

# Introduction to Jolly Grammar



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**РЕЛОД –Новосибирск**

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# Что такое 'Jolly Grammar?'

- Многоуровневый интегрированный курс практической грамматики и орфографии английского языка для детей
- Система правил и упражнений для их отработки
- Методика, позволяющая активизировать навыки чтения, письма, аудирования и говорения



# Adjectives

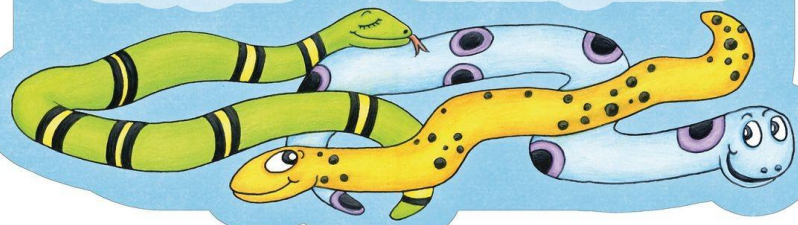
An adjective describes a noun or a pronoun.

**Examples:**

pink, sparkly, happy,  
loud, big, cold

**Examples:**

The girl wears a pink dress.  
The snake is patterned.

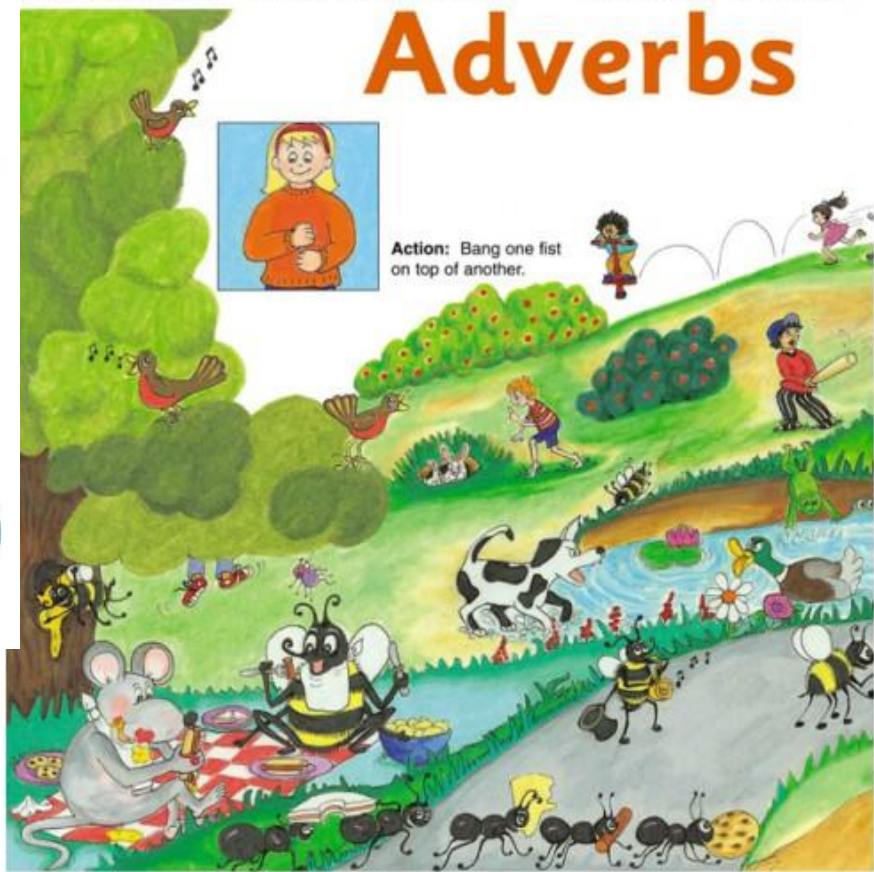


Inky eats...      The band plays...      The dog barks...  
Bee buzzes...      Snake slithers...      The man walks...

