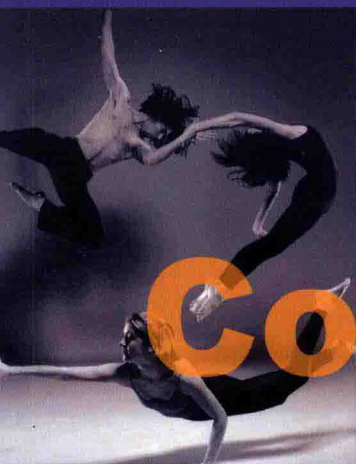




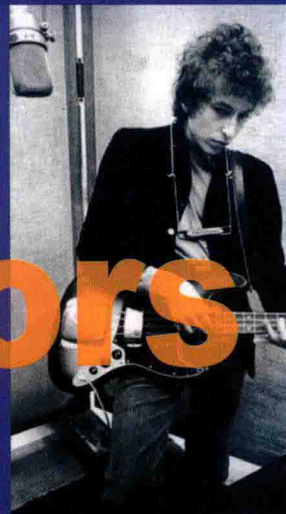
“十二五”普通高等教育本科国家级规划教材



# 艺术类 大学英语 · 提高

总主编 余渭深

主 编 肖 红 郭锦霞



# For Art Majors

*Student's Book*



重庆大学出版社

# College English

## 艺术类大学英语·提高

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For

# Art Majors

重庆大学出版社

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**AR**

College English for Art Majors

**T**

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北方工业大学 湖北工业大学

# AR 艺术类大学英语

College English for Art Majors



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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》(以下简称《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,阻碍了他们英语学习的进步。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。艺术类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。艺术类专业学生对与自己专业相关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。艺术类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。

要帮助艺术类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《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大部分。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学生的审美情趣来激发其学习英语的兴趣，又能够通过唤起其形象记忆来提高学习效率。

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，本教材为艺术类学生提供了一套反映自己的专业文化、符合自己的学习特点、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，加入这种再创造的有益尝试中来。

编者  
2011年8月

# 修订说明

美育教育是中国高等教育的重要组成部分。2019年春全国两会期间，习近平总书记与出席全国政协会议的文化社科界委员座谈时，提出了“文化文艺工作属于培根铸魂工作”的重要论述，为学校美育工作指明了前进的方向。为了落实立德树人的根本任务，教育部最近印发了《关于切实加强新时代高等学校美育工作的意见》（简称《高校美育意见》），提出了围绕高校普及艺术教育、专业艺术教育和示范教育三个重点领域，大力加强和改进美育教育教学的意见。

大学英语是艺术专业教育的重要组成部分，通过学习和使用英语，可以帮助学生学习和了解世界优秀的文化和文明，同时也有助于增进学生的文化自信，有效传播中华文化，深化国际交流合作。

“艺术类大学英语系列教材”的编写是我国大学英语教材编写的一个创新，教材融艺术通识教育（含美术、音乐、舞蹈、戏剧、影视、艺术设计）和英语教育为一体，既适合艺术类大学生学习英语，也适合热爱艺术的大学生通过英语学习拓展艺术视野，培养审美意识、树立正确的艺术观、陶冶道德情操。教材编写突出4Ls理念：学会学习（learning to know）、学会做事（learning to do）、学会做人（learning to be）和学会合作（learning to live together），强调使用英语学习艺术、交流艺术、热爱艺术、共享艺术。教材第一版推出以来，受到了师生的广泛好评，为大学英语教学实践提供了新思路。不少院校在这个思路的启发下勇于创新、积极改革，并在这方面取得了良好的教学效果。2014年，“艺术类大学英语系列教材”被评为“‘十二五’普通高等教育本科国家级规划教材”，这是对我们所作努力的肯定，也是激励。随着党的十九大的胜利召开，我国经济社会发展进入一个新时期。为了响应“一带一路”倡议和“讲好中国故事”的需要，教育部高等学校大学外语教学指导委员会制定了《大学英语教学指南》（送审稿），国家语言文字委员会正式颁发了《中国英语能力等级量表》（CSE），为新时期我国大学英语教学提出了新要求。同时，新的IT技术在教育教学中的广泛使用，也对传统的课堂教学形式提出了新的挑战。为此，我们启动了对教材的修订再版工作。本次再版，编者主要从以下方面着手系列教材的修订工作：

