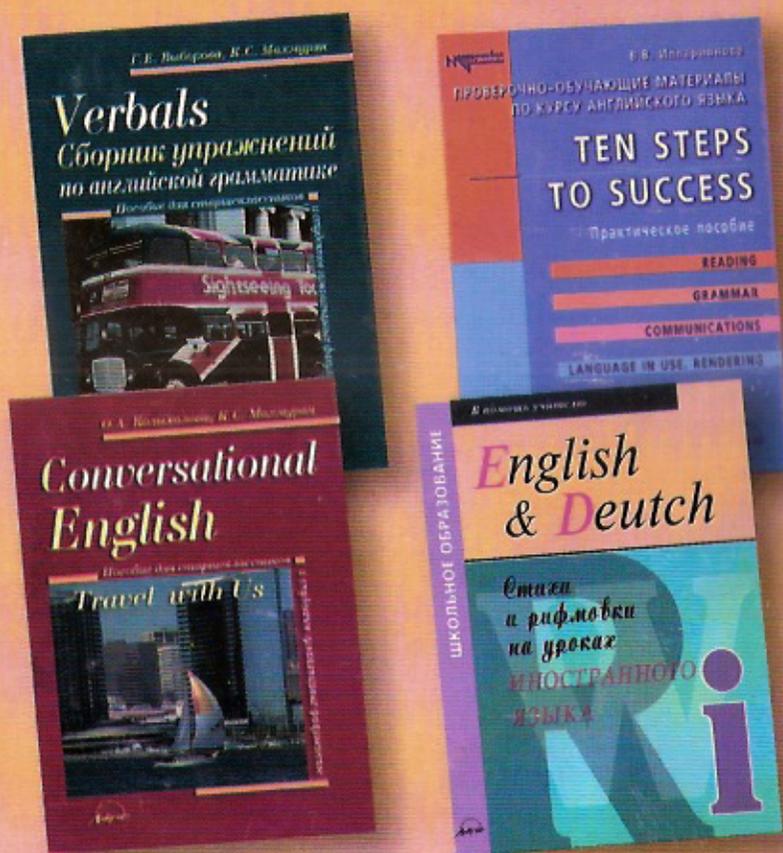


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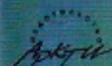
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# Rhyme your English

Сборник  
стихов, рифмовок  
и песен  
на **АНГЛИЙСКОМ**  
**ЯЗЫКЕ**

ШКОЛЬНОЕ ОБРАЗОВАНИЕ



ШКОЛЬНОЕ ОБРАЗОВАНИЕ

*Rhyme your  
English*

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Рецензенты:

*Мостовская И.Ю.* — кандидат филологических наук, доцент Тамбовского государственного университета им. Г.Р. Державина;  
*Донецкая Н.Б.* — зав. кафедрой иностранного языка лицея № 6 г. Тамбова

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Стихи, песни и рифмовки, вошедшие в сборник, позволяют повысить активность, мотивацию, творческую деятельность и качество знаний учащихся. Предложенные в сборнике методические приемы и алгоритм работы учитывают возрастные особенности и интересы учащихся, помогут в совершенствовании их лексико-грамматических и интонационных навыков и умений.

Пособие предназначено для использования на уроках английского языка в 5–11 классах общеобразовательных школ, лицеев и гимназий.

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## Rhyme your English

В данном издании мне хотелось бы поделиться опытом использования на уроках рифмовок, стихотворений и песен. На мой взгляд, это один из эффективных приемов, так как рифмовки и стихи многофункциональны по своей сути. Во-первых, они воздействуют на эмоциональную и мотивационную сферу личности. Во-вторых, помогают формированию и совершенствованию слухо-произносительных, интонационных и лексико-грамматических навыков и умений, предусмотренных программой. В-третьих, дают возможность при их отборе учитывать возрастные особенности и интересы учащихся.

Представленные здесь рифмовки отбирались в течение нескольких лет из разных источников: журнала ИЯШ, из учебного пособия «Happy English» Г. Доля (1992 г.), из сборника «Английские стихи для детей» В.А. Верхогляд (1986 г.), Миллениум 9 кл. и других.

### Возможности рифмовок и стихов

При помощи рифмовок и стихов можно решить целый комплекс важных методических задач:

- презентация нового звука, его произношение;
- отработка изучаемого фонетического явления (при чтении и заучивании рифмовок);
- введение нового лексического материала;
- введение новой разговорной темы и организация обсуждения;
- введение и закрепление грамматического материала (при работе с рифмовками, песенками и стихами, которые помогают учащимся без труда удержать в памяти сложные грамматические структуры);
- презентация и толкование языковых реалий;

— использование лексико-грамматического материала на продуктивном уровне (при трансформации и составлении рифмовок по аналогии).

Система многоцелевых комплексных рифмовок может стать важным средством оптимизации структуры урока иностранного языка.

Использование рифмовок и стихов на уроке обеспечивает активность и работоспособность учащихся, творческую деятельность и высокий уровень владения лексико-грамматическим материалом, поддерживает у детей интерес к изучению иностранного языка.

### Типы рифмовок

Все рифмовки и стихи можно условно поделить на три типа: фонетические, тематические, грамматические.

### Стихи и рифмовки для формирования произносительных навыков

Работа над произносительной стороной речи ведется на всех ступенях обучения языку. При этом учащиеся с большим желанием и старанием работают над отдельными звуками, труднопроизносимыми словами и интонацией, если они представлены в рифмованной форме.

На начальном этапе используются различные скороговорки и рифмовки с преобладанием слов, содержащих отработываемый звук.

Например:

Why do you cry, Willy?  
Why do you cry?  
Why, Willy? Why, Willy?  
Why, Willy? Why?  
Silly Billy, silly Billy.  
Why is Billy silly?  
Silly Billy hid a shilling.  
Isn't Billy silly?

На последующих этапах фонетика может отработываться при использовании рифмовок и стихов других типов.

### «Золотые» правила для учебы и жизни

В пятом классе, работая над фонетикой, мы одновременно заучиваем с учащимися ряд «золотых» правил, которым стараемся следовать в своей дальнейшей учебе и жизни.

#### Golden Rules

1. Better late than never but better never late.
2. Never put off till tomorrow what you can do today.
3. As you sow you shall mow.
4. Early to bed and early to rise  
Makes a man healthy, wealthy and wise.
5. A friend in need is a friend indeed.
6. Where there is a will, there is a way.
7. An apple a day keeps the doctor away.
8. What you have to do, do quick.
9. Eat to live, live not to eat.
10. If a task is once begun,  
Never leave it till it's done.
11. Be the labour great or small  
Do it well, or not at all.

### Тематические стихи и рифмовки

При работе над темой для усиления мотивации и эффективности изучения материала можно использовать рифмовки и стихи, так или иначе связанные с изучаемой тематикой. Давая учащимся коммуникативные задания, можно легко подвести их к восприятию не только темы, но и цели урока. При этом очень часто есть возможность пополнить активный лексический запас новыми словами и выражениями по теме.

Работая над различными темами, я часто использую рифмовки в начале урока в качестве *lead-in*, так как от тематической рифмовки легко построить «мостик» к теме урока с помощью наводящих вопросов. Работа над рифмовкой строится в несколько этапов.

При этом **первый этап** может быть различным. Это может быть аудирование со зрительной опорой или без нее с заданиями типа:

«Выбери подходящее название», «Заполни пропуски», «Назови лишнее слово» и т.п. Это может быть также чтение в парах или группах с заданиями: «Заполните пропуски», «Найдите ключевое слово, фразу».

**Второй этап** предполагает аудирование с голоса учителя со зрительной опорой и перевод.

**Третий этап** включает в себя построчное повторение с обработкой труднопроизносимых слов и правильной интонацией.

**Четвертый этап** представляет собой заучивание рифмовки наизусть: учащиеся хором читают рифмовку несколько раз подряд, а учитель при этом каждый раз стирает с доски несколько слов рифмовки до тех пор, пока не остается несколько ключевых слов. После чего учитель стирает все оставшиеся слова и спрашивает, кто может рассказать рифмовку по памяти.

**Пятый этап** предусматривает дальнейшую работу над рифмовкой дома. Учащиеся должны вспомнить и записать рифмовку в черновике, а затем попытаться придумать свою рифмовку по аналогии.

### Стихи и рифмовки для формирования грамматических навыков

Наиболее сложной задачей для наших учеников является изучение английской грамматики. Часто они оказываются в весьма затруднительной ситуации; многие считают изучение грамматики скучным делом. Есть немало способов сделать этот процесс более занимательным и эффективным. Использование рифмовок и стихов занимает важное место среди них. Оно дает возможность представить новое грамматическое явление или закрепить уже изученное в доступной и легко усваиваемой форме. Чаще всего изучаемое грамматическое явление повторяется в каждой строчке рифмовки.

Например:

I'm learning to speak,  
And I'm learning to spell,  
I'm learning to read,  
And I'm learning to tell  
This is Jack and that is Jill  
This is Ann and that is Bill  
This is Ted and that is Dot  
This is Rex and that is Spot

Работа над грамматическими рифмовками ведется в три этапа.

**Первый этап** — презентация и первичная отработка материала рифмовки. Здесь могут быть использованы различные задания: заполните пропуски, поставив нужное слово (окончание, вспомогательный глагол, местоимение); найдите все неправильные глаголы в Past Simple, все глаголы третьего лица в Present Simple, существительные в притяжательном падеже; найдите слово/фразу, которая отличается от остальных с точки зрения грамматики. Режим работы может быть любым: индивидуальным, парным, групповым. Затем идет обобщение знаний учащихся о данном грамматическом явлении. После этого разбирается содержание рифмовок.

**Второй этап** — «трансформация», которая предполагает работу по изменению структуры предложений, из которых состоит текст: утвердительные преобразуются в отрицательные или вопросительные и наоборот; единственное число преобразуется во множественное; и т.д.

**Третий этап** — активизация полученных знаний, умений и навыков. Здесь можно предложить учащимся использовать материал рифмовки в диалогической или монологической речи в заданной ситуации или составить рифмовку по аналогии.

Многие рифмовки могут использоваться как в качестве тематических, так и в качестве грамматических в зависимости от цели и задач урока.

Например:

Come to the party!  
Don't be late.  
Eat all you want.  
But don't eat the plate!

Мы можем использовать эту рифмовку как тематическую при работе над темой «Holidays» или как грамматическую при работе над повелительным наклонением.

### Некоторые приемы работы

#### Предположи

1. На доске:  
Spring is \_\_\_\_\_  
Summer is \_\_\_\_\_  
Autumn is \_\_\_\_\_  
Winter is \_\_\_\_\_

Учитель предлагает учащимся посмотреть на доску и предположить, о чем пойдет речь на уроке. (О временах года.)

Учитель спрашивает, как обычно характеризуют времена года. (Ассоциируя их с цветом.) Затем все вместе решают, каким цветом бывают времена года, при этом учитель вписывает варианты в пропуски.

Потом учащиеся прослушивают правильный вариант (с пленки или голоса учителя) и проверяют, верны ли их предположения.

После этого учитель спрашивает учащихся, почему называют весну зеленой, лето ярким и т.д. Это дает возможность перейти к следующему этапу урока.

2. На доске или на карточках:

When the weather is \_\_\_\_\_

We must not fret.

When the weather is \_\_\_\_\_

We must not scold.

When the weather is \_\_\_\_\_

We must not storm.

