

# 艺体类大学英语 阅读教程（下）

贾兴蓉 主编

 复旦大学出版社

# 艺体类大学英语阅读教程(下)

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# 前 言

《艺体类大学英语阅读教程》是专门为艺体类大学英语教学所编写的教材。

本教材根据教育部颁发的《大学英语课程教学要求》,吸取了现代外语教学理念并结合艺体类学生英语教学的实践经验编写而成。教材旨在帮助艺体类学生扩大与专业有关英语文章的阅读量,同时了解和积累相关领域的一些专业词汇。教材重视英语语言基础,以培养学生实际语用能力为目标,突出实用性和针对性。

教材分上下两册,每册8个单元。每册前7个单元的主题分别为音乐、舞蹈、电影、数媒、美术、体育、服装;每册的第八单元(综合)则涉及杂技、戏剧、魔术、诗歌、纹身、动漫真人秀、艺术疗法等内容。

每单元包括4篇相关题材的短文,多数文章的长度在300—500词左右。在选材方面,力求做到以保证语言的规范性和文章的思想性为前提,同时兼顾题材的现代性、可读性、趣味性和广泛性,反映现实生活,为学习者提供丰富的语言材料,最大限度地满足学习者不同专业发展的需要。鉴于艺体类学生的英语基础比较薄弱,所选文章涉及相关专业,但专业性并不特别强。

考虑到艺体类学生参加各类英语考试的实际需要,教材在题型设置上参考了《四川省大学英语三级考试大纲》、《全国英语等级考试大纲》和《关于大学英语四、六级考试题型调整的说明》等。每篇短文后面设选择题,共5个小题。另外,第四篇文章增设一个题型(判断、填空或翻译),共5个小题。

选择题要求根据文章内容选择正确的答案,旨在训练学生了解主题思想、抓住重要细节、推测隐含意义、把握逻辑关系等能力。

判断题要求根据文章内容对每个小题进行是非判断,旨在训练学生获取篇章中的重要信息并作出判断的能力。

填空题要求根据文章内容补全句子,旨在训练学生准确把握文章重要细节信息并进行概括的能力。

翻译题的句子均取自阅读理解的文章,要求译成汉语,旨在训练学生结合具体语境,理解英语原文并用汉语表达出来的能力。

另外,在每个单元的阅读理解练习之后,编者还收录了近200个专业词汇,以英汉对照的形式给出,供学生了解和积累。

本教材由四川师范大学贾兴蓉教授担任主编,马川冬、姚敦云、黄河、王昭飞、刘沥、朱红、段丽斌、邓颖担任副主编,何煦、邹雪茜、郑茂、周玮、刘婷、蒋长英、温凌云、陈莉等参与编写。

教材编写过程中,我们得到了四川师范大学教务处和复旦大学出版社的大力支持,得到了多年来奋战在大学英语教学第一线的老师们的无私帮助,特此表示衷心的感谢。

由于编者水平有限,教材中不足之处在所难免,敬请专家和同行提出宝贵意见。

《艺体类大学英语阅读教程》编委会

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# Unit 1

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## Music

### Passage 1

#### Torch Song Fizzles Out

If an Olympic-themed song is supposed to inspire competitors to new athletic heights, *Survival*, the official Olympics song from British rock band Muse, is hardly a good example. Charting in the UK at No 25, the song is way outside the medal position. It invites the question: does anyone really care about Olympics songs?

If you need a group to capture the excitement of the world's biggest sporting event, Muse would seem to be the perfect band to pen a great Olympic anthem. But *Survival* lacks drama. During its five-plus minutes, we encounter an orchestra (管弦乐), guitar work, a piano riff, lead singer Matt Bellamy's wailing falsetto (假声), and cheesy lyrics. "It's a race, and I'm gonna win," he sings — overblown (夸张的) and pretentious (做作的).

