

Cambridge IGCSE™ (9-1) Arabic 7180

Expressing facts, ideas and opinions

Learning objectives	To explore, analyse and demonstrate using different expressions to show facts, ideas and opinions when writing a report.
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> recall environmental problems affecting their school/area. analyse a model answer and identify expressions that supports facts, ideas, and opinions. write a structured report through guided writing, and then independently, using facts, ideas, and opinions. <p>اكتب تقريرًا عن أكثر المشكلات البيئية في منطقتك.</p>
Vocabulary	<p>Environmental issues (مشكلات بيئية)</p> <p>التلوث الهوائي - تلوث المياه - الاحتباس الحراري - التصحر - تراكم النفايات - التلوث الضوضائي</p> <p>Causes (الأسباب)</p> <p>الاستخدام المفرط للبلاستيك - انعدام الوعي البيئي - زيادة عدد المصانع - إزالة الأشجار لبناء المدن - كثرة السيارات والتلوث الناتج عنها - التصريف غير المنظم للصرف الصحي</p> <p>Possible solutions (الحلول الممكنة للمشكلات البيئية)</p> <p>إعادة تدوير النفايات - استخدام مصادر الطاقة المتجددة - زراعة الأشجار وزيادة المساحات الخضراء - تقليل استهلاك البلاستيك - فرض قوانين صارمة على المصانع - تعزيز التوعية البيئية في المدارس والمجتمعات - تشجيع النقل العام واستخدام الدراجات الهوائية - دعم المنتجات الصديقة للبيئة - تشجيع زراعة الأشجار</p> <p>Facts starters (جمل للتعبير عن الحقائق)</p> <ul style="list-style-type: none"> تشير الدراسات إلى أن... وفقًا للإحصائيات، فإن...

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- تُظهر الأبحاث أن ...
- أثبتت التجارب العلمية أن ...
- وفقًا لتقرير صادر عن ...
- يُقدَّر أن ...
- أظهرت البيانات أن ...
- تؤكد الأدلة أن ...
- على الصعيد العالمي، يعاني ...
- سجلت معدلات التلوث ارتفاعًا بنسبة ...

Ideas / opinions starters (جمل للتعبير عن الأفكار والآراء)

- يمكننا تحسين الوضع من خلال ...
- من الممكن الحد من المشكلة عن طريق ...
- ينبغي على الحكومات اتخاذ إجراءات مثل ...
- أحد الحلول الممكنة هو ...
- يمكن للمدارس تشجيع الطلاب على ...
- من المفيد التفكير في ...
- يمكن أن تؤدي التغييرات في ... إلى ...
- من الأفضل أن نبدأ بـ ...
- إذا قمنا بـ ...، فسيكون التأثير إيجابيًا على ...
- لتقليل الضرر البيئي، يجب أن ...

Conclusion starters (جمل للتعبير عن الاستنتاجات)

- ختامًا، يتضح أن ...
- مما سبق، يتبين أن ...

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- لضمان النجاح، من الضروري أن...
- يمكن أن تكون هذه الخطوة بداية لـ...
- إذا طُبقت هذه التوصيات، فمن المتوقع أن...

Previous learning:

Learners covered the environment topic in reading comprehension as an article. They also have a good idea about using linking words in writing texts.

Plan

Activities

Beginning
(10 mins)

Starter activity: Think-Pair-Share

ما المشكلات البيئية التي تؤثر في مدرستك أو منطقتك؟ ما أسبابها؟ وكيف يمكن حلها؟

Aims:

- To engage learners and activate prior knowledge.
- To encourage verbal expression and exchanging ideas before writing.

Instructions:

- Display the question:

"ما المشكلات البيئية التي تؤثر في مدرستك أو منطقتك؟ ما أسبابها؟ وكيف يمكن حلها؟"

- For 1 minute, learners think individually.
- For 5 minutes, learners pair up, discuss their ideas and complete the brainstorming sheet (Worksheet 1).
- For 4 minutes, each pair shares one key point with the class.

Differentiation:

Some learners can have an option to use the list in Worksheet 1, page 2, to classify the expressions within the table or to personalise them.

Plan

**Middle
(10 mins)**

Analysing a model report (pair work activity)

Aims:

- To understand the structure of reports.
- To recognise varied expressions used to show facts, express ideas or opinions.

Instructions:

- Give learners Worksheet 2.
- For 5 minutes, learners work in pairs to:
 - highlight **expressions** to support **facts** in **yellow**
 - highlight **expressions** to support **ideas and opinions** in **green**
 - identify the introduction/ content/ conclusion
 - what else can you spot in the structure?
- For three minutes, learners share their outcomes and justify their choices.
- For two minutes, learners compare their outcome with the correct answer and fill in the **reflection box** at the end of Worksheet 2, by writing things that went well, and points to focus on, if they have missed something.

Differentiation:

Learners work in mixed ability pairs to support each other.

Structuring a Report (group activity)

Aims:

- To help learners learn logical structuring.
- To encourage collaboration.

Instructions:

- Divide the class into small groups.
- Provide a report framework (Introduction – Body – Conclusion)/ use Worksheet 3.
- Ask groups to organise provided sentences into the correct sections in 10 mins.

Plan		
15 mins	<ul style="list-style-type: none"> For five minutes, learners compare their work with the correct answer on Worksheet 3a and write notes on any missing point. <p>Independent writing task</p> <p>Aims:</p> <ul style="list-style-type: none"> Enhance learners' ability to apply report writing skills (structure, linking words, organisation). Improve linguistic accuracy (vocabulary, grammar, clarity). Encourage critical thinking through analysis and recommendations. Develop time management skills by completing a structured report within 15 minutes. <p>Instructions:</p> <ul style="list-style-type: none"> Learners write a short report (three paragraphs) about the most common environmental problems in their area. <p>اكتب تقريرًا عن أكثر المشكلات البيئية في منطقتك.</p> <ul style="list-style-type: none"> Encourage them to use the success criteria below. Learners review their work using the success criteria before submitting. <p>Success criteria: Display the criteria on active whiteboard or stick them in their books for their reference. Clear introduction, body, and conclusion.</p> <ul style="list-style-type: none"> ✓ Use linking words for coherence. ✓ Includes at least two facts, two ideas, and one opinion. ✓ Use accurate grammar and vocabulary. 	
15 mins	<p>Differentiation:</p> <ul style="list-style-type: none"> Provide sentence starters, linking words and a word bank for learners who might need them. Encourage advanced learners to show more persuasive writing by including counterarguments. 	
End (10 mins)	<p>Plenary: Peer evaluation and feedback</p> <p>Aim: Encourages self-reflection and constructive feedback.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Learners swap their reports with a partner. Using a peer Evaluation checklist (Worksheet 4), they provide feedback. 	

Additional Information		
Differentiation	Assessment	H&S: ICT
Tasks have been differentiated to ensure less able learners as well as more able learners are engaged in activities, as much as possible.	<ul style="list-style-type: none"> Formative: Observations, discussions, group work. Summative: Written report evaluated using 7180 marking criteria. Peer and self-assessment: checklists. 	<i>Consider health and safety and use of information communication technology in your own context.</i>
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> <p>1.</p> <p>2.</p> <p>What two things would have improved the lesson? (Consider both teaching and learning.)</p> <p>1.</p> <p>2.</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>		