

**ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНІКА**

Т. О. Близнюк

АНГЛІЙСЬКА МОВА У ПОЧАТКОВІЙ ШКОЛІ

**Частина I. Дидактичні матеріали та робоча
документація з англійської мови
для студентів спеціальності 6. 010100 «Початкова освіта»**

**Івано-Франківськ
2009**

**Прикарпатський національний університет
Імені Василя Стефаника
Педагогічний інститут**

**Навчально-методичні рекомендації
для студентів 4-го та 5-го курсів навчання,
які проходять педагогічну практику
у ЗОШ I ступеня
(дидактичні матеріали та робоча документація
з англійської мови)**

Частина 1

**Івано-Франківськ
2009**

УДК 811. 111

ББК 81. 8я73

Б - 69

Близнюк Т.О. Англійська мова у початковій школі: навчально-методичні рекомендації для студентів випускних курсів спеціальності «Початкове навчання. Англійська мова і література» – Частина І. Дидактичні матеріали та робоча документація з англійської мови. - Івано-Франківськ: підприємство «ІНН», 2009. – 80 с.

Друкується відповідно до рішення Вченої Ради Педагогічного інституту Прикарпатського національного університету імені Василя Стефаника
(протокол № 5 від 5 лютого 2009 р.)

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У навчально-методичному посібнику розкрито змістові, організаційні, методико-дидактичні основи проведення навчальних та виховних занять з англійської мови у загальноосвітній школі I ступеня. У ньому подано зразки робочої документації, різноманітні дидактичні матеріали та методики, які можуть бути використані студентами під час педагогічної практики.

Посібник «Англійська мова у початковій школі. Дидактичні матеріали та робоча документація з англійської мови» стане у нагоді не лише студентам під час проходження ними педагогічної практики, а й учителям-початківцям та всім тим, хто цікавиться проблемами навчання іноземних мов у початковій школі.

ISBN – 966-8207 60-2

Близнюк Т. О., 2009-03-03
Прикарпатський національний університет
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ПЕРЕДМОВА

Збірник дидактичних матеріалів з англійської мови призначений для студентів 4-го та 5-го курсів навчання зі спеціальності «Початкове навчання. Англійська мова і література», які проходять педагогічну практику у загальноосвітніх школах I ступеня. Даний посібник покликаний допомогти студентам-практикантам у розвиткові та закріпленні навчально-практичних навичок, набутих ними на заняттях з Практичного курсу англійської мови відповідно до діючої програми, рекомендованої кафедрою філології і методики початкової освіти Прикарпатського національного університету імені Василя Стефаника. Завдання даного посібника підібрані та опрацьовані з глибоким знанням психології та фізіології дітей молодшого шкільного віку та сучасних умов навчання англійської мови в Україні, де наголошується саме на творчому підході до роботи з дітьми.

Основною метою даного посібника є активізація вивчення англійської мови за допомогою цікавого та корисного текстового матеріалу, автентичних та різноманітних завдань, що спонукають студентів-практикантів використовувати мову як інструмент для вирішення тих чи інших проблем комунікативного, дисциплінарного чи відпочинкового характеру на уроці, а також нестача та складність для студентів знайти та правильно самостійно підібрати граматично-дидактичний матеріал для фонетичного чи фізичного відпочинку учнів на уроці. Вважаємо, що такий дидактичний матеріал допоможе студентів-практикантові підвищити мотивацію та зберегти сконцентрованість учнів молодших класів на уроках англійської мови.

Збірник складається з двох частин: перша частина – робоча документація з англійської мови (зразки залікових конспектів уроків з англійської мови); друга частина – ігри та цікаві завдання, які доцільно використовувати у процесі навчання англійської мови; вірші та скоромовки англійською мовою.

Сподіваємося, що посібник стане добрим помічником для студентів під час проходження ними педагогічної практики та будемо вдячні за всі висловлені побажання та зауваження, які будуть враховані нами у наступних виданнях.

РОБОЧА ДОКУМЕНТАЦІЯ

Зразки конспектів уроків з англійської мови

Кожен урок за своєю структурою розподіляється на три частини: 1 – підготовка учнів до сприйняття іншомовного мовлення (рекомендований час 2-5 хвилин, це залежить від класу та кількості учнів у ньому); 2 – основна частина уроку (рекомендований час 30-35 хвилин); 3 – заключна частина уроку (рекомендований час 3-5 хвилин). Під час першого етапу студент-практикант (вчитель) налаштовує учнів на іноземне (англійське) мовлення, використовуючи такі види роботи як привітання, коротку організаційну передмову вчителя, оголошення теми та мети уроку (яка має бути написана на дошці після дати). Другий етап уроку передбачає перевірку домашнього завдання (якщо таке є); використання різноманітних вправ, ігор, цікавих завдань, відпочинкових елементів, покликаних пробудити інтерес учнів до вивчення іноземної (англійської) мови та сформувати у них навички спілкування. Третя, заключна частина уроку має на меті пояснення домашнього завдання у стислій формі, оголошення і аргументацію оцінок, похвалу активних учнів (така форма заохочення та стимулювання до майбутньої активної роботи на уроках особливо важлива у початковій школі), підведення підсумків уроку та прощання.

Кожен студент-практикант, крім залікових розгорнутих конспектів уроків з англійської мови, повинен вести поурочні плани-конспекти, у яких йому рекомендуємо мати підготовлені заздалегідь «резервні» завдання різного типу, оскільки іноді складно вірно розрахувати час уроку відповідно до завдань та передбачити поведінку учнів на уроці.

Залікові конспекти уроків повинні бути написані повністю англійською мовою та відповідати визначеній структурі, яка подається на заняттях з Методики викладання англійської мови. Окремі елементи структури можуть бути випущені відповідно до класу чи планування уроку. Рекомендуємо подавати на уроках дидактичний матеріал відповідно до пір року, свят тощо.

Пропонуємо для допомоги студенту кілька орієнтовних зразків залікових конспектів, у яких просимо звернути увагу на цілісність, послідовність та структуру уроку. Слова учителя та учнів можуть бути перекладені на українську мову.

**ЗРАЗОК ЗАЛІКОВОГО КОНСПЕКТУ УРОКУ
З АНГЛІЙСЬКОЇ МОВИ ДЛЯ 2-ГО КЛАСУ**

**VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY
PEDAGOGICAL INSTITUTE**

Form teacher _____

Institute instructor _____

THEME : “Learning the Letters D d, M m”

Written by: Kuziv Maria

Group: 47

Ivano-Frankivsk

2008

THEME: Learning the letters D d, M m.

AIMS:

Educational: to explore and teach some English idioms and practice using them in the process of communication.

Practical: to involve pupils in the process of English communication.

Cultural: to develop pupils' creative thinking.

Audio and visual facilities: the table with the letters, the picture of a man and a woman with a dog, text-books, exercise-books, individual cards, coloured pencils and sketch-books.

PROCEDURE OF THE LESSON:

I. Preliminaries

T.: Good morning! Good morning!

Good morning to you,

Good morning, dear children!

Good morning to you!

P-s: Good morning! Hi and hallo!

Nice to meet you!

Hi, good morning, hallo!

Good morning! Hi and hallo!

Girls: Good morning!

Boys: Hallo!

Together: Good morning! Hallo! It is nice to see you!

T.: Sit down, please. Get everything ready for the lesson. Let's begin now. What day of the week is it today? What is the date today? Who is on duty today?

Together: Ann is on duty today!

P-s: It is Monday today. It is the tenth of October.

T.: Who is absent today?

P-s.: Nobody is absent, all pupils are present.

II. a) Conversational warm up

Now all of you greet your neighbour. For example:

Hallo! Hallo!

Hallo to you!

Hallo! Hallo!

It is nice to see you!

II. b) Phonetic warm up

T.: Now we shall pronounce the sound [s] – [o]. Listen to the way I pronounce the words:

This, sit, tennis, mother, sister, brother, father, seven, stand, that, sad, think, sink, thick.

Now try to repeat after me the words, paying attention to the sounds: [s] – [o]. (The pupils repeat the words after the teacher).

T.: Now, all of you, listen to the way I pronounce the letters [d] and [m]. Now you try [d] and a bit longer [d-d-d]. Very well, and now [m] and a bit longer [m-m-m]. I shall pronounce some words with these letters and you will repeat after me all together: *my, my name, my mum, my mummy, my mother, a man, a map, a monkey, dad, my dad, daddy, and, stand, sand, a desk, a dog, a duster.* Now do tongue twister and twist your tongue! Repeat after me: *Many men at the map, many men on the mat. Daddy, don't dance on the desk!* I am pleased with the way you are doing in your pronunciation. Let's do some exercise:

Stand up, please!

Look at the blackboard (etc.)

Point to the window (etc.).

Touch your book (etc.).

Show me your copybook (etc.).

Sit down, please.

Good job! I am glad you have done it.

Main Part of the Lesson

III. The homework checking

T.: What is your homework for today?

P.: Our homework for today is Exercise 9, 10 page 25.

T.: Are you ready with your homework? Let's check it up. (Pupils read exercises and the teacher corrects their mistakes. If there are some mistakes, the teacher may ask a pupil go to the blackboard and write sentences correctly). Right you are, I believe that now everything is clear.

IV. New Material Presentation

T.: Today we shall start a new lesson under the title: the letters D d, M m. You have to remember the pronunciation of these letters if you want to write your names and other words correctly. Look at these letters on the picture. We are going to play the game "Air Writing". Open your books at page 25 and we'll do Exercise 4. Call the letters and their sounds: D d, M m, I i, T t, S s, P p, N n, O o – [d], [m], [i], [t], [s],

[p], [n], [o]. Now repeat after me each letter five times. You must pay attention to the pronunciation of the new letters.

