

THE BEST SELECTIONS OF ENGLISH LYRICAL

# SONGS

## 英文抒情歌曲精选解析

一个依稀鲜明的梦似一首永

人生哲理  
成长的风雨

清华大学出版社  
<http://www.tup.tsinghua.edu.cn>

像一个依然鲜明的梦,似一首永不褪色的诗,旅途的风尘,爱恋的悲喜,人生的哲理,成长的风雨,在始终清晰的记忆里,都融于这隽永的词曲……

# 英文抒情歌曲精选解析

## 第三辑

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## 出版说明

时间是检验艺术的准尺,好的艺术品其魅力总是历久弥新的。在这里,我们奉献给你的就是在时间的河床上,经过岁月之流的无情淘洗而依然闪光的金矿——《英文抒情歌曲精选解析》系列丛书。也许你已是白发老者,当又一次听到这些曾伴你年少岁月的旋律,会不会想起往日情怀中的悲悲喜喜?也许你正值豆蔻年华,当陶醉于这深情隽永的曲调,沉浸于这含义悠远的歌词,是否会重返绿草如茵的家园?

《英文抒情歌曲精选解析》由台湾常春藤解析英语杂志社供稿。这套与众不同的英文歌曲集的特色在于,它融英语学习与娱乐为一体,首创解析英文歌词的方法,将英文歌词中的单词、短语、语法、句义逐一注释,使读者能够深刻体会歌曲的丰富涵义,从而达到在歌曲欣赏中学习英文的目的。

《英语抒情歌曲精选解析》分辑出版,每辑均附4盘磁带,并配有精美盒式包装。我们愿这套丛书就像那逝不去的音符,与你常伴常相依。

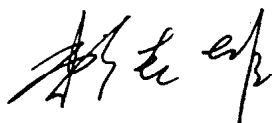
## 原 书 序

每当听到“Love Me Tender”，总想起那段青涩、凝狂的年少岁月，与几位同学缩衣节食，用简陋乐器拼凑起来的合唱团，哼哼唱着这歌词含义都不大懂的旋律。至今，年事渐长，对英文已有了解，方才深刻体会出许多西洋抒情老歌其歌词中丰富的涵义。因此，更加对这些时而深情、时而俏皮、时而发人深省、饶具深意的歌曲无限怀念，也更加体会出借听歌学英语的好处。但在求诸坊间之录音带及歌本时，却常发现其中所附之歌词多半错误百出，惨不忍睹，令人无所适从。笔者有感于此，遂动员常春藤编辑群，耗费一年功夫，投注大量人力、物力、完成这本完全与众不同的英文抒情老歌精选集。

本歌集之特色，乃是将每一首歌附上简谱、正确原曲歌词、中文译文，并首创解析歌词之方法，将歌词中之单词、短语作注解，句子文法加以解析，并以浅显易懂的英文阐释句义。我们的作法是：先由数千首西洋歌曲中精选出旋律优美的歌曲，其中包括知名歌手多人，如 Tom Jones(汤姆·琼斯)、Elvis Presley(猫王)、Johnny Horton(强尼·荷顿)……等，再由本人及常春藤外籍英文编辑反复多次听写出正确的歌词，将歌词译为中文，并考证歌词的真正涵义，将歌词中的 **hidden meaning**(隐义)，以简明易懂的英文句加以 **paraphrase**(释义)，使读者能完全掌握歌曲的真义。此外，我们更将单词、短语逐一作注解，并加上例句，复杂的句子更加上文法分析，俾使读者能在阅读本歌本

时,充分了解歌词含义、更了解其用字、句型……等,而达到在歌曲中  
学好英文的目的。

但愿这是本能让读者爱不释手,在了解歌词中学好英文的歌本。

A handwritten signature in black ink, appearing to be '林文' (Lin Wen) followed by a stylized mark.

