THEME:
STRATEGIES TO RECOGNIZE, USE AND MASTER THE PLURAL FORM OF NOUNS IN THE LEARNING-TEACHING PROCESS, IN THIRD YEAR OF BACHELORSHIP

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN INGLÉS

AUTOR:
BALSECA ESPINOZA LUIS FERNANDO

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Apellidos y nombres del estudiante: BALSECA ESPINOZA LUIS FERNANDO

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I want to dedicate this effort my Lord God so much for give me health, inspiration, to be better day by day, he has been my big strength and guide, to my mother and siblings who have supported me to obtain my dreams and permit finish my career.
EXECUTIVE SUMMARY

STRATEGIES TO RECOGNIZE, USE AND MASTER THE PLURAL FORM OF NOUNS IN THE LEARNING-TEACHING PROCESS, IN THIRD YEAR OF BACHELORSHIP

Author: Balseca Espinoza Luis Fernando

The theoretical dimension of the practical case is to be solved by the investigation of strategies to teach vocabulary in which students dominate and recognize plural noun forms easily.

The resources used to solve the case are: teaching strategies, use of grammar, usage of plural nouns, teaching environments, LOES, El Buen Vivir.

In the third year of baccalaureate show that students do not properly handle the plural forms of nouns. What methodological strategy should use the teacher in order to get the students to recognize, use and dominate all forms of plural nouns?

In my essay using the inductive method, it will help me to draw general conclusions because it will go from the general to the particular, i.e. the aim of induction is experience.

In the current academic essay, is drafted to know the study of the strategies used to develop the plural forms of nouns in the English language. This research had as its overall objective to analyze the strategies used by teachers for the development of vocabulary using the plural forms, with this I sought to know how the vocabulary is limited or expanded with the strategies that students apply, use and domain the plural forms. This document has information on best development and learning of plural nouns, in addition to research on the use of plural nouns strategies.

This essay pose as hypothesis; The strategies used by high school teachers are not enough to achieve optimum learning that facilitate communication in the English language. "Evidenced its veracity, because it was found that teachers do not pursue strategies for development and learning of the plural forms of nouns, in addition to teaching a new vocabulary and assessments applied not allow to continue learning words and correct errors in them.

KEY WORDS:

Strategies, use, plural form, Teaching-learning process, vocabulary, nouns.
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1. INTRODUCTION

The need to domain English is becoming increasingly important in our society as a means of access to information and interaction with other speakers. Aware of this need, the schools are redesigning their curriculum, adding more hours without necessarily positive result. Among the factors that explain these results are the use of traditional methodologies ineffective, making the preparation of teachers as key to obtaining good results.

It is important to take into consideration relevant for the following investigation issues, what strategies teachers use to explain grammar? What is the ideal environment for teaching grammar? What learning strategy is the most suitable for each circumstance? It is necessary to have a whole list of strategies or techniques based on what is intended for students to develop and domain the use of the plural forms of nouns.

In my essay using the inductive method, it will help me to draw general conclusions because it will go from the general to the particular, i.e. the aim of induction is experience.

With regard to academic and scientific contribution is necessary to mention that at present and with technological advancement and educational innovations by the Ministry of Education, should generate changes in the implementation of strategies used by teachers, which would advance the pedagogical processes, emphasizing the significant learning.

Is for that reason the development of this research is structured as following manner: The development of this research is structured as follows: introduction, development and conclusion. It allowed detailing information in an orderly and systematic way.
2. DEVELOPMENT

2.1 Education

Education through history has generated significant progress, breaking with traditional paradigms, as regards the English language; this has become an area of obligatory learning, considering the global society in which we live.

Therefore, it requires English teachers to reflect on their work and update their teaching practices to form language users to unfold naturally. For this, emphasis is placed on new findings in the acquisition and teaching of foreign languages, reflective teaching in the new curriculum framework and in the development of communication and analysis on the role of grammar skills.

