**Відділ освіти, молоді та спорту**

**Білогірської райдержадміністрації**

**Районний методичний кабінет**

**Зарічна Ю.В.**

**Тиждень іноземної мови у школі**



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**The Week of English**

**For everyone**

**who knows,**

**understands,**

**likes and**

**is interested in English**

**MONDAY**

**The opening ceremony.**

**The International Day of Peace.**

**TUESDAY**

**English holidays.**

**WEDNESDAY**

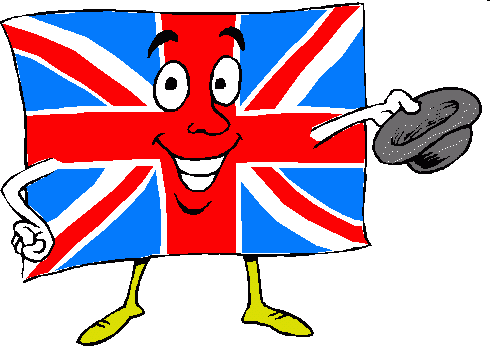
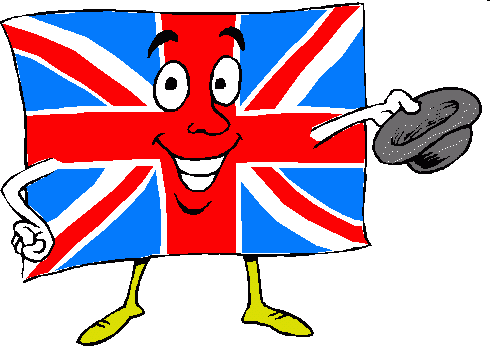
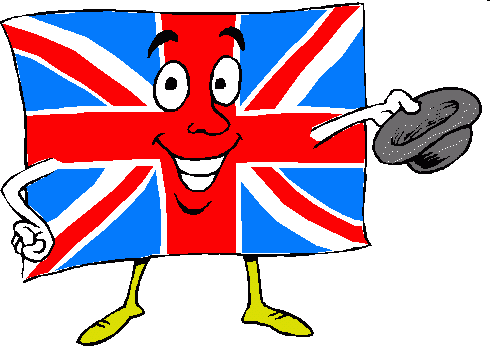
**Fairy tail’s Day.**

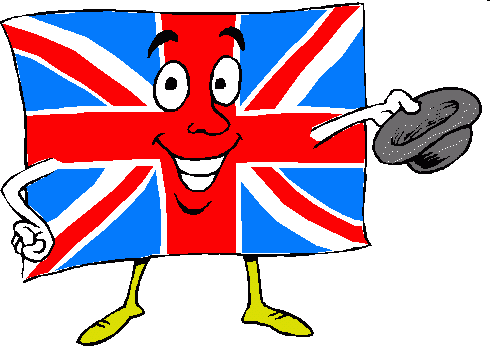
**THURSDAY**

**The Day of English traditions**

**FRIDAY**

**The world of theatre.**

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 Загальновизнано, що позакласна робота з іноземної мови є невід’ємним складником всього процесу навчання іноземних мов. Правильно організована позакласна робота сприяє значному розширенню потенційного словника учнів, охоплює велике коло проблем і питань, які виходять за межі шкільної програми, поглиблює соціокультурні знання учнів. Крім того, позакласна робота стимулює учнів до поглибленого вивчення мови, з використанням резервів кожної особистості окремо і колективу учнів в цілому. Учні, які не змогли з різних причин реалізувати себе на уроці, мають можливість розкрити свої приховані здібності під час позакласної роботи, адже саме тут створюється спеціальна атмосфера взаєморозуміння, співробітництва, довіри, взаємодопомоги. Нестандартні форми проведення позакласної роботи надихають учнів на самовдосконалення: пошук даних для заповнення інформаційної прогалини, поглиблення набутих знань, розвиток мовної та мовленнєвої компетенції.

Квінтесенцією вивчення іноземної мови щороку стає Тиждень англійської мови. Це не тільки звіт про виконану індивідуальну або групову роботу, це свято англійської мови, у якому беруть участь всі учні гімназії. Настрій свята, мовна атмосфера створюються за допомогою музики та пісень англійською мовою; кольоровим оформленням стіннівок, виставок, конкурсів; переглядом фільмів, презентацій, - тобто кожен день Тижня заповнений іноземною мовою.

Пропоную зразок плану Тижня англійської мови і сподіваємося, що він зацікавить вчителів англійської мови загальноосвітніх шкіл і допоможе їм в організації та проведенні позакласної роботи з англійської мови.

** MONDAY**

**The International Day of Peace**

***“Peace cannot be achieved through violence,***

***it can only be attained through understanding“.***

**Ralph Waldo Emerson**

**P1:** Good morning, Ladies and Gentlemen! Welcome to our conference which is devoted to the

International Day of Peace.

**P2:** Good morning, dear guests.

**P1:** We are very glad to see the delegations from different countries of the world.

**P2:** Let me just start by introducing them. I’d like to start by welcoming everybody.

**P2:** At our conference there are the delegations from Canada, China, France, Germany, Great Britain, India, Italy, Japan, Russia, Spain, Ukraine and the USA. I’ve received apologies for absence from the delegations of Australia and Africa.

**P1:** Do you all have a copy of the agenda? OK, as you can see, the theme of the conference is “The International Day of Peace” The motto of this year’s International Conference is “Youth for Peace and Development” because youth, peace and development are closely interlinked.

**P2:** Today we also have a great holiday, which is called the Day of a Little White Dove. As you know, a white dove is the symbol of peace and hope.

Firstly, we are planning to offer you some ideas on how to celebrate the Day of a Little White Dove and we’ll give you some interesting information about the symbols of peace.

Secondly, you’ll listen to the speech of the President of the International Youth Federation about the International Day of Peace.

Finally, after the President’s speech there’ll be time for a discussion and questions.

**P1:** We shall appreciate any fresh idea and any excellent advice because it is better to have done something than not to have done anything at all.

**Chair:** So, can we begin with the first item on the agenda? I’d like to ask Mr Brown to tell us about the Day of a Little White Dove and the symbols of peace. Please don’t interrupt him if you have any questions. Mr. Brown would be glad to take any questions at the end of his talk.

**Mr. Brown:** Today we have a great holiday, which is called the Day of a Little White Dove. As you know, a white dove is the symbol of peace and hope. It has become a good tradition to celebrate this day. It provides an opportunity for individuals, organizations and nations to create practical acts of peace on a shared date

In addition to, I’d like to tell you some interesting facts about the symbols of peace. One of the most recognized symbols of peace is the dove. It's origins are from the story of Noah and the ark. When the rains that flooded the Earth stopped pouring down, Noah sent out various birds to see if they would bring back any sign of land to his boat. He was anxious to begin life again on dry pasturage. One dove eventually returned carrying an olive branch.

After World War II Pablo Picasso, was responsible for the decisive use of the dove of peace: his lithograph designed for the international peace congress in Paris, 1949, features the white ancestor of a new family of doves. Since then, graphic artists have produced an endless series of doves of peace in different shapes. 

Picasso popularized doves again in the 1950s. When World War II ended, he was asked to create an image for the Peace Conference and he chose the Dove of Peace. This became an instant hit and he continued to portray doves for many years.

