



21 世 纪 大 学 英 语 系 列

21^{世纪}大学艺术英语教程

李秀清 主编



3



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主 编 李秀清

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前言

教育部 2007 年颁布的《大学英语课程教学要求》指出,大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后的学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。

为全面实施《大学英语课程教学要求》,贯彻分类指导、因材施教的原则,满足艺术类各专业大学生英语学习个性化需求,推行大学艺术类英语教学改革,提高艺术类各专业大学生的英语综合应用能力和文化素养,我们特地编写了一套《21 世纪大学艺术英语教程》,共 4 册。

一、编写宗旨

本教程严格遵循艺术类英语教学规律,在教材结构和内容编排上,博采众长,独辟蹊径,科学合理地精选艺术领域方面的经典英语文章,内容注重文学、戏剧、音乐、舞蹈、美术、影视等文化知识。以全面、新颖、实用为教材特色,最大信息量地介绍各门类艺术内容,传递各种文化艺术背景信息。

二、选材要求

在编写过程中,注重选材的思想性、科学性、实用性和趣味性,恰当处理知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言典范和时代气息的关系。在内容编排上尽量采用“难易穿插”、“由浅入深”、“深入浅出”等方式,避免一般教材编排中出现的乏味现象。

三、编写特色

本教程的编写注重以点带面、举一反三,突出以内容和练习为依托的良好语言学习环境的创设,倡导体验、实践、参与、合作、交流的学习方式和任务型的教学途径,贯彻教、学、用相结合,语言结构和交际功能紧密结合的原则。兼顾语言基础又特别针对艺术类专业,在内容上既有普通基础的一面,又有专业纵深的一面。同时,它不仅向英语教师提出了既要有较高的英语语言功力又需精通艺术类专业的挑战,而且对学生奠定英、汉双语基础,增强中、西文化艺术修养,培养语言交际和实践创新能力具有重要作用。

四、单元结构

本教程每个单元采用模块化设计,分为 Famous Sayings, Lead-in, Reading Focus,

Reading for Pleasure 和 Further Development 5 个模块。单元的设计和编排既考虑到题材和难易度,也照顾到策略训练的先后顺序,从而有针对性地加强学生的英语综合应用能力的培养。具体如下:

第一部分: Famous Sayings

结合单元主题,利用谚语和名人佳句导课,使授课更精彩、生动,提高学生兴趣,陶冶学生情操,使学生形成健全的情感、态度和价值观。学生可将名言谚语熟练诵读,以备写作和口语表达时引用。

第二部分: Lead-in

1. 提供精选的英汉对照相关词汇,拓展学生的相关知识面,为下面的听力、口语和阅读等活动提供词汇支持。

2. 通过与单元主题相关的听力活动,增加语言输入,拓宽知识面,检测基本语言应用能力。

第三部分: Reading Focus

本部分主要培养学生的阅读技巧及语言应用能力,包括 Text A 和 Text B 两篇课文。

Text A 细分为 Global Reading 和 Detailed Reading 两部分。Global Reading 培养和检测学生在了解文章写作背景知识和基本词汇基础上的快速阅读能力,以及就给定话题展开讨论的英语口语技能和策略。Detailed Reading 在学生语篇结构、语篇分析练习的基础上,培养和检测学生在词汇运用、句子结构转换、英汉互译以及语篇综合知识运用等方面的能力。

Text B 是 Text A 的补充和拓展,分为 Global Reading 和 Detailed Reading 两部分。Global Reading 旨在进一步强化学生的快速阅读能力,拓展学生相关英语语言知识,优化英语口语技能和策略。Detailed Reading 部分的练习侧重文章中高频词汇的运用训练。

第四部分: Reading for Pleasure

阅读使人充实,阅读也应当令人愉悦。本部分通过精选各种幽默故事、经典诗歌、电影台词、绕口令等,启迪学生智慧,愉悦学习心理,从而真正做到为快乐而读书。

第五部分: Further Development

Task 1: Pronunciation/Grammar Review

通过基础语音和语法知识的讲解,帮助学生总结可操作性强的语音和语法规则知识,在此基础上,学生可通过语音、词汇和翻译等练习形式巩固和强化获取的语音、语法知识,

切实体会学以致用快乐和成就感。

Task 2: Speaking Practice

本部分通过提供口语语篇,创设各种情景,营造一个英语的表达氛围,学生在熟练诵读和小组练习给定口语语篇的基础上,进行小组合作创新,让学生做到有话可说、有话能说、有话敢说。

