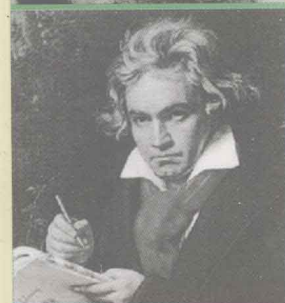


College English for Art Majors



艺术类 大学英语 1

教师用书

总主编 余渭深

主 编 朱万忠 韩 萍

Teacher's Book



重庆大学出版社
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内 容 提 要

《艺术类大学英语1教师用书》是《艺术类大学英语1》的配套教师参考用书。全书共8个单元,分别对应主教材8个主题单元。内容除了提供基本的练习答案和课文翻译以外,还包括主题课文相关背景知识的详细延伸介绍、课文长难句分析、重点词汇及语法讲解。该书内容详实,符合任课老师的课堂教学需要。为了适应当下的多媒体课堂教学的特点,本教师用书还配有课件光盘,方便任课教师备课和组织课堂活动。

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Unit 1 Musicians

I. Background Information

Music is an expression of emotion. A musician is a person who writes, performs, or makes music. Musicians can be classified by their roles in creating or performing music.

- ◆ An instrumentalist plays a musical instrument:
- ◆ A multi-instrumentalist plays a diverse range of instruments such as different forms of percussion, plucked strings, vocals etc.
- ◆ A singer is a vocalist.
- ◆ Composers, songwriters and arrangers create musical compositions, songs and arrangements. These may be transcribed in music notation, performed or recorded.
- ◆ A conductor leads a musical ensemble. A conductor can simultaneously act as an instrumentalist in the ensemble.
- ◆ A recording artist creates recorded music, such as CDs and MP3 files.

Many people have dreamed of becoming musicians. Some have natural talent while others have to work harder to master some techniques. Being a musician isn't that challenging, although it's not easy either. It requires commitment, practice, and inspiration. If you follow the steps below, you too have a chance of becoming a great musician!

- ◆ Buy an instrument, but pick something you fancy. Perhaps you dream of rocking out on a guitar; perhaps you dream of banging on the drums; or maybe you want to try the tuba. Your first instrument is an extension of yourself, so choose carefully.
- ◆ Learn music theory. To some people, music theory seems like a waste of time. However, music theory is one of the most important parts of playing as well as composing music. Music theory can be learned through books and internet, although you may have more success with a tutor or by attending a musical school. Most musical schools do not require you to go there every day, and they do not interfere with your regular life. Also, learn musical history. Learn about different instruments and pieces from different composers. Be sure to listen to a lot of music and pay attention to specific techniques and ways to play an instrument.
- ◆ You'll improve quickly and have fun fairly soon, then you'll realize the need to play with other people, to learn musical theory, and, trust me, you'll feel far less bored learning scales and chords.
- ◆ Just enjoy!
- ◆ Learn to read music. While you can play by ear, it can be good if you can learn how to read sheet music. Learn all of the notes and practice a lot on the piano; then, learn how to sight

read. Sight reading is also a very valuable skill. Many beginners as well as intermediates have trouble reading music, so be sure to practice a lot!

II. Notes

1. Notes to Lead-in

乐曲简介:《土耳其进行曲》全称为《“土耳其进行曲”主题变奏曲》,这是一首以“土耳其进行曲”为主题而驰名世界的变奏曲。实际上,本曲的主题本身并非具有纯正的土耳其风格,只是反映了当时流行的一种“东方风格”,而在现代人看来,本曲几乎没有什么东方味道。但是由于它具有十分通俗而流畅的旋律,故成为不朽的古典小品。乐曲的主题简洁而极其节奏化,八分音符均为一贯的节奏,加上十六分音符来提高活泼感,全曲表现出一种带有童贞般的单纯(片段1)。像这种快活的节奏,在莫扎特的作品中屡见不鲜。各个变奏并不着力渲染技巧,但朴实有力,而又不陷于单调,是一种巧妙的关联。

