



“十二五”普通高等教育本科国家级规划教材

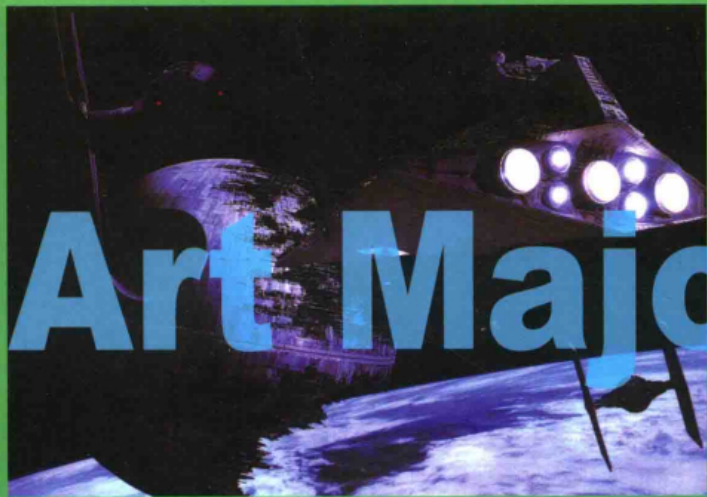


College English

# 艺术类 大学英语 · 拓展

总主编 余渭深

主 编 欧 玲 王健敏



For Art Majors

*Student's Book*



重庆大学出版社

# College English

## 艺术类大学英语·拓展

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# For Art Majors

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**AR**

College English for Art Majors

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西南大学 重庆师范大学 重庆工商大学  
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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# 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、专业艺术教育和师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》（2016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，编者主要从以下几个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》(2016送审稿)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做的大胆尝试。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

# 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,艺术类学生对于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,是提高教学质量的关键所在。

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。艺术类专业学生对于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了优质服务。

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, 艺术类专业学生英语学习不再艰难, 使他们发现学在其中、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的尝试中来。

编者  
2015年1月



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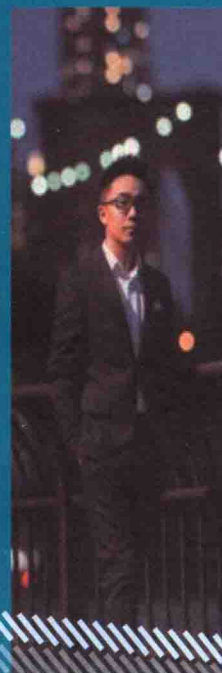
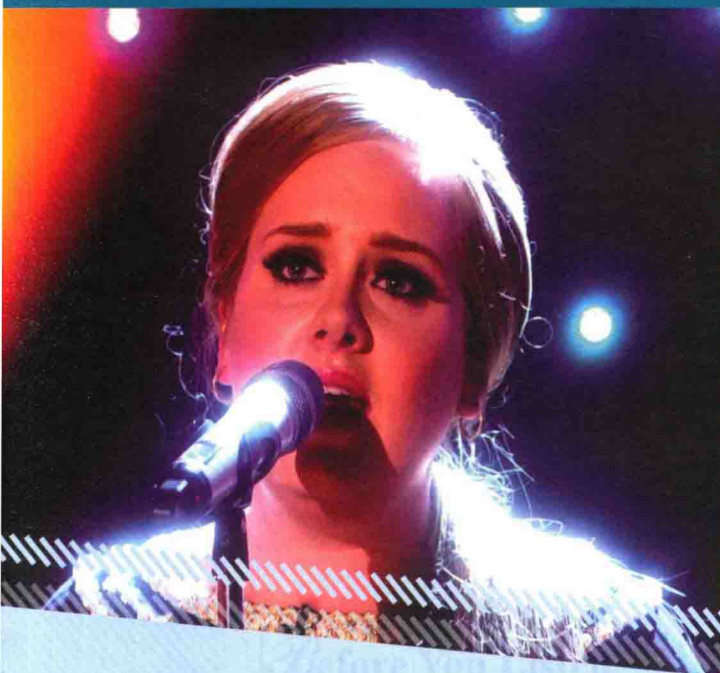
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# Unit 1



## *Music Industry: Fame or Struggle*

### Introduction

In this unit, you will:

- learn how to talk about a song and its singer.
- learn about glory and struggle in the music industry.
- learn how to start a conversation with someone new at an international conference.
- improve your speaking skills with professionals.
- learn to appreciate the lyrics of some famous songs.

## Lead-in

Watch a video clip of Adele's songs *Rolling in the Deep* and *Someone Like You*. Work in pairs. Discuss the following questions with each other and then share your answers with the class.

- (1) How do you feel when you first hear Adele's *Rolling in the Deep*?
- (2) What is the main idea of the song *Someone Like You*?
- (3) What do you know about these songs and Adele?