**Chair:** Are there any questions or comments on that?

**Journalist 1:** There are many symbolisms of peace such as the dove peace symbol and the peace symbol, but where did they come from and what do they actually mean?

**Mr. Brown:** If you look at these symbols of peace, you will instantly recognize what they mean and understand the context that they are used in. When you see the dove peace symbol together with the olive branch, it is an obvious piece of symbolism that describes a noble goal. The peace symbol that is used is largely chosen for very specific reasons.

**Journalist 2:** Why is the white dove peace symbol consistent through Christianity, Judaism, and Islam as a peace symbol?

**Mr. Brown:** The reason for its use as a symbol of peace is the story of Noah and the release of the white dove to find land after the Great Flood. When the dove returned with an olive branch, which is another peace symbol, it was clear that the world was ready to welcome back man. The dove peace symbol is one that is clearly recognized all over the world.

**Journalist 3:** What can you say about other symbols and their designs?

**Mr. Brown:** The next symbol that is as recognizable as the dove peace symbol is the semaphore design that was created for nuclear disarmament. The two symbols interposed over each other stand for the letters N and D, which are for nuclear disarmament. This is the most recognized peace symbol in the world along with the dove peace sign. This peace symbol has been branded on any number of items and has come to represent the hippie movement all over the world.

The peace symbol, that is used, is largely dependent on the culture that they are being used in. Popular symbols like the dove peace sign and the nuclear disarmament peace symbol are instantly recognizable for what they represent. Other symbols that are used in different areas of the world may not be so easily recognized. The dove peace symbol and the nuclear disarmament peace symbol have transcended cultures and become something that the whole world can use to display an expression of peace.

**Journalist 4:** The popularity of these symbols shows how widespread the peace movement has become, doesn’t it?

**Mr. Brown:** Of course. When you consider all of the good works that have been accomplished by those using the dove peace symbol and the nuclear disarmament peace symbol, it is little wonder that they have become as well known as they have.

The pursuit of world peace is a noble cause and one that will not be solved easily. When you are looking for a way to display your intent to the world, the signs and symbols that you use can say a great deal more than words. Without one single word, these two symbols have given a great deal of meaning to many causes in the pursuit of peace.

The next time you see the dove peace symbol or the nuclear disarmament symbol, you will understand that they have a very rich history and have been used for many years for a variety of causes. They have helped many causes convey their message in a truly meaningful way that everyone in the world is able to understand immediately.

**Journalist 5:** The white dove has been the symbol of peace and hope for thousands of years. How has this innocent white bird struck such a chord with humanity?

**Mr. Brown:** Doves mate for life, are incredibly loyal to each other and work together to build their nest and raise their young. Because they tend to nest in areas that humans can watch, people picked up quickly on the idea that doves were dedicated, honorable and peaceful.

While hawks and other birds of prey would violently attack their neighbors, the dove was a bird of peace, eating seeds, easily trained to eat out of the hand or to become domesticated.

**Journalist 6:** Beginning with the Egyptians, wasn’t the dove as symbol of quiet innocence?

**Mr. Brown:** The Chinese felt the dove was a symbol of peace and long life.To early Greeks and Romans, doves represented love and devotion, and care for a family. The dove was the sacred animal of Aphrodite and Venus, the goddesses of love. The dove also symbolized the peaceful soul for many cultures.

The Bible continued this symbolism, often referring to the dove as an animal representing love, loyalty, fidelity and honesty. The dove is entrusted with the olive branch when Noah hopes to find a new home for himself and his flock. The dove often also represents the Holy Spirit.

Thank you for asking those questions.

**P1:** Now I feel myself a bit nervous because I have got a very important task to introduce the

President of the International Youth Federation to such extensive and competent audience.

Ladies and Gentlemen! The President of the International Youth Federation for World

Peace, Mr. George Wilson.

**P3:** Good morning, I am George Wilson, the President of the International Youth Federation for World Peace and I want to thank you all for joining us here today for the conference.

The subject of my speech is real peace all over the world.

My dear friends,

For some of us, peace is a day-to-day reality. Our streets are safe, our children go to school and a lot of families live happily.

But for far too many people in the world today, those gifts are only an elusive dream. They live in chains: a climate of insecurity and fear. It is mainly for them that this day exists.

Twenty-six years ago, the General Assembly proclaimed the International Day of Peace as a day of global ceasefire and non-violence. The United Nations has observed it ever since. It is meant to get people not just thinking of peace, but doing something about it.

Yet, on this day as on the other 364, violence continues to claim innocent lives. And these last few weeks have seen tragic new escalations of conflict in several parts of the world.

The International Youth Federation works for peace in many ways. We are doing our utmost to prevent further bloodshed. And we have had some successes.

States are paying more attention to preventive diplomacy. UN peacekeeping missions -- and our efforts to support democracy and promote human rights -- are making a difference. And individual citizens everywhere, men and women in every society, are working to relieve suffering, and to build bridges between people of different faiths or cultures.

In fact, there are fewer wars today than in previous decades. But still far too many. Every casualty of conflict is a failure, which reminds us how much more there is to do.

In that spirit, **I call on people everywhere to observe one minute of silence today, in the name of peace.** Let us remember the victims of war. And let each of us pledge to do more, wherever we can make a difference, to bring about lasting peace.

In conclusion, I’d like to say that in my opinion real peace is something that is in you all the time irrespective of what is going on outside; you are simply happy.

Thank you for your attention.

**P1:** I’d like to ask the delegations from different countries to tell us aboutthe International Day of Peace.

**P2:** The delegation of Canada.

**International Day of Peace**

The 21st of September, 2011 is the eleventh International Day of Peace. The United Nations General Assembly decided (in resolution 55/282) on the 7th of September, 2001 that, beginning in 2002, the International Day of Peace should be observed on the 21st of September each year. The Assembly declared that the Day be observed as a day of global ceasefire and non-violence, an invitation to all nations and people to honour a cessation of hostilities during the International Day of Peace.

**P1:** The delegation of China.

**International Day of Peace**

Each year, the Secretary-General, his Messengers of Peace, the entire UN system and many individuals, groups and organizations around the world use the Day of Peace to engage in activities that contribute to ceasefires, end conflict, bridge cultural divides and create tolerance.

"The International Day of Peace “is meant to be a day of global cease-fire, when all countries and all people stop all hostilities for the entire day. And it is a day on which people around the world observe a minute of silence at 12 noon local time.

**P2:** The delegation of France.

**International Day of Peace**

The International Day of Peace is meant to be a day of non-violence and cease fire. In addition, the UN General Assembly has proclaimed 2010 as International Year of Youth: Dialogue and Mutual Understanding. A campaign was launched by the UN Department of Economic and Social Affairs (DESA) on 12 August. I’m sure it will promote the ideals of respect for human rights and solidarity across generations, cultures, religions, and civilizations. Those are key elements that reinforce the foundations of a sustainable peace.

**P1:** The delegation of Germany.

**International Day of Peace**

The UN invites all nations and people to honour a cessation of hostilities during the Day, and to otherwise commemorate the Day through education and public awareness on issues related to peace.

Please take a moment to remember all of those, especially children who live daily amongst conflict. And also to acknowledge those who fight for peace across the globe including the more than 100,000 men and women serve as UN Peacekeepers everyday to promote a more peaceful world.

