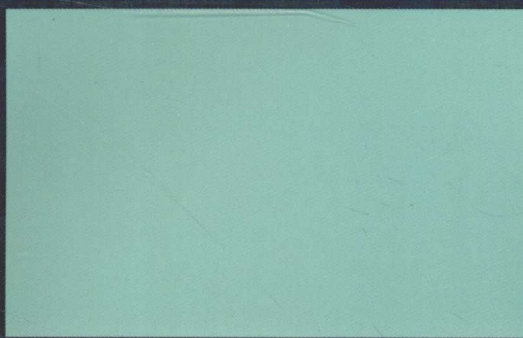




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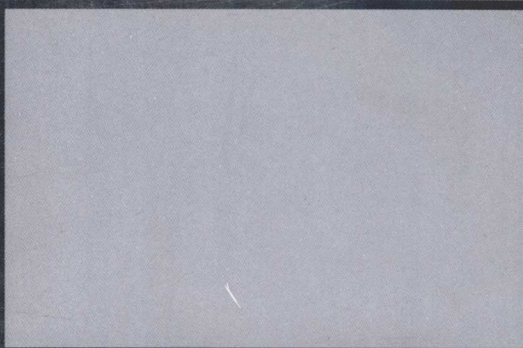
Student's Book



艺术类 大学英语 2

College English for Art Majors

(第2版)



主编 余渭深
编 张桂萍 王新奇



重庆大学出版社
<http://www.cqup.com.cn>

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艺术类 大学英语 ②

College English for Art Majors

(第2版)

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前言

多年以来,如何提高艺术类专业学生的大学英语教学质量一直是国内大学外语教学界所关注的重要问题之一。一般来讲,艺术类学生对于普通模式的大学英语教学不是那么感兴趣,他们在英语基础和英语学习热情等方面与其他专业学生存在着较大的差别。针对这些差别,如何调动学生的学习积极性,如何为学生开设符合学生实际英语水平、符合学生实际需求、符合学生认知特点的英语课程,是提高教学质量关键所在。

不论是原《大学英语教学大纲》,还是《大学英语课程教学要求》中,都没有针对艺术类专业学生作出专门规定。因此,长期以来,在大学英语教学中,他们在英语基础、认知倾向、性格特征、兴趣诉求和学习策略等方面的特殊性往往没有得到足够的重视,造成了很多方面的错位,阻碍了英语学习的进步。其主要错位有以下三个方面。

第一,英语水平和认知能力的错位。艺术专业学生的专业基础和认知能力达到了大学程度,但是英语水平却远未跟上。

第二,兴趣诉求和语言素材主题的错位。艺术专业学生对于与自己专业的文化知识和提高英语水平都很有兴趣,但是这种兴趣诉求在以通识知识为主要内容的大学英语课堂上却往往得不到满足。

第三,学习策略方面的错位。艺术专业学生好动不好静,采用的学习策略倾向于亲身参与体验,一般的大学英语教材难以激发他们参与学习、体验创新等过程的积极性。

要帮助学生克服这种种错位不是一件轻而易举的事情,需要我们对这类学生的英语教学进行新的设计,包括教学大纲、教材编写、教学方法等多方面的改革。其中教材编写是整个教学改革设计的关键所在。

基于这些认识和对学生的需求分析,重庆大学出版社组织多位专家和一线教师编写了全新的《艺术类大学英语》系列教材。在编写中我们遵循《大学英语课程教学要求》的基本精神,在语言能力的培养上既考虑学生起点低的现实,也考虑《教学要求》的规定,实事求是地提高学生的英语水平,帮助学生逐渐达到《教学要求》的一般要求,力求使这套教材具有以下特点。

第一,以文化为导向,突出艺术领域的通识文化。在充分考虑艺术类学生专业兴趣的前提下,尽量拓展各类艺术专业相关的文化背景,突出艺术教育的通识文化知识,充分挖掘相关的艺术史和社会题材。