# Adverbs



Action: Bang one fist on top of another.



noisily      naughtily      busily      messily      sadly  
happily      excitedly      gently      angrily      painfully



# Phonics & Grammar

Программа интегрированного обучения, которая растёт вместе с детьми

ages <b>4-5</b> Phonics	ages <b>5-6</b> Grammar 1	ages <b>6-7</b> Grammar 2	ages <b>7-8</b> Grammar 3	ages <b>8-9</b> Grammar 4	ages <b>9-10</b> Grammar 5	ages <b>10-11</b> Grammar 6
<b>Phonics</b> Программа обучения чтению по правилам и с кинестетической транскрипцией		<b>Grammar, Spelling and Punctuation</b> Интегрированная программа обучения грамматике, орфографии и пунктуации				
Jolly Phonics Readers Адаптированные книги для чтения на основе правил чтения и в соответствии с порядком фонем						





# Основные материалы:

Комплекты дидактических материалов для копирования или цветные рабочие тетради



Phonics

Grammar

Grammar

Grammar

Grammar

Grammar

1

2

3

4

5



# Дидактические материалы или цветные тетради

Handbooks

Find the words from the Spelling List. Which one is missing?

a	b	s	t	w	a	d	d	l	e	r	r	y	n
s	w	a	f	t	z	i	n	g	c	h	i	m	f
s	w	a	p	l	e	s	q	u	a	b	b	l	e
g	y	q	u	a	n	t	i	t	y	r	o	u	w
s	q	u	a	l	i	t	y	p	i	n	t	a	x
z	e	u	t	h	s	w	a	n	d	a	y	e	r
s	w	a	m	p	l	e	n	w	a	l	e	t	
c	e	i	l	i	n								
w	r	o	t	w	r								
p	h	y	s	i	c								
f	l	i	s	q	u								
w	a	d	d	l	e								
j	e	a	r	y	q								

Spelling List 28

- swap
- waft
- swamp
- wand
- wallet
- squad
- swatch
- squat
- squalid
- quality
- wallaby
- waddle
- squabble
- twaddle
- quandary
- wristwatch
- quantity
- qualification

Look up these words in the dictionary.

wasp	swamp
quality	wallet
	wandle

split these words into syllables. For words of one syllable, add the long or short vowel symbol.

squash quarry wander wallet twaddle

Parse these sentences and identify the subject in each one.

- The swallow swoops high into the sunny sky.
- The white swan is floating gracefully along the River Thames.

Find the words from the spelling list. Which one is missing?

a	b	s	t	w	a	d	d	l	e	r	r	y	n
s	w	a	f	t	z	i	n	g	c	h	i	m	f
s	w	a	p	l	e	s	q	u	a	b	b	l	e
g	y	q	u	a	n	t	i	t	y	r	o	u	w
s	q	u	a	l	i	t	y	p	i	n	t	a	x
z	e	u	t	h	s	w	a	n	d	a	y	e	r
s	w	a	m	p	l	e	n	w	a	l	e	t	
c	e	i	l	i	n								
w	r	o	t	w	r								
p	h	y	s	i	c								
f	l	i	s	q	u								
w	a	d	d	l	e								
j	e	a	r	y	q								

Look up each word in the dictionary and read its definition. Write the page number in the swan.

quality wasp squash  
wallet wander swamp

split these words into syllables. For words of one syllable add the long or short vowel symbol.

squash quarry wander wallet twaddle

Parse these sentences and identify the subject in each one.

The swallow swoops high into the sunny sky.

The white swan is floating gracefully along the River Thames.

Put the words from the Spelling List into the crossword.

Spelling List 27

- abyss
- myth
- lynx
- lyrics
- syrup
- idyllic
- pyramid
- symbol
- cymbal
- system
- Egypt
- typical
- syllable
- sympathy
- mystery
- rhythm
- acrylic
- physical

Look up each word in the dictionary and read its definition. Write the page number in the syrup.

gym tricycle hymn  
cylinder syringe rhythm

split these words into syllables. For words of one syllable add the long or short vowel symbol.

