

Scheme of Work

QFI

Arabic Study Plan: **Year 8**



**QATAR
FOUNDATION
INTERNATIONAL**.LLC
عضو في مؤسسة قطر
Member of Qatar Foundation

Arabic Study Plan: Year 8

Year 8 Arabic Curriculum Map: *Autumn Term*

What are we *learning*?

- Revising greetings and introductions.
- Asking questions when meeting a friend.
- Expressing and finding out times we are free.
- Revising days of the week and times of the day.
- Telling the time and saying what time things happen.
- Making plurals.
- Talking about possession.
- Talking about future weather conditions.
- Talking about future plans.
- Taking about daily routine.
- Describing celebrations.

About the Arab world

- More greetings and expressions expressing state
- Greetings in different dialects (شو في ما في، إزيك، كله تمام، ماشي الحال)
- Body language when greeting close friends or strangers.
- Traditional games.
- Traditional markets and coffeeshops.
- Concept of Inshallah.
- Holidays.
- Holiday songs.
- Holiday (celebration) foods like maamoul.

What *grammar* will we learn?

- Revising masculine and feminine words.
- Revising present tense conjugation.
- Present tense verb in the plural:
- Question words:
- Future tense and negation.
- Ordinal numbers.
- Revising attached pronouns with عند
- Revising numbers 1-30.
- Connectors:
- Verbal nouns: (masdars / المصدر).
- Indicative and subjunctive:
- The accusative case

نحن نلعب، أنتم تلعبون، هم يلعبون
متى / أين / من أين / ما / ماذا / أيّ / كيف / كم؟

ثم، بعد ذلك، قبل ذلك

المضارع المرفوع والمضارع المنصوب
حالة النصب

What does *great* look like?

- Accurately spell new vocabulary.
- Accurately give and note the time.
- Accurately conjugate present and future tense verbs for first, second and third person pronouns singular and plural.
- Accurately use of masculine and feminine adjectives with nouns.
- Successfully ask someone about their telephone number, age, place of residence, origin, school and favourite subject.
- Successfully describe your daily routine (school and weekend) with detail.
- Successfully negotiate time and place to meet up with someone.
- Successfully share future plans.
- Successfully share future holiday/destination plans.
- Successfully discuss favourite celebrations.

Autumn Term

Autumn Week 1

Date	Who am I? Who are you?	مَن أنا؟ من أنت؟
	Acquaintances: An old and new friend.	التعارف: صديق قديم وصديق جديد.

Script	Throughout the term: Review formation of letters and joining letters into words. Have regular spelling quizzes and dictations with new words. Expose students to different fonts in handouts and when reading texts. Introduce students to different styles of Arabic calligraphy. Encourage students to type in Arabic using devices. Do regular handwriting practice.	
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Structure/ grammar	Review of interrogative particles:	كيف؟ ما؟ ماذا؟ أين؟ من أين؟ كم؟
	Introducing	أي؟
	Review of pronouns and attached pronouns:	في أي صف أنت؟ أنا في الصف أين تدرس؟أدرس في مدرسة أي صف تحب في المدرسة؟ ماذا تحب أن تدرس في المدرسة؟ (أحب أن أدرس (الرياضيات/ اللغة العربية....إلخ

Vocabulary	Review old greetings:	مرحباً السلام عليكم أهلاً صباح الخير صباح النور	مع السلامة إلى اللقاء فرصة سعيدة كيف الحال؟ (أنا بخير، الحمد لله، (جيدة)	من أين أنت؟ أين تسكن/تعيش؟ كم عمرك؟ ما رقم تليفونك؟ فرصة سعيدة (أنا أسعد)/ (تشرفنا (لنا الشرف
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Skills/ activities

Listening and speaking: short conversation, introducing self and asking question to a new friend/ acquaintance.
Making video introductions such as for social media.
Writing: writing short paragraphs introducing self to someone else such as a pen-pal.

Intercultural awareness

Greetings videos for review both in MSA and in Levantine Arabic:

[Jusuur greetings video including body language](#)

[Jusuur videos introducing friend](#)

Body language when meeting someone (interacting with friends vs elders vs those of opposite gender, etc).

Colloquial spotlight: expand on "How are you?" with responses across the region.

Colloquial ways of saying "How are you? I am well." From across the region such as:

(إزيك؟ أنا كويسة)

شو في ما في؟

صافي وافي.

Autumn Week 2

Date	Socializing/Making plans Who am I?	من أنا؟
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Structure/ grammar	Attached pronouns with prepositions:	معني، معك، معه، معها، معنا... إلخ ...هل تريد أن تذهب إلى هل تريد أن تذهبي معي إلى...؟ هل أنت متفرغ/ متفرغة، مشغول/ مشغولة يوم الـ...؟ متى؟ آسف(ة)، أنا مشغول ليس عندي (أي) وقت اليوم
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Vocabulary	عندي واجب، عندي صف، عندي موعد هذا اليوم عندي رياضة أو تدريب عندي مباراة/ سباق
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Review days of the week

Review times of day

الصباح، الظهر، المساء، الليل

Review of interrogatives:

متى؟
في أي يوم؟

Review of places and introduction of more:

السوق، المركز التجاري، متجر/ محل ، السينما،
المدينة، الحديقة، بيتي، مطعم، مقهى، المكتبة، نادي،
(مسبح، ملعب (تنس، كرة القدم

Skills/ activities

Listening: listen to voice messages of people asking you to go to a certain place with them.
Speaking: role-plays and surveys to determine free time and if someone is available to go to a place.
Reading: reading text messages of invitations to places including day of week and time of day and replies to those invitations.
Writing: writing and responding to invitations from friends, family, etc.

