

II. Imitation

Directions: Read the following two groups of sentences or sentence fragments before you learn to sing this song. While you read, please pay attention to the weak forms in the underlined letters.

Group 1:

1. Back row at the drive-in show in the flickering light. /ðɪ:/ → /ðə/
2. Popcorn and cokes beneath the stars became champagne and caviar. /ænd/ → /ən/
3. Making love on a long hot summer's night. /eɪ/ → /ə/
4. Hiding in the shadows from the spies. /frɒm/ → /frəm/
5. A Moroccan? moon-light in your eyes. /jɔ:/ → /jə/

Group 2:

1. Please come back to me in Casablanca. /tu:/ → /tə/
2. I love you more and more each day as time goes by. /ju:/ → /jə/
/æz/ → /əz/
3. I guess there are many broken hearts in Casablanca. /a:/ → /ə/
4. Making magic at the movies in my old Chevrolet. /æt/ → /ət/
5. But it hurt just as bad. /bʌt/ → /bət/

III. Oral Activity—A Short Play

Directions: Work in groups to prepare a short play based on the following situation: suppose there exists a certain misunderstanding between you and your boyfriend/girlfriend and he/she is on the verge of leaving you. However, you are at a loss about what to do, so you turn to your friends for help, who give you quite a few wonderful ideas to ease the problem....

Part 4 After-class Listening

Song A

Directions: Listen to the following song carefully and then choose the appropriate words to complete the song.

Colors of the Wind—Vanessa William

Think you own whatever land you land on,
Earth is just a (1) _____ (death, dead) thing you can claim
But I know every rock and (2) _____ (train, tree) and creature
Has a life, has a spirit, has a (3) _____ (name, lamb)
Think the only people who are people
Are the people who look and (4) _____ (sin, think) like you
But if you walk the footsteps of a stranger

You learn things you never knew

You never knew

Have you ever heard the wolf cry

To the blue (5) _____ (cold, corn) moon

Or ask the grinning bobcat why he grinned

Can you sing with all the voices

Of the mountains

Can you paint with all the colors of the wind

Can you paint with all the colors of the wind

Come run the hidden pine trails of the forest

Come taste the sun-sweet berries of the earth

Come roll in all the riches all around you

And for once never wonder what they're (6) _____ (worth, worse)

The rainstorm and the rivers are my brothers

And the heron and the other are my friends

And we are all (7) _____ (connected, contacted) to each other

In a circle in a hoop that never (8) _____ (reads, ends)

Have you ever heard the wolf cry

To the blue corn moon

Or let the (9) _____ (eager, eagle) tell you where he's been

Can you sing with all the voices

Of the mountains

Can you paint with all the colors of the wind

Can you paint with all the colors of the wind

How high does the sycamore grow

If you cut it down, then you'll never know

And you'll never hear the wolf cry

To the blue corn moon

Or whether we are white or copper-skinned

We need to sing with all the voices of the mountains

Need to paint with all the colors of the wind

You can own the Earth and still all you'll own is (10) _____ (aunt, earth)

Until you can paint with all the colors of the wind

《Words》

claim /kleim/ v. 声称, 主张

creature /'kri:tʃə/ n. 生物, 尤指动物

footstep /'fʊtstep/ n. 脚步

corn /kɔ:n/ n. <美>玉米; <英>谷物

grin /grin/ v. 露齿而笑

bobcat /'bɒbkæt/ n. 美洲野猫, 山猫之类

hidden / 'hidn/ a. 隐藏的
 pine / pain/ n. 松树, 树木
 trail / treil/ n. 小径
 berry / 'beri/ n. 浆果
 roll / rəul/ v. 周游; 旅行
 rainstorm / 'reinstɔ:m/ n. 暴风雨
 heron / 'herən/ n. 苍鹭的巢

otter / 'ɒtə/ n. 水獭
 hoop / hu:p/ n. 箍, 铁环
 eagle / 'i:gl/ n. 鹰
 sycamore / 'sikəmə:/ n. 一种枫树
 copper / 'kɒpə/ n. 紫铜色
 skin / skin/ v. 长皮

《Exercises》

I. Questions for Comprehension

Directions: In this part there are 5 incomplete sentences or questions. For the first 4 sentences or questions, there are 4 choices marked A, B, C and D. Choose the best one based on your understanding of this song. And for the question numbered 5, write down your answers in the space provided.

- What does the song want to tell us?
 - To keep in harmony with the nature.
 - To protect the earth from being flooded.
 - To come to terms with the animals living on the earth.
 - To get rid of hatred among the humans.
- In the song, the line "if you walk the footsteps of a stranger, you learn things you never knew" can be best summarized by the saying "_____".
 - being on the wrong foot
 - put yourself in someone else's shoes
 - win the instant success
 - unity is strength
- Which of the following is NOT the purpose of raising the rhetoric questions in the song?
 - To awaken humans' awareness of looking back on what they haven't known before.
 - To remind the humans that we should listen to the nature.
 - To advocate us to learn to respect the living creatures in the nature.
 - To criticize humans of being indifferent to what is happening around them.
- What do you think is the tone of the song?

A. Sad.	B. Demanding.
C. Uplifting.	D. Sincere.
- Do you think you can "paint with all the colors of the wind"? Why or why not?

II. Role Play

Directions: "Colors of the Wind" is the soundtrack of the movie "Pocahontas" (风中奇

缘)。In the movie, the song is sung by the leading character "Pocahontas", a daughter of the Indian chief, to John Smith, a white man, who is one of the colonists from England. She sang the song in order to tell him to learn to live in harmony with the nature instead of destroying it just for the search of materials. Suppose you are Pocahontas and John Smith in the movie, work with your partner and try to act out the episode of her trying to persuade him to love the nature. You can base your words on the lyrics of the song. Remember to use your own creation.

Song B

There You'll Be—Faith Hill

When I think back on these times,
And the dreams we left behind
I'll be glad 'cause I was blessed to get
To have you in my life
When I look back on these days
I'll look and see your face
You were right there for me

In my dreams I'll always see you soar above the sky
In my heart there'll always be a place for you
For all my life
I'll keep a part of you with me
And everywhere I am there you'll be
And everywhere I am there you'll be

Well, you showed me how it feels
To feel the sky within my reach
And I always will remember all the strength
You gave to me
Your love made me make it through
Oh, I owe so much to you
You were right there for me

In my dreams I'll always see you soar above the sky
In my heart there'll always be a place for you
For all my life
I'll keep a part of you with me
And everywhere I am there you'll be
'Cause I always saw in you
My light, my strength
And I wanna thank you now for

All the ways
 You were right there for me
 You were right there for me

 In my dreams I'll always see you soar above the sky
 In my heart there'll always be a place for you
 For all my life
 I'll keep a part of you with me
 And everywhere I am there you'll be
 And everywhere I am there you'll be
 There you'll be

〈Words〉

soar / sɔː/ *v.* 翱翔, 高飞

reach / ritʃ/ *n.* 范围

Song C

When You Believe—Mariah Carey & Whitney Houston

Many nights we pray
 With no proof anyone could hear
 And our hearts a hopeful song
 We barely understand
 Now we are not afraid
 Although we know there's much to fear
 We were moving mountains long
 Before we know we could. ... oh yeah
 There can be miracles
 When you believe
 Though hope is frail
 It's hard to kill
 Who know what miracle
 You can achieve
 When you believe
 Somehow you will
 You will when you believe ...

 In this time of fear
 When prayer so often proves in vain
 Hope seems like the summer birds
 Too swiftly flown away
 And now I am standing here
 My heart's so full I can't explain

Seeking faith and speaking words
I never thought I'd say ...

There can be miracles
When you believe (when you believe)
Though hope is frail
It's hard to kill
Who know what miracle
You can achieve (you can achieve)
When you believe
Somehow you will
You will when you believe ...

They don't always happen when you ask
And it's easy to give in to your fear
But when you're blinded by your pain
Can't see your way safe through the rain
Thought of a still resilient voice
Says love is very near

There can be miracles (miracles)
When you believe (when you believe)
Tough hope is frail
It's hard to kill
Who know what miracles
You can achieve (you can achieve)
When you believe
Somehow you will
How you will
You will when you believe
You will when you believe
Just believe
Just believe
You will when you believe. . .

〈Words〉

pray / prei/ v. 祈祷, 祷告
miracle / 'mirəkl/ n. 奇迹
frail / freil/ a. 脆弱的

swiftly / 'swiftli/ a. 迅速地, 敏捷地
blind / blaind/ v. 使看不见
resilient / ri'zɪljənt/ a. 达观的; 有弹性的

〈Further Development〉

I. Paragraphs Rearrangement

Directions: The following is a jumbled passage about the brief introduction to Mariah

Carey, the pop diva (天后) of America. For Questions 1-5, choose the most suitable paragraphs from the first A-H and fill them into the numbered brackets from a coherent text. Paragraph F has been correctly placed. There is one paragraph which does not fit in with the text.

Mariah Carey's Life and Music Career

[A] Carey burst onto the scene with the rich and soulful single *Vision of Love*, in 1990. The first single from her first album *Mariah Carey* hit number one on the charts. *Mariah Carey* earned 22 weeks at Billboard's number one, sold more than seven million copies, and yielded four number one singles: *Vision of Love*, *Love Takes Time*, *Someday*, and *I Don't Wanna Cry*. This album made Carey a star in the United States.

[B] Carey's exact vocal range is a matter of some debate; some claim it was an astonishing seven octaves at the start of her career, while others suggest four or five octaves is more accurate... In 1998 Carey co-starred in a much-discussed VH1 special, *Divas Live*, along with Celine Dion, Aretha Franklin, Gloria Estefan and Shania Twain.

