

# Some and Any



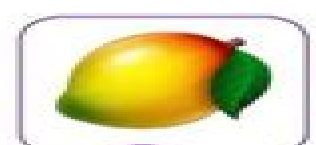
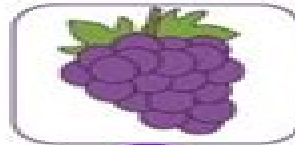
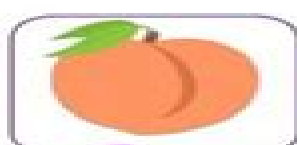
WE USE SOME IN AFFIRMATIVE SENTENCES.

WE USE ANY IN QUESTIONS AND NEGATIVE SENTENCES.

Read and complete with some or any

- 1) There is \_\_\_\_\_ milk in the fridge.
- 2) Are there \_\_\_\_\_ tomatoes at home?
- 3) There aren't \_\_\_\_\_ peaches.
- 4) Is there \_\_\_\_\_ juice?
- 5) There are \_\_\_\_\_ grapes.
- 6) There is \_\_\_\_\_ cheese.
- 7) There aren't \_\_\_\_\_ apples in the fridge.
- 8) There are \_\_\_\_\_ mangoes.

Match



GRAPES

CHEESE

MILK

MANGO

PEACH

# Learning English Grade 4

**S. Rich**



## Learning English Grade 4:

**Study English** Gene Swanepoel, 1999-12      **Learning English Incidentally** David Segel, Elise Henrietta Martens, Howard Washington Oxley, James Frederick Rogers, John Hamilton McNeely, Junius Lathrop Meriam, Mary Dabney Davis, Walter Herbert Gaumnitz, Walter James Greenleaf, Willis Branson Coale, Maris Marion Proffitt, 1937      Early Learning and Teaching of English Jelena Mihaljević Djigunović, Marta Medved Krajnović, 2015-03-02 This book offers an insight into the dynamics and complexities of learning and teaching English as a foreign language at primary level Taking a Dynamic Systems Theory perspective the chapters present the findings of longitudinal research undertaken in Croatia into the development of English in young learners The book includes both qualitative and quantitative research and provides insights into internal individual learner factors and external micro and macro contextual factors which impact English learner development Importantly it tackles the unique position of English in today's globalised world in detail It therefore makes a major contribution to work on learning English by the digitalised generation and to understanding the impact of practices in the modern EFL classroom The volume will appeal to anyone interested in new ways of researching the complex and dynamic phenomenon of the early learning of English      Learning English Incidentally Junius Lathrop Meriam, 1938      Learning English Fred Justus, 1980-01-01      *Students' Accuracy in Written English Under the Impression of the new "G8" System: A Case Study* Johanna Schroeder, 2013-07-01 In 2001 the ministry of education of the federal state Saarland decided to reduce the duration of compulsory schooling until passing the Abitur at the Gymnasium by one year For the duration of compulsory schooling has been limited to eight years there will be students of two grades G8 and G9 at the same time that will graduate in North Rhine Westphalia in 2013 Consequently the G8 students have one year less to establish the same level of knowledge as the G9 students The author examines in how far the new G8 system has been implemented successfully This thesis is developed on a case study that is based on a comparison between G8 and G9 students in the English language classroom The author examines in how far the G8 students manage to catch up with the G9 students in terms of language accuracy Further the author discusses the effects of the reduction on English lessons in general      *Research on Integrating Language and Content in Diverse Contexts* MaryAnn Christison, JoAnn (Jodi) Crandall, Donna Christian, 2022-05-09 Co published with The International Research Foundation for English Language Education TIRF the ninth volume in the Global Research on Teaching and Learning English series presents research on the practice of integrating content and language in diverse contexts where English is used as a medium of instruction With chapters written by TIRF Doctoral Dissertation Grant awardees and other scholars the volume offers an overview of a wide range of methodological approaches to teaching content in English to English learners and examines factors that impede or contribute to effective instruction The chapters include findings from original empirical research as well as overviews of existing research and model programs providing valuable insights and taking into account a multitude of contextual features Offering up to date research on integrating

