



دولة الكويت

وزارة التربية

منطقة حولي التعليمية

التوجيه الفني للغة الإنجليزية

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

2024-2023

الخطة العلاجية العامة المقترحة لتطوير مهارة القراءة للصف التاسع- الفصل الثاني

ملاحظات	فترة التنفيذ	الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال 3 مثال 10	الأسبوع الأول	<ul style="list-style-type: none"> - Fill in spaces with words from the list (sentences /story). - Choose the correct answer. 	<p>تعزيز التمييز بين أنواع الكلمات Parts of speech</p> <p>- تصنيف الكلمات إلى أفعال وأسماء وصفات</p> <p>تدريبات من المعلم على شكل تعبئة فراغات أو إكمال قصة بالكلمات المناسبة...إلخ</p>	عدم فهم معاني بعض المفردات اللغوية.
مثال 1 مثال 9 مثال 4	الأسبوع الأول الأسبوع العاشر	<ul style="list-style-type: none"> - Match words to their synonyms. - Match words to their antonyms. - Match words to definitions. - Match words to pictures. - Classify into parts of speech 	<p>تقديم الكلمات الجديدة بطريقة مبسطة باستخدام أمثلة تناسب مستوى الطالب وخبراته الحياتية لضمان وصول المعنى بشكل صحيح.</p> <p>- استخدام تعريف مبسط للكلمة أو مفردات مرادفة أو معاكسة بالمعنى / synonyms / antonyms</p> <p>- استخدام صور توضيحية.</p>	
مثال 2 مثال 1 مثال 3	الأسبوع العاشر	<ul style="list-style-type: none"> - Circle new words. - Match words to meanings. - Fill spaces with words from the list. 	<p>شرح بعض المفردات الجديدة خارج المفردات الأساسية المقررة والتي تؤثر على الفهم.</p> <p>تشجيع الطلبة على تحديد الكلمات المبهمة في نصوص القراءة وتوضيح معناها في السياق.</p>	
مثال 5	الأسبوع الأول الأسبوع السادس	<ul style="list-style-type: none"> - Provide a simple text- free reading 	مراجعة الكلمات الأساسية التي وقع تدريسها في مراحل سابقة.	

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
				استخدام نشاط القراءة الحرة في نصوص تتضمن الكلمات الواردة سابقاً.	
مثال 3 مثال 4	الأسبوع العاشر	الأسبوع الثاني	<ul style="list-style-type: none"> - Matching words to pictures with pronunciation. - Filling words into spaces (with pronunciation) - Classify into parts of speech 	<p>تقسيم النص الى مقاطع أو جمل (حسب مستوى الطالب) تساعد الطالب على اعتياد القراءة تدريجياً.</p> <p>استخدام بطاقات تحتوي كلمات للتدريب على لفظها.</p> <p>استخدام بطاقات لجمل تحتوي على الكلمات التي يعاني الطالب من لفظها في الفصل بشكل يومي.</p>	صعوبة وبطء في القراءة النصوص.
مثال 5	الأسبوع العاشر	الأسبوع الثاني	<ul style="list-style-type: none"> - Free reading (select sentences from textbook). 	<p>التدريب على القراءة الجهرية بشكل يومي سواء بقراءة جمل أو فقرات بسيطة تزداد صعوبتها تدريجياً</p> <p>استخدام نصوص القراءة في الكتاب عن طريق اختيار جمل أو فقرات قصيرة للتدريب اليومي</p>	
مثال 5 مثال 6	الأسبوع العاشر	الأسبوع الثالث	<ul style="list-style-type: none"> - Free reading paragraphs / stories. 	<p>التدريب على قراءة فقرة خارجية بمعدل مرة أسبوعياً واستخراج ما هو مطلوب عن طريق الإجابة على الأسئلة.</p> <p>تزويد الطلاب بفقرات إضافية لممارسة القراءة والإجابة عن أنماط معينة من الأسئلة. لا سيما تنفيذ مشروع القراءة الحرة.</p>	عدم القدرة على فهم قطع الاستيعاب المقروء.
مثال 5 مثال 6	الأسبوع العاشر	الأسبوع الثالث	<ul style="list-style-type: none"> - Scan the following text and write down certain facts. - Read the text to find the main ideas. - Read between lines / Infer meaning 	<p>تعليم الطالب استراتيجيات القراءة والاستيعاب (Skimming & Scanning)</p> <ul style="list-style-type: none"> - التعرف الى نصوص بها مجموعة أفكار رئيسية - دراسة نفس النصوص لتناول الأفكار الفرعية. - تعليم الطالب استراتيجيات القراءة والاستيعاب 	صعوبة التعرف على الفكرة الرئيسية والأفكار الثانوية في النصوص. صعوبة التعرف على الأفكار والمعاني المبطنة في النصوص. (implicit ideas)

