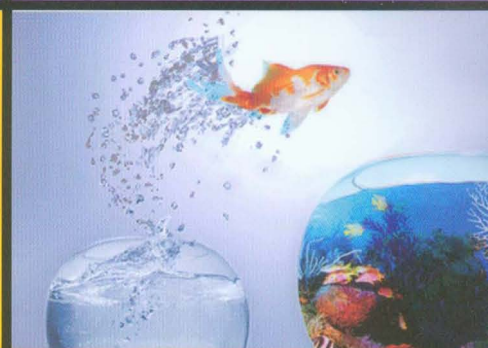




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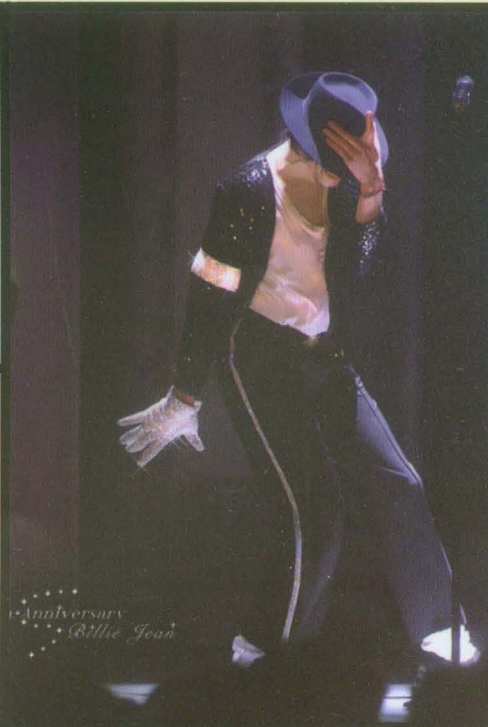
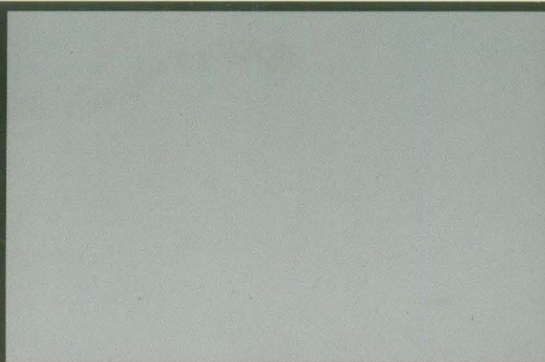
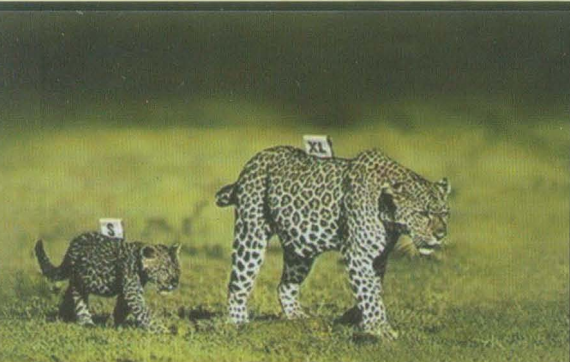
Student's Book



# 艺术类 大学英语 ③

College English for Art Majors

(第2版)



总主编 余渭深

主 编 杨晓斌 肖 红



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邮编: 401331

电话: (023) 88617190 88617185 (中小学)

传真: (023) 88617186 88617166

网址: <http://www.cqup.com.cn>

邮箱: [fxk@cqup.com.cn](mailto:fxk@cqup.com.cn) (营销中心)

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# AR 艺术类大学英语

College English for Art Majors

**总主编** 余渭深

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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,是提高教学质量的关键所在。

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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# Unit 1



## *The Power of Music*

### Introduction

In this unit, you will:

- Learn how people talk about musical works.
- Learn how musicians create their music.
- Improve your language abilities.
- Enhance your cultural awareness: American Lindy Hop dance.



