

Министерство образования и науки Челябинской области  
ГБПОУ «Челябинский педагогический колледж №1»

Латыпова М.Н., Учарова Н.М.

**Сборник упражнений для формирования  
слухопроизносительных навыков учащихся  
на уроках английского языка в третьем  
классе**

# **«Happy English Pronunciation»**



Челябинск, 2019

Латыпова М.Н., Учарова Н.М. Сборник упражнений для формирования слухопроизносительных навыков на уроках английского языка в третьем классе «Happy English Pronunciation» — г. Челябинск, ЧПК№1, 2019. — с.

Разработанный сборник предназначен для обучающихся третьего класса и включает в себя упражнения на активное слушание и осознанное воспроизведение для формирования слухопроизносительных навыков на уроках английского языка.

Также сборник содержит рифмованный материал: стихи и лимерики, которые способствуют улучшению английского произношения.

Рецензент: Асабина Т.А., преподаватель ПМ 01 Преподавание по программам начального общего образования (МДК. 01.10 Теоретическое и методическое обеспечение углублённого изучения дисциплин в начальных классах (немецкий язык)

## Содержание

<b>Предисловие</b>	4
<b>Методические рекомендации</b>	5
<b>Part 1</b>	
Occlusive Consonants	
Смычные согласные	
[p] – [b]	8
[t] – [d]	9
[k] – [g]	10
Constrictive Consonants (Fricatives)	
Щелевые согласные (фрикативы)	
[f] – [v]	11
[s] – [z]	12
[θ] – [ð]	13
[ʃ] – [ʒ]	14
[h]	15
Occlusive- Constrictive Consonants (Affricates)	
Смычно-щелевые согласные (аффрикаты)	
[tʃ] – [dʒ]	16
Sonorants	
Сонорные согласные	
[m] – [n] – [ŋ]	17
[w] – [j]	18
[l] – [r]	19
Vowels	
Гласные	
[i] - [i:]	20
[e] – [ə] – [æ]	21
[ɒ] – [ɔ:]	22
[ʊ] – [u:]	23
[ʌ] – [ɑ:]	24
[ɜ:]	25
Diphthongs	
Дифтонги	
[aɪ] – [ɔɪ] – [eɪ]	26
[ɪə] – [eə] – [ʊə]	27
[əʊ] – [aʊ]	28
<b>Part 2 English Rhymes &amp; Limericks</b>	
Rhymes about Animals	29
Rhymes about Nature	32
Rhymes about People	33
Limericks	35

## **Предисловие**

Обучение иностранному языку невозможно без формирования у учащихся слухопроизносительных навыков. В процессе аудирования сформированность слухопроизносительных навыков обеспечивает адекватность и непосредственность понимания воспринимаемой на слух информации. Отсутствие прочно сформированных слухопроизносительных навыков у слушающего может привести к искажению воспринимаемой на слух информации или к полному ее непониманию.

Формирование слухопроизносительных навыков имеет большое значение, так как способствует успешности речевого общения. Иностранный акцент утомляет слушателей, нарушение фонетической корректности речи часто приводит к непониманию сообщаемой информации. В английском языке произношение также является и своего рода «визитной карточкой», позволяющей определить происхождение, образование, а, следовательно, и социальный статус говорящего.

Авторы выражают надежду, что работа с данным сборником будет удобной и приятной для учителя и учащихся!

## **Методические рекомендации**

Перед каждым упражнением, представленным в сборнике, содержится четкая установка на его выполнение.

Например:

- 1) послушайте и повторите;
- 2) прослушайте слова. Поставьте + в колонку со звуком, который услышите в слове;
- 3) послушайте и повторите слова со звуком [...];
- 4) соотнесите слова и звуки;
- 5) послушайте. Обведите слова, которые вы слышали.

Особое внимание следует уделить методическим рекомендациям по работе с рифмованным материалом: стихами и лимериками.

Стихотворный материал широко используется в практике преподавания иностранного языка, особенно в связи с работой над фонетическим оформлением речи. Стихотворный материал позволяет сравнить способы передачи эмоциональных состояний в родном и иностранном языках. Это может использоваться для функционального переноса произносительных навыков из родного в иностранный язык.

