كتاب ألف باء
الوحدة الثامنة (القسم الأول)
مدة الصف: ٥ دقائق
المطلوب من الطلاب قبل الحضور إلى الصف:
- دراسة ص ١٧٠٠-١٦٠٠ والقيام بعمل تمارين الاستماع ١-٤ والقيام بعمل تمارين ٣-٤ على الوب.
- تسليم التمارين ١ و٢ إلى الأستاذ.

أهداف الحصة:
- التدرب على الانتباه الصحيح للحروف الجديدة والتفرقة بين حرف خ / ح.
- التدرب على فهم وكتابة جملة كاملة تتكون من حروف وكلمات قديمة وجديدة.
- قراءة نص أصلي (في تمرين ٧) والبدء بالتدرّب على استراتيجيات القراءة.

الخطوات المتّبعة:

التسخين: (٨ دقائق)

T: كيفك اليوم؟
S: كوبية الحمد الله
T: كيف كان الويكند؟
S: ممتازة.
T: OK, الويكند؟
S: Oh, الويكند كان ممتاز بس أنا نص نص.

(كتب الأستاذ عبارات "نص نص" و"ميّة ميّة" و"شو فيه ما فيه؟" وما فيه شيء كله تماياء" على اللوح)
T: OK, when I asked Miriam earlier, she said she was so-so. What does this mean?
S: So-so?
T: Bravo. So this is a phrase that means sort of half-half. When you say it, it means "eh, I’m OK". Or you could put in the filler word we learned the other day. What’s this filler word?
Ss: يعني T: Bravo. Or, you could be something else when someone asks you how you are. Can someone read this word for me? (T pointed to ميّة ميّة)
Ss: ميّة ميّة
T: ممتاز. What does this mean?
Ss: ممتاز?
T: Bravo. It means 100%. When you are excellent and everything is great. OK, let’s all read this together.
Ss: ميّة ميّة
T: And the opposite of زفت زفت (T wrote it on the board.) This literally means “asphalt” or “tar” but we use it to mean terrible. This class is زفت زفت, the professor is زفت زفت and my life is زفت زفت. If you go in to a movie and leave in the middle, it was…?
Ss: زفت زفت
T: Bravo. OK, what about this question? Can someone read it for me? (T pointed to شو فيه ما فيه؟)
S: شو فيه ما فيه؟
T: OK, what is this? From what we know, what does this phrase mean?
S2: What is there?
S3: There isn’t?
T: OK, mumtaaz. So this is what is there, there isn’t anything. It’s another way of saying “What’s up?” and the response is: (T pointed to the فيهما هكل تمام.) So this is “Nothing’s new. Everything is well.” So turn to your neighbor and find out what’s up.

T: Bravo.

التدريب على النطق الدقيق للحروف الجديدة هـ / ح (8 دقائق)

- قام الطلاب في مجموعات من اثنين عمل تمرين 4 في ص 179
- يمكن تكراراً في تمرين أربعة؟ تمرين أربعة؟ (تنقل الأستاذ بين الطلاب حتى يتأكد من فهمهم لمصطلح “أربعة”)
- T: So can we work in groups of 2 on this exercise? I want you to contrast these.

ملاحظات:

- واجبه بعض الطلاب صعوبة في التفريق بين الهااء واللها في منتصف الكلمة (WORD الطالب صعبه في رقم 3 بسبب وجود السكون بعد الحروف الجديدة – ح/ه)

الإملاء بالتدريب على فهم وكتابة جملة كاملة تتكون من حروف وكلمات جديدة وقديمة (20 دقيقة)

T: Please close your books. I’m going to read a long sentence. I want you to tell me what you hear. Write as much as you can, but listen for meaning.

قرأ الأستاذ الجملة أولاً دون توقف:

في مدينة أوستن جامعة كبيرة ونهر جميل ومطاعم ممتازة.

T: OK, so what did we hear in this sentence?
S: In a big university in Austin.
T: Bravo!
S2: Something beautiful.
T: نهر is a river. And what else?
S3: Something excellent.
T: Bravo. The word is مطعم so for example, we have مطعم Kerby Lane, مطعم مطعم McDonalds مطعم Outback Steakhouse.
S4: Oh, restaurant?
T: Bravo.

ثم قرأ الأستاذ الجملة كلمتين كلمتين وتنتقل هو والمعيد بين الطلاب حتى يتآكد من دقة كتاباتهم. وكرر الجملة بأجزاءها على الأقل 10 مرات.

