

普通高中课程标准实验教科书

英语 8 选修

# 教师教学用书

人民教育出版社 课程教材研究所  
英语课程教材研究开发中心 编著

人教版®

人民教育出版社

图书在版编目(CIP)数据

普通高中课程标准实验教科书英语8选修教师教学用书 / 人民教育出版社, 课程教材研究所英语课程教材研究开发中心编著. —2版. —北京: 人民教育出版社, 2017.7

ISBN 978-7-107-19189-3

I. ①普… II. ①人… ②课… III. ①英语课—高中—教学参考资料 IV. ①G633.413

中国版本图书馆CIP数据核字(2012)第048502号

普通高中课程标准实验教科书 英语8 选修 教师教学用书

出版 人民教育出版社

(北京市海淀区中关村南大街17号院1号楼 邮编: 100081)

网址 <http://www.pep.com.cn>

经销 ×××出版社

印刷 ×××印刷厂

版次 2007年2月第2版

印次 年 月第 次印刷

开本 890毫米×1240毫米 1/16

印张 11

字数 252千字

定价 元

审图号: GS(2018)2243号

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封面设计	林荣恒
平面制作	北京人教聚珍图文制作有限公司

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## 前言 (Foreword)

### 教学目标

《普通高中课程标准实验教科书英语》(New Senior English for China) 是为了适应新形势发展的需要, 根据教育部制定的《普通高中英语课程标准(实验)》的精神编写的。

教科书从内容安排、编排体系到采用的教学方法和练习的设计等方面都努力体现《普通高中英语课程标准(实验)》规定的课程性质和理念: 使学生在义务教育阶段学习的基础上, 进一步明确学习目标, 发展自主学习的能力和合作精神; 在加强对学生综合语言运用能力培养的同时, 注重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力, 以及用英语进行思维和表达的能力; 高中英语课程还应根据学生的个性特征和发展需求, 为他们提供丰富的选择机会和充分的表现空间。通过高中英语课程的学习, 使学生的语言运用能力进一步得到提高, 国际视野更加宽广, 爱国主义精神和民族使命感进一步增强, 为他们未来发展和终身学习奠定良好的基础。

### 指导思想

一、在培养学生的语言知识、语言技能、情感态度、学习策略和文化意识等素养的基础上发展学生综合运用语言的能力。

二、优化学生的英语学习方法, 使他们能通过观察、体验、探究等主动学习的方法, 充分发挥自己的学习潜能, 形成有效的学习策略, 提高自主学习的能力。

三、关注学生的情感, 提高他们的人文素养。要使他们在英语学习的过程中, 树立正确的人生观、世界观和价值观, 培养他们高度的社会责任感, 提高独立思考和判断的能力, 培养创新精神和实践能力, 发展与人沟通和与人合作的能力, 增进跨文化理解和跨文化交际能力。

四、吸收当代先进的教学思想, 从实际出发, 兼收并蓄, 集各家所长, 采用功能、结构、话题、“任务型”活动等相结合的综合教学方法。

五、注重过程评价, 促进学生发展。对学生在学习过程中的表现, 所取得的成绩以及所反映出的情感、态度、策略等方面的发展做出评价, 以激发学生学习的积极性和自信心。

六、积极开发教学配套资源, 使教材具有弹性, 教学具有灵活性、开放性和拓展性, 以便学生更好地发挥潜能, 发展个性。

### 教材特点

一、有利于提高学生的思想素质和人文素养

教科书提供的语言材料力图渗透思想情感的教育, 有利于学生人文素养的提高。话题范围广泛, 如科技、地理、名人、医学、环境保护、自然灾害、海洋生物及考古发现等。教学内容贴近现实生活, 富有较强的时代气息, 视野开阔, 信息量大, 不仅有助于开阔学生的文化视野, 增进对其他国家, 尤其是英语国家文化的理解, 而且会加深他们对祖国文化的了解和热爱。

二、符合学生的生理和心理发展的需要, 能够激发其兴趣

教科书的内容、结构、程度与份量、活动与任务的设计等都力求符合学生生理和心理发展的特点, 符合他们的年龄特征, 能够激发学习兴趣, 如旅游、留学、文化、诗歌、戏剧、卫生、体育、健康生活、发明与发现, 以及科学幻想等话题, 都易于引起高中学生的思想共鸣, 具有较强的感染力。

### 三、语言真实、地道、自然

教科书中的语言材料基本源自当代社会生活,所使用的语言真实、地道、自然。书中虽然以英式英语为主,但也向学生介绍了世界上其他主要英语国家不同的英语,特别是美国英语,以增进他们对英语的全面了解。

### 四、采取功能、结构、话题及“任务型”活动相结合的教学方法

教科书吸取了现代语言教学理论和实践的成果,同时又结合我国国情,继承传统的、行之有效的教学方法。教科书以话题为核心,以结构和功能项目为主线,组织和安排听、说、读、写的活动,通过“任务型”活动和完成项目(Project)来实现教学目标。本教科书创设了大量的语言运用活动,使学生能够通过亲身的参与和实践,感悟和体验英语,发展语言技能,进而逐步获得综合语言运用能力。

### 五、知识和技能训练的安排遵循学生的认知规律

语言知识和技能的呈现与训练循序渐进、循环反复,符合我国学生的认知规律,有利于他们构建知识系统。词汇教学采用英语释义、类比、联想等方法,并注意不断复现。语法项目呈现相对集中,便于教学,但又不断反复循环,可帮助学生复习并加深理解,提高他们实际运用语言的能力。

### 六、启发学生进行探究式的学习,培养他们的创新精神和实践能力

教科书引导学生由单纯模仿、被动接受的学习转变为运用观察、发现、推测、理解、记忆、对比、分析、联想、归纳、内化等策略进行学习。教科书也帮助教师由采用灌输式教学转为使用启发式教学,为学生提供发现和探究的空间。与过去教材相比,最明显的变化在于Speaking由背记书中对话改为依据所提供的材料进行主题讨论,自编对话。学生用书中设置Warming Up和Pre-reading的目的是让学生主动参与、自主学习,启发他们动脑思考、大胆想象。书中不少听读材料和活动的设计本身就富有想象力。教科书的这些安排旨在激活思维,开启心智,发挥创新精神,提高实践的能力。

### 七、注意学科整合,拓宽学生的文化知识视野

教科书的话题涉及的文化知识面很广,具有跨学科的性质,其中渗透的学科有社会科学和自然科学,如信息技术、航天技术、环保、法制、文学、医学、音乐、体育、美术,以及工、农、商等方面的教学内容。同时,语篇也富含跨文化交际的信息,英语国家、非英语国家和中国的文化各占一定比重,中外文化交织在一起,体现了教材的国际性和民族性。

### 八、具有弹性,区分层次,注意学生的潜力和可接受性

本教科书主要面向大多数地区的普通高级中学。考虑到实际教学中存在的差异和不平衡性,教科书在保证完成课程标准规定的基本要求的前提下,语言材料适当有所扩展,例如词汇表中带三角符号的单词不要求学生掌握,学生用书和练习册中带有星号的部分仅供选择使用。配套的阅读和听说等材料均供选择使用。这样的安排使教材具有弹性,使教学具有灵活性,既注意到学生的可接受性,又注意到学生的潜能,有助于因材施教。

### 九、多种媒体配合,提供丰富的配套资源

本套教材除了学生用书、练习册、教师用书,还有配套读物、录音带、听说材料、评价手册、挂图、教参配盘、精品教辅、投影片等,为教师灵活地选择使用教材,拓展教学内容,为学生自主学习,学会利用学习资源创造了条件。

### 十、增加形成性评价,体现学生在评价中的主体地位

为了保证根据课程标准的目标和要求实施对教学全过程和结果的有效监控,教材提供了诊断性测试的建议和学生自我评价的建议。此外,还提供了配合各单元教学的评价手册。其目的是使学生在学的过程中不断反思,肯定进步与成绩,找出问题,明确努力的方向。同时,也使教师获取教学的反馈信息,帮助他们不断改进自己的教学。

## 教材概述

### 一、学生用书 (The Student's Book)

学生用书是这套教材的主体。每一个模块一册学生用书,有五个教学单元,可供半学期使用。书中没有设复习单元,以便于教师根据教学的实际情况更加灵活地使用教材。教师可根据实际情况划分教学阶段并安排适当的复习,也可调整教学进度,增加或删减教学内容。本套教材第一至第五模块的目标是达到课程标准的七级要求。第六至第八模块的目标是达到课程标准的八级要求。

每个单元围绕一个主要话题开展听说读写活动,共分八个部分。各部分的教学目的明确,由于没有分课次,也未标注顺序,教师在实际教学中有自我调控的空间。

现将每个单元中各个部分编写的意图作如下的说明:

#### (一) 热身 (Warming Up)

这一部分主要通过问卷调查、看图讨论、情景听说、思考问题等多种形式的活动,激发学生的学习兴趣,激活其已有的知识,使学生能运用自己已有的知识和经验思考该单元的中心话题。练习中的设问能使他们积极主动地参与,带着问题,以探究者的姿态投入该单元的学习,去获取新的信息,掌握新的知识,并丰富自己的经验,提高分析问题和解决问题的能力。

#### (二) 读前 (Pre-reading)

这一部分一般是提出若干个问题,问题不仅与单元主题有关,而且与下一部分的阅读材料内容紧密联系。这些问题可以启发学生预测课文的内容,展开简短的讨论,以便通过阅读验证自己的推测。讨论问题可鼓励学生独立思考,阐述不同的看法。

#### (三) 阅读 (Reading)

这一部分提供了各单元的主要阅读语篇,题材和体裁多种多样。选修阶段模块六到模块八,阅读语篇的篇幅逐渐递增,从500~600字增至600~700字。这些课文载有该单元有关主题的重要信息,还呈现了其中大部分的词汇和主要的语法结构。教学时,应把阅读课文做为整体来处理,通过上下文来教学词汇和语法,通过扫除新的语言障碍理解课文。为此,“阅读”和下一部分“理解”(Comprehending)可结合起来教学。

#### (四) 理解 (Comprehending)

这部分的练习和活动用以检查学生对阅读课文的理解程度。练习形式多种多样,从难句释义、正误选择题、问题讨论一直到写要点、分析文章的主旨、作者的态度,使用思维导图(Mind map)或表格帮助学生分析和比较、处理和加工信息等。这些练习有的涉及对文章的表层理解,侧重检查学生对课文中的事实、情节、主要信息、要点等是否清楚;有的涉及对文章的深层理解,要求学生从字里行间分析出情节的因果关系和作者的观点、态度、主旨、意图,判断文体特征等。有的单元在这一部分还设计了开放性的任务型活动,如采访、角色扮演、讲述故事、发表评论等,引导学生发挥想象力,灵活运用语言表达自己的思想。

#### (五) 语言学习 (Learning about Language)

每个单元的大部分新的语言现象(部分词汇、重点语法等)出现在前五个部分,特别是阅读课文之中。“语言学习”这一部分采用发现和探究的方法,启发学生通过所给的提示(如新词语的英文释义或文中的例句等)自己找出书中的重点语言项目,即课程标准所要求掌握的语言知识及有关的规则。该部分还安排有多种形式的词汇和语法练习,以加深学生对所学单词和结构的理解,培养他们初步运用这些语言的技能。

#### (六) 语言运用 (Using Language)

这一部分提供了围绕中心话题的听说读写的综合性练习。这里虽有一些单项技能训练,如Speaking或Writing,但多数是两项或三项技能综合训练,如Listening and writing; Reading and speaking; Reading, listening and writing等。这一部分提供了许多有关单元主题的语言材料,创设了不少情景。一方面,扩大了有关话题的跨文化交际的信息输入,拓宽了学生的视野;另一方面为他们提供了综合运用语言的空间。

Speaking的技能训练改变了过去给学生安排好示范性对话的做法,而是设计情景,提供课程标准所要求的功能意念项目,让学生分组编对话,开展角色表演活动,还要就一定的专题进行会话。由于大部分功能意念项目在小学和初中阶段介绍过,高中阶段启发学生自编对话已有基础。这样的练习有利于培养学生的思维和表达能力,更有助于他们提高实践能力和创新精神。为了帮助教师教学,《教师教学用书》提供了会话的范例,供教学参考。

#### (七) 小结 (Summing Up)

这一部分要求学生自己小结从各单元中学到的内容 (Content)、生词和习惯用语 (Words and expressions) 以及语法结构 (Structures)。学生们可以相互讨论合作完成这一任务。这种做法的目的在于:加强学生自主学习的意识,促使他们运用适合自己的认知策略实现教学的目标。教师可以参考教师教学用书中每个单元的“教学目的和要求”帮助学生做好小结。

#### (八) 学习建议 (Learning Tip)

这一部分的重点是培养学习策略。每个单元根据其特点向学生提出了学习建议,以指导他们改进学习方法,更好地运用认知、调控、交际、资源等学习策略,优化学习方式,提高自主学习的能力。

每册学生用书的目录不仅列出了单元的题目和页码,还列出了各单元中的话题、功能意念项目、语法结构、阅读课文的标题、写作技能等,使学生对全书的内容一目了然,有助于他们更好地制订学习计划,自觉地安排学习。

学生用书的附录部分有“课文注释”、“语法”、“各单元生词和习惯用语”、“词汇表”及“不规则动词”。“课文注释”部分除了提供课文中语言重难点的注释,还提供了大量文化背景知识。为了启发学生动脑思考,运用观察、对比、联想、归纳等策略深入理解语言,发现英语语言内在的规律,“课文注释”部分还设置了一些问题。“词汇表”中凡注有三角号的单词和习惯用语都是超出课程标准要求范围的,可以不求学生掌握。

### 二、练习册 (The Workbook)

每册学生用书配有练习册,置于学生用书的第五单元之后,是这套教材的重要组成部分。练习册提供了大量围绕中心话题的语言训练、交际性和“任务型”活动、项目及自我评价等材料,每个单元包括以下十个部分。

#### (一) 听 (Listening)

#### (二) 说 (Talking)

#### (三) 单词和习语的运用 (Using words and expressions)

#### (四) 语法结构的运用 (Using structures)

#### (五) 听的任务 (Listening task)

#### (六) 读的任务 (Reading task)

#### (七) 说的任务 (Speaking task)

#### (八) 写的任务 (Writing task)

#### (九) 项目 (Project)

#### (十) 自我评价 (Checking yourself)

第(三)、(四)两个部分编配了一些词汇和语法的练习,复习巩固和运用各单元中的重点语言知识。第(三)部分重点复现学生用书语言学习与运用部分的词汇。

“听”的训练的主要目的是加大输入量和加强听力技能的训练。听力课文有的是学生用书内容的延续,有的则是有关单元话题的扩充。所设计的练习主要是为了检查学生对所听内容的理解程度,并训练学生捕捉关键信息的能力。

“说”的训练通常与听的训练有联系。这部分常要求学生根据听力材料所给的信息,两人或数人一



组展开讨论,发表意见、评论等。由于听力材料基本上都是口语化的对话或独白,这些材料本身就为学生的口语训练起到了示范的作用。学生可以根据教科书提供的功能意念项目和练习册的指示创造性地完成这项活动。

听和读的任务部分提供的语言材料不只是为了训练学生的听读技能,更重要的是完成特定的任务,例如分析信息、列出要点、讨论观点、填写表格、制作图表等。说和写的任务比起听读任务要求更高,学生需要根据指示就某个专题进行口头或笔头的表达,完成某项任务,如专题发言、阐述观点、复述、描述、写信、写日记、写诗、看图编故事等。这些“任务型”活动具有一定的挑战性,需要学生独立思考、收集资料,并且常常需要与同学合作才能完成。

各单元中的“项目”是供有条件的班级选做的。每个项目几乎都要求学生走出课堂,进行研究,甚至需要收集资料,参与社会实践才能完成。例如收集和展示优秀的艺术家及其作品、收集英语诗歌、了解并宣传公益慈善组织、组织专题辩论会等。完成这些项目不但考验学生综合运用英语的能力,而且能发展他们的多元智能,提高他们的全面素质。

“自我评价”部分以提问的形式启发学生对自己在各个单元学习过程中的表现、收获、成绩做出评价,并找出问题和困难及其解决的办法,同时也可以给教学提出意见和建议,此项任务要求用英语进行,本身就是运用英语的实践活动。当然,为了达到形成性评价的目的,必要时可以使用汉语。

### 三、教师教学用书(The Teacher's Book)

教师教学用书包括以下几个部分:

“前言”部分对这套教材的教学目标、指导思想、特点、内容及方法作了介绍。

“分单元教学建议”由五个部分构成:

教学目的和要求(Teaching aims and demands)部分列出了各单元课程要求掌握的话题、单词和习惯用语、功能和语法项目。

教学建议(Suggested teaching notes)中有“教学内容分析”、“教学方法建议”和“教学评价建议”。

补充参考资料(Supplementary reference materials)部分对教科书中的一些疑难问题作了补充注释,并有背景知识介绍,供教师参考。

学生用书教学指导(Teaching guide for the Student's Book)和练习册教学指导(Teaching guide for the Workbook)用英语编写。这两部分对学生用书和练习册各单元中的每个部分如何进行教学提出了较为详细的建议,并介绍了许多现代语言教学的方法。同时还提供了课本中的听力活动的文字材料、说和写的示范材料以及各种练习的答案。此外,还进一步提供了有关的文化背景知识和注释,有的单元附有供教师参考和选用的补充资料。

“附录”由两部分构成:

课文译文部分提供了学生用书中阅读课文的中文翻译,供教师教学时参考。补充阅读文章主要是为了帮助学生高考复习提供材料,帮助不选修九级教材的学生加大阅读量。

### 四、口语录音带(The Speech Cassette)和听力训练录音带(The Listening Cassette)

口语录音带录有学生用书和练习册中的阅读课文和各单元的单词和习惯用语,为学生提供了朗读示范;听力训练录音带录有学生用书和练习册中的全部听力课文。两种录音带均由英语国家人士朗读录制而成。

### 教材使用

教材是英语课程资源的核心部分,对实施课程标准、贯彻新的理念、体现教学改革的精神起着重要的作用。本套教材的编者本着继承和创新相结合的精神,在继承已有的行之有效的教学方法的同时,力求在探究式的学习、“任务型”活动、形成性评价等方面有所突破,为广大师生提供服务于教学的材料和工具,以保证有力地落实基础教育改革的精神。教材是服务于教学的材料和工具,主要的课程实施者是教师,选

择和使用教材的主人是教师,教师应做教材的主人。在当今校本课程资源的开发中,教师尤其要发挥作用,成为课程设置的参与者。教师应从学生和学校教学实际出发(这一点十分重要!)选用这套材料。确定教材后,教师需要了解和研究教材,领会其编写指导思想和意图,弄清其脉络和结构,熟悉教材的内容和教学方法等。这里要求教师学习并把握课程的目标、基本理念、内容标准及实施的建议等,更新观念,根据学生的兴趣、需要、心理特征和实际情况,选择和调整教学策略。这就是说,教师应从实际出发,灵活而又有创造性地使用教材,如删减不合适的内容,补充必要的复习练习,从多种渠道开发资源,增加真实、有趣而鲜活的材料等等。总之,要一边教学一边通过评价不断对自己的教学行为进行反思,努力在教学中不断创新,以求得自身的发展,适应现代社会发展对英语课程的要求。

实施课程和教材要以学生为主体。学生需要在教师的引导下逐步树立主体意识,积极主动地学习,通过体验、实践、讨论、合作、探究等方式,参与各项听、说、读、写的活动。他们需要学会运用认知、调控、交际和资源策略构建知识、提高技能,在交际性、互动性较强的“任务型”活动和项目活动中,积极思维,善于表达,努力实践和创新;在学习英语的过程中培养兴趣、磨砺意志、增强信心、与人合作,并认真进行自我评价、自我反思,不断调整学习策略、提高学习效率。只有这样,才能使具有终身学习的能力。一旦有了学习的兴趣和动机,有了学习的能力,学生的学习成绩就会自然而然地提高了。

## 教学内容与方法

### 一、语言知识

#### (一) 语音教学

语音是学好英语的基础,在教学中应受到重视,语音教学要紧密结合词汇、对话、听力和阅读的教学进行。教科书安排了一系列语音练习,有根据听音拼写生词的练习,还有语调、节奏、连读、不完全爆破、长句朗读中的停顿等练习,以及句子重音的变化影响语意的练习等。其目的是帮助学生进一步巩固初中已学的语音知识,掌握正确的语音、语调和朗读技巧,在口头表达中做到语音、语调自然和流畅。学好英语语音对听说技能的培养有直接关系,对读写技能的培养也有促进作用。要充分利用口语和听力录音带,让学生听录音,模仿标准地道的语音语调,以此来提高学生的语音水平。教科书中有一些诗歌,诗歌朗诵可以帮助学生体会和感悟英语诗歌的节奏和韵律。教科书中的话剧与对话课文也是训练语音语调的好材料,应充分利用。

教科书中的单词注音依据《牛津高阶英汉双解词典》(第四版)和《英语发音词典》(English Pronouncing Dictionary)(第15版)。学生用书的词汇表后附有英语国际音标变化表,便于师生迅速掌握新的国际音标。

#### (二) 词汇教学

词汇教学主要是使学生掌握词义、词的搭配和用法,要真正掌握词义和词的用法,必须通过有情境的课文教学,并结合听、说、读、写等语言实践才能达到。因此,学生用书中的生词和习惯用语都以黑体字或异色字出现在课文之中,而且被集中收入书后的词汇表中,便于学生查找、预习和复习。这一部分词汇均为课程标准要求掌握的,其中有些黑体的词或短语为教学重点。学生用书各单元中尚有一部分因行文需要出现的词汇(包括人名和地名等)超出了课程标准要求的范围,也列入词表,标上了三角符号,仅要求理解。练习册中有个别生词加注了中文译文,也有少许生词没有加注译文,目的是让学生通过上下文猜测词义。

学生用书中许多单元都设有根据英语释义或语境从课文中找出生词或习惯用语的练习。用简易的英语解释生词的意思,这种练习的目的是训练学生的自学能力,使他们学会使用英语词典,准确地理解词义。学生用书和练习册中都提供了词汇的专项练习,但要注意的是,词汇主要得通过综合语言运用的各项实践活动才能理解得深、用得活。

学生用书模块八介绍的课程标准的单词为270个,固定搭配和习惯用语为47条。根据课程标准的要

求,本套教材的词汇比过去有所增加。为了解决词汇量大所带来的困难,在教学中一定要引导学生改变死记硬背的方法,要指导学生运用科学的英语词汇学习方法,要努力做到:

1. 培养学生分音节按拼读规则拼读单词,注意音、形、义结合,做到“听其音知其形,见其形知其音,观其形知其意”。

2. 运用构词法知识判断和记忆派生词及合成词的词义和词类。

3. 在学习词汇的过程中,善于对比、联想,发现英语单词的构词方法以及多词义、多词性的特点。

4. 用比较和归类的方法学习和记忆单词,例如比较同形异义词、同音异形词、同形异音词,比较同义、近义、反义,按词义、词性、发音、构词法等归类,成串记忆单词比单个记忆单词效率要高。

5. 直观教学词汇,利用图片、视频、实物的直观效果帮助学生记忆单词。

6. 组块学习短语、固定搭配、习惯用语和句型,这种方法有利于学生用英语思维和表达。

7. 学会使用词典,根据上下文从词典中找到词义、读音、词形变化、用法、词义辨析等。

8. 大量阅读,通过泛读不断复习已知词语,吸收新词,扩大词汇量。

本教科书用上述方法精心设计了不同层次、多种形式的词汇练习,以引导学生逐步具有在综合语言实践活动中灵活运用词汇的能力。

### (三) 语法教学

中学英语课教学语法是必要的。符合中国学生认知规律的循序渐进的语法教学能够迅速有效地帮助学生准确地理解和掌握英语。但是,语法教学本身并非目的,而是为了学生掌握和运用语言服务的。因此,教师不要把语法课搞成“满堂灌”,决不可做过多的讲解,给学生造成语法“繁、难、杂”的印象。学习语法的最好方法是在“用”中学。

本教科书的语法教学模式可概括为“呈现—发现—归纳—实践—活用”。书中的语法项目主要是在一定的情境中出现的。首先要让学生自己发现各单元中的新的语法现象,并要帮助他们归纳出语法结构形式与功能。当然,他们可能做出错误的归纳,这很正常,此时,教师要采取适当的方法进行纠正,学生用书的 Discovering useful structures 和附录中的 Grammar 部分对语法点进行了比较系统的介绍,可供师生们参考。练习册的 Using structures 部分引导学生正确运用语法结构。语法的实践活动主要体现在教科书的语法练习部分。语法练习具有层次性,一般包括:结构认知性练习、控制和指导性练习、交流性练习。要使学生真正掌握并能活用所学语法结构,还必须依靠类似学生用书中的 Using Language 和练习册中的听说读写任务等综合语言运用的大量活动才能做到。

在高中英语教科书中,一个单元基本只介绍一个语法点。在高中顺序选修阶段,语法结构以复习为主,循环反复,不断巩固,略有加深。

模块八的语法项目有:

1. 复习动词时态,学习现在完成进行时

2. 复习动词过去分词的各种用法

3. 复习名词性从句(用作主语、宾语、表语、同位语)

### 二、语言技能

本套教科书的语言技能指的是听、说、读、写技能。尽管在练习册中有少量的翻译练习,翻译在高中没有作为一项技能进行专门的训练。在这个阶段,翻译是一种学习的手段,适当地进行汉英对比可以加深对英语的准确理解。与此同时,做一些翻译练习也可以为学生今后的工作和继续学习打下基础。

听、说、读、写四种技能是相辅相成,互相促进的,要进行综合训练。听说是读写的基础,而读写又有助于听说的巩固和提高。只有坚持进行四项技能的训练,才能发展学生的综合语言运用的能力。

听和读是语言的接受技能,说和写是语言生成技能。只有通过听读达到足够的语言输入量,学生才有可能通过说和写输出一定的语言信息量。因此,本套教科书加大了听读的信息量,侧重培养阅读能力,加

强了写的技能训练。

### (一) 听的技能

高中阶段英语听力训练的渠道主要来自:

1. 教师的课堂用语和教学英语;
2. 口语录音带;
3. 听写;
4. 听 (Listening) 和听的任务 (Listening task);
5. 校内外录音泛听、英语广播、电视等。

学生用书和练习册的每个单元共含有三个听的活动。这些听的活动培养学生的各种技巧和能力:听要点、听细节、听特定的词、听内容捕捉特定的信息、分析和处理信息,直至完成特定的任务。采用了各种不同类型的听力课文,包括会话、独白、报告、演讲、讨论、新闻报道、广播、故事等。

听力训练的步骤建议如下:

1) 听前介绍语境,可利用插图(如问 What can you see in the picture?)或根据听力材料的内容提出一两个问题(可参考教科书中的听前问题),以便让学生放松紧张的情绪,做好听的准备。此时,也可把听力材料中的生词(常出现在听力练习中)教给学生。

2) 提出任务。让学生仔细看看听力部分的练习或任务,使他们明白他们将会听到什么内容,他们该做什么事。要向学生说明,他们没有必要听懂每一个词,但要抓住主要的信息。这样就可以使他们带着特定的目的去听,他们就会专心致志地通过“听”寻求所需要的信息。

3) 放录音,必要时可放三遍。在适当的时候还可使用暂停开关重放难句。

4) 学生边听录音边回答或思考练习中的问题。

5) 听后检查答案。让学生两人或三四人一组彼此检查或讨论答案,然后全班检查答案。任务一般需要集体合作完成。

6) 如有时间可以发放听力课文,再放录音,让学生注意听并跟读。这样,不仅可以解决疑难问题,而且可以弄清影响听力理解的障碍究竟是什么,以便采取对策有效地提高听的技能。

### (二) 说的技能

说话是口头运用语言传递信息的技能,需要学生开动脑筋,创造性地运用已知的语言表达比较复杂的意思。口语训练在高中教学中的比重仍然较大。本套教科书与初中英语不同的是:学生用书很少提供示范性的对话,更多的是专题性的会话(Themed conversation),例如对某个话题交换看法、评论人或事物、讨论计划、采访、聊天、议论或辩论等,还有独自陈述某件事、讲故事、简短发言、发表意见、汇报情况、短时演讲等。

上述真实性强、具有实际意义的交际性口语活动为学生学习和运用课程标准规定的功能意念项目提供了很好的机会。实际上,初中阶段已经介绍了课程标准中列出的大部分功能意念项目,高中阶段通过学生用书和练习册中的 Talking, Speaking 和 Speaking task 以及其他部分复习了已学的功能意念项目,并陆续介绍了其余的功能意念项目。每册学生用书的目录都标出了各个单元的重点项目,教师教学用书各单元的“教学目的和要求”中都列出了该单元的功能用语。

为了提高学生“说”的技能,教师需指导学生:

1. 养成朗读和大胆开口与人交流的习惯,敢于表达思想,提高自己的语言流利程度。
2. 注意学习和运用所学的日常交际用语和交际中常用的语法结构,提高口语的准确性。
3. 充分利用教科书听读材料所提供的信息,并注意扩大自己的知识面,特别注意培养跨文化交际的意识。这样便可使自己有话可说、有情可表,而且说话得体。说话得体的意思是指说话者知道在什么时间、什么场合对什么样的人说什么样的话,遵守英语交际的基本礼仪。



4. 运用交际策略主动与人进行口语交流,并学会使用各种办法克服语言困难维持交际,如使用简单英语、非语言手段(手势、表情等)及实物等。

教科书中“说”的活动常与听、读活动有联系。听读材料为“说”的内容提供了素材,许多听力课文本身就是口语活动的示范,而且教科书对每个“说”的活动都有具体的说明,本书又有较详细的建议,还提供了对话或陈述的示范。这些范例仅供教师参考,以便打开思路。教师一定要鼓励学生发挥创造力,口头抒发各自的思想和感情。

### (三) 读的技能

读是一种最为便捷的语言信息输入的方式。教科书提供了大量的阅读材料,目的是激发学生对读英语的兴趣,培养阅读的技能,使用阅读策略。阅读技能主要指的是:掌握基本事实;抓住中心思想;了解时空顺序;理解文章内涵;从上下文猜测不熟悉的语言现象;分析作者的观点、态度、意图;读懂图表和说明书等;分析语篇结构;获取语言和文化知识;综合评价文章等。

学生用书中阅读(Reading)部分的课文是各单元中的重点,教学建议如下:

1. 完成 Pre-reading 以后,在开始让学生阅读之前,提醒学生注意课文的题目和插图或照片,请他们快速阅读(略读 Skimming)思考该课文的大意。

2. 根据阅读课文的内容,讲解文中一些关键生词,扫除影响理解的障碍。

3. 提出一两个问题,让学生边读边寻找答案。

4. 默读课文,鼓励学生快读寻求答案并作出回答。这样读(寻读 Scanning)可以帮助学生了解课文的主要意思。默读课文也可当作家庭作业来完成。为了加强学生的自学能力,要求他们课前预习,如默读一遍课文。阅读时应根据上下文猜测生词的意思,并且使用字典或书中的词汇表及课文注释。还要鼓励他们思考问题,并大胆地提出问题,以便教师更有针对性地进行教学。

5. 讲解课文中的难句和新的句子结构,进一步扫除理解的障碍。有的可以简明扼要地加以解释,有的可以启发学生思考,一起讨论。此时,对文中的语言问题只要求作简单的处理,达到理解的目的即可。

6. 让学生再细读一遍课文。然后就课文内容提出更多的问题。Comprehending 中的部分问题可以在这里提出。

7. 放课文的录音让学生听、跟读,并练习有表情的朗读,提高语音水平。

8. 阅读后可以组织学生开展不同形式的口笔头活动,围绕课文的话题,结合自己的经验,展开讨论、发表不同见解(甚至是批判性的观点)、摘记要点、归纳总结等等。要通过阅读引起学生兴趣,使他们不满足于教科书中的信息。如果能引起他们对书中的话题进一步探究的动机,例如学过了有关旅游或抗击自然灾害的材料,他们从此对有关的各种英文资料都注意收集并阅读,那就在一定程度上说明,这样的阅读教学是成功的!

### (四) 写的技能

在四项技能中,写的技能难度最大。写要动手、动脑,如有条件和必要还可使用电脑;写是运用语言传递书面信息的手段,要求语言文字精确(书法、拼法、标点符号、语法要正确);要求文字通顺、结构严谨、格式正确、文体合适。这就要求学生具有较强的思维能力和表达能力。要写出动人的篇章,一定得有较好的语言基本功、逻辑思维和创造思维能力,还要有丰富的想象力。高中教科书非常重视和加强写的训练。写作是按句子、段落和篇章三个层次来练习的。每个单元都有许多写的练习和活动,大致可分成三种。第一种是基础性的练习,学生自由选择语言的余地很少,主要分布在 Learning about Language 和练习册的词汇、语法练习中。第二种是有指导的程序写作,主要在学生用书的 Using Language 和练习册中的 Writing task 部分,这里的写常与听、读和说紧密联系,而且给予学生比较详细的指导,甚至指明了写作的步骤和方法。第三种是功能性写作或自由写作,主要出现在 Writing task 和 Project 之中。这些练习和活动的安排由易到难,由简到繁,一步一步地帮助学生提高写的技能。

高中阶段要求学生写的语体逐渐由口语变为书面语，由非正式到正式，体裁也逐渐增多，由书信、便条、摘要、日记、通知等发展到简短的叙事、说明、报告、议论、新闻报道、广告、诗歌、故事、短剧、传记、图表等。

1. 构思 (Generate ideas): 确定写作题目，在独立思考和收集资料的基础上，与同伴讨论写作内容，交流信息，集思广益。

2. 拟提纲 (Outline): 在构思的基础上，写出要点，安排文章的整体结构，理顺需表达的思想或事物的逻辑顺序，确定每一部分或段落中心思想。

3. 起草 (Draft): 按照提纲写出初稿。写时要注意遣词造句、篇章结构，也就是说，要注意选用词语、内容的连贯性、人称、数、大小写、标点符号以及连接词的使用等。

4. 校订 (Edit): 初稿需要经过反复推敲修改，不仅写作者本人需要校订初稿，也可与同伴交换初稿，互相帮助修改。要检查文章结构是否条理清晰、符合逻辑；检查修辞、语法、拼写、标点符号和大小写等。

5. 定稿 (Finalize the writing): 经过校订后修改或写第二稿，誊清后方可定稿。

6. 展示 (Display): 写好的作品应向全班展出，这样写作才具有意义，因为作品是为读者写的。成功的作品大家共享，可以达到互相交流和学习的目的。

7. 评价 (Evaluate): 可就文章的内容 (Content)、结构 (Organization)、语篇 (Discourse)、句法 (Syntax)、用词 (Vocabulary) 及写作技巧 (Mechanics 指拼写、标点符号、大小写等) 等方面进行评价。

缩写:

SB — Student's Book 学生用书

TB — Teacher's Book 教师用书

Wb — Workbook 练习册

T — Teacher 教师

S — Student 学生

Ss — Students 学生 (复数)

eg — for example 例如

ie — that is 也就是说

Ex — Exercise 练习

Exx — Exercises 练习 (复数)

sb — somebody 某人

sth — something 某事 (物)

etc — et cetera 等

esp — especially 特别是

人教版®

## 教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目	
话题	History and geography of the USA; nationality and people; customs and culture	
词	distinct distinction strait Arctic means majority ministry Catholic hardship elect federal rail percentage Italy Italian Denmark boom aircraft Korea Korean Pakistan Pakistani immigration racial crossing vice nephew pole applicant customs socialist socialism occur cattle indicate luggage shave tram apparent apparently brake conductor slip bakery ferry hire seagull nowhere punishment justice mourn civil authority reform grasp thankful insert	
汇	live on the Arctic by means of make a life keep up back to back team up with mark out take in a great/good many apply for	
功	1. 鼓励别人说话 (Encouraging others to speak) Cool. Good. Really? Yes, that's right. Lucky you! Mmm, sounds interesting. That surprises me / doesn't surprise me. Indeed? Such as? Give an example. Is that so? Oh I see. Sounds great! Ah ha! Gosh, George! And what about ...?	
能	2. 方向和位置 (Direction and position) on the east/west coast to the north/south of USA along the northwest coast of from the west to the east coast in southern China in San Francisco Bay in southeastern part of California around the state of California near the beach/coast in the central part go further southeast in South America on the Mississippi River not far from the Gulf of Mexico	
语 法	复习名词性从句用作主语、宾语和表语 (Revise Noun Clauses as the Subject, Object and Predicative) <i>What attracts people to California is its pleasant climate and relaxed lifestyle.</i> <i>Most applicants know that they have very little chance of getting a visa.</i> <i>This is why today over 40% of Californians speak Spanish as a first or second language.</i>	

## 教学建议

### (Suggested teaching notes)

#### 一、教学内容分析

本单元主要围绕具有多元文化的美国这一主题展开，其中重点介绍了加利福尼亚州的多元文化特征。本单元有助于培养学生跨文化交际意识，进一步拓宽视野，为终身学习奠定良好基础。

“热身”(Warming Up)部分用一幅美国地图启发学生运用已有的知识，以看图填充形式引导学生对美国的整个地理位置有个全面的认识，同时有助于学生弄清加利福尼亚州在美国所处的位置、美国西部山脉、五大湖、最长河流及主要城市等。课本让学生通过英文释义得出具体地名后填图，有利于培养学生用英语思维的能力。

“读前”(Pre-reading)部分，让学生看“阅读”部分的图，叙述加州的土著人、金矿工和中国城等情况，并进行讨论，引发学生对加利福尼亚州的兴趣。

“阅读”(Reading)部分的课文CALIFORNIA，分别介绍了美洲土著人、西班牙人、俄罗斯人、金矿工人、后来移民、最近移民与未来移民，使学生进一步认识到加州是一个多民族、多文化的地方，并对加州的变化、发展过程有更深入的了解。

“理解”(Comprehending)部分通过灵活多样的练习促进学生对课文的进一步理解。练习要求学生根据时间顺序写出重要历史事件，要求学生讲述为什么说加州是一个多元文化的地方等。练习强调学生的合作学习，有助于培养学生的创新意识。

“语言学习”(Learning about Language)的“词汇学习”部分将本单元生词和短语通过同根词词性转换、句子填空和语篇填空复现。“语法学习”部分突出了名词性从句的具体用法，并将其置于各种语境中，各种练习形式有机结合，相得益彰。练习1要求判断画线部分的名词性从句的作用。练习2要求找出所给句子中的名词性从句，并说明其属于哪种名词性从句。其中2、3、4小题是较为复杂的句子，均包含两个从句。练习3要求将两部分连接成

一个复合句。练习4要求用所给句子补全对话，强调了语篇意识与交际能力。

“语言运用”(Using Language)的“听和说”部分围绕加利福尼亚州这个话题设计练习。练习形式活泼多样，有听录音回答问题、填写明信片等，容易使学生产生身临其境之感。此外，练习还要求学生变换角色编对话，运用听力对话中学习的表达法，增强语言的交际性。“读和写”部分以“乔治的日记”为主线设计了丰富多彩的练习，使人目睹加州美丽的自然风光和人文景观，领略加州文化。任务型练习的设计有助于发挥学生的自主性和创造性。例如：练习1让学生根据日记内容填写游览各地的时间，练习2让学生根据日记内容回答问题。练习3和4让学生熟悉日记中的省略句，练习5要求学生写电子邮件或明信片。本部分把读和写有机地结合在一起，注重培养学生的语篇意识，注重学生综合语言运用能力的提高。

“小结”(Summing Up)部分要求学生根据所给出的三项提示(content, words and expressions, structures)对所学内容进行总结。

“学习建议”(Learning Tip)部分指导学生如何学会倾听，学会发表自己的见解，学会与人交流，从而建立起愉悦的人际关系。

本单元所涉及的要点是：

1. 通过了解美国的多元文化特征，培养学生的跨文化交际意识。
2. 掌握本单元教学目的和要求中词汇的用法。
3. 掌握在书面表达中如何使用“方向和位置”(Direction and position)的表达法来介绍一个地方或描述一个事件，以及在口语中鼓励别人说话的方法。
4. 掌握名词性从句的具体用法。

#### 二、教学方法建议

##### (一) 主题任务

课前鼓励学生到图书馆、阅览室及上网搜索有

关加利福尼亚州的情况。上课时将世界地图及美国地图呈现给学生，并用以下题目引导学生进行思考，从宏观和微观上把握美国的地理特征，从而使学生开阔视野、增长知识、提高认识。

教师可以提问：If you want to learn sth about a country, a state, etc, what would you like to know?

We would like to know its size, population, location, language, history, capital, climate, agriculture and industry, education and medical care, etc.

然后引导学生寻求信息。

活动形式：

1. 教师提出问题，学生共同探讨和解决。
2. 教师要善于引导学生进行归纳、总结。这有利于学生写好有关某个国家或地区的文章。

本课可以设计如下任务型教学活动：

Task 1: Imagine you are a Californian, and introduce California to tourists.

Task 2: Imagine you are the governor of California, please deliver an address of welcome.

Task 3: If you have a chance to go to the USA, where would you prefer to visit, California or Washington D. C.? What are the advantages and disadvantages of each?

	California	Washington D. C.
Advantages		
Disadvantages		

Possible answers:

### CALIFORNIA

Advantages:

1. There are many Chinese-Americans, and you will get along well with them.
2. California Institute of Technology and Stanford University are among the best universities in the USA. (In 2000 the California Institute of Technology was ranked first, and in 2001 was ranked fourth of all the universities in the USA, with Stanford University ranked sixth.)

3. There are many places of interest.

4. It is the centre of finance.

Disadvantages:

1. There are a large number of earthquakes.
2. It is often dry and short of fresh water.

### WASHINGTON D. C.

Advantages:

1. It is the capital of the United States.
2. It is the centre of government.
3. It is the centre of culture. There are some famous universities, including the University of Washington, and many other cultural institutions. There are more than 100 libraries and many museums and theatres.
4. The city has a population of 606, 900 people, most of whom are government employees.
5. It has many interesting places to visit, such as the White House, the Lincoln Memorial and the Washington Monument.
6. It is large in area, but has a small population.

Disadvantages:

1. There are problems of human rights and public security.
2. There is crime.

在给学学生分配任务时，教师要考虑到学生的个体差异，要使不同层次的学生都能够得到发展，让每个学生的个性和潜能都得到发挥。

### (二) 词汇与句型结构教学

教师可以根据本课特点设计一些英语文字游戏，开展竞赛活动，促进学生对词汇的记忆，提高他们的学习兴趣；另一方面，也可以指导学生编一些文字游戏，使他们养成自主学习的习惯。下面提供三组文字游戏，供教师参考。

#### 1. Word puzzle (字谜)

根据以下说明用大写字母写出海洋名、地名或民族名，填入空格内。

#### Down

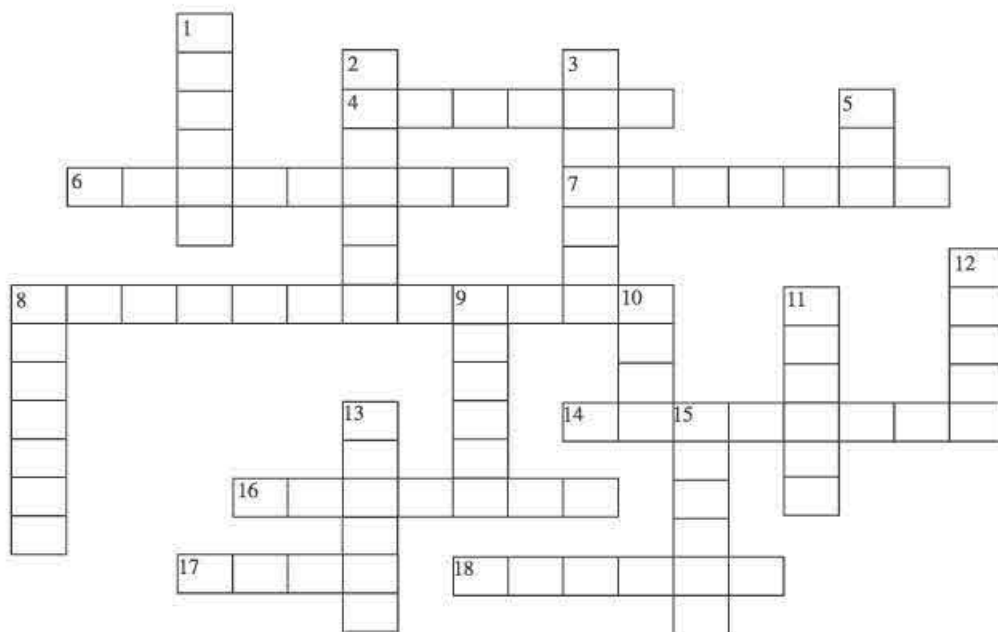
1. The largest state in the USA which is northwest of Canada
2. China lies to the north of this small country
3. The ocean along the west coast of California



5. The shortened form of the United States of America
8. The nationality of the people who live in Spain
9. A huge country to the north of China
10. The largest continent
11. Italy, France and Germany are all on the continent
12. A small country lying to the east of Northeast China
13. The nationality of the people who live in Denmark
15. California used to be part of this country

### Across

4. The nationality of people from India
6. India lies to the northeast of this country
7. The language spoken in Italy
8. The continent south of Mexico
14. Cambodians live in this country
16. A small country to the north of Germany
17. The country west of Vietnam
18. People from this continent were sold into slavery in America



参考答案:

### Down:

1. Alaska 2. Vietnam 3. Pacific 5. USA
8. Spanish 9. Russia 10. Asia 11. Europe
12. Korea 13. Danish 15. Mexico

### Across:

4. Indian 6. Pakistan 7. Italian
8. South America 14. Cambodia 16. Denmark
17. Laos 18. Africa
2. Word chain (字链)

要求学生使用本单元词汇表中的单词或短语进行比赛。一个学生说出一个单词，另一个学生要说出一个以这个单词的结尾字母为开头的另一个单词(或短语)，其他学生类推，看谁坚持到最后。在比赛时，如果某位学生一时无法接下去，允许他(她)

重复前一个学生的单词；如是动词，可以在其后加 -ed 或 -ing，名词可以在其后加 -s 或 -es，然后接下去进行。例如：

means – slip – Pakistani – insert (这时，轮到的学生如不能接下去，说 inserted，然后自己接下去，自己再补一个) inserted – Danish – Hollywood – Denmark – Korea – Asia – aircraft – tram – mark out – take in ...

3. I will go to California. (我要去加州。)

本单元有关地名的单词较多，教师可以创造性地自编一些扩句游戏，激发学生的兴趣。例如：可以用 I will go to California. 来扩展句子，熟记地名。

游戏开始时，教师先说一个句子：I will go to California. 然后第一个学生在原有基础上，加一个词。例如：

T: I will go to California.

S<sub>1</sub>: I will go to California and Denmark.

S<sub>2</sub>: I will go to California, Denmark and Korea.

S<sub>3</sub>: I will go to California, Denmark, Korea and Pakistan.

S<sub>4</sub>: I will go to California, Denmark, Korea, Pakistan and Mexico.

S<sub>5</sub>: I will go to California, Denmark, Korea, Pakistan, Mexico and ....

词汇与句型教学一定要在具体语境中进行,而且尽可能联系生活实际,实现英语课程的生活化、社会化和实用化。例如:在教学中要找准教材与生活的结合点,让学生在广阔的知识背景下获得新知识。学习同位语,可以用联系生活、富有时代气息的例子: 1. We were excited about China's first astronaut piloting a spacecraft *Shenzhou 5* in space.

2. The news that the Chinese astronauts are planning to travel to Mars excites all of us.

学习名词性从句我们还可以用些经典的句子,例如:

It is what we do that really matters, not just what we say.

A straw will show which way the wind blows.

We should always say what we mean and mean what we say.

### (三) 听说教学

#### 1. 巧妙导入, 激发兴趣

教师要创造性地运用课本, 激发学生的学习积极性。例如, 可以提出以下问题导入新课:

- 1) When you look at the title, what do you think of?
- 2) Why is the United States called a melting pot?
- 3) Why were there so few American Indians left at the end of the 19th century?

Possible answers:

- 1) A land of differences. California is a land of great differences – differences in climate, in landscape (or scenery) and in altitude.
- 2) There are many immigrants to the USA, and there are many cultures and nationalities. So it is a place in which people, ideas, etc of different kinds gradually get mixed together.
- 3) American Indians were badly treated, and many of them were even killed.

以上所提问题的答案仅供参考。教师可以让学生合作学习, 整合其讨论的结果, 并适时进行总结。

#### 2. 运用任务, 增强活动

“语言运用”的“听和说”部分的练习形式活泼多样, 教师要组织好学生开展好个体活动、小组活动等。例如: 1) 要求学生扮演乔治, 向大家介绍他的所见所闻和所思所感; 2) 扮演记者采访乔治; 3) 要求学生就乔治寄给克里斯蒂的明信片以克里斯蒂的身份给乔治回个电话。

### (四) 读写教学

“语言运用”的“读和写”部分以“乔治的日记”为主线设计了练习。教师可以鼓励学生到网站或图书馆查阅相关材料, 如 George's Diary 中提到的 Angel Island, Chinatown, Golden Gate Bridge 等。

同时, 如果有可能的话, 将学生收集到的英文材料进行展示、评比。还可发挥学生的自主性、创造性, 鼓励学生将材料制作成“旅游指南”, 培养他们的动手能力。

## 三、教学评价建议

### (一) 非测试性评价

根据自己的实际情况回答下列问题, 并存入个人学习档案:

The things I can do	Evaluation				
I know general information (history, geography, population, etc) about California.	5	4	3	2	1
I know how people from different countries came/come to California.	5	4	3	2	1
I understand why the USA is called “a melting pot”.	5	4	3	2	1
I can find the main ideas of the reading passages.	5	4	3	2	1

续表

The things I can do	Evaluation				
I can talk more about the USA, especially California.	5	4	3	2	1
I know how to encourage others to speak.	5	4	3	2	1
I can describe directions and positions properly.	5	4	3	2	1
I can remember the new words and expressions and use them properly.	5	4	3	2	1
I can understand and use noun clauses correctly.	5	4	3	2	1

## (二) 测试性评价

1. Translate the following sentences into English.

- 我就是想不起他的名字。(occur)
  - 他虽然不会说话, 但能通过手势让别人知道他的意思。(by means of)
  - 晨雾预示着今天是晴天。(indicate)
  - 鼓起勇气, 成功就属于你。(keep up)
  - 他说的话打动了了我。(subject clause)
  - 四川发生大地震的消息让我们震惊。(appositive clause)
  - 显而易见, 英语很重要。(subject clause)
  - 问题是我们下一步该怎么办。(predicative clause)
  - 玛丽认为他会帮助她。(object clause)
  - 人们认为运动会会按计划举行。(subject clause)
2. 建议教师根据学生实际情况, 选用以下题目, 丰富学生的知识, 拓宽他们的视野。

**General Knowledge Quiz about the USA**

Choose the best answer.

- How many states are there in the USA?  
A. 49.    B. 50.    C. 51.    D. 48.
- The most important and largest river in the United States of America is \_\_\_\_\_.  
A. the Ohio River  
B. the Colorado River  
C. the Missouri River  
D. the Mississippi River
- California is the \_\_\_\_\_ largest state in the USA.  
A. third    B. second    C. fourth    D. fifth
- California, a state in the western USA,

borders \_\_\_\_\_.

- A. the Pacific Ocean    B. the Indian Ocean
  - C. the Atlantic Ocean    D. the Arctic Ocean
- \_\_\_\_\_ is California's largest and the nation's second largest city.  
A. Sacramento    B. Los Angeles  
C. San Diego    D. San Francisco
  - California's official nickname is the \_\_\_\_\_.  
A. Sunflower State    B. Golden State  
C. Land of Opportunity    D. Evergreen State
  - \_\_\_\_\_ has the largest population in the USA.  
A. California    B. Alaska  
C. Washington    D. Texas
  - California entered the Union on September 9, 1850, as the \_\_\_\_\_ state.  
A. thirtieth    B. thirty-eighth  
C. thirty-second    D. thirty-first

参考答案:

- 1) His name just didn't occur to me.
- 2) He couldn't speak, but made himself understood by means of signs.
- 3) The morning fog indicates that it will be fine today.
- 4) Keep up your courage, and success will be yours.
- 5) What he said moved me.
- 6) The news that a big earthquake occurred in Sichuan shocked us.
- 7) It is clear that English is very important.



- 8) The problem is what we should do next.  
 9) Mary thinks that he will help her.  
 10) It is believed that the sports meeting will

be held as planned.

2. 1) B 2) D 3) A 4) A 5) B 6) B  
 7) A 8) D

## 补充参考资料

### (Supplementary reference materials)

#### 一、补充注释

1. It also has the distinction of being the most multicultural state in the USA, having attracted people from all over the world. 加州与众不同之处在于它也是美国最具多元文化特征的一个州,它吸引了来自世界各地的人们。

前缀 multi- 是“多、多方面、多方向”的意思。例如:

multi-coloured	多色的
multi-racial (country)	多种族的 (国家)
multi-media	多媒体
multiparty	多党制的
multiparty system	多党制
multi-purpose	多种用途、多功能

2. Scientists believe that these settlers crossed the Bering Strait in the Arctic to America by means of a land bridge which existed in prehistoric times. 科学家认为这些迁居者通过一条史前时代曾经存在的大陆桥穿越北极地区的白令海峡到达美洲。

**by means of:** by using 依靠; 凭借。例如:

The thief had wanted to escape by means of a secret tunnel, but was caught. 小偷本想从一条暗道里逃走, 结果被抓住了。

**means:** a method or a way (of doing) 方式; 方法; 手段。means 单复数同形。例如:

All possible means have been tried. (Every possible means has been tried.) 一切可能的办法都试过了。

The quickest means of travel is by plane. 旅行的最快方式是乘飞机。

3. In 1846 the United States declared war on

Mexico, and after the war won by the USA, Mexico had to give California to the USA. 1846 年美国向墨西哥宣战, 美国赢得战争的胜利之后, 墨西哥被迫将加利福尼亚割让给美国。

**declare vt.**

1) to make known publicly or officially 宣告; 公告。例如:

War was declared on the enemy. 已向敌人宣战。

2) to state with great force so that there is no doubt about the meaning 声称; 断言; 宣称。例如:

She declared that she knew nothing about it. 她声称对此事一无所知。

3) to make a full statement of (property on which tax is owed to the government) 申报 (所购之物或收入等)。例如:

Have you got anything to declare? 你有什么要申报纳税吗?

4. Today there are about 25,000 Russian-Americans living in and around San Francisco. 今天, 住在圣弗朗西斯科 (旧金山) 及其周边地区的美籍俄罗斯人约有 25,000 人。

Russian-American 美籍俄罗斯人。又如:

Chinese-American 美籍华人

5. Today, Chinese-Americans live in all parts of California although a large percentage has chosen to stay in the “Chinatowns” of Los Angeles and San Francisco. 今天, 加州各地均有美籍华人居住, 尽管很大比例的华人还是选择住在洛杉矶和圣弗朗西斯科 (旧金山) 的“中国城”里。

**Chinatown:** an area in a city outside China where there are Chinese stores, restaurants and clubs, and

where many Chinese people live 唐人街；中国城

唐朝是中国历史上的强盛时代，因此，在国外，华侨往往被称为“唐人”，华侨聚居的地方被称为“唐人街”。英文Chinatown，就是“唐人街”、“中国城”的意思。中国城在第一代华人移民心目中，是他们在海外建立家园、开创事业的基地；在观光者眼中，是体验中国风俗习惯的好景点；在当地居民眼里，则是品尝中国美食、购买物美价廉物品的好去处。中国城因华人世代聚居而洋溢着浓厚的中国色彩。每逢佳节，中国城张灯结彩，并开展耍龙灯、舞狮子、放爆竹等丰富多彩的文化活动。随着中国的强大，炎黄子孙的足迹已遍布世界各国。美国13个城市均有中国城，其中纽约、旧金山、芝加哥几处的中国城历史最为悠久。

6. In 1911 immigrants from Denmark established a town of their own, which today still keeps up their Danish culture. 1911年，丹麦移民建立了自己的城镇，至今仍然保留着丹麦文化。

#### keep up

1) to go on with (sth); continue steadily; never stop 保持；坚持

The manager asked the workers to keep up the work. 经理要求工人们继续干活。

2) go on; not stop; continue 继续；持续

The rain kept up for two days and the roads were flooded. 雨持续下了两天，路面积水成灾。

7. It didn't occur to me that ... 我起初没想到……

这里occur to sb是“(指某人)想到”(come into sb's mind)的意思。例如：

A good idea occurred to me all at once. 我突然间想到一个好主意。

It had never occurred to him that she might be against him. 他从没想到她会反对他。

occur 还有“发生”(happen, take place)的意思。例如：

When did the accident occur? 事故是什么时候发生的？

## 二、背景知识

### 1. California

California, a state in the western United States, borders the Pacific Ocean. The third largest state in the Union, California covers an area of great physical diversity in which uplands dominate the landscape. The mountains, hills, ridges, and peaks of California border the coastline, rise to nearly 4,600 meters in the towering Sierra Nevada, encircle the great fertile basin of the Central Valley, and separate the desert into innumerable basins. However, despite the physical dominance and economic value of the uplands, California's urban areas and economic production are concentrated in the valleys and lowlands, such as in the huge metropolitan region centered on Los Angeles, the state's largest and the nation's second largest city. Manufacturing, agriculture, and related activities are the principal sources of income. They are based in large part on the state's wealth of natural resources, its productive farmlands, its large and highly skilled labor force, and its ability to market its output both at home and abroad.

