

Муниципальное казённое общеобразовательное учреждение  
Мосальская средняя общеобразовательная школа №1

Согласовано

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**Рабочая программа курса внеурочной деятельности  
«Занимательный английский»  
для учащихся 3 класса**

Срок реализации: 2025- 2026 год

Количество часов: 1 час в неделю

Возраст участников: 8-9 лет

Составил: Тимоненкова Е. Л.

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## **1. Пояснительная записка**

Рабочая программа по английскому языку составлена на основе «Внеклассическая деятельность школьников. Методический конструктор: пособие для учителя» Д.В.Григорьев, П.В.Степанов. - М.: Просвещение, 2011.- 223с. (стандарты второго поколения).

Программа ориентирована на развитие личности учащегося: расширяет лингвистический кругозор детей, ученик получает сведения в игровой форме о другой стране и её жителях, учится наблюдать и сравнивать речевые обороты родного и иностранного языка, обыгрывать их в разных ситуациях.

Основной и главной формой занятия является ролевая игра. Игра помогает максимально использовать благоприятные возможности этого возраста для овладения иностранным языком. В игре формируется речевое поведение детей, а также развивается память и мышление детей, воспитывается культура общения.

Игры и различные коммуникативные ситуации помогают формировать личностные качества детей: интересы, волю, ценностные ориентации, эмоциональную и мотивационную сферы.

Данный курс рассчитан на 34 учебных часа по 45 минут.

Главной **целью** данного курса является:

-развитие элементарных языковых навыков, необходимых для успешного овладения английским языком. Это позволяет достичь высоких показателей общеобразовательного развития учащихся, углубить и закрепить уже имеющиеся знания и получить дополнительные;

- создание условий для интеллектуального развития ребенка и формирования его коммуникативных и социальных навыков через игровую и проектную деятельность посредством английского языка.

Одна из важных задач курса заключается в максимальном вовлечении учащихся на занятии. Большинство заданий представлено в игровой форме. Многие упражнения предполагают опору на собственный жизненный опыт учащихся.

## **Задачи:**

### *I. Познавательный аспект:*

- познакомить детей с культурой стран изучаемого языка (музыка, история, театр, литература, традиции, праздники и т.д.);
- способствовать более раннему приобщению младших школьников к новому для них языковому миру и осознанию ими иностранного языка как инструмента познания мира и средства общения;
- познакомить с менталитетом других народов в сравнении с родной культурой;
- формировать некоторые универсальные лингвистические понятия, наблюдаемые в родном и иностранном языках;
- способствовать удовлетворению личных познавательных интересов.

### *II. Развивающий аспект.*

- развивать мотивацию к дальнейшему овладению английским языком и культурой;
- развивать учебные умения и формировать у учащихся рациональные приемы овладения иностранным языком;
- приобщить детей к новому социальному опыту за счет расширения спектра проигрываемых социальных ролей в игровых ситуациях;
- формировать у детей готовность к общению на иностранном языке;
- развивать технику речи, артикуляцию, интонации;
- развивать двигательные способности детей через драматизацию;
- познакомить с основами актерского мастерства и научить держаться на сцене.

### *II. Воспитательный аспект:*

- способствовать воспитанию толерантности и уважения к другой культуре; приобщать к общечеловеческим ценностям;

- способствовать воспитанию личностных качеств (умение работать в сотрудничестве с другими; коммуникабельность, уважение к себе и другим, личная и взаимная ответственность);
- обеспечить связь школы с семьей через вовлечение родителей в процесс подготовки постановок;
- прививать навыки самостоятельной работы по дальнейшему овладению иностранным языком и культурой.

Коммуникативная компетенция развивается в соответствии с отобранными для данной ступени обучения темами, проблемами и ситуациями общения в пределах следующих сфер общения: социально-бытовой, учебно-игровой, социокультурной. Формируется и совершенствуется умение представлять себя, свою страну, ее культуру средствами английского языка в условиях межкультурного общения.

Таким образом, данная рабочая программа нацеливает на обучение детей в пятом классе всем видам речевой деятельности параллельно, при условии, что говорение и аудирование на занятиях проводятся в игровой форме.

## **Формы проведения занятий**

Внеурочная деятельность по английскому языку традиционно основана на трёх формах: индивидуальная, групповая и массовая работа (выступления, спектакли, утренники и пр.). Ведущей формой организации занятий является групповая работа. Во время занятий осуществляется индивидуальный и дифференцированный подход к детям.

Каждое занятие состоит из двух частей – теоретической и практической. Теоретическую часть педагог планирует с учётом возрастных, психологических и индивидуальных особенностей обучающихся. Программа предусматривает проведение занятий, интегрирующих в себе различные формы и приемы игрового обучения, проектной, литературно-художественной, изобразительной, физической и других видов деятельности.

С целью достижения качественных результатов учебный процесс оснащен современными техническими средствами, средствами изобразительной наглядности, игровыми реквизитами. С помощью мультимедийных возможностей занятие визуализируется, вызывая положительные эмоции у учащихся и создавая условия для успешной деятельности каждого ребенка.

Данная программа рассчитана на один год обучения из расчёта 1 час в неделю. Всего: 34 часов.

## **2. Планируемые результаты.**

### **Личностные результаты:**

- формирование мотивации изучения иностранных языков, стремление к самосовершенствованию в образовательной области «Иностранный язык»;
- стремление к совершенствованию собственной речевой культуры в целом;
- формирование коммуникативной компетенции в межкультурной и межэтнической коммуникации;
- формирование общекультурной и этнической идентичности как составляющих гражданской идентичности личности;
- стремление к лучшему осознанию культуры своего народа и готовность содействовать ознакомлению с ней представителей других стран; толерантное отношение к проявлениям иной культуры; осознание себя гражданином своей страны и мира.

### **Метапредметные результаты курса внеурочной деятельности по иностранному языку в основной школе:**

- развитие коммуникативной компетенции, включая умение взаимодействовать с окружающими, выполняя разные социальные роли;

- развитие исследовательских учебных действий, включая навыки работы с информацией: поиск и выделение нужной информации, обобщение и фиксация информации;
- развитие смыслового чтения, включая умение определять тему, прогнозировать содержание текста по заголовку/по ключевым словам, выделять основную мысль, главные факты, опуская второстепенные, устанавливать логическую последовательность основных фактов;
- осуществление регулятивных действий самонаблюдения, самоконтроля, самооценки в процессе коммуникативной деятельности на иностранном языке.

**Предметные результаты освоения курса внеурочной деятельности по иностранному языку:**  
В коммуникативной сфере (т. е. владении иностранным языком как средством общения):

### ***Говорение***

*Диалогическая речь* в 5 классе продолжает развитее таких речевых умений, как умение вести диалог этикетного характера, диалог- расспрос, диалог побуждение к действию, при этом по сравнению с начальной школой усложняется предметное содержание речи, увеличивается количество реплик, произносимых школьниками в ходе диалога, становится более разнообразным языковое оформление речи.

#### *Объем диалога до 4 реплик.*

*Монологическая речь.* Развитие монологической речи в 5 классе предусматривает овладение следующими умениями:

кратко высказываться о фактах и событиях, используя такие коммуникативные типы речи как описание, повествование и сообщение;

передавать содержание, основную мысль прочитанного с опорой на текст;  
делать сообщение в связи с прочитанным/прослушанным текстом.

#### *Объем монологического высказывания – до 8 фраз*

### ***Аудирование***

Дальнейшее развитие и совершенствование восприятия и понимания на слух аутентичных аудио- и видеотекстов с разной глубиной проникновения в их содержание (с пониманием основного содержания, с выборочным пониманием и полным пониманием текста) в зависимости от коммуникативной задачи и функционального типа текста

При этом предусматривается развитие умений:

- выделять основную мысль в воспринимаемом на слух тексте;
- выбирать главные факты, опуская второстепенные;
- выборочно понимать необходимую информацию в сообщениях прагматического характера с опорой на языковую догадку, контекст.

Содержание текстов должно соответствовать возрастным особенностям и интересам учащихся 5 классов и иметь образовательную и воспитательную ценность.

#### *Время звучания текстов для аудирования – до 2-х минут.*

### ***Чтение***

Умение читать и понимать тексты с различной глубиной и точностью проникновения в их содержание (в зависимости от вида чтения): с пониманием основного содержания (ознакомительное чтение); с полным пониманием содержания (изучающее чтение); с выборочным пониманием нужной или интересующей информацией (поисковое/просмотровое чтение).

Содержание текстов должно соответствовать возрастным особенностям и интересам учащихся 5 классов, иметь образовательную и воспитательную ценность, воздействовать на эмоциональную сферу обучающихся. Независимо от вида чтения возможно использование двуязычного словаря.

*Чтение с пониманием основного содержания текста* – осуществляется на несложных аутентичных текстах с ориентацией на предметное содержание, выделяемое в 5 классах, включающих особенности быта, жизни, культуры стран изучаемого языка

#### *Объем текстов для чтения – до 400 слов*

*Чтение с полным пониманием текста* осуществляется на несложных аутентичных текстах, построенных в основном на изученном языковом материале. С использованием различных приемов смысловой переработки текстов (языковой догадки, выборочного перевода) и оценки полученной информации.

*Объем текстов для чтения до – 250 слов.*

*Чтение с выборочным пониманием нужной или интересующей информации* осуществляется на несложных аутентичных текстах разных жанров и предполагает умение просмотреть текст или несколько коротких текстов и выбрать информацию которая необходима или представляет интерес для обучающихся.

*Объем текстов для чтения - до 250 слов*

### **Письменная речь**

Овладение письменной речью предусматривает развитие следующих умений:

- делать выписки из текста;
- писать короткие поздравления с днем рождения, другими праздниками, выражать пожелания (объемом до 30 слов, включая адрес).
- писать личное письмо с опорой на образец (расспрашивать адресата о его жизни, делах, сообщать тоже о себе, выражать благодарность, просьбы). Объем личного письма до 50 слов, включая адрес.

### **Языковые знания и навыки**

#### **графика и орфография**

Знание правил чтения и орфографии и навыки их применения на основе изучаемого лексико-грамматического материала.

#### **Фонетическая сторона речи**

Навыки адекватного произношения и различения на слух всех звуков изучаемого иностранного языка в потоке речи, соблюдение правильного ударения и интонации в словах и фразах, ритмико-интонационные навыки произношения различных типов предложений.

