

**Відділ освіти, молоді та спорту
Білогірської райдержадміністрації
Районний методичний кабінет**

Денисівська загальноосвітня школа І-ІІ ст.

Grammar Rhymes and Songs for Children



Білогір'я – 2017

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Схвалено радою РМК Протокол № 3 від 15.03.2017

Для того щоб здійснювати спілкування через мову, передавати й обмінюватися думками в різноманітних ситуаціях, необхідно навчитися правильно використовувати граматичні форми й синтаксичні структури, тобто формувати лінгвістичну компетенцію учнів. Без знання слів і правил формування граматичних структур та побудови фраз спілкування неможливе. Віршована, ритмічно організована мова засвоюється краще, бо збуджує уяву, сприяє мимовільному запам'ятовуванню - мовного матеріалу й формуванню лексико - граматичних, фонетичних та орфографічних навичок. Використання такого матеріалу може бути доцільним на будь-якому етапі уроку для навчання основних видів мовленнєвої діяльності: аудіювання, говоріння, читання й письма.

Даний посібник містить вірші та інтернет посилання на пісні з граматики для учнів 1 – 5 класів відповідно до чинної програми з англійської мови. Тематика віршів підібрана з урахуванням вікових та психологічних особливостей дітей. Вивчення віршів та пісень викликає інтерес, оживляє заняття іноземною мовою.

Рекомендований для вчителів англійської мови при вивченні та закріпленні нового граматичного матеріалу на уроках.

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Передмова

Оскільки метою навчання іноземним мовам є не тільки придбання знань, формування в школярів навичок й умінь, але й засвоєння ними відомостей країнознавчого, лінгвокраїнознавчого й культурно-естетичного характеру пізнання цінностей іншої культури, то при визначенні змісту навчання безперечно встає питання про культурний компонент. Даний компонент містить у собі мовні й культурологічні знання, а також навички й уміння (мовного й немовного поведіння)

Комплексний розвиток практичних, освітніх і розвиваючих завдань навчання можливий лише за умови впливу не тільки на свідомість учнів, але й проникнення в їхню емоційну сферу.

Пісні та вірші - це ритмічне вираження сучасної англійської мови. У них активно поєднуються мовні кліше сучасної англійської мови. Більшість пісень та віршів мають форму діалогу. Це допомагає розвивати комунікативні особливості учнів.

Однією з найважливіших функцій для вивчення та закріплення граматичного матеріалу на уроці є використання пісень та віршів. З однієї сторони граматичний матеріал у більшості випадків викликає складності в дітей. І зв'язано це з розходженнями в граматичній структурі рідної й іноземної мов. Монотонне виконання вправ не завжди дає позитивний результат, а використання пісень, віршів та багаторазове їх повторення знімає емоційну напругу при вивченні граматики. Завдяки музиці на уроках створюється сприятливий психологічний клімат, знижується психологічне навантаження, підвищується емоційний тонус. Музика допомагає дітям зняти втому, відновлює їхню працездатність, виступає свого роду як релаксація в середині або наприкінці уроку.

Використання зразків сучасної англійської поезії може бути одним з

ефективних засобів досягнення таких основних цілей навчання предмету іноземної мови, як практична, загальноосвітня й розвиваюча.

Використання поезії сприяє розвитку основних комунікативних умінь читання, аудіювання, говоріння.

Таким чином, вірші сприяють навчанню основним видам М.Д. і дозволяють використати нешаблонні, творчі типи вправ. При цьому відбувається досягнення ланцюга навчання, крім того, вони допомагають забезпечити не тільки мовну атмосферу на уроці, але й психологічний контакт. Одну й ту ж римівку можна використати для відпрацювання різних граматичних структур, якщо, виявивши трохи творчості, її видозмінити.

Наприклад, віршик “What is your name? ” при відпрацюванні граматичної структури “ I have” можна використати в такому виді:

What do you have? - I have a rabbit?

I have a dog

I have a little green frog.

Для відпрацювання структури “ What can you do? ”:

I can skate,

I can ski,

I can play and watch TV

З вище сказаного випливає, що підтримуючи інтерес до мови як засобу спілкування, необхідно розвивати інтерес до неї як носію своєї культури. І неосянню допомогу в цьому відношенні може надати використання духовної спадщини країни, мова якої вивчається, зокрема, музичні твори та вірші.

На уроках іноземної мови вірші та пісні посідають гідне місце. Вони можуть виконувати різноманітні функції:

1. Використовуються як фонетична зарядка на початку уроку. Пісня

дозволяє вчителеві перейти від звуків рідної мови до звуків іноземної мови, тренуючи мовні органи й підготовляючи їх до більш складної артикуляції;

2. Для міцного закріплення лексичного й граматичного матеріалу;

3. Як вид релаксації в середині або наприкінці уроку, коли діти втомилися або потрібна розрядка, що знімає напругу й відновлює їхню працездатність.

Вірші та пісні також є безперечним засобом формування позитивної мотивації навчання, особливо у молодших школярів, у яких цей процес знаходиться в стадії формування. Емоції й враження, отримані під час прочитання вірші або співу пісні, стають прожитим життєвим досвідом, що перетвориться в знання, що у свою чергу стимулює мотивацію учнів.

Використання віршовано-пісенного матеріалу на занятті по іноземній мові повністю відповідає вимогам сучасності, коли іноземна мова вивчається в нерозривному зв'язку з культурою країни.

Teaching English grammar can be very hard work, and the rewards aren't always immediate. But there's never been a time when it was more important than now.

Peter Moor

The role of grammar in the modern classroom



The big problem with grammar, familiar to all English teachers, is that many ways of teaching grammar produce learners who know about grammar; for example, they can tell you the rules for using the present perfect. But they often don't KNOW HOW because when they speak or write these supposedly 'known' rules do not seem to be operating. In other words, the learners fail to make use of the rule they know so well in the language they actually produce.

Speaking about the role of grammar in the modern classroom I'd like to make the following comparison: as the Pennine Chain can be called "The backbone of England", grammar can be called "the backbone of the English language"

Of course, we can't ignore the other aspects of the language, but it's definitely grammar that makes English not only understandable, but really important and valuable language of international communication.

I stick to the point that without grammar the speech of any person will be just a mess. Nevertheless a number of teachers and students consider grammar to be rather boring. Though they admit



the importance of grammar, they don't like to teach or study it.

There's one rule which can help teachers improve the situation. Smile. Get excited. Even if you really don't like grammar — pretend you do. If you are excited about it, your students will be excited, too. If you act like it is boring, your students will respond in the same way. So it's up to teacher to make the right choice and inspire students to get pleasure from learning grammar.

Though it is difficult to believe teaching grammar can be fun both for teachers and students. Here are some activities to prove it.

The activity is called "Sentence Scramble". This is a very useful activity for teaching word order.

Think of a sentence and write each word on a separate card. Give the cards to different students and have them decide on the correct order to stand in.

This activity can be done at the class level using large cards, or in small groups, using smaller cards. It can be also organized in a form of competition.

As grammar is an integral part of the language it can't be taught separately from other skills. I stick to the point that the best way to teach grammar is through jazz chants, poems, songs, games, short stories and fairy-tales. They are highly motivating and they will definitely raise students' interest in learning English in general and its grammar in particular.

I have no doubt that the basis of grammar skills is formed at primary school, that's why I pay a special attention to teaching grammar for young learners. It should be stressed that little kids learn grammar without realizing it, that's why the best way to reinforce grammar structures for children is through the use of games and songs. Best of all are finger games and songs as they can be used both to introduce and drill grammar structures of conversational formulas. In just 5 minutes you can teach children to use the phrases: "How do you do?", "Where are you?", "Here I am". A good example is a song about Tommy Thumb.

<https://www.youtube.com/watch?v=ustdPWKFqaM>

Tommy Thumb, Tommy Thumb (*fingers are clasped in your fist*)

Where are you? (*show your thumb*)

"Here I am. Here I am. How do you do?"

Peter Pointer, Peter Pointer,

Where are you? (*show your index finger*)

"Here I am. Here I am. How do you do?"

Toby Tall, Toby Tall, Where are you? (*show your middle finger*)

"Here I am. Here I am. How do you do?"

Ruby Ring, Ruby Ring, Where are you? (*show your ring finger*)

"Here I am. Here I am. How do you do?"