But be thankful together

Whatever the \_\_\_\_\_

Учитель предлагает учащимся вспомнить, какая бывает погода, а затем, работая в парах, предположить, какие слова можно поставить в пропуски, чтобы получилась рифмовка. (Answer: wet, cold, warm, weather.)

После того как учащиеся прослушают правильный вариант (с пленки или голоса учителя) и проверят, верны ли их предположения, учитель при помощи наводящих вопросов типа «Do you like cold weather? Why?», «Why don't people like wet weather?», «What is the weather like in summer in our city? Why?» и других подводит учащихся к обсуждению погоды в различные времена года, в различных странах или в разных климатических поясах (в зависимости от цели и задач урока).

3. На доске или на карточках:

\_\_\_\_\_ is pages, pictures and words.

\_\_\_\_\_ is animals, people and birds.

\_\_\_\_\_ is stories of queens and kings,

Poems and songs – so many things.

Curled in a corner where I can hide

With \_\_\_\_\_ I can journey far and wide.

Though it's only paper from end to end,

\_\_\_\_\_ is a very special friend.

Учитель просит учащихся прочитать рифмовку и обсудить в парах или группах, о чем идет речь и какое слово надо поставить в пропуски. (Answer: a book.)

Затем учитель спрашивает, согласны ли учащиеся с мнением автора и почему; что сами учащиеся думают о книгах; какие книги они любят читать и т.д., подводя учащихся к следующему этапу урока.

4. Учитель делит класс на четыре группы и выдает каждой группе рифмовку об одном из времен года:

1) This is the season

When fruit is sweet.

This is the season

When school friends meet,

When noisy and happy

And brown by the sun

With their books and bags

To school they run.

2) This is the season

When snowdrops bloom,

When nobody likes

To stay in the room.

This is the season

When birds make their nests.

This is the season

We all like best.

3) This is the season

When mornings are dark

And birds do not sing

In the wood and the park.

This is the season

When children ski,

And Santa Claus

Brings the New Year's Tree.

4) This is the season

When nights are short,

And children have plenty

Of sun and sports

Boating and swimming

All the day

With a merry song

On a sunny day.

Учащиеся читают рифмовку в группе и решают, какое это время года. Затем каждая группа читает свою рифмовку вслух (это может сделать один ученик или несколько, но обязательно с четким произношением и правильной интонацией), а учащиеся других групп должны определить, о каком времени года идет речь.

После этого учитель просит учащихся добавить свои идеи о том, чем славится каждое время года. Учащиеся могут работать индивидуально, в парах или в группах в зависимости от степени обученности учащихся, а также от цели и задач урока.

Например, учащиеся могут продолжить работу в группах, обсуждая только «свое» время года. После того как отведенное время закончится, учащиеся сообщают свои идеи всему классу, задача других учащихся внимательно слушать, согласиться или не согласиться с услышанным, а также добавить свои идеи (по возможности).

### **Заполни пропуски**

1. На доске или на карточках:

\_\_\_\_\_ in the morning,  
\_\_\_\_\_ in the day,  
\_\_\_\_\_ comes after dinner,  
Then comes \_\_\_\_\_ to play.  
\_\_\_\_\_ in the evening,  
When the \_\_\_\_\_ is red.  
Then the \_\_\_\_\_ is over  
And we go to \_\_\_\_\_  
(day, dinner, time, sky, breakfast, tea, supper, bed)

Учитель просит учащихся заполнить пропуски словами, данными в скобках, работая в парах. Затем учащиеся прослушивают правильный вариант (в записи или с голоса учителя) и проверяют свой вариант.

После этого учитель просит учащихся прочитать рифмовку еще раз и сказать, что они будут обсуждать на уроке и т.д.

2. На доске или на карточках:

You \_\_\_\_\_ run across the road!  
You \_\_\_\_\_ stop and look.  
You \_\_\_\_\_ write on the wall!  
You \_\_\_\_\_ write in your test-book.  
You \_\_\_\_\_ run in school!  
You \_\_\_\_\_ always walk.  
You \_\_\_\_\_ listen to your teacher!  
You \_\_\_\_\_ talk.

Работая индивидуально или в парах, учащиеся заполняют пропуски словами *must, mustn't, should, shouldn't*. Затем проверяют правильность выбора всем классом.

После этого учитель просит учащихся высказать свои идеи о том, что еще следует и не следует делать учащимся в школе.

В качестве следующего этапа можно предложить учащимся, работая в группах, составить свод правил поведения учащихся их школы, который они считают наиболее разумным, а затем провести конкурс на лучший свод правил, обсуждая все выработанные варианты в классе.

3. На доске или на карточках:

A Bear and a bunny  
\_\_\_\_\_ a lot of money  
They \_\_\_\_\_ to the store  
For carrots and honey.  
When the bear and the bunny  
\_\_\_\_\_, «Carrots and honey!»  
The man in the store  
\_\_\_\_\_, «Where's your money?»  
How strange and how funny!  
They \_\_\_\_\_ really money –  
And that's how they \_\_\_\_\_  
Their carrots and honey.

Учитель просит учащихся прослушать рифмовку (в записи или с голоса учителя) и заполнить пропуски. (Answer: had, went, asked, cried, had, bought.)

Затем учитель спрашивает, какие это слова (глаголы в простом прошедшем времени), чем они отличаются друг от друга (одни – правильные, другие – неправильные).

Если это чисто грамматический урок, то можно попросить учащихся вспомнить другие неправильные глаголы. Например, работая в парах или группах, учащиеся за ограниченное время должны вспомнить как можно больше неправильных глаголов (три формы и перевод).

После чего учитель подводит учащихся к следующему этапу урока.

### **Найди отличие**

1. На доске:

My mother name is Kitty.  
My sister name is Nancy.

My cat name is Pretty.  
My dog name is Fancy.

Учитель просит учащихся прослушать рифмовку, одновременно прочитывая ее, и найти отличие варианта, написанного на доске, от того, что они слышат. (Отсутствует 's.)

Далее учащиеся вместе с учителем выясняют, для чего нужен апостроф перед буквой s, как переводятся такие слова и т.д.

2. На доске или на карточках учитель дает несколько вариантов одной рифмовки и просит учащихся внимательно прочитать и сравнить варианты, а затем выбрать правильный.

Например:

1) I got some oranges,  
Steve got some cheese,  
Wendy got a bunch of banana skins,  
You got three biscuits,  
Annie got some news,  
Millie got a bottle of pineapple juice.

2) I've got some oranges,  
Steve's got some cheese,  
Wendy's got a bunch of banana skins,  
You've got three biscuits,  
Annie's got some news,  
Millie's got a bottle of pineapple juice.

3) I have got some oranges,  
Steve has got some cheese,  
Wendy has got a bunch of banana skins,  
You have got three biscuits,  
Annie has got some news,  
Millie has got a bottle of pineapple juice.

4) I are got some oranges,  
Steve is got some cheese,  
Wendy is got a bunch of banana skins,  
You are got three biscuits,  
Annie is got some news,  
Millie is got a bottle of pineapple juice.

После этого учащиеся все вместе вспоминают правила употребления глагола to have, и учитель подводит их к следующему этапу урока.

3. На доске или на карточках:
- Can you smell like an owl?
  - Can you hear like a cat?
  - Can you see like a snake?
  - Can you feel like a dog?
  - Can you taste like a horse?
  - Can you use every day
  - All the senses of yours?

Учитель просит учащихся прослушать рифмовку, одновременно прочитывая ее, и найти отличие варианта, написанного на доске, от того, что они слышат. (Правильный вариант: see like an owl, feel like a cat, taste like a snake, smell like a dog, hear like a horse.)

После этого учитель просит объяснить, почему тот вариант, который они услышали, более правильный, чем тот, который написан. Учащиеся начинают обсуждать, насколько хорошо развиты разные чувства у различных животных.

#### **Исправь ошибку**

1. На доске или на карточках:
- Hi, how are you?
  - Fine. How are you?
  - I is fine. How's Bill?
  - He's fine. How are Mary?
  - She are fine. How is the children?
  - They is fine. How's Jack?
  - He is sick.
  - Oh, no!

Учитель просит учащихся найти ошибки, работая в парах или группах.

Затем учащиеся прослушивают правильный вариант рифмовки (в записи или с голоса учителя) и проверяют свой вариант.

После этого учитель с помощью наводящих вопросов выстраивает «мостик» к следующему этапу урока.

2. На доске или на карточках:
- How much boy is there all around?
  - Many boys, many boys, many can be found.
  - How much knives are there all around?
  - Many knives, many knives, many can be found.
  - How much mens are there all around?
  - Many mens, many mens, many can be found.

How much womens are there all around?  
Many womens, many womens, many can be found.  
How much mouses are there all around?  
Many mouses, many mouses, many can be found.  
How much geese are there all around?  
Much geese, much geese, much can be found.  
How many children is there all around?  
Many children, many children, many can be found.  
How much fishes is there all around?  
A lot of fishes, a lot of fishes, a lot can be found.  
How many fruits is there all around?  
A lot of fruits, a lot of fruits, a lot can be found.  
How many news are there all around?  
No news is good news – that's what can be found.  
How many money are there all around?  
Not much money, I am sorry, can be ever found.

Учитель просит учащихся пайти ошибки, работая в парах или группах. (Можно разбить рифмовку на части, тогда каждая пара или группа будет работать только с одной частью рифмовки.)

Затем учащиеся в классе проверяют правильный вариант рифмовки. (Если работа велась над отдельными частями рифмовки, тогда каждая группа зачитывает свой кусок рифмовки, а остальные слушают и проверяют, правильно ли были сделаны исправления.)

После этого учитель подводит учащихся к следующему этапу урока, выясняя необходимые грамматические правила. (Это может быть употребление *much, many*; исчисляемые/неисчисляемые существительные или образование множественного числа существительных.)

### **Измени**

Этот прием можно использовать на этапе практики, после того как учащиеся ознакомились с рифмовкой.

1.

I like my Bunny.  
Bears like honey.  
Girls like cats.  
Cats like rats.  
Boys like dogs.  
Stocks like frogs.  
Mice like cheese.

Sparrows like peas.  
You like rice.  
Birds like grain.  
Say it all again.

Учитель предлагает учащимся изменить рифмовку, рассказывая только об одном представителе каждого вида. Например:

A bear likes honey.  
A girl likes cats.  
A cat likes rats.

И т.д.

Затем учитель просит рассказать, что не любят эти животные и люди. При этом при желании учащиеся могут просто поменять слова местами. Например:

I don't like honey.  
Bears don't like my Bunny.  
Girls don't like rats.  
Rats don't like cats.

И т.д.

После этого можно предложить учащимся, работая в группах, составить по аналогии с данной рифмовкой свою рифмовку-нелепицу. Например:

I like history.  
Peter likes mystery.  
We like money.  
Cats like honey.  
Dasha likes balls.  
Dima likes dolls.  
Girls like rats.  
Rats like cats.

И т.д.

Затем каждая группа представляет свою рифмовку классу; при этом слушатели должны выражать свое удивление услышанным при помощи переспроса. Например,

*Group 1:* I like history.

*Class:* Do you (really) like history?

*Group 1:* Peter likes mystery.

*Class:* Does Peter (really) like mystery?

И т.д.

Это упражнение можно провести в форме игры: или на индивидуальное первенство (в этом случае за каждый правильный вопрос ученикам выдается карточка, и побеждает тот, у кого наберется больше карточек) или на командную победу (в этом случае команды задают вопросы по очереди и получают баллы за правильно сформулированные вопросы, выигрывает команда, набравшая большее количество баллов).

