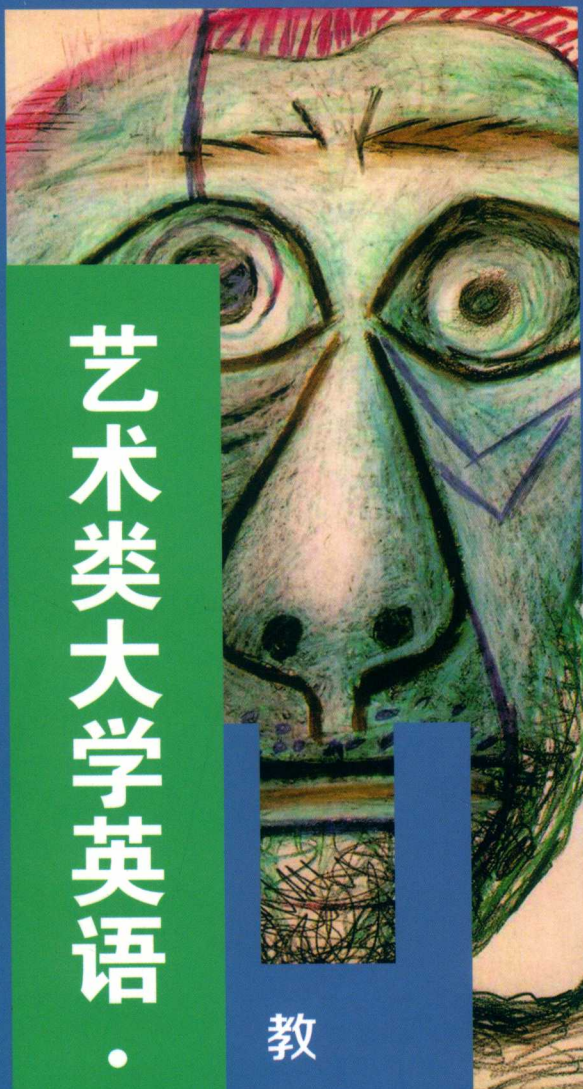
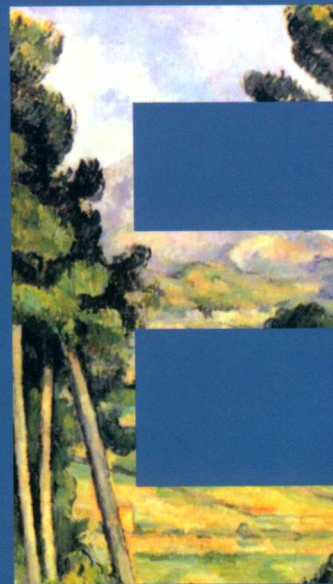


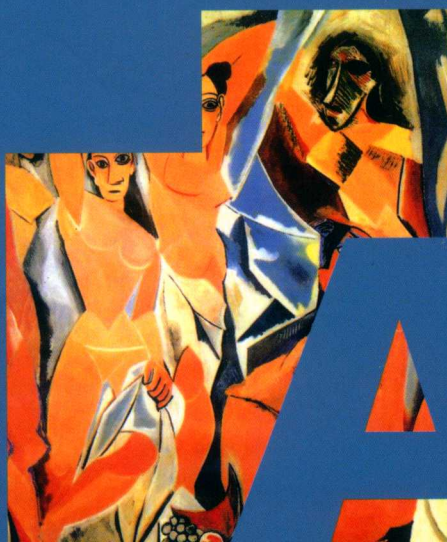
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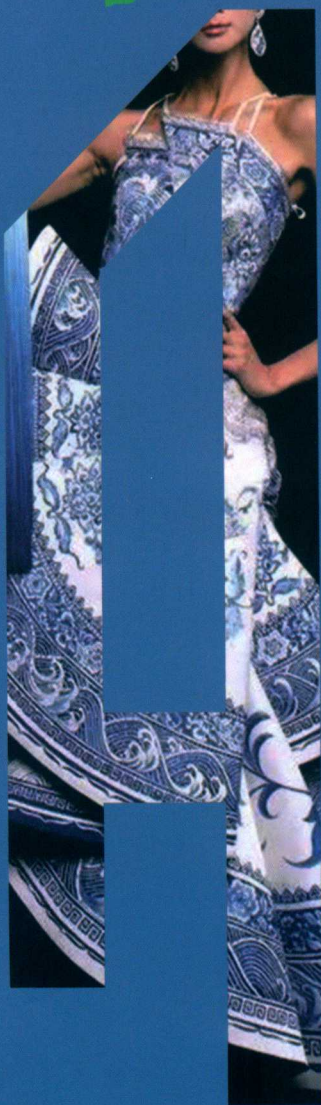


艺术类大学英语·进阶

教师用书



College English
for Art Majors



重庆大学出版社

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内 容 提 要

《艺术类大学英语·进阶 教师用书》是《艺术类大学英语·进阶》的配套教师参考用书。全书共 8 个单元,分别对应主教材 8 个单元。内容除了提供练习答案和课文翻译以外,还包括主题课文相关背景知识的详细延伸介绍、课文长难句分析、重点词汇及语法讲解。该书内容翔实,符合任课老师的课堂教学需要。为了适应当下的多媒体课堂教学特点,本教师用书还配有教学 PPT 和网络平台资源,方便任课教师备课和组织课堂活动。

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Unit 1 Music: A Universal Language

I. Background Information

If I were not a physicist, I would probably be a musician. I often think in music. I live my daydreams in music. I see my life in terms of music.