Baby small, baby small, Where are you? (*Show your little finger*)

"Here I am. Here I am. How do you do?"

There are many other songs and games which can be successfully used in teaching English to young learners.

Since the fundamental purpose of the language is communication, the most important step in teaching grammar is to integrate grammar principles into a communicative framework.

It should be mentioned that the modern classroom gives unlimited possibilities both for teachers and students. Authentic books from British Publishing Houses, various computer programs, and different video courses are available nowadays, and it's up to a teacher to choose the best ways of teaching to meet the needs of modern students.

In the end I'd like to point out that different teachers have different points of view on teaching grammar. Some of them see no need in teaching and practicing grammar at all. They stick to the point that students will pick up the rules of the language intuitively, just as they do it in their mother tongue. But most of the

teachers see grammar as a body of knowledge. They are sure that grammar rules should be taught and explained from the very beginning with the practice following the rule.

What is the most effective method of grammar teaching

Three main ways of introducing new grammar are the deductive, the inductive and the guided discovery approaches. They all have their advantages and disadvantages.

In deductive grammar teaching the teacher explains or gives the rules for the target language items and then provides practice for the learners. In inductive grammar teaching the teacher provides some examples of the target language in a realistic context and lets the learners 'notice' the rules. The third approach, guided discovery, is a modified version of inductive teaching. In this approach the teacher provides some examples of the target language in context and supports the learners in 'noticing' the rules.

It's become very popular nowadays to refer to the goals and needs of the students. Therefore, if students need grammar for communication it should be taught communicatively.

Practice is the best way to prove the theory, and it is obvious that without mastering English grammar we can't speak about mastering the English language as a whole.

The Verb "to be"

"Am", "is" and "are"

Are close friends out they can't meet Each other.

"Am "goes only with "I".

"is" deals with "he", "she", "it".

"Are" cares "we", "you", "they".

And "be " is their father:

"I" plays in the garden with "am ".

"Is" takes for a walk "he", "she", "it".

"Are" likes "we", "you" and "they".

Together they sit and knit.



It is a fox.

It is a box.

It is a mouse.

It is a house.

It is a doll.

It is a ball.

It is a bear.

It is a chair.



Where is my doll?

Near the ball.

Where is my bear? ,

On the chair.

It is a nose.

It is a rose.

It is a plum.

It is a drum.



It is a book.

It is a pen.

It is a hen.

Say it again.

It is a spoon.

It is a plate.

Your soup is ready.

Don't be late.



Wash your fork,
Look at the clock,
Put on your sock,
Go for a walk.

It is a bus.

It is a trolley-bus.

It is a plane.

It is a train.



Let's go by bus,
Let's go by trolley-bus,
Let's go by plane,
Let's go by train.

- Who is sitting in the box?
- A fox.
- Who is sitting in the truck?
- A duck.



- Who is hiding in the tree?
- A bee.
- Who is hiding in the hat?
- A cat.



A bee is always busy
Its life is not so easy

It is a dog.
It is a frog.
It is a cat.
It is a rat.

I am a pupil.
You **are** a writer.
She is a teacher.
He is a fighter



Ann is kind.
Ann is witty.
Ann is merry.
Ann is pretty.

Jack is strong

Jack is nice.

Jack is brave.

Jack is wise.

I'm a girl.

I'm kind and pretty.

I'm a boy.

I'm strong and witty.

I'm scared.

I'm bored.

I'm sick.

I'm cold.

Sometimes **I'm** hungry.

Sometimes **I'm** sad.

Sometimes **I'm** thirsty.

But **I'm** always glad!

Some children **are** naughty.

Some children **are** dirty,

Some children **are** nice.

All children **are** wise!



My dear little Pat,

Why **are** you so sad?

Because I'm fat.

Run after your cat.

Rye, why do you like to cry?

Because I'm so shy.

Why **are** you so shy?

Because I like to cry.

The sky is blue.

The grass is green.

The rose is red

It's clearly seen.

The dog is brown.

The cat is grey.

What colour is the sun?

Who can say?

The sun is yellow.

The soil is black.

The snow is white.

We all see that.



An editor edits;

A secretary types;

A postman delivers;

A driver drives.

A reporter reports

And takes many photos.

A Journalist writes

Articles and mottoes.

<https://www.youtube.com/watch?v=RRY4sUOgHV8> ("Is, Am, Are, Verb." Song)

Expressions with the Verb “to be”

Ann:

I'm afraid of dogs.

I'm afraid of frogs.

I'm afraid of spiders.

I'm afraid of tigers.

Are you afraid of dogs?

Are you afraid of frogs?

Are you afraid of spiders?

Are you afraid of tigers?

Jack:

— I'm not afraid of dogs.

I'm not afraid of frogs.

I'm not afraid of spiders.

I'm not afraid of tigers.



<https://www.youtube.com/watch?v=Ia0FgQNilfY> (Present Simple "To Be"

Negative (Not) Song - Rockin' English)

The moon is high.

The sea is deep.

My dear son

Is fast asleep.



VALENTINES

The apple is red.

The plum is blue.

The lemon is yellow.

I give them to you.

The sun **is** red.
The sky **is** blue.
The moon **is** yellow.
And I miss you.

Apples are sour,
Apples are sweet.
Apples are juicy
And nice to eat.

My rose **is** red.
My violet **is** blue.
My cake **is** sweet,
And so **are** you.



Your lips **are** red.
Your eyes **are** blue.
Your heart **is** kind.
And I love you.



<https://www.youtube.com/watch?v=RRY4sUOgHVs> (How To Teach The Verb To Be -- "To Be" Song)

The Verb "to be". General and Special Questions

Is it a dog?

Is it a cat?

Is it a monkey?

Is it a rat?

One, two, three, four.

Who is knocking at my door?

Is it a cat?

Who can catch a rat?

Is it a dog?

Who can find your sock?

Is it a frog?

Who can jump on the log?

Is it a duck?

Who can say «Kria-kriack»?

Is it a hippo?

Who can dance «Hip-hippo»?

No, it's not a cat,

It's not a dog,

It's not a duck,

It's not a frog,

It's even not a hippo!

Where is my cat?

Is it on the mat?

Is it under the hat?

Is it near the bed?



TALKING ABOUT PEOPLE

My mother is young.

My father is tall.

My sister is pretty.

My brother is small.

Is your mother young?

Is your father tall?

Is your sister pretty?

Is your brother small?

Is he hungry?

Is he cold?

Is he tired?

Is he hot?

Are you hungry?

Yes, I am.

Have some cheese,

Have some jam.

Butter and bread

For little Fred,

Honey and jam,

Sausage and ham.

Are you hungry?

— Yes, I am.



— Are you a girl?

— Yes, I am.

— What is your name?



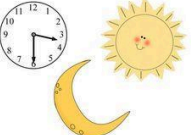



- My name is Nan.
- Are you a boy?
- Yes, I am.
- What is your name?
- My name is Sam.

Are you a teacher?

Are you a writer?

Are you a singer?

Are you a fighter?

Who is a person 	What is a thing or an action 	When is a time 
Where is a place 	Why is the reason something happened 	How is a number, or the way something is done 

I keep six honest serving-men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

I send them over land and sea,

I send them east and west;

But after they have worked for me,

I give them all a rest.

- One-two-three. Will you call me?
- Where are you from?
- I'm from Rome.
- Where is your mouse?
- In the house.

- Where is your fox?
- In the box.
- Where is your hare?
- On the chair.
- Where is your cat?
- Under the hat.
- How is your mother?
 - She's fine, thanks.
 - How is your father?
 - He's fine, thanks.
 - How is your sister?
 - She's fine, thanks.
 - And how are you?
 - I'm fine, too.

https://www.youtube.com/watch?v=gX_Vsmz_OGw (🎵 The Question Song (For Kids). 🎵)

Modal verbs

Can

I **can** jump like a frog.

I **can** sing like a bird.

I **can** run like a dog.

I **can** smile like a crocodile.



I **can** jump.

I **can** sing.

I **can** run.

It's fun!

<https://www.youtube.com/watch?v=QKn5H1cekyyo>

(I can run - Nursery Rhymes & Kids Songs - LearnEnglish

Kids British Council)



I **can** hug a cat.

I **can** touch a rat.

I **can** catch a bat.

I **can** put on a hat.

One, two, three, four.

I **can** play on the floor.

Jack:

— I'm a boy.