The key to peace is in the eyes, hearts and minds of children. Children all across the world belong to all of us, they are our future. Don’t forget the child that is not within your sight, keep always in you heart and mind the children who suffer needlessly every day.

**P2:** The delegation of Great Britain.

**International Day of Peace**

On the occasion of International Day of Peace, United Nations has asked young people from across the World to share the story of their work towards spreading the message of peace. The campaign slogan is Peace = Future, The math is easy.

It proves the link between Peace and Development. Without one the other is not possible. Peace brings in harmony among nations, which enables a joint effort towards diminishing social evils. The real differences around the world today are not between Jews and Arabs; Protestants and Catholics; Muslims, Croats, and Serbs. The real differences are between those who embrace peace and those who would destroy it; between those who look to the future and those who cling to the past; between those who open their arms and those who are determined to clench their fists.

**P1:** The delegation of India.

**International Day of Peace**

Some people say that they want to be left peaceful without worries. The peace they are talking about is not a living peace; it is a dead peace. It is a lifeless and dormant peace as a result of not knowing how to handle the various emotions in life. It is a peace that they crave for because life is too much for them to handle. It is like saying 'sour grapes' and moving away.

Real peace is something that is in you all the time irrespective of what is going on outside; you are simply happy. Whatever may be the person or thing, your peace remains with you. People or circumstances do not alter it in any fashion.

Gandhi said that power based on love is a thousand times more effective and permanent than the power gained through threat of punishment. If you've learned to "control" other people through threatening behavior, demeanor, or actions, those persons subjected to your power will be responding out of coercion, not out of respect or care for you. This is not a peaceful way to live.

**P2:** The delegation of Italy.

**International Day of Peace**

The key to peace is in the eyes, hearts and minds of children. Children all across the world belong to all of us, they are our future. Don’t forget the child that is not within your sight, keep always in you heart and mind the children who suffer needlessly every day. I’d like to provide some suggestions to help you to discover your journey to living in peace, a journey and way of life that ultimately only you can be responsible for.

"The International Day of Peace “is meant to be a day of global cease-fire, when all countries and all people stop all hostilities for the entire day. And it is a day on which people around the world observe a minute of silence at 12 noon local time.

Today, on International Peace Day there are many celebrations and peace marches to honour world peace in cities and countries worldwide.

**P1:** The delegation of Japan.

**International Day of Peace**

The United Nation Association of Japan had presented the Japanese Peace Bell to the United Nations in June 1954. The bell was casted from metal coins collected from 60 different countries of the World.

The Peace Bell, embodies the message of Peace of the whole world. The words, ' Long Live Absolute World Peace' is inscribed on the Peace bell. The bell resembles the Japanese Shinto Shrine and is made out of Cypress Wood. It is now kept at the 42nd Street and First Avenue New York City.

The Peace Bell is rung twice a year – On the first day of spring and on the occasion of International Day of Peace.

**P2:** The delegation of Russia.

**International Day of Peace**

Alfred Nobel was interested in social issues. He developed a special engagement in the peace movement. An important factor in Nobel’s interest in peace was his acquaintance with Bertha von Suttner. Perhaps his interest in peace was also due to the use of his inventions in warfare and assassination attempts? Peace was the fifth and final prize area that Nobel mentioned in his will.

Henry Dunant, founder of the Red Cross, shared the first Nobel Peace Prize in 1901 with Frédéric Passy, a leading international pacifist of the time. In addition to humanitarian efforts and peace movements, the Nobel Peace Prize has been awarded for work in a wide range of fields including advocacy of human rights, mediation of international conflicts, and arms control

**P1:** The delegation of Spain

**International Day of Peace**

Living in peace is about living harmoniously with yourself, others, and all sentient beings around you. Living in peace is both an outward and an inward process. Outwardly, living in peace is a way of life in which we respect and love each other in spite of our cultural, religious, and political differences. Inwardly, we all need to search our hearts and minds and understand the fear that causes the impulse to violence, for in continuing to ignore the rage within, the storm outside will never subside.

While you will find your own meanings of peaceful existence and outward manifestations of a peaceful life according to your beliefs and lifestyle, there are some basics underpinning living in peace that cannot be overlooked, such as being non-violent, being tolerant, holding moderate views, and celebrating wondrous-life.

**P2:** The delegation of Ukraine.

**International Day of Peace**

Youth, peace and development are closely interlinked: Peace enables development, which is critical in providing opportunities for young people, particularly those in countries emerging from conflict. Healthy, educated youth are in turn crucial to sustainable development and peace. Peace, stability and security are essential to achieving the Millennium Development Goals, aimed at slashing poverty, hunger, disease, and maternal and child death by 2015.

The Secretary-General has recognized the incredible potential of youth which must be tapped to ensure these goals are met in their lifetimes.

Each year, the Secretary-General, his Messengers of Peace, the entire UN system and many individuals, groups and organizations around the world use the Day of Peace to engage in activities that contribute to ceasefires, end conflict, bridge cultural divides and create tolerance.

**P2:** Let me end up with a quotation that belongs to Ralph Waldo Emerson “Peace cannot be achieved through violence, it can only be attained through understanding.”

**P1:** Thanks for your attention

**P2:** Good luck and happiness to everyone.

** Tuesday**

**English holidays**

*Теасher:* Dear Friends! Ladies and Gentlemen, Children and Grown-ups!

I think you now such English proverb: “So many countries so many customs”. Today we are going to speak about English holidays and traditions. You will read some interesting texts about them, do interesting tasks.

I prefer holidays to days off because they have their special coloring. By the way, the word “holiday” comes from the words “holy” and “day”. Holidays were originally religious festivals, but now many of them have nothing in common with the religion.

*Teacher:* Tell me what holidays you know.

*Pupils:* Mother’s Day, All Fool’s Day, New Year, Birthday, Christmas, Halloween, Easter, Saint Valentine Day, Thanksgiving Day.

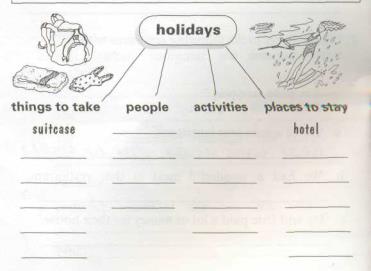
*Teacher:* Thank you. Now you are to read the descriptions of the holiday and to guess which holidays are described.

* This is the day, on which practical jokes are played. It is a very old custom. (All Fool’s Day).
* This holiday is traditionally observed on the second Sunday of March. It dates from the time when many girls worked away from home. (Mother’s Day).
* This is a day when many people try to be with their families. For most British families, this is the most important festival of the year. (Christmas).
* In Great Britain this holiday is not as widely celebrated as Christmas. People may decorate their fir-tree. (New Year).
* In England it is time for giving presents which traditionally takes the form of the egg. (Easter).
* There is a holiday for children in England in autumn. It is on the 31st of October. It is the night for ghosts and witches. (Halloween).

*Teacher:* And now you are to match dialogues with dialogues. Then we will act them.

*Teacher:* During the holidays you are to stay somewhere, to take different things. Now you are to distribute these words in 4 columns.