Intercultural awareness

Traditional markets across the region.
Malls vs traditional markets:
Highlighting traditional coffeeshops vs. modern ones in region
(Visit Fishawi in Cairo)
Have students read menus or offerings available in each place.
Places young people spend their leisure time

Autumn Week 3

Date	Daily life: Telling the time.	الحياة اليومية: الوقت / الساعة
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Script	Review of Eastern Arabic numbers	١ ٩ ٨ ٧ ٦ ٥ ٤ ٣ ٢ ١
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Structure/ grammar	Ordinal numbers for telling time.	ثاني، ثالث، رابع، خامس، سادس، سابع، ثامن، تاسع، عاشر، حادي عشر، ثاني عشر
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Review of numbers 1-30: (3-10 use singular noun (دقيقة), 11 and up use plural (دقائق))	الساعة الخامسة وخمس دقائق الساعة الخامسة وثلاثون دقيقة
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Vocabulary	الساعة الواحدة	الساعة السابعة	دقيقة، دقائق
	الساعة الثانية	الساعة الثامنة	والربع، والثلث، والنصف
	الساعة الثالثة	الساعة التاسعة	إلا ربع، إلا ثلث
	الساعة الرابعة	الساعة العاشرة	صباحاً، عصرًا، مساءً، ظهراً، بعد
	الساعة الخامسة	الساعة الحادية عشرة	الظهر، ليلاً
	الساعة السادسة	الساعة الثانية عشرة	مغلق، مغلق

Skills/ activities	Listening: Listening to television announcements for programs or sports matches such as جدول مباريات اليوم الأربعاء 26-4-2023 (youtube.com) Teacher-made recordings of voice messages/ invitations to outings. Speaking and listening: Create Bingo board for telling time, listen to time announcement for shows, exchange times classes start. Reading: Reading hours of operation for museums, stores, places of interest. Times of events such as wedding invitations, sports events. Writing: Writing operating hours of places in their city/town, student daily school schedules for week.
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Intercultural awareness	Time zones/differences in countries in Arab World and beyond (match times in different Arab countries such as the suggested listening) Reading times written out in Eastern Arabic numbers	٩:٣٠ ٥:٤٥
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Autumn Week 4

Date	Daily life: telling time.	الحياة اليومية: الوقت / الساعة
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Socializing/ Making plans and responding to invitations.	التخطيط للقيام بنشاطات في المستقبل / الرد على دعوة الساعة.
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Structure/ grammar	Continue to work on structure of forming time-hours and minutes.
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Attached pronouns to verbs specific to يمكن	يمكنني، يمكنك، يمكنه، يمكنها، يمكننا، يمكنكم، يمكنهم لا يمكنني أن أذهب إلى السوق معك السبت الساعة الخامسة والنصف لأن عندي تدريب. ولكن أنا لست مشغولاً يوم الأحد بعد الساعة الحادية عشرة في الصباح لأنّ + جملة اسمية بسبب + اسم
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Vocabulary	Review and building on Week 2 vocabulary but with more added detail/complexity:	يمكنني، لا يمكنني لأنّ بسبب مشغول
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Skills/ activities	Listening: listening to voice messages of invitations. Speaking: surveys to determine student free time to meet after school/ weekend, role plays. Reading: reading texts from friends. Writing: writing invitations for friends.
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Intercultural awareness	Jusuur Video series relevant videos (in Levantine): Jusuur Making Plans videos Annenberg Learner
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Autumn Week 5

Date	Daily life/ routines/ hobbies.	الحياة اليومية/ الهوايات/ البرنامج اليومي
Structure/ grammar	Review of present tense verbs and conjugation for first, second and third person:	ألعب أسبح أشاهد أركب أرقص
	Verbal nouns in Arabic المصدر	سباحة، قراءة، كتابة، ركوب رقص، لعب، عزف، تسوق
Vocabulary	Review hobbies:	ركوب الدراجة الرقص لعب ألعاب الفيديو عزف آلة موسيقية (البيانو، الغيتار... إلخ) التسوق
	رياضة كرة القدم كرة السلة تنس ألعاب الفيديو أرقص	أقرأ أستمع إلى الموسيقى السباحة القراءة الكتابة ركوب الخيل
Skills/ activities	Listening: listening to young people share their hobbies. Speaking: students try to find shared hobbies. Polls in class. Reading: reading personal narratives of people sharing their hobbies. Writing: writing about hobbies including times and days you partake in them. Creating a chart of hobbies in school based on polling classmates.	

Intercultural awareness

Showcase some hobbies in Arab world (soccer, board games like chess and backgammon or traditional games ألعاب شعبية such as <https://en.wikipedia.org/wiki/Mheibes>
[Jusuur Hobbies/Daily Routine Videos](#)

Autumn Week 6

Date	Daily routines	الحياة اليومية/ الروتين اليومي
Structure/ grammar	Review of present tense verbs and conjugation for first, second and third person:	أنا أصحو/ أستيقظ أكل أذهب إلى أرجع إلى أدرس
	Present tense conjugation:	هم، أتم، نحن
	Connectors:	ثم، بعد/ قبل، بعد ذلك، قبل ذلك، أخيراً
	Compare the indicative and subjunctive forms of the present tense:	المضارع المرفوع والمضارع المنصوب
Vocabulary	أنا أصحو/ أستيقظ أكل الفطور، الغداء، العشاء (...أغسل أسناني وجهي) أستحم أذهب إلى أعمل	أدرس أكتب أقرأ أطبخ أساعد في (أنظف/ أرتب) غرفتي، البيت، أوراقي

Skills/ activities

Listening: excerpts of people talking about their daily routine.
Speaking: surveys in class to determine times people do certain activities.
Reading: daily routine of famous individuals, re-ordering daily routine text based on times.
Writing: writing what you do in one day from morning till night.

