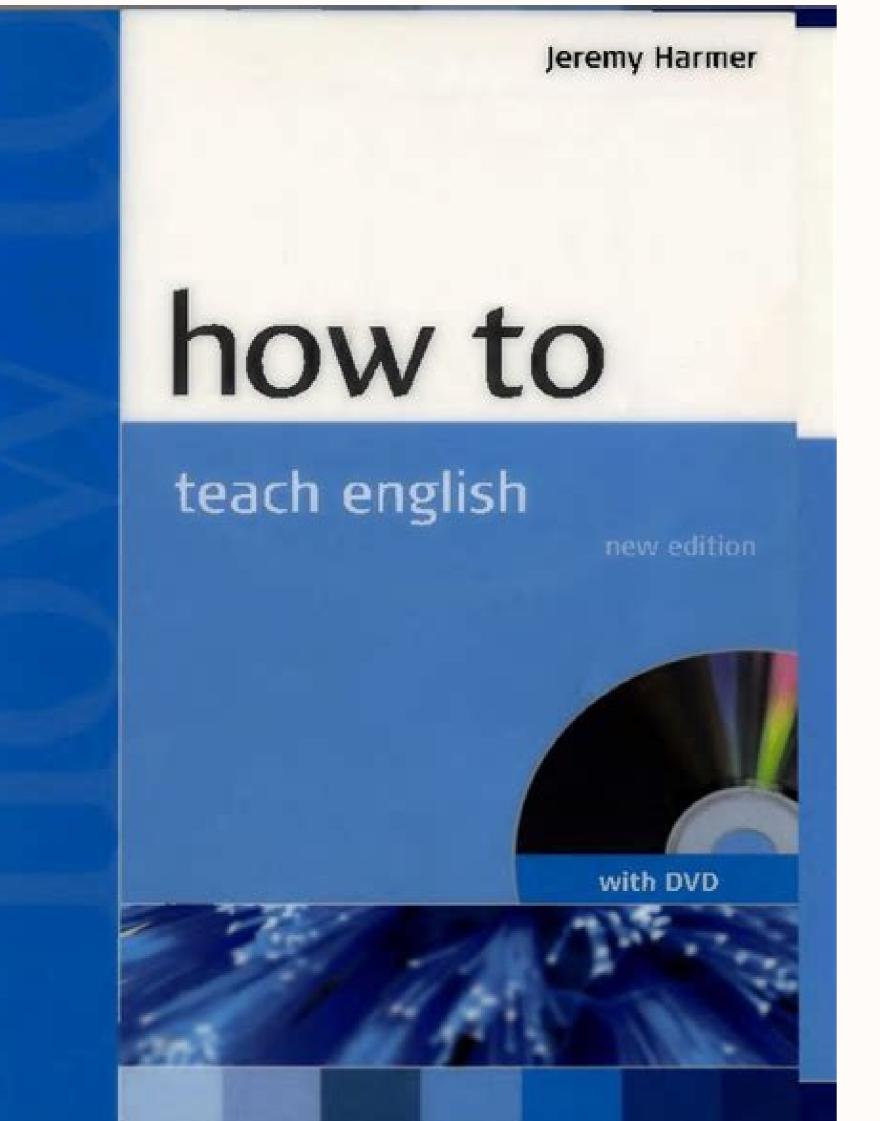
English 4 teacher' s guide pdf

I'm not robot!





Linear & Non Linear Text By: Amos , Athirah, Samihah, Hamirah

Linear Text

- Linear text is the material we are used to reading in books, magazines, newspapers.
- The content is displayed in a straight line of paragraphs and pages from beginning to end.
- Readers are expected to read the material in the order in which it appears on the page.

Disadvantages of Linear Text

can be monotonous reading and lack appeal to





Teacher guide grade 4 english. Teacher's guide english year 4. Oxford modern english 4 teacher guide. Nie grade 4 english teacher's guide sri lanka. Cambridge primary english 4 teacher guide pdf. Time for english 4 teacher guide pdf. English world 4 teacher's guide.