I **can** read a book.

Ann:

— I'm a girl. I can cook.

https://www.youtube.com/watch?v=8-PQ7_yGa08

(I Can | Simple Song for Children)

Can't

One, two, three.

Let me see.

My cat's in the bag.

It **can't** see me.

I can't bite like a dog.

I can't fly like a bird.

I can't run like a hare.

I can't roar like a bear

I'm just a boy (a girl).

I **can** go to the Zoo.

I **can** see a kangaroo,

I **can** feed a hare,

I **can** draw a bear.

Mother, Mother, look at me:

I **can** draw a little bee,

I **can** drink a cup of tea,

I **can** watch TV.



Ann:

— **I can** read. **I can** write.

I can speak English, too.

I can sing. **I can** dance.

What about you?

Jack: - **I can** climb a tree.

I can count to ninety-three.

I can read a book.

Have a look!



He **can** draw.

He **can** write.

He **can** smile.

He **can** bite.

He **can** eat.

He **can** drink.

He **can** peep.

He **can** wink.

He **can** whistle.

He **can** paint.

Everybody says, «

He's great!»

Nancy is a clever girl.

She **can** dance like a doll.

She **can** jump.

She **can** crawl.

She **can** run.

She **can** fall.

He can swim.

She can cry.

He can laugh

And say, «Good-bye!»

<https://www.youtube.com/watch?v=qI7nYvVXudo> (What Can You Do Song)

WHAT ARE THEY? (RIDDLES)

I can jump.

I can sing.

I can play the violin.



I'm so happy. **I can fly**
In the blue-blue sky.



I can read.

I can talk.

I can go for a walk.



I can crawl Inside the ball.

I can lie in the sun. It's fun!



I can catch a frog.

I can sleep like a log.

I can find your sock.

My name is



I can lie on the mat.

I can catch a rat.

I'm black. I'm fat.

My name is



MAY

May I come in and may I sit down?

May I use your pen and write a word down?

May I take your car for just a training drive?

I'll give it back after a short while.

MUST

A builder must build.

A driver must drive.

A worker must work

From seven to five.

A reader must read.

A writer must write.

An actor must act

On the stage every night.

A singer must sing.

A dancer must dance.

A painter must paint

And use his best chance.

A student must study.

A teacher must teach

His pupils in class

Every and each. <https://www.youtube.com/watch?v=j54a9uBQx-4>

(Modal verbs lyrics video)

Can you swim and dive?

Can you ski and skate?

Can you fly in the sky

Like a bird small and brave

[https://www.youtube.com/watch?v=ZWu5P7OuMIE&index=11&list=RDpngsFg3](https://www.youtube.com/watch?v=ZWu5P7OuMIE&index=11&list=RDpngsFg36ydk)

[6ydk](https://www.youtube.com/watch?v=ZWu5P7OuMIE&index=11&list=RDpngsFg36ydk) (Can you swim? Can you skate?- English song for Kids)

What can you do?
can play with my friends.
What can you make?
I can build with my hands
A house, a bridge

In my room on the floor.
And what can you nail
On the wall, on the door?
My colourful pictures
And sketches because
My pencil is skilful
It paints and it draws.



What can be blue?
The sea and the sky.
The clouds white
In the heavens fly.
What can be red?
My blood and this rose
That in my garden
Proudly grows.



AT SCHOOL

I must read.
I must write.
I must learn.
I mustn't fight.

Kate, you **must** go to school at eight.

Lee, you **must** have your lunch at three.

Helen, you **must** finish your homework at seven.

NAUGHTY TOMMY

I must jump on Monday.

I must run on Tuesday.

Wednesday is a holiday.

I must think on Thursday

What to do on Friday.

On Saturday **I must** play.

On Sunday **I must** rest All day, all day!

One, two, what **must I** do?

You **must** jump,

You **must** play.

You **must** do it every day.

Three, four, what **must I** do it for?

You **must** jump, You **must** play

To become a man one day.

Personal Pronouns

I, you,

he, she, it,

we, you, they —

повен дім у нас гостей! <https://www.youtube.com/watch?v=GYX4JlSeI9g>

(Pronoun Song)

Look at **me**.

I can climb an apple-tree.

Look at **him**. **He** can swim.

Look at **her**. **She** can sweep the floor.

Look at **it**. **It** can sleep.

Look at **us**. **We** can dance.

Look at **them**. **They** like cherry jam.

This is my brother Tim.

He can swim. I love **him**. I'm proud of **him**.

This is my sister Kate.

She can skate. I love **her**.

I'm proud of **her**.

In the dark at night All stars are bright.

They give **us** peace. **They** give **us** light.

Chocolates, sweets, Cakes and buns —

Buy **them** for daughters. Buy **them** for sons!

Look at him. He can jump and swim,

Look at her. She has got a coat with fur.

Look at us. We are sitting on the grass.

Look at them. They are eating some jam.



Demonstrative Pronouns

This is a house. **That** is a mouse.

This is a duck. **That** is a truck.

This is a ball. **That** is a doll.

This is a dog. **That** is a frog.



I like **this** house. You like **that** mouse.

I like **this** duck. You like **that** truck.

I like **this** ball. You like **that** doll.

I like **this** dog. You like **that** frog.

I like **this** cat. You like **that**.

I like Pit. You like Pat.

I like **this** dog You like **that**.

I like Bit. You like Bat.

Look at **this** cat — It is sad.

Look at **that** cat — It is glad.

Look at **this** dog — It is big.

Look at **that** dog — It is quick.

It's fun to be **this**, It's fun to be **that**:

To wash like a hamster,

To stretch like a cat!

https://www.youtube.com/watch?v=sm-Rqru_N2s ("This and That Song" - Rockin' English)

I like this cat.

You like that

I like Pit

You like Pat

I like this dog

You like that

I like Bit

You like Bat



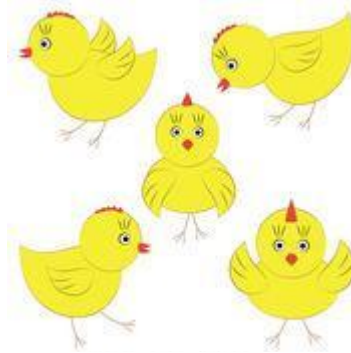
These—those

Look at **these**,

Look at **those**.

These are chicks.

Those are crows.



I see **these** cats

I see **those** rats

Are these your cats?

Are those your rats?



Birds in the air, Fish in the sea —

This world is made For you and me.

The sun in the sky, The moon in the cloud —

These are the beauties I can't live without!

This - that,

These – those,

Touch your tummy,

Touch tour nose.

This - that,

These – those,

Touch your shoulder,,

Touch tour toes.

Possessive Pronouns

Your mouth is red.

Your eyes are blue.

My heart is hot

And I love you.

Come here, little Freddy,

Your tea is ready,

Sweets and cheese

— Eat them, please.



What is **your** name?

My name is Mr Proctor.

What is **your** job?

I am a doctor.

What is **your** name?

My name is Mr Proctor.

What is **your** job?

I am a doctor.

What is his name?

- His name is Mr Biter.

What is his job?

- He is a writer.

What is **her** name?

- **Her** name is Mrs Peacher.

What is **her** job?

- She is a teacher.

I know a man. **His** name is Dob.

He's got a wife. **Her** name is Mob.



She's got a cat. **Its** name is Cob.

I've got a little dog.

Its name is Jack.

Its tail is white.

Its ears are black.



I've got a little cat.

Its name is Jack.

Its nose is pink.

Its ears are black.

I am **your** friend.

You are **my** friend.

She is **her** friend.

He is **his** friend.

We are **their** friends.

They are **our** friends.

We are good friends.

They are true friends.

Nouns. Possessive Case

Bill's dog is big.

Tom's dog is small.

But poor little Jack

Has no dog at all.

Bill's cat is white.

Tom's cat is grey.

They eat fish and milk.

AND wash every day.

Tim's hobby is cars.

Jim's hobby is stars.

Ben's hobby is dogs.

Den's hobby is frogs.

Tommy's tears

And **Mary's** fears

Will make them old

Before their years.

MY RELATIVES

My **mother's** name is Nelly.

My **sister's** name is Kelly.

My **father's** name is Nick.

My **brother's** name is Dick.



This is my **mother's** pie.

This is my **father's** tie.

