

英語复述故事选集

(口笔語实习課应用)

大學英語專業二年級适用

STORIES FOR REPRODUCTION

GRADE TWO

北京外國語學院編

商 務 印 書 館

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1958年·北京

內 容 提 要

本書是北京外國語學院英文系二年級“復述”教材，選自蘇聯各種教科書和我國各英語刊物，作為口筆語實習課的一個組成部分，以鞏固已學詞匯和語法知識。故事生動有趣，文字淺易。每篇故事後附有問題，作為教師提問和自習的參考。

本書也適合學習英語者一般閱讀之用。

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前 言

本書是一九五四年以來我院英文系二年級“復述”教材的歸納和整理。書中所選故事，大都來自蘇聯出版的各種英語教科書和我國出版的英語刊物“人民中國”和“中國建設”。這些故事大都經過陳梅清教授等改寫或簡縮，以適應二年級學生的一般水平。

所謂復述，是口筆語實習課的一個組成部分。目的在於鞏固已學的詞匯和語法知識。它是外語學習初級階段一種有效的練習方式。上課時由教師朗讀一篇故事，三遍或兩遍，視學生接受程度而定。第一遍朗讀時，學生如有問題可以口頭提出，由教師或其他學生解答。教師讀完之後，要求學生做下列工作：

- 1) 回答教師所提的問題；
- 2) 口頭或筆頭復述故事內容。

為了發揮學生的積極性，應鼓勵學生互相提問。

在學生人數不超過 15 人的班上，口頭復述可以在一課時（45 分鐘）內進行。如在口述之外并作筆頭述意使全班學生都能得到練習機會，則最好另加一課時。

本書編排大体上是易到難，由淺入深，但程度相差不大。因此，在題材上極易與大學二年級英語課本（北京大學編）相配合。如遇有生詞過多的情況，可設法刪去，代以已經學過的詞匯，使每篇故事最多只有三、四個生詞，以方便學生接受。這些生詞，應在朗讀前寫在黑板上，加以講解。

復述的目的，還在於訓練學生聽懂英語。因此這一課程不應有預習。學生可在課後閱讀已用的材料，借以發現在聽方面的弱點，加以克服。

經過我們幾年來的實踐，使用上述練習方式和教材曾經收到一定的效果，有助於貫徹外語教學實習性的原則。但是，由於我們對蘇聯先進經驗體會還不夠深，也沒有很好總結經驗，因此本書缺點還不少。此次付印，只供參考。我們熱切企待着批評和指正。

編者 1958年6月

INTRODUCTION

Reproduction (the re-telling of stories or other material) either oral or written, is a useful exercise in the early stages of learning a foreign language. It enables the teacher to keep considerable control over the language used by the students, ensuring consolidation of the vocabulary and grammar studied, while still allowing for initiative. It provides good training in listening to the spoken language and in the clear, logical presentation of stories.

To choose a suitable story of the right length and difficulty, with a clear plot, is the first step in preparing for the reproduction class. This can be a time-consuming task, and it is in the hope of saving the teacher's time that this collection of stories has been put together.

The stories have been selected from Soviet textbooks of English, *China Reconstructs*, *People's China* and other English language publications. All have been adapted or re-written to suit the particular students for whom they were prepared. Since each group of students has a slightly different range of grammar and vocabulary, further re-writing or adaptation should be done as need demands. It is not necessary to take out all new words and expressions, but there should not be more than three or four in each story. Such words and expressions should be clearly explained before the story is read or told.

Many of the stories have been used for reproduction classes in Grade II (third and fourth terms). They are

roughly graded from easy to less easy, but may be used in any order to fit in with whatever texts are being studied. For instance: story No. 8, "A Chinese Heroine" was used after the two texts "We are Soviet People" in the *Second Year English Textbook for University Students*, and story No. 10, "A Question of Pronunciation" was used after the text "Peasant Girl to Farm Director", when the students were already familiar with the word "plough" and its spelling. Where a story is particularly suitable for use after certain texts, a note has been made at the beginning of the story.

There are, of course, many possible adaptations for every story. At the end of this introduction two variations of one story are given for reference.

The following methods may be used in the reproduction class:

1. The teacher reads or tells the story three times. (This may be reduced to twice during the fourth term.) The students are allowed to ask questions where they do not understand during the first reading.

2. Then the students may be asked to do one of the following:

- a) retell the story in writing;
- b) answer questions on the story, either orally or in writing (a few questions are suggested at the end of each story, but many others might be asked);
- c) answer questions orally, then retell the story orally or in writing;
- d) ask each other questions about the story;
- e) give a very brief summary of the story.

