4b, 5a, 6a, 7b, 8a, 9b, 10a

Exercise 2: in the market, drove them to, familiar, almost empty, plenty of, what things to grow, Too many, the same, crossed his road, crossed it, did not stop, were no vehicles there, before, did not know, He stopped Sam, knew there was a, seen the young policeman

Exercise 3: what, which, where, how, who(m), when, which

KEY

UNIT 11

Exercise 1: 1a, 2a, 3b, 4a, 5b, 6b, 7a, 8b, 9a, 10b

Exercise 2: was a lazy young man, he had a right to get a very good job, did not agree, but, did not want, did not often wear, seldom, always stayed in bed late, amused himself with his friends, nasty, refused, losing, his father, nasty, better

Exercise 3: What, Who, why, When, Where, How

UNIT 12

Exercise 1: 1b, 2a, 3a, 4b, 5a, 6a, 7b, 8b, 9b, 10a

Exercise 2: helped, interesting, reading maps, how, shown, different ways, in green, how, see, if, higher, tree, river, if, he could not swim

Exercise 3: as, as, so, that, as, as, so, that, as, as, as, as, so, that

UNIT 13

Exercise 1: 1b, 2a, 3a, 4a, 5a, 6a, 7b, 8b, 9b, 10b

Exercise 2: loved, after, worked in a bank, pictures, as an artist, learn more about art, served, pictures, see his pictures, him to tell him, pictures, anxiously, pictures, show any feelings, disappointed, liked

Exercise 3: 1 would rather, had better 2 would rather, had better 3 had better, would rather 4 had better, wouldn't ... rather

UNIT 14

Exercise 1: 1b, 2b, 3a, 4b, 5b, 6b, 7b, 8b, 9b, 10b

Exercise 2: say goodbye, never, sunset, but he did not get, in the wrong place, did not set, east, west, sunset, did not go there, because, sunrise, other, pleased, but not backwards, behind, wrong

Exercise 3: 1 The director said to the camera crew that the weather was fine that day, and told them to get him a sunset. 2 Then the director asked the camera crew whether they had provided him with the sunset, and one of the camera crew answered that they had not. Then the director asked why they had not, and said that there had been a beautiful sunset the night before. 3 A young secretary suggested that they should photograph a beautiful sunrise and put it through backwards. She said that it would then look like a sunset.

caught/was able to catch him *(because/if)* she *(had been/was)* there. Helen *(did not go/went)* to the police, because she *(did not want/wanted)* to get her necklace back. She had *(found/pulled)* a gold chain *(off/on)* the thief's neck, and that was much *(cheaper/more valuable)* than her necklace.

Exercise 3

Conditionals can refer to past time, present time, future time or habitual action. They can also refer to conditions which are only imaginary, or to ones which could be real.

Look at these examples of the commoner cases:

Present imaginary condition with future imaginary result:

"If I had a pen, I would lend it to you."

"If we were living in England, we would be learning more English."

Past imaginary condition with past imaginary result:

"If I had seen George yesterday, I would have given him his book."

Future open condition (neither probable nor improbable) with future result:

"If it rains tomorrow, I won't go out."

Future improbable condition with future result:

"If it snowed tomorrow, I would be very surprised."

Imaginary habitual condition with imaginary habitual result:

"If you were more careful, you wouldn't make so many mistakes."

Change the verbs which are in brackets into the correct form:

- 1 If Helen ^(be) at the university last year too, she ^(win) a prize in the sports then.
- 2 If Mary ^(not be) at the university now, she ^(not know) Helen.
- 3 Helen has a cold, so she ^(not go) to her class tomorrow if it ^(rain) then.
- 4 If Mary ^(lose) a race at the university, Helen ^(die) of surprise!



Once upon a time, a boy who was called Stephen lived in a small town which was a long distance from the sea. Stephen read a lot of books about ships and their voyages to distant countries, and he always imagined himself in each of them.

When he was sixteen, he decided that he wanted to become an officer in the merchant navy, so he went to a place which trained young men for these jobs.

Stephen enjoyed the lessons very much, especially the ones on a ship, and he was also glad to do a lot of sports and exercises, because he had always been very fit, and by far the best in his school at such things.

Then one day one of the teachers informed the new students that it was time for them to begin having swimming and diving lessons.

Stephen arrived at the pool the next morning with the other students. He was looking forward to learning to swim.