2. После того как учащиеся ознакомились со следующей рифмовкой:

Your friend is his friend,  
His friend is her friend,  
Her friend is your friend,  
But who then is my friend?

Your friends are our friends,  
Our friends are their friends,  
Their friends are your friends,  
They are all then my friends.

Учитель предлагает учащимся подумать, что еще может быть общее у людей, и, работая в парах, составить рифмовку по аналогии.

Полученные варианты могут быть самые разные.

Например:

Your toys are his toys,  
His toys are her toys,  
Her toys are your toys,  
But where then are my toys?

Your toys are our toys,  
Our toys are their toys,  
Their toys are your toys,  
They are all then my toys.

Your brother is his brother,  
His sister is her sister,  
Her mother is your mother,  
But who then is my family?

Your parents are our parents,  
Our parents are their parents,  
Their parents are your parents,  
You are all then my family.

### **Заучи**

После презентации рифмовки можно заучить ее наизусть. Учащиеся хором произносят рифмовку, читая ее с доски несколько раз подряд, а учитель каждый раз стирает с доски несколько слов (при этом можно оставлять начальные буквы).

Например:

My cat is black,  
My cat is fat,  
My cat likes rats.  
Rats are grey and fat.

#### **1 вариант**

1) My is black  
cat is fat  
My cat rats  
Rats are grey fat

2) is black  
cat fat  
My rats  
are grey fat

И т.д.

#### **2 вариант**

My **c** is black  
**M** cat is fat  
My cat **l** rats  
Rats are grey **a** fat

**M c** is black  
**M** cat **i** fat  
**M c l** rats  
**R** are grey **a** fat

Когда на доске остается всего несколько слов, учитель стирает все и просит учащихся воспроизвести рифмовку по памяти.

Использование рифмовок и стихов на уроке не должно быть формальным. Необходимо, чтобы рифмовка логично вписывалась в ход урока, являясь эффективным звеном цепочки последовательных действий, направленных на достижение цели урока.

Можно построить целый грамматический урок на основе одной или нескольких рифмовок.

В качестве примера предлагаю два из таких уроков.

Урок по теме «Прошедшее простое время»

**Тема урока:** «Прошедшее простое время»

**Класс:** 6–8

**Время:** 45 минут

**Цель:** научить использовать неправильные глаголы в простом прошедшем времени в рифмовках.

Ход урока:

### Презентация материала

На доске и на раздаточных карточках рифмовка:

Let's go ahead.  
Read-\_\_\_\_\_ -read.  
Do-\_\_\_\_\_ -done.  
To learn them's not fun!  
Go-\_\_\_\_\_ -gone.  
I must go on.  
Be-\_\_\_\_\_, \_\_\_\_\_ -been.  
The end is not seen.  
Come-\_\_\_\_\_ -come.  
Please, help me, mum!  
Have-\_\_\_\_\_ -had.  
Oh, help me, dad!  
Drink-\_\_\_\_\_ -drunk.  
I shall be sunk  
In so many a word.  
Hear-\_\_\_\_\_ -heard.  
Fly-\_\_\_\_\_ -flown.  
Must they be known?  
Catch-\_\_\_\_\_ -caught.  
Why must they be taught?  
Burn-\_\_\_\_\_ -burnt.  
Why must they be learnt?

1. Учитель просит учащихся, работая индивидуально, вставить вторую форму неправильных глаголов.

Затем один из учащихся зачитывает свой вариант, все остальные учащиеся слушают и проверяют.

2. После этого учитель просит учащихся ответить на вопрос рифмовки: «Зачем нужно учить неправильные глаголы?» (Чтобы правильно употреблять простое прошедшее время.)

Учитель говорит учащимся, что сегодня они будут учиться употреблять различные глаголы в Past Simple в рифмовках.

3. Но прежде нужно вспомнить правила образования Past Simple. Учитель задает учащимся наводящие вопросы и регистрирует их ответы на доске в форме таблицы:

| +                | -            | ?        | Short answer |
|------------------|--------------|----------|--------------|
| S V2(-ed, 2col.) | S did not V1 | Did S V1 | Yes, S did.  |
|                  |              | Who V2   | No, S didn't |

### Практика употребления материала

4. Учитель раздает учащимся карточки с рифмовкой и просит учащихся, работая в парах, раскрыть скобки, используя Past Simple. Затем проверяют полученные варианты в группе.

Who (to make) the pie? – I \_\_\_\_\_  
Who (to steal) the pie? – He \_\_\_\_\_  
Who (to find) the pie? – She \_\_\_\_\_  
Who (to eat) the pie? – You \_\_\_\_\_  
Who (to cry) for the pie? – We all \_\_\_\_\_  
Who (to laugh) at us? – They all \_\_\_\_\_  
Who (not to want) the pie? – It \_\_\_\_\_ not.  
Why? – It (to be) a cat  
And the pie (to be) a lemon pie.

Учитель просит прочитать рифмовку еще раз и дать свое аргументированное мнение, выбрав из трех вариантов:

- 1) a love story
  - 2) a detective story
  - 3) a funny story
- (правильный ответ – a funny story; it has an unexpected end)

5. Учитель спрашивает учащихся, понравилась ли им рифмовка, т.к. у него есть еще одна похожая рифмовка. Учитель раздает карточки и просит учащихся, работая в группах, исправить ошибки.

Who buyed the car? – She did.  
Who drove the car? – I drove.  
Who run after the car? – It did.  
Who want the car? – They all did.  
Who breaked the car? – You did.  
Who cryed for the car? – We all did.  
Who not wanted the car? – He not wanted.  
Why? – He was \_\_\_\_\_  
And the car was \_\_\_\_\_

После того как проверяют полученные варианты в классе, учитель обращает внимание учащихся на отсутствие окончания у рифмовки и просит придумать свое окончание. Когда учащиеся предложат свои варианты, учитель для сравнения зачитывает вариант автора:

He was my father  
And the car was a toy car.

### **Выход на творческий уровень**

6. Учитель просит учащихся предложить другие предметы, явления и т.д., о которых можно было бы сочинить подобную рифмовку. При этом все предложенные варианты записываются на доске.

7. Учитель просит учащихся, работая в парах или группах, выбрать одно слово из написанных на доске, сочинить свою рифмовку по аналогии и представить (act out) ее в классе.

8. После презентации всех рифмовок учащиеся выбирают самую интересную, аргументируя свое мнение.

9. На дом учащимся дается задание, работая индивидуально, придумать свою рифмовку по аналогии, но с одним условием: не использовать предметы, о которых в классе были придуманы рифмовки. Рифмовка должна быть оформлена на отдельном листе (можно на формате А4; с картинкой).

Урок по теме «Настоящее простое время»

**Тема урока:** «Настоящее простое время»

**Класс:** 6–8

**Время:** 45 минут

**Цель:** научить использовать глаголы в простом настоящем времени в рифмовках.

**Ход урока:**

#### **Презентация материала**

На раздаточных карточках рифмовка:

- Where \_\_\_\_\_ John live?
- He \_\_\_\_\_ near the bank.
- Where \_\_\_\_\_ John work?
- He \_\_\_\_\_ at the bank.
- When \_\_\_\_\_ he work?
- He \_\_\_\_\_ all day and he \_\_\_\_\_ all night

At the bank, at the bank,

At the great big bank.

– Why \_\_\_\_\_ he work all day,  
all night, all day, all night?

– Because he \_\_\_\_\_ his bank  
more than his life,

And he \_\_\_\_\_ his money  
more than his wife.

1. Учитель просит учащихся, работая индивидуально, прослушать рифмовку, одновременно прочитывая ее, и вставить пропущенные слова. (Answer: does, lives, does, works, does, works, works, does, loves, loves.)

2. Затем учитель спрашивает, что это за слова (глаголы настоящего простого времени третьего лица единственного числа), и какой глагол отличается от остальных и почему (does – вспомогательный глагол, употребляется в вопросительных и отрицательных предложениях, своего значения не имеет, на русский язык не переводится, только указывает на время).

3. Учитель говорит, что сегодня учащиеся будут учиться правильно употреблять в речи формы настоящего простого времени, но для этого нужно еще раз вспомнить правило. (В зависимости от степени подготовленности группы это можно сделать в парах, группах или всем классом. В наименее подготовленной группе можно обобщить правило в форме таблицы на доске, чтобы во время дальнейшей работы на уроке у учащихся была зрительная опора.)

#### **Практика употребления материала**

4. Затем учитель просит учащихся, работая в группах, заменить слово **John** сначала на **Jane** затем на **you**; **John and Jane**; **you and John**, делая при этом остальные необходимые изменения. (Важно, чтобы в каждой группе был сильный ученик.)

5. После этого учитель спрашивает, кем работал Джон. (Вероятно, управляющим банком.) Учитель просит учащихся предложить другие профессии, которым разные люди могут уделять столько времени и сил. (Учитель, актер, милиционер, президент и т.д.) При этом, если учащиеся достаточно подготовлены, они должны давать аргументированные версии.

6. Затем учитель предлагает учащимся, работая в парах или тройках, выбрать одну из предложенных профессий и составить рифмовку по аналогии. Полученные варианты могут быть минимально разными.

Например:

- Where does Peter live?
- He lives near the garage.
- Where does he work?
- He works in the garage.
- When does he work?
- He works all day and he works all night  
in the garage, in the garage  
in his lovely small garage.

- Why does he work all day, all night,  
all day, all night?
- Because he loves his garage more than his life  
And he loves his cars more than his wife.

- Where does Helen live?
- She lives near the office.
- Where does she work?
- She works in the office.
- When does she work?
- She works all day and she works all night  
in the office, in the office  
in the luxurious office.
- Why does she work all day, all night,  
all day, all night?
- Because she loves her office  
more than her flat,  
And she loves her boss  
more than her cat.

7. Учитель говорит, что таких людей, которые не интересуются ничем кроме работы, посвящая ей большую часть своего времени, называют трудоголиками (workaholics). Но у очень многих людей есть другие увлечения. Затем учитель предлагает учащимся прочитать еще одну рифмовку и ответить на вопрос: «Можно назвать Джейн трудоголиком или нет? Почему?»

- Where does Jane live?
- She lives near the park.
- Where does she walk?
- She walks in the park.
- When does she walk?
- She walks in the morning  
and she walks in the evening.  
She walks in the park  
With her huge black dog.
- Why does she walk in the morning,  
in the evening, in the morning,  
in the evening?
- Because she likes her work  
less than her walk,  
And she likes her boy-friend  
less than her dog.

### **Выход на творческий уровень**

8. Учитель предлагает учащимся, работая в группах, выбрать какое-нибудь хобби и попытаться составить рифмовку о человеке с таким хобби и представить ее (act out) в классе.

9. После презентации всех рифмовок учащиеся выбирают самую интересную, аргументируя свое мнение.

10. На дом учащимся дается задание, работая индивидуально, придумать свою рифмовку по аналогии о родственнике или друге, который очень много времени уделяет своему любимому занятию. Рифмовка должна быть оформлена на отдельном листе (можно на формате А4; с картинкой).

#### **Варианты.**

Можно изменить последние три этапа урока:

8. Учитель предлагает учащимся вспомнить своего друга или родственника, который очень увлечен каким-нибудь занятием, и рассказать о нем соседу по парте, отвечая на его вопросы. Учитель указывает, что вопросы могут быть самые разные, но только в настоящем простом времени; и все ответы должны фиксироваться в черновике.

