

**دولة الكويت**

**وزارة التربية**

**منطقة حواي التعليمية**

**التوجيه الفني للغة الإنجليزية**

الخطة العلاجية المقترحة لتطوير مهارتي القراءة والكتابة في  
المرحلة المتوسطة (**الصف السادس**) الفصل الثاني

**2024-2023**

## الخطة العلاجية المقترحة للصف السادس

## مهارة القراءة

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (1) مثال (2)	الأسبوع الأول	فبراير	- Read words, sentences, and short texts (E.g.: Topics related to Science and Scientists, Countries, and Holidays). - Sight words bingo	- التدريب اليومي على قراءة الكلمات وفهم المعنى - تنمية مهارة القراءة من خلال التدريب على دمج وتجزئة الكلمة Blending/ Segmenting و ذلك ليتمكن المتعلمين من القراءة بشكل متدرج بداية من الكلمات للعبارات والجمل و من ثم فقرة بسيطة. - التدريب على قراءة sight words	- صعوبة القراءة الجهرية (مقاطع صوتية / مفردات / جمل / فقرة).
مثال (3) مثال (4)	الأسبوع الثاني	فبراير	-Read words, sentences, a text /story. (E.g. Topics related to Science and Scientists, Countries, and Holidays - Reading fluency puzzles.	- التدريب على القراءة الجهرية بشكل يومي سواء بقراءة جمل أو فقرات بسيطة تزداد صعوبتها تدريجيا وفهم وظيفة علامات الترقيم أثناء القراءة. - تدريب المتعلم على تمييز أنواع الجمل. - استخدام نصوص القراءة في الكتاب عن طريق اختيار جمل أو فقرات قصيرة للتدريب اليومي.	صعوبة في قراءة الجملة المتصلة والوقفات الصحيحة وفهم استخدام علامات الترقيم أثناء القراءة. ( Direct speech)
مثال (5) مثال (6)	الأسبوع الثالث و الرابع	مارس	-Retell the story. - Multiple choice questions.	- التشجيع على قراءة الكلمات من خلال سياق نصي In context باستخدام وسائل حديثة مثل تطبيقات الذكاء الاصطناعي والتركيز في الأنشطة الصفية –	- صعوبة فهم معاني بعض المفردات اللغوية.

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
			<ul style="list-style-type: none"> <li>- Productive questions (implicit/explicit)</li> <li>- Predict the event of a story.</li> </ul>	<ul style="list-style-type: none"> <li>- التدريب على استخدام المفردات في جمل تتعلق بالمواقف الحياتية.</li> <li>- اعداد تدريبات وأنشطة صفية ولا صفية متدرجة بالصعوبة وتدريبهم على استخراج المعلومات من النص اعتمادا على الفهم والاستيعاب.</li> <li>-استخدام أنماط أسئلة الاختبار لتدريب الطلاب على نوع الأسئلة وطريقة الإجابة عليها.</li> </ul>	<ul style="list-style-type: none"> <li>- صعوبة استيعاب نص مقروء، وجود صعوبة في فهم المادة المقروءة.</li> </ul>
مثال (7) مثال (8)	الأسبوع الخامس	مارس	<ul style="list-style-type: none"> <li>- MCQ activities</li> <li>- Matching</li> <li>- Identify the meaning /opposites.</li> <li>- Find the synonym.</li> </ul>	<ul style="list-style-type: none"> <li>- تكثيف التدريبات على معاني الكلمات و استنباط المعنى من خلال النص ( In context )</li> </ul>	<ul style="list-style-type: none"> <li>صعوبة الاجابة على الأسئلة المتعلقة بتحديد معنى الكلمة أو عكسها (Synonyms, antonyms)</li> </ul>
مثال (9)	الأسبوع السادس	مارس	<ul style="list-style-type: none"> <li>- Choose the correct answer.</li> <li>- Matching activities.</li> <li>- Graphic Organisers</li> </ul>	<ul style="list-style-type: none"> <li>- مراجعة الضمائر (pronouns)</li> <li>- عمل تدريبات تساعد المتعلمين على فهم وربط الضمير بالاسم. (Substitute Table)</li> <li>- عمل خارطة ذهنية بالضمائر المستخدمة ودلالاتها.</li> </ul>	<ul style="list-style-type: none"> <li>عدم القدرة على تحديد دلالات الضمائر word reference</li> </ul>
مثال (10)	الأسبوع السابع و الثامن	إبريل	<ul style="list-style-type: none"> <li>- Multiple choice questions.</li> <li>- (Best title/ main idea + extracting implicit information)</li> <li>- Productive questions (explicit)</li> <li>- True or False</li> </ul>	<ul style="list-style-type: none"> <li>تدريب المتعلمين على أساليب القراءة مثل Skimming, Scanning, Reading for gist لاستخراج المعلومات المباشرة أو غير المباشرة من قطعة الفهم والاستيعاب و التدرج بالصعوبة و التنوع في نوع الفقرة المستخدمة ( Text, story, email, )</li> </ul>	<ul style="list-style-type: none"> <li>صعوبة الإجابة على الأسئلة غير المباشرة المتعلقة بقطعة الاستيعاب. Inference</li> </ul>

