

经全国中小学教材审定委员会 2005 年初审通过

普通高中课程标准实验教科书（顺序选修）

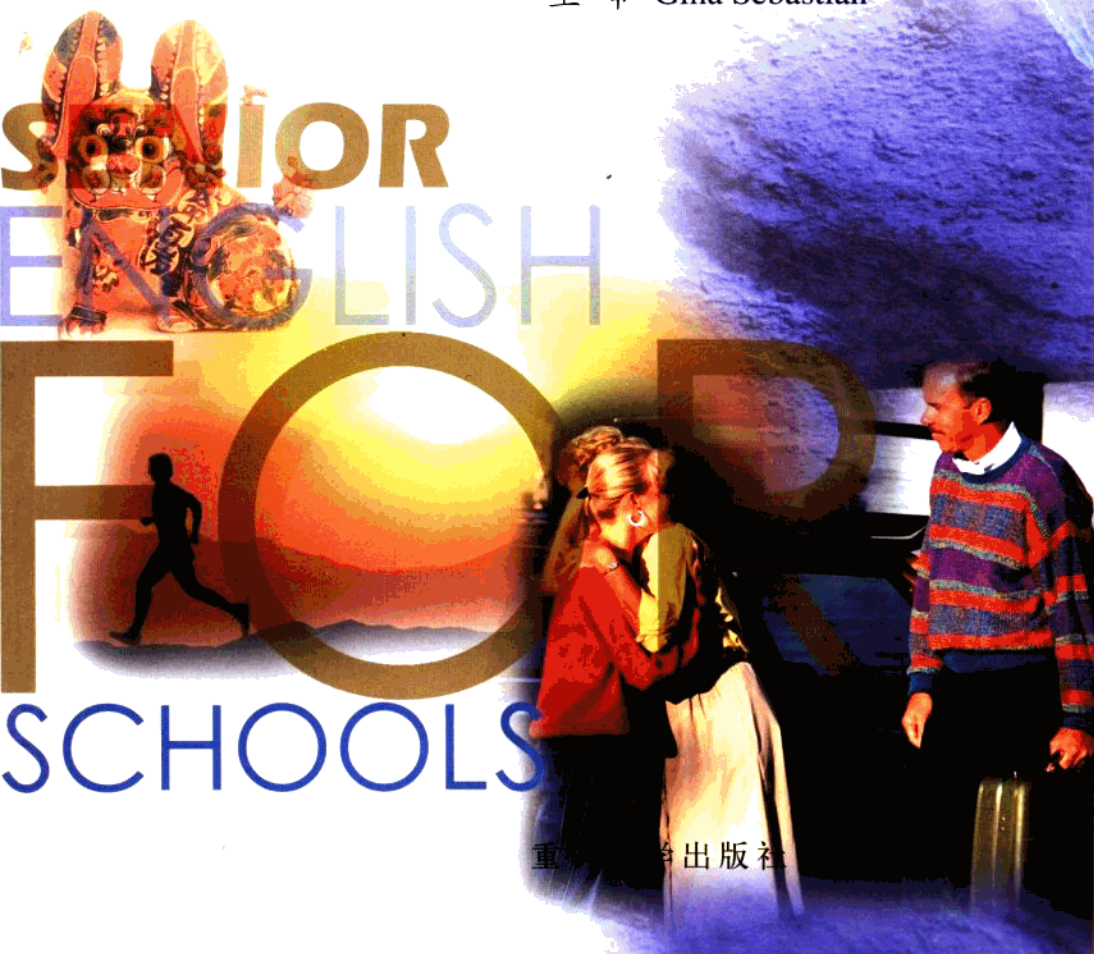
英语 8

二年级

SENIOR ENGLISH FOR SCHOOLS
STUDENT'S BOOK 8

主 编 杨晓钰

主 审 Gina Sebastian



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亲爱的同学，欢迎你随本书一起开始新一轮的英语学习。我们希望你
能喜欢书中所提供的学习材料、各种练习活动和学习方法。