Intercultural awareness

[Jusuur Hobbies/Daily Routine Videos](#)
Comparing school start and end times, comparing lunch times/dinner across the world

Autumn Week 7

Review and assessment

Students create self-introduction videos /presentations showing their daily routine, hobbies, free time and interests to show the life of a typical student their age from their country like this video: <https://www.youtube.com/watch?v=52uU2104UNs> (Until 1:28)

Videos/presentations must include:

Age, Place of residence, origin/nationality, daily routine, afterschool activities, free time and hobbies. Students are encouraged to use at least 5 different times.

Autumn Week 8

Date	Daily routine review	مراجعة الروتين اليومي
	Future plans and weather	سقطال او لبققتسحل ططخ
	Revising days of the week	عوبسأل اءعءارء
Script	Continue activities to develop script recognition and production.	يبرعل ا طخل
Structure/ grammar	Future tense:	سوف/ سد
	Negating the future with لندرجة الحرارة ستكون كيف سيكون الطقس غداً؟ سيكون الطقس حاراً غداً فسأذهب إلى الجو سيكون مشمساً وحاراً غداً، دعنا نذهب إلى الشاطئ.
Vocabulary	31-100 الأرقام مراجعة مفردات الجو/ الطقس ومفردات جديدة حار، بارد، مشمس، مثلج، ممطر درجة الحرارة غداً	أمس اليوم يوح السبت الأحد الإثنين الثلاثاء الأربعاء الخميس الجمعة عطلة نهاية الأسبوع الأسبوع القادم الشهر القادم
Skills/ activities	<p>Reading: weather forecast in various places, letters of people discussing plans based on weather.</p> <p>Speaking: students complete information-gap exercises for weather in different cities (local, national and international), students decide on activity during weekend based on weather.</p> <p>Role-plays where students negotiate where to go and when based on weather.</p> <p>Listening: listening to weather forecast. Bingo with weather such as temperatures they cross off.</p> <p>Writing: writing messages to friends inviting them to places based on the weather on the weekend.</p>	

Intercultural awareness

Concept of inshallah.
Review Arab world countries and cities.
Compare temperature in different parts of one country (ie Cairo vs. Alexandria vs. Aswan).
When is the weekend in different parts of the Arab world.

Autumn Week 9

Date Local area, holiday and travel المنطقة المحلية والعطلات والسفر الساعة

Future travel السفر في المستقبل

Structure/ grammar

Connectors: أولاً، بعد ذلك، ثم، أخيراً
...الطقس غداً/ الأسبوع القادم/ يوم الإثنين...سيكون
...أريد أن أسافر إلى
...في يوم من الأيام، أتمنى أن أسافر إلى
...أريد أن أزور

Vocabulary

إجازة/عطلة الشتاء
Review of places: الجبال، البحر، الشاطئ، السينما، وسط المدينة،
المركز التجاري، الحديقة، الصحراء، المتحف،
المطعم، المقهى، السوق...إلخ

Skills/ activities

Listening: Listen to someone discuss their travel plans.
Speaking: Students exchange their holidays plans.
Students talk about what Arab visitors can do in their town/city or in the UK in general.
Students exchange dream vacation.
Students choose one Arab city to travel to and create an itinerary (for a day or a few days) based on where they will go.
Writing: Students write about their dream destination and write a few days' itinerary.

Intercultural awareness

Highlight tourist places in Arab World.
Videos and images.
Virtual visits to Arab countries.

Autumn Week 10

Date Cultural life, celebrations, and festivals. الحياة الثقافية والاحتفالات والمهرجانات

Structure/ grammar

Future verb conjugations: نحن، هم، أتم

Negating with لن

Vocabulary

كل عام وأنتم بخير	شم النسيم	نظف
عيد الميلاد		تبادل الهدايا
عيد الفصح	يوم خاص	نزّين
عيد الفطر	نخب	نزور
عيد الأضحى	نتسوق	نتناول طعاماً خاصاً مثل... المعمول / كعك العيد
عيد الحب	نشترى الهدايا، الطعام	

Skills/ activities

Speaking and Listening: narrating what people are doing in images /videos (on mute) showcasing diverse holidays. By looking at images/scenes, students learn how some people celebrate certain holidays and how they spend the day.
Reading: blurbs of people talking about what they do throughout the day to celebrate their favourite holidays.
Writing: Students will write to an Arab pen pal to tell them how they spend a certain holiday in the UK.

Intercultural awareness

Highlight holidays in Arab World such as Christmas, Eid, Shamm El Nassim, etc
Holiday and Christmas songs like Fairouz's [ليلة عيد](#)
Mamoul: holiday cookie used by many traditions in region

Spring Week 11

Date Cultural life, celebrations, and festivals. الحياة الثقافية والاحتفالات والمهرجانات

**Structure/
grammar** عيدي المفضل هو...
أكلي/ طعامي المفضل هو

**Skills/
activities** Speaking: presenting your favorite holiday and what you will do on that day/days to celebrate it.
Students include as many details as they can.
Reading: Students read the daily routine of someone during Ramadan, Christmas or another holiday celebrated in the Arab World.

Spring Week 12

**Review and
assessment** Complete portfolio, self and peer assessment
Quiz/test
Speaking and writing tasks for students to show what they have learned.

Spring Week 13

**Celebrate
Arabic language
and culture** Arabic Language Day on 18th December.
Celebrations in the Arab world
<https://www.unesco.org/en/world-arabic-language-day>
Diglossia: talking about fuSHa and 3ammiyya
Arabic celebration: parents and families, food etc.

Year 8 Arabic Curriculum Map: *Spring Term*

What are we *learning*?