Особым видом стихотворного материала являются лимерики.

Лимерик – это особое английское пятистишие. Первая строка является длинной и содержит описание информации о том, кто и где жил. Вторая строка также длинная, знакомит с какой-то интересной особенностью героя. Третья и четвертая строки короткие, повествуют о неожиданных и невероятных событиях. Пятая строка длинная, самая смешная (иногда похожа на первую). Рифма в лимериках строго фиксирована: первая и вторая строка рифмуются с пятой, а третья - строго с четвертой.

При работе со стихотворным материалом следует придерживаться следующих этапов:

1) прослушайте стихотворение, обращая внимание на звучание подчеркнутых слов и выражений. Спросите у учителя, что они означают;

2) переведите текст стихотворения;

3) прослушайте стихотворение еще раз;

4) подготовьте выразительное чтение стихотворения:

- прочитайте стихотворение в унисон с учителем или записью;

- прочитайте стихотворение в паузах за учителем или записью;

5) выучите стихотворение наизусть. Подготовьте его декламацию.

Из всего объема упражнений и рифмованного материала учитель может подобрать тот, который подойдет к целям и содержанию конкретного урока.

Сборник предполагает использование всех форм организации работы с обучающимися: индивидуальную, парную и хоровую. Хоровая работа позволяет увеличить время тренировки, а также способствует снятию напряжения учащихся. Эффективность хоровой работы зависит от того, как она сочетается с индивидуальной.

# PART 1

## [p] – [b]

1. Listen and repeat.

[p]: rap, part, plate, hip, pipe, pen, top, cope, parcel, jump, poor;

[b]: bit, cab, baby, table, bible, bat, trouble, bold, brother, brandy.

2. Listen to the words. How many times is the words **pack** used?

Poll, pull, peck, pack, peel, Pall, pepper, pack, prime, pond, pack, part, pack, ply, open, pink, pack, pray, pretty, pork, pack, pick.

3. Listen to the words. Circle the words without the sound [b]. Then read them.

Hope, cap, back, apart, pet, pineapple, but, bird, pet, book, computer, plant, February, plate, blue, pin, publish.

4. Listen to the phrases and count the words with the sound [b]:

1. Betty and Bob bought blue balloons

2. Baby in the table is in trouble

3. Don't drink brandy, brother bear

4. A big bat is terrible



## [t] - [d]

1. Listen and repeat.

[d]: do, day, dog, date, drive, draw, down, head, Friday, dead, hand, called,

[t]: stop, try, town, tell, torn, what, between, twenty, later, Tom, steal, not

2. Listen and repeat the words with the sound [d]. Then read them.

Send, sent, wide, white, said, set, road, wrote.

3. Listen to the words. Circle the words without the sound [d]. Then read them.

Speed, date, tap, bad, head, mad, dog, mat, body, dad, door, night, lady.

4. Listen to the words and fill the columns:

Try, butter, rest, steel, to, time, stop, after, tell, what, heat, night, goat, team, date, TV, computer, rat, towel, butter, character, tow, late, plate, pat, port, tip, top

[t] в начале слова	[t] в середине слова	[t] в конце слова

5. Listen to the phrases and count the words with the sound [t]

1) It's too late

2) Take two pets and put them here

3) To tell or not to tell

4) Pete, tell tales to sister

5) Stop trying to tell truth

6) Bats cannot sleep on the ground

## [k] - [g]

1. Listen and repeat.

[k]: keep, club, quick, school, soccer, taxi, milk, comic;

[g]: ghost, guest, green, bigger, ago, angry, dog, egg, league.

2. Listen and circle the words you hear.

Sack/sag

Cap/gap

Coat/goat

Peck/peg

Pick/pig

Came/game

Card/guard

Class/glass

3. Read the Russian proverb using the English sounds.

«Красна изба не углами, а пирогами.»

4. Listen and complete this conversation using the words from the box.

lock	log	Loch
------	-----	------

S.: Hey, there`s the monster!

J.: That`s just a \_\_\_\_\_.

S.: Yes, it`s \_\_\_\_\_ Ness.

J.: No, not \_\_\_\_\_. I mean \_\_\_\_\_, you know, from a tree!