V. Consolidation of the New Material

T.: Now take your coloured pencils and all of you have individual cards on your desks. Look at these cards. You can see some objects in them. Your task is to paint every object beginning with the letter D in green, with the letter M in red and objects beginning with other letters in yellow. You have not much time, so be quick! (Pupils do the task) Are you ready? Let me have a look at your work... Very well, I am glad that you have learned new letters. Now some of you will read these words and translate them into Ukrainian.

P.: Map - карта, Cat - кіт, Bat - кажан, Desk - парта, Glass - стакан, Book - книжка, Man - чоловік, Table - стіл, Pen - ручка, Dog - собака, Mouse - миша, Boy - хлопець, Girl - дівчина, Dress - сукня, Monkey - мавпа.

T.: Now we are going to play the game "Traffic Lights". Raise both hands if I name the correct noun in the picture and don't raise your hands if I am wrong. Look at the first picture:

This is a man (a picture of a man) +
This is a Dress (a picture of a monkey) –
This is a door (a picture of a door) +
This is a window (a picture of a dog) –
This is a map (a picture of a map) +
This is a desk (a picture of a pen) –
This is a mouse (a picture of a mouse) +

T.: I am pleased with your answers and now I want you to revise the numbers. Please, count how many boys are there in this classroom.

P.: One, two, three, four, five, six, seven, eight, nine.

T.: Now count how many girls are there in this classroom.

P.: One, two, three, four, five, six.

VI. Relaxation Period

T.: Let us relax a bit and do some exercises, repeat after me:

Clap, clap, clap your hands!
Clap your hands together!
We are clapping,
We are clapping,
We are clapping our hands!
Stamp, stamp, stamp your feet!

Stamp your feet together!
We are stamping,
We are stamping, we are stamping our feet!
Say [d] and clap your hands,
Say [m] and stamp your feet.

T.: Good! Sit down!

Final Part of the Lesson

VII. Setting homework and evaluation

Thank you all for your attention. I am extremely happy with your work in class today. Your marks are as follows (the teacher reads the pupils' marks) you deserve good marks this time. And now, please, write down your home task: Exercises 10, 11, 12, 13 p. 26-27.

I want you to bring your family pictures for the next lesson.

VIII. Summary of the Lesson

So we come to the end of our lesson. We revised some familiar nouns and the letters which begin them and we also learned two new letters D d, M m. Now our lesson is over. Good bye, children! See you tomorrow!

**ЗРАЗОК ЗАЛКОВОГО КОНСПЕКТУ УРОКУ
З АНГЛІЙСЬКОЇ МОВИ ДЛЯ 3-го КЛАСУ**

**VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY
PEDAGOGICAL INSTITUTE**

Form teacher _____

Institute instructor _____

THEME: Wonderful World of Animals.

Written by: Stefiniv Oleksandra

Group: 56

Ivano-Frankivsk

2008

THEME: Wonderful World of Animals.

AIMS:

Educational: to expand pupils' knowledge about animals.

Practical: to develop pupils' listening and reading skills; to practice speaking dialogues and monologues; to develop the pupils' grammar comprehension (the Present Indefinite Tense – interrogative forms); to develop the pupils' creative and logical thinking in the process of communication.

Cultural: to cultivate love of nature and animals.

WORK FACILITIES: Pictures of domestic and wild animals, cards with cut sentences, cassette-recorder, text-books, copy-books.

The Procedure of the Lesson

I. Preliminaries

T.: Good morning, children! I am glad to see you again.

P-s.: We are glad to see you too.

T.: How are you today?

P-s.: Fine, thank you.

T.: I'm happy to hear that, now get everything ready for the lesson.

II. Conversational warm up

At our lesson we talk about animals and I'd like to read you some jokes about them. Please, listen to me attentively:

Playing monkeys

A Child: Mother, let's play monkey at the zoo!

Mother: Ok, what shall I do?

A Child: you can be the lady who gives them apples and sweets.

A lucky explore

T.: Look at the blackboard. There are some unfamiliar words there. Let's read and translate them together. (*Explorer, unarmed, pockets, rush, what will be, will be*). Now listen to the joke:

African explorer: on a fine day, not very long ago, I went out unarmed for a walk when suddenly I found myself face to face with a big tiger.

Friend: How frightening! What did you do?

African explorer: I looked at him, put my hands in my pockets, said, "what will be, will be", turned round and went home.

Friend: And didn't the tiger rush at once on you?

African explorer: He couldn't, I was in the Zoo.

T.: I think you enjoyed these jokes and you tell them to your friends and parents.

Main Part of the Lesson

III. Introduction

T.: today we shall continue our talk about animals. You will present your creative homework: drawings and descriptions of fantastic animals, we are going to learn more about animals' world, we'll train asking questions and prepare a project work. Let's begin. Imagine that we are in the forest, in the world among wild animals. Some of them are very beautiful and nice, kind, others are horrible and dangerous.

IV. Listening and Comprehension

T.: And now, guess the animals, what animals are these? Listen to me attentively:

1. This animal is a mammal. It is the biggest land animal in the world, it is grey and its skin is very thick. It has a very big body, large head and two very big ears. It has got a very long nose, which is called "trunk" and two white long teeth called "tusks". The animal has got small but nice kind eyes. It lives in Africa and India. What animal is it? Raise your hand if you are ready with the answer.

(Elephant) – answers one of the pupils.

2. It has two wings, two legs. It can sing. What is it? (It is a bird)

3. It has got a bushy tail. It is red and likes nuts. What is it? (It is a Squirrel)

4. It hasn't got legs. It can swim well. Cats like to eat it. What is it? (It is a fish)

5. It has got four legs. It walks very slowly. It can't run at all. What is it? (It is a turtle)

6. It has got long ears. It has got a short tail. It likes carrots and cabbages. It can run very quickly.

What is it? (It is a hare)

7. It can swim very well. It can jump well. It is green. It can eat flies. What is it? (It is a frog)

8. It is very small. It is grey. It has got long tail. Cats like to catch it. What is it? (It is a mouse)

9. It hasn't got legs. It lives in a desert. It is long. What is it? (It is a snake)

10. This animal lives in the sea. It is a fish. It may be very long. It has got many sharp teeth. It is very dangerous. What is it? (This fish is a shark)

T.: Thank you all for your attention. So we revised some animals. And now some of you will go to the blackboard and write these nouns for us. (one of the pupils goes to the blackboard and writes down some nouns; others check the spelling).

T.: Now take these cards and look at them. You can see the places where live different animals and some animals. Guess, where they live. You have to put a tick or a plus in the correct space.

	A frog	A snake	A fox	A wolf	A camel	A swan	A tiger
Water	*	*				*	
Jungles		*					*
Desert		*			*		
Forest		*	*	*			

V. Physical Warm up

T.: I see you are a bit tired, let's relax a little. Listen to me and do what I say:

Stand up! Hands up! Hands down!
 Show me your right hand!
 Show me your left hand!
 Right hand up!
 Right hand down!
 Left hand up!
 Left hand down!
 Right leg up!
 Right leg down!
 Left leg up!
 Left leg down!

T.: You may sit down.

VI. New Material Presentation

T.: Today we are going to continue working at the Present Indefinite Tense. We all remember that in order to build interrogative and negative sentences we need two auxiliaries words **do** for **I, You, We, They** and **does** for the third person singular – **He, She, It**. At this lesson we shall learn how to build interrogative sentences. Look at the blackboard and try to remember the word order in such sentences. Now we shall do some exercises, open your books at page 43, find Exercises 6 and 7. You will put a general question to every sentence, so one by one, please.

The pupils read sentences and put a general question to every sentence. The teacher listens to them and corrects their mistakes.

T.: Good, I hope all of you find it easy to build such sentences, so take these individual cards. You can see two sentences in it. Copy them into your copy-books and put questions to them. (The pupils do their task). Very well.

VII. Phonetic Warm Up

T.: Now we'll try to pronounce the sound [z] and learn new nouns "zebra", "zebu", "zoo" repeat after me: "zebra", "zebu", "zoo". Guess, what are these nouns? Right you are. It is so easy. Now look at the blackboard and let's read the poem together:

The Zoo
 I like to go to the zoo,
 To the zoo, to the zoo!
 Come with me to the zoo,
 To the zoo, to the zoo!

A Zebu lives in the zoo,
In the zoo, in the zoo!
A Zebra lives in the zoo.
In the zoo, in the zoo!

VIII. Summary

T.: So tell me which new words we learned at this lesson. Yes, you are right. And we also learned how to build a general question in the Present Indefinite Tense.

IX. Evaluation

T.: Thank you for your attention at the lesson. Your work today deserves such marks. (The teacher may announce the pupils' marks).

X. Homework Setting

T.: Please, write down your homework for the next lesson: page 45-46 exercise 8, 9, 10. You also have to learn the poem "The Zoo" by heart and to learn new words in writing.

See you next time, bye!

**ЗРАЗОК ЗАЛІКОВОГО КОНСПЕКТУ УРОКУ
З АНГЛІЙСЬКОЇ МОВИ ДЛЯ 4-го КЛАСУ**

**VASYL STEFANYK PRECARPATHIAN NATIONAL UNIVERSITY
PEDAGOGICAL INSTITUTE**

Form teacher _____

Institute instructor _____

THEME : APPEARANCE. SUMMER HOLIDAYS.