2. Notes to Module 1

(1) Meishi Film Academy

美视电影学院。美视电影学院是重庆大学直属的27个学院之一,于2000年经教育部批准、由重庆大学与香港美视电力集团合作创立。学院现设有表演、播音与主持艺术、导演、戏剧影视文学、广播电视编导、摄影、戏剧影视美术设计及服装和化妆设计等8个本科专业(方向),学院拥有电影学硕士学位授权点,全院现有在校本科生近1000名;硕士研究生60余名;重庆大学特聘著名演员、导演、制片人张国立为学院院长。

(2) Johann Sebastian Bach

约翰·塞巴斯蒂安·巴赫(1685年3月21日—1750年7月28日)巴洛克时期的德国作曲家,杰出的管风琴、小提琴、大键琴演奏家。巴赫被普遍认为是音乐史上最重要的作曲家之一,他的创作使用了德国丰富的音乐风格和娴熟的复调技巧;他的音乐集成了巴洛克音乐风格的精华,并被尊称为西方“现代音乐”之父,也是西方文化史上最重要的人物之一。

(3) Jakob Ludwig Felix Mendelssohn Bartholdy

雅科布·路德维希·费利克斯·门德尔松·巴托尔迪(1809年2月3日—1847年11月4日),德国犹太裔作曲家,为德国浪漫乐派最具代表性的人物之一,被誉为浪漫主义杰出的“抒情风景画大师”,作品以精美、优雅、华丽著称。

(4) Frédéric Francois Chopin

弗雷德里克·弗朗西斯克·肖邦(1810年3月1日—1849年10月17日),伟大的波兰音乐家,欧洲19世纪浪漫主义音乐的代表人物。年少成名,后半生正值波兰亡国,在国外渡过,创作了很多具有爱国主义思想的钢琴作品,以此抒发自己的思乡情、亡国恨。其一生不离钢琴,被称为“钢琴诗人”。1837年严辞拒绝沙俄授予他的“俄国皇帝陛下首席钢琴家”的职位。舒曼称他的音乐像“藏在花丛中的一尊大炮”,向全世界宣告“波兰不会亡”。肖邦晚年生活非常孤寂,痛苦地自称是“远离母亲的波兰孤儿”。他临终嘱咐亲人把自己的心脏运回祖国。

(5) The Church of the Holy Cross

波兰圣十字大教堂位于波兰首都华沙市中心,它的命运与这座城市乃至整个波兰民族的命运紧密相连。现在的圣十字大教堂是战争硝烟散去后 1946 年重建的巴洛克式建筑。在这座圣堂里,肖邦曾不止一次地做过祈祷。肖邦临终时将不能身返祖国视为终生憾事,嘱咐亲人将他的心脏一定要运回祖国。遵照他的遗嘱,人们将他的心脏运到了波兰华沙,安放在圣十字大教堂。



3. Notes to Module 2

(1) Bonn

波恩。德国历史古城波恩,位于莱茵河中游两岸,北距科隆市 21 公里,扼莱茵河上游山地和下游平原的咽喉,地理位置重要,历史上为战略要地。

(2) Vienna

维也纳。奥地利首都,同时也是奥地利的九个联邦州之一,是奥地利最大的城市和政治中心,位于多瑙河畔。维也纳约有 165 万人口,在欧盟城市中居第 10 位。维也纳是联合国的四个官方驻地之一,除此之外维也纳也是石油输出国组织、欧洲安全与合作组织和国际原子能机构的总部以及其他国际机构的所在地。

(3) Salzburg

萨尔茨堡(奥地利城市)。是奥地利共和国萨尔茨堡州的首府,是继维也纳、格拉茨和林茨之后的奥地利第四大城市。萨尔茨堡城位于奥地利西部,历史悠久、景色迷人,是音乐神童莫扎特的出生地,也是著名影片《音乐之声》的拍摄地点。其古色古香的城堡、故居、宫殿,景致迷人的街道和湖光山色,以及其他景点,都是旅客怀古、漫游的好地方。你向往电影《音乐之声》里那优美恬静的湖光山色吗?它就在奥地利的萨尔茨堡城里。

(4) Austria

奥地利。欧洲中部国家,首都维也纳,全称是 the Republic of Austria 奥地利共和国。

(5) Twinkle, Twinkle, Little Star

“小星星,亮晶晶”是一首非常流行的英语儿歌,歌词来自 19 世纪早起的一首由 Jane Taylor 写的英文诗“星星”。该诗是以对句的形式写成,于 1806 年出版在一本“儿歌集”里,由 Taylor 和她的妹妹 Ann 共同编写。歌词全文如下:

Twinkle, twinkle, little star,

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky!