Muse is not alone in writing a less-than-inspiring Olympic song. Christopher Cross' *A Chance for Heaven*, the official track of the 1984 Los Angeles Olympics, was far from a personal best; Celine Dion's *The Power of the Dream*, performed at Atlanta in 1996, was nothing surprising.

So why do these songs keep getting made? There's a certain amount of one-upmanship at play. No one wants to be the country without an Olympic anthem. Pop music is also part of the British national identity. If any nation is entitled to write an Olympic song, surely it's *the one* that brought the world The Beatles and Queen. However, unlike a soccer tournament (比赛), the Olympics are a weeks-long frenzy of sports and competition of national interests. The opening and closing ceremonies can barely sum up the event — how could one pop song hope to do the same? "You can't capture a nation's mood with an Olympic song because there isn't the same fanaticism for the event as there is for, say, the national soccer team," John Aizlewood, who writes for Q magazine, told The Atlantic. Perhaps that's why, in the US at least, the only Olympic tunes to ever stick around have been wordless, modern-classical works of pomp and circumstance: John Williams' *Olympic Fanfare and Theme* — recorded for the 1984 games in Los Angeles — and Leo Arnaud's *Bugler's Dream*, which ABC played before its 1964 Olympic broadcasts. Muse makes a stab (尝试) for orchestral grandeur with an extended string-section (弦乐部分) prelude (前奏), but then Bellamy's wailing kicks in, and

we're jolted (摇晃) back to radio territory.

If Olympic singalong songs are doomed from the start, no one seems to have told the 2012 organizers. Elton John, Mark Ronson and The Chemical Brothers have all been signed up to release Olympic singles. Will they be able to capture the public's imagination in a way that *Survival* has failed? The track record would suggest otherwise.

(468 words)

### Exercise:

Choose the most appropriate answer from the four choices according to the information in the passage.

1. What can we know from the first paragraph?
  - A) People usually misunderstand that Olympic-themed song should be inspiring.
  - B) As an Olympics song, *Survival* by British rock band Muse is a failure.
  - C) Most people suppose that *Survival* expresses the Olympic spirit.
  - D) *Survival* succeeds in inspiring competitors to new athletic heights.
2. What is said about Muse?
  - A) The band is not so popular in Britain because it's outdated.
  - B) The author dislikes this band because it lacks drama.
  - C) The music of *Survival* is perfect, but the performance of the band is terrible.
  - D) The author thinks that the band is competent to write a great Olympics song.
3. What does "the one" in Paragraph 4 refer to?
  - A) Greece.
  - B) Europe.
  - C) Britain.
  - D) The US.
4. In the last paragraph, when talking about Elton John, Mark Ronson and The Chemical Brothers, the author implies that \_\_\_\_\_.
  - A) their Olympic singles would be a great success
  - B) the organizers would give them full support
  - C) it's hard to predict the outcome
  - D) their Olympic singles would probably meet with a cool response
5. What does the passage mainly talk about?
  - A) The dilemma of Olympics songs.
  - B) The significance of Olympics songs.
  - C) Difference of Olympics songs between Britain and the US.
  - D) The history of Olympics songs.



## Passage 2

### Dolly Parton

Dolly Parton was the fourth of twelve children. She was born in a cabin near the Little Pigeon River near the tiny town of Locust Ridge, Sevier County, Tennessee. Dolly Rebecca Parton came into the world on January 19th, 1946, and because her family was dirt impoverished, the doctor who delivered her, Robert F. Thomas, was paid with a sack of corn meal. Of course, the doctor did not know that Dolly would write a song about him, or that she would become not only a beautiful woman, a multi-millionaire, and a Hollywood star, but perhaps the most famous female country singer of all time.

How did Dolly get from Locust Ridge to Hollywood? It was a result of her natural talent and strong determination. A family member recalls, "She began singing just about the same time she began talking." She made her first guitar from an old mandolin and two extra guitar strings. Even before she went to school, Dolly made up songs and stories and asked her mother to write them down so she could remember them.

