**Story*:*** *1966, Locomotive* （火车头） **Author**：Wang Xiaoni (王小妮)，translated by Eleanor Goodman

**Readership:** Key stage 4

**Summary:** The story is about what happened to a little boy in 1966. Every day, he wanders around the train station to steal food to feed himself and waits for his beloved brother to come back. The family house that used to have a flannel couch, gas fire, nanny and visitors, is now bare after his parents were taken away by the red guards and his older brother left for communist networking [revolutionary meetings]. In the living room, the portraits of Marx, Engels, Lenin and Stalin, the only things left, stare at him day and night. One day he found some chalks from the street and spent the whole night drawing an enormous locomotive on the wall. In the morning a group of red guards came to his house and wiped out his painting. The next day, the painting of boy riding an enormous locomotive appeared on the biggest public wall of the neighbourhood, laughing proudly and intermingling with the happy chitchat of two brothers.

**Social background:**

The year “1966” and the description of men with red armbands tell readers the story is set during Cultural Revolution. The Cultural Revolution was a political moment launched by Mao Zedong (毛泽东) in 1966 with the goal to preserve the purity of communist ideology and purge the capitalist remnants of the traditional elements in the society. China’s youth responded to Mao’s appeal by forming Red Guard groups around the country. The parents, who had been in government positions, were purged. His beloved brother had joined the communist networking movement, but disappeared because of his parent’s background. The revolution has torn apart his family and very soon, his life will be cut short before he has a chance to understand the depths of the calamity brought about by the Cultural Revolution.

**Extra reading for Martial Law and everyday life in Taiwan**

http://www.bbc.com/zhongwen/simp/chinese-news-40593296

http://www.bbc.com/zhongwen/simp/indepth/2015/08/150813\_ww2\_taiwan\_sino\_japan\_family\_story

**一、阅读与理解**

1. 男孩为什么常常去火车站？
2. 他肚子饿。
3. 他去等他哥哥回家。
4. 他去画火车。
5. 他喜欢火车站。
6. 下面那些描述是文化大革命的象征？
7. 1966年拉走哥哥的火车头。
8. 那个当官的被红卫兵抄家了。
9. 墙上挂着马克思、恩格斯、列宁、斯大林的画像
10. 头上戴着帽子，袖子带红箍的大人。
11. 为什么哥哥要离家？
12. 去找爸爸妈妈。
13. 去串联。
14. 去找工作。
15. 去读书。

**二、阅读与讨论**

1. 小男孩为什么会变成一个孤儿？
2. 根据故事的描写，你可以帮这个小男孩画出他的家人吗？
3. 作者用那些词来形容她的父亲？ 你会如何形容你的父亲？
4. 这个故事里的父亲形象跟《梦中的父亲》里的父亲形象一样吗？
5. 小男孩为什么要画火车头？“火车头”这个题目，在这个故事里有什么象征意义？
6. 故事的结尾描述小男孩跟他哥哥在聊天。这是一个梦吗？
7. 请比较这个故事的结局和安徒生童话故事《买火柴的小女孩》的相同之处？

三、语法讨论

**原文语言特色：**

1. 定语： 定语用于修饰主语和宾语， 故事中使用很多动词性词组做定语：

Attribute (V+O) + 的+ noun

拉走哥哥的火车头

头上戴帽子的人

袖子上带红箍的大人

五张一元的人民币

来抄家的人

路边的闲人

**活动：**

1. **你可以从原文中，找到更多动词性词组做定语的用法吗？**

Attribute (V+O) + 的+ noun

1. 请用上面的定语结构写下五个句子。

2.原文中，作者善于使用成语（Four characters idioms ），例如：

枕木们憨厚粗壮

这孩子风尘仆仆

四个人坐得稳稳当当，威严庄重，不苟言笑

组织大人大义

戴帽子的人歪歪扭扭骑上车

活动：

* 1. 你可以用上面的成语，写出你自己的句子吗？
  2. 请从原文中找出五个成语，用这些成语，写下你自己的句子。