## Lead-in

Watch the video about the song *Heal the World* by Michael Jackson. Work in pairs. Discuss the following questions with each other and then share your answers with your classmates.

- (1) What is this song mainly about?
- (2) What do you think are the main factors that may contribute to the success of a piece of music?
- (3) What kind of social responsibilities should an artist take?



## Module 1 Learn to Talk

*In this part, first you are going to learn how to make comments on musical works. Then you are going to practise listening for some key information about the song “Heal the World”.*

### Speaking

- 1 Listen to the dialogue, and pay attention to how the two speakers make comments on the song *Heal the World*.

Kent: Hi!

Mary: Hello!

Kent: I'm going shopping for CDs this weekend. Would you like to come along?

Mary: Sure, that sounds great. What kind of CDs would you like to buy?

Kent: I'd like to buy Michael Jackson's album *Dangerous*.

Mary: Oh, I see. You must have been attracted by his song *Heal the World*.

Kent: Yes, I think this song has a very powerful meaning! I think it amazing that Michael Jackson uses his songs to put a message across the world!

Mary: To be honest, I really don't like him but I have to admit he has some great songs and this is definitely one of them. He sings about nature and the world as a whole and I admire him for that.

Kent: Michael Jackson is a genius, as far as I can see. This song reminds me of my childhood and some very sweet memories. Really he's the true King of Pop.

Mary: This song reminds me of what happened on September 11, 2001. I wish everyone would make this world a better place instead of fighting stupid wars and having people die.

Mary: Actually, he wanted to make a change in this world through charities, helping promote awareness of the world with his songs.

Kent: I totally agree with you. This song, especially its lyrics really touches me a lot, not to mention such very beautiful music, melody tones!

Mary: It makes me want to be a better person inside and to help others who are less fortunate.

Kent: This shows how powerful music can influence people!

2 Listen to the dialogue again, repeat it sentence by sentence.

3 Work in pairs. Talk with each other about your favourite work of art (a song, a movie, a painting, etc.), using the following expressions when necessary.

### Language Tips

- I think...
- I think it amazing/wonderful/marvelous...
- I really don't like...
- I admire him / her for...
- As far as I can see... / In my opinion,
- Really he's the true king / a great master of...
- This song / movie / painting touches / moves me a lot.
- It makes me want to...

## Listening

### Before You Listen

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

#### Proper Names

Staples Center

Auguste Rodin /əu'gu:st rədin/

Piero della Francesca /'piərəu delə fræn'seskə/

Giorgio Morandi /'dʒɔ:dʒəu mɔrændi/

Los Angeles

Giotto /'dʒɒtəu/

Deepak Chopra

**Words**

memorial	request	reminder	anthem	refrain
reportedly	abhorrent	clutter	cluster	documentary
haphazard	banality	pose		

- 2 Do you like listening to Michael Jackson's songs or watching him dance? Why or why not?
- 3 Can you name some other famous artists? Share your knowledge with your partner.

**While You Listen****What Did Michael Jackson Want to Tell the World?**

- 1 Listen to the short passage about the song *Heal the World* and choose the best answer to each question below.
  - (1) Why did people sing the song *Heal the World* at the Staples Center on July 7, 2009?
    - A. To celebrate the success of this song.
    - B. To mourn the death of Michael Jackson.
    - C. To inspire people with the music.
    - D. To close its service for several days.
  - (2) What message does the song send to people around the world?
    - A. We should work together to make this world a better place.
    - B. We must keep requesting new things.
    - C. We must desire a better life.
    - D. We should actively engage in charity work.
  - (3) What did Michael Jackson think about this song?
    - A. He thought it's the most beautiful song he created.
    - B. He regarded it as motivation for poor children.
    - C. He thought it's the song that he was most proud to have created.
    - D. He regarded it as a reminder for those who do charity work.
- 2 Listen again and discuss the following questions with a partner.
  - (1) Why did the author's daughter ask to listen to the song *Heal the World* again and again?
  - (2) What does the refrain "Make it a Better Place" mean to people who do charity work?
  - (3) Why did Michael Jackson set up the Heal the World Foundation?

