

College English for Art Majors



艺术类 大学英语③

教师用书

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Teacher's Book



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Unit 1 The Power of Music

I. Background Information

Music communicates with our hearts and minds ; it serves as a powerful connection into our emotions. Music is versatile, it has the ability to relax or invigorate (鼓舞). Music is memorable, it can transport us in an instant to places we want to be.

Our society today is a visual one that is inevitably influenced by the arts : painting, prints, photography, movies, television, and literature. Artists have used their medium as a way to influence people's opinions throughout history, for both noble and corrupt purposes. In doing so, the aim of the artist is to convey the facts of an issue and influence people's opinions to either garner (获得) support or disapproval for a particular cause.

In this unit you are going to learn how the artists create their works by taking on real life and how these works influence people.

II. Notes

1. Notes to Lead-in

迈克尔·约瑟夫·杰克逊(英语:Michael Joseph Jackson,1958年8月29日—2009年6月25日),被广泛认为是1970年代以来对西方流行文化影响最巨大的歌手,并长期保持多个国家的唱片销量记录,发起多个慈善活动和基金会,曾多次受到西方大国政府首脑的召见,亦被认为是美国乃至西方国家1980年代至1990年代流行文化的象征人物。1969年,他以杰克逊五人组乐队(初期称为 Jackson 5)主唱身份出道,而于1971年开始了个人独唱生涯。截至2009年8月,他已在全世界销售了超过10亿张唱片,他的《颤栗》(Thriller)专辑是人类音乐史上销量最高的唱片,全球销量超过1.04亿张(2006年吉尼斯世界纪录)。迈克尔·杰克逊获得19座格莱美奖,26座全美音乐奖,并在美国有17首冠军单曲(包括 Jackson 5时期),曾两次得到诺贝尔和平奖提名,并是极少数被迎入摇滚名人堂三次的艺人之一。单曲《Thriller》的音乐录像带为全球第一支有故事内容的MV,被誉为全世界“最伟大的音乐录像带”,并在音乐录像带的艺术性上“前进了一大步”。迈克尔·杰克逊与猫王、披头士被认为是流行乐史上并列的最伟大的三组歌手,也是吉尼斯世界纪录评鉴的“人类史上最成功艺人”。

2. Notes to Module 1

(1) Dangerous

1991年11月30日,迈克尔发行了新专辑《危险之旅》(Dangerous)。迈克尔创记录性的与索尼唱片公司签订了高达8亿9千万美元的天价合约。在《危险之旅》世界巡演中,迈克尔宣布成立他的“治愈世界基金”成立。《危险之旅》专辑包括《Who Is It》《Give In To Me》《Gone Too Soon》(为年轻的艾滋病受害者瑞安·怀特所作),和随后成为电影《威鲸闯天关》主题曲的《Will You Be There》等单曲及其音乐电视。

不过专辑中最为成功和流行的单曲为《Jam》《Remember The Time》《Black Or White》《In The Closet》以及《Heal The World》。

(2) Jackson's memorial

迈克尔·杰克逊的追思会,2009年美国时间7月7日上午10时,杰克逊的悼念仪式:“In Loving Memory of Michael Jackson King of Pop 1958 — 2009”追思会在洛杉矶斯台普斯中心举行,当天有大量演艺明星及超过2万名观众参加,全球观赏人数共超过31亿。这场告别式号称是暨洛杉矶奥运会后洛杉矶市举办最大的公众活动。