—Albert Einstein

There are two means of refuge from the miseries of life: music and cats.

—Albert Schweitzer

When I hear music, I fear no danger. I am invulnerable. I see no foe. I am related to the earliest times, and to the latest.

—Henry David Thoreau

From the above quotations, you can perceive how important music can be. Music can create positive atmosphere, uplift our mood, relieve our stress and can even be used for therapy. In this unit, you are going to read, listen to and talk about different kinds of music works you know, or you don't know.

More information about the song *Jasmine Flower*:

Molihua, or jasmine flower, is a very popular flower because of its unique fragrance. Chinese people love jasmine flowers and expressing their emotions through songs. There are folk songs titled *Molihua* or *Jasmine Flower* throughout China, all with different melodies and lyrics.

This song you are listening to is from Jiangsu Province in eastern China, where jasmine flowers are grown. People in the area love drinking jasmine tea. By eulogizing the jasmine flower, the song celebrates the sweetness and beauty of romantic love.

II. Notes

1. Notes to Lead-in

《茉莉花》是中国民歌,起源于南京六合民间传唱百年的《鲜花调》,由军旅作曲家何仿采自六合的民歌汇编整理而成。1957年完成改编曲、词。

此歌曲先后在香港回归祖国政权交接仪式、雅典奥运会闭幕式、北京奥运会开幕式、南京青奥会开幕式等重大场合上演出。此歌曲在国内以及国际上具有极高的知名度,被广为传颂,是中国文化的代表元素之一。因其特殊的地位和代表性,此歌曲被誉为“中国的第二国歌”。

2. Notes to Module 1

(1) Classical music 古典音乐

古典音乐有广义、狭义之分。广义是指西洋古典音乐,那些从西方中世纪开始至今、在欧洲主流文化背景下创作的音乐,主要因其复杂多样的创作技术和所能承载的厚重内涵而有别于通俗音乐和民间音乐。狭义是指 1750—1820 年这一段时间的欧洲主流音乐,又称维也纳古典乐派。此乐派最著名的作曲家是海顿、莫扎特和贝多芬。

(2) Beethoven's *Ninth Symphony* 贝多芬《d 小调第九交响曲》

《d 小调第九交响曲》由德国作曲家路德维希·凡·贝多芬作于 1819 至 1824 年间,被公认为贝多芬在交响乐领域的最高成就。因乐曲第四乐章加入了大型合唱,故后人称之为“合唱交响曲”。该第四乐章的合唱部分是以德国著名诗人席勒的“欢乐颂”为歌词而谱曲的,后来成为该作品中最为著名的主题。

(3) Mozart's *Piano Concerto No. 24 in c Minor* 莫扎特《c 小调第 24 钢琴协奏曲》

莫扎特在 1786 年 3 月 24 日完成此曲,两个星期后此曲于维也纳伯格剧院(Burg Theater)的捐款音乐会上首演。

(4) Jay Chou 周杰伦

周杰伦(1979—)是中国台湾华语流行歌手、著名音乐人、音乐创作家、作曲家、作词人、制作人、杰威尔音乐公司老板之一、导演。近年涉足电影行业,是 2000 年后亚洲流行乐坛最具革命性与指标性的创作歌手,有“亚洲流行天王”之称。他突破原有亚洲音乐的主题、形式,融合多元的音乐素材,创造出多变的歌曲风格,尤以融合中西式曲风的嘻哈或节奏蓝调最为著名,可说是开创华语流行音乐“中国风”的先声。周杰伦的出现打破了亚洲流行乐坛长年停滞不前的局面,为亚洲流行乐坛翻开了新的一页。

(5) rap 快板歌曲/音乐

“Rap”是黑人俚语中的一个词语,相当于“谈话”(talking),源自纽约贫困黑人聚居区。它以在机械的节奏声的背景下,快速地诉说一连串押韵的诗句为特征。这种形式来源之一是过去电台节目主持人在介绍唱片时所用的一种快速的、押韵的行话性的语言,深受广大乐迷的喜爱。

(6) hip-hop 嘻哈舞乐曲

Hip-hop 是 20 多年前始于美国街头的一种黑人文化,也泛指 rap(说唱乐)。Hip-hop 文化的四种表现形式包括 rap(有节奏、押韵地说话)、b-boying(街舞)、dj-ing(玩唱片及唱盘技巧)、graffiti(涂鸦艺术)。因此 rap(说唱乐)只是 hip-hop 文化中的一种元素,要加上其他舞蹈、服饰、生活态度等才构成完整的 hip-hop 文化。

