

كتاب ألف باء

مدة الصف: 75 دقيقة

الوحدة السادسة (القسم الأول)

المطلوب من الطلاب قبل الحضور إلى الصف:

- دراسة ص 118-128 والقيام بتدريبات الاستماع 1-8 على الوب وأيضا القيام بتمارين 1-4 و7 على الوب.
- تسليم تمريني 6 و11 إلى الأستاذ.

أهداف الحصة:

- التدرّب على فهم الفكرة العامة في نص استماع وتفعيل العبارات الجديدة: "فيه / ما فيه"، و"متأسّف"، و"من فضلك"، و"شي تاني؟".
- التدرّب على قراءة وسماع وكتابة الحروف الجديدة: "ط" و"ظ" و"ة".
- تدرّب إضافي على تمييز الجذور والتعرّف الى بعض أنماط الجمع.

الخطوات المتّبعة:

أسئلة عن الواجب (5 دقائق)

S: I have a question about the HW.

T: OK, you have a question about-?

S: Oh, al-wajib.

T: OK, so whenever we have a word in Arabic – this will be one of our language strategies – I want you to erase the English word from your memory. So, how do we say this?

S: – عندي سؤال about –

T: عن (asked S to repeat it)

S: عندي سؤال عن واجبي

T: Mumtaaz. What else could she have said? She used "wajibii". This is good, but what else could she have said?

S2: واجبك؟

T: OK, well that would be "your HW". What else could she have said?

S3: الواجب؟

T: برافو. طيب شو سؤالك؟

كان السؤال عن سماع الفرق بين الحروف الجديدة – ط ض ظ – فتكلم الأستاذ عن مكان الانتاج في الفم وطمان الأستاذ الطلاب أنّ كفاءتهم في انتاج الأصوات بشكل صحيح ستتطور مع مرور الوقت ومع اكتساب مفردات جديدة أكثر تشمل هذه الأصوات.

التدرب على فهم الفكرة العامة من نص استماع وتفعيل عبارات "فيه / ما فيه" و"من فضلك"
و"متأسف" و"شي تاني" (20 دقيقة)

قام الأستاذ والتلاميذ بالاستماع إلى الفيديو في تمرين 19 ص 114 (آخر الوحدة الخامسة)

T: mumkin an-nuur shwaya? (T indicated with hands to the light switch.)

T: Shukran. What did I ask him? Mumkin an-nuur? What is "mumkin"?

Ss: Can you please?

T: Bravo. So again, we know one word "nuur" from the greeting SabaH an-nuur and we might not know mumkin yet, but we can guess from what I did with my hands and the other word we did know in the sentence.

سمع الطلاب الفيديو مرتين قبل أن يسألهم الأستاذ أي سؤال وبعد الاستماع الثاني سأل الأستاذ:

T: OK, what did we hear?

S: She wants a phone card.

T: mumtaaz. What did we hear in Arabic?

S: biddii _____ telefon?

T: OK, so we've heard "biddii" and we've heard "telefon", so we know she wants something.

S2: biddii kart telefon?

T: Mumtaaz! kart telefon. What word does 'kart' remind us of?

Ss: Card!

T: mumtaaz.

S3: It sounded like she wanted a specific kind, but he didn't have it so he said he was sorry and gave her something else.

T: How did he say sorry?

S3: I don't know, something with aasif.

T: mit'aasif. So good, what do we know about phone cards? How are they typically sold?

Ss: Minutes?

T: Mumtaaz. Or what else?

Ss: amount?

T: Bravo. Let's listen again.

شغل الأستاذ الفيديو مرة ثالثة ثم سألهم ماذا سمعوا هذه المرة:

S: He said something like "tsharrafnaa" at the end.

T: yaa salaam. OK, what exactly did he say?

S2: tsharraftii?

T: OK, mumtaaz. What do we say when we meet someone?

S3: tsharrafnaa.

T: Bravo. This literally means "pleased to meet you" or "you have honored us". So when he says "sharrafti", he is saying "you have honored us". (T writes it on the board in transliteration. "sharrafti".)

What does this look like?

S4: the past tense of "you feminine".

T: Bravo.

شغل الأستاذ الفيديو مرة رابعة وأوقفه بعد كل جملة حتى يكرر الطلاب ما قاله كل شخص في الفيديو.

T: OK, so what kind of card is she asking for? What did we hear?

Ss: khams something.

T: OK (writes khams on the board). So she says “khams” something. How much would she have been purchasing this for?

Ss: Fifty?

T: Could be. In this case, it’s 500. Khams miyye. (T writes it on board.) This means 500. So what is the key phrase that we take out of this? She says she wants a card for 500....?

S: min faDlak?

T: Bravo. And this means?

Ss: Please.

T: OK, shuu kamaan? What else?

S: maa fii?

T: Bravo. maa fii. What does this mean?

S: we don’t have it.

T: OK, close.

S: There isn’t any.

T: Mumtaaz. So we want to take away fii and maa fii. This means “there is” or “there isn’t any”. This can be for singular or plural.

ثم درّب الأستاذ الطلاب على استخدام تعبير "فيه" من خلال أسئلة موجّهة للطلاب. مثلاً:

الأستاذ: فيه سبرايت؟

طالب: ما فيه سبرايت.

الأستاذ (لطالب آخر): فيه سبرايت؟

طالب 2: ما فيه سبرايت. آسف.