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Group: 58

Ivano-Frankivsk

2008

THEME: Appearances. Seasons.

AIMS:

- **Educational:** to teach new lexical items according to the subjects; to revise grammar material (usage of the Past and Present Indefinite Tenses; expressions There is / There are in statements, negative and interrogative sentences).

- **Practical:** to train pupils in retelling stories; to develop pupils' monologue speech and ability to communicate in pairs; to attract the pupils' attention to the intonation patterns (work with the cassette-recorder).

- **Cultural:** to teach them to love nature, to show them polite manners of listening and speaking.

WORK FACILITIES: text-books, exercise-books, individual cards, illustrated pictures, cassette-recorder, coloured pencils and sketch-books.

PROCEDURE OF THE LESSON:

Teacher: It is so nice to see you, boys and girls. I am happy to meet you after your holidays. I am sure you had a good time. I congratulate you on the beginning of the new school year. I wish you good luck in your studying. I also hope that you are glad to see me to. Let's revise our poem: "Good morning!" So, all together (the teacher speaks together with the pupils):

Good morning, good morning!

Good morning to you!

Good morning, dear teacher.

We are glad to see you!

VOCABULARY PRACTICE:

Teacher: Very good! Today we are going to talk about summer holidays. I am sure that all of you like summer holidays, now be ready to tell me why. And, please, tell me where you spent your holidays. (Pupils tell the teacher why they like summer holidays and where they spent them; the teacher tries to correct their mistakes). At the same time the teacher has some words written on the blackboard and asks the pupils to use them.

Words on the blackboard: at (to) the seaside, at home, at my grandparents', abroad, in town, in the country, in the mountains.

SPEAKING ACTIVITY:

The pupils tell a few sentences about their holidays. For example: I went to the sea. I spent my holidays with my parents. We visited new towns and met new people. The weather was good. I liked my holidays very much.

Teacher: Look at these words, please, read and translate them. (Pupils do what the teacher asked). Now make up your own sentences with them.

The pupils try to make up their own sentences in turn, according to the examples, written on the blackboard under the words. (Example: My family and I were at the sea. We were abroad.) The teacher controls the correctness of the fulfillment of the task.

Teacher: Now, answer my questions: (the teacher tries to ask the pupils who were silent):

Where did you go?

Who did you travel with?

What interesting places did you visit?

Did you like your holidays?

The pupils answer the teacher's questions.

LISTENING AND COMPREHENSION:

Teacher: Now I give each of you an individual card. Look at it. There is a short text in it. I am going to switch on our cassette-recorder and you will listen to the text and try to read it with the same intonation.

WORK WITH THE RECORDINGS:

The pupils look at the text and listen to the cassette-recorder.

My New Friend Joe Greenwood

This summer holidays my family and I went abroad. We visited Italy. We spent our holidays at the seaside. I met a new friend there. His name was Joe, Joe Greenwood. He was from Great Britain, from London. He was ten years old. He had a sister, a mother and a father.

Joe was a tall boy. He had dark brown hair and blue eyes. His sister Betty was short but she had blonde hair. She was very pretty and jolly. His mum was red with long hair. Mrs. Greenwood was very kind to me. Joe's father, Mr. Greenwood, was the tallest in the family.

Teacher: Let's read the text and pay attention to the intonation and the description of a boy, his sister, mother and father.

The pupils read the text.

Teacher: Now, please, ask each other questions and answer them.

The pupils ask questions:

Where did you spend your summer holidays?

What country did you visit?
Did you meet new friends?
What was the boy's name?
How old was the boy?
Where was he from? What was his nationality?
Was he tall?
What colour was his hair and eyes? Etc.

PHYSICAL WARMING UP:

Teacher: I see you are a bit tired. Let's do some exercises. Will you please stand up? Repeat after me and do what I do.

NEW MATERIAL PRESENTATION:

Teacher: Take your seats everybody and listen to me very attentively. Now I am going to teach you to build sentences with expressions "there is" and "there are". We already use them at our lessons but I'm going to tell you some new information. Look at the blackboard. (The teacher writes some sentences). Let's read the first statement:

There is a big lake near the town park.

Teacher: Put a general question to the statement (the teacher asks one pupil and he/she answers):

Is there a big lake near the town park?

Teacher: very well, now, please, put the question to the subject. (The pupil makes up the question and the teacher corrects if necessary):

What is there near the town park?

Teacher: please, revise how to build a special question. (the pupil tries to make up a special question):

Where is there a big lake?

Teacher: Good, thank you. Now I'm going to show you how to make up alternative and disjunctive questions to this statement. Look here!

Is there a big lake or a small lake near the town park?

Is there a big lake or river near the town park?

Is there a big lake near the town park or the town hall?

All these are alternative questions to this sentence. Now we are going to build a disjunctive question it can be only one:

There is a big lake near the town park, isn't there?

Pay attention to the word order in these questions. Now think of your own one example. So you must make up a statement and an alternative question and a disjunctive question to it and write them into your exercise-books.

The pupils make up sentences and write them down.

PHONETIC WARMING UP:

Teacher: Ready? Good. Now repeat after me: Why do you cry Willy? Why?

SUMMARIZING:

Teacher: did you like today's lesson? What did we do? What new did you learn? (The pupils answer the teacher's questions).

EVALUATION:

I must admit that all of you were very active I like that. Your marks are as follows: ... (the teacher give the pupils their marks and comments on them if necessary).

HOMEWORK SETTING:

Teacher: your homework for the next time is as follows, write it down, please:

- 1) to make up a description of your own family in writing, using the words from the text about Joe Greenwood.
- 2) To prepare a short topic "My Summer Holidays" orally, using vocabulary notes.
- 3) To do Ex. 4, 5 at page 4-5 according to the models.

ДИДАКТИЧНІ МАТЕРІАЛИ

Ігри під час навчального процесу

Важливість рольових ігор у навчальному процесі відзначали як і українські так і зарубіжні вчені. Особливо важливим та плідотворчим є цей вид роботи зі школярами початкової школи. Доповнюючи традиційні способи навчання, ігри сприяють мимовільному засвоєнню лексики, граматичних конструкцій, поглибленню набутих знань, використанню їх у різних видах мовленнєвої діяльності: аудіюванні, читанні, говорінні та письмі.

Вчителі використовують гру як безцінний засіб передачі школярам граматичного чи лексичного матеріалу. З її допомогою можна здійснювати контроль за правильністю оволодіння визначеним матеріалом учнями. Перед тим як пропонувати таке завдання школярам, студентів-практикантів доцільно поставити перед собою наступні запитання: *Що я хочу навчити школярів за допомогою цієї гри? або Які здібності я хочу перевірити у школярів у процесі гри?* і т. п. З відповідей на такі запитання стають очевидними завдання, які ставить перед собою студент чи вчитель у цьому виді роботи.

Пропонуємо до вашої уваги різноманітні ігри та цікаві завдання, що активізують усі види мовленнєвої діяльності учнів та можуть бути використані як для індивідуальної так і для групової роботи.

Даний посібник має на меті допомогти студентів-практикантів чи молодому вчителю урізноманітнити процес вивчення англійської мови на уроці. Студент-учитель самостійно може скласти аналогічні завдання, відповідно до матеріалу, що вивчається, враховуючи рівень знань школярів, їх інтереси та захоплення, беручи за основу запропоновані ігри.

Ігри радимо використовувати на різних етапах роботи зі школярами: на початку уроку з метою введення учнів у іншомовну атмосферу, для пояснення нового матеріалу, закріплення навиків та повторення вивченого, для короткого відпочинку у формі гри (warming up period) тощо. Використання ігор є хорошим доповненням та урізноманітненням роботи під час факультативних занять, конкурсів, змагань, творчих вечорів у школі тощо.

“MEMORY GAME”

I. Гра може застосовуватись під час уроків з учнями 3-4 класів з використанням різних відомих їм граматичних часів.

II. Форма роботи – групова.

III. Завдання: - повторити граматичну тему The Past Indefinite Tense; - повторити і активізувати лексичні одиниці по темах “My Working Day”, “Time”; - розвивати уміння спонтанного мовлення; - Виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: One of the pupils begins the story and the others have to make up their own sentences to continue the story. Pupils work in small groups every of which makes up its own story. The pupil who starts the story tells one sentence, the second repeats the previous sentence and adds his own one and so on. The last representative of the group repeats all sentences and adds his/her final sentence. The winner is the group whose final pupil made the fewest mistakes in the story.

“DAILY LIFE”

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – групова.

III. Завдання: - повторити і активізувати лексичні одиниці по темах “My Working Day”, “Time”; - розвивати уміння спонтанного мовлення; - розвивати здатність запам’ятовувати слова; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the class into two teams and writes three columns on the blackboard: morning, afternoon, evening. The pupils in turn call a word or a word composition according to the topic “Daily Life” and write them down in the necessary column. Each team has to say and write down as many words as they can on the topic. The winner is the team which representatives have written more words. The teacher controls the correctness of the pronunciation and spelling.

“SCHOOL THINGS”

I. Гра розрахована на учнів 2-4 класів.

II. Форма роботи – групова.

III. Завдання: - повторити і активізувати лексичні одиниці по темі “School things”; - розвивати уміння спонтанного мовлення; - розвивати здатність запам’ятовувати слова; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the class into two teams and takes 10 different things from 10 pupils (for example: a pen, a pencil, a sketch-book, a pencil-sharpener and so on) and tells the pupils to name these subjects. After the pupils name all the things the teacher takes one of the things and asks the pupils whose this is. The pupil who gives the correct answer does the teacher’s role and asks the rest pupils whose the next thing is. For example:

Leader: Whose book is it?