She became a local star at age ten, appearing on a TV show in Knoxville, Tennessee. In 1957, she took a Greyhound bus to Lake Charles, Louisiana, where she made her first record, "Puppy Love." A year later, she made her debut (初次登台) at Nashville's Grand Ole Opry country music hall, but not as a singer; she played the drums with the Sevier High School Marching Band.

Dolly loved Nashville! However, she was still in high school, so she couldn't go often. She had to work long and hard before graduating in 1964. The day after the graduation ceremony, she fulfilled her first big dream: "I graduated from high school on a Friday night and left early on Saturday morning for Nashville." Her uncle, country star Buck Owens, gave her a place to stay, and on the Saturday she arrived she took a bundle of dirty clothes to the local laundromat. There she met Carl Dean, a carpenter. Two years later they were married in Georgia. They are still married today.

Dolly began recording more songs, but none of them became popular. Success finally came to her as a songwriter when another singer recorded "Put It Off Till Tomorrow," and it was **a hit**. Dolly was a fresh and original songwriter, and could find new ways to talk about familiar stories. She sang with a clear, strong, sweet voice. This helped her become popular with people who usually didn't enjoy country music. She also became popular internationally.

In 1967, she began to write lots of popular songs. She appeared on television shows, and received awards for her music, all very quickly. Her looks, personality and sense of humor made her a natural for the movies. In 1980, she made her movie debut in *Nine to Five*, playing a secretary. Dolly wrote and sang the film's theme song, and it was the most popular song of 1981.

Dolly Parton now owns Dollywood, a large theme park near her hometown; she also bought the local

radio station and moved it to Dollywood. She also began a program that promises a college scholarship to every student who graduates from the high schools in her home county.

It's clear why Dolly is still popular after all these years.

(554 words)

**Exercise:**

**Choose the most appropriate answer from the four choices according to the information in the passage.**

6. The doctor who delivered Dolly was paid little in that \_\_\_\_\_.
  - A) he was sure that Dolly would become the most famous country singer
  - B) he delivered twelve children for Dolly's family
  - C) Dolly later wrote a song for him as the payment
  - D) Dolly's family lived in poverty
7. What is said about Dolly's talent in music?
  - A) Dolly made a musical instrument when she was a child.
  - B) Dolly began singing when she was born.
  - C) Before she went to school, Dolly made up songs and stories under the guidance of her mother.
  - D) Dolly showed a great talent for music when she was taught to play the piano.
8. After graduation from high school, Dolly went to Nashville \_\_\_\_\_.
  - A) for her debut at Grand Ole Opry country music hall
  - B) where she was reunited with her boyfriend Carl Dean
  - C) to study country music under her uncle, country star Buck Owens
  - D) out of her preference for the city
9. What does "a hit" mean in the fifth paragraph?
  - A) A successful performance.
  - B) A very popular song.
  - C) A very moving story.
  - D) A sensational event.
10. What can be learned from the passage?
  - A) Dolly was very popular with young people in America.
  - B) Country music was not popular in America in the 1960s.
  - C) Dolly's success largely depended on her gift and perseverance.
  - D) Dolly received many awards for her music and movies.

## Passage 3

### Concussion Turns Man into Musical Genius

A man who suffered concussion after diving into a shallow pool has made a seemingly improbable discovery: it made him a musical genius.

Derek Amato, from Denver, Colorado, is just one of 30 people in the entire world suffering from *Acquired Savant Syndrome*, where people display profound abilities after suffering head trauma.

After years of failed jobs and homelessness, the 40-year-old is now enjoying a career in music and can play eight instruments — despite never having a lesson in his life.

He has now recounted the startling moment he felt drawn to a friend's piano after the October 2006 accident and immediately began playing.

"It was one of those moments when you just knew," he told Matt Lauer on the Today show. "It was just drawing me to it."