9. После того как пары закончат разговор, учитель просит их поменяться партнерами так, чтобы тот, кто отвечал на вопросы, теперь сам их задавал.

10. На дом дается задание на основании своих записей составить рассказ о друге (или родственнике) своего одноклассника, чтобы представить его в классе на следующем уроке. Или можно попросить учащихся написать письмо другу за границу о том, какие увлеченные люди живут в нашей стране, и в качестве примера рассказать о своем друге (родственнике) и о друге (родственнике) своего одноклассника.

### **Наши рифмовки**

Моим учащимся очень нравится работать с рифмовками, поэтому на последнем этапе работы они стараются сочинить свои рифмовки по аналогии, а иногда пытаются сочинять свои собственные рифмовки по изучаемым темам.

Предлагаю вашему вниманию некоторые из них.

#### *Myagkova Masha*

I have a little brother  
And his name is Mark,  
His eyes are blue  
And his hair is dark.

*Gorin Vladik*

We love you, gold autumn!  
We want you to be bright.  
For there's coming winter  
To make all around white

*Frolova Katya*

— How can I get to the toyshop?  
— Go as far as the bus stop.  
The toyshop is on the right  
Opposite the traffic light

— Could you, please, say  
Where is the subway?  
— Go along the street  
As far as the end of it.  
— Will you, please, tell us  
Where is our bus?  
— It's at the bookshop  
Next to the bus stop.

There is a toyshop  
Near the bus stop  
It's on the right  
Near the traffic light

*Rasumova Alyona*

— Where can I buy a fridge?  
— In a supermarket over the bridge.  
— Is it far from here?  
— Oh, no. It's quite near.

— Look at that stool!  
— Great! Wonderful! Cool!  
— Now look at the price.  
— Well the price is not nice.

Let's cook fruit salad:  
Wash, and cut, and add,  
Mix and make it ready soon.  
Now let's have a little spoon.

*Samoilov Sasha*

Train, Train, go away,  
Never return to the station again.  
Plane, Plane, fly away,  
Never return to the airport again.  
Bike, Bike, ride away,  
Never return to the garage again.  
Boat, Boat, row away,  
Never return to the port again.

He likes to travel by plane.  
She likes to travel by train.  
We like to travel by bus.  
Look! It's waiting for us.

*Borisova Anzhela*

Let's make some lemonade!  
Cut and put, and fill.  
Let's have a glass of lemonade!  
Who will?

Who cooked the salad? — Mother did.  
Who cried because of onions? — Brother did.  
Who mixed the salad? — Sister did.  
Who ate the salad? — Father did.  
Who washed the dishes? — I did.  
Who didn't want the salad? — It did not.  
Why? — Because it was my kitten Tosha.  
It likes fish and milk  
But not onions.

There is a bus stop  
Near the bookshop.  
You can go by bus,  
But don't forget the pass.

*Zharov Andrey*

— Look! There is the house you need.  
— Oh, it's wonderful indeed!  
— And here is the price.  
— Wow! What a surprise!  
— Yes, with such a price  
You need to think twice.

Your house is light,  
His house is wide,  
Her house is low,  
But I don't know  
Whose house is old,  
Whose house is cold.

*Popova Vika*

Helen Hey has a huge house on a high hill.  
Jim's shout is loud and proud  
because he found a pound on the ground.  
I dare swear there's a hare and a bear over there.  
A hurly-burly curly girl learns the verse  
word for word early with her nurse.

Think, think, think,  
Think when reading,  
Think when writing,  
Think when speaking,  
Think, think, think.

*Seroshtanov Pavel*

This is the key of the dark house.  
In that house there is a dark living room.  
In that living room there is a dark sofa.  
Near the sofa there is a dark wardrobe.  
Next to the wardrobe there are dark tables.  
Between the tables there is a dark cupboard.  
In the cupboard there is a dark chest.  
In that chest there is a dark box.  
In that box there is a white...ghost. A-a-a-a...

— Could you help me, Miss?  
— Yes, of course. With ease!  
— I need the book shop?  
— Go as far as the bus stop  
And then turn right  
At the traffic light.  
— Should I cross the street?  
— Oh, no! Go to the end of it.

*Bobrova Irina*

«*Why to Advertise?*»

The more they advertise,  
The more we buy.  
The more we buy,  
The more their profit is.  
The more their profit is,  
The more they advertise.  
The more they advertise,  
The price is higher.  
The price is higher,  
The less we buy.  
The less we buy,  
The less their profit is.  
Why to advertise then?

*Kapralova Olga*

I like to jump, I like to swim  
Because it's very interesting.  
I like to play, I like to run  
Just because it is great fun.

*Kuzmichyova Sonya*

In my menu there is a lot of food  
With different tastes and different names  
Some food is useful, some is good.  
It's really sad it is not the same.

My lovely pet is a guinea pig.  
He isn't clever, isn't big.  
He eats a carrot and green grass.  
I'm happy that he lives with us.

I have got a toy fox.  
It lives in a small box.  
Its fluffy tail and funny eyes  
Make it extremely nice.

I like swimming very much.  
I like to feel blue water touch.  
It takes much energy, but then  
Returns more energy to men.

Oh, thank you, sport, that you exist.  
You stand in head-line of the list  
Of things which help us to resist  
The overweight and heart disease

I take my notebook and read.  
You ask me: «What do you find in it?»  
I must revise a golden rule  
'Cause I don't want to be a fool.

The autumn comes to my town.  
All yellow leaves fly down.  
The autumn comes to your city  
Together with grey pity.

Today I want to sleep, because  
Last night I wrote an English verse  
I wasted time, I wasted force.  
I feel today like an old sick horse

I think men's brains aren't very good:  
When they have meat, they want some fruit.  
When they have fruit, they want some meat.  
They never know what now they need  
We work to help you find your face  
For every hour and place.  
We help to save the beauty of the youth  
Because nice ladies never lose!

*Nekhorosheva Masha*

– Can I help you, Miss?  
– Yes, sure. If you please.  
– Would you like to buy some meat?  
– How much is it?  
– It's 1,50p a lb.  
– Oh, that's a large amount!  
– If you buy more than a pound  
I can make a discount.  
– Still the price is too high.  
– Oh, please, don't sigh.  
You can buy it for chop.  
– Sorry, I'd rather go to another shop.

Much and many,  
Some and any  
And, of course, a lot of, lots...  
I really have no thoughts  
What to choose  
And how to use.

Can you see like an owl?  
Can you feel like a cat?  
Can you taste like a snake?  
Can you smell like a dog?  
Can you hear like a horse?  
Can you use every day  
All the senses of yours?

I like meeting,  
We like greeting,  
They like treating,  
She likes pitying,  
He likes meeting too.  
And what about you?

He needs some toys  
For little boys.  
She needs some dolls  
For little girls.  
They need some puzzles  
For their brothers.  
So they go to the shop  
Next to the bus stop.

Tick-tock, tick-tock  
I get up at 6 o'clock.  
Tick-tock, tick-tock  
You go to school at 7 o'clock.  
Tick-tock, tick-tock  
We have lunch at 1 o'clock  
Tick-tock, tick-tock  
They work till 5 o'clock  
Tick-tock, tick-tock  
He watches TV at 8 o'clock.  
Tick-tock, tick-tock  
She goes to bed at 10 o'clock.

- Where does Jane live?
- She lives near the park.
- Where does she walk?
- She walks in the park.
- When does she walk?
- She walks in the morning  
and she walks in the evening.
- She walks in the park  
With her huge black dog.
- Why does she walk in the morning,  
in the evening, in the morning,  
in the evening?
- Because she likes her work  
less than her walk,  
And she likes her boy-friend  
less than her dog.

Стихи и рифмовки для формирования  
произносительных навыков

1. Why do you cry, Willy?  
Why do you cry?  
Why, Willy? Why, Willy? Why, Willy? Why?
2. A black cat sat on a mat and ate a fat rat.
3. Sam has a hat.  
Sam has a black hat.  
Sam has a black hat in his hand.
4. If you, Andy, have two candies,  
Give one candy to Sandy, Andy.  
If you, Sandy, have two candies,  
Give one candy to Andy, Sandy.
5. Mother, father, sister, brother  
Hand in hand with one another.
6. Whether the weather be fine  
Or whether the weather be not,  
Whether the weather be cold

Or whether the weather be hot,  
We'll weather the weather  
Whatever the weather  
Whether we like it or not.

7. It's a pity that Miss Kitty doesn't live in our city.
8. Silly Billy, Silly Billy!  
Why is Billy silly?  
Silly Billy hid a shilling.  
Isn't Billy silly?
9. Peter Piper picked a peck of pickled pepper.  
A peck of pickled pepper Peter Piper picked.  
If Peter Piper picked a peck of pickled pepper,  
Where's the peck of pickled pepper Peter Piper picked?
10. She sells sea-shells on the sea-shore.  
On the sea-shore she sells sea-shells.  
The shells she sells are the sea-shore shells.
11. Betty Botta bought some butter.  
But she said the 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.
12. Robert Rowley rolled a round roll around.  
A round roll around Robert Rowley rolled.  
If Robert Rowley rolled a round roll around,  
Where's the round roll around Robert Rowley rolled?
13. A gentle judge judges justly.
14. They threw three thick things.
15. If two witches were watching two watches,  
Which witch would watch which watch?

16. You can have  
Fried fresh fish,  
Fish fried fresh,  
Fresh fish fried,  
Or fish fresh fried.
17. Steady, Neddy, steady,  
Ready to be fed!  
Steady, Neddy, steady,  
Ready for you bed.
18. Oh, no! Not so!  
Don't go home alone!
19. A big black bug bit a big black bear,  
Then a big black bear bit a big black bug.
20. Don't trouble trouble till trouble troubles you.
21. If white chalk chalks on a black blackboard,  
will black chalk chalks on a white blackboard?

#### Тематические стихи и рифмовки

##### Seasons / Weather / Months / Days of the Week

1. Spring is green.  
Summer is bright.  
Autumn is yellow.  
Winter is white.
2. Sneeze on Monday,  
Sneeze for danger.  
Sneeze on Tuesday,  
Meet a stranger.  
Sneeze on Wednesday,  
Get a letter.  
Sneeze on Thursday,  
Something better.

Sneeze on Friday,  
Sneeze for sorrow,  
Sneeze on Saturday,  
See your friend tomorrow.  
When? — On Sunday.

3. When the weather is wet,  
We must not fret.  
When the weather is cold,  
We must not scold.  
When the weather is warm,  
We must not storm,  
But be thankful together  
Whatever the weather.
4. Many pretty snowflakes  
Are falling from the sky,  
On the trees and houses  
Soft and thick they lie.  
Look into the garden!  
All is soft and white:  
Apple-trees and bushes.  
What a pretty sight!
5. In a happy month of May  
Little children like to play.  
They all dance and sing and say:  
Winter days are far away,  
Welcome, welcome the 1<sup>st</sup> of May.
6. Father Frost brings many toys  
For little girls and little boys.
7. I'll open wide my window  
Letting in the laughing breeze  
That is telling happy stories  
To the flowers, to the trees,  
For the spring, the spring is coming.  
This good-bye for all the snow.  
Yes, I know it for the swallows  
Have come back to tell me so.

