

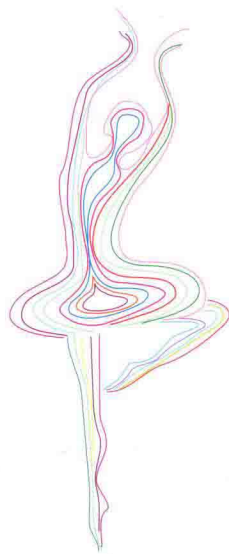
● 专门用途英语教材

音乐舞蹈专业英语

Practical English for Music and Dance

七一初 李晓红 晏 乔◎主编





**Practical English for
Music and Dance**

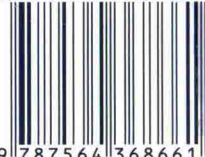


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Practical English for Music and Dance

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前言 // PREFACE

《音乐舞蹈专业英语》一书是基于专门用途英语（ESP）理论，为民族地区的音乐舞蹈专业学生编写的英语教材，旨在提高学生在音乐舞蹈专业领域的英语交际能力，使其初步熟悉音乐专业和舞蹈专业英语的基础词汇，并提高基本的日常英语交际能力和综合能力。

本书的编排注重专业性、针对性、实用性和趣味性。本书内容丰富，共有十八个单元，每单元包括日常英语交际、音乐/舞蹈专业知识、专业知识扩展以及英语歌曲欣赏四大部分。日常英语交际部分强调交际内容的实用性，包括打招呼、介绍、告别、致谢、邀请、祝贺、赞美等常见的主题场景，以及常用的套语、应答用语表达和相关语境的实战练习，旨在提高学生的英语口语交际能力。音乐/舞蹈专业知识部分既突出专业英语的特色又兼顾趣味性，涵盖音乐简史、舞蹈简史、音乐类型、舞蹈类型、乐器、戏曲和民族舞蹈、音乐舞蹈家、音乐节、舞蹈节、音乐会、音乐奖项等的介绍。本书采取文章和对话的形式，有助学生熟悉专业英语的基础词汇，从而为进行有效的英语交际打下良好的基础。此外，每篇课文后都有单词表，附有国际音标和中文注释，便于学生学习。知识扩展部分不仅能拓展学生的视野，还能为学生提高阅读本专业英文文献的能力或进一步深造打下基础。英语歌曲欣赏部分旨在通过英语歌曲的欣赏激发学生学习的积极性，提高其英语听力水平。

本书的编写较好地体现了民族地区高校的特色。戏曲和民族舞蹈独立成章，侧重川剧、京剧、藏族锅庄、羌族萨朗舞的学习，有助于提高学生专业英语表达能力和跨文化交际能力，从而进行有效的地方民族文化传播交流。

本书注重培养学生的外语交际能力。设计练习活动时贯彻现代专业外语教学的理念，把专业语言学习置入真实的语言场景，用角色扮演等有交际意义的语言实践活动来进行反复操练，提高学生使用英语的能力。

本书第一单元至第六单元由七一初编写，第七单元至第十二单元由晏乔编写，第十三单元至第十八单元由李晓红编写。在本书编写的过程中，我们得到了阿坝师范学院外国语学院领导的鼓励和支持，谨此表示衷心的感谢。另外还要感谢音乐学院彭湘和外国语学院苗琴老师的大力支持。希望本书能满足音乐舞蹈专业学生以及广大音乐/舞蹈爱好者的要求。由于时间仓促，加上水平有限，书中难免有疏漏，敬请批评指正。

编者

2018年11月

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Unit 1 History of Western Music

Teaching Aims

经过本单元的学习，学生应：

1. 熟知英语情景交际中日常问候套语以及固定的应答用语；
2. 了解基础的西方音乐史，掌握巴洛克音乐和维也纳古典音乐派，并用英语谈论相关主题；
3. 了解相关词汇和表达，并通过欣赏英文歌曲提高听力水平。

Part One Greetings and Responses

Section One Key Sentences

Greetings

Good morning/afternoon/evening!

Hello/Hi!

Nice to see you!

How are you?

How are you doing?

How is everything?

Responses

(Good) morning/afternoon/evening!

Hello/Hi!

Nice to see you, too.

Great. Thank you, and you?

(I'm doing) fine/Not bad.