(3) Heal the World Foundation

迈克尔·杰克逊:上帝派我来地球就是干这个的,为小孩做这样的事是我生命的一部分。我是上帝的特别信使,我没理由感到难过。治愈世界基金会是一个慈善机构,由美国已故流行乐天王迈克尔·杰克逊创立于1992年,该组织的名字来源于杰克逊的同名单曲Heal The World,是一个致力于保护儿童权益的组织。成立慈善机构的目的是向儿童提供医药服务和帮助世界上饥饿、无家可归、被剥削和虐待的儿童。杰克逊希望“可以通过这个基金会改善全世界儿童的情况,杰克逊将46吨物资空运至萨拉热窝,实行反毒品和酒精滥用的教育并资助了数百万计的不幸儿童,包括为一名匈牙利儿童的肝脏移植手术全额付款。没有提交年度会计报表使得该机构在2002年失去了免税地位。一个同名的组织2008年在加利福尼亚州成立,杰克逊的经纪公司目前正在采取法律武器对这不公平竞争和商标侵权组织提起诉讼。

(4) Giorgio Morandi

乔治·莫兰迪(1890 — 1964)生于意大利波洛尼亚,是意大利著名的版画家、油画家。青年时考入波伦亚艺术学院,曾经长期在这所学院担任美术教师,教授版画课程。莫兰迪既推崇早期文艺复兴大师的作品,也对此后各种流派的大胆探索有着强烈共鸣。

(5) Giotto di Bondone

乔托·迪·邦多纳(1267 — 1337)意大利画家与建筑师,被认定为是意大利文艺复兴时期的开创者,被誉为“欧洲绘画之父”。乔托的艺术创作不仅是对14世纪意大利文艺复兴美术影响极大,后来的马萨乔、达·芬奇、米开朗琪罗都十分重视向他学习。乔托创立的现实主义原则超越了一般技法范畴,从而具有典范意义。

(6) Piero della Francesca

皮耶罗·德拉·弗朗切斯卡(1415 — 1492),意大利文艺复兴初期著名画家。在意大利文艺复兴时期的第二代人文画家中,弗朗切斯卡是具有标志性的代表。他的作品精彩地诠释了艺术、几何和一个高水平的复杂的文化系统——包括神学、哲学以及社会现实。不论是他的一生还是他的作品中,都彰显着他所处时代的知识和精神价值,也都凝聚着传统与现代、宗教与人文、理性与美学等多方面因素对他的影响。他的艺术创作严格遵从透视画法、人物的庄重造型和光线的表现力,对意大利南部的文艺复兴美术影响甚深——尤其是菲拉拉画派和威尼斯画派。

(7) Auguste Rodin

奥古斯特·罗丹(1840 — 1917)法国雕塑艺术家,他在很大程度上以纹理和造型表现他的作品,并倾注以巨大的心理影响力,被认为是19世纪和20世纪初最伟大的现实主义雕塑艺术家,罗丹在欧洲雕塑史上的地位,正如诗人但丁在欧洲上的地位,罗丹和他的两个学生马约尔和布德尔,被誉为欧洲雕刻“三大支柱”。

3. Notes to Module 2

The Lonesome Death of Hattie Carroll

歌曲“哈蒂·卡罗尔的寂寞之死”。Billy Zantzing 是美国马里兰州查尔斯郡的一个富有的烟草农场主。1963 年 2 月, 24 岁的 Zantzing 参加了当地的一个白人联谊舞会。在舞会上, 因为黑人女招待哈蒂·卡罗尔为他拿酒的时间太长, 他竟然用手杖对着 51 岁的卡罗尔猛打, 并将其殴打致死。在接受法庭审讯时, Zantzing 声称自己当时喝醉了, 而且对于袭击卡罗尔之事没有丝毫的印象。最后, Zantzing 以过失杀人和袭击的罪名仅仅被判了 6 个月的监禁。这个不公正的审判在当时的美国社会引起了极大的非议。鲍勃·迪伦也被此事激怒了, 那一年的 10 月, 他在曼哈顿 17 大道的一家咖啡馆里坐了一整夜, 创作出了歌曲《哈蒂·卡罗尔的寂寞之死》。为了避免诽谤罪的指控, 他将凶手化名为威廉·赞琴格 (William Zanzinger)。

III. Language Points**Passage A****◆ Important Words and Expressions ◆**

incorporate [in'kɔ:pəreit] *vt.* to include or contain; to have as a component 包含; 吸收