Travel agent, swimming costume, towel, relaxing, sight-seeing, food, ski instructor, sunbathing, climbing, camp, suitcase, horse riding, friends tour guide.



*Teacher:* Now let us speak about Halloween , but before it, listen to the poem.

*Pupil:* Halloween is coming.

What will you do?

I might go trick-or-treating.

How about you.

Halloween is coming.

What will you do?

I might be a pirate

On the deep blue sea

Halloween is coming.

What will you do?

I might meet a princess

Skipping down the street.

Halloween is coming.

What will you do?

It is a secret,

So, wait and see.

*Teacher:* New words: pumpkins, candles, “trick or treat”, ghost, witch, Halloween. You are to guess the meaning of these words.

* A big round fruit with candles (pumpkin – гарбуз);
* A British festival on the 31st of October (Halloween – Хеловін);
* A mystic feature that flies on the broomstick (witch – відьма);
* A white figure (ghost – привид);
* An English game where children get sweets (trick-or-treat – цукерки або смерть).

*Teacher:* Let us read about Halloween.

Halloween

There is a nice holiday for children in England and America in autumn. It is Halloween. It is on the thirty-first of October. On this day boys and girls put on old and funny clothes. Children may be witches, ghosts, kings and others.

People put pumpkins on the window-sills. They cut eyes, noses and mouths in the pumpkins. Then they put candles into them. So the pumpkin looks like a face.

The children go from house to house and knock at the doors. They say, "Trick or treat".

People give them sweets, fruit, cakes and many other tasty things. This is a nice, fun and tasty autumn holiday.

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1. There is a nice ………..for children in England and America in autumn.
2. This is a nice, fun and ……autumn holiday.
3. Then they put ……..into them.
4. There is a nice holiday for children in ………..and America in autumn.
5. It is on the thirty-first of…………….
6. Children may be …………ghosts, kings and others.
7. So the pumpkin looks like a ……..
8. There is a nice holiday for children in England and ………..in autumn.
9. People put …………on the window-sills.

*Teacher:* And now let us have a rest . Let’s play an acting game.

( Halloween, presents, a candle, a birthday, Saint Valentine Day, a cake, a ghost)

*Teacher:* And now let us read the story of Valentine’s Day.

In Roman times people celebrated a festival of love in the month of February. The festival was called Lupercalia. It was the festival of the Roman gods. Young men and young women played games to find a wife or a husband. In early times Valentine was a holy man. He was killed for his beliefs. Before he died he wrote a message on the prison wall. The message was for the woman he loved and he signed the message “Your Valentine”. All people in the world celebrated Saint Valentine’s Day on the fourteenth of February. It became the festival of lovers. Young men write poems to give to young women. Girls make cards to give to the young men. The sender of the card is a secret. People never sign the cards. Now you can present different things, for example, a heart-shaped balloon, a valentine card or twelve red roses

*Teacher:* Facts about Saint Valentine’s Day in the USA: 63% of Americans celebrate it; American youth sent 750 mln. Valentines; 43% of Americans present candies. How this day is celebrated in Ukraine? Is Saint Valentine’s day celebrate the same way in our country?

*Teacher:* So, this is the day for the couples and our contest also will be in couples. And your first task will be to make up as many words as possible using the letters of this expression “Saint Valentine’s Day”

*Teacher:* What are the symbols of this holiday? And now the task will be to find and match words with similar meanings. The quickest couple will get a heart.

|  |  |
| --- | --- |
| 1. A part of your body | chocolates |
| 1. A kind of candy | Cupid |
| 1. A friendly look | bouquet |
| 1. A bunch of flowers | rose |
| 1. A boy who shoots arrows | valentine |
| 1. A heart-shaped card | heart |
| 1. A man who cared for people | Saint Valentine |
| 1. A bunch of flowers | smile |

*Teacher:* Thanksgiving Day is a very special day in America. Today people thank for everything they have in their life.

*Pupil:* A very special wish for you

When Thanksgiving time is here –

May you have much to be thankful for

Today and through the year

*Teacher:* Now make up as many words as you can from the “*Thanksgiving turkey”*

*Teacher:* Find the words which are connected with holidays.

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*Teacher:* We are to know what holidays you like.

***WHAT TYPE OF HOLIDAY DO YOU PREFER?***

1**.** You are on holiday. Now you can ... .

a) eat a lot of ice cream

b) visit a new place

c) try horse riding

2. You are on a desert island. The first thing you do is ....

a) look for food and water

b) look for a place to sleep at night

c) walk along the island

3. Why do you go on holiday?

a) to relax

b) to see something different from your everyday life

c) to discover new places

4. Your most enjoyable holiday is ... .

a) in a swimming pool

b) in an old castle

c) in a national park with wild animals

5. You'd like to cross a forest.

a) in a car

b) in a boat on the river

c) on foot

6. When you think of holidays, you think about... .

a) enjoyment

b) trying yourself in something new

c) freedom

Mostly A's — **a quiet holiday**

You don't like holidays that are full of activities. For you, an ideal holiday is sitting on the beach or relaxing in a quiet place with your friends. It isn't important to you if you are in the mountains or at the seaside. The important thing is to relax.

Mostly B's — **an adventurous holiday**

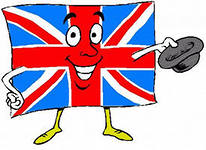
Holidays for you mean looking for adventure.

You are full of enthusiasm. You want to hunt for treas­ures or discover new places, to make new friends and to have a lot of fun.

Mostly C's — **a holiday in contact with nature**

You love nature and countryside. Holidays are the best time for you to go horse riding or fishing. You would also like a camping holiday with a lot of activities such as climbing.

*Teacher:* So, I liked our today’s holiday and I hope that you have also spent time in a good way. I want to wish you good luck and to thank you for your participation.

** Wednesday**

**Fairy tail’s day**

**Хід заходу:**

**І. Організаційний момент.**

**Teacher:** Good morning, children!

**Pupils:** Good morning! Good morning! Good morning to you!

Good morning! Good morning! We are glad to see you!

**Teacher:** Thank you!I am glad to see you too!

How are you?

**Pupils:** We are great! Thank you!

**ІІ. Підготовка до сприйняття іншомовного матеріалу.**

**Teacher:** Діти, а скажіть мені, будь ласка, яке свято до нас наближається?

**Pupils:** New Year!

**Teacher:** Right you are! А кого найдуще діти чекають під Новий рік?

**Pupils:** Діда Мороза!

**Teacher:** Right you are! А як в Англії діти називають Діда Мороза?

**Pupils:** Santa Clause!

**Teacher:** Right you are! Зараз давайте послухаємо вірш про Санту, який нам підготувала учениця 5 класу!

**Pupil 1:**  *You better watch out*

*You better not cry*

*You better not pout*

*I’m telling you why:*

*Santa Clause is coming to town.*

*He sees you when you are sleeping*

*He knows when you are awake.*

*He knows when you’ve been good or bad.*

*So, be good for Goodness sake!*

*You better watch out*

*You better not cry*

*You better not pout*

*I’m telling you why:*

*Santa Clause is coming to town.*

**ІІІ. Основна частина.**

**Teacher:** Сьогодні ми з вами потрапимо до світу казок! Але спочатку я хочу разом з вами пригадати, яких тварин *animals* ви знаєте, але називати їх треба англійською мовою!