Task 3: Cloze

完形填空考查学生综合分析能力,学生通过阅读,激活相关背景知识,在把握文章大意的基础上,运用词汇、语法以及语篇衔接和连贯的基本知识,选择最佳答案,使文章语义完整。这要求学生注重英语阅读理解能力的培养和相关英语语法、词汇和文化背景知识的积累。

Task 4: Reading Comprehension

精选两篇难度适中的阅读理解文章,文章内容力求新颖,融知识性、趣味性和可读性于一体。通过阅读,学生可大量获取语言知识,奠定坚实的语言基础,发展英语综合应用能力,进一步培养并激发英语阅读兴趣,拓宽知识视野,提高文化素养。

Task 5: Writing Practice

本部分结合学生所需,巧妙设计国外入学申请、学籍卡填写、感谢信、请假条、留言、通知、邀请信、生日卡、道歉信、祝贺信、失物招领、日志等多样化的英语应用写作情景,达到以写促学的目的。

本教程不仅适用于在校艺术类大学生的英语学习,对艺术类研究生以及广大艺术英语爱好者也同样具有一定的参考价值。

在本教程的编写过程中,我们得到了复旦大学出版社的大力支持,对此我们深表谢意。

由于编者水平有限,难免有错误与疏漏之处,恳请广大读者及同行专家不吝赐教。

编者

2013年4月于青岛

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Unit 1 Campus Learning

校园学习

Famous Sayings

A free man obtains knowledge from many sources besides books.

[American] Thomas Jefferson

自由的人获取知识的途径不仅限于书本。

[美国] 托马斯·杰斐逊

If you don't learn to think when you are young, you may never learn.

[American] Thomas Edison

年轻时没有学会思考,就可能永远学不会思考。

[美国] 托马斯·爱迪生

Better be unborn than untaught, for ignorance is the root of misfortune.

[Ancient Greek] Plato

与其不受教育,不如不生,因为无知是不幸的根源。

[古希腊] 柏拉图

Lead-in

A. Learn the words and expressions related to learning.

| | | | |
|--------|------------------|--------|-------------------|
| 方式 | approach | 临时抱佛脚 | cramming |
| 创造力 | creativity | 超负荷任务 | crushing workload |
| 大纲 | curricula | 纪律 | discipline |
| 发现 | discovery | 探索 | exploration |
| 指导 | guidance | 想象力 | imagination |
| 独立 | independence | 知识分子 | intellectual |
| 动力 | motivation | 毅力 | perseverance |
| 坚持 | persistence | 策略 | strategy |
| 以学生为中心 | student-centered | 以教师为中心 | teacher-centered |

B. Listening Practice

1. Listen to the passage and answer the following questions.

- 1) A group called Story Pirates goes into schools and performs shows for children. What stories are the shows based on?
- 2) What do the teachers and actors do on their first visit to a school?
- 3) What do you think of the differences of learning styles between Chinese students and American students?

2. Listen to the passage again and fill in the blanks.

A group called Story Pirates goes into schools and 1) _____ shows for children. But these shows are based on stories written by the children themselves. The 2) _____ are there to help them become better writers. The Story Pirates are 3) _____ in more than two hundred schools across the United States. Their method is designed to help children learn about the 4) _____ and structure of writing.

5) _____ and teachers known as teacher-artists help students write stories. The children feel the 6) _____ of ownership in their work and may get to see their story performed. About two hundred actors and teachers are members of the Story Pirates. It was 7) _____ in two thousand three. The group is based in Los Angeles and also has performers on the East Coast. The basic program is called the Idea Storm. It involves two visits to a school. On the first visit, the teachers and actors hold a writing 8) _____ at a student assembly. They help students express their ideas. Benjamin Salka, the group's chief executive officer, says they work with children to "open up" their 9) _____. But that is only part of the process.

After about a month, the Story Pirates return to the school. This time, they perform the stories that they have chosen and prepared for the stage. They sing, dance, tell jokes, use puppets — whatever they can do to make the 10) _____ fun.

Reading Focus

Text A

Global Reading

Read the text and answer the following questions.

1. Does the writer have a career goal when he comes to the college? If yes, what is it?
2. What does the writer learn from the interview with Dr. Wit?
3. What does the writer learn from the interview with Mr. Krause?
4. What is the writer's decision with respect to the choice of courses?