“In Ecuador the English language is taught in all public and private educational institutions on the basis of the application of methods and techniques to show a communicative context that once the student has completed the process of teaching and learning the language”. (MEJIAS, 2014) I mean, in learning a language process, almost methodological strategies were natural; children started to develop their vocabulary unconsciously. They learned words every day and used them in their daily life; it allowed them to communicate with their environment making it easy their relationship with others and building their language.

Learning the English language, until the present time it is difficult for most students and there are several causes, among them this: the strategies used by teachers and the false idea that a foreign language is difficult.

“It is just like I understand education, from the origin, then today we can say that it is the transmission of knowledge, tangible and intangible of a generation to another one of form orders, evaluates and arranges for that you look for that the human lives in accord with the environment, (Buen Vivir), exploiting their potentialities”.
2.1.1 Education and “El Buen Vivir”.

Nowadays, education has new objectives for the human, education is the one that seeks to explore the potentialities that each individual has and that has an mega objective, the “El Buen Vivir” from subject, education suggests peace, to the social peace, to technology, to find well-being, between the subject and the environment, between the subject, the society and with oneself, education is "El –Buen Vivir".

Ecuador is in constant change, it is searching to transform the state to a country of production, let’s check the art. 2, literal b. "Education constitutes an instrument of transformation of the society; Contribute to the construction of the country, projects of life and of the freedom of his inhabitants, towns and nationalities" (Ley Organica de Educación Intercultural, 2011, p. 8) Here the educational importance in human's life, of society.

Education has its origin from the human being's origin, “it is the responsible in charge of progress and well-being of the towns” (Bermudez, ¿Qué es Educación?, 2013, p. 4) that well-being that helps the strengthening of the people, of their life and of their spirit, a town without educated it does not have evolution, objective, vision, or mission therefore, it is a town aimlessly, walk to disappearance.

2.2 Teaching - Learning Process.

It is the interaction between humans and the information about the environment, where the students interchange, modify and build new information, this interaction is fundamental in the human life, where the people are discovering and producing knowledge at same time, for this reason it is indispensable to know to whom that process is given. What element intervened and how it helps to society.

In this process, there are three main components; the professor, students and information, they have an entire relationship, the professor teaches and learns from the class or of the environment of the class, the student learns and at the same time teaches, the student learns from the environment and learns from the teacher. Then we can say than the process of teaching learning is expeditious and generates the evolution of knowledge and the transformation of the human mind.
2.2.1 Teaching Process.
Teaching is the scientific transmission of knowledge of a person or context to a human, of orderly form or and planned, in many instances without planning. As of the present moment; teaching is channeled to search exploiting the human potentialities, to take care of nature, to develop human moral values and to form one human and conscious society.

2.2.2 Learning Process.
Learning is assimilated, of the new information, it is to get new things, it is taking something and use in our life “learning is at the same time a inter process of discovery like a cooperative activity and it will be forever in the human mind” (Antilla, Metodología del Aprendizaje Significativo, Problémico y Desarrollador. Hacia una Didactica Integradora Y Vivencial, 2011, p. 24) Learn are an involuntary activity, no plan and it can be do in anywhere.
At school or bachelorship, learning is a planned process and evaluated that it has principal aims, it is controlled by the teacher and its application depends on how much knowledge the teacher has. “in the learning process internal conditions influent of biological (age) psychological (kind structures) and external conditions” (Ornelas, Estrategias de Enseñanza y Aprendizaje, 2011, p. 2) where the teacher has to know what activity and procedures use and it can be according ages, ability and environment.

2.3 Strategies.
Strategies are sets of activities, techniques and methods that are applied in accordance with the needs of the student population to which they are addressed, with the aim of making more effective the learning process, which is necessarily essential in Education and these must be active strategies that enable students to develop skills, attitudes and cognitive skills with ideas and clear objectives, namely to deal responsibly prepare their future professional work.