Repeat:

Twinkle, twinkle, little star,

How I wonder what you are! *

When the blazing sun is gone,

When he nothing shines upon,

Then you show your little light,
Twinkle, twinkle, all the night. (repeat)
Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so. (repeat)
In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky. (repeat)
As your bright and tiny spark,
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.

4. Notes to Module 3

Our planet is divided into many different countries which have many different races of people, different customs, and different manners. Each country has its own way of greeting people.

In the USA it is normal for men to shake hands when they meet and they are famous for death-grip handshake, but it is unusual for men to kiss when they greet each other.

The British often do no more than say "hello" when they see friends. Even adults usually shake hands only when they meet for the first time. The British do shake hands, i. e. when first introduced to new people, but they rarely shake hands when parting. In an informal situation you may see social kissing (often just a peck on the cheek), this is acceptable between men and women and also between women who know each other very well, but it is rare that you will see two British men kissing, even if it is only on the cheek.

French people, including school-children, shake hands with their friends, or kiss them on both cheeks each time they meet and they leave. That's why French people think the British are unfriendly and impolite.

In Japan it is polite and normal for men and women to bow when they greet someone.

Africans are far less structured in their greetings than Europeans. They expect a warm physical greeting, an extended handshake or a hand on the shoulder in most African cultures.

In Argentina, greetings are usually effusive with plenty of hugging and kissing, not unlike the French to kiss on both cheeks. In Argentina, men kiss women, women kiss women, but men do not kiss men.

In Islamic cultures, special care should be taken when greeting a member of the opposite sex. It is up to an Islamic woman to decide whether to offer her hand during an introduction. After all, physi-

cal contact between the sexes is limited. Never greet an Islamic woman with a kiss. You should never offer your hand to a woman first. Rather, wait to see if she offers hers to you. If she does, it is acceptable to shake it. Otherwise, a verbal greeting will suffice.

III. Language Points

Passage A

◆ Important Words ◆

performer [pə'fɔ:mə] *n.* someone who performs in front of an audience or in public 表演者

- e. g. 1. Now, Ken Kesey, some of you probably know, was a sort of performer, writer, not really an activist.
2. In our art music, our symphonies, concertos genres of this sort, the performer is actually much less important.

composer [kəm'pəuzə] *n.* someone who writes music 作曲家

- e. g. 1. This song by the Brazilian composer Antonio Carlos Jobim first became famous in the early nineteen sixties.
2. Who is the composer of the piece that you're about to hear and what is its title or what's it called?

employ [ɪm'plɔɪ] *vt.* to have someone work or do a job for you and pay them for it 雇佣; to use sth 使用; to spend time doing sth 从事于; 忙于; 专心于

- e. g. 1. The boss is going to employ Brown because he stands applicants through the interview.
2. None but a wise man can employ leisure well.
3. Mary has been employed in preparations for the trip all afternoon.

nobility [nəʊ'bɪləti] *n.* people of high social position who have titles such as that of Duke or Duchess 贵族(阶层) [the S]; the quality of being noble in character 高贵

- e. g. 1. The new rich imitated the nobility.
2. He followed his principles with nobility.

brilliant ['brɪliənt] *a.* of surpassing excellence 优秀的, 杰出的; full of light; shining intensely 灿烂的, 闪耀的

- e. g. 1. I mean, not only is he a brilliant scientist, but it turns out he's a Black Diamond skier.
2. Her brilliant blue eyes were strongly impressed on my memory.

handicap [ˈhændɪkæp] *n.* the condition of being unable to perform as a consequence of physical or mental unfitness 残疾; *vt.* to put at a disadvantage 使不利, 妨碍

e. g. 1. Blindness is a great handicap.

2. Mark O' Connor is very firm that his method doesn't handicap students from playing traditional classical music.

equally [ˈiːkwəli] *ad.* to the same degree 同样地, 相等地, 平等地

e. g. 1. Please try to treat them equally.

2. The two girls can run equally fast.

extract [ˈekstrækt] *n.* a passage selected from a larger work 摘录; 提取

e. g. 1. He read several extracts from the poem.

