Advance with English

牛津高中英语

（模块八·高二下学期）

Student's Book
同学们：

欢迎使用《牛津高中英语》，它将伴你走过高中阶段的学习历程，实现你的英语学习目标。根据国家《普通高中英语课程标准》(实验)的要求，你已经完成了高中阶段前面五个必修模块的英语学习，在此基础上，还有顺序选修教材供你学习。选修部分有六个模块，共六本书，每个模块安排四个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

进入新的单元，首页上的图画和问题会激活你已有的和单元话题相关知识，让你轻松自然地进入本单元的学习，这就是单元的第一个板块：Welcome to the unit。顺着前面所引出的话题，你将来到 Reading 板块。该板块是你接受英语信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语。你也将通过阅读了解现实生活和社会发展的方方面面。课文后面的 Reading strategy 和阅读练习将帮助你掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的板块 Word power 能为你迎接这一挑战提供有效的帮助。在该板块中，你将学到各种词汇学习技巧。语法学习，贵在运用，在 Grammar and usage 板块中，你既可得到系统的语法辅导，又能在该板块精心设计的语境中学会灵活运用语法知识。Task 板块要求你能综合运用所学习的语言知识和语言技能。你将在教材为你设计的语言情境中，通过听、说、读、写等一系列活动，获取信息，处理信息，完成特定的任务，在使用过程中学习英语。Project 是课堂教学的延伸和拓展，属于探究式学习，要求你走出课堂，与同学分工合作。你将首先认真阅读所提供的阅读材料，从中得到启发，然后通过讨论、调查、专访、文献检索等活动，完成一个特定课题。在 Self-assessment 板块，你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。

游历了单元的各个板块以后，你一定会发现，这套由中外专家根据《普通高中英语课程标准》联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能够顺利完成高中阶段的学习任务。

祝你学习进步，天天向上！

《牛津高中英语》编写组
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Unit 1

The written word

In this unit, you will
◆ read an essay about appreciating literature and a report on Robert Burns and his poetry
◆ listen to information on how to write a review of a book or story
◆ discuss some classic literature and give your opinion on a review of a book or story
◆ write a review of a book or story
◆ recite a poem

Welcome to the unit

These days, most people watch television or listen to music for entertainment. Do people still read books in their spare time? Look at these pictures and discuss the following questions with a partner.

1. If you were asked to recommend a book to a friend, what book would you choose? Why?
2. Do you think that e-books will ever replace books in print?
3. What are some of the differences between poetry and science fiction books?
Reading

A. Read the following essay quickly and answer these questions.

1. What is classic literature?
2. Who is Charles Dickens?
3. How old is Pip when the story begins?

B. Classics are some of the best works ever written. Read Liz’s essay about one of the classics of English literature.

Appreciating literature

What is classic literature? Classics are the antiques of the literary world. They are novels, plays and poems that were written a long time ago and were so well written that people still read them nowadays. They are examples of great writing and wisdom, and even those written centuries ago can still be found in bookshops and libraries today.

Because a lot of classics were written so long ago, their language characteristics are quite different from those of modern works. This makes them difficult for some people to read, so they are often left to gather dust on shelves. Many people do not read them, because they think classics are old and boring and have nothing to do with life today.

However, if this is true, why do we still find these classics in bookshops and libraries? They have not disappeared and still have a place in the world. Why else would many films adapted from them be successful? In 1995, an award-winning film based on Jane Austen’s novel Emma came out. Three years later, in 1998, a modern adaptation of Charles Dickens’s novel Great Expectations appeared in cinemas. Nobody would bother to make these classic novels into films if they had nothing to do with contemporary life.

Charles Dickens: England’s greatest writer

The novelist Charles Dickens was born in Portsmouth, England in 1812. Oliver Twist, David Copperfield and Great Expectations are probably his best-known works. He first published many novels one chapter at a time in newspapers, and some were later performed on stage. For people at that time, his stories were like the soap operas we see on TV today. He died in 1870. His tomb reads, ‘By his death, one of England’s greatest writers is lost to the world.’
Great Expectations

Great Expectations is set in England in the early 1800s. The author uses Pip, the main character, to tell the story. Having lost his parents, Pip lives with his older sister and her husband Joe. Pip’s sister often abuses him, but Joe is a kind and simple man who would rather die than see any harm come to Pip.

Pip, who is seven years old when the story begins, is in a foggy cemetery when a desperate criminal appears and frightens him. Mist is a symbol of danger in Great Expectations. Classic novels often have symbols which add interest, tension or deeper meaning to the text. Readers may not be able to see the danger, so they need a symbol like the mist to make it clearer to them.

There is a twist in the plot when a very generous stranger gives Pip a large fortune. As a condition for receiving this fortune, Pip must move to London and begin the life of a gentleman. Pip is eager to begin his new life. Money and education, however, change him, and before long he becomes vain and ashamed of his background. Pip dislikes it when Joe comes to visit him in London. He has rigid ideas of what it means to be civil and to be a gentleman, and is embarrassed by Joe because he does not fit these.

Pip is bent on becoming a gentleman and winning Estella’s love. Estella is a beautiful girl, and for Pip she is a symbol of education and money. What it really means to be a gentleman is an important theme in Great Expectations. Is a person with a lot of money a gentleman? Or, is a gentleman somebody who is kind and good to his friends?

By the end of the novel, Pip has changed a lot. He learns that wealth does not buy happiness and that friends are more important than a fancy education. This change in Pip is called character development, which is an important part of almost any novel. Does Joe forgive Pip? Does Pip get the girl of his dreams? Will Pip ever find out the identity of the person who gave him the money? You will just have to read the book yourself to find out.

Reading strategy: reading a persuasive essay

In a persuasive essay, the author tries to convince the reader to adopt a certain point of view. In this essay, the author wants us to appreciate classic literature. At the start, she asks us to change our minds about classic literature. She tells us that although we may think classic literature is old and boring, it is still relevant today. You can find classics in bookshops and libraries and many films are even made from them.

The author gives us interesting facts about Charles Dickens and his book Great Expectations. She gives us enough information to make us interested, but not enough to give away the story. If by the end of the essay, we want to read the book, then the author has written a good persuasive essay.
C1. How well do you understand the essay? Read it again and answer the following questions.

1. Why don’t many people like classics?

2. What does Liz think about classic novels?

3. What is written on Charles Dickens’s tomb?

4. What kind of person is Joe?

5. Who gives Pip a lot of money?

6. What kind of person does Pip become after he moves to London?

7. Why is Pip embarrassed by Joe?

8. What does Pip learn by the end of the novel?

C2. Here are some words from Liz’s essay that describe the main elements of the novel Great Expectations. Match the elements on the left with the correct examples on the right.

1. characters  •  •  a. mist

2. setting  •  •  b. what it means to be a gentleman

3. symbol  •  •  c. England in the early 1800s

4. plot  •  •  d. Pip, Joe, Estella

5. theme  •  •  e. a stranger gives Pip a lot of money, then Pip moves to London and becomes ashamed of his background

D. Match these new words from the essay with their meanings. Write the correct letters in the blanks.

1. antique (Line 1)  _____  a. treat a person or an animal in a cruel way

2. chapter (Line 21)  _____  b. difficult to change

3. soap opera (Line 23)  _____  c. a valuable thing from the past

4. abuse (Line 28)  _____  d. too proud of your appearance, abilities or achievements

5. tension (Line 32)  _____  e. a TV story about the lives and problems of a group of people

6. vain (Line 38)  _____  f. the feeling of fear and excitement created by the writer of a book

7. rigid (Line 39)  _____  g. a section of a book
Read this film review to see how the 1998 film of Great Expectations is different from the novel. Complete the review with the words in the box.

The recent film, Great Expectations, updates the (1) __________ of Charles Dickens's novel to modern times. While the (2) __________ are the same, many of the characters' names and (3) __________ are changed, along with the setting.

Instead of Pip, the main character is named Finn. Finn lives in Florida, in the south-east of the USA, with his uncle Joe, a fisherman. The film begins the same way as the novel does—with Finn (Pip) meeting a violent (4) __________ on the run from the police, and then with Finn going to a rich and crazy woman's house to be Estella's companion. However, from there the film takes many (5) __________ not found in the novel. In the film, Finn is a gifted painter, but he gives up painting at an early age when Estella breaks his heart. One day, he receives a (6) __________ invitation to go to New York and put on an art exhibition there. Meanwhile, he sees Estella again, and becomes (7) __________ to have her love, even though she often does not treat him in a (8) __________ manner. Those who have read the book can guess what happens next.

Can I recommend the film? Well, it is well-made and quite beautiful. However, if you liked the book, you should probably not be too eager to see the film, as it is not likely to live up to your great expectations.

Discuss these questions with a partner. Use the following conversation as an example.

Would you like to read Great Expectations?
Not really, I don't like classics that much.
I think they are boring. I'll fall asleep if I try to read them.
Yes, I would. I think the plot sounds very exciting. Would you like to read it?
Why not?

1. Would you like to read Great Expectations? Why or why not?
2. Can you think of some possible endings for the novel?
3. Have you ever read other foreign classics? If you have, what did you think of them?
Word power

Literature

A  Liu Yue wants to learn more about literature. She searched for some information about literature on the Internet and made the following notes.

Literature can be divided into two main categories: fiction and non-fiction. Fiction describes imaginary people and events, not real ones, while non-fiction is true and based on facts.

Four types of fiction:
- Poetry: writing that usually has a rhythm that is repeated; often focuses on feelings
- Drama: writing that tells a story through action and speech, performed on stage
- Short story: a short work with only a few characters and a simple plot
- Novel: a long work with many characters and a more complex plot, including science fiction, historical fiction, adventure, mystery, fantasy, romance and detective

Three types of non-fiction:
- News article or news story: a report of a recent event appearing in newspapers or on television or radio
- Biography: the story of a person’s life written by someone else
- Autobiography: the story of a person’s life written by that person

B  The following day, Liu Yue went to the school library to learn about some literary figures. Below are their brief introductions.

Li Bai
Li Bai is one of China’s greatest poets. He wrote many romantic poems. ‘A Night Stay at a Mountain Temple’ is one of his most famous poems.

William Shakespeare
William Shakespeare is the best-known playwright of all time. He was born in England and wrote Romeo and Juliet.

Cao Xueqin
Cao Xueqin is one of the most famous Chinese novelists. He wrote the novel A Dream of Red Mansions.

Katherine Mansfield
Katherine Mansfield is a short story writer from New Zealand. She wrote a fantastic short story called ‘Miss Brill’.
Liu Yue is writing an introduction to English literature for her English class. Help her fill in the blanks using the words from Parts A and B.

English literature, especially English fiction, is of great significance in the literary world. I have not read much English (1) __________, but I know that John Keats was an outstanding English poet, and I have read his poem 'Ode to a Nightingale'. As for (2) __________, I like Jane Austen very much. Her novel Pride and Prejudice was chosen as ‘Nation’s Best-Loved Book’ in BBC’s Big Read in 2003. A short work of fiction with only a few characters and a simple plot is called a (3) __________. O. Henry from the USA was an extraordinary short story writer. His stories always have surprising endings, which I like very much. Teenagers all over the world like J. K. Rowling’s Harry Potter series. This type of books is called (4) __________. Science fiction, romance and (5) __________ stories, like those about Sherlock Holmes, have great appeal to many young people. William Shakespeare was a great English (6) __________. Among all his plays, I like Romeo and Juliet best.

As for non-fiction, like many people, I read (7) __________ every day, because I am very interested in what is happening in the world. I have made a plan to read some (8) __________ about great writers, such as Charles Dickens, William Shakespeare and O. Henry, so that I can have a better understanding of English literature.

Liu Yue wants to put the following books into different categories. Help her fill in the blanks.

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<th>Sense and Sensibility</th>
<th>The Country of the Blind and Other Selected Stories</th>
<th>John Keats: The Complete Poems</th>
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</thead>
<tbody>
<tr>
<td>Poetry</td>
<td>Short story</td>
<td>Novel</td>
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<tr>
<td>Drama</td>
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Grammar and usage

Negative words and negative statements

We usually use negative words to make negative statements. The most commonly used negative words include no, not, never and neither. Yet, there are also statements that use negative words but express positive meanings.

1 auxiliary verb + not
   In the simplest kind of negative statement, not or -n’t comes after an auxiliary verb.
   They have not (haven’t) disappeared and still have a place in the world.
   Many people do not (don’t) read them, thinking they are old and boring and have nothing to do with life today.

2 not paired with other words
   • When it is used before a word with a negative prefix (e.g., un-, dis- or in-), the meaning of the sentence becomes positive. This type of phrase is not as strong as a direct positive statement.
     It is not uncommon to find him whistling while walking. (It is quite common to find him whistling while walking.)
   • When used before a phrase of time/distance or a noun phrase including quantities, it serves to emphasize the negative meaning of the phrase.
     Not many people can tolerate such an offence. (Very few people can tolerate such an offence.)
   • When it is used in can’t ... too ... or can’t ... enough, the meaning of the sentence becomes positive.
     A student can’t read too many books. (The more books a student reads, the better.)
     I can’t thank you enough. (I am very grateful to you.)

3 There are many other negative expressions. Some common ones are hardly, far from, seldom, unless, would rather ... than ... and free from.
   Pip can hardly wait to begin his new life.
   Classics are far from disappearing.
   Pip’s sister seldom has a kind word to say.
   Unless you read the novel yourself, you will not know what happens at the end.
   Joe would rather die than see any harm come to Pip.
   The news sets him free from worries about his family.

4 complete negation
   We often use no, neither, none or nothing to form complete negation.
   Neither of us has foreseen the outcome of this incident.
   Unfortunately, none of these reference books was useful.

5 partial negation
   When words like all, both, everyone and everything are used in negative sentences, they form partial negation.
   All that you find on the Internet is not useful. (Some information that you find on the Internet is not useful.)
   I didn’t take everything with me. (I only took some of the things with me.)
A Sharon has written a book report on a Dickens’s classic, Oliver Twist. Read her report and underline any negative expressions used.

Oliver Twist was written by the novelist Charles Dickens in 1837. The story is set in England in the 1830s. The main character, Oliver Twist, experiences a childhood without parents. He is raised with other children who also have no parents. He is then sent to a workhouse, where he has to work very hard and hardly has time to relax. Oliver does not like anything about the workhouse. The children are treated very badly and seldom have enough food or water. One day at supper, Oliver asks for more food. Merely because of this, he is thrown out of the workhouse and becomes a servant to a cruel master who abuses him.

To flee the circumstances, Oliver runs away to London, where he falls under the control of a man called Fagin. Fagin is not a good character. He is a master thief who teaches young boys how to steal. Oliver does not want to steal from anyone, but in order to survive Oliver is forced to become a criminal. Fagin trains Oliver and his new friend, the Artful Dodger, and the two boys soon become Fagin’s best thieves.

One day, the boys steal from a millionaire named Mr Barnlow. Oliver gets arrested by the police and is taken to court. Mr Barnlow is a generous man without any of Fagin’s vices. He pities Oliver, takes him home, and tries to reform him.

Oliver loves his new home and Mr Barnlow becomes a father to him. Sadly, Oliver must soon leave his new father. Fagin and his group of criminals find him and drag him back into the life of crime, pressuring him with the threat of violence if he resists. Unless Oliver can escape, he will never be reunited with Mr Barnlow—he will have no real family and none of the love he deserves, but only bad luck.

B Read the sentences from Sharon’s diary and complete them using the negative words from the box. Change the form where necessary.

not uncommon can’t ... too ... not many would rather ... than ...  

1 Many students ______________ read contemporary novels ______________ classics.
2 It is ______________ for students to have difficulty understanding classics.
3 ______________ students in my class had read Oliver Twist, so I told them the story.
4 You ______________ be ______________ careful when collecting these statistics.
Task  Writing a review of a book or story

Skills building 1: listening for key words

When your teacher is speaking, it is important to listen carefully for key words. Key words are the most important words in a sentence or paragraph. Teachers often use key words when giving useful hints about homework or tests. Below is some useful information on how to listen for key words.

1 Key words are often stressed.
The teacher often says the key words in a sentence louder and slower than the other words to draw attention to them.

2 There is often a pause before a key word.
The teacher often tries to get your attention by pausing, so that you know something important is going to be said.

3 Key words are often repeated.
The teacher may try to tell you that a word is important by repeating it several times.

4 Key words are often given in a summary.
After the teacher has finished speaking, he or she often repeats all the key words in short sentences.

Step 1: recognizing key words

In your English class, your teacher is telling you how to write a review of a book or story. The teacher divides the review into four paragraphs. You have to write down the key words for each paragraph. Fill in the table below.

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<th>Paragraph 4</th>
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The Home-Made Ball

by Jerry Johnson

The sun was shining as Kevin headed for the old bench where he met Mike every afternoon after school. Kevin and his friend Mike loved to play soccer. They didn’t have enough money to afford a real soccer ball, but Mike had made a ball out of old socks bound together with plastic tape. It was not beautiful, but it worked well. The two friends kicked and ran until the sun turned the sky pale orange.

The next afternoon, Kevin and Mike met at the old bench again. Soon the home-made ball was spinning across the grass as the boys laughed and shouted with joy. The ball stopped when a new sneaker pinned it to the ground. Kevin’s heart sank when he saw who owned the shoe. Steven was a strong soccer player.

“Look at you two with your stupid ball and worn-out sneakers,” Steven laughed and said.

The next morning, Kevin’s mother gave him an envelope. “Your uncle sent you a birthday present,” she explained with a smile.

Kevin’s eyes grew big when he saw the 100-dollar bill.

Later that day, a pair of brand new sneakers lay next to his chair, and in the corner was a new soccer ball.

The next day, Steven invited Kevin to play soccer on the field next to the library. Kevin did not want Mike to join them. Mike’s sneakers were old and muddy, and he had little talent for soccer. When the game was over, Kevin and Steven walked past the old bench where Mike was sitting. Steven turned and spat at him. Kevin, hugging his new soccer ball to his chest, walked on and did not look back.

One afternoon as Kevin walked past the old bench, he saw something lying under it. He looked closer and found that it was the home-made ball. Kevin let out a sad sigh. As his sadness turned to anger, he picked up his new soccer ball and kicked it into the air. Kevin kicked it so hard that it flew past the library and over the school gate. Up it flew, higher and higher, until it was a small dot in the sky. Kevin walked to the bench and picked up the home-made ball.

Holding it in his hands, he sat down on the old bench and waited.
Skills building 2: asking for and giving opinions

When you discuss a review of a book or story, you need to give your opinion on what you have read. Here are some useful expressions you can use:

- I feel that ...
- If you ask me, I would say ...
- In my opinion ...

To keep the discussion going, you also need to ask for other people’s opinions. Here are some expressions you can use:

- Do you think that ...?
- How do you feel about ...?
- What is your opinion of ...?

In any discussion, you will either agree or disagree with the other person. If you agree with the person, you can use these expressions:

- Exactly!
- I think so, too.
- I feel the same way.

You can use these expressions if you disagree with the other person:

- I disagree.
- I beg to differ.
- I don’t feel the same way.

Step 2: discussing a review of a book or story

Read the following review of a story. Use the information from Skills building 2 to discuss the questions below with your partner.

‘The Attic’ is an enjoyable short story by Virginia Fox. The main character of ‘The Attic’ is a lovely girl called Cindy. She lives in modern-day London. Cindy has a difficult life and is abused by her ugly stepmother and two greedy stepsisters. She is forced to wear rags and live in a small, dark attic. Finally, she runs away to Ireland, where she opens a chocolate shop and becomes rich.

This may seem like just another sweet Cinderella story, but it is certainly not. Cindy is mistaken when she thinks she has escaped her relatives—they follow her to Ireland. That is when her problems really begin. Her stepsisters, Teresa and Mavis, have come to try to get possession of her fortune. My favourite character in ‘The Attic’ is Stuart, who comes to her rescue and adds some comedy to this otherwise dark tale.

Virginia Fox writes well. She often uses colours to describe how Cindy is feeling in the story. When Cindy is sad, she is always described in shades of grey: ‘a pale child with cheeks of grey lay crying in the dark’. The colour orange is used to describe Cindy when she is happy: ‘she wrapped the orange scarf around her hair and smiled to herself’. In this story, chocolate is a symbol of happiness and success in Cindy’s life. This is a theme in ‘The Attic’. Virginia Fox has written a modern-day Cinderella story that is fun from start to finish. I think it is an excellent story.

1. Do you think the plot of ‘The Attic’ sounds interesting?
2. What do you think about the way colours are used to describe feelings?
3. Why does Virginia Fox use chocolate as a symbol of happiness?
4. Which character in ‘The Attic’ do you like best?
5. What is the theme of this short story?
Skills building 3: writing a review of a book or story

When you write a review, you should remember the following:

1. A review is usually written in the simple present tense, but sometimes we can also use the present perfect tense.
2. A review should follow a set outline.

You can use the following outline as an example.

- **Paragraph 1**
  - Mention the title and the author of the story.
  - Mention the genre of the story.
  - Describe when and where the story is set.

- **Paragraph 2**
  - Give a brief outline of the plot without giving away the ending.
  - Describe the important characters in the story.
  - Discuss any character development.

- **Paragraph 3**
  - Discuss the important themes in the story.
  - Discuss any symbols that appear in the story.

- **Paragraph 4**
  - Give your own opinion of the story.

**Step 3: writing your review**

You want to write a review of ‘The Home-Made Ball’. Work in groups and discuss your views on the story. Then write your own review in the space below.
Project  Reciting a poem

Poetry is a form of literature which often focuses on love or other feelings. In a poem, the feelings expressed are usually more important than the language used.

Read the following report on Robert Burns and his poetry. It will give you some idea on how to present background information on the poem you will recite.

Robert Burns and his poetry

Robert Burns, Scotland’s supreme literary hero, was born in Alloway, Scotland in 1759. Burns had a reputation for being funny and pleasant to be around. However, he came from a poor family with many debts, and did not ever make a lot of money.

People say that Burns’s first love, Nelly Kirkpatrick, encouraged him to write poetry. ‘To a Mouse’ and ‘The Holy Fair’, two of his most popular poems, both appeared in his first book of poetry. After it was published, he became famous nationwide. Then he moved to Edinburgh, the capital and largest urban centre of Scotland. Burns was by then a famous poet, but was not any richer and had to earn his income by farming.

A hard life and weak health made Robert Burns’s life short. He died at the age of 37 in 1796. All of Scotland mourned Burns’s death, and afterwards many people donated money to support his widow and children.

There is a statue of Burns in George Square in Glasgow, Scotland. When this monument in honour of him was first shown to the public in 1877, the day was declared a holiday and about 30,000 people came out to watch. From this we can see how much the Scottish people adored Burns. The house in Alloway where Burns was born is now a museum of his life and work.

Burns belonged to a group of poets (including John Keats and William Wordsworth) called the Romantic poets. The Romantic Movement started around 1780 and lasted until about 1830. The poetry of this period often focuses on concepts like freedom and beauty, and tends to use imagination and touch on strong feelings.

The Romantic poets were very interested in nature, and often used it as a theme in their poetry. This is probably why Burns talked about a rose in his famous poem, ‘A Red, Red Rose’. He wrote in the same way the Scottish people spoke back then, which explains why the spelling looks rather strange. Note how ‘love’ is spelt ‘luve’, how ‘well’ is spelt ‘weel’ and how ‘go’ is spelt ‘gang’. The poem was published in 1794 and, like many of Burns’s poems, it was intended to be a song. Burns divided this poem into four short sections consisting of four lines each. These sections in a poem are like paragraphs in an article. The second and fourth lines of each section rhyme.
Poetry is usually full of symbols, and ‘A Red, Red Rose’ is no different. With the line ‘O my Luve’s like a red, red rose’, he compares the girl he loves to a red rose. He goes on to compare her to a song in the lines ‘O my Luve’s like the melodie/That’s sweetly play’d in tune!’ When he mentions ‘the sands o’ life’ in the third section, he is swearing that his love will never fade as long as he lives. ‘Fare thee weel’ in the last section of the poem means ‘farewell’, or ‘goodbye’. Yet, though he is saying goodbye to his love, he promises to come to see her again, even if he has to travel ten thousand miles.

A Red, Red Rose
by Robert Burns

O my Luve’s like a red, red rose
That’s newly sprung in June:
O my Luve’s like the melodie
That’s sweetly play’d in tune!

As fair art thou, my bonnie lass,
So deep in luve am I:
And I will luve thee still, my dear,
Till a’ the seas gang dry:

Till a’ the seas gang dry, my dear,
And the rocks melt wi’ the sun;
I will luve thee still, my dear,
While the sands o’ life shall run.

And fare thee weel, my only Luve,
And fare thee weel a while!
And I will come again, my Luve,
Tho’ it were ten thousand mile.

Now you and your group are going to choose a poem and recite it to your classmates. You need to discuss what poem to choose, and what you will need to do in preparation. The questions below will help you get organized.

1. Do you like poetry? Why or why not?
2. What does the author introduce about Robert Burns and his poem ‘A Red, Red Rose’?
3. What poem will you choose to recite?
4. What kind of information about the poem and the poet will you need?
5. Where will you collect the information? Who will do this?
6. Who will recite the poem?
7. Who will give the class some background information about the poem and the poet?
8. Will you need objects or pictures to make the poetry recital more interesting? If yes, who will find or make them?
Self-assessment

A  Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding the essay about literature?
- reading a persuasive essay?
- using the new vocabulary in this unit?
- discussing your ideas about literature?
- using vocabulary about literature?
- recognizing different categories of literature?
- making negative statements with the auxiliary verb and not?
- understanding not paired with other words?
- identifying other negative expressions?
- understanding complete negation?
- understanding partial negation?
- listening for key words?
- asking for and giving opinions?
- reading a review of a book or story?
- writing a review of a book or story?
- understanding the report on Robert Burns and his poetry?
- reciting a poem?

B  If you are not confident about some of the items above, make an action plan so you can improve on them.
In this unit, you will
- read a review about a show of the opera *Turandot* and read about the history of music from the blues to pop
- listen to instructions from a teacher
- talk about music and ask questions to gain more information
- write the life story of a composer
- make a web page about a singer or band

**Welcome to the unit**

Music has been called ‘the universal language’ because people do not need to speak the same language to understand it. Look at these pictures and discuss the following questions.

Jazz started in the USA at the end of the 19th century.

Chinese opera singers often wear bright clothing and face paint.

Violins are played by running a bow across their strings.

A piano has strings as well, but these are played by hitting them with hammers.

1. What is your favourite kind of music? What do you like about it?
2. Do you know of any famous musicians? What do you know about them?
3. Have you ever watched an opera? What do you know about Chinese opera?
Reading

A  Read the review quickly and answer these questions.

1  What is Turandot?

2  What decision does Calaf make when he first sees Turandot?

3  What happens at the end of the story?

B  Jane Jones, a journalist for a UK music magazine, wrote a review of a show in Beijing in 1998. Read the review below.

Turandot in Beijing

by Jane Jones

Last night, I witnessed the first of only eight performances of Giacomo Puccini’s world-famous opera, Turandot, being performed in the Forbidden City in Beijing, China. The performance was splendid. Some of the world’s greatest opera singers were cast in this production, and many great Chinese musicians also participated. Puccini, an Italian, wrote Turandot towards the end of his life, between 1920 and 1924. He liked East Asia very much and also wrote Madam Butterfly, which is set in Japan.

Just imagine performing such an opera in the Forbidden City—there could not be a more awesome setting! You could almost feel the history. The weather was also perfect for a performance outdoors. Instead of a stage curtain, there were decorated screens covered with red and gold, and traditional Chinese drums were used to announce the start of the opera.

Turandot is the story of a stubborn and cruel Chinese princess, named Turandot, who lives in the Forbidden City in Beijing. In the story, the emperor of China, Turandot’s father, has promised to allow her to choose her own husband. In order to avoid marriage, she says that any potential husband must solve three riddles if he wants to marry her. Those who cannot answer all three riddles, however, will be condemned to death. This means that few men would dare to ask for her hand in marriage. The story begins when a prince is killed for failing to solve her riddles.

The emperor finds the death disturbing. However, although he would like to, he cannot break his promise and must allow Turandot to do as she wishes.

Shortly afterwards, another prince, Calaf, falls in love with Turandot at first sight and decides to solve the riddles so that he can marry her. Meanwhile, Liu, a young slave of Calaf’s father, expresses her love for Calaf. The story then takes on a classic love triangle between Calaf, Turandot and Liu.

Calaf goes to Turandot and—without introducing himself or telling her his name—
answers the three questions.

Turandot becomes very angry at this turn of events, as she is unwilling to get married. Seeing this, Calaf says that if she can guess his name by sunrise, she will not have to marry him, but can have him killed. Calaf’s father and Liu have been seen accompanying Calaf, so Turandot seizes Calaf’s father and Liu, and demands that they tell her Calaf’s name or they will be beaten. Wanting to protect the father, Liu claims that she alone knows the name, but resists telling Turandot. Then Liu grabs a sword from a guard and kills herself.

When it becomes evident what happened, Calaf scolds Turandot for not being more merciful. However, though he is angry, he still loves her. Calaf kisses Turandot. Turandot’s heart grows softer, but is still quite hard. She demands that he leave. Instead, he tells her his name—just before the dawn deadline—and says that she can kill him if she wishes. At the end of the story, the prince and princess unite in marriage, and the whole city celebrates their happiness.

Unfortunately, Puccini died of a heart attack before he completed this final scene, and it had to be completed by one of his former students, Franco Alfano. An opera company staged the opera in Beijing in the 1990s, but the performance I saw was the first time Turandot was staged inside the Forbidden City. The production combined the very best of Western and Chinese talents. The music was conducted by Zubin Mehta, a superb conductor, who was born in India. The opera was directed by Zhang Yimou, a well-known Chinese director. In the Beijing performance I saw, Turandot was played by Sharon Sweet from the USA, Liu was played by another opera singer from the USA, Barbara Hendricks, and Calaf was sung by Kristján Johannsson from Iceland. They were all excellent.