Olympic cygnet system hymn pygmy

Parse these sentences and identify the subject in each one.

She will be learning the lyrics for her new song.

We heard mysterious myths about the Egyptian pyramids.

Pupil Books



# Организация курса

- 1 урок=1 академический час x 36 учебных недель
- Модулярная программа
- Модуль: 2 раздела, логически объединённые между собой :
- обучение правописанию и чтению (Spelling )+ обучение грамматике (grammar )



# Принципы обучения

- **Phonics-фоника**  
a method of teaching reading and spelling based upon the phonetic interpretation of ordinary spelling (<http://www.dictionary.com/browse/phonics?s=t> )
- **Parsing –синтаксический разбор предложения**  
verb (used with object), **parsed, parsing**.1.to analyze (a sentence) in terms of grammatical constituents,Identifying the parts of speech, syntactic relations, etc.  
2.to describe (a word in a sentence) grammatically, identifying the part of speech, inflectional form, syntactic function, etc.  
(<http://www.dictionary.com/browse/parsing> )
- **Multisensory approach**
- **Colour-coding**
- **Explicit teaching**





# Построен ие учебного модуля

## Contents

### PART 1

Introduction  
Teaching Ideas for Grammar  
Teaching Ideas for Spelling

### PART 2 Photocopiable material

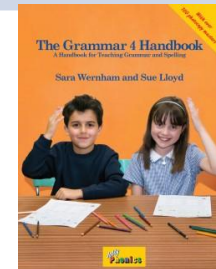
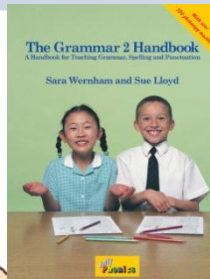
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# Уровни программы Jolly Grammar

Jolly Grammar 1	Jolly Grammar 2	Jolly Grammar 3	Jolly Grammar 4
Concepts of sentences Punctuation Parts of speech Nouns pronouns Verbs Adjectives Adverbs Past Present Future	Irregular verbs New parts of speech More punctuation Possessive nouns Conjunctions Prepositions Comparatives Superlatives		



# Spelling

## Spelling 11 – <air>

**Revision:** Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a\_e>. Revise the new spelling patterns covered so far.

**Main point:** Introduce the <air> spelling of the /air/ sound. This sound is new to the children since, as it is relatively unusual, it was not included in *The Phonics Handbook*. The main ways of writing the /air/ sound are <air>, <are> and <ear>. The <are> and <ear> spellings will be covered later. With the children, make a list of words which use the <air> spelling of the /air/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The airy fairy chair flew down the stairs.'

**Spelling sheet 11:** As a class, read the spelling list and the sentences, without filling in the gaps. Revise plurals, and the plural endings <-s> and <-es>. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

**Dictation:** Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

**Spelling list:** Read the spelling words with the children. Go over the month words 'September' and 'October'. Tell the children to pronounce each syllable carefully to help them remember the spelling, i.e. 'Sep-tem-ber' and 'Oc-to-ber'.

### Dictation

1. fair
2. pair
3. stair
4. dairy
5. fairy
6. repair

1. The place was hot and airless.
2. "That is unfair!" cried the boy.
3. My young cousin has orange hair.

### Spelling List 11

1. cliff
2. off
3. air
4. hair
5. pair
6. stair
7. chair
8. hairbrush
9. September
10. October

## Spelling List

1. cliff
2. off
3. \_\_\_\_\_
4. h \_\_\_\_\_
5. p \_\_\_\_\_
6. st \_\_\_\_\_
7. ch \_\_\_\_\_
8. h \_\_\_\_\_ brush
9. September
10. October

<air> for the /air/ sound

Write some <air> words in the hair.

Choose a word from the list to fit each sentence.

