

大学专业英语系列教程

音乐专业英语教程

王靖宁 李庆瑞 编著

北京大学出版社

·北京·

图书在版编目(CIP)数据

音乐专业英语教程/王靖宁,李庆瑞主编. - 北京:北京大学出版社,2002.4
(大学专业英语系列教程)

ISBN 7-301-05554-4

I. 音… II. ①王…②李… III. 音乐-英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2002)第 018115 号

书 名: 音乐专业英语教程

著作责任者: 王靖宁 李庆瑞 编著

责任编辑: 游冠辉

标准书号: ISBN 7-301-05554-4/H·0737

出版者: 北京大学出版社

地 址: 北京市海淀区中关村北京大学校内 100871

网 址: <http://cbs.pku.edu.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62752028

电子信箱: zpup@pup.pku.edu.cn

排 版 者: 鑫曦照排室

印 刷 者: 北京神剑印刷厂(原国防科工委印刷厂)

发 行 者: 北京大学出版社

经 销 者: 新华书店

787×1092 16 开本 13 印张 330 千字

2002 年 4 月第 1 版 2002 年 4 月第 1 次印刷

定 价: 23.00 元

前 言

随着国际间文化交流的不断发展,我国在国际音乐领域地位的不断提高,培养高素质国际型的音乐人才,提高其英语水平就成了一项非常迫切的任务。目前,我国正式出版的针对音乐专业学生的英语教材相对贫乏,因此,编写一套适合音乐专业学生特点和需求的英语教材就显得非常重要。

为此,中央音乐学院组织编写了这套教材。本套教材选用了与音乐专业密切相关的文章,内容各异,涉及范围广泛。每篇文章的后面都配有生词表、难点注释和课文练习。此外,针对音乐专业学生的特点,本书在每个单元的后半部分都提供了语法知识讲解和语法练习。本书附录部分提供了音乐专业词汇表。本书的目的在于帮助学生提高总体的英语水平和阅读专业英语资料的能力,并且掌握专业英语的基本词汇。

本套教材适用于各高等音乐学院、中等艺术学校、各综合大学艺术系的音乐专业学生以及高等成人教育音乐专业的教学。本书的前十个单元由王靖宁编写,后十个单元由李庆瑞编写。排名不分先后。本书在编写过程中不可避免会出现一些错误和不当之处,希望广大教师和同学提出宝贵意见和建议。

编者 2002.4

CONTENTS

Unit One	American Indian Music (美国印第安音乐)..... (1)
Unit Two	Beethoven (贝多芬)..... (9)
Unit Three	Brass Band (铜管乐队)..... (18)
Unit Four	Peking Opera (京剧) (26)
Unit Five	Church Music (教堂音乐)..... (37)
Unit Six	Concert (音乐会) (46)
Unit Seven	Composition (作曲) (54)
Unit Eight	Computer in Music (计算机在音乐中的使用) (64)
Unit Nine	Copyright (版权) (72)

<i>Unit Ten</i>	Jazz (爵士乐) (80)
<i>Unit Eleven</i>	Sydney Opera House (悉尼歌剧院) (90)
<i>Unit Twelve</i>	LP, Cassette, CD and DAT (密纹唱片、盒带、CD 和 DAT) (98)
<i>Unit Thirteen</i>	Arturo Toscanini (阿尔图罗·托斯卡尼尼) (106)
<i>Unit Fourteen</i>	American Country Music (美国乡村音乐) (113)
<i>Unit Fifteen</i>	Censorship (音乐作品的审查) (121)
<i>Unit Sixteen</i>	Elvis Presley (“猫王”埃尔维斯·普雷斯利) (128)
<i>Unit Seventeen</i>	Music at the White House (白宫音乐) (138)
<i>Unit Eighteen</i>	Some World Famous Orchestras (世界著名交响乐团) ... (146)
<i>Unit Nineteen</i>	Gustav Mahler (古斯塔夫·马勒) (154)
<i>Unit Twenty</i>	The Origin of Opera (歌剧的起源) (161)

Unit One

► TEXT

American Indian Music

美国印第安音乐

The ancestors of Modern American Indian migrated from the Old World ¹ to the Americas about 20,000 to 35,000 years ago. Till today, after tens of thousands of years of separate evolution, similarities between Oriental music and American Indian styles can be noted, which include the predominance of monophonic forms, the use of large intervals, and a tense vocal style.²