S.: I`ve never seen a tree with a \_\_\_\_\_.

J.: No, not a \_\_\_\_\_ that you open with a key; a \_\_\_\_\_ with a G!

*Key: log, Loch, Loch, log, lock, lock, log.*

## **[f] – [v]**

1. Listen and repeat:

[f]: face, phone, lift, friend, feel, form, free, left, stuff

[v]: river, voice, have, visit, very, twelve, cave, vest

2. Repeat after me:

Very well, very well, very well...

3. Listen and circle the words you hear:

Few – view, copy – coffee, boat – vote, worse – verse, free – three, fan – van, vest – best, wet – vet.

4. Listen and repeat.

A funny fat fox find four flat frogs.

I've given Vic the best of advice.

Fry fresh fish for Fiona.

Vera drove to Venice in a van.

## [s] – [z]

1. Listen and repeat:

[s]: eats, dance, see, speak, lakes, sick, mouse

[z]: runs, plays, has, bananas, dogs, reads, apples.

2. Find a way from Start to Finish. You may pass a square only if the word in it has the sound [z]. You can move horizontally or vertically only.

eyes	eats	helps	turtles
knees	does	dance	jeans
ice	runs	dogs	has
niece	pets	books	friends

3. Listen and repeat the words with the sound [s].

Runs, eats, reads, dances, sweets, friends, bees, cats, books, ants, games, cakes, dogs.

## [θ] – [ð]

1. Listen and repeat:

[θ]: thin, think, three, thank, mouth, Thursday.

[ð]: together, they, then, father, mother, weather, with, other.

2. Read the sentences.

Health is better than wealth.

Together, together, together every day

Together, together, together we work and play.

3. Listen to the words. Put + in the column with the sound you hear.

[θ]	words	[ð]
	this	
	myth	
	they	
	than	
	thin	
	three	

## [ʃ] – [ʒ]

1. Listen and repeat:

[ʃ]: shell, she, fish, shop, shine, finish, sheep

[ʒ]: pleasure, vision, usual, television, beige.

2. Listen and circle the words you hear. Then read them.

1) Small shops/chops are often expensive.

2) The dishes/ditches need cleaning.

3) I couldn't mash/match these things up.

4) She enjoys washing/watching the children.

3. Find a way from Start to Finish. You may pass a square only if the word in it has the sound [ʒ]. You can move horizontally or vertically only.

usual	shell	sheep	finish
vision	beige	luggage	she
shape	fish	jeans	treasure
short	shine	ship	message

## [h]

1. Listen and repeat:

[h]: hen, who, hand, hair, hall, hat, heart, behave.

2. Listen and circle the words you hear. Then read them.

1) My heart/art is the most important things to me.

2) The hair/air is very thin.

3) It`s near the hedge/edge.

4) We must heat/eat up the potatoes.

3. Listen and circle the words you hear.

Hand – and, harm – arm, hall – all, his – is, high – eye, hold – old, hat – at,  
hill – ill, hate – eight, heart – art, hair – air.

## [tʃ] – [dʒ]

1. Listen and repeat:

[tʃ]: cheese, chair, chick, bench, teacher, chest, bench

[dʒ]: Jane, age, June, cage, page, danger, village.

2. Listen and circle the words you hear. Then read them.

1) You`ll have to watch/wash the baby.

2) You`ll find riches/ridges like you`ve never seen!

3) What`s the use/joice?

4) He didn`t save/shave at all last year.

3. Listen and complete this conversation using the words from the box.

Jenny	John	luggage	message
-------	------	---------	---------

A.: Hello, Janice Jones is speaking.

B.: Hello, Janice. This is \_\_\_\_\_ Johnson. Is \_\_\_\_\_ in?

A.: No, she`s not. Can I take a \_\_\_\_\_?

B.: Yes, please. Tell her that I`ve got her \_\_\_\_\_. Could she collect it?

*Keys: John, Jenny, message, luggage.*



## [m] – [n] – [ŋ]

1. Listen and repeat:

[m]: miss, smoke, film, make, mood, jump;

[n]: new, now, snow, dinner, open, gone, listen:

[ŋ]: sing, bang, thing, finger, singer, bank.

