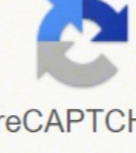


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Count / Noncount Nouns (1)

With Count Nouns, you can use the word "many":

Car	many cars	Shirt	many shirts
House	many houses	Cup	many cups
Boy	many boys	Hand	many hands
Computer	many computers	Pen	many pens

With Noncount Nouns, you can use the word "much":

Water	much water	Homework	much homework
Sand	much sand	Soup	much soup
Money	much money	Snow	much snow
Time	much time	Hair	much hair

Write "many" or "much" in the blanks below:

- I don't have _____ hair, but I have _____ cars.
- She has too _____ corn and too _____ cups.
- I have too _____ homework! And I don't have _____ time to do it!
- We don't have _____ money, but we have _____ friends!

Stickyball.net

My family sat together at the table to eat

1. run house blue

2. computer play jump

3. sky running red

4. jumping sidewalk sleeping

5. fast wrote class

6. happy sad face

Countable and Uncountable Nouns Tic Tac Toe or Bingo			Countable and Uncountable Nouns Tic Tac Toe or Bingo		
_____ come in to put things in to carry.	We need _____ to breathe.	_____ are fun to bounce around.	_____ will freshen your breath and is fun to chew.	Cars need _____ to drive across rivers.	_____ is used as people up in morning
_____ re to decorate uses with _____.	_____ make sleeping more comfortable.	_____ is delicious spread on top of pancakes or fresh bread.	Students need _____ to sit behind while in class.	_____ needs to be mowed in the summertime.	Most houses o one _____ in th and one in th
ly in a group ss the sky.	Children like to eat a bowl of _____ for breakfast.	_____ are necessary to pack your things in when you move.	_____ cannot be counted but it can be combed.	People take _____ from chickens in order to eat them.	_____ is nice to drink on a summer's
Countable and Uncountable Nouns Tic Tac Toe or Bingo			Countable and Uncountable Nouns Tic Tac Toe or Bingo		
ed two _____ to ee with.	_____ is an essential ingredient for a PB & J sandwich.	You better not lose your _____ if you want to get into your house.	_____ is a common side dish in Mexican and Chinese food.	_____ can fly you through the sky.	Most dinner would be ven without _____
ts need _____ to tes on in class.	_____ are round and great to swim in during the summer.	_____ is a must have snack when you go to the movies.	_____ are usually green and live inside or outside.	_____ melt if the temperature rises above 32 degrees Fahrenheit.	Most men wea their upper b
re 60 _____ in an hour.	_____ will get you wet if you forget your umbrella.	Some books have hundreds of _____.	_____ is a lot of fun to build a castle with.	You need a hotel _____ to stay in on vacation.	You can't coun _____ in the spri