When Europeans first reached the New World, they encountered many different Indian cultures throughout the Americas.³ During the late 19th century, musicologists and anthropologists began scholarly to study Indian music. Although it may be said that American Indian had a simple style of music, it is this music that has led to the development of ethnomusicology in the United States. Music is a key feature of Indian life, accompanying their social and religious gatherings.⁴

The greatest wealth of Indian instruments is concentrated in central and south America, particularly in Bolivia and Peru.⁵ Flutes are the most widespread and commonplace instruments. Panpipes are most common. They may be played singly or in pairs, and some even have a row of pipes. They are often tuned in thirds and can produce a complete scale.

Many Indian instruments of Latin America are believed to have magical or religious significance. The sound of clarinet is associated with⁶ the snake of evil; the bull-roarer is said to be able to divert storms, and trumpets are considered saint. Clay, bark, and bamboo trumpets are used as voice disguisers and megaphones. Such instruments are often housed in special huts and are usually handled only by man. However, some other instruments play more worldly roles. Ocarinas with finger-holes are played to imitate bird-song. Slit-drums, often played in groups of four or five, are used for signaling in the tropical forests.

Compared to the groups of Latin America, North American Indians have relatively few instruments.

In the United States and Canada, the flute is the main melodic instrument; most other instruments have a percussive role and are used in song or dance accompaniment, for instance various types of rattles, clappers, and drums. The Apache fiddle (also called Navaho Violin) is the most unusual chordophone of North America. It consists of a wooden tube with a shingle horsehair string that is strung over a bridge and tuned with a peg. The instrument is played with a horsehair bow. The Apache fiddle shows the influence of western culture on Indian music, as it is obviously a cross between the European violin and the aboriginal Indian musical bow.⁷

New Words

migrate /'maigreit/ *vi.* move from one place to another(to live there) 迁移, 迁居

evolution /i'vevə'lʊ:ʃən/ *n.* process of opening out or developing 演变, 发展, 进展

oriental /'ɔ:ri'entəl/ *adj.* of the countries of the east 东方的

predominance /pri'dɒmɪnəns/ *n.* most power or influence 支配, 控制, 占优势

monophonic /'mɒnəfəʊnik/ *adj.* 单声部音乐

interval /'intəvəl/ *n.* 音程

musicologist /mju:zi'kɒlədʒɪst/ *n.* 音乐学家

anthropologist /'ænθrə'pɒlədʒɪst/ *n.* 人类学家

ethnomusicology /i'θnə'mju:zi'kɒlədʒi/ *n.* 民族音乐学

accompany /ə'kʌmpəni/ *vt.* play music to support a singer or other performer 伴奏

commonplace /'kɒmən'pleɪs/ *adj.* common, ordinary 平凡的

panpipe /'pænpaɪp/ *n.* 排箫

third /θɜ:d/ *n.* 三度, 三音

scale /skeɪl/ *n.* 音阶, 音列

significance /sig'nɪfɪkəns/ *n.* meaning, importance 意义, 重要性

bull-roarer /bul-rɔ:ɪə/ *n.* 风吼镖

divert /dai'vɜ:t/ *vt.* turn in another direction 使转向

clay /kleɪ/ *n.* 粘土, 陶土

bark /bɑ:k/ *n.* 树皮

Ocarina /'ɔ:kə'ri:nə/ *n.* (意)奥卡里纳

disguiser /dis'gaɪzə/ *n.* 伪装者

slit-drum /slɪt-drʌm/ *n.* 梆鼓

tropical /'tʃɒpɪkəl/ *adj.* 热带的

rattle /'rætl/ *n.* 摇响器

clapper /'klæpə/ *n.* 拍板
 fiddle /'fɪdl/ *n.* 提琴
 chordophone /'kɔːdəʊfəʊn/ *n.* 弦乐器
 peg /peg/ *n.* 弦轴
 aboriginal /ˌæbə'riːdʒənəl/ *adj.* 土族的

Phrases & Expressions

lead to	导致
associate with	与……相关
play roles	起作用
be compared to	与……相比
for instance	比如说
consist of	由……组成