California's size, complexity, and economic productivity make it pre-eminently a state of superlatives. It has the lowest point in the country, in Death Valley, and the highest US peak outside of Alaska, Mount Whitney. Among the 50 states it has the greatest number of national parks and national forests, and the only stand of giant sequoias. Its annual farm output is greater in value than that of any other state, and it leads the rest of the nation in the production of many crops. It is the leading state in volume of annual construction and manufacturing. California has more people than any other state and more automobiles, more civil aircraft, and more students enrolled in universities and colleges.

Between the late 1940s and late 1980s the rate of growth and actual growth of California's population and economy were phenomenal compared with other states. However, this growth also gave rise to, or aggravated,

several major problems that now face Californians. Much of the growth occurred in the dry south where water shortages must be offset by vast, expensive public projects delivering water from the wetter north. Urban centers extended outward into good farmland, forever removing it from food production. In addition, as population continues to increase, California is faced with the problem of providing its inhabitants with more schools, hospitals, water, highways, recreational facilities and other services.

The name California was first used to designate the region by the Spanish expedition led by Juan, as it sailed northward along the coast from Mexico in 1542. The name itself was probably derived from a popular Spanish novel published in 1510 in which a fictional island paradise named California was described. The state's official nickname is the Golden State, referring to the gold rush, which played a central role in California's entry into the Union on September 9, 1850, as the 31st state. The nickname also suggests the state's golden fields and sunshine.

## 2. 美国各州别名 (Nicknames for States in the USA)

加利福尼亚 (California), 别名是黄金州 (Golden State)。与加利福尼亚州一样, 美国其他的49个州也有自己的别名。现将美国各州的别名分别列出:

阿肯色 (Arkansas):

奇迹州 (Wonder State);

机遇之乡 (Land of Opportunity)

阿拉斯加 (Alaska):

午夜太阳之乡 (Land of the Midnight Sun);

最后的边疆 (the Last Frontier);

半岛州 (Peninsula State)

爱达荷 (Idaho):

小锄州 (Spud State);

锅柄州 (Panhandle State);

宝石州 (Gem State);

山间宝石州 (Gem of the Mountain)

北达科他 (North Dakota):

摇尾州 (Flickertail State);

老殖民地州 (Old Colony State);

苏人州 (Sioux State)

北卡罗来纳 (North Carolina):

老北州 (the Old North State);

柏油脚跟州 (Tar Heel State)

宾夕法尼亚 (Pennsylvania):

基石州 (Keystone State)

得克萨斯 (Texas):

孤星州 (Lone Star State)

俄亥俄 (Ohio):

七叶树州 (Buckeye State)

俄克拉荷马 (Oklahoma):

快些州 (Sooner State)

俄勒冈 (Oregon):

河狸州 (Beaver State)

佛罗里达 (Florida):

阳光州 (Sunshine State)

佛蒙特 (Vermont):

青山州 (Green Mountain State)

弗吉尼亚 (Virginia):

总统的母亲 (Mother of Presidents);

骑兵州 (Cavalier State);

老自治州 (the Old Dominion State)

怀俄明 (Wyoming):

平等州 (Equality State)

华盛顿 (Washington):

奇努克州 (Chinook State);

常青州 (Evergreen State)

加利福尼亚 (California):

黄金州 (Golden State)

堪萨斯 (Kansas):

小麦州 (Wheat State);

废奴游击州 (Jayhawker State);

向日葵州 (Sunflower State)

康涅狄格 (Connecticut):

痼习州 (Land of Steady Habits);

宪法州 (Constitution State);

肉豆蔻州 (Nutmeg State)

科罗拉多 (Colorado):

百年纪念州 (Centennial State);  
 银州 (Silver State)  
 肯塔基 (Kentucky):  
 六月禾州 (Bluegrass State)  
 路易斯安纳 (Louisiana):  
 欧裔州 (Creole State);  
 蔗糖州 (Sugar State);  
 塘鹅州 (Pelican State)  
 罗得岛 (Rhode Island):  
 小罗得 (Little Rhody)  
 马里兰 (Maryland):  
 老路线州 (Old Line State);  
 自由州 (Free State)  
 马萨诸塞 (Massachusetts):  
 老殖民地州 (Old Colony State);  
 海湾州 (Bay State)  
 蒙大拿 (Montana):  
 闪光群山之乡 (Land of Shining Mountains);  
 宝藏州 (Treasure State);  
 山区州 (Mountain State)  
 密苏里 (Missouri):  
 别哄我州 (Show-Me State)  
 密西西比 (Mississippi):  
 木兰州 (Magnolia State)  
 密执安 (Michigan):  
 貂熊州 (Wolverine State)  
 缅因 (Maine):  
 松树州 (Pine Tree State)  
 明尼苏达 (Minnesota):  
 北极星州 (North Star State);  
 万湖州 (Land of 10,000 Lakes);  
 黄鼠州 (Gopher State)  
 南达科他 (South Dakota):  
 郊狼州 (Coyote State);  
 阳光州 (Sunshine State)  
 南卡罗来纳 (South Carolina):  
 矮棕榈州 (Palmetto State)  
 内布拉斯加 (Nebraska):  
 牛肉州 (Beef State);  
 玉米壳州 (Cornhusker State)  
 内华达 (Nevada):  
 战火诞生州 (Battle-Born State);  
 艾草州 (Sagebrush State);

银州 (Silver State)  
 纽约 (New York):  
 帝国州 (Empire State)  
 特拉华 (Delaware):  
 蓝鸡州 (Blue Hen State);  
 第一州 (First State);  
 钻石州 (Diamond State)  
 田纳西 (Tennessee):  
 志愿州 (Volunteer State)  
 犹他 (Utah):  
 蜂窝州 (Beehive State)  
 威斯康星 (Wisconsin):  
 獾州 (Badger State)  
 西弗吉尼亚 (West Virginia):  
 山州 (Mountain State)  
 夏威夷 (Hawaii):  
 太平洋上的天堂 (Paradise of Pacific);  
 阿洛哈州 (Aloha State)  
 新罕布什尔 (New Hampshire):  
 花岗岩州 (Granite State)  
 新墨西哥 (New Mexico):  
 迷人乡 (Land of Enchantment);  
 仙人掌州 (Cactus State)  
 新泽西 (New Jersey):  
 花园州 (Garden State)  
 亚拉巴马 (Alabama):  
 棉花州 (Cotton State);  
 黄锤州 (Yellow Hammer State);  
 狄西的心脏 (Heart of Dixie)  
 亚利桑那 (Arizona):  
 大峡谷州 (Great Canyon State);  
 落日州 (Sunset State)  
 依阿华 (Iowa):  
 鹰眼州 (Hawkeye State)  
 伊利诺斯 (Illinois):  
 林肯之乡 (Land of Lincoln);  
 草原州 (Prairie State)  
 印第安纳 (Indiana):  
 好大州 (Hoosier State)  
 佐治亚 (Georgia):  
 南方帝国 (Empire State of the South);  
 桃州 (Peach State)

### 3. Louisiana and New Orleans

Louisiana is in the south-central region of the USA, bordering the Gulf of Mexico. It has Mississippi on the east, Arkansas on the north, and Texas on the west. The capital is Baton Rouge.

The earliest inhabitants were Indians, who have probably occupied that region for 16,000 years. Archaeological sites have been excavated dating back to 700 BC. The French explorer Robert Cavelier de La Salle descended the Mississippi River in 1682 and claimed the entire river basin for France. The city of New Orleans was established in 1718 by Jean-Baptiste Le Moyne de Bienville. When Louisiana became a French crown colony in 1731, its population was about 8,000, including black slaves. Spain controlled the territory from 1762 until 1800, when it passed again to the French. Louisiana was acquired by the United States as part of the Louisiana Purchase from France in 1803. The Territory of Orleans, which consisted essentially of the present area of the state, was established in 1804. Louisiana entered the Union as the 18th state in 1812.

Louisiana can be divided into two main physical regions: the Mississippi flood plain with its great delta, natural levees, and moderate relief; and the Gulf coastal plain with its terraces and low hills. Along the coast is a wide fringe of swampland with slow-flowing bayous and large, shallow lakes. The Louisiana climate is subtropical, with average annual temperatures ranging from 64° F (18°C) in the extreme north to 71° F (21°C) at the mouth of the Mississippi River. Rainfall averages about 48 inches (1,220 mm) at Shreveport and 64 inches (1,625 mm) at New Orleans. The growing season ranges from 220 days in the north to 320 days in the south. Soil conditions are generally well-suited for agriculture, especially in the areas of the state that are covered by

rich alluvium deposited by overflowing of its rivers and bayous.

The people of Louisiana are more diverse than in most states of the Deep South. French is still spoken in many parishes, especially in the southwest. The state has long been an immigration point of Europeans, Latin Americans, and more recently, Asians. By 1990 only the District of Columbia and the state of Mississippi had higher proportion of black population than Louisiana. More than two-thirds of the total population is urban. New Orleans contains about 30 percent of the state's total population.

The port of New Orleans is the country's second-ranked port, moving much of the nation's petroleum and grain. New Orleans International Airport is a major connection point with Latin America and the Caribbean.

Tourism has developed as a major industry around the traditions of the French Quarter of New Orleans. It has its annual Mardi Gras festival, and statewide antebellum plantation museums, gardens and parks. A major world's fair was held in New Orleans in 1984. The New Orleans Superdome Stadium holds sporting events of national interest.

Louisiana's cultural and folk-art traditions have long influenced music, art, literature, and cuisine in the rest of the country. New Orleans actively supports its arts and philanthropic institutions. The Roman Catholic and Baptist churches have long held sway over the social and cultural life of much of the state's population. Along with the Louisiana State University system, the state administers several other colleges and universities.

New Orleans is a bowl-shaped city that sits below sea level and has long feared terrible damage from a massive hurricane. It took a powerful blow from Katrina's 135 mph (216 kph) winds on August 29, 2005. Katrina caused widespread flooding and many deaths.



# Teaching guide for the Student's Book (学生用书教学指导)

## INTRODUCTION

This unit explores two states in the USA in order to demonstrate the huge diversity of races and cultures in America. The main reason for this diversity is the different patterns of settlement in different parts of the country and this unit looks at the history of settlement of California in the Student's Book and New Orleans in the Workbook. One of the purposes of the unit is to help

students recognize that it is not possible to generalize about America, Americans or the American way of life.

This unit revises the use of noun clauses as subject, object and predicative and gives students practice in talking about the geography, climate, population and culture of a region.

## WARMING UP

This activity is designed to review what students already know about the geography of the United States and to focus on the position of California in relation to other states.

Answer key:

ocean on the east coast: Atlantic Ocean

ocean on the west coast: Pacific Ocean

country to the north of USA: Canada

country to the south of USA: Mexico

California: Southwestern USA

mountain range in the west: Rocky Mountains

Great Lakes: Superior, Michigan, Huron, Erie and Ontario

longest river in the USA: Mississippi River

some important cities: New York, Washington D. C., Los Angeles, San Francisco, Chicago, New Orleans



## PRE-READING

The aim of this activity is to review what students already know about California and to introduce some of the topics in the reading passage. Encourage students not only to say what each picture is about but how each one relates to California.

Picture 1: Life of Native Californian Indians

Picture 2: A Californian gold miner around 1849

Picture 3: A traditional Chinese building in San Francisco's Chinatown

## READING

This brief history focuses on the settlement of the state of California. Some aspects of this settlement are unique to California, but others, such as the continuous waves of people coming from many parts of the world in search of a better life, are typical of the settlement patterns all over America. The reading passage is organized into sections according to the place of origin of the settlers and the time of their arrival. Each section has a heading to help the reader organize his/her ideas.

Before Ss read the text in detail, ask them to read the first paragraph and the headings in the rest of the text. Ask them to predict why each wave of people mentioned in the headings came to California and when Ss think the people might have arrived. Then ask Ss to read through the text quickly to find out whether their guesses are correct. Set a time limit for reading the passage to encourage Ss to keep reading rather than stopping to look up unknown words. Write the names of each wave of people on the board and ask Ss to tell you why and when each wave arrived. Then set the questions in the comprehension section.

### Teaching new words and structures

- 1 *California is the third largest state in the USA:* It is the largest by land area.
- 2 *It also has the distinction of being ....* This means that what it is known for is ....
- 3 *... settlers crossed the Bering Strait in the Arctic to America ....* At the time that these settlers crossed the Bering Strait, the land had no name and no America existed. So it would be more accurate to write *what we now call America*.
- 4 *... by means of a land bridge ....* At the time the

settlers crossed the Bering Strait, North America and Northern Russia were joined together by a thin piece of land. This later disappeared. The phrase *by means of* indicates the route these settlers took to make their journey.

- 5 *Thousands were killed or forced into slavery:* When we think of slavery in America, we think of Afro-Caribbean slaves rather than native Indians or white slaves. However, before the seventeenth century both native Indians and poor whites, who had sold themselves into slavery, performed manual labour in the fields. By the 1680s the supply of poor Europeans began to decline as life improved at home and the native Indians did not prove good agricultural workers. So African slaves took their place. They were bought in Africa, transported to the Americas and sold as slaves to work in the fields. This was one of the largest forced migrations in history. Over two hundred years approximately ten to eleven million Africans were forcibly transported there. Most were sold to present-day Brazil and the Caribbean as slaves to work in the sugar plantations. Approximately six percent were sold within the present-day USA.
- 6 *... most remained in California to make a life for themselves despite great hardship:* This means that they decided to settle in California although they had many difficulties and problems.
- 7 *... California elected to become the thirty-first federal state ....* This means that they chose to become a part of the United States either by an election or by the decision of the Californian leaders.

## COMPREHENDING

### Answer key for Exercise 1:

15,000 years ago: First settlers crossed the Bering Strait in the Arctic to America. These people are now known as Native Americans.

16th century: Spanish soldiers arrived in South America.

1821: California became part of Mexico.

1846: The US declared war on Mexico.

1848: Gold was discovered in California.

1850: California became the 31st state of the US.

### Answer key for Exercise 2:

Spanish in the 18th century

Russians in the early 1800s

Africans since the 1800s

Chinese during the Gold Rush Period

Italians in the late 19th century

Danish before 1911

Jewish

in the 1920s

Japanese

at the beginning of the 20th century

Koreans

in more recent decades

Cambodians

in more recent decades

Vietnamese

in more recent decades

Pakistanis

from about the 1970s

### Suggested answer to Exercise 3:

The state of California is a multicultural community because European, African and Asian peoples have been moving into the state for the last 200 years. It is this mix of peoples with their own customs, culture and food that have given California its multicultural flavour. Problems that might arise include intercultural rivalry or competition, discrimination or misunderstanding. It is to the credit of Californians that such problems do not arise very often.

## LEARNING ABOUT LANGUAGE

### Discovering useful words and expressions

#### Answer key for Exercise 1:

Adjective	Noun	Adjective	Noun
major	<i>majority</i>	Italian	<i>Italy</i>
hard	<i>hardship</i>	Korean	Korea
racial	race	Pakistani	Pakistan
distinct	<i>distinction</i>	Danish	Denmark

#### Answer key for Exercise 2:

1 federal 2 Catholic 3 majority 4 Ministry  
5 boom 6 Italy 7 distinction 8 hardships 9 Korea  
10 elected

#### Answer key for Exercise 3:

Arctic, Strait, crossing, by means of, rail, making a life, aircraft

### Revising useful structures

#### Answer key for Exercise 1:

What ...: subject

why ...: predicative

that ...: object

#### Answer key for Exercise 2:

- Whether Native Americans arrived in California 15,000 years ago or 14,000 years ago: subject clause
- that they arrived a long time before Europeans:



appositive clause; what matters: predicative clause

- 3 that the Native Americans were treated badly when the first Europeans came: object clause

- 4 where your baggage is inspected when you enter or leave a country: predicative clause

Other noun clauses in the reading passage:

... in what we now know as California, ...: object clause

However, it is likely that Native Americans were living in California ... ago: subject clause

Scientists believe that these first settlers crossed the Bering Strait ... times: object clause

... the northwest coast of what we now call the United States: object clause

That is why today over 40% of ... language: predicative clause

It is believed that before long the mix of nationalities ... many cultures: subject clause

#### Suggested answers to Exercise 3:

- 1 She pretended that she was a socialist, believing in socialism.
- 2 It is not surprising that so many people love California.
- 3 Why she didn't tell you herself is what I want to

know / is what I can't explain.

- 4 I wonder why he lied to me.
- 5 The trouble was that she had lost her passport.
- 6 It is essential that you get a visa before you travel to the USA.
- 7 What George discovered in California was different from what he saw in the movies.
- 8 Where they got all that money is what I want to know / is what I can't explain.

#### Suggested answers to Exercise 4:

J=Judy                      A=Alice

- J: Have you decided yet where to go for your holiday?  
 A: Not really. The problem is that it's too late to do what I really wanted to.  
 J: What do you mean?  
 A: Well, I wanted to go to New York. But I've found out that all the hotels are full.  
 J: Full? In New York?  
 A: Yes. It didn't occur to me that there'd be a big festival on at the same time as my holiday.  
 J: There must be a room somewhere. I suggest you try another travel agency.  
 A: I suppose that it's worth trying.

## USING LANGUAGE

### Listening and speaking

In this listening activity a tourist is talking to his friend about his tour of California. The conversation emphasizes how the land and climate of California varies. It provides examples of how to talk about position, space and direction, and also illustrates ways that listeners indicate that they are listening to the speaker. It is especially important to show you are listening in a telephone conversation where the speaker cannot see the listener. However, English speakers usually indicate they are listening in the same way when they are talking face-to-face. Such feedback is very important because without it the speaker is likely to think the listener is not listening or is not interested. The Learning Tip in this unit gives further information about giving feedback when listening.

- 1 Before the students listen to the tape for the first time, ask them to look at the pictures, read all the

exercises and guess what the listening is about. They may come up with some ideas such as:

- *It is about a place in America;*
- *It is about California;*
- *It is about Joshua Tree National Park.*

Write their suggestions on the board but do not comment. Then listen to the whole conversation without stopping. Go back to the suggestions on the board and check which were correct.

- 2 Read the questions in Ex 2 with Ss and play the tape again. Ask Ss to discuss the questions in groups or pairs. Check answers in the class discussion.
- 3 Read the postcard with Ss and ask them to recall the missing information. Then play the tape right through while Ss listen for the missing details. Play it twice if necessary and then check answers by playing the tape again and stopping when the missing details are given.

- 4 Now the students are going to listen to the conversation again very carefully. They will be listening for two types of feedback information that people give. Explain to them that we need feedback in a conversation when speaking on the telephone because verbal clues are necessary when you cannot see the person's face. What they will be listening for are questions and expressions. Questions are easy to identify, but expressions are more difficult. They are often short phrases or odd words that indicate interest, agreement or disagreement.

● *What questions does Christie ask George?* First let the students read the questions in the textbook. Then they can listen to the tape again and underline the questions that they hear. The students will not hear all the questions listed.

● *What expressions does Christie give George to encourage him to continue the conversation?* Ask the students to read the expressions in the textbook and then listen again to the tape. Let them underline those expressions that they hear. The students will not hear all the expressions listed.

- 5 Use these questions and expressions as preparation for making a telephone conversation in Ex 5. Sit the students back-to-back while they are both practising and performing their conversations to make the situation more authentic.

## LISTENING TEXT

### A HOLIDAY IN CALIFORNIA

*George (G) is on holiday in the United States. He is touring around California. Listen to him phoning home to talk to his friend Christie (C).*

C: Hello.

G: Hi, Christie. It's me, George.

C: Gosh, George! Where are you?

G: In Joshua Tree National Park.

C: Wow, where's that?

G: It's in southeast California.

C: Lucky you! What are you doing down there?

G: Well, I started in northern California and I've been travelling south.

C: Cool. So how's the trip been?

G: Jolly good. There's so much to see and it's nothing

like what I imagined.

C: Really?

G: Yeah. I expected everyone to live near the beach in big houses, and I thought everyone here would be rich.

C: (laughing) Just as I thought. You've watched too many American movies!

G: I know, and they can give you the wrong idea!

C: So, tell me, what's it really like?

G: Well, some people live near the coast; but further east, in the central part, is a huge valley where they grow all sorts of things like cotton, vegetables, nuts and fruit, oh lots of things. And lots of cattle.

C: Mmm, sounds interesting. What other scenery is there?

G: Well, if you go further southeast, you come to mountains and desert. That land is really spectacular.

C: Sounds fantastic! So you're in the desert at the moment?

G: Yes, that's right. It's very hot and very different from the rest of California.

C: I wish I could see it for myself. What are the people like?

G: Well, I didn't realize there were so many different races and cultures here.

C: Such as?

G: Well, there are white and black Americans of course, and lots of Asians. And about a quarter of all Californians are Hispanic.

C: Hispanic?

G: People whose ancestors came from Spanish speaking countries in South America.

C: Oh I see.

G: So there's a huge difference in culture and the way people look. Lots of different art, different types of festival, music, food and anything else you can think of.

C: Sounds great. And what about ...? (fade out)

### Suggested answers to Exercise 1:

I think these things might be included in their conversation:

- A tour round California
- A visit to Joshua Tree National Park
- George's feelings and reactions to what he is seeing

## Suggested answers to Exercise 2:

- 1 He started in northern California, and he has been travelling south.
- 2 The facts that not everybody is rich, not everybody lives on the coast, and the desert in California is not like the rest of the climate of California, surprised him.
- 3 He had watched too many American movies.
- 4 Many people from different countries moved to California. They brought their own customs, culture and food. They kept them up and so produced the large variety of food, music, customs, art and cultural activities.

## Answer key for Exercise 3:

Dear Christie,

I'm here in Joshua Tree National Park, in southeastern

California. Have been travelling around the state of California for three weeks now. Very different from what I have seen in American movies. Not everyone is rich and not everyone lives near the beach/coast. First travelled southeast through rich farmland then to the central part. They grow everything here including cotton, vegetables, nuts and fruit. Cattle too. Then travelled further southeast into mountains and desert. Californians are very friendly, and they are from many different races and cultures. Every culture has its own festival, music, food and art. Most interesting.

Wish you were here. Give my love to Paula.

Yours,

George

## Answer key for Exercise 4:

Questions	Expressions
<u>Where are you?</u> <u>Where's that?</u> <u>What are you doing down there?</u> <u>Really?</u> <u>So how's the trip been?</u> <u>And what about ...?</u> <u>What's it really like?</u> <u>What do you think?</u> <u>What happened then?</u> <u>Indeed?</u> <u>What other scenery is there?</u> <u>Such as?</u> <u>Hispanic?</u> <u>Is that so?</u>	<u>Cool.</u> <u>Good.</u> <u>Yes, that's right.</u> <u>Lucky you!</u> <u>Mmm, sounds interesting.</u> <u>That surprises / doesn't surprise me.</u> <u>Wow. Sounds fantastic!</u> <u>Give an example.</u> <u>Oh I see.</u> <u>Sounds great.</u> <u>Ah ha!</u> <u>Gosh, George!</u> <u>Just as I thought.</u>

## Explanation of Christie's questions and expressions:

Christie asks some of the questions in order to get information, but she asks other questions (eg, So how's the trip been? Such as?) in order to show George she is listening to him and to encourage him to continue talking or to guide his conversation onto certain topics. Also note the following comments she makes:

*Cool.* An exclamation meaning very good.

*Hispanic?* One-word questions like this are often used when the listener is seeking clarification but either does not wish to interrupt the speaker too much with a long sentence or doesn't want to emphasize their ignorance too much.

*Oh I see.* Let the speaker know the listener has heard and understood. This is a way of encouraging the speaker to continue.

*Sounds great.* Another way of showing interest in what

is being said and encouraging the speaker to continue.

## Reading and writing

The text for this activity is written in the form of a diary. The diary describes the first three days of George's visit to San Francisco. The language is informal; the writer uses contractions and often leaves out some words so that it reads somewhat like notes. A diary is not normally a public document; that is, it is written to record events and feelings for the writer himself/herself. Therefore, some diary writers write in note form knowing they are the only ones who will read it. However, in exams students are sometimes asked to write diary entries, and they need to understand that for exam purposes they must treat the diary as a public document which is going to be used to evaluate their

ability to express themselves correctly in English.

- 1 Ex 1 in this section is a pre-reading activity. Before Ss complete it individually, ask them to work in groups or as a whole class to examine and discuss the photos. Make sure they know the names of the various tourist attractions illustrated. At the end of the discussion, pre-teach any vocabulary that Ss may have difficulty with (eg cable car, wharf).
- 2 For Ex 1 set a time limit for Ss to complete it so they have to use skimming and scanning techniques. Check answers.
- 3 Set Ex 2 and check answers.
- 4 Ex 3 can be done as a whole class, in groups or pairs or individually depending on the students' ability.

## NOTE:

### The immigration station at Angel Island

The first Chinese entered California in 1848, and within a few years, thousands more came to search for gold. Soon, unfair laws forced them out of the gold fields and into low-paying jobs. They laid tracks for the Central Pacific Railroad, reclaimed swamp land in the Sacramento Delta, developed shrimp and abalone fisheries, and provided cheap labour. During the 1870s, an economic downturn resulted in serious unemployment problems. This meant that the Chinese immigrants had more difficulty. In reaction to states starting to pass immigration laws, in 1882 the federal government passed the first immigration law, barring mad people and criminals from entering the country. Later in 1882, a second immigration law barred Chinese immigrants. Imperial China was too weak to protest. The immigrants were taken to Angel Island to be investigated before they could enter California. Sometimes they had to wait a long time before they were given permission to enter the USA or not. It was a very worrying and stressful time for them. This poem gives an idea of how it must have appeared to them:

*Imprisoned in a wooden building day after day,  
My freedom has been taken from me; how can I bear to  
talk about it?  
I look to see if anyone is happy but they only sit quietly.  
I am anxious and depressed and cannot fall asleep.*

*The days are long and my bottle constantly empty;  
My sad mood does not change.  
Nights are long and the pillow cold; does anyone pity  
my loneliness?  
After experiencing such sadness and sorrow,  
Why don't I just return home and learn to plough the  
fields?*

– translated from the walls of Angel Island Immigration Station, author unknown, Poem 32 from Island, p. 68.

## Answer key for Exercise 1:

- 1 Wednesday (Angel Island)
- 2 Monday (Fisherman's Wharf)
- 3 Tuesday (Chinatown)
- 4 Tuesday (blue and white road signs)
- 5 Wednesday (Golden Gate Bridge)
- 6 Monday (cable car)

## Suggested answers to Exercise 2:

- 1 He invented the cable car system because the horse-drawn trams used before were unsafe.
- 2 He ate at Fisherman's Wharf.
- 3 It was convenient for him to tour around the city. It was cheaper to hire a car with other people because they could share the cost. Also he probably enjoyed being in the company of other tourists.
- 4 Eat in Chinese restaurants, go to markets, visit temples and museums.
- 5 It was famous as a place for immigrants to be checked before they could enter California.

## Answer key for Exercise 4:

**I** teamed up with a couple from my hotel (Peter and Terri) and hired a car. **We** spent all day driving around the city. There's a fascinating drive marked out for tourists. It has blue and white signs with seagulls on them to show the way to go. It's a 79km round-trip that takes in all the famous tourist spots. **We** stopped many times to admire the view of the city from different angles and take photographs. Now **I** have a really good idea of what the city's like.

In **the** evening, **I** went to Chinatown with Peter and Terri. **Many/A lot of/Some** Chinese immigrants settled in this area in the 1850s. The fronts of the buildings are

decorated to look like old buildings in southern China. **We** saw some interesting temples here, a number of markets and a great many restaurants. **There are** also art galleries and a museum containing documents,

photographs and all sorts of objects about the history of Chinese immigration, but it's closed in the evening. **I** will go back during the day. **We** had a delicious meal and then walked down the hill to our hotel.

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## Teaching guide for the Workbook (练习册教学指导)

### BACKGROUND

Before beginning the activities in the workbook of this unit, you may like to tell Ss what the activities for this unit will be, so they will have time to do some research. The activities in this unit introduce Ss to another part of the United States – New Orleans, a commercial and industrial city in Louisiana.

#### Louisiana

Like California, the state of Louisiana is home to a mix of cultures and races. The predominant races in New Orleans are Africans and Caucasians (white) with a significant number being Hispanic (from South and Central America). Also like California, Louisiana belonged to various countries in its history – it was claimed for France in 1682, became Spanish in 1762, returned to France in 1800 and was bought by the United States from the French in 1803. Louisiana became a state of the USA in 1812.

#### New Orleans' Mardi Gras

New Orleans is famous for the Mardi Gras celebrations it has each year. Mardi Gras (French for “fat Tuesday”) was originally a French religious festival held before Lent, when Christians abstain from all but the simplest foods. This festival was designed to use up any rich food left in the household, including any fat.

#### Jazz

New Orleans is also known for its jazz and is widely recognized as the birthplace of this American music form. Jazz music originated among black musicians in southern US during the early part of the 20th century and is an important part of America's musical and cultural heritage. It is also related to a large part of American history. Jazz is a blend of several musical forms including the rhythms of West African music, the religious songs of black slaves (spirituals) as well as their work songs, and music originally played by brass marching bands.

#### Louis Armstrong

New Orleans is also the birthplace of Louis Armstrong, one of America's most innovative jazz musicians. He made jazz popular not only in the United States but all around the world.

#### Language focus

The activities in the workbook give Ss further practice in discussing the geography, history and culture of a region.

#### Hurricanes

The city of New Orleans is at or below sea level in many areas. It is often hit by hurricanes, among which the worst is Hurricane Katrina in September 2005.

### LISTENING

Because this listening text contains quite a lot of new information, there are two pre-listening activities before Ss listen to the whole of the recording.

- 1 Tell Ss that they are going to listen to the introduction of a radio programme and must find out what the programme will be about. Read Ex 1 with Ss and then play only the first speech of Tom and Mandy. Give Ss time to write the information in their books and then check answers.

- 2 Discuss with the whole class what they already know about New Orleans. If Ss cannot supply the answers to the questions in Ex 2, give the answers to them.
- 3 Read through the nine statements in Ex 3. Ask Ss to guess whether the statements are true or false. Play the tape right through without stopping. Play the tape more than once if necessary. If Ss have difficulty, ask them to concentrate on only a few questions at a time (eg after the first listening check statements 1

- and 9, after the second listening statements 2, 5 and 8, after the third listening statements 3, 4, 6 and 7).
- 4 Before setting Ex 4 ask Ss to tell you what new things they have learned about New Orleans. Then ask them whether they would rather visit New Orleans or San Francisco. Ask Ss to give reasons for their choice.
  - 5 Read through Ex 4 with Ss and then play the tape again. If you think Ss might have difficulty completing the activities, stop the tape for the details needed. Check answers.

## LISTENING TEXT

## A TRAVELLER'S STORY

T = Tom M = Mandy

T: This is Tom Price, and you are listening to Traveller's Tales, a weekly programme about travel. Today on the show, we have Mandy Long, who has just returned from New Orleans. Welcome, Mandy.

M: Thank you for having me.

T: Now first, tell us exactly where New Orleans is.

M: It's in the far south of the United States, on the Mississippi River, about 160 kilometres from the Gulf of Mexico.

T: And what's the climate like there?

M: Well, it can get quite hot and humid. But the evenings are usually wonderfully warm and pleasant.

T: I see. So what made you want to go to New Orleans?

M: I think it was the Mardi Gras. This is a world famous festival that goes on for about three weeks every year. People hold parties in the street and there's music and dancing everywhere. And there are thirty or forty parades. Everyone in the parades wears fancy dress. Apparently it started in 1857 as a Christian religious festival. These days Mardi Gras earns over US\$840 million in tourism for New Orleans!

T: It must be huge.

M: Yeah, it is. And you don't get much sleep as the celebrations go on all night.

T: Apart from the Mardi Gras what else did you enjoy about New Orleans?

M: It's hard to know where to start. New Orleans has such a diverse and interesting culture. New Orleans is in the state of Louisiana, which at different times belonged to the French, the Spanish and the English.

Then in 1812 it became part of the United States. So New Orleans is now home to a mixture of nationalities and races, including the descendants of slaves from Africa. At the time when the slaves were freed, many came to live in New Orleans. Today New Orleans has a population of about half a million, of whom 62 % are African-American, 35% are white and about 3% are Hispanic. So, New Orleans has a rich mix of music, food and culture. And many different architectural styles too.

T: I see. So how did you spend your time in New Orleans?

M: Well, I spent a lot of time .... (fade out)

## Answer key for Exercise 1:

- 1 Travellers' Tales
- 2 Tom Price
- 3 Mandy Long
- 4 New Orleans

## Suggested answers to Exercise 2:

- 1 In the far south of the USA on the Mississippi River, not far from the Gulf of Mexico.
- 2 Hot and humid, but warm and pleasant in the evening.
- 3 Mardi Gras.
- 4 Africa, South and Central America and Europe.

## Answer key for Exercise 3:

1 F 2 T 3 T 4 F 5 T 6 T 7 F 8 T 9 T

## Answer key for Exercise 4:

1



- 2 hot and humid
- 3 1812 Louisiana became a state of the USA.  
1857 The first Mardi Gras celebration was held.
- 4 C

## TALKING

This activity gives Ss practice in asking and answering questions about the history, geography and culture of a city or province in China.

- 1 As Ex 1 will require some research, you might like to give this exercise to Ss beforehand and ask them to decide in their group which city or province they will discuss. You can then ask them to research their topic for homework.
- 2 Give Ss time to share their knowledge of the

particular city or province they have chosen and to answer the questions in Ex 1.

- 3 Read through the instructions for Ex 2 with Ss. Discourage Ss from writing a script for their interview. Instead ask pairs of Ss to make notes on what questions to ask and on possible answers rather than write the exact words. The listening text can be used as an example. Encourage Ss to talk about their own hometown.

## USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

a great many, applying for, nephew, ferry, Immigration, Apparently, bakeries, occur, thankful, fascinating

Answer key for Exercise 2:

1 take in 2 reform 3 had marked out 4 team up with  
5 back to back 6 applicants 7 customs

Suggested answers to Exercise 3:

- 1 When he arrived at the hotel, the first thing he wanted to do was to leave his **luggage/baggage**, have a shower and a **shave**, and then walk around.
- 2 My grandpa was a **socialist** who believed in

**socialism** all his life.

- 3 Many **illegal immigrants** felt that their stay in America was like a **punishment** because only a few of them got **justice** and were allowed to live there.
- 4 The **civil authorities** tried to reduce the noise made by **seagulls** but failed.
- 5 Many English farmers **mourned** their **cattle** which had to be killed because of "mad cow disease".
- 6 My house is **nowhere near** the center of the city, but it has no air pollution or traffic jams. / Although my house is **nowhere near** the center of the city, it has no air pollution or traffic jams.

## USING STRUCTURES

Answer key for Exercise 1:

- 1 how (OC) 2 What (SC) 3 whether (OC)
- 4 what/which (OC) 5 what (SC) 6 That (SC)
- 7 Why (SC) 8 why (OC) 9 When (SC)
- 10 as if (PC) 11 where/why (PC)
- 12 How (SC) 13 why (PC) 14 that (PC)
- 15 whether (OC)

Answer key for Exercise 2:

- 1 it is used as the subject, object, predicative or appositive in a sentence

- 2 it is used as an attribute modifying a noun, a pronoun or a sentence

Exercise 3:

**Sample dialogue:**

- S1: Oh dear! Where's Lucy? We agreed to meet at 3 o'clock and it's now half past.  
S2: She's not usually late. I am sure *she'll be along soon*.  
S1: Well, it's a problem as we'll be late for the film.  
S2: Perhaps the trouble is *she's lost her way to the cinema*.  
S1: Yes, maybe. What makes me annoyed *is that she*



*hasn't contacted us to tell us why she's late.*

S2: But I don't understand *why since she has a mobile, and it's easy for her to contact us.*

S1: I wonder *if she's met someone and is talking and has forgotten the time!*

## LISTENING TASK

This listening text concerns a form of traditional funeral held in New Orleans, mainly for its black citizens. This custom is almost exclusively practised in New Orleans, although occasionally a famous jazz musician in another part of the USA may be honoured with such a funeral. These traditional funerals have almost died out now or have been changed into a new form.

In this listening text, Mandy is explaining a jazz funeral she witnessed while she was in New Orleans.

- Exercise 1: At the beginning of the recording are some pieces of jazz music. Play these to Ss and discuss what they already know about jazz. At the beginning of the teaching guide for the workbook in this unit is some background information about jazz, which you can share with Ss. The answers to Ex 1 can be found from it. The Internet is also a rich source of information on this music form.
- Exercise 2: In order to describe a jazz funeral, certain vocabulary that may be new to Ss has been introduced. It would be a good idea to pre-teach this vocabulary before Ss listen to the dialogue. The pictures in Ex 2 can be used to illustrate the new words Ss will encounter (eg *coffin, funeral, ceremony, trumpet and drummer*).
- Ask Ss to listen to the recording while they look at the pictures in Ex 2. Play the tape right through and then ask Ss to work with a partner to explain what happens at a jazz funeral. Ask a few students to share their explanation with the whole class. Correct any misinformation you hear.
- Read the instruction for Ex 3 to Ss and ask them to listen for the details they need for completing the sentences. If Ss find this difficult, direct them to listen for details of only two questions at a time. Play the tape once, give them time to complete the two

S2: Never mind. We'll just go to the next showing. Anyway here comes Lucy now.

S1: Good. Now she can tell us the reason *why she kept us waiting for her for so long.*

sentences and then play the tape again so they can complete two more sentences and again for the last two sentences. Check answers.

- Exercise 4: This task is quite difficult as it requires Ss to listen for details and then to write a description. The task can be omitted if it is too difficult or will take too much time. Alternatively, Ss could choose to write about jazz funerals in the project section of this unit.

## LISTENING TEXT

### A JAZZ FUNERAL

*Mandy (M) is listening to a jazz CD she bought while she was in New Orleans. Listen to her talking to Phil (P) about jazz funerals.*

P: What's that music you're playing? Mandy?

M: It's a song called "Just a Closer Walk with Thee". It's on a CD I bought in New Orleans.

P: It's a bit sad, isn't it?

M: It's supposed to be. It's music from a jazz funeral.

P: Why do you want to play such unhappy music?

M: Oh, it's only at the beginning that it's sad. Listen to this one from further on in the CD.

P: That's more like it! They play that at funerals?

M: At a jazz funeral. You see it's a very old tradition. Four centuries ago, in Africa, the ancestors of the American slaves used to have a special ceremony to bury the dead. When the slaves came to America, they promised each other that despite their hardships they would make sure they still had a proper funeral. And that promise grew into the jazz funeral.

P: I see. So what happens at a jazz funeral?

M: Everyone meets at the church where they have a

Christian ceremony.

P: But that's like an ordinary funeral!

M: True, but after the ceremony the coffin is carried through the streets to where it will be buried. Everyone walks behind the coffin, and a band plays serious music.

P: It must be very interesting to see that. Is that all?

M: No. After the body is buried, the people walk away sadly and slowly. As they do so the leader of the band starts to play a few notes on a trumpet and the drummer begins drumming. That's the sign for a change of emotion in the music. Listen to the song.

P: Wow! That's much happier.

M: Yes. Everybody begins singing and dancing to celebrate the life of the dead person.

P: Have you ever seen one of these jazz funerals?

M: Yes. I was lucky enough to see the traditional funeral of a famous jazz musician.

P: That must have been fascinating. Let me hear more of that music please.

M: Sure. Listen .... (fade out as the music is heard).

## Suggested answers to Exercise 2:

A jazz funeral

The three pictures are about a jazz funeral. In Picture 1, a coffin is being carried by a horse-driven cart, and many people are marching behind it. In Picture 2, there is a brass band, with some people blowing trumpets. In Picture 3, many people are dancing in the street, and

some of them are holding umbrellas.

## Suggested answers to Exercise 3:

- 1 Phil thought the first music he heard was sad.
- 2 Mandy explained that they played this kind of music when the coffin was taken to the graveyard to be buried.
- 3 The second piece of music Mandy played for Phil was serious.
- 4 The third piece of music is an example of the kind of music that is played after the body has been buried and the people are leaving the graveyard.
- 5 While the third kind of music is playing, everyone begins singing and dancing.
- 6 They do this to celebrate the life of the person who has just died.

## Exercise 4:

### Sample writing:

### Jazz funerals

Last century jazz funerals were quite common in New Orleans. Jazz funerals were held mainly for black people. On the way from the church to the graveyard, musicians would play slow, sad music but on the way back they would play happy, lively music, and the people would sing and dance. This was their way of celebrating the life of the dead person. Nowadays traditional jazz funerals are only held for famous jazz musicians.

## READING TASK

This reading continues the jazz theme. It is a brief biography of Louis Armstrong, considered by many to be the greatest jazz musician of all times. He was born into poverty in New Orleans and through his musicianship and personality became rich and famous. He starred in many Hollywood movies and became a goodwill ambassador for the United States on his many trips overseas. He also spoke out in the fight by black Americans for civil rights. Thus, Louis Armstrong's life can be viewed in conjunction with many of the major events and movements of American history in the first half of the 20th century.

The tasks that accompany this reading passage are designed to develop the students' understanding of how biography texts are organized. There is no question and answer type of comprehension exercises as the passage is quite simple and easy to understand. Instead, Ss are asked to think a little deeper about the topic and paragraph structure, to identify facts in the passage in order to construct a time line and to examine the ways in which the author describes his subject.

### NOTE:

Louis Armstrong had the nickname "Satchmo," which

referred to his huge and wide smile, and you will often see his name written as Louis "Satchmo" Armstrong. Many of the jazz musicians had nicknames, such as Joe "King" Oliver and "Fats" Waller. Nicknames usually appear between quotes to indicate it is a nickname.

- 1 Set Ex 1 for Ss to complete in groups. Check answers and discuss the way the author has organized the content into paragraphs containing details on a particular topic. Also point out to Ss that in each paragraph there is a topic sentence which alerts readers to what the paragraph will be about. Discuss with Ss what the function of the first and last paragraph is. (1st paragraph introduces the

subject and gives some idea of the topics the author will discuss. The last paragraph sums up the musician's life and achievements.)

- 2 Set Exx 2 and 3 and check answers.

#### Suggested answers to Exercise 1:

Paragraph 1: What the subject is and who it is about.

Paragraph 2: Birth and early life.

Paragraph 3: The effect of his arrest and time in a boy's school on his future.

Paragraph 4: Musical career from 1922 to 1932.

Paragraph 5: Life achievements in music and in other areas.

Paragraph 6: Death and fame after death.

#### Suggested answers to Exercise 2:

1901	born	1922	<i>began travelling to other cities in the USA</i>
1913	arrested by police	1924	<i>began recording his music</i>
1915	<i>noticed by a famous musician and found jobs in bands</i>	1932	<i>travelled to Europe</i>
1917	<i>got a job in the best band in town</i>	1971	<i>died</i>

#### Exercise 3:

##### Sample lists:

##### Achievements

- Learned to play drums and trumpet at age 12;
- Got a job in best band in town at age 16;
- Started making records at age 23;
- Became a huge star and remained popular for almost 50 years;
- Acted in over 50 movies;
- Became a goodwill ambassador for the USA;
- Took part in the civil rights movement.

##### Good qualities

- Even though he was poor, he never turned to crime to make a living;
- He was a great musician;
- He loved entertaining people;
- He could communicate with people from all sorts of backgrounds;
- He cared about civil rights issues;
- He lived a simple life despite his riches and fame;
- He continued to work all his life.

## SPEAKING AND WRITING TASK

In this activity, Ss are given an opportunity to practise the language they have learned in this unit by talking about the history, geography and culture of a place. They are required to discuss in groups and then write a group essay about a city, province or zone in China. They should be encouraged to use the reading and listening texts in this unit as models for their own discussion and writing.

This activity requires Ss to do some research on the place they choose. This can be done in Chinese. If there is not sufficient time for Ss to do the research, you could search the Internet or books yourself for suitable information to give them.

The steps they are to take to complete the task are clearly set out in the Wb. Go through these with Ss and monitor their progress as they work.

**Sample writing:**

Beijing is the capital city of China and covers 16,800 square kilometres. It is surrounded by mountains to the north and west. One of them, Ling Shan, is over 2,300 metres high. The climate can be very dry in winter and humid in summer. Autumn is the best season because it is usually fine and pleasantly warm.

Beijing was the capital city of many dynasties in Chinese history. These dynasties left a large number of architectural souvenirs in the city: the Forbidden City, the Summer Palace and the Temple of Heaven, etc.

There is also a legacy of royal parks: Jingshan and Beihai. Since 1949 these parks and buildings have been open to the public.

Nowadays, Beijing is the capital of a thriving country with a large population. More than half of them live in the centre of the city. As well as being an important political and economic centre, Beijing is also the site of the main venue for the Olympic Games in 2008.

Beijing is also the centre of many cultural activities, such as concerts, operas, modern painting exhibitions and international events. Today Beijing is indeed an example of a city in the modern world.

**\*PROJECT**

For this project Ss can write about any aspect of the United States they are interested in. If Ss complete this activity and display their work, it will demonstrate once

again the diversity of American life. It will also provide extra reading and listening texts for Ss who will thus gain a wider knowledge of the USA.

人教版®

# Unit 2

## 第二单元

# Cloning

## 教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Natural clones and man-made clones; the history of cloning; controversy about cloning
词汇	<p>differ exact twin commercial straightforward undertake (undertook, undertaken) breakthrough procedure carrier cast altogether arbitrary correction object objection medium (media) obtain attain moral conservative forbid (forbade, forbidden) accumulate constitution compulsory opera chorus loaf flour owe shortly retire bother assumption regulation strike (struck, struck) initial vain resist drawback merely decoration unable feather turkey claw adore hatch reasonable</p> <p>pay off cast down the media in favour of side road (sidewalk) (be) bound to (do) strike ... into one's heart from time to time bring back to life in vain in good/poor condition</p>
功能	<p>1. 接受与拒绝 (Acceptance and refusal)</p> <p>I'm happy to accept ... but .... I can/cannot accept your argument because ....</p> <p>I support ... because .... No, I can't agree with ... because ....</p> <p>I agree with / could never agree to ... because .... How can you believe that?</p> <p>Your argument has convinced me because .... I would like to agree with you but ....</p> <p>Do you think it is wise to ...? No, that is not reasonable because ....</p> <p>Is it fair to ...? I don't care for your ideas because ....</p> <p>I don't mind but ....</p> <p>2. 表扬与鼓励 (Praise and encouragement)</p> <p>Your ideas sound very encouraging to me. That's a good/great idea.</p> <p>Well done to you for ....</p>
语法	<p>复习同位语 (Revise the Appositive)</p> <p>1. 名词 (短语) 作同位语</p> <p>But at last the determination and patience of the scientists paid off in 1996 with a breakthrough – the cloning of <i>Dolly the sheep</i>.</p> <p>Altogether Dolly lived six and a half years, <i>half the length of the life of the original sheep</i>.</p> <p>2. 从句作同位语</p> <p>The fact <i>that she seemed to develop normally</i> was very encouraging.</p> <p>Then came the disturbing news <i>that Dolly had become seriously ill</i>.</p>



## 教学建议

### (Suggested teaching notes)

#### 一、教学内容分析

本单元的中心话题是“克隆”。克隆意为无性繁殖，克隆技术即无性繁殖技术。1997年英国罗斯林研究所试验成功的克隆羊多莉是首次利用体细胞克隆成功的，它在生物工程史上揭开了新的一页。本单元内容具体涉及“什么是克隆”、“克隆羊多莉是如何诞生的”、“克隆的利弊”等。语言技能和语言知识都是围绕“克隆”这一中心话题设计的。

“热身”(Warming Up)部分通过展示克隆羊多莉、人类双胞胎、草莓的自然无性繁殖以及插枝繁殖的植物图片作为导入，要求学生以两人小组形式展开讨论，了解两种不同的克隆：自然克隆与人工克隆。

“读前”(Pre-reading)部分要求学生提出有关克隆的问题，并列入表内。表内已提供了四个问题帮助学生思考，也可以让学生提出更多问题展开讨论。这可以激发学生对克隆的兴趣，为阅读做好认识上和知识上的准备。表中的四个问题是：什么是克隆？克隆是如何产生的？人类可以从克隆中得到什么好处？克隆人将会带来什么问题？这些问题旨在测试和激发学生的想象力和判断力，并引发更多的思考。

“阅读”(Reading)部分提供的材料 CLONING: WHERE IS IT LEADING US? 具体介绍了植物与动物克隆的区别、多莉羊的诞生与死亡以及由此引发的争论。帮助学生进一步认识克隆的意义在于解决医学上的难题，为人类服务。阅读课文设计的目的是在训练学生阅读技能的基础上了解克隆这门生物技术以及有关的争议。

“理解”(Comprehending)部分是在阅读的基础上，通过填表格与问答的形式，层层深入；首先检查学生对课文内容的理解，然后要求学生分析、判断作者对克隆的态度和见解。

“语言学习”(Learning about Language)部分包含词汇和语法两方面的训练。“词汇学习”部分

设计了三项练习，要求学生用课文中出现的新单词和词组完成填空或改写句子，以达到正确使用本单元中一些重要词汇和短语的目的。“语法学习”部分复习了同位语的用法，设计了四项练习。练习1要求学生从本单元的阅读课文中找出含有同位语的句子。练习2提供了一篇有关克隆的语篇，要求学生将其译成汉语并画出其中的同位语部分，以加深对同位语这一语言现象的认识。练习3要求学生用自己的话补充完成含有同位语从句的复合句，以达到实际掌握并运用同位语从句的目的。练习4设计了一个开放性的练习，让学生自己编对话，用同位语从句澄清事实，从中体会同位语从句的用法。

“语言运用”(Using Language)分两部分。“读、讨论和写”部分提供了一篇有关“恐龙的回归”的阅读材料，讲述了人类自开始认真进行克隆动物研究以来一直想要克隆已经绝种的动物，并指出克隆绝种动物的条件，从而得出结论：恐龙的重生仅仅是个梦想而已。阅读文章后要求学生回答下列问题：1. 如果绝种动物群不具备足够的多样性，为什么不应该克隆？2. 为什么绝种动物克隆以后生活在动物园里是错误的？学生需要利用想象力和相关知识，独立思考来获得这些问题的答案。还要求学生阐述自己对克隆的见解并陈述理由。此外还提供了四种绝种不到一万年，值得通过克隆恢复的动物的名称、其绝迹的年份以及一些相关信息，要求学生利用表格提供的信息选出最值得克隆的动物并给出充分的理由；最后要求学生写成一份报告。这项写作富有挑战性，需要学生大胆想像，以理服人。写报告时学生可以参考教材中提供的范例。“听和说”部分让学生听完一段关于克隆是否对动物残忍的对话后，首先交流听力内容，然后展开讨论，让学生发表自己的看法。这项练习不但有利于提高学生的听说能力，而且能引发他们对克隆动物健康的关注以及对克隆技术发展前景的再思考，具有现实意义。

“小结”(Summing Up)部分要求学生根据所

给出的三项提示 (content, words and expressions, structures) 对本单元所学内容进行总结。

“学习建议”(Learning Tip) 部分告诉学生要讲出流利的英语, 需要认真而且反复地听英美人士录制的磁带, 大声跟读并重复。这样做不仅可以改善语音、语调, 纠正语法错误, 同时可以获得大量信息, 增强信心, 提高听说能力。

**本单元所涉及的要点是:**

1. 了解什么是克隆、克隆的利弊及对克隆技术的反思。
2. 掌握本单元教学目的和要求中的词汇和短语的用法。
3. 熟练掌握同位语的用法。
4. 进一步熟悉和运用有关接受与拒绝、表扬与鼓励的表达方式。

## 二、教学方法建议

### (一) 主题任务

根据本单元的中心话题, 建议设计以下两个主题任务。

1. 以 The advantages and disadvantages of cloning 为主题, 组织一场辩论赛, 谈谈克隆动物的利弊。先把班级分成两大组, 第一组认为克隆利大于弊。他们可以从克隆有利于培养大量品质优良的家畜, 使畜牧业的成本降低, 挽救珍稀濒危动物, 调节大自然的生态平衡, 还可提供足量试验动物、研制高水平新药等等为人类造福的方面来说明论点。第二组认为克隆弊大于利。他们可以从克隆动物早衰、易于夭折、畸形的现象, 无计划地克隆动物很可能会破坏生态平衡, 导致一些疾病的大规模传播, 还可以从干扰性别比例、扰乱物种的生命规律等方面来说明论点。

第一步: 每大组分四人小组进行讨论, 交流意见, 列出要点并整理。

第二步: 辩论采用以四人小组推出代表轮流自由发言的形式, 教师主持, 控制发言时间。

第三步: 辩论结束后, 学生填写克隆利弊比较表。

第四步: 综合表格的要点, 整理成一份题目为 My opinions about cloning 的书面报告交上来。

任务目的:

1) 通过研究和交流, 让学生明白动物克隆技术的成功是科学研究上的一个重大事件, 它既有有益的一面, 又有不利的可能, 必须采取措施加以规范, 严格控制住有害的一面, 使这项技术造福于人类。

2) 在完成任务的过程中, 巩固语言知识, 提高语言技能。

2. 模拟一场关于克隆的记者招待会 (Press conference about cloning), 由一位同学担任主持人, 几位同学扮演科学家 (自愿或指定皆可), 其余同学都可以作为记者。教师应事先布置任务: 当记者的同学每人应准备几个问题; 担任科学家的同学则需要通过图书馆、上网、请教生物老师等渠道收集有关材料以准备回答记者的提问。课后要求学生把记者招待会的内容整理成书面材料, 在班刊、级刊或校刊上发表。

以下问题可供参考:

- 1) How long have scientists been doing research on cloning?
- 2) How is a clone produced?
- 3) How many kinds of animals have been cloned besides Dolly the sheep?
- 4) How can human beings benefit from cloning?
- 5) Do you think it is possible to clone humans?
- 6) Do you support the idea of producing human embryos for medical purposes?
- 7) Do you think it is a good idea to use cloned humans for organ transplants?
- 8) Do you think a cloned human should have human rights?
- 9) Do you think cloned humans will have the same talents as the original ones?
- 10) What are the attitudes of different governments towards human cloning?

任务目的:

- 1) 加深对克隆技术发展的了解。
- 2) 认识克隆人的危险性——对人类在伦理、道德、法律等方面造成的巨大影响, 应给予抵制。
- 3) 增加语言的输出量, 提高语言表达能力。

### (二) 热身部分

建议教师利用教材上第 10 页的四幅图, 组织

学生进行“看图说话”活动:

教师可以就第一幅图 (picture of Dolly the sheep) 提出问题: It's the most famous sheep in the world. Do you know how Dolly is different from other sheep? 引导学生回答: She was cloned while the others were born naturally. It is the copy of another sheep; 第二幅图表现了草莓的自然无性繁殖。可以问学生: What can you see in the second picture? (I can see a strawberry plant producing runners in a natural form of cloning.); 然后再就第三幅图 (植物嫁接和插枝的图片) 进行问答: Who cut the stem off the plant? (A gardener. And the gardener is going to put it into a pot to produce another plant. He is actually making a copy of the plant.); 第四幅图 (人类双胞胎图片)。可以问学生: What do you know about twins? (There are twins of the same sex and those of different sexes. The twins here are identical in sex and appearance and are good examples of natural clones. They carry the same genetic information. The fertilized egg has split into two while inside the mother, and so produced two identical human babies.)。最后引导学生得出clone的定义: a way of making an exact copy of another animal or plant。教师可以给出更确切的英汉定义: to reproduce or propagate asexually 无性生殖或繁殖。

### (三) 阅读教学

读前部分提供的问题综合性强, 难度较大。建议设计True or false的题目, 检测学生对克隆的了解, 参考题目如下:

The following statements are about cloning. Read them and decide if they are true or false. Write the letter "T" if the statement is true. Write "F" if it is false.

