

大学英语后续课系列教材

英语歌曲 语言与文化

总主编 丁仁仑 陈培良
本册主编 沈椿萱 李玲



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内 容 简 介

本书分 12 个单元,共收录英文歌曲 60 首。每个单元一个主题,按照歌曲的思想性、文化的多元性,语言的丰富性和音乐风格的多样性要求,选择 5 首具有积极的历史意义、文化内涵和社会影响的英文歌曲作为学习内容。

本书适合作为各高等院校大学英语选修课教材亦可供英语歌曲爱好者学习参考。

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“大学英语后续课系列教材”前言

2007年7月10日国家教育部高等教育司颁布了《大学英语课程教学要求》，其中在课程设置中明确要求“各高等学校应根据实际情况，按照《课程要求》和本校的大学英语教学目标设计出各自的大学英语课程体系，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，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”。

随着大学英语教学改革的逐步推进，近年来，非英语专业本科生的英语教学水平有了较大的提高，不少高校的学生入学后两到三个学期就通过了大学英语四、六级考试。由此，大学英语教学的起点也逐步提高；同时，非英语专业学生通过大学英语四、六级考试后在英语学习方面也呈现出多元化的需求。为了满足学生需求，为了帮助学生顺利进入高级阶段的英语学习，为了更有效地提高学生的语用能力，尤其是交际能力、获取信息的能力以及独立解决专业问题的能力，荣获2009年浙江省省级优秀教学团队荣誉称号的交际型大学英语教学团队（大学英语精品课程组）特组成大学英语后续课程教材编写委员会，编写了“大学英语后续课系列教材”（非英语专业本科用）。本系列教材贯彻执行了教育部对于大学英语教学的要求，旨在适应我国大学英语教学改革的发展形势，为大学英语提高阶段的教学提供一套实用、真实、高效的教材。

目前，大学英语教学面临着两个主要问题：一是学习动力，二是学习内容。由于四、六级考试成绩不再与学生的学位挂钩，不少学生的学习动力逐渐减弱。学生通过四、六级考试之后，开始变得茫然，不知该继续学什么，因此学习英语就缺乏了直接的动力。就学习内容而言，学生已经厌倦了那种语法训练、词汇训练、阅读训练等应试式的教学内容，他们更愿意采用生动、便捷、有效的学习方法，学习一些更实用、更真实的内容，以切实提高和培养自己的语言运用能力和文化素养。

“英语寝室”与课堂教学互动的教学模式曾荣获2009年浙江省第六届高等教育省级教学成果一等奖，是浙江工商大学的教学特色，在本校普及已有近十年的时间，日臻完善。这种教学模式以加强学生的语言应用能力为间接目的，以提高学生的口语交际能力为直接目的，学生在基础学习阶段已经得到了大量的语言输入，为进入高级阶段的英语学习打下了良好的基础。

两年前，通过实际考察和大量调查（共展开2447份有效问卷调查），在科学论证的基础上，交际型大学英语教学团队（大学英语精品课程组）根据学生的需求和将来的实际需要，首批开设了包括“商务英语”、“应用英语翻译”、“雅思英语”、“大学英语六级”、“英美影视欣赏”、“口译证书英语”（中、高级口译）、“高级英语口语”（四、六级口语证书）、“高级英语”（考研）、“英语歌曲欣赏”、“高级英语听力”、“旅游英语”等课程，第二批课程“托福英

语”、“英美社会与文化”、“英美小说欣赏”、“法律英语”、“金融英语”等后续课也即将开设。在今后的课程建设中,还将逐步推出更多的后续课程,以满足学生的多元化需求,适应祖国和社会发展需要。

在教学过程中,交际型大学英语教学团队(大学英语精品课程组)的各任课教师积极准备教学材料、互相补充教学内容、集体备课,逐步发展健全了一整套较为完善的后续课课程体系。作为这套体系的教学材料,其教材体系也初具规模。这套教材尽量照顾到学生的实际英语水平,结合英语高级阶段的教学特点,深入浅出,将理论和实践有机地结合起来,从而处理好“教”与“学”、“学”与“用”之间相互脱节的问题。具体来说,本系列教材具有如下几个特点:

(1) 实用。本系列教材所对应的课程都是在充分调查学生需要的基础上而开设的,在教学过程中又针对学生的要求而不断调整教学内容,因此实用性很强,很受学生欢迎。

(2) 真实。本系列教材所有的材料都是任课教师根据教学要求亲自筛选的,材料来源都是相关的英语文本材料,包括视频片段、语音材料,都是原始和真实的,令使用者备感亲切,常有身临其境的感觉。这样的材料与现实生活息息相关,是真实生活的体现。

