



## **COURSE SYLLABUS**

### **Intensive Language Study: Beginning Modern Standard Arabic**

ARAB 1006-1506 (6 Credits / 90 class hours)  
Summer 2009

SIT Study Abroad Program:  
Morocco: Intensive Arabic Language and Moroccan Culture

Academic Director: Farah Cherif D'Ouezzan

#### **Course Structure**

The Arabic course adopts a multi-level methodology that integrates the skills of reading, writing, listening, grammar, vocabulary and conversation. These skills are reinforced at all levels and Arabic is the only teaching language used in class, except when it is necessary to facilitate the explanation of a grammatical rule or lexical phrase to a beginner. The size of classes is also kept small (a maximum of 10 students).

For an interactive and creative learning environment, each course provides the following:

#### **Survival Moroccan Arabic**

During the first week of orientation, students are offered a two-session introductory course of 3 hours total on Moroccan Arabic that ranges from basic vocabulary and sentence structures to dialogues and interactive activities. The objective of such activities is to provide the students with a basis background to prepare them for their very first contact in the homestay experience.

#### **Field Exercises**

Field exercises are scheduled once a week, 1 hour per session. Through field assignments, students enrich their experience and their ability to function in real life language situations, assimilate everyday life issues and immerse in the host culture. The assignments are done either individually or in groups depending on the subject of the exercise.

Examples may include:

- “Souks”: to rehearse bargaining and live contact with Moroccans;
- Cafés and restaurants: to rehearse how to order a drink or food;
- Museums and monuments: to learn about historical sites and handicrafts.

### **Arabic lecture series**

The course also integrates a series of one-hour lectures in Arabic reflecting different aspects about life in Morocco. These lectures include:

- “Msid” (Koranic school);
- Moroccan cooking;
- Moroccan costumes;
- Moroccan politics;
- Music;
- *Casablanca* (lecture about the movie);
- Moroccan Ceremonies.

### **Excursions**

The Arabic teachers join the students during their excursions to different parts of Morocco so as to push them to use their Arabic on a daily basis as much as they can. During the excursions students are requested to participate to some activities (such as board games; card games, discussion, debriefings of field assignments). The total hours of these activities is estimated at a 3-hour contact classroom hour in Arabic.

### **Moroccan Culture Seminar (MCS) terminology**

By the end of the program, students will have learned around 350 Arabic words related to the subjects covered during the Moroccan Culture Seminar.

### **Additional Information**

One-hour weekly office hours are scheduled. The teacher may also announce office hours for students whom they think need further support.

For the most effective and constructive management of the language course, students have the opportunity to give their feedback on course content and methodology through written and oral assessments which are scheduled through the summer term.

### **Language Levels and Placement**

Non-beginning participants are placed into appropriate language course levels based on estimated ACTFL oral proficiency interviews and written exams (placement tests) conducted during Orientation in Morocco.

### **Beginning Level**

In the beginning level, much of the emphasis is given to oral dialogues and conversations about how basic interactions are run. In this respect, the course will cover different issues related to daily life as is listed below.

Greetings, introducing oneself and others, presenting family members, describing things and people, directions and locations in terms of space (as in the street), bargaining and ordering (in the market, café, restaurant...etc), weather, schedules (daily or weekly) activities: permanent events, hobbies, narration and the like.

We also place much importance on the grammatical and structural aspects of the language, where the learners will cover tenses (present, past and future) mainly using regular verbs, sentence structure (noun sentence and verb sentence) and some cohesive devices. The focus is also on the writing and reading, for a better mastery of script and pronunciation. To reach such a goal, we will start focusing on correct

articulation and pronunciation of sounds, assimilating the letter positions to combine them into words. Using that technique, students therefore acquire a set of very useful vocabulary items, form meaningful sentences and end by writing and reading simple texts related to the above mentioned conversational situations.

In the first two weeks, the course proceeds by focusing more on the communicative level by introducing dialogues about real-life themes. However, an introduction about alphabets, in each session, will intervene as part of the lesson. For a better mastery of the script, the learner continues with the alphabet even as the course progresses. Students are expected to do exercises, such as: connections, dictation, reading and pronunciation. Our concern at this level is not the use of short vowels, except in the case endings, such as adverbs, negations...etc., but to help participants read easily Arabic documents, announcements, and signs which do not utilize vocalization.