2. Listen and circle the words you hear:

1) Tom ran/rang yesterday.

2) She had a swing/swim in the garden.

3) The son warned/sun warmed me.

4) The people were singing/sinking fast.

3. Listen to the words. Put + in the column with the sound you hear.

[n]	words	[ŋ]
	thin	
	singer	
	open	
	bank	
	finger	
	rang	

## **[w] – [j]**

1. Listen and repeat:

[w]: whale, wheel, where, why, white, wherever, whether, which.

[j]: year, new, use, yellow, view, newspaper, cure.

2. Listen to the words. Circle the words without the sound [w]. Then read them.

Water, whale, whole, window;

When, who, where, which;

One, write, world, waste.

3. Listen and repeat.

Your uniform used to be yellow.

We went to work at quarter to twelve.

New York University student`s union.

Which language would you like to work in?

## [l] - [r]

1. Listen and repeat.

[spl - spr]

splendid – sprin

splæf - spred

splendid - spro:l

splætə - spint

2. Listen and repeat.

[skr - skw]

skrætʃ - skwi:k

skræp - skweltʃ

skri:n – skwi:l

3. Listen and repeat.

[l]: leave, life, slow, caller, help, till, final, whistle;

[r]: write, wrong, wrist, right, carrot, sorry, far away.

4. Listen and circle the words you hear. Then read them.

The surprise/supplies came later.

I'll correct/collect it tomorrow.

We had a great flight/fright.

I saw something in the trees/cheese.

She broke her lower jaw/drawer.

## [i] - [i:]

1. Listen and repeat.

[i]: it, kid, milk, ship, city, finish, sister;

[i:]: sheep, cheese, meal, key, feel, feed.

2. Find a way from Start to Finish. You may pass a square only if the word in it has the sound [i:]. You can move horizontally or vertically only.

leave	earth	health	reach	teach	meat
dream	dead	cream	jeans	steak	cheat
east	bread	tea	death	heat	peak
beach	break	peace	search	leaf	meant
seat	please	team	early	beat	bean
head	bear	wear	dreamt	sweat	clean

3. Find the words in the magic square.

p	e	n	s	l	i:	p
i	z	e	i:	d	e	i
n	θ	i	ə	t	ə	t
k	u	m	i:	i:	s	i

4. Listen to the words. How many times is the word **read** used?

Ride, read, bread, pick, insert, read, six, chin, keep, read, wish, tea, please, piece, rich, read, rid, red, green, read, did

5. Read the sentences.

Please sit in the seat.

These shoes should fit your feet.

Those bins are for beans.

They ship sheep.

## [æ] - [e]

1. Listen and repeat.

[æ]: cat, fat, rat, Ann, can, apple, back, has, Africa, animal, man, and.

[e]: Pet, ten, hen, seven, red, set, lend, bet, pen, shell, send.

2. Listen to the words. Circle the words without the sound [æ]. Then read them.

Cat, get, hat, ham, sell, has, bell, back, man, can, seven, best, ten, camel, apple.

3. Listen to the words. How many times is the word **Ann** used?

Man, can, Ann, rat, fan, Ann, has, parrot, Africa, album, Ann, and, hand

4. Listen to the words. Circle the words without the sound [e]. Then read them.

Set, seven, bet, Sam, cat, let, black, sing, skip, net, red, bed, pin, pen, fat, hen, can.

5. Listen to the words. How many times is the word **seven** used?

Seven, red, read, milk, film, seven, rabbit, can, frog, seven, his, has, fox, band, seven, very, camel, seven

## [p]- [ɔ:]

1. Listen and repeat.

[p]: box, got, cock, pot, soft, lot, what, clock, dog;

[ɔ:]: wall, call, horn, salt, also, raw, autumn.

2. Listen. Match the words to the sounds.

box		fox
pot	[p]	lot
wall		sport
horn	[ɔ:]	call
got		cokc

3. Listen to the words and underline the words with the sound [ɔ:]. Then read them.

All, call, saw, storm, floor, door, or, salt, awful, horse, walk, ball

4. Listen to the words. How many times is the word **walk** used?

What, walk, will, kilo, cold, word, walk, well, vast, shore, walk, ball, drop, walk, crop, drop, salt, walk, rot, top, well, walk, boil, body.