This is my **brother's** ball.

This is my **sister's** doll.

<https://www.youtube.com/watch?v=8dY2SE1G900>

(Possessives Song, Possessive Nouns)

I see the **children's** cat.

I see the **men's** hats.

I see the **women's** roses.

I see the **mice's** noses.

There is / There are

There is a mouse in the house.

There is a cat in the flat.

There is a fox in the box.

There is a bee in the tree.

Is here a mouse in the house?

Is there a cat in the flat?

Is here a fox in the box?

Is here a bee in the tree?

— Yes, there is.

I've got the key to the kingdom.

There is a street in the kingdom.

There is a house in the street.

There is a room in the house.

There is a table in the room.

There is a basket on the table.

There is a puppy in the basket.

What a nice puppy!



Is there a puppy in the basket?

Is there a basket on the table?

Is there a table in the room?

Is there a room in the house?

Is there a house in the street?

Is there a street in the kingdom?

Have you got the key to the kingdom?

There is a beetle in the bathroom.

There is a spider in the hall.

There is a mouse in the bedroom.

But I'm not afraid at all.

MY ROOM

There is a book on the table.

There is a picture on the door.

There is a vase on the shelf.

There is a kitten on the floor.

Is **there** a book on the table?

Is **there** a picture on the door?

Is **there** a vase on the shelf?

Is **there** a kitten on the floor?

— Yes, **there is**

There is a bird on the table.

There is a bird on the door.

There is a bird on the chair

There is a bird on the floor.



There **is** a mouse under the bed.

There **is** a mouse under the door.

There **is** a mouse under the sofa.

There **is** a mouse under the floor.

There is a rat under the hat.

There is a hare in front of the chair.

There is a doll near the ball.

There is a fox behind the box.

There is a hamster near the wall.

There is a puppy in front of the ball.

There is a mouse on the floor.

There is a cat behind the door.



<https://www.youtube.com/watch?v=n7LbW1LGu28>(There Is – There Are | Grammar Grade 1)

There are bees in the trees.

There are cats in the flats.

There are flags in the bags.

There are foxes in the boxes.

Are there bees in the trees?

Are there cats in the flats?

Are there flags in the bags?

Are there foxes in the boxes?

— **Yes**, there are.

Quantitative Pronouns: many, much, a lot, a few, a little

LET'S PREPARE FOR COOKING

How **much** *milk* have you got? I've got **a lot**.

How **much** *rice* have you got? I've got **a lot**.

How **many** *eggs* have you got? I've got **a lot**.

How **many** *carrots* have you got? I've got **a lot**.

LET'S MAKE SOUP

How **much** *salt* should I put in the soup?

Just a little, **not** too **much**.

How **many** *potatoes* should I put in the soup?

Just a few, not **too** many.

MAKE A SALAD

How **much** *oil** should I put in the salad?

Just a little, not **too** much.

How **many** *tomatoes* should I put in the salad?

Just a few, not **too** many.

LET'S BAKE A CAKE

— How **much** *sugar* should I put in the cake?

— **Just** a little, not **too** much.

— How **many** *cherries* should I put in the cake?

— **Just** a few, not **too** many.

Indefinite Pronouns: some, any, no

Son:

- Have you got **any** bread?
- Have you got **any** tea?
- Have you got **any** butter?

Have you got **any** juice for me?

Mother:

- I've got **some** bread.
- I've got **some** tea.
- I've got **some** butter.

But **I** haven't got **any** juice for you.



- Is there **any** butter in the fridge?
- Is there **any** cheese in the fridge?
- Is there **any** meat in the fridge?
- Is there **any** sausage in the fridge?

There is **no** butter in the fridge.

There is **no** cheese in the fridge.

There is **no** meat in the fridge.

There is **no** sausage in the fridge.

The fridge is empty.

MY CLASSROOM

- Are there **any** people in the room?
- Are there **any** pictures in the room?
- Are there **any** chairs in the room?
- Are there **any** flowers in the room?



There are **some** people in the room.

There are **some** pictures in the room.

There are **some** chairs in the room.

There are **some** flowers in the room.

Is there **any** sugar in your tea?

Is there **any** milk in your tea?

Are there **any** apples on the tree?

Are there **any** pears on the tree?

There are **no** sweets on the tree.

There are **no** apples in the sea.

There are **no** berries in the sky.

There are **no** clouds in the pie.

Articles

The Indefinite Article *a/an*

He is **a** boy.

He's got **a** toy.

She is a girl.

She's got **a** doll.



It **is** a cat.

It **is** a hat.

It is a car.

It **is** a star.

She is a teacher.

She is a writer.

He is a doctor.

He is a fighter.



Sam has a hat.

Sam has a black hat.

Sam has **a black hat** in his hand.

I'm a mouse.

I'm a pretty mouse.

I'm a pretty witty mouse.

I live in a pretty little house.

It's sunny today.

What **a lovely day!**

It's warm today.

We can walk and play.



It's frosty today.
What **a nasty day!**
It's windy today.
We can't walk and play.

There is a mouse in the house.
There is a cat in the flat.
There is a fox in the box.
There is a bee in the tree.

The Definite Article *the*

I know a doctor.
The doctor is nice.
I know a teacher.
The teacher is wise.

I know a girl.
The girl is pretty.
I know a boy.
The boy is witty.

I see a cat.
The cat is fat.
I see a pig.
The pig is big.

I see a ball.
The ball is small.
I see a star. —
The star is far.



The **sun** is hot.

The sky is blue.

The **moon** is cold.

And I see you.

The **wind** is strong.

The **sky** is blue.

The **world** is great

And so are you.

The sun, the moon,

The wind, the **sky**.

Enjoy the world

And have much fun!



Make a feast and go to **the East**.

Eat your broth and go to **the North**.

I have a rest and go to **the West**.

Open your mouth and go to **the South**.

This is the smartest **cat**.

This is the funniest **hat**.

This is the quickest **dog**.

This is the smallest **frog**.

Good, better, **the best** —

Never have a rest

Till good is better

And better is **the best!**

There are four dogs in the yard:

The first dog is tall,

The second dog is small,

The third dog is sad,

The fourth dog is glad.



The tail **of the cat** is long.

The paw **of the lion** is strong.

The roof **of the house** is tall.



The nose **of the mouse** is small.

This is **the rat** that slept in the hat.

This is **the cat** that caught the rat.

This is **the frog** that jumped on the log.

This is **the dog** that found my sock.

<https://www.youtube.com/watch?v=drTyYqbz6Xk>

(Articles A, An and The | English Grammar For Kids)

No Article

Art is long.

Life is short.

Time is **money**.

You're sweeter than **honey**.

Coal is black,

Know is white,

Metal is heavy,

Fluff is light.

WASH YOUR FACE

You need **soap**

And hot **water**.

Wash your face,

My dear daughter.

WHAT IS BETTER?

Honey is sweeter than **sugar**.

Coffee is stronger than **tea**.

Juice is better than **water**.

You can't be smarter than me.



A PLEASANT LAND

Little drops of **water**,

Little grains of **sand**

Make a mighty ocean

And a pleasant land



Cardinal and Ordinal Numbers

One — have some fun,
Two — I like you,
Three — watch TV,
Four — run to the door,
Five — learn to drive,
Six — learn to fix,
Seven — jump seven,
Eight — don't be late,
Nine — feel fine,
Ten — say it again!



<https://www.youtube.com/watch?v=DR-cfDsHCGA> (Counting 1-10 Song
| Number Songs for Children)

One candle,
Two candles,
Three candles, four.
Five candles,
Six candles,
Seven candles, eight.



Look at the eggs
And count with me:
1 egg, 2 eggs and now 3,
4 eggs, 5 eggs, 6 eggs, 7,
8 eggs, 9 eggs, 10, 11,
12, 13, 14, 15.
Then 16 and 17.



Now we've got 18, 19

20 eggs in one yellow bin!

<https://www.youtube.com/watch?v=0VLxWIHRD4E> Let's Count to
20 Song For Kids

Count, count, count,

Count to 9.

1 and 2 and 3,

4 and 5 and 6,

7 and 8 and 9.

Oh, it's so fine

One, two. How are you?

Three, four. Who's at the door?

Five, six. My name is Fix.

Seven, eight. Sorry, I'm late.

Nine, ten. Say it again.

— How old are you?

— **I'm** eleven.