高中英语课程是初中英语学习的延伸，这就要求你调整学习方式以适
应新阶段的英语学习，变被动的学习为主动的学习，变知识的机械记忆
为积极应用，充分发挥自己的学习潜能。在这一阶段，你应注重在发展基
本语言运用能力的同时，着重提高用英语获取信息、处理信息、分析和解
决问题的能力；逐步提高用英语进行思维和表达的能力，以及跨文化交际
的意识和基本的跨文化交际能力；逐步形成健全的情感、态度、价值观；把
握有效的学习策略，提高自主学习的能力，形成具有个性的学习方法和风
格，为自己将来进一步学习和发展创造必要的条件。

对英语学习和该教材的使用，我们有以下建议：

1. 上课前，请仔细阅读 Looking Ahead 部分，这是每课的教学目标所
在。只有对此有了充分的了解，你才能在学习中处于主动地位，发挥主体
作用，也才能使你的“学”与教师的“教”形成协调发展的合力，取得最
佳的学习效果。

2. Getting Ready 这一板块，旨在最大限度地激活你已有的背景知识，
激发你的学习兴趣和欲望，使你明确阅读的目的，为进入下一步学习做准
备。因此，在这个阶段一定要勤于思考，积极参与，勇于表达。

3. 阅读是高中阶段应掌握的极其重要的语言技能，是语言输出的主要
来源，是听、说、写、译的基础，也是你毕业后继续深造的基石。要想提
高自己的阅读能力，只知道阅读的重要性还远远不够。阅读是一个积极的
思考过程，是你调动已有的语言知识来理解所读文章的过程，是你与原文
作者之间互相沟通与交流的过程。因此，除了掌握语言本身及其运用技巧
外，你还应学习掌握因文化背景的不同所产生的不同思维方式和生活习俗，
更应掌握有效的阅读技巧，这样才能真正提高阅读能力。

4. 在进行了大量的听说和阅读后，你一定记住了许多优美的句子、漂
亮的段落，一定发现了英语的好文章与汉语的好文章在风格和组织结构上
有所相同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一
件值得高兴的事！那么，请认真完成每课的写作练习。同时，还要学会坚

持写日记。与本书配套的《同步评价手册》中的 Accumulation, 会时时提醒你读一读、听一听、说一说、记一记一些好的句子和美文, 这样你的英文写作会不断进步, 逐渐走向“行文如流水, 落笔如有神”的境界。

5. “学而不思则罔, 思而不学则殆”是千古经验的总结。因此, 没有思考、缺乏创造性的学习收获甚少。为此, 我们在 Reading 的 Margin Notes 处, 为你准备了问题、图画、选择、填空等活动形式, 目的是能帮助你扫清阅读障碍, 培养学习策略, 学会举一反三、触类旁通的本领。建议你在学习课文时, 一定认真阅读 Margin Notes, 积极思考, 这样你一定能逐步走向成功。

6. “学而时习之, 不亦说乎?” 古人告诉我们学习要采取积极的态度, 既要时时、处处、事事地学, 又要时时、处处、事事地习。于学中积累、丰富、提高; 于习中求巩固、受启发、得效益。争取日有所新, 日日新。这样你的内心就能充满掌握英语学习真谛的愉悦。

还有一点: 时常对自己的学习方式进行反思是你能不断进步的保障。在与本书配套的《同步评价手册》中, 我们为你提供了“自我评价表”, 在完成每单元的学习后, 要针对所学内容进行反思, 并将信息反馈给老师, 这会有助于教师了解你的学习状况, 并为你的英语学习提供帮助。相信不断的反思会帮助你不断进步, 不断走向成熟, 成为一个成功的语言学习者。

我们衷心希望通过本教材的学习, 激发你进一步学习英语的热情和用英语交流的欲望, 获取更有效的学习英语的方法, 能用英语“检阅”、利用 21 世纪人类的科学成就, 也能用英语介绍祖国的灿烂文化, 做一个文化传播的使者。

作为学习者, 获取知识是一种乐趣, 不断克服困难, 不断创新也是一种乐趣。记住永远对自己说: “I can do it!” 愿你快乐地度过每一阶段的英语学习, 享受克服困难的快乐, 享受创新的快乐, 享受成功的快乐!

编者

2004 年 2 月

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Names

A rose by any other name would smell as sweet.

Looking Ahead

- Talk about English names.
- Practise asking someone's name.
- Practise the future continuous tense.
- Learn something about phrasal verbs.
- Write a passage by piecing together topic sentences.