An essential teacher's companion to an innovative, uniquely visual English-language course, this guide helps English teachers--including those for whom English is not their native language--create clear, focused lesson plans, explain difficult concepts in a simple and concise way, and make language learning exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language learning exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language learning exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language learning exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language learning exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom English is not their native language exciting, intuitive, and incredibly easy. This guide helps English teachers--including those for whom english teachers---including those for whom english teachers---including those for whom english teachers---including tho teacher's guide is designed to accompany English for Everyone, a comprehensive course in English as a foreign language for adults. English for Everyone combines innovative and systematic visual teaching methods with the best of DK design to make the English language easy to understand and learn. Key language skills, grammar rules, and vocabulary are reinforced with listening, speaking, reading, and writing exercises, available in print and digital formats. The English for Everyone Teacher's Guide helps busy classroom teachers or one-on-one tutors get the most out of using the course with their students. Its step-by-step guide to the crystal-clear, tightly structured teaching method shows teachers how to explain even the trickiest points of English in an engaging, easy-to-follow way. It also includes instructions for the series' highly versatile exercises, which are primarily suitable for homework, independent study, or one-on-one tutoring, but are readily adapted for classroom or group activities. Look Inside Sorry, the product you are trying to view is not available in your country. ISBN:9780521189002 Format: Paperback Subject(s): English First Additional Language CAPS Qualification: South Africa CAPS Author(s): Fiona Macgregor, Karen Morrison, Daphne Paizee Available from: September 2012 This new and easy-to-use Teacher's Guide helps learners master essential content and skills in English. Sorry, the product you are trying to view is not available in your country. DESCRIPTION Study & Master English Grade 4 has been especially developed according to the Curriculum and Assessment Policy Statement (CAPS). This easy-to-use course helps learners to master essential content and skills in English. Teacher's Guide includes a comprehensive overview of the CAPS document, a full work schedule for the year, notes on how to teach each activities in the Learner's Book, as well as extra resources, including rubrics, templates and record sheets. The Teacher's Guide provides a separate section for Formal Assessment. Contents CONTENTS Introduction Welcome The First Additional Language in the Intermediate Phase An overview of skills, content and strategies How Study & Master English works 1-4 Assessment: Introduction Informal and daily assessment Formal Assessment Formal Assessment Task mark sheets Record sheets Resources: Poems and rhymes Games Extra Rubrics. recommendationsDownload the publication No Text Content! Hi! I'm Dixie. GRADE 4 I'm Pixie! We're twins! Draw a picture of yourself.Name:Class: Professor Vassen NAËCK - Head Curriculum Implementation, Textbook Development and Evaluation THE ENGLISH PANEL MAURITIUS INSTITUTE OF EDUCATION Ms Hélina HOOKOOMSING - Panel Coordinator, Lecturer Mrs Mangala JAWAHEER - Panel member, Lecturer MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH Mr Jagdish KORLAPU-BUNGAREE - Deputy Head Master Mrs Mangala JAWAHEER - Deputy Head Master Mrs Mangala Master Acknowledgements VETTING TEAM MINISTRY OF EDUCATION AND HUMAN RESOURCES, TERTIARY EDUCATION AND SCIENTIFIC RESEARCH Mrs Taramatee NATHOO - Senior School Inspector Mrs Dineshwaree RUCHCHAN - School Inspector Mrs Dineshwa Doomanlall MOHANGOO - School Inspector Mr Rajkumar BEEDASSY - School Inspector Illustration and layout GRAPHIC DESIGNER Ms Gaëlle LI TO LUN ISBN : 978-99949-44-27-9 © Mauritius Institute of Education (2017)ii ForewordWe have the pleasure to offer you a brand new collection of textbooks as from 2016. Thesetextbooks have been written by a team of experts and supported by experienced Educators, advised by Inspectors, Mentors and Deputy Head Masters. We have taken care to align the textbooks with very clearly defined learning outcomes and objectives set for the subject. This present textbook provides clear indications of the diverseskills that children should master at each stage. We would request teacher's manual so that childrenmake optimal use of the textbook and materials provided. We are extremely thankful to all those who have provided us with constructive feedback, thereby enabling us to make this curriculum development endeavour come to fruition. We arealso thankful to the artists, who havetried their best to create the right layout for the books. The authors and the curriculum team, under the guidance of Professor Vassen Naeck, also deserve our thanks.We hope that you enjoy this material and wish you lots of success.Dr O. Nath VarmaDirectorMauritius Institute of Education. iii Preface The Grade 4 Let's Learn English textbook is based on the reviewed National Curriculum Framework 2015. It aims at further providing pupils with adequate opportunities to actively engage in the use of the English language and develop their listening, speaking, reading, and writing skills in a gradual and integrated manner. The activities in the textbook enable pupils to learn and practise the language in a contextualized and meaningful way, focusing on key areas of language and literacy development, with an emphasis on the development of oral skills. Additionally, a cross-curricular approach has been adopted which enables links to be made with other subject areas like Science, History and Geography, The Arts, and ICT. The textbook constitutes 8 units with different, but interrelated, themes that are directly or indirectly related to learners' lives or interest. The units consist of the following sub-sections: Oral -The listening and speaking activities in each unit encourage pupils to build their confidence in a fun and informal way. These activities introduce the main theme and some theme-based vocabulary