8. Spring is coming!  
Spring is coming!  
How, do you think, I know?  
The daffodils are blooming,  
And I know it must be so.
9. Mrs. Grundy washes on Monday,  
Irons on Tuesday,  
Shops on Wednesday,  
Cooks on Thursday,  
Cleans on Friday,  
Sews on Saturday,  
Rests on Sunday.  
This is the tale of Mrs. Grundy.
10. Man is a fool:  
When it's warm,  
He wants it cool.  
When it's cool,  
He wants it hot.  
He always wants  
What he has not.
11. This is the season  
When mornings are dark  
And birds do not sing  
In the wood and the park.  
This is the season  
When children ski,  
And Santa Claus  
Brings the New Year's Tree.
12. This is the season  
When fruit is sweet,  
This is the season  
When school friends meet,  
When noisy and happy  
And brown by the sun  
With their books and bags  
To school they run.

13. This is the season  
When nights are short,  
And children have plenty  
Of sun and sports  
Boating and swimming  
All the day  
With a merry song  
On a sunny day.
14. This is the season  
When snowdrops bloom,  
When nobody likes  
To stay in the room.  
This is the season  
When birds make their nests.  
This is the season  
We all like best.
15. Solomon Grundy born on Monday,  
Christened on Tuesday,  
Married on Wednesday,  
Ill on Thursday,  
Worse on Friday,  
Died on Saturday,  
Buried on Sunday.  
This is the end  
Of poor old Solomon Grundy.
16. *Seasons of the Day*  
Spring is the dawn refreshing and early,  
Summer is the noon hot and humid,  
Fall is the dusk bronze and cooling,  
Winter is the night cold and tiring.
17. *Christina Rossetti*  
Who has seen the wind?  
Neither I nor you;  
But when the leaves hang trembling,  
The wind is passing through.  
Who has seen the wind?  
Neither you nor I  
But then the trees bow down their heads,  
The wind is passing by.

18. *Sara Teasdale*

***The Falling Star***

I saw a star slide down the sky,  
Blinding the north as it went by,  
Too burning and too quick to hold,  
Too lonely to be bought or sold,  
Good only to make wishes on  
And then forever to be gone.

19. ***The North Wind***

«The North wind is cold,»  
The robins say;  
And that is why robins  
Must fly away.  
«The North wind is cold,  
As cold can be,  
But I am not afraid,»  
Says the chickadee.  
So the chickadee stays  
And sees the snow,  
And likes to hear  
The North wind blow.

20. The windows are blue at night,  
But in the morning they are white,  
And snowflakes are falling,  
«Come out», they are calling.  
Get out of bed and take your sled.  
On this cold and frosty day  
The sun is bright, the snow is right  
For outdoor winter play.

21. In the winter time we go  
Walking in the fields of snow,  
Where there is no grass at all,  
Where the top of every wall,  
Every fence and every tree  
Is as white as white can be.

22. When the spring is coming,  
The birds are in the air,  
And meadows are smiling  
With violets so fair.

23. When summer comes,  
A lot of tulips bloom,  
And wonderful roses  
The hot air perfume.

24. *Christina Rossetti*  
***The Twelve Months***

January with cold is set,  
February is chill and wet.  
March wind often rages,  
In April weather changes.  
Pretty flowers come in May,  
Sunny June brings longest day,  
In hot July the skies are clear,  
Then August with corn is here.  
For fruit September opens the way,  
October sweeps the leaves away.  
Next enters gray November,  
And, lastly, snowy December.

25. *Ivy Russell*  
***February***

Gray is the sky  
And the wind is chill;  
Icicles hang  
From the window-sill.  
Gone is the swing  
From the tree bough,  
Nobody plays  
In the garden now.  
Only the robin,  
With breast of red,  
Sits and waits  
For his crumbs of bread.

26. ***Spring Rain***

Rain, rain, rain, April rain,  
You are feeding seed and grain,  
You are raising plants and crops  
With your merrily sparkling drops.  
In the sun glitter bright,  
Patter gently through the night.

On the branches buds will grow  
With your soft caressing flow.  
In the woods violets blue,  
Newly blown, will smile at you,  
And we boys and girls will run  
Through your showers in the sun.

27. *F.G. Sanders*

***Lovely May***

Far up in the deep blue sky,  
Great white clouds are floating by;  
All the world is dressed in green,  
Many happy birds are seen;  
Flowers bright and sunshine dear  
Show that lovely May is here.

28. *Alice Very*

***The Month of August***

The month of August  
Is the month of fruit:  
But remember, children,  
My fruit is not good.  
Please, remember,  
To wait for September.

29. *Malcolm Hemphrey*

***This Warm September Day***

Orchards are apple scented,  
Mists across the meadow lie,  
The sun is soft and golden,  
In the blue and kindly sky.  
Asters, pinks and roses ...  
Spiders are flying away.  
Loveliness is everywhere  
This warm September day!

30. *Ellen Troup*

***October***

The maple-tree has turned to red,  
The poplar leaves are gold.  
The sky is sunny overhead,  
The wind is getting cold!

The robins all have gone away,  
The grass is dry and brown.  
Chrysanthemums are bright today,  
October's come to town.

31. In winter, when the fields are white,  
I sing a song for your delight.  
In spring, when woods are getting green,  
I'll try and tell you what I mean.  
In summer, when the days are long,  
Perhaps, you'll understand the song.  
In autumn, when the leaves are brown,  
Take the pen, and write it down.

32. ***It's a Small World***

It's a world of laughter, a world of tears;  
It's a world of hopes and a world of fears.  
There's so much that we share  
That it's time that we're aware;  
It's a small world after all.  
There just one moon and one golden sun  
And a smile means friendship to ev'ry one,  
Though the mountains divide  
And the oceans are wide,  
It's a small world after all.

33. ***The Months of the Year***

January comes with frost and snow,  
February brings us winds that blow,  
March has winds and happy hours,  
April brings us sun and showers,  
Pretty is the month of May,  
June has flowers sweet all day,  
July begins our holiday,  
August sends us all away,  
September takes us back to school,  
October days begin to cool,  
November brings the leaves to Earth;  
December dying sees the birth  
Of the New year and all its mirth.

34. Sing a song of winter,  
The chilly north winds blow,  
Over hills and valleys  
Down comes the snow.  
Let us make a snow-man,  
Build him straight and tall,  
Put his hat and jacket on  
While winter snowflakes fall.  
Sing a song of winter,  
Be happy every day,  
Dance around the snow-man,  
Come out and play.  
Robin Red is whistling  
Such a merry tune.  
Winter days are going by  
And spring is coming soon.
35. **Song Time**  
Sing a song of springtime,  
Green is all around,  
Green buds on the tree-tops,  
Green grass on the ground;  
Green along the hedges  
Where new leaves are found.  
Sing a song of springtime,  
Songs are all around,  
Singing in the tree-tops,  
Singing on the ground;  
Singing in the hedges;  
Songs where birds are found.
36. **A Summer Day**  
Come, my children, come away  
For the sun shines bright today;  
Little children, come with me,  
Birds and brooks and flowers see;  
Get your hats and come away,  
For it is a pleasant day,  
Let us make a merry ring,  
Talk and laugh and dance and sing!  
Quickly, quickly, come away,  
Let us make it the happiest day!

37. **Snowflakes**

Watch the tiny snowflakes  
Softly drifting by,  
Like a cloud of feathers  
Falling from the sky.  
Lightly, very lightly,  
Making not a sound,  
Snowflakes form a blanket  
On the frozen ground.  
And tomorrow morning,  
When the sun is bright,  
I will see my garden  
Dressed in shining white.

38. **The Snow-Man**

I wish I were a snowman,  
So tall and big and white,  
I'd never have to clean my teeth,  
Or go to bed at night.  
But maybe Mister Snow-Man  
Is wishing he were me,  
For I'll be here when summer comes,  
But where will the snow-man be?

39. **Autumn Leaves**

The autumn wind ran through the woods  
And whispered merrily,  
«Come little leaves of red and gold,  
Who'll dance along with me?  
We'll find so many things to do  
As fast we fly away,  
So many things to talk about  
On such a lovely day.»  
The little leaves began to nod,  
And soon began to fall,  
Not one was left upon the oak,  
Or on the willow tall.  
«We're coming!» cried the little leaves;  
And out from woodlands brown.  
They danced along the country roads,  
And scampered through the town.

40. **Hay-Time**

Come out, come out  
With song and shout,  
And toss and turn the hay;  
And make it sweet and good to eat,  
This sunny summer day.  
The farmer's kind  
And will not mind,  
However much we play;  
So come along and sing a song  
And help him make the hay!

41. **October**

The summer is over,  
The trees are all bare,  
There is mist in the garden,  
And frost in the air.  
The meadows are empty,  
And gathered the sheaves –  
But isn't it lovely,  
Kicking up leaves?  
John from the garden  
Has taken the chairs;  
It's dark in the evening  
And cold on the stairs.  
Winter is coming  
And everyone grieves –  
But isn't it lovely,  
Kicking up leaves?

42. **Who Loves the Trees Best?**

Who loves the trees best?  
«I», said the Spring,  
«Green leaves so beautiful  
To them I bring.»  
Who loves the trees best?  
«I», Summer said,  
«I give the flowers,  
White, yellow and red.»  
Who loves the trees best?

«I», Autumn said,  
«I give them ripe fruits,  
Golden and red.»  
Who loves the trees best?  
«I love them best,»  
Harsh Winter answered,  
«I give them rest.»

**Holidays**

1. Guest we meet,  
First we greet,  
Then we treat  
To something sweet.
2. Happy birthday to you!  
Happy birthday to you!  
Happy birthday, dear Betty!  
Happy birthday to you!  
May your birthday be bright  
From the morning till night!  
May your birthday be bright  
From the morning till night!
3. Father frost brings many toys  
For little girls and little boys.
4. My dear, dear mummy,  
I love you very much  
I want you to be happy  
On the Eighth of March.
5. Come to the party  
Don't be late!  
Eat all you want,  
But don't eat your plate!
6. In the happy month of May  
Little children like to play.  
They all dance, and sing, and say:  
Winter days are far away,  
Welcome, welcome the first of May!

7. Christmas! Christmas! Wintertime!  
Give me greetings and take mine!  
Little gifts and tasty food.  
Everybody's in good mood.  
Raise your voices loud and clear:  
«Merry Christmas!» «A Happy New Year!»

8. ***A Special Birthday Wish***

To wish you every blessing  
That your birthday can bring,  
And for the year that follows —  
The best of everything.

9. ***Mother's Day***

I like the way you look,  
I like the way you cook;  
Now what I really want to say is:  
«Happy Mother's Day!»

10. A happy New Year!  
The day is so clear,  
The snow is so white,  
The sky is so bright.

11. New things to learn,  
New friends to meet,  
New songs to sing,  
New joys to greet.  
New things to see,  
New things to hear,  
New things to do  
In this New Year.

12. Come, children, gather round my knee,  
Something is about to be.  
Tonight's December thirty-first;  
Something is about to burst.  
Hush! It's midnight, children dear.  
Hush! Here comes another year!

## Appearance

1. Everybody says  
I look like my mother.  
Everybody says  
I look like aunt Bee  
Everybody says  
I look like my father  
But I want to look like me.

2. ***A Song of the Body***

Two ears for hearing,  
One mouth to talk;  
One head for thinking,  
Two legs to walk.  
Two hands, eight fingers  
Also two thumbs,  
For writing and painting,  
And doing my sums.  
Two feet for dancing,  
Ten little toes;  
One thing for smelling,  
And that's my nose,  
Two arms for working,  
Two eyes to see;  
Put them all in one parcel  
And there you have me.