1. Her balloon floated up in the \_\_\_\_\_.
2. I brush my \_\_\_\_\_ with a \_\_\_\_\_.
3. The baby sits on a high \_\_\_\_\_.
4. He has a new \_\_\_\_\_ of shoes.

September  
e t m e  
S p e b r  
\_ \_ t \_ e \_  
October  
\_ c o e \_  
O t b r  
\_ o \_ \_

Give the plural for each of these nouns by adding <-s> or <-es>.



# Grammar

## Grammar 11 – Possessive Adjectives

**Aim:** Develop the children's understanding of possessive adjectives. A possessive adjective describes a noun, by saying whose it is.

**Introduction:** Revise adjectives. Adjectives are words that describe nouns (or pronouns). Revise the personal pronouns: 'I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they'. Remind the children that the first 'you' is singular, and the second plural.

**Main point:** Write the personal pronouns ('I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they') as a list on the board. Explain that a **possessive adjective** describes a noun by saying who it belongs to. There is one possessive adjective for each personal pronoun. Ask the children to think what the possessive adjective might be for each personal pronoun on the board. Next to the personal pronouns, write the possessive adjectives: 'my', 'your', 'his', 'her', 'its', 'our', 'you' and 'their'. The Possessive Adjective Poem on page 215 may be enlarged, using a photocopier. Read it with the children. Explain that the possessive adjective 'its' never has an apostrophe between the letters *o* and *s*. Tell the children to emphasise the /ou/ sound in 'our', to avoid confusing it with 'are'. 'Their' sounds the same as 'there' but has a different meaning, so the children must be careful to choose the correct spelling for the word they mean.

**Grammar sheet 11:** The children write inside the outlined words, using a blue pencil. They match up each personal pronoun with its possessive adjective. Then they choose the right possessive adjective to complete each sentence. Finally they think of a different noun for each of the possessive adjectives.

**Extension activity:** On the board, write a passage with lots of possessive adjectives.

**Example:** Ben's friend, Sarah, came to visit. She brought her colouring books and pencils.  
"Your books have lovely pictures in them," said Ben.  
"This is my favourite book," replied Sarah. "If we share our coloured pencils, we will have plenty of colours for that picture."  
Ben fetched his coloured pencils. He took them out of their box.

The children copy the passage onto the back of their sheets, and then underline the possessive adjectives in blue. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

**Rounding off:** Go over the sheet, with the class checking their answers.



**Action:** Touch side of temple with fist.

**Colour:** The colour for adjectives is blue.



## Possessive Adjectives Blue

Match each pronoun to its possessive adjective.



I

you

he

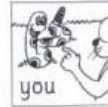
she

it

we

you

they



 Blue  
her

their

its

my

your

his

our

you



Choose the right possessive adjective for each sentence.

They put on \_\_\_\_\_ coats.

I put on \_\_\_\_\_ coat.

He puts on \_\_\_\_\_ coat.

We put on \_\_\_\_\_ coats.

She puts on \_\_\_\_\_ coat.

You put on \_\_\_\_\_ coat.

You put on \_\_\_\_\_ coats.

Choose a noun for each possessive adjective.

my \_\_\_\_\_

your \_\_\_\_\_

his \_\_\_\_\_

her \_\_\_\_\_

its \_\_\_\_\_

our \_\_\_\_\_

your \_\_\_\_\_

their \_\_\_\_\_


















# Система логических связей активизация и отработка изучаемого материала



⟨air⟩ for the /air/ sound  
Write some ⟨air⟩ words in the hair.

Possessive Adjectives

its possessive adjective.

 I	•	her	
 you	•	their	
 he	•	its	
 she	•	my	
 it	•	your	
 we	•	his	
 you	•	our	
 they	•	your	

Choose the right possessive adjective for each sentence.

They put on \_\_\_\_\_ coats.

I put on \_\_\_\_\_ coat.

He puts on \_\_\_\_\_ coat.

We put on \_\_\_\_\_ coats.

She puts on \_\_\_\_\_ coat.

You put on \_\_\_\_\_ coat.

