

## Cambridge IGCSE™ (9–1) Arabic 7180

### Lesson Plan: Simile (التشبيه)

<b>Learning objectives:</b>	To explore, analyse and demonstrate using the two forms of التشبيه in context.
<b>Lesson objectives:</b>	Students will: <ul style="list-style-type: none"> <li>analyse the two forms of التشبيه in context.</li> <li>classify, manipulate, and construct a paragraph using التشبيه appropriately in context.</li> </ul>
<b>Vocabulary:</b>	أدوات التشبيه، مثل: الكاف (ك) – كأن – مثل

### Plan

Activities		Resources
<b>Beginning (5 mins)</b>	<b>Starter activity: Think-Pair-Share</b>  <b>Aim:</b> To engage students in التشبيه.  The teacher writes the following sentences on the board and asks students: <ol style="list-style-type: none"> <li>What is the difference in meaning between the two sentences?</li> <li>What effect does this difference have when used in writing?</li> </ol> <p>أبي كالجبل في قوته. أبي قوي.</p>	
<b>Middle (15 mins)</b>	<b>Sentences analysis (1):</b>  1) Display the following sentences on the board: <p>الجندي كالأسد في شجاعته. شادي مثل الفهد في سرعته. الطبيب في نظر إخوانه كأنه الماء في صفائه.</p> 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) Students evaluate their understanding by completing the evaluation box at the end of Worksheet 1.	Worksheet 1

Plan		
Middle (15 mins)	<p><b>Differentiation:</b> Students will work in mixed-ability pairs to support peer learning.</p> <p><b>Sentences analysis (2):</b></p> <p>1) Now, display the following sentences on the board:</p> <p style="text-align: right;">العلم نور . التكنولوجيا سيف ذو حدين . الصحة تاج على رؤوس الأصحاء .</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) Students evaluate their understanding by completing the evaluation box at the end of Worksheet 2.</p>	Worksheet 2
Middle (20 mins)	<p><b>Classifying, manipulating, and writing a paragraph using التشبيه in context:</b></p> <p>1) Share worksheet 3 with students and ask them to answer questions 1-4.</p> <p>2) Encourage students to work independently.</p> <p><b>Challenge:</b> more able students should write a text with التشبيه</p>	Worksheet 3
End (5 mins)	<p><b>Plenary:</b></p> <p>Encourages self-reflection and constructive feedback.</p> <p>Students should exchange their paragraph with a partner and provide constructive feedback using the 7180 marking 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"> <li>• <b>Formative Assessment:</b> Through observations, discussions, and group work.</li> <li>• <b>Summative Assessment:</b> Written sentences and a paragraph evaluated using the Cambridge 7180 marking scheme criteria.</li> <li>• <b>Peer and Self-Assessment:</b> Utilising checklists for evaluation.</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>	