3. ***Clothes Rap***

Where are my trousers? Where's my blouse?  
Where's my shirt? Where's my skirt?  
Where are my ear-rings? Where's my belt?  
Here are your trousers. Here's your blouse.  
Here's your shirt. Here's your skirt.  
Here are your ear-rings. Here's your belt.

4. Without your tongue you cannot talk,  
Without your feet you cannot walk,  
Without your eyes you cannot see,  
Without your heart ... you cannot be.  
It always beats and hops;  
It never sleeps or stops;  
Life-long you don't part  
With your little heart.

## Family / Relationship

### 1. *Allan Ahlberg*

#### *Parents' Evening*

We're waiting in the corridor,  
My dad, my mum, and me.  
They are sitting there and talking;  
I'm nervous as can be.  
I wonder what she'll tell them.  
I'll say I've got a pain!  
I wish I got my spellings right.  
I wish I had a brain.

We're waiting in the corridor,  
My husband, son, and me.  
My son just stands there smiling,  
I'm smiling nervously.  
I wonder what she'll tell us.  
He's such a good boy, really;  
But dozy – like his dad.

We're waiting in the corridor,  
My wife, my boy, and me.  
My wife's as cool as cucumber;  
I'm nervous as can be.  
I hate these parents' evenings.  
The waiting make me sick.  
I feel just like a kid again  
Who's gonna get a stick.

I'm waiting in the classroom.  
It's nearly time to start.  
I wish there was a way to stop  
The pounding in my heart.  
The parents in the corridor  
Are chatting cheerfully;  
And now I've got to face them,  
And I'm nervous as can be!

2. Our family comes  
From round the world:  
Our hair is straight,  
Our hair is curled.

Our eyes are brown,  
Our eyes are blue.  
Our skins are different  
Colours too.  
We're girls and boys,  
We're big and small,  
We're young and old,  
We're short and tall.  
We're everything  
That we can be  
And still we are a family.  
We laugh and cry,  
We work and play,  
We help each other every day.  
The world is lovely place to be  
Because we are a family.

3. If you are angry and you know it,  
Talk it over/count to ten/just relax/  
stop and think/ take a bath (2times)  
If you are angry and you know it,  
That's OK, you can control it.  
If you are angry and you know it  
Talk it over/ count to ten/just relax/  
stop and think/take a bath.

### 4. *John Agard*

When I ask daddy,  
Daddy says, ask mummy.  
When I ask mummy,  
Mummy says, ask Daddy.  
I don't know where to go.  
Better ask my teddy,  
He never says «no».

5. This is my mother,  
This is my father,  
This is my brother Paul.  
This is my sister,  
This is my uncle.  
How I love them all!

6. Our large family  
Has got a nice flat.  
We live here happily  
With a kitten and a cat.
7. *Paul Rogers*  
My brother bashed me with a stick,  
I hit him with the hose.  
He pulled my hair. I scratched his face.  
He thumped me on the nose.  
I bit his leg; he screamed, I screamed.  
We call each other names.  
The Mum came out and asked us why  
We couldn't play nice games.  
I sulked. He moped. I frowned. He smiled.  
I let him in my den.  
He offered me a sticky sweet  
And now we're friends again.
8. – How do you do, Nick?  
– How do you do?  
– I'm glad to meet you.  
– I'm glad too.
9. *Ann Bonner*  
My sister and I always fight,  
I'm sure she's wrong. I think I'm right.  
She pinches my toys when I'm not there.  
She cheats at games. She's never fair.  
She leaves her clothes all over the place.  
If I complain, she pulls a face.  
Every morning I have to wait  
To take her to school ... we're always late ...  
But however naughty she can be  
Nothing must hurt her. She's smaller than me.
10. *Help*  
Please don't make me go to school!  
I'm fed up with being the fool.  
All the children call me names.  
They won't let me play their games.

Everyone, they laugh at me.  
The hurt inside they cannot see.  
They pick on me now every day,  
And I just want to run away.

I've no-one I can call my friend,  
I feel I want my life to end.  
I'm so sad, I cry and cry,  
For I am living a dreadful life.

I feel I cannot tell my mum,  
Of all the things that they have done.  
So if you think that bullying's for you,  
Just look at the damage you can do.

11. Good-night, father, good-night, mother.  
Kiss your little son.  
Good-night, sister, good-night, brother.  
Good-night, everyone.

12. I met a little girl  
Who came from another land.  
I couldn't speak her language,  
But I took her by the hand.

We danced together,  
Had such fun.  
Dancing is the language  
You can speak with everyone.

13. *Mother*  
For showing the way that I should go  
And teaching me things that I should know...  
For helping me through the ups and downs  
And standing by me through smiles and frowns...  
For being all that a mother could be,  
Thanks – You mean the world to me!

14. When company comes  
You are very polite,  
And we are proud of you, Son,  
For your manners are right.

You say, «Thank you» — «Excuse me» —  
And, «After you, please!»  
You shake hands all around  
With such polish and ease.

When grown-ups are talking  
You don't make a sound.  
It's a joy and pleasure  
To have you around.

Your company manners  
Are fine through and through ...  
But try, Son, to use them  
For everybody too!

15. *Thomas Wood*  
*To a False Friend*

Our hands have met, but not our hearts;  
Our hands will never meet again.  
Friends, if we have ever been,  
Friends we cannot remain.  
I only know I loved you once,  
I only know I loved in vain;  
Our hands have met, but not our hearts;  
Our hands will never meet again.

16. *The Quarrel*

I quarreled with my brother,  
I don't know what about,  
One thing led to another  
And somehow we fell out.  
The start of it was slight,  
The end of it was strong,  
He said he was right,  
I knew he was wrong!  
    We hated one another.  
    The afternoon turned black.  
    Then suddenly my brother  
    Thumped me on the back,  
    And said, «Oh, come along!  
    We can't go on all night —  
    I was in the wrong.»  
    So he was in the right.

17. *Howard Ashman*  
*Beauty and the Beast*

Tale as old as time,  
True as it can be.  
Barely even friends,  
Then somebody bends  
Unexpectedly.

Just a little change.  
Small to say the least.  
Both a little scared,  
Neither one prepared.  
Beauty and the Beast.

Ever just the same,  
Ever a surprise.  
Ever as before,  
Ever just as sure  
As the sun will rise.

Tale as old as time,  
Tune as old as song,  
Bittersweet and strange,  
Learning you were wrong.

Certain as the sun  
Rising in the East,  
Tale as old as time,  
Song as old as rhyme.

18. *A Child's Wish*

I want to live and not to die!  
I want to laugh and not to cry!  
I want to feel the summer sun.  
I want to sing when life is fun.  
I want to fly into the blue.  
I want to swim as fishes do.  
I want to stretch out friendly hands  
To all young of other lands.  
I want to live and not to die!  
I want to laugh and not to cry!

## Meals

1. Sandwiches are beautiful,  
Sandwiches are fine.  
I like sandwiches.  
I eat them all the time.  
I eat them for my breakfast  
And I eat them for my lunch.  
If I had a hundred sandwiches,  
I'd eat them all at once.
2. Breakfast in the morning,  
Dinner in the day.  
Tea comes after dinner,  
Then comes time to play.  
Supper in the evening  
When the sky is red.  
Then the day is over  
And we go to bed.
3. One, two, three,  
Let me see,  
Who likes coffee  
And who likes tea?
4. Our breakfast is lovely as you can see  
A plate of porridge and a glass of tea.  
As for the dinner, it's nice:  
We have mushroom soup and tasty pies,  
We have roast beef and boiled yummy rice.  
Our dinner is very, very nice.  
Our supper is also rather good:  
Some fish and chips, some sweets and fruit.
5. Get up, little Freddy,  
Breakfast is ready.  
Butter and cheese,  
All that you please.  
Milk and bread  
For little Fred,  
Tea and jam  
For little Sam.

6. – I'm rather hungry. Let's have a bite.  
– OK. Where shall we go tonight?  
– Let's try a restaurant down the street.  
– What an idea! They serve good meat.  
The food is delicious, the menu is nice!  
– That sounds great. What about the price?

7. I am hungry as a bear  
I wish I had a bite somewhere.  
We all would have a bite.  
We have good appetite.

### 8. *Potatoes*

Potatoes on the table  
To eat with other things,  
Potatoes with their jackets off  
May do for dukes and kings.

But if you wish to taste them  
As nature meant you should,  
Be sure to keep their jackets on  
And eat them in a wood.

A little salt and pepper,  
A deal of open air,  
And never has a banquet  
That offered nobler fare.

The best of food can weary  
The best of appetite.  
Potatoes, with their jackets on,  
Are always, always right.

### 9. *Helping Mother*

Help your mother lay the table,  
Put the knives and forks and spoons;  
Help your mother lay the table  
Every afternoon.  
Help your mother clear the table,  
Take the knives and forks and spoons;  
Help your mother clear the table,  
Morning, night and noon.

10. These are mother's knives and forks,  
That is father's tea spoon,  
This is sister's butter-dish,  
That is my dessert spoon.

### House / Flat

1. There is a kitchen and in it  
There are some pans and a stove,  
There is a bathroom and in it  
There are some towels and soap.
2. I live here.  
You live near.  
Tom lives so far,  
That he goes in a car.
3. There is a ball in the hall.  
There is a chair over there,  
There is a sweeping broom  
In the living-room.
4. The ceiling is above,  
The floor is just below,  
The window is in front,  
That is my room, I know.
5. Here is a body,  
There is a bed.  
There is a pillow,  
Here is a head.  
There is a curtain,  
Here is a light.  
There is a puff  
And so good night.
6. **The Telephone**  
Friends a hundred miles apart  
Sit and chatter heart to heart.  
Boys and girls from school afar  
Speak to mother, ask papa.

7. The bedroom is cosy and neat,  
The bed is covered with a blanket,  
Soft pillows and a snow-white sheet  
Keep my dreams and I like it.

### Town / Traffic

1. **Cycling Song**  
Wind in my face,  
Wind in my hair,  
I'm happy cycling everywhere.  
No fuss or noise,  
No jams or fumes,  
I'm happy cycling everywhere.  
Cheap and clean,  
Easy and quick,  
I'm happy cycling everywhere.  
Easy to park,  
Never a care,  
I'm happy cycling everywhere.  
Give up your car,  
Have money to spare,  
Cycle like me – everywhere.
2. There was a young lady named Sue.  
She wanted to catch the 2.02  
Said the porter: «Don't worry.  
Don't be in a hurry,  
It's a minute or two to 2.02
3. I am a little pile of tin  
Nobody knows what shape I am in  
Got four wheels and a running-board.  
I am not a Shervi, I am not a ford.  
Hong-Hong, rattle, rattle, rattle,  
Crash-beep, bee!
4. **Traffic Lesson**  
Be very, very careful  
When you cross the street.  
Use your eyes, use your ears,  
And then use your feet.

Look to the left,  
Look to the right,  
Then look up  
And check the light.  
When all the cars have stopped,  
It's time for you to go.  
Walk between the lines.  
That's the safest way I know.

5. Stop! Look! Listen!  
Before you cross the street.  
Use your eyes, use your ears,  
And then use your feet.
6. I know a large shop  
Opposite the bus stop,  
People buy there  
Thing they can wear.

### **Shops / Shopping**

1. I know a toy shop  
Near the bus stop,  
You can buy there  
A funny teddy-bear.
2. Let's go to a food shop  
To buy meat for chop.  
I like it fresh and hot  
With tasty chips a lot.
3. No stopping! No stopping!  
We're doing our shopping,  
There's a lot of things to buy:  
Eggs on the low shelves,  
Bread on the middle,  
And for salt we have to reach high.  
No breaking! No spilling!  
Our trolleys we're filling  
With things we need today.  
At checkouts we queue,  
Wait, pay and go through,  
We then take our shopping away!