2. The article was a choice extract from her writings.

gathering [ˈgæðərɪŋ] *n.* a group of persons together in one place 聚会, 集会

e. g. 1. If so, you might like to come to a gathering.

2. For the first time she gave a speech before a large gathering of people.

belong [biˈlɒŋ] *vi.* to be a member of a group or organization 归属于(后接 to)

e. g. 1. What political party does he belong to?

2. This cover belongs to that jar.

even though 即使

e. g. 1. He will come on time even though it rains.

2. Even though you're just starting the business, you've probably done dozens of jobs for people already.

be known as 被称之为; 以……著称

e. g. 1. Florida can be known as energy and green industry leaders throughout the world.

2. She came to be known as a protest singer.

no longer 不再

e. g. 1. He worked and worked until he no longer hated mathematics.

2. He no longer lives there.

◆ Explanation of Difficult Sentences ◆

(1) In his early twenties Beethoven moved to Vienna, where he spent the rest of his life and died on March 26, 1827.

- 贝多芬二十岁出头就迁居到维也纳,在那里度过了他的一生,死于1827年3月26日。
- where 引出一个表示地点的定语从句,where 指的是 Vienna 这个地方。

(2) Even though he could no longer hear well enough to play the piano, Beethoven composed some of his best music after he lost his hearing!

- 即使在弹奏钢琴时听觉不够好,他却在失去听觉之后谱写出了一些最优秀的乐谱。
- even though 用来表示一种让步的语气,well enough 表示足够好的意思。

(3) Beethoven used notebooks in which visitors could write what they wanted him to know, or equally ask what they wanted to know.

- 贝多芬采用笔记本让访问他的人写下他们想告诉贝多芬什么事情。同样,贝多芬也在笔记本上写下问他们要想知道什么。
- 本句中有一个 which 从句,两个 what 从句。in which 指代的是“在笔记本上”,两个 what 从句分别表示贝多芬和来访者想知道的事情。

(4) Beethoven is considered one of the greatest musical geniuses who ever lived.

- 贝多芬被誉为过去最伟大的音乐天才之一。
- who ever lived 指的是曾经或过去的那些人。

Passage B

◆ Important Words ◆

remarkably [rɪ'mɑ:kəblɪ] *ad.* unusually or strikingly 非凡地;显著地

- e. g. 1. The car is in remarkably good condition for its age.
2. Remarkably, nobody was injured.

intense [ɪn'tens] *a.* (of a person) having or showing very strong feelings, opinions or thoughts about sb/sth 热情的;very great; very strong 极度的

- e. g. 1. He's very intense about everything.
2. He is under intense pressure to resign.

minor ['maɪnə(r)] *a.* of lesser importance or stature or rank 不重要的

- e. g. 1. Stress may result in minor illness.
2. If penicillin had not been available, many people would have died from bacterial illnesses or even minor wounds.

fascination [ˌfæsɪˈneɪʃn] *n.* the state of being intensely interested; the capacity to attract intense interest 入神; 迷恋

- e. g. 1. A little boy had a fascination for motorcycles.
2. I was too little to reach the telephone, but used to listen with fascination when my mother talked to it.

fault [fɔːlt] *n.* responsibility for a bad situation or event 错误

- e. g. 1. Why are you always finding fault?
2. It's really my fault for being careless.

eventually [ɪˈventʃuəli] *ad.* after a long period of time or an especially long delay 最后

- e. g. 1. The current economic environment will eventually improve.
2. Eventually I decided to take this opportunity.

impressive [ɪmˈpresɪv] *a.* making a strong or vivid impression 给人留下深刻印象的

- e. g. 1. This is the most impressive architecture I've seen on this trip.
2. At first glance, all this has produced some impressive results.

evident [ˈeɪdɪnt] *a.* clearly revealed to the mind or the senses or judgment, or capable of being seen or noticed 明显的

- e. g. 1. It's evident that you are tired.
2. That China does matter is evident from its impact on the global economy.

twinkle [ˈtwɪŋkl] *vi.* to emit or reflect light in a flickering manner 闪烁

- e. g. 1. Stars twinkled in the night sky.
2. Her eyes twinkled when she heard the news.

portray [pɔːˈtreɪ] *vt.* to describe or show sb/sth in a particular way in a painting, drawing, sculpture, etc. 描绘; to act a particular role in a film/movie or play 扮演