3. Notes to Module 2

Passage A

(1) Xian Xinghai or Sinn Sing Hoi 冼星海

冼星海(1905—1945),曾用名黄训、孔宇,祖籍广东番禺,出生于澳门,是中国近代著名作曲家、钢琴家,有“人民音乐家”之称。冼星海于 1926 年进入北京大学音乐传习所,1928 年进入上海国立音专学习音乐,1929 年去巴黎勤工俭学,师从著名提琴家帕尼·奥别多菲尔和著名作曲家保罗·杜卡斯。1935 年回国后,他积极参加抗日救亡运动,1938 年赴延安,后担任鲁迅艺术学院音乐系主任。1939 年 6 月,他加入中国共产党。1945 年 10 月冼星海因劳累和营养不良,肺病日益严重,最后病逝于莫斯科。

(2) War of Resistance Against Japan 抗日战争

抗日战争,简称抗战,指20世纪中期第二次世界大战中,中国抵抗日本侵略的一场民族性的全面战争。国际上称其为第二次中日战争(Second Sino-Japanese War)、日本侵华战争(Japanese War of Aggression Against China)。抗战时间从1931年9月18日的“九·一八事变”开始,至1945年结束,共抗战14年。1931年,侵华日军发动“九·一八事变”后,完全侵占中国东北地区,并成立伪满洲国,此后陆续在华北、上海等地制造事端、挑起战争,国民政府则采取妥协政策避免冲突扩大。1937年7月7日,日军在北平附近挑起“卢沟桥事变”,中日战争全面爆发。1941年12月7日,日本发动太平洋战争后,12月9日重庆国民政府正式对日宣战。1945年8月15日,日本向同盟国无条件投降。

(3) Guang Weiran 光未然

光未然(1913—2002),原名张光年,在他89年的人生岁月中,他经历了颠沛流离、激昂奋进,一生笔耕不辍。他开蒙甚早,并利用一切机会如饥似渴地学习外语、中国古典文学,如《诗经》《楚辞》、古代文论、文字学等,并潜心研究戏剧、音乐,阅读了大量外国文学名著和社会科学方面的著作。他创作了组诗《黄河大合唱》《五月的鲜花》《屈原》等诗作。在身患多种疾病的晚年,他关心青年作家的创作,并完成了厚重的古典文学研究成果《骈体语译文心雕龙》,之后由上海书店出版社出版,实现了他40年的心愿。2002年光未然在完成了《张光年文集》的编审工作后,于2002年1月28日在北京辞世,享年89岁。

(4) Li Huanzhi 李焕之

李焕之(1919—2000),福建晋江人,生于香港,中国著名作曲家、指挥家、音乐理论家。他于1938年8月到延安,11月加入中国共产党,在鲁迅艺术学院师从冼星海学习作曲指挥,毕业后留校任教员。抗战胜利后,他任华北联合大学文艺学院音乐系主任。1949年后,李焕之历任中央音乐学院音乐团团长、中央歌舞团艺术指导、中央民族乐团团长。他创作的《春节组曲》已成为我国春晚必演曲目;《社会主义好》高度颂扬了共产党、毛主席领导下的中国人民掀起了社会主义建设高潮的繁荣景象,唱出全国人民坚决走社会主义道路的坚定决心,教育和影响了中国几代人的思想和成长。

(5) Yan Liangkun 严良堃

严良堃(1923—2017),中国指挥家,中国交响乐团合唱团(前为中央乐团合唱团)创办人之一,师从冼星海学指挥,自学乐理、和声。他在1938年抗日救亡歌咏运动中开始了他的指挥生涯。严良堃是中国专业合唱事业的奠基人之一,他的指挥细腻严谨,乐风含蓄抒情,动作潇洒洗炼,是中国杰出的合唱指挥艺术家。他曾任中国音乐家协会副主席、中央乐团合唱指挥、中国音乐家协会第八届顾问、合唱指挥学会理事长,中国文学艺术界联合会第十届荣誉委员。2017年6月18日,严良堃因病在北京逝世,享年94岁。

(6) Yellow River Piano Concerto 《黄河钢琴协奏曲》

《黄河钢琴协奏曲》取材于抗日战争时期的救亡歌曲《黄河大合唱》,1969年由殷承宗、储望华、刘庄、盛礼洪、石叔诚和许斐星六人改编为协奏曲。1970年5月1日,由李德伦担任指挥,钢琴家殷承宗与中央乐团在北京民族宫剧院首演了《黄河钢琴协奏曲》。这部钢琴协奏曲在创作中运用了西洋古典钢琴协奏曲的表现手法,在曲式结构上又融入了船夫号子等中国民间传统音乐元素,不仅在当时的国内引起了强烈的反响,还因其史诗般的结构、华丽的技巧、丰富的层次和壮阔的意境,成为世界音乐史上较有影响力的一首中国协奏曲。

