Advance with English

Teacher's Book 8
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《牛津高中英语·教师教学用书》

使用说明

为了帮助教师更好地使用普通高中课程标准实验教科书《牛津高中英语·学生用书》，我们编写了这本《牛津高中英语·教师教学用书》，对各单元中每个板块进行详细说明，提供具体教学建议以及相关补充材料。

第一部分 Overview 概述本单元的内容、功能、学生的活动，以及学生在学完本单元后应具有的能力和应达到的目标。

第二部分 Highlights of the unit 用图表的形式列出本单元的话题、功能、词汇、语法、学习策略和文化特色。

第三部分 Teaching suggestions 对每个板块的教学进行具体指导。首先，对各个板块的设计目的、编写意图、教学内容、教学策略以及应达到的要求等做了简要说明，对该板块教学中应注意的方面也做了一定的提示。然后给出具体的教学建议和步骤，并从三个方面 (Notes, Resources, Answers) 对教师的教学提供帮助。

1 Teaching suggestions 具有以下几个特点：

A 与课堂教学同步，操作方便。《牛津高中英语·教师教学用书》所提供的教学建议，如课文的导入、文章阅读的步骤、练习的处理等都与课堂教学同步。

B 根据不同板块的特点，提供有效的教材处理方法。《牛津高中英语·教师教学用书》针对各个板块的特点，设计了切实可行的教学步骤。例如：词汇 (Word power) 部分建议教师采用“大脑风暴”法引入词汇的学习，目的是激活学生头脑中已有的知识，联系学生已有的经历，就与该单元话题有关的词汇产生联想，再现与该单元话题有关的词汇。

C 注重教材的分析，练习设计合理。《牛津高中英语·教师教学用书》对各个板块的内容作了详细的分析，并根据板块的特点，合理地设计了相应的练习。例如：对主阅读的分析往往是通过抓住该文章的主线，从简单到复杂，从表层到深层，逐步深入进行。同时，在此基础上设计了以时间顺序、地点位置或事件经过等为主线的练习，帮助教师引导学生对文章的主要内容进行梳理，达到对文章深层次理解的目的。

D 系统性和开放性相结合。《牛津高中英语·教师教学用书》适合各种层次的学校使用。教师在使用该书的过程中，可以根据学生的实际情况，对建议中的步骤和内容进行选择，使之更加符合学生的需要和贴近课堂实际，同时又不影响该书的系统性和完整性。例如：在任务 (Task) 和课题 (Project) 部分，教师可以根据学生的具体情况，选用所介绍的教学步骤、背景知识，增减相关练习。

E 引进新的教学模式，体现新的教学理念。《牛津高中英语·教师教学用书》
所采用的教学策略与教学方法按照《普通高中英语课程标准（实验）》精神，确立了以学生为主体的教学指导思想，充分考虑学生的需要，从“优化学习方式，提高自主学习能力”出发，设计各项教学步骤。

2 Notes 对课文中的重点和难点进行提示、分析和讲解，必要时还提供了例句，供教师参考。

3 Resources 就课文中出现的语言知识提供了更多的教学资源，包括相关的信息、补充资料、背景知识或说明以及相关的网站。教师可以根据教学实际选择使用。

4 Answers 按照教材中呈现的问题或练习的顺序同步提供答案。答案分为三类：对填空或正误判断等客观题，提供标准答案（Answers）；对一些开放性问题，提供范例（Sample answers）；对有多种答案的练习，提供参考答案（Possible examples）。

另外，为了方便教师教学，我们有意识地将《牛津高中英语·学生用书》和《练习册》的使用结合起来，在课文的教学中，插入了与课文内容相关的《练习册》习题题号，以帮助学生进行及时巩固和拓展。在本书的附录中，我们提供了课文译文、《练习册》参考答案、《练习册》听力录音文字稿及语法中文讲解。

编 者
2011年7月
《牛津高中英语·学生用书》

编写说明

2003年教育部颁布了《普通高中英语课程标准（实验）》（以下简称《课标》），提出了外语教育教学的新理念、课程设计的新思路和新目标，同时也对高中英语教学资源的开发和教材的编写提出了具体的要求。

根据《课标》“英语教材要以英语课程标准规定的课程目标和教学要求为指导思想，在满足课程标准基本要求的前提下，教材内容应尽可能灵活多样，满足不同学生的需要。”的要求，我们编写了这套《牛津高中英语·学生用书》，供普通高中教学使用。现就教材编写指导思想、教材主要特点、教材体系结构、教学时间分配建议和教材建制作如下说明。

一、教材编写指导思想

1 面向全体学生，打好共同的语言能力基础。《牛津高中英语·学生用书》根据高中学生认知能力、情感态度的特点和国家对人才培养的需求，在义务教育课程学习的基础上，进一步发展学生的基本语言运用能力，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，努力培养学生用英语进行思维和表达的能力，使每位高中学生都具有基本的英语语言素养，为未来发展和终身学习打下平台基础条件。

2 以学生为主体，重视个性发展。《牛津高中英语·学生用书》采用必修模块和选修模块相结合的方式设置课程，教学内容贴近学生学习实际，教学活动设计遵循以学生发展为本的理念，为学生提供多种选择，让学生按照个人的能力、潜力、兴趣、学习基础和长远发展的目标来学习适合自己的课程，满足不同学生的需求。

3 优化英语学习方式，培养学生自主学习能力。《牛津高中英语·学生用书》引导学生“学会学习（learn how to learn）”，使学生通过观察、体验、讨论、合作、参与和探究等积极主动的学习方式，完成任务，实现目标，形成有效的英语学习策略，从而使语言学习的过程成为学生主动思维、大胆实践、形成自主学习能力的过程。

4 关注学生情感，提高跨文化意识。《牛津高中英语·学生用书》重视培养学生积极的学习态度和健全的情感，帮助学生发展与他人沟通和合作的能力，提高独立思考与判断的能力，逐步形成正确的人生态观、世界观和价值观，增强社会责任感。学生可通过中外文化的学习和比较，拓展国际视野，进一步了解中国文化，提高跨文化意识和跨文化交际能力。

5 采用多元化的评价方式，促进学生不断发展。《牛津高中英语·学生用书》既关注学生的学习过程，又关注学生的学习成果，通过形成性评价，促进学生自主
地和创造性地开展学习活动，让学生对自己的知识学习、综合语言运用能力培养以及学习中表现出来的情感态度和价值观进行自我评价，以便及时地调整自己的学习目标，改进学习方法，提高学习效果。

6 运用先进教育理论，联系学生实际。《牛津高中英语·学生用书》注意运用国内外语言学、教育心理学、外语教育教学研究的最新成果，继承并发扬中国英语教学的优秀传统，重视联系目前我国学生的英语语言学习的实际，遵循语言学习规律，既有前瞻性，又顾及现实。

二、教材主要特点

1 模块的设计具有整体性和科学性。《牛津高中英语·学生用书》分必修模块和选修模块。必修模块重视全体学生的共同基础，强调基础知识和基本语言能力的训练。选修模块给学生提供多种选择，以满足不同学生的发展需求，为每个学生创造自主选择和自我发展的机会。必修模块与选修模块结构安排合理，形成一个有机的整体。模块之间既相互联系、前后照应，又相对独立、自成体系。模块中的语言知识根据语言教学的规律安排顺序，由易到难，从简单到复杂。语言技能的训练体现了循序渐进、循环递进的特征。必修课程的五个模块和系列I中的顺序选修课程的六个模块含有三个或四个单元，这些单元围绕本模块的主题向不同的方面展开，内容上有一定的相关性。全书每个单元的板块项目形式一致，对学生的学习应达到的目标有明确的要求。学习步骤安排合理，可操作性强，便于学生自主学习。

2 题材广泛，内容丰富，语言地道。《牛津高中英语·学生用书》中的题材涵盖了现实生活的各个方面，如：学校生活、当代社会、自然之谜、环境保护、人际关系、科学研究、世界文化、时尚潮流、人生规划、广告、体育、商业等等，贴近社会现实和学生生活实际，强调学生经验、学科知识和社会发展三方面内容的整合，具有科学与人文价值。教材内容的编写、选择和组合体现了思想性、时代性、真实性、趣味性和多样性。教材的语言优美，既考虑到了语言本身的地道和自然，也考虑到了语境的真实性。语言输入量适当，难度适中，文字通俗易懂，有利于培养学生良好的语感。

3 文化意识强，内涵丰富。《牛津高中英语·学生用书》介绍外国文化，同时宣传中国文化，并把所导人的中外文化内容和学生所学的语言内容密切联系起来。语言材料涉及中外的历史、地理、风土人情、传统习俗、生活方式、文学艺术和价值观念等。对中外文化的认知和比较，不仅有助于学生学习英语、积累文化知识、培养跨文化意识、形成跨文化交际能力，而且能使学生更深刻地认识到文化的异同，从而培养建立在对本国文化深刻理解与认识基础上的爱国主义精神。

4 用英语做事情，在活动中学习和掌握英语。《牛津高中英语·学生用书》体现“活动中学英语(do to learn)”的教学思想，以话题为主线，活动为形式，将话题、功能、任务、结构有机地结合起来。教材各单元中板块的设计都围绕某一个话题展开，各个板块组织和安排了听、说、读、写的活动，引导学生积极尝试，主动实践，
进行探究性学习。学生在参与活动、完成任务的过程中，逐步提高综合运用英语的能力。

5 学习策略的培养渗透到教学过程各个环节。《牛津高中英语·学生用书》教学过程的设计重视帮助学生运用学习策略，阅读等板块含有明确的学习策略指导，让学生“学会学习(learn how to learn)”。学生在使用教材过程中可以形成具有个性的学习策略和有效的学习方法。如：学会在完成听、说、读、写等任务的过程中采用正确的步骤和方法；学会在整个学习过程中如何有目的、有计划地去合理安排学习活动，并通过自我评价来调整自己的学习进程，从而达到最佳学习效果；学会争取更多的交际机会，利用各种渠道使用英语；学会合理并有效地利用媒体，独立地获取语言或非语言的信息和资料，并能以合逻辑、分析、归纳和总结。学生掌握有效的学习策略，有助于提高学习效率，促进自主学习能力的发展。

三、教材体系结构

《牛津高中英语·学生用书》的前五册是根据《课程》中规定的必修课程五个模块所编写的必修教材，后六册是根据《课程》中规定的系列I 顺序选修课程六个模块所编写的选修教材。三册任意选修教材是根据《课程》对系列I 任意选修课程设置的提议，从三大门类（语言知识与技能类、语言应用类和欣赏类）选课程编写的，这些课程分别是：《初级英语语法与修辞》、《初级经贸英语》和《英语文学欣赏入门》。课程结构图如下：

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</table>

义务教育阶段1—5级
必修模块英语 1 至英语 5 的主要任务是帮助学生在完成初中阶段英语学习以后进一步打好基础，让他们达到《课标》规定的七级水平，获得作为新世纪公民所应该具备的英语素养，并为他们的终身学习创造条件。

系列 I 顺序选修课程英语 6 至英语 8 和前面 5 个模块的必修教材在内容上自然衔接，总体结构上保持一致，旨在让学生更深入扎实地学习英语，达到课标规定的八级水平，并为进入高等学校学习做好准备。英语 9 至英语 11 的进一步学习使学生达到《课标》规定的九级水平。

系列 II 任何选修课程可以满足部分学生在必修课程以外进一步学习英语的需要，加深他们对英语语言的理解，提高他们在现实生活中的各个领域中运用英语语言的能力和对英美文学、影视等的鉴赏能力，促进他们进一步掌握听、说、读、写的技能，为直接走进社会参加相应的工作做好准备或为以后进一步学习相关知识打下基础。

表 2《牛津高中英语·学生用书》必修模块内部结构图

<table>
<thead>
<tr>
<th>模块</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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</table>

| Welcome to the unit | Reading | Word power | Grammar and usage | Task | Project | Self-assessment |

表 3《牛津高中英语·学生用书》系列 I 选修模块内部结构图

<table>
<thead>
<tr>
<th>模块</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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</table>

| Welcome to the unit | Reading | Word power | Grammar and usage | Task | Project | Self-assessment |

《牛津高中英语·学生用书》1 至 5 册共有 15 个单元，每册 3 个单元，6 至 11 册有 24 个单元，每册 4 个单元。每个单元围绕一个话题展开。所选定的话题大多是人类共同关心的问题，让学生了解不同国家、不同民族对同一问题的不同观点、态度和文化差异。1 至 11 册在语言材料、语言项目、语言活动和语言任务的安排上均考虑合适的难易梯度，保证语言学习的系统性和渐进性。各单元均以 Welcome to the unit 引出话题，然后以这一话题为基础，开展一系列听、说、读、写的活动，并完成
相关的任务与要求，最后一项为 Self-assessment 自我评估表。各单元板块之间联系密切，相互关联，形成一个有机的整体，充分体现了单元的整体性。各单元按以下板块展开：

1 Welcome to the unit

该板块由图画或图表和三个讨论题组成，其主要功能是激活学生与单元话题有关的已有知识，引导学生联系自己的亲身经历进行相关话题的讨论。生动的画面为该板块的语言学习设置了生动的语言情景，能有效地引起学生对话题的兴趣，调动学生的学习积极性。每幅图画都有与画面有关的提示语，以便学生从中获取有关信息；三个讨论题则引导学生开展交流活动，为下一步的学习做热身准备。

2 Reading

该板块提供一篇主阅读文章，板块内所有练习活动都围绕这篇主阅读文章进行，其主要目的是帮助学生学习语言、文化等方面的知识，形成良好的阅读策略，提高阅读理解能力。

A部分给出3至4个问题，目的是让学生带着问题进行阅读。该部分问题主要针对文章的主旨大意和比较明显的细节内容，学生只要略读（skim）或寻读（scan）就能回答这些问题。

B部分提供不同题材、体裁的阅读文章，文章前对故事发生的背景加以交代，或对文中出现的现象进行简短的评论。

C部分设计了形式多样的练习，旨在帮助学生加深对文章的理解。该部分要求学生仔细阅读B部分的文章，通过该部分练习培养学生获取信息和处理信息的能力。

D部分为词汇练习，其目的是帮助学生扫清阅读中的生词障碍，培养通过上下文猜测词义的能力。该部分要求学生运用阅读技巧，在阅读的过程中理解词汇。

E部分运用语篇形式，采用缺词填空的方式检测学生的阅读情况。所给短文通过变换角色、情境、体裁等方式再现主阅读文章中的主要内容。

F部分在一段简短的对话后面提出若干问题，引导学生就主阅读文章进行讨论，以获得对主阅读文章的深层次的理解。

“阅读策略”以提示框的形式有针对性地指导学生运用略读或寻读等技巧，并就文章的语言特色、行文风格、文体等方面进行分析，介绍阅读方法，以帮助学生更好地理解所读文章，培养和提高阅读能力。

3 Word power

该板块设计的目的是引导学生通过以下两种方法学习词汇：一是让学生学习与单元话题相关的分类词汇，二是通过构词法学习单词。该板块设计了图表、对话或短文，用以拓展学生对与话题相关的词语的认识和运用。学生根据构词法的基本规则学习和掌握单词，可以有效扩大词汇量。
4 Grammar and usage

该板块通过语法规则的讲解与多种图示的呈现，学生容易全面系统地掌握语法知识。讲解通俗明了，浅显易懂。学生可以根据语法规则，完成书中的练习。该板块语法练习一般都要求在语篇中完成，避免了学生死抠语法，生搬硬套。语法配有精炼恰当的文字说明和示例了然的图片、表格，所选例句语言地道。语法训练所选用的语言材料和所设计的练习与单元话题相联系。对于一些已在初中阶段学过的语法项目，则注重在原有的基础上有所拓展和延伸。

5 Task

该板块是一个要求学生在课堂内进行的开放式任务型活动的学习内容，设计的主要目的是引导学生在完成任务的过程中使用英语，培养学生的听说、读、写的能力。该板块以单元话题为主线，让学生在教学活动中用英语参与各种真实有意义的课堂活动。学生可以通过结对、小组合作或是班级内合作的方式，亲历语言实践，实现其任务目标。

该板块含三个步骤（Steps），每个步骤都给学生提供了真实的情景，并设计了目标明确的活动。步骤1侧重于培养学生获取信息的能力（receptive）；步骤2侧重于鼓励学生学会合作，发展与人沟通的能力，实现教师和学生、学生和学生之间的互动（interactive）；步骤3侧重于完成一个富有情景的写作任务（productive）。为了更好地完成以上活动，在每个步骤前，还将有技能训练（Skills building），对每一步骤的活动进行具体的指导与引入。具体设计如下：

步骤1通常给学生一个明确的任务，要求学生将听到或读到的材料转换成表格、提纲或备忘录等，其目的是让学生通过听和读的渠道完成该任务，培养获取信息的能力。

步骤2通常设置一个与现实生活相关的语言环境，并向学生提供语言材料、活动要点等，让学生为以后的活动做好准备，然后创设各种情景课堂内合作学习的活动，通过相互对话、小组讨论等多种活动，完成交际任务，其目的是培养学生用英语传递信息与口头表达能力以及交际过程中的沟通能力和人际协调能力。

步骤3通常让学生在获取信息的基础上去分析信息、处理信息，完成一项书面任务。该步骤体现任务（Task）板块的最终成果，设计了各种富有情景、适合学生能力水平的写作任务，如通知、写电子邮件、书信等，并提出了相应的要求。学生可通过写作实践，了解各种文体的格式和要求，掌握基本写作技能。

6 Project

该板块引导学生进行探究性学习，把英语听、说、读、写的训练从课堂内拓展到课外。首先提供与该单元话题有关的具体阅读材料，让学生从中受到启发，引起用英语开展活动的兴趣。然后根据所给的具体步骤，通过小组讨论、分工合作、调查访谈、信息检索、交流汇报等形式的活动，用英语去做一件事情，最后呈现学习成果，创造性地完成学习任务，培养综合运用语言的能力。
7 Self-assessment

该板块分为A、B两部分。

A 部分要求学生对该单元的各项学习目标，如阅读、听说、写作、语法、词汇
学习、语言运用等，分五级（Not confident, Slightly confident, Confident, Quite
confident, Very confident）逐一进行自我评价。让学生体验自己在英语学习过程中的
不断进步与成功，认识自我，建立信心，调控自己的学习策略。

B 部分要求学生对自己学习过程中不足的方面提出改进意见，调整学习策略，
促进自己综合语言运用能力的全面发展。

四、教学时间分配建议

必修课程英语1至英语5为高中一年级和高中二年级第一学期的上半学期提供
了适量的教学材料。从高中二年级第一学期的下半学期起，学生可以选修系列I顺序选修课程英语6至英语11。英语1至英语5每册各有三个单元，每一单元建议用
10至12课时。英语6至英语11每册各有四个单元，每一单元建议用8至10课时
学生在学习必修课程的同时或之后，可以自主选修系列II任意选修课的课程。

五、教材建制

全套教材由以下部分组成：

- 练习与测试
- 同步听力
- 同步阅读
- 教材录音带
- 自主学习手册
- 试卷集
- 课课练
- 教师教学用书

编者
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The written word

Overview

This unit introduces and develops the theme of appreciating literature. In Welcome to the unit, four pictures are presented to students, each of which shows different types of books or an activity related to reading. Students are expected to talk about their favourite books, to discuss whether e-books will replace printed books, as well as to understand the differences between poetry and science fiction books. The Reading text is an essay about appreciating classic literature, which introduces Charles Dickens, one of the greatest writers in England, and one of his famous novels—Great Expectations. The Reading strategy of this unit enables students to read and understand information in a persuasive essay. Word power focuses on words and phrases related to literature. Relevant exercises are designed to familiarize students with these words and phrases. In Grammar and usage, students will review and learn negative words and different ways of making negative statements and the meanings of negative statements in different situations. The Task section requires students to write a review of a book or story. Students will learn how to listen for key words, how to ask for and give opinions as well as how to write a review of a book or story. They will practice the language skills of listening, speaking, reading and writing in this section. In the Project section, students will first read a report about Robert Burns and his poem ‘A Red, Red Rose’, and then choose a poem and recite it in class.

This unit provides a chance for students to gain some knowledge about classic literature, including some famous writers and poets as well as their masterpieces. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. This unit also enables students to recognize key words, and give opinions about a review of ‘The Home-Made Ball’. Students are expected to put what they have learnt into practice by writing a review of the story.

Guide to pages

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# Highlights of the unit

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## Functions

1. Describing forms of 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.*
   - *Fiction describes imaginary people and events, not real ones, while non-fiction is true and based on facts.*

2. Describing literary people
   - *The novelist Charles Dickens was born in Portsmouth, England in 1812. Oliver Twist, David Copperfield and Great Expectations are probably his best-known works.*
   - *Burns belonged to a group of poets (including John Keats and William Wordsworth) called the Romantic poets.*

## Vocabulary

- bookworm, poetry, e-book, fiction, antique, characteristic, novelist, chapter, opera, author, abuse, desperate, criminal, tension, twist, plot, generous, vain, rigid, civil, theme, violent, painter, millionaire, vice, reform, threat, violence, resist, reunite, envelope, spit, supreme, reputation, debt, monument, adore, romantic, spring

- soap opera, bent on (doing) something, on the run, live up to, worn out, come to one’s rescue, touch on, be intended to, in tune

## Grammar

- Negative words and negative statements
  - *They have not (haven’t) disappeared and still have a place in the world.*
  - *It is not uncommon to find him whistling while walking.*
  - *Not many people can tolerate such an offence.*
  - *A student can’t read too many books.*
  - *Pip can hardly wait to begin his new life.*
  - *I didn’t take everything with me. (I only took some of the things with me.)*

## Skills and strategies

- By the end of this unit, students will be able to:
  1. read an essay about appreciating literature and a report on Robert Burns and his poetry
  2. listen to information on how to write a review of a book or story
  3. discuss some classic literature and give opinions on a review of a book or story
  4. write a review of a book or story
  5. recite a poem

## Culture

1. Classic literature
2. Charles Dickens and his novels
3. Robert Burns and his poems
Welcome to the unit

More and more people like to watch TV or listen to music for entertainment, while some people still prefer reading books in their spare time. In this section, students are presented with four pictures of different types of books and an activity related to reading. Students will talk about their favourite books, the differences between e-books and printed books, and the differences between poetry and science fictions books. Students are expected to be involved in the discussion, express their opinions, practise their spoken English and participate in all activities.

Brainstorming

1. Before class, have students surf the Internet or refer to some reference books (in English or in Chinese) to get some information about literature. This activity can be conducted like this:

   *The topics we are going to deal with are related to English literature. Literature plays an important role in our daily lives. We read books for pleasure, for academic purposes or for obtaining and sharing information with other people. Please search on the Internet or in books for anything related to literature. This will help you get a better understanding of the unit topic. As the topic of literature is too big, let's break it into several smaller sub-topics. For example, you can focus your research on topics like the following:

   - categories of literature, such as drama, poetry, novels, short stories and science fiction
   - famous writers
   - activities related to reading
   - ways of reading, such as reading e-books or printed books

All of the above topics are presented for you to do some research on. Remember to take notes while gathering information, as this will make your reporting easier.

2. You may start your lesson by asking students to report their findings to the class. Organize students into groups of four. Each group should choose a topic (either one of those listed or one of their own) and prepare a brief introduction to it. Ask several groups to present their introduction to the class.

3. A game can also be conducted to arouse students' interest in the unit topic. Organize students into groups of four. List some names of famous writers and several of their masterpieces on separate pieces of paper. Jumble up the order and have students match each writer to his/her masterpiece. For example:

   - Charles Dickens—Great Expectations
   - Charlotte Brontë—Jane Eyre
   - Jane Austen—Pride and Prejudice
   - J. K. Rowling—the Harry Potter series
   - Jules Verne—Around the World in Eighty Days
   - Leo Tolstoy—War and Peace
Lewis Carroll—*Alice’s Adventures in Wonderland*

Robert Burns—’A Red, Red Rose’

William Shakespeare—*Romeo and Juliet*

Have each group match the writers to their masterpieces within a certain time limit. The group that gets the most matches correct wins the game.

4 If time permits, you may tell students the plot of a famous piece of literature, show students part of a film adaptation of famous literature, or read a poem aloud to them.

## Sharing information

1 Have students discuss each picture separately in groups of four. The following questions might help students understand each picture better:

**Picture 1**

*Have you ever been a member of a book club? What did you do in the book club?*

*Does our school have a book club? Are you a member of this club? If you are, what do you think of the club?*

*What kind of activities does a book club usually hold? (In a book club, people read books together and then discuss them. People can share information about books and authors, hold book fairs, write articles about the books they read and do other book-related things.)*

*Why might people want to join a book club? (They might want to join a book club because it provides a place for people with similar interests to find friends easily and share information about their favourite books and authors. In a book club, people can always learn more.)*

**Picture 2**

*Are books printed on paper the only books we can find? What other kinds of books are there? (People now have more choices about the ways to read books. For example, we can browse online literature websites and read books on web pages. Some books are stored as Word or PDF files on CDs or even posted online. We can use a computer to run the CDs or visit websites and read e-books. We can also store e-books on portable electronic gadgets like a PDA and read the books wherever we go. Recently, some telecommunication companies have begun providing a service where they send chapters of a book through text messages. That way, people can read books on their mobile phones.)*

*What are the advantages and disadvantages of e-books? (E-books have a lot of advantages. They save a lot of space. A CD can store many books and weighs just a few grams, so it is much easier to carry some CDs than to carry a heavy suitcase full of printed books when travelling or moving house. E-books provide people with a more personalized way of reading as the readers can set the pages, adjust the point size of the text or change the background colour. Some even provide a voice function so that people can ‘read’ their books by listening. Many people report that they read e-books faster than printed books. We can also save a lot of trees because no paper is used for e-books. However, like many other electronic gadgets, e-books have disadvantages as well. To read e-books, people must first have an electronic device that can display them. When reading e-books, people cannot make notes or comments in the margins as they can with printed books. More importantly, pirated e-books hurt copyright holders.)*

*Have you ever read an e-book? What was it like?*

*Are e-books popular? If not, do you think they will become popular?*

*Do you prefer reading printed books or e-books? Why?*
Sample answers

1. If I were asked to recommend a book, I would choose *Gone with the Wind*. It was written by Margaret Mitchell in 1936 and set a sales record when 50,000 copies were sold in one day. By 1965, it had sold more than 10,000,000 copies and had been translated into 25 languages in 29 countries. It is one of the most successful best-sellers ever written. With *Gone with the Wind*, Margaret Mitchell taught us, ‘Tomorrow is another day.’

2. In my opinion, e-books will eventually replace printed books. E-books have many advantages over printed books. First of all, they are much easier to carry. We can take many of our favourite books on a CD-ROM when travelling, while even one printed book may add too much weight to our suitcase. Besides, reading becomes easier with e-books as we can set the point size of text to what is most comfortable for us. In addition, storing e-books is much easier. You may put all the books in your bookcase in just one CD and you don’t have to worry that humidity may destroy the books. Of course, it may be quite a long time before e-books replace printed books.

3. There are many differences between poetry and science fiction. To begin with, poetry uses much more concise language and techniques like rhythm and rhyme. Next, poets often express their thoughts and feelings in poems, while science fiction writers often tell what may be possible in the future based on developments in science. Last, poems usually reflect life or society at specific times, while the main topics of science fiction books range from scientific discoveries, space travel, life on other planets to environmental changes.
Reading

The Reading text is an essay about appreciating classic literature. It gives the definition of classic literature and explains why some people do not read it today. The author also gives interesting facts about Charles Dickens and one of his most famous books, Great Expectations. Students are expected to gain some knowledge about classic literature and some insight into how to write an essay about literature. The Reading strategy in this unit introduces and explains how to read a persuasive essay, an essay in which the author tries to convince the reader to adopt a certain point of view. Students are expected to improve their reading skills by participating in the designated activities.

Lead-in

1. Before class, tell students to search on the Internet, or in books about classic literature, Charles Dickens and his works. Ask students the following questions:
   What is the definition of classic literature?
   Who is Charles Dickens?
   What books did Charles Dickens write? Can you introduce one of his works to us?

2. Begin by having students report their findings to the class. Take notes of their findings on the blackboard. You may ask them to compare their findings with information in the reading passage after reading it.