(*учні називають тварин*)

Молодці! Багато тварин ви назвали! Але зараз ви побачите казку про ***lamb***. Хто з вас знає, що це за тварина? Давайте зараз уважно подивимося казку і ви мені потім скажете, що ж це за тварина!

***THE LONELY STRAY LAMB***

***Pig:*** *Who are you, little one?*

*Why are you so sad?*

*And why do you cry?*

*If you tell me what’s wrong,*

*To help you I’ll try.*

***Lamb:*** *I am a poor little animal,*

*And I am here all alone,*

*I haven’t got a mother,*

*Nor even a home.*

***Pig:*** *I’m sorry; I am not your mother,*

*I am not a sheep, I am a pig.*

*My name is Miss Piggy.*

*Oh, somebody is coming here.*

*May be it is your mother.*

***Bird:*** *Why are you so sad?*

*And why do you cry?*

*If you tell me what’s wrong,*

*To help you I’ll try.*

***Lamb:*** *I am a little stray lamb …*

***Bird:*** *You poor little animal,*

*Come home now with me,*

*Just follow me to the top of this tree.*

***Lamb:*** *I would like to come with you.*

*And stay with you too.*

*But climbing tall trees*

*Is something lambs can’t do.*

***Bird:*** *It’s a pity! (*leaves*)*

***Fox:*** *Why are you so sad?*

*And why do you cry?*

*If you tell me what’s wrong,*

*To help you I’ll try.*

***Lamb:*** *I am a little stray lamb …*

***Fox:*** *You poor little animal,*

*Come home with me, do,*

*There’s plenty of room*

*In my burrow for two!*

***Lamb:*** *I would like to come with you.*

*But cannot you see,*

*That the little round hole*

*Is too narrow for me.*

***Fox:*** *I am sorry! (*leaves*)*

***Frog:*** *Why are you so sad?*

*And why do you cry?*

*If you tell me what’s wrong,*

*To help you I’ll try.*

***Lamb:*** *I am a little stray lamb …*

***Frog:*** *You poor little animal,*

*Just jump in this pool*

*To my home in the water,*

*So fresh and so cool.*

***Lamb:*** *I would like to come with you.*

*But if I went down,*

*I could never swim back,*

*And I don’t want to drown.*

***Frog:*** *I am very sorry! (*leaves*)*

***Girl:*** *Why are you so sad?*

*And why do you cry?*

*If you tell me what’s wrong,*

*To help you I’ll try.*

***Lamb:*** *I am a little stray lamb …*

***Girl:*** *You poor little animal,*

*I live on a farm.*

*You will come home with me,*

*And you’ll come to no harm.*

***Lamb:*** *I would like to come with you.*

*I won’t eat much food,*

*If you are kind to me,*

*I’ll be happy and good.*

**Teacher:** Ну що, здогадалися, що воно за тваринка ***a lamb***?

**Pupils:** Овечка!

**Teacher:** А тепер ми з вами трохи пограємо!

*Гра 1:* учням показують букву англійського алфавіту, а вони мають сказати слово, яке починається з цієї букви.

*Гра 2:* учням показують слова, де літери переплутані місцями. Треба вгадати написане слово.

**Teacher:** А тепер давайте трохи відпочинемо и подивимось наступну казку про Колобка

***THE ROUND LITTLE BUN***

Once there lived an old man and old woman. The old man said,  
"Old woman, bake me a bun."   
"What can I make it from? I have no flour." "Eh, eh, old woman! Scrape the cupboard, sweep the flour bin, and you will find enough flour."  
The old woman picked up a duster, scraped the cupboard, swept the flour bin and gathered about two handfuls of flour.

She mixed the dough with sour cream, fried it in butter, and put the bun on the window sill to cool. The bun lay and lay there. Suddenly it rolled off the window sill to the bench, from the bench to the floor, from the floor to the door. Then it rolled over the threshold to the entrance hall, from the entrance hall to the porch, from the porch to the courtyard, from the courtyard trough the gate and on and on.

The bun rolled along the road and met a hare.  
"Little bun, little bun, I shall eat you up!" said the hare. "Don't eat me, slant-eyed hare! I will sing you a song," said the bun, and sang:  
I was scraped from the cupboard,  
Swept from the bin,  
Kneaded with sour cream,  
Fried in butter,  
And cooled on the sill.  
I got away from Grandpa,  
I got away from Grandma  
And I'll get away from you, hare!  
And the bun rolled away before the hare even saw it move!

The bun rolled on and met a wolf.  
"Little bun, little bun, I shall eat you up," said the wolf.  
"Don't eat me, gray wolf!" said the bun. "I will sing you a song." And the bun sang:  
I was scraped from the cupboard,  
Swept from the bin,  
Kneaded with sour cream,  
Fried in butter,  
And cooled on the sill.  
I got away from Grandpa,  
I got away from Grandma  
I got away from the hare,  
And I'll get away from you, gray wolf!  
And the bun rolled away before the wolf even saw it move!

The bun rolled on and met  
a bear.  
"Little bun, little bun, I shall eat you up," the bear said.   
"You will not, pigeon toes!"  
And the bun sang:  
I was scraped from the cupboard,  
Swept from the bin,  
Kneaded with sour cream,  
Fried in butter,  
And cooled on the sill.  
I got away from Grandpa,  
I got away from Grandma  
I got away from the hare,  
I got away from the wolf,  
And I'll get away from you, big bear!  
And again the bun rolled away before the bear even saw it move!

The bun rolled and rolled and met a fox.  
"Hello, little bun, how nice you are!" said the fox.  
And the bun sang:  
I was scraped from the cupboard,  
Swept from the bin,  
Kneaded with sour cream,  
Fried in butter,  
And cooled on the sill.  
I got away from Grandpa,  
I got away from Grandma,  
I got away from the hare,  
I got away from the wolf,  
I got away from bear,  
And I'll get away from you, old fox!

"What a wonderful song!" said the fox. "But little bun, I have became old now and hard of hearing. Come sit on my snout and sing your song again a little louder."  
The bun jumped up on the fox's snout and sang the same song.  
"Thank you, little bun, that was a wonderful song. I'd like to hear it again. Come sit on my tongue and sing it for the last time," said the fox, sticking out her tongue.  
The bun foolishly jumped onto her tongue and- snatch!- she ate it.

**ІІІ. Заключна частина.**

***Всі учні-актори виходять та співають фінальну пісню.***

Dashing through the snow, in a one-horse open sleigh,

Over the fields we go, laughing all the way.

Bells on bob-tails ring, making spirits bright,

What fun it is to ride and sing a sleighing song tonight.

***Chorus***:

Jingle bells, jingle bells, jingle all the way!

O what fun it is to ride in a one-horse open sleigh.

Jingle bells, jingle bells, jingle all the way!

O 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;

He got into a drifted bank and we got upset

***Chorus***:

A day or two ago, the story I must tell

I went out on the snow, and on my back I fell;

A gent was riding by, in a one-horse open sleigh

He laughed as there I sprawling lie but quickly drove away

***Chorus***:

**«The mitten»**

*Teacher:* Good morning, dear teachers, pupils and guests! You are welcome to see the fairy tale presented by the pupils of the third form. Let’s see what happened with them…

**The ant:** Hello, everybody! I am a very nice ant. I live in this forest. Now I’ll tell you a fine fairy-tale. Listen, please.