(7) Yin Chengzong 殷承宗

殷承宗(1941—),中国音乐家、钢琴演奏家、作曲家。殷承宗出生于厦门鼓浪屿,12岁以第一名的成绩考入上海音乐学院附中,入学两个月后被苏联专家谢洛夫选入专家班。1959年殷承宗参加了维也纳第七届世界青年联欢节钢琴比赛,荣获第一名;1960年赴列宁格勒音乐学院深造;因成功改编、演奏钢琴伴唱《红

灯记》和钢琴协奏曲《黄河》而迅速走红,并与访华的奥曼迪、阿巴多等指挥大师有合作。目前录制有 20 多张唱片,他在 1971 年同中国中央乐团合作的《黄河钢琴协奏曲》唱片发行了数百万张。作为《黄河钢琴协奏曲》的主要创作人和首演者,殷承宗在世界各地与众多著名乐团有过上千场演出,并获得中国“金唱片奖”。

Passage B

(1) Ludwig van Beethoven 路德维希·凡·贝多芬

贝多芬(1770—1827)是德国作曲家、钢琴家、指挥家,维也纳古典乐派代表人物之一。他一共创作了 9 首编号交响曲、35 首钢琴奏鸣曲(其中后 32 首带有编号)、10 部小提琴奏鸣曲、16 首弦乐四重奏、1 部歌剧、2 部弥撒、1 部清唱剧与 3 部康塔塔,另外还有大量室内乐、艺术歌曲与舞曲。这些作品对音乐发展有着深远影响,因此贝多芬被尊称为“乐圣”。

(2) Carl Czerny 卡尔·车尔尼

车尔尼(1791—1857)是奥地利著名作曲家、钢琴家、音乐教育家。车尔尼师从贝多芬。他是贝多芬得意的学生,贝多芬曾在 1801—1803 年的 3 年间免费教他弹奏钢琴。他对于贝多芬的作品积极宣传,并在他的作品 500 号《钢琴理论及演奏大全》的第四册的第二、三章中论述如何正确演奏贝多芬的作品。他能够背奏贝多芬的全部钢琴作品。车尔尼作为一名钢琴教育家,培养了弗兰兹·李斯特这样的学生。他免费教李斯特弹琴,李斯特也说:“我的一切都是车尔尼教我的。”车尔尼一生写了无数钢琴练习曲,是学习钢琴的学生练习的基础教材。他在贝多芬时代和现代钢琴演奏之间架起了一座桥梁。

(3) Prater Park 普拉特公园

普拉特公园是维也纳最受欢迎的游玩休闲娱乐公园之一,有巨大的摩天轮,Krieau 赛马场跑道,巨大的露天体育场(足球和田径),一个公众游泳池,佛洛伊德赛车场和快乐的帐篷公寓 Pavillion (Lusthaus)。在维也纳人心中,普拉特远远超出一个游乐园的概念。它的面积有两平方英里,最初那里是皇帝的狩猎场,直到大约两个世纪以前,开明皇帝约瑟夫二世,玛莉亚特莱西娅的儿子,把普拉特交给了人民。那时,这里确实只是一个游乐园,其实 Prater 这个名字在开始的时候叫作 Wurstelprater。单词 Wurstel 来自于 Hanswurst,一个悲喜剧的丑角形象,人们把他看作是这个娱乐中心的保护神。他就站在普拉特的开阔的广场上,他的名字叫卡拉菲蒂(Calafatti)。

(4) Napoleonic Wars 拿破仑战争

18 世纪后期,资本主义在欧洲大陆获得一定发展。但除荷兰外,各国仍处于封建统治下,尤其是法国的封建专制统治达到顶峰。1789 年法国大革命爆发后,欧洲各君主国惊恐不安,奥、普率先出兵干涉。1793 年,奥、普、英、荷、西、撒丁、那不勒斯等国结成第一次反法联盟,出兵进攻法国,遭法国民军顽强抵抗。1797 年,第一次反法联盟解体。1798 年 12 月,英、俄、奥、葡、土耳其、那不勒斯等国组成第二次反法联盟。俄军进入意大利,打败法军。奥地利不仅夺回在意大利的领地,还企图入侵法国。英军对法各港口实施封锁,并一度在荷兰沿海地区登陆。虽然反法联盟因内部分裂导致俄军退出战斗,但法国仍面临大军压境、国内政局动荡的严峻局面。在此形势下,富有野心的拿破仑·波拿巴(1804 年 12 月起称拿破仑一世)于 1799 年 11 月上台执政。从此,法国进入一个新时期,即拿破仑时期。在该时期法国与反法联盟进行的战争被称为拿破仑战争(1799—1815)。

(5) Brahms 勃拉姆斯

勃拉姆斯(1833—1897)于 1833 年 5 月 7 日出生在德国汉堡的一个职业乐师的家庭里。他童年生活十分贫困,父亲是低音提琴手。他 7 岁随父亲学钢琴,10 岁便在水滨酒吧里演出,15 岁时举办了一场独奏音乐