Dramatic Learning

Marsha Lee



1 As a first-semester freshman last fall, I arrived on campus with my career track as clear in my head as the highlighted road map that guided me to Reese

College. From kindergarten through high school, I liked reading, writing, and doing school plays, so choosing a major was easy — I'd become an English teacher. Imagine, I thought, people will pay me to do that stuff! What I didn't know is which courses would help me reach my goal.

2 Then two weeks ago, on the same day I was assigned this interview report, I got an email message from my adviser saying that it was time to choose courses for my sophomore year. So I decided to hit two targets with one stone by interviewing Dr. Angela Wit in the Theater Department. She could tell me which theater courses would help me as an English teacher and reporting on the interview would help me finish my assignment.

3 Just before noon the following morning, I entered Dr. Wit's office and introduced myself. She asked me to sit down, and then started to talk.

4 "Marsha," she said, "you've made a good choice! Middle school students need English teachers who can help them read and write, but they also need English teachers who can help them produce quality plays. Taking theater courses will help you learn that."

5 "How many courses?" I asked.

6 "Enough to be a professional educator," she replied.

7 "And how many is that?" I asked.

8 Dr. Wit smiled, leaned back in her chair, and asked, "Have you thought about taking a fifth year?" She then delivered a five-minute monologue on how teachers must be professional practitioners in their fields of study.¹ "For you," she said, "that means getting a firm grasp of both the academic and technical aspects of theater. To do that, you should stay a fifth year and finish a theater major, along with your English major." She closed by describing her past student, Mike Krause, an "outstanding young professional" who teaches history and directs first-rate plays at Sylvan Middle School in nearby Jonesburg.

9 I went back to my dorm room a bit depressed. During our talk, Dr. Wit had given me enough raw material to draft a report, but she gave me no help selecting courses. Besides, I wanted to be out of college in three years! So after a good pout, I decided to do a second interview — this time with the middle school teacher whom Dr. Wit mentioned, Mike Krause.

10 The next afternoon I arrived at Sylvan at 1:55, just in time to get caught in the stream of kids heading for their last-hour classes. When I found Mr. Krause — sitting in front of a puppet stage in the back corner of his classroom — he responded like we knew each other. “Hey, Marsha, over here!” he called. I walked over and he introduced me to five bubbly kids with scissors, coloured paper, cloth, and glue. “They’re making costumes for a play they wrote about the Lewis and Clark expedition,” he said, “and they need your help.” Then he walked away.

11 The next hour was a whirlwind. I helped make a dress for Sacagawea, rehearsed a dialogue as Martha Washington, and responded to a poem about Sally Hemings and Thomas Jefferson.

12 After the bell rang and the last student left, Mr. Krause slid into a student’s chair and pointed to one nearby. “Take a seat,” he said. “On the phone you said that you want to talk about theater courses.”

13 “Yes,” I said, “and I’d like your ideas.”

14 “I’ve already given you my best shot,” he replied. Mr. Krause then explained why he invited me to visit his class. “I direct school plays at Sylvan,” he said, “but the stage isn’t where the real theater takes place. The real stuff happens in classrooms like mine where students do theater activities that help them learn history, or science, or whatever.² The key to choosing theater courses that will help you teach English is knowing what you need to learn. Today you learned that you already know a lot about helping kids put on plays. So maybe you should focus on what English teachers must teach, and then select only those theater courses that help you teach that stuff.”

15 That evening I thought about both interviews. Dr. Wit told me that I have to be a professional in my field, and I agree. But Mr. Krause taught me that my profession is education.

16 Last Monday I met with my adviser to choose my courses for next fall, and the choice was easy. Three years from now, I’m going to graduate and get a job as an English teacher. Between now and then, I’ll finish the prescribed courses and take a few electives like creative dramatics and acting. Oh, yes, and for one of the required field experiences in education, I definitely plan to spend a few weeks observing Mr. Krause!