You put on \_\_\_\_\_ coats.

Choose a noun for each possessive adjective.

my \_\_\_\_\_

your \_\_\_\_\_

his \_\_\_\_\_

her \_\_\_\_\_

its \_\_\_\_\_

our \_\_\_\_\_

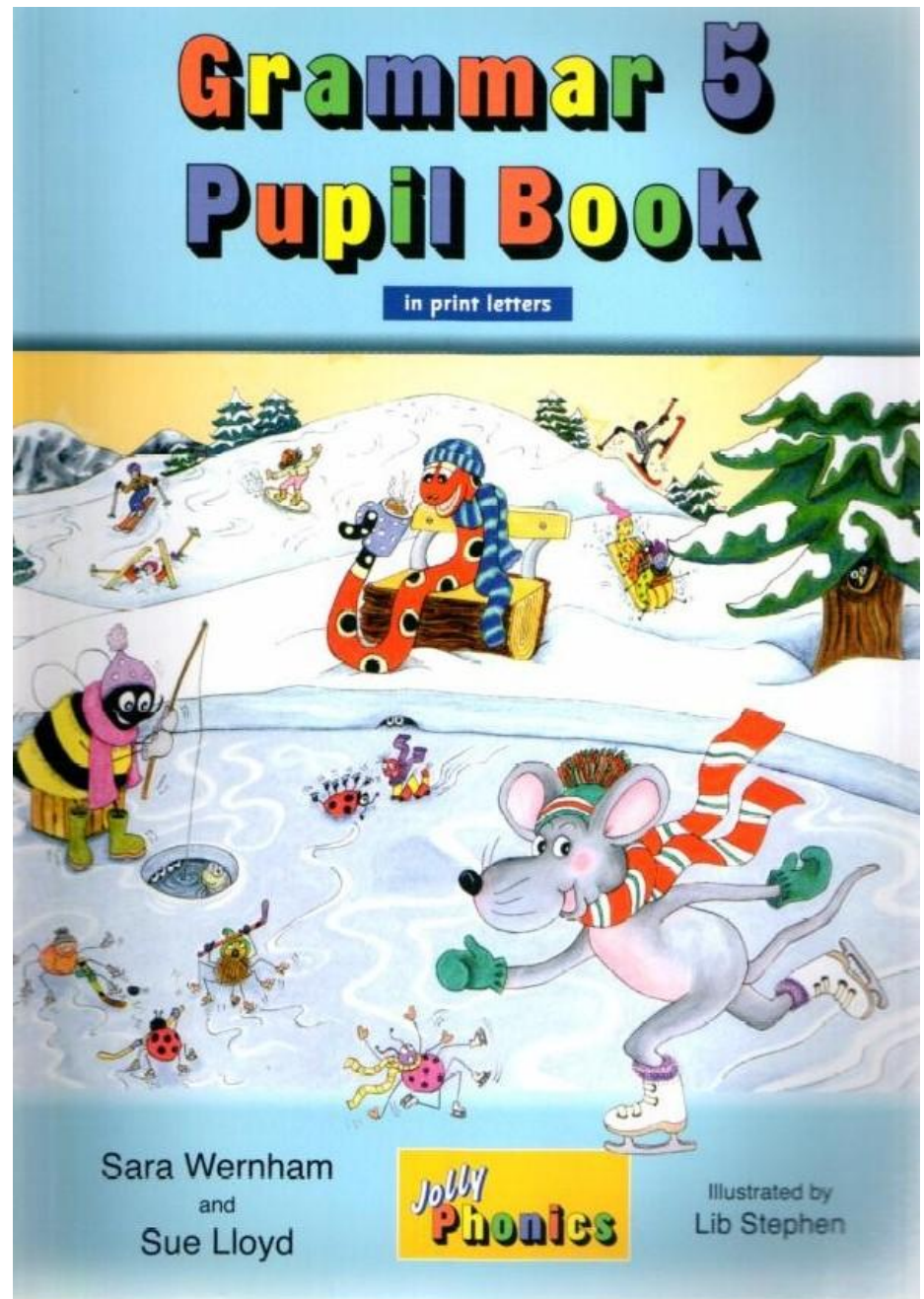
your \_\_\_\_\_

their \_\_\_\_\_

Grammar sheet 11 (GH2)

