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普通高中课程标准实验教科书

# 英语


选修（欣赏类）

## 小说欣赏入门

Basic Elements of Stories

人民教育出版社 课程教材研究所  
英语课程教材研究开发中心 编著  
麦格劳－希尔教育集团



 人民教育出版社

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# 前 言

《普通高中课程标准实验教科书 英语选修（欣赏类）小说欣赏入门》是由课程教材研究所英语课程教材研究开发中心和麦格劳—希尔教育集团联合开发的。本书按照《普通高中英语课程标准（实验）》的精神，结合我国高中生的现有水平和实际需要而编写，具有以下优点：

一、以深入浅出的方式，系统地介绍基本的文学要素（Literary elements）。

我们不但介绍了小说的四大要素：人物（character）、情节（plot）、环境（setting）和主题（theme），而且进一步介绍了与人物有关的要素（如：character traits, characterization, static character 和 dynamic character 等），与情节有关的要素（如：beginning, rising action, climax, falling action, resolution, surprising ending 和 conflict 等），以及叙述者（narrator）和叙述角度（point of view）等要素。这些文学要素，是开启小说欣赏大门的钥匙，是“小说欣赏入门必备”。

我们在介绍这些文学要素的时候，不仅给出了它们的定义和概念，而且还设计了相应的活动和任务，引导学生运用这些工具去理解、欣赏和评价作品。

二、结合作品，向学生介绍了一些阅读小说的技巧（Reading strategies）。

要真正地利用文学要素去深入理解作品，还需要一些具体的阅读技巧。为此，我们结合作品，介绍了一些阅读技巧。这些技巧不是生硬地灌输给学生的，而是渗透在脚注、读后练习和活动中的。

关于脚注说明如下：如果我们要对某段文字加脚注，以引导学生思考，我们首先把这段文字变成红色或蓝色并标上序号（两种颜色交错仅仅是为了区别不同文段），然后在脚注中提出思考题。在实际使用中，学生最好按照脚注的提示边读边思考；但也可以跳过脚注，直接阅读小说原文。

三、把文学和学生的现实生活紧密相连。

为了让作品贴近学生的生活，我们在读前提示和读后活动中，设置了很多把作品和读者的切身生活和感受联系起来的问题和活动，引导学生思考文学与自身、文学与人生的关系。这样做的目的是：不仅要让学生读到一篇故事、学到一些术语、掌握一些技巧，更要让学生接受艺术和思想的熏陶，提高其人文素养。

四、在单元编排上注意循序渐进和滚动复现。

全书共有六个单元，1—3单元是基础篇，4—6单元是提高篇。在基础篇，每个单元的作品都被分成两个小节，在第一节之后设置了相关的练习和活动；在第二节之前，用简洁的语言对第一小节进行总结，引导学生预测下一节故事的发展，带着阅读期待进入第二节的阅读；在第二节之后先设置针对第二节的练习和活动，再设置对整个作品进行理解、欣赏和评

价的活动。这样有效地降低了难度，给学生一个适应的过程，以免学生一下子接触大篇幅的作品，难以从整体上把握作品。

经过基础篇的学习，小说的四大要素已经基本介绍完毕，学生的阅读能力也得到了一定的锻炼，所以，提高篇的作品就不再分成小节，而是一气呵成、整体呈现，让学生进入真正的小说欣赏阶段。

同时，每个单元在介绍新的文学要素的时候，也不断地滚动、复现前面已经介绍过的文学要素，并引导学生用已经学过的文学知识来分析新的作品，不断地巩固和强化学生所学知识。

根据《普通高中英语课程标准（实验）》的精神，本门选修课共开设9周（36学时）。本书设计了6个单元。我们建议基础篇（1—3单元）的每个单元用两周时间来学习，学到提高篇（4—6单元）的时候，学生的文学知识和欣赏能力应该有一定的提高，可以每周学习一个单元。当然，教师也可以根据实际情况灵活安排。

本书编委会主任刘道义，副主任魏国栋、龚亚夫。

编者

# HOW TO READ STORIES

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To fully understand a story, you should read it actively. To read actively, you can use the following strategies:

## **Identifying Literary Elements**

Be actively involved in the story by asking questions about literary elements. Where does this story take place? How many characters are there in the story? What words would you use to describe their characteristics? How do the plot, characters, and setting work together to convey the theme?

## **Comparing and Contrasting**

To compare things, you look at what they have in common. To contrast things, you look at their differences. Comparing and contrasting different characters or things can help you understand them better.

## **Predicting**

As you read, make predictions about what will happen next. Writers usually try to create a world that resembles real life when writing a story. Therefore, bring your own experience to the story and make predictions about what the characters will do and what will happen next based on your own knowledge and experience of life.