#### **Лексическая сторона речи**

Расширение объема продуктивного и рецептивного лексического минимума за счет лексических средств, обслуживающих новые темы, проблемы и ситуации общения. К 500 лексическим единицам усвоенным в начальной школе, добавляется около 150 новых лексических единиц, включающих устойчивые словосочетания, оценочную лексику, реплики – клише речевого этикета

#### **Грамматическая сторона речи**

Расширение объема значений грамматических средств, изученных в начальной школе, и овладение новыми грамматическими явлениями.

Знание признаков и навыки распознавания и употребления в речи нераспространенных и распространенных простых предложений, в том числе с несколькими обстоятельствами, следующими в определенном порядке; предложения с начальным It и с начальным There + to be; сложноподчиненных предложений с сочинительными союзами, and, but, or; сложноподчиненные предложения с союзами и союзными словами what, when, why, which, that, who, if, because, that's why, than, so; всех типов вопросительных предложений (общий, специальный, альтернативный, разделительный вопросы в Present Simple, Present Continuous, Past Simple, Future Simple); побудительные предложения в утвердительной (Be careful!) и отрицательной (Don't worry) форме

Знание признаков и навыки распознавания и употребления в речи конструкций с глаголами на –ing; to be going to (для выражения будущего действия);

Знание признаков и распознавания и употребления в речи правильных и неправильных глаголов в наиболее употребительных формах действительного залога в изъявительном наклонении (Present, Past, Future Simple, Present Continuous); модальных глаголов и их эквивалентов.

Навыки распознавания и употребления в речи определенного, неопределенного и нулевого артикльей; неисчисляемых и исчисляемых существительных (a flower, snow) существительных с причастиями настоящего и прошедшего времени (a writing student, a written exercise); существительных в функции прилагательного (art gallery), степеней сравнения прилагательных, в том числе образованных не по правилу (good- better- the best); личных местоимений в именительном (my) и объектном (me) падежах. А так же в абсолютной форме (mine); неопределенных местоимений (some, any); количественных числительных свыше 100; порядковых числительных свыше 20.

### **Социокультурные знания и умения**

Умение осуществлять межличностное и межкультурное общение используя знания элементов речевого поведенческого этикета в англоязычной среде в условиях проигрывания ситуаций общения «В семье», «В школе», «Проведение досуга». Использование английского языка как средства социокультурного развития обучающихся на данном этапе включает знакомство с:

- фамилиями и именами выдающихся людей в странах изучаемого языка;
- оригинальными или адаптированными материалами детской поэзии и прозы;
- с государственной символикой (флагом и его цветовой символикой, гимном, столицами стран изучаемого языка)
- с традициями проведения праздников Рождества, Нового года, Пасхи в странах изучаемого языка;
- словами английского языка вошедшими во многие языки мира, ( в том числе и в русский) и русскими словами вошедшими в лексикон английского языка.

Предусматривается овладения умениями:

- писать свое имя и фамилию, а также имена и фамилии своих родственников и друзей на английском языке.
- правильно оформлять адрес на английском языке.

### **Компенсаторные умения**

Совершенствуются умения:

- переспрашивать, просить повторить, уточняя значение незнакомых слов;
- использовать в качестве опоры при собственных высказываниях ключевые слова, план к тексту, тематический словарь и т. д.;
- прогнозировать содержание текста на основе заголовка, предварительно поставленных вопросов;
- догадываться о значении незнакомых слов по контексту, по используемым собеседником жестам и мимике;
- использовать синонимы, антонимы, описания явления, объекта при дефиците языковых средств.

### **3. Учебный план.**

Раздел	Количество часов			Виды контроля
	Всего	Теория	Практика	
1. Семья и дом.	3	2	1	Выставка рисунков.
2. Школа и распорядок дня.	3	2	1	Конкурс «Лучший распорядок дня».
3. Спорт и здоровый образ жизни.	3	2	1	Защита презентаций «Британские спортсмены».
4. Свободное время.	3	2	1	Монологическое высказывание «Мое хобби».

5. Живая природа.	5	3	2	Тест «Глаголы to be, to have». Создание буклера «I love nature».
6. Литературные герои и их авторы.	6	4	2	Сюжетно-ролевая игра, тест «Past Simple».
7. Праздники и празднования.	3	1	2	Тест «Способы выражения будущего времени». Выставка рисунков «Британские праздники».
8. Грамматика в стихах.	2	1	1	Тест «Модальные глаголы».
9. Музеи Лондона.	3	2	1	Тест «Предлоги». Монологическое высказывание «Мой любимый музей».
10. Экскурсия по Лондону.	2	1	1	Презентация «Экскурсия по Лондону».
<b>Итого:</b>	33	20	13	

#### **4. Содержание программы.**

##### **1. Семья и дом (3 часа).**

Члены семьи. Занятия и профессии. Видеофильм о семье. Обустройство дома. Виды артиклей (неопределенный, определенный, нулевой). Употребление артикля с существительными исчисляемыми / неисчисляемыми / сложными. Местоимения some / any, a lot/much/many.

##### **2. Школа и распорядок дня (3 часа).**

Школьные предметы, расписание, режим дня. Видео о школьных принадлежностях. Общие и специальные вопросы. Вопросительные слова. Порядок слов в предложении.

##### **3. Спорт и здоровый образ жизни (3 часа).**

Виды спорта. Британские футбольные клубы. Здоровое питание. Видовременные формы глагола. Особенности употребления. Отрицательная и положительная формы глагола.

##### **4. Свободное время (3 часа).**

Хобби и увлечения. Кафе и театры. Прилагательные, основные правила образования сравнительной и превосходной степеней в английском языке.

##### **5. Живая природа (5 часов).**

Видеофильм о лондонском зоопарке. Редкие животные, занесенные в красную книгу. Домашние питомцы. Презентация или видеофильм «Проблемы окружающей среды». Глаголы to be, to have.

##### **6. Литературные герои и их авторы (6 часов).**

Английская народная сказка «Черепаха и Заяц». Г.Х. Андерсен «Принцесса на горошине». Г.Х. Андерсен «Сундук-самолет». «Джек-лентяй» английская народная сказка. Эзоп «Лев и мышь». Проектная деятельность «Винни-Пух». Сюжетно-ролевая игра «Винни-Пух». Сюжетно-ролевая игра. Простое прошедшее время.

##### **7. Праздники и празднования (3 часа).**

Истории празднования Хэллоуин, Рождества, Пасхи. Видеофильм с обсуждением. Способы выражения будущего (The Future Indefinite Tense, The Present Continuous Tense, to be going to...).

##### **8. Грамматика в стихах (2 часа).**

Аудирование и нахождение грамматических структур. Особенности употребления модальных глаголов в английском языке.

## 9. Музеи Лондона (3 часа).

Британский музей. Вестминстерское аббатство. Национальная галерея. Музей Мадам Тюссо». Музей Шерлока Холмса. Музей-корабль «Катти Сарк». Галерея «Саатчи».. Предлоги on/in/to.

## 10. Экскурсия по Лондону (2 часа).

Достопримечательности Лондона. Защита презентаций.

### 5. Тематический план.

Наименование разделов и тем	Кол-во часов	В том числе		Дата По плану	Дата По факту	Виды деятельности
		теория	практика			
<b>Семья и дом.</b>	<b>3</b>	<b>2</b>	<b>1</b>			Рисуют семейное дерево, выполняют тесты «Артиль», «Количественные местоимения», смотрят видеофильм о типичной английской семье, обсуждают самые популярные профессии в России и Британии, читают о типичных британских домах.
<b>Школа и распорядок дня.</b>	<b>3</b>	<b>2</b>	<b>1</b>			Читают и сравнивают типичное британское и российское школьное расписание, смотрят видеофильм о школьных принадлежностях, составляют свой распорядок дня, выполняют тест «Вопросительные слова».
<b>Спорт и здоровый образ жизни.</b>	<b>3</b>	<b>2</b>	<b>1</b>			Смотрят презентацию по видам спорта, обсуждают популярные виды спорта в Британии и России, защищают свои презентации «Британские спортсмены», читают о здоровом питании, выполняют тест «Видовременные формы глагола».
<b>Свободное время.</b>	<b>3</b>	<b>2</b>	<b>1</b>			Слушают о хобби британских детей, обсуждают и сравнивают типичные увлечения русских и британских подростков, смотрят презентацию о самых популярных театрах и кафе
1. Хобби и увлечения.	1	1				
2. Кафе и театры.	1	1				
3. Мое хобби.	1		1			

						Британии, рассказывают о своем хобби, увлечении, выполняют тест «Степени сравнения прилагательных».
<b>Живая природа.</b>	<b>5</b>	<b>3</b>	<b>2</b>			Смотрят видеофильм, читают о редких животных, рисуют редких животных, рассказывают о своем питомце, смотрят презентацию об окружающей среде, создают буклет «Я люблю природу», где описывают практические советы по охране природы, выполняют тест «Глаголы to be, to have».
1. Лондонский зоопарк. 2. Редкие животные, занесенные в красную книгу. 3. Домашние питомцы. 4. Проблемы окружающей среды. 5. Проектная деятельность «Я люблю природу».	1 1 1 1 1	1 1 1 1 1	1 1 1 1			
<b>Литературные герои и их авторы.</b>	<b>6</b>	<b>4</b>	<b>2</b>			Смотрят мультфильмы на английском, читают адаптированные тексты, слушают аудиосказки, рисуют героев, высказывают мнения, впечатления, участвуют в создании сценария «Винни-Пух», разыгрывают сценку, выполняют тест «Простое прошедшее время».
1. Английская народная сказка «Черепаха и Заяц». 2. Г.Х. Андерсен «Принцесса на горошине». 3. Г.Х. Андерсен «Сундук-самолет». 4. «Джек-лентяй» английская народная сказка. 5. Эзоп «Лев и мышь». 6. Проектная деятельность «Винни-Пух».	1 1 1 1 1 1		1 1 1 1 1			
<b>Праздники и празднования.</b>	<b>3</b>	<b>1</b>	<b>2</b>			Смотрят видеофильм, обсуждают просмотренное, рисуют символы Хэллоуина и Рождества, читают с извлечением заданной информации, выполняют тест «Выражения будущего времени».
1. Истории празднования Хэллоуин. 2. Британское Рождество. 3. Традиции и обычаи Пасхи.	1 1 1		1 1 1			
<b>Грамматика в стихах.</b>	<b>2</b>	<b>1</b>	<b>1</b>			Слушают английские стихи и рифмовки, определяют грамматические структуры, смотрят презентацию «Модальные глаголы», выполняют тест
1. Аудирование с целью нахождения грамматических структур.	1 1	1				