5. Listen to the words and underline the words without the sound [ɔ:]. Then read them.

Port, what, wolf, hat, thank, has, ball, corn, door, board, morning, awful, sport, short, heart, nuts.

## [u]-[u:]

1. Listen and repeat.

[u]: stood, food, look, put, hood, took;

[u:]: soup, goose, pool, soon, clue, school.

2. Listen to the words. Underline the words with the sound [u:].

Do, two, fool, shoe, who, fruit, tooth, blue, school, too, soup, food, look, tool, pool, shoot, root.

3. Listen to the words. Circle the words with the sound [u ]. Then read them.

Blue, choose, goose, too, good, do, two, look, soup, June, who, noon, sugar, put, bull, too, butcher.

4. Listen to the words. How many times is the word **fool** used?

Fool, bull, good, folk, frog, good, fool, true, sugar, soup, fool, wood, pull, fool, noon, moon, fool.

5. Listen to the words. Underline the words without the sound [u:]. Then read them.

Cool, cook, sugar, shop, lock, fruit, fun, soup, tool, took, fool, full, school, wolf.

## [ʌ] – [ɑ:]

1. Listen and repeat.

[ʌ]: cup, bug, luck, ugly, must, funny, nut, done;

[ɑ:]: calm, ask, aunt, lark, dark, class, garden, after.

2. Listen to the words. How many times is the word **fun** used?

Gun, fun, run, must, cup, fun, does, son, ton, fun, come, fun, ugly, sun, brother, thus, us, enough, fun.

3. Listen to the words. Circle the words with the sound [ʌ]. Then read them.

Run, rap, fun, fan, does, must, map, man, ugly, sun, Sam, nut, rabbit, cat, camp, come, shut.

4. Listen to the words. Underline the words with the sound [ɑ:]. Then read them.

Garden, cup, spark, bug, raft, must, luck, aunt, funny.

5. Listen. Match the words to the sounds.

much  
garden  
calm  
cup  
love

[ʌ]

[ɑ:]

come  
dark  
class  
summer  
ask



### **[3:]**

1. Listen and repeat the words with the sound [3:]

Girl, bird, first, learn, early, Earth.

2. Listen to the words and lift up the card with similar sound.

For

Fur

From

Girl

Door

Bird

3. Listen and circle the words you hear:

Nurse – nose, four – fur, third – thought, girl – goal, short – shirt.

## [aɪ] – [ɔɪ] – [eɪ]

1. Listen and repeat.

[aɪ – aɪ - aɪ] – this tiger is mine.

[eɪ – eɪ - eɪ] - I like to skate and play.

[ɔɪ - ɔɪ - ɔɪ] – a boy plays with a toy.

2. Listen to the words. Circle the words with the sound [eɪ]. Then read them.

pea, rack, red, Kate, say, corn, take, form, gate, late, sugar, run, grey.

3. Listen to the words. How many times is the word **say** used?

Stay, say, way, grey, pray, say, try, my, by, fly, night, late, say, bike, cat, say, paper, gate, say, late, like, no, say, yellow, valley.

4. Listen to the phrases and say how many diphthongs there are:

The boy is going to town to buy a flower.

I know that it will be a great day.

## [əʊ] – [aʊ]

1. Listen to me and repeat after me:

[əʊ]: boat, vote, rose, note, old, snow, oak, photo, show;

[aʊ]: out, down, owl, town, cloud, brown, about, noun.

2. Listen and tick (✓). Then listen and repeat.

	[əʊ]	[aʊ]
howl		✓
hole		
town		
tone		
nose		
house		

3. Listen and repeat.

A thousand pounds.

Loud vowel sounds.

Pound the house.

Countdown – three, two, one, now.

# **PART 2**

## **ENGLISH RHYMES & LIMERICKS**

## ***Rhymes about Animals***

### ***Bow-Wow, Says the Dog***

Bow-wow, says the dog;  
Mew-mew, says the cat;  
Grunt, grunt, goes the hog;  
And squeak, goes the rat.  
Chirp, chirp, says the sparrow;  
Caw, caw, says the crow;  
Quack, quack, says the duck;  
And what cuckoos say, you know.