The Forbidden City was once only accessible to the emperor, his family and senior officials. However, in this wonderful production, it has been transformed into the spot for a beautiful and sad love story. The bringing together of this group of people from many countries, the music, and the grand setting are clearly the key components of this amazing production.

Reading strategy: reading a review of an opera

A review of an opera usually starts with some brief background information, e.g., ‘being performed in the Forbidden City’, and it goes on to talk about the story. Then the review can give some other important information such as the actors’ names, and finally a comment—whether the reviewer thought it was good or bad, e.g., ‘this amazing production’. The review may include lots of words that describe feelings, e.g., ‘splendid’, ‘awesome’, ‘beautiful and sad’.
C1. How well do you understand the review? Read it again and answer the following questions.

1. Who was the author of *Turandot*?
2. Why does the writer think that the Forbidden City is a good setting for *Turandot*?
3. What kind of person is Turandot?
4. What has Turandot’s father promised her?
5. What happens to the prince who cannot answer the princess’s riddles?
6. What does Calaf say will happen if Turandot can guess his name by sunrise?
7. What does Liu do to protect Calaf and his father?
8. What makes the production amazing?

C2. How familiar are you with the story of *Turandot*? Put the events of the story in the correct order.

_____ Calaf manages to answer the riddles.
_____ However, Liu, the slave girl, expresses her love for Calaf.
_____ Turandot seizes Liu, and Liu kills herself.
_____ Calaf sees the princess and falls in love with her.
_____ A prince is killed as he cannot answer the princess’s riddles.
_____ Calaf wins the princess’s heart with a kiss.
_____ Calaf decides that he should solve the riddles and marry Turandot.
_____ Princess Turandot is so angry that Calaf says she does not have to marry him if she can guess his name.

D. Match these new words from the review with their meanings. Write the correct letters in the blanks.

1. cast (Line 4) _____ a. take someone or something using force
2. condemn (Line 18) _____ b. clear or easy to see
3. disturbing (Line 20) _____ c. say what someone’s punishment will be
4. seize (Line 31) _____ d. speak in anger towards someone because they have done something wrong
5. evident (Line 35) _____ e. a time by which something must be done
6. scold (Line 35) _____ f. give actors particular roles in a performance
7. deadline (Line 38) _____ g. making people feel worried or upset
Read this e-mail to find out about one of the most popular Chinese operas. Complete it with the words in the box below.

fall in love  butterflies  unwilling  awesome
stubborn    merciful    demand    dare

Date: 12 June  From: Eleanor  To: David  Subject: Shaoxing opera

Dear David

Last night I went to see Shaoxing opera. It is like Beijing opera, but the singers do not wear as much face paint. The opera told an interesting, old Chinese story.

In the story, a girl named Zhu Yingtai is (1) ___________ and wants to go to school, but can’t because only boys are admitted. However, her father is (2) ___________ and lets her pretend to be a boy so she can study in a distant city. While at school, she becomes good friends with Liang Shanbo, but does not (3) ___________ to tell him she is a girl. After several years, she returns home.

When Liang Shanbo later visits her, he discovers her secret. Immediately, the two (4) ___________ with each other. However, Zhu Yingtai’s parents (5) ___________ that she marry another man. Liang Shanbo returns home to die of a broken heart. On the way to her wedding, Zhu Yingtai goes past where Liang Shanbo is buried. She stops and begins to cry because she is (6) ___________ to be parted from him again. Suddenly there is a lightning flash and she disappears, but there are two little (7) ___________ flying about—the couple is now together forever.

The opera was really (8) ___________—I wanted to cry at the end. I hope to see another one soon. Maybe you can go with me next time you visit.

Eleanor

What do you think about music and opera? Discuss music and opera with your partner. Use the following conversation as an example.

I think most operas are sung in Italian.

Well, it depends on what kind of opera you are talking about. Most European operas are in Italian, but we have Chinese opera and that’s in Chinese!

Oh, yes, that’s right! There is a story behind each Chinese opera too. Have you ever been to a Chinese opera?

Yes, I went to see Beijing opera at the theatre once. What about you?

No, I’ve only heard it on the radio …

1  Do you agree that music is an international language? Why or why not?
2  Have you been to any musical events or seen any on TV? If you have, what did you think of them?
Word power

Musical instruments

A. Anne wants to learn to play a musical instrument. She is talking with her friends Grace and Phil.

Anne: Grace, thank you for the concert tickets you gave me. I went with my parents and we really enjoyed the concert. Those musicians played the **musical instruments** so well. Now I’m thinking about learning to play a musical instrument myself. Grace, you play the **flute** quite well and know a lot about music. What instrument do you think I should learn?

Grace: Well, there are different kinds of musical instruments. Some are **strings**, such as the **violin** and the **cello**. Some are **woodwinds**, like the **flute**, which I play, and the **oboe**. If it is a horn made of brass, it is a **brass instrument**, such as the **trumpet** and the **French horn**. Another kind is called **percussion instrument**, such as the **drums** and the **gong**—this kind of instrument is played by striking with the hand or with a stick. Phil, you are a member of a jazz band. Tell Anne something about it.

Phil: OK. We have two guitarists, a **keyboards** player, a jazz drummer and a singer. I play the **jazz drums**.

Anne: Great! I like jazz music very much. I’d love to learn how to play the keyboards.

Phil: We are practising after school this afternoon. You can come and see how we play.

B. Grace sees some pictures of musical instruments in a dictionary. She shows these pictures to Anne.
Anne and Grace went to see Phil’s jazz band practise after school that afternoon. Back home, Anne wrote the following diary entry.

18 May

I had a really wonderful time this afternoon. After school, Grace and I went to see Phil’s jazz band practise. It was great fun and I have learnt a lot about jazz bands, especially the different (1) ________________ played by the members.

Grace told me that there are four different groups of musical instruments. These include the (2) ________________, woodwinds, brass and (3) ________________. The two guitarists in Phil’s band play the guitar pretty well. Phil plays the (4) ________________, which are percussion instruments. They give rhythm to the music, so they can be called the soul of a jazz band. Sometimes, they need a clarinet, a kind of (5) ________________, and also a trumpet, which is made of brass.

I am really interested in the (6) ________________ and I am going to learn how to play them. I saw the keyboards player in Phil’s band sometimes sing together with the singer. I like singing, too. I want to be a performer like her, playing and singing in a jazz band.

Anne has learnt many names of musical instruments and wants to put them into different groups. Help her write the correct name in each blank. Do some research if necessary.

<table>
<thead>
<tr>
<th>violin</th>
<th>gong</th>
<th>French horn</th>
<th>guitar</th>
</tr>
</thead>
<tbody>
<tr>
<td>trombone</td>
<td>clarinet</td>
<td>triangle</td>
<td>harp</td>
</tr>
<tr>
<td>flute</td>
<td>drum</td>
<td>piccolo</td>
<td>trumpet</td>
</tr>
<tr>
<td>cymbal</td>
<td>cello</td>
<td>tuba</td>
<td>oboe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>strings</th>
<th>brass</th>
<th>woodwinds</th>
<th>percussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>violin</td>
<td>trumpet</td>
<td>flute</td>
<td>drum</td>
</tr>
<tr>
<td>cello</td>
<td>French horn</td>
<td>oboe</td>
<td>gong</td>
</tr>
<tr>
<td>guitar</td>
<td>trombone</td>
<td></td>
<td>(3) ________</td>
</tr>
</tbody>
</table>

| (1) ________ | (2) ________ | (4) ________ | (6) ________ |
Grammar and usage

Ellipsis

We use ellipsis when we do not want to repeat words or phrases that are obvious. Using ellipsis is an efficient way to make sentences concise.

1. We often use ellipsis
   - in imperative sentences, in which the subject is always left out
     (I) Thank you very much. (You) Come here, please.
   - in short responses, by leaving out the words after the (auxiliary) verb
     ‘Have you seen this opera?’ ‘Yes, I have (seen it).’
     ‘Will the performance be put off till next week?’ ‘I hope (it will) not (be put off till next week).’
   - in infinitive phrases, in which we leave out the words after to
     Although he would like to (break his promise), the emperor cannot break his promise.
   - in informal English, where we can leave out some words in a sentence
     (Are you) Ready?
     What (would happen) if something goes wrong?
   - after some prepositions or conjunctions like if, when and than
     Mum: Could you water the plants for me?
     Son: What about (watering them) after I finish my homework?
     If (you are) uncertain about the meaning of this word, look it up in the dictionary.
     When (she was) alone, she often felt anxious and uncomfortable.
     The opera house now looks grander than (it did) when I visited it last year.
   - in two parts with the same pattern and the same verb
     The ambassador was born in 1961, and his wife (was born) in 1964.

2. In some special styles of ellipsis, words are left out to save space and time. These include:
   - signs/labels
     No smoking (No smoking is allowed here.)
   - newspaper headlines
     *Turandot* on stage (The opera *Turandot* is being performed on stage.)
   - instructions
     Do not bend (Do not bend this envelope.)
   - postcards/diaries
     Have not had time to write (I have not had time to write in my diary.)
   - notes
     Opera OK, costumes great (The opera was OK, and the costumes were great.)
A. Jane interviewed one of the singers in Turandot. Underline the words you could leave out so as to make the dialogue more concise.

Jane: How did you feel taking part in Turandot?
Singer: It was a real opportunity for me to be cast. It had always been one of my strongest desires to have a part in Turandot.
Jane: How were you hired for the job?
Singer: Well, I’m a musical performer, but there was a short period when I was not working, and was just collecting unemployment benefits. One day, I saw a poster put up by the production company’s Personnel Department, saying they were looking for singers. I applied for the job, and they sent me an invitation to try out for a part in the chorus.
Jane: Was it difficult to try out?
Singer: Yes, it was difficult. They asked me to sing a tune, and at the time I had a sore throat, so I was afraid I wouldn’t get the job.
Jane: What did you like best about participating in Turandot?
Singer: The best part was visiting Beijing because the performance was staged in the Forbidden City. It was my first visit to Beijing.
Jane: Would you like to visit Beijing again?
Singer: Yes, I would like to visit Beijing again.
Jane: Well, it’s been fun talking to you. I thank you for your time.
Singer: You’re welcome.

B. Read the following uses of ellipsis. Choose the category each one belongs to. For each of the examples below write the complete sentence.

<table>
<thead>
<tr>
<th>a postcards/diaries</th>
<th>b newspaper headlines</th>
<th>c signs/labels</th>
<th>d instructions</th>
<th>e notes</th>
</tr>
</thead>
</table>

1. Pop star dies
   - [ ]

2. Stage door
   - [ ]

3. Performance last night not as good as expected
   - [ ]

4. Handle with care
   - [ ]

5. Turandot, wonderful performance, fantastic setting
   - [ ]
Task  Making an exhibition board about a composer

Skills building 1: listening for facts about people

When we are listening for facts about people, there are certain things that we need to listen for. These include:

- dates when they were born and died
  He/She was born/died on 26 May 1962.
- places where they were born and died
  He/She was born/died in London, England.
- specific things that they did in their life, such as when and where they got married or had a child
  He married Jane in Paris in 1999.
  They had their second son in Beijing in the autumn of 2010.
- information about why they did something and who or what influenced them
  He wrote this opera because he liked East Asia.
  Influenced by her father, she was interested in jazz when she was young.

Step 1: taking notes on famous composers

There is going to be a music festival at your school. Your class is asked to make an exhibition board about a famous composer. Listen to the teacher telling you about what you need to find out about some famous composers. Then complete the first column, ‘Things to find out’.

<table>
<thead>
<tr>
<th>Things to find out</th>
<th>Mozart</th>
<th>Tchaikovsky</th>
<th>Paul Simon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born (when and where)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Died (when and where)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special things: when they wrote/recorded their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) __________ piece of music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People/things that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) __________ them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names of their most famous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) __________</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mozart

This man deserves his status as one of the most popular composers in Western musical history. His motherland was Austria, where he was born on 27 January 1756. His father was a successful composer and served as his first musical tutor. At the age of five, Mozart started writing music. In 1764, the young Mozart published his first work. In 1768, he finished his first opera. As he grew up, he wrote many operas and symphonies. In 1782, Mozart gave up the life of a bachelor and got married. Mozart’s greatest musical success was *The Marriage of Figaro*. In 1791, he wrote *The Magic Flute*, just before he died later the same year.

Tchaikovsky

This famous Russian composer was born on 7 May 1840 in the mountains of western Russia. He first helped write a song in 1844, at an age when most children are still in kindergarten. At home, his mother sang folk songs, which helped develop his interest in music. Mozart was Tchaikovsky’s favourite composer and he influenced Tchaikovsky’s life and work. For 11 years, beginning in 1866, Tchaikovsky taught at the Moscow School of Music. During his time there, he wrote music for the piano, along with ballets, operas and symphonies. He was famous for writing the music for the ballet *Swan Lake* in 1876. Because of his musical talent, Tchaikovsky toured many countries as a conductor, including a voyage to the USA in 1891. He continued to write for the ballet until his death in Saint Petersburg in 1893.

Paul Simon

Paul Simon was born in Newark, New Jersey, in the USA on 13 October 1941. He made friends with Art Garfunkel as a child, and they recorded their first song in 1957, which was called ‘Hey Schoolgirl’. In 1964, Simon and Garfunkel recorded their first album (a collection of 12 songs) together. It was called *Wednesday Morning, 3 AM* and it earned them a gold record. The album included the song ‘The Sound of Silence’, which was a number one hit on the pop charts. Simon and Garfunkel split up in 1970. Simon has continued to work on his own music, and is influenced by African and Brazilian music. He has written many famous songs, perhaps the most famous of which is ‘Bridge over Troubled Waters’. In 2003, Simon and Garfunkel got together again to tour and perform their old music.
Skills building 2: finding out about people’s lives

Sometimes you need to find out about people’s lives. You can start by asking the following questions:

- Which city/country was he/she born in?
- When was he/she born?
- What instruments did he/she play?
- When was ... written?
- When did he/she die?
- Where did he/she die?
- Did he/she have brothers/sisters? What were their names?
- When did he/she get married?
- Who did he/she marry?
- Can you tell me any other information about him/her?
- Is there anything else you can tell me about him/her?

Step 2: asking for further information

Your teacher has told you that your exhibition board should be about just one composer. The composer should be a European from the 18th century. Look at your notes on Page 26 and choose the right composer. To complete the exhibition board you need some more information. You go to a member of the school music club and ask for help. When you finish, you should change roles.

Student: Ask the questions in Skills building 2.

Club member: Use the notes below to answer the questions.

Born in Salzburg

Played the piano and the violin

Sister named Maria Anna

Another successful opera, Don Giovanni, written in 1787

Married Constanze Weber from Germany

The Marriage of Figaro, written in 1786

Wrote his last three symphonies in less than seven weeks in the summer of 1788

Died in Vienna
Skills building 3: writing someone’s life story

When writing someone’s life story on an exhibition board, you need to:

- start with his/her name as a title with the dates of his/her birth and death below
- write the information in the order that it happened
- include pictures to make it attractive

Step 3: writing the life story of a composer

First, work in groups and talk about the life story of the composer you chose. Then, on your own, use the information that you gathered in Steps 1 and 2 to write the life story of the composer. Refer to the information in Skills building 3 to help you.

The life story of a famous composer

________________________________________
________________________________________

Early years

Born

________________________________________
________________________________________

Achievements

Some of the famous music that he wrote included

________________________________________
________________________________________

________________________________________

Family

________________________________________
________________________________________
Project  Making a web page

Besides classical music, the history and development of pop music is another area we can explore. We can also write about pop stars and popular musicians.

You are going to make a web page about a pop singer or band. Read this magazine article about the development of Western pop music.

From the blues to pop

Early jazz

Today I will take a brief look at how Western music progressed from the blues to pop. Modern pop music has its roots in the folk songs of black Americans held in slavery. During the late part of the 19th century, black musicians used these folk songs to create a kind of music called the blues, because it had a tendency to be very sad. While the blues was popular, as a musical format it lacked variety and was too sad and slow to dance to. Thus, from the blues, there sprung up a faster, livelier kind of music called jazz.

Louis Armstrong, a black trumpet player and singer, was one of the fathers of jazz. Unlike most musicians who played the music as it was written, he would change the music as he was playing it to reflect his feelings at the time. Other musicians began to copy his style and the liberty he brought to his music. The ability to adapt the music while it is being played is one of the major characteristics of jazz.

From R & B to rock and roll

From the early 1930s to the early 1950s, traditional jazz went into a gradual decline, and was replaced by a new musical trend known as rhythm and blues, or R & B. R & B was then—and now—often thought of as a form of African-American music. It combined the fast pace of many kinds of jazz with the older blues sound. During the early 1950s, one particular style of R & B became popular—rock and roll. One of the first rock and roll musicians was Big Joe Turner. He was a black American singer who had started out performing jazz in the 1920s, and then turned to R & B in the 1940s. In 1954, he recorded one of the very first rock and roll songs, ‘Shake, Rattle and Roll’. This became a hit on the R & B charts, and then was recorded by Bill Haley and the Comets, a white band, and became a hit on the pop charts. Bill Haley and the Comets then recorded ‘Rock Around the Clock’, which became the
number one hit of 1955. ‘Rock Around the Clock’ caused rock music to be recognized as its own, separate style, and made it popular around the world. In the early 1950s, a record company owner from Memphis, Tennessee, Sam Phillips, sought to bring rock music to white audiences. Because of the prejudice and racial discrimination of the time, he knew that he had to use white singers or the records might not get played on the radio. In 1954, Elvis Presley made his first record for Philips. Within two years, Presley became the most popular music star in the world, and even today he is known as ‘the King of Rock and Roll’. He had seventeen number one songs and ten number one albums. Only one musical act has sold more records.

1960s pop music

With sales of more than 1 billion records, the British pop group known as the Beatles was the supreme rock and roll band of the 1960s. The Beatles brought Western pop music to audiences around the world. Wherever the Beatles went, there was a phenomenon called ‘Beatlemania’—thousands of fans would surround them, screaming and going crazy trying to see them. In 1965, the Beatles held a concert at Shea Stadium in New York that was attended by approximately 55,000 people. It was one of the first concerts held in a sports stadium and perhaps the largest concert held up to that time. In many, many ways, the Beatles were pioneers for what was to come:

Nowadays, concerts held in sports stadiums are common, and it seems that every few years there is a new boy band trying to bring back the magic of the Beatles. However, even though the Beatles broke up in 1970, no group since has ever come close to being as popular or selling as many records.

You are going to research a singer or band and make a web page about the person or group. Use these questions to help you.

1. How do you think music has changed over time?
2. What do you think was the most popular music in the past?
3. How do you think music will develop in the future?
4. Which singer or band have you chosen to find out more about? Why did you make that choice?
5. Where can you find out information about the singer or band?
6. What do you need to find out about the singer or band?
7. How will you organize the information on the web page?
8. Who will do what in your group?
Self-assessment

A. Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding the magazine article about *Turandot*?
- reading a review of an opera?
- using the vocabulary in this unit?
- talking about music and opera?
- recognizing musical instruments?
- understanding the names of musical instruments?
- understanding different groups of musical instruments?
- understanding the use of some common patterns of ellipsis?
- understanding the use of some special styles of ellipsis?
- listening for facts about people?
- reading for information about people?
- finding out about people’s lives?
- writing someone’s life story?
- understanding the magazine article about Western pop music?
- making a web page about a singer or band?

B. If you are not confident about some of the items above, make an action plan so you can improve on them.

__________________________________________________________________________
__________________________________________________________________________

175

%
The world of colours and light

In this unit, you will
◆ read an e-mail about an art trip and a web page about unusual pictures
◆ listen to instructions to report on a visit
◆ talk about art and ask for technical information
◆ write a report on a visit
◆ make a small book about unusual pictures

Welcome to the unit

The art of painting has been around for many thousands of years. Look at these pictures and discuss the different types of painting that you can see.

A mural is a very large painting that is done on a wall.

Pictures of objects, like fruit and flowers, are called still lifes.

Paintings of nature have always been popular, both in China and in the West.

Abstract art is about shapes and colours rather than objects.

Many artists earn money by painting pictures of rich and famous people.

1  Which of the paintings above do you like best? Why?
2  Do you know any of the world’s most famous painters? If you do, do you like their works? Why or why not?
3  Do you think we should learn something about painting? Why or why not?
Reading

A Read the e-mail quickly and answer these questions.

1 Which countries has Li Ming visited on his trip?

2 How many days did they spend in Paris?

3 What did Monet love to paint when he was older?

B Li Ming went to Europe to visit some famous art museums. Read the e-mail he wrote to his friend and find out about his trip.

Visiting the masters

Date: 29 March From: Li Ming To: Yang Yan Subject: Trip to Europe

Hi Yang Yan

Here I am in Amsterdam. This trip has been fantastic! As you know, I am with my aunt and grandmother. They are both good artists, and I’m thinking about starting painting myself after I get back. Let me tell you all about our trip.

My grandmother really likes Picasso’s paintings and thinks he is the greatest artist ever, so we started in Spain and went to the city of Málaga, the birthplace of Picasso. Near the house where Picasso was born is a museum full of his art. Málaga is a lovely city and the architecture is beautiful. I was amazed to learn that Picasso had an output of more than 20,000 pieces of art. He did not just paint, but made sculptures and worked with all kinds of media. He experimented with different styles of painting, but was most famous for his work in Cubism, which often uses acute angles and where the world is represented as being constructed of cubes and rectangles.

Of course, even though Picasso was Spanish, he left Spain while he was still a young and struggling artist, and settled in Paris, France. So, after visiting Spain, we went to Paris. During our four days in Paris we spent one whole day at the Louvre Museum, where we saw the Mona Lisa, painted by the Italian artist Leonardo da Vinci. He created this work between 1503 and 1506. I was really impressed by this picture of a lady with a mysterious smile. By popular consensus, this is the most valuable painting in the world—it is impossible to calculate what price it would fetch if it ever came on the market. Besides being a painter, da Vinci was also an architect, scientist and engineer. He designed many new inventions, including a primitive form of a helicopter and a tank.

Besides the works of da Vinci, the Louvre Museum has more than 6,000 other European paintings, ranging from the 13th century to the 19th century. It doesn’t have any modern paintings in it, however. Modern paintings are all kept at the Musée d’Orsay. We went
there on our second day in Paris because my aunt was eager to see the works of Claude Monet.

Monet was a French painter who lived between 1840 and 1926. His paintings were typical of a style called Impressionism. With Impressionism, the painter abandons the idea of representing things exactly as they look in a photograph, but seeks to show movement and the feelings of the moment, through the use of colours, light and shadows. Monet loved to paint outdoors, and almost never used a studio. Though when he was younger he painted a wide variety of subjects, when he was older he most often painted the water lilies floating on the surface of the pond in his garden.

Yesterday, we went to the Van Gogh Museum, here in Amsterdam. Van Gogh was also a member of the Impressionist Movement. Altogether, he painted about 800 oil paintings and did 1,600 drawings. One of his most famous oil paintings is *The Potato Eaters*, which he painted in 1885. Among his works, my favourite is *Starry Night*, which he completed in 1889. Unfortunately, although van Gogh committed his whole being to painting, he received little reward for his effort. His younger brother, Theo, acting as his agent, tried hard to sell van Gogh’s paintings, but could only sell one painting, for 400 francs, before van Gogh died in 1890. Today, van Gogh’s paintings are worth upwards of millions of dollars each.

Tomorrow we are off to another museum in Amsterdam. The most famous paintings there are by Rembrandt. He lived from 1606 until 1669. My aunt really wants to see a painting of his called *The Night Watch*, which was painted in 1642.

I’ll tell you more about my trip when I get back.

Regards

Li Ming

---

**Reading strategy: reading a travelogue**

A travelogue is a record that someone makes of his or her trip. When reading a travelogue, you should pay special attention to the purpose of the trip, where the author went, how long the author stayed in each place, what the author saw and did, and what the author thought about the places he or she visited. For example, from this travelogue, we know that the author wanted to visit places related to painters and paintings. He went to museums in three different cities over a period of several days. He gave many details about the artists and their art, and talked about how much he enjoyed the trip: ‘This trip has been fantastic!’
C1 How well do you understand the e-mail? Read it again and answer the following questions.

1 What did Li Ming think about Málaga? 
2 What is Cubism? 
3 What did Li Ming do in Paris? 
4 What is the most valuable painting in the world? 
5 What did da Vinci do besides painting? 
6 In which museum can you see Monet’s works? 
7 What was the sad thing about van Gogh? 
8 In which city will Li Ming see Rembrandt’s paintings? 

C2 Li Ming introduced several artists in his e-mail. Complete the table below with the correct information about them.

<table>
<thead>
<tr>
<th>Artist</th>
<th>Nationality</th>
<th>Years of birth and death</th>
<th>Famous painting</th>
<th>Year of painting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pablo Picasso</td>
<td></td>
<td>1881–1973</td>
<td>Guernica</td>
<td>1937</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td></td>
<td>1452–1519</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claude Monet</td>
<td></td>
<td></td>
<td>Impression, Sunrise</td>
<td>1872</td>
</tr>
<tr>
<td>van Gogh</td>
<td>Dutch</td>
<td>1853–1890</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rembrandt</td>
<td>Dutch</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D Match these new words from the e-mail with their meanings. Write the correct letters in the blanks.

1 architecture (Line 8) _____ a an area of darkness
2 medium (Line 10) _____ b the design or style of buildings
3 calculate (Line 19) _____ c your mind and all your feelings
4 shadow (Line 32) _____ d the material or form that an artist uses
5 commit (Line 39) _____ e more than a certain number
6 being (Line 39) _____ f work out, figure out
7 upwards of (Line 42) _____ g devote one’s time, energy or money to something
Pablo Picasso was born to a middle-class family in Málaga, Spain, in 1881. Picasso’s father was a painter and art teacher. At an early age, Picasso developed an (1) ____________ interest in art. Seeing his talent, his father trained him in (2) ____________. When Picasso was thirteen, his father got a teaching position at an art school in Barcelona, and managed to convince the school to take on Picasso as a student. When he was sixteen, Picasso went alone to study art in Madrid, the capital of Spain. Picasso soon left school. He spent his time visiting the museums and studying the works of his favourite artists. Then, as a nineteen-year-old, he (3) ____________ Paris. For the next four years, Picasso floated between Barcelona and Paris before he finally settled in Paris in 1904. Throughout most of these early years he was poor. However, he became friends with other artists who would later become famous, and impressed many art (4) ____________ and gallery owners. In 1939–1940, a major exhibition of his work was put on in New York, making him world-famous. Later in life, he moved to the south of France. According to general (5) ____________, he was the greatest painter alive then. He no longer needed to worry about money, and enjoyed painting for its own (6) ____________. He died in 1973.

What do you think about the great painters of Europe? Have a discussion with your partner like the one below.

Europe seems to have a long history of art. These painters painted a lot of pictures. Do you know about any of them?

I know about that too and have heard of Pablo Picasso. Van Gogh sounds interesting. What do you think?

I agree. He painted a lot of pictures in a very short time, but only sold one ...

Yes, I know about the Mona Lisa. How about you?

1. Is there an art museum in your city or town? If there is one, have you visited it? If you have, what did you think of the art there?
2. Do you think we need art museums? Why or why not?
3. Do you think art is important? Why or why not?
Paintings

A Li Ming has decided to find out more about painting. Read this article he found in his aunt’s art book.

There are many different ways of painting. The two most important ones are **watercolour painting** and **oil painting**. Watercolour painting is done with colours that need to be mixed with water. The colours are mixed together to get the desired colour. The paint can be put on the paper very lightly to give a wash, or a thin layer of the paint. Oil paints are not mixed with water, as the colours have already been mixed with oil. The paint is very thick. The secret to oil painting is to build up layer on layer on a **canvas**. Several hundred years ago, oil painting was often done on wood, if the painter could not afford to buy canvas. Painters also use other ways to create pictures, such as **charcoal drawing**. In addition, there are many different kinds of paintings according to the subject, such as **portrait** (for people), **landscape** (for views) and **still life** (for objects).

B Li Ming found this picture that shows what painting materials a painter may use. Look at the picture.
Li Ming has decided to take up painting as a hobby. He found some advice on the Internet about how to paint. Some of the words did not print out properly. Use the words from Parts A and B to complete the passage.

When you are learning to paint, you do not need to spend a lot of money. The first thing you should decide is whether you are going to paint in (1) _________ or (2) _________ . Once you have decided, you only need to buy the basic colours—at most six colours. The person in the art shop will help you. You will need to buy (3) _________ . You will also need some good (4) _________ so that you can draw outlines of your painting. A soft eraser will be useful in case you want to make changes. If you will be using watercolours, you will need (5) _________ to paint on. If you are using (6) _________ , you will need to buy canvas to paint on. When you are starting out, you do not need an easel as you can put your painting on the table. Also, you can use a plate instead of a palette to mix your paint on. The next thing you need to decide is what you are going to paint, a (7) _________ , a landscape or a (8) _________ .

Many colours have different shades, like light blue and dark blue. Often the names of these shades are the same as the objects that are of a similar colour. Match the words in the box with the objects below.

<table>
<thead>
<tr>
<th>chocolate</th>
<th>lemon</th>
<th>cherry</th>
</tr>
</thead>
<tbody>
<tr>
<td>olive green</td>
<td>sea green</td>
<td>rose</td>
</tr>
</tbody>
</table>

1 _________
2 _________
3 _________
4 _________
5 _________
6 _________
Grammar and usage

Inversion

Inversion is the changing of the order of the words in a sentence. When we use inversion, we put all or part of the predicate before the subject. We can use inversion in many cases.

