



دولة الكويت

وزارة التربية

منطقة حولي التعليمية

التوجيه الفني للغة الإنجليزية □

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

2024-2023

الخطة العلاجية المقترحة للصف السابع مهارة القراءة

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال 1	الأسبوع العاشر	الأسبوع الأول	- Using simple words in meaningful sentences - Filling blanks with words Ex: Use the following words in sentences	مراجعة الكلمات الأساسية التي تم تدريسها في الفترة السابقة. (حصر الكلمات التي درست في المرحلة الابتدائية والصف السادس وكذلك الفصل الدراسي الأول للصف السابع) - حث الطلاب على توظيف كلمات سهلة (مراجعة ما سبق) في جمل بسيطة. - التدريب على استعمال كلمات المنهج في جمل سهلة وبسيطة من عند الطالب. - استعمال صور توضيحية ومقاطع فيديو تساعد على فهم الكلمات. - مراجعة الكلمات التي درست في الوحدات الأولى إلى السادسة في الصف السابع	عدم فهم معاني بعض المفردات اللغوية.
مثال 2	الأسبوع العاشر	الأسبوع الأول	- Match the word with the picture. - What is the meaning of the underlined word "....." in the paragraph? - Fill in the spaces with words from the list to complete the text/ story. - Word recognition Ex: Match the word with the picture Ex: Look at the pictures and say the words		
	الأسبوع العاشر	الأسبوع الأول	- Read the first paragraph (sentence) aloud. - Individual and choral reading of basic vocabulary. - Individual and choral reading of short sentences.	- تدريب الطالب كيفية تقسيم الكلمات الى مقاطع صوتية. - تقسيم النص الى مقاطع (جمل) تساعد الطالب على اعتياد القراءة تدريجياً.	البطء في قراءة النصوص.





ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال 4	الأسبوع العاشر	الأسبوع الثاني	- Read the first sentence / paragraph on page (...) aloud	استخدام نصوص القراءة في الكتاب عن طريق اختيار جمل أو فقرات قصيرة للتدريب اليومي على القراءة الجهرية سواء بقراءة جمل أو فقرات بسيطة متدرجة المستوى.	
مثال 3	الأسبوع العاشر	الأسبوع الثالث	- Read the following passage carefully, then answer the questions below:	التدريب على قراءة فقرة خارجية متدرجة المستوى واستخراج ما هو مطلوب من خلال الإجابة على الأسئلة.	عدم القدرة على فهم قطع الاستيعاب المقروء.
مثال 3	الأسبوع الرابع	الأسبوع الرابع	- Read the following passage carefully, then answer the questions below:	تدريب الطلبة على أنماط الأسئلة	عدم القدرة على فهم المطلوب من الأسئلة
مثال 5	الأسبوع الخامس	الأسبوع الخامس	- Find in the text a word that means: “.....”. - What is the meaning of the underlined word “.....” in the paragraph?	تعليم الطالب استراتيجيات القراءة والاستيعاب (Guessing)	صعوبة استنباط معاني الكلمات من السياق
مثال 6 مثال 8	الأسبوع السادس	الأسبوع السادس	- What is the best title for this text? - What is the main idea of the paragraph?	تعليم الطالب استراتيجيات القراءة والاستيعاب (Skimming & Scanning)	صعوبة التعرف على الفكرة الرئيسية والأفكار الثانوية في النصوص.
قطع استيعاب بسيطة متدرجة المستوى	الأسبوع السابع	الأسبوع السابع	- Choose the correct answer: What does the underlined pronoun “She” in the 1 st paragraph refer to?	تدريب الطلبة على الضمائر بمختلف حالاتها وكيفية إيجاد الإشارة المرجعية	عدم القدرة على تحديد الإشارة المرجعية Reference words
مثال 9 مثال 10	الأسبوع الثامن	الأسبوع الثامن	- Inferring meaning from context Recognizing the author’s view point/ reading between the lines.	تعليم الطالب استراتيجيات القراءة والاستيعاب - التعرض الى نصوص متدرجة المستوى.	صعوبة التعرف على المعاني المبطنة في النصوص. (implicit ideas)

Outcome: Reading aloud: short sentences

Read and match:

Materials needed: iPad

Link: <https://wordwall.net/resource/33189627/read-and-match>

			
<input type="text"/>	It is nice to your teacher.	<input type="text"/>	Kuwaiti people are kind and
<input type="text"/>	Ali had an good time at the zoo.	<input type="text"/>	Salem is because of all the work.

