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Grammar Time But Not Just Grammar

Practical ways to teach grammar appropriately and effectively
in the Primary English classroom

Relatrice: Joanna Carter

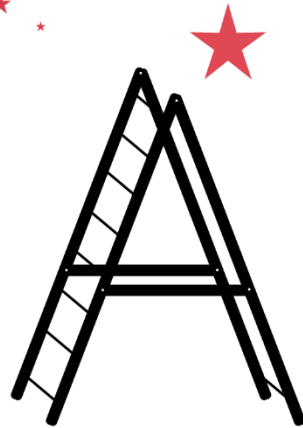
31 Marzo 2015

Formazione e aggiornamento docenti Scuola Primaria



We will look at...

- why we need grammar and what it is
- how to teach grammar with different ages
- practical ideas for the classroom



Grammar in the Young Learner Classroom

- A polemic subject in the young learner classroom
- Some experts - grammar has NO place in the Primary classroom
- Why?
- Children under 10 cannot benefit from pedagogical grammars
- Learning grammar is too difficult for children



In this workshop, we will see....

- there definitely is a place for grammar in the Primary classroom
- not a question of do we or don't we teach it
- question of HOW we teach it
- teacher must adapt to students' learning needs



What does grammar do?

He **needs to** clean **his** teeth.



clean teeth



She's **got** clean teeth.



'Clean **your** teeth!'

'Have you **got** clean teeth?'

He's **cleaning** **his** teeth.



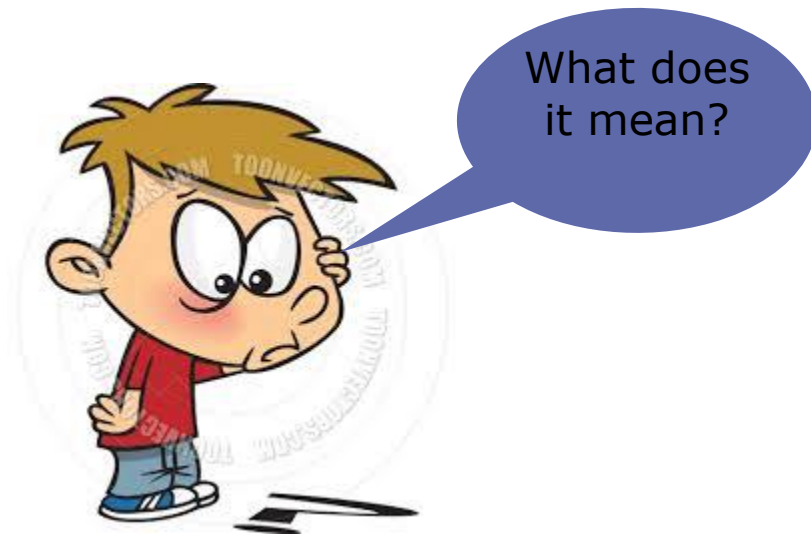
I clean **my** teeth **everyday**.



We need grammar to be able to
express different and precise
meanings.



Just Grammar



To be	
I am	I'm not
You are	You aren't
He is	He isn't
She is	She isn't
It is	It isn't
We are	We aren't
They are	They aren't
You are	You aren't



Grammar is.....

- **much more** than lists of labels and rules found in grammar books
- closely linked to the **meaning** and **use** of language
- understood better in a **context**
- inter-connected with **vocabulary**



Our goal in teaching English.....

- is for students to be able to **use** the language
- is for students to **communicate** through English
- is for students to learn **grammar linked to listening, speaking, reading and writing**



To understand HOW to teach grammar
we must also understand WHO we are
teaching.



A question for you!