1. The most commonly used form of inversion is in a question.
   - Did you go to visit the Louvre?
   - What do you know about van Gogh?

2. We put the auxiliary verb before the subject
   - when the sentence begins with a negative word or a negative phrase such as neither, nor, never, not, at no time, seldom and hardly
     He could not appreciate the beauty of the painting. Neither could I.
     Neither am I impressed by the paintings nor do I like them.
     Never in my life have I seen such wonderful pictures.
     Not a word did he say about his previous argument with the chairman.
     At no time during the tour was I bored.
     Seldom does he paint now.
     Hardly could I understand the meaning of the painting.
   - when the sentence begins with so or only
     He enjoyed the museum. So did his companions.
     So crowded was the art gallery that I could hardly move about.
     Only on such a trip can you gain a better appreciation of European art.

3. We can also put the subject after the verb
   - when the sentence begins with direct speech or part of it
     ‘It’s worthwhile to visit Monet’s garden,’ said my aunt.
     ‘These,’ said the artist, ‘are the most beautiful fireworks I have ever seen.’
   - when the subject is too long
     Present at the party were a crowd of young people who called themselves pioneers of modern art.
   - when the sentence begins with an adverb such as here, there, in, out, up, down and on
     Look! Here comes the bus.
     The door opened and in came Mr Smith, the victim of a severe accident.
     Out rushed the children.
     Down came the water from the top of the mountain.
   - when the sentence begins with a prepositional phrase
     Near the house where Picasso was born is a museum full of his art.

4. In formal unreal conditionals, we sometimes use should, were or had to begin a sentence.
   - Should they invite me, I would go to the art gallery with them.
   - Were the picture unique, it would be valuable.
   - Had the museum been closed, we would have been upset.
A Li Ming got to London and wrote an e-mail to his parents. Read what he wrote and underline the inversions in the text.

Dear Mum and Dad

Here we are in London at last! The weather has been changeable, but we are having a great time. Aunt really enjoyed France and so did grandma and I. We have walked a lot. Having twisted her ankle, our tour guide had to be taken to the hospital.

Wanting to stay in a hotel suite in an old castle, we tried to make a reservation. However, that hotel was booked full. So, instead, we found accommodation in a dormitory. It was a lot of fun because in the dormitory were lots of people from different places.

Hardly had we left the dormitory the next morning when we realized we had left our map in the room. We hurried back to the room and saw that it was still there. We were very lucky!

Had you come with us, I guarantee you would have enjoyed Europe too. All of the paintings I’ve seen so far are fantastic. Now I think that van Gogh is my favourite artist.

Is there anything special that I can bring you?

See you soon

Xiaoming

B These are several sentences from an art student’s diary. Look at the sentences and invert them using the structures with negative words.

1 I have never seen such beautiful flowers in the city.

2 I do not have time to go to the museum today and I also do not want to.

3 I could hardly believe my eyes when I saw the sculpture in the museum.

4 The poet is always writing; he is seldom seen without a notebook in his hand.
Task  Reporting on a visit to an art exhibition

Skills building 1: listening to instructions to report on a visit

When you are listening to instructions to report on a visit, you have to find out the information you will need to include in your report. This will include:

- the place visited, e.g., a photo gallery
- when the visit took place, e.g., 2 June
- why the visit took place, e.g., to find out about a famous photographer and his/her work
- what you saw on the visit, e.g., some photographs
- who you met on the visit, e.g., the photographer
- any other interesting information

Step 1: taking notes to report on a visit

Zhang Linghong, a famous Chinese artist, is holding an exhibition of his work in your city. You and the other members of the school art club are going to see it. You are going to write a report on the visit. Listen to the art teacher talking and complete the notes about what you need to include in your report.

Things to include in my report

1 what place I visited
2 __________ I went there
3 __________ I went to see
4 __________ for the trip
   • say something about the __________
   • describe some of the __________
5 give some specific information about the painter and his __________
   • when and where he was __________
   • how he __________ painting
   • where he has __________
6 find out why the painter chose the name for the exhibition
7 explain what I __________ the exhibition
The art teacher is telling the class about the advertisement for the exhibition. Listen and fill in the missing information.

City Art Gallery

Glance of Guilin

An exhibition by Zhang Linghong

(1) ______________-29 May

Student Day: 29 May (student price: ¥ (2) ______________)

Zhang Linghong has been painting for (3) ______________ years and this is an exhibition of his work in Guilin, Guangxi. He shows many beautiful views of the (4) ______________ and the surrounding (5) ______________, presenting them in a unique way.

You are at the exhibition and get a brochure that gives you more information about the artist and his work. Read it and underline any useful information that is not mentioned in the advertisement.

Zhang Linghong

Zhang Linghong was born in Hangzhou in 1961. As a teenager, he began painting scenes of local fishermen and sailors along the canals in Suzhou, and sold these paintings to tourists and passers-by as souvenirs. In 1983, he gained admission to the Beijing School of Art. His early works, mostly in the traditional Chinese style, reflected the scenery of eastern China. For his final project at university, he travelled and painted the different people and places of China. His paintings preserved scenes of folk customs that have almost disappeared. After his graduation, this project was exhibited in art galleries all over China, making him famous nationwide. He then set up a studio in Hangzhou.

In the 1990s, he won a scholarship to study in the USA. It was while at the New York School of Art that he experimented with different materials such as cloth and plastic in his paintings. He spent three years in the USA and then came back to Hangzhou. Since then, he has returned to a more traditional painting style.

Glance of Guilin is a collection of twelve paintings created between 2003 and 2004. It got this name because Zhang Linghong believed no one could ever see all of Guilin. The first painting in the Glance of Guilin collection is called Guilin Heights, and measures over three metres tall. The painting focuses on several steep hills with the Li River flowing below. It is an outstanding painting that should not be missed.
Skills building 2: asking technical questions

Sometimes we need to ask technical questions about why and how something was done in a particular way. We can use these sorts of questions to find out technical information.

- Where did you get the idea from?
- What did you do first?
- What did you do next?
- How did you get this effect?
- How long did it take you to finish your work?
- How did you decide what to call it?
- What do you think of it?

Step 2: finding out technical information

In the art gallery, you see Zhang Linghong’s painting, Guilin Heights. It is not just one painting but many small paintings arranged together at different angles. You would like to know more about it and decide to ask the artist. Take turns to be the student and the artist. When you finish, switch roles.

Student: Talk to Zhang Linghong and ask him some questions about his painting Guilin Heights. Use the questions in Skills building 2 to help you gather information.

Artist: Use the information below to answer the questions.

- idea came from an exhibition of photographs
- went to Guilin; took lots of photographs at different times of the day and at different times of the year; took over a year
- grouped the photographs according to different areas in Guilin; included the most popular views of the river
- effect was made with a knife and a fork
- took two more years to finish
- named the collection Glance of Guilin, because no one can ever see all of Guilin
- named the first painting in the collection Guilin Heights, because it shows the hills around Guilin and is over three metres tall
- quite proud of Guilin Heights because it is unique
Skills building 3: writing a report on a visit

When we are writing a report, one of the most difficult things is to organize the information in an order that will make sense to the reader. When we are writing about a visit, we can use the following structure to help us:

- heading—what the report is about
- introduction—place of visit/date of visit/what was seen/people met
- description of what was seen
- description of people met
- conclusion—what you thought of the visit

Because you are writing about something that has happened, you should use the past tense.

Step 3: writing a report

You want to write a report on your visit to the art gallery. Get into groups and discuss the exhibition with each other. Then write your own report. Use the information in Steps 1 and 2 to help you.

Report on the visit to ________________

Introduction

________________________________________________________________________

________________________________________________________________________

The exhibition

1  The collection

________________________________________________________________________

________________________________________________________________________

2  Guilin Heights

________________________________________________________________________

________________________________________________________________________

The artist

________________________________________________________________________

________________________________________________________________________

Conclusion

________________________________________________________________________

________________________________________________________________________
Project  Making a small book about unusual pictures

Do people always paint in oils? Can we make pictures without pencils or brushes? Are there any unusual ways to create pictures?

Read this article from an activity web page for children about making unusual pictures. This will help you carry out your project.

Unusual pictures

Someone once said that anything and everything could be used to make art. A few years ago, a picture of Mona Lisa was made out of slices of bread toasted to different colours. It probably smelled good, but it took a long time to do. This web page gives you some ideas that you could use to make unusual pictures.

Pizza faces

Put your apron on and get ready to make a pizza face. Now you can be a chef and an artist. You can use a variety of different foods to help you make a face. Here are a few ideas.

Use small slices of carrot or pieces of seaweed as hair, and arrange it in the style that you want. Cut up some tomatoes for eyes, pieces of cheese for ears, and a mushroom for a nose. Next, you need to think about the mouth—you could make a smile from a slice of bacon. Other foods you could use to create pizza faces include onion, pineapple, eggplant and ham.

Most of these foods are available at your local grocery.

When you have made the face, you can take a photo of it, so that you can keep your unusual picture forever. Once you have taken the photo, you can then cook and eat the pizza face.

An artist in the USA once made pizza faces from fruit and vegetables. He took photos of each one and then used these photographs to make birthday cards. Since then he has sold over two million cards.

String pictures

To make string pictures, you need some card, thin string and glue. Think about what picture you want to make. Will it be an abstract pattern, or will it be a picture of things, a scene or people? First, use a crayon or pencil to draw the outline of the picture on the card. Next, spread the glue where you want to attach the string. You can make solid shapes by using circles of string. Once the string has dried on the card, you could paint different parts of the string.
Feather and seashell pictures

This idea is about creating pictures with feathers and seashells. You will also need glue and some card. Choose small seashells so they will not be very heavy when they are stuck onto the card. Think about the pattern or picture that you want to make. You can lay all the pieces out on the card before you stick them down. You can collect seashells at the beach. Feathers can be found in pillows, pet shops or parks.

Rubbish pictures

This may sound disgusting to some, but it is really quite clean and great fun. Every day, we produce lots of rubbish, including different materials like plastic, aluminium, cloth and paper. We can use this rubbish to create pictures. These pictures can be quite heavy, so you should use strong paper or card and very strong glue to stick the rubbish onto the card. Once it is stuck on, you can spray the different sections of the picture with paint.

Rubbish prints

Again, this is using rubbish, but this time as paintbrushes. For example, one end of a tin can be dipped into paint and used to make circles on a piece of card. We can use old pieces of cloth as brushes, or wrinkle the cloth together to form an interesting pattern. The shapes and patterns could be repeated. Shapes can be cut out of other rubbish, dipped into the paint and pressed on the card.

There are many other things that you can use to make unusual pictures, so why not have a go at some of the ideas above and then try out some ideas of your own?

Have fun!

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You and your group are going to research unusual pictures. Each of you will then write a short article giving directions on how to make an unusual picture. Once you have written your articles, put them together to make a small book. Answer these questions before you get started.

1. Are the instructions for the pictures on the web page clear enough?
2. Which idea do you think is the most interesting?
3. Have you ever tried any of the ideas yourself? Was it fun?
4. What other things could you make unusual pictures from?
5. Which type of unusual picture will you research?
6. Where will you find out about this type of picture?
7. What will you include in your article?
8. Who will make a cover for the small book? What will you put on it?
Self-assessment

A Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding the e-mail about the trip to Europe?  
- reading a travelogue?  
- using the new vocabulary in this unit?  
- discussing your ideas about art?  
- using vocabulary about different types of painting?  
- using vocabulary about painting materials?  
- using vocabulary about colours?  
- identifying inversions?  
- using neither, nor, never, not, at no time, seldom, hardly, so or only to make inverted sentences?  
- putting the subject after the verb?  
- using inversions in formal unreal conditionals?  
- listening to instructions to report on a visit?  
- asking technical questions?  
- writing a report on a visit?  
- reading an online article about making unusual pictures?  
- making a small book about unusual pictures?

B If you are not confident about some of the items above, make an action plan so you can improve on them.
In this unit, you will

- read a television show transcript and a film review
- listen to two radio programmes about film
- talk about films you like and interview a director
- write a speech about the film industry
- watch a film and write a review

Welcome to the unit

Films are very popular all over the world. There are many different film events, which show new films, award individuals in the film industry or celebrate different kinds of films. Look at the tickets below, and discuss the following questions with a partner.

1. How much do you know about foreign film festivals?
2. Who is your favourite director? Why?
3. Do you prefer to go to the cinema or watch a film at home? Why?
Reading

A Read the transcript quickly and answer these questions.

1 How many film festival representatives appeared on the show?

2 Which film festivals are mentioned in the transcript?

3 At which festival are you not likely to find Hollywood films?

B Do you know anything about international film festivals? Read this transcript of a television show about film festivals.

Important film events around the world

Host: Welcome to our weekly programme, Movie Magic. Our guests today are representatives from six of the major international film festivals. These spokeswomen and spokesmen will tell us about the festivals they represent. Joining us in the studio are Isabel Rose from the Cannes Film Festival, Hanz Muller from the Berlin International Film Festival, Kathy Barnes from the Sundance Film Festival, Maria Bella from the Venice Film Festival, Mike Taylor from the Toronto International Film Festival and Xu Li from the Shanghai International Film Festival. Welcome, everyone! Maria, do tell us a little about the Venice Film Festival.

Maria: Well, I think it is rather appropriate for me to begin our discussion. The Venice Film Festival is the oldest film festival in the world. It is an annual festival that began in 1932. Our festival is part of a larger festival which applauds contemporary art. We view film as a particular type of contemporary art.

Host: Kathy, please tell us about the Sundance Film Festival.

Kathy: Unlike the Venice Film Festival, the Sundance Film Festival only includes small, independent films. That is, the main criterion for being included is that the film must not be financed by Hollywood studios.

Maria: Kathy, I don’t like to argue, but in defence of the Venice Film Festival, I have to point out that we don’t just have Hollywood films. Our policy is to include high-quality films, regardless of who makes them. We make no restrictions on the kinds of films we show—as long as a film’s quality meets our standards, we include it.

Kathy: The Sundance Film Festival deliberately boycotts all Hollywood films, and we don’t foresee ever including them. The initial idea for our festival was hatched back in 1978, when it was known as the Utah/US Film Festival. However, it was not well known until 1981. It was then that Robert Redford became its sponsor and changed the focus to independent films, often made on very modest budgets. It was given its new name—the Sundance Film Festival—in 1991. Redford has acted in and directed many big Hollywood films, but
wanted to expose the public to films made outside of the Hollywood system that ordinary people might have no access to otherwise. Nowadays, if a film wins an award at Sundance, there is a good chance it will become famous!

Isabel: Cannes is another festival that can make films famous. Many films are first shown to the public at the Cannes Film Festival, and if a film wins, everyone will hear about it. I think it is fair to say that Cannes is the most famous and exciting festival.

Hanz: I hate to contradict you, but in recent years, the Cannes Film Festival has shown special favour to American films. Some people remark that it has taken a step backwards, and is beginning to resemble the Academy Awards in Hollywood too much.

Isabel: Well, yes, films shown at Cannes are often made with large budgets, and have well-known actors and directors. Many of them are American, but we reject the idea that we have lost our edge as the best international film festival in the world. We always show a broad range of films from many different countries. In fact, the Cannes Film Festival was started in 1939 because many people felt the Venice Film Festival was giving awards to only German and Italian films.

Hanz: Well, in my opinion, the Berlin International Film Festival is one of the most international of all the film festivals. Since it began in 1951, we have given awards to films from all around the globe. At our festival, Hollywood films are in the minority, while films that are likely to be overlooked at other festivals, for example at Cannes, have a real chance of becoming champions.

Mike: I’m the spokesman for the Toronto International Film Festival, which began in 1976 and soon became one of the major film festivals around the world. Each year, famous actors, actresses and directors come to Toronto, and the entire film world pays attention to who wins. It is the second largest festival in the world—only Cannes is bigger. We show films from many countries, though we do give some special awards to Canadian films.

Xu Li: I represent the Shanghai International Film Festival. Our festival was founded in 1993, so we are perhaps the youngest festival. Even though we have only existed a short time, our festival has a good reputation worldwide. We have entries from many different countries and give the ‘Jinjue’ Award, or Golden Cup Award, to the film that we think is the best.

Reading strategy: identifying similarities and differences

When reading a text which introduces different events or items, it is important to pay attention to their similarities and differences. To find the similarities, look for words like and, also and another: ‘Cannes is another festival that can make films famous’. To find similarities of degree, look for comparatives: ‘... only Cannes is bigger’. For differences, look for words like but and unlike: ‘Unlike the Venice Film Festival ...’. Superlatives often show us differences as well: ‘The Venice Film Festival is the oldest film festival in the world’ and ‘Our festival was founded in 1993, so we are perhaps the youngest festival’.
How well do you understand the transcript? Read it again and answer the following questions.

1. Which film festival views film as a type of contemporary art?

2. How did the Sundance Film Festival come to be well known?

3. Why was the Cannes Film Festival started?

4. What is the difference between the Cannes Film Festival and the Berlin International Film Festival?

5. Which film festival gives out the Golden Cup Award?

Fill in the table below with the correct information from the transcript.

<table>
<thead>
<tr>
<th>Film festival</th>
<th>Started in</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venice Film Festival</td>
<td>1932</td>
<td>The oldest film festival, part of a larger festival</td>
</tr>
<tr>
<td>Sundance Film Festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannes Film Festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berlin International Film Festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toronto International Film Festival</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shanghai International Film Festival</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Match these new words from the transcript with their meanings. Write the correct letters in the blanks.

1. criterion (Line 17)  _____  a. provide money for a project
2. finance (Line 18)  _____  b. a person or company who pays for an event
3. boycott (Line 24)  _____  c. including a great variety
4. hatch (Line 25)  _____  d. tell someone that the opposite of what they said is true
5. sponsor (Line 28)  _____  e. a standard by which something is judged or a decision is made
6. expose (Line 31)  _____  f. create a plan or idea
7. contradict (Line 38)  _____  g. refuse to buy or use something
8. broad (Line 45)  _____  h. let someone experience something
Yu Peng attended a lecture about the Academy Awards. Use the words in the box below to help him complete his notes.

<table>
<thead>
<tr>
<th>deliberately</th>
<th>overlooked</th>
<th>restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>resemble</td>
<td>entries</td>
<td>edge</td>
</tr>
</tbody>
</table>

The most famous award a film, an actor or a director can win is an Academy Award, or an Oscar, as these annual awards are often called. Yet, the Oscars are often ________ when people discuss film festivals.

The Academy Awards have a focus that is very different from other film festivals. In fact, some people argue that the Academy Awards should not even be called a film festival. One reason for this is that most traditional film festivals have ________ from a variety of countries. At the Academy Awards, the preference is to reward top-ranking American films. While there is no ________ on foreign films, those that win are in the minority. American films always have an ________ on foreign films at the Oscars, regardless of how popular a foreign film might be. Another reason why it might not be appropriate to call the Academy Awards a film festival is that most film festivals ________ give out only a small number of awards, but the Oscars give out many awards—and not just to actors and directors, but to many people in the film-making crew as well.

Whether you think the Academy Awards really ________ a film festival or not, everyone agrees that the Oscar is the best-known award a film can receive. After winning at the Oscars, a film is swift to sell tickets, because everyone will want to see it!

Discuss the questions below with a partner. Use the following conversation as an example.

Do you enjoy watching films from other countries?

Yes, but I don’t really like Hollywood films. I prefer French films.

Why?

Of course! China makes wonderful films and so do other countries. Don’t you think so?

My favourites are Indian films!

1. Do you like films from a specific country? If so, which country and why?
2. What is your favourite film? What do you like about it?
Word power

Film industry

A At the lecture about the film industry, Yu Peng is given a handout. Read it with him.

What you see

Not all films are made in real places. When they are, they are shot on location, which means that real streets, trees and buildings are used. However, this can be difficult and expensive, so many films are made in buildings called sound stages. If this is the case, a backdrop (a view of the sky or a city street, for example) is hung behind the actors. Backdrops are painted so carefully that you often think you are looking at a real place.

There are some important words that refer to filming. When the entire screen is filled with one image, like someone’s face, this is called a close-up shot. When the screen shows a picture from far away, this is called a wide-angle shot. Wide-angle shots are used to show things such as mountains and a river, or a city with broad streets and grand buildings.

At the end of a film, the credits appear. They include a list of people who worked on the film and the songs in the film, as well as other things.

What you hear

The music which plays in the background while you watch a film is called the film score. The sounds like raindrops, a doorbell or footsteps in a dark room are called sound effects. When a film in English is introduced to a non-English-speaking country, people there may want to hear the dialogue in their mother tongue. In this case, dubbing actors will read the dialogue and it is recorded over the original talking. This is called dubbing and this kind of film is a dubbed film.

B The handout also includes a chart showing the popularity of different types of films. Which type of film do you like best?

<table>
<thead>
<tr>
<th>Film type</th>
<th>How many people like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comedy (films that make you laugh)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Thriller (exciting films about crime, spying, etc.)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Action (films with car chases, fights and explosions)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Science fiction (films about the future or imaginary technology)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Horror (very scary films)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Cartoon (animated films)</td>
<td>☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Documentary (films about real people and real events)</td>
<td>☑️ ☑️ ☑️ ☑️</td>
</tr>
<tr>
<td>Western (films set in the American West)</td>
<td>☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️ ☑️</td>
</tr>
</tbody>
</table>
Yu Peng wrote an article for his school newspaper, sharing his new knowledge about the film industry. Read the handout again and complete the article using the correct words.

I love films! My favourites are
(1) ____________, which are usually about crime or spying. My mum loves to laugh, and is fond of (2) ____________. My dad loves history and learning about real people’s lives, so he watches a lot of (3) ____________.

Last week, I went to a lecture about films. At the beginning of the lecture, we learnt about several different types of films. We saw part of a cartoon and part of a very scary (4) ____________ film. Then a famous director showed us part of his new (5) ____________ film. The part we saw was an exciting car chase on a busy street.

Then the director told us some details about how he made the film. The scene we saw used two different kinds of shots.

At first, it felt like the camera was in the sky. You could see the city’s streets and buildings. This was a (6) ____________ shot. Then, the camera approached a car window, and you could see the face of the driver. He looked very scared! That was a (7) ____________ shot. I learnt that while most of the film was shot (8) ____________ in the streets of Los Angeles, some of the scenes were made on a sound stage. Some fight scenes were also filmed indoors, using a (9) ____________ that looked like a famous L.A. street.

Another thing I learnt from the lecture is to pay attention to the (10) ____________ at the end of the film. Reading them can tell you a lot about who worked on it.

D There are many people involved in the making of a film. Do you know what they are called? Match the job titles to the job descriptions. Write the correct job titles in the blanks.

<table>
<thead>
<tr>
<th>cameraman</th>
<th>producer</th>
<th>director</th>
<th>editor</th>
<th>extras</th>
<th>lighting crew</th>
</tr>
</thead>
</table>

1. We wander in the background and make streets and restaurants look full. We’re ____________.
2. I tell the actors and actresses how to make their performance better. I’m a ____________.
3. I’m responsible for all the filming. I operate the camera. I’m a ____________.
4. We set the lighting and make sure it’s correct. We’re the ____________.
5. I take care of the money, make sure the film is well advertised, and hire everyone except the actors. I’m a ____________.
6. When filming is over, I take all the scenes and make them fit together in the right way to tell the story. I’m an ____________.
Grammar and usage

Emphasis

When we need to express ourselves in English, we must consider more than just vocabulary and pronunciation. The words and parts of a sentence that we choose to emphasize can change the way our meaning is understood.

1. We can use certain words such as so, such, really and just to show emphasis.
   - Everyone was so excited about the institute’s 80th anniversary ceremony.
   - It was such an interesting television show.
   - I really want to have some coffee during the interval.
   - Actually, the Venice Film Festival doesn’t just have Hollywood films.

2. If we want to emphasize a certain part of a sentence other than the verb, we can use the pattern It + be verb + the part to be emphasized + that clause.

   ![Diagram](image)

   - It was because of his Hollywood background that he knew how many hard-working actors were being ignored by Hollywood.

   - We can use this pattern to emphasize the subject, object or adverbial. Look at the example below and see how each part is emphasized:
   - Robert Redford changed the focus of the festival in 1981.
   - Subject: It was Robert Redford that/who changed the focus of the festival in 1981.
   - Object: It was the focus of the festival that Robert Redford changed in 1981.
   - Adverbial: It was in 1981 that Robert Redford changed the focus of the festival.

3. When the subject we emphasize is a pronoun, we usually use its object form.
   - It was me who represented the Toronto International Film Festival last year.

   - This pattern can also be used in questions.
   - Is it the Cannes Film Festival that gives awards mostly to American films?
   - How often is it that famous actors and directors come to Toronto?
   - Who was it that told him what had happened?

4. We can use the pattern It was not until ... that ... to emphasize time expressions.

   - It was not until I spoke to Kathy that I knew how special the Sundance Film Festival was.

3. If we want to emphasize the affirmative verb of a sentence, we add the auxiliary do/does/did before the verb.

   - Do tell us a little about the Venice Film Festival.
   - We show films from many countries, though we do give some special awards to Canadian films.
   - As a famous conductor, he does have his unique style.
   - We did want to have a look at the timetable in advance.
A  Read Julia’s diary entry and underline all the examples of emphasis.

I am so tired. I have just got home from the cinema and finished the laundry. Mum told me to help her with it because she is not a maid. Before I fall asleep, I have to write down what happened today.

Mary and I had an appointment at the shopping centre at 1 p.m., but it wasn’t until 1.30 p.m. that she arrived. I didn’t have time to get angry with her because we had to run to the cinema in time for the next show. Mary agreed to see the film I picked, although she really wanted to see a musical. The film was such a disappointment. Listening to the formal language all the characters used was really tiresome. Mary said to me, ‘Do think twice next time before you choose a film.’ I’m not unhappy about what she said. It is the time wasted on the film that I’m unhappy about. Mary and I made an agreement never to see a film like this again. Maybe next time we can see a musical.

B  Read what Julia is telling Mary. Rewrite the sentences to emphasize the underlined parts.

My uncle has just sold a film script to (1) a major Hollywood studio. It is said the film will be shot later this year. It’s so fantastic! We all gave him our sincere congratulations. He works part-time as a journalist, but he has wanted to be a novelist or screenwriter (2) for years. A few months ago, (3) a local television channel bought a TV script from him. It gives me great satisfaction that my uncle is finally realizing his dream and attaining success.

1 ______________________________________________________

2 ______________________________________________________

3 ______________________________________________________

C  Mary is asking Julia to repeat what she has told her. Look at Julia’s answers and help Mary form the questions by using the question form of the pattern It + be verb + the part to be emphasized + that clause.

1  Mary: __________________________________________

2  Mary: __________________________________________
   Julia: For years.

3  Mary: __________________________________________
   Julia: A local television channel.
Task  Writing a speech about the film industry

Skills building 1: completing a quiz

When completing a quiz, you must be certain that all the answers you write are correct. Here are some steps to follow to make sure you write exactly what you should.

1  Before you fill in your answer, read the question a second time and be sure you understand what is being asked.
2  Write your answer in a clear and explicit way. You do not want the judge to misunderstand your answer!
3  Read both the question and the answer you have written again. Be sure that you have answered the whole question and that you have spelt everything right.

Step 1: completing a quiz about the film industry

You want to enter a speech competition about the film industry. In order to qualify for the competition, you must first prove your knowledge of the film industry by completing a quiz. Listen to a guest on a radio programme discuss the early days of film, and complete as much of the quiz as you can.

Film quiz!
Answer these questions to take part in our competition.

1  What are the Lumière brothers often considered?

2  What did Auguste Lumière say about cinema?

3  When we watch a film, what are we actually seeing?

4  Which city was the first film made in?

5  What are the differences between old and modern films?

6  What is the largest amount of money ever made by a silent film?

7  What is a studio?

8  Where did the music come from during silent films?

9  What was the title of the first full-length ‘talking film’?

10 What was the title of the first colour film?

11 How long does it take to make a film?

12 Name four of the top Hollywood film studios.
In order to answer some of the questions in the quiz, you need information about the modern film industry. Listen to a radio programme about Hollywood and use the information you hear to answer as many questions in the quiz as you can.

Some of the questions are still not answered, so you go to a website to find some more information. Underline the information that will help you, and then complete the quiz.

Fun film facts!

- The silent film that made the most money ever was *The Birth of a Nation* (1915), which was produced and directed by D. W. Griffith. It made $10,000,000.

- The world's first cinema opened in the USA in 1905, in the state of Pennsylvania.

- Two of the most famous silent films ever made were the French science fiction film *A Trip to the Moon* (1902) and the American film *The Great Train Robbery* (1903).

- One interesting anecdote contained in the biography of Auguste Lumière is that he did not believe that films would ever become very popular. He and his brother made the first film shown in public, and yet, he once commented, ‘Cinema ... has no commercial future!’

- 26 per cent of the money made by a film comes from admission ticket sales, 46 per cent from DVD sales, and 28 per cent from television. No reliable figures are available for money accumulated from popcorn sales, but film fans usually consume a lot of this salty food, especially when watching a tense thriller.

- Six of the top Hollywood film studios are:
  
  Warner Bros. Pictures  
  Columbia Pictures  
  Walt Disney Pictures/Touchstone Pictures

- 90 per cent of admission ticket sales happen in the first week a film is shown in cinemas.
Skills building 2: listening for emphasis

When people ask questions, they often stress the word or information that is most important. When someone asks you something, pay attention to which words they stress. Then repeat these words when you answer. Doing this will make it clear that you understood the question and are answering it exactly. For example:

**Question:** What is your favourite film?
**Answer:** My favourite film is Beijing Bicycle.

**Question:** Who was that man, the one in the car?
**Answer:** The man in the car was Jack, the actor.

Step 2: asking and answering questions about Chinese films

You have succeeded in entering the speech competition and want to include the information about the Chinese film industry in your speech. You do not know much about it, so you ask your neighbour, a director. Role-play with a partner and switch roles when you are finished.