Amato, who cannot read music, explained that he knew what to play as he could see black and white squares in his head that triggered his fingers to move.

"That's my notation," he said. "When those black and white squares are going, that's what my hands do. I'm convinced it's all for a reason and it's my job to do it right."

Amato, who is recording his second album, plays eight instruments he could not play before, as well as brushing up on his guitar skills, which he described as being a "2.5 out of 10" before the accident.

In October 2006, he was partying with friends when he jumped into the pool and hit his head. "I remember the panic set in that I knew I hurt myself," he said. "I knew it was something bad."

In a post for the Wisconsin Medical Society, he added: "As I dove into the swimming pool, I remember coming up out of the water complaining that my ears were bleeding."

"As I looked to my friends for explanation, I recall their lips moving but without sound. As I touched my ears to check for bleeding, I realized there was no blood, and I couldn't hear anything at all."

After collapsing, Amato was rushed to hospital and diagnosed with a serious concussion. Doctors also found he had a permanent 35 percent loss of hearing, as well as memory loss.

But, Amato told the Today show, this is a small price to pay for what he can do now. "The headaches and the loss of hearing are the price tag for this gift," he said. "I'd like it to stay."

(412 words)

**Exercise:**

**Choose the most appropriate answer from the four choices according to the information in the passage.**

11. What can we know about “Acquired Savant Syndrome”?
- A) It's a training course for music lovers.  
B) It's a rare disease.  
C) It's an intelligence test.  
D) It's a dangerous game.
12. What change does the concussion bring about to Amato?
- A) It destroys his life.  
B) He becomes a music teacher.  
C) He can play eight instruments with the help of the teacher.  
D) He shows great talent for playing musical instruments.
13. How did Amato find his profound ability?
- A) He played the piano with musical notation in front of him.  
B) He was propelled to play the piano by a mysterious power.  
C) He can play eight instruments, including guitar.  
D) He was asked to play the piano by his friend who was drawing.
14. What is said about the October 2006 accident?
- A) Amato was pushed into the pool by his friend.  
B) Amato lost 35 percent of hearing and some memory for the time being.  
C) Amato became unconscious before he was sent to hospital.  
D) Amato could hear nothing because his ears were bleeding.
15. About the great changes in his life, Amato feels \_\_\_\_\_.  
A) cheerful                      B) nervous                      C) depressed                      D) confused

## Passage 4

### How We Use Music to Manage Our Stress and Emotions

Listening to music is one of the most common ways we manage our stress and emotions. And more and more research is beginning to show that music can serve a very positive function in our everyday lives.

#### Music and Stress Management

In a 2012 study done by University of Gothenburg in Sweden, it was found that participants who listened to music after a stressful episode in their everyday lives reported decreased levels of stress when compared to

individuals who didn't listen to music after a stressful episode.

And in another study done by the same team of researchers, it was found that listening to music was an effective way to reduce long-term cortisol levels, a hormone commonly released when we are experiencing stress. This suggests that listening to music can have a real biological effect on our mental health.

To note just a couple of other related studies: a 2011 study from Drexel University found that music reduced anxiety in cancer patients, and another 2009 study from Temple University found that music reduced stress in heart disease patients.

Although music certainly isn't a cure-all for stress or anxiety disorders, it can be a valuable way to combat daily stress.

### Music and Emotions

According to researchers, there are several ways we listen to music in order to better manage our emotions:

- \* Entertainment — listening to music to maintain a positive mood or to evoke positive emotions.
- \* Revival — listening to music to relax or get energized.
- \* Diversion — listening to music to forget about something undesirable.
- \* Discharge — listening to music to release an emotion, such as anger.
- \* Strong Sensation — listening to music to stimulate our senses in new ways.
- \* Mental work — listening to music to get inspired or get new ideas.
- \* Solace — listening to music to experience comfort after an unfortunate event.