- What do you think a some of the general characteristics of young learners?
- Answers in chat



Characteristics of Young Learners and effect on learning

- Physical energy. Kinaesthetic learners. **Learn by doing**
- Are learning first language. **Learn L2 in the same way**
- **Imitate well.** Learn 'ready-made' phrases easily
- Love songs, chants and games. Are not inhibited
- Motivated through **curiosity**
- **Setting and context** is very important for understanding



Characteristics of Young Learners

- From 6 to 11 years: Enormous cognitive changes and conceptual development
- 6 or 7 years olds: have not perfected reading and writing. Are not able to analyse language
- 9 or 10 year olds: can read and write. Can begin to manipulate, break down, reconstruct and analyse language



Methodology and Approaches For Teaching Language and Grammar

Practical activities and lesson plans

Considering characteristics of children

Considering age of children



Younger Children -Years 1 and 2

- **Cannot analyse** language
- **Do not understand** grammar rules and explanations
- Expose to **'chunks'** of language repeatedly
- Grammar will develop on its own as in L1
- Present language **'chunks'** in clear **contexts**



Lesson Plan

- Language focus: *'I've got.....'* , *'Have you got.....?'*
- Context: my possessions /school bag / school objects
(the students are familiar with this vocabulary)
- Age group: 6/7 year olds



Arouse curiosity

What's this?
It's my school
bag.

What's inside?
Let's look!



Present the target language chunk 'I've got a



Practice and Drilling

- ‘I’ve got a pencil.’
- Softly
- Loudly
- Slowly
- fast



Practice and Drilling

Rhythmic Drill –click fingers or clap hands

- TEACHER : ‘Rubber’
- STUDENTS : ‘I’ve got a rubber’
- TEACHER : ‘Ruler’
- STUDENTS : ‘I’ve got a ruler’
- TEACHER : ‘Sharpener’
- STUDENTS : ‘I’ve got a sharpener’



Individual Practice

- Put all the items back in the bag.
- Invite students to come to the front and pick out an object from the bag and say **'I've got a + object.'**
- With a big class, get the students to come to the front 3 at a time.
- Teacher circulates with the bag and goes to each student's desk.



Introducing the question form

- Ask 4 ‘strong’ students to come to the front of the class
- Ask each student to take an item from your school bag but **NOT** show you
- Say to one student ‘Have you got a pencil? Yes? No?’
- If the answer is ‘**No**’, move to the next student and ask the same question.
- If the answer is ‘**Yes**’, move to the next student and ask a different question, e.g ‘Have you got a sharpener?’



Drilling the question

- Divide the class into 2 groups. One half ask the question. The other half answers. Swap.
- Girls ask/boys answer
- Blue and green eyes ask/brown eyes answer
- Blond hair ask/brown hair answer





CUT UP Find your partner

'Have you got.....?' 'Yes, I have.' 'No, I haven't'.



Class activity to produce 'Have you got...?'

- Distribute cards to class. Students **MUST NOT** show their card.
- Students walk around and ask the question 'Have you got (+item) ?' to find their partner.
- They ask question and wait for answer, **'Yes, I have'** or **'No, I haven't'**
- When they find their partner they sit down.
- If there are odd numbers of students, put a weak and strong student together with one card.



With this lesson we can teach grammar.....

- without explaining difficult rules
- by simply using ‘chunk’s of language
- in a functional and communicative way
- by using the students’ capacity to ‘learn by doing’.



Format for a good grammar lesson

Any age, any level

PRESENTATION

PRACTICE

PRODUCTION

PPP



Grammar Presentation Stage

The teacher presents the new language or grammar in a context that is familiar and relevant to children



GRAMMAR PRESENTATION WITH REALIA



7



Listen and sing.

SONG

Who is it? Who is it?
Who is it?

Have you got long hair?
Yes, I have. Yes, I have.

Have you got a small nose?
Yes, I have.

Have you got red hair?
No, I haven't. No, I haven't.

Have you got green eyes?
Yes, I have.

Have you got a long neck?
Yes, I have. Yes, I have!

Have you got big teeth?
Yes, I have.



teeth

neck

nose

LOOK!

Have you got a long neck?
Yes, I have.

Have you got a big nose?
No, I haven't.

→ p. 77

8



Ask and answer.

Have you got long hair?
No, I haven't.

Yes, I have.
Have you got green eyes?