3. If possible, you can show students part of one of the film adaptations of Great Expectations. After that, ask students the following questions:
   What is the story of Great Expectations about?
   What did you think of this film adaptation of Great Expectations? Did you like it?

Reading comprehension

1. Tell students to skim the essay and try to find answers to the three questions in Part A. Remind students to pay attention to the most important information.

Answers

A 1. 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.
   2. England’s greatest writer.
   3. Seven years old.

2. Have students read the passage again and complete Part C1 individually and then check the answers as a class. Questions in Part C1 check students’ ability to read and identify details.

Answers

C1 1. Because they think classics are old and boring, and have nothing to do with life today.
   2. She doesn’t think that they are old or boring. She thinks they have
something to do with contemporary life.

3 His tomb reads, ‘By his death, one of England’s greatest writers is lost to the world.’

4 Joe is a kind and simple man.

5 A stranger.

6 He becomes vain and ashamed of his background.

7 Because Joe does not fit his rigid ideas of what it means to be civil and to be a gentleman.

8 He learns that wealth does not buy happiness and that friends are more important than a fancy education.

3 Tell students to scan the article again and find the specific information which can be used to finish Part C2. Tell students that the main elements listed are the first to consider when reading a novel. Have students finish the exercise individually and then check the answers as a class.

**Answers**

| C2 | 1 d | 2 c | 3 a | 4 e | 5 b |

4 Draw students’ attention to the Reading strategy of the article and tell them to focus on the way the author tries to convince the reader to adopt a certain point of view. Have them point out these places in the essay they have just read. You may present another persuasive essay for students to read so that they may have a chance to practise this skill in class.

5 Have students complete Part D. Part D helps students comprehend the meanings of words from the context and match them with the correct definitions. The meanings of the words in Part D are not difficult for students to identify after they have read through the passage several times.

**Answers**

| D 1 c 2 g 3 e 4 a 5 f 6 d 7 b |

6 Draw students’ attention to Part E, which is a review of the film Great Expectations. This exercise will help students become more familiar with the usage of words and expressions learnt in the reading passage. Have students complete it individually first and then check the answers as a class.

**Answers**

| E (1) plot (2) themes (3) characteristics (4) criminal (5) twists (6) generous (7) desperate (8) civil |

**Post-reading activities**

1 If time permits, the following post-reading activities can be conducted:

- Have students explain the plot of Great Expectations in their own words, relying on Part C2 if they need help.

2 Have students read the instructions for Part F. Then have them discuss with their partners the questions listed, and report their answers to the class.

- Organize students into groups of four. Tell them to discuss the five main elements of the novel Great Expectations. Draw students’ attention to the personality of the characters, the symbols and the theme.

- Have students search for more information about Charles Dickens and his other works. Have them give a brief introduction to one of his other works.

- Have students discuss their personal opinions about the relationship between money and happiness.
3 Have students do Parts A1 and A2 on Page 98 of the Workbook to practise the usages of some words and phrases learnt in this section.

4 Tell students to read the review of the famous novel Les Miserables in Part A on Page 103 of the Workbook, and then read the transcript of the speech given by an English teacher, which is about New Zealand’s most famous writer Katherine Mansfield, in Part B on Page 104. This way they will learn more about famous writers and their great works.

Notes

1 Why else would many films adapted from them be successful? (Page 2, Lines 12–13)
   The verb adapt means ‘to change something to suit different conditions or uses’.
   
   *This film is adapted from a science fiction story written by Jules Verne.*
   
   *You can’t adapt the world to yourself; you must adapt yourself to the world.*
   
   *This kind of tree can adapt well to a dry climate.*

2 In 1995, an award-winning film based on Jane Austen’s novel Emma came out. (Page 2, Lines 13–14)
   The phrase base on/upon means ‘to develop something from an idea, a fact or a situation’ or ‘to use something as the foundation’.
   
   *The idea for the film was based on his childhood dreams.*
   
   *On what do you base your theory? Their relationship was based on mutual respect.*

3 Nobody would bother to make these classic novels into films if they had nothing to do with contemporary life. (Page 2, Lines 16–17)
   The verb phrase make ... into ... here means ‘to change something or somebody into something or somebody else’.
   
   *We can make this room into a study.*
   
   *The success of the film made her into a star overnight.*
   
   *Her old dress was made into a skirt so that her daughter could wear it to the party.*

4 Oliver Twist, David Copperfield and Great Expectations are probably his best-known works. (Page 2, Lines 19–21)
   Here work is a noun, meaning ‘something created, such as a painting, a play or a piece of music’. With this meaning, work is countable.
   
   *I am looking for the Collected Works of Shakespeare.*
   
   *That cake is a real work of art!*  

5 He first published many novels one chapter at a time in newspapers, and some were later performed on stage. (Page 2, Lines 21–22)
   The phrase at a time means ‘dealing with things separately’.
   
   *If you raise your hands, I’ll answer your questions one at a time.*
   
   *Frank took the stairs two at a time.*
   
   *Because of his work, he is often away for weeks at a time.*
   
   *When we refer to ‘a particular period in history’, we use its plural form times.*
   
   *Mankind has used the horse since ancient times.*
   
   *In earlier times, mobile phones had only simple functions.*
   
   *The play is set in ancient Roman times.*

6 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)
The phrase **would rather** means ‘prefer to do something’. It is usually shortened to ‘*d rather’ in informal English.

*I’d rather have a quiet night in front of the TV.*

*We could go to the park for a picnic next Sunday if you would rather do that.*

*She’d rather go shopping in the afternoon.*

The phrase **would rather ... than ...** means ‘to prefer to do something other than something else’.

*I’d rather stay home than go shopping in a crowded department store.*

*I’d rather go to the cinema to watch a new film than watch an old one at home.*

*She’d rather read books than watch cartoons.*

**7** Classic novels often have symbols which add interest, tension or deeper meaning to the text. (Page 3, Lines 32–33) The phrase **add ... to ...** means ‘to put something with something else’.

*Do you want to add your name to the list? We can add yellow to blue to make green. Results from recent research have been added to this new edition.*

**8** ..., and before long he becomes vain and ashamed of his background. (Page 3, Line 38)

- The adjective **vain** means ‘too proud of one’s appearance, abilities or achievements’.

*The little girl in the story is vain about her beauty and looks down upon other girls.*

*She is vain and foolish, and yet people like her.*

**Vain** can also mean ‘unsuccessful or useless’.

*They made a vain attempt to protect the town from attack.*

All our efforts were vain, and everyone was quite disappointed.

- The adjective **ashamed** means ‘feeling sorry or guilty for having done something wrong or not properly’.

*Tom felt ashamed because he had told his teacher a lie.*

*You should be ashamed of your behaviour. How can you treat the dog like that?*

*Even though he made a big mistake, the manager was ashamed to admit it.*

**9** Pip is bent on becoming a gentleman and winning Estella’s love. (Page 3, Line 41)

The phrase **bent on** means ‘(to be) completely determined to do something, especially something bad’.

*The crowd of young people was bent on violence.*

*Their actions show clearly that they are bent on destroying his career.*

*She seemed bent on leaving this hard decision to me.*

**Resources**

**Charles Dickens**

Charles Dickens was born on 7 February 1812 in Portsmouth, England. He had a happy childhood after his family moved to Chatham. At the age of 12, Dickens had to leave school because his father was imprisoned for debt. The poverty and adversity Dickens experienced as a child greatly influenced his later views on social reform. Before his death on 9 June 1870, he wrote about 15 major novels and many short stories, most of which are famous for their surprise endings. If you want to learn more about this great novelist, you may visit the following website:

http://dickens.fi/dickens.html
Word power

In this section, students will learn some words and expressions related to literature. Students will first read the notes about the two main categories of literature and then they will look at pictures of some literary figures. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to familiarize themselves with the new words and expressions.

Brainstorming

1. Before class, tell students to surf the Internet or refer to some reference books (in English or Chinese) to get some information about different categories of English literature and some literary figures mentioned in Part B.

2. Have students report their findings of different categories of literature in class. You may conduct the activity as follows:

<table>
<thead>
<tr>
<th>Category of literature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td></td>
</tr>
<tr>
<td>poetry</td>
<td>• has a repeated rhythm</td>
</tr>
<tr>
<td></td>
<td>• focuses on feelings</td>
</tr>
<tr>
<td>drama</td>
<td>• tells a story through action and speech</td>
</tr>
<tr>
<td></td>
<td>• performed on stage</td>
</tr>
<tr>
<td>short story</td>
<td>• with only a few characters</td>
</tr>
<tr>
<td></td>
<td>• with a simple plot</td>
</tr>
<tr>
<td>novel</td>
<td>• with many characters</td>
</tr>
<tr>
<td></td>
<td>• with a more complex plot</td>
</tr>
<tr>
<td>Non-fiction</td>
<td></td>
</tr>
<tr>
<td>news article/news story</td>
<td>• a report of a recent event</td>
</tr>
<tr>
<td></td>
<td>• appears in newspapers or on television or radio</td>
</tr>
<tr>
<td>biography</td>
<td>describes the life of a person</td>
</tr>
<tr>
<td>autobiography</td>
<td>describes the author's own life</td>
</tr>
</tbody>
</table>

3. Have students report their findings about the literary figures in Part B. Present the name of the work written by each of these literary figures and have students try to guess the name of the author.

- 'A Night Stay at a Mountain Temple' (Li Bai)
- *Romeo and Juliet* (William Shakespeare)
- *A Dream of Red Mansions* (Cao Xueqin)
- 'Miss Brill' (Katherine Mansfield)
4. Tell students to read the instructions for Part B. Make sure that all of them understand the introduction of each literary figure. Encourage more able students to contribute more to the introduction.

5. Have students finish Part C on Page 7 individually or in pairs. They may use Parts A and B as reference. Check the answers as a class.

### Answers

<table>
<thead>
<tr>
<th>C</th>
<th>(1) poetry</th>
<th>(2) novelists</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3) short story</td>
<td>(4) fantasy</td>
</tr>
<tr>
<td></td>
<td>(5) detective</td>
<td>(6) playwright</td>
</tr>
<tr>
<td></td>
<td>(7) news articles/news stories</td>
<td>(8) biographies</td>
</tr>
</tbody>
</table>

### Vocabulary extension

1. Have students complete Part D in pairs. Encourage them to consult each other when they have questions before asking you. Then check the answers as a class.

### Answers

<table>
<thead>
<tr>
<th>D</th>
<th>Poetry</th>
<th>John Keats: The Complete Poems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Short story</td>
<td>The Country of the Blind and other Selected Stories</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>King Lear</td>
</tr>
<tr>
<td></td>
<td>Novel</td>
<td>Sense and Sensibility</td>
</tr>
</tbody>
</table>

2. Have students first do the listening exercises in Parts A and B, and then complete the review in Part C on Page 105 of the Workbook. Or, they may do these exercises as homework.

### Resources

#### William Shakespeare

William Shakespeare was born in a small town in the UK. He is considered as one of the greatest writers in history. Shakespeare attended Stratford Grammar School in his youth and his study of literature there had a strong influence on his later works. Shakespeare worked in many different fields before he began working as a professional playwright. During his lifetime, he wrote thirty-seven plays. The following website will tell you more about him:

http://www.online-literature.com/shakespeare/

#### Katherine Mansfield

Katherine Mansfield, born in Wellington in 1888, is considered as one of New Zealand's most famous writers. She spent her early school years in Karori. In 1903, she began writing prose poems. Mansfield became closely associated with D. H. Lawrence, who had a great influence on her later writing. In her later years, Mansfield was quite ill and spent much of her time in France and Switzerland. The following website will tell you more about Katherine Mansfield:


#### John Keats

John Keats, born in 1795 in Moorfields, London, is considered to be one of the greatest poets of the Romantic Movement. His first volume, Poems by John Keats, was published in 1817. Keats left London for Italy in 1820. He died a year later in Rome, at the age of 26. The following website will tell you more about Keats:

http://englishhistory.net/keats/life.html
Grammar and usage

The grammar target in this unit is negative statements. Students are expected to understand the meanings of negative words and the different usages of negative statements. They will also learn that there are also statements which use negative words but express positive meanings. Then they may apply what they have learnt to practical use by finishing two exercises.

Negative words and negative statements

1 Tell students to think about the following statement and decide whether it is true:
   Nanjing is the capital city of China.
   This statement is untrue. Tell students that we can correct an untrue statement in the following way:
   Nanjing is not the capital city of China.

2 Tell students to read the directions on Page 8. Have students recall the ways to make negative statements. You may also ask them to make some negative sentences by using no, not, never or neither.

3 Have students read Part 1. Tell them that the basic way to form a negative statement is to put the word not after the auxiliary verb.

4 Tell students to read Part 2. Have students focus on the different meanings of not paired with other words. Make sure that they understand that not is sometimes paired with a negative prefix or a phrase of time, distance or quantities to give a different emphasis to the statement.
   - You may give some sentences to students to show that when not is used with a negative prefix, the meaning of the sentence is positive. However, this positive meaning is not as strong as that of a direct positive statement. For example:
     Students are not discouraged to discuss things with their classmates. (Students are encouraged to discuss things with their classmates.)
     Your actions were not inexcusable, but they were certainly not appropriate. (Your actions were excusable, but certainly not appropriate.)
     It is not uncommon for him to be late. (It is very common for him to be late.)
   - You may also tell students that be not can be used before a phrase of time, distance or a noun phrase to emphasize the negative meaning of the phrase. For example:
     It is not a long distance from the city centre to the new railway station. (=It is a short distance from the city centre to the new railway station.)
     It won't be long before everyone in our school knows that a Senior 3 student has been accepted by Harvard University.
     There were not many people present for the lecture. (=There were very few people present for the lecture.)
   - Tell students that when we use can't ... too ... or can't ... enough, the meaning of the sentence becomes positive. For example:
     You can't be too careful when driving a car.
     We have realized it was a case of mistaken identity. I can't be sorry enough.

5 Tell students to read Part 3. Introduce some other negative expressions and ask them to present more examples.
   I cannot do this job because it is far from easy for me.
   I repaid the loan and I am now free from debt.
You will not catch the early bus unless you leave right now.

6 Have students read Parts 4 and 5. Tell students that when words like all, both, everyone or everything are used in a negative sentence, it forms partial negation. To form complete negation, we use no, none or nothing. Present more examples and ask students to define which is partial negation and which is complete negation.

*None of your answers are correct.*

(Complete negation)

*Nobody can help you.* (Complete negation)

*All that glitters is not gold.* (Partial negation)

*Not every student can work out the problem.* (Partial negation)

7 Have students do Part A on Page 9 either individually or in pairs. Then check the answers as a class.

**Answers**

A *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 pitied 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, pressing 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 love he deserves, but only bad luck.

8 Have students finish Part B on Page 9 individually. Make sure that they understand how to form the negative statements correctly. Check the answers as a class.

**Answers**

B 1 would rather, than
2 not uncommon
3 Not many
4 can’t, too

9 Have students do Parts C1 and C2 on Page 100 of the *Workbook* so they can have more chances to practise using negative statements correctly.
Resources

Students may want to learn more about negative statements. There are some other patterns which can be used to express negation. The following points are for your reference.

1. **too + adjective + to infinitive**
   - In this pattern *too*, with the meaning 'very', is used before an adjective. After the adjective, an infinitive is used to mean 'somebody cannot do' or 'something cannot be done'. Sometimes *for somebody* can be used before the infinitive. For example:
     - *My father is too old to have such a long journey.* (=My father is very old and cannot travel so long.)
     - *She was too afraid to speak.* (=She was so afraid that she could not speak.)
     - *The box is too heavy to carry.* (=The box is so heavy that no one can carry it.)
     - *The house is too expensive for us to buy.* (=The house is so expensive that we cannot buy it.)

2. **few + a countable noun; little + an uncountable noun**
   - When we use *few* to modify a countable noun, we mean 'not many', and the noun should be in its plural form. When we use *little* to modify an uncountable noun, we mean 'not much'. Few or little here has a negative meaning. For example:
     - **Few students in our class have ever read Katherine Mansfield's short stories.** (=Not many/Only one or two students in our class have ever read Katherine Mansfield's short stories.)
     - **We have had little rain all this summer.** (=It has seldom rained this summer.)
     - Because *few* or *little* has a negative meaning, we do not use the negative form in question tags. For example:
     - **Few people liked his painting, did they?**
     - **There is little ink in the bottle, is there?**

---

Task  Writing a review of a book or story

This section consists of a series of activities which provide students with opportunities to learn and practise their language skills of listening, speaking, reading and writing. This section is divided into three steps, and each step is preceded with a skills building activity. By going through the three steps, students will learn how to listen for key words, how to ask for and give opinions, and how to write a review of a book or story. Students are expected to apply these skills practically by writing a review of a short story.

Skills building 1: listening for key words

1. You may begin this part by reading a paragraph aloud to students. While reading, you can use stress, pauses and repetition to emphasize the key words. Here is an example paragraph.
   - **Just as a proverb says, 'Life is filled with twists and turns.' One can't gain any success if he or she never experiences difficulty or failure. In other words, trouble exists from beginning to end during our lifetime. Students may fail in their exams, scientists may fail in their experiments, and players may be defeated in their matches.**
After reading this aloud, have several students use their own words to summarize what you read. Encourage students to pay attention to the emphasized key words.

2 Arouse students’ interest in this topic by asking the following questions:
While listening to a lecture or a news report, do you always have to pay attention to every word the speaker uses?
What do you think are the most important words to pay attention to? Why do you think so?
Encourage students to use their past experiences to answer these questions and to express their ideas freely. Then, have students read the directions for how to listen for key words on the top of Page 10.

3 Encourage more able students to give a speech. While speaking, they should follow the directions for emphasizing key words.

Step 1: recognizing key words

1 Have students read the instructions in Part A. Tell them that in this part, they will write down the key words only. Have students listen to the recording and complete the table in Part A on Page 10. Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to write down their answers. Have students review their answers. If they still have some questions they cannot answer, play the recording once more.

**Tapescript**

**Teacher:** In the first paragraph, you should mention the author of the story as well as its title. You should also write what category the story belongs to. It is important to mention when and where the story is set, as this helps put the story in an environment that the reader can understand. So, in Paragraph One, you need to mention the author, the title, the category and the setting of the story.

In the next paragraph, you should give a brief summary of the plot. You can also describe the important characters in the story. You should describe the changes that occur in the characters as well. So, in Paragraph Two, you should talk about the plot, characters and character development.

In the third paragraph, you should discuss the important themes of the story and the language used in it. How a writer uses language is what makes writing so interesting. You should talk about, for example, how the writer uses pictures and symbols to help us better understand his or her ideas. Be sure to give examples from the text. So, in Paragraph Three, you should discuss the themes and the symbols.

In the last paragraph of your review, you are expected to write your personal opinion of the story. You should say why you like it or why you don’t. Would you recommend it to a friend? Your personal opinion could be given at the end.
2 Have several students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.

3 Have students first study the short story in Part B on Page 11 and then complete the table below with the key words in the short story.

| Paragraph 2 | plot, characters, character development |
| Paragraph 3 | themes, symbols |
| Paragraph 4 | personal opinion |

Answers

A

| Paragraph 1 | author, title, category, setting |

B

<table>
<thead>
<tr>
<th>Title</th>
<th>‘The Home-Made Ball’</th>
<th>Theme</th>
<th>friendship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Jerry Johnson</td>
<td>Symbols</td>
<td>the old home-made soccer ball and the new soccer ball, the old bench and the new sneakers</td>
</tr>
<tr>
<td>Category</td>
<td>short story</td>
<td>Your opinion</td>
<td>okay</td>
</tr>
<tr>
<td>Characters</td>
<td>Kevin, Mike, Steven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td>Kevin and Mike are good friends. They play soccer with their home-made ball every day. However, when Kevin gets a pair of brand new sneakers and a new soccer ball, things change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Check the answers as a class. Pay attention to mistakes or mispronunciation. Praise students for any parts that they do well in.

Skills building 2: asking for and giving opinions

1 Organize students into groups of four and ask each group to discuss how to ask for and give opinions. List the phrases and expressions on a piece of paper.

2 You may create a situation for students to use these expressions. For example, you can show students a painting and conduct the following activity:

T: What do you think of this painting?
S1: I think it’s ...

T: Do you agree ...?
S2: I think so too.
T: How do you feel about ...?
S3: ...

Encourage students to use different ways to ask for and give opinions.

3 Have students read the directions on Page 12. Make sure that they know how to use the patterns properly.

Step 2: discussing a review of a book or story

1 Have students read the review of ‘The Attic’ on Page 12 and make sure that they understand it. Have them focus on the plot, characters and the theme of the story.

2 Have students discuss the five questions
listed below the review. Encourage students to give their ideas freely. Accept any reasonable answers. You may walk around the classroom to help make sure that students all participate in the discussion.

3 Have students work in pairs to do a role-play activity. One student acts as the reporter and the other as the reader. When conducting the interview, students may refer to the questions listed. Encourage them to use as many questions as possible.

Sample answers

**Reporter:** Good morning, Miss Yang. I’ve just read your review of ‘The Attic’ in a magazine. Could I ask you a few questions about it?

**Reader:** Sure. What would you like to know about?

**Reporter:** Do you think the plot of ‘The Attic’ sounds interesting?

**Reader:** Yes, it is really entertaining and poetic from beginning to end.

**Reporter:** People say the author uses colours to describe Cindy’s mood. What do you think of this way of writing?

**Reader:** I like it. In my eyes, colours add beauty to the story.

**Reporter:** Well, why do you think Virginia Fox uses chocolate as a symbol of happiness?

**Reader:** I feel that chocolate usually helps us think of a sweet and rich life, which symbolizes happiness and success in Cindy’s life.

**Reporter:** Personally I feel the same way. By the way, which character do you think is the most interesting in the story?

**Reader:** If you ask me, I would say my favourite character is definitely Stuart, the ‘prince’.

**Reporter:** Can you tell me why?

**Reader:** Because I feel that he adds some comedy to this otherwise dark tale.

**Reporter:** Do you think this short story has a good theme?

**Reader:** Yes, her success with chocolate is a good theme and it makes this story different from other Cinderella stories.

**Reporter:** Thank you very much.

**Skills building 3: writing a review of a book or story**

1 Tell students read the directions at the top of Page 13. Make sure that they know what each point means. They will learn what should be included in a review.

2 Have students work in groups of four to write an outline of a review of a book or story. Make sure that each group member participates in the activity.

**Step 3:**
**writing your review**

1 Tell students read the instructions in Step 3, so that they will know that they are going to write a review of ‘The Home-Made Ball’ with the information they gathered in Steps 1 and 2. Have students review the information they have collected and the main points they need to include in writing the review.

2 Organize students into groups of four to write the review. When writing, students may refer to the structure of the review in Skills building 3.
**Possible example**

‘The Home-Made Ball’ is a short story written by Jerry Johnson. The story is set in modern-day America.

The main character of ‘The Home-Made Ball’ is a boy called Kevin. Kevin and Mike are good friends who play soccer with their home-made ball every day, but when Kevin gets a pair of brand new sneakers and a new soccer ball, things change.

Friendship is an important theme in this short story. The author, Jerry Johnson, uses the old and new things, like the old home-made ball and the new soccer ball, and the old bench and the new sneakers as symbols. The old things symbolize the most valuable thing, friendship, which needs to be cherished.

I think this story is really good and I strongly recommend it to all of you.

---

**Project  Reciting a poem**

The project in this unit is designed to help students learn and use English through doing a project. The reading material is about the poetry of Robert Burns, which gives background information on a poem. The purpose of this section is to help students use what they have learnt to finish a project by working together. In the course of doing the project, students will discuss which poem they would like to recite. They are required not only to read some information about Robert Burns and his poems, but also to search for as much information as possible. In addition, they are required to do some speaking and writing. They are expected to know how to cooperate. By doing the project, students will learn more about classsic literature.

**Part A**

1. Have students read the report on Robert Burns and his poetry. They should try to skim for the main idea of this article and tell how it is organized.

**Paragraphs 1-4** introduction of Robert Burns

**Paragraph 5** some information about the Romantic Movement of poetry

**Paragraphs 6-7** the poem ‘A Red, Red Rose’ with its introduction and explanation

2. To help students better understand the article, have them rearrange the events in chronological order. The following table can be used as an example:

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1759</td>
<td>Robert Burns was born.</td>
</tr>
<tr>
<td>1780</td>
<td>The Romantic Movement started.</td>
</tr>
<tr>
<td>1794</td>
<td>The poem ‘A Red, Red Rose’ was published.</td>
</tr>
<tr>
<td>1796</td>
<td>Robert Burns died at the age of 37.</td>
</tr>
<tr>
<td>About 1830</td>
<td>The Romantic Movement ended.</td>
</tr>
<tr>
<td>1877</td>
<td>The monument in honour of Burns was first shown to the public.</td>
</tr>
</tbody>
</table>

3. Have students read the article for a third time to get more information about this poem, and then fill in the following table about Robert Burns.
<table>
<thead>
<tr>
<th>Year of birth</th>
<th>Place of birth</th>
<th>Year of death</th>
<th>Family status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1759</td>
<td>Alloway, Scotland</td>
<td>1796</td>
<td>married</td>
</tr>
</tbody>
</table>

**His first love**
- **Name**: Nelly Kirkpatrick
- **Influence on him**: Encouraged him to write poetry

**Main works**
- ‘To a Mouse’; ‘The Holy Fair’; ‘A Red, Red Rose’

**The poetic movement**
- **Name of the movement**: Romantic Movement
- **Representative poets**: John Keat; William Wordsworth; Robert Burns
- **Features**: The poetry of the Romantic Movement often focuses on concepts like freedom and beauty, and tends to use imagination and touch on strong feelings.

**The ways people memorialize him**
- All of Scotland mourned his death, and afterwards many people donated money to support his widow and children. The monument in honour of him was first displayed to the public in 1877.
- The day when it was first shown was declared a holiday and about 30,000 people came out to watch.
- The house in Alloway where Burns was born is now a museum of his life and work.

---

4. Have students read the poem ‘A Red, Red Rose’ and talk about the meaning of each line of the poem. Encourage more able students to put the poem into modern language. Then have them recite it.

---

**Part B**

1. Organize students into groups of four and discuss the eight questions in Part B. Make sure that all the students understand the meaning of each question and have a chance to speak. Ask each group to prepare their project. They may discuss and decide which poem to use for their project. Then have each group present their project to the class. Encourage other groups to give comments or raise questions.

2. Have students do Parts B1 and B2 on Page 99 of the Workbook to practise using some words and phrases learnt in this section.

3. Have students do Parts D1, D2, D3 and D4 on Pages 101 and 102 of the Workbook. If time is limited, they may do them as homework.

4. Have students first read Part A on Page 106 of the Workbook, which can be used as a sample for them to see how a book review is written. Then ask them to finish Part B on the same page by writing a book review.

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**Self-assessment**

The self-assessment section at the end of the unit aims to allow students to assess the progress they have made, how much they have achieved, and also what else they can do to improve their English study. The colour bar with five levels rates how confident students themselves feel about what they have learnt.
In this unit, 17 items are listed with each one scoring 5. The total score is 85 points. These items cover the main study targets in this unit, such as skills in listening, speaking, reading, writing, the usages of vocabulary and grammar items, as well as activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by doing Part E on Page 5, students will see whether they are able to use the vocabulary learnt in the Reading section or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores and dividing the total amount by the total sum, students will get a percentage, which shows their level. If they feel there are some items which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan so that they will know what to do and how to take some effective measures to improve their studies. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
This unit introduces and develops the theme of different types and styles of music. In Welcome to the unit, students will be presented with four pictures, each of which represents a different type of music or musical instrument. Students will talk about their favourite kind of music and famous musicians, as well as their knowledge of the Chinese and Western opera. The Reading text is a review of the opera Turandot from a UK music magazine. Students will learn what the opera is about and some information about the performance of the opera staged inside the Forbidden City. The Reading strategy teaches students how to read a review of an opera. Word power focuses on words and phrases related to musical instruments. Relevant exercises are designed to help students become familiar with these words or phrases. In Grammar and usage, students will learn what ellipsis is, when to use it, and how to use it correctly. The Task section requires students to make an exhibition board about a composer. Students will practise the language skills of listening, speaking, reading and writing. They will learn how to listen for facts about people, how to find out about people's lives and how to write someone's life story. In the Project section, students will read an article from a magazine about the development of pop music over the last one hundred years. They are expected to do research on a singer or band and write a web page about this singer or band.