Pupil: It is Lena’s book.

Leader: You are right.

“VERB TENSES”

I. Гра розрахована на учнів 4 класів.

II. Форма роботи – групова.

III. Завдання: - повторити і активізувати вивчені учнями дієслова та способи їх утворення у трьох граматичних часах; - розвивати уміння спонтанного мислення і мовлення; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the class into three groups. One representative from each group comes to the blackboard. The teacher offers a verb with which one of the players has to make up a sentence in the Present Simple. The second pupil transforms this sentence in the Past Simple and the third opponent – in the Future Simple. For example:

Pupil 1: Ann plays tennis very well.

Pupil 2: Ann played tennis very well.

Pupil 3: Ann will play tennis very well.

The teacher together with the rest of the pupils controls the correctness of the sentences. Then the teacher changes the pupils. The winner is the team whose members had the most correct sentences.

“ROBIN”

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – індивідуальна.

III. Завдання: - повторити і активізувати вивчений учнями вірш; - розвивати уміння спонтанного мислення та написання слів; - виховувати культуру мовленнєвої поведінки та прививати любов до хорошої емоційної мовленнєвої інтонації.

IV. Порядок роботи: The teacher gives the pupils cards for individual work and reads the poem “Robin”:

Robin, Robin, what a man!

He eats as much as no one can.

He ate a lot of fish.

He ate a lot of meat.

He ate a lot of ice-cream and sweet.

He ate a lot of porridge and ten eggs.

And all the cookies mother had.

He drank a lot of juice and he ate a cake.

Then he said: "Oh! I have a stomachache".

The pupils listen to the poem and fill the gaps with the words from the box. For example:

Cake, cookies, meat, porridge, juice, eggs, ice-cream, sweet, fish
--

Robin, Robin, what a man!

He eats as much as no one can.

He ate a lot of _____.

He ate a lot of _____.

He ate a lot of _____ and _____.

He ate a lot of _____ and ten _____.

And all the _____ mother had.

He drank a lot of _____ and he ate a _____.

Then he said: "Oh! I have a stomachache".

Then the pupils read and translate the poem and the teacher gives them marks.

"MY FAMILY. A FAMILY TREE"

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – індивідуальна.

III. Завдання: - повторити і активізувати лексичні одиниці до теми "MY FAMILY. A FAMILY TREE"; - розвивати уміння спонтанно складати речення з активною лексикою; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher shows the pupils cards with the members of the family and names the words. The pupils listen to the teacher and repeat the words after the teacher all together. Then the teacher shows the pupils the scheme of a family tree on the blackboard and offers the pupils to finish the sentence. For example:

Teacher: My grandparents are my grandmother and my grandfather.

Family tree

Grandparents, grandmother, grandfather, parents, mother, father, aunt, uncle, husband, cousins, children, sister, brother, nephew, niece, son, daughter.
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Then the teacher gives each pupil a mark for the correctness of the answers and asks to draw a family tree for homework.

"FOOD"

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – індивідуальна.

III. Завдання: - повторити і активізувати лексичні одиниці до теми “Food”; - практикувати вимову активної лексики; - розвивати уміння спонтанного мислення та написання слів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher prepares picture of different food for this game (Pictures of an apple, a carrot, a peach, a pear, a cherry a piece of meat, cheese and so on). During this game the teacher takes a picture and closes it with another piece of paper and shows it to the pupils slowly opening it. The pupils try to guess what is painted in the picture. Then the pupils name the thing all together. The teacher may also ask about the colour of the thing. For example:

Teacher: What is it?

Pupil: It is a cherry.

Teacher: What colour is the cherry?

Pupil: The cherry is red.

“GRAMMAR GAME”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи – групова.

III. Завдання: - повторити граматичну тему: ступені порівняння прикметників; - повторити активну лексику, - розвивати уміння спонтанного мислення та мовлення; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the class into two groups and calls some adjectives. The groups answer in turn. Each group has to say correctly all the degrees of comparison of the given adjective. The group gets one score for each correct answer. The winner is the group which scored the most. Adjectives: low, big, happy, hot, wet, silly, warm, cold, narrow, short, long, sad, old, young, busy, strong, weak...

“MANY/MUCH GAME”

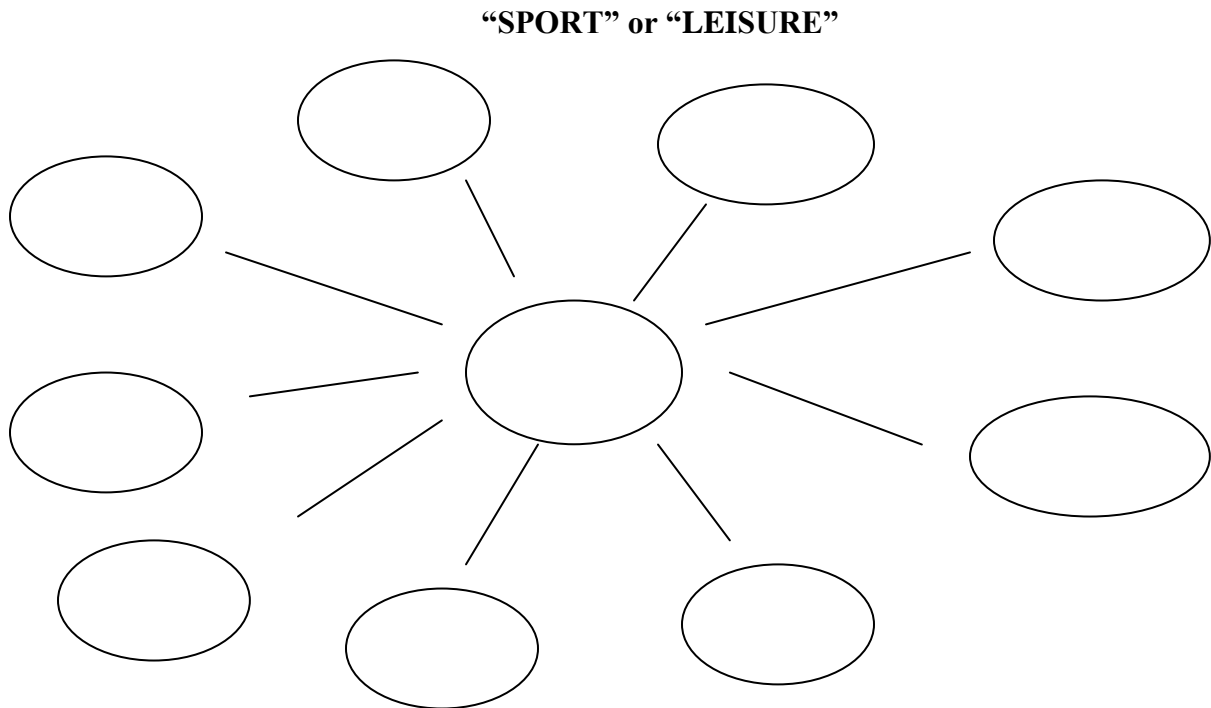
I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – індивідуальна.

III. Завдання: - повторити граматичну тему злічувальних та незлічувальних іменників та відповідно вживання прислівників many/much; - повторити лексику, вживаючи іменники будь-якої теми; - практикувати вимову активної лексики; - розвивати уміння спонтанного мислення та мовлення; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the blackboard into two columns: countable nouns and uncountable nouns. The teacher asks a pupil to come up to the blackboard and to write a word (noun) in the correct column. Then the teacher starts to read nouns. Another pupil has to make up a sentence using words **many/much** with the written on the blackboard nouns. The teacher chooses some pupils and gives them marks for their answers.

MANY	MUCH
Apple Egg Carrot	Meat Juice water



Skate, sledge, ski, jump, run, swim, football, tennis, basketball, hockey, skip, volleyball, climb...
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I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи – індивідуальна.

III. Завдання: - повторити і активізувати лексичні одиниці до теми “Sport”, “Leisure”; - розвивати уміння спонтанно складати речення з активною лексикою; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher gives the pupils cards with the diagram and the word “sport” or “leisure” in the middle. Each pupil has to fill gaps in the diagram with the words concerning the offered topic. Under the diagram the pupils are to make up two or three sentences with the words. The teacher marks the pupils’ works.

Such game may be offered every time you need revise some lexical material.

“MY HOBBIES”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи – індивідуально-групова.

III. Завдання: - повторити і активізувати лексичні одиниці до теми “Leisure”; - розвивати уміння спонтанно складати речення з активною лексикою; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher offers the pupils to talk about their leisure time. One of the pupils has to make up one simple sentence and the others have to repeat the sentence and add their sentences. The pupil who can repeat all sentences without mistakes and add his own sentence will win the game.

“JIGSAW SENTENCES”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи – групова.

III. Завдання: - повторити граматичну тему Теперішній неозначений час; - розвивати уміння спонтанно складати речення розповідні та запитальні з активною лексикою; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher divides the class into some small groups. Each group gets cards with tasks. The teacher gives the instructions to the game. There is a set of sentences in every card. Each group has to make up questions and find the answers. Examples of cards:

Make up sentences and find the answers:

- | | |
|---------------------|-----------------------------|
| 1. When do you have | do you like the best? |
| 2. What holiday | your birthday party? |
| 3. What presents | many friends to your party? |
| 4. Do you invite | do you like most of all? |

I have it in October.

I like Christmas.

Yes, I do. Because I have many.

I like everything, books, toys, sweets.