**Student:** Ask the director the questions from the left column. Stress the words in bold.

**Director:** Answer these questions with the information from the right column. Make sure you repeat the stressed words to show that you understood the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was film <strong>introduced</strong> in China?</td>
<td>1896</td>
</tr>
<tr>
<td>What was the <strong>first</strong> Chinese film made?</td>
<td><em>Conquering Jun Mountain</em> (1905)</td>
</tr>
<tr>
<td>What was the first film made <strong>only</strong> by Chinese?</td>
<td><em>The Difficult Couple</em> (1913) by Zheng Zhenqiu and Zhang Shichuan</td>
</tr>
<tr>
<td>What were Chinese films <strong>about</strong> from the 1930s to the 1960s?</td>
<td>Mostly about war</td>
</tr>
<tr>
<td>Were <strong>many</strong> films made in China?</td>
<td>1948–1966 603 full-length films</td>
</tr>
<tr>
<td>What happened to Chinese films in the <strong>1980s</strong>?</td>
<td>The State Administration of Radio, Film and Television was set up. Films became even better.</td>
</tr>
</tbody>
</table>
Skills building 3: using information from diverse sources

Speech and essay competitions often require you to do research on many different aspects of a subject. You may have to look in many sources to find the information you need. When you have gathered ample information, it can be difficult to decide how to organize what you have found.

Start by writing down all the questions you need to answer in your speech. Write them down in the order you want to talk about them. Then look through your notes and list information that answers each question. The answers can form a basic outline for your speech. If you want to provide more information, you can fill in the outline at this point.

Step 3: writing a speech about the film industry

You have collected all the information you need to prepare your speech. Go back and review the quiz, the website article and the answers you got from the director. Then use the space below to write your speech.
Project  Writing a film review

Every time a new film comes out, newspapers, magazines and websites all send a writer or reporter to review it. People read these reviews to help them decide what films they want to see. Have you ever read a film review?

Read the following review of Harry Potter and the Philosopher’s Stone. It will help you with your film review.

Harry Potter and the Philosopher’s Stone (2001)

What an amazing film! Who has not dreamt of finding out that he or she is really someone special and famous? That fantasy is reality for Harry Potter (played by Daniel Radcliffe). Harry, a sensitive young boy who has a scar on his forehead, has been living with his relatives, the Dursleys. His uncle abuses him, his aunt ignores him, and his cousin hates him. At first, Harry thinks that his parents were killed in a car crash when he was a baby. However, he later finds out that his father was a wizard and that his mother was a witch, both of whom were murdered by an evil wizard—the same wizard who gave Harry the scar. Harry discovers that he possesses a wizard’s powers too, and that he already has a reputation in the world of witches and wizards because of his parents.

Hagrid (played by Robbie Coltrane) is a very large person who works at Hogwarts, a special institution for young witches and wizards. He comes to rescue Harry from the Dursleys and take him to the school. They have a few adventures along the way, and Harry is introduced to a whole new world he never knew about—the world of magic. The world of ordinary people exists parallel to the world of magic, but the ordinary people are not aware of it.

On the train to school, Harry makes two new friends, Ron Weasley (played by Rupert Grint) and Hermione Granger (played by Emma Watson). Together, they learn about their new school and the special curriculum there. Harry has contradictory feelings about his new life. At first, he enjoys it, but later he learns that the evil wizard, Voldemort, is the one who killed his parents. Harry and his partners have a fierce battle with Voldemort to save themselves and their magic world.

The film is full of special effects. Watching Harry zoom around on a flying broom could make you feel dizzy, and the school sport of Quidditch is fantastic. The effects are all made with the computer, and are really exciting to watch.

All of this is wonderful, but the best part of the film is the acting. This is surprising as the three young actors playing the characters of Harry, Ron and
Hermione did not have much experience as actors before making this film. The skill with which these three become their characters is one of the film’s main attractions. They do very well even compared with the adult actors, such as Alan Rickman (Professor Snape), Richard Harris (Headmaster Dumbledore) and Maggie Smith (Professor McGonagall).

J. K. Rowling, the author of the Harry Potter books, approved the final script of the film. However, many people have complained that the film is too long. At 142 minutes, it is almost a half hour longer than an average film. While the sport of Quidditch is a vital part of the book and of Harry’s school experience, I feel that too much time is devoted in the film to showing it. I think this is more to show off the special effects than to help the film’s plot. Also, it disappoints me that several interesting scenes are not shown in the film.

Many people also complain that the film has a tendency to spend too much time showing Harry’s life with the Dursleys. This shows that the film-makers did not give enough thought to who the audience of the film would be. Most people who went to see the film had read the book before going to the cinema. They would already know that Harry is not happy with the Dursleys. The important and interesting parts of the film occur in the world of magic. Much of this early part of the film could have been skipped, and more time could have been spent at Hogwarts.

Even with these slight drawbacks, *Harry Potter and the Philosopher’s Stone* is still a great film, and I certainly recommend it!

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B You and your group are now going to write a film review. You need to discuss what film to choose, and what you will need to do in preparation. The questions below will help you get organized.

1. Have you seen *Harry Potter and the Philosopher’s Stone*? Did you enjoy it? Why or why not?
2. Do you think this is a good film review? Why or why not?
3. What film has your group decided to review?
4. Will you watch the film in a cinema, on television, or on DVD?
5. Will you each review a different part of the film (e.g., direction, acting and special effects) or will you discuss each part in your group and agree on one viewpoint?
6. Who will be in charge of researching who the actors are, who the director is, how long the film is, etc.?
7. Who will write each section of the review?
8. Who will check the review?
Self-assessment

A Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding the transcript about film festivals?
- identifying similarities and differences?
- using the new vocabulary in this unit?
- discussing your ideas about films?
- using the vocabulary related to the film industry?
- understanding different types of films?
- understanding job titles in the film industry?
- using so, such, really and just to show emphasis?
- using a pattern to emphasize a certain part of a sentence?
- emphasizing the affirmative verb of a sentence?
- completing a quiz?
- listening for emphasis?
- using information from more than one source?
- reading a film review?
- writing a film review?

B If you are not confident about some of the items above, make an action plan so you can improve on them.
Notes

Unit 1

1. Why else would many films adapted from them be successful? (Page 2, Lines 12–13)
   还有，为什么许多根据经典文学作品改编的电影可以大获成功呢？
   句中else 作副词，常用在疑问词之后，表示“其他，另外”的意思。如:
   Where else can I get this software?
   我还能从其他什么地方弄到这个软件?

2. In 1995, an award-winning film based on Jane Austen’s novel Emma came out. (Page 2, Lines 13–14)
   1995年，一部根据简·奥斯丁的小说《爱玛》改编的获奖影片问世。
   简·奥斯丁 (Jane Austen, 1775–1817)。英国小说家。主要作品有《傲慢与偏见》《Pride and Prejudice》、《理智与情感》《Sense and Sensibility》、《诺桑觉寺》《Northanger Abbey》、《曼斯菲尔德庄园》《Mansfield Park》、《爱玛》《Emma》和《劝导》《Persuasion》等。

3. Three years later, in 1998, a modern adaptation of Charles Dickens’s novel Great Expectations appeared in cinemas. (Page 2, Lines 14–16)
   三年后的1998年，根据查尔斯·狄更斯的小说《远大前程》改编的现代版影片在影院上映。
   查尔斯·狄更斯 (Charles Dickens, 1812–1870)，十九世纪英国现实主义文学的重要代表。主要作品有《匹克威克外传》《Pickwick Papers》、《大卫·科波菲尔》《David Copperfield》、《艰难时世》《Hard Times》、《双城记》《A Tale of Two Cities》和《远大前程》《Great Expectations》等。

4. Pip’s sister often abuses him, but Joe is a kind and simple man who would rather die than see any harm come to Pip. (Page 3, Lines 28–29)
   皮普的姐姐经常咒骂他，但乔却是一个淳朴、善良的人，他宁愿死也不愿意看到皮普受到任何伤害。
   句型would rather do... than do... 的意思是“宁愿……也不愿……”。如:
   I would rather die than betray my principles.
   我宁愿死，也不愿背弃我的原则。

5. fiction 等 (Page 6)
   fiction 虚构类作品        non-fiction , non’tɪʃn/ 非虚构类作品，纪实文学
   fantasy /ˈfæn.təsi/ 奇幻作品    romance /rəʊˈmɛns/ 爱情小说
   biography /ˌbaɪˈɒɡrəfɪ/ 传记      autobiography /ˌɔːtəˈɒɡrəfɪ/ 自传
   playwright /ˈpleɪ.ræt/ 剧作家

6. Robert Burns, Scotland’s supreme literary hero, was born in Alloway, Scotland in 1759. (Page 14, Lines 1–2)
   苏格兰文学巨匠罗伯特·彭斯于1759年出生在苏格兰的阿洛伊。
   罗伯特·彭斯 (Robert Burns, 1759–1796)。苏格兰最伟大的诗人，在英国文学史上占有重要地位。
   主要用苏格兰方言写作，曾长期搜集、整理民歌，并为著名曲调撰撰歌词（如《友谊地久天长》）。
   彭斯的优秀诗作有《自由颂》（‘The Tree of Liberty’）、《一朵红红的玫瑰》（‘A Red, Red Rose’）等。

7. Burns belonged to a group of poets (including John Keats and William Wordsworth) called the Romantic poets. The Romantic Movement started around 1780 and lasted until about 1830. (Page 14, Lines 17–19)
   彭斯属于一个被称为“浪漫主义诗人”的诗人团体（包括约翰·济慈、威廉·华兹华斯）。浪漫主义运动始于1780年左右，大约持续至1830年。
(1) 浪漫主义运动（the Romantic Movement）：18世纪80年代到19世纪20年代，英国涌现出华兹华斯、华兹华斯、拜伦、雪莱、济慈等著名诗人。他们的作品往往歌颂大自然，表现出对自由的追求和对真善美的渴望。他们的文学主张和文学创作被称为“浪漫主义运动”。

(2) 约翰·济慈（John Keats，1795–1821），英国著名浪漫主义诗人，代表作有《夜莺颂》（‘Ode to a Nightingale’）和《安提多恩》（Endymion）等。

(3) 威廉·华兹华斯（William Wordsworth，1770–1850），英国著名浪漫主义诗人，代表作有《漫游》（The Excursion）、《抒情歌集》（Lyrical Ballads）和《序曲》（The Prelude）等。

8 Poetry is usually full of symbols, and ‘A Red, Red Rose’ is no different. (Page 15, Line 29)

诗歌通常充满意象，《一朵红红的玫瑰》也不例外。

英语中常用no different表示“并无不同”。如:

Mary is no different from any other teenage girl.

玛丽与其他十多岁的女孩并无不同。

9 With the line ‘O my Luve’s like a red, red rose’, he compares the girl he loves to a red rose. (Page 15, Lines 29–30)

在“啊，我的爱人像一朵红红的玫瑰”中，他把他所爱的姑娘比作一朵红玫瑰。

句中compare ... to ... 表示“把⋯⋯比作⋯⋯”。如:

Life is often compared to a river or a dream.

人生常常被比作是一条河流或是一场梦。

10 ‘A Red, Red Rose’ (Page 15)

《一朵红红的玫瑰》是罗伯特·彭斯的代表作之一，使用苏格兰方言，其中一些单词的拼写和现代英语有很大差别。如:

luve = love         art = are         thee = you (宾格)    fare thee weel = fare you well, goodbye
melodie = melody   thou = you (主格)    gang = go

诗歌中还多处使用了省略形式:

Till a’ the seas = Till all the seas         the sands o’ life = the sands of life
wi’ the sun = with the sun               Tho’ it were = Though it were

一朵红红的玫瑰

罗伯特·彭斯

啊，我的爱人像一朵红红的玫瑰，
在六月里含苞待放；
啊，我的爱人像一首乐曲，
演奏得甜美而和谐。

你是那么美丽，我的好姑娘，
我爱你那么深切；
我会永远爱你，亲爱的，
直到四海枯竭。

再见吧，我唯一的爱人，
我和你暂时别离！
我会回来的，我的爱人，
即使相隔万里。

Unit 2

1 Just imagine performing such an opera in the Forbidden City—there could not be a more awesome setting! (Page 18, Lines 8–9)
No one in our class studies harder than John does.

我们班没有人比约翰学习更用功。

2 This means that few men would dare to ask for her hand in marriage. (Page 18, Lines 18–19)

这意味着几乎没人胆敢向她求婚。

句中dare用作实意动词、后接动词不定式时，to既可以保留，也可以省略（尤其在口语中）。如：

Nobody dared to challenge his authority.

没人敢挑战他的权威。

David did not dare argue with his boss.

戴维不敢和他的老板争辩。

另外，dare也常用作情态动词，后接不定式。（尤其在口语中）如：

He didn’t tell his father the bad news.

他不敢将这坏消息告诉他的父亲。

3 However, although he would like to, he cannot break his promise and must allow Turandot to do as she wishes. (Page 18, Lines 20–21)

但是，虽然他很想同意这一允诺，但又不能食言，只能让图兰朵按照自己的意愿行事。

句中although he would like to是状语从句，to引导省略了break his promise，以使行文简洁。如：

I did not want to walk all the way to school, but I had to, because of the flat tyre.

我不想一路走到学校去，可是轮胎没气了，我只好走。

In the past 10 years, great changes have taken place in this city, making it take on a new look.

在过去十年里，这座城市发生了很大的变化，呈现出崭新的面貌。

4 The story then takes on a classic love triangle between Calaf, Turandot and Liu. (Page 18, Lines 24–25)

故事随后演绎了发生在卡拉夫、图兰朵和柳儿之间的经典三角恋情。

短语take on是“呈现（某种特征、外观等）”的意思。如：

The story then takes on a classic love triangle between Calaf, Turandot and Liu.

In the past 10 years, great changes have taken place in this city, making it take on a new look.

过去十年，这座城市发生了巨大的变化，呈现出崭新的面貌。

5 Calaf’s father and Liu have been seen accompanying Calaf, so Turandot seizes Calaf’s father and Liu, and demands that they tell her Calaf’s name or they will be beaten. (Page 19, Lines 30–32)

有人曾看见卡拉夫的父亲和柳儿陪着卡拉夫，因此图兰朵把卡拉夫的父亲和柳儿抓了起来，命令他们说出卡拉夫的名字，否则就要挨打他们。

动词demand后接从句时，从句的谓语动词常用“should + 动词原形”，should可以省略。如：

They demanded that their needs (should) be satisfied.

他们要求满足他们的需要。

6 flute 等 (Pages 22–23)

flute /flʌt/ 长笛

 CELLO /tʃəʊloʊ/ 大提琴

oboe /ˈɒbəʊ/ 双簧管

trumpet /ˈtrʌmpɪt/ 小号

percussion /ˈpɜːkʃən/ instrument 打击乐器

keyboards 键盘乐器

trombone /ˈtrɒmboʊn/ 长号

harp /hɑːp/ 竖琴

cymbal /ˈsɪmbəl/ 钹

strings 弦乐器

woodwind /ˈwʊdwaɪnd/ 木管乐器

brass /brɑːs/ instrument 铜管乐器

French horn /ˈfrentʃ hɔːn/ 萨克号

gong /ɡɒŋ/ 钹

clarinet /ˈklærənɪt/ 单簧管

triangle /ˈtræŋgl/ 三角铁（一种打击乐器）

piccolo /ˈpɪkələʊ/ 短笛

tuba /ˈtjuːbə/ 大号

7 The album included the song ‘The Sound of Silence’, which was a number one hit on the pop charts. (Page 27)

这张专辑里收录了《寂静之声》，这首歌在流行音乐排行榜上排名第一的金曲。
8. While the blues was popular, as a musical format it lacked variety and was too sad and slow to dance to.

尽管蓝调音乐非常受欢迎，但它作为一种音乐形式，它缺少变化，而且太伤感，节奏太慢，不适合跳舞时伴奏。

句中while引导让步状语从句。主句中使用了too...to... 结构。句尾的dance to中，to用作介词，表示“随着……的节奏”。

9. Thus, from the blues, there sprung up a faster, livelier kind of music called jazz.

于是，从蓝调音乐发展出一种更轻快、更活泼的音乐形式，叫做爵士乐。

短语spring up的意思是“突然兴起，迅速出现”。如：

New theatres and arts centres sprung up all over the country.

新的剧院和艺术中心在全国各地纷纷出现。

10. Only one musical act has sold more records.

只有一个音乐组合曾卖出更多唱片。

句中act用作名词，意思是“表演者，表演组合”。如：

They are one of the most popular acts in China.

他们是中国最受欢迎的组合之一。

11. With sales of more than 1 billion records, the British pop group known as the Beatles was the supreme rock and roll band of the 1960s.

拥有超过10亿张的唱片销量，英国流行组合甲壳虫乐队是20世纪60年代首屈一指的摇滚乐队。

甲壳虫乐队是20世纪英国著名流行乐队，又译作“披头士”，1960年组建，1970年解散。该乐队创作的歌曲风靡全世界，其中许多歌曲一直传唱至今。

Unit 3

1. I was amazed to learn that Picasso had an output of more than 20,000 pieces of art.

我惊讶地得知，毕加索一生创作了两万多件艺术品。

名词output的意思是“产量，输出量”。如：

Last year, the output of this factory increased by 50%.

去年这家工厂的产量增长了50%。

2. He experimented with different styles of painting, but was most famous for his work in Cubism, which often uses acute angles and where the world is represented as being constructed of cubes and rectangles.

毕加索尝试过多种不同的绘画风格，但尤以立体派作品著称。立体派常常运用锐角，在立体派画作中世界被呈现为由立方体和矩形构成。

句中Cubism 为先行词，后接两个非限制性定语从句，分别由关系代词which 和关系副词where 引导。

3. During our four days in Paris we spent one whole day at the Louvre Museum, where we saw the Mona Lisa, painted by the Italian artist Leonardo da Vinci.

在巴黎的四天当中，我们花了一整天参观卢浮宫，在那里我们欣赏了意大利艺术家列奥纳多·达·芬奇创作的《蒙娜丽莎》。

卢浮宫位于法国巴黎，为世界三大博物馆之一，其艺术藏品种类之丰富、档次之高堪称世界一流。卢浮宫始建于12世纪末，当时用作防御目的，后来经过一系列的扩建和修缮逐渐成为一座金碧辉煌
4 Besides the works of da Vinci, the Louvre Museum has more than 6,000 other European paintings, ranging from the 13th century to the 19th century. (Page 34, Lines 23–24)

除了达·芬奇的作品，卢浮宫还藏有六千余件其他欧洲画家的画作，时间跨度从13世纪到19世纪。

短语range from ... to ... 意思是“从……到……”、“在……和……之间”。又如：
Tiger sharks range in length from 9 to 18 feet.
虎鲨身长9至18英尺不等。
She has a lot of hobbies, ranging from playing chess to canceling.
她有很多兴趣爱好，从下国际象棋到划独木舟。

5 Unfortunately, although van Gogh committed his whole being to painting, he received little reward for his effort. (Page 35, Lines 39–40)

遗憾的是，尽管凡·高全身心地投入绘画，他所得到的回报却微乎其微。

动词commit在句中的意思是“投身于某事，专心致志做某事”。如：
They committed themselves to the project.
他们全身心投入到这个项目。

动词commit还有“犯罪，犯错”和“承诺，保证”的意思。如：
That man was put in prison for committing murder.
那个男子因犯杀人罪而入狱。
The architect has committed herself to finishing the design within a month.
那位建筑师承诺在一个月内完成设计。

6 Today, van Gogh’s paintings are worth upwards of millions of dollars each. (Page 35, Lines 42–43)

今天，凡·高的画一幅都值数百万美元。

短语upwards of 相当于over，意思是“超过，在……之上”。如：
A computer of this model costs upwards of $2,000.
这种型号的电脑售价在两千美元以上。

7 watercolour等 (Page 38)

水彩画 watercolour /ˈwɔːtəkʌlə(r)/
布 canvas /ˈkænvəs/
炭笔 charcoal /ˈtʃɔːkəl/,
肖像 portrait /ˈpɔːtret/,
风景画 landscape /ˈlændskɛp/
调色板 palette /ˈpeɪlət/

8 After his graduation, this project was exhibited in art galleries all over China, making him famous nationwide. (Page 43)

他毕业后，这个项目在中国各地的艺术画廊展出，使他闻名全国。

句中现在分词短语making him famous nationwide用作结果状语。

9 There are many other things that you can use to make unusual pictures, so why not have a go at some of the ideas above and then try out some ideas of your own? (Page 47, Lines 48–49)

还有许多其他东西可用来制作出与众不同的图画，那么，为什么不尝试上面的一些点子，再试试你自己独创的点子呢？

(1) 短语have a go at 意思是“尝试（做某事）”、“企图（做某事）”。如：
No matter how difficult it is, he is determined to have a go at the experiment.
不论困难有多大，他都决心去尝试一下这个实验。
(2) 短语try out在句中的意思为“试验，尝试”。如:
His assistant tried out various approaches to the problem, but in vain.
他的助手试验了各种解决问题的办法，但还是徒劳无功。

Unit 4

1 Joining us in the studio are Isabel Rose from the Cannes Film Festival, Hanz Muller from the Berlin International Film Festival, Kathy Barnes from the Sundance Film Festival, Maria Bella from the Venice Film Festival, Mike Taylor from the Toronto International Film Festival and Xu Li from the Shanghai International Film Festival. (Page 50, Lines 4–8)
在演播室和我们一起的嘉宾有：来自戛纳电影节的伊莎贝尔·罗斯，来自柏林国际电影节的汉茨·穆勒，来自圣丹斯电影节的凯西·巴恩斯，来自威尼斯电影节的玛丽亚·贝拉，来自多伦多国际电影节的迈克·泰勒，还有来自上海国际电影节的徐立。
这是一个倒装句，正常语序应该是Isabel Rose ... and Xu Li from the Shanghai International Film Festival are joining us in the studio.
在英语中，当句子的主语太长时，为了保持句子结构平衡，往往使用倒装语序，将主语放在句子的后半部分。如:
Nearby was the house in which they had lived for more than twenty years.
附近就是他们住了二十多年的那幢房子。

2 Kathy, I don’t like to argue, but in defence of the Venice Film Festival, I have to point out that we don’t just have Hollywood films. (Page 50, Lines 19–20)
凯西，我不想争论，但是我得为威尼斯电影节说句话，我得指出我们有的不只是好莱坞电影。
短语in defence of意思是“捍卫，辩护”，也可以说明one’s defence。如:
I must say in her defence that she works very hard.
我必须为她说句话，她工作十分努力。

3 The initial idea for our festival was hatched back in 1978, when it was known as the Utah/US Film Festival. (Page 50, Lines 25–26)
我们的电影节的最早想法诞生于1978年，当时它被称为犹他州/美国电影节。
动词hatch的本义是“孵化”，在句中引申义为“策划”。如:
Have you hatched a plan for her birthday party?
你为她的生日派对想好计划了吗?

4 Redford has acted in and directed many big Hollywood films, but wanted to expose the public to films made outside of the Hollywood system that ordinary people might have no access to otherwise. (Pages 50–51, Lines 30–32)
雷德福曾出演并执导过许多好莱坞大片，但是他希望让大众接触好莱坞之外的影片，否则一般人可能无从看到这些影片。
(1) 句中that引导定语从句，用作films made outside of the Hollywood system的定语。
(2) 动词expose在句中的意思为“使接触，使体验”。如:
The trip to the USA exposed him to a completely different culture.
这次美国之行让他体验到了一种完全不同的文化。
动词expose本义为“暴露，揭露”。如:
The report has exposed the serious side effects of this new medicine.
报道揭露了这种新药严重的副作用。
5 At our festival, Hollywood films are in the minority, while films that are likely to be overlooked at other festivals, for example at Cannes, have a real chance of becoming champions. (Page 51, Lines 51–53)

6 sound stage 录音棚
sound stage 录音棚
backdrop /'bækdrɒp/ 布景
wide-angle shot 广角镜头
credits 演职员表
film score 电影音乐
dubbing /'dʌblɪŋ/ 配音
thriller /'θrɪlə(r)/ 惊悚片
horror /'hɔːr(r)/ 恐怖片
documentary /ˌdɒkjuˈmentri/ 纪录片

7 However, he later finds out that his father was a wizard and that his mother was a witch, both of whom were murdered by an evil wizard—the same wizard who gave Harry the scar. (Page 62, Lines 6–9)

8 Watching Harry zoom around on a flying broom could make you feel dizzy, and the school sport of Quidditch is fantastic. (Page 62, Lines 25–27)

9 J.K. Rowling, the author of the Harry Potter books, approved the final script of the film. (Page 63, Lines 38–39)
Wordlist 1 (by unit)

说明：本表收录各单元阅读文章和语篇练习中所包含的生词，不收录指示语、讲解文字和Word power板块中所包含的生词。带*的词条为课程标准规定之外的词汇。括号内的数字为该词条在本教科书中首次出现时的页码。单词音标以Oxford Advanced Learner’s Dictionary (Seventh Edition)为依据。

