

Unit	Subject Focus	Vocabulary	Grammar	Transversal Themes	Learning Outcomes
Unit 1	Introductions ; information about oneself;	<p>Revise basic vocabulary related to the family and friends like:</p> <p>أسرة/أم/أب/صديق أمي طبيبة</p> <p>Introduce more relatives like:</p> <p>عمتي</p> <p>Introduce occupations:</p> <p>مدير/شرطة/ممرضة/مهندس/مضيفة/طباخ/جزار/خ باز</p>	<p>Revision of tanwin (damma)</p> <p>Introduce the tanwin with (fatha/kasra)</p> <p>The different cases</p> <p>The article</p> <p>Revision of 1amza</p>	<p>Which nouns related to the family/friends are similar to Maltese?</p> <p>Explain the difference in Maltese (where there is no declension of the noun, similar to the Arabic dialects).</p>	<p><u>Social learning:</u> <u>Listening:</u> the student can understand and differentiate between nouns and adjectives in different cases.</p> <p><u>Reading:</u> the student can read and differentiate between different cases (ولداً/ولداً/مع وليدٍ)</p> <p><u>Speaking:</u> the student can say correctly the nouns in the different cases like:</p> <p>ولداً كبيراً وجد ولداً كبيراً مع وليدٍ كبيرٍ</p> <p>The student can pronounce nominal phrases with tanwin correctly like:</p> <p>ولداً طويلٍ</p> <p><u>Writing:</u> the student can write the indefinite nouns (and their corresponding adjectives) correctly in the different cases</p>

					(subject, object, following a preposition .)
Unit 2	Description	Vocabulary related to descriptions (mainly adjectives) like: كتب مختلفة/ دروس صعبة/أكل لذيذ/الشمس مشرقة/قصة سهلة/فاليتا هي مدينة تاريخية و ثقافية.	The three cases with the definite noun eg. المعلم الكبير وجد المعلم الكبير مع المعلم الكبير Mas./fem. Adjectives لطيف/ لطيفة Nationalities مالطي /مالطية عربي /عربية Colours أبيض/ أسود/ أحمر أزرق/أخضر/أصفر	Which describing words/adjectives/nationalities/ colours are similar to Maltese?	<u>Social learning</u> : the student can give a simple description in Arabic <u>Listening</u> : the student can understand simple descriptions <u>Reading</u> : the student can read a short descriptive text <u>Speaking</u> : the student can speak in basic Arabic about different nationalities and using simple adjectives/describing words/colours. <u>Writing</u> : the student can write a short descriptive text/paragraph about different nationalities using the right short vowelings applying the right cases.
Unit 3	Home and home area	Basic words like: قرية /مدينة /محطة/ مكتبة /حديقة عامة/ الشارع الرئيسي/دكان /متجر Simple directions: أذهب في الشارع الرئيسي استدر للسيار Give opinion/ simple likes and dislikes: أنا أحب التفاح أنا لا أحب السباحة	The Dual: ان/ين more broken plural forms; the feminine with plural of non-human beings: كتب سهلة Mas./fem. sound plural: ون/ين ت/ات	Similarities/differences to Maltese in the dual (only in one form 'ejn'; this trait is also noted in the Arabic dialects which are mostly akin to Maltese),the broken plural and sound plural forms	<u>Listening</u> : the student can understand a short text about the home and the home area. <u>Reading</u> : the student can read a short text about the home and the home area. <u>Speaking</u> : the student can speak in simple Arabic about his home/home area making correct use of the dual, the feminine and the broken and sound plurals. <u>Writing</u> : the student can write a short text about his home/home

