

Cambridge IGCSE™ (9–1) Arabic 7180

Lesson Plan: Inna and its sisters (إِنَّ وأخواتها)

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| Learning objectives: | To explore, analyse and demonstrate using different types of إِنَّ وأخواتها in context. |
| Lesson objectives: | Students will: <ul style="list-style-type: none"> learn the meaning of إِنَّ وأخواتها analyse إِنَّ وأخواتها in context. explore the function of إِنَّ وأخواتها in a sentence. write sentences/ a paragraph using إِنَّ وأخواتها in context. |
| Vocabulary: | إِنَّ) و(أَنَّ) و(كَأَنَّ) و(لَكِنَّ) و(لَعَلَّ) و(لَيْتَ) |
| Previous learning: | المُبتدأ والخبر |

Plan

| | Activities | Resources |
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| Beginning (5 mins) | <p>Starter activity: Think-Pair-Share</p> <p>Aims: To engage students and activate their prior knowledge.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Write the following sentences on the board and ask students to finish the activity below. Listen to students' responses and reinforce the answer in blue below. <p>أُسْتَعِد:</p> <p>أُسْتَخْرِجُ كُلَّ مُبْتَدَأٍ وَكُلَّ خَبَرٍ مِّنَ الْجُمْلَةِ الاسْمِيَةِ الْآتِيَةِ:</p> <p>1- القمر مُنِيرٌ هَذِهِ اللَّيْلَةُ، وَالنُّجُومُ لَامِعَةٌ، وَالنَّسِيمُ عَلِيلٌ.</p> <p>2- الْعَمَلُ رِسَالَةٌ نَّبِيلَةٌ، الْإِتْقَانُ عُنوانُهُ، وَالْإِخْلَاصُ سُورُهُ.</p> <p>3- الصَّدَاقَةُ كَنْزٌ ثَمِينٌ، الْوَفَاءُ مِفْتَاحُهَا، وَالْاحْتِرَامُ زَادُهَا.</p> <p>الجُمْلَةُ الاسْمِيَّةُ: هِيَ الْجُمْلَةُ الَّتِي تَبْدَأُ بِاسْمٍ، وَلَهَا زُكْنَانٌ</p> <p>أَسَاسِيَانِ: مُبْتَدَأٌ وَخَبَرٌ.</p> | |
| Middle 20 mins | <p>Text analysis:</p> <p>Aim: explore the meaning of إِنَّ وأخواتها</p> <p>Instructions:</p> | Worksheet 1 |

| Plan | | |
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| 20 mins | <p>1) Work independently to read the text in worksheet 1 and answer the questions. (10 mins)</p> <p>2) Ask students to share their finding with a peer. (5mins)</p> <p>3) Ask students to evaluate their knowledge by filling in the evaluation box at the end of worksheet 1. (5mins)</p> <p>Differentiation: offer less able students a sheet with some information about the task.</p> <p>Challenge: more able students can write sentences using the coloured words in the text. (Worksheet 1)</p> <p>Grammer function:</p> <p>Aims</p> <ul style="list-style-type: none"> to distinguish the position of (المبتدأ والخبر) in a sentence following (إِنَّ) وأخواتها to recognise the change in the sentence case following (إِنَّ) وأخواتها <p>Instructions:</p> <p>1) Ask students to work in pairs to answer the questions in worksheet 2. (10 mins)</p> <p>2) Ask students for feedback to consolidate the correct answer. (5mins)</p> <p>3) Ask students to assess their understanding by completing the evaluation section at the end of Worksheet 2. (5 minutes)</p> | Worksheet 2 |
| 10 mins | <p>Practise using (إِنَّ) وأخواتها in context:</p> <p>أكتب ثلاث جُمل مُستخدمًا (إِنَّ) وأخواتها.</p> <p>Challenge: more able students should write a paragraph including different types of (إِنَّ) وأخواتها</p> | |
| End (5 mins) | <p>Plenary: Peer Evaluation and Feedback</p> <p>Encourages self-reflection and constructive feedback.</p> <p>Students should exchange their writing with a partner and provide constructive feedback using the Cambridge 7180 mark scheme.</p> | |

| Additional Information | |
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| Differentiation | Assessment |
| Tasks have been adapted to engage both less 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 | |
| <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? Did my planned differentiation work well? 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> | |