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال 8	الأسبوع الرابع	الأسبوع الثالث	Read the following text then answer the questions below.	تدريب الطلبة على أنماط الأسئلة - التعريف بأدوات تشكيل السؤال.	عدم القدرة على فهم المطلوب من الأسئلة
مثال 5	الأسبوع السادس	الأسبوع الرابع	- what is the moral lesson/ the purpose of the author in writing the following paragraph/text?	تدريب الطلبة على تحديد هدف الكاتب من الكتابة / المغزى الأخلاقي - استخدام فقرة بسيطة تتمحور حول موضوع واحد لتحديد الهدف من كتابة النص.	عدم القدرة على تحديد هدف الكاتب من الكتابة / المغزى الأخلاقي
مثال 3	الأسبوع الثامن	الأسبوع الخامس	- Fill in spaces with suitable pronouns. - What does the underlined word refer to in the text?	- تدريب الطلبة على الضمائر بمختلف حالاتها وكيفية إيجاد الإشارة المرجعية - تدريب الطلبة على إيجاد الإشارة المرجعية	عدم القدرة على تحديد الإشارة المرجعية Reference words
مثال 7	الأسبوع الثامن	الأسبوع السابع	- Read the paragraph and find words similar in meaning to the underlined words.	تعليم الطالب استراتيجيات القراءة والاستيعاب (Guessing) - التدرج في التعرض الى الأنواع المختلفة من النصوص (من الاسهل الى الأكثر صعوبة) - التعرض الى مهارة القراءة بشكل يومي	صعوبة استنباط معاني الكلمات من السياق

Example 1: Match words to definitions:

1.	spiritual		The state of feeling very unhappy.
2.	massive		A person or company that sells goods.
3.	confusion		Very large in size.
4.	vendor		The good characteristics/personality that a person has.
5.	quality		Being unclear in one's mind about something.
6.	depression		Relating to deep feelings and beliefs, especially religious beliefs.

Example 2: Circle new words in a text.

I used to work as a teacher in the north of England. It was not a bad job and I really liked my students, but I began to feel tired, so I needed a break.

I had always loved travelling, so one weekend I typed “international volunteering” into an internet search engine. At the top of the results page was the possibility to go and stay on an island in the Indian Ocean and help protect the beaches and the sea animals. I began joking to friends about sending in an application. I had some diving experience, and the more I talked about it, the more I wanted to do it, so I contacted the organisers. One week later, they offered to send me to the island and I accepted.

The volunteer job was only for two months during the summer holiday. I thought after I had finished, I would come home. As soon as I got to the island, I was sure I had done the right thing. My first dive was incredible. I felt so lucky to be able to experience that every day. In fact, I loved it so much that I never came home. I have now been on the island for ten years and I have a permanent job. I’m working as a marine educator, teaching volunteers about the sea life and taking them snorkeling and diving.

Of course, not everything about my new life is perfect. I work far harder than I used to. However, I cannot imagine going back to my old life.

Example 3: Fill in spaces with words from the list/

(depression – spiritual – immune – despite – qualities – material)

- 1- Thesystem is our main defense against diseases.
- 2- Muslims enjoy their own speciallife mainly during Ramadan.
- 3- Because of her good, she was chosen to be the most excellent manger.
- 4- Our full faith in Allah keeps us away fromand negativity.
- 5-..... her knowledge, she always feels unconfident.