The teacher arrived a minute later, and commanded those who could not swim to go into one group, those who could swim but not dive properly to go into a second group, and those who could both swim and dive well to go into a third one. Stephen went into the second group.

The teacher then told the students in the second group to go down the steps into the swimming pool one by one and swim to the other end. The first two obeyed, and neither of them had any trouble in swimming to the other end. Stephen was the third in the line. He climbed down the steps, but as soon as he began to swim, he sank under the water.

When he did not come up again, the alarmed teacher jumped in and dragged him out while the other students cheered. Then the teacher said to Stephen, "Why ever didn't you join the group that can't swim?"

"Because I'd never even bathed in a pool before," Stephen answered, "so I didn't know whether I could swim or not."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why was Stephen so interested in ships?
a) Because he lived near the sea. b) Because he read a lot of books about them.
- 2 How did he make voyages when he was a boy?
a) He imagined them only. b) He travelled to distant countries.
- 3 Why did he go away when he was sixteen?
a) To train to be an officer. b) To train young men.
- 4 Which lessons did he enjoy most?
a) The ones in the merchant navy. b) The ones which were on a ship.
- 5 Was Stephen a very healthy boy?
a) No, he was not. b) Yes, he was.
- 6 What did the students have to start learning after they had been studying for some time?
a) Sports and exercises. b) Swimming and diving.
- 7 Was Stephen keen to learn to swim?
a) No, he was not. b) Yes, he was.
- 8 Which group did Stephen go into?
a) The one with those who could not swim. b) The one with those who could swim, but not dive well. c) The one with those who could swim and dive well.
- 9 Why did Stephen sink?
a) Because he could not swim. b) Because the teacher dragged him out.
- 10 Why had he not joined the group of those who could not swim?
a) Because he had never swum before, so he did not know if he could. b) Because he was really able to swim.

Exercise 2

Write this story. Choose the right words each time:

When Stephen was a boy, he (*thought a lot about/travelled a lot in*) ships, so when he was (*old/young*) enough, he began his training (*as/of*) an officer in the merchant navy. (*He had special*

lessons/His favourite lessons were) on a ship, but he (also enjoyed/did not enjoy) sports and exercises. (He had always been strong/His clothes fitted well). After some time, (one of the teachers/the new students) had to be taught to swim. Stephen was (eager/not eager) to do this. The teacher divided the students into (three/two) groups. The good swimmers and divers (did not have to go into a group/had to go into one group). The good swimmers but bad (divers/drivers) formed another group. The last group was for students who could (not swim/only dive well). Stephen (did not know/knew) that he could not swim, (but/so) he joined the group of (divers/swimmers), but he sank, and the (other students/teacher) had to rescue him.

Exercise 3

Infinitives with *to*, and *-ing* forms can be used as the objects of some verbs (e.g. "I hope to see him." and "I enjoy eating good food.").

Notice that, with *would like*, we use the infinitive with *to* (e.g. "I'd like to walk beside the river."); but with *like* by itself, for habitual state, we use the *-ing* form (e.g. "I like walking beside the river.").

After most prepositions, we cannot use the infinitive; we have to use the *-ing* form (e.g. "He came in without making a noise.").

An *-ing* form, or a phrase with the *-ing* form, is sometimes used as the subject of a verb (e.g. "Reading [lots of books] helps one to learn a language.").

To + infinitive is sometimes used in the pattern *It* + a form of the verb *to be* + subjective complement + *to* + infinitive (e.g. "It is pleasant to bathe in the river when one is hot.").

Choose the right words each time:

The teacher prevented Stephen from (drowning/to drown). It is quite easy (drowning/to drown)! Besides (learning/to learn) to swim, Stephen had to learn (sailing/to sail) a boat. Some of Stephen's friends couldn't help (making/to make) mistakes. Their teacher tried to help them (doing/to do) things properly. Stephen was fond of (fishing/to fish), and he did that on Sundays.



Mrs Peters had learned to play the piano when she was at school, but when she had begun to work, she had lived in a very small flat, and there had been no room for a piano. She was sad about this, but there was nothing she could do about it, however much she tried.

Then, when she was twenty-three, she married, and she and her husband went to live in a bigger flat. "I'm going to buy myself a nice little piano now," Mrs Peters said to her husband, "and I'm going to begin to practise again."

Her husband was happy, because he liked listening to the piano.