- Reading and ordering drinks from menu.
- Reading and ordering food from a menu.
- Describe ingredients in dishes.
- Purchasing fruits and vegetables from a traditional farmer's market/grocer.
- Bargaining for items at a bazaar/traditional market.
- Describing clothing items, you and others are wearing.
- Discussing and deciding on appropriate clothing based on weather and context.
- Describing traditional Arab dress.
- Know the different currencies used in Arab countries.

About the Arab world

- Traditional Arab coffee-shops and beverages.
- Importance of tea/ coffee.
- Arab hospitality.
- Traditional Arab dishes and their ingredients.
- Traditional grocer.
- Traditional Arab dress by region.
- Bargaining at Bazaar/traditional markets.

What *grammar* will we learn?

- Revising numbers 1-100.
- Learning numbers 100-1000.
- Colours masculine and feminine.
- Superlative.
- Asking how much something is using بكم

What does *great* look like?

- Accurately spell new vocabulary.
- Accurately use correct adjective agreement.
- Accurately use correct verb conjugation.
- Successfully order drinks and food from a menu.
- Successfully buy fruit and vegetable from a grocer.
- Successfully negotiate a lower price on items at a store.
- Successfully describe traditional clothing items.
- Successfully describe receiving guests and showing hospitality in Arabic.

Spring Term

Spring Week 1

Review

Activities and games to review language taught in the autumn term.
Number 31-100, daily routine, telling time, weather today, tomorrow and during week, holiday routines and activities, travel, and things to do locally, nationally, and internationally

Spring Week 2

Date

Food and drink
الطعام والشراب
Ordering a drink at a café
طلب مشروب من مقهى

Script

Continue to work on script recognition, handwriting, different fonts and calligraphic styles, calligraphiti.

Structure/ grammar

Review numbers 31-100

Vocabulary

المشروبات الباردة والساخنة	قصب	حجم صغير، وسط، كبير
قهوة (عربية، إيطالية)، شاي	الحلويات: فطيرة / فطائر، مناقيش	هناك / يوجد، ليس هناك / لا يوجد
(بسكر، بليمون، مغربي، أخضر، (أسود، بالنعناع	أريد أن أطلب	طيب، لذيذ
عصير/ عصائر، فواكه، مانجا، جوافة، رمان، توت، خوخ، بطيخ،	لو سمحت، من فضلك الحساب/ الفاتورة	ليرة، ريال، درهم، دينار، جنيه

Skills/ activities

Reading: Various menus from different types of cafes, modern or traditional such as | منيو مقهى | مستقل (mostaq.com)
Speaking and listening: Students perform role-plays as a waiter or customer and order drinks.
Writing: Students write Arabic menus of their favourite local cafes. Students write reviews of cafes.

Intercultural awareness

Importance of tea and coffee in Arab culture
Discussing videos like: أشرب شاي
<https://www.youtube.com/watch?v=2X3nIMc1K2Y>
Arab coffee:
[927 American coffee? قهوة أمريكية? - YouTube](https://www.youtube.com/watch?v=927)
Currencies and exchange rates

Spring Week 3

Date	Buying fruits from the market. Shopping, money.	شراء الفواكه من السوق. التسوق، النقود.
Structure/grammar	Numbers 100-1000 Superlatives: أحسن أطيب أرخص أغلى	...بكم كيلو الـ ...الكيلو بـ
Vocabulary	أنواع مختلفة من الفواكه: توت، موز، تفاح، فراولة، برتقال، خوخ، رمان، ليمون، مشمش، بطيخ، جوافة، مانجا، تمر... إلخ ...من فضلك، لو سمحت	Colours أحمر، حمراء أصفر، صفراء أخضر، خضراء أصفر، صفراء Adjectives كبير، صغير، طازج، بلدي، رخيص، غالي
Skills/activities	Speaking and listening: Students will create their own fruit and vegetable markets with prices. Students will shop around to find the cheapest fruits in the market by completing a chart of prices at each shop. Students will perform role-plays at the market and are encouraged to use small chat like talk about the weather, etc. Writing: Students can write about the best fruits produced in each Arab country. Reading: Students can read simplified texts on the fruits in different Arab countries.	
Intercultural awareness	Culture and importance of dates (تمر، بلح) Expressions and saying with fruits such as: في المشمش Comparing fruit prices: https://www.carrefouregypt.com/mafegy/ar/c/fresh-fruits-vegetables	

Spring Week 4

Date	Buying vegetables from the market. Shopping	شراء الخضار من السوق. التسوق
Script	Use real shopping lists in handwriting	
Structure/grammar	Numbers 100-1000 ...كم سعر كيلو هذا غالي هذا رخيص الكيلو بـ	
Vocabulary	الخضار الخيار، البطاطس، الباذنجان، الكوسا، الخس، البصل، الثوم، الزهرة/ القرنبيط، اللوبيا، الطماطم، الجزر، البقدونس، الفلفل	
Skills/activities	Speaking and listening: Students will create their own fruit and vegetable markets. They will set prices and create chants for their produce to attract customers. Other students will serve as buyers. Students perform role-plays as sellers and buyers. Reading: Students read salad and other recipes and find ingredients. Writing: Students write recipes of their favorite fruit and vegetable dishes.	
Intercultural awareness	Comparing farmer's markets and traditional Arab fruit and vegetable markets. Fruit and vegetable sellers attract customers: https://www.youtube.com/watch?v=94tNPgTW6o0	

