



## ANALYSIS OF GRAMMAR TOPICS IN ENGLISH TEXTBOOKS FOR 3RD AND 4TH GRADES

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### ABSTRACT

This article explores the grammar topics presented in English language textbooks for 1st and 2nd grades, highlighting various methodological approaches and teaching strategies applied in language instruction. Additionally, it discusses how these textbooks help students develop language skills by incorporating topics, grammar rules, vocabulary, speaking, listening, reading, and writing exercises.

### KEY WORDS

Primary school, foreign language, grammar knowledge, textbook analysis, "Teacher's Book," "Student's Book," "Workbook."

### INTRODUCTION

English textbooks designed for primary school students should serve as an effective tool in the language learning process. These textbooks must be age-appropriate, engaging, and interactive, providing materials that captivate young learners' interest. Furthermore, an integrated approach that simultaneously develops grammar, speaking, listening comprehension, and writing skills is essential. Such textbooks not only improve English proficiency but also enhance overall learning efficiency among students.

At the initial stage of language learning, English textbooks for primary school students should focus on building foundational grammar, vocabulary, pronunciation, and listening comprehension skills. Their primary objective is to equip students with a solid linguistic foundation while fostering their enthusiasm for language learning [1, 3, 4].

The content of textbooks must align with the age-specific characteristics of students. Typically, primary school English textbooks incorporate colorful illustrations, games, real-life-based activities, and short, simple texts. These materials encourage students to participate actively and maintain their interest in learning English [3].

The curriculum and thematic plans for 3rd and 4th-grade English lessons have been analyzed (see Table 1) [2].

**Table 1.**  
**Curriculum and Thematic Plans for 3rd and 4th-Grade English Lessons**

3-grade	4-grade
I-quarter	



Introductions	What's that?	Introductions	Are you good
Questions	Favorites	Descriptions	Write a plan
Months	Respect and listen to others	Measurements	Allow others to work
Email a friend	Pronunciation: ee / ea	Write description	Pronunciation: oy / oi
Work together	<b>Exam 2</b> (Unit 1)	Get involved	<b>Exam 2</b> (Unit 1)
Pronunciation: a / ai	At school	Pronunciation: ow / ou	Around town
<b>Exam 1</b> (Unit 0)	Where are they?	<b>Exam 1</b> (Unit 0)	Where's the ...?
Pets	What are you doing?	Fun sports	Directions
Adjectives	Describe school	I'm good at	Write about favorite city
<b>II-quarter</b>			
Keep your environment clean	Favorite day	Cycle safe	Where do you want to work?
Pronunciation: i / igh	Be resourceful	Pronunciation: ur / ir	Take care of pets and animals
Review U1-2	oa / ow	Review U1-2	Pronunciation: cr
<b>Exam 3</b> (Unit 2)	Review Q1-2	<b>Exam 3</b> (Unit 2)	Review Q1-2
Days	<b>Exam 4</b> (Unit 0-3)	At work	<b>Exam 4</b> (Unit 0-3)
School subjects	My day	Careers	Wild animals
<b>Classes</b>	Schedule	What do you want to be?	Comparatives
<b>III-quarter</b>			
What time?	Pronunciation: th	Comparatives	Pronunciation: ar
Healthy lifestyle	<b>Exam 5</b> (Unit 5)	Write about favorite animal	<b>Exam 5</b> (Unit 5)
Exercise	Hobbies	Look after nature	Health matters



Pronunciation: ue / ew / oo	Hobbies	Pronunciation: fr	What's the matter?
Review U3-4	What does she/ he do?	Review U3-4	Sicknesses
Home time	Sports we like	Food and drink	Write a healthy recipe
Family	Try new things	Adverbs of frequency	Be a good sport
Like to do	Pronunciation: sh	How often?	Pronunciation: sp
Being helpful	Review U5-6	Lunch diary	Review U5-6
Show forgiveness	<b>Exam 6</b> (Unit 6)	Be clean around food	<b>Exam 6</b> (Unit 6)
<b>IV-quarter</b>			
At the market	At the beach	Buildings	Weather
At the market	Which one?	Where were you?	What's the weather?
Are there any?	Whose is it?	Places	Weather diary
Favorite smoothy	Postcard to a friend	Write a diary	Favorite festival
Reuse old things	Appreciation	Look after your possessions	Work hard and try your best
Pronunciation: ch	Pronunciation: f / ph	Pronunciation: ck	Pronunciation: nd
<b>Exam 7</b> (Unit 7)	Review U7-8	<b>Exam 7</b> (Unit 7)	Review U7-8

Grammar topics in primary school textbooks are provided for each Unit (see Table 2).

