

Lexis and grammar for primary school

Vocabulary vs. Grammar

How far do you agree with the following sentences?

1. Students should know grammar rules.
2. We should do grammar exercises every lesson.
3. Vocabulary is more important than grammar.
4. Students in primary school are unable to understand grammar rules, so it's better not to waste time on teaching grammar and spend it on teaching vocabulary.
5. Lack of grammar knowledge can prevent from effective communication.

Требования ФГОС. Лексика.

- 500 words for active use (receptive and productive)
- simple fixed expressions and collocations
- international words
- conversational clichés
- clichés for expressing likes and dislikes
- word formation (_er, _or, _tion, _ist, _ful, _ly, _teen, _ty, _th)
- word formation (compound words)
- word formation (conversion)

Требования ФГОС. Грамматика.

- main sentence types (questions, imperatives, statements)
- general and special questions
- question words (what, who, when, where, why, how)
- word order in sentences (affirmative and negative sentences)
- Compound nominative predicate. My family is big.
- Compound verbal predicate. I like to dance. She can swim.

- Affirmative and negative imperatives (Help me, please. Don't be late)
- Impersonal sentences (It's cold)
- There's/there're
- Sentences with "and" and "but"
- Sentences with "because"
- Regular and irregular verbs in Present, Future, past Simple(Indefinite)
- Infinitive (to play)
- "To be" as an auxiliary verb
- Modal verbs can, may, must, *have to*
- I'd like to...
- Singular and plural nouns (including exceptions)

- a(an)/the/zero article
- Possessive case
- Adjectives (comparatives, superlatives)
- Pronouns (personal, object, possessive,
- Prepositions (in, on, at, into, to,
from, of, with)
- Numerals (cardinal/ordinal) from 0 to 100
- Adverbs of time ((yesterday, tomorrow,
never, usually, often, sometimes).
- Much, little, very

Подходы и методы

ИмPLICITный

Структурный

**Коммуника
тивный**

Эксплицитный

Дедуктивный

Индуктивный



Структурный метод

Основные этапы:

1. Аудирование речевых образцов с грамматической структурой в той или иной последовательности.
2. Хоровое и индивидуальное проговаривание.
3. Вопросно-ответные упражнения с учителем и в парах.
4. Учебный диалог с несколькими структурами.

Коммуникативный метод

Основные этапы:

1. Предварительное слушание подлежащего усвоению материала в конкретной речевой ситуации.
2. Имитация в речи при наличии речевой задачи.
3. Группировка схожих по смыслу (форме) фраз, одновременная отработка однотипных фраз.
4. Разнообразные обстоятельства автоматизации.

Дедуктивный метод

Основные этапы:

1. Изучается правило, сформулированное с использованием специфических грамматических терминов.
2. Учащиеся находят данную структуру в тексте, анализируют его.
3. Выполнение подстановочных упражнений.
4. Трансформационные упражнения.
5. Переводные упражнения.