4. Sandals and trainers, boots and shoes  
Come and buy the size you use.  
Try them on before you choose  
Sandals and trainers, boots and shoes.
5. Smiling girls and rosy boys,  
Come and buy my little toys;  
Monkeys made of gingerbread,  
And sugar horses painted red.

### **Working Day / Hobby / Leisure**

#### **1. Who is Who?**

Van is a fan.  
Sid is a kid.  
Pearl isn't a girl.  
Roy is a boy.  
Pete is a wit.  
Luke is a cook.  
Dealan is a dealer.  
Beecher is a teacher.  
Cliff is a chief.  
Laken is a baker.  
Nock is a doc.

2. Off to the sand  
Off to the sea  
Mummy and Daddy  
And Teddy, and me.  
Sun's very hot,  
Cream on my nose.  
Dance in the waves  
Babble my toes.  
Bucket and spades,  
Castles and moats,  
Seagulls and seashells,  
And bobbing bright boats.  
Ice-cream's all melting,  
And lollies to lick,  
Frisbees to throw,  
And beach balls to kick.

Wide open yawns,  
And eyelids that drop.  
Pack up the picnic  
For home's the next stop.

3. A book is for reading,  
A pen is for writing,  
A brush is for painting,  
A desk is for studying.

4. *Robert Stevenson*

In winter I get up at night  
And dress by yellow candle light.  
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 in the tree  
Or hear the grown up people's 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,  
Why have to go to bed by day?

- 5: It's raining, it's pouring,  
The old man's snoring;  
He got into bed  
And bumped his head  
And couldn't get up in the morning.

6. What's this? It's a school-bag.  
What's that? It's a pencil.  
What's this? It's a pen  
For a pupil I am.

7. I have a hare, I have a bear.  
My toys are here, my toys are there.  
I have a horse, I have a fox,  
I have a brown cow  
And I am playing now.

8. *Cyberspace Song*

The Web Wizard lives in Cyberspace  
And now we live there too.  
I think it's a very unusual place.  
Oh, no! We're lost in Cyberspace  
The Web Wizard has a friendly face  
And he wants to help us too.  
We want to go back to usual place.  
Oh, no! We're lost in Cyberspace.  
I think I like it in Cyberspace.  
There are lots of things to do.  
We don't belong to the human race.  
Oh, no! We're lost in Cyberspace.

9. *Computer Rap*

Bugs and hackers and mice.  
Hackers and mice and bugs.  
We're going to swim in a river of ink.  
That's what I think!  
Mice and hackers and bugs.  
Hackers and bugs and mice.  
We're going to swim, we're going to sink.  
That's what I think!

10. *Nightmare Poem*

The Search Engine's searching for you!  
It's watching and reaching for you!  
You appear on a screen inside a machine.  
It's watching and reaching for you!  
Then you wake up and find you're in bed,  
With ideas going round in your head!  
The face on a screen is a part of your dream.  
Now it's time to have breakfast instead!

11. *Lora Daunt*

*What is a Book?*

A book is pages, pictures and words.  
A book is animals, people and birds.  
A book is stories of queens and kings,  
Poems and songs — so many things.

Curled in a corner where I can hide  
With a book I can journey far and wide.  
Though it's only paper from end to end,  
A book is a very special friend.

12. *Jane Jolen*  
**Read to me**

Read to me riddles and read to me rhymes.  
Read to me stories of magical times.  
Read to me tales about castles and kings.  
Read to me stories about fabulous things.  
Read to me pirates and read to me knights.  
Read to me dragons and dragon-book fights.  
Read to me spaceships and cowboys and then  
When you are finished –  
Please, read them again.

13. One and two and three and four,  
We are sitting on the floor,  
We are playing with a ball  
And a pretty little doll.

14. When Mister Sun lights up the skies,  
I sit right up and rub my eyes;  
I dress myself with greatest care,  
I brush my teeth and comb my hair;  
Then, walking, off to school I go  
To learn the things that I must know.

15. *Allan Ahlberg*  
**The Runners**

We're hopeless at racing,  
Me and my friend.  
I'm slow at the start,  
She's slow at the end.  
  
She has got the stitch,  
I get sore feet,  
And neither one of us  
Cares to compete.

But co-operation's  
A great case.  
You should see us  
In the three-legged race!

16. Work while you work,  
Play while you play,  
This is the way  
To be cheerful all day.

17. Who always helps his fellow men?  
Who brings lost children home again?  
Who answers questions every day  
To help the people find their way?  
When we are in trouble, we all say,  
Oh, policeman! Oh, policeman!

18. *M. Wilsher*  
**The Band**

Have you ever heard a drummer  
Beat a rhythm of his drum?  
If you listen very closely,  
I will show you how it's done.

Have you ever heard the cymbals  
When they're crashing out the beat?  
If you haven't any cymbals,  
Tap the rhythm with your feet.

Have you ever heard such music  
Playing fast or slow,  
While the trombones sing the tune out  
And the trumpets loudly blow?

19. *Spike Milligan*  
**Music Makers**

My auntie plays the piccolo,  
My uncle plays the flute,  
They practise every night at ten,  
Tweety tweet Toot-toot!

My granny plays the banjo,  
My grandad plays the drum,  
They practise every night at nine,  
Plankety plank Bumm-bumm!!

My sister plays the tuba,  
My brother plays guitar,  
They practise every night at six,  
Twankity Oom-pa-pa!!!

My mother plays the mouth-organ,  
My daddy plays oboe,  
They practise every night at eight,  
Pompity-pom suck-blow!!!!

20. Good night,  
Sleep tight,  
Wake up bright  
In the morning light  
To do what's right  
With all your might.

### Pets

1. I have a little pussy  
And her coat is grey  
She lives in my house  
And she never runs away.
2. I have a little dog  
And his name is Jack.  
His head is white  
And his ears are black.
3. Bill's dog is big.  
Tom's dog is small.  
Ann's cat is black.  
Jane's cat is grey.  
But poor little Jack  
Has no dog at all.  
They often drink milk  
And wash every day.

4. My cat is black,  
My cat is fat,  
My cat likes rats.  
Rats are grey and fat.

5. A wise old owl sat in an oak.  
The more he heard  
The less he spoke;  
The less he spoke  
The more he heard.  
Why aren't we all  
Like that wise bird?

6. This is a cat,  
She looks for a rat,  
Her name is Pete,  
She likes to eat.  
This is a pig,  
She likes to dig,  
Her name is Pat,  
She is very fat.  
This is a dog,  
He growls at a frog,  
His name is Mark,  
He likes to bark.  
This is a snake,  
It lives by a lake,  
It is on a log  
And looks for a frog.

7. I like my Bunny.  
Bears like honey.  
Girls like cats.  
Cats like rats.  
Boys like dogs.  
Stocks like frogs.  
Mice like cheese.  
Sparrows like peas.  
Owls like mice.  
I like rice.  
Birds like grain.  
Say it again.

8. Little cat, little cat,  
As you sat on a mat  
Did you dream of a mouse  
Or of a grey big rat?  
Oh, no, not so  
For I always dream of a dish  
Full of fish  
Or of a bowl full of cream.
9. A big fox  
Lives in a box.  
And a rabbit  
Has a bad habit:  
He comes near the box  
Where lives the fox.
10. *My Dog*  
I've got a dog,  
His name is Jack.  
His coat is white  
With spots of black  
I take him out  
Most every day.  
Such fun we have,  
We run and play,  
Such clever tricks  
My dog can do.  
I love my Jack,  
He loves me too.
11. — Little mouse, little mouse,  
Where is your house?  
— Little cat, little cat,  
I have no flat.  
I am a poor mouse,  
I have no house.
12. Let us go to the zoo,  
Let us jump with a kangaroo,  
Let us run with a little hare,  
Let us swim with a polar bear,  
Let us fly with this white swan.  
Don't be afraid. Come on!

## Geography Rap

There are places in the world...  
Some you know, some you don't,  
Some you'll visit, some you won't,  
Some are near, some are far,  
Some sound exotic, like ZANZIBAR...  
'cause these are places in the world:  
BOMBAY, CARE MAY, MANDALY, BAFFIN BAY,  
BAGDAD, LENINGRAD, ASHKHABAD, TRINIDAD,  
L.A., NORWAY, PARAGUAY, MANTEREY,  
SINGAPORE, ECWADOR, BANGALOR...  
These are places in the world...  
These are places in the world:  
FIJI, SICILY, NAGASAKI, TENNESSE,  
CAIRO, QUITO, BORNEO, IDAHO,  
TAIWAN, DIJON, SAIGON, TEHERAN,  
GUATEMALA, OKLAHOMA, ARGINTINA, NORTH DAKOTA...  
These are places in the world...  
These are places in the world...  
Some are new, some are old,  
Some are hot, some are cold,  
Some are low, some are high,  
Some are wet, some are dry...  
'cause these are places in the world:  
GLASGOW, OSLO, FRESNO, TSING-HAO,  
FALKLAND, AUKLAND, YUCATAN, DISNEYLAND,  
LIBYA, NAMIBIA, RUMANIA, PENNSYLVANIA,  
BORA-BORA, WALLA-WALLA, COSTA RICA, BRATISLAVA...  
These are places in the world ...  
These are places in the world:  
KRAKOW, CHUN-CHOW, MOSCOW, TOPELOW,  
DOMINIQUE, PIKE'S PEAK, MOZAMBIGUE, BITTER CREEK,  
WARSAW, MOOSE JAW, SASKATOON, CAMEROON,  
HAIFA, MECCA, BETHLAHEM, JERUSALEM...  
These are places in the world...  
These are places in the world...  
High on the mountain, down on the plain,  
Deep in the jungle in the middle of rain,  
Children laugh, and children play,  
Everywhere, every day ...  
'cause these are places in the world ...

Стихи и рифмовки для формирования  
грамматических навыков

1. Mind the clock  
And keep the rule,  
Try to come  
In time to school.
2. One potato, two potatoes,  
Three potatoes, four,  
Five potatoes, six potatoes,  
Seven potatoes, more.  
You are out!
3. Hi, how are you?  
Fine. How are you?  
I'm fine. How's Bill?  
He's fine. How's Mary?  
She is fine. How are the children?  
They are fine. How's Jack?  
He is sick.  
Oh, no!
4. How is your mother?  
She is fine, thanks.  
How is your father?  
He is fine, thanks.  
How is your sister?  
She is fine, thanks.  
How is your brother?  
He is fine, thanks.  
And how are you?  
I'm fine too. Thank you.
5. My name is Ann,  
Her name is Nan,  
His name is Ben.  
Say it again.
6. One apple for me,  
And one for you,  
One for him  
And for her too.

Two for us,  
And two for them.  
And now remember and say it again.

7. 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.
8. I like this cat,  
Nina likes that.  
I like Pussy  
And she likes Bat.  
I like this dog,  
Mike likes that.  
I like Spot  
And he likes Fat.
9. Oh, where is the ball?  
Oh, where? Oh, where?  
Is the ball in the hall  
Or under the chair?  
Oh, where is my blue and yellow ball?  
It's under the table near the wall.
10. Shoes have tongues,  
But cannot talk.  
Tables have legs,  
But cannot walk.  
Needles have eyes,  
But cannot see.  
Chairs have arms,  
But can't catch me.
11. I can take a shower,  
You can take a flower,  
We can take a bus.  
It is waiting for us.
12. I'm learning to speak,  
And I'm learning to spell.  
I'm learning to read,  
And I'm learning to tell.