会,开始作曲,此时他写了不少沙龙音乐作品,包括多种舞曲、进行曲和管弦乐曲改编曲等。勃拉姆斯 20 岁时用半低音钢琴演奏贝多芬的协奏曲,并当场把每个音都提高了半音,移调试验引起了年仅 21 岁的哈诺瓦管弦乐团首席乐手约阿希姆(Joseph Joachim)的兴趣,两人交好,勃拉姆斯为约阿希姆写了毕生唯一的小提琴协奏曲,约阿希姆感叹勃拉姆斯的才华像“宝石一样纯净,雪一般柔润”。勃拉姆斯在约阿希姆推荐下,投奔至魏玛的李斯特,然而勃拉姆斯对李斯特花哨的音乐风格非常反感。后来,他怀揣推荐信找到舒曼夫妇,得到赏识与支持,被推向乐坛。1862 年他来到维也纳,在充分准备后才开始写交响曲。1876 年他完成 c 小调第一交响曲,1877 年完成 D 大调第二交响曲,1883 年完成 F 大调第三交响曲,1885 年完成 e 小调第四交响曲。除了四部不朽的交响曲,他还有许多非交响作品,都有浓厚的勃拉姆斯特质。19 世纪 60 年代,他定居维也纳,把当时欧洲的这个音乐中心作为他的第二故乡。1897 年 4 月 3 日勃拉姆斯逝世于维也纳,汉堡港的所有船只都为之鸣笛并降了半旗。

(6) Tchaikovsky (Pyotr Ilich) 柴可夫斯基(彼得·伊里奇)

柴可夫斯基(1840—1893)出生于沃特金斯克一个贵族家庭,从小在母亲的教导下学习钢琴,由于父亲的反对,进入法学院学习,毕业以后在法院工作。22 岁时柴可夫斯基辞职,进入圣彼得堡音乐学院,跟随安东·鲁宾斯坦学习音乐创作,成绩优异。毕业后,在尼可莱·鲁宾斯坦(安东·鲁宾斯坦的弟弟)的邀请下,担任莫斯科音乐学院教授。在音乐创作上,柴可夫斯基很崇拜莫扎特,甚至模仿他的风格创作了一部管弦乐组曲(*Suite No. 4 in G Major, “Mozartiana”, Op. 61*)。对于瓦格纳音乐中的一些特性他却很反感,认为瓦格纳过于重视管弦乐队而忽略了声乐,柴可夫斯基主张用现实主义手法来表现歌剧,主导动机只用于描写心理感情等内在方面。

(7) Mahler 马勒

马勒(1860—1911),全名古斯塔夫·马勒(Gustav Mahler),是奥地利作曲家、指挥家,浪漫主义晚期代表作曲家之一。马勒是一位处在过渡时期的音乐家,与心理学家西格蒙德·弗洛伊德、画家格斯塔·克里姆特同处一个时代。马勒最重要的作品是 10 部交响曲和管弦乐伴奏的歌曲。马勒的交响乐作品规模宏大,长度和乐队的编制方面都是空前的,有时还包括场外乐队和大规模的合唱队,这使他的交响曲具有更多表现自己情感想法的空间。马勒把合唱加入交响乐之中,以充分表现他的音乐中的哲理思想。马勒去世 50 年后,他的大部分作品都不再为人所注意,只受到一小群人的推崇,直到一些著名指挥家(欧洲的布鲁诺·瓦尔特、乔治·索尔蒂、拉斐尔,美国的列奥纳多·伯恩斯坦和英国的诺曼·德尔·马尔)的大力提倡,才使马勒的作品重新成为今日的保留曲目。

4. Notes to Module 3

Manners Matter, Even at a Classical Music Concert

Chad Criswell (Mar. 14, 2006)

This Isn't A Rock Concert... Manners Matter!

How many times have you been at a classical or contemporary (当代的) music concert only to have your enjoyment of the performance damaged by the poor manners of someone sitting nearby? In today's world of pop music, such things are not a problem. More to the point they simply go with the genre (类型). In a classical or other low-intensity (低强度) concert however, talking and moving around are a big distraction (使人分心的事) to those around you. When attending such a concert, keep these seven simple rules in mind.

- (1) Enter and exit your seat between selections. If possible, wait until the audience is applauding(鼓掌) before moving. The only exception(例外) to this is if you need to remove a restless or crying child.
- (2) Don't talk during a performance. If you must talk to your neighbour, always whisper directly into their ears so that those around you cannot hear your comments(评论).
- (3) Cell phones off or on vibrate(震动) please!
- (4) If your performance venue(举办地点) allows you to eat there, do not eat candy or drink soda while the musicians are playing.
- (5) It is customary to applaud when the conductor first comes out on the stage. He or she will bow to acknowledge(致谢) the audience's applause and the concert will begin.
- (6) Some classical pieces of music are broken down into parts called "movements". In between these movements the music will stop for a few seconds. Do not applaud until the conductor has dropped his hands and has turned around to acknowledge the audience.
- (7) Whistling, yelling(喊叫), or otherwise congratulating the performers is generally not appropriate(得体的) for classical music concerts.