They refer to the pedagogical interventions with the intention to enhance and improve teaching processes and learning as a means to contribute to better
development of skills and competences to act socially. In my opinion, I can say that strategy is the organization of content to talk about a way to act in front of a task using different techniques such as underline, summarizing or drawing.

2.3.1 Strategy Importance.

The importance of the strategies are great relevance within each field specially in the education because each teacher uses infinite strategies to implement them in class because not all the learning strategy will be used to teach the same class, but that it has a facility to search for endless strategy that there are today and the professor has to ensure that each student learns not only science but, develop skills and attitudes for its social life it should be noted that it is necessary for the teachers a wide range of teaching strategy since its professional profile compels him to that they must handle all kinds of technical for the understanding of the knowledge to their students and know what are the characteristics of each one of them and recognize that circle corresponds to apply some strategies since its objective is that the professor specify the use of teaching strategies.

It is noteworthy that the majority of teachers if employ methodological strategies, they do not give to use, do not even know the right time to apply the strategy and, therefore, it is managed to develop skills in their students.

2.3.2 Strategies to create a good environment in class.

One of the benefits that have the competency-based education is that we create learning environments planned according to student characteristics (level of cognitive development, prior knowledge, and motivational factors, among others).

The aim of the environments is to promote learning from educational strategies intended to create learning situations that encourage the development of skills. These environments must be flexible and success of these is due to the active role that the teacher will print by providing an intense interaction with students. Learning environments will allow steadily interactions between student-teacher,
According to constructivism to substantiate it comes to create situations that promote the discovery and construction of knowledge by students. In this case, the teacher has a place of mediation between knowledge and student mediation is developed through a strategy that is oriented in this direction. In this regard, the activities proposed in one or otherwise vary depending on the strategy adopted, the same way that the classroom environment, the use of time, space and groupings of students.

Among the strategies are the following:

- Collaborative learning.
- The simulations.
- Roles play.
- Maps, mind maps.
- Practices in laboratory or workshop.
- Conferences
- Cross words.
- Demonstrations.
- Songs
- Outdoor classes.
- Problem-based learning.
- In the case of the use of Information Technology and Communication: Internet use, e-mail, discussion forums.
- Using flashcards.

2.3.3 Strategies to promote significant learning.

Learning is the process of attribution of meaning, is to build a mental representation of an object or content, that is, the subject constructs meanings and knowledge through a real process, in which selects, organizes information by
establishing relationships between them. In this process the relevant prior knowledge with the subject starts learning occupies a privileged place since it is the basis for achieving meaningful learning.
We need to understand that learning is a key element in education and this is an active process and permanently to the subject, related to their previous experiences, their historical past, its socio-cultural context, their experiences, emotions.

2.3.4 Most common Teacher Strategies.

- **Create an atmosphere of trust and joy.** The author thought to create a good environment in class is the way to encourage the knowledge in the students.

- **Modify vocabulary instructions.** In my opinion teach another language is teach students new vocabulary and use the many ways to come them. *Teachers need to tie new vocabulary to prior learning and use visual to reinforce meaning.*

- **Propose problems.** When teachers give challengers to students they fell stronger and be able to make decisions by themselves.

- **Let them work in groups.** Children, like all human beings are essentially social. Any activities that purely individual basis can motivate them consistently. The significant thing for them is to interact with peers. Naturally, if the teacher does not encourage a climate of integration and confidence between them, perhaps many will not cause them to interact with each other.

- **Make lessons visual.** Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. Tell a story about information in the textbook
using visuals. For me this strategy is the most interesting because let students observe and create their own knowledge and with this way use the new vocabulary later in any activities.

- **Songs**, is another fun way to teach grammar. It is also an effective way for students to retain information, especially if it is a simple and catchy song. However, with this strategy teachers involve some grammar skills and students are be able to memorize and use the words of the songs.

- **Outdoor Classroom**. For example, teachers can ask students with a notebook outdoors with them and write five sentences with plural nouns based on what they observe. Once back in the classroom, each student can read their prayers and the rest of the class can be the judge of whether the use of grammatical number is correct.