### ***Snail, Snail, Come Put out Your Horn***

Snail, snail, come put out your horn,  
To-morrow is the day to shear the corn.



### ***To the lady-bird***

Ladybird, ladybird,  
Fly away home,  
Your house is on fire  
And your children all gone;  
All except one  
And that's little Ann,  
And she has crept under  
The warming pan.



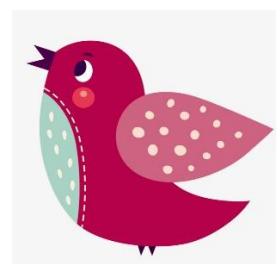
\*\*\*

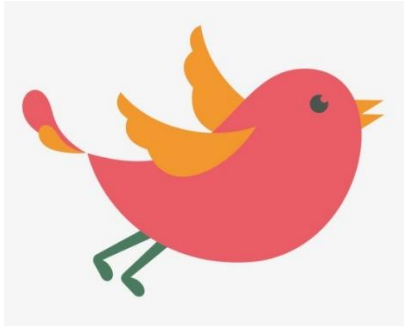
There were two blackbirds sitting on a hill,  
One named Jack,  
The other named Jill.  
Fly away, Jack!  
Fly away, Jill!  
Come again, Jack!  
Come again, Jill!



### ***Visitor***

Little Robin Redbreast  
Came visit me;  
This is what he whistled,  
Thank you for my tea.





### ***Catch***

Little Robin Redbreast sat upon a  
tree,  
Up went pussycat and down went  
he,  
Down came pussycat, away Robin  
ran,  
Says little Robin Redbreast, "Catch  
me if you can."

\*\*\*

A little cat, a little cat,  
A little cat is not very fat.  
It is not fat, because it is sad.  
It is very, very sad.



### ***To the Cuckoo***

Cuckoo, Cuckoo,  
What do you do?  
"In April  
I open my bill;  
In May  
I sing night and day;  
In June  
I change my tune;  
In July  
Away I fly;  
In August  
Away I must."



### ***Once I Saw a Little Bird***

Once I saw a little bird  
Come hop, hop, hop;  
So I cried, "Little bird,  
Will you stop, stop, stop?"  
And was going to the window  
To say, "How do you do?"  
But he shook his little tail,  
And far away he flew.





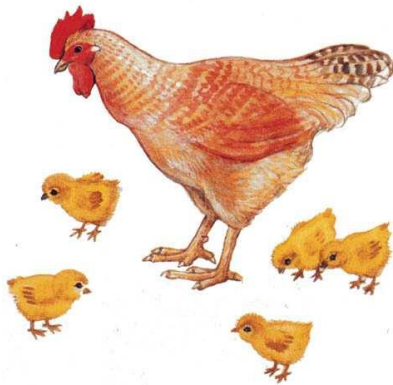
### **A Wise Old Owl Sat in an Oak**

A wise old owl sat in an oak  
The more he saw the less he spoke  
The less he spoke the more he  
heard.

Why aren't we all like that wise old  
bird?

### ***I Had Two Pigeons Bright and Gay***

I had two pigeons bright and gay,  
They flew from me the other day.  
What was the reason they did go?  
I cannot tell, for I do not know.



### ***Mrs. Hen***

Chook-chook, chook-chook-chook,  
Good morning, Mrs. Hen!  
How many children do you have?  
Madam, I have ten.  
Four of them are yellow,  
Four of them are brown,  
And two of them are speckled red,  
The nicest in the town.

### **Jack Sprat`s Pig**

Little Jack Sprat  
Once had a pig;  
It was not very little,  
Not yet very big,  
It was not very lean,  
It was not very fat –  
It`s a good pig to grunt,  
Said little Jack Sprat.



### **Baa, Baa, Black sheep**

Baa, baa, black sheep  
Have you any wool?  
Yes sir, yes sir, three bags full.  
One for the master,  
And one for the dame,  
And one for the little boy  
Who lives down the lane.

## Rhymes about Nature

### ***Days in the Month***

Thirty days has September,  
April, June, and November;  
All the rest have thirty-one,  
Excepting February alone,  
And that has twenty-eight days  
clear  
And twenty-nine in each leap year.