**Table 2.**

**Grammar topics in primary school textbooks**

3-grade	4-grade
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Review of questions Months of the year When's your birthday? It's in (December)	What does he/she look like? He's/She's (tall). He/She has (blue) eyes
(His) pet is (big). (Our) pet is (orange). What's that? It's a (snake). What are those? They're (leaves)	I'm/he's/she's very good at (skiing). (I'm) not very good at (sailing). He/She isn't very good at (bowling). Are you good at (playing the guitar)? Yes, I am. / No, I'm not. What are you good at? I'm good at (making movies)
Where are (they)? (They)'re (on the sports field). What are (you) doing? (We)'re (playing baseball)	Where's the (museum)? It's across from/close to/far from the (hotel). Where's the (plane)? It's above the (square). Where's the (subway station)? It's below the (square). Start at the (traffic lights). Go straight ahead. Turn left/right at the (bank). Stop!
Do we have (science) on (Tuesday)? Yes, we do. / No, we don't. What (club) does she have (after school)? She has (swimming club) (after school)	What does he/she do? He's/She's (an artist). Where does he/she work? He/She works in a (studio). What do you want to be? I want to be a (soccer player). He/She wants to be a (singer). Do you want to be a pilot? Yes, I do. / No, I don't
I (have dinner) at (seven thirty). What time do you (get up)? I (get up) at (seven o'clock). So do I. / I don't	noisy(ier)/quiet(er), fast(er)/slow(er), big(ger)/small(er), tall(er)/short(er) (Gorillas) are bigger than (pandas). Are (giraffes) taller than (penguins)? Yes, they are. / No, they aren't
He (doesn't like) (reading books). Does he (enjoy) (doing the dishes)? Yes, he does. / No, he doesn't	I/He/She always / usually / sometimes / never have/has (vegetables) for (dinner). How often do you have (vegetables) for (lunch)? Every day / usually / sometimes / never
She (does karate) (on Sundays). Does she (do gymnastics) (in the evening)? Yes, she does. / No, she doesn't	What's the matter? I/He/She has a (stomachache). Do you have a (stomachache)? Yes, I do. / No, I don't. Can you (play basketball) today? No, I can't. I have a (cough and a cold)

There (are lots of) (grapes). There (are some) (tomatoes). There (aren't any) (limes). Are there any (pears)? Yes, there are. / No, there aren't	Where were you (yesterday morning)? I was in the (kitchen). Were you at home (last night)? Yes, I was. / No, I wasn't
Which (towel) is (theirs)? The (purple) one. Whose (jacket) is this? It's (mine). Whose (shoes) are these? They're (Sally's)	It was (cold and rainy) yesterday. It's (hot and sunny) today. Was it (hot and sunny) on (Monday)? Yes, it was. / Not, it wasn't

## CONCLUSION

In conclusion, it is important that textbooks contain materials aimed at developing all key aspects of English language skills. Exercises and materials that enhance listening comprehension skills should include audio files, conversations, and dialogues. Additionally, tasks that enable students to engage in simple conversations in English, such as dialogues and role-playing activities, should be incorporated.

For writing skills, exercises should focus on developing students' ability to write simple sentences and phrases correctly in English. Reading skills should be fostered through short yet meaningful texts, stories, and narratives that engage students.

Moreover, integrating materials on English culture and literary aspects helps students understand the language not only from a technical perspective but also within its cultural context. For example, including famous English stories, fairy tales, and information about different cultures and traditions enriches the learning experience.

It is also essential to continuously correct students' mistakes, encourage correct answers, and recognize their achievements, as this increases their motivation and enthusiasm in the learning process.

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