

COLLEGE ENGLISH FOR  
ART MAJORS

# 大学艺术英语

总主编：颜士军

主 编：颜士军 王雪燕

副主编：赵晓茹 白 洁

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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特点。

基于这些特殊的学习需求和特点,《大学艺术英语》教材应运而生。该教材将语言学习和艺术知识紧密结合,旨在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,使学生在掌握语言运用的同时,还能够提高专业知识水平。该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,贯穿英语和艺术双向主线:在英语方面,语言由浅入深,难度逐步提高;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,既考虑到艺术类学生英语学习的特点和未来职业对于英语能力的要求,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其他艺术类专业课的桥梁,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。教学活动的设计处处体现以学生为中心,把学生当做英语课堂的主体;贯穿英语教学的是要让学生学会使用“英语工具”进行交流的思想,争取实现英语学习由“坐着学”到“做着学”的转变。同时,我们强调课堂活动设计过程中的可操作性,以便教师可以比较容易地根据教材组织一些互动性强的课堂教学活动,从而达到有效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。

该套教材在充分调查和分析艺术类学生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。所选文章大多来源于国内外艺术领域最新的英文原版资料,经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后,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, 编者突破了传统教材的格式, 设计了多种练习来加强学生对于该部分的掌握。同时, 根据学生的具体特点, 编者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, 编者充分考虑艺术类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”的练习。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, 而且还可以拓宽其知识面, 帮助他们涉猎更多的课内外知识。

本书为《大学艺术英语》第一册。学生在学习本书时, 一方面可以学习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艺术的基础知识, 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。主题包括艺术与生活、艺术与色彩、艺术与教育、音乐艺术、艺术与时尚、艺术与品牌、“秀”文化和影视艺术等八个方面。每单元由课前阅读、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与单元主题相关的文章。文章内容和语言浅显易懂, 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, 作为学习前的必要“输入”。

视听说部分主要包括:

**热身任务 (Warming-up Task)** 主要是为了使学生对本单元主题有一个初步的了解。该部分主要是课堂互动, 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, 以此帮助学生习得自主拼读英语单词的能力, 提高发音的准确性。

**听力技巧 (Listening Skills)** 主要帮助学生掌握英语听力中常见的基本技巧, 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)** 为学生提供比较初级的听力任务。该任务语言难度适中, 内容浅显易懂, 为下一项听力任务起到搭梯子的作用。

**较难训练 (Real World Listening)** 为学生提供难度较高的听力任务。该任务语言和内容的难度较大, 可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。该部分有助于活跃课堂气氛, 体现英语学习方式的多样性。

**视频与口语 (Watching and Speaking)** 为学生提供与单元主题相关的影视片断, 配备相关的口语与听力练习。该部分同样有助于活跃课堂气氛, 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, 也方便教师检查学生的学习效果。

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主题有初步的了解, 掌握一些与本单元主题相关的常识。该部分的练习主要是课堂互动, 具有很强的可操作性。同时, 由于练习难度不大, 适合课堂提问, 因此还可以帮助活跃课堂气氛。

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, 经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加工而成。课文的长度以及对语法和词汇的要求等适合艺术学生的英语水平。

在课文 A 后, 我们设计了具有创新性的词汇表。词汇表中的每个生词都附有其典型用法的例句。例句内容富有艺术特色, 难度贴近艺术学生的英语水平。在词汇表后, 我们列出了课文中涉及到的词组和艺术专业词汇, 并对这些词汇加以介绍, 以加强学生的专业背景知识。

课文 A 后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内容。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, 一方面考察学生对专业词汇的掌握情况, 一方面培养学生的翻译能力。小组作业要求学生以小组为单位, 以 PPT 形式向大家讲解本单元涉及到的艺术专业词汇, 旨在培养学生的团队协作能力和语言表达能力, 提高学生的艺术修养。

课文理解 (Comprehension of the Text) 主要包括与课文内容有关的问题, 旨在考察学生对课文的理解程度。教师可以在讲解课文时同步完成此部分练习。

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

词汇练习 (Vocabulary) 包含选词填空和单项选择两种形式。选词填空部分主要考察学生对课文中的重要词汇和专业词汇的掌握情况; 单项选择部分主要考察学生对重要词汇的应用能力。

句型结构 (Sentence Structure) 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由易到难的原则, 使学生逐步掌握基础语法。