Notes

1. the Old World: 旧世界, 东半球, 与美洲新大陆相对而言。
2. Till today, after tens of thousands of years of separate evolution, similarities between Oriental music and American Indian styles can be noted, which include the predominance of monophonic forms, the use of large intervals, and a tense vocal style.
 经过几万年的各自独立的发展演变, 到今天, 我们可以在东方音乐和美国印第安音乐中找到一些相似之处, 其中包括单声部音乐形式的普遍使用、大音程的使用, 以及比较紧密的音乐模式。
 which 引导非限定性定语从句, 修饰 similarities; which 指代 similarities。
3. When Europeans first reached the New World, they encountered many different Indian cultures throughout the Americas.
 当欧洲人刚来到新大陆的时候, 他们在美洲各地都遇到了很多不同形式的印第安文化。
 the New World: 新大陆, 西半球, 指的是美洲大陆。
4. Music is a key feature of Indian life, accompanying their social and religious gatherings.
 音乐是印第安人生活中的一个重要特点, 在他们的社会或宗教集会上都有音乐伴奏。
 accompanying their social and religious gatherings: 现在分词词组表示伴随状态, 谓语动作发生时, 分词动作与之同时发生。

5. The greatest wealth of Indian instruments is concentrated in central and south America, particularly in Bolivia and Peru.

印第安音乐中所选用的乐器主要集中在中美洲和南美洲,特别是玻利维亚和秘鲁两个国家。

6. associate with: 与……相关

eg. Many people associate Egypt with the Nile.

很多人一提起埃及就想到尼罗河。

7. The Apache fiddle shows the influence of western culture on Indian music, as it is obviously a cross between the European violin and the aboriginal Indian musical bow.

阿帕赫提琴体现了西方文化对印第安音乐的影响,它明显地反映了欧洲小提琴与印第安土族乐器琴弓的结合。

as 引导原因状语从句,说明原因。例如:

As he was illiterate he had to learn the stories by heart.

因为他不识字,这些故事他都得背下来。

Study & Practice

I. Answer the following questions according to the text:

1. When did the ancestors of American Indians migrate to the Americas?
2. What are the similarities between Oriental music and American Indian Style?
3. When did musicologists and anthropologists begin to study Indian music?
4. Why is music a key feature of Indian life?
5. How may panpipes be played?
6. What is the magical and religious importance of some Indian instruments?
7. Do North American Indians have the same instruments as those of Latin America?
8. What elements does an Apache fiddle consist of?

II. Find words in the text which have roughly the meanings given below:

1. _____ move from one place to another (to line there)
2. _____ play music to support a singer or other performer
3. _____ meaning, importance
4. _____ series of notes arranged as fixed intervals in order pitch, esp. a series of eight starting on a key note
5. _____ the person who makes academic study of music

6. _____ difference in pitch between two notes
 7. _____ turn in another direction
 8. _____ of or from the countries of the east
 9. _____ most power or influence
 10. _____ common; ordinary

III. Each of the following words is taken from the text. Choose A, B, C, or D that has the closest meaning to the underlined word:

- The evolution of farming methods made farmers greatly improve the production.
 A. make better B. change C. introduce D. use
- Many people migrate to urban areas.
 A. prefer B. like C. move D. choose
- The policy is to prevent the predominance of one group over another.
 A. state of being central B. state of being great
 C. state of being powerful D. state of being enormous
- He is not at all exciting, in fact he is really rather commonplace.
 A. funny B. interesting region C. ordinary place D. not interesting
- Few people realized the significance of the discovery.
 A. symbol B. importance C. content D. foundation
- Because of the accident, many cars were diverted to another road.
 A. turned B. driven C. made for D. chose

Grammar

时态(一)

1. 一般现在时

1) 表示经常性的动作或状态

They often have a class discussion in the afternoon.

他们经常在下午进行班会讨论。

I like dancing very much.

我非常喜欢跳舞。

2) 表示客观事实、规律或真理。

The earth moves round the sun.

地球围着太阳转。

3) 在时间、条件状语从句中,表示将来。

If it is fine, we will go to climb the mountain.