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (11) مثال (12)	الأسبوع التاسع	إبريل	Choose the best title/ main idea in a paragraph	- تدريب المتعلمين على استخراج الفكرة الرئيسية من خلال أنشطة تعتمد على أساليب القراءة مثل Scanning، Skimming الأفكار الرئيسية. - استخدام نصوص الكتاب ونصوص خارجية	صعوبة الإجابة على الأسئلة المتعلقة بالفكرة الرئيسية أو العنوان
مثال (13)	الأسبوع العاشر	مايو	Based on the text/story, answer the questions. (What is the purpose of the writer/ morals?)	- تدريب المتعلمين على الاستيعاب المعنى العام للنص من خلال أنشطة يتم فيها استخدام Scanning ، Skimming - تدريب المتعلمين على كيفية استخراج الهدف الأخلاقي من النص أو القصة من خلال أنشطة تستخدم ( Key words )	صعوبة الإجابة على الأسئلة المتعلقة بهدف الكاتب من كتابة النص

**ملاحظة: تبدأ الخطة بتاريخ 11-فبراير -2024 وتنتهي في 2- مايو - 2024**

## أمثلة تدريبات علاجية لمهارة القراءة في الصف السادس

1

birdhouse pencil ruler fourth  
second nails wood third

### Jack's Birdhouse

Jack wants to build a birdhouse.  
He gets some wood.  
He gets some nails  
and paint.  
His mom helps too.



She gets a pencil and ruler.  
Jack draws his birdhouse. They build it together.  
Then they hang it up in a tree.  
A bird goes into the bird house.  
A second bird goes in. A third bird goes in.  
A fourth bird goes in!  
Jack and his mom look at each other.  
They need a bigger birdhouse!

2

sleep	green	around	fast	hold
buy	far	cut	why	together
today	write		gave	use
hot	got	sing	tell	if
light	right	keep	upon	small

3

A penguin came to school on the bus!  
First, he grabs a book. Then, he wants  
to write a story! He sits at a desk.  
What did he write about? Let's look  
at his paper. He wrote about penguins!



The penguins want to play a game. They are  
going to play hockey! Jack grabs a hockey  
stick and a puck. Nick stretches before the  
game. He lifts his hockey stick up. A small  
penguin skates with the puck. He hits the  
puck. It goes into the net! He scores!



4

### Types of Sentences

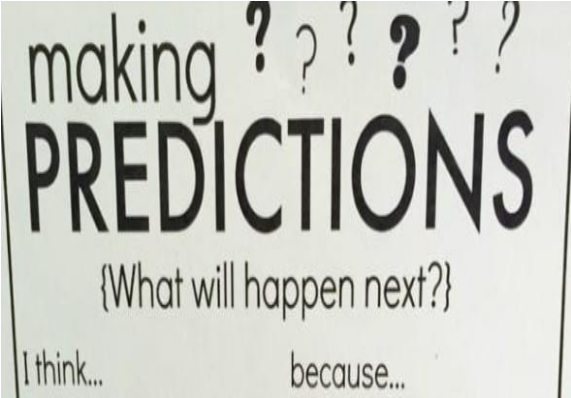
Identify each sentence as declarative, interrogative, imperative, or exclamatory.

- We are practicing for our recital.  
 Declarative  Interrogative  Imperative  Exclamatory
- Which way should I go?  
 Declarative  Interrogative  Imperative  Exclamatory
- She is such a friendly person!  
 Declarative  Interrogative  Imperative  Exclamatory
- Please, get in line.  
 Declarative  Interrogative  Imperative  Exclamatory
- Is this your house?  
 Declarative  Interrogative  Imperative  Exclamatory
- Dogs are very friendly.  
 Declarative  Interrogative  Imperative  Exclamatory
- Open the door.  
 Declarative  Interrogative  Imperative  Exclamatory

5



6



7

Directions: Choose the word that is most nearly opposite in meaning to the word in capital letters.