of a unit. The text is followed by post-reading skills of pupils and to help gauge their understanding; Vocabulary - Each unit consists of theme-based vocabulary activities to help pupils extend their repertoire of words. For the reading comprehension, a box of keywords is found below each passage. Though it is by no means exhaustive, the box of keywords is indicative of specific vocabulary items to be pre-taught. This will naturally depend on the needs of the learners. Specific oral and written activities in different units link to the vocabulary items and further encourage pupils to understand the words in context and also use new words and expressions; Grammar - The range of grammar activities provide opportunities for pupils to revise some main grammar points and also to introduce new grammar for accurate language production both orally and in writing; Writing - These activities enable pupils to produce different types of texts of varying lengths with or without the support of a writing frame or model; Phonics - A specific section for phonics activities help to further build and reinforce pupils' phonological and phonemic awareness in an explicit manner to develop their spelling, word recognition, and decoding skills; hence, steadily leading them to read and write with confidence; End of Unit - This section consists of a variety of activities to evaluate pupils' reading, writing, grammatical, phonics, and vocabulary accuracy. Each unit is accompanied by a short literacy story which complements the theme. The literacy stories are presented as a separate collection to encourage pupils to enjoy reading in English, enable them to develop their own personal library, and inspire them to begin reading with some independence; albeit with continued assistance and support from the teacher as needed. While the focus is mostly on developing literacy skills in English, concepts from other areas such as History, Geography, Values and Citizenship Education, are also integrated iv We hope that the Educators and pupils will enjoy with this new textbook. The writing team To the teachers who willhave to facilitate learning; and supplement the textbook with explanations, further resources, and additional activities as per the different profiles and needs of the pupils in their class. Much effort hasgone into grading the content of the Grade 4 Let's Learn English textbook and to include as manyvisuals as possible to support learning. Additionally, Teacher's Notes are interspersed throughout the Teacher's Book to provide specific guidelines and offer more detailed information about activities in the textbook to suit the levels and needs of their learners. The sections below provide more comprehensive information on various components of the textbookto better support the teaching and learning process. Nevertheless, it is important to emphasize that these are some general suggestions for conducting activities, and that teachers have to carefully consider their learners' needs regarding choice of teaching strategies in the classroom. Reading The development of reading skills takes place through traditional reading comprehension textsentitled 'I read a short story' and the Let's Read literacy collection, which is intended to be read forpleasure, appreciation, and discussion. Pre-reading phaseEngage in a listening and speaking activity or brainstorming before targeting the text directly to build upon pupils' prior knowledge and encourage them to relate the theme to themselves. Wherever possible, provide opportunities for pupils to indulge in the games, songs, poems, and rhymes that involve movement as this will make learning more enjoyable and motivating. Makeuse of the illustrations and pictures in the textbook to stimulate discussion and support learning. Encourage pupil participation in English and provide adequate support to gradually lead pupilsto express themselves using simple sentences in English. This phase should be used to reinforcerelevant vocabulary that willfacilitate understanding of the reading passage that follows. Use teaching aids and visual resourceswhenever possible, especially for vocabulary acquisition. While reading phaseRead the text aloud a first time for pupils to listen and to familiarise them with the theme and content. The use of strategies like demonstration, enacting/miming, and varying the reading intonation andtone will help to retain pupils' interest and promote understanding of the text. Scaffold learningand encourage pupils to read the text aloud more independently. Vary the choice of while-readingstrategies so the text aloud more independently. reading activity with the use of creative drama strategies such as selectingdifferent pupils to read as narrator and as assorted characters, including movement or mime. PrefacePost reading pupils to begin developing inferential skills, which is an important aspect of reading. Carry out the post-reading activities orally first to check pupils' understanding; then scaffold learning and help them to complete the written exercises. Given that the vocabulary varies in the differentunits, create a word wall in the classroom so that pupils are exposed to new words in a sustained manner for the duration of the unit. Draw pupils' attention to these words regularly to consolidatevocabulary acquisition. Phonics instruction is a strategy that teaches learners to connect letters with sounds, segment (break) words into sounds, and blend sounds into words. These are all essentialdecoding skills; learners then use this knowledge to become more confident readers and writers. Frequent exposure and practice are necessary to go beyond the activities provided in the textbook and support learning by supplementing with additional exercises to draw pupils' attention to the sounds, letter-sound associations in words, and how to blend and segment sounds and syllables in words. sentences. Grammar The emphasis of the grammar activities in the textbook is on grammar usage and developing anawareness of the grammar points; though explanations have been included wherever deemednecessary, the focus is not on the memorization of rules. context and to check pupils' understanding; then help themto complete the written exercises. Though an introduction and some explanations depending on the profileand needs of pupils. Scaffold learning, and use anecdotes and examples related to the pupils to makegrammar learning meaningful. Bearing in mind that it is not possible