(3) 高效。本系列教材的编排上延续“英语寝室”与课堂教学互动的教学模式,以话题为主,提供真实的语言环境,每个学生都是学习活动的中心,是课堂活动的参与者,教师的角色是课堂活动的设计者、组织者、指导者和督促者,学生在这样的课堂上学到的东西印象深刻,并且马上就能学以致用,学习效率得到了提高。

“大学英语后续课系列教材”是交际型大学英语教学团队和大学英语精品课的建设内容和建设成果。编写大学英语后续课教材是一项艰难的工作,我们尝试着从课堂互动的角度来编写,希望这样一种有的放矢的模式能起到事半功倍、立竿见影的效果。但毕竟这是一种新的尝试,再加上编者水平有限,书中定有许多需要进一步改进和完善之处,欢迎各位同行和广大学生提供宝贵意见。

“大学英语后续课系列教材”编委会

2010年9月20日

前 言

大学英语教学为社会各界培养了许多外语人才,取得了令人瞩目的成就。但是,随着经济文化全球化的发展,国际交流日益频繁,人们对英语运用能力的要求越来越高。为此,教育部在 2007 年的《大学英语课程教学要求》中指出:“大学英语课程不仅是一门语言基础知识课程,也是拓宽知识、了解世界文化的素质教育课程,兼有工具性和人文性。因此,设计大学英语课程时也应充分考虑对学生文化素质的培养和国际文化知识的传授。”与此同时,《课程要求》还肯定了英语选修课的必要性,建议将综合英语类、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,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。

英文歌曲欣赏属于一门语言文化类课程。英文歌曲为学生提供了大量丰富多彩的真实的语言材料,既有利于提高目的语的训练,又有助于激发学生学习英语的兴趣和潜能,提高学生主动参与英语语言学习的意识。同时,歌手的背景信息和歌曲中所蕴含的社会文化内涵能够拓宽学生的视野,增加学生的文化知识积累。但是目前市场上这门课的教材非常少,适合作为大学英语后续选修课的教材更少,而且在教材内容上或是太过于专业,专注于音乐流派及其发展的历史,或是内容比较浅显,且缺少有效的目的语训练。

本书以教育部《课程要求》的基本理念为指导,秉承思想性、科学性、时代性、系统性和发展性等原则,并充分考虑提高学生的跨文化交际和自主学习能力,保证学生在这门选修课上获得相对充实的语言文化输入和有效的语言训练及能力培养。

本书的两大特色:一是以学生为中心的交际型教学模式;二是激发学生兴趣,引导学生进行自主学习。本书内容以听、说为主,设置各种不同的口语任务,从个人发言到小组讨论,从讲述故事到角色扮演,引导学生围绕英语歌曲学习展开一系列师生间的和学生之间的交际会话,从而达到帮助学生克服外语学习焦虑,提高学生的跨文化交际能力的目的。其次,本书在歌曲选择上既顾及底蕴深厚的经典老歌,又不忘加入符合学生口味、时代感较强的新歌,以进一步激发学生的学习兴趣,从而有意识地完成自主学习。此外,本书既注重语言文化的输入,更强调在音乐中激发学生对英语的学习兴趣和主动输出语言的欲望,让学生通过灵活多变、丰富多彩的练习和口语设计,更好地感知、学习和应用语言,进一步提高听、说、读、写、译多方面的语言能力。

本书分 12 个单元,共收录英文歌曲 60 首。每个单元一个主题,按照歌曲的思想性、文化的多元性、语言的丰富性和音乐风格的多样性要求,选择 5 首具有积极的历史意义、文化内涵和社会影响的英文歌曲作为学习内容。附录中,本书又遴选了 30 首歌曲以供读者进一步欣赏英语歌曲的语言与文化。

本书各单元构成包括以下几个方面:

文化背景(Cultural Background and Related Information):涉及摇滚、乡村音乐、爵

士乐、节奏蓝调等多种音乐风格的介绍,以及促成它们形成的社会、历史和文化因素。

热身练习(Warm-up):作为文化背景和课堂赏析之间的一个过渡环节,该部分针对每个单元的歌曲风格或主题内容,帮助学生深入领会文化背景部分所介绍的内容,为进一步的听力和赏析做好准备。

课堂赏析(In-class Listening):涵盖两首精听歌曲,每首歌曲都配有生词表、注解、赏析和配套练习。独到的歌曲讲解和赏析部分提供了充分的语言和文化信息输入,帮助学生深入理解歌曲本身的内涵和相关背景知识,提高审美情趣和文化艺术修养。语言输出练习以听、读、说、译为主,包括精心设计的口语活动环节,帮助学生熟悉歌曲语言特征,掌握口语中失爆、连读、弱读等语音现象,加强学生的口语表达能力和跨文化交际能力。

