

One Hundred
English Pattern Songs

百首英语句型歌曲

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前 言

唱歌不仅可以活跃课堂气氛，增添学习情趣，而且能由于节奏给大脑的刺激，使思维与语言的固有频率引起共振，从而促使记忆。

“百首英语句型歌曲”的歌词紧密配合英语表达结构，包括虚拟语气在内的基本语法。这一特点，将更有助强化记忆，培养听力，加深对基础知识的理解，提高学习效率。

第一首字母歌的曲调将有助字母的发音及连读的技巧。

这本歌集是我在教学实践中一个方面的总结。多数歌曲是我根据教学内容的需要，或自行谱曲写词，或根据名曲重新填词而成的，也有一些则直接选自外国歌曲。

谨把她献给我的知音、学生，及广大英语爱好者。望批评指正。

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1. A B C Song

1 = C $\frac{4}{4}$

1 3 5 i | 7 6 1 5 |

A B C D E F G

6 6 4 6 | 5 - i - |

H I J K

3 3 3 3 2 1 | 5 - . 0 |

L M N O P

6 - 4 6 | 5 - i - |

Q R S T

3 3 3 3 2 2 | 1 - . 0 ||

U V W X Y Z

2. This (That) Is ...

$$1 \Rightarrow C \quad \frac{6}{8}$$

1 1 3 3 | 2 3 2 1 0 |
 This is my cap. It isn't your cap.

3 3 5 5 | 4 5 4 3 0 |
 That is her hat. It isn't his hat.

6 6 5 3 | 4 4 3 2 0 |
 This is my cap. That is your hat.

1 3 5 3 | 2 3 2 1 0 ||
 It isn't your cap. It isn't his hat.

3. What's This (That)?

1=F $\frac{4}{4}$

3 — 1 — | 3. 3 5 — |

1. What's this? It's a horse.
2. What's this? It's a bike.
3. What's this? It's a sheep.

2 — ? — | 2. 2 4 — |

- What's that? It's a house.
What's that? It's a bag.
What's that? It's a ship.

3 — 1 — | 3. 3 5 — |

- What's this? It's a horse.
What's this? It's a bike.
What's this? It's a sheep.

2 3. 4 3 2 2 | 1 — — ||

- A horse isn't a house.
A bag isn't a bike.
A ship isn't a sheep.

4. Is This (That)...?

I = C $\frac{4}{4}$

5 5 i i 5 3 |
Is this your pen, your pen?

4 4 6 6 4 2 |
No, no, it isn't my pen.

5 5 i i 5 3 |
Is that your pen, your pen?

2 4 4 3 2 | 1-00 ||
Yes, yes, it's my pen.

5. Who Is He (She)?

1=C $\frac{4}{4}$

5 5 i- | 3 3 4 3 |
Who is he? He is Char-lie.

5 5 i i | i[^]i 2[^]i |
He is my friend, my friend.

5 5 i- | 3 3 5- |
Who is she? She is Jane.

5 5 i i | 3[^]2 i- |
She is Char-lie's sis-ter.

i[^]i 4 4 | 6 6- 5 |
Is Char-lie a stu-dent?

5 5 i i | 4 3- 2 |
Yes, yes, yes, yes, yes, he is.

5[^]5 i- | 3 3[^]5- |
Is Jane in school?

5 5 i i | 3- 2[^]i ||
No, no, no, no, she isn't.

6. What's Your Name?

1 = A $\frac{4}{4}$

1 2 3 4 5 i | 5 3 5- |
Hel-lo lit-tle boy, what's your name?

6 6 5 5 4 5 4 | 3--0 |
My name is Si-mon.

1 2 3 4 5 i | 5 3 6- |
Hel-lo lit-tle girl, what's your name?

5 6 5 4 3 1 2 5 | 1--0 |
My name's E-li-za-beth.

2. 3 2 #1 2 | 3. 4 3 #2 3 |
Nice to meet you. Nice to meet you, too.

2 3 4 5 6 7 i 2 | 3 i 5- |
Let's be good friends, good friends.

2. 3 2 #1 2 | 3. 4 3 #2 3 |
Nice to meet you. Nice to meet you, too.

2 3 4 5 6 7 i 2 | i 5 i 0 ||
Let's be good friends, good friends

7. These (Those) Are...

=D $\frac{2}{4}$

$\frac{5}{\cdot}$ | $\frac{1}{\wedge} 1$ $\frac{1}{\cdot} 2$ | 3. $\frac{2}{\cdot}$ |
These are jackets, shirts and

$\frac{1}{\wedge} 1$ | $\frac{3}{\cdot} 3$ $\frac{3}{\cdot} 4$ | 5 4 |
skirts. Those are bus-es, trucks and

3- | $\frac{5}{\cdot} 3$ $\frac{5}{\cdot} 3$ |
jeeps. These are watch-es

$\frac{1}{\cdot} 1$ $\frac{1}{\cdot}$ | $\frac{5}{\cdot} 3$ $\frac{5}{\cdot} 3$ |
toys and sheep. Those are box-es

$\frac{1}{\cdot} 1$ $\frac{1}{\cdot} 5$ | $\frac{1}{\wedge} 1$ $\frac{1}{\wedge} 2$ |
books and bags. These are knives.

3 2 | 1. ||
Those are planes.

8. What Are These (Those)?

1 = C $\frac{2}{4}$

- 3 4 | 5 — | 5 4 |
1. What are these? They are
2. Are those wolves? Yes, they

3 — | 1 2 | 3 — |

bikes. What are those?

are. Are these sheep?

3 2 | 1 — ||

They are planes.

No, they aren't.

9. Are They Your Teachers?

1=A $\frac{6}{8}$

5	<u>5</u>	5 <u>5</u>		5.	i	<u>0</u>	
1.	Are	they	your	teach-	ers?		
2.	Are	you	his	stu-	dents?		

3	<u>3</u>	5 <u><u>43</u></u>		2.	2	<u>0</u>	
Yes,	they're	my	teach-	ers.			
Are	you	her	stu-	dents?			

5	<u>5</u>	5 <u>5</u>		3.	i	<u>0</u>	
They	are	their	teach-	ers.			
Yes,	we're	their	stu-	dents.			

2	<u>2</u>	5 <u><u>67</u></u>		i.	i	<u>0</u>	
They	are	our	teach-	ers.			
We	are	their	stu-	dents.			