Example 4:

Classify words into categories (Parts of speech).

Read the following sentences/ jumbled words and fill in the table:

1. Henry works in an office.

2. He is strange.

3. He is a health freak.

4. Health is important.

5. spinach – he – eats

6. tastes – it – disgusting

7. an – runs – he – for – hour

8. wears – mask – he – a

	Noun	Verb	Adjective	Adverb	Article	Preposition	Pronoun
1							
2							
3							
4							
5							
6							
7							
8							

Example5: (Skimming) Read the following text and skim it for the main ideas.

Nowadays it is not difficult to find fast food restaurants in almost every big city. Most people prefer fast food restaurants. Speed and price make them the favourite restaurants. Some people don't want to spend a lot of time preparing food. So, they can order what they want and eat it in about fifteen minutes. That's why they are called 'fast-food restaurants'. The prices are also cheap because of the large number of meals sold every day.

People like to be comfortable and enjoy their food. The famous fast-food restaurants like Hardees make sure that a beef burger in Kuwait tastes the same as the one in New York and not different from the one bought in London. Beef burgers have too much salt, fat and spices. The mixture of fat, sugar and salt sets off the pleasure chemicals in the brain. That is why people like having fast food.

But, some people say that they are not good for health. They don't have the important food elements which our bodies need. Food experts advise us not to eat food conserved in cans. Tinned food is not healthy because it is not fresh. Sometimes, fast food is not well protected from dirt, dust and insects, especially flies. Such food doesn't also have enough proteins and vitamins. So, eating fast food every day leads to horrible fatness and causes many dangerous diseases like heart attacks and high blood pressure. It's better to avoid being addicted to fast food.

What are the main ideas of the passage?

.....

.....

.....

Example 6:

Nowadays it is not difficult to find fast food restaurants in almost every big city. Most people prefer fast food restaurants. Speed and price make them the favourite restaurants. Some people don't want to spend a lot of time preparing food. So, they can order what they want and eat it in about fifteen minutes. That's why they are called 'fast-food restaurants'. The prices are also cheap because of the large number of meals sold every day.

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But, some people say that they are not good for health. They don't have the important food elements which our bodies need. Food experts advise us not to eat food conserved in cans. Tinned food is not healthy because it is not fresh. Sometimes, fast food is not well protected from dirt, dust and insects, especially flies. Such food doesn't also have enough of these two items: proteins and vitamins. So, eating fast food every day leads to horrible fatness and causes many dangerous diseases like heart attacks and high blood pressure. It's better to avoid being addicted to fast food.

Scanning

OUTCOME:

- Scan a text to locate a specific word or phrase

Materials: Worksheets



A) Find 3 numbers, food items and places stated in the passage:

Numbers	Food items	Places

B) Fill in the table with 3 adjectives, 3 adverbs and 3 linking words from the passage:

Adjectives	Adverbs	Linking words

Example 7: Read the following text, then answer the questions below:

I used to work as a teacher in the north of England. It was not a bad job and I really liked my students, but I began to feel tired, so I needed a break.

I had always loved travelling, so one weekend I typed “international volunteering” into an internet search engine. At the top of the results page was the possibility to go and stay on an island in the Indian Ocean and help protect the beaches and the sea animals. I began joking to friends about sending in an application. I had some diving experience, and the more I talked about it, the more I wanted to do it, so I contacted the organisers. One week later, they offered to send me to the island and I accepted.

The volunteer job was only for two months during the summer holiday. I thought after I had finished, I would come home. As soon as I got to the island, I was sure I had done the right thing. My first dive was incredible. I felt so lucky to be able to experience that every day. In fact, I loved it so much that I never came home. I have now been on the island for ten years and I have a permanent job. I’m working as a marine educator, teaching volunteers about the sea life and taking them snorkeling and diving.

Of course, not everything about my new life is perfect. I work far harder than I used to. However, I cannot imagine going back to my old life.

