

100% 联播

Readaholic

歌曲歌谣集

小学 三年级

Naomi Simmons (英) 著



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外语教学与研究出版社

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前言

歌谣，是孩子们的诗。好的歌谣，不仅能给孩子们带来乐趣和享受，帮助孩子们在快乐中成长，而且可以成为启迪教育下一代的补充教材。在英美国家有许多流传很广、人们耳熟能详的儿童歌曲和歌谣，它们已经成为英语学习者打开缤纷英语世界的一把钥匙。

我国的英语教育界充分认识到了歌曲和歌谣在儿童英语教育中的作用。国家《英语课程标准》规定：小学毕业生英语应该达到国家二级目标，要求学生“能表演歌谣或简单的诗歌 30-40 首，能演唱英文歌曲 30-40 首”。《悦读联播 歌曲歌谣集》就是依据《英语课程标准》的精神，由英国知名儿童作家、音乐人 Naomi Simmons 专门为中国小学生创作的。全系列共四册，每册由 15 个单元，适合小学三年级至六年级的学生使用。

这套图书的特色如下：

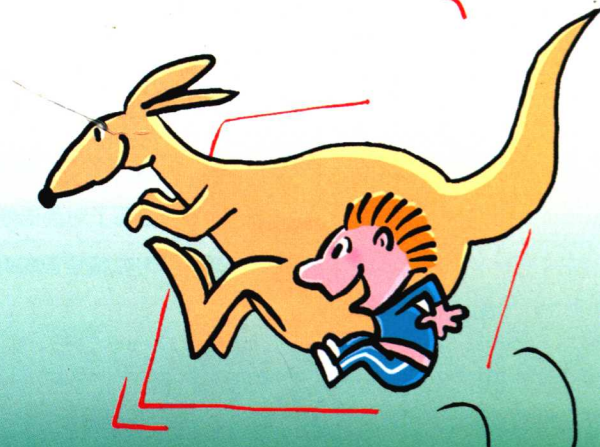
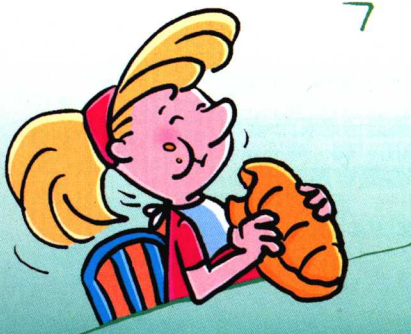
- 歌词内容贴近生活，再现了国家《英语课程标准》规定的话题。书中内容涉及到天气、颜色、动植物、学校、数字等课程标准中提到的话题，与现行小学英语教材相关内容相呼应，学生可以通过学习这套丛书达到复习、巩固教材内容的目的。
- 内容编排科学。每个单元由两首歌曲、诗歌或歌谣组成，两者的主题或者语法相关联。教师或家长可以根据学生水平、兴趣灵活选用。
- 插图精美，以图释文。书中配备了大量精美的插图，将每首歌的大意或较难的单词加以诠释。这样即使读者的英文水平不高也可以轻松自信地学习。
- 音乐现代，节奏轻快，歌词简单易懂。针对低年级学生的特点，作者尽量采用传统儿歌或歌谣的曲调，根据中国学生的英文水平重新填词，并力求词句音韵流畅，易于上口，以便学生能够轻松掌握英语。针对高年级学生的特点，作者采用了当代的流行音乐、布鲁斯、爵士乐、福音音乐等多种音乐形式，学习者从中能够得到充分的艺术享受。
- 运用儿歌的表现手法潜移默化地帮助学习者提高英文水平。书中的歌曲歌谣，采用了拟人、反复、重叠、对答、排叙、比喻、夸张、联想等表现手法，学生通过吟唱自然而然地掌握了大量的句式、单词，提高了对英语学习的兴趣，并培养了英语语感和节奏感。

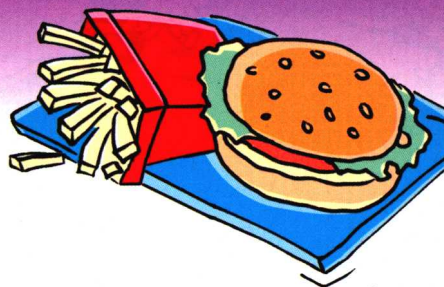
跟着音乐学英语，让英语学习变得更简单和快乐！愿同学们能够乘着歌声的翅膀，在英语王国中自由翱翔！



