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«Библиотека учителя»

Н. И. КРАСЮК

Увлекательные уроки

английского

в школе



Ростов-на-Дону
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Данная книга предназначена учителям, воспитателям детских садов и родителям, т.е. тем, кто непосредственно заинтересован в развитии у детей лингвистических и креативных способностей, а также культуры общения на английском языке.

Автор предлагает хорошо продуманную систему устных и письменных игр, викторин и разнообразных пазлов. Ролевые игры и инсценировки позволят реализовать поступательное развитие личности ребенка, а пословицы, шутки, афоризмы и забавные случаи из жизни знаменитых писателей и музыкантов расширят кругозор и повысят интерес к английскому языку как к учебному предмету.

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О методике работы с играми на уроке

Современную картину мира, включая и виртуальную, невозможно представить без английского языка. Именно этот язык является одним из главных средств коммуникации и общения для людей разных национальностей. Безграничные просторы Интернета, место встреч, блогов, серьезных дискуссий, игр, развлечений и увлекательные путешествия также открыты полностью для тех, кто знает английский язык. Все это объясняет повышенный интерес к английскому языку. Тем не менее, овладение этим языком в его традиционном виде школьного урока по-прежнему представляет собой утомительный и длительный процесс.

Как сделать урок английского языка увлекательным и интересным, а следовательно, повысить качества учебно-воспитательного процесса и сделать его более эффективным?

Многолетняя практика опытных преподавателей показывает, что следует шире применять игры как во внеклассной работы, так и на уроке, поскольку известно, что игра представляет собой своеобразную форму учебного сотрудничества между учителем и учащимися. Вначале учитель выполняет роль ведущего, показывает, как вести игру. В дальнейшем эта роль по очереди переходит к учащимся, что вносит в игру элемент соревнования и таким образом дополнительно стимулирует активность учеников.

Помимо учебных задач игры выполняют и другие функции, в частности, обучающую, воспитательную, развивающую, развлекающую и интеллектуальную. Кроме того, в процессе

игры личность ученика подвергается воздействию не только в общепсихическом плане, но и в плане социализации. Игры формируют волю и стремление к победе через преодоление трудностей. Как правило, игры всегда проходят весело и раскрепощают самых замкнутых учащихся и после многократных повторений становятся всем по силам, за счет чего даже самые слабые ученики становятся более уверенными и догоняют более успешных в учебе ребят.

Несмотря на то, что игры довольно популярны на досуге, на уроке им незаслуженно уделяется мало времени и внимания, хотя эта форма учебной работы в классе доступна учащимся всех возрастных групп, и при этом игра является эффективным средством обучения иностранному языку. Игра максимально приближается к естественной коммуникации и этим способствует развитию навыков и умений общения на иностранном языке, так как по своей сути игра моделирует и воспроизводит конкретную практическую деятельность. Игра формирует психологическую готовность к общению на иностранном языке, она создает непринужденную, радостную атмосферу и обстановку реального общения, этим способствуя преодолению барьера немоты. Кроме того, в процессе игры происходит активное запоминание слов, выражений и правильных грамматических конструкций.

Игра применима на любом этапе обучения языку и может быть адаптирована к задачам обучения на любом языковом материале. Если у учащихся младшего возраста игра позволяет снять быструю утомляемость, так как для них наиболее типична подвижность и активность, то в старших классах игра значительно развивает интеллектуальную и волевую активность. Являясь сложным, но одновременно увлекательным занятием, она требует концентрации внимания, и при этом активно развивается мышление и речь.

Условия игры, спонтанная и эмоциональная обстановка благотворно воздействуют на креативные способности учащихся.

Игровые упражнения увлекают даже самых пассивных и слабо подготовленных учеников, что положительно сказывается на их успеваемости.

Учитывая психологические особенности школьников младшего возраста и дидактические возможности игры, рекомендуется использовать игровые упражнения на каждом уроке как средство развития навыков, восприятия и воспроизведения речи, употребления грамматических структур и лексики, обучения чтению и письму.

Особо следует отметить сюжетно-ролевые игры, поскольку они содержат в себе большой развивающий потенциал для школьников. Через игру и в игре как таковой формируется сознательное отношение учащихся к взрослой жизни в социуме, качества личности, которые помогут ему самореализоваться в коллективе и будущей семье. В игре формируется готовность и способность принимать решение, самостоятельность, инициативность, организованность, ответственность, умение работать в команде.

Помимо этого игра не просто выявляет отношение детей к изображаемому действию, но она и содействует закреплению и развитию подобного отношения. Детям любого школьного возраста нравится вновь и вновь переживать радость, успех, открытия, восхищение, восторг, т.е. те чувства, которые они испытали в игре при знакомстве с каким-то новым явлением, событием, словом. Этим и объясняется устойчивый интерес к играм. Фактически в игре учащиеся видят то, что они хотели бы увидеть и в школе, и в будущей жизни. Таким образом, игра вызывает стремление быстрее и лучше учиться, осваивать новые знания и овладевать новыми умениями и навыками. Игра в самых ее разных видах формирует и поддерживает этот интерес. Особо ценным качеством игры является то, что в игровой деятельности участвуют все учащиеся, таким образом, даже самые слабые ученики могут значительно улучшить свою успеваемость. Многократная повторяемость слов при правильном грамматическом оформлении обеспечивает произвольное запоминание учебного материала. В связи с этим следует уделять большое внимание тому материалу, который подбирается и лежит в игре.

Все перечисленные выше качества присущи всем играм, их проявление в значительной мере зависит от четко поставленных

учителем целей, в силу чего те или иные признаки игры могут проявляться более отчетливо и помогают достигать конкретной цели. Игры можно проводить как в устной форме, так и в письменном виде, широко используя различные средства, а именно, раздаточный материал, классную доску, слайды, игрушки, специально приготовленные материалы, кукол, аудиозапись и т.д.

Учитывая особенности и возможности игры, которая предназначена для использования в классе, мы включили в данное пособие игры разного типа: речевки, игры-песни, коммуникативные и лингвистические игры, игры для эрудитов, ролевые игры, сценки и постановки, а также дополнительный материал, который учитель может использовать по своему усмотрению, например, с тем, чтобы ознакомить учащихся с фактами из жизни великих и известных личностей, шутки, загадки пословицы.

Кратко остановимся подробнее на описании разных видов игр.

На младшем и среднем этапе обучения эффективны **речевки**. Речевки, которые произносятся в начале урока, помогают детям влиться в единый речевой поток, возникает ощущение комфорта, уверенности, чувство сопричастности, радостное предвкушение урока, своего успеха. Такие речевки способствуют сплочению группы и формированию готовности к работе и общению на английском языке. Их можно включать в любой сегмент урока. Нужную стартовую фразу произносит учитель и, далее дирижируя, приглашает декламировать нужный стих хором.

Речевки разнообразны по своему назначению и во многом их целевое назначение и место на уроке определяется их содержанием. На начальном этапе обучения ученикам необходимо овладеть произношением, выучить алфавит и счет. Речевки, направленные на достижение этих целей, могут состоять из целого цикла и сопровождаться раздаточным материалом или сочетаться работой со слайдами, когда изображение нужного материала проецируется на доску или специальный экран. Так, речевки-физкультминутки помогают организовать урок

и настроить учащихся на активное использование языка. Речевка-песня, как и речевка-физкультминутка, в середине урока способствует релаксации. Учитель, а затем ведущий, показывают движения, которые учащиеся повторяют, при этом проговаривая текст речевки. Темп и ритм часто задается взмахом руки или постукиванием. Как правило, в классе возможно применять лишь элементы подвижной игры, например, движения рук, ног, приседания, имитацию бросков мяча, наклоны и т.п.

При вводе новых слов учитель записывает их на доске. Это может сделать и наиболее успевающий ученик. Затем учитель сам читает речевку или дает прослушать запись. Поскольку учебный материал неоднократно повторяется, то он активно закрепляется и при этом также развивается фонематический слух. Учитель обращает внимание на правильность произношения, отрабатывает каждый звук, уделяя внимание интонации и ритму фразы. Речевки, шарады и загадки, как правило, имеют стихотворные рифмы, что облегчает их запоминание.

В качестве речевки популярны народные английские песни. Разучивание **песни-игры** занимает достаточно много времени и целесообразно разделить эту работу на несколько этапов. Вначале учитель рассказывает о содержании песни и дает прослушать магнитофонную запись или сам поет песню, а если это возможно, то ее можно сыграть на пианино или другом инструменте.

На очередном уроке учащиеся учат новые слова, которые предварительно подготовлены учениками как раздаточный материал. В другом случае учитель записывает слова с транскрипцией и переводом на доске. Затем учащиеся повторяют за учителем новые слова. Учитель добивается хорошего произношения у каждого ученика, поэтому слова повторяются несколько раз. После этого все вместе поют песню. При пении учитель уделяет особое внимание ритму и слаженности пения. Наконец, учащиеся приступают к разучиванию других куплетов.

Скороговорки занимают особое место, так как они развивают четкую дикцию и помогают в работе над произношением

и артикуляцией тех английских звуков, которые отличаются от звуков родного языка. Это важно при устном общении.

Скороговорку не просто проговорить сразу. Поэтому работа над ней также требует подготовки и специального тренинга. Вначале текст несколько раз прочитывается медленно и вдумчиво. Учитель выясняет, все ли слова знакомы. Затем прорабатывается каждое слово, если это необходимо, обращается внимание на слоги с труднопроизносимыми звуками. Скороговорку следует выучить наизусть, повторяя ее вслух и, стараясь каждый раз медленно и четко артикулировать как все звуки, так и слова полностью. Проговаривайте скороговорку медленно и напевно, с постепенным ускорением. Скороговорки помогают быстро выучить алфавит. Кроме того, их можно всегда вспомнить на уроке и организовать веселую минутку для разрядки и формирования положительного эмоционального настроения.

Популярные **игры-загадки и шарады** представляют собой логическую задачу, которая активизирует и стимулирует мыслительную деятельность учащихся, при этом расширяя и обогащая их словарный запас. Элемент соревнования создает своеобразную эмоциональную обстановку. Разгадывание загадок развивает способности к анализу и обобщению, формирует умение рассуждать, делать выводы и умозаключения. Помимо этого развиваются и творческие способности учеников, поскольку они решают загадки предполагая наличие нескольких вариантов ответа и воображения. Загадки не требуют большой подготовки и времени, потому их можно включать как разрядку между разными этапами урока.

Словесные игры наиболее сложны. Здесь учащимся приходится оперировать не только с непосредственным восприятием предмета, будь то сам предмет или же его изображение на картинке или в слайде. Такие игры развивают мышление ребенка, так как ему приходится сравнивать, находить аналогии. Эти игры заставляют учащихся высказывать самостоятельные суждения, делать выводы и умозаключения, следить за мыслью участников игры и замечать ошибки. Игры можно постепенно усложнять, вводя новые задания. Учащимся пред-

лагается, к примеру, написать слово, его транскрипцию, вспомнить пословицу или загадку.

Словесные игры разнообразны. Сюда входят пословицы, афоризмы и шутки. Они выполняют роль резервного ресурса и значительно пополняют методическую копилку учителя. Так, учитель всегда может использовать словесные игры в качестве разминки, тогда, когда он замечает у учеников признаки усталости, угасания интереса и возрастания напряжения из-за трудного задания или не очень интересного текста. В таких случаях всегда можно применить следующий прием. Учитель проговаривает половину (часть или ключевое слово) какого-то афоризма или пословицы, которую учащиеся должны завершить. Игра продолжается по цепочке. Тот, кто дает правильный ответ, задает новое слово и т.д. Победителем становится ученик, который активнее участвует в игре и чаще отвечает правильно. Он получает звание "You are the best". В качестве поощрения учитель вправе поставить такому ученику хорошую отметку.

Раздел «Английский без словаря» можно использовать для увеличения словарного запаса учеников. Кроме того, стимулируется развитие осознанно критического отношения к заимствованным словам, которое в последнее время наводнили эфир и прессу.

К словесным играм относятся и викторины.

Викторины — вид игры, заключающийся в ответах на письменные или устные вопросы из различных областей знаний. Как правило, их главное отличие в построении вопроса, тематики и определения победителей. Практика организации игр допускает также и викторины с заранее подготовленными ответами, которые учащиеся готовят самостоятельно.

Викторины предоставляют собой большие возможности для расширения кругозора учащихся. Одни из них основаны на литературном и страноведческом материале, другие же на научно-популярных фактах. Они формируют компетенцию в разных сферах знания, способствуют личностному самосовершенствованию, выполняя при этом коммуникативную и учебно-познавательную функцию.

В силу таких особенностей викторины могут быть широко использованы как на уроке, так и на вечерах типа КВН.

Коммуникативные игры в виде игр-бесед максимально развивают речевые способности учащихся. По своей форме они являются диалогами между учителем и учениками и школьниками друг с другом. Здесь также закладываются основы культуры общения. В процессе беседы формируется умение слушать и задавать вопросы, рассуждать и дополнять сказанное кем-то, при этом высказывая свое мнение и оценку. Такие игры помогают учащимся развивать свое креативное начало и навыки общения. Школьники учатся договариваться, обсуждать и принимать общее решение. Они овладевают умением убеждать, аргументировать принятое решение. В ходе обсуждений ученики учатся помогать друг другу и в тоже время производить взаимный контроль.

Ролевые игры занимают, пожалуй, особое место в методической копилке учителя. Это объясняется как разнообразием, так и широким диапазоном их применения. По своей сложности они могут быть имитативными и творческими. Именно поэтому ролевые игры можно успешно применять на всех этапах обучения — от младшего до старшего. Они помогают учителю разговорить учеников, ибо любая роль служит своеобразным мостом от персонажа к реальному общению в жизненной ситуации. Более того, в них реализуются приобретенные коммуникативные умения и навыки работать в команде.

В игре ученики представляют себя в роли кого-то другого конкретного персонажа и ведут себя соответствующим образом, что помогает им преодолеть собственную скованность, боязнь совершить ошибку и высказать свои мысли. В рамках своей роли в диалогах и небольших монологах учащиеся отрабатывают навыки говорения, учатся обсуждать разные темы, понимать чувства и поведение других людей, решать различные проблемы.

На младшем этапе обучения, безусловно, наиболее целесообразно использовать маленькие диалоги, а затем перейти к ролевым сценкам. В этом случае задача заключается в том,

чтобы ученики овладели заданными ролями, заучив наизусть предложенные тексты. Для этого подходят небольшие пьесы и сказки. Этот вариант игры доступен на самом начальном этапе обучения. Если имеются в наличии ширма и куклы, то успех обучения значительно возрастает.

На среднем и старшем этапе ролевая игра приобретает другие формы.

Она становится более творческой, порой дискуссионной. Как правило, ролевую игру можно проводить на базе конкретного текста (письменного или в аудиозаписи), который описывает ситуацию, характеры и действия героев. Необходимо дать и список слов и выражений для активного и обязательного озвучивания в ходе игры. Однако не следует сдерживать творческую инициативу.

Для достижения высокого обучающего результата ролевой игры рекомендуется использовать подсказки в виде схем, описаний действующих лиц, места действия, списка слов и выражений. Значительную поддержку оказывают слайды, карты, музыкальное сопровождение.

На более продвинутом этапе обучения учащимся дается задание самим подготовить свои роли и, если потребуется, небольшие информационные сообщения, связанные с тематикой, автором или какими-то событиями, имевшими место и непосредственное отношение к данной теме. В основе такой ролевой игры используется описание конкретной проблемы. Конференция как форма проведения ролевой игры отвечает необходимым требованиям игры этого уровня. Более того, учащиеся могут приготовить различные плакаты, карточки. Интерактивный характер такой игры позволяет вводить роли репортеров, экспертов, «наивных» участников, кто мало что понимает в данной теме.

Подготовка ролевой игры требует достаточно много времени для ее подготовки, поэтому учителю приходится отводить какую-то часть урока на предварительное прослушивание учащихся, постепенно готовя игру к ее полному исполнению. Важно вовремя оказывать помощь и поощрять учащихся.

В играх всегда реализуется полезное и плодотворное сотрудничество между учащимися и учителем.

В играх всегда реализуется полезное и плодотворное сотрудничество между учащимися и учителем.

В зависимости от подготовленности группы учитель сам вводит слова и фразы, записывая их на доске. Однако это могут сделать и сами учащиеся. Кроме того, они могут приготовить дома раздаточный материал в виде карточек со словами и выражениями, схемы, иллюстрации в виде фотоснимков или слайдов.

Когда ролевая игра полностью готова, то ее можно показывать на вечере КВН или на вечере английского языка.

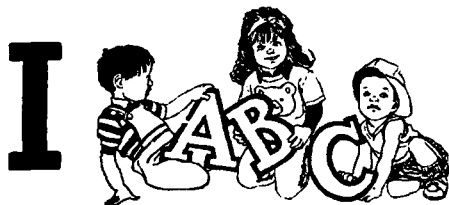
Понятно, что любая форма драматизация предполагает определенную последовательность работы. Вначале следует ввести ознакомительную информацию о материале, а затем представить и сам материал для драматизации как таковой, включая сведения о характере героев, об особенностях языка, о месте, где происходят события.

Всегда интересна информация об авторе. Поэтому можно ввести роль ведущего в те постановки, где указан автор. Ведущий может включать дополнительный материал, а также занимательные факты, шутки и истории из жизни замечательных людей.

Напомним, что перед началом игры часто выбирают водящего. Для этого можно использовать следующую считалочку:

Penny on the water,
Twopence on the sea
Threepence on the railway,
Out goes he/she.

Данное пособие предназначено для учителей английского языка, студентов — будущих учителей, воспитателей дошкольных заведений и для широкой аудитории, кто интересуется вопросами организации домашнего досуга.



ИГРЫ-РЕЧЕВКИ, ПЕСНИ-ИГРЫ

Good morning

Данная речевка заменяет организационный момент урока. Как любая коллективная форма игры, эта речевка показывает ученикам, как работать в команде. Помимо этого имеет место освоение и закрепление навыков произношения. Эта речевка по своей сути является приветствием и способствует созданию эмоционального настроения и положительного отношения к изучаемому предмету — английскому языку.

Вначале учащиеся повторяют следом за учителем, а потом поочередно в роли учителя выступают ученики. Можно подготовить плакаты или писать слова на доске. В начале урока учитель при входе в класс произносит речевку. Учащиеся отвечают несколько по-другому: Dear teacher, we are glad to see you.

I. Good morning, good morning,
Good morning to you,
Dear children, I am glad to see you.

II. Good morning, good morning,
Good morning to you,
Dear teacher, we are glad to see you.

Stand Up and Look Around

Речевка проводится в начале урока. Ее цель — обучить правильному произношению и развить навыки аудирования.

Как во многих играх, можно применять магнитофонную запись. После прослушивания магнитофонной записи и

хоровой работы над стихотворением учащимся предлагается игра-загадка. Несколько учеников (2—3) выходят к доске и поворачиваются спиной к классу. Трое учащихся хором, в стихотворной форме, дают им приказания, которые последние должны правильно выполнить и угадать, кто из одноклассников произносил стихотворение.

Stand up and look around,
Shake your head and turn around,
Stamp your feet upon the ground,
Clap hands, and then sit down.

Stand Up and Sit Down!

Игра проводится как физкультминутка. Такая речевка полезна для школьников младшего и среднего возраста после выполнения трудного задания. Выполняются с движениями, о которых говорится в речевке. Учитель показывает движения и руководит физкультминуткой

Здесь также имеет место обучение аудированию приказания.

Учитель произносит приказания, сопровождая их соответствующим жестом руки: *Stand up! Sit down! Stand up! Sit down!* Затем, ученики обращаются по имени поочередно друг к другу, продолжая игру: *Stand up, Ann! Sit down, Ann! Stand up, Pete! Sit down, Pete!* Далее учитель предлагает нескольким ученикам встать: *Stand up, Lena! Stand up, Kate! Stand up, Nick! Stand up, Boris!*

Затем приказывает им сесть, но в другой последовательности: *Sit down, Kate! Sit down, Boris! Sit down, Lena! Sit down, Nick!* Ребята с удовольствием выполняют приказания учителя и в процессе игры хорошо запоминают приказания *Stand up! Sit down!*

Когда все элементы игры освоены, то все приказания полностью отдаются учениками.

My Hands upon My Head

Эту физкультминутку ученики могут выполнять сидя. Ее главная цель — краткая релаксация между разными видами работы на урок или после трудного задания.

My hands upon
my head I place,
On my shoulders,
on my face,
Then I put them
in front of me,
And gently clap:
One, two, three.

Stop! Look! Listen!

Данная физкультминутка имеет дополнительную цель — напомнить ученикам о правилах поведения на дороге. После того, как учитель еще раз скажет о правилах движения, он начинает речевку, при этом показывая необходимые движения, подносит руки к глазам, к ушам, поворачивает головой направо и налево, глядя на светофор. Затем шагает на месте. Во время физкультминутки можно показать слайд или картинку с изображением улицы, светофора.

In the streets
The buses run,
Two by two,
Or one by one.

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

Clap, clap...

Речевка-релаксация с одновременными действиями, о которых говорится в стихотворении. При этом повторяется правило Present Progressive.

Clap, clap, clap your hands!

Clap your hands together!

We are clapping,

We are clapping

We are clapping our hands!

Stamp, stamp, stamp your feet!

Stamp your feet together!

We are stamping, we are stamping,

We are stamping,

We are stamping our feet.

Mister Sun

Речевка позволяет провести закрепление лексики по теме «Мой день». Для этого можно использовать картинки со словами и описанием действий, о которых говорится в речевке, или красочные картинки.

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.

We go to the Zoo

Закрепление лексики по теме «Животные» и по грамматической теме *the Future Simple*. В качестве наглядных средств используются карточки со словами и изображением животных. Можно производить замену некоторых названий животных, например, *donkey-monkey*, вместо *elephant* можно подставлять любое название, например, *kangaroo, zebra, red fox, flamingo, etc.*

Tomorrow on Sunday,
We go to the Zoo.
You all must be ready,
Tomorrow at two.

We'll look at the Lion,
And the Elephant there,
And also the Tiger,
And the White Polar Bear.

You all must be ready
Tomorrow at two.
We meet after dinner
And we go to the Zoo.

The Sun is Shining

Эта речевка поможет в повторении и закреплении грамматической темы *the Present Continuous Tense*. В качестве наглядных средств можно использовать картинки с изображением солнца, цветов, погоды, когда идет дождь и дует ветер.

The sun is shining
The flowers are blooming
The sky is blue
The rains are few.

The snow is falling,
The wind is blowing;

The ground is white
All day and all night.

The Bells of Spring

Повторение и закрепление грамматической темы *the Present Progressive Tense* можно проводить с помощью этой речевки. Хорошо использовать картинки или слайды с изображением весенней погоды

The bells of Spring are ringing
Are ringing loud and gay.
They are making the merry songs
And melodies of Spring and of today.

What remains?

Специальные вопросы всегда представляют известные трудности для учащихся. Данная речевка способствует тренировке в употреблении специальных вопросов, а также числительных. С ее помощью ученики овладеют и навыком, как произвести вычитание на английском языке.

Для достижения поставленных целей следует использовать картинки с изображением предметов с цифрами или комплекты цифр. При разучивании можно использовать аудиозапись.

Учитель или ведущий громко задает вопрос, показывая цифру, класс хором отвечает. Вопрос может задавать группа, например, сидящие справа, а отвечают те, кто сидит по левой стороне столов.

How much is one from eight?
Seven children are playing with Kate.
How much is two from eight?
Six children are going to skate.
How much is three from eight?
Five children are opening the gate.

How much is four from eight?
Four children are getting up late.
How much is five from eight?
Three children are washing a big plate.

For want...

Эта речевка способствует активному закреплению пройденного материала по теме пассивного залога. В качестве наглядного материала рекомендуется использовать картинки с изображением предметов, о которых идет речь.

Учитель или ведущий громко произносит начало фразы, а хор продолжает ее.

С ознакомительной целью учитель может прочитать замечательный перевод этого стихотворения С.Я. Маршака. Можно сочетать перевод фразы с оригиналом.

For want of a nail, the shoe was lost;
For want of the shoe, the horse was lost;
For want of the horse, the rider was lost;
For want of the rider, the battle was lost;
For want of the battle, the kingdom was lost;
And all for the want of a horseshoe nail.

Blind Man

Главная задача этой фонетической рифмовки — отработка навыков произношения всех звуков и дифтонгов. Для проведения ее потребуется аудиозапись музыки, а также платок или шарф.

После хоровой работы над стихотворением один из учеников, водящий, выходит к доске, ему завязывают глаза, и он поворачивается вокруг три раза. Другой ученик под музыку рассказывает стихотворение *Blind Man*. Водящий должен догадаться, кто этот ученик, и назвать его фамилию. Если водящий угадал правильно, он садится на место, его роль исполняет ученик, фамилию которого он назвал, и игра продолжается аналогичным образом.

BLIND MAN

Blind man, blind man,
Sure you can't see?
Turn tound three times
And try to catch me.

Turn east, turn west,
Catch as you can,
Did you think you'd caught me?
Blind, blind man!

All about Me

Целью данной рифмовки является повторение лексики по теме «Внешность человека». Можно использовать аудиозапись. После прослушивания и работы над стихотворением учащиеся читают его, одновременно указывая на те части тела, о которых они говорят.

Ten little fingers,
Ten little toes;
Two little ears

And one little nose;
Two little blue eyes
That shine so nice

And always so bright;
One little mouth
To kiss my Mum
Good night.

Mother Hubbard

Данная речевка позволяет повторить и закрепить пройденный материал по лексическим и грамматическим темам (времена английского глагола в активном и пассивном залоге, нестандартные глаголы).

Учитель читает стихотворение, или же оно звучит в записи. Затем эту роль выполняют школьники, по очереди выступая в роли ведущего. Можно подготовить раздаточный материал с текстом речевки.

Old mother Hubbard went to the cupboard
To get her poor dog a bone.
But when she came there, the cupboard
was bare,

And so the poor dog had none.

She went to the baker's
To buy him some bread,
But when she came back,
The poor dog was dead.

She went to the joiner's
To buy him a coffin,
But when she came back,
The poor dog was laughing.

She went to the butcher's
To buy him some tripes (требуха),
But when she came back,
He was smoking his pipe.

She went to the fishmonger's
To buy him some fish,
But when she came back,
He was licking the dish.

She went to the fruiterer's
To buy him some fruit,
But when she came back,
He was playing the flute.

She went to the hatter's
To buy him a hat,
But when she came back,
He was feeding the cat.

She went to the hosier's
To buy him a hose,
But when she came back,
He was dressed in his clothes.

The dame made a curtsy,
The dog made a bow,
The dame said: "Your servant."
The dog said: "Bowwow!"

In Winter and in Summer

В данной речевке можно использовать элемент драматизации, который способствует эмоциональному отношению к языку в процессе повторения тематической лексики.

Целесообразно класс разделить на группы: девочки, мальчики, ведущий. Затем учитель или ведущий дает знак к началу хоровой речевки. Первую строку произносят девочки, вторую — мальчики.

“In winter I ski and skate,”

Says little Kate.

“In summer I like to swim,”

Says little Jim.

“And what do you do in spring?”

“In spring we play and sing.”

Monkey Talk

Здесь имеется элемент драматизации, поэтому после работы над текстом стихотворения учитель предлагает учащимся инсценировать стихотворение. Одна группа учащихся рассказывает об обезьянке, а другая исполняет роль обезьянки. Потом группы меняются ролями.

Little monkey in the tree,
This is what he says to me,
“They, they, they,
Thee, thee, thee”.

Monkey jumps from limb to limb
While I chatter back to him:
“Thee, thee, thee
They, they, they”.

Oh, Where Is My Whistle?

Главная цель этой речевки постановка и закрепление правильного произношения звука отработка звука [w]. Для этого можно использовать аудиозапись стихотворения, с помощью которой записи стихотворение разучивается по ролям: ведущий, Вилли и брат Вилли.

“Oh, where is my whistle?”

Asks Willie one day.

“My dear little whistle,
My little white whistle,
My dear little, white little whistle,
I say!”

“Why, here is your whistle”,
His brother replied.
“Your dear little whistle,
Your little white whistle,
Your dear little,
white little whistle”,
He cried.

Речевка в конце урока

Данная речевка помогает совершенствовать произносительных навыков на материале лексики по теме «Школа». Желательно использовать аудиозапись текста стихотворения.

School Is Over

School is over, oh, what fun,
Oh, what fun, oh, what fun!
School is over, play begun;
Fun and play begun.
Who'll run fastest, you or I?

Who'll laugh loudest? We shall try.
Oh, what fun! Play begun,
School is over, we shall run!
Play begun, play begun,
Now we'll have fun!

Did You feed My Cow?

Эта речевка по своему содержанию представляет негритянский фольклор и содержит элементы драматизации. Учебную

группу желательно разделить на две команды. Первая команда хором задает вопрос, а вторая хором отвечает. Через некоторое время команды меняются своими ролями.

Во время исполнения речевки можно имитировать процесс доения руками, показывать также, какая стала большая корова, когда заболела и как хлопали хищники крыльями.

- | | |
|--|---------------------------------------|
| “Did you feed my cow?” | — “Yes, Mam!” ¹ |
| “Will you tell me how?” | — “Yes, Mam!” |
| “Oh, what did you give her?” | — “Corn and hay.” |
| “Oh, what did you give her?” | — “Corn and hay.” |
| “Did you milk her good?” | — “Yes, Mam!” |
| “Did you do like you should?” ² | — “Yes, Mam!” |
| “Oh, how did you milk her?” | — “Swish! Swish! Swish!” ³ |
| “Oh, how did you milk her?” | — “Swish! Swish! Swish!” |
| “Did that cow get sick?” ⁴ | — “Yes, Mam!” |
| “Was she covered with tick?” ⁵ | — “Yes, Mam!” |
| “Oh, how was she sick?” | — “All bloated up.” ⁶ |
| “Oh, how was she sick?” | — “All bloated up.” |
| “Did that cow die?” | — “Yes, Mam!” |
| “With a pain in her eye?” | — “Yes, Mam!” |
| “Oh, how did she die?” | — “Uh—! Uh—! Uh—!” |
| “Oh, how did she die?” | — “Uh—! Uh—! Uh—!” |
| “Did the Buzzards’ come?” ⁷ | — “Yes, Mam!” |
| “For to pick her bone?” | — “Yes, Mam!” |
| “Oh, how did they come?” | — “Flop! Flop! Flop!” ⁸ |
| “Oh, how did they come?” | — “Flop! Flop! Flop!” |

¹ Mam (амер.) — мадам

² should — должен был

³ swish! — звукоподражание, копирующее процесс доения

⁴ to get sick — заболеть

⁵ tick — клещ

⁶ All bloated up. — Вся распухла.

⁷ buzzard — сарыч (хищная птица)

⁸ flop — хлоп (звукоподражание)

ПЕСНИ-ИГРЫ

Песни-игры пользуются неизменной популярностью как у учителей, так и у школьников. Они создают положительный эмоциональный климат, что в значительной мере способствует прочному запоминанию учебного материала.

Данная песня игра помогает запомнить алфавит. Желательно также использовать разлнные карточки, картинки с изображением различных предметов на эти буквы и маленькие рифмованные стихи.

A, B, C, D, E, F G,

The first system of musical notation is for the letters A through G. It consists of three staves: a vocal line in treble clef with a key signature of one sharp (F#) and a 2/4 time signature, and a piano accompaniment in grand staff (treble and bass clefs). The vocal line has a melody of quarter notes: A, B, C, D, E, F, G. The piano accompaniment features a simple harmonic accompaniment with chords and single notes.

H, I, J, K, L, M, N, O P.

The second system of musical notation is for the letters H through P. It consists of three staves: a vocal line in treble clef with a key signature of one sharp (F#) and a 2/4 time signature, and a piano accompaniment in grand staff (treble and bass clefs). The vocal line has a melody of quarter notes: H, I, J, K, L, M, N, O, P. The piano accompaniment continues the harmonic accompaniment from the first system.

Q, R, S, T, U, V W,

The third system of musical notation is for the letters Q through W. It consists of three staves: a vocal line in treble clef with a key signature of one sharp (F#) and a 2/4 time signature, and a piano accompaniment in grand staff (treble and bass clefs). The vocal line has a melody of quarter notes: Q, R, S, T, U, V, W. The piano accompaniment continues the harmonic accompaniment from the previous systems.

Q, R, S, T, U, V, W,

X, Y, Z. X, Y, Z. Yes,

now I know well the A B C!

1. Letter A

A is for Apples and Apple-trees.
You can see apples in the apple-trees.

2. Letter B

B is for Books and for Bookcase.
I have many books in my bookcase.

3. Letter C

C is for Cat. My cat is grey,
And with me he likes to play.

4. Letter D

Letter *D* is for Dog and for Doggy.
I have a dog, not a doggy.

5. Letter E

E is for Eight and for Eleven.
How much is eight and eleven?

6. Letter F

F is for Flowers: red and blue,
White and yellow and rosy, too.

7. Letter G

G is for Girl, and also for Garden.
I see a girl going to the garden.

8. Letter H

H is for Hand. I have two hands.
This is the way. I clap my hands.

9. Letter I

I is for I. I'm a boy, and I am ten.
I like to play with my brother Ben.

10. Letter J

J is for jam. This is apple jam.
Jimmy likes it, so does Sam.

11. Letter K

K is for Kite. Kate has a kite.
It is little, and it is white.

12. Letter L

L is for Letter. This letter is for me.
It is from my sister, as you can see.

13. Letter M

M is for May and for May Day,
For March and for Mother's Day.

14. Letter N

N is for Nine, Ninety and Ninety-nine.
Children, how much is ninety and nine?

15. Letter O

O is for One. One and Two is three.
Three little cats are in a tree.

16. Letter P

P is for Pencils. With them I can draw:
A red pen, a green tree or a blue door.

17. Letter Q

Q is for questions: How are you?
How old are you? and How do you do?

18. Letter R

R is for Red. Many things are red.
What can be red? Do you know, Fred?

19. Letter S

S is for Street. This is my street.
There are a lot of trees in my street.

20. Letter T

T is for Tick and for Tock.
"Tick-lock", says the clock.

21. Letter U

U is for Under but not for At.
“I am under the tree”, says Pat.

22. Letter V

V is in Five and also in Seven,
It is in Twelve and in Eleven.

23. Letter W

W is for Winter when it is cold.
But I like winter and I like cold.

24. Letter X

X is in Six. Let's count up to six!
One, two, three, four, five, six!

25. Letter Y

Y is for a Yard where children play.
They play in the yard every day.

26. Letter Z

Z is for the Zoo. Let's go to the Zoo.
I like to go to the Zoo. And you?

The Four Winds

Вначале песня прослушивается в записи, а затем учитель приступает к разучиванию текста. При этом большое внимание уделяется правильному произношению звуков в словах.

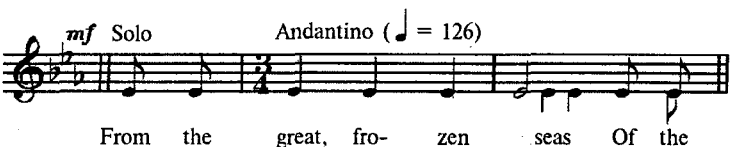
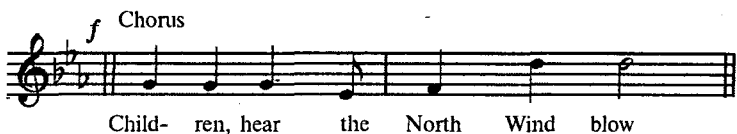
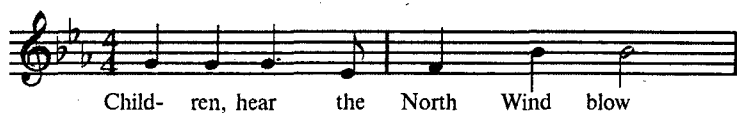
При исполнении песни-игры четыре ученика изображают Северный, Восточный, Южный и Западный ветры.

Первые две строчки каждого куплета поет один и тот же ученик, а за ним их повторяет хор.

Ученик, исполняющий партию ветра, делает шаг вперед и поет свой куплет, остальные повторяют последние четыре строчки куплета, взяв друг друга за руки и покачиваясь то вправо, то влево в такт музыки.

Во время пения Северного ветра учащиеся топают ногами, как при большом морозе, и дуют на руки, согревая их своим дыханием.

Западный ветер приносит дождь, и учащиеся раскрывают воображаемые зонты, а Южный ветер заставляет обмахиваться от жары.

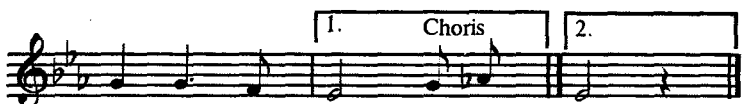




breath's bit- ter cold, Yet my heart beats full



of warm. And I love you, dear children. I'll



do you no harm. Tho, my harm!

I

Children, hear the North Wind blow (*2 times*)

Bringing with him ice and snow. (*2 times*)

North Wind:

From the great, frozen seas
Of the cold North I come,
With my snow-flakes
To greet you in your cosy home.
Tho, my breath's bitter cold,
Yet my heart beats full of warm.

Chorus:

Tho, my breath's etc.

II

Children, hear the East Wind blow, (*2 times*)

See the dust before him go!

East Wind:

With a rush and a whistle I make the dust fly,
But I promise the flow'rs
Shall be here by and by.
When I scatter the clouds,

And out peeps the bright sun,
You will know, it's cold,
That the spring has begun.

Chorus:

When I scatter, etc.

III

Children, hear the West Wind blow (*2 times*)
Soft and warm, and sighing low.

West Wind:

I bring with me sweet showers
Of warm, gentle rain,
And if I'm long absent,
The farmers complain
I refresh drooping flow'rs
And I close the green meads,
And I hasten the growing
Of all hidden seeds.

Chorus:

I refresh, etc.

IV

Children, hear the South Wind come,
Burning hot's the weather now. (*2 times*)

South Wind:

From the hot South I come,
And the green wheat I kiss
Till it flashes to gold beneath
My warm caress.
To the windmill the corn
Soon is brought to be ground.
Then I come with my fellows
And blow the sails round.

Chorus:

To the windmill, etc.

Step and Clap

Учитель знакомит учащихся со словами, объясняет, на какие звуки следует обращать внимание. Текст песни прочитывается несколько раз вслух, затем песня исполняется хором. Теперь можно приступать к игре. Выбирается ведущий, который должен выполнять приказы учеников класса, которые те будут давать, исполняя песню.

Перед исполнением песни полностью следует хорошо отработать произношение.

The image shows two staves of musical notation in G major (one sharp) and 4/4 time. The first staff has a melody with a long slur over the first four notes and another slur over the last four notes. The lyrics 'Step, step, clap, clap!' are written below the first and last pairs of notes. The second staff has a melody with a long slur over the first six notes and another slur over the last four notes. The lyrics 'Turn yourself around, And then you clap, clap, clap!' are written below the notes.

- Refrain:** Turn yourself around,
And then you clap, clap, clap!
Bend and clap, clap! Bend and clap, clap!
- Refrain:** Hands up! Clap, clap! Hands up! Clap, clap!
- Refrain:** Hands out! Clap, clap! Hands out! Clap, clap!

Fingers, Nose and Toes

При разучивания песни учащимся отрабатываются те движения и действия, которые предстоит инсценировать и изображать во время пения.

The image shows a single staff of musical notation in G major (one sharp) and 3/4 time. The tempo marking 'LIGHTLY' is written above the staff. The melody consists of a series of eighth notes with a long slur over the entire phrase. The lyrics 'Put your fin- gers on your nose, then your' are written below the notes.

toes, Put your fin- gers on your

nose, then your toes, Put your

fin- gers on your nose, Put your

fin- gers on your nose, Put your

Put your fingers on your nose, then your cheeks,
Put your fingers on your nose, then your cheeks,
Put your fingers on your cheeks and
then leave them there for weeks.

Put your fingers on your nose and then your cheeks.
Put your fingers on your nose, then your hair,
Put your fingers on your nose, then your hair,
Put your fingers on your hair and then wave them in the air.
Put your fingers on your nose and then your hair.

Looby-Loo

Песня-игра, как и другие, позволяет учащимся в непроизвольной форме отрабатывать навыки произношения. Игра требует музыкального сопровождения, что способствует релаксации и созданию положительного эмоционального отношения к овладению английским языком.



Here we dance Loo- by- Loo, Here we dance Loo-by-Light,



Here we dance Loo- by- Loo, All on a Sa-tur-day night I



put my right hand in, I put my right hand out, I



give my right hand a shake, shake, shake And turn my- self about.

Refrain:

Here we dance Looby-Loo,
Here we dance Looby-Light,
Here we dance Looby-Loo
All on a Saturday night

I

I put my right hand in,
I put my right hand out,
I give my right hand a shake, shake, shake
And turn myself about.

Refrain.

II

I put my left hand in,
I put my left hand out,
I give my left hand a shake, shake, shake
And turn myself about.

Refrain.

III

I put my right foot in,
I put my right foot out,
I give my right foot a shake, shake, shake
And turn myself about.

Refrain.

IV

I put my left foot in,
I put my left foot out,
I give my left foot a shake, shake, shake
And turn myself about.

Refrain.

V

I put my little head in,
I put my little head out,
I give my little head a shake, shake, shake
And turn myself about.