Getting Ready

1. Read the English first names and decide which are for boys and which are for girls. Then put them either in Column A or Column B. Try to guess their meanings and write them down as well.

Dorothy Richard Lily Catherine Victor Charles

Column A

Column B

Boy's name

Meaning

Girl's name

Meaning

Think of some typical Chinese first names and their meanings, then write them down below.

1) Name: _____ Meaning: _____

2) Name: _____ Meaning: _____

3) Name: _____ Meaning: _____

2. Work in groups and tell how each of you got your own name and whether it has any special meaning. Then report to the class. Your report may begin like this:

Well, my parents told me that when I was just one month old, I was given the name _____



Reading

What's in a Name?

Names are the quickest and easiest — as well as friendliest — way to say who's who, and they do not change as people do. Yesterday Mary's hair was long. Today her hair is short. But her name is still Mary. On his birthday Uncle George did not have a **beard**. At Christmas time he did. But his name is still George. People are always changing, a little or a lot. But people's names stay the same.

Another good thing about a name is that it sometimes says something nice about the one whose name it is. Girls' names often come from words meaning "pretty", "happy", "loving"... "Lily" comes from the name of the flower. Her name means that she is pretty and sweet like a lily. "Catherine" comes from a word meaning "truthful". It says that she is an honest lady and loved by all. "Dorothy" comes from a word meaning "gift". You know how happy you are when a gift comes your way! Boys' names are often borrowed from words meaning "strong", "brave", "lucky"... "Richard" comes from a word meaning "brave". "Victor" comes from a word meaning "winner". "Charles" comes from a word meaning "man of the common people" — a man who works on the land.

However, there are so many people named Richard or Lily. Without a **last name** to go with your **first name**, how could people tell which Richard or which Lily you were? A very long time ago that's the way it was everywhere. People had only one name. As there got to be more and more people in the world, it became harder and harder to tell them apart. So people began making up last names for themselves — now called family names or surnames.

Sometimes in choosing a last name, a man would think about the kind of work he did. If he was a cook he might say, "I am Tom, the cook." Or just **plain** Tom Cook. If he was a cook for a king, he might become known as Tom **Kingcook**. A man who was a **carpenter**, a tailor, a miller, a baker, a farmer, or a weaver might choose to call himself by one of these names. One of the most common names in the English language is Smith, which is short for blacksmith. There used to be a blacksmith in every village. Instead of iron, some smiths worked with gold or silver, which put such names in the phone book as Tom Goldsmith or Tom Silversmith. Sometimes the names became **shortened** to Tom Gold or Tom Silver.

Sometimes a man took his last name from his father's first name. Tom



last name
= family name
= surname
first name
= given name
= Christian name

Here *plain* means

- _____.
- A. clear
B. simply
C. frank and direct

The famous song "Yesterday Once More" is sung by Karen Carpenter. What do you learn from her family name?

adj. + *en* = *v.*
short + *en* = _____
It means _____.

was the son of John. So he began calling himself Tom Johnson. A man who was the son of Jack might have called himself Jackson.

Often a man got his last name from the place where he lived. James lived on a hill. So people began to call him James Hill. Another James lived by a lake. He became James Lake.

A man was sometimes called by a **nickname**. A tall man might be called Long Tom or Tom Long or Tom Longfellow. A short man might become Little John, and his son was probably called Tom Littlejohn. William who was always thirsty might be called William Drinkwater.

Sometimes colors become last names. A man with red hair might be called Tom Red. But sometimes down through the years, the name was changed. So Tom Read or Reade is still probably a descendant of Tom Red. A man who lived near the village Green might have called himself Tom Green. If Tom had strong arms, what name might he have? What if he had big feet?

Many Japanese names came from the places where people lived. Can you think of any of the names?

Nicknames can sometimes become very famous. Do you know the Chinese meanings of the two nicknames below?

- A. Air Jordan.
B. Magic Johnson.

The first man who landed on the moon was Armstrong. What does his name indicate?



Comprehension

1. Find from the following sentences the one that best sums up the text.

- A. People's names came into existence in different ways.
B. A name sometimes says something nice about the one whose name it is.
C. Names are the quickest and easiest — as well as friendliest — way to say who's who.
D. People make up a lot of names for themselves.