1. Cloning means making a copy of an animal or a plant. ( )
2. Gardeners can make a lot of money by cloning plants. ( )
3. Cloning animals is as complicated as cloning plants. ( )
4. Dolly the sheep was the first successful clone of a mammal. ( )

5. Natural clones happen in animals as well as in plants. ( )

参考答案: 1. F 2. T 3. F 4. T 5. T

阅读篇章后提供的表格任务和问题需要学生在阅读理解的基础上, 归纳克隆的好处以及克隆存在的问题和危险并分析作者对克隆的态度和看法, 难度也较大。因此建议设计一些阅读理解题, 帮助学生有目的地阅读课文, 更好地完成读后的练习。参考题目如下:

1. Dolly the sheep \_\_\_\_\_.
  - A. looked exactly like the sheep that provides the egg
  - B. was the exact copy of the sheep that provides the nucleus
  - C. looked like the sheep that gave birth to it
  - D. had the characteristics of all three sheep
2. It can be inferred from the passage that a cloned animal \_\_\_\_\_.
  - A. usually lives as long as the original one
  - B. usually lives longer than the original one
  - C. usually dies earlier than the original one
  - D. is usually as healthy as the original one
3. Which of the following is not an advantage of cloning?
  - A. Cloning can be used for medical purposes.
  - B. Large quantities of food can be produced by cloning.
  - C. Cloning can help keep animals from becoming extinct.
  - D. Famous persons who have passed away can be cloned.
4. Which of the following is wrong?
  - A. Cloned people would live forever.
  - B. Cloned people may be killed at will for medical aid.
  - C. A woman would have difficulty recognizing her real husband.
  - D. Men will die out because a woman can give birth to a baby without a husband.

参考答案: 1. B 2. C 3. D 4. D

#### (四) 语法教学

本单元复习的语法项目是同位语。同位语可以用单词或短语表示,也可以用从句表示。同位语从句往往由连接代词that来引导,也可以由连接副词引导,用来进一步说明或解释前面名词的具体内容。它一般跟在某些抽象名词后,如belief, doubt, fact, hope, idea, news, possibility, thought等;教材中已经呈现了很多同位语从句。教师要向学生说明有时同位语从句可以不紧跟在它解释、说明的名词后面,而被别的词隔开。例如:

The thought came to him that maybe she had already left the city. 他突然想起可能她已经离开了这个城市。

此外,要提醒学生勿将同位语从句与定语从句

混淆。请看下面两个句子:

I told him the news (that/which) I had read on the newspaper. (定语从句)

We were excited at the news that our team had won. (同位语从句)

教师可以从以下两点来说明两者的区别:

1. 从语义角度上看,定语从句与它前面的名词news是从属关系,起修饰和限定前面的先行词的作用;同位语从句则是对前面的名词news作进一步解释,说明它的具体内容,是同位关系。

2. 从语法角度上看,引导定语从句的关系代词that或which在从句中充当句子成分(如上句中作宾语,可以省略);而引导同位语从句的that在从句中不作任何成分,一般不能省略。

### 三、教学评价建议

#### (一) 非测试性评价

根据自己的实际情况回答下列问题,并存入个人学习档案。

The things I can do	Evaluation				
I know what cloning is.	5	4	3	2	1
I know why cloning is a controversial issue.	5	4	3	2	1
I know how Dolly the sheep was produced.	5	4	3	2	1
I can use all the new words in this unit.	5	4	3	2	1
I can use the new phrases correctly in the exercises.	5	4	3	2	1
I can distinguish the appositive and attributive clauses.	5	4	3	2	1
I can use the expressions to encourage others to speak.	5	4	3	2	1
I can accept and refuse in English.	5	4	3	2	1
I can understand the listening texts and complete the tasks.	5	4	3	2	1
I am active in group discussions.	5	4	3	2	1
I can write a report.	5	4	3	2	1

#### (二) 测试性评价

1. 填入适当的连接词,并判断从句是定语从句还是同位语从句。

- The fact \_\_\_\_\_ he used to be a thief is known to all.
- We were surprised by the fact \_\_\_\_\_ she told us.

3) The next thing \_\_\_\_\_ must be done is to make a plan.

4) Word came \_\_\_\_\_ our army had won the battle.

5) The president has given an order \_\_\_\_\_ everyone in the country should prepare for a war \_\_\_\_\_ might last for several years.



- 6) We've just heard a warning on the radio \_\_\_\_\_ a hurricane is likely to come.  
 7) There is no doubt \_\_\_\_\_ he has told a lie.  
 8) You have no idea \_\_\_\_\_ anxious I was!  
 9) The coat is in the place \_\_\_\_\_ you left it.  
 10) Then arose the question \_\_\_\_\_ we were to get the machines needed.

2. 阅读下面短文, 掌握其大意。按所给的首字母填出所缺的单词。

Reproductive cloning is intended to produce a c\_\_\_\_ 1) \_\_\_\_\_ of an existing a\_\_\_\_ 2) \_\_\_\_\_ or a plant. Reproductive cloning of animals is a\_\_\_\_ 3) \_\_\_\_\_ for technology and farming as well as for cloning e\_\_\_\_ 4) \_\_\_\_\_ animals. But reproductive cloning of human beings is specifically f\_\_\_\_ 5) \_\_\_\_\_ by law in most c\_\_\_\_ 6) \_\_\_\_\_. Therapeutic (治疗的) cloning is to produce a healthy copy of a s\_\_\_\_ 7) \_\_\_\_\_ person's

tissue (组织) or organ for transplant in order to save the lives of those who would d\_\_\_\_ 8) \_\_\_\_\_ without it. This t\_\_\_\_ 9) \_\_\_\_\_ would be many times better than r\_\_\_\_ 10) \_\_\_\_\_ on organ transplants from other people. The tissue or organ would have the sick person's original DNA.

参考答案:

1. 1) that, 同位语从句 2) that/which, 定语从句 (关系代词作宾语可以省略) 3) that, 定语从句 (关系代词作主语不可以省略) 4) that, 同位语从句 5) that, 同位语从句; that/which, 定语从句 (关系代词作主语不可以省略) 6) that, 同位语从句 7) that, 同位语从句 8) how, 同位语从句 9) where, 定语从句 10) that/where, 同位语从句

2. 1) copy 2) animal 3) allowed 4) endangered 5) forbidden 6) countries 7) sick 8) die 9) technique 10) relying

## 补充参考资料

### (Supplementary reference materials)

#### 一、补充注释

1. It also happens in animals when twins identical in sex and appearance are produced from the same original egg. 这种现象也发生在动物身上, 从同一个原生卵子产生性别与外貌相同的双胞胎也是克隆。

1) It 指上文的 cloning。

2) identical in sex and appearance 是一个形容词短语作后置定语, 修饰 twins。

**identical** *adj.* (常与 with 连用) 完全相同的。例如:

These two designs are almost identical. 这两种式样几乎完全相同。

My opinion is identical with his. 我的意见和他的相同。

identical 还有“同一的; 同样的”的意思, 例如:  
We are identical in our views of what should be

done. 我们双方对应当怎么办的看法是一致的。

This is the identical hotel that we stayed in last year. 这是我们去年住过的那家旅馆。

2. Cloning scientists were cast down to find that Dolly's illnesses were more appropriate to a much older animal. 研究克隆的科学家发现多莉得的病更容易发生在年老的羊身上, 这让他们很沮丧。

1) **cast down**: feeling unhappy and depressed (多用于被动结构或作表语) 使沮丧; 使低沉。例如:

He was much cast down by the failure of the experiment. 实验的失败使他非常沮丧。

Anyone would be cast down by news such as that. 任何人都会因这样的消息而感到悲伤。

2) **be appropriate to ...**: be suitable for a particular person, condition, occasion or place 适合于……的; 与……相称的。例如:

Write in a style appropriate to your subject. 用适



合你题目的体裁写。

Ordinary shoes are not appropriate to paddy fields.  
普通鞋不适于下稻田。

3. ... Dolly's appearance raised a storm of objections .... .....多莉的出现引起了一阵强烈的反对.....

1) **raise**: bring about 唤起; 引起; 使出现。  
例如:

His absence raised fears about his safety. 他的缺席引起人们对他安全的担心。

The use of animals in scientific tests raises some difficult ethical questions. 用动物做科学试验引起了一些棘手的道德问题。

A funny remark raises a laugh. 滑稽的话惹人发笑。

2) **a storm of**: a sudden violent outburst or display of 常指感情猛然爆发或强烈表现。例如:

a storm of protest 一阵猛烈的抗议

a storm of bullets/arrows 一阵弹雨/箭雨

a storm of applause/cheers 一阵暴风雨般的掌声/欢呼声

a storm of abuse/criticism 一阵辱骂/抨击

4. ... had a great impact on the media and public imagination. ....对媒体和大众的想象力产生了极大的影响。

**have/make a strong/great impact on ...** 对.....有(或产生)巨大影响。例如:

The anti-smoking campaign has had quite an impact on young people. 这场反对吸烟的运动对年轻人有极大的影响。

This book made a great impact on its readers. 这本书对其读者产生了巨大的影响。

5. Governments became nervous and more conservative. Some began to reform their legal systems and forbade research into human cloning. 各国政府恐慌不安而且更加谨慎。有些政府开始改革司法制度, 明令禁止进行克隆人类的研究。

**forbade**: order that sth shall not be done; not allow (forbid 的过去式),

1) 禁止; 命令不许做(某事)或用(某物)。

在此句中后面的名词短语 research into human cloning 作宾语。

forbid 后可以跟 a) 名词、代词或动词-ing 形式作宾语; b) 不定式的复合结构作宾语; c) 双宾语。例如:

The law forbids the sale of cigarettes to people under the age of 16. 法律禁止销售香烟给年龄不满16岁的人。

The law forbids building on this land. 法律禁止在这块地上进行修建。

Smoking is forbidden in the concert hall. 音乐厅内不准吸烟。

Most parents forbid their children to smoke. 大多数父母都禁止自己的孩子吸烟。

His parents forbid him wine.

= His parents forbid him to drink wine. 他的父母不准他喝酒。

2) 妨碍(某事); 阻止或不准。例如:

The king forbids us from going out. 国王禁止我们外出。

Lack of space forbids further treatment of the topic here. 因篇幅所限, 此处不便对本题作进一步阐述。

6. ... but other countries like China and the UK, continued to accumulate evidence of the abundant medical aid that cloning could provide. ....但是其他国家, 如中国和英国, 则仍在继续收集克隆技术有可能提供丰富的医疗救助的证据。

1) **accumulate**: to gather or pile 收集; 堆集; 积累。强调“经过一段比较长的时间由少积多的积累”, 使用范围较广, 似乎凡是数量方面的增长都可以表示。它既可作及物动词, 亦可作不及物动词。例如:

The company has accumulated great wealth within a few years. 那家公司几年内积累了大量的财富。

However, as the evidence began to accumulate, experts from the London Zoo felt obliged to investigate. 然而, 随着证据开始积聚, 伦敦动物园的专家们感到有必要进行调查了。

2) **evidence**: a thing or things helpful in forming a conclusion or judgement 证据; 根据。常用作不可

数名词。例如:

The broken window was evidence that a burglary had taken place. 被打碎的窗户就是曾经发生盗窃案的证据。

Is there any evidence for/of his guilt? 有什么根据证明他有罪?

7. Dolly's death, like her birth, was bound to raise worries. 多莉的死亡, 就像她的出生一样, 必定会引起人们的担忧。

**be bound to:** 必定; 一定。例如:

The weather is bound to get better tomorrow. 明天天气一定会变好。

You've done so much work that you are bound to pass the exam. 你下了这么大功夫, 一定能考及格。

## 二、背景知识

### 1. 什么是克隆

克隆是英文 clone 的音译, 一般指人工诱导的无性繁殖方式。无性繁殖是指不经过雌雄两性生殖细胞的结合, 只由一个生物体产生后代的生殖方式, 常见的有孢子生殖、出芽生殖和分裂生殖。由植物的根、茎、叶等经过压条、扦插或嫁接等方式产生新个体也叫无性繁殖。绵羊、猴子和牛等动物没有人工操作是不能进行无性繁殖的。科学家把人工遗传操作动、植物的繁殖过程叫克隆, 这门生物技术叫克隆技术。利用这一技术可以在抢救珍稀濒危动物、复制优良家畜个体、扩大良种动物群体、提高畜群遗传素质和生产性能、提供足量试验动物、推进转基因动物研究、攻克遗传性疾病、研制高水平新药、生产可供人移植的内脏器官等研究中发挥作用。但是如果在畜牧业中大量推广这种无性繁殖技术, 很可能破坏生态平衡, 导致一些疾病的大规模传播; 如果将其应用在人类自身的繁殖上, 将产生巨大的伦理危机。目前各国对这项技术较为一致的看法是制定法律加强对这种技术的管理, 并严禁用它复制人类。

### 2. 人类进行克隆的历史

公元前 5000 年: 谷物选种

人类祖先发现, 最茁壮的植株的种子培植出的

谷物也更优良。这是人类开始按照人的意图控制生命的开端, 这也是克隆技术最终目标的最初体现。

#### 1952 年: 克隆蝌蚪

小小的蝌蚪改写了生物技术发展史, 成为世界上第一种被克隆的动物。美国科学家罗伯特·布里格斯和托玛斯·金用一只蝌蚪的细胞创造了与原版完全一样的复制品。

#### 1972 年: 基因复制

克隆技术精细到以单个基因复制为单位。科学家将某种特定基因分离出来, 将它与某有机体(最初是一种酵母)结合, 有机体将新基因融入自己的 DNA 结构后再繁殖, 产生出理想基因的复制品。

#### 1978 年: 第一例试管婴儿出生

整个世界吵嚷着想要目睹人类第一个体外受精婴儿路易斯的“庐山真面目”。英国医生用丈夫的精子在一个试管内使卵子受精, 然后将胚胎植入健康母亲的子宫内。

#### 1997 年: 多莉羊的诞生

1996 年, 世界第一例从成年动物细胞克隆出的哺乳动物绵羊多莉诞生。这个秘密直到 1997 年 2 月才向世人公布。苏格兰胚胎学家伊恩·威尔姆特和同事用一只成年母羊乳房内取出的细胞克隆出多莉。

#### 1998 年: 克隆批量化

美国夏威夷大学的科学家用成年细胞克隆出 50 多只老鼠, 并接着培育出三代遗传特征完全一致的实验鼠。与此同时, 其他几个私立研究机构也用不同的方法成功克隆出小牛。其中最引人注目的是日本人用一个成年母牛的细胞培育出八只遗传特征完全一样的小牛, 成功率高达 80%。

#### 2000 年: 人类近亲被克隆

美国俄勒冈的研究者用与克隆多莉羊截然不同的方法克隆出猴子。科学家将一个仅包含八个细胞的早期胚胎分裂为四份, 再将它们分别培育出新胚胎, 惟一成活的只有 Tetra。与多莉不同的是, Tetra 既有母亲也有父亲, 但它只是人工四胞胎中的一个。此外, 帮助培育出多莉羊的生物技术公司宣布克隆出五只小猪仔。该公司宣称, 克隆猪终将成为人类移植器官的“加工厂”。

#### 2001 年: 克隆人?

3 月, 美国生殖科学家帕纳伊奥提斯·扎沃斯

和一个国际研究小组宣布,数百对夫妇已自愿报名参加培育克隆婴孩的实验。该小组宣称最早至2003年便可帮助不孕夫妇培育克隆婴儿。1月,英国成为全球第一个有效地使克隆人类胚胎合法化的国家。政府通过一项富争议性的法案,目的在于允许对人类胚胎内的根细胞进行科学实验。该法案要求克隆体必须在诞生后14日内被毁灭。培育克隆婴儿仍属非法行为。

#### 2002年:体细胞克隆牛

2002年1月,中国科学院动物研究所成功获得体细胞克隆荷斯坦奶牛和盖普威种公牛。2002年,中国农业大学的课题组利用冀南纯种小母牛的卵细胞和耳皮肤细胞成功克隆出第一头中国优质黄牛——经系冀南牛。

以上成果的获得充分表明,我国科学家已经掌

握了动物体细胞克隆的关键技术,标志着我国动物克隆研究已跻身于世界先进行列。

#### 2003年:第一匹克隆马

意大利切萨雷·加利实验室于2003年在世界上首次成功克隆出一匹名为 Prometea 的马。

#### 2005年:克隆骗马

2005年5月9日,位于米兰附近的切萨雷·加利实验室的一个意大利的科学家小组成功克隆出一匹已经阉割过的冠军赛马的后代。该匹克隆马的核供体细胞来自一匹雄性阿拉伯赛马,该赛马是1994年和1996年世界耐力赛的冠军马。这一次的研究成果使那些失去了繁殖能力的优秀赛马重新获得了传宗接代的可能。

克隆技术日新月异,在教学本单元时,需随时关注其发展的最新动态。

人教版®

## Teaching guide for the Student's Book (学生用书教学指导)

### INTRODUCTION

Cloning is a controversial topic which will become more important as the years pass. So one of the aims of this unit is for students to be able to examine and discuss some of the issues associated with cloning. This should

help them form their own opinions. In this unit we explain how cloning works in mammals, the history of cloning, some of the issues that arise from this and whether it is possible to clone extinct animals.

### WARMING UP

The aim of this activity is to see how much Ss know about clones. They may not realize that there are natural clones which are used in gardening all the time. So this discussion is to introduce them to the topic. The four pictures show examples of clones: two of them are natural clones and two are man-made.

Picture 1 is of Dolly the sheep. Dolly is a man-made clone and her birth procedure is explained in the first reading. She is an exact copy of the sheep that provided her genetic information. Her lamb was produced as a natural birth.

Picture 2 is of a strawberry plant which is shown producing runners in a natural form of cloning. The new plants that grow from the runners are exact copies

(or natural clones) of the original plant.

Picture 3 is another way of producing a plant clone. The cutting that the gardener is taking will produce another plant that is an exact copy of the original plant.

Picture 4 is human twins. They are identical in sex and appearance and are good examples of natural clones. Twins carry the same genetic information. The fertilized egg split into two while inside the mother, and so produced two identical human babies.

A natural clone is one that occurs in nature.

A man-made clone is one that is produced through human intervention.

### PRE-READING

The aim of this discussion is for Ss to examine their concept of a clone and discuss what they know about the procedure to produce man-made ones.

Question 1: What is a clone?

A clone is an animal or plant produced naturally or artificially from the cells of another animal or plant and is exactly the same as it.

Question 2: How is a clone produced?

The cloning of plants is simple and relatively easy. It can be done by taking cuttings (man-made cloning) or letting the plant produce its own runners (natural cloning).

The cloning of animals is more complicated. It was not achieved until 1996 and is fully explained in the first reading.

Question 3: What benefits can humans gain from cloning?

- Medical cloning can help cure serious illnesses

that ruin one's quality of life (such as Parkinson's disease or Alzheimer's disease).

- It can help infertile people have babies.

Question 4: What problems may arise when humans are cloned?

- People may want to clone themselves so they can live forever.
- People may want to clone dead children.
- People may want to clone their favourite pets.

## READING

The aim of this reading is to introduce Ss to the procedure of animal cloning and the life of Dolly the sheep. It is a factual piece of writing. It explains some of the reasons why cloning is still controversial.

### 1 Teaching new words and structures

Encourage Ss to:

- 1 skim the whole passage and try to work out the gist of the passage and the meaning of the new words and structures using context clues.
- 2 look up other words and structures they don't understand in a dictionary.
- 3 read the whole passage again carefully for more detailed information.

### NOTES:

There are five new words and phrases that need some explanation.

- 1 *a somatic cell* This cell is taken from the skin of a mammal. It has the genes which can make a clone identical to the animal that donated the somatic cell.
- 2 *a nucleus* This is the part of the cell that organizes its growing. With the nucleus, the cell will develop as the nucleus programs it. So some cells become skin, others will become part of the heart or liver. It is the nucleus which organizes this development. It does not "think" or have a brain but responds to the needs of the animal as it develops. Without it the cell will not grow and divide and will return to its early pre-growing state.
- 3 *an embryo* This is a bundle of growing cells which have not yet become a particular animal. All embryos look the same. Only later development turns them into cows, sheep or cats.
- 4 *Dolly's illnesses were more appropriate to a much older animal.* The underlined words indicate that Dolly's illnesses were what one would expect to find

in an older animal. In other words a young animal, like Dolly, should not have become ill with these diseases until she was much older.

- 5 *the same arbitrary fate* This phrase means that the mice and Dolly the sheep had no choice but to die young. No one imagined that this would happen and so no one could prevent it.

### 2 Understanding ideas

This is the opportunity to discover if the students have understood the reading passage. You can find out most simply by going over the questions set out in the pre-reading. Ss should have all the information they need to answer those questions.

### 3 Discussion of ideas

This encourages Ss to show that they have understood the issues in the passage. You can begin a class discussion by giving them a set of questions. Here are some possible questions:

- 1 *Why do you think there is more controversy over animal cloning than over plant cloning?*
- 2 *Why do you think animal cloning is more difficult than plant cloning?*
- 3 *Why do you think scientists persevere with animal cloning when it is so difficult?*
- 4 *What is the major problem for the animal clone?*

Questions 1, 2 and 3 are all inferential questions so Ss can show their understanding of the text by being able to answer them. Question 4 is a literal question but the difficulty lies in choosing the correct answer from the information given in the text. Ss may suggest it is in the procedure if they are not listening to the questions carefully. But the correct answer is concerned with the problems that arise once a clone is produced.



## 4 Discussion of style

This passage is written in the expository style. That is to say the text is in the third person and in formal and factual

language. It gives different points of view and does not try to persuade the reader to a particular point of view. It leaves the reader to make up his/her own mind.

## COMPREHENDING

## Suggested answers to Exercise 1:

- 1 The first use is to produce commercial quantities of plants. The second is to research on new plants species and do medical research on animals.
- 2 Cloning plants is straightforward, but the cloning of animals is very complicated.
- 3 The first clone from an adult animal was Dolly the sheep. She died in 2003.
- 4 Cloning is controversial in some countries for moral and religious reasons.

## Teaching suggestions for Exercise 2:

- 1 Ask Ss to go through the reading and underline or highlight sentences that refer to the disadvantages of cloning.
- 2 Then take a coloured pen and number the problems of cloning as they appear in the text.
- 3 Fill in that portion of the chart.
- 4 Do the same for the advantages of cloning.

## Suggested answers to Exercise 2:

Problems or dangers of cloning	Advantages of cloning
<i>Animal clones may develop the illnesses of older animals.</i>	<i>Medical cloning could produce cures for serious illnesses in humans.</i>
<i>Animal clones may die younger than the donor animals.</i>	<i>Cloning plants can produce plants of similar quality for sale.</i>
<i>Evil leaders may want to clone themselves.</i>	<i>Cloning plants can be useful for research on new plant species.</i>
<i>There are moral objections to cloning human beings.</i>	<i>Cloning can help save endangered animals.</i>

## Suggested answers to Exercise 3:

I think the writer is *impartial* because *he/she does not*

*state any personal opinion about cloning.*

## LEARNING ABOUT LANGUAGE

## Discovering useful words and expressions

## Answer key for Exercise 1:

- 1 differ    2 cast    3 accumulate    4 exact  
5 altogether    6 objections    7 undertake    8 moral

## Answer key for Exercise 2:

- 1 Compared with her family, and especially her nephew, her niece Daisy is straightforward about her

opinions.

- 2 The arbitrary decisions of the factory leaders caused anger among the workers.
- 3 Is the opera house in the commercial area of Beijing?
- 4 The producer of the media programme made an objection to Jennifer joining in the chorus.
- 5 Before you can make a loaf, you need to obtain some flour.
- 6 You owe the lady an apology. I will forbid you to

leave unless you apologize for what you have done.

### Answer key for Exercise 3:

- 1 attain      2 complicated      3 fate      4 carrier  
5 cast      6 reform      7 accumulate

### Discovering useful structures

#### Answer key for Exercise 1:

- 1 The whole scientific world followed the progress of the first successful clone, Dolly the sheep.
- 2 Then came the disturbing news that Dolly had become seriously ill.

#### Answer key for Exercise 2:

Dolly the sheep became a scientific breakthrough when the news that she had been born was announced in 1997. However, the problem that she later developed a serious lung disease bothered scientists. On 14th February 2003 scientists made the decision that Dolly should be put to sleep. Dolly's death, like her birth, was bound to raise worries. The fact that Dolly died when she was quite young disappointed people the world over. Scientists hold the belief that cloning may lead to many important scientific breakthroughs and medical treatments. But now the question comes to their minds, "Did she die young because she was a clone?" Besides that, there is also a fierce debate over the question whether human cloning experiments should be allowed. Scientists believe human cloning is just a matter of time but the assumption that human clones have already been born hasn't been proved yet.

## USING LANGUAGE

### Reading, discussing and writing

#### Suggested answers to Exercise 1:

- 1 There will not be enough genetic variation in the group to be able to resist new illnesses.
- 2 It is not a good idea to clone an animal that would live in a zoo because it is not a suitable habitat to develop and increase its numbers. The zoo is not a natural environment for a wild animal.

1997年多莉羊诞生的消息宣布后便成为一项科学突破。但是，后来多莉染上严重肺病的问题又使科学家们忧虑。2003年2月14日科学家们作出让多莉羊长眠的决定。多莉之死正如它的出世一样，肯定会带来焦虑。多莉早亡的事实令世人失望。科学家们认为克隆可能会带来很多重大的科学突破和医学疗法，但是现在他们不得不思考这样的问题：“多莉早死是因为它是一只克隆羊吗？”除此以外，关于是否应该允许进行人类克隆实验的问题也引起了激烈的争论。科学家们相信人类的克隆只不过是时间问题，但是克隆人已经问世的说法还没有被证实。

#### Suggested answers to Exercise 3:

Numerous answers are possible but all the clauses in the appositive should begin with the word “that”.

- 1 I had no idea that she would come next week for a short visit.
- 2 We heard the news that a woman trapped under the ruins for six days was rescued.
- 3 John told the truth that he failed in the test.
- 4 The law that human cloning is forbidden has been passed in our country.
- 5 Charles agreed to the regulation that he must have safety training.
- 6 Yesterday I was glad to get a message that the interview went well.
- 7 The fact that the people in the earthquake-hit areas had rebuilt their homes inspired all of us.
- 8 I got the impression that everyone in class did well in the performance.

#### Suggested answers to Exercise 2:

Cloning is useful because

- it could find a cure for illnesses that are presently incurable;
- it means that endangered species can be preserved;
- it could help families who cannot have children of their own.

It is a bad thing because

- it might produce monsters;
- it might bring back to life creatures that might harm us;

- you might be cloned without your knowledge.

## Exercise 3:

### Sample dialogue:

- S<sub>1</sub>: I think the dodo bird should be returned to the earth. It hasn't been extinct very long. So its DNA will still be good enough for cloning.
- S<sub>2</sub>: Yes and sailors in the past always described the dodo as being a very friendly animal. So it would make a good pet. It wasn't too large either. I can't see any other extinct animals becoming a pet, can you?
- S<sub>1</sub>: No, indeed. I know it's a bird like the Great Auk but neither of them could fly. So if you kept either, it wouldn't escape from a park, a family or its home in the wild. You could also farm a dodo, unlike all the others, and produce many of them as exotic pets.
- S<sub>2</sub>: And what about its large nutritious eggs? Just one would feed a large family. So there's more than one reason for producing it in commercial numbers.
- S<sub>1</sub>: Did you know that its meat is very tasty too! Perhaps it could be farmed like ostriches and provide a good source of protein.
- S<sub>2</sub>: The only problem is that it needs hot climate to survive. But that's easy to provide with all its other advantages. I don't think any of the other animals stands a chance against the dodo.
- S<sub>1</sub>: So we both agree that the best extinct animal to be cloned is the dodo bird.
- S<sub>2</sub>: Yes.

## Exercise 4:

### Sample report:

The dodo is the most suitable animal to be cloned for several reasons. First, it became extinct fairly recently, so its DNA is still in good condition. Second, it was always described as being a very friendly animal and it would make a good pet. Third, it cannot fly. So it would not escape from a park, a family or its home in the wild. You could farm a dodo and sell it as an exotic pet. Fourth, it produces large nutritious eggs which could feed a large family. Fifth, its meat is very tasty too! Perhaps it could be farmed like ostriches and provide a good source of protein. Although it needs hot climate to survive, we feel that this can be easily provided. In return the dodo would provide a most useful source of pleasure and food.

## Listening and speaking

The aim of the Listening is for Ss to examine the issue of whether experimenting with animals is cruel or not. This is a moral issue and one which many people feel very strongly about. So give Ss a chance to think of their own point of view and make sure they have enough time to do Ex 3 (the class discussion). This will make sure this topic is examined fully.

## LISTENING TEXT

### IS CLONING CRUEL?

*Xiao Qing (XQ) and Rachel Brown (RB) are discussing whether cloning is cruel to animals or not.*

- RB: Xiao Qing, do you think cloning's cruel?
- XQ: What do you mean by that? The scientists are doing a wonderful job. Soon they may be able to bring people's favourite pets back to life!
- RB: Yes, I know. But doesn't it seem cruel to you that it took 276 experiments before Dolly was successfully cloned? Think of all those live cells and eggs that died in order for Dolly to be born. I don't approve of that!
- XQ: But, Rachel, be reasonable. Isn't it always like that with a new science? This is the way people learn to do things better.
- RB: I suppose so – but they also make the animals do such unnatural things. One poor cow was made to give birth to a bison. What was the poor creature to think when it saw its baby?
- XQ: I don't quite understand why so many people are against cloning. I think the scientists need a bit of encouragement. Think of the benefits. Cloning may help medical science to produce cures for serious illnesses.
- RB: Yes, I know and I agree with that. It's just that I don't agree with the methods.
- XQ: Why not?
- RB: Well, I think it's a dead end. Dolly the sheep was "middle-aged" when she was born because her DNA came from a middle-aged "mother". Cloning your grandmother would mean a new baby started life as an old lady!
- XQ: Really? I never thought of that.
- RB: And it weakens the species. Cloning means that there's less variety in the species. So the animals

may not be able to resist a particular illness and they might die out.

XQ: Oh dear! And that was just what you and I were trying to avoid. In spite of all these, don't you think scientists would still be able to solve the

problems?

Answer key for Exercise 1:

1 3 4 5

Suggested answers to Exercise 2:

Rachel's ideas about cloning	Xiao Qing's ideas about cloning
1 cruel to animals	1 scientists are doing a wonderful job
2 makes the animals do unnatural things	2 may bring people's favourite pets back to life
3 it is a "dead end"	3 problems because it is a new science
4 weakens the species	4 it may provide cures for serious illnesses

Exercise 3:

The aim of the class discussion is to encourage Ss to express their personal opinions about animal cloning.

**Sample dialogue:**

XIAO: I agree with animals cloning. I think we must be safe so animals are needed to test things first.

LEI: No, I can't agree with that because animals are alive too. Don't they deserve a good life?

DAVE: I agree with Xiao because we won't know if cloning is safe for humans unless we try it on animals first.

LILY: How can you believe that? Lei's argument is correct. If we make animals live unnatural lives

and do unnatural things, then it won't be good for them or us.

XIAO: But the scientists are trying their best to make things better for the animals. They want them to have as natural a life as possible. Your ideas are not reasonable. Unless we try things out on animals, cloning may not be safe for human beings.

DAVE: Your arguments have convinced me, Xiao. I will vote with you.

LILY: Lei's arguments sound more encouraging to me. I support a better life for animals used in cloning experiments.

LEI: Thank you Lily. Thank you for your support.

## SUMMING UP

Remember to give Ss a few minutes to consider what they have learned from this unit. It will give them the chance to consider their strengths and weaknesses.

It can also provide them with an opportunity to see how well they are improving in their weaker academic areas.

## LEARNING TIP

This advice is about how to improve English fluency. Encourage Ss to listen to English radio programmes and native speakers' recordings, and watch CCTV 9 every

night so that their understanding of English improves. This will improve their spoken language too.

## Teaching guide for the Workbook (练习册教学指导)

### LISTENING

Most of the controversy about cloning is concerned with human cloning. With human cloning comes the possibility of cloning babies that the parents particularly want (for example, for sex, abilities, intelligence, looks, etc). This listening considers some of the problems that might arise.

#### Teaching suggestions:

- 1 Before listening to the tape for the first time, let Ss discuss the question in Ex 1.

#### Possible answers might include:

- legal problems: *What is the position of a clone and its original? Do they have the same rights? Should a cloned person be allowed to marry? What would be the status of any children?*
- political problems: *Should clones be able to take part in central or local government? Should they be considered citizens of their country?*
- financial problems: *Can they perform jobs? If there is a choice between giving a job to a real person or a clone, should the real person always be preferred?*
- social problems: *Should clones be allowed to live in the same area as real people as if they are the same as real people? Should they be allowed to mix in the same schools, universities etc as real people?*

Make a note of the different ideas suggested by the students on the board.

- 2 Listen to the tape for the first time. Do not stop it. Tick those ideas on the board that are the same as the ideas on the tape. Discuss any ideas that were mentioned on the tape but not mentioned by the class. By doing this you have identified the main idea of the listening text.
- 3 Now read Exx 2 and 3. Follow the instructions for doing each one.

### LISTENING TEXT

#### IS HUMAN CLONING A GOOD IDEA?

*Wang Qiao (WQ) is talking to Clare Peters (CP) about human cloning.*

WQ: What do you think about human cloning, Clare?

CP: I don't know what to think. But I suppose it'll come one of these days. I think there are many problems that nobody has thought of yet.

WQ: What do you mean by that?

CP: Well, a clone will be an exact copy of the original donor. Right?

WQ: Yes, so what?

CP: Well, what's the relationship between the clone and his original donor?

WQ: I suppose they must be like one person. The clone is the same as his original donor.

CP: Let's suppose that you take a baby to a laboratory to be cloned. Does it matter if the laboratory returns you the real baby and one clone or two clones?

WQ: Yes, it does. But how could this possibly happen?

CP: Well, the scientists may get confused.

WQ: My goodness. Surely they would notice if there is an age-gap between the donor and the clone.

CP: Maybe. What if the donor and the clone are very close in age? Let us suppose they are both babies.

WQ: OK.

CP: Let's suppose that the laboratory wanted to use the real baby to make more clones. Perhaps they know parents who would like to buy a cloned baby. Perhaps this family is unable to have children of their own. So the laboratory keeps the real baby and sells the clones as they grow.

WQ: But that's a baby factory! That's not moral at all!

CP: I know, and that's why it's important to get our ideas sorted out now. So we really have to think about the problems of human cloning.



WQ: Yes. Now I see your point. We should do something about this. How about a class discussion? What do you think? ... (fade out)

### Answer key for Exercise 2:

2 3 4

### Suggested answers to Exercise 3:

1 Clare thinks people will want to buy cloned babies

## TALKING

This discussion is to let Ss examine an issue which may seem far from their own experience but which may be a possibility in the future. Unless the Chinese government makes laws against such action, it might be possible for a family to have more than one child by cloning the first one. This makes Ss aware of some of the advantages and disadvantages in the development of a human clone. In discussion, Ss are encouraged to use the expressions listed on Wb page 54.

### Sample discussion:

- S1: Would you like a clone of yourself in the family?  
There might be some advantages but also some disadvantages.
- S2: Yes, I'm happy to accept a clone. She could take the dog for a walk, wash up the dishes and keep my bedroom tidy.
- S1: Are you sure you want to share your bedroom with her? You are so untidy. I suppose your clone will be untidy too. Two of you are in the same room. Is it fair to expect her to do all the tidying up?
- S2: Of course not. Now I don't understand why you find difficulties in the idea. I can't help thinking that you would be jealous of someone else receiving your mother's affection as well as yourself.
- S1: I don't mind that, but I would mind having to share

if they cannot have babies of their own.

- 2 People have not thought that there may be dishonest laboratories who will produce and sell cloned babies like a baby factory.
- 3 Various answers are possible but each needs a reason to be considered correct.
- 4 Various answers are possible but each needs a reason to be considered correct.

my toys and my grandparents' attention at Spring Festival.

- S2: Do you think it's wise to have a clone the same as you?
- S1: Yes, it would understand me and support me in discussions with my parents.
- S2: Can you be sure? I can't help thinking your clone might just as easily use its understanding against you. It might even try to get more presents or attention or support for itself.
- S1: I never thought of that. Well done to you for pointing that out. Maybe it wouldn't be a good idea to accept a clone after all. I don't think I would like a clone in my family.
- S2: So you agree with me now, do you?

### Possible answers to the questions:

We are not in favour of having a clone of ourselves in the family.

- At first we thought a clone would be an advantage as he/she could help us with jobs around the house that our parents like us to do.
- Then we realized we would have to share our toys or grandparents' affection with the clone.
- We suddenly realized that a clone might be harmful to us and not help us at all.

## USING WORDS AND EXPRESSIONS

### Answer key for Exercise 1:

procedure, assumption, be bound to, resist, from time to time, restoring, shortly, claws, brought back

### Answer key for Exercise 2:

1 in time      2 in danger      3 in vain  
4 in black pen      5 in favour of      6 In the meantime

Suggested answers to Exercise 3:

- 1 I **adore** homemade rectangular **loaves** made with **brown flour** and nuts.
- 2 He is very **conservative**, and is even **in favour of a constitution** that gives few rights to **immigrant voters**.
- 3 When the leader of the **chorus retired** from the **opera**, they held a **dinner party** for him.
- 4 **The media** plays an important role in influencing public opinion.

## USING STRUCTURES

Answer key for Exercise 1:

1 C 2 E 3 A/F 4 B 5 A/F 6 D

The first sentence does not contain an appositive clause, but an objective clause.

Answer key for Exercise 2:

- 1 that they should buy a new car
  - 2 that they wanted the most expensive one
  - 3 that they would save for six months
  - 4 that Sue's uncle had died unexpectedly
  - 5 that she must follow when she inherited money
  - 6 that she should save all her money in the bank
  - 7 that she was doing the right thing to use the money
- Appositive clauses: 1 3 4

NOTE:

To many classes Ex 3 may be rather challenging. Students need some help from the teacher. They may be given alternative phrases as Ex 2 for them to choose. However, this activity is quite open. If possible, let

- 5 Don't **bother** about taking down those **decorations** yet. The Christmas celebrations aren't over yet.
- 6 The **regulations** for cloning animals are very strict. He was **unable** to continue his experiments.
- 7 Don't **bother yourself about** cloning my pet cat. I won't expect to **bring it back to life**.
- 8 The people in **flooded areas** owed a great deal to the PLA soldiers for their rescue work.

the Ss do it independently. They will make it interesting.

Suggested answers to Exercise 3:

Hans Lotte, the explorer, is well-known for his excellent television documentaries. However, he does not look like a traditional television host, so many people cannot understand how he got his job. The fact that mountain climbing was so popular in his hometown in Florida encouraged his ambition. It made him interested in television documentaries that he both could take risks and earn a living. So he made the decision that he would study earth sciences at university. Luckily the possibility that he spoke many languages helped him become a star when the TV company visited Russia. He soon became a regular presenter in front of the camera and viewers began to ask why he did not make it his career. He became a great success. Unhappily we have heard the news that he is retiring this year, but everybody can still watch his fascinating series on TV.

## LISTENING TASK

This is an opportunity for Ss to recognize the issues involved in cloning mammals. This is a light-hearted discussion but it hides some truths. Is it more important to use this technology to clone animals or to cure people with serious illnesses? Should it only be available to people who can pay? Should such technology be available to developing countries as well as the rich Western countries? Listen to the tape and enjoy the story.

### LISTENING TEXT

#### A DISCUSSION ABOUT CLONING

Billy (B) and Frank (F) are having a discussion about cloning pets.

B: You know, Frank, I agree with cloning. My mum has a pet dog and she is devoted to her. I think if anything

happened to this pet she would be very upset. So we want to keep my mother happy by keeping her pet alive forever!

F: What's this all about? A little dog! Surely you can make your mother happy again in another way! Does she know what people did before cloning was a possibility?

B: Yes, and she knows the cloning procedure. She's read about the experiments in America. They offer chances for pets to produce their own stem cells. These stem cells will produce new pets at a very reasonable price.

F: Reasonable price! Surely it will be very expensive.

B: Well, my mother is saving money to go to America with the dog just before it dies. If she goes to the laboratory, we'll all spend a week in America. If we're lucky, we'll be able to return after a few months with a new dog.

F: Now I understand. You just want a holiday trip to America, and getting a new dog is just an excuse.

B: Yes and why not?

F: You are encouraging your mother to love her dog, so she will want to clone it when it gets old. Then you will take advantage of that to have a good holiday. Don't you think about the moral problems of cloning?

B: No, I don't. It's fine by me, if I can make my mother

happy and enjoy myself as well. That's moral too!

F: You know what they say about small dogs in Western countries. People keep dogs instead of having a real baby. Is that the case with your mother?

B: Certainly not! She has me after all. But I have to be away from her when I study abroad for my Master's degree. She'll need her small dog then!

F: I see. Now I know why I don't agree with cloning.

B: Now you know why I do.

#### Answer key for Exercise 2:

1 O 2 O 3 F 4 O 5 F  
6 O 7 F 8 O 9 O 10 F

#### Suggested answers to Exercise 3:

- 1 He wants to make his mother happy by keeping her pet dog alive forever, and he also wants to take the chance to America for holiday when the dog is being cloned there.
- 2 Frank doesn't agree with cloning because he thinks cloning is very expensive and it has many moral problems.
- 3 Billy's mother is in favour of cloning. She is saving money to go to America to have her pet dog cloned just before it dies.
- 4 Various answers are possible.

#### Suggested answers to Exercise 4:

Billy's arguments for cloning pets	Frank's arguments against cloning pets
1 It is moral to make my mother happy.	1 It is very expensive to clone a pet.
2 It can provide an excuse for a holiday abroad.	2 It is selfish because it is an excuse for a holiday.
3 My mother will need her pet when I am away.	3 It is selfish because it means the student can study abroad without his mother complaining.

#### Answer key for Exercise 5:

BILLY: Yes, and she knows the cloning procedure.  
She's read about the experiments in America.

FRANK: You are encouraging your mother to love her

dog, so she will want to clone it when it gets old. Then you will take advantage of that to have a good holiday.

## READING TASK

#### Background:

"Medical cloning" is a medical cure using cells from

an embryo to cure very serious illnesses. The idea is to take healthy cells from a patient and create copies that

can be used to repair damaged or diseased parts of the patient. In theory, medical cloning will be very useful for curing patients, but a large amount of research will be needed before this can happen. The research is organized by the government and is strictly controlled. The research can:

- create cloned human cells (but not older than 14 days);
- be used to better understand early human development;
- be used to help with genetic diseases of old age;
- be used for transplants for incurable conditions without the problem of transplant rejection.

Suggested answers:

Team	What's their argument?	Two reasons for/against medical cloning	Do you agree with them? Why?
A	For medical cloning	1 to cure serious illnesses that have no cure at the moment	Various answers and reasons are possible.
		2 to help people who have diseases which make them gradually lose their ability to move easily or to think	Various answers and reasons are possible.
B	Against medical cloning	1 to make the stem cells that will cure an illness of one person, you have to kill another human being	Various answers and reasons are possible.
		2 scientists are worried about the efficiency of the system	Various answers and reasons are possible.

## SPEAKING TASK

This is an opportunity for Ss to prepare a speech to give in front of the class. Giving a speech in public is much like preparing and organizing a piece of writing. But Ss should be encouraged to remember:

- prepare what they are going to say before the speech.
- write down the main ideas on a piece of paper so that they don't forget anything.
- always look at the audience when they are speaking.
- speak more slowly and clearly than they normally would.
- do not speak too long – only for five or ten minutes at the most.
- do not stop the speech for questions; answer them in the end.

### Sample dialogue:

- S1: I've been asked to finish the debate by giving the closing arguments. That's a great honour, but I feel quite nervous about it.
- S2: Don't worry. I'll help. First you must explain what side of the argument you're on. That's easy.
- S1: Then I must give the most important points of the argument that have already been mentioned.
- S2: Right. So you need to make notes as you listen to the debate.
- S1: OK. Then I must make some new points of my own. Luckily there are some in the textbook to help me. I can use the percentage of Americans that support medical cloning.
- S2: You can also use that quote by Zoe Lofgren. She

sounds a good person.

S<sub>1</sub>: Yes I can. And then I must finish my speech. They told me it mustn't be too long.

S<sub>2</sub>: Well, just ask the people to vote for your side of the debate. That should be enough.

S<sub>1</sub>: Gosh, thanks for your help. I don't think I'd have done so well without you!

**Sample speech:**

Dear chairperson, ladies and gentlemen,  
It is my pleasure to present the arguments for those that want cloning research to continue. As you are already aware, cloning research is very important for curing serious illnesses. Some of these illnesses have no cure, but medical

cloning can help people regain the use of their brain or movement. The advantages for the patient are tremendous. The disadvantages for the patient are small.

Most people are in favour of medical cloning. In a poll in America, 67% of the people who were asked were in favour of medical cloning. They understand (with Zoe Lofgren in Congress) that it would be impossible to refuse seriously sick people a cure. As she put it: "Who among us could tell a person suffering from cancer or Alzheimer's, 'you cannot have the cure that will save your life'?" None of us, I am sure.

So I hope after listening to all the arguments you too will be able to support medical cloning. Please vote for our side of the debate.

Thank you.

## WRITING TASK

This task gives Ss an opportunity to examine both sides of the issue of medical cloning from an impartial point of view. They must give both sides of the argument fairly and come to their own conclusions. This means they should indicate who they support and why.

**Sample writing:**

Yesterday there was a very exciting debate at Xinjiang Middle School about whether medical cloning should be allowed or not. After a lively discussion a vote was taken and the side arguing for medical cloning won. The arguments for medical cloning were very strongly put by the team supporting the motion. They argued that serious illnesses and people who were losing their ability to move or think could be helped by medical cloning. They explained that the procedures would be safe, quick and with no problems for the patients. They

showed that 67% of the people in America supported it. Their arguments were very convincing.

The arguments put by the team opposing medical cloning were less strong. They argued in two ways. Their first reason was that the procedures were not yet secure. Their second reason was that it took many tries and many potential animals had to be killed to produce one useable embryo for research. They explained that more than twenty European countries do not allow medical cloning research because of this. They quoted Pope John Paul II. But their arguments were not so convincing.

At the end of the debate, the audience were left with a feeling of hope. They realized that diseases that seem terrible today may be able to be cured soon. Many people were excited and happy when they left the hall. The writer of this article was among them!

## \*PROJECT

This is an opportunity for Ss to organize a debate of their own on a topic that interests them. They should choose a chairperson who will introduce the topic and finish the debate. The rest of the class can contribute when the topic is opened to everybody by the

chairperson. Perhaps a lesson (or part of one) can be given to this exercise. Perhaps it can be used as an assessment opportunity by the teacher who should note the quality of contribution of each of those taking part. At the end of the debate the teacher should evaluate the



exercise as a whole (with positive as well as negative comments). The teacher could comment on:

- organization of the debate;
- quality of the ideas in the speeches by the opening speakers;
- quality of the debate when the rest of the class is included;

- particularly good contributions by students;
- how the final speakers finish the debate;
- whether the vote reflects the quality of the debate.

It will provide Ss with an opportunity to show their potential. It will provide the teachers with an opportunity for assessment.

So good luck!

### CHECKING YOURSELF

Allow some minutes for Ss to reflect on the questions. Ask them if they feel this exercise is helping them focus on poorer academic areas of their work. Ask them if they feel they are improving in those areas. Ss may

indicate whether they feel they are improving or not. They need not give any indication of the areas they think need improvement. Above all continue to encourage them to use this time profitably.

人教版®

# Unit 3

## 第三单元

# Inventors and inventions

## 教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目
话题	Inventions; patent applications; great inventors
词汇	patent courtyard walnut distinguish merciful product powder perfume stainless cube cubic abrupt abruptly convenient caution expectation passive merry merrily seize criterion valid file ripe string glue freezing greengrocer identification directory dial rainfall innocent lantern bear jam forehead dynamic dot tap wire straw current helicopter triangle stable associate practical refrigerator court extension version competence personnel
汇	call up now and then set about beaten track dive into set out (to do) hang on out of order get through ring back ring off
功能	打电话 (Making telephone calls) Which extension ..., please? Can I speak to ..., please? Hold the line, please. Hang on, please. Just a moment, please. I'm sorry, but this phone is out of order. I can't get through. Sorry. He/She isn't here right now. Can I ring back later? I'll ring him/her up again. I must ring off now because ....
语法	复习过去分词 (用作定语、表语和宾语补足语) (Revise the Past Participle as the Attribute, Predicative and Object Complement) I carried in my hand a small net <i>used</i> for catching fish. She seemed <i>embarrassed</i> by the question. Mary wants her paintings <i>displayed</i> in the gallery.

## 教学建议

### (Suggested teaching notes)

#### 一、教学内容分析

本单元的中心话题是“发明家与发明”。具体涉及“发明与发现的区别”、“发明产生的过程”和“申请发明专利的条件”。语言技能和语言知识都是围绕“发明”这一中心话题设计的。

“热身”(Warming Up)部分为了帮助学生弄清“发明”和“发现”的区别,提供了三幅图片。要求学生两人一组展开活动:1. 讨论判断哪幅图片是“发明”,哪幅图片是“发现”。2. 列出判断“发明”和“发现”的标准。3. 讨论并描述一些熟悉的现代发明并说明它们是如何改变人们的生活的。

“读前”(Pre-reading)部分提供了发明家为了让其发明得到认可所必须通过的六个程序。要求学生调整其先后顺序来预测一项发明产生的过程,然后阅读短文并检验这个过程是否正确。

“阅读”(Reading)材料是一篇记叙文。故事讲的是一个女孩如何通过多次尝试,最后成功地把在她母亲家院子里安家的一窝蛇捉住并放归大自然的,她的捕蛇技术申请了发明专利。文章也提到了申请专利的标准。

“理解”(Comprehending)部分练习1设计了四个问题,检查学生对文章中事实性细节的理解与掌握,并讨论获得专利的好处。练习2要求学生两人一组讨论获得专利的好处,从而了解申请专利的意义。练习3提供了一系列生活中可能遇到的问题的场景设计,激励学生开动脑筋,发挥想象力和创造力去发明以解决这些问题。练习4提供五项发明,要求学生判断什么样的发明才能获得专利并给出理由,加深对专利标准的理解。

“语言学习”(Learning about Language)部分包含两方面的训练。“词汇学习”部分向学生介绍了通过后缀记忆词汇和学习其意义的方法;要求学生正确使用本单元中的一些重要词汇完成语篇填空,并用课文中出现的新单词和词组来替换其英语释义。另外还通过图片设计情景,让学生学会在真

实语境中使用词汇。“语法部分”设计了大量的动词填空练习,训练学生正确理解和掌握过去分词作定语、表语和宾语补足语的用法;并设计真实情景,让学生在口语练习中体会过去分词的用法。

“语言运用”(Using Language)部分在阅读和听力材料中分别介绍了电话发明家亚历山大·格雷厄姆·贝尔以及当今英国发明家詹姆斯·戴森的故事,并通过操练打电话和写求职信,进一步训练学生说和写的能力。

“小结”(Summing Up)部分要求学生根据给出的三项提示(content, words and expressions, structures)对本单元所学内容进行总结。

“学习建议”(Learning Tip)部分告诉学生不要害怕失败,成功的发明家往往要经历很多次实验的失败。建议中还为学生提供了一些渠道,供他们查找更多的有关发明家的信息。学生在阅读关于如何向他人介绍发明和发明家设计了哪些有趣的发明的同时,也提高了自己的英语水平。

#### 本单元所涉及的要点是:

1. 了解科学发现与发明创造的区别以及发明产生的过程和专利认定的标准。
2. 掌握本单元教学目的和要求中的词汇和短语的用法。
3. 熟练掌握过去分词做定语、表语和宾语补足语的用法。
4. 进一步熟悉打电话用语和书信格式,并学会写求职信。

#### 二、教学方法建议

##### (一) 主题任务

根据本单元的中心话题,建议设计以下主题任务:

1. The greatest inventions in the 20th century  
以20世纪最伟大的发明为主题,让学生分小组上网收集20世纪重大发明的有关信息。

第一步：教师提出问题：What are the important inventions of the 20th century?

学生自由回答；教师归纳信息。

以下表格仅供教师参考：

Inventions in the 20th century

Year	Invention	Inventor(s)
1902	Air conditioner	Willis Carrier
1903	Gas-motored and manned plane	Wright brothers
1910	The first talking film	Thomas Edison
1923	Television	Logie Baird
1928	Penicillin	Alexander Fleming
1937	Photocopier	Chester F. Carlson
1940	Colour television	Peter Goldmark
1942	Electronic digital computer	American scientists
1945	Atomic bomb	American scientists
1950	Credit cards	Ralph Schneider
1985	Windows OS	Microsoft Company
1990	World Wide Web	Tim Berners-Lee

第二步：教师布置任务 Which invention do you think is the most important one? Why?

1) Choose an invention that has changed people's lives.

2) Study its history.

学生以四人小组为单位进行讨论，交流意见，最后确定小组所要探讨的一个发明，确定各自的任务。

第三步：学生课后活动

1) 上网或者去图书馆查找有关信息。

2) 加工提炼素材，形成报告。

第四步：班级活动

教师组织各小组交流展示，共同分享、进行评价。

任务目的：

1) 通过研究和交流，让学生熟悉 20 世纪的重大发明以及它们给人们的生活所带来的巨大变化，了解人类科学技术发展的历史。

2) 培养学生收集和处理信息的能力。

2. Life in the future

以未来的生活为主题，谈论在未来人们的生活会出现哪些变化。让学生设想在某个领域会出现

的发明，解释其功能、作用和用途，鼓励学生用英语表达其大胆设想。

为使学生能展开讨论，教师可以提出某些领域，例如：

1) Food 2) Clothes 3) Transportation

4) Medical care 5) School life 6) House

采取四人小组活动的形式，每个小组选择一个话题进行讨论，最后派代表在班上交流。

任务目的：

1) 培养学生学会如何思考，发挥学生的想象力，激励学生的求知欲和学习兴趣。

2) 增加语言的输出量，提高语言表达能力。

(二) 热身部分教学

这部分的重点是让学生区分 invention 与 discovery 含义的不同。学生已学过 invention 这个单词，为此建议从这方面导入。教师可以提出这样的问题：Who was Edison? (He was a great American inventor.) Do you know how many inventions he made? Can you mention some of them? Everybody knows he invented the electric bulb. A lamp can't give light without electricity. Did Edison invent electricity? Can electricity be invented? Is electricity an invention or a

discovery? Why? 通过这样的问题来帮助学生给这两个词下定义。接着可组织学生讨论教材提供的三幅画, 进一步加深理解 invention 与 discovery 的区别。

### (三) 语法教学

语法教学要注意自然导入。在本单元教学中, 在遇到过去分词作定语的句子时, 教师可以先请学生用汉语来翻译这个句子, 然后再要求学生将分词部分用定语从句来改写, 以便体会与感悟过去分词作定语所表达的被动和完成的含义, 最后再将课文中出现的所有的过去分词作定语的句子找出, 并用定语从句来改写, 从而加深理解和巩固其用法。

此外, 要提醒学生注意过去分词作定语的位置: 单独一个过去分词作定语一般放在被修饰的名词之前。如: A *broken* cup is lying on the ground. (地上有个摔坏的茶杯)。分词短语则要置于被修饰的名词之后。如:

This is a letter *written in blue ink*. (这是一封用蓝墨水写的信)。

但有时单独一个过去分词作定语也有放在被修饰词之后的情况。如:

I hear there may be a few copies *left*. 我听说可能还剩下几册。(修饰 there be 句型的主语)

This is the best hotel *known to me*. 这是我所知道的最好的旅馆。(修饰的名词前有最高级)

本单元“语言学习”中的语法练习不仅复习了分词作定语的用法, 还复习了分词作表语和宾语补足语的用法。练习册还设计了过去分词与-ing形式比较的练习。

### (四) 说的训练

本单元的听说材料是电话采访。为了加强口语训练, 这里再提供一项材料, 供教师选择使用。

假设你名叫王林, 是一个中学英语报的记者, 打电话给有关部门的李先生询问有关全国青少年科技创新大赛 (National Adolescents Science & Technology Invention Contest 简称 NASTIC) 的情况。教师事先将大赛的简介投影在屏幕上, 然后要求学生编对话。每对学生准备 3-5 个问题 (Who, What, When, Where, How 等)。

全国青少年科技创新大赛 (NASTIC) 概况:  
“全国青少年科技创新大赛”是展示交流中小

学各类科技活动优秀成果的一种形式。每年举办一届, 到 2002 年为止共举办了 17 届。大赛共涉及 11 个学科, 如数学、物理、化学、微生物学、环境科学、工程学、动植物学、地球与空间科学、生命科学和社会科学。其作品形式包括: 在科技实践活动和研究性学习过程中产生的发明创造作品和科学论文。大赛旨在推动青少年的科学普及活动, 培养青少年的创新精神和实践能力, 迎接未来世界的挑战。最基层竞赛在市级, 选手先参加市级比赛, 市级优秀作品参加省级比赛, 省级一等奖获得者再推向全国比赛。大赛共设三等奖。

以下对话供参考:

A: Hello. This is Jack, a journalist of *The Student Post*.

