

中学生
英语课外
活动丛书
FUN WITH
ENGLISH

英语歌曲集

ENGLISH SONGS

人民教育出版社



英语歌曲集

English Songs

中学生英语课外活动丛书

英 语 歌 曲 集

ENGLISH SONGS FOR
MIDDLE SCHOOLS

人民教育出版社
外语室英语组编

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前 言

中学生要想学好英语，为今后进一步深造和获得自学能力打好基础，仅仅依靠英语教材所提供的语言信息是达不到这个目的的，必须经过大量的语言实践。为此，我们除了配合现行英语教材编辑出版同步的学习材料(初、高中英语练习册；初、高中英语阅读训练；初、高中英语听力训练)外，还编辑出版这套《中学生英语课外活动丛书》。这套丛书包括英语短剧集、英语歌曲集、英语谚语集、英语谜语集、英语游戏集、英语诗歌集、英语笑话集等七种。语言材料均选自英语国家的出版物。内容丰富，篇幅短小精悍，语言地道，并配有插图，生动活泼，趣味性强。学生在说说笑笑或说说唱唱的轻松愉快的气氛中，不仅能熟悉英语国家的文化背景知识和生活习俗，开阔视野，而且能学习语言知识和训练语言技能，起到“寓教学于娱乐”的作用。

这套丛书既可以作为学生的课外活动材料，也可以选择其中的一部分作为教学的辅助材料。

总之，一定要让学生用耳听，开口说，用眼读，动手写。只有通过大量的语言实践活动，培养学生学习英语的兴趣，促使他们用英语进行初步的交际，英语才能学好。

由于编者水平有限，时间匆促，书中难免存在缺点和错误，欢迎读者批评指正。

编写组

1988年12月

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编者说明

《英语歌曲集》共汇编了60首英语歌曲，大部分选自英语国家的出版物。其中大部分是适合中小学生学习演唱的歌曲，还有一些感情健康、富于生活气息的民歌和抒情歌曲，可供高中和大学生选唱。

学唱英语歌曲不仅可以帮助训练正确的英语发音，还可以学习语言简练、含义深刻的歌词，同时了解英语国家的文化习俗和这些国家民族的生活和思想感情等等。学唱英语歌曲还可以提高学生学习英语的兴趣，在青少年时代唱的英语歌曲，往往终身难忘。

为了帮助广大读者学唱英语歌曲，书后附有歌词中的生词、词组和难点注释。为便于读者查阅，书后还附有按字母顺序排列的索引。

本书由魏国栋、方鸣编注，责任编辑是董蔚君。在编注过程中得到本社音乐组陈玮同志的帮助。英国专家戴杰·维斯女士(Deirdre Vyse)编选了部分歌曲并审阅了全书，在此一并致谢。

由于编者水平有限，本书难免存在缺点和错误，衷心欢迎读者批评指正。

1989年

ENGLISH SONGS FOR MIDDLE SCHOOLS

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1. A B C

1=C 2/4

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>1</u>
Come	my	chil-	dren,	come	to	me.	I

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
like	to	sing	the	A	B	C.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
A	B	C	D	E	F	G

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>
H	I	J	K	L	M	N	O	P

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>
Q	R	S	and	T	U	V

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>1</u>
W			and	X	Y	Z.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
Come	now	Mi-	mi.	come	to	me.

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Let	me	hear	your	A	B	C.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
A	B	C	D	E	F	G

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>
H	I	J	K	L	M	N	O	P

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>
Q	R	S	and	T	U	V

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>
W			and	X	Y	Z.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
Now	you've	heard	my	A	B	C.

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Tell	me	what	you	think	of	me.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
All	to-	geth-	er	sing	with	me.

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>
Let	us	try	our	A	B	C.

<u>1</u>	<u>1</u>	<u>5</u>	<u>5</u>	<u>6</u>	<u>6</u>	<u>5</u>
A	B	C	D	E	F	G

<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>1</u>
H	I	J	K	L	M	N	O	P

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>3</u>	<u>3</u>	<u>2</u>
Q	R	S	and	T	U	V

<u>5</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>1</u>
W			and	X	Y	Z.

2. Hello! Hello! How Are You?

1=D 6/8

5 | 3 5 3 5 | 3 5 3
Hel- lo! Hel- lo! Hel- lo! Hel- lo!

5 | 6 4 1 6 | 5. 5
Hel- lo there! How are you?

3 | 1 3 1 3 | 1 3 1
Hel- lo! Hel- lo! Hel- lo! Hel- lo!

3 | 2 2 3 2 | 5. 5.
Hel- lo there! How are you?

5 | 4 5 3 | 6 5 6
Thank you. Thank you. I am fine.