2. Decide whether each of the following statements is true or false. Write "T" for true or "F" for false on the line.

- _____ 1) People's names are always changing, a little or a lot.
_____ 2) People can tell others apart by using their first names.
_____ 3) A long time ago, people only got first names.
_____ 4) The name Kingcook shows that the person with this name is a king himself.
_____ 5) John is the son of Johnson.
_____ 6) A person nicknamed Longfellow must be short and stout.
_____ 7) Tom Read and Tom Reade may have the same ancestor.

3. Work in groups and guess how you or any of your acquaintances might have gotten your first name. You may find some of the following expressions helpful.

come from
make up

first name
used to

last name
nickname

go with

tell... apart

down through the years

Then report to the class. Your report may begin like this:

I guess that my/your name first came from... _____

4. Work in groups to write down as many English names as possible. Try to find out what they mean and give yourself an English name if you don't have one. If you have one, tell your group members what it is and what it means.

1) _____

2) _____

3) _____

4) _____

5) _____

6) ...

5. Work in pairs to discuss the differences between Chinese names and English names. Then write the conversation down in your exercise book. Pay attention to your grammar and spelling. Your conversation may go like this:



Language Focus

► Word Power

1. Find out the words from the text to roughly match the definitions given below.

- _____ 1) hair growing on the chin and the lower cheeks of a man's face (Para. 1)
 _____ 2) attractive and charming (Para. 2)
 _____ 3) (of a person) honest in what he says (Para. 2)
 _____ 4) courageous/having no fear (Para. 2)
 _____ 5) name shared by all the members of a family (Para. 3)
 _____ 6) person whose job is making or repairing wooden objects and structures (Para. 4)
 _____ 7) person whose job is making or repairing things made of iron (Para. 4)
 _____ 8) (to cause sth.) to become shorter (Para. 6)
 _____ 9) having the desire or need to drink (Para. 7)
 _____ 10) person who has sb. as an ancestor (Para. 8)

2. Complete the following sentences, using the proper forms of the words above.

- 1) It was _____ of her to go into that burning building to save the child.

- 2) The majority of British women adopt their husband's _____ when they marry.
- 3) John's father is a well-known _____ whose job is making and repairing wooden things.
- 4) After he lost the game, he began to grow a _____ as he had promised his team members so as to remind himself of the shameful loss.
- 5) Jim was a _____ husband and father. But ever since he got addicted to drinking, he has changed all to the opposite.
- 6) We've all learnt to be fairly _____ about our personal lives.
- 7) They are _____ of the original English and Scottish settlers.
- 8) You may drink some water whenever you feel _____ during exercise.
- 9) When the days _____ in winter, some people suffer from depression.
- 10) That old _____ died of a heart attack the day before yesterday.

3. Study the following words from the text and use them to complete the sentences below. Change the forms if necessary.

stay cook pretty name nickname short iron

- 1) She looks _____ in her class.
- 2) What is the _____ of the town where you live?
- 3) I spent a three-week _____ at my uncle's during the summer holiday.
- 4) She seemed _____ satisfied with the result.
- 5) They _____ friends for 50 years.
- 6) I like _____ Chinese dishes for my foreign friends.
- 7) I'm not much of a _____ myself, but still I will cook you something for dinner.
- 8) The baby was _____ after its grandfather.
- 9) As he is always cheerful, he has got the _____ "Smiler".
- 10) Well, this leather is as hard as _____.
- 11) I prefer _____ my shirts while they are still damp.
- 12) He was _____ Longfellow because he was much taller than all his classmates.

TIPS

In English, a word can have more than one meaning. Its use in a sentence determines its part of speech.

► Language Feature

Phrasal Verbs

A phrasal verb (also called two-word verb) is a verb followed by a preposition or an adverb (particle) that changes the meaning of the verb.

separable phrasal verbs

v. + (noun/pronoun) + particle (preposition/adverb)
tell (sb./sth.) apart

inseparable phrasal verbs

v. + particle (preposition/adverb) + (noun/pronoun)
come from (sth.)

1. Study the following phrasal verbs and their definitions. Fill in each blank with the proper form of the appropriate phrasal verb.

come from (sth.): to be a product of (a place or a thing)

go with (sth.): (= go together) to combine well with sth.; to harmonize with sth.

tell (sb./sth.) apart: to distinguish two persons or things; to recognize the difference between two persons or things

make (sth.) up: to invent sth.

used to: frequently did sth.