So Mrs Peters saved some money, and her husband helped her, and her parents gave her a generous amount of money for her birthday and told her to buy whatever she wanted with it, so she soon had enough for a small piano. She went to a shop in her town and said, "I'll choose whichever piano does not cost too much and fits into my living room."

She did this, and when she had paid for the piano and given the shop assistant her address, he asked her whether she would like him to get it tuned every few months.

Mrs Peters said that she would, so a few months later she heard from the shop that a man was coming to tune the piano at a quarter to ten that morning.

Now, Mrs Peters had not cleaned the house yet, so it was fairly dusty and untidy, and there was cigarette ash on the carpet. Mrs Peters hated having even the least amount of dirt, and felt ashamed whenever strange people saw her house like that, so she had to hurry to clean everything carefully. It meant a lot of effort, and it made her hot and tired, but anyhow, by the time the man arrived to tune the piano at exactly a quarter to ten, everything was finished.

Mrs Peters opened the door, and the man was standing there with a big dog. "Good morning," the man said as he took his cap off politely. "will it disturb you if I bring my dog in, please? I'm blind, and he leads me wherever I go."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why had Mrs Peters stopped playing the piano?
a) Because she had begun to work. b) Because there had been no room for one in her flat.
- 2 Was she pleased about this?
a) No, she was not. b) Yes, she was.
- 3 When did she begin to play again?
a) After she began to practise. b) When she got a bigger flat.
- 4 Did her husband like the idea?
a) No, he did not. b) Yes, he did.
- 5 Where did the money for the piano come from?
a) From her parents, her husband and herself. b) Her parents gave it to her. c) She saved it all.
- 6 What did the shop assistant offer Mrs Peters?
a) Her address. b) To arrange for the tuning of the piano.
- 7 Why did Mrs Peters hurry to clean the house one morning?
a) Because strange people were coming. b) Because the piano tuner was coming.
- 8 Why was she so keen to clean everything well that morning?
a) Because she hated dirt. b) Because she was ashamed when other people saw her house when it was dirty.
- 9 Why had she wasted her time?
a) Because the dog would dirty the house again.
b) Because the piano tuner could not see the house.
- 10 Why was the dog there?
a) Because it always took the blind man about.
b) Because it disturbed the piano tuner.

Exercise 2

Write this story. Choose the right word each time:

Mrs Peters (*began to play/stopped playing*) the piano when she began to work, because she did not have (*a/enough*) room for one, (*and/but*) she really (*did not want/wanted*) one. When she

married, her new flat was (*big enough/too big*) for a piano, so she decided to get one, (*and/but*) her husband (*agreed/did not agree*). She (*could not get any/was able to save some*) money, and her (*friends/relations*) gave her (*a/the*) rest. Then she went and bought (*an inexpensive/an expensive*) piano which was (*big/small*) enough for her flat. She (*accepted/refused*) the shop assistant's offer to arrange for the (*delivering/tuning*) of the piano. After some months, (*a man/the shop assistant*) was going to tune the piano in the (*flat/shop*), but the flat was very dirty, so Mrs Peters (*cleaned it quickly/told him not to come*). Then the man came, and he (*disturbed Mrs Peters very much/was blind*).

Exercise 3

Whatever, whol(m)ever, whichever, whenever, wherever and *however* can be used with the meaning "It does not matter what, who" etc.

Whatever means "anything, or any things that . . ."
(e.g. "We have everything in this restaurant: you can order whatever you want.")

Whol(m)ever means "anyone, or any people that . . ."

Whichever means "any, out of a limited number from which one can choose, that . . ."

Whenever means "at any time(s) that . . ."

Wherever means "in any place(s) that . . ."

However means "in any way(s) that . . ."

However can also be used to qualify adjectives and adverbs. It then means "It does not matter how . . ."
(e.g. "However long the lesson is, you must stay to the end.")

Put *whatever, who(m)ever, whichever, whenever, wherever* or *however* in the spaces below:

Mrs Peters was allowed to choose . . . of the pianos in the shop she preferred. She was a good piano player, so she was able to play . . . she liked, and . . . listened to her enjoyed her playing. She was quite busy, so she had to practise . . . she had some free time, but unfortunately a piano is not like some other instruments, which one can take with one and practise on . . . one happens to be, . . . much one would like to do so.



Sam was an old farmer. He was born on his farm and had lived on it all his life. He had married his neighbour's daughter, and they grew fruit and vegetables.