Can I speak to Mr Li, please?

B: Speaking. What can I do for you?

A: Do you think you would do a phone interview now?

I am very interested in the NASTIC.

B: Sure. I'm happy to give you any information you need. What do you want to know?

A: First of all, I'd like to know how often the contest is held. Who are qualified to take part in it? Which subjects does it include? What is the purpose of holding the contest?

B: ....

A: I'm afraid I shall have to ring off now. Thank you very much for all the information you've given me. Goodbye.

B: You're welcome. Goodbye.

### (五) 写作教学

训练学生写求职信, 要让学生熟悉常见句型, 提高语言运用的合理性。首先, 要注意开篇交代句、末尾总结句和常识性语句, 提高文章的呼应性。开篇句往往交代消息来源, 并表明求职心愿, 如: I learned from the newspaper that your company wanted a ... and I am very interested in it. 末尾句往往表达盼望能很快收到答复的迫切愿望并表明感激之情, 如: I would be very thankful if you would give me an early reply. 这方面学生用书的 Writing 部分也给出了示例。第二, 求职信往往需要介绍自己的姓名、年龄、身高、健康状况、业余爱好、特长、工作态度及人际关系等, 这就必然会出现一些有规律的句型。常见的短语如: be in good health, be good at, be



expert in, have rich working experience, enjoy doing sth in one's spare time, be strict with, be kind to, get on well with 等。此外, 要防止遗漏要点。如果是针对广告招聘的求职信, 应认真阅读广告, 明确招聘要求, 并对照自己的条件, 逐一加以介绍, 同时还要注上自己的通讯地址和联系方式。

以下是一封求职信, 仅供教师参考。

Dear Sir,

I read with great interest in *The Student Times* that your company wants to hire an English interpreter. I would like to apply for this post and feel that both my education and experience fit me for it very well.

I have recently graduated from Beijing Foreign Studies University with a first degree and a Master's degree in English. I have a good command of both spoken and written English and can use a word processor. Last year I entered and won an English speaking competition at my university. I have worked as a foreign tour guide, and I am familiar with speaking to foreign visitors.

I enclose a copy of my CV and hope to hear from you soon.

Yours sincerely,  
Li Ying

### 三、教学评价建议

#### (一) 非测试性评价

根据自己的实际情况回答下列问题, 并存入个人学习档案。

Things I can do	Evaluation				
I know the differences between a discovery and an invention.	5	4	3	2	1
I know the stages every inventor must go through before they get a patent.	5	4	3	2	1
I know what a patent is and its advantages.	5	4	3	2	1
I know some famous Chinese inventors both in history and nowadays.	5	4	3	2	1
I know some famous inventors in other countries.	5	4	3	2	1
I can understand and use the vocabulary in the unit correctly.	5	4	3	2	1
I can use the past participle as the attribute, predicative and object complement.	5	4	3	2	1
I can write a letter in English to apply for a job.	5	4	3	2	1

#### (二) 测试性评价

1. 选择正确答案填空。

- 1) The boy tried his best to make himself \_\_\_\_\_ in his \_\_\_\_\_ English.

A. understood, breaking  
B. understand, broken  
C. understand, breaking  
D. understood, broken

- 2) English is a language \_\_\_\_\_ all around the world and is the \_\_\_\_\_ language of most international organizations.

A. to speak, working    B. spoken, working

C. speaking, worked    D. spoken, worked

- 3) A: Who are those people with the banner?

B: A group \_\_\_\_\_ itself the League for Peace.

A. calling    B. calls    C. called    D. is called

- 4) When \_\_\_\_\_ about the secret of his success, Spielberg said that he owed much of his success and happiness to his wife and children.

A. asked    B. being asked  
C. was asked    D. asking

- 5) The problem \_\_\_\_\_ now is very important.

A. being discussed    B. discussed

- C. discussing                      D. to be discussed
- 6) There was a terrible noise \_\_\_\_\_ a sudden burst of light.  
A. followed                      B. following  
C. to be followed                  D. being followed
- 7) The computer centre, \_\_\_\_\_ last year, is very popular among the students in this school.  
A. open                              B. opening  
C. having opened                  D. opened
- 8) A: How did the audience feel when they saw the ending of the play?  
B: \_\_\_\_\_  
A. Excited                      B. Excite  
C. Exciting                      D. To excite
- 9) How to feed a \_\_\_\_\_ population is a problem that is \_\_\_\_\_ many people.  
A. growing, troubling      B. grown, troubled  
C. growing, troubled      D. grown, troubling
- 10) He found a magazine \_\_\_\_\_ with the owner's name \_\_\_\_\_ on the desk with the back cover \_\_\_\_\_ off.  
A. marking, lying, torn  
B. marked, lying, torn  
C. marked, laid, tearing  
D. marking, laying, tearing

## 2. 完成下列字谜。

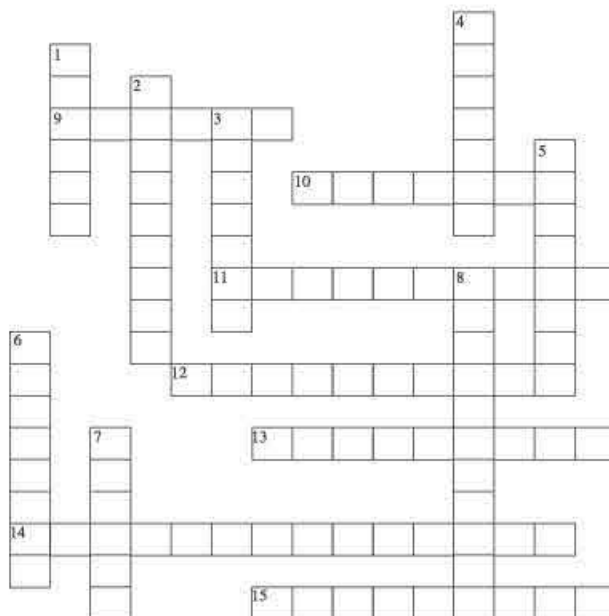
### Down

- 1) Steady and not likely to move or change
- 2) likely to succeed or be effective in a situation
- 3) Sth that is grown on a farm or made in a factory
- 4) Full of energy and new ideas, and determined to succeed
- 5) Not guilty of a crime
- 6) Standards by which sth is judged
- 7) The right given by the authorities to make or sell sth that no one else is allowed to copy
- 8) What you think or hope will happen

### Across

- 9) Sudden and unexpected
- 10) The quality of being very careful to avoid danger or risks

- 11) The ability to do sth well
- 12) Close or easy to reach
- 13) A book or list of names, facts, etc, usually arranged in alphabetical order
- 14) Official papers or cards, such as your passport, that prove who you are
- 15) The people who work in a company, an organization or a military force



### 参考答案:

1. 1) D    2) B    3) A    4) A    5) A  
6) B    7) D    8) A    9) A    10) A
2. 1) stable    2) practical    3) product  
4) dynamic    5) innocent    6) criteria  
7) patent    8) expectation    9) abrupt  
10) caution    11) competence  
12) convenient    13) directory  
14) identification    15) personnel

## 补充参考资料 (Supplementary reference materials)

### 一、补充注释

1. Here was a chance for me to distinguish myself by inventing something merciful that would catch snakes but not harm them. 这回我有机会来表现一下自己了。我要发明某种仁慈的东西，既可以把蛇捉住，又不会伤害它们。

**distinguish oneself:** to cause (oneself) to be eminent or recognized 使自己与众不同; 使自己出名。例如:

They have distinguished themselves as dedicated social workers. 他们以全心全意的社会工作者而著称。

**distinguish** (vt. & vi.) 有以下几个意思:

1) 辨别; 辨认。例如:

I can distinguish them at a distance. 从远处我能认出他们。

2) (常与 from, between 连用) 区别; 区分。例如:

Can you distinguish the different musical instruments playing now? 你能区分出正在演奏的各种不同的乐器吗?

Can you distinguish between those two objects? 你能区分那两个物体吗?

3) (常与 from 连用) 使有别于; 有……特点。例如:

Speech distinguishes men from animals. 语言把人和动物区别开来。

Elephants are distinguished by their long trunks. 象因为有长鼻子而有别于其他动物。

2. I set about researching the habits of snakes to find the easiest way to trap them. 于是我就着手研究蛇的习性, 以便能找到最容易的方法捉住它们。

**set about doing sth:** to begin or start doing sth 着手或开始做某事。例如:

He set about solving the problem as soon as he arrived there. 他一到那儿就着手解决问题。

To attract more visitors the villagers set about building a road to the top of the mountain. 为了吸引更多的游客, 村民们着手修建一条通往山顶的公路。

3. This was in the expectation that the snakes would bite again. 这是因为我预料蛇还会再咬人。

**expectation:** (n.) firm belief that sth will happen 预料; 期待。例如:

There's no expectation of snow tonight. 今晚预计无雪。

We waited at the station in expectation of her arrival. 我们在车站等着, 期待她的到来。

4. But monitored carefully, the snakes proved to be no trouble and all went according to plan. 但是经过仔细监视, 证明这些蛇不会惹麻烦, 一切都按计划进行着。

**monitor** (vt.)

1) to check by means of an electronic receiver for significant contents, such as military, political, or illegal activity 利用监听器或监视器来监听、收听、收视重要内容, 如有关军事、政治或非法活动的内容。例如:

They have been monitoring the enemy's radio broadcasts to try to find out their secret plans. 他们一直在监听敌方的电台广播, 设法查探他们的秘密计划。

2) to keep close watch over; supervise 密切监视; 监督。例如:

The teacher is monitoring an examination. 老师正在监考。

**prove** (vt.)

1) show that sth is true or certain by means of argument or evidence 证明; 证实。例如:

He has proved his courage in battles. 他已在战斗中证明了自己的勇气。

Facts prove that the creative power of people knows no limits. 事实证明人民的创造力是无穷的。

2) (vi.) be seen or found to be; turn out to be 原来(是); 证明(是)。例如:

The method/drug proved (to be) highly effective. 这个方法/这种药被证明是非常有效的。

My advice proved to be wrong. 我的意见被证实是错的。

5. Only after you have had that recognition can you say that you are truly an inventor. 只有你得到这种承认, 你才可以说是一个真正的发明家。

**only** 修饰状语, 置于句首, 主句的语序需要倒装。此句如改成正常语序应是: You can say that you are truly an inventor only after you have had that recognition. 又如:

Only by working hard can we pass the exams.

某些否定词置于句首, 表示强调时也会引起倒装。如: never, seldom, hardly, neither, nor, not, only, little 等。如课文中另一句:

Nor will you receive a patent until a search has been made to find out that your product really is different from everyone else's.

又如:

Never have I seen such an exciting film.

Little did I know what was about to happen.

6. The criteria are so strict that it is difficult to get new ideas accepted unless they are truly novel. (评定) 专利标准非常严格, 除非新的想法真是新颖的, 否则很难被接受。

这里 that 引导结果状语从句。主句和从句是原因与结果的关系, 译作“因此”。例如:

She spoke so fast that few of us could follow her. 她讲话太快, 我们很少有人能听得懂。

She described the events so vividly that I could almost see them. 她把那些事件描述得活灵活现, 我几乎能够亲眼目睹了。

7. Leave the beaten track occasionally and dive into the woods. 偶尔离开平路去寻求困境。(即鼓励人们自己去探索新生事物。)

**beaten track**: 踩出来的路; 惯例。又如:

They live miles off the beaten track. 他们住的地方远离人烟。

**dive** (vi.)

1) to go headfirst into water 潜入; 跳水。例如:

He dived into the river and rescued the drowning child. 他跳到水中, 救起那快要溺死的小孩。

2) to move quickly in a specified direction 扑去; 冲去。例如:

When the rain started, we dived into a café. 雨下了起来, 我们立即跑进了一家小餐馆。

8. Although he is most often associated with the invention of the telephone, he was indeed a continuing searcher after practical solutions to improve the quality of everybody's life. 虽然人们常把他和电话的发明联系在一起, 但是他的确是一名永不停息的探索家, 不断寻求着改善人们生活质量的途径。

## 二. 背景知识

### 1. Chronology of Alexander Graham Bell's life

Alexander Graham Bell (1847–1922), Scottish and later an American citizen

**Best known for:** inventing the telephone and teaching deaf students how to speak.

**1870–1:** moved to Canada and then the USA from Scotland.

**1872:** opened a school in Boston to train deaf children to speak. His mother was deaf so he became very interested in communicating with deaf people and helping them respond.

**1873:** became a professor at Boston University for deaf speech.

**1876:** invented and patented the telephone.

**1877:** formed the Bell Telephone Company.

*"The most successful men in the end are those whose success is the result of steady accretion."*

— Alexander Graham Bell

### 2. James Dyson (1947–), British

**1966–70:** studied at the Royal College of Art and concentrated on furniture design and interior decoration.

**1974:** invented a water-filled plastic garden roller to flatten the grass.

**1977:** designed a ballbarrow, which is a wheelbarrow using a plastic ball.

**1978:** began to design the vacuum cleaner.

**1979–1984:** tested his cleaner in 5,127 trial models before he was satisfied. It proved to be the best selling vacuum cleaner ever.

**2000:** developed the contrarotator washing machine.

### 3. **Leonardo da Vinci (1452–1519), Italian**

#### **His training:**

He began by being apprenticed to an established painter, and learned to draw from real life. The school of Verrochio was the best school at that time so Leonardo got a good training there.

#### **His abilities:**

When Leonardo described himself to a possible employer, he emphasized his military inventions and only mentioned his painting and sculptures in passing. His anatomical drawings show that he was

a great observer and used this ability to help him in his inventions.

**1480:** began designing many military machines of war.

**1480–82:** designed a repeating gun.

**1487–90:** designed ways of flying on one's own and in a machine.

**1495:** fresco (or wall painting) of *The Last Supper*.

**1500:** designed a glider.

**1503:** painting: *Mona Lisa*.

**1505–13:** began to conduct experiments into the human body, cutting up dead bodies to find out how they worked.

**1513:** began experiments into the heart and the circulation of the blood using oxen; he was the first to show the alimentary system (stomach) accurately.

**1515:** painting: *St John the Baptist*.

**1519:** died in Cloux in France.

人教版®



## Teaching guide for the Student's Book (学生用书教学指导)

### INTRODUCTION

Inventing is a scientific activity because it uses the same procedures as scientific experiments. It is also a creative activity. So to be a good inventor you need to be imaginative as well as disciplined in your approach. One of the important aims of this unit is to identify and set out the steps that should be followed by any inventor. Another is to make clear the difference between a discovery and an invention. The third is to introduce Ss to the role of the patent office in deciding what is an invention and what is not.

Inventing has been a part of human life as long as humans have been on earth. If you go into a history museum, you will see the stone axes, pots and fishing

hooks, which were the inventions of our ancestors. Each is the result of successful experiments by early man into problems, such as how to cut down trees, cook and store food and water or catch fish. Many objects that we have around us today are similar modern inventions:

- The mobile phone solves the problem of how to contact someone while you are on the move.
- The television solves the problem of how to spread news and entertain people at home.
- The washing machine helps us keep our clothes clean and lighten our work.

So inventors and inventions are not new and each one answers a particular need or solve a problem.

### WARMING UP

The point of this exercise is to emphasise the difference between a discovery and an invention. Three pictures are shown for Ss to discuss.

- 1 **An amphibious car (2003)** This is the first car that can travel safely on water and on land. When moving on water, the wheels of the car turn sideways and move into the body. The underneath of the car is strong enough to sail as a boat. It is a prototype and is not yet being produced for sale. This is an interesting modern invention.
- 2 **Stephenson's "Rocket" (1781-1848)** George Stephenson was one of the first men to design engines for the railways which were new at that time. One of the first tracks to be laid was between Stockton and Darlington. Stephenson was one of the first railway engineers and in 1825 he drove the first train along the line. In 1829 came his triumph. Another railway line (the Liverpool and Manchester railway) decided to hold a competition to see which engine they should use. The winner was to receive 500 pounds. The competition was held at Rainhill

and ten engines were entered. Five came to the trial and only three worked well enough to take part. Stephenson's engine called the "Rocket" won the competition and made him famous. It was a great invention.

- 3 **The structure of DNA** This was a discovery of Francis Crick and James Watson and published in 1953. These two scientists were the first to show that our genes consist of two spirals of DNA (called the **double-helix**). This work led directly to the human genome project in 2003, which discovered the structure of DNA. China took part in this project and was the only developing country to do so. Its scientists analysed 1% of the human genome.

#### Teaching suggestions:

- 1 Let Ss discuss the pictures in pairs. After they have had time to discuss their ideas, introduce a class discussion. During the discussion, focus on getting Ss to analyse the difference between a discovery and an invention. Point out that only inventions can get

patents (and so be recognized and protected). To protect a discovery you have to use copyright.

- 2 After defining the difference between a discovery and an invention, get Ss to give you some examples

of each category. Let them work out the connection between the two: that discoveries often lead to inventions. Here are some examples:

Discoveries	Inventions
1 Electricity	1 Systems of delivering electrical light and heating to homes and offices 2 Household machines for washing, ironing, keeping food cold, etc 3 Computers, telephones, television, etc
2 The movement of air	1 Airplane jet engines 2 Air balloons, etc
3 The circulation of the blood	Machines to help people with serious disease (like kidney failure)
4 X-rays	1 Body scanners to see whether you are ill 2 Machines to treat illnesses (like cancer)

- 3 Let Ss think of modern inventions they are familiar with. Revise their knowledge of the great Chinese

inventions (printing, paper, the compass and gunpowder).

## PRE-READING

The aim of this introduction to the reading is to make Ss aware of the connection between inventing and the scientific process. Inventing is generally thought to make, design or produce something new for the first time. But in fact inventing goes through much the same stages as you do with a scientific experiment. The first and most important stage is to identify a problem that needs a solution. For example: *How can we get light to every house in a town? How can we fly lots of people around the world? How can we give people with serious kidney disease a better life? How can we find out how bad the break in the bone is?* The other stages follow easily once this first stage has been identified and the approach to the solution found.

### Teaching suggestions:

- 1 Use the table above to get Ss to identify the questions

that were asked.

- 2 Then ask them to identify in SB page 19 those stages that are also part of a scientific experiment. These two (the question and the stages) form the method for arriving at an invention.
- 3 The final stage is to apply and receive a patent.
- 4 Get Ss to put the stages in SB page 19 into a suitable order. Then after skimming through the passage to get the main idea, let them number the stages in an invention alongside the paragraphs of the reading.

Key: 1 Finding a problem  
 2 Doing research  
 3 Thinking of a creative solution  
 4 Testing the solution  
 5 Deciding on the invention  
 6 Applying for a patent

## READING

The aim of this passage is two-fold. It is to describe an invention so that Ss can identify its stages. But it is also to show that inventions are not necessarily important enough to make a lot of money (like microwaves or mobile phones). This reading is about one small problem that needed to be solved. The way the inventor goes about it and particularly her efforts to improve the solution are very important to the inventing process. As you may know, James Dyson made 5,127 designs for his vacuum cleaner before he was satisfied. Most smaller problems do not need as many attempts as this to find a solution.

### 1 Teaching new words and structures

Revise these two approaches with Ss:

- 1 Let Ss skim the whole passage and get the main idea. They can use this opportunity to work out the meaning of the new words and structures using context clues.
- 2 You choose and explain the words and structures you think Ss do not know before they read the passage.

Either way they need to read for general meaning and then again for specific information.

There are five phrases or sentences that need some explanation.

- 1 *When I called up my mother in the countryside ....*  
The phrase *to call up* is the same as the British English phrase *to ring up*. Both are used very often in Britain, but the phrase *to call up* is most commonly used in American English.
- 2 *... now and then* This phrase means the same as *occasionally* and the opposite of *all the time*.
- 3 *I set about researching the habits of snakes .... To set about (doing) sth* means *to begin to do sth thoroughly*. So the writer began to research the habits of snakes, and it is implied that she was doing this properly.
- 4 *Between the outside and inside walls of the bowl there is some jelly, which freezes when cooled.* This kind of ice cream freezer is sold in Britain and works by freezing the bowl before adding

the ice cream mixture, then turning the mixture in the bowl using handles until it gets colder and thicker, finally placing the bowl and mixture in the freezer part of the fridge for about half an hour to set.

- 5 *... the passive snakes ....* The snakes are described as *passive* because they are sleepy and not moving very much. This would make them easier to catch.

### 2 Understanding ideas

This is an opportunity to discover whether Ss have understood the ideas in the reading passage. So prepare some questions to ask them. Here are some possible questions:

- 1 *Why do you think the mother didn't try to catch the snakes herself?*
- 2 *Why do you think the writer felt she had a chance to distinguish herself by inventing something merciful to catch the snakes but not harm them?*
- 3 *Why do you think the writer chose this way of solving the problem? Would you do the same?*
- 4 *Why do you think she failed the first time?*
- 5 *What two factors helped the writer solve the problem successfully?*

Question 1 is an inferential question which means Ss should work out the answer for themselves using the information in the text. Questions 2 and 4 are literal questions meaning the answer is in the reading passage. Questions 3 and 5 are analytical questions which ask Ss to use their understanding of the reading passage to work out the information they need. In addition, Question 3 asks them to make a judgement on the writer's choice of approach. Do they think it was the correct way to solve the problem or can they think of another way? This kind of question has no correct answer and should provide a number of interesting and lively responses. You can use these answers to have a class discussion on this aspect of the story.

### 3 Discussion of ideas

This needs Ss to relate the passage to making an invention.

**Teaching suggestions:**

- 1 Encourage Ss to read the passage carefully and check that they have identified the stages in making an invention correctly.

Paragraph	Stages in the inventing process	Example in this story
1	Find a problem	The snakes must be removed but not harmed
2	Do research	Look for methods of removal; the habits of snakes
3	Think of a creative solution	Identify three possible approaches: choose one
4, 5, 6	Test the solution several times	Try three times to make it work efficiently
7	Apply for a patent	Fill in the form and file patent application with the Patent Office

- 2 It has been stated that the scientific approach to doing experiments and the approach to inventing are very similar. But they are not identical. Get Ss to identify the differences and then show them this chart.

Stages	Scientific experiments (SE)	Inventions (I)
1	Find a problem	Find a problem
2	Make a question	Do research
3	Think of a method	Think of a creative solution
4	Collect results	Test the solution several times
5	Make a conclusion	Decide on the invention
6	Repeat if necessary	Apply for a patent

**4 Discussion of style**

This passage is written as a recount. It tells of an attempt to find a solution to a problem that was troubling the writer's family. It is a story but does not use vivid or

emotive language and sticks to the facts. It is clearly set out and follows the framework for the inventing process. You can compare it with other writing styles (a report, description or creative story).

Report	Description	Creative writing / story
Formal language with few adjectives	Vivid use of words with similes and metaphors	Vivid use of language and more informal style
No speech except quotations	No speech except to help the description	Use speech to show feelings, reactions, etc
Not emotional	Emotional to describe atmosphere	Emotional to describe feelings
Only one main character	No characters	May have several characters
Factual	Not factual but imaginative	Imaginative but can be based on fact
Structured according to experimental method	Not structured	Beginning, middle, end

When Ss can identify the features of different kinds of writing, it will help them to improve the quality of their writing.

### COMPREHENDING

Suggested answers to Exercise 1:

- 1 The mother was upset because a family of snakes had made their home near the house.
- 2 The writer was happy because it gave her an opportunity to help her mother and invent something to catch the snakes without hurting them at the same time.
- 3 These are the three creative steps the writer took to trap the snakes by cooling them and making them sleepy so she could catch them.
  - Step 1: She bought a stainless steel ice cream maker and froze the bowl. She added ice cubes to the top of the bowl to keep it cold. She placed it over the snakes' habitat during the day so that the snakes would become sleepy and could be easily caught.
  - Step 2: As above she did the same but placed the bowls over the snakes' habitat in the evening.
  - Step 3: As above but added a net to catch the snakes.
- 4 Snakes do not have a way of keeping warm in their bodies. They get warmth from the sun and become more active at this time. When the sun goes down at night they cool down and become less active. So extra cooling to the snake would make them even less active and easier to catch.

Suggested answers to Exercise 2:

Various answers are possible. But the main advantages of getting a patent are that

- you are able to prove that you are the first person to make the invention;
- you are recognized as a real inventor;
- you can make money if you sell your invention to others.

Teaching suggestions for Exercise 3:

The aim of this exercise is to provide a chance for Ss to apply their creative skills to real tasks. Remind them to

go through the stages of the invention process and include at least one alternation in case their invention does not work the first time. If none of the problems in the textbook appeal to them, Ss are given the opportunity to devise their own problem and solve it themselves. Be sure that they check with you first before beginning their solution.

Suggested solution to problem 2:

Problem 2 involves trying to build a house using only strings, glue, plastic bottles and fishing nets. This is a real problem devised by an engineer in France who wanted to make better use of the numerous plastic bottles he saw on rubbish tips. This is his solution:

- 1 Remove the bottom from each of the bottles.
- 2 Stick the bottles together with the glue and tie them with string to form a solid wall.
- 3 Cover them with the fishing net to hold them secure.
- 4 Pour water down the bottles to encourage plants to grow up inside them. The plants will make a vegetable wall which will keep the sunshine out and protect the people inside from anyone who wants to look in.
- 5 Make a roof of empty bottles. This means it will not be too heavy.
- 6 Put the roof on after the plants have grown so that the walls are very secure and steady.

Teaching suggestions for Exercise 4:

The aim of this task is to apply criteria correctly. Ss are asked to decide whether various designs and discoveries are true inventions or not. The rules have already been set out in the reading passage, so Ss only have to apply the criteria carefully.

Suggested answers to Exercise 4:

- 1 **Healthier meat:** This is a new kind of meat produced by introducing plant genes into traditional animal meat genes. As this can be considered as a



new variety of animal, it cannot receive a patent.

- 2 **Helpful rats:** These future rats have received training to help people in difficult or dangerous situations. The new part of this is the computer program training, so it cannot receive a patent.
- 3 **Mapping the stars:** The new star system that scientists have discovered is very important. But it is a discovery and not an invention. So it cannot

receive a patent.

- 4 **A trap for insects:** This method of preventing insects coming into a house is a true invention. It solves a problem in a practical way. It should be given a patent.
- 5 **New book:** A book is a work of literature and so cannot be given a patent even though it may be a best-seller.

## LEARNING ABOUT LANGUAGE

### Discovering useful words and expressions

The aim of these exercises is to reuse the new words so Ss become more familiar with them.

Answer key for Exercise 1:

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1 <u>cube</u> cubic            | <u>base</u> basic               |
| mercy <u>merciful</u>          | <u>fancy</u> fanciful           |
| stain <u>stainless</u>         | <u>care</u> careless            |
| caution <u>cautious</u>        | <u>poison</u> poisonous         |
| 2 expect <u>expectation</u>    | <u>relax</u> relaxation         |
| produce <u>production</u>      | <u>reduce</u> reduction         |
| identify <u>identification</u> | <u>satisfy</u> satisfaction     |
| 3 <u>strong</u> strengthen     | <u>long</u> lengthen            |
| freezing <u>freeze</u>         | <u>disappointing</u> disappoint |

Answer key for Exercise 2:

- 1 The greengrocer at the corner is probably the most convenient to reach.
- 2 If you want to apply for a credit card, you must provide valid identification.
- 3 You need to approach that animal with caution as it may bite.
- 4 She is passive during meetings and does not contribute to discussions at all.
- 5 I found his phone number in the directory and tried to call/ring him up last night, but there was no reply. Later I found I dialed the wrong number.
- 6 I don't think of my hometown very much, only now and then.
- 7 Luckily the rainfall stopped abruptly before I left.
- 8 In a courtroom it is sometimes difficult to distinguish who is innocent and who is guilty.

Answer key for Exercise 3:

criteria, abruptly, file, valid, perfume, seize, set about, product

Suggested answers to Exercise 4:

Picture 1:

In the courtyard of this house there are two walnut trees. An old woman lives in the house and has watched the walnuts ripen over several months. Sadly she is unable to pick the ripe walnuts because they are too high for her to reach. She calls her granddaughter and asks her to help find some students to pick the walnuts.

Picture 2:

Her granddaughter goes to her school. There is a notice board in her classroom where students can put up requests for help. Although she is unsure whether anyone will come and help, with glue she puts up her notice asking for assistance.

Picture 3:

Her notice is entirely successful. Her grandmother looks on happily as her fellow students merrily run up and down ladders and bang branches with bamboo sticks to bring down all the walnuts. She will give them a lovely meal of dumplings when they have finished to thank them for all their help.

### Discovering useful structures

The aim of these exercises is to give Ss more opportunities to become familiar with the past participle used as attribute, predicative and object complement.

Answer key for Exercise 1:

- 1 I placed the frozen bowl over the snakes' habitat ....

- 2 The next morning I carried in my hand a small net used for catching fish.

## Answer key for Exercise 2:

- 1 signed                      2 disappointed  
3 understood                4 embarrassed, beaten  
5 pleased

## Answer key for Exercise 3:

designed, developed, rejected, welcomed, tested, improved, adopted

## Answer key for Exercise 4:

- 1 the play performed        2 the car started  
3 her paintings displayed    4 your courtyard tidied

- 5 myself thrown

- 7 burnt sausage

- 6 my time taken up

- 8 some guests invited

## Suggested answer to Exercise 5:

*I would like to live in a well-designed house surrounded by trees and which has a garden filled with flowers. Painted in colours of the palest yellows and greens the walls of these decorated rooms would seem larger than they really are. In each room, would be a specially made armchair for me to sit on, placed in the most comfortable position. In this seat I would have music piped in from elsewhere in the house. I would be able to experiment with music created by myself in a special room. This would be the well-planned house I would like to live in.*

## USING LANGUAGE

### Reading

The aim of this reading is to follow the inventing process of a real inventor, Alexander Graham Bell. This is a description of why and how he came to produce his most famous invention: the telephone.

### Teaching suggestions:

- 1 Ask Ss if any of them know of Alexander Graham Bell. Then ask them to guess which invention (still used today) he invented. If they find it difficult, give them a clue by giving them his dates.
- 2 Then ask them to skim the passage and find why he invented the telephone.

### NOTE:

Bell is known as much of his work for deaf education as for his inventions.

He became a professor of vocal physiology at Boston University. His job was to help deaf people to understand speaking people and to make themselves understood by learning how to speak. When he invented the telephone, he was testing a method of helping a deaf person to hear.

- 3 Finally read the questions at the end of the passage and then read the passage thoroughly.

### Suggested answers to the exercise:

- 1 His saying means that it is important to be experimental. By being curious and exploring around a subject you may by chance come up with some new and original ways of solving a problem.
- 2 His curiosity and exploring spirit led to his success as an inventor of the telephone.
- 3 Bell invented the telephone and the tetrahedron shape by chance. Both of these are extremely useful and still used today.
- 4 He will always be known as the inventor of the telephone because it was a very popular invention and the patent made the most money ever.

### Listening and speaking

The aim of this listening is to introduce Ss to a living inventor.

### LISTENING TEXT

#### GOOD DESIGN IS PRACTICAL

*Zhou Rui (ZR) made a phone call to Dr Smith (S), an engineer who works for James Dyson, a famous British inventor. Now Dr Smith is ringing him back.*

S: Hello, can I speak to Zhou Rui please? This is Dr Smith.

ZR: Good morning, Dr Smith. How kind of you to ring me back! Would you mind if I asked you a few questions about James Dyson's inventions?

S: Not at all. I'd be happy to talk about our company and our founder, James Dyson. He's an inventor who takes everyday products, like washing machines, and makes them work better.

ZR: I see. Why did he improve the washing machine?

S: He found that clothes were not as clean from a washing machine as those washed by hand.

ZR: Really? Is that true?

S: Yes, because most machines have one large drum and the clothes go round and round in it.

ZR: So what did he do to improve that?

S: This is the clever part. James Dyson invented a system with two drums in the same machine. Together they are the same size as the old drum, but they work differently. One drum goes in one direction and the other goes in the other. So it's more like hand-washing and the clothes come out cleaner.

ZR: Was it easy to design?

S: No. It took many working models before Mr Dyson was satisfied.

ZR: How long did it take him?

S: I'm not sure. But I do know that inventing a new carpet cleaner took five years before he was happy with it.

ZR: Wow! I didn't realize that it took that long!

S: And of course he had to apply for patents for all of the new parts he'd designed. You must do that to protect your ideas.

ZR: Has that been a problem?

S: Well, in the early years, James Dyson found that a large company making carpet cleaners in America was copying his ideas. He had to go to court to protect his invention.

ZR: Did he win?

S: Yes, in the end the company had to pay us a lot of money.

ZR: What new ideas does James Dyson have?

S: I'm sorry but you'll just have to wait and see!

ZR: Thank you very much and I'm afraid I shall have to ring off now. Goodbye.

S: Goodbye.

#### Answer key for Exercise 2:

washing machine, drum, carpet cleaner, court

#### Suggested answers to Exercise 3:

Object	The Problem	James Dyson's improvement
Washing machine	<i>Washing machines at that time do not clean the clothes as well as by hand.</i>	<i>He invented a machine using two drums which move in opposite directions.</i>

#### Exercise 4:

##### Sample dialogue:

R = receptionist E = engineer S = student

R: James Dyson's Company. Which extension do you want please?

S: I'm sorry I don't know. Can I speak to someone about working as an engineer in James Dyson's Company? Is that possible?

R: Yes, I'm sure it is. Hold the line please while I try to put you through. I'm sorry I cannot connect you to Dr Smith. Either he isn't there at the moment or his phone's out of order. Can you ring back later?

S: No, I'm sorry I can't. Is there anybody else I can speak to?

R: Hang on a moment. Putting you through, caller!

E: Hello. Dr Brown speaking. How can I help you?

S: My name is Zhou Rui. I'd like to talk to somebody about joining your company as an engineer. I'd really like to know what I need to work in the James Dyson Company.

E: Good. Well, you need at least a first degree in a subject related to technology or science. We'd need to look at your CV because we offer many kinds of jobs.

S: Oh, that's great! I have that. Thank you so much.

E: Let me send you an application form and then we can go from there. I'll ring you again when we get all your information.

S: Thank you so much. Goodbye.

E: Goodbye.

### Writing

The aim of this exercise is to use all the information you have gained about the Dyson Company and its application procedure to apply for a job.

On SB page 27 you may find a sample letter. To finish the letter in a formal way, you may write “I would be grateful if you ...”. You may also write “I believe I can contribute much to your company”.

### SUMMING UP

This is a chance for Ss to show that they are able to take more responsibility for their own learning. Give them some time for private and personal self-examination.

Encourage them to be self-critical, but it should be impressed on Ss not to take it too seriously. It is a tool to help them not a stick to beat themselves with!

### LEARNING TIP

This is important advice for anybody. Mistakes are one of the ways we learn and so nobody should be very upset if they make mistakes. However, if they

continue to make the same kind of mistakes, then clearly something is wrong! So remind Ss to watch out for that!

人教版®

## Teaching guide for the Workbook (练习册教学指导)

### LISTENING

Mobile (or cell) phones are now an important part of everyday life. There has even been a film made about the effect they can have on your life (*Cellphone* directed by Feng Xiaogang). This listening examines new ideas planned for the third generation (or 3G) phones which will soon be on the market. As Ss already know a great deal about mobile phones, let them have a discussion about the functions they use and what extra functions they would like to see. Then listen to the tape.

Look at the three pictures in the Listening section. The first picture shows a concept mobile, which seems like a scorpion toy than a mobile. The second concept mobile takes the shape of sunglasses, which is likely to win the favour of the dedicated followers of fashion. The third mobile is a 3G mobile.

#### LISTENING TEXT

#### WHICH ONE SHOULD I CHOOSE?

*Ruth Bacon (RB) is asking her friend, Zhang Jie (ZJ), for advice.*

RB: Hello, is that Zhang Jie? This is Ruth. I'm thinking of buying a new mobile phone. What do you suggest?

ZJ: Hello Ruth. I'm happy to help. It's lucky you could get through. I've been having some trouble with the line and I keep getting cut off. If the line goes dead, ring me back immediately on my mobile and it should be OK. Now what do you want your mobile to do?

RB: Well, I've heard about mobiles that are computers and can videotape as well. Do you think they're a good idea?

ZJ: Mmm. Yes, they're useful. I can use the Internet even when I'm on the train.

RB: So you suggest one like that then?

ZJ: Not necessarily. It seems there'll be some new mobile phones coming on the market next year.

They're going to be even more powerful.

RB: What are they going to do?

ZJ: Oh, you've no idea what they're planning! These new phones will be able to organize your life. They're called 3G phones because they're the third generation of mobile phones. They "think" for you.

RB: How can they do that?

ZJ: Well, they'll be able to help you plan a holiday. The phone will book air tickets and the hotel. Then it'll pay for you.

RB: Wow! I'm not sure I'd be happy with that! I don't like the idea of a machine spending my money.

ZJ: Well, many businesses already use mobile phones to buy goods. They leave them to order goods when they are at their cheapest.

RB: Do they really? Well, I never! What I need is a mobile to stop me missing important calls. I missed three yesterday because my mobile was switched off.

ZJ: You can have that too. I heard that there's a new mobile coming out soon that will turn itself on when important calls come through.

RB: Really? That sounds impossible. If that's the case, that's the one for me!

#### Answer key for Exercise 2:

- a mobile that "thinks"
- a mobile that spends your money
- a mobile that plans your holiday
- a mobile that does videotaping
- a mobile that is a computer

#### Suggested answers to Exercise 3:

- 1 Ruth wants to buy the mobile that turns itself on when it receives important calls. She missed three yesterday when her mobile was switched/turned off.
- 2 Mobiles can videotape and act as a computer now.
- 3 They will be able to plan holidays, book air tickets, hotel and an appropriate place to stay. They will



authorize paying for them too.

- 4 Ruth is worried because it might spend her money.
- 5 The advantages are that they help people who are busy at work to order goods at the cheapest price or book holidays, air tickets, etc.

### TALKING

The aim of this exercise is to encourage Ss to be inventive and use their imaginations. They have to persuade their partner and another pair that their idea is the best. This is very good practice for their persuasive skills and an opportunity to present their ideas sensibly and logically to others.

#### Sample dialogue:

- S1: That mobile phone looks good. Does it do anything special?
- S2: Yes it does. First of all it works like a remote controller to organize my home. It begins the washing machine when it is full and there is soap powder inside. It will organise the heating system so that it is never too hot or too cold, and the room will stay at a constant temperature and I won't get colds.

- 6 The mobile may spend money unwisely or spend more than a person can afford. You may forget the spending and not include it in your accounts of your personal income.

- S1: That sounds great. Is there anything else it can do?
- S2: Yes. Second it takes care of my life. It sends me a message if there's not enough money in my bank account. It will arrange my holiday according to some questions that I have to answer. It will pay for the flight, book the hotel and order a car if I tell it the dates I want to be away. If I don't agree with its ideas, it will start all over again.
- S1: Wow! That would be useful. It'd be like a mystery tour!
- S2: Third, it will arrange my social life. I tell it my friends and what I like to do. It will connect with the mobile phones of my friends, find a free night and book a table at a restaurant. All I need to know is the time!
- S1: I'd love a mobile phone like that. Think of all the trouble it would save you. Where can I buy one?

### USING WORDS AND EXPRESSIONS

#### Answer key for Exercise 1:

- |           |   |  |
|-----------|---|--|
| set out   | = | to begin to do sth;<br>to make plans to do sth           |
| set down  | = | to write down  |
| set up    | = | to build   |
| set off   | = | to begin a journey; to set fire to                       |
| set aside | = | to cancel; to ignore                                     |
| set about | = | to start doing sth; to deal with sth in a particular way |
- 1 set aside    2 set out    3 set down    4 set off  
5 set up    6 set about    7 set off

#### Answer key for Exercise 2:

tap, dots, wire, practical, invaluable, competence,

personnel, dynamic, stable

#### Answer key for Exercise 3:

extension, Hang on, ring/call ... up, out of order, get through, call ... back, ring off

#### Suggested answers to Exercise 4:

- 1 The **eyewitness** – a **greengrocer** proved in **court** that the driver was **innocent** of the terrible accident.
- 2 I could not **bear** to live in a city with so much **rainfall** even though it is good for my skin.
- 3 **Helicopters** are widely used in **modern** wars.
- 4 My **associate** checked the telephone **directory** and

found the number to **dial** the after-sales service department when his **refrigerator** broke down.

- 5 The little girl **bumped** her head on a corner of the desk and it left a mark like a **triangle** on her **forehead**.
- 6 The **identification** of the correct route was difficult

as it was so **foggy** early in the morning.

- 7 Even though he couldn't swim, he **dived into** the river to save the little girl.
- 8 In summer, farmers like to wear **straw** hats while working in the fields.

## USING STRUCTURES

Answer key for Exercise 1:

disappointing, disappointed; amusing, amused;  
confusing, confused; surprised, surprising;  
inspired, inspiring; shocking, shocked

This exercise can be extended by getting Ss to describe each picture with complete sentences.

Answer key for Exercise 2:

- 1 confused, confusing    2 shocked, shocking
- 3 surprised, surprising    4 amusing, amused
- 5 disappointing, Disappointed    6 inspiring, inspired

Exercise 3:

**Sample story:**

1st pair of pictures:

It was a very exciting season last year. We were second

in our football competition, and if we won the final match, our team would win the cup until next season. How good that would be! So it was with high hopes we began the match. The first half was very *disappointing*. There were no goals. Was all our effort going to be wasted? In the second half, one of our best players got the ball and ran fast up the pitch. He easily scored our first goal. Wonderful! The other team tried hard but with no luck. Then their goalkeeper caught a ball going into the net, fell over and we scored a goal again. We were so happy! After that it was easy. We ended the game three – nil. We ran off the pitch merrily while the other team were *disappointed* and left slowly. The cup was ours!

## READING TASK

The purpose of this reading is to introduce Ss to one of the greatest inventors and painters of all the times. We know him for his painting, but in his own lifetime he was recognized for his military and futuristic inventions. Most of his living was earned designing military machines for the Italian rulers of his day who were constantly at war. This may be why some of his paintings remained unfinished. His many masterpieces include paintings of *The Last Supper* (1495) and *Mona Lisa* (1503).

Suggested answers to Exercise 1:

- 1 Leonardo lived at a time of great instability, when paintings did not always provide a steady income.
- 2 His designs were different because he took things apart and then improved them. So his designs were accurate and could be built and used.
- 3 Painting helped him with his inventions because while painting he had learned to observe things closely and draw accurately.
- 4 This question has no correct answer. It encourages Ss to give an opinion of their own and requires them to give a reason for their choice.

## Answer key for Exercise 2:

Possible skills	from Leonardo	from you
artist	<i>famous paintings such as Mona Lisa</i>	
engineer	<i>designed canals and bridges</i>	
architect	<i>designed cities</i>	
teacher	<i>not mentioned</i>	
doctor	<i>not mentioned</i>	
inventor	<i>designed many new things such as the bicycle, a helicopter and an "automobile", etc</i>	
scientist	<i>took things apart and found out how they worked in order to design a better one</i>	

## Suggested answers to Exercise 3:

This is an important exercise because it draws conclusions from the information collected in Ex 2. So it builds on and extends the thinking that has taken place in that exercise. If Ss have been self-reflective in the second exercise, they will find it easy to do the third part. But if not, they will find Ex 3 quite difficult.

- 1 Leonardo earned money in three ways: as a teacher, a military inventor and an artist. Although not mentioned in the text it was common for apprentices to pay to learn from established artists like Leonardo,

we know from writings that he did have his own school of students; as a military inventor (because the Italian rulers paid him for his ideas); for his paintings (because he was paid to paint the pictures).

- 2 This question allows Ss to evaluate their own skills against Leonardo's.
- 3 This is also an evaluative question and needs some self-reflection by Ss. It has no right or wrong answer and will be a valuable exercise if Ss are honest and reflective.

## LISTENING TASK

The listening is important because it shows Ss how to discuss possible answers and come to a conclusion. The girls discuss several different ideas about what the picture of one of Leonardo's inventions may have been used for. The argument has three stages:

- 1 put forward a suggestion;
  - 2 give a reason to support your suggestion;
  - 3 provide another reason to show that the idea cannot be right. Suggest another possibility with a reason.
- This is a very useful strategy to use when discussing any kind of possibilities. Make sure Ss become familiar with this approach so that they can use it in the Speaking Task that follows.

## LISTENING TEXT

### WHAT CAN IT BE?

Ellie Smith (ES) is discussing with one of her friends Tang Ling (TL), what this invention by Leonardo might be.

ES: Look at this drawing! What do you think this is supposed to be?

TL: I don't know! It doesn't say, but let's see if we can work out what it is.

ES: OK. Now let's see. It looks a bit like a tent but has four wheels underneath.

TL: You're right, but when you look at the second picture with the wheels, you can see that it had a floor to stand on and wheels below that. Do you think it was a roundabout for children?

ES: Good thinking. But the way that he placed the wheels shows that it must have been for going forwards and backwards, not round and round. No, I don't think it was a roundabout.

TL: Let's look at it again. Do you think it's made of metal? The wheels seem to have handles to move them.

ES: In that case it must have been large enough for more than one person. You would have needed four people – one to move each wheel. So it cannot be a tent as that is made of cloth.

TL: Yes, I think you're right.

ES: It also seems to have something like sticks coming out of the body. Do you think they are for decoration?

TL: Perhaps. That is possible as we know Leonardo was an artist.

ES: Yes and if that were the case, perhaps it was for fun for the family. It could carry four people to move the wheels and then another one or two children to help. Maybe six altogether.

TL: Wow! So it must have been made of metal. Nothing else could carry all that weight.

ES: True! The wheels must be made of wood or metal.

TL: Do you think it's a caravan?

ES: Yes, that makes sense. It would be big enough but there doesn't seem to be any room to sleep in it. And it wouldn't be very easy to park for the night. So perhaps it was an early car?

TL: Well, let's look in the guidebook. Oh no – it seems you're not correct.

ES: Gracious. So what on earth can it be?

TL: Think again about Leonardo's life. Can't you guess?

### Suggested answers to Exercise 3:

The girls' suggestions	Reasons for	Reasons against
1 a roundabout	has four wheels and a floor	wheels go forwards and backwards, not round and round
2 a tent	the appearance	made of metal and not cloth
3 a caravan	can move, big enough to carry a family	no room to sleep in it, not easy to park at night

I think Leonardo designed an early car because the picture seems to show a vehicle that can move backwards and forwards, has four wheels and can take people for a ride. It does not have beds or room for beds, so it cannot be a caravan. It is made of metal, so it cannot be a tent. It does not go round and round, so it cannot be a roundabout.

### Real explanation

It is an early tank. The sticks coming from the body of the tank are guns to fire at the enemy. It only goes backwards and forwards because it only needs to go towards or away from the enemy. It is made of metal so it will protect the soldiers inside. It has a metal floor for the soldiers to stand in and work the machinery.

## SPEAKING TASK

- The first part of this speaking task encourages Ss to discuss among themselves what this picture of one of Leonardo's inventions might be. It is a chance to use the approach demonstrated in the earlier reading.

### Exercise 1:

#### Sample dialogue:

Si: Now let me see. There are four possibilities suggested here. So let's examine them one by one.

- S2: OK. The first one is a water lift. Do you think that means it takes water from the ground to a higher place?
- S1: I suppose so. Well, this drawing shows a thick rope and perhaps a water wheel. Do you think water could travel up a rope?
- S2: I don't think so. Do you think it's a moving series of small buckets rather than a rope?
- S1: I suppose it could be and in that case that would work as a water lift. Let's look at the next possibility anyway?
- S2: Do you think it's a messenger for sending messages? That doesn't sound very useful. I'd have thought birds would have been better and easier. So I don't think it's that.
- S2: Nor me. Now what about it being a water slide? If so it seems odd it should change direction halfway down.
- S1: I agree with you. That's odd and I don't think it's a water slide. Now is it a lift?
- S2: I suppose it could take items up to the higher floors, but you would need someone to move them from the first lift to the second, wouldn't you?
- S1: Yes and there's no one there. So I don't think that's possible either. I think it must be the water lift.
- S2: So do I.

- 2 The second part of the task is to look at some Chinese inventions and discuss what Ss already know about them. Use this approach:
- 1 Brainstorm ideas of what the objects are and what they are used for.
  - 2 Collect the ideas and remove those that seem very improbable.
  - 3 Discuss those that remain and gradually remove them using logical reasoning until only one remains. Write that one in the chart below.

## Exercise 2:

### Sample dialogue for Picture 3:

- S1: What do you think this is?
- S2: It's a flat base with a spoon made of magnetic metal on it. The spoon always points north-south. So it was called a south pointer.
- S1: I see. So it's a magnetic compass, isn't it?
- S2: Well, it doesn't seem to have been used for that. It

seems that at the time of Emperor Qin Shihuang these kinds of inventions were used for *feng shui*. For example, his advisers are thought to have used it when they chose the site of his tomb.

- S1: So it wasn't used for navigation then?
- S2: Not at that point! Later on, of course, it was when its magnetic properties were fully discovered.
- S1: So who used it then?
- S2: Zheng He used it in the 13th century to find his way across the sea from China to Africa. Before that, in the 10th and 11th centuries, it was used by the army so they didn't get lost on a march or in battle.
- S1: So when did it come to Europe?
- S2: About the same time as Zheng He was using it. So we shall never know whether the Chinese, the Arabs or the Europeans were the first to apply its navigational properties. Anyway everybody was using it by the 13th century!
- S1: Still our Chinese do seem to have recognized its directional qualities. The south pointer is very interesting.
- S2: Yes, it is.

### Picture 1: An abacus

The abacus was and is used to solve complicated mathematical problems. Ancient Chinese people used small pieces of bamboo before the abacus was invented. By the 14th century, the abacus was used all over China. There are many rows of beads used as numbers. There are some abacuses that have 5 rows, 7 rows, and 9 rows of beads, etc.

The abacus never went to the West, but it is similar to a modern calculator although it does not actually work out the answers as today's calculators do. However, it helps people keep track of the numbers as they do the calculations. People who are good at using an abacus can often do calculations as quickly as a person who is using a calculator.

### Picture 2: A printing press

Around 700 AD the Chinese invented block printing.

*"Before printing was used in China, many techniques for making reproductions existed. At first, of course, texts were copied by hand, but later mechanical devices were devised. These included seals for stamping*



on clay and in due course, on silk and paper; the casting and engraving of inscriptions on metal and stone, the taking of inked impressions from stone inscriptions and, finally, using stencils to duplicate designs on textiles and paper. All these processes paved the way for the use of woodblock printing and later printing from moveable type.” (Tsien, Tsuen-hsuei, Paper and Printing, “Science and Civilization in China / Joseph Needham”, Vol.5, part 1, Cambridge, Cambridge University Press, 1985).

The first moveable printing machine was invented by a commoner, Bi Sheng (? – about 1051), in the Song Dynasty (960 – 1279). Each piece of type was made of wet clay upon which was carved one Chinese character. The part that formed the character was as thin as the edge of a small coin. The type was hardened and then made permanent. This allowed for faster printing and the faster spread of ideas.

Block printing did not reach the West for approximately 400 years.

Picture 3: A south pointer

It is widely accepted that the Chinese were the first to

discover and make use of the magnetic qualities of iron. In the picture shown here the magnetised spoon is placed on a copper board always pointing to the south. This property of magnetism is thought to have been used as early as the rule of Emperor Qin Shihuang. However, at that time it was used for *feng shui* and fortune telling rather than navigation.

Later compasses became more accurate. They were very simply a magnetised needle attached to a float in a bowl of water. Navigational compasses seem to have come into use in the 12th or 13th centuries. The Italian Peter Peregrinus in 1259 AD describes the properties of magnetism and two designs for navigational compasses. Zheng He (1351 – 1435) is recorded as using them on his voyages to Africa. It is not known if this technology developed independently or if the Europeans made use of the Chinese discovery. One indication that they were independently discovered is that Chinese compasses point south and European ones point north.

Use the information gathered by Ss to fill in the chart below.

What was its possible use? Why?	When and where did it appear in Europe?
1 An abacus is used to calculate mathematical problems including equations. It is more efficient than using the brain alone.	It was never used in the West, but it is closest in function to a modern personal calculator.
2 The printing press was used to print messages from the Emperor to the people. It helped the efficiency of government.	Gutenberg (1398–1468) began to print books on his press about 1450 AD in Germany.
3 The south pointer was used to find the most harmonious position to place new buildings. It seems possible that it dates back to the Qin Dynasty. It was the first application of magnetism in people's lives.	The navigational compass appeared in Europe in the 12th or 13th centuries. This is similar to the time when Zheng He used it on his voyages to Africa.

## WRITING TASK

This uses information Ss have collected and/or researched in the earlier reading, listening and speaking tasks. They will use this information to write an entry

for an encyclopedia about one of the Chinese inventions. An encyclopedia entry needs to be short, factual and accurate.

### Sample writing:

#### The Abacus

The abacus was originally made of wood. It is a rectangular shape with beads strung on it. The shape is unevenly divided so that there are more beads in one part than the other.

To use an abacus you need to take lessons. The smaller part with fewer beads represents the higher numbers and the larger part with more beads represents the smaller numbers. By manipulating these beads you can

do a series of different calculations.

An abacus can be used to add figures quickly or do a series of complicated mathematical problems. People who are skilled with it can work as fast as a person using a modern calculator.

The abacus was in general use from earliest times in China. It is not known whether one person or a group of people invented it. But its value for computation is invaluable. It is one of the few Chinese inventions that was not adopted by the West.

### \*PROJECT

This is an opportunity for Ss to do some inventing of their own. The tasks they are asked to do vary in difficulty, but they all require Ss to be creative and practical at the same time. These are exactly the kind of skills needed by real inventors. So let Ss do this

activity and present their ideas to the rest of the class. They can either do this in the form of diagrams of their designs or by a practical explanation of how to design and make the objects.

### CHECKING YOURSELF

This is an opportunity for Ss to evaluate their own understanding of the unit. They can test their learning and use this opportunity to assess for themselves how much progress they are making in their weaker academic areas.

人教版®

# Unit 4

## 第四单元

# Pygmalion

## 教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目	
话题	Literary work; drama	
词汇	adaptation classic caption plot professor whistle garment woollen hesitate uncomfortable uncomfortably troublesome wallet outcome thief handkerchief mistaken brilliant classify remark betray upper extraordinary condemn properly ambassador acquaintance handful fortune authentic status superior rob antique musical stocking Buddhism cookie teapot cream nail wax disk shabby referee compromise horrible laundry bathtub sob waist vest disgusting overlook alphabet fade pass ... off as ... make one's acquaintance generally speaking in terms of ... show ... in once more in need of fade out	
功能	1. 推测、猜测 (Conjecture) I wonder whether .... I think it's because .... Is it possible that ...? Do you know if ...? Perhaps/Maybe, but .... Do you really think that's true? 2. 情感 (Emotions) Why do you think Higgins felt like that? How did you feel about your first lesson? What do you think would make Eliza happier? Mrs Pearce would comfort/encourage her by .... surprised disappointed worried confused amazed upset sobbing weeping laughing hesitating hopefully uncomfortably kindly rudely gently happily gratefully heartily proudly 3. 判断与评价 (Judgement and evaluation) You've made such progress and .... The problem was that .... You were very good with .... Remember (never) to .... All in all, you did very well.... I think you just need more practice.	
语法	复习过去分词作状语 (Revise the Past Participle as the Adverbial) 1. 过去分词作状语时，可以表示时间、原因、条件、方式、伴随状况等。例如： But, sir, (proudly) <i>once educated to speak properly</i> , that girl could pass herself off in three months as a duchess at an ambassador's garden party. 2. 过去分词作状语，其逻辑主语须与句子的主语一致。例如： Now <i>once taught by me</i> , she'd become an upper class lady.	