- 1) It's very hard to _____ the twins _____.
- 2) I couldn't remember the story to tell the children, so I _____ one _____ as I went along.
- 3) Her blouse doesn't _____ her skirt.
- 4) Milk _____ cows and goats.
- 5) Life here is much easier than it _____ be.

2. Choose from the box below the appropriate phrasal verb to fill in each of the blanks so as to make the story complete. Change the forms if necessary.

fill in look up break down figure out wake up
 calm down turn on get out of take out

It was a cold and lonely night. Forgetful Frank was on his way to visit his uncle when his car suddenly _____. He was angry and upset, but after a while, he _____. It was dark, so Frank _____ a flashlight from his sack. Then he took out his car manual. He tried to _____ "what to do when your car breaks down in the middle of nowhere", but he didn't find anything in the manual. Next, he _____ the car and looked under the hood. He wasn't able to _____ what the problem was. Then Frank began to understand. He asked himself, "Did I _____ my tank with gas?" The answer, of course, was no.

Luckily there was a house nearby. He knocked on the door and shouted, but nobody answered. There were no other houses. There was no telephone. "What should I do now?" asked Frank. Then, just as he turned around to go back to his car, another car crashed into the back of his car. Suddenly, the people in the house _____ and _____ the lights. Poor Frank felt like crying.

► Grammar

The Future Continuous Tense

Study the rule

Work with your partner and read aloud the following dialogue. Pay special attention to the italicized parts and tell what they have in common.

A: Sam, do you know what they are doing now?

B: They are now sitting in their classroom and listening to a tape.

A: What *will they be doing* this time tomorrow?

B: They *will be watching* a film.

A: You mean they will not have class tomorrow?

B: Yes. Tomorrow is Saturday and there is no class. So they *will not be sitting* in the classroom.

A: What will they do the day after tomorrow? *Will they be practising* their English this time the day after tomorrow?

B: No. They *will be doing* other things. To be exact, Bill *will be playing* tennis, Ann *will be shopping* and George *will be riding* his newly-bought bicycle with his friends.

A: I see...

Find the rule

Forms

Affirmative		
subject pronoun		will (shall) be + v. -ing
I/We		will/shall be reading a novel.
They/You/He/She/It		will be working.
Negative		
subject pronoun		will (shall) + not be + v. -ing
I/We		will/shall not be reading a novel.
They/You/He/She/It		will not be working.
Interrogative		
Will/Shall	subject pronoun	be + v. -ing
Shall/Will	I/we	be reading a novel?
Will	they/you/he/she/it	be working?

Note: In the first person, *will* is used more often than *shall* except in the interrogative.

Usages

1. The future continuous tense is used to express a continuous action in the future.

Examples:

- 1) They are now studying. But they will be playing games at 4:30.
- 2) When you arrive, they'll still be cooking the meal.

TIPS

Like other continuous tenses, the future continuous tense is normally used with a point in time, and expresses an action which starts before that time and probably continues after it. It can also be used with a verb in a simple tense.

2. The future continuous tense is used to express future without intention.

Examples:

I'll be seeing Jane tomorrow.

I'm seeing Jane tomorrow.

TIPS

It is used to state that an action will take place in the normal course of events. It's less definite and more casual than the present continuous. But often either tense can be used.

Apply the rule

1. Fill in each of the blanks with the appropriate form of the word in the brackets.

- 1) Just tell me what you _____ this time tomorrow morning so that I can make arrangements about carrying out our plans. (do)
- 2) I won't be free this afternoon and I cannot attend the four o'clock meeting. I _____ a friend off at the airport. (see)
- 3) Look! The procession is passing us now. It _____ your school in about ten minutes. (pass)
- 4) He _____ at about four o'clock in the afternoon, for his plane will be taking off at about half past five. (leave)
- 5) The plane with the NBA All-Stars _____ soon and the fans are all very excited. (arrive)
- 6) A: Dear Prof. Smith, _____ we _____ this book next term? (use)
B: No, you won't be (using this book).
- 7) Your last play was really a great success. _____ you _____ another play soon? (put on)
- 8) We really enjoy the time that we've spent together. When _____ you _____ us again? (visit)

2. Role play: Suppose you and your partner are going to Beijing next week to take part in an English Speaking Contest. Imagine your trip to Beijing and then tell what you will be doing there. Your talk may begin like this:

A: Hey, you know, I'm so excited.