All these teaching strategies were used and each author defended his use. So, some of them tried to implement each of these strategies but without changing its methodology. That’s why every teacher who applied these strategies modified according to study environment to achieve significant learning.

Teaching new words includes teaching some about grammar and corrects common mistakes at the moment of the use the new vocabulary in everyday classroom activities.

### 2.4 Common Linguistic mistakes in English Language.

“Front the acquisition of the mother tongue, learning a foreign language involves looking any study aware of it through its grammar, its pronunciation, vocabulary, etc”. (Arsenio Jesús Moya Guijarro, 2004). In my opinión students are suceptibles to make mistakes because its normal when students are learning in the process.

Independently of the native language speakers, the truth is that the student manifests a natural predisposition towards learning a new language. The fact that
even the acquisition or learning some morphological aspects (progressive form, the plural -s, ...) and syntactic (interrogative and negative structures, ...) “follow a more or less common patterns in the children of different nationalities can lead us to think that there are innate in the individual to acquire language skills”. (Steinberg, 1996). The important thing is that students are trying to discover how the language system works while using it as a means of communication.

In the same way that the native speaker, learner of SL builds a mental grammar of the language they are studying, a dynamic grammar, which is modified and becomes more or less complex depending on the competence acquired in the language foreign. Until the student is getting closer to the second language produces a series of errors similar to those committed by learners who are in their same level of interlanguage, some of them may be caused by the influence of the first language; “other, excessive generality of rules acquired or are simply own the learning process or the creative cognitive process and the learner, and are not closely connected with the forms that characterize the learners”. (Steinberg, 1996)

But what is certain is that in the conquest of the foreign language learner, from their first contact with it, it goes through a series of stages in a continuum that are closer and closer to competition and fluency the new language.

Therefore, (Corder, 1971) and (Dulay, 1972, 1974), “that mistakes are a characteristic of individual creativity and the process of acquisition / learning a new language”.

That is why students are susceptible to make mistakes as they learn a new language and this does not mean that mistakes will be taken as failures, and teachers should use the right strategy for the students to achieve meaningful learning, and by practicing recognizing grammar rules and patterns and likewise students using in real situations of communication.

Finally, I will expose the grammatical rules for using the Plural Forms of Nouns.

2.5 Plural Forms.
2.4.1 Definition of Noun.
A noun is the name of a person, place, thing, or idea.

2.4.2 Types of Nouns.
The most common are:

- Abstract Nouns.
- Collective Nouns.
- Common Nouns.
- Proper Nouns.
- Countable Nouns.
- Uncountable Nouns.
- Irregular Nouns.
- Possesive Nouns.
- Compound Nouns.

2.4.3 Noun Gender in English.

Gender is a male or female person and animal.

English divides into three genders:

1. Masculine
2. Feminine
3. Neuter

2.4.4 Rules to form the Plural Nouns.

Nouns make their plurals adding –s to the root.

Examples: cars, boxes, etc.

In English, plural nouns are formed in many ways:

1. Irregular nouns are nouns which don’t follow a spelling pattern when pluralized.
2. Nouns ending in –y we change -y to –ies.
3. Nouns ending with -ch, -s, -sh, -x, or -z, add -es to form the plural.
4. Nouns ending with -y and the letter before the -y is a vowel, add -s to make the plural.
5. Nouns ending in –f.
6. Nouns ending in -o
RESULTS

Some teachers in Ecuador don’t apply good methods and strategies to teach and for that students of bachelorship don’t understand the correct use of plural, in my investigation I made a good recompilation of some strategies and activities to teach English grammar especially plural forms of nouns.

With this research, English teachers will be able to apply good strategies to teach English and also become the environment in the classroom more comfortable and in the same way students learn and use all their knowledge in class.

Moreover, the results getting with this research could help teachers because it shows the need to update our knowledge and methodology and in that way prepare our students to get a good command of the English language and use.