课外欣赏(After-class Listening):提供 3 首课后自主学习的歌曲,在歌曲的选择和辅助练习的设计上以进一步拓展学生的歌曲欣赏水平和语言应用能力为目标。3 首歌曲各有不同的针对性,其中第一首歌曲主要挖掘学生对歌曲语言的深层理解能力和对歌词内容的口头转述或表现能力。后两首歌曲一方面是作为主题的拓展,另一方面训练学生对不同音乐风格、不同时代、不同背景歌手的作品进行比较,提高歌曲欣赏水平。在 3 首歌曲之后还有跟本单元主题和歌曲风格相关的创意新颖的写作训练,包括歌曲评论、歌曲广告设计、音乐风格介绍、歌词改写和创作等。在每项写作任务之前都有一定的语言和信息输入,帮助学生克服写作恐惧,一步步引导学生完成写作任务。

成果测试(Achievement Test):帮助学生回顾和掌握本单元的学习内容,包括歌词听写、多项选择、词汇考查和歌词翻译 4 大题型。通过该成果测试,学生可以大概了解自己对本单元的语言和文化知识的掌握情况,起到巩固和强化语言文化知识的效果。

歌曲推荐(More Songs):作为补充,附录 I 推荐了 30 首来自不同国家和地区、具有不同社会历史文化背景的经典曲目,供读者进一步聆听和鉴赏。推荐的每首歌曲都仅给出简短点评和歌词以供参考。

“大学英语后续课教材”总主编为丁仁仑、陈培良,本书是其中的一册,由沈椿萱主编。本书编著人员具体分工如下:沈椿萱编写 Unit One、Unit Two、Unit Five;章瑜编写 Unit Three 和 Unit Six;余美编写 Unit Four 和 Unit Twelve;李玲编写 Unit Seven、Unit Eight、Unit Ten;谢菲编写 Unit Nine 和 Unit Eleven;More Songs 部分由丁仁仑汇编;各单元编者都参与了附录中练习答案部分的编辑。本系列教材编写过程中得到了浙江工商大学外国语学院交际型大学英语教学团队负责人刘法公教授和其他领导的大力支持与配合,在此一并致谢。本书编写过程中参考了普特英语网、维基百科等英语网站相关资料,也得到了国防工业出版社的同仁所给予的关心、支持和帮助,在此一并深表谢意。

本书在编写过程中力求体现系统性、实用性和前瞻性等特点,全体编写人员均为该课程的一线教师,竭尽全力将其课堂教学实践和外语教学前沿理论在本教材中进行有机结合,力争在教学内容和方法上有一定的突破。尽管如此,仍恐存有疏漏谬误之处,还请广大同仁与读者给予批评指正,以使本教程趋于完善。

编者

2010 年 9 月 30 日

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Unit One Nostalgia

Part 1 Cultural Background and Related Information

Soft Rock (抒情摇滚), as a branch of rock and roll, is a style of music which often combines elements from folk rock and singer-songwriter pop to compose a softer, more toned-down sound for listening. Soft rock songs generally focus on themes like love, everyday life and relationships. The genre tends to make heavy use of acoustic guitars, pianos, synthesizers and sometimes saxophones. The electric guitars in soft rock are normally faint and high-pitched. Soft rock began to be hugely popular in the mid- and late-70s and became a mainstream pop genre.

Rock music is a genre of popular music that entered the mainstream in the 1950s. It drew on rhythm and blues, country music, folk music, jazz and classical music, etc. The mainstream rock music was further divided into soft and hard rock from the late 1960s and gradually developed into many subgenres, such as soft rock, glam rock (华丽摇滚), heavy metal, hard rock, progressive rock, and punk rock, etc. Soft rock was often derived from folk rock, using acoustic instruments and putting more emphasis on melody and harmonies. It is easily accepted by people of different age groups and warmly embraced especially by young people.

A group of musicians specializing in rock music is called a rock band or rock group. Many rock groups consist of an electric guitarist, lead singer, bass guitarist, and a drummer, forming a quartet. Some groups omit one or more of these roles or involve a lead singer who plays an instrument while singing, sometimes forming a duo or trio; others include additional musicians such as one or two rhythm guitarists or a keyboardist. Famous rock bands in music history include the Beatles, Rolling Stones, etc.

Part 2 Warm-up

Directions: Listen carefully to the following music clips and decide which songs belong to soft rock. Put “√” for soft rock songs and “×” for the others.