## Materials Used

### Primary Texts

Alif Baa with DVDs, Introduction to Arabic Letters and Sounds, Second Edition 2004

Al Moufid fi alughha alarabiya, Korrassat Al Kitaba, First year in primary school

Mahmoud Al Batal, Kristen Brustad and Abbas al Tonsi, Al-Kitaab fi Ta'allum Al-'Arabiya: A Textbook for Beginning Arabic with DVDs. Part One, Georgetown University Press, 2004.

Other pedagogical supports

📖 Al AArabiya almuaassira, Part I and II, Institue Bourgiba, Tunis

📖 Ahlan wa Sahlan, an Introductory Course for Teaching Modern Standard Arabic to speakers of Other Languages, Part one and part II

📖 Fush'a al-Markaz (a series of lessons prepared and adapted by CCCL instructors, first published in 1996 and revised and edited in 2007). Besides written materials, CCCL uses audio, video and internet material, some recorded from TV, internet, Radio and others published; in addition to different textbooks edited both in Morocco and internationally.

Author	Publication	Level	Book
وزارة التربية الوطنية والشباب	دار الثقافة - طبعة- 1426/2005/	السنة الأولى من التعليم الثانوي الإعدادي	المفيد في اللغة العربية -كتاب التلميذ-
فريق من مفتشي التعليم	دار الثقافة - طبعة-2007	السنة الأولى من التعليم الابتدائي	المفيد في اللغة العربية
مجموعة أساتذة مصادق عليه من طرف وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية	دار الثقافة - طبعة- 1428/2007	السنة الثالثة من التعليم الابتدائي	المفيد في اللغة العربية -كتاب التلميذ-
مجموعة أساتذة مصادق عليه من طرف وزارة التربية	دار نشر المعرفة	السنة الرابعة الابتدائية	الجديد في اللغة العربية -كتاب التلميذ-

الوطنية والتعليم العالي وتكوين الأطر  
والبحث العلمي قطاع التربية الوطنية

	دار نشر المعرفة 2004/2003 مطبعة المعارف الجديدة -الرباط-	السنة الرابعة الابتدائية	الجديد في اللغة العربية كراسة التطبيقات
مجموعة أساتذة مصادق عليه من لدن وزارة التربية الوطنية و الشباب مجموعة أساتذة	مكتبة السلام الجديدة -الدار البيضاء- 2007/1428 مكتبة السلام الجديدة 2007	السنة الثانية من التعليم الابتدائي	في رحاب اللغة العربية -كتاب التلميذ-
مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	مكتبة الوراثة الوطنية	السنة السادسة الابتدائية	في رحاب اللغة العربية -كتاب التلميذ-
مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	دار الثقافة 2006/1427	السنة الرابعة من التعليم الابتدائي	المفيد في اللغة العربية -كراسة التطبيقات-
وزارة التربية الوطنية	دار الثقافة 1991/1411	السنة الخامسة من التعليم الأساسي	النشاط اللغوي كتابي في اللغة العربية -كتاب التلميذ-
وزارة التربية الوطنية	مكتبة المعارف 1417/1416 1997/1996	السنة الثالثة من التعليم الأساسي	الدرس اللغوي -كتاب التلميذ-
وزارة التربية الوطنية	مطبعة سومامرام 1997/1996	السنة السادسة من التعليم الأساسي	الدرس اللغوي -كتاب التلميذ-
وزارة التربية الوطنية	مطبعة النجاح 1997/1417 مطبعة سومامرام 2008/2007	السنة الخامسة الابتدائية	الدرس اللغوي -كتاب التلميذ-
مجموعة أساتذة مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	مطبعة سومامرام 2006/1427	السنة الخامسة الابتدائية	المنير في اللغة العربية -كتاب التلميذ-
مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	مطبعة سومامرام 2006/1427	السنة الرابعة الابتدائية	المنير في اللغة العربية -كتاب التلميذ-
مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	TOP EDITION طبعة 2006	السنة السادسة من التعليم الابتدائي	منار اللغة العربية -كتاب التلميذ-
مصادق عليه من لدن وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي قطاع التربية الوطنية مجموعة أساتذة	مكتبة المدارس طبعة 2006/1427	السنة الثالثة من التعليم الثانوي الإعدادي	المختار في اللغة العربية -كتاب التلميذ-

## Requirements and Evaluation

Estimated oral proficiency interviews are conducted at the end of the summer term to provide an assessment of the students' overall linguistic progress. Thus, the course grades provide an assessment of the students' performance in meeting the requirements of the language class while estimated written proficiency provides an assessment of the students' linguistic competence in the host language. Both the course grade and the competence and performance scores are reported on the transcript.

