



《大学英语选修课系列教材》  
COLLEGE ENGLISH ELECTIVE COURSE SERIES

语言文化类

# *Improving English Through English Songs*

## 英语歌曲与英语学习

主 编 杨晓钰



重庆大学出版社

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# 英语歌曲与英语学习

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## 总 序

我国的大学英语教学起步于 20 世纪 80 年代,经过 20 多年的发展,大学英语在教学水平、课程设置、教学方法、教学环境、师资队伍等各个方面都有了长足的进步和发展。但随着我国加入 WTO 和国民经济的快速发展,大学英语教学暴露出与时代要求不相称的一面。为适应现代社会对人才培养的实际需求,推动和指导大学英语教学改革,教育部于 2003 年颁布了《大学英语课程教学要求(试行)》(以下简称《要求》),并于 2007 年结合对人才能力培养的新要求再次做了修订和调整,作为全国各高校组织非英语专业本科生英语教学的主要依据。

《要求》将大学阶段的英语教学分为一般要求、较高要求和更高要求三个层次,强调要贯彻分类指导、因材施教的原则,使英语教学朝着个性化的方向发展,要“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,形成一个完整的大学英语课程体系,以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”这样,大力发展大学英语选修课就成了大学英语教学改革的重要课题。

大学英语选修课的开设不仅是《大学英语课程教学要求(试行)》精神的体现,也是《教育部财政部关于实施高等学校本科教学质量与教学改革工程的意见》(以下简称《意见》)的内在要求,《意见》将“学生的实践能力和创新精神显著增强”作为教学改革的重要目标之一,而大学英语教学要在这方面有所作为的话,必须注重培养学生的跨文化交际能力、文化素养和在全球化、信息化的背景下获取知识的能力,这显然是传统的大学英语教学和课程设置所不能胜任的。

近年来,全国许多高校纷纷进行了开设大学英语选修课的尝试,并取得了可喜的成绩。但是由于指导思想不明晰、教师知识结构单一和配套改革滞后等原因,在大学英语选修课的开设中出现了“因人设庙”,开课随意性强,开课种类单一,各门课程难易不均,课程测试不规范,学生对各门课程的兴趣差异过大等问题。大学英语选修课的开设迫切需要某种程度的规范与引导,需要更为科学地设置选修课程,确实达到《要求》和《意见》中提出的目标。

针对以上问题,我们认为,一套由成熟理念指引的、体系科学的、建立在选修课开设的成功实践基础之上的系列教材能够起到这种规范和引导作



用。因此,重庆大学出版社组织来自全国各地的、在选修课开设方面走在前列的高校的专家和教师,在多次交流与反复论证的基础上,组织编写了这套《大学英语选修课系列教材》。该套教材具有以下明显的特点:

第一,教材体系科学、系统。系列教材以《大学英语课程教学要求(试行)》为指导,覆盖语言技能类、语言应用类、语言文化类和专业英语类等四个板块,既注重语言基础知识的积累,也充分考虑对学生文化素质的培养,确保不同层次的学生在英语应用能力方面得到充分的训练和提高。

第二,坚持“实用、够用”的原则。在体例安排和内容选择上严格按照选修课的课时要求和学生水平的实际需要,力求精练,避免长篇累牍,在语言难度上体现了与英语专业同类教材的差别。

第三,注重知识与技能相结合,语言与文化相结合。在深入浅出地讲授知识的同时,结合课程内容尽可能多地为学生提供说与写的练习,在雕琢学生语言的同时,尽可能培养学生的跨文化交际能力和批判性思维能力。

第四,强调学生综合能力的培养:考虑到学生在选修课阶段可能不再修综合英语类的课程,各教材在主要训练与课程相关能力的基础上,适当补充了其他能力的训练内容。

第五,吸纳并总结近年来相关高校选修课开设的经验和成果。该套教材的参编者来自全国多所高校,多数教材是由开设该门课程最成功的、最受学生欢迎的学校和教师撰写,教材既吸纳了相关讲义的优点,又根据专家意见,按照学科要求和普遍情况进行了改编,在保证教材科学性的前提下,最大程度地体现了大学英语学生的选修取向。

选修课的开设是大学英语教学改革的重要发展方向,但是在改革中诞生的事物也必然不断地在改革中被重新定义,因此我们这套大学英语选修课教材的体系也将是动态的和开放的,不断会有新的教材被纳入,以反映大学英语教学改革在这方面最新的成功尝试。相信随着教学改革不断走向深入,我们的教材体系也将日臻完善。