- _____ 1. *Right Here Waiting*—Richard Marx
- _____ 2. *Paranoid*—Kanye West
- _____ 3. *How Deep is Your Love*—the Bee Gees
- _____ 4. *Sailing*—Rod Stewart
- _____ 5. *Changing Partners*—Patti Page

Part 3 In-class Listening

Song A

Yesterday—the Beatles

Yesterday, all my troubles seemed so far away
Now it looks as though they're here to stay¹
Oh, I believe in yesterday
Suddenly, I'm not half the man I used to be²
There's a shadow hanging over me
Oh, yesterday came suddenly³
Why she had to go I don't know she wouldn't say
I said something wrong, now I long for⁴ yesterday
Yesterday, love was such an easy game to play⁵
Now I need a place to hide away
Oh, I believe in yesterday
Why she had to go I don't know she wouldn't say
I said something wrong, now I long for yesterday
Yesterday, love was such an easy game to play
Now I need a place to hide away
Oh, I believe in yesterday

〈Words〉

the Beatles /bɪtlz/ *n.* 甲壳虫乐队(披头士)

hang /hæŋ/ *v.* 悬挂,吊着

shadow /ˈʃædəʊ/ *n.* 影子,阴影

long /lɒŋ/ *v.* 渴望

〈Notes〉

1. In this line, “they” refers to “troubles”, meaning “the trouble which seemed far away yesterday now comes back to me and will stay with me probably for a long time”. (be to do 表示按计划、安排必将发生某事。)

2. In the line “I’m not half the man I used to be”, the word “half” is not used in the sense of quantity as usual since a man can not be cut into halves, but in the sense of quality, indicating how worse my life has changed.

3. Obviously, it is impossible for a person to come back to yesterday, so “yesterday came suddenly” means what happened yesterday came to my mind suddenly. (意为“往昔在脑海浮现”。)

4. “Long for” is a verb phrase meaning “want something very much”(渴望得到某物)。

5. In this line, love is compared to a game, suggesting that “I” held a playful atti-

tude toward love, which partly contributes to my troubles and depression today.

〈Appreciation〉

Yesterday is one of the most classical English songs originally sung by the Beatles. The song is hailed as “the most played and covered song of all time”. The lyrics recall all the beautiful memories of yesterday, namely, the past, for instance, no trouble and full of love. By drawing a sharp contrast between yesterday and today, the singer expresses his depression in today and nostalgia for the past, which is manifested in such lines as “Yesterday, all my troubles seemed so far away”, “Yesterday, love was such an easy game to play”, and more straight-forwardly in “now I long for yesterday”. The audience can also get a feeling of losing direction, faith, and hope in life. The song has been ringing in our ears for almost half a century and remains one of the most accessible, simple and popular songs ever written.

The Beatles is a household name of an English rock band, formed in Liverpool in 1960 and one of the most successful rock bands in the history of pop music. From 1962 the group consisted of John Lennon, Paul McCartney, George Harrison and Ringo Starr. Rooted in skiffle (即兴演奏的流行音乐) and 1950s rock and roll, the group later worked in many genres ranging from folk rock to psychedelic pop (迷幻音乐), often incorporating classical and other elements in innovative ways. To some extent, they revolutionized the rock music and formed their own rock and roll style. Therefore, the group was perceived as a daring pioneer in musical styles and an embodiment of progressive ideals. People were so amazed by their attractive voices and musical creation that the Beatles seemed to become a brand for everything, such as clothing, hair style, musical instruments and so on.



The early Beatles performed shows in Hamburg, Germany and Liverpool, England, playing covers of early American rock and roll plus original songs by Lennon and McCartney. Their 1962 release of *Love Me Do* and 1963 song *She Loves You* became the biggest hits in UK history. Their personal charm and charisma helped boost “Beatlemania” in the British public. In early 1964, after a couple of appearances on American television, Beatlemania also erupted in the United States and provoked a so-called ‘British Invasion’, putting an end to the domination of Elvis Presley over the American pop stage. The Beatles’ direct, energetic songs kept them at the top of the pop charts. Their long hair and tastes in dress were influential throughout the world, so were their involvement with the politics of peace. From 1965 to 1967 the Beatles’ music rapidly evolved, becoming increasingly subtle, sophisticated, and varied. Their public performances ended in 1966. The group dissolved in 1970. In 1988 the Beatles were inducted into the Rock and Roll Hall of Fame, and Lennon (1994), McCartney (1999), and Harri-

son (2004) were also inducted as solo performers.

〈Exercises〉

I. Translation

Directions: Translate the following sentences into Chinese, considering the whole text of the lyrics and trying to keep the rhythm of the song.