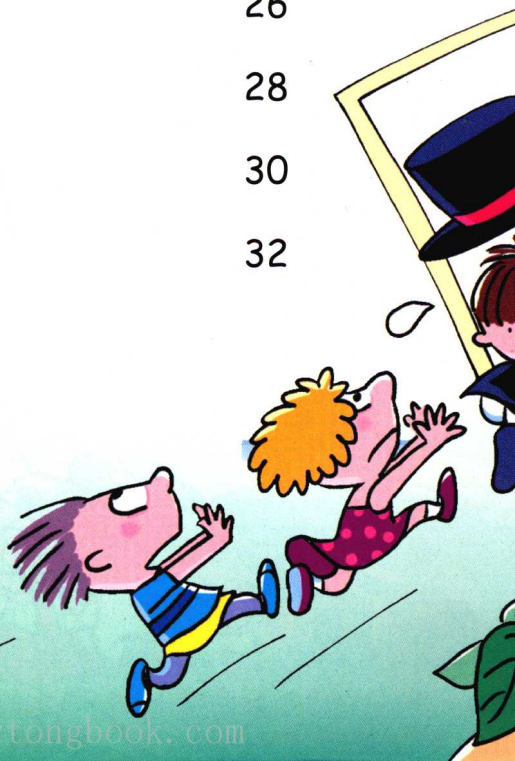
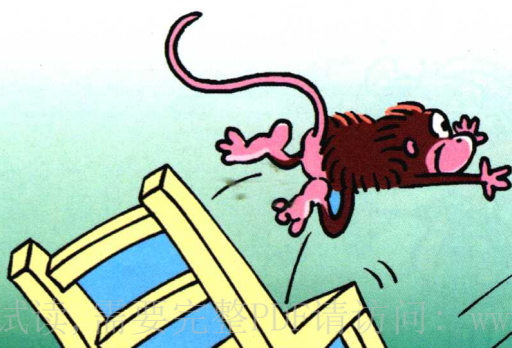
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北京 BEIJING



1. Song:

Hello, hello.



1=C 4 / 4

0 5 | 1 . 3 5 - | 4 1 5 . 3 | 4 . 2 3 . 1 |

Hel-lo, hel-lo. How are you? I'm fine, I'm fine. I'm

2 7 1 . 5 | 1 . 3 5 - | 4 1 5 . 3 |

fine, thank you. Hel-lo, hel-lo. What's your name? I'm

4 . 2 3 . 1 | 2 7 1 . 5 | 1 .

Kate. I'm Kate. And this is Jane. Hel-lo,

3 5 - | 4 1 5 . 3 | 4 . 2 3 .

hel-lo. What's your name? I'm Sam. I'm Sam.

1 | 2 7 1 - | 0 0 0 . 5 | 1 . 3 5 .

And this is James. Good-bye, good-bye.

1 | 4 6 1 6 5 . 3 | 4 4 4 4

It's time to say good-bye. To Kate and Jane and

3 3 3 3 | 2 7 1 - ||

Sam and James. Our friends, good-bye!





Hello, hello.

1=C 4/4

0 5 | 3 . 5 3 . 0 | 5 4 3 4 . 4 |
Hel-lo, hel-lo. How are you? I'm

2 . 4 2 . 4 4 | 4 3 2 3 . 3 |
fine, I'm fine and hello to you. Good-

5 . 3 5 . 3 | 5 4 3 4 . 5 |
bye, good-bye. Good-bye to you. Good-

3 . 4 2 . 3 | 2 1 7 1 — ||
bye, good-bye. Good-bye to you.





2. Song: One and Two

1=G 4/4

|| 1 2 3 4 5 i |
On - e an - d two and
On - e an - d two and



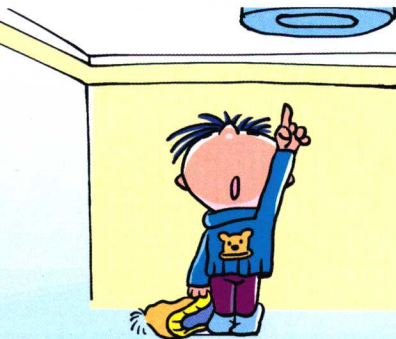
6 i 5 - | 4 5 4
three and four. This is a
three and four. This is the



3 4 3 | 2 5 5
win - dow and this is a
ceil - ing and this is the



5 - | 1 2 3 4 5 i |
door. Fi-ve an-d six and
floor. Fi-ve an-d six and



6 6 i 5 - | 4 5 4
se - ven and eight. This is a
se - ven and eight. Op - en the



3 4 3 | 2 5 5 1 - :||
cup an - d this is a plate.
win - dow and close the gate.