- |   |  |
|---|--|
| 1. <b>OFTEN</b><br>A. never<br>B. usually<br>C. regularly     | 6. <b>RUDE</b><br>A. polite<br>B. kind<br>C. awful           |
| 2. <b>TINY</b><br>A. small<br>B. short<br>C. huge             | 7. <b>SURE</b><br>A. positive<br>B. uncertain<br>C. definite |
| 3. <b>PART</b><br>A. slice<br>B. whole<br>C. piece            | 8. <b>VISIT</b><br>A. leave<br>B. welcome<br>C. travel       |
| 4. <b>SILLY</b><br>A. wise<br>B. dumb<br>C. sad               | 9. <b>DISLIKE</b><br>A. hate<br>B. love<br>C. avoid          |
| 5. <b>DIFFICULTY</b><br>A. trouble<br>B. ease<br>C. enjoyment | 10. <b>SEVERAL</b><br>A. none<br>B. many<br>C. some          |

8

Read the word on the left. Then circle its synonym and cross out its antonyms.

glum	happy	sad	glad
tiny	little	huge	large
wrong	correct	good	false
end	start	finish	begin
easy	hard	simple	tough
over	under	below	above

9

Replace the underlined nouns with pronouns.

- \_\_\_\_\_ 1. She 1. Rosalie gave her sister a blanket.
- \_\_\_\_\_ 2. The children told their mother why they were late.
- \_\_\_\_\_ 3. My father replaced the broken light bulb.
- \_\_\_\_\_ 4. The teacher gave Phillip a new pencil.
- \_\_\_\_\_ 5. The cats were hiding their toys under the couch.
- \_\_\_\_\_ 6. Felicia sold her old toys at a yard sale.
- \_\_\_\_\_ 7. My brother and I are going to the movies.
- \_\_\_\_\_ 8. Your uncle is taking you and me to the library this afternoon.
- \_\_\_\_\_ 9. I found the key on the table.
- \_\_\_\_\_ 10. The soup is delicious.

*Robert is a firefighter.  
He drives a fire engine.*

*I, me, you, he, him, she,  
her, it, we, they, them, us*



10

Millie Goes for a Ride

Millie got a pink scooter for her birthday. She rode it up the sidewalk in front of her house. It was hard to pedal, because the sidewalk was uphill all the way. At the top of the hill, Millie turned around and rode back down the sidewalk. Riding back down was easy. It was downhill all the way.

What is one detail from this story? Circle your answer.

Millie rode her scooter in the park.	It was hard to pedal the scooter uphill.	Millie's friend asked for a ride on the scooter.
--------------------------------------	--	--

11

To make **inferences**, you use what you *already know*, in addition to what the *story says*.

Making **inferences** helps you understand a story better.

Listen to the story. Use *what you already know* to understand the story better.

Sandy's favorite thing to do at the park is play on the monkey bars. When she gets to the top, she hangs from her knees and hoots like a monkey. Sandy also likes the little playhouse in her back yard. She likes to sit on top of it and imagine that she is a pilot.

Use what the *story says* and what you *already know* to pick the best answer to each question.

1. What is one thing that Sandy likes to do?

climb      eat      draw

2. What is another thing that Sandy likes to do?

color      pretend      turn flips

12

**Drawing conclusions** means figuring something out for yourself. To draw conclusions, you need to think about what *makes the most sense*.

Here are some examples of things you can figure out for yourself. Put an X in the box for the **conclusion** that *makes the most sense*.

1. Laura sat down beside her friend Allie and opened her lunchbox.

This is probably because:

- Laura is going to draw a picture.
- Laura is going to eat lunch.
- Laura is going to take a nap.

2. The movie ended and everyone in the audience clapped.

This is probably because:

- They wanted to see another movie.
- The movie was beginning.
- They all liked the movie.

**Directions:** Read the short passages below, then answer the questions that follow.

**Text 1: FOOTBALL**

Football is an American sport. It is a popular game in which two teams compete. This is a dangerous sport for the players on the field. Players must wear special equipment for games. They wear pads and a helmet. This gear keeps them safe. The game includes throwing a ball and running. The players try to score points, but the other team tries to stop them. Players block and tackle in order to prevent the other team from scoring. Many players become injured from this physical and harmful sport.