These are all examples of the different ways we may listen to music in order to regulate our emotions and channel them in positive ways.

The researchers also found that the positive effect was strongest when people chose to listen to their own preferred music style, rather than having to listen to music chosen by someone else.

However, it's also important to keep in mind that some people may choose different types of music depending on what they want the music to do for them. In a 2004 study done by North, Tarrant, and Hargreaves, they found that individuals who listened to uplifting music while **working out** were more likely to push themselves at the gym when compared to people who listened to dissonant music.

This doesn't necessarily mean that some types of music are healthier to listen to over others. Perhaps different types of music are better for different functions. If you want to relax, maybe you'll listen to a soothing classical composition. If you want to get pumped before a sports competition, maybe it's better to listen to some fast techno or hip-hop. If you want to vent some anger, maybe you'll listen to some heavy rock or metal.

Similarly, other studies have shown that when we focus on a very cognitive-demanding task (like reading, writing, or math) it's better to listen to instrumental music instead of music with vocals and lyrics.

This is because the verbal component of music with vocals often catches our attention and minimizes resources we need to achieve the task we are doing.

(574 words)

### Exercise 1:

**Choose the most appropriate answer from the four choices according to the information in the passage.**

16. What was found in a study done by University of Gothenburg in Sweden in 2012?
  - A) Listening to music is a good way for people to avoid stressful episodes.
  - B) People who love music enjoy a better life than those who don't.
  - C) Listening to music can help people alleviate pressure.
  - D) Music can make people feel happy after a stressful episode.
17. The studies by Drexel University and Temple University suggest that \_\_\_\_\_.
  - A) cancer patients have the same stress as heart disease patients
  - B) doctors made use of music to reduce stress and anxiety of patients
  - C) music can help cancer or heart disease patients remove their stress
  - D) music can be a valuable way to combat some particular stress
18. What does "working out" mean in the ninth paragraph?
  - A) Doing physical exercise.
  - B) Doing math exercises.
  - C) Thinking over a plan.
  - D) Doing outdoor work.
19. What should be taken into consideration when you are choosing among different types of music to listen to?
  - A) Your ability to cope with stress.
  - B) Your preference and purpose.
  - C) The function of your CD player.
  - D) Your occupation and hobbies.
20. If you are writing a paper, maybe it's better to listen to some \_\_\_\_\_.
  - A) piano music
  - B) nursery rhyme
  - C) rock music
  - D) hip-hop music

### Exercise 2:

**For the following statements, mark**

**Y (for YES) if the statement agrees with the information given in the passage;**

**N (for NO) if statement contradicts the information given in the passage;**

**NG (for NOT GIVEN) if the information is not given in the passage.**

21. Listening to music can have a real biological effect on our psychological health.
22. Listening to music is a good way to forget about something unpleasant.
23. If you want to relax, dissonant music is a good choice.
24. Instrumental music is better than music with vocals and lyrics.
25. Writers and mathematicians usually prefer classical music.

## 英汉对照专业词汇(音乐)

musical instruments	乐器
strings /striŋz/ <i>n.</i>	弦乐
wind instruments	管乐
wood winds	木管
brass winds	铜管
keyboard instruments	键盘乐器
pluck /plʌk/ <i>v.</i>	弹拨(乐器的弦)
plucked instruments	拨弦乐器
percussion /pə'kʌʃən/ <i>n.</i>	打击乐器; 敲击乐器
percussion instruments	打击乐器
piano /pi'ænəʊ/ <i>n.</i>	钢琴
upright piano	立式钢琴
grand piano	大三角钢琴
baby grand	小三角钢琴
organ /'ɔ:gən/ <i>n.</i>	风琴
reed organ	簧风琴
pipe organ	管风琴
accordion /ə'kɔ:diən/ <i>n.</i>	手风琴
violin /vaiə'lin/ <i>n.</i>	小提琴
viola /vai'əʊlə/ <i>n.</i>	中提琴
cello /'tʃeləʊ/ <i>n.</i>	大提琴
guitar /gi'tɑ:/ <i>n.</i>	吉他
harp /hɑ:p/ <i>n.</i>	竖琴
mandolin /'mændəlɪn/ <i>n.</i>	曼陀林
banjo /'bændʒəʊ/ <i>n.</i>	班卓琴
ukulele /ju:kə'leɪlɪ/ <i>n.</i>	尤卡里里(四弦琴)
piccolo /'pɪkələʊ/ <i>n.</i>	短笛
flute /flu:t/ <i>n.</i>	长笛
oboe /'əʊbəʊ/ <i>n.</i>	双簧管
clarinet /klæri'net/ <i>n.</i>	单簧管
bassoon /bə'su:n/ <i>n.</i>	大管(巴松)
saxophone /'sæksəfəʊn/ <i>n.</i>	萨克斯管