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Welcome to the unit

Everywhere in the world, music can be heard and understood. Nearly every person has his or her own favourite music. In this section, four pictures with brief introductions about different kinds of music or musical instruments are presented. Students are expected to fully participate in the discussion and brainstorm by combining what they already know about music with the given information. The related topics and activities are designed to attract students’ attention by requiring their full participation. Students are expected to take an active part in the discussion, practise their spoken English and express their opinions by talking about their favourite kind of music, their favourite musicians and what they know about Chinese opera.

Brainstorming

1 Tell students to focus on the topic of the unit ‘The universal language’. Have students try to explain the meaning of ‘universal’. Tell them that it is used to describe something that is used by all the people in the world. Have students think about what the universal language refers to. You may ask students to discuss the following questions:

What language is spoken by the most people in the world? (Chinese.) Can we call it ‘a universal language’? Why or why not?
What language is the most spoken in the world? (English.) Can we call it ‘a universal language’? Why or why not?

Remind students that language is used for communicative purposes. Human beings use languages to exchange information and express feelings or ideas. However, people will not understand each other if they speak two different languages. Music, which can be understood by people all over the world, can be regarded as the universal language.

2 Draw students’ attention to the unit topic—music. Encourage students to discuss the role of music in our lives. You can conduct the discussion as follows:

Have you ever had the experience of listening to a piece of music and feeling that it is written just for you? Music can be used to express many feelings, such as love, sorrow, friendship and peace. Although people from different areas of the world have different styles of music, we can still understand each other’s music. Without music, what would our lives be like?

Encourage students to express their feelings and ideas freely. If time permits, you may say the following to students:

Many of us believe that music can have a very great effect on us. This is especially true of classical music, which some people believe can make us calmer or even smarter. There is a theory, called the ‘Mozart Effect’, that playing classical music for a child can help his or her brain develop. As a result, a lot of parents play classical music for their children, some even beginning before the child is born, in the hope that their children will be smarter. What do you think of this theory? Do you think it is true? Why or why not?

Do you think adults can become smarter or calmer by listening to classical music? Why or why not?
Ask students what they know about music. Have them say some words related to music. Write their words on the blackboard. The following can be used as examples:

- Music: classical music, pop music, folk music, swing music, the blues, jazz, rock and roll, rap, opera ...
- People related to music: musician, singer, composer, pianist, violinist ...
- Musical instruments: guitar, piano, violin, drum ...

Sharing information

1. Before class, ask students to collect information about different types of music and musical instruments from the Internet or reference books.

2. If possible, you may begin the lesson by playing the recordings of several pieces of music, including jazz, Chinese opera and orchestral music. Encourage students to think about the differences between these types of music.

3. Organize students into groups of four and tell them to read the instructions and discuss the four pictures. Have students talk about what they already know and share their opinions with their partners. Afterwards, invite some students to report their descriptions of the pictures to the class. You may ask questions and provide them with useful information. Here are some sample questions:

   Picture of a jazz band
   What are the people doing in this picture?
   What do you know about jazz? (Jazz is a musical art form. At the beginning of the 20th century, jazz music was the most popular type of music. Jazz started in New Orleans in the USA and most jazz musicians at that time were black. It has been called the first original art form to develop in the USA. Early jazz musicians made money by playing in small bands. Often, jazz musicians made up the music as they were playing. Early jazz came from folk music and later developed into something else of its own.)

   Do you know any famous jazz musicians? (Louis Armstrong, one of the most famous jazz musicians, was born in New Orleans. He created wonderful jazz music with his trumpet. In addition to playing trumpet, he also sang and danced. He performed on Broadway, in films and recorded music.)

   What does jazz music sound like to you?

   Picture of Chinese opera
   What is Chinese opera? (Chinese opera is a traditional form of theatre in China. It started in the Tang Dynasty when Emperor Xuanzong founded the 'Pear Garden'. A Chinese opera performance includes elements such as dance, song, dialogue, swordplay and acrobatics. The features of Chinese opera which distinguishes a character's age, gender and personality are the makeup, movements, props and the colour of the costumes.)

   What does Chinese opera sound like? (To some young people nowadays, the music accompanied by gongs, cymbals, drums and stringed instruments sounds a bit 'shrill' and 'noisy'. However, the stories and the melodies are unique.)

   Do you know any famous Chinese opera performers?

   Picture of a girl playing the violin
   What is the girl doing in this picture?
   What do you know about the violin? (The violin belongs to the string family of instruments. It is made of wood and uses strings. A violinist uses a bow pulled across the strings to create beautiful music.)

   Do you know any famous violinists or the violin solo or concerto? (In the past, the great violinists played the violin and wrote music for the instrument. After the 19th century, composers and
violinists started to be two different roles. The most famous violin composers and players are Corelli, Vivaldi, Locatelli and later Paganini, Sarasate, and so on. I know a very famous Chinese violin concerto called ‘Liang Zhu Violin Concerto’, or ‘The Butterfly Lovers.’ I like it very much.

**Picture of a man playing the piano**

*What is the man doing in this picture?*

*What do you know about the piano?* (The piano is a large musical instrument, which consists of a long row of black and white keys attached to a wooden box, inside of that are metal strings. A piano is played by pressing the keys. Each of the keys is attached to a hammer that strikes one of the strings inside the box.)

*Do you know of any famous pianists?* (I think most Chinese teenagers know of Lang Lang, a world-famous Chinese pianist. He has given piano concerts in all the top concert halls of the world. He once played the piano concerto ‘The Yellow River’ on Tian’anmen Square. I think he always plays the piano with great enthusiasm. He is thought to be ‘the youngest piano master in the world today’. Lang Lang is the pride of China.)

4. Have students work in groups of four to focus on the three questions. Each student should have a chance to speak. Make sure that everyone is involved in the discussion and takes an active part in it. Then have some groups report their answers to the class.

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### Sample answers

1. My favourite kind of music is classical music. Classical music uses orchestras to create music. I like listening to music played by orchestras. You can hear things played on instruments from all of the different families—woodwinds, strings, percussion and brass. Also, classical music tends to be slower, so it makes me feel calm when I listen to it.

2. The musician I like most is Jay Chou. Many people may think that he is just a pop singer, but I consider him to be a pop musician. He is talented not only in writing songs, but also playing the piano. He sings about broken heart, urban stress and young dreams, which attracts young people who have similar thoughts. That is why many teenagers in China like him so much.

3. Yes. I attended Chinese opera with my grandfather when I was a child. A Chinese opera performance includes elements like dance, dialogue, swordplay and acrobatics. The musical instruments used for the Chinese opera include gongs, cymbals, drums and stringed instruments. A character’s age, gender and personality are shown through the makeup, movements, props and colour of the costumes. Chinese opera uses music to express themes like love, betrayal and hope.

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### Reading

The article is a review which was published in a UK music magazine of a performance of the opera *Turandot* in Beijing. Jane Jones, the journalist who wrote the review, gives a brief but clear description of *Turandot’s* plot, as well as other information about the amazing performance she saw in the Forbidden City. The *Reading strategy* of this unit teaches students how to read a review of an opera. Students are expected to learn this strategy and to apply it to their future study.
Lead-in

1 Tell students that they will read a music review of *Turandot*. Have students think about their experience of watching operas.

2 You may begin the class by asking students the following questions:
   *Have you seen any of Zhang Yimou’s films? Do you like them? Why or why not?*
   *What else has Zhang Yimou directed besides films?* (They are the opening ceremony of the Beijing 2008 Olympic Games, an outdoor performance of *Third Sister Liu* in Guilin and *Turandot* in Beijing).
   *Have you seen or have you ever heard of the opera Turandot?*
   *If you have seen or heard of it, can you tell us what it is about?*

The purpose of this activity is to attract students’ interest. It is fine if students know nothing about this opera before reading the review. Have more able students prepare information in advance. Encourage students to express their own opinions and ideas freely during the discussion.

Reading comprehension

1 Before asking students to read the review of *Turandot in Beijing*, ask them if they know what a review is and if they have read an English review of an opera before. You can begin the class like this:
   *A review is a report or an essay giving some information as well as some opinions or ideas about a book, a performance, a painting or something similar. We learnt how to write a review of a book or story in Unit 1. In our lesson today, we will read a review of an opera. What do you think the review will tell us? (It will give us some background information about Turandot, tell us about the plot of the opera and give other information, such as the actors’ names, as well as an evaluation of the performance as a whole.)*

2 Have students go through the review of *Turandot in Beijing* as quickly as possible and try to find answers to the three questions in Part A. Remind students only to focus on and identify the information related to the three questions.

Answers

A 1 *Turandot* is an opera that tells the story of a stubborn and cruel Chinese princess, named Turandot, who lives in the Forbidden City. To avoid marriage, she says that any potential husband must solve three riddles or die.

2 Calaf falls in love with Turandot at first sight and decides to solve the riddles so that he can marry her.

3 At the end of the story, Calaf and Turandot unite in marriage.

3 Have students read the review again to find out the background information of the opera. Write the following on the blackboard and ask students to provide the information:

   **Main characters of the story:** (Turandot—a Chinese princess; Calaf—a prince; Liu—Calaf’s father’s young slave)
   **Setting:** (Beijing’s Forbidden City)
   **Plot:** (The story takes on the classic love triangle of the three main characters Turandot, Calaf and Liu. Liu loves Calaf, but Calaf has fallen in love with Turandot. Because Turandot does not want to get married, she declares that anyone who wants to marry her must solve her three riddles. If one cannot solve these riddles, he will be killed.)
   **Director:** (Zubin Mehta)
   **Conductor:** (Zubin Mehta, a superb conductor born in India)
   **Actors and actresses:** (Sharon Sweet from the USA—Turandot; Barbara Hendricks from the USA—Liu; Kristjan Johannsson from Iceland—Calaf; other singers and musicians from abroad and China)
If possible, you can ask students to retell the story of Turandot, using what has been written on the blackboard. You may first have them work in groups of four, so every one of them will have a chance to practise speaking English.

4 Have students read the review again and focus on Parts C1 and C2 individually. Then check the answers as a class.

Answers

C1 1 Giacomo Puccini, an Italian.  
2 Because Turandot is a story which happened in the Forbidden City.  
3 She is stubborn and cruel.  
4 He has promised to allow Turandot to choose her own husband.  
5 He is killed.  
6 She will not have to marry him.  
7 To protect Calaf and his father, Liu claims that she alone knows Calaf’s name, but resists telling Turandot. Then she grabs a sword from a guard and kills herself.  
8 The bringing together of a group of people from many countries, the music, and the grand setting make the production amazing.

C2 5 4 7 2 1 8 3 6

5 Have students pay special attention to the Reading strategy. In reading the review of an opera, students will first find some background information, and then find details such as the actors’ names. The writer’s opinions will follow.

6 Have students complete Parts D and E individually first and then check the answers as a class. Part D helps students comprehend the meaning of the words from the context and match them with the correct definitions. Part E is an e-mail to David, written by Eleanor, about her experience of watching Shaoxing opera.

Answers

D 1 f 2 c 3 g 4 a 5 b 6 d 7 e
E (1) stubborn  (2) merciful  
(3) dare  (4) fall in love  
(5) demand  (6) unwilling  
(7) butterflies  (8) awesome

7 For more practice, students can do Parts A1 and A2 on Page 107 of the Workbook, so that they can become more familiar with the usages of the words and expressions learnt in the text.

Post-reading activities

1 Tell students to work in groups to talk about a Western or a Chinese opera that they are all familiar with. Have them introduce the main characters, the setting and the plot. If they are discussing a particular performance of an opera, they can also introduce the director, the conductor and the actors and actresses. Encourage students to also discuss their opinions of the opera if they have been to a performance of one.

2 Have students work in pairs and focus on Part E, which is designed for students to practise their spoken English with topics closely related to music and opera. Then invite several pairs to share their answers with the class.

3 Play the recording and have students fill in the form in Parts A and B of Listening on Page 114 of the Workbook. Then have them do Part C on the same page. Play the recording again if necessary. If time does not permit, they may complete Part C as homework.

Notes

1 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. (Page 18, Lines 1–3)

Here the word witness is a verb, meaning 'to see with one's own eyes'.

We can all witness this amazing scientific development.

Did you really witness the car accident that happened near our school?
The police are looking for those who have witnessed the fight that took place last night.

Witness can also be used as a noun, meaning 'a person who sees with his/her own eyes what has happened'.

I was a witness to the couple's quarrel last night.

My father was asked to act as a witness to the agreement between my two uncles.

The witness is a nine-year-old boy.

2 Just imagine performing such an opera in the Forbidden City—there could not be a more awesome setting! (Page 18, Lines 8–9)

Here setting means 'the place where a story, a film or a play takes place'. It can also mean 'the time when a story, a film or a play takes place'.

Known as the setting for the opera Turandot, the Forbidden City is the best place for putting on the opera.

The film is about an adventure story in a small island setting.

The American Civil War is the setting for the book Gone with the Wind.

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

The verb phrase take on here means 'to have a characteristic or appearance of'.

With this meaning, the phrase cannot be used in the passive voice.

In the play, my friend Liu Yong takes on the form of an old king.

The temples take on a golden hue when the sun sinks in the west.

Great changes have taken place in the past few years, and now the city has taken on a completely new look.

The phrase take on has some other different meanings:

The company is going to take on some new workers. (to employ or hire)

She is not in good health these days, and cannot take on more work. (to do work or accept responsibility)

When it becomes evident what happened, Calaf scolds Turandot for not being more merciful. (Page 19, Lines 35–36)

- The adjective evident means 'clear, obvious' or 'easy to see'.

It has now become evident that the company cheated the local people.

The growing interest in the Chinese opera is clearly evident in the number of people who go to the opera.

With evident excitement on their faces, the team must have won the game.

- The verb scold means 'to speak angrily to somebody, especially because this person has done something wrong'. We can say scold somebody for something or scold somebody for doing something.

Our teacher never raises his voice or scolds us.

Mum often scolds Mary for the mess in her bedroom and asks her to tidy up.

Peter has not come yet. He will be scolded by the manager for being late for work again this week.

Instead, he tells her his name—just before the dawn deadline—and says that she can kill him if she wishes. (Page 19, Lines 38–39)

The noun deadline means 'the time by which something must be done'.

The deadline for the ceasefire agreement has been set for March 1st.

We have set a deadline of May 30th for this project. If you can't meet the deadline, we
shall stop cooperating with you.

The deadline for application for enrollment in the US university is May 31st.

6 However, in this wonderful production, it has been transformed into the spot for a beautiful and sad love story. (Page 19, Lines 52-53)

The word transform means ‘to make a complete change of the appearance or character of’.

Plenty of rain might transform the area from a desert into a lush garden.

In only twenty years, what was once a small fishing village has been transformed into a modern city with a population of one million.

The old railway station built about 100 years ago will soon be transformed into a railway museum.

Giacomo Puccini and Turandot

Born on 22 December 1858 in Lucca, Puccini was one of the greatest Italian composers. Some of his operas, such as Madam Butterfly, Turandot, are still loved by people in different countries. For more information about the great composer and his great opera Turandot you can visit the following websites:

http://www.turandotonsite.com/frame-tur.html

Zubin Mehta

Zubin Mehta is one of the world’s greatest conductors. He began his career when he was 25 years old, and he has conducted quite a few famous orchestras in the world, such as the Los Angeles Philharmonic and the New York Philharmonic. Since 1991, he has led the Israel Philharmonic. For more information about Mehta, you can visit the following website:

http://www.zubinmehta.net/5.0.html

Sharon Sweet, Barbara Hendricks and Kristian Johannsson

They played the important roles in the historical performance of Turandot, given in the Forbidden City in Beijing in 1998. For more information about the performers, you can visit the following websites:

http://en.wikipedia.org/wiki/Sharon_Sweet
http://en.wikipedia.org/wiki/Barbara_Hendricks

Resources

Opéra

The word ‘opera’ comes from Italian, because the first operas came into being in Italy. An opera is a play in which a dramatic performance is set to music, so the actors and actresses sing some or all of their parts. In the late 17th century, the opera was popular in some other European countries, such as England, France and Germany. For more information about operas, you can visit the following website:

http://en.wikipedia.org/wiki/Opera

Word power

In this section, students will learn words and expressions related to musical instruments. They will also learn about the different groups of some musical instruments. Exercises are designed for students to practise and reinforce the vocabulary they have learnt.
Brainstorming
1. As some students may not be familiar with some musical instruments, they may need more encouragement to study this part. You may conduct some activities to activate students' interest in this topic. You can ask them the following questions:
   Do you know how to play the piano/violin/guitar?
   Have you ever seen a live concert or a concert on TV? What was it like?
   What musical instruments are performed in a concert?
   Do you know any famous orchestra in China or in other places around the world?
While students answer the above questions, you can write the words on the blackboard, such as piano, violin, guitar, flute, drum, strings, woodwinds, brass and percussion.
2. If possible, you can have students listen to some different pieces of music played on different musical instruments, and ask them whether they know the name of each piece and on what musical instrument it is played.

Vocabulary learning
1. Have students read Part A carefully, and then complete in the following chart written on the blackboard.
   Four groups of musical instruments
   __________ (strings)
   __________ (woodwinds)
   __________ (brass)
   __________ (percussion)

2. Have students look at the pictures in Part B to learn more musical instruments.
3. Have students do Part C individually, referring to Parts A and B. Then check the answers as a class. If time permits, check students' reading comprehension by asking the following questions:
   What instruments are in the string section?
   What instruments are in the brass section?
   What instruments are in the woodwind section?
   What instruments are in the percussion section?
At the same time, encourage students to think about Chinese musical instruments and which of the instrument families they might belong to.

Answers
C  (1) musical instruments
   (2) strings  (3) percussion
   (4) jazz drums
   (5) woodwind instruments
   (6) keyboards

4. Have students focus on Part D and complete it individually.

Answers
D  (1) harp  (2) tuba
   (3) piccolo  (4) clarinet
   (5) triangle  (6) cymbal

5. Have students read the article and answer the questions in Part A on Page 112 of the Workbook, which is about the world-famous cellist Yo-Yo Ma.
Grammar and usage

The grammar target in this unit is ellipsis. Students will learn when to use ellipsis and how to use it correctly. They are expected to put what they have learnt into practice by finishing the two exercises in this section.

Ellipsis

1 You can begin this section by writing the following sentence on the blackboard.

_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._

Ask students if there are some words that are left out in the second sentence. They should see that after the word _to_ in the adverbial clause, the words _break his promise_ have been left out. Tell students that some words can be left out when we do not want to repeat them. This is called ellipsis. Have students think over and present some sentences with ellipsis.

Write their sentences on the blackboard, and then tell them to point out the words that have been left out in each sentence. For example:

—How is your cousin today?
—(She is) Much better.

(You) Open the window, please!
(It) Sounds fine to me.

(It is a) Pity our teacher couldn’t come.
(Is there) Anything wrong?
(Have you) Found your pencil?

2 Have students read the instructions on Page 24, and make sure that they understand we use ellipsis when we do not want to repeat words or phrases that are obvious.

3 Have students read Part 1, so that they can see in what situations ellipsis is used. They will learn that ellipsis is often used in imperative sentences, in short responses, in infinitive phrases and in informal English. They will learn that ellipsis is also used after _if, when_ and _than_. Tell students to pay attention to the sixth point, in which ellipsis is used when two parts with the same pattern and the same verb are used in a sentence.

4 Have students read Part 2, so they can see that in some special styles, words are left out just to save space and time. We often use ellipsis when it comes to signs and labels, newspaper headlines, instructions, postcards or diaries and notes.

5 Have students do Part A on Page 25 to see whether they can find the words that can be left out. To check students’ understanding of the dialogue, you can ask the following questions:

_How did the singer feel taking part in Turandot?_ (He/She felt great to be cast. It had always been one of his/her strongest desires.)

_Where did the singer get the information that singers were needed for Turandot?_ (From a poster put up by the production company’s Personnel Department.)

_Why did the singer think it was difficult to try out?_ (He/She had a sore throat.)

6 You can tell students to read the dialogue without using ellipsis first and then read the dialogue using ellipsis. By doing this, students will discover that by using ellipsis, the language can be more concise. Therefore, they will learn to use ellipsis especially in spoken English.
**Answers**

**A**

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**

1. Bob James, a pop star, dies of drug abuse.
2. This is the door to the stage.
3. The performance last night was not as good as expected.
4. Please handle this with care.
5. *Turandot* was really a wonderful performance, and the setting was also fantastic.

---

8. Have students do Parts C1 and C2 on Page 109 of the Workbook. After doing the two exercises, they will understand more clearly how to use ellipsis correctly.

---

**Resources**

Students may want to learn more about ellipsis. You can give more examples using ellipsis so as to enrich students’ knowledge. For example:

*What about some more coffee (for you)?*  
*Why (do you) get so upset?*  
*Why (do you) not do it at once?*  
*(It is/was a) Pity you didn’t get the chance.*  
— *Shall I go to play badminton?*  
— *If you like, you can go to play badminton.*  
— *When can I start work?*  
— *(You may start work) Whenever you like.*  
*Please pass me one of these oranges, I don’t care which (one you pass me).*  
*Father will come back, but I don’t know when (he will come back).*  
— *What do you think about the opera?*  
— *(I think it is) Wonderful.*  
— *Will we be late?*  
— *I’m afraid we will (be late)./No, we won’t (be late). (Or we can say: I’m afraid so.)*  
*Shirley will go if Rose will (go).*  
*You can ask me questions if (there are) any (questions that) arise.*
I would have come yesterday (if I had wanted to). I would not do that (if I were in your place). I can only do it (the way) as (I was) told to (do it in that way). When (you are) crossing the road, (you must) be careful.

Unless (I am) invited, I won’t go. The bridge (which was) built 80 years ago broke down last week.
—Where is Sam?
—(Sam is) At the doctor’s (office).

Task  Making an exhibition board about a composer

This section consists of a series of activities which provide students with the opportunity to practise their listening, speaking, reading and writing skills. The Task is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to listen for facts about people, how to find out about people’s lives and how to write someone’s life story. Students are expected to write a biography of a famous composer.

Skills building 1: listening for facts about people

1. You can begin this part by asking students the following question: When we talk about a famous person, what information do you want to know? Write their answers on the blackboard.

2. Have students read the directions and the four points in Skills building 1 on Page 26. Write the four points on the blackboard.
   - dates (born/died)
   - places (born/died)
   - specific things done in their life
   - detailed information (why they did so; who or what influenced them)

Step 1: taking notes on famous composers

1. Tell students that they are going to listen to a teacher talking about some famous composers. Have students first read the notes carefully so that they can prepare for what they are going to listen to. Make sure that they understand what they will do while listening.

2. Have students listen to Part A and complete the notes on Page 26. Remind less able students that they will not be able to fill in all the blanks this time. Tell them to focus only on the first column. Play the recording. If necessary, play it again, stopping after each answer or sentence so that students have time to write down their answers. Tell students to check their answers. If they still have some questions they cannot answer, play the recording once more.

Tapescript

Teacher: The task you have today is to make an exhibition board for the music festival. Your exhibition board should be about a composer. To make your exhibition board, you will need to do several things. First, you will need to collect information about some composers. When you have collected that, you can then choose which composer to write about. You’re probably wondering what information
you need to find out. You need to find out about when and where they were born and died. Those things are very important. Another thing you need to know is where they came from, for example, from Europe or the USA. You will also need to find out those special things that happened in their lives, such as getting married or writing their first piece of music. Another important thing is anything or anyone that influenced them. You might remember that Puccini was fonder of East Asia and that is why he wrote Madam Butterfly and Turandot. Finally, you should write the names of their most famous works.

3 Have several students read one answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.

### Answers

<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>on 27 January 1756; in Austria</td>
<td>on 7 May 1840; in western Russia</td>
<td>on 13 October 1941; in the USA</td>
</tr>
<tr>
<td>died (when and where)</td>
<td>in 1791</td>
<td>in 1893; in Saint Petersburg</td>
<td></td>
</tr>
<tr>
<td>special things: when they wrote/recorded their first piece of music</td>
<td>published his first piece of music at 8 in 1764; finished his first opera at 12 in 1768</td>
<td>helped write a song at 4 in 1844; wrote the music for the ballet Swan Lake in 1876</td>
<td>recorded his first song in 1957 with his friend Garfunkel; recorded his first album with Garfunkel in 1964</td>
</tr>
<tr>
<td>people/things that influenced them</td>
<td>His father was a great influence on his life.</td>
<td>Mozart was his favourite composer and influenced his life and work.</td>
<td>influenced by African and Brazilian music</td>
</tr>
<tr>
<td>names of their most famous works</td>
<td><em>The Marriage of Figaro; The Magic Flute</em></td>
<td><em>Swan Lake</em></td>
<td>‘Bridge over Troubled Waters’</td>
</tr>
</tbody>
</table>
Skills building 2: finding out about people’s lives

1. You can begin this part by asking students to discuss the following questions:

*If you already know some general information about a famous composer, and you want to get more detailed information about him or her, what should you do?*

*What information would you like to know about the famous composer’s life?*

Tell students that one of the good ways to learn about people’s lives is to ask some questions. Encourage students to think of some questions to ask about the famous composers and write them on the blackboard.

2. Have students read the directions and the eleven questions in this part on Page 28. Have them compare their own questions with these questions, and then decide which questions can help them get more detailed information. Make sure that they understand the meaning of every question in this part.

Step 2: asking for further information

1. Have students read the directions first. You can draw students’ attention to the directions and the questions given in Skills building 2. Encourage students to refer to their notes on Page 26. Have them work individually to think of as many questions as possible to help them find more detailed information.

2. Have students work in pairs to do this role-play activity. One asks questions and the other answers them using the prompts given. Students should switch roles when they finish. Invite two or three pairs to present their conversation to the class. Praise students for any part they do well in.

Sample answers

**Student:** I am doing some research on Mozart. I need some information to complete my exhibition board. Can I ask you some questions about Mozart?

**Club member:** Yes, please do. What would you like to know?

**Student:** Where was he born?

**Club member:** He was born in Salzburg, Austria.

**Student:** I know that Mozart is a famous composer. What instruments did he play?

**Club member:** The piano and the violin.

**Student:** Mozart had a sister. I know he went on a tour of Europe with his sister at five, giving performances. Do you know his sister’s name?

**Club member:** Maria Anna.

**Student:** When was his famous opera *The Marriage of Figaro* written?

**Club member:** In 1786. Do you know another of his successful operas, *Don Giovanni*?

**Student:** No. When was it written?

**Club member:** In 1787.

**Student:** Who did he marry?

**Club member:** He married Constanze Weber, a young woman from Germany.

**Student:** Can you tell me any other information about him?

**Club member:** Yes. He composed his last three symphonies in less than seven weeks in the summer of 1788.

**Student:** I know he died in 1791, but where did he die?
Skills building 3: writing someone’s life story

1. You can begin this part by asking students the following questions:
   - When you write a person’s life story on an exhibition board, what should be included in it?
   - Should the date and place of his or her birth and death, timeline of the things he or she did and people’s opinions on him or her be included? How will this information be organized?
   - How can you find the facts or get the timeline?
   - Do you think it necessary to add a picture of the person you choose to write about?

2. Have students read the directions to find out the main things that they should pay attention to when writing a life story.

Make sure that they understand the directions on how to write a life story of a famous person.

Step 3: writing the life story of a composer

1. Tell students that they will write a composer’s life story. Help students review the information they have listened to, the article they read about Mozart on Page 27 and the other information they read on Page 28. Ask students the following questions:
   - When and where was Mozart born?
   - What style of music did he compose?
   - When did he write his first piece of music?
   - What famous works did he write?
   - When and where did he die?

2. Tell students to use the information that they gathered in Steps 1 and 2 to write the life story of a composer, referring to the questions in Skills building 3. Have them read the instructions in this part. Before writing, they should think about what they will write in their articles.

Possible example

The life story of a famous composer

Wolfgang Amadeus Mozart

(1756–1791)

Early years

Born on 27 January 1756, in Salzburg, Austria, Mozart showed remarkable talent in music. His father was a successful composer and served as his first musical tutor. At the age of five, Mozart started writing classical music. He composed classical music and had his first piece of music published in 1764. He composed his first opera at the age of twelve in 1768.