The representatives of each group try to make up questions and find the answers as quick as possible. As soon as the group is ready with the task the pupils call the teacher to check it. When all the groups are ready they read questions and answers together and translate them. Then the teacher marks the most active pupils of each group.

“FINDING THE WAY”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити граматичну тему Теперішній неозначений час; - повторити прийменники руху та місця; - розвивати уміння граматично правильно складати речення з активною лексиною; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher gives each pair of pupils the plan of the town where Helen's house is marked. The pupils' task is to find Helen's house on the plan and tell the class the way Helen goes from her house to school. The pupils have to use propositions of direction and place and name different public places on the plan which Helen passes on her way to school.

Key words: go, pass, notice, see, turn, cross; to the left (right), across, next to, near, opposite, in front of, to, up (down) the street, on the way.

The pupils try to write down this plan in their exercise-books. When they are ready with the tasks the teacher checks them and announces the pupils' marks.

“MEANS OF TRAVELLING”

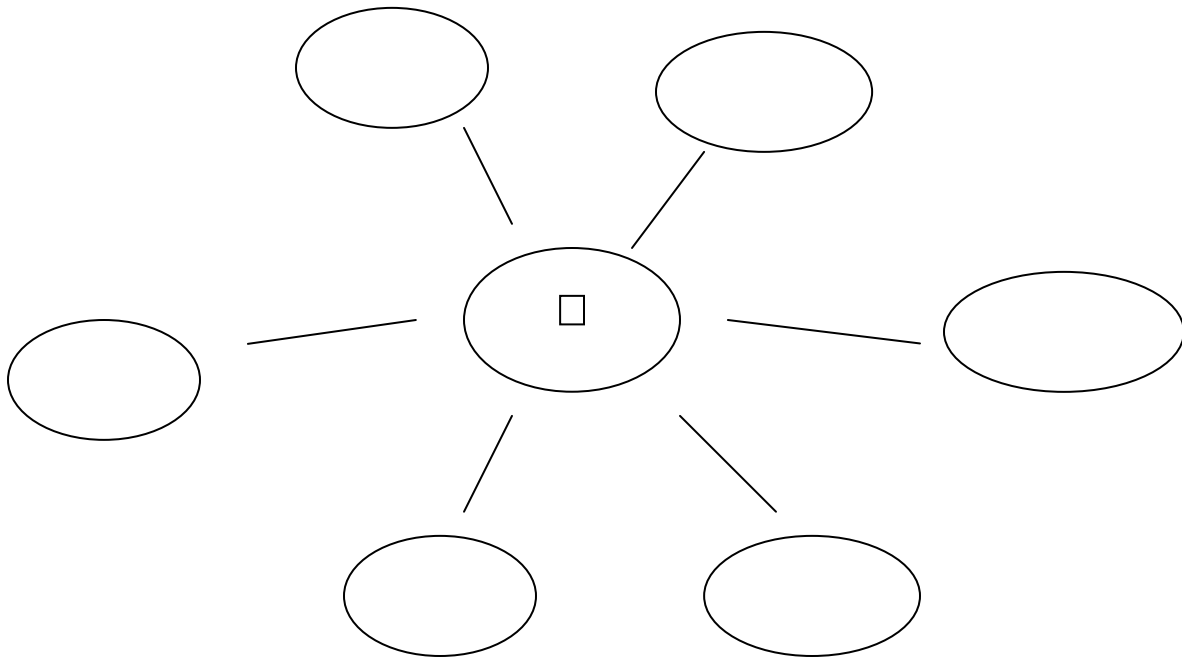
I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи –парна.

III. Завдання: - повторити лексичні одиниці до теми ‘Travelling’; - повторити використання прийменника **by, on** з різними засобами транспортного руху; - розвивати вміння граматично правильно скласти речення з активною лексикою; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher gives each pair of pupils the following diagram.

The pupils have to write which means of travelling they remember and to make up four sentences per pair using active vocabulary of the topic ‘Travelling’. The winner is the pair who is the first with the task.



“VERB BINGO”

I. Гра розрахована на учнів 3 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити використання неправильних дієслів у Past Simple, Present Simple; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher asks the pupils to draw a table with nine squares in their exercise-books. The pupils can see the example of the table on the blackboard. The pupils are to write all the verbs which are written on the board into the table and cover any three squares with a sheet of paper. The teacher reads the past forms of the verbs. The pupils' task is to cover the present forms of the verbs they hear in their exercise-books. The first pupil to cover all the verbs wins.

“SEASONS AND WEATHER”

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити й активізувати лексичний матеріал тематики “Seasons and weather” в усній і письмовій формах; - розвивати пам'ять учнів; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher asks the pupils to draw a table of four columns in their exercise-books.

spring	summer	autumn	winter

Under each season the pupils have to write six adjectives concerning this season. Three pupils who are the first are the winners and get their marks according to the correctness of the spelling.

“A GROUP STORY”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи –групова.

III. Завдання: - повторити й активізувати лексичний матеріал тематики “Seasons and weather” в усній формі; - розвивати пам'ять учнів та їх здатність висловлювати свою думку без попередньої підготовки; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher announces the topic. The instructions to the game are: the first pupil starts the game saying the first sentence about the present weather. Every pupil will have to add a sentence to make a story. The pupil who will fail to add a sentence quits the game. The pupil who will say the last sentence is the winner.

For example: I like today’s weather. It is warm. Of course, because it is spring. ...

“SCHOOL LIFE”

I. Гра розрахована на учнів 3-4 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити й активізувати лексичний матеріал тематики “School life” в усній та письмовій формах; - розвивати пам'ять учнів та їх здатність висловлювати свою думку без попередньої підготовки; - розвивати навички транскрибування слів англійською мовою; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher announces the topic and gives individual cards to every pupil. The instructions to the game are to choose the words to the topic “School life”. Give the transcription to the first eight words. Make up three sentences using active vocabulary.

choose the words on the topic “School life”

classroom, meet, study, gym, library, laugh, talk, difficult, work, poor, live, leave, blackboard, favourite, pencil, apples, comfortable, weather, summer, carpet, headmaster, lesson, song, uniform, jam, age, easy.

“ANIMALS”

I. Гра розрахована на учнів 2-3 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити й активізувати лексичний матеріал тематики “Animals” в усній та письмовій формах; - розвивати пам'ять учнів та їх здатність висловлювати свою думку без попередньої підготовки; - розвивати навички транскрибування слів англійською мовою; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher gives the pupils individual cards with questions. The pupil's task is to choose the correct animal and give the transcription to the word. The first three pupils who are ready with the task are the winners.

Read the questions and choose the correct answer:

1. Which animal can swim?
a) a rabbit; b) a sheep; c) a crocodile;
2. Which animal can jump?
a) a kangaroo; b) a hen; c) a crocodile;
3. Which animal can't climb trees?
a) a lion; b) a cat; c) a dog;
4. Which animal can eat another animal?
a) a pig; b) an elephant; c) a tiger.

“LET'S MATCH”

I. Гра розрахована на учнів 1-2 класів.

II. Форма роботи –індивідуальна.

III. Завдання: - повторити й активізувати лексичний матеріал тематики “Animals” (та інших, вивчених учнями тем) в усній та письмовій формах; - розвивати пам'ять учнів та - розвивати навички транскрибування слів англійською мовою та їх перекладу; - виховувати культуру мовленнєвої поведінки.

IV. Порядок роботи: The teacher gives the pupils individual cards where in two columns pupils can see words / word combinations in one column and asks to match translation / transcription in the second column. The first 5-6 pupils are given marks or verbal evaluation. Then the pupils read the words all together. Example 1:

A book	сумка
--------	-------

A table	вікно
A bag	Книжка
A window	стіл
A flower	Кіт
A desk	альбом
A pen	парта
An album	квітка
An apple	ручка
A cat	яблуко

Example 2. Make up word-combinations:

An exercise	sharpener
A photo	book
A pencil	yard
A sketch	book
A pencil	ground
A school	box
A play	sill
A class	album
A window	room
A flower	jam
An apple	clock
An alarm	bed
A school	gym
A sport	bag

Віршики та лічилки англійською мовою

Розвиваємо пам'ять !!!

The school

The school has doors that open wide,
And friendly teachers wait inside.
Hurry, hurry, let's go in,
For soon the lessons will begin.

Robin

Robin, Robin, what a man!
He eats as much as no one can.
He ate a lot of fish.
He ate a lot of meat.
He ate a lot of ice-cream and sweet.
He ate a lot of porridge and ten eggs.
And all the cookies mother had.
He drank a lot of juice and he ate a cake.
Then he said: "Oh! I have a stomachache".

When Mum is out

Father: Children, where are you?

Kate: Here I am, Dad.

F: Where is John?

K: He is eating sweets.

F: Sweets? What are you doing?

K: I am eating crisps?

F: What about supper? Have we got supper?

K: No, we haven't.

F: Why? Where is Mum?

K: She is out.

F: Where is our dog? What is he doing?

K: He is eating your supper.

The Farmer in the Dell



The farmer in the dell,
The farmer in the dell,
Heigh-ho, the derry-o,
The farmer in the dell.

The farmer takes a wife,
The farmer takes a wife,
Heigh-ho, the derry-o,
The farmer takes a wife.

The wife takes a child,
The wife takes a child,
Heigh-ho, the derry-o,
The wife takes a child.

The child takes a nurse,
The child takes a nurse,
Heigh-ho, the derry-o,
The child takes a nurse.

The nurse takes a dog,
The nurse takes a dog,
Heigh-ho, the derry-o,
The nurse takes a dog.