第二,各分册之间以及与后续课程的无缝衔接。本系列教材分基础教材和专业应用教材两部分。1—4册综合类为基础教材,贯穿3条基本线索,即艺术主题、功能语言和文化。主题选择分别按照艺术家、艺术作品、艺术与社会、艺术与人生的顺序编排。语言技能安排:1册着重训练叙述能力(narration);2册着重训练描写和说明能力(description and exposition),3册和4册着重训练论证能力和批判思维能力(argumentation and

critical thinking)。文化线索着眼于培养学生的跨文化交际能力。与第4册综合类平行的第4册专业应用教材,按艺术类各主要分支学科分别编写,独立成册,包括音乐类、舞蹈类,美术类,艺术设计类,戏剧类、影视类、广播类等,强调各专业的语言交际特点和文化背景,帮助学生从综合英语学习有效过渡到后续专业英语课程的学习。

第三,循序渐进的练习模式和体验式的学习策略。遵循controlled – semi-controlled – free的顺序设计语言练习。首先围绕单元主题开展相关的语言技能学习,将词汇和句型学习融合到相关练习中的提示和范例中去,为学生学习起到引领作用。强调通过模仿去学习语言,鼓励学生学用结合、鼓励参与、鼓励体验、鼓励模仿。练习任务的设计也着眼于与他们未来职业相关的交际场景,特别设计了场景链接(Scenario Link)模块,鼓励场景再现和团队协作,为学生提供未来真实艺术场景的模拟语言训练,使学生的英语学习与今后的艺术活动紧密联系起来,做到学以致用。

第四,教材的人文性和工具性。本教材以学生的专业通识知识为基础,重点发展学生的基础英语能力,力求有效地把语言学习、文化交流和艺术背景融为一体,既是英语学习教材,也不失为一套艺术小百科。选材大多是艺术史中著名的艺术家和经典的艺术作品,令人赏心悦目,陶冶情操。

第五,艺术浓郁的版式设计。考虑到艺术类学生的思维特点,教材版式的设计感和艺术感较强,既能够通过充分调动其审美情趣来激发学生英语学习的兴趣,又能够通过唤起其形象记忆来提高他们的学习效率。

第六,配套完善,轻松教学。本套教材充分利用多媒体现代技术,开发了多媒体学习光盘和电子课件,使课堂教学更加生动有趣,也极大地减轻了教师的备课工作量,让老师腾出更多时间进行创新型教学的思考和准备。后续推出的教学资源平台和学术交流平台,为教师从事艺术类大学英语教学和科研提供优质服务。

基于以上特点,本教材一定能够推动相关学校的艺术类大学英语教学改革,为学生提供一套适合反映自己的专业文化、适合自己的学习特点、适合自己语言发展水平的好教材。希望通过这套教材,艺术专业学生英语学习不再艰难,他们会发现学在其中、用在其中、也乐在其中,着实提高他们的英语能力。

希望更多的老师通过对本教材疏漏和错误的指正,也通过对教材的创造性使用,加入到这种再创造的有益的尝试中来。

编者
2015年1月

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Module 3 Culture Link

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Module 4 Scenario Link

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- Role Play: Invite Classmates to Join a Dance Club
- Writing: How to Perform a Kind of Dance

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The Cultural Meaning of Colours

- Presentation of Information on Coco Chanel
- Writing and performing: Winning Speech as a Fashion Designer / Model / Maker

- Passage A Shakespeare’s Tragedy: *Hamlet*
- Passage B Henrik Ibsen’s Play: *A Doll’s House*

Coffee / Bar Culture

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Unit 1



Music: A Universal Language

Introduction

In this unit, you will:

- Learn how to talk about likes and dislikes.
- Get to know some famous musical works.
- Improve your listening, reading and writing abilities.
- Enhance your cultural awareness: Concert etiquette.

Lead-in

- 1 Here is the sheet music of the famous song *Silent Night*. Can you sing it out? Listen to the recording of the song and sing along.