to tailor textbooks to specific pupils or classrooms, the Let'sLearn English textbook has been structured in a way that allows the teacher to use it in a flexible manner. Units 1 and 2 serve to consolidate concepts and language acquired during Grade 3. Units 3 to 7 introduce and teach language and concepts to be acquired at Grade 4 level and these are thenreinforced in Unit 8. The teacher can thus adapt the activities in this textbook, and the pace at whichthey progress through it, as per the needs of their pupils. It is hoped that the teacher will fully exploit all the sections and activities in view of enhancing theteaching and learning of English language and literacy in Grade 4. Phonetics chart Phonetics chart Phonetics chart Content pagesPages 1-17 19 - 37 39 - 58 59 - 78 Unit 1 Unit 2 Unit 3 Unit 4 Theme My Our capital city. - Communication: my beautiful island people in your Picture description neighbourhood - Communication: I talk about my neighbourhood /e/Phonics A kind neighbour Uncle Ted visits A day in Grand Bay Consonant culsutersReading Port -Louis and An invitation to go on holidayWriting Email Fact Sheet Short story Postcard - Common nouns and proper nouns - Prepositions - Countable and -Interrogative (against, from, to) uncountable nouns - Plural forms (s, - Quantifiers - Punctuation: as object es, ies) referring to question mark countable nouns - Interrogative (is/are of age, size, forms - Adverbs of not, do/does not) temperature manner - Prepositions - Present tense - Article 'the' (above, below) - Comparative and superlative forms - Prepositions (before, after, between)Literacy A Helpful Neighbour Dippy visits The Mermaid in the A Visit to Rodriguessession Port Louis Shell My neighbourhood Unit 1My neighbourhood 1 Unit one 1 Unit 1 My neighbourhood. A neighbourhood. We have just moved to a new neighbourhood. We have just moved to a new neighbourhood is an area within your town or city where you live? Teacher's note Read the short text. Provide 2. What colour is your house/apartment? additional explanation of neighbourhood as 3. Who is your neighbourhood? There is no exact definition of 'neighbourhood' but it often includes the idea of 5. What two things do you like about your neighbourhood? There is no exact definition of 'neighbourhood' but it often includes the idea of 5. What two things do you like about your neighbourhood? wehaecreh other regularly. Brainstorm with pupils to notion of living respectfully amongst our neighbours (e.g. being kind to people and pets, not littering, not being overly noisy, being helpful, etc.). Link to Values and Dixie are very excited. They have just moved to their new neighbourhood and theyare very happy as they have some friendly neighbours. Their favourite neighbours. Their favourite neighbour is Mrs Ringo. She is a kind, old lady who lives with her son Tony. They have two big dogs called Milo and Tilou. bink flowers. She also has a huge lychee tree. When Pixie and Dixie go to school, she waves to them and says with a smile: "Good morning Pixie. Good morning Pixie. Have a good day at school." When Mrs Ringo bakes delicious cakes, she sends a piece of cake for the children. In summer, she gives Pixie and Dixie ripe, sweet lychees. Every year, Mrs Ringo and her son go on holiday to visit her daughter Sara in Australia. Whenthey are away, Pixie and Dixie look after their two dogs. Their mother cooks dinner for Milo and Tilou and their father gives the food to the dogs. Pixie and Dixie love to play with them. When Mrs Ringo and Tony return, they always bring a souvenir of Australia for Pixie and Dixie. Pixie and Dixie like Mrs Ringo very much and they feel lucky to have such a wonderful neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 Unit 1 My neighbour. Keywords: lucky wonderful next door souvenirkind ripe hugeholiday friendly delicious 3 next door to Pixie and Dixie. T F F 3. Mrs Ringo and Tony go on holiday to Australia every month. T F F 4. Pixie and Dixie do not like their neighbour. T Activity 2(b) - I choose the correct words to complete the sentences. 1. Mrs Ringo has dogs. (two/three) 2. Mrs Ringo has a lychee tree. (small/huge) 3. The ripe lychees are (sour/sweet) 4. Mrs Ringo and Tony go to a different for their holiday. (country/town) Activity 2(c) - I answer the questions below in simple sentences. 1. What can Pixie and Dixie see in Mrs Ringo's garden? Teacher's note fC irsa t rrya on du t tth hi sea nc ta ivs ikt y po ura...plillys 2. In which season do we have ripe lychees? to write their answers in simple sentences in the space provided. Encourage pupils to 3. Why do Pixie and Dixie like Mrs Ringo? answer in their own words whenever possible. Draw their attention to capital letters at the beginning of the sentence and full - stops at the end.4 My neighbourhood Unit 1 Activity 3 - I choose and write the correct preposition. Grammar before after between Teacher's note(a) I have dessert dinner. Recap prepositions.(b) The letter 'e' is found the letter 'g'(c) The little boy stands his parents. Carry out kinaesthetic games to make learning more concrete for pupils (e.g. select pupils to stand in a row to differentiate 'before', 'between', 'after'). Bring realia Mrs Ringo's lychee tree is found as a scaffolding tool between her house and my house. and carry out oralOral activities. Encourage pupils to come up with their own examples. Activity 4 - I listen to and read a poem. The people in your neighbourhood? Who are the peop neighbourhood, In your neighbourhood, in your neighbourhood, A friend next door is a person in your neighbourhood, A part of your community! Who are the people in your neighbourhood, person in your neighbourhood, Teacher's note A part of your community! Recap 'Jobs' vocabulary previously learned. Add additional verses with other people in theneighbourhood (a neighbourhood and community. Integratevalues and citizenship education. Encourage pupils, in pairs or groups, to select one job and changethe last stanza. Scaffold and model as needed. They may read aloud and write this in their copybooks. 