1, 2, 3, 4, 5...

1 = $\flat$ B 4 / 4

|| 5 3 5 5 3 5 - | 5 3 3 5 3 5 5 - |

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

5 . 3 3 5 5 - | 5 . 3 3 5 5 - |

What's your name?

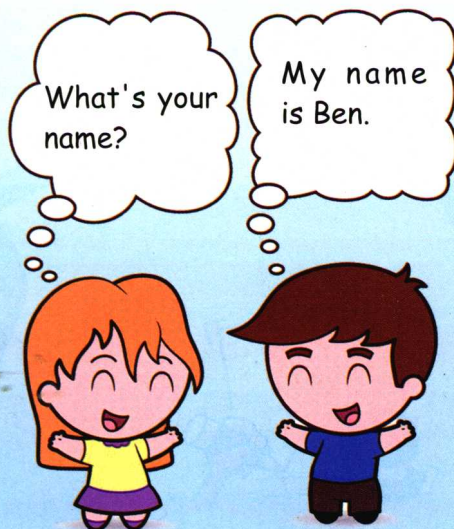
What's your name?

5 3 5 5 3 5 . 3 | 5 . 3 3 5 5 . 3 |

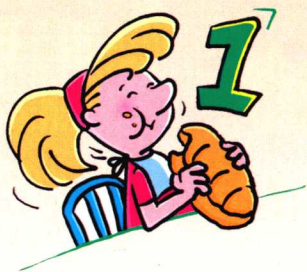
1, 2, 3, 4, 5. My name is Ben. My

5 . 3 3 5 5 - | 2 2 2 2 . 3 - ||

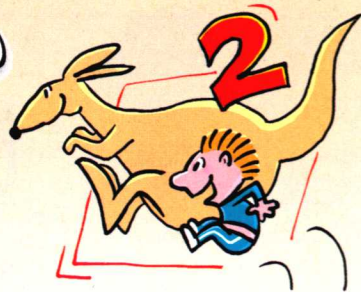
name is Ben. 6, 7, 8, 9, 10.



3. Chant: **Eat a bun.**



Number 1. Eat a bun.



Number 2. A kangaroo.



Number 3. This is a tree.

Number 4. Open the door.



Number 5. This car drives.



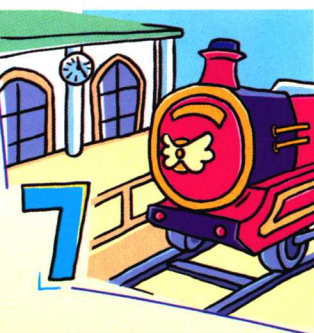
Number 6. Jumps and kicks.

Number 7. Train at a station.

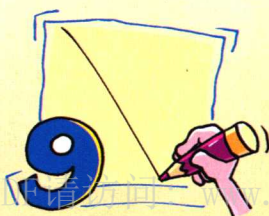
Number 8. Food on a plate.

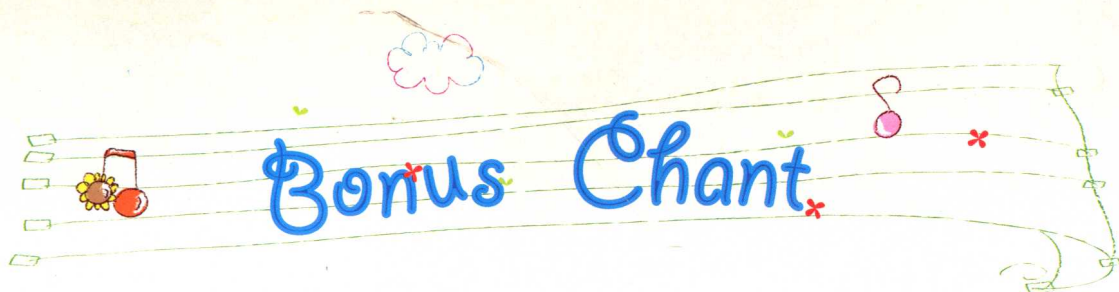
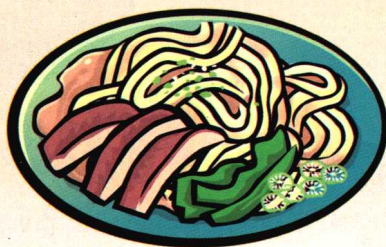
Number 9. Draw a line.