1. Yesterday, all my troubles seemed so far away. Now it looks as though they're here to stay.
2. Suddenly, I'm not half the man I used to be.
3. There's a shadow hanging over me
4. I said something wrong, now I long for yesterday
5. Love was such an easy game to play.

II. Imitation

Directions: Read the following sentences before you learn to sing this song. While you read, please pay attention to the part where loss of plosion (失去爆破) is involved.

1. All my troubles seeme(d) so far away.
2. I'm not half the man I use(d) to be.
3. Why she ha(d) to go I don'(t) know she wouldn'(t) say.
4. I sai(d) something wrong.

III. Oral Activity

Directions: In this part there are three oral tasks. Work in pairs or groups to discuss the topic in each task and then show your opinion to the class.

Task 1. What other English songs do you know that carry the word 'yesterday' in the title and sing of what happened in the past?

Task 2. Sing this song out loud to your class and share with them your feeling about this song.

Task 3. What other songs from the Beatles do you know?

Song B

Seasons in the Sun—the Westlife

Goodbye to you, my trusted friend¹
We've known each other since we were nine or ten
Together we've climbed hills and trees
Learned of love and ABC's²
Skinned our hearts and skinned our knees³
Goodbye my friend, it's hard to die⁴
When all the birds are singing in the sky
Now that the spring is in the air
Pretty girls are everywhere

Think of me and I'll be there
We had joy, we had fun
We had seasons in the sun
But the hills that we climb
Were just seasons out of time⁵

Goodbye, papa⁶, please pray for me
I was the black sheep⁷ of the family
You tried to teach me right from wrong
Too much wine and too much song
Wonder how I got along
Goodbye, papa, it's hard to die
When all the birds are singing in the sky
Now that the spring is in the air
Little children everywhere
When you'll see them, I'll be there
We had joy, we had fun
We had seasons in the sun
But the wine and the song
Like the season has all gone

Goodbye, Michelle, my little one
You gave me love and helped me find the sun
And every time that I was down
You would always come around
And get my feet back on the ground⁸
Goodbye, Michelle, it's hard to die
When all the birds are singing in the sky
Now that the spring is in the air
With the flowers everywhere
I wish that we could both be there
We had joy, we had fun
We had seasons in the sun
But the hills that we climb
Were just seasons out of time
We had joy, we had fun
We had seasons in the sun
But the wine and the song
Like the season has all gone

〈Words〉

skin /skin/ *v.* 剥皮, 去皮

knee /ni:/ *n.* 膝盖

pray /prei/ *v.* 祈祷, 乞求

wonder /wʌndə/ *v.* 想知道

down /daʊn/ *a.* 情绪低落的, 沮丧的

〈Notes〉

1. This stanza is a farewell to his trusted friend.

2. The expression “ABC’s” here refers to the basics of knowledge, because for an English native speaker, the first thing he learns when he starts to speak and know about the world includes the letters A, B, C.

3. “Skin” is used here as a verb. “Skin our knees” means scraping (擦伤) or rubbing a small piece of skin from our knees (hands, legs, etc.) usually in falling or sliding against something hard or with a non-smooth surface. (e. g. She skinned her knee in roller-skating.) “Skin our hearts” means stripping the surface (i. e. skin) between the two hearts which indicates having heart-to-heart communication.

4. “It’s hard to die” doesn’t mean that the process of dying is difficult. Actually the protagonist wants to say that it’s difficult for a person to face death. He must be very sad and reluctant to leave the world. The vivid description of the beautiful scenery in spring in the next few lines reflects his deep attachment to the world.

5. “Seasons out of time” here refers to the golden time that had passed by.

6. “Papa” is an old usage of father in Britain and the South of America. This stanza is a farewell to the father.

7. The phrase “black sheep” comes from an English proverb “there is a black sheep in every flock” (到处都有害群之马), meaning someone who is thought by other members of the group to be a failure or to have brought shame on the group.

8. “Get my feet back on the ground” means encouraging me to recover from depression and start all over.

〈Appreciation〉

The song was originally sung by Jacques Brel, a Belgian singer-songwriter who later went to France. The original French name of the song was *Le Moribond*, meaning the dying man in English. The first cover version of this song by Terry Jacks in 1974 made this song an instant success in USA. His raucous and melancholy voice gave the audience the sad feeling and made them in tears. Westlife’s version became Christmas No. 1 in 1999 and is happier and more relaxed, just giving audience a nostalgic feeling about childhood memory.

The French song *Le Moribond* was Jacques Brel’s farewell to his relatives and friends after he found he would soon die of cancer. The English lyrics were slightly