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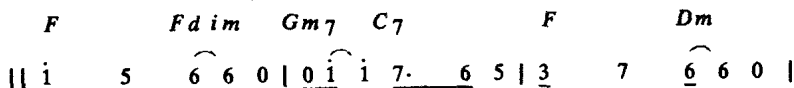
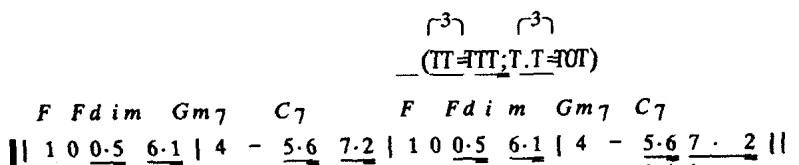
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# Teacher's pet

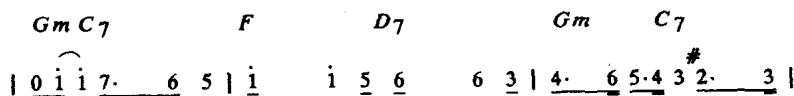
## 老师的宠儿

F → AM 4/4

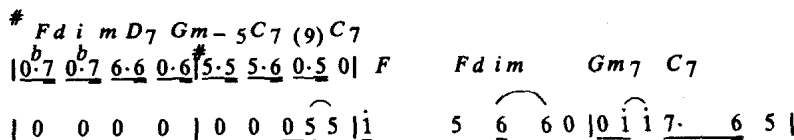
Sung by Doris Day  
Words and Music by  
Lubin



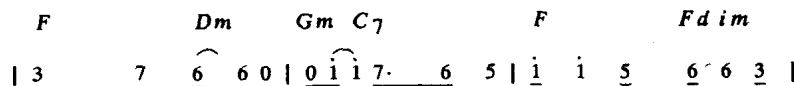
Teach-er's pet; I want to be teach-er's pet.



I want to be hud-dled and cud-dled as close as I can get.



Teacher's pride; I want to be



teach-er's pride. I want to be dated, and rated the

F      Gm      E/ A Em7 - 5

| 0.1 7.1 2.2 0.5 | 5.5 5.6 6 - |

Gm7      C7

| 4. 6 5. 4 3 5      1 | 1 - - - | 0 0 0.7 7. 6 |

one most like-ly at your side.      I want to

转Am    Am      Dm E7      Am      Cdim

||: 3. 6 6. 7 1. 6 | 4. 3 2 - - | 1 7 6 1 6 1 |

learn all your lips can teach me.      One kiss will do at the

E7 G7      C      E7      Dm Dm-5 G7

| 7 - 0 5 | 5. 4 4.3 2. 1 | 4 4 0 0 | 2 2 2 2 3 4 |

start. I'm sure with a little homework      I'll grad-u-ate to your

Gm-5 C7 F      Fdim      Gm7 C7      F      Dm

| 5 - - - | 1 1 1 1 6 6 | 0 1 1 7. 6 5 | 3 7 6 6 0 |

heart. Teacher's pet;      I want to be teacher's pet.

Gm7 C7      F # Fm-5      Gm7 C7

| 0 1 1 7. 6 5 | 1 1 5 6 6 3 | 4. 6 5. 4 3 2 6 |

I want to take home a diploma and show Ma that you love me, too.

D7      Gm7 C7      F      Fdim Gm7 C7

| 6 - - - | 0 3 3 3 3 2 | 1 5 6 6 0 | 4 6 1 3 5 1 |

So I can be teacher's pet      long after school is through.

0 7 1 #

| F Fdim | Gm7 Cdim | Gm Am <sup>b</sup>B | Am Gm C7 |

| 1 - - - | 4.7 1 3 3 - | 0 3 2 1 2.7 1.6 | 7.5 6.4 5 4 | 1 5 6 6 0 |

F Fdim Gm7 C7      F # Fm-5      Gm C7      Fm7

$$| \underline{1} \underline{5} \underline{6} \underline{0} | \underline{0} \underline{1} \underline{1} \underline{7} \underline{6} \underline{5} | \underline{1} \underline{1} \underline{0} \underline{5} \underline{6} \underline{6} \underline{0} \underline{3} | \underline{4} \underline{6} \underline{5} \underline{4} \underline{3} \underline{5} \underline{1} | \underline{1} \overset{0.5}{-} \overset{555}{-} \overset{5.3}{-} \overset{05}{-} |$$

$$| \underline{5.3} \overset{E 7}{\underline{5.4}} 4 - :|| \underline{1} - - \underline{T.T} \underline{T.T} | T \underline{T.T} \underline{T.T} \underline{T} ||$$

$$\underline{0.7} \quad \underline{7.6}$$

I want to Fine.