The dog takes a cat,
The dog takes a cat,
Heigh-ho, the derry-o,
The dog takes a cat.

The cat takes a rat,
The cat takes a rat,
Heigh-ho, the derry-o,
The cat takes a rat.

The rat takes the cheese,
The rat takes the cheese,
Heigh-ho, the derry-o,
The rat takes the cheese.

The cheese stands alone,
The cheese stands alone,
Heigh-ho, the derry-o,
The cheese stands alone.

Traveller

- Pussy-cat, pussy-cat,
Where have you been?
- I've been to London
To look at the Queen.
- Pussy-cat, pussy-cat,
What did you do there?
- I frightened a little mouse
Under the chair.

Evening and morning

Evening and morning are grey,
Send the traveler on this way;
Evening grey and morning red,
Bring the rain upon the head.

Three Little Kittens

Three little kittens,
They lost their mittens,
And they began to cry,
- Oh, mother dear,
We greatly fear
Our mittens we have lost
- Lost your mittens,
You naughty kittens!

Then you will have no pie.

- Miew, miew, miew!
- No, you will have no pie!

Three little kittens

They found their mittens,

And they began to cry,

- Oh, mother dear,

See here, see here,

Our mittens we have found!

- Found your mittens ,
You clever kittens,
Then you will have some.
Purr, purr, purr!
Oh, let us have some pie.

Humpty Dumpty



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,
Couldn't put Humpty together again

Days in the Month

Thirty days have September,
April, June and November;
All the rest have thirty-one,

February has twenty-eight alone
But the leap year comes once in four
Gives February one day more.

Stand up!

Stand up!	Take a pen!
Stand still!	Write a word “the sun”!
Sit down!	Take a book!
Sit still!	Read a text!
Look at the window!	Go to the door!
Show me your pencil!	Open the door!
Open your bag!	Go to the table!
Take a ruler!	Clean the desk!

Stand up! Hands up!

Stand up! Hands up! Hands down!
Show me your right hand!
Show me your left hand!
Right hand up!
Right hand down!
Left hand up!
Left hand down!
Right leg up!
Right leg down!
Left leg up!
Left leg down!

Ten Toys

Ten Toys I Love the Best

One dog is under the tree.

Two geese are for you and me.

Three sheep are near the door.

Four puppies are on the floor.

Five hens are in the box.
Six chickens and a horse.
Seven cows are near the house.
Eight cats and a mouse.
Nine birds are in the nest.
Ten toys I love the best!

Clap, clap, clap your hands!

Clap your hands together!

We are clapping,

We are clapping,

We are clapping our hands!

Stamp, stamp, stamp your feet!

Stamp your feet together!

We are stamping,

We are stamping, we are stamping our feet!

Poem to a TRUE friend to show you are happy

If you're friendly and you know it,
clap your hands.
If you're friendly and you know it,
clap your hands.

If you're friendly and you know it,
and you really want to show it,
If you're friendly and you know it,
clap your hands!

Jack, be nimble!

Jack, be quick!

Jack, jump over

The candlestick.

Autumn

Autumn, autumn, autumn!

The summer is over,
The trees are bare,
There is mist in the garden
And frost in the air!

The Zoo

I like to go to the zoo,
To the zoo, to the zoo!
Come with me to the zoo,
To the zoo, to the zoo!
A Zebu lives in the zoo,
In the zoo, in the zoo!
A Zebra lives in the zoo.
In the zoo, in the zoo!

Deedle, Deedle Dumpling!

Deedle, deedle dumpling
My son John,
He went to bed with his stockings on.
One shoe off
And one shoe on,
Deedle, deedle, dumpling
My son John!

My Bonnie



My bonnie lies over the ocean.
My bonnie lies over the sea.
My bonnie lies over the ocean.
O bring back my bonnie to me.

Bring back, bring back,
Bring back my bonnie to me, to me.
Bring back, bring back,
Bring back my bonnie to me.

I can run, I can jump,
I can draw and I can play,
I can do it this way,
I can do it that way,
I can do it any way!

How Many?
How many seconds in a minute?
Sixty and no more in it.
How many minutes in an hour?
Sixty for sun and flower.
How many hours in a day?
Twenty-four for work and play.
How many months in a year?
Twelve the calendar makes clear.

Whistle
“Oh, where is my whistle?”
Asked Willy one day.
“My dear little whistle,
My dear little, white whistle,
My little dear, white little
Whistle,” I say.
“Why, here is your whistle;”
His brother replied.

I like to read,
I like to play,
I like to study every day.
I like to jump,

I like to run,
I like to play.
It's fun!

My Plans

On Monday I shall buy a tool,
On Tuesday I shall make a stool,
On Wednesday I shall read a book,
On Thursday I shall try to cook
Something very, very sweet
For my little brother Pete.
On Friday I shall brush my hat,
On Saturday I shall dust my flat,
On Sunday if the weather's good
I shall go into the wood.

Old MacDonald Had A Farm 🎵



Old MacDonald had a farm, E I E I O,
And on his farm he had a cow, E I E I O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, everywhere a moo moo.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a pig, E I E I O.
With an oink oink here and an oink oink there,
Here an oink, there an oink, everywhere an oink oink.
Old MacDonald had a farm, E I E I O.

Old MacDonald had a farm, E I E I O,
And on his farm he had a duck, E I E I O.
With a quack quack here and a quack quack there,

Here a quack, there a quack, everywhere a quack quack.
Old MacDonald had a farm, E I E I O

The Ninth of May

The sun is so bright today,
Because it is the ninth of May.
The sky is so blue today,
Because it is the ninth of May.
And we are so gay,
Because it is a Victory Day!

My Dear Mummy

My dear, dear Mummy.
I love you very much.
I want you to be gay
On the Mother's Day.
Be happy and gay
On the Mother's Day!

A Riddle

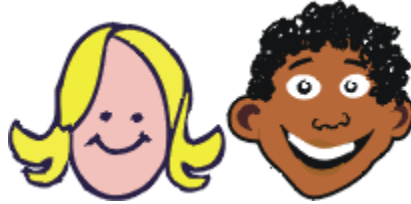
I have a face,
I have a little hand,
I have a big hand,
My face is white,
My hands are black.
I have no feet,
I can run.
What am I?

My Sister

My sister is pretty, my sister is nice.
She has a short nose and beautiful eyes.

Her full lips are rosy, her cheeks are rosy too.
Her little face is round, her ears are small.
I love my dear sister best of all.

If You're Happy and You Know It 🎵



If you're happy and you know it clap your hands. (clap clap)
If you're happy and you know it clap your hands. (clap clap)
If you're happy and you know it then your face will surely show it;
If you're happy and you know it clap your hands. (clap clap)

If you're happy and you know it tap your toe. (tap tap)
If you're happy and you know it tap your toe. (tap tap)
If you're happy and you know it then your face will surely show it;
If you're happy and you know it tap your toe. (tap tap)

If you're happy and you know it nod your head. (nod nod)
If you're happy and you know it nod your head. (nod nod)
If you're happy and you know it then your face will surely show it;
If you're happy and you know it nod your head. (nod nod)

My Brother

My brother is handsome, my brother is nice
He has a straight nose and beautiful eyes.
His full lips are red, his cheeks are red too.
His face is oval, his ears are small.
I love my dear brother best of all!

The Weather

Whether the weather is cold,
Whether the weather is hot,

Whether the weather is fine,
Or whether the weather is not.
Whatever the weather,
We must weather the weather
Whether we like it or not.

Sea

A sailor went to the sea. To the sea?
What could he see?
And all he could see
Was the sea and sea and sea.

Good morning, good morning

Good morning, good morning,
Good morning to you!
Good morning, good morning,
We are glad to see you!

Little Boy Blue

Little boy blue,
Come blow your horn,
The sheep are in the meadow
The cows are in the corn.
Where is the little boy?
Who looks after the sheep?
He is under the haystack
Fast asleep.

Nick and Andy



Nick and Andy,
Sugar and candy,
I say stoop!
Nick and Andy,
Sugar and candy,
I say stand up!
Nick and Andy,
Sugar and candy,
I say run out!

A Family

Father Duck goes for a swim,
And Mother Duck comes out with him.
And behind them, clean and trim,
Seven little ducklings swim,
Seven little yellow balls.
“Quack, quack, quack,” the mother calls.
What a pretty sight they make,
Swimming on the sunny lake!

One, one, one

One, one, one:
Little dogs run.

Two, two, two
Cats see you.

Three, three, three
Birds in a tree.

Four, four, four
Rats on the floor.

Bed in Summer

In winter I get up at night
And dress by yellow candlelight.
In summer quite the other way,
I have to go to bed by day.
I have to go to bed and see
The birds still hopping on the tree;
Or hear the grown-up people feet
Still going past me in the street.
And does it not seem hard to you,
When all the sky is clear and blue;
And I should like so much to play
I have to go to bed by day.

Good Night

Good night, father.
Good night, mother.
Kiss your little son!
Good night sister,
Good night, brother.
Good night, everyone!

Clouds

White sheep, white sheep
On a blue hill,
When the wind stops
You all stand still.
You walk far away
When the winds blow.

White sheep, white sheep
Where do you go?

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water,
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and home he ran,
As fast as he could caper.
There his mother bound his head,
With vinegar and brown paper.

The Lazy Son

The sun is shining, the day is fine,
But Johnny, the lazy son of mine,
Is still in bed and it's half past nine.

Let's Laugh and Sing

Let's laugh and sing,
Dancing in a merry ring,
Jolly happy let us be,
The best children we must be.