## 教学建议

### (Suggested teaching notes)

#### 一、教学内容分析

本单元的主题是通过分析《窈窕淑女》中各个人物的性格而展开的，各项语言活动都是围绕剧本情节及作者萧伯纳来设计的。

“热身”(Warming Up)部分通过三幅图片引出有关皮格马利翁(Pygmalion)的希腊神话故事，让学生对《窈窕淑女》的由来有一个初步的印象；通过对两个问题的讨论可以帮助学生打开思路，并为以后学习剧本和理解剧情作准备。

“读前”(Pre-reading)部分提供的第一个问题可以帮助学生通过电影《窈窕淑女》了解Pygmalion。而第二、第三两题则启发学生思考，调动学生的积极性，使他们发挥想象力，为进一步进入阅读作铺垫。

“阅读”(Reading)部分是一个剧本，故事讲述了一位来自社会下层且语言粗俗的卖花女，偶然遇到上层社会的皮克林上校和希金斯教授的情形。通过他们之间的对话和各自具有的代表性语言，突出本剧主题：人的语言和行为都受他(她)所处的社会地位和社会环境的影响，但是后天的努力可以改变现状。通过这个剧本的学习，教师应该鼓励学生要有决心和勇气改变自己的现状，寻求机遇，不断地提升自己，挖掘自己的潜力，追求不断地进步。

“理解”(Comprehending)部分针对文章的内容设计了五个练习。练习1、2、3旨在考查学生对文章内容的理解。通过分析，进一步加强学生对剧作者所表达的“一个人的言语行为取决于其社会地位”这个主题的理解。练习4重在引导学生思考，对人物性格进行总结。练习5重在加强学生语言正规化的训练。

“语言学习”(Learning about Language)部分包含两方面的内容：“词汇学习”部分设计了不同形式的词汇练习，练习1请学生根据英文释义确定单词，然后在方框中找出相应的单词，增加了趣味性。练习2和练习3分别提供了语境，让学生体会

单词和词组在语境中的应用。“语法学习”部分着重复习过去分词作状语的用法，练习1通过让学生在阅读课文中找出过去分词作状语的句子并自己造出两个含有此语法的句子，使他们熟悉并学会使用过去分词作状语。练习2是改错题，让学生改正句子中的错误，进一步熟悉和巩固动词-ing形式和过去分词作状语的用法。练习3通过短文填空形式，让学生在具体语境中体会动词-ing形式和过去分词的用法。练习4为学生创设情景，让他们在真实的语境中练习使用过去分词作状语。

“语言运用”(Using Language)部分的“阅读与表演”是本单元剧本的第二部分。剧情着重描写了卖花女伊莱扎为了改变自己的命运，来到教授希金斯家要求学习规范语言。希金斯看到伊莱扎衣着脏乱、言语举止粗俗，本不想教她，但为了和皮克林上校打赌来证明其语言观及教学能力，他同意收下伊莱扎。于是，伊莱扎在希金斯家学起了规范语言。“听与说”部分共设计了3个练习。其中，练习1要求学生讨论，旨在引出听力，让学生讨论把伊莱扎培养成淑女应采取哪些措施；让学生预测听力课文的内容；同时也对听力要求作好心理准备，降低了学生听英文时的心理畏惧程度。练习2设计了三个问题，旨在检测学生的听前预测结果和对听力内容的理解，同时，还为学生的短剧表演提供了绝佳的语言和情景素材。练习3是对听力输入的巩固和发展，要求根据所听内容填表，评价伊莱扎学习语音和语法的成果。“说与写”部分设计了两个练习。练习1训练说的能力，为学生创设语境练习本单元表示“推测、猜测”的功能句。练习2是写的训练，使学生通过讨论形成文字，从口头落实到笔头，让学生试着创造性地编一短剧。

“小结”(Summing Up)部分要求学生根据给出的三项提示(content, words and expressions, structures)对所学内容进行总结。

“学习建议”(Learning Tip)旨在指导学生如何

在课外扩大阅读量，特别是阅读名著改编的剧本，以便有效地提高英语水平。此外，朗读剧本、演话剧也是改进语音语调的有效途径。

**本单元所涉及的要点是：**

1. 了解萧伯纳的生平及其作品特点。
2. 了解《窈窕淑女》的剧情，理解心理学上的“皮格马利翁效应”。
3. 掌握本单元教学目的和要求中的词汇和短语的用法。
4. 熟练掌握过去分词作状语的用法。
5. 初步掌握对人或事物进行猜测、判断与评价的常用功能句式。
6. 能比较准确地表达情感。

## 二、教学方法建议

### (一)主题任务

根据本单元的中心话题，建议设计以下三个主题任务，供教师参考，并根据实际情况选用。

**任务一：了解萧伯纳 (Getting to know Bernard Shaw)**

活动时间：在“热身”之前

语言知识要求：用自己的语言总结

语言技能要求：读、说、听

活动形式：

1. 个人活动：设计问题，查找资料，用英语记录。

参考问题：

When was Bernard Shaw born?

What was his nationality?

How many works did he write?

What is his masterpiece?

Do you know anything more about him?

2. 小组活动：交流各自的材料，作必要的提问和补充；并制作简报，要求图文并茂；题材多样（短文、对话形式）。用电脑设计版面。

3. 班级活动：用多媒体课件介绍本组的讨论结果。

任务目的：

1. 针对学生对西方作家了解不太多这一情况，

引导他们通过探究扩大知识面。

2. 培养学生动手能力，学习使用电脑网络查找资料，解决问题。

3. 在语言实践中，试着用学过的语言表述作者的生平及作品，不要单纯展现材料。

### 任务二：朗诵比赛 (Reading competition)

活动时间：在“阅读”之后。

语言知识要求：比较规范英语与非规范英语的区别。

语言技能要求：听、说、读

活动形式：建议全体学生参与

1. 班级活动：讨论活动计划，建议学生三人一组参加比赛，分别代表戏剧中的三个主人公。

2. 个人活动：通过听录音，揣摩比较人物心理及其文化知识水准，进行模仿跟读。

任务目的：

1. 通过朗读比赛这种形式培养学生正确的英语语音和语调，同时培养学生积极的参与精神，积极开拓学习英语的渠道，锻炼学生在公众场合表达自己的能力。

2. 学生练习时，通过模仿跟读可以有效地培养对剧本中人物的立体认识，从而更加深刻地理解角色，进而对本剧本的主题有更加深刻地了解。

### 任务三：短剧表演 (Putting on the play)

活动时间：学完全剧之后

语言知识要求：熟练掌握全剧的新词汇

语言技能要求：听、说、读、写

活动形式：建议全班学生参与改编、表演 *Pygmalion*。如果可能的话，全年段最好搞一次课本剧汇演，营造浓厚的英语学习氛围。

1. 个人活动：通过听录音，模仿不同人物对白的语音语调，揣摩体会各自扮演角色的性格、心理及不同的文化背景，发挥想象力，为故事接下去的发展情节作一个大胆的假设，并续写剧本。

2. 小组活动：以小组为参赛单位，互相交流、排练，最后选出代表参赛。

3. 班级活动：举行短剧表演比赛，各班选派若干小组参加表演；全体学生参与评价，由学生代表当评委。从语言表达、演技、服装道具、音量、整体配合和语音、语调等几方面评出优秀表演小组。



任务目的:

1. 培养学生独立学习和合作学习的能力, 并养成良好的学习习惯。

2. 指导学生如何将英语灵活运用到生活和舞台上, 培养并提高学生的综合素质; 在实践中通过操练, 使语言得到进一步巩固, 真正体现语言的交际功能。

任务四: 思考 (Thinking)

活动时间: 学完本单元课文后

语言知识要求: 本单元所学的语言知识

语言技能要求: 听、说、读、写

活动形式:

1. 个人活动: 思考“本剧的主题是什么?” 观察卖花女的重大变化, 谈谈自己的体会。思考我们该如何加强本剧所揭示的心理学效应, 即 Pygmalion Effect (皮格马利翁效应)。该效应论述的是我们对一个人的期望值有多高, 他就能发挥多大的潜能。建议每位学生写一个关于皮格马利翁效

应的事例, 然后进行交流。(如老师和家长的信任和期望促使学习很吃力的学生取得巨大进步。)

2. 小组活动: 进行交流、共享资源、得出结论。

3. 班级活动: 将收集到的材料张贴展示。

任务目的:

培养学生的思考能力, 挖掘他们学习的内在驱动力, 增强他们的自信心, 让他们明白一个道理: 精诚所至, 金石为开。只要坚持努力, 就能学好英语。

(二) 热身

鉴于中国学生对西方作家作品了解不是很多, 对于他们的写作背景也不是非常了解, 所以教师有必要给学生补充一些关于作者的写作背景, 这样可以加深他们对剧本主题的理解程度, 学生学习起来也能够有的放矢。教师课前可以布置学生收集一些关于作家及其作品的资料, 课上让学生用幻灯片的形式进行介绍, 然后教师用图表的形式进行总结, 并给予必要的补充。

George Bernard Shaw	
Brief introduction	Playwright, was born in 1856, in Dublin, Ireland. In 1876, he left Ireland and moved to London, England. At first, he wrote for newspapers and produced novels. It was not until 1891 that he wrote his first play. In 1904, a theatre began to show his plays. At his time, he had written ten more plays.
Major works	<i>Arms and the Man</i> , <i>The Devil's Disciple</i> , <i>Superman</i> , <i>Major Barbara</i> , <i>Androcles and the Lion</i> , <i>Pygmalion</i>
About Pygmalion	
Historical settings	This play was written in 1914, when the roles of new women were changing in British society. More women began to join in the work force and had their social position. Bernard Shaw was interested in changing English spelling and felt strongly that the English should appreciate their language.
Adaptation	This play is an adaptation of a classic Greek story.
Film	This play was made into a film called <i>My Fair Lady</i> .

对萧伯纳写作《皮格马利翁》的背景有了初步的了解之后, 可引导学生参照书本上热身部分的问题步骤, 引导学生从了解希腊故事起, 一步步接近剧本的主题, 从而产生阅读剧本的兴趣。

(三) 说、听、写教学

针对听力所要训练的内容, 建议在听前对学生

进行热身, 以提高听力训练的效果, 同时为后面的剧本写作提供语言素材。活动建议如下:

两人一组, 一个学生扮演卖花女, 另一个学生扮演帮助她成为淑女的老师。编写剧本并表演对话, 谈论伊莱扎最需要改变的是什么, 老师将怎样改变她? 并由此过渡到听力的训练。

根据因材施教和分层教学的原则,写作可分为必做和选做两个部分。第一部分要求全体学生根据前面所谈到的话题和听力材料的内容,发挥想象

力,以完成教科书要求的任务。第二部分建议英语学习较好且爱好文学的学生将自己了解的中国民间传说改编成英语课本剧。

### 三、教学评价建议

#### (一) 非测试性评价

根据自己的实际情况回答下列问题,并存入个人学习档案:

Things I can do	Evaluation				
I can say something about Bernard Shaw.	5	4	3	2	1
I can explain what it was that turned Eliza into a fair lady.	5	4	3	2	1
I can understand Eliza's non-standard English.	5	4	3	2	1
I can understand the main ideas of the play.	5	4	3	2	1
I know why the play is named <i>Pygmalion</i> .	5	4	3	2	1
I can make conjectures about things I know.	5	4	3	2	1
I can express my emotions in English.	5	4	3	2	1
I can make my own judgement about things I know.	5	4	3	2	1
I can carry out an objective evaluation of things I know.	5	4	3	2	1
I can remember the new words and expressions and use them properly.	5	4	3	2	1
I can make sentences, using the past participle as the adverbial properly.	5	4	3	2	1

#### (二) 测试性评价

1. 从每题所给的四个选项中, 选出一个最佳答案。

- I spent six months \_\_\_\_\_ a visiting professor \_\_\_\_\_ Brown University.  
A. of; in B. as; at C. for; in D. as; to
- I have been suffering from a \_\_\_\_\_ cough since yesterday.  
A. trouble B. troubled  
C. troubling D. troublesome
- You think it is uncomfortable to sit on such a hard chair, \_\_\_\_\_?  
A. you do B. do you  
C. isn't it D. is it
- This model is technically superior \_\_\_\_\_ its competitors, though it looks \_\_\_\_\_.  
A. than; more attractive  
B. to; less attractive  
C. than; as attractive

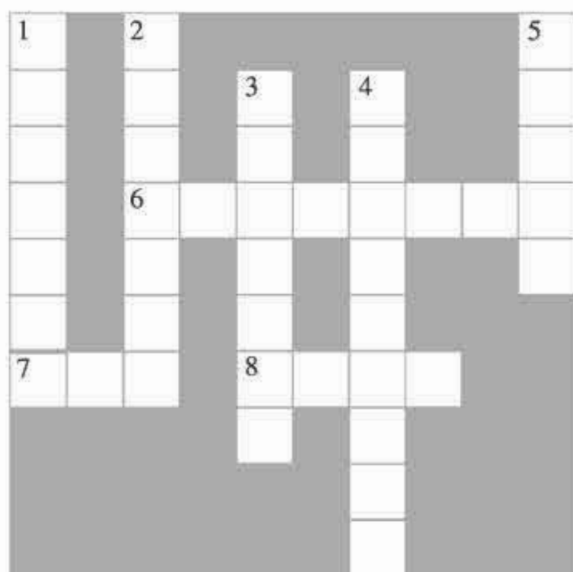
D. to; more attractive

- A: I saw Lily in the street this morning.  
B: You must have mistaken Lucy, Lily's twin sister, \_\_\_\_\_ Lily.  
A. about B. as C. for D. with
- His father is an \_\_\_\_\_ in the government, not an \_\_\_\_\_ in the army; you can go and see him in his office.  
A. officer; official B. official; officer  
C. officer; officer D. official; official
- The murderer was brought in, with his hands \_\_\_\_\_ behind his back.  
A. being tied B. having tied  
C. to be tied D. tied
- The police found that the house \_\_\_\_\_ and a lot of things \_\_\_\_\_.  
A. has broken into; has been stolen  
B. had broken into; had been stolen  
C. has been broken into; stolen  
D. had been broken into; stolen

- 9) \_\_\_\_\_ more attention, the trees could have grown better.

A. Given                      B. To give  
C. Giving                     D. Having given

2. 根据句意和字母数提示, 完成下面字谜。



**Down:**

- 1) Nowadays women's social \_\_\_\_\_ has greatly improved and more women begin to protect their rights with law. (6)

- 2) A \_\_\_\_\_ is a large container that you fill with water and sit or lie in to wash yourself. (7)

- 3) I have had the good \_\_\_\_\_ to work with some of the best directors. (7)

- 4) I think it's a \_\_\_\_\_ idea to co-operate with them. (9)

- 5) There is a(n) \_\_\_\_\_ limit of 20,000 pounds to spend on any project. (5)

**Across:**

- 6) I've got a \_\_\_\_\_ feeling that she lied to us. (8)

- 7) She was so sad that she started to \_\_\_\_\_ uncontrollably. (3)

- 8) A \_\_\_\_\_ is a thin hard area that covers the upper side of the end of each finger and each toe. (4)

**参考答案:**

1. 1) B    2) D    3) C    4) B    5) C  
6) B    7) D    8) D    9) A

2. 1) status                      2) bathtub                      3) fortune  
4) brilliant                     5) upper                        6) horrible  
7) sob                            8) nail

## 补充参考资料 (Supplementary reference materials)

### 一、补充注释

1. ... an expert in phonetics, convinced that the quality of a person's English decides his/her position in society. 一位语音学专家，坚信一个人的英语水平决定这个人的社会地位。

1) **(be) convinced of**: 坚信……；确信……。例如：

I am convinced of his guilt. = I am convinced that he was guilty. 我确信他有罪。

2) **convince sb of**: 使……坚信……；使……确信……。例如：

I don't think her forced smile will convince her father that she lives happily on that small lonely island. 我不认为她的强作欢颜会使她父亲相信她在那个孤岛过得开心。

2. I ain't done nothing wrong by speaking to that gentleman. 我跟那位先生讲话，又没做错什么事。

ain't done nothing wrong 属于不规范英语，意为 haven't done anything wrong。剧中卖花女所说的蹩脚英语主要使用于当时的伦敦贫民区及美国低层有色人种群中。剧中还有多处这种不规范英语，请留心观察。这种不规范的英语在原著中常见，它真实地记录了普通百姓的语言，我们应能理解，但不宜使用。

3. I thought maybe you was a policeman in disguise. 我还以为你是便衣警察呢。

**in disguise**: 乔装。例如：

The emperor liked travelling in disguise. 这位皇帝喜欢微服私访。

本单元还有不少in引导的介词短语，应认真辨析识记：

1) **in need of**: 需要；**in need**: 处于困难（穷困）中。例如：

He is in need of a haircut. 他需要理发了。

We should help those in need. 我们应该帮助那些处于贫困中的人。

2) **in terms of** 有两个意思。一个意为“根据”、“依照”；另一个意为“以……的措辞”。例如：

Let each child read in terms of his own tastes and choices. 让每一个孩子根据自己的兴趣爱好选择书籍阅读。

He referred to your work in terms of high praise. 他对你工作大加赞赏。

4. But they betray themselves every time they open their mouths. 但是他们一张嘴就会露出马脚（暴露自己的身份）。

1) **betray oneself**: 无意中露出本性；背叛

Quite a lot of people will betray themselves when tempted by money. 相当多的人面对金钱的诱惑便原形毕露。

He was betrayed by his own enthusiasm. 他因过于热情而露出了马脚。

2) **every time**: 每一次。

下列名词词组可以作为连词使用：the moment, the second, the minute, the instant, any time, next time, the first time, the last time 等。例如：

The moment I heard the news that she had been admitted into Oxford University, I sent an e-mail to congratulate her. 一听到她被牛津大学录取的消息，我马上发电子邮件向她表示祝贺。

5. But, sir, (*proudly*) once educated to speak properly, that girl could pass herself off in three months as a duchess at an ambassador's garden party. 不过，先生（高傲地）要是一旦有人教她把英语说好了，她就可以在三个月以内冒充公爵夫人出席大使主办的花园晚会了。

此句中的过去分词短语 once educated to speak properly 在句中充当状语，说明经过受教育而变得

说话得体。过去分词作状语是本单元的重点语法学习项目，其功能如下：

1) 过去分词本身有被动含义，可以表示时间、原因、结果、条件、让步、行为方式、伴随状况等。例如：

Heated, water changes into steam. (条件) 加热后，水变成蒸气。

They fell asleep at once, utterly exhausted. (原因) 他们筋疲力尽，很快就入睡了。

Although wounded all over, the brave soldiers continued to fight. (让步) 虽然伤痕累累，勇士们仍坚持战斗。

My father was sitting in the armchair, lost in thought of the past. (伴随) 我父亲坐在扶手椅上，陷入对往事的回忆中。

2) 过去分词作状语，其逻辑主语通常须与主句一致。例如：

The captain rushed into the building, followed by the soldiers. 士兵们跟着上尉冲进大楼。

3) 过去分词充当状语时，分词前面也可加 once, though, where 等连词，此时相当于一个含有被动语态的状语从句。例如：

Though beaten (= Though we were beaten), we were not discouraged. 虽然输了，但我们并没有泄气。

Once tasted (= Once it is tasted), the dish is hard to forget. 一旦尝过一次，这道菜的美味就难以让人忘怀。

Rats should be wiped out where found (= where they are found). 哪里发现老鼠，就在哪里把它们消灭。

6. Generally speaking, people are more polite to those who they think are of a higher social class. 总的来说，人们对那些他们认为属于较高社会阶层的人更礼貌一些。

1) 本句中的 of 表示从属关系。例如：

Birds of a feather flock together. 物以类聚，人以群分。

2) be of + 形容词 + 抽象名词 = be + 副词 + 与该抽象名词同根的形容词。例如：

What I said is of great importance. = What I said is

very important. 我所说的非常重要。

可用于以上结构的抽象名词及相对应的形容词有：

ability – able, help – helpful, importance – important, interest – interesting, significance – significant, use – useful, value – valuable

如：places of great interest

an event of historical significance

a cultural relic of great value

7. superior 的用法

**superior** (adj.)

1) 作为普通形容词，意为“傲慢的”。例如：  
I hate his superior manner. 我讨厌他那傲慢的态度。

2) 作为暗含比较级的形容词，意为“较高的”、“较好的”、“较……为优秀的”。由于 superior 本身隐含着比较意义，因此不能在前面再加 more。在与另一事物进行比较时，与之搭配的介词要用 to，不能用 than。例如：

Johnson is superior to Mr Wang in mathematics. 约翰逊的数学比王先生好。

与 superior 用法相同的词还有 inferior, senior, junior, prior 等。例如：

Brass is inferior to gold. 青铜不如金子。

He is junior to me by many years. 他比我小很多岁。

Prior to her marriage, my mother was an electrician. 我母亲在结婚前曾经是电工。

8. I rather fancied myself because I can pronounce twenty-four distinct vowel sounds. 本来我很自负，因为我能清晰地发出 24 个不同的元音。

1) **fancy oneself (as)**: 自以为是……；自命不凡。例如：

She fancied herself (as) a famous actress. 她自以为是是个名演员。

2) **fancy doing**: 想不到会做某事。常用于祈使句，表示惊叹。例如：

Fancy meeting so many old friends! 想不到会遇到这么多老朋友！

And fancy you talking like that! 没想到你竟然会那样讲话！



## 二、背景知识

### 1. About George Bernard Shaw

George Bernard Shaw (1856—1950), playwright, essayist and pamphleteer, was born in Dublin, Ireland. In 1876 he left Ireland and moved to London, England. At first he lived with his mother and tried writing for newspapers and producing novels. At this time he became very interested in politics and joined the Fabian Society (which preached socialism by slow, small steps and preceded the Labour Party). He used to speak for them at Speakers' Corner, a spot in London's Hyde Park, where anybody can speak their mind freely. This was where he learned his energetic style of speaking and writing. It was not until 1891 that Shaw wrote his first play. But he wrote ten more before any were put on in London. In 1904, an actor/manager started an experimental theatre (called the Court Theatre) and began to show Shaw's plays. They became popular and with the money, Shaw became wealthy. He interested himself in changing English spelling and felt very strongly that the English did not appreciate their own language. He said:

*"The English have no respect for their language, and will not teach their children to speak it. They spell it so badly that no man can teach himself what it sounds like."*

This is the background to his play *Pygmalion*, which was written in 1913.

In his life Shaw wrote more than forty plays, including *Arms and the Man* (1894), *The Devil's Disciple* (1897), *Superman* (1905) and *Major Barbara* (1905). His later plays include the "religious pantomime" *Androcles and the Lion* (1912), and the "anti-romantic" comedy *Pygmalion* (1913), adapted as the musical play *My Fair Lady*, in 1956 (filmed, 1964). His plays have been translated into many languages and are widely read all over the world.

### 2. About Pygmalion

In ancient Greek mythology, Pygmalion was a gifted sculptor from Cyprus, who showed no interest in

the local women at all, for he found them immoral and frivolous. Instead Pygmalion concentrated on his art until one day he ran across a large, flawless piece of ivory and decided to carve a beautiful woman from it. When he finished the statue, Pygmalion found the image of his ideal woman so lovely that he dressed the figure and covered her in jewels. He gave the statue a name: Galatea, which meant sleeping love. He found himself falling in love with his ideal woman, so he went to the temple of Aphrodite (the goddess of love, beauty and fertility) to ask for forgiveness for all the years he had shunned her and beg for a wife who would be as perfect as his statue.

Aphrodite was curious, so she visited the studio of the sculptor while he was away and was charmed by his creation. Galatea was the image of herself. Flattered, Aphrodite brought the statue to life. When Pygmalion returned to his home, he found Galatea alive, and humbled himself at her feet. Pygmalion and Galatea got married, and Pygmalion never forgot to thank Aphrodite for the gift she had given him. He and Galatea brought gifts to her temple throughout their life, and Aphrodite blessed them with happiness and love in return.

Based on the classical myth mentioned above, Bernard Shaw's *Pygmalion* plays on the complex business of human relationships in a social world. Phonetics Professor Henry Higgins tutors Cockney Eliza Doolittle, not only in the refinements of speech, but also in the refinements of her manners. The end result produces a very ladylike Miss Doolittle, so the lessons learned become much more far-reaching.

### 3. About My Fair Lady

*My Fair Lady* was the title of a successful musical and later a film based on Bernard Shaw's classic *Pygmalion*. Perhaps the most popular musical of the 1950s, *My Fair Lady* came into being only after Hungarian film producer Gabriel Pascal devoted the last two years to finding writers who would adapt Bernard Shaw's *Pygmalion* into a gloriously witty musical. In the musical, Professor Henry Higgins takes a bet from

Colonel Pickering that he can transform unrefined, dirty Cockney flower girl Eliza Doolittle into a lady, and fool everyone into thinking she really is one, too! He does, and thus young aristocrat Freddy Eynsford-Hill falls madly in love with her. But when Higgins takes all the credit and forgets to acknowledge her efforts, Eliza angrily leaves him for Freddy, and suddenly Higgins realizes he's grown accustomed to her face and can't really live without her.

*My Fair Lady* opened at the Mark Hollinger

Theatre on March 15, 1956 and enjoyed a run of 2,717 performances which lasted more than nine years and became the greatest commercial triumph the American theatre had known up to that time. On 13th June, 1961, it became the longest-running production in Broadway history. The 1964 film version starred Rex Harrison, Stanley Holloway and Audrey Hepburn. It won eight Oscars including Best Picture, Director, Actor, Cinematography and Score. It also won for sets, costumes and sound.

人教版®

## Teaching guide for the Student's Book (学生用书教学指导)

### INTRODUCTION

This is a shortened version of the play *Pygmalion* written by George Bernard Shaw. The play is based on a Greek myth. Although there is no character called Pygmalion in the play, it is based on the same theme.

In the Greek myth there is a sculptor called Pygmalion, who does not like women. However, he creates a perfect stone woman who is so beautiful that he falls in love with her. He asks the Goddess Hera to make his dream come true by turning the stone statue into a real woman. This Hera does and the two are married and live happily together.

In Shaw's play, Professor Higgins is a man who does not like women either and is very rude to them. For a bet he agrees to teach a poor young woman (Eliza) so that she can be passed off as a rich lady in high class society. So, like Pygmalion, Higgins creates a perfect

young woman. Both the statue and Eliza depend on their creator for their new life. Just as the statue woman becomes a real woman, Eliza becomes accepted as a member of the upper class. Pygmalion is the creator of the statue and Higgins of Eliza.

In the myth, Pygmalion changes his attitude to women. One of the interesting issues about the play is whether Professor Higgins changes enough. Eliza does not think he is reliable or pleasant enough to commit to; he falls in love with her but is unable to admit it or adjust his ways to Eliza's needs. This is the tragedy of the play. But the play is not altogether a tragedy. Comedy is provided by Eliza's efforts to learn to speak good enough English to be accepted by upper class of English society.

### WARMING UP

The aim of this part of the unit is to introduce Ss to the Greek story of Pygmalion. It tells the story in three stages using pictures.

Picture 1: Pygmalion, an artist, dislikes women. One day he makes a statue of a beautiful woman in ivory.

Picture 2: When he finishes the statue, he falls in love with it and goes to the Greek goddess, Aphrodite, to ask her to make the statue into

a real woman.

Picture 3: As a result of his prayers, Aphrodite agrees to help him and makes the statue into a woman.

The two marry and live happily ever after.

Some students will know the story but others may not. Ask the class who knows the myth of Pygmalion. Ask those who do to inform those who do not. They may retell the story using the pictures and the captions for help.

### PRE-READING

The aim of this part of the unit is to encourage Ss to predict some of the issues in the play.

Teaching suggestions:

1 In pairs let Ss discuss how the Pygmalion story might

be turned into a modern play. (Try to encourage them not to look ahead in the unit.)

- *What parts of the story would remain?*
- *What parts would have to change?*
- *Where could the play be set?*
- *What job would a modern Pygmalion do?*
- *What job would his modern statue-wife do?*

2 Then put two pairs into fours. Let them exchange

their ideas and agree on a possible story.

- 3 Let one person from each four tell their ideas to the class.
- 4 Make a record of these ideas so that you can compare them with Shaw's play at the end of the unit. They may also be useful in the final writing task where Ss are asked to evaluate the play. (see p.76)

## READING

This play takes place in 1914 just before the war between UK, France and Germany (known as World War I, 1914 — 1918). So it was written at a time when social classes were fixed, and it was extremely difficult to move from one social class to another. First, you needed money. But even if you had money, it was unlikely that a higher social class would readily accept you. Money earned in trade was not considered to be as important as family connections. So a poor duke or lord was often considered more important than a rich businessman. A second important way of telling a person's class was by his clothes. A third was the way a person spoke. So the social position of the gentleman and Eliza in the first part of Act One would be very clear to an English audience as soon as they opened their mouths. What is not made clear (but would have been clear to the English audience also) was how difficult it was going to be for Eliza to move from the poor working class to the upper class.

At the time of the story, there were very few respectable jobs for women. There were few, if any, chances of going to university or being trained as nurses or teachers. Also once a girl married she was forced to give up work. So selling flowers and owning a flower shop was one of the few jobs that someone in Eliza's position could do. If it was her own shop, she could continue to work in it after marriage. This was why Eliza was eager to own a flower shop.

### Teaching new words and structures

First, the teacher should remind Ss to skim the whole text and try to work out the meaning of the new words and structures using context clues. They should concentrate on understanding the main idea of the reading.

Second, the teacher should concentrate on the words Ss do not know. It is best if the teacher chooses and explains the words and structures he/she thinks Ss will not know before reading the whole text carefully. This is particularly difficult in this case as this is a play, the text of which needs to be understood and explained before it can be read aloud. This is difficult for the first two acts of *Pygmalion* as Shaw wrote Eliza's speeches as he wanted them pronounced.

Besides the meaning of the words, Ss need to think about what this way of writing tells them about a character and what it shows about the relationship of the characters.

### 1 How Eliza shows her poor use of English

- 1 *Come over'ere, cap'in, and buy me flowers off a poor girl.*

In this sentence Eliza shows her poor English by dropping the *h* in *'ere*, and using the term *me* instead of *my* to describe the flowers. She indicates that she is in a lower social status than the man buying her flowers because she gives him a military title to flatter him (*cap'in*).

In correct English, the sentence should read *Come over here, captain, and buy some flowers from a poor girl.*

- 2 *Hey! I ain't done nothing wrong by speaking to that gentleman.*

Several words in this speech show Eliza's poor English grammar and pronunciation.

*Ain't* is the same as modern *haven't*.

*Nothing wrong* is a common mistake in working class English. The correct usage should be *anything wrong*.

So the sentence should read *I haven't done*

anything wrong by speaking to that gentleman.

3 *I'm an honest girl I am!*

The repetition of *I am* at the end of the sentence is not necessary for understanding it. It is there for emphasis in case Henry doesn't believe her! So the sentence should read *I'm an honest girl*.

4 *How do I know whether 'ou took me down right? 'ou just show me what 'ou've wrote about me?*

1) In these two sentences, Eliza again shows her poor command of English by dropping the *y* at the beginning of the word *you*.

2) She also shows her poor grammar in the sentence which should be: *How do I know if you write down what I said accurately? Just show me what you've written (please)?* The word *please* at the end of the sentence (and placed in brackets) is implied in the sentence but not stated.

3) She also shows her aggressiveness in social situations rather than her politeness. If she had been polite, she would have said: *Please show me what you've written*.

5 *What's it to you?*

This means *why is it any of your business*, but it is a colloquial way of saying so. In this section of the play, it shows that Henry is correct when he says that Eliza was born in Lisson Grove.

6 *Now that's sommat I want, that is!*

In this sentence, Eliza uses the tense incorrectly and slides words together.

*That's sommat* is bad English for *that's something*. *I want* is for *I would like to be*.

*That is* is added for emphasis but is not necessary for the meaning.

The sentence should read *Now that's something I would like to be*.

## 2 Other phrases that need explanation

1 *Take this for three pence.*

At the time Shaw was writing the play, money consisted of pounds, shillings and pence. There were 12 old pence (d) to a shilling and 20 shillings to a pound. In the 1970s money became metricated and some of the coins (such as the penny) disappeared altogether. A shilling was given another name and became 5 new pence (p). There are now 100p to a pound instead of the old 144d. When Shaw

uses pence he is referring to this old money.

2 *... small change*

This refers to the smaller coins in someone's pocket such as a shilling and any other pence. It would not mean anything more valuable than one shilling.

3 *I thought maybe you was a policeman in disguise.*

Flower selling was a respectable job, but it had its problems. Where you sold your flowers would affect how many you sold. But if a gentleman thought you were trying to be too pushy selling the flowers, he might complain to the police who could move you away from that spot to a less good place.

4 *... if I'm not mistaken*

This is a polite way of saying that "You may disagree with me but I think I'm right in saying that ...."

5 *... the English that will condemn her to the gutter to the end of her days.*

This is Shaw stating his view that how you speak the English language classifies your social position in someone else's eyes. The gutter is the place where the pavement meets the road. It is usually dirty and if you walk in it, you will probably get covered in mud from passing traffic. So people of higher social position would either walk on the path or travel in a cab. Only the poorest people would get pushed off the path and into the gutter when they are walking along the road.

**The following version of the play uses correct English grammar and can be used with your class if you wish before you read the original language in the play. The sentences underlined show changes in Eliza's language.**

E = Eliza

G = Gentleman

H = Higgins

CP = Colonel Pickering

E: Come over here, captain, and buy some flowers from a poor girl.

G: I'm sorry but I haven't any change.

E: I can give you change, captain.

G: (surprised) For a pound? I'm afraid I've got nothing less.

E: (hopefully) Oah! Oh, do buy a flower off me, captain.

Take this for three pence. (holds up some dead



flowers).

G: (uncomfortably) Now don't be troublesome, there's a good girl. (looks in his wallet and sounds more friendly) But, wait, here's some small change. Will that be of any use to you? It's raining heavily now, isn't it? (leaves)

E: (disappointed at the outcome, but thinking it is better than nothing): Thank you, sir. (sees a man taking notes and feels worried) Hey! I haven't done anything wrong by speaking to that gentleman. I've a right to sell flowers. I'm not a thief. I'm an honest girl (begins to cry)

H: (kindly) There! There! Who's hurting you, you silly girl? What do you take me for? (gives her a handkerchief)

E: I thought that maybe you were a policeman in disguise.

H: Do I look like a policeman?

E: (still worried) Then why did you take down my words? How do I know whether you took me down accurately? Just show me what you wrote!

H: Here you are. (hands over the paper covered in writing)

E: What's that? That isn't proper writing. I can't read that. (pushes it back at him)

H: I can. (reads imitating Eliza) "Come over here, captain, and buy some flowers from a poor girl", (in his own voice) There you are and you were born in Lisson Grove if I'm not mistaken.

E: (looking confused) What if I was? What business is it of yours?

...

E: What's that you say? A shop assistant? Now that's something I would like to be!

H: (ignores her) Can you believe that?

CP: Of course! I study many Indian dialects myself and ...

H: Do you indeed? Do you know Colonel Pickering?

CP: Indeed I do, for that is me. Who are you?

H: I'm Henry Higgins, and I was going to India to meet you.

CP: And I came to England to make your acquaintance!

E: What about me? How are you going to help me?

H: Oh, take that. (carelessly throws a handful of money into her basket) We must have a celebration, my dear man. (leave together)

E: (looking at the collected money in amazement) Well,

I've never got so much. A whole pound! That's really a fortune. That'll help me indeed. Tomorrow I'll go to see you, Henry Higgins. You talked in "authentic English" ... (in her own voice) I'll see whether you can help me get it ... Mr Higgins, just wait and see what I'll do. (goes out)

### Understanding ideas

This is the time to discover if Ss have understood the passage. There are three main ideas in this Act:

- that Eliza shows her low social position every time she speaks;
- that Henry can analyse exactly where she was born;
- that Henry knows how to improve Eliza's English so that nobody would know that she came from a poor part of London and was a working-class girl.

### Teaching suggestions:

Here are some possible questions you might ask Ss to consider.

- 1 How else does Eliza show her low social position?
- 2 What method does Henry use to study Eliza's use of English?
- 3 What makes Henry so confident that he could pass Eliza off as a duchess at an ambassador's garden party?
- 4 Why is Colonel Pickering in the play?

Questions 1 and 2 are literal questions that need Ss to examine the text of the play carefully for the answers. Question 3 is to ask Ss to explore Henry's character. Ss can speculate what sort of a person he is, using this speech (and any others) as evidence. Question 4 encourages Ss to speculate why Pickering is included in the play. The following questions can be considered:

- Did Shaw include him so Henry had somebody to discuss his phonetic methods with?
- Did Shaw include him to show how a real gentleman would behave?
- Is Pickering to be the standard by which we can test whether Henry is really a gentleman or not?

### Discussion of ideas

- 1 This needs Ss to relate the issues of this play to China. Eliza's clothes, accent, poor grammar and general conversation show her low social class. What signs

are there in China that indicate status? Here are some possible questions:

- How do you recognize different social classes in China? Is it through clothes, attitude, education, job or possessions?
- How do you recognize a highly educated Chinese person? Is it through their use of English and the content of their Chinese conversation?
- Does your accent show your social class in China as it did in England at the time when the play *Pygmalion* was written?
- Does where you live (in a city) show your social class as living in the different parts of London did?

The answers to these questions may show similarities with the situation in England, or they may not. Do not make Ss look for parallels – only identify them if they exist in Chinese society.

2 The play is connected with the Greek story, so the most important character is not Eliza Doolittle (the equivalent of the statue-woman), but Henry Higgins (the equivalent of *Pygmalion*). Here are some possible questions to explore this issue:

- In what ways is Henry like *Pygmalion*?
- In what ways is Eliza like the statue-woman?
- How do you think their relationship is going to develop?
- What difficulties do you predict for them?

It is meant to be read aloud or acted. But the only way a writer can show how he wants his characters to sound is how he writes their speeches. So the omitted letters in Eliza's speeches are to show the actor playing Eliza how to speak or act the part using the correct pronunciation and intonation. We will see as the play progresses that Eliza's way of speaking changes as her pronunciation and use of grammar improves.

- 2 The playwright also often indicates how he wants the actors to behave by adding stage directions to the play text. Let Ss examine these directions and divide them into two groups: those that indicate how the playwright thought the character felt as he/she spoke the words; and those that show where he/she is to move on the stage. Stage directions, which indicate emotions are to help Ss read the text with the correct intonation and feeling as well as the correct pronunciation.
- 3 The playwright also has to show what kind of people his characters are, by what they say and how they behave. This is very subtle and may be missed by Ss. However, the teacher can help them. Ask them to identify sentences or phrases that indicate what kind of people Henry, Eliza and Pickering are and then explain what they show about them. Here is an example:

### Discussion of style

1 A play is written differently from a story or a report.

Character	Quote from the play	What it shows
Henry Higgins	<i>Look at this girl with her terrible English: the English that will condemn her to the gutter to the end of her days.</i>	<ol style="list-style-type: none"> <li>1 Henry is arrogant.</li> <li>2 He thinks the use of correct English grammar matters.</li> <li>3 He thinks the girl can never overcome this problem.</li> </ol>
Eliza	<i>Thank you, sir. Hey! I ain't done nothing wrong by speaking to that gentleman. I've a right to sell flowers.</i>	<ol style="list-style-type: none"> <li>1 Eliza is respectful to people of a higher social class than her (calls the man "sir").</li> <li>2 She is aggressive when defending herself.</li> <li>3 She is sensitive about how she appears to others.</li> </ol>

Character	Quote from the play	What it shows
Colonel Pickering	<i>That's quite brilliant! How did you do that, may I ask?</i>	<ol style="list-style-type: none"> <li>1 Modest. It is not until later we find out he is an authority on Indian languages.</li> <li>2 He is prepared to learn from others.</li> <li>3 He ignores Eliza but speaks to Henry as they are social equals.</li> </ol>

**Reading through the play**

- 1 After the discussion of Eliza's language and how Henry's speeches show his character, let Ss read the play aloud. Give the parts out to Ss and ask them to try to sound like the characters they are playing. So Eliza should sound rough and Henry should speak with a quick, decided voice that is only friendly when he meets Pickering. He should sound superior when he speaks to Eliza. After all he does not think very highly of her.
- 2 Evaluate the performances by Ss. Give one piece of

praise and one of constructive criticism to help them read better next time. Concentrate on correct pronunciation, intonation and the rhythm of the language.

- 3 Discuss with the class how to put emotion into their acting so that the person reading the part really does sound like the character they are playing.
- 4 Let another group of Ss read the play. Comment on their performances. Make sure everybody feels they are improving and especially praise those who try to include what you have discussed into their acting.

**COMPREHENDING****Suggested answers to Exercise 1:**

- 1 Henry Higgins.
- 2 She thinks he is a policeman in disguise.
- 3 He has been living in India and has studied many Indian dialects.
- 4 He is anxious to meet Colonel Pickering because he is researching in the same academic field as Pickering.
- 5 Her ambition is to be a shop assistant. She decides to take lessons from Professor Higgins to achieve her aim.
- 6 Eliza is from the lower class. She is respectful to

people of the higher class. She calls gentleman "sir" and "cap'in" (or captain) which is a compliment. Henry Higgins is from the middle class. He is rude to the lower class and polite to the same or upper class. He calls Eliza "your silly girl" and Pickering "my dear man" (an equal and friend). Colonel Pickering is from the upper class. He is generally confident and polite, but ignores Eliza. He is prepared to begin a conversation with Henry, whom he does not know and generous with praise to him.

## Suggested answers to Exercise 2:

The social relationships within the play are shown by the different way people talk to and about each other.

Relationships between characters	Evidence from the play
<b>Henry Higgins:</b> 1 Attitude towards Colonel Pickering (H) 2 Attitude towards Eliza (L) Is the statement above true? 1 Yes; 2 Yes	1 respects his professional work as a phonetician; calls him <i>sir</i> and <i>my dear man</i> 2 watches her; notes her reactions; talks about her in front of her; calls her <i>silly girl</i>
<b>Colonel Pickering:</b> 1 Attitude towards Henry Higgins (L) 2 Attitude towards Eliza (L) Is the statement above true? 1 Yes; 2 Yes	1 appreciates his expertise; praises him; asks his opinion; happy to be friends 2 ignores her; does not stop Henry when he talks about Eliza in front of her (which is very rude)
<b>Eliza:</b> 1 Attitude towards Henry Higgins (H) 2 Attitude towards Colonel Pickering (H) Is the statement above true? 1 Yes; 2 Unclear	1 anxious; eager not to do the wrong thing; ambitious to improve herself; respectful and curious about Henry's expertise 2 feels upset not being included in the conversation when talked about

## Teaching suggestions:

- 1 Brainstorm with Ss what you say when you like someone or want to help them. Make a list of the words on the board.
- 2 Then brainstorm again to find actions to show you

approve or disapprove of someone. Make another list on the board under the first one. Arrange the two lists in this way below so you can see the connection between them.

Words that show you like someone	Words that show you don't like someone
Actions that show you approve someone	Actions that show you disapprove of someone

- 3 Then look again at how the three main characters in the play treat each other. Look first at Henry. In class discuss:

- Who does he say nice things to?
- Who does he act kindly towards?
- Who is he rude to?
- Who does he do unkind things to?

We find that he is nice to Pickering (behaviour, language) and rude to Eliza (behaviour, language). Make a note of what he does and says.

- 4 Now do the same exercise with Eliza and Pickering.

Ask Ss to be ready to discuss their ideas and find evidence to support their ideas from the text.

## Suggested answers to Exercise 3:

You can also show your social status by

- clothes you wear
- expensive possessions (like cars or jewellery)
- attitudes and behaviour
- education level
- how many foreign languages spoken and countries visited

### Answer key for Exercise 4:

Henry Higgins

impatient, rude  
confident, superior  
self-important

Colonel Pickering

kind, polite  
generous, enthusiastic  
eager, confident

Eliza

anxious, eager  
emotional, ambitious  
unsure, dynamic

### Suggested answers to Exercise 5:

- 1 Come over here, captain, and buy some flowers from a poor girl.
- 2 I haven't done anything wrong by speaking to that gentleman.
- 3 I thought that maybe you were a policeman in

disguise.

- 4 How do I know whether you wrote down what I said accurately?
- 5 A shop assistant? Now that's something I would like to be!

## LEARNING ABOUT LANGUAGE

### Discovering useful words and expressions

#### Answer key for Exercise 1:

- 1 caption 2 garment 3 whistle 4 woollen 5 hesitate  
6 troublesome 7 wallet 8 outcome 9 condemn  
10 brilliant 11 adaptation 12 thief

w	h	i	s	t	l	e	w	u	r	b	a
a	d	a	p	t	a	t	i	o	n	r	s
l	o	b	q	c	z	l	c	b	s	i	t
l	a	p	d	g	e	n	m	w	v	l	z
e	q	z	c	a	p	t	i	o	n	l	c
t	m	u	q	r	d	f	y	o	x	i	f
h	r	x	e	m	g	c	w	l	d	a	h
i	t	y	n	e	o	i	s	l	g	n	e
e	v	s	o	n	f	u	h	e	j	t	s
f	z	k	d	t	g	j	t	n	n	z	i
q	y	e	i	h	p	a	v	c	g	p	t
p	m	w	s	u	j	h	m	k	o	q	a
n	v	x	i	l	o	p	y	f	e	m	t
l	t	r	o	u	b	l	e	s	o	m	e

#### Answer key for Exercise 2:

mistaken, status, betrayed, classify, pass, upper, superior, fortune, handful, plot, classic

#### Answer key for Exercise 3:

- 1 in disguise 2 in delight 3 in amazement  
4 in particular 5 in return

**Similar phrases include:** in agreement, in line, in addition, in cash, in charge, in common, in general, in fact, in trouble, in many ways, in memory, in need, in one's turn, in order (to), in a way, in other words, in peace, in relief, in ruins, in spite of, in style, in the distance, in the end, in the future, in the meantime, in this way, in time

### Revising useful structures

#### Answer key for Exercise 1:

Now once taught by me, she'd become an upper class lady....

#### Answer key for Exercise 2:

- 1 Being taught by the two gentlemen, Eliza made great progress.
- 2 Having been awarded so many prizes in literature, George felt that his years of efforts were well deserved.
- 3 Bitten by the snake in the bush, Susan was sent back to the camp.



- 4 Having been punished by his boss, he was in a very bad mood.
- 5 Having been cheated by that company, he lost all his possessions.
- 6 Having found a hole in her stocking, Mandy said to her friend, "I will buy another pair and meet you in two hours' time."
- 7 Having been forced to leave his job, he set up his

own company.

- 8 Having been caught, the thief was taken to the police station by the police.

#### Answer key for Exercise 3:

determined, Forced, Knowing, accepted, disappointed, Having been trained, spoken, accepted

## USING LANGUAGE

### Reading and acting

The aim of this reading is to continue the second act of the play in which Pickering makes a bet with Henry. If Henry can turn Eliza into a lady in three months, Pickering will consider Henry the greatest teacher alive, and he also agrees to pay all the costs himself.

#### An analysis of the English used in this act

- 1 ... *she's quite a common kind of girl with dirty nails.*

This is a rather rude way of describing someone you don't approve of. Mrs Pearce means that Eliza is dirty, has no manners and speaks with poor English grammar. This is how she shows that she disapproves of her. Her dirty nails show that she is not clean (which working class people would be), so maybe she is bringing infection into the house with her.

- 2 *She's no use at all. Take her away.*

In this speech Henry shows that he regards people

- as things rather than real persons (with thoughts and ideas of their own);
- as having no feelings (so he can treat them rudely).

It is an indication of his character.

- 3 *I wanna be a lady in a flower shop 'stead o' selling flowers in the street.*

*I wanna* is a common mispronunciation of *I want to*. 'stead shows how Eliza does not say her words correctly. It should be *instead*. *o'* is the same mistake and should be *of*. So the sentence should read *I would like to be a lady (working) in a flower shop instead of selling flowers in the street.*

- 4 *But they won't take me 'less I speak better.*

The word 'less is another of Eliza's contractions. It

should be *unless*.

- 5 *I'm not asking for any favours – and he treats me like dirt.*

*To treat somebody like dirt* is to behave as if somebody's thoughts and opinions are not important and need not be taken into account. It shows Eliza does not like Henry's behaviour and considers it rude.

- 6 *Now yer talking.*

The word *yer* is a bad pronunciation for *you are*. When you shorten *you are* to *you're*, it can soon become *yer*.

- 7 *Oh, she is so deliciously low.*

This sentence refers to Eliza's social position. Henry is enjoying meeting someone who shows all the characteristics of a poorly educated person.

- 8 *I dursn't. It ain't natural and it'd kill me.*

The word *dursn't* is a shortened form of *I dare not*. It refers to Eliza's fear that a bath may make her ill. This was because working class people at this time did not have bathrooms in their houses and so did not take baths very often. So many working class people feared that too many baths were harmful. Eliza clearly believes this as she confesses that *It is not natural (to have a bath just because you are dirty) and it would kill me (if I did).*

- 9 *And there's another problem, Higgins. What are we going to do once the experiment is over?*

These two sentences show that Pickering has some concern for Eliza's future. This shows that he is more gentlemanly and considerate. Henry's refusal to consider the question shows that he is selfish and unconcerned with other people.

**Teaching suggestions:**

- 1 Let Ss read this text through on their own concentrating first on Eliza's speeches. Go through each speech thoroughly discussing the language and what it should be if it was written in correct English. Remember that this scene takes place before Henry has started his lessons, so Eliza's English is still poor.
- 2 Discuss what you think these speeches tell us about Eliza's character. Is she going to listen and follow everything Henry says or do you think she is going to be more independent? Find some evidence from the speeches to support your view.
- 3 The second important person in this scene is Henry. Read his speeches and decide what they tell us about his character. Then do the same for Colonel Pickering and Mrs Pearce.
- 4 Read the scene with several students in the class taking different parts. Ask the rest of the class to comment on their intonation and pronunciation. Don't let Ss be too critical. They should praise before they criticise.
- 5 Finally choose another group of Ss to read the scene again. They should try to improve on the pronunciation and intonation of the first group.

**NOTE:**

When Eliza first comes into the room, she curtsies to the two men. This is very polite behaviour by a person from a lower social group to one that is higher. It shows respect. The polite way for the men to behave is to bow to her in return. However they don't. This shows that they regard her as being from a lower class. So they don't need to acknowledge her curtsy with a bow.

**Suggested answer to rewriting these sentences using correct English:**

- 1 I want to be a lady in a flower shop instead of selling flowers in the street.
- 2 Now you're talking ... You wouldn't dare to ask the same (amount) for teaching me (my own language) as you would for (teaching me) French.
- 3 I cannot. I daren't. It isn't natural and it would kill me.

**Listening and speaking****LISTENING TEXT****Act Two, Scene 2****CHANGING ELIZA**

H = Higgins CP = Colonel Pickering E = Eliza

H: Good morning, Eliza. My goodness, how pretty you are after a good bath! Ready for your first lesson? You see, Colonel Pickering and I are both here waiting.

E: Than' you sir!

H: So let's begin. Say your alphabet.

E: I know my alphabet. Do yer thin' I know noffink!

H: Now, now! Let's start again. Say this after me. (*very slowly, loudly and carefully*) Do you think I don't know anything?

E: Do yer think I don't know anythink!

CP: Do you know, Higgins, I think that was better!

H: (*far from satisfied*) Once more, Eliza. (*emphasizing each word*) Do you think I don't know anything!

E: (*very slowly and carefully too*) Doo yoo think I don't know anything?

H: Now to the alphabet, my girl. Don't argue – just say it.

CP: Yes, say it, Eliza! You'll understand soon. Do what he tells you and let him teach you in his own way.

E: Oh, well! If you put it like that! Ah yee, Bayee, Sayee, Dayee ....

H: (*bored*) Stop at once. Now say A, B, C, and D.

E: (*in tears*) But I am saying it. Ahee, Bayee, Sayee, Dayee ....

H: Stop! Say "a cup of tea".

E: I cap-o-tee.

H: Put your tongue forward until it pushes against the top of your lower teeth. Now say "cup".

E: C-c-c. I can't. I can't hear no difference 'cept that it sounds more genteel – like when you say it. (*begins to cry*)

H: (*angrily*) Well, if you can hear that, why are you crying? Now try again, Eliza.

E: C-cup.

CP: Splendid, Miss Doolittle. Never mind a little crying, you are doing very well. The lessons won't

hurt. I promise not to let him pull you round by your hair.

H: Now try the whole thing, Eliza. A cup of tea.

E: (*very slowly and with emphasis*) A cu-up of tea.

CP: Good, good!

H: Better, better! Now try this sentence. "The rain in Spain falls mainly on the plain".

E: (*again with emphasis*) The rine in Spine falls minely on the pline.

H: (*excitedly*) It's coming! It's coming! Now try again, Eliza. (*slowly*) The rain (ai, ai, ai) in Spain (ai, ai, ai) falls mainly on the plain.

E: The rai-ain in Spai-ain falls mai-ainly on the plain.

CP: Miss Doolittle, that's so much better.

H: Now, Eliza, go and practise by yourself. Keep your tongue well forward instead of trying to swallow it.

E: (*beginning to cry*) Oah! Oah!

H: (*angrily*) Now Eliza, go and tell Mrs Pearce about this lesson. Think about it and practise by yourself. Away with you!

(*Eliza is still sobbing, rushes from the room*)

CP: Now Henry, couldn't you have been kinder to that poor girl after all the effort she made?

### Suggested answers to Exercise 1:

Things that need to be changed	How to make the changes
1 Eliza's clothes	1 Buy new ones
2 Eliza's hygiene	2 Give her baths
3 Her language:	3 Have lessons to help her with all three problems:
• grammar	• learn the rules
• pronunciation	• practise repeating words till correct
• use of appropriate language (eg no swearing)	• learn socially safe topics to discuss
4 Eliza's behaviour	4 Learn how to walk and behave in upper class social activities

### Suggested answers to Exercise 2:

- Each group of four should evaluate their own ideas. They should then honestly report to the class how close their ideas were to those of the story. If there is little time the teacher can use a show of hands to estimate how close students' ideas were to those of the play.
- Get Ss to discuss where Henry puts most emphasis on this first lesson: is it on pronunciation or grammar?

Discuss why and whether he was correct or not. Make sure Ss give a reason. The teacher should move round the room so that Ss can tell him/her their ideas as he/she passes and save time on the reporting back to the class.

- Ask Ss to consider whether they would have liked to be in Henry's class. Ask them give a reason. Let them suggest other possible teaching methods he might have used.

### Suggested answers to Exercise 3:

	What Eliza got right	What still needs to be improved
<b>Pronunciation</b>	She got the phrases and sentences correct after repeating them twice: "Do you think I don't know anything?" "a cup of tea" "The rain in Spain falls mainly on the plain".	Her "ai" in "The rain in Spain falls mainly on the plain" and her alphabet.
<b>Grammar</b>	She still doesn't know about double negatives (don't, no), so her meaning is the opposite of what she means. Her sentence "I can't hear no difference" means "I can't hear any difference".	I can't hear no difference ....

I think Eliza's progress is *great because she learns so quickly. She picks up new pronunciation very fast.*

### Speaking and writing

In this speaking activity, Ss must consider how Eliza would have felt after her lesson. There is some indication in the text:

- she begins the lesson feeling insulted that she has to say the alphabet;
- she tries hard to do what Henry wants and succeeds after several tries;
- she goes out crying at the end of the lesson.

Before Ss begin to discuss in pairs, ask them the questions in the book and help them to see the change in Eliza's mood and reactions. Then let them begin to make a dialogue of their own.