## **Identifying Foreshadowing**

Foreshadowing is the use of hints suggesting events to come. The hints may be comments made by the narrator, experiences or feelings of the characters, or even events in the plot. As you read a story, try to identify statements that seem to foreshadow events to come. For example, what do you think these statements will lead to later in the story? What actions and statements make you curious?

## **Making Inferences**

Many times you should try to make inferences, or use information given to figure out something not stated. As you read on, ask yourself: what can I infer, or conclude, from these sentences?

## **Summarizing**

Stop occasionally and summarize what you have read. What ideas or actions seem important? What points are being made? How does one event relate to another? Try to see how all the pieces of the story fit together.

### **Drawing Conclusions**

Sometimes you must think beyond the words on the page to get the full meaning of the author's intention. You may draw conclusions by using the information provided to arrive at a decision or judgment.

### **Responding**

Finally, think about what the story means. What does it mean to you? What more would you like to know? How would you have acted in their place? How has this story added to your understanding of people and society? Have you enjoyed it? Why?

We have given you some guiding questions in the footnotes, as examples of how to be actively involved while reading stories. We must make it clear that all these questions are merely examples. You should not confine yourself to these questions. On the contrary, you should actively raise your own questions while reading.

Now, let us enter the world of stories actively and enjoy it.

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Stories	Literary Elements	Recycling
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## UNIT 1

# THE OPEN WINDOW

BASED ON A STORY BY SAKI

## GETTING READY TO READ

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### 1. The Story and You

In “The Open Window”, you will meet Framton Nuttel, a very nervous man. Almost everything in life makes Framton nervous. What are some things that make *you* nervous? One might be starting the year at a new school. Another might be taking a test when you haven’t studied very hard, or speaking in front of a large group of people. Talk with your partner about something that makes you nervous.

### 2. About the Author

Saki (1870-1916) is the pen name of Hector Hugh Munro. Saki was born in Burma, which was then a British colony, but he was brought to England to live with two stern aunts after his mother died. This is the reason why aunts were one of his favorite subjects for satire. Saki’s stories are noted for their wit and humor, which frequently have an ironic twist that leads to a surprise ending. “The Open Window” is Saki’s most popular short story, in which he tells a story of a spontaneous practical joke played upon a visiting stranger.

### 3. Looking Ahead

Look at the illustration on the left.

- How many characters do you think there are in the story?
- Do you think that the story takes place in the city or in the country?
- Why do you think the man looks so uncomfortable?
- What can you see through the open window? Will the three men in the field be important in the story? Why or why not?

Read on to see if you are right.

# THE OPEN WINDOW

BASED ON A STORY BY SAKI

## PART 1

***A French window is a large glass door. It usually opens onto a garden at the back of a house. As you will see, a French window plays an important part in this well-known story by Saki.***

Framton Nuttel was sitting in a chair when the young lady entered the room. "My aunt will be down in ten minutes," the young lady told Framton very calmly. "She asked me to wait here with you until then."

Framton wondered what to say to the fifteen-year-old girl. He felt nervous, very nervous. Strangers always made him feel nervous. *Waiting* made him feel nervous. *Talking* made him feel nervous. *Everything* made him feel nervous. In fact, he had come to the country to calm his nerves. [1]

His sister had given him some advice. "I know just what you need," she had said. "Get away from the city for a while. A week in the country will be good for you. I'll give you the names of some nice people you can visit while you're there. Otherwise you'll stay in your room all the time. You won't say a word to anyone. Then your nerves will get worse than ever."

Mrs. Sappleton was one of the "nice people" she **recommended**. Now Framton waited for her to come down from upstairs.

"Do you know many people around here?" the young lady finally asked. Her words broke a long silence.

"I don't know *any* of the people around here," Framton replied. "My sister visited this part of the country four years ago. She met your aunt, Mrs. Sappleton, then. My sister said that Mrs. Sappleton was ... very nice."

"Then you don't know anything about my aunt?" the calm young lady asked.

"Only her name and address," admitted Mr. Nuttel. [2] He looked around the room

[1] **Character traits:** How different are Framton and the girl in character?

[2] **Finding clues:** What does the girl's questioning indicate? See if you are right after you finish the whole story.



and wondered whether or not Mrs. Sappleton was married. Something about the room suggested that a man lived there.

“Her terrible **tragedy** happened exactly three years ago today!” said the girl. “Three years ago today. That was after your sister was here.”

“Her tragedy?” asked Framton, nervously. It didn’t seem possible that terrible things could happen in this quiet, peaceful place.