## How Did Robert Chunn Become a Painter?

- 1 Listen to the interview with an American painter — Robert Chunn — and decide whether the following statements are True (T) or False (F).

- \_\_\_\_\_ (1) To Robert, the color and form of objects are more interesting than their use.  
\_\_\_\_\_ (2) He is greatly influenced by the works of the Italian Primitives.  
\_\_\_\_\_ (3) He is interested in nothing else except painting.  
\_\_\_\_\_ (4) The form and color of still lifes are very boring to Robert.  
\_\_\_\_\_ (5) To be an artist one needs to learn to draw from life first.

- 2 Listen again and fill in the blanks with the information you hear.

- (1) I was in my early twenties when I discovered that I was \_\_\_\_\_ a painter.  
(2) The subject has to \_\_\_\_\_ somehow.  
(3) There's a tender sensitivity and calm in their works that \_\_\_\_\_.  
(4) They possess all the qualities of form and color that are needed to keep a painter occupied \_\_\_\_\_.  
(5) First, \_\_\_\_\_ carrying a sketchbook with you wherever you go.

## After You Listen

- 1 Role play

Interview: Work in pairs and create a dialogue according to the following instructions. Then present it to the class.

Student A: Suppose you are a college journal newspaper reporter and appointed to interview a famous pop singer. Prepare some questions to ask him / her. The questions below are for your reference.

- When did you first start to learn singing?
- Could you tell us some more about your work?
- What is it that inspires you to sing?
- What famous singers have influenced you most, and how?
- What do you do for fun (besides singing)?
- What are the main factors that led to your success?
- What advice would you give to a music student just starting out?

Student B: Suppose you are a famous singer and now a college newspaper reporter is going to interview you. Think about what you want to say. For example, try to explain to the reporter what you believe are the main reasons for your success.



## 2 Group discussion

Work in groups of four. Each of you will have a cue card named A, B, C and D. Read the art quote on the card and make comments on it. Then share your ideas with your partners.

Card A

Music should strike fire from the heart of man, and bring tears from the eyes of woman.  
Ludwig van Beethoven

Card B

Music can save people, but it can't in the commercial way it's being used. It's just too much. It's pollution.  
Bob Dylan

Card C

Take a music bath once or twice a week for a few seasons, and you will find that it is to the soul what the water-bath is to the body.  
Oliver Wendell Holmes

Card D

Music washes away from the soul the dust of everyday life.  
Berthold Auerbach

## Module 2 Learn to Read

*In this part you are going to read two passages about musical artists and their influence. After reading you are going to do some follow-up exercises to improve your reading skills and enlarge your vocabulary.*

## Before You Read

1 Communicate with other students about the following questions.

- (1) Why do some artists become important?
- (2) How does a piece of artistic work influence you?
- (3) What elements do you think a piece of famous music or a song ought to have?
- (4) What contributes to a successful artist?

2 Watch a video about the song called *The Lonesome Death of Hattie Carroll* by Bob Dylan, who is an American singer, song-writer, musician, poet, and painter. After watching and listening, discuss with your classmates the questions below.

- (1) What social issues does the song reveal?
- (2) How does Bob Dylan feel about the death of Hattie Carroll?
- (3) How did social events influence the artists and their works?

Below are the lyrics of the song *The Lonesome Death of Hattie Carroll*, which might help you better understand it.