5. Notes to Module 4

More on Concert Manners:

- In the Auditorium

If other audience members arrive to take their seat, which is beyond yours, the polite thing for gentlemen to do is stand up to let them have a clearer passage. Women should turn their legs in the direction the person is travelling. People sitting at the end of aisles should get out and stand in the aisle until passage is clear.

Coughs, sneezes and sniffles should be "caught": make sure your wardrobe on the evening includes a handkerchief. If the ailment persists, leave the auditorium until it subsides.

Share your programme (Americans call it "Playbill") with others if they ask. There's no need to be possessive.

During operas, it is usual to applaud after the overture, an impressive aria, the end of a scene or act, but never whilst someone is singing. At concerts, it is expected for you to clap between different compositions but never between movements. "Whooping" is never correct. We're at Mozart not McFly.

- At the End of the Evening

Do not leave during the encore or whilst the orchestra is bowing. Wait until the house lights have been taken up before you move.

At the end of the concert or during the interval, save your elaborate critique until you're behind your own closed doors. Don't try to impress others by shouting loudly about technical aspects of the music or performance. Others may have enjoyed the night even if you didn't; there's also a chance one of the "star's" family or friends could be around.

III. Language Points

Passage A

◆ Important Words and Expressions ◆

resistance /rɪ'zɪstəns/ *n.* the act or power of resisting, opposing, or withstanding 抵抗; an opposing or retarding force 阻力

e.g. 1. The troops met heavy resistance as they approached the city.

2. Over time the patient could develop a resistance to the drug.

inspire /ɪn'spaɪə/ *vt.* to fill with an animating, quickening, or exalting influence 鼓舞, 激励; to draw forth or bring out 给予灵感

e.g. 1. Tom certainly hasn't inspired me to want to become a teacher.

2. The film was inspired by the novel of the same title.

entitle /ɪn'taɪtl/ *vt.* to give a title to 给……定名; to furnish with proper grounds for seeking or claiming something 给予……权利/资格

e.g. 1. He entitled his book "My Life on Mars."

2. This ticket entitles the bearer to free admission.

initial /ɪ'nɪʃl/ *a. & n.* of or relating to the beginning 最初的, 开始的; the first letter of a word, esp. a person's name 首字母

e.g. 1. The initial symptoms of the disease are fever and sore throat.

2. Tom carved his initials on the large oak tree in front of the school.

brilliant /'brɪliənt/ *a.* very bright, striking 辉煌的; very good 出色的

e.g. 1. The painting featured brilliant reds and blues and was quite striking.

2. Everyone recognized him as a brilliant pianist.

ethnic /'eθnɪk/ *a.* of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background 种族的; 某文化群体的

e.g. 1. They have lots of beautiful ethnic clothes from India and Thailand at the market.

2. Ethnic minorities struggle against prejudice and poverty.

amend /ə'mend/ *vt.* to put right 修订; to change or modify (something) for the better 改良, 修改

e.g. 1. Every attempt to amend or revise the present constitution has, however, been unsuccessful.

2. We'll need to amend the contract so that we can pay you more.

incorporate /ɪn'kɔ:pəreɪt/ *v.* to unite or work into something already existent so as to form an

indistinguishable whole 合并; to blend or combine thoroughly 吸收,混合

e.g. 1. While tutoring a foreign student, I try to incorporate as many slang words as possible so she fully understands how Americans speak.

2. In order to provide a complete report, Henry and his staff incorporate the graphs and charts into the written text.

revision / rɪˈvɪʒn / *n.* the act or work of revising, a process of revising 修订,修改; a revised form or version, as of a book 修订版

e.g. 1. The teacher gave me some suggestions for revision.

2. This is the original version, not the revision.

contemporary /kənˈtempərəri/ *a.* existing, occurring, or living at the same time 当代的,现代的; of the present time; modern; belonging to the same time 同时代的

e.g. 1. Newton's discovery of the calculus was contemporary with that of Leibniz.

2. Its publication placed him in the first rank of contemporary poets.

in public 公开地,当众

e.g. 1. Have you ever sung in public?

2. Tom becomes nervous whenever he has to speak in public.

for lack of... 因缺乏……,因没有……

e.g. 1. Some plans he couldn't use for lack of manpower, timing constraints, or other battle-related reasons, but some were brilliant.

2. I'll call it a dream for lack of another word but that's not what I experienced.

consist of... 由……组成

e.g. 1. The audience consisted mainly of students.

2. The air we breathe consists of oxygen and nitrogen.

depart for 出发去(某地)

e.g. 1. When shall we depart for the airport?

2. He departed for London the day before yesterday.

lay the groundwork for... 为……奠定基础

e.g. 1. The introductory mathematics courses will lay the groundwork for all your subsequent engineering studies.

2. As CEO of the company, I laid the groundwork for one of the most successful international firms in the country.

◆ Explanation of Difficult Sentences ◆

(1) The work was inspired by a patriotic poem by Guang Weiran entitled *Yellow River*, which was also adapted as the lyrics.