trumpet /'trʌmpɪt/ <i>n.</i>	小号
French horn	圆号
trombone /trɒm'bəʊn/ <i>n.</i>	长号
cornet /'kɔːnɪt/ <i>n.</i>	短号
bugle /'bjʊːg(ə)l/ <i>n.</i>	军号
drum set	架子鼓
mouth organ	口琴
Jew's harp	口弦
melodica /mɪ'lɒdɪkə/ <i>n.</i>	口风琴
pan pipe	排箫
flageolet /,flædʒə'let/ <i>n.</i>	竖笛
psaltery /'sɔːlt(ə)rɪ/ <i>n.</i>	多弦琴
bowed psaltery	弓式多弦琴
electronic organ	电子琴
bass guitar	电贝司
folk guitar	民谣吉他
synthesizer /'sɪnθɪsaɪzə/ <i>n.</i>	合成器
erhu/two-stringed fiddle	二胡
two-stringed boarding fiddle	板胡
Beijing opera fiddle	京胡
three-stringed Chinese guitar	三弦
moon-shaped mandolin	月琴
Chinese lute	琵琶
liuqin lute	柳琴
Chinese table harp	古筝
seven-stringed harp	古琴
Dulcimer /'dʌlsɪmə/ <i>n.</i>	大扬琴; 洋琴
Chinese dulcimer	扬琴
bamboo flute	竹笛
suona (horn)	唢呐
end-blown flute/vertical bamboo flute	萧
bound bamboo pipe/wind pipe	笙
hand drum	手鼓
wooden clappers/wood block	梆子



a set of bells	编钟
a set of stone chimes	编磬
bridge /brɪdʒ/ <i>n.</i>	琴码
string /strɪŋ/ <i>n.</i>	琴弦
pick /pɪk/ <i>n.</i>	拨子
key /ki:/ <i>n.</i>	键
podium /'pəʊdɪəm/ <i>n.</i>	指挥台
baton /'bætn/ <i>n.</i>	指挥棍(棒)
music stand	谱架
metronome /'metrənəʊm/ <i>n.</i>	节拍器
chromatic tuner	校音器
staff (notation) /stɑ:f/ <i>n.</i>	五线谱
numerical notation	简谱
clef /klef/ <i>n.</i>	谱号
music book	乐谱
bar measure	小节
bar line	小节线
repetitive mark	反复记号
repeating mark	重复记号
tempo mark	速度记号
fingering mark	指法记号
sharp /ʃɑ:p/ <i>n.</i>	升号
flat /flæt/ <i>n.</i>	降号
pitch name / musical alphabet	音名
singing name	唱名
movable-do system	首调唱名法
fixed-do system	固定调唱名法
sight singing	视唱
sight reading	识谱
scale /skeɪl/ <i>n.</i>	音阶
musical form	曲式
solfeggio /sɒl'fedʒɪəʊ/ <i>n.</i>	注重母音或阶音的声乐唱法;唱名练习
sight singing and ear training	视唱练耳
theory of music	乐理