Achievements

Some of the famous music that he wrote included:

- The Marriage of Figaro, which he wrote for the Vienna Opera, one of the world’s best-known opera houses.
- Don Giovanni, another successful opera he wrote in 1787.
- The Magic Flute, written in 1791, just before he died later the same year in Vienna, Austria.

Family

In 1782, Mozart married Constanze Weber, a young woman from Germany.
Project  Making a web page

The project in this unit is designed to help students practise and use English by completing a project. Students are first asked to read a magazine article about the development of pop music over the last one hundred years. Students are expected to take this article as their sample and do some research on a singer or band to make a web page. The purpose of this section is to help students use what they have learnt to finish a project by working together. During the course of the project, students will discuss which singer or band they will focus on, what they will include in the project and how they can organize their web page. In order to finish the project, they are expected to know how to cooperate and work together to complete each part.

Part A

1 Tell students to read the article ‘From the blues to pop’ and find out as much information as possible about Western pop music. Have them take notes while reading. Help students organize the outline of the article as follows:

Early jazz
- Jazz began in the USA.
- It came from the blues, the folk songs of American black slaves.
- Jazz is faster and livelier than the blues.
- Louis Armstrong, who could adapt the music while playing and brought the liberty to his music, is seen as one of the fathers of jazz.
- One of the major characteristics of jazz is changing the music while it is being played to reflect the singer’s feelings.

From R & B to rock and roll
- R & B combined the fast pace of jazz and the older blues sound and replaced jazz.
- One particular style of R & B—rock and roll—became popular in the early 1950s.
- Big Joe Turner, a black American singer, is thought to be one of the first rock and roll musicians.
- ‘Shake, Rattle and Roll’ sung and recorded by Big Joe Turner in 1954 was a big hit.
- ‘Rock Around the Clock’, the number one hit of 1955, recorded by Bill Haley and the Comets, a white band, made rock music recognized and popular around the world.
- Sam Philips, a record company owner from Memphis, Tennessee, used a white man named Elvis Presley to make records for him from 1954.
- Within two years, Presley became the most popular music star and is known as ‘the King of Rock and Roll’ even today.

1960s pop music
- The Beatles were the supreme rock and roll band of the 1960s.
- The Beatles made Western pop music popular around the world.
- Wherever the Beatles went, thousands of fans would surround them.
- In 1965, the Beatles held a concert at Shea Stadium in New York that was attended by about 55,000 people. This was one of the first concerts held in a sports stadium and the largest concert up to this time.
- Since the Beatles broke up in 1970, no group has ever come close to being as popular or selling as many records.

2 Have students read the article again. Have them underline the key words, phrases or sentences about the development of Western pop music in the article while reading. Make sure that they understand the meaning of each sentence in the article.

3 Have students do Parts B1 and B2 on Page 108 of the Workbook, so they can be more familiar with the text and the usages of the words and phrases learnt in it.

4 Have students do Parts D1, D2, D3 and D4 on Pages 110 and 111 of the
Workbook, so they can review the language points they have learnt in this unit. Or, they can do this as homework.

5 Have students read the article in Part B on Page 113 of the Workbook.

Part B

1 Have students work in groups to discuss how to research and what to research regarding a singer or band. Tell them to write down what they should do step by step. Then have two or three students report their ideas to the class. For less able students, give them some questions to check whether they understand how to do research on a singer or band to make a web page. For example:
   When was the band founded?
   What musical instruments do they use?
   What songs do they sing?
   Where do they perform?

2 Have students work in groups of four to discuss the questions in Part B. Each group should choose a singer or band to do research on, and then divide the work among group members. Each group member will be responsible for searching for some information and take an active part in making their web page.

3 When students finish, have several groups present their web pages to the class. Or, you can have each group paste their web page on the display board. Other groups can give their comments. Let students decide which group has made the best web page.

4 Have students first read Part A on Page 115 of the Workbook, which can be used as a sample for them to get to know how a commentary is written. Then tell them to finish Part B on the same page by writing a commentary about a pop song.

Self-assessment

The self-assessment section at the end of the unit aims to help students assess the progress they have made, how much they have achieved, and also what else they can do to improve their English study. The colour bar with five levels rates how confident students feel about what they have learnt in this unit.

In this unit, 15 items are listed with each one scoring 5. The total score is 75 points. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, after they have finished doing the two exercises in the Grammar and usage section, students will know whether they can identify ellipsis in sentences. If they feel very confident about this item, they can score it 5. If they feel slightly confident about another item, they can score it 2. After going over all the items in this part, students need to add all the scores and divide the total amount by the total sum. Thus, they will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan for improving what they are not confident about by taking some effective measures. You can also gain a better understanding of your students' performance, enabling you to help them study English more effectively.
The world of colours and light

Overview

This unit introduces and develops the theme of art. In *Welcome to the unit*, students will be presented with five pictures, each of which introduces a different type of painting. Students are expected to understand the differences between types of painting and discuss their favourite paintings and painters, as well as the reasons why we should learn something about paintings. The *Reading* text is an e-mail about a Chinese student’s visit to some famous art museums in Europe, in which some of the world’s most famous painters and their paintings are introduced. The *Reading strategy* of this unit enables students to read a travelogue in an effective way. *Word power* focuses on words and phrases related to different types of painting and painting materials. Relevant exercises are designed to familiarize students with these words and phrases. In *Grammar and usage*, students will learn inversion, which is the changing of word order in a sentence. Students will learn when and how to use inversion. The *Task* section requires students to write a report on a visit to an art exhibition. Students will learn how to listen to instructions to report on a visit, how to ask technical questions and how to write a report on a visit. They will practise the language skills of listening, speaking, reading and writing in this section. In the *Project* section, students will first read an article about unusual pictures, and then do research on unusual pictures and write a short article explaining their ideas about them. They will put these articles together to make a small book.

This unit provides a chance for students to gain some knowledge about some world-famous artists and different types of painting. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. This unit also enables students to take notes to report on a visit, find out technical information and write a report. Students are expected to apply what they have learnt to practice by writing a report about an art exhibition.

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### Highlights of the unit

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| **Functions**  | 1. Describing forms of painting  
                 *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.*  
                 *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.*  
                 2. Describing famous artists  
                 *Besides being a painter, da Vinci was also an architect, scientist and engineer. Van Gogh was also a member of the Impressionist Movement.* |
| **Vocabulary** | abstract, birthplace, architecture, output, medium, acute, cube, consensus, calculate, helicopter, tank, shadow, pond, starry, commit, being, reward, agent, gallery, changeable, ankle, suite, accommodation, dormitory, canal, passer-by, souvenir, admission, scenery, scholarship, cloth, slice, apron, chef, seaweed, pineapple, eggplant, seashell, pillow, disgusting, spray, paintbrush, tin, dip, wrinkle  
                 still life, oil painting, upwards of, be off to, cut up, lay out, dip ... into, cut something out (of something), have a go (at) |
| **Grammar**    | Inversion  
                 *What do you know about van Gogh?*  
                 *He could not appreciate the beauty of the painting. Neither could I.*  
                 *Never in my life have I seen such wonderful pictures.*  
                 *Only on such a trip can you gain a better appreciation of European art.*  
                 *Down came the water from the top of the mountain.*  
                 *Should they invite me, I would go to the art gallery with them.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
                 1. read an e-mail about an art trip and a web page about unusual pictures  
                 2. listen to instructions to report on a visit  
                 3. talk about art and ask for technical information  
                 4. write a report on a visit  
                 5. make a small book about unusual pictures |
| **Culture**    | 1. Impressionism, Cubism and abstract painting  
                 2. World-famous painters like Pablo Picasso, Leonardo da Vinci, Claude Monet, Vincent van Gogh and Rembrandt |
Teaching suggestions

Welcome to the unit

The world we live in is colourful, and painters have made it more beautiful. In this section, students will look at five pictures, which introduce different types of painting. Students will be invited to discuss their favourite type of painting, some of the world’s most famous painters and their works, as well as the reasons why we should learn something about painting. Students are expected to be involved in the discussion, express their opinions, practise their spoken English and participate in all the designed activities.

Brainstorming

1 Before class, have students surf the Internet or refer to some reference books (in English or in Chinese) to get some information about the types of painting and world-famous painters. This activity can be conducted like this:
   The topics we are going to deal with are related to art and painting. The art of painting has been around for many thousands of years. In prehistoric times, people painted on the walls of caves. With the development of painting skills and painting materials, people created different types of painting. Please search for the information about different types of painting and the famous painters you are interested in on the Internet or in books. This will help you get a better understanding of the unit topic. Remember to take notes while searching, which will make your reporting easier.

2 Organize students into groups of four. Each group may create a spider gram to organize the words related to painting and painters. Write the words and names of famous painters students have found on the blackboard. Praise students for any part they do well in. Encourage more able students to briefly explain the words they find or to introduce the painters they have chosen.

3 Conduct a game to arouse students’ interest in the unit topic. Have one student sit on a seat in front of the blackboard. Write the name of a famous painter on the blackboard or a piece of paper. Make sure that the student on the seat cannot see the name. The student may ask his or her classmates five questions about the painter, such as the painter’s nationality, the painter’s painting style or the name of one of the painter’s masterpieces. Other students are only allowed to answer his or her questions by saying ‘yes’ or ‘no’. They should be able to guess the name of the painter after five questions. Play the game again with the names of different painters.

Sharing information

1 Have students discuss each picture separately in pairs. The following questions might help students understand each picture better:
Picture of a mural

What do you see in this picture?

What is a mural? (A mural is a very large painting that is done on a wall. Murals can date back to prehistoric times, such as the paintings on the walls of caves.)

What are the characteristics of a mural? (Compared with other types of paintings, murals are always larger in size and they are painted on the surfaces of walls. This feature makes murals very easy to attract public attention.)

Do you know any famous mural painters and their works? (Perhaps the most famous mural painter was the Mexican artist Diego Rivera, who was born in 1886 and died in 1957. One of his most famous works is Man, Controller of the Universe, painted in 1934.)

Picture of a still life

What do you see in this picture?

What is a still life? (A still life is a work of art that presents objects that are not moving. It was popular in Western art since the 17th century.)

What are the characteristics of still lifes? (Still lifes focus on objects such as flowers and fruit. This gives artists more freedom to arrange the elements in the picture than when they do paintings of nature or portraits.)

Do you know any famous still life painters and their works? (The history of still lifes dates back to ancient Egypt. At that time, people believed that if they put the paintings of foods or other items in tombs, people could still eat or use these items in the other world. There are many famous still lifes, and van Gogh’s Sunflowers is one of the most well-known.)

Picture of abstract art

What can you see in this picture?

What do you know about abstract art? (Abstract art is a type of art that does not show objects in a natural way. Instead, abstract artists present their views of the objects with colours or shapes. The abstract artists use this to show the true qualities of the objects underneath their appearance.)

Do you know of any painters that paint abstract painting? Do you think it easy or difficult to understand abstract painting? Explain your reasons.

Picture of a painting of nature

What can you see in this picture?

What do you know about paintings of nature? (Paintings of nature can also be called ‘landscapes’. A painting of nature always includes elements such as land and plants, and has a very wide view. Sometimes, a painting of nature also presents water, a group of wild animals, people or the sky.)

Can you name some of your favourite artists who do paintings of nature? Why do you like his or her work?

Picture of a portrait

What can you see in this picture?

What do you know about a portrait? (A portrait is a painting that shows a person, particularly the shoulders and up. In very few cases, the artists would show their personal feelings with a portrait.)

Why do many painters paint portraits?

Do you know of any famous portraits? (One of the best-known portraits in the world is the Italian Renaissance artist Leonardo da Vinci’s Mona Lisa.)

Why do people like to have their portraits painted? If possible, would you like to have your portrait painted? Why or why not?

2 After students finish discussing in pairs, have some students report their answers
to the class. Have as many students as possible share their answers.

3 Organize students into groups of four or allow them to form their own groups. Have them discuss the three questions listed under the five pictures on Page 33.

4 Have the groups exchange their opinions. Make sure that each individual has a chance to express his or her ideas. Tell several groups to report their responses back to the class.

**Sample answers**

1 Of all the above paintings, I like the paintings of nature best. There are a variety of reasons for this. First, paintings of nature usually show landscapes, figures and birds or flowers. They are closely related to day-to-day life. Second, nature paintings provide us with the chance to appreciate nature. Finally, paintings can also express the thoughts and emotions of the painters, which can be passed down from the past to the present. I believe that Vincent van Gogh was right when he said, ‘Keep your love of nature, for that is the true way to understand art more and more.’

2 I have learnt a lot about the world’s

most famous painters, of which I like van Gogh’s works best. I like his works not only because he is regarded as one of the greatest and most talented artists ever, but also because his life and work have inspired and influenced much of art history since his tragic death in 1890. Van Gogh has left a large range of paintings from flowers to people and landscapes. His painting style had a deep influence on painting history. Of all his 800 oil paintings and 1,600 drawings, I like his most famous artwork, called _Sunflowers_. These sunflowers are at varying stages of life, from withered and wilting to vibrant full bloom. This makes me think of a human being’s life circle from birth to death.

3 Everyone should learn something about painting. First, painting reflects the beauty of life and helps us have a better understanding of life around us. Next, painting gives us a chance to turn our imagination into reality. When you look at your own painting, you find a sense of achievement and become satisfied. Finally, painting also provides us with the chance to make new friends. If you learn about painting, you’ll find life much better than expected.

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**Reading**

The reading passage in this section is an e-mail about a trip to some famous art museums in Europe. It introduces some world-famous artists and their works. The *Reading strategy* in this unit introduces ways to read a travelogue, and explains that students 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. All the activities involved aim at checking and enhancing students’ reading abilities. Students are expected to gain an overall understanding of the article and learn to read a travelogue.
Lead-in

1 Begin the class by asking students to talk about their past experiences of visiting museums. This is to arouse students’ interest in art. You may ask the following questions:

*Have you ever visited an art museum? If so, what was your experience like?*

*What did you see in the art museum? How did you feel about what you saw?*

*What impressed you the most in the museum?*

Encourage students to express themselves freely about their past experiences.

2 Organize students to have a discussion about some artists and their works that they are familiar with. Then have them share the results with the class.

If necessary, you may give a brief introduction of an artist and his or her work. You can show students a piece of art or ask them to bring one if they happen to have one at home. Have students talk about the painting. You may ask the following questions:

*What type of painting is it?*

*How do you feel when you look at the picture?*

*Do you like it or not? Explain your reasons.*

3 Encourage students to look for more background information about art. This might help them understand the text better.

Reading comprehension

1 Tell students to skim the e-mail and try to find answers to the three questions in

Part A. Remind students to pay attention to the most important information.

Answers

A 1 Spain, France, the Netherlands.
2 Four days.
3 Water lilies.

2 Have students read the passage again and complete Part C1 individually. Questions in Part C1 check students’ ability to read and identify details. Then check the answers as a class.

Answers

C1 1 He thinks Málaga is a lovely city and that the architecture there is beautiful.
2 Cubism is a type of art which often uses acute angles and where the world is represented as being constructed of cubes and rectangles.
3 He went to the Louvre Museum and the Musée d’Orsay.
4 The Mona Lisa.
5 He designed many new inventions, including a primitive form of a helicopter and a tank.
6 The Musée d’Orsay.
7 Although van Gogh committed his whole being to painting, he received little reward for his effort. Only one painting had been sold before he died.
8 In Amsterdam.

3 Tell students to scan the article again and look for the specific information to do Part C2. Tell students that the sequence usually helps in understanding the story of someone’s life. Have students finish the exercise individually and then check the answers as a class.
Answers

<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>Spanish</td>
<td>1881–1973</td>
<td>Guernica</td>
<td>1937</td>
</tr>
<tr>
<td>Leonardo da Vinci</td>
<td>Italian</td>
<td>1452–1519</td>
<td>Mona Lisa</td>
<td>1503–1506</td>
</tr>
<tr>
<td>Claude Monet</td>
<td>French</td>
<td>1840–1926</td>
<td>Impression, Sunrise</td>
<td>1872</td>
</tr>
<tr>
<td>van Gogh</td>
<td>Dutch</td>
<td>1853–1890</td>
<td>The Potato Eaters; Starry Night</td>
<td>1885 1889</td>
</tr>
<tr>
<td>Rembrandt</td>
<td>Dutch</td>
<td>1606–1669</td>
<td>The Night Watch</td>
<td>1642</td>
</tr>
</tbody>
</table>

4 Have students read the Reading strategy of the article and have them focus on what should be paid special attention to when reading a travelogue. You may present another travelogue for students to read so that they may have a chance to practise this skill in class.

5 Have students complete Part D. Part D helps students comprehend the meanings of words from the context and match them with the correct definitions. The meanings of the words in Part D are not difficult for students to identify after they have read through the passage several times.

Post-reading activities

1 If time permits, the following post-reading activities can be conducted:
   - Organize students into groups of four. Have students introduce each artist mentioned in the passage to other group members with the help of the table in Part C2.
   - Tell students to search for more information about the artists and their work. Have them give a brief introduction to each of them.
   - Have students search for more information about the museums mentioned in the text. Have them give a brief introduction of the museums, talking about things like history, collections and locations.

2 Tell students to read the instructions for Part F. Then ask them to discuss with their partners the questions listed, and report their answers to the class.

3 Have students do Parts A1 and A2 on Page 116 of the Workbook, so they can have more chances to practise using some important words and expressions learnt in the text.

4 Have students read the passage in Part A on Page 121 and the article in Part B on
Page 122 of the Workbook. They will learn more information about Picasso and the history of photography. Or, they can do the reading exercise as homework.

Notes

1 I was amazed to learn that Picasso had an output of more than 20,000 pieces of art. (Page 34, Lines 8–9)

- The adjective amazed means ‘being filled with great surprise’.
  
  I was amazed to see everything was in a mess when I came back from holiday last Sunday.
  
  They were amazed at the sight of the huge dog.
  
  Everyone was amazed that she still had energy after running a marathon.

- The noun output means ‘amount of things that has been made’. It is usually used in the singular form.
  
  We must increase our output to meet people’s needs.
  
  What is the output of the factory?
  
  Shortage of hands has shrunk our plant’s yearly output.

- In this sentence, the phrase more than means ‘greater in quantity’.
  
  More than ten years ago, the little girl moved with her family to another city.
  
  More than 4,000 people came and donated money to the charity show.
  
  Mr Li has been abroad for more than twenty years.

More than has several other meanings.

Peter was more than a little curious about the world and he wanted to know everything. (greater in degree)

I am more than happy to take you in my car. (very)

I like watermelons more than other fruit. (better than)

2 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. (Page 34, Lines 18–20)

- The noun consensus means ‘opinions or decisions generally accepted among a group of people’.

  As we all live on the same planet, there should be a consensus to have mutual respect for one another.

  The consensus in the office is that he is useless.

  There is no consensus among experts on food storage.

- The verb calculate means ‘to guess or to find an answer with the given information’.

  It was difficult to calculate the damage of the earthquake which happened in Japan in 2011.

  Let me calculate the cost of the journey first and then I will make a decision.

  George calculated the answer within a very short time.

3 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)

- The word besides is a preposition meaning ‘in addition to’ or ‘as well as’.

  We have no other books besides these old ones.

  Besides Tom, many other students went to the lecture last Friday.

  What other subjects do you like besides English?

Besides can also be used as an adverb meaning ‘also’ or ‘in addition’.

I do not like this tablecloth and, besides, it is too expensive.

He was too tired to go there after the long journey. Besides, it was raining too heavily.
Don't worry about me. I have many more books to read besides.

- The word **range** means 'to vary between specified limits'. We usually use the phrase **rang from ... to ...** in sentences.

Twenty boys ranging from eleven to fifteen were asked to participate in a survey on this topic.

He has many hobbies ranging from music to sports.

The new supermarket provides a variety of goods ranging from stationery to electronic products.

4 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. (Page 35, Lines 29–32)

The verb **abandon** means 'to leave someone or something' or 'to stop having something'.

By the time the rescue team arrived, the village had already been abandoned.

The driver had to abandon his car in the snow, as it had broken down.

The man abandoned his wife and child in order to fulfil his own ambition to become an actor.

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

- The verb **commit** here means 'to give all one's time and effort to something'.

The boy was committed to the care of his uncle.

His whole life has been committed to studying cancer.

Madame Curie committed her life to research on radioactivity.

The verb **commit** can also mean 'to do something wrong or even illegal'.

The novelist had his heroine commit suicide at the end of the book.

A murder was committed between 10 p.m. and midnight yesterday.

The cruel man was sent to prison for a crime that he committed two years ago.

- The noun **reward** means 'a present or money that you give to thank someone for something'.

The government should give a special reward for this new invention.

The satisfaction of customers is our factory's pursuit and it is also the highest reward for us.

The artist worked hard all his life, but without much reward.

**Reward** can also be used as a verb, meaning 'to give something in return for'.

Mr King was well rewarded by the kind things people said about him.

The manager promised to reward his men for their hard work.

The police rewarded the man who provided the information about the robbery.

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

The phrase **upwards of** means 'more than'.

Can you imagine that this young girl painted a picture worth upwards of $10,000?

Upwards of a thousand students in our school joined in the programme aimed at helping the children in that area.

You won't believe that he is a teacher with upwards of 20 years of experience.

7 Tomorrow we are off to another museum in Amsterdam. (Page 35, Line 44)

The phrase **be off to** means 'to be away to another place'.

Tomorrow they are off to London.

We are off to Canada to spend our summer holidays.

I am off to the supermarket for some shopping.
Resources

Pablo Picasso
Pablo Picasso, born in 1881 in Spain, was one of the most famous artists in the world. He started drawing at a very young age, and this laid a solid foundation for his future painting. During his lifetime, he tried a variety of painting styles, till he died on 8 April 1973. For more information about Picasso you may visit the following website: http://pablo-picasso.paintings.name/biography/

Louvre Museum
The Louvre Museum, dating back to the late 12th century, is one of the largest and finest museums in the world. The museum building has continuously been expanded and reconstructed in the past hundreds of years. It holds a large collection of artwork, nearly 300,000 works at present. However, viewers can only enjoy a fraction of those at any one time. If you want to learn more about the Louvre Museum, you may visit the following website: http://www.louvre.fr/louvrenew.htm

Leonardo da Vinci
Leonardo da Vinci, born in 1452 in Italy, was more than a Renaissance painter. At the age of five, he moved to live with his grandfather in Vinci, where he spent his childhood. He began learning painting in 1467 and his early works showed that he had an ingenious mind beyond his time. He also made great contributions to other fields such as architecture, engineering, mathematics and philosophy. In 1519, he died in France. For more information, you may visit the following website: http://en.wikipedia.org/wiki/Leonardo_da_Vinci

Claude Monet
Claude Monet, born in 1840 in Paris, is generally regarded as an initiator and a leader of Impressionist style. The term Impressionism derives from his famous picture Impression, Sunrise. Monet spent most of his youth in Le Havre, where he learnt from his early mentor Boudin and began landscape painting. Later he studied painting in Paris, and in 1862 he entered the studio of Gleyre, where the Impressionist group was formed. Soon he became the centre of the group. He never gave up painting till his death in 1926. For more information, you may visit the following website: http://giverny.org/monet/welcome.htm

Van Gogh
Van Gogh, born in 1853 in the Netherlands, is considered as one of the greatest and most talented artists in the world. He was brought up in a religious and cultured atmosphere, which had a great influence on his life. He had a brother called Theo, who tried hard to help him sell his paintings. Unfortunately, he was only able to sell one painting. His life and work has inspired and influenced much of art history, continuing long after he committed suicide in 1890. During his lifetime, van Gogh made 873 paintings and 1,049 drawings, many of which can be found in the Van Gogh Museum today. For more information, you may visit the following website: http://www.vangoghgallery.com

Rembrandt
Rembrandt Harmenszoon van Rijn, born on 15 July 1606 in the Netherlands, is considered as a giant in the history of art. When he was a little boy, he studied painting from Pieter Lastman for half a year, and this greatly influenced his work. At the age of 19, he started his own studio in his hometown. During his lifetime, he created about 600 paintings, 300 etchings and 1,400 drawings, most of which are kept in the Rembrandt House Museum. He had a magic power of light and shadow in painting. He taught art until he died in 1669 in Amsterdam. For more information, you may visit the following website: http://www.rembbrandtpainting.net
Word power

In this section, students will learn some words and expressions related to paintings. Students will first read an article from an art book and learn about different types of painting. Then they will look at a picture and learn about different painting materials. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to familiarize themselves with the new words and expressions.

Brainstorming

1 Before class, have students surf the Internet or refer to some reference books (in English or in Chinese) to get some information about different types of painting and painting materials.

2 Have students report their findings in class. You may ask students to provide pictures or objects to show to the class if necessary.

3 If it is possible, you may ask several students who have studied painting to give a brief introduction of types of painting and painting materials.

Vocabulary learning

1 Have students read the article about types of painting in Part A and list the types of painting mentioned in the text.

2 To check students' understanding of the article, have students read it again and fill in the following chart giving a description of each type of painting. They may consult with each other or check the dictionary when they have questions before asking you. Encourage more able students to design their own charts.

<table>
<thead>
<tr>
<th>Type of painting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>watercolour painting</td>
<td>done on a piece of paper with colours that need to be mixed with water</td>
</tr>
<tr>
<td>oil painting</td>
<td>done on a canvas with thick colours mixed with oil</td>
</tr>
<tr>
<td>charcoal drawing</td>
<td>done with charcoal</td>
</tr>
<tr>
<td>portrait</td>
<td>for people</td>
</tr>
<tr>
<td>landscape</td>
<td>for views</td>
</tr>
<tr>
<td>still life</td>
<td>for objects</td>
</tr>
</tbody>
</table>

3 You may bring some painting materials and tools such as watercolour paints, paintbrushes and oil paints to the classroom. Have more able students introduce the ways to use these materials. This will give students a clear and vivid idea of the painting materials and tools.

4 Tell students to read the instructions for Part B. Make sure that students all understand the names of the different painting materials and how they are used. Then organize students into groups of four and ask them to finish Part C on Page 39. Students may use Parts A and B as a reference. Check the answers as a class.

Answers

C (1) watercolours (2) oils (3) paintbrushes (4) pencils (5) paper (6) oil paints (7) portrait (8) still life

Vocabulary extension

1 Have students complete Part D individually. Encourage them to consult a dictionary when they have questions before asking you. Then check the answers as a class.
Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rose</td>
</tr>
<tr>
<td>2</td>
<td>cherry</td>
</tr>
<tr>
<td>3</td>
<td>lemon</td>
</tr>
<tr>
<td>4</td>
<td>olive green</td>
</tr>
<tr>
<td>5</td>
<td>sea green</td>
</tr>
<tr>
<td>6</td>
<td>chocolate</td>
</tr>
</tbody>
</table>

2 Have students look at the words presented in Part D again. Ask them whether they can find the features of the words used to describe colours. They will see that some words are the names of the objects which are of the similar colours. If students are interested in this topic, you can give them more words. For example: 

navy blue, pea green, blood-red, inky black, snow white

Grammar and usage

The grammar target in this unit is inversion. Students will first learn how to make an inversion and in what cases inversion is used. Then they may apply what they have learnt to practical use by finishing the two exercises in this section.

Inversion

1 Have students compare the following pairs of sentences and tell the difference between them.

- They went to the park last Sunday. Did they go to the park last Sunday?
- He likes to read newspaper articles about social problems.
  What does he like to read?

Point out that in the above sentences, the second sentence of each pair is a question, and the order of the words has been changed. Tell students that the changing of the word order in a sentence is called inversion.

2 Tell students to read the directions on Page 40. Make sure that they understand that inversion sometimes can put emphasis on the predicate instead of on the subject.

3 Have students read Part 1 and tell them that inversion is commonly used in questions.

4 Have students read Part 2. Explain that the auxiliary verb should be put before the subject in the following cases:

- when the sentence begins with a negative word or a negative phrase such as neither, nor, never, not, at no time, seldom or hardly
  You may give students some sentences and have them change the order of the words:
  I have never met him before. → Never have I met him before.
  We have seldom seen such a horrible film. → Seldom have we seen such a horrible film.
  She had hardly entered the house when she heard a baby crying. → Hardly had she entered the house when she heard a baby crying.
  She did not sing a single song at yesterday’s party. → Not a single song did she sing at yesterday’s party.