Sam got up at five o'clock every morning to gather them and take a load off to market in his old truck.

There were very few vehicles on the country roads at that time of the morning, and Sam knew how to get to market very well, so as he was going along, he was always thinking about everything except his driving.

One morning he was thinking about what crops to plant for the next year's harvest, and whether to try something else. A lot of other farmers were planting the same things which he produced, so the prices in the market were coming down and he was getting less money.

After a few kilometres, Sam came to a place where the small road which went in the direction of the market crossed a bigger one, and he continued over it without stopping. He always crossed the big road like that, because there was never any traffic on it at that time of the morning, so there was no fear of having an accident, and anyway he was always in a hurry, because he wanted to get to the market in time for its opening.

But this morning a young policeman whom he had never seen before signalled to him to stop a hundred metres beyond the crossroads.

Sam stopped beside the policeman, and the policeman said to him, "Didn't you know that there was a sign telling you to stop at the crossroads before going over the main road?"

"Oh, yes," answered Sam, "I knew that there was a sign at that point, because I go to market along this road every morning. But what I unfortunately didn't know was that you were here."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why did Sam get up so early?
a) Because he had married another farmer's daughter.
b) Because he had to take things to market.
- 2 Was it necessary for Sam to think about his driving?
a) No, it was not, because the roads were nearly empty, and he knew them well. b) No, it was not, because there were more important things to think about.
- 3 Why did he think of planting different crops?
a) Because he was not getting much money for his present ones. b) Because he was getting fewer crops.
- 4 Was this because a lot of other farmers were stealing his crops?
a) Yes, it was. b) No, it was because too many people were growing the same things.
- 5 Why did Sam cross a big road without stopping?
a) Because he thought it was safe at that time of the morning. b) Because he was afraid of having an accident.
- 6 Were there many cars on the road at that time?
a) No, there were not many. b) Yes, there were a lot.
- 7 Why did Sam stop after the crossroads?
a) Because he wanted to speak to a policeman.
b) Because a policeman signalled to him.
- 8 Why?
a) Because he had not stopped at the big road.
b) Because he had never seen him before.
- 9 Had Sam known about the sign before the main road?
a) No. b) Yes.
- 10 Why hadn't he stopped?
a) Because he hadn't seen the policeman. b) Because he had seen the policeman.

Exercise 2

Write this story. Choose the right words each time:

Sam sold his fruit and vegetables (*in the market/on his farm*). He (*drove them to/look a load from*) the market every morning. He drove along very (*familiar/famous*) roads, which were (*almost empty/very busy*) at that hour, so he had (*no/plenty of*) time to think of other things. One morning he was wondering (*how to harvest his plants/what things to grow*) the next year. (*Not enough/Too many*) people were growing (*different/the same*) things, so prices were coming down. Then Sam came to a big road which (*crossed his road/went in the direction of the market*), so he (*crossed it/turned*), but he (*did not stop/stopped first*), because there (*had been an accident/were no vehicles there*) and he wanted to reach the market (*before/soon after*) it opened. But there was a policeman there whom Sam (*did not know/knew*). (*He stopped Sam/Sam signalled to him*), and Sam said he (*had seen a new/knew there was a*) sign before the main road, but that he had not (*seen the young policeman/met the young policeman before*).

Exercise 3

Who(m) to ask/tell etc means "who(m) one ought to ask/tell" etc; *what/which(things) to do/say* etc means "what/which (things) one ought to do/say" etc; and *how/when/where/whether to go/write* etc means "how/when/where/whether one ought to go/write" etc.

Put *who(m)*, *what*, *which*, *how*, *when* or *where* in the spaces below:

Sam didn't know . . . to grow on his farm the next year. He thought of corn and vegetables and fruit, but he could not decide . . . to choose of all these. He wanted to find a market somewhere for his things, and a friend told him . . . to go to find it, and . . . to get there, so he went. When he got there, he did not know . . . to speak to, but somebody told him, and the man was very helpful. Sam did not know the best time to bring his things to the market, so the man told him . . . to do this, and . . . days to avoid.



Charlie Yates was seventeen years old, and although he had left school, he preferred living in the comfort and convenience of his parents' home to living alone. He said that he was trying to find a job, but there never seemed to be one that he thought good enough for him. His father wanted him to leave home and earn some money, but his mother loved Charlie very much and wanted him to stay, so she never interfered with what he might want to do.