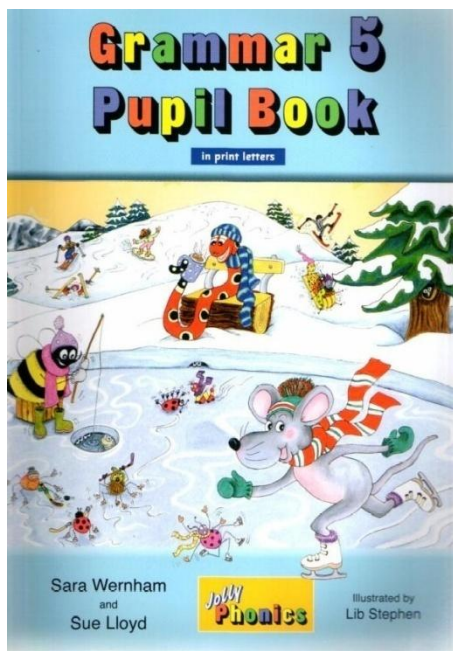


Высокие  
уровни  
программ  
ы





# Что там?



*The Grammar 5 Pupil Book teaches grammar, spelling and punctuation.*

The *Grammar 5 Pupil Book* is designed specifically for use with the *Grammar 5 Teacher's Book*. Together, they follow on from the *Grammar 1-4 Pupil and Teacher's Books* and provide the next year of grammar, spelling and punctuation teaching.


The spelling lessons in the *Grammar 5 Pupil Book* not only teach many new spelling patterns, but further extend the children's knowledge of multisyllabic words. Regular activities ensure that the children are not only able to spell these words correctly, but also understand the words' meanings and use them in context. In the grammar lessons, the children continue to refine and expand upon their existing knowledge: for example, by learning about homographs, homonyms and heteronyms. The children are also introduced to many new concepts, including transitive and intransitive verbs. In addition, the children build upon their knowledge of sentence structure by learning about sentence walls. All of this knowledge helps the children to bring clarity to their writing.

The *Grammar 5 Pupil and Teacher's Books* cover the following areas:


- parts of speech and parsing,
- simple and continuous tenses,
- sentence walls,
- past participles (regular and irregular),
- adverbs of manner, degree, place, time and frequency,
- identifying verb tenses,
- homographs, homonyms and heteronyms,
- adverb placement,
- prepositions and prepositional phrases,
- using a colon and bullet points in a list,
- noun phrases as subjects and objects,
- compound subjects and objects,
- transitive and intransitive verbs,
- prepositional phrases as adverbs,
- making verbs from nouns and adjectives,
- phrasal verbs,
- adjective order,
- parentheses...

...and much more.

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# Приёмы обучения: parsing TPR colour-coding

Name: \_\_\_\_\_  
Class: \_\_\_\_\_  
School: \_\_\_\_\_

**Nouns**

- Nouns are the names for people, places and things.
- A **proper noun** is the name of a particular person, place or thing.
- A **common noun** is any noun that is not a proper noun.
- A **concrete noun** is something you can see, hear, smell or touch.
- Concrete nouns are a type of common noun.
- An **abstract noun** is a noun, such as an idea, feeling or event, that cannot be experienced through the five senses.
- Abstract nouns are a type of common noun.

**Adjectives**

- Adjectives describe a noun or a pronoun.
- Types of adjective include: **comparatives and superlatives, and possessive adjectives.**

**Adverbs**

- Adverbs describe verbs.
- Usually, adverbs describe how, where, when or how often something happens.

**Verbs**

- Verbs tell you what a person or a thing does or is.
- A verb can describe an action, an event, a state or a change.
- The verb can take place in the past, present or future.