					area using the dual, all plural forms and the feminine correctly.
Unit 4	The Calendar and Celebrations: Birthdays, feasts, occasions	<p>Basic vocabulary related to the Calendar like:</p> <p>يوم /شهر /سنة/ أسبوع</p> <p>Numbers 1-10,11,12: ١٢٣٤٥</p> <p>واحد/ اثنان/ ثلاثة</p> <p>Tens (20/30): ١٠/٢٠/٣٠</p> <p>عشرة/ عشرون</p> <p>Hundred, thousand, million: ١٠٠ /١٠٠٠٠</p> <p>مائة /ألف/ مليون</p> <p>Months of the year (similar to Maltese) like: يناير/ مارس/ يونيو</p> <p>The seasons: موسم الربيع/ الصيف/ الخريف/ الشتاء</p> <p>Birthday: عيد ميلاد</p> <p>Feast: عيد</p> <p>Celebration: احتفال</p>	<p>Wh. Questions:</p> <p>أين تسكن؟ لماذا ضحك؟ من دخل؟ متى مات؟</p>	Similarities to Maltese noted in vocabulary related to the calendar, the seasons, numbers	<p><u>Listening:</u> the student can understand a simple text about celebrations and the calendar</p> <p><u>Reading:</u> the student can read a simple text about celebrations and the calendar</p> <p><u>Speaking:</u> the student can speak in simple sentences about the calendar and celebrations using the correct vocabulary and can ask simple questions</p> <p><u>Writing:</u> the student can write a short text about celebrations and the calendar.</p>
Unit 5	The summer holidays	<p>Basic words like:</p> <p>إجازة /الإجازة الصيفية/ السباحة في البحر/ شط البحر/ جولة بالقارب</p>	<p>More simple verb forms: (the sound trilateral verb) the past tense.</p>	Similarities and differences to the Maltese language in verb conjugation and the personal pronouns and difference	<p><u>Listening:</u> the student can understand a text in the past tense about the summer holidays.</p>

			<p>ترك/نزل/أكل/ركب The personal pronouns: (Revise: 1st person singular and plural; 2nd person singular masc. and fem.; 3rd person singular masc. and fem.) Introduce: 2nd person dual; 3rd person dual.</p>	<p>noted to other languages (like for eg. English).</p>	<p><u>Reading:</u> the student can read a short text about the summer holidays in written the past tense. <u>Speaking:</u> the student can speak in sentences using the verb in the past tense about the summer holidays. <u>Writing:</u> the student can write a short text about the summer holidays using the simple past tense.</p>
Unit 6		<p>Basic words like: كتب/ نزل/ وجد /ذهب /أكل /قرأ</p>	<p>More simple verb forms: (the sound trilateral verb) the present tense Revise 1/2/3 person sing. Mas./fem. And plural Introduce the 2/3 person dual (mas./fem.)</p>	<p>Similarities and differences to Maltese eg. nikteb/أكتب يكتب/ jikteb Emphasis should be placed on the difference between the 1st person singular in Maltese and certain Arabic Maghrebi dialects which also use the suffix 'n' like for example: nikteb and the 'n' used in Modern Standard Arabic</p>	<p><u>Listening:</u> the student can understand a text using both the past and present tense and knows how to conjugate basic verbs like قرأ/أكل /ذهب / وجد / نزل/كتب <u>Reading:</u> the student can read a text with both the past and present tenses and the vocabulary learned up to this point. <u>Speaking:</u> the student can speak using both the past and the present tenses using all the vocabulary learnt up to this point.</p>

			Introduction to the negative form (Past only with ما) ما كَتَبَ		<u>Writing:</u> the student can write a short text using both the past and present tense.
Unit 7		vocabulary like: هذا الكتاب جميل. هذه الطاولة قديمة. هذه الحيوانات صغار.	The imperative اكتب! اكتبي! Negative form (Present tense with لا / لم) لا يَكْتُبُ / لَمْ يَكْتُبْ The Demonstrative Pronoun (even with plural of non-human beings) هذه/ هذا		<u>Listening:</u> the student can understand short texts in Arabic using the imperative and negative forms. <u>Reading:</u> the student can read short texts using the imperative and negative. <u>Speaking:</u> the student can speak using the correct tenses, imperative and negative forms. <u>Writing:</u> the student is able to write short texts using vocalisation, agreement of nouns and adjectives, using the correct tense (present/past/imperative/negative) and is able to master most plural forms as well as the dual.

Bibliography:

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