- 这部作品的灵感来自光未然的一首名为《黄河》的爱国主义诗歌。这首诗改作这首大合唱的歌词。
- 此句中,过去分词短语 *entitled Yellow River* 作定语,修饰 *a patriotic poem*。此外,*a patriotic poem* 还有一个由 *which* 引导的非限定性定语从句修饰。由于句子较长,信息量大,可以采用分译法进行翻译。

(2) Using the Yellow River as a setting, this cantata sings of the long and brilliant history of the Chinese nation and presenting a picture of the Chinese people's heroic fight against the Japanese.

- 这首大合唱以黄河为背景歌颂了中华民族灿烂悠久的历史,呈现了一幅中国人民奋勇抗日的画面。
- 句中使用了现在分词结构 *Using the Yellow River as a setting* 作方式状语,说明这首大合唱是如何歌颂中华民族灿烂悠久的历史的。由于主语 *this cantata* 是分词结构中动词 *using* 的动作发出者,故使用现在分词。

(3) Premiered in Yan'an on April 13, 1939, the work soon spread all over China.

- 1939年4月13日在延安首演后,这首大合唱很快传遍全国。
- 句中使用了过去分词结构 *Premiered in Yan'an on April 13, 1939* 作状语,说明此作品首演的地点。由于主语 *the work* 是分词结构中动词 *premier* 的动作接受者,故使用过去分词。

(4) He also made some amendments to the choral arrangement and added a prologue, increasing the number of movements to nine.

- 他还对合唱的编曲进行了修改,加一个序曲使其增加到九个乐章。
- 句中使用了现在分词结构 *increasing the number of movements to nine* 作结果状语。由于句子主语是分词 *increasing* 的动作发出者,故使用现在分词。

(5) Li simplified the "Soviet" version for performance by the Shanghai Symphony Orchestra, while Yan incorporated the prologue into the first movement to return the cantata to its initial arrangement of eight movements for performance by the Central Orchestra.

- 李焕之简化了“苏联”版本,使其适合上海交响乐团的演奏,而严良堃则把序曲并入第一乐章使其回到最初的八个乐章,适合中央乐团演奏。
- 句中连接词 *while* 连接两个分句,对照两个分句中的内容,用法相当于 *whereas*。

(6) Yan also made heavy amendments to the third movement—"Water of the Yellow River Comes from Heaven"—such that the new melody was vastly different from the original.

- 严良堃还对第三乐章(“黄河之水天上来”)进行了大幅度地修改,使得这一乐章的旋律和原作有很大差异。
- 句中,两个破折号连接的部分为之前的 *the third movement* 提供进一步的信息,说明这一乐章

的名称(“Water of the Yellow River Comes from Heaven”)。“such that...”引出结果状语,说明修改后达到的效果。

(7) This concerto, together with the violin concerto *Liang Zhu*, are the two best internationally known musical works that combined source materials that are purely Chinese with Western music methodology.

- 这部钢琴曲和小提琴协奏曲《梁祝》是世界著名的把中国素材和西方乐法相结合的两部作品。
- 此句中有两个 that 从句,第一个 that 从句(that combined source materials that are purely Chinese with Western music methodology)作定语,修饰之前的 musical works;第二个 that 从句也是作定语,修饰第一个 that 从句中的宾语 source materials。

Passage B

◆ Important Words and Expressions ◆

distinctive [dɪ'stɪŋktɪv] *a.* characteristic of one person or thing, and so serving to distinguish it from others 特有的,有特色的

- e.g. 1. She has a very distinctive way of walking.
2. This bird has several distinctive features.

initial [ɪ'nɪʃl] *a.* existing or occurring at the beginning 最初的,开始的

- e.g. 1. Our initial impression was favourable.
2. His initial reaction was one of shock.

concerning [kən'sɜːnɪŋ] *prep.* on the subject of or in connection with, about 关于,就

- e.g. 1. What do you know concerning this?
2. I wrote to the head of the firm concerning Robert.

claim [kleɪm] *vt.* state or assert that something is the case, typically without providing evidence or proof 自称,声称,断言

- e.g. 1. Scientists are claiming a breakthrough in the fight against cancer.
2. I don't claim to be an expert.

account [ə'kaʊnt] *n.* a report or description of an event or experience 报道,记述

- e.g. 1. He gave a detailed account of what has been achieved.
2. The two accounts of the accident do not agree.

unlikely [ʌn'laɪ'kli] *a.* not likely to happen, be done, or be true 未必会发生的; improbable 不大可能的;不大可靠的

- e.g. 1. It is unlikely that they will ever be used.
2. The change is unlikely to affect many people.

interrupt ['ɪntə'rʌpt] *vt. & vi.* stop the continuous progress of (an activity or process) 中止, 中断, 打断(活动或过程)

- e.g. 1. The buzzer interrupted his thoughts.
2. He interrupted college to serve in the army.