13. You shouldn't run across the road!  
You must stop and look.  
You shouldn't write on the wall!  
You must write in your test-book.  
You shouldn't run in school!  
You must always walk.  
You should listen to your teacher!  
You mustn't talk.
14. We like to swim,  
We like to play.  
Come to the river  
With us today.
15. Are you sleeping, brother John?  
Morning bells are ringing!  
Ding, ding, dong!
16. I am a student, he is a student,  
She is a student too.  
I am a student, you are a teacher.  
We love you. We love you.  
Is he a student? Is she a student?  
Are you a student too?  
I am not a student.  
I am a teacher,  
And I love you too.
17. I am Yura. You are Shura.  
He is Sasha. She is Masha.  
Am I Sasha? Are you Masha?  
Is he Yura? Is she Shura?  
I am not Sahsa. You are not Mahsa.  
He is not Yura. She is not Shura.
18. This is Jack and that is Jill.  
This is Ann and that is Bill.  
This is Ted and that is Dot.  
This is Rex and that is Spot.

19. One, two, three, four  
I am standing at the door.  
Five, six, seven, eight  
He is going to the gate.  
Nine, ten, eleven, twelve  
She is looking at the shelf.  
13, 14, 15, 16  
We are slowly coming in.  
17, 18, 19  
You are reading a magazine.  
20, 21 and 22  
They are listening to you.  
23, 24, 25  
The bee is flying to the hive.
20. Who made the pie? – I did.  
Who stole the pie? – He did.  
Who found the pie? – She did.  
Who ate the pie? – You did.  
Who cried for the pie? – We all did.  
Who laughed at us? – They all did.  
Who did not want the pie?  
It did not. – Why?  
It was a cat and the pie was a lemon pie.
21. *The Question Song*  
What did you watch, where did you play,  
What did you listen to yesterday?  
Where did you walk, who did you phone?  
What did you do when you arrived home?  
  
I watched TV, I played my guitar,  
I listened to my favourite singing star.  
I walked to school, I phoned my friend.  
I finished all my homework in the end.  
  
I didn't watch a film, I didn't play a ball,  
And I didn't listen to anything at all.  
I didn't walk here and I didn't phone there,  
I stayed at home and I washed my hair.

22. *The Bank Blues*

- Where does John live?
  - He lives near the bank.
  - Where does John work?
  - He works at the bank.
  - When does he work?
  - He works all day and he works all night
- At the bank, at the bank,  
At the great big bank.
- Why does he work all day,  
all night, all day, all night?
  - Because he loves his bank  
More than his life,  
And he loves his money  
More than his wife.

23. *What Have You Got in Your Pocket?*

I've got some oranges,  
Steve's got some cheese,  
Wendy's got a bunch of banana skins,  
You've got three biscuits,  
Annie's got some news,  
Millie's got a bottle of pineapple juice.

24. *Who's Flying a Kite?*

Who's flying a kite?  
Who's riding a bike?  
Who's dressing a doll?  
Who's bouncing a ball?  
Simon's flying a kite.  
Victor's riding a bike.  
Marta's dressing a doll.  
Steve's bouncing a ball.  
Come on! Come on!  
You're catching on!  
Say it again!  
Now it's your turn!  
Who's flying a kite?  
etc.

25. *Scooter Song*

Are you riding on your scooter?  
Yes, I'm riding on my scooter.  
Is your scooter rolling fast?  
And my scooter's rolling fast.  
Rattle! Rattle! Rattle! Blast!  
Rattle! Rattle! Rattle! Blast!  
Is your scooter rolling fast?  
Yes, my scooter's rolling fast.

26. How many boys are there all around?

Many boys, many boys, many can be found.  
How many knives are there all around?  
Many knives, many knives, many can be found.  
How many men are there all around?  
Many men, many men, many can be found.  
How many women are there all around?  
Many women, many women, many can be found.  
How many mice are there all around?  
Many mice, many mice, many can be found.  
How many geese are there all around?  
Many geese, many geese, many can be found.  
How many children are there all around?  
Many children, many children, many can be found.  
How much fish is there all around?  
A lot of fish, a lot of fish, a lot can be found.  
How much fruit is there all around?  
A lot of fruit, a lot of fruit, a lot can be found.  
How much news is there all around?  
No news is good news — that's what can be found.  
How much money is there all around?  
Not much money, I am sorry, can be ever found

27. Your friend is his friend,

His friend is her friend,  
Her friend is your friend,  
But who then is my friend?  
Your friends are our friends,  
Our friends are their friends,  
Their friends are your friends,  
They are all then my friends.

28. A Bear and a bunny  
Had a lot of money  
They went to the store  
For carrots and honey.

When the bear and the bunny  
Asked, «Carrots and honey!»  
The man in the store  
Cried, «Where's your money?»

How strange and how funny!  
They really had money –  
And that's how they bought  
Their carrots and honey.

29. – What's her name?  
– Her name is Mable,  
She is sitting at the table.  
– What's his name?  
– His name is Ben,  
He is writing with a pen.  
– What's your name?  
– My name is Paul,  
I am playing with a ball.

30. The **noun** is the name of anything,  
As *School, Garden* or *King*.

The **adjective** tells the kind of Noun,  
As *Great, Small, Pretty, White* or *Brown*.

Instead of nouns the **pronoun** is,  
As *mine, yours, ours* and *his*.

The **verbs** tells of something being done –  
*To Read, Count, Laugh, Carry* or *Run*.

How things are done the **adverb** tells  
As *Slowly, Quickly, Ill* or *Well*.

The **conjunction** joins the words together,  
As men *and* women, wind *and* weather.

The **preposition** stands before  
A noun as *in* or *through* a door.

The **interjection** shows surprise,  
As – *Oh!* How pretty! *Ah!* How wise!

Three little words you often see  
The **articles** – *a, an,* and *the*.

The whole are called the **Parts of Speech**  
Which reading, writing, speaking teach.

31. **My Little Wife**

I had a little wife,  
The prettiest ever seen,  
She washed up the dishes,  
And kept the house clean.  
She went to the mill  
To fetch me some flour,  
And always got home  
In less than an hour.  
She baked me my bread,  
She brewed me my ale,  
She sat by the fire  
And told many a fine tale.

32. If all the seas were one sea,  
What a great sea that would be!  
If all the trees were one tree,  
What a great tree that would be!  
If all the axes were one axe,  
What a great axe that would be!  
And if all the men were one man,  
What a great man that would be!  
And if the great man took the great axe,  
And cut down the great tree,  
And let it fall into the great sea,  
What a great splash-splash that would be!

33. **Larry Morey**

**Some Day My Prince Will Come**

Some day my prince will come,  
Some day I'll find my love,  
And how thrilling that moment will be,  
When the prince of my dreams comes to me.  
He'll whisper «I love you.»

And steal a kiss or two though he's far away  
I'll find my love some day  
Some day when my dreams come true.

Some day I'll find my love,  
Some one to call my own,  
And I'll know her the moment we meet,  
For my heart will start skipping a beat.  
Some day we'll say and do things  
We've been longing to though she's far away  
I'll find my love some day  
Some day when my dreams come true.

34. *Arnold Lobel*

*If We Were ...*

If you were a pot  
And I were a pan,  
We could sit on the shelf together.  
If you were a mountain  
And I were the snow,  
We wouldn't much mind the weather.

Стихи, посвященные праздникам Рождество  
и День Благодарения

**Christmas Poetry**

*Christmas Cloud*

As neighbours shared their greetings  
In merry Christmas talk,  
Christmas Cloud was busy  
Letting snowflakes drop.  
A beautiful sight to see  
This winter world of snow;  
On every graceful green fir-tree  
Christmas lights began to glow.  
Christmas Cloud heard voices  
All across the town:  
«Merry, Merry Christmas  
greeted snowflakes falling down.

Along with Christmas greetings  
He heard them once again  
Wishing friend and neighbour  
Peace on Earth — good will to men.

*I Tie My Love with Ribbons*

In the glow of Christmas candles  
And the stars that shine above  
I bring you season's greetings  
With my ribboned gift of love.  
In the joyous sound of voices  
Singing carols in the snow,  
I take your hand and tell you  
Of my love that seems to grow.

*Dreams*

Take your dreams this Christmas  
And decorate the tree.  
Look up high and once again  
The glowing star you'll see.  
Take your dreams and carry them  
Into the coming year.  
Dreams are made of hope and love  
Whenever faith is near.

*Many Things*

I love Christmas for many things  
Trees, candles, angel wings,  
Stars in the heavens,  
Snow covered hills,  
Little toy trains,  
Dolls in their frills.  
I love Christmas, ribbons of gold,  
Familiar carols, so very old,  
Sweet candy canes, bright red sled  
Little kids tucked snug  
In their beds.  
I love Christmas for most of all.  
I look forward to a neighbour's call,  
A friendly chat, a cup of tea.  
Love in the home means Christmas to me.

### ***How Much I Love You***

I've done many things for Christmas:  
I've tied each present with bow,  
But there's one thing  
I wanted to tell you,  
How much I love you,  
But I think you know.

### ***Faith, Joy and Love***

If love is in the stocking,  
And joy is on the tree,  
If faith is in the glowing star,  
Then friendship is the key  
To blessing in the coming year,  
With faith and joy and love quite near.

### ***When Christmas Comes***

It's the joy of children  
The warmth of love  
The many blessings  
Beneath the star above  
The many friends we know  
The neighbours living near  
That makes our life so special  
When Christmas comes each year.

### ***Christmas Carol***

So when it is Christmas  
I listen once more  
For your scampering feet  
On the old attic floor.  
The attic door opened  
With a chime of a bell,  
Santa has come  
With your secret to tell.  
As he opened his pack,  
The little bell chime  
Told me again  
It was Christmas time.  
And soon I can hear  
I know it so well,  
Your own Christmas carol,  
The chime of a bell.

### ***Love for Little children***

It's our love for little children  
That keeps Christmas all year long.  
As we listen to their laughter,  
We can make a Christmas song.  
  
As we take their hands and lead them,  
All the days throughout the year,  
We can show them that we love them,  
And keep their love quite near.

### ***What Is It?***

Is it the sparkle on the tree,  
The green wreath on the door,  
The present tied with ribbon red,  
Or is it something more?  
  
The cheery greeting when we meet  
A friend along our way,  
The crunch of snow beneath our feet,  
The children in their play?  
  
We ask ourselves, what is it?  
But in the end we know  
It's our love for one another  
That makes Christmas spirit glow.

## **Thanksgiving Poetry**

### ***Pilgrim Children***

Pilgrim children worked hard all day.  
Pilgrim children had little time to play:  
The first child chopped down lots of wood,  
The second one helped make the family's food,  
The third child helped keep the horses fed,  
The fourth child made a mattress for his bed,  
The fifth child made soap and a candle,  
The sixth child turned the meat-roasting handle.  
Pilgrim children worked hard all day.  
Pilgrim children had little time to play.

### *Five Plum Turkeys*

This plum turkey spread his tail like a fan.  
This plum turkey away he ran.  
This plum turkey flew up in the tree.  
This plum turkey gobbled at me.  
This plum turkey said, «I'll leave right away,  
So the cook can't find me on Thanksgiving Day.»

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*Школьное образование*

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E-mail: marketing@chpk.ru