— How old is Tom?

— **He is** seven.

Give me **one** pear,

two pears, **three** pears,

four pears, **five** pears,

six pears, **seven** pears, more!..

I'm so hungry!



My mother is **thirty**.

My father is **forty**.

My brother is **ten**.

Say it again.

If you are not nice at **twenty**,

If you are not strong at **thirty**,

If you are not rich at **forty**,

If you are not wise at **fifty**

— You will never be!

Thirty days has September,

April, June and November;

All the rest are **thirty one**,

Except February along,

And that has **twenty – eight** days clear

And **twenty nine** in each leap year.



There are eight monkeys at the Zoo:

The first monkey is kind,

The second monkey is wild,

The third monkey is small,

The fourth monkey is tall.

The fifth monkey is fat,

The sixth monkey is sad,

The seventh monkey is cold,

The eighth monkey is old.

There are four boys in the yard:

The first boy is tall,

The second boy is small,

The third boy is fat,
The fourth boy is sad.

There are four cats in the flat:

The first cat is white,
The second cat is red,
The third cat is grey,
The fourth cat is black.



Nouns. Plurals

A cat — cats,

A hat — hats,

A sock — socks,

A clock — clocks.



A pen — pens,

A hen — hens,

A bee — bees,

A tree — trees.



A fox — foxes,

A box — boxes,

A bus — buses,

A glass — glasses.



A lady — ladies,

A baby — babies,

A cherry — cherries,

A berry — berries.

<https://www.youtube.com/watch?v=NFoiLY9UELc>

(English Grammer - Nouns Number)

A cake — cakes,

A lake — lakes,

A smile — smiles,

A crocodile — crocodiles.

A shelf — shelves,

A knife — knives,

A wife — wives,

A wolf — wolves.



I see foxes at the Zoo.
One, two, three, four,
I see boxes on the floor

Shoes and boots,
Boots and shoes,
Try them on:



Before you choose.
I met ten merry **men**.
Then I met ten happy **women**.
Then I met ten pretty **children**.
They all lived in one kingdom.

I can see three little **mice**.
They are merry, funny, wise.
They like sugar, cheese and rice.
Our mice are very nice!



"Children, women, men and mice"

Study hard and you'll be wise!



I've got two **geese**.
They've got four **feet**.
They can walk
Along the street.

MR PEEP

Dear Mr Peep,
Your **knowledge** is deep,
Your **advice** is wise,

Your **news is** nice,
Your **hair is** fair,
Your **money is** there,
Your **watch is** wrong,
Your **will is** strong.

Present Simple (Indefinite) Tense

Present Simple я вживаю, якщо дію регулярну маю.

“Does” і “Do” є в запитаннях і запереченнях,

А не в стверджувальних реченнях.

Коли я чогось не знаю, “do” із “not” я підставляю.

“Does” з’являється тоді, коли не знає it, he, she.

Дієслово з they, we, you, I

Без закінчення вживай,

Але майте на меті- - es із дієсловом після it, he, she!

<https://www.youtube.com/watch?v=Ua3fTSIGnN0>

(The Third Person Singular Present Simple Song)

I am a pig.

I **like** to dig.

I am a rat.

I **like** to chat.

I am a crocodile.

I **like** to smile.

I am a butterfly.

I **like** to fly.



It is a pig.

It **likes** to dig.

It is a rat.

It **likes** to chat.

It is a crocodile.

It **likes** to smile.

It is a butterfly.

It **likes** to fly.

It is a fox.

It likes to hide in the box.

It is a dog.

It likes to look for your sock



I am parrot.

I like my carrot.

I am a hare.

I like my pear.

I am a mouse.

I like my house.

I am a kangaroo.

I like my Zoo.



I like milk,

I like tea,

I like nuts

From the tree.

I like to jump,

I like to play

I like to do it

Everyday.



She **likes** to jump.

She **likes** to play.

She **likes** to do it

Every day.

My name is Kate.

I **like** to skate.

My name is Pat.

I **like** to chat.

My name is Tim.

I **like** to swim.

My name is Pete.

I **like** to read.

I **like** English.

I **like** tea.

I **like** my friends.

My friends **like** me.



I scream, You scream,

We scream for ice cream

Because we **like** ice cream.

I **like** carrots.

She **likes** peas.

I **like** cabbage.

She **likes** cheese.

I **like** chocolates.

He **likes** cakes.

I like fish

He likes steaks

I **don't** like jam,

I **don't** like bread,

I **don't** like honey

On my head.



I've got

She/He/It has got

I am kitten.

I've got a mitten.

I am a giraffe.

I've got a scarf.



I am a hen.

I've **got** a pen.

I am a parrot.

I've **got** a carrot.

It is a hen.

It **has got** a pen.

It is a parrot.

It **has got** a carrot.



I am a mouse.

I've **got** a house.

I've **got** a cheese house.

I've **got** a tasty cheese house.

It is a mouse.

It **has got** a house.

It **has got** a cheese house.

It **has got** a tasty cheese house.

I am a cat. I've **got** a hat.

I've **got** a funny hat.

I've **got** a **big** funny hat.

It **is** a cat.

It **has got** a hat.

It **has got** a funny hat.

It **has got** a **big** funny hat.



<https://www.youtube.com/watch?v=cx8g9yrEy3g>("Have and Has Song" - Rockin' English)

I am a crow.

I've **got** a bow.

I've **got** a blue bow.

I've **got** a little blue bow.

It is a crow.

It **has got** a bow.

It **has got** a blue bow.

It **has got** a little blue bow.

I am a bear.

I've **got** a pear.

I 've **got** a juicy pear.

I've **got** a nice juicy pear.

It is a bear. **It** has **got** a pear.

It has **got** a juicy pear.

It has **got** a nice juicy pear.



A girl:

I've **got** a doll.

I've **got** a ball.

I've **got** a hare.

I've **got** a teddy bear.

She's **got** a doll.

She's **got** a ball.

She's **got** a hare.

She's **got** a teddy bear.



A boy:

I've **got** a car.

I've **got** a star.

I've **got** a stamp.

I've **got** a lamp.

He's **got** a car.

He's **got** a star.

He's **got** a stamp.

He's **got** a lamp.





MY RABBIT BABBIT

I've got a funny rabbit.

Its name is Babbit.

It **has got** a funny habit:

It can jump, it can run

All day long because it's fun!

I'm a cat.

I live in the flat.

I'm a mouse.

I live in the house.

It is a cat.

It lives in the flat.

It is a mouse.

It lives in the house.



I'm a bee.

I live in the tree.

I'm a crocodile.

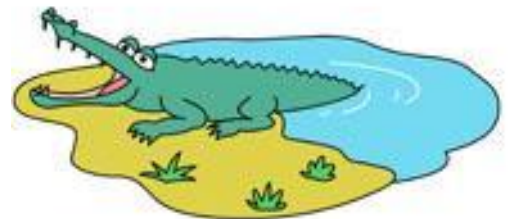
I live in the Nile.

It is a bee.

It lives in the tree.

It is a crocodile.

It lives in the Nile.



<https://www.youtube.com/watch?v=FWJRwasIWnM>

(Grammar

Snacks: The Present Simple)

Look at the boy.

He **wants** a toy.

Look at the girl.

She **wants** a doll.

I see a bear.

I see a bear on the chair.

I see a hare.

I see a hare under the chair.

Tom sees a bear.

Tom sees a bear on the chair.

Tom **sees** a hare.

Tom **sees** a hare under the chair.



Look at the man.

He **wants** a car.

Look at the woman.

She **wants** a star.

Present Indefinite. General Questions

Do you watch cartoons?

Do you fly balloons?

Do you play with your cat?

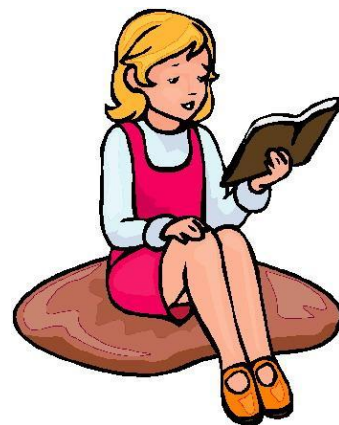
Do you run from a rat?

Do you read a book?

Do you learn to cook?

Do you tidy your room?

Do you look at the moon?



HAPPY CHILDREN

Do you play on a warm summer day?