### ***The Star***

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



### ***A Swarm of Bees in May***

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



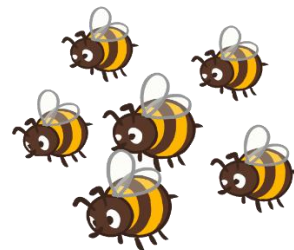
\*\*\*

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



\*\*\*

When the wind blows,  
Then the mill goes;  
When the wind drops,  
Then the mill stops.





## ***Rhymes about People***



### ***Jerry Hall, He Is So Small***

Jerry Hall,  
He is so small,  
A rat could eat him,  
Hat and all.

### ***How Many Days Has My Baby to Play?***

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



### ***Robin Hood***

Robin Hood  
Has gone to the wood;  
He'll come back again  
If we are good.



### ***Little Tommy Tittlemouse***

Little Tommy Tittlemouse,  
Lived in a little house;  
He caught fishes  
In other men's ditches.



### ***Little Betty Blue***

Little Betty Blue,  
Lost her holiday shoe.  
What will poor Betty do?  
Why, give her another,  
To match the other,  
And then she will walk in  
two.



### ***Little Girl, Little Girl, Where Have You Been?***

Little girl, little girl, where have you been?  
Gathering roses to give to the queen.  
Little girl, little girl, what gave she you?  
She gave me a diamond as big as my  
shoe.





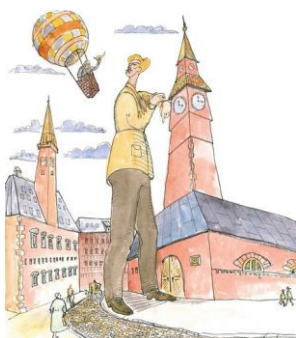
### ***What Are Little Boys Made of?***

What are little boys made of?  
 What are little boys made of?  
 Frogs and snails,  
 And puppy-dogs' tails;  
 That's what little boys are made of.

What are little girls made of?  
 What are little girls made of?  
 Sugar and spice,  
 And all that's nice;  
 That's what little girls are made of.

### ***Why do you cry, Willy?***

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



\*\*\*

Tim is slim.  
 Tim is tall.  
 He can sit  
 on the wall.

\*\*\*

Father, mother, sister, brother,  
 Hand in hand with one another.



## ***Limericks***

\*\*\*

There was an Old Man of Peru,  
Who dreamt he was eating his  
shoe.

He awoke in the night  
In a terrible fright  
And found it was perfectly true!

Однажды увидел чудак  
Во сне, что он ест свой башмак  
Он вмиг пробудился  
И убедился,  
Что это действительно так.

\*\*\*

There was a Young Lady of Niger,  
Who smiled as she rode on a tiger;  
They returned from the ride  
With the Lady inside,  
And the smile on the face of the  
tiger.

Одна хохотушка-девица  
Любила кататься на львице.  
Признаться вам честно –  
Девица исчезла,  
Зато улыбается львица.

\*\*\*

There was a young lady named  
Bright  
Who travelled much faster than  
light.  
She started one day  
In a relative way  
And returned on the previous night.

Знавал я одну скороходную Бет,  
Она носилась быстрее, чем свет.  
Однажды я видел,  
Она вышла чуть свет,  
А вернулась вчера под обед.

\*\*\*

There was an Old Man, who when  
little,  
Fell casually into a kettle;  
But growing too stout,  
He could never get out,  
So he passed all his life in that  
kettle.

Один неуклюжий малец  
Упал в котелок, сорванец.  
Он выбраться быстро хотел,  
Но так растолстел,  
Что там и остался малец.

\*\*\*

There was a Young Lady whose  
nose  
Was so long that it reached to her  
toes;  
So she hired an Old lady  
Whose conduct was steady,  
To carry that wonderful nose.

Расскажу вам для зачина,  
Как носатая дивчина  
Так решила сей вопрос:  
Отдала носить свой нос.  
Вот картина так картина!

\*\*\*

There once was a man from  
Harare,  
Who bought a brand new Ferrari.  
Now the buck and the gnu  
And the elephant too  
Hide away when he goes on safari.