مثال (2)

Reading

OUTCOME: Phonics and Decoding

- Use phonic knowledge and skills to read sentences aloud sounding out unfamiliar words accurately



➤ Read the following sentences aloud:

Materials: Reading Dice or Reading Cube

- Scientists research.
- Science helps people.
- Technology is important.
- Many scientists knew him.
- Many scientists are working in this field.
- Scientists deal mainly with physical matters.







مثال (1)



Outcome: Reading aloud: age-appropriate text with correct intonation and speed

Read and replace a word with each picture:

Materials needed: charts

Read the following passage and replace the picture with the suitable word

I have a lovely  .We live in a big house. My  is a doctor. My  is an English teacher. My  Ahmed likes playing football.

My  Salma likes painting. I love my  .

مثال (4)

Skim the following text, then answer the questions below:

Materials: Pictures - Worksheets



Robot Birds

Liverpool city council wants to clear the city of fat pigeons. They say that that people are feeding the birds, which makes them fat. The pigeons get bigger because their normal diet should consist of seeds and insects, not high-fat junk food they are eating in the city centre.

The council wants people to know that everyone who feeds the pigeons is responsible for the streets being so crowded with these birds. They hope to encourage the birds to move away from the city centre to parks and open spaces.

Ten robotic birds have been brought into the city centre to scare the pigeons away. Visitors are asked not to give the pigeons any food. The mechanical birds - known as 'robops' - will sit on the roofs of buildings. They can be moved around to different locations. They look like a peregrine falcon, which is a bird that kills pigeons. They even make noises and flap their wings to scare the pigeons. The council hopes that the pigeons will go away before the city becomes the European Capital of Culture in two years.

1-What is the overall idea discussed in the text?

.....
.....

2-What is the main point expressed in each paragraph?

.....
.....

مثال (3)

Read the following title and look at the picture. What do you think the story is about?

James and the Rake



Read the story and then answer the questions below:

James picked up the rake and started cleaning up the leaves on the grass. His mom told him he could go and play once he was done with the garden. Ten minutes passed, when James' friend Mario came cycling, Mario stopped and said, "Hi, James, you want to go to the football match? James mumbled, I can't, I have to finish the garden first.

What do you think will happen next?

.....
.....

Mario laughed a little and said. "But they are giving away free footballs and ice cream! Are you going to pass that up?" Maybe she won't mind if I go for 5 minutes; he thought to himself and it's really hot out here.

Were your predictions correct or did something different happen? What do you think happened?

.....
.....

مثال (6)

Read the following passage, then answer the questions below:

Materials: Worksheets

When a sound is created, it travels from its source in waves, called sound waves. Different **sources**, or causes, of sounds create different kinds of sound waves. The part of the ear that is outside our head is called the **pinna**. The pinna helps to catch the sound waves around us and guide them inside the ear. As a sound wave enters the ear, it hits the eardrum. The **eardrum** is a thin layer of skin called a membrane that separates the outer ear from the middle ear. The eardrum is stretched tight, like the top of a drum, causing it to vibrate when sound waves hit it.

Select which context clues that give a hint to the meaning of each of these words.

(you can choose more than one option)

1. sources

- A. ...travels from...
- B. ...or causes...
- C. ...different kinds...

2. pinna

- A. ...helps to catch the sound waves...
- B. ...different kinds of sound waves...
- C. ...part of the ear that is outside our head...