Grades are assigned by the language instructors based on the following evaluation criteria:

### **Attendance: 25%**

Class attendance is mandatory and absences are penalized by reducing the language grade, except for illness cases, when the student is expected to provide a medical certificate. In addition, two repetitive and unjustified delays are also counted as an absence and may impact the student's participation grade.

### **Homework: 25%**

Reinforcement exercises are assigned daily, with students expected to spend an average of 2 hours on homework everyday. Exercises will consist of written and oral assignments, and may include finding new vocabulary items and expressions, listening and watching TV programs with the aim of rehearsing strategies of picking up and understanding sounds. Participants are supposed to submit the exercises within the indicated deadlines; otherwise the exercise is not accepted, which will affect the course grade. Part of the learner's tasks is also to read the grammar section of *Al-Kitab*, presented in English, outside class time to avoid using the foreign language in class.

### **Participation: 20%**

The aim of class participation is to:

- Express your views;
- Ask questions;
- Make suggestions;
- Read the assigned lessons ahead of class time to familiarize yourself with the specific vocabulary and content of the course and thus be able to follow class discussions and rehearse your vocabulary.

### **Written Examination: 15%**

The course includes a mid-term and a final assessment, each lasting 90 minutes. Every week around 20 minutes are devoted to reviewing the vocabulary and grammar covered.

### **Oral Presentation: 15%**

Two oral presentations are scheduled during the program. The choice of subjects is open to students to decide and the time of presentation is limited to 20 minutes maximum. The students will also choose whether to present either individually or in groups, in cases where it is free for them to join students from other levels. Oral presentations are moments of celebration as students perform and engage in creative activities.

**Syllabi Beginning Low**  
**Week1**

<b>Materials</b>	<b>Objectives</b>	<b>Lessons</b>
<ul style="list-style-type: none"> <li>* Acquaintance</li> <li>* Pronunciation</li> <li>* Writing</li> <li>* Short vowels</li> <li>* Long vowels</li> </ul>	<ul style="list-style-type: none"> <li>* Acquiring vocabulary needed for meeting people for the first time</li> <li>* Practice writing</li> <li>* Practice pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>* Dialogues prepared by the teacher</li> <li>* <i>Aleef baa</i> book</li> <li>* <i>Amofeed fii allogha alarabiya</i>+ the teacher's suggested activities</li> </ul>
<ul style="list-style-type: none"> <li>* Different jobs</li> <li>* "he is a teacher, she is a teacher"</li> </ul>	<ul style="list-style-type: none"> <li>* Personal pronouns</li> <li>* Feminine and masculine</li> </ul>	<ul style="list-style-type: none"> <li>* Posters</li> <li>* Oral and written exercises</li> <li>* <i>Alkittab fii taalum alarabiya</i>+maps</li> </ul>
<ul style="list-style-type: none"> <li>* Nationality and belonging</li> </ul>	<ul style="list-style-type: none"> <li>* Use the possessive</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Alkittab fii taalum alarabiya</i>, P.1, p.12/13</li> </ul>
<ul style="list-style-type: none"> <li>* Family ( father, mother, brother, sister)+friend, colleague, beloved</li> </ul>	<ul style="list-style-type: none"> <li>* Use possessives with family members</li> </ul>	<ul style="list-style-type: none"> <li>* Gestures</li> <li>* Dialogue</li> <li>* <i>Aleef baa</i></li> <li>* <i>Alarabiya almoassira</i> book, p. 50</li> </ul>
<ul style="list-style-type: none"> <li>* Adjectives ( Describing things and people)</li> <li>* Ask using "how"</li> <li>* "Aleef baa song" by Abdelaali Elghaoui</li> </ul>	<ul style="list-style-type: none"> <li>* The definite article rule</li> <li>* Distinguish the two kinds of definite articles</li> <li>* Entertaining listening to letters + New vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>* Exercise by the teacher</li> <li>* Lyrics of a song+CD</li> </ul>