[C] To mark the many years of No. 1 singles and success with music, Carey's next album, *No. 1*, was a compilation of her first 13 No. 1 hits. It also highlighted a few duets, including *Whenever You Call* with Brian McKnight and *When You Believe* with Whitney Houston. *When You Believe* was featured on the soundtrack of Disney's animated film, *The Prince of Egypt*, and met with worldwide success. With so many record-breaking successes under her belt and an album of greatest hits that included 13 number one singles, it seemed that Carey had accomplished all that any one person could in music. However, 1999 proved to be a very good year for the star as well. She released her eighth album *Rainbow* and became the first artist to have hit songs at the top of the charts for each year in the 1990s with the single *Heartbreaker*.

[D] Carey was born in Long Island, New York, on March 27, 1970. And since the tender age of four, she knew she wanted to sing. Carey moved to New York City at the age of 17—just one day after graduating high school—to pursue a music career; By the time she was 18, Carey had a tape ready for the moment that opportunity came knocking. A brief meeting with Sony executive Tommy Mottola at a party was the catalyst to her successful career. Mottola signed her to a recording contract. This Cinderella-like story became part of the standard publicity surrounding Carey's entrance into the industry.

[E] In June of 1993, Carey wed Tommy Mottola (some two decades her senior) in New York. The grand wedding sparked even more comparisons of Carey's success to a fairytale. She also released *Music Box* in 1993, which sparked more chart-topping success and became Carey's most successful worldwide. This album produced the hit singles *Dreamlover* and *Hero*.

[F] Despite the continuing success musically, Carey's personal life was becoming troubled. She separated from Mottola in 1997 and was finally divorced in 1998. She

spent the time immersing herself in what she called the music of her youth.

[G] Mariah Carey is an American R&B singer, songwriter, record producer, and actress. She sold about one hundred million albums between 1990 and 2005 by fusing her soaring, gospel-style vocals with melodious pop, rock, rhythm & blues, and soulful hip-hop music. She rose to superstardom on the strength of her remarkably diverse vocal range between five and seven octaves and award-winning music business skills. Besides, she has been compared to Whitney Houston and other lauded female vocalists from the gospel-influenced tradition. She co-wrote almost all of her No. 1 songs and co-produced all of her chart-topping hits. She was named the world's top selling female artist of the millennium.

[H] She hit a rough patch in her career in the early years of the new millennium but regained her footing with the success of her "comeback" album in 2005, *The Emancipation of Mimi*.

[I] In 1995 Carey released her fifth album, *Daydream*, and its lead single *Fantasy* became the second single to debut at number one in the U. S. and topped the Canadian Singles Chart for twelve weeks. The single was a duet with embattled rap star, O. D. B. of the Wu Tang Clan. The two produced what was the beginning of Carey's hip-hop pop sound. This single represented one of the trends in fusing the ever-growing popularity of hip-hop and rap with the pop music sound—a practice that has become standard in the music industry.

(1) _____ → (2) _____ → (3) _____ → (4) _____ → (5) _____ → (6) F → (7) _____ → (8) _____

II. More Listening

Directions: Try to find more English movie soundtracks and share them with your classmates.

III. Speaking

Directions: Talk about your feelings after appreciating the songs related to movies in this unit. Choose one that you like best and sing part of it for your classmates.

IV. Writing

Directions: Some people say movie soundtracks and movies are closely related to each other, with one reinforcing the other. A movie without songs is dull, and vice versa. Do you agree with this viewpoint? Why or why not?

Part 5 Achievement Test

I. Listening Comprehension (30%)

Directions: Listen to the following part of *There you'll Be* carefully and then fill in the blanks numbered from 1 to 10 with three words at most.

When I think back on these times,
And the dreams we (1) _____

I'll be glad 'cause I (2) _____ to get
 To have you in my life
 When I (3) _____ these days
 I'll look and see (4) _____
 You were right there for me

 In my dreams I'll always see you (5) _____ the sky
 In my heart there'll always be (6) _____ for you
 For all my life
 I'll keep a part of you with me
 And everywhere I am there you'll be

 'Cause I always saw you in my life
 My strength
 And I wanna thank you now for
 All the ways
 You were right there for me
 You were right there for me

 And everywhere I am there you'll be
 Well, you showed me (7) _____
 To feel the sky (8) _____
 And I always will remember all the strength
 You gave to me
 Your love made me (9) _____
 Oh, I (10) _____ so much to you
 You were right there for me
 ...

II. Multiple Choice (20%)

Directions: *There are 10 incomplete statements or questions in this part. For each statement or question there are 4 choices marked A, B, C and D. Choose the best one according to what you have learned from this unit.*

- Which of the following is NOT one of the main components of a book musical?
 - The music.
 - The lyrics.
 - The title.
 - The book.
- In a book musical, a _____ is ideally crafted to suit characters and their situation within the story.
 - song
 - poem
 - line
 - gesture
- _____ and London West were the most active sources of book musicals from the 19th century through much of the 20th century.

- A. Sydney Opera House
 B. Opéra de Monte-Carlo (蒙特卡罗歌剧院)
 C. Vienna State Opera House
 D. The Broadway theatre
4. The Broadway theatre lies in _____ in the U. S.
 A. Chicago B. New York
 C. Los Angeles D. Washington
5. Which of the following is NOT a film musical?
 A. *Evita*. B. *The Phantom of the Opera*.
 C. *The Fantasticks*. D. *Titanic*.
6. *Don't Cry for Me Argentina* is sung by _____ in the film *Evita*.
 A. Madonna B. Sarah McLachlan
 C. Julie Covington D. Ashwin Sood
7. The theme song of *Casablanca*, a 1942 American romantic drama film, is _____.
 A. *Casablanca* B. *As Time Goes By*
 C. *Touch* D. *Good Enough*
8. In the past several years, Bertie Higgins and his group, "_____" has toured extensively around the globe.
 A. Beatles B. Rolling Stones
 C. The Band of Pirates D. Linkin Park
9. Which of the following statements is NOT true about Mariah Carey?
 A. She was named the world's top selling female artist of the millennium.
 B. She became the first artist to have hit songs at the top of the charts for each year in the 1990s.
 C. She moved to New York City at the age of 23 to pursue a music career.
 D. She was born in Long Island, New York.
10. Which of the following singles is NOT included in the album Mariah Carey, which earned 22 weeks at Billboard's number one?
 A. *Fantasy*. B. *I Don't Wanna Cry*.
 C. *Love Takes Time*. D. *Vision of Love*.

III. Vocabulary (20%)

Directions: Column A is a list of new words in this unit. Match them with their antonyms in Column B.

Column A	Column B	Column A	Column B
1. frail	A. fall	3. fortune	C. concentration
2. existence	B. slowly	4. fame	D. cry

(续)

Column A	Column B	Column A	Column B
5. illusion	E. disillusionment	8. swiftly	I. strong
6. grin	F. misfortune	9. soar	J. defamation
7. hidden	H. non-existence	10. resilient	K. rigid

IV. Translation (30%)

Directions: In this part there are 5 English sentences from the songs in the After-class Listening. Please translate them into Chinese and write down your translation in the space provided.

1. She's dressed up to the nines.

2. All through my wild days, my mad existence, I kept my promise.

3. Popcorn and cokes beneath the stars became champagne and caviar.

4. If you walk the footsteps of a stranger, you learn things you never knew.

5. There can be miracles when you believe. Though hope is frail, it's hard to kill.

Unit Nine War & Peace

Part 1 Cultural Background and Related Information

Folk music or folk song (民谣) is a term for musical folklore which originated in the 19th century. It covers a vast array of musical styles, but is most commonly used to refer to rural music that is taught by one generation to the next without being written down. Labels such as folk music, country music or popular music were originally invented to distinguish different kinds of music from one another. However, it's difficult to isolate folk music as a genre since both tunes and instruments associated with folk music can also be found in classical music, pop, jazz and rock. The musical instruments used include various kinds of box zithers (齐特琴), fiddles, Jews' harps, flutes, horns, and many more.

Folk music is known to be the music of the working class, therefore it is something anyone can understand and in which everyone is welcome to participate. However, one of its main characteristics is that nobody is entirely sure who its composers were in its early stage. Often it was passed down within a community and evolved over time. Seen as an expression of something both generalizable and universal, it reflects the history, landscape and unique feature of the country from which they came. Its subjects range from war, work, civil rights, and economic hardship to nonsense, satire and, of course, love.

In the long folk history, the most notable event is certainly the first folk revival (民歌复兴). Beginning in the late 1950s, it was of special and far-reaching significance to society, politics as well as folk music itself. During the revival, traditional folk music, which had rarely gained commercial success before, was renewed with its singers enjoying a wide popularity; and meanwhile urban folk singers were inspired to make entirely new melodies and songs.

Part 2 Warm-up

Directions: Listen carefully to the following music clips and match the names of the folk singers in Column B with the names of their songs in Column A. Please write down your answers in the space provided below.

Column A	Column B	Column A	Column B
1. Sealed with a Kiss	A. the Carpenters	4. Puff the Magic Dragon	D. Fool's Garden
2. Yesterday Once More	B. Brian Hyland	5. Donna Donna	E. Joan Baez
3. Lemon Tree	C. Peter, Paul & Mary		

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part 3 In-class Listening

Song A

Blowing in the Wind—Bob Dylan

How many roads must a man walk down
Before you call him a man
How many seas must a white dove¹ sail
Before she sleeps in the sand
How many times must a cannon ball² fly
Before they're forever banned
The answer my friend is blowing in the wind
The answer is blowing in the wind

How many years can a mountain exist
Before it is washed to the sea
How many years can some people exist
Before they're allowed to be free
How many times can a man turn his head
And pretend that he just doesn't see³
The answer my friend is blowing in the wind
The answer is blowing in the wind

How many times must a man look up
Before he can see the sky
And how many ears must one man have
Before he can hear people cry
And how many deaths will it take till we know
That too many people have died
The answer my friend is blowing in the wind
The answer is blowing in the wind

The answer my friend is blowing in the wind
The answer is blowing in the wind

〈Words〉

cannon /'kænən/ *n.* 大炮;加农炮

wash /wɒʃ/ *v.* (不断地)冲刷

ban /bæn/ *v.* 禁止;取缔

〈Notes〉

1. “Dove”, a kind of pigeon, is a sign of peace and freedom. Actually, the line means “How long will it take to smooth the path to world peace (铺平通往世界和平的道路)?”