B: Are you? Why?

A: We're going to Beijing next week and we'll be sightseeing in the capital city!

B: ...



Listening and Speaking

Asking About Somebody's Name

1. Listen to a passage. With your partner, ask and answer the following questions.

- 1) When American parents choose names for their children, what do they usually think about?

2) What kind of names may parents try to avoid?

3) Does popularity have anything to do with names?

4) How are nicknames used?

5) How do people use names in informal settings? And how about on formal occasions?

6) Who will probably be called “Honey” or “Sugar”?

2. Listen to the passage again and fill in the missing information below.

People in America don't always call their friends and _____ by their _____ names. Instead they often use _____. Sometimes nicknames are short forms of a longer name. For _____, a girl named Elizabeth may be called Lisa, Beth or Betsy. As children _____, they may _____ for themselves which nickname they wish to be called. If they consider their nickname _____, they may start using a more _____ form. Some people just go by the initials of their first and _____ names, like B. J. or R. C. And of course, people may call their children or their sweet-hearts other special nicknames. Often they have a “_____” flavour, like *Honey* or *Sugar*.

3. In daily life, we often need to ask about somebody's name so as to establish a friendly relationship. Suppose you and your partner are A and B respectively. Practise using as many ways as possible to ask about people's names. The following are some of the ways you might use.

How to ask about names informally

Are you...?

Are you called...?

Do your friends call you...?

What do your parents call you?

Is your name...?

How to ask about names formally

What's your name, please?

Could/Would you give me your name, please?

May I have/know your name?

Sorry to disturb you, but what's your name?

Your name, please?

Your dialogue may be based on the following cues:

- 1) A and B greet each other.
- 2) A tells B that he/she has just learnt different ways to ask about somebody's name.
- 3) B expresses his/her interest in getting to know the ways to ask about somebody's name.
- 4) A tells B how to ask about names either formally or informally.
- 5) B expresses his/her thanks to A.

TIPS

Sometimes you can use hesitation fillers like “well”, “um”, “you see”, “you know”, etc. to get time for thinking during a conversation.

- 6) A makes an excuse for having to stop and leave.
7) A and B say “goodbye”.



Writing

Topic Sentences

1. Read the following three paragraphs and find out the topic sentence for each paragraph. Then write it down on the line.

Para. 1: London’s weather is very strange. It can rain several times a day; each time the rain may come suddenly while the sun is shining brightly. The air is damp and chilly right through July. On one March afternoon last year it rained three times, there was one hail storm, and the sun shone brilliantly — all this within two hours’ time. It is not unusual to see men and women rushing down the street on a sunny morning with umbrellas under their arms. No one knows what the next few moments will bring.

Topic sentence: _____

Para. 2: Just as I settle down to read or watch TV, he demands that I play with him. If I get a telephone call, he screams in the background or knocks something over. I always have to hang up and find out what’s wrong with him. Baby-sitting my little brother is no fun. He refuses to let me eat a snack in peace. Then, when he finally grows tired, it takes about an hour for him to fall asleep.

Topic sentence: _____

Para. 3: Doctors are of the opinion that most people cannot live beyond 100 years, but a growing number of scientists believe that the aging process can be controlled. There are more than 12,000 Americans over 100 years old, and the number is increasing each year. Theoretically and under ideal conditions, man can live six times longer than their normal period of growth. A person’s period of growth lasts about 25 years. If this theory is accurate, future generations can expect a life span of 150 years.

Topic sentence: _____

2. Read the text “What’s in a Name?” again to find out the topic sentence of each paragraph. Then write them down on the lines.

Para. 1: _____

Para. 2: _____

Para. 3: _____

Para. 4: _____

TIPS

Topic sentence, also called topic statement, is a sentence in a paragraph that tells the reader briefly this paragraph’s main idea which is developed by the supporting details. It may appear at the beginning, in the middle, or at the end of a paragraph.