- when the sentence begins with only or so
  You may give students some sentences and have them change the order of the words:
  We can save Earth only by changing the way we live. → Only by changing the way we live can we save Earth.
  The meeting will begin only when Mr Baker returns this afternoon. → Only when Mr Baker returns this afternoon will the meeting begin.
  You can work out the problem only in this way. → Only in this way can
you work out the problem.
The attack was so sudden that the people in the building had no time to escape. → So sudden was the attack that the people in the building had no time to escape.
Light travels so fast that it is difficult for us to imagine its speed. → So fast does light travel that it is difficult for us to imagine its speed.
Draw students’ attention to the tip box. Make sure that they understand that inversion should not be used when *only* modifies the subject.

5 Have students read Part 3. Explain that the subject can also be put after the verb in the following cases:
- when the sentence begins with direct speech or part of it
- when the subject is too long
- when the sentence begins with *here, there, in, out, up, down, on, etc.*
Suggest more examples as follows:
*Up went the arrow into the air.*
*Following the roar, out rushed a tiger from among the bushes.*
Draw students’ attention to the tip box. Make sure that they understand that when the subject is a pronoun, inversion should not be used.

6 Have students read Part 4 and make sure that they understand that inversion can sometimes be used in formal language to talk about unreal conditionals. Ask students to put the example sentences in their normal order:
*If they should invite me, I would go to the art gallery with them.*
*If the picture were unique, it would be valuable.*
*If the museum had been closed, we would have been upset.*

7 Tell students to do Part A on Page 41 either individually or in pairs. Then check the answers as a class.

---

**Answers**

A  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

8 Tell students to finish Part B individually. Check the answers as a class.

---

**Answers**

B  1 Never have I seen such beautiful flowers in the city.

2 Neither do I have time to go to the museum today nor do I want to.

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

4 The poet is always writing; seldom is he seen without a notebook in his hand.
Have students do Parts C1 and C2 on Page 118 of the Workbook to get more practice in inversion.

Resources

Students may want to learn more about inversion. The following is for your reference.

1 When a prepositional phrase which indicates a position is used as an adverbial of a place, we can put the prepositional phrase at the beginning of the sentence, and put the verb before the subject. For example:

Beyond the small house lay the wheat fields. (=The wheat fields lay beyond the small house.)

Next to the supermarket stood a bank. (=A bank stood next to the supermarket.)

On the other side of the bench was a girl with dark eyes. (=A girl with dark eyes was on the other side of the bench.)

2 When an adverbial phrase has a negative meaning, usually with no, and is used at the beginning of a sentence, we can put the modal verb or the verb 'to be' before the subject. For example:

On no condition must you tell him the truth. (=You mustn't tell him the truth on any condition.)

In no way can we finish the project on time. (=We cannot finish the project on time no matter how hard we work.)

At no time was the old man aware of what was happening. (=The old man was not aware of what was happening at any time.)

Task Reporting on a visit to an art exhibition

This section consists of a series of activities which provide students with opportunities to learn and practise their language skills of listening, speaking, reading and writing. Students will also learn to report on a visit to an art exhibition. The Task is divided into three steps, and each step is preceded with a skills building activity. By going through the three steps, students will learn how to listen to instructions to report on a visit, how to ask technical questions and how to write a report on a visit. Students are expected to apply these skills practically by writing a report which includes the introduction, the description and the conclusion of a visit to an art gallery.

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

1 Arouse students’ interest in this topic by asking about their past experience of visiting a place. You may ask the following questions:

Have you ever visited an art gallery, a museum or an exhibition?

Where and when did you go?

Why did you go there?

What did you see there?

Did you see someone like the organizer of the exhibition, the artist or the photographer there?

Did you learn anything new by going? If so, please explain.

Then have students work in pairs and ask them to discuss the following question:
If you are going to report on a visit to an exhibition, what information do you need to include?

Have students discuss the question and write their answers on the blackboard.

2 Have students read the direction on Page 42. Remind students to focus on the most important information, such as where, when, why, what and who, as well as any other information of note. Make sure that they understand how to listen to the instructions on reporting on a visit. Encourage more able students to compare their discussions with the directions.

Step 1: taking notes to report on a visit

1 Tell students to read the notes in this part. Tell them that even though the notes are not complete, we can still predict the information that is missing. Have students discuss what they are going to listen to and what they need to pay attention to while listening.

2 Have students listen to Part A and complete the notes on Page 42. Play the recording once. If necessary, play the recording again, stopping after each answer or sentence so that students have time to write down their answers. If they still have some questions they cannot answer, play the recording once more.

Tapescript

Teacher: As you know, we have arranged a trip to the art gallery. We are going to visit the newest exhibition there, which is open to students for one day only. You are going to write a report about the visit after we return.

So, while you are on the trip, you have to collect some information. There are certain things you will need to include in the report. You will need to say what place you visited and when you went. You will also need to explain what you went to see and the reason for the trip. That means you should say something about the exhibition and describe some of the paintings. You will need to give some specific information about the painter and his life as well. This will include when and where he was born and how he began painting. You also need to find out where he studied. Did he study abroad? The exhibition has a very interesting name and it would be good if you could find out why the exhibition has this name. Last but not least, you should say what you think of the exhibition. I have a copy of the advertisement for the exhibition here. I will read it out in a minute. It will help you get some background information about the exhibition.

3 Have students read an answer each. Check for mistakes and mispronunciation. If time permits, play the recording again. This will consolidate what students have learnt and give them a sense of achievement.

Answers

A 2 when 3 what
4 reason; exhibition; paintings
5 life; born; began; studied
7 think of
4 Have students first study the advertisement for the exhibition in Part B on Page 43 and then listen to the recording to fill in the missing information. Play the recording twice if necessary.

**Tapescript**

**Teacher:** The ad says that at the City Art Gallery, there is an exhibition called *Glance of Guilin* by the artist Zhang Linghong. The exhibition runs from the twenty-second of May until the twenty-ninth of May. There is a special price of five yuan on Student Day, which is on the twenty-ninth of May. The ad also says Zhang Linghong has been painting for twenty years and this is an exhibition of his work in Guilin, Guangxi. His paintings show many beautiful views of the Li River and the surrounding hills, and they are presented in a unique way.

5 Check the answers as a class. Pay attention to mistakes or mispronunciation. Praise students for any part that they do well in.

**Answers**

**B**

(1) 22 May  (2) 5  (3) 20  (4) Li River  (5) hills

6 Have students read Part C and underline any useful information that is not mentioned in the advertisement in Part B. You can encourage students to choose different information that they think is useful for them to complete the writing in Step 3. Then check the answers as a class.

**Answers**

**C**

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**

1 Suppose that students are at a artistic exhibition and they happen to see the painter. Have them think about what questions they would like to ask the painter. Group students into pairs and have them discuss their questions.
Have students ask technical questions about why and how the painting was done and write them on the blackboard.

2 Have students read the directions on Page 44 to make sure that they know what to do. Have them compare the questions with their questions listed on the blackboard.

Step 2: finding out technical information

1 Have students read the directions and go through the eight points in this part. Make sure that they understand what to do.

2 Have students work in pairs for this role-play activity. One student acts as the artist and the other as the student who interviews the artist. When conducting the interview, students may refer to the questions and the answers listed. Encourage them to list as many questions they want to ask the artist as possible.

Possible example

**Student:** Good morning, Mr Zhang. Could you spare me a few minutes to answer some questions?

**Artist:** Sure, I’m very glad to. What would you like to know?

**Student:** I enjoy your masterpiece very much. It is fantastic, but I wonder where you got the idea from?

**Artist:** Well, I got the idea from an exhibition of photographs in Guilin. Seeing the photographs, I was deeply impressed by the beauty of scenes in Guilin in the photographs.

**Student:** What did you do first?

**Artist:** I paid a visit to Guilin and travelled around the city. I took lots of photographs at different times of the day and at different times of the year. It took me over a year to cover the city.

**Student:** What did you do next?

**Artist:** I grouped the photographs, which includ the most popular views of the river, according to different areas in Guilin.

**Student:** I can see the special effect in your paintings. How did you manage to make such an effect?

**Artist:** I made the effect with a knife and a fork. You can see the marks made by the knife blade in the paintings.

**Student:** So how long did it take you to finish your work?

**Artist:** It took me about two years to finish all the paintings. So altogether, I spent more than three years to finish my work.

**Student:** Wow! That’s such a long time. Then how did you decide what to call it?

**Artist:** In my opinion, no one can ever see all of Guilin, so I decided to call the collection of paintings *Glance of Guilin*. The painting *Guilin Heights* was so named because it shows the hills around Guilin and because of its size.

**Student:** What do you think of *Guilin Heights*?

**Artist:** I’m quite proud of it because it is unique.

**Student:** Thank you very much, Mr Zhang. This has helped me a lot in understanding your art.

**Artist:** Glad you enjoyed it.
Skills building 3: writing a report on a visit

1. Tell students to read the directions at the top of Page 45. Make sure that they understand what each point means. They will learn what should be included in a report.

2. Have students work in groups of four to write an outline of the report. Make sure that each group member is responsible for a particular section.

Step 3: writing a report

1. Tell students to read the instructions in Step 3, so they can learn that they are going to write a report about the visit to the art gallery using the information they have gathered in Steps 1 and 2. Have students review the results they have collected and the main points they need to include in the report.

2. Organize students into groups of four to write a report. When writing, they may refer to the structure of the report in Skills building 3.

Possible example

Report on the visit to Glance of Guilin

Introduction
Place of visit: City Art Gallery

Date of visit: 29 May
What was seen: an exhibition by Zhang Linghong

The exhibition

1. The collection: 12 paintings created between 2003 and 2004; effect was made with a knife and a fork; a year to take the photographs and two more years to finish all the paintings

2. Guilin Heights: over 3 m tall, focusing on several steep hills with the Li River flowing below, painted in a unique way; named because it shows the hills around Guilin and because of its size

The artist
born in Hangzhou in 1961; gained admission to Beijing School of Art in 1983; set up a studio in Hangzhou after graduation; studied in the USA for 3 years in the 1990s; held an exhibition of his work

Conclusion
fantastic and impressive, cannot be missed

Project Making a small book about unusual pictures

The project in this unit is designed to help students learn and use English through doing group work. The reading material is about unusual pictures. Students may use the background information to do research on unusual pictures. Students are to write a short article about unusual pictures and make an unusual picture of their own using the information and instructions in the text.

The purpose of this section is to help students use what they have learnt to finish a project by working together. In the course
of doing the project, students will discuss some unusual ways to create pictures. They are required not only to search for as much information about unusual pictures as they can, but also to choose useful information for a short article about unusual pictures. Students are expected to assign roles to each group member, cooperate by working together and fulfil each part of the assignment. By doing the project, students will have a better understanding about unusual pictures and make an unusual picture of their own.

<table>
<thead>
<tr>
<th>Type</th>
<th>Things needed</th>
<th>Way to make</th>
</tr>
</thead>
<tbody>
<tr>
<td>pizza faces</td>
<td>different foods; camera</td>
<td>• prepare different foods to help make a face</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make a face with the foods on a pizza</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• take a photo of it</td>
</tr>
<tr>
<td>string pictures</td>
<td>card; thin string; glue; crayon or pencil</td>
<td>• think about what picture to make</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• draw the outline on the card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• spread the glue on the card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make solid shapes by using circles of string</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• paint the string</td>
</tr>
<tr>
<td>feather and seashell pictures</td>
<td>feathers; small seashells; card; glue</td>
<td>• think about the pattern or picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lay all the pieces out on the card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• stick them down</td>
</tr>
<tr>
<td>rubbish pictures</td>
<td>rubbish, including plastic, aluminium, cloth and paper; strong paper or card; strong glue</td>
<td>• put the rubbish on a card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• stick the rubbish onto the card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• spread the different sections of the picture with paint</td>
</tr>
<tr>
<td>rubbish prints</td>
<td>rubbish like tins or old cloth; paint; card</td>
<td>• dip one end of a tin into paint and use it to make circles on the card</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• use old pieces of cloth as brushes or wrinkle the cloth together to form a pattern</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• press the painted rubbish on the card to make different shapes</td>
</tr>
</tbody>
</table>

Part A

1. Have students read the article about unusual pictures. Ask them to skim the text and answer the following questions:
   How many unusual ways to create pictures are mentioned in the passage?
   What are they?
   Help less able students focus on the subtitles to answer the above questions.

2. Organize students into groups of four. Have students complete the chart below.

Part B

1. Have students read the passage again and ask each group to discuss the following questions:
   What other things could be used to make art?
   How would you use them to make new art?
   Encourage students to express their opinions freely.

2. Organize students into groups of four and discuss the eight questions in Part B. Make sure that all the students understand the meaning of each question and have a chance to speak. Tell each group to prepare their project.
They need to write an article about unusual pictures. Then have each group present their project to the class. Encourage other groups to give comments or raise questions.

3 Have students do Parts B1 and B2 on Page 117 of the Workbook, so they will have more practice in using some useful words and phrases learnt in this section.

4 Have students do Parts D1, D2, D3 and D4 on Pages 119 and 120 of the Workbook to have some more practice in using some words and patterns learnt in this unit. Or, they can do the two exercises as homework.

5 Have students listen to the two recordings in Parts A and B on Page 123 of the Workbook, and then fill in the blanks in Part C on the same page.

6 Have students read the passage in Part A on Page 124 of the Workbook, then finish the written exercise in Part B as homework.

Self-assessment

The self-assessment section at the end of the unit aims to allow students to assess the progress they have made, how much they have achieved, and also what else they can do to improve their English study. The colour bar with five levels shows how confident students themselves feel about what they have learnt.

In this unit, 16 items are listed with each one scoring 5. The total score is 80 points possible. These items cover the main study targets in this unit, such as skills in listening, speaking, reading and writing, the usages of vocabulary and grammar items, as well as doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, by going over Part E on Page 37, students will see whether they are able to use the vocabulary learnt in the Reading section or not. Students have the opportunity to evaluate their own skills and abilities in English. If they feel very confident about an item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores and dividing the total amount by the total sum, students will get a percentage, which shows their level. If they feel there are some areas in which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan so that they will know what to do and how to take some effective measures to improve their studies. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Films and film events

Overview

This unit introduces and develops the theme of film festivals and the history of film industry. In *Welcome to the unit*, three film tickets and an Academy Awards invitation are presented to students. Students will discuss different film festivals, their favourite film directors and preference between going to the cinema or watching a film at home. The *Reading* text is a transcript of a television show about the film industry, in which six representatives from different film festivals share their opinions and introduce the festivals that they represent. The *Reading strategy* teaches students the skill of understanding similarities and differences in a text which introduces some events or items. *Word power* focuses on vocabulary related to the film industry and types of films. In *Grammar and usage*, students will review and learn more about how to emphasize a word or part of a sentence. Following is the *Task* section, which requires students to write a speech about the film industry. They will learn how to complete a quiz, how to listen for emphasis and how to use information from diverse sources. In *Project*, students will read a review of the film *Harry Potter and the Philosopher's Stone*, and then choose a film to write a review about.

This unit provides a chance for students to learn more about film and film events. Students are encouraged to discuss their current knowledge about the topic and express their ideas freely. Integrated skills which relate to the topic are practised and reinforced. Students are expected to fully participate so as to further develop both their language skills and their overall ability. This unit also enables students to complete a quiz about the film industry, ask and answer questions about Chinese films and write a speech about the film industry. Students are expected to apply what they have learnt to practice by writing a speech of the film industry.

**Guide to pages**

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<th>Teacher's Book</th>
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# Highlights of the unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Film festivals and the history of film industry</th>
</tr>
</thead>
</table>
| **Functions**       | 1 Expressing ideas or opinions  
                        | *Well, I think it is rather appropriate for me to begin our discussion.*  
                        | *We view film as a particular type of contemporary art.*  
                        | *I think it is fair to say that Cannes is the most famous and exciting festival.*  
                        | 2 Describing film festival events  
                        | *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.*  
                        | *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.* |
| **Vocabulary**      | representative, spokesman, criterion, finance, restriction, deliberately, boycott, hatch, sponsor, modest, expose, contradict, resemble, edge, broad, overlook, entry, preference, top-ranking, swift, laundry, maid, disappointment, tiresome, shoot, sincere, congratulation, screenwriter, full-length, robbery, anecdote, biography, accumulate, popcorn, salty, tense, thriller, lantern, philosopher, fantasy, scar, forehead, institution, parallel, curriculum, contradictory, partner, fierce, zoom, broom, dizzy, attraction, disappoint |
|                     | *in defence of, show off, give thought to* |
| **Grammar**         | 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 in doesn’t just have Hollywood films.*  
                        | *It was Robert Redford that/who changed the focus of the festival in 1981.*  
                        | *How often is it that famous actors and directors come to Toronto?*  
                        | *Do tell us a little about the Venice Film Festival.* |
| **Skills and strategies** | By the end of this unit, students will be able to:  
                        | 1 read a television show transcript and a film review  
                        | 2 listen to two radio programmes about film  
                        | 3 talk about films they like and interview a director  
                        | 4 write a speech about the film industry  
                        | 5 watch a film and write a review |
| **Culture**         | 1 Several major film festivals in the world  
                        | 2 The development of the film industry |
Welcome to the unit

Films are popular all over the world and make our lives more interesting. In this section, three film tickets and an Academy Awards invitation are presented to students. Students are expected to discuss foreign film festivals and their favourite directors, and compare their preference between going to the cinema and watching a film at home. Students are also encouraged to express their opinions about the design of the tickets, share ideas in a group and practise their spoken English.

Brainstorming

1 In order to activate students' interest in the unit topic, you can begin the activity by talking about films that students are familiar with. For example:
   * Are you interested in seeing films?
   * How often do you go to the cinema?
   * What is your favourite film? What is it about?
   * Who is your favourite film star? Can you name one of his or her films? Why do you like him or her?

2 Have students work in pairs to discuss their criteria for a good film. Have some students write their answers on the blackboard. Encourage more able students to organize these items from the most important to the least important:
   * an attractive or a moving plot
   * a meaningful theme
   * applied advanced technology
   * a famous director
   * popular actors or actresses with good skills
   * magnificent scenes

3 Have students discuss what films can bring to us. Tell them to think of as many different answers as possible. Encourage them to express their opinions freely and write their answers on the blackboard. For example:
   * entertainment or amusement
   * relaxation
   * reflection on social problems
   * realizing dreams that cannot be fulfilled in reality

Encourage students to fully participate in the discussion and make sure that students have ample opportunity to speak and express their own ideas freely.

Sharing information

1 Have students read the instructions and study the four pictures one by one. Before discussing the pictures, you may ask them the following questions:
   * Have you ever looked at and paid attention to film tickets? What information is usually presented on a film ticket?
   * As for your favourite film, would you keep the ticket as a souvenir? Why or why not?

   Have you ever heard of people with souvenir film tickets or people who collect film tickets as a hobby? If so, what did you think when you heard about this?

Encourage students to express their opinions freely.
Have students look carefully at the four tickets. Use the following questions to start a discussion:

**Ticket 1: The Black-and-White Festival**
What kind of information can you get from the first picture?
- one ticket for one adult only
- showing black-and-white films from the 1930s
What other information do you want to know about the event?
- the starting date and closing date of the festival
- the starting time and closing time every day
- the price of the ticket
- the city where this festival is held
What do you think of the design of this ticket?

**Ticket 2: Hiding Dragon**
What impressed you the most while looking at this ticket?
- letters printed in different styles
- attractive patterns
- the low price of the student ticket
What do you think may be the story of the film? What does 'hiding dragon' mean?
Why do you think there is a single eye printed in the ticket?
If you were to design a ticket for Hiding Dragon, what would it look like?

**Ticket 3: An invitation to the Academy Awards**
What can we learn about the Academy Awards from the invitation? (The Academy Awards will honour the best films, actors and directors on that night.)
Is there any special requirement for the special night? (All the guests must dress formally.)
What do you think of the design of the invitation?
If you were given the chance to design an Academy Awards invitation, what would it look like?

**Ticket 4: The Day Before**
What can you learn from this ticket? (This is an adult ticket for the film The Day Before at the Park Theatres, which is owned by ABC Film Corporation at 210 West Road in New York.)
Compared with the previous three tickets, what do you think of the design of the last ticket?

Organize students into groups of four and tell them to compare the four pictures and discuss the following questions:
Which of the four designs attracts you most?
If you had a chance to improve the design of one of the tickets, which would you choose and what would you do about it?

Have students think of the following question and then list their answers on the blackboard:
What kinds of information might be included on a ticket?
- name of the film/film event
- time/date of the film/film event
- location of the cinema/event
- ticket price
- photo from the film
- awards the film has received
If time permits, tell students to think of the following question:
Suppose there is a new film for children. How do you think the ticket should be designed?
- bright colours
- cartoons or animated patterns printed on the ticket
- simple words
- discount for children

Have students read the three questions to make sure that they understand the meanings of the questions. Tell them to work in groups of four to discuss the three questions. Encourage all of them to fully participate in the discussion. Then have several groups report their discussions to the class.
Sample answers

1 Frankly speaking, I know little about foreign film festivals. First, I am occupied with my studies and have little time to read about such things. Second, I think these events are not so closely connected with me, though I am fond of seeing films. I think it concerns the directors and the actors a lot more than it does the audience. Even so, I understand that film festivals play a significant role in the film industry. They provide a stage for the people involved in film-making to express and exchange their experiences.

2 My favourite director is Zhang Yimou. I believe that Mr Zhang has made great contributions to the development of China’s film industry. He has succeeded in directing high-quality films, which has helped him gain international fame. I think he is a versatile, productive and experienced director. He includes the Chinese culture in his films, and because of this, his films have introduced the Chinese culture and films to a lot of people around the world.

3 At night, when tired from studies, the best choice may be to see a film at home. The film may not be very new and the atmosphere may not seem as exciting as at a cinema, but it is certainly more relaxing. In your home, you can enjoy watching a film in a peaceful setting. When lying on the sofa watching a film, you can calm down and really enjoy yourself. To see a film at home offers a variety of choices. Holding the remote control, you will soon be attracted by the fascinating pictures and lose yourself in the plot.

Reading

The reading text is a transcript of a television show about film festivals. Six representatives from different film festivals are invited to the TV programme Movie Magic. Each talks about the main features of their festivals. Students are expected to gain some knowledge about the important film events around the world, practise and reinforce their reading comprehension and improve their overall ability by participating in the activities. The Reading strategy in this unit teaches students how to identify similarities and differences. Students are expected to put this skill into practice.

Lead-in

1 Before the lesson begins, you can ask students if they know anything about film events around the world. If not, encourage them to surf the Internet or refer to some relevant books to find background information about the topic. Apart from the task listed above, tell students to also search for some background information on their favourite directors or films. You can begin the activity with the following: Can you name some famous film festivals held around the world? Where are they held? (The Cannes Film Festival is in France. The Berlin International Film Festival is in Germany. The Sundance Film Festival is in the USA. The Venice Film Festival is in Italy. The Toronto International Film Festival is in Canada. The Tokyo International Film Festival is in Japan. The Shanghai International Film Festival is in China.)
What do people usually do during a film festival? (During a film festival, many films that were produced in the past year will be shown. Usually, these are films that have been voted for and will be awarded as the best film, the best animation or best musical, etc., of the year. It is a good forum for film-makers to communicate with others and exchange ideas. Many young directors, actors and actresses have become famous because their films won awards at film festivals. Sometimes, a film festival will focus on a specific genre or subject of films, e.g., black-and-white films or independent films. Most film festivals are held annually.)

There are many films produced every year. Do you think all of them are worth seeing? In your opinion, what makes a film good? Who is your favourite director? Who is your favourite film actor or actress?

If a film, an actor or actress, or a director wins awards in a film festival, do you think it means the film, the actor or actress, or the director is good?

2 Tell students that the passage they are going to read is a transcript of a television show about film festivals. Have them guess which specific film festivals might be talked about in the reading passage. Write their guesses on the blackboard. You can compare their ideas with the content of the reading passage after students read it.

Reading comprehension

1 Tell students to go through the passage as quickly as possible and try to find answers to the three questions in Part A. Remind students only to focus on and identify the information needed to answer these questions.

Answers

A 1 Six.
2 The Cannes Film Festival, the Berlin International Film Festival, the Sundance Film Festival, the Venice Film Festival, the Toronto International Film Festival and the Shanghai International Film Festival.
3 The Sundance Film Festival.

2 Tell students to read the passage again and complete Parts C1 and C2 individually. Questions in Part C1 check students’ reading comprehension and improve their ability to find specific information. Part C2 serves as a strengthening activity, which requires students to look for and identify more specific information according to the chart included in Part C2. After students finish the exercises, check the answers as a class.

Answers

C1 1 The Venice Film Festival views film as a type of contemporary art.
2 In 1981, Robert Redford, who has acted in and directed many big Hollywood films, became the sponser of the festival and changed the focus to independent films made on very modest budgets. Since then it has become well known.
3 Because many people felt the Venice Film Festival was giving awards to only German and Italian films.
4 Films, many of which are American, shown at the Cannes Film Festival are often made with large budgets and have well-known actors and directors, while films that are likely to be overlooked at Cannes have a real chance of winning at the Berlin Film Festival.
5 The Shanghai International Film Festival gives out the Golden Cup Award.
<table>
<thead>
<tr>
<th>Film festival</th>
<th>Started in</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sundance Film Festival</td>
<td>1978</td>
<td>only includes small, independent films made on very modest budgets; boycotts all Hollywood films</td>
</tr>
<tr>
<td>Cannes Film Festival</td>
<td>1939</td>
<td>the largest festival in the world; films shown are often made with large budgets and have well-known actors and directors; shows a broad range of films from many different countries</td>
</tr>
<tr>
<td>Berlin International Film Festival</td>
<td>1951</td>
<td>gives awards to films from all over the globe</td>
</tr>
<tr>
<td>Toronto International Film Festival</td>
<td>1976</td>
<td>the second largest film festival in the world; gives some special awards to Canadian films</td>
</tr>
<tr>
<td>Shanghai International Film Festival</td>
<td>1993</td>
<td>the youngest film festival; has a good reputation worldwide</td>
</tr>
</tbody>
</table>

3 Have students read the passage again. Tell them to pay attention to the words or phrases the six representatives used to show the similarities or the differences when they are talking about the different film festivals. You may say the following to students:

*The transcript we have read is about different film festivals in the world. Representatives from six of the major international film festivals told us the features about their festivals. Because these festivals are all film festivals, they certainly have some similarities. However, each of these festivals is also different from the others. Let’s read the transcript again and try to find out the words or phrases used to show the similarities or the differences of these film festivals.*

Write the following on the blackboard:

**Words/phrases used for**

- similarities:
  - (1) overlooked
  - (2) entries
  - (3) restriction
  - (4) edge
  - (5) deliberately
  - (6) resemble

Tell students to read the *Reading strategy* and see if they have been able to find more words or phrases to show similarities or the differences.

4 Have students complete Part D individually. Part D helps students comprehend the meanings of the words from the context by matching them with the correct definitions. The meanings of the words in Part D are not difficult for students to identify after they have read through the passage several times.

**Answers**

D 1 e 2 a 3 g 4 f 5 b 6 h 7 d 8 c

5 Have students complete Part E, which are notes from a lecture on the Academy Awards. Part E aims to make students more familiar with the usage of words and expressions in the text. Tell students to complete it individually first and then check the answers as a class.

**Answers**

E  (1) overlooked  (2) entries
    (3) restriction  (4) edge
    (5) deliberately  (6) resemble

6 Have students do Parts A1 and A2 on Page 125 of the *Workbook*, so they can familiarize themselves further with the usage of words, phrases and patterns learnt in the text.
Post-reading activities

1. Draw students’ attention to the questions listed in Part E, which can be used for further discussion. Have students first role-play the discussion and then form groups of four to discuss the three questions that follow. Have several groups share their ideas with the class. Any possible answer is acceptable. If time permits, the activity can be modified. You can ask students the following:

   What are your opinions on Chinese films?

   What are some of the special features of the Chinese films?