2. “Cannon ball” (炮弹) is a heavy iron ball which is fired from an old type of large gun, and which is often used in a war. Obviously, the songwriter brings out a sharp contrast between cannon ball (symbolizing war) and dove (symbolizing peace) in the previous line. Here the whole line means “How long will it take to end all wars?”

3. “How many times can a man turn his head and pretend that he just doesn’t see” suggests that he has seen how many people died in the war, but just turns a blind eye to it. This line reveals people’s indifference and lack of sympathy.

〈Appreciation〉

Blowing in the Wind, a huge hit from the second album of the American folksinger Bob Dylan, was written by Dylan himself in 1962. It’s said that he simply put words to the melody of a traditional slave song called *No More Auction Block*. Labeled as a protest song, this single was, nevertheless, first recorded by the famous folk music group Peter, Paul & Mary and gained an instant popularity. Pervaded by intense anti-war feeling, the song poses a series of philosophical questions about peace, war, and freedom without giving a definite answer. The refrain “The answer, my friend, is blowing in the wind” has been described as “incomprehensibly ambiguous; either the answer is so obvious that it is, like the wind, right in your face, or the answer is as intangible as the wind”. Apparently revitalized by Bob Dylan’s raw and untrained voice, the song is possibly the most successful of Bob’s songs and has been covered by hundreds of artists.

Bob Dylan, an American singer-songwriter and musician, is world-renowned partly because he blends a diversity of forms borrowed from folk ballad verse, blues, country and gospel music in his works and partly because some of his songs become anthems for the civil rights and anti-war movements. His music – mysterious, elusive and fascinating – spoke to an entire generation and inspired many other musicians to follow his lead in self-expression.

Growing up in a Jewish family in Duluth, Minnesota, young Bob spent much of his time listening to the radio—first to blues and country stations and later to rock and roll. But his early focus on rock and roll gradually gave way to an interest in American folk music. In 1961, Dylan signed a recording contract with Columbia Records. His debut album, containing several traditional songs about death and just two original ones, was released afterwards but sold poorly. However, the subse-



quent album *The Freewheelin' Bob Dylan*, which included more folk songs written by Dylan himself, won him a wide reputation. In 1964, Dylan released his third album *The Times They Are a-Changin'*. It was completely self-composed and cemented his reputation as both a folk musician and a civil libertarian, an anti-war fighter.

One year later, Dylan composed and recorded a rock single *Like a Rolling Stone*. Expressing resentment and a yearning for revenge, this hit single lists number one on the list of "The 500 Greatest Songs of All Time". Together with the later issued rock album *Highway 61 Revisited*, it demonstrated Dylan's successful transition from political folksinger to alienated rock musician. Over more than five decades, Bob Dylan ceaselessly ventured from folk music to electrically amplified rock music, country music and then to gospel and blues. Since July 1988, Bob Dylan has made steady world tours called "Never Ending Tour". His distinctive way of singing with a nasal twang (鼻音), poetic lyrics and particular musical themes have produced some greatest songs ever written and consequently make him one of the most popular and influential musicians.

〈Exercises〉

I. Lyrics Rewriting

Directions: Suppose you are a song writer. Rewrite the lyrics of the song *Blowing in the Wind* in a creative way. But make sure your writing is on the whole true to the original ones.

For example:

How many times must a baby fall down
Before he can stand still
How many steps must a man climb
Before he crest a hill
...

II. Imitation

Directions: Read the following sentences before you learn to sing this song. While you read, please pay attention to the intonation of the different types of questions in English.

Type 1: Use falling intonation in "Wh-" questions.

How many roads must a man walk down before you call him a man?

How many years can a mountain exist before it is washed to the sea?

What about sunrise? What about rain? What about all the things that you said we were to gain?

Type 2: Use rising intonation in "Yes/No" questions.

Did you ever stop to notice all the blood we've shed before?

Does it have to be like this?

Do I have to stand and fight to prove to everybody who I am?

Type 3: *In choice question, use rising intonation for every choice except the last, which has falling intonation.*

Do you like Jazz, folk, country music or R&B?

Do you like Bob Dylan, Michael Jackson or Declan Galbraith?

Type 4: *Use falling intonation in tag questions when you are giving an opinion and want to know if the other person agrees.*

Homelessness is still a serious problem in some developing countries, isn't it?

We should make the earth a better place to live, shouldn't we?

III. Oral Activity

Directions: *In this part there are two oral tasks. Work in pairs or groups to discuss the topic in each task and then show your opinion to the class.*

Task 1. Listen to different versions of *Blowing in the Wind*, the original version by Peter, Paul & Mary and the cover versions by Bob Dylan as well as the famous folk singer Joan Beyer, and choose the one you like best and then list your reasons.

Task 2. Have you heard about the life story of Bob Dylan? What do you know about him as a controversial folksinger?

Song B

Heal¹ the World—Michael Jackson

Think about the generations and to say we want to make it a better world for our children and our children's children. So that they know it's a better world for them; and think if they can make it a better place.

There's a place in your heart
And I know that it is love
And this place could be much
Brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel
There's no hurt or sorrow
There are ways to get there
If you care enough for the living²
Make a little space, make a better place

Heal the world
Make it a better place
For you and for me and the entire³ human race
There are people dying
If you care enough for the living

Make a better place for you and for me
If you want to know why
There's a love that cannot lie
Love is strong
It only cares for joyful giving
If we try we shall see
In this bliss we cannot feel fear or dread
We stop existing and start living⁴
Then it feels that always
Love's enough for us growing
Make a better world, make a better world

Heal the world
Make it a better place
For you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

And the dream we were conceived in
Will reveal a joyful face
And the world we once believed in
Will shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul
Though it's plain to see
This world is heavenly be God's glow

We could fly so high
Let our spirits never die
In my heart I feel you are all my brothers
Create a world with no fear
Together we'll cry happy tears
See the nations turn their swords into plowshares⁵
We could really get there
If you cared enough for the living
Make a little space to make a better place

Heal the world
Make it a better place
For you and for me and the entire human race

There are people dying
 If you care enough for the living
 Make a better place for you and for me

 Heal the world
 Make it a better place
 For you and for me and the entire human race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me

 Heal the world
 Make it a better place
 For you and for me and the entire human race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me

 There are people dying if you care enough for the living
 Make a better place for you and for me
 There are people dying if you care enough for the living
 Make a better place for you and for me
 You and for me / Make a better place
 You and for me / Make a better place
 You and for me / Make a better place
 You and for me / Heal the world we live in
 You and for me / Save it for our children
 You and for me / Heal the world we live in
 You and for me / Save it for our children
 You and for me / Heal the world we live in
 You and for me / Save it for our children
 You and for me / Heal the world we live in
 You and for me / Save it for our children

〈Words〉

heal /hi:l/ *v.* 治愈;拯救
 sorrow /'sɒrəu/ *n.* 悲伤
 bliss /blis/ *n.* 巨大的幸福;福佑
 dread /dred/ *n.* 害怕;恐惧
 conceive /kən'si:v/ *v.* 怀有;抱有
 grace /greis/ *n.* (神的)恩惠;仁慈
 strangle /'stræŋɡəl/ *v.* 扼杀;勒死

wound /wʊnd/ *v.* 伤害;使……受伤
 crucify /'krʊsɪfaɪ/ *v.* 把……钉在十字架上
 heavenly /'hevənli/ *a.* 神圣的
 glow /gləu/ *n.* 光辉;光芒
 sword /sɔ:d/ *n.* 剑
 plowshare /'pləʊʃə/ *n.* 犁头

〈Notes〉

1. The word “heal” is a verb meaning “cure someone who is sick or make a wound healthy again”. It is used here to imply that our world has been badly wounded.
2. The phrase “the living” refers to people who are alive now (生者; 活着的人).
3. The word “entire” in the phrase “for you and for me and the entire human race” means “whole”. Actually, the meaning Michael attempts to express here is “every effort you make or everything you do is for all mankind, including yourself”.
4. “Existing” and “living” here are two sharply contrasting ideas. “Exist” means “stay a-live” (活着); while “live” has a connotation of “lead a happy and meaningful life”.
5. “Sword”, a kind of weapon, stands for “war” here; while “plowshare”, a tool which turns over the soil, is used to refer to “peace”. The phrase “turn their sword into plowshare” means “eliminate war and live in peace”.

〈Appreciation〉

Heal the World, written by Michael Jackson for all the children of the world, was the fifth single of the hit album *Dangerous* released in 1991. As a charity anthem, it is written to appeal to the entire human race to improve the conditions for children throughout the world. Its music video delivered the song’s message with a compilation of footage of sick and needy children, including those whom Michael had helped. It was initially recorded by Michael Jackson, yet the children’s version sounded much more touching because of the way they performed it—with innocence and beauty. The refrains appearing at the end of the song “Heal the world we live in” and “Save it for our children” distinctly bring out the theme of the song that to heal the world we must start by healing our children. And the only way to heal the world is to “make a little space” and “make a better place”, which is stressed repeatedly in the lyrics. The charity single also inspired the creation of the charitable organization “Heal the World Foundation” which aims at offering better medical care to children worldwide and fighting world famine, homelessness and child maltreatment.