- ◆ 更换部分主课文，突出艺术教育的通识性，融入更多中国艺术相关主题内容。

更换了部分阅读篇章，增加了文章体裁的多样性。同时，教材内容能更好地反映世界艺术的精华，更全面、更完整地展现中外艺术发展过程中的重要艺术家、重要作品及重要思想，突出艺术教育的通识性。修订还增加了弘扬中华优秀传统文化的相关内容，有助于培养学生的文化自信和家国情怀。

- ◆ 主课文后的活动设计更加体现“以用促学”的理念。

在主课文阅读活动中增加了功能语言练习活动，梳理出主课文中的功能语言实例，

让学生通过句型、术语仿写,把他们在主课文中读到的语言灵活运用起来。

以艺术主题为精读样本的主课文的活动围绕中外文化比较展开,加强学生使用英语鉴赏世界优秀艺术作品的能力和使用英语讲述中国文化的的能力,培养其思辨能力。

◆ 修改部分情景链接活动设计,设置中国特色场景。

情景链接活动以中国特色场景为情景设置,强调跨文化语境下的中外艺术比较,引导学生在艺术交流的实践活动中,学习英语,培养语言意识,培养学生的跨文化交际能力。

◆ 对接《大学英语教学指南》(2016送审稿),《中国英语能力等级量表》,明晰系列教材的教学目标。

教材修订以《大学英语教学指南》的基础目标为依据,以实际使用为导向,以培养学生的英语应用能力为重点,强调发展学生通用语言能力和使用英语进行艺术学习和交流的能力。教材修订采用基于体裁类型,进一步明晰各册教材的教学目标,从语言使用范围对接《中国英语能力等级量表》,见下表:

分册名	文本体裁	语言使用范围	级别
艺术类大学英语·基础	作品和艺术家 的故事	叙述事件发展,如简短故事、议论文、书信; 记叙文和应用文;作家故事视频。	CSE4
艺术类大学英语·进阶	作品及欣赏	评论及议论;作品的感受和评价;理解主旨 和细节;表达自己的观点;有效描述;文化视 频。	CSE4+
艺术类大学英语·提高	艺术与美学	复杂内容的理解,议论和评论,逻辑思维;视 频观看。	CSE5
艺术类大学英语·拓展	艺术与社会	论述性材料,如社会时评、书评等,分辨不同 观点;感受和评论,思想较复杂。	CSE5+

◆ 打造多媒体融合新型教材

用二维码方式链接配套多媒体资源;用慕课解决语法、语言点知识讲解耗费课时的问题;资源平台提供更多数字资源,辅助教师开展教学活动。

“艺术类大学英语”系列教材是我们在艺术类大学英语教学内容和教学方式方面所作的大胆尝试。通过本次修订再版,希望能推动艺术类大学英语教学改革再往前走一步。

编者  
2019年1月



# CONTENTS

## Lead-in

## Module 1 Learn to Talk

### Unit 1 The Power of Music

page 1–24

Watch the video about the song *Heal the World*

- Speaking: I think it amazing / wonderful / marvelous...
- Listening: What Did Michael Jackson Want to Tell the World?  
How Did Robert Chunn Become a Painter?

### Unit 2 Art as Commodity

page 25–46

Watch the video about auctioning Munch's painting *The Scream*

- Speaking: The viewer first of all notices... of a painting.
- Listening: *The Scream*

### Unit 3 The Emotional Power of Film

page 47–64

Watch some film clips and talk about how you feel about them

- Speaking: My spirit can address yours, as if...
- Listening: Realism and Formalism  
Why Do People Like Horror Movies

### Unit 4 Body Politics

page 65–86

Watch the video about the therapeutic dance

- Speaking: I am sure that dance is inherently healing...
- Listening: Dance Movement Therapy Program

### Unit 5 Fashion and Social Engagement: Fashion, Style and Society

page 87–106

Watch the video clip of *Marie Antoinette*

- Speaking: I think your words are only partly true.
- Listening: Movie *Marie Antoinette*