Charlie did not wash his hair very often, he shaved once a week, and he could not bear wearing shoes, so his feet were nearly always dirty.

His father did not see him very frequently, because he worked quite a distance from home and was in the habit of leaving the house early, before Charlie got up; and when he got home in the evenings, Charlie was usually somewhere else, amusing himself with a few of his friends, or playing the drums in a band. Also, Charlie's father often had to go abroad on business.

But Mr Yates sometimes saw his son at weekends, and then he was always angry with him. He used to say to him: "Why ever don't you shave every day? Who ever would give you a job with your dirty hair? Where ever are your shoes?" and so on.

"But Father," Charlie always said, "I don't care about those things. All my friends are like me nowadays, and if I changed, I wouldn't be popular with them any more."

One Saturday morning, while Charlie and his father were having their usual argument, his father said to him, "You should be ashamed to live like that. I was brought up quite differently. When I was seventeen, my father never allowed me to do any of the things that you do all the time. I was forbidden to stay out till three o'clock in the morning, and come down to breakfast at ten, and walk about the house with dirty feet.

and grow a beard, and wear gold chains, and behave like a ..."

He went on and on until Charlie said kindly, "Poor Father. My grandfather died before I was born, so I never met him, but he must have been a terrible old gentleman."

"Not at all!" Mr Yates objected angrily. "For your information, I had a much nicer father than you'll ever have!"

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Whom did Charlie live with?
a) His parents. b) No one.
- 2 What job did he do?
a) He did not do anything. b) He taught in a school.
- 3 Were his parents happy about this?
a) His father was, but his mother was not. b) His mother was, but his father was not. c) Yes, they were.
- 4 Was Charlie always clean and neat?
a) No, he was not. b) Yes, he was.
- 5 Why did Charlie usually not see his father in the mornings?
a) Because he was somewhere else. b) Because he was still in bed.
- 6 And why did he usually not see him in the evenings?
a) Because Charlie was abroad then. b) Because Charlie was enjoying himself with his friends.
- 7 Did Charlie and his father have an amusing time together when they met?
a) No, they did not. b) Yes, they did.
- 8 Why did Charlie not want to change his habits?
a) Because if he did, he would not get a job. b) Because if he did, he would lose his friends.
- 9 Had Charlie's father been the same when he was young?
a) No, he had not. b) Yes, he had.
- 10 Did Charlie's father say that he thought his own father had been better than Charlie's father?
a) No, he did not. b) Yes, he did.

Exercise 2

Write this story. Choose the right words each time:

Charlie (*was a lazy young man/worked hard*). He thought that (*he had a right to get a very good job/his job was good enough for him*). His father (*agreed/did not agree*), (*and/but*) his mother (*did not want/wanted*) him to get a job and go. Charlie was dirty, and he (*always wore dirty/did not often wear*) shoes. He and his father (*often/seldom*) met, because Charlie (*always stayed in bed late/had a job a long way from home*), and he usually (*amused himself with his friends/got home early*) in the evenings. Whenever he and his father met, his father said (*nasty/nice*) things to him, but Charlie (*promised/refused*) to change, because he was afraid of (*liking/losing*) his friends. Charlie's father said that (*he/his father*) had never let him behave like that, and Charlie answered that he must have been very (*nasty/old*), but Charlie's father said that he had been (*better/worse*) than him.

Exercise 3

When we use *who, what, where, when, how* or *why* in a question, we can make the question stronger, to show that we are surprised or angry, by adding *ever* as a separate word (e.g. "Why *ever* didn't you ask me before you went to that shop? I could have told you that they don't sell bread there!").

Put *who, what, where, when, how* or *why* in the spaces below:

Mr Yates looked at Charlie's clothes and said angrily, ". . . *ever* are you wearing? . . . *ever* would give you a job if they saw you dressed like that? And . . . *ever* don't you brush your hair? You look like a wild man. . . . *ever* are you going to learn to be a responsible man? Never, it seems. You haven't got a brush, you say? . . . *ever* have you put the one your mother bought you last year? . . . *ever* is she going to help you if you lose everything she buys for you?"



Jack was twelve years old, and he was so eager to be a boy scout that at last his mother found out what he had to do, and soon he joined the boy scouts and went camping with them.

The teachers were very nice, and Jack began to learn a lot of useful things, so he was as happy as he had hoped to be.