Refrain.

VI

I put my whole self in,
I put my whole self out,
I give my whole self a shake, shake, shake
And turn myself about.

II



ЛИНГВИСТИЧЕСКИЕ И КОММУНИКАТИВНЫЕ ИГРЫ, СКОРОГОВОРКИ, ЗАГАДКИ, ШАРАДЫ, ПОСЛОВИЦЫ

1. Word-pairs

Вспомните и напишите 3 пары слов-антонимов, которые начинаются с буквы С и оканчиваются на букву Т. (Ключ: cut/connect; cast/caught; cast/collect)

2. Name the animal

В английском языке название животного, т.е. существительное, можно использовать и как глагол. Соедините названия животных из колонки А с описанием того, что они могут делать из колонки В. Найти правильный ответ вам помогут подсказки-примеры.

А

1. to badger
2. to bear
3. to buck

В

- a. to frighten with threats, scare, or bully
example: He would _____ his enemies.
- b. to worry as if pursued by canines;
to hunt or track like a hound
example: They will _____ the opposition until they win.
- c. to store up for future use
example: We need to _____ away some money for a rainy day.

4. to bug d. to support the weight of; to sustain;
to tolerate; to put up with
example: I could not _____ how she cried
so much.
5. to cow e. to act in a mischievous manner; to fool,
trifle, or tamper with
example: I told you not to _____ around
today. Be serious!
6. to crane f. to engage in rough or boisterous play
example: Her mother told her not
to _____ around any more.
7. to dog g. to bother; to annoy
example: You're a nuisance;
please don't _____ me anymore.
8. to fawn over h. to eat greedily, to gorge oneself
example: Whenever they eat,
they _____ out. No manners at all!
9. to horse around i. to harass or annoy persistently
example: He used to _____ the teacher
to increase his score.
10. to lionize f. to report someone's bad behavior, to
tattle on someone
example: She will sometimes _____ on
her friends.
11. to monkey around j. Don't trust her
k. to stretch one's neck for a better view
example: She had to _____ her neck
to see over the crowd.
12. to pig out l. to eat greedily, devour
example: Have you ever seen the way
he _____ down his food!
13. to rat on m. to move or react jerkily; to throw off as
a horse might do to a rider
example. They decided to _____ the
trend and do it differently.
14. to squirrel away n. to treat as an object of great interest or
importance
example: We often _____ great heroes,
speaking about their deeds.

15. to wolf down o. to show affection; to court favor by a cringing or flattering manner
 example: Women often _____ over small babies, talking soothingly.



Ключ: 1 g; 2 d; 3 m; 4 i; 5 a; 6 k; 7 b; 8 o; 9 f; 10 n; 11 e; 12 h; 13 j; 14 c; 15 l.

3. Word-chains

Цепочки слов. Они могут иметь разную форму — ровная линия, волна, круг, лесенка, квадрат, овал и пр. Последняя буква слова служит начальной буквой следующего слова. Если цепочка в форме круга, то важно найти соответствующие слова. Можно взять слово основу в качестве подсказки. Например:

L- - -E- - -R- -T- - - - -
 1 2 3 4
 LadlEageRioTonsiL.

Cry-yellow-wall-lake-eat-table-evening-garden-night-ten-now-window-went-try и т.д.

4. Word-square

Квадрат из слов: вспомните и напишите слова из трех букв, которые читаются одинаково по всем направлениям:

Например:

	1	2	3
a.	B	E	E
b.	E	E	L
c.	E	L	M

5. Word-stairs

Лестница из слов. Замените в слове одну или несколько букв, кроме первой, и вы получите новое слово

MAN	CAP	TOP	TEN	RED	NIGHT	SIGHT
MAP	COP	TIP	TON	READ	NEVER	SINGLE
MEAN	CAPE	TIE	TIP	READY	NOTE	STORY

Какие слова можно получить, если вы измените одну букву, добавите две буквы в конце слова или, напротив, удалите одну букву. Или вы можете подобрать такие слова, которые можно изменить за счет перестановки букв в самом слове. Можно предложить учащимся задание найти в словаре слова, для выполнения такого задания.

Например:

CAP	THOUGH	TAR	FEAR	SEND	MEAT
CAPE	THOUGHT	STAR	EAR	SAND	MEAL

6. What are these words?

Дается одна буква в центре, на пересечении двух слов. Игра состоит в том, чтобы быстрее найти нужные слова.

C	L
H	E
R	T
MOIST	NOSTRIL
S	E
T	R

7. Find the word

Прочти зашифрованное слово. Для этого напиши слова в нужном порядке виде ствола дерева. Слово в центре — правильный ответ. Игру можно играть двумя командами.

a. Niece, bubble, ready, Peter, smile — (table)

PETER
READY
BUBBLE
SMILE
NIECE

- b. Belt, library, coast, bottom, apple — (table)

BOTTOM
COAST
LIBRARY
APPLE
BELT

Если предложить учащимся найти слово, ознакомившись с его описанием, т.е. дефиницией, а затем написать слова в нужном порядке, то получите более трудный вариант игры.

1. a. name of a boy — (Peter)
b. prepared, willingly — (ready)
c. a floating ball of air or gas — (bubble)
d. act of smiling — (smile)
e. the daughter of a of a brother or sister — (niece)
2. a. lowest part of anything — (bottom)
b. the side or border of land next to the sea — (coast)
c. building or room containing a collection of books, tapes, videos, etc. — (library)
d. a round fruit red or green, for eating — (apple)
e. a long narrow piece of leather or cloth worn round the waist — (belt)

8. Write these words

Напишите как можно больше слов, где имеются предложенные сочетания букв

SPR (ing)	FUN (ny)	SAT (ellite)	EXP (pand)	EAR
SPR (out)	FUN (ction)	SAT (chel)	EXP (pend) (f)	EAR

SPR (ead)	FUN (d)	SAT (in)	EXP (el) (sm)	EAR
SPR (int)	FUN (damental)	SAT (ire)	EXP (edition)(cl)	EAR
SPR (ay)	FUN(eral)	SAT (isfy)	EXP (ect)	EAR (th)
SPR(ig)	FUN(gus)	SAT (urday)	EXP (ert)	EAR (ly)
SPR (inkle)	FUN(icular)	SAT (urate)	EXP (plain)	EAR (nest)
SPR.(ain)	FUN(nel)	SAT(an)	EXP (erience)	EAR (n)



Примечание. Игры 1–8 могут быть продолжены самими учащимися. Учитель дает задание для желающих найти в словаре слова для этих игр. При этом нужно записать транскрипцию и перевод. Выполнение такого задания является хорошим стимулом к повышению заинтересованности к изучению английского языка.

9. What number is missing?

Эта игра имеет целью развитие мышления и скорость реакции. На доске вывешиваются или выставляются карточки с цифровыми рядами, где одна из цифр пропущена. Ученики должны назвать отсутствующее число.

Например:

21, 22, 23, 24, 26, 27, 28, 29, 30 — (25)

10. Do you remember it?

Учащиеся получают конверты с набором слов и знаков препинания (точка, знак вопроса, восклицание, запятая). Цель игры — тренировка умения сопоставлять, развивает творческой активности и активизация грамматических структур. Предложения можно взять из учебных текстов или из стихотворений, которые учащиеся изучают по программе, или из других источников соответствующей трудности. Критерии оценки — скорость выполнения задания, правильность выполнения задания.

11. Let's travel

Повторение лексики в играх проходит интересно, если тема известна и понятна. К таким темам относится, например,

география и туризм. Учащийся называет страну или город, который он хотел бы посетить. Ответ следующего ученика должен начинаться с последней буквы названной страны или города. Для подсказки можно вывесить на доске списки городов и стран.

Например:

What country or city would you like to visit? I would like to visit Sweden? I would like to visit New York. I would I would like to visit Kharkov. I would like to visit Vilnius. I would like to visit Paris. I would like to visit Stockholm, etc.

12. Matreshka-word

Подберите слово, состоящее из нескольких слогов. Например, *compassionate, representative, etc.*

Compassionate — come, passion, pass, ten, net, tin, one, cat, mat, nest, tea, test, etc.

Representative — present, nest, tea, test, art, sir, rat, rate, sent, etc.

13. Do you know this proverb?

Выберите ряд наиболее употребительных пословиц и приготовьте карточки, на которых пословицы разделены на две части. Две команды учащихся по очереди предъявляют свои карточки. Цель игры повторение пословиц. Игру можно усложнить, предлагая учащимся составить небольшую ситуацию, в которой эта пословица применима.

14. Christmas present

Цель: повторение лексики по теме «Покупки». Учащимся дается задание подобрать подарки своим знакомым и родственникам. Выигрывает тот, кто назовет больше предметов, в каком отделе он их купил. Для усложнения игры можно дать задание написать письмо с перечислением покупок.

15. The Zoo

Учащиеся должны назвать тех животных, которых они видели в зоопарке. Варианты данной игры — назвать диких и домашних животных, назвать континент, страну, где обитает данное животное, чем оно питается и т.д.

16. Polyglot, or Build up your vocabulary

Составьте списки слов, содержащих разную тематическую лексику. Например, по темам «Животные», «Мебель», «Школа», «Спорт» и др. Каждой команде предлагается данный список и задание выбрать 20 слов по этой теме. Побеждает та команда, которая быстрее и правильнее выполнит свое задание. Игру можно усложнить, предложив учащимся прочесть слова. Эта игра имеет много потенциальных возможностей для расширения словарного запаса учащихся. Так, данные списки можно разделить на части или дать задание ученикам самим составить аналогичные тематические задания по другим учебным темам (квартира, дом; школа, любимый предмет, будущая профессия; путешествие и отдых). Они также могут сами подобрать или нарисовать соответствующие картинки, подписав под ними слова с транскрипцией и переводом. Важно то, что с помощью игры становится возможным управляемое стимулирование учебной деятельности и активизация всего процесса, а также значительное повышение интереса к изучению языка за счет положительного сотрудничества между учителем и школьниками.

1	2	3	4	5	6
Clothes	Sports	Office	Colours	Food	Flowers
willow	gloves	egg	carp	photocopier	sweets
badminton	phlox	coral	cycling	felt pen	1. daffodil
reference book	rose	1. photo-copier	carnation	1. egg	scanner
sweets	1. handball	crocus	chicken	skiing	cycling
purple	grey	egg	1. coral	trousers	kerchief
phlox	sausage	2. scanner	swimming	2. melon	2. rose
photo-copier	2. skiing	judo	CD-rom	sailing	scarlet

1. sweater	coral	phlox	egg	carnation	desk
cycling	scanner	water melon	kerchief	fax	3. phlox
willow	bluebell	handball	2. silvery	hat	jacket
desk	kerchief	bluebell	oak	handball	egg
judo	photo- copier	3. desk	skiing	socks	CD-rom
2. scarf	violet	sailing	scarf	scarlet	sailing
bluebell	3. cycling	blue	rugby	oak	pizza
scarlet	pants	willow	trousers	cycling	4. pine
scanner	chicken	jacket	3. black	silvery	felt pen
yoga	4. rugby	oak	salad	rugby	cream
monitor	iris	4. folder	phlox	3. cream	chicken
3. trousers	bluebell	yoga	cream	pullover	boxing
violet	sweater	grey	keyboard	boxing	violet
keyboard	CD-rom	skiing	poppy	yoga	nuts
egg	scarlet	pullover	yachting	keyboard	5. tulip
grey	hat	silvery	4. blue	kerchief	socks
skiing	monitor	kerchief	willow	blue	crimson
grey	5. yoga	tulip	melon	desk	swimming
4. pullover	egg	cycling	sailing	4. chicken	hat
iris	socks	rose	hat	poppy	pullover
chicken	pine	5. fax	bluebell	envelope	photo- copier
silvery	pizza	violet	folder	swimming	6. car- nation
sailing	purple	sausage	socks	5. nuts	kick- boxing
nuts	keyboard	socks	pants	CD-rom	pants
CD-rom	6. judo	scarlet	forget- me-not	daisy	keyboard
handball	pullover	rugby	fax	willow	banana
blue	silvery	iris	5. ivory	monitor	7. oak
rose	nuts	pants	karate	folder	calculator
black	daisy	pine	desk	6. sausage	gloves
crocus	reference book	banana	handball	calculator	ivory
bread	7. polo	white	gloves	black	sausage
oak	sweets	poppy	envelop	coral	skiing
5. coat	stamp	6. modem	sausage	forget- me-not	yoga
swimming	oak	chicken	polo	7. pizza	8. blue- bell

envelope	white	hat	6. green	violet	folder
6. costume	scarf	bread	cap	polo	cap
banana	forget-me-not	trousers	daisy	pine	bread
yachting	trousers	7. key-board	judo	daffodil	judo
poppy	cheese	purple	7. white	8. banana	monitor
coral	8. karate	coat	lily	karate	9. willow
calculator	fax	8. monitor	coat	golden	rugby
lily	coat	cream	pine	crocus	envelope
7. gloves	calculator	lily	modem	Xerox	melon
golden	banana	9. CD-rom	crocus	beret	black
daisy	9. kick-boxing	swimming	bread	monitor	10. daisy
kickboxing	black	scarf	8. grey	9. cheese	white
pizza	bread	10. envelope	calculator	gloves	salad
8. pants	desk	daffodil	rose	scarf	coat
polo	10. sailing	pizza	pullover	white	grey
pumpkin	gloves	11. reference book	banana	rose	11. poppy
9. shirt	salad	skirt	kickboxing	green	brown
white	envelope	karate	monitor	10. bread	scarf
fax	dark blue	green	9. brown	badminton	polo
cheese	11. swimming	daisy	felt pen	tulip	silvery
10. socks	crocus	forget-me-not	cheese	stamp	12. forget-me-not
stamp	brown	sweets	iris	brown	stamp
cream	cap	black	stamp	coat	cheese
11. skirt	cream	cap	10. purple	11. salad	trousers
rugby	jacket	12. calculator	sweets	bluebell	karate
modem	green	kickboxing	skiing	grey	blue
green	modem	gloves	handball	purple	13. bluebell
karate	12. yachting	brown	pizza	calendar	handball
12. hat	skirt	salad	11. violet	football	green
forget-me-not	ivory	polo	birch	skirt	badminton

folder	13. football	cheese	jumping	beige	darts
dark blue	beige	13. stamp	potatoes	12. potatoes	skirt
calendar	water	dark blue	daffodil	jumping	tennis
	melon				
13. cap	14. golf	snowdrop	tea	red	"mouse"
tennis	yellow	14. disc	12. cherry	yachting	14. crocus
brown	pumpkin	jumping	phone	"mouse"	suit
Xerox	15. tennis	birch	beret	13. tea	purple
melon	folder	blouse	badminton	iris	raincoat
14. beret	suit	skating	"mouse"	raincoat	meat
ivory	meat	15. calendar	skirt	reference	golden
				book	
snowdrop	"mouse"	red	tomato	darts	15. petu-
					nia
15. jacket	16. skating	petunia	13. crimson	14. porridge	skating
football	tea	16. felt	golf	golf	Xerox
		pen			
salad	crimson	beret	tulip	blouse	beret
beige	e-mail	meat	reference	tennis	red
			book		
16. shirt	golden	golf	tennis	pansy	calendar
carnation	beret	skirt	petunia	suit	16. iris
darts	phone	beige	Xerox	crimson	golf
tulip	tomato	pumpkin	dress	15. tomato	potatoes
17. suit	17. boxing	pants	14. orange	disc	yellow
porridge	raincoat	tomato	blouse	petunia	tea
orange	18. bad-	yellow	snowdrop	dark blue	17. snow-
	minton				drop
skating	Xerox	football	15. red	email	jumping
disc	porridge	cherry	boxing	skating	football
crimson	blouse	raincoat	e-mail	16. orange	blouse
18. rain-	pansy	17. "mo-	sandwich	shirt	suit
coat		use"			
felt pen	carnation	badminton	16. beige	snowdrop	18. pansy
tea	calendar	tea	football	phone	dress
pansy	dress	golden	meat	yellow	sandwich
"mouse"	petunia	18. Xerox	suit	dress	porridge
meat	19. darts	crimson	daisy	17. meat	beige
golf	red	porridge	17. yellow	golden	19. pump-
					kin
cherry	20. jumping	sweater	calendar	boxing	email
phone	potatoes	sandwich	raincoat	sweater	dark blue

birch	snowdrop	19. disc	darts	18. sandwich	sweater
tomato	skirt	tennis	porridge	costume	boxing
e-mail	orange	boxing	18. golden	ivory	coral
red	disc	orange	skating	pants	fax
sandwich	birch	potatoes	pumpkin	19. sweets	reference book
potatoes	tulip	pansy	yachting	handball	scarlet
petunia	cherry	20. e-mail	sweater	kickboxing	20. birch
sausage	felt pen	yachting	19. dark blue	cap	modem
19. dress	sandwich	olive	pansy	pullover	jacket
jumping	purple	dark blue	disc	20. pumpkin	juice
yellow	disc	kerchief	kerchief	cherry	darts
20. kerchief	tree	leggings	20. scarlet	judo	judo

17. Do you know this word?

Угадай слово. Принцип проведения игры такой же, как и в известной ТВ игре «Поле чудес». На доске нарисованы пустые клеточки по количеству букв. Затем учащийся — ведущий или учитель предлагает дефиницию какого либо предмета или явления. Играет команда из двух-трех ребят. Они по очереди называют буквы. Is this letter “b”? Или: my letter is “a”. Победитель получает звание «Словарной энциклопедии» или “Oxford Dictionary”, Polyglot, Expert и т.д., которое похвально подчеркивает данное качество учащегося и его знаний слов.

18. What did you do yesterday?

Эта игра имеет целью тренировку и закрепление навыков в употреблении Past Simple. Для повторения и закрепления неправильных глаголов в Past Simple учащиеся по цепочке задают друг другу вопрос: «Что ты делал вчера?» и тут же предлагают подсказку-глагол. Например: What did you do yesterday? (sweep) I swept the floor yesterday. Подсказки составлены из ряда неправильных глаголов — read, write, sleep, run, understand, cut, put и пр.

19. What has changed?

В этой игре не только тренируется и закрепляется употребление лексики в рамках грамматических временных структур, но и развиваются коммуникативные навыки общения на иностранном языке. Тот, кто угадывает, становится ведущим.

На столе учителя много разных предметов. Двое учеников (по желанию) подходят к столу. Один из учеников внимательно смотрит на предметы, запоминая их. Затем отворачивается к доске. Второй школьник убирает какой-нибудь предмет со стола, заменяет его на другой или меняет предметы местами.

1-й ученик: What has changed on the table?

2-й ученик: You have taken the pen off the table (You have put your watch on the table. The book was next to the pen. Now there two pens on the table. I see three books on the table. My diary has gone. I don't see your core-book on the table.)

Желательно написать на доске варианты возможных ответов с тем, чтобы учащиеся не ограничивались одним типом ответа.

20. Name the Numeral

В этой игре учащиеся тренируются в употреблении и произношении количественных числительных от 20 до 100. Учителю потребуется набор цветных мелков.

В игре принимает участие весь класс, разделенный на три команды. На доске заранее записываются числительные не по порядку. На первой парте каждого ряда команды должен лежать цветной мелок (у каждой команды свой цвет мелка).

Учитель показывает цифру, класс называет эту цифру. Учащиеся, сидящие за первыми партами, повторяют вслух эту цифру еще раз, идут к доске с цветным мелком, обводят нужную цифру кружком и возвращаются на место. Далее учитель называет другую цифру, и учащиеся со второй парты выполняют те же действия. Если же ученик обвел кружком

не ту цифру, которую назвал учитель, то последний должен стереть этот кружок, назвать и показать нужную цифру, не обводя кружком. Выигрывает та команда, у которой больше кружков-очков.

Игру можно проводить и в более простом варианте. Учитель, а затем учащиеся по очереди показывают карточки с числительными участникам игры из другой команды. Засчитываются правильность ответа и произношения.

21. What Day Is It Today?

Ученики овладевают произношением порядковых числительных от 1 до 30 (календарных дат). Учителю потребуется календарь и комплект цифр.

Игра проводится так же, как и **Name the Numeral**.

22. The Forbidden Word

Цель этой игры — помочь ученикам в становлении и употреблении навыков произношения на материале лексики, включающей слова, обозначающие дни недели.

Учителю необходимо иметь комплект сигнальных карточек красного и зеленого цвета.

Играющие договариваются о том, что, например, *Sunday* запрещенное слово. Учащиеся, не соблюдая порядка, поочередно называют дни недели в структуре *Today is Wednesday* и т.д. Ведущий следит за тем, чтобы учащиеся не произносили запрещенное слово. Всякий раз, когда ученик произносит незапрещенное название дня, ведущий поднимает зеленую карточку. При названии запрещенного слова ведущий показывает красную сигнальную карточку. Если ведущий ошибся, он садится на место, а его роль продолжает другой ученик.

23. Guess my secret

1. Ученики по очереди загадывают какой-то предмет в классной комнате или на столе учителя. Учитель или ведущий ученик начинает со считалочки "I spy with my little eye something". Остальные учащиеся пытаются отгадать, что это такое.

Они задают вопросы разных типов: Is this a door (a table, a chair, a blackboard, the neighbour's book, the teacher's pen, It is Nick's bag? etc.)?

2. Is it a...? В другом варианте этой игры учащиеся договариваются загадывать растения, животных, авторов и названия книг и пр. Вопросы следует разнообразить: "Is it a thing? Is it a vegetable or a flower? Is it a domestic or wild animal? Can it swim? Does it eat grass? Does it fly?"

3. Guess who I am ? Учитель начинает новую игру, объявляя: "I am not your teacher. My name is not Olga Ivanovna. I am somebody else. Guess who I am."

Учащиеся пытаются угадать загаданную знаменитую личность и задают вопросы: "Are you a writer? Are you an actor (actress)? Are you a painter? Are you Russian, English, American? What is your famous, last work? Did you write your story in English or Russian? Are you a translator? What books have you translated? Are you a musician? Are you a composer? Are you a singer? Did you take part in Eurovision?"

24. What did he do? What did he say?

Пантомима, жесты являются необъемлемой частью общения. Поэтому данная игра имеет целью показать важность этого элемента общения и научить учеников пользоваться жестикуляцией. Для этого подготовьте список слов, которые можно изобразить жестами. Это, например, слова и выражения: knock at the door, come in, sit down, listen to you, stand up, telephone, take, give, open, write, go there, sing, cry, etc.

Класс делится на две команды. В начале игры каждая команда посылает одного участника, «посла» к учителю, который говорит им какие-то слова. «Послы» возвращаются к команде и пантомимой передают содержание слов. Они не должны произносить слова, а только лишь передавать их смысл жестами. Тот член команды, который точно узнает слово, становится новым «послом» и идет за новым словом. Та команда, которая быстрее и правильнее выполнит задания, становится победителем.

25. Travelling

Играют все ученики. Цель игра состоит в том, что бы вспомнить всю лексику по этой теме. Все составляют рассказ о поездке летом. Ведущий начинает игру: This summer we want (shall, plan, dream). Кто-то завершает фразу например, так, to go to Greece, Moscow, Sochi etc. Каждый ученик добавляет по предложению. Рассказ можно представить и в прошедшем времени: "Last summer we". В дальнейшем игра усложняется и продолжается, если учащиеся получают задание узнать интересные факты о континенте, стране, городе, достопримечательностях и знаменитых людях.

26. Harry Potter

Это очень известный герой, и учащиеся с удовольствием будут создавать его портрет. Ведущий предлагает ученикам описать внешний вид Гарри Поттера, рассказать, какие черты характера им нравятся больше всего, какие не нравятся, и вспомнить какой-нибудь интересный эпизод. Наиболее активный ученик получает звание лучшего друга Гарри Поттера.

27. Does it belong to you?

Каждый участник игры кладет в коробку какой-нибудь небольшой предмет, например, ручку, карандаш, блокнот, тетрадь, книгу, значок, часы и пр. Затем один из игроков берет какой-то предмет и обходит всех, спрашивая: "Does it belong to you?". Тот, к кому обращаются с этим вопросом, отвечает "May be. It is big (small, square, round, flat, red, etc.) Узнав подробности, игрок интересуется "Is it a badge?" Если предмет опознан, то угадавший берет из коробки следующий предмет и находит его владельца.

28. Find your best friend

Перед проведением этой игры ознакомьте учеников со знаками Зодиака на английском языке, затем подготовьте для раздачи следующие вопросы:

Who

1. Has the same zodiac sign as yours.
2. Participated in a sports competition or some show like KVN or concert at school.
3. Plays a musical instrument.
4. Writes poems or likes to translate verses from English/Russian.
5. Loves to sing.
6. Has some pet.
7. Has been to a foreign country.
8. Has reading as his or her hobby.
9. Loves English.
10. Loves English games.

(Zodiac signs: Aries/Fire; Taurus/Earth; Gemini/Air; Cancer/Water; Leo/Fire; Virgo/Earth; Libra/Air; Scorpio/Water; Sagittarius/Fire; Capricorn/Earth; Aquarius/Air; Pisces/Water)

Участники игры пишут имена напротив вопросов. Затем ведущий спрашивает всех, у кого больше зачетов по всем пунктам, получает звание "Best Friend".

Игру можно варьировать, например: "Find the best sportsman".

29. Catching the chicken

Эта игра способствует развитию навыков общения с помощью жестов, поэтому никто не должен произносить никаких слов. Играют две команды. Если учебная группа большая, то команды могут состоять из трех-четырех школьников. Одна команда выходит из класса, а другая, которая остается в классе, задумывает какое-то действие, например, старается поймать маленького цыпленка. Цыпленок убегает, его ловят. Ведущий по очереди приглашает войти в класс тех, кто должен отгадывать предмет. "What are you doing? Are you jumping? Are you looking for a lost object? Are fishing? Are you swatting a fly? "Are you catching a piglet?" "Are you washing the floor? etc."

30. Yes, this is...!

Группа становится в круг. Один из учеников выходит из класса и возвращается с повязкой на глазах. Его вводят в класс и за руку ведут по кругу. Задача ученика с повязкой узнать своих друзей, дотронувшись до них. Он задает вопросы: "Are you a girl? Are you a boy? Can you swim? Can you draw well? Are you good at math's, history, physics, English? Are you Lena? Are you Nick?" Эти вопросы помогают ему узнать своего одноклассника. Когда друг узнан, то ученик с повязкой восклицает: "Yes, this is Lena!" Ведущий следит за тем, чтобы не упала повязка и игра проходила корректно.

31. What do you think I have in my hand?

Эта игра имеет несколько вариантов. Учитель показывает, как в нее играть. Он подходит к одному из учащихся и задает вопрос: "What do you think I have in my hand." Ответы могут быть разными: You have a flicker. I think you have an eraser. I am sure you have a key to your car. Perhaps, you have a coin. I know you gave some money. I don't know, please help me. What do you have in your hand? Учитель: "Look, it's a piece of chalk!"

Для того чтобы учащиеся овладевали разными формами ответа, их можно написать на доске заранее, на отдельном листе и повесить на доску, или предложить ученикам записать их в свои словарики.

32. A Missing Person

Игра развивает навыки разговорной речи по теме «Внешность». По очереди ученики разыгрывают сцену звонка в полицию. От группы учащихся отстал один человек. Полицейский выслушивает запрос, а затем задает уточняющие вопросы: "Who are you? What are you doing here? When did you come here? Who is missing — a boy or a girl? How old is she/he? Is she/he tall or short? What is her/his hair (eyes)? What was she/he wearing? Does she/he speak English? What is her/his name? What is she/he (Russian, English)? When did you see him/her last? Where

were you at that time? Who talked to him/her before you went to your bus? Who noticed that she/he was missing? What did you do when you understood that she/he was missing? Did you ask the people around? Did you go about the place? What is your telephone number? How can I contact you?" etc.)

33. And now I know...

Учитель, а затем по очереди ученики-ведущие дают заключительную фразу истории, рассказа или парафраза уже известного всем текста. Цель — общими усилиями рассказать о чем-то, о каком-то событии и т.д., который логично данная фраза завершает. В качестве последней фразы может быть пословица, например, "All is well that ends well" или "So that stranger saved me. It's a pity but I never knew his name. My friends did not wait for me any longer."

34. Who are you?

Эта игра имеет варианты и может быть разыграна на любой подходящей литературной основе. Если текст знаком, то нет необходимости переводить неизвестные слова, они понятны по контексту.

1. **The Hare and the Tortoise.** Учитель читает небольшой рассказ (дает его для прослушивания в записи или раздает как текст для самостоятельного прочтения в классе).

"Once there were two friends — a hare and a tortoise. The hare was swift and the tortoise was very slow.

One day, as the two friends chatted, the hare began making fun of the tortoise for his slowness.

The tortoise got angry but said with a smile, "I may be slow, but I can beat you in a race."

The hare was astonished to hear this. He thought the tortoise was foolish.

"Are you kidding?" asked the hare in surprise. "I hope you are not serious."

“I am very serious. I am sure I can outrun you,” said the tortoise. So the hare said, “All right, in that case, we shall appoint a referee and fix the place for the race.”

A rat was appointed as referee. A large field beside the river was selected for the unusual race and a big tree, about a mile away from the rat’s hole, was decided on to be a winning post.

The rat stood ready to blow the whistle to start the race.

“On your mark, get set, GO,” called the rat, and the race began.

The hare took off the lighting speed, and soon ran out of sight towards the finish line. Meanwhile the tortoise began the race at a very slow pace. The sight was almost funny and pitiful.

“Poor tortoise,” thought the rat. “The hare will win the race hands down, and cover the length of the field ten times before the tortoise can cover it even once. No match at all!”

The hare must have reached about half mile when he stopped to see where the tortoise was. He looked back. The tortoise was not to be seen. “Oh, he is far behind, can’t even see him yet. I think I will wait here until I can see him and then I’ll run the remaining distance. Hey, why don’t I eat some grass and rest in the meanwhile,” said the hare to himself.

The hare snacked and drank some water, and lay down in the shade of a tree to wait and watch. Soon he fell into deep sleep. As for the tortoise, he kept moving slowly but steadily.

The hare slept for a long time. When he woke up, he looked around and didn’t see the tortoise. He felt rested and so decided to complete the race. As he approached the finish line, he grew more and more astonished. The tortoise had already reached the finish line.

The hare had lost the race. After that he never made fun of the tortoise for his slowness.

The moral of the story: If you have all that you need to win the race, the only thing that could stop you from winning the race is lack of persistence in effort.

The lesson: Which of the two was Consistent? The tortoise, of course, what are the characteristics of Consistency?

С помощью учителя ученики отвечают на эти вопросы.

The tortoise believed that it didn't matter how tough the goal was, if he kept at it then he would be able to achieve it.

It didn't matter what others were able to do or not able to do, goal achievement meant, that he should do his part consistently.

To win he needs to do the work steadily even if it is slow.
He took time to do all the right things at the right time.

The lesson: What are the non-attributes of Consistency that made the hare lose the race?

He knew he could do it ten times over and well. Yet he thought that the effort could wait till the goal was near. He left putting in the effort till too late.

And now is the most important question for each player: After you have read (or heard) the story ask yourself a question: Are you a tortoise or a hare? Give your reasons and examples how your achieved your tough goal or failed to do it.

2. The Ant and the Grasshopper.

There was once a grasshopper who loved life. He spent his time lazing in the sun, eating when he wanted to, sleeping when he wanted to, generally enjoying himself all the time. He lived like he did not have a care in the world.

One day as he was sun-bathing, he saw an ant pushing a bread crumb across the ground. The grasshopper asked, "Hey brother! What are you doing?" The ant replied, "I am gathering food for the winter while the weather is still warm. Once winter sets in, I am going to stay home and just eat from my stock of food."

The grasshopper made fun of the ant's dull life and went on sun bathing saying, "There's enough time for such boring work. You should take time to have fun like me."

But the summer passed and the weather became colder. Soon the grasshopper started to feel hungry. He decided to go out and find himself some food.

When he stepped out, everything was covered with snow and he could not find anything to eat. He continued to search for food everyday. He did not find anything. Finally, he grew weak and died of hunger.

The lesson: Which of the two was Proactive?

The ant of course.

What are the characteristics of Activity present in the ant?

He knew himself, potentials and strengths: that he was tiny; that he should gather food for the winter as he was going to stay home and eat from his stock of food.

He knew that soon winter was coming on him.

Another Lesson:

What are the characteristics of non-activity present in the grasshopper?

He did not know himself, his potentials or strengths. He thought he was bigger than the ant and so nothing could happen to him. He was big enough to carry his food singlehandedly.

He did not know the severity of the winter that was going to visit him.

Now ask yourself the question: "Are you an ant or a grasshopper?" Give your reasons and examples.

35. Тест

Этот тест можно использовать как увлекательную игру для старшеклассников.

Ознакомьтесь с предложенными психологическими описаниями личности и отметьте кружком или галочкой свой ответ, а затем проанализируйте его.

Этот же тест можно выполнить с тем, чтобы также получить интересную информацию о своих родных или о своем друге.

An ancient nine-pointed system called the Enneagram was studied by Claudio Naranfo and it was he who brought it to the forefront.

The Enneagram divides people into nine personality types. You determine your type, discover your fundamental character traits and important behaviour patterns, you see yourself and other people with amazing clarity.

Knowing what the Enneagram says about you, you can develop and form new personal and professional relationships, improving them to your needs.

DISCOVER YOUR PERSONALITY TYPE

Circle the letter following the statement that best describes you.

- | | |
|--|----------|
| 1. I am typically romantic and I am imaginative | E |
| I am typically pragmatic and down-to-earth | B |
| 2. I tend to tackle confrontations head-on | G |
| I tend to shy away from confrontations | A |
| 3. I am typically diplomatic, charming and ambitious | C |
| I am typically direct, format and idealistic | D |
| 4. I tend to be focused and intense | H |
| I tend to be spontaneous and fun-loving | I |
| 5. I am a hospitable person and enjoy welcoming new friends into my life | F |
| I am a private person and don't usually mix with others | E |
| 6. Generally, I am very easily wound up | B |
| Generally, it's difficult to wind me up | A |
| 7. I am more of a "street-smart" survivor | G |
| I am more of a "high-minded" idealist | D |
| 8. I often feel the need to show a lot of affection to the people in my life | F |
| I usually prefer to keep to myself and maintain a certain distance from people | H |
| 9. When faced with a new experience, I ask myself how it will be useful to me | C |
| When presented with a new experience, I usually ask myself if it will be enjoyable | I |
| 10. I have a tendency to focus too much on myself and on my needs | E |
| I have a tendency to focus too much on others | A |

- | | |
|--|---|
| 11. My friends, family and coworkers depend on my insight and knowledge | H |
| My friends, family and coworkers depend on my strength and decisiveness | G |
| 12. I usually come across as being too insecure and unsure of myself | B |
| I usually come across as being too cocky and sure of myself | D |
| 13. I am more relationship-oriented than I am goal-oriented | F |
| I am more goal-oriented than I am relationship-oriented | C |
| 14. I often have trouble speaking up for myself | E |
| I often say things others wished they had the courage to say | I |
| 15. It is difficult for me to stop considering alternatives and take definite action | H |
| It is difficult for me to consider my options and be more flexible about choosing a plan | D |
| 16. I tend to hesitate and procrastinate | B |
| I tend to be bold | G |
| 17. My reluctance to get involved gets me into trouble with people | A |
| My need to have people depend on me gets me into trouble with them | F |
| 18. Usually, I can put my feelings aside in the interest of getting the job done | C |
| Usually, I need to work through my feelings before I can act | E |
| 19. Generally, I am methodical, careful and cautious | B |
| Generally, I am bold, adventurous and enjoy taking risks | I |
| 20. I tend to be a supportive, giving person who enjoys the company of others | F |
| I tend to be a serious, reserved person who likes discussing issues | D |

So which type are you? Scoring

Add up the number of times that you have circled each different letter and write the totals on the lines below. Now locate your highest score and trace directly downward with your finger to find the number it corresponds to (directly below). That number relates to your personality type.

Example:

COLUMNS

A	B	C	D	E	F	G	H	I
9	6	3	1	4	2	8	5	7
Number of circles (answers)								

1. A. The reformer

The rational, idealistic type. Your strong sense of right and wrong prompts you to strive to improve things — for yourself and others.

How you see yourself: As a diehard advocate for the less fortunate and a teacher of others.

How others see you: Most agree you're wise, insightful and realistic. The people you help may even see you as a hero.

2. B. The helper

The caring, nurturing type. You're genuinely concerned with other people's happiness and well-being. In fact, your emphatic nature may lead you to put others' needs before your own.

How you see yourself: Friendly, warm-hearted, sincere, sentimental. A real "people person".

How others see you: Unselfish and altruistic, you're someone they can count on in the clutch.

3. C. The motivator

The adaptable, success-oriented type. You're self-assured and charming, you can roll with life's punches.

How you see yourself: Ambitious, even competitive, you've got the energy to get the job done.

How others see you: You're exactly how you seem: an inspiring role model and a worthy adversary.

4. D. The artist

The intuitive, reserved type. You're sensitive, introspective and gentle — a real individual.

How you see yourself: You know you're a dreamer. You tend to dwell in a fantasy world. You pride yourself on your independence and sense of style.

How others see you: Inspired, highly creative and expressive, you march to the heart of your own drummer.

5. E. The thinker

The perceptive type. Alert, insightful and curious, you understand complex ideas and are interested in the world around you.

How you see yourself: As a real pioneer, you recognize your ability to see the world in a completely new way and you want to share your visions with others.

How others see you: Innovative and independent — if a bit preoccupied with your own thoughts.

6. F. The loyalist

The security — oriented and committed type. Endeavouring and likable, but can also be suspicious of others.

How you see yourself: Reliable and responsible — but indecisive. You're quick to see all sides you have trouble making decisions.

How others see you: Open-minded and trustworthy, someone they can talk to about absolutely anything.

7. G. The generalist

The enthusiastic, productive type. You love a new challenge and you're usually good at whatever you try.

How you see yourself: An optimist who expects the best from herself and from others.

How others see you: A real extrovert. You're a good team player.

8. H. The leader

The powerful, aggressive type. Self-confident and assertive, you're at your best when you're in charge.

How you see yourself: Decisive and resourceful, you use your talents to help and protect others.

How others see you: Strong and powerful, you're someone others look up to. When you're focused on a goal, you can be stubborn about getting your way.

9. I. The peacemaker

The easy-going type, accommodating type. Accepting, trusting and supportive of others, you're able to bring people together and heat conflicts.

How you see yourself: Good-natured. You don't like tension.

How others see you: A rational mediator who's always willing to listen to another point of view.

СКОРОГОВОРКИ

Их можно использовать как организационный момент. Скороговорки приучают учащихся работать. Однако их главное предназначение — отработка правильного произношения и дикции. Скороговорки требуют многократных повторений до прочного запоминания. Вначале учащиеся повторяют следом за учителем, а потом поочередно в роли учителя выступают ученики. Можно подготовить плакаты или писать слова на доске.

Nine, nineteen and ninety.

Here is a rose,
The rose is red.

Snow is so snowy,
When it's snowing.

Skate and ski together
On a short winter day.

Sid sees, Sid sees, Sid sees
Six trees, six trees, six trees.

Jiggety-jig, jiggety-jig,
Pete's dog is little
And Dan's dog is big.
Jiggety-jig, jiggety-jig.

Cob is Dob's dog,
Tob is Mob's dog.

I see a big black cat.
Hand in Hand
Father, mother,
Sister, brother.
Hand in hand
With one another!

A cup of nice coffee
In a nice coffee-cup.

This is the way I wash my hands,
Wash my hands, wash my hands.
This is the way I wash my hands
So early in the morning.
I wash my face, neck, ears.
I brush my teeth,

I clean my clothes,
I go to school.

Tommy Snooks and Bessy Brooks
Were walking out one Sunday,
Says Tommy Snooks to Bessy Brooks,
"To-morrow will be Monday."

There was a young fellow of Perth,
Who was born on the day of his birth;
He was married, they say,
On his wife's wedding day,
And he died when he quitted the earth.

One day I went out to the zoo,
For I wanted to see the old Gnu,
But the old Gnu was dead,
They had a new Gnu instead,
And that Gnu, well he knew he was new.

There was a young lady of Niger,
Who went for a ride on a tiger;
They returned from the ride
With the lady inside,
And a smile on the face of the tiger.

Little white lily sat by a stone,
Drooping and waiting till the sun shone.
Little white lily sunshine has fed;
Little white lily is lifting her head.

There was an old man of Peru,
Who dreamed he was eating his shoe;
He woke up in the night
In a terrible fright,
And found out it was perfectly true.

There was an old man of Peru,
Who found he had nothing to do.
So he sat on the stairs
And counted his hairs,
And found he had seventy-two.

There was a young man of Japan,
Who wrote verse that never would scan.
When they said, «But the thing
Doesn't go with a swing,»
He said, «Yes, but I always like to get as many
Words into the last line as I possibly can.»

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

See a pin and pick it up,
See a pin and let it lay,
All the day you'll have good luck.
Bad luck you'll have all the day.

The trouble with the kitten is
That
Don't trouble trouble, trouble,
Till trouble troubles you.

The trouble, trouble, trouble
Till trouble, troubles you.
March winds and April showers
Bring froth May flowers.

A swarm of bees in May
Is worth a load of hay;
A swarm of bees in June
Is worth a silver spoon in June.
A swarm of bees in July
Is not worth a fly.

