

Cambridge IGCSE™ (9–1) Arabic 7180

Lesson plan: Narrative writing

Learning objectives	To practise narrative writing techniques
Lesson objectives	Learners will learn to <ul style="list-style-type: none">• Write a narrative piece using the correct structure• Use varied and sophisticated vocabulary
Vocabulary	Verbs Scene description / setting Character description
Previous learning	Learners worked on the concept of storytelling, and basic vocabulary
Resources	Appendix 1 Freytag's pyramid Appendix 2 Vocabulary lists Appendix 3 Example essay Appendix 4 Peer assessment worksheet

Activities

Beginning (10 mins)

Starter activity:
Recap the concept of storytelling, and the elements of the story:
(The elements of the story include characters, setting, plot, conflict and resolution) – Appendix 1
Freytag's pyramid

تشمل القصة عدة عناصر منها الشخصيات، والسياق الزمني والمكاني والحبكة والعقدة والحل.

Recap the concept of storytelling, and the elements of the story:

(The elements of the story include characters, setting, plot, conflict and resolution) – Appendix 1
Freytag's pyramid

تشمل القصة عدة عناصر منها الشخصيات، والسياق الزمني والمكاني والحبكة والعقدة والحل.

تشمل القصة عدة عناصر منها الشخصيات، والسياق الزمني والمكاني والحبكة والعقدة والحل.

Middle (50 mins)

Explain narrative writing (5 minutes)

Explain narrative writing (5 minutes)

Before the lesson print the appropriate number of copies of the vocabulary list, possibly on different colour papers. Possibly laminate them. (Appendix 2)

Narrative writing is telling a story with a structure that includes a beginning, middle and end. The text should engage the reader's attention and interest.

يُعرّف النصّ السرديّ بأنه نصّ يحكي قصة ما ويتكوّن من هيكلية بها مقدّمة وعرض وخاتمة. يجب أن يجذب النصّ انتباه القارئ واهتمامه.

Narrative writing is telling a story with a structure that includes a beginning, middle and end. The text should engage the reader's attention and interest.

يُعرّف النصّ السرديّ بأنه نصّ يحكي قصة ما ويتكوّن من هيكلية بها مقدّمة وعرض وخاتمة. يجب أن يجذب النصّ انتباه القارئ واهتمامه.

يُعرّف النصّ السردّي بأنه نصّ يحكي قصة ما ويتكوّن من هيكلية بها مقدّمة وعرض وخاتمة. يجب أن يجذب النصّ انتباه القارئ واهتمامه.

Class activity (5 – 10 minutes)

Cut up the lists and shuffle and place a few on each table. Learners work in groups of two or three.

Learners choose 10 words they will use in their stories.

Based on previous learning, lead the class in a class discussion.

In groups of two or three, learners discuss one element of the essay structures.

Groups share their work with the class.

Learners choose 10 words they will use in their stories.

Based on previous learning, lead the class in a class discussion.

In groups of two or three, learners discuss one element of the essay structures.

Groups share their work with the class.

Based on previous learning, lead the class in a class discussion.

In groups of two or three, learners discuss one element of the essay structures.

Groups share their work with the class.

In groups of two or three, learners discuss one element of the essay structures.

Groups share their work with the class.

Groups share their work with the class.

Class discussion
Discuss the structure of the essay
(10 minutes)

Discuss the structure of the essay
(10 minutes)

Write on the board some of the ideas, then summarise to ensure all learners have the correct structure.

Detailed structure of a good essay

Introduction: introduction of characters, setting and something to draw the interest of the reader.

The plot: introducing the twist/the conflict

Detailed structure of a good essay

Introduction: introduction of characters, setting and something to draw the interest of the reader.

The plot: introducing the twist/the conflict

Introduction: introduction of characters, setting and something to draw the interest of the reader.

The plot: introducing the twist/the conflict

The plot: introducing the twist/the conflict

Plan

End: resolution, or completion of the story, which could also be open

الهيكلية الأساسية للمقال

- المقدمة: تقديم الشخصيات أو سياق الزمان والمكان، وتحضير القارئ لبدء القصة.