### Unit 6 Advertising Tactics

page 107–124

Watch the video about an advertisement for Huawei products

- Speaking: Personally, advertisement bring us much convenience.
- Listening: WWF's Commonweal Advertisement

### Unit 7 Musical Theater: One of the Most Popular Forms of Performing Arts

page 125–144

Listen to the song *Sun and Moon* from the musical *Miss Saigon*

- Speaking: Musical really stands out. It is one of the most fantastic forms of live performance.
- Listening: Fantasy Film  
The Lion King: The Responsibility

### Unit 8 Industrial Design: The Neglected Art

page 145–164

Watch videos of industrial products design

- Speaking: When I'm designing something, I'm always thinking about my users.
- Listening: The Designer and the Entrepreneur  
The Design of Apple Products

### Appendices

page 165–179

**Module 2 Learn to Read**

**Module 3 Scenario Link**

**Module 4 Writing**

**Module 5 Culture Salon**

- Passage A Bob Dylan's Songs and Civil Rights
- Passage B Social Justice, Nature, and His Symphonies

CV(curriculum vitae)

- Factors that contribute to the success of a piece of work

- Wang Luobin and "Zai Na Yaoyuan De Difang"

- Passage A Why Is the Price so High?
- Passage B *The Scream* in Popular Culture

Exhibition Poster

- A review of an exhibition

- The most expensive works of art

- Passage A Hollywood and China See a Future for Co-productions
- Passage B True Love

How to Write a Film/ Movie Review

- A report about the similarities and differences between Chinese and Hollywood movies.

- American movie ratings

- Passage A Martha Graham and Modern American Dance
- Passage B Yang Liping Weaves Diversity and Respect into New Work at Melbourne Festival

Reference Letter

- The main role of dance

- Popping

- Passage A What is Eco-fashion?
- Passage B Retro Fashion

Mix & Match

- Different fashion styles

- Coco Chanel

- Passage A Shock Tactics of Charity Advertising
- Passage B Will They Profit by Enlisting the Public in Their Philanthropic Efforts?

How to Write an Internet Advertisement

- Charity advertisement

- Logos

- Passage A The Success of Andrew Lloyd Webber
- Passage B *Rent* and Jonathan Larson

How to Write a Musical Analysis

- The cancellation of favorable enrollment policies for students of special talents

- Localizing one of the most popular western art forms — musical

- Passage A Popular Celebrity Cars
- Passage B Words Matter

Product Proposal

- Which is more important when designing a product, practicality or aesthetics?

- 10 principles of "good design"

# 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 writing of CV(resume).
- enhance your awareness of Chinese folk songs.

## 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?



MICHAEL JACKSON



HEAL the WORLD

## 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.

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

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

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

Mary: 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	Giorgio Morandi /'dʒɔ:dʒəʊ mɔːrændɪ/	
Auguste Rodin /əu'gu:st rɒdɪn/	Los Angeles	Giotto /'dʒɔtəʊ/
Piero della Francesca /'piərəʊ delə fræn'seskə/	Deepak Chopra	

**Words**

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

- Do you like listening to Michael Jackson's songs or watching him dance? Why or why not?
- 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?**

- Listen to the short passage about the song *Heal the World* and choose the best answer to each question below.



- Why did people sing the song *Heal the World* at the Staples Center on July 7, 2009?
  - To celebrate the success of this song.
  - To mourn the death of Michael Jackson.
  - To inspire people with the music.
  - To close its service for several days.
- What message does the song send to people around the world?
  - We should work together to make this world a better place.
  - We must keep requesting new things.
  - We must desire a better life.
  - We should actively engage in charity work.
- What did Michael Jackson think about this song?
  - He thought it's the most beautiful song he created.
  - He regarded it as motivation for poor children.
  - He thought it's the song that he was most proud to have created.
  - He regarded it as a reminder for those who do charity work.

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

- Why did the author's daughter ask to listen to the song *Heal the World* again and again?
- What does the refrain "Make it a Better Place" mean to people who do charity work?
- 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.