总主编

2008年元月

## 前言

众所周知,语言是文化的载体,学习语言就应了解该门语言国家的文化,英语歌曲是英语国家文化的有机组成部分,因此,学英语不学习英语歌曲是一大遗憾。英语歌曲在语言学习中的作用已被越来越多的教师所认同,同时也深受大学生们的喜爱,只是他们在欣赏英语歌曲时,仅仅停留在获取感官愉悦的层面,或仅仅作为提高兴趣的手段,或机械模仿歌词而忽略了对歌曲的情感体验,以及对简练、漂亮语言本身的欣赏和应用。《大学英语歌曲欣赏》则从另一角度开辟了英语学习的新途径。它让学习者在欣赏音乐的同时,更好地感知语言、学习语言和应用语言,促进听、说、读、写四项技能的综合发展。

《大学英语歌曲欣赏》设计了非常丰富的口语活动,所选主题均有极强的现实意义和发挥空间,使学生在口语活动中不仅会说,而且想说,开辟了口语训练的新途径。又因其所选歌曲的旋律优美,歌词难度适中,歌手吐词清晰,歌曲速度适当,所以也非常适合应用于语音教学,供学生反复模仿与练习。

### 一、教材的主要特点

其特点具体体现在以下几个方面:

1. 该教材以话题为主线,以活动为中心,编排体例新颖,内容丰富多彩。
2. 将歌曲欣赏与语言知识和技能以及跨文化意识的培养有机地结合起来,既能丰富英语知识,提高英语技能,同时又能了解西方文化,提高人文素养;同时关注学生的差异,以促进学生个性化学习。
3. 教材的活动形式丰富多样,双人活动、小组活动及班级活动,不仅让学生有更多交流实践机会,也能有效调整课堂节奏,具有极强的可操作性。
4. 活动的设计注重学生的合作学习和自主学习能力的提高,注重提高学生用英语获取信息、处理信息、分析问题和解决问题的能力。
5. 教材本身具有导教与导学的双向功能,为教师和学生提供了非常清晰的英语歌曲教与学的思路。
6. 教材以学生为主体,注重培养学生的自主学习能力和实践精神,变被动的接受为主动的探求,帮助他们发展有效的学习策略,对大学的学习和终身学习都有重要的现实意义。
7. 该教材的编排体系和结构采用开放式编排,给教师和学生更多的空间自由调整教学内容,使教材更具灵活性,鼓励学生个性化的学习。
8. 注重评价内容与方式,体现学生在评价中的主体地位和培养学生的元认知策略。



## 二、教材各板块介绍

为了更好地使用教材,现对教材各板块作如下介绍:

### • Goals

该部分提出了本单元的教学目标,使学生有目的地参与各项学习活动,使师生双方同处于主动地位,有利于突出学生的主体功能,形成教与学协调发展的合力。

### • Background Information

本部分主要内容包括与歌曲有关的背景知识、歌曲赏析及歌手的简介,目的在于为学生更好地理解歌曲提供帮助。

### • Pre-enjoying

该部分包括多项与主题相关的听前活动。内容从广泛到具体,活动形式有讨论、预测、猜词、判断、看图说话、选择、任务等,目的在于激活学生已有的背景知识,为进一步学习做准备,让学生在两人活动、小组活动或全班活动中,积极动脑,大胆思考,充分发挥其想象力和创造性,激发他们学习的欲望。

### • Enjoying the Song

该部分的目的在于让学生通过各种活动理解歌词,学习语言,感受文化。让学生首先感知歌曲的旋律,理解音乐所体现的情感。

### • Sing the Song

该部分首先设计了语音练习,训练本单元歌曲中的发音难点,为演唱做准备。然后学唱歌曲,分组练习,并表演。

### • Further Reading

本部分的内容设计主要是与每单元歌曲内容有关的读、写、说、译等活动,帮助学生拓展知识面,更大程度上激发他们的学习兴趣和帮助他们形成有效的学习策略,使其用英语进行思维和表达的能力得到综合提高,使学习内化,也有利于他们树立正确的人生观。

### • Challenging Yourself

该部分给学生提供了两首选修歌曲,以适应不同学生的需要,鼓励学生挑战自我,形成积极进取的人生态度。

### • Self-Assessing

这是每单元的最后一项内容,该部分根据教学目标设计了评价项目,帮助学生对自己在本单元的学习情况进行自我评价和反思。

该教材可用作大学英语的选修课程,也可用作英语专业的口语或听力课的辅助教材。

由于编写时间仓促,教材中一定存在许多疏漏,恳请使用者优先提出宝贵意见。

主 编

2008 年元月





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# Unit 1

## Yesterday Once More

by the Carpenters



Time waits for no one.  
Treasure every moment you have!  
Yesterday is history.  
Tomorrow is mystery.  
Today is a gift.  
That is why it's called the PRESENT!