18

Lesson 3

AB
p. 90

neck, teeth. Have you got...? Yes, I have./No, I haven't. Appearance

GRAMMAR PRESENTATION WITH SONGS AND CHANTS

Our Discovery Island



GRAMMAR PRESENTATION WITH PICTURES

UNIT 1 **WARM CLOTHES**

1 Listen and say. Copy.

KEY WORDS

1 trousers	7 jumper
2 shirt	8 gloves
3 coat	9 socks
4 hat	10 tracksuit
5 jeans	11 shoes
6 boots	12 trainers

2 Find a brown book in unit 1.

What is this?

What are these?

3 Listen, point and repeat.

My clothes collage
HANDS-ON ACTIVITY

4 Listen and choose.

1 <input type="checkbox"/> True	3 <input type="checkbox"/> True
2 <input type="checkbox"/> False	4 <input type="checkbox"/> False

5 Go to page 98 and sing the song.

12 twelve
thirteen 13

Top Secret



Grammar Presentation Stage

Activities

- REALIA
- SONGS
- PICTURES
- STORIES
- PHOTOS
- FLASHCARDS
- PUPPETS
- TPR
- CHANTS
- RHYMES
- LIM



Grammar Practice Stage

- The language and grammar is practiced in a very controlled way
- The focus is on good pronunciation and accuracy, i.e. the correct word order and correct form



Grammar Practice Stage

ACTIVITIES

Fun drills

Mini dialogues

Matching words to pictures

Completing written sentences



Grammar Production Stage

- Students make the language their own
- Work in pairs or groups and communicate
- Use the language in a less controlled way
- Focus on fluency



Grammar Production Stage

Activities

Find your partner (as in the school object lesson)

Find someone who.....?

Conducting a survey

Information gap fill

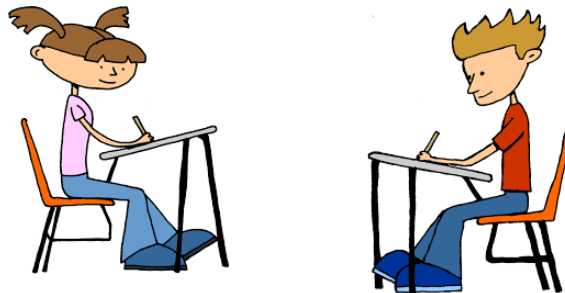
Writing a story

Students writing about themselves



Students in the 5^o Year

- Can understand written rules about language and talk about language in more ‘technical’ terms
- Teacher needs to adapt language and grammar lessons to assist this development
- Will help the students with transition from 5th year of Primary to 1st year of Scuola Media
- Style of teaching language is more ‘academic’ and cognitively challenging