The Bird House

Little bird, little bird,
Look at me!
I have a bird-house.
Oh, come and see.
Little boy, little boy,
Under the tree,
I like this house,
Give it to me.

Too early for Mother

Tip, tip, toe, here we go;

Tip, tip, toe, quiet and slow;
Tip, tip, toe, across the floor
Tip, tip, toe, by mother's door.

The Cat and the Mouse

Cat: Little mouse, little mouse,
Where is your house?

Mouse: Little cat, little cat,
I have no flat.

I am a poor mouse,
I have no house.

Cat: Little mouse, little mouse,
Come into my house.

Mouse: Little cat, little cat,
I cannot do that, you want to eat me.

Let's Count

I say "one" and I throw the ball,
I say "two" and I throw the ball,
I say "three" and I throw the ball,
I say "four" and I throw the ball,
I say "five" and I throw the ball,

This Old Man



This old man, he played one;
He played knick-knack on my thumb.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played two;
He played knick-knack on my shoe.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played three;
He played knick-knack on my knee.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played four;
He played knick-knack on my door.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played five;
He played knick-knack on my hive.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played six;
He played knick-knack on my sticks.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played seven;
He played knick-knack up in heaven.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played eight;
He played knick-knack on my gate.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played nine;
He played knick-knack on my spine.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

This old man, he played ten;
He played knick-knack once again.
With a knick-knack, paddy whack,
Give a dog a bone;
This old man came rolling home.

One and Two

One, two,
What must I do?
Three, four,
Close the door.
Five, six,
Look at the chicks.
Seven, eight,
Put the plate.
Nine, ten,
Buy our hen.

I Like to Run

I Like to Run
Out in the sun
It is such a fun
To run and to run.

Catch Me

I am a mouse,
You are a cat;
One, two, three,
You catch me!

In Summer and in Winter

“In cold winter I ski and skate”, says little Kate.
“In hot summer I like to swim”, says little Jim.
“And what do you do in warm spring?”

“In spring we like to play and sing.”

Mother’s Birthday

Happy birthday to you,
Happy birthday to you,
Happy birthday, dear mommy,
Happy birthday to you!
I thank you, my dears,
I thank you, my dears,
I thank you, my dear children,
I thank you, my dears!

Rain

Rain, rain, go away,
Come again another day.
Mary and I like to play!
Rain, rain, go away,
Come on mother’s washing day,
Mary and I want to play!

Twinkle, Twinkle, Little Star 🎵



Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveler in the dark
Thanks you for your tiny spark;
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

As your bright and tiny spark
Lights the traveler in the dark,
Through I know not what you are,
Twinkle, twinkle, little star.
Twinkle, twinkle, little star,
How I wonder what you are!

Up and Down

Bend your head, bend your knees,
Grow as tall as New Year trees.
On your knees slowly fall,
Curl yourself into a ball.
Raise your head, jump up high,
Wave your hand and say “good-bye”!

All about me

Ten little fingers, ten little toes.
Two little ears and one little nose,
Two little blue eyes that shine so nice

And are always so bright;
And one little mouth to kiss mum good night.

I Have Two Legs

I have two legs with which I walk;
I have a tongue with which I talk
And with it too I eat my food and tell
If it is bad or good.

There is a little girl

There is a little girl
And she has a little curl
Right down the middle of her forehead.
When she is good,
She is very, very good.
But when she is bad, she is horrid.

Donkey

Donkey, Donkey old and grey,
Open your mouth and gently bray.
Lift your ears and blow your horn,
To wake the world on sleepy morning.

Row, Row, Row Your Boat 🎵



Row, row, row your boat
Gently Down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Little Sister

Get up, little sister:

The morning is bright.

The birds are all singing

To welcome the sunlight.

My Teddy-Bear

My Teddy's fur is soft and brown,

His legs are short and fat;

He walks with me all round the town

And never wears a hat.

My Teddy keeps me warm in bed,

I like his furry toes;

I like his darling little head,

His pretty little nose.

Pease Porridge Hot



Pease porridge hot!

Pease porridge cold!

Pease porridge in the pot

Nine days old.

Some like it hot,

Some like it cold,

Some like it in the pot

Nine days old!

The Sun Is Shining

The sun is shining, the flowers are blooming,
The sky is blue, the rains are few.
The sky is blue, the rains are few.
The snow is falling, the wind is blowing,
The ground is white, all day and all night.
The ground is white, all day and all night.

In the Merry Month of May

In the Merry Month of May
All the little birds are gay.
They all hop and sing and say:
“Winter days are far away,
Welcome, welcome, merry May!”

In the Merry Month of May
All the violets are gay.
They all dance and sing and say:
“Winter days are far away,
Welcome, welcome, merry May!”

In the Merry Month of May
All the little children are gay,
They all laugh and sing and say:
“Winter days are far away,
Welcome, welcome, the first of May!”

My Dear Mummy

My dear, dear mummy!
Let me kiss your face,
I want you to be happy
Today and always!
Be happy, be happy,
Today and always!
Be happy, be happy,

Today and always!

Pat-a-cake, Pat-a-cake 🎵



Pat-a-cake, pat-a-cake, baker man.
Bake me a cake as fast just as you can.
Roll it and pat it and mark it with B,
And put it in the oven for baby and me!

Good-bye, Children

Good-bye, Children,
Good-bye, Children,
Good-bye, Children,
We are all going home!

Merrily we walk along,
Walk along, walk along.
Merrily we walk along,
Singing a fine song!

Baa, Baa, Black Sheep 🎵



Baa, baa black sheep

Have you any wool
Yes sir, yes sir

Three bags full.

One for my master
And one for my dame
And one for the little boy
Who lives down the lane.

The Seasons

Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white!

Ten Little Indian Boys

One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, Eight little, nine little Indians,
Ten Little Indian Boys!

Ten little, nine little, eight little Indians,
Seven little, six little, five little Indians,
Four little, three little, two little Indians,
And one little Indian!

In and Out the Windows

In and Out the Windows,
In and Out the Windows,
In and Out the Windows,
As you have done before.

Walking through the village,
Walking through the village,
Walking through the village,

As you have done before.

Stand and face your little friend,

Stand and face your little friend,

Stand and face your little friend,

As you have done before.



I'm A Little Teapot 🎵

I'm a little teapot
Short and stout
Here is my handle
Here is my spout

When I get all steamed up
Hear me shout:
Tip me over
and pour me out!

What's your name?

How do you feel, how do you feel?
Now tell me, please, how do you feel?
I don't feel well, I don't feel well,
I don't feel well, that's how I feel.
Where do you live, where do you live?
Now tell me please, where do you live,
I live in Kyiv, I live in Kyiv,
I live in Kyiv, that's where I live.

Peer-A-Boo

Baby's gone, where is he?

Peer-A-Boo, now I see.

Gone again, where, oh, where?

Peer-A-Boo, I found it there.

I'm six years old

I'm six years old,

And oh so big!

I can reach up this high;

When you were only six old

Were you as tall as I?

On a cold and frosty morning

This is the way we wash our hands,

Wash our hands, wash our hands,

This is the way we wash our hands,

On a cold and frosty morning.

This is the way we wash our face,

Wash our face, wash our face,

This is the way we wash our face,

On a cold and frosty morning.

This is the way we comb our hair,

Comb our hair, comb our hair,

This is the way we comb our hair,

On a cold and frosty morning.

This is the way we brush our teeth,

Brush our teeth, brush our teeth,

This is the way we brush our teeth,
On a cold and frosty morning.

This is the way we eat our bread,
Eat our bread, eat our bread,
This is the way we eat our bread,
On a cold and frosty morning.

This is the way we drink our milk,
Drink our milk, drink our milk,
This is the way we drink our milk,
On a cold and frosty morning.

This is the way we clean our boots,
Clean our boots, clean our boots,
This is the way we clean our boots,
On a cold and frosty morning.

This is the way we walk to school,
Walk to school, walk to school,
This is the way we walk to school,
On a cold and frosty morning.

London Bridge



London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady, oh!

Fix it up with bricks and stones,
Bricks and stones, bricks and stones,
Fix it up with bricks and stones,
My fair lady, oh!

Shut the Gates and hold it tight,
Hold it tight, hold it tight,
Shut the Gates and hold it tight,
My fair lady, oh!

The cabbage field

Annie goes to the cabbage field,
Cabbage field, cabbage field,
Seeking there some fresh green leaves,
To feed her rabbits fine.

Johnie sees her, ha, ha, ha,
Now I'll catch you, tra, la, la,
Nay, nay, nay, go away!
I'll not dance with you today!

Gaily dancing round the ring,
Round the ring, round the ring,
While we all together sing,
And clap our hands from time to time.

Bow to the partner, take a stand,
Tap with feet, then clap with hands,
Heel and toe, away we go,
Dancing up and down the row.

Forget-me-not

Upon the blooming meadow,

A flower may be seen.

Its blooms are blue as heavens,

Its leaves are fresh and green.

And it is shy and humble,

This flower of the meadow,

For all that it will whisper,

Is, please, “forget-me-not”.

In the spring

In the spring,

In the spring,

Sweet and fresh is everything,

Winter winds are no more blowing,

And in the fields all is growing,

In the spring,

In the spring,

Sweet and fresh is everything.

What have you?

One morning Nick says,

“Let’s play “I have”.

What have you, Dan?

Dan says “I have a bird,

I have a bird house, I have a book, I have a ball.”

What have you, Ann?

Ann says “I have many toys.

I have a little table,

And a little chair.

I have a little bed for my little cat.”