Unit 1

bookworm /'bukwɔm/ n. 极爱读书的人。

poetry /'peərətri/ n. 诗歌

*drama /'dramə/ n. 戏剧，戏剧艺术

fiction /fikʃn/ n. 小说；虚构的事

antique /'æntək/ n. 古董，文物

characteristic /kærəktəristik/ n. 特征，特点

adj. 典型的，独特的，特有的

novelist /'nɔvəlist/ n. 小说家

chapter /'tʃæptə(r)/ n. （书的）章，篇，回

period /'pɜriəd/ n. 时期，时代

opera /'ɒpərə/ n. 歌剧；歌剧团；歌剧院

soap opera n. 肥皂剧

author /'ɔːθə(r)/ n. 作者

abuse /ə'bjuːz/ vt. 虐待；辱骂；滥用

*cemetery /'sɛmətri/ n. 葬地，公墓

desperate /dɪˈspɛrət/ adj. 锐而危险的，拼命的，绝望的；非常需要，渴望的

criminal /krɪˈmɪnəl/ n. 罪犯

adj. 犯罪的，犯法的；刑法的，刑事的

tension /tɛnʃn/ n. 紧张气氛；紧张，烦躁；矛盾，对立

twist /twɪst/ n. 转折，转变；转动；急转弯

vi. & vt. (使)弯曲；转动；蜿蜒

plot /plɔt/ n. 故事情节；阴谋，密谋

vt. 密谋；绘制（图表）

generous /dʒə'nərəs/ adj. 慷慨的，大方的；宽厚的，仁慈的

vain /veɪn/ adj. 虚荣的，自负的；徒劳的，无结果的

rigid /'rɪdʒɪd/ adj. 硬板的，僵化的，固执的；坚硬的，僵直的

civil /'sɜrv/ adj. 有教养的，有礼貌的；

n. 天赋，爱好

bent/ bent/ adj. 弯曲的；驼背的；不诚实的

n. 财产，房子

bent on (doing) something 决心做某事

on the run 躲避；忙碌，不停地奔波

painter /'peɪntə(r)/ n. 画家

live up to 达到，符合（期望）

*workhouse /'wɜkhoʊs/ n. （英国旧时的）

劳动救济所

millionaire /mɪljəˈner/ n. 百万富翁

vice /vaɪs/ n. 恶行，恶习，罪恶

reform /rɪˈfɔrm/ vt. & vi. & n. （使）改过

自新，改造；改革，改良

*threat /θret/ n. 威胁，恐吓

violence /vəˈlans/ n. 暴力，暴行

resist /rɪˈzist/ vi. & vt. 反抗，抵制，抵挡

reunite /rɪˈjuːnaɪt/ vi. & vt. （使）重逢，再相聚；（使）再结合，再联合

home-made /ˈhəʊmmeɪd/ adj. 自制的；家庭的

*bind /bænd/ (bound, bound) vt. 捆，绑，系；

（使）联合；约束，迫使

spin /spɪn/ (spun, spun) vi. & vt. （使）快速旋转；（使）急转身；纺纱；吐丝结网

n. （高速）旋转

sneaker /'snkiə(r)/ n. 运动鞋

pin /pin/ vt. 使不能动弹，按住；

n. 大头针；胸针

(用大头针等)固定，别上，钉住
worn out adj. 破烂不堪的，废旧的；

envelope /enˈvəʊləp/ n. 信封

brand new adj. 全新的，崭新的

spit /spɪt/ (spat, spat) vi. & vt. 喝唾沫（表示愤怒或鄙视）；吐唾沫（唾沫、食物等）

chest /tʃest/ n. 胸部，胸膛；大箱子

attic /ˈætɪk/ n. 闷楼，顶楼

modern-day /ˌmɔdnˈdeɪ/ adj. 现代的；当代的

stepmother /ˈstepmʌðə(r)/ n. 继母

stepsister /ˈstɛpsɪstə(r)/ n. 异父（异母）姊妹

rag /ræg/ n. 破布，破衣服；抹布

Irland /ˈaɪrənd/ n. 爱尔兰

rescue /ˈriːskjuː/ n. & vt. 救援，营救

come to one’s rescue 救援某人，帮助某人

wrap /ræp/ vt. 包；裹；围，缠绕

Scotland /ˈskɒtnlnd/ n. 苏格兰

supreme /suːˈprɪm/ adj. 最高的，至高无上的

reputation /rɪˈpʌtʃən/ n. 名誉，名声

debt /dʒɪt/ n. 债务，欠款

holly /ˈhɔli/ adj. 圣诞的，圣洁的

widow /ˈwɪdəʊ/ n. 遗孀，寡妇

monument /ˌmonjʊˈmənt/ n. 纪念碑，纪念馆，纪念碑

monumental /ˌmonjʊˈməntəl/ adj. 纪念性，奇迹性的

dote /dəʊt/ vi. 热爱，喜爱，溺爱

romantic /ˈrɒməntɪk/ adj. 浪漫主义的，浪漫的

touch on 涉及，涉及

intend /ɪnˈtænd/ vt. & vi. 打算，计划，想要

be intended to be do something 目的是作为某物，目的是做某事

paragraph /ˈpærəɡræf/ n. 段落

rhyme /raɪm/ vi. & vt. （使）押韵

melodic /ˈmɛlədi/ n. <旧> 乐曲，歌曲

tune /tuːn/ n. 曲调，曲子

vt. 调音，校音；调频道；调节

in tune 音调准确；演奏合调

thou /θau/ pron. <旧>（第二人称单数的主格）你

thee /ðiː/ pron. <旧>（第二人称单数的宾格）你

farewell /fəˈwerl/ int. & n. 再见，再见

spring /sprɪŋ/ (sprang, sprung) vi. 突然出现；跳，蹦

bonnie /ˈbɒni/ adj. <方言>十分漂亮的，有魅力的

lass /læs/ n. <方言> 女孩，少女

melt /melt/ vi. & vt. （使）融化，（使）熔化，（使）软化

universal /juːnˈvɜːsl/ adj. 共同的，普遍的

jazz /dʒæz/ n. 爵士乐

string /strɪŋ/ n. 线，细线，一串，一系列

cast /kæst/ (cast, cast) vi. & vt. 选派角色；投射（光、影）；向……投以（视线，笑容）

butterfly /ˈbʌtəflai/ n. 蜜蜂

awesome /ˈɔːsəm/ adj. 极好的，令人惊叹的，令人敬畏的

stubborn /ˈstʌbərn/ adj. 固执的，顽固的

princess /ˈprɪnses/ n. 王公

condemn /kənˈdɛm/ vt. 判刑，宣判；指责，谴责

be condemned to something 被处以某种刑罚

dare /dɛə(r)/ vi. & vt. & aux. 敢于，敢于

ask for somebody’s hand in marriage 向女方求婚

prince /prɪns/ n. 王子

disturbing /dɪˈstɜːriŋ/ adj. 令人不安的，引起恐慌的

fall in love 相爱，坠入爱河

at first sight 初次看见；乍一看

unwilling /ənˈwɪlɪŋ/ adj. 不情愿，不愿意；勉强的，无奈的

Unit 2
seize /siːz/ vt. 逮捕；捉拿；抓住；捉住；夺取；攻占

demand /dɪˈmɑːnd/ vt. 强烈要求；需要

* grab /ɡræb/ vt. （突然或用力）抓住，夺取；攫取

evident /ɪˈvɪdənt/ adj. 显著的；显然的

cold /skəʊld/ vt. 训斥；责骂

merciful /ˈmɜːsɪfl/ adj. 仁慈的；慈悲的；宽大的为怀的

dawn /dɔːn/ n. 黎明，拂晓；开端，萌芽

deadline /ˈdedlɪm/ n. 最后期限；截止日期

unite /juːˈnɑːt/ vi. & vt. 联合；团结；统一

grand /ɡrænd/ adj. 宏大的；壮丽的；堂皇的；隆重的

broken /ˈbrəʊkən/ adj. 破损的；受伤的；中止了的；不连续的

broken heart n. 破碎的心；哀悼

*opportunity /ˌɒpəˈtjuːniːtɪ/ n. 机遇，时机

unemployment /ˌʌnɪmˈpləʊmənt/ n. 失业

personnel /ˈpɜːsnərl/ n. 人事部门；职员，全体人员

department /dɪˈpɑːtmənt/ n. 部，司，局，处，系

personnel department n. 人事部门

chorus /ˈkɔːrəs/ n. 合唱曲；合唱团

*sore /sɔː(r)/ adj. 疼痛的；酸痛的

throat /θreʊt/ n. 咽喉，喉咙

composer /ˈkɒmpəzə(r)/  n. 作曲者；作曲家

motherland /ˈmʌðəlænd/ n. 祖国

Austria /ˈɒstrə/ n. 奥地利

tutor /ˈtjuːtə(r)/ n. 指导教师；家庭教师

symphony /sɪmˈfəʊni/ n. 交响乐，交响曲

bachelor /ˈbeɪtʃələr/ n. 单身汉；未婚男子；学士

*flute /flʌt/ n. 长笛

kindergarten /ˈkɪndəɡɑːtən/ n. 幼儿园

dramatic /drəˈmætɪk/ adj. 民间的；民俗的

n. 人们；亲属（尤指父母）

folk song n. 民歌；民谣

ballet /ˈbælet/ n. 芭蕾舞剧；芭蕾舞

*swan /swɔn/ n. 天鹅

album /ˈælbəm/ n. 音乐专辑；相册；影集

collection /kəˈlektʃən/ n. 作品集；收藏品；一批（人或物品）；取走

chart /tʃaːt/ n. 图表；海图

vt. 记录；制订；绘制（地图）

the charts n. 每周流行唱片排行榜

*blues /bluːz/ n. 布鲁斯音乐；蓝调

root /rʊt/ n. 起源，起因；根，根茎

slavery /ˈslɛvəri/ n. 奴隶身份；奴隶制

tendency /ˈtendənsi/ n. 倾向；偏好；趋势；趋向

format /ˈfɔːmæt/ n. 形式；格式；版式

spring up 突然兴起，迅速出现

*trumpet /ˈtrʌmpɪt/ n. 小号；喇叭

liberty /ˈlɪbɜːti/ n. 自由

rock and roll n. 摇滚乐

gradual /ˈɡrædʒʊəl/ adj. 逐渐的；逐步的；平缓的；不陡的

decline /dɪˈklaɪn/ n. 衰落；衰败；减少；下降

vi. & vt. 衰落；下降；婉言谢绝

trend /trend/ n. 趋势；动向

rhythm /ˈrɪðəm/ n. 节奏；韵律；节律；有规则的变化

* rhythm and blues n. (abbr. R & B)

rattle /ˈrætl/ vi. & vt. （使）发出咔嗒咔嗒的声音；使紧张或恐慌

*comet /ˈkɒmɪt/ n. 彗星

band /bænd/ n. 乐队；一伙人；帮派；条纹

seek /siːk/ (sought, sought) vi. & vt. 试图，设法；寻找；寻求

prejudice /prɪˈdʒuːdɪs/ n. 偏见，成见

vt. 使怀有（或形成）偏见

discrimination /dɪˈskrɪmɪneɪʃn/ n. 歧视，区别对待；辨别力，鉴赏力

scream /skriːm/ vi. 尖叫，高声喊；呼啸

n. 尖叫，尖锐刺耳的声音

break up 破裂，解散；破碎
**Unit 3**

*mural /ˈmaːrəl/ n. 壁画
still life n. 静物画
abstract /ˈæbstrækt/ adj. 抽象的

Spain /ˈspæn/ n. 西班牙
birthplace /ˈbɜːθpleɪs/ n. 出生地，发源地
architecture /əˈkʌrɪktʃər/ n. 建筑，建筑学
output /ˈaʊtət/ n. 产量，输出量，输出
medium /ˈmiːdəm/ n. （艺术创作的）材料，形式，媒介，传媒

* Cubism /ˈkjuːbɪzəm/ n. 立体主义，立体派
acute /ˈaːkjuːt/ adj. 锐角的；强烈的；
（疾病）急性的；灵敏的；敏锐的
acute angle n. 锐角

cube /ˈkjuːb/ n. 立方体，立方体
rectangle /ˈrektaŋgel/ n. 长方形，矩形
consensus /kɔnˈsensus/ n. 共识，一致的意见

calculate /ˈkælkjuleɪt/ vt. & vi. 计算；推测
helicopter /ˈhelikɔptər/ n. 直升机
tank /tæŋk/ n. 坦克；（储存液体或气体的）箱，槽，罐

*Impressionism /ˌɪmpriʃənɪzəm/ n. 印象主义，印象派

shadow /ˈʃædəʊ/ n. 阴影，影子；暗处

* water lily /ˈwɔտəri/ n. 茎莲
pond /ˈpɒnd/ n. 池塘

*Impressionist /ˌɪmpriʃənɪst/ Movement n. 印象主义运动

oil painting n. 油画

starry /ˈstæri/ adj. 布满星星的；像星星的，明亮的

commit /ˈkɒmɪt/ vt. & vi. 全心全意投入；犯罪，犯错误；承诺，保证

being /ˈbiːɪŋ/ n. 身份，存在，生物

reward /ˈrɛward/ n. 回报，报酬，奖励
vt. 奖励，给以报酬

agent /ˈeɪdʒent/ n. 代理人，经纪

franc /ˈfɾæŋk/ n. 法郎

upwards of 在……以上，大于，超过
be off to 动身去……
gallery /ˈɡæləri/ n. 画廊，陈列室，展览馆
changeable /ʃeɪndʒəbl/ adj. 多变的，易变的
ankle /ˈæŋkl/ n. 踝，踝关节
suite /ˈswiːt/ n. （旅馆）套房，一套家具
accommodation /ˌækˌkɒməˈdeɪʃən/ n. 住处

dormitory /ˈdɔːmətrɪ/ n. 集体宿舍

canal /ˈkærənəl/ n. 运河，灌溉渠
passer-by /ˌpɑːsərˈbi/ n. 路人，过路人

souvenir /ˌsoʊˈvɪnər/ n. 纪念物，纪念品

admission /ədˈmɪnʃən/ n. （机构，组织等的）准许加入，进入权；承认，入场费

scenery /ˈsiːnəri/ n. 风景，景色，风光

scholarship /ˈskɔːləʃəp/ n. 奖学金

cloth /klɒθ/ n. 布料，织物；（一块）布

slice /slɪs/ n. 薄片，切片

apron /ˈeprən/ n. 围裙

chef /ʃɛf/ n. 厨师，（尤指）主厨，厨师长

seaweed /ˈsiːwɛd/ n. 海藻，海草

cut up 切碎

onion /ˈɒnɪn/ n. 洋葱

pineapple /ˈpɪnəpl/ n. 菠萝

eggplant /ˈɪɡplænt/ n. 茄子

seashell /ˈsiːʃɛl/ n. 海贝壳

lay out 布置，设计；铺开，展开

pillow /ˈpɪləʊ/ n. 枕头

disgusting /dɪsˈɡʌstɪŋ/ adj. 令人不快的，令人讨厌的

aluminium /ˌæljʊˈmɪnɪəm/ n. 铝

spray /spreɪ/ n. 喷，喷洒，向……喷洒
vt. 喷射，喷雾，浇花

paintbrush /ˈpeɪntbrʌʃ/ n. 画笔

tin /tn/ n. 罐子，罐头，罐装物；锡

dip /dɪp/ vt. & vi. 浸，蘸

wrinkle /ˈrɪŋkl/ vt. & vi. （使）起皱纹
n. 皱纹，皱褶，皱痕

cut something out of (something) 剪出，剪下

have a go (at) 试一试

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Unit 4

*dragon /dræɡən/ n. 龙
representative /repri'tentətiv/ n. 代表
spokesman /spəʊksmən/ n. 发言人
criterion /'kraɪtərɪən/ n.（评判的）标准
finance /'fænəns/ vi. 给……提供经费
n. 财政；金融；资金
in defence of 为……辩护；防卫
restriction /'rɪstrɪkʃn/ n. 限制；约束
deliberately /dɪ'lɪbərətli/ adv. 故意地
boycott /'bɔɪkɔt/ vi. 拒绝购买（或使用、参加）；抵制
hatch /hætʃ/ vi. & vi. 策划，（尤指）密谋
使孵化，孵出
sponsor /'spɒnsə(r)/ n. 赞助者；赞助商
vt. 赞助；资助；主办；举办
modest /'mɒdest/ adj. 不太大的，不太贵的，些许的；谦虚的；谦逊的
expose /ɪk'spəʊz/ vi. 使接触；使体验，使面临；暴露，显露；揭露
contradict /kəntra'dɪk/ vi. & vi. 反驳；驳斥
与……相矛盾；相反
resemble /rɪ'zembl/ vi. 看起来像，类似
edge /ɛdʒ/ n.（微弱的）优势；边缘；刀刃
broad /b्रɔːd/ adj. 各种各样的；广泛的；广泛的；广域的；概括的
overlook /ˌəʊvərlʊk/ vi. 忽略，未注意到；不予理会；俯视
entry /'entri/ n. 参赛作品；进入；加入；条目；词条
preference /'prefrəns/ n. 偏爱；偏好
top-ranking /tɒp'reɪŋkɪŋ/ adj. 最高等级的；最重要的
swift /swɪft/ adj. 迅速的，敏捷的
laundry /'laʊndrɪ/ n. 洗衣服；洗衣店；要洗的（或刚洗好的）衣物
maid /meɪd/ n. 女仆；女服务员
disappointment /dɪsə'pɔɪntmənt/ n. 失望
沮丧；令人失望的人或事物
formal /'fɔːməl/ adj. 正式的；正规的；形式上的
tiresome /'taɪərəm/ adj. 讨厌的；令人厌烦
script /'skrɪpt/ n. 剧本；脚本；笔迹
shoot /ʃu:t; ˈʃʊtʃ/ vi. & vt. 拍摄；射击；打猎；射门；投篮
n. 拍摄；摄影；幼苗；嫩芽
sincere /'sɪnsə(r)/ adj. 真诚的，诚挚的
congratulation /ˌkɔŋgrə'tjuːleɪʃn/ n. 恭喜
screenwriter /'skrɪn'raɪtə(r)/ n. （电影）编剧，剧作家
full-length /'fʊl'leŋθ/ adj. 足长的；全身的
robery /'rɒbəri/ n. 抢劫
anecdote /'ænɪdət/ n. 逸事；趣闻
biography /bɪə'græfɪ/ n. 传记；传记作品
accumulate /ə'kjuːməleɪt/ vi. & vt. 积聚；逐渐增加
popcorn /'pɒpkrɔːn/ n. 爆米花
salty /'sæltɪ/ adj. 咸的；含盐的
tense /tens/ adj. 令人紧张的；神经紧张的；绷紧的，不松弛的
thriller /'θrɪlə(r)/ n. 惊险电影（或小说）
paramount /'pærəmɔʊnt/ adj. 至为重要的；首要的；至高无上的；权力最大的
touchstone /ˈtʃʌts streɪn/ n. 试金石；检验标准
conquer /ˈkɒŋkə(r)/ vi. 征服；占领；战胜；克服
concubine /ˈkɒŋkjuːbɪn/ n. （旧时某些社会里的）妾，姨太太
lantern /ˈlæntən/ n. 灯笼，提灯
philosopher /ˈfɪləsfə(r)/ n. 哲学家
fantasy /ˈfæntəsɪ/ n. 幻想；想象
scar /skær/ n. 伤疤；伤痕；（精神）创伤
forehead /ˈfɔː hed/ n. 额头；前额
wizard /ˈwɪzəd/ n. 男巫；术士
witch /wɪtʃ/ n. 女巫，巫婆
evil /'iːvl/ adj. 邪恶的；罪恶的；罪恶
n. 邪恶，罪恶
institution /ˌɪnstɪˈteɪʃn/ n. 机构；制度
parallel /ˈpɜːrəl/ adj. 平行的；相似的
    n. 相似的人或事物；相似特征 (62)
curriculum /ˈkɜːrɪkjuːləm/ n. 全部课程 (62)
contradictory /ˌkɒntrəˈdɪktəri/ adj.
    相互矛盾的，对立的，不一致的 (62)
partner /ˈpɑːtnər/ n. 伙伴，搭档；合伙人 (62)
fierce /fɪəs/ adj. 激烈的，猛烈的，凶狠的
    凶猛的 (62)
zoom /zuːm/ vi. 快速移动，急剧增长 (62)
broom /bruːm/ n. 扫把，扫帚 (62)
dizzy /ˈdɪzi/ adj. 头晕目眩的，使人眩晕的 (62)
attraction /əˈtrækʃn/ n. 吸引人的特征；有吸引力的地方，吸引，吸引力 (63)
show off 炫耀，卖弄 (63)
disappoint /ˌdɪsəˈpɔɪnt/ vi. 使失望，使扫兴 (63)
give thought to 认真考虑，思考 (63)
**Wordlist 2 (in alphabetical order)**

**A**

<table>
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<tr>
<th>Word</th>
<th>Definition</th>
<th>Page</th>
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<td>abstract</td>
<td>/æbstrækt/ adj. 抽象的</td>
<td>(33)</td>
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<tr>
<td>abuse</td>
<td>/əbjuːz/ vt. 虐待；辱骂；滥用</td>
<td>(3)</td>
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<tr>
<td>accommodation</td>
<td>/əˌkɒməˈdeɪʃn/ n. 住处；住宿，膳宿；和解，调解</td>
<td>(41)</td>
</tr>
<tr>
<td>accumulate</td>
<td>/əˈkjuːməleɪt/ vt. &amp; vi. 积累，积聚；逐渐增加</td>
<td>(59)</td>
</tr>
<tr>
<td>acute</td>
<td>/ˈækʃuət/ adj. 锐角的；强烈的；（疾病）急性的；灵敏的；敏锐的</td>
<td>(34)</td>
</tr>
<tr>
<td>admission</td>
<td>/əˈdɪmɪʃn/ n. （机构，组织等的）准许加入，进入权；承认；入场费</td>
<td>(43)</td>
</tr>
<tr>
<td>adore</td>
<td>/əˈdɔː(r)/ vt. 热爱；喜爱；爱慕</td>
<td>(14)</td>
</tr>
<tr>
<td>agent</td>
<td>/ˈeɪdʒənt/ n. 代理人，经纪人</td>
<td>(35)</td>
</tr>
<tr>
<td>album</td>
<td>/ˈælbəm/ n. 音乐专辑；相册，影集</td>
<td>(27)</td>
</tr>
<tr>
<td>aluminium</td>
<td>/ˌæljɪˈmjuːmən/ n. 锌</td>
<td>(47)</td>
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<tr>
<td>anecdote</td>
<td>/ænˈɪkdɔːt/ n. 逸事，趣闻</td>
<td>(59)</td>
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<tr>
<td>ankle</td>
<td>/æŋkəl/ n. 踝，踝关节</td>
<td>(41)</td>
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<tr>
<td>antique</td>
<td>/ˈæntɪk/ n. 古董，文物</td>
<td>(2)</td>
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<tr>
<td>apron</td>
<td>/ˈæprɒn/ n. 围裙</td>
<td>(46)</td>
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<tr>
<td>architecture</td>
<td>/əˈkærɪktʃə/ n. 建筑学；建筑学</td>
<td>(34)</td>
</tr>
<tr>
<td>ask for somebody's hand in marriage</td>
<td>（向女方）求婚</td>
<td>(18)</td>
</tr>
<tr>
<td>at first sight</td>
<td>初次见面；乍一看</td>
<td>(18)</td>
</tr>
<tr>
<td>attic</td>
<td>/ˈætɪk/ n. 阁楼，顶楼</td>
<td>(12)</td>
</tr>
<tr>
<td>attraction</td>
<td>/əˈtrækʃn/ n. 吸引人的特征；有吸引力的地方；吸引，吸引力</td>
<td>(63)</td>
</tr>
<tr>
<td>Austria</td>
<td>/ˈɔstriə/ n. 奥地利</td>
<td>(27)</td>
</tr>
<tr>
<td>author</td>
<td>/ˈɔːθə(r)/ n. 作者</td>
<td>(3)</td>
</tr>
<tr>
<td>awesome</td>
<td>/ˈɔsəm/ adj. 极好的；令人惊叹的，令人敬畏的</td>
<td>(18)</td>
</tr>
</tbody>
</table>

**B**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>bachelor</td>
<td>/ˈbætsələ(r)/ n. 单身汉，未婚男子；学士</td>
<td>(27)</td>
</tr>
<tr>
<td>ballet</td>
<td>/ˈbælət/ n. 芭蕾舞剧；芭蕾舞；芭蕾舞团</td>
<td>(27)</td>
</tr>
<tr>
<td>band</td>
<td>/bænd/ n. 乐队；一群人；带子；条纹</td>
<td>(30)</td>
</tr>
<tr>
<td>be off to</td>
<td>动身去……</td>
<td>(35)</td>
</tr>
<tr>
<td>being</td>
<td>/ˈbiːɪŋ/ n. 身心；存在；生物</td>
<td>(35)</td>
</tr>
<tr>
<td>bent</td>
<td>/bent/ adj. 弯曲的；驼背的；不诚实的</td>
<td>(3)</td>
</tr>
<tr>
<td>bent on (doing) something</td>
<td>决心做某事（通常指坏事）</td>
<td>(3)</td>
</tr>
<tr>
<td>*bind</td>
<td>/bænd/ (bound, bound) vt. 捆，绑，系；（使）联合；约束，迫使</td>
<td>(11)</td>
</tr>
<tr>
<td>biography</td>
<td>/bəˈɡrəfi/ n. 传记，传记作品</td>
<td>(59)</td>
</tr>
<tr>
<td>birthplace</td>
<td>/ˈbɜːθpleɪs/ n. 出生地；发源地</td>
<td>(34)</td>
</tr>
<tr>
<td>*blues</td>
<td>/bluːz/ n. 布鲁斯音乐，蓝调</td>
<td>(30)</td>
</tr>
<tr>
<td>*bonnie</td>
<td>/ˈbɒnɪ/ adj. &lt;方言&gt; 十分漂亮的，有魅力的</td>
<td>(15)</td>
</tr>
<tr>
<td>bookworm</td>
<td>/ˈbʊkwɜːm/ n. 极爱读书的人，书迷，书虫</td>
<td>(1)</td>
</tr>
<tr>
<td>boycott</td>
<td>/ˈbɔːkɑːt/ vt. 拒绝购买（或使用，参加），抵制</td>
<td>(50)</td>
</tr>
<tr>
<td>brand new</td>
<td>adj. 全新的，崭新的</td>
<td>(11)</td>
</tr>
<tr>
<td>break up</td>
<td>破裂，解散；破碎</td>
<td>(31)</td>
</tr>
<tr>
<td>broad</td>
<td>/brɔːd/ adj. 各种各样的，广泛的；宽阔的，广阔的；概括的</td>
<td>(51)</td>
</tr>
<tr>
<td>broken</td>
<td>/ˈbruːkən/ adj. 破损的，受伤的；中止了的；不连续的</td>
<td>(21)</td>
</tr>
<tr>
<td>broken heart</td>
<td>n. 破碎的心，衰悼</td>
<td>(21)</td>
</tr>
<tr>
<td>broom</td>
<td>/ˈbruːm/ n. 扫把，扫帚</td>
<td>(62)</td>
</tr>
<tr>
<td>butterfly</td>
<td>/ˈbʌtflə/ n. 蝴蝶</td>
<td>(18)</td>
</tr>
</tbody>
</table>
calculate /ˈkælkjʊleɪt/ vt. & vi. 计算；推测 (34)
canal /ˈkænəl/ n. 运河；灌溉渠 (43)
cast /kɑːst/ (cast, cast) vt. & vi. 选派角色；投射（光、影）；向……投以（视线、笑容） (18)
cemetery /ˈseɪmətri/ n. 墓地，公墓 (3)
changeable /ˈɪndʒeɪəbl/ adj. 多变的，易变的 (41)
chapter /ˈʃæptə(r)/ n. （书的）章，篇，回；时期，时代 (2)
characteristic /ˈkærəktərɪstɪk/ n. 特征，特点 adj. 典型的，独特的，特有的 (2)
chart /tʃɑːt/ n. 图表；海图 vt. 记录；制订；绘制（地图） (27)
the charts n. 每周流行唱片排行榜 (27)
chef /ʃef/ n. 厨师，（尤指）主厨，厨师长 (46)
chest /tʃest/ n. 胸部，胸腔；大箱子 (11)
chorus /ˈkɔːrəs/ n. 合唱队；合唱团 vt. 合唱；齐声说 (25)
civil /sɪv(ə)l/ adj. 有教养的，有礼貌的；国民的，平民的；民事的（非刑事的） (3)
cloth /klɔθ/ n. 布料，织物；（一块）布 (43)
collection /kəˈlekJʃən/ n. 作品集；收藏品；一批（人或物品）；取走 (27)
*comet /ˈkɒmɪt/ n. 星星
commit /kəmɪt/ vt. & vi. 失信；违约；犯罪，错；承诺，保证 (35)
*composer /kɒmˈpɔːsər/ n. 作曲者，作曲家 (26)
*concubine /ˈkɒŋkjuˈbɪn/ n. （旧时某些社会里的）妾，姨太太 (60)
condemn /kəndɪm/ vt. 判刑，宣判；指责，谴责 (18)
be condemned to something 被处以某刑罚 (18)
congratulation /ˌkɔnɡrəˈteɪʃən/ n. 祝贺，恭喜 (57)
*conquer /ˈkɒŋkər/ (conquered, conquered) vt. 征服，占领；战胜，克服 (60)
consensus /ˌkɒnsəns/ n. 共识，一致的意见 (34)
contradict /ˌkɒntrəˈdɪkt/ vt. & vi. 反驳，反驳；与……相矛盾，相反 (51)
contradictory /ˌkɒntrəˈdɪktərɪ/ adj. 相互矛盾的，对立的，不一致的 (62)
criminal /ˈkrɪmɪnəl/ n. 罪犯 adj. 犯罪的，犯法的；刑法的，刑事的 (3)
criterion /ˈkrɪtrɪən/ n. （评判的）标准，准则，原则 (50)
cube /kjuːb/ n. 立方体，立方体 (34)
*Cubism /ˈkjuːbɪzəm/ n. 立体主义，立体派 (34)
curriculum /ˈkɔːrɪkljuːm/ n. 全部课程 (62)
cut something out of something 剪出，剪下 (47)
cut up 切碎 (46)
dare /deə(r)/ vt. & vi. & aux. 敢于，胆敢 (18)
dawn /dɔːn/ n. 黎明，拂晓；开端，萌芽 (19)
deadline /ˈdedəln/ n. 最后期限，截止日期 (19)
debt /dɛt/ n. 债务，欠款 (14)
decline /dɪˈklaɪn/ vt. 衰落，衰退；减少；下降 vi. & vt. 衰落；下降；婉言谢绝 (30)
deliberately /dɪˈlɪbərətli/ adv. 故意地 (50)
demand /dɪˈmænd/ vt. 强烈要求，需要；要求，需求 (19)
department /dɪˈpɑːtment/ n. 部，司，局，处，系 (25)
desperate /ˌdɛsəˈpɑːt/ adj. 怂恿，危险的，拼命的，绝望的；非常需要，渴望 (3)
dip /dɪp/ vi. & vt. 浸，蘸 (47)
disappoint /dɪsəˈpɔːnt/ vt. 使失望，使扫兴 (63)
disappointment /dɪsəˈpɔːntmənt/ n. 失望，沮丧；令人失望的事或物 (57)
discrimination /dɪsˈkrɪmənæʃən/ n. 区别，歧视，区分对待；辨别力，鉴赏力 (31)
dismaying /dɪsˈmeɪnɪŋ/ adj. 令人不快的，令人讨厌的，令人惊恐的 (47)
disturbing /dɪˈstɜːrɪŋ/ adj. 令人不安的；引起恐慌的 (18)
dizzy /ˈdɪzi/ adj. 头晕目眩的；使人头晕的 (62)
dormitory /ˈdɔːmətri/ n. 集体宿舍 (41)
dragon /ˈdræɡən/ n. 龙 (49)
drama /ˈdræmə/ n. 戏剧，戏剧艺术 (1)
edge /edʒ/ n. (微弱的) 优势；边缘；刀刃 (51)
eggplant /'æglənt/ n. 茄子 (46)
entry /'entri/ n. 参赛作品；进入，加入；条目，词条 (51)
envelope /'envələʊp/ n. 信封 (11)
evident /'evɪdənt/ adj. 明显的，显而易见的 (19)
evil /'iːvl/ adj. 邪恶的，罪恶的
n. 邪恶，罪恶 (62)
expose /'ekspoʊz/ vt. 使接触，使体验，使面临；暴露，显露，揭露 (51)
gradual /'ɡrædjuəl/ adj. 逐渐的，逐步的；平缓的，不陡的 (30)
grand /'ɡrænd/ adj. 宏大的，壮丽的，堂皇的，隆重的 (19)
hatch /hætʃ/ vt. & vi. 策划，(尤指) 密谋；孵化，孵出 (50)
have a go (at) 试一试 (47)
helicopter /'helɪkəpɪr/ n. 直升机 (34)
holy /'hɔli/ adj. 神圣的，圣洁的 (14)
home-made /'həʊm'meɪd/ adj. 自制的；家里做的；国产的 (11)

fall in love 相爱，坠入爱河 (18)
fantasy /'feɪntəsɪ/ n. 幻想，想象 (62)
farewell /'fɛəwel/ int. & n. 再见，再会 (15)
fiction /'fɪkʃn/ n. 小说；虚构的事 (1)
fierce /fɪəs/ adj. 激烈的，猛烈的；凶狠的，凶猛的 (62)
finance /'fænəns/ vt. 给……提供经费
n. 财政，金融；资金 (50)
flute /flʌt/ n. 长笛 (27)
folk /fɔːk/ adj. 民间的，民俗的
n. 人们；亲属 (尤指父母) (27)
folk song n. 民歌，民谣 (27)
forehead /'fɔːhed/ n. 额，前额 (62)
formal /'fɔːml/ adj. 正式的，正规的；形式上的 (57)
format /'fɔːmæt/ n. 形式；格式；版式 (30)
franc /frɑːŋk/ n. 法郎 (35)
full-length /'fʊl'leŋθ/ adj. 足本的；全身的 (58)

gradual /'ɡrædjuəl/ adj. 逐渐的，逐步的；平缓的，不陡的 (30)
grand /'ɡrænd/ adj. 宏大的，壮丽的，堂皇的，隆重的 (19)
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home-made /'həʊm'meɪd/ adj. 自制的；家里做的；国产的 (11)