- e. g. 1. We shall try to *incorporate* some of your ideas in our future plan.
2. We will *incorporate* your suggestion in the new plan.

reluctant [ri'lʌktənt] *adj.* unwilling to become involved; not eager 不情愿的; 勉强的

- e. g. 1. Shops are often *reluctant* to take back unsatisfactory goods.
2. The workers are *reluctant* to be ordered around by the employers.

unrest [ʌn'rest] *n.* a state of disturbance or turbulent change or development 动荡; 动乱; 骚动

- e. g. 1. The government also fears that persistent price rises could lead to social *unrest*, as they have in the past.
2. The main impulse for the *unrest* came from extremist.

despair [dis'pɛə] *n.* the feeling that everything is wrong and nothing will turn out well 绝望; 令人绝望的人或事

- e. g. 1. If not for you, I must be shivering in the *despair* and fear, groaning painfully.
2. The song moved him so much that he struggled in *despair* to free himself.

associate [ə'səʊʃieit] *vt.* to make a logical or causal connection 联想; 联系

- e. g. 1. What do you want people to *associate* with your song?
2. Many people have forgotten the rituals and only *associate* Christmas with presents.

significantly [sig'nifikəntli] *adv.* in an important way or to an important degree 显著地; 有重大

意义的

- e. g. 1. Even last year the nation's eating habits changed significantly.
2. Eating a good diet *significantly* lessens the risk of heart disease.

guilty [ˈɡɪlti] *adj.* responsible for or chargeable with a bad act 有罪的;内疚的

- e. g. 1. He still feels quite guilty when he look back on the past.
2. There is no denying the fact that he is guilty of murder.

mere [miə] *adj.* It means to emphasize how unimportant or inadequate something is, in comparison to the general situation you are describing. 仅仅的;不过

- e. g. 1. The President's visit to the slums was a mere pose.
2. If everything we have is measured by the mere value of dollars and cents, life is not truly worthwhile.

highlight [ˈhaɪlaɪt] *vt.* to move into the foreground to make more visible or prominent or to emphasize 突出;强调;使显著

- e. g. 1. In the job interview, you just highlight only those achievements that make you the best candidate for the job.
2. One way to do this is to highlight only your key achievements over the years, rather than all tasks performed by you.

deadlock [ˈdedlɒk] *n.* a situation in which no progress can be made or no advancement is possible 僵局;僵持

- e. g. 1. We can only make minor concessions, but it might break the deadlock.
2. With all of this information, it should be possible to resolve the deadlock.

intense [ɪnˈtens] *adj.* in an extreme degree 强烈的;强大的

- e. g. 1. I'm not an active exerciser and my muscle may be not strong enough for such an intense sport.
2. Not all the missions are as intense as these, but some of them really are fantastic.

take on 采用;采纳;呈现

- e. g. 1. He is always ready to take on heavy responsibilities.
2. All things *take on* a new aspect.

result in 导致;引起的结果是

- e. g. 1. Moreover, they demonstrate that research in the visual arts can result in important

findings about the visual system.

2. When you do something with faith , it will result in success.

at the hands of 在……手中

e. g. 1. Our people are suffering at the hands of an oppressor .

2. The prisoners got good treatment at the hands of his captors .

◆ Explanations of Difficult Sentences ◆

1. Bob Dylan's work was at the forefront of the civil rights movement , with many songs directly influenced by current events .

• 鲍勃·迪伦的作品位于民权运动的最前列,其中许多歌曲都直接受到当时正在发生的事件的影响。

• with + 名词 + v. -ed (过去分词)复合结构用来表示与其同时发生的事情或保持的一种状态。如:
He went home with the work unfinished. 他工作还没做完就回家了。

The girl stood there with her head bent. 那女孩低着头站在那里。

The negotiation came to an end with nothing settled. 谈判结束了,可什么问题也没解决。

2. Many civil rights musical pieces were significantly folk songs , as this genre was intertwined with this movement .

• 许多民权音乐作品都是典型的民谣风格歌曲,因为民谣风格与这一民权运动密不可分。

• as 在这里表示原因,引导出原因状语从句,意为“因为、由于”,通常放在主句之后,用于补充说明其原因。如:

The police warned the public that it would be dangerous to grapple with the wanted man , as he was armed. 警察当局警告公众,与那个通缉犯格斗是危险的,因为他携带武器。

He kept silent all the time in the discussion , as he had nothing to say on that subject .