Number 10. This is my pen.



6





Noodles and Rice

Noodles and rice
are very, very nice.

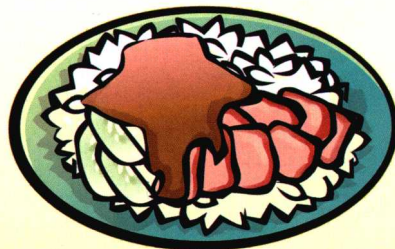
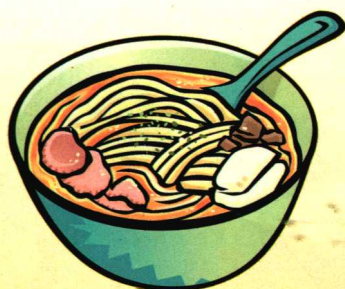
Mmm, mmm, mmm!

Very, very nice.

Ginger and spice
are not very nice.

No, no, no!

Not very nice!



4. Poem:

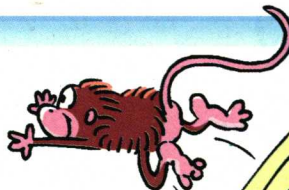
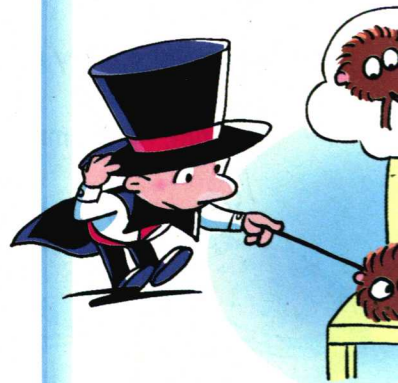
What's under my hat?

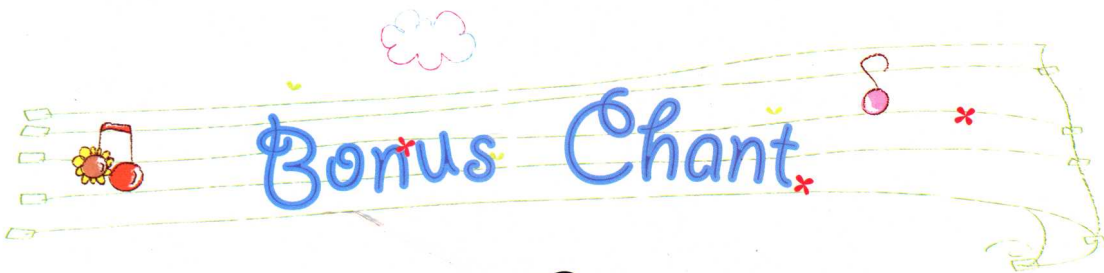
What's under my hat?
What's under my hat?
Is it a dog?
Or is it a cat?

What's in the box?
What's in the box?
Is it a mouse?
Or is it a fox?

What's on the chair?
What's on the chair?
Is it a monkey?
Or is it a bear?

Look, it's a cat.
Look, it's a mouse.
Look, it's a monkey.
And they're in my house!