Impressionism /ɪm'prɛʃənɪzəm/ n. 印象主义，印象派 (35)
Impressionist /ɪm'prɛʃənɪst/ Movement n. 印象主义运动 (35)
in defence of 为……辩护；防卫 (50)
institution /ɪn'stɪtʃuʃn/ n. 机构；制度 (62)
intend /ɪn'tend/ vt. & vi. 打算，计划，想要
be intended to be/do something 日的是作为某物，日的是做某事 (14)
Ireland /'aɪrələnd/ n. 爱尔兰 (12)
jazz /dʒæz/ n. 爵士乐 (17)

kindergarten /'kɪndɜːɡɑːtn/ n. 幼儿园 (27)
lantern /'læntən/ n. 灯笼，提灯 (60)
lass /læs/ n. <方言> 女孩，少女 (15)
laundry /'lɒndrɪ/ n. 洗衣服；洗衣店；要洗的（或刚洗好的）衣物 (57)
lay out 布置，设计；铺开，展开 (47)
liberty /'libəri/ n. 自由 (30)
live up to 达到，符合（期望） (5)

maid /meid/ n. 女仆，侍女；女服务员 (57)
medium /ˈmiːdiəm/ n. （艺术创作的）材料、形式；媒介，传媒
adj. 中等的 (34)
*melodic /ˈmelədik/ adj. 乐曲，歌曲 (15)
melt /melt/ vi. & vt. （使）融化，（使）熔化；（使）缓和，（使）软化 (15)
merciful /ˈmɑːʃfl/ adj. 仁慈的，慈悲的，宽大为怀的 (19)
millionaire /ˌmɪljəˈnær/ n. 百万富翁 (9)
modern-day /ˈmɒdnˌdeɪ/ adj. 现代的；当代的 (12)
modest /ˈmɒdest/ adj. 不太大的，不太贵的，些许的，谦虚的，谦逊的 (50)
monument /ˌmɔːnəmənt/ n. 纪念碑，纪念馆，纪念塑像，古迹 (14)
motherland /ˈmʌðəlænd/ n. 祖国 (27)
*mural /ˈmjuːrəl/ n. 壁画 (33)

novelist /ˈnɒvəlist/ n. 小说家 (2)

oil painting n. 油画 (35)
on the run 躲避；忙碌，不停地奔波 (5)
onion /ˈɒnɪən/ n. 洋葱 (46)
operatic /ˈɒpərətɪk/ n. 歌剧；歌剧团；歌剧院 (2)
soap opera n. 肥皂剧 (2)

*opportunity /ˌɒpəˈtjuːnəti/ n. 机遇，时机 (25)
output /ˈaʊtət/ n. 产量，输出量；输出 (34)
overlook /ˌəʊvərˈlʊk/ vt. 忽略，未注意到；不予理会，俯视 (51)

paintbrush /ˈpeɪnbraf/ n. 画笔 (47)
painter /ˈpeɪtə(r)/ n. 画家 (5)
paragraph /ˈpærəɡrɑːf/ n. 段落 (14)
parallel /ˈpærələl/ adj. 平行的，相似的，n. 相似的人或事物；相似特征 (62)
*paramount /ˈpærəmɔːnt/ adj. 至为重要的，首要的，至高无上的，权力最大的 (59)
partner /ˈpɑːtnər/ n. 伙伴，搭档，合伙人 (62)
passer-by /ˈpɑːsərˈbi/ n. 路人，过路人 (43)
personnel /pɜːsəˈnel/ n. 人事部门，职员，全体人员 (25)
personnel department n. 人事部门 (25)
philosopher /ˌfɪləˈsəfə(r)/ n. 哲学家 (62)
pillow /ˈpɪləʊ/ n. 枕头 (47)
pin /pin/ vi. 使不能动弹，接住；（用大头针等）固定，别住，钉住
n. 大头针，胸针 (11)
pineapple /ˈpɜːnɪpl/ n. 菠萝 (46)
plot /plot/ n. 故事情节，阴谋，密谋；vt. 密谋，绘制（图表） (3)
poetry /ˈpəʊətri/ n. 诗歌 (1)
pond /pɒnd/ n. 池塘 (35)
popcorn /ˈpɒpˈkɔːrn/ n. 爆米花 (59)
preface /ˈprɛfəs/ n. 前言，序言；vt. 序言，引言 (53)
prejudice /ˈprɪdʒʌɪs/ n. 偏见，成见；vt. 使怀有（或形成）偏见 (31)
*prince /prɪns/ n. 王子 (18)
*princess /prɪnˈses/ n. 公主 (18)

rag /ræg/ n. 破布，破衣服，抹布 (12)
*rattle /ˈrætl/ vi. & vt. （使）发出咔哒咔哒的声音；使紧张或恐惧 (30)
rectangle /ˈrektəŋɡl/ n. 长方形，矩形 (34)
reform /ˈrɪfɔːm/ vt. & vi. & n. （使）改过自新，改造，改革，改良 (9)
representative /ˌreprɪˈzentətɪv/ n. 代表 (50)
reputation /ˈrepljuːtʃən/ n. 名誉；名声

rescue /ˈrɛskjuː/ n. & vt. 救援；营救
come to one’s rescue 救援某人，帮助某人(12)

resemble /rɪˈzembl/ vt. 看起来像，类似 (51)

resist /rɪˈzɪst/ vi. & vt. 反抗；抵制；抵挡

restriction /rɪˈstrɪkʃən/ n. 限制，约束

reunite /rɪˈjuːnɪt/ vt. & vi. （使）重逢，再相聚；（使）再结合，再联合

reward /rwərd/ n. 回报，报酬，奖励
vt. 奖励，给以报酬

rhyme /raɪm/ vi. & vt. （使）押韵
n. 押韵；韵词；押韵短语

*rhythm /rɪˈθæm/ n. 节奏，韵律；规律；有规则的变化

*rhythm and blues n. (abbr. R & B)
节奏布鲁斯，节奏蓝调

rigid /ˈrɪdʒɪd/ adj. 死板的，僵化的，固执的；
坚硬的，僵直的

robbery /ˈrɒbəri/ n. 抢劫

rock and roll n. 摇滚乐

*romantic /rəʊˈmæntɪk/ adj. 浪漫的；
浪漫的

root /rʊt/ n. 起源，起因；根，根茎

S

salty /ˈsælti/ adj. 成的，含盐的

scar /skɑː(r)/ n. 伤疤，伤痕；（精神）创伤

scenery /ˈsiːnəri/ n. 风景，景色，风光

scholarship /ˈskɔlərʃɪp/ n. 奖学金

scold /skɔːld/ vt. 训斥，责骂

Scotland /ˈskɒtland/ n. 苏格兰

scream /skriːm/ vi. 尖叫，高声喊叫；呼啸
n. 尖叫，尖锐刺耳的声音

screenwriter /ˈskrɪnˌraɪtər/ n. (电影) 编剧

*script /skrɪpt/ n. 剧本，脚本；笔迹

seashell /siːˈʃeɪl/ n. 海贝

seaweed /siːˈwiːd/ n. 海藻，海草

seek /siːk/ (sought, sought) vt. & vi. 试图；设法；寻找，寻求

seize /siːz/ vi. 逮捕，捉拿；抓住，捉住；
夺取，攻占

shadow /ˈʃeɪdəʊ/ n. 影子，影子；阴影

shoot /ʃuːt/ (shot, shot) vt. & vi. 射击；打猎；射击；射击
n. 射击，摄影；幼苗，嫩芽

show off 炫耀，卖弄

sincere /ˌsɪnsə(r)/ adj. 真诚的，诚挚的

slavery /ˈslævəri/ n. 奴隶身份；奴隶制

slice /slaɪs/ n. 薄片，切片

sneaker /ˈsnɪkə(r)/ n. 运动鞋

*sore /sɔː(r)/ adj. 疼痛的，酸痛的

souvenir /ˌsuːˈvɛrnɪ/ n. 纪念物，纪念品

Spain /ˈspæn/ n. 西班牙

spin /spɪn/ (spun, spun) vi. & vt. （使）快速旋转；（使）急转身；纺纱；吐丝结网
n. （高速）旋转

spit /spɪt/ (spat, spat) vi. & vt. 吐唾沫（表示愤怒或鄙视）；吐，唾（唾沫，食物等）

spokesman /ˈspɒksmən/ n. 发言人

sponsor /ˈspɒnsər/ n. 赞助者，赞助商
vt. 赞助，资助；主办，举办

spray /spreɪ/ vt. 喷，喷洒，向……喷洒
n. 喷剂；喷雾；浪花

spring /spring/ (sprang/sprung, sprung) vi.
突然出现；跳，蹦

spring up 突然出现，迅速出现

starry /ˈstæri/ adj. 布满星星的；像星星的；
明亮的

stepmother /ˈstepmʌðə(r)/ n. 继母

stepsister /ˈstɛpsɪstə(r)/ n. 异父（异母）姐妹

still life n. 静物画

string /strɪŋ/ n. 弦；线，线绳；一串，一串

stuck /stʌk/ adj. 固执的，顽固的

suite /ˈswiːt/ n. （旅馆）套房；一套家具

supreme /ˈsʌpraɪm/ adj. 最高的；至高无上的

swan /swɔːn/ n. 天鹅

swift /swɪft/ adj. 迅速的，迅速的

symphony /ˈsɪmfəni/ n. 交响乐，交响曲
tank /tæŋk/ n. 坦克：（储存液体或气体的）箱、槽、罐

tendency /tendənsi/ n. 倾向；偏好；趋势
	趋向

tense /tens/ adj. 令人紧张的；精神紧张的；绷紧的，不松驰的

tension /tenʃn/ n. 紧张气氛；紧张，烦躁；矛盾，对立

*thee /ði:/ pron. <旧>（第二人称单数的宾格）你

theme /θi:m/ n. 主题、主题思想；主题音乐

*thou /ðaʊ/ pron. <旧>（第二人称单数的主格）你

*threat /θret/ n. 威胁，恐吓

thriller /ˈθrɪlə(r)/ n. 惊险电影（或小说）

*throat /θrɔːt/ n. 喉咙，喉咙

tin /tɪn/ n. 罐子，罐头，罐装物；锡

tiresome /ˈtaɪrəsəm/ adj. 讨厌的，令人厌烦的

top-ranking /ˈtɒp-ræŋkɪŋ/ adj. 最高等级的，最重要的

touch on 涉及；涉及

touchstone /ˈtɔːkstʊn/ n. 试金石；检验标准

trend /trend/ n. 趋势，动向

*trumpet /ˈtrʌmpɪt/ n. 小号；喇叭

tune /tuːn/ n. 曲调，曲子

	vt. 调音；校音；调频道；调节

in tune 音调准确；演奏合调

tutor /ˈtjuːtə(r)/ n. 指导教师；家庭教师

twist /twɪst/ n. 转折，转变；转动；急转弯

	vi. & vt. （使）弯曲；转动；蜿蜒

unemployment /ˌʌnmpləˈmænt/ n. 失业

unite /ˈjuːnait/ vi. & vt. 联合，团结；统一

universal /juːnˈvɜːsl/ adj. 共同的，普遍的，全体的，全世界的

unwilling /ʌnˈwɪlɪŋ/ adj. 不情愿，不愿意；勉强的，无奈的

upwards of 在……以上，大于，超过

vain /veɪn/ adj. 虚荣的，自负的；徒劳的，无结果的

vice /vaɪs/ n. 恶行，恶习，罪恶

violence /vɪələns/ n. 暴力，暴行

violent /ˈvɪələnt/ adj. 暴力的，粗暴的；猛烈的，强烈的

water lily /ˈwɔːtlɪ/ n. 莲蓬

widow /ˈwɪdəʊ/ n. 遗孀，寡妇

*witch /wɪtʃ/ n. 女巫，巫婆

*wizard /ˈwɪdrɪd/ n. 男巫，术士

workhouse /ˈwɜːkhoʊs/ n. （英国旧时的）劳动救济所

worn out adj. 破烂不堪的，废旧的；精疲力尽的

*wrap /ræp/ vt. 包，裹；围，缠绕

wrinkle /ˈrɪŋkl/ vt. & vi. （使）起皱纹

n. 皱纹，皱纹，皱纹

zoom /zuːm/ vi. 快速移动；急剧增长
Robert Burns /ˈrɒbər bɜːnz/ 罗伯特·彭斯  (英国诗人) (1)
Charles Dickens /ˈtʃɑːlz dɪkzn/ 查尔斯·狄更斯  (英国作家) (2)
Pip /pɪp/ 皮普  (《远大前程》中的主人公) (2)
Liz /lɪz/ 莉兹  (女子名) (2)
Jane Austen /dʒeɪn ˈɔːstən/ 简·奥斯丁  (英国作家) (2)
Emma /ˈɛmə/ 《爱玛》  (简·奥斯丁的小说) (2)
Great Expectations 《远大前程》  (狄更斯的小说，或译《孤兄血泪》) (2)
Portsmouth /ˈpɔːtmɔːθ/ 朴次茅斯  (英格兰南部港口城市) (2)
Oliver Twist /ˈɒlɪvər ˈtwɪst/ 《雾都孤儿》  (狄更斯的小说) (2)
David Copperfield /ˈdɛvɪd kɔːpəfɜrl/ 《大卫·科波菲尔》  (狄更斯的小说) (2)
Joe /dʒɔ/ 乔  (《远大前程》中的人物) (3)
Estella /ˈɛstələ/ 埃斯特拉  (《远大前程》中的人物) (3)
Finn /fɪn/ 费恩  (姓) (5)
Florida /ˈflɔːrədə/ (美国) 佛罗里达州 (5)
Li Bai 李白  (中国唐代诗人) (6)
‘A Night Stay at a Mountain Temple’ 《夜宿山寺》  (李白的诗歌) (6)
William Shakespeare /ˈwɪljəm ˈʃeɪkwə(r)/ 威廉·莎士比亚  (英国剧作家、诗人) (6)
Romeo /ˈrʊmɪəʊ/ and Juliet /ˈdʒuːlɪɛt/ 《罗密欧与朱丽叶》 (莎士比亚的戏剧作品) (6)
Cao Xueqin 曹雪芹  (中国清代小说家) (6)
A Dream of Red Mansions /ˈmænɪnz/ 《红楼梦》 (曹雪芹的小说) (6)
Katherine Mansfield /ˌkæθərɪnˈmænsfɪld/ 凯瑟琳·曼斯菲尔德  (新西兰作家) (6)
New Zealand /ˈniːzələnd/ 新西兰 (6)
‘Miss Brill’ /briːl/ 《布里尔小姐》 (凯瑟琳·曼斯菲尔德的短篇小说) (6)
Pride and Prejudice 《傲慢与偏见》 (简·奥斯丁的小说) (7)
BBC 英国广播公司  (British Broadcasting Corporation的简称) (7)
Big Read 大阅读  (BBC的一档书籍调查栏目) (7)
O. Henry 欧·亨利  (美国作家) (7)
J. K. Rowling /ˈroʊlɪŋ/ J.K. 罗琳  (英国作家) (7)
Harry Potter /ˈheərpiˈpɔːteri/ 哈利·波特  (《哈利·波特》中的主人公) (7)
Sherlock Holmes /ˈʃælkər həulms/ 夏洛克·福尔摩斯  (英国小说家阿瑟·柯南·道尔所塑造的一个著名的侦探形象) (7)
King Lear /ˈliːər/ 《李尔王》 (莎士比亚的戏剧作品) (7)
Sense and Sensibility /ˈsɛnsə(r)ˈsɛnsəliti/ 《理智与情感》 (简·奥斯丁的小说) (7)
The Country of the Blind and Other Selected Stories 《盲人国及其他短篇小说集》 (H.G. 威尔斯的短篇小说集) (7)
John Keats: The Complete Poems 《约翰·济慈：诗歌全集》 (7)
Sharon /ʃərən/ 莎伦  (女子名) (9)
Tom /ˈtɒm/
Oliver Twist /ˈɒlɪvər(ə)ˈtwɪst/ 奥利弗·退斯特（《雾都孤儿》中的主人公）
Fagin /ˈfeɪɡɪn/
the Artful Dodger /dɑːft(ə)r/ 避不着的机灵鬼（《雾都孤儿》中的人物）
Barlow /ˈbærloʊ/ 巴恩洛（《雾都孤儿》中的人物）
Jerry Johnson /ˈdʒɛri dʒʌnən/ 杰瑞·约翰逊（男子名）
Kevin /ˈkɛvɪn/ 凯文（男子名）
Mike /mɑːk/ 迈克（男子名）
Steven /ˈstiːvən/ 斯蒂芬（男子名）
Virginia Fox /ˈvɜːrə,ˈdʒɪmnə ˈfɒks/ 弗吉尼亚·福克斯（女子名）
Cindy /ˈsɪndi/ 辛迪（女子名）
Ireland /ˈaɪrənd/ 爱尔兰
Cinderella /ˈsaɪndərələ/ 灰姑娘（《格林童话》中的著名人物形象）
Teressa /təˈnɪza/ 特雷莎（女子名）
Mavis /ˈmeɪvɪs/ 梅维斯（女子名）
Stuart /ˈstjuərət/ 斯图尔特（男子名）
Scotland /ˈskaʊtənd/ 苏格兰
Alloway /əˈloʊwɛt/ 阿洛韦（苏格兰艾尔郡的一个镇）
Nelly Kirkpatrick /ˈnɛlɪ,kærkˈpærtnk/ 内莉·柯克帕特里克（女子名）
‘To a Mouse’ 《致小鼠》（罗伯特·彭斯的诗）
‘The Holy Fair’ 《圣集》（罗伯特·彭斯的诗）
Edinburgh /ˈɛdɪnbɜːr/ 爱丁堡（苏格兰首府）
George Square 威廉·华兹华斯（英国诗人）
Glasgow /ˈɡlaʊsə/ 格拉斯哥（苏格兰中南部港口城市）
William Wordsworth /ˈwɪljəm ˈwɜːdzɔːθ/《一朵红红的玫瑰》（罗伯特·彭斯的诗）
Turandot /təˈrændɔt/ 《图兰朵》（歌剧名）
Calaf /ˈkæləf/ 卡拉夫（《图兰朵》中的男主人公）
Turandot /təˈrændɔt/ 图兰朵（《图兰朵》中的女主人公）
Jane Jones /dʒeɪn dʒʌnz/ 简·琼斯（女子名）
Giacomo Puccini /dʒəˈkɒmə pʊˈtʃɪni/ 贾科莫·普契尼（意大利歌剧作曲家）
the Forbidden City 《蝴蝶夫人》（歌剧名）
East Asia 东亚
Madam Butterfly 柳儿（《图兰朵》中的一个女仆）
Liu 佛朗哥·阿尔法诺（意大利歌剧作曲家，普契尼的学生）
Zubin Mehta /zuːˈbɪn məˈhta/ 祖宾·梅塔（著名指挥家，出生于印度）
Sharon Sweet /ʃərənˈswiːt/ 莎伦·斯威特（美国女高音歌唱家）
Barbara Hendricks /ˈbɑːbərə ˈhɛndrɪks/ 芭芭拉·亨德里克斯（美国女高音歌唱家）
Kristjan Johannsson /ˈkrɪstʃən ˈjaʊ̯nɜ versoʊnt/ 克里斯蒂安·约翰松（冰岛男高音歌唱家）
Iceland /ˈaɪslænd/ 冰岛
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<td>菲尔（男子名）</td>
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<td>Mozart /moʊtsaːt/</td>
<td>莫扎特（奥地利作曲家，维也纳古典乐派的主要代表）</td>
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<tr>
<td>Tchaikovsky /tʃaɪˈkɒfski/</td>
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<td>Paul Simon /pɔʊlˈsaɪmən/</td>
<td>保罗·西蒙（美国流行歌手）</td>
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<td>Austria /ˈɒstriə/</td>
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<td>The Marriage of Figaro /ˈfiɡəroʊ/</td>
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<td>The Magic Flute</td>
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<td>Art Garfunkel /ɑːrtˈɡɑːrfɪŋkəl/</td>
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<td>《忧郁河上的桥》（歌曲名）</td>
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<td>Maria Anna /məˈriːəˈaːnə/</td>
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<td>Don Giovanni /dɔn ˈɡɒvɪnə/</td>
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<td>Constanze Weber /ˌkɒnstaɪntsˈvaɪbə(r)/</td>
<td>康斯坦兹·韦伯（女子名）</td>
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<td>Louis Armstrong /ˈluːɪs ˈɔːrmənstr/</td>
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<td>R &amp; B</td>
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<td>Big Joe Turner /dʒiˈtuːnə(r)/</td>
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<td>‘Shake, Rattle and Roll’</td>
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<td>Bill Haley /bɪlˈheɪli/ and the Comets</td>
<td>比尔·海利和彗星合唱团</td>
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<td>‘Rock Around the Clock’</td>
<td>《摇摆摇摆》（摇滚歌曲）</td>
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<td>Memphis /ˈmɛmfiːs/</td>
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<td>Tennessee /ˈtenəsi/</td>
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<td>Sam Philips /ˈseɪm ˈfɪlips/</td>
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<td>Claude Monet /klaʊd mɔnˈne/</td>
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Hanz Muller /ˈhænts mʊlə(r)/ 汉茨・穆勒（人名） (50)
the Berlin /ˈbaːln/ International Film Festival 柏林国际电影节 (50)
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Mike Taylor /ˈmiːk tɔrəl/ 迈克・泰勒（男子名） (50)
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the Shanghai International Film Festival 上海国际电影节 (50)
the Utah/US Film Festival 犹他州美国电影节（圣丹斯电影节的旧称） (50)
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the Golden Cup Award 金爵奖（上海国际电影节奖项） (51)
Oscar /ˈɒskə(r)/ 奥斯卡金像奖 (53)
LA 洛杉矶（美国城市，Los Angeles的简称） (55)
Julia /ˈdʒuːliə/ 朱莉娅（女子名） (57)
Mary /ˈmeərɪ/ 玛丽（女子名） (57)
the Lumière /ˌljuːˈmɪrə/ brothers 吕米埃尔兄弟（法国的一对兄弟，电影和电影放映机的发明者） (58)
Auguste /ˈɡjuːstɔ/ Lumière
The Birth of a Nation
D. W. Griffith /ˈgrɪftiə/
Pennsylvania /ˈpɛnsəlˈvɛmə/
A Trip to the Moon
The Great Train Robbery
Warner /ˈwɔːnə(r)/ Bros. Pictures
Columbia /kəˈlʌmbiə/ Pictures
Walt Disney /wɔltˈdɪzn/ Pictures
Touchstone Pictures
20th Century Fox
Paramount Pictures
Universal Studios
Beijing Bicycle
Conquering Jun Mountain
The Difficult Couple
the State Administration of Radio,
Film and Television
Farewell, My Concubine
Raise the Red Lantern
Harry Potter and the Philosopher’s Stone

Daniel Radcliffe /ˈdænʒəlˈrædklif/ 丹尼尔·拉德克利夫（电影《哈利·波特与魔法石》中的哈利·波特的扮演者）
Dursley /ˈdaːzli/ 德思礼（姓）
Hagrid /ˈheɡ,riːd/ 海格（哈利·波特系列小说中的人物）
Robbie Coltrane /ˈroʊbi kəˈtræn/ 罗比·科特兰（电影《哈利·波特与魔法石》中的演员）
Hogwarts /ˈhɒgwɔːrts/ 霍格沃茨（哈利·波特系列小说中的魔法学校）
Ron Weasley /ˈrɒn wiˈeɪsl/ 罗恩·韦斯莱（哈利·波特系列小说中的人物）
Rupert Grint /ˈrʌptə ɡrɪnt/ 鲁伯特·格林特（电影《哈利·波特与魔法石》中的演员）
Hermione Granger /ˈhɜːrmiən ɡræŋər/ 赫敏·格兰杰（哈利·波特系列小说中的人物）
Emma Watson /ˈɛmə wɒtson/ 埃玛·沃森（电影《哈利·波特与魔法石》中的演员）
Voldemort /ˈvɔldəmɔrt/ 伏地魔（哈利·波特系列小说中的人物）
Quidditch /ˈkwɪdɪtʃ/ 魁地奇（哈利·波特系列小说中虚构的一种体育运动）
Alan Rickman /ˈælən rɪkˈmæn/ 艾伦·里克曼（电影《哈利·波特与魔法石》中的演员）
Snape /ˈsnɛp/ 斯内普（哈利·波特系列小说中的人物）
Richard Harris /ˈrɪtʃid ˈhærɪs/ 理查德·哈里斯（电影《哈利·波特与魔法石》中的演员）
Dumbledore /ˈdʌmsbuːdʒ/ 邓布利多（哈利·波特系列小说中的人物）
Maggie Smith /ˈmeɡgi ˈsmɪθ/ 玛吉·史密斯（电影《哈利·波特与魔法石》中的演员）
McGonagall /ˈmæɡənəɡəl/ 麦格（哈利·波特系列小说中的人物）
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同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

《练习册》中的单元和教材同步对应，由四个板块构成：语言知识训练（Language practice）、阅读（Reading）、听力（Listening）和写作（Writing）。语言知识训练设置了A、B、C、D四大项练习。A项练习对应教材中的阅读（Reading）板块，B项练习对应话题（Project）板块中的阅读材料，C项练习对应语法（Grammar and usage）板块，D项练习就整个单元中的语言知识进行综合训练。阅读、听力、写作板块和教材中各个单元的话题及任务相关联，能有效地激发你的学习兴趣，有利于培养你综合运用英语的能力。

《牛津高中英语》编写组
牛津大学出版社（中国）有限公司
2011年7月
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**Language practice**

**A1**  
**Fill in the blanks using the words in brackets. You may need to change the form or part of speech.**

1. The use of word order to show part of speech is an important _______________ of the Chinese language.  
   Pip is the main _______________ of the novel Great Expectations. (character)

2. Harry Potter and the Philosopher’s Stone is the first _______________ he has ever read.  
   Cao Xueqin is one of the greatest _______________ in China. (novel)

3. Some students don’t know how to make full _______________ of reference books.  
   This programme is aimed at preventing child _______________. (abuse)

4. The Old Man and the Sea was written by my favourite _______________, Ernest Hemingway.  
   If you are still uncertain about this question, why don’t you turn to Professor Wilson? He is an _______________ in this field. (author)

5. He said he was innocent of the _______________ he was charged with.  
   It’s said that one in four people in that country has a _______________ record. (criminal)

6. Our literary club always reads _______________ on Sunday nights.  
   Perhaps Robert Frost’s most famous _______________ is ‘The Road Not Taken’. (poem)

7. Rembrandt was a _______________ well known for his use of light.  
   After being repaired, the wall was _______________ in light green. (paint)

8. The president recognizes that _______________ rights are very important.  
   This essay deals with the Arab people’s contributions to _______________. (civil)

**A2**  
**Fill in the blanks with appropriate prepositions.**

1. After Pip moved _______________ London, he found that life there was quite different _______________ life in Kent.

2. The man insisted that he was innocent and had nothing to do _______________ the crime.

3. The panda is an example _______________ an animal native only to China.

4. The film is adapted _______________ the novel by J. K. Rowling.

5. Since my brother will come to live with us for a few months, we have decided to make our attic _______________ an extra room.

6. James was bent _______________ going abroad alone, and nothing could stop him.

7. Most parents do not want to see anything bad come _______________ their children.

8. Miss Green is always kind and good _______________ her students.
B1  Fill in the blanks with the correct words. Change the form where necessary.

1  character/reputation
   a  Mother Teresa earned her ________ for kindness and sacrifice by helping poor people in India.
   b  Bill is known for having a strong ________ and always doing what is right.

2  debt/duty
   a  She will be put into prison unless she manages to pay off all her ________ by the end of this month.
   b  We have a ________ to take care of our parents when they are old.

3  highest/supreme
   a  After climbing all day, the group reached the ________ point on the continent.
   b  Kublai Khan was the ________ ruler in China during the Yuan Dynasty.

4  touch/touch on
   a  This report ________ a major problem we are having.
   b  When you go to the museum, please do not ________ the paintings.

5  memorial/monument
   a  In the centre of Tian’anmen Square, there is the ________ to the People’s Heroes.
   b  In the afternoon, a ________ service was held for those killed in the earthquake.

B2  Fill in the blanks with the words in the box below. Change the form where necessary.

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1  In his book Qi Min Yao Shu, Jia Sixie gave advice on ________.
2  Christmas is considered a ________ day by most Christians.
3  The woman had been a ________ for many years, and had to raise her young son by herself.
4  Everyone just ________ the little baby, and had trouble putting her down.
5  The film was so ________! Didn’t you just love it when the hero kissed the girl at the end?
6  He designed a type of car which was ________ for the disabled.
7  Since the old guitar was not ________, it made a terrible noise when Joe tried to play it.
8  No one could guess the ending of the story until they read the last ________.
9  Though the words ‘laugh’ and ‘staff’ look very different, they still ________.
10 Carl surprised everyone by ________ up from behind a chair.
C1. Rewrite these sentences so that they have the opposite meaning of what is written here. Replace some words in each sentence with those in brackets.

1. I can always study long hours even though I have a cold. (hardly, when)

2. His father cannot taste the food if it is very hot. (unless)

3. The woman is now dying of the disease. (free from)

4. Many people thought that the music was too loud. (not)

5. The boy always goes to bed early. (never)

6. She wanted to drink coffee and lemonade. (not)

7. I often surf the Internet at night. (seldom)

8. Todd said he might join us for dinner. (not)

9. Many people witnessed the incident. (few)

10. Lucy wants to go to see the film this weekend. (not)

C2. Translate the following sentences using the negative expressions on Pages 8 and 9. Change the form where necessary.