Michael Jackson was unquestionably the greatest pop star of the past few decades, and definitely one of the most popular recording artists of all time. Michael Jackson’s works, known as a fusion of many different music styles, mixed elements of Pop, R&B, Funk, Dance, Rock and even Gospel and Soul. Throughout his solo career, Jackson’s versatility allowed him to experiment with a variety of genres and formed his own individual style.



Michael Jackson was born on August 29, 1958, in Gary, Indiana. From an extremely young age Michael displayed a great talent for music and dance. He was a natu-

ral performer and once he grabbed centre-stage during rehearsals with his brothers' group he never let it go. When he was eight, his soulful, mature-beyond-his-years vocals made him the leading singer of the group *The Jackson Brothers* (later renamed *The Jackson 5*). In 1968, the boy group signed with Motown Records, a famous record company in Detroit, and set a chart record when their first four singles (*I Want You Back*, *ABC*, *The Love You Save*, and *I'll Be There*) peaked at number one on the Billboard Hot 100.

Becoming increasingly more interested in solo work, Michael Jackson released his first single *Got to Be There* at the end of 1971. As a solo artist, however, Michael's enormous success began with his teaming up with Quincy Jones. 1979 was an auspicious year for Michael when he and Quincy Jones produced together his debut solo album *Off the Wall*, which produced four Top Ten singles and made Jackson a star all over again. But it was the 1980s that witnessed the most brilliant achievement in Michael's solo career. The album *Thriller*, issued in 1982, was an instant smash and currently remains the most commercially successful album of all time with approximately 110 million copies worldwide. In 1983, he put up a live show on the Yesterday, Today, Forever television special. Wearing a distinctive black sequin jacket and glove decorated with rhinestones, he performed publicly for the first time his signature dance move, the moonwalk (太空步). The albums issued later, such as *Bad*, *Dangerous* and *History*, became the best-sellers without any exception. This finally ascertained his place as the "King of Pop". His unparalleled level of worldwide influence over the younger generation through his musical and humanitarian contributions won him universal esteem and numerous fans' love.

〈Exercises〉

I. Translation

Directions: Translate the following lines into Chinese, considering the whole text of the lyrics and trying to keep the rhythm of the song.

If you want to know why
There's a love that cannot lie
Love is strong
It only cares for joyful giving
If we try we shall see
In this bliss we cannot feel fear or dread
We stop existing and start living
Then it feels that always
Love's enough for us growing
Make a better world, make a better world

And the dream we were conceived in
Will reveal a joyful face
And the world we once believed in
Will shine again in grace
Then why do we keep strangling life
Wound this earth, crucify its soul
Though it's plain to see
This world is heavenly be God's glow

II. Imitation

Directions: Read the following sentences before you learn to sing this song. While you read, please pay attention to the linguistic phenomenon in the underlined letters. English voiceless plosives /p, t, k/ are generally aspirated (送气), but are pronounced in a similar way as their voiced counterparts /b, d, g/ which are unaspirated when they are preceded and followed by vowels.

1. And I know that it is love.
2. There's no hurt or sorrow.
3. Make it a better place.
4. It only cares for joyful giving.
5. We stop existing and start living.
6. Then it feels that always.
7. Let our spirits never die.
8. Create a world with no fear.

III. Oral Activity

Directions: In this part there are three oral tasks. Work in pairs or groups to discuss the following topics and then show your opinion to the class.

Task 1. What comes to your mind when you hear the name: Michael Jackson?

Task 2. Sing this song in chorus, seek some enlightenment from it and share them with the class.

Task 3. Can you recommend some other well-known songs from Michael Jackson to the class?

Part 4 After-class Listening

Song A

Earth Song—Michael Jackson

What about sunrise
What about rain
What about all the things

That you said we were to gain
What about killing fields
Is there a time
What about all the things
That you said was yours and mine
Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
This crying earth this weeping shore
Aaaaaaaaaah Aaaaaaaaaah

What have we done to the world
Look what we've done
What about all the peace
That you pledge your only son
What about flowering fields
Is there a time
What about all the dreams
That you said was yours and mine
Did you ever stop to notice
All the children dead from war
Did you ever stop to notice
This crying earth this weeping shore
Aaaaaaaaaah Aaaaaaaaaah

I used to dream
I used to glance beyond the stars
Now I don't know where we are
Although I know we've drifted far
Aaaaaaaaaah Aaaaaaaaaah

Hey, what about yesterday
(What about us)
What about the seas
(What about us)
The heavens are falling down
(What about us)
I can't even breathe
(What about us)
What about everything
(What about us)

I have given you
(What about us)
What about nature's worth
It's our planet's womb
(What about us)
What about animals
(What about it)
We've turned kingdoms to dust
(What about us)
What about elephants
(What about us)
Have we lost their trust
(What about us)
What about crying whales
(What about us)
We're ravaging the seas
(What about us)
What about forest trails
Burnt despite our pleas
(What about us)
What about the holy land
(What about it)
Torn apart by creed
(What about us)
What about the common man
(What about us)
Can't we set him free
(What about us)
What about children dying
(What about us)
Can't you hear them cry
(What about us)
Where did we go wrong
Someone tell me why
(What about us)
What about baby boy
(What about it)
What about the days
(What about us)

What about all their joy
 (What about us)
 What about the man
 (What about us)
 What about the crying man
 (What about us)
 What about Abraham
 (What was us)
 What about death again
 Do we give a damn

〈Words〉

shed /ʃed/ v. (使)流出
 weep /wi:p/ v. 流泪;哭泣
 pledge/pledʒ/ v. 发誓;作保证
 glance /glɑ:s/ v. 瞥视
 drift /drift/ v. 飘;漂流
 planet /'plænit/ n. 行星
 womb /wʊm/ n. 子宫
 whale /weil/ n. 鲸

ravage /'rævidʒ/ v. 破坏;摧毁
 trail /treil/ n. 小径
 plea /pli:/ n. 恳求;请求
 holy /'həuli/ a. 神圣的
 creed /kri:d/ n. 信条
 Abraham /'eibrəhæm/ n. 亚伯拉罕(传说中的宗教领袖)
 damn /dæm/ n. 丝毫;一点点

〈Exercises〉

I. Questions for Comprehension

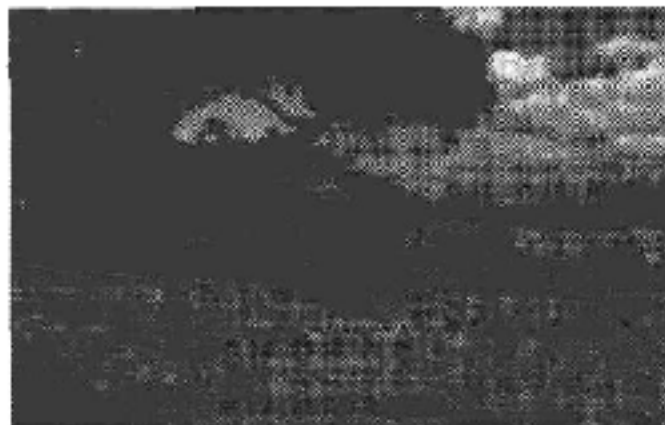
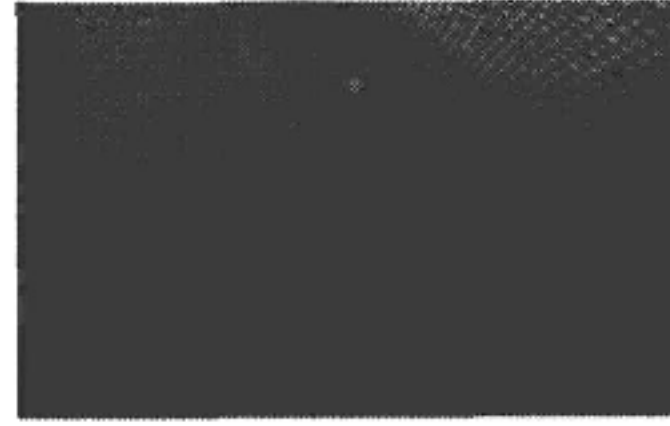
Directions: In this part there are 5 incomplete sentences or questions. For the first 4 sentences or questions, there are 4 choices marked A, B, C and D. Choose the best one based on your understanding of this song. And for the question numbered 5, write down your answers in the space provided.

- As the writer of *Earth Song*, Michael Jackson's attitude towards the earth was _____.
 A. indifferent
 B. optimistic
 C. enthusiastic
 D. anxious
- Which of the following is NOT mentioned about our mother earth?
 A. Some animals might be threatened by extinction.
 B. People might be attacked by contagious diseases.
 C. Innocent children died from war.
 D. Some forests have been jeopardized.
- The expression "give a damn" in the last line most probably means "_____".
 A. feel somewhat annoyed
 B. care a bit
 C. think over

- D. feel a bit scared
4. What do you think might be the theme of the song?
- A. Charity and Help B. Man and Animals
C. Environment and Ecology D. Racial Discrimination
5. Michael Jackson's works were a fusion of many different music styles. Do you like the special way Michael interpret this song? Why or why not?
-

II. Song Adaptation

Directions: In the *Earth Song*, Michael Jackson posed a series of thought-provoking questions from the beginning to the end. Work in groups to adapt the questions into a narration according to your own imagination. You can have some associations based on its video and add more details to the development of the story if necessary. The following pictures may give you some hints but you don't have to follow them in order.