3. eardrum

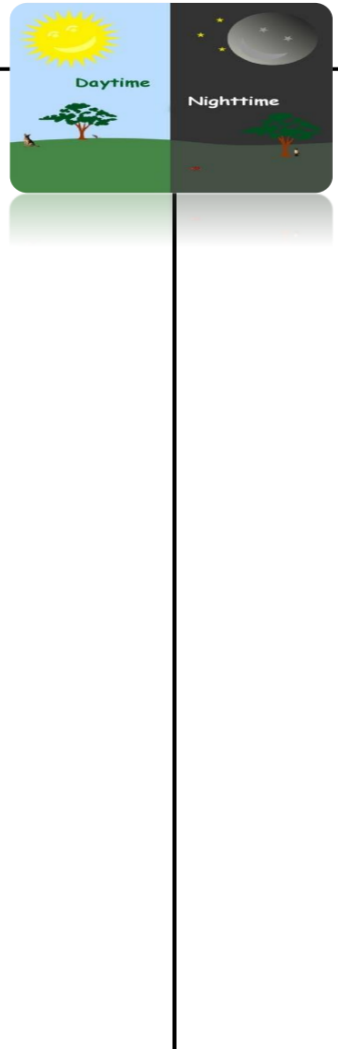
- A. ...enters the ear...
- B. ...thin layer of skin...
- C. ...stretched tight...



مثال (5)

Glue the passages underneath the correct column.

Day



Night

Making inferences

OUTCOMES:

- Make inferences on what has been read
- Justify inferences with evidence

Materials: Glue - Scissors

- Read the passages.
- Decide if the passage settings happened during the daytime or nighttime.
- Cut them out and glue them in the appropriate spot on the T-Chart on the next page.

The school bell rang. Students walked out the door with their smart devices and homework.	We carried the picnic basket to a shady area and opened it. The sandwiches and cookies looked delicious!
There was a loud bang and then, some huge fireworks burst into the air. The sky was filled with color.	The smell of pancakes woke me up. I ran to the kitchen for breakfast.
I turned on the mobile flashlight and opened the door carefully. The beam of the flashlight lit up our front entrance.	My mom knocked on the door. "Turn off the iPad and go to bed!" she yelled at me. I jumped under the covers.
The mailman finally arrived. He put letters in our mailbox.	An airplane flew across the sky. It blended in with the stars around it and looked like it was flying towards the moon.

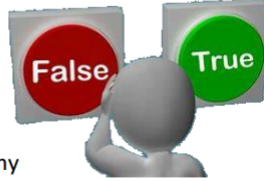
مثال (7)

Outcome: Reading to locate explicit/implicit information

Read the following text then answer the questions below:

Materials needed: worksheets

My name is Marco and I'm eleven years old. I'm Italian and my favourite sport is basketball. I play it twice a week at school. I have basketball lessons on Monday, Wednesday and Friday. On Saturday's afternoon, I usually have a match with my team, we are very good at basketball and we often win. Of course, I'm in the school team too! I have a lot of friends and on Sunday's afternoon we play basketball in the park. Basketball builds healthy bones and boosts heart health. It is the team sport because, it strengthens teamwork and coordination. My favourite team is Real Madrid and I hope to be a champion one day.



Decide if the following sentences are true or false and correct the false ones:

1- Marco has basket lessons every day. ()

.....

2- Marco's favourite team is Milan. ()

.....

3- Marco trains every day except on Saturday. ()

.....

Answer the following questions:

4- What are the benefits of playing basketball?

.....

5- Why do young people prefer playing basketball?

.....



مثال (9)

Outcome: Making inference: Read a passage to make inferences

Materials needed: crayons

Read about Jamal and his father. Then answer the following questions:

Jamal woke up early on Saturday morning and looked outside the window. It was sunny and hot outside. Jamal's father called him and said, "It is a perfect day, don't forget to bring your towel and goggles!" Later, Jamal went to his room, grabbed them and they left the house.



✚ Where did Jamal and his dad go?

✚ Underline what helps you to know this.

✚ Draw a picture of the place where Jamal and his dad went.