Teacher's pet, I want to be teacher's pet. I want to be huddled and cuddled as close to you as I can get. Teacher's pride, I want to be teacher's pride. I want to be dated, and rated the one most likely at your side.

I want to learn all your lips can teach me. One kiss will do at the start. I'm sure with a little homework I'll graduate to your heart.

Teacher's pet, I want to be teacher's pet. I want to take home a diploma and show Ma that you love me, too. So I can be teacher's pet long after school is through.

老师宠爱的学生,我想当老师宠爱的学生。我希望尽可能地和老师依偎在一起。老师引以为荣的学生,我希望成为老师引以为荣的学生。我希望被邀请,被列为最可能待在你身旁的人。

我想学习你的双唇所教我的每一件事,从一个吻开始。我确定如果再做一点家庭作业,我就能赢得你的心。

老师宠爱的学生,我想当老师宠爱的学生。我要带着毕业证书回家,让妈妈知道你也很爱我。如此一来,即使毕业了很久,我仍然能当老师最宠爱的学生。

## 内容提示:

这首歌是描述一位女学生暗恋她的男老师的心境。歌词乍看之下,似乎有些惊世骇俗,但是仔细想想,确实有许多人曾暗恋过自己的(甚至是隔壁班的)老师。这首歌似乎也道出了许多多少男少女在青涩年岁时,那种纯纯的爱慕之情吧!

### 字词句型分析

#### 1. **pet** [pet] *n.* 宠物 & *a.* 宠爱的

keep...as a pet 养……当宠物

**例**: He keeps a tortoise as a pet.

(他养了一只乌龟当宠物。)

Spotty is my pet dog's name.

(小花是我的宠物狗的名字。)

#### 2. **I want to be teacher's pet.**

= I want to be my teacher's favorite student.

(我想当老师最疼爱的学生。)

原句 teacher's pet 之前应有所有格 my 或定冠词 the。因为 teacher 是可数名词,若为单数时,之前应有 the 或所有格 (my, your, our...) 等加以限定,但歌词为了迁就音节,故意省略了。

#### 3. **huddle** ['hʌdl] *vt. & vi.* 缩成一团(紧靠)

**例**: The fireman huddled the injured girl in a blanket.

(救火员把受伤的女孩包在毯子里。)

Tom was cold, so he huddled up against his brother in bed.  
(汤姆觉得冷, 所以他在床上紧靠着他哥哥, 缩成一团。)

**cuddle** ['kʌdl] *vt.* 搂抱

**例**: The baby doesn't like being cuddled.  
(那个婴儿不喜欢被人抱。)

4. **pride** [praɪd] *n.* 自豪; 引以为傲的人或物

*vt.* 以……自豪; 得意于……(以反身代名词为宾语, 用于“pride oneself on...”的短语中)

**例**: She is her mother's pride and joy.  
(她是她母亲的骄傲和欣喜。)

take pride in... 以……为荣

= be proud of...

= pride oneself on...

**例**: He takes pride in the success of his children.

= He is proud of his children's success.

= He prides himself on the success of his children.

(他以孩子的成功而感到自豪。)

I want to be teacher's pride.

= I want to be someone my teacher will be proud of.

(我希望成为老师引以为荣的人。)

5. **date** [deɪt] *n.* 约会 & *vt.* 约会

go on a date with... 与……约会

**例**: He felt excited at the thought of going on a date with Jane tonight.  
(一想到今晚要与珍约会, 他就兴奋起来。)

He has been dating Laura for almost two years.