acquire [ə'kwɪə] *vt.* achieve (a particular reputation) as a result of one's behaviour or activities(由于某人的行为或活动而)获得(某种名声)

- e.g. 1. We should acquire more firsthand information.
2. His character acquired him a good name.

in particular 特别, 尤其

- e.g. 1. He socialized with the other young people, one boy in particular.
2. She likes fruit and strawberries in particular.

date from 追溯到, 自……起, 始于

- e.g. 1. The Great Wall dates from the third century B.C.E.
2. It is a beautiful vase dating from about 1715.

at large 整体上, 总体上

- e.g. 1. There has been a loss of community values in society at large.
2. Did the people at large approve of the government's policy?

in terms of 就……而言, 从……方面说来

- e.g. 1. He referred to your work in terms of high praise.
2. He thought of everything in terms of money.

have an influence on 对……有影响

- e.g. 1. Their friends are having a bad influence on them.
2. Our trainer had a strong influence on the team.

◆ Explanation of Difficult Sentences ◆

(1) The initial motif of the symphony has been believed by some to be a symbol of fate knocking at the door.

- 有些人认为, 此交响乐最初的主题象征着命运在敲门。
- 注意此句子使用了被动语态的完成时, 表示到目前为止, 已经有人这么认为; “fate knocking at the door” 为动名词的复合结构, 作介词 of 的宾语。

(2) Hopkins says that “given the choice between a yellow-hammer and fate-at-the-door, the public has preferred the more dramatic myth, though Czerny's account is too unlikely to

have been invented.”

- 霍普金斯说:“在金翼啄木鸟和命运敲门之间,公众更愿意选择更戏剧性的谜。不过,车尔尼的描述也不可能是杜撰的。”
- 句中“given the choice between a yellow-hammer and fate-at-the-door”为过去分词结构作条件状语。

(3) Groundbreaking both in terms of its technical and emotional impact, the Fifth has had a large influence on composers and music critics.

- 第五交响曲无论是就技术还是情感影响方面都是开创性的,对作曲家和批评家都具有很大影响。
- “Groundbreaking both in terms of its technical and emotional impact”为形容词结构作原因状语。

IV.Keys, Tapescripts and Text Translations

Keys

◆ Lead-in ◆

1. Play the song *Jasmine Flower*.
2. Open.

◆ Module 1 Learn to Talk ◆

Do You Like Classical Music?

1. *Joe and Bob are roommates. They are talking while listening to classical music. Listen to the model dialogue and underline the expressions of likes and dislikes.*

Joe: Do you like classical music, Bob?

Bob: No, not much. Do you like it?

Joe: Well, yes, I do.

Bob: Which melodies do you like best?

Joe: Beethoven's *Ninth Symphony* and Mozart's *Piano Concerto No. 24 in c Minor* are just fascinating.

Bob: Really? But to me, classical music is hard to understand.

Joe: Yes, it takes special knowledge and close attention to appreciate classical music. So, what kind of music appeals to you?

Bob: Pop music, of course. It's easy and often has a simple and clear rhythm. I'm crazy about Jay Chou. What about you? Don't you like him?

Joe: Ugh! His songs make my stomach turn!

2. Open.
3. Suggestions: In this exercise, the teacher can also ask the students to name their own favourite English songs if they happen not to have listened to any of the songs listed here.

What Kind of Music Do You Like?

1. Listen to the dialogue and write down what the speakers like and dislike.

Laura: Every kind of music, especially rap.

Max: Country music.

2. Open.

A Popular Musical**Before You Listen**

1. Open. 2. Open.

While You Listen

1. Listen to a passage and decide whether each of the following statements is true or false.

(1)F (2)T (3)T (4)F (5)T (6)F

2. Listen again and complete the following sentences with the information you get in the passage.

(1) Isherwood wrote that Blatt's eyes "blink in continual embarrassment" whenever "he has to interact socially, which isn't often."

(2) Isherwood said that, below all the insecurity, Platt shows the character's strong desire to be liked—or even just to be noticed.

(3) The doctor wanted Evan to start out each day by saying something positive about himself.

(4) The boy's parents found one of Evan's letters taken by the boy who killed himself and they believed Evan was a friend they did not know their son had.

(5) Evan gave a speech urging people not to let his so-called "friend's" brief life go unnoticed.

After You Listen

Discuss the following questions in groups.

- (1) Open.

(2) <i>The Sound of Music</i>	《音乐之声》	<i>Westside Story</i>	《西城故事》
<i>Mama Mia</i>	《妈妈咪呀》	<i>My Fair Lady</i>	《窈窕淑女》
<i>Phantom of the Opera</i>	《歌剧魅影》	<i>Fiddler on the Roof</i>	《屋顶上的小提琴手》
<i>Beauty and the Beast</i>	《美女与野兽》	<i>Cats</i>	《猫》
<i>Rent</i>	《吉屋出租》	<i>Come from Away</i>	《来自远方》
<i>The Greatest Showman</i>	《马戏之王》		

◆ Module 2 Learn to Read ◆**Warm-up questions**

Open.