Good/Great/So far so good.

Section Two Sample Dialogues

Dialogue 1

A: Good morning, Prof. Chen.

B: Morning, Miss Xiao.

A: How are you doing?

B: Great. Thank you. How about you?

A: So far so good.

B: Sit down at the piano. Tell me how often you play the piano each day this week?

A: Oh, at least an hour each day.

B: I see. Keep it up and you will make progress.

A: Yeah, I will try my best.

Dialogue 2

A: Hello, Tom.

B: Hi, Mary.

A: How is everything?

B: Fine. Thanks. And you?

A: Not bad.

B: By the way, did you go to the classical music concert last Sunday?

A: Yeah, I did.

B: Did you enjoy it?

A: Oh, I loved it. The students' rendition was superb.

B: Exactly. It's much better than I expected.

New Words and Expressions

exactly [ɪg'zæktli] *adv.*

正是

greeting ['gri:tɪŋ] *n.*

打招呼; 问候

piano [pr'ænəʊ] *n.*

钢琴

practice ['præktɪs] *n. v.*

练习; 实践

rendition [ren'dɪʃn] *n.*

演奏, 表演, 演唱

response [rɪ'spɒns] *n.*

答复; 反应

superb [su:'pɜ:b] *adj.*

极好的; 杰出的

keep up

坚持

go to the classical music concert

去听古典音乐会

make progress

取得进步

so far so good

到现在为止一切都还不错

Section Three Extensive Sentences

Greetings

1. Long time no see. 好久不见。

- Haven't seen you for ages. 很长时间没和你见面了。
2. How is it going? 最近过得怎么样?
How is everything going with you lately? 你最近一切都好吗?
3. What's up? 有什么事没?
What's new (with you)? (你)有什么新鲜事吗?
Anything new? 有什么新鲜事?
4. What brings you here? 什么风把你吹到这儿来的?
(It's a) Small world, isn't it? 世界真小, 是不是?
5. What luck running into you! 真幸运和你巧遇!
Fancy seeing/meeting you here! 真没想到会在这里碰见你!
6. What has kept you so busy? 是什么让你这么忙啊?
What have you been up to lately? 最近都忙些什么呢?
7. How have you been? 最近过得怎么样?
How are you feeling today? 今天感觉如何?
8. How nice to see you again! 再见到你太好了!
Glad/Pleased to see/meet you again. 很高兴再次见到你。

Responses

1. Pretty good/Perfect. 很好/非常好。
Fantastic. 妙极了。
2. Same as ever. 一如既往(和从前一样)。
As usual. 老样子(和平常一样)。
3. Nothing much. 没什么事。
Nothing new. 没什么新鲜事。
Nothing special. 没什么特别的。
4. Can't complain. 还行(没什么可抱怨的)。
Can't be better. 很好(好得不能再好了)。
5. Could be better. 不怎么样(可以更好些)。
Couldn't be worse. 简直一塌糊涂(坏得不能再坏了)。
6. Just so so. 马马虎虎。
Bearing up, bearing up. 勉勉强强。
Only surviving. 还凑合吧(还有口气)。
7. Rotten. 糟透了。
Pretty bad/Awful. 糟极了/太糟了。
8. I'm doing great today. And you? 我今天过得很棒。你呢?
Doing well. Thanks. How about you? 过得不错。谢谢。你呢?

Section Four Practice

1. Complete the following dialogues.

A: Good afternoon, Li Fang.

B: _____, Wang Qiang.

A: How was the party last night? Did you have a good time?

B: _____. It was a lot of fun. By the way, I didn't see you at all. Where were you then?

A: Me? Oh, I went to the ballet.

B: What do you think of their rendition?

A: _____.

B: Next time let's do something together.

A: Hi, Smith. _____?

B: Nothing much. I have been practicing my solo dance. _____?

A: _____. I've been busy with my term paper.

2. Role play in pairs.

Student A and student B are the freshmen of the same department. It's the first time that they have met each other at the hall. Make a dialogue to greet each other.

Part Two A Brief History of Western Music

Section One Brief Introduction

Music is the language of soul and the soul of art. Music has evolved over the years. One of the simplest ways to learn about the history of western music is to look into the periods that define it. Here is a brief outline.