(他与萝拉约会已经快有两年之久了。)

6. **rate** [reit] *vt.* 定出等级, 评定

**例**: He was rated as one of the best pianists in the world.

(他被评定为世界上最好的钢琴家之一。)

7. **I want to be dated, and rated the one most likely at your side.**

= I want to be dated, and rated as the girl who is most likely to be at your side.

= I want to be dated by you and be around with you all day.

我希望能和你约会, 并能整天和你在一起。

学生的成绩单上, 最了不起的评语莫过于老师这样的评语: “最有可能成就大事的人”。 “the one (who is) most likely to succeed”, 可以给予学生莫大的鼓舞。这里作者竟然套用了这句话, 而改成 “the one (who is) most likely (to be) at your side”, 显然是想和老师在一起了!

8. **I want to learn all your lips can teach me.**

= I want to learn all that your lips can teach me.

= I want to learn everything that your lips can teach me.

我想要学习你的双唇所能教给我的一切。

9. **One kiss will do at the start.**

= If we can start with a kiss, all the good things will keep coming.

我们若能以吻开始, 那么好事就会接二连三地发生。

10. **I'm sure with a little homework I'll graduate to your heart.**

= I'm sure if you can teach me at home, I will win over your heart.

原歌词为“我确信你若能在家里教我一点家庭作业, 我一定可毕业, 并进入你的心房。”

此处暗示“老师你若能陪我做家庭作业, 我就有机会与你亲近, 将来毕业, 我就是你的人了。”

# A guy is a guy

男人就是男人

C 4/4

Sung by Doris Day  
Words and Music by  
Brand

C G<sub>7</sub>

| - - - 0 5 | 1 1 2 3 3 1 | 2 7 7 5 - 0 5 |

I walked down the street like a good girl should. He  
walked to my house like a good girl should. He  
stepped to my door like a good girl should. He

G<sub>7</sub> C

| 2 2 2 2 2 2 3 4 | 3 1 1 5 5 5 |

followed me down the street like I knew he would, because a  
followed me to my house like I knew he would, because a  
stopped at my door like I knew he would, because a

C G<sub>7</sub>

| 1 1 2 3 3 1 | 2 3 2 7 5 0 5 |

guy is a guy where- e- ver he may be. So  
guy is a guy where- e- ver he may be. So  
guy is a guy where- e- ver he may be. So

G<sub>7</sub> C G<sub>7</sub> C

| 2 2 2 2 2 3 4 2 | 3 1 2 7 1 0 5 :||

listen and I'll tell you what this feller did to me. I  
listen while I tell you what this  
listen and I'll tell you what this



C G<sub>7</sub> C F C  
 | 3 1 2 7 1 0 1 | 4 4 4 5 6 4 | 3 3 1 5 0 1 |

feller did to me. I never saw the boy before, so  
 feller did to me. He asked me for a good night kiss. I

G<sub>7</sub> C F  
 | 2 2 2 2 3 4 | 3 4 5 - 0 1 | 4 4 4 5 6 0 4 |

nothing could be sillier. At closer range his  
 said, "It's still good day." I would have told him

C G<sub>7</sub> C  
 | 3 3 1 1 7 1 | 2 2 2 2 5 | 6 5 0 4 5 5 |

face was strange, but his manner was fa- miliar. So I  
 more except his lips got in my way. So I  
 So I

C G<sub>7</sub>  
 | 1 1 2 3 3 1 | 2 7 7 5 - 0 5 |

walked up the stairs like a good girl should. He  
 talked to my ma like a good girl should. And  
 walked down the aisle like a good girl should. He

G<sub>7</sub> C  
 | 2 2 2 2 2 3 4 | 3 1 1 5 5 5 |

followed me up the stairs like I knew he would, because a  
 ma talked to pa like I knew she would, and they  
 followed me down the aisle like I knew he would, because a

C G<sub>7</sub>  
 | 1 1 2 3 3 1 | 2 3 2 7 5 0 5 |

guy is a guy where- e- ver he may be. So  
 all a- greed on a married life for me. The  
 guy is a guy where- e- ver he may be. And