5 Unit 1 My neighbourhood Writing Activity 5 - I complete the email below. Pixie and Dixie are sending an email to Tony to invite him to , We are sending you this (email/letter) to invite you to our birthday party which will take place on (date) at (time). We have invited many friends. Mother will prepare lots of delicious their birthday party. Can you help them complete their email? Hi (day) Afterwards, we can to eat and to drink. After cutting our cake, we are going to play different games, such as Teacher's note Carry out an oral activity on inviting someone to a birthday party. Build on their prior Please confirm if you (are coming, are not coming). We hope to (sea you, see you). Your friends, and knowledge of birthday parties. Get the pupils to provide the main details e.g. the day, date, and time. Then ask them what they do when they go to a birthday party. Use the board to brainstorm ideas and write up key vocabulary as needed. They can write them using a few sentences in the space provided. Help the pupils to complete the above exercise. Encourage them to list things to eat and drink using commas and full-stops. This is a mixture of a cloze and guided writing activity. Encourage pupils to come up with their own ideas and write in sentences where relevant.6 My neighbourhood Unit 1 honics Activity 6 - I read a rhyme. I underline the words with the // sound.On Sunday, Pixie and Dixie go to their local English Club. They meet their friend Bucky. He ispractising a funny rhyme. The sun goes up Up, up, up! The sun goes up. Us, us, us! Give us a cup. Bug, bug! It jumps into a jug! Slug, sl the /n/ sound as in the word 'up. Recap the /n/ sound in simple CVC words learned. Read aloud the short text and explain as needed. Provide assistance as needed for pupils to read aloud the rhyme and understanding. Ask pupils in which words they can hear the /// sound and if they identify correctly, get them to underline the words with the /// sound (Sunday, Club, Bucky, funny). Explain the meaning of 'local' as needed. Link to the idea of 'locality'. 7 Unit 1 My neighbourhoodNow, Pixie, Dixie and Bucky are learning new words with their friends at the English Club.Activity 7(a) - I say the words aloud. alien tray rain eight rake steakTeacher's noteThis activity focuses on the /eI / sound as in the words provided for the activity. The following onlinelink may help further your understanding: . Pupils donot need to be explicitly taught every letter combination for this long vowel sound. The activity isto help pupils develop awareness and expose them to the sound as it appears in different words. Ask pupils what common sound they can hear in each word. Help them to identify the /eI / sound. Activity 7(b) - I write the words in the correct columns below. Read the words in the box carefully. Write each word in the correct column. One has been done for you!age, clay, spray, paid, afraid, eighteen, alien, weigh, bake, grape, chase, plane, brave, great, break, ape, today, neighbour, snail a ay ai a e ei eaage Teacher's note This activity may be done on the board first. If you consider there are too many words, then prepare more than one lesson to cover all the letter combinations. One or two columns may be done at a time depending on pupils' needs. Provide pupils with assistance as needed. Explain the meanings of words as needed. Explain the meanings of words as needed. know in the corresponding columns. This activity is to futher help pupils develop an awareness that the sound / eI/ can be represented by different letters.8 My neighbourhood Unit 1GrammarActivity 8 - I learn: Proper and common nouns. Proper and common nouns are words to name specific items such as people and places. They always startwith a capital letter. Pixie and Dixie are going to watch a film at Bagatelle. What film are we going to watch? The famous film "Frozen". The film is made by Disney. After the film, we will have lunch at Kando restaurant. Complete the table below. Proper nouns film "Frozen". names of mountains, rivers, lakes and festivals. Teacher's note Get pupils to brainstorm nouns they know (e.g. people, places, animals and things). Introduce the terms 'proper' and 'common' nouns. Explain as needed and get pupils to identify the proper and common nouns and fill the table accordingly. 9 Unit 1 My neighbourhood Activity 8(a) - I fill in the blanks with the correct letters. I match each word with its corresponding picture. A B anuary (J, j) og (D, d) Teacher's note hristmas tree (C, c) lower (F, f) Once pupils have completed the activity, ask them to justify their choices. ochester falls (R, r) orry (L, l) Activity 8(b) - I underline the proper nouns and circle the common nouns in the text below. Bruno goes to Maryse Justin Stadium to play football. He meets his friend Ali and Rama near Telfair University. They take the bus to join some other friends in Réduit. On their way to the stadium, they stop at Miam Snack to buy water and juice. Teacher's note Encourage pupils to read the short text aloud before completing the activity in their textbooks. Check understanding of main ideas by asking general questions. Recap their understanding of proper and common nouns.10 My neighbourhood Unit 1Activity 9 - I learn : Personal pronouns as objects. Look carefully at the underlined words.Dixie : Jim and Dana will come to play with us.Pixie : Are you going to wait for them?Dixie : Yes, Dana will bring some toys with her.Pixie Can you ask Jim to bring his ball with him?Dixie : No, our dog will bite it. These are personal pronouns used as objects. Teacher's note Recap personal pronouns. Scaffold as needed with examples. Differentiate between subject and object with examples. underlined words. Explain to pupils that these are personal pronouns as object. Using each example in the text, explain to pupils to give their own examples. Activity 9(a) - I fill in the blanks with the correct personal pronouns as with you.(e) Shena always keeps her doll with objects. me you her him it us them(a) Please pick up this piece of paper and throw in the bin.(b) Our teacher will give our homework tomorrow.(c) My best friend always plays with (d) Here are the shells. Keep (f) I will never go on holiday with again (g) This is Paul's book. It belongs to 11 Unit 1 My neighbourhoodActivity 10 - I revise the simple present tense. Look at the pictures carefully and read the sentences. Teacher's note Every morning the children Evan plays football in Carry out a recap of take their breakfast the afternoon. present simple tense with regular verbs and Nikita usually washes the dishes. irregular verbs. Remind pupils for the personal pronouns 'he', 'she' and 'it' we add 's' or 'es' to the verb. Scaffold learning and give examples as needed. Use the board to facilitate understanding. Help the pupils to read the sentences one at a time. Carry outcast of time. Carry outcast of time. oral and written activities to reinforce the concept. Carry out activities to lay emphases on indicators of time (e.g. every morning, regularly, usually). Activity 10(a) - I complete the sentences with the simple present tense of the verbs. 