他在讨论中始终保持一言不发,因为他在那个话题上没什么可说的。

3. Despite Zantzinger being found guilty for her murder , he was sentenced to a mere 6 months in county jail for the appalling crime .

• 尽管 Zantzinger 被定了谋杀罪,但他这种骇人听闻的罪行却仅仅被判处了6个月的有期徒刑。

• 由 despite + 名词 + v. -ing 复合结构引导一个让步状语从句,意为“尽管……”。如:

Lucky for me I did well in the finals despite my teacher not appreciating me .

幸运的是尽管我的老师不喜欢我,在期末考试中我还是表现良好。

They could finally managed to complete the task , despite the expert being absent .

尽管缺少了专家,他们还是设法完成了这项任务。

4. What made his work so much more powerful was that he was a white man delivering a message about black people's rights .

- 使他的作品更加强的是,他以白人的身份为黑人诉求权利。
- 由 what 引导的从句在主句中充当主语,意思相当于“the thing(s) that”,视为第三人称单数,要与主句谓语动词保持主谓一致。如:

What makes the movie so impressive is the music throughout the movie .

贯穿始终的音乐令人对这部影片印象深刻

What we are not sure of makes the situation even more complicated .

由于我们不能确定那些事情,使得情况变得更加复杂。

5. At that time , white people paid much closer attention to the words of a white man than that of a black man

- 在那个时候,人们对白人言论的重视程度远高于对黑人言论的重视
- 句中的“that”是代词,指代前面的名词“the words”,避免重复。如:

My seat was next to that of the mayor. 我的座位与市长的座位紧挨着。

The potato production this year is inferior to that of last year. 今年的土豆生产要低于去年。

Passage B

◆ Important Words and Expressions ◆

rage[reɪdʒ] *v.* anger and violent behaviour caused by a particular situation (暴风雨、战斗、争论等)猛烈地继续;激烈进行;发怒

- e. g. 1. Keep your temper; don't rage.
2. The argument rages on.

awful[ˈɔːfʊl] *adj.* causing fear or dread or terror 可怕的;很坏的

- e. g. 1. We're having an awful lot of rain these days.
2. He had an awful ache in the belly.

inspire[ɪnˈspaɪə] *vt.* to heighten or intensify, or stimulate 激发;鼓舞;启发

- e. g. 1. His spirit will carry on, and it will inspire all of us to achieve more.
2. These are the people whom you hope to inspire with lofty ideals!

declare[dɪˈkleɪə] *vt.* to announce publicly or officially 宣布;声明;断言

- e. g. 1. I declare myself innocent.
2. I now declare this meeting open.

furious[ˈfjuəriəs] *adj.* showing extreme and violent energy; extremely angry 狂怒的;激烈的

- e. g. 1. There is a furious disputation about the issue among the students in class.
2. Now, when she frustrated or furious, she dances, sings and writes poetry and songs.

dedicate [ˈdedikeɪt] *vt.* to give entirely to a specific person, activity, or cause; to devote to 把……奉献给; 致力于

- e. g. 1. She dedicated her book to her parents in token of affection and gratitude.
2. The drawing suggests that people should selflessly dedicate themselves to their community as a whole.

awaken [əˈweɪkən] *vt.* to cause to become awake or conscious 唤醒; 唤起

- e. g. 1. Traveling can help you figure out what you want to do with your life: Exposing yourself to new places, people and cultures can awaken your sense of purpose.
2. We must awaken people to the need to protect our environment.