In using the stories oral work may alternate with written work. In the first week, for instance, only one period of 45 minutes might be assigned to the reproduc-

tion class. During this period questions may be answered orally and the story retold orally. In the second and alternate weeks, two consecutive class periods might be used, the second period being used for written retelling. Both oral and written exercises are useful, but written retelling has the advantage of checking every student's understanding of and ability to reproduce the story. When written work follows a certain amount of oral work, during which the teacher has made corrections, the students have yet another opportunity of hearing the correct way to express an idea and should be able to consolidate this through their written work.

A sample story in two adaptations:

THE STOLEN HORSE (1)

One day a peasant's only horse was stolen from him. So he went to a horse market to buy another one. There he saw his own horse among those which were on sale.

"This horse is mine," he said to the man standing by the horse. "It was stolen from me three days ago."

"Impossible!" said the man. "It's been mine for three years."

"Three years?" said the peasant. "I doubt that."

Then quickly covering the eyes of the horse with his hands, he asked:

"Which eye is he blind in?"

"The left eye," said the man.

The peasant lifted his left hand and the left eye of the horse appeared, clear and shining.

"Oh, I made a mistake," said the man. "I meant to say the right eye."

"It's not blind in either eye," said the peasant, taking away his other hand. And turning to the crowd which

had gathered round them he said, "It's clear that this man is a thief."

On hearing this, the thief tried to run away. But he was seized and taken before the judge, and the peasant got his horse back.

THE STOLEN HORSE (2)

(adapted for use after Lesson III, "My Private Property".)

When a peasant went to get his only horse one day, he found it was missing. It had been stolen during the night. So he went to a horse market to buy another one. There he saw his own horse among those which were on sale.

"This horse is my property," he said to the man standing by it. "Someone entered my place by force three nights ago and stole it. What right have you to sell it?"

"You are mistaken," said the man. "The horse has been mine for three years."

"Three years?" said the peasant. "I don't believe that."

Suddenly the peasant covered the eyes of the horse with his hands and asked:

"Which eye is it blind in?"

"The left eye," said the man.

The peasant took away his left hand and showed him the left eye of the horse which was clear and shining.

"Oh," said the man, pretending it was just a mistake, "I meant to say the *right* eye."

"It's not blind in either eye," said the peasant, taking away his other hand. "There you are!" he said to the people who had crowded round them. "You can tell by

the tone of his voice that he's not telling the truth. It's quite clear that this man is a thief."

The man's face grew pale. He saw it was useless to lie about it any more and tried to run away, but the people caught him. He was taken before the judge and punished for stealing, while the peasant went back home happily with his horse.

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1. AN INTERESTING FILM THAT I HAVE SEEN

The summer holidays were over and all the children were back at school. On the second day the teacher came into the classroom when the bell rang and said:

"Now, children, to-day you must write a composition about an interesting film that you have seen. You have an hour in which to write it. In an hour's time you must hand in your compositions. Now, open your exercise books and begin! Don't forget that you have only one hour."

The boys began to write. An hour passed, and the bell rang. The teacher said, "Now, the time is up. Hand in your compositions."

"Oh," said one of the boys, "I haven't finished."

"Show me what you have written," said the teacher.

The boy gave her his exercise book. The teacher opened it and read:

"It was Sunday. I got up at nine o'clock, dressed, washed and had my breakfast. After breakfast Mother asked me to buy some bread. On my way to the shop I saw my friend Victor. He asked me to go to the cinema with him. We decided to meet at six o'clock in the evening. Soon I came home and gave the bread to my mother. Then I went to the Zoo. In the Zoo I met some of my school-friends. We saw many animals. We saw a white bear. He was playing in the water. Then we went to see the monkeys and the wolves. We had a very good time. At four o'clock I came home and had my supper."

That was all.

"But you haven't written about the film," said the teacher. "You have written about what you did in the morning, about the Zoo, and many other things, but you haven't said a word about the film."

"I wanted to write about the film, but the bell rang, and so I had no time," said the boy.

"Next time," said the teacher, "keep to your plan, and don't begin with the morning when you must write about the evening."

(Adapted from "English", textbook for the 6th Class, Godlennek & Kuznych, Moscow, 1952, p. 46.)

Questions

1. What did the teacher tell the children to do?
2. What did the teacher tell the children not to forget?
3. All the children had finished at the end of an hour, hadn't they?
4. Why hadn't the boy finished?
5. What did the teacher say to him?
6. What was the boy's answer?
7. What did the boy learn from this?

2. A GOOD LESSON

One day a rich lady invited a well-known singer to her house. The singer's name was Smith. She asked him to sing to her guests. But she did not invite him to have dinner with her other guests; she told her servants to give him his dinner in the kitchen together with them.

The singer seemed quite pleased. He had a good dinner together with the servants and after dinner stood up and said;

"Now, my good friends, I am going to sing to you."

