

Cambridge IGCSE™ (9–1) Arabic 7180

Lesson Plan: Paronomasia / alliteration (الجناس)	
Learning objectives:	To explore, analyse and demonstrate using the two forms of الجناس in context.
Lesson objectives:	Students will: <ul style="list-style-type: none"> analyse the two forms of الجناس in context. recognise and practise using the two forms of الجناس in context.
Vocabulary:	<ul style="list-style-type: none"> ▪ (جار، جار) – (مَغْرِب، مَغْرِب) – (الْيَمِين، الْيَمِين). ▪ (الناس، الماس) – (الصفائح، الصحائف) – (الحال، المُحال) – (عَبْرَة، عِبْرَة).
Previous learning:	Students have already learnt الطَّباق

Plan		
	Activities	Resources
Beginning (5 mins)	Starter activity: Think-Pair-Share Aim: To engage students in الجناس and activate their prior knowledge. Teacher shares the following sentences on the board and asks which one is الطَّباق and which one is الجناس أعط القريب قبل البعيد. أعط القريب قبل الغريب.	
Middle (15 mins)	Sentences analysis (1): 1) Display the following sentences on the board: من نصائح السَّلف: أَحْسِن إِلَى الْجَارِ وَلَوْ جَارِ. صَلَّيْتُ الْمَغْرِبَ فِي الْمَغْرِبِ. لَوْلَا الْيَمِينُ لَقَبَلْتُ الْيَمِينِ. 2) Ask students to work in pairs to answer the questions in worksheet 1. 3) Ask students for feedback to consolidate the correct answer. 4) Share the following information with students: ألاحظ أَنَّ كل كلمتين تطابقتا في عدد الأحرف، ونوعها،	Worksheet 1

Plan

<p>Middle (15 mins)</p>	<p>وترتيبها، وحركتها، واختلفتا في المعنى. وهذا النوع يُسمَّى جِنَاسًا تامًّا.</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 الجِناس التام.</p> <p>Sentences analysis (2):</p> <p>1) Now, display the following sentences on the board:</p> <p>بعض الناس كالماس.</p> <p>بيض الصفائح لا سود الصحائف.</p> <p>دوام الحال من المحال.</p> <p>ذرف عبْرَة وهو يقرأ قصة فيها عبْرَة.</p> <p>2) Ask students to work in pairs to answer the questions in worksheet 2.</p> <p>3) Ask students for feedback to consolidate the correct answer.</p> <p>4) Share the following information with students:</p> <p>ألاحظ أنَّ كلَّ كلمتين اختلفتا في نوع الأحرف، وترتيبها، وعددها، وحركتها، واختلفتا أيضًا في المعنى. وهذا النوع يُسمَّى جِنَاسًا غير تام (ناقصًا).</p> <p>5) Students evaluate their understanding by completing the evaluation box at the end of Worksheet 2. (5mins)</p> <p>6) Share with students the following information:</p> <ul style="list-style-type: none"> ▪ لا يؤثر وجود "ال" التعريف في الكلمتين المُتَجَانِسَتَيْنِ (المُتَشَابِهَتَيْنِ). ▪ اختلاف كتابة الكلمة (الإملاء) لا يُخرج الكلمتين من (الجِناس) ما دامت الكلمتان تتشابهان في اللفظ، وتختلفان في المعنى، كما في المثال: (يحيا، ويحيى). 	<p>Worksheet 2</p>
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Middle (20 mins)	<p>لا يُعَدُّ ما بين الكلمتين جناسًا إلا إذا تحقق التشابه في النطق، والاختلاف في المعنى.</p> <p>in recognising and using Practise context:</p> <p>Share worksheet 3 with students and ask them to answer questions 1–3.</p> <p>Challenge: more able students should write sentences with new words.</p>	Worksheet 3
End (5 mins)	<p>Plenary:</p> <p>Encourages self-reflection and constructive feedback.</p> <p>Students should exchange their sentences with a partner and provide constructive feedback.</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. • 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>	