**1. What is the author's purpose?**

- a. To inform about the fun game
- b. To inform about how football is played
- c. To entertain with the facts about football
- d. To inform about football being dangerous

**2. Which sentence from the text shows the author's opinion?**

- a. Football is an American sport.
- b. They wear pads and a helmet.
- c. The game includes throwing a ball and running.
- d. This is a dangerous sport for the players on the field.





## الخطة العلاجية المقترحة للصف السادس

## مهارة الكتابة

ملاحظات	فترة التنفيذ	الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (1) ومثال (2)	الأسبوع الأول والثاني	فبراير	<ul style="list-style-type: none"> <li>-Punctuate the following sentences/text</li> <li>- Re-arrange words to make meaningful sentences with proper punctuation marks.</li> <li>- Write sentences about what you did last weekend.</li> <li>- Choose the correct answer.</li> </ul>	<ul style="list-style-type: none"> <li>- صعوبة في استخدام مهارة الضبط والترقيم ل Direct speech في الكتابة.</li> <li>- صعوبة في استخدام زمن الماضي البسيط في تكوين الأسئلة والنفي.</li> </ul>
مثال (3) و (4) و (5)	الأسبوع الثالث والرابع	مارس	<ul style="list-style-type: none"> <li>- Write sentences using pictures and guide words.</li> <li>- Re-order the story using Sequencing Words.</li> <li>- Write a short paragraph using the sequencing words</li> </ul>	<ul style="list-style-type: none"> <li>- صعوبة في قدرة التعبير عن الأفكار وصياغتها في جمل وصفية أو تعبيرية</li> <li>- وجود صعوبة في صياغة جمل مركبة صحيحة باستخدام Sequencing Words.</li> </ul>

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (5) ومثال (6) ومثال (7) ومثال (8) و مثال (9) ومثال (10)	الأسبوع الخامس	مارس	<p>- Write the type of each sentence.</p> <p>- Match</p> <p>- Choose the correct answer.</p> <p>- Correct the verb.</p>	<p>- تدريب المتعلمين على تمييز أنواع الجمل من خلال أنشطة مبسطة تمكنهم من تمييز نوع الجملة و معرفة اقسام الجملة الصحيحة Subject +verb +object</p> <p>- تكتيف إعطاء أوراق عمل للتدرب على القواعد بالإضافة إلى استخدام أنماط أسئلة الاختبار.</p>	<p>- صعوبة في معرفة أنواع الجمل.</p> <p>- صعوبة في استخدام present simple passive.</p>
مثال (11) ومثال (12)	الأسبوع السادس	مارس	<p>- Connect sentences using the words in brackets.</p> <p>- Write about your future life using Modal Verbs.</p>	<p>- تدريب المتعلم على استخدام الأفعال المساعدة (will – won't – could – might) للمستقبل</p> <p>-تدريب الطالب على استخدام أدوات الربط.</p> <p>- تكتيف إعطاء أوراق عمل للتدرب على القواعد باستخدام أنماط أسئلة الاختبار.</p>	<p>- صعوبة في استخدام أدوات الربط لتكوين جمل مركبة.</p> <p>- صعوبة في التحدث عن المستقبل باستخدام الأفعال المساعدة ( Modal Verbs ).</p>
مثال (13) ومثال (14)	الأسبوع السابع	إبريل	<p>- Brainstorm ideas related to the topic.</p> <p>- Use graphic organisers.</p> <p>- Proofreading with rubrics.</p> <p>- Correct the mistakes</p>	<p>- الإعداد لحصة الكتابة باستخدام الخطوات الصحيحة بدأ بالعصف الذهني والمخطط.</p> <p>- التدريب على استراتيجيات التصحيح بعد الكتابة و تصويب الأخطاء باستخدام تدريبات مبسطة و من ثم تتدرج بالصعوبة (Simple and clear rubrics)</p> <p>- تكتيف إعطاء أوراق عمل للتدرب على استخدام الزمن الماضي في الوصف بالإضافة لتدريبات على أنماط أسئلة الاختبار.</p>	<p>- صعوبة في قدرة التعبير عن الأفكار في الكتابة و تصحيح الكتابة ( Edit ).</p> <p>- صعوبة في استخدام زمن الماضي البسيط في الوصف ( Describe events in the past ).</p>

