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СБОРНИК УПРАЖНЕНИЙ НА СЛУШАНИЕ И ВОСПРОИЗВЕДЕНИЕ ДЛЯ ФОРМИРОВАНИЯ СЛУХОПРОИЗНОСИТЕЛЬНЫХ НАВЫКОВ ОБУЧАЮЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ТРЕТЬЕМ КЛАССЕ

MAGIC ENGLISH

Челябинск, 2021

Литвинович А.В., Учарова Н.М. Сборник упражнений на слушание и воспроизведение для формирования слухопроизносительных навыков на уроках английского языка в третьем классе «Magic English» — г. Челябинск, ЧПК№1, 2021. — с.

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

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

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ПРЕДИСЛОВИЕ

Обучение иностранному языку невозможно без формирования у обучающихся 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 услышали.

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 материла 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.

[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.

[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 <u>read</u> 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 **<u>sit</u>** in the **<u>seat</u>**.
- These shoes should **<u>fit</u>** your **<u>feet</u>**.
- Those **<u>bins</u>** are for **<u>beans</u>**.
- They **<u>ship</u>** **<u>sheep</u>**. 3

[ɒ]- [ɔ:]

1. Match the words to the sounds.

short		frog
Dog	**[ɒ]**	lock
born	**[ɔ:]**	autumn
warm		stop
Job		not

2. Listen to the words with the sound [ɒ] and [ɔ:]. If you hear the sound [ɒ], clap your hands. If you hear the sound [ɔ:], stamp your feet.

Cock, cord, Paul, old, born, Bob, fog, wad, Polly, pot, cork, frog, dog, short, warm, clock.

3. 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.

4. 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		come
garden		dark
calm	[ɑ:]	class
cup	[ʌ]	summer
love		ask

[ɜ:]

1. Listen and repeat the words with the sound [ɜ:]:
Girl, bird, first, learn, early, Earth.

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

For	Warm
Fur	Girl
From	Door
Worse	Bird

3. Listen and circle the words you hear:

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

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

- It is a girl.
- I gave her worms to my fish.
- You will have to go to school and learn your lessons.
- His parents went on a trip around the world.
- The bird was looking at me.
- I go to work every day.

[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]:

- Betty and Bob bought blue balloons
- Baby in the table is in trouble
- Don’t drink brandy, brother bear
- A big bat is terrible

[l] - [r]

1. Listen and repeat.

[spl - spr]
[splendid – spriŋ]
[splæʃ - spred]
[splendid - sprɔ: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.

[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].

- It’s too late.
- Take two pets and put them here.
- To tell or not to tell.
- Pete, tell tales to sister.
- Stop trying to tell truth.
- Bats cannot sleep on the ground.

[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.

[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	Pick/pig
Cap/gap	Came/game
Coat/goat	Card/guard
Peck/peg	Class/glass

3. **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

[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.

[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:

- Tom ran/rang yesterday.
- She had a swing/swim in the garden.
- The sun warmed/want me.
- 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	

[ʧ] – [ʤ]

1. Listen and repeat:

[ʧ]: cheese, chair, chick, bench, teacher, chest, bench
[ʤ]: 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

[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	
	Three	
	Myth	
	Thin	
	Than	
	They	

[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?

[ə]

1. Listen and repeat the words with the sound [ə]

About, actor, teacher, potato, ago, danger, baker, better, police, lessons, mother, husband, often, the.

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

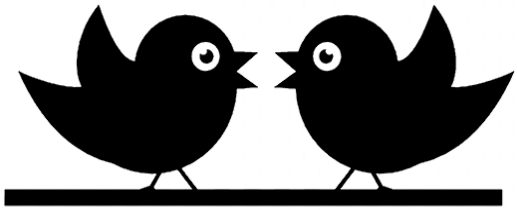
Father	Warm
Fur	Cooker
Today	Teacher
Worse	Bird

3. Listen to the phrases and count the words with the sound [ə].

- It is a teacher.
- I often go to school.
- You will have to go to school and learn your lessons.
- His mother went on a trip around the world three years ago.
- Her husband likes potatoes.
- I go to work every day.

