

COLLEGE ENGLISH FOR  
ART MAJORS

# 大学艺术英语

总主编：颜士军

主 编：颜士军 朱 卉

副主编：周迪思 肖 潘

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外语教学与研究出版社  
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# 前言

目前,我国高等院校的大学英语教学改革已经进入到了“特色化”、“个性化”的建设阶段。艺术类学生作为特殊的学生群体,在大学英语学习方面有着不同于其他学科学生的学习需求和学习风格特点。

正是基于这些特殊的学习需求和学习风格特点,这套《大学艺术英语》教材可以说是为艺术类学生量身定做。教材紧密结合了以语言为核心的学习和艺术知识的获取,可以全面培养和提高学生的英语语言使用能力,提高学生学习英语的积极性。学生从中不仅能够学会语言的使用,同时能够提高专业知识水平。教材主要具有以下特点:

## 1. 艺术和英语充分融合。

该教材是艺术和英语充分融合的结果,体现了基础英语和专业英语相结合的特点。教材由英语教师和艺术专业教师联合编写。教材贯穿英语和艺术双向主线:在英语方面,语言难度由浅入深,逐步提高;在艺术方面,艺术的专业性由点及面,逐步加强。教材力求贴近学生的实际水平,贴近学生的专业学习,贴近学生未来发展的需要。它以艺术类学生的学习、生活和未来发展的需求为出发点,既考虑艺术类学生英语学习的具体特点和未来职业对于英语教学的特殊需求,同时又注重培养学生的英语基础能力。

## 2. 体现英语教学的新定位。

该套教材所体现的英语教学的定位是在肯定英语作为一门重要的基础课的前提下,搭建了英语作为基础课和艺术类其他专业课的桥梁,体现了基础课为专业学习服务,为学生的未来发展服务的思想。

## 3. 教学活动的互动性和可操作性强。

该套教材所体现的是一种动态的、双向的、交流式的教学方法。在教学活动设计中,我们处处体现以学生为中心,把学生当做英语课堂的主体;贯穿英语教学就是要让学生学会使用“英语工具”进行交流,争取实现英语学习由“坐着学”到“做着学”的转变。同时,我们强调课堂互动活动设计过程中的可操作性,这样可以让教师根据教材比较容易地组织一些互动性强的课堂教学活动,从而达到有效地调动课堂气氛和提高学生学习积极性的目的。

## 4. 材料新颖,难度适中,专业针对性强。

该套教材是在充分调查和分析艺术类学生的英语学习特点和需求的基础上,选取了艺术类学生最感兴趣的一些题材的文章。所选文章大部分来源于国内外艺术领域最新的英文原版资料,再由英语教师和艺术专业教师根据学生的具体情况对所选材料进行必要的加工,形成最后的课文。

## 5. 突出专业词汇的重要性, 设计具有创新性的基础词汇表。

艺术英语的一个重要的教学内容是专业词汇和表达法。为了突出该部分的重要性, 我们突破了传统教材的格式, 设计了多重的练习来加强学生对于该部分的掌握。同时, 我们根据学生的具体特点, 改革了过去沿用多年的英语词汇表的形式和内容, 在词汇表中引入了包含所学单词典型用法的简短例句。我们相信这种做法可以有效提高学生学习词汇的效率, 帮助解决英语教学中的词汇教学这一难题。

## 6. 练习体现“少而精, 拿到手”的思想。

在练习的设计中, 我们充分考虑艺术学生的具体特点和接受能力, 努力设计出一些“少而精, 拿到手”练习。我们相信通过这些重点突出、难度适中、具有艺术专业特色的练习, 不但可以有效地巩固和加强学生对于课内所学知识的理解, 而且还可以拓宽学生的知识面, 帮助他们涉猎更多的课内和课外知识。

本书为《大学艺术英语》第二册。学生在学习本书时, 一方面可以学习到英语的基础词汇和语法, 提高英语听、说、读、写、译的能力; 另一方面还可以学习到艺术史的基础知识, 提高艺术修养、培养职业能力。

本册共八个单元, 供一个学期使用。本册书的主题包括古希腊艺术、古罗马艺术、哥特式艺术、文艺复兴艺术、音乐艺术、巴洛克与洛可可艺术、立体主义艺术和表演艺术等八个方面。每一单元由课前阅读、视听说和读写译等三部分构成。