Spring Week 5

Date	Identity and culture. Favourite foods/ What is in that dish?	الهوية والثقافة الأطعمة المفضلة / ماذا يوجد في هذا الطبق؟
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Structure/ grammar	Describe food and dishes ...طبق المفضل هو ...هذا الطبق يتكون من في التبولة يوجد البقدونس ...والطماطم والبصل
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Vocabulary	المكونات الخبز، الأرز الدجاج، السمك اللحم، لحم البقر، لحم الخنزير دقيق / طحين اللبن، الجبن، البيض	المكونات والخضار العدس التوابل / البهارات أطباق عربية تبولة، حمص، فلفل، منسف، كسكسي، شاورما، مناقيش، فتة،	ورق عنب مقلوبة، كبة... إلخ طبق مشهور طبق معروف
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Skills/ activities	<p>Reading: Students read recipes of Arab dishes and match the ingredients with images.</p> <p>Speaking: Students will do research on an Arab dish and explain it to their group/class.</p> <p>For example: هذا الطبق اسمه الفتوش. الفتوش سلطة لبنانية تتكون من الخس والخيار والطماطم والليمون والبصل والفلفل والخبز.</p> <p>Students will present their favorite dishes and their ingredients to their group/class.</p> <p>Listening: Teacher will play videos of recipes (without images) and students need to circle or write ingredients for dish.</p> <p>Writing: Students will write an ideal school menu for the week. Under each day, they will have a dish with ingredients listed.</p> <p>Students can make a poster of 3 famous/top dishes from an Arab country.</p>
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Intercultural awareness	Introduction to various Arab dishes Bing Videos كشيري مصري منسف أردني حمص لبناني ...كسكسي مغربي / تونسي / جزائري كبة سورية
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Spring Week 6

Date	Ordering food from a restaurant.	طلب طعام من أحد المطاعم.
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Structure/ grammar	Superlatives: صيغ التفضيل أشهر أطيب / ألد أرخص أعلى أريد أن أطلب
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Vocabulary	قائمة الطعام / المنيو طبق اليوم من فضلك يوجد عندنا اليوم دفع الحساب الحساب / الفاتورة	...أدفع عيب / مستحيل، خليها علي
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Skills/ activities	<p>Reading: Students will browse and explore different menus or websites for ordering. https://snoonu.com/ar/restaurants https://www.talabat.com/ar/bahrain</p> <p>Writing: Students will write menus for local restaurants or Arabic restaurants of their own.</p> <p>Speaking: Students will perform role-plays playing the role of customer or waitstaff. Students will take a friend or family member out to an Arab restaurant, explain the dish and suggest what to order.</p> <p>Listening: Teacher will create restaurant ad and students will answer comprehension questions.</p>
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Intercultural awareness	Arab breakfast vs British breakfast Arab lunch vs British lunch. Arab dinner vs British dinner. Videos: Bing Videos
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Spring Week 7

Review and assessment

Students will create a social media post of an imaginary Arab or fusion restaurant. They will discuss the menu for 2 meals, at least 4 dishes and their main ingredients. They will use the superlative at least 3 times. They will also include the prices for the items.

Follow models like:

https://www.instagram.com/reel/CxDTNd4opO5/?utm_source=ig_web_copy_link

Spring Week 8

Date Inviting a friend over. دعوة صديق إلى البيت

Structure/ grammar Being polite
...تفضل عندي في البيت يوم ال
من اللزم / الضروري أن تأتي /
تأتوا عندنا للغداء
...أريد أن أعزمك على

Vocabulary دعوة، عزيمة /عزومة
تفضل
نورت البيت
الرد: هذا من نورك
زارتنا البركة
أهلاً وسهلاً
يا مائة أهلاً وسهلاً
لماذا أتعبت نفسك؟
ضيوف(ة)، ضيوف
...من اللزم أن تشرب
(...من اللزم أن تأكل (تأكل أكثر
When full
الحمد لله
الضيافة العربية

Skills/ activities
Reading: Students will read دعوات الغداء والعشاء found on the internet and extract information on time, place, reason for invitation, etc.
Writing: Students will talk to a friend and find a suitable time to invite them over their house.
Students will create lunch/dinner invites and menus for guests.
Speaking: role-plays hosting friends over for tea/ coffee/ meal.
Listening: Students will watch videos of Arab hospitality and hosting.

Intercultural awareness Arab hospitality
الضيافة العربية
الكرم العربي

Role of host and guest in Arab culture.
Useful and related Jusuur videos:
https://www.youtube.com/playlist?list=PLO_7SI-Oe9JcbB0fSqclhqm9EciuzMGks

Spring Week 9

Date	Shopping for clothes	شراء الملابس / التسوق
	What to wear?	ماذا ألبس؟
Structure/ grammar	Masculine and feminine colours الألوان المذكره والمؤنثه أبيض، بيضاء أسود، سوداء أخضر، خضراء	أحمر، حمراء أصفر، صفراء أزرق، زرقاء بنّي / بنّية مناسب/ ليس مناسباً جميل
Vocabulary	سعر ملابس، ثياب قميص، بنطلون/ بنطال، فستان، تنورة، حذاء، حذاء رياضة، بلوزة، كنزة، معطف، جاكيت، بوط، شورت، تي شيرت، بدلة، كرافات/	ربطة عنق حجم: صغير، وسط، كبير طويل، قصير الألوان وردي، زهري، رمادي، بني، فضي، ذهبي For more advanced students, introduce adjectives like: مقلم، مخطط and other ways to describe clothing غامق/ فاتح أزرق غامق أخضر فاتح
Skills/ activities	<p>Reading: Look at store sites online for prices.</p> <p>Reading: packing lists for a trip</p> <p>Writing: Writing a packing list for a weekend trip/school trip.</p> <p>Writing a letter to a foreign exchange student telling them what to pack for weather, events, and appropriate clothing to wear at different places in town.</p> <p>Speaking: Describing images of people wearing different clothing</p> <p>Students create fashion-show describing the items they are wearing.</p> <p>Role-plays shopping for clothes for various events for school.</p> <p>Role-plays deciding what to wear based on weather forecast.</p> <p>Role-plays at market purchasing clothing. (Having shopkeeper find you a size or color of item)</p>	
Intercultural awareness	<p>Traditional clothing</p> <p>Zabaaya عباية</p> <p>ghuTra غترة</p> <p>Comparing Eastern and western clothing</p> <p>Modest fashion</p>	