写作 (Guided Writing) 主要培养学生的英语综合写作能力。考虑到艺术类学生的语言水平, 写作部分提供了一些提纲性的问题, 学生通过回答这些问题, 并将答案加以组织, 就可以形成一篇文章。

课文 B (Text B) 为泛读材料, 可以做为学生的课外自学材料。为了帮助学生自学, 课文后配备了词汇表、词组表以及专业词汇的注释。为了检测学生的自学效果, 还设计了相关的课文理解和词汇练习。

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 节课的时间。教师可根据学生的具体情况对各单元内容选择性地加以使用。

编者  
2015 年 3 月

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# Brave New World

## Unit Overview

In this unit, you will...

- learn to greet others and to introduce yourself
- learn to talk about your college life
- discuss the definition of art
- talk about the relationship between art and life
- read about the importance of a positive attitude

# Pre-class Reading

## My First Day at College

The first day at college for me was unforgettable, not because of the excitement of being on my own for the very first time but because of the scolding I got on the very first day of class!

Since it was the first day, we had an orientation session where all the students were divided into groups and assigned to different classrooms. Immediately after that session was over, we were asked to go to our respective classrooms as classes were scheduled to begin in some 15 minutes. Our college being so huge as it is and me being my usual carefree self, I didn't bother to ask anyone where my class was and only managed to find my classroom after some 25 minutes of wandering. I found the professor had already arrived and had already finished the course introduction: what the course was about and what we would be doing that semester. And then, there I was, standing outside and asking, "May I come in?" He looked at me and became instantly angry. He said, "No need to come in. . . Go away!" Then after some consideration, he said, "How can you come late on the first day of class? Come in!"

I thought, "Thank God!", but the real fun was only beginning. After I entered, he stopped his lecture about the upcoming term and started talking about how today's youth were lacking any good qualities: no punctuality, no seriousness, no interest or initiative to excel, no this and no that. All the time, he was looking at me and using me as an example. I thought I was done for. Until the class period ended an hour later, he went on non-stop. I will never forget it!



### **Warming-up Task**

*Take out your cell phone and find the date on the calendar when you first came to Beijing City University. Write a short memo about two “firsts” that you experienced on the very first day and share those experiences with your classmates and your teacher.*

*Listen to the classmates in your group who describe the “firsts” that they experienced on the first day of college life. Then, list those experiences in the spaces provided.*

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### **Scaffolding**

The first person I met at Beijing City University was...

The first meal I had on campus included....

I wish I could remember the first... I met.

# Listening & Speaking

## Phonetics and Phonology

### Prompt Task

Think about the first five English words you ever learned and write their phonetic symbols in the spaces provided.

1. \_\_\_\_\_ / /
2. \_\_\_\_\_ / /
3. \_\_\_\_\_ / /
4. \_\_\_\_\_ / /
5. \_\_\_\_\_ / /



### Listening Task

Now, watch the video clip and fill in the blanks with the phonetic sounds that you hear:

- |              |              |              |              |
|--------------|--------------|--------------|--------------|
| A makes / /, | B makes / /, | C makes / /, | D makes / /, |
| E makes / /, | F makes / /, | G makes / /, | H makes / /, |
| I makes / /, | J makes / /, | K makes / /, | L makes / /, |
| M makes / /, | N makes / /, | O makes / /, | P makes / /, |
| Q makes / /, | R makes / /, | S makes / /, | T makes / /, |
| U makes / /, | V makes / /, | W makes / /, | X makes / /, |
| Y makes / /, | Z makes / /, |              |              |

## Listening Skills

### Listening for Names

#### Prompt Task

If you meet someone new named John D. Smith, what would you call him on the first day of class? What would you call him once you became familiar with each other?



On the first day of class, I would call him \_\_\_\_\_.

After we became familiar, I would call him \_\_\_\_\_.

## Listening Task

Listen to five conversations and choose the best answer to each question.