Some primal termite knocked on wood
And tasted it and found it good.
And that is why your cousin May
Fell through the parlour floor today.

If all the seas were one sea,
What a great sea that would be!
And if all the trees were one tree,
What a great tree that would be!
And 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 he 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 splash that would be!

A flea and a fly in a flue
Were imprisoned, so what could they do?

Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw in the flue.

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?

Swan swam over the sea —
Swim, swan, swim;
Swan swam back again,
Well swam swan.

Robert Roily rolled a round roll round.
If Robert Roily rolled a round roll round,
Where is the round roll, Robert Roily rolled around?

A big black bug bit a big black bear,
Then a big black bear bit the big black bug.
And when the big black bear
Bit the big black bug,
Then the big black bug
Bit the big black bear.

The net is neat. This is a neat net.

We want to live but not to leave.

Ned has not a neat net.

She sells sea shells on the seashore.

THE FISH

The fishy fish fish
Went swishy swish swish.
As it swam along the shore,
It had two baby fishes,
That would fit in two dishes
And who could ask for more?

THE CAT

The catty cat cat
Went patter pat pat,
As it walked along the shore,
It had two kittens,
That would fit in two mittens
And who could ask for more?

THE DOG

The doggy dog dog
Went joggy jog jog ,
As it walked along the shore.
It had a litter
That couldn't be fitter.
And who could ask for more?

Nickety, pickety, my black cat
Likes to sit in my blue hat.
Nickety, pickety, my black cat!

I like Bunny.
Bears like honey.
Girls like cats
Cats like rats

Boys like dogs.
Storks like frogs.
Mice like cheese.
Sparrows like peas.

Owls like mice.
I like rice.
Birds like grain.
Say it all

FAMILY

Here is my father,	Father, mother,
Here is my mother.	Sister, brother,
Here is my sister,	Hand in hand
Here is my brother.	With one another.

HOW MANY DAYS...?

How Many Days...?
How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.

How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.

A FROG

The little green frog
Jumps on a log
Takes off his cloak
And begins to croak.

Let Us Count

One, one, one
One from two is one.
One, one, one,
Two from three is one.

I Can Count Well

One, two, three!
One, two, three!
I can count well
You can see.

There was a young fellow named Fisher,
Who was fishing for fish in a fissure,
When a cod with a grin
Pulled the fisherman in;
Now they are fishing the fissure for Fisher.

There was a young maid who said: "Why
Can't I look in my ear with my eye?
If I gave my mind to it
I'm sure I could do it.
You never can tell till you try."

For every evil under the sun,
There is a remedy, or there is none.

If there be one, try and find it;
If there be none, never mind it.

This is the house that Jack built.
This is the malt,
That lay in the house that Jack built.
This is the rat,
That ate the malt,
That lay in the house that Jack built.

This is the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built

This is the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

ЗАГАДКИ

I love my father,
I love my mother,
I love my sister and my big (*brother*)

I live in the river
I am not a fish.
I jump in the field
I am not a rabbit.
I have a green coat.
I sleep in the daytime.
I am not an owl.
I come out of an egg.
I am not a chicken.
What am I? (*a frog*).

Two brothers are full all day and empty at night. (*shoes*)

What is that?

Over the head and under the hat? (*hair*)

A little old woman with twelve children:

Some short, some long, some cold, some hot. What is it?
(*a year*)

A man looks at the photo and says:

“Brothers and sisters I have none, but this man’s father is my father’s son.”

What relation is the man in the photograph to the man he is looking at it?

(*The man in the photo is the son of the man who is looking at it.*)

What is small and black,
With a tail and a rounded back.
It doesn’t bark, it doesn’t bite,
But it doesn’t let you pass
From one form to next? (*a two*)

What am I?

The teacher writes on me with chalk,
My face is black, but I don’t talk. (*a blackboard*)

Fish sleep under water, but they do not close their eyes. Why?
(*Fish have no eyelids.*)

In winter and in summer it stands in one colour. What is it?
(*a fir-tree*)

I go at night and all day, and yet I never go away. Who am I?
(*a clock*)

These two brothers live not far away; one on the left, one on the right; but they never see each other. (*eyes*)

Elizabeth, Elspeth, Betty and Bess,
They went together to look at a nest.
They saw a nest with four eggs in it,
They all too one and left three in it!
Why is it so?
(*It was one girl Elizabeth, Elspeth, Betty and Bess*)

If it eats, it lives, if you give it a drink,
Life goes away from it. What is it? (*fire*)

Round the Earth, it flies in rings,
"Beep-beep-beep" it always sings.
It tells people, what it sees —
Winds in deserts, storms at seas. (*sputnik*)

I speak all languages but I have no tongue. (*radio*)

Nobody saw it, but everybody heard it. (*an echo*)

NINE APPLES

I see nine apples
On the apple-tree;
Six of them fall
And now they are (*three*).

HOW MANY CAKES?

There are nine cakes
On a little plate;
I eat one of them
And now there (*eight*).

HOW MUCH?

Six divided by one —
 Books for my son.
Six divided by two —
 Cakes for little Sue.
Six dived by three —
 Red apples for me. (*Six. Three. Two.*)

WHAT AM I?

I'm black,
And red and blue,
I draw a picture
For you. (*A pencil*).

HOW MANY FLOWERS?

How many flowers do you see?
How many flowers do you see?
Eight in Bobby's hands,
Eight in Nelly's hands.
How many flowers do you see? (*Sixteen.*)

What is that that was tomorrow and will be yesterday? (*today*)

He is a little round fellow
However hard you pull his tail,
You'll not catch him. (*a ball of wool*)

If a blue stone falls into the Red sea, what will happen? (*The stone will be wet.*)

WHAT IS IT?

It is red, and sweet,
And it is nice to eat. (*An apple.*)

WHAT SEASON IS IT?

What does it mean when the blackbird comes
And builds its nest singing sweet and dear?
When violets peek through the blades of grass?
These are the signs that is here. (*spring*)

What does it mean when days are short?
When leaves are gone and brooks are dumb?
When fields are white with drifted snow? —
These are signs that's come. (*winter*)

What does it mean when crickets chirp,
And away to the south the swallows steer?
When apples are falling and leaves grow brown? —
These are the signs that is here. (*autumn*)

What does it mean when berries are ripe?
When butterflies flit and honey-bees hum? —
When cattle stand under the shady trees? —
These are the signs that had come. (*summer*)

- What has teeth, but cannot eat? (*a saw*)
- What has a face, but no mouth there? (*a clock*)
- What has eyes, but they cannot see? (*needles*)
- What has a foot, but has no legs? (*a mountain*)
- What has hands, but no fingers? (*a watch*)
- What runs though has no feet? (*a river*)
- What has a face which needs no washing? (*a watch or a clock*)
- What has a head, but has no hair? (*a pin*)
- As white as milk, but not milk;
As green as grass, and not grass,

As red as a flag, but not a flag;

What am I? (*a cherry*)

— It goes all round the house, yet it stands in the corner (*a broom*)

— I am up and I am down

Up and down!

I am made of string and wood

Would you like me?

Yes, you would!

So, you see, I am not shy,

Now, please, tell me'

What am I? (*a swing*)

— The teacher writes on me with chalk,

My face is black, I cannot talk;

Unlike the boys whose voices hum,

I do my work remaining dumb. (*a blackboard*)

— I am energy and motion,

I can fly across the ocean,

I can hear and I can speak,

I can see and even seek.

I eat neither bread, nor gruel,

I eat energy and fuel,

Better say I never eat;

I am transformed heat. (*electricity*)

THINK OF THE WORDS THAT RHYME

— Which is taller?

Bobby or Nell?

Put them together

And then we can (*tell*)

— Smiling girls, rosy boys,
Come and buy my little toys.
Monkeys made of gingerbread,
And sugar-horses painted. (*Red*)

— It is always round,
It can jump and fall;
In the air, on the ground
We can see a (*ball*)

— Spring is green,
Summer is bright.
Autumn is yellow,
And winter is (*white*).

As I was going to town
I met a man with 7 children.
Each child had 7 sacks,
Each cat had 7 kits.
Kits, cats, sacks, children,
How many were gong to town? (*Only I was going to town*)

FAT AND GAY

Fat and gay, on a winter's day,
He came here with us to stay.
When he grew both sad and thin,
We brought his younger brother in.
People meet the guest with cheer,
For he brings another year. (*Calendar*)

CAN YOU GUESS ME?

I have no tongue,
But tell a story;
I have leaves,
But I am not a tree? (*A book*)

Six legs,
Two heads,
One tail,
What is it? (*A man on horseback*)

A little fellow
Dresses in grey
Hops here and there
And never goes away. (*A sparrow*)

WHAT AM I?

Neither a plane nor a bird am I
Though you can see me in the sky,
Full of water, yet not the sea
Or a river, what can I be? (*A cloud*)

WHAT ARE THEY?

We're very large though we seem very small
We float on high and never fall,
We shine like jewels in the night,
But in the day we are not in sight. (*The stars*)

What is it that a man cannot live without? (*name*)

What is without hands and without feet, without neck and head,
but can open a door? (*a key*)

We have friends. They cannot walk, and cannot see,
But they are very good to you and me.
With these friends we sail on ships and ride on trains
And even fly in airplanes
These friends show us towns, seas and lands
Can you guess who are these good friends? (*books*)

WHAT IS IT?

What is it that looks like a ball,
But stands still and does not fall
Off its thin and graceful leg?
Children like to turn it round,
Lakes and rivers are there found,
Countries, states and their towns
You can see on it all around.

(*A globe*)

They are two brothers, fair and bright, they are always running
and never meet. (*The Sun and the Moon*)

We are four brothers who are living under one roof. Do you
know us? (*Legs of the table*)

In what tree does a crow when it is raining? (*In a wet tree*)

Two people are walking along the street. One says,
"This is my father's house, but I am not his son. "Who spoke?"
(*His daughter*)

It's blue by night,
By day it is white.
It's cold and not dry
It's now falling from the sky. (*Snow*)

There is a question to which you never answer "yes." What
question is it? (*Are you sleeping?*)

What word is always pronounced wrong? (*Wrong.*)

How can you make five less if you add one to it? (*Add I before V and you will get IV.*)

Why is it right for B to come before C? (*Because we must B (be) before we can C (see).*)

Why is the letter «E» like London? (*Because it is the capital of England. Игра слов: capital— 1) столица; 2) заглавная буква.*)

How many sides has a circle? (*The circle has two sides: outside and inside*)

What is difficult to beat? (*A drum with a hole in it.*)

Why is the letter «E» like death? (*Because it is at the end of life.*)

Which is correct, to say «five and four is eleven» or «live and four are eleven»? (*Neither this nor that, because five and four is nine.*)

What must you add to nine to make it six? (*Add the letter «S» before IX and you will have «SIX».*)

What is it that every person can place in his right I hand but cannot place in his left hand? (*His left elbow (локоть).*)

What word will make you sick, if you take away the first letter? (*Music. If you take away «M», you will have u sic» or you sick.*)

Why is a water-melon filled with water? (*Because it is planted in the spring. Игра слов: spring — 1) весна; 2) источник.*)

What makes people bald-headed? (*Lack of hair.*)

What islands are good to eat? (*The Sandwich Islands. Sandwich — сандвич.*)

What is everything doing at the same time? (*Everything is growing older at the same time.*)

What increases its value one-half when it is turned upside-down? (*The figure 6.*)

Why is a book like a king? Because it has many pages. (*Игра слов: page — 1) страница; 2) паж.*)

I came to town and met three people. They were neither men, nor women, nor children. What were they? (*They were a man, a woman, and a child.*)

How can you prove that a horse has six legs? He has fore (four) legs in front and two behind. (*Игра слов: fore — передний; four — четыре.*)

Which is the only tool that becomes sharper with use? (*The tongue.*)

What word of only three syllables (слов) has twenty-six letters in it? (*Alphabet.*)

What letter will make one of the heaviest things move? (*The letter «T», because it will make a star start.*)

When is a black dog most likely to enter a house? (*When the door is open.*)

What musical instrument must we never believe? A lyre. (*Игра слов: a lyre — лира; a liar — лжец*)

What is that which has neither blood, nor bone or nail, but still has four fingers and a thumb? (*A glove — перчатка.*)

Why do we all go to bed? (*Because the bed doesn't come to us.*)

What is it?

We wax the floor with it.

We brush our clothes with it.

We sweep the floor with it.

We clean our teeth with it. (*A brush.*)

Which runs quicker, the heat or the cold? (*Heat. Because you can catch cold.*)

What is the longest word in the English language? (*Smile. Because between the first "s" and the last "s" there is a mile.*)

What is the quickest letter in the alphabet? (*R. Because it is always first in the race.*)

What English word means a boy or a girl who goes to school and at the same time is the name of a part of a face? (*Pupil.*)

What is it that has many needles but cannot sew? (*A hedgehog.*)

A little old lady
With only one tooth
Sits at a window
High up near the roof.

When that lady
Begins to shout,
Then the whole village
Knows what it's about.

(A bell on the village church.)

When I take my clothes off, he gets dressed, when I put my clothes on, he is undressed.

What is he? *(A hall stand and a clothes peg.)*

WHAT IS IT?

Little Nancy Etticoat
In a white petticoat
And a red nose.
The longer she stands,
The shorter she grows. *(A candle.)*

Why are teeth like verbs? *(Because they can be regular, irregular, or defective.)*

ШАРАДЫ

1. My **FIRST** is the two letters which begin the English alphabet.
My **SECOND** is the Simple Past of the verb *to send*.
My **WHOLE** is the antonym of *present*. (*ab-sent — absent*)
2. My **FIRST** boys wear on their heads.
My **SECOND** is a personal pronoun in the third person, singular.
My **THIRD** is a suffix of an adjective.
My **WHOLE** is the chief city. (*cap-it-al — capital*)

3. My FIRST is two letters giving the sound [a:].
My SECOND is a possessive pronoun in the first person, singular.
My WHOLE is that which makes a country strong. (*ar-my — army*)
4. My FIRST is a preposition.
My SECOND is *to receive*.
My WHOLE is the antonym of *remember*. (*for-get — forget*)
5. My FIRST is two letters giving the sound [tʃ]
My SECOND is what we breathe.
My WHOLE is a seat for a person. (*ch-air — chair*)
6. My FIRST is what we do after we get up.
My SECOND is the suffix of the present participle.
My THIRD is a letter which comes after «s».
My FOURTH is a preposition
My WHOLE is a capital. (*wash-ing-t-on — Washington*)
7. My FIRST is the indefinite article,
My SECOND is the synonym of *wide*.
My WHOLE means «in a foreign country». (*a-broad — abroad*)
8. My FIRST is a verb.
My SECOND is not high but...
My WHOLE is the antonym of *above*. (*be-low — below*)
9. My FIRST is a verb,
My SECOND is not short but...
My WHOLE is the English for *принадлежать*. (*be-long — belong*)
10. My FIRST is an article,
My SECOND means «to go to the other side»,
My WHOLE is a preposition. (*a-cross*)

11. My FIRST we say when we agree,
My SECOND is the first syllabic of the word *terribly*,
My THIRD is the antonym of *night*.
My WHOLE is «the day before» (*yes-ter-day — yesterday*)
12. My FIRST is a negative prefix,
My SECOND is a preposition,
My THIRD we use when speaking about music.
My WHOLE is «unhappiness». (*mis-for-tune — misfortune*).
13. My First is in Pen but not in Chalk,
My Second is in Speak but not in Talk.
My Third is in Night not in a Day
My Fourth is in March, but not in May,
My Fifth is in White but not in Dark
My sixth is in Alec but not in Mark.
And all the word is of any colour but not white,
With it I can draw lines and also write. (*A pencil*)

ПОСЛОВИЦЫ

1. A bad workman quarrels with his tools. — Дело мастера боится. У плохого мастера всегда инструмент виноват. Мастер глуп — нож туп.
2. A bird in the hand is worth two in the bush. — Не сули журавля в небе, а дай синицу в руки.
3. A burnt child dreads the fire. — Обжегшись на молоке, дуешь и на воду.
4. Actions speak louder than words. — Не по словам судят, а по делам.
5. A good beginning makes a good ending. — Лиха беда начало.
6. A drowning man will catch at a draw. — Утопающий хватается за соломинку.
7. After dinner sit a while, after supper walk a mile. — После обеда посиди минутку, после ужина пройди с милю.

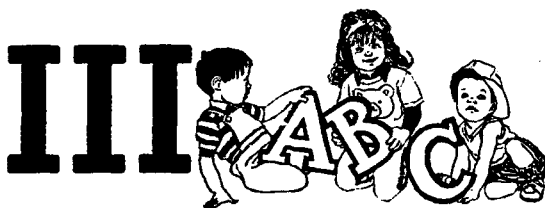
8. A friend in need is a friend Indeed. — Друг в беде — настоящий друг. Друзья познаются в беде.
9. A light purse is a heavy curse. — Хуже всех бед, когда денег нет.
10. All is well, that ends well. — Все хорошо, что хорошо кончается.
11. All is not gold, that glitters. — Не все то золото, что блестит.
12. A little pot is soon hot. — Ограниченного человека рассердить нетрудно. Дурака легко можно вывести из себя.
13. Among the blind the one-eyed man is a king. — Среди слепых одноглазый — король. На безрыбье и рак — рыба.
14. An hour in the morning is worth two in the evening. — Утро вечера мудренее.
15. A rolling stone gathers no moss. — Кому на месте не сидится, добра не наживет.
16. Ask no questions and you'll be told no lies. — Не задавай вопросов и не услышишь лжи.
18. As neat as a new pin. — Чистый, как новая булавка (очень чистый, аккуратный).
19. A stitch in time saves nine. — Стежок, сделанный вовремя, стоит девяти.
20. As you make your bed, so you must lie on it. — Что посеешь, то и пожнешь.
21. A watched pot never boils. — Когда ждешь, время тянется долго.
22. Better late than never. — Лучше поздно, чем никогда.
23. Between two stools one falls. — Сесть между двух стульев.
24. Be slow to promise and quick to perform. — Не давай слова, крепись, а давай слово, держись.
25. Birds of one feather stick together. — Рыбак рыбака видит издалека.
26. Blood is thicker than water. — Свой своему поневоле брат.
27. Custom is a second nature. — Привычка — вторая натура.

28. Cut the coat according to the cloth. — По одежке протягивай ножки.
29. Diamond cut diamond. — Нашла коса на камень.
30. Don't cross the bridges before you come to them. — Не следует себе создавать трудностей заранее.
31. Don't do all you can, don't spend all you have, don't believe all you hear, and don't tell all you know. — Не делай все, что ты умеешь, не трать все, что имеешь, не верь всему, что слышишь и не рассказывай всего, что знаешь.
32. Don't trouble trouble till trouble troubles you. — Не буди лиха, пока лихо спит.
33. Don't throw away your old shoes till have got new ones. — Не выбрасывай старых вещей, пока не приобрел новых.
34. Early to bed and early to rise makes a man healthy, wealthy and wise. — Кто рано ложится и рано встает, здоровье, богатство и ум наживет.
35. Eat at pleasure, drink with measure. — Ешь вволю, пей в меру.
36. East or West home is best. — В гостях хорошо, а дома лучше.
37. Every cloud has a silver lining. — Нет худа без добра.
38. Everything comes to him who waits. — Кто ждет, тот дождется. Терпенье и труд все перетрут.
39. Everything is good in its season. — Все хорошо в свое время. Всякому овощу свое время.
40. Faint heart never won fair lady. — Робость мешает успеху.
41. Fine words dress ill deeds. — За красивыми словами нередко скрываются неприглядные поступки.
42. Four eyes see more than two. — Ум хорошо, а два лучше.
43. Friends are thieves of time. — Никто не отнимает столько времени, как друзья.
44. Grasp all, lose all. — За двумя зайцами погонишься, ни одного не поймаешь.
45. Great barkers are no biters. — Не бойся собаки, которая лает (т.е. вспыльчивые люди обычно безобидны).

46. Half a loaf is better than no bread. — На безрыбье и рак рыба.
47. Hear much, speak little. — Больше слушай, меньше говори.
48. He laughs best who laughs last. — Хорошо смеется тот, кто смеется последним.
49. His fingers are all thumbs. — У него каждый палец — большой. У него все валится из рук.
50. If a man deceives me once, shame on him, if he deceives me twice shame on me. — Если человек обманул меня однажды, позор ему; если же он обманул меня дважды, позор мне.
51. If you wish for peace, be prepared for war. — Хочешь мира, готовься к войне.
52. In for a penny, in for a pound. — Взятся за гуж, не говори, что дюж.
53. It is better to die standing than to live kneeling. — Лучше умереть стоя, чем жить на коленях.
54. It is better to do well than to say well. — Хорошие дела лучше хороших слов.
55. It is never too late to learn. — Учиться никогда не поздно.
56. It is the last straw that breaks the camel's back. — Последняя капля переполняет чашу.
57. Last, but not least. — Хотя и последний, но не самый худший, не менее важный.
58. Leave well alone. — От добра добра не ищут. Лучшее — враг хорошего.
59. Like mother, like daughter. Like father like son. — Яблоко от яблони недалеко падает.
60. Look before you leap. — Семь раз отмерь, один раз отрежь.
61. Lost time is never found again. — Потерянного времени не воротить.

62. Make hay while the sun shines. — Коси, коса, пока роса.
Куй железо, пока горячо.
63. Misfortunes never come alone (single). — Беда беду ро-
дит. Беда одна не приходит. Пришла беда — отвори
ворота.
64. Neck or nothing. — Все или ничего.
65. Never put off till tomorrow what can be done today. — Ни-
когда не откладывай до завтра того, что можешь сделать
сегодня.
66. Never saddle till your egg is laid. — Не радуйся раньше
времени. Цыплят по осени считают.
67. No news is good news. — Отсутствие вестей — хорошая
весть.
68. No smoke without fire. — Нет дыма без огня.
69. Nothing venture, nothing have. — Попытка — не пытка.
Риск — благородное дело. Смелость города берет.
70. Old birds are not to be caught with chaff. — Старого воро-
бья на мякине не проведешь.
71. Out of sight, out of mind. — С глаз долой — из сердца
вон.
72. Second thoughts are best. — Семь раз отмерь, один —
отрежь.
73. Speech is silver, but silence is gold. — Слово — серебро,
молчание — золото.
74. Silence gives consent. — Молчание — знак согласия.
75. Still waters run deep. — В тихом болоте черти водятся.
76. Strike while the iron is hot. — Куй железо, пока горячо.
77. Tastes differ. — О вкусах не спорят.
78. The busiest man finds the most leisure. — У самого занято-
го человека больше всего досуга.
79. The cobbler's wife is the worst shod. — У жены сапожника
обувь хуже всех. Сапожник без сапог.

80. The devil is not so black as he is painted. — Не так страшен черт, как его малюют.
81. The early bird catches the worm. — Кто рано встает, тому бог подает.
82. The last drop makes the cup run over. — Последняя капля переполняет чашу.
83. The proof of the pudding is in the eating. — Жизнь покажет.
84. There 's many a slip between the cup and the lip. — Не говори «гоп», пока не перепрыгнешь.
85. There is no rose without a thorn. — Нет розы без шипов.
86. The stream can't rise above its source. — Поток не может подняться выше своего источника. Выше головы не прыгнешь.
87. There is no use crying over spilt milk. — Слезами горю не поможешь. Что с возу упало, то пропало.
88. Too many cooks spoil the broth. — У семи нянек дитя без глазу.
89. Well begun is half done. — Хорошее начало полдела откачало. Лиха беда начало.
90. Where there's a will , there's a way. — Где хотенье, там уменье.
91. While there is life, there is hope. — Надежда умирает последней.
92. Who chatters to you, will chatter of you. — Тот, кто сплетничает с вами, будет сплетничать и о вас.
93. Who's more busy than he that has least to do. — Занят больше всего тот, у кого меньше всего дел.



ИГРЫ ДЛЯ ЭРУДИТОВ: ВИКТОРИНЫ, АФОРИЗМЫ, КРОССВОРДЫ, ПАЗЛЫ

ВИКТОРИНЫ

ACROSS THE GLOBE

I. Great Britain

1. Give the names of: a) the longest river, b) the largest county, c) the highest mountain, d) the largest lake, e) the largest city outside London, f) the busiest port in the British Isles.
(a) *The Severn.* b) *Yorkshire.* c) *Ben Nevis.* d) *Lough Neagh in Northern Ireland.* e) *Birmingham.* f) *London.*)
2. On which rivers do the following towns stand? a) Glasgow, b) Hull, c) Newcastle d) Oxford. e) Stratford, f) Cambridge.
(a) *On the Clyde.* b) *On the Humber.* c) *On the Tyne.* d) *On the Thames.* e) *On the Avon.* f) *On the Granta.*)
3. How wide is the English Channel at its narrowest part? (*The Channel, at its narrowest part, the Strait of Dover, is 32 kilometres wide.*)
4. What is the name of the biggest passenger seaport on the English Channel? (*Southampton.*)
5. Why is a district in the centre of England called *The Black Country*? (*It is called black from the dust and coal. Coal and iron are produced in The Black Country.*)
6. What is the name of one of the biggest coal-mining industry centres in north-eastern part of England? (*Newcastle.*)

7. What is the name of one of the biggest textile industry centres in England? (*Manchester.*)
8. What are the names of the capitals of Scotland and Wales? (*Edinburgh and Cardiff.*)
9. What is the name of the Western Islands of Scotland? (*Hebrides.*)
10. What is the name of the islands which lie to the north of Scotland? (*Orkney.*)
11. What is the name of the biggest city in Scotland, famous for its shipyards? (*Glasgow.*)
12. Which famous Scotsman was born at Alloway in Ayrshire in 1759? (*Robert Burns.*)
13. The national emblem of Scotland is the thistle. Why was it adopted?(In 1263 a Norwegian army invaded Scotland and made a surprise night attack on the Scottish army camp. The Scots, not expecting an attack, were not keeping a good watch, but one of the barefooted Norwegians trod on a thistle and cried out in pain. The Scots were roused and in the resulting battle defeated the Norwegians. In memory of this the Scots adopted the thistle as their national emblem.)
14. What is the national emblem of Ireland? (Shamrock. Triple-leafed plants, resembling the shamrock, have been found on Roman coins, Assyrian tablets and Egyptian temples and pyramids.)
15. What is the national emblem of Wales? (*The leek or daffodil.*)
16. What is Wales rich in? (*Wales is rich in coal.*)
17. In what British lake is a monster supposed to live? (*In Loch Ness, in Scotland.*)
18. What is the average winter temperature in England? (*It varies between -3° and -7° .*)
19. At what age do English boys and girls begin going to a primary school? (*At the age of five.*)

20. What is the name of the secondary school in England in which children learn handicrafts? (*Secondary Modern school.*)
21. From what kind of English school is it easier to get to a university? (*From Grammar school.*)
22. What do English schoolboys wear? (*English schoolboys wear a white shirt and a tie with the colours of the school. Over their shirts they wear grey pullovers and school jackets called blazers.*)
23. What do English schoolgirls wear? (*English schoolgirls wear a blouse and a shirt with a tie and a skirt the colour of their school. They wear their school blazer too. Their stockings and shoes are black.*)
24. When were the Oxford and Cambridge universities established? (*Oxford University in 1249 and Cambridge University in 1284.*)
25. What theatre did Shakespeare write most of his plays for? (*Shakespeare wrote most of his plays for the Globe Theatre.*)
26. When did the performances begin at the theatre in Shakespeare's time? (*At three o'clock in the afternoon.*)
27. In what year did the Romans come to England? (*In the year 55 B.C.*)
28. Why did the Romans call Britain *Albion*? (*Alba means white in Latin and the first thing the Romans saw when they came were the white chalk cliffs on the coast of Britain.*)
29. Name the six Parliaments of the British Isles. (*London, Northern Ireland, Irish Republic, Isle of Man, Jersey and Guernsey.*)

II. London

1. What are the names of the three most important parts of London? (*The City, the West End, the East End.*)
2. What is the name of the oldest part of London? (*The City. The Romans built a town there two thousand years ago.*)

3. About what part of London do people say that at night there are only cats there? (*This is said about the City, the business part of London, where very few people live.*)
4. What is the name of the building in which the British Parliament sits? (*The Houses of Parliament.*)
5. Is it possible to learn whether the British Parliament is sitting just by looking at the Houses of Parliament? (*Yes, it is. When Parliament is sitting, the British flag is flying from the highest tower, the Victoria, and when Parliament is still sitting after dark, a light burns over the clock-face of Big Ben.*)
6. What is the name of the clock with the bell of the clock tower of the Houses of Parliament? (*Big Ben.*)
7. What is Downing Street in London known for? (*Downing Street (No. 10) is the official residence of the Prime Minister.*)
8. Where are most of the government offices situated in London? (*In Whitehall Street.*)
9. What place in the centre of London is frequented by marchers and demonstrators? (*Trafalgar Square.*)
10. Where does a column built in memory of Admiral Nelson stand in London? (*It stands in Trafalgar Square. The square was named after Nelson's most famous victory at Trafalgar Cape near the Strait of Gibraltar in 1805.*)
11. What do you know about Westminster Abbey? (*Chaucer (poet and writer), Ch. Dickens (writer), T. Hardy (writer), Ch. Darwin (scientist), I. Newton (physicist), J. Watt (inventor), G. Stephenson (inventor and engineer) and other great men of England are buried in Westminster Abbey.*)
12. What is the Cenotaph? (*The Cenotaph is a monument in Whitehall in memory of those killed in the I World War, 1914-1918.*)
13. What is the oldest bridge in London? (*London Bridge. It is more than six hundred years old.*)

14. What is the British Museum in London famous for? (*The British Museum is famous for its library, which has one of the most important collections of books in the world.*)
15. Where is a monument to Karl Marx in London? (*A monument to Karl Marx, representing a massive block of marble with a sculpture of Marx's head on the top, is in Highgate Cemetery. It was erected in 1956 by international subscription.*)
16. What do you know about the London Eye? (*Merlin Entertainments London Eye (commonly the London Eye, or Millennium Wheel) is a giant 135-metre tall situated on the banks of the River Thames in Central London.*)
17. What original Egyptian is in London? (*The original Cleopatra's Needle, an original Egyptian obelisk is situated at the Victoria Embankment. Originally Cleopatra's Needle was made in Egypt for the Pharaoh Thutmos III in 1460 BC and in 1801, brought to London and erected on the Embankment to commemorate the victory of Admiral Nelson at the battle of the Nile.*)
18. What ceremony in London is the most attractive for tourists and guests of the British capital? (*Changing the Guard at Buckingham Palace is a very popular and attractive ceremony for tourists and guests. The Queen's Guard is accompanied by a band, it arrives from Wellington Barracks marching to the palace. The ceremony lasts about 40 min.*)
19. Where is the Chamber of Horrors? (*The Chamber of Horrors is in Madame Tussaud's wax museum. There the visitors may see figures of famous politicians and public persons. In a special room which is the Chamber of Horrors with figures of world-known criminals and murderers made of wax.*)
20. How did the London's clock get its name? (*In London there is the most famous clock in the world. It is named Big Ben after the civil engineer Benjamin Hall who was a big and tall man. He erected the Houses of Parliament and was in charge of installation of the clock known at that time as Great Bell. To commemorate the memory of Sir Benjamin it was called Big Ben. For the first time it rang out on May 31.1859.*)

III. Geography Quiz

1. What geographical names do you know that include words denoting colours? (*The White, Black, Red, Yellow Sea, the Yellow, Orange, Green River, Greenland, the Greenland Sea, the White Nile, the Blue Nile.*)
2. What are the highest mountains in a) Africa, b) Asia, c) Europe? (*a) Kilimanjaro, b) Mount Everest, a peak of the Himalayas, c) Mont Blanc.*)
3. What have these mountains in common—Stromboli, Fujiyama, Popocatepetl? (*They are volcanic mountains.*)
4. Name the rivers that flow through the following cities: a) Paris, b) Rome, c) New York. (*a) the Seine, b) the Tiber, c) the Hudson River, the Harlem River, East River.*)
5. What is the longest river in the world? (*the Mississippi.*)
6. What is the largest river in the world? (*the Amazon.*)
7. Where are the following buildings situated: a) The Empire State building, b) The Eiffel Tower, c) The Leaning Tower? (*a) New York, b) Paris, c) Pisa.*)
8. A common English rabbit nearly ruined a great country. Do you know which one? (*Australia.*)
9. Which great canal joins Lake Erie and Lake Ontario? (*The Welland Ship Canal.*)
10. The Bass Strait separates an island from the mainland of Australia. What is the name of the island? (*Tasmania.*)
11. What are the aboriginal people of New Zealand called? (*Maoris.*)
12. Dublin, the capital of Ireland, stands on a river. What is its name? (*River Liffey.*)
13. Can you name the city in which Canada's Parliament building stands? (*Ottawa.*)

14. What is the national emblem of Canada? (*Maple leaf.*)
15. There is a stream of warm water in the Atlantic Ocean. What is the name of that stream and what is its temperature? (*The Gulf Stream. It is at least 30 degrees warmer than the ocean it flows through.*)

IV. The USA

1. On what river is the capital of the United States situated? (*Washington is situated on the Potomac River.*)
2. What are the names of the two islands on which New York is situated? (*Manhattan and Long Island.*)
3. Can you name the five boroughs which compose the city of New York? (*Bronx, Brooklyn, Manhattan, Queens, Richmond.*)
4. What is the longest river in the USA? (*The Mississippi together with the Missouri.*)
5. Of what states are the following cities the capitals: a) Atlanta, b) Philadelphia, c) New York city? (*a) Georgia, b) Pennsylvania, c) New York State.*)
6. Where and what are Superior, Michigan, Huron, Erie, Ontario? (*The Great Lakes between Canada and the USA. The city of Chicago stands on the southern shore of Lake Michigan.*)
7. The national flag of the United States of America is sometimes called *the Stars and Stripes*. What is its other name? (*Old Glory.*)
8. What is the name of the official residence of the president of the USA? (*The White House in Washington.*)
9. What does the Statue of Liberty in New York Harbour commemorate? (*The centenary of American independence.*)
10. Thanksgiving Day is a national holiday in the USA. When is it held? (*The fourth Thursday in November.*)

V. Seaside Quiz

1. Which sea is the saltiest? (*The Red Sea is saltiest of all. No rivers flow into it and its salt content is more than of any ocean.*)
2. Which sea is the warmest? (*The Red Sea.*)
3. Which sea is the deepest? (*The Sargasso Sea.*)
4. Which sea is the shallowest? (*The Sea of Azov.*)
5. Which sea is the bluest? (*The Mediterranean Sea.*)
6. What has both eyes on one side? (*The plaice.*)
7. What has its teeth in its stomach? (*A crab's stomach has three teeth with which it grinds its food.*)
8. What moves its house with one leg? (*A bivalve mollusc puts its foot out from between the two parts of its shell and pulls itself and its house forward.*)
9. How do gulls crack open mussel shells? (*They fly up high and drop themselves.*)
10. How many arms or rays do starfish normally have? (*Five.*)

VI. Do you know?

1. Who was Oliver Cromwell? (A very talented soldier, nicknamed as "Old Ironsides" was an English famous military and political leader. Oliver Cromwell was one of the New Model Army Commanders, 1st Lord Protector of the Commonwealth of England, Scotland and Ireland. He served in the Office for almost five years (1653–1658).)
2. What historic relic is kept in one of the Universities of Great Britain? (Oliver Cromwell died in 1658. His head as a historic relic is kept in the grounds of Cambridge University.)
3. Who was the first American President? (*The first American President was George Washington.*)
4. How many former English colonies formed The USA? (*In 1776, 13 English colonies— Massachusetts, New-Hampshire,*

Rod Island, Connecticut, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia— separated from Great Britain in 1776 and were turned into states but only in 1783 they were acknowledged as a new nation of the United States of America).

3. Which woolen fabric was named after American city? (*Boston.*)
4. Why are the aborigines of the Northern America called Indians? (*Ch. Columbus believed that he discovered Japan, India and China and that is why the people who inhabited those lands were called Indians and the Bahamas and the Antilles became known as the Western India.*)
5. How much money was paid by the Dutch for Manhattan? (*24 dollars.*)
6. What state was called the workshop of the world and state-city? (*It was England.*)
7. After whom was named the design of a overcoat or a sweater that has a sleeve that continues to the collar? (*After Fitzroy James Henry Somerset (1788–1855), Baron Raglan, who commanded British troops in the Crimean war (1854–1855), diplomat, politician and field military marshal. Raglan lost his arm in the war and because of that asked to make a special coat for him.*)
8. Why is the building for American government called White House? (*The White House was built from sandstone in 1792–1799) but it was rebuilt and painted white to hide the traces of the fire after the British burned it in 1814.*)
9. What is Utopia? (*“Utopia” is the name of an imaginary island and nation described by Thomas More (1478–1535). He was a philosopher, author and statesman. He is well-known a leading Renaissance humanist. In his book “Utopia” published in Latin in 1516, Th. More wrote about ideal society and perfect cities with communal ownership where all men and*

women were educated alike and people must work but there is no exploitation. "Utopia" means something unreal and illusive.)

10. What do you know about Byron? (*Commonly known as Lord Byron was educated at Cambridge. He is one of the most famous English poets, member of the British Parliament, travelled a lot in Europe, in Spain, Turkey, Greece and took part in revolutionary movements in these countries. Greeks revere him as their national hero. He wrote many verses and poems. "Childe Harold's Pilgrimage", "Don Juan", tragedy "Manfred" are the most famous of his works. He was fond of animals and always kept many of them like cats, monkeys, geese, dogs, once he kept a crocodile and an eagle.*)

Do You Know Shakespeare?

1. What girl falls in love with a man before she sees his face or knows his name? (*Juliet, in Romeo and Juliet.*)
2. Who looks at his hands and says, "This is a sorry sight"? (*Macbeth.*)
3. What character says he may turn pale with anger, sickness, or hunger but not with love? (*Benedict, in Much Ado About Nothing.*)
4. Who calls his own murder "foul and most unnatural"? (*The Ghost, in Hamlet.*)
5. Who says as he dies: "I kissed thee (you) ere (before) I killed thee: no way but this, Killing myself, to die upon a kiss"? (*Othello, in Othello.*)
6. In which play do three males wear feminine clothes? (*The Merry Wives of Windsor.*)
7. In which play do three females dress as males? (*The Merchant of Venice.*)
8. What character is willing to buy, sell, talk and walk with his enemies, but not eat, drink nor pray with them? (*Shylock, in The Merchant of Venice.*)

9. Whose last words are, "Thus with a kiss I die"? (*Romeo's in Romeo and Juliet.*)
10. Who says, "How sharper than a serpent's tooth it is To have a thankless child!?" (*King Lear.*)
11. What girl tells a young man when he first kisses her that he kisses "by the book"? (*Juliet, in Romeo and Juliet.*)
12. Which father has three daughters? (*King Lear.*)
13. Who is the villain whom everyone trusts and one suspects until the end? (*Iago, in Othello.*)
14. What is it a philosopher cannot endure patiently? (*Toothache, in Much Ado About Nothing.*)
15. Who shortly before he dies says he has a joyful heart because he never, in all his life, found a man for him? (*Marcus Brutus, in Julius Caesar.*)
16. Who "loved not wisely but too well?" (*Othello.*)
17. Who in speaking of his wife says, "She is my goods, my chattels, my field, my barn. My horse, my ox, my any thing?" (*Petruchio, in The Taming of the Shrew.*)

When do they say so?

Когда так говорят?

1. It's a small world. (*When you meet someone unexpectedly.*)
2. It smells fishy. (*About something which is suspicious.*)
3. Heart-to-heart talk. (*Private, earnest talk.*)
4. No sweat. (*Easily, without pains.*)
5. Salad days. (*Green years. Be very young.*)
6. Make ends meet. (*Be poor.*)
7. To awake famous. (*To become famous one day, unexpectedly.*)
8. Back and fill. (*When someone hesitates.*)

9. Be as that may be. (*Whatever will be.*)
10. Since Adam was a boy. (*Long ago.*)
11. Goody-two-shoes. (*About a very kind person.*)
12. Hang loose! (*Relax!*)
13. Hard as nails. (*About tough people.*)
14. Have a field day. (*Have a good time.*)
15. One for all and all for one. (*About true friends and friendship.*)
16. Needless to say. (*As clear as a day.*)
17. See light at the end of the tunnel. (*Have hope that thing will go right.*)
18. Scrooge. (*About greedy person. Uncle Scrooge, kind but greedy duck in Walt Disney's tales*)
19. Train of thoughts. (*When a person is lost in thoughts, a succession of thoughts.*)
20. Walking library. (*About a very educated person; "walking dictionary"; "walking encyclopedia"*)

АФОРИЗМЫ

Quotations from Shakespeare

A peace is of the nature of a conquest;
 For then both parties nobly are subdued,
 And neither party loser.

Henry V

Better a witty fool than a foolish wit.

Twelfth Night

Brevity is the soul of wit.

Hamlet

Cowards die many times before their deaths.
Cowards die many times before their deaths

Julius Caesar

Discretion is the better part of valour.

King Henry IV

Have more than thou showest (you show),
Speak less than thou knowest (you know).

Hamlet

He jests at scars that never felt a wound.

Romeo and Juliet

Something is rotten in the state of Denmark.

Hamlet

The fool thinks he is wise, but the wise man knows himself to be
a fool.