2. Модальные глаголы.			1			«Модальные глаголы».
<b>Музеи Лондона.</b>	<b>3</b>	<b>2</b>	<b>1</b>			
1. Британский музей. Вестминстерское аббатство. Национальная галерея. 2. Музей «Мадам Тюссо». Музей Шерлока Холмса. 3. Музей-корабль «Катти Сарк». Галерея «Саатчи».	1	1				Слушают английский текст, смотрят видеофильм, рассматривают и обсуждают презентацию, выполняют тест «Предлоги», рассказывают о понравившемся музее.
<b>Экскурсия по Лондону.</b>	<b>2</b>	<b>1</b>	<b>1</b>			
1. Лондон и его достопримечательности. 2	<b>2</b>	<b>1</b>	<b>1</b>			Смотрят видеофильм о Лондоне, обсуждают, создают и представляют свои презентации «Экскурсия по Лондону».
<b>Итого:</b>	<b>33</b>	<b>20</b>	<b>13</b>			

## 6. Литература и материально-техническое оборудование.

1. Авторские методики/разработки:

разработка тем программы;

описание отдельных занятий;

2. Учебно-иллюстративный материал:

слайды, презентации по темам;

видеоматериалы по темам;

аудиоматериалы по темам;

иллюстративный и дидактический материал по темам занятий;

наглядные пособия (игровые таблицы, атрибуты);

натурные объекты: реквизит к спектаклям, театральным постановкам;

3. Методические материалы:

методическая литература для учителя;

литература для обучающихся;

4. Персональный компьютер, оснащенный звуковыми колонками, для обработки сценарного и музыкального материала, экран, телевизор.

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Сайты:

<http://www.fun4child.ru/>  
<http://sказка.bombina.com/>  
<http://www.ourkids.ru/>  
<http://kids.dnschool.ru/>  
<http://englishforme.ucoz.ru/>

## Приложение.

### Тест на употребление артиклей

1 вариант

#### 1. Поставь артикли a, an, the, где необходимо

... worker, ... architecture, .... islands, .... S. Marshak, ... city, ... bikes, ... games, ... Royal family, ... police, .... fire.

#### 2. Поставь артикли a, an, the, где необходимо

1. I bought ... new car yesterday.
2. He showed me .... beautiful roses.
3. ...London is on ... Thames.
4. I saw ... nice pair of ....shoes in the supermarket.
5. Her friend is .... engineer.

#### 3. Поставь артикли a, an, the, где необходимо

1. You shouldn't talk to \_\_\_\_ strangers.
2. It's really hot here. We live close to \_\_\_\_ equator

2 вариант

#### 1. Поставь артикли a, an, the, где необходимо

... films, ... museum, ... Moscow, ... doctor, ... farms, ... Charles, ... Princess Diana, ... airplane, ... supermarkets, ... adventures

#### 2. Поставь артикли a, an, the, где необходимо

1. They are going to build ... new house. .... house is too small for them.
2. ... Mexico is south of ... USA.
3. We studied ... history last year.
4. Where is ... Bauman street?
5. Her brother is ... businessman.

#### 3. Поставь артикли a, an, the, где необходимо

1. He speaks \_\_\_\_ Spanish.
2. I like dogs very much. In fact, I'm \_\_\_\_ dog trainer.

### Тест «Количественные местоимения»

#### 1 Fill in “much” or “many”.

1 How _____	trees?	9 How _____	eggs?
2 How _____	children?	10 How _____	people?
3 How _____	shops?	11 How _____	Coke?
4 How _____	pencils?	12 How _____	tomatoes?
5 How _____	beef?	13 How _____	biscuits?
6 How _____	poems?	14 How _____	lamb?
7 How _____	olive oil?	15 How _____	flour?
8 How _____	mustard?		

#### 2 Fill in the blanks with “much”, “many” or “a lot of”.

- 1 There are \_\_\_\_\_ birds in the sky.
- 2 I haven't got \_\_\_\_\_ homework today.
- 3 John hasn't got \_\_\_\_\_ money.
- 4 There aren't \_\_\_\_\_ cars in the street.
- 5 There is \_\_\_\_\_ coffee in the cup.
- 6 Are there \_\_\_\_\_ apples on the tree?

7 Jane spends \_\_\_\_\_ money at the shops.  
 8 Have you got \_\_\_\_\_ bread in the cupboard?  
 9 Are there \_\_\_\_\_ children on the beach?  
 10 We are early. We have \_\_\_\_\_ time.

**3 Fill in “a little” or “a few”.**

1 put _____ flour	6 add _____ baking soda
2 add _____ sugar	7 chop _____ potatoes
3 slice _____ apples	8 boil _____ spaghetti
4 cut _____ oranges	9 bake _____ bread
5 pour _____ honey	10 add _____ butter

**4 Choose the correct item.**

1 Have you got \_\_\_\_\_ friends?  
 A many    B much    C a lot of  
 2 There are \_\_\_\_\_ people in the room.  
 A much    B a little    C a lot of  
 3 Can I have \_\_\_\_\_ sugar, please?  
 A a few    B a little    C a lot of  
 4 How \_\_\_\_\_ oranges are on the table?  
 A many    B a few    C much  
 5 How \_\_\_\_\_ money has Fred got?  
 6 There are \_\_\_\_\_ monkeys at the zoo.  
 A much    B a few    C a little  
 7 There are \_\_\_\_\_ chairs in the room.  
 A a little    B much    C a few  
 8 There is \_\_\_\_\_ tuna in the tin.  
 A much    B a few    C a little  
 9 Please, buy \_\_\_\_\_ cucumbers!  
 A a little    B many    C a few  
 10 We don't need \_\_\_\_\_ eggs.  
 A much    B a little    C a lot of

**«Вопросительные слова» - упражнения**

**Упражнение 1.** Вставьте вопросительные слова: what, where or when.

\_\_\_\_\_ does Molly get up? – At 10 o'clock.  
 \_\_\_\_\_ does Molly have lunch? – At school.  
 \_\_\_\_\_ does Molly read in the morning? – A book.  
 \_\_\_\_\_ do Molly's parents get home? – At 6 o'clock.  
 \_\_\_\_\_ does Molly's family have dinner? – At home.  
 \_\_\_\_\_ does Molly do after dinner? – She brushes her teeth.

**Упражнение 2.** Ask questions with who, what, how, where, when or why

\_\_\_\_\_ is your name?  
 \_\_\_\_\_ do you spell your name?  
 \_\_\_\_\_ are you from?  
 \_\_\_\_\_ do you live?  
 \_\_\_\_\_ old are you?  
 \_\_\_\_\_ is your birthday?  
 \_\_\_\_\_ tall are you?  
 \_\_\_\_\_ kind of films do you like?  
 \_\_\_\_\_ is your favorite singer?

\_\_\_\_\_ is your favorite TV programme?

**Упражнение 3.** Choose and write. How old, When, How often, How tall, How many

\_\_\_\_\_ is your mum's birthday? – It's on the 21st of May.

\_\_\_\_\_ should you eat fruit and vegetables? – Every day

\_\_\_\_\_ is your dad? – He's 1m 95cm tall.

\_\_\_\_\_ is your dad? – He's 30 years old.

\_\_\_\_\_ apples do you eat every day? – Two.

**Упражнение 4.** Fill in the question words

\_\_\_\_\_ did your mum make? A cake.

\_\_\_\_\_ did you decorate the Christmas tree? With ornaments.

\_\_\_\_\_ do you play jokes? - On April 1st

\_\_\_\_\_ presents did you get? Five.

\_\_\_\_\_ do you celebrate New Year? At home.

\_\_\_\_\_ do you like parties? - Because they're fun.

\_\_\_\_\_ were you on your last birthday? Nine

### Видовременные формы глагола

#### Present, Past, Future Simple, Present Continuous

1. Kate (to cook) dinner tomorrow.

a. *cooks* b. *cook* c. *cooked* d. *will cook* e. *is cooking*

2. She (to help) mother yesterday?

a. *did ... help* b. *did ... helped* c. *does ... help* d. *is ... helping*

3. What ... your brother (to do) tomorrow?

a. *does ... do* b. *do ... do* c. *will ... do* d. *is ... doing* e. *did ... do*

4. Kate (to cook) dinner every day.

a. *cooks* b. *cook* c. *cooked* d. *will cook* e. *is cooking*

5. Kate (to cook) dinner now.

a. *is cooking* b. *cooks* c. *cooked* d. *will cook*

6. What ... your brother (to do) every day?

a. *does ... do* b. *do ... do* c. *will ... do* d. *is ... doing* e. *did ... do*

7. I (not to eat) ice-cream yesterday.

a. *do not eat* b. *didn't eat* c. *won't eat* d. *am not eating*

8. Соотношение предложений с обстоятельствами времени

a. We go to the Institute

- *every day*

b. She promised to come and to see me

- *next Sunday*

c. What are you doing

- *now*

d. The children will go to the Zoo

- *yesterday*

9. Kate (to cook) dinner yesterday.

a. *cooked* b. *cooks* c. *will cook* d. *is cooking*

10. He (not to spend) last summer in the country.

a. *didn't spend* b. *didn't spent* c. *doesn't spend* d. *will not spend* e. *is spending*

11. What ... your brother (to do) now?

a. *does ... do* b. *do ... do* c. *will ... do* d. *is ... doing* e. *did ... do*

12. You (to go) to south next summer?

a. *do ... go* b. *did ... go* c. *are ... going* d. *will ... go* e. *did ... do*

13. She (not to help) mother yesterday.

a. *didn't help* b. *didn't helped* c. *doesn't help* d. *won't help*

14. She (to help) mother yesterday.

a. *helped* b. *help* c. *helps* d. *is helping* e. *will help*

15. I (not to eat) ice-cream now.

a. *do not eat* b. *didn't eat* c. *won't eat* d. *am not eating*

16. You (to go) abroad last summer?

a. *do ... go* b. *did ... go* c. *are ... going* d. *will ... go* e. *did ... do*

17. He (to spend) last summer in the country.

a. *spent* b. *spends* c. *will spend* d. *is spending*

18. What ... your brother (to do) yesterday?

a. *does ... do* b. *do ... do* c. *will ... do* d. *is ... doing* e. *did ... do*

19. I (not to eat) ice-cream tomorrow.

a. *do not eat* b. *didn't eat* c. *won't eat* d. *am not eating*

20. He (to spend) last summer in the country?

a. *did ... spend* b. *did ... spent* c. *does ... spend* d. *will ... spend* e. *is ... spending*

21. You (to go) to school now?

a. *do ... go* b. *did ... go* c. *are ... going* d. *will ... go*

22. I (not to eat) ice-cream every day.

a. *do not eat* b. *didn't eat* c. *won't eat* d. *am not eating*

23. You (to go) to school every day?

a. *do ... go* b. *did ... go* c. *are ... going* d. *will ... go*

### Степени сравнения прилагательных

#### I. Choose the correct variant.

1. Кошка (умнее) собаки.

a) clever b) cleverer c) the clearest.