Spring Week 10

Date	Bargaining at the market	المفاصلة في السوق
Structure/ grammar	بكم هذا/ هذه؟ هذا غال جداًأريد أن أشتري هذا بـسأدفع لك هذا سعر مناسب جداًلهذا / لهذه	
Vocabulary	مراجعة مفردات الملابس الأرقام 1-1000 العملات إحراج عليك	!مستحيل نقسمها بيني وبينك مبروك الله يبارك فيك
Skills/ activities	<p>Speaking: Students create role-plays at a traditional market where they negotiate the lowest price for clothing or other items.</p> <p>Listening: Students listen to dialogue at a market and answer comprehension questions</p>	
Intercultural awareness	<p>Traditional Market</p> <p>Friday markets vs flea markets</p> <p>Bargaining</p>	

Spring Week 11

Date Traditional clothing الملابس التقليدية

**Structure/
grammar** مراجعة الألوان

Vocabulary العباءة
الثوب/ الجلالية/ الجلاب
الدشاشة
الكوفية/ الغترة/ الحطة
العقال
البشت
الألوان

**Skills/
activities** Speaking: Watch fashion shows of Arab traditional clothing and have students create voice overs on a fashion line. Where/ when would this item be worn? How much would it cost?
Assign students an Arab country and have them present the traditional clothing worn in at least 2 different cities in their country. Students can look up what those items are named as names vary widely from country to country.
Students engage in role-plays where they are buying and negotiating the price of a traditional piece of clothing, they plan on wearing at an Eid celebration.
If teacher has traditional clothing items, students create a fashion-show describing each item.
Students create a traditional clothing shop at a traditional market and try to bargain for items with shopkeeper.

**Intercultural
awareness** Bisht at Qatar World Cup
[What is a bisht and why was Messi wearing it at the World Cup?](#)
[Qatar World Cup 2022 News | Al Jazeera](#)
Choosing a bisht
[Bing Videos](#)

Spring Week 12

**Review and
assessment** Complete portfolio, self, and peer assessment.
Quiz/test.
Speaking and writing tasks for students to show what they have learned.
Writing profiles and descriptions.
Oral presentations to class.

Year 8 Arabic Curriculum Map: *Summer Term*

What are we *learning*?

- Narrating past events: yesterday, last week, last summer vacation.
- Comparing how time was spent (yesterday vs. today, summer vacations, etc).
- Biographies.
- Describing physical and personality traits of famous personalities.
- Narrating a film, story, or novel.
- Making future summer plans.
- Describing summer camps.
- Choosing summer activity (job, summer camp).

About the Arab world

- Revising Countries and nationalities
- Tourist destinations in Arab World.
- Famous and iconic Arab personalities.
- Arab films.

What *grammar* will we learn?

- Connectors: قبل / بعد، ثم، وأخيراً، ثالثاً...وآخرها، أولاً، ثانياً، ثالثاً.
- Past tense conjugation for first, second and third person.
- Basic introduction to المجزوم
- Irregular verbs like hollow and defective verbs.
- Noun and adjective agreement.
- Connectors.
- Superlative.
- Future tense and negation.

What does *great* look like?

- Accurately spell acquired vocabulary.
- Successfully switch between present and past tense.
- Accurately narrate routine from previous day.
- Accurately narrate a memorable summer holiday
- Successfully give a short biography of a person (acquaintances and famous/ influential people)
- Narrate a film or story with detail including a description of the main characters and main events.
- Successfully give future summer plans and schedules.

Summer Term

Summer Week 1

Review

Activities and games to review language taught in spring term.
Students will be asked to narrate daily routines, describe what people are wearing, eating and doing.

Summer Week 2

Date

What I did yesterday?

ماذا فعلتُ أمس؟

Script

Continue to work on script recognition, handwriting, different fonts, and calligraphic styles, calligraphiti.

Structure/ grammar

Past tense conjugation for singular and plural first person – أنا، نحن

Patterns for conjugating hollow and defective verbs.

Introduction of المجزوم
(not irregular verbs)

Vocabulary

مس	درستُ	كتبتُ
كنتُ	قرأتُ	شاهدتُ
صحوْتُ	أكلتُ	لعبتُ
(...غسلتُ أسناني)	لبستُ	نمتُ
استحممتُ	خرجتُ	كان عندي
ذهبتُ	رجعتُ	

Skills/ activities

Reading: Reading daily routines.

Listening: Students hear daily routine and answer comprehension questions, order events, note times, etc.

Writing: Students keep a daily diary of their week

Speaking: Students poll each other such as what time they slept yesterday, what they ate yesterday, what they drank, how many hours they studied, etc.

Students share routine from previous day and take notes.