The Middle period lasted from the 5th century to the 14th century. It had been entirely the music of the church. Renaissance music took place from about 1400 to about 1600. During this period, secular music was further developed; vocal music and instrumental music started to develop independently. The following 150 years were called the Baroque period. Music expanded in its range and complexity then. The first operas were written and orchestra was created.

The Classical period covered from 1750 to about 1820, with the focus on orchestra. Classical music has a lighter, clearer and simpler texture than the Baroque music. From 1820 to the end of the century roughly, was the Romantic period. The musicians were given more creative freedom and music became more expressive and emotional. Then we have what we call modern music. The 20th

century saw a revolution in music listening and performance. Modern music brought a new freedom and wide experimentation with new musical styles and forms.

Notes

1. Renaissance period 文艺复兴时期：文艺复兴是 14 世纪中叶至 17 世纪初发生在欧洲的思想文化运动。文艺复兴一词的原意是“复活”“再生”。音乐上的文艺复兴始于 15 世纪前半叶的荷兰南部、比利时和法国北部，比文学和造型艺术的文艺复兴晚了一百年。

2. Baroque period 巴洛克时期：巴洛克一词源于西班牙语和葡萄牙语的“变形的珍珠”，作形容词时有“俗丽凌乱”之意。巴洛克音乐华丽精致，比文艺复兴音乐更热烈张扬。

3. Classical period 古典时期：此处指狭义的古典主义时期音乐。古典主义音乐严谨、典雅、端庄，是理智和情感的高度统一，深刻的思想内容和完美的艺术形式高度统一。

4. Romantic period 浪漫时期：浪漫主义一词原指“罗曼语”。浪漫主义音乐富有色彩和感情，以其特有的强烈、自由、奔放的风格和古典主义音乐形成强烈的对比。

Section Two Sample Dialogues

Dialogue 1

A: In the history of western music, which period are you fond of?

B: Maybe the Baroque period.

A: How come?

B: Baroque music is very graceful. Besides, it expresses the order of the universe.

A: Who are the outstanding Baroque composers?

B: Bach, Handel, and Vivaldi.

A: And who is your favorite composer?

B: Bach of course—I love his *Mass in B Minor*.

A: Oh, choral music—have you got a CD of this piece?

B: Yes, and the orchestra is using period instruments of the Baroque Era.

A: Really? I hear that early music is now much in vogue in Europe.

B: Yeah, in recent years there has been a lot of research into the early instruments and early Renaissance music.

A: Oh, that's great.

B: Much early music has been transcribed into modern pitch notation. And many early instruments have been played to give the music a more authentic sound.

A: It sounds interesting. I think I must explore more about Renaissance and Baroque music.

B: Yes, why not?

Dialogue 2

B: When it comes to Classical music, whom do you think of?

A: Haydn, Mozart and Beethoven.

B: Are they also called Viennese Classical School?

A: Yes. Sometimes Schubert is also added to the list.

B: Tell me more, please.

A: In the late 18th century, they all worked in Vienna sometime in their life. Haydn made great contributions to the symphony. He divided the orchestra into the four choirs we still use today. He grouped his instruments into families. They are the strings, the woodwinds, the brass and percussion.

B: No wonder Haydn is called the “father of the modern symphony”. What about Mozart and Beethoven?

A: Both of them followed the ideas of Haydn, but carried his work much further. Mozart subtly used the clarinet in his operas and symphonies. Beethoven brought the symphony to perfection, and he was also the first to introduce romantic spirit into music.

B: Thank you for telling me so much. It's been nice talking to you.

A: Nice talking to you, too.