- Para. 5: _____
 Para. 6: _____
 Para. 7: _____
 Para. 8: _____

3. Use some of the above topic sentences to write a short passage entitled "Names". While writing, you may follow the steps below:

- 1) Decide which topic sentences to choose.
- 2) Write your first draft.
- 3) Work with your partner or your teacher to edit your composition, paying attention to spellings, punctuation, vocabulary and grammar.
- 4) **Polish** your final version and write it in your exercise book.



Challenging Yourself

1. In Beijing Opera, there are four roles respectively named *sheng* (生), *dan* (旦), *jing* (净) and *chou* (丑). Look at the following four pictures. Can you tell them apart? Work in groups and tell how you distinguish them.



2. The following are some statements about *sheng*, *dan*, *jing* and *chou*. Decide whether they are true or false. Write "T" for true or "F" for false on the line.

- _____ 1) *Sheng* can be subdivided into *laosheng*, *xiaosheng* and *wusheng* (the warrior type).
 _____ 2) *Dan* includes *qingyi* (a quiet and gentle lady), *huadan* (a lively woman), *wudan* (a woman with martial skills), *daomadan* (a woman skilled in fighting with weapons or on horses) and *laodan* (an old woman).
 _____ 3) *Jing* (the one with painted face) portrays people who are frank and open-minded only.
 _____ 4) *Chou*, depicted by a dab of white on the face, has both civilian clowns and warrior clowns.

3. The following are some words from the reading passage. Get familiar with them before reading.

acrobatics [ˌækroʊˈbætiks] *n.* 杂技

stunt [stʌnt] *n.* 绝技

dab [dæb] *n.* 少量

extroverted [ˈekstrəvɜːtɪd] *adj.* 外向的

repertoire [ˈrepətwaː] *n.* 保留剧目

dissolute [ˈdɪsəljuːt] *adj.* 风流的

malicious [məˈlɪʃəs] *adj.* 恶毒的

obstinate [ˈɒbstɪnət] *adj.* 倔强的

parasol ['pærəsɒl] *n.* 阳伞farce [fɑ:s] *n.* 滑稽剧paddle ['pædl] *n.* 短桨ridge [rɪdʒ] *n.* 脊

.....

Read as fluently as you can and then complete the exercises that follow.

TIPS

Use your dictionary to learn about the new words and expressions in the text. The more you use your dictionary, the faster you progress.

Beijing Opera

Beijing Opera, China's national opera, originated in the late 18th century and is a mixture of music, dance, art and acrobatics. It is the most influential and representative of all operas in China.

Based upon traditional Anhui Opera, it has also adopted repertoire, music and performing techniques from Kun Opera (a local opera from Jiangsu Province) and Qinqiang Opera (from Shaanxi Province) as well as traditional folk tunes in its development, eventually forming its own highly stylized music and performing techniques.

Beijing Opera can be divided into "civil" pieces, which are characterized by singing, and "martial" ones, which feature acrobatics and stunts. Some operas are combinations of both.

Its repertoire includes historical plays, comedies, tragedies and farces. Many historical events are adapted into Beijing Opera plays, which in the past were an important primer on history and ethical principles for poorly-educated people.

There are four roles in general: the male, the female, the "painted face", and the clown, which are further classified by age and profession. *Sheng* (male roles) can be divided into three categories: the old, the young and the martial arts expert. *Dan* (female roles) include the young and the middle-aged, the innocent and the dissolute, girls with martial arts skills and old women. *Jing* (painted face roles) are always played by frank and open-minded men with brightly colored faces. *Chou* (clown roles) are marked by a dab of white on the ridge of the nose. This character is sometimes positive, kind-hearted and humorous, but sometimes negative, cunning, malicious or silly. Each role has its fixed singing and acting styles.

Like the acting and singing, the make-up is stylized, inspired by the masks worn by dancers in the Tang, Song and Yuan Dynasty operas. The make-up highlights and exaggerates the principal features of the characters.

For the painted face role, the color of their made-up faces can be an indication of their characters or personalities. Red indicates uprightness and loyalty; white craftiness and cunning. Blue indicates a vigorous, courageous and enterprising nature while yellow means an intelligent character, but a less extroverted one. Black shows a sound and honest character while brown is often the symbol of a stubborn and obstinate one.

The costumes are based on those of the Ming Dynasty, no matter when the story is set. The