1. Every day you a new book. (to read) Teacher's note2. Dylan always at school early. (to big fish. (to catch) completed the activity, get4. Farah often the clothes. (to wash) them to identify and circle the indicators of time.5. We to the church on Sundays. (to go)6. The sun always in the east. (to rise)12 My neighbourhood Unit 1Activity arrive) Once pupils have 3. Sometimes the fisherman 11 - I revise adjectives of colour, texture and shape. GrammarFill in the blanks and then say the sentences aloud!1. Dixie wears a football pitch. 8. I want to buy a shirt. 2. Pixie wears a dress.3. The lychee seed is . 4. The sponge is .5. This ribbon is . 6. The rock is .7. This is a orange.Remember Adjectives are descriptive words that give information about nouns such as people, animals, places, things and ideas. These adjectives of colour, texture and shape that have been previously learned. Scaffoldlearning, use the board as a tool and provide some more examples if needed. Bring in somerealia (e.g. cotton wool, a small rock, a ribbon, a orange or a ball, seeds or a pencil, a sponge, aobject or piece of paper) and texture. The missing words for this activity are green, pink, hard, soft, smooth, rough, rectangular and round. Once pupils have correctly filled in the blanks, choose pupils to readthe sentences aloud. Encourage pupils to say examples of their own. They may then write theseadditional examples in their copybooks. 13 Unit 1 My neighbourhoodActivity 11(a) - I make a poster with different pictures to show adjectives of colour, texture and shape. You will need: Glue or cellotape Lentils ScissorsCotton wool Coloured pencils or crayons 1. I draw and colours: red, orange, yellow, green, blue, indigo and violet. 2. I draw an oval Easter-egg with square shapes on it. b) I colour the square shapes in turquoise. 4. I stick some hard lentils to decorate my Easter-egg. Teacher's note This is a kinaesthetic activity. Bring materials and encourage pupils to bring some of their own and this activity on Bristol paper. Pre-teach the key vocabulary (e.g. fluffy, oval, turquoise, etc.). Scaffold and model as needed to facilitate learning. Help pupils to make their posters and get them to describe the shape and texture of the items and name the colours that they use. Pupils may also freely add other drawings and decorations to their poster and describe these too. Please note, dark blue may represent indigo and purple may represent violet. Light blue and green/yellow may be mixed to represent turquoise. Introduce the adjective of texture 'sticky' and explain to pupils that this is the texture on their fingers when they put glue on paper or other items, or the texture on their fingers when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture 'sticky' and explain to pupils that this is the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when they put glue on paper or other items, or the texture they can feel when texture they can feel w using this word and encourage pupils to come up with their own. Prepare additional written exercises to consolidate learning.14 My neighbourhood 1 Unit 1 End of unit Unit oneActivity 1: Put the letters in the correct order to write the correct word.1. S (S,m,r,u,m,e) Teacher's note2. D ..(D, g,a,t,u,h,r,e) Draw pupils attention to the fact that the first letter of each word is given.3. L.... ...(L,c,e,y,h,s,e)4. S(P,m,t,o,n,s,a)8. N.. ..(N,b,i,g,o,r,h,u,s,e)Activity 2: Colour the proper nouns yellow and the common nouns in blue. neighbour Fred truck ... (S,u,v,o,i,e,r,n)6. P... bakery Pixie pharmacy Blue Bay market headmaster Pizza Hut girl Cathedral Port Louis hospital Milou locality16 My neighbourhood Unit 1Activity 3: Choose the correct personal pronoun as object.1. I see (they, them) every day.2. Paul sits near (I, me) in class.3. Sandra goes with (us, we) to the seaside.4. I like (she, her) very much.5. Mr Samy teaches (we, us) a beautiful song.6. Pixie gives (him, he) many presents.7. Can (him, you) help Pixie and Dixie do their homework? Activity 4: Write the given verbs in the simple present tense. Every afternoon, when Rico .(to watch) cartoons on television with his little brother. Afterwards, Rico . . (to wave) goodbye and . (togo) to the football ground with his friends. The friends. . (to play) footballuntil sunset. "It ..(to be) late", Rico ... (to come) back from school, he. . (to sav). He.

10

. (to return) home.Activity 5: Clap your hands when you hear the /eI/ sound.alien box bed Teacher's notehead chain Aprilcake pail bread Read each word. Pupils must identify the words with /eI/ sound by clapping their hands when they hear it. (words: alien, chair, April, cake, pail, eight, plate, rain) 17 Unit 1 My neighbourshood18 Our capital city Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit 1 My neighbourshood18 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit 1 My neighbourshood18 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit 1 My neighbourshood18 Our capital city 2 Unit two 19 Unit 2 Our capital city 2 Unit 1 My neighbourshood18 Our capital city 2 Unit 2 Our capital city 2 crowded market, I see mouthwatering fruits and vegetables in big baskets. It's a pleasure to eat dholl puri, Teacher's note It's full of delicious curry. Use picture/word cards to When I see the skyscrapers so high, pre-teach key vocabulary It seems like they touch the sky. boats in the harbour, attraction). Talk with pupils I see the calm and blue water. about Port Louis and get them to share their At the Natural History Museum experiences. I see different collections, Read the poem aloud clearly and slowly for This place is a great attraction. pupils to listen. Help the pupils to identify the Champs de Mars is a huge place, correct rhymes and colour This is where horses race. them accordingly (e.g. market/baskets). Let the Port Louis, my Capital City, pupils identify other pairs It is so busy, lively, and full of beauty. of rhyming words. You may discuss additional information with pupils to link with other subject areas like History and Geography for example. Explain to the pupils that the Natural History Museum is also known as the Dodo Museum.20 Our capital city Unit 2 ReadingActivity 2 - I listen to and read a