## Module 1 Learn to Talk

*In this part, you are going to learn to make some comments on people who pursued their goals in the music industry. Then you are going to practise listening for some key information in an article about a singer.*

### Speaking

- 1 Listen to the dialogue, paying attention to how the two speakers make comments on Adele.



Mark: Have you watched the live broadcast of 54th Grammy Awards Ceremony last night?

Lisa: Oh, of course. It was just wonderful.

Mark: Who impressed you most?

Lisa: Adele. She was the biggest winner last night. She won six Grammy Awards in 2012 including Album of the Year.

Mark: Yah, which songs do you like most?

Lisa: *Rolling in the Deep* and *Someone Like You*.

Mark: Me too. The rhythm is strong, and melody is impressive, and the most touching part is the lyrics.

Lisa: I agree. With these two songs, she became the first living artist to achieve the feat of having two top-five hits in both the UK Official Singles Chart and the Official Albums Chart simultaneously since the Beatles in 1964.

Mark: You must be her huge fan, you know pretty much about her.

Lisa: Absolutely, I read all the news about her, and I bought all her albums.

Mark: Indeed, Adele's unique talent is a gift to music fans.

Lisa: I wish she could have a concert tour in China someday.

Mark: That's what I hope too.

- ② Listen to the dialogue again, repeat it sentence by sentence.
- ③ Work in pairs. Talk with each other about your favourite musicians, singers or songs, using the following expressions when necessary.

### Language Tips

- It was wonderful/ gorgeous/ fantastic...
- impress sb.
- You must be...
- I wish...
- Absolutely, ...
- a gift to sb.

## Listening

### Before You Listen



- ① Do you know how to read the following proper names, words and phrases? Try to read them aloud.

#### Proper Names

Mulan (木兰)

Poem of Mulan (《木兰诗》)

Music Bureau (乐府)

The Northern and Southern Dynasties (南北朝)

#### Words and Phrases

folk song

retain

ailing

in disguise as

intruder

condense

narration

aspiration for

echo

integrated with

contemporary

blend

folk music

present

vocalization

pronunciation

charm

subtlety

profoundness

- ② How can a singer become commercially and critically successful?
- ③ Can you name some famous pop singers in China? Say something about them.

## While You Listen



What are the main factors for people to become successful in music career?

① Listen to a short passage about *The Chinese Opera: Mulan* and choose the best answer to each question below.

- (1) When did the legendary story of Mulan joining the army first appear?
- A. The Northern and Southern Dynasties.      B. The Tang Dynasty.  
C. The Song Dynasty.      D. The Qing Dynasty.
- (2) Whom did Mulan replace to serve the army?
- A. Her older brother.      B. Her younger brother.  
C. Her farther.      D. Her uncle.
- (3) When was Western opera first introduced into China?
- A. Late 1900s.      B. Early 1900s.      C. In 1900.      D. In 1910.

② Listen again and discuss the following questions with a partner.

- (1) What kind of musical works can become world-wide acceptable?
- (2) What message does *The Chinese Opera: Mulan* want to convey to audience?
- (3) Can you say something about the style of contemporary Chinese opera?

## After You Listen

① Role play

Interview: Work in pairs and prepare an acceptance speech and make a dialogue according to the following questions. Then perform the speech and the interview in class.

Student A: Suppose you are awarded “the Student of the Year” in your school. Now you are preparing the acceptance speech at the awards ceremony. The following model speech is for your reference.

Ladies and gentlemen, and all distinguished guests, it is my great honour to accept this award. I can't believe that I have been selected as the Student of the Year. When I was informed of my nomination, I couldn't believe my ears. I am still not sure if I really deserve this honor, because I know many of my classmates and schoolmates are more excellent than I. There are so many talented people here. I am just the luckiest one among them.

I want to take this opportunity to thank those who help me and support me all the time, and share with them the pleasure and honor of receiving this award. Thank you very much, and I will try my best to achieve excellence in my future study.

Student B: Suppose you are the host of the awards ceremony above, and interviewing him / her on the spot. The following questions are for your reference.

- It is not easy to become “the Student of the Year” in our musical school. The competition is absolutely fierce. There are so many gifted students in our school. Not only are they hard-working, but they also practise so many hours a day. How can you make it?
- What are the most important factors attributed to your success as a musical student?
- When did you start to practise the piano?
- Do you have any free time? How do you spend it?
- What kind of music can have a positive effect on people?
- It is extremely difficult to make a living in the music industry. Will you strive to become an artist in this field after you graduate? Why or why not?

## 2 Group discussion

Work in groups of four. Each of you will have a cue card labeled A, B, C and D. Make your comment on the card and share your ideas with your partners.

### Card A

It is very difficult for art students to succeed in their career in a very short period of time.

### Card B

The power of music is so strong that youth, in particular, are easily influenced by it. Musicians and singers should only create positive musical works.

### Card C

The success of an artist is closely associated with his / her proper name.

### Card D

Some people are born to be artists, while others cannot be trained to become one, no matter how hard they have tried.