

Cambridge IGCSE™ (9–1) Arabic 7180

Lesson Plan: The five verbs (الأفعال الخمسة)

Learning objectives:	To explore, analyse and demonstrate using different forms of الأفعال الخمسة in context.
Lesson objectives:	<p>Students will:</p> <ul style="list-style-type: none"> recall different types of verbs (past – present – future) analyse الأفعال الخمسة in context. recognise the different grammatical cases of الأفعال الخمسة write accurate sentences or a paragraph using الأفعال الخمسة in context.
Vocabulary:	<p>أمثلة على الأفعال الخمسة في حالة الرفع: يُجْتَهِدُونَ، يُذَاكِرَانِ، نُحَاوِلِينَ، نُدْرِكَانِ.</p> <p>أمثلة على الأفعال الخمسة في حالتي النصب والجزم: يَتَبَادَلُونَ، يَتَجَنَّبُوا، يُذَرِّكُونَ، يَتَصَرَّفُوا، تَتَوَقَّفُوا، تَخْتَلِفُوا، تَتَغَلَّبُوا، نُحَقِّقُوا.</p> <p>حروف النصب: (أَنْ)، و(لَنْ)، و(كَيْ)، و(إِذَنْ)، و(حَتَّى) و(لَا) التعليل.</p> <p>حرف الجزم: (لَمْ)، و(لَمَّا)، و(لَا) الناهية، و(لَا) الأمر.</p>
Previous learning:	Types of verbs (past – present - future)

Plan		
Activities		Resources
Beginning (5 mins)	<p>Starter activity: Think-Pair-Share</p> <p>Aim: To engage students and activate their prior knowledge.</p> <p style="text-align: right;">أُستعد</p> <p>1- تُقسَمُ الأفعال من حيث الزَّمن إلى ثلاثة أقسام هي: و و</p> <p>2- للفعل المضارع ثلاث حالات إعرابية هي: و و</p>	
Middle 25 mins	<p>Text analysis:</p> <p>1) Work with a partner to answer the questions in worksheet 1 (allow students to work within 15mins)</p> <p>2) Ask students for feedback to consolidate the correct answer (5mins)</p> <p>3) Students evaluate their understanding by completing the evaluation box at the end of Worksheet 1. (5mins)</p> <p>Differentiation: Students will work in mixed-ability pairs to support peer learning.</p> <p>Challenge: More able students are encouraged to write their own sentences using the verbs provided in the table. (Worksheet 1)</p> <p>Grammar cases recognition:</p>	Worksheet 1

Plan		
15 mins	<p>Aim: To recognise the different cases of الأفعال الخمسة</p> <p>Instructions: 1) Ask students to work independently and answer the question in worksheet 2.</p> <p>2) Ask students to provide feedback and consolidate the correct answers.</p> <p>3) Ask students to evaluate their understanding by completing the evaluation box at the end of Worksheet 2.</p> <p>Practise using الأفعال الخمسة in context: أكتب ثلاث جُمل مُستخدمًا الأفعال الخمسة في حالاتها الإعرابية الثلاثة: الرُّفْع والنَّصْب والجَزْم</p>	Worksheet 2
10 mins	<p>Challenge: more able students should write a paragraph.</p>	
End (5 mins)	<p>Plenary: Peer Evaluation and Feedback Encourages self-reflection and constructive feedback.</p> <p>Students should exchange their writing with a partner and provide constructive feedback using the Cambridge 7180 marking scheme criteria.</p>	

Additional Information	
Differentiation	Assessment
Tasks have been adapted to engage both less able and more able students in activities to the greatest extent possible.	<ul style="list-style-type: none"> • Formative assessment: Through observations, discussions, and group work. • Summative assessment: Written sentences and a paragraph evaluated using the Cambridge 7180 marking scheme criteria. • Peer and self-assessment: Utilising checklists for evaluation.

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?