1. 这笔钱远远不够。
   The money is ____________ enough.

2. 并不是所有的广告都要弄我们。
   ____________ advertisements play tricks on us.

3. 对于学生们而言，写作文时犯些错误是常见的。
   It's ____________ for students to make mistakes when they write compositions.

4. 与其出去，不如待在家里。外面太热了。
   I ____________ stay in ____________ go out. It's too hot outside.

5. 考试的时候你越仔细越好。
   You ____________ be careful ____________ when taking an exam.

6. 你只有更努力才能赶上别人。
   You will ____________ catch up with the others ____________ you work harder.
Fill in the blanks with the words in the box below. Change the form where necessary.

- live up to
- tension
- violence
- antique
- spit
- fiction
- reform
- vice
- resist
- spin

1. The museum caught fire and many ____________ were destroyed.
2. The ____________ storm has caused great damage to the city.
3. The government put into place many ____________ to deal with pollution.
4. The results of the experiment have ____________ the expectations of the researchers.
5. The young man was fined for ____________ in the street.
6. The ____________ of the ride at the amusement park made Jodie feel sick.
7. In addition to being lazy and greedy, the man had many other ____________.
8. To our surprise, the boy was not interested in cartoons, but in historical ____________.
9. Jack is one of those people who cannot ____________ new toys.
10. Simon felt the ____________ in the room as soon as he entered and saw his angry parents.

Fill in the blanks with the words or phrases on Pages 11 and 12 of your book. Change the form where necessary.

1. 爱德华咳嗽一个星期了，胸口疼。
   Edward has coughed for a week and has a pain ____________ ____________ ____________

2. 这袜子破了，你最好穿另一双。
   The socks are ____________ ____________ ____________. You’d better put on another pair.

3. 突然，他发出一声惊叫。
   All of a sudden, he ____________ ____________ a cry of surprise.

4. 西蒙画了一张老师的画，后来他发现画被钉在了墙上。
   Simon drew a picture of his teacher. Later he found it had been ____________ ____________ the wall.

5. 这个偏僻村庄的孩子都衣衫褴褛。
   The children in this remote village were all dressed ____________ ____________.

6. 明天又是崭新的一天。永远不要放弃！
   Tomorrow is a ____________ day. Never give up!

7. 那位老太太紧紧抓住那棵树，一直到士兵把她救下来。
   The old lady held onto the tree until the soldiers ____________ ____________ ____________

8. 最终她发现自己毫无表演天赋，所以她放弃了。
   Eventually, she found she had ____________ ____________ ____________ acting and so she gave up.
Finally, I have settled in my new place and am ready to start my first year of university here in London. Since I grew up in a (1) ____________ community, I was not really sure whether I would like urban life, but I was simply (2) _________ going to this university. This university enjoys a worldwide (3) ____________ for its rich academic activities. Apart from the lectures and classes, I (4) ____________ going to the many exhibitions at university.

I (5) ____________ to study English Literature, because I have always been interested in becoming a (6) _____________. Today, I met one of my teachers, Professor Johnson. I thought at first that he was (7) ____________ and had no sense of humour, but I was mistaken. After we talked for a while, I found that he was really kind and (8) ____________. Even though I am studying English Literature, one of my courses is (9) ____________. It is interesting to see the different (10) ____________ of a play by performing in one rather than just reading it.

I hope my first year of university will be a good one.

Translate the following sentences into English. Use the words given in brackets.

1. 他执意要辞掉这份稳定的工作。(bent on)
2. 玛丽急于还清所有的债务，不得不夜以继日地工作。(desperate)
3. 他们正计划在全国范围内开展一项拯救受虐待儿童的活动。(rescue)
4. 如果你想在IT业获得一席之地，就得加倍努力。(have a place in)
5. 这药可能有副作用，一次应该只吃一片。(at a time)
6. 他们很兴奋自己的努力没有白费。(vain)
7. 作为一位母亲，她情愿自己挨饿也不愿孩子受到任何的伤害。（would rather ... than ...）
8. 你看到那边的新楼了吗？我们打算把它用作我们的新实验室。(intend)
Victor Hugo’s *Les Miserables*

Victor Hugo's novel *Les Miserables* is a work of fiction that comments on society and on the nature of people. It is the tale of a man whose life is changed by an act of forgiveness. Forgiveness is a theme repeated throughout the novel.

The story is set in the early 19th century in France. Jean Valjean has just spent nineteen years in prison for stealing a piece of bread to feed his hungry sister. After being let go from prison, Valjean cannot get a job because nobody is willing to employ a former prisoner. It seems that he might be forced to turn to crime to survive. However, his life changes when a priest forgives him for stealing from a church. After the priest forgives him, he goes out and steals some money from a child. He soon remembers the priest’s forgiveness, and regrets his crime. He searches for the child to return the money, but now it is too late—the police are searching for him because of this crime. If they catch him, he will spend the rest of his life in prison.

Valjean now builds a new life for himself and becomes a successful man. Since the police are searching for him, he changes his name from Valjean to Madelaine. Truth against survival is another important theme in *Les Miserables*.

Valjean later becomes mayor of a town. In his role as mayor, he helps an unfortunate woman, Fantine, who is also a victim of society like himself. He promises to take care of Fantine’s daughter, Cosette. He learns to love Cosette like a daughter and is willing to risk his safety for her happiness. Sacrifice is another central theme in the novel.

Valjean’s new life becomes difficult when a policeman called Javert starts following him. Javert guesses who Valjean really is and wants to arrest him and send him back to prison. What follows is a long game of cat and mouse which eventually takes Valjean into the dangerous streets of Paris during the 1832 Revolution.

*Les Miserables* is a very long, complex novel. I was drawn into Valjean's extraordinary world and could not wait to find out what the future would bring for the criminal who became a good man because somebody showed him kindness.

*Answer the following questions about the review.*

1. Is *Les Miserables* only a tale of fiction? Why or why not?
2. What happens to Valjean that causes him to change forever?
3. Why does Valjean have to change his name?
4. What are the three important themes in *Les Miserables*?
5. When does Valjean’s new life become difficult?
The story of a great writer

Katherine Mansfield, who was born in Wellington, New Zealand in 1888, is regarded as one of the greatest short-story writers in the world. Writing excellent short stories was not this lady’s only talent; she was also good at music. Imagine that—being good at both writing and music.

Mansfield, who came from a wealthy family, left New Zealand in 1903 to go to school in England. Her first book of short stories was published in 1911, but it was not a great success. Like many writers, she used a pen-name on her books; her real name was Kathleen Mansfield Beauchamp Murray. Mansfield was very sensitive and often found life very difficult. She became very sad when her brother was killed in World War I. Her marriage to her first husband, George Bowden, was not very good. More sorrow followed Mansfield when she became very ill. To improve her health, she travelled across Europe. It was while Mansfield was fighting her illness that she wrote some of her greatest stories.

Her later works, including *The Garden Party* and *Something Childish*, two of her most famous books, brought her great literary success. However, ‘Miss Brill’ is probably the most loved of all Mansfield’s stories. ‘Miss Brill’ is the story about a lonely English woman living in Paris. Mansfield probably used her own experience in Paris to write this story. Another of her stories called ‘Bliss’ was influenced by her sad marriage. Good writers, like Mansfield, usually write about experiences and feelings they are familiar with.

Although she had many problems, Katherine Mansfield lived an interesting life and made friends with famous writers like D. H. Lawrence and Virginia Woolf. She was never very healthy and died when she was only thirty-five years old. She was buried in Fontainebleau, near Paris.

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**Fill in the form below using the information from the introduction above.**

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<th>Her (1) ________ name</th>
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<td>Her first (4) ________ was not very good.</td>
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<td>Her later books, such as <em>The Garden Party</em> and <em>Something Childish</em>, brought her great (7) ________ success.</td>
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<td>‘Miss Brill’ was probably (8) ________ on her own experience in Paris.</td>
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<td>‘Bliss’ was (9) ________ by her sad marriage.</td>
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Listening

A  Mandy’s English teacher is giving an introduction to Arthur Miller’s play Death of a Salesman. Mandy made many mistakes in her notes. Listen to the teacher talking. Underline as many mistakes in Mandy’s notes as possible and write the correction above each mistake.

1. Death of a Salesman is a novel about a successful salesman.
2. The main theme of Death of a Salesman is the African dream.
3. Willy’s job is going well and his sons, Biff and Happy, respect him.
4. Trust is another theme in Death of a Salesman.
5. The writer has to decide if Willy Loman is a total failure or a disappointed salesman.
6. Miller was born in New York in 1950.
7. Miller died at the age of seventy-nine.
9. Death of a Salesman was Miller’s first play to appear on a Broadway stage.

B  Mandy wants to write a review of Death of a Salesman, so she asks her English teacher some questions about Arthur Miller. Listen to their conversation and correct the rest of her notes in Part A.

C  Mandy is writing her review of Death of a Salesman. Complete the review by using the information above. Listen to the recordings again if necessary.

Arthur Miller, who was born in (1) ____________ in (2) ____________, was one of the world’s greatest writers. His play (3) __________________ appeared on a Broadway stage in 1944. He also wrote other plays, one of which is (4) ____________.

Death of a Salesman, which opened in 1949, was his most (5) ____________ play. This brilliant play is about a travelling salesman, Willy Loman, who discovers that his family life and job are both failures. The main theme of this play is (6) ________________, which is the idea that anybody can be successful and happy if they work hard enough. Willy realizes that the American dream has always been a lie. (7) ____________ is another important theme in this play. In the end, Willy faces the truth about himself and his life. In my opinion, this is an excellent play. Miller did not only write plays; he also wrote short stories and (8) _____________. The (9) ____________ master, Arthur Miller, died in 2005 when he was (10) ____________ years old.
Writing

A  When we write a book review, we usually include the outline of the book’s plot, an introduction of the main characters, a brief biography of the writer and also the message that the writer wants to get across. We usually use the present tense in book reviews. Read the following review and see how the author writes about the novel Tess of the D’Urbervilles by the British novelist Thomas Hardy.

Tess of the D’Urbervilles is Thomas Hardy’s most famous novel, and is an excellent example of Romantic literature. As in other novels of this period, love is a theme, although greater importance is placed on human feelings. These feelings are often dark, and show the less happy side of life.

Tess of the D’Urbervilles tells about the hard life of Tess Durbeyfield, a beautiful girl from a poor, farming family. Tess’s family discovers that several generations back, their relatives were quite rich and powerful. They find a family named D’Urberville that they believe they are related to, and seeing that the family is very wealthy, Tess’s parents send her to them.

After being sent to the D’Urbervilles by her parents, Tess works on their farm, where she is raped by one of the sons, Alec D’Urberville. She runs away from Alec, and gives birth to their child, who dies shortly afterwards. Tess then goes to work on another farm. There she meets the love of her life, Angel Clare. On their wedding night, Tess tells Angel about Alec and the child. Hearing this, Angel leaves her. Tess then learns of her father’s death, so to save her family from starvation, she is forced to turn to Alec for help.

Angel returns much later to forgive Tess, but finds her living with Alec. Now that her love has returned, Tess kills Alec in order to free herself from him. Then, she and Angel hide in a forest. At the end of the story, Tess is arrested, tried by the court, and hanged for murder.

Even though Tess of the D’Urbervilles is about a woman who is hanged for murder, Hardy wants the reader to understand her actions. In the end, Tess acts the way she does because she feels that she cannot escape the world around her. Tess feels no choice but to murder someone as a way to find happiness with her true love. Through this novel, Hardy holds a mirror up to society to show us what the world really looks like.

B  Have you read any of the following foreign novels? Try writing a book review of one of these novels: A Tale of Two Cities by Charles Dickens; The Adventures of Tom Sawyer or The Adventures of Huckleberry Finn by Mark Twain; Robinson Crusoe by Daniel Defoe; Wuthering Heights by Emily Brontë; The Catcher in the Rye by J. D. Salinger; Treasure Island by Robert Louis Stevenson; 20,000 Leagues under the Sea by Jules Verne; or How the Steel was Tempered by Nikolai Ostrovsky.
Unit 2

The universal language

Language practice

A1 Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech.

1 Tom is ________ to play basketball with us—he even refuses to come outside.
   Of course you can join our team, but only if you are ________ to come to practise every day. (willing)
2 A ________ is a kind of college which teaches everything, while most colleges only teach a few subjects.
   The new plan got ________ approval from everyone on the committee. (universal)
3 The sign on the hotel door says, ‘Do not ________’.
   Recently, we have been hearing some rather ________ news about Julie. (disturb)
4 After waiting for some time, it became ________ that Nancy was not going to show up at the party.
   The police had to let the man go because there was little ________ linking him to the crime. (evidence)
5 The king was just and ________, so he let the criminal go after a light punishment.
   People who wish to have ________ shown to them should be quick to forgive others. (mercy)
6 Everyone ________ to give support to the earthquake victims.
   In most textbooks, the ________ get more difficult as you go along. (unit)
7 The fireworks show was really _________. Everyone thought it was so beautiful.
   This cake tastes ________! No one could eat it. (awful)

A2 Replace the underlined parts of the sentences below with words on Pages 18 and 19 of your book that have similar meanings. Use the correct form.

1 The man was quite ________ in his opinion and attitudes, and was not going to quit.
2 The police ________ three men for possession of illegal drugs.
3 The company ________ that they receive their money before they would do the work.
4 The mum ________ an angry lecture to the child because he would not sit still.
5 He was ________ to death for murdering his colleague.
6 The concert was held in a ________ hall near the town centre.
7 Being shy, he did not have the ________ to speak in front of others.
8 Today is the ________ for handing in your homework.
### B1: Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>discrimination</th>
<th>prejudice</th>
<th>spring up</th>
<th>rhythm</th>
<th>liberty</th>
<th>trend</th>
<th>band</th>
<th>root</th>
</tr>
</thead>
</table>

1. After the heavy rain, bright yellow flowers **sprung up** across the field.
2. Terry suffered job **trend** when she went to the city because of her country accent.
3. In music, drums are often used to keep the **rhythm** of the tunes.
4. In many ways, the American culture has its **trend** in the UK.
5. Though Sally never said or did anything to hurt anyone, in her heart she had a deep **discrimination** against black people.
6. This monument was built in honour of those who had sacrificed their lives for **liberty**.
7. With the addition of a new guitar player, the **band** was finally able to start doing concerts.
8. It seems that every newspaper stand is filled with magazines focusing on the latest **trend** in car design.

### B2: Fill in the blanks with the correct words. Change the form where necessary.

1. **slave/slavery**
   a. All the **slaves** in that country rose up and fought for freedom.
   b. **Slavery** is a system under which some people are owned by others and are forced to work for them without pay.

2. **gradual/gradually**
   a. The temperatures **gradually** increased in the afternoon, and we had to turn on the air conditioner.
   b. The **rise** in prices soon began to affect their budget.

3. **form/format**
   a. Please fill in the **format** and sign your name at the bottom.
   b. The application letter was rejected because it did not follow the proper **form**.

4. **scream/yell**
   a. When the woman saw the knife, she **screamed** in fear.
   b. Dad is always angry and **yells** at me for no reason.

5. **tend/tendency**
   a. People have a **tendency** to forget things as they grow older.
   b. People who are kind to others **tend** to be popular.

6. **find/seek**
   a. For many years, Jane **searched** money, but with no success. Now she has decided to be happy with what she has.
   b. Bill **found** his wife at university. They have now been married for twenty years.

7. **decrease/decline**
   a. Recently, the number of people living on farms has **decreased** because many people are moving to the city.
   b. Paul **declined** the invitation to the reception because he was too busy.
Cross out the words that can be left out to make the language more concise.

1. Mark: Did you come back from Beijing yesterday?
   Nancy: Yes, I did come back from Beijing yesterday.

2. The boy could not go out to play basketball, even though he wanted to go out and play basketball very much.

3. Julie: Do you want to go with us to the cinema?
   David: I would love to go with you to the cinema.

4. I like dancing more than I like singing.

5. Simon arrived at the restaurant at eight but John arrived at the restaurant at nine.

6. Some people spend their lives in search of money, some people spend their lives in search of power, and some people spend their lives in search of happiness. Which is the best thing to spend your life searching for?

7. When you are at a party, you should watch your manners.

8. I will write down everything that is necessary for us to learn for the exam.

9. Stan: Where has he gone?
   Irene: He has gone to get things ready for the party.

10. Olivia: Should we go to the beach before or after we have the picnic?
    Mick: How about going to the beach after we have the picnic?

Here are some examples of special styles of ellipsis used in places such as newspaper headlines or notes. Make full sentences from these and write them in the blanks below. Change the form of the words where necessary.

1. No littering

2. Under 18 forbidden

3. No right turn

4. Olympic flame arrives Saturday

5. Tickets on sale here

6. Chinese art exhibition Monday at City Museum

7. Take two pills after meals.

8. Shake juice well before drinking.

Unit 2

Fill in the blanks with appropriate prepositions or adverbs.

1 off/up/on/out
The fire was put _________ with the help of their neighbours.
Would you please help me put _________ the poster?
The meeting has been put _________ until tomorrow.
*Romeo and Juliet* will be put _________ in the school hall next week.

2 out/behind
The company tried their best not to be left _________ in the race for new markets in Europe.
A lot of key information is left _________ here. You have to rewrite this part.

3 for/to
He applied _________ the company _________ a position in Shanghai.
The new technique will be applied _________ farming.
Everyone is applying himself _________ study in preparation for the coming exam.

4 on/out
You’d better try the trousers _________ before buying them.
She once tried _________ for the TV show *A Dream of Red Mansions*.

Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>kindergarten</th>
<th>symphony</th>
<th>collection</th>
<th>bachelor</th>
</tr>
</thead>
<tbody>
<tr>
<td>chorus</td>
<td>ballet</td>
<td>tutor</td>
<td>sore</td>
</tr>
</tbody>
</table>

1 Steve played football all day, so his legs were quite _________.

2 After Carla failed her maths exam, her parents hired a _________ to help her with her studies.

3 In order to become a good _________ dancer, you must practise for many hours every day.

4 Yesterday, we organized a visit to the museum to see its _________ of paintings by van Gogh.

5 Mike loved singing, so he joined the school _________.

6 Most children in America begin _________ when they are about five years old.

7 One of the most famous pieces of music in the world is Beethoven’s *Ninth* _________.

8 Tom was a _________ who lived alone in a small house in the forest.
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>opportunity</th>
<th>try out for</th>
<th>composer</th>
<th>awesome</th>
<th>evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>liberty</td>
<td>album</td>
<td>band</td>
<td>root</td>
<td>folk</td>
</tr>
</tbody>
</table>

One of the hottest pop stars in China right now is the musician Teng Ge’er. Singing songs inspired by traditional Mongolian (1) liberty music, he has become a phenomenon across China, with his (2) album being sold nearly everywhere.

Teng Ge’er spent most of his early years living with his grandmother on the grassland of Inner Mongolia. When he was 11 years old, his grandmother died, forcing him to go to live in the city. Though he left the grassland and the wide-open sky, his affection for the land of his youth never left him, and is (3) evident in his life and his music even today.

Even when he was a young boy, his (4) awesome talent for music had already been recognized. He graduated from the Inner Mongolia Institute of the Arts and then the Tianjin Music Conservatory. He first made his name as a (5) composer and performer in 1986 with his tune, ‘The Mongolian’. In 1990, he became famous abroad by (6) try out for and then winning first place at the Ulan Bator International Popular Music Contest in Mongolia.

Though he has had the (7) opportunity to travel far from his native Inner Mongolia, his heart is still (8) Root there. In 1993, he formed the (9) composer Blue Wolf, with five friends from Inner Mongolia. According to old stories, the blue wolf is the father of the Mongolian people. Teng Ge’er has recorded songs such as, ‘Father and I’, ‘Heaven’ and ‘Wait, or Leave’. All of his music reflects his deep desire to enjoy the (10) liberty found on the grassland.

Translate the following sentences into English. Use the words given in brackets.

1. 越来越多的年轻人正面临失业，这让许多人感到不安。(disturbing)
2. 他努力抓住一切可能的机会练习英语口语。(seize)
3. 他收藏的大量珍贵邮票给我留下了深刻的印象。(collection)
4. 尽管他们多年未见，他还是第一眼就认出了她。(at first sight)
5. 老板要求所有员工都准时上班。(demand)
6. 大学毕业后，这个固执的小伙子试图找一份完美的工作，但没有成功。(seek)
7. 在过去的五年里，许多高楼沿河拔地而起。(spring up)
8. 在她父母离异后，玛丽和祖母一起生活。(break up)
It is Music Appreciation Week. Liu Pan, a student journalist from the school newspaper, is speaking to Xiao Lu about the world-famous cellist, Yo-Yo Ma. Read the transcript of the interview and learn more about Yo-Yo Ma.

Liu Pan: Xiao Lu, your mobile phone ringtone sounds a lot like Yo-Yo Ma.
Xiao Lu: It is Yo-Yo Ma! I’m his number-one fan.
Liu Pan: I’d like to ask you some questions about Yo-Yo Ma. It’s Music Appreciation Week and I’m interviewing students for the school newspaper to find out what kind of music they like.
Xiao Lu: Talking about Yo-Yo Ma is almost as good as listening to his beautiful music. I’m happy to answer your questions.
Liu Pan: Where was he born?
Xiao Lu: He was born in Paris in 1955. His parents moved the family to New York shortly after Yo-Yo Ma’s birth.
Liu Pan: When did he start playing the cello?
Xiao Lu: Yo-Yo Ma started playing when he was only four years old, and gave his first public performance at the age of five. Can you believe it? Now, he plays with the best musicians in the world.
Liu Pan: Has he won any awards over the years?
Xiao Lu: Of course! He has made over fifty albums, fourteen of which have won Grammy Awards. In 1997, he was named Artist of the Year in the Gramophone Awards.
Liu Pan: He certainly has been busy. What makes him more special than other cellists?
Xiao Lu: Besides the fact that he is the best? I really enjoy how he experiments with different sounds. He is interested in the sounds of traditional Chinese instruments as well as traditional music from different places in Africa. He believes that music is a form of communication in both Western and non-Western cultures.
Liu Pan: If you could meet Yo-Yo Ma, what would you say to him?
Xiao Lu: I would just say ‘Thank you’ to him for creating such wonderful music and for all the time he takes out of his busy schedule to help young musicians.
Liu Pan: Thank you for your time, Xiao Lu.
Xiao Lu: My pleasure. I’m going to practise the cello now. It’s my dream to play with Yo-Yo Ma one day.

Answer the following questions about the interview.
1. How does Liu Pan know that Xiao Lu will probably want to take part in the interview?
2. Why is Xiao Lu willing to take part in the interview?
3. Which question does Xiao Lu think is surprising? Why?
4. What sounds is Yo-Yo Ma interested in?
5. Does Yo-Yo Ma think that music has any other uses besides entertainment?
Celebrating Beethoven in Bonn

Music lovers who do not know where to travel to this autumn need look no further than Bonn, Germany. Every September and October, Beethoven’s home town comes alive with the sound of music as the Beethoven Festival begins. Beethoven, who was born in 1770 and died in 1827, is one of the world’s most loved composers.

The Beethoven Festival, which started in 1999, attracts musicians and enthusiastic music fans from across the world. The festival holds about fifty concerts a year with gifted musicians playing Beethoven’s music as well as the works of modern composers. You can enjoy these concerts at the Beethoven Hall, Beethoven House or in one of the many beautiful buildings in Bonn.

If you can tear yourself away from the wonderful music of Bonn’s most famous son, why not explore his city? Next to the post office stands Bonn’s most famous memorial, a huge statue of Beethoven. Franz Liszt, a composer and a fan of Beethoven, donated much of the money for this memorial. A three-day festival was held when the Beethoven statue was put up in 1845 to celebrate what would have been the composer’s seventy-fifth birthday. So really, the tradition of honouring Beethoven started much earlier than 1999. If you want to relax for a while, a beer garden along the Rhine River is the perfect place for you. You can watch the river flow by and enjoy some live music, which is popular in German bars and restaurants.

Visitors leave Bonn with music in their ears but sadness in their hearts because the three-week-long festival is finished. However, the good news is that Bonn is just as full of music in the summer months, so music fans can come back then. During the hot summer months, musicians perform free concerts, while huge international concerts are also held in the area next to the Museum of Arts. There is so much music in Bonn that it seems that Beethoven’s home town is still under his musical spell after all these years.

Fill in the form below using the information from the article above.

| Festival facts | (1) _________ the festival is held in honour of: Beethoven
|               | (2) _________ it is held: Bonn
|               | How often it is held: (3) __________
|               | How long it lasts: (4) __________
|               | When the festival started: in (5) __________
|               | Whose works are played: Beethoven’s and (6) __________ composers’

| The city | Next to the (7) __________ is a huge statue of Beethoven. The (8) __________ Franz Liszt donated much of the money for it.
|          | The perfect place to relax is a (9) __________ along the Rhine River.

| After the festival | Visitors may enjoy (10) __________ concerts.
|                   | Huge (11) __________ concerts are held in the area next to the Museum of Arts. |
Tom is going to see the famous Italian opera Aida tonight. He does not know anything about this opera, so he asks his mother to tell him about it. Help him complete as much of his notes as possible.

1. An Ethiopian __________, Aida, is carried away to Egypt as a slave.
2. Aida’s father and his army __________ her to Egypt.
3. The Egyptian king tells a young soldier, Radames, to lead his army __________ the Ethiopian attack.
4. The Egyptian army __________ the Ethiopian army.
5. Radames tells Aida’s father where _______________ is.
6. Aida and her father __________.
7. Radames is sentenced to __________.
8. Aida returns to Radames and they wait to __________ together.
9. The opera singers’ voices were so __________.
10. They had __________ elephants and horses on stage.
11. I was a little __________ when they set off fireworks.

Tom returns from the opera and talks about the performance with his mother. Listen to their conversation and help him complete the rest of his notes above.

Tom is writing about the opera Aida in his diary. Help him complete his diary by using the information above. Listen to the recordings again if necessary.

Tonight, I went to see the famous Italian opera Aida at the (1) __________. It was crowded but I was lucky enough to get a great (2) __________. I could not believe my ears when I heard the beautiful music. All the performers had really (3) __________ voices. The opera tells the story of Aida, an Ethiopian (4) __________ who is taken away to Egypt to work as a slave. Her angry father comes to save her with an army and fights against the (5) __________ army, which is led by Radames. Radames, who loves Aida, (6) __________ the Egyptian king because he wants to help Aida to escape. I don’t really like stories about love and I certainly (7) __________ at the end! However, I must admit that I was a little (8) __________ when the fireworks were set off during the (9) __________ scenes. Most of all, I loved the set. I thought I was in Egypt. I could not believe it when I saw the elephants and (10) __________ on stage!
A commentary on a pop song usually describes the feelings or opinions of the listener, and includes some words about the song, the theme and the style of the music. Listen to the pop song ‘Take Me Home, Country Roads’ by John Denver. Then read the following commentary and see how the author writes about this song.

Listening to the words of ‘Take Me Home, Country Roads’ from John Denver, one gets a sense of how much the American singer misses home. You go on a journey through the singer’s memories as he drives to his home in the state of West Virginia, a land full of mountains and trees. The place seems dark and the mountains look like paintings when seen through the mists.

The singer remembers the life back home as being simple. The people have never left the mountains and have never seen the sea. Many of them drink moonshine, a kind of alcohol made by hand. Thinking about these sights and the taste of moonshine, the singer begins to cry. As he is driving home through the night, in the early morning, he hears on the radio the music and accents of the people who live in West Virginia. The sounds make him feel like he is being called home.

The lyrics of Denver’s song are simple yet powerful, much like life in the country. A feeling of regret can also be drawn from this writing, as the singer points out that he should have been home ‘yesterday’ and that he really belongs in the country.

‘Take Me Home, Country Roads’ is American music at its best. Denver’s voice and the speed of the song have a relaxed country feel.

Pop songs in English can often be found in a shop selling CDs. Choose a pop song in English and write a commentary on it in the same style as the one in Part A.

<table>
<thead>
<tr>
<th>Possible vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings that it gives you</td>
</tr>
<tr>
<td>Words</td>
</tr>
<tr>
<td>Theme</td>
</tr>
<tr>
<td>Style of music</td>
</tr>
</tbody>
</table>
Language practice

**A1** Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech.

1. We had a wonderful time in the mountains, sleeping under the __________ skies.
   The real __________ of the film was Jackie Chan, though Jet Li was fun to watch as well. (star)

2. The influence of the famous American __________, Frank Lloyd Wright, can be seen in __________ around the world. (architect)

3. Last month Jacob was promoted to senior manager because of his long-term __________ to his work.
   The man was sentenced to prison for the many crimes he had __________. (commit)

4. The three sides of the __________ were all the same length.
   We had trouble climbing the mountain, as the __________ was too steep.
   The field was shaped like a large __________, with trees on all four sides. (angle)

5. I’m tired of you bothering me. Why can’t you just let me __________?
   Both Mabel and Dorothy swore that they had seen a __________ from another planet. (be)

6. The artist’s favourite __________ was oil paints.
   The mass __________ enjoys talking about the personal problems of singers and film stars. (media)

**A2** Fill in the blanks with the words from Pages 33 to 35 of your book. Change the form where necessary.

1. Shaoxing is famous for being the __________ of Lu Xun.

2. Honour, friendship and bravery are all __________ concepts which can have physical effects on the way things happen in the world.

3. The factory had an __________ of 1,200 vehicles a day.

4. Since the illness was quite __________, Jill had to stay in hospital for several weeks.

5. It was impossible to reach a __________ on what to do as no one could agree on the next step.

6. Bill had trouble __________ the budget for the new project.

7. Exercise has many __________: Not only will you become healthy and strong, but you will look great too.

8. The grandfather and grandson had a nice time at the __________ feeding the fish pieces of bread.
Replace the underlined part in each sentence with a word in the box below that has a similar meaning. Change the form where necessary.