Song B

Tell Me Why—Declan Galbraith

In my dream, children sing
A song of love for every boy and girl
The sky is blue, the fields are green
And laughter is the language of the world
Then I wake and all I see is a world full of people in need

Tell me why, does it have to be like this
Tell me why, is there something I have missed
Tell me why, cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why

Every day, I ask myself
What will I have to do to be a man
Do I have to stand and fight
To prove to everybody who I am
Is that what my life is for
To waste in a world full of war

Tell me why, does it have to be like this
Tell me why, is there something I have missed
Tell me why, cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why (Tell me why)
Tell me why (Tell me why)
Tell me why (Tell me why)
Just tell me why (why, why, why)

Tell me why, does it have to be like this
Tell me why, is there something I have missed
Tell me why, cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why (Why, why does the tigers run)
Tell me why (Why, why do we shoot the gun)
Tell me why (Why, why do we never learn)
Can someone tell us why we let the forests burn
(Why, why do we say we care) Tell me why
(Why, why do we stand and stare) Tell me why
(Why, why do the dolphins cry) Tell me why
Can someone tell us why we let the ocean die
(Why, why if we're all the same) Tell me why
(Why, why do we pass the blame) Tell me why
(Why, why does it never end)

Can someone tell us why we cannot just be friends
 Why Why
 Why, why (Do we close our eyes)
 Why, why (Do the greedy life)
 Why, why (Do we fight for land)
 Can someone tell us why cause we don't understand
 Why Why

〈Words〉

shoot /ʃu:t/ v. 开(枪)

blame /bleim/ n. 责任

ocean /'əʊʃən/ n. 海洋

Song C

If Everyone Cared—Nickelback

From underneath the trees, we watch the sky
 Confusing stars for satellites
 I never dreamed that you'd be mine
 But here we are, we're here tonight
 Singing amen, I'm alive
 Singing amen, I'm alive

 If everyone cared and nobody cried
 If everyone loved and nobody lied
 If everyone shared and swallowed their pride
 We'd see the day when nobody died
 And I'm singing
 Amen I... , I'm alive
 Amen I... , I'm alive

 And in the air the fireflies
 Our only light in paradise
 We'll show the world they were wrong
 And teach them all to sing along
 Singing amen I'm alive
 Singing amen I'm alive

 If everyone cared and nobody cried
 If everyone loved and nobody lied
 If everyone shared and swallowed their pride
 We'd see the day when nobody died
 If everyone cared and nobody cried

If everyone loved and nobody lied
 If everyone shared and swallowed their pride
 We'd see the day when nobody died

 And as we lie beneath the stars
 We realize how small we are
 If they could love like you and me
 Imagine what the world could be

 If everyone cared and nobody cried
 If everyone loved and nobody lied
 If everyone shared and swallowed their pride
 We'd see the day when nobody died
 If everyone cared and nobody cried
 If everyone loved and nobody lied
 If everyone shared and swallowed their pride
 We'd see the day when nobody died

 We'd see the day, we'd see the day
 When nobody died
 We'd see the day, we'd see the day
 When nobody died
 We'd see the day, we'd see the day
 When nobody died

〈Words〉

underneath /ˌʌndəˈniːθ/	prep. 在……底下	swallow /ˈswɒləʊ/	v. 抑制住; 抛开
confuse /kənˈfjuːz/	v. 使糊涂	firefly /ˈfaɪəflaɪ/	n. 萤火虫
satellite /ˈsætəlaɪt/	n. 卫星	paradise /ˈpærədaɪs/	n. 天堂
amen /əˈmen/	interj. 阿门 (用于祈祷或赞美诗结束时, 意为“但愿如此”)	beneath /biˈniːθ/	prep. 在……下面

〈Further Development〉

I. Sentences Reordering

Directions: The following passage is a brief life story of Declan Galbraith, a young English singer. In the second paragraph of the passage, there are 5 sentences in scrambled order. Rearrange the order of the sentences to make them more logical.

Declan Galbraith—a Born Singer

Declan John Galbraith was born on December 19, 1991, in Hoo St Werburgh, England. His father, Alec, is of Scottish descent, while his mother Siobhan comes from a large Irish family. The explosive mix of Scottish and Irish musical traditions in-

spired Declan and became his early musical influence. He still remembered that he could sit there for hours watching Poppy Ben—his grandfather, who played several instruments in a band—and listening to the music. These are some of his very first memories in life.

(A) His first recording was *Walking in the Air*, which was released on a special Christmas hit album, also featuring Westlife and Elton John. (B) His great success in the talent shows stimulated the interest of the major recording company EMI Records, the first company he signed with. (C) Declan's talent was publicly acknowledged for the first time when at just 7 years old he insisted on performing spontaneously at the annual Rochester Dickens Festival, a special day for celebrating the life and times of the famous author Charles Dickens. (D) He loves live performance and the most unforgettable one was his singing in front of more than 22,000 people at an Elton John concert. (E) Little Declan, dressing up as a chimney sweep, started singing and the crowd went wild. Soon after this he started to enter local talent contests and within a year he had won 15 championships.

His first self-titled album, *Declan*, with Irish traditional songs and some specially written material, was a real blockbuster and became chart-topping album in the UK and Ireland. Another big success came during a nationwide tour of Young Voices concerts. It was at the Odyssey Arena, Belfast in December 2002 when he sang live the song *Tell Me Why* with approximately 10,000 children and was also simultaneously linked, by radio and satellite, with more than 80,000 children in their schools all over the UK. The combination of the immeasurable height, the friendliness and gentleness in voice with no intention of expressing technical skills makes him totally different from other vocalists. Declan says that what he wants is to make music of his own, but first and for most is to sing the songs that everybody loves.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

II. More Listening

Directions: Try to find more English songs with the theme of War and Peace and share them with your classmates.

III. Speaking

Directions: Compare song B and C in the After-class Listening part and work in pairs to find out the similarities and differences—including music genre, vocal techniques, lyrical content and so on—between these two songs.

IV. Writing

Directions: Experiment with lyric writing according to the following step-by-step guide.

Step 1: Look at the following picture and write down a list of words or any questions that may occur to you.



Step 2: A verse-chorus form is often adopted in a modern song. Please rewrite the verse part below and the underlined part in the chorus, using the words or questions you have prepared in Step 1.

Verse: In my dream, children sing /ɪ/
A song of love for every boy and girl
The sky is blue, the fields are green /ɪ:/
And laughter is the language of the world
Then I wake and all I see is a world full of people in need /ɪ:/

Chorus: Tell me why, does it have to be like this /ɪ/
 Tell me why, is there something I have missed /ɪ/
 Tell me why, cause I don't understand /æ/
When so many need somebody
We don't give a helping hand /æ/
 Tell me why

Step 3: Polish what you have written with rhyming pattern. The original verse part uses the rhyming pattern of ABABA, which means that lines 1, 3, and 5 rhyme while lines 2 and 4 don't. And the chorus part uses a more complicated rhyming pattern of AABCBC, which means lines 1, 2, 3 and 5 rhyme (lines 1, 2 use the rhyme different from that of lines 3, 5) while lines 4 and 6 don't. You can either follow its rhyming pattern or use a new one.

Step 4: Exchange your final product with another classmate. Read each other's works to make improvements on your own writing. And then try to sing the lyrics you have written to the melody of Declan Galbraith's *Tell Me Why*.

Part 5 Achievement Test

I. Listening Comprehension (30%)

Directions: Listen to the following part of *Heal the World* carefully and then fill in the blanks numbered from 1 to 10, with two words at most.

If you want to know why
 There's a love that cannot (1) _____

Love is strong
 It only cares for (2) _____
 If we try we shall see
 In this (3) _____ we cannot feel fear or dread
 We stop (4) _____ and start living
 Then it feels that always
 Love's enough for us growing
 Make a better world, make a better world

 Heal the world
 Make it a better place
 For you and for me and the (5) _____ human race
 There are people dying
 If you care enough for the (6) _____
 Make a better place for you and for me

 And the dream we were conceived in
 Will (7) _____ a joyful face
 And the world we once (8) _____
 Will shine again in (9) _____
 Then why do we keep strangling life
 Wound this earth, crucify its soul
 Though it's plain to see
 This world is (10) _____ be God's glow

II. Multiple Choice (20%)

Directions: *There are 10 incomplete statements or questions in this part. For each statement or question there are 4 choices marked A, B, C and D. Choose the best one according to what you have learned from this unit.*

- Which of the following is NOT one of the typical characteristics of traditional folk music?
 - It was kind of rural music.
 - Nobody knew clearly who its composers were.
 - Initially it hadn't written form.
 - It had been the music of the upper class.
- The first folk revival began in _____.
 - 1950s
 - 1970s.
 - 1980s
 - 1960s
- At the age of eight, Michael Jackson became the _____ of the boy group *the Jackson 5*.
 - drummer
 - leading vocalist

- C. keyboardist
D. backup vocalist
4. Which of the following is the music genre of the song *Blowing in the Wind*?
A. Pop
B. Jazz
C. Country music
D. Folk music
5. Which album of Michael Jackson sells an estimated 110 million copies world-wide?
A. Dangerous
B. History
C. Off the Wall
D. Thriller
6. Michael Jackson's *Heal the World* inspired the creation of "Heal the World Foundation" whose aim is to _____.
A. raise money to create better music
B. promote women's social status
C. fight starvation, homelessness and child abuse
D. call for joint efforts to save resources for our children
7. In 1965, Bob Dylan's musical style changed dramatically from _____ to _____.
A. country music; folk
B. folk; rock
C. rock; folk
D. folk; blues
8. Which word can NOT be used to describe the song *Blowing in the Wind*?
A. anti-war
B. ambiguous
C. thought-provoking
D. light-hearted
9. *If Everyone Cared* is sung by _____.
A. Nickelback
B. Declan Galbraith
C. Bob Dylan
D. Michael Jackson
10. The singer of *Tell Me Why*, Declan Galbraith, comes from _____.
A. America
B. Scotland
C. England
D. Ireland

II. Word Reference (20%)

Directions: In this part there are 10 definitions. Try to find a word in the songs for each of them.