Yes, I **do**.

Do you play a cold winter day?

No, I **don't**.

Do you walk? **Do** you talk?

Do you count? **Do** you shout?

Yes, I **do**.



Does the doll sleep on the ball?

Does the hare sleep on the chair?

Does the cat sleep on the mat?

Does the frog sleep on the log?

Do you like cars?

Does Jane like cars?

Do you study stars?

Does she study stars?

http://www.dailymotion.com/video/x8p70u_do-you-like-bananas_fun

Do you fly balloons?

Does she fly balloons?

Do you watch cartoons?

Does she watch cartoons?

Present Indefinite. Negative Sentences

«MY FRIEND JANE AND ME»

I **don't** like stars. Jane **doesn't** like cars,

I **don't** like ducks. Jane **doesn't** like ducks.

I **don't** like dolls. Jane **doesn't** like balls.

I **don't** like bats. Jane **doesn't** like cats.

I don't draw hares.
I don't eat jam.
I don't play with dolls.
I don't like snakes.
I don't like jam.
I don't like bread.
I don't like honey on my head.

She **doesn't** draw bears.
She **doesn't** eat ham.
She **doesn't** play with balls.
She **doesn't** like cakes.
She **doesn't** like jam.
She **doesn't** like bread.
She **doesn't** like bread on her head.

Sometimes Tom Is not very nice:

He **doesn't eat** cheese.
He **doesn't eat** rice,
He **doesn't** learn poems,
He **doesn't** drink tea,
He **doesn't** wash up,
He **doesn't** help me.

Special Questions

LET'S MAKE FRIENDS!

What is your name?

My name is Bill.

Where do you live?

I live in Brazil.



- What is your name?
- My name is Mike.
- What do you like?
- I like my bike.
- What is your name?
- My name is Moll.
- What do you like?
- I like my doll.

<https://www.youtube.com/watch?v=zTgBMvgPqjg> (What is your name? My name is Amy... - Kids song)

- What is his name?
- His name is Bill.
- Where does he live?
- He lives in Brazil.
- What is his name?
- His name is Mike.
- What does he like?
- He likes his bike.
- What is her name?
- Her name is Moll.
- What does she like?
- She likes her doll.



MR DUNDY

Mr Dundy, what do you do on Monday?

On Monday I drive my car.

What do you do on Tuesday?

On Tuesday I go to the cinema.
What do you do on Wednesday?
On Wednesday I lie in the sun.
What do you do on Thursday?
On Thursday I often run.
What do you do on Friday?
On Friday I go shopping.
What do you do on Saturday?
On Saturday I dance without stopping.
What do you do on Sunday?
On Sunday I sleep until 10.
Then get ready to start the week again.

<https://www.youtube.com/watch?v=tYNap8gVnK4> (What Do You Like To Do? Song)

Where does a monkey live?
Where does a bear sleep?
Where does a tiger play?
I'd rather not say.

Why do you keep your pets?
Why do you help your friends?
Why do you go to school?
Why do you look at the moon?

Why do fish swim?
Why do birds sing?
Why do children cry?
Why do mothers sigh?



Why do cows say "Moo..?"

Why do owls say "Tatoo..?"

Why do dogs say "Bow-wow?"

Why do children ask "What and How?"

What can be yellow?

The chicken, the sun.

Brownish sheep In the meadows run.

What can be green? The trees and the grass.

Nature can give All colours to us.

Past Simple (Indefinite) Tense

AT THE PARTY

And the little dog laughed To see such fun. And the dish ran away With the spoon.

Bob danced with Kate,

He dropped his plate,

He returned home late.

The party was great!



<https://www.youtube.com/watch?v=KAsacxmPh1Q> (I Was, You Were ("To Be" Past Simple Song) - Rockin' English)

LIMERICKS

There was a charming lady form France

Who liked to sing and to dance.

She danced in the street,

She danced in the square,

She danced in the sea,

She danced in the air.

On Monday we met,

On Tuesday we ate,

On Wednesday we walked,

On Thursday we talked,

On Friday we danced,

On Saturday we laughed.

On Sunday we dreamed about Monday.



<https://www.youtube.com/watch?v=VliEmadXImg>

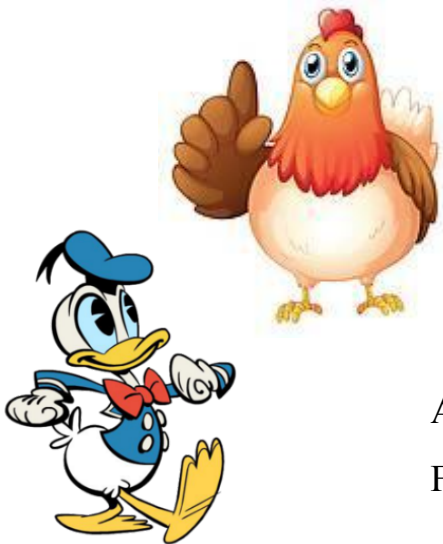
(SIMPLE PAST TENSE-KIDS LE

IN CHILDHOOD

We played,
We talked,
We jumped,
We walked.

LITTLE FREDDY

When little Freddy went to bed,
He always acted right:
He kissed Mumma and then Papa
And wished them all "Good night".



A proud hen, a clumsy duck
Walked on the farm together.
They talked about everything:
The farmyard and the weather.
Hut all I heard was "Chuck-chuck-chuck"
And "Quack-quack-quack"
From Mrs Duck.

The cow jumped over the moon,
The baby dropped the spoon,
The puppy jumped over the sun,
The kitten ate a bun.
It was fun!

I met a man with seven wives,
Every wife had seven sacks,
Every sack had seven cats,
Every cat had seven kits
Kits, cats, sacks, wives
How many of them

In the days of early times
England was the land of tribes.
People came and went away.
Their traces still remain.
Kings and barons, chiefs and knights
Their lives were full of fights.
Farmers grew and gave them foods.
Traders brought and sold them goods.
Vast landscapes and gardens green.
Heavens in the lakes are seen.
Fresh and rainy countryside
Like a blooming paradise.
English home is a castle.
Rose bushes sweetly rustle.
They can tell us what life was
In the days of peace and wars.

Past Indefinite. Affirmative Sentences. Irregular Verbs

The fox slept in the box.
The kitten slept in the mitten.
The frog slept on the log.
The cat slept on the mat.

A FANCY DRESS PARTY

The cat put on my hat.

The goat put on my coat.

The butterfly put on my tie.

The mouse put on my blouse.

The mouse ran around the house.

The bee drank my tea.

The parrot ate my carrot.

The cat saw that!

Just look at that!

The bat slept in the hat.

The cat caught the rat.

The frog swam in the pond.

The dog found my sock.

I got up early,
Jumped out of bed,
I washed my hands
And stood on my head.

I jumped for joy,
Put on my clothes,
I cleaned my teeth
And rubbed my nose.

I had my breakfast,
Brushed my hair,
I packed my things
And sat on the chair.



I went to my room,
Opened the door,
I saw my books
On the floor.

I picked them up,
Three or four,
Said «Goodbye»,
Ran to the door.

She swam in the river,
I swam in the sea
That was the reason
We couldn't agree.



She found the lock,
I lost the key
That was the reason
We couldn't agree.

To sing — sang;
To swim — swam:
I sang and swam.

To read — read;
To eat — ate:
I read and ate.

To write — wrote;
To speak — spoke:
I wrote and spoke.

To get — got;

To bring — brought.

Oh, I forgot!

To say — **said**;

To meet — **met**

Don't forget!

<https://www.youtube.com/watch?v=XOCOEZfGmVE>(grammar snack
past simple irregular verbs with subtitles)

A FUNNY MAN

There was a funny man.

He had a funny hen.

He was a little sad

And bought a funny cat.

The cat drank some milk

And caught a funny mouse.

And they all lived together

In a little funny house.



There was Mr Smith from the bank

Who was ambitious* and frank.

When he counted money

He thought of his honey,

Coffee, newspaper and rank.

Past Indefinite. Negative Sentences

Fuzzy Wuzzy was a bear.

Fuzzy Wuzzy didn't have hair.

Fuzzy Wuzzy wasn't very fuzzy,

Was he?

Busy Lizzy was a bee.
Lizzy worked from one to three.
Busy Lizzy wasn't very busy,
Was she?