   Students may need some prompts to answer the questions above. You can ask them questions based on the following items:

   - various settings
   - different themes, including those of urban life or life in the countryside
   - topics covering serious issues, common daily problems, historical events, etc.

   Nowadays a lot of people, especially young people, are very fond of Hollywood films. What about you? If the film is supposed to be very successful, will you go and see it as well?

2. Continue the discussion by asking students the following questions:

   From your point of view, what kind of films are worthy of awards?

   In your opinion, what makes a film successful?

   How do you think important film events contribute to the development of the film industry? How have film events been part of the film industry?

   You can write the following prompts if students have difficulty answering the above questions about film festivals:

   - a great honour and acknowledgement for directors, actors and actresses
   - a special occasion for presenting good films
   - a time and a place for directors, actors and actresses to share their opinions and experience
   - an occasion for the promotion of films

3. Have students read the transcript again and, if time permits, have them role-play the dialogue. This can be conducted as a class activity or a group activity. Make sure that each student has a chance to practise and participate in the performance.

4. Have students read the conversation in Part A on Page 130 and the news story in Part B on Page 131 of the Workbook. Or, they can do these two exercises as homework.

Notes

1. These spokeswomen and spokesmen will tell us about the festivals they represent. (Page 50, Lines 2–3)

   The verb represent means ‘to stand for’ or ‘to do something on behalf of’.

   The local business people chose a committee to represent them in their talks with the government.

   The foreign minister represented the country at the conference.

   The headmaster could not go to the meeting, so Mr Smith represented him.

2. We view film as a particular type of contemporary art. (Page 50, Lines 13–14)

   Here view is a verb, meaning ‘to consider, regard or think about’.

   He viewed his son’s absence from school as a very bad reflection on him as a parent.
The old man viewed the whole thing as a joke.

How do you view the situation?

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. (Page 50, Lines 16–18)

The phrase that is is the shortened form of ‘that is to say’, which gives further explanation for the former sentence.

John is a New Yorker. That is, he lives in New York.

I am an expert in computers. That is, I know a lot about how to operate and program a computer.

This year's Spring Festival is on the last day of January. That is, it is on the 31st.

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)

The noun defence here means ‘something said in order to support’, so the phrase in defence of means ‘in order to support’.

The Minister made a speech on TV in defence of the new policy.

I have to say in his defence that the little boy knew nothing about what his father had done.

When her son was criticized, she came out immediately in his defence.

Defence can also mean ‘a protecting act against an attack’ or ‘something providing protection against an attack’.

People will always remember these heroes who died in defence of their country.

The Great Wall of China was built as a defence against enemy attack.

The flood defence in this area is in poor condition and needs repair.

It was then that Robert Redford became its sponsor and changed the focus to independent films, often made on very modest budgets. (Page 50, Lines 27–29)

The adjective modest here means ‘not very expensive’. It can also mean ‘not very large, important, etc.’

Considering the car's good condition, the fee he charged is relatively modest.

The author lives in a modest house in the countryside.

At the beginning of this year, he was hired at a salary of 3,000 yuan, a modest income, at a new company.

I hate to contradict you, but in recent years, the Cannes Film Festival has shown special favour to American films. (Page 51, Lines 38–39)

- Here hate means ‘not want to (do ...).’ It is used as a polite way to show that someone has to do something or to ask someone else to do something. An infinitive phrase or a verb-ing form can be used after it.

  I hate to trouble you, but could you help me carry this package?

  I hate to disappoint you, but I am very busy. Perhaps somebody else could help you.

  I hate having to tell you, but you have not passed the examination.

- The word contradict here means ‘not agree (with somebody)’. It can also mean ‘to be quite different from or even opposite to’.

  His description of the accident contradicts that of the other driver.

  What you have just done contradicts what you told us yesterday.

  The report contradicted itself in several places.
Word power

In this section, students will learn words and expressions related to the film industry. Students will read a handout to learn different language items related to the film industry and different types of films. Then they will use what they have learnt to finish two exercises. Exercises are designed for students to practise and reinforce the new vocabulary they have just learnt. Students are expected to familiarize themselves with the new words and expressions and apply them to practical use.

Brainstorming

1 To activate students' interest, you can begin the activity by reviewing something that they are familiar with. Remind students that they have learnt phrases and expressions related to drama before:

   When we talk about a drama, what words do you think of?
   - stage: wings, microphones, curtains, lights, scenery, set
   - cast: director, actors, actresses
   - script: theme, lines, stage direction, acts, scenes
   - others: budget, props, costumes

2 Draw students' attention to the topic of films. Encourage students to think of the following questions:

   When we talk about films or the film industry, what words or expressions do you think of?
   - What words do we use to talk about both film and drama?

   Encourage more able students to prepare relevant words before class. Write what they present on the blackboard: for example, cameraman, producer, costume designer, editor and lighting crew.

   Tell students that in this section, they will have a chance to learn vocabulary related to the film industry.

Vocabulary learning

1 Have students read the handout given at a lecture about the film industry in Part A. Make sure that they have no difficulty understanding the passage. To check students' understanding of it, ask students to explain the following words in their own language:
   - on location: real places
   - sound stages: the film sets in buildings
   - backdrop: a background hung behind the actors, like a view of the sky or a city street
   - close-up shot: a photograph taken from very near or a scene in a film shot from nearby, in which the entire screen is filled with one image
   - wide-angle shot: a photograph taken from far away or a scene in a film shot from far away, where the screen is not focused on one item only
   - credits: a list appearing at the end of a film which includes people involved in the film-making and the songs in the film as well as other things
   - film score: the music which plays in the background while people are watching a film
   - sound effects: natural sounds like raindrops, a doorbell or footsteps needed in a film
   - dubbing: recording the dialogue in another language over the original speech in a film so that the film can be shown in another country

2 If possible, show students several scenes from a film and have students describe the scenes with the vocabulary they have learnt in the handout in Part A.

3 Tell students to continue their discussion using the types of films in Part B. Have them read the rest of the handout to find out the different film types and their popularity. Then have students discuss the following questions:
Which type of film is your favourite? Why? According to the handout, comedies are the most popular type of films. Do you like watching comedies? Why or why not?

Do you think we can learn something by watching films? If so, what can we learn? Is this true of all types of films or only certain categories? Be specific.

Encourage students to express their ideas freely and to talk about film types relying on their prior knowledge of this topic as well.

4 Have students read the passage in Part C, which is a newspaper article introducing the film industry. Students should complete the introduction with the words they have learnt in Parts A and B. Then check the answers with the class.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
</tr>
<tr>
<td>(1) thrillers</td>
</tr>
</tbody>
</table>

Vocabulary extension

1 Have students complete Part D

2 Ask students if they would like to study film-making when they grow up. Organize students into groups and tell them to discuss what job they would like to have in making a film and what type of films they would like to make. The purpose of this activity is to help students use the vocabulary they have learnt and to see if students have any inspiration in film-making. You can ask students the following questions:

- Do you think you will major in film directing when you go to university? Why or why not?
- If you were to become a film director in the future, what type of films would you like to direct? What themes would you like your films to reflect?
- How would you manage to have your film finished successfully?
- Who are the other people involved in film-making? How do they contribute to the success of a film?

Grammar and usage

The grammar target of this unit is emphasis. Students will learn how to emphasize a word or a part of a sentence. Students are expected to apply what they have learnt by finishing the two exercises in this section.

Emphasis

1 You can begin this section by writing the following sentences on the blackboard:

- It is an interesting film. I want to see it again. I am glad I have got a ticket for it.
- It is such an interesting film. I really want to see it again. I am so glad I have got a ticket for it.

Have students compare the two groups of sentences and find the differences between them. Students should see that in the second group of sentences, the adjective such is used to emphasize an interesting film, while the adverbs really
and so are respectively used to emphasize the verb want and the adjective glad. Students should also see that the sentences are used to express the speaker’s strong feeling about the film and what he or she wants to do. These sentences use emphasis.

2 Have students read the instructions and the example sentences in Part 1 on Page 56. Make sure that students understand the meanings of the explanations and know how certain words are used to show emphasis. Then ask students to make sentences using so, such, really and just to emphasize their ideas.

3 Have students read the instructions and the first example sentence in Part 2, so they will see how to emphasize a part of a sentence other than the verb by using the pattern It + be verb + the part to be emphasized + that clause.

Then have students read the first point, so that they will learn how to emphasize the subject, object or adverbial in a sentence. Have students read the tip box. Draw their attention to the sentence in which the subject is emphasized. They should see that who can be used instead of that if the subject is a person or a group of people. They should also know in other cases, that is always used, and not other words, such as when or where.

Tell students to read the second and the third points to learn more about emphasis. To make sure that students really understand the examples in the third point, have them change the following into questions. For example: It was Robert Redford that/who became its sponsor in 1981. — Who was it that became its sponsor in 1981? (Tell students that, when who is used to begin a question, we use that, not who, to introduce the clause.)

It was its sponsor that Robert Redford became in 1981. — What was it that Robert Redford became in 1981?

It was in 1981 that Robert Redford became its sponsor. — When was it that Robert Redford became its sponsor?

Have students go over the fourth point to learn how to use ‘It was not until ... that ...’ to emphasize time expressions. You can rephrase the example sentence as a sentence without emphasis to help students see more clearly how this structure is used.

I did not know how special the Sundance Film Festival was until I spoke to Kathy.

Sentences can be given to students for them to practise using this pattern correctly. For example:

My father did not come back until 8 p.m. last night. — It was not until 8 p.m. last night that my father came back.

I did not know what to do next until you told me. — It was not until you told me that I knew what to do next.

My aunt did not recognize me until I told her who I was. — It was not until I told her who I was that my aunt recognized me.

4 Ask students what they should do if they want to emphasize the verb of a sentence. They should understand that the auxiliary do, does or did can be used before the verb, and when do, does or did is used, the verb should be used in its bare infinitive form. Tell students that we should stress do, does or did when we read these sentences. Then have them read

Part 3. Examples can be given to students. For example:
My father does like reading the newspaper while having breakfast.

He did come to the party last night, but you did not see him.

We do want you to come to my son's birthday party.

5 Have students do Part A on Page 57. Tell them to read the diary entry individually and underline the examples of emphasis that they can find first, and then work in pairs to check whether they have found all the examples of emphasis. Then check the answers as a class.

Answers

A 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 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.

6 Have students do Part B and write down their sentences in their books. You can ask three students to write their sentences on the blackboard for the whole class to check the answers.

Answers

B 1 It is a major Hollywood studio that my uncle has just sold a film script to.

2 It is for years that he has wanted to be a novelist or screenwriter.

3 It was a local television channel that bought a TV script from him.

To give students more chances to practise, you can ask them to use *It + be verb + the part to be emphasized + that clause* to emphasize some other parts of this short passage. For example:

My uncle has just sold a film script to a major Hollywood studio. →

It was my uncle who/that just sold a film script to a major Hollywood studio.

It was a film script that my uncle has just sold to a major Hollywood studio.

7 Tell students to read the directions in Part C, and make sure that they understand what they are being asked to do in this part. This exercise intends to help students practise using the question form of the emphasis pattern *It + be verb + the part to be emphasized + that clause*. Have students do Part C individually and then check the answers as a class. If students have difficulty, you can remind them to identify the part in each sentence that is to be emphasized, so they will see which *wh*-word should be used in the question.

Answers

C 1 Who is it that your uncle has just sold a film script to?

2 How long is it that he has wanted to be a novelist or screenwriter?

3 Who was it that bought a TV script from him?
8 Have students do Parts C1 and C2 on Page 127 of the Workbook. These exercises give students more opportunities to practise using emphasis correctly.

Resources

Students may want to learn more about emphasis. There are some other patterns that can be used to show emphasis. The following points are for your reference:

1 Besides really, just, so and such, there are more adverbs, such as terribly, awfully, definitely, truly and terrifically, that have emphatic effect. For example:
   He got up terribly late that morning, so he missed the examination. (You may need to explain to students that terribly is used to add emphasis in a situation that is bad.)
   Mary felt awfully sorry that she broke the window the other day. (Awfully is also used to emphasize something that is bad.)
   What he said and did definitely impressed all present at the meeting. (Definitely is used to emphasize that there is no doubt about something.)
   Hiking in the mountains in Switzerland has been a truly memorable experience. (Truly is used to emphasize something that is sincere, accurate or correct.)
   We were terrifically excited to be going on holiday. (Terrifically is used to emphasize something excellent or wonderful.)

Tell students that we often stress these adverbs or adjectives when we say these sentences. You can ask students to put these sentences into Chinese and then compare the different ways to express emphasis in Chinese and in English.

2 As for negative sentences, tell students that we can add at all either directly after the negative word or in a later position in the sentence to express emphasis. The phrase not a bit can also be used. For example:
   The whole house is completely empty; you can find nothing at all in it.
   After the meeting, he remained silent and did not speak to us at all.
   After watching the opera, I was not a bit sleepy though it was almost midnight.

3 We can use words such as ever and on earth in a wh-question to express emphasis. For example:
   How did they ever discover our secret plan?
   What on earth do you mean by saying that?

Task Writing a speech about the film industry

This section consists of a series of activities which provide students with an opportunity to practise their listening, speaking, reading and writing skills. The Task is divided into three steps and each step is preceded with a skills building activity. Through the three steps, students will learn how to complete a quiz, how to listen for emphasis and how to use information from diverse sources. They are expected to apply what they have learnt in the skills building parts to write a speech about the film industry.

Skills building 1: completing a quiz

1 You can first ask students to think about
what they should do when they take a quiz and what steps they usually take to make sure that they answer the questions correctly. Encourage students to express their ideas freely. You can write some of their answers on the blackboard.

2 Then tell students to read the directions and the three steps on Page 58. Encourage them to compare their ideas with the three steps suggested in this part. Make sure that they understand the meaning of each sentence.

**Step 1: completing a quiz about the film industry**

1 Tell students that they are going to complete a quiz about the film industry, and they should first listen to a radio programme discussing the early days of film. Before listening, tell students to guess what questions will be asked in the radio programme and what the answers will be.

2 Tell students to read the instructions and the questions on the quiz before they listen to the recording. Make sure that they know what information they should pay attention to while listening to the recording. Tell them that they will not be able to find answers to all the questions from this radio programme. Play the recording twice if necessary.

**Tapescript**

**Host:** Today on History’s Greatest Inventions, we are discussing films, which were once called ‘moving pictures’!

**Guest:** Well, that’s what films are—moving pictures. What our eyes see as movements are really just the small differences between thousands of still photographs. In the 1880s in London, a man called William Friese-Green was the first to make what we now think of as a film. However, it was not until eighteen ninety-five that two Frenchmen, the Lumière brothers, made a film and presented it to paying audiences. They are often considered the ‘fathers of the modern film industry’.

**Host:** These first films were not like the ones we see today, were they?

**Guest:** No. One big difference is the speed of the filming—when we see these old films today, the actors look like they are moving too fast. Another big difference is that old films had no sound. We now refer to them as silent films. When people went to see them, there would be a piano player in the theatre to provide music. The first full-length ‘talking film’, or film with sound, was shown in New York in nineteen twenty-seven. It was called The Jazz Singer.

Another thing you will notice if you watch an older film is that they were all in black and white. We have no idea what the first colour film was. Many people claim that one film or another was the first one made in colour, but there is no way to prove who is right!

3 Have several students read their answers aloud. Check for mistakes and mispronunciation. If time permits, play the recording again.
Answers
A  1 They are considered the ‘fathers of the modern film industry’.
   3 Moving pictures.
   4 London.
   5 The speed, the sound and the colour of the film.
   8 A piano
   9 The Jazz Singer.
   10 No idea.

4 Have students listen to another radio programme in Part B. This time they will hear some information about Hollywood. They can use this information to answer some of the remaining questions on the quiz. Play the recording twice if necessary.

Tapescript
Host: We’ve invited a Hollywood expert to talk to us about how things work in Hollywood. Welcome, Alex.
Alex: Thanks. Well, it all began in early nineteen hundred when the first studio opened in Hollywood. It was followed by many others, all around the same time.
Host: Can you explain what a studio is?
Alex: Of course. We use the word ‘studio’ to refer to both the company that makes films and the place where films are made. A studio will buy the idea for a film, and then find people to make the film.
Host: How long does it take to make a film?
Alex: It can take up to a few years, if you take all the steps into consideration. At the start is development. Someone thinks of an idea and sells it to a studio, or someone at a studio comes up with an idea. Then people have to decide if it will make money, who should write it and who will be the director. When that is done, actors and places must be found for filming. The filming takes very little time, sometimes only a few weeks. After that, the film must be put together, and sounds and special effects must be added. After that is done, the film is complete. Then someone has to decide where it will be shown first and what companies will be allowed to sell it. Finally, it is sent out and we get to see it!

5 Check the answers as a class to see which questions students have already found the answers to after listening to the recording in this part.

Answers
A  7 The company that makes films and the place where films are made.
   11 It can take up to a few years.

6 Have students read the web page in Part C to find the remaining information to finish the quiz. Make sure that they have no difficulty understanding the passage.

Answers
A  2 He said, ‘Cinema ... has no commercial future.’
   6 $10,000,000.
   12 20th Century Fox, Columbia Pictures, Paramount Pictures and Universal Studios.

7 If time permits, you can tell students to discuss what they have learnt from the two radio programmes and the web page.
Skills building 2: listening for emphasis

You can begin this part as follows: 
*In the Grammar and usage section of this unit, we learnt how to emphasize some parts of sentences by adding some words or using certain sentence structures. Are there any other ways that we can emphasize words or information, especially when we are speaking? Sometimes we stress the words we want to emphasize.*

Then you can have students go over Skills building 2. Make sure that they understand the meanings of all the sentences here.

Step 2: asking and answering questions about Chinese films

1. Tell students to go over the instructions so that they know what to do in Step 2. Then have students read all the questions and answers. Make sure that they know what they are going to do.

2. Have students work in pairs to do this role-play activity, asking and answering questions about Chinese films. When asking questions, they should emphasize the words in bold. Students who are answering questions should repeat the emphasized words. After they finish asking and answering these questions, tell them to switch roles. In this way, every one of them will have a chance to practise emphasizing.

Sample answers

S=Student  D=Director

S: I have entered a speech competition about the film industry. I am doing research on the Chinese film industry and want to talk about it in my speech. I know you were a director before you retired. May I ask you some questions about Chinese films?

D: Certainly. I’m glad that I can help you. What do you want to know?

S: When was film **introduced** in China?

D: It was **introduced** in 1896.

S: Wow! That was more than one hundred years ago. So, what was the **first** Chinese film made?

D: It was **Conquering Jun Mountain** and it was made in 1905.

S: I see. What was the **first** film made **only** by Chinese?

D: The **first** film made **only** by Chinese? It was **The Difficult Couple** by Zheng Zhenqiu and Zhang Shichuan in 1913.

S: What were Chinese films **about** from the 1930s to 1960s?

D: They were mostly **about** war.

S: That’s interesting. Were **many** films made in China during that time?

D: Certainly there were **many**. From 1948 to 1966, 603 full-length films were made.

S: What happened to Chinese films in the **1980s**?

D: In the **1980s**, the State Administration of Radio, Film and Television was set up. From then on, films became even better.

S: How are Chinese films thought of by the world **today**?

D: Many of them are well thought of **today**, many even world-famous. For example, **Farewell, My Concubine** by Chen Kaige in 1993 and **Raise the Red Lantern** by Zhang Yimou in 1991.

S: I really have learnt a lot from you. Thank you very much.

D: If you have any more questions, please feel free to ask me.
After students finish their role-play work, you may ask several pairs to present their dialogues to the class.

Skills building 3: using information from diverse sources

1 Ask students what they will do before they attend a speech or an essay competition. Encourage students to give as many answers as they can, and write them on the blackboard. For example:
   • *learn what the subject of the competition is*
   • *find out different aspects of the subject and write the draft*
   • *do research on the aspects that you do not know*

Tell students to read the instructions in Skills building 3. Make sure that they understand what they should do to prepare for the competition.

2 Have students review what they have learnt about the film industry in Steps 1 and 2. Tell them to list the information they have already obtained, and think about what else they will need in making the speech or writing the essay for the competition. For weaker classes, you may write some information on the blackboard for students’ reference. You can use the following as a model:
   • *The information I have already got:*
     *the first film-maker/fathers of modern film;*
     *where the first film was made;*
     *the first studio in Hollywood;*
     *the title of the first ‘talking film’;*
     *the title of the first film made in China;*

   *the differences between old and modern films*
   • *The information I need to do research on:*
     *the titles of the best films in some famous film festivals this year;*
     *some famous actors/actresses in Hollywood/China*

Then ask students how they can find the information they need.

Step 3: writing a speech about the film industry

1 Have students read the directions in Step 3 and find out what they are asked to do. Then organize students into groups of four to discuss what they should write and how to write the speech. You can divide the task into several parts, and ask each group to choose one to write.

Possible example

Ladies and gentlemen,
I am here to talk about the history of the film industry.

Do you know when and where the first film was made? It was in the 1880s, more than 120 years ago, that William Friese-Green made what we now think of as a film. The fathers of modern film are thought to be the Lumière brothers from France. The first films ever made were silent. The audiences listened to music played by a piano player in the theatre. It was not until 1927 that the first full-length ‘talking film’ was shown in New York. The title of it was The Jazz Singer.

In 1896, film was introduced to China. The first Chinese film, Conquering Jun
Mountain, was made in 1905. The first film made only by Chinese was The Difficult Couple, which was made in 1913. The Chinese film industry developed quite quickly—between 1948 and 1966, more than 600 full-length films were made, mostly about war.

Although the first film was made in London, Hollywood is now well known for film-making. The companies there make films in their studios.

People like to enjoy themselves when they are free and so they kill time in the cinema. Although Auguste Lumière, one of the fathers of film, once commented, ‘Cinema ... has no commercial future!’,

the film industry has actually made a large profit. The silent film that made the most money ever was The Birth of a Nation, in 1915. It made ten million US dollars at that time. When a film is made by a famous director and the star is a famous actor or actress, large audiences will pour into the cinemas. Statistics show that 90 per cent of admission ticket sales happen in the first week a film is shown in cinemas.

2 After students have finished their writing, you can ask some students to read their articles aloud to the whole class. In this way, they can share information with other groups.

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**Project Writing a film review**

This section is designed to give students a chance to practise their English by completing a project. Students will first read a review of Harry Potter and the Philosopher’s Stone. They are expected to learn how to write a film review and what should be included in a review. Then they will write a film review by themselves.

The purpose of this section is to encourage students to use what they have learnt to finish a project by working together. During the course of the project, students will discuss what should be included in their film review and how to organize the facts and their opinions. In order to finish the project, they will need to cooperate and to complete each part of the project together.

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**Part A**

1 It is possible that many students are quite familiar with the stories of the Harry Potter films. You can begin this part by asking students some questions. For example:

*The Harry Potter books and films are perhaps the most popular books and films in the world. Many of us have read or seen them. Have you read or seen any?*

*Which of the Harry Potter books or films do you like best? Why?*

*Which character in these do you like best? Why?*

*Why do you think that the Harry Potter books and films are so popular around the world?*

*Have you seen the film Harry Potter and the Philosopher’s Stone? If so, did you like the film? What did you like about it?*
2 Have students read the review and pay attention to what the writer talks about. Ask students how many parts they can divide the text into, and what the main idea of each part is. You can write students’ answers on the blackboard. For example:

**How is this reading passage organized?**

**Part 1:** (Paragraphs 1–3) brief introduction of the film’s plot
**Part 2:** (Paragraphs 4–5) the writer’s commentary on the special effects and acting in the film
**Part 3:** (Paragraphs 6–7) complaints about the film
**Part 4:** (Paragraph 8) the recommendation of the writer

3 Have students read the review again or have them listen to the recording of the review. While reading or listening, have them find more detailed information to complete the following table:

<table>
<thead>
<tr>
<th>Main characters</th>
<th>Information about the character</th>
<th>Played by</th>
</tr>
</thead>
</table>
| Harry Potter    | • a sensitive young boy whose parents, a wizard and a witch, were killed by an evil wizard when Harry was a baby;  
                   • living with his relatives, the Dursleys, and ignored and hated by them;  
                   • having the magical powers of a wizard and a reputation in the world of witches and wizards because of his parents                                                                                                                                                                                                 | Daniel Radcliffe        |
| Hagrid          | a very large person who works at Hogwarts and rescues Harry from the Dursleys and takes him to the school                                                                                                                                                                                                                                                                   | Robbie Coltrane         |
| Ron Weasley     | Harry’s friend and schoolmate                                                                                                                                                                                                                                                                                                                                          | Rupert Grint           |
| Hermione Granger| Harry’s friend and schoolmate                                                                                                                                                                                                                                                                                                                                           | Emma Watson             |
| Voldemort      | the evil wizard who killed Harry’s parents                                                                                                                                                                                                                                                                                                                           |                         |

4 If time permits, you can ask students more questions. For example:

**Where is the film set?**

**What does the writer think about the three young actors?**

**What are the complaints many people have made about the film?**

**What problem does the writer think the film has?**

5 Have students read the film review again. This time tell them to pay attention to how the review is written to find out what should be included in a film review.

6 Have students do B1 and B2 on Page 126 of the *Workbook*, so they can be more familiar with the usages of some words and expressions learnt in this part.

7 Have students do D1, D2, D3 and D4 on Pages 128 and 129 of the *Workbook*, so they will have a chance to practise using some important words, expressions and patterns learnt in this unit.

### Part B

1 Organize students into groups of four. Have them discuss the questions in Part B, focusing on Questions 6 to 8. One student in each group should write down the answers to Questions 6 to 8. Students should first choose a film to review. Then they should assign different jobs to each group member.
2 Have each group present their review to the whole class. Other groups can give their comments.

3 Have students listen to the two recordings in Parts A and B, and fill in the chart in Part A on Page 132 of the Workbook. Then they can complete the review in Part C on the same page.

4 Have students first read the film review in Part A on Page 133 of the Workbook. Then have them write a film review according to the notes in Part B on the same page. Or, they can do this exercise as homework.

**Resources**

J. K. Rowling, famous for her Harry Potter series, was born on 31 July 1965. When her first Harry Potter book was published in 1997, it was immediately popular all over the world. As of 2005, her first five Harry Potter books had been translated into 62 different languages and 270 million copies have been published. More information about J. K. Rowling is available on the following website:

http://www.jkrowling.com

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**Self-assessment**

The self-assessment section at the end of the unit aims to allow students to determine the progress they have made, how much they have achieved, and also what else they can do to improve their English study. The colour bar with five colour levels shows how confident students themselves feel about what they have learnt.

In this unit, 15 items are listed with each scoring 5. The total score is 75 points. These items cover the main study targets in this unit, including listening, speaking, reading and writing skills, the usage of vocabulary and grammar items, as well as practising doing activities in English. Through assessing themselves as learners, students will realize whether they have achieved the goals for this unit.

In Part A, some items are presented to students and they are asked to check how well they think they have developed these skills. Each item corresponds with one or more parts in this unit. For example, after they have finished doing Part B in Grammar and usage, students will see whether they are able to emphasize a part in a sentence. If they feel very confident about an item, they can score it 5. If they feel slightly confident about another item, they can score it 2. By adding all the scores and dividing the total amount by the total sum, they will get a percentage, which shows their level. If they feel there are some items which they are not confident or just slightly confident about, they can think about how to improve on them.