As You Like It

There is no darkness but ignorance.

Twelfth Night

The weakest goes to the wall.

Romeo and Juliet

The wish is father to the thought.

King Henry IV

To be or not to be?
That is the question.

Hamlet

Wake not a sleeping wolf.

King Henry IV

We know what we are, but know not we may be.
Hamlet

When clouds appear wise men put on their cloaks.
Richard III

Good name in man and woman, dear my lord,
Is the immediate jewel of their soul;
Who steals my purse steals nothing.
But he that filches from me my good name
Robs me of that which not enriches him
And he makes me poor, indeed.
Othello

The man that hath (has) no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treason, stratagems, and spoils,
The motions of his spirit are dull as night,
And his affection dark as Erebus:
Let no such man be trusted.
The Merchant of Venice

Quotations from Oscar Wilde

A moment may ruin life.

Experience is the name every one gives to their mistakes.

In this world there are only two tragedies. One is not getting
what one wants, and the other is getting it.

What a pity that in life we only get our lessons when they are of
no use to us!

Lady Windermere's Fan

Don't use big words, they mean so little.

Little things are so difficult to do.

Sooner or later we have all to pay for what we do.

One's past is what one is.

Questions are never indiscreet. Answers sometimes are.

Youth is the time for success.

Nothing is so dangerous as being too modern. One is apt to grow old-fashioned quite suddenly.

It is always worth while asking a question though it is not always worth while answering one.

An Ideal Husband

Duty is what one expects from others, it is not what one does oneself.

There is nothing like youth. Youth is the Lord of life.

A Woman of No Importance

Quotations from Bernard Shaw

He who has never hoped can never despair.

Caesar and Cleopatra

King are not born, they are made by universal hallucination.

The revolutionist's Handbook

A lifetime of happiness! No man alive could bear it; it would be hell on earth.

When a man wants to murder a tiger he calls it sport; when the tiger wants to murder a tiger he calls it ferocity.

Man and Superman

There is nothing so bad that you will not find Englishman doing it; but you will never find an Englishman in the wrong. He does everything on principle. He fights you on patriotic principles; he robs you on business principles; he enslaves you imperial principles.

The Man of Destiny

All great truths begin as blasphemies.

Annajanska

Archimedes

Eureka! (I have found!)

On making a discovery

Henry Longfellow

Be noble in every thought

And in every deed!

Christus

I shot an arrow into the air,
It fell to earth, I knew not where.

The Arrow and the Song

Music is the universal language of mankind.

Outre-Mer

Art is long, and Time is fleeting.

A Psalm of Life

Spencer Herbert

Science is organized knowledge.

Education

Education has for its subject the formation of character.

Social Statistics

Better a new friend than an old foe.

Faerie Queene

Mark Twain

When angry, count for; when very angry swear.

Wilson's Calendar

Man is the only animal that blushes. Or needs to.

Everybody talks about the weather but nobody knows anything about it.

Herbert Wells

Human history becomes more and more a race between education and catastrophe.

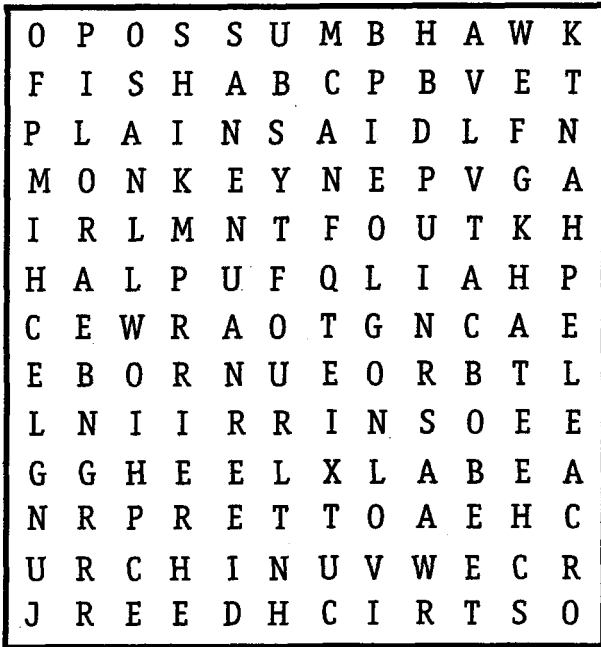
The Outline of History

Walt Whitman

Language is not an abstract constitution of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes of long generations of humanity, and has its bases broad and low, close to the ground.

Animals & Habitats

Find the animals and their habitats.



The words can be found going up, down, across, and on the diagonal.

bear	elephant	kelp	ostrich	urchin
bobcat	owl	lion	owl	vulture
cheetah	fish	monkey	plains	
chimp	giraffe	ocean	rhino	
deer	hawk	opposum	seal	
eel	jungle	orcha	tiger	

Run on words

Below you will find phrases that contain the word *run* in the answer. See how many you can get. This is a close encounter of the written kind!

1. To encounter by chance _____
2. Ordinary; average _____
3. Series of evasive put-offs _____
4. Person who finishes second _____
5. A play rehearsal _____
6. Deciding a race after a tie _____
7. To pierce _____
8. To hurry from place to place _____
9. Best hit in baseball _____
10. Fugitive; deserter _____
11. Facts given quickly _____
12. Accident abandoned by driver _____



Key: 1. run into, 2. run-of-the-mill, 3. runaround, 4. runner-up, 5. dry run, 6. run-off, 7. run through, 8. to be on the run, 9. home run, 10. runaway, 11. rundown, 12. hit and run

Encounter

How many words can you make out of «encounter»? The minimum number of letters in a word is three and the maximum is nine. We did the first one for you.

- | | | | |
|----------|----------|----------|----------|
| 1. cent | 24 _____ | 47 _____ | 70 _____ |
| 2. _____ | 25 _____ | 48 _____ | 71 _____ |

3 _____	26 _____	49 _____	72 _____
4 _____	27 _____	50 _____	73 _____
5 _____	28 _____	51 _____	74 _____
6 _____	29 _____	52 _____	75 _____
7 _____	30 _____	53 _____	76 _____
8 _____	31 _____	54 _____	77 _____
9 _____	32 _____	55 _____	78 _____
10 _____	33 _____	56 _____	79 _____
11 _____	34 _____	57 _____	80 _____
12 _____	35 _____	58 _____	81 _____
13 _____	36 _____	59 _____	82 _____
14 _____	37 _____	60 _____	83 _____
15 _____	38 _____	61 _____	84 _____
16 _____	39 _____	62 _____	85 _____
17 _____	40 _____	63 _____	86 _____
18 _____	41 _____	64 _____	87 _____
19 _____	42 _____	65 _____	88 _____
20 _____	43 _____	66 _____	89 _____
21 _____	44 _____	67 _____	90 _____
22 _____	45 _____	68 _____	91 _____
23 _____	46 _____	69 _____	92 _____

Encounter: cent, center, con, cone, core, corn, cornet, cot, cote, count, counter, court, cretonne, crone, cruet, cue, cur, cure, curt, ecru, encore, encounter, enter, eon, ere, erect, eruct, nee, neon, net, neuron, neuter, neutron, nocturne, nonce, none, nor, not, note, noun, nun, nut, once, one, ore, ounce, our, out, outer, recent, recount, renounce, rent, retune, roe, rot, rote, rout, route, rue, run, rune, runt, rut, tee, teen, ten, tenon, tenor, tenure, tern, toe, ton, tone, toner, tore, torn, tour, tree, trounce, truce, true, tun, tune, tuner, tureen, turn, unto, urn

The Food Game

Hidden in the sentences below are names of food items. You cannot find them by looking at the sentences, for they are not there by spelling; they are there by pronunciation. The food may be within a single word or may go across word boundaries.

Example:

He begs to be excused from the rehearsal (eggs)

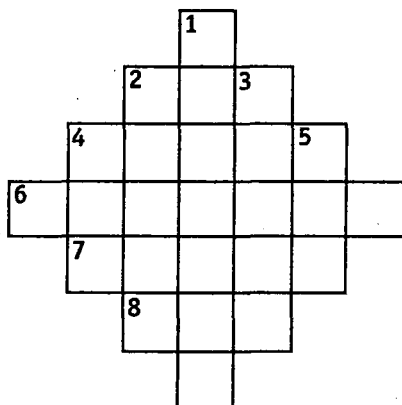
1. "Sue, please go away," he said.
2. She had a cough even today.
3. Don't tell me mama laid the table so early.
4. He chased Robert off even after he paid his debt.
5. Happy's room is so messy. I can't find a thing.
6. Keep that old sabre. Eddie will take it to the museum.
7. "Why don't you spy still?" she wanted to know.
8. "Be an angel, leave it finished, will you," he said.
9. "That bangle is of 24 carat gold," he said.
10. "But Ernest is not coming on this trip," she said.
11. Don't bake condensed milk sweets.
12. "Tap Elmo on the shoulder and wake him up," she said.
13. Please, meet me tomorrow.
14. Kay came to meet me on Wednesday.
15. The donkey brays inside the shed.
16. He walked on the sand, which was so hot he burned his feet.
17. Richie's so good, he helps me daily.
18. Don't buy that saw. Say Jess will get a new one.
19. He's been staying here for six months now.
20. I hope he'll be true to you.



Key: 1. soup; 2. coffee; 3. marmalade; 4. toffee; 5. peas; 6. bread; 7. spice; 8. jelly; 9. carrot; 10. butter; 11. bacon; 12. apple; 13. meat; 14. cake; 15. raisin; 16. sandwich; 17. cheese; 18. sausage; 19. beans; 20. beet.

PUZZLES

1.



Across

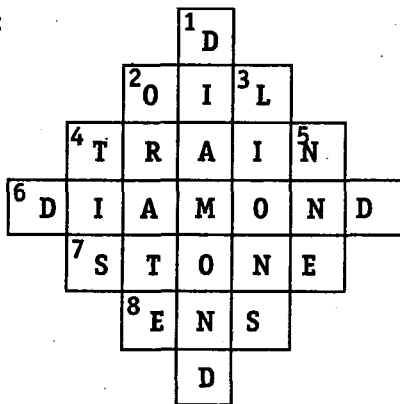
- 2. Petroleum
- 4. Means of transportation
- 6. A square that stands on its point
- 7. Rock
- 8. Being (philosophy)

Down

- 1. A very hard precious stone
- 2. Give a formal speech
- 3. Jungle cats
- 4. It is (poetic)
- 5. Compass point

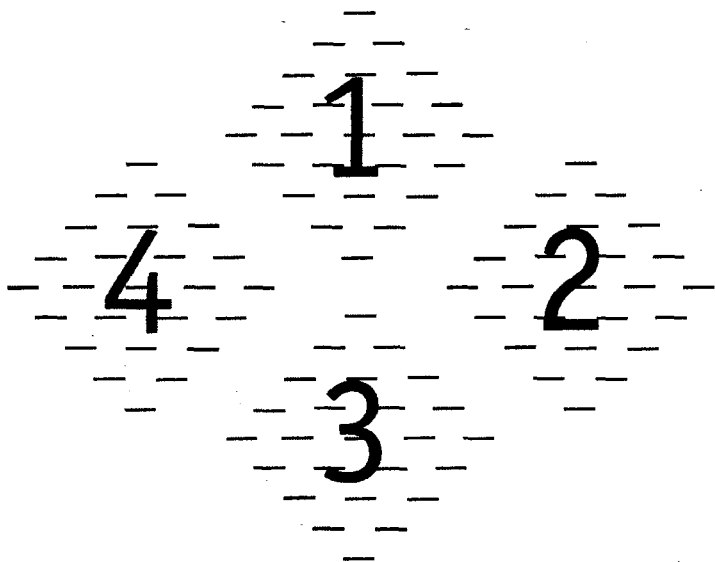


Key:



2. Word Diamonds

Add or take away a letter to make the next word in each of the diamonds above. The answers correspond to the clues below.



1	2	3	4
Me	Nothing	1st letter	2nd letter
3.1416	Conjunction	Indefinite article	Exist
A short, sharp piece of metal for fastening	Source of metal	Went fast	Risk money on a result
A hurting or suffering substance	Painful	Water from the sky	Most flood
Liquid measure (1/2 quart)	Beach	Means of transportation	Animal Liquid coloring
That woman	Footwear	Make great efforts	Opposite of west
		Discolor in a lasting way	Dine

Афоризм имеет следующую формулу:

$\overline{4\ 2}$ $\overline{1\ 5}$ $\overline{6\ 7}$ $\overline{3\ 10\ 9}$ $\overline{11\ 12}$ $\overline{13\ 8}$



Ключ к тексту:

I never eat BACON and eggs for breakfast but I always
1 2 3

drink TEA.

4 5

I also drink ORANGE juice. I have bread or TOAST with
6 7 8 9 10 11

jam. Once in a while, I have corn on the COB .
12 13

Ключ к афоризму

TO BE OR NOT TO BE

4 2 15 67 3 10 9 11 12 13 8

4.

A. The answer to each of these definitions below is a five-letter word. Each of these words ends in the same four letters, but has a different first letter. What are the words?

- | | |
|--------------------------|----------------------------|
| 1. power | 5. opposite of the wrong |
| 2. vision | 6. not day |
| 3. opposite of the loose | 7. struggle |
| 4. not dark | 8. the number of this clue |

B. This Hallowe'en witch flew over six English cities and towns. Discover their names by rearranging the letters in each of the boxes.



Key: A. 1. might, 2. sight, 3. tight, 4. light, 5. right, 6. night, 7. fight, eight, B. Preston, London, Bristol, York, Hull, Oxford

5. Letter from...?

It is a letter from an aunt to a favourite niece. See if you can find out what it is all about! When solved, the pictute clues will give you the words.



Answer: Dear Bridget, I was so sorry that you could not go to the circus with us on Monday. Jack and Linda enjoyed it so much. All the acts were wonderful and the clowns so very funny! I hope you will soon be well. Love from Aunt Peg.

6. Scrabble

Игра «*Scrabble*» очень распространена в Англии. Игровое поле представляет собой лист картона размером 300×300 мм. На этом листе необходимо вычертить 225 клеток (15×15) размером 20×20 мм каждая. На игровом поле написаны слова так, как это указано на рисунке. Во всех этих словах сто букв. В соответствии с этим изготавливаются сто картонных крышек размером 15×15 мм. На одной стороне каждого такого квадратика пишется буква.

Для каждой буквы делается следующее количество крышек: А — 9, В — 2, D — 3, Е — 13, F — 3, G — 3, Н — 2, I — 6, J — 1, К — 1, L — 6, М — 2, N — 8, О — 8, Р — 2, Q — 1, R — 5, S — 5, T — 6, U — 4, V — 2, W — 3, X — 1, Y — 1, Z — 1.

Фишками могут служить кружочки картона, пуговицы или какие-либо другие мелкие предметы.

После того как ребята изготовят экземпляры игрового поля, крышек и фишек, учитель объясняет им правила игры в «*Scrabble*». Одновременно могут играть 2, 3 или 4 человека. Перед началом игры все крышки перемешиваются. Крышки лежат на «базаре» чистой стороной вверх. После того как участники игры решат, кому начать первым, каждый играющий берет семь крышек и располагает их перед собой буквами вверх так, чтобы все участники могли их видеть. Затем первый играющий выбирает любые две крышки из своих семи, чтобы закрыть либо первые буквы в любых двух словах на доске, либо первую и вторую букву какого-нибудь одного слова. За один ход нельзя использовать больше двух крышек. Сделав свой ход, первый игрок берет с «базара» две крышки, и игра по часовой стрелке переходит к следующему участнику, который делает то же самое, что и первый играющий. Играющий может закрыть начальную букву любого слова, даже если начальная буква этого слова не является первой буквой другого слова (например, В в слове *ВООТ*). Правила игры не разрешают играющему пропускать ход, если у него есть крышки, которые можно использовать. Если

нельзя использовать две покрывки, следует играть только одной, а если ни одна из покрывок не может быть использована, играющий пропускает ход. Цель каждого играющего — первым закрыть последнюю букву в любом слове на игровом поле и получить, таким образом, за это фишку. Если, накрыв одну букву, играющий заканчивает сразу два слова, он получает две фишки. Например, накрыв *T* в слове *ELEPHANT*, играющий может «дописать» два слова: *ELEPHANT* и *BOOT*. Поскольку слова перекрещиваются, возможны случаи, когда последняя незакрытая буква в слове не является последней в «дописываемом» слове. Например, если покрыты буквы *Q, U, E* в слове *QUEEN* и *N* в слове *NEST*, то участник игры, который накроет вторую букву *E* в слове *QUEEN*, таким образом, дописывает это слово и получает за это фишку.

Каждый играющий имеет право изучать покрывки своих соперников и не ставить те из своих семи покрывок, которые могут привести к тому, что соперник «допишет» какое-нибудь слово. Вместе с тем правила не позволяют удерживать покрывку в том случае, если у игрока нет двух других, которыми он может сыграть. Когда на «базаре» не остается ни одной покрывки, игра продолжается до тех пор, пока не будут использованы все покрывки. Играющий, у которого больше фишек, выигрывает.

Мы полагаем, что ознакомившись с правилами этой игры, учитель сможет придумать свои собственные варианты, использовать те слова, которые он считает наиболее подходящими для своих учащихся, а учителя других иностранных языков могут продумать свои варианты этой игры.

В заключение хочется дать несколько практических советов и рекомендаций. Поскольку очень важно находить быстро, их можно как-то выделить: можно обвести клетку, в которой заключена начальная буква, цветной тушью, можно в первой клетке нарисовать тот предмет, который обозначается данным словом. Важно, чтобы ребята, играя в «*Scrabble*», называли закрываемую ими букву по-английски и пользовались игровой терминологией на английском языке. Словарик терминов

может быть полезен тем учителям, которые заинтересуются этой игрой:

board — игровое поле, доска;

kitty — банк (*место, где находятся фишки*);

pool — «базар» (*место, где находятся покрываши*);

tiles — покрываши;

counters — фишки;

to draw a counter from the kitty — взять одну фишку из банка;

to draw a tile from the pool — взять одну покрывашку из «базара»;

to cover the letters — покрывать буквы;

the first (the starting) letter — начальная буква;

to get (to earn) a counter — выиграть фишку;

to win the game — выиграть игру;

turn — ход;

			D				C	R	O	W				
	W		O	W	L					I				
	M		V				F	L	A	G		C		
	E	Y	E	S					P			O		
	E			U				Z	E	B	R	A		
	L		I	N	D	I	A	N			O		T	
						C					O			
M				E	L	E	P	H	A	N	T		F	
O						L					J		I	
U			S			Q	U	E	E	N		A	S	
S	O	F	A				M			E		M	A	T
E			N	U	T					S			X	
			D		I	R	O	N		T	I	G	E	R
					L			E			N			
		V	A	S	E			T	A	N	K			

to pass one's turn — пропустить ход;

to miss one's turn — потерять ход;

Whose turn is it? — Чей ход?

It's your turn — Ваш ход;

to complete the word — закончить слово;

opponent — соперник;

player — участник игры;

to hold back a tile — удерживать покрывку;

Let's decide who is to play first — Давайте решим, кому играть первым;

I cover the B of BOOT — Я покрываю *B* в слове *BOOT*.

7. Word Pyramids

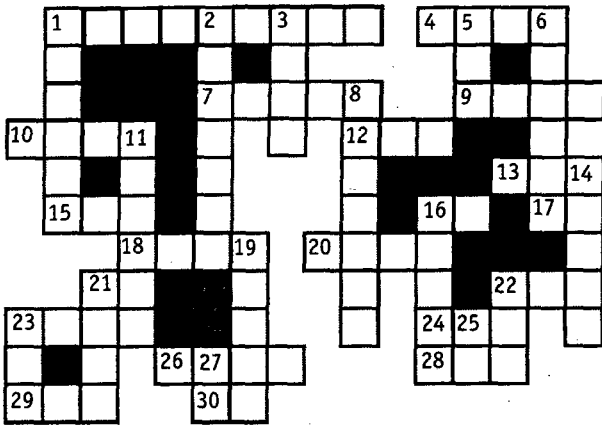
Make a word pyramid with A at the top and three letters A + 3 letters S at the right side.



Key:

```
      A
     A N
    A N D
   S A N D
  S T A N D
 S T R A N D
```

КРОССВОРДЫ

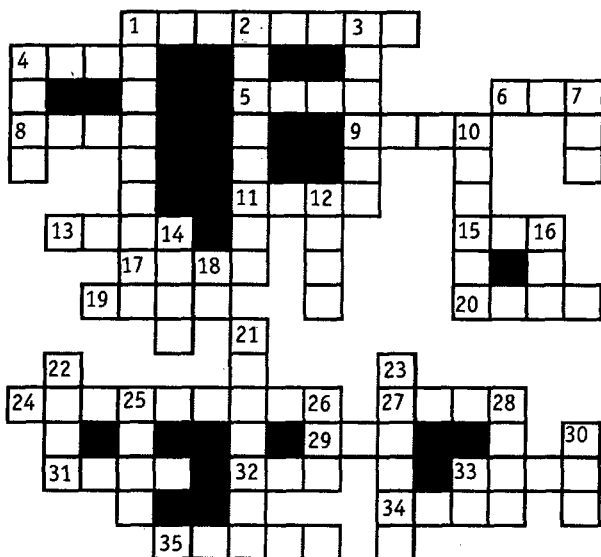


Across: 1. Something which girls and women put on then legs. 4. Antonym of *buy*. 7. That which teachers do 9. Way. 10. A creature with wings which can fly. 12. Animal. 13. Not many. 15. Something we shoot with. 16. Two letters giving the sound [iə:]. 17. Two letters giving he sound [ʃ]. 18. Not one. 20. The English for *дверь*. 21. Personal pronoun. 22. Not near. 23. Wild animal. 24. A large stretch of salt water. 26. Something without which we can't eat soup, eggs, meat and potatoes. 28. Girls and women wear it on their heads. 29. Nol good. 30. Possessive pronoun.

Down: 1. Something with which we tie things together 2. The room where people cook their breakfast, dinner and supper. 3. Not far. 5. That with which we hear. 6. Plural of *a loaf*. 8. A place of shelter for ships. 11. The main meal of the day. 14. Interrogative adverb. 16. The English for *ирландский*. 19. Opposite of *late*. 21. Synonym of *difficult*. 22. Not thin but thick. 23. Boy's name. 25. Two letters giving the sound [i:] or [e], 27. A form of *be*.



Key: *Across:* 1. Stockings. 4. Sell. 7. Teach. 9. Road. 10. Bird. 12. Ass. 13. Few. 15. Gun. 16. Letters *ir*. 17. Letters *sh* 18. None. 20. Door. 21. He. 22. Far. 23. Bear. 24. Sea. 26. Salt. 28. Hat. 29. Bad. 30. My. *Down:* 1. String. 2. Kitchen. 3. Near. 5. Ear. 6. Loaves. 8. Harbour. 11. Dinner. 14. Where. 16. Irish. 19. Early. 21. Hard. 22. Fat. 23. Bob. 25. Letters *ea* 27. Am



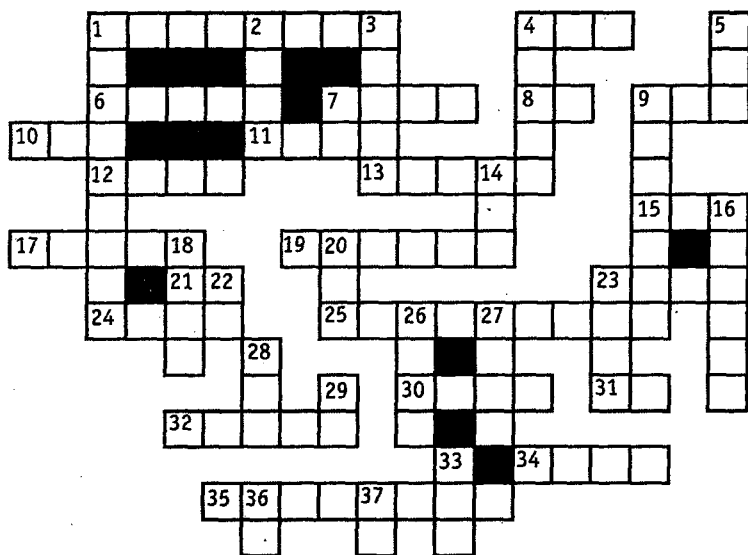
Across: 1. Adverb from *terrible*. 4. Not covered or clothed. 5. That which shines at night. 6. In what manner? 8. Something we wear on our foot. 9. Toy. 11. Past participle of *be*. 13. The second half of the word *afternoon*. 15. To take some food into the mouth and to swallow it. 17. Opposite of *far*. 19. Antonym of *worst*. 20. Food. 24. A day of the week. 27. Personal pronoun in the Objective Case. 29. Organ of hearing. 31. High. 32. Football term. 33. Too. 34. The part of the body between the shoulders and the head. 35. Plural of *woman*.

Down: 1. Means of talking to somebody at a distance. 2. Antonym of *forget*. 3. The capital of England. 4. A low tree. 7. Interrogative pronoun. 10. A place where one can see many beautiful pictures or other things. 12. The English for *даже*. 14. That which birds make to lay eggs. 16. Most people drink it in the morning. 18. Preposition. 21. The room in which people sleep. 22. Past Tense of *lend*. 23. Opposite of *weak*. 25. Girl's name. 26. The English for *все еще*. 28. Little children must drink it every day. 30. Antonym of *high*.

**Key:**

Across: 1. Terribly. 4. Bare. 5. Moon, 6. How. 8. Shoe.
9. Drum. 11. Been. 13. Noon. 15. Eat. 17. Near. 19. Best.
20. Meat. 24. Wednesday. 27. Them. 29. Ear. 31. Tall
32. Out. 33. Also. 34. Neck. 35. Women.

Down: 1. Telephone. 2. Remember. 3. London. 4. Bush
7. Who. 10. Museum. 12. Even. 14. Nest. 16. Tea. 18. At.
21. Bedroom. 22. Lent. 23. Strong. 25. Nell. 26. Yet 28. Milk.
30. Low.



Across: 1. Autumn month. 4. Personal pronoun. 6. School children w— in their notebooks. 7. The English for *даже*. 8. Preposition. 9. Pioneers wear it round their necks. 10. A large car used for carrying people. 11. It grows in the gardens, parks and streets. 12. Past Tense of *pay*. 13. Opposite of *wrong*. 15. Tell. 17. Fruit. 19. Place where people walk and buses and trolley-buses run. 21. Two letters giving the sound [a:]. 23. Present Tense of *fell*. 24. Flower. 25. The day before. 30. Superlative degree of

many, much. 31. Preposition. 32. The English for *молодой*. 34. Opposite of *hot*. 35. The name of a well-known character of a book written by Defoe.

Down: 1. The English for *газета*. 2. Present Tense of *met*. 3. Place where children like to swim in summer. 4. Something which boys and men wear. 5. Present Tense of *lay*. 7. Two Setters giving the sound [i:]. 9. A day of the week. 14. Antonym of *cold*. 16. The colour of leaves in autumn. 18. Opposite of *west*. 20. Something children like to play with. 22. Prefix. 23. Quick. 26. Similar (alike, not different). 27. Antonym of *difficult* or *hard*. 28. Personal pronoun. 29. Two letters giving the sound [æ]. 33. The English for *теперь, сейчас*. 36. Preposition. 37. Opposite of *yes*.



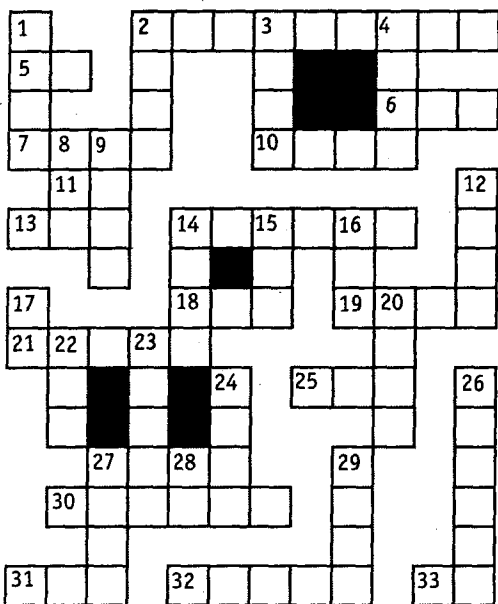
Key:

Across: 1. November. 4. She. 6. Write. 7. Even. 8. In. 9. Tie. 36. On... 10. Bus. 11. Tree. 12. Paid. 13. Right. 15. Say. 17. Apple. 19. Street. 21. Letters *ar*. 23. Fall. 24. Rose. 25. Yesterday. 30. Most. 31. To. 32. Young. 34. Cold. 35. Rohm son.

Down: 1. Newspaper. 2. Meet, 3. River, 4. Shirt. 5. Lie. 7. Letters *ee*. 9. Tuesday. 14. Hot. 16. Yellow. 18. East. 20. Toy. 22. Prefix *re-*. 23. Fast. 26. Same. 27. Easy. 28. You. 29. Letters *ng*. 33. Now. 36. On. 37. No.

Across: 2. The day before. 5. Personal pronoun in the Objective Case. 6. Numeral. 7. Difficult. 10. Past Tense of *take*. 11. Prefix. 13. One says it when one agrees. 14. A day of the week. 17. Indefinite article. 18. The English for *видеть*. 19. Kind of food. 21. Begin. 25. The English for *автомобиль*. 27. Part of the face. 30. Baby cat. 31. Present Tense of *bought*. 32. Study. 33. Preposition of place which means *y, e, za*. 35. Robinson.

Down: 1. A lot of. 2. Place near or round the house. 3. The English for *мекст*. 4. A thing to sit and work at in the classroom. 8. The form of *be* in the Present Tense, plural. 9. Opposite of *work*. 12. The superlative degree of *good*. 14. Quick. 15. Water



becomes this when it is frozen. 16. The part of the body between the shoulder and the hand. 20. Not difficult. 22. Beautiful. 26. Past Tense of *catch*. 27. Large town. 28. Personal pronoun. 29. Do not play with matches, you may *burn your fingers*.



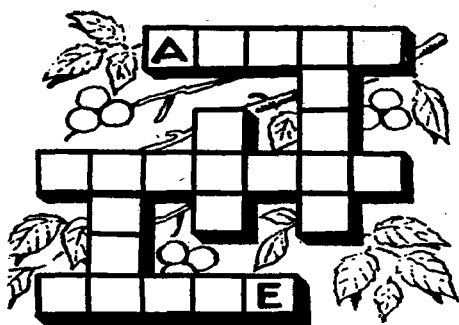
Key:

Across: 2. Yesterday. 5. Us. 6. Six. 7. Hard. 10. Took. 11. *Re-*. 13. Yes. 14. Friday. 17. A. 18. See. 19. Meat. 21. Start. 25. Bus. 27. Chin. 30. Kitten. 31. Buy. 32. Learn. 33. At.

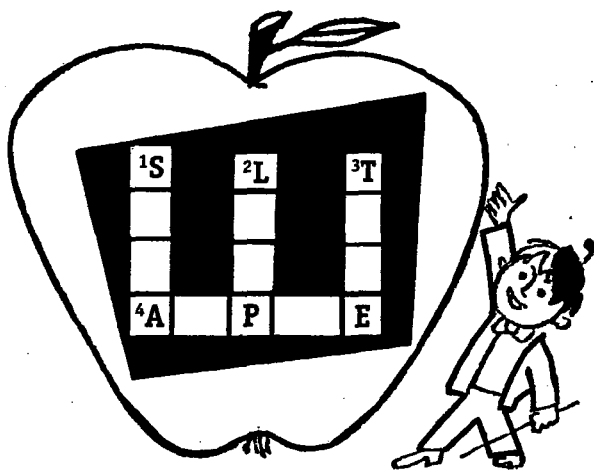
Down: 1. Much. 2. Yard. 3. Text. 4. Desk. 8. Are. 9. Rest. 12. Best. 14. Fast. 15. Ice. 16. Arm. 17. As. 20. Easy. 22. Too. 23. Right, 24. Fine. 26. Caught. 27. City. 28. It. 29. Burn.

Fruit Crossword

Впишите необходимые буквы и узнаете названия 6 вкусных фруктов.



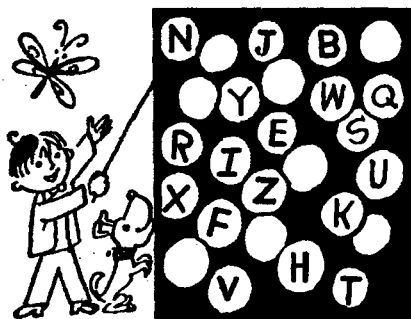
✓ Key: Across: Apple, Apricot, Grape. Down: Pear, Fig, Lemon



✓ Key: 1. Sofa. 2. Lamp. 3. Tree. 4. Apple.

PUZZLES

1. Впишите недостающие буквы алфавита и составьте из них слова.



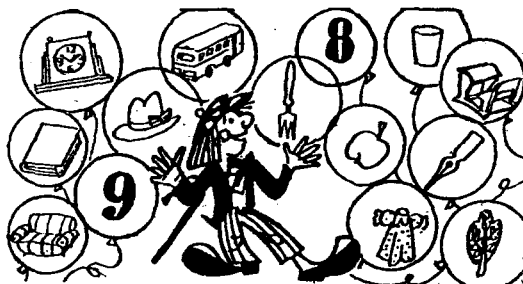
Key:

Пропущенные буквы: A, C, D, G, L, M, O, P.

Слова из букв: Old. Dog. Map. All. Cap. Lamp. Cold.

Go. Do.

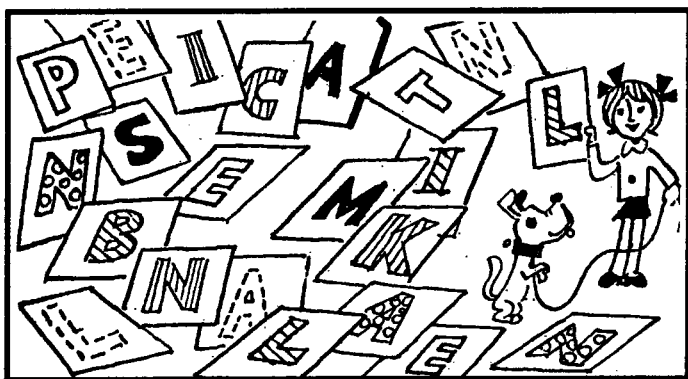
2. Назовите по-английски предметы, изображенные на шарах. Запишите названия этих предметов в алфавитном порядке. Прочитайте, а затем скажите по памяти записанные вами слова.



Key: Apple. Book. Bus. Clock. Desk. Dress. Eight.

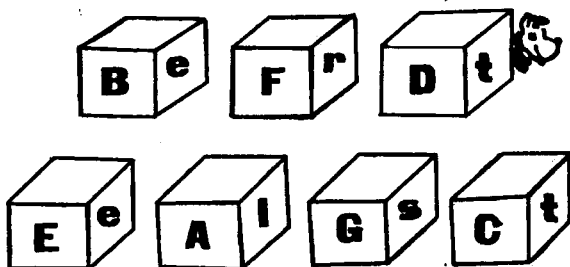
Fork. Glass. Hat. Nine. Pen. Sofa. Tree.

3. Выберите буквы одного вида и составьте из них имена мальчиков и девочек.



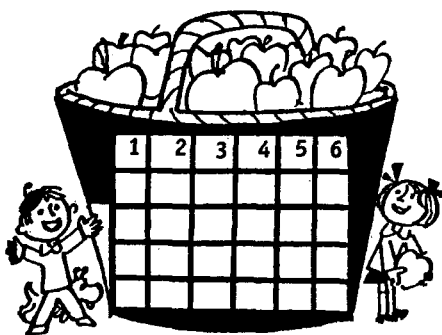
✓ Key: Pete. Sam. Bill. Ann. Lena. Nick.

4. Если вы расположите кубики так, чтобы заглавные буквы были в алфавитном порядке, тогда маленькие буквы на кубиках составят слово. Прочитайте его.



✓ Key: Letters.

5. Заполните вертикальные ряды клеток словами. Правильно подобрать слова вам помогут предложения. Если вы все сделали правильно, то в верхнем горизонтальном ряду составитя еще одно слово. Какое?



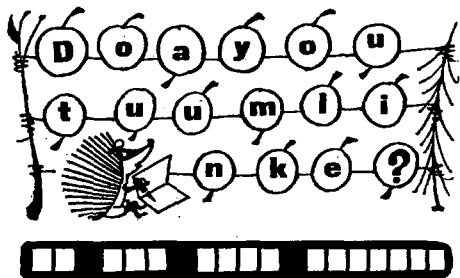
1. The fourth month of the year is
2. Pete goes to school. He is a
3. There are many apples on the
4. Their garden is not small. It is
5. Four and four are
6. I eat with a



Key: 1. April. 2. Pupil. 3. Plate. 4. Large. 5. Eight.
6. Spoon.

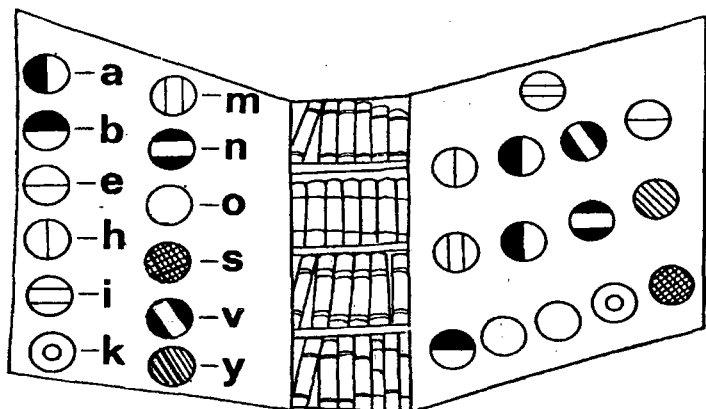
Слово при пересечении в горизонтальном ряду: Apples.

6. Расположение черешков у яблок поможет вам прочитать зашифрованный здесь вопрос. Ответьте на него.



Key:
Do you like
autumn?

7. На левой дверце книжного шкафа — шифр. Заменяя на правой дверце значки буквами, вы сможете прочитать предложение. Используйте, где нужно, прописную букву.



Key: I have many books.

8. Books

Jane likes to read. Every day after school she takes a book, sits down at her desk and reads.

One day two girls, Ann and Ada, come to see Jane.

Ann says to Jane, «Do you want to go with us to the park?»

“No, I cannot go with you to the park today,” says Jane. “I want to stay with my friends.”

What friends?» asks Ada. “Where are they? I don’t see them.”

“I have very many good friends,” says Jane. “Do you want to see them? Look at the shelf, look at my desk and you can see them.”

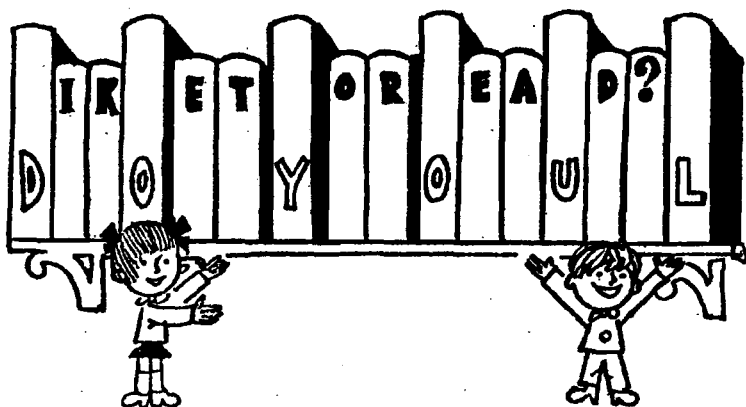
And then Jane says, “....”

What does Jane say?



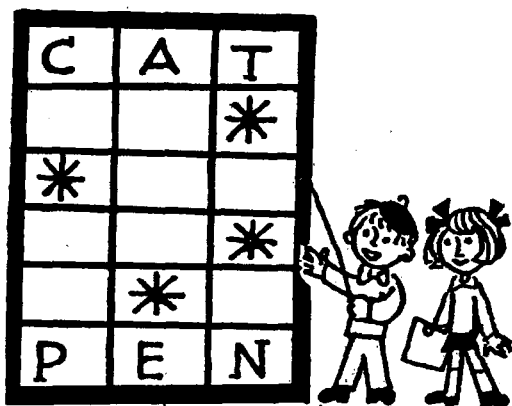
✓ Key: Books are my good friends and teachers.

9. What do you see in the picture?
Are there many books on the shelf?
Where are the children standing?
What is the girl asking the boy?



✓ Key: Do you like to read?

10. **Cat.** Изменяя в каждом следующем слове по букве, превратите слово CAT в слово PEN. Значок показывает, какая буква должна быть изменена. Правильно подобрать слова вам помогут предложения.



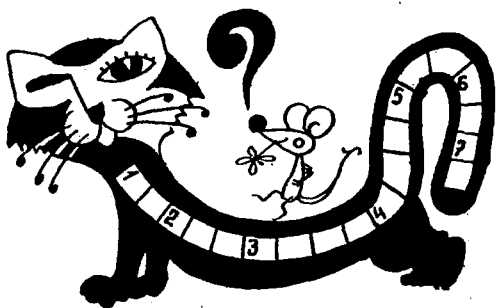
- Dick's ... is black.
 Look at the
 Our teacher is a
 I see four ... in the street.

