

مدة الصف: 75 دقيقة

## كتاب ألف باء الوحدة الرابعة (القسم الأول)

### المطلوب من الطلاب قبل الحضور إلى الصف:

- القيام بتمريني 12 و 14 من الوحدة الثالثة على الوب
- مشاهدة الفيديو في تمرين 15 في الوحدة الثالثة
- دراسة ص 66-76 والقيام بعمل تدريبات الاستماع 1-4 والقيام بتمريني 1 و 3 على الوب
- الاستماع إلى المفردات الجديدة ودراسة الأرقام في ص 71 ودراسة المفردات في ص 74-75
- مشاهدة الفيديوهات في تمرين 4 (أ و 4ب)
- تسليم تمرين 2 إلى الأستاذ

### أهداف الحصة:

- التدرّب على عبارات جديدة مثل "بنشكر الله" و"شلونك" و"كله تمام" و"صباح النور والأنوار"
- مراجعة ضمائر الغائب المتصلة (ه وها)
- التدرّب على استخدام الأسئلة والعبارات الجديدة من الحصة السابقة
- التدرّب على نطق واستخدام الأرقام من 1-10

### الخطوات المتّبعة:

### التسخين: (10 دقائق)

- جاء أحد الطلاب إلى الصفّ بدراجته فسأله الأستاذ:

T: دا بيسيكلتك؟

S: إيه. دا بيسيكلتي

T (to another S): OK, so what did he just say?

S2: It's his bicycle?

T: mumtaaz. So if it is "his" bicycle (emphasis on the word "his") how would we say that?

S2: دا بيسيكلته؟

فاستمر الأستاذ في موضوع استخدام الضمير ه وها على أشياء موجودة في غرفة الصفّ

### التدرّب على استخدام الأسئلة والعبارات الجديدة التي قام الطلاب بتكوينها في الحصة السابقة (10 دقائق)

- كان هدف النشاط الانتهاء من تمرين 13 في ص 63 الذي بدأه الطلاب في الحصة السابقة

T: Remember the questions that we were preparing on Friday? What questions were we asking our partners?

S: شو أخبارك؟ (ولكن كان صوت الرء انجليزي فطلب الأستاذ التصحيح الذاتي من الطالب)

T: Bravo. So what does this mean?

S2: What is your news?

T: Bravo. When do we use this?

S3: In informal situations to indicate "What's up?"

T: Mumtaaz. So let's go around the room and find out new information from them. Walk around to people you know and don't know but ask them new questions to get new information.

مشاكل:

Shuu ismu shaar3ak? ("What is the name of your street?")

TA: "OK, what does ismu mean?"

S: I can't remember.

TA: What does biciclettu mean?

S: Oh, it's possessive.

TA: Of whom?

S: 3<sup>rd</sup> person.

TA: So that means?

S: His bicycle?

TA: Bravo. So what does ismu mean?

S: His name.

TA: So put it together. What is ismu shaar3ak?

S: The name of his street?

TA: Close. His name, street. It doesn't make sense. So do we need the "u" in there?

S: No.

TA: Do you remember last week when we did dictation? How did we say "the name of my beloved"?

S: Oh. Ism Habiiibii.

TA: Mumtaaz. So how do we say "the name of your street"?

S: shuu ism shaar3ak?

S2: ana bayti min North Austin. ("My house is in N Austin")

TA: OK, what does this mean?

S2: My house is from North Austin?

TA: Close. It's not grammatical, so how would you say "my house is in North Austin"?

S2: beyti fii North Austin?

TA: mumtaaz.

جمع الأستاذ الطلاب مرة ثانية وسألهم:

T: Mumtaaz. What did we learn from each other?

S: beetu shaar3 khamsa.

T: OK, let's have cohesion. What was the question?

S: ween beetak?

T: OK, so let's have a complete sentence as a response. How would we answer this q?

S2: Beetu fii shaar3 khamsa.

T: Mumtaaz.

التدرب على التحيات – سماعها واستخدامها في سياقات طبيعية (25 دقيقة)

كان الطلاب قد شاهدوا الفيديو في تمرين 4 من الوحدة الثالثة

T: OK, how did the man from the video respond to the question "shuu akhbaarak?"

S: tamaam?

T: Bravo. So let's get together. In groups of 2, with a partner, I'd like you to get together and talk about what you understood from the video. (3 دقائق)

استمع الصف إلى الفيديو ثم سأل الأستاذ:

T: OK, what did we understand?

S: nshkralah?

T: OK, first, what is the video about?

S: Oh, it's two girls greeting each other and saying good morning. Then they ask each other how they're doing.

T: Mumtaaz. And what is that phrase that we hear at the end?

S2: bnishkur alla.