The grandfather went to the forest and lost his mitten. The mouse saw it and said.

**The mouse:** Here I’ll live!

**The ant:** And soon the frog jumps and asks.

**The frog:** Who lives in this mitten?

**The mouse:** I do. I am a Mouse, and who are you?

**The frog:** I am a Frog. May I live with you?

**The mouse:** Yes, you may! Come in, please!

**The ant:** And soon the hare runs and asks.

**The hare:** Who lives in this mitten?

**The mouse:** We live here! I am a Mouse.

**The frog:** I am a Frog. And who are you?

**The hare:** I am a Hare. May I live with you?

**The mouse:** Yes, you may. Let’s live together.

**The ant:** And soon the fox runs to the mitten and asks.

**The fox:** Who, who lives in this mitten?

**The mouse:** I am a Mouse.

**The frog:** I am a Frog.

**The hare:** I am a Hare. And who are you?

**The fox:** I am a Fox. May I live with you?

**The hare:** Yes, you may. Come in, please.

**The ant:** They started to live together. And soon the wolf goes and says.

**The wolf:** Who, who lives in this mitten?

**The mouse:** I am a Mouse.

**The frog:** I am a Frog.

**The hare:** I am a Hare.

**The fox:** I am a Fox. And who are you?

**The wolf:** I am a Wolf. May I live with you?

**The fox:** Yes, you may. Climb into our mitten!

**The ant:** Then the wild pig runs and asks.

**The wild pig:** Who, who lives in this mitten?

**The mouse:** I am a Mouse.

**The frog:** I am a Frog.

**The hare:** I am a Hare.

**The fox:** I am a Fox.

**The wolf:** I am a Wolf. And who are you?

**The wild pig:** I am a Wild Pig. May I live with you?

**All together:** Okey. Let’s go!

**The ant:** And soon a bear goes very slowly, sees the mitten and says.

**The bear:** Who, who lives in this mitten?

**The mouse:** I am a Mouse.

**The frog:** I am a Frog.

**The hare:** I am a Hare.

**The fox:** I am a Fox.

**The wolf:** I am a Wolf.

**The wild pig:** I am a Wild Pig. And who are you?

**The bear:** And I am a Bear. May I live with you?

**The fox:** We don’t have any place in the mitten! But okey, let’s live together.

**The ant:** Suddenly, the grandfather began to look for his mitten and the dog ran, saw it and said “Bark-Bark!” and all the animals were afraid of him and ran away. The grandfather took the mitten and went home, and all the animals stayed to live in the forest.

*Teacher:* Thank you, the ant, for such a nice tale. Thanks to all our guests and actors, for a nice mood that you give it to us today! Good bye!

** Thursday**

**The Day of English traditions**

*Teacher:* Good morning, dear pupils, jury, our teams and guests! You are welcome to the intellectual English contest. The aim of our meeting is to show the students’ knowledge not only of English, but about the Literature and Geography as well, to widen the outlook and encourage students to speak. Our topic is English Traditions. Now I’d like to introduce our jury to you…

*Teacher:* Today two teams take part in our competition: the first team is represented by pupils of the eighth form. Let’s greet them (team names itself and tells their slogan).

*Teacher:* The second team is the pupils of ninth form. They are … (team names itself and tells their slogan).

**Round 1**

*Teacher:* The first contest is “How much do you know about the English Traditions”. You have to answer the questions. For every right answer you will get 1 point to your score.

**Questions:**

* When do we celebrate New Year? (31 of December)
* Does Christmas in Ukraine and England coincide? (no)
* What are the most popular holidays in Great Britain? Name them. (Halloween, Thanksgiving, Easter, Christmas, New year)
* What traditions are connected with Christmas in Ukraine? (singing carols)
* When do we celebrate Christmas? (7 of January)
* Could you please translate the word “carols” into Ukrainian? (колядки)
* How do English families prepare for Christmas holiday? (buy presents, decorate New Year Tree, bake turkey, prepare pudding)
* What is the symbol of England? (the red Rose)
* What is the symbol of Scotland? (the tristle)
* What is the symbol of Wales? (the daffodil)
* What is the symbol of Northern Ireland? (the shamrock)
* What is the national costume of Scotland? (the kilt)
* What is the emblem of Easter? (the rabbit)
* What is the British national drink? (tea)
* What is the national dish of the Britain? (pudding)

**Round 2**

*Teacher:* The second contest is to make up a puzzle. You will be given the puzzles of flags of English-speaking countries. Please, make up the pieces of puzzles. You have 3 minutes for it. Every flag is a point for your team.

**Round 3**

*Teacher:* Now, let us relax a little bit and listen to the song. Teams, your task is to write down the missing words on your papers. We will hear it for 2 times, be attentive, please.

JINGLE BELLS

Dashing (1) … the snow

(2) … a one horse open sleigh

(3) … the fields we go

Laughing all the way

Bells (4) … bob tails ring

Making spirits bright

What fun it is (5) … laugh and sing

A sleighing song tonight

Oh, jingle bells, jingle bells

Jingle all the way

Oh, what fun it is (6) … ride

(7) … 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 (8) … my side

The horse was lean and lank

Misfortune seemed his lot

We got (9) … 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 [13].

Answers

1. Through

2. In

3. Over

4. On

5. To

6. To

7. In

8. By

9. Into

*Teachers:* Now our guests have a chance to get extra points for their team. Your task is to listen to the riddle and answer it.

**The riddles:**

* Clean, but not water,

White, but not snow,

Sweet, but not ice-cream,

What is it? (sugar)

* The moon is my father,

Sea is my sister,

I have a billion brothers,

I die when I reach land. ( A wave on the ocean)

* At night they come without being fetched,

And by day they are lost without being stolen. (Stars)

* What gets wetter as it dries? (A towel)
* What is white when it is dirty and black when it is clean? (A blackboard)
* I am not inside a house,

But no house is complete without me.

What am I? (A window)

* Which room has no doors, no windows? (A mushroom)
* What is always coming, but never arrives? (Tomorrow)
* What walks around all day and lies under the bed at night with its tongue hanging out? (Our shoes)

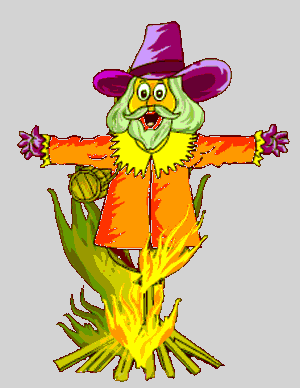
**Round 4**

*Teacher:* the forth contest is to guess the holiday. You will be shown some photos and your task is to tell me what is the name of the holiday. Every right answer will give you one point.

**Round 5**

*Teacher:* The next contest for you is a test. You have only 3 minutes to do it.