cheerful [ˈtʃiəfʊl] *adj.* having or showing good spirits; happy, pleased, glad 快乐的; 愉快的; 高兴的

- e. g. 1. That would be very cheerful to see our beloved smiling.
2. Parents are always excited to see the cheerful faces of their children at the moment they open their gifts.

gratitude [ˈgrætɪtjuːd] *n.* a feeling of thankfulness and appreciation 感谢之情; 感谢

- e. g. 1. No words can fully express my gratitude.
2. Gratitude is double happiness because it blesses both the giver and the receiver.

slight [slaɪt] *adj.* very little; having little significance 轻微的; 略微的; 瘦小的

- e. g. 1. After all, the sale of the ring was a slight matter.
2. Doctors say he has made a slight improvement.

worsen [ˈwɜːsn] *v.* to grow worse, to make worse (使) 恶化; 变得更坏; 更糟

- e. g. 1. Climate change will also worsen air pollution.
2. All those things could worsen very significantly, the report says.

amazing [əˈmeɪzɪŋ] *adj.* surprising greatly 令人惊异的; 令人惊喜的

- e. g. 1. One of the amazing things about life, for me, is that we have a choice in everything we do.
2. When you take a moment and really go back, it is amazing to think about.

in the distance 在远处

- e. g. 1. From his window, a church could be seen in the distance.

2. I watched her until she disappeared from sight in the distance .

go through with 完成, 实行; 把……进行到底

- e. g. 1. Roy seems very determined about his plan , but I don ' t think he will go through with it.
2. When I turned up for my first bungee jump I was so nervous that I tried to back out , but my friends persuaded me to go through with it .

cut off 切断

- e. g. 1. He cut off a small piece of bread and gave it to me .
2. Our water supply has been cut off again .

◆ Explanations of Difficult Sentences ◆

1. When Napoleon declared himself emperor , Beethoven was furious and decided not to dedicate his *Third Symphony* to this dictator .

- 拿破仑诏告天下登基王位时, 贝多芬非常气愤, 决意不把自己所谱写的《第三交响曲》献给这个独裁者。
- declare + sb. + (as) sth. 宣布(称)某人成为……, 其中 as 可以省约。动词不定式结构(to do) 中的否定词须放到不定式前。如: We finally got home not to tell our parents why we were so late .

2. *Symphony No. 6* was inspired by the beauty Beethoven saw in nature . He would often go on long walks in the countryside .

- 贝多芬常漫步乡间, 大自然中的美丽景色给予了贝多芬创作《第六交响乐》的灵感。
- “Beethoven saw in nature ” 是一个限制性后置定语从句, 修饰前置词 “the beauty ”。go on + (with) + 名词词组意为 “继续进行、从事” 某一件事情。如: I ' m all right here. Go on with your work .

3. No one before him had ever dared break the rules of composition by adding singers to a symphony .

- 在他之前, 从未有人敢违背在交响乐创作中不能加入人声这一规则。
- dare 一词在这里用作情态动词, 和原形动词连用, 没有人称形式, 第三人称单数后也不加 “s ”。如:
She dare not say what she thinks .
How dare you speak to me like that ?
也可以用作及物动词, 后面的不定式带 to , 如:
He dares to accuse me of dishonesty .

4. He couldn ' t hear the church bells ringing in the distance .

- 他不能听到远处教堂的钟声。

- 一些感官动词,如 see, hear 等,可以构成“动词 + 名词 + v-ing”复合结构表示“看到/听到……正在发生”,如:

I heard her crying in her room at that time.

We saw that thief stealing in that shop.

5. How sad and strange that one of the world's greatest composers could not hear his own music!

- 世界最伟大的作曲家不能够听到自己的音乐是多么可悲和奇怪的事情啊。
- 英语中的感叹句通常是用“how”或“what”引出,how 后面通常接形容词,what 后面通常接名词或名词词组,如:

How excited that we can have a chance to travel abroad.

What a nice day!