Silent Night

words by Joseph Mohr
trans. John F. Young

tune by Franz Gruber, alt.
harm. by Carl H. Reinecke

1. Si - lent night, ho - ly night, all is calm, all is bright
2. Si - lent night, ho - ly night, shep - herds quake at the sight,
3. Si - lent night, ho - ly night, Son of God, love's pure light

round yon vir - gin moth - er and child, Ho - ly in - fant so ten - der and mild,
glo - ries stream from heav - en a - far, heav'n - ly hosts sing al - le - lu - ia,
ra - diant beams from thy ho - ly face with the dawn of re - deem - ing grace.

sleep in heav - en - ly peace, sleep in heav - en - ly peace,
Christ the Sav - iour is born, Christ the Sav - iour is born!
Je - sus, Lord at thy birth, Je - sus, Lord at thy birth.

- 2 Tell your partner how the song makes you feel, and then discuss together what you know about the history of the song. You can refer to the information below to help you.

Silent Night is a popular Christmas carol(圣诞颂歌). The original lyrics of the song were written in German by the Austrian priest Father Joseph Mohr and the melody was composed by the Austrian headmaster Franz Xaver Gruber. In 1819, John Freeman Young, second Bishop(主教) of Florida, published the English translation that is most frequently sung today. The version of the melody that is generally sung today differs slightly (particularly in the final strain) from Gruber's original, which was a sprightly(充满活力的), dance-like tune in 6/8, as opposed to the slow, meditative(沉思的) lullaby(摇篮曲) version generally sung today. Today, the lyrics and melody are in the public domain.

Module 1 Learn to Talk

In this part, first you are going to learn how to ask and respond to questions concerning likes and dislikes. Then you are going to listen to a passage about a famous musical film.

Do You Like Classical Music?

- 1 Joe and Bob are roommates. They are talking while listening to classical music. Listen to the model dialogue and underline the expressions of likes and dislikes.

Joe: Do you like classical music, Bob?

Bob: No, not much. Do you like it?

Joe: Well, yes, I do.

Bob: Which melodies do you like best?

Joe: Beethoven's *Ninth Symphony* and Mozart's *Piano Concerto No. 24 in C Minor* are just fascinating.

Bob: Really? But to me, classical music is hard to understand.

Joe: Yes, it takes special knowledge and close attention to appreciate classical music. So, what kind of music appeals to you?

Bob: Pop music, of course. It's easy and often has a simple and clear rhythm. I'm crazy about Jay Chou. What about you? Don't you like him?

Joe: Ugh! His songs make my stomach turn!

Tips of Pragmatics: Likes and Dislikes

- Be careful to use “very much” or “a lot” in expressing likes and dislikes. These words should go after the thing that you like.
- Pay attention to the formality of the words: the word “dislike” is a formal word, while “hate” (不喜欢) is quite informal.
- To talk about your general likes or dislikes, follow this pattern: like something or like doing something.

- 2 Listen to the dialogue again and repeat after the speakers, paying special attention to the expressions or sentences showing the speakers' likes and dislikes.
- 3 Which of the following musical works have you listened to? Mark them and determine which one(s) you like best and think about the reasons for your choice. Then take turns asking and answering questions with your partner about each other's favourite musical works. The expressions in the following box may help.

<i>Trouble Is a Friend My Love</i>	<i>Rolling in the Deep</i>	<i>Skyfall</i>
<i>Sound of Silence</i>	<i>Lemon Tree</i>	<i>Moon River</i>
<i>Casablanca</i>	<i>Yesterday Once More</i>	<i>The Blue Danube</i>
<i>Butterfly Lovers' Violin Concerto</i>	<i>The Yellow River Piano Concerto</i>	
<i>Moonlight Sonata</i>		

Useful Expressions and Patterns

■ If you love something	I love... I adore...
■ If you like something a lot	I like... very much.
■ If you like something	I quite like... I like...
■ If you neither like nor dislike something	I don't mind listening to...
■ If you don't like something	I don't like... I dislike listening to...
■ If you really dislike something	I don't like... at all. I can't stand... I can't bear... I hate...

