

Unit	Subject Focus	Vocabulary	Grammar	Transversal Themes	Learning Outcomes
Introduction	Introducing the student to the Arab world, the sound of the Arabic language, and the different culture, the difference between the Arabic dialects spoken in the Arab world and Modern Standard Arabic.	Simple greetings/expressions like: <div style="text-align: right;">           إسمي _____            صباح الخير            مرحبا            السلام عليك         </div>	The alphabet.	Introducing the student to the Arab world and the sound of the Arabic language; the different dialects and culture.	<p><u>Social learning:</u> the student becomes aware of the differences seen in the Arab world, the Arab culture, famous landmarks (eg. The Pyramids).</p> <p><u>Listening:</u> the student can understand and differentiate between different letter sounds.</p> <p><u>Reading:</u> the student can read and differentiate between different letters (eg. س, ص).</p> <p><u>Speaking:</u> the student can say simple greetings/expressions like:</p> <div style="text-align: right;">           السلام عليك            كيف حالك؟            إسمي _____ .         </div>

					<p><u>Writing:</u> the student can write the different letters of the alphabet in <i>Naskhi</i> style; can write the letters correctly at the beginning, the middle and at the end of a word. eg. سن, سن, اس.</p>
Unit 1	Greetings	Simple greetings/introducing oneself/questions/please/thank you.	<p>Revision of the alphabet/forming basic words such as انا, انت, دار, باب</p> <p>The short vowels, including the <i>shadda</i>, <i>sukun</i>, <i>madda</i>.</p>	Which greetings/expressions are similar to Maltese?	<p><u>Social learning:</u> the student can interact in simple Arabic/use greetings.</p> <p><u>Listening:</u> the student can understand simple greetings/expressions like: شكرا, من فضلك, ما اسمك؟</p> <p><u>Reading:</u> the student can read simple words like: دار, باب, جبل, كتاب, أنا, أنت</p> <p><u>Speaking:</u> the student can say simple greetings/expressions like the examples above.</p> <p><u>Writing:</u> the student starts to form simple words and can write them both with and without the short vowels.</p>

Unit 2	The house	<p>Basic words like: دار, باب, حديقة, بيت, حجرة, نافذة</p>	<p>The definite article. <i>Tanwin (damma only)</i> The feminine <i>ta marbuta</i>. The simple attached pronouns. بيتي, إسمك Introduce the plural (the most common broken plural forms). بيوت, حجر, طلاب, أولاد, مدارس, أطفال Introduce the dual (masc./fem.) معلمان, معلمتان Introduce the sound plural (masc./fem.) معلمون, معلمات The simple construct state. كتاب الولد</p>	<p>Similarities/differences to Maltese in the article; the sun/moon letters; the attached pronouns; the construct state.</p>	<p><u>Listening</u>: the student can understand simple words/phrases about the house. <u>Reading</u>: the student can read simple words/short phrases about the house. <u>Speaking</u>: the student can say words/short phrases related to the house using the article and the attached pronouns and the plural. <u>Writing</u>: the student can write nouns, (even in the plural), with the article related to the house.</p>
Unit 3	Myself and others	<p>Basic words like: أمي, أبي, أخي, أختي, صديقي, جد, أسرة, طفل, ولد, بنت, المعلم, الطبيب</p>	<p>Simple adjectives and their feminine form. كبير, كبيرة, جميل, جميلة, طويل, طويلة,</p>	<p>Similarities to Maltese noted: it-tifla kbira etc. What is different between Arabic and for example, English? (that in Arabic it is</p>	<p><u>Listening</u>: the student can understand a simple sentence using adjectives. <u>Reading</u>: the student can read a simple sentence</p>