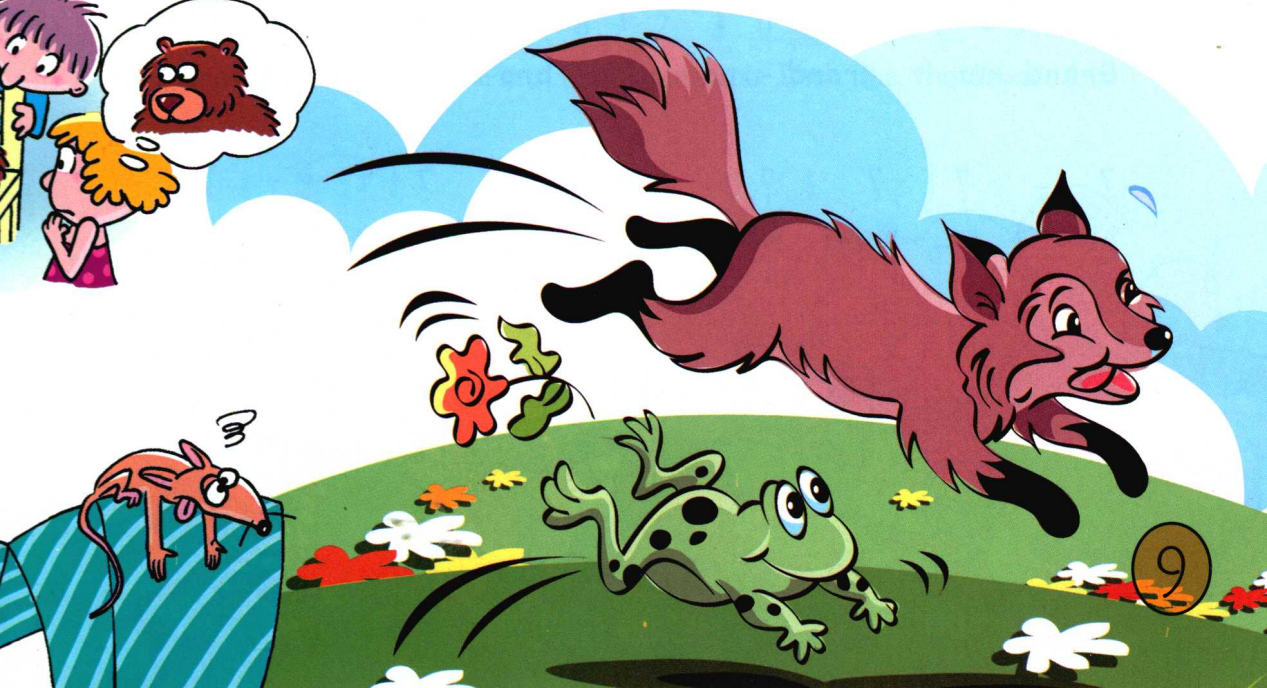




Bonus Chant

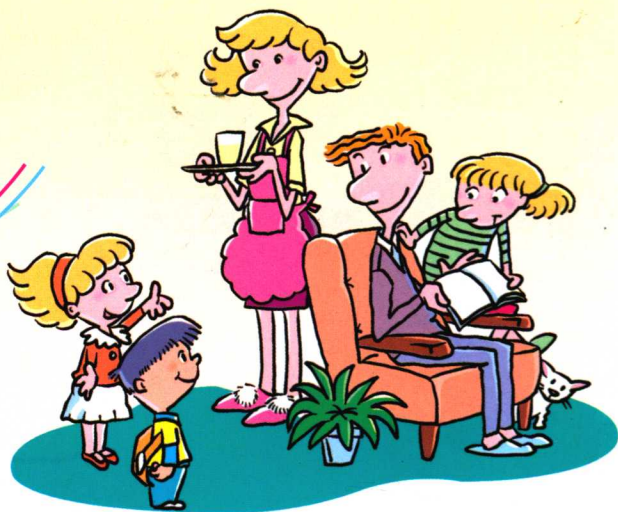
A Fox and a Frog

A fox and a frog
are good, good friends.
What's in the box?
What's in the box?
Is it a frog?
Or is it a fox?



5. Song:

Family Song



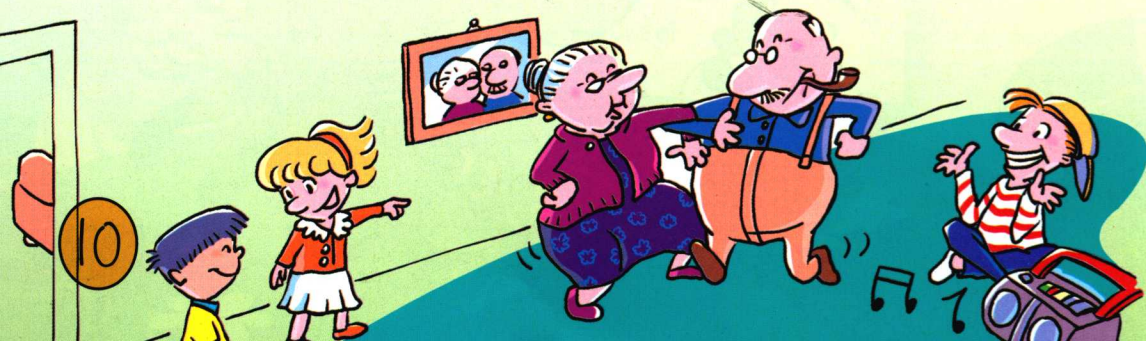
1=D 3/4

|| 3 3 - | 1 1 1 | 6 5 4 | 6 - - |
Mo - ther, fa - ther, and sis - ter too.