Find words similar in meaning to the following:	
Rest from work
Offering to do something
Seaside places
Interesting and amazing
Getting knowledge and skill
Swimming at water surface

Example 8: Read the following text, then answer the questions below:

Tick true (✓) or false (✗).

Chocolate was discovered 400 years ago.	
Cacao beans were used as money for centuries.	
People who really love chocolates are called "Chocoholics".	
Early chocolate drinks were not sweetened.	
Dark chocolate is sweet.	
Chocolate is healthy for parrots.	

Many people don't know that chocolate was first discovered almost 4,000 years ago. It was made from the beans of the cacao trees. For several centuries in pre-modern Latin America, cacao beans were used as money.

Since the time of its discovery, the Spanish have been obsessed with chocolate. At first, Spanish explorers did not like the taste of chocolate, so some tried mixing it with sugar or honey. This made the drink sweet. By the late 1500s, chocolate drinks were only popular with Spanish Kings and Queens. They were very expensive and a symbol of wealth and power until 1800s.

People who really love chocolate are called "chocoholics." The first chocoholics did not eat chocolate. Instead, they drank it. Early chocolate drinks were not sweetened like hot chocolate or chocolate milk.

The most chocolate eaten today is milk chocolate which has milk powder, but people also eat white chocolate and dark chocolate. Dark chocolate is not sweet. It has cocoa solids and cocoa butter. Both cocoa and dark chocolate are good for **the** brain and they help prevent heart diseases. Several studies have shown that eating small amounts of dark chocolate can lower your blood pressure, reduce stress, and stop some diseases.

Chocolate is **toxic** to some animals and may kill them. Some chemicals in chocolate are poisonous to dogs, cats and parrots. Therefore, they should never be given chocolate.

Example 9: Write /match the words to their antonyms.

<i>opponent</i>	cold
<i>scorching</i>	decreased
<i>giant</i>	Single/ individual
<i>Collective</i>	Partner or supporter
<i>increased</i>	dwarf

Example 10: Choose the correct answer from a, b, c and d:

1. Recent studies show that exams can cause to some students.

- a) anxiety b) quality c) cosmology d) immune

2- Technology has made a change in our life. It has been easier.

- a) spiritual b) contagious c) massive d) conventional

3- Sara caused me a big problem in school. I telling her my secrets.

- a) regret b) eliminate c) maintain d) squeeze

4- You should make your handwriting clear to avoid any

- a) scholarship b) confusion c) immune d) quality

الخطة العلاجية المقترحة للصف التاسع

مهارة الكتابة

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال 1 مثال 2	الأسبوع السادس	الأسبوع الأول	- Write sentences using words from the lesson.	تدريب الطالب على كتابة الجملة متدرجة الصعوبة. - التدرج في بناء الجمل من البسيط الى المركب الى المعقد. (simple, compound, complex)	عدم القدرة على تكوين الجملة بشكل سليم.
مثال 2	الأسبوع السادس	الأسبوع الأول	- Complete the following sentences.	اتاحة الفرصة للطالب للتدريب على مهارة الكتابة من أجل التعرض لجميع اشكال البنى اللغوية. - تكوين الجمل البسيطة والتنبيه الى الأخطاء.	ضعف في فهم البنية الصحيحة للجملة ناتج عن ضعف في القواعد.
مثال 9 مثال 10	الأسبوع العاشر	الأسبوع الثاني	- Write down a topic sentence on the following writing question. - Choose the suitable topic sentence for the following writing question.	تعريف الطالب بمكونات الفقرة. - تدريب الطالب على كتابة ال Topic sentence. - تدريب الطالب على كتابة supporting details.	عدم القدرة على بناء الفقرة والتقرير.
مثال 3	الأسبوع العاشر	الأسبوع الأول	Generate as many ideas as possible about scientists, intelligence, sports, ...etc.	تدريب الطلاب على طرق إنتاج الأفكار - استعمال طرق العصف الذهني	عدم القدرة على إيجاد الأفكار للكتابة في موضوع .
مثال 4	الأسبوع العاشر	الأسبوع الأول	- plan and organize the following ideas into the following diagram.	تدريب الطلاب على طرق تنظيم الأفكار - استعمال الخرائط الذهنية	عدم القدرة على تنظيم الأفكار