Key: Cap. Map. Man. Men. Pen.

11. The «Cat» Chainword

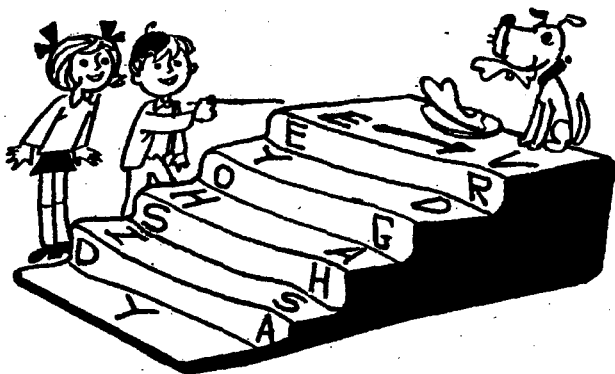
Решите чайнворд. Правильно подобрать слова вам помогут предложения.

1. I see a big black
2. Pete's cat is under the
3. Three cats and five cats are ... cats.
4. ... is a white cat and that is a grey cat.
5. My cat likes to sit on the
6. ... has a nice cat at home.
7. Kate has ... cat at home.



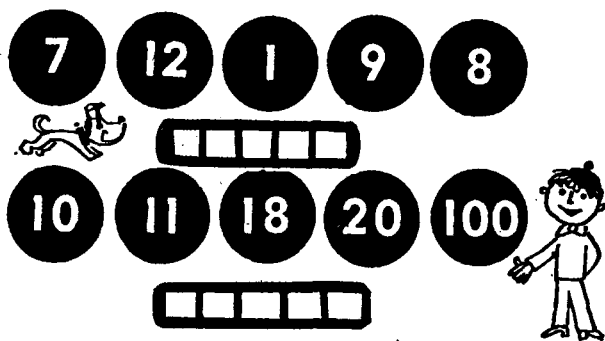
Key: 1. Cat. 2. Tree. 3. Eight. 4. This. 5. Sofa. 6. Ann.
7. No.

12. Прочитав последовательно буквы на каждой ступеньке, вы узнаете новую английскую пословицу. Стрелка показывает, от какой буквы надо начинать читать.



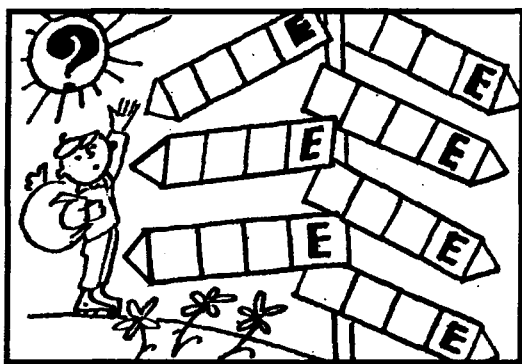
Key: Every dog has his day. (Русская пословица: Будет и на нашей улице праздник.)

13. Назовите эти числа по-английски, и из первых букв названных слов составятся новые слова. Какие?



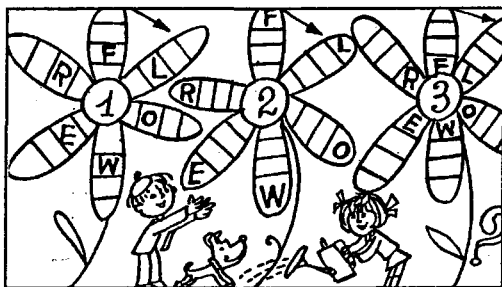
✓ Key: Stone. Teeth.

14. Вспомните слова в четыре буквы с конечной буквой E и заполните клетки недостающими буквами.



✓ Key: Возможные ответы: Tree. Kite. Rose. Blue. Nine. Time.

14. The «Flower» Crossword. В каждом цветке есть слово «flower». Заполните недостающие буквы так, чтобы в каждом лепестке было слово из четырех букв. Правильно подобрать слова вам помогут предложения.



I. Sit down on the ..., please.
 My father is a ... man.
 I like to read a good
 Put ... your pens on the desks.
 We like to play under the
 This is a spoon and that is a

II. I go to school on
 There is a ... on the desk.
 ... your books, please.
 ... do you get up? At seven.
 We see with our
 A ... is a fine flower.

III. I come home at ... past two.
 All boys like to play
 Pete comes ... the room and comes up to me.
 There is much ... in winter.
 Do you ... flowers? Yes, I do.
 Eight divided by two is

Key: I. Sofa. Tall. Book. Down. Tree. Fork. II. Foot. Lamp. Open. When. Eyes. Rose. III. Half. Ball. Into. Snow.

15. Посмотрите на рисунок и составьте из букв, данных на обложке вразбивку, слово. Составленное слово используйте в диалоге вместо пропуска.



Ann: I say, Dan, look at the picture! Do you see a very little boy in it?

Dan: Yes, I do. *Ann:* Do you know who he is?

Dan: Oh, yes. It's Pinocchio. I know him by his long nose.

Ann: Do you see a man in the picture?

Dan: Yes, I see him very well.

Ann: And who is that man?

Dan: I think he is Pinocchio's ...

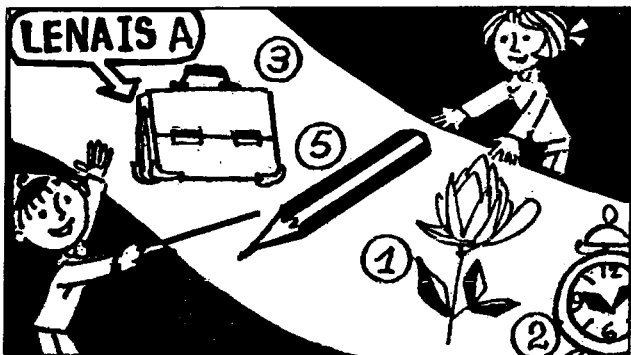
Ann: What is his name?

Dan: Well, all boys and girls know it. His name is Karlo.



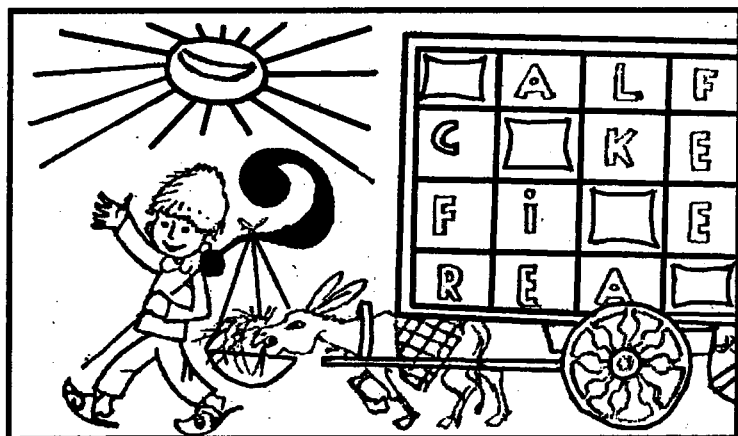
Key: Father.

16. Закончите предложение, предварительно расшифровав нужное слово по рисункам. Цифра показывает, какую букву по порядку из названия предмета нужно взять.



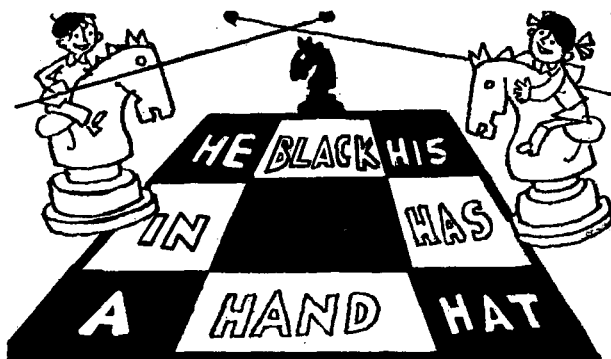
✓ Key: Lena is a girl.

17. Вставьте в слова пропущенные буквы, и по диагонали у вас получится еще одно слово.



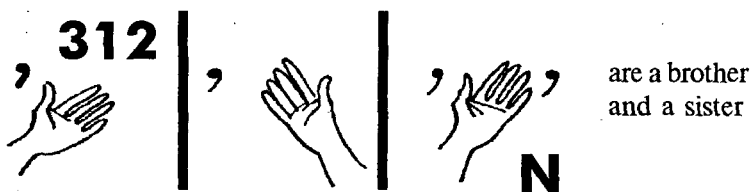
✓ Key: Hand.

18. Обойдите квадраты ходом шахматного коня, и вы прочитаете предложение



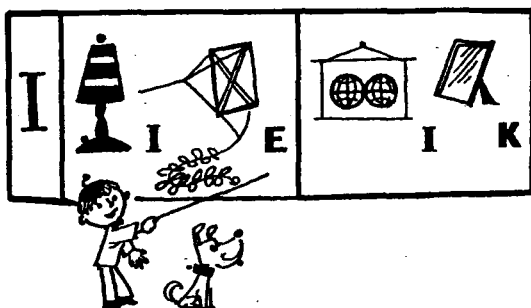
Key: He has a black hat in his hand.

19. Расшифруйте ребус и прочитайте предложение.



Key: Dan and Ann are a brother and a sister.

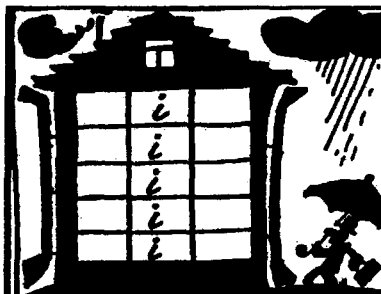
20. Чтобы прочитать зашифрованное здесь предложение, возьмите первые буквы из названий предметов и соедините, их с написанными.



Key: I like milk.

21. Вспомните слова в три буквы со средней буквой i. Правильно подобрать слова вам поможет текст.

A House



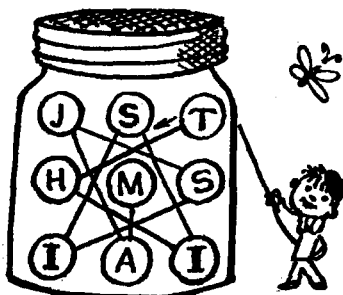
You can see a house in the picture. It is not little. It is
I live in this house. My name is I am a little boy. I am ...

years old. I do not like to ... still. I like to play with my brother Ben. My brother is a pupil. He is a Young Pioneer. Every day he takes... bag and goes to school.



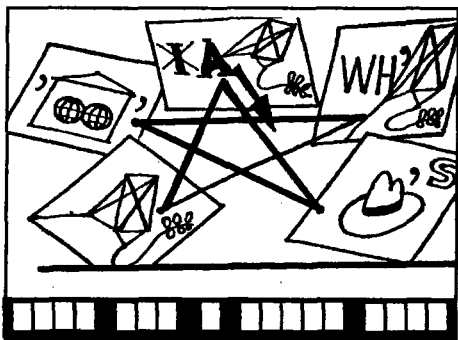
Key: Big. Sid. Six. Sit. His.

22. Если вы прочтаете буквы в том порядке, как они соединены линиями, то прочтаете предложение. Стрелка показывает, от какой буквы надо начинать читать.



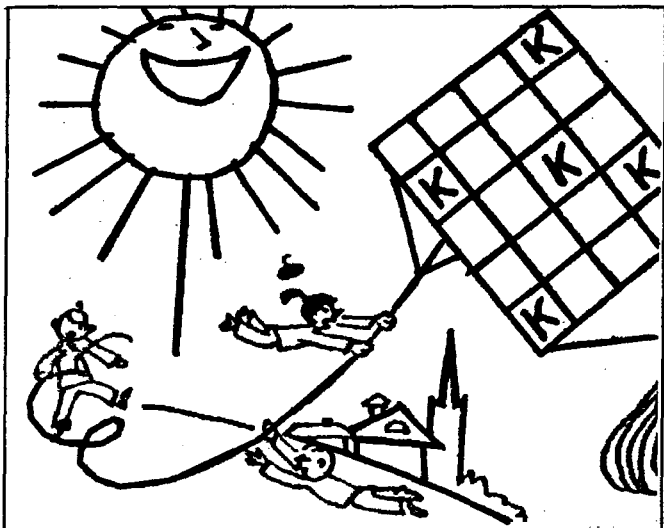
Key: This is Jam.

23. Расшифруйте ребус, а затем, следуя по направлению лучей звездочки в центре, вы сможете прочитать предложение.



Key:
Kate has a
white kite.

24. Заполните горизонтальные ряды рисунка недостающими буквами известных вам слов. Правильно подобрать слова вам поможет диалог.



Jane: Steve, ... at the picture! What do you see in it?

Steve: Well, I see a big

Jane: Do you ... this kite?

Steve: Oh, yes. It's a nice kite.

Jane: What colour is the kite?

Steve: It is as white as

Jane: And who is flying the kite?

Steve: Two boys and one girl.

Steve: Two boys and one girl.

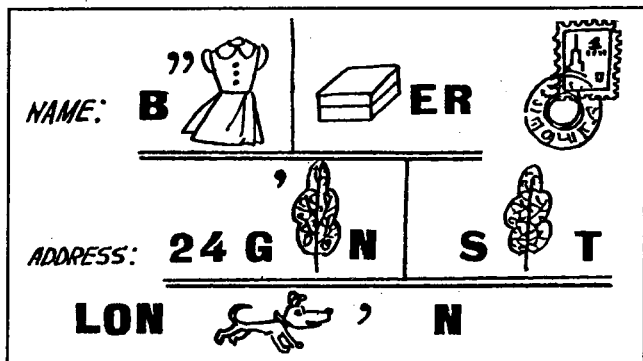
Jane: And now tell me their names.

Steve: They are Pete, Kite and



Key: Look. Kite. Like. Milk. Kate.

25. Расшифровав ребус на конверте, ответьте на вопросы.



A Letter

In this picture you see a girl. Her name Kate, She is 13. She is in the seventh form. She has many friends at school and a pen-friend who lives in England.

Kate likes to write to her pen-friend. She likes to get and to read letters from her pen-friend, too. Now she is reading a letter from her pen-friend.

???

Is Kate's pen-friend a girl or a boy?

What is her pen-friend's name?

Where does her pen-friend live?

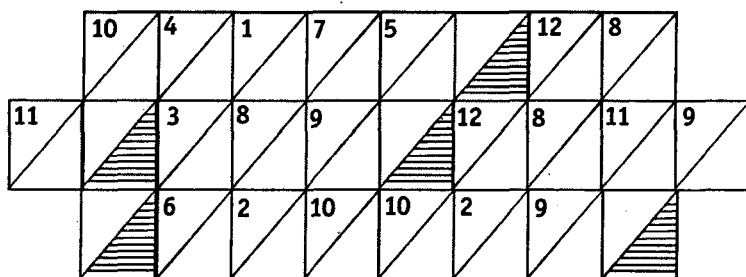
What street does her pen-friend live in?

What flat does her pen-friend live in?



Key: Name: Bess Boxer. Address: 24 Green Street, London

26. Это шифрованное письмо. Чтобы его прочесть, нужно буквы вставить в клетки письма соответственно их номерам.

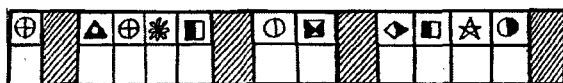


A-1 F-3 K-5 N-7 R-9 U-11
E-2 H-4 L-6 O-8 T-10 Y-12



Key: Thank you for your letter.

27. Это еще одно шифрованное письмо. Каждый значок соответствует какой-нибудь букве. Замените значки в письме буквами, и вы прочтаете его. Используйте, где нужно, прописную букву.

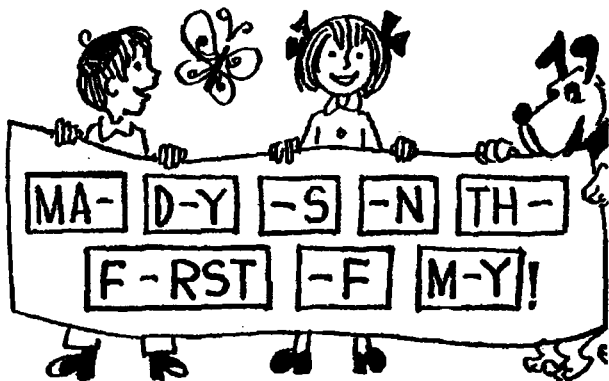


a - ☆ d - ⊙ e - □ i - ⊕
k - * l - ▲ o - ⊠ r - ◀
s - ▲ t - ⊕ u - ⊙ y - ◻



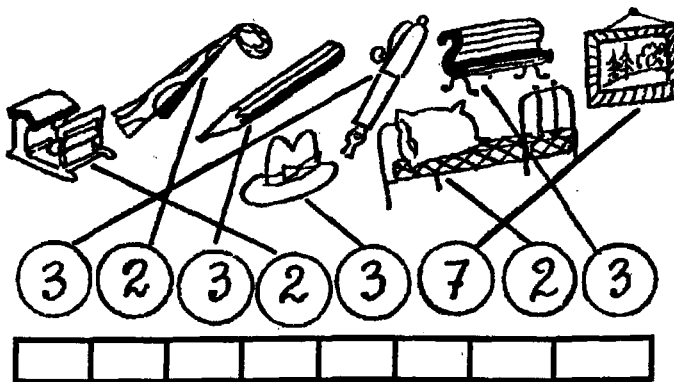
Key: I like to read your letters.

28. Восстановите гласные буквы в предложении.



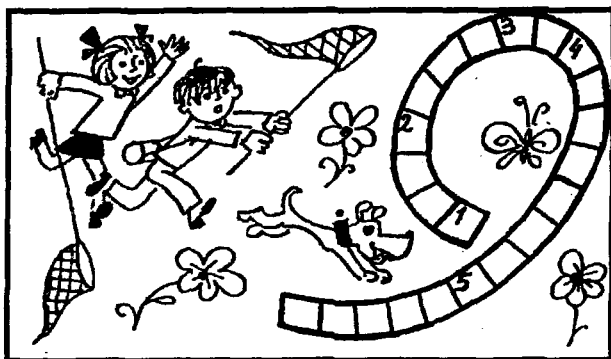
Key: May Day is on the first of May.

29. Назвав рисунки по-английски, возьмите из каждого слова указанную цифрой букву, впишите ее в клеточку, и вы прочитаете слово.



Key: Nineteen.

30. Ответьте на вопросы и впишите ответы в клеточки чайнворда.



1. How much are nine times one?
2. How much is nine minus one?
3. How much is nine plus one?
4. How much are nine and ten?
5. How much are nine times ten?

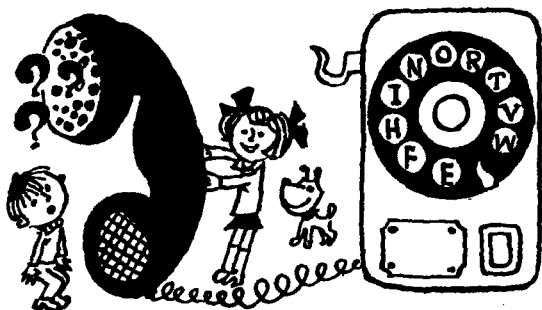
Key: 1. Nine. 2. Eight. 3. Ten. 4. Nineteen. 5. Ninety.

31. Расшифровав ребус, вы прочитаете пословицу.



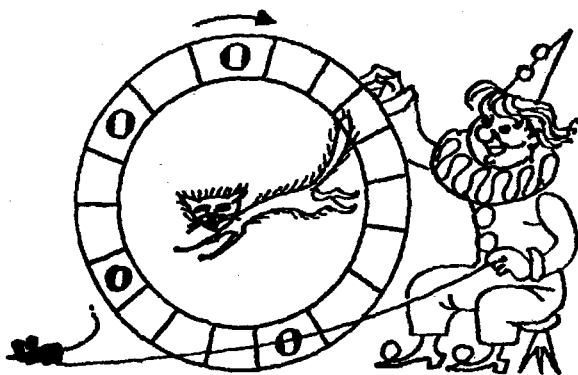
Key: One for all and all for one. (Русская пословица: Один за всех, и все за одного.)

32. Из букв, изображенных на диске телефонного аппарата, наберите слова, обозначающие числительные. Можно повторять одну и ту же букву несколько раз.



✓ Key: One. Two. Three. Five. Nine. Ten. Thirteen. Nineteen.

33. Заполните в чайнворде недостающие буквы слов. Правильно подобрать слова вам помогут предложения.

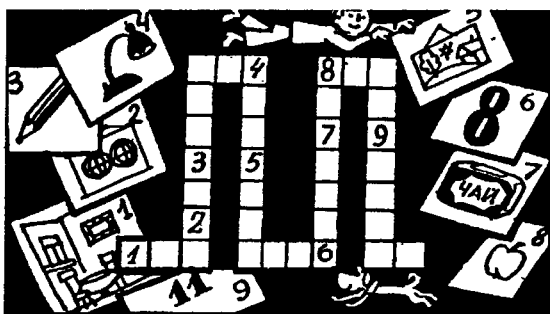


One from two is
 One from nine is
 One from three is

... your book, please.
 I have ... cat.
 How ... are you? I am ten.
 Rex is a big black
 My sisters ... to school.

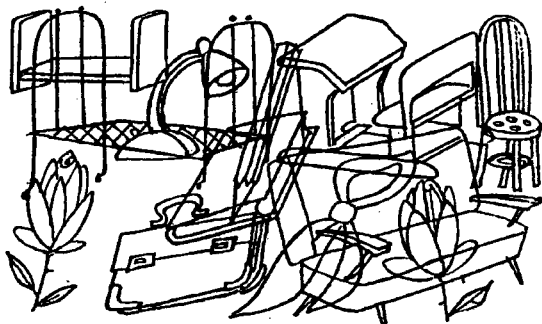
Key: One. Eight. Two. Open. Old. Dog. Go.

34. Впишите в чайнворд названия предметов, изображенных на картинках.



Key: 1. Room. 2. Map. 3. Pencil. 4. Lamp. 5. Picture. 6. Eight. 7. Tea. 8. Apple. 9. Eleven.

35. A Strange Picture



Pete: Look at the picture, Paul. Do you like it?

Paul: But what is it? It is a very strange picture.

Pete: Look at it! You can see many nice things in it.

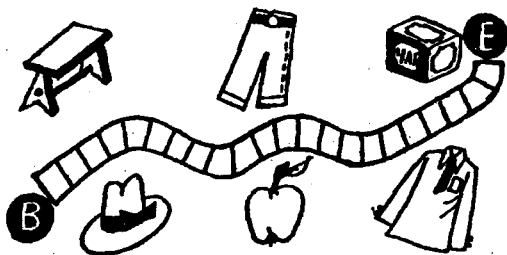
Paul: What are they?

Pete: Well, you can see a bed, a sofa, a lamp, a shelf, two big roses, a desk. But there are five moppre things. What are they?



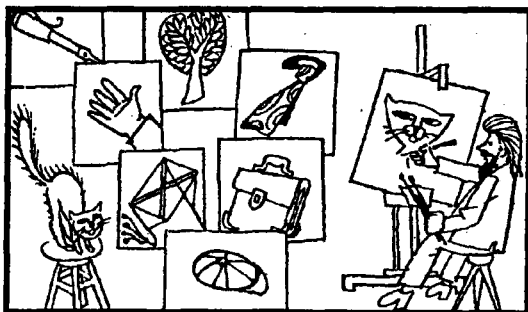
Key: a book, a chair, a bag, a pencil, a scarf.

36. Впишите в чайнворд названия предметов, изображенных на картинке.



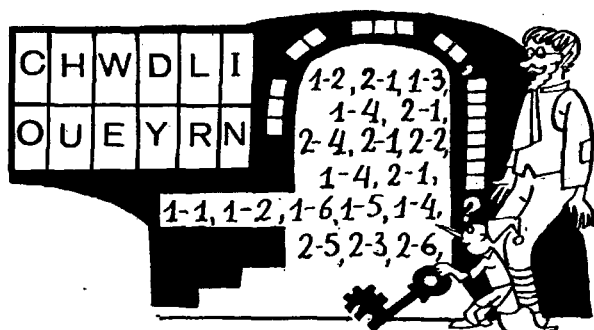
Key: Bench. Hat. Trousers. Shirt. Tea. Apple.

37. Назовите по-английски изображенные на отдельных картинках предметы, а затем подберите к этим названиями рифмы из слов, данных ниже.



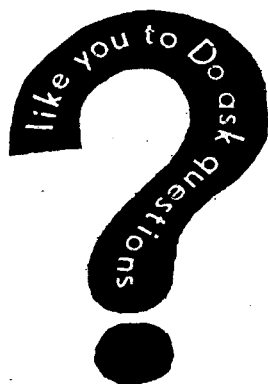
Key: Cat-hat.
Cap-map.
Kite-white.
Bag-flag.
Tie-I.
Hand-and.
Tree-see.
Pen-Ben.

38. Используя шифр, прочитайте зашифрованный на двери вопрос и ответьте на него. (Первая цифра показывает, из какого ряда взята буква, вторая — какая по счету буква в ряду.)










✓ Key: How do you do, children?

39. Восстановите порядок слов вопросительного предложения. Затем ответьте на вопрос.



✓ Key: Do you like to ask questions?

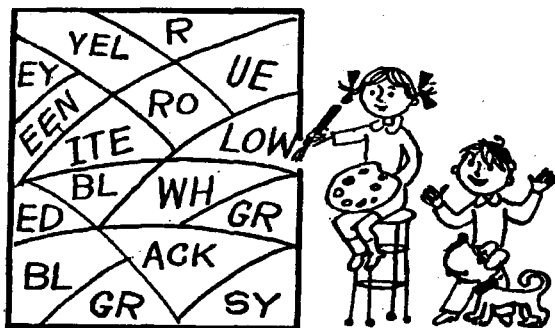
40. Прочитайте зашифрованное предложение. Плюсы и минусы являются шифром.

		5	
- + -	++ --	-- ++	- +- -
			
+ - - +	- - +	++ - -	- - +



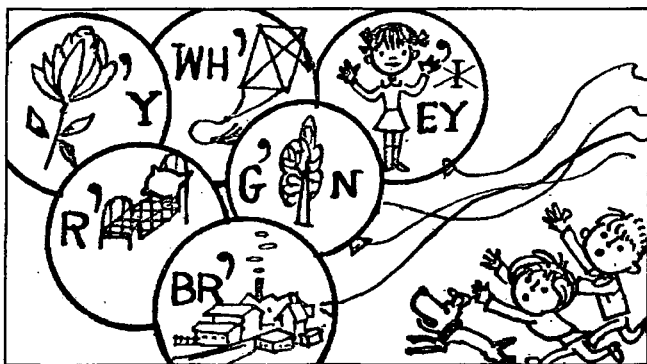
Key: I have a red bag.

41. Вы узнаете, какие цвета использует девочка, если соедините разорванные части слов правильно.



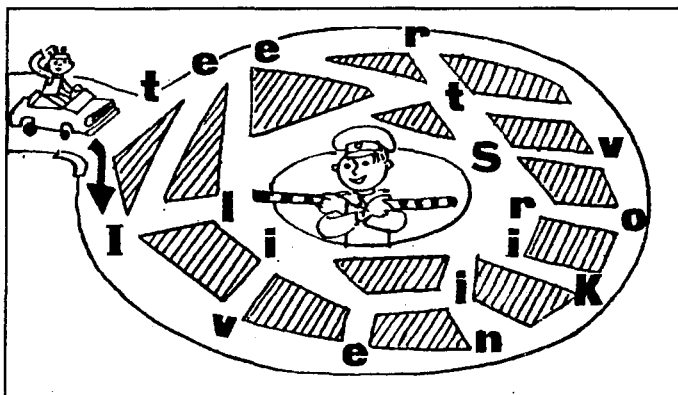
Key: Yellow. White. Blue. Black. Grey. Green. Rosy. Red.

42. Расшифруйте ребус, и вы узнаете, какого цвета шары.



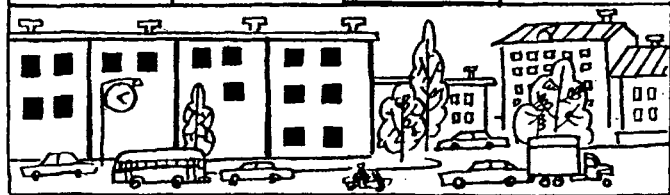
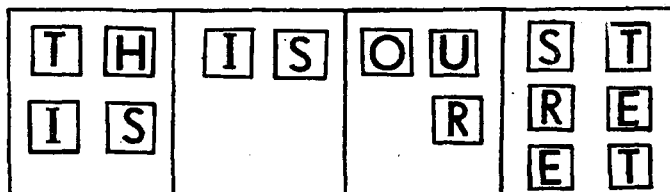
✓ Key: Brown. Green. Rosy. Red. White. Grey.

43. Соберите буквы, двигаясь по лабиринту, и вы прочтаете предложение.



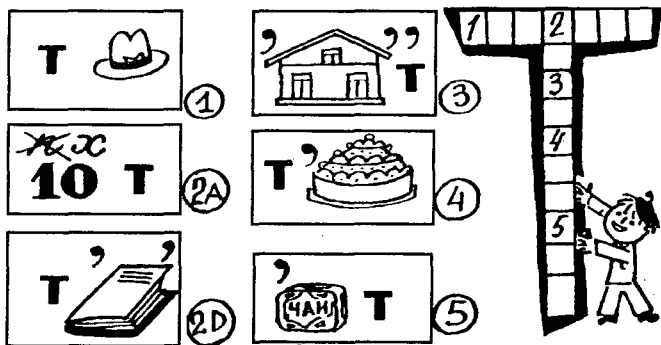
✓ Key: I live in Kirov Street.

44. Прочитайте зашифрованное здесь предложение.



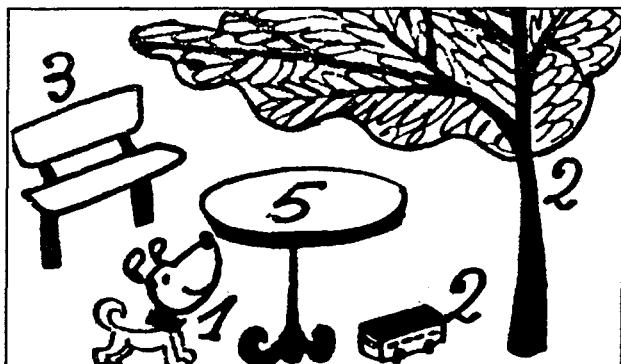
✓ Key: This is our street.

45. Расшифруйте ребусы и вставьте их в чайнворд.



✓ Key: 1. That. 2-A.Text. Too. 4. Take. 5. Eat.

46. Назовите по-английски, что вы видите на картинке. Возьмите из каждого названия букву, указанную цифрой на рисунке, и составьте из этих букв слово, затем ответьте на вопросы:



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Key: under

IV



РОЛЕВЫЕ ИГРЫ И ТЕАТРАЛЬНЫЕ ПОСТАНОВКИ

PRINCESS SEPTEMBER (After S. Maugham)

Цель – развитие речевых навыков и ознакомление учащихся с английским автором С. Моэмом и его сказкой.

Организация и проведение — игра проводится в несколько этапов. Целесообразно начинать с краткого сообщения о содержании книги и небольших фрагментов. Содержание сказки позволяет вовлечь многих учащихся в игру.

Characters: Storyteller, The King of Siam, Princess September, Bird, Sister June, Sister January, Sister March, Sister May, Sister August, Sister July, Sister December.

Storyteller: Once upon a time there lived the King of Siam who had many children. He didn't know how to name them. So, his boys were called by the letters of the ABC form A to J. His daughters were named after the names of the months. All his children were clever, friendly and he loved them dearly. And he gave his children the presents on his birthday. Yes, on his birthday! But one child he loved best of all. It was his daughter September. She was the youngest, the prettiest of them all and very kind and outgoing.

Today is the King's birthday.

The King of Siam: My dear children! It is my birthday today and today I give presents. You will be very happy to have these presents. Just have a look at these nice, beautiful birds in their

green coats. They can talk and every morning they will greet you saying “ Good morning!” and very evening they will tell you “Good night!”, when you go to bed. Aren’t they lovely!?

Storyteller: And the King gave every child a big green parrot in a golden cage.

But one day Princess September found her parrot dead in his golden cage. She began to cry and didn’t want to have her supper. She was crying and crying. Suddenly a little bird flew into her room. Then the bird began to sing. He sang beautiful his songs and Princess September stopped crying.

Pr. September: Who are you?

Bird: I came to sing my songs to you. I can sing about all I can see about flowers, trees and grass, about lakes and rivers, seas and oceans, about gardens and forests, about the sun and the moon and the stars.

Pr. September: Oh, I like your songs. I am so happy to talk to you.

Storyteller: In the evening the bird was singing her good night songs to Princess and flew away but he always came back in the morning to greet Princess September. Nobody knew about her new friend and so one day the Princess decided to tell her sisters about the bird.

Pr. September: Now we eat our breakfast and then you will meet my dear sisters.

Storyteller: The sisters were surprised at the news but they came to meet the Bird.

Bird: Dear Sisters, I like you very much. I will sing you my songs about the forests and flowers, about grass and fishes in the rivers about the winds and the clouds, about the rains and the Sun. I will sing a song for each of you! Listen to my songs, please.

Storyteller: All day Princess September was very gay all day long. She was running through all the rooms of the King’s palace, singing and dancing. The Bird was flying behind her and singing her beautiful songs. But the eight princesses were unhappy, they got angry and thought of a plan.

Sister June: Our dear sister, we are sorry that your beautiful parrot passed away. He was so beautiful and clever. We have our

pets but you don't. We want to buy a new parrot for you. Which do you want: green or yellow or red? They can sing and speak many languages and ask you questions.

Pr. September: Thank you my kind sisters. You really love me and take care of me. But now I don't want a parrot. I have a pet bird and love him. He is so nice and friendly and understanding. And he can sing his beautiful songs to me. He is a food friend and can talk to me.

Sister January: But how can he be your friend if he flies away every night and doesn't want to stay with you all the time.

Sister March: Yes, every time he flies in and out when he wants, and you sit here alone.

Sister May: You are never sure that he comes back .

Pr. September: He keeps his word and always comes back.

Sister August: I think you'd better pout him in the cage and be sure that he is next to you. When he flies in and out he is nobody's pet.

Storyteller: Poor Princess September didn't know what to do but she took the bird and put him into the golden cage.

Bird: Are you joking, Princess September?

Pr. September: No, I'm taking care of you. There are so many cats with blues eyes in the father's house. It's better for you to stay in the cage. It's a very nice cage, it's made of gold.

Bird: I don't like this cage at all. I don't need it.

Pr. September: I don't want the cats to eat you up.

Bird: OK, I'll stay one night in the cage and in the morning you'll take me out of it.

Storyteller: The Bird had a good supper and began to sing but soon stopped, he couldn't sing at all.

Bird: Excuse me, but I cannot sing. I don't know why.

Pr. September: Don't worry, sleep well and in the morning everything will be all right.

Bird: Dear September, it's morning. Please, open the cage and let me out. I want to have a good fly and see my friends, and the flowers, and the trees

Pr. September: No, you will stay in the cage. It's the best cage in the world.

Storyteller: After lunch the sisters came to see their youngest sister and her bird. They were very happy to see the bird in the cage.

Sister July: It's very clever of you to put the bird in the cage.

Sister December: Now you have your own pet. You are very clever girl, indeed.

Pr. September: Dear Bird, sing a song for us and I give sweets and ice cream and cakes. Why don't you sing?

Bird: I'm sorry but I can't sing in the cage. I don't know what to sing about.

Pr. September: Let's go for a walk and you will sing for us. You will see your flowers and grass and all the rest.

Storyteller: So they went for a walk but the bird couldn't sing. But the sisters told her September to keep the bird in the cage.

Bird: Dear September, if you keep me in the cage, soon I'll die. I can sing only when I'm free.

Pr. September: Then you will be free. Go to see your rivers and listen to other birds, see you clouds and listen to the drops of rain Go and be free. I love so much I want you to be happy.

I open the window, come and leave any time you want. I'll never put in the cage.

Bird: I'll come back, dear September. I'll come back and sing you my new best songs.

Storyteller: The sisters got very angry when they knew that September let her bird free. But Princess September and the Bird were very happy. Every morning the Bird came back and spent all her day with September, They played and sang together. The Bird could come any time he wanted. September slept with her window open and it did her a lot of good. She grew even more beautiful, strong and healthy.

LITTLE STUART SPENDS A DAY AT SCHOOL

Цель – развитие речевых навыков и ознакомление учащихся с книгой «Little Stuart».

Организация и проведение — игра проводится в несколько этапов. Целесообразно начинать с краткого сообщения о содержании книги и небольших фрагментов.

Characters: Storytellers 1,2, 3, Stuart, The Sad Man, schoolchildren, boys and girls, Mary.

1st Storyteller: Mr. and Mrs. Little were a happy American family who lived in a big American city New York. It was quite a usual family. Mrs. Little was a housewife, she liked to play the piano and was fond of her house and liked a white cat called Snowball. Their son George went to school.

2nd Storyteller: But one day something very unusual happened to them when Mrs. Little's second son was born. The baby looked like a mouse: he had a sharp nose, a long tail and whiskers. Mr. and Mrs. Little called him Stuart and called the doctor to examine this unusual boy. The doctor examined Stuart and said everything was all right with him.

Everybody loved Stuart but Snowball and was very happy when Stuart went out for a walk and didn't come back.

3rd Storyteller: One morning got up very early and drove through Central Park. Suddenly he saw a sad man sitting by the side of the road.

Stuart: Good morning, sir! Why are you so sad?

The sad Man: Because everything is bad.

St.: Can I help you?

The S.M.: Nobody can help me. I am the Director of school number 7 in this city and I always have many problems. Today one of my teachers is ill. I must find a teacher who will take her place.

St.: What's the matter with her?

The S.M.: I don't know. She doctor says she has a bad cold.

St.: Can't you find another teacher?

The S.M.: No, I can't. Nobody in the town knows anything about. Nobody knows how to teach at school. The lesson must begin in an hour.

St.: I shall be glad to take her place for a day. What's her name?

The S.M.: Her name? Miss Gunderson. Can you really help me?

St.: Why not? Of course, I can. I shall be glad to help you. What do you think of my suit?

The S.M.: I like your suit and you look nice in this striped trousers a black tie and spectacles. But do you think you can maintain discipline?

St.: Of course, I can. I shall make my lessons interesting and the discipline will take care of itself. Don't worry about me.

In the classroom.

Pupils of school 7:

— Do you know that Miss Gunderson is ill?

— Oh, it's a pity!

— Why, it's OK. We shall have no classes.

— Did you hear the news?

— What news?

— Why, we shall have a new teacher!

Stuart enters the classroom.

St.: Attention, please. As you know Miss Gunderson is ill. And I am taking her place. I am your new teacher.

1st pupil: What's the matter with her?

St.: Vitamin trouble. She took vitamin B when she needed C. Let it be a lesson for all of us.

Now everybody sit down.

The pupils took their seats.

Anybody absent? Anybody late?

The children shook their heads.

St.: Very well. Now we begin our lesson. What is the first subject that you usually study in the morning?

Children in chorus: Arithmetic.

St.: Bother arithmetic. Let's skip it.

Children shouted with joy.

St.: What is the next subject?

Ch.: Spelling.

St.: Well, of course, people must spell correctly. It is awful when people make mistakes in spelling. I advise you to buy a good dictionary and consult it when you have doubts. So, what's next?

Children laughed and waked their handkerchiefs and rulers.

St.: What's next?

Ch.: Drawing!

St.: Oh, dear, don't you know how to draw yet?

Ch.: Oh, we do!

St.: So, enough for that today.

A girl: History comes next.

St.: History? I don't like this subject. I don't like to talk about the past. Let's talk about something interesting.

A boy: What shall we talk about?

A girl: About snakes.

St.: I don't like snakes

A boy: Can we talk about Miss Genderson?

St.: No, we can't. It isn't polite. She is your teacher.

A girl: Then, may be, we can speak about the circus?

St.: No, let's speak about the King of the World.

A boy: But there is no the King of the World. Kings are out of fashion.

St.: All right. Then we shall speak about the Chairperson of the World. The World often gets into trouble because it has no Chairman. I would like to be Chairman of the World myself. I help people to keep peace and live in friendship.

A girl: You are too small for that.

St.: Nonsense. Size has nothing to do with it. The Chairman must be honest and clever and must know what is important. How many of you know what is important?

All children raised their hands.

St.: Very good. Now let's speak about the most important things.

1st boy: Sunlight.

1st girl: Flowers.

2nd boy: The blue sky.

2nd girl: A bird's song in the morning. I like it.

3rd boy: Books with pictures

4th boy: My bike, and films

St.: Correct. These things are important. But you forgot one thing, Jenny. Well, Mary Smith, what did Jenny forget?

Mary: I think, it's ice cream with chocolate or jam.

St.: You are right. Of course, it's chocolate on the ice cream. And nuts! Ice cream is made of milk. But we need also laws to keep the World safe and fair.

Children (in chorus): Yes, yes, yes!

St.: All right. Let's have a short break and then we continue our important work.

The bell rings and the children take their seats.

St.: So, the good laws for the World, we go on. Who can add?

A boy: Don't eat mushrooms because there are many toadstools in the forest.