The servants were, of course, very glad. And so he sang them some songs. There was no piano in the room, but he sang without one.

At ten o'clock the lady asked the singer to come to the drawing-room. He went there. All the guests were sitting in the drawing-room. They were waiting for the songs.

"We're ready now, Mr. Smith," said the lady.

"Ready for what?" asked the singer.

"For your songs," answered the lady.

"But I have sung already," said Mr. Smith, "and I cannot sing again this evening."

"You have sung already!" cried the lady. "But when and where?"

"Just now, in the kitchen," said Mr. Smith.

"It is impossible!" cried the lady.

"But it is quite true," said Mr. Smith.

"How can it be?" said the lady.

"You know I always sing to the people with whom I take my meals," said Mr. Smith.

And with these words he left the room.

Questions

1. Whom did the rich lady invite to her house?
2. Why did she invite him?
3. Did he have dinner with the guests? Why not?
4. Was the singer angry with the lady?
5. What did he do after dinner?
6. What were the guests doing when the lady asked the singer to come to the drawing-room?
7. How did Mr. Smith answer the lady?
8. Why did Mr. Smith refuse to sing to the guests?

3. A STORY OF THE CIVIL WAR

It was during the Civil War. Lena's father was a partisan.

One day there was shooting all round the village where Lena lived. But at night the shooting stopped. Lena, a little girl of eight, was at home with her mother and her little brother. Suddenly Lena saw a man's face at the window.

"Open the window!" said the man.

"What do you want?" asked Lena.

"I am your father's friend, Lena. My name is Ivanov," said the man. So Lena opened the window.

"Come in, please!" she cried. "Mother, come here! Here is Father's friend, Comrade Ivanov."

"I cannot come in. Your father asked you to come to him. He is wounded. He is in a hut in the wood. Take some bread with you and some bandages and run to him."

"I shall go," said Lena's mother.

"No, no, you must not go!" cried Lena. "I shall go. I am only a little girl. Nobody will suspect me."

So Lena's mother gave her some bread and some bandages, and the girl ran to the wood very quickly. Nobody saw her.

At last she saw the old hut. She opened the door and said:

"Father!"

"Lena! Is that you?" cried her wounded father.

"Here is some bread for you and some bandages. Are you badly wounded, Father? Can you walk home with me?"

"No, I cannot. I am wounded in the leg," said Lena's father. "I cannot walk."

Lena helped her father to bandage his leg. Then she gave him some bread and some water.

"Go home, little Lena," said her father. "I am better now. Come here again to-morrow. Good-bye, dear, and thank you very much."

Lena went to see her father every night. Soon he was well again. He said good-bye to his little "Red Partisan" and went back to the front.

This all happened many years ago. Now Lena is a doctor. She works in a hospital. And her father is a collective farmer.

(Adapted from "English", textbook
for the 6th Class, Godlennik &
Kuznych, Moscow, 1952, p. 60.)

Questions

1. When did this story take place?
2. What was happening in the village?
3. What did Lena see one night?
4. Who was the man? What did he want?
5. Lena's mother went to her father, didn't she?
6. Could Lena's father go home with her?
7. How did Lena help her father?
8. What is Lena now? And her father?

4. IT HAPPENED DURING THE GREAT PATRIOTIC WAR

One day a Soviet partisan was sent out to get some information about the enemy. He went to a village which was occupied by the Germans. Unfortunately, he was captured by the fascists there. A German officer questioned him for a long time, but the partisan refused to say a word. He would not betray his comrades. Finally, the officer ordered his men to take the prisoner away.

He was put into a small room and told to think things over.

The partisan wanted to send a message to his detachment. But how could he do it? Suddenly he heard shouts. He looked out of the window. He was surprised to see Marusya, a partisan girl, walking along the village street. The German guard was shouting at her. She stopped close to the house and she saw the partisan looking out of the window. She smiled. But the German soldier thought that she was smiling at him, so he asked Marusya to stay and talk with him. Marusya went a little closer.

Then the partisan thought of a plan. He sang an old song about a mother who was waiting for her son to return home. But the words which he sang were not the real words of the song. He made up some new words. The words he sang were a message for the commander of his detachment. He sang that there were very few Germans in the village and that they had no big guns.

The German soldier, who had been trying to make Marusya talk to him, asked her to come back at eight o'clock that evening.

"Very well, I will," she said. "Only I am afraid you won't like it when I do come." Then she walked away.

At eight o'clock that evening the partisans attacked the village. Soon the partisan was set free. He was given a gun and he immediately joined his comrades in the battle.

(Adapted from "English", Galinskaya and Tzevkova, Moscow, 1953, p. 207.)

Questions

1. Why did the partisan go to the village?
2. He got the information, didn't he?