#### Sample dialogue 1:

- S1: How do you think Eliza felt after her first lesson?  
 S2: She felt upset because she was crying. I think it's because she tried so hard and got no encouragement.  
 S1: I agree but I wonder whether Henry felt that she wouldn't work hard in the future if he praised her.  
 S2: Why do you think Henry felt that?  
 S1: Well, what do you think of this idea? Maybe he believed that Eliza was too bad to deserve praise.  
 S2: That's really unfair. What do you think would have made Eliza happier?  
 S1: Comfort and encouragement. I expect Mrs Pearce supplied that by explaining Henry's behaviour was not personal but a reflection of the progress she needed to make.  
 S2: Yes, maybe. Do you think either he or Colonel Pickering would change their teaching style for the second lesson?  
 S1: Perhaps they would – if only to see if Eliza made more progress that way. What do you think?  
 S2: I'm not sure. Henry is so determined in his views and attitudes.  
 S1: True but Colonel Pickering is kinder, so he might persuade Henry to be kinder.  
 S1 and S2: Very likely.

#### Sample dialogue 2:

MP = Mrs Pearce      E = Eliza

MP: Ah Eliza, there you are! How did the first lesson

go?

E: (*very upset*) Oh Mrs Pearce. It was terrible.

MP: Why do you think like that? What happened?

E: Is it possible that I'm bad at everything? First it was my appearance and my clothes. Now it's my pronunciation. Why they even made me say my ABC!

MP: Dry your eyes, my dear. Let me encourage you. I'm sure they were just trying to help you. I know Mr Higgins is very keen on getting that right. He says that is the start of good speaking.

E: (*feeling better*) Oh do you really think that's true? Perhaps he didn't mean to unkind then!

MP: Well, I know he's not quite a gentleman when it comes to a lady's feelings. He is so strict on you because he wants to win his bet with Colonel Pickering.

E: Really! So he doesn't just do it because he doesn't like me. Thank you Mrs Pearce. You have made me feel much better.

#### Sample dialogue 3:

Act Two, Scene 3

H = Higgins    E = Eliza    CP = Colonel Pickering

H: Ah Eliza. Ready today for our second lesson?

E: (*slowly and carefully*) Ye-es.

H: Well done, Eliza, that sounds better already. Don't you think so, Pickering?

CP: Yes, indeed.

H: Well. Let's try our sentences again, shall we? Let's see. There was "a cup of tea".

E: A cu-up of te-ea.

CP: Excellent, my dear. And first time too.

H: Yes indeed. Now let's try "I don't know anything".

E: I don't kno-ow any-thing.

H: Amazing progress. Don't you think so, Pickering? She's really listening. Now, let's do the last sentence "The rain in Spain stays mainly on the plain."

E: The rain in Spain star-eyes mainly on the plar-eyen.

H: Almost perfect. Just a little more work, Eliza. "Stai-ays" and "plai-ain". Again please.

E: The rain in Spain stay-ays mainly on the play-ain.

CP: Wonderful. She'll soon be perfect.

H: Excellent, Eliza. We'll soon make a lady of you. Now off you go for a good lunch. Well done!

**SUMMING UP**

This gives Ss a chance to evaluate their own progress.  
It is a very valuable exercise and should not be omitted.

Self-reflection and self-criticism are two of the best  
ways to improve a student's motivation and learning.

**LEARNING TIP**

This advice encourages Ss to put on a play by themselves and gives them hints on how to choose a suitable play.

人教版®



## Teaching guide for the Workbook (练习册教学指导)

### LISTENING

This listening is Act Three of *Pygmalion*, when Eliza has her first test in polite society. The humour in this act is in the way Eliza tries to make suitable polite conversation. She has been told to talk only about safe subjects (the weather and people's health), but she manages to do it in a way that is amusing and unsuitable. It is amusing:

- because she talks about the weather like a weather girl;
- because she accuses someone of killing her aunt for a hat, which isn't reasonable. Would someone kill another person for a hat? It isn't likely and so the conversation is funny.

### LISTENING TEXT

#### Act Three

#### TESTING ELIZA

H = Higgins CP = Colonel Pickering  
E = Eliza MH = Mrs Higgins  
M = Maid C = Clara F = Freddy N = Narrator

N: Eliza's first test is a tea party at Henry's mother's house.

H: Well, hello, mother! This is Colonel Pickering, and this is Eliza.

CP: Good afternoon, Mrs Higgins.

E: (slowly and carefully) Good afternoon, Mrs Higgins.

MH: (to both) Good afternoon. (murmurs) Now Henry, how is your experiment coming along?

H: Well, mother, well.

M: (announces loudly): Here is Mr and Miss Hill!

MH: Good afternoon, Freddy and Clara. It's so good of you to come. Let me introduce you to Miss Eliza Doolittle, my son Henry, and his friend Colonel Pickering.

F: How d'you do? (shakes hands with everyone)

H: Delighted I'm sure.

N: Eliza talks to Clara and Freddy while the others listen.

E: (very carefully): How do you do, Mr Hill and Miss Hill?

C: Good afternoon. May I call you Eliza and do please call me Clara. How pretty you look!

F: Yes, indeed. May I sit next to you, Eliza?

E: Oh yes. Please do.

F: Now, will it rain, do you think?

E: There are indications that the rain to the west of these islands is likely to move to the east.

F: Oh, how funny!

E: (crossly) What's wrong with that, young man? I bet I got it right.

C: I hope it won't turn cold though. There's so much flu about.

E: My aunt died of flu, so they said. But I believe they done the old woman in.

C: Done her in? Please what does that mean, Mr Higgins?

H: Oh, that's the new small talk. To do a person in means to kill them.

E: (continuing) Yes, why should she die of influenza? She recovered from diphtheria the year before. I believe they done her in.

C: (turning to Eliza) Do you mean that?

E: (getting enthusiastic) Yes, I do! What became of her new straw hat that she promised to me? Somebody stole it, and what I say is: the person who stole it, done her in. Her family would have killed her for a hat-pin, let alone a hat!

F: (can't help laughing) I like the new small talk.

E: (angrily) If that was right, why were you laughing? Have I said anything I oughtn't, Mrs Higgins?

MH: Not at all.

E: Well, what I say is ...

- H: (looking at his watch) Ahem!
- E: (taking the hint and rising) Well, I must go. So pleased to have met you. Goodbye.
- MH: Goodbye.
- F: May I walk you home?
- E: Walk? Not likely! I'm going in a taxi! (exits)  
(Freddy and Clara also rise)
- C: It's time for us to leave. Thank you, Mrs Higgins.
- MH: It's been my pleasure. See you next week then?  
(exit the Hills)
- H: Now, mother, do you think she is ready for the ambassador's garden party?
- MH: You silly boy. Of course not. She looks all right, of course. But she gives herself away with every sentence she speaks!
- H: Never mind about that! Pickering and I will just have to work a little harder. Do you think, Pickering, we should take her to the theatre?
- CP: Yes, what a good idea! But do you think she'll ....  
(fade out as they leave the house)

## NOTES:

- 1 ... *how is your experiment coming along?* The experiment is to change Eliza into a lady.
- 2 *It's so good of you to come. Let me introduce you to ...* This is a polite way to welcome someone to your house.
- 3 *May I call you Eliza and do please call me Clara.* This is a polite way of telling someone you like them and would like to know them better.
- 4 *There are indications that the rain to the west of these islands is likely to move to the east.* Eliza's reply to Freddy's question about the weather is spoken as if from a forecast. What she should say is: "It looks as if the rain is coming towards us from the west."
- 5 *My aunt died of flu, so they said. But I believe they done the old woman in.* This sentence shows Eliza has not yet mastered the correct way to discuss somebody's death. Her use of language is too colloquial – the sort of conversation she would have used in her own home. It is not the kind of language used at a tea party and that's why Freddy finds it funny.
- 6 *Yes, why should she die of influenza? She recovered from diphtheria the year before. I believe they done*

*her in.* In correct English this would be: "Yes, why would flu kill her when she recovered from diphtheria last year? I think someone killed her."

- 7 *What became of her new straw hat that she promised to me? Somebody stole it, and what I say is: the person who stole it, done her in. Her family would have killed her for a hat-pin, let alone a hat!*  
In correct English this would be: "What happened to her straw hat? What I think is that the person who killed her stole it. Her family would have killed her for anything, even a hat!"
- 8 *Walk? Not likely! I'm going in a taxi!* This shows Eliza has not yet understood how to refuse an invitation politely. "Not likely" is not polite. What she should have said is: "Not this time" or "No, I'd rather take a taxi".

## Suggested answer to Exercise 1:

These questions are to encourage Ss to predict the next stage in the play. Their ideas will vary, which doesn't matter.

## Answer key for Exercise 2:

1 F 2 F 3 T 4 F 5 F

## Suggested answers to Exercise 3:

- 1 He realizes that she is using the correct language and talking about suitable subjects but in a language that is like a textbook, which shows she does not understand what she is saying.
- 2 Clara is confused with Eliza's use of English because Eliza is using slang and also talking of subjects not discussed in polite society. Clara would not have heard them discussed before.
- 3 Henry wants to disguise the fact that Eliza's language is unsuitable by pretending it is a new and fashionable way to talk.
- 4 Freddy makes it clear that he likes Eliza because he sits next to her and wants to walk her home.
- 5 Mrs Higgins is amused by Eliza but recognizes that she is not yet ready for polite society. Her language is so unsuitable that she would give herself away as not being an authentic English lady.
- 6 She gives herself away by the choice of topics and by the language she uses to talk about these topics.

Answer key for Exercise 4:

The improvements in Eliza	What still needs to be improved
1 <i>her dress</i>	1 <i>her grammar</i>
2 <i>her pronunciation</i>	2 <i>her choice of conversation topics</i>
3 <i>her manners</i>	3 <i>her language</i>

## TALKING

The aim of this activity is for Ss to use their understanding of Pickering, Henry and Eliza's characters to prepare a speech. At this point in the play, it is the duty of Pickering and Henry to try and explain to Eliza what went wrong in a tactful way. Then she can learn from her mistakes. So Ss doing this activity must concentrate on being polite to Eliza but also tell her exactly what went wrong.

### Sample dialogue:

H = Henry CP = Colonel Pickering E = Eliza

H: Now, Eliza, we still have some work to do. You looked perfect, but you still don't sound like a lady.

E: Oh, but I did what you said. I talked of the weather.

H: Yes, you did. Now I think we need more practice talking about them, so you don't sound like a textbook.

E: Was it as bad as that?

CP: Well, Eliza, don't be upset. You've made such progress and you pronounced your words very well.

H: Yes, indeed. My mother was very impressed. You were very good with your choice of topics as well. You stuck to the weather and people's health as we agreed. However, your language was rather

formal for a tea party. You sounded like a person who tells you the weather on the radio!

E: Oh, really?

CP: Never mind, Eliza. I think you just need more practice. Generally speaking, too, your use of grammar was much better, but when we talk in society, we don't always use such long sentences. You sounded like a textbook!

H: I agree! And please remember NEVER to talk about YOUR family. That is sure to make you use unsuitable language. That was your problem when you talked about your aunt. So next time do NOT mention her!

CP: Yes, that was unfortunate. Perhaps, another time, you should talk about how they are feeling or what they think of the weather. I think that would be safer! The problem was that when you talked about your aunt your grammar suffered. Remember next time to speak more slowly, so you can concentrate on what you're saying.

H: All in all, Eliza, you did very well. However, we're not finished yet. There's more work for tomorrow, but now it's time for bed!

## USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

- 1 in terms of    2 in need of    3 in favour of  
4 In spite of

Answer key for Exercise 2:

overlooked, compromise, once more, laundry, sobbed, shabby, in need of, teapot, cream, cookie, shillings, amazement

Suggested answers to Exercise 3:

- Henry wanted Eliza to **make the acquaintance** of the American **ambassador**, so he could act as a **referee** and judge whether he had **passed her off as** a lady.
- When the thief **robbed** the shop, he only took two items: an **antique musical box** and a **wax disk** with traditional folk songs on them.

- 3 Before Eliza got into the **bathtub**, Mrs Pearce made her take off her dirty **vest** and **horrible stockings**.
- 4 Eliza required help **in terms of** English grammar and pronunciation. She needed to start by saying the **alphabet** correctly.
- 5 As Eliza was practising her **curtsey**, she caught her dress on a **nail** and tore it.
- 6 Believers in **Buddhism** usually will bow to the Buddha with their hands together when they see a statue of Buddha.

## USING STRUCTURES

Answer key for Exercise 1:

- 1 born 2 Tired 3 created 4 Assisted 5 Changed  
6 informed 7 connected 8 Faded 9 Swept  
10 introduced

Suggested answers to Exercise 2:

- 1 Amused by Eliza's funny "small talk", Freddy couldn't help laughing.
- 2 Laughed at by Freddy, Eliza felt very angry.
- 3 Worn out in the language class, Eliza fell asleep early at night.
- 4 Fascinated by Eliza's charm and beauty, Freddy fell in love with her.
- 5 Stared at by all the guests, Eliza felt rather uneasy.
- 6 Ignored by Henry Higgins all the time, Eliza decided to leave him.
- 7 Very surprised, Henry discovered the next morning that Eliza had gone.

Suggested answers to Exercise 3:

Armed, experienced, Concerned, Frightened, Frozen, rooted, Determined, frightened, covered, scared

翻译:

1. 这个团队只带着一盏灯、一些食物和一张地图,

在洞穴里寻找那个危险的动物。

2. 他们的队长带路,他在洞穴探险中非常有经验。
3. 考虑到队长的安全,其他队员朝着洞穴望下去。
4. 他们吓坏了,转身正要离开洞穴,可是正在这时,他们听见身后一声低沉的怪声。
5. 他们害怕得僵住了,生根似地站在那里,盯着那动物。
6. 他们决定不让那个可怕的猛兽发现队长,于是朝着怪物冲过去,大声喊叫并向它挥动胳膊。
7. 这下轮到那头猛兽害怕了,跑了回去。
8. 几乎在同一时刻,他们的队长出现了,全身都是泥,像是另外一只小一点的怪兽。
9. 他们尖叫着,吓得要死。

Six questions:

1. What was the team armed with to search the cave for the dangerous creature?
2. What happened to the leader in the cave expedition?
3. What did they hear when they were to turn round to leave the cave?
4. What was the creature like?
5. What was the leader like when he appeared again?
6. What happened to the creature finally?

## LISTENING TASK

## LISTENING TEXT

## Act Four

## THE AMBASSADOR'S GARDEN PARTY

*The ambassador (A), his wife (W) and their friend, Mr Pommuck (P), are receiving guests as they arrive at the party. Henry (H), Colonel Pickering (CP) and Eliza (E) arrive together. Mr Pommuck catches sight of Henry as he enters the room and rushes up to him.*

O = official announcer

P: Well, hello, Professor Higgins. Do you remember me?

H: No, I don't. Who the devil are you?

P: I'm Pommuck. I was your first student, your best and greatest pupil.

H: What are you doing here?

P: I'm an interpreter for the ambassador, and I can speak THIRTY-TWO languages. Nobody can fool me when it comes to discovering what country they come from.

*(Colonel Pickering and Eliza stand in line ready to be introduced to the ambassador and his wife.)*

CP: Are you nervous, Eliza?

E: No, not me. *(laughs)* Oh, Colonel, this is too much of a dream for that!

O: *(loudly)* Miss Doolittle, Colonel Pickering and Professor Higgins.

W: Hello, my dear. The ambassador and I are so happy to meet you.

E: *(slowly and clearly)* How do you do? *(passes on to the party)*

P: *(catches sight of Eliza)* My goodness, who is she? I must go and find out. *(follows Eliza)*

A: Now come on, Henry. Tell us about that wonderful young lady.

H: What wonderful young lady?

W: You know very well. They tell me there has been nothing like this for years. They are all standing on their chairs to look at her.

*(Mr Pommuck comes back.)*

A: Ah, here's Pommuck. What have you found out about Miss Doolittle?

P: I've found out all about her, ambassador. She's a

cheat.

W: A cheat! Oh no!

P: Yes, yes. She can't hide it from me. Her name can't be Doolittle.

H: *(nervously)* Why?

P: Because Doolittle is an English name. And she's not English.

W: Nonsense. She speaks English perfectly!

P: That's it! Too perfectly. Can you show me any English woman who speaks English so well? Only foreigners can speak it so well.

W: Well, if she's not English, what is she?

P: Hungarian.

EVERYBODY: *(astonished)* Hungarian?

P: Hungarian and a princess.

H: Did you speak to her in Hungarian?

P: I did. She was very clever and said *(imitates Eliza)* "Please speak to me in English. I don't understand French". Impossible. She knows both.

H: And a princess?

P: Yes, yes, Professor Higgins.

W: I agree. She must be a princess.

A: I agree too.

H: Well, I don't agree with you.

*(Pickering enters with Eliza)*

E: *(to Henry)* I'm ready to go home now. I don't think I can bear it much more. People stare at me so. An old lady said I spoke just like the Queen. I'm sorry if I lost the bet, but I did my best.

CP: You've not lost it, my dear. You've won it ten times over. *(to Henry)* Let's go now, Henry. Eliza's tired and I'm hungry. Let's go and have supper somewhere.

E: Yes please! I feel like some simple food tonight. *(all exit)*

## NOTES:

1 P: *Do you remember me?*

H: *No, I don't. Who the devil are you?*

This short conversation between Mr Pommuck and Henry shows how rude Henry is. He criticizes Eliza's language, but he is not thoughtful or careful about his own. This is especially bad when he is supposed to be a model of good speech and good behaviour for Eliza.

2 *Nobody can fool me when it comes to discovering*



what country they come from. Mr Pommuck says this, so for the rest of the act Henry tries to show that he is wrong. Henry says things to show he thinks Eliza is not important like "What a wonderful young lady!" This makes it clear that he does not think she is wonderful. So he is secretly laughing at Mr Pommuck, the ambassador and his wife, who all think Eliza must be a foreign princess because of her clothes, language and beauty.

- 3 *She was very clever and said "Please speak to me in English. I don't understand French". Impossible. She knows both.* This is one of the tests Mr Pommuck gives in the play to test Eliza. If he accepts her, everyone else will, but if he doesn't, no one will. So his opinion is important. He accepts her for two reasons. Her spoken English is too good to be that of a native speaker, so he thinks she must be foreign. He thinks she is Hungarian because when he spoke Hungarian Eliza thought he was speaking French! This shows how foolish Mr Pommuck is. That reason is no proof that Eliza is Hungarian. It shows Mr Pommuck does not know what he is talking about. So Henry will win his bet.

#### Suggested answers to Exercise 1:

- 1 The role of an ambassador is to represent his/her government in a foreign country.
- 2 It is important because the ambassador's garden

party is an important social occasion and an opportunity for Eliza to prove she can pass off as an upper class lady.

- 3 Henry intends to watch the reaction of other people to Eliza. He thinks that will tell him if she is behaving like a lady or not.

#### Suggested answers to Exercise 2:

- 1 Mr Pommuck is an old pupil of Henry and an interpreter for the ambassador.
- 2 An interpreter is a person who changes spoken words from one language into another.
- 3 He intends to find out who Eliza is and expose her if she is a cheat.

#### Answer key for Exercise 3:

1 F 2 T 3 F 4 F 5 F

#### Suggested answers to Exercise 4:

- 1 They all think Eliza is a princess because she looks beautiful and her English is so good.
- 2 Henry did not encourage them to think of her as a princess. He wants to make fun of Mr Pommuck for claiming to be able to find social cheats but who did not discover Eliza was a cheat.
- 3 Eliza did not really enjoy the party as it caused her a lot of stress. In particular she didn't like people staring at her.

#### Suggested answers to Exercise 5:

Mr Pommuck's ideas about Eliza	Evidence to prove he is wrong
1 She cannot be English as she speaks the language too well.	1 <i>The ambassador's wife speaks good English but is not considered to be foreign.</i>
2 She speaks English so well that she must be a foreigner, probably a Hungarian.	2 <i>She cannot be Hungarian as she does not recognize the language.</i>
3 She is so beautiful that she must be a princess.	3 <i>Beauty does not make a princess.</i>

## READING TASK

## Suggested answers to Exercise 1:

- 1 She collects his slippers because she wants to show him she cares about him.
- 2 She throws them at him because she realizes he doesn't care for her.
- 3 He thinks his teaching is successful.
- 4 She gets upset because she thinks her efforts have been overlooked.
- 5 He gets upset because he really does love Eliza.

## Suggested answers to Exercise 2:

Evidence of Eliza's feelings for Henry	<ol style="list-style-type: none"> <li>1 <i>She works hard to win his bet for him.</i></li> <li>2 <i>She is disappointed that he does not acknowledge her hard work.</i></li> <li>3 <i>She realizes he will only ever think of her as a flower girl.</i></li> </ol>
Evidence of Henry's feelings for Eliza	<ol style="list-style-type: none"> <li>1 <i>He is overjoyed with his triumph in the bet, but ignores Eliza's feelings and shows little concern about her future.</i></li> <li>2 <i>He is surprised she is upset that he does not congratulate her for her success at the party.</i></li> <li>3 <i>He is upset that she is thinking of leaving him and marrying Freddy.</i></li> </ol>

## Suggested answer to Exercise 3:

Students' answers vary. This is an opportunity for Ss to predict their own ending to the play. Then they can read how the play ends and decide whether they prefer the real ending or not.

**Sample dialogue:**

- S1: I think I'd like Henry to marry Eliza. They do really like each other.
- S2: Yes, they do. But do you think Eliza would like being married to Henry? I think Pickering is so much nicer to her.
- S1: Yes, indeed. So perhaps he's really fond of her and would like to marry her!
- S2: Yes. That would make a really good ending.
- S1: Pickering shows care and concern for Eliza. She clearly likes him as he looks after her.
- S2: He's the only one to notice if she's tired or needs something to eat.
- S1: Henry, on the other hand, is always rude to her and makes nasty comments about her. I think he still thinks of her as a flower girl.
- S2: He would make a bad husband as he's so unkind. He'd spend all his time with his men friends. He keeps telling her where she was going wrong. Poor

Eliza! That's not marriage!

- S1: So we agree. The best solution would be for Colonel Pickering to marry Eliza. Right now let's find out what really happened....

## Possible ending for Exercise 4:

- S<sub>1</sub> = Henry    S<sub>2</sub> = Pickering    E = Eliza
- S1: OK Eliza, I won the bet and you can go home now.
- S2: But wait a minute, I have something to say. Eliza, I've watched you these last few months. I've seen you grow and develop into a real lady. I've developed a real affection for you, and I would like you to become my wife.
- S1: What nonsense is this? Send her packing, Pickering!
- S2: I can't do that! It's too late. I love her and want to marry her.
- S1: Really? A flower girl?
- S2: But she's no longer just a flower girl. You haven't noticed how much she's changed. She's certainly worthy of becoming my wife.
- S1: Good heavens! Are you sure?
- S2: Of course. So what do you think, Eliza?
- E: ....

## SPEAKING TASK

Suggested answers to Exercise 1:

The story of Pygmalion and the play <i>Pygmalion</i>	
Similarities	<ol style="list-style-type: none"> <li>1 They are both about a man who "makes" a perfect woman.</li> <li>2 Both the women benefit: Galatea by becoming alive and Eliza by learning how to behave in polite society.</li> </ol>
Differences	<ol style="list-style-type: none"> <li>1 In the story the artist admits that he has fallen in love with the statue, but in the play Henry does not admit that he loves Eliza.</li> <li>2 In the story the artist and the statue get married and live happily together, but in the play they do not get married and appear to part.</li> <li>3 In the story the artist changes from not liking women to loving one, but in the play Henry does not appear to change as much as the artist in the story.</li> </ol>

Suggested answers to Exercise 2:

Eliza changes from *a rough, dirty flower girl who spoke bad English* into *a beautiful and accomplished lady*.

Pygmalion changes from *a man who dislikes women* into *one who loves one particular woman*.

**Does Henry change?**

- 1 He thinks Eliza is a rough, dirty flower girl who speaks bad English at the beginning of the play.
- 2 He thinks that she is beautiful and speaks good

English at the end of the play, but she is his creation.

- 3 His attitude has changed. It seems that he can't live without her. He is actually in love with her, but he finds it difficult to show this feeling. He wants her to stay but is not prepared to give her anything that would make her stay.

I think Henry has changed because *he didn't want Eliza to leave, but when Eliza first came to his house he didn't like her at all*.

## WRITING TASK

**Sample review:**

I enjoyed studying the play *Pygmalion* very much. I found it both amusing and interesting. As in the ancient Greek play the theme of the play is change. In the Greek play, the artist Pygmalion changes from a person who dislikes women to someone who loves one particular woman, Galatea. In this modern play Henry Higgins (who replaces the artist) changes from a person who first dislikes Eliza to someone who does like Eliza though he will not admit it. In the Greek play the statue changes from stone into a real person. In this play Eliza changes from a flower girl into a beautiful and accomplished lady.

The play is set in the early 20th century. It is at a time when social groups in society are fixed and they can be

identified through clothes and language. So when Eliza improves both her clothes and conversation, she is able to act like a real lady.

I think the time in which the play is set increases my interest in the play. I enjoy the use of badly spoken English. I like to see the way Eliza's language changes from bad grammar to beautiful English. I also like the idea that she changes from being dirty and badly dressed to looking so beautiful that people think she must be a princess.

I learned a lot about English society a hundred years ago. I also enjoyed following the development of the people in the play. I look forward to seeing the play acted on the stage.

### \*PROJECT

This is an opportunity for Ss to put on their own production of the play. It will help them to see that producing a play is much more than just reading the

parts. It should also make the characters come alive for them so that they get much more out of the play when they read it again.

### CHECKING YOURSELF

Remind Ss of the value of this exercise. Let them assess their own progress and encourage them to identify areas

that are improving and areas that need more work. This is a private activity.

人教版®

## 教学目的和要求 (Teaching aims and demands)

类别	课程标准要求掌握的项目	
话题	General knowledge of archaeology; anthropology as well as history	
词汇	alternative starvation tentative accuracy interrupt acute assume regardless mat quilt beast centimetre sharpen sharpener ample messy primitive botany botanical analysis seashell ripen category significance somehow systematic spit delete album scratch academy receptionist onion kindergarten skateboard yogurt radioactive radioactivity division BC melon wrinkle pulse applaud howl accelerate spear arrest dizzy hammer gay skilful punctuation	
	regardless of at most cut up fed up with look ahead date back	
功能	1. 特征 (Description of features) It looks like .... How large do you think it is? It may be used as/for .... It could be made from .... It could be because .... Is there any ... on the ...? Is it in good/poor condition? What do you think it is? 2. 建议 (Suggestions) I think that we should ... because .... If ..., then maybe we ought to .... It seems likely/unlikely that .... We must ask for help from .... What if ...? Perhaps we should/could .... I suggest we .... 3. 假定 (Assumption) It is reasonable to assume that .... It seems that .... We think that .... Our evidence suggests that .... Perhaps there was .... It suggests that ....	
语法	1. 复习动词时态 (Revise the verb tenses) 2. 学习现在完成进行时态 (Learn the Present Perfect Continuous Tense) We have been excavating here for many years. We've been finding the bones of tigers and bears in the caves.	



## 教学建议

### (Suggested teaching notes)

#### 一、教学内容分析

本单元的主题是考古学，涉及到历史和人类学，语言知识和语言技能都是围绕这一主题设计的。具体涉及“周口店遗址的北京猿人”、“早期人类生活方式”、“如何判断遗址年份”、“秦始皇兵马俑”和“埃及金字塔”等，帮助学生增长考古学知识，更好地了解早期人类的生活方式和人类文明的发展进程。

“热身”(Warming Up)部分以四张古文物照片导入新课，通过让学生鉴别照片中的物品、讨论物品的原材料及其用途来激发学生了解古物的兴趣。

“读前”(Pre-reading)呈现了北京猿人的头盖骨图片，通过谈论我们今天使用的生活用品及生活方式猜测几万年前北京猿人可能使用的生活用品及生活方式，将学生的思维引入“史前人类生活”，为下文阅读作好铺垫。

“阅读”(Reading)部分设计了一组英国学生到周口店遗址参观的场景，通过学生与考古学家的对话，了解早期人类的生活方式，增长考古学知识，让学生体验人类文明发展的进程，同时激发学生对考古学的兴趣和研究古代史的欲望。

“理解”(Comprehending)部分设计了三个练习。第一个练习让学生阅读文章，然后回答问题，此活动考查的是学生对阅读文章表层信息的理解。第二个练习让学生找出早期人类生活不同于我们现代人的三个方面(住宅、工具、穿着)；第三个练习让学生找出考古学家介绍周口店遗址时所涉及的三个话题。通过这些练习活动，让学生对阅读进行更深的理解，同时培养学生捕捉文章细节的能力。

“语言学习”(Learning about Language)的“词汇练习”部分设计了一个单词填空练习和一个短语填空练习；此外，还设计了一个运用阅读文章中的单词或短语的正确形式填空的练习，和前面两个

练习不同的是此练习中没有提供可选择的词汇，其目的是让学生在语境中学习使用本单元出现的单词和短语。“语法练习”部分要求学生在阅读课文中找出带有现在完成进行时态的句子，并设计了句型转换及补全对话的练习，使学生正确理解和使用现在完成进行时态。练习四设计了一个选做的游戏，要求学生用所学的各种动词的时态描述同学，其他同学猜猜描述的是谁。

“语言运用”(Using Language)部分包括“听与讨论”、“读”和“说与写”三个部分。听力课文介绍了考古学家判断遗址年份的两种方法；阅读课文描述了早期人类生活的一个侧面，包括人与人的关系、男女分工的不同、家族之间的聚会等；“说与写”部分提供了从三星堆发掘的古文物照片，让学生口笔头描述，使学生进一步认识早期人类的生活方式，拓展考古知识。

“小结”(Summing Up)部分让学生根据三项提示(content, words and expressions, structures)对本单元所学内容进行总结、反思。

“学习建议”(Learning Tip)部分介绍多个形容词一起使用时的一般排列顺序。

**本单元所涉及的要点是：**

1. 了解考古学、人类学和人类史的基本知识。
2. 了解有关北京猿人和三星堆等中国以及外国的考古发现情况。
3. 掌握本单元教学目的和要求中的词汇、短语的用法。
4. 熟练掌握英语动词的各种时态形式及其用法，并学习现在完成进行时。
5. 学习表达“建议”、“假定”及人或事物的“特征”。

#### 二、教学方法建议

##### (一) 主题任务

围绕本单元中心话题(考古：人类历史和史前

生活)展开活动。人类历史对学生来说是一个生涩的话题,他们对历史的开端感到好奇,迫不及待地想揭开史前人类的面纱,但往往对他们知之甚少。本单元从对 Warming Up 的文物讨论和猜想开始,引导学生了解史前生活;在 Reading 中走进周口店北京猿人遗址,探究史前人类生活;再到 Using Language 中对史前人类的生活,如男女分工等的描写,一步步带领学生走进历史,走近单元的中心话题——古人类的生活、考古学。鉴于此,建议教师引导学生开展与本单元话题有关的探究活动,设计以下任务:

#### 1. 走近我们的祖先(Approaching our ancestors)

要求学生以小组为单位,通过各种途径搜集原始人类生活和人类文化遗址的资料,然后小组内部交流整合,形成一个报告(Daily report)。在讲解本单元内容期间,每节课作一个报告,师生共同评价。可以这样开始:

Do you want to go back to the prehistoric period?  
If you do, follow me to meet our ancestors – primitive people.

接着可以具体介绍某处考古发现的古物或遗址等。

#### 2. 史前或历史资料展(Exhibition of prehistoric or historic artifacts)

在前面活动的基础上,要求学生以小组为单位确定介绍一处史前或有文字记载的历史文化遗址。确定小组各成员的任务,如文字编辑、电脑设计、图片音像整理等,然后以手抄报或多媒体的形式举办一个资料展,介绍有关考古文物的年代、地点、器皿的用途等。

#### 3. 文物鉴定会(Identification of archaeological objects)

学生在开展以上活动的过程中已经积累了相应的信息资料,要求以小组为单位将中外考古文物汇总,出示文物图片并作简介,然后让其他学生参与鉴定。示例: This is a stone tool from the Old Stone Age. Do you know anything about it? Can you guess which country it is from? What did primitive people use it for? What alternative do we use today? Can you think of some adjectives to describe it?

#### 4. 制作电视历史专题片(Meet the ancestors)

在学生走近周口店北京猿人遗址了解了中华民族祖先的生活后,引导学生再探寻世界古代文明,如英国的巨石阵(Stonehenge)、埃及的金字塔群(Pyramids)等等,尝试借助多媒体寻访历史学家、采访考古学家,多方面寻找资料,自己编写剧本、编辑音像资料,然后制作成电视节目(可以引导学生参考英国BBC电视台的同名节目)。

示例: Good evening, everyone, welcome to *Meet the Ancestors* again. Today, we will lead you to a small town near Salisbury in England. I'm sure you'll be excited to see Britain's greatest prehistoric archaeological monument – Stonehenge. (播放 Stonehenge 图片或录像) Stonehenge is one of the wonders of the world. What visitors see today are the substantial remains of the last in a sequence of monuments erected between 3000BC and 1600BC. Each monument was a circular structure ....

#### 5. 编写家乡古老人类的简介(Write a brief introduction to early people in your hometown)

要求学生以班级为单位,先采用头脑风暴(brainstorming)形式,罗列出家乡早期人类的信息,按照年份顺序或内容归类整理出提纲,具体分工,落实任务。然后让他们分头收集资料,可以采访历史教师,查阅当地地方志,走访当地文史机构等,共同整理、编写有关内容。最后请教师或有关专业人士提出修改意见后定稿,并向当地报社投稿。

以上活动仅供参考。教师尽可能在各个活动的实施过程中有意识地加强学生对本单元词汇、句型和语法的训练,同时通过活动扩大和单元中心话题相关的词汇和信息,既操练语言技能,又丰富文化知识,同时熟悉和了解考古知识。

#### (二) 阅读训练

阅读课文不是以一篇简介文章的形式出现,而是通过设计一组英国学生参观北京周口店猿人遗址的场景,通过学生与考古学家之间的问答呈现出了史前文明,介绍史前人类的生活及考古知识,体裁较为新颖。学生对史前文明知之甚少,因为好奇与兴趣很容易融入课文,了解历史,主动去习得语言。本单元的“读前”设计得很巧妙,呈现北京猿人头盖骨的图片,同时通过现代生活联

想历史，对“北京人”的生活进行猜测，并在阅读后求证，解决困惑。在此基础上，教师可以进一步设置问题，引导学生在阅读时理清脉络，捕捉课文细节。活动建议如下：

1. 解读题目，如：What's the title? What do you think the reading is about? Where is Zhoukoudian? What is it famous for?

2. 图片解读，如：Who do you think the people were? Were they like us modern people? What are the differences? How did they make a living? Guess and imagine what their life was like (housing, clothing, eating).

3. 理清脉络，捕捉信息，如：What are English students most interested in about the Zhoukoudian caves? What life did Peking Man live at that time? Can you give some details? How did they keep warm? What about their safety? How did they protect themselves from danger? How did they make tools? What did they use for clothes? What did they eat? etc.

#### 4. 归纳总结

在全面地了解和分析课文后，学生做“理解”(Comprehending)练习就不难了。在阅读中，引导学生采用合适的阅读技巧，如略读、查读，通过上下文语境猜测词义、归纳主题句等，教师及时给予适当的提示，充当助手，让学生主动去阅读理解。在此基础上，设计语言实践活动，运用从阅读中获得的词汇、句型、知识等。例如：

#### 活动一：周口店遗址报告会 (Report on the Zhoukoudian caves)

每个学生根据课文内容及自己搜集的资料，

以考古学家或参观周口店遗址的英国学生的身份作一个有关周口店遗址的报告，师生共同评价。该活动类似于课文复述或课文改写，但又不单单围绕课文内容进行，而是从课文中“跳”了出来，开拓学生思维，在全面理解课文的基础上拓展主题，完成半创作型的报告。如：Peking Man was discovered in Zhoukoudian, on the Longgu Mountain, Fangshan District, Beijing. The site was listed as a World Cultural Heritage Site in 1987. In the 1920s archaeologists discovered a complete skull of an ape-man dating back 600,000 years. It was later named Peking Man. Stone tools and evidence of Peking Man's use of fire were later found on the mountain. Studies have shown that Peking Man walked on his feet and lived between 700,000 to 200,000 years ago. People of that time lived in groups in caves and survived by hunting. The group could make rough stone tools and knew how to use fire for heating and cooking ....

#### 活动二：制作拯救周口店遗址的海报 (Poster on the rescue of the Zhoukoudian caves)

完成课文后，教师可组织学生讨论周口店遗址的现状。学生搜集有关周口店遗址现状的资料，为宣传拯救周口店遗址制作一张海报。要求学生以小组为单位，分工合作，完成文字编辑、电脑设计、图片整理等工作。条件允许的话，还可以举办以拯救周口店遗址为主题的宣传海报展览。教师向学生介绍制作海报的方法。

#### How to make a poster

A poster should be attractive and easy to understand. These simple steps will help you to make a good poster.

1. Collect information about your topic.
2. Choose the information you want to use. Ask yourself:
  - Is the information interesting?
  - Does the information explain the topic in a clear and simple way?
  - Is the information precise?
3. Organize the material. Decide what the main message is.
4. Use pictures and graphs.
5. Check your poster to make sure that it is easy to read, well-organized and brief.

### (三) 写作训练

本单元的写作练习设计了三个活动。活动一要求以一个博物馆讲解员的身份对三星堆遗址的文物进行介绍,说明其外形、颜色、形状、用途等。活动二要求在说的基础上落笔成文,为三星堆遗址的导游手册写四件文物的简介,且已经给出四点具体的细节要求,明确指出在写作中所应包含的信息,同时列出了一些实用句型,供写作之前的

讨论活动使用。活动三要求学生选择一种物品进行写作,在写作中注意语法、词汇拼写和标点符号等方面,最后定稿。为了让学生进行更加有效地写作,教材中还提供了范文。总之,三个活动环环相扣,层层递进。教师在指导学生实施活动时,一定要给予充分“说”的时间,出口成章才更能落笔成文;并引导学生使用恰当的评价手段改进文章的写作,可以参考使用下面的写作评价表。

写作评价表 (Writing Assessment)

Name \_\_\_\_\_ Topic \_\_\_\_\_

评价内容	成绩
能正确使用标点符号。	☆☆☆☆☆
能正确使用字母的大小写。	☆☆☆☆☆
能正确拼写单词。	☆☆☆☆☆
能使用地道、准确的词汇写作。	☆☆☆☆☆
能巧用连词、关联词、过渡词、指代词等,使信息组织符合逻辑,上下文连贯。	☆☆☆☆☆
能用多种语言形式进行写作,尽量做到句型多样、长短交错、结构多变。	☆☆☆☆☆
主题句清楚,能引起读者兴趣。	☆☆☆☆☆
能通过细节或实例对主题句作进一步阐述。	☆☆☆☆☆
结尾力求简练,做到首尾呼应。	☆☆☆☆☆
文章逻辑顺序正确,条理清楚。	☆☆☆☆☆
书写规范、漂亮,卷面整洁。	☆☆☆☆☆
总评:	

(注:优秀☆☆☆☆☆,良好☆☆☆☆,一般☆☆☆,及格☆☆,较差☆。)

### (四) 词汇教学

本单元的词汇新且多,不可以照搬词典、词汇手册或列举用法条目,应设计多样化的练习形式对其进行训练,培养猜词能力,要求在语境中理解和运用词汇。教师可搜集与本单元中心话题相关的文章适当加以改编,设计不同的练习形式;学生既可反复在语篇中运用所学新词,又能同时获得新的话题信息。例如下面的这篇文章,可以作为对阅读课文中史前人类穿着的补充材料,其中很多词汇是刚在单元教学中出现过的。教师可

以用这篇文章作为蓝本,自由设计完形填空(对较难的词汇可以提供首字母),也可以用正确的释义替换相应词汇,然后让学生找出对应的新词。

#### Dressing in the old days

1. Scientists believe that people “dressed up” long before they made a habit of wearing clothes. Primitive man dressed himself in feathers and ornaments, or painted his body and wrapped himself in animal skins. It was probably some time before man discovered that the



decorations kept him warm and protected him from various injuries. Even today, millions of people who wear little clothing use ornaments and decorations.

2. When primitive people began to wear clothing regularly, they had to make it from the materials at hand. In cold regions, they often used the skins of fur-bearing animals as protection against the cold. In warmer regions of the world, people dressed themselves in clothing made from leaves, tree bark and woven grasses. They scraped the hair from animal skins to make soft leather for their clothes.

3. Linen is the first woven material, from which clothes were made. From very early times, men knew how to make flax into fine linen. In fact, over four thousand years ago, Egyptians grew flax along the banks of the Nile River. They learned how to make threads from the fibre of the flax plant, and the linen that the ancient Egyptians wore was a softer, finer linen than that of today.

4. Wool was another woven material to be used for clothes. There were many kinds of sheep that could live in many different climates. Sheep were easy to raise in many parts of the world for their meat and their soft, warm wool. We do not know when people first thought of cutting off the sheep's wool and spinning it into yarn. However, we do know that, very early in history, people were wearing wool clothes.

5. The Chinese were the first people to make silk clothing, and for more than 2,000 years, they were the only people in the world, who knew how to make silk.

The Chinese guarded the secret of their silk manufacture carefully. Their merchants grew rich in the silk trade with other Asian countries and Europe. Silk, in fact, was so expensive that it was known as the "Cloth of Kings."

同时教师可以利用部分新词培养学生遣词造句、连句成篇的能力,为提高英文写作能力打基础。

### (五) 口语训练

本单元口语训练贯穿始终。但在学完“读”后,还可在原有基础上设计活动。要求学生以两人小组的形式,根据课文内容或相关资料,讨论男女社会分工的历史变迁(changes of separate responsibilities of men and women),并分析变迁的原因。教师可以协助学生开展讨论,并根据讨论结果,以社会学家(sociologist)的身份作口头报告。

## 三、教学评价建议

### (一) 非测试性评价

本单元主要话题是“考古:人类历史和史前生活”。学生学完本单元后,通过练习册中的Checking yourself 进行自我评价,主要评价一下自己在本单元中的学习情况:对书中的内容是否感兴趣,有哪些收获,解决了什么问题,学习策略上有什么改进以及还有什么地方需要改进。同时使学生对我们的祖先及考古知识有初步的认识和了解,并激发学生对考古学的兴趣和欲望。

下面的评价活动仅供教师在教学中参考使用。  
自我评价(了解学生本单元的学习情况)

The things I can do	Evaluation				
I can talk about archaeology and excavation.	5	4	3	2	1
I can give a description of archaeological artifacts.	5	4	3	2	1
I can say something about Peking Man.	5	4	3	2	1
I can write a passage to describe an excavation site for a guidebook.	5	4	3	2	1
I am much more interested in archaeology now.	5	4	3	2	1
I would like to protect archaeological ruins.	5	4	3	2	1
I can use the present perfect continuous tense.	5	4	3	2	1
I can use the new words and expressions of this unit.	5	4	3	2	1



## (二) 测试性评价

选择括号中动词的适当时态和语态填空。

The archaeological remains discovered at Sanxingdui \_\_\_\_\_ (recognize) as one of the most important finds of the twentieth century. They were first discovered by a farmer in 1929 while he \_\_\_\_\_ (plough) his fields and excavation \_\_\_\_\_ (continue) ever since. As the years have passed, this culture \_\_\_\_\_ (uncover) gradually. It \_\_\_\_\_ (amaze) archaeologists with its vast size and richness of its cultural finds.

The Sanxingdui finds are exciting but they \_\_\_\_\_ (remain) enigmatic. No texts \_\_\_\_\_ (find), nor is there any mention of this culture in the

records of other countries, so further work needs \_\_\_\_\_ (do). An analysis of the lead and other elements in the bronzes \_\_\_\_\_ (indicate) sources similar to those of other cultures. We \_\_\_\_\_ (hope) then that this unique culture will no longer remain a mystery and the people who \_\_\_\_\_ (produce) such wonderful artifacts \_\_\_\_\_ (become) more familiar to us.

参考答案:

are recognized, was ploughing, has continued, has been uncovered, has amazed, remain, have been found, to be done, will indicate, hope, produced, will become

## 补充参考资料

## (Supplementary materials)

## 一、补充注释

1. Can you think of the alternatives we would use today? 你们能想得出来今天我们用什么来替代这些东西吗?

**alternative (n.):** something that you can choose to do or use instead of something else 替换物

There are some alternatives to our plan. 有几种方案可以代替我们的计划。

He had no alternative but to go there alone. 他别无选择, 只好一个人去那儿。

2. You must be aware that it's here that we found evidence of some of the earliest people who lived in this part of the world. 想必你们都很清楚, 正是在这个地方, 我们找到了居住在世界上这个部分最早人类的证据。

You must be aware that .... 主句后接由强调句和定语从句组成的宾语从句。

it's here that we found .... 是强调句。又如:

It was your mother whom I met in the street. 我在街上碰到的是你母亲。

It was in the street that I met your mother. 我是在街上碰到你母亲的。

who lived in this part of the world 是定语从句, 修饰 people。

**aware (adj.):** 意识到的; 知道的。通常用作表语, 例如:

We should be aware that a lot of animals are becoming endangered. 我们必须清楚地认识到许多动物正濒临灭绝的危险。

**be aware of sth:** 知道; 意识到。例如:

Though most smokers are aware of the dangers of smoking, they won't give it up. 尽管大多数烟民都知道吸烟的危害, 可他们还是不愿戒掉。

3. I'm sorry to interrupt you but how could they live here? 对不起, 打断了你的讲话。他们怎么能够住在这儿呢?

**interrupt (vt. & vi.):** to stop someone saying or

doing something by suddenly speaking to them, making a noise 打断; 中断

Don't interrupt him, for he hasn't finished yet. 别打扰他, 他还没完成呢。

His studies were interrupted by the war. 他的学习由于战争而中断。

4. So we think it is reasonable to assume they lived in these caves, regardless of the cold. 因此我们有理由认为他们不顾寒冷住在这些洞穴里。

**assume (vt.)**

1) to think that something is true although you have no proof of it 假定; 设想

The scientists assume that there are no animals on the moon. 科学家设想月球上没有动物。

2) to pretend 装作

She assumed a look of surprise. 她装出一副吃惊的样子。

**regardless of:** without being affected by different situations, problems, etc 不管; 不顾

He climbed the building, regardless of the danger. 不管有多危险, 他还是爬上了大厦。

5. That would have kept them warm, cooked the food and scared wild beasts away as well. 他们用这火取暖、做饭, 还能用火吓跑野兽。

would 表示猜测, 译为“想必……”; “肯定会……”。

6. We have been excavating layers of ash almost six metres thick, which suggests that they might have kept the fire burning all winter. 我们一直在挖掘一层层的积灰, 几乎有六米厚, 这意味着他们可能整个

冬季都在烧火。

have been excavating 现在完成进行时, 意思是一直在挖, 表示过去发生的动作一直不间断地进行到现在。

**suggest (vt.):** 表明。例如:

His face suggests he is happy now. 从他脸上能看出他现在很幸福。

suggest 也可以表示“建议”, 从句动词通常用虚拟语气形式。例如:

I suggested that he (should) go at once. 我建议他马上去。

7. It seems that they used the sharpened stone tools to cut up animals and remove their skin. 看样子他们用磨尖的石器来切割野兽并剥皮。

**cut up:** cut something into small pieces 切碎

The worker cut up the wood. 工人将木头劈碎。

Early man used stone tools to cut up animals. 早期人类用石器切割动物。

8. Yes, and so well preserved. 是的, 还保存得如此完好。

这是省略的句子, 完整句应是:

Yes, and it is so well preserved. (it 指 necklace)

9. If only it could be just like last year. 要是能像去年那样就好了!

**if only:** 但愿……; 要是……就好了。其后一般用虚拟语气。例如:

If only she had looked ahead and planned better. 要是她早有预见, 计划得更好些就好了!

If only he had come. 他要是来了那该多好啊!

## 二、参考资料

### The development of ancient civilization

	Australopith (南方古猿)	Homo habilis (能人)	Homo erectus (直立猿人)	Neandertal (旧石器时代尼安法特人)	Homo sapiens (智人)
First location found	Hadar, Ethiopia	Olduvai Gorge, Tanzania	Zhoukoudian, Beijing, China	Neander Valley, Germany	Singha, Sudan
Appeared (approximate)	5-1.2 million years ago	2.4-1.6 million years ago	2 million-36,000 years ago	200,000-36,000 years ago	130,000-90,000 years ago

续表

	Australopith (南方古猿)	Homo habilis (能人)	Homo erectus (直立猿人)	Neandertal (旧石器时代尼 安法特人)	Homo sapiens (智人)
How they differ from chimps	walk on two legs	walk on two legs	walk on two legs	walk on two legs	walk on two legs
Brain size	about 390–550 cc	about 590–690 cc	about 800–1250 cc	about 1500 cc	about 1350 cc
Other		made tools	lived in groups, moved around, made tools, first to use fire	buried dead, made many stone tools, lived in groups	communicated, educated, lived in communities

人教版®

## Teaching guide for the Student's Book (学生用书教学指导)

### INTRODUCTION

Archaeology is the study of ancient civilizations by scientific analysis of physical remains found in the ground. But unlike history it often has to deal with civilizations that have no written records. So it is the job of archaeologists to try to find out as much as they can about the life and times of long dead people by looking at the places where they lived, what they wore, what tools they used and how they buried their dead. In this unit we will look at the life of early people (by examining the evidence from the Zhoukoudian caves) and life in Ancient Egypt. We will also see how archaeology is helping to restore the Terracotta Warriors of Xi'an.

The study of archaeology is not just about the study of objects. These are very important of course. But what is equally important for understanding how people lived is:

- where the objects were found (on the floor of a

house or with a body in a grave)

- whether they were found with other similar objects or alone
- what state they were in
- what they were made of

So to get the most information about the site and the people who lived there, an excavation has to be organized in a very systematic and formal way. Ss who come to work on an excavation have to be taught how to remove the earth from the ground carefully. They learn how important it is to do this in a way that does not harm or destroy any of the objects buried in the ground. Every part of the excavation must be recorded. This is because when the excavation is completed no one else will be able to do that excavation again. By excavating a site, archaeologists have destroyed the evidence. So writing and drawing everything in the place where it was found is extremely important.

### WARMING UP

The aim of this exercise is to introduce Ss to some archaeological finds. If you ask the right questions, these objects will tell us a lot about the life of the people who used them.

#### Teaching suggestions:

- 1 Ask Ss to consider in pairs the questions set out in Ex 2.

- *What is the object?*
- *What is it made of?*
- *What is it used for?*
- *What are the modern alternatives?*

When they feel ready they can fill in the chart. The teacher should check if the answers are correct.

- 2 Now ask Ss to consider some further questions as part of a class discussion.

- *What does the object tell us about the life of the people who used it?*
- *What skills does it show the people had?*

These are archaeological questions that need reasons. Remember to make sure Ss use the object to provide these reasons and do not use other knowledge they may have.

#### Suggested answers to Exercise 1:

Picture 1: A household object from Greece

This is an oil lamp that was used to give light at night. It was possibly used for parties, housework or study. Olive oil was placed in the body of the lamp to make the light. There was a thread that went from inside the lamp, and when it was lit it provided light.

## Picture 2: A musical instrument

This is a musical instrument which was played when a person hit the bronze or brass bells. Different notes could be made by making the bells larger or smaller. People composed music to be played in a large house, temple or palace.

## Picture 3: A stone tool

This tool is made of jade stone which is hard and very beautiful. It has a sharp edge so it could be used to break

other pieces of stone. The hole on the top of the tool shows where it was joined to a wooden handle, so it could be used like an axe today.

## Picture 4: A face of an Egyptian Pharaoh

This is a mask which was placed over the pharaoh's face after he died. Sometimes they were also buried with the dead pharaoh. They were made of gold and decorated in beautiful colours. It shows that the pharaoh expected his objects to have the best of material and workmanship.

## Suggested answers to Exercise 2:

Its name	What it was made of	Its use	Today's alternative
1 <i>clay lamp</i>	<i>clay/pottery</i>	<i>to light the house</i>	<i>electric light</i>
2 <i>Chinese chimes</i>	<i>metal, possibly bronze or brass</i>	<i>to provide music</i>	<i>xylophone</i>
3 <i>stone/jade axe</i>	<i>stone/jade</i>	<i>to chop wood</i>	<i>chain saw</i>
4 <i>death mask</i>	<i>gold</i>	<i>to cover the face of the pharaoh after his death</i>	<i>none</i>

## PRE-READING

The reading here relates to early people and especially to Peking Man. This is going to be the subject of the reading passage. If you look at the chart on page 114 you can see how Peking Man (who lived in the Zhoukoudian caves) fits into the chronological development of early to modern man.

There are several signs which show archaeologists which group of early man a body comes from:

- the size of the brain. The larger the brain size, the closer the person is to modern man;
- date of the rocks either just above or just below the bones. The rocks below are older than the bones; the rocks above are younger than the bones;
- the tools found near the body. Early man used stone and flint tools; later man used iron tools;
- whether a fire is found nearby or not. Early man did not use fire; later more modern man used fire.

## Teaching suggestions:

- 1 Ask Ss to get into groups of four and fill in the chart

for modern people. That should take only a minute or two.

- 2 Then ask the class to imagine that early people (Peking Man) have no flat, house etc, no markets, shops, roads, cars, buses or trains. *How would they live? How would they get their food, make their clothes, furniture, etc.* Ask them to make a guess for each of the categories in the chart.
- 3 Ask each group to report their ideas to the class. Discuss with the class why some ideas are unreasonable. For example: use of straw houses (no skills to make them); use of wooden furniture (no tools to make such furniture); music making (no way of making instruments); cooking in pots (no metal to make pots); weaving cloth to make clothes (no equipment to weave cloth and no wool to make cloth).
- 4 Read the passage and then mark the accuracy of their guesses (using a tick or a cross).



### Zhoukoudian caves

- First skull found by Dr Pei Wenzhong on December 2, 1929. First example of early people found on the Asian mainland.
- First skull was of a species of early man who first used fire. Many other skull fragments were found.
- Later finds of occupation in the Zhoukoudian caves show that a later species of man, Homo

Sapiens, also lived in the upper caves. The dating is controversial but probably between 11,000 and 24,000 years ago. Two female skulls and one male were found and they form the basis for the second reading about early people.

- Many examples of early skulls found in 1930s were lost during World War II (1939 – 1945), but many primary casts are still available.

Suggested answers to Exercise:

Many answers are possible and this is only one example.

	Modern people	Peking Man	Accuracy
Place for living	stone, wooden or brick house	cave	
Furniture	wooden, special for each room	a fireplace	
Entertainment	TV, sport, films, hobbies, education, job	meals together	
Food	fruit, vegetables, meat and fish, etc	meat, fish, berries and fruit in season	
Clothing	natural and man-made fibres	skins, leaves	

## READING

The aim of this reading passage is twofold. First, it is to give Ss information about one site where early people lived in China. Second, it gives an insight into the kind of questioning techniques that archaeologists use to get information about the life of early people from the objects they find.

### Teaching new words and structures

- 1 Skim the whole passage and get the gist. Let Ss try to work out the meaning of the new words and structures using context clues.
- 2 Listen to the explanation of the words and structures he/she thinks they do not know before reading the whole passage carefully a second time.
- 3 Read the passage a third time to appreciate interesting phrases or figurative language.

### NOTES:

- 1 *You must be aware that ....* This is a polite way for the archaeologist to remind her audience of something they probably already know: that the Zhoukoudian caves are one of the sites of early people in China.
- 2 *We've been excavating here ....* An excavation is the word used by archaeologists to describe the procedure for digging and recording a site.
- 3 *I'm sorry to interrupt you but ....* This is another polite way of speaking. It means you want to ask a question while someone else is speaking. You stop the other person but try not to upset him/her.

**Understanding ideas**

This is an opportunity to discover if Ss have understood why the archaeologist uses a questioning technique. It is to help Ss to work out what can be learned from an archaeological find. Let Ss read the passage again after they understand it so that they can appreciate how this questioning technique works.

**Teaching suggestions for the reading passage:**

- 1 Give Ss photographs of finds from excavation sites where early people have been found.
- 2 In pairs let Ss show how much they can find out from the object. One should ask the questions and guide the understanding of the other by asking the questions.
- 3 Swap roles so both get a chance to pretend to be the archaeologist.
- 4 Let some of the pairs demonstrate their questioning techniques to the class.