6. He was so angry and sad over his deafness that he thought of killing himself.

- 对于自己的失聪,他非常愤怒和沮丧,以至于想过自杀。
- 本句是由“so... that”连接的复合句子,意为“如此……以至于”,如:

This song is so popular with the young people that we can hear them singing all over the country.

The rain was pouring down so hard that many places were flooded.

7. He would learn to cope with his handicap and would go on to write some of the world's greatest music.

- 他学着应对自己的身体缺陷,继续谱写世界上最伟大的音乐。
- go on to (do) sth. 与 go on (with) sth. 所表示的意思是有差异的。go on (with) sth. 意为“去做……”,“继续做(同一件事)”,如:

We went on with the meal, chatting happily.

They decided to go on a visit to the seaside.

go on to (do) sth. 表示“接着又(做另一件事)”,如:

He went on to show us how to do it.

They went on to the next item on the agenda.

IV. Keys, Tapescripts and Text Translations

Keys

◆ Lead-in ◆

- (1) The song *Heal the World* is about life issues and world issues. It is telling people what is going on with the world and how it can be fixed. The message Michael Jackson is sending out with this

song is: If we all do something thoughtful for someone else then the world can be a better place not only for the person you have helped but yourself as well as our current and future environment in this world we live in.

(2) Open.

(3) Open.

◆ Module 1 Learn to Talk ◆

Before You Listen

Open.

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) B (2) A (3) C

2. Listen again and discuss the following questions with a partner.

(1) It's her new favorite song.

(2) It may motivate/inspire them to work harder for those who are in need of help.

(3) To improve the lives of children and teach children how to help others.

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) T (2) T (3) F (4) F (5) T

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

(1) born to be

(2) capture my interest

(3) makes them a joy to look at

(4) for the rest of his life.

(5) get in the habit of

After You Listen

Open.

◆ Module 2 Learn to Read ◆

Passage A Bob Dylan's Songs and Civil Rights

Before You Read

Open.

While You Read

1. Bob Dylan's works have many kinds of musical topics and have become the anthems of various

movements.

2. Real life experiences of social events .
3. They reveal the unfair judicial system.
4. It is because his works are in support of the civil rights movement .

After You Read

Open.

Reading Comprehension

1. *Global understanding*
(1)A (2)C (3)B
2. *Detailed understanding*
(1)B (2)A (3)C (4)A (5)B
3. *Questions for critical thinking*
Open.

Language Practice

1. *Read the following definitions and find the words from Passage A which match them.*
(1)incorporate (2)decade (3)barmaid (4)genre (5)highlight
2. *Write a sentence by using each of the following words or phrases on the underlined space.*
(1) Staying at the forefront of technological innovation.
(2) He was then depressed and in despair.
(3) Use headings to highlight which questions are answering.
(4) Bean curd is now regarded as a healthful diet .
(5) The cook is noted for his cake.
(6) This will result in schoolchildren working under greater pressure .
3. *Choose the correct word or phrase from the box below to complete each of the following sentences.*
Change the form where necessary.
(1)avid (2)pioneer (3)takes on (4)highlighted
(5)resulted in (6)reluctant (7)significantly

Passage B Social Justice, Nature, and His Symphonies

Reading Comprehension

1. *Global understanding*
(1)B (2)A (3)A
2. *Detailed understanding*
(1)F (2)T (3)T (4)T (5)F (6)T (7)T (8)T

3. Questions for critical reading

- (1) His sense of justice and passion for freedom and equality.
- (2) The awful war and the final victory inspired Beethoven to create the music.
- (3) Because He had a passion for music and strong will to overcome his fate.
- (4) His bad temper partly led to his deafness and he became a person not easy to get along with.

Language Practice

1. Make sure you know the words below. Match each word with the correct picture.

- (1) C (2) B (3) A (4) E (5) D (6) F

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

- (1) dedicate this book to (2) take on real life (3) in part
 (4) He went through with the plan (5) Even more amazing is

3. Read the following summary of Passage B and then choose the words below to fill in the blanks.

Change the form where necessary.