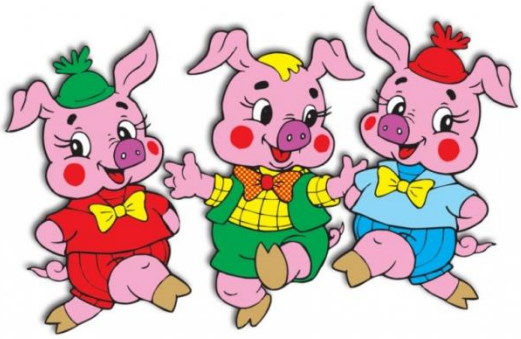
UNIT 1 ANIMAL WORD

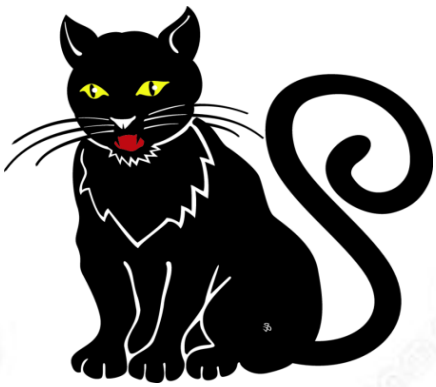
There were two blackbirds
sitting on a hill,
One named Jack,
The other named Jill.
Fly away, Jack!
Fly away, Jill!
Come again, Jack!
Come again, Jill!



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.

We are happy brother pigs,
We are happy piggy-wigs,
We have time to jump and play,
We are happy all the day!





Big black cat, big black cat.
What a big black cat!
What a cat! What a cat!

Mice, mice, mice,
Mice wear ties,
Mice like ties,
Ties are nice.

Little bird, little bird,
Look at me!
I have a bird-house
Oh, come and see!

Clock, clock, clock,
A dog plays with a frog,
The frog plays with the dog,
Clock, clock, clock.

Little mouse, little mouse,
Will you come out of your house?
Thank you, Pussy! Says the mouse.
I won’t leave my little house.

A white dog is happy dog,
Because it has a holster.
A black dog is poor dog,
Because it has not a holster .

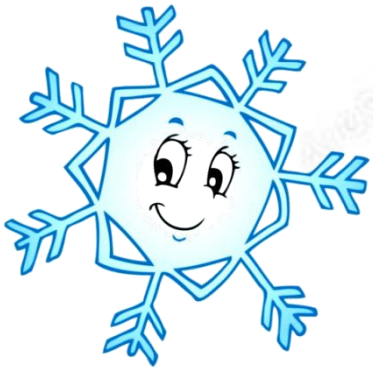
Ladybird, ladybird,
Fly away home,
Your house is on fire
And your children all gone;
All except one
And that's little Ann,
And she has crept under
The warming pan.

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.

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

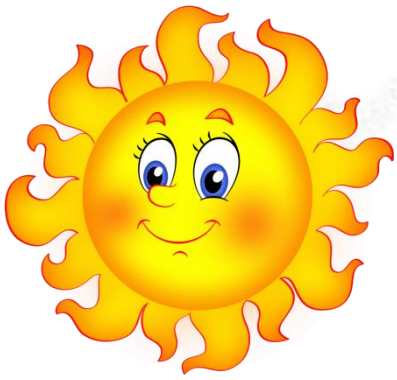
UNIT 2 TIME OF YEAR

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



Snowflakes fall on trees and walk.
Snowflakes fall as white as chalk.
Snowflakes fall into my hand.
Snowflakes brighten up our land.

Summer's here!
Days are long,
And the sun Is high and strong.
Long live, summer!
Golden-bright,
Full of warmth
And sweet delight!



Winter is snowy,
Winter is frosty.
The ground is white
All day and all night.
This is the season
When children can ski,
Play snowballs
And dance round the New Year Tree.

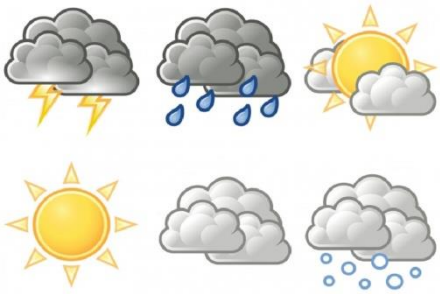
In the summer it is hot.
In the winter it is not.
In the spring there are flowers.
In the autumn there are showers.

Spring, spring, spring!
The trees are green,
Blue skies are seen.
Grey winter has gone away!
The world looks new and gay.

Autumn leaves are falling down,
Falling down, falling down.
Autumn leaves are falling down;
Red, yellow, orange and brown.

This is the season when nights
are short.
And children have plenty
of fun and sport.
Boating and swimming
all day long
Will make us healthy and strong.