- e. g. 1. The father is portrayed as a good-looking man in this painting.
2. It is still considered improper to portray Christ in a play or film.

except for 除……之外, 除了

- e. g. 1. An instrument made by an old master can now be copied in every detail—except for the sound.
2. The region is uninhabited except for a few scattered mountain villages.

give up 放弃

- e. g. 1. We will not give up until we find convincing evidence.
 2. No. I mean, do you think I should give up drawing and go into business with my father?

end up 以……结束,以……告终

- e. g. 1. How does the film end up?
 2. They took the wrong train and ended up at a small station.

far from 完全不,远远不

- e. g. 1. His work is far from satisfactory.
 2. He is not handsome, far from it.

◆ **Explanation of Difficult Sentences** ◆

(1) Wolfgang Amadeus Mozart was born in 1756 in what is now Salzburg, Austria, ...

- 沃尔夫冈·阿马德乌斯·莫扎特 1756 年出生在现今奥地利的萨尔茨堡。
- “what is now...” 作为介词 in 的宾语,表示现在这个地名的名称。

(2) One person described Mozart as “a remarkably small man, very thin and pale, and there is nothing special about him, giving no signs of his genius except for his large intense eyes.”

- 据描述,莫扎特的个头相当矮小,人也瘦,且一副苍白的面孔,看不出有一点特别的,也没有丁点天才的迹象,但他有一双炯炯有神的大眼。
- very thin and pale 是形容词,表示伴随状态,用于补充说明。“giving no signs of...” 是分词短语,起到进一步解释的作用。

(3) When Mozart's sister was seven she began keyboard lessons with her father while the three-year-old Mozart watched with fascination.

- 莫扎特的姐姐 7 岁时就跟其父亲学练弹琴,而 3 岁的莫扎特总会在一旁聚精会神地观看。
- 本句由连词 while 连接两个单句,表示“在同时”,通常用于对照。

(4) But far from being hard up, Mozart lived a rich life and was among the top earners in eighteenth century Vienna.

- 其实莫扎特根本说不上缺钱,他过得很富裕,曾是 18 世纪维也纳挣钱最多的人之一。
- far from 为固定词组,意为“完全不,远远不”;hard up 意为“缺钱的,手头紧的”;“be among...” 等同于“one of...”,意为“……之一”。

IV. Keys, Tapescripts and Text Translations

Keys

◆ Lead-in ◆

1. 土耳其进行曲
2. Open.

◆ Module 1 Learn to Talk ◆

Meeting New Friends

1. *John and Mary meet each other for the first time on campus. Listen to the model dialogue, and underline the expressions of greetings and introductions.*

John: Hi! I'm John Smith.

Mary: How do you do, Mr. Smith. My name is Mary Brown.

John: But you can call me Johnnie. Can I call you Mary, Miss Brown.

Mary: Yes, please. It's nice to meet you, Johnnie.

John: Nice to meet you, too.

Mary: I'm a freshman here. What about you, Johnnie?

John: Me, too. I study music in the Academy of Arts at Chongqing University.

Mary: That's interesting.

John: What do you do, Mary?

Mary: I'm a student in Meishi Film Academy.

John: We are probably going to be in the same English class.

Mary: That would be great!

2. Open.
3. *Listen to the conversation among James, Wang Dong and Cathy from an English class. Fill in the names of the speakers with the following pictures.*
 - a. Wang Dong likes reading comic books.
 - b. Cathy enjoys going to a yoga class.
 - c. James likes playing football.
4. *Listen again and decide whether the following statements are true (T) or false (F).*
 (1)F (2)T (3)T (4)F (5)T (6)F
5. Open. 6. Open.