**Questions:**

* What is the most important festival of Welsh poetry and music?
* The Edinburgh Festival
* The Rock festival in Liverpool
* **Eisteddfod**
* Eurovision
* What is the Scottish national costume for men?
* the tuxedo
* the black uniform
* **the kilt**
* the bearskin
* What is the most popular drink in Britain?
* apple juice
* **tea**
* milk
* coffee
* What is the name for New Year’s Eve in Scotland?
* Cocney
* **Hogmanay**
* Christmas
* the evening before New Year
* What do the children usually do at Halloween?
* **“trick or treat”**
* “sing or dance”
* “give or take”
* “cry or laugh”
* Which holiday is usually celebrated on the 5th of November in the UK?
* Easter
* **Guy Fawkes Day**
* Halloween
* New Year
* What is a “bank holiday”?
* the holiday on the bank of the river
* week-end
* **public holiday**
* summer holiday
* What is the traditional Christmas song called in Britain?
* “Anthem”
* **“Auld Lang Syne”**
* “Imagine”
* “Jingle Bells”

9. When is Halloween celebrated in the UK?

a) on 31st October

b) on 31st November

**c) on 31st September**

d) on 31st January

10. Scottish surnames begin with…..

a) O**`**

**b) Mac or Mc**

c) de

d) La

**Results:**

*Teacher*: Our competition has come to the end and we are thankful to our teams, participants and jury. Please, tell me who is the winner? Thank you for the game, we wish you a Merry Christmas and a Happy New Year!

** Friday**

**“The World of Theatre”.**

P1: - Good afternoon, dear boys and girls.

P2: - Good afternoon, dear friends.

P1: - We are very glad to see you.

P2: - I think you’ll spend your free time wonderfully.

P1: - Sometimes we imagine that we visit the places we have never been before.

P2: - We invite you to visit an imaginary kingdom “The World of the Theatre”.

P1: - I hope you will watch plays with great interest and become a part of adventure

P2: - You will feel the way the main characters of the plays feel, you will think the

way they think and you will face the same problems they do.

P1: - Remember, the characters of plays will live as long as your imagination.

P2: - Now, you are not only simple viewers, you are the active participants.

P1: - Welcome to our kingdom “The World of the Theatre”.

P2: - The pupils of the 7th form are going to show us a wonderful play which is

called “The Sun and the Wind”

P1: - The main characters of this play are the wind, Mr Wind, the sun, Mr Sun and

a man, Mr Black.

***(Play “The Sun and the Wind”)***

P2: - The next play is very interesting and exciting. It’s called “The Lion’s Den”

P1: - The pupils of the 7th form will be very glad to show it to you.

P2: - The main characters of this play are a strong King Lion, a brave dog, a smart

monkey and a sly fox.

***( Play “The Lion’s Den”)***

P1: - Do you like cheese?

P2: - Of course.

P1: - Have you ever found a piece of cheese in the street or in the park?

P2: - Never.

P1: - But the main characters of the next play, a cat and a rabbit, found a big piece

of cheese in the wood.

P2: - Fantastic. What did they do with it?

P1: - I don’t know but the fox was very happy. Let’s watch a play “Which piece is

mine?” The pupils of the 6th form will show it to us.

***(Play “Which piece is mine?”)***

P2: - You know that people are very clever but some animals are clever too.

P1: - Sure, the pupils of the 6th form want to improve that sometimes some birds

may be cleverer than a man.

P2: - The play is called “The Hunter and the Bird”

P2: - The main characters of this play are a hungry hunter, a Red Bird, a Green

Bird and a cleverYellow Bird.

***(Play “The Hunter and the Bird”)***

P1: - Have you ever seen monkeys?

P2: - Of course, at the zoo. They are very funny.

P1: - I think so. The pupils of the 5th form adore monkeys.

P2: - Now, they are ready to show us a funny play about little monkeys and a

strange man with many hats on his head. Isn’t it interesting?

P1: - Why is this play called “The Caps for Sale”?

P2: - I can’t answer your question. Let’s take our comfortable seats and watch this

play with our spectators together.

P1: - With pleasure.

***( Play “The Caps for Sale.”)***

P1: - Are you afraid of cats?

P2: - Oh, no. I like them very much.

P1: - Are you afraid of mice?

P2: - Oh, yes. I’m afraid of them.

P1: - Don’t worry. They are an imaginary, not a real thing.

P2: - Who knows.

P1: - The pupils of the 5th form aren’t afraid of mice.

P2: - Why?

P1: - Because, they have a big black cat in their classroom.

P2: - Really?

P1: - It’s a joke.

P2: - The main characters of their play “The Mice and the Cat” are little mice,

a clever old mouse and a big red cat.

***(Play “The Mice and the Cat”)***

P2: Thanks to our young actors and actresses we visited a mystery kingdom “The

World of the Theatre”

P1: - Dear boys and girls! We enjoyed your plays. They were splendid. Thank you

very much. You performed very well.

P2: - The greatest English writer William Shakespeare wrote “The world is a stage

and people are merely actors”

P1: - It’s true. The world of theatre lets look at ourselves and become better.

P2: - Are you happy? If we are happy we always sing a song “Every little cell in

my body is happy.” Let’s sing it together.

***( Song “Every little cell in my body is happy.”)***

A song “**Every little cell in my body is happy**.”

Every little cell in my body is happy.

Every little cell in my body is well.

Every little cell in my body is happy.

Every little cell in my body is well.

I’m so glad, every little cell

in my body is happy and well.

I’m so glad, every little cell

in my body is happy and well.

P1: - Thank you for your attention.

P2: - The show is over. See you.

**PLAYS**

**The Sun and the Wind**

Wind: - Whooooo! I’m Mr. Wind. Whooooo! How strong I am! I’m stronger

than the sun!

Sun: - Oh, no, Mr. Wind. Look at me. I’m a big hot sun. I’m stronger than

you, Mr. Wind.

Wind: - Let us see. Look at that man. He is in a black coat.

Sun: - Where? Oh, I see him.

Wind: - Let us see who can take off his coat.

Sun: - All right.

Wind: - I’ll begin. *(He begins to blow.)* Whooooo! I want that coat.

Man: - Oh, how cold it is!

Wind: - Whooooo! I want that coat.

Man: - Oh, what a strong wind!

Wind: - Whooooo! I want that coat.

Man: - I’m so cold! I’m glad that I have a warm coat.

Wind: - Whooooo! I can’t take off his coat.

Sun: - Well, Mr. Wind, you aren’t so strong. I’ll try to take off his coat. *(The sun*

*shines on the man)*

Man: - Now I’m not so cold. What a funny day! First it was cold but now it is hot.

*(The sun shines and shines)*

Man: - Now I’m too hot. I’ll take off my coat. (*The man takes off his coat)*

Sun: - Wow! I’m stronger than you, Mr. Wind!

Wind: Well, Mr. Sun. The man took off his coat for you. I see that you are strong.

But I’m strong too. - Whooooo!

**The Lion’s Den.**

Lion: I’m a king. I’m King Lion.

Dog: Bow-wow. I’m a brave dog. I’m a lion’s friend

Monkey: Hoo-Hoo. I’m a funny monkey. I’m a lion’s friend too.

Fox: I’m a sly fox. You are our strong King Lion, the King of all animals. I’m

glad to be your friend.

Lion: You are all my good friends. But do you always tell me the truth?

Dog: Certainly.

Mouse: Of course.

Fox: I’m proud of you, my dear King Lion.

Lion: Well, I want you tell me how my den smells.

Dog: Oh, Lion, I’m your good friend and I’m not afraid to tell you the truth.