What Kind of Music Do You Like?

- 1 Listen to the dialogue and write down what the speakers like and dislike.

New Words

rap	/ræp/	n.	说唱, 快板乐
hip-hop	/'hɪphɒp/	n.	嘻哈乐
loose	/lu:s/	a.	宽松的
jeans	/dʒi:nz/	n.	牛仔裤
dye	/daɪ/	vt.	染; 把……染上颜色
sight	/saɪt/	n.	情景; 奇观
particular	/pə'tɪkjələ/	a.	特殊的 (in particular 特别, 尤其)

Laura:



Max:

- 2 Listen to the dialogue again and do a role play of the conversation with your partner to inquire about which kind(s) of music listed below your partner likes. You can refer to the expressions and patterns listed in the following box.

folk music	classical music	light music	electronic music
carol	rap	R&B	jazz
disco	hip-hop	rock 'n' roll	

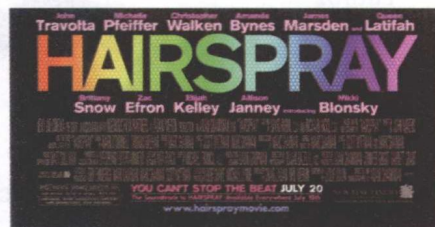
Useful Expressions and Patterns

Inquiries	Likes	Dislikes
Do you like/love/enjoy...	Yes, I like/love/enjoy...	No, I don't like... at all.
Do you have a fondness for...	Yes, I'm quite/very fond of...	No, I don't think much of...
Are you fond of...	Yes, I'm crazy/mad about...	I'm not particularly keen on...
Are you keen on...	I'm keen on...	No, I can't stand/bear...
Are you a ... fan?		

(continued)

How do you like...? What do you think of...	I like... very much. I love... I'm crazy/mad about...	Well, I'm not interested in... I'm not too keen on... ... makes my stomach turn.
Which do you prefer, A or B? What would you like, A or B? What's your favourite...? What kind of... do you like?	I prefer... to... I especially like... My favourite... is... I like...	

A Popular Musical



Before You Listen

- 1 Do you know how to read the following proper names and words? Try to read them aloud.

Proper Names

Tracy

Maybelle

Corny Collins Show

You Can't Stop the Beat

Words

hairspray

overweight

host

contest

release

local

demonstration

beat

teenager

permit

arrest

- 2 Have you heard of the musical *Hairspray*? If you know it, tell your partner what you know about the two main characters, Tracy and Maybelle.

While You Listen

- 1 Listen to a passage and identify Tracy and Maybelle from the pictures above and match the descriptions with the characters by putting the letters besides the corresponding character.

Tracy: _____

Maybelle: _____

- is a big teenage girl with big hair
- owns a record store
- organises a demonstration
- loves music and dancing
- dances together with all other teenagers, both black and white, in the competition
- becomes a dancer at the popular local television show
- hosts the *Corny Collins Show* on the day when black teenagers dance

- 2 Listen again and complete the following sentences with the information you get from the passage.

- The musical film *Hairspray* was released in _____ on _____.
- Tracy is _____ the *Corny Collins Show*.
- The black teenagers are permitted to be on the show once _____.
- Tracy believes that black and white teenagers should _____.
- At the end of the film, black and white teenagers dance together on _____ television for _____.

After You Listen

Discuss the following questions in groups.

- What do you know about the racial problems in the United States?
- Have you seen the following musicals? Translate them into Chinese, select one of the musicals and talk about it.

The Sound of Music

My Fair Lady

Beauty and the Beast

Westside Story

Phantom of the Opera

Cats

Mama Mia

Fiddler on the Roof

Rent