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
	الأسبوع العاشر	الأسبوع الأول	اعتماد خطة الكتابة - Going through steps of process writing - Writing mechanics training.		
	الأسبوع الثاني	الأسبوع الأول	- التدريب على الكتابة Writing about happiness. (Expository)		
	الأسبوع الرابع	الأسبوع الثالث	- Writing practices: (persuasive) Writing about sports.		
	الأسبوع السادس	الأسبوع الخامس	- Writing practices: (Expository) Writing about medicine.		
	الأسبوع الثامن	الأسبوع السابع	- Writing practices: (Expository) Writing about animal intelligence.		
مثال 5	الأسبوع العاشر	الأسبوع التاسع	- Writing practices: (Descriptive) Writing about human intelligence.		
	الأسبوع الحادي عشر	الأسبوع الحادي عشر	- Writing practices: (Expository) Writing about artificial intelligence.		
	الأسبوع الثامن	الأسبوع الأول	- Filling in spaces. - Transformation.	-تبسيط تقديم القواعد من خلال استخدام الطريقة الاستنباطية والاستنتاجية من خلال امثلة بسيطة تلائم مستوى الطالب. - مراجعة جميع القواعد التي تم تدريسها في المراحل السابقة من خلال المواقف التواصلية.	- ضعف في صياغة القواعد والتراكيب اللغوية بشكل صحيح.
مثال 6	الأسبوع الثاني	الأسبوع الأول	Grammar: - Parts of speech - The past perfect - Connectors (by the time, just as, but, after)	- تكثيف إعطاء أوراق عمل للتدريب على القواعد باستخدام أنماط أسئلة الاختبار.	

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
			<ul style="list-style-type: none"> - Wish in the past - Wish with the past perfect - If conditional type 3 - Verb and adjective change to noun 		
مثال 7	الأسبوع الخامس	الأسبوع الثالث	Grammar: <ul style="list-style-type: none"> - Parts of speech - Collocations with play, do and go - Countable nouns / Uncountable nouns - Determiners: a, an, some and any 	<ul style="list-style-type: none"> - التدريب المستمر على القواعد والتراكيب اللغوية من خلال تدريبات متدرجة المستوى لتناسب هذه الفئة من الطلاب مع توظيف التكنولوجيا والوسائط لتبسيط المفاهيم لدى الطلاب. 	
مثال 12	الأسبوع السادس	الأسبوع السادس	Grammar: <ul style="list-style-type: none"> - Reported speech 		
	الأسبوع الثامن	الأسبوع السابع	Grammar: <ul style="list-style-type: none"> - Parts of speech / - Conjunctions (addition / contrast / cause & effect) 		
مثال 8	الأسبوع التاسع	الأسبوع التاسع	Grammar: <ul style="list-style-type: none"> - Parts of speech - Reported speech (questions / commands and requests) 		
مثال 11	الأسبوع العاشر	الأسبوع العاشر	Grammar: <ul style="list-style-type: none"> - Comparative adjectives / Superlative adjectives - Use more...than and the most... 		

ملاحظة: تبدأ الخطة من 11 فبراير وتنتهي في 2 مايو

Examples:

Example 1: Write a suitable topic sentence:

..... Potato chips were first meant to be a plate of fried potato. It was invented by George Crum, a chef at the Carey Moon Lake House. How was it created? One day, a customer sent back his plate of potatoes many times and kept asking for them to be fried more and thinner. Crum lost his temper, sliced the potatoes extremely thin and fried them until they were hard as a rock. To the chef's surprise, the customer loved them and wanted more!

From a and b, choose the best topic sentence:

- 1- How were potato chips invented?
- 2- How did the chef slice potatoes?

Example 2: Complete these sentences :

If people live happily, they can enjoy a



You can choose the type of sport.....



Some animals and insects are very clever, such as:



Our life could be harder without.....

They.....