In Part B, students are asked to make an action plan for improving what they are not confident about and taking some effective measures. You can also gain a better understanding of your students’ performance, enabling you to help them study English more effectively.
Appendix I: Translation

Unit 1
Reading

文学欣赏

什么是经典文学？经典文学作品是文学世界里的古董。它们是很久以前创作的小说、戏剧和诗歌。这些作品写得如此之好以至于今天人们仍然在阅读它们。经典文学是杰出的创作及智慧的典范，即使是几世纪前写的那些作品，现在依然可以在书店和图书馆里找到。

因为许多经典文学作品创作如此久远，它们的语言特色与现代文学作品的语言特色有相当大的区别。这让一些人阅读起来有困难，因此经典文学作品常常被遗忘在书架上，落满灰尘。许多人不读经典文学作品是因为觉得它们太古老、枯燥乏味，与今天的生活没有任何联系。

但是，如果这种观点是正确的，为什么我们今天仍然可以在书店和图书馆里找到这些经典文学作品呢？它们并没有消失，而且不会在当今世界仍占有一席之地。还有，为什么许多根据经典文学作品改编的电影会成功呢？1995 年，一部根据简·奥斯丁的小说《爱玛》改编的获奖影片问世。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电影院上映。如果这些经典小说与现代生活没有任何关系的话，没人会花精力将它们改编成电影。

查尔斯·狄更斯：“英国最伟大的作家”

小说家查尔斯·狄更斯1812年出生于英国的朴次茅斯。《雾都孤儿》、《大卫·科波菲尔》、《远大前程》可能是他最广为人知的作品。狄更斯最初将许多小说发表在报纸上，每次刊登一章，有一些作品后来被搬上了舞台。对于那时候的人来说，他的小说就如同我们今天在电视上看到的肥皂剧。狄更斯于1870年去世，他的墓碑上写着：“他的辞世令世界失去了一位最伟大的英国作家。”

《远大前程》

《远大前程》以19世纪初的英格兰为背景。作者用小说的主人公皮普的口吻来讲述整个故事。他在父母去世之后，与姐姐和姐夫乔一起生活。皮普的姐姐经常辱骂他，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。

故事开始时七岁的皮普正在薄雾笼罩的农场里，突然一名亡命之徒出现了，他被吓了一大跳。在《远大前程》中，雾是危险的象征。经典小说中往往有一些象征，这些象征为小说增添了趣味、紧张的气氛或者更深层次的含义。读者可能看不到危险，因此他们需要一个象征，例如雾，使危险更清楚地呈现在他们面前。

当一位非常慷慨的陌生人赠予了皮普一袋财富的时候，故事情节发生了转折。作为获得这笔财富的一个条件，皮普必须移居伦敦，开始绅士生活。皮普迫不及待地开始了新生活。但是金钱和教育改变了他，不久他变得浅薄，为自己的身世感到羞耻。当乔来伦敦看他时，皮普并不喜欢他来。皮普对文明和绅士的内涵有着刻板的解释，而乔让他尴尬，因为乔不符合这些观念。

皮普一心要成为一名绅士，并赢得格斯特的芳心。格斯特是一位漂亮的女孩，对皮普而言，她就是教育和金钱的象征。《远大前程》中的一个重要主题就是：做一名绅士究竟意味着什么？有很多钱的人就是一名绅士吗？或者，那种对朋友很善良、很友好的人才是绅士吗？

小说结尾时，皮普变化很大。他认识到财富买不到幸福，朋友比华而不实的教育更重要。皮普的这种转变被称为人物性格的发展，这是几乎任何一部小说中的一个重要部分。乔有没有原谅皮普
呢？皮普有没有得到他的梦中女孩呢？皮普有没有查出给他钱的人的身份呢？你还得自己看这部小说，找到答案。

**Project**

罗伯特·彭斯和他的诗歌

罗伯特·彭斯是苏格兰的文学巨匠，于 1759 年出生在苏格兰的阿洛韦。彭斯待人风趣、友好，但并没在苏格兰涌现出什么了不起的诗人。但是，他出生在一个负债累累的贫困家庭，而且从来没有挣到过很多钱。

人们说彭斯的第一位恋人内莉·柯克帕特里克鼓励他创作诗歌。他最受欢迎的诗歌中的两首《致小鼠》和《圣集》都出现在他的第一本诗集中。在他的第一本诗集出版后，他闻名全国。然后，他搬到了既是苏格兰首府又是苏格兰最大城市的爱丁堡。彭斯是当时有名的诗人，但他并没有比以前富裕多少，不得不靠做农活维持生计。

艰苦的生活和虚弱的体质缩短了彭斯的生命。他于 1796 年去世，享年 37 岁。整个苏格兰都哀悼他的逝世，随后许多人捐款资助他的妻子和孩子们。

在苏格兰格拉斯哥的乔治广场有一尊彭斯的塑像。这座纪念彭斯的塑像于 1877 年首次对公众展出，那一天被定为假日，约有三万人出来观看。由此可见苏格兰人民多么尊敬他。位于阿洛韦彭斯出生的房子，现在是展示他生平和作品的纪念馆。

彭斯属于被称为浪漫主义诗人（包括约翰·济慈和威廉·华兹华斯）的群体。浪漫主义运动大概始于 1780 年，持续至 1830 年左右。这一时期的诗歌通常关注自由、美丽等概念，往往运用想象触及强烈的情感。

浪漫主义诗人对自然有浓厚的兴趣，经常以自然作为他们诗歌的主题。这可能就是为什么彭斯在他的著名诗歌《一朵红红的玫瑰》里描写了玫瑰。他用当时苏格兰人民口语的形式写作诗歌，这也解释了为什么拼写看起来相当奇怪。注意“love”拼成了“luve”，“well”拼成了“weel”，“go”拼成了“gang”。这首诗发表于 1794 年，如同彭斯的许多诗歌一样，这首诗原为诗歌而作。彭斯将这首诗分为了四节，每节四行。诗歌中的节就像文章里的段落。每一节的第二行和第四行押韵。

诗歌常常充满象征，《一朵红红的玫瑰》也不例外。在“啊，我的爱人像一朵红红的玫瑰”这一行中，他把他所爱的姑娘比作一朵红玫瑰。他继而又将他的爱人比作一首歌曲，“啊，我的爱人像一首乐曲/演奏得甜美而含苞。”彭斯在第三节里提到了“生命的流沙”，他这是在立下誓言，只要生命不停歇，他的爱就永远不会褪去。诗歌最后一节中的“Fare thee weel”意思是“别了”或“再见”。虽然他是在向他的爱人说再见，但他许诺一定会再来看她，即使他要远行万里。

**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
在六月里含苞绽开；
啊，我的爱人像一首乐曲
演奏得甜美而含苞！

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，
直到海枯石烂，...

直到四海枯竭，亲爱的，
岩石被太阳熔解；
亲爱的，我会永远爱你，
只要生命不停歇。

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。

（王守仁 译）
Unit 2  
Reading

《图兰朵》在北京  
简·琼斯

昨天晚上，我目睹了贾科莫·普契尼闻名世界的歌剧《图兰朵》在中国北京紫禁城的首场演出。该剧在这里已演八场。演出异常精彩。几位世界级歌剧演唱家在演出中担任主演，许多杰出的中国音乐家也参与进来。普契尼是意大利人，1920年至1924年期间，在他的生命快要走向终点之际，他创作了《图兰朵》。普契尼非常喜欢东亚，还创作了以日本为背景的《蝴蝶夫人》。

想像一下在紫禁城上演这出歌剧吧——不可能有比这儿更令人叹为观止的场景了！你几乎可以感受到历史。天气对于户外演出来说也是绝佳的，覆盖着红色和金色的经过装饰的屏风代替了舞台帷幕，传统的中国鼓被用来宣告歌剧的开场。

《图兰朵》讲述的是一个顽强、冷酷的中国公主图兰朵的故事，她住在北京紫禁城内。故事中，中国的皇帝，即图兰朵的父亲，允诺女儿由她自己选择丈夫。为了逃避婚姻，她说任何想成为她丈夫的人要娶她必须猜中三道谜语。但是猜不出全部三道谜语的人将被处以死刑。这意味着几乎没有人敢向她求婚。故事开始时，一位王子因为猜不中图兰朵的谜语被处死。皇上为死人的事而感到不安，他很想收回这一允诺，但又不能食言，只能让图兰朵按照自己的意愿行事。

之后不久，另一位王子卡拉夫对图兰朵一见钟情，决定要解开谜底，以便能迎娶图兰朵。这时，卡拉夫父亲的年轻女仆柳儿倾倒了她对卡拉夫的爱。故事随后演绎了发生在卡拉夫、图兰朵和柳儿三人之间的经典三角恋情。

卡拉夫来到图兰朵面前——没有自我介绍，也没有告诉图兰朵自己的名字——回答出她的三个问题。

对于事情的这一转折图兰朵非常恼火，因为她不愿意结婚。见此，卡拉夫说如果她能在太阳升起之前猜出他的名字，她不仅可以不嫁给他，还可以杀他。有人曾看见卡拉夫的父亲和柳儿陪伴着卡拉夫，因此图兰朵把卡拉夫的父亲和柳儿抓了起来，强迫他们告诉她卡拉夫的名字，否则他们就要遭到毒打。为了保护卡拉夫的父亲，柳儿宣称只有她知道卡拉夫的名字，但她拒绝告诉图兰朵。然后柳儿从一名卫兵的手中夺过一把剑自刎。

当所发生的一切已显而易见时，卡拉夫斥责图兰朵没有慈悲之心。然而，尽管卡拉夫非常愤怒，他依然爱着图兰朵。卡拉夫亲吻了图兰朵。图兰朵的心变得软些了，但仍然相当冷酷。她强迫卡拉夫离开。但是，卡拉夫告诉了图兰朵他的名字——就在黎明的期限来临之前——说如果图兰朵愿意，她可以将死他。在故事的结尾处，王子和公主喜结良缘，整座城市欢庆他们的幸福。

不幸的是，普契尼还没有完成这最后一幕就因心脏病发作去世了，这一幕只好由他以前的一名学生佛朗哥·阿尔法利奥完成。在20世纪90年代，一家歌剧公司将这出歌剧搬上了北京的舞台，但我观看的这场演出是《图兰朵》第一次在紫禁城内上演。这次演出结合了中西方最优秀的人才。乐队由生于印度的杰出指挥家祖宾·梅塔指挥。歌剧由中国著名导演张艺谋执导。我观看的这场在北京的演出中，图兰朵由美国的莎伦·斯威特扮演，柳儿由美国另一名歌剧演唱家芭芭拉·亨德里克斯扮演。卡拉夫则是由来自冰岛的克里斯蒂安·约翰松扮演。他们都很出色。

紫禁城曾经只允许皇帝、皇室人员和高级官员进入，但是，在这次精彩的演出中，它变成了一个美丽而令人心碎的爱情故事的发生地。来自许多国家的这群人的连袂演出、音乐以及恢弘的场景显然是这场令人惊叹的演出的重要因素。
Project

从蓝调音乐到流行乐

早期爵士乐

今天我将简要地回顾一下西方音乐是如何从蓝调音乐发展到流行乐的。现代流行音乐起源于奴隶制时期美国黑人的民歌。在 19 世纪晚期，黑人音乐家们根据这些民歌创造出一种音乐形式叫“蓝调音乐（又译布鲁斯）”，因为这种音乐往往比较忧伤。尽管蓝调音乐非常受欢迎，但作为一种音乐形式，它缺乏变化，而且太伤感、节奏太慢，不适合跳舞时伴奏。因此，从蓝调音乐中发展出一种更轻快、更活泼的音乐形式，叫做爵士乐。

黑人小号手及歌手路易斯・阿姆斯特朗是爵士乐创始人之一。与其他大部分按照写好的乐谱演奏的音乐家不同，他在演奏时即兴改变原来的曲子，以反映他演奏时的心情。其他的乐手开始模仿他的风格以及他赋予音乐的自由。在演奏时可以即兴改编音乐成为爵士乐的主要特征之一。

从节奏蓝调到摇滚乐

从 20 世纪 30 年代初期到 20 世纪 50 年代初期，传统的爵士乐渐渐走向没落，被一种叫作节奏蓝调（节奏布鲁斯摇摆乐）或 R&B 的新音乐趋势所取代。R&B 在当时——以及现在——常常被认为是一种美国黑人音乐的形式。它把多种爵士乐的明快节奏与传统的蓝调音乐融合起来。在 20 世纪 50 年代早期，一种特定风格的 R&B 开始流行——摇滚乐。第一代摇滚乐乐手之一就是胖子乔・特纳。他是一名美国黑人歌手，20 世纪 20 年代开始演奏爵士乐，到 20 世纪 40 年代转向表演 R&B。1954 年，他录制了最原始的摇滚乐曲之一《晃动、吵闹和摇滚》。

这首乐曲成了 R&B 歌曲排行榜的轰动曲目。后来比尔・哈利和白人乐队“彗星”重新灌录了这支乐曲，使它成为流行音乐排行榜上的热门歌曲。比尔・哈利和“彗星”乐队后来又录制了《昼夜摇滚》，这是 1955 年冠军单曲。《昼夜摇滚》让摇滚乐作为一种特有的、独立的音乐风格为人们所认可，使它在全世界流行起来。

在 20 世纪 50 年代早期，一位来自田纳西州孟菲斯城的唱片公司老板萨姆・菲利普斯试图将摇滚乐带给白人听众。由于当时的偏见和种族歧视，他知道他必须启用白人歌手，否则唱片就可能无法在广播中播出。1954 年，埃尔维斯・普雷斯利为菲利普斯录制了他的第一张唱片。不到两年，普雷斯利成为世界上最闪耀的流行音乐明星，即使今日，他仍被称为“摇滚乐之王”。他有 17 张冠军单曲和 10 张冠军专辑。只有一个音乐组合曾售出更多唱片。

20 世纪 60 年代的流行音乐

拥有超过 10 亿张的唱片销量，英国流行乐队“披头士”（或译“甲壳虫”）是 20 世纪 60 年代首屈一指的摇滚乐队。“披头士”将西方的流行音乐带给了全世界的听众。无论“披头士”到哪里，都会出现一种“披头士狂热”现象——成千的歌迷围住他们，尖叫着，疯狂地想见他们一面。1965 年，披头士乐队在纽约谢伊露天体育馆举办了音乐会，大约有五万五千人参加。这是首批在体育馆中举办的音乐会中的第一场，可能也是当时最大规模的音乐会。在许多方面，披头士是引领未来的先锋。如今，在体育馆中举办音乐会已经很平常，而且似乎每过几年就会有一个新的男孩乐队出现，尝试重现披头士的魅力。但是，尽管披头士在 1970 年解散了，从那以后没有一个乐队能够望其项背，如此受欢迎，并销售出如此多的唱片。
Unit 3
Reading

拜访艺术大师

杨彦：你好！

我现在是在阿姆斯特丹。这次旅行真是太棒了！如你所知，我是和我姑妈和奶奶一起来的。她们都是优秀的艺术家，我在想回去之后我也要开始学画。让告诉您有关我们旅行的情况吧。

我姑妈非常喜欢毕加索的作品，认为他是有史以来最伟大的艺术家，所以他从西班牙出发，去了毕加索的出生地马拉加市。在毕加索出生的房子附近有一座博物馆，里面都是他的艺术作品。马拉加是一座可爱的城市，建筑很美。我惊讶地得知，毕加索一生创作了两万余件艺术作品。他不仅绘画，还创作雕塑，利用各种材料创作作品。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。立体派作品通常运用锐角，作品中世界被呈现为由立方体和矩形构成。

当然，尽管毕加索是西班牙人，但是当他还是一名年轻而又苦苦挣扎的艺术家时代，他离开了西班牙，在法国巴黎定居下来。因此，参观西班牙之后，我们也来到了巴黎。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》。他于 1503 年至 1506 年间创作了这幅作品。这幅带有神秘微笑的女子的画像的确给我留下了深刻的印象。举世公认，这幅画是世界上最珍贵的油画作品——如果这幅画到市场上出售，不可能估算出它可以达到什么价格。达·芬奇不仅是画家，还是建筑师、科学家和工程师。他设计了许多新发明，包括直升机和坦克的雏形。

除了达·芬奇的作品，卢浮宫还藏有其他欧洲画家从 13 世纪到 19 世纪创作的六千多件作品，然而，它里面没有任何现代作品。现代艺术作品都保存在奥塞美术馆。在巴黎的第二天，我们去了那里，因为我姑妈迫不及待地想看看克劳德·莫奈的作品。

莫奈是一名法国画家，生于 1840 年，1926 年去世。他的画作是典型的印象派风格。印象派画家摒弃了要像照相机一样精确地描绘物体这一观念，而是尝试通过色彩、光线和阴影的运用，表现物体的运动和绘画时瞬间的感受。莫奈喜欢在室外作画，几乎从不使用画室。尽管在较年轻时他画了各种各样的主题，但到岁数大一点时，他最常画的就是他家花园池塘里浮浮的莲花。

昨天我们去了位于阿姆斯特丹的凡·高博物馆。凡·高也是印象派画家。凡·高一共画了大约 800 幅油画和 1600 幅素描。他最著名的作品之一是《食土豆者》，创作于 1885 年。在他的作品中，我最喜欢的是《星夜》，这幅画是他于 1889 年完成的。遗憾的是，尽管凡·高全身心地投入绘画，他的努力得到的回报却微乎其微。他的弟弟西奥作为他的经纪人，竭力推销凡·高的画，但直到 1890 年凡·高去世，他弟弟只卖出了一幅画，售价 400 法郎。今天，凡·高的画每一幅都超过数百万美元。

明天我们将去阿姆斯特丹的另一座博物馆，那里最著名的是伦勃朗的画。他生于 1606 年，1669 年去世。我姑妈非常想去看看他创作于 1642 年的《夜巡》。

回去之后我会告诉你有关我行程的更多信息。

致礼！

李明
Project

别具一格的图画

曾经有人说过，任何东西都可以用来制作艺术品。几年前，一幅《蒙娜·丽莎》的画是用烘焙成不同颜色的面包片做成功的。它闻起来可能会很香，但却花了很长时间去制作。本网页为你提供一些点子，你可以用来制作别具一格的图画。

比萨脸谱

系上你的围裙，做好准备来制作一个比萨脸谱。现在，你既可以是一位大厨，也可以是一位艺术家。你可以用多种不同的食物来帮你制作一张脸谱。这里有一些主意。

用一些薄胡萝卜片或者海带碎片作为头发，将它们布置成你想要的风格。切一些西红柿做眼睛，用奶酪片做耳朵，蘑菇做鼻子。接下来，你需要想一想嘴巴——你可以用一片培根做出笑容。其他你可以用来做比萨脸谱的食品包括洋葱、菠萝、茄子和火腿。这些食材大多都可以在你当地的食品店里找到。

当你做完这张脸谱时，你可以给它拍张照，这样就可以永远保存你这张别具一格的图画。拍完照片之后，你可以烤熟并享用这张比萨脸谱。

美国的一名艺术家曾经用水果和蔬菜来做比萨脸谱。他为每张比萨脸谱拍了照，然后用这些照片做成生日卡片。从那时起，他已卖了超过两百万张的卡片了。

绳画

要制作绳画，你需要一些卡片、细绳和胶水。想想你要做什么样的画。它会是一幅抽象画，还是静物画，风景画或者人物画呢？首先，用蜡笔或者铅笔在卡片上画出图案的轮廓。然后，在你想要粘绳子的地方涂上胶水。通过把绳子围成圈，你可以做出圆的形状。一旦绳子在卡片上晾干，你就可以在绳子不同的部位涂颜色了。

羽毛贝壳画

这个想法涉及用羽毛和贝壳来制作图画。你也需要胶水和一些卡片。选择小的贝壳，这样，当它们粘在卡片上之后就不会太重。想想你要做什么样的图案或者图片。你可以在粘贴之前把所有的贝壳都粘放在卡片上。你可以在沙滩上找到海贝壳。羽毛可以在屋里、宠物店或者公园里找到。

垃圾图画

对一些人来说，这听起来可能有点恶心，但这其实相当干净，而且很有趣。每天我们都会制造许多垃圾，包括不同的材料，如塑料、铝箔、布和纸。我们可以利用这些垃圾制作图画。这些图画可能会很重，所以你不用粘结的纸或者纸板，而且要用强力的胶水把这些垃圾粘贴到纸板上。一旦它们粘贴好，你就可以在图中的不同区域喷绘颜料了。

垃圾印画

又一次用到了垃圾，不过这次是作为画笔。例如，易拉罐的一端可以蘸上颜料，用来在一张卡片上画圆圈。我们可以用旧布做刷子，或者把布拧在一起弄皱，勾勒出很有意思的图案。这些形状和图案可以反复使用。也可以从其他的垃圾上切下各种形状，蘸取颜料，压在卡片上。

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

玩得开心！
Unit 4
Reading

全球重要的电影节

主持人：欢迎来到我们每周一期的节目《魅力电影》。我们今天的嘉宾是来自六个主要国际电影节的代表，这些发言人将与我们聊聊他们各自代表的电影节。和我们一起在演播室的嘉宾有：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。欢迎各位！玛丽亚，给我们谈谈威尼斯电影节吧。

玛丽亚：好的，我想让我来开始我们的讨论再合适不过。威尼斯电影节是世界上历史最悠久的电影节，电影节始于1932年，每年举办一次。我们的电影节是一个规模更大的展现当代艺术的文化节的组成部分。我们认为电影是当代艺术的一种特殊形式。

主持人：凯西，请告诉我们圣丹斯电影节的情况吧。

凯西：与威尼斯电影节不同，圣丹斯电影节的人选影片只包括小型的独立制作的影片，也就是说，影片入选的主要标准就是影片没有受到好莱坞电影公司的资助。

玛丽亚：凯西，我不想争论，但是我得为威尼斯电影节说句话，我得指出的是我们有的不只是好莱坞影片。我们的政策是选择高质量的影片，而不管是谁制作了它们。我们对展映的影片种类没有限制——只要一部影片的质量符合了我们的标准，我们就会选中它。

凯西：圣丹斯电影节一贯刻意抵制所有的好莱坞影片，我们预期今后也不会让它们参展。我们的电影节最初的想像是诞生于1978年，当时它被称为犹他州/美国电影节。但是它直到1981年才成为公众所知。那时罗伯特·雷德福成为电影节的赞助商，他将电影节的重点转移到独立制作的影片，这些电影往往依靠非常有限的预算制作。1991年，电影节被重新命名为圣丹斯电影节。雷德福曾出演并执导过许多好莱坞大片，但那他希望能让公众接触好莱坞体系之外制作的影片，否则这些影片很多普通人可能没有机会看到。现在，如果一部电影能在圣丹斯电影节获得奖项，它就很可能一举成名！

伊莎贝尔：戛纳电影节是另一个可以让电影成名的电影节。许多电影在戛纳电影节上都是首次向公众放映。如果一部影片在戛纳电影节上获奖，那么人人都会知道它。我认为可以公平地说，戛纳电影节是知名度最高、最激动人心的电影节。

汉茨：我并不想反驳你，但是近几年，戛纳电影节对美国影片情有独钟。一些人评论说它在退步，而且开始太多地模仿好莱坞奥斯卡金像奖。

伊莎贝尔：嗯，是这样的，戛纳电影节展出的电影通常都有大预算，有知名演员和导演。其中许多都是美国影片，但我们也各种观点：我们已经在世界上丧失了我们作为最佳国际电影节的优势。我们一直都在展映来自许多不同国家风格迥异的影片。事实上，戛纳电影节创立于1939年，就是因为当时许多人觉得威尼斯电影节只给德国和意大利电影颁奖。

汉茨：嗯，我认为，柏林国际电影节是所有电影节中最国际化的。自从1951年创办以来，我们已为来自全球各地的影片颁奖。在我们的电影节上，好莱坞影片只占少数，而在别的电影节（例如戛纳电影节）上可能被忽视的影片，则有真正夺魁的机会。

迈克：我是多伦多国际电影节的发言人，多伦多电影节创立于1976年，很快就成为了世界最重要的电影节之一。每年，著名的演员和导演汇集多伦多，整个电影界都会关注谁得奖。它是世界上第二大电影节——仅次于戛纳电影节，我们的电影节展播许多国家的影片，但我们的确颁发一些特别奖项给加拿大电影。
徐立：我代表上海国际电影节。我们的电影节创立于1993年，因此我们可能是最年轻的电影节。尽管存在的时间短，我们的电影节却在全世界享有很好的声誉。我们有许多不同的国家送展的影片，并认为是最佳的影片颁发金爵奖。

**Project**

《哈利·波特与魔法石》（2001）

多么令人惊叹的一部电影啊！谁没有梦想过发现自己实际上是特别的而且是出名的大人物？这个幻想对哈利·波特（丹尼尔·拉德克利夫饰演）来说就是现实。哈利是个敏感的小男孩，他的额头上有一块伤疤，他一直与他的亲戚德思礼一家生活在一起。他的姨父虐待他，姨妈不重视他，表兄讨厌他。起初哈利认为他的父母是在他还是婴儿的时候死于一场车祸。但是后来哈利发现他的父亲是巫师，母亲是女巫，他们都是被一名邪恶的巫师（也就是给哈利留下伤疤的那个巫师）杀害。哈利发现自己也拥有巫师的神奇魔力，而且由于他父母的缘故，他在魔法界已经很有名。

海格（罗比·科特瑞恩饰）非常高大，在霍格沃茨魔法学校工作。霍格沃茨魔法学校是一所为年轻巫师而设的特别学校。海格从德思礼家中救出哈利，把他带到学校。一路上，他们经历了一些奇遇，哈利被带到了他以前从未知道的全新世界——魔法世界。普通人生活的世界与魔法世界并存，但是普通人却没有意识到魔法世界的存在。

在去魔法学校的火车上，哈利结识了两位新朋友，罗恩·韦斯莱（鲁伯特·格林特饰）和赫敏·格兰杰（艾玛·沃森饰），他们一起了解了他们的新学校和那里的特殊课程。对于生活，哈利有一种矛盾的心情。起初，他很喜欢新生活，但是后来，他知道了邪恶巫师伏地魔就是杀死他父母的人。为了拯救自己和魔法世界，哈利和他的伙伴们与伏地魔展开了激烈的斗争。

电影充满特技。看着哈利骑在飞天扫帚上疾驰会让你觉得眩晕，而魔法学校的“魁地奇”运动则荒诞不经。所有的特技都是用电脑制作，看起来真是激动人心。

这一切都非常精彩，但这部电影最好的部分是演员的演技。真的令人惊讶，因为在影片中扮演哈利、罗恩和赫敏的三位小演员在出演这部电影之前并没有多少表演经验。这三位演员扮演角色时所表现出来的技巧是这部电影的主要亮点之一。即使与成人演员相比，例如艾伦·里克曼（饰演斯内普教授）、理查德·哈里斯（饰演邓布利多校长）和玛吉·史密斯（饰演麦格教授），三位小演员也表现极佳。

哈利·波特系列的作者J.K.罗琳认可了最终的电影剧本。然而，许多人抱怨电影太长了。142分钟，比一般的电影几乎要长半个小时。虽然魁地奇运动是书中很重要的一部分，也是哈利在魔法学校经历中很重要的一部分，但我还是觉得影片用了太长的时间来表现它。我认为这更多地炫耀电影的特技，而不是有助于表现电影的情节。还有，一些有趣的场景没有在电影中表现出来，这一点令我失望。

许多人还抱怨电影有意花了太多的时间来描述哈利与德思礼一家在一起的生活。这表明电影制作人并没有充分考虑到电影的观众会是谁。去看电影的大多数人在这之前都已经读过书了。他们已经知道哈利与德思礼一家在一起时是不开心的。影片最重要、最有趣的部分发生在魔法世界，电影开始部分的很多地方本可跳过，更多的时间本可花在霍格沃茨魔法学校。

虽然存在这些小缺陷，《哈利·波特与魔法石》仍然是一部很棒的电影，我当然要推荐它！
Appendix II: Key to Workbook

Unit 1

Language practice

Part A1 (Page 98)
1 characteristic character
2 novel novelists
3 use abuse
4 author authority
5 crime criminal
6 poetry/poems poem
7 painter painted
8 civil civilization

Part A2 (Page 98)
1 to from
2 with
3 of
4 from
5 into
6 on
7 to
8 to

Part B1 (Page 99)
1 a reputation b character
2 a debts b duty
3 a highest b supreme
4 a touches on b touch
5 a monument b memorial

Part B2 (Page 99)
1 farming
2 holy
3 widow
4 adored
5 romantic
6 intended
7 in tune
8 paragraph
9 rhyme
10 springing

Part C1 (Page 100)
1 I can hardly study long hours when I have a cold.
2 His father cannot taste the food unless it is very hot.
3 The woman is now free from the disease.
4 Not many people thought that the music was too loud. / Many people thought that the music was not too loud. / Many people didn’t think that the music was too loud.
5 The boy never goes to bed early.
6 She wanted to drink coffee, not lemonade. / She didn’t want to drink coffee or lemonade.
7 I seldom surf the Internet at night.
8 Todd said he might not join us for dinner. / Todd did not say he might join us for dinner.
9 Few people witnessed the incident.
10 Lucy does not want to go to see the film this weekend.