**NOTES:**

These two points will help Ss to think more like an archaeologist.

- 1 ... *it is reasonable to assume* .... This is a very common way that archaeologists will explain something.

They will never say “I know this” because they cannot ask the people themselves and see if they were correct. So all archaeologists will be tentative in their descriptions of life in the past. Notice how the archaeologist in this talk always uses “suggest” or “we think” or “it seems”. Watch out for other examples.

- 2 ... *as the botanical analyses have shown us* .... Scientific analyses are often used to find the kind of environment in which early people lived. The area around the Zhoukoudian caves shows that there was a large lake which contained fish. We know this from the kind of shells and remains of water creatures that are found in the area surrounding Zhoukoudian. So the archaeologists assume that early people caught and ate the fish as they did in the story later in the unit.

**Discussion of ideas**

There are several interesting themes in this talk:

- an archaeologist's questioning technique;
- the amount of information you can deduce from one find if you are logical in your approach;
- the use of scientific analyses to build up a picture of the life of early people.

Object	What can be discovered from it?
needle	<ol style="list-style-type: none"> <li>1 They repaired or made clothes.</li> <li>2 No methods of making material has been found.</li> <li>3 Tools have been found to cut and clean animal skins.</li> </ol> <p><b>So early people probably wore animal skins.</b></p>
necklace	<ol style="list-style-type: none"> <li>1 They cared about their appearance.</li> <li>2 Some of the beads were made of animal bones.</li> <li>3 Some of the beads were made of fish bones.</li> <li>4 Some of the beads were made of seashells.</li> </ol> <p><b>So early people killed, cut up and most probably ate animals.</b></p> <p><b>So early people caught and probably ate fish in the nearby lake (as shown by botanical analyses).</b></p> <p><b>So early people may have travelled to the sea or traded with people who had seashells.</b></p>

**Discussion of style**

This reading is written in the form of questions and answers. It is similar to an interview except that the

archaeologist is behaving more like a teacher guiding the students' learning. The questions develop from the replies that the archaeologist made to a previous

question. It is different from other styles of writing which use continuous prose. It is even different from an interview. In an interview questions are asked and

answered. Usually each question is on a different topic. It does not follow an earlier question. Ss should be aware of this difference in writing styles.

## COMPREHENDING

Suggested answers to Exercise 1:

- 1 The students want to find out about how early people lived. There are no such sites in England while the Zhoukoudian caves provide an excellent example of a site where early people lived.
- 2 Early people lived in caves.
- 3 They used fur from animals for clothes and had fires burning all winter.
- 4 The archaeologist thinks they may have used animal skins.
- 5 They ate animal meat, such as tigers and bears, and fish from the lake nearby. They also picked fruit when it was ripe.

Suggested answers to Exercise 2:

Homes: caves, perhaps with skins to keep out the cold

Tools: scrapers, axe-heads, bone needles

Clothes: animal skins sewn together with needles and thread, necklaces

Suggested answers to Exercise 3:

Topic 1: Life in the cave

Topic 2: What we can learn from a needle

Topic 3: What we can learn from a necklace

### Sample introduction:

First the archaeologist describes how early people lived in their caves. Then she examined what we can learn from a needle. Last of all she discovered what we can learn from a necklace.

## LEARNING ABOUT LANGUAGE

### Discovering useful words and expressions

Answer key for Exercise 1:

excavation, identify, aware, ample, regardless of, primitive, sharpened, alternative, assumed, due

Answer key for Exercise 2:

- |                 |                |              |
|-----------------|----------------|--------------|
| 1 regardless of | 2 In spite of  | 3 because of |
| 4 ahead of      | 5 on behalf of | 6 instead of |

Answer key for Exercise 3:

- |              |                   |                     |
|--------------|-------------------|---------------------|
| 1 starvation | 2 analysis, acute | 3 messy, categories |
| 4 cutting up | 5 at most         | 6 centimetres       |

### Discovering useful structures

Answer key for Exercise 1:

We have been finding the bones of tigers and bears ....

Answer key for Exercise 2:

- 1 How long have you been learning to fly an airplane, Sam?
- 2 How long has he been swimming?
- 3 What have the nurses in the kindergarten been doing all day?
- 4 What have they been arguing about for years?
- 5 Why have sales of washing machines been increasing this year?
- 6 JiaoYang, what kind of washing powder have you been using that makes your clothes so clean and soft?
- 7 Why has the poor girl been collecting seashells?
- 8 How long has Philip been riding a skateboard?

Exercise 3:

### Sample dialogue:

XP: What have you been doing recently?

PR: I've been out of the country for several months resting between films.

- XP: Oh, I see! Where did you go for your holiday?  
 PR: I went to the Maldives.  
 XP: Sounds great! Have you made arrangements for your next film? Do you mind telling me what your next film is about?  
 PR: Well, it's a story about a seaboat captain who sails with Julia Roberts to find some treasure.  
 XP: That sounds interesting. Where and when will you film it?  
 PR: It'll be filmed in Hawaii, and we'll begin in March.  
 XP: I'm sure your fans will love that. By the way, why have you been so private?  
 PR: Well, I'm fed up with all the attention and it has also been difficult for my wife.  
 XP: I quite understand. Thank you so much for your time.  
 PR: My pleasure.

## Exercise 4:

**Sample description:**

She is very keen on sport. Since she was five years old, she has been getting up and running every morning before school. She has also been cycling to school every day ever since she learned to ride a bike. Last year she became the sports champion of our class and I know she has been hoping that she will be included in the local sports team next year. Perhaps she will go to a university that concentrates on sports. Anyway I am sure that when she graduates she will find a job that is connected to sports. Can you guess who I am describing?

## USING LANGUAGE

### Listening and discussing

This listening introduces the two main ways archaeologists use to date objects found in the ground. People usually get evidence either from buildings or everyday items ancient people left behind. The first method or the layer method counts the different layers of soil to date the finds in them. Soils have many different layers usually marked by changes of colour. Each colour is a separate occupation layer. The more layers and the deeper the object is found within a layer, the older it is. The second method measures the radiocarbon discovered in bones to find out how long they have been in the ground. All animals have carbon in their bodies which begin to decay as soon as they die. If you can measure the amount of carbon, you can tell how old the bones are.

### LISTENING TEXT

#### DATING METHODS

*Zhou Heping (ZH) has come to ask the archaeologist, Richard Leakey (RL), how he dates the bones he finds.*

#### Part 1

- ZH: How can you tell how old bones are when you find them?

- RL: There are two main ways: the first uses the layers in the ground and the second uses radiocarbon dating.  
 ZH: I see. How does the layer method work?  
 RL: Well, look at the diagram in your book. Think of a wastepaper basket. When you came into work, you ate an orange and threw the orange skin into it. That's layer number 1. Later somebody threw some yogurt pots into it. That's layer number 2.  
 ZH: Oh yes, and then I threw some paper into it. So that's layer number 3.  
 RL: Yes, and finally someone threw away some used envelopes. So how many layers are there in this wastepaper basket?  
 ZH: There are four.  
 RL: Which layer is the first and therefore the oldest?  
 ZH: The orange skin.  
 RL: And which is the last and therefore the most recent?  
 ZH: Of course – the used envelopes. I see how it works now. But how does it help?  
 RL: Well, layers of soil are produced at different times like the layers in your wastepaper basket. Each time people live somewhere, they make a layer in the soil. If they live there for a long time, they

make a lot of layers. Each layer has a different colour and texture which we use to find out how old it is.

ZH: How splendid!

## Part 2

ZH: Now what about radiocarbon dating?

RL: This is more scientific. It uses radioactivity to measure the amount of carbon in living things. The carbon in a dead body disappears at a fixed rate. We know how long that takes, so we can measure the amount of carbon and work out how old a bone is.

ZH: That's very clever. Is it accurate too?

RL: There are some problems with very old bones, so you are always given two dates.

ZH: How does that work?

RL: Well, the date for a bone may be between 9,900 years and 10,100 years old.

ZH: I see! How old are the bones in the Zhoukoudian caves?

RL: They are between 250,000 and 400,000 years old.

ZH: Perhaps we could visit the site together sometime?

RL: Of course. Whenever you like!

## Answer key for Exercise 1:



## Answer key for Exercise 2:

carbon, carbon, disappears, fixed, carbon, work out

## Suggested answer to Exercise 3:

This exercise may look difficult but is really very simple. The age of the building depends on the number of layers it is resting on. The more layers, the more recent the building is.

The oldest building is B because it has no layers underneath it.

The second oldest building is C because it has one layer underneath it. That layer is the remains of the building in B.

The most recent building is building A. It has two layers underneath. They are the remains of buildings B and C.

## Reading

The purpose of the text is to encourage Ss to draw conclusions from the reading in the same way as in the first reading passage.

## Suggested answers to Exercise 1:

Men's tasks	Women's tasks
1 <i>Making and repairing tools</i>	1 <i>Collecting nuts, fruit and water</i>
2 <i>Fishing</i>	2 <i>Cutting up meat and fish for cooking</i>
3 <i>Hunting animals</i>	3 <i>Preparing skins to make clothes</i>
4 <i>Protecting the group from harm</i>	4 <i>Preparing food</i>
5 <i>Cutting down trees</i>	5 <i>Looking after children</i>

## Suggested answers to Exercise 2:

DAHU: catch fish, repair stone tools, make scrapers and axe-heads

LALA: collect fruit and nuts, prepare food



## Suggested answers to Exercise 3:

- Men's tasks: patient (tool making), dangerous (hunting), some individual (tool making and repairing) and some co-operative (hunting), skilful (tool making), protective (of group)
- Women's tasks: co-operative (cooking), caring (providing food), patient (collecting food), skilful (cooking), individual (collecting nuts and fruit)

now and then. So the women's tasks were continuous and the men's tasks were more periodic.

## Suggested answer to Exercise 4:

- When men go hunting or women do cooking and prepare food, they work co-operatively. When men make or repair tools, or women collect fruit and nuts, they work alone.
- Most dangerous tasks: hunting animals done by men
- Where the danger comes from: wild animals living near the caves
- Sharing of tasks: men and women had clearly divided tasks: fire and collecting nuts needed to be done every day but killing animals would only be done

## Speaking and writing

This practises archaeological skills of description and speculation (with reasons).

## Teaching suggestions:

- Ask Ss to fill in an empty chart, with words and phrases that occur to them when they look at the objects.
- Make sure Ss understand that "shape" means what it looks like and "appearance" means its state of repair.
- They can use these notes to discuss in pairs. If other ideas occur to them, tell them to write them down so they won't be forgotten.
- Use these notes as the basis for the writing. The teacher should give Ss all the information they need.
- Ask them to discuss each other's paragraph and make corrections, then do the revision before handing in both the versions. Clearly mark them "try 1" and "try 2".

## Exercise 1:

## Sample description:

Object	Size	Shape	Appearance	Material
tree	395 cm	tree with branches; fruit on each branch	good condition	bronze
mask	adult	stylized half-face; flat nose; curled hair growing from ears; eyes filled in	good condition	bronze
bird	not known	realistic bird with stylized wing that points up into the sky; maybe 3 feathers	very good condition	bronze
pot	not known	tall, thin body with fitted lid and handle; 3 legs to stand on	poor condition; needs to be restored	clay

## Exercise 2:

## Sample discussion:

- S1: Let's look at this mask more closely. It looks strange, don't you think so?
- S2: How large do you think it is?
- S1: Well, I think it's big enough for a man to wear over his face.
- S2: Is there anything to fix it to your face?
- S1: There doesn't seem to be. What do you think it was used for?

- S2: It could be for acting a part because it has such strange hair and face. It seems to be used to frighten people.
- S1: True. But the person wearing it wouldn't be able to see anything.
- S2: You're right. I suppose it may have been used as a mask for a god and the person was guided by helpers.
- S1: Yes, that sounds possible. What do you think it was made of?

S2: That's easy. It must be bronze. When you feel the weight, you know that must be true.

S1: I'm sure you're right, but perhaps we'll never know what it was really used for!

### **Sample description for the guidebook:**

The archaeological site of Sanxingdui was discovered in 1929 and its finds dated back to between 3,000 and 5,000 years ago. The most important finds are the bronzes, and we have pictures of four of them for you here.

#### **1 Special bronze tree**

It is 395 cm high with some branches on the tree. There are three kinds of fruit on each branch. One of the fruit is a peach. The tree may have had a religious meaning and is connected with the sky and the earth.

#### **2 Bronze mask**

This is a man-face mask with two eyes, two ears and hair. It fits over an adult face. You can see the teeth, and they look as if the man was smiling. The eyebrows grow into the hair. The nose is very flat. This mask may have represented a god so that the person who wore it would have acted the role of the god.

#### **3 Bronze bird**

This is a very realistic and lively bronze statue of a bird. Its wing is not realistic but shows some feathers pointing to the sky. It represented the idea that all animals have spirits and birds were especially

important. It may have been used for religious purposes.

- 4 The fourth picture is a clay pot. This clay pot was found with the bronze objects already described. It rests on three thick legs which make it very sturdy. It has a long straight body ending in a dome at the top of the lid. There is also an open mouth-like part to pour the liquid in or out. The handle reaches from below the open hole to the beginning of the three thick legs. It could have been used to hold and pour wine or other liquid. It is elegant enough to be used by rich people at parties. The owners of this object clearly wanted a functional jug but one that had style and elegance. They were clearly people with artistic taste. It must have come from an old but sophisticated civilization.

What we can learn from these objects

- 1 We can learn that the people at Sanxingdui could make bronze.
- 2 They could use it extremely skilfully to make very special objects that looked like many of the things the people saw around them.
- 3 They were also able to make objects for decoration (eg the face mask) which suggests that they had a developed culture.
- 4 They may have used these objects for religious purposes. If so, they may have thought that natural objects contained spirits that could influence the life of the Sanxingdui people.

## SUMMING UP

Don't omit this section of the unit as it gives Ss a chance to evaluate their own progress. It forms an important

part of their taking responsibility for their own learning.

## LEARNING TIP

This is advice to help Ss improve their descriptive skills. When you describe something, you often need to give more than one adjectives. It is important for Ss to know

the rules that decide the order in which they should be placed in the sentence.

## Teaching guide for the Workbook (练习册教学指导)

### INTRODUCTION

The finding of the terracotta warriors in 1974 is one of the greatest archaeological discoveries of the twentieth century. Although it was found many years ago, research still continues into how they can be best preserved. This listening text explains to Ss two of the problems that still concern archaeologists.

Emperor Qin Shihuang's terracotta warriors were buried in part of the series of buildings that were constructed for the Emperor after his death. There are almost one hundred pits containing skeletons of horses and terracotta men who would have looked after them. There was even food for the horses. Other pits had models of birds and plants which may have represented the Emperor's parks. There are also some twenty tombs

which probably held the bodies of his councillors and workers. His own grave is under a hill of earth at the centre of the buildings, and it has not yet been excavated. The history books written at the time describe the tomb as containing palaces filled with jewels and other treasures. They also say that it was fitted with bows to fire at anybody who tried to enter the tomb.

Building of the tomb began in 246 BC. As time went by, more and more workers were employed to finish the task. In all, some 720,000 people worked on the project for 39 years. The buildings covered 56.25 square kilometres and are said to be a small model of the capital of the Qin Empire.

### LISTENING

#### LISTENING TEXT

#### MORE NEWS ABOUT THE TERRACOTTA WARRIORS

*Amanda Peters (AP) wants to find out about how to preserve the terracotta warriors from her Chinese friend, Zhou Lei (ZL), an archaeologist.*

AP: Where did you go for your holiday, Zhou Lei?

ZL: I went to visit the terracotta warriors and found out more about the research to preserve the statues.

AP: You're so lucky! I'd love to go and see them very much. Making figures that are 1.96 metres tall is amazing! They must be such an impressive sight. It makes you realize how powerful Emperor Qin Shihuang was.

ZL: Yes, indeed. And each of them has an individual face so that archaeologists think they must have

been a copy of Qin Shihuang's real army. But eight thousand statues are a lot of clay figures to protect and there have been problems.

AP: Oh dear! What problems?

ZL: Well, the first problem is how to keep their colours. Chinese archaeologists have discovered that the statues were painted before they were buried. But temperature changed and sunlight soon faded the colours after the statues were uncovered.

AP: Why did that happen?

ZL: First, some of them became a little bit smaller when they dried out after being excavated and that made their colour disappear quickly. Second, the damp in the tomb also affected the colours badly. But now luckily the scientists have discovered a new chemical protection, which will keep the colours shining brightly.

AP: That's wonderful news.

ZL: Yes. It's a very thin layer of chemical jelly which will preserve the vivid colours of the soldiers as

well as protect them from the damp.

AP: That's great. So the problem's solved. But I'm afraid that those statues that lost their colour can't get it back.

ZL: Sadly, no. But this breakthrough has helped deal with another problem.

AP: What's that?

ZL: Well, you know that the terracotta warriors were discovered in 1974. Since then the statues have suffered more than forty different kinds of mould all caused by damp.

AP: That sounds really serious. I didn't know clay statues could suffer from mould! Did it happen before they were excavated or after?

ZL: After they were excavated, damp entered the excavation area. The moulds developed quickly and need different kinds of treatment.

AP: Oh, how terrible! Can we do something to clean the warriors and make them safe?

ZL: Well, this jelly will help protect them against some moulds.

AP: Oh! Is there anything else that ordinary people can do to help? ... (fade out)

## Suggested answer to Exercise 1:

The main idea is that there are two problems that

archaeologists are trying to solve in order to preserve terracotta warriors. One is how to protect the colours and the other is how to protect the statues against moulds.

## Suggested answers to Exercise 2:

- 1 The first problem is how to protect the colours originally painted on the terracotta warriors. This problem is easier to solve because the scientists have discovered a new chemical protection which will keep the colours shining brightly.
- 2 Each terracotta warrior was a copy of a real soldier in Qin's army. It must have needed a tremendous amount of organization to produce the number, the size of the statues and all this shows the Emperor's power.
- 3 The change in temperature and the sunlight when the warriors were excavated made them lose their colours.
- 4 The forty kinds of mould are difficult to treat because they all need different kinds of treatment.

## Suggested answers to Exercise 3:

Terracotta Warriors	Features	Problems	Solutions
Age: 2,200+ years old	Individual faces	1 Cause: colour faded	1 chemical protection
Material: clay	1.96 metres tall	2 Cause: growth of 40 kinds of mould	2 new treatments being developed
Number: 8,000			

## TALKING

This is an opportunity for Ss to think about how they could help save one of China's greatest archaeological treasure.

### Sample discussion:

S1: What do you think we can do? We are only students

after all!

S2: That's the problem we have to think about. I wonder if we should contact the history museum to see if they need any volunteers to help?

S1: Yes, that's a good idea. Perhaps we could ask them if they need us to raise money.

S2: If they need money, I'm sure they would get it from large organizations from abroad. But I've had an idea! Perhaps we could tell the tourists what the problems are.

S1: What a good idea! We could use our English for a good purpose. All we need to know is what a real

guide says. Perhaps we should ask for help from the tourist office in Xi'an.

S2: Yes, and when these tourists go back to their own countries, they may be able to help from there.

S1: I think that's the answer. Well done! Now let's tell the others our idea.

## USING WORDS AND EXPRESSIONS

Answer key for Exercise 1:

BC, division, skilful, looked ahead, spear, systematic, wrinkled, hammer, dizzy

Answer key for Exercise 2:

1 scratches 2 gay 3 alternative 4 arrested  
5 howl 6 spat

Suggested answers to Exercise 3:

- 1 I love to mix my **yogurt** with strawberries, **melon** or other fruit to make it taste more delicious.
- 2 Scientists did not recognize the **significance** of **radioactivity** until Madam Curie used it to develop X-rays.

- 3 Harry's **pulse** raced when he saw the huge **beast** and immediately he **accelerated** his car out of the jungle.
- 4 The first few photos in my family **album** were taken when I was in **kindergarten**.
- 5 I always knew that she **was fed up with** being a **receptionist**.
- 6 The audience **applauded** the performance of the **skilful skateboarding** athletes for a couple of minutes.
- 7 The expert said the use of tobacco **dated back** to 1000 BC.
- 8 I think you need to **delete** unnecessary repetition from your article and check your **punctuation** before you hand it in.

## USING STRUCTURES

Answer key for Exercise 1:

- 1 What have you been doing lately?
- 2 Oh, really? Did you find it valuable?
- 3 Will you continue it for a second year then?
- 4 Don't they offer some scholarships if you're a good student?

Answer key for Exercise 2:

has increased, were discovered, would be, had been put/  
placed, became, comes, puts, was ... surprising, were  
taken, were, seems, will remain

Exercise 3:

**Sample dialogue:**

- S1: Hello. May I help you?  
S2: Yes, I am just wondering if you know anything about the terracotta warriors. They look so impressive.  
S1: Yes, they are, aren't they? You know that they were

made in the time of Emperor Qin Shihuang?

- S2: Really! Was he a good Emperor?  
S1: Well, he unified the country and set up the systems for writing, weights and money. But he was very cruel.  
S2: Oh dear. What a shame! His soldiers look so splendid.  
S1: Yes indeed they were and very brave too. The Emperor wanted them to be buried with him when he died. But his advisers told him that, if he did that, his kingdom would be conquered immediately, so he decided to bury soldiers made of clay instead.  
S2: Made of clay? Were they painted?  
S1: Yes, they were. Each warrior had his own face copied, but the bodies were all made the same.  
S2: I see. Thank you so much. I have learned such a lot from you!



## LISTENING TASK

This listening text introduces one of the first archaeologists in the world – Flinders Petrie (1853 – 1942), British archaeologist and Egyptologist. He was born in Charlton, Kent, and educated privately. He was professor of Egyptology at the University of London from 1892 to 1933. From 1875 to 1880 he excavated sites in Great Britain, including the prehistoric monument Stonehenge. His archaeological research in Egypt began in 1881 with excavations at the pyramids of Giza. He conducted diggings at the great temple in Tanis (1884), at the Greek city of Naucratis (1885), both in the Nile Delta, and in the Al Fayyum region (1888 – 1890). From 1927 to 1938 he conducted excavations in Palestine, notably at the ancient city of Lachish (now Tel Lakhish, Israel). His early excavations revealed that ancient Greek colonies had existed in Egypt. Petrie suggested a chronological scheme, based on a type sequence of pottery, through which the evolution of a culture could be traced. Although subsequent scholars have developed more effective chronologies, he was the first to devise such a method. In 1894 he founded what became the British School of Archaeology in Egypt. Among his writings is *Seventy Years in Archaeology* (1931).

## LISTENING TEXT

## INTERVIEWING

## “THE FATHER OF ARCHAEOLOGY”

Wang Wei (WW), a Chinese student, is interviewing Professor Flinders Petrie (FP) about his work in Egypt.

WW: Hello, Professor Petrie. Could you please tell me why you want to dig poor archaeological sites in Egypt instead of looking for new tombs of Egyptian pharaohs?

FP: I suppose it was an accident really. When I went there most people were looking for new tombs of the pharaohs. I decided to investigate the life of poorer people as nobody else seemed interested in them!

WW: What sorts of things did you find out?

FP: What I found was that poorer people built their houses with mud bricks. They used pottery for

their cooking and storing things. I also found that poor people as well as rich people believed in a life after death. They buried their dead family members in the sand with pots full of food ready to take on the journey to the afterlife.

WW: They also wanted to preserve the bodies very well. Why's that?

FP: Because they believed the spirit of one's body went on the journey to the afterlife. So it was important to look after the body carefully after one was dead.

WW: Did you find out anything about this journey?

FP: Not from the poorer people's graves. But we found the journey painted on the walls of the pyramids of the pharaohs and the inside of the coffins of rich Egyptians. Later rich people described this journey in books they left in coffins. They are called “The Book of the Dead”, and although they were written in rolls of paper, you can still see them today. They tell you how to overcome evil gods and monsters on the journey to the afterlife and what to expect when you came to the Hall of Judgement.

WW: Was there a test of some kind?

FP: Yes, you had to prove the quality of your life by weighing your heart against a feather. If your heart was lighter, it meant you had led a good life, and so you could enter the afterlife and live forever. But if it was not, you'd be eaten by the God Anubis and disappear forever.

WW: My goodness. I'm sure that made people behave themselves .... (fade out)

## Suggested answer to Exercise 1:

I think the ancient Egyptians believed: *the spirit of one's body went on the journey to the afterlife. They believed everyone must be tested to see if they had led a good life.*

## Answer key for Exercise 2:

1 F 2 T 3 T 4 T 5 F 6 T

## Teaching suggestions:

Help Ss think of some useful ideas by asking them some questions. Some possible questions and answers are set out below.

Questions	The afterlife: what was it like?
What two things are the same in the two graves?	<ol style="list-style-type: none"> <li>1 Some goods.</li> <li>2 Food for the journey to the afterlife.</li> </ol>
What two things are different?	<ol style="list-style-type: none"> <li>1 Many more goods in the rich person's grave.</li> <li>2 Body was preserved artificially in a coffin in the rich grave and naturally in the sand in the poor grave.</li> </ol>
Why did one person take so many artifacts and the other so few?	Because a rich person had many more goods to take with him/her than a poor person.
What kind of life did the rich person want in the afterlife?	The same as in his lifetime.

Then Ss can answer the question on similarities and differences.

Suggested answers to Exercise 3:

Similarities	Differences
<ol style="list-style-type: none"> <li>1 <i>They both believed in life after death.</i></li> <li>2 <i>They both had their bodies preserved.</i></li> <li>3 <i>They both had goods in the grave for the journey to the afterlife.</i></li> </ol>	<ol style="list-style-type: none"> <li>1 <i>There were many more goods in the rich person's grave than in the poor person's.</i></li> <li>2 <i>The rich person was buried in a special building, but the poor person was not.</i></li> <li>3 <i>The rich person had guidebooks for the journey to the afterlife, but the poor person did not.</i></li> </ol>

## READING TASK

### Pharaoh Tutankhamun

Pharaoh Tutankhamun /ˌtuːtənˈkɑːmən/ was the most famous of all pharaohs but very unimportant as a ruler as his rule was so short. He ruled for about 8 or 9 years from 1334 to 1325 BC. So we know more about him after his death than we do about his rule when he was alive.

The Egyptians believed in life after death. So they got all the goods they wanted to have with them in the next life buried in their tomb. The richer the person, the greater the number of goods. As Tutankhamun was a pharaoh, his tomb was filled with many wonderful treasures.

It also contained statues of gods that would protect his tomb from evil spirits or thieves who might steal his treasures. The walls of the tomb, too, were covered with

spells to preserve the pharaoh till he got safely to the Hall of Judgement. In the same way his body inside its three coffins was protected by four goddesses of the dead.

By the tomb was a box containing four jars. They held the internal organs of the dead pharaoh, which were removed when he was turned into a mummy. First his brain was taken out of his head through his nose. Then his organs were removed and put into the jars. Only his heart was left inside the body. Finally his body was covered in a special salt and left for forty days to "dry". After this time the body was a mummy and was ready to be wrapped up and buried.

As well as the body there were instructions in the coffin on how to make the journey to the afterlife.

### Answer key for Exercise 1:

Object	Material	Colour	Decoration
Two statues	/	Black	Wearing gold shoes and carrying royal insignia
Chairs	Gold	Golden	With heads of animals and gods
Boxes	Possibly wood	/	Beautifully painted
Flowers	/	/	/
Vases	/	/	With beautiful flower designs
Boxes	/	Black	/
Chests	/	White	/
Seat	/	Golden	/
Cart	Gold	Golden	/

### Suggested answers to Exercise 2:

- 1 They read his name on a black box.
- 2 Because they were so strange and wonderful – more wonderful than anyone could imagine.
- 3 Because it meant that the tomb had not been opened by thieves.

### Suggested answers to Exercise 3:

- 1 I would have to lock the tomb securely so that thieves

could not steal the finds.

- 2 I would have to lock the tomb securely so that the sunlight and temperature would not affect the finds in the tomb. Otherwise the finds may be spoiled.
- 3 I would have to lock the tomb securely so that I could record all the finds carefully, and I would not want any of the finds to be moved.

## SPEAKING TASK

This is an opportunity for Ss to draw conclusions from another form of evidence. This time it is a wall painting of an ancient Egyptian party found on the walls of a tomb. You may need to ask Ss some questions before the discussion begins. These might include:

- Who do you think the people sitting down are?

- Why are some people carrying food?
- What do you think the guests do before they begin to eat?
- What food can you see at this party?
- Why do you think the picture is cut in half with the guests in one half and the food in the other?

## Suggested answers to Exercise 1:

	Evidence from the wall painting
Food	<i>Fish, meat, vegetables and fruit</i>
Arrangements for the meal	<i>Chairs but no tables; food is served; entertainment at the same time as the meal</i>
Clothes	<i>Guests wear long floating dresses with large decorated collars; servants and dancers wear very little</i>
Hygiene	<i>Servants wash hands of the guests before serving the food</i>
Entertainment	<i>Dancers</i>
People	<i>Guests: women Servants: men Dancers: girls</i>

## Exercise 1:

**Sample discussion:**

- S1: Now let's see. There seem to be several people sitting down and some others looking like servants coming to bring the meal to them.
- S2: Yes. Perhaps there is a party, and isn't it interesting that all the people sitting down are women? I wonder what they're eating.
- S1: Well, there's fish and meat (with the head of that bull) and some fruit and vegetables.
- S2: It seems that the servants bring the food while the guests sit on comfortable chairs, but there don't seem to be any tables.
- S1: Do you think that's comfortable? Well, at least their clothes are cool – nice long floating dresses with

large decorated collars.

- S2: But not everyone is wearing that. Look! The dancers and the servants are wearing much less.
- S1: So they are. They seem to be clean though. There is a servant bringing a cloth to wash their hands. And one of the women (the one on the right) has a strange pot on her head.
- S2: Yes, it is. Do you see the dancers? It is reasonable to assume that they are entertaining people.
- S1: Yes, but the women are not looking at them.
- S2: Yes, another strange thing is that all the guests and the dancers are women but the servants are men.
- S1: Well, we seem to have discussed everything, so shall we fill in the chart?

**\*WRITING TASK**

This is a deductive exercise which asks Ss to suggest reasons to explain why things are as they are. As it is difficult, it has been starred and is an optional activity. Ss are asked two questions:

- Which order were these pyramids built in?  
(Answer: B, C, A)
- Why are pyramids built in this shape?  
(Answer: So the pharaoh/god was close to the other gods. The pharaoh's spirit could escape from the top of the pyramid and fly up to the sky, where the gods were thought to live.)

The aim of this activity is to encourage Ss to speculate with reasons. These answers cannot be worked out by looking at the pyramids, so the value of this activity lies in the quality of their thinking. It is not important at this stage to get the answers correct.

**Teaching suggestions:**

- 1 Put Ss into pairs and encourage them to speculate on the two questions.
- 2 Make them aware that no idea should be automatically rejected just because it seems a little strange.

- 3 Let the pair choose the explanations that they prefer with their reasons.
- 4 Put the pairs into groups of four and let them discuss their different ideas. Then they should choose an explanation for each of the two questions that they feel is most interesting and be prepared to present them to the class.
- 5 The class should listen to all the ideas and have a class discussion on their merits.
- 6 After the discussion tell Ss the ideas of the archaeologists. Make them aware that these are also only ideas and are as valid as the students' own.

### **Sample writing:**

The first to be built was Pyramid No B. It has steps up the side, and it looks as if it was an attempt to build something that we now call a pyramid shape. The steps were a way of organizing the building and making sure that it was safe. The steps look as if smaller and smaller

boxes were placed one on top of the other to make the step design. I think the second to be built was Pyramid No C, which bends at the top. It has smooth sides which the architects could have learned from building the step pyramid. But the design is clearly not finished as the curve at the top of the pyramid is not smooth. The Egyptian architects have not yet completely mastered the art of building pyramids with smoothly sloping sides. I think the third to be built was Pyramid No A, which has smooth and evenly sloping sides. It is the shape that we call "a pyramid shape" today, so it must be the final one in this series of buildings.

From the pictures we can see that the three pyramids all come to a point at the top. It is reasonable to assume that the pharaoh/god was close to the other gods. The pharaoh's spirit could escape from the top of the pyramid and fly up to the sky, where the gods were thought to live.

### **\*PROJECT**

This is an opportunity for Ss to do some research of their own. Make them aware that the information they get on the Internet may not be accurate, so they need to check their facts using several different websites. Make sure that the posters are prominently displayed so that everyone can see them. In this way you show that you

value the work of Ss. Talk to Ss about their work. Praise one thing about the poster and encourage them to think about improving one area (for example: grammar, punctuation, style of English or presentation). Use class time to do this so that Ss see that you take their efforts very seriously.

人教版®



# Appendices 附录

## Translation of the reading texts 课文译文

### 第一单元 一个多元文化的国家

#### READING

#### 加利福尼亚

加利福尼亚是美国的第三大州,而且是人口最多的州。加州与众不同之处在于它也是美国最具多元文化特征的一个州,它吸引了来自世界各地的人们。这些移民的风俗习惯以及语言在他们的新家都得以延续。当你了解了加利福尼亚的历史,你就不会对其文化的多样性感到惊奇了。

#### 美洲土著人

最早一批人具体是在什么时候来到我们现在了解的加利福尼亚地区的,谁也说不清楚。然而,可能至少在15,000年以前美洲土著人就住在加利福尼亚了。科学家们认为这些迁居者通过一条史前时期曾经存在的大陆桥穿越北极地区的白令海峡到达美洲。欧洲人在16世纪来到这里后,土著人遭受了极大的苦难,成千上万的人被杀害或被迫成为奴隶。此外,欧洲人带来了疾病,使许多人染病而死。不过,还是有一些人经历了这些恐怖时期而活下来了。今天住在加利福尼亚的美洲土著人比任何其他州的都要多。

#### 西班牙人

在18世纪的时候,加利福尼亚是由西班牙统治的。西班牙士兵最早是在16世纪初期来到南美洲的,他们同土著人打仗,夺去了他们的土地。两个世纪以后,西班牙人在南美洲的大部分地区定居下来,而且还在我们现在称之为美国的西北沿海地区住下来。在首批移居加州的西班牙人中,大部分是宗教人士,他们的职责是向原住民传授天主教。1821年,墨西哥人从西班牙获得了独立。加利福尼亚于是成了墨西哥的一部分。1846年美国向墨西哥宣战,美国赢得战争的胜利之后,墨西哥被迫把加利福尼亚割让给美国。但是,这个州至今仍然保留着很强的西班牙文化的影响。这就是为什么今天还有40%的加利福尼亚人仍然把西班牙语作为第一或第二语言的缘故。

### 俄罗斯人

在19世纪初期，一批最初到阿拉斯加的俄罗斯猎人开始在加利福尼亚定居下来。今天，住在圣弗朗西斯科（旧金山）及其周边地区的美籍俄罗斯人约有25,000人。

### 金矿工

1848年，在美国同墨西哥战争之后不久，在加利福尼亚发现了金矿。发财梦很快就吸引了世界各地的人。距离最近因而来得最早的是南美洲人和美国人，随后跟着来的有欧洲和亚洲的探险家。事实上很少有人圆了发财梦。许多人死了或回家了，但是尽管条件十分艰苦，多数人仍然留在了加利福尼亚劳作谋生，在新的城镇或农场里定居下来。到1850年加利福尼亚成为美国第31个州的时候，它已经是一个有着多种文化的社会了。

### 后来的移民

虽然中国移民在淘金热时期就开始来到（美国），但是更大批量的中国移民却是在19世纪60年代为了修建贯穿美国东西海岸的铁路而来的。今天，加利福尼亚州各地都有美籍华人居住，尽管有很大比例的华人还是选择住在洛杉矶和圣弗朗西斯科（旧金山）的“中国城”里。

19世纪后期，其他国家的移民，比如意大利人来到加利福尼亚，他们主要是渔民，也有些是制酒工人。1911年，丹麦移民建立了自己的城镇，至今仍然保留着丹麦文化。20世纪20年代，电影业在加利福尼亚州的好莱坞建立了起来。这个新兴的行业吸引了欧洲人，包括许多犹太人。今天，加利福尼亚的犹太人口在美国占第二位。

日本农民是在20世纪初期开始到加利福尼亚来的，而从20世纪80年代以来有更多的日本人在加利福尼亚定居了。非洲人从19世纪就在加利福尼亚住下来，他们是从墨西哥向北迁来的。然而，更多的非洲人是在1942年至1945年期间来到加利福尼亚的，当时他们是到船厂和飞机厂工作的。

### 最近期的移民

在最近的几十年里，加利福尼亚成了亚洲人的家，包括柬埔寨人、朝鲜人、越南人和老挝人。从20世纪70年代开始发展计算机工业以来，加利福尼亚又吸引了印度人和巴基斯坦人的到来。

### 未来展望

世界各地的人，由于受气候条件和生活方式的吸引，仍然在继续迁入加利福尼亚。人们认为，要不了多久，多种国籍的混合将会非常之大，以至于不可能存在一种主要的种族或文化群体，而只是多种族、多文化的混合体。

## USING LANGUAGE

## Reading and writing

## 乔治的日记 (6月12日—14日)

6月12日 星期一

清晨乘公共汽车抵达,直赴饭店,放下行李,洗澡、刮脸,即去观光。先是乘缆车,在山顶览胜,观看旧金山湾及整个城市。缆车系统建于1873年,是由安德鲁·哈利迪发明的,他试图找到一种比马拉的轨道车更好的交通方式。他曾经看到过一次可怕的交通故事:由于一辆马车刹车失灵,驾车失控,车子和马一起从山上滑了下去,很明显这让他受到了极大的震惊。

午餐是在渔人码头吃的,吃得很晚。意大利渔民于19世纪末首先来到这个地区,并且在这儿开始了捕鱼业。如今这儿是一个旅游区了,有许多商店、海鲜馆和面包坊。这儿也是乘渡船去天使岛和海湾其他地方的渡口。

在渔人码头看了这么多东西,我精疲力竭,什么也不想干了。今晚要早点睡觉!

6月13日 星期二

同饭店里的一对夫妻(彼得和泰莉)做伴,一起租了一辆小汽车,一整天驱车游览城市。有一条专为旅游者设定的车道,非常吸引人,蓝白两色相间的路标上面有海鸥以表示要去的路线。这是一次往返79公里的旅行,它涵盖了所有著名的旅游景点。途中多次停车,从不同角度欣赏城市风景并摄影。现在对城市的面貌有了一个很好的了解。

晚上,跟彼得和泰莉一起去中国城。中国移民于19世纪50年代定居在这个地区。建筑物前面装饰得就像中国南部地区的古建筑一样。在这儿看到了一些有趣的寺庙,不少的集贸市场和大量的餐馆,还有美术馆和一个博物馆。博物馆里有关于中国移民史的文件、照片和各种各样的物品,但是晚上关门了。打算白天再来。吃了一顿可口的饭菜,然后步行下山回到饭店。

6月14日 星期三

早晨,从旧金山湾的港口乘渡轮去天使岛,路上观赏了金门大桥。从1882年至1940年,天使岛成为一个著名的移民站,许多中国人在那儿申请美国居住权。移民站的房间又小又冷又潮湿,一些房间甚至没有光,但是移民们没有其他去处。悲惨的境遇对他们来说似乎是一种惩罚,谈不上公正和自由。他们在墙上写诗,抒发孤独的情感,痛惜以前在中国的生活。1940年民政部门改革了制度,使得更多的中国人能够得到机会定居美国。这引起我的感慨,使我对今天的生活感到欣慰。

## 第二单元 克隆

## READING

## 克隆：它将把我们引向何方？

克隆一直与我们同在，而且它还要持续下去。这是一种用来生产与原型完全相同的动植物的方法。当园艺师从生长着的植物上剪下枝条来培植新植物时，就会产生这种现象。这种现象也发生在动物身上，从同一个原生卵子产生性别和相貌相同的双胞胎也是克隆。实际上，这些都是自然克隆现象。

克隆技术有两大用途。第一，园艺师一直用它生产大量的供商用的植物；第二，它在对新植物物种的研究以及在对动物的医学研究方面都是很有价值的。克隆植物简单，但克隆动物就非常复杂了，是一项很难完成的任务。克隆哺乳动物的多次尝试都失败了。但是，科学家的决心和耐心最终得到了回报，这就是1996年具有突破性的克隆羊“多莉”的诞生。它的程序如下图（略）所示：

1. 母羊（甲）提供一个卵细胞。
2. 在卵细胞中取出细胞核。
3. 卵细胞准备接受新的细胞核。
4. 母羊（乙）提供一个供克隆的躯干细胞，该细胞应包含有生产一头新羊所需要的全部基因。
5. 取出该细胞的细胞核。
6. 用电把母羊（乙）的躯干细胞核和母羊（甲）的卵细胞连接起来。
7. 细胞分裂并生长成胚胎。
8. 把胚胎置入另外一头寄生的母羊（丙）体内，母羊（丙）就是克隆羊的代孕。
9. 这头小羔羊就是母羊（乙）所提供的细胞核克隆而成的。

一方面整个科学界都在关注着首例成功的克隆动物多莉羊的成长。多莉看来是在正常地成长着，这很令人鼓舞。接着传来了多莉病重的坏消息。研究克隆的科学家发现多莉得的病更容易发生在年老的羊身上，这让他们很沮丧。多莉总共只存活了六年半，这是它的原型羊寿命的一半。可悲的是，同样无法控制的命运也在影响着其他物种，如克隆鼠。科学家们的脑海里产生的问题是“这是不是所有克隆动物的一个主要困难呢？这种现象会不会永远发生？如果改进研究程序，问题会不会解决呢？”

另一方面，多莉羊的出现引起了一阵强烈的反对，对媒体和公众的想象力也产生了极大的影响。它引起了争议，因为它突然打开了人们的眼界，看到了有可能利用克隆技术来治疗重病，甚至还有可能克隆出人类。

尽管目前供克隆研究的人类卵细胞很难获得，报纸报道说，有些邪恶头目希望把自己克隆出来以实现他们的野心。宗教领袖也提出了道德方面的问题。各国政府惶恐不安而且更加谨慎。有些政府开始改革司法制度，明令禁止进行克隆人类的研究，但是其他国家，如中国和英国，则仍然在继续收集克隆技术有可能提供丰富的医疗救助的证据。然而科学家们仍对克隆技术有助于人类还是有害于人类，以及克隆技术将把我们引向哪里感到困惑。

## USING LANGUAGE

### Reading, discussing and writing

#### 恐龙的回归?

克隆凶猛和灭绝的野生动物的可能性一直使电影制片商感到兴奋。然而他们并不是惟一对此感到兴奋的人。在《侏罗纪公园》这部影片中，有一位科学家克隆了好几种不同的绝种恐龙。类似这样的电影很受欢迎，证明了这一想法使人们感到既兴奋又恐惧。但事实上，要想克隆绝种动物，我们还有很长的路程要走。科学家们现在还在进行克隆哺乳动物试验，这是因为克隆哺乳动物仍然还是一门新的科学，它是从 20 世纪 50 年代才开始进行认真研究的，如下表所示：

20 世纪 50 年代：克隆青蛙	1996 年：首次克隆哺乳动物（多莉羊）
20 世纪 70 年代：用老鼠胚胎进行研究	2000 年：母牛生野牛
1979 年：对羊和老鼠的胚胎进行研究	2001 年：中国首次克隆出双胞胎小牛
1981 年：首次对老鼠进行试验性的克隆	2002 年：首次克隆猫
1983 年：首次对母牛进行试验性的克隆	2005 年：首次克隆狗
	.....

不时地会有人提议，克隆技术将有可能使地球上已经消失的动物（如恐龙）复活。不幸的是，据我们现在所知这是不可能的，也是不合适的。其原因有很多：

- 首先要求你有完好的 DNA，以提供有关细胞将如何生长的信息。
- 如果某个动物群体没有足够的多样性以战胜疾病，那么克隆这种动物的所有努力都将是无用的。群体的多样性是指这群动物的基因要以不同的方式排列。其优点是，如果发生了某种新的疾病，这类动物中的一些可能会死去，而另外一些却能存活下来，并且把这种免疫力传给下一代。经过克隆的动物群体的最大缺点是：它们的基因排列有可能完全相同，因而它们有可能会死于同一种疾病，这样它们可能一个也留不下来传种接代了。
- 你如果克隆出任何绝种动物，而它们必须生活在动物园里那是不公平的。它们需要适当的栖息地过正常的野生生活。

就我们现在所知，你不可能克隆那些已经绝种了一万年以上的动物。事实上恐龙在 6,500 万年以前就已经消失了，所以说恐龙回归地球的可能性仅仅是个梦想罢了！



## 第三单元 发明家及其发明

## READING

## 蛇的困扰

我给住在乡下的母亲打电话的时候，她感到很心烦。“我们院子里有几条蛇，”她告诉我说，“蛇时不时地爬到屋子边上来，似乎是在屋子附近离胡桃树不远的地方安家了。你能不能把它们赶走？”我感到很自豪，这回我有机会来表现一下自己了。我要发明某种仁慈的东西，既可以把蛇捉住，而又不会伤害它们。我知道我的父母亲是不会让我伤害这些生物的。

我所作的第一件事就是看看有没有现成的产品能帮助我。但是，看来只有一种毒杀蛇的药粉。很明显，我得找一种新的方法了。于是我就着手研究蛇的习性，以便能找到最容易的方法捉住它们。好在这些爬行动物都很小，问题比较容易解决。

经过一番研究准备之后，我决定采用三种可能的方法：第一，铲除蛇的栖息地；第二，用男人或女人用的香水或食物把它们引进陷阱；第三，降低它们的体温，使它们困乏，这样就很容易把它们捉住。我决定采用最后一种方法。我买了一个制冰淇淋的不锈钢碗，在碗的内壁和外壁之间有些胶状物，冷却后会冻结。我把这个碗放进冰箱，冷冻了24个小时。与此同时，我还准备了一些冰块儿。

第二天早晨太阳光还不太热，我就早早起床了。我把冰冻的碗放在蛇窝的上方，再把小冰块儿放在碗上，以使碗保持冷却状态，最后再用一个大桶把碗罩住。于是我就等着。过了两个小时我才把桶和碗一起拿开。蛇不像以前那样活跃了，但是对于我来说，它们行动还是太快了，突然一下子就消失在附近的墙洞里去了。于是我只得调整我的计划。

第二次试验我用的还是冻结的碗和冰块儿，但是这次我是在夜晚气温开始变凉的时候把它们放在蛇窝的上方，然后像以前一样用桶把碗罩住，通宵放在那儿。第二天一早我就去看结果。这一次我小心翼翼地蹲下去检查的时候，发现蛇都是睡意浓浓的。但是一把它们提起来，它们就要咬我。因为它们都是毒蛇，所以很显然我还得改进我的捕蛇方案。

第三次试验重复了第二次的程序。第二天早晨我的手里拿了一个捕鱼的小网，这是因为我预料蛇还会再咬人。但是经过仔细的监视，证明这些蛇不会惹麻烦，一切都按计划进行着。我把这些温顺的蛇收集起来，第二天就愉快地把他们全都释放到野外了。

由于朋友和亲戚的敦促，我决定抓住这次机会把我的发明送到专利局去，请他们对我这次成功的思路给予认可。只有你得到这种承认，你才可以说是一个真正的发明家。（评定）专利标准非常严格，除非新的想法真是新颖的，否则很难被接受。此外，你的想法如果属于下列情况，那么你也不可能得到专利：

- 一种发现
- 一种科学理论或数学模式
- 文学或艺术
- 一个游戏或一笔交易
- 一个电脑程序
- 一种新的动植物物种

你的产品要经过仔细调查，证明它确实是与众不同的，你才能获得专利。专利局还有一大批审查人员，他们的惟一职责就是审查你的专利申请是否有效。如果通过了所有这些审查，你申请的专利就会在你提出

申请的18个月之后公布出来。于是，我填了表，向专利局提交了申请书。现在就是等待和期盼了。将来你看看我的银行结余金额就会知道我是否成功了。祝我好运吧！

## USING LANGUAGE

### Reading

#### 亚历山大·格雷厄姆·贝尔

亚历山大·格雷厄姆·贝尔1847年出生于苏格兰。但在他还小的时候，他家就搬到了美国的波士顿。他的母亲几乎全聋了，因此他有志于帮助聋人交流，并从事聋人教育事业。这一爱好促使他发明了麦克风。他发现他把嘴唇放到母亲的额头上，就可以使她听懂他所说的话。

他认为一个人应该总是有好奇心理。他最有名的一句话是：“偶尔离开平路去寻求困境。每次当你这样做的时候，你一定会发现你从未见过的东西。跟踪下去，不断探索，不知不觉中，你就会发现某种值得思考的东西盘踞着你的头脑。所有真正伟大的发现都是思考的结果。”

正是这种对问题的探索和富有活力的精神和力量造就了他那最著名的发明——1876年的电话。贝尔并非一开始就想要发明电话的，他本来想设计的东西是多路电报。这种原始的电报是在一段距离中用莫尔斯电码传递信息（莫尔斯电码是通过电线发出的以特定的次序敲击出的一连串点划），但是这样只能一次发一个信息。贝尔想改进电报通讯方式，以便同时能发出好几个信息。他设计了一种机器，以使声波分成不同的音调，从而有可能在同一时间里进行不同的通话。但是他发现这个问题很难解决。有一天做实验，他把一根干草的一端和一个聋子的耳鼓膜连接起来，另一端连接一块被烟熏过的玻璃。贝尔发现，当他对这耳朵说话的时候，这根干草就把声波画在玻璃上。突然间他灵机一动，灵感来了。如果声波能够以连续运动的电流形式复制的话，那么声波就可以沿着导线传送出去了。在探求改进电报的过程中，贝尔发明了第一台电话机！

贝尔完全懂得这项发明的重要性，他写信告诉他的父亲说：“这样的一天即将到来。到那时，电报线将会铺到各家各户，就像水和煤气通到各家各户一样。朋友之间不必离开家就可以彼此通话了。”

这项专利是1876年发布的，但是贝尔是在五天以后才跟他的助手华生通了第一次电话。他说的话现在已成名言了。“华生先生——到这儿来——我想见到你。”

亚历山大·格雷厄姆·贝尔是个闲不住的人，他对许多其他领域的发明都感兴趣。他试验直升飞机和飞行器。他寻找一种强度足以把人带上天空的风筝，与此同时，他又试着把三角形拼装在一起，因而发现了四面体。这种四面体非常稳定，被证明是在桥梁设计中的无价之宝。

贝尔的一生都在发明创造。他11岁时就有了第一项发明，而他的最后一项发明则是在他75岁高龄的时候。虽然人们常把他与电话的发明联系在一起，但是他的确是一名永不停息的探索家，不断寻求着改善人们生活质量的途径。

## 第四单元 皮格马利翁

## READING

## 皮格马利翁

主要人物:

伊莱扎·杜利特尔 (伊): 穷苦的卖花姑娘, 立志要改善自己的生活

希金斯教授 (希): 一位语音学专家, 坚信一个人的英语水平决定这个人的社会地位

皮克林上校 (皮): 陆军军官, 后来成了希金斯教授的朋友。希金斯还给上校安排了一项任务

※ ※

## 第一幕 决定性的会面

1914年某日晚上11点15分, 在英国伦敦某剧场外。下着倾盆大雨, 四处响着出租车的鸣笛声。有一位男士在躲雨, 边听人们谈话, 边观察着人们的反应。他一边观察, 一边在做记录。附近一个穿着黑色衣裙围着羊毛围巾的卖花姑娘也在躲雨。这时有位先生 (先) 从这儿路过, 他迟疑了片刻。

※ ※ ※

伊: 长官, 过这边来呀, 买我这个苦命的孩子一束花吧!

先: 对不起, 我没有零钱。

伊: 长官, 我可以给你找零钱呀。

先: (惊奇地) 一个英镑你找得开吗? 没有再小的钱了。

伊: (带有希望的神色) 啊! 好啦, 从我这儿买一束吧。拿这一束, 只要三个便士。(举起一束已经枯萎的花)

先: (不舒服地) 别烦我了, 好姑娘。(在钱包里找什么, 这时语气好些了) 等一等, 这儿有几个零钱。这点钱对你有用吗? 雨下大了, 不是吗? (说完就走了)

伊: (对先生付的钱表现出失望的样子, 但是有总比没有好) 先生, 谢谢了。(看到有人在记什么, 感到很担心) 嗨, 我跟那位先生讲话, 又没做错什么事。我有权卖花吧, 我有权嘛! 我不是小偷, 我是个老实姑娘, 老老实实的。(开始哭起来)

希: (友善地) 好啦, 好啦! 谁伤害你了, 傻姑娘! 你把我当成什么人了? (递给她一条手帕)

伊: 我还以为你是一个便衣警察呢。

希: 我像警察吗?

伊: (仍在担心) 那你为啥要把我说的话记下来呢? 我怎么知道你是不是写对了呢? 那你把你写的关于我的东西给我看看。

希: 你看吧! (把写满字的纸递给她)

伊: 这是什么呀? 不像规规矩矩的字, 我看不懂。(把纸退回给他)

希: 我来读。(模仿伊的声音读) 长官, 过这边来呀, 买我这个苦命的孩子一束花吧! (改用自己的声音说) 好了吧, 你呀, 如果我没有弄错的话, 你出生在里森格罗佛。

伊: (困惑不解似的) 如果我是又怎样呢? 跟你有什么关系呢?

皮: (本来是一直望着这个姑娘的, 这时跟希金斯说话了) 太棒了! 请问你是怎么知道的呢?

希: 对人的发音进行研究、分类, 如此而已。这是我的专业, 也是我的业余爱好。你可以根据几句话

判定(对方)是哪个地方的人。我可以根据任何谈话来判定他们是哪个地方的人,差距不过六英里,有时候在伦敦甚至不超过两个街区呢。

皮: 恭喜你了! 不过, 你这样做有收入吗?

希: 当然有啰, 还挺高呢。这是个致富的年代。人们从伦敦的穷人区开始工作, 年收入才 80 英镑, 最后到了富人区工作, 年收入就是 10 万英镑了, 但是他们一张嘴就会露出马脚(暴露自己的身份)。如今让我一教, 她就会变成一个上层阶级的淑女……

皮: 是吗? 那太妙了!

希: (粗鲁地) 你瞧那个姑娘, 英语说得那样糟糕, 命中注定要在贫民窟里呆一辈子了。不过, 先生, (高傲地) 要是一旦有人教她把英语说好了, 她就可以在三个月以内冒充公爵夫人出席大使主办的花园晚会了。说不定我还可以给她找份工作, 当一名贵夫人的侍女或商店的店员。这些工作都要求英语说得好呢。

伊: 你说啥来着? 店员? 这正是我想要做的, 真的!

希: (不理睬她) 你相信我说的话吗?

皮: 当然相信。我自己就学了好多种印度语, 而且……

希: 真的吗? 那你认不认得皮克林上校呢?

皮: 当然认得, 皮克林就是我。那么请问你贵姓?

希: 我是亨利·希金斯。我还打算要去印度见你呢。

皮: 我也正是到英国来找你的!

伊: 我呢? 你们怎么帮助我呢?

希: 啊, 拿去吧! (漫不经心地朝她的篮子里扔去一把钱) 好老兄, 我们该美美地庆祝一番了。(一道离去)

伊: (惊奇地看着收集起来的钱) 啊, 我还从来没有见过! 整整一个英镑呢! 一笔财富呀! 这的确给我帮大忙了, 真的。明天我一定去找你, 亨利·希金斯。等着瞧吧! 你那口(模仿他的声音)“真正的英语”……(用自己的声音) 我倒要看看你能不能帮我找到……(离去)

## USING LANGUAGE

### Reading and acting

#### 第二幕, 第一场

#### 打赌

第二天上午 11 点, 在亨利·希金斯家。亨利·希金斯同皮克林上校正坐着深切地交谈。

希: 你还想不想听听更多的发音呢?