One day a teacher came to the camp to teach Jack and the other young scouts to read a map. He said, "First you must learn to read the different signs on the map. Do you see this blue line over here? Well, that's a river. And now compare these lines. This is a road, and this one is a railway line. Now what does this shape mean? It's green, you see."

"It looks like a tree," one boy said.

"Yes, you're quite correct, Peter," answered the teacher. "Now look at these brownish lines and these numbers. They show how high a place is above sea level. Everything on this line, for example, is 100 metres above sea level."

"So that tree is as high as the top of that hill," one of the boys said.

"Yes, that's right, very good," answered the teacher. "Now," the teacher went on, "how can we find out whether we can see one place from another?" Nobody answered.

"Well," the teacher continued, "if there's a higher place on a straight line between them, it will be impossible for us to see one from the other, won't it?"

The boys said, "Yes, sir," and there was some laughter.

The teacher continued to question the boys. "Do you see the tree on this mountain over here?" He pointed it out to the boys. "It's 120 metres above sea level. And here's a big river. It's 15 metres above sea level. Now here's a problem for you: if I was beside the tree, and you were in the middle of the river, Jack,

would I be able to see you?"

Jack looked at the map carefully and then answered, "Yes, sir, you definitely would — if you looked very quickly."

The teacher was surprised. "What nonsense!" he said. "What ever do you mean? There's nothing between the tree and the river which is so high that it prevents me seeing you, so why would I have to look quickly?"

"Because I can't swim," Jack answered.

Exercise 1

Read these questions. Find the right answers. Then write the questions and the answers:

- Why did Jack become a boy scout?
 - Because his mother found out about him.
 - Because he wanted to.
- What did Jack do when he was camping?
 - He had useful lessons.
 - He interested the teachers greatly.
- What was the blue line on the map?
 - A river.
 - A road.
- And what was the green form?
 - A forest.
 - A tree.
- What did the brown lines show?
 - How high a place was.
 - Sea level.
- How can you find out from a map whether you can see one place from another?
 - By seeing if there is a higher place between them.
 - By seeing if there are any lower places between them.
- Which was higher, the tree which the teacher pointed to, or the river?
 - The river.
 - The tree.
- Could you see one from the other?
 - No, you could not.
 - Yes, you could.
- Why was the teacher surprised?
 - Because Jack had given the right answer.
 - Because Jack had given a strange answer.
- Why would the teacher not have seen Jack for long?
 - Because he could not swim.
 - Because there was something between the tree and the river.

Exercise 2

Write this story. Choose the right words each time:

Jack's mother (*did not want/helped*) him to become a boy scout. He had (*interested/interesting*) lessons in his camp. One of them was about (*reading maps/young scouts*). The teacher taught them (*how/why*) rivers were (*shown/written*) on a map, and also other things. Roads and railway lines were shown in (*different ways/the same way*). The trees were shown (*by brownish lines/in green*). The teacher showed them (*how/when*) to find out whether one could (*reach/see*) one place from another. He showed them that they could do this (*if/unless*) there was nothing (*higher/lower*) in between. He asked Jack whether he would be able to see him from a (*river/tree*) if Jack was in a (*river/tree*), and Jack answered that he could only do so (*if/unless*) he looked very quickly, because (*he could not swim/the tree would prevent him*).

Exercise 3

For comparisons in which both things are equal, we can use *as . . . as* (e.g. "That mountain is as high as this one." "There are as many boy scouts in this tent as there are in that one.")

We use *so . . . that* to show the result of having a certain degree of something (e.g. "That mountain is so high that its top is nearly always in the clouds." "There are so many boy scouts in the tent that they cannot all lie down at the same time.")

Put *as*, *so* or *that* in the spaces below:

Jack was . . . eager to become a boy scout . . . his friends were.
He was . . . eager . . . he persuaded his mother to get him into
the boy scouts . . . soon . . . he was old enough. He was . . .
good at reading maps . . . he won a prize in his first month.
He became . . . good . . . his teacher. But he was not . . . good
at swimming . . . he was at reading maps. In fact, he was
. . . bad . . . he never learnt properly.



When Sebastian was a boy at school, his favourite lesson was art, and he won several prizes for it. Once he left school, he got a position as a clerk in a bank, but three times a week he went to evening classes in art, and whenever he had time at the weekends, he painted.