(809 words)

New Words and Expressions

| | |
|----------------------------------|---|
| highlight /'haɪlaɪt/ v. | to mark with a bright colour 标示 |
| kindergarten /'kɪndəˌɡɑːtən/ n. | a school or class for children usually from four to six years old 幼儿园 |
| assign /ə'saɪn/ v. | to give sb. a particular job or duty 分配任务 |
| assignment /ə'saɪnmənt/ n. | a particular job or duty 任务 |
| sophomore /'sɒfəməʊ(r)/ n. | a student in the second year of high school or college 二年级学生 |
| target /'tɑːɡɪt/ n. | sth. that you are trying to do or achieve 目标 |
| monologue /'mɒnələɡ/ n. | a long speech made by one person that prevents anyone else from talking 独白 |
| professional /prəʊ'feʃənəl/ a. | relating to a job that requires special education or skill 专业的 |
| practitioner /præktɪ'ʃənə(r)/ n. | sb. who practices a learned profession 实践者, 从业者 |
| academic /ˌækə'demɪk/ a. | of or relating to schools or education 学术的 |
| outstanding /ˌaʊt'stændɪŋ/ a. | extremely good or excellent 杰出的 |
| pout /'paʊt/ n. | unhappiness, being annoyed 生气, 不悦 |
| costume /'kɒstjʊ:m/ n. | the clothes worn by a group of people especially in a play or during a time in the past 服装; 戏装 |
| whirlwind /'hwɜːlwaɪnd/ n. | sth. that involves many quickly changing events or feelings 一连串纷乱的事情 |
| rehearse /rɪ'hɜːs/ v. | to say or do sth. several times in order to practice 排练 |
| prescribe /prɪ'skraɪb/ v. | 1. to make sth. an official rule 指定, 规定 2. (of a doctor) to tell sb. to take a particular medicine or have a particular treatment (医生)开(药) |
| elective /ɪ'lektɪv/ a. | done or taken by choice 可以选择的 |
| n. | a course that students can choose to take, but they do not have to take it in order to graduate 选修课 |

Background Information

1. Jonesburg: 琼斯堡, 美国密苏里州蒙哥马利郡的一个城市。
2. The Lewis and Clark Expedition: 路易斯和克拉克的探险。1803 年, 美国总统托马斯·杰斐逊要求国会批准对密西西比河以西的荒原大漠进行勘探, 开拓出一条通往西太平洋并能把东部和西部连接起来的水道。杰斐逊总统建议, 找一名精明强干的军人, 由其亲手挑选十几人, 国会拨款 2 500 美金, 来完成此任务。随后不久, 杰斐逊总统任命自己的私人秘书路易斯担任探险队队长。1804 年, 路易斯找到自己的好友克拉克, 任命他为副队长, 并于当年 5 月 14 日, 由密西西比河畔的圣路易斯出发, 开始了美国独

立后历史上第一次由美国政府组织的通往西太平洋的探险。两年时间很快过去了,路易斯克拉克的探险队一直杳无音讯,很多人都认为路途险恶,探险队的人都早已葬身荒山野岭,不可能重返家园。然而在两年半之后,探险队突然回到了圣路易斯,消息传出,举国欢庆。因为路易斯克拉克开拓出一条横跨北美,直通西太平洋的道路,他们像英雄一样受到民众的欢迎。

3. Martha Washington: 玛莎·华盛顿是弗兰克·米勒塑造的一名虚构人物,最初出现在《给我自由》(*Give Me Liberty*)这本四期漫画集中。《给我自由》于 1990 年由黑马漫画出版发行。
4. Sally Hemings: 莎莉·海明斯是杰斐逊总统的一名女性黑奴,来自他妻子玛莎·威尔斯娘家,在杰斐逊家供职直至他去世。

Notes

1. **She then delivered a five-minute monologue on how teachers must be professional practitioners in their fields of study.** 此句中 how teachers must be professional practitioners in their fields of study 为介词后的宾语从句。介词后的宾语从句的引导词一般不用 which 或 if,要分别用 what 或 whether。
e.g. The teacher gave us the correct answer after what seemed like an hour.
 Everything depends on whether he has the courage to face the crisis.
 He differed from his classmates in that he made better use of his time.
2. **The real stuff happens in classrooms like mine where students do theater activities that help them learn history, or science, or whatever.** 此句中 where students do theater activities 是定语从句,先行词为 classrooms; that help them learn history, or science, or whatever 是定语从句,先行词为 theater activities。这种定语从句中再嵌入定语从句的现象要弄清先行词才能准确理解。
e.g. Animal waste has dangerous bacteria that can spread diseases to plants, animals or humans that swim in dirty water.
 Extracurricular activities are important in building the creative mind that needs frequent exercises that textbook knowledge may not provide.