如果天气好,我们就去爬山。

I will tell you when he comes back.

他回来时,我会告诉你的。

2. 一般过去时

1) 表示过去某一时间所发生的动作或存在的状态。

They got married last year.

他们是去年结婚的。

He went to his aunt's home yesterday.

昨天,他去了姑妈家。

2) 在条件和时间状语从句中,用一般过去时表示过去将来的动作。

He said he would write to me if he got any news.

他说得到消息就给我写信。

Her father promised that he would buy her a doll when he got to New York.

她的父亲答应到纽约时给她买一个娃娃。

3) 在假设条件的虚拟语气中,表示和现在事实相反的行为或状态。

If I were you, I would take the advice.

如果我是你,我就采纳这个建议。

He wishes he had a big house.

他希望有一所大房子。

3. 一般将来时

由 shall 和 will 加动词的原形组成。第一人称用 shall,其他人称用 will。

1) 表示将要发生的动作或状态。

They will build a night school in the small town.

他们要在小镇上建一所夜校。

I shall translate the book into English.

我要将这本书翻译成英文。

2) 其他一般将来时的表达形式。

(a) be going to + 不定式(表示主观打算、看法或即将发生的动作)

How are you going to spend your winter holiday?

你打算怎样过寒假?

(b) be + 不定式(表示按计划安排、规定或预料等将来必然要发生的动作或状态)

The result is to be the same as before.

结果必然和以前一样。

(c) be about + 不定式(表示即将发生的动作,不带主观打算)

The meeting is about to begin in five minutes.

会议将在 5 分钟之内开始。

4. 一般过去将来时

表示从过去的观点看将来发生的动作或存在的状态。由 would 或 should 加动词原形构成。

第一人称用 should,其他人称用 would,这种时态一般用在宾语从句中。

He said he would give his opinions at the meeting.

他说他将在会上提出他的观点。

He asked me if I should be free in the afternoon.

他问我是否下午有空。

Grammar Exercises

From the choices given, choose the one that best completes the sentence:

1. As soon as they came, we _____ to work.
A. went B. were going C. had gone D. go
2. I have been waiting here for you. I _____ to bed until five in the morning.
A. did go B. didn't go C. had gone D. went
3. Perhaps it will be a long time _____ from abroad.
A. when Tom comes back B. when Tom will come back
C. before Tom comes back D. that Tom comes back
4. He _____ to work by bicycle every day.
A. has been traveling B. has traveled
C. travels D. is traveling
5. Shanghai _____ on the Huangpu River.
A. stand B. stands C. is being stood D. has stood
6. Chinese married couple _____ red packets to children and the unmarried during the Chinese New Year.
A. give B. have been giving C. are giving D. have given
7. The No. 8 bus _____ to Chengdu College of Geology, and not to Sichuan University.
A. is gone B. is being gone C. are gone D. is going
8. Once you _____ the knack of it, you will have no further difficulty.
A. shall have B. had had C. are having D. have
9. No one can prove that the earth _____ not round.
A. is being B. is to be C. is D. has been
10. He was sixty-eight. In two years he _____ seventy.
A. would be B. was C. had been D. was being
11. The new type of machine _____ the year after next.
A. is going to turn out B. is going to being turned out
C. is going to have turned out D. is going to be turned out
12. They were sure they _____ final victory.
A. were won B. would be won C. would win D. had been won
13. When _____ to give us an answer?
A. will you be able B. will you have been able

- C. will you able D. will you have abled
14. I promise you that I _____ you a present next week.
A. will give B. will have given C. shall give D. shall have given
15. I hope that she _____ to the demands of the naughty boys.
A. will not have agreed B. will not be agreed
C. will not agree D. will not have been agreed
16. Mr. Wilson asked me if these islands _____ to Japan.
A. belong B. are belonging C. are belonged D. have been belonged
17. The train _____ at eight tonight.
A. will be started B. will have started C. shall be started D. starts
18. _____ a meeting this afternoon.
A. There going to be B. There will be going to be
C. There is going to be D. There will going to be
19. We _____ a new experiment this afternoon.
A. shall be to perform B. will be to perform
C. are to be performed D. are to perform
20. The government _____ to approve the use of widespread surveillance when the Justice Department took objections.
A. is going B. had been C. was about D. is coming