**Week 2**

<b>Lessons</b>	<b>Objectives</b>	<b>Materials</b>
<ul style="list-style-type: none"> <li>* Nominal phrase</li> <li>* Noun +noun or noun +adjective</li> <li>* Writing</li> </ul>	<ul style="list-style-type: none"> <li>* Form nominal phrases</li> <li>* Components of nominal phrases</li> <li>* Reading</li> <li>* Write and read sentences</li> </ul>	<ul style="list-style-type: none"> <li>*Use students' materials</li> <li>* <i>Alkittab fii taalum alarabiya</i>, p.42/45</li> <li>*The nominal phrase game</li> <li>* <i>Alarabiya almoassira</i>, p.57</li> <li>* <i>Alarabiya lighayr annatiqin biha</i>, p.39</li> </ul>
<ul style="list-style-type: none"> <li>*Family members (father, mother, brother, sister, uncle, aunt, grandfather, grandmother)</li> </ul>	<ul style="list-style-type: none"> <li>*Write about family and occupations</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Alkittab fii taalum alarabiya</i>, p.29</li> <li>*Dialogues among students</li> <li>* <i>Alarabiya almoassira</i>, p.44</li> </ul>
<ul style="list-style-type: none"> <li>*Prepositions: in/ at/ with/ to</li> </ul>	<ul style="list-style-type: none"> <li>*Use prepositions sentences and short texts</li> <li>*Fill in blanks with the appropriate prepositions</li> </ul>	<ul style="list-style-type: none"> <li>* <i>Alkittab fii taalum alarabiya</i>, p.11/13</li> <li>*Text prepared by the teacher</li> <li>*Acting customer and waiter</li> <li>* <i>Alarabiya lighayr annatiqin biha</i>, p.39</li> <li>*Classical Arabic lessons, p.18</li> </ul>
<ul style="list-style-type: none"> <li>*At the shop keeper</li> <li>*Is...? Are...?</li> <li>*Class in a café</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to do shopping</li> <li>*Use prepositions sentences and short texts</li> <li>*Forming interrogative sentences and using shopping vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Posters</li> <li>* <i>Alarabiya almoassira</i>, p.108</li> <li>* <i>Alarabiya lighayr annatiqin biha</i>, p.18/21</li> </ul>
<ul style="list-style-type: none"> <li>*Singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>*Distinguish Singular and plural</li> <li>*Use the question words what and which to say:               <ul style="list-style-type: none"> <li>-What's the day?</li> <li>-Which day, which month?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*Days of the week/ Months/ Yesterday/ Today/ Tomorrow</li> </ul>

**Week 3**

<b>Materials</b>	<b>Objectives</b>	<b>Lessons</b>
<p><b>*Directions: Above, under, in front of, behind, on the right of, on the left of, near, far, next to</b></p>	<p><b>*Use new vocabulary to define the locations</b> <b>*Use “where”</b></p>	<p><b>*Classical Arabic lessons, p.34</b> <b>*Gestures</b> <b>* <i>Alarabiya lighayr annatiqin biha</i>, p.62</b></p>
<p><b>*Shopping</b> <b>*Fruits</b></p>	<p><b>*Acquire shopping vocabulary</b> <b>*Names of vegetables and fruits</b> <b>*Use of to have</b> <b>*Use how much/ how many</b> <b>*Use to have in the negative form</b></p>	<p><b>* <i>Alarabiya lighayr annatiqin biha</i>, p.35</b> <b>* Text prepared by the teacher</b> <b>*Dialogue with the students</b></p>
<p><b>*At the market ( bargaining)</b></p>		<p><b>*Classical Arabic lessons, p.61</b> <b>* <i>Alarabiya lighayr annatiqin biha</i>, p.55</b></p>
<p><b>*Extended family</b> <b>*Write about studying in university</b></p>	<p><b>*Use have with family members</b> <b>*Write a paragraph</b></p>	<p><b>*Dialogue among students</b> <b>*Family represented in a tree</b> <b>* <i>Alkittab fii taalum alarabiya</i>, p.78/79</b> <b>*Dictionary+acquired vocabulary</b></p>