课前阅读 (Pre-class Reading) 部分为学生提供了一篇关于本单元主题的文章。该篇文章内容和语言比较浅显, 主题切合学生的日常生活, 可读性强。学生可以在学习本单元之前进行阅读, 作为学习之前的必要的“输入”。

视听说部分主要包括:

热身任务 (Warming-up Task) 主要是为了帮助学生对本单元的主题有一个初步的了解。该部分的练习主要是课堂互动练习, 具有很强的可操作性。体现了“learning by doing”的教学理念。

语音训练 (Phonetics and Phonology) 旨在帮助学生复习中学学习过的音标和读音规则, 同时进一步了解和学习英语语音和音系学的基本内容。从而帮助学生自主拼读英语单词, 提升英语的发音质量。

听力技巧 (Listening Skills) 主要帮助学生训练英语听力中常见的基本技巧和技能, 例如: 数字的听说、姓名的听说、时间的听说等。

初级训练 (Lead-in Task) 为学生提供一个比较初级的听力任务。该任务在语言难度和内容上比较浅显, 为下一项听力任务起到搭梯子的作用。

较难训练 (Real World Listening) 为学生提供一个难度较高的听力任务。该任务在语言和内容上难度较大, 训练学生对较难材料的把握能力。

音乐与口语 (Music and Speaking) 为学生提供一个与单元主题相关的英文歌曲, 配备相关的口语与听力练习。该部分可以起到活跃课堂气氛的作用, 体现英语学习方式的多样性。

视频与口语 (Watching and Speaking) 为学生提供一个与单元主题相关的影视片段, 配备相关的口语与听力练习。该部分可以起到活跃课堂气氛的作用, 体现英语学习方式的多样性。

综合训练 (Interactive Practice) 设计了一个比较实际的教学任务, 旨在帮助学生练习本单元已经学过的语言点。

词语复习 (Key Words in Review) 列出了本单元视听说部分主要的生词和表达法, 方便学生课后复习, 也方便教师检查。

读写译部分主要包括:

热身练习 (Warm Up) 主要是为了帮助学生对本单元的主题有一个初步的了解, 掌握一些与本单元主题相关的基本常识。该部分的练习主要是课堂互动练习, 具有很强的可操作性。同时, 练习的难度不大, 适合课堂提问, 从而达到活跃课堂气氛的目的。

课文 A (Text A) 为精读材料。课文 A 所选文章大部分来源于国内外艺术领域最新的英文原版资料, 再由英语教师和艺术专业教师根据艺术学生的具体情况对所选材料进行必要的加工, 形成最后的课文。课文在对语法和词汇的要求、文章长度等方面适合艺术学生的英语水平。

在课文 A 的后面, 我们设计了具有创新性的词汇表。词汇表中的每个生词都给出了包含该词汇典型用法的例句。例句在内容上富含艺术特色, 在难度上贴近艺术学生的真实水平。在词汇表后, 我们列出了课文中的词组和艺术专业词汇, 并对艺术专业词汇加以简明扼要的介绍, 以加强学生的专业背景知识。

配合课文 A 的练习包括专业词汇练习、课文理解、重要段落、词汇练习、句型结构、语法和写作。

专业词汇练习 (Professional Terms) 包括翻译和小组作业两项。翻译练习要求学生把含有专业词汇的汉语句子翻译成英语, 主要考察学生对专业词汇的掌握情况, 同时培养学生的翻译能力。小组作业要求学生以小组为单位选择本单元涉及到的艺术专业词汇, 向全班同学做 PPT 展示。该练习旨在培养学生的团队协作能力和语言表达能力, 同时加强学生的艺术修养。

课文理解 (Comprehension of the Text) 是一些关于课文内容的问题。主要考察学生对课文细节的理解程度, 教师可以在讲解课文的同时完成这部分练习。

重要段落 (Important Paragraph) 部分选取了课文的重要段落, 要求学生以完型填空的形式掌握该段落的重点词汇和短语。教师可根据实际情况要求学生背诵该段落。

词汇练习 (Vocabulary) 包含选词填空和选择题两种形式。选词填空部分主要考察学生对课文中重要词汇和专业词汇的再次认知能力; 选择题部分主要考察学生对重要词汇的应用能力。

句型结构 (Sentence Structure) 部分主要训练学生对课文中重要句型结构的实际使用能力。

语法 (Pick Up Your Grammar) 包含语法讲解和语法练习两个部分, 主要为了帮助学生复习中学学过的英语语法。语法部分的设计遵循从易到难的顺序, 使学生逐步掌握基础语法。