and then read astory. The sequence of thecontent listed is not prescribed and the time given is an approximate indication of how long it could take to cover thecontent 22 3.2.1 Spread of texts 22 3.2.1 Spread of texts Italso provides learners with a rich and deeply rooted set of images and ideas that can be used to make theirworld other than it is; better and clearer than it is. This means that they must reach a high level of competence in English bythe end of Grade 3.The First Additional Language level assumes that learners do not necessarily have any knowledge of the languagewhen they arrive at school. It includes:- pronunciation (-ed); -Passive Present and Past Revision; - a small intro to the Reading section; different types of ... 14SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS IN THEINTERMEDIATE PHASE This will requirehigh levels of literacy, and especially a wide vocabulary, in English. 5 20,999 Int •Hotel, Movie + Video + Cartoons This worksheet was made to practice listening and studying/revising vocabulary in connection with checking into a hotel. • Discusses plot, setting and characters • Uses reading strategies, e.g. makes • Uses appropriate grammar, spelling, Builds on knowledge of sight words predictions, uses contextual clues punctuation and spaces between and high frequency words • Answers simple questions to determine meaning, makes paragraphs inferences Breaks long words into smaller chunks, • Names characters in the story • Records words and their meanings in e.g. be-cause; sen-ten-ce correctly • Retells events in correct sequence a personal dictionary Add s to form most plurals Add -es to form plurals of words • Retells the story in the right • Describes feelings about the text Writes a description of a person/ ending in -s, -sh, -ch, or -z: e.g. bunch, sequence giving reasons animal/place bunches: brush, brushes • Expresses feelings about the story • Discusses the main character and • Description is clear Working with words and sentences other character • Describes causes and effects of • Uses properly constructed complete Builds on use of personal pronouns actions or events • Does a role-play based on the story sentences. • Types of reading • Reading and Viewing strategies • Close reading of texts: comprehension activities, making summaries, etc. 27 44,345 ElenPre-Int •Hotel, Reading Comprehension Two-page worksheet includes two hotel reviews (one positive, one negative) with typical vocabulary found on web sites like Tripadvisor.com. CAPS GRADE 4 TERM 3 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 7-8 CONVENTIONS Listens to information text, e.g. Reads information text with visuals, Labels and/or completes visual text. ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 factual recount/report/description e.g. charts/tables/mindmaps/ maps/ e.g. charts/ tables/mindmaps/maps/ Spelling pictures pictures Text from the textbook or Teacher's Words with long vowel sounds: add the Resource File (TRF) Text from the textbook or Teacher's • Uses appropriate vocabulary silent -e at the end, e.g. cake, pole, Resource File (TRF) mine, tune • Answers questions • Labels the text correctly • Pre-reading: predicting from title and Working with words and sentences • Identifies and comments on main pictures/visuals • Uses correct format for labels, e.g. idea and specific details one or two words only Uses prepositions that show • Uses reading strategies, e.g. direction (towards), time (on, during), • Share ideas and offer opinions skimming Uses information from a visual text possession (with) to write information text • Uses a range of vocabulary • Identifies and comments on main Extends use of forms of the verb 'to idea and specific details • Interprets the information correctly be', e.g. be/ been/ being; am/ is/ are; Listens to description of and was/ were describes places/plants/ animals/ • Interprets information in the visual • Captures the information correctly objects text Builds on use of modals, e.g. 'can' to • Uses appropriate vocabulary show ability, 'may' to ask for permission • Identifies places correctly Does comprehension activity on the text (oral or written) • Uses the dictionary to check spelling Begins to use connecting words to • Uses words that correctly describe and meanings of words show contrast (but), reason (because) the place Reads procedural texts, e.g. a recipe and purpose (so that), slanting the truth. Through this criticalinteraction, learners develop the ability to evaluate texts. They should also learn how to apply the rules. 3 16,838 Pre-Int •Humour, Hotel, Movie + Video + Cartoons Students watch a 3 minute clip from Youtube of a famous British comedy called Miranda. 22 41,016 IntAdv •Hotel, Transport, Role Playing Games, Reading Comprehension This is a worksheet where the students take the role of people who are in charge of a travel agency and are confronted with four different scenarios. Select verycarefully which rules you explain to learners and keep these to a minimum. (choose one for daily practice) • Discusses some of the language Develops understanding and use of • Performs a simple rhyme, poem or used connecting words showing addition, sequence and contrast. It should however be kept in mind that ultimate aim should be to get learners to read independently and todevelop reading habit. However, the emphasis and theweighting for Listening and Speaking from Grades 7 onwards are lower than those of the reading and writing skills.The First Additional Language refers to a language which is not a mother tongue but which is used for certaincommunicative functions in a society, that is, medium of learning and teaching in education. In Grades 2 and 3 learners start to build literacyon this oral foundation. When selecting listening and reading texts for each two-week cycle, make sure that theycontain some of the language items you want to cover. to specific criteria mindmap • Explains why things belong together • Pre-reading: predicts from title and Builds on use of modals, e.g. 'can' to pictures; previews text, e.g. surveys • Listens to oral information show ability, 'may' to ask for permission Practises Listening and Speaking headings • Includes specific details Uses 'must' to show necessity (Choose one for daily practice) • Asks and answers questions • Responds physically to instructions • Uses appropriate vocabulary Begins to use 'shall' and 'will' to show • Gives and follows simple • Explains main ideas intention. sequence • Explains the story line and identifies Then I..... Working with words and sentences • Names characters in the story the main characters From the textbook or Teacher's Understands and uses countable correctly • Retells the story in sequence Resource File nouns (e.g. book - books) • Expresses feelings about the story • Expresses feelings about the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g. chalk) • Selects from own experience Does comprehension activity on the • Selects from own experience • Selects appropriate topic text (oral or written) Begins to use determiners such as • Stays on topic • Selects appropriate topic one, two, etc. More activities of this nature should be done as learners make progress from Grade 4 to 6. song • Identifies and discusses design • Responds physically to instructions features such as colour and different Vocabulary in context • Plays a simple language (game sizes or kinds of print (font) Words taken from shared or Reflects on texts read during individually read texts independent/pair reading Synonyms (words that are similar in • Compares books/texts read meaning, e.g. soft/gentle)39 Collocations, e.g. Happy birthday, fish and chips ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6GRADE 4 TERM 2 SKILLS40 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)LISTENING AND SPEAKING (ORAL)READING & VIEWINGWRITING & PRESENTING LANGUAGE STRUCTURES &WEEK 5-6 CONVENTIONS Listens to a story Reads a story Writes a story using a frame Spelling Choose from contemporary realistic fiction/traditional stories/ personal • Pre-reading: predicts from title and • Selects appropriate content for the Words starting with c and followed by accounts/ adventure/real life stories/ pictures topic -e, -i or -y; pronounce as s, e.g. centre, city Text from the textbook or Teacher's • Uses reading strategies, e.g. • Uses the frame correctly Resource File predicting, Words starting with a k sound and • Listens and relates to own • Uses a variety of vocabulary followed by e or i: use a k to spell the • uses phonic and contextual clues including connecting words and word experience phrases • Identifies specific details • Identifies the plot Working with words and sentences • Retells the story • Uses appropriate grammar, spelling, • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of the story event • Records words and their meanings in Builds on use of adjectives (before a personal dictionary nouns), e.g. The small dog Listens to a poem/s • Identifies stereotypes • Explains Writes sentences that rhyme Uses forms of the verb 'to be', e.g. be/ what the poem is about Does comprehension activity on the been/ being; am/ is/ are; was/ were • Relates to own experience text (oral or written) • Writes pairs of sentences of the • Identifies rhyme and rhythm same length that rhyme Builds on understanding and use of • Identifies words which begin with the Reads a poem/s simple past • Uses appropriate rhythm and rhyme same sound • Pre-reading: predicts from title and Begins to use adverbs of degree, e.g. • Expresses feelings stimulated by the pictures • Uses knowledge of syllables to 'very, really, almost, too' develop the rhythm poem • Uses reading strategies, e.g. Vocabulary in context • Performs poem/selected lines prediction, looks at pictures carefully, Records words and their meanings uses contextual clues in a personal dictionary Words taken from shared or Practises Listening and Speaking individually read texts • Practises using words that imitate • Identifies rhythm and rhyme • Uses drawings or sentences using the words or explanations to show their sounds, e.g. bees buzz, glass • Breaks up words into syllables the meaning, etc.