Stories of Musicians

Before You Listen

1. Open. 2. Open.

While You Listen

1. Listen and answer the questions about Bach and Chopin. Check (✓) the correct box.

Who...	Bach	Chopin
(1) was born in Germany?	✓	<input type="checkbox"/>
(2) was Polish?	<input type="checkbox"/>	✓
(3) was brought up by his older brother?	✓	<input type="checkbox"/>
(4) gave his first concert at the age of eight?	<input type="checkbox"/>	✓
(5) never went back to his motherland?	<input type="checkbox"/>	✓
(6) held three major jobs in his life?	✓	<input type="checkbox"/>
(7) wrote all kinds of music for organ and other keyboard instruments?	✓	<input type="checkbox"/>
(8) died at the age of 39?	<input type="checkbox"/>	✓

2. Listen again and fill in the following table about the influence of family on Bach and Chopin.

	Family influence
Bach	(1) His father was a <u>town musician</u> . (2) He came from a long line of <u>composers</u> —over 300 years' worth of Bachs all worked as <u>professional musicians</u> . (3) His older brother was a <u>church</u> organist.
Chopin	His mother introduced him to the <u>piano</u> .

After You Listen

Open.

◆ Module 2 Learn to Read ◆

Warm-up

Open.

Passage A Life of Beethoven

Reading Comprehension

1. Global understanding

- (1) The passage mainly introduces Beethoven's early life and how he composed his best music after he lost his hearing.
(2) The author thinks that Beethoven is a musical genius.

- (3) The author quotes an extract from Beethoven's letter to show that Beethoven wrote many kinds of music under great pressure when he became a deaf.

2. *Detailed understanding*

- (1)B (2)B (3)C (4)D (5)C

Language Practice

1. Open.

2. *Identify the words or expressions which mark or indicate the time periods. Then think of a similar word or expression which could replace each of them.*

Words or expressions indicating the time periods	Similar words or expressions
after a while	soon after; before long; after a short time; a little while
soon	quickly; in a short time
in his early twenties	soon after he was twenties
when he was around 30 years old	about his thirties; at about age 30; at the age of 30 or so
the rest of his life	the remainder of one's life; one's remaining years

3. *Translate the following sentences, paying special attention to the coloured parts.*

(1) A. 学校的自助餐厅雇佣了一些学生当临时工。

B. 她利用所有的业余时间听古典音乐。

(2) A. 我们读了一些 19 世纪的小说摘录。

B. 各种颜色的染料均可从植物中提取。

(3) A. 耀眼的阳光使得她不停地眨眼。

B. 他在大学读书时曾是一位才华横溢的学生。

(4) 贝多芬用笔记本让来访的人把他们想要告诉给他的事情写上去。

(5) 贝多芬二十出头就搬到维也纳居住,他在那里度过了余生,死于 1827 年 3 月 26 日。

Passage B Musical Genius: Mozart

Reading Comprehension

1. *Global understanding*

Paragraph 1: c Paragraph 2: a Paragraph 3: b

2. *Detailed understanding*

- (1)A (2)D (3)B (4)C

3. *Information scanning*

Time	Things that happened to Mozart
At age 4	(1) He began keyboard lessons playing without fault.
(2) By age 5	He was composing short pieces of music.
(3) At age 6	He began traveling through Europe with his sister and father.
While touring in Europe	(4) Mozart learned to play the violin and the organ.
At age 8	He published his first two sonatas.
At age 13	(5) He composed his first opera.
(6) At age 4 or 5	It is said that he composed the tune to "Twinkle, Twinkle, Little Star".
(7) In 1791	He died in Vienna.

Language Practice

1. *Make sure you know the words in the table below. Choose the correct word or phrase to complete each of the following sentences. Change form where necessary.*

(1) at the request of (2) fascinations (3) impressive (4) talents (5) portrayed

2. *Complete the following sentences by translating into English the Chinese given in brackets.*

(1) live a very comfortable life

(2) while he is listening with fascination

(3) At age three/At the age of three/When he was three years old

(4) Far from being poor

(5) what used to be a wild

◆ Module 3 Culture Link ◆**Quiz**

- | | |
|---------------------------------|----------------------|
| 1. c American people | 2. b British people |
| 3. a French people | 4. h Japanese people |
| 5. g Most African people | 6. f Argentines |
| 7. e People in Islamic cultures | 8. d Thai people |

◆ Module 4 Scenario Link ◆

Open.

Tapescripts**◆ Module 1 Learn to Talk ◆****Meeting New Friends**

3. *Listen to the conversation among James, Wang Dong and Cathy from an English class. Fill in the names of the speakers with the following pictures.*

James: Hi, my name is James Smith. I'm from Britain. I'm 18, and I study Chinese painting in Academy of Arts. In my free time, I like sailing and playing football.