写作 ( Guided Writing ) 部分主要培养学生的英语综合写作能力。考虑到艺术学生的基础较差, 写作部分给出了一些提纲性的问题, 学生可以通过回答这些问题, 适当地加以组织, 就可以形成最后的文章。

课文 B ( Text B ) 为泛读材料, 可以作为学生的课外自学材料。为了帮助学生自学, 该篇课文后配备了词汇表、词组表和专业词汇的注释。同时, 为了检测学生的自学效果, 我们还设计了相关的课文理解练习和词汇练习。

一般来说, 在课堂上完成本书一个单元的教学需要花费 8-10 节课时间。教师可根据学生的具体情况对各单元内容有选择地加以使用。

编 者  
2015 年 11 月

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# Ancient Greek Art

## Unit Overview

In this unit, you will...

- learn to talk about weather
- learn to talk about the Greek wonders
- discuss the proverbial expressions of Greece
- talk about the mythological influence on modern life
- talk about the Greek gods and goddesses

## What Happened to the Arms of *Venus de Milo*

Standing six feet eight inches, this statue is believed to have represented Aphrodite, the Greek goddess of beauty, love and sexual rapture.

Last week while I was standing in the field on the Island of Milos, I learned from an islander of their account of her discovery and condition. While digging among other ruins in a field, a peasant named Yorgos Kentotoas unearthed her in 1820.

Originally she was painted and adorned with accents, such as ear rings and a bracelet, intended to give her a more life like appearance. In her left hand she held an apple, the symbol of Milos, and her right arm was across her torso as though the hand was tugging at the folds draped on her bent knee. The golden apple is also the symbol of her being "the fairest of the goddesses".

When Yorgos found her among other ruins, her body and legs were in separate pieces and her two arms were nearby. He took her home and housed her for some time.

There was no Greek government at the time—only people who spoke Greek. The large French contingency on the island desired her. Yorgos and islanders wanted her to go to the Sultan to help gain

tax relief. A conflict over her destiny resulted. The French eventually dragged her to one of their ships anchored near the shore. Significant scratches resulting from the dragging can be seen on her back upon a close observation. In a small boat they loaded her onto their ship. The arms were too heavy so they were in the process of being taken to another French ship. At this time, the ship in which they were being transported sank and the arms were lost. Several years ago a small exploration submarine was used in an unsuccessful attempt to find the arms. They are still buried at sea.

Her story is a classic example of how things come apart when individuals or governments are interested in different parts rather than the whole. In our lives things are more harmonious when all the parts are put together properly.



## Warming-up Task

Try to read the names of the Seven Wonders of the Ancient World.

Choose the right English name for the following pictures of the seven wonders. Then, tick out the four wonders of the ancient Greece in the brackets under the pictures.