- (1) raging (2) awful (3) freedom (4) equality (5) dedicated
 (6) declaration (7) imagine (8) pastorage (9) movement (10) handicap

Tapes cripts

◆ Module 1 Learn to Talk ◆

While You Listen

What Did Michael Jackson Want to Tell The World?

“Heal the World” was one of the moving songs that closed Michael Jackson’s memorial service at the Staples Center in Los Angeles on July 7, 2009. We have been listening to Michael Jackson music for the last several days and “Heal the World” is the song that my 7-year-old keeps requesting. It is her new favorite song.

The song “Heal the World” is a beautiful reminder of the message that people got from Michael Jackson’s music, his desire to heal the world and make it a better place.

The anthem’s refrain to “Make it a Better Place” could also be seen as motivation for those who do charity work. Michael Jackson’s friend Deepak Chopra has noted just how much “Heal the World” has reached out around the world.

This beautiful message to heal the world and make it a better place “for you and for me and the entire human race” is the song that Michael Jackson reportedly is the most proud to have created. He also formed the Heal the World Foundation to improve the lives of children and teach children how to help others.

Listen to this song of hope and be inspired.

How Did Robert Chunn Become a Painter?

Interviewer: When did you first realize you are an artist Robert?

Robert Chunn: I was in my early twenties when I discovered that I was born to be a painter. The idea of doing anything else is abhorrent to me.

Interviewer: Could you tell us some more about your work?

Robert Chunn: I mostly paint clutter. I like how objects cluster together on tabletops, in kitchen drawers, on my printer, etc. I try to take a documentary approach to the subject by painting things as I find them. Or, sometimes, I'll just pile up a bunch of old tins and cigar boxes in a haphazard way until something interesting happens. As for the objects themselves, I'm more interested in their formal qualities (e.g. color, form, tone) than their everyday, functional use.

Interviewer: What is it that inspires you to paint a particular subject?

Robert Chunn: The subject has to capture my interest somehow; the way the colors and shapes play off each other, or the patterns of light and shadow. I try to find poetry in banality.

Interviewer: What famous artists have influenced you, and how?

Robert Chunn: I like the simplicity of form and color in the works of the Italian Primitives. I like Morandi for the same reason. You can see the influences of Giotto, Piero della Francesca, and other early Italians in Morandi's still lifes. There's a tender sensitivity and calm in their works that makes them a joy to look at.

Interviewer: What do you do for fun (besides painting)?

Robert Chunn: I enjoy drawing people in cafes, drinking lattes, watching old movies, and playing chess.

Interviewer: What is it about still lifes that keeps you painting them?

Robert Chunn: Still lifes are always ready to pose. They don't talk or get tired or need to eat. They possess all the qualities of form and color that are needed to keep a painter occupied for the rest of his life.

Interviewer: What advice would you give to an artist just starting out?

Robert Chunn: First, get in the habit of carrying a sketchbook with you wherever you go, and draw from life as much as possible. Drawing trains the eye to see what is really there and not just what you think is there. Second, don't get in a big rush to develop a style. Play around with different mediums — experiment. Rodin started out as a painter, and then one day he picked up some clay.

Text Translations

◆ Passage A ◆

鲍勃·迪伦的歌曲和公民权利

鲍勃·迪伦不仅仅是一个著名的音乐家。在过去几十年里,他的作品已经成为各种运动、政治观点和公众舆论的圣歌。鲍勃·迪伦的作品位于民权运动的最前列,其中许多歌曲都直接受到当时正在发生的事件的影响。这些年来,他的音乐融合了多种风格,比如流行音乐、民俗音乐、福音音乐、摇滚,甚至还有爵士