**Prepositions**

- Prepositions relate one noun or pronoun to another.
- Examples include 'to', 'from' and 'around'.




**Conjunctions**

- A conjunction is used to join parts of a sentence.
- Examples include 'and', 'but' and 'so'.



**Pronouns**

- Pronouns are the little words used to replace nouns.
- Different pronouns are used for the subject and the object of a sentence. Pronouns can be singular or plural.

**Singular Pronouns**

<b>I</b> (Subject)		<b>me</b> (Object)
<b>you</b> (Subject)		<b>you</b> (Object)
<b>he</b> (S)		<b>him</b> (O)
<b>she</b> (S)		<b>her</b> (O)
<b>it</b> (S)		<b>it</b> (O)

**Plural Pronouns**

<b>we</b> (Subject)		<b>us</b> (Object)
<b>you</b> (Subject)		<b>you</b> (Object)
<b>they</b> (Subject)		<b>them</b> (Object)

**Past**

- Simple Past
- Past Continuous

**Present**

- Simple Present
- Present Continuous

**Future**

- Simple Future
- Future Continuous

**Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz**





# 5 уровень Jolly Grammar -9+: Spelling



Match the words in the spelling list to the descriptions below.

Spelling	Description
col lege	a very small town in the country
priv i lege	a place where older students go to study
al lege	to succeed in doing something difficult
man age	a small house in the countryside
cot tage	to say something is true, but have no proof
vil lage	a special advantage only given to a few people
mes sage	very violent or cruel
ad van tage	traditional things we value from the past
dam age	being usual or ordinary
her i tage	to cause harm to something or someone
av er age	something that makes you more likely to succeed
sav age	information sent from one person to another
cour age	a wedding ceremony
wreck age	a place where children who have no parents live
saus age	the use of words to communicate
lan guage	a small tube of skin stuffed with meat and herbs
or phan age	the remains of something destroyed in an accident
mar riage	another word for bravery

# Spelling: Presentation-Practice-Production

Match the words in the spelling list to the descriptions below.

Spelling	Description
col lege	a very small town in the country
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al lege	to succeed in doing something difficult
man age	a small house in the countryside
cot tage	to say something is true, but have no proof
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saus age	the use of words to communicate
lan guage	a small tube of skin stuffed with meat and herbs
or phan age	the remains of something destroyed in an accident
mar riage	another word for bravery



Write a sentence for each of the spelling words listed below.

Spelling	Description
change	
strange	
challenge	
orange	
plunge	
sponge	
exchange	
arrange	
lounge	
fringe	
revenge	
cringe	
syringe	
avenge	
twinge	
singe	
scavenge	
interchange	

# Grammar: Parsing+ Colour coding



## Parts of Speech and Parsing

Which parts of speech are these? Write the name for each one next to its description and underline it in the appropriate colour.



**Nouns**

Doing words that can describe the past, present or future: \_\_\_\_\_

Names of people, places, dates or things: \_\_\_\_\_



**Adjectives**

Words that describe nouns and pronouns: \_\_\_\_\_

Words that describe verbs: \_\_\_\_\_

Small words that take the place of nouns: \_\_\_\_\_



**Pronouns**

Words that join parts of a sentence together: \_\_\_\_\_

Words that relate one noun or pronoun with another: \_\_\_\_\_

Parse these sentences, identifying the parts of speech and underlining them in the appropriate colour.

We live in a pretty thatched cottage near the village school.



**Verbs**

The yellow submarine dived gracefully under the waves and disappeared from view.

Zack's grandma had a big party on her eightieth birthday.



**Adverbs**

Complete the sentences by writing an appropriate word in each space.

\_\_\_\_\_ <sup>pronoun</sup> knitted me a \_\_\_\_\_ <sup>adjective</sup> \_\_\_\_\_ <sup>adjective</sup> and \_\_\_\_\_ <sup>adjective</sup> scarf for my \_\_\_\_\_ <sup>noun</sup>.