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (15) و (16) و (17) و (18) و (19)	الأسبوع الثامن والتاسع	ابريل	- Write a story / Email/ Report of one paragraph about ..... - Describe..... - Complete a paragraph.	- التدريب على عملية الكتابة بمراحلها المختلفة وآليات الكتابة مع تخصيص تدريبات متدرجة المستوى تتناسب مع مستوى الطلاب وخاصة المتعثرين. - تعريف الطلاب بمكونات الفقرة. - تدريب الطلاب على كتابة فقرة بسيطة. - تكتيف أوراق عمل للتدريب على استخدام Tag questions بالإضافة لاستخدام أنماط أسئلة الاختبار.	- صعوبة في تمييز أنماط الكتابة المختلفة. - صعوبة في كتابة الموضوع على شكل فقرة. - صعوبة في استخدام tag questions
مثال (20)	الأسبوع العاشر	مايو	- Generate ideas related to the topic and then edit and reorganise them. - Choose the right answer.	- الإعداد لحصة الكتابة باستخدام الخطوات الصحيحة بدأً بالعصف الذهني والمخطط والانتهاج بتصحيح مسودة الطالب -مراجعة الأفكار وحذف كل فكرة ليس لها علاقة بالموضوع. - محاولة تبسيط القواعد والتراكيب اللغوية من خلال الأمثلة و تدريبات تتدرج بالصعوبة واستخدام تلك القواعد في مواقف حياتية يومية. ( In context )	- صعوبة في فهم موضوع التعبير. Writing off-subject - صعوبة في استخدام good at – going to - like
مثال (21) و (22)	الأسبوع الأول للعاشر	فبراير إلى مايو	- Weekly dictation - Combine / complete	التدريب على كتابة الكلمات والجمل على هيئة املاء اسبوعي. الاهتمام بالإملاء بشكل اسبوعي بشكل متدرج بدءاً بالكلمات ومن ثم جمل بسيطة. - تدريب المتعلمين على استخدام قواعد الإملاء.	ضعف في الإملاء عند المتعلمين وصعوبة على كتابة الكلمات والجمل بشكل صحيح. مما يترتب عليه ضعف في الكتابة.

ملاحظة: تبدأ الخطة بتاريخ 11-فبراير -2024 وتنتهي في 2- مايو - 2024

أمثلة تدريبات علاجية لمهارة الكتابة في الصف السادس

1

Re-arrange words to make meaningful sentences with proper punctuation marks.

1.



food dad tasty cooks my

2.



you where been have

3.



brother an wants be my astronaut to

4.



market the get gold do we how to

2

Write sentences about what you did last weekend. Use the past simple affirmative or negative.

1. Go to the cinema

I went to the cinema. / I didn't go to the cinema.



2. Buy a magazine



3. Read a newspaper



4. Help with the housework



3

Write sentences describing each picture with the help of guide words

1.



Kuwait  
beautiful - country

2.



Arabian Gulf - located

3.



weather - usually

4.



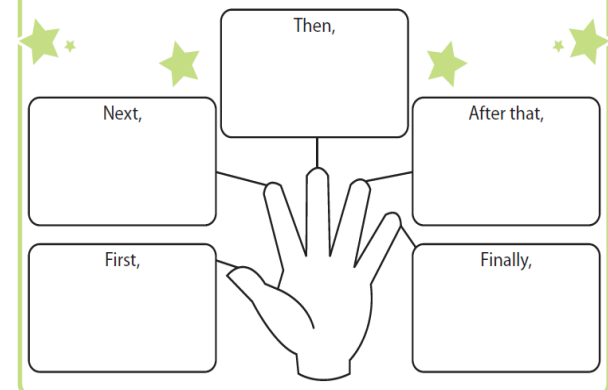
visit - different

4

Five Finger Story Sequencing

Directions: Fill in the five boxes below to help you retell a story you just read.

Title: \_\_\_\_\_ Author: \_\_\_\_\_



5

This recipe isn't finished! Can you choose the correct imperative verb to complete the command sentences?