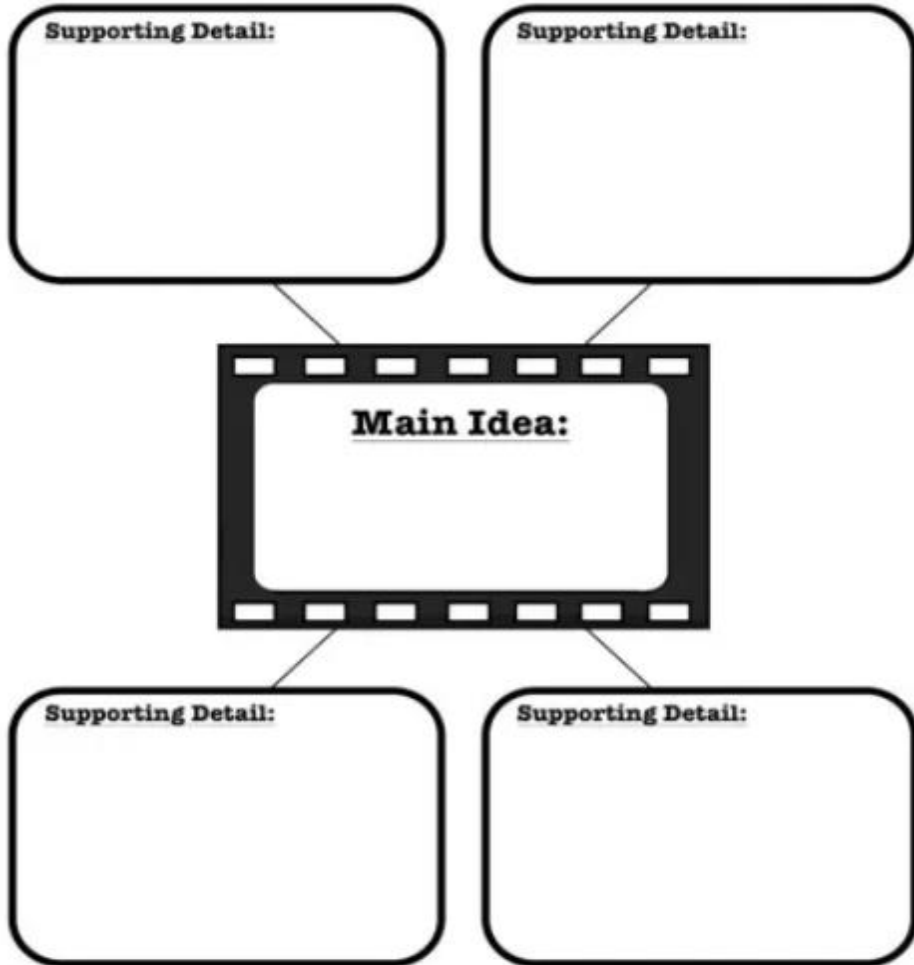
What is AI? It is It means that machines are able to

and like human beings.



Name _____

Directions: Think about the information you have just learned. Fill in the graphic organizer below with the **main idea** and **supporting details**.



Example 5:

**Write down a topic about human intelligence
Mention some scientists and their inventions.
Talk about the importance of inventions in our life.**



Introduction:

.....
.....
.....

Paragraph1:




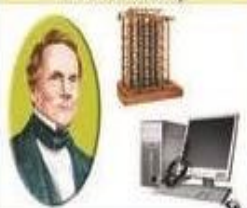

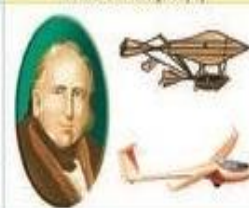
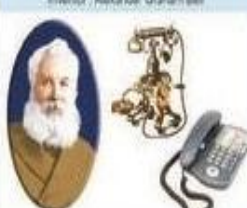
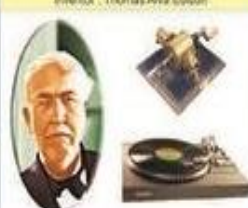
.....
.....
.....
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Paragraph2:

.....
.....
.....
.....