St.: Well you are right but it's not a law. It's a piece of friendly advice. Very good advice, Arthur, but laws and advice are different. Law is very important for all people in the country. You must obey it, violation of laws ruins countries. Who else?

A girl: Do not steal!

St.: A very good law. If people steal, the country gets very poor.

A boy: Never poison rats.

St.: That is not very good. It is unfair to rats. A law must be fair to anybody.

A boy: Why must we be fair to rats? Rats are unpleasant.

St.: Yes, they are. But from the rats' point of view, poison is very unpleasant and Chairman has to see to all sides of the problem.

A boy: Have you a rat's point of you? You look like a little rat.

St.: Oh, I have a mouse's point of view. I think that everyone must have his right in the world. Who else?

A girl: A law against fighting and wars.

St.: Very good law. But boys like fighting, they want to be strong. They will fight anyway. But no wars! It's important. All must live in peace and friendship.

A girl: Not to be mean to one's comrades and friends.

St.: A very fine law. But I must say I will be difficult to keep this law. There are many mean people in the world. But if you are not mean to each other, my dear children, then you will teach all other boys and girls not to be mean and the world will be better.

Storyteller: Stuart got tired and wiped his face with his handkerchief. It was not an easy work to be Chairman.

St.: Now, children. I wish you a good summer. Summer is wonderful and summer is very important.

A boy: Yes, like sunlight.

A girl: Yes, like the blue sky.

A boy: Yes, like the birds' songs and green grass and trees.

St.: That's right. It was a real pleasure to meet you and speak about so important things. The lesson is over.

Storyteller: Stuart got down from the teacher's desk and went to the door.

All children waved their hands and shouted: "Good bye! We shall try to make the World better. Come again! Thank you!"

SEASONS

Цель — развитие речевых навыков и ознакомление учащихся с лучшими образцами английской поэзии.

Организация и проведение — игра проводится в несколько этапов. Целесообразно начинать с небольших фрагментов, когда рассказывается об одном конкретном месяце. Затем на завершающем этапе представление посвящается отдельному времени года —осени, зиме, весне, лету. Логично начинать разучивание с начала учебного года, т.е. с сентября.

Ученики в роли месяцев держат плакаты с написанными на них стихами. Каждый «месяц» показывает свой плакат всему классу и читает наизусть свое стихотворение.

Months

January brings the snow,

Makes our feet and fingers glow.

February brings the rain,

Thaws the frozen lake again.

March brings breezes loud and shrill,

Stirs the dancing daffodil.

April brings the primrose sweet,

Scatters daisies at our feet.

May brings flocks of pretty lambs,

Skipping by their fleecy dams.

June brings tulips, lilies, roses,

Fills the children's hands with posies.

Hot **July** brings cooling showers,

Apricots and gillyflowers.

August brings the sheaves of corn

Then to gather nuts is pleasant.

Warm **September** brings the fruit.

Sportsmen then begin to shoot.

Fresh **October** brings the pheasant,

Then to gather nuts is pleasant.

Dull **November** brings the blast,
Then the leaves are whirling fast.

Chill **December** brings the sleet,
Blazing fire, and Christmas treat.

(Sara Coleridge)

Autumn

Characters: Storyteller, September 1, Day of Knowledge, September (несколько учеников), September 13, Cranes 1, 2, 3, 4, Agatha Christie, boys and girls, September 14, Indian Summer, Poet

Storyteller: This is autumn near
Birds are leaving to the South.
Do you hear their farewells?
Look, in the sky are flocks of cranes.

The fruits are so heavy
And shine like gold.
The hills have tuned from green to red
The Autumn all her glory's spread.

September

September 1: My dear and best beloved children! My dear girls and boys, you enjoyed your rest in summer. Now it's time for school. You missed your school, your classmates, your teachers. Your books and classes are waiting for you.

As always, we begin our school with the Day of Knowledge.

Day of Knowledge: Dear Pupils, welcome back to my Kingdom. What is Knowledge? Knowledge is all! I keep the keys to the gates of Life, to all the doors of her spheres and paths. But I give these keys to those who read a lot, who study well. Those who get these keys will be happy because all their hopes and wishes will come true!

Do you want to become a doctor? Then you learn medicine, physics, chemistry, biology and psychology. If you want to become an engineer or programmer, then your subjects are science of

information (информатика). Are you going to be a writer or a journalist or a translator? Then your subjects are literature and languages. If you are not sure about your future profession, then wait and you will find your way in my Kingdom. You are welcome to my world of magic and the truth. Here you will know a lot about Nature and about us, people. Work hard and all the doors and gates will open to you!

Storyteller: The autumn is breathing and summer is leaving. It's September and the leaves are falling down off the trees to the ground. The ground is covered with beautiful carpet.

September 1: Sometimes I am rainy and the weather may be very dull. But not today. Look at the leaves. They are like a rainbow — some are red, some still green, some are brown or yellow.

September 2: My name comes from the Latin word "septum" which means "seven". In today's calendar I am the ninth month. I see off the summer and see the autumn in. I say good bye to good weather, to sunshine, to the birds that leave us and to greenery. Rains and fogs are my sisters and brothers, golden leaves are my favourite toys and Indian summer is my son.

September 13: Listen to me, my birds, my swallows and cranes! Get together and get ready for leaving. Check your wings and your eyes. Today is my day, September 13. Never forget this date! Now go to marshes and forests. Eat a lot, feed your youngsters. You need strength for flying. Tell people to watch your flying. They will know about the weather in winter.

Old crane: Yes, exactly. We fly as the earth gives us signals. We navigate our route according to her prompts and guides.

If we fly fast and low, in silence, be careful as bad weather is coming soon.

Crane 2: If we fly high and without haste, calling each other and our youngsters loudly, the autumn will be fine and warm.

Crane 3: And the winter will be mild and snowy. Rich harvest is the best award for hard working farmers.

Crane 4: If we fly low above the ground, the winter will be cold, with little snow.

Agatha Christie: I am Agatha Christie. People say that I am the Queen. What are the three longest rivers in Great Britain?

Schoolgirl 1: Why? You are not Queen Elizabeth.

Schoolgirl 2: Yes, you are right. You are the Queen of detectives.

A boy: I've read your many stories. I like them.

A girl: I like Hercule Poirot and Miss Maple. They are so clever!

Boy 2: Hercule Poirot is the best detective in the world.

Another boy: I like Sherlock Holmes.

September 14: In old Russia, I was the last day of summer. People said good bye to summer, to warm days and flowers and the sunshine.

Indian Summer: I am Indian summer. My life is short, only two weeks long. On the eve of nasty weather, sleet and dense fogs I present people with dry sunny weather. This is my award to people for their hard work in the fields. Now the harvest is over and they can rest and enjoy sunshine for a while. The leaves are falling, the trees around are silver and golden, red and orange or yellow. But some are still green. The air is fresh and transparent. The birds are leaving their nests, all wild animals are preparing for long winter sleep. They are busy making soft warm beds. The Nature is beautiful.

Storyteller: The autumn is the season for poets.

Oscar Wilde:

Symphony in Yellow

An omnibus across the bridge
Crawls like a yellow butterfly,
And here and there, a passer-by
Shows like a little restless midge.

Big barges full of yellow hay
Are moved against the shadowy wharf,
And like a yellow silken scarf
The thick fog hangs along the quay.

The yellow leaves begin to fade
And flutter from the Temple elms
And at my feet the pale green
Thames lies a rod of rippled jade.

October

Characters: Storyteller, October 1, 2, 3, 4, Pokrov Day, October 14, October 17, Halloween, Poets

Storyteller: After September we greet October. This name comes from the Latin word "octo" which means "eight." In the old Roman calendar it was the eighth month of the year. I am the month of flaming colours of nuts and ripe grapes, of last flowers, of the last falling leaves and of the first frosts.

October 1: It often rains and snows. When thunder comes in my time old people say that it is a sign of a snowless winter. I weep with cold tears. Winds from the north blow more often. They are my guests. The first snowfalls are not rare. If they come early, they say that spring will arrive early, either.

October 2: By the middle of my life time the trees have lost their dress of red and gold. But if the birch-trees still have some of their leave it is a sign for people that snow would come late. If some of the dry leaves remain on oaks and birches a severe winter is ahead.

October 3: I am Pokrov Day, the feast of the Protecting Veil of the Mother of God. I am still autumn in the morning but in the evening I turn into winter. People are storing firewood for long winter evenings and nights.

October 17: I am Saint Yerofei's Day. The wood goblins are saying good bye to summer and disappear till next spring. People have a lot of fun, they are happy like children, play games and sing songs.

October 4: I am the most beautiful month of the year in the USA. It is the harvest time and the farmers must finish harvesting most crops during this month. The cold weather turns leaves to brilliant crimson and gold.

October 5: I am a big sports month. Students open sports season and hold championships in football and professional baseball.

Poet: The month is amber,

John Updike: Gold and brown.

Blue ghosts of smoke

Float through the town.

Frost bites the lawn.
The stars are slits
In a black cat's eye
Before she spits.

At last, small witches,
Goblins, hags,
And pirates armed
With paper bags.

Their costume hinged
On safety pins,
Go haunt a night
Of pumpkin grins.

Storyteller 1: October 31, it is Halloween, a combination of holidays. It was started by Celts. The Celts had a holiday called Samhain which meant "end of summer". The Celts believed that spirits of the fruits and vegetables and also the ghosts of people visited the earth on Samhain which was October 31. The Celts lit huge fires on tops to scare ghosts away.

Later, the Celts became Christians and they celebrated Allhallows Day on November 1, when they remembered very important Christians who had died. Now it is known as All Saints' Day. But the Celts called the night before (October 31) Allhallows E'en, or holy evening. Then it shortened to "Halloween".

Halloween: Once, at Halloween, young girls tried to know their future. They thought about their future husbands. They used to sit in front of the mirror brushing their hair and watching the reflection in the mirror. There are many ways of fortunetelling on October 31 like baking cakes with a ring inside, asking the names of the strangers in the street or seeing your future husband in a dream.

Pumpkin: I am a symbol of Halloween. First, in Ireland there lived a man, with many sins, named Jack. So, he was not allowed to Heaven after his death. His spirit was doomed to walk around the countryside with a lantern in hands to light his way,

waiting for the Judgement Day. After this legend people began carving faces in pumpkins and dressed in funny costumes walked from house to house saying "Trick or treat". The right treats are dried pumpkin seeds, apples with caramels and mashed potatoes.

Halloween: People in England and America like this fun and have special parties. The houses are decorated with red and blue lights. Children make lanterns out of pumpkins. They cut out eyes a nose, and mouth and put a candle inside.

People dance, have various competitions with prizes. A very popular game is to bob an apple floating in the bucket with water and apples floating in it. You have to kneel down and bob at an apple and bite a piece of it. Children boast of the decorated broomsticks. The best are awarded prizes.

Storyteller 2: A popular activity at Halloween is telling scary stories. One person starts a story and at a dramatic moment stops and another goes on. When everybody gets very excited the storyteller stops his narration to let another one continue it. Sometimes people sit round the fire the whole night.

Storyteller 3: "What do You Come for?" I tell you this story now. Once upon a time, there lived an old woman. She lived all by herself and once when she was sitting in her kitchen she said: "I wish I had a company". And no sooner had she spoken these words as he heard some noise and then saw two feet coming down from the chimney. Then, appeared other parts — two legs, a body then two arms, and a man's head. As the old woman watched, the parts came together into a great, tall man. The man dances around and around the room singing some tune. He danced faster and faster. Then he stopped in front of the woman and looked into her eyes. "What did you come for?" she asked in a whisper.

"**What do I come for?**" he said. "**I come for You**". (At this point the narrator jumps at a person who sits next to him.)

Poet: October Party

Eve Merriam October gave a party,
The trees by hundreds came,
The chestnuts, oaks and maples,
And leaves of every name.

The Chestnuts came in yellow
The oaks in crimson dressed
The lovely Misses Maples
In scarlet looked their best.

The Sunshine spread a carpet,
And everything was grand.
Miss Weather led the dancing,
Professor Wind the band.

November

Characters: Storyteller, November 4, November 8, November 21, November 22, Remembrance Day, Thanksgiving Day, Poet

Eleranor Fareon

Poet: Enter November
Here's November
The year's sad daughter,

A night that falls
Without a tomorrow,
Here's November,
The month of sorrow.

Storyteller 1: The name of this month comes from the Latin word "novem" which means "nine". In the old Roman Julius Caesar calendar it was the ninth month of the year.

The November is the month of bare trees, of the first signs of winter, and the first snow.

The weather begins to get cold and more animals go to sleep. The bears stay in their dens until it is very cold. Then they go on winter sleep.

The first frosts come in November. In November in Russia people celebrated many holidays.

November 4: I am really an important day in the folk calendar. It was a major holiday, devoted to the miracle-working Kazan icon of the Mother of God. She is the defender of women. It was

one of the main women's holidays. The young girls hoped that on this day their hopes and wishes would come true.

November 8: I am St. Demetrius' Day. For people I am a day of remembrance, the day to remember one's parents. I give some signs to the future weather. If it is cold and snows, the spring will be late and cool. If the weather is warm, then the spring will come also warm. If it snows on this Day then it will snow on Easter.

November 11: On Sunday which is nearest to November 11 of each year, crowds of people gather at a war memorial in Whitehall, at the Cenotaph. For two minutes people stay there in silence commemorating the dead of the World War II. The base of the memorial is covered with flowers and wreaths laid by the Queen and many important statesmen. This day is observed throughout the Commonwealth.

In America, this day is called Veteran's Day. In many cities march in parades, national flags are displayed, special ceremonies with two minutes' silence are observed at the tomb of the Unknown Soldier in the Arlington National Ceremony.

Storyteller 2: State Opening of Parliament is celebrated in Great Britain. Thousands of spectators want to see the Queen on the drive from Buckingham Palace to the Houses of Parliament in the State Coach. The public are not admitted to the Parliament to see the Queen read from the Throne before the Government. But this ceremony is televised. Only some visitors are admitted to the Public Galleries by the personal invitation of the members of the English Parliament.

November 21: I am the day when people worship St. Michael the Archangel. People cook hearty meals and visit one another. In every home, visitors would be welcomed and treated to food.

November 22: The folk calendar says that people mark this day as St. Matrona's Day. The winter gets up on its feet and brings in the frost. Winter's eyes become icy. A woman born on November 22, is a healer, she is good at needle work and her hobby is to keep her house clean.

November 24: I am Fyodor the Freezer. The winter starts angry. If the day is warm, the winter will be mild. If it is cold on November 24, the winter will be very cold.

Storyteller 3: I am sure that all of you have read the book “Gulliver’s Travels” and famous adventures of Huckleberry Finn. Dear friends, both writers Jonathan Swift, an English satirical writer, and Mark Twain (Samuel Clemens), an American writer, were born on November 24. Swift was born in 1667 and Mark Twain in 1884.

Thanksgiving Day: I am a very special day. In fact, I am a public holiday, the oldest national holiday celebrated by Americans. The first English settlers searching religious freedom came to Massachusetts in 1620. They suffered a very hard year. By the autumn of the next year, assisted by the Indians, they had a good harvest. They had a big dinner of turkey, corn and a pumpkin pie to celebrate this harvest and give thanks to God for their survival and new life.

On October 3, 1863, President Abraham Lincoln proclaimed a national Thanksgiving Day. Later, in 1951 the United States Congress named the 4th of November a Thanksgiving Day. Thanksgiving menu became a symbol of this holiday: roast turkey stuffed with herb-flavoured bread, cranberry jelly, white mashed potatoes, pumpkin pie and creamed corn.

Poet

Dixie Wilson: The Mist and ALL
I like the fall
The mist and all
I like the night’s owl
Lonely call —
And wailing sound
Of wind around.

I like the gray
November day
And bare dead boughs
That coldly sway
Against my pane
I like the rain.

I like to sit
And laugh at it —
And tend
My cozy fire a bit.
I like the fall —
The mist and all.

Winter

December

Characters: storytellers , December 22, December 25, Boxing Day, December 31 , poet .

Poet

Oliver Herford:

December
I heard a bird sing
In the dark of December.
A magical thing
And sweet to remember.

“We are near to spring,
Than we were in September,”
I heard a bird singing
In the dark of December.

Storyteller 1: In winter the sky is pale, grey and cloudy. We often say: “It’s snowing.”

In winter the sun shines rarely, the air is frosty. The winter months are December, January and February. Winter covers the fields with snow. The Nature is sleeping. The smoke rising vertically from the chimney expect a severe frost. The stars sparkle brightly — expect a frost next day. But there will be thaw if snow falls in large flakes. Peasants know that summer depends directly on winter: if the winter is cold and there is little snow the summer will be dry and hot. A lot of snow in winter promises a good harvest. If it is warm in winter, it will be cold in summer.

Storyteller 2: The name December comes from the Latin word “decem” which means “ten”. In our calendar December is the twelfth month of the year. The Anglo-Saxons called it Mid-winter month. December is the month of snow and ice, the month of short and dark days. December 1 determines the weather for the entire winter. If it is warm in the morning, the beginning of winter will be wet and muddy. If it is cold and stormy at noon, the weather will be similar in the middle of winter.

December 1: I am a very important day for the entire winter. If it is warm in the morning, then the winter will be wet and muddy. If it is stormy and cold at noon, the winter will be cold.

December 22: I am the month of the shortest days and the longest night of the year. I am the end of the year and the start of the winter. In the Russian popular calendar my name was the “cooler”. The ground I covered with snow and you can clearly see the tracks of all animals. It is enough snow and children can use their sleighs, ski and skate.

Storyteller 3: Isaac Newton, one of the world’s greatest scientists, was born on December, 25, 1642. The famous Englishman formulated the law of gravity, he invented the telescope and discovered that the white colour is the combination of different colours.

When he was a young student he sat in the garden. The sun was warm and the grass was very green. Suddenly a ripe apple fell on his head. Newton picked up the apple and asked himself, “Why does the apple fall down?” Later on Newton gave much of his life to determine the laws of gravity. He solved one of great riddles of the universe. And it all began with an apple

December 25: Or Christmas Day is the most exciting day of the year for many people, especially for children. They know they will get presents. Traditionally English children hang stockings at the end of their beds. In the morning they receive small toys, sweets, and fruit. In the evening people with their family enjoy good dinner often with turkey or goose as the main dish.

Storyteller 4: Christmas is a religious occasion celebrating the birth of Christ. Before this day, we all like to decorate our homes. The Christmas tree is very popular and is found in every house. The branches are decorated with fairy lights, angels, small toys and

sweets. Presents are piled around the fir-tree and “artificial frost” is scattered over the branches making them sparkle.

Storyteller 5: Carol singing is an essential part of Christmas. Coming to front doors groups of small children sing narrative songs about Christmas. One of children is holding a lantern, while another of the group is holding an expectant hand for treatment.

Storyteller 6: I tell you about the twelve days of Christmas.

On the first day of Christmas my true love gave to me:
a partridge in a pear tree.

On the second day of Christmas my true love gave to me:
two doves and
a partridge in a pear tree.

third — three French hens
fourth — four calling birds
fifth — five golden rings
sixth — six gees ‘laying
seventh — seven swans a’ swimming
eighth — eight maids a’ milking
ninth — nine ladies dancing
tenth — ten lords a’ leaping
eleventh — pipers piping
twelfth — twelve drummers drumming.

Storyteller 7: December 26 in England is called the Boxing Day. It is the day when traditionally people give each other Christmas presents in boxes. It was an old tradition to go to church and put small gifts for poor people in special boxes. Now, this is the day of good rest when one visits friends, goes for a drive or a long walks in the park.

December 31: At midnight bells ring out around the world to welcome New Year. Most people stay at home to see the Old Year out and see the New Year in. There is a superstition that if a new year begins well, then it will continue like that.

All over the world traditions to see the New Year in vary but all of them involve a hearty meal and special food.

Swiss housewives bake bread, rich in butter, eggs and raisins. They also roast goose. In Italy all hold night parties where salt pork and lentils are on the menu. In Spain there is a custom to eat 12 grapes at midnight. In Turkey people spend the whole night in celebrations and giving presents to each other.

“Ring out the old, ring in the new,” wrote Alfred Tennyson, the nineteenth-century poet. And that’s exactly what Americans do every December 31. New Year’s Eve celebrations take place at Times Square. At midnight bells ring, horns blow and friends exchange kisses.

New Year’s Day is tradition to start new programmes and give up bad habits, “turn over a new leaf.” Many Americans make New Year’s resolutions, promising themselves and their families to improve their behavior. Typical resolutions are to spend less money, give up smoking, begin a diet or control one’s temper. Many people look forward to a new beginning with renewed hope.

Storyteller 8: Jingle Bells! Jingle Bells is one of the most famous American Christmas songs. It was composed by a minister called James Pierpont. He wrote it in 1857 for children at Sunday school in Boston for Thanksgiving Day. But later on, it became a Christmas song. The sounds of bells announce about the arrival of Father Christmas or Santa Claus to the delight of people of all ages all over the world.

Dashing through the snow
In a one horse open sleigh
O’er the fields we go
Laughing all the way
Bells on bob tails ring
Making spirits bright
What fun it is to laugh and sing
A sleighing song tonight

Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride

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

A day or two ago
I thought I'd take a ride
And soon Miss Fanny Bright
Was seated by my side
The horse was lean and lank
Misfortune seemed his lot
We got into a drifted bank
And then we got upset

Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh yeah

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

Allegretto

Dashing thro' the snow In a

one-hor-se open sleigh O'er the field we go, Laughing all the way;

one-hor-se open sleigh O'er the field we go, Laughing all the way;

one-hor-se open sleigh. Jin-gle bells! Jin-gle bells! Jin-gle all the way.

Oh! What fun it is to ride In one-horse o-pen sleigh! One-horse o-pen sleigh!

January

Characters: storytellers, poet, January 6, January 7, St. Agnes' Day.

Poet

Lilian Moore: Wake
Gently this morning
To a different day.
Listen.
There is no bray
Of buses,
No brake growls
 no siren howls and
 no horns
 blow.

There is only
the silence
 of city
 hushed
 by snow.

Storyteller 1: The name of January comes from Janus, an old Roman God with two faces, one looking forward and the other back. He was the god of beginning and endings. January is the first month of the year. It is the month in which people look forward to the new year. It is the height of winter, the start of new year, the coldest month of the year.

The Anglo-Saxons (the people who came to the British Isles from Europe about 1500 years ago) called this month Wolf Month.

In old Russia it was called "a blue month" because ice on the rivers and the snow on the plains were tinted with blue.

January: At the beginning of the new year people always want to know the weather. If I am cold then July will be hot and dry, don't expect mushrooms in autumn. Frequent snowstorms mean frequent rains in July. In old Russia every family used to keep a

cat. The cats are so trustworthy weather forecasters. If the cat gets up onto the warm stove or rolls itself into ball then expect cold. If it scratches the floor with its claws, it means that a snowstorm is coming soon. (If the cat rolls around on the floor, it means a warm spell is on the way.)

St. Agnes' Day: In Britain this day is marked on January, 22. It is also called St. Anna's Day, and it is the most suitable for fortunetelling. On the night before the 21st day of January young boys and girls meet together and at midnight they go to a certain corn-field and throw in some grain and recite:

“Agnes sweet, and Agnes fair,
Hither thither, now repair;
Bonny Agnes, let me see,
The lad who is going to marry me.”

January 6: It was Christmas or the Eve of the Nativity of Christ according to the Julian Calendar used by the eastern Orthodox Church. It was good to eat kutya (ritual boiled rice) on Christmas Eve. Supper on Christmas Eve was an important occasion. The hut was cleaned and the table was covered with a clean cloth. The whole family would gather at the table to eat kutya. Also, an oatmeal jelly was made and pancakes baked. The cattle were given plenty of food.

Christmas Eve was a time for fortunetelling. Girls wanted to know their matchmakers.

January 7: It is Christmas Day in Russia. The sun is expected to appear on this day. In the morning of January 7 you could ask a person, “Do you love me?” And the answer must be honest as it is forbidden to tell a lie on this day.

Storyteller 2: Many writers and other famous people were born in January. Of course, you have read books of Jack London. Yes, he was born in January. On January, 12, 1876. His realism was combined with sympathy and love for Man. He was always on the side of the poor and oppressed people and never feared to tell the truth. Then, George Gordon Byron, one of the greatest English poets, the poet of liberty, an outstanding representative of

revolutionary romanticism in England. He was born on January 22, 1788. In his poems "Don Juan," "Childe Harold's Pilgrimage" and "The Corsair" Byron showed himself as a fighter against tyranny and oppression.

Storyteller 3: I want to speak about Robert Burns. He was born on January 25, 1759. We love his poems, his humour, his love and strive for freedom, his faith in friendship among people. There are hundreds of Burns clubs all around the world and on January 25 people come to hold Burns Night celebrations to mark the birth of Scotland's greatest poet. Traditional menu at the supper is a cock-a-leekie soup, chicken broth, salted herring, haggis and mashed potatoes. The arrival of haggis is heralded by the music of bagpipes. "The Immortal Memory" is toasted and the com[any stand in silent remembrance. Then follows dancing, pipe music and selections form Burns lyrics concluding with the famous "Auld Lang Syne"

Poet

Robert Burns:

AULD LANG SYNE
(the days of long ago)

Should auld acquaintance be forgot
And never brought to mind?
Should auld acquaintance be forgot
And days of auld lang syne?

Chorus: For auld lang syne, my dear,
For auld lang syne,
We'll take a cup of kindness yet
For auld lang syne.

And here is a hand, my trusty friend,
And give a hand of thine;
We'll take a cup of kindness yet
For auld lang syne.

Vigorously Old Scottish melody

Should auld acquaintance be forgot, And never brought to min? Should
 auld acquaintance be forgot, And days of auld lang syne?

CHORUS

For auld lang syne, my dear, for auld lang syne, We'll
 take a cup of kindness yet for auld lang syne.

February

Characters: storytellers, February, the American, February 14, Leap year, poet

February: My name came from the Roman word “februo” which means “to purify by sacrifice”. So, this month was the “month of purification” for the Romans.

Storyteller 1: February is the shortest month of the year. It was considered to be the younger brother of January. It had several names in old Russian language, like, “sechen”, the cutter because it cut off the winter, and had cold cutting winds. Winter grows old in February and becomes very severe and fierce. So, February is also called “lyuten”, which means fierce. It may be called as “snezhen, which comes from the Russian word “sneg”.

February is very changeable. Sometimes the weather is warm or even frosty. There are many sings for the future weather. If February is warm, then expect an early, sunny and warm spring. A cold and dry February means a hot August. Sharp frosts speak about an early spring. People say as in February so in autumn.

Anyway, the sun gets warmer and warmer. The sky becomes more blue, the colours of the woods are brighter.

In February people hold merry festivals of seeing winter off.

American: We, Americans, celebrate two very important birthdays of our outstanding citizens — presidents George Washington and Abraham Lincoln. We consider these dates public holidays.

George Washington was born on February 22, 1732. He is called “the father of his country” for he was the first President of the United States of America. The capital of the USA, Washington DC, was named in his honour and was moved from Philadelphia.

Abraham Lincoln was born on February 12, 1809. His most outstanding achievements were the preservation of the Union and the abolition of slavery.

Storyteller 2: Charles Dickens, one of the best known English writers was born on February 7, 1812. In his works Dickens showed the good nature of man and the beauty of life. Also, he always spoke about his confidence in the final victory of the truth and goodness over the dark forces of evil. His best works are “The Pickwick Papers”, “Nicholas Nickleby”, “The Old Curiosity Shop”, “David Copperfield” and many-many others.

Storyteller 3: I want to tell you about Charles Darwin, who was also born on February 12, 1809. His main work “The Origin of Species” in which he described his theory of evolution of life on the Earth.

February 14: My day is the most favourite holiday of all young people in the world. They send each other special cards. They are happy or sad, romantic or humorous serious or funny.

February the fourteenth day
It's Valentine, they say.
I choose you from among the rest
The reason is I loved you best.

I'll be your sweetheart,
If you will be mine,
All my life
I'll be your Valentine.

The first Valentine of all was a bishop, a Christian martyr, who before he was put to death by the Romans sent a note of friendship to his jailer's blind daughter.

The words of friendship are also sent to friends, mothers, and teachers and to people whom you respect.

Leap year: All years are common. But every fourth years I come. I have a leap day — February 29. This day is added to the calendar as a corrective measure because the earth does not orbit around the sun in precisely 365 days. February 29 synchronizes the astronomical or seasonal year.

According to the legend, this custom was started in Ireland in the fifth century by Saint Patrick. Tradition became law in 1288, when the Scottish Parliament passed a special act.

Storyteller: Henry Longfellow, one of the most famous poets, was born on February 27, 1807. He has written many lyrical poems describing nature, and many poems about America's past. Longfellow was greatly interested in folklore and his best poem "The Song of Hiawatha" (1855) is based on the legends of the American Indians.

Poet

Henry Longfellow: Afternoon in February
The day is ending,
The night is descending;
The marsh is frozen,
The river dead.

Through clouds like ashes
The red sun flashes
On village windows
That glimmer red.

The snow recommences
The buried fences
Mark no longer
The road o'er the plain.

Spring

March

Characters: Storytellers, March 1, March 17, Mother's Day, Pancake Day, Shrovetide, St. David's Day, Poet.

Storyteller 1: Towards the end of the winter the snow begins to melt, the sky becomes blue. The sun grows warmer and warmer. The air is fresh and it smells of the damp earth. Soon we see young buds on the trees and in the woods we can see the first flowers – snowdrops, forget-me-nots, lilies-of-the-valley and violets. The birds come back and build nests. Everything looks fresh new and joyous. It is spring, the revival of nature.

Storyteller 2: The word “March” comes from the Mars, the God of war in ancient Rome. The Roman people always connected Mars with thunder and lightning. March is the month of last frosts, of melting snow, of the first buds and green, of the earliest spring flowers and the first migratory birds.

March in Russian folklore is known as protalnik which means the patches of earth seen after the thaw.

March is rich in sunshine. If the snow melts fast and the water starts running rapidly, then the summer will be wet. If there are lightings without thunder, then the summer will be dry and hot.

March 1/14 : In old Russia I am known as Yevdokia. Now it is March 14. It is a very special day. People greet spring. Women bake rolls and pastries called “larks” with raisins as the bird's eyes. If the weather is warm and sunny on this day so is the spring. Snow falling on Yevdokia promises a good harvest.

March 8: It is an International Women's Day. The 8-th of March is one of most important holidays in Russia and many other countries. At this day all Russian men traditionally congratulate their mothers, wives, daughters, grandmothers, girl-friends and teachers. They give them spring flowers, like, mimosa or tulips, present them with chocolate and poems. Perhaps, this holiday started in ancient Rome where there was a special Women day for noble women. All free borne women, who were married, got presents from their husbands at this day. But even slaves women

had not work at that day. Rome women visited temple of Divinity Vestal, who was a keeper of home hearth.

March 17: People call me St Gerasimus' Day or "The Day of the Rook". The rook brings news of spring and welcomes in the new season.

March 22: Winter is coming to its end. Day equals night, spring is beginning. This is the day of the vernal equinox.

Mother's Day: I am a very important day in Great Britain. On this day children say "Thank you" to their mothers. They usually give them a card and some presents – some flowers and a box of chocolates. For at least for three centuries this holiday has been a day of family reunions when absent children of all ages return to heir homes with gifts to their mothers.

These family gatherings were established in the middle of the 17th century.

Nowadays the whole families go to church together and then have a special meal to celebrate this day.

Pancake Day: This day is known as Shrove Tuesday. At home families have pancakes. At school, children and teachers have pancakes for school dinner. In restaurants customers ask for pancakes on Shrove Tuesday.

There are many events marked on this day. In the Race at Oxford one has to make the pancake first and then run tossing the pancake as he goes.

Shrovetide football has been played in England since the 14th century. Any number of people of all ages, men and women can take part in it.

Shrovetide in Old Russia: It is an Old Russian festival. For Slavs, God Yarillo, the God of the Sun and Fertility, was the most important God. The Slavs believed that the change of seasons was the struggle between Yarillo, the Sun, and the evil spirits of cold and darkness. The God would die in the fight against the cold in winter but come back to life in spring.

A straw effigy of the Shrovetide Maid in summer dress was made and raised on a pole. On the last day of the festival the effigy would be burnt.

The main element of the Shrovetide is pancake eating. Pancakes are baked in every home and eaten in large quantities. They are served with cream, butter, caviar, honey, jam or salted fish.

Pancakes, round and yellow, symbolize the God Yarillo, the God of the Sun.

Easter, Shrovetide and Pancakes Day are widely celebrated all over the world.

St. David's Day: On the March 1 each year you can see people walking in London with leeks on their coats. A leek is the national emblem of Wales. The day is called St David's Day. This Saint was known as "Waterman" meaning that he and his monks were teetotalers. They never drink any alcohol.

Poet

Edward Thomas: Thaw

Over the land freckled with snow half-thawed
The speculating rooks at their nests cawed
And saw from elm-tops, delicate as flower of grass,
What we below could not see, Winter pass.

April

| **Characters:** storytellers, The Fool's Day April 1, April 7, April 17,
Mermaid, St. Irene's Day, Easter, Poet.

Poet

Robert Browning:

Oh, to be in England
Now that April's there,
And whoever wakes in England
Sees, some morning unaware,
That the lowest boughs and the brush-wood sheaf
Round the elm-tree are in tiny leaf.
While the chaffinch sings on the orchard bough
In England — now!

Storyteller 1: The origin of the word April is not known exactly. Perhaps, it comes from the Latin word “aperire” which means to open.

April is the month of heavy rains, the month of new grass, new leaves, first spring violets.

This month begins with snow on the ground and ends greenery all around. During this month there are pools of water but at night freezing frost may come back. It is said, “March winds and April showers bring forth May flowers.”

April 1 or All Fools’ Day: I’m known all over the world. Any person, young or old, important or common may be made an April Fool. Children are very keen supporters of this tradition. Most tricks are very simple but funny. One may be told that his shoelace is undone or his back is white or someone calls him to answer the telephone call or there was a message or invitation which is in fact deceiving I come with each April 1. Absurd and funny jokes are expected from one’s closest friends. This tradition dates back to before the 1600s, though nobody can explain why and how this name appeared and came into usage.

Storyteller 2: April 7 is the day of major feast of Annunciation. Spring has set up. There was a custom to release caged birds. It’s recommended that nobody should work on this day as even birds do not make their nests. Many signs for future weather were noticed on this day. If there is wind or mist then it will be a year of good harvest. If the day is rainy, there will be a lot of mushrooms. A thunder storm on this day means promises a warm summer, many clouds in the sky speak about many thunderstorms in summer.

Mermaid: On April 20 mermaids awake. In ancient Russ, the Eastern Slavs noticed that mermaids would open their eyes after a long winter sleep. They rise from the water to look at the great world around. Before the break of dawn women would bring a clean shirt or a towel or just a piece of cloth to the riverside or pond.

Irene’s Day: I tell people that it’s time to prepare seeds for planting.

Storyteller 3: Daniel Defoe, the king of the English prose was born on April 13, 1660. He was 60 years old when he wrote his famous novel “The Life and Strange Surprising Adventures of

Robinson Crusoe.” It became popular at once and nowadays this book is one of the favourite books of all the children in the world.

Storyteller 4: Joseph Turner, the greatest artist of the English school of landscape painting, was born on April 23, 1775. Turner is famous for the wonderful colours of his pictures. He was a master of water-colour. The light in his pictures and his brilliant colouring creates a striking affect.

Storyteller 5: Everybody has read the book by Charlotte Bronte “Jane Eyre”. It is her best novel. Charlotte Bronte was born on April 25, 1816.

April 23: Every year the anniversary of the birth of William Shakespeare, April 23, 1564, is celebrated with joyous ceremony at Stratford-upon-Avon. It’s interesting to mention that the famous English playwright died on the same day, on April 23, 1616.

The birthday celebrations are very important. On this day a long procession through the streets heads to the poet’s grave and in the evening there is a performance in the Royal Shakespeare Theatre.

Shakespeare wrote 37 plays. Among them are tragedies, such as “Hamlet”, “King Lear”, “Othello”, historical dramas, like, “All’s Well That Ends Well”, “Twelfth Night”, Historical Dramas , such as, “Henry IV,” , “Richard III.”

Easter: The word “Easter” comes from the custom of a pagan festival “eaotre” which is the name of the Anglo-Saxon goddess of spring time. Every spring European peoples celebrated the festival to honour the awakening of a new life in nature. Like Christmas, it is one of the greatest Christian holy days.

At Easter certain traditions are observed. It is the time for giving and receiving presents, usually, these are hot buns and eggs. The Easter egg is the most popular emblem of Easter and signifies the Nature’s reawakening. Nowadays, Easter eggs made of chocolate are also very popular.

Egg-rolling is a traditional Easter pastime. It’s fun to roll coloured, hard-boiled eggs down a slope until they are crushed and then eaten.

Easter in Russia is also popular with people. It is celebrated on the first Sunday. On meeting people exclaim, “Christ has risen!”

At Easter the sun shines brightly. People go to church and take their special cake, kulich, with sweets and raisins.

The favourite pastime at Easter is egg-rolling.

At Easter people eat consecrated at church hard-boiled eggs and kuliches.

Poet

Henry Van Dyke:

The first day of spring is one thing,
and the first spring day is another.

The difference between them
is sometimes as great as a month.

May

| **Characters:** storytellers, May 1, May 16, May 18.

Storyteller 1: The name comes from the Roman goddess Maia, who was the goddess of the fields. Everything is in flowers. May is the month of blossoming fruit-tree, of late spring flowers, of singing birds.

In the Russian folk calendar May is known as “traven” (“grass month”).

May 1: I am known as International Workers’ Day. It started as the fight for the eight-hour working day. This tradition goes back to the great class battles of the 19th century. In 1890 the workers of Chicago held a demonstration and then it was decided to hold May Day as an annual international celebration.

Later, May Day became an international movement for social and economic achievements of the working class. International Workers’ Day May 1 unites millions of people all over the world who express their protest against exploitation and demonstrate solidarity in their fight for their rights and peace. Two colours usually dominate over the columns of people marching in their demonstrations – red for international solidarity and green – the colour of spring.

Pres Day: May 5 and May 7 are the days of mass media. On May 7, 1895, A.S. Popov, a great Russian scientist, demonstrated

the first radio receiver in the world. Now we cannot imagine our life without newspapers, magazines or radio.

May 9, Victory Day: This is day is the greatest holiday of people all over the world. It is the Day of Victory over the German fascism. This victory was the result of the tremendous effort of nations and armies of all countries in the anti-fascist coalition, especially of the Soviet Union, the United States and Great Britain. During the war, the Soviet people displayed heroism on a mass scale. They gave many examples of sacrifice. In the battles at Moscow, Stalingrad, Kursk the fascist army suffered great losses. Heroic people of Leningrad survived in the blockade but didn't surrender.

The historic victory of the Soviet Army over the fascist invaders led to liberation of many European people from fascist oppression and slavery.

Storyteller 2: May is rich in holidays dedicated to gardeners. May 1 was the Day of St Cosmas, popularly called the Kozma the Gardener. Carrots and beetroot were sown on this day. May 18 is the Day of St Irene, or Irina the Seeding Planter. It is a good day for planting cabbage sprouts. Cabbage is an important vegetable in Russia, and much attention is paid to it and it is always accompanied by a special ritual.

Many signs for weather were noticed on this day. If the nightingale started to sing them the birch tree soon will be green. If the birch tree is green earlier the usual time then, the summer will be dry, if it is getting green later then the summer will be rainy.

Storyteller 3: Thomas Gainsborough, a famous English painter, was born on May 14, 1727. His pictures are full of poetry and music. His portraits of Mrs. Siddons a famous actress in a blue dress and the picture known as "The Blue Boy" are considered his best works.

Poet

George Cordon Byron:

TWILIGHT

It is the hour when from the boughs
The nightingale's high note is heard;

It is the hour when lovers' vows
Seem sweet in every whispered word;
And gentle winds, and waters near,
Make music to the lonely ear.
Each flower the dews have lightly wet,
And in the sky the stars are met,
And on the wave is deeper blue,
And on the leaf a browner hue,
And in the heaven that clear obscure,
So softly dark, and darkly pure,
Which follows the decline of day,
As twilight melts beneath the moon away.

SCHOOL, PARK OR SUPERMARKET?

Information. You live in a big city. The local government has just announced that they are no longer thinking of making a park when the old factory is closed. Instead, they are thinking of building a school. Some people are in favour of this idea because there are not enough schools in this part of the city, but others are against it because there are little greenery in the city. The Town Council have decided to call a meeting. People are invited to take part in the meeting.

Task 1

You are one of the people to take part in the meeting.

Choose your role, decide whether you are for or against the new proposal and role play the situation.

Task 2

Present your case to other members of the Town Council. Support your decision.

- the mayor and assistants
- local officials
- teachers' representatives
- parents' representatives
- students' representatives
- house owners (with houses near the location)
- shop owners (with shops near the location)
- ecologists
- engineers and architects

Scenes like these are very common nowadays.



What do you think we ought to do?

Look around. What do you see? A lot of plastic rubbish not far and around the city, no green parks. The threat is getting bigger and bigger every day. Pollution is threatening the people in the city.

Pollution is in atmosphere, on the earth, in the water, everywhere. Our children have no parks to play and spend weekends with their parents. Old people have no place to rest and walk.