- |       |       |       |      |
|-------|-------|-------|------|
| spoon | stir  | turn  | Sift |
| bake  | break | blend | add  |

First, \_\_\_\_\_ the oven on to 180 degrees. Next, put the butter and sugar into a bowl and \_\_\_\_\_ them together with a fork. Now, \_\_\_\_\_ the eggs and \_\_\_\_\_ them to the mixture. \_\_\_\_\_ the flour to remove lumps, then \_\_\_\_\_ everything together. Finally, \_\_\_\_\_ the mixture into cake cases and \_\_\_\_\_ in the oven for twenty minutes.

7

Decide whether the sentences are declarative (D), Imperative (Imp), interrogative (Int) or exclamatory (E). Then write **D, Imp, Int,** or **E** on the lines.

- \_\_\_\_\_ 1. Can we eat pancakes at our picnic?
- \_\_\_\_\_ 2. Sit down.
- \_\_\_\_\_ 3. I just tripped on the snake!
- \_\_\_\_\_ 4. I have never seen snow.
- \_\_\_\_\_ 5. Do you know how to cartwheel?
- \_\_\_\_\_ 6. Be patient.
- \_\_\_\_\_ 7. Sarah had never seen so many potatoes!
- \_\_\_\_\_ 8. Matt likes heat better than cold.
- \_\_\_\_\_ 9. How many planets are there?
- \_\_\_\_\_ 10. Don't make a sound, please.



6

Draw a line to match the sentences to the sentence type.

How lucky we are to see a hedgehog!	statement
Where would you like to go for your birthday?	question
Tell me how you did that magic trick!	exclamation
The giraffe is the tallest animal in the world.	command

8

## Present simple passive

1 Choose the correct word.

- 1 Books *is / are* made of paper.
- 2 Paper *is / are* made from trees.
- 3 The website *is / are* visited by thousands of people.
- 4 Lots of books *is / are* sold each year.
- 5 Each book *is / are* labelled to help people choose.
- 6 The books *is / are* left in a public place.

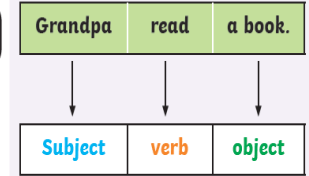
9

Complete these sentences with the correct form of the verb in brackets.

- Books are \_\_\_\_\_ (write) by authors.
- The pictures and illustrations are \_\_\_\_\_ (draw) by artists.
- A special programme is \_\_\_\_\_ (use) to teach students how to write stories.
- Most books are \_\_\_\_\_ (sell) by bookshops.
- Lots of books are \_\_\_\_\_ (buy) online through companies like Amazon.
- The website is \_\_\_\_\_ (design) to advertise the new titles.

10

### Subject - Verb - Object



Choose a subject to add to each sentence below.

- |            |                              |
|------------|------------------------------|
| My brother | 1. _____ ate chocolate cake. |
| My sister  | 2. _____ walked home.        |
| Sam        | 3. _____ played the guitar.  |
| Grandma    | 4. _____ rode the bike.      |

11

## My Future: Writing With Modal Verbs

Modal verbs are verbs that communicate possibilities. Some examples of modal verbs are **must, shall, will, should, would, can, could, may, and might**. Modal verbs are very useful when thinking about your future. Thinking about your future is very useful when setting goals and realizing hopes. Answer the following prompts using modal verbs.



### Five years from now...

Where will you be going to school?

---

---

What hobbies will you have?

---

---

What sports will you play?

---

---

In what community projects or activities will you be involved?

---

---

12

Combine each pair of sentences using a comma and the word in brackets.

*I want some cereal.  
The box is empty. (but)*

↓

*I want some cereal, but the box is empty.*

- Gina did not study for her test. She got an A. (yet)  
\_\_\_\_\_
- The satellite was down. They could not watch TV. (so)  
\_\_\_\_\_
- They went grocery shopping. There was nothing left to eat. (for)  
\_\_\_\_\_
- Dad started the barbecue. He cooked the steaks. (and)  
\_\_\_\_\_
- They do not have cable TV. They do have satellite TV. (but)  
\_\_\_\_\_
- Frank wanted another piece of pie. There was non left. (but)  
\_\_\_\_\_

13

Use these proofreading marks to correct 10 mistakes in the story below.

Make a capital letter. ≡  
Add a full stop. ○

Add a question mark. ?  
Correct the spelling mistake. <sup>their</sup> there

**A Windy Walk**

it was cold and windy as teh twins walked to school. julie had forgotten to put on her beanie before she and her brother lsft home. "Why are your ears red Julie" asked her brother ben Julie replied, "because they're super cold Ben!" then shhe shivered as the wind howled, blowing leaves all around them.