مثال (8)

الخطة العلاجية المقترحة للصف السابع مهارة الكتابة

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (2) مثال (5)	الأسبوع الرابع	الأسبوع الأول	<ul style="list-style-type: none"> - Reorder words to form a sentence. - Reorder sentences to form a paragraph - Written paragraph with missing verbs/nouns/pronouns....etc.) - Read the paragraph and fill in the graphic Organiser. 	<ul style="list-style-type: none"> - التدريب على كتابة جمل بسيطة - تشجيع الطالب على كتابة جملته على السبورة وتصحيح أخطاءه في نفس الوقت. - التدريب على معرفة أقسام الجمل الصحيحة - الإعداد لحصة الكتابة باستخدام الخطوات الصحيحة بدأً بالعصف الذهني والمخطط والانتهاؤ بتصحيح مسودة الطالب على ألا يقل عدد حصص الموضوع الواحد عن حصتين دراسيتين. 	<ul style="list-style-type: none"> - عدم القدرة على تحديد أقسام الجملة الصحيحة
مثال (4)	الأسبوع الثاني	الأسبوع الثاني	<ul style="list-style-type: none"> - Reorder the following words to make coherent sentences - Underline the topic sentence in the following paragraph 	<ul style="list-style-type: none"> - تعريف الطالب بمكونات الفقرة - تدريب الطالب على كتابة ال Topic sentence. - تكليف الطلبة بواجبات كتابية منزلية بسيطة والحرص على متابعتها وتصويبها. 	<ul style="list-style-type: none"> - عدم القدرة على تكوين الجملة بشكل سليم وضعف في استعمال القواعد.
مثال (1)	الأسبوع الثالث	الأسبوع الثالث	<ul style="list-style-type: none"> - Find the mistakes in the following sentence(s) / and correct it/them. 		<ul style="list-style-type: none"> - عدم القدرة على بناء فقرة.
مثال (3)	الأسبوع الخامس	الأسبوع الرابع	<ul style="list-style-type: none"> - Form sentences applying rules and structures of the basic sentence patterns in English. 		

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (6)	الأسبوع السابع	الأسبوع السادس	- Look at the pictures and write sentences using present simple with the help of pictures. - Writing (Expository / Descriptive)	- المتابعة الأسبوعية للأعمال الكتابية من قبل المعلم ورئيس القسم - التدريب على عملية الكتابة بمراحلها	
تدريب على كتابة إيميل	الأسبوع التاسع	الأسبوع الثامن	- Writing practices: (email - Expository) * Writing about free time. / Jobs.	- التدریب على عملیة الكتابة بمراحلها المختلفة وآليات الكتابة مع تخصيص تدريبات متدرجة المستوى لتناسب مستوى الطلاب.	
تدريب على كتابة تقرير	الأسبوع العاشر	الأسبوع العاشر	- Writing practices: (Expository) * Writing about energy and recycling.		
مثال (6) مثال (7) مثال (8)	الأسبوع الأول	الأسبوع الأول	- Multiple choice question (a, b, c & d) Parts of speech.		القواعد اللغوية ضعف في القواعد والتراكيب اللغوية وعدم القدرة على توظيفها بشكل صحيح
أوراق عمل متدرجة المستوى للتدريب على القواعد باستخدام أنماط أسئلة الاختبار	الأسبوع الثالث	الأسبوع الثاني	- Multiple choice question (a, b, c & d) Verb tenses	- تكثيف إعطاء أوراق عمل للتدريب على القواعد باستخدام أنماط أسئلة الاختبار. - المراجعة المستمرة للقواعد والتراكيب اللغوية من خلال تدريبات متدرجة المستوى لتناسب هذه الفئة من الطلاب مع توظيف التكنولوجيا والوسائط لتبسيط المفاهيم لدى الطلاب.	- عدم القدرة على تحديد أجزاء الجملة - ضعف في تحديد وتوظيف الأزمنة المختلفة - عدم القدرة على استخدام كلمات الترتيب - ضعف في تكوين السؤال
	الأسبوع الخامس	الأسبوع الرابع	- Transformation Questions (Do as required) Verb tenses / Form questions / Change into passive / Change into negative		- عدم القدرة على استخدام الضمائر المتصلة وحروف الجر
	الأسبوع السابع	الأسبوع السادس	- Read the following paragraph and fill in the missing (verbs/ nouns/ adjectives/ prepositions....etc)		- عدم القدرة على استخدام المبني للمجهول - عدم القدرة على نفي الأزمنة المختلفة