**Prepositions**

The \_\_\_\_\_ <sup>adjective</sup> mouse \_\_\_\_\_ <sup>verb</sup> hurriedly \_\_\_\_\_ <sup>preposition</sup> the hedge \_\_\_\_\_ <sup>conjunction</sup> into the \_\_\_\_\_ <sup>noun</sup>.

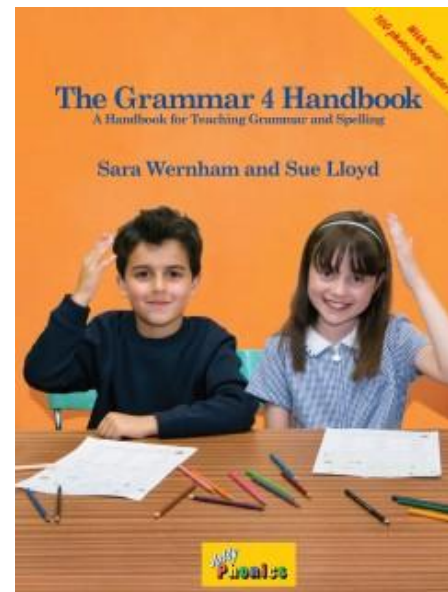
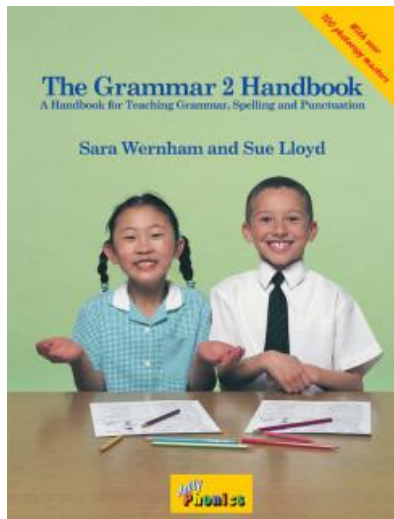
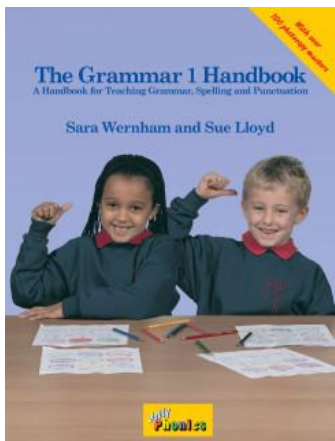
The \_\_\_\_\_ <sup>adjective</sup> tree had a \_\_\_\_\_ <sup>adjective</sup> crop of \_\_\_\_\_ <sup>noun</sup> this year.



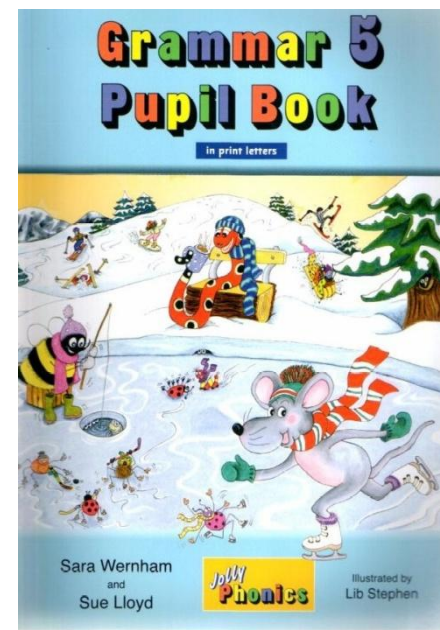
**Conjunctions**







<http://jollylearning.co.uk/2013/04/11/view-sample-spelling-grammar-and-punctuation-lessons/> видео презентация и фрагменты уроков по методике Jolly Grammar





# Бесплатные ресурсы и методические рекомендации

<http://jollylearning.co.uk/overview-about-jolly-grammar/>



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