### Goals

In this unit, you will

- use listening strategies to help comprehend the song;
- sing the song fluently and learn some pronunciation skills like liaison and plosion;



- share your past experiences and memories with your friends, classmates and the teacher in either oral or written form;
- cherish the good old memories and show a positive attitude toward the past, the present and the future.



## Background Information

### 1. About the Carpenters



The Carpenters are the most successful brother/ sister act of all time. With their gentle melodies and the amazing voice of Karen Carpenter, their middle-of-the-road music has universal appeal, and is enjoyed by many different generations.

They rapidly rose to fame in the early 1970s and wooed millions of fans with their squeaky-clean image. As part of a close family, sheltered in each other's company, the Carpenters were seen as extremely young Americans, role models for a generation.

A single is a good test of recording artist's ability to be both concise and compelling. The performers has just a few minutes to grab and hold the listeners' attention; to communicate something so powerful that people can't wait to hear it again. Few artists in pop history have passed this test as consistently as the Carpenters. From *Close to You* in 1970 to *Only Yesterday* in 1975, Karen and Richard never missed the Top 15. The Carpenters were #1 American-born hit-makers of the 1970s. And Karen and Richard's success went far beyond their homeland: They topped the charts from Holland to Hong Kong, China. Karen's vocal style combined the most attractive traits of several other legendary American singers. She had the warm, pure tones of Nat "King" Cole, the seeming effortlessness of Perry Como, the clarity and precision of Barbra Streisand, and the vulnerability of Judy Garden. It was this quality that most impressed the late Henry Mancini. "Karen had a quality about her that was so vulnerable, so

exposed, that she just demanded attention”, she said. “Whatever she sang came right from the heart.”

Perhaps the pressure of maintaining this image was too much, for towards the end of the 70s both Richard and Karen were in poor health. Where Richard was addicted to a form of sleeping pills, Karen was suffering from the eating disorder, known as anorexia nervosa (厌食症), which eventually took her life.

But with a catalogue as rich as the Carpenters' their music lives on. The beauty of their sound and the sadness of their story combine to make them truly worth the status they hold.

## 2. About the Song

Richard and John Bettis wrote *Yesterday Once More* in response to nostalgia craze of the early '70s. The wistful ballad, which set up the old medley on the *Now And Then* (《有时》) album, became a smash in its own right in the summer of 1973. The song went gold and reached #2 in both the U. S. and the U. K. It did even better in Japan, where it became one of the best-selling singles of all time.

More songs from the Carpenters:

- |                              |                                |
|------------------------------|--------------------------------|
| 1. <i>Top of the World</i>   | 2. <i>Jambalaya</i>            |
| 3. <i>Sing</i>               | 4. <i>Close to You</i>         |
| 5. <i>A Kind of Hush</i>     | 6. <i>Superstar</i>            |
| 7. <i>Please Mr. Postman</i> | 8. <i>I Need to Be in Love</i> |



## Pre-enjoying

1. *Work in groups of three or four and discuss the following questions.*

1) When you see the word “yesterday”, which of the following will first jump into your mind? Tick off (✓) your choices.

- |   |   |
|---|---|
| <input type="checkbox"/> My old friends.  | <input type="checkbox"/> The mistakes that I made.        |
| <input type="checkbox"/> My toys.         | <input type="checkbox"/> The most successful joke I made. |
| <input type="checkbox"/> My school years. | <input type="checkbox"/> The shining moment when I        |
| <input type="checkbox"/> Some old songs.  | achieved success.   |





Others: \_\_\_\_\_

- 2) Among the three terms "yesterday, today and tomorrow", which do you like most? Why?
- 3) Yesterday is history, just as the old saying goes, "What is done cannot be undone". Can we go back to yesterday or would you like to go back to your past? Tell your reasons.