Choose two sentences that have mistakes and write them correctly.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**Extra Challenge**

In your workbook, or on the back of this page, write a sentence with two mistakes. Ask a friend to find the mistakes in your writing.

15

**Improving Sentences: The Palace Garden**

Use this box to generate adjectives to describe the garden and its contents.



Use your amazing adjectives to create expanded sentences:

The \_\_\_\_\_ garden had lots of \_\_\_\_\_ plants.

Next, use a fronted adverbial to give information about where the garden is:

\_\_\_\_\_, the \_\_\_\_\_ garden held lots of \_\_\_\_\_ plants.

14

**Penny's Problem Paragraph**



Penny has written a paragraph about her trip to the museum last week. Can you spot the five mistakes? Put a ring around them and write the correct word above.

I went to the local museum last Monday. It was lots of fun and I learnt so much. First, we visited the dinosaur room. I see a massive fossil which showed the shape of a dinosaur skull. Next, we go into the room about the Victorians. I liked seeing the clothes they wore and the type of food they eat. When we went into the shop, I get a keyring and a pencil. I tell my teacher it was the best trip ever!

16

**Describe the Toy**

Choose the words that best describe the toy.



- worn
- old
- threadbare
- treasured
- loved
- raggedy
- overused
- huge
- plush
- precious
- loved
- brown
- soft
- tattered
- fluffy
- special

Write some sentences to describe the toy using some of the words you have chosen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17

To write a simple paragraph, you start by I like \_\_\_\_\_ because \_\_\_\_\_. Add three supporting reasons. Finish with a conclusion that restates your opinion.

Example

I like apples because they are delicious. Apples are sweet and juicy. They are also healthy. You can eat them in many different ways. Apples are a delicious snack.



### Let's Practice!

What is your favorite food?

Share it with your partner using:

I like \_\_\_\_\_ because \_\_\_\_\_.

Add three supporting reasons.

Finish with a conclusion that restates your opinion.



18

Activity 2: Look at the question tags and complete the statement. Tick the correct tense for each sentence.

1. \_\_\_\_\_, wasn't it?

The test was easy,

The test wasn't easy,

2. \_\_\_\_\_, do you?

You did like football,

You don't like football,

19

### Question Tags

A question tag is a very short question at the end of a statement which changes the statement into a question.

Remember! If you have a positive statement, then the question tag will be negative. If the statement is negative, the question tag will be positive.

Activity 1: Match the statements with the correct question tag.

isn't it?   can't she?   don't you?   isn't he?   aren't they?   won't we?   isn't she?

- Thea is a teacher, \_\_\_\_\_
- That's your dog, \_\_\_\_\_
- Kofi's very tall, \_\_\_\_\_
- We will have lunch after school, \_\_\_\_\_
- They are brothers, \_\_\_\_\_
- Tali can sing, \_\_\_\_\_
- You study English at school, \_\_\_\_\_





20

Choose the correct answer below.

1. They like \_\_\_\_\_ to music.  
**listening / listen / listens**
2. She \_\_\_\_\_ reading fantasy books.  
**like / likes / 're**
3. I don't like \_\_\_\_\_, my kitchen is too small.  
**cooking / playing / cook**
4. \_\_\_\_\_ photographs is easy.  
**taking / reading / reads**
5. He doesn't like \_\_\_\_\_ football.  
**watches / watching / play**

Answer the questions below.

What are your hobbies? What don't you like doing?

---



---



---



21

## 'ed' or 'ing' Ending?

Fill in the blanks using the 'ed' or 'ing' version of the word in bold below the sentence.

1. I found the hamster \_\_\_\_\_ in its home.  
**hide**
2. The cat was \_\_\_\_\_ at the dog.  
**hiss**
3. The boy \_\_\_\_\_ on with the race even though he was hurt.  
**carry**
4. Without my umbrella, I was \_\_\_\_\_ from the rain.  
**soak**
5. I am really \_\_\_\_\_ my guitar lesson.  
**enjoy**

22

## Contractions

Work out the contractions.

1. did + not = \_\_\_\_\_
2. \_\_\_\_\_ + not = couldn't
3. have + not = \_\_\_\_\_
4. \_\_\_\_\_ + not = can't
5. \_\_\_\_\_ + will = he'll
6. \_\_\_\_\_ + would = I'd