2. Джек (сильнее) Пола.

a) strong b) stronger c) the strongest.

3. Петр (самый высокий) в классе.

a) tall b) taller c) the tallest.

4. Ольга (самая быстрая) в классе.

a) fast b) faster c) the fastest.

5. Погода зимой (холоднее) чем летом.

a) colder b) cold c) the coldest.

#### II. Give the comparison of adjectives.

a) bad b) dirty c) big d) difficult.

#### III. Look and make pairs.

Small the worst

Bad the funniest

Funny the smallest

Clever more beautiful

Beautiful the cleverest

#### IV. Choose the correct variant.

1. My book is interesting. But your book is.....

a) interesting b) more interesting c) the most interesting

2. You are tall. I am .....than you.  
a) tall b) taller c) the tallest
3. My friend is a smart girl. She is the..... in our class.  
a) the smartest b) smart c) smarter
4. You are a lazy boy. Peter is ..... than you.  
a) lazy b) the laziest c) lazier
5. I am .... than my friend.  
a) slower b) slow c) the slowest.

#### **V. Find the mistakes and correct them.**

Fat- the fatest; happy – happyer; comfortable – comfortabler.

#### **Употребление глаголов TO BE, TO HAVE**

##### **Поставить глагол to be в правильную форму:**

1. My cousins – in Minsk now.
2. Next year our teacher of History – in Moscow.
3. What – your surname? My surname – Smirnov.
4. Yesterday the director of our office – ill. He – absent.
5. The flats in this new house – large and light. Next month I - going to buy them.

##### **II Поставить глагол to have в правильную форму:**

1. Yesterday they wanted to go to the theatre, but they – no tickets.
2. I can't open the door. I – no key.
3. Ivan is a businessman. He – a large firm.
4. Next month he – a new TV set.
5. This famous university – a lot of wonderful faculties.

##### **III Перевести предложение с русского языка на английский.**

1. Где ваш дом? Наш дом находится на улице Гончарова.
2. Кто отсутствует сегодня? Три студента отсутствуют, они болеют.
3. У этой девушки светлые волосы, голубые глаза.
4. У старосты есть ключ от этого кабинета.
5. Этот университет самый старый.
6. В августе они были в Сочи.
7. Скорость этого автомобиля очень высока.
8. В следующем году он станет юристом.
9. Где мои вещи? Они в сумке.
10. У него огромная семья и много родственников.

## Употребление простого прошедшего времени

Use the past simple to write sentences.

1 we / get up / late / yesterday

---

2 Carol / stay / at home / on Saturday

---

3 you / see / Jane / yesterday?

---

4 they / not come / to my party / because / they / be ill

---

5 what / you / do / last weekend?

---

6 I / buy / a present / for my sister

---

Write the words in the correct order.

1 collected stamps / was a child / when / Evan / he

---

2 to do / told / me / My mum / my homework

---

3 didn't / for the tickets / pay / We

---

4 did / yesterday / you / Where / go

---

5 to play / taught / Who / chess / you

---

6 games / this weekend / Did / play / you

---

7 to join / chose / the maths club / She

---

8 dinner / went / ate / to bed / We / and

---

### Выражение будущего времени

**Используйте will или be going to. Иногда возможен больше, чем один правильный ответ.**

1. Look out! We \_\_\_\_\_ crash!
2. "There's the doorbell." "I \_\_\_\_\_ go."
3. We promise that if you vote for us we \_\_\_\_\_ double your income in twelve months.
4. "It's very cloudy, isn't it?" "Yes, I think it \_\_\_\_\_ rain."
5. The next train to arrive at platform six \_\_\_\_\_ be the delayed 7.32 service for Bristol.
6. I wonder what she \_\_\_\_\_ do next.
7. "Can somebody answer the phone?" "I \_\_\_\_\_."
8. A Poor Sue went to hospital yesterday.

**II. Закончите следующие предложения, используя will или be going to и любые другие необходимые слова. Иногда возможны оба варианта.**

1. A I've got to phone a Paris number. Do you know the code?  
B No, \_\_\_\_\_ in the directory for you.
2. A What are you doing over the Easter holidays?  
B Absolutely nothing. We \_\_\_\_\_ rest.
3. A Did you hear the weather forecast?  
B Yes. \_\_\_\_\_ cold at first, then \_\_\_\_\_ a little warmer this afternoon, and this evening \_\_\_\_\_ some light showers.
4. A Why did you buy a house in such terrible condition?  
B It was cheap. We \_\_\_\_\_ modernize it from top to bottom, and we \_\_\_\_\_ into a restaurant. What do you think?
5. A If you are elected, what \_\_\_\_\_ your party \_\_\_\_\_ about unemployment?  
B We have carefully considered this issue. When we are elected, as we most certainly \_\_\_\_\_ be, we \_\_\_\_\_ create half a million new jobs.
6. A What are you doing here? Annie's expecting you for lunch.  
B I completely forgot! I \_\_\_\_\_ a ring, and tell her I \_\_\_\_\_ be late. Thanks for reminding me.
7. A How will the proposed tax increase on petrol affect your business?  
B To be perfectly honest, we haven't thought about it yet. We \_\_\_\_\_ cross that bridge when we get to it.

**III. Поставьте глаголы в скобках в правильную форму будущего времени.**

Пример: Hurry up! The plane *arrives* (arrive) at 7.30.

1. There's no point in running now. We \_\_\_\_\_ (miss) the bus anyway.
2. Yes, I'll come out this evening. I \_\_\_\_\_ (not/work).
3. You can relax. The match \_\_\_\_\_ (not/start) until four o'clock.
4. I \_\_\_\_\_ (go) to the market this afternoon. Do you want anything?
5. Are you OK, Donna? You look like you \_\_\_\_\_ (faint).
6. You realise that the boss \_\_\_\_\_ (not/like) this, don't you?
7. I \_\_\_\_\_ (cook) dinner this evening - as usual.
8. She \_\_\_\_\_ (look) for a new flat next year.
9. Don't worry. The shops \_\_\_\_\_ (not close) until eight o'clock tonight.

## 10. Модальные глаголы

11. **I. Поставь предложения с модальными глаголами must и can в вопросительную и отрицательную форму:**

12. Jane can play tennis.

13. I must learn English.

14. Tom must help his parents.

15. Mary can play the piano.

16. **II. Составь предложения из слов:**

17. the room/show/Misha/can/me.

18. Alice/her homework/must/every day?

19. Rob/his friend/call/can.

20. must/Linda/now/come/home.

21. **III. Выбери правильный ответ:**

22. 1. Can I play football?

23. A) No, I must; B) Yes, I can; C) Yes, I must

24. 2. Must we go to school on Sundays?

25. A) No, you needn't; B) Yes, you can; C) Yes, you must

26. 3. Can I carry your baggage?

27. A) Yes, you must; B) Yes, please; C) No, he isn't

28. 4. Can I go out?

29. A) Yes, you can; B) No, you needn't; C) Yes, you must

30. **IV. Переведи на английский язык:**

31. Можно мне сесть? — Да, можно.

32. Робу не надо вставать рано.

33. Майк должен погулять с собакой.

34. Кэт любит носить платья и туфли, а Лиз – джинсы, футболки и кроссовки.

35. Его любимые (favourite) цвета — синий, зелёный, красный и коричневый.

### **Предлоги ON/IN/TO**

- 1) Jack is ... the room;
- 2) Go ... the room;
- 3) The book is ... the table;
- 4) The table is ... the room;
- 5) The pen is ... in the box;
- 6) The pencil is ... the table, and the pen is ... the box.
- 7) Come ... me, please.
- 8) Go ... the blackboard!
- 9) Ted, put the book ... the table.
- 10) Is the book ... the table now?
- 11) Go ... the table and take the book.
- 12) Look, the pen is ... the book!
- 13) Is Tom ... the room?
- 14) No, Tom is not ... the room! He is ... the hall.
- 15) Come ... Tome and give him the test, please.
- 16) Go ... the airport and meet Jack.
- 17) Jack is ... the car. He is ... that black car.
- 18) Tom is ... this red car.

Адаптированные сказки Ганса Христиана Андерсена на английском языке  
Принцесса на горошине (The Princess on the Pea)

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Once there was a Prince who wanted to marry a Princess. Only a real one would do. So he traveled through all the world to find her, and everywhere things went wrong. There were Princesses aplenty, but how was he to know whether they were real Princesses? There was something not quite right about them all. So he came home again and was unhappy, because he did so want to have a real Princess.

One evening a terrible storm blew up. It lightened and thundered and rained. It was really frightful! In the midst of it all came a knocking at the town gate. The old King went to open it.

Who should be standing outside but a Princess, and what a sight she was in all that rain and wind. Water streamed from her hair down her clothes into her shoes, and ran out at the heels. Yet she claimed to be a real Princess.

"We'll soon find that out," the old Queen thought to herself. Without saying a word about it she went to the bedchamber, stripped back the bedclothes, and put just one pea in the bottom of the bed. Then she took twenty mattresses and piled them on the pea. Then she took twenty eiderdown feather beds and piled them on the mattresses. Up on top of all these the Princess was to spend the night.