Rain-rain go away,
Come again another day.
Little Jonny wants to play,
Rain-rain go away.



Whether the weather is good,
Or whether the weather is not.
Whether the weather is cold,
Whether the weather is hot.
We`ll weather the weather
Whatever the weather
Whether we like it or not.

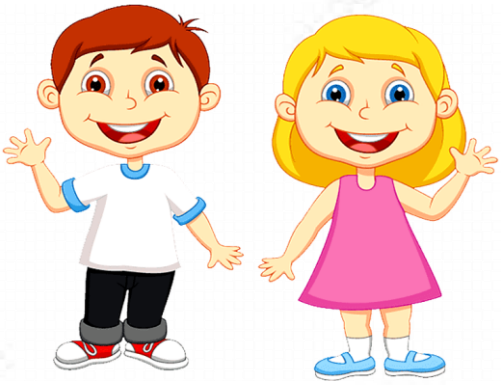
Rain on the grass
And rain on the tree
Rain on the house-top
But not on me.

Autumn Winds begin to blow.
Colored leaves fall fast and slow,
Whirling Twirling all around,
Till at last they touch the ground.

All the leaves are falling down
Orange, green, red, and brown.
If you listen, you'll hear them say,
«Wintertime is on it's way».

UNIT 3 ABOUT CHILDREN

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



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

Little lady Lilly lost
her lovely locket,
Lucky little Lucy found
the lovely locket.
Lovely little locket lay in
Lucy's pocket,
Lazy little Lucy lost
the lovely locket.

Little girl, little girl,
Where have you been?
I've been to see grandmother
Over the green.

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.

Father, mother
Sister, brother
Hand in hand
With one another

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

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.

Georgie Porgie, pudding and pie,
Kissed the girls and made them cry;
When the boys came out to play,
Georgie Porgie ran away.

Handy Pandy Jack-a-Dandy
Stole a piece of sugar candy
From the grocer's shoppy-shop,
And away did hoppy-hop.

Little Jack Horner
Sat in the corner,
Eating a Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, What a good boy am I.
Roses are red,
Violets are blue,
Sugar is sweet
And so are you.

UNIT 4 WHAT COLOUR?

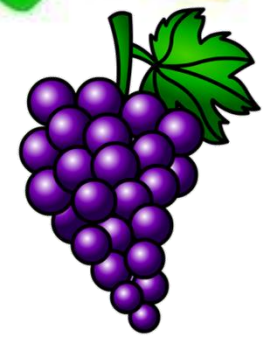
Red is an apple
Red is a rose
Red is the color of
My frozen, icy nose!

Orange is a carrot.
And the orange I eat.
Orange are these bright new socks,
I wear upon my feet!

Yellow is a star,
Yellow is the sun,
Yellow is the moon,
When the day is done.

Green are the branches,
Budding in the sun.
And green are many vegetables,
Can you tell us some?

Blue is the ocean.
Blue are my eyes.
Blue is the sky where
The lonely eagle flies.



Purple is a grape.
Purple is a plum.
Purple is my favorite juice.
Shall I get you some?

Milk is white and so is glue,
Ghosts are white and they say
BOO!

Let's make the color pink.
Let's make the color pink.
Mixing red and white, I think,
We'll make the color pink.

Brown is mud,
Brown is toast,
Brown is chocolate,
And a Sunday roast.

Black is the night,
And a witch's hat.
Black is my Mom's hair,
And that witch's cat!

Orange is a carrot,
Yellow is a pear,
Green is the grass,
And brown is a bear,
Purple is a plum,
Blue is the sky,
Black is a witch's hat,
And red is cherry pie.

Pretty balloons in the air,
Lots of colors we see there.
Red, and yellow, green and blue
Can you see the colors too?
Pretty balloons in the air,
Lots of colors we see there.

I know the colors for painting fun,
Green like grass and yellow sun,
An Orange pumpkin and white snow,
A red rose and a black crow,
Blue like a mailbox, brown like an ape,
A pink pig and some purple grapes.

Red and yellow, blue and green,
Blue and green, blue and green,
Red and yellow, blue and green,
Black and white and brown.
Orange, purple, pink and grey,
Pink and grey, pink and grey,
Orange, purple, pink and grey,
Black and white and brown.

UNIT 5 LIMERICKS

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 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 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 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 тигрице.
Признаться вам честно –
Девица исчезла,
Зато улыбается тигрица.

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».

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 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!

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