وبعد هذا التمرين طلب الأستاذ من طالب معين أن يسأل طالباً آخر إذا كان هناك واجب لبكرة:

S: fii waajib bukra?

T: Mumtaaz.

S2: Isn’t fii also used for “in”?

T: OK, mumtaaz. Actually, the word in dialects is “fiih” (T wrote this on the board) and this means “there exists”. This is different.

بعد أن انتهى الطالبان من الحوار سأل طالبٌ ثالث:

S: What is the difference between “mish” and “maa”?

T: OK, what do you think?

S: mish is for nouns and adjectives.

T: Bravo. OK, can you give me an example?

S: ana mish ustaaza.

T: And what do we know about “maa”?

S2: It’s for verbs.

T: Can you give me an example?

S2: maa bHibb Sprite.

T: mumtaaz.

التدرب على سماع وكتابة الحروف الجديدة: ط ظ ة (20 دقيقة)

T: OK yaa shabaab, we’re going to do some **practice dictation** for the new letters. I’m going to give you a hint. One of the new letters which occurs at the end of a word sounds just like a fatHa. What is this letter?

S: It’s the new t. taa marbuTa?

T: Bravo. And what is the grammatical function of this letter?

S2: It makes words feminine.

T: Mumtaaz. Can someone give me an example? How do we say “student”?

Ss: Taalib.

T: OK, and how do we say a female student?

Ss: Taaliba.

T: Mumtaaz. Let’s get started:

● طيارة جديدة

- One S had written تيرة
- One S had written طارة
- Even though Ss were writing different letters, some of them were still hearing the words correctly, and when asked to read what they had written, correctly reproduced the word.

T: OK, so what does جديدة mean?

Ss: New.

T: Bravo. And we’ve seen طيار in the book. What do you think طائرة means?

Ss: Airplane.

T: Mumtaaz. So the whole phrase is?

Ss: New airplane.

T: Bravo.

● بوظة طيبة

- Some Ss were still writing the ذ instead of the ظ
- Some Ss were still having trouble remembering which letter is which and wrote a ض or a ط instead of a ظ
- Some Ss were still trying to write a fatHa at the end of the words, despite the reminder that all of these words would end in a ة

بعد أن راجع الأستاذ معنى العبارة سألهم:

T: OK, shabaab. We had an interesting question while you were writing. The question was whether or not a ة can come on a word which is not the last word in a phrase. What do you think?

Ss: Yes because it’s feminine.

T: OK, mumtaaz, but it’s a little more than that. What, specifically, are we seeing here? What parts of speech are these words?

Ss: A noun?

T: OK, the first one is a noun – what about the second one?

Ss: An adjective.

T: OK, so what’s happening?

S: They’re the same because they’re feminine. They agree in gender.

T: Bravo. The nouns and adjectives must agree in number, gender and definiteness, which we will see later. But what about in a phrase such as جامعة دمشق? The first word ends in a taa marbuTa, but the second word does not.

S2: It’s describing the university.

T: Very close. It’s the University OF Damascus. We will see this later. For now, the important thing to remember is that there are no restrictions on where the ة goes on words in phrases, other than it must be on the end of a word. OK, last word:

● وردة بيضاء

- Some Ss tried to write a ة at the end of the word بيضاء

راجع الأستاذ كتابة المفردات على اللوح ومعنى العبارة.

تدرّب إضافي على تمييز الجذور والتعرّف الى بعض أنماط الجمع (15 دقيقة):
قام الأستاذ والطلاب بعمل تمرين 12 ص 129

T: OK, shabaab. Mumkin open to tamriin itna3sh. itna3sh. What number is this?

Ss: Twelve.

T: Bravo. OK, with a partner, please read through the words in this drill, and try to identify the roots. So first, read each pair of words, then look for the root of each.

ملاحظات:

- ظنّ بعض الطلاب أنّ أحد الحروف كانت ناقصة في بعض الجذور مثل "دار" فخمّنوا أنّ الجذر كان إما د – ر – ر أو أنّ أحد الحروف في الجذر كان ناقصاً.

ثم جمع الأستاذ الطلاب في مجموعة كبيرة وسألهم:

T: OK, who can tell me some of the roots that you found?

Ss: ضرر

T: Bravo. Shuu Kaman?

Ss: ح ز ب ج ث ض ب ط

T: Mumtaaz. What about word number 5?

Ss: صور

T: OK, mumtaaz. So this means that و (or ي) can be part of the root. What can you tell me about the relationship between some of these words? Let's look at 1, for example. How are these two words related?

Ss: One is singular and one is plural.

T: Bravo. What about number 11?

Ss: Singular and plural.

T: mumtaaz. And this is the same for 13 and 14. But what about number 6? Zahra, can you read these words for me?

Zahra: أستاذ / أساتذة (وساعد الأستاذ الطالبة في قراءة الكلمة الثانية بدقة)

T: Mumtaaz. Can we guess what the relationship between these words might be?

Ss: Singular and plural?

T: Bravo. So by using the context of some of the words that we had seen, we were able to guess that the relationship between some of these other words might also be singular-plural. In Arabic, we have many ways of forming the plural, which you will learn when we start the next book. For now, as you read a new word, ask yourself what the root is and whether you know any other words from the same root. This will help you start to relate patterns of words as they're paired with roots.