In the morning they asked her, "Did you sleep well?"

" Oh!" said the Princess. "No. I scarcely slept at all. Heaven knows what's in that bed. I lay on something so hard that I'm black and blue all over. It was simply terrible."

They could see she was a real Princess and no question about it, now that she had felt one pea all the way through twenty mattresses and twenty more feather beds. Nobody but a Princess could be so delicate. So the Prince made haste to marry her, because he knew he had found a real Princess.

As for the pea, they put it in the museum. There it's still to be seen, unless somebody has taken it.

There, that's a true story.

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## Сундук-самолёт (The Flying Trunk)



There was once a merchant who was so rich that he could have paved the whole street, and perhaps even a little side-street besides, with silver. But he did not do that; he knew another way of spending his money. If he spent a shilling he got back a florin—such an excellent merchant he was till he died.

Now his son inherited all this money. He lived very merrily; he went every night to the theatre, made paper kites out of five-pound notes, and played ducks and drakes with sovereigns instead of stones. In this way the money was likely to come soon to an end, and so it did.

At last he had nothing left but four shillings, and he had no clothes except a pair of slippers and an old dressing-gown.

His friends did not trouble themselves any more about him; they would not even walk down the street with him.

But one of them who was rather good-natured sent him an old trunk with the message, ‘Pack up!’ That was all very well, but he had nothing to pack up, so he got into the trunk himself.

It was an enchanted trunk, for as soon as the lock was pressed it could fly. He pressed it, and away he flew in it up the chimney, high into the clouds, further and further away. But whenever the bottom gave a little creak he was in terror lest the trunk should go to pieces, for then he would have turned a dreadful somersault—just think of it!

In this way he arrived at the land of the Turks. He hid the trunk in a wood under some dry leaves, and then walked into the town. He could do that quite well, for all the Turks were dressed just as he was—in a dressing-gown and slippers.

He met a nurse with a little child.

‘Halloa! you Turkish nurse,’ said he, ‘what is that great castle there close to the town? The one with the windows so high up?’

‘The sultan’s daughter lives there,’ she replied. ‘It is prophesied that she will be very unlucky in her husband, and so no one is allowed to see her except when the sultan and sultana are by.’

‘Thank you,’ said the merchant’s son, and he went into the wood, sat himself in his trunk, flew on to the roof, and crept through the window into the princess’s room.

She was lying on the sofa asleep, and was so beautiful that the young merchant had to kiss her. Then she woke up and was very much frightened, but he said he was a Turkish god who had come through the air to see her, and that pleased her very much.

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They sat close to each other, and he told her a story about her eyes. They were beautiful dark lakes in which her thoughts swam about like mermaids. And her forehead was a snowy mountain, grand and shining. These were lovely stories.

Then he asked the princess to marry him, and she said yes at once.

‘But you must come here on Saturday,’ she said, ‘for then the sultan and the sultana are coming to tea with me. They will be indeed proud that I receive the god of the Turks. But mind you have a really good story ready, for my parents like them immensely. My mother likes something rather moral and high-flown, and my father likes something merry to make him laugh.’

‘Yes, I shall only bring a fairy story for my dowry,’ said he, and so they parted. But the princess gave him a sabre set with gold pieces which he could use.

Then he flew away, bought himself a new dressing-gown, and sat down in the wood and began to make up a story, for it had to be ready by Saturday, and that was no easy matter.

When he had it ready it was Saturday.

The sultan, the sultana, and the whole court were at tea with the princess.

He was most graciously received.

‘Will you tell us a story?’ said the sultana; ‘one that is thoughtful and instructive?’

‘But something that we can laugh at,’ said the sultan.

‘Oh, certainly,’ he replied, and began: ‘Now, listen attentively. There was once a box of matches which lay between a tinder-box and an old iron pot, and they told the story of their youth.

“We used to be on the green fir-boughs. Every morning and evening we had diamond-tea, which was the dew, and the whole day long we had sunshine, and the little birds used to tell us stories. We were very rich, because the other trees only dressed in summer, but we had green dresses in summer and in winter. Then the woodcutter came, and our family was split up. We have now the task of making light for the lowest people. That is why we grand people are in the kitchen.”

“My fate was quite different,” said the iron pot, near which the matches lay.

“Since I came into the world I have been many times scoured, and have cooked much. My only pleasure is to have a good chat with my companions when I am lying nice and clean in my place after dinner.”

“Now you are talking too fast,” spluttered the fire.

“Yes, let us decide who is the grandest!” said the matches.

“No, I don’t like talking about myself,” said the pot.

“Let us arrange an evening’s entertainment. I will tell the story of my life.

“On the Baltic by the Danish shore—”

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‘What a beautiful beginning!’ said all the plates. ‘That’s a story that will please us all.’

‘And the end was just as good as the beginning. All the plates clattered for joy.

‘Now I will dance,’ said the tongs, and she danced. Oh! how high she could kick!

‘The old chair-cover in the corner split when he saw her.

‘The urn would have sung but she said she had a cold; she could not sing unless she boiled.

‘In the window was an old quill pen. There was nothing remarkable about her except that she had been dipped too deeply into the ink. But she was very proud of that.

‘If the urn will not sing,’ said she, ‘outside the door hangs a nightingale in a cage who will sing.’

‘I don’t think it’s proper,’ said the kettle, ‘that such a foreign bird should be heard.’

‘Oh, let us have some acting,’ said everyone. ‘Do let us!’

‘Suddenly the door opened and the maid came in. Everyone was quite quiet. There was not a sound. But each pot knew what he might have done, and how grand he was.

‘The maid took the matches and lit the fire with them. How they spluttered and flamed, to be sure!

‘Now everyone can see,’ they thought, ‘that we are the grandest! How we sparkle! What a light-’

‘But here they were burnt out.’

‘That was a delightful story!’ said the sultana. ‘I quite feel myself in the kitchen with the matches. Yes, now you shall marry our daughter.’

‘Yes, indeed,’ said the sultan, ‘you shall marry our daughter on Monday.’ And they treated the young man as one of the family.

The wedding was arranged, and the night before the whole town was illuminated.

Biscuits and gingerbreads were thrown among the people, the street boys stood on tiptoe crying hurrahs and whistling through their fingers. It was all splendid.

‘Now I must also give them a treat,’ thought the merchant’s son. And so he bought rockets, crackers, and all the kinds of fireworks you can think of, put them in his trunk, and flew up with them into the air.

Whirr-r-r, how they fizzed and blazed!

All the Turks jumped so high that their slippers flew above their heads; such a splendid glitter they had never seen before.

Now they could quite well understand that it was the god of the Turks himself who was to marry the princess.

As soon as the young merchant came down again into the wood with his trunk he thought, ‘Now I will just go into the town to see how the show has taken.’

And it was quite natural that he should want to do this.

Oh! what stories the people had to tell!

Each one whom he asked had seen it differently, but they had all found it beautiful.

‘I saw the Turkish god himself,’ said one. ‘He had eyes like glittering stars, and a beard like foaming water.’

‘He flew away in a cloak of fire,’ said another. They were splendid things that he heard, and the next day was to be his wedding day.

Then he went back into the wood to sit in his trunk; but what had become of it? The trunk had been burnt. A spark of the fireworks had set it alight, and the trunk was in ashes. He could no longer fly, and could never reach his bride.

She stood the whole day long on the roof and waited; perhaps she is waiting there still.

But he wandered through the world and told stories; though they are not so merry as the one he told about the matches.

### Свинопас (The Swineherd)



ONCE upon a time there lived a poor prince; his kingdom was very small, but it was large enough to enable him to marry, and marry he would. It was rather bold of him that he went and asked the emperor’s daughter: "Will you marry me?" but he dared to do so, for his name was known far and wide, and there were hundreds of princesses who would have gladly accepted him, but would she do so? Now we shall see.

On the grave of the prince’s father grew a rose-tree, the most beautiful of its kind. It bloomed only once in five years, and then it had only one single rose upon it, but what a rose! It had such a sweet scent that anyone who smelt it instantly forgot all sorrow and grief. He had also a nightingale, which could sing as if every sweet melody was in its throat. He wanted to give this rose and the nightingale to the princess; and therefore both were put into big silver cases and sent to her.

The emperor ordered them to be carried into the great hall where the princess was just playing "Visitors are coming" with her ladies-in-waiting; when she saw the large cases with the presents inside, she clapped her hands for joy.

‘If only it were a little pussy cat!’ she said. But the rose-tree with the beautiful rose came out.

---

"Oh, how nicely it is made," exclaimed the ladies.

"It is more than nice," said the emperor, "it is charming."

The princess touched it and nearly began to cry.

'Ugh! Papa,' she said, 'it is not artificial, it is REAL!'

'Ugh!' said all the ladies-in-waiting, 'it is real!'

"Let us first see what the other case contains before we are angry," said the emperor; then the nightingale was taken out, and it sang so beautifully that no one could possibly say anything unkind about it.

"Superbe, charmant," said the ladies of the court, for they all prattled French, one worse than the other.

"How much the bird reminds me of the musical box of the late lamented empress," said an old courtier, "it has exactly the same tone, the same execution."

"You are right," said the emperor, and began to cry like a little child.

"I hope it is not real," said the princess.

"Yes, certainly it is real," replied those who had brought the presents.

"Then let it fly," said the princess, and refused to see the prince.

But the prince was not discouraged. He painted his face, put on common clothes, pulled his cap over his forehead, and came back.

"Good day, emperor," he said, "could you not give me a job at the court?"

'Yes,' said the Emperor, 'but there are so many who ask for a place that I don't know whether there will be one for you; but, still, I will remember you. But wait a moment, it has just occurred to me that I need someone to look after my pigs, for I have so very many of them.'

Thus the prince was appointed imperial swineherd, and he lived in a wretchedly small room near the pigsty; there he worked all day long, and when it was night he made a pretty little pot. There were little bells round the rim, and when the water began to boil in it, the bells began to play the old tune:

"Ah Dear Augustine!  
All is Gone, gone gone!"