conclusion:

.....
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CALCULATOR Invented in : 1642 Inventor : Blaise Pascal 	PIANO Invented in : 1709 Inventor : Bartolomeo Cristofori 	THERMOMETER Invented in : 1714 Inventor : Daniel Gabriel Fahrenheit 
HOT-AIR BALLOON Invented in : 1783, Inventors : Joseph Michel and Jacques Etienne Montgolfier 	RAILWAY LOCOMOTIVE Invented in : 1803 Inventor : Richard Trevithick 	STETHOSCOPE Invented in : 1816 Inventor : Rene Laennec 
COMPUTER Invented in : 1832 Inventor : Charles Babbage 	SEWING MACHINE Invented in : 1848 Inventor : Elias Howe 	GLIDER Invented in : 1853 Inventor : Sir George Cayley 
TELEPHONE Invented in : 1876 Inventor : Alexander Graham Bell 	PHONOGRAPH Invented in : 1877 Inventor : Thomas Alva Edison 	LIGHT BULB Invented in : 1879 Inventor : Thomas Alva Edison 

Example 6:

Classify words into categories (Parts of speech).

Read the following sentences/ jumbled words and fill in the table:

1. Hisham works hard.
2. He is a new teacher.
3. She is the best student.
4. Work is important.
5. They play football now.
6. tastes-it-sweet
7. studies-he-for-years
8. wears-new-he-a-jacket

	Noun	Verb	Adjective	Adverb	Article	Preposition	Pronoun
1							
2							
3							
4							
5							
6							
7							
8							

Example 7:

A, AN, SOME, ANY

WRITE A, AN, SOME or ANY

- 1.- Look! There is elephant and tiny mouse in the cage.
- 2.- There aren't Penguins in the zoo but there are monkeys.
- 3.- I haven't got oil left. Can you lend me?
- 4.-My father is reading newspaper and you are playing game.
- 5.-Celia isn't wearing sunglasses. She is wearing pink dress.
- 6.-Are you waiting for bus? No, I am waiting for teacher.
- 7.-No, they aren't watching videos. They are doing Homework.
- 8.-The policeman wears blue uniform and boots.
- 9.-Excuse me, is there computer free?
- 10.-She's got angry dog and lovely cat.



- 11.-There wasn't money for me. My father gave coins.
- 12.-She didn't get Letters from her friend.
- 13.-his boyfriend was ugly person.
- 14.-I watched extraordinary event at the circus.
- 15.-The monster has got long legs and big mouth.
- 16.-Did you get information at the desk?
- 17.-We are eating fish and drinking glass of milk.
- 18.-..... short stories were really funny.
- 19.-I didn't have ice-cream. I had crisps.
- 20.-She said it was easy exercise.
- 21.- My mother didn't give me help with my homework.



Example 8: Choose the best answer from a, b, c & d:

1. "Why are you sketching on the wall?"

- a) Dad asked me why was I sketching on the wall.
- b) Dad asked me why I had been sketching on the wall
- c) Dad asked me why we were sketching on the wall.
- d) Dad asked me why I was sketching on the wall.

2. "Why didn't you send a friend request to me?"

- a) She asked me why had I not sent a friend request to her
- b) She enquired why I had not sent a friend request to me.
- c) She enquired why I did not send a friend request to her.
- d) She questioned why I had not sent a friend request to her.

3. "Why didn't you attend the meeting yesterday?"

The manager asked us

- a) why did not you attend the meeting the day before.
- b) why you did not attend the meeting the previous day.
- c) why we had not attended the meeting the day before.
- d) why didn't we attend the meeting yesterday.

4. "Did you meet each other at school?"

He asked us

- a) if did we meet at school.
- b) if we had met at school.
- c) had we met at school.
- d) if you had met at school.

5. "Were you listening to me?"

