

## ## Chapter 1 - وحنل (Nahw - Grammar) - Lesson 1.1: مسال (Al-Ism - Noun)

### \*\*Chapter 1 - Lesson 1.1 - Slide 1\*\*

**\*\*Title:\*\*** مسال وه ام (What is a Noun?)

\* عيش وانام واشخش مسال لعل لعل ملك وه مسال (A noun is a word that refers to a person, place, or thing.)

\* عجم وانام نوك (Nouns can be singular or plural.)

\* عثنوم وانام نوك نكمي (Nouns can be masculine or feminine.)

\* باتك، مدرم، تنب، دلو: لاثم (Examples: boy, girl, school, book)

**\*\*Suggested Visual:\*\*** A simple illustration showing a boy, a girl, a school building, and a book.

**\*\*Think Prompt:\*\*** مسال لعل عي طعت نان عي طتست له (Can you give other examples of nouns?)

### \*\*Chapter 1 - Lesson 1.1 - Slide 2\*\*

**\*\*Title:\*\*** مسال عاون (Types of Nouns)

\* صاخشأ مسال (Names of people)

\* نكامأ مسال (Names of places)

\* عيشأ مسال (Names of things)

\* عجم مسال (Plural nouns)

**\*\*Suggested Visual:\*\*** A chart categorizing different nouns under these headings with examples in each category.

**\*\*Think Prompt:\*\*** انه روكذم ريغ عيش مسال ف ركف (Think of the name of something not mentioned here. What type of noun is it?)

## **\*\*Chapter 1 - Lesson 1.1 - Slide 3\*\***

**\*\*Title:\*\*** جمع واحد (Singular and Plural)

\* طقف واحد يلع لدي مس: جمع واحد. (Singular: A noun referring to only one.)  
مثال: طالب (Example: student)

\* واحد ون رثك يلع لدي مس: جمع واحد. (Plural: A noun referring to more than one.)  
مثال: طالب (Example: students)

\* صاخ جمع اهل ءامسأل ضعب. (Some nouns have irregular plurals.)

**\*\*Suggested Visual:\*\*** A table showing singular and plural forms of common nouns, including some irregular examples.

**\*\*Think Prompt:\*\*** "ةر ش" ةملك جمع غوصن فيك (How do we form the plural of the word "tree"?)

## **## Chapter 1 - Lesson 1.2: ري مضال (Al-Dhamir - Pronoun)**

### **\*\*Chapter 1 - Lesson 1.2 - Slide 1\*\***

**\*\*Title:\*\*** ري مضال وه ام (What is a Pronoun?)

\* راركتال بنجتل مسالال لدب لمعتست ةملك وه ري مضال. (A pronoun is a word used in place of a noun to avoid repetition.)

\* نه، مه، متنأ، نحن، يه، وه، تنأ، أنا: ةلثمأ (Examples: I, you (singular), he, she, we, you (plural), they (masculine), they (feminine))

\* ةلمجال عون بسح ري غتت رئامضال. (Pronouns change according to the type of sentence.)

**\*\*Suggested Visual:\*\*** A diagram showing how pronouns replace nouns in a simple sentence.

**\*\*Think Prompt:\*\*** ةلمجال في ةبسانم رئامضب ءامسأل لدبتسا  
الالال: "ادمح دمح يأر." (Replace the nouns with appropriate pronouns in the following sentence: "Mohammed saw Mohammed.")

**\*\*Chapter 1 - Lesson 1.2 - Slide 2\*\***

**\*\*Title:\*\*** رءامضالاعاونأ (Types of Pronouns)

\* ةلصتم رءامض (Attached pronouns) - e.g., هباتك (his book)

\* ةلصفنم رءامض (Separate pronouns) - e.g., وه (he)

\* ةيماهفتسارءامض (Interrogative pronouns) - e.g., من؟ (who?)

**\*\*Suggested Visual:\*\*** A chart classifying pronouns with examples of each type.

**\*\*Think Prompt:\*\*** ةلصفنمو ةلصتم رءامض لىرخأ ةلثمأ طعأ. (Give other examples of attached and separate pronouns.)

**## Chapter 2 - ةءارقلا (Qira'a - Reading) - Lesson 2.1: ةبءأصوصن (Literary Texts)**

**\*\*Chapter 2 - Lesson 2.1 - Slide 1\*\***

**\*\*Title:\*\*** ةعونتم ةبءأصوصن (Various Literary Texts)

\* ةرىصق صصق (Short stories)

\* ةىرعش ءئاصق (Poems)

\* تاياورنم تافطتقم (Excerpts from novels)

\* قايسللمهف ةيمهأ (Importance of understanding the context)

**\*\*Suggested Visual:\*\*** Images representing different genres of literature (e.g., a book open to a short story, a poem written in elegant calligraphy, a character from a novel).

**\*\*Think Prompt:\*\*** اءاملو؟ كىءل لصفملا بءأالصنل اعون وه ام (What is your favorite type of literary text? And why?)

**\*\*Chapter 2 - Lesson 2.1 - Slide 2\*\***

**\*\*Title:\*\*** ةب دأل صوصنل ل لحت (Analyzing Literary Texts)

- \* ماعل اىنعم ل مةف (Understanding the general meaning)
- \* ةسئل راكل أال اارختسا (Extracting the main ideas)
- \* اءأل او اى صخش ل لحت (Analyzing characters and events)
- \* ةسئل رل ةل اسرل اااااا (Inferring the main message)

**\*\*Suggested Visual:\*\*** A mind map showing different aspects to consider when analyzing a literary text.

**\*\*Think Prompt:\*\*** مةف اى صخش ل لحت اءعاسل أن نكمى فىك ؟ (How can analyzing characters help us understand the text better?)

**\*\***(Continue adding lessons and slides following the same format, ensuring curriculum alignment and appropriate Bloom's Taxonomy progression. Remember to replace placeholder examples with actual content from the Egyptian National Curriculum for Grade 9 Arabic.)**\*\***