But there was something even more wonderful than that. When you put a finger into the steam rising from the pot, you could at once smell what meals were cooking on every fire in the whole town. That was indeed much more remarkable than the rose. When the princess with her ladies passed by and heard the tune, she stopped and looked quite pleased, for she also could play it—in fact, it was the only tune she could play on the piano, and she played it with one finger.

"That is the tune I know," she exclaimed. "He must be a well-educated swineherd. Go and ask him how much the instrument is."

---

One of the ladies had to go and ask. Before she went into the muddy field, she put wooden clogs on her feet.

"What will you take for your pot?" asked the lady.

"I will have ten kisses from the princess," said the swineherd.

"God forbid," said the lady.

"Well, I cannot sell it for less," replied the swineherd.

"What did he say?" said the princess.

"I really cannot tell you," replied the lady.

"You can whisper it into my ear."

"It is very naughty," said the princess, and walked off.

But when she had gone a little distance, the bells rang again so sweetly:

"Ah! Dear Augstine !  
All is gone, gone, Gone!"

"Ask him," said the princess, "if he will be satisfied with ten kisses from one of my ladies."

"No, thank you," said the swineherd: "ten kisses from the princess, or I keep my pot."

"That is tiresome," said the princess. "But you must stand before me, so that nobody can see it."

The ladies placed themselves in front of her and spread out their dresses, and she gave the swineherd ten kisses and received the pot.

That was a pleasure! Day and night the water in the pot was boiling; there was not a single fire in the whole town of which they did not know what was preparing on it, the chamberlain's as well as the shoemaker's. The ladies danced and clapped their hands for joy.

"We know who will eat soup and pancakes; we know who will eat porridge and cutlets; oh, how interesting!"

"Very interesting, indeed," said the mistress of the household. "But you must not betray me, for I am the emperor's daughter."

"Of course not," they all said.

The swineherd—that is to say, the prince—but they believed that he was a real swineherd—did not waste a single day without doing something; he made a rattle, which, when turned quickly round, played all the dance tunes known since the creation of the world.

"But that is superb," said the princess passing by. "I have never heard a more beautiful sound. Go down and ask him what the musical instrument costs; but I shall not kiss him again."

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"He will have a hundred kisses from the princess," said the lady, who had gone down to ask him.

"I believe he is mad," said the princess, and walked off, but soon she stopped. "One must encourage art," she said. "I am the emperor's daughter! Tell him I will give him ten kisses, as I did the other day; the remainder one of my ladies can give him."

"But we do not like to kiss him" said the ladies.

"That is nonsense," said the princess; "if I can kiss him, you can also do it. Remember that I give you food and employment." And the lady had to go down once more.

"A hundred kisses from the princess," said the swineherd, "or everybody keeps his own."

"Place yourselves before me," said the princess then. They did as they were ordered, and the princess kissed him.

"I wonder what that crowd near the pigsty means!" said the emperor, who had just come out on his balcony. He rubbed his eyes and put his spectacles on.

"The ladies of the court are up to some mischief, I think. I shall have to go down and see." He pulled up his shoes, for they were down at the heels, and he was very quick about it. When he had come down into the courtyard he walked quite softly, and the ladies were so busily engaged in counting the kisses, that all should be fair, that they did not notice the emperor. He raised himself on tiptoe.

"What does this mean?" he said, when he saw that his daughter was kissing the swineherd, and then hit their heads with his shoe just as the swineherd received the sixty-eighth kiss.

"Go out of my sight," said the emperor, for he was very angry; and both the princess and the swineherd were banished from the empire. There she stood and cried, the swineherd scolded her, and the rain came down in torrents.

"Alas, unfortunate creature that I am!" said the princess, "I wish I had accepted the prince. Oh, how wretched I am!"

The swineherd went behind a tree, wiped his face, threw off his poor attire and stepped forth in his princely clothes; he looked so beautiful that the princess could not help bowing to him.

"I have now learnt to look down on you," he said. "You refused an honest prince; you did not appreciate the rose and the nightingale; but you did not mind kissing a swineherd for his toys; you have no one but yourself to blame!"

And then he returned into his kingdom and left her behind. She could now sing at her leisure:

"Ah Dear Augustine!  
All is Gone, gone gone!"

## Счастливая семья (The Happy Family )



Really, the largest green leaf in this country is a dockleaf; if one holds it before one, it is like a whole apron, and if one holds it over one's head in rainy weather, it is almost as good as an umbrella, for it is so immensely large. The burdock never grows alone, but where there grows one there always grow several: it is a great delight, and all this delightfulness is snails' food. The great white snails which persons of quality in former times made fricassees of, ate, and said, "Hem, hem! how delicious!" for they thought it tasted so delicate--lived on dockleaves, and therefore burdock seeds were sown.

Now, there was an old manor-house, where they no longer ate snails, they were quite extinct; but the burdocks were not extinct, they grew and grew all over the walks and all the beds; they could not get the mastery over them--it was a whole forest of burdocks. Here and there stood an apple and a plum-tree, or else one never would have thought that it was a garden; all was burdocks, and there lived the two last venerable old snails.

They themselves knew not how old they were, but they could remember very well that there had been many more; that they were of a family from foreign lands, and that for them and theirs the whole forest was planted. They had never been outside it, but they knew that there was still something more in the world, which was called the manor-house, and that there they were boiled, and then they became black, and were then placed on a silver dish; but what happened further they knew not; or, in fact, what it was to be boiled, and to lie on a silver dish, they could not possibly imagine; but it was said to be delightful, and particularly genteel. Neither the chafers, the toads, nor the earth-worms, whom they asked about it could give them any information--none of them had been boiled or laid on a silver dish.

The old white snails were the first persons of distinction in the world, that they knew; the forest was planted for their sake, and the manor-house was there that they might be boiled and laid on a silver dish.

"You must not scold him," said Mother Snail. "He creeps so carefully; he will afford us much pleasure--and we have nothing but him to live for! But have you not thought of it? Where shall we get a wife for him? Do you not think that there are some of our species at a great distance in the interior of the burdock forest?"

"Black snails, I dare say, there are enough of," said the old one. "Black snails without a house--but they are so common, and so conceited. But we might give the ants a commission to look out for us; they run to and fro as if they had something to do, and they certainly know of a wife for our little snail!"

"I know one, sure enough--the most charming one!" said one of the ants. "But I am afraid we shall hardly succeed, for she is a queen!"

"That is nothing!" said the old folks. "Has she a house?"

"She has a palace!" said the ant. "The finest ant's palace, with seven hundred passages!"

"I thank you!" said Mother Snail. "Our son shall not go into an ant-hill; if you know nothing better than that, we shall give the commission to the white gnats. They fly far and wide, in rain and sunshine; they know the whole forest here, both within and without."

"We have a wife for him," said the gnats. "At a hundred human paces from here there sits a little snail in her house, on a gooseberry bush; she is quite lonely, and old enough to be married. It is only a hundred human paces!"

"Well, then, let her come to him!" said the old ones. "He has a whole forest of burdocks, she has only a bush!"

And so they went and fetched little Miss Snail. It was a whole week before she arrived; but therein was just the very best of it, for one could thus see that she was of the same species

Now they lived a very lonely and happy life; and as they had no children themselves, they had adopted a little common snail, which they brought up as their own; but the little one would not grow, for he was of a common family; but the old ones, especially Dame Mother Snail, thought they could observe how he increased in size, and she begged father, if he could not see it, that he would at least feel the little snail's shell; and then he felt it, and found the good dame was right.

One day there was a heavy storm of rain.

"Hear how it beats like a drum on the dock-leaves!" said Father Snail.

"There are also rain-drops!" said Mother Snail. "And now the rain pours right down the stalk! You will see that it will be wet here! I am very happy to think that we have our good house, and the little one has his also! There is more done for us than for all other creatures, sure enough; but can you not see that we are folks of quality in the world? We are provided with a house from our birth, and the burdock forest is planted for our sakes! I should like to know how far it extends, and what there is outside!"

"There is nothing at all," said Father Snail. "No place can be better than ours, and I have nothing to wish for!"

"Yes," said the dame. "I would willingly go to the manorhouse, be boiled, and laid on a silver dish; all our forefathers have been treated so; there is something extraordinary in it, you may be sure!"

"The manor-house has most likely fallen to ruin!" said Father Snail. "Or the burdocks have grown up over it, so that they cannot come out. There need not, however, be any haste about that; but you are always in such a tremendous hurry, and the little one is beginning to be the same. Has he not been creeping up that stalk these three days? It gives me a headache when I look up to him!"

And then the marriage was celebrated. Six earth-worms shone as well as they could. In other respects the whole went off very quietly, for the old folks could not bear noise and merriment; but old Dame Snail made a brilliant speech. Father Snail could not speak, he was too much affected; and so they gave them as a dowry and inheritance, the whole forest of burdocks, and said--what they had always said--that it was the best in the world; and if they lived honestly and decently, and increased and multiplied, they and their children would once in the course of time come to the manor-house, be boiled black, and laid on silver dishes. After this speech was made, the old ones crept into their shells, and never more came out. They slept; the young couple governed in the forest, and had a numerous progeny, but they were never boiled, and never came on the silver dishes; so from this they concluded that the manor-house had fallen to ruins, and that all the men in the world were extinct; and as no one contradicted them, so, of course it was so. And the rain beat on the dock-leaves to make drum-music for their sake, and the sun shone in order to give the burdock forest a color for their sakes; and they were very happy, and the whole family was happy; for they, indeed were so.