ملاحظات	فترة التنفيذ		الأنشطة المقترحة	الإجراءات	نقاط الضعف
مثال (10) مثال (11) مثال (12) مثال (13)	الأسبوع التاسع	الأسبوع الثامن	- Multiple choice question (a, b, c & d) Relative pronouns / Prepositions		
	الأسبوع العاشر	الأسبوع العاشر	- Transformation Questions (Do as required) Change the following sentences into questions.		
	الأسبوع العاشر	الأسبوع الأول	- Write the missing words to complete sentences. - Write a sentence with one active word.		
أوراق عمل للتدريب على الاملاء باستخدام أنماط أسئلة الاختبار				- تشجيع المتعلم على كتابة الكلمات الجديدة على السبورة. - التدريب على كتابة الكلمات الجديدة على هيئة املاء اسبوعي. - التدريب والتدرج في كتابة الكلمات ومن ثم جمل بسيطة والتطبيق في الاملاء الاسبوعي.	الإملاء - عدم القدرة على كتابة الكلمات والجمل بشكل صحيح. - عدم القدرة على حفظ الكلمات املائيا.

• تبدأ الخطة من تاريخ 2024-2-11 وتنتهي في 2024-5-2 □

Sentence patterns

OUTCOME:

- Apply rules and structures of the basic sentence patterns in English

Fill in the table with the following sentences according to their patterns

Materials: Worksheets

1. The bell rang.
2. She seems smart.
3. Scientists are hardworking.
4. He is studying.
5. The boys are surfing the net.
6. All people use technology and electronic devices.

Sentence Patterns	Examples
Subject + Verb	The bell rang. He wept.
Subject + Verb + Object	She likes eggs. I met my brother.
Subject + Verb + Adjective	Martin is busy. She was sick.
Subject + Verb + Adverb	The truck came here. He ran fast.
Subject + Verb + Noun	They are teachers. Marilyn was the class president.

subject + verb (S + V)	subject + verb + object (S + V + O)	subject + verb + adjective (S + V + A)

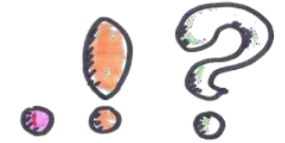
مثال (2)

Writing

Punctuation & Formatting

OUTCOME:

- Use punctuation marks accurately.



Write the correct end mark for each sentence.

1. May I try another game on your computer
2. This game is amazing
3. That exam was easy
4. I am in level ten
5. What level are you in
6. I did it
7. Do you have this game on your computer
8. I need help with this level
9. I really enjoy playing this game
10. Who has the highest score

مثال (1)

Writing Skill:

Outcome: Sentence construction and patterns:reorder words to form sentences neatly and legibly (using correct punctuation)

Reorder the following words to form sentences. Then write them neatly and legibly using correct punctuation:

Materials needed: worksheets/jigsaw puzzle pieces

watches she TV family her with

goes ahmed the park with to friends his

father my black has hair

play don't they well the guitar

dalal run sara the and school magazine

مثال (4)

Sentence Structure

OUTCOMES:

- Form sentences applying rules and structures of the basic sentence patterns in English
- Form sentences ensuring the consistent and correct use of tense to express the intended meaning



Materials: Worksheets

Read the following sentences/ jumbled words from the reading passage 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

Sentence No	Subject	Verb	Object	Noun	Adjective	Adverb
1.	Henry	works				in an office
2.						
3.						
4.						
5.	He	eats	Spinach			
6.						
7.						
8.						