- | | |
|--|----------|
| 1. to give an appearance of something that is not true | 1. _____ |
| 2. to flow against something | 2. _____ |
| 3. be unable to tell one thing from another | 3. _____ |
| 4. great happiness | 4. _____ |
| 5. cry | 5. _____ |
| 6. move easily and lightly on the water | 6. _____ |
| 7. cure; make someone healthy again | 7. _____ |
| 8. the mercy (of God) | 8. _____ |
| 9. hold back | 9. _____ |

10. an insect that shines in the dark

10. _____

N. Translation (30%)

Directions: *In this part there are 5 English sentences from the songs in the After-class Listening. Please translate them into Chinese and write down your translation in the space provided.*

1. What about all the peace that you pledge your only son?

2. Did you ever stop to notice this crying earth this weeping shore?

3. Do I have to stand and fight to prove to everybody who I am?

4. And in the air the fireflies; our only light in paradise.

5. If everyone shared and swallowed their pride, we'd see the day when nobody died.

Unit Ten Friendship

Part 1 Cultural Background and Related Information

Folk music (民歌音乐), since the middle of the 20th century, has been used to describe a kind of popular music that is based on traditional music. Actually, the terms *folk music*, *folk song*, and *folk dance* are comparatively recent expressions. They are extensions of the term *folk lore*, which was coined in 1846 by the English antiquarian William Thomas to describe “the traditions, customs, and superstitions of the uncultured classes.”

The post World War II folk revival in America and in Britain brought a new meaning to the word. Folk was seen as a musical style different from commercial “popular” or “pop” music.

English folk music has produced or contributed to several important musical genres, including ballads, carols, sea shanties, jigs, hornpipes, protest songs, work songs and dance music. It can be seen as having distinct regional and local variations in content and style. Cultural interchange and processes of migration mean that English folk music, although in many ways distinctive, has particularly interacted with the music of Scotland, Ireland and Wales. A wide variety of traditional instruments are often used such as fiddles, tin whistles (锡笛), accordions and bagpipes (风笛).

It has also interacted with other musical traditions, particularly classical and rock music, influencing musical styles and producing musical fusions, such as electric folk, folk punk and folk metal. There remains a flourishing sub-culture of English folk music, which continues to influence other genres and occasionally to gain mainstream attention.

To make it clearer, traditional folk music merged with rock and roll to form folk rock performers such as The Byrds, Simon & Garfunkel and The Mamas & the Papas. In the 1980s artists like Phranc and The Knitters propagated cowpunk or folk punk, which eventually evolved into alt country (另类乡村音乐). Neofolk began in the 1980s, fusing traditional European folk music with post-industrial music, historical topics, philosophical commentary, traditional songs and paganism. The genre is largely European. Anti-folk, began in New York City in the 1980s. Folk punk, known in its early days as rogue folk, is a fusion of folk music and punk rock. It was pioneered by the London-based Irish band The Pogues in the 1980s.

Part 2 Warm-up

Directions: *Column A is a list of phrases about different types of friends. Match them with their Chinese equivalents in Column B.*

Column A	Column B	Column A	Column B
1. bosom friend	A. 点头之交	6. nodding acquaintance	F. 患难之交
2. fair-weather friend	B. 忘年之交	7. cross-generation friend	G. 酒肉朋友
3. sweetheart friend	C. 知心朋友	8. mutual friend	H. 男女朋友
4. friend in need	D. 共同的朋友	9. intimate friend	I. 亲密的朋友
5. Damon and Pythias	E. 生死之交		

Part 3 In-class Listening

Song A

Auld Lang Syne—Mairi Campbell

Should auld acquaintance be forgot
And never brought to mind
Should auld acquaintance be forgot
And auld lang syne¹

For auld lang syne, my jo²
For auld lang syne
We'll tak a cup o' kindness yet
For auld lang syne³

And surely ye'll be your pint-stowp⁴
And surely I'll be mine
And we'll tak a cup o' kindness yet
For auld lang syne

For auld lang syne, my jo
For auld lang syne
We'll tak a cup o' kindness yet
For auld lang syne

We twa hae run about the braes
And pu'd the gowans fine⁵
But we've wander'd mony a weary foot
Sin auld lang syne⁶

For auld lang syne, my jo
 For auld lang syne
 We'll tak a cup o' kindness yet
 For auld lang syne

We twa hae paidl'd I' the burn
 Frae morning sun till dine⁷
 But seas between us braid hae roar'd
 Sin auld lang syne⁸

For auld lang syne, my jo
 For auld lang syne
 We'll tak a cup o' kindness yet
 For auld lang syne

For auld lang syne, my jo
 For auld lang syne
 We'll tak a cup o' kindness yet
 For auld lang syne

〈Words〉

auld /ɔ:ld/	a. <苏格兰>老的,旧的	brae /brei/	n. 斜坡,山坡
lang /læŋ/	a. <苏格兰>长的	gowan /'gauən/	n. 春白菊
syne /sain/	a. 自彼时至此时,曾经(=since)	wander /'wɒndə/	v. 迷路,迷失方向
acquaintance /ə'kweintəns/	n. 相识,熟人	mony /'mɒni/	n. <苏格兰><英方>多,许多 (=many)
jo /dʒəu/	n. <苏格兰>情人,爱人	weary /'wiəri/	a. 疲倦的,厌倦的
pint /paɪnt/	n. 品脱	burn /bɜ:n/	n. <苏格兰>小溪,小河
stowp /stəʊp/	n. <苏格兰>酒壶,大杯子(=stoup)	frae /frei/	prep. <苏格兰>从,自(=from)
twa /twɑ:/	n. <苏格兰>二(=two)	roar /rɔ:/	v. 吼叫,怒号
hae /hei,hæ/	v. 有,表示(=have)		

〈Notes〉

1. Here "auld" means "old", lang is equal to "long", and "syne" takes the meaning of "since". So the phrase "auld lang syne" means "the good old days" (美好的昔日). The first stanza raises two thought-provoking questions, that is, should we forget our old friends and never think about them? Should we forget our good old days? With these two questions, the answer is definitely "No." The beginning stanza thus sets a foregoing groundwork for the following lines. Then it seems natural for the lyrics to elaborate on the memories of the good old days.

2. "My jo" means "my dear", referring to the old friend.

3. The whole line "we'll tak a cup o' kindness yet for auld lang syne" means "let's

take a cup of kindness to celebrate the good old days. ”

4. Here “ye” is an Archaic (古老的) expression for “you”; “be” stands for “buy”; “pint-stowp” here means a pint cup. Therefore, this line means that “of course you will buy yourself a pint cup of drink, so will I. ”

5. Here “pu’d” indicates “picked”, so the whole line is saying that “we two have run about the slopes, and picked beautiful flowers (gowans)”.

6. In this line, “mony a ” is equal to “many a” indicating “a large number of”. “Sin” means “since”. So the whole line means that “but in the good old days, we often got lost and thus walked a long distance, which made us very tired. ” This line actually describes the two friends’ shared experience to enjoy themselves.

7. In this line, “paidl’d” is used for “paddled”, “I” for “in” and “dine” for “dinner time. ” Therefore, the whole line can be paraphrased as “we two have paddled in the stream from morning till evening. ”

8. “Braid” here means “broad” modifying “seas”. The line “seas between us braid hae roar’d sin auld lang syne” here means the broad seas between us have roared ever since the good old days. This line is also a recall of the past experience of the two friends.

〈Appreciation〉

Auld Lang Syne is one of the most classical and fascinating songs in many English-speaking and other countries. Its lyrics are originally a Scottish poem written by Robert Burns in 1788 and later set to the tune of a traditional folk song.

As to the origin of the song, it is said that it was Robert Burns who ever sent a copy of the original song to the Scots Musical Museum saying that “The following song, an old song of the olden times, and which has never been in print, nor even in manuscript until I took it down from an old man”. In fact, some of the lyrics were indeed “collected” instead of composed by the poet himself. However, as to whether the melody used today is the same as the one Robert Burns originally wanted to have still remains skeptical. The truth is that the song is now well known in Scotland and in other parts of the world.

The song begins by posing a rhetorical question as to whether the old times and old friends should be forgotten, and the first stanza is generally interpreted as a call to remember long-standing friendships. Rhyming (押韵) in the lyrics (e. g. “fine” is in rhyme with “syne”) makes the verses more readable and poetic. The tune of *Auld Lang Syne* now commonly sung is a five-tone Scots folk melody, probably originally a sprightly dance in a much quicker tempo.

It is believed that Britons, especially Scots, spread the custom of singing the song on Hogmanay (〈苏格兰〉大年夜,除夕) or New Year’s Eve to other parts of the world when they emigrated to the other places. The person who popularized the use of the song to usher in the New Year in America is often attributed to Guy Lombardo, a Canadian band leader, who did it by his annual broadcasts on radio and television beginning in

1929. Actually, this song even became his trademark.

Auld Lang Syne is often sung to celebrate the start of the New Year when it strikes the midnight, the practice of which is to show that they bid farewell to the old times and will soon embrace a whole new world. Besides celebrating the New Year, the song is widely used to symbolize other endings or new beginnings like farewells, funerals, graduations, etc. For example, In some Asian countries, this song is used at the graduation ceremonies, indicating farewell or departure from the old friends. In China students sing the song in Chinese entitled *Friendship for Ever*. It is also sung at student graduations and funerals, which carries the meaning of the ending of relationships.