**Lazy Jack**  
(English popular tale)

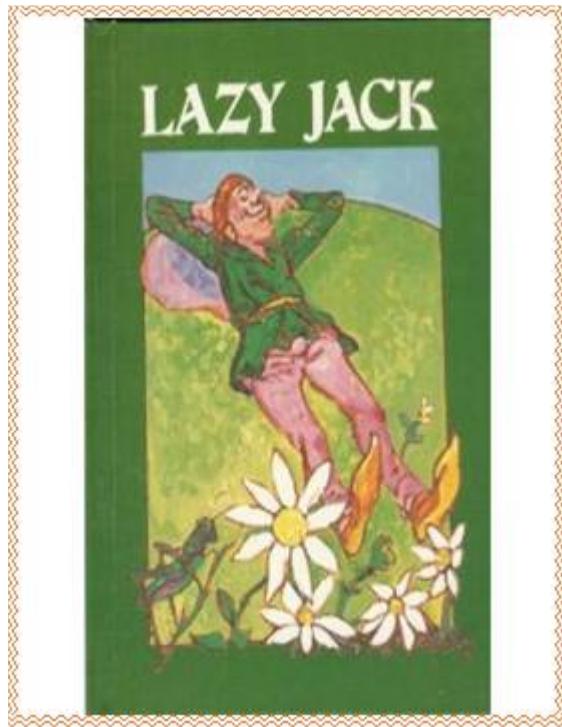


**Ленивый Джек**  
(Английская народная сказка)

Once upon a time there was a boy whose name was Jack, and he lived with his mother on a common. They were very poor, and the old woman got her living by spinning, but Jack was so lazy that he would do nothing but bask in the sun in the hot weather, and sit by the corner of the hearth in the winter-time. So they called him Lazy Jack. His mother could not get him to do anything for her, and at last told him, on Monday, that if he did not begin to work for his porridge she would turn him out to get his living as he could.

This roused Jack, and he went out and hired himself for the next day to a neighbouring farmer for a penny; but as he was coming home, never having had any money before; he lost it in passing over a brook. 'You stupid boy,' said his mother, 'you should have put it in your pocket.' 'I'll do so another time,' replied Jack.

On Wednesday, Jack went out again and hired himself to a cow-keeper, who gave him a jar of milk for his day's work. Jack took the jar and put it into the large pocket of his jacket, spilling it all, long before he got home. 'Dear me!' said the old woman, 'you should have carried it on your head.' 'I'll do so another time,' said Jack.



Жил-был юноша по имени Джек, жил он вместе с матерью. Жили они очень бедно, матушка зарабатывала на жизнь тем, что пряла, а Джек был такой ленивый, что ничего не делал, кроме того, что грелся на солнышке в теплую погоду и сидел у печки в зимнее время. За это его прозвали Ленивый Джек. Мать не могла заставить его ничего делать, и тогда она сказала ему, что если он не начнет с понедельника зарабатывать себе на хлеб, то она выгонит его из дома.

Это заставило задуматься Джека, и на следующий день он пошел и нанялся на работу к соседскому фермеру за небольшую плату, но когда он вернулся домой, у него не было денег, как и прежде: он потерял их, когда переходил ручей. «Ты глупый мальчик», - сказала его мать. «Тебе следовало положить их в карман». «В следующий раз я сделаю именно так», - ответил Джек.

В среду Джек пошел снова и нанялся ухаживать за коровами. За эту работу ему дали кувшин молока. Джек взял кувшин и положил его в большой карман куртки и пролил все задолго до того, как пришел домой. «Дорогой мой!» - сказала матушка: «Тебе следовало нести его на голове». «В следующий раз я сделаю именно так», - сказал Джек.

So on Thursday, Jack hired himself again to a farmer, who agreed to give him a cream cheese for his services. In the evening Jack took the cheese, and went home with it on his head. By the time he got home the cheese was all spoilt, part of it being lost, and part matted with his hair. 'You stupid lout,' said his mother, 'you should have carried it very carefully in your hands.' 'I'll do so another time,' replied Jack.

On Friday, Lazy Jack again went out, and hired himself to a baker who would give him nothing for his work but a large tomcat. Jack took the cat, and began carrying it very carefully in his hands, but in a short time pussy scratched him so much that he was compelled to let it go. When he got home, his mother said to him, 'You silly fellow, you should have tied it with a string, and dragged it along after you.' 'I'll do so another time,' said Jack.

So on Saturday, Jack hired himself to a butcher, who rewarded him by the handsome present of a shoulder of mutton. Jack took the mutton, tied it to a string, and trailed it along after him in the dirt, so that by the time he had got home the meat was completely spoilt. His mother was this time quite out of patience with him, for the next day was Sunday, and she was obliged to do with cabbage for her dinner. 'You ninney-hammer,' said she to her son; 'you should have carried it on your shoulder.' 'I'll do so another time,' replied Jack.



В четверг Джек нанялся к фермеру снова. Фермер согласился дать ему отборного сыра за его службу. Вечером Джек взял сыр и пошел домой с ним на голове. К тому времени, как он пришел домой, сыр весь испортился: часть его потерялась, а часть спуталась с волосами. «Глупая деревенщина», - сказала мать. «Тебе следовало нести его осторожно в руках». «В следующий раз я сделаю именно так», - ответил Джек.

В пятницу Ленивый Джек пошел наниматься к булочнику, который дал ему за работу только кота. Джек взял кота и осторожно понес его в руках, но кот стал царапаться, и Джек отпустил его. Когда он пришел домой, мать сказала ему: «Ты глупый парень, тебе следовало привязать его веревкой и тащить за собой». «В следующий раз я сделаю именно так», - сказал Джек.

В субботу Джек нанялся к мяснику, который отблагодарил его щедрым подарком - куском баранины. Джек взял баранину, привязал её веревкой и потащил за собой по земле, но когда он пришел домой, мясо было испорчено. У его матери лопнуло терпение: на следующий день в воскресенье она смогла приготовить на обед только капусту. «Ты простофиля», - сказала она сыну: «Тебе следовало нести мясо на плечах». «В следующий раз я сделаю именно так», - ответил Джек.

On the next Monday, Lazy Jack went once more, and hired himself to a cattle-keeper, who gave him a donkey for his trouble. Jack found it hard to hoist the donkey on his shoulders, but at last he did it, and began walking slowly home with his prize. Now it happened that in the course of his journey there lived a rich man with his only daughter, a beautiful girl, but deaf and dumb. Now she had never laughed in her life, and the doctors said she would never speak till somebody made her laugh. This young lady happened to be looking out of the window when Jack was passing with the donkey on his shoulders, with the legs sticking up in the air, and the sight was so comical and strange that she burst out into a great fit of laughter, and immediately recovered her speech and hearing. Her father was overjoyed, and fulfilled his promise by marrying her to Lazy Jack, who was thus made a rich gentleman. They lived in a large house, and Jack's mother lived with them in great happiness until she died.



В понедельник Ленивый Джек пошел опять, и нанялся к скотнику, который дал ему осла за его усердие. Джек с трудом поднял осла на плечи и медленно побрёл домой со своей наградой. И случилось так, что путь его пролегал мимо дома, где жил богатый человек со своей единственной дочерью, очень красивой, но глухонемой. Она никогда не смеялась, и доктора говорили, что она не будет говорить до тех пор, пока ее кто-нибудь не рассмешит. И вот, когда Джек проходил с ослом на плечах, ноги которого болтались в воздухе, девушкаглянула из окна. Это было так забавно и необыкновенно, что она засмеялась веселым смехом и тотчас обрела речь и слух. Ее отец был счастлив и выполнил свое обещание: выдал ее замуж за Джека. Вот так Ленивый Джек стал богачом. Они стали жить в большом доме, мать Джека жила с ними. Они жили долго и счастливо до самой смерти.

## “Winnie the Pooh”

1. Девочки приходят на пикник, расстилают плед, усаживаются. Д1 открывает книгу и читает про себя. Д2 и Д3 разговаривают между собой вполголоса. Вдруг Д2 замечает, что Д1 не участвует в разговоре, и обращается к ней:

**Д2:** Hey! What are you reading?

**Д1:** It's "Winnie the Pooh and All, All, All" by Alan Alexander Milne.

**Д3:** Is it interesting?

**Д1:** I like it very much! It's very funny and the characters have a lot of amazing adventures. My favorite character is Eeyore.

**Д2:** Isn't it for children?

**Д1:** Not only. You can enjoy it at any age!

**Д3:** Let's read it together!

**Д1:** О'К! Shall I begin?

(Д2 и Д3 кивают)

**Д1** (читает книгу): Once upon a time there lived a little boy. His name was Christopher Robin. Christopher Robin was very clever and read a lot of books. He loved fairy tales and adventure stories. But he was just a child and most of all he loved doing nothing. He loved to imagine stories about his favourite toys: Winnie the Pooh, Piglet, Eeyore, Tigger, Rabbit, Owl, Gopher, Kanga and Roo. (Кристофер Робин сидит на полу, игрушки рассаживаются полукругом с ним в центре, выходя, когда Д1 их называет, делая паузы). Д1 передает книгу Д2. Все игрушки и Кристофер Робин уходят со сцены. Остается только Иа, очень грустный, стоит, пожевывая травинку, и вздыхает.

**Д2:** Here are some of these stories. One day an old little donkey Eeyore was standing on the river bank, very sad and pensive...

Появляется Винни Пух.

**Винни Пух:** Good morning, Eeyore!

**Иа:** Good morning, Winnie the Pooh! (уныло). Are you sure this morning is good? I'm not.

**Винни Пух:** Why? What is it?

**Иа:** It's O'K. Forget it.

**Винни Пух:** But you look so sad.

**Иа:** Sad? It's my birthday today. I can't be sad.

**Винни Пух:** Your birthday???

**Иа:** Yes. Can't you see presents and a lot of guests?

**Винни Пух:** Oh! No. Oh! Sorry! Happy Birthday!

**Иа:** Uhuh. You too.

**Винни Пух:** Wait a minute! Stay here. I'll come back soon! (Убегает).

Все уходят со сцены (кроме девочек). Действие переносится к домику Винни Пуха. Винни Пух, только что расставшись с Иа, подбегает к своему дому и видит Пятачка, который пытается дотянуться до звонка.

**Пух:** Good morning, Piglet!

**Пятачок:** Good morning, Pooh!

**Пух:** What are you doing? Can I help you?

**Пятачок:** Please!

Пух позвонил в звонок. Они усаживаются у порога.

**Пух:** You know, it's Eeyore's birthday today. He has no presents at all.

**Пятачок:** That's terrible! We must do something!

**Пух:** Think, think, think! Yes! I will give him a honey pot.

**Пятачок:** And I – I will give him a nice red balloon!

**Пух:** O'k. Go home, take the balloon and run to Eeyore! See you there!

**Пятачок:** Aha!

Пятачок убегает. Пух идет с горшочком к Иа. Устал и присел на пенек.

**Пух:** It's so hot! And I feel hungry! It's time to have lunch. I'm so happy that I have this honey.

Съедает мед.