Pussy Mussy was a cat.
Pussy Mussy caught a rat.
Pussy Mussy wasn't very sad,
Was she?

Pete Beam liked ice cream.
But he was in bed yesterday.
He didn't jump, lie didn't sing,
The didn't want to play.

The boy who was tall
Jumped over the wall,
He didn't fall
He got the ball!

I didn't miss my chance:
Last year I visited France,
Last month I went to Rome.
And now I'm staying at home.

I bought a carrot for my parrot.
The parrot didn't like the carrot.
I bought a pear for my hare.
The hare didn't like the pear.



I bought a house for my mouse.

The mouse didn't like the house.

I bought a mat for my cat.

The cat didn't like the mat.

Past Indefinite. Questions

WHEN YOU WERE FIVE

Were you naughty?

Were you sad?

Were you happy?

Were you glad?

Did you sing?

Did you read?

Did you draw?

Did you weep?

AT SCHOOL TODAY

Did you sing? I sang.

Did you read? I read.

Did you write? I wrote.

Did you speak? I spoke.

WHERE WERE YOU YESTERDAY?

Where were you yesterday?

Why weren't you at home?

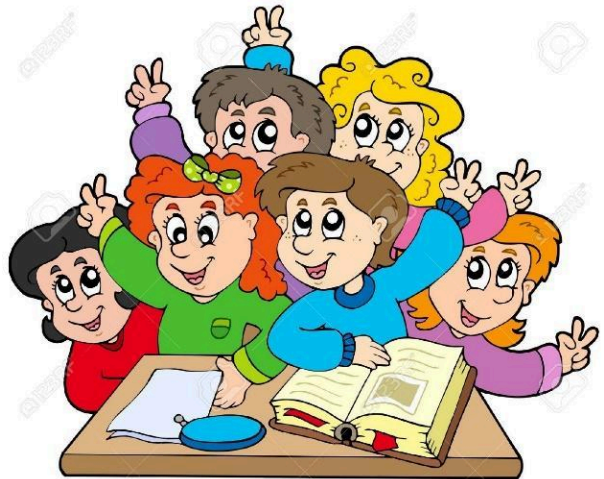
Were you in London?

Were you in Rome?

Were you in Riga?

Were you in Bombay?

Were you in Paris?



I'd rather not say.

Where were you yesterday?

Why weren't you at school?

Were you in the park?

Were you in the swimming-pool?

Were you in the yard?

Were you in Rome?

Were you in the country?

I was at home!



WHERE'S TOM?

— Where's Tom?

— He's not at home.

— Where did he go?

— I don't know.

— What languages did you speak?

What books did you read?

What pets did you like?

What games did you play?

— I'd rather not say.

WHAT DID YOU DO WHEN YOU WERE THREE?

— What did you do when you were three?

— When I was three I watched TV.

— What did you do when you were four?

— When I was four I drew on the door.

— What did you do when you were five?

— When I was five I learnt to drive.

— What did you do when you were six?

- When I was six I counted sticks.

<https://www.youtube.com/watch?v=SOkrQN-4O58>(What did you do? I went to the zoo. museum. (Past tense)- English song for Kids - Sing a song)

A SHY BOY

— What did you do yesterday?

Did you dance?

Did you sing?

Did you learn?

Did you play?

I'd rather not say.

- Where were you in winter

When the ground was white?

- I was in the mountains –

- What a pretty sight!



- Was the weather fine?

- It was very cold.

- Was the hotel good?

- It was very old.

- Was it nice to be there?

- Where?

- Where you were/

- Oh, yes, it was!

When did you get up?

What did you do?

What did you read?

I thought you knew.

I WENT TO THE THEATRE

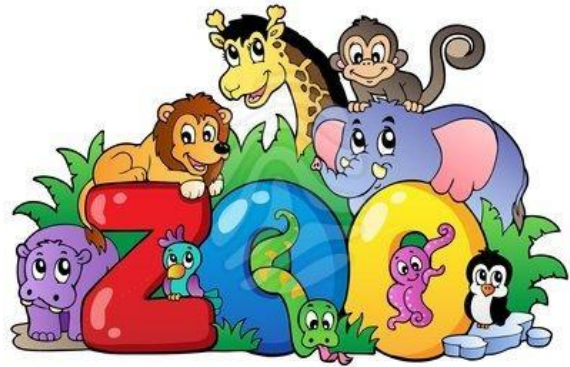
- Where were you yesterday?
What did you do all day?
- I went to the theatre.
I saw a marvellous play.
- How did you like it?
- It was exciting, it was okay.



Future Simple (Indefinite) Tense

TOMORROW

Tomorrow, tomorrow
I'll go to the Zoo.
I'll see a zebra there
And a monkey, too.



I'll go to the Zoo at two.
I'll watch TV or at four.
I'll feel great at three.
I'll sweep the floor at eight!



You'll bring milk,
I'll bring flour.
We'll bake cakes
In half an hour!

I can't reach the ceiling,
But I can sit on the floor.
Tomorrow I'll learn
To do something more.

DAVID

I'll go to work at 8 o'clock.

I'll work a lot till 6 o'clock.

I'll come home from work at 7 o'clock.

I'll play with my dog at 8 o'clock.

I'll go for a walk at 9 o'clock.

I'll go to bed very late, very late.

Life is great!

<https://www.youtube.com/watch?v=DXaWRy6oiss>(Grammar Class ~ Simple Future Tense)

I won't go home alone.

I won't grow my hair long.

I won't watch too much TV

And I'll work like a bee.

WHAT WILL YOU DO ON SUNDAY?

Will you ride a bike?

Will you fly a kite?

Will you meet with your friends?

Will you walk with your pets?

Will you read a book?

Will you try to cook?

Will you watch TV?

Will you climb a tree?



MY FRIEND

Will you give me your hand,

My dear friend?

Together we'll find A happy land!

WILL YOU HELP ME?

Will you open the window?

Will you close the door?

Will you give me your pen?

Will you meet me at four?

NEXT SUMMER

— Summer will come. What games will you play?

What will you do on a hot summer day?

— I'll swim in the river, I'll play in the sun,
I'll go to the forest, I'll have much fun!



TWO CROWS

- Where shall we go? — I don't know.
- Where shall we meet?
- In the street.
- What shall we do?
- We'll play at the Zoo.
- What shall we buy?
- We'll buy a pie.

To Be Going to

I'm going to count.

I'm going to read.

I'm going to write.

I'm going to speak.





Are you going to count?

Are you going to read?

Are you going to write?

Are you going to speak?

I'm going to read.

I'm not going to sleep.

I'm going to write.

I'm not going to fight.

I will fly to and fro.

I will see land and sea.

I will love more and more

What my life gives to me.

Are you going to dance?

Are you going to sing?

Are you going to walk?

Are you going to swim?

— I'm going to dance.

I'm going to sing.

I'm going to walk.

I'm going to swim.

Is Jack going to jump?

Is he going to write?

Is he going to shout?

Is he going to fight?

- He is going to jump.
He is going to write.
He isn't going to shout.
He isn't going to fight.
He is going to be a good child.

It is going to rain
On a gloomy autumn day.
Birds are going to fly,
See them in the evening sky.
"We'll be waiting back for you,
Bring us spring so fresh and new".
Leaves are going to fall.
Fogs are going to crawl.
I'm going to wear
Boots and mittens everywhere.



«SIR CHRISTOPHER WREN»

Sir Christopher Wren said,
«I'm going to walk with some men.
— What are you going to do at one?
— I'm going to eat a bun.
— What are you going to do at two?
— I'm going to write to you.
— What are you going to do at three?
— I'm going to watch TV.

What are you going to do at four?

I'm going to sweep the floor.



- What are you going to do?
- I'm going to ride a bike.
- I'm going to fly a kite.
- I'm going to climb a tree.
- I'm going to draw the sea.

What are you going to do?

I'm going to get up late.

I'm going to skate.

I'm going to ski.

I'm going to watch TV.

What are you going to do there?

- I'm going to learn Chinese.
- I know some words already:
- «Thank you», «hello» and «please».



<https://www.youtube.com/watch?v=RoThKgIX3V4>

(We Are Going To The Zoo Song)

- When are you going to go there?
- Some time in March this year.
- You'll need a reservation,
- I'll make it for you here.

Adjectives. Degrees of Comparison

Apples are sour,
 Apples are sweet.
 Apples are juicy,
 And nice to eat.