<table>
<thead>
<tr>
<th>aluminium</th>
<th>disgusting</th>
<th>wrinkle</th>
<th>tin</th>
<th>apron</th>
</tr>
</thead>
<tbody>
<tr>
<td>spray</td>
<td>slice</td>
<td>chef</td>
<td>dip</td>
<td></td>
</tr>
</tbody>
</table>

1. Since Tom had a sore throat, the doctor gave him some medicine which he could use to cover the back of his mouth with small drops of liquid forced through the air.

2. To make a sandwich, you usually need some meat and two thin, flat pieces of bread.

3. Jane studied hard to become a head cook in a restaurant.

4. To keep your blouse and skirt from getting dirty while you are cooking, it is helpful to wear a(n) piece of clothing over the front of your clothes.

5. The young mum put her finger into the water and pulled it out again to see whether it had cooled down.

6. The smell coming from the refrigerator was very terrible because it had old food left in it.

7. The cupboard was full of cans of fruit and vegetables.

8. As time passed, small lines begin to appear round mother’s eyes.

9. The dustbin looked heavy, but was really quite light, because it was made with a light, silver-grey metal.

**B2. Fill in the blanks with the phrases in the box below. Change the form where necessary.**

<table>
<thead>
<tr>
<th>make out of</th>
<th>have a go at</th>
<th>think about</th>
<th>stick onto</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut out of</td>
<td>lay out</td>
<td>try out</td>
<td>cut up</td>
</tr>
</tbody>
</table>

1. The company many new products before finding one that was successful.

2. The shop door had a note it saying that the shop had gone out of business.

3. My car broke down. I repairing it, but failed.

4. This ring shines because it is gold.

5. Before we can begin, you need to the paper into small pieces.

6. Every night, the actress her clothes for the next morning on the chair.

7. If you want to study abroad, you need to where you want to go and what you want to study.

8. The door had a small window it.
C1 Remove the emphasis in these sentences by taking out the inversion and putting the words in their usual order. You may need to remove or change some words to do this. The first one has been done for you. Write the new sentences in the blanks below.

1 Seldom in the world can you find such a quiet and beautiful place.
   You can seldom find such a quiet and beautiful place in the world.

2 It is at Harvard University that the famous professor from China teaches.

3 Here lies the body of the famous criminal Jesse James.

4 Into the stadium rushed the fans.

5 Not until I failed the exam last term did I realize how much time I had wasted.

6 How cold it is here!

7 What a lovely birthday present the boy has received!

8 Never before has he felt so happy.

C2 Add emphasis to these sentences by changing the order of the words using inversion. The beginning of each sentence has been provided. Complete the new sentences in the blanks below. Change the form of words or add words where necessary.

1 When a person is ill he realizes the value of health.
   Only when ____________________________.

2 It is windy here.
   How ____________________________!

3 The bus was so crowded that I could not get on.
   So crowded ____________________________.

4 Their son could recover from the disease only with new medicine.
   Only with ____________________________.

5 She had hardly begun working when a visitor arrived.
   Hardly ____________________________.

6 I have never eaten such wonderful food.
   Never ____________________________.

7 The team not only lost the game, but it also lost its confidence.
   Not only ____________________________.

8 I was asleep at no time during the lecture.
   At no time ____________________________.
Fill in the blanks with words from Pages 41 to 43 of your book. Change the form where necessary.

1. In old China, the Grand ________ allowed people to take boats from Hangzhou to Beijing.
2. Trixie got into big trouble because her little dog got loose and bit an old woman on the ________.
3. After the car accident, many ________ stopped to stare.
4. Dave bought his daughter a toy bear as a ________ when he went to Hong Kong Disneyland.
5. The umbrella served no useful purpose. Since it was made of thin cotton ________, it could hardly keep out the rain.
6. The weather in England is quite ________. You can even experience four seasons in one day.
7. The Chinese government is taking strong measures to reduce the high cost of hotel ________ in big cities.
8. Though it was the Spring Festival, a few students could not afford to go home and had to stay in their ________ during the holiday.

Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>scholarship</th>
<th>admission</th>
<th>shadow</th>
<th>still life</th>
</tr>
</thead>
<tbody>
<tr>
<td>scenery</td>
<td>gallery</td>
<td>suite</td>
<td>agent</td>
</tr>
</tbody>
</table>

1. The painting of a bowl of fruit is one of Monet's most famous ________.
2. Many new art ________ have been opened up in Shanghai recently.
3. For our wedding anniversary, we arranged a ________ at the Peace Hotel.
4. According to the rules, only those with tickets can gain ________ to the opening ceremony.
5. Jeff was from a poor family, but he worked hard to win a ________ to go to university in England.
6. Nowhere else in the world can you see such beautiful ________ as in Guilin.
7. If you want to go travelling abroad, it would be helpful to find a travel ________ who can arrange everything for you.
8. The detective noticed that someone was hiding in the ________.
Vincent van Gogh was by (1) ________ one of the most gifted artists in the world. He had a deep influence on art history and is adored by modern Impressionist painters.

Born on 30 March 1853, his (2) ________ was Groot-Zundert in the Netherlands. He began working in an art (3) ________ when he was sixteen. However, he did not teach himself (4) ________ until he was in his twenties. In Paris, he developed his unique style of applying pure colours of thick paint with the tip of his (5) _________. He also used other (6) ________, such as paper and ink.

Loving country life and common people, van Gogh (7) ________ painting in the peaceful surroundings of southern France. However, nothing could bring his mind peace. He once got angry at another painter and (8) ________ off his own ear. Later, he was (9) ________ to a mental hospital. He also had difficulty managing his own life and getting along with others. Though he painted (10) ________ 900 works, he sold only one painting in his entire life. Vincent van Gogh killed himself at the age of thirty-seven.

Translate the following sentences into English. Use the words given in brackets.

1. 他的文章充满抽象的概念，但缺少确切的事实。(abstract)

2. 你认为人们做好事要求报酬是合理的吗？(reward)

3. 当地的向导会帮我们安排住处。(accommodation)

4. 那座公园是按欧洲风格布局的。(lay out)

5. 中国政府一直在致力于改善教育体制。(commit)

6. 据估算，该软件的用户数量将在两年内达到六百万。(calculate)

7. 大卫尝试参加驾驶执照考试，但是没有通过。(have a go at)

8. 使他兴奋的是，他不仅被这所大学录取了，还获得了全额奖学金。(admission)
Reading

Painting a picture of Picasso

Pablo Picasso was born in Spain, in 1881. His father, who was also an artist, encouraged him to start drawing at a very young age. The father soon noticed that his son was a far more talented painter than he was, so he promised never to pick up a paintbrush again. In 1895, Picasso and his family moved to Barcelona, where he attended the School of Fine Arts. After graduating, he continued his studies in Madrid, but instead of going to class, he spent his days at the Prado Museum, copying the style of famous old painters.

When he later returned to Barcelona, Picasso started to visit the Four Cats, a cafe which was popular with artists. Picasso would spend hours debating art with poets and other artists. These lively meetings at the cafe led to two important events in Picasso’s life: first, he met the poet Jaime Sabartés and the painter Carlos Casagemas, who became his closest friends; second, he decided to devote his life to experimenting with different styles of art instead of producing traditional art. In October 1900, Picasso left Barcelona for the bright lights of Paris, and his life as a wandering artist really began.

The Blue and Rose Periods are two important periods in Picasso’s work. The Blue Period, which lasted from 1901 to 1904, was influenced by the death of his friend Casagemas. He used blue paint to express his sadness at his friend’s death. Death of Casagemas is an example of his Blue Period works. During the Rose Period, from 1904 to 1906, Picasso was interested in painting circus dancers. He used pink and rose colours to convey the beauty of these circus figures. However, Picasso was most famous for his contributions to Cubism, which is a style of art that uses broken lines and cube-like shapes in unusual positions to represent people and objects. Picasso’s The Guitar is an example of this kind of painting.

The media took a strong interest in this gifted and unusual man. He died in 1973 in France, and left behind a huge number of works which are shown in both museums and private collections across the world.

Answer the following questions about the biography.

1. Why did Picasso’s father promise never to pick up a paintbrush again?
2. What did Picasso do in Madrid instead of going to class?
3. What two important events in Picasso’s life did his visits to The Four Cats lead to?
4. What does the blue paint in Picasso’s Blue Period represent?
5. What is Picasso most famous for as an artist?
A click and a flash—the history of photography

- **The first photo ever!**
  In 1826, Joseph Nicephore Niepce, a Frenchman, created the first true photograph. He used a simple invention—a dark box with a small opening to let the light in. The light creates a picture inside the box. Niepce was the first person to discover how to make this picture into a photograph that would last. However, the process was very slow, taking at least eight hours.

- **What happened next?**
  Louise-Jacques-Mande Daguerre, also a Frenchman, worked as a painter in an opera house. In the 1830s, he invented a much faster way to take photographs. This new process was still slow and required you to carry chemicals around with you whenever you wanted to take photographs.

- **More convenient photos**
  An Englishman, Henry Talbot, invented a new process in 1840. This new process made it possible to produce several copies of a photograph. He opened a photography factory and started the mass production of prints. While the earlier process produced high-quality photographs, this new process could produce several copies of a lower quality.

- **Photography for everyone**
  In 1884, George Eastman from the USA invented the very first roll film for cameras. The invention of this film meant that you did not have to carry chemicals around any longer. In 1888, Eastman’s first Kodak camera appeared in the shops with Eastman’s famous slogan for Kodak: ‘You press the button, we do the rest’. These early photographs were of course all in black and white. The first colour film appeared in shops in 1907.

- **Digital photography**
  In 1981, the Japanese company Sony started to sell the first camera that did not need film—the Sony Mavica. In 1991, the Kodak DCS 100 camera became the first digital camera to see widespread sales. Digital cameras record the picture as a piece of electronic data, so they do not use any film.

---

**Fill in the form below using the information from the brochure above.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1826</td>
<td>The first true _________ was created by Joseph Nicephore Niepce. It took at least _________ hours to make a photograph using his process.</td>
</tr>
<tr>
<td>1830s</td>
<td>Louise-Jacques-Mande Daguerre invented a much _________ way to take photographs, but it required many _________ .</td>
</tr>
<tr>
<td>1840</td>
<td>Henry Talbot invented a new process that made it possible to produce several _________ of a photograph.</td>
</tr>
<tr>
<td>1884</td>
<td>George Eastman invented the very first _________ for cameras.</td>
</tr>
<tr>
<td>1888</td>
<td>Eastman’s first Kodak _________ came onto market.</td>
</tr>
<tr>
<td>1907</td>
<td>The first _________ film appeared in shops.</td>
</tr>
<tr>
<td>1981</td>
<td>Sony began selling the first camera that did not need _________ .</td>
</tr>
<tr>
<td>1991</td>
<td>The Kodak DCS 100 camera became the first _________ camera to see widespread sales.</td>
</tr>
</tbody>
</table>
Listening

A  Dan and Laura are talking about the famous painter Salvador Dali after their painting class at school. Dan takes notes on their conversation. Help Dan complete his notes by circling the correct words.

1  Dali was born somewhere in Spain / South Africa.
2  Dali’s paintings remind Laura of past experiences / dreams.
3  The painting is about melting clocks / watches.
4  Dali also created sculptures and furniture / monuments.
5  His works were admired / influenced by Pablo Picasso.
6  Dali probably had an interesting challenge / character.
7  It is a very attractive / strange and beautiful painting.
8  Dali was born in 1904 / 1940.
9  The painting that the teacher showed us is called Soft Watches / Soft Watching.

Laura wants to know more about Salvador Dali, so she searches online for information. She then phones Dan to tell him what she has learnt. Listen to the phone conversation and then complete the rest of the notes above.

C  Dan is preparing a speech about Salvador Dali. Help him complete his notes below. Listen to the recordings again if necessary.

Salvador Dali was a (1) ___________ who was born in (2) ___________, in Figueras, a city in (3) ___________. Salvador Dali used a style of art that is very fantastic in nature. (4) ___________ is a typical example of how his art reminds people of dreams. Dali created over (5) ___________ works of art, including sculptures, paintings and even some (6) ___________. A lot of Dali’s works were (7) ___________ by the famous artist Pablo Picasso, whom he met in Paris in (8) ___________. His wife was called Gala, and was the love of his life. Dali had a very interesting appearance. He had dark hair and (9) ___________. If you want to find some pictures of Salvador Dali, you will find a lot on the Internet.
A comic strip is a set of pictures that tell a story. As in other types of stories, those in comics usually include such things as time, place, characters and plot. A comic artist will also add other details of the story. Look at the following pictures and read the story below to see how the writer tells the story shown in the pictures.

Sarah, a 12-year-old girl, was trying to wake up from her sleep. She sat up slowly, yawning and stretching with her eyes closed. She tried to open her eyes but failed. Though she knew that she would be late for the ballet lesson if she did not hurry up, she was still very sleepy. She fell back on the bed and went back to sleep. She even began to dream, and in her dream, she was dancing on stage. She became an elegant swan in Tchaikovsky’s ballet, Swan Lake. The music was beautiful.

Her mother came into the room. Annoyed to see Sarah still sleeping, her mother said in a loud voice, ‘Sarah, get up!’ Sarah struggled to get out of bed.

At last, after a quick breakfast, Sarah left for her ballet lesson. ‘See you later, Mum,’ she said as she went out of the door.

This was a normal morning for Sarah.

B Write a story to explain what is happening in the following comic strip. Give names to the characters and add details.
Films and film events

Language practice

A1 Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech.

1 All middle schools in the province sent a __________ to the conference. Our school was __________ by my maths teacher. (represent)

2 We couldn’t __________ the theatre through that door. The sign said, ‘No __________’. (enter)

3 The __________ Minister announced to the journalists that the army would sacrifice everything to __________ the country. (defence)

4 Everyone fell quiet when the __________ went on the stage to __________ to the audience. (spokesman)

5 In university, Joe studied __________. He was able to get help __________ his education with a scholarship. (finance)

6 The Olympic Games are drawing near, but the government is still seeking __________ that are willing to __________ the Games. (sponsor)

7 She is a great tennis player and has won many __________. However, this time the __________ is someone else. (champion)

8 __________ of our efforts, we have not reached any agreement __________ this problem. (regardless)

A2 Fill in the blanks with appropriate prepositions or adverbs.

1 Mr Smith pointed __________ that the project lacked measures to control water pollution in this area.

2 During the war, many young men died in defence __________ their country.

3 He is viewed by many __________ China’s greatest basketball player.

4 It is never appropriate __________ someone to push ahead of others in a queue.

5 The new airport was financed in part __________ the central government.

6 There are no restrictions __________ how many times you can vote in the singing competition.

7 After the injury, the runner lost his edge __________ an athlete and was never as good as before.

8 Some people resist using modern technology, but these people are __________ the minority.

9 Sandra Walker plans to make a new film about the event, regardless __________ who finances the project.
B1  Replace the underlined part in each sentence with a word in the box below that has a similar meaning. Change the form where necessary.

<table>
<thead>
<tr>
<th>curriculum</th>
<th>partner</th>
<th>disappoint</th>
<th>fierce</th>
<th>institution</th>
<th>zoom</th>
<th>parallel</th>
<th>scar</th>
</tr>
</thead>
</table>

1. He was hurt in the accident, and now has three red marks on his face from those wounds.

2. The course of study at the school is very difficult for students whose native language is not English.

3. I'm very sorry to let you down, but I can't come to your birthday party after all.

4. To complete the task ahead of time, it is important to have a person to do the activity with.

5. This large, official organization prides itself on providing a high-quality education for its students.

6. There are some interesting points which are similar between the cultures of Britain and America.

7. The cars on the highway all moved very fast past us at a terrific speed as we sat on our broken motorcycle beside the road.

8. With so much unemployment, the competition for jobs is quite strong and active.

B2  Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>give thought to</th>
<th>attraction</th>
<th>contradictory</th>
<th>show off</th>
<th>philosopher</th>
<th>fantasy</th>
<th>forehead</th>
<th>dizzy</th>
</tr>
</thead>
</table>

1. Socrates was a great ____________ who lived many years ago in Greece.

2. Many children have ____________ about becoming film stars or Olympic athletes.

3. After the disaster, there were many ____________ reports about how severe it was, making it difficult to learn how bad the storm had been.

4. Peter dropped by the office today in order to ____________ his new car.

5. Todd was very tall, so he was always hitting his ____________ on doors when he tried to go through them.

6. As he was afraid of heights, he felt ____________ when he looked down from the top of the building.

7. Guilin is one of the major tourist ____________ in China. Millions of tourists go there every year.

8. When making a national development plan, the government needs to ____________ the interests of the majority of the people.
**C1**  *Rewrite the following sentences, emphasizing the underlined words.*

1. He does not love Lisa. He wants to get married to **you**.

2. No, she didn’t leave China last year. She travelled to the USA in **2009**.

3. Rose was introduced to Tom **by Bill** in the spring of 2002.

4. I did **not** realize why this place was famous **until I came here**.

5. He announced his wedding plans **with great joy**.

6. **Japan** attacked the USA at Pearl Harbor in 1941.

7. **The eggs** made him sick, not the ham.

8. He first became famous for playing rugby **at university**.

**C2**  *There is one mistake in each sentence below. Circle the mistake and write the correct word(s) above it, or add missing word(s) by using ‘**’*. The first one has been done for you.*

1. It was yesterday afternoon **that** I saw you in the school library.

2. It was until I went to Singapore last year **that** I began to realize the importance of learning English.

3. It were Mike and Mary who helped each other with their studies.

4. It is two years ago **that** you won first prize at the basketball tournament.

5. It was at university where he found his knowledge of English was poor.

6. Is it he whom made the greatest contribution to the reform?

7. It was 2001 **that** my brother was admitted to Beijing University.

8. It is Ron, rather than you, who have been often helped by our classmates.
D1: Fill in the blanks with the words on Page 57 of your book. Change the form where necessary.

1. Since both the mother and the father worked full-time, they hired a ________ to help take care of their house.
2. There is a ________ round the corner where people can get their clothes washed.
3. The boy behaves very well most of the time, but he can be ________ now and then.
4. A new film based on a true story will be _________ in December, and then released sometime next year.
5. When the actor was awarded an Oscar, many people sent him their warmest ________ on his success.
6. It was a ________ dinner, so we had to dress up in our nicest clothes.
7. The manager did not seem very ________ when he praised his assistant at the party, and, indeed, the assistant was fired a month later.
8. In many ways, ________ have the most important job in films: Everything actors say in a film, they write, and everything you see is what they have first thought up.

D2: Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>accumulate</th>
<th>modest</th>
<th>biography</th>
<th>contradict</th>
<th>anecdote</th>
<th>robbery</th>
</tr>
</thead>
<tbody>
<tr>
<td>lantern</td>
<td>thriller</td>
<td></td>
<td>tense</td>
<td>salty</td>
<td></td>
</tr>
</tbody>
</table>

1. During the American Revolution, a ________ was used to warn the Americans that the British army was coming.
2. Police are questioning a man related to three ________ last week.
3. Do you have a funny ________ or an interesting story? If so, send it to our magazine and we may publish it.
4. The college student decided to volunteer at a company so he could ________ experience to help get a job after graduation.
5. The soup tastes too ________. Would you please add some water to it?
6. A book about the life of a person is called a ________.
7. The film was a ________. We all sat watching it, frightened but excited at the same time.
8. Adam always got ________ and would argue with his mother before an exam.
9. These two reports ________ each other, so one of them must be false.
10. Eve is always very ________ and thinks little of her achievements.
D3  Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>congratulation</th>
<th>representative</th>
<th>biography</th>
<th>attraction</th>
<th>popcorn</th>
</tr>
</thead>
<tbody>
<tr>
<td>parallel</td>
<td>fantasy</td>
<td>expose</td>
<td>tense</td>
<td>entry</td>
</tr>
</tbody>
</table>

Let’s get out the (1) __________! The Shanghai International Film Festival, founded in 1993, is getting ready to begin again. Every year, (2) __________ of the film industry and the press gather in Shanghai to honour films. It is a truly international (3) __________, with prizes and honours going to films, directors and actors from round the globe.

At the Eighth Shanghai International Film Festival, held in June 2005, the Japanese (4) __________ The Village Album was named Best Film. The film is about a father and a son who have a (5) __________ relationship, but who work together to take photographs of a village which will soon be flooded. (6) __________ should also be given to the Chinese film Gimme Kudos, which won the Grand Prize. The victory for Best Director went to Rumle Hammerich of Denmark for his film, Young Anderson, a (7) __________ of the early life of the writer Hans Christian Anderson. The film shows how the writer’s sad experiences were mixed with his (8) __________ to create his stories. The Best Actor award went to Tatsuya Fuji for his role in The Village Album, while Zhao Wei from China won the Best Actress award for her role in the film A Time to Love, a film that has (9) __________ to the story of Romeo and Juliet.

The festival also honoured the Chinese film director Zhang Yimou and the Hong Kong film star Jackie Chan for their contributions towards (10) __________ international audiences to Chinese films.

D4  Translate the following sentences into English. Use the words given in brackets.

1. 律师站起来为罗伯特辩护，说他是清白的。(in defence of)
2. 很多国家对拥有枪支有严格的限制。(restriction)
3. 值得庆幸的是，事故发生后该机构迅速采取了行动。(swift)
4. 很多专家认为不应该让儿童太多地接触电视节目。(expose)
5. 科学家们需要获取更多有关气候变化的信息。(accumulate)
6. 朱莉娅已经为这次比赛填了报名表。(entry)
7. 迈克擅长打篮球，并常常向朋友们炫耀。(show off)
8. 那对双胞胎兄弟看上去太像了，我实在无法把他们分辨开来。(resemble)
A film director is talking to a student about how a film is made. Read the transcript of their conversation.

Behind the scenes

Student: It must be really exciting to make films. Could you please tell me a little about how films are made?

Director: The first stage is called the development stage. The screenwriter finds an idea for a film and writes a script. If a producer is interested in the script, he or she will approach a film company to get the film financed.

Student: Where does the screenwriter find an idea for the film?

Director: It might be an original idea or one taken from a book or play.

Student: What happens next?

Director: In the next stage, a filming schedule is planned, a director, actors and workers are selected, and the hard work begins. Then there is the production stage. This is where the fun really begins. I can show off my great directing skills and work with excellent actors. A film is divided into shots, or ‘takes’, which are short sections of the film. I check each take before we move on.

Student: Do you use digital technology to save the day’s takes?

Director: Yes. We upload the day’s takes onto a computer.

Student: What’s your favourite part of the production stage?

Director: The party to celebrate the end of filming. At the party, I can relax after all my hard work.

Student: Is this the end of production?

Director: Not quite. In the next stage, the takes are combined, and the music and sound effects are added. The film is then shown to a target audience to find out how they like it.

Student: What happens if they don’t like the film?

Director: If the audience don’t like the film, we will make some changes. Then in the final stage, the film is shown in theatres. There are also interviews with the press to discuss the film.

Student: Thank you. I really admire your films and dream of working with you one day.

Director: My pleasure! Goodbye.

Answer the following questions about the transcript.

1. How many stages are there in the film production cycle?
2. Where does the screenwriter find an idea for the film?
3. What is this director’s favourite part of the production stage? Why?
4. What happens right after the production stage?
5. What happens if the target audience do not like the film?
Waves of success for Titanic

Last night, the 1997 Academy Awards were presented at the Shrine Auditorium in Los Angeles, the USA. The atmosphere was full of energy as film-makers and stars gathered. However, nobody exactly fell off their chair with surprise when Titanic was given the award for Best Film of 1997.

James Cameron, the director, producer and screenwriter, accepted the award and even asked for a few minutes of silence out of respect for the victims of the 1912 Titanic disaster. Cameron sets the love story against the background of the ship's first and only journey from Southampton in the UK to New York in the USA. So, what makes this film such a success? The story of Rose and Jack moves the hearts of many viewers, but neither Leonardo di Caprio (starring as Jack) nor Kate Winslet (starring as Rose) won an Oscar award for their performances. Winslet was nominated for an Oscar, but Helen Hunt grabbed it for her role in As Good as It Gets.

The main reasons Titanic is such a huge success are its brilliant special effects, costumes, make-up and, of course, music. By now, everybody knows the theme song from Titanic, ‘My heart will go on’, sung by Celine Dion. The most amazing thing about this film, and the main reason it won eleven awards, is that it looked so real. In the scenes where the ship is sinking, you feel a little seasick watching it. Another reason that this film is still riding a wave of success is the great attention that is paid to historical accuracy. The ship was designed to look exactly like the real Titanic—even the designs on the plates and cups look like the original ones from the ship. Deborah Scott, the film’s costume designer, modelled the costumes and jewellery on photographs of what the actual passengers were wearing.

Judging from the wild clapping and cheers that filled the Shrine Auditorium, everybody agreed that Titanic was indeed the best film of the year.

---

Fill in the form below using the information from the news story above.

Waves of success for Titanic

<table>
<thead>
<tr>
<th>Topic of the passage</th>
<th>Titanic winning the award for Best Film of (1)__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the</td>
<td>The Titanic disaster took place in (3)__________.</td>
</tr>
<tr>
<td>(2) __________</td>
<td>The director, producer and screenwriter is (4)__________.</td>
</tr>
<tr>
<td></td>
<td>Main actors: Leonardo di Caprio and Kate Winslet</td>
</tr>
<tr>
<td>Reasons for the film's</td>
<td>The (6)__________ special effects, costumes, make-up and music</td>
</tr>
<tr>
<td>(5) __________</td>
<td>That the film seemed so (7)__________ helped it win eleven awards</td>
</tr>
<tr>
<td></td>
<td>The great attention paid to historical (8)__________</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Clapping and cheers showed that the audience thought Titanic was indeed the (9)__________ film of the year.</td>
</tr>
</tbody>
</table>
**Unit 4**

**Listening**

**A** Jane is listening to a TV advertisement for a new film. Listen to the TV ad and fill in as much of the chart as possible.

<table>
<thead>
<tr>
<th>Film title</th>
<th>Sarah’s Secret</th>
<th>Showing at</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting date</td>
<td>Sunday</td>
<td>Main</td>
<td>characters</td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td></td>
<td>Sarah and Todd</td>
</tr>
<tr>
<td>Basic facts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film type</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actor and actress</td>
<td>John West and Ann Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td>A stranger comes to Sarah’s town and she decides to (4) ____________ him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td>A small Scottish town and a city in (5) ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ad says**
- The best science fiction in years
- An (6) ____________ plot
- Actor and actress perform their roles very well.
- Special effects are (7) ____________.  

**Jane thinks**
- The (8) ____________ film that I have ever seen. Ann Smith does not act (9) ____________. John West acts well but he is not that (10) ____________.  

**B** Jane goes to the cinema on Sunday to watch Sarah’s Secret. When she gets home, she and her father discuss the film. Listen to the conversation and complete the rest of the chart in Part A.

**C** Jane is writing a film review of Sarah’s Secret. Help her fill in the blanks by using the information above. Listen to the recordings again if necessary.

*Sarah’s Secret* is a very average (1) ____________ film set in a small Scottish town. The action later moves to a city in (2) ____________. Both places are the settings for some rather (3) ____________ dialogue.

Sarah is an (4) ____________ school girl whose life is turned upside-down when a stranger called Todd moves to her town. From the beginning, Sarah feels there is something strange about Todd. When she decides to (5) ____________ the new stranger in town, she experiences a lot of trouble and her (6) ____________ begins.

*Sarah’s Secret* was the (7) ____________ film I have ever seen. There was nothing special about the special effects. Ann Smith cannot act well (8) ____________, and the actor who plays Todd is not that (9) ____________. In *Sarah’s Secret*, the only secret worth knowing is how this film got to the (10) ____________ at all.
Writing

A The purpose of a film review is to inform readers about a particular film before they watch it. Like a book review, it is usually written in the present tense. A film review tells about the plot and characters of a film, and usually includes the author’s opinion of the film. Read the following film review and see how the author writes about the film Forrest Gump.

Forrest Gump is a man who is not very clever. The film begins with him sitting on a bench and telling his story to a group of strangers as he waits for a bus. He talks about his own experiences through some of the most important events in American history. Always on the run, by chance, Gump meets many important and powerful people from the late 1950s to the 1970s, including Elvis Presley and several US presidents. He fights in the Vietnam War and is awarded a medal. Though he takes part in many of the important events in recent American history, he does not realize the significance of these events because he lacks the intelligence to do so.

Gump is pure and innocent, so he does not know how to lie or hurt others. In the end, he becomes very rich and successful because, even though he lacks intelligence, he understands the wisdom of love, how to stand by his friends, and the right thing to do. The film makes it clear that this is a wisdom which other people often fail to understand, even though they are far cleverer than Gump. Gump acts with a good will that we all should have, and reminds us of how foolish we sometimes become.

Tom Hanks, who won an Oscar for the role of Forrest Gump, gives an amazing performance. This is a very good film. Everyone should see it.

B Write a review of an English-language film you have seen before in the style of the review above. The notes below are for Shrek 2. You can use them to help you write about that film, or you can review another film of your choice.

<table>
<thead>
<tr>
<th>Production year:</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major roles:</td>
<td>Shrek and Princess Fiona</td>
</tr>
</tbody>
</table>
| Plot:            | • Fiona’s parents dislike Shrek’s look and behaviour  
                  | • Upset that their daughter is no longer beautiful  
                  | • Decide to have Shrek killed  
                  | • For Prince Charming to save their daughter and break the curse  
                  | • Love wins  
                  | • Fiona & Shrek in a happy life |
| Comment on the film: | perfect, clever jokes, beautiful colours and a wonderful story |
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