He painted in a very modern manner — mysterious objects and shapes, women with three pink eyes, large blank areas, and so on.

After a few months he thought, "Perhaps I can sell some of my pictures and get enough money to afford to leave the bank and become a real artist. Then I can travel around as much as I like, and go to foreign museums, and see other artists' paintings, and study in other countries when I feel like it. Though I try to make the best of the job and I don't regard the work as difficult — at least not at present — I don't like life in a bank. I only enjoy painting."

In the bank, Sebastian sometimes had to deal with a man who owned a picture shop, and after he had had a few conversations with him, Sebastian invited him to his home one evening to see some of his work. "Then perhaps you could tell me whether I can really be a good artist and get some money from my painting," Sebastian said hopefully.

The man said he was prepared to come and see what he thought of Sebastian's work, so he arrived one evening at Sebastian's home. Sebastian took the man to his studio and started to show him some of his pictures, with some pride and hope.

The man looked at them one after the other while Sebastian watched his face, but to Sebastian's disappointment the man

did not say anything, and his expression did not change at any of them either.

Then, when he had finished, he looked around, and his glance fell on something else. A happy look came over his face for the first time, and he said, "Now I like this one very much! It's so full of deep feeling! I'm sure I could sell this one for you!"

"That," said Sebastian, "is the place where I clean the paint off my brushes."

Exercise 1

Read these questions. Find the right answers. Then write the questions and the answers:

- 1 What was Sebastian's job?
a) He was an artist. b) He was a clerk.
- 2 What did he do in his spare time?
a) He painted. b) He won several prizes.
- 3 Did he paint things as they really were?
a) No, he did not. b) Yes, he did.
- 4 Why did he want to sell some of his pictures?
a) Because he wanted to be an artist all the time.
b) Because he was very poor.
- 5 Was he happy in the bank?
a) No, he was not. b) Yes, he was.
- 6 Where did Sebastian meet the owner of the picture shop?
a) At the bank. b) In his shop.
- 7 Why did the man visit Sebastian's home?
a) To get some money from his painting. b) To advise him.
- 8 Why was Sebastian disappointed when the man looked at his pictures?
a) Because the man was too proud. b) Because the man did not seem to like them.
- 9 Did he like any of the things he saw?
a) No, he did not. b) Yes, he did.
- 10 What did he like most in the house?
a) A picture which someone else had sold Sebastian.
b) The place where Sebastian cleaned his brushes.

Exercise 2

Write this story. Choose the right words each time:

Sebastian (*did not like/loved*) art when he was at school, and he left (*after/because*) he had won some prizes for it. Then he (*taught in evening art classes/worked in a bank*), and he painted (*his house/pictures*) in his free time. He wanted to earn his living (*as an artist/in a bank*) so that he could (*become a foreign student/learn more about art*) abroad. He knew a man whom he had (*had a fight with/served*) in the bank. This man was the owner of a shop which sold (*films/pictures*). He came to Sebastian's house to (*have a few conversations with him/see his pictures*). Sebastian wanted (*him to tell him/to tell him*) whether he could earn money from painting (*other people's houses/pictures*). Sebastian watched (*anxiously/happily*) while the man examined his (*face/pictures*), but the man did not (*show any feelings/like the pictures*), so Sebastian was (*disappointed/hopeful*). But the man (*did not like/liked*) the place where Sebastian cleaned his brushes.

Exercise 3

I would rather go means "I would prefer to go"; and *I had better go* means "It would be wise for me to go", or "It would be better if I went".

Put *would rather* or *had better* in the spaces below:

- 1 Sebastian does not like working in a bank very much. He . . . be an artist, so he . . . find a shop which will buy his paintings very soon.
- 2 If you . . . have an old picture than a modern one, you . . . go to another shop.
- 3 "If your son wants to become an artist, he . . . go and study in Paris." "Well, he says he doesn't like France, and that he . . . go to America."
- 4 "I'm hungry, so I . . . go and find a restaurant." ". . .n't you . . . come and have dinner at home with us?"



The famous director of a big and expensive film planned to film a beautiful sunset over the ocean, so that the audiences could see his hero and heroine in front of it at the end of the film as they said goodbye to each other for ever. He sent his camera crew out one evening to film the sunset for him.

The next morning he said to the men, "Have you provided me with that sunset?"

"No, sir," the men answered.

The director was angry. "Why not?" he asked.