Unit Two

► TEXT

Beethoven

贝多芬

Ludwig van Beethoven, a German composer, was born in Bonn, 17 Dec., 1770, and died in Vienna, 26 May, 1827. Beethoven's career can be divided into three periods. The first covers the years up to 1802, the period when Beethoven was most strongly influenced by Haydn and Mozart. Works composed in this period include the six string quartets of Op. 8, the first two piano concertos, the piano sonatas including the three of Op. 31, and the first two symphonies. The second period covers the year from 1802 to 1812, beginning with his full realization that he was going deaf and comprising a period of musical maturity.¹ Works include the Third, Fourth, and Fifth symphonies, the string quartets Op. 59, Op. 74, and Op. 95, the Fourth and Fifth Piano Concertos and the Violin Concerto. The third period covers his remaining years when, completely deaf, Beethoven became increasingly isolated from the world about him. The works in this final period include the Ninth Symphony, the Missa solemn, the last five piano sonatas and the last five string quartets.

Beethoven came from a musical family; at the age of 11, he was appointed assistant court organist, and began to compose.² In the spring of 1787, Beethoven went to Vienna and he found Vienna full of prospects. In Vienna, there was a gap left by the death of Mozart, and Beethoven filled it. His playing was rough but brilliant. He was a splendid improviser. At this time, Beethoven's compositions were extremely popular and lucrative.³ The string quartets are the finest chamber works. By the time he was 30, Beethoven was a highly successful composer and pianist. Nevertheless, in 1798, he had noticed that he was occasionally hard of hearing, then by 1802 he was convinced that he was to become completely deaf. The emotional shock was enormous, which had made him withdraw from the society he had so much enjoyed.⁴ Beethoven places himself in the role of hero in a Romantic drama. This tortured mood is given more convincing expression in his Third Symphony. This kind of heroic mood continued in many other

works; the Fifth Symphony (1807-1808), the Fourth and Fifth Piano Concertos (1805-1806; 1809), etc.

When the initial shock of deafness overcome, a romantic love of nature is expressed in the Sixth Symphony.⁵ In many works, the slow movement has a hymn-like simplicity and calm.

Around the period of 1811-1824, when Beethoven drew nearer to his 40 birthday, he composed fewer works, and heroic attitude seems of less interest. He composed the Seventh and Eighth Symphonies (1811; 1812). If the Seventh Symphony is energetic in rhythm, splendid in orchestration, and magnificent in thematic integration, the Eighth is correspondingly witty and clever.⁶ The Ninth Symphony was completed in 1824; in some ways it seems to revert to the heroic manner of earlier in the century.

By 1824, Beethoven turned again to chamber music, writing a series of string quartets, which were completed by October 1826. After them, Beethoven completed no more music. He died in the evening of 24, March, 1827. Many composers followed his example by introducing a chorus into a symphony, linking movements thematically, introducing new instruments into the Symphony orchestra, and so on.⁷ Beethoven was not only a composer, but the greatest of all. He is now appreciated as a man worthy of great respect.

New Words

- quartet /kwɔ:'tɛt/ *n.* (piece of music for) four players or singers 四重奏, 四重唱
concerto /kən'tʃeɪtəu/ *n.* composition for one or more solo instruments supported by an orchestra
协奏曲
sonata /sə'nɑ:tə/ *n.* composition in three or four movements, for one or two instruments 奏鸣曲
symphony /'sɪmfəni/ *n.* composition in three or four movements for an orchestra 交响乐
comprise /kəm'praɪz/ *vt.* include 包含, 包括
maturity /mə'tjuəreɪti/ *n.* full development 成熟
Missa Solemn /'sələm/ 庄严弥撒
court /kɔ:t/ *n.* (king, emperor, etc.) his family and officials 宫廷, 朝廷
rough /rʌf/ *adj.* not calm or gentle 粗野的
brilliant /'brɪljənt/ *adj.* very bright, clever 光辉的, 聪明的, 光彩四射的
improvise /'ɪmprəvaɪz/ *vt.* compose music while playing 即兴作曲, 演奏时临时作曲
improviser /'ɪmprəvaɪzə/ *n.* 即兴演奏者
lucrative /'lu:kɹətɪv/ *adj.* profitable 有利的
enormous /i'nɔ:məs/ *adj.* very great, immense 庞大的, 巨大的
torture /'tɔ:tʃə/ *vt.* (cause) severe suffering (使受) 拷问