### The Lonesome Death of Hattie Carroll

William Zanzinger killed poor Hattie Carroll  
With a cane that he twirled around his diamond ring finger  
At a Baltimore hotel society gathering  
And the cops were called in and his weapon took from him  
As they rode him in custody down to the station  
And booked William Zanzinger for first-degree murder  
But you who philosophize disgrace and criticize all fears  
Take the rag away from your face  
Now ain't the time for your tears  
William Zanzinger, who at twenty-four years  
Owns a tobacco farm of six hundred acres  
With rich wealthy parents who provide and protect him  
And high office relations in the government of Maryland  
Reacted to his deed with a shrug of his shoulders  
And swear words and sneering, and his tongue it was snarling  
In a matter of minutes on bail was out walking  
And you who philosophize disgrace and criticize all fears  
Take the rag away from your face

Now ain't the time for your tears

Hattie Carroll was a maid of the kitchen  
 She was fifty-one years old and gave birth to ten children  
 Who carried the dishes and whole lot of the garbage  
 And never sat once at the head of the table  
 And didn't even speak to the people at the table  
 Who just cleaned up all the food from the table  
 And emptied the ashtrays on a whole other level  
 Got killed by a blow, lay slain by a cane  
 That sailed through the air and came down through the room  
 Doomed and determined to destroy all the gentle  
 And she never done nothing to William Zanzinger  
 And you who philosophize disgrace and criticize all fears  
 Take the rag away from your face  
 Now ain't the time for your tears

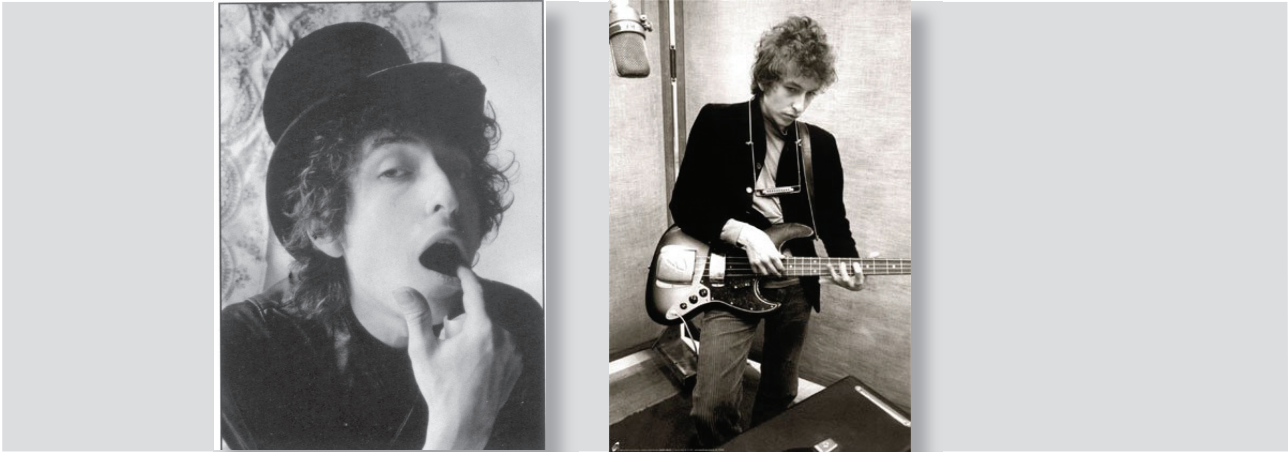
In the courtroom of honor, the judge pounded his gavel  
 To show that all's equal and that the courts are on the level  
 And that the strings in the books ain't pulled and persuaded  
 And that even the nobles is properly handled  
 Once the cops have chased after and caught 'em  
 And that the ladder of law has no top and no bottom  
 Stared at the person who killed for no reason  
 Who just happened to be feeling that way without warning  
 And he spoke through his cloak, most deep and distinguished  
 And handed out strongly, for penalty and repentance  
 William Zanzinger with a six-month sentence  
 Oh, but you who philosophize disgrace and criticize all fears  
 Bury the rag most deep in your face  
 For now's the time for your tears

### *While You Read*

Read the following passage quickly and answer the questions beside each paragraph.