4 | 3 1 2 5 | 1. 1 ||
I hope that you are too.

3. Good Morning

1 = F 2/4

1 | 5 6 | 5 1 | 3 4 3
Good morn- ing John, Good morn- ing Jim,

1 | 2 5 | 2 5 | 3.
Good morn- ing Nick and Paul.

1 | 5 6 | 5 1 | 3 4 3 |
Good morn- ing Ma- ry, Su- san, Jane,

1 | 2 5 | 3 2 | 1.
Good morn- ing to you all.

1 | 5 3 6 | 5. 1 | 3 1 4 | 3.
Good morn- ing to you. Good morn- ing to you.

1 | 3 1 4 | 3. 1 | 5 3 6 | 5.
Good morn- ing to you. Good morn- ing to you.

1 | 5 6 | 5 1 | 3 4 3
Our Eng- lish les- son has be- gun.

1 | 2 5 | 3 2 | 1. ||
Good morn- ing ev- ery- one.

4. Good-bye

1=G 2/4

5 | 1 1 2 | 3 3
The les- son is o- ver.

1 | 2. 1 2 5 | 3.
It's time to say good- bye.

5 | 1 1 2 | 3 3
It's time to be go- ing,

1 | 2. 1 2 5 | 3.
It's time to say good bye.

6 | 5 3 6 | 5. 4 | 3 1 4 | 3.
Good- bye, Good- bye, Good- bye, Good- bye.

4 | 3 1 4 | 3. 6 | 5 3 1 | 3.
Good- bye, Good- bye, Good- bye, Good- bye.

5 | 1 1 2 | 3 3
It's time to be go- ing.

1 | 2. 1 2 5 | 1.
It's time to say good- bye.

5. Head, Shoulders, Knees And Toes

1=D 2/4

<u>5.</u> <u>6</u>	<u>5</u> <u>4</u>	<u>3</u> <u>4</u> <u>5</u>	
1. Head and	shoul- ders,	knees and toes,	

<u>2</u> <u>3</u>	<u>4</u>	<u>2</u> <u>3</u> <u>4</u>	
Knees and	toes,	knees and toes,	

<u>5.</u> <u>6</u>	<u>5</u> <u>4</u>	<u>3</u> <u>4</u> <u>5</u>	
Head and	shoul- ders,	knees and toes,	

<u>2</u>	<u>5</u>	<u>3</u> <u>1</u> <u>0</u>	
Eyes,	ears,	mouth, nose.	

2. Feet and ankles. fingers. hands.

Fingers. hands, fingers. hands.

Feet and ankles, fingers, hands,

Chest, arms, elbows.

6. Colour Song

$1 = F \ 6/8$

1. $\overset{1}{\text{Who}}$ $\overset{1}{\text{is}}$ $\overset{1}{\text{wear}}$ $\overset{3}{\text{ing}}$ $\overset{5}{\text{yel-}}$ $\overset{5}{\text{low}}$ $\overset{3}{\text{to-}}$ $\overset{1}{\text{day?}}$

$\overset{2}{\text{Yel-}}$ $\overset{2}{\text{low}}$ $\overset{2}{\text{to-}}$ $\overset{2}{\text{day?}}$ $\overset{7}{\text{Yel-}}$ $\overset{7}{\text{low}}$ $\overset{6}{\text{to-}}$ $\overset{5}{\text{day?}}$

$\overset{1}{\text{Who}}$ $\overset{1}{\text{is}}$ $\overset{1}{\text{wear}}$ $\overset{3}{\text{ing}}$ $\overset{5}{\text{yel-}}$ $\overset{5}{\text{low}}$ $\overset{3}{\text{to-}}$ $\overset{1}{\text{day?}}$

$\overset{2}{\text{Who's}}$ $\overset{2}{\text{in}}$ $\overset{5}{\text{yel}}$ $\overset{(6)}{\text{low}}$ $\overset{7}{\text{to-}}$ $\overset{1}{\text{day?}}$ $\overset{1}{\text{day?}}$

2. Who is wearing red today?

3. Who is wearing green today?

4. Who is wearing blue today?

5. Who is wearing black today?

6. Who is wearing white today?

7. Who is wearing orange today?

8. Who is wearing mauve today?

7. Bingo

1=G 2/4

5 | 1 1 1 5 | 6 6 5 5 5 |
The farm- er's dog's at my back door and his

1 1 2 2 | 3 1 |
name is Bob- by Bin- go.

3 3 | 4 4 4 |
B - I - N - G - O

2 2 | 3 3 3 |
B - I - N - G - O

1 1 | 2 2 2 1 |
B - I - N - G - O and

7 5 6 7 | 1 1 |
Bin go is his name, Sir.