story. Uncle Ted visits Port LouisLast Friday, Dixie, Pixie and their parents went to the Sir Seewoosagur Ramgoolam InternationalAirport. The twins were excited to meet Uncle Ted who had come on holiday from Canada. Thefollowing day, the family decided to go to Port Louis. Uncle Ted was surprised to see how the capitalcity had changed. "Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Wow! There are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Here are many skyscrapers and the streets are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Here are many skyscrapers are wider. Look at all these vehicles!" exclaimed Uncle Ted was surprised to see how the capitalcity had changed." Here are many skyscrapers are wider. Look at all these vehicles!" year my friends and I came here with our teachers," Pixie said. "Our teachers saidthat the immigrants stayed here for two days before going to the Sugar Estates.""Yes, this is a part of our history," replied Uncle Ted.After visiting the Aapravasi Ghat, they went to Caudan Waterfront to have lunch. Uncle Tedwas delighted to find so many shops, restaurants, hotels, offices and cinemas. After lunch, Uncle Ted bought some local crafts from the "Craft Market.""Look uncle, there are many ships in the harbour!" Dixie shouted. They admired the ships for a while. Then, they all went to Champs de Mars to watch horse races. Pixie and Dixie were glad that their favourite horse had won the race. It was a wonderful day. Keywords: wider delighted harbour Aapravasi Ghat World Heritage Site glad immigrants Sugar Estates skyscrapers admired Craft Market 21 Unit 2 Our capital city Activity 2(a) - I write the correct answers in simple sentences. 1. When did Pixie and his family go to the airport? 2. Where did uncle Ted come from? 3. Who stayed at the Aapravasi Ghat before going on the Sugar Estates? 4. What did the family go to Champs de Mars?22 Our capital city Unit 2VocabularyActivity 3 - I match each underlined word with its correct meaning. Can you help me find the meaning for each underlined word. B A road congestion ancient 1. Dippy was surprised to see so many people, port 2. There are many skyscrapers in the city, astonished 3. Tourists like to visit the historic place, tall buildings 4. Pixie can see ships in the harbour. 5. The drivers are stuck in the traffic jam. Teacher's note This is a vocabulary building activity which encourages pupils to find synonyms for the words. Discuss the meaning of the underlined words in column B. Do this as an oral activity. You may encourage pupils to write a few sentences. Scaffold and model as needed. 23 Unit 2 Our capital city Grammar Activity 4 - I revise the plural forms of nouns: 's', 'es', 'ies'. Dixie, look at this photograph that Uncle Ted took during his visit to Port-Louis. It is a photo of mum and Aunty Sheela. 1. There are four .. 2. I can see three...... in the vase. 3. The are sitting next to each other in the restaurant. 4. There are two...... forms of nouns (s, es and ies). You may wish to use some examples from Grade 3. Do this as an oral activity first and then get pupils to write their answers in their textbooks. Note that in Activity 4 the word is 'ladies' for question 3. Explain to pupils that the word is 'ladies' and 'women' are synonymous. After this exercise, you may draw pupils' for question 3. Explain to pupils that the word is 'ladies' for question 3 attention to nouns in the plural form in the previous passage ' Uncle Ted visits Port-Louis', for example words such as ' days, immigrants, shops, races, etc..' For Activity 4 and use these words to write new sentences. The sentences do not need to be based on the picture.24 Our capital city Unit ...so happy when Dad brought a puppy home.(to be) Teacher's note Draw attention to the indicators of time and the comma following it where relevant. Ask pupils to explain why they are important. Activity 5(a) - I write the words in red in the simple past tense. I rearrange the words to make simple sentences. 1. Pixie up Yesterday ago, we... and wake Dixie late.2. Friday Port Louis Ted uncle Last visit. 3. a Uncle give Ted last and Dixie week. Pixie present Teacher's note Recap the simple past tense for regular verbs as previously learned. For irregular verbs as previously learned. For irregular verbs as previously learned. markers in the activity as well as the full stops. Do this activity orally first and scaffold learning as necessary. Use the board as a tool to facilitate learning. Then ask pupils to give their own examples orally. Then, they can write a few examples in their copybooks. 25 Unit 2 Our capital city WritingActivity 6 - I complete a fact sheet. Let's complete the fact-sheet by writing more information. You can choose from the box of words given below the fact-sheet or add your own words. COME AND VISIT THE PORT LOUIS CENTRAL MARKET The Central Market is a place. The market is divided into We can also have delicious drinks such as __T_e_a_c__h_e_r_'s_note_ Carry out this activity In another part of the market, there are orally first before getting parts. In one part of the market we can buy pupils to work in their textbooks. Encourage pupils to say what they can see at the Central Market by observing the pictures. Encourage pupils to add their own words for items and other objects (e.g. other drinks beside 'alouda' such . as coconut water and tamarin juice etc). fresh fruits and vegetables alouda hats baskets spices busy herbs crafts decorative objects several26 Our capital city Unit 2honics This is one of the puzzles from our book. Activity 7(a) - I complete the table with the correct words. While shopping in Port Louis, Pixie and Tourists can also buy Dixie bought a big book of games and puzzles. Canyou help them fill in this table? ir ur Teacher's noteshirt, girl, fur, birt, burn, birthday, church, purse, first, turtle, dirt This activity focuses on the /3:/ as in the words 'shirt' and 'hurt'. Read each word aloud one by one laying emphasis on the sound. Help pupils to repeat after you. Pupils do not need to be explicitly taught the different letter combinations for this long vowel sound. The activity is to help pupils develop awareness and expose them to the missing letters to complete the words. I copy the words. r___Teacher's noteTaking one picture at a time, get pupils to look carefully at picture and name or describe whatthey see. If needed, say each word aloud and fill in the blanks correctly. Pupils then copy eachword on the lines provided. You may get pupils to do this in their copybooks first before writingin their textbook. Alternatively, you may carry out activity on the board first. Provide assistanceas needed. Encourage pupils to say simple sentences using each word. 27 Unit 2 Our capital city GrammarActivity 8 - I learn: Adjectives of age, size and temperature. Do you remember we learnt about adjectives in Unit 1, Dixie? There are some adjectives that give information about age, size and temperature. Grandfather is an old man! This is a huge sweet! Port-Louis was hot yesterday! Activity 8(a) - I fill in the blanks with correct adjectives. 