## 2. How much can you understand the title of the song?

- 1) What does "yesterday once more" mean?
  - A. Something that happens today feels like some past experience.
  - B. Something that happened yesterday now happens again.
  - C. Something in the past comes into my mind.
- 2) When do you have the feeling of "yesterday once more"? Tick off your choices.
  - \_\_\_ When I listen to the music.
  - \_\_\_ When I watch a touching film.
  - \_\_\_ When I listen to the falling of rain by the window.
  - \_\_\_ When I quarrel with my friends or family members.
  - \_\_\_ When I lie on my back on the grassland.
  - \_\_\_ When I read an interesting story about one's childhood.
  - \_\_\_ When I look over my old photos.
  - \_\_\_ When I go back to my schools once I have attended.
  - \_\_\_ When I look at the presents my old friends gave me in the past.

More answers: \_\_\_\_\_



## Enjoying the Song

### Focus on music

The song will be played for the first time. Enjoy it and think about which of the following words can best describe the style of this song.

- |                |             |              |             |
|----------------|-------------|--------------|-------------|
| A. rock & roll | B. exciting | C. nostalgic | D. cheerful |
| E. very sad    | F. relaxing | G. boring    | H. jazzy    |

**Focus on comprehension**

1. *Listen to the song again. Choose from the following statements that can best describe the song.*

- A. The song is about an old story that happened yesterday.
- B. The song is the one that the singer usually sang when she was still a little girl.
- C. The song is about the worries that the singer has about the future.
- D. The song is about the singer's yearning for the past.
- E. The song shows the singer's fear and hatred of the present life.
- F. The song tells us a love story about the singer.

2. *Listen to the first part of the song for a second time and complete the lyrics.*

When \_\_\_\_\_,

I'd \_\_\_\_\_ the radio

Waiting for my \_\_\_\_\_.

When they played I'd \_\_\_\_\_.

It made me cry.

Those were such \_\_\_\_\_

And not so \_\_\_\_\_.

How I \_\_\_\_\_ where they'd gone.

But they're back \_\_\_\_\_,

Just like a \_\_\_\_\_ friend.

\* Every sha-la-la-la,

Every wo-o-o-wo-o

Still shines.

Every shing-a-ling-a-ling

That they're \_\_\_\_\_

So fine. \*

When they get to the part

Where he's \_\_\_\_\_,

It can \_\_\_\_\_ make me cry,

\_\_\_\_\_.



It's yesterday once more.

3. Read the lyrics and find out the correct answers to the questions.

1) What does "my favorite songs" refer to?

2) What does "a long-lost friend" mean?

3) Why do "I" smile while cry at some point when I listen to the music?

4) Discuss with your partners and try to find out what "sha-la-la-la", "wo-o-wo-o", and "shing-a-ling-a-ling" refer to?

4. Listen to the second part of the song once more. There are 6 wrong words in this part. Listen carefully and correct them.

Looking back on how it was  
In years gone by,  
And the bad times that I had  
Makes today seem rather mad.

5 So much has changed.  
It was songs of love that  
I would sing to then.  
And I'd memorize each word.  
Those gold melodies

10 Still sound so sad to me,  
As they melt the years away.

Repeat \* ~ \*

All my worst memories  
Come back clearly to me.  
Some can even make me smile,

15 Just like before.

It's yesterday once more.

5. The song says "And the good times that I had makes today seem rather sad". Have you ever been sad about the past time? Some people always mention old good times, some people only pay attention to the present while some others would like to look forward to the future. Form three



groups and discuss your opinions toward “yesterday, today and tomorrow”.

Attitude	Yesterday	Today	Tomorrow
Positive attitude			
Negative attitude			

Now write a composition to state your viewpoint on the tie between “yesterday”, “today” and “tomorrow”.

Here are some points for consideration:

- 1) Yesterday has gone. No matter what you have done, you cannot save it.
  - 2) Yesterday is closely related with today and future. You can learn from history.
  - 3) Today is the only thing we have. We can only do something about today. We must cherish today.
  - 4) Today is most important.
  - 5) Tomorrow is a word for hope. We can fill tomorrow with what we want.
  - 6) Bright future will indulge people into dreams without doing practical things.
  - 7) Cherish yesterday, make full use of today and fill good hope of tomorrow!
6. Some songs are very old, but people still love them, because they can make us think of something in the past. Form groups of five or six and share your favourite old songs with each other. You may talk about:
- 1) The name of the song
  - 2) The time and the place when you first listened to it
  - 3) Your feeling of hearing the song for the first time
  - 4) The reasons of loving the song
  - 5) Your present feeling towards the song
  - 6) Other unforgettable stories related to the song