乐。他的音乐主题涉及了政治、社会、哲学和文学作品,在这些影响下——他不知不觉地成为 20 世纪 60 年代“社会动荡”的名誉领袖。

鲍勃·迪伦的歌曲通常都取材自当时社会上真实的事件和经历,比如民权运动者梅德佳·埃弗斯谋杀案(《只是他们游戏中的一个小卒》)、一位黑人女侍者哈蒂·卡罗尔的死亡(《哈蒂·卡罗尔的寂寞之死》)。他还通过《霍利斯布朗民谣集》和《北方乡村布鲁斯》表达了农区和矿区的绝望。许多人把他们自己以及他们的现状与鲍勃·迪伦的歌曲联系起来。他的音乐风格不断变化,以便适应当时的情景和时代主题。许多民权音乐作品都是典型的民谣风格歌曲,因为民谣风格与这一民权运动密不可分。

在他的歌曲《哈蒂·卡罗尔的寂寞之死》里,他如实描述了哈蒂·卡罗尔被一个年轻、有钱的名叫威廉·赞琴格(在他的歌曲里发音是 Zanzinger)的白人烟草农场主所谋杀的事件。尽管赞琴格被定了谋杀罪,但他这种骇人听闻的罪行却仅仅被判处了 6 个月有期徒刑。在歌曲《只是他们游戏中的一个小卒》里,鲍勃·迪伦揭露了密西西比州司法系统中根深蒂固的种族歧视,而正是这种种族歧视导致了给凶手定罪的僵局,并使得凶手在杀人多年后仍旧逍遥法外。

因为鲍勃·迪伦的音乐勇于揭露强烈的政治问题和反映社会需求,他一直被视为人民的英雄,尤其是在 20 世纪 60 年代。虽然他的一生中完成了许多针对不同事件而创作的作品,但其中最著名的仍然与民权运动有关。这意味着很多人,尤其是在非裔美国人的文化里,把鲍勃·迪伦作为一个极为重要的人物以及人权运动的先驱。使他的作品更加强大的是,他以白人的身份为黑人诉求权利。在那个时候,人们对白人言论的重视程度远高于对黑人言论的重视,而鲍勃·迪伦看到了可以用音乐这种强有力的形式传达信息的机会。鲍勃·迪伦是一个民权运动的热心支持者,他利用自己在社会上著名音乐人的身份支持和表达着黑人的愿望。

◆ Passage B ◆

社会公正、大自然以及贝多芬的交响乐

在维也纳的时候,贝多芬教授钢琴课,逐渐成为名噪一时的作曲家。1789 年法国大革命如火如荼的展开,在这可怕的战争中,生灵涂炭。一位名叫拿破仑的法国将军一举击退了敌军,于是,自由和平等的思想鼓舞着贝多芬。拿破仑诏告天下登基王位时,贝多芬非常气愤,决意不把自己所谱写的《第三交响曲》献给这个独裁者。这首交响曲就是《英雄交响曲》。Eroica 即英雄的意思。

贝多芬仅用了四个小小的音符就创作出了他最有名的作品,即《第五交响曲》,这一英勇雄壮的篇章受到了全世界的广泛认可,广为传颂。

贝多芬常漫步乡间,大自然中的美丽景色给予了他创作《第六交响曲》的灵感。他也是最早赋予每篇章一个标题的作曲家之一。这些标题能够帮助听众在欣赏音乐的时候在脑海中勾勒出场景。

这篇交响乐也被称作《田园交响曲》。“田园”就是恬静简单的乡村生活的意思。以下就是他的第六乐章中每个乐章的标题。

乡间唤醒欢快之心情

淙淙小溪之美景

乡间民谣之欢乐

轰轰雷声

牧羊人的歌唱,暴风雨后所带来的愉悦和感激之情

贝多芬完全失聪后创作了《第九交响曲》。这首曲子的最后乐章是根据贝多芬最喜欢的一首诗谱写出来的,它就是《欢乐颂》。这首诗表达了人们的手足之情。贝多芬在这部作品中运用了歌手的合唱。这一举动前无古人,之前从未有人敢违背交响乐不可加入人声这一规则。