مثال (3)

Outcome: Write sentences using present simple with the help of pictures

Materials needed: worksheets/ pictures

Look at the pictures. Write a sentence using the present simple tense for each picture



مثال (6)

Writing Skill

Outcome: Paragraph construction and handwriting
Reorder sentences to form a cohesive paragraph

Materials needed: worksheets

Reorder the following sentences then write them below as a meaningful paragraph.

Baking Cookies

- Last, I wrap them up and give them to my friends.
- Then, I go home and get a bowl, spoons, and turn on the oven.
- Next, I mix everything together in a bowl to make the cookie dough.
- I like to make cookies for my friends in my free time.
- First, I go to the store and buy all the ingredients.
- When they are cooked I take them out of the oven.
- After that, I put the dough in the oven to cook.



.....

.....

.....

.....

.....

.....

مثال (5)

Language Focus: Punctuation marks

Materials needed: worksheets



Rewrite the following sentences with the correct punctuation marks:

- 1- we re going to travel to dubai next february
.....
- 2- ali s brother is studing in france to be a doctor
.....
- 3- i ll work with my friend ahmed to finish our project
.....
- 4- sara s family is travelling to london next august
.....
- 5- fatma s bag was lost in the airport
.....

مثال (8)

Language Focus: sequence words

Materials needed: worksheets





Sequence Writing
Arrange the pictures and words in the right order of events.

1

2

3

4

Next

ate

cereal

Finally

poured

First

[] , Merry got a plate and a spoon.
Then, Merry [] cereal into the plate.
[] , Merry poured the milk on the [] .
[] , Merry [] the cereal.

مثال (7)

Add (-ing) to the following verbs then put each in the correct groups.

show- hit- leave- prefer-melt- waste- try- measure- purify- lose- cure- receive-
communicate- rise- chop- value- fold- supply-excel-run- limit- collect

General Rule

Group 1

double the final consonant.

Group 3

Verbs ending in W, X, or Y

Group 2

Verbs ending in Consonant + E

Group 4

مثال (10)

Language focus: Spelling rules:

Materials needed: charts



-ING SPELLING

General Rule

In general we just add -ING to the end of a verb.

- eat → eating
- go → going
- read → reading

Verbs ending in Consonant + E

Remove the E from the end of the verb and add -ING.

- dance → dancing
- ride → riding
- write → writing

Consonant + Vowel + Consonant

When a verb with one syllable ends in a C + V + C we double the final consonant.

Exception: When the verb ends in W, X, or Y.

- cut → cutting
- run → running
- stop → stopping

Verbs ending in W, X, or Y

Do NOT double the final letter at the end of the verb when it is W, X, or Y.

- snow → snowing
- fix → fixing
- play → playing

مثال (9)

Language Focus: Spelling rules

Materials needed: worksheets /charts

Regular Nouns add -S		Ends in S, CH, SH, X or Z add -ES	
1 car	2 cars	1 bus	2 buses
1 dog	2 dogs	1 match	2 matches
1 book	2 books	1 dish	2 dishes
1 house	2 houses	1 box	2 boxes
1 apple	2 apples	1 quiz	2 quizzes

Ends in VOWEL + O add -S	
1 zoo	2 zoos
1 radio	2 radios
1 stereo	2 stereos
1 video	2 videos
1 kangaroo	2 kangaroos



مثال (12)

Language Focus: spelling rules



Materials needed: charts

Add (- ed) to the following words:

Base form: Add +ed	
listen	listened
cook	
look	
call	
walk	
play	
help	
open	
watch	
paint	
jump	
play	
brush	
follow	

Verbs that end in -e
Add +d

close	closed
like	
live	
share	
use	
save	
love	
move	

Verbs that end in -y
Remove -y
Add +ied

cry	cried
fry	
try	
dry	
study	
carry	
marry	
copy	

Verbs that end with
vowel & consonant
Double the consonant(2x)
Add +ed

skip	skipped
stop	
pin	
clap	
hop	
zip	

مثال (11)

Add (- s) to the following words:

cat	
bed	
cup	
paper	
pillow	

box	
wish	
glass	
buzz	

fox	
bus	
watch	

Select one word from the table and use it in a sentence:

.....



مثال (13)