"Well, sir," one of the men answered, "we're on the east coast here, and the sun sets in the west. We can get you a sunrise over the sea, if necessary, but not a sunset."

"But I want a sunset!" the director shouted. "Go to the airport, take the next flight to the west coast, and get one."

But then a young secretary had an idea. "Why don't you photograph a sunrise," she suggested, "and then put it through the projector backwards? Then it'll look like a sunset."

"That's a very good idea!" the director said. Then he turned to the camera crew and said, "Tomorrow morning I want you to get me a beautiful sunrise over the sea."

The camera crew went out early the next morning and filmed a bright sunrise over the beach in the middle of a beautiful bay. Then at nine o'clock they took it to the director. "Here it is, sir," they said, and showed it to him. He liked it very much.

They all went into the studio. "All right," the director explained, "now our hero and heroine are going to say goodbye. Run the film backwards through the projector so that we can see the 'sunset' behind them."

The 'sunset' began, but after a quarter of a minute, the director suddenly put his face in his hands and shouted to the camera crew to stop.

The birds in the film were flying backwards, and the waves on the sea were going away from the beach.

Exercise 1

Read these questions. Find the right answers. Then write the questions and the answers:

- 1 In which part of the film was the sunset going to be used?
a) The beginning. b) The end.
- 2 Where did the director want the sunset?
a) Over the audiences. b) Over the sea.
- 3 Did the camera crew photograph a sunset?
a) No, they did not. b) Yes, they did.
- 4 Why?
a) Because there were too many clouds. b) Because the sun did not set over the sea there.
- 5 Where did the director want the camera men to go then?
a) To the east coast. b) To the west coast.
- 6 Why?
a) Because he was angry with them. b) Because the sun set over the sea there.
- 7 How could a sunrise be made to look like a sunset?
a) By photographing it on the opposite coast. b) By putting it through the projector backwards.
- 8 Did the camera crew get what the director wanted this time?
a) No, they did not. b) Yes, they did.
- 9 Was the director pleased with the 'sunset'?
a) No, he was not. b) He was at first, but not afterwards.
- 10 Why?
a) Because he hurt his face. b) Because the birds and waves in the film were going the wrong way.

Exercise 2

Write this story. Choose the right words each time:

At the end of a big film, the hero and heroine had to (*photograph a beautiful sunset/say goodbye*) and then (*never/seldom*) see each

other again. The director of the film wanted a (camera crew/sunset) for this, (and he got/but he did not get) it at first because the camera crew were (in the wrong place/too stupid). The sun (did not set/set) over the sea there, because they were on the (east/west) coast. Then the director ordered them to fly to the (east/west) coast to get him a (sunrise/sunset). The camera crew (did not go there/went there), (because/but) a young secretary suggested filming a (sunset/sunrise) and then putting it through the projector the (other/same) way. The director was very (angry/pleased) when he heard this. The camera crew filmed a beautiful sunrise, and they showed it to the director (backwards/but not backwards), and he accepted it. But when he saw it (behind/in front of) his hero and heroine, the birds and waves were going the (right/wrong) way.

Exercise 3

When we report a mixture of direct statements, orders, requests and questions, we use *said (that)*, *told/asked to*, *asked whether/if/who* etc and other reporting verbs, according to what we are reporting (e.g. He said to me, "Who's there? Come in! It's cold in here. Please close the door after you. Are you well?" becomes *He asked who was there, told me to come in, said that it was cold in there, asked me to close the door after me, and asked whether I was well.*)

Change the sentences below into reported speech:

- 1 The director said to the camera crew, "The weather's fine today. Get me a sunset."
- 2 Then the director said to the camera crew, "Have you provided me with that sunset?" and one of the camera crew answered, "No, sir." Then the director said, "Why not? There was a beautiful sunset last night."
- 3 "Why don't you photograph a beautiful sunrise," a young secretary suggested, "and put it through backwards? Then it'll look like a sunset."

Words outside the LSR grading:

- Unit 1 finally, licence, permission
- Unit 2 taxi rank, tiring
- Unit 3 blind (adj)
- Unit 5 hairdresser, retire
- Unit 6 cheek, college, objection
- Unit 7 javelin, necklace
- Unit 8 merchant, pool
- Unit 9 blind (adj), tune
- Unit 10 crossroads
- Unit 12 level
- Unit 13 expression, feeling, studio
- Unit 14 projector, studio

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