**Пух:** Ah! (в ужасе). It was a present! For Eeyore! Think, think, think! Well, this pot is very good. He can keep something useful in it. I will write Happy Birthday on it. But I can't write. I will go to Owl. She can.

Довольный, отправляется дальше. Подходит к домику Совы.

**Пух:** Good morning, Owl.

**Сова:** Good morning, Pooh.

**Пух:** Happy Eeyore's Birthday!

**Сова:** Oh.

**Пух:** I want to give him a present. This pot. Can you write "Happy Birthday" on it?

**Сова:** A nice pot. May be it will be our present?

**Пух:** No. Bad idea.

**Сова:** O'k. Пишет «Happy Birthday» и показывает зрителям. Затем отдает горшочек Пуху.

**Пух:** Thank you, Owl. Good bye!

**Сова:** It was pleasure.

Пятачок бежит с шариком, спотыкаясь и охая! Падает. Шарик лопнул. Пятачок сидит на земле и держит в руках остатки шарика.

**Пятачок:** Oh, oh, oh! How terrible! How terrible! I have only one balloon. Oh. But it is still nice. And Eeyore doesn't like balloons that much.

Бежит дальше. Прибегает к Иа.

**Пятачок:** Happy birthday, Eeyore!

**Иа:** Ah? Say it again please!

**Пятачок:** Happy birthday, Eeyore! It's a balloon. It was a balloon, big and red. Протягивает ему шарик. Иа в недоумении.

Прибегает Пух с горшочком, протягивает Иа

**Пух:** Happy birthday. It's a present for you!

Иа держит горшочек в одной руке, шарик – в другой и не знает, что с ними делать. Приходит Кролик.

**Кролик** (деловым тоном): Hello, everybody. What are doing here? Is it a special meeting?

**Иа** (гордо): It's my birthday today. I've got presents!

Кролик придирчиво рассматривает подарки.

**Кролик:** You can keep this balloon in this pot. Look! I'll show you. You can put it in and out. In and out.

Кролик демонстрирует, как шарик можно хранить в горшочке.

**Иа** (счастливый): In and out, in and out. Fantastic!

Кролик уходит.

Вдруг Пух замечает, что у Иа нет хвоста!

**Пух:** Where is your tail Eeyore?

**Иа:** Ah? It was always there!

**Пух:** It is not there now! But don't worry! I will find it.

**Иа:** Thank you, Pooh!

Все уходят со сцены. Пух бежит по лесу. Встречает Суслика и Кролика, они ругаются. Кролик потрясает поломанной морковкой перед носом Суслика.

**Кролик:** My precious harvest! My carrots and cabbages! You are such a fool! Your tunnels ruined my life!

**Суслик:** Don't panic. They will grow again. But my new tunnel is fantastic. I will show you if you want...

**Кролик:** I want my harvest! My carrots!

**Суслик:** Don't be so pessimistic!

Пух пытается вставить словечко в перепалку:

**Пух:** Eeyore has lost his tail! Have you seen it?

**Кролик:** Why are you asking me? I'm in a deep depression. My life lost its sense! Go to Owl!  
Пух бежит к сове. Пробегает мимо домика Кенги. Кенга, Ру и Тигра пьют чай в саду.

**Пух:** Hello!

**Кенга:** Good afternoon Pooh! How are you? Have a cup of tea!

**Ру:** Hi, Pooh! Nice to see you!

**Тигра:** Oho-ho-ho! Where are you running, Pooh?

**Пух:** Eeyore has lost his tail! Have you seen it?

**Кенга, Ру и Пух:** No.

**Пух:** I have to find it!

**Тигра:** A real Adventure! How terrible! How dangerous! Fantastic!

**Ру:** May I go with you, Pooh!

**Кенга:** No, no. You are too small, honey. We will go together.

**Тигр:** Let's go to Owl. She will help!

Идут все вместе. Тигра носится кругами: Oh-ho-ho! A real adventure! Ру порывается убежать.

**Кенга:** Don't run away!

Их догоняют Кролик и Суслик, которые продолжают ругаться.

**Кролик:** My carrots!

**Суслик:** It's a modern underground architecture. Deep tunnels! You can discover new territories.

Подходят к дому Совы. Собирается дернуть за шнурок звонка и вдруг понимает, что это хвост Иа.

**Пух:** Oh! What's this? It looks like a tail! Eeyore's tail. Owl! Owl!

Сова выходит из дома.

**Сова:** Yes?

**Кролик:** What's this? (показывает на хвост)

**Сова:** Can't you see?

**Тигра:** It's a tail?

**Сова:** A tail?

**Суслик:** Yes, Eeyore's tail. Where did you get it?

Сова: Found.

Пух: Eeyore will be happy.

Сова: I'm not!

Все уходят со сцены.

Винни пух и Кристофер Робин усаживаются на холме и смотрят на звезды.

**Кристофер Робин:** Pooh!

**Пух:** Yes?

**Кристофер Робин:** Will you ... will you come here when I am ... I am

**Пух:** What, Christopher Robin?

**Кристофер Робин:** When I grow up and can't play with you all the time? Will you come?

**Пух:** Me?

**Кристофер Робин:** Yes, Pooh, you.

**Пух:** Yes.

**Кристофер Робин:** Promise that you will never forget me. Never! Even when I'm 100 and you are 99.

**Пух:** I promise.

Кристофер Робин пожал лапу Пуху, засмеялся и встал.

**Кристофер Робин:** Let's go!

**Пух:** Where?

**Кристофер Робин:** Anywhere!

**Д3:** And off they go. And wherever they go and whatever happens to them on their way – here in this Magic Place on the top of the hill in the Forest a little boy will always, always play with his little bear.

## РЕКВИЗИТ

Кристофер Робин	
Кролик	очки, уши, хвост, пучок морковки
Пятачок	уши, хвост, шарик
Пух	шарф, уши, горшочек с медом
Иа	хвост, колокольчик, уши, домик из картона, травинка
Кенга	фартук, хвост, уши, скатерть, посуда
Ру	уши, хвост
Сова	очки, шали, чепчик, большой карандаш
Суслик	каска, фонарик, свисток
Тигра	уши, хвост
Девочки	плед, корзина, большая книга

## THE TORTOISE AND THE HARE

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge anyone here to race with me."

The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare. "I could dance around you all the way."

"Keep your boasting until you've beaten," answered the tortoise. "Shall we race?"

So a course was fixed and a start was made. The hare darted almost out of sight at once, but soon stopped and, to show his contempt for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he could not catch up in time to save the race.

Plodding wins the race.

### **The Lion And The Mouse**

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. 'Pardon, O King,' cried the little Mouse: 'forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?' The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. 'Was I not right?' said the little Mouse. Little friends may prove great friends.

**Aesop**

Грамматика в стихах и рифмовках.

**Звук [ ]**

This is my mother,  
This is my father,  
This is my sister,  
This is my brother,  
This is my uncle,  
This is my aunt Lily,  
This is my cousin,  
And this is me.

**Звук [f]**

Flowers here,  
Flowers there,  
Flowers growing  
Everywhere.

**Звук [n]**

I love learning English,  
I can read,  
I can write,  
I can speak English too.  
I love learning English,  
And what about you?

**Звуки [], [s]**

She sells sea shells  
On the sea shore. The shells  
that she sells are sea shells,  
I am sure.

Red and Yellow,  
White and blue,  
The gayest flowers  
Are just for you.

Red, red, red the rose,  
Blue, blue, blue the dress,  
Grey, grey, grey the cat,  
And so is the rat.

Once I saw a little bird  
Come hop, hop, hop,  
And I cried, Little bird,  
Will you stop, stop, stop?

It's fun to be this,  
It's fine 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.

## Формы глагола to be.

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

I am Ann,  
You are Dan,  
He is Peter,  
She is Rita.

They are four,  
No more.

I am not Ann,  
You are not Dan,  
Hi is not Peter,  
She is not Rita.

Am I Ann?  
Are you Dan?  
Is he Peter?  
Is she Rita?

## Present Simple

I live here,  
You live near,  
Tom lives so far  
That he goes in a car.

I love my cat  
It's warm and fat.  
My cat is grey,  
It likes to play

We live near,  
You live here,  
Tom and Ray  
Live far away.

This is my sister,  
Her name is Ann  
She goes to school,  
She is already ten.

## Present Simple в придаточных условиях и времени.

When I am ten,  
I'll get a pen,  
Then I shall write  
Like brother Ben

## Past Simple

Humpty Dupmty sat on a wall,  
Humpty Dupmty had a great fall.  
All the king's horses,  
And all the king's men,  
Couldn't put Humpty together again.

## **Present Perfect, Past Simple/**

Little girl, little girl,  
Where have you been?  
I've been to see grandmother  
Over the green.  
What did she give you?  
Milk in a can.  
What did you say for it?  
Thank you, Grandam.

## **Present Continuous**

One, two, three,  
Look out for me,  
For I am coming  
And I can see.

I am counting to ten,  
You are giving them a pen,  
She is looking at the door,  
He is sitting on the floor.  
All of us are working well,  
Waiting, waiting for the bell.

## **Модальный глагол can**

I love learning English,  
I can read,  
I can write,  
I can speak English too,  
I love learning English  
And what about you?

## **Личные и притяжательные местоимения.**

I think mice  
Are very nice.  
Their tails are long,  
Their faces small.  
They don't have any  
Chins at all.  
Their ears are pink,  
Their teeth are white.  
They run about  
The house at night.  
But I think mice

Are rather nice.

Mind the clock  
And keep the rule;  
Try to come  
On time to school.

«Tick,» the clock says,  
«Tick, Tick, Tick!»  
What you have to do  
Do quick.

Go to bed late,  
Stay very small,  
Go to bed early,  
Grow very tall.

Early to bed,  
Early to rise  
Makes a man healthy,  
Wealthy and wise.

Let us try to be polite  
In everything we do  
Remember always to say «Please».  
And don't forget «Thank you».

Hearth like doors will open ease  
To very, very little keys,  
And don't forget that they are these  
«We thank you all and If you please.»

Stop! Look! Listen!  
Before you cross the street,  
Use your eyes, use your ears,  
And then use tour feet.

Learn this little lesson  
As well as you can  
Be tidy like Tom,  
Not dirty like Dan

After dinner sit a while,  
After supper walk a mile.