- العرض: أحداث القصة. الحبكة بدءًا من العقدة وتطور الأحداث.

- الخاتمة: حل العقدة ونهاية الأحداث. قد تكون النهاية مفتوحة.

Share with the class a model narrative writing. (Appendix 3)

Ask learners the following questions:

- What feature in the piece created the tension?
- Which image was most effective?
- How did the writer make the reader want to continue reading?

- ما الذي خلق جو التوتر في النص؟

- ما الصورة الأكثر تأثيرًا في النص؟

- ما الذي جعل القارئ يود الاستمرار في القراءة؟

Brainstorming ideas for stories (5 minutes)

In groups of two or three, discuss story ideas

- Who are the characters?
- Why are they in this place at this time?
- How are the characters related to one another?
- Think of a surprise that will make the reader want to know what happens next and keep reading till the end.

- من هي الشخصيات؟

- ما أسباب وجود الشخصيات في هذا المكان والزمان؟

- ما علاقة الشخصيات ببعضها؟

- فكر في مفاجأة تجعل القارئ يرغب في معرفة المزيد عما سيحدث لاحقًا ويستمر في القراءة حتى النهاية.

Learners write 100-word narrative essay (15 minutes)

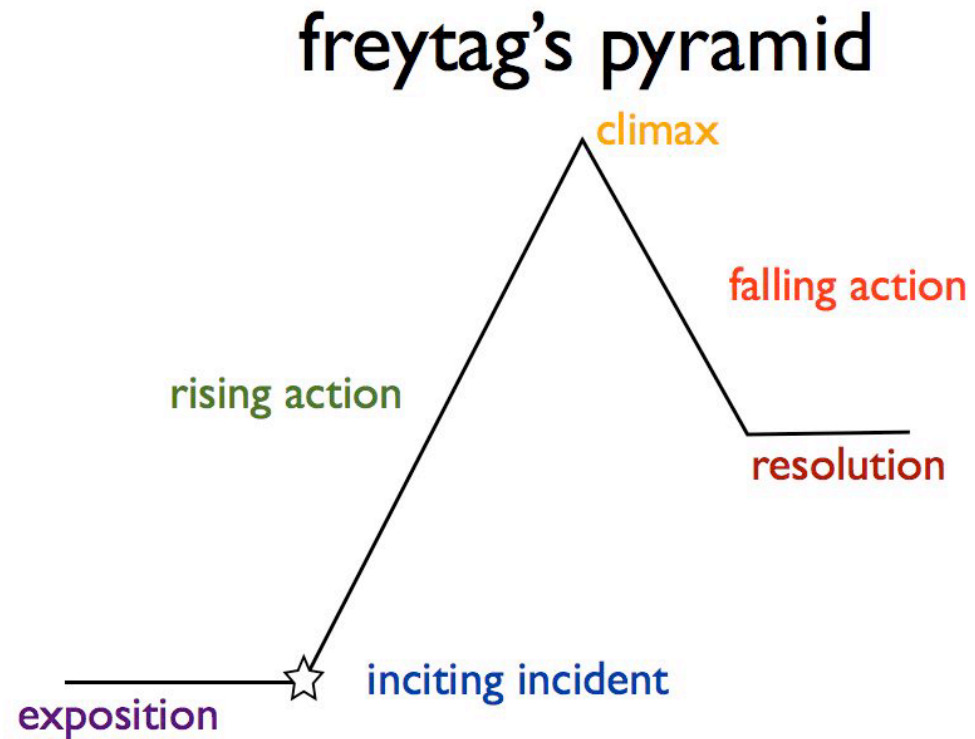
Learners write their stories individually

Plan		
Learners share their work with their groups (5–10 minutes)	Shuffle the groups and allow time for the peer assessment task. (Appendix 4)	
End (5 mins)	Plenary: Recap and set homework.	
	Homework: Learner provide alternative endings to their stories.	