The point is not easy for teachers, because there are research works which have good studies, and still exist differences between them, and although some of these results are effective, we must remember that these teaching models are unsafe because not all school environments are the same.

The experience as an English teacher must show that no single method, strategy and technique will have a success, for the same reason not all school environments are the same. Our job as English teachers is to search through the variety of methodologies and teaching strategies that exist and try to apply to every case. So in this way we will have an effective learning and teaching environment will be improved in students.
CONCLUSIÓN

Our current education system is changing and dynamic and don't allow static behavior, hence the need for constant updating of teachers. The teachers of English are the main pillar on which rests the responsibility to promote enthusiasm and spread of interest in the language to each student, for that reason, it is essential that their level of motivation towards language teaching English is high.

The socialization of knowledge between professionals English is very important for designing stimulating and enjoyable classes based on the reality of the students. Motivated and committed to their profession, teachers will project a positive attitude in the classroom, resulting that students learn in a better way the English language because nowadays is one of the most spoken languages in the world and involves all science.

Moreover, the teaching English language is very important in the education system because it permits the teaching of English language to be better, the education managers control of a hard way because they ask a high level of knowledge to the English teacher who teaches the best way, some students do not learn very well because teachers do not have the sufficient knowledge to teach so, to get a nomination it is necessary get B2 level 2 in the Common European Framework for the English teacher. Finally, English teachers have to prepare more to share the knowledge to their students.
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ANNEXES

Some activities using the Plural form of Nouns.

Use the new vocabulary and fill in all the gaps:

Baby
Table
Kiss
Ox
Chair
Foot
Dog
Church
Tomato

Use the vocabulary and fill the chart.
Crossword using plural Nouns.

Directions: Find the plural of each noun listed below.

WITCH KISS SKI CHILD PERSON

DEER FUNGUS CRITERION BABY POTATO

STEREO HOOF CRISIS GEEESE BUSES

© www.HaveFunTeaching.com
Using flash cards and guess the word

<table>
<thead>
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<th>singular</th>
<th>singular</th>
<th>plural</th>
<th>plural</th>
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<tbody>
<tr>
<td>1 tooth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 mouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 die</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 woman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 man</td>
<td></td>
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</table>
Find 10 Nationalities or Proper Nouns in the word search below; then write them in the correct country.

Belgian, Argentinian, Chinese, Turkish, Swedish, Dutch, Irish, American, British.

1. United States: _______________
2. Argentina: _______________
3. Belgium: _______________
4. Great Britain: _______________
5. China: _______________
6. Ireland: _______________
7. Poland: _______________
8. Sweden: _______________
9. Netherlands: _______________
10. Turkey: _______________

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Y B E L G I A N N S C S C
J A R R Q D U Y F H S G H
A R G E N T I N I A N K I
U I M Q J B X P X G D V N
A H D U T C H C P Q A Q E
M S X P N H K D K A F S S
E I R O L P Z W C V H Y E
R R N L Y T U R K I S H F
I I I I Y H V W L I I D V
C Z S S H R Q L I E D R B
A S Q H R Y G L E C E F T
N B R I T I S H C W W L Q
Y F F G U A V H Y V S X Z
```
SOME MIND MAPS

**Nouns**
- People: dr. Hawthorne, cousin, friend, aunt, mom, uncle, grandparents
- Places: Disney World, bowling alley, store, Walmart, Dollar Tree, Chuck E. Cheese, Wild Adventures, apartment, school, Blue Springs, Mexico
- Things: book, shape, toy, game, drink, mask, numbers, letters, ball, football, colors, earrings, shoes

**Collective Nouns**
- Animals: swarm of bees, herd of cattle, colony of bats, pack of dogs
- Things: bouquet of flowers, forest of trees, bunch of grapes, collection of dolls
- People: group of people, class of students, army of soldiers
SPORTS AND GAMES
Chess, Dartboard, Puzzle, Cyclist, Goalkeeper, Referee, Bowler, Basketball, Winner, Footballer

Directions:
Find and circle the words that correspond with the pictures.