Learn Parts of Speech. Each English word can be categorized into one part of speech. Therefore, understanding parts of speech is one of the key steps to learning grammar. The good thing about learning parts of speech is that you will be in a position to describe how each word in the English language can be used. English File Intermediate Third Edition. Vitor Willian. Download Download PDF. Full PDF Package Download Full PDF Package. This Paper. A short summary of this paper. 17 Full PDFs related to this paper. Read Paper. Download Download PDF. Download Full PDF Package. In this engaging food and drink collocations game, students play dominoes by matching adjectives and nouns together to form food or drink collocations and then using each collocation in a sentence. The first player puts a domino down either before or after the domino on the table, making sure the two dominoes form a food or drink collocation, e ... Countable and Uncountable Nouns Meaning, Definition, Difference and Examples. Direct and Indirect Speech, Format, Rules, Exercise, and Examples. Determiners Definition, Types, Exercise and Examples. All About Tenses | Tenses Examples, Types of Tenses in English Grammar. English Vocabulary for Bank PO Exams - Synonyms MCO Videos An indefinite pronoun is a pronoun which does not have a specific familiar referent. Indefinite pronouns are in contrast to definite pronouns. Indefinite pronouns can represent either count nouns or noncount nouns.They often have related forms across these categories: universal (such as everyone, everything), assertive existential (such as somebody, something), elective ... Nouns are words that names things, places, people, ideas, and concepts. They are the largest category of words in the Welsh language and fall into two broad groups: Proper nouns - names of places and people and are written with a capital initial letter. English examples being: William, Wales, Cardiff, Saint David, and London.

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