ملاحظات:

- كتب بعض الطلاب “نهر” بدلاً من “نهر”
- كتب بعض الطلاب “مطعم” بدلاً من “مطعم”
T: OK, shabaab. What did we say? Can we repeat this sentence again?
Ss: In the city of –
T: بالعربية من فضلكم.
Ss: في مدينة (نسوا تطق الناف، في آخر كلمة "مدينة" ووقفهم الأسماك)
T: OK, how did we say this last word?
Ss: madiina?
T: What would this be?
Ss: City.
T: OK, but the word “Austin” comes after this. This is part of a construction, remember. So when we have the two together, how should it be pronounced?
S: madiinat
T: Bravo. What would it be if it were “madiina Austin”?
S2: A city. Austin.
T: Mumtaaz.

استمرِ الأستاذ في قراءة الجملة مع الطلاب وهو يكتبها على اللوحة ووقفهم عند كلمة "جامعة"
T: OK, how did I read this word?
Ss: jaami3a.
T: Bravo. Note that there’s no /t/ because it’s not part of this construction we were talking about earlier.

تم استمرّ مرة ثانية في كتابة الجملة وعندما انتهى من الكتابة سألهم:
T: Mumtaaz yaa shabaab. So what agreement are we seeing here?
Ss: جامعة كبيرة
T: Bravo. (T put a box around these two words on the board.) Because they are both singular and feminine. What else? Shuu kamaan?
Ss: نهر جميل
T: ممتاز. (T put another box around these two words on the board.) So how would we translate this sentence?
Ss: There is the –
T: OK, what does this word mean? في؟
S: There is?
S2: In.
T: Bravo. So this means “in” and فيه (T wrote both on the board) is “there is/there are”. And the rest of the sentence?
Ss: In the city of Austin, there is a big university and beautiful river and great restaurants.
T: OK, there is? What kind of river?
Ss: A beautiful river.
T: mumtaaz. Don’t forget your definite/indefinite rules. But for now, just focus on differentiating your pronunciation of the taa marbuuTa in these two contexts (T indicated أستن and كبيرة جامعه

تتريون ٧) (٢١ دقيقة)

T: OK, shabaab. What did we say? Can we repeat this sentence again?
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T: Bravo. What would it be if it were “madiina Austin”?
S2: A city. Austin.
T: Mumtaaz.

استمرَ الأستاذ في قراءة الجملة مع الطلاب وهو يكتبها على اللوحة ووقفهم عند كلمة "جامعة"
T: OK, how did I read this word?
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T: Bravo. Note that there’s no /t/ because it’s not part of this construction we were talking about earlier.

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S: There is?
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T: Bravo. So this means “in” and فيه (T wrote both on the board) is “there is/there are”. And the rest of the sentence?
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T: OK, there is? What kind of river?
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T: mumtaaz. Don’t forget your definite/indefinite rules. But for now, just focus on differentiating your pronunciation of the taa marbuuTa in these two contexts (T indicated أستن and كبيرة جامعه

تتريون ٧) (٢١ دقيقة)
S2: And see that there are bullets. I see bullets so I think of a list.
T: Bravo. So we’re bringing our own information to the text from our knowledge of how texts are formatted in any language. This is your first encounter with a text. So take 4 or 5 minutes and see what assumptions you can make about the text. See if there are any words that you can read or guess and circle them. But mostly, just see if you can make any inferences about the text from its shape and organization.

T: OK, now, working with a partner, compare what you have found out from the article.

- It’s some kind of ad for a computer store.
- I recognize UPS
- I recognize laptop, modem
- Modem, computer, scanner, inkjet
- T: What about this word (T pointed to كابلات).
  - S: It’s cables.
- T: Do we have another word that ends with أت – that also sounds like an English word?
  - S: أكسسوارات
- T: Bravo, that.
- T: OK, what about the ending?
  - T: (after noticing that some students were writing English translation or transliteration for the words they could recognize in the text) yaa shabaab, I should mention one thing. The most destructive thing you can do to your reading strategies is write the English word on top or below Arabic words you recognize in the text. No more English, no more transliteration. Transliteration is dead. Now we want the Arabic to hit us and stick with us. You can write the English word on another paper, but not near the Arabic word.
- T: What other information have we been able to get from the ad?
  - S: The store is located in Qatar.
- T: (After noticing that some students were writing English translation or transliteration for the words they could recognize in the text) where is it?
  - S: الدوحة
- T: Bravo, okay!
- T: How can we contact this store if we are interested in buying something?
  - SS: They have a web site and an e-mail address
- T: وشو كمان؟ (in an attempt to encourage the students to try to find the words in the text itself)
  - S: And they have a fax #
- T: Bravo! I want to write their fax #. Can someone dictate it to me (one students started reading the number from right to left and this was a good opportunity to remind them to read numbers from the left).

A عظمى الأستاذ 3 دقائق للقراءة النص لوحدهم.

- It’s some kind of ad for a computer store.
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- T: What about this word (T pointed to كابلات).
- S: It’s cables.
- T: Do we have another word that ends with أت – that also sounds like an English word?
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