Mairi Campbell is a Scottish singer, fiddler and musician. She was born and raised in Edinburgh, the capital of Scotland. She formed traditional music group called The Cast with her partner Dave Francis, who later became her husband in 1994. They have a deep love for traditional music of all kinds, but reserve a particular place for the work of Robert Burns, the fiddle music of Scotland and Scotland's rich ballad heritage. They are polished, relaxed and engaging performers, with a deep knowledge of their material and its sources.

Mairi is also the musical director of a folk song choir based in Edinburgh. Besides, she is participating in several other musical projects. Mairi has been much praised for her singing voice and musical skills, and has won several prizes. For example, she was named Scots Singer of the Year during the Scots Traditional Music Awards in 2007, and in 2008 she won the Live Ireland Music Award for Best Female Musician of the Year, as well as the award for Best Composition of the Year.



Her soft lilting tones provided a profoundly moving soundtrack to *Sex and the City* and made it to No. 1 on the American Billboard charts. Mairi Campbell's performance of *Auld Lang Sang* has become a musical classic. Presumably, actress Sarah Jessica Parker remembered hearing The Cast performing the song in 1999 honoring fellow Scot Sean Connery, and then suggested the song would be part of the film's soundtrack. Mairi has ever commented that "What was great about *Sex and the City* and *Auld Lang Syne* is that they gave me the confidence to go on and launch my solo career, use my own voice and perform my own songs."

〈Exercises〉

I. Paraphrase

Directions: Paraphrase the following sentences based on your understanding of the whole text of the lyrics.

1. Should auld acquaintance be forgot, and never brought to mind? Should auld acquaintance be forgot, and auld lang syne?

2. We'll tak a cup o' kindness yet, for auld lang syne

3. We twa hae run about the braes, and pu'd the gowans fine.

4. But we've wander'd mony a weary foot, sin auld lang syne.

5. We twa hae paidl'd I' the burn, frae morning sun till dine.

II. Listen and Sing

Directions: Listen to one of the most well-known modern versions of Auld Lang Syne from the movie *Waterloo Bridge* (《魂断蓝桥》). Find out as many differences as possible between the two versions. Then try to learn and sing this song together.

Auld Lang Syne

Should auld acquaintance be forgot
And never brought to mind
Should auld acquaintance be forgot
And days of auld lang syne
For auld lang syne my dear
For auld lang syne
We'll take a cup o' kindness yet
For auld lang syne

And here's a hand, my trusty friend
And gie's a hand o' thine
We'll take a cup o' kindness yet
For auld lang syne
For auld lang syne my dear
For auld lang syne
We'll take a cup o' kindness yet
For auld lang syne

III. Oral Activity

Directions: Auld Lang Syne is used widely not only at New Year's Eve, but also in some other situations like farewell parties, graduation ceremonies, funerals, ushering customers out at the end of a business day. Work in groups of four or five and (1) think about a situation in which you can use this song and compose your own lyrics. Remember you need to change the lyrics according to different situations. (2) Perform your own Auld Lang Syne with the changed lyrics (in English or Chinese) in class and ask the class to guess the situation of your song. The group who can clearly convey the information will win.

Song B

That's What Friends are For—Dionne Warwick & Friends

And I never thought I'd feel this way
And as far as I'm concerned
I'm glad I got the chance to say
That I do believe I love you
And if I should ever go away
Well then close your eyes and try
To feel the way we do today
And then if you can remember

Keep smiling, keep shining
Knowing you can always count on me, for sure¹
That's what friends are for
For good times and bad times
I'll be on your side forever more²
That's what friends are for

Well you came in loving me
And now there's so much more I see
And so by the way I thank you
Oh and then for the times when we're apart
Well then close your eyes and know
The words are coming from my heart
And then if you can remember

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
And good times and bad times
I'll be on your side forever more
That's what friends are for

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for

Keep smiling, keep shining
Knowing you can always count on me, for sure
That's what friends are for
For good times and bad times
I'll be on your side forever more
That's what friends are for

〈Words〉

concern /kən'sɜ:n/ v. 涉及, 关系到

count /kaunt/ v. 计算在内

forever /fə'revə/ a. 永远, 永恒

apart /ə'pɑ:t/ a. 分离

〈Notes〉

1. "Count on sb." means "rely on sb." And "for sure" is an adverbial phrase meaning "certainly". This line is a reassurance given by a friend that whatever happens, you can always rely on me for help and support.

2. "Be on one's side" means "be a supporter of sb." (支持某人)

〈Appreciation〉

That's What Friends Are For was written in 1982 by Burt Bacharach and Carole Bayer Sager and introduced by Rod Stewart for the soundtrack of the film *Night Shift* (大夜班). Afterwards there appeared many versions of the song. However, the song is far better known for its cover version by Dionne Warwick and her friends (Gladys Knight, Elton John and Stevie Wonder). It was released as a charity single in the United Kingdom and the United States in 1985 and recorded as a benefit for American Foundation for AIDS Research, and raised over US \$ 3 million for that cause. The tune became Billboard's number one single of 1986.

The Dionne and Friends version of the song won the performers the Grammy Award for Best Pop Performance by a Duo or Group with Vocal, as well as Song of the Year for its writers, Bacharach and Bayer Sager. It was also ranked by *Billboard* magazine as the most popular song of 1986. Even today, the song is still regarded as the best song for friendship. In 2009 this song was performed by Yu Quan in honor of Obama's first visit to China.

The song depicts a deep love between friends. Its melodious music, beautiful lyrics and the four glamorous singers' performance make the song a classic one, revealing the essence of friendship. It is not exaggerating to say that nobody can live a better life without friends. We all will go through ups and downs in our life. What inspires us to go ahead without fear is the fraternal love, assistance and encouragement from our friends, who seem to be our saviors sometimes. They are enormously generous towards us. Just like the lines in the song "good times and bad times I'll be your side forever

more”, the words from our friends will surely make us strong and lucky in our life.

Dionne Warwick is an American singer and actress. The soulful vocalist Dionne Warwick was born Marie Dionne Warrick (with no “w”) in East Orange, New Jersey on December 12, 1940 and grew up in a family that loved gospel music. She got the surname Warwick because her name was misspelled as Dionne Warwick on her recording contract in 1962 when the composer Burt Bacharach invited her to cut a version of his song *Don't Make Me Over* and the song became a Top 40 hit.

As a performer, she has charmed and entertained audiences on every continent, amassing a worldwide audience. There are a few important “firsts” that make Dionne Warwick a true pioneer. Dionne Warwick received her first Grammy Award in 1968 (for the classic *Do You Know the Way to San Jose?*), and in so doing became the first African-American solo female artist of her generation to win the prestigious award for Best Contemporary Female Vocal Performance. This award has only been awarded to one other female African-American legend, Ella Fitzgerald.



Songs like *Do You Know The Way To San Jose*, *Message To Michael*, *This Girl's In Love With You*, *I'll Never Fall In Love Again*, and *Reach Out For Me*, established Dionne Warwick as a consummate artist and performer. Known as the artist who “bridged the gap,” Dionne’s soulful blend of pop, gospel and R&B music transcended race, culture, and musical boundaries.

Warwick ranks as the 20th most popular hit-maker of the entire rock era (1955 – 1999). According to Billboard Magazine, Warwick ranks second only to Aretha Franklin as the most popular female vocalist with 56 chart singles on the Billboard Hot 100 Charts from 1962 through 1998.

In addition to singing, Dionne’s pioneering efforts have focused on leading the music industry in the fight against AIDS. Throughout the world, Dionne has devoted countless hours to a wide range of humanitarian causes, serving as the U. S. Ambassador for Health throughout the Eighties. On October 16, 2002 she was named a global Ambassador for the United Nations’ Food and Agriculture Organization (FAO), based in Rome, Italy.

Dionne’s status as a musical icon and humanitarian is legendary. With her own star on the Hollywood Walk of Fame, she continues to work tirelessly with various organizations dedicated to empowering and inspiring others.

⟨Exercises⟩

I . Lyrics Adaptation

Directions: Suppose there is a contest about songs entitled “That’s What _____ Are For.” You can put words like “classmates, sisters, fathers, teachers, etc.” in the

blank. What do you want to say? Compose your own song by resorting to your imagination and creativity.

II. Imitation

Directions: Read the following sentences or sentence fragments before you learn to sing this song. While you read, please pay attention to the part where liaison is involved.

1. And I never though t I'd feel this way
2. And as far as I'm concerned
3. That I do believe I love you
4. And if I should ever go away
5. Well then close your eyes and try.
6. That's what friends are for
7. Knowing you can always count on me, for sure
8. Well you came in loving me

III. Oral Activity

Directions: Read the following proverbs and sayings about "friends" and comment on them with your own experiences and opinions.

1. A friend in need is a friend indeed.
2. A father is a treasure, a brother is a comfort, but a friend is both.
3. Friendship multiplies joys and divides grieves.
4. He is a good friend that speaks well of us behind our backs.
5. I cannot be your friend and your flatterer too.
6. A faithful friend is the medicine of life.

Part 4 After-class Listening

Song A

Directions: Listen to the following song carefully and then fill in the blanks numbered from 1 to 10 with three words at most.