SOLUTIONS

- We ought to think about our future.
- We ought to decide sooner or later with or without pollution?
- People ought to think of their city, town, village about this planet as their home.
- We ought to remember that a dirty planet means dirty life.

Task 3

Prepare a poster (with a slogan on it) to make your case stronger.



SUSTAINABLE DEVELOPMENT

Conference

Целью данной игры в форме конференции является развитие речевых навыков по теме «Устойчивое развитие», в частности, ознакомление с проблемой будущего индустриального развития человечества и взаимодействие с природой. Она рассчитана на несколько этапов. Вначале учитель рассказывает о проблеме в области экологии и ее важности, а затем последовательно идет поэтапная подготовка к конференции.

Characters: Chairperson, Dr. Rolf Berg, environmentalist, Prof. Grushin, expert Magnus Anderson, Alan Flowers, British expert, Dr. Edberg, researcher, reporter for the local newspaper, students.

Chairperson: Good morning everybody! I am happy to see you here.

As I understand, the problems of our future and the future of the whole mankind are very important for all of us. Today we are going to discuss sustainable development: history, the road to sustainable development, the ways of transition from unsustainable to sustainable development, the experience of implementation of sustainable development, management of natural resources, a path to the future and many other questions. I greet you all here in the conference hall. So we begin. Please, will you introduce yourself.

Prof. Grushin: I am Professor Grushin from Russia. For many years I worked for the President as a state consultant on environmental issues.

Magnus Anderson, expert: I am an expert on implementation of Agenda 21, also, teach Human Geography at Uppsala University, Sweden.

Alan Flowers, expert: I am a lecturer and do researches on protection and social aspects of sustainable development.

Dr. Edberg, researcher: I am interested in the dialogue on the threats and possibilities facing mankind in a new millennium.

Reporter: I represent our local evening newspaper and the magazine "Nature".

Students: We are ten. We came from Lyceum, from the University and teachers' training college.

Chairperson: Thank you all. Now my turn. I'm Professor Rogov. I teach at the Radioecological University and Rector.

So, today we finalize our work and this is our next meeting. You are welcome to speak and express your opinions on the problems as they were outlined and discussed in the sections. If you have any suggestions or questions, please, ask the guests and experts.

Student 1: We have read enough about Greenpeace movement. Could you, please, say a few words about the reasons and how it started.

Dr. Edberg, researcher: The history of Greenpeace movement is not long but it raised many issues to public knowledge and now it has its organizations in all countries all over the world. At the beginning, Greenpeace appeared as a protest against testing of nuclear devices by the United States of America in the early 1970. A group of activists came together and started their activities. Now it is a non-profit organization. It focuses on world wide issues like deforestation, global warming and other crucial threats to our planet and biodiversity. It struggles for passing laws to safeguard our environment and our future.

Student 2: Who was the first ecologist?

Alan Flowers, expert: In fact, Ernest Gekkel was the first ecologist in the world. It was he who in 1866 used the word. Thus he named a science about the life of animals and the green on the Planet. Now the word has a wider meaning. When we speak about the pollution of the atmosphere, about acid rains, the ozone layer, about the climatic changes, we name it ecology or our environment.

Dr. Edberg, researcher: In my last book "Sunday is too late" I try to show how the activity of mankind brings more and more problems and harm to the Earth. I apply to you, young people, it should be an international task to keep our Planet and clean up our environment from harmful elements. The effects of the greenhouse effects are more and more evident. Now we see that the whole arctic ice-cap may melt by the end of this century.

Prof. Grushin: Do not forget about the Chernobyl catastrophe and about the radioactive pollution after it. But I draw your attention to the positive steps towards changing the mentality of people.

For the first time the Earth had its Day on April 22, 1970 in the USA. Thousands of people gathered in parks and marched along the country to attract the people's attention to one big problem. Now almost all people on the Earth are aware that we must take care of the Earth, to preserve its beauty and biodiversity. The Greenpeace organizations also contribute a lot to safeguard the environment.

Magnus Anderson, expert: All these problems were discussed at the UN conference on environment that took place in Rio-de-Janeiro in 1992. The document which was adopted at the conference is known as Agenda 21. This resolute recommends to protect the environment for the future generations and control environmental pollution.

Reporter: What measures were suggested and taken?

Magnus Anderson: First, it is necessary to turn the society nature-conservative, non-polluting, recycling and eco-efficient.

Reporter: As I understand all these taken together make sustainable development.

Magnus Anderson: Exactly.

Prof. Rogov: What is very important about it is that sustainable development requires people's participation. As for nature conservation society, we should protect biodiversity and, of course, endangered animals.

Alan Flowers, expert: We must build non-waste and recycling society. It concerns all of us. All solid waste, like metal, glass, paper, fabric must be collected and recycled. Recycling is a part of eco-efficient society.

Chairperson: Now we must finalize and say a few words about mechanisms for implementation sustainable development. First, there must be a competent management group, sufficient financial resource, special educational programmes should be implemented for high-level decision makers at national and local levels. After the conference in Rio-de-Janeiro we see a growing public understanding of environmental issues This is the main reason for optimistic view of the future.

THE BERMUDA TRIANGLE

Conference

Главная цель — развитие коммуникативных и творческих способностей учащихся. Стимулирование интереса к исследованию конкретных тем.

Для этого проведения потребуется несколько этапов, включая подготовительный, репетиции и собственно проведение. Рекомендуется для тематического вечера. Желательно сделать запись текст, которую можно использовать при разучивании на уроке. Учитывая особенность формы игры «конференция», можно дать специальное задание учащимся найти дополнительные материалы, которые потом доложить на конференции.

В качестве основы используется текст. В дальнейшем участвуют различные персонажи: **Chairman, Radio-controller, Survivors, Scientists.**

Storyteller 1: It was a warm sunny day, and there were only a few clouds in the sky. It was good weather for flying, and the five officers in the US Navy were planning their two-hour flight to Bermuda. The date — early December, and the crew members were already thinking about their Christmas holidays and their families.

At the last minute one of the crew members went to the doctor. He didn't feel well. He wanted to stay at the base. The commanding officer needed him, however. He said: "The flight is only two hours. Don't worry! You'll be back soon. You have to go."

At 2.10 p.m. the planes were in the air. Soon their work was finished, and they began the journey back to their base in Florida. Suddenly their radio controller at the Navy received the message from Flight 19.

"Emergency. This is an emergency! We cannot see land. We are not sure of our position. Everything is strange. The compass is spinning wildly. We don't know where we are..."

Then the voices stopped. Radio contact stopped. The Navy immediately sent a search plane for the men. All six planes and twenty-two men were never seen again.

That mysterious event on December 5th, 1945 gave the «Bermuda Triangle» its name. The airplanes and men were all lost at sea without any explanation for the disaster or any clue to help uncover the mystery.

The area, which has the shape of a triangle, extends from Bermuda in the north to southern Florida, and then east to a point through the Bahamas past Puerto Rico, and back again to Bermuda.

The records show that over 100 planes and ships have disappeared and more than

1,000 people have been lost without a trace. Even as recently as 1973, a 20,000-ton ship with a crew of 32 lost radio contact and was never seen again.

The list of disasters is long and the victims are both large and small. The *Marine Sulfer Queen* was a 425-foot freighter which was «lost» in 1963. The USS' *Cyclops* weighed 19,000 tons and had 309 people on it. There was no wreckage or debris anywhere.

There are some explanations of these occurrences. Some are based on legend, others on experience, and some on fact. A few people believe there are sea monsters which pull the boats into the seamed. Others think there are visitors from outer space who kidnap the ships and planes for study. Some say that fireballs, and tidal waves, cause the disappearances while others claim it is human error.

Two big questions need to be answered:

1. Why have so many planes, ships, and people disappeared in the same area? The oceans are very large. Why in such a small concentrated area?
2. Why is there never any wreckage or any other clue to indicate what has happened?

Storyteller 2: Survivors of the Triangle

A few people have survived the dangers of the «Bermuda Triangle». Don Henry, a ship's captain, sailed from Puerto Rico to Fort Lauderdale, Florida, in 1966. His ship was pulling another ship behind it. Suddenly his crew began to shout. He looked at the compass and it was spinning wildly. He couldn't see the horizon and he didn't know where he was, because there was a cloud around

the ship. The trouble came so quickly he couldn't believe it. There was no electricity, and all his instruments stopped working. His ship was pulled back into the water by the line between the two ships. Then the line broke, and Captain Henry's ship moved forward out of the cloud. The other ship sank very quickly. It was never seen again.

An aeroplane pilot talked about his dramatic experience. He was flying to Florida from Bermuda. The weather was clear and the stars were shining. He was flying at 8,000 feet above the sea. After a short time he saw a glow on the wings of the aeroplane. The light became brighter and brighter. Suddenly it was so strong that he couldn't read his instruments. His compass began to spin wildly and his electricity cut out. The plane made a sudden right turn. He turned off the auto-pilot but he couldn't control the plane. He took his hands off the controls and let the plane fly by itself. It flew out of the cloud and then his electrical system started working. This pilot was one of the lucky ones. He returned to land safely.

Storyteller 3. Atlantis.

No one can explain the circumstances. Many of the experiences are similar. These consist of cloud and a spinning compass. People can't find their direction, and often they cannot see land or a horizon.

There is a legend associated with this special sea area. Plato wrote about a great continent called Atlantis. He said that in this country the people were very advanced and had a sophisticated technology. They used a special crystal to generate power for their machines. The legend says that Atlantis sank after an earthquake in the area of the «Bermuda Triangle». Some people think that it is these crystals which are causing the planes and ships to sink and disappear under the water.

Chairman: I would like to begin the conference on the subject...; as I see it...; a good weather for...; to think about one's Christmas holidays and families...; to be lost at sea ...; without any explanation...; to have a shape of a triangle...; the records show...; to be lost without a trace...; to disappear...; no wreckage or debris...

Radio-controller: I might as well add that... ; I'd just like to say...; to have radio contact...; to receive a message from... ; to be not sure of one's position... ;to spin wildly... ;to send a search plane out...;

Survivor 1: to be a ship's captain...; to sail from...; to pull another ship by the line...; to look at the compass...; what's more...; to be pulled back into the water...; to sink quickly...

Survivor 2 (an aeroplane pilot): I quite agree; to talk about my dramatic experience...; to fly at... feet above the sea...; to see a glow...; to become brighter and brighter... ;to turn off autopilot... ; to control the plane...; to let the plane fly by itself...; to fly out of the cloud...; to return to land safely...

Scientist 1: talking of...; circumstances to be similar...; to consist of cloud and a spinning compass...; to associate with...; to have a sophisticated technology...; to use a special crystal for...; the way I see it...; two big questions need to be answered...

Scientist 2:he speaks Russian and you act as an interpreter and he can add some explanation from Russian scientists.

AT CAMFORD UNIVERSITY, or "UNCLE THEOPHILUS", HOB'S STORY

Игра проводится в несколько этапов. Вначале учащиеся знакомятся с текстом. Это проводится по усмотрению учителя, либо учащиеся прочитывают сами текст дома, либо ведущий (**Storyteller** или учитель) читает текст в классе. Затем распределяются роли. Если роль большая, то ее можно предложить двум или трем ученикам. Учитель помогает учащимся подготовить свою роль, особенно, когда учащиеся сами составляют текст своей роли. В дальнейшем проигрываются небольшие сцены как репетиции и, наконец, игра прослушивается полностью. На полное представление игры можно пригласить учащихся из других классов. Введение рейтинга оценок за исполнение ролей стимулирует учащихся. При организации вечеров на английском языке такие ролевые игры можно включать в программы тематических вечеров.

Игра способствует развитию коммуникативных навыков на английском языке за счет того, что воссоздается ситуация, максимально приближенная к реальному общению. Кроме того, подсказки в виде текстовой основы и речевых клише расширяют словарный запас учащихся и дают образцы культуры устного общения.

Storyteller: My Uncle Theophilus, or simply Theo, is the uncle with the real brains. He's my oldest uncle, a tall, thin, grey-haired man whose thoughts were always on learning and nothing else. Uncle Theo is quiet and gentle. Well, he applied for a post in Camford University. There were many candidates who applied for it, and soon Uncle Theo was asked to be interviewed.

Now Camford is a very small town with only one hotel in it. So there were two candidates in a room. Uncle Theo shared the room with a young, self-confident fellow called Adams, with a loud voice and laugh. But he was a clever fellow. After the interview there were only two candidates left — Uncle Theo and Adams. The committee decided to make their final choice after each candidate

had given a public lecture "The Civilisation of the Ancient Sumerians", in the college lecture-hall in three days.

Well, for three days Uncle Theo worked day and night at that lecture, writing it out and memorising it almost without eating or sleeping. Adams didn't seem to do any preparation at all. He spent the evenings playing billiards or at the theatre, or music-hall. He ate like a horse and slept like a log.

The day of the lecture arrived. Theo and Adams took their seats on the platform. And then, Theo discovered, to his horror, that the typewritten copy of his speech had disappeared! The Dean invited the candidates in alphabetical order, Adams first. With despair in his heart, Theo watched Adams calmly take the stolen speech out of his pocket and read it to the professors who were gathered to hear it. And how well he read it! When Adams finished there was a great burst of applause. Adams bowed and smiled, and sat down.

Now it was Theo's turn. But what could he do? He had put everything he knew into that lecture. With a burning face he only repeated, word for word, in a low, dull voice the lecture that Adams spoke so eloquently. There was silence when he sat down.

The Dean and the committee went out to decide who the successful candidate was, but everyone was sure what their decision would be. Adams leaned across to Theo and patted him on the back and said, smilingly, "Hard luck, old fellow, but, after all, only one of us could win."

Then the Dean and the committee came back. "Gentlemen," the Dean said, "the candidate we have chosen is — Mr. Theophilus Hobdell." Uncle Theo had won. The audience were completely taken by surprise, and the Dean continued, "I think I ought to tell you how we arrived at that decision. We were all filled with admiration at the learning and eloquence of Mr. Adams. But, you will remember, Mr. Adams read his lecture to us. When Mr. Hobdell's turn came, he repeated the speech, word by word from memory, of course, he couldn't have seen a line of it before. So, what a memory Mr. Hobdell must have! That's why we decided that Mr. Hobdell was exactly the man we wanted."

As they walked out of the room, the Dean came up to Uncle Theo, who was so confused but happy, shook Theo's hand he said,

“Congratulations, Mr. Hobdell! But, my dear fellow, when you are on our staff, you must be more careful and not leave valuable papers lying about!”

AT CAMFORD UNIVERSITY

TASKS

Task 1. Write or dramatize, use the suggested conversational phrases.

Role 1. Uncle Theophilus

<i>Honestly...</i>	to apply for a post in Camford
<i>The point is...</i>	University; to be asked to come to
<i>Naturally...</i>	be interviewed; to share a room in
<i>On the top of</i>	a hotel; to give a public lecture in
<i>that...</i>	three day's time; to work day and
<i>I really couldn't</i>	night; to write the lecture and
<i>imagine...</i>	memorize it; to one's horror; the
	typewritten copy of the lecture
	disappeared; to repeat word by
	word, in a dull, low voice; to have
	hard (bad) luck.

Role 2. Mr. Adams

<i>To tell the truth...</i>	to have a good post in Iscariot
<i>I won't deny...</i>	College; not to do any
<i>Sure...</i>	preparation; to read eloquently; to
<i>Moreover...</i>	be sure what the decision of the
<i>True enough...</i>	committee would be; only one of
	us could win; to be taken by
	surprise; to be clever enough to
	work at...

Role 3. The chairman of the committee

<i>As you know...</i>	there were hundreds of candidates;
<i>In fact...</i>	to reduce the number to
<i>As I see it...</i>	two; to make a final choice; to

Most likely... give a public lecture; to read eloquently; a burst of applause.

Role 4. A member of the committee

Right you are... to choose a candidate for the post;
No doubt... to interview the candidates; to
Exactly... read eloquently; to read in a low,
My point of view dull voice; to repeat word for
is... word; there was hardly any
applause; to put the same thoughts
in the same way.

Role 5. The Dean

No doubt... to call on the candidates in alphabetical
That's right... order; to arrive at the decision;
The point is... to be filled with admiration
In fact... at the learning and eloquence of
Unfortunately... smb.; to be greatly impressed; to
repeat the speech word by word
from memory; to be more careful
and not leave valuable papers lying
about.

Storyteller: "He who laughs last, laughs loudest" (English proverb).

THE RABBIT AND THE FOX

Characters: Storyteller, Rabbit, Fox.

Storyteller: Once upon a time all rabbits had long tails. One day a rabbit met a fox who had a big bag of fish on her back.

Rabbit: Good morning, Mrs. Fox. What a lot of fish you have! Where did you catch them?

Fox: Glad to see you, Mr. Rabbit. Oh, yes, I've got fine fish. I caught them in the lake near the forest.

Rabbit: Did your friend help you?

Fox: Oh, no, I was quite alone, It is very easy to catch fish.

Rabbit: How did you do it?

Fox: I saw a stone near the lake. I sat down on it with my tail in the water. The lake is full of fish. One fish after another came up to me and bit my tail. I pulled up my tail each time. That is how I caught the fish. Good-bye, Mr. Rabbit. Good luck to you.

Rabbit: Good-bye. Thank you.

(Fox ran away. Rabbit sat down on a stone with his tail in the water.)

Rabbit (*palling his tail*): There is something on my tail. (*Again he pulls and pulls.*) It must be a very good fish. (*There is a jerk and a crash.*) Oh, my tail, my beautiful tail! It has stayed in the ice! Oh, oh! (*He begins to cry.*) I have such a short tail now!

Storyteller: That's why, dear friends, all rabbits have such short tails now.

THE RABBIT AND THE WOLF

I Characters: Wolf, Rabbit, Duck.

Wolf: Help! Help!

Rabbit: Who is crying? Where is he? I want to help him. (*He found a wolf on the ground under a big stone.*)

Wolf: Please, help me! Take this stone off my back.

Rabbit: The stone is very big, but I'll try. (*He pulled and pulled. At last he pulled the stone off the Wolf's back. The Wolf jumped up and caught him.*)

Wolf: Now I'll eat you!

Rabbit: Please, don't eat me. I helped you, and now you want to eat me. That's not fair!

Wolf: But I am very hungry, and I eat rabbits when I am hungry.

Rabbit: Please, let's ask the Duck. She is fat and she is very clever.

Wolf: All right, but we must hurry. I am very hungry. (*They found the Duck and told her their story.*)

Duck: Show me what happened. Then I can help you.

Wolf: Yes, come along. But hurry up or I'll eat you, too.

Rabbit: The Wolf was on the ground with the stone on his back.

Duck: That big stone? And you pulled it off? How did you do it? Show me.

(*The Wolf lay down. The Rabbit pulled and pulled. At last the stone was on the Wolf's back again.*)

Wolf: The stone was on my back. Now, Rabbit, take it off again!

Duck: Wait a minute. Let me think. The Rabbit helped you, and then you wanted to eat him? That's not fair!

Rabbit: Shall I take the stone off his back?

Duck: No. We'll see who helps him now. And the next time, Mr. Wolf, be kind to those who help you.

(*The Duck and the Rabbit ran away.*)

THE HARE AND THE GOAT

Characters: Storyteller, Hare, Goat, Pig, Cow, Dog, Little Bee.

Storyteller: One day a hare came to her little house. But she could not get in.

Hare: Who is in my little house?

Goat: I am Big Mr. Goat. I am in here to stay. I will eat you all up, If you don't go away.

Storyteller: The Hare was afraid. She hopped and hopped along the road. Then she met a pig.

Hare: Mr. Pig, I cannot get into my house. A voice in the house says: "I am Big Mr. Goat. I am in here to stay. I will eat you if you don't go away." Please, help me, Mr. Pig.

Pig: I cannot help you. I am afraid of Mr. Goat.

Storyteller: The Hare hopped and hopped along the road. She met a cow.

Hare: Mrs. Cow, I cannot get into my house. A voice in the house says: "I am Big Mr. Goat...", etc. Please, help me, Mrs. Cow.

Cow: I cannot help you. I am afraid of Mr. Goat.

Storyteller: The Hare hopped and hopped along the road. Then she met a dog.

Hare: Mr. Dog, I cannot get into my house. A voice in the house says: "I am Big Mr. Goat ...", etc. Please, help me, Mr. Dog.

Dog: I cannot help you. I am afraid of Mr. Goat.

Storyteller: So the Hare hopped and hopped along the road. Then she met a bee.

Hare: Little Bee, I cannot get into my house. A voice in the house says: "I am Big Mr. Goat ...", etc. The Pig could not help me. The Cow could not help me. The Dog could not help me. And you cannot help me, you are so small.

Little Bee: Yes, I am very small, but I can help you. Let us go to your house.

Storyteller: So the Hare went to her little house and the Little Bee went with her.

Hare: Go away, Mr. Goat. This is my house.

Goat: I am Big Mr. Goat ..., etc.

Storyteller: Then the Bee flew into the house. She stung the Goat on the nose.

(And the Goat ran away.)

Why the Dog Lives with the Man

I Characters: Storyteller:, Dog, Hare, Wolf, Bear, Man.

Storyteller: Many, many years ago the Dog lived in the forest all alone. Soon he felt that he was not happy.

Dog: I do not want to live all alone. I must have a friend.

Storyteller: Next day in the morning the Dog met the Hare.

Dog: Good morning, dear Hare. Glad to see you. Let us live together. I don't like to live all alone.

Hare: Good. Let us live together.

Storyteller: So they began to live together.

(At night the Dog began to bark.)

Hare: Don't bark, Dog. The Wolf may come and eat us up.

Dog (to himself): The Hare is afraid. I do not want to live with him. *(And he went away.)*

Storyteller: Next day the Dog met the Wolf.

Dog: Good morning, dear Wolf. Let us live together. I don't like to live all alone.

Wolf: Good. Let us live together.

Storyteller: And so they began to live together.

(At night the Dog began to bark.)

Wolf: Do not bark, Dog. The Bear may come and eat us up.

Dog (to himself): The Wolf is afraid, do not want to live with him. *(And he went away.)*

Storyteller: Next day the Dog met the Bear.

Dog: Good morning, dear Bear. Glad to see you. Let us live together. I don't like to live all alone.

Bear: Good. Let us live together.

Storyteller: And so they began to live together.

(At night the Dog began to bark.)

Bear: Don't bark, Dog. The Man may come.

Dog (to himself): The Bear is afraid. I don't want to live with him. *(And he went away.)*

Storyteller: Next day the Dog met the Man.

Dog: Good morning, Man. Glad to see you. Let us live together. I don't like to live all alone.

Man: Good. Let us live together.

Storyteller: And so they began to live together. They hunted together in the daytime and slept at night.

(At night the Dog began to bark.)

Man (opening his eyes): Go on barking. The Bear or the Wolf may come near us but they will be afraid and they will run away.

Dog (to himself): Man is not afraid. I shall stay with him.

Storyteller: From that time the Dog and the Man lived together.

THE SHEEP AND THE WOLF

| **Characters:** Storyteller, Wolf, Sheep, Cook, Hen, Miller, River.

Storyteller: One day a sheep went for a walk and met a wolf.

Wolf: I will eat you up.

Sheep: Please, do not eat me up, Mr. Wolf.

Wolf: Get me a bone, and I will not eat you up.

Sheep: How can I get a bone?

Wolf: Go to the Cook, and he will give you a bone.

Storyteller: The Sheep ran to the Cook.

Sheep: Please, Mr. Cook, give me a bone. I will give it to Mr. Wolf. Then Mr. Wolf will not eat me up.

Cook: Get me an egg, and I will give you a bone.

Sheep: Where can I get an egg?

Cook: Go to the Hen and she will give you an egg.

Storyteller: The Sheep ran to the Hen.

Sheep: Please, Mrs. Hen, give me an egg. I will give the egg to the Cook, the Cook will give me a bone. I will give the bone to Mr. Wolf, and then Mr. Wolf will not eat me up.

Hen: Give me some corn and I will give you an egg.

Sheep: Where can I get corn?

Hen: Go to the mill, and the Miller will give you some corn.

Storyteller: The Sheep ran to the Miller.

Sheep: Please, Mr. Miller, give me some corn. I will give the corn to the Hen, the Hen will give me an egg. I will give the egg to the Cook, the Cook will give the bone to Mr. Wolf. Then Mr. Wolf will not eat me up.

Miller: Get me some water, and I will give you some corn.

Sheep: Where can I get water?

Miller: Go to the River, and the River will give you some water.

Storyteller: The Sheep ran to the River.

Sheep: Please, Mr. River, give me some water. I will give the water to the Miller, the Miller will give me some corn. I will give the corn to the Hen, the Hen will give me an egg. I will give the egg to the Cook, the Cook will give me a bone, and I will give the bone to Mr. Wolf. Then Mr. Wolf will not eat me up.

Storyteller: So the River gave the Sheep some water. The Sheep ran to the Miller with the water, and the Miller gave her some corn. She ran to the Hen with the corn, and the Hen gave her an egg. She ran to the Cook with the egg, and the Cook gave her a bone. She ran to the Wolf with the bone.

Sheep: Mr. Wolf, Mr. Wolf! Please, do not eat me up. I have a bone for you.

Wolf: Give me the bone, and I will not eat you up.

TWO HEADS ARE BETTER THAN ONE

Characters: Storyteller, Goat, Sheep, Wolf.

Storyteller: Once upon a time a sheep and a goat went for a walk together.

Sheep: Meh, two heads are better than one.

Goat: I am not so sure about that.

Sheep : Let us talk.

Goat: What about?

Sheep: Meh, let me think. Let us talk about things which begin with *w*.

Goat: All right. Let's begin.

Sheep : Work.

Goat: Water.

Sheep: Wind.

Goat: Winter.

Storyteller: Soon they came to a wood.

Sheep: Do you think we should go through this wood?

Goat: If we keep together, we can go where we like but we must keep our eyes open.

Sheep: Four eyes are better than two.

Goat: Perhaps, you are right, even if two of them are only sheep's eyes.

Storyteller: They went into the wood and saw a wolf. The Wolf did not see them.

Sheep: Meh, what shall we do now?

Goat: We must be ready to use our legs.

Sheep: Eight legs are better than four.

Goat: Perhaps, you are right, even if four of them are only sheep's legs. (*The Goat looked back and saw two bushes.*) Ah! That's good thing! Now, Sheep, you stand between the two bushes and look at the Wolf, and I shall stand behind you and look the other way. When the Wolf comes up, you talk to him and don't forget to tell him that you have two heads, four eyes and eight legs. You will talk to the Wolf and I shall talk to him from behind. Now here he comes. Are you ready?

Sheep: Meh.

Wolf: Good morning, Sheep. I am very glad to meet you,

Sheep: You are very polite.

Wolf: I am always polite to my dinner. I did not know where I could find my dinner and your four legs have brought it to me.

Sheep: You are wrong. I have eight legs.

Goat: Of course, I have eight legs, and only four of them are sheep's legs.

Wolf: Who is that?

Sheep: That is my other head.

Wolf: Have you two heads?

Sheep: Of course, I have two heads.

Goat: Let me eat that Wolf.

Sheep: My two heads are quite different. This head eats only grass. But my other head is very fierce and eats only wolves.

Wolf: Does your head your other head really eat wolves?

Sheep: Yes, but not more than one a day.

Goat: One a day is not enough. I am always hungry. I can eat a hundred wolves. Let me eat that Wolf.

Sheep: You can eat this Wolf but it is all you can eat today.

Wolf: No, no, no! *(And he ran away. The Sheep ran after the Wolf and the Goat ran after the Sheep.)*

Goat: Wolf for dinner! Wolf for dinner!

Storyteller: But the Wolf did not look back. He ran as fast as he could to his den. The Sheep and the Goat continued their walk and talked about things which begin with w.

THE CAT AND HIS SERVANT

Characters: Storyteller, Cat, Fox, Wolf, Bear, Rabbit.

Scene I

Storyteller: A man once had a cat who was very bad. One day the man put his Cat in a bag and carried the bag into the forest. At

last he came to a place where the Cat could find plenty to eat. He let him out of the bag and went home.

Cat: Now as I am in the forest, I must build a house for myself.

Storyteller: So he built a house for himself and lived there happily. One day when he was out walking, he met a fox.

Fox (to himself): What a beautiful animal! I think he is the most beautiful animal in the forest. (*He walked up to the Cat.*) How beautiful you are! Who are you?

Cat: I am the owner of the forest. And my name is John.

Fox (bowing low): You are very beautiful, and you look very wise. Oh, master of the forest, let me be your servant.

Scene II

Storyteller: So the Fox went to live in the Cat's house as his servant.

Cat: I am going to stay at home today. Go and bring me a good dinner!

(The Fox went away. On the way he met a wol.)

Wolf: Good morning, Fox. Where are you coming from?

Fox: I am coming from the house of my master.

Wolf: Who is your master?

Fox : My master owns this forest. His name is John.

Wolf: Indeed! I didn't know that anyone owned this forest. Tell your master that I'll come to see him.

Fox: Very well. But when you come, bring a sheep with you. If you come without one, he'll eat you up.

Wolf: All right. Til try to find a sheep.

(The Fox went through the forest. At last he met a bear.)

Bear: Good morning, Fox. Where are you coming from?

Fox: I am coming from the house of my master.

Bear: What is his name?

Fox: My master owns the forest and his name is John.

Bear: Indeed! I didn't know that anyone owned the forest. Tell your master that I'll come to see him.

Fox: Very well. But when you come, bring an, ox with you. If you come without one, he'll eat you up.

Scene III

(The Bear was carrying an ox to the Cat's house, when he met the Wolf who was carrying a sheep.)

Bear: Where are you going, my dear Wolf?

Wolf: I am going to see the owner of the forest. The Fox said that he is very ferocious, so I am taking him a sheep. And where are you going, my dear Bear?

Bear: Oh, I am going to the owner of the forest, too. And I am bringing him an ox.

(Soon the Wolf and the Bear came to the house.)

Wolf: Bear, go to the door and say that you want to see the owner of the forest and we are bringing him a sheep and an ox.

Bear: No, I am afraid. Go you, Wolf! I am afraid too, but here is the Rabbit.

Wolf and Bear (together): Rabbit, please, knock the door.

(Rabbit went to the door while the hid in some dry leaves and the Bear climbed a tree. The Rabbit knocked at the door but there was no answer. The Cat and Fox were not at home. Soon they came to the house.)

Cat (jumping upon the ox): Is this my dinner? This is not enough! This will make a bite or two.

Bear (to himself): Oh, the owner of the forest is little but he is very hungry. An ox is enough for four bears. He is terrible, I am afraid of him.

(Wolf shook with fear, and the leaves began to move.)

Cat: A mouse is hiding there. *(He jumped at the Wolf and scratched his nose with his sharp claws.)*

Wolf: Oh, the Cat is going to eat me up!

(Ran to the forest. And the Cat began to climb the tree where the Bear was hiding.)

Bear: He can see me! He will eat me up!

(And he jumped out of the tree and ran away.)

Storyteller: That night the Bear and the Wolf told the story of the terrible beast to the other animals of the forest and they were all very much afraid.

THE HUNTER AND THE BIRDS

Characters: Hunter, three Birds

Hunter: I am very hungry. I want something to eat! I'll look in my traps. (*He comes to the first trap. There is a little bird in the trap.*) Aha! Here is a bird to eat!

First Bird: Oh, Hunter, look how small I am. I am not big enough for a good supper. My brother is in that trap. He is bigger than I am.

Hunter: All right. Fly away. (*He comes to the second trap. A bigger bird is in the trap.*) You are a little bigger, I'll eat you.

Second Bird: But look at me. I am not fat. My brother is in that big trap. He is big and fat. You can eat him for your supper.

Hunter: All right. Fly away. (*He comes to the third trap. The first and the second birds fly behind him.*) Oh, you are right! This bird is big and fat. (*He takes the Bird in his hand.*)

Third Bird: Oh, Hunter, I am big and fat. Do you know why?

Hunter: No. Why?

Third Bird: Because I am so clever. I always know how to get a good supper. If you let me go, I'll tell you how to be clever.

Hunter: Very well. What must I do to be clever?

Third Bird: Do as I say:
Open your hand,
Shut your eyes,
Then I'll tell you
How to be wise!

(*The Hunter opens his hand. The Bird flies away.*)

Hunter: Oh, Bird! You are free. Now tell me how to be clever.

Third Bird: I'll tell you now. A bird in the hand is worth two in the bush. (*The Birds fly away.*)

CITY MOUSE AND COUNTRY MOUSE

I Characters: City Mouse, Country Mouse.

(City Mouse has come to see his friend Country Mouse.)

City Mouse: Oh, Mouse, Mouse! How can you live here? Nothing to do. Nothing to see. And you have to work so hard for your food.

Country Mouse: I like it here.

City Mouse: Have you ever seen the city?

Country Mouse: No, I am too busy.

City Mouse: Come with me. I live in a big house. At night I eat bacon and cake, but I do not work for it. It is all free.

Country Mouse: Very well, I'll come. *(They came to the city.)* What a fine house you have!

(He goes to the front door.)

City Mouse: Oh, no, no! We'll go in the back way.

Country Mouse: But you said this was your house.

City Mouse: I live here but it belongs to someone else.

Country Mouse *(seeing a fat piece of bacon):* Oh, look! Bacon! May I have a piece?

City Mouse: Oh, no! That is a trap. You will be caught.

Country Mouse: I am a little hungry after the long walk.

(He starts to go into the kitchen.)

City Mouse: No, no! The cook is there. We'll have to wait.

Country Mouse: But I am hungry. In the country I ate when I wanted.

(They waited and waited.)

City Mouse: The cook is out. Hurry!

Country Mouse: Look! The kitchen is full of mice!

City Mouse: They are hungry too. Hurry!

Country Mouse *(picking up a crumb):* I hear a bell.

City Mouse: Run! It's the cat!

(All the mice ran out.)

City Mouse: Now we are safe. You can stop running.

Country Mouse: I'll run until I get back to the country. I do not eat so well there, but I am free.

THE VALENTINE CARD

Characters: Helen — 16 years old, Mother, Father, Paul, classmates and friends.

Scene 1

Helen's home. The girl is sitting in front of the TV with a book in her hand. Her father is in the armchair, there are books and newspapers on a small table in front of him. He is reading a newspaper. Mother is knitting.

Father: Helen, why don't you go out tonight? It's a nice evening, isn't it? It's week-end. There is a good film at the cinema...

Helen: Oh, Dad...

Mother: Yes, Helen, why not? Or, you could invite your friends and classmates home one evening. You could sing and dance, watch video and play games... You could have a party...

I can make cakes and tea for you, and you can all dance...
(After a pause.) Your father and me can go out for the evening, so you won't have to worry about the noise you make. What do you say to it, Helen?

Helen: Oh, Mum... Yes, may be...I don't know.... Perhaps, one day.... I shall... think.

Scene 2

Helen is alone. She is sitting in her place in front of the TV. She has a book in her hand then she takes a looking-glass and looks in it.

Helen: Dad says I have a pretty face... Is it really pretty? I do not think... To be popular with the boys a girl must pretty, open,

not shy... . Oh, why am I not as pretty as Mary or Nancy? The boys like them because they are really pretty. (*Sighs.*)

Scene 3

At Helen's home.

Mother: Soon comes the Valentine's Day... Such a good holiday... Do you remember how we enjoyed it sending each other cards... (*Laughs.*)

Father: Oh, yes, we had a very good time. On Valentine's Day miracles happen to young people.

(Then he goes out and comes back with some paper or card in hand. Dad sits own and writes something.)

Scene 4

(A knock at the door.)

Voice: Please, here is a card for Helen Smith.

(Father takes the card and puts in on the table in front of the TV.)

Scene 5

Helen *(takes the card and reads it aloud):* "To Helen — hope we meet soon." *She looks at the card turning it in hands, then reads aloud again.)* Who can this card can be from?

Mother *(enters the room):* Or Helen, you received a card! Who is it from?

Helen: Perhaps it's a joke. I don't know. I have no idea who it is from. There is no name on the valentine card.

(Father and Mother leave, Helen stays alone.)

Helen: Well, who could send me this card? That's written in blue ink... Who writes in blue ink? Oh, Paul... But he has so many friends, he is always going out, and he is the best tennis player and swimmer in school... He has so many girl-friends. Oh, it can't be him.

Scene 6

(School. Helen is in the classroom. Paul comes up to her. He is smiling.)

Paul: Hello, Helen. How are you?

Helen: I am OK.

Paul: You are always doing your homework. You never seem to have time to come out in the evening. Why not come out tonight? It's February, 14. You know what day that is, don't you?

Helen: Of course, I do... St. Valentine's Day.

Paul: We can go and see a film in town and then have some tea or coffee, or ice-cream. You will come, won't you?

Helen: I'm sorry. I can't come. I've got to... to go out with my Mother.

Paul: Please, come. I'll call at your house at seven o'clock.

(The bell rings for the first class and Paul turns to go.)

Paul: Don't forget, will you? Seven o'clock.

Scene 6

(Helen's home.)

Mother: Hallo, dear. You are in a hurry, I see. What's up?

Helen: Where's my green dress, Mum? Do you know? I've got to go out tonight and I must get ready before dinner...

Mother: But... it's only past four. You don't have to get ready so early, do you?

Helen: Yes, yes, I must get ready right now.

(Helen runs out of the room and bumps into her Father.)

Father: What's the hurry, dear? Is there any fire or are you going out somewhere?

Helen: Oh, Father... I'm going out tonight. I'm going to see a film with Paul from school.

Father: Oh, isn't it nice? Lucky Paul!

Mother: Isn't it nice of Paul to ask Helen to the pictures with him. She'll enjoy herself.

Father: Yes, must be the Valentine card that did it.

(With a bottle of blue ink in his hands, he goes out quietly of the room.)

THE KING WHO LOVED STORIES

Characters: Storyteller, Herald, First peasant, Second peasant, Third peasant, John.

Scene 1

Place: Outside the palace.

(A group of Peasants are gossiping. One of them is a young man named John.)

Storyteller: Once upon a time there lived a king who loved stories. He could not read, but he would listen for hours while his courtiers told him-stories, and he was always sad when the stories came to an end. One day he issued a proclamation.

(Enters Herald)

Herald:*(reading):* A proclamation from His Majesty the King! If any man can tell His Majesty a story that will last for ever he shall have half the kingdom and the hand of the King's daughter in marriage.

(He blows on his trumpet again and goes out.)

First peasant: I wish I knew a story that would last for ever!

Second peasant: So do I. I should like to have half the kingdom.

Third peasant: And I should like to marry the Princess. She is very beautiful, and people say that she is as kind as she is lovely.

John: I think I know a story that will last for ever. Perhaps I shall be the lucky one who marries the Princess.

Scene 2: Inside the palace

(The King is sitting on his throne, and the Princess is sitting beside him on the floor.)

Storyteller: Princes came from far and wide, and each told the King a story. But sooner or later the story always came to an end and then the King would, shout:

King: Off with his head!

Storyteller: One day, however, a poor peasant came to the palace.

(Enters John.)

John (*bowing to the King*): Your Majesty, I have a story to tell that has no ending.

King: Tell me your story, fellow.

John: Once there lived a king who built a great barn. It was the biggest barn in the world. The king filled the barn with corn, right up to the very top. Then he locked all the doors of the barn, so that no one could enter and steal the corn. But neither the king nor his servants noticed a tiny hole in one corner of the barn. It was just big enough for a mouse to go through.

King: What happened next?

John: Well, a little mouse did go through the hole, and it carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse.

King (*becoming angry*): Stop! Don't tell me any more about those mice! Tell me the rest of the story, after the mice had eaten the corn.

John: I cannot do that, Your Majesty. You must hear the whole story, the first part first and the last part last. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse..

King (*beating heavily the arms of his throne in rage*): I am tired of all those mice. I want to hear what happened when the barn was empty.

John: But the barn was not empty, Your Majesty. It was still almost full of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went

through the hole and carried off a grain of corn. Then another mouse...

King (*shaking with anger*): Get on, fellow, get on! What happened in the end?

John: Patience, Your Majesty. I have hardly begun the story yet. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse went through the hole and carried off a grain of corn. Then another mouse...

King (*jumping up and covering his ears with his hands*): Enough! I cannot bear to hear anything more about those horrible mice. I will give you half my kingdom, I will give you my daughter's hand in marriage, I will even make you a Prince, if you promise never, never to mention mice to me again!

John (*bowing*): Thank you, Your Majesty.

(The Princess gets up and takes John by the hand.)

Princess: What a wonderful story!

Storyteller: So John became a Prince and married the Princess. And the King learnt to read, so that he could read stories for himself.

Curtain

WRONG NUMBER

Characters: William Browning, business man. Caroline Browning, his wife.

Place: the sitting-room of the Brownings' house in Hambledon.

(A telephone stands on a small table near the door. Caroline is wearing an old dress. William comes in from his day's work at the office.)

Caroline: Oh, there you are, William! You're late, aren't you?

William: A little. Sorry, my dear, but business is business. But I'm ready to go. Are you? You don't look ready. You can't go in that old dress. Why haven't you changed it? Did you get the cinema tickets?

Caroline: Yes, I telephoned and got the last two. They're waiting for us at the cinema.

William: Good!

Caroline: Everyone in the town seems to want to see this picture. It must be wonderful.

William: Yes. We'll have a nice evening. At what time have we to be at the cinema?