New Words and Expressions

authentic [ɔ:'θentɪk] <i>adj.</i>	真正的; 真实的
Bach [bætʃ]	巴赫 (德国作曲家)
Baroque [bə'rɒk] <i>adj.</i>	巴洛克式的
Beethoven ['beɪ.təʊvən]	贝多芬 (德国作曲家)
brass [brɑ:s] <i>n.</i>	铜管 (乐器); 黄铜 (制品)
choir ['kwɪə(r)] <i>n.</i>	乐器家族; 唱诗班
clarinet [ˌklærə'net] <i>n.</i>	竖笛; 单簧管; 黑管
classical ['klæsɪkl] <i>adj.</i>	古典的; 古典主义的
contribution [ˌkɒntrɪ'bju:ʃn] <i>n.</i>	贡献
composer [kəm'pəʊzə(r)] <i>n.</i>	作曲家
define [dɪ'faɪn] <i>vt.</i>	定义
evolve [i'vɒlv] <i>v.</i>	(使) 逐步形成/演变; 进化
graceful ['greɪsfl] <i>adj.</i>	优雅的
Haydn ['haɪdn]	海顿 (奥地利作曲家)
instrument ['ɪnstrəmənt] <i>n.</i>	仪器; 乐器
modern ['mɒdn] <i>adj.</i>	现代的
Mozart ['məʊtsɑ:t]	莫扎特 (奥地利作曲家)
opera ['ɒpərə] <i>n.</i>	歌剧
orchestra [ˈɔ:kɪstrə] <i>n.</i>	管弦乐队

outstanding [aʊt'stændɪŋ] <i>adj.</i>	优秀的；杰出的
percussion [pə'kʌʃn] <i>n.</i>	打击乐器；碰撞
renaissance ['renəsɑ:ns] <i>n.</i>	文艺复兴
romantic [rəʊ'mæntɪk] <i>adj.</i>	浪漫主义的
roughly ['rʌfli] <i>adv.</i>	粗略地，大约
outline ['aʊtlaɪn] <i>n.</i>	大纲；轮廓
Schubert ['ʃu:bə:t] <i>n.</i>	舒伯特（奥地利作曲家）
symphony ['sɪmfəni] <i>n.</i>	交响乐
string [striŋ] <i>n.</i>	弦
subtly ['sʌtli] <i>adv.</i>	巧妙地；敏锐地
transcribe [træn'skraɪb] <i>v.</i>	抄写；改编（乐曲）
woodwind ['wʊdwɪnd] <i>n.</i>	木管乐器
choral music	合唱音乐
(be) in vogue	正在流行，正时兴
instrumental music	器乐
no wonder	难怪
period instrument	早期乐器
string quartet	弦乐四重奏
vocal music	声乐

Section Three Practice

1. Complete the following dialogues.

A: How many periods are there in the history of western music?

B: _____.

A: what are they?

B: _____.

A: Which period is the longest one?

B: _____.

A: Which period does Beethoven belong to, Classical or Romantic period?

B: _____.

A: What comes between the Baroque period and the Romantic period?

B: _____.

A: Seriously, don't you think it's a little bit boring?

B: They are the ABC of music. Music students find it funny to learn them.

A: Hey, what are you listening to?

B: Just some _____ (器乐).

A: Would you mind me using your iPod for a minute?

B: Not at all. _____ (我有 100 首古典音乐名曲).

A: Wow, you've got _____ (巴赫的变奏曲、海顿的弦乐四重奏、贝多芬的交响曲、肖邦的钢琴曲).

B: The list is long enough.

A: Exactly. I didn't know you are a _____ (古典音乐爱好者).

B: I have always loved classical music since I was young.

A: Do you like songs or _____ (声乐)?

B: I'm afraid not.

A: It's a pity that we don't share the same _____ (音乐品味).

2. Role play in pairs.

Student A loves Classical music while student B prefers Baroque music. Make a dialogue and talk about your favorite composer and his/her music.

Part Three Extensive Knowledge

1. Johann Sebastian Bach was a German composer and musician of the Baroque period. Joseph Haydn and Wolfgang Mozart were Austrian composers of the Classical period. Ludwig van Beethoven was a German composer and pianist in the Classical period, who is instrumental in bridging Romantic and Classical styles.

巴赫是巴洛克时期的德国作曲家和音乐家。海顿和莫扎特是古典主义时期的奥地利音乐家。贝多芬是古典主义时期的德国作曲家和钢琴家，他为古典和浪漫派音乐架起了桥梁。

2. In the history of western music, Haydn is called the "Father of the Symphony" and "Father of the String Quartet". Mozart is called "Child Prodigy" for he started composing at the age of 3. Besides, Schubert is called "King of Songs" for the feats he has made in songwriting. Chopin is known as the "Poet of the Piano"; Liszt is considered as the inventor of symphonic poem (or tone poem); and Handel is regarded as the "Father of oratorio".