Short Adjectives

Andy:

— I'm taller,

I'm stronger,

I'm older

Than you.

Sandy:

- Yes, but I'm kinder,

I'm nicer, I'm wiser

Than you.

Andy:

Your advice is wise

But mine is wiser.

Your book is nice

But mine is **nicer**.

Your tiger is wild

But mine is **wilder**.

Your heart is kind

But mine is **kinder**.



WHAT IS SWEETER?

Honey is **sweeter** than sugar,

Coffee is **stronger** than tea,

Juice is **better** than water,

You can't be **smarter** than me.



A peach is **sweeter** than a cake.

A sea is **deeper** than a lake.

A boy is **noisier** than a bee.

A girl is **shorter** than a tree.

A plane is **faster** than a train.

A bike is **slower** than a train.

A duck is **bigger** than a frog.

A cat is **weaker** than a dog.



Peaches are **softer** than apples,

Carrots are **better** than rice,

Oranges are **bigger** than lemons,

Nothing is **colder** than ice.

Which is **stronger**: a bear or a hare?

Which is **bigger**: a mouse or a house?

Which is **faster**: a cat or a rat?

Which is **smaller**: a fly or a butterfly?

FOUR FRIENDS

Tom is the **youngest**.

John is the **oldest**.

Ann is the **shortest**.

Jane is the **tallest**.

A VALENTINE

You are the **kindest**,

You are the **nicest**,

You are the **merriest**,

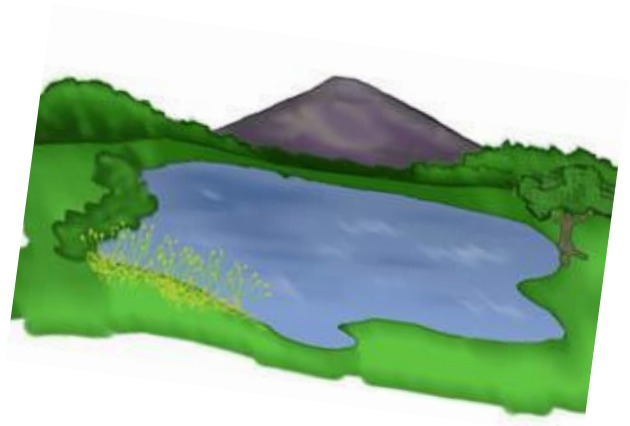
You are the **happiest**!

A TEASER

- I've got the **biggest** doll.
 - I've got the biggest ball.
- I've got the **funniest** bear.
 - I've got the **funniest** hare.

DISCOVER THE WORLD!

How deep is the **deepest** lake?
How large is the **largest** cake?
How long is the **longest** word?
You'll discover the **whole** world!



Long Adjectives

- What is **more interesting** than to do your homework?
- **It's** more interesting **to dance**,
- **It's** more interesting **to talk**,
- **It's** more interesting **to read**,
- **It's** more interesting **to walk**.
- **It's** more interesting **to leap**
Than to sleep.
- **It's** more interesting **to play**
Than to wash up every day.

CHOOSE A FRIEND

I can't decide who to play with:
Phil is **more interesting** than Bill.
Bill is **more talkative** than Tom.
Tom is **more reliable** than Phil.

A FRIENDLY FAMILY

I've got the **most attentive** mother.

I've got the **most serious** father.

I've got the **most talented** sister.

I've got the **most talkative** brother.

I'M HAPPY

I've got the most reliable **friend**.

I've got the most playful **cat**.

I've got the most comfortable **flat**.

I've got the most beautiful **hat**.



Good — better — the best.

Never have a rest

Till **good** is **better**

And **better** is the **best**.

WHO IS THE BEST?

- Who is the **best**,
Better than the rest?
- Tom is the best,
Better than the rest.

Present Continuous Tense. Affirmative Sentences

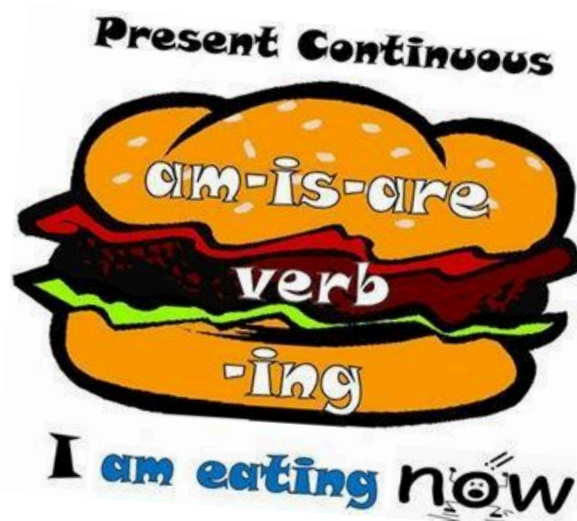
Теперішню дію, що триває
Present Continuous виражає.
Щоб з Continuous дружити .
Треба нам – ing форму вжити.
Якщо їм я з яблук джем, -
Перед eating ставлю am.

I am eating apple jam now.

Мультик дивиться Маркіз-
Перед watching ставлю is.

Markis is watching a cartoon now.

Якщо ти, і якщо ви,
Ми і хто – небудь вони
Спимо до самого рання,-
Перед sleeping ставлю are.
You, we, they are sleeping.



I'm a boy.

I'm playing with my toy.

He's a boy.

He's playing with his toy.

I'm a girl.

I'm playing with my doll.

She's a girl.

She's playing with her doll.

WHERE ARE THE ANIMALS?

I'm a mouse.

I'm running in the house.

It's a mouse.

It's running in the house.

I'm a bee.

I'm hiding in the tree.

It's a bee.

It's hiding in the tree.

I'm a fox.

I'm sleeping in the box.

It's a fox.

It's sleeping in the box.

I'm a butterfly.

I'm flying in the sky.

It's a butterfly.

It's flying in the sky.



<https://www.youtube.com/watch?v=AAZBDgAqNHQ> (At the Beach. Song)

MY FAMILY

This is my father, a busy man,

He is writing with a pen.

This is my brother, a clever boy,

He is playing with his toy.

This is my sister, a pretty girl,

She is dancing with her doll.

This is my cat, a funny pet,

It is looking for a rat.

- Speak to me.
- I'm speaking.
- Come to me.
- I'm coming.
- Run to me.
- I'm running.

BILLY AND LILY

She is looking **at the star**.

He is playing **the guitar**.

He is singing, «**Dear Lily, How beautiful you are!**»

NOISY CHILDREN

Polly is running,

Dolly is screaming,

Willy is jumping,

Tommy is singing.

What a noise!

What a rush!

Dear children

Hush, hush!



The birds are singing,

The ducks are swimming.

Today I'm feeling sad.

I really don't know why.

I've got so much to make me glad,

And yet I want to cry.



I am playing a team game.

I am watching my TV.

I am acting in a school show.

I am climbing a green tree.

Present Continuous. General Questions

MORNING BELLS

Are you sleeping?

Are you sleeping,

Dear Nick, dear Nick?

Morning bells are ringing,

Morning bells are ringing:

Tick-tock-tick, Tick-tock-tick.

Are you washing?

Are you washing,

Dear Nick, dear Nick?

Morning bells are ringing,

Morning bells are ringing:

Tick-tock-tick, Tick-tock-tick.



Are you eating?

Are you eating,

Dear Sam, dear Sam?

Evening bells are ringing.

Evening bells are ringing:

— Yes, I am. Yes, I am.

Are you dancing?

Are you reading?

Are you eating?

Are you sleeping?"

— "No, I'm not.

— I'm not dancing,

I'm not reading,

I'm not eating,

I'm not sleeping.

I'm learning English!"

Present Continuous. Special Questions

WHERE ARE YOU GOING?

— Where are you going,

My pretty girl?

— I'm going to the shop

To buy a doll.

- Where are you going,

- My pretty boy?

- I'm going to the shop

- To buy a ball.

WHAT ARE YOU DOING NOW?

- What are you doing now, Mr Cow?

- I'm eating.

- What are you doing now, Mrs Cow?

- I'm dreaming.

WHO IS KNOCKING AT THE DOOR?

— One-two-three-four,

Who is knocking at my door?

Five-six-seven-eight,

Who is knocking at my gate?

— It's a cat,