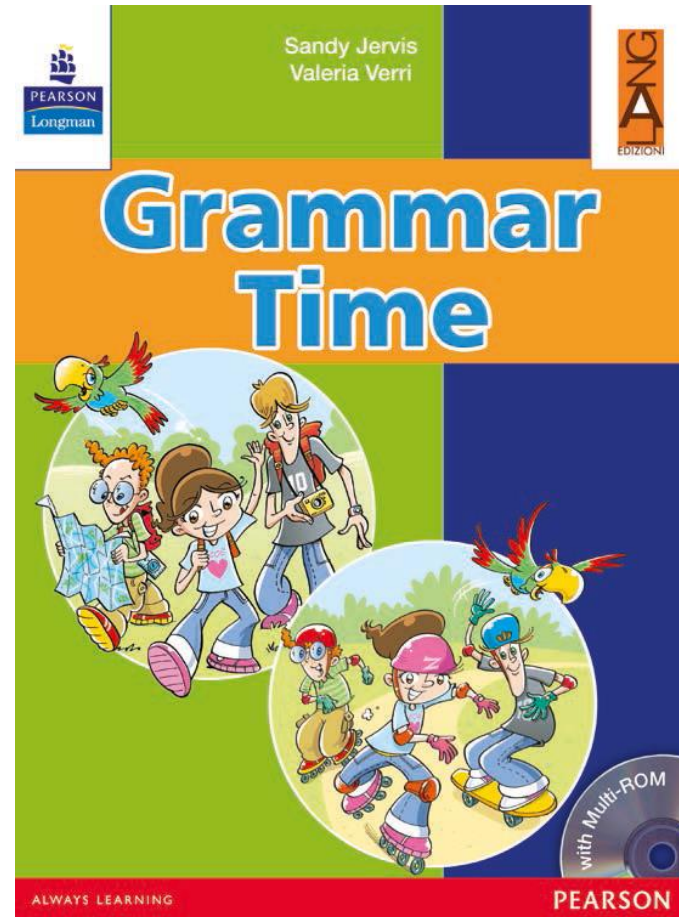
Brewster and Ellis

‘teachers can most usefully contribute to children’s understanding of grammar by using form-focusing techniques in meaningful and interesting contexts in which pupils are involved actively. Without the acquisition of basic sentence patterns and attention to the form of language, problems with basic structures, and consequently accuracy, will continue..’




GRAMMAR TIME

- Presents grammar through very clear contexts in the form of cartoon strip dialogues
- Presents 'grammar rules' in a very 'child -friendly' way with easy to understand explanations
- Practices grammar through a variety of written exercises that concentrate on form as well as meaning
- Can be easily integrated into the lesson or even used autonomously by the student at home



GRAMMAR TIME

12 forma negativa e interrogativa

5 

1 Corky, this is my uncle James. He's a pilot.
What do pilots do?
They fly planes.

2 Does he fly a big plane?
Yes, he does.
Cool!

3 This is Uncle Bert.
Do you fly planes, too?
No, I don't, Corky. I'm a vet.

4 I don't talk to vets!
Sorry, Uncle Bert. Corky doesn't like vets!

forma negativa		forma interrogativa	
I	do not	Do	I
You	don't		you
He / She / It	does not	Does	he / she / it
	doesn't		fly a plane? like vets?
We	do not	Do	we
You	don't		you
They			they

risposte brevi

	I	do.
	you	don't.
Yes,	he / she / it	does.
No,		doesn't.
	we	do.
	you	don't.
	they	

- La forma negativa del *present simple* si costruisce con l'ausiliare **do** seguito dalla negazione **not** e dalla forma base del verbo.
- Alla terza persona singolare, **do not (don't)** diventa **does not (doesn't)**.
- La forma interrogativa si costruisce con **do/does** seguito dal soggetto e dalla forma base del verbo.

12

6 Cerca la forma negativa corretta in ogni frase.

- 1 Corky ~~don't~~ / doesn't like vets.
- 2 Vets ~~don't~~ / doesn't fly planes.
- 3 We ~~don't~~ / doesn't eat strawberries.
- 4 She ~~don't~~ / doesn't wear jeans.
- 5 You ~~don't~~ / doesn't read comics.
- 6 The door ~~don't~~ / doesn't open with this key.
- 7 He ~~don't~~ / doesn't play computer games.
- 8 I ~~don't~~ / doesn't watch TV in the evening.

7 Osserva i disegni e la tabella, poi completa le frasi.



Friday			
morning	go to school	teach Maths	help sick animals
afternoon	play football	paint pictures	play tennis
evening	watch TV	cook dinner	go out with friends

- 1 Does John play football in the morning?
No, he doesn't. He plays football in the afternoon.
- 2 Julia Maths in the afternoon?
..... She Maths
- 3 Harry and Emma out with friends in the afternoon?
..... They tennis
- 4 John to school in the evening?
..... He TV
- 5 Julia pictures in the evening?
..... She pictures
- 6 Harry and Emma sick animals in the evening?
..... They out with friends

8 Scrivi domande e risposte, come nell'esempio.

- 1 you / get up Do you get up at seven o'clock? Yes, I do.....
- 2 they / drink juice in the morning? No, they
3 you / like cherries? No, I
4 they / take the bus every day? Yes, they
5 you / do your homework in the evening? Yes, I



PRODUCTION STAGE ACTIVITY

What do you do on Saturday?

Do you.....	NAME	NAME	NAME	NAME	NAME
play football?					
do your homework?					
go to the cinema?					
eat a pizza?					
get up at 7 o'clock					
go swimming?					



PRODUCTION STAGE

Write about your Saturday.