皮: 不听了, 谢谢。我本来还很自负的, 因为我能清晰地发出 24 个元音来。而你却发出了 130 个元音, 其中多数我都分辨不清。你赢我了。

希: (笑起来) 这都是练习的结果。

敲门声起, 女管家皮尔斯夫人(管)带着甜点、茶壶、奶酒和两个杯子进来。

管: (犹豫地) 一个年轻姑娘求见你。

- 希：年轻姑娘！她想要什么？
- 管：哦，很普通的一个年轻姑娘，手指甲脏兮兮的。我本来还以为是要你来对着机器讲话的呢。
- 希：怎么啦？她的口音很有趣吗？咱们来看看吧。皮尔斯夫人，带她进来。
- 管：（半听半不听地）好吧，先生。（随即向楼下走去）
- 希：还真是运气，我让你看看我是怎样在唱片上录音的。
- 管：（返回来）先生，这就是那个年轻姑娘。（伊莱扎跟在皮尔斯夫人后边羞怯地走进房来。她穿着破旧的衣服，还脏兮兮的。进来就朝两位先生行屈膝礼）
- 希：（失望地）好啦，我已经给这个年轻姑娘做过记录了。她就是那天我们见到过的那个，现在根本就没有用了，带她走吧！
- 皮：（温和地）年轻姑娘，你想要干什么？
- 伊：（不安地）我想在花店里当卖花姑娘，不想到街上去卖花了。但是他们不会要我，除非我讲话讲得好些，所以我来了，准备付给他钱。我并不是求他帮忙——可他把我当下贱人看待。
- 希：你给多少钱？
- 伊：（比较高兴）啊，你发话了。我的一位女朋友跟一个真正的法国人学法文，每小时两先令。你总不会有脸要我付跟法语同样多的钱吧。所以我最多给你一个先令。
- 希：（不理睬伊莱扎，而跟皮克林说）要是你想到这个年轻姑娘身上能有多少钱，那么，这就是我能得到的最高薪俸了！（对伊莱扎说）不过，要是我来教你，我会比当爸爸的还要严格。
- 皮：喂，希金斯。你还记得昨天晚上你说过的话吗？如果你能使她冒充一位贵夫人，那么我说你是一位最了不起的教师了。我会为这个小赌当裁判，而且课时费也由我来付。
- 伊：（感激地）啊，你真好，真好。谢谢你，上校。
- 希：噢，她真是粗俗得可爱！（提出折衷办法）好吧，我教你。（对皮尔斯夫人说）不过，她得先把自己洗干净了。把她带下去，皮尔斯夫人。给她洗一洗，把那身可怕的脏衣服全都烧掉。我们给她买新的。姑娘，你叫什么名字？
- 伊：我叫伊莱扎·杜利特尔。我是干净的，上个礼拜才洗过澡，我的衣服送到洗衣房了。
- 管：希金斯先生有自己的浴缸，他每天早晨都要洗澡。如果你要这两位先生教你，你就得照着办。另外，他们不想闻到你身上的那股气味。
- 伊：（哭泣）我不能，我不敢。这太别扭了，会要我的命的。我这一生从来没有在浴缸里洗过澡，特别是全身浸泡，冲洗腰部以下或者把我的背心拿走我也是不会洗的。要是我知道你要我做这种丑事，我是决不会来的。
- 希：我再说一遍，把她带走，皮尔斯夫人，立刻带走。（伊莱扎跟皮尔斯夫人出去了，还在哭泣）皮克林，你看到麻烦了吧。不仅仅是个语音问题，还得教语法呢。这两个方面她都需要。
- 皮：希金斯，还有一个问题。一旦试验完成了，我们准备做什么呢？
- 希：（兴奋地）把她扔回去。
- 皮：你可不能小看这个问题了！她是会变的，她也是有感情的。我们必须实际一些，难道不是吗？
- 希：这个以后再谈吧。首先我们必须制订一个最好的教学计划。
- 皮：先从字母教起怎么样？通常认为那是非常有效的……（两人一道朝台下走去，声音逐渐减弱）



## 第五单元 拜见祖先

## READING

## 周口店洞穴参观记

一群英国学生（学）来到周口店洞穴参观，有一位考古学家（考）正领着他们参观。

考：欢迎到中国来参观周口店洞穴。很高兴见到你们这些来自英国并且对考古学感兴趣的学生。你们想必都很清楚，正是在这个地方，我们找到了居住在这个世界上这个部分最早人类的证据。我们在这儿进行挖掘工作已经很多年了，而且……

学1：对不起，打断了你的讲话。请问他们怎么能够住在这个地方呢？这儿只有石头和树木啊。

考：问得好。你是个敏锐的观察者。在高山上的那些洞穴里我们找到了人骨和兽骨，还有工具和其他物品。因此，我们有理由认为他们不顾严寒，就住在这些洞穴里。

学2：那他们是怎样取暖的呢？他们不可能像我们现在这样有垫子、毯子和被子。想必是很不舒服的了。

考：我们发现在洞穴中央有生火用的地炉。他们用地炉里的火来取暖、做饭，还可以用火来吓跑野兽。我们一直在挖掘一层层的积灰，几乎有六米厚，这意味着他们可能整个冬天都在烧火。我们还没有找到门，但我们认为在天寒地冻的冬季他们可能是用兽皮挂在洞口来防寒的。

学3：在那以前有些什么野兽呢？

考：嗯，我们在洞里陆续发现老虎和熊的骨头。我们认为，这些野兽对他们来讲是最危险的敌人了。现在，你们看这个东西能告诉我们有关早期人类生活的什么情况呢？（指着一张画有针线的照片让大家看）

学2：哎呀，那是一根针！天哪，难道他们还会修补东西吗？

考：除此之外，你认为还可能派别的什么用场吗？

学4：让我看看。这个东西最多三厘米长，看起来像是用骨头做的。我不知道他们是怎样做成针眼的。

学2：（插话）你是不是说他们自己做衣服穿？他们又是从哪里搞到衣料的呢？

考：他们没有像我们今天穿的这种衣料。你能猜出他们用的是什吗？

学1：哇，他们穿的衣服全都是用兽皮做的吗？他们那些衣服是怎么做成的？兽皮剪裁并缝起来一定又厚又重啊。

考：我们有证据表明，他们的确穿的是用兽皮制作的衣服。我们不断发现一些磨削其他工具用的工具。看样子他们用磨尖的石器来切割野兽并剥皮，可能再用小一些的刮子把皮上的脂肪和肉去掉。然后他们可能在兽皮上擦上大量的盐，使皮变柔软。最后进行剪裁，缝起来就成了。确实是既难又脏的活！现在来看看这个吧。（指着一串项链）

学2：哎呀！这是一条原始的项链吧。早期人类也像我们现在一样讲究外貌吗？太漂亮了！

考：是的，还保存得很好呢。你们看看是用什么做的？

学4：我看看。我想有的珠子是用兽骨做的，但是其他是用贝壳做的，对吗？

考：你真聪明！有块骨头实际上是野兽的牙齿，贝壳是从海边捡来的。你还认得别的骨头吗？

学1：这根很像鱼骨头，对吗？

考：很对。植物学分析结果明确告诉我们，这儿四周曾经是一个很大的浅水湖。当时可能湖里是有鱼的。

学3: 不过,湖并不是海呀。我们离海还远着呢。那么,贝壳又是怎么来的呢?

考: 早期人类之间也许有贸易来往,或者他们也可能旅行到海边去。我们知道,他们跟着兽群四处走。他们并不种植谷物,而是在野果熟了的时候采摘它们并捕杀野兽来充饥。这就是他们被称之为猎人和采摘者的缘故。好了,咱们现在去参观洞穴好吗?

## USING LANGUAGE

### Reading

#### 公元前一万八千年的一次盛宴

拉拉担心她这次盛宴的准备工作,所以赶紧把坚果、甜瓜和其他水果收集起来就快步回家了。由于在草原上放牧,家族成员先分散开,然后在不同的地方相聚,这是他们的一个习俗。她的额头出现了一道皱纹。要是能像去年那样就好了!当大胡选拉拉做未来孩子的母亲时,她觉得非常高兴。他是这个家族中最好的工匠,被他选中对拉拉来说是莫大的荣幸。她记得当时血脉加快,心情激动。当族人为大胡的选择欢呼鼓掌的时候,拉拉觉得非常自豪。她今年要是早有预见,计划得更好些就好了!那么她就不会这么担心了。

听见狼群在森林里嚎叫,拉拉加快了回洞穴的步伐,担心会有野兽在等着她。她身边没有男人拿着矛来保护她。快到目的地的时候,一阵香气扑鼻,她不往前走了,停了下来。男人们为这次盛宴把肉带回了家,肉的香味笼罩着她,使她因饥饿而觉得头昏眼花。她看到母亲和大一些的孩子在烧烤鹿肉和猪肉。她姨妈在用兽皮做衣服。突然间她坐了下去,但又被她那又笑又叫的妹妹卢娜一把搂了起来,拉拉宽慰地笑了,跟家人在一起实在是太好啦!

就在这时候,她身后出来了一位高个子男人。他有一张宽大的方脸,眉毛很重,颧骨突出,肩上扛着几条大鱼,腋下夹着一些木头。拉拉对大胡微笑着,递给他一些石头做的刮子。大胡也笑着,走出洞外,开始工作。

他先朝这些石刮子瞧了瞧,然后走到洞穴的一个角落,拖出来更多的工具。这些工具同其他一些锐利的箭头和石斧头堆放在一起。他选了一个大块石头,用它作锤子敲打一个需要磨快的石刮子边沿。他时不时地停下来看看,在手上试一试,然后再继续工作。当他觉得石刮子够快,可以切肉刮鱼鳞了,他才停下来。他把石刮子递给拉拉,这时候,第一批邻近洞穴的客人就开始来吃饭了。拉拉情绪高涨起来。是的,今年的盛宴一定会跟去年一样热闹!她高兴地自己笑着,走出洞外,去欢迎她的朋友和邻居。

## Supplementary reading passages 补充阅读文章

### Love of Life

– Adapted from *Love of Life* by Jack London

The man stands on the shore looking out to sea although he hardly looks like a man at all. His skin which is the colour of wax hangs from his face and body. His eyes are vacant and staring and his breath goes in and out in loud, heavy sobs. He has almost arrived at his goal. There lies the ship waiting to collect him. He begins to crawl sideways along the beach to the ship like a snake. He stops for a moment and raises his hand as a signal to the sailors on board. It is no use shouting to them as the boom of the surf on the shore will cover his feeble voice. His only method of drawing attention to himself is to keep moving. As he crawls awkwardly along, he tries to remember how it was that he reached this condition.

At first there were two of them. They set out on an expedition for gold. But the search was unsuccessful, like so many others, and their food and supplies became exhausted. Eventually they decided to struggle to the sea – the meeting point. But this proved very difficult. No food was bad enough, but to make matters worse this man hurt himself.

As he was limping through a muddy stream, he slipped on a smooth rock and gave a sharp exclamation of pain. “I say, Bill. I think I’ve sprained my ankle.” Bill staggered on without turning around as if he had not heard. The man moved slowly to the further bank and watched Bill continue to walk straight on. His lip trembled and his voice gave one last pleading cry “Bill!” But it was no use. He was lame and Bill was gone!

Left on his own, the man tried to strengthen himself. He looked around him for anything to eat. There were no trees, no bushes and no grasses. But there was the stream and perhaps fish waiting to be caught. The man bent down and saw one small fish in the shallow water. He plunged his arm into the water up to his shoulder, but it was no use. So he found his mug and began to remove the water from the pool. He worked tirelessly, but as the pool emptied there was still no fish to be seen – it must have slipped away through a gap in the rocks. At this he began to cry softly to himself and then more loudly as he realized how desperate his situation was. He built a fire, boiled some water and made camp on the ground. Then he slept. The last thing he did was to check whether his matches were dry. Then he fell fast asleep and dreamed about wonderful feasts and delicious dinners.

The next day he awoke cold and uncomfortable. So he tore his blanket to make a bandage for his injured foot. His appetite was as strong as ever, but the continual hunger gradually weakened him so that he was unable to appreciate his true situation. He tried to eat berries or even the roots of reeds growing in the water. However, they tasted bitter and did not relieve his hunger at all. When he eventually found four chicks by chance, he ate them alive, pushing them into his mouth and chewing them enthusiastically.

As he marched along, a bear approached him. The man drew himself up, gripped his knife and stared hard at the bear. He stood rigid with fright. The bear advanced and growled. If the man had run, the bear would have followed him, but he appeared upright and unafraid. So the bear had eventually retreated.

Then the wolves came. First he heard the howling. Later he came across one of their kills. The bones had been picked clean. He looked at them and considered his own life which seemed so brief and unimportant. There seemed

to be no hurt in death. As he looked into the distance he saw the sea and the ship waiting for him. But even as he looked he heard a sound behind him – a slight noise. He turned round and there was a wolf, sick and ill to be sure, but standing and watching him. Together the two animals – the man and the wolf – had made slow and uncertain progress towards the sea – the man in front and the wolf following. All of a sudden they came across Bill's bag, his gun and some white bones. "Were these his bones?" wondered the man. He turned away. Bill had left him, hadn't he? Well, he would not take any of his possessions but continue down to the coast and the waiting ship. His mind began to wander, but he was awakened by a faint breath near his ear. It was the wolf. As he tried to get up, the wolf leaped back, falling down in its weakness. The man was not afraid. His mind was clear as he lay and considered. The ship was no more than four miles away. He could see it quite clearly when he rubbed the mist from his eyes. He felt he could not crawl four miles – yet he wanted so strongly to live. He closed his eyes and as he did so he felt the teeth of the wolf press softly on his throat. The pressure increased as the wolf tried its best to get its dinner. The man used his last strength to place his hands around the throat of the wolf and five minutes later the man was on top of the wolf. His grip tightened as he tried to stay alive. The wolf had stopped struggling. It was dead. Then the man began his slow crawl down to the beach and freedom!

## WORDS AND EXPRESSIONS

vacant /'veɪkənt/ *adj.* 空的; 空白的  
 crawl /krɔ:l/ *vi.* 爬; 爬行  
 feeble /'fi:bl/ *adj.* 虚弱的; 无力的  
 awkwardly /'ɔ:kwədli/ *adv.* 笨拙地  
 limp /lɪmp/ *vi.* 跛行  
 exclamation /ˌeksklə'meɪʃn/ *n.* 惊呼; 感叹  
 plead /pli:d/ *vi. & vt.* 恳求; 请求  
 lame /leɪm/ *adj.* 跛足的  
 plunge /plʌndʒ/ *vt. & vi.* 猛地投入  
 mug /mʌg/ *n.* 杯子  
 gap /gæp/ *n.* 裂口; 缝隙  
 tear /teə/ *vt. & vi.* (tore, torn) 扯破; 撕破

appetite /'æptɪtaɪt/ *n.* 食欲; 胃口  
 berry /'beri/ *n.* 浆果  
 reed /ri:d/ *n.* 芦苇  
 draw oneself up 挺直身体  
 grip /grɪp/ *vt.* 紧握; 抓住  
 rigid /'rɪdʒɪd/ *adj.* 严格的; 坚强的  
 growl /graʊl/ *vt. & vi.* 咆哮  
 upright /'ʌpraɪt/ *adj.* 竖立的; 垂直的  
 retreat /rɪ'tri:t/ *vi.* 退却; 撤退  
 brief /brɪ:f/ *adj.* 短暂的  
 faint /feɪnt/ *adj.* 虚弱的; 无力的

## Learning the Chinese language

To *People's Daily*,  
Beijing

Dear Sir,

I am a high school student struggling to learn English. I see many foreigners around me who make no effort to learn Chinese. They are generally surrounded by Chinese people who have taken the trouble to learn their language. Why is it only the Chinese who make the effort to communicate? Shouldn't the foreigners make an effort too and learn our language?

Yours,  
Han Ming

Dear Han Ming,

While I appreciate your idea, I am afraid that I cannot agree with you. Let us examine the reasons why many foreigners come to China and then see how true your assumptions are.

First, more and more foreign students are coming to our universities to study Chinese. Why should this be? The Chinese government is clear that this is because of the dramatic development of our national economy. Many countries and companies want to invest and make business in China, and the best way to do this is to negotiate with their partners directly. So more and more companies expect their employees either to speak or to learn Chinese if they come to work here. The government has estimated that there are more than 2,500 universities in more than 100 countries which presently teach the Chinese language and culture. In addition, foreign firms in China send their employees to Chinese language courses so that they can improve their fluency.

However, do not think that the Chinese language is going to be as useful to these foreigners as English can be for you. English is an international language which means that you can speak it in all five continents of the world. Chinese is only used in China, though by the biggest number of people in the world. So in one sense these foreigners are paying China a compliment because they are prepared to spend a long and difficult time learning a language which has a more limited use.

Second, while you find the grammar and especially the verb tenses of English a real minefield, foreigners have as much difficulty with the four tones of *Putonghua*. What is especially difficult for them is that they are used to associating one sound with one meaning. Foreigners find this one of the greatest hurdles to their command of Chinese. Even so it is estimated that there are about 30 million foreigners around the world learning Chinese now. To help them the government set up a Volunteer Programme for International Chinese Teachers in 2004. Over 100 volunteers were sent to sixteen countries including the



Philippines, Poland, Greece, Indonesia, Mexico and Cuba.

Third, many foreigners want to see “the real China” which is not on the tourist map. To do this they need to master not only *Putonghua* but also be aware of different dialects within China. So they are prepared to master *Putonghua* to cope with the inevitable problems of communication they will find on their trips. They persevere because they find the history and culture of China so exciting and interesting and want to discover as much as they can about the country. China has such a unique and marvellous culture that this in itself is a wonderful attraction and incentive for visitors to learn Chinese.

Fourth, I expect that your opinion is based on the people you see around your high school. If you see a foreigner and a Chinese person together, you often find them chatting in Chinese. Many foreigners come here to work and to make Chinese friends. To do that successfully they try to master the essentials of the Chinese language. There are very few foreigners who live in China and cannot speak a word of Chinese!

So when you meet another foreigner, try to imagine what it must be like to live and work in a country where the writing is impossible to understand and the language difficult to learn. What is amazing is not how few foreigners speak Chinese but how many are making the effort. You have been lucky because you have been exposed to English possibly from primary school. Your foreign counterpart has only encountered Chinese as a result of work or travel. How much harder for him or her to begin learning a new language as an adult! Count your blessings. Study your lessons and above all stop complaining. Your command of English is the key to China's continuation as a great and powerful nation which will be able to hold its place in the world as a major power. It is also the key to your own personal career development.

Yours,  
Wen Zhou (Editor)

## WORDS AND EXPRESSIONS

dramatic /drə'mætɪk/ *adj.* 戏剧性的

invest /m'vest/ *vt. & vi.* 投资

negotiate /nɪ'ɡəʊʃɪeɪt/ *vt. & vi.* 商议; 谈判

estimate /'estɪmeɪt/ *vt.* 估计; 评估

fluency /'flu:ənsl/ *n.* 流利

compliment /'kɒmplɪmənt/ *n.* 称赞; 恭维

minefield /'maɪnfi:ld/ *n.* 布雷区; 需小心应付的局势

tone /təʊn/ *n.* 音调; 语气

hurdle /'hɜ:dl/ *n.* 障碍; 跨栏

the Philippines /'fɪlɪpi:nz/ *n.* 菲律宾

Poland /'pəʊlənd/ *n.* 波兰

Indonesia /,ɪndəʊ'ni:ziə/ *n.* 印度尼西亚

Cuba /'kju:bə/ *n.* 古巴

cope /kəʊp/ *vi.* 对付; 处理

cope with 应付; 对付

inevitable /ɪn'evɪtəbl/ *adj.* 必然的; 不可避免的

persevere /,pɜ:sɪ'veɪə/ *vi.* 坚持

marvellous /'mɑ:vələs/ *adj.* 绝妙的; 极好的

incentive /ɪn'sentɪv/ *n.* 动机

counterpart /'kaʊntəpa:t/ *n.* 相对应的人或事物

encounter /ɪn'kaʊntə/ *vt. & vi.* 遭遇; 遇到

blessing /'blesɪŋ/ *n.* 祝福

## Education for all

In 1986, the Chinese government introduced a law that by the year 2000 every Chinese child would have nine years of compulsory education. Although there were several problems in reaching this target, the outcome was highly successful. It is reported that 99% of school-age children in China attended primary school by 2004.

In China, as in all other countries, the government realizes that the future welfare of its citizens is closely linked to education. When the World Education Forum met in 2000, it calculated that there were 113 million children not in school. At the Forum, the member countries of the United Nations Education, Scientific and Cultural Organization (UNESCO) made a commitment to provide “complete, free and compulsory primary education of good quality for all children by 2015”. They called this goal “Education for All.” These countries are now trying to get every child into school, but they are experiencing similar difficulties to those that China faces.

To begin with, it is important to create a positive attitude. In areas where agriculture plays an important role, people do not attach importance to education, and parents are sceptical of anything that takes children away from their work on the farm. It has to be explained how the child, the family and the community can benefit, but it is not easy to change traditional ideas. China and other countries found that even when children from the countryside do start school, they have a tendency to be absent and often drop out later. In some cultures parents are particularly unwilling to send their daughters to school because the custom is to educate boys but not girls.

China’s large population meant that the schools had to expand to take in many more students. There has been a shortage of teachers. Countries with a small population have problems too. In the Turks and Caicos Islands, where there are less than 20,000 people, the number of students in some schools is so low that students of several different grades are taught in the same classroom. How people are distributed can also affect the education system. In China most citizens live in the eastern areas and this results in large class sizes. Parts of the remote central and western provinces, however, have few people. Schools in these regions cannot support teachers for the small numbers of students at each level, so teachers have mixed-grade classes. In north and central Australia the population is so spread out that children in some rural settlements can be as far as 1,000 km away from the nearest school. To solve this, Australia uses “distance learning” methods, where the students have lessons by two-way radio and mail.

The success of a country in bringing education to all also depends on the economy. In many developing countries there is not enough money available to provide classrooms, desks, chairs, books and teachers for all the children. To equip schools some of these governments rely almost completely on aid from other countries, international organizations such as the World Bank and non-governmental organizations (NGOs) such as Save the Children. Other countries receive help with particular programmes: both the World Bank and Save the Children have helped China with schools in less developed provinces. Corporations or private citizens also donate money through the Hope Project.

Even the richest nation in the world faces problems. The USA has found that it is not easy to make sure that every student receives the same quality of teaching. One in three students in the United States live in the countryside, and providing them with a full curriculum is difficult, but distance learning has helped, and now many American children in small countryside schools study subjects using computer software, e-mail and video conferencing. China has also adopted distance learning methods such as television lessons, and in 1999, the Ministry of Education introduced computerised teaching networks in central and western China.

The Chinese Government overcame problems of population and economy to accomplish its “nine years of compulsory education” goal. Now, when a Chinese couple has a baby, they can be confident that their child will be

able to attend school. But it is very different for parents of children in the least developed nations of Africa and Asia. In these countries, where some people still do not even have fresh water or basic health care, reaching the target of “Education for All” will be a huge task, despite help from the international community.

## WORDS AND EXPRESSIONS

target /'tɑ:ɡɪt/ *n.* 目标；靶子

forum /'fɔ:rəm/ *n.* 论坛

UNESCO = United Nations Educational, Scientific and Cultural Organization 联合国教科文组织

to begin with 首先；第一

attach /ə'tætʃ/ *vt.* 系上；缚上

attach ... to 贴上；附上

sceptical /'skeptɪkl/ *adj.* 怀疑的

drop out 辍学

unwilling /ʌn'wɪlɪŋ/ *adj.* 不愿意的；勉强的

shortage /'ʃɔ:tɪdʒ/ *n.* 缺乏；不足

Turks and Caicos /'keɪkɒs/ Islands

特克斯和凯科斯群岛

region /'ri:dʒən/ *n.* 区域；地方

rural /'rʊərəl/ *adj.* 乡下的；郊外的

two-way *adj.* 双向的

corporation /,kɔ:pə'reɪʃn/ *n.* 公司；企业

curriculum /kə'rɪkjʊləm/ *n.* 课程

computerise /kəm'pjʊ:təraɪz/ *vt.* 使计算机化；  
用电脑处理

accomplish /ə'kʌmplɪʃ/ *vt.* 完成；达到；实现

despite /dɪ'spaɪt/ *prep.* 不管；尽管；不论

## Working towards international harmony

Today, in Afghanistan, a girl will be born. Her mother will hold her and feed her, comfort her and care for her – just as any mother would do anywhere in the world. But to be born a girl in Afghanistan today is to begin a life very different from the life of a child in a rich country. It is to live under conditions that many people would consider unbearable.

I speak of a little girl in Afghanistan, but I might equally well have mentioned a baby boy or girl in Sierra Leone. Everyone today knows this dilemma: the divide between the world's rich and poor nations. We all know that poor people deserve human dignity, security, food and education as much as anybody else. If they do not get what they need, we will all suffer. It is similar to the scientists who tell us that the ecology of the world is so small and interdependent that a butterfly flapping its wings in the Amazon rainforest can produce a violent storm on the other side of the earth. This is known as the “Butterfly Effect.” Today, we realize that the human family also has its own “Butterfly Effect” – for better or for worse.

The idea that there is one set of people who possess the truth has produced great suffering throughout history – especially in the last century. Today, however, there is a growing understanding of the reality that people are different and that this is a good thing. We are all worthy of respect and dignity because we are human. Although we are the products of many cultures, traditions and histories, we can learn a great deal from other cultures and gain strength by combining the foreign with the familiar.

If you examine every great faith and tradition, you will find that they teach understanding and harmony. The Qur'an, for example, tells us that “People were created from a single man and woman. They became nations and

tribes, so that they could get to know each other.” Confucius urged his followers that “when the good way is practised in your state, speak boldly and act boldly. When the state has lost the way, act boldly and speak softly.” In the Jewish tradition, you are encouraged to “love your neighbour as yourself.” This is considered to be the most important teaching of the Torah. In the Christian writings, we are encouraged to love our enemies and pray for those who wish to hurt us. Hindus are taught that “Truth is one, and the wise men have given it various names.” And in the Buddhist tradition, individuals are urged to be kind to everyone. We should not subscribe to the view that people with contradictory ideas to our own are dangerous. That idea has led men to commit murder in the name of a higher power.

The United Nations, which includes almost all the nations in the world, is founded on equality. It is the nearest thing we have to a representative organization that can promote the interests of all states, and all peoples fairly. No doubt, that is why the Nobel Committee says that “It wishes to proclaim that the only way to world peace is to negotiate and co-operate through the United Nations”.

So remember the girl born in Afghanistan. Even though her mother will do everything in her power to protect and help her, there is a one-in-four chance that she will not live to five years old. Whether she does or not is a test of our concern for others. It is the only test that matters. Remember this girl and then the aims of the United Nations – to fight poverty, stop wars, and cure disease – will not seem so distant. Indeed, those aims will seem very near, and achievable – as they should. Helping the poorest peoples will be the mission of the United Nations in the century to come.

Thank you.

(Adapted from the speech of Kofi Annan, UN Secretary-General, to the Nobel Organization when he accepted the Nobel Peace Prize on behalf of the United Nations in Stockholm 2001)

## WORDS AND EXPRESSIONS

harmony /'hɑ:məni/ *n.* 和谐; 融洽

Afghanistan /æf'gænistæn/ *n.* 阿富汗

Sierra Leone /si'erə li'əʊn/ *n.* 塞拉利昂

interdependent /,ɪntədr'pendənt/ *adj.* 相互依赖的

flap /flæp/ *vt. & vi.* 拍打; 拍动

Amazon /'æməzən/ rainforest 亚马孙雨林

possess /pə'zes/ *vt.* 拥有; 持有

worthy /'wɜ:ði/ *adj.* 值得的; 有价值的

Qur'an /kɒr'ɑ:n/ *n.* = Koran (伊斯兰教)

《古兰经》或《可兰经》

Confucius /kən'fju:ʃəs/ 孔子

bold /bəʊld/ *adj.* 大胆的; 勇敢的; 黑体的

Torah /'tɔ:rə/ *n.* 律法 (圣经旧约之首五卷)

pray /preɪ/ *vi.* 祈求; 祈祷

Hindu /'hɪndu/ *n.* 印度教

Buddhist /'bʊdɪst/ *adj.* 佛教的; 佛的

*n.* 佛教徒

contradictory /kɒntrə'dɪktəri/ *adj.* 矛盾的; 反对的

commit /kə'mɪt/ *vt.* 犯 (错误); 干 (坏事)

equality /'iːkwəli/ *n.* 平等

proclaim /prə'kleɪm/ *vt.* 宣布; 声明

mission /'mɪʃn/ *n.* 使命; 传教

Stockholm /'stɒkhəʊm/ *n.* 斯德哥尔摩 (瑞典首都)



## A Christmas Carol

– Adapted from *A Christmas Carol* by Charles Dickens

Scrooge looked around him angrily. It was Christmas and his only friend Jacob Marley, had been dead for seven years. What was there for him to celebrate? He listened with growing anger to the people calling out greetings in the street and growled at his nephew Bob Cratchit, who was just getting up to go home. “Merry Christmas, uncle,” called Bob as he hurried out of the door.

Scrooge sighed. He might just as well go to bed. He picked up his candle, locked the door of his office and climbed the stairs to his living quarters. Aware that he should not waste his candle, he quickly undressed and climbed into bed. But no sooner had he done so than he heard a deep, clanging noise of chains and the groans of a person in pain. “Who’s that?” he cried in fear. “It’s just me!” replied the ghostly figure of Jacob Marley. Scrooge opened his eyes and stared. Marley was covered in chains and looked extremely miserable. “What’s the matter, Jacob?” he asked. “These are the chains I made in my life,” answered the ghost. “I’m forced to wander around with no rest and no peace. I have come here to warn you that if you do not change, this too will be your fate. You will be visited by three spirits. Expect the first one tomorrow when the clock strikes one. Expect the second and the third on the following nights at the same hour.” With that Marley vanished. Scrooge rushed to the window to see if he could catch a glimpse of him. But it was no use. “Humbug!” he said and going back to bed, fell fast asleep.

When Scrooge awoke it was dark. He listened for the clock. It struck one. At that sound, light flashed into the room and there stood what looked like a young boy. “Who are you?” asked Scrooge in an unsteady voice. “I’m the spirit of Christmas past,” replied the ghost. “Come with me.” Then taking Scrooge’s hand he seemed to lead him out of the bedroom and into a leafy lane. “Do you remember this?” he asked. Scrooge did. He watched coaches arrive and people dismount. He heard the happy cries of welcome, and looking around he found himself, as he used to be, sitting on a chair and reading. “It’s Christmas! Let’s enjoy ourselves,” cried a friendly, jolly-looking man. Suddenly there was a band to play music and everyone was joining in. Scrooge watched his younger self dance and laugh as much as any of the others. “Strange,” said the ghost, “that such little things should make people so happy.” Then the scene changed. Scrooge saw himself with a young lady. She looked unhappy. “I know you love another more than me,” she cried. “Impossible,” cried Scrooge starting up. “No, my dear, you love money more than you can ever love me ....” At that the pictures faded. Scrooge felt an unbearable pain. “Take me away, ghost,” he cried. The spirit let his hand go and Scrooge sank down into a deep sleep.

When he awoke again, it was again dark. The clock sounded one again. “Was it possible?” he thought. But there was no time for thought as the second spirit was already with him. This fat, jolly spirit was smiling and contented. “I’m the spirit of Christmas present,” he said. “Where am I to go tonight?” asked Scrooge. “Wait and see!” said the ghost. “Come, take my hand.” Yet again Scrooge grasped the spirit’s hand and was transported to a small house filled with a number of children and their mother. “Why, it’s my nephew Bob’s house,” cried Scrooge in astonishment. His surprise increased when the door opened and in came Bob carrying a small, sick boy, Tiny Tim. “Sit down,” cried Bob to his family. “Let’s have the best Christmas dinner ever!” They all began to eat eagerly. After the goose, a delicious pudding was served. Scrooge watched in wonder at the happiness and contentment of his poor nephew’s family. “A Merry Christmas to us all!” cried Bob. “God bless us everyone!” added Tiny Tim. He sat very close to his father and Bob held his thin hand tightly. “Spirit,” cried Scrooge. “Will Tiny Tim live?” “If the future remains the same,” said the spirit, “there will be an empty chair next year.” While Scrooge was talking to the ghost, Bob had



risen from the table. "A toast," he cried. "A toast to the giver of this feast. Let's drink to Uncle Scrooge." "But," exclaimed his wife, "nobody knows better than you how hard that man is." "But it is Christmas Day, my dear", said her husband mildly. "Well, for you and the children – but not for him," was her reply. As the family all raised their glasses, the spirit moved Scrooge away. Again he fell asleep as he fell back into his bed.

The third night he woke and waited for the hour and the third spirit. This time the spirit did not come in a flash of light but arrived quietly wearing a black cloth that covered its face and form. It held out a bony finger to Scrooge saying: "I'm the spirit of Christmas that is to come." Scrooge took the finger and immediately found himself in a dark room. Two people seemed to be sorting out clothes and pricing furniture. "I hear he was so mean that he never washed his clothes more than once a year!" said one. "I don't doubt it," said the other, "they smell so bad. Fancy him dying last night! I wonder where his money is." The two women searched the room and the clothes but found nothing. "Who is the man they speak about?" asked Scrooge very worried. The spirit pointed and led him to a large stone. It was at the foot of a grave that was clearly neglected. Scrooge looked closer with trembling fingers and with horror read his own name on the stone. "Oh, spirit, no, no!" The spirit's finger remained steady pointing at the grave. "I will honour Christmas in my heart and try to keep it all the year," cried Scrooge in terror. He reached out to hold the spirit's hand, but it slipped away. Scrooge looked around him. He saw he was in his own bed with his own things around him.

"I have learned from the past, present and the future," he cried. Leaping up he rushed to the window and shouted to the boys below: "What day is it today?" "Why, it's Christmas Day," they replied in amazement. "Wonderful," cried Scrooge. He had not missed a day and now was his chance to put things right! He rushed to his office to wait for Bob Cratchit. When he entered, Scrooge pretended to look angry. "Do you know what day it is, my boy?" he asked an anxious Bob. "I'm not going to stand for this any longer," he continued, "and so I'm going to raise your salary." Bob looked amazed. "A Merry Christmas, Bob," cried Scrooge slapping him on the back. "I want to help you and your family. Let's talk about it this very afternoon."

Scrooge kept his word to the spirits. They never needed to visit him again. He helped Bob and his family (and especially Tiny Tim who did not die). He became a good master, a good friend and a good man. Ever afterwards it was said of him that he knew how to keep Christmas well.

## WORDS AND EXPRESSIONS

carol /'kærəl/ *n.* (圣诞)颂歌; 欢乐之歌

Scrooge /skru:dʒ/ 斯克鲁奇 (姓)

Jacob Marley /'dʒeɪkəb 'mɑ:lɪ/ 雅各布·马利 (人名)

Cratchit /'krætʃɪt/ 克拉特基特 (姓)

living quarters 住所

no sooner ... than 一……就; 立即

clang /klæŋ/ *vi. & vt.* 叮当响

groan /grəʊn/ *n.* 呻吟; 叹息

ghost /gəʊst/ *n.* 鬼; 幽灵

ghostly /'gəʊstli/ *adj.* 鬼怪的; 灵魂的

extremely /ɪk'stri:mli/ *adv.* 极端地; 极度地

miserable /'mɪzərəbl/ *adj.* 痛苦的; 悲惨的

vanish /'vænɪʃ/ *vi.* 消失; 突然不见

glimpse /glɪmps/ *n.* 一瞥; 一看

humbug /'hʌmbʌg/ *n.* 欺骗

leafy /'li:fi/ *adj.* 枝叶茂盛的; 多叶的

lane /leɪn/ *n.* 乡间小路; 车道

dismount /dɪs'maʊnt/ *vi.* 下马

jolly /'dʒɒli/ *adj.* 愉快的; 快乐的

grasp /grɑ:sp/ *vt.* 抓住; 握紧; 领会

astonishment /ə'stɒnɪʃmənt/ *n.* 惊讶

pudding /'puːdɪŋ/ *n.* 布丁; 甜点心

contentment /kən'tentmənt/ *n.* 满意；满足

bless /bles/ *vt.* 祝福；保佑

neglect /nr'glekt/ *vt.* 忽视；忽略

horror /'hɒrə/ *n.* 恐惧；痛恨

slip away 流失（不再拥有）

salary /'sæləri/ *n.* 薪水

slap /slæp/ *vt.* 拍；掌击

## The Little Mermaid

— Adapted from *The Little Mermaid* by Hans Christian Anderson

A long time ago there lived a little mermaid. Her father was the king of the sea creatures, so she lived under the waves. She had five sisters older than her. When each was fifteen she was allowed to rise up through the water, sit on a rock and look around the world above the waves. One by one the sisters went to the surface and returned with a different story. The youngest princess listened to them all and longed to see these sights for herself.

At last it was her fifteenth birthday. She swam up to the surface of the water bursting with excitement and anticipation. Imagine her delight when she saw a ship with dancing and music, fireworks and laughter. Then, imagine her distress when the sea became restless and the sky darkened. The waves became fiercer and a storm struck the ship. As she watched, she saw something floating down through the water beside her. It was a man – the prince whose birthday had been celebrated. Without another thought the princess seized his arms and dragged him back up to the surface of the water. She pulled him up onto a beach and looked at him. He was indeed handsome. Something about his dark hair and light complexion caused her to bend down and kiss him. The prince stirred and groaned but did not open his eyes. The princess, frightened and worried, watched over him until a lady and some riders rode by. Seeing the prince, they carried him away. The sea princess remained behind her rock, mesmerized with his memory. He was the handsomest man she had ever seen. She had rescued him and she was in love.

Back at her father's castle the sea princess was not happy. She wished to return to the prince and tell him how much she loved him. She sought the advice of a sea witch, who promised to help her but on one condition. "This is a very dangerous plan. You will need the legs of a human if you are to make this man love you. Unless he takes you as his wife you'll turn back into the froth upon the waves. However, if you succeed, you'll live forever as a real person. But in return for helping you," she said, "I want your sweet voice." The sea princess was sad but agreed to the bargain. She gladly allowed her tongue to be cut out and received a pair of legs in return. "Oh, by the way," the witch added, "your legs may look real but you'll feel as if you are walking on sharp knives every time you move."

The next day she climbed up the same beach where she had left the prince and collapsed on the sand. When she woke up, there was a man standing over her. It was the prince himself. He smiled and asked her who she was, but the poor mermaid, unable to reply, could only stare at him with her large, beautiful eyes. The prince felt sorry for her and took her back to the castle. He grew to like her so much that he decided that she would always stay with him. He often asked her to dance for him, which she did despite the pain, and he often spoke to her of the beautiful girl who had saved his life. "You are dear to me," said the prince, "for you have the best heart. You are also like the young girl who saved my life. I've only seen her twice but she is the only one in the world whom I can love." "Alas, he doesn't know that it was me who saved his life," thought the mermaid sadly.

One day it was announced that the prince was to visit a far kingdom. He told the little mermaid that his parents

wished him to marry a princess there. "I cannot love this princess," he said, "for she is not that beautiful girl whom you resemble. If I were forced to choose a bride I would rather choose you since I cannot find her." When they arrived at the kingdom, the prince was delighted to find that the princess was the girl he was seeking. They decided to marry straightaway and return home. "Oh, I am so happy," he told the little mermaid that night, "my fondest hopes are all fulfilled." The little mermaid kissed his hand but knew that her heart was broken. That night the mermaid prepared to die. She looked out over the water and waited for the dawn when she would turn to froth on the sea. As she did so her sisters appeared in the water. Their hair was surprisingly short and they spoke together sadly, "We have given our hair to the witch to help you. Take this knife and push it deep into the heart of the prince. If you do that you can once more become a mermaid and live with us again." With that, they handed the little mermaid a long, sharp knife. The mermaid looked at it and moved slowly towards the prince and princess' bedroom. She opened the door. The two lay together deep in sleep and the prince was as handsome asleep as he was awake. She cast one long, lingering glance at the prince and kissed his forehead. How could she kill the man she loved? Taking the knife she threw it into the sea and herself after it. As the first rays of the sun touched the waves, she turned into the froth of the ocean and disappeared forever.

## WORDS AND EXPRESSIONS

Hans Christian Anderson /'hænz 'krɪstjən 'ændəsn/

汉斯·克里斯琴·安徒生 (丹麦童话作家)

mermaid /'mɜːmeɪd/ *n.* 美人鱼

anticipation /æntɪ'sɪ'peɪʃn/ *n.* 预料; 期待

firework /'faɪəwɜːk/ *n.* 烟火

distress /dɪ'stres/ *n.* 极大的痛苦、悲伤、苦难等

restless /'restlɪs/ *adj.* 静不下来的; 不能安宁的

complexion /kəm'plekʃn/ *n.* 脸色; 面貌

stir /stɜː/ *vi. & vt.* 微动; 搅动

mesmerize /'mezməraɪz/ *vt.* 吸引住 (某人)

witch /wɪtʃ/ *n.* 巫婆

froth /frɒθ/ *n.* 泡沫

bargain /'bɑːɡɪn/ *n.* 协议; 吃亏的交易

collapse /kə'læps/ *vi.* 晕倒; 坍塌

resemble /rɪ'zembl/ *vt.* 与……相似; 像

straightaway /streɪtə'weɪ/ *adv.* 马上; 立刻

fulfill /fʊl'fɪl/ *vt.* 实现

lingering /'lɪŋɡərɪŋ/ *adj.* 逗留的; 缠绵的

## From the jaws of death

Dunkirk is a small port on the northern coast of France, which lies close to Belgium. Before World War II, the town was not widely known and its significance was not appreciated. But since the emergency of 1940, it has entered British history as an almost miraculous escape from disaster.

In 1940 the German army was ordered by Hitler to advance and invade Holland and Belgium. So on the 10th of May large numbers of German tanks and trucks armed with missiles began to move forward. Planes also flew overhead to prevent anybody opposing the advance, but these precautions were unnecessary. There was little resistance and within a very short time the attack was successfully completed. Large numbers of Dutch and Belgian troops surrendered and were captured in large numbers to the German army. Not only did the situation seem uncertain for Holland and Belgium but also for those countries that had supported them.

One of the first countries to come to the aid of Belgium and Holland had been Britain. In 1939 the British government had sent a small army to fight alongside the Dutch and Belgians and against the German army. However, the force was not large enough to withstand an attack from a fully equipped modern army. Indeed, such was the momentum speed and authority of the Germans that they seemed invincible. Nobody imagined that the attack would be so fierce or so swift. Now the British army was cut off and could not return home.

In Britain there was deep gloom. The strength and success of the German advance had surprised everybody. The French army was being smashed. The British Expeditionary Force seemed to be trapped at Dunkirk. Perhaps a few men would escape, but it seemed as if the majority would have to surrender. The blow would be so heavy that Britain might have to ask for peace.

Then the miracle began.

No one knows exactly how it began, how word was spread, but somehow the message was passed that Englishmen were trapped and dying on the beaches of France and that other Englishmen should help to take them off those beaches. Small boats were needed, anything that could float and move under its own power – lifeboats, tugs, fishing boats and pleasure boats. Large and small, new and old, wide and narrow, fast and slow, they moved down to the shore. The “crews” were made up of bankers and doctors, taxi drivers and sportsmen, old longshoremen and very young boys, engineers and fishermen. There were fresh-faced young Sea Scouts and old men with white hair blowing in the wind. Some were poor, with not even a raincoat to protect them from the weather; others were owners of great wealth and property. A few had machine-guns, some had rifles and old hunting-guns, but most had nothing but their own brave hearts.

Off they went at sundown on May 26, more than a thousand boats in all. It was a miracle that so many had been able to come together at one place at one time, and even more miraculous that crews had been found for them. But now came the strangest part of the miracle. The English Channel, ordinarily one of the roughest places in the world – no place at all for a small boat – suddenly became calm and flat. The little boats went out into a calm night and headed for the French coast, where anxious British soldiers were waiting. Coming up behind them were warships and gunboats.

Suddenly out of the night dozens of flares were dropped over Dunkirk by German bombers. They lit up a terrible scene: wrecked and burning ships everywhere, thousands of British soldiers standing deep in the water holding their weapons over their heads, hundreds of thousands more in lines on the beaches. Through it all moved the little boats coming to the rescue.

The planes came in to attack. But the people on the little boats fought back, firing rifles and old guns as the dive-bombers screamed down. Bombs exploded everywhere. Through it all, the little boats continued to move in to the beach and began taking aboard the soldiers.

Those who were there will never forget the long lines of tired men staggering across the beach, falling into the little boats, while others caught where they stood, died among the bombs and bullets.

The amazing thing was the lack of panic. There was no mad rush for boats. The men moved slowly forward, neck deep in the water, with their officers guiding them. As those in front were dragged aboard the boats, those in the rear moved up, until at last it was their turn to be pulled up over the side.

Boats that had never carried more than a dozen people at a time were now carrying sixty or more. Somehow they backed off the beach, remained floating, took their loads out to the larger ships waiting offshore and then returned to the beach for more men.

German guns and planes rained down bombs, shells, and bullets until the little boats seemed to be moving



through a sea of fire. The Germans were closing in for the kill. Still the little boats went about their business, moving steadily through the water.

All through the long hours, the work went on. The old men and boys who made up the crews kept pulling the men aboard, made the wounded as comfortable as possible, took them out to the larger ships, then returned for more. No matter how many times they made the trip, there were still more men, waiting to be rescued.

And then at long last, on the morning of June 4, with the fires growing pale against the daylight and the dive-bombers sweeping in for the kill, the job was done; the beach was empty. The "fleet" turned and started home to England.

It had been hoped that some 30,000 men might be rescued. What the little boats actually did was to save 335,000 men, the best of the British army. Although their heavy equipment was lost, the men were saved.

Britain had suffered a defeat, but thanks to the courage and skill of those who manned the boats, the British army was ready to fight again, with what is now called the "Dunkirk Spirit."

## WORDS AND EXPRESSIONS

jaw /dʒɔː/ *n.* 颌; 下巴; (*pl.*) 上下颚

jaws of death 死神; 鬼门关

Dunkirk /dʌŋ'kɜːk/ *n.* 敦刻尔克 (法国港市)

Belgium /'beldʒəm/ *n.* 比利时

Belgian /'beldʒən/ *n.* 比利时人

*adj.* 比利时人的

emergency /ɪ'mɜːdʒənsi/ *n.* 突然事件; 紧急情况

miraculous /mɪ'rækjʊləs/ *adj.* 奇迹的; 不可思议的

Hitler /'hɪtlə/ 希特勒 (人名)

Holland /'hɒlənd/ *n.* 荷兰

missile /'mɪsaɪl/ *n.* 导弹

overhead /ˌəʊvə'hed/ *adv.* 在头顶上; 在空中

precaution /prɪ'kɔːʃn/ *n.* 预防措施或方法

resistance /rɪ'zɪstəns/ *n.* 反抗; 抵抗

Dutch /dʌtʃ/ *n.* 荷兰人; 荷兰语

surrender /sə'rendə/ *vi. & vt.* 投降; 让步; 放弃

capture /'kæptʃə/ *vt.* 俘获 (某人、某物)

withstand /wɪð'stænd/ *vt.* 承受住某事物; 抵住

momentum /mə'mentəm/ *n.* 动力; 势头

invincible /ɪn'vɪnsɪbl/ *adj.* 不能征服的; 无敌的

gloom /gluːm/ *n.* 阴沉; 昏暗

smash /smæʃ/ *vi. & vt.* 打碎; 粉碎

expeditionary /ˌeksprɪ'dɪʃənəri/ *adj.* 远征的; 探险的

miracle /'mɪrəkl/ *n.* 奇迹

tug /tʌg/ *n.* 拖船; 猛拽

crew /kruː/ *n.* 全体人员; 工作人员

longshoreman /'lɒŋʃɔːmən/ *n.* 码头装卸工人

Sea Scouts 航海童子军

property /'prɒpəti/ *n.* 财产; 所有物

rifle /'raɪfl/ *n.* 步枪; 来复枪

warship /'wɔːʃɪp/ *n.* 军舰; 战船

gunboat /'ɡʌnbəʊt/ *n.* 炮舰; 炮艇

flare /fleə/ *n.* 闪烁的火光; 照明弹

bomber /'bɒmə/ *n.* 轰炸机

wreck /rek/ *vt.* (船、火车等) 遭受迫害

*n.* 残骸

bullet /'bulɪt/ *n.* 子弹

rear /rɪə/ *n.* 后部; 后方

offshore /ˌɒf'ʃɔː/ *adv.* 离岸; 近海; 向海面

*adj.* 近海的



## A princess of the silver screen

Film actors and actresses are not generally regarded as generous to those in need. They are generally committed only to their own careers with all satisfactions. However, one person used her fame and position as a film actress to fight for justice for young children as a UNICEF goodwill ambassador. That person was Audrey Hepburn.

Audrey Hepburn was born in 1929 into a wealthy family. However, during the Second World War (1939 – 1945), she and her mother not only experienced starvation in Holland during the Nazi occupation but lost their home and money. This experience was to remain with her all her life and was to become the motivation behind her desire to work for others. Many years later, when she had become a famous actress, Audrey Hepburn explained her commitment in this way. “I’ve known UNICEF a long time, ever since the Second World War, when they came to the aid of thousands of children like myself. We were starving after five years of German occupation in Holland. Just like the developing world today. We were too poor to help ourselves. And that is what UNICEF is all about: helping people to be independent and giving them the aid to develop. In that way people can recover and live with dignity.”

In several ways Audrey Hepburn was unusual. First, her appearance was different. She was slim and elegant while most film stars at that time were plumper and less reserved. Second, she was not trained to act, but this did not seem to matter. She was always so sincere in her roles that she easily conveyed the strength of her feelings to her audience. Third, she could appear adult one moment and childlike the next and both with equally success. In films such as *War and Peace*, where, as Natasha, she had to develop from a childish to a more adult character, she was irreplaceable. As one of her most famous directors, Billy Wilder, said of her: “What is really needed in order to become a star is an extra element which god gives you or doesn’t give you. You’re born with it. You cannot learn it. God kissed her on her cheek and there she was.” It was the key to her success.

She won an Oscar, the highest award for film actors and actresses, for her part as a runaway princess in her first film, *Roman Holiday*. With her perfect manners and aristocratic ways, Audrey Hepburn played the part as if she was a real princess. After that she starred in a number of very popular and appealing films. The audiences loved her for her beauty, natural manner and her class. Whether the film was *My Fair Lady* or *War and Peace*, *Breakfast at Tiffany’s* (《第凡内的早餐》) or *The Nun’s Story* (《修女传》), she was equally successful because her kindness and warmth of personality shone through each part.

On the 15th, June 1999 the American Film Institute produced a list of fifty of the greatest actors and actresses so far. There were twenty-five men and the same number of women. Audrey Hepburn was number three in the female list. Not bad for someone who had never had an acting lesson!

She took her responsibility as a UNICEF goodwill ambassador very seriously after she was appointed. Between 1988 and 1993 she undertook eight field missions to countries as far apart as Vietnam and Eritrea, Columbia and Turkey. Sometimes she would be challenged by a reporter who wondered if politicians could ever be made to care for starving children. She would reply “If you and I are convinced, they will be convinced too. Somebody said to me the other day, ‘You know, it’s really senseless, what you’re doing. There’s always been suffering, there will always be suffering, and you’re just prolonging the suffering of these children (by rescuing them).’ My answer is, ‘Okay, then, let’s start with your grandchild. Don’t buy medicines if he gets ill. Don’t take him to the hospital if he has an accident.’ It’s against humanity to think in that way.”

She knew her efforts were worthwhile both for the publicity it brought to UNICEF and the help she could bring

to those that needed it. Audrey Hepburn once said: "People in need may not know Audrey Hepburn, but they recognize the name UNICEF. When they see UNICEF their faces light up, because they know that something is happening. In Sudan, for example, they call a water pump 'UNICEF'...."

In her last film role in *Always*, Audrey Hepburn played an angel dressed in a white sweater and trousers that seemed especially appropriate for her. People thought her personality had the calmness and grace of the angel. When she died of cancer at 63 years old, it was as if a princess had gone. But she has not gone entirely. What will always remain are the films of aristocratic ladies and elegant girls that she learned to portray so well.

## WORDS AND EXPRESSIONS

fame /feɪm/ *n.* 名气

UNICEF /ˈjuːnɪsef/ = United Nations Children's Fund  
联合国儿童基金会

goodwill ambassador /æmˈbæsədə/ 亲善大使

Audrey Hepburn /ˈɔːdrɪ ˈhepbɜːn/

奥德丽·赫本 (人名)

plump /plʌmp/ *adj.* 肥胖的; 丰满的

Natasha 娜塔莎 (人名)

childish /ˈtʃaɪldrɪʃ/ *adj.* 孩子般的; 幼稚的

irreplaceable /ˌɪrɪˈpleɪsəbl/ *adj.* 不可替代的

Billy Wilder 比利·怀尔德 (人名)

element /ˈelɪmənt/ *n.* 要素; 元素

aristocratic /ˌæɪrɪstəˈkrætɪk/ *adj.* 贵族的; 有贵族气派的

appealing /əˈpiːlɪŋ/ *adj.* 动人的

appoint /əˈpɔɪnt/ *vt.* 任命; 委派

Eritrea /ˌerɪˈtriːə/ *n.* 厄立特里亚 (非洲国家)

politician /ˌpɒlɪˈtɪʃn/ *n.* 政治家

prolong /prəˈlɒŋ/ *vt.* 延长

humanity /hjuːˈmænɪti/ *n.* 人性

publicity /pʌbˈlɪsɪti/ *n.* 为公众所知、所见等之状况

grace /ɡreɪs/ *n.* 优美; 风度; 魅力

portray /pɔːˈtreɪ/ *vt.* 扮演某人或表现某事物

## If -

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise:

If you can dream - and not make dreams your master;  
If you can think - and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to, broken,  
And stoop and build'em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on!"

If you can talk with crowds and keep your virtue,  
Or walk with Kings – nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And – which is more – you'll be a Man, my son!

– by Rudyard Kipling

## WORDS AND EXPRESSIONS

make allowance for 考虑到……(而原谅)

triumph /'traɪəmf/ *n.* 胜利; 成功

impostor /ɪm'pɒstə/ *n.* 冒名顶替者; 冒充他人的骗子

twist /twɪst/ *vi. & vt.* 扭曲; 扭动; 拐弯

knave /neɪv/ *n.* 恶棍; 无赖

stoop /stu:p/ *vi.* 俯身; 屈辱

'em = them

heap /hi:p/ *n.* 堆

pitch and toss 投硬币游戏

nerve /nɜ:v/ *n.* 神经; 胆量

sinew /'sɪnju:/ *n.* 腱 (连结骨与肌肉的索状组织)

virtue /'vɜ:tju:/ *n.* 高尚的道德

foe /fəʊ/ *n.* 敌人; 仇敌

unforgiving /ˌʌnfə'gɪvɪŋ/ *adj.* 不可饶恕的

## The daffodils

I wander'd lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the starts that shine  
And twinkle on the milky way,  
They stretch'd in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee: –  
A poet could not but be gay  
In such a jocund company!  
I gazed – and gazed – but little thought  
What wealth the show to me had brought;

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

– by William Wordsworth

## WORDS AND EXPRESSIONS

wander /'wɒndə/ *vi.* 徘徊; 闲逛; 漫游; 漫步  
vale /veɪl/ *n.* 谷; 山谷  
hose /həʊz/ *n.* (一段) 软管; 胶管; 水龙带  
daffodil /'dæfədɪl/ *n.* 水仙花; 黄水仙  
flutter /'flʌtə/ *vi.* 飘动; 飘扬; 晃动  
breeze /bri:z/ *n.* 微风; 和风  
continuous /kən'tɪnjuəs/ *adj.* 连续的  
twinkle /'twɪŋkl/ *vi.* 闪烁; 闪耀  
stretch /stretʃ/ *vt. & vi.* 变长; 拉长; 伸长  
margin /'mɑ:dʒɪn/ *n.* 边缘; 外缘地区  
toss /tɒs/ *vt.* 扔; 掷; 抛  
sprightly /'sprɪtli/ *adj.* 活泼的; 轻快的; 活跃的

outdid /,aʊt'dɪd/ *vt.* (outdo 的过去式) 优于; 胜过  
sparkle /'spɑ:kl/ *vi.* 闪闪发光; 闪耀; 闪烁  
glee /gli:/ *n.* 欢欣  
jocund /'dʒɒkjənd/ *adj.* 欢乐的; 愉快的  
gaze /geɪz/ *vi.* 注视; 凝视  
oft /ɒft/ *adv.* (古) 经常  
couch /kaʊtʃ/ *n.* 长沙发  
pensive /'pensɪv/ *adj.* 沉思的; 忧愁的  
inward /'ɪnwəd/ *adj.* 里面的; 内部的  
bliss /blɪs/ *n.* 无上幸福; 至福  
solitude /'sɒltɪju:d/ *n.* 孤独; 孤单; 独居