## Passage A

### Bob Dylan's Songs and Civil Rights



1. Bob Dylan is not just another famous musician. His works over the past few decades have become the **anthems** of various movements, political views and public opinion. Bob Dylan's work was **at the forefront of** the civil rights movement, with many songs directly influenced by current events. Over the years, his music has **incorporated** several styles including pop music, folk music, **gospel**, rock and even jazz. His musical topics included political, social, **philosophical** and literary works and influences — he became a **reluctant figurehead** of “social **unrest**” in the 1960s.
2. Bob Dylan's songs often **took on** real life experiences of current events, such as the murder of Medgar Evers, a civil rights worker (*Only a Pawn in Their Game*) and the death of a black hotel **barmaid** called Hattie Carroll (*The Lonesome Death of Hattie Carroll*). He also expressed the **despair** of the farming and mining communities with *Ballad of Hollis Brown* and *North Country Blues*. Many people **associated** themselves and their current situation with Bob Dylan's songs. His musical **genres** changed to fit each situation and current theme. Many civil rights musical pieces were, **significantly**, folk songs, as this genre was **intertwined** with this movement.
3. In his song *The Lonesome Death of Hattie Carroll* he factually describes the event of her murder **at the hands of** a wealthy young white **tobacco** farmer named William Zantzinger (or Zanzinger as pronounced in his song). Despite Zantzinger being found **guilty** for her murder, he was sentenced to a **mere** 6 months in county **jail** for the **appalling** crime. In the song *Only a Pawn in Their Game* Bob Dylan **highlights** the deep-seated **racism** in the Mississippi **judicial** system which **resulted in** various **deadlocks** on the **perpetrator's** guilt and allowed him to walk free for many years after the murder.

*What is the main idea of the first paragraph?*

gospel /'gɒspəl/ 福音音乐

figurehead /'figəhed/ 名誉领袖；有名无实的领导人

*What has influenced Bob Dylan's songs?*

genre /ʒɑːŋr/ 流派

intertwine /,intə'twain/ 交织

*What do the two songs reflect?*

appalling /ə'pɔːlɪŋ/ 令人震惊的

judicial /dʒu'diʃl/ 司法的

perpetrator /'pəːpətreɪtə/ 行凶者



4. Bob Dylan has **been seen as** a hero of the people particularly in the 1960s as his music highlights **intense** political concerns and social needs. While he has completed many musical works for various issues throughout his life, Bob Dylan **is most noted for** his works on the civil rights movement. This has meant that many people, particularly African-American culture, regard Bob Dylan as a highly important individual and a pioneer of human rights. What made his work so much more powerful was that he was a white man delivering a message about black people's rights. At that time, white people paid much closer attention to the words of a white man than that of a black man, and Bob Dylan saw the opportunity for delivering the message in its most powerful form: music. Bob Dylan was an **avid** supporter of the civil rights movement, and he used his position as famous musician to support this and become the voice of many black people within American society.

*Why was he seen as a hero of the people in the 1960's?*

avid 热心的

## After You Read

Based on the information you read, discuss with your partner about the following questions.

- (1) Why is Bob Dylan an important artist?
- (2) Why did Bob Dylan's songs make him so famous?
- (3) What do you think of him? Do you agree or disagree with what has been said about him?

## Notes

1. Civil Rights Movement 美国民权运动。这是第二次世界大战后美国黑人反对种族隔离与歧视，发起的一场争取民主权利的群众运动。

2.



Medgar Wiley Evers(1925—1963) 梅德加·W. 埃弗斯。美国著名黑人领袖，民权主义者，1963年被暗杀于密西西比州省府杰克逊市。



3. Mississippi 密西西比(美国州名)。密西西比州是美国南部的一个州，面积123 584平方千米，在50州内列第32位。首府杰克逊(Jackson)。州名来自印第安语，意为“大河”，别名“木兰花州(The magnolia state)”。