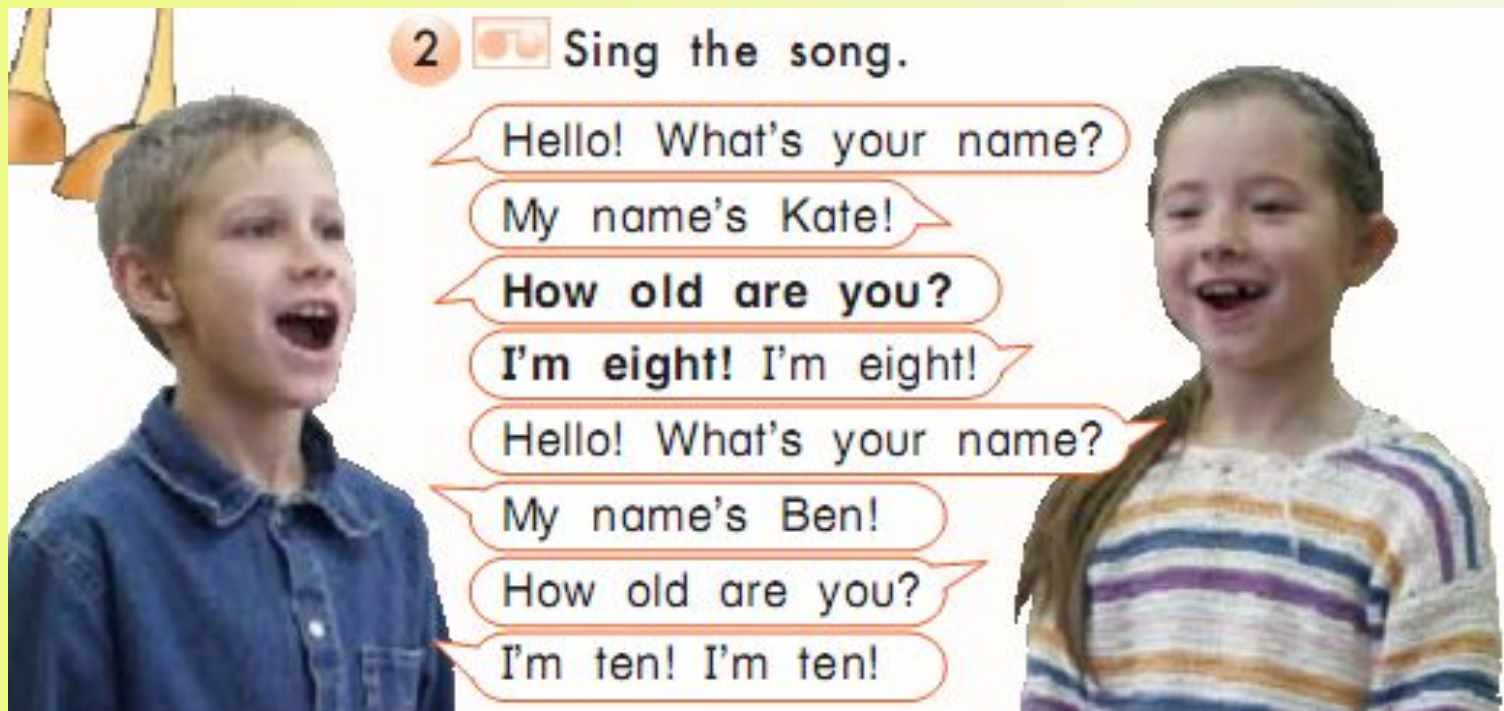
Индуктивный подход.


Основные этапы:

1. Предъявление текста (набора предложений) с достаточно большим кол-вом нового грамматического явления в контексте.
2. Формулирование правила учащимися.
3. Выполнение упражнений на подстановку.
4. Выполнение упражнений на трансформацию.
5. Переводные упражнения.

Prictising grammar

- Songs, chants and rhymes



1  Sing the song.


Where's the ghost?

The ghost is on the box,
The ghost is on the box,
Hi-ho, the derry-o,
The ghost is on the box.

The box is on the chair,...
The chair is on the bed,...
The bed is in the room,...
The room is in the house,...

2  Look and say



1  Listen and chant.

Do you like bananas?

Do you like bananas?

Bananas? Bananas?

Do you like bananas?

Of course I do!

Do you like jam?

Jam? Jam?

Do you like jam?

Of course I do!

Do you like cakes?

Cakes? Cakes?

Do you like cakes?

Oh! Yes, I do!

Do you like soup?

Soup? Soup?

I don't like soup!

And what about you?



Practising grammar (games)

2 Look and say. What's this? I think it's a chair.

1

2

3

4

5

6

7

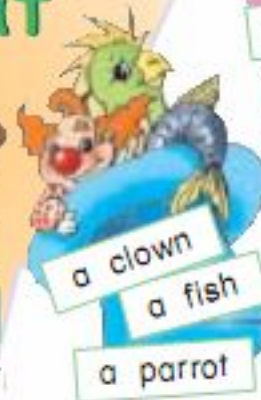
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No, I think it's a table.

The worksheet is designed for a grammar practice game. It includes a central illustration of a boy and a girl sitting at a table, looking at a book. The boy asks 'What's this?' and the girl replies 'I think it's a chair.' The boy then says 'No, I think it's a table.' Surrounding this central image are eight numbered boxes (1-8) containing different objects: 1. A dark, rectangular object. 2. A wooden chair. 3. A bed with a white sheet. 4. A black, rectangular object. 5. A white, rectangular object. 6. A multi-story building. 7. A wooden table. 8. A white, rectangular object.

1 Read and play.

Magic hat



Have you got a teddy bear?

No.

Have you got a ball?

Yes.

Have you got a frog?

Yes.

Is it the yellow hat?

No, it's the pink one. My turn.



Assessing grammar

3 Read and match. Прочитай, выбери правильный вариант и запиши его.

- 1 Where's the ghost?
- 2 Where's the rabbit?
- 3 Where's the school bag?
- 4 There are the teddy bears.
- 5 There are the dolls.
- 6 There are the books?

- a) They're in the cupboard.
- b) It's on the cupboard.
- c) They're on the bed.
- d) It's under the bed.
- f) It's on the chair.
- e) They're on the table.

Stages of learning grammar

- Noticing
- Structuring
- Proceduralising