Intercultural awareness

Summer destinations in Arab World

Summer Week 3

Date	What I did on the weekend	ماذا فعلت في عطلة نهاية الاسبوع؟
Structure/ grammar	Introduce second person conjugation.	ماذا فعلت ماذا فعلت
Vocabulary	في عطلة نهاية الاسبوع	Same Vocabulary as above أما ... ف مثل مختلف عن كان الجو...ف
Skills/ activities	<p>Reading: Students read about weekend activities.</p> <p>Listening: Students listen to someone recounting their weekend and how it differs from the weekdays.</p> <p>Speaking: Students present about what they did on the weekend.</p> <p>Students create polls and questions to find weekend trends in the classroom. i.e. Which movie class watched, favorite weekend spot to spend time.</p> <p>Writing: Students write a paragraph recounting a past weekend.</p>	

Summer Week 4

Date	Summer holiday Revising Arab countries and Nationalities	عطلة الصيف مراجعة البلاد العربية والجنسيات																		
Structure/ grammar	Third person conjugation past tense Compare conjugation of the verb past and present	فعل يفعل فعلت تفعل																		
Vocabulary	<table border="0"> <tr> <td>الصيف الماضي</td> <td>سافرت</td> <td>مخيم صيفي</td> </tr> <tr> <td>الشهر الماضي</td> <td>زرت</td> <td>شغل/عمل/وظيفة</td> </tr> <tr> <td>العطلة الماضية</td> <td>سبحت</td> <td>ساعدت في</td> </tr> <tr> <td>في طفولتي</td> <td>اشترت</td> <td>سافرنا بالسيارة، بالحافلة، بالقطار،</td> </tr> <tr> <td>(منذ) شهر، سنة، سنتين</td> <td>عملت</td> <td>...بالطائرة</td> </tr> <tr> <td>كان عندي</td> <td>كنت</td> <td></td> </tr> </table>	الصيف الماضي	سافرت	مخيم صيفي	الشهر الماضي	زرت	شغل/عمل/وظيفة	العطلة الماضية	سبحت	ساعدت في	في طفولتي	اشترت	سافرنا بالسيارة، بالحافلة، بالقطار،	(منذ) شهر، سنة، سنتين	عملت	...بالطائرة	كان عندي	كنت		
الصيف الماضي	سافرت	مخيم صيفي																		
الشهر الماضي	زرت	شغل/عمل/وظيفة																		
العطلة الماضية	سبحت	ساعدت في																		
في طفولتي	اشترت	سافرنا بالسيارة، بالحافلة، بالقطار،																		
(منذ) شهر، سنة، سنتين	عملت	...بالطائرة																		
كان عندي	كنت																			
Skills/ activities	<p>Reading and Listening: Students read and listen to accounts of summer holidays.</p> <p>Speaking: Students recount a memorable holiday or summer vacation.</p> <p>Students compare and contrast 2 summer experiences.</p> <p>Writing: Students write post-cards to recount their summer holidays.</p> <p>Students create posters showing how most kids spend their summer vacation.</p>																			
Intercultural awareness	Comparing Eastern and western countries:	الطفس الطعام الشراب																		

Summer Week 5

Date Famous personalities شخصيات مشهورة

**Structure/
grammar** Third person conjugation past tense past tense

Vocabulary	ولد/ ولدت	فشل في	مغني
	تخرج/ تخرجت من	نجح في	كاتب
	حصل/ حصلت على شهادة من	تزوج من	ممثل
	جامعة	أنجب منها / أنجبت منه	مشهور / معروف
	توفي/ توفيت	شخصية	متميز
	عمل	فنان	
	دخل مجال...	موسيقي	

**Skills/
activities**

Reading and Listening: Students read and listen to biography sketches of artists.
Writing: Students create a classroom book of famous musicians they like.
Students research and write about a famous Arab artists.
Speaking: Students give oral presentations on famous Arab personalities.
Students create interview questions they wish to ask their favorite famous personalities.

**Intercultural
awareness** Famous Arab personalities/artists (Umm Kulthum, Fairouz, etc)

Summer Week 6

Date Famous personalities 2 شخصيات مشهورة

**Structure/
grammar** Describing people's appearance and personality

Noun and adjective agreement

Vocabulary	شعره بني، أسود، أشقر	ذكي
	أصلع	عصبي
	...عيناها زرقاوان	موهوب
	بشرته بيضاء/ سمراء	كسول
	دمه خفيف	نحيل
	دمه ثقيل	سمين
	لسانه طويل	طويل
	قلبه أبيض	قصير

**Skills/
activities**

Speaking: Students describe the physical and personality traits of famous people. Teacher can post a wall of personalities for students to look at.
Listening: Students listen to descriptions and match them to images.
Writing: Students write about an imaginary encounter with a celebrity.

**Intercultural
awareness** Iconic figures in Arab Culture. Students research and prepare for week 7 task

Summer Week 7

Review and assessment

Students will be assigned a famous personality (life sketch/biography, favourite foods, personality traits, etc). They will take on that personality and answer questions by classmates. Students take down this information.

Summer Week 8

Date	Favorite film or story	قصة أو فيلم مفضل
Script	Continue to work on script recognition, handwriting, different fonts, and calligraphic styles, calligraphiti.	
Structure/ grammar	Connectors Describing a film or story تبدأ أحداث ...فيلمي المفضل هو ...قصتي المفصلة هي ...روايتي المفصلة هي	
Vocabulary	...الفيلم/القصة/الرواية في هناك مشكلة فيلم/ قصة حزين/ حزينة، عنيف/ عنيفة مشوق/ مشوقة	مضحك/ مضحكة بطل/ بطلة شخصيات أخرى النهاية ...في رأيي
Skills/ activities	Speaking: Students speak about a favorite film or story and give description of setting, main characters (personality and physical) and a sketch of events in the film. Listening: Students listen to summary of a movie. Writing: Students write to a friend about a movie they recently saw. Reading: Students read narration of film and answer questions.	
Intercultural awareness	Watch or learn about Arab films such as Captain Abu Raed, Wadjda	