Then Dan says,
“Mother, what have you?
And mother says,
“I have Dan and I have Ann!”

Hickory, Dickory, Dock



The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock!

My skipping rope

Over my head and under my toes,
That's the way my skipping rope goes,
I can skip slowly, I can skip fast,
Look, my rope is whirling fast!

My Feet

I like to go on one foot,
Hop, hop, hop.
But when I go on one foot,
I soon have to stop.
When I lift my two feet,

I can jump, jump, jump.
My feet hit the ground
With a bump, bump, bump!

This pig went to market

This pig went to market,
This pig stayed at home,
This pig had roast meat,
This pig had none.
This pig cried: “Wee, wee, wee!”
All the way home.

It's fun

It's fun to be this,
It's fun to be that,
To leap like a lamb,
To climb like a cat;
To swim like a fish,
To hop like a frog,
To trot like a horse,
To jump like a dog.

Washing day

What do we do on washing day?
We put the clothes in the tub
With plenty of soap and water, too,
And rub, rub, rub!
Then what do we do on washing day?
We fix up a line so high,
And hang up the clothes and put them on tight
To dry, dry, dry!

Then what do we do on washing day?
This is not hard to guess;
We take down the clothes and iron them;
We press, press, press.
And when we have rubbed and dried and pressed,
What next do we do on washing day?
We fold up the clothes all neat and clean
And carefully put them away!

Old Dean

There was an old person of Dean
Who dined on one pea and one bean
For he said: "More than that
Would make me too fat."
That cautious old person of Dean.

Little Jack Horner 🎵



Little Jack Horner sat in a corner,
Eating a Christmas pie;
He put in his thumb and pulled out a plum,
And said, "What a good boy am I!"

Віршики до свята Halloween

In a dark, dark room

In a dark, dark wood, there was a dark, dark house,
In that dark, dark house, there was a dark, dark room,
In that dark, dark room, there was a dark, dark chest,

In that dark, dark chest, there was a dark, dark shelf,
On that dark, dark shelf, there was a dark, dark box,
In that dark, dark box, there was – A Ghost!

The ghost of John

Have you seen the ghost of John?
Long white bones and the flesh all g-o-n-e.
Oooooooooooh! Wouldn't it be chilly with no skin on!

Three little ghosts

There were three little ghosts sitting on posts,
Eating buttered toasts.
They had butter on their fists
Running down their wrists.
Butted on their sheets running down their feet.
What slob!
Ghost get lost
If a ghost ever scares you, just say:
“Criss-cross, double cross,
Ghost, ghost, get lost!”

Різдвяні та Новорічні Віршики та Привітання

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas
And happy New Year!!!

Jingle Bells

Jingle bells, Jingle bells, jingle all the way,
Oh, what fun it is to ride in a one-horse open sleigh.

Jingle bells, Jingle bells, jingle all the way,
Oh, what fun it is to ride in a one-horse open sleigh.

The New Year's Tree

Oh, New Year's tree!

Oh, New Year's tree!

How green are your sweet branches.

You bloom not only when it's warm,

But also in the winter storm.

Oh, New Year's tree!

Oh, New Year's tree!

How sweet are your green branches.

Here Comes Santa Claus!

Here Comes Santa Claus!

Here Comes Santa Claus!

Right down Santa Claus Lane!

Vixen and Blitzen and all his reindeer

Are pulling on the reins.

Bells are ringing, children singing;

All is merry and bright.

Hang your stockings and say your prayers,

Santa Claus comes tonight.

Here Comes Santa Claus!

Here Comes Santa Claus!

Right down Santa Claus Lane!

He's got a bag that's full of toys

For the boys and girls again.

Here those sleigh bells jingle, jangle,

What a beautiful sight.

Jump in bed, cover up your head,

Santa Claus comes tonight.

Привітання до Дня Святого Валентина

My Valentine

I have a little Valentine
That someone sent to me.
It's pink and white
And red and blue,
And pretty as can be.
Forget-me-nots are round the edge,
And tiny roses too;
And such a lovely piece of lace
The very palest-blue.
And in the centre there is a heart
As red as it can be!
And on it's written all in gold:
"To you with Love from me!"

Here is a special Valentine
With lots of love for you,
And since you are very special
Here are hugs and kisses, too!

Not only when it's Valentine's Day
But always all year through,
You are thought about with words of love
And wished much gladness, too!

You are just the nicest kind of girl (boy),
So very grown up too,
No wonder that this Valentine
Brings lots of love for you!

I hope that Valentine's Day
Will bring you lots of fun!
He thinks you are extra-specially nice,
And so does everyone!

Sending a wish with lots of heart
For a Day that's happy from the start!

With love and a wish for your happiness
On Valentine's Day and always!

You're a true friend,
that I want you to know,
Our love for each other
has helped us to grow.
We've been through some tough times,
but we've made it through,
The only one I ever trusted was you.

Скоромовки та приказки на уроках англійської мови

Використання приказок та скоромовок на уроках іноземних мов у початкових класах має надзвичайно вагоме значення. Навчаючи їх дітей вчитель реалізовує багато практичних завдань. Найголовнішими з них можна вважати такими: навчити учнів правильної вимови звуків, розвивати артикуляційний апарат, розвивати пам'ять учнів та навички концентрації на іншомовне мовлення тощо. Скоромовки та приказки є незамінним моментом у фонетичній зарядці чи у підготовчому етапі до сприйняття іншомовного мовлення.

Ми повинні розуміти наскільки складним є завдання, яке ми – вчителі ставимо перед учнем початкової школи, коли просимо вивчити скоромовку та якомога правильніше і швидше розповісти її. Тому, учень сподівається на нашу велику допомогу. Спочатку пропонуємо прочитати цілу скоромовку, написану на дошці чи індивідуальній картці, у повільному темпі. Далі доцільно запропонувати дітям її переклад. Наступним кроком є неодноразове повторювання окремих слів і лише потім словосполучень, поступово збільшуючи обсяг слів скоромовки. Транскрипція ключових слів також повинна бути подана разом із скоромовкою. Тільки після того, коли учні розуміють значення слів та уміють читати їх по одному, можна пробувати вимагати від них швидкості та якості виконання. Це завдання досить складне, тому не дивно, що, можливо, не кожен учень з ним бездоганно впорається. Все залежить від вашої терпеливості і готовності допомогти учням.

Пропонуємо до вашої уваги найпоширеніші скоромовки та приказки, які покликані допомогти студентам-практикантам виконувати завдання, пов'язані з покращенням вимови звуків та налагодити роботу артикуляційного апарату учнів молодшого шкільного віку.

Приказки (Proverbs and Sayings)

Never do tomorrow what you can do today.

An hour in the morning is worth two in the evening.

A bird in the hand is worth two in the bush.

If you run after two hares you'll catch neither.

Easier said than done.

Two heads are better than one.

Eat at pleasure, drink with measure.

Health is better than wealth.

It is never late to learn!

Children must be seen and not heard.

East or west home is best!
A friend in need is a friend indeed.
Fortune favours the brave.
So many men so many minds.
Live and learn.
To know everything is to know nothing.
Knowledge is power.
Lost time is never found.
Don't teach the dog to bark.
None is born a master.
Better late than never.
Make hay while the sun shines.
Don't play with fire.
Seek and you will find.
There is no smoke without fire.
While there is life there is hope.
Opportunity seldom knocks twice.
They are rich who have true friends.
Friendless is poor.
A wise enemy is better than a foolish friend.
A man is known by the company he keeps.
Welcome is the best dish at the table.

Скоромовки (Tongue-twisters)

Autumn months

Summer is over,
September comes.
October and November
Are also autumn months.

Jack and Jill

Jack and Jill went up the hill,

To fetch a pail of water;
Jack fell down and broke his crown
And Jill came tumbling after.

I thought a thought.
But the thought I thought wasn't the thought I thought I thought.
If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.

Pink silk socks with seven silk spots.

Once a fellow met a fellow In a field of beans. Said a fellow to a fellow, "If a fellow asks a fellow, Can a fellow tell a fellow What a fellow means?"

Peter Piper picked up a piece of paper.
We surely shall see the sunshine soon.

Peter Piper picked a peck of pickled peppers,
if Peter Piper picked a peck of pickled peppers,
wheres the peck of pickled peppers Peter Piper picked?

The rat ran by the river with a lump of a raw liver.

Billy Button bought a buttered biscuit,
did Billy Button buy a buttered biscuit?
If Billy Button bought a buttered biscuit,
Where's the buttered biscuit Billy Button bought ?

Tiny Trevor takes twenty-two and two-thirds of a second to tie two tired tigers to two tall trees. How long does it take Tiny Trevor to tie two tired tigers to two tall trees.

A sailor went to sea To see, what he could see. And all he could see Was sea, sea, sea.

Betty Botter

Betty Botter bought some butter,
But she said: "This butter's bitter.
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter,
Will make my batter better."
So she bought some better butter,

And it made her batter better,
Such a nice girl this Betty Botter.

Swan swam over the sea,
Swim, swan, swim!
Swan swam back again
Well swum, swan!

Butterfly

Butterfly, Butterfly,
Where do you fly,
So quick and so high
In the blue, blue sky?

Why Do You Cry?

Why do you cry, Willy?
Why do you cry?
Why, Willy, why, Willy?
Why do you cry?

I saw Susie sitting in a shoe shine shop.

Where she sits she shines, and where she shines she sits.

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

One-one was a race horse.

Two-two was one too.

One-one won one race.

Two-two won one too.

How much wood could Chuck Woods' woodchuck chuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.

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Для Заміток