Caroline: Half past seven, not later than that.

William: Well, we haven't much time. Why aren't you ready?

Caroline: It's that telephone. I've answered it about twenty times today, and it was the wrong number every time. How can I do my work and talk to my friends when I have to go to the telephone every ten minutes?

William: Why are there so many wrong numbers? It didn't happen before.

Caroline: Of course not. The Winter Garden Cinema has just opened. There wasn't a Winter Garden Cinema last month.

William: Cinema? We're talking about the telephone.

Caroline: Yes, yes. Oh, William, don't you understand? The number of the cinema is 88465. You know our number: it's 88456. When people want "cinema tickets, they're careless, and they get the wrong number, our number. I'm tired of it. I spend hours at the telephone, and it's all useless. They all ask the same thing: "Is that the Winter Garden Cinema?" But I'm not a cinema. Do I look like a cinema?

William: Well, don't answer the telephone.

Caroline: But I must. It may be someone who wants to tell me something, and I don't want to miss it. But if any more people ask me for tickets, they'll get an answer that they won't like.

(A telephone call comes through.)

Oh! there it is again! Shall I answer it?

William: Certainly not. Leave it alone. We must go to the cinema. Go and change your dress. Be quick!

Caroline: But it may be someone who wants to give me a thousand pounds.

William: No one wants to give you a thousand pounds.

(She goes to the table.)

Oh, well, women can never stay away from telephones!

Caroline: *(at the telephone, kindly):* Yes? Oh, yes. Yes, this is the Winter Garden Cinema.

(William looks very surprised.)

You want two tickets? Yes. For tonight? Yes, certainly. You want to sit together! Of course, you do. We mustn't put one of you at the front and the other at the back, must we? *(She laughs gently.)* Well, I have two together, I'll keep them for you. You can get them here when you come, and pay for them then. But you'll have to be quick. The big picture starts in ten minutes and you ought to be here before that. Oh, you have a car! Good! Is your girl-friend far away? Oh, she's with you now. I see! What do you say? Oh, the numbers of the tickets! Yes, of course: the numbers! Wait a minute. Er... 138 and 140. Ask for them when you come. Oh, yes, they're next to each other. Oh, no number 139 is at the other side of the cinema. Good night! Good night! *(She comes away from the telephone with a very pleased look in her eye.)* That will teach the young man not to call me a cinema. When he goes to get the tickets, there won't be any for him.

William: Well, now, after that very interesting little talk, perhaps you'll put your dress on and then we can go. We're late now, and I'm quite ready myself. Be as quick as you can. But how do you know that 139 is at the other side of the cinema? Perhaps 139 is next to 138.

Caroline *(going to the door):* What does it matter? But I know very well. There's no trouble about that.

William: How do you know?

Caroline *(stopping at the door):* Oh, oh, William!

William: What's the matter now? Please be quick and change that dress. We're late.

Caroline: The numbers, William! The numbers!

William: What numbers? Do you want to telephone?

Caroline: No, no. The numbers of the tickets, William! I've given the numbers of our own tickets to that man! When he asked me the numbers of the tickets, I had to think quickly, and the only numbers that I knew were our own. Oh, and he has a car! He's there now, paying for our two tickets, and we're still here! We haven't anywhere to sit! He has taken our places! We can't go. Oh, William, why were you late home tonight? *(She sits down and cries.)*

Curtain

AT THE POLICE STATION

Persons: William Norman, a policeman. Derek Hunt, a man of about forty years of age.

Place: a room in Swanning police station.

(Afternoon Norman is writing at the table in the middle of the room. The door opens and Hunt comes in. He stands and waits quietly.)

Norman *(looking up and putting his pen down):* Good afternoon, sir. What can I do for you? *(He stands up and comes towards Hunt.)*

Hunt: It's about a car.

Norman : Oh! Anyone hurt or killed? *(He gets his pen and some paper.)*

Hunt: Oh, no, no! Nothing like that! No, It's about the number of a car that I saw about an hour ago down by the sea.

Norman : What number? Which car?

Hunt: Perhaps it will be best if I begin from the beginning. My name is Derek Hunt. I'm forty-one years old.

(Norman starts to write.)

Norman: And your address, Mr. Hunt?

Hunt: 634, Coverdale Road.

Norman: Oh, you live here, in Swanning.

Hunt: Yes. Well, last week I bought a car, and this afternoon I went for a drive along the road by the sea, and then I saw this other car with the dog in it. Its number was FAR 2579, and that

seemed a very strange thing to me because, you see, the number of my own car is also FAR 2579. But two cars can't have the same number, can they?

Norman (*writing notes all the time*): Certainly not, Mr. Hunt. You're quite right to come to tell us. There's something unusual about this. What did you do when you saw this car?

Hunt: Well, of course, I was very surprised, and so I followed it. I was thinking about its number, you see. When thieves steal a car, they change its number so that the police can't find it. Isn't that so? I felt sure that this was a stolen car.

Norman: Yes, you may be right. Well, what happened then?

Hunt: I followed the car and it went away from the sea and into the High Street, and there it stopped and the driver got out and walked quickly away from it. So I got out too and followed him. I had to be quick, and I nearly lost him. He was walking very fast, but I saw him go into a shop.

Norman: What kind of shop?

Hunt: It was a shop that sells men's clothes. So I followed him inside, touched him on the arm, and spoke to him.

Norman (*writing busily*): Oh, you spoke to him! Good!

Hunt: Yes. I asked him where he bought his car, and he seemed very angry. He told me to mind my own business. The people in the shop all turned towards us, and they looked at me very strangely. I didn't feel very happy about all this, of course, but I felt that I must find out the truth about the car.

Norman: Quite right. Did the man try to run away?

Hunt: Oh, no.

Norman: Well, continue. What happened after that?

Hunt: I asked him his name and address.

Norman: Good! What is his name?

Hunt: He didn't tell me. There was a young man there selling some cloth to a fat woman, and he told this young man to go and bring a policeman.

Norman: That's very strange!

Hunt: I didn't want any trouble in the shop, and I didn't like the looks of the people who were standing round us. So I started to

move towards the door. At first they all tried to stop me, but the owner of the car told them to let me go.

Norman: Yes. If he's a thief, he doesn't want any trouble with a policeman!

Hunt: Well, I left the shop, and I felt quite thankful to be outside again. Then I went back to my car and drove home, and then I walked here to tell you all about it. I'm sure that it was a stolen car. That man stole it, and changed the number. But the number that he put on happened to be the same as mine. Have any cars been stolen here lately?

Norman: Yes. A car was stolen about two weeks ago, and we haven't been able to find it.

Hunt: So I was right, you see! You couldn't find it because it has a different number now. Its number now is FAR 2579. Look for a car with that number, and you'll find the stolen car.

Norman: I'm sorry that you didn't get the man's name. What kind of man was he?

Hunt: A fat man, well dressed. I was surprised when he spoke to me, because he didn't speak like a thief. He spoke quite well. Perhaps he isn't the thief. Perhaps he bought the car from the thief.

Norman: What kind of car was it? Big? Small? What colour was it?

Hunt: It was a big blue car.

Norman: Well, it can't be the car that was stolen here two weeks ago. That was black. A big blue car, you say. (*He is still writing notes.*) Did you say that there was a dog in it?

Hunt: Yes, there was. The driver left the dog. In the car when he got out.

Norman: What kind of dog was it? Did you notice it?

Hunt: Oh, yes. It was up by the back window when I was following the car, and it watched me. It was a small white dog. Let me think, now. Yes, I remember. It had short hair and long ears. And it was wearing a little red coat.

Norman: A little white dog with a red coat? That's like Bingo.

Hunt: Bingo?

Norman: Yes. That's the name of Mrs. Fisher's little dog. I know it quite well.

Hunt: There are hundreds of white dogs in the world, and lots of them wear red coats.

Norman: Not in this town, Mr. Hunt. Just wait a minute, please. (*He goes to the telephone and speaks into it.*) Find Mr. Alan Fisher for me. Try the shop first. He may be there. If he's not there, try the house. (*Still holding the telephone, he speaks to Hunt.*) Did you say that the shop was in High Street?

Hunt: That's right.

Norman: Well, Mr. Fisher owns that big shop in the High Street. Perhaps he went into his own shop. Where was the shop?

Hunt: At the end of the High Street nearest to the sea.

Norman: That's Fisher's shop. (*He speaks into the telephone.*) Oh, is that Mr. Fisher? Good afternoon, sir. This is the Swanning police. I'm sorry to trouble you. Did a strange man speak to you this afternoon in your shop? Oh, he did! What happened? He asked you your name and address? Yes, I understand. Yes, yes. Very unusual. Will you kindly tell me the number of your car, sir? Yes, the number... Oh, I see. FAR 2579. Yes. Well that's a very strange thing. This man has a car with the same number. How long have you had your car? A year and a half? I see. Yes, of course. Sorry to trouble you. No, no, nothing more. Many thanks for your help. (*He puts the telephone down and turns to Hunt.*) Well, what do you say to that, Mr. Hunt? Do you think that the owner of a big shop like that wants to steal a car? He can buy fifty cars if he wants them. And he has had his car for eighteen months.

Hunt: What can I say? I don't understand this at all.

Norman: (*quietly*) Where did you get your car, Mr. Hunt?

Hunt: (*angrily*) I bought it. It cost me three hundred pounds.

Norman: So, it wasn't a new car. Where did you buy it? (*He takes up his pen again.*)

Hunt: (*in a troubled voice*) From the owner. I saw a notice in the newspaper.

Norman: Which newspaper?

Hunt: *The Swanning Evening News.* The owner wanted to sell his car, and so I wrote a letter about it.

Norman: What was the name of the owner? What was the address given?

Hunt: No name or address was given. I had to write to the newspaper. There was a box number. So I sent my letter care of *The Swanning Evening News* and wrote the box number on the envelope. And I got an answer. The owner told me to meet him near the station at two o'clock last Thursday. I went there and found him waiting. We went for a drive together. Then we went to the bank and I got some money and bought the car and went home in it.

Norman: What was the man's name?

Hunt: Mr. Tom Robinson.

Norman: There must be thousands of Robinsons in England. What kind of car is it?

Hunt: A Mostyn. A small black car with two doors. Its number is...

Norman: Yes, yes. I know its number. Have you got the book with you?

Hunt: The book?

Norman: Mr. Hunt, you're old enough to know that there is a book with every car, giving the owner's name and address.

Hunt: Oh, yes, I understand. Mr. Robinson is going to bring me the book tomorrow. He was very kind. He's doing all the business for me: the change in the owner's name and all that kind of thing.

Norman: You'll never see Mr. Robinson again, Mr. Hunt. It seems to me that this car is the one stolen from Mr. Weston two weeks ago. We'll just go to your house and look at it. But if I'm right, you've lost three hundred pounds, Mr. Hunt, Come along. We'll go now.

(They go out together.)

Curtain

TOM SAWYER
(After Mark Twain)

MONDAY MORNING

Charaters: Aunt Polly, Mary, her niece. Sid and Tom Sawyer, her nephews

Place: A room in Aunt Polly's house.

(Tom is sitting in his bed. Monday morning always finds Tom miserable, because another week's slow suffering in school begins. As usual Tom is trying to find some excuse for staying home from school. He begins to inspect his sore toe and then starts groaning. Sid who is sleeping in another bed just beside him does not hear. Tom groans louder and louder.)

Tom: Oh, Sid, Sid!

(Sid yawns, stretches, then begins to stare at Tom.)

Sid: Tom! Say, Tom!

(No answer)

What's the matter, Tom?

(Sid shakes him and looks in his face anxiously.)

Tom: Oh, don't Sid. Don't touch me.

Sid: Why, what's the matter, Tom? I must call auntie.

Tom: No, never mind. It'll be over by and by, maybe. Don't call anybody.

Sid: But I must! *Don't* groan so, Tom, it's awful. How long have you been this way?

Tom: Hours. Ah! Ah! Oh, don't shake me so, Sid, you'll kill me.

Sid: Tom, why didn't you wake me sooner? Oh, Tom, *don't*. Tom, what is the matter?

Tom: I forgive you everything, Sid. *(Groans.)* Everything you've ever done to me. When I'am gone

Sid: Oh, Tom, you are not dying, are you? Don't, Tom -oh, don't. Maybe.

Tom: I forgive everybody, Sid. (*Groans.*) Tell them so, Sid. And Sid, you give my cat with one eye to that new girl that's come to town, and tell her...

(*Sid runs away. In a minute Sid, Aunt Polly and Mary enter.*)

Sid: Oh, Aunt Polly, come! Tom is dying!

Aunt Polly: Dying!

Sid: Yes.

Aunt Polly: Nonsense! I don't believe it! (*to Tom*) Tom, Tom! What's the matter with you?

Tom: Oh, auntie, I am...

Aunt Polly: What's the matter with you — what *is* the matter with you, child?

Tom: Oh, auntie, my sore toe is mortified!

Mary: Poor Tom!

(*Aunt Polly sinks down into a chair and laughs a little, then cries a little, then does both together*)

Aunt Polly: Now, Tom, you shut up that nonsense.

(*Tom stops groaning. He feels a little foolish.*)

Tom: Aunt Polly, it, *seemed* mortified, and it hurt so I never minded my tooth at all.

Aunt Polly: Your tooth, indeed! What's the matter with your tooth?

Tom: One of them is loose, and it aches perfectly awful.

Aunt Polly: There, there, now, don't begin that groaning again. Open your mouth. Well — your tooth *is* loose, but you are not going to die about that. Mary, bring me a silk thread, and a chunk of fire out of the kitchen.

Tom: Oh, please auntie, don't pull it out. It doesn't hurt any more. I wish I may never stir if it does. Please don't, auntie. I don't want to stay home from school.

Aunt Polly: Oh, you don't, don't you? So all this row was because you thought you would stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your cruelty.

(Mary brings the dental instruments. The old lady makes one end of the silk thread fast to Tom's tooth with a loop and ties the other to the bedpost. Then she seizes, the chunk of fire and suddenly thrusts it almost into the boy's face. Tom shrieks loudly. The tooth hangs dangling by the bedpost.)

Aunt Polly (*giving him the tooth*): Here you are. And now start getting ready, or you'll be late again.

TOM AND HUCK

I Characters: Huckleberry Finn, Tom Sawyer.

Place: in the street on the way to school.

(Huckleberry Finn enters with a dead cat in his hand. He is dressed as usual in the cast-off clothes of full-grown men.)

Tom: Hello, Huckleberry!

Huckleberry: Hello yourself, and see how you like it.

Tom: What's that you got?

Huckleberry: Dead cat.

Tom: Let me see it, Huck. Oh, he's pretty stiff. Where did you get him?

Huckleberry: I've bought him.

Tom: What did you give?

Huckleberry: I gave a blue ticket.

Tom: Where did you get the blue ticket?

Huck: Bought it off Ben Rogers two weeks ago for a stick.

Tom: Say what is dead cats for, Huck?

Huck: Good for? Cure warts with.

Tom: No! Is that so? I know something that's better.

Huck: I bet you don't. What is it?

Tom: Why, rain water.

Huck: Rain water! I don't believe it.

Tom: Did you ever try it?

Huck: No, I didn't. But Bob Tanner did.

Tom: Who told you so?

Huck: Why, he told Jeff Thatcher, and Jeff told Johnny Baker, and Johnny told Jim Hollis, and Jim told Ben Rogers, and Ben told a nigger, and a nigger told me. There now!

Tom: Well, what of it? They'll all lie. Now tell me how Bob Tanner did it, Huck.

Huck: Why, he took and dipped his hand in a rotten stump where the rain water was.

Tom: In the daytime?

Huck: Certainly.

Tom: With his face to the stump?

Huck: Yes, I think so.

Tom: Did he say anything?

Huck: I don't think he did. I don't know.

Tom: Aha! Talk about trying to cure warts with rain water such a foolish way as that! Why, that won't do any good. You got to go all by yourself to the middle of the woods, where you know there is a big stump, and just as it's midnight you back up against the stump and put your hand in and say:

Barley-corn, Barley-corn, in June meal shorts,
Rainwater, rainwater, swaller these warts.

And then walk away quick, eleven steps, with your eyes shut, and then turn around three times and walk home without speaking to anybody. Because if you speak the charm's gone.

Huck: Well, that sounds like a good way, but that isn't the way Bob Tanner did.

Tom: No, sir, you can bet he didn't, because he is the wartiest boy in this town. I've taken off thousands of warts of my hands that way, Huck. I play with frogs so much that I've always got very many warts. Sometimes I take them off with a bean.

Huck: Yes, bean's good. I've done that.

Tom: Have you? What's your way?

Huck: You take and split the bean, and cut the wart so as to get some blood, and then you put the blood on one piece of the bean and dig a hole and bury it about midnight at the crossroads in the dark of the moon, and then you burn up the rest of the bean. You

see that piece that's got the blood on it will keep drawing and drawing, trying to fetch the other piece to it, and so that helps the blood to draw the wart, and very soon off she comes.

Tom: Yes, that's it, Huck, that's it. Though when you are burning it if you say «Down bea, off wart come no more to bother me!» it's better. That's the way Joe Harper does. But say, now do you cure them with dead cats?

Huck: Why, you take your cat and go and get in the graveyard along about midnight when somebody that was wicked has been buried. And when it's midnight a devil will come, or maybe two or three, but you can't see them, you can only hear something like the wind, or maybe hear them talk. And when they are taking that fellow away, you throw your cat after them and say: «Devil follow corpse, cat follow devil, warts follow cat, I've done with you!» After that you won't have any warts.

Tom: Sounds right. Did you ever try it, Huck?

Huck: No, but old Mother Hopkins told me.

Tom: Well, I think it's so, then. Because they say she is a witch.

Huck: Say! Why, Tom, I know she is. She witched my father. One day he came along and he saw that she was witching him, so he took up a rock and if she hadn't fled he would have killed her. Well, that very night he rolled off a shed where he was lying drunk, and broke his arm.

Tom: Why, that's awful. How did he know she was witching him?

Huck: My father can tell easy. He says when they keep looking at you right steady, they are witching you. Specially if they mumble.

Tom: Say, Huck, when are you going to try the cat?

Huck: To-night.

Tom: Let me go with you to-night.

Huck: Of course, if you are not afraid.

Tom: Afraid! Will you meow?

Huck: Yes, and you meow back if you get a chance.

Tom: All right.

(Huck takes out a tick.)

Say, what's that?

Huck: Nothing but a bug.

Tom: Where did you get him?

Huck: Out in the woods.

Tom: What will you take for him?

Huck: I don't know. I don't want to sell him.

Tom: All right. It's a very small bug, anyway.

Huck: Oh. I'm satisfied with it. It's a good enough bug for me.

Tom: I could have a thousand of them if I wanted to.

Huck: Well, why don't you? Because you know well you can't. This is a pretty early bug, I think. It's the first one I've seen this year.

Tom: Say, Huck — I'll give you my tooth for him.

Huck: Let me see it.

(Tom gets out a piece of paper and carefully unrolls it. Huck looks at it with great interest. Tom gives his tooth to Huck and Huck gives the bug to him.)

Huck: *(giving the bug to Tom)* Well, all right. It's a trade.

(The boys separate, each of them feeling wealthier than before)

TOM GETS ACQUAINTED WITH BECKY

Characters: Mr. Dobbins, a schoolteacher, Becky Thatcher, Tom Sawyer, Tom's classmates.

Place: a classroom.

(Mr. Dobbins conducts a lesson. The pupils sit at their desks. The only vacant place is on the girls' side of the classroom. A knock on the door is heard. The door opens and Tom Sawyer comes in.)

Mr. Dobbins: Thomas Sawyer!

Tom: Sir!

Mr. Dobbins: Come up here. Now, sir, why are you late again, as usual?

Tom: I stopped to talk with Huckleberry Finn!

(The teacher is shocked and stares at Tom helplessly.)

Mr. Dobbins: You, you did what?

Tom: Stopped to talk with Huckleberry Finn.

Mr. Dobbins: Thomas Sawyer, this is the most astounding confession I have ever listened to. Take off your jacket. (*The teacher gives him a hard whipping.*) Now, sir, go and sit with the girls. And let this be a warning to you.

(Tom sits down on the end of the bench and the girl turns away from him. Tom puts a peach in front of her but she throws it away. Tom begins to draw hiding his work with his left hand. She tries to see the picture.)

Becky: (*in a whisper*) Let me see it. I like this house. It's nice—make a man.

Tom: I'll try. (*Draws and gives the picture to the girl.*)

Becky: It's a beautiful man.

(Tom continues to draw. Then he gives the picture to the girl.)

Tom: Do you like it?

Becky: It's ever so nice. I wish I could draw.

Tom: It's easy. I'll teach you.

Becky: Oh, will you? When?

Tom: At noon. Do you go home to dinner?

Becky: I'll stay if you will.

Tom: Good. What's your name?

Becky: Becky Thatcher. What's yours? Oh, I know. It's Thomas Sawyer.

Tom: Yes, that's the name they call me by when they punish me. I'm Tom when I'm good. You call me Tom, will you?

Becky: Yes.

(Now Tom begins to write something hiding the words from the girl. But this time she begs to see.)

Becky: Tom, let me see what you have written,

Tom: Oh, it is not anything.

Becky: Yes, it is.

Tom: No, it isn't. You don't want to see.

Becky: Yes, I do, indeed I do. Please let me.

Tom: You'll tell.

Becky: No, I won't. I won't tell anybody.

Tom: You won't tell anybody at all? Ever, as long as you live?

Becky: No, I won't ever tell *anybody*. Now let me.

Tom: Oh, *you* don't want to see!

Becky: Now that you treat me so, I *will* see.

(She puts her hand upon his. Then Tom lets his hand slip by degrees till these words are seen: «I love you».)

Tom: *(reads):* I love you.

Becky: Oh, you bad thing! *(She hits his hand, but she looks pleased, nevertheless.)*

TOM SAVES BECKY FROM PUNISHMENT

Characters: Mr. Dobbins, a schoolteacher, Tom Sawyer, Becky Thatcher, Ben Rogers, Joseph Harper, Amy Lawrence, Grace Miller, Susan Harper — Tom's classmates

Place: a classroom.

Scene I

(A desk which stands near the door and the key in the lock. The village schoolteacher Mr. Dobbins kept a book in his desk, which he read when the pupils began to write. The pupils were very curious about the book, but nobody had ever seen it as Mr. Dobbins kept it under lock and key.)

Becky Thatcher comes into the classroom and notices that the key is in the lock. She glances around, then quickly takes the book and opens it. The word «Anatomy» is written in large letters on the title-page. She begins to turn the leaves looking at the pictures. At that Tom Sawyer comes in. Becky closes the book and tears the picture. She puts the book into the desk, turns the key, and bursts out crying.)

Becky: Tom Sawyer, it's very bad of you to sneak up on a person and look at what they are looking at.

Tom: How could know you were looking at anything?

Becky: You ought to be ashamed of yourself, Tom Sawyer. I know you're going to tell on me, and oh, what shall I do what shall I do! Mr. Dobbins will whip me, and I never was whipped in school. (*Then she stamps her little foot.*) *Be so bad if you want to!* I know what will happen. You just wait and you'll see! Hateful, hateful, hateful! (*Runs out of the room crying. Tom stands still. He does not answer.*)

Tom:(*to himself*) How foolish the girls are! Never been whipped in school! The girls are so thin-skinned and chicken-hearted. Well, of course, shall not tell Mr. Dobbins on this little fool. But what of it? Mr. Dobbins will ask who tore his book. Nobody will answer. Then he'll do the way he always does — ask you one and then the other and when, he came to the right girl he'll know it without any telling because girls' faces always tell on them.

Scene II

Place: the classroom.

(*The pupils sit at their desks. Mr. Dobbins comes in and the lesson begins. The pupils read a poem from their books aloud trying to memorize it. Mr. Dobbins first sits nodding in his chair, then straightens himself up, yawns, then unlocks the desk and takes out his book. Most of the pupils look up. Tom looks at Becky. She looks worried. The teacher opens the book and sees the torn picture.*)

Mr. Dobbins: Who tore this book?

(*Nobody answers.*)

Ben Rogers, did you tear this book?

Ben Rogers: No, sir, I didn't.

Mr. Dobbins: Joseph Harper, did you?

Joseph Harper: No, sir, I didn't.

(*The teacher turns to the girls.*)

Mr. Dobbins: Amy Lawrence, did you tear, look?

Amy Lawrence: No, sir, I didn't.

Mr. Dobbins: Grace Miller?

Grace Miller: No, sir.

Mr. Dobbins: Susan Harper, did you do this?

Susan Harper: No, sir, I didn't.

Mr. Dobbins: Becky Thatcher (*Tom looks at Becky.*), did you tear-no, look me in the face, did you tear this book?

Tom (*stands up and shouts*): I did it.

(All the pupils stare at him. He stands a moment and then goes to the teacher's desk to get his punishment. Becky looks at him with love and gratitude. Mr. Dobbins whips Tom.)

Mr. Dobbins (*after whipping*): Tom Sawyer, you must stay two hours after the lessons.

(The bell rings, Mr. Dobbins puts his book into the desk and lock it. Mr. Dobbins and the pupils leave the classroom. Only Tom and Becky are in the classroom.)

Becky: Tom, how could you be so noble?

THE NEW SCHOOLFELLOW

Characters: Tom Tulliver, Philip Wakem, Mr. Stelling, school-teacher.

Place: the study-room.

(Mr. Stelling is standing at his desk and talking to a new pupil, Philip Wakem, a boy with a hump. His face is sweet and melancholy. His brown hair is waved and curled at the ends like a girl's. Tom Tulliver enters.)

Mr. Stelling (*heartily*): Well, Tulliver, we're glad to see you again. Take off your wrapping and come into the study till dinner. You'll find a bright fire there, and a new companion. Here is a new companion for you to shake hands with, Tulliver — Master Philip Wakem. I shall leave you to make acquaintance by yourselves. You already know something of each other, I imagine; or you are neighbours at home. (*Goes out.*)

(The boys, left alone, do not shake hands or say «How do you do? Tom goes to the fire and warms himself, casting glances at Philip who is drawing something on a piece of paper. Then he comes up to Philip and looks over his paper.)

Tom: Why, that's a donkey with panniers — and a spaniel, and partridges in the corn! I wish I could draw like that. I'm to learn drawing this half — I wonder if I shall learn to make dogs and donkeys!

Philip: O, you can do them without learning. I never learned drawing.

Tom: Never learned? Why, when I make dogs and horses, and those things, the heads and the legs won't come right; though I can see how they ought to be very well. I can make houses, and all sorts of chimneys — chimneys going all down the wall, and windows in the roof, and all that. But I dare say I could do dogs and horses if I was to try more.

Philip: Oh yes, it's very easy. You've only to look well at things, and draw them over and over again. What you do wrong once, you can alter the next time.

Tom: But haven't you been taught anything? I thought you'd been to school a long while.

Philip: (smiling): Yes. I've been taught Latin, and Greek, and mathematics, — and writing, and such things.

Tom: Oh, but I say, you don't like Latin, though, do you?

Philip: Pretty well; I don't care much about it.

Tom: Ah, but perhaps you haven't got into the *Propria quæ maribus*, that was the test: it was easy talking till you came to *that*.

Philip: I've done with the grammar; I don't learn that any more.

Tom: Then you won't have the same lessons as I shall?

Philip: No; but I daresay I can help you. I shall be very glad to help you if I can.

(Tom did not say «Thank you», for he was quite absorbed in the thought that Wakem's son did not seem so spiteful a fellow as might have been expected.)

Tom: I say, do you love your father?

Philip: (*colouring and looking uncomfortable*): Yes, don't you love yours?

Tom: Oh, yes... I only wanted to know. Shall you learn drawing now?

Philip: No. My father wishes me to give all my time to other things now.

Tom: What! Latin, and Euclid, and those things?

Philip: Yes,

Tom: And you don't mind that?

Philip: No. I like to know what everybody else knows. I can study what I like by-and-by.

Tom: I can't think why anybody should learn Latin. It's no good.

Philip: It's part of the education of a gentleman. All gentlemen learn the same things.

Tom: Oh, well, I can do that, then. Only you're obliged to remember it while you're at school, else you've got to learn ever so many lines of "Speaker". Mr. Stelling's very particular. Did you know? He'll have you up ten times if you say "nam" for "jam"... he won't let you go a letter wrong, can tell you.

Philip: Oh, I don't mind. I can remember things easily. And there are some lessons I'm very fond of. I'm very fond of Greek history and everything about the Greeks. I should like to have been a Greek and fought the Persians, and then have come home and have written tragedies, or else have been listened to by everybody for my wisdom, like Socrates, and have died a grand death.

Tom: Why, were the Greeks great fighters? Is there anything like David and Goliath, and Samson, in the Greek history? Those are the only bits I like in the history of the Jews.

Philip: Oh, there are very fine stories of that sort about the Greeks — about the heroes of early times who killed the wild beasts, as Samson did. And in the *Odyssey* — *that's a beautiful poem* — there's a more wonderful giant than Goliath-Polypheme, who had only one eye in the middle of his forehead.

Tom: Oh, what fun! I say, can you tell me all about those stories? Because I shan't learn Greek, you know... Shall I? Does every gentleman learn Greek? Will Mr. Stelling make me begin with it, do you think?

Philip: No, I should think not — very likely not. But you may read those stories without knowing Greek. I've got them in English.

Tom: Oh, but I don't like reading. I'd sooner have you tell them to me. But only the fighting ones, you know. My sister Maggie is always wanting to tell me stories — but they're stupid thing. Girls' stories always are. Can you tell a good many fighting stories?

Philip: Oh, yes, lots of the, besides the Greek stories. I can tell you about Richard Coeur-de-Lion and Saladin, and about William Wallace, and Robert Bruce, and James Douglas — I know no end.

Tom: You're older than I am, aren't you?

Philip: Why, how old are you? I'm fifteen.

Tom: I'm only going in fourteen. But I thrashed all the fellows at Jacobs' — that's where I was before I came here. And I beat 'em all at bandy and climbing. And I wish Mr. Stelling would let us go fishing. I could show you how to fish. You could fish, couldn't you? It's only standing, and sitting still, you know.

Philip: I can't bear fishing. I think people look like fools sitting watching a line hour after hour — or else throwing and throwing, and catching nothing.

Tom: Ah, but you wouldn't say they looked like fools when they landed a big pike, I can tell you.

THREE MEN IN A BOAT (After Jerome K. Jerome)

Characters: George, Jerome, An old gentleman, A local carrier,
A middle aged gentlemen, The landlord.

Place: A hall in a little river-side inn.

(A dusty old glass-case fixed very high up above the fireplace and containing an enormous trout. An old gentleman sits in an armchair smoking a long clay pipe. George and Jerome come in.)

George and Jerome: How do you do, sir.

Old gentleman: How do you do, gentlemen. It is a fine day today.

Jerome: It was a fine day yesterday.

George: I think it will be a fine day tomorrow. And the crops seem to be coming up nicely.

(A pause. George and Jerome look round the room. They notice the case with a trout.)

Old gentleman: Ah! *(following the direction of George's look)*
A fine fellow, isn't he?

George: Quite uncommon.

Jerome: How much does it weigh, sir?

Old gentleman: *(rising and taking down his coat):* Eighteen pounds six ounces. Yes, it was sixteen years ago, that I landed him. I caught him just below the bridge. They told me he was in the river, and I said I'd have him, and so I did. You don't see many fish that size about here now, I'm thinking. Good-night, gentlemen, good-night. *(Goes out.)*

(George and Jerome cannot take their eyes off the fish. A Local carrier, with a pot of beer in his hand, comes in and also looks at the fish.)

George: *(turning round to him):* Good-sized trout, that.

Local carrier: Ah! You may well say that, sir. *(Drinking his beer.)* Maybe you weren't here, sir, when that fish was caught?

Jerome: No.

Local carrier: Ah! Then, of course, how should you know about it? It was nearly five years ago that I caught that trout.

Jerome: Oh, was it you who caught it then?

Local carrier: Yes, sir. I caught him just below the lock one Friday afternoon; and the remarkable thing about it is that I caught him with a fly. I went out pike fishing, never thinking of a trout, and when I saw that monster on the end of my line I was quite taken aback. Well, you see, he weighed twenty-six pounds. Good-night, gentlemen, goodnight.

(A solid, solemn looking middle-aged gentleman comes in and sits down by the window. Nobody speaks for a while. Then George turns to the newcomer.)

George: I beg your pardon, I hope you will excuse us — perfect strangers in the neighbourhood but my friend here and myself would be so much obliged if you would tell us how you caught that trout up there.

Middle-aged gentlemen (*a little surprised*): Why, who told you I caught that trout?

George: Nobody told us so, but we felt instinctively that it was you who had done it.

Middle-aged gentlemen (*laughing*): Well, it's a most remarkable thing — most remarkable, because, as a matter of fact, you are quite right. I did catch it. But how did you guess it? Dear me, it's really the most remarkable thing. You know it took me half an hour to land it. When I came home, I weighed it. Can you imagine that it weighed thirty-four pounds? Good-night, gentlemen, good night. (*Goes out.*)

(*The Landlord comes in.*)

Landlord: Good afternoon, gentlemen!

George and Jerome: Good afternoon.

Jerome: Sir, we've heard three different stories from three different people about that trout. They all of them said they caught that fish. Now we think you'll tell us the true story.

Landlord (*laughing heartily*): So they all told you they had caught it. Ha! Ha! Ha! Well, that is good. Yes, they are the sort to give it *me* to put up in *my* parlour, if *they* had caught it. Ha! Ha! Ha!

Jerome: Oh, please, what's the real history of the fish?

Landlord: Well, I caught it myself years ago when I was quite a boy. On a sunny afternoon I went out fishing with a bit of string tied on to the end of a tree instead of going to school. And you see, bringing home that trout saved me from a beating. (*He is called out of the room.*) Well, excuse me, gentlemen, I must go.

(*George and Jerome look at the fish. George climbs up on the back of a chair to get a better view of it. Suddenly the chair slips and George clutches wildly at the trout-case to save himself, and falls down with a crash.*)

Jerome: (*rushing up to him*): You haven't injured the fish, have you?

George: (*rising cautiously and looking about*): I hope.

Jerome: Isn't it strange? That a stuffed trout should break up into so many little pieces like that?

George: It looks like plaster to me.

(*They pick up several pieces, examine them carefully. Then look at each other and burst into laughter.*)

USE ENGLISH WHILE PLAYING GAMES

ведущий — a leader; **выбирать/выбрать ведущего** — to choose the leader. One of the pupils is chosen as a leader.

внимание — attention; **(не) обратить внимание** — pay (no) attention (to)

Внимание, приготовились, начали. (Раз, два, три!) — Ready, steady, go! (One, two, three! *The pupils begin to run.*)

водящий — «It»; **выбирать/выбрать водящего** — to choose «It». Let's choose «It». Let's count out to choose «It». Who will be «It»?

встать друг против друга — to face each other; The two teams get in a line facing each other.

встать в противоположных концах комнаты — to stand at opposite sides of the room. The teams stand at opposite sides of the room.

встать в ряд — to stand in a straight line; The players stand in a straight line and close their eyes.

выиграть (победить) — to win; The player that crosses the finishing line first wins.

выходить/выйти (из класса) — to go out. You go out while we decide on a thing to hide.

догонять/догнать — to chase; If the player recognizes the description of his own self he (she) begins running while «It» chases him (her).

держат руки за спиной — to hold hands behind the back; Hold your hands behind your backs and pass the object from one to another.

завязывать/завязать глаза платком (шарфом) — to tie a handkerchief (*a scarf*) over one's eyes, to blindfold; Who has a handkerchief? We have to tie something over Petya's eyes. Masha, tie the scarf over Petya's eyes.

загадывать/загадать слово (*предмет, лицо и т. д.*) — to think of a word (*an object, a person, etc.*) «It» thinks of a well-known person, the rest of the class try to guess who the person is. Mary, go out meanwhile we think of an object to hide.

зажимать/зажать что-либо в кулак — to hold something in a fist. One of you will hold a piece of chalk in your fist, «It» will have to guess who has it.

занимать/занять (*свободное*) место — to take a seat; While the fruits change places «It» tries to take a seat. The pupil left without a seat becomes «It».

игра — a play, a game.

детская игра — children's game.

правила игры — rules of the game.

результаты игры — results of the game.

вступать/вступить в игру — to join in the game, to come into play.

выходить/выйти из игры — to leave the game.

прекращать/прекратить игру — to stop playing (the game).

принимать/принять кого-л. в игру — to let smb. join in the game.

играть/изображать (*какой-либо персонаж*) — to play (*a wolf, a clown, etc.*); Who is playing the wolf? Decide who you are going to play.

играть/сыграть этюд (*действие без слов*) — to act a scene (a pantomime), to (panto)mime a scene, to perform an action; The first team begins to pantomime. Think of the actions you could pantomime. Now, Misha, act your ideas. Don't stop acting before someone says what you are doing. The action you perform should tell us what you are going to do next.

играющий — a player; As you say each word, of the rhyme you point at a different player. When the last word of the rhyme is said the player who is pointed at becomes «It».

играющий с завязанными глазами — a blindfold player, the Blind Man; The pupils guide the blindfold player towards the goal. The teacher takes the blindfold players to the opposite ends of the room.

изменять/изменить голос (*чтобы не узнали*) — to disguise (change) one's voice; To make the task of guessing more difficult the pupils can disguise their voices.

карточка — a card.

набор карточек — a set of cards; The set of cards contains the main clauses.

команда — a team; Every other boy can step forward to compose a team.

участник команды — a team-mate; "It" has to guess the word, his (her) team-mates help him (her) to do it.

разделиться на команды — to divide into teams; The pupils count out and divide into teams.

круг — circle.

передавать/передать по кругу — to pass around from one to another; Stand in a circle and pass the thing around from one to another.

садиться/сесть в круг — to sit in a circle; «It» is blindfolded and sits in the centre of the circle.

становиться/стать в круг — to stand in a circle, to form a circle (a ring); Everyone, stand in a circle.

отгадывать/отгадать (*предмет, слово и т. д.*) — to guess (*the thing, the word, etc.*); Call Masha. Masha, you are to guess where the thing is hidden.

делать/сделать попытку отгадать — to make a guess; You have the right to make only one guess, if you fail to give a correct answer, you'll lose.

протягивать/протянуть руку, зажатую в кулак (*при отгадывании предмета*) — to hold out a closed hand; The pupil holds out his closed hand and asks, "Odd or even?"

отгадчик — a guesser; The guesser goes out of the room for a couple of minutes.

отвечать/ответить — to answer.

отвечать/ответить наоборот — to answer in reverse; The pupil answers in reverse, pointing to his nose, says, "This is my foot."

очко — a point.

получить очко — to score a point, to gain a point; The team which finds the object first scores a point.

получить дополнительные очки — to score extra points; You've scored two extra points for the team.

потерять очко — to lose a point

построить слово (*число*) — to form a word (*number*); The team which forms the number first scores one point.

победить (*выиграть*) — to win; Who won the first prize?

победитель — a winner; The one that scores more points becomes the winner.

подбирать (*слова, предложения*) по парам — to match; Team «А» reads the main clauses, team «В» finds a subordinate one to match. You are to find an adjective to match the noun.

позвать в класс (*водящего и т.д.*) — to call in («It», etc.) Please, call in Jane. We'll call you in when we are ready.

поймать (*в игре в жмурки*) — to catch, to capture; Peter, you are to catch Paul. To capture Paul Peter should ask, «Paul, where are you?»

пойманный — a captive; The captive becomes «It». «It» asks the captive, «Are you Masha?»

предмет — an object, a thing

передавать предмет — to pass a thing from one to another; The pupils go on passing a thing from one to another until they hear the command «Stop!»

схватить предмет (*в соревновании, кто быстрее*) — to snatch a thing; I'll call out a number. When you hear it, run and try to snatch the thing.

проиграть — to lose; You've lost, you've asked twenty questions and haven't guessed the word.

проигравший — a loser; You are the loser, you've left out a word.

прятать(ся) — to hide; Shut your eyes while I hide the thing.

прятки — hide-and-seek; Hide-and-seek is a game in which one searches for the others, who have hidden themselves.

сигнал — a signal

по сигналу — at the signal; At my signal begin to count.

старт — a starting line; Everyone, line up at the starting line!

(по)строиться — to line up, to get into a line; Stand in a line and face the leader.

судья — a judge; One of the pupils is chosen to be the judge.

считалка — a counting rhyme; To choose «It» we have to learn a counting out rhyme.

считать до (3, 5, ..., 10) — to count to (three, five ... ten); When I count to ten, you open your eyes.

рассчитаться (по порядку номеров) — to count off, to number off; Pupils get in a straight line and count off. Those with odd numbers will form one team and with even numbers will form the second team.

рассчитаться (чтобы выбрать водящего) — to count out; Please, stand in a circle and count out.

фант — a forfeit

выкупать/выкупить фант — to redeem one's forfeit; If you lose your forfeit you have to redeem it,

потерять фант — to lose one's forfeit

финиш — a finishing line, finish; At my signal run towards the finishing line! The one who reaches the finishing line first wins.

фишка — a counter; Try to keep your counters to the end of the game. Give me your counter, you've used the magic word.

часы — a watch, a clock.

секундомер — a stop-watch

определить время (для выполнения задания) — to set the time limit; I'll set the time limit by the stop-watch (the sand-glass).

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