I get up at

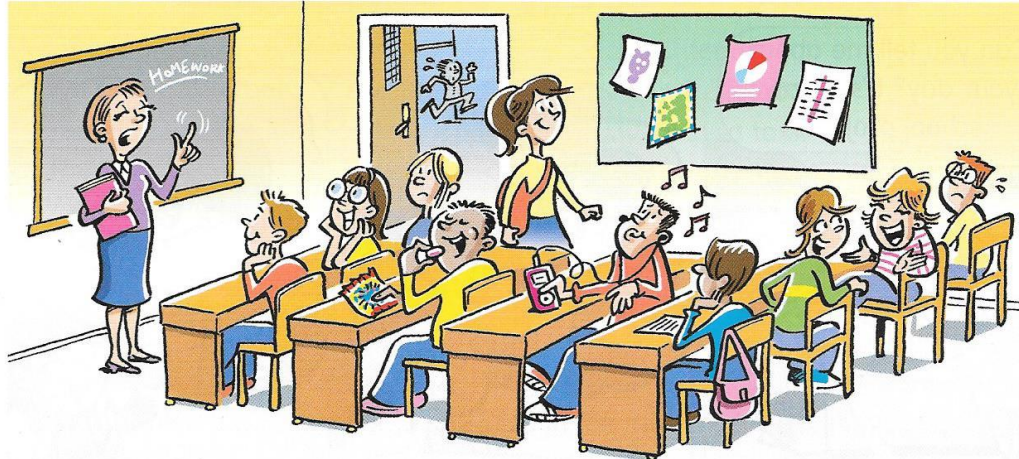
After breakfast

In the afternoon







In the evening



PRACTICE STAGE– Students complete school rules



School Rules

- | | | | | | | |
|---|---|------------------|------------------|---|---|-------|
| 1 |  | Don't talk | in class. | 4 |  | |
| 2 |  | | to your teacher. | 5 |  | |
| 3 |  | | sweets. | 6 |  | |



PRODUCTION STAGE

Students write their own crazy rules

OUR RULES

1. Stand on the desk
2. Don't do homework
3. Play computer games
4. Don't sit on the chairs
5. Study skateboarding

PRACTICE STAGE

Give and follow instructions in pairs



Open your mouth!

- open / mouth ✓
- close / eyes ✗
- write / name ✓
- say / 'Goodbye' ✓
- stand up ✗



Count to five.

- count / to five ✓
- sit down ✗
- take off / shoes ✗
- touch / nose ✓
- say / 'Hello' ✗



PRODUCTION STAGE



Prossimo appuntamento:

17 aprile

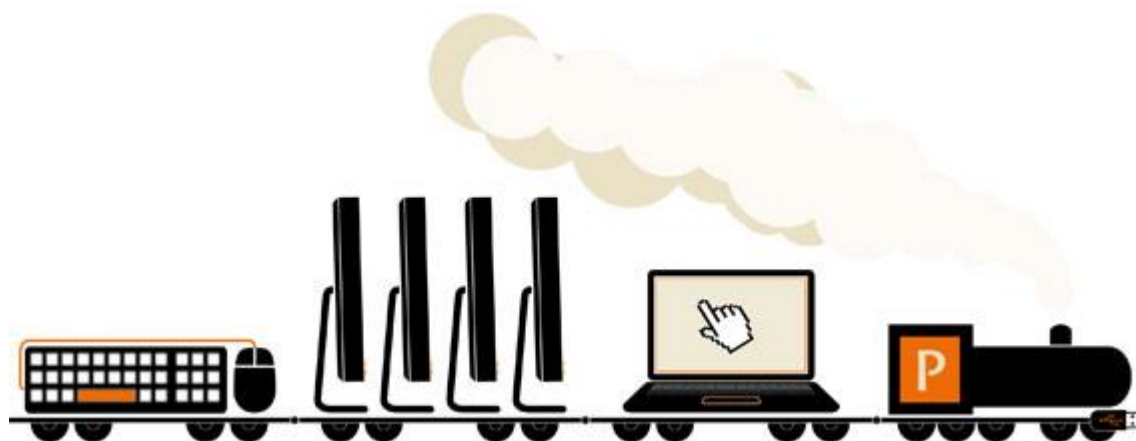
“Fare matematica: incontrare i numeri”

Relatrice: **Sonia Sorgato**



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