convince /kən'vins/ *vt.* make (sb.) feel certain; cause (sb.) to realize 使确信,使信服
 movement /'mʊvmənt/ *n.* chief division of a musical work 乐章
 hymn /him/ *n.* song of praise to God, esp. one for use in a religious service 圣歌,赞美诗
 energetic /'enə'dʒetik/ *adj.* full of energy 精力充沛的
 rhythm /'riðm/ *n.* regular succession of weak and strong stresses, accents or sound 节奏,韵律
 orchestration /'ɔ:kis'treɪʃən/ *n.* 配器法
 thematic /'θi'mætik/ *adj.* 主题的
 integration /'inti'greɪʃən/ *n.* being combined 结合,使成一体
 correspond /kə'rɪspənd/ *v.* be equal to; be similar to 相对应,相似
 witty /'wɪti/ *adj.* full of humor 谐趣的,幽默的
 manner /'mænə/ *n.* way a thing is done or happens; sort 方式,方法,种类
 chorus /'kɔ:rəs/ *n.* song for all to sing; sth. said or cried by many people together 合唱,齐声

Phrases & Expressions

divide...into	把……分成(几个部分)
be isolated from	与……隔绝
full of	充满
revert to	返回
a series of	一系列

Notes

1. The second period covers the year from 1802 to 1812, beginning with his full realization that he was going deaf and comprising a period of musical maturity.

第二个时期是从 1802 年至 1812 年,开始时,他完全意识到自己正逐渐失聪。这个时期也是他的音乐走向成熟的时期。

beginning 和 comprising 是两个并列的现在分词结构,表示这个动作与谓语动作同时发生,是一种伴随状态。类似用法有:

eg. He lay in the bed, listening to the music. 他躺在床上,听着音乐。

2. Beethoven came from a musical family; at the age of 11, he was appointed assistant court organist, and began to compose.

贝多芬出身于一个音乐世家,11 岁的时候就被任命为宫廷助理管风琴师,并且开始作曲。

appoint sb. (a position): 任命某人任某个职位

eg. The elderly woman was appointed our general manager.

那位上了年纪的女士被任命为我们的总经理。

3. Beethoven's compositions were extremely popular and lucrative.

贝多芬所创作的乐曲极受欢迎且能带来不少利润。

4. The emotional shock was enormous, which had made him withdraw from the society he had so much enjoyed.

这种感情上的重大冲击使他无法承受,于是他远离了那个曾经令他十分留恋的社交圈。

which 引导一个非限定性定语从句,用逗号与主句隔开,与主句联系不紧密,可以去掉。

5. When the initial shock of deafness overcome, a romantic love of nature is expressed in the Sixth Symphony.

当最初失聪的打击缓解之后,在贝多芬第六交响曲中表现出一种浪漫的热爱自然的色彩。

6. If the Seven Symphony is energetic in rhythm, splendid in orchestration, and magnificent in thematic integration; the Eighth is correspondingly witty and clever.

如果说第七交响曲节奏鲜明,配器上精妙无比,主题统一精彩绝伦,那么他的第八交响曲则相应地有些诙谐聪慧。

7. Many composers followed his example by introducing a chorus into a symphony, linking movements thematically, introducing new instruments into the Symphony orchestra, and so on.

很多作曲家都效仿贝多芬,在交响曲中引入合唱,各乐章间在主题上紧紧相连,在交响乐队中加入新的乐器等等。

linking 和 introducing 都是现在分词结构,表示伴随状态。

Study & Practice

I. Answer the following questions according to the text:

1. How many periods can we divide Beethoven's career into?
2. What kinds of music did Beethoven compose?
3. What hardship did Beethoven encounter?
4. When did Beethoven start to compose?
5. How did his deafness affect his life?
6. How many symphonies did Beethoven compose?
7. What are the themes in his symphonies?
8. How did many other composers follow him?
9. What kind of person was Beethoven?
10. Why was Beethoven the greatest composer of all?