Your den smells badly.

Lion: (angrily) GRRRRRR! You are not a very good friend. How can you say

that my den smells badly? Get out – and don’t come back, or I’ll eat you up!

Mouse: What a fool! You are a silly dog! Oh, Lion, I’m your good friend and I’ll

tell you the truth. Your den smells like flowers…Hmmm, flowers…

Lion: (angrily) GRRRRRR! You are a bad monkey! You are a fool too! Get out –

and don’t come back, or I’ll eat you up!

Lion: (looking at the fox) And you, a red fox? How do you think my den smells?

Fox: Oh, my dear King Lion, the King of all animals, I can’t tell you.

Lion: Why? Why?!

Fox: I can’t tell you because I have a bad cold. (sneezing and coughing) Sorry,

but I can’t smell anything.

Lion: You are very clever, my friend. You have saved my feelings and your own

skin.

Fox: Thank you, my dear King. You are clever, very clever but I’m very sly.

**Which piece is mine?**

Cat: I’m a little cat, Pussy.

Rabbit: I’m a little rabbit, Bunny.

Cat and Rabbit: We are good friends.

Cat: Bunny, let’s go for a walk.

Rabbit: With pleasure. Let’s go to the wood.

Cat: OK.

Rabbit: Oh, what is this?

Cat: We have found a big piece of cheese.

Rabbit: I like cheese.

Cat: I like cheese too.

Rabbit: Let’s cut this cheese into two pieces. Then we’ll each have a piece.

Cat: You are right.

Rabbit: I’ll make the pieces the same size.

Cat: Look! One piece is a little bigger than the other.

Rabbit: I’ll take the bigger piece.

Cat: Don’t take it. I want the bigger piece.

Rabbit: Dear Mr. Fox, help us, please.

Cat: We have two pieces of cheese. I want the bigger piece. The rabbit

wants the bigger piece too. Which piece of mine?

Fox: I’ll help you. I’ll bite the bigger piece so they will be the same size.

Cat: Now the other piece is bigger!

Fox: That’s all right. I’ll bite it too.

Rabbit: Now the first piece is bigger again.

Fox: I’ll bite it again. Then they will be the same size.

Cat: I don’t see the first piece.

Fox: Now I’ll eat the other piece too. Then they will be the some size.

Rabbit: Now we have no cheese at all.

Cat: It’s a lesson for us to be clever in future.

**The Hunter and the Bird**

Hunter: I’m a hunter. I’m very hungry. I want some birds to eat! I’ll look in my

traps. Aha! Here is a little bird to eat!

Red Bird: Oh, Hunter. See how small I am! I’m not big for a good supper. My

brother is in that trap. He is bigger than I am.

Hunter: All right. Fly away. I’ll go to the second trap. Oh, you are a little bigger.

I’ll eat you.

Green Bird: Oh, Hunter. Look at me. I’m 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. I’ll go to the third trap. Oh, you are right! This bird

is big and fat!

Yellow Bird: Oh, Hunter, I’m big and fat. Do you know why?

Hunter: I don’t know. Why?

Yellow Bird: I’m so clever. I’m so wise. 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?

Yellow Bird: Do as I say: Open your hands.

Shut your eyes.

Then I tell you,

How to be wise!

Hunter: Oh, Bird! You are free. Now tell me how to be clever. I want to be

wise.

Yellow Bird: Of course, I’ll tell you. Listen to me. Be attentive.

A wise proverb says: “***A bird in the hand is worth two in the tree.”***

Red Bird: Do you know this proverb?

Green Bird: Do you understand it?

Yellow Bird: Good bye, silly hunter. We are flying away.

Hunter: Oh, I’m a poor hungry hunter. Oh, I’m a silly hungry hunter.

**The Mice and the Cat**

Little Mouse: I’m hungry. Let’s go to the kitchen.

White Mouse: Oh, no. I’m afraid of a big red cat.

Little Mouse: He is sleeping now. Let’s go!

Black Mouse: No, I’m afraid of a big red cat, too.

Little Mouse: I’m hungry. I don’t know what to do.

Grey Mouse: Oh, little mouse, what can we do? We are afraid of the cat.

White Mouse: This cat is very big and bad. He can eat us.

Little Mouse: I’m hungry. I hate this cat. What shall we do?

Black and white mouse: I know. I know! Let’s go to the old clever mouse. She

lives in the field not far from our house. She can help us.

Little Mouse: OK. Let’s go.

Black Mouse: Good morning, dear old mouse.

Old Mouse: Good morning, my dear mice. How are you?

Little Mouse: Very bad. We don’t know what to do.

Grey Mouse: A big red cat lives in our house.

Black and white mouse: He eats many mice every day.

White Mouse: We are afraid of him. The big red cat will kill us all.

Black Mouse: What can we do? Help us, old clever mouse.

Mice: Help us! Help!

Old Mouse: Oh, my dear mice. Let me think a little.

City mice: We know what to do. We are cool city mice.

The first mouse: The cat kills you because you don’t hear him.

The second mouse: Let’s put a bell round his neck.

The third mouse: Then you’ll hear him before he comes into the room.

White Mouse: That’s a very good idea.

Black Mouse: Now the big bad red cat won’t kill us.

Grey Mouse: We are very glad and happy.

Little Mouse: Let’s dance and sing.

Old Mouse: Oh, my dear little mice. I want to ask one question.

Who will put the bell round the cat’s neck?

**The Caps for Sale**

Man: Caps! Caps for sale! Ten dollars a cap!

I have a lot of caps for sale. They are very beautiful! Look at them. They

are red, green, white, brown and blue. Caps! Caps for sale! Ten dollars a cap!

Nobody wants to buy them. Why? They are so nice. What shall I do?

I’ll go for a walk. I’m tired. Oh, I can see a big tree. It’s a nice place for a rest

*(He slept for a long time)*

Man: Where are my caps? Where are my beautiful caps? Where are my caps for

sale? Oh, monkeys!!! You are bad monkeys! You must give me back my

caps?

Monkey 1: It’s my red cap. I like it very much.

Man: No! It’s mine.

Monkey 2: It’s my green cap. I like it very much.

Man: No! It’s mine.

Monkey 3: It’s my white cap. I like it very much.

Man: No! It’s mine.

Monkey 4: It’s my brown cap. I like it very much.

Man: No! It’s mine.

Monkey 5: It’s my blue cap. I like it very much.

Man: No! It’s mine. What can I do? I’m so angry!!!

Monkey 1: I’m so funny. It’s my red cap.

Monkey 2: I’m so happy. It’s my green cap.

Monkey 3: I’m so glad. It’s my white cap.

Monkey 4: I’m so pretty. It’s my brown cap.

Monkey 5: I’m so beautiful. It’s my blue cap.

Man: These caps are mine. Give me back my caps! I’m so angry!!! I’m very angry!

Monkeys: Tsz, tsz, tsz, tsz, tsz, tsz

Man: Little monkey in the tree

This is what he says to me:

“Thi. Thi, thi, the, the, the,

The, the, the, thi, thi, thi.”

“Thi. Thi, thi, the, the, the,

The, the, the, thi, thi, thi.”

Man: Caps! Caps for sale! Ten dollars a cap! Caps! Caps for sale!