Hanging Gardens of Babylon

The Great Pyramid of Giza

Mausoleum of Maussollos at Halicarnassus

Lighthouse of Alexandria

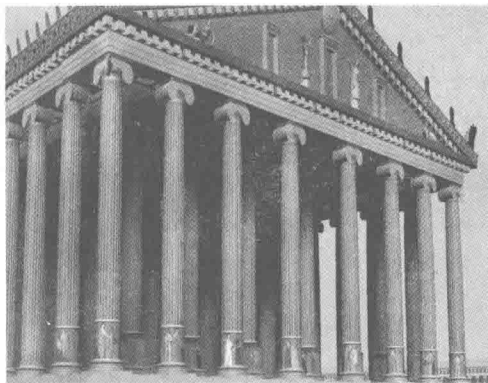
Statue of Zeus at Olympia

Temple of Artemis at Ephesus

Colossus of Rhodes



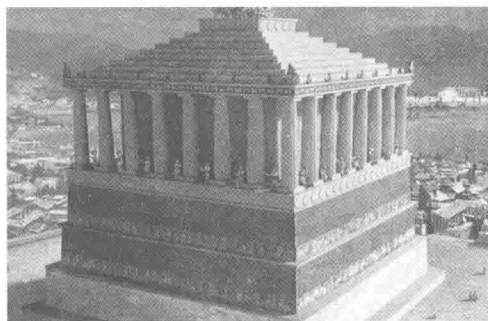
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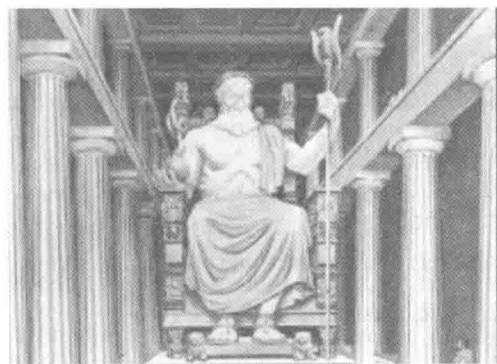
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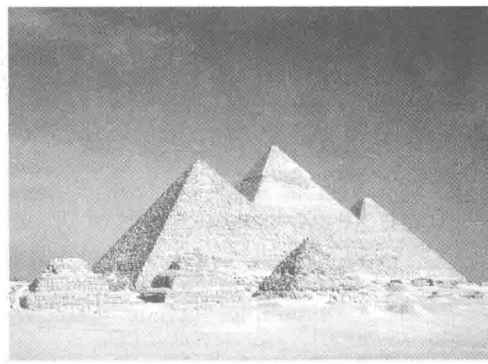
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# Listening & Speaking



\_\_\_\_\_ ( )

## Phonetics and Phonology

### Prompt Task

Now, put your hand under your chin. Then, say the following words and try to count how many times your chin touches your hand.



1. take            /     /
2. taking        /     /
3. football      /     /
4. usually       /     /
5. experience   /     /

A syllable is a basic unit of written and spoken language. It is a unit consisting of uninterrupted sound that can be used to make up words.

### Knowledge Point

#### Six Kinds of Syllables

There are six different kinds of syllables in English:

1. **Closed Syllables:** A closed syllable has one and only one vowel, and it ends in a consonant.  
Examples include *in*, *ask*, *truck*, *sock*, *stretch*, *twelfth*, and *on*.
2. **Open Syllables:** An open syllable has one and only one vowel, and that vowel occurs at the end of the syllable.  
Examples include *no*, *she*, *I*, *a*, and *spry*.

3. **Silent-E Syllables:** A silent-e syllable ends in an *e*, has one and only one consonant before that *e*, and has one and only one vowel before that consonant.

Examples include *ate*, *ice*, *tune*, *slope*, *strobe*, and *these*.

4. **Vowel Combination Syllables:** A vowel combination syllable has a cluster of two or three vowels or a vowel-consonant unit with a sound or sounds particular to that unit.

Examples include *rain*, *day*, *see*, *veil*, *pie*, *piece*, *noise*, *toy*, *cue*, and *true*.

5. **Vowel-R Syllables:** A vowel-r syllable is one which includes one and only one vowel followed by an *r*, or one vowel followed by an *r* which is followed by a silent *e*, or a vowel combination followed by an *r*.

Examples include *car*, *or*, *care*, *ire*, *air*, and *deer*.

6. **Consonant-L-E Syllables:** In these syllables, a consonant is followed by *le*. The vowel sound in these syllables is the schwa sound that occurs before the *l*.

Examples include *-ble*, *-cle*, *-dle*, *-fle*, and *-gle*.

## Dividing Words into Syllables

There are four ways to split up a word into its syllables:

### 1. Divide between two middle consonants.

Split up words that have two middle consonants.

For example:

*hap||pen*, *bas||ket*, *let||ter*, *sup||per*, *din||ner*, and *Den||nis*.

The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are *th*, *sh*, *ph*, *th*, *ch*, and *wh*.

### 2. Usually divide before a single middle consonant.

When there is only one syllable, you usually divide in front of it,

as in: *o||pen*, *i||tem*, *e||vil*, and *re||port*.

The only exceptions are those times when the first syllable has an obvious short sound, as in *cab||in*.

### 3. Divide before the consonant before an -le syllable.

When you have a word that has the old-style spelling in which the *-le* sounds like *-el*, divide before the consonant before the *-le*.

For example: *a||ble*, *fum||ble*, *rub||ble* *mum||ble* and *thi||stle*. The only exception to this are *ckle* words like *tick||le*.

### 4. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.

Split off the parts of compound words like *sports||car* and *house||boat*. Divide off prefixes such as *un||happy*, *pre||paid*, or *re||write*. Also divide off suffixes as in the words *farm||er*, *teach||er*, *hope||less* and *care||ful*. In the word *stop||ping*, the suffix is actually *-ping* because this word follows the rule that when you add *-ing* to a word with one syllable, you double the last consonant and add the *-ing*.

## Listening Task

Now divide the following words into syllables and read them loud to your partner.