She asked us

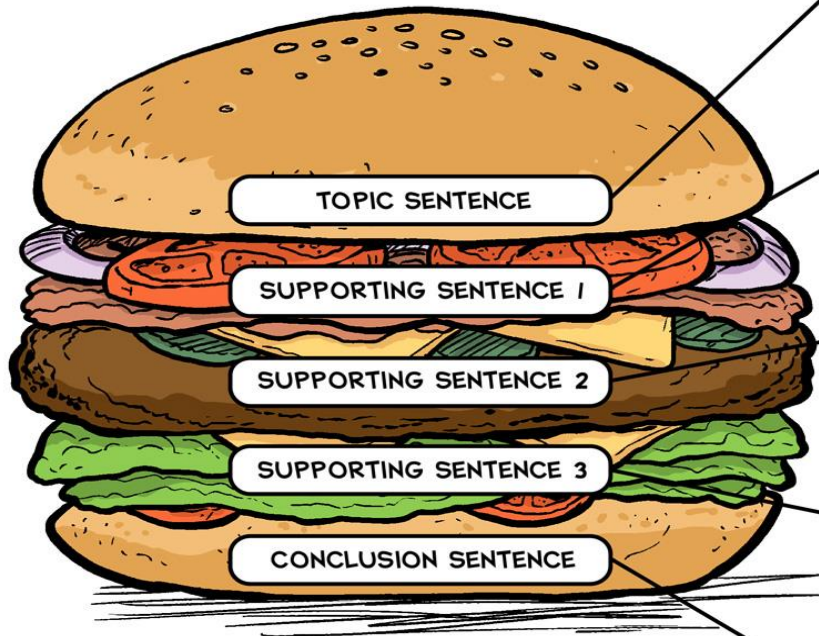
- a) why we'd been listening to her.
- b) if we had been listening to her.
- c) if we were listening to her.
- d) if we had been listening to me.

Example 9:

Name _____

Date _____

The Hamburger Paragraph



Example 10:

Read the paragraph. Then, add the better topic sentence.

_____ One of the most common examples is a *mule*, whose parents are a donkey and a horse. But there is also an animal species known as a *liger*, which is a mix of a lion and a tiger. A *zonkey* is a mixture of a donkey and a zebra. And *beefalo* are created by crossing cattle and bison.

Both animals and plants can sometimes mix with other species.

Two animal species can sometimes mix to create a new animal.

Read the paragraph and tick (✓) the best topic sentence.

Topic sentences:

- A: Japan is a very beautiful country.
- B: Japan, for example, makes computers.
- C: Japan is a very important country.
- D: Japan makes cars.

Paragraph:

_____ It produces many cars, such as Toyotas and Nissans, which it sells all over the world. It also produces electrical goods such as televisions and DVDs. Tokyo, the capital of Japan, is one of the biggest and most modern cities in the world.

Example 11: Choose the best answer from a, b, c & d:

1. I think Albert Einstein was *the*scientist *in the world*.
a) brilliant b) more brilliant c) most brilliant d) as brilliant as
2. I am aswimmer *than* my brother.
a) better b) good c) best d) as good as
3. Mum is *the*person *in the family*.
a) busy b) busier c) the busiest d) busiest
4. What is *the*car *in the world*?
a) expensive b) more expensive c) most expensive d) as expensive as
5. London is.....*than* Athens.
a) rainier b) as rainy as c) the rainiest d) rainy
6. This soup is much*than* the previous one.
a) hot b) hotter c) hottest d) the hottest
7. People say women are.....*than* men.
a) as polite as b) politest c) the politest d) politer
8. In Canada, January is*than* March.
a) cold b) colder c) coldest d) the coldest
9. You look.....*than* the last time I saw you. Have you lost weight?
a) thinnest b) thin c) as thin as d) thinner

Example 12:

Do as shown in brackets:

1. "I will come back tomorrow." (Report)

Ahmed said.....

2. "We don't like fish." (Report)

The kids said

3. "I am glad to meet you." (Report)

He told me

4. "We have lost our way to the park." (Report)

They said.....

5. "I will be there in the café tomorrow." (Report)

He said.....

6. "Our teacher asks too many questions." (Report)

They said

7. "I will pay for your friend's ticket." (Report)

He told me

8. "I have forgotten to post my letters." (Report)

He told us