Part C2 (Page 100)
1 far from
2 Not all
3 not uncommon
4 would rather than
5 cannot enough
6 not/never unless
Part D1 (Page 101)
1 antiques 4 lived up to 7 vices 10 tension
2 violent 5 spitting 8 fiction
3 reforms 6 spinning 9 resist

Part D2 (Page 101)
1 in his chest 4 pinned on/to 7 came to her rescue
2 worn out 5 in rags 8 little talent for
3 let out 6 brand-new

Part D3 (Page 102)
1 farming 3 reputation 5 intend 7 rigid 9 Drama
2 bent on 4 adore 6 novelist 8 generous 10 characteristics

Part D4 (Page 102)
1 He is bent on quitting this steady job.
2 Mary is desperate to pay off all her debts and has to work day and night.
3 They are planning to start a nationwide campaign to rescue abused children.
4 If you want to have a place in the IT world, you will have to double your efforts.
5 This medicine can have side effects, so you should only take one pill at a time.
6 They were very happy that their efforts had not been in vain.
7 As a mother, she would rather starve than see any harm come to her child.
8 Do you see the new building over there? We intended to use it as our new laboratory.

Reading
Part A (Page 103)
1 No. It also comments on society and on the nature of people.
2 Valjean's life changes forever when a priest forgives him for stealing from the church.
3 Because the police are searching for him.
4 Forgiveness, truth against survival and sacrifice are the three important themes in the novel.
5 His new life becomes difficult when a policeman called Javert starts following him.

Part B (Page 104)
1 real 3 killed 5 ill 7 literary 9 influenced
2 writing 4 marriage 6 Published 8 based

Listening
Parts A and B (Page 105)
play competing
1 Death of a Salesman is a novel about a successful salesman.
American
2 The main theme of Death of a Salesman is the African dream.
Willy’s job is going well and his sons, Biff and Happy, respect him.

The truth

Trust is another theme in Death of a Salesman.

audience have brave hero

The writer has to decide if Willy Loman is a total failure or a disappointed salesman.

1915

Miller was born in New York in 1950.

eighty-nine

Miller died at the age of seventy-nine.

1944

Miller’s first Broadway play opened in 1949.

The Man Who Had All the Luck

Death of a Salesman was Miller’s first play to appear on a Broadway stage.

Part C (Page 105)

1 New York 6 the American dream
2 1915 7 The truth
3 The Man Who Had All the Luck 8 essays
4 Broken Glass 9 literary
5 famous 10 89/nearly 90

Writing

Part B (Page 108)

Sample answer

Withering Heights

Withering Heights, a literary work of art filled with love and hate, is an amazing story of two people divided by society. Set in Yorkshire, England during the late 18th century, this novel gets its name from the setting, a house called Wuthering Heights. The owner of Wuthering Heights, Mr Earnshaw, brings home a poor boy named Heathcliff, who grows up with the two Earnshaw children, Hindly and Catherine. Heathcliff and Catherine fall in love with each other, but when they become older, Catherine cannot bring herself to marry Heathcliff because she considers him—a poor orphan—lower than her. In the end, Catherine marries another man, Edgar Linton. The marriage between Catherine and Edgar is short, since Catherine dies while giving birth. Heathcliff, having been driven mad by his love for Catherine and by her death, then sets himself on destroying Edgar Linton by taking away everything Edgar has. In the end, Heathcliff is successful in all of his plans. However, his life is sad because he cannot have the one thing he ever really wanted, Catherine.

The writer, Emily Brontë, was the sister of the famous writers Charlotte and Anne Brontë. She died in 1848, shortly after writing Wuthering Heights, her only novel. In her novel, she deeply explores the dark side of love, so some people say that Wuthering Heights is one of the greatest love stories of all time.
Unit 2

Language practice

Part A1 (Page 107)

1 unwilling willing  4 evident evidence  7 awesome awful
2 university universal  5 merciful mercy
3 disturb disturbing  6 united units

Part A2 (Page 107)

1 stubborn  3 demanded  5 condemned  7 dare
2 seized  4 scolded  6 grand  8 deadline

Part B1 (Page 108)

1 sprang up  3 rhythm  5 prejudice  7 band
2 discrimination  4 roots  6 liberty  8 trends

Part B2 (Page 108)

1 a slaves b Slavery  5 a tendency b tend
2 a gradually b gradual  6 a sought b found
3 a form b format  7 a decreased b declined
4 a screamed b yelling

Part C1 (Page 109)

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?

Part C2 (Page 109)

1 No littering is allowed.
2 People under the age of 18 are forbidden.
3 You cannot turn right here.
4 The Olympic flame will arrive on Saturday.
5 Tickets are on sale here.
6 There is a Chinese art exhibition on Monday at the City Museum.
7 You should take two pills after you have a meal.
8 You should shake the bottle of juice well before you drink it.
9 This is a great holiday! I am having a nice time. I will telephone you later.

Part D1 (Page 110)
1 out up off on 3 to for to to
2 behind out 4 on out

Part D2 (Page 110)
1 sore 3 ballet 5 chorus 7 Symphony
2 tutor 4 collection 6 kindergarten 8 bachelor

Part D3 (Page 111)
1 folk 4 awesome 7 opportunity 10 liberty
2 albums 5 composer 8 rooted
3 evident 6 trying out for 9 band

Part D4 (Page 111)
1 An increasing number of young people are facing unemployment, which is disturbing to many.
2 He tried to seize every possible chance to practise his spoken English.
3 I was impressed by his large collection of valuable stamps.
4 Although they hadn’t met each other for years, he recognized her at first sight.
5 The boss demanded that all the workers arrive to work on time.
6 After graduating from university, the stubborn young man sought a perfect job, but without success.
7 Many tall buildings have sprung up along the river in the past/last five years.
8 After her mother and father broke up, Mary went to live with her grandmother.

Reading

Part A (Page 112)
1 He hears the ringtone of her mobile phone and recognizes that it is Yo-Yo Ma’s music, so he knows she must be a fan.
2 She thinks that talking about Yo-Yo Ma is almost as good as listening to his music.
3 Liu Pan asks if Yo-Yo Ma has won any awards. The question is a little surprising because a famous musician like Yo-Yo Ma is very likely to have won awards.
4 He is interested in the sounds of traditional Chinese instruments as well as traditional African music.
5 He believes that music is a form of communication in both Western and non-Western cultures.

Part B (Page 113)
1 Who 4 three weeks 7 post office 10 free
2 Where 5 1999 8 composer 11 international
3 every year 6 modern 9 beer garden
**Listening**

Parts A and B (Page 114)

<table>
<thead>
<tr>
<th>1</th>
<th>princess</th>
<th>5</th>
<th>the Egyptian army</th>
<th>9</th>
<th>powerful</th>
</tr>
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<tbody>
<tr>
<td>2</td>
<td>follow</td>
<td>6</td>
<td>flee</td>
<td>10</td>
<td>real</td>
</tr>
<tr>
<td>3</td>
<td>against</td>
<td>7</td>
<td>death</td>
<td>11</td>
<td>frightened</td>
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<tr>
<td>4</td>
<td>defeats</td>
<td>8</td>
<td>die</td>
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Part C (Page 114)

<table>
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<th>9</th>
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<td>seat</td>
<td>6</td>
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<td>10</td>
<td>horses</td>
</tr>
<tr>
<td>3</td>
<td>powerful</td>
<td>7</td>
<td>did not cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>princess</td>
<td>8</td>
<td>frightened</td>
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**Writing**

Part B (Page 115)  Omitted

**Unit 3**

**Language practice**

Part A1 (Page 116)

<table>
<thead>
<tr>
<th>1</th>
<th>starry star</th>
<th>4</th>
<th>triangle angle rectangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>architect architecture</td>
<td>5</td>
<td>be being</td>
</tr>
<tr>
<td>3</td>
<td>commitment committed</td>
<td>6</td>
<td>medium media</td>
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</table>

Part A2 (Page 116)

<table>
<thead>
<tr>
<th>1</th>
<th>birthplace</th>
<th>3</th>
<th>output</th>
<th>5</th>
<th>consensus</th>
<th>7</th>
<th>rewards</th>
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<tbody>
<tr>
<td>2</td>
<td>abstract</td>
<td>4</td>
<td>acute</td>
<td>6</td>
<td>calculating</td>
<td>8</td>
<td>pond</td>
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</table>

Part B1 (Page 117)

<table>
<thead>
<tr>
<th>1</th>
<th>spray</th>
<th>3</th>
<th>chef</th>
<th>5</th>
<th>dipped</th>
<th>7</th>
<th>tins</th>
<th>9</th>
<th>aluminium</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>slices</td>
<td>4</td>
<td>an apron</td>
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<td>disgusting</td>
<td>8</td>
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<td></td>
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Part B2 (Page 117)

<table>
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<th>1</th>
<th>tried out</th>
<th>3</th>
<th>had a go at</th>
<th>5</th>
<th>cut up</th>
<th>7</th>
<th>think about</th>
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</thead>
<tbody>
<tr>
<td>2</td>
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<td>4</td>
<td>made out of</td>
<td>6</td>
<td>laid out</td>
<td>8</td>
<td>cut out of</td>
</tr>
</tbody>
</table>

Part C1 (Page 118)

2 The famous professor from China teaches at Harvard University.
3 The body of the famous criminal Jesse James lies here.
4 The fans rushed into the stadium.
5 I did not realize how much time I had wasted until I failed the exam last term.
6 It is cold here.
7 The boy has received a lovely birthday present.
He has never before felt so happy.

Part C2 (Page 118)
1 a person is ill does he realize the value of health
2 windy it is here
3 was the bus that I could not get on
4 new medicine could their son recover from the disease
5 had she begun working when a visitor arrived
6 have I eaten such wonderful food
7 did the team lose the game, but it also lost its confidence
8 during the lecture was I asleep

Part D1 (Page 119)
1 Canal 3 passers-by 5 cloth 7 accommodation/suites
2 ankle 4 souvenir 6 changeable 8 dormitory

Part D2 (Page 119)
1 still lifes 3 suite 5 scholarship 7 agent
2 galleries 4 admission 6 scenery 8 shadow

Part D3 (Page 120)
1 consensus 4 oil painting 7 had a go at 10 upwards of
2 birthplace 5 paintbrush 8 sliced
3 gallery 6 media 9 committed

Part D4 (Page 120)
1 His essay is full of abstract concepts, but lacks solid facts.
2 Do you think it reasonable for people to ask for a reward when they have done something good/they have done a good deed?
3 The local guide will arrange the accommodation for us.
4 The park is laid out according to the European style.
5 The Chinese government is always committing itself to improving the education system.
6 It is calculated that the number of users of this software will reach six million in the next two years.
7 David had a go at the driving test, but did not pass it.
8 To his excitement, not only did he gain admission to the university, but he also got a full scholarship.

Reading

Part A (Page 121)
1 Because he noticed that his son was a far more talented painter than he was.
2 Instead of going to class, Picasso spent his days at the Prado Museum copying the style of famous old painters.
3 He met the poet Jaime Sabartes and the painter Carlos Casagemas, who became his closest friends. He decided to devote his life to experimenting with different styles of art instead of producing traditional art.
4 It represents his sadness at his friend's death.
5 Picasso is most famous for his contributions to Cubism, which is a style of art.

Part B (Page 122)
1 photograph 4 chemicals 7 camera 10 digital
2 eight 5 copies 8 colour
3 faster 6 roll film 9 film

Listening

Parts A and B (Page 123)
1 Spain 4 furniture 7 strange
2 dreams 5 influenced 8 1904
3 watches 6 character 9 Soft Watches

Part C (Page 123)
1 painter 4 Soft Watches 7 influenced
2 1904 5 1,500 8 1928
3 Spain 6 furniture 9 dark eyes

Writing

Part B (Page 124)

Sample answer

Alfred was bored. It was his summer holiday. His mother and father were still at work and the neighbours were away. Finding nothing else to do, he began to read a tourist magazine in his garden.

Then he saw a picture of a beach in the magazine, and got an idea. Why not go swimming? It would be a great thing to do in such hot weather. Besides, Alfred was a good swimmer and the beach was just a kilometre away. He dashed into the house, changed his clothes, got a towel, and headed off to the beach.

At the beach, he met his friend Winston who had also come to the beach alone.

‘Hi, Winston! Would you like to swim with me?’ he asked.

‘Yes, of course,’ Winston answered.

The two of them swam together under the hot sun. After getting tired, they rested on the beach. Life seemed wonderful. Everyone on the beach seemed happy. Everyone was having fun. Alfred was glad he had come to the beach.
Unit 4

Language practice

Part A1 (Page 125)
1 representative represented
2 enter entry
3 Defence defend
4 spokesman speak
5 finance financing
6 sponsors sponsor
7 championships champion
8 Regardless regarding

Part A2 (Page 125)
1 out 3 as 5 by 7 as 9 of
2 of 4 for 6 on 8 in

Part B1 (Page 126)
1 scars 3 disappoint 5 institution 7 zoomed
2 curriculum 4 partner 6 parallels 8 fierce

Part B2 (Page 126)
1 philosopher 3 contradictory 5 forehead 7 attractions
2 fantasies 4 show off 6 dizzy 8 give thought to

Part C1 (Page 127)
1 He does not love Lisa. It is you that he wants to get married to.
2 No, she didn’t leave China last year. It was in 2009 that she travelled to the USA.
3 It was by Bill that Rose was introduced to Tom in the spring of 2002.
4 It was not until I came here that I realized why this place was famous.
5 It was with great joy that he announced his wedding plans.
6 It was Japan that attacked the USA at Pearl Harbor in 1941.
7 It was the eggs that made him sick, not the ham.
8 It was at university that he first became famous for playing rugby.

Part C2 (Page 127)

not
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 2 years ago that you won the 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.
It is Ron, rather than you, who have been often helped by our classmates.

Part D1 (Page 128)
1 maid  
2 laundry  

Part D2 (Page 128)
1 lantern  
2 robberies  

Part D3 (Page 129)
1 popcorn  
2 representatives  
3 attraction  

Part D4 (Page 129)
1 The lawyer stood up in defence of Robert, saying that he was innocent.  
2 Many countries have tight restrictions on the possession of guns.  
3 Fortunately, the institution took swift action after the accident.  
4 Many experts hold the view that children should not be exposed to too much TV.  
5 Scientists need to accumulate more information about climate change.  
6 Julia has already filled in her entry form for the competition.  
7 Mike is good at playing basketball, and he often shows off to his friends.  
8 The twin brothers resemble each other so much that I can’t really tell them apart.

Part A (Page 130)
1 There are five stages in the film production cycle.  
2 It might be an original idea, or an idea taken from a book or play.  
3 He likes the party because he can relax after all the hard work.  
4 The takes are combined and the sound effects and music are added. The film is then shown to a target audience to find out their reaction to it.  
5 Some changes will be made to the film.

Part B (Page 131)
1 1997  
2 film  
3 1912  

Listening
Parts A and B (Page 132)
1 the Golden Star Cinema  
2 23 September  
3 science fiction  
4 find out about  
5 outer space  
6 excellent  
7 wonderful  
8 worst  
9 well  
10 attractive
<p>| | | | | | | |</p>
<table>
<thead>
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</tr>
<tr>
<td>3</td>
<td>boring</td>
<td>6</td>
<td>adventure</td>
<td>9</td>
<td>attractive</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

**Part B (Page 133)**

_Shrek 2_

_Shrek 2_, made in 2004, describes a journey of two ogres, or monsters, Shrek and Princess Fiona, through the land of Far Far Away. In their journey, they are joined by Donkey, Puss in Boots, and other creatures in a film which is enjoyable to both children and adults.

After getting married, Shrek and his bride Fiona travel to meet Fiona's parents, the King and the Queen. Fiona's parents are not ogres, but human beings. As we discover in the film, Fiona was not born an ogre, but became an ogre as the result of a curse. So, when Shrek and Fiona arrive at the palace, the King and the Queen are very upset to see their daughter is no longer a beautiful princess. What is worse, they dislike the look and behaviour of her true love, Shrek.

The parents decide to have Shrek killed, and then for Prince Charming to save their daughter and break the 'ogre' curse, turning Fiona back into a person. However, Fiona is still in love with Shrek. In the end, like in all fairy tales, love wins.

_Shrek 2_ is a perfect film, filled with clever jokes, beautiful colours and laughter. We can imagine what great efforts the production team put into making this wonderful story.
Appendix III: Tapescripts for Workbook

Page 105, Listening, Part A

Teacher:  Arthur Miller's *Death of a Salesman* is about a struggling salesman called Willy Loman. The main theme of the play is the American dream, which is based on the idea that anybody, through hard work, can become successful and lead a happy life. However, this dream does not always come true as Willy eventually discovers. After years of hiding from the truth, Willy realizes that his job as a travelling salesman is going badly and that he cannot really support his wife Linda. He also learns that his sons, Biff and Happy, don't really respect him. The truth is another important theme in this play. Willy starts to accept the truth that his life is a failure. He stops believing the lies he used to tell himself and learns that the American dream is never going to come true for him. So, Willy decides to fix his broken American dream—with sad results. The play ends and the audience are left to decide if Willy Loman is a total failure or a brave hero.

Page 105, Listening, Part B

Mandy:  In my opinion, Arthur Miller was a brilliant writer. I would love to hear more about him.

Teacher:  Well, he was born in New York in nineteen fifteen.

Mandy:  Really? He moved to New York in nineteen fifty?

Teacher:  No. He was born in New York in nineteen fifteen. He died in two thousand and five at the age of eighty-nine before his ninetieth birthday.

Mandy:  What other plays did Arthur Miller write?

Teacher:  Another of his other plays is *Broken Glass*. However, *Death of a Salesman* is his most famous play. It won several awards when it opened in nineteen forty-nine.

Mandy:  So, *Death of a Salesman* was his first play to appear on stage?

Teacher:  No. His first play to appear on a Broadway stage was *The Man Who Had All the Luck*, which opened in nineteen forty-four.

Mandy:  Did he only write plays?

Teacher:  He also wrote short stories and essays.

Mandy:  Thanks for telling me more about Arthur Miller. I think he was a literary master.

Teacher:  I agree!
Page 114, Listening, Part A

Mother: An Ethiopian princess, Aida, is carried away to Egypt as a slave. Her father, the Ethiopian king, and his army follow her to Egypt. The Egyptian king tells a young soldier, Radames, to lead his army against the Ethiopian attack. Radames is also the man that Aida loves. The Egyptians defeat the Ethiopian army, but because Radames loves Aida, he frees the Ethiopian army. Aida and her father have to remain behind to ensure that the Ethiopian army does not attack again. Meanwhile, the Egyptian king wants Radames to marry his daughter. Radames shows how much he loves Aida when he tells her father where the Egyptian army is. The Ethiopian army is now in a powerful position, so Aida and her father are able to flee. Against the wishes of the Egyptian king's daughter, Radames is sentenced to death for betraying the king of Egypt. Aida returns in secret to be with Radames and the opera ends as they wait to die together.

Page 114, Listening, Part B

Tom: Hi, Mum! I'm back!
Mother: Well, how was the performance?
Tom: It was amazing! The opera house was very crowded, but I had a great seat.
Mother: What did you think of the singers?
Tom: Wonderful. The singers' voices were very powerful.
Mother: Did you like the set?
Tom: It was wonderful! It looked so real that I thought I was really in Egypt! Can you believe that they had real elephants and horses on stage? I was actually a little frightened during the battle scenes because they set off fireworks!
Mother: That sounds exciting, Tom. What did you think of the story? Did you cry at the end when Aida returns to die with Radames?
Tom: Cry? Of course not! I was too busy looking at the elephants.
Mother: I will take you to see Carmen sometime. It's my favourite opera and it's splendid.
Tom: Will there be fireworks in this opera, too?

Page 123, Listening, Part A

Dan: What did you think of that painting the art teacher showed us at the end of class?
Laura: Do you mean the one with melting watches?
Dan: Yes, the one by Salvador Dali. I don't know what it is called, but I think it is a very strange and beautiful painting.
Laura: Dali was certainly an interesting painter. A lot of his paintings remind me of dreams.
Dan: Do you know where and when he was born, Laura?
Laura: I know that he was born somewhere in Spain, but I don't know when.
Dan: He didn't only paint, you know? He also made amazing sculptures and even some
Laura: Really? I also heard that his wife was called Gala and he loved her very much.

Dan: A man who painted such unique paintings probably had an interesting character. Do you think any other painters influenced his work?

Laura: I’m not sure. I wonder what this amazing artist looked like.

Page 123, Listening, Part B

Laura: Hello, Dan. I did an online search to find out more about Salvador Dali. I was right—he was born in Spain, in a city called Figueras in nineteen oh four. That painting our teacher showed us is called *Soft Watches*. Dali’s paintings are famous for being like dreams. This type of art tries to express hidden thoughts and is famous for being fantastic in style. I also found out that a lot of his work was influenced by Pablo Picasso. They met in Paris in nineteen twenty-eight. I found lots of pictures of Dali on the Internet. He certainly looked like an artist to me. He had dark hair and dark eyes. In his life, Dali created over one thousand five hundred works of art. He really was an amazing man!

Page 132, Listening, Part A

Announcer: *Sarah’s Secret* starts on the twenty-third of September. This film is not to be missed! Sarah is just an ordinary girl from an ordinary family in a town in Scotland. Just when Sarah thinks life can’t get any more boring, something that she does not expect happens. A new boy moves to town. From the very beginning, Sarah feels that there is something very unusual about the boy, Todd. When Sarah decides to find out about the town’s new stranger, she experiences a whole lot of trouble, and a wonderful adventure begins ... *Sarah’s Secret* is the best science fiction film made in years. The plot is excellent. It takes the viewer on a journey from a quiet Scottish town to a city in outer space. Actress Ann Smith and actor John West perform their roles very well and the special effects are ... well ... wonderful! Find out what *Sarah’s Secret* is at the Golden Star Cinema. Starts Sunday, the twenty-third of September.

Page 132, Listening, Part B

Jane: That was the worst film I have ever seen! The dialogue was so boring!

Dad: What a pity! Why didn’t you like it, Jane?

Jane: Well, Ann Smith, the actress who plays Sarah, cannot act well at all. John West can act quite well, but I don’t think he is that attractive.

Dad: I see. How about the special effects? That TV advertisement said they were wonderful.

Jane: I disagree. The spaceship looked like a child’s toy.
Dad: Oh dear! Did it at least have a good plot?
Jane: The idea was really quite clever. Todd turns out to be an alien from a friendly planet, who comes to protect mankind from evil aliens from another planet. However, I still did not like the story because it was so easy to predict how the film would end—Sarah and Todd save the world.
Dad: Jane, you just gave away the end of the story. I won't bother to find out what Sarah's secret is now. Thanks a lot.
Jane: Anyway, the only secret worth knowing is how this film got to the big screen at all.
Appendix IV: Grammar

Unit 1

否定陈述

我们通常使用否定词进行否定陈述。最常用的否定词是 no, not, never 和 neither。然而，也有陈述虽然用的是否定词但表示的却是肯定的意思。

1 助动词 + not

将 not 或 n’t 置于助动词后是否定陈述最简单的构成方式。

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 和其他单词连用

- 当 not 用于有否定前缀 (如 un-, dis- 或 in-) 的单词前面时，句子表示肯定意思。这种表达方式表达的语气不如肯定陈述句强烈。

  It is not uncommon to find him whistling while walking. (It is quite common to find him whistling while walking.)

- 当 not 用于表示时间、距离的短语或者含有数量的名词短语前时，not 用于强调短语的否定含义。

  Not many people can tolerate such an offence. (Very few people can tolerate such an offence.)

- 当 not 用于 can’t ... too 或 can’t ... enough 中时，句子表示肯定意思。

  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 还有许多其他的否定表达法。其中一些最常用的是 hardly, far from, seldom, unless, free from 和 would rather...than。

  Pip can hardly wait to begin his new life.
  The 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 worrying about his family.

4 完全否定

我们常常使用 no, neither, none 或 nothing 来构成完全否定。

Neither of us has foreseen the outcome of this incident.

Unfortunately, none of these reference books was useful.

5 部分否定

all, both, everyone, everything 用在否定句中时，表示的是部分否定。

All that you find on the Internet is not useful. (Some information that you find on the Internet is useful.)
I didn’t take everything with me. (I only took some of the things with me.)
Unit 2

省略

当我们不想重复意思很明确的单词或短语时，可使用省略形式。使用省略是使句子变得更精练的有效方法。
1. 我们经常在以下情况下使用省略：
   - 在祈使句中省去主语
     (I) Thank you very much. (You) Come here, please.
   - 在简略回答中省去助动词后的部分
     ‘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).
   - 在动词不定式短语中省去 to 后的部分
     Although he would like to (break his promise), the emperor cannot break his promise.
   - 在非正式英语中省去句中某些词
     (Are you) Ready?
     What (would happen) if something goes wrong?
   - 在某些介词或连词（如 if, when 或 than）后
     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.

2. 在一些特殊文体中，单词被省去以节省空间或书写时间。这些文体包括：
   - 标志牌／标签
     No smoking (No smoking is allowed here.)
   - 报纸标题
     Turandot on stage (The opera Turandot is being performed on stage.)
   - 指示语
     Do not bend (Do not bend this envelope.)
   - 明信片／日记
     Have not had time to write (I have not had time to write in my diary.)
   - 笔记
     Opera OK, costumes great (The opera was OK and the costumes were great.)

Unit 3

倒装

倒装是对句子中语序的改变。当我们使用倒装时，我们将整个谓语或语助的一部分置于主语之前。
倒装可以在许多情况下使用。
1. Did you go to visit the Louvre?
   What do you know about van Gogh?
2. In the following situations, we will use inverted word order:
   - when neither, nor, never, not, at no time, seldom or hardly 用短语 in 句首时
     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.
     注意：当 only 或 not 用作句首修饰主语时，句子不用倒装。
     Not everybody welcomes the idea of having a museum in the town.
     Only teachers went to the art gallery yesterday.
3. In the following situations, we also use inverted word order:
   - when a direct quote is used, part or whole of the sentence
     ‘It’s worthwhile to see Monet’s gardens,’ said my aunt.
     ‘These,’ said the artist, ‘are the most beautiful fireworks I have ever seen.’
   - when the subject is long
     Present at the party were a crowd of young people who called themselves pioneers of modern art.
   - when here, there, in, out, up, down, on 等副词用作句首
     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.
     注意：当句子主语是代词时，句子不用倒装。
     Here I am in Amsterdam.
     There it goes.
   - when the sentence begins with a preposition
     Near the house where Picasso was born is a museum full of his art.
4. In formal conditional sentences, we sometimes use should, were or had to 作为句首。
   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.
Unit 4

强调

在需要用英语表达时，我们不能仅仅只考虑词汇和语气。我们对从一个句子中选出的词或部分加以强调，会改变别人对我们所要表达的句子意思的理解。

1. 我们可以使用某些词来表示强调，如 so, such, really 和 just。
   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. 如果要强调句中谓语动词以外的其它部分，我们可以使用“It + be 动词 + 要强调的部分 + that 从句”的句型。
   It was because of his Hollywood background that he knew how many hard-working actors were being ignored by Hollywood.

   • 我们可以用这个句型强调句中的主语、宾语或状语。下列例句表明如何强调句子中的不同部分：
     Robert Redford changed the focus of the festival in 1981.
     强调主语：It was Robert Redford that/who changed the focus of the festival in 1981.
     强调宾语：It was the focus of the festival that Robert Redford changed in 1981.
     强调状语：It was in 1981 that Robert Redford changed the focus of the festival.
     如果被强调的部分是一个人或一群人，我们使用 who 或 that 引导从句。
   • 当被强调的主语是代词时，我们通常用其宾格形式。
     It was me who represented the Toronto International Film Festival last year.
   • 这种强调结构也可用于疑问句。
     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?
   • 我们可以使用“It was not until ... that ...”句型强调时间状语。
     It was not until I spoke to Kathy that I knew how special the Sundance Film Festival was.

3. 如果要强调时态为一般现在时或一般过去时的肯定句中的谓语动词，我们在该动词前加助动词 do, does 或 did。
   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.