Additional information	
<p>In learning Arabic in particular, there will be various language proficiency and connection to the culture. Teachers should take this into consideration especially during class discussion.</p> <p>Verb conjugation maybe harder for some learners, especially those of Arab heritage.</p> <p>Dividing the class into groups should also take into consideration student varying ability, knowledge and proficiency.</p>	<p><i>Consider health and safety and use of information communication technology in your own context.</i></p>

Reflection and evaluation
<p>Reflection:</p> <p>Were the lesson objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>
<p>Summary evaluation:</p> <p>What two things went really well? (Consider both teaching and learning.)</p> <ol style="list-style-type: none"> 1. 2. <p>What two things would have improved the lesson? (Consider both teaching and learning.)</p> <ol style="list-style-type: none"> 1. 2. <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>

Appendix 1 Freytag's pyramid



Appendix 2 Vocabulary lists

Verbs	أفعال
Run	جری / عدا / ركض
Jump	قفز
Climb	تسلّق
Crawl	زحف
Stumble	تعثر
Tiptoe	مشى على أطراف قدميه
Hasten	تسارع
Embark upon / lunge	اندفع
Trot	هرول
Dismount	تَرَجَّل
snarl	زمجر

Verbs	أفعال
tremble	ارتجف
Shriek	زَعَق
Flinch	جفل
Gasp	لهث

Scene description / setting	وصف المشهد
Gloomy	كئيب
Fragrant	عَطر
Grand/Impressive	مُهيب
Bustling	صاخب
Desolate	مَقَر
Vibrant	نابض بالحياة / حيوي

وصف المشهد	Scene description / setting
فوضى	Chaos
ساكن / هادئ	Serene
متوهج	Glowing
مكتظ	Cramped

وصف الشخصية	Characters description
وقح	Rude
لطيف	Pleasant
طيّب	Kind
متحمّس	Eager
شهم	Gallant
خجول	Shy / Timid

Characters description	وصف الشخصية
Determined	عازم
Persistent	مثابر
Mysterious	غامض
Secretive	كتوم
Charming	فاتن
Ruthless / Cruel	قاسي
Witty	سريع الخاطر
Elegant	أنيق
Scruffy	أشعث
Brave	شجاع

Appendix 3 Example essay

عصفت الرياح عندما دخلت سعاد إلى المنزل المهجور. كان كل صرير من ألواح الأرضية بمثابة تحذير. لم يكن من المفترض أن تكون هنا، لكن التحدي كان محسوماً. رقصت الظلال على وميض مصباحها اليدوي. في الردهة، انفتح الباب ببطء من تلقاء نفسه. زحفت نحوه بقلب يخفق بقوة. فتسللت أكثر. في الداخل، ظل الأثاث المغطى بالغبار دون إزعاج – باستثناء كرسي هزاز واحد، يتمايل برفق. وأظهرت صورة على الطاولة فتاة تشبهها تماماً. وفجأة، هُمس في أذنها: "مرحباً بك في بيتك". صرخت، ركضت، وأغلق الباب خلفها بقوة. عاد المنزل صامتاً، ينتظر زائره التالي.

Appendix 4 Peer assessment worksheet

Criteria	Meeting the criteria	Comments			
Narrative is complex and possibly tense. May contain narrative devices.	<table border="1"> <tr> <td>Brilliant</td><td>Good</td><td>Needs improvement</td></tr> </table>	Brilliant	Good	Needs improvement	
Brilliant	Good	Needs improvement			
Good essay structure	<table border="1"> <tr> <td>Brilliant</td><td>Good</td><td>Needs improvement</td></tr> </table>	Brilliant	Good	Needs improvement	
Brilliant	Good	Needs improvement			
Using a variety of sophisticated words	<table border="1"> <tr> <td>Brilliant</td><td>Good</td><td>Needs improvement</td></tr> </table>	Brilliant	Good	Needs improvement	
Brilliant	Good	Needs improvement			
Accuracy of language	<table border="1"> <tr> <td>Brilliant</td><td>Good</td><td>Needs improvement</td></tr> </table>	Brilliant	Good	Needs improvement	
Brilliant	Good	Needs improvement			

Resources

- Online dictionary
- Arabic bilingual dictionary
- Arabic picture bilingual dictionary