The niece pointed to a large French window that opened like a big door onto the lawn. <sup>①</sup> She said, “You are probably wondering why we keep that window wide open on a day in October.”

“It *is* very warm for this time of the year,” said Framton. “But does that window have anything to do with the tragedy?”

“Yes,” said the girl. “Just three years ago today, her husband and her two brothers went out through that window. They were going hunting. They never came back! All three drowned <sup>②</sup> in a **swamp**. It had been a very rainy summer, you know, and places that had always been safe suddenly became dangerous. Their bodies were never found. That was the worst part of it.”

Here the girl’s voice began to crack. <sup>③</sup> “Poor, dear aunt,” said the girl. “She has never been able to **get over** what happened. She still believes that they will all come

① lawn 草坪。

② drown 淹死，淹没。

③ crack 嗓音变哑，哽噎。

back some day—they and the little brown dog that went with them. She thinks they will walk in through that window the way they always did. That is why that window is kept open every day until it gets dark.” [3]

The girl shook her head sadly. “Poor aunt, she has often told me how they went out. Her husband had his white raincoat over his shoulder. And Ronnie, her younger brother, was singing, ‘London Bridge is falling down, falling down.’ He always sang that to tease her because she said it **got on her nerves**. Do you know, sometimes, on quiet evenings like this, I get a strange feeling that they will all walk in through that window—”

The girl suddenly began to shake, and she stopped talking. Framton was very glad to see the aunt enter the room. [4]



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[3] **Summarizing:** What is Mrs. Sappleton’s tragedy? Retell it in your own words.

[4] **Finding clues:** Why does the girl shake and stop talking? See if you are right after you finish the whole story.

# UNDERSTANDING THE LANGUAGE

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## Using Context Clues

The context of a word is the words and ideas before and after it. When you find an unfamiliar word while reading, you can often work out its meaning from the context. The context often contains clues to the meaning of the word. Read this sentence: The snow was so dense that it shut out the light. You could guess that *dense* means "thick" or "heavy" because the context tells you that the snow "shut out the light". Use context clues to work out the meaning of the following words and idioms from the story. Put a ✓ in the box next to the correct answer.

## Words

1. Everything made him feel nervous. In fact, he had come to the country to calm his nerves. The word *nerves* here means  
 a. the state of staying calm.  
 b. the state of being worried and frightened.  
 c. the state of being brave.
2. I'll give you the names of some nice people .... Mrs. Sappleton was one of the "nice people" she recommended. The word *recommended* here means  
 a. praised or suggested somebody suitable for a particular purpose.  
 b. advised somebody to do something.

c. helped somebody do something.

3. "Her tragedy?" ... It didn't seem possible that terrible things could happen in this quiet, peaceful place. The word *tragedy* means  
 a. something terrible.  
 b. something wonderful.  
 c. something funny.
4. All three drowned in a swamp. It had been a very rainy summer ... places that had always been safe suddenly became dangerous. The word *swamp* means  
 a. a mountain.  
 b. a forest.  
 c. wet, soft land.

## Idioms

5. She has never been able to get over what happened. She still believes that they will all come back some day. Here the idiom *get over* means  
 a. like or enjoy.  
 b. recover from, or get used to.  
 c. help or assist.
6. He always sang that to tease her because she said it got on her nerves. When something *gets on your nerves*, it  
 a. helps you.  
 b. bothers you.  
 c. makes you sad.



# UNDERSTANDING THE STORY

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## Exercise A ~ Checking Comprehension

Answer each question by writing a complete sentence in your notebook.

1. Where was Framton Nuttel when the young lady entered the room?
2. How old was the young lady?
3. Why had Framton come to the country?
4. When did Framton's sister visit that part of the country?
5. What did Framton know about the aunt?
6. When did Mrs. Sappleton's tragedy happen?
7. Why is the French window kept open every day until it gets dark?
8. What did the husband have over his shoulder when he went hunting?
9. Why did Ronnie always sing, "London Bridge is falling down"?

## Exercise B ~ Putting Events in Order

Put the events in the order in which they occurred. You may look back at the story.

1. \_\_\_\_\_ a. The girl pointed to a large French window.
2. \_\_\_\_\_ b. She said that Mrs. Sappleton's husband and two brothers had drowned.
3. \_\_\_\_\_ c. When he saw the girl, Framton felt nervous.
4. \_\_\_\_\_ d. She said that their bodies had never been found.
5. \_\_\_\_\_ e. Framton was glad to see the aunt enter the room.
6. \_\_\_\_\_ f. She said that her aunt believes they will come back some day.
7. \_\_\_\_\_ g. The girl entered the room.