- |               |               |               |
|---------------|---------------|---------------|
| 1. exercise   | 2. pretend    | 3. turtle     |
| 4. balance    | 5. telephone  | 6. science    |
| 7. quarter    | 8. technology | 9. disappear  |
| 10. dictation | 11. incident  | 12. amusement |

## Listening Skills

### Listening for Weather

#### Prompt Task

When you are asked about the weather by the following sayings:

What's it like out?

How's the weather?

What's the weather like?





What's the temperature?

What's the weather forecast?

You can describe the weather by using the following words. Can you put the words in the right column?



showers	hurricane	overcast	flood
foggy	sleet	blizzard	breeze
snowflake	downpour	blustery	hail
gale	gloomy	drizzle	clear

	Rainy		Cloudy
	Cold		Windy

## Listening Task

*Listen to five conversations and choose the best answer.*

1. What will the weather be like next week?  
A. Snowy and windy. B. Cold and rainy.  
C. Snowy and icy. D. Windy and rainy.
2. What can we learn from the conversation?  
A. It will get warmer soon. B. It may get even colder.  
C. This is the coldest winter ever. D. The weather has never been so bad before.
3. What can we learn from the conversation?  
A. The man is sure the weather will be fine soon.  
B. According to the forecast the weather will be fine soon.  
C. If it keeps raining, they will cancel what they have planned to do.  
D. If it rains hard, they will postpone what they have planned to do.
4. What can we learn from the conversation?  
A. It's cold in New York now.  
B. It's very hot in New York now.  
C. The woman thinks New York and Beijing have similar weather.  
D. The man is going to visit New York.
5. What does the man mean?  
A. They'd better change their mind about playing tennis tomorrow.  
B. They shouldn't change their plan.  
C. They can play tennis in the morning.  
D. They won't play tennis long.

## After-listening Task

*Work in small teams and tell your dream city to your teammates. Then, you should get the weather forecast information of the dream city by using the weather forecast app of your smart phone and make a brief weather forecast to your teammates, making use of the following patterns.*

It's quite... in..., but there's going to be... for most of the day.

In the north/south of... it's...

The temperature should reach..., where it's... and sunny.

... will have a... day.

But it's going to remain... in the north.

It will be an extremely... day in...

In..., there will be some... and fog.



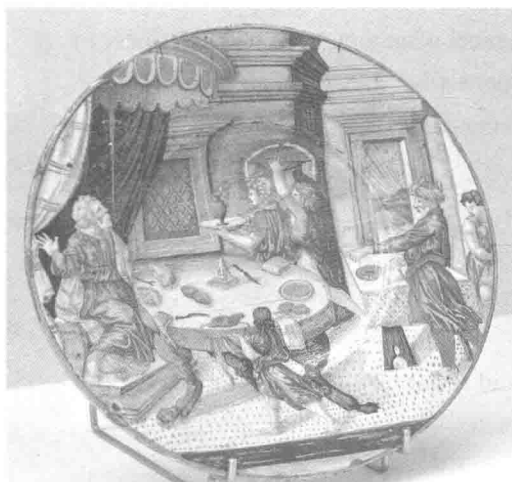
# Lead-in Task

## Pandora's Box

### Prompt Task

Mythology's influence is evident in our language. Can you give one or two examples of the ancient proverbial expressions or idioms?

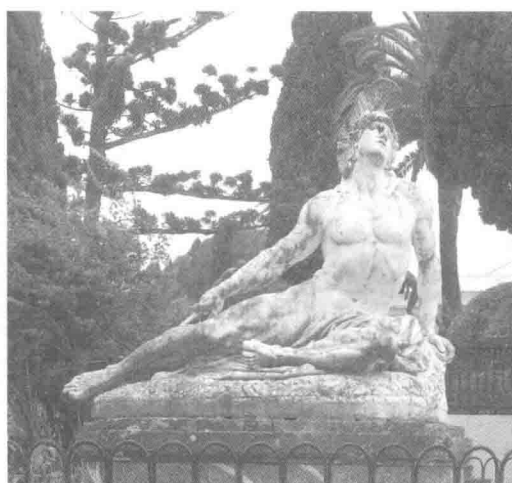
Then look at the pictures below and read the six proverbs and the brief description for each. After that, try to match them to the pictures. At last, explain your answers and describe the pictures briefly.



Picture 1 \_\_\_\_\_



Picture 2 \_\_\_\_\_



Picture 3 \_\_\_\_\_



Picture 4 \_\_\_\_\_