

## Cambridge IGCSE™ (9–1) Arabic 7180

### Lesson Plan: The medial hamza (الهمزة المتوسطة)

<b>Learning objectives:</b>	To explore, recognise and demonstrate using different shapes of الهمزة المتوسطة
<b>Lesson objectives:</b>	Students will: <ul style="list-style-type: none"> <li>recall previous knowledge الهمزة المتوسطة والهمزة المتطرفة</li> <li>distinguish the different shapes of الهمزة المتوسطة</li> <li>Master the different shapes of الهمزة المتوسطة</li> </ul>
<b>Vocabulary:</b>	تَأْلَمُ - يَسْأَلُ - أَصْدِقَاؤُكَ - مَسْئُولٌ - مُؤْمِنٌ - فَوَائِدٌ - سَائِلٌ - أَصْدِقَانِكَ - أَتَقَاءُلُ الْقِرَاءَةُ.
<b>Previous learning:</b>	<ul style="list-style-type: none"> <li>الهمزة المتوسطة.</li> <li>الهمزة المتطرفة.</li> </ul>

### Plan

Activities	Resources
<p><b>Beginning (5 mins)</b></p> <p><b>Starter activity: Think-Pair-Share</b></p> <p><b>Aims:</b> To engage students and activate their prior knowledge.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Share the list of words below on the whiteboard and ask students to answer the question.</li> </ul> <p>أَسْتَعِدُّ أَحَدُ نَوْعِ الهمزة فِي كُلِّ مِنَ الْكَلِمَاتِ الْآتِيَةِ: وَبَاءٌ سَأَلَ هُدُوءٌ بَرِيءٌ مَجِيئُكَ تَسْأَلُ تَجَرُّوْ</p> <ul style="list-style-type: none"> <li>Ask students to share their outcomes.</li> <li>Share the following with students:</li> </ul>	

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	<ul style="list-style-type: none"> <li>• إذا وَقَعَت الهمزة بَيْنَ الحَرْفِ الأوَّلِ والأخيرِ مِنَ الكلمة سُمِّيَتْ (الهمزة المتوسطة).</li> <li>• إذا وَقَعَت الهمزة فِي طَرَفِ الكلمة الأخيرِ سُمِّيَتْ (الهمزة المتطرفة).</li> </ul>	
<p><b>Middle (50 mins)</b> <b>10 mins</b></p>	<p><b>Distinguish the different shapes of الهمزة المتوسطة</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Ask students: ما تَرْتِيبُ الحركاتِ مِنْ حَيْثُ القُوَّةُ (الفَتْحة - الضَّمَّة - الكَسْرَةُ - السُّكُون)؟ ما الحَرْفُ الَّذِي يُنَاسِبُ كُلَّ حَرَكَةٍ؟</li> <li>• Instruct students to write their answers on a mini whiteboard.</li> <li>• Share the information below and ask students to compare it with their responses. أقْوَى الحركاتِ الكَسْرَةُ فالضَّمَّةُ فالْفَتْحةُ فالسُّكُونُ، ويُناسِبُ الكَسْرَةُ مِنْ حُرُوفِ العِلَّةِ الياءُ، ويُناسِبُ الضَّمَّةُ الواوُ، ويُناسِبُ الفَتْحةُ الألفُ.</li> </ul>	
<p><b>25 mins</b></p>	<ul style="list-style-type: none"> <li>• Share worksheet 1 with students and ask the following questions: أَنْظُرْ إِلَى كَلِمَةِ (صَائِم): 1- هل الهمزة همزة متوسطة؟ - نعم 2- ما حركة الهمزة المتوسطة؟ - الكسرة 3- ما حركة الحرف قبلها؟ - السكون 4- أيُّهُما أقوى: الكسرة أم السكون؟ - الكسرة 5- ما الحرف الذي يُناسِبُ الكسرة؟ - الياء (ذ)  <b>Mastering the different shapes of الهمزة المتوسطة</b> <b>Instructions:</b> 1) ask students to answer question 2 in worksheet 1. 2) Share the correct answers on the whiteboard. 3) Ask students to swap their answers and</li> </ul>	Worksheet 1

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15 mins	<p>correct it according to information on the whiteboard.</p> <p><b>Challenge:</b> more able students can write more words with الهمزة المتوسطة</p> <p><b>4) Rule exception:</b></p> <ul style="list-style-type: none"> <li>Draw students' attention to the rule exception below by asking:</li> </ul> <p>أَكْتُبُ الْكَلِمَاتِ الْآتِيَةَ وَفَقًا لِقَاعِدَةِ قُوَّةِ الْحَرَكَاتِ:</p> <p>قِرَاءة - بَرَاءة - تَقَاءَل</p> <ul style="list-style-type: none"> <li>Ask students to write their answers on a mini whiteboard and share their responses with the class.</li> <li>Ask students:</li> </ul> <p>ماذا لاحظتم؟</p> <ul style="list-style-type: none"> <li>Share the following information:</li> </ul> <p>أَنْتَبِهْ:</p> <p>تُكْتَبُ الهمزة المتوسطة على السطر إذا جاءت مَفْتُوحَةً وَقَبْلَهَا</p> <p>أَلِف، مِثْل: قِرَاءة - بَرَاءة - تَقَاءَل</p>	Worksheet 2
	<p><b>Mastering the use of different shapes of:</b></p> <p>الهمزة المتوسطة</p> <p>1) share worksheet 2 with students and ask them to answer the questions independently (10mins)</p> <p><b>3) Challenge:</b></p> <p>Students to finish task 2 in worksheet 2.</p> <p><b>Peer Evaluation:</b> Encourages peer reflection and constructive feedback.</p> <p>Students swap worksheet 2 with a partner, listen to the feedback from the teacher and write constructive feedback (5mins)</p>	
End (5 mins)	<p><b>Plenary: Feedback (3 stars and a wish)</b></p> <p>Ask students to write 3 things they have learnt and 1 thing they still need to improve.</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"> <li>Formative: Observations, discussions, group work.</li> <li>Peer &amp; Self-Assessment: Checklists.</li> </ul>
Reflection and evaluation	
<p><b>Reflection:</b></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><b>Summary evaluation:</b></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>	