西方音乐史上，海顿不仅被叫作“交响乐之父”，还被称为“弦乐四重奏之父”；莫扎特而因为三岁开始作曲，有“音乐神童”之称。此外，舒伯特因在作词上面的成就被称为“歌曲之王”；肖邦有“钢琴诗人”之称；李斯特是交响诗的创始人；亨德尔是“神剧之父”。

3. Bach's *Brandenburg Concertos* are widely regarded as some of the best orchestral composition of the Baroque period. His *Goldberg Variations* is one of his most important variations. His *The Well-tempered Clavier* is a great collection of solo keyboard music.

巴赫的《勃兰登堡协奏曲》被认为是巴洛克时期最好的管弦乐作品之一；《戈德堡变奏曲》是巴赫作品最重要的变奏曲之一；《平均律钢琴曲集》是键盘独奏音乐的伟大作品。

4. Bach's *The Mass in B Minor* and Beethoven's *The Mass in D Major* are the most significant examples of church music. Haydn's *String Quartet in C Major* "Emperor" is the most famous and most popular string quartet. Beethoven's *5th Symphony in C Minor* is also called the *Symphony of Destiny* for the first four notes represents "Destiny knocking at the door".

巴赫的《B小调弥撒曲》和贝多芬的《D大调庄严弥撒》是宗教音乐的杰出代表作。海顿的《C大调皇帝弦乐四重奏》可谓最著名、最流行的弦乐四重奏作品。贝多芬的《C小调第五交响曲》开始四个音符象征“命运的叩门”，因此也叫“命运交响曲”。

5. Haydn's oratorio *The Creation*, Handel's *The Messiah* and Mendelssohn's *Elijah* are the three most famous oratorios. Mozart's operas like *The Marriage of Figaro*, *Don Juan*, *The Magic Flute* are among his best works.

海顿的清唱剧《创世纪》、亨德尔的《弥赛亚》以及门德尔松的《以利亚》并称为世界三大神剧。莫扎特的《费加罗的婚礼》《唐璜》《魔笛》都是他的经典歌剧。

6. The Romantic period is divided into three stages: the early, the middle and the late Romantic. Famous Romantic composers include Robert Schumann, Frédéric Chopin, Felix Mendelssohn, Johann Strauss II, Johannes Brahms, Franz Liszt, Tchaikovsky, Giuseppe Verdi, Richard Wagner, Giacomo Puccini, etc.

浪漫主义时期分早期、中期和晚期。著名的浪漫主义作曲家有舒曼、肖邦、门德尔松、小约翰·施特劳斯、布拉姆斯、李斯特、柴可夫斯基、威尔第、瓦格纳和普契尼等。

Part Four Listening Activity

Listen to John Lennon's *Imagine* carefully and then fill in the blanks.

_____ there's no heaven.

It's _____ if you try.

No hell below us, above us only sky.

Imagine all the people living for today.

Imagine there's no country.

It isn't _____ to do.

Nothing to kill or die for,

And no _____ too.

Imagine all the people living life _____.

You may say I'm a _____, but I'm not the only one.

I hope someday you'll _____ us, and the world will be as one.

Imagine no _____.

I wonder if you can.

No need for _____ or hunger.

A _____ of man.

Imagine all the people _____ all the world.

You may say I'm a dreamer, but I'm not the only one.

I hope someday you'll join us, and the world will live as one.

Unit 2 History of Western Dance

Teaching Aims

经过本单元的学习，学生应：

1. 熟知英语情景交际中的致谢套语以及固定的应答用语；
2. 了解基础的芭蕾舞史，掌握浪漫芭蕾和古典芭蕾，并用英语对话谈论相关主题；
3. 了解相关词汇和表达，并通过欣赏英文歌曲提高听力水平。

Part One Thanks and Responses

Section One Key Sentences

Thanks

Thank you.

Thank you so much (for...).

Thanks (a lot).

I'm really grateful to you (for...).

I appreciate it.

Responses

That's all right/OK.

Don't mention it.

You are welcome.

No problem.

Glad to be of help.

Section Two Sample Dialogues

Dialogue 1

A: Mom, Happy Thanksgiving! Here's my card.

B: What a surprise! Thanks a lot. It's beautiful.

A: Thank you for everything you have done for me. I do appreciate it, Mom.