language and content at the primary secondary and postsecondary levels this book familiarizes readers with the latest advances in theory and practice It is a key text for teacher education courses for preservice teachers a resource for professional development programs for practicing teachers and a useful reference for researchers     Teaching and Learning English in the Primary School Gila A. Schauer,2019-10-11 This book is the first comprehensive investigation of interlanguage pragmatic issues in a primary school context that is based on both primary school teachers statements on their own teaching realities views and preferences and a thorough investigation of materials used by teachers and recommended by teacher educators in the state the primary schools are located in It offers a contrastive analysis of primary school learners acquiring English in a typical English as a foreign language school context and their age peers in the same state that are exposed to English in a school immersion context This book will be of interest to scholars researchers educators in higher education that focus on English language teaching second language acquisition and applied linguistics It is also intended for students who are planning to become primary school teachers of English as a foreign language     Long-term effects of Learning English Shigeo Uematsu,2015-05-05 This book presents a pioneering longitudinal study on English language instruction at the elementary school ELES level in the Japanese public school system It attempts to identify those domains most sensitive to early English instruction by employing a state of the art quantitative research methodology English education was formally introduced in Japan for fifth and sixth graders in 2011 and is still in its infancy as a program This study compares two groups Grade 7 and 8 of students one with ELES and one without in order to shed light on their experiences Comparisons are carried out not only quantitatively measuring changes in English skills listening speaking reading and vocabulary grammar and the ELES students affective aspects but also qualitatively through in depth interviews Thus this study attempts to capture the ELES students experiences from a multi dimensional perspective The comprehensive literature review provided offers a valuable resource not only for researchers looking for a quick digest of the literature in this field before undertaking their own research but also for policy makers seeking to assess how to best implement ELES     **International Perspectives on Teaching English to Young Learners** S. Rich,2014-11-20 This volume comprises 11 research led accounts from Teaching English to Young Learner TEYL educators working in a range of diverse settings worldwide The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century     **UZRT 2016** Stela Letica krevelj,Renata Geld,2017-08-21     **Assessing Young Learners of English: Global and Local Perspectives** Marianne Nikolov,2015-10-29 This volume documents international national and small scale testing and assessment projects of English language education for young learners across a range of educational contexts It covers three main areas age appropriate can do statements and task types for teaching and testing learners between the ages of 6 to 13 innovative approaches to self assessment diagnostic testing self perception and computer based testing and findings on how young learners perform on vocabulary listening speaking pronunciation and reading comprehension tests in European

and Asian contexts Early language learning has become a major trend in English language education around the globe As a result of the spread of teaching English to a growing number of young children assessment of and for learning have emerged as key issues In line with this development there is a clear and emerging need to make early language programs accountable and to assess both the progress children make over time and to quantify their achievement at various stages of development This volume informs stakeholders about the realistic goals of early language learning their efficiency and how much progress children make over time

**English for Young Learners in Asia** Subhan Zein,Yuko Goto Butler,2022-07-18 In the first book to concentrate on teacher education for English for young learners EYL teachers in Asia Zein and Butler offer a comprehensive coverage of teacher education by addressing various issues and recent developments such as programme evaluation knowledge base practicum classroom discourse needs analysis and policy on teacher education The world s rapidly changing political social economic and educational landscapes in the 21st century have been distinctively characterized by an increasing number of children who are learning English globally at younger ages This book tackles the challenges and complexities surrounding teacher education by examining the policies and practices of primary English language teacher education in a variety of educational contexts namely Bangladesh China Indonesia Japan Kazakhstan Thailand and South Korea Using a variety of data collection methods like interviews reflective journals and questionnaires the content delves into the different strategies and initiatives that have been implemented or proposed to improve teacher education A vital read for academics and students in the fields of early language learning Teaching English to Speakers of Other Languages TESOL Applied Linguistics Educational Linguistics English Language Education and comparative education studies as well as teacher educators aiming to advance the teaching of English in Asia and beyond

Early Language Learning Janet Enever,Eva Lindgren,2017-07-06 This is the first collection of research studies to explore the potential for mixed methods to shed light on foreign or second language learning by young learners in instructed contexts It brings together recent studies undertaken in Cameroon China Croatia Ethiopia France Germany Italy Kenya Mexico Slovenia Spain Sweden Tanzania and the UK Themes include English as an additional language English as a second or foreign language French as a modern foreign language medium of instruction controversies and content and language integrated learning CLIL The volume reviews the choice of research methodologies for early language learning research in schools with a particular focus on mixed methods and proposes that in the multidisciplinary context of early language learning this paradigm allows for a more comprehensive understanding of the evidence than other approaches might provide The collection will be of interest to in service and trainee teachers of young language learners graduate students in the field of TESOL and early language learning teacher educators researchers and policymakers

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chapters cover improving education quality and green growth      Course of Study in English, Fourth Grade Cincinnati  
 (Ohio). Board of Education, 1924      **Instructor**, 1981      **Improving Primary Mathematics Education, Teaching and Learning** Mellony Graven, Hamsa Venkat, 2017-01-19 This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive understanding of the requirements of primary mathematics education      Teacher Education for Global Englishes Language Teaching Denchai Prabjandee, 2024-12-12 This book presents a model of transformative empowering and critically oriented language teacher education to prepare English teachers to implement Global Englishes Language Teaching GELT GELT's importance to learners needs for communication in the globalized world means that it receives tremendous interest from language teacher educators worldwide underlining the risks posed by gaps in teachers knowledge of how to implement it This book fills in those gaps with accessible theoretical foundations and practical examples drawn from the successful work of the M Ed in Teaching English as a Global Language TEGL at Burapha University Thailand Through critically oriented frameworks the TEGL program equips in service English teachers with a critical lens to examine their current practices challenge the sociocultural and educational backgrounds that teachers bring into teacher education and empower them in transforming their classroom practices to correspond with the GELT paradigm The book highlights how the global spread of English impacts language teacher education discusses the theoretical foundations underlying the design of teacher education for GELT addresses the knowledge base for preparing teachers to use GELT and examines the applications of teacher education for GELT It is vital reading for graduate students teacher educators and researchers in language teacher education and beyond

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