T: Bravo. Mumtaaz. What do we know about this word? What would it sound like? What other word do we know that sounds like this?

Ss: shukran.

T: Momtaaz. So what does “bnishkur alla” mean?

S3: Thanks to God?

T: tamaam. So they are thanking God. It’s a great day, thank God.

S4: They said something else, like “shloonak”? It was obviously directed at the other girl.

T: Bravo. And how did you know that?

S4: She said “-ik”.

T: Bravo. OK, does anyone know what “loon” is? (لا أحد كان يعرف) OK, loon means color. What does the sh- remind us of? The sh- at the beginning of the word.

Ss: shuu.

T: Mumtaaz. So shloonak (writes on board) is actually “shuu + loon + ak”. Literally, it is “what is your color?” like, what is your mental color? (To S): Michael, shloonak?

S: MniH?

T: Mumtaaz.

بعد الأستاذ الفيديو مرة ثانية وأوقفه بعد كلمة "اليوم". ثم سأل الأستاذ:

T: what did we just hear? What was the word after “kiifik”?

Ss: lyoom?

T: Mumtaaz. What do we think that means?

Ss: Today.

T: Bravo. In MSA, this would be al-yawm, but here we just say l-yoom.

بعد الفيديو مع الشابتين شغل الأستاذ الفيديو مع الشابين. ثم سأل:

T: OK, how does he respond? This guy said something in response to “kiifak”?

S: kullu tamaam.

T: Mumtaaz. What does this word mean?

Ss: All.

T: OK, kul means everything. Remember that we learned something this morning. What is this “u” here? S: His.

T: Mumtaaz. Remember I told you before that Arabic has no separate pronoun for “it”. So here, it’s not “his all” it means instead “it’s all”. So “kullu tamaam” what does this mean?

S2: Everything is fine. (To another S): Did you finish the lesson?

S3: kullu.

T: Mumtaaz. OK, let’s listen again.

بعد الاستماع الثالث:

T: What else did we hear? First of all, what are their names?

S: ali and – (S did not pronounce the sound of the ع)

T: Again? How do we say this name? (Asking for self-correction of the ع).

S: 3ali.

T: Bravo. What else did we hear?

S2: anwaar?

T: Yaa salaam. What does this word remind us of?

S3: Nuur.

T: Are these words related? (لم يجاب الطلاب) They’re probably related because they sound so much alike. What could it mean? (لم يجب الطلاب) OK, we know “nuur”. So nuur and nuur and nuur and nuur and nuur and –

S4: plural?

T: Mumtaaz. So this is a greeting. You know that when someone greets you, you return it very well. What was the phrase I taught you in response to “marHaban”?

Ss: marHabteen?

T: Bravo. So I give you one marHaban, you give me two. This is a great way of greeting someone. SabaH an-nuur wal-anwaar. I give you one, you give me many. OK, so turn to your neighbor and greet her/him and be generous with your greetings

بعد دقيقتين جمع الأستاذ الطلاب مرة ثانية وراجع كل المفردات الجديدة من الفيديو بسرعة.

### مراجعة الأرقام من 1-10 (25 دقيقة)

T: OK, so sit in groups of 4 and without using the book, I want you to tell me all the numbers. Go around your group and count at least three times.

مشاكل:

- نطق العين في كلمات مثل "سبع" أو "تسع"
  - التفريق بين الحروف الطويلة والحروف القصيرة
- تنقل الأستاذ بين الطلاب واعطى لهم فلوس وقال لهم:

T: OK, you are now a cashier. Count out the money as you return it to your partners. Students started counting as they were giving the money to their partners.

T: And remember that you want to choose one system. If you're going to memorize the words in shaamii, make sure your pronunciation reflects this all the way through so that it's not "waaHid, itnein, talate, 3rba, khamsa (it would be khamse)".

T: OK, shabaab. Shuu hayda? (Holding up a cell phone).

S: telephone.

T: OK, telefone miin?

Ss: telefonak.

T: mumtaaz. (T gives his cell phone to a S). OK, now whose cell phone is this?

S: telefonii.

T: Bravo. So how would we ask for your phone number?

Ss: shuu telefone nimra? Shuu nimrat telephone? (S self-corrected on his own.)

T: Bravo! Take out your cell phones and walk around, getting each other's numbers. You're not going to show it to someone. You're going to record the number in your cell and then you're going to check that it's the right number. So, go around and see how many different cell numbers you can get.

بعد هذا النشاط قام الأستاذ والطلاب بعمل تمرين رياضي jumping jacks وكان من اللازم على الطلاب أن يعدّوا الأرقام وإن أخطأوا في الأرقام كان من اللازم أن يبدأوا من البداية مرة ثانية.