Your Friend—Declan Galbraith

If you're feeling all alone
If somebody (1) _____
Don't you worry about a thing
I'll dry your eyes
Everything'll be all right

The sun is gonna (2) _____
 I will bring a summer breeze
 Turn your grey skies into blue
 If you need (3) _____ just call me
 Cos you don't have to face it (4) _____

 (Remember) Everybody (5) _____
 Everybody needs a friend
 Everybody wants (6) _____ in this world
 (Remember) Someone who will always be there
 Right until the very end
 (No matter where you are, you can (7) _____
 I'll always be your friend)

 If you need a place to run to
 (8) _____ when the rain comes down.
 I'll be there to make you smile
 When the circus leaves town
 And even in your darkest hour
 When every little thing (9) _____
 Let me be your satellite, I will (10) _____ through the night
 If you ever need a helping hand just call me
 And I will come running back to you

 (Remember) Everybody needs affection
 Everybody needs a friend
 (Everybody wants the same thing in this world.)
 (Please remember) Someone who will always be there
 Right until the very end
 (No matter where you are, you can count on me
 I'll always be your friend)

 Together we will face the world
 And try to live our dreams
 I'll always pick you up when you are down
 And if we have to say goodbye and go our separate ways
 I want you to remember I'll always feel this way

 Everybody needs affection
 Everybody needs a friend
 (Everybody wants the same thing in this world.)
 (Please remember) Someone who will always be there

Right until the very end

(No matter where you are, I'll always be your friend)

Everybody wants the same thing in this world. Please remember

No matter where you are, you can count on me

I'll always be... your friend

〈Words〉

dry /draɪ/ v. (使)干燥, (使)变干

breeze /briz/ n. 微风

affection /ə'fekʃən/ n. 友爱

shelter /'ʃeltə/ n. 遮盖物

circus /'sɜ:kəs/ n. 马戏团, 杂技团

satellite /'sætəlaɪt/ n. 卫星

down /daʊn/ a. 情绪低落的; 沮丧的

〈Exercises〉

I. Questions for Comprehension

Directions: In this part there are 5 incomplete sentences or questions. For the first 4 sentences or questions, there are 4 choices marked A, B, C and D. Choose the best one based on your understanding of this song. And for the question numbered 5, write down your answers in the space provided.

1. In the song, the line "Don't you worry about a thing" most probably means _____
 - A. why do you worry about a thing
 - B. you don't have to worry about a thing
 - C. I don't want to let you down
 - D. I won't allow you to turn me down
 2. According to the lyrics, which of the following statement is NOT true?
 - A. A friend will make you smile when you are in a low mood.
 - B. A friend is someone you can count on wherever you are.
 - C. A friend will offer you a helping hand when you are in need.
 - D. A friend is someone who should cry together with you when you're feeling all alone.
 3. What is the tune of this song?
 - A. Painful.
 - B. Miserable.
 - C. Soulful.
 - D. Critical.
 4. What is the song trying to express to us?
 - A. The singer's devotion to his friend.
 - B. The singer's eagerness to win love.
 - C. The singer's willingness to be independent.
 - D. The singer's happiness in finding a partner.
 5. Do you agree with this song? What do you want to say to your best friend?
-

II. Crazy Story

Directions: *Work in groups of 8-10 with each member choosing one of verbs from the song (like cry, run, dry, bring, face, leave, guide, count, need, etc.) and write it down on a piece of paper. Take turns to make up a crazy story with the words written on your paper and the last student should end the story. Then a representative from each group reports it to the class. You can either follow the beginning part given below or start your story in your own way. The group with the craziest story wins.*

III. The beginning of the story

One day, a man was trapped under a fallen van he had been repairing. As he cried for help and darkness fell, it seemed he would be left there all night. . . .

Song B

I Will Be Your Friend— Amy Grant

When every moment gets too hard
The end of the road can feel so far
No matter how much time we're apart
I'm always near you

I'll be the shelter in your rain
Help you to find your smile again
I'll make you laugh at a broken heart
Wherever you are

'Cause I'm never gonna walk away
If the walls come down some day
All alone and you feel afraid
Be there when you call my name
You can always depend on me
I believe until forever ends
I will be your friend

I will be your friend
So many people come and go
But nothing can change the you I know
You'll never be just a face in the crowd
And time will show
Through the seasons and the years
I will always hold you dear, never you fear

'Cause I'm never gonna walk away
If the walls come down some day

All alone and you feel afraid
 Be there when you call my name
 You can always depend on me
 I believe until forever ends
 I will be your friend

 'Cause I'm never gonna walk away
 If the walls come down some day
 All alone and you feel afraid
 Be there when you call my name
 You can always depend on me
 I believe until forever ends
 I will be your friend

 I'll be your rock when every candle burns down low
 And I want you, and I want you to know
 'Cause I'm never gonna walk away
 If the walls come down some day
 All alone and you feel afraid
 Be there when you call my name
 You can always depend on me
 I believe until forever ends
 I will be your friend

 I will be your friend
 'Cause I'm never gonna walk away
 If the walls come down some day
 All alone and you feel afraid
 Be there when you call my name
 You can always depend on me
 I believe until forever ends
 I will be your friend
 I will be your friend

〈Words〉

crowd /kraud/ *n.* 人群, 群众

rock /rɒk/ *n.* 支柱, 靠山, 庇护所

Song C

I Will Be Your Friend—Michael W. Smith

So many memories and so many miles
 The road that stretches behind us

We've had some laughter and our share of tears
But all these moments unite us

I'll be your friend for a lifetime
Against the wind and the rain of every season
Won't walk away in the hard times
I will be your friend
I'm saying I will be your friend

Sure as the river runs to the sea
High as the mountain that reaches
You were there by my side till the end
(And) helped me on my feet again

I'll be your friend for a lifetime
Against the wind and the rain of every season
Won't walk away in the hard times
I will be your friend
I'm saying I will be your friend

So in the valley walk on
Don't have to face it alone
'Cause in the hard times
We keep growing strong
As we learn, as we live
That we live when we give

I'll be your friend for a lifetime
Against the wind and the rain of every season
Won't walk away in the hard times
I will be your friend
I'm saying I will be your friend

〈Words〉

stretch /stretʃ/ *v.* 伸展, 伸长

valley /'væli/ *n.* 山谷

share /ʃeə/ *n.* 一份, 份额

〈Further Development〉

I. Short Answer Questions

Directions: The following passage is a brief introduction to Amy Grant, one of Christian music's most influential performers and a secular pop star. There are five questions or incomplete statements. Read the passage carefully. Then answer the questions

or complete the statements in the fewest possible words (not exceeding 10 words).

Amy Grant's Music Career

If you want to know Amy Grant's story, all you really have to do is listen to her songs. From the first time she picked up a guitar as a teenager and sang for her school friends, to the albums she's recorded that have racked up multi-platinum awards, Amy's always found a musical way to share her life. And in the process, she's not only become an icon in Christian music (and could, in fact, be credited with launching the genre) but also one of the most celebrated artists in pop music today.

Music was always a part of Amy Grant's life. In fact, one of Grant's first performances was at a chapel service for her fellow students. The event was essential for Amy—it unveiled not only a musical talent, but a true gift of connecting with her peers. From that day on, Amy Grant was marked as an artist, a role model, a kindred spirit (志趣相投的人) and a seeker. Through the next 25 years none of those titles ever faded away.

Although Amy Grant is truly a daughter of Nashville, she was actually born in Augusta, Georgia in 1960 during her father's doctor's residency there. Amy was still a baby when the family returned to Nashville. The youngest of four daughters, Amy and her sisters (Mimi, Kathy and Carol) grew up in a home of privilege, strong family loyalty and fervent religious faith. In church she learned the hymns and stories that would inspire both her life and her music. During her years at Nashville's most prestigious private schools, those inspirations found a home and an outlet as Amy began dabbling with songwriting and performing.

Grant made her debut as a teenager, and gained fame in Christian music during the 1980s with such hits as *Father's Eyes*, *El Shaddai*, and *Angels*. During the 1980s and 1990s she became one of the first gospel artists to cross over into mainstream pop, on the heels of her successful albums *Unguarded* and *Heart in Motion*, the latter of which included the number-one single *Baby Baby*.

Grant has won six Grammy Awards, 25 Gospel Music Association Dove Awards, and had the first Christian album ever to go Platinum. *Heart in Motion* is her highest selling album, with over five million copies sold in the United States alone. She was honored with a star on Hollywood Walk of Fame in 2005 for her contributions to the entertainment industry.

Today following so many years of sharing her music around the world, Amy hosts her first primetime network television series "Three Wishes" on NBC. Wishes come true in the series providing the hopes and dreams of deserving people in towns all across America.

It seems a lifetime ago that a young Nashville girl picked up her guitar and her heart and decided she had something to say to the world. Today Amy Grant would tell you she never meant to leave a legacy, she was just doing what she loved. But those who have been touched by her and her music know differently. Amy Grant knows how to capture a heart. She's been sharing her life, her music and her faith for decades—and

somehow, through that amazingly graceful and vulnerable spirit she's caught up thousands in her circle.

1. The musical styles of Amy Grant's songs are _____.
2. Amy's albums always found a musical way to _____.
3. Where was Amy Grant born?

4. Which of her album is the highest selling one?

5. According to the passage, how many Grammy Awards has Amy Grant won?

II. More Listening

Directions: Try to find more English songs with the theme of friendship and share your feelings after listening to them with your classmates.

III. Speaking

Directions: After listening to all the five songs above, do you have a deeper understanding of friendship? Work in groups and take turns to speak up your views on what a friend is. You should start each sentence with a letter in alphabetic order. For example:

A friend is...

Accepts as you are _____

Believes in you _____

C _____

D _____

...

Yells when you won't listen

Zaps you back to reality _____

Maybe you have many friends, but just think how many of them can accomplish A to Z? Please have good care for your true friends. Show them how much you care about them.

IV. Writing

Directions: Look at the following picture. Work in pairs and discuss what she may be listening to. Then write down what occurs into your mind and share it with your classmates. Don't forget to use your imagination and make up some interesting things, may it be stories, lyrics or poems, etc.