7 7 7 | 7 7 7 | 6 5 4 | 5 - - |
This is my fa - mi - ly. Nice to meet you.

3 3 - | 1 1 1 | 6 5 4 | 6 - 6 |
Grand - ma, grand - pa, and bro - ther too. It's

7 - 7 | 7 7 - | 5 6 7 | 1 - - ||
nice to meet you—. How - are you?





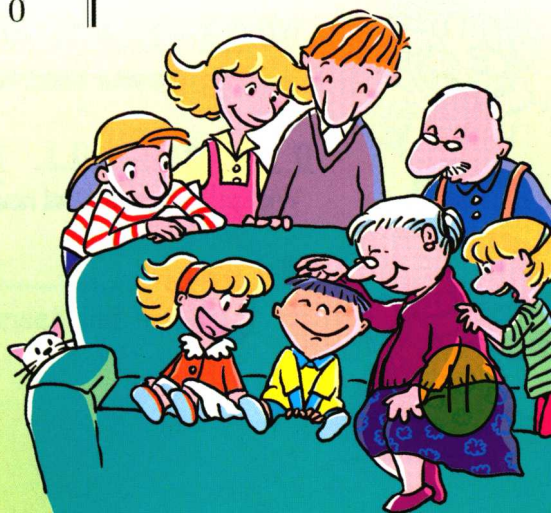
Good morning, Sam.

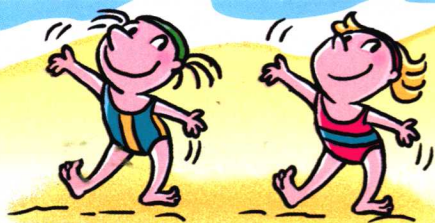
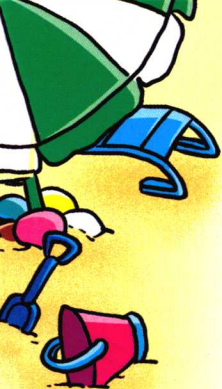
1=D 4 / 4

0 55 | 3 3 5 - | 6 3 3 3 0 66 | 4 4 4 - |
 Good morning, Sam. How are you? Good morning, Sam.

3 2 2 2 0 55 | 3 - 2 3 0 55 | 3 - 2 3 2 |
 How are you? I'm fine, thank you. I'm fine, thank you. And

1 - 2 7 . | 1 - 0 0 ||
 how are you?





6. Song:

The Body Song

1=D 4/4

|| 2 2 2 2 2 2 2 2 | 2 2 2 2 2 2 2 2 |
Bo - dy, bo - dy, bo - dy, bo - dy, bo - dy, bo - dy, bo - dy, bo - dy.



5 - 0 3 4 2 | 1 - - 2 3 | 1 - - 2 3 | 1 - -
Sing the bo - dy song! Touch your head. Touch your toes.

2 3 | 2 - 0 1 7 1 | 2 -
Touch your ears. And touch your nose.



0 1 7 1 | 2 - 0 1 7 1 | 2 - - - |
Now touch your eyes. And touch your knees.

5 - 0 3 4 2 | 1 - - - | 2 2 2 2 2 2 2 2 |
Sing the bo - dy song! Bo - dy, bo - dy, bo - dy, bo - dy,

2 2 2 2 2 2 2 2 | 5 - 0 3 4 2 | 1 - - - |
bo - dy, bo - dy, bo - dy, bo - dy. Sing the bo - dy song!



0 0 0 3 2 3 | 1 - 0 3 2 3 | 1 -
Wig - gle your head. Wig - gle your toes.

0 3 2 3 | 2 - 0 1 7 1 | 2 - .
Wig - gle your ears. And now your nose.