			<p>قصير, قصيرة, نظيف, نظيفة</p> <p>The adjective as predicate.</p> <p>الطفل صغير. الكتاب جميل. البنات كبيرة.</p> <p>The feminine adjective with plural nouns of non-human beings.</p> <p>كتب جميلة</p>	<p>possible to have a sentence without a verb).</p>	<p>like the noun with the adjectival predicate.</p> <p><u>Speaking</u>: the student can say a few simple sentences with adjectives as predicates.</p> <p><u>Writing</u>: the student can write the simple adjectival phrase or a simple sentence with the adjectival predicate even in the plural.</p>
Unit 4	At school	<p>Basic words like:</p> <p>مدرسة, فصل, ساحة, مكتبة, طالب, طالبة, كتاب, دراسة, لغة</p>	<p>Simple verb forms: (the sound trilateral verb) the past tense.</p> <p>كتب, ذهب, وجد, فرأ</p> <p>Simple prepositions.</p> <p>إلى, في, ب, بعد</p> <p>The personal pronouns:</p> <p>(1<sup>st</sup> person singular and plural; 2<sup>nd</sup> person singular masc. and fem.;</p>	<p>Similarities to the Maltese language in verb conjugation and the personal pronouns and difference to other languages (like for eg. English).</p>	<p><u>Listening</u>: the student can understand simple sentences using verbs, prepositions, about the school.</p> <p><u>Reading</u>: the student can read simple verbal sentences about the school environment.</p> <p><u>Speaking</u>: the student can speak in short sentences using the verb, and the prepositions about the school.</p> <p><u>Writing</u>: the student can write simple verbal sentences using</p>

			3 <sup>rd</sup> person singular masc. and fem. The interrogative particles. (question formation)		prepositions, about school life.
Unit 5	The world around me (nature, animals, food, drink, colours, the seasons, the weather, the days of the week, daily routines, adverbs of place and time)	Basic words like: بحر, شمس, فمر, شجرة, رمل, حيوان, كلب, قط, بقرة, عصفور, خضر, فاكهة, حوت, لحم, حبز, قهوة, شاي, الصيف, صباحا	Simple verb forms: (the sound triliteral verb) the present tense يكتب, تقرأ, أذهب	Similarities and differences to Maltese eg. nikteb/أكتب يكتب/jikteb Emphasis should be placed on the difference between the 1 <sup>st</sup> person singular in Maltese and certain Arabic Maghrebi dialects which also use the suffix 'n' like for example: nikteb and the 'l' used in Modern Standard Arabic	<u>Listening</u> : the student can understand simple verbal sentences using both the past and present tense and vocabulary related to the world around us. <u>Reading</u> : the student can read simple verbal sentences with both the past and present tenses and the vocabulary learned up to this point. <u>Speaking</u> : the student can say simple sentences in both the past and the present tenses using all the vocabulary learnt up to this point. <u>Writing</u> : the student can write a short text with simple sentences in both the past and present tense.

Unit 6	My hobbies/leisure activities/sports	Basic vocabulary like: هوايتي, التلفزيون, قرة القدم, السباحة, الموزيقى, القراءة, السفر	More broken plural forms	Compare and contrast leisure activities in Malta and the Arab world.	<p><u>Listening</u>: the student can understand short texts in Arabic about hobbies and leisure activities.</p> <p><u>Reading</u>: the student can read short texts about hobbies and leisure activities.</p> <p><u>Speaking</u>: the student can speak about his/her hobbies and other leisure activities.</p> <p><u>Writing</u>: the student is able to write short texts about hobbies and other leisure activities with vocalisation, agreement of nouns and adjectives, and is able to master most plural forms as well as the dual.</p>
--------	--------------------------------------	--	--------------------------	--	---

## Bibliography:

E. Schulz, G. Krahl, W. Reuschel, *Standard Arabic - An elementary - intermediate course*, (5th edition) 2004 Cambridge University Press

K.Brustad, M. AlBatal, A. Al Tonsi, *Alif Baa - Introduction to Arabic letters and sounds*, (3rd edition) 2010, Georgetown University Press

Mahdi Alish, *Ahlan wa Sahlan*, 2014 Yale University Press

*Common European Framework of References for Languages: Learning, teaching and assessment*