Detailed Reading

Task 1 Text Organization

| Part | Paragraph(s) | Main Idea |
|------|--------------|--|
| I | 1 | I came to college with a goal of becoming an English teacher, but I don't know which courses will help me reach my goal. |
| II | 2 - 8 | |
| III | 9 - 14 | |
| IV | 15 - 16 | |

Task 2 Building Up Your Vocabulary

A. Choose an appropriate word from the word bank below to fill in the blank of each sentence. Make changes where necessary.

| | | |
|-----------|--------------|----------|
| highlight | professional | target |
| academic | monologue | rehearse |

1. Instead of a teacher's _____ explaining theories, today's classrooms are becoming more student-centered.
2. I was very impressed by the calm and _____ way she handled the crisis.
3. The band stayed up late _____ for the big show.
4. Important names and dates in each chapter are carefully _____.
5. Your adviser will discuss your _____ interests with you before you choose courses.
6. This class is for those students whose _____ language is English.

B. Choose an appropriate phrase from the box below to fill in the blank of each sentence. Make changes where necessary.

| | | |
|------------|-----------------|----------------------|
| along with | take place | the key to |
| focus on | just in time to | between now and then |

1. He got home _____ toast Christmas with us.
2. _____ low cost, this trip has other attractions for tourists.
3. When doing listening comprehension, _____ the main idea instead of individual words.
4. I can't say for sure, for _____ a lot of changes will come up.
5. _____ learning grammar is to use it as frequently as possible.
6. The film festival is going to _____ as planned.

Task 3 Structure

Present participle is often used at the beginning or end of a sentence, separated by a comma from the main clause, providing information of time, place, reason, and manner. Complete the following sentences after the model, using present participle and the words in the brackets.

Model: Then two weeks ago, on the same day I was assigned this interview report, I got an email message from my adviser saying that it was time to choose courses for my sophomore year. (say, it was time, choose courses, sophomore year)

1. The student corrected his paper carefully, _____. (follow, professor, suggestions)
2. God is a comedian, _____. (play, audience, afraid, laugh)
3. The children went from house to house, _____. (play, trick, treat)
4. He expressed his satisfaction with all the arrangements, _____. (add, he, enjoy, stay, here)
5. They left the examination room, _____. (hope, everything, turn out, well)

Task 4 Translation

A. Complete the following sentences by translating the Chinese given in the brackets.

- Teachers are paying more attention to _____ (实地工作经验) in education.
- Most readers _____ favorably _____ (反应) this book.
- The professor asked his students to _____ (扎实掌握) the major theory.
- At the end of the meeting, the CEO of the company _____ (以……结束) calling on unity.
- I didn't _____ (打算) leave without getting the fair treatment I deserved.
- The store sells _____ (质量上乘的) furniture at reasonable prices.

B. Translate the following sentences into Chinese.

- I decided to hit two targets with one stone by interviewing Dr. Angela Wit in the Theater Department.

- She then delivered a five-minute monologue on how teachers must be professional practitioners in their fields of study.

- The real stuff happens in classrooms like mine where students do theater activities that help them learn history, or science, or whatever.

Task 5 Summary Cloze

Complete the summary with words or phrases chosen from the given word box. Change the form where necessary.

I came to Reese College with a clear 1) _____ of becoming an English teacher because I always liked reading, writing, and doing school plays. I really wanted to know which courses would help me reach my goal. Then two weeks ago, on the same day I got the 2) _____ of an interview report, my adviser sent me a message saying that it was time to choose courses for my 3) _____ year. So I decided to hit two 4) _____ with one stone by interviewing Dr. Angela Wit in the Theater Department. In my interview with Dr. Wit, she told me that teachers must be 5) _____ practitioners in their fields of study and get a firm grasp of both the 6) _____ and technical aspects of theater. She introduced to me an 7) _____ young professional, a middle school teacher, Mike Krause. Because Dr. Wit said nothing about which courses I need to take, I decided to interview Mr. Krause. In the interview with Mr. Krause, I was asked to help the kids in his class put on plays and learnt that my profession is education. The two interviews helped me make the 8) _____ to finish the 9) _____ courses and take a few 10) _____ like creative dramatics and acting.

| | |
|-----------|--------------|
| decision | sophomore |
| elective | professional |
| academic | outstanding |
| prescribe | goal |
| assign | target |