1. In winter, the weather is(cold, warm)2. Marbles are(new, ancient) building.4. My grandfather is an(voung, elderly) person.5. The historical vase from the museum ismammal. (gigantic , minuscule)7. The fan givesair. (cool, hot)28 Our capital city Unit 2Activity size. (tiny, massive)3. The Aapravasi Ghat is an ... 8(b)- I find the adjectives that describe size in the word-search.adloswwdqbs biglhuuomwaiwe tvlesmassivecuabkamubjs widejncdqkxioianarrowelucsunimym juniorrztkrrxlpeyminusculebnapprlxcajjuniorrsbboTeacher's noteRecap the definition of an adjective. Scaffold and explain the difference between adjectives of age, size and temperature. Encourage pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or ally first and then get pupils to give examples of each.Do the activities or all give e adjectives of size. Encourage pupils to underline the adjectives of size andthen find the word-search. As a consolidation activity, encourage pupils to give an example sentence with an adjective of size. own. Activity 9(a) - I circle the correct words with the sound / d3/. honics Let's play a game on sounds. One has been done for you. airplane helicopter jet car van jeep 29 Unit 2 Our capital city trousers jeans shirt jungle forest wood shark jellyfish crab jaguar tiger lion man giant boyTeacher's note Encourage students to read the words aloud and then draw attention to the / d3/ sound. Pay special attention to the / d3/ sound in words such as 'giant.' Also , you may use this activity 9(b) - I name and colour the items with the sound /dʒ/. Wow, you are really good at identifying the /dʒ/ sound ! Can you help us name the items with this sound and colour them? JamTeacher's note Get pupils to name the items with this sound and colour them? accordingly. Activity 9(c) - I underline the /dʒ/ sound in each word. Can you underline the /dʒ/ sound in the words for Activity 8(a). To consolidate the / d3/ sound, you may write the two sentences below on the board and ask pupils to read aloud. These sentences may be used for tongue twister games. (1) George the giraffe joined the zoo. (2) Jack and Jill jumped with joy as they told jokes. 31 Unit 2 Our capital cityActivity 10 - I learn: Prepositions 'from' and 'to'. GrammarPixie, Dixie and their family are enjoying their visit in Port Louis. The words 'from' and 'to' are prepositions. 'From' Teacher's note can be used with verbs that do not show Ask pupils to pay attention movement, such as be from and come from. to the coloured words. They walk from the parking space to Caudan Waterfront. Read the text aloud for pupils to listen. Help pupils to listen. Help pupils caudan Waterfront to read along with you. Read Pixie and Dixie's Uncle Ted goes to the Craft Market. The others go to a restaurant. speech bubbles and explain the meaning of Restaurant the prepositions 'from' and 'to'. When 'from' is used After some minutes, Uncle Ted joins the others. "I got this souvenir with 'movement verbs' from the Craft Market," he says happily. it shows the direction of the - it shows the direction of the joint with 'movement verbs' from the craft Market," he says happily. it shows the direction of the joint with 'movement verbs' from the craft Market," he says happily. it shows the direction of the joint with 'movement verbs' from the craft Market, "I got this souvenir with 'movement verbs' from the craft Market," he says happily. it shows the direction of the joint with 'movement verbs' from the craft Market, "I got this souvenir with 'movement verbs' from the craft Market," he says happily. it shows the direction of the joint were shown as the direction of the direction of the joint were show certain 'non- movement verbs' it is often in two very common phrases 'be from' and 'come from certain places in the classroom to another destination in the classroom. This may also be done in the playground. Encourage pupils to say aloud where they have moved from and to (e.g. I have walked from my table to the board, etc.). Use the board to facilitate learning. Provide further examples, and help pupils understand the use of these prepositions. Then, get pupils to read the text again and shade the starting point places in blue (e.g. parking lot in yellow and Caudan Waterfront in blue).32 Our capital city Unit 2Activity 10(a) - I complete the sentences with the correct path for each character by tracing it with their finger first and then drawing the lines. Lay emphasis on the movement from a place to a destination. Get pupils to look carefully at the characters and help them to write the correct words (e.g. Pixie runs from the garden to her house, The turtle swims from the sea to the beach/shore/sand/or other suitable word). You may ask pupils to copy the complete sentences into their copybooks for additional writing practice. Help pupils to understand that 'from' and 'to' are related to the notion of movement. Carry out kinaesthetic games to reinforce learning.1. Uncle Ted walks from the Waterfront to the Craft Market.2. Pixie runs the garden her .3. The airplane flies Mauritius .5. The bus driver drives Port Louis the _.6. The turtle swims _____ the sea ____ the _ . 33 Our capital city Unit 2Activity 3: Fill in the blanks using the adjectives below. young, strong, cold, old, tall, hot, small, blue1. The colours of the Mauritian Flag are red, The boy cycles his house the Carry out this activity5. In January, the temperature is orally first. Allow for a purple skirt.skirt circle bird Teacher's note circuspurple nurse Carry out this activity orally first. Get pupils to practise the example given. Scaffold learning and model as needed. This may be done as a guided writing activity with the whole class before letting pupils write their own examples in their textbooks.thirsty church surf 37 Unit 3 The seaside38

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