Однажды африканец в Хараре  
Купил себе новый «Феррари».  
И теперь и олень и слоны  
Все попрятались в кусты.  
Так опустело сафари.

\*\*\*

There was a young man called  
Pete,  
Whose hair hung down to his feet.  
Said Val to John,  
“It`s getting too long.  
We can`t let him out on the street.”

Жил на свете парнишка по имени  
Пит,  
Был до ног этот Пит волосами  
закрыт.  
Вэл заметила Джону:  
«Видишь эту персону?  
Не возьмем ее с нами, пусть  
дома сидит.»

\*\*\*

Three people called Val, John and  
Pete  
Made themselves some chocolate  
to eat.  
When a man called Micky  
Asked if it was sticky,  
Val replied, “Yes, it is, in the heat.”

Джонни, Питер и Вэл закричали  
«Ура!»  
И в кафе шоколад заказали с  
утра;  
Некто Микки спросил:  
«А не липкий он был?»  
Вэл сказала, что липкий,  
поскольку – жара.

\*\*\*

There was an old man called Sam,  
Who sailed in a boat to Japan,  
It was shaped like a pot,  
And if you`re not a clot  
You`ll see why it`s called a  
"Sampan".

Жил да был англичанин по имени  
Сэм,  
Он в Японию в лодке уплыл  
насовсем.  
И была эта лодка  
С виду как сковородка,  
«Сковородкою Сэма» назвал ее  
Сэм.

\*\*\*

There was once a brown dog calles  
Spot,  
Who tied up his tail with a knot,  
To remember his bone,  
Which he`d left back at home,  
When he sometimes went out for a  
trot.

Жил в нашем доме пятнистый  
щенок,  
Хвостик завязывал он в узелок –  
Вспомнить о корочке  
Или о косточке  
После прогулки в назначенный  
срок.

\*\*\*

There was a young man with a fox,  
Which slept in a cardboard box,  
It went into town  
To buy a nightgown,  
And returned with some red and  
white socks.

У мальчика дома лисица жила,  
В картонной коробке лисица  
спала,  
Однажды сходила  
Рубашку купила  
И пару носочков

\*\*\*

There was a sweet pussy called  
Jason,  
Whose bed was a washing-up  
basin.  
And he said, "It`s a fine  
Little place to recline,  
And to spend the rest of my days  
in."

Наш ласковый котик по кличке  
Мохнатка  
Устроился в ванне, мурлыкая  
сладко:  
«Как это прелестно! –  
Есть тихое место,  
Где я проживу свои дни без  
остатка».

## БИБЛИОГРАФИЧЕСКИЙ СПИСОК

1. Бужинский, Е.И. Функциональный подход к обучению английскому произношению [Текст] / Е.И. Бужинский, Р.А. Старикова. – Москва: Дрофа, 2005. – 153 с.
2. Верхогляд, В.А. Английские стихи для детей [Текст] / В.А. Верхогляд. – Москва: Просвещение, 1986. – 80 с.
3. Методика обучения иностранным языкам: традиции и современность [Текст] / под ред. А. А. Миролюбова. – Обнинск: Титул, 2010. – 464 с.
4. Лимерики: [Электронный ресурс] // English: the best, 2008 – 2018. URL: <http://www.english-thebest.ru/limericks/limericks.php> (Дата обращения: 03.11.2018)
5. Салаева, С.Ю. Упражнения для фонетической зарядки: [Электронный ресурс] 2007. URL: <https://xn--ilabbnckbmcl9fb.xn--p1ai/%D1%81%D1%82%D0%B0%D1%82%D1%8C%D0%B8/588985/> (Дата обращения: 23.02.2019)
6. Jonathan Marks. English Pronunciation in Use – Elementary [Текст] / Jonathan Marks – Cambridge University Press, 2007. – 168 с.
7. Mark Hancock. English Pronunciation in Use [Текст] / Mark Hancock. – Cambridge University Press, 2003. - 200 с.
8. Poetry Foundation: [Электронный ресурс]. Chicago, 2003-2019. URL: <https://www.poetryfoundation.org/foundation/about> (Дата обращения: 12.01.2019)