### Word Tips

**server** *n.* a person who works in a restaurant, serving food and drinks to customers 侍者

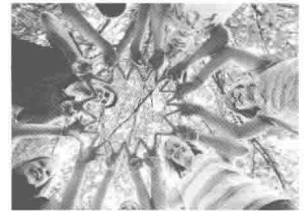
**special** *n.* a meal that is not normally available or that is made for a particular purpose 特色菜

**celebrity** *n.* someone who is famous, especially in areas of entertainment, such as movies, music, writing, or sports 名人

1. What is David's full name?  
A. Mr. Smith.      B. Ms. Clark.      C. David Smith.      D. Dave.
2. Alice is the server's \_\_\_\_\_?  
A. first name      B. last name      C. title      D. full name
3. What is Helen's family name?  
A. Lee.      B. John.      C. Mrs. Lee.      D. Gray.
4. Who is the new manager?  
A. Ms. Laura.      B. Mr. Williams.      C. Mrs. Brown.      D. Ms. Williams.
5. Ed is a \_\_\_\_\_ for Edward.  
A. first name      B. family name      C. nickname      D. full name

### After-listening Task

After receiving a number from the teacher, those with odd numbers have 2 minutes to introduce yourselves to nearby classmates with even numbers, e.g. 1 to 2, 3 to 4. Those with even numbers will then introduce your nearby classmates to the entire room.



## Lead-in Task

### Enrollment

#### Prompt Task

Picture Describing: Use a phrase to describe each of the following pictures.



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



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



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



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

### Task 1

Listen to the passage and check whether the statements are mentioned by the speaker.

Statements	Mentioned by the Speaker
1. I am Andy Smith from the Registrar's Office of City University.	
2. I am Mary Russell from Beijing City University.	
3. New Student Orientation will consist of touring the campus, meeting with a counselor, setting up an account, and registering for courses.	
4. If you have any questions about your enrollment, you can call 010-80841234.	
5. Our university has its own health center and membership is free for enrolled students.	

### Task 2

Listen to the passage again and choose the best answer to each question.

- Andy Smith is a(n) \_\_\_\_\_.  
 A. professor      B. counselor      C. program director      D. officer
- The speech was most probably given \_\_\_\_\_.  
 A. at the end of the year      B. at the beginning of the semester  
 C. at the end of a holiday      D. during the first week of classes
- New Student Orientation will consist of \_\_\_\_\_ sections.  
 A. one      B. two      C. three      D. four
- Why must students attend the first day of class?  
 A. To meet their teachers.  
 B. To meet their classmates.  
 C. To ensure enrollment.  
 D. To ensure classroom placement.
- How many days do students have from the time of registration to fee payment?  
 A. Three.      B. Four.      C. Seven.      D. Ten.

# Real World Listening

## Prompt Task

Look at the pictures below and write down a brief description for each. After that, give a short speech on the topic: *What do you usually do in your free time?*



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Task 1

Listen to the conversation and decide if the following statements are true or false. Put "T" for True and "F" for False.

### Word Tips

**concern** *n.* something that worries you 忧虑

**freshman** *n.* a first-year student at a university or college 大学一年级新生

**describe** *v.* to give details about someone or something 描述

**attractive** *adj.* pleasant to look at, drawing attention 有吸引力的

**Student Counseling Center** *n.* an organization on campus for students to ask for suggestions and help with their concerns and difficulties 学生咨询中心

- \_\_\_\_\_ 1. The student is quite clear about what to do in his free time.
- \_\_\_\_\_ 2. The student is a first-year college student.
- \_\_\_\_\_ 3. The student wants to learn French first.
- \_\_\_\_\_ 4. The student is very confident of himself.
- \_\_\_\_\_ 5. The student should speak more with his classmates.

## Task 2

Listen to the conversation again and choose the best answer to each question.

- The student is calling the Student Counseling Center because \_\_\_\_\_.
  - he wants a girlfriend
  - he is having trouble adjusting to college life
  - he has too much free time
  - he wants to learn French
- Which of the following interests the student the most?
  - Learning to play guitar.
  - Learning French.
  - Reading a lot of books.
  - Traveling to many places.
- What is the most common problem for first-year college students?
  - How to get a girlfriend.
  - How to study efficiently.
  - How to spend free time.
  - How to earn money.
- Which of the following is not one of the student's problems?
  - He is a little shy.
  - He lacks confidence.
  - He feels nervous when talking to girls.
  - He has no sense of humor.
- According to the conversation, the student will not \_\_\_\_\_ in the future.
  - focus on his appearance
  - do more physical exercise
  - talk more to girls
  - find a part-time job



## Music and Speaking

### Task 1

With the help of the phrases given below, describe the following wonderful pictures. Then, discuss with your partners which one you like best, whether or not you have ever seen something similar during your lifetime, when you may have seen it and where you may have seen it.