Summer Week 9

Date	Summer vacation plan	خطة عطلة الصيف
Script	Continue to work on script recognition, handwriting, different fonts, and calligraphic styles, calligraphiti.	
Structure/ grammar	Future tense	
	More verbal nouns	المصدر
Vocabulary	Review of daily routine and vacation/holiday vocabulary	مخيم صيفي تدريب رحلة مشروع/ مشاريع الصيف
	عمل/ وظيفة/ شغل سأقضي أتمنى أن أنوي أن السفر إلى الاستماع إلى الموسيقى زيارة	مساعدة... في العمل في مشاهدة أول أسبوع/ الأسبوع الأول ثاني أسبوع/ الأسبوع الثاني
Skills/ activities	Reading: students look at itineraries/ programs of summer camps or trips. Listening: Students listen to narrations of summer plans. Writing: Students create a week-by-week plan of their ideal summer break. Speaking: Polls of preferred summer activities. Sharing dream summer, week-by-week. Info-gap exercises about someone's summer plans.	
Intercultural awareness	A family/ school vacation is a fascinating learning experience for students through cultural immersion Learning about different cultures in different countries and learning something new about a place, culture, or history	

Summer Week 10

Date	Pets/animals	الحيوانات الأليفة / الحيوانات
Structure/ grammar	Plurals of animals Review other plurals that students have seen	
Vocabulary	قطط قطة كلاب كلب عصافير عصفورة أسماك سمك	أحصنة حصان درافيل درفيل أسود أسد حيوانات أليفة
Skills/ activities	Listening: Students listen to a text about animals/pets and answer questions. Speaking: Students conduct survey about pets/favourite animals Reading: students read a text about animals/pets then write a paragraph about their favourite animal, describing appearance and personality.	
Intercultural awareness	Animals in Arab culture/ history Bing Videos	الحيوانات التي يتم تربيتها في الوطن العربي

Summer Week 11

Date	Jobs/ occupations/ careers	الوظائف/ الأعمال/ المهن
Structure/ grammar	Future tense/plans	أريد أن أعلم أريد أن أكون ...أريد أن أعمل كـ
Vocabulary	في المستقبل مهندس/ مهندسة لاعب كرة طبيب مدرس	محام سيدة / رجل أعمال معلم رسام / مغن/ ممثل مرتب/ راتب عمل شاق عمل سهل عمل ممتع عمل ممل
Skills/ activities	Listening and speaking: (Jobs Bingo): Students listen to definitions and match them to the names of common professions. Reading and Writing: Students role play job interviews, discuss their future job plans	

Intercultural awareness

Jobs in the past and present, jobs in the Arab world, jobs in technology
[Bing Videos](#)

Summer Week 12

Date	Health, food activity lifestyle.	الصحة والنشاط الغذائي ونمط الحياة.
Script	Continue to work on script recognition, handwriting, different fonts, and calligraphic styles, calligraphiti.	
Structure/ grammar	Review of future tense and negation with لن	لن أتناول الكثير من الحلويات سأتناول الكثير من الخضار والفاكهة
Vocabulary	طعام صحي غذاء أنواع الطعام الكربوهيدرات: مثل الخبز، والأرز، والبطاطس البروتينات: مثل اللحوم، والأسماك، والدجاج	الدهون: مثل الزيوت، والزبدة الخضروات والفواكه التغذية السليمة نمط الحياة الصحي الجسم يحتاج إلى الطعام نوعية الطعام مهمة
Skills/ activities	Reading: students read a text about healthy food and the importance of doing sport to keep healthy Listening: Students listen to narrations of healthy lifestyle and do a matching activity. Writing: Create recipes for healthy eating. Speaking: students discuss the importance of staying healthy through a role play at the nutritionist.	

Skills/ activities

Intercultural awareness

Discuss some proverbs and sayings:

تفاحة في اليوم تبعد عنك الطبيب
الصحة تاج على رؤوس الأصحاء لا يراه إلا المرضى

Healthy eating
[Bing Videos](#)

Summer Week 13

Review and assessment

Revision and end of year assessment

End of year test/examination

Collaborative project/presentations:

- In Groups students design posters/podcasts based on one of the topics they have covered (healthy lifestyle, animals, famous people, food etc.)

Summer Week 14

End of year activities

Cultural awareness week

Core Resources

- The Beginner's Arabic Companion – The Basics: Young Learner's Book To learning The Arabic Basics Chawqi Nacef
- Carnival book 1, Mariam Maher
- Carnival Book 1, Work Book Mariam Maher
- Mastering Arabic 1, Wightwick and Gaafar
- Mastering Arabic 1 Activity Book, Wightwick and Gaafar
- Read and Speak Arabic for Beginners, Wightwick and Gaafar
- Arabic Book 1, Admed Al Baghdadi 2020
- Arabic Book 1+, Admed Al Baghdadi 2019
- I Love the Arabic Language Textbook: Level 1 (Arabic version) Paperback – 1 Jan. 2007
- Arabic without Tears: Bk. 2: The Second Book for Younger Learners Paperback – 18 Sept. 2007
- Arabic Alphabet Writing Book: Practice Workbook for children kids and beginners
- The Arabic Alphabet book by Zinah al Arif
- Write It in Arabic: A Workbook and Step-By-Step Guide to Writing the Arabic Alphabet Paperback – 16 Mar. 2009

PPTs Form

- <http://arabalicious.com/index.html>
- <https://latifatlhw.typepad.com/blog/>

Supplementary resources

Digital Resources

- www.arabicsawa.co.uk
- www.quizlet.com
- <https://quizizz.com>
- www.memrise.com
- <https://www.duolingo.com>
- <https://kahoot.com>
- <https://www.purposegames.com/>
- www.youtube.com

Digital resources with subscription

- <https://www.linguascope.com/>
- <https://www.vocabexpress.com/co/>
- <https://www.languagenut.com>

Cultural capital resources

Cultural capital resources

- <https://www.arabiccalligraphygenerator.com/>
- <https://en.unesco.org/commemorations/worldarabiclanguageday>
- <https://www.smashingmagazine.com/2014/03/taking-a-closer-look-at-arabic-calligraphy/>
- <http://www.modernstandardarabic.com/cognate-list-of-arabic-and-english-words/>