**Week 4**

<b>Materials</b>	<b>Objectives</b>	<b>Lessons</b>
<p>*Clothes and colors *To have + numbers</p>	<p>*Learn to use the following question words: how, Yes or No, what, where. *Use the rule to form sentences *Learn the numbers and ask questions with “How much/ many”</p>	<p>* <i>Alarabiya almoassira</i>, p.53/54 *Posters *<i>Al-Arabiyya li ghayr nnatiqin biha</i>, p.14</p>
<p>* Form noun sentences about oneself, occupations, and family.</p>	<p>* familiarize the students with conversations to express what they have learnt.</p>	<p>Dialogue and conversation.</p>
<p>* Parts of the house demonstrative pronouns: this, that, , here, there</p>	<p>* Get to know the different components parts of the house and distinguish the demonstrative pronouns used for near and far objects.</p>	<p>*Posters *<i>A-lkitaab fii Taallum al-Arabiyya</i> 1<sup>st</sup> part, p. 77 <u><i>Classical Arabic Lessons</i></u>, Page 36</p>
<p>* In the café</p>	<p>* Learn useful expressions in a café Uses of “I would like” in both affirmative and negative forms.</p>	<p>* Act client and waiter <u><i>Classical Arabic Lessons</i></u> Page 46</p>
<p>*Weather *Accusative Case ending ( TANWEEN) *Noun + adjective Seasons of the year</p>	<p>*Acquire new vocabulary: (weather, rainy, sunny, cloudy, clear) *Use Noun sentences to talk about weather.</p>	<p>*<i>A-lkitaab fii Taallum al-Arabiyya</i> 1<sup>st</sup> part, pages 78/79 Dialogue *<i>al-Arabiyya almoassira</i> page 187 *<i>al-Arabiyya li ghayr nnatiqin biha</i> page 15</p>

**Week 5**

<b>Materials</b>	<b>Objectives</b>	<b>Lessons</b>
<p>*Use verbs in the present tense</p> <hr/> <p>*The present tense</p>	<p>*Conjugate in present tense using all the personal pronouns learnt</p> <hr/> <p>*Use verbs in present tense to say: I work, I study, I read...</p>	<p>*<u>Ahlan wa sahan</u> 2<sup>nd</sup> part Pages 72/73 *<u>A-lkitaab fii Taallum al-Arabiyya</u> 1st Part, Pages 56/57 Dialogue *<u>Arabiyya li ghayr nnatiqin biha</u> pages 46/58 *<u>al-Arabiyya almoassira</u> page 42</p>
<p>*Talk about studies and work</p>	<p>*Negation of verbs in present tense *Conjugate in present tense</p>	<p>*<u>A-lkitaab fii Taallum al-Arabiyya</u> 1st Part, Page 61 *Dialogue *<u>Classical Arabic Lessons</u> Page 43</p>
<p>*Talk about hobbies Negate verbs in present tense</p>	<p>*Use adverbs of time to express oneself *Use verb sentences to express something</p>	<p>*<u>A-lkitaab fii Taallum al-Arabiyya</u> 1st Part, Pages 1/58 *<u>A-lkitaab fii Taallum al-Arabiyya</u> 1st Part, Page 118</p>
<p>*Talk about certain daily activities *Adverbs of time: when, before that, afterwards *Feminine and masculine derivations of the singular form Form masculine plurals</p>	<p>*Use adverbs of time to express oneself *Use verbal clauses to express oneself</p>	<p>*<u>A-lkitaab fii Taallum al-Arabiyya,</u> 1st Part Page 61 *Dialogue *<u>Classical Arabic Lessons</u> Page 43</p>
<p>*Song</p>	<p>*Listening activity to familiarize students with other voices else than the teacher's</p>	<p>**“Audio” and “video”</p>

**Week 6**

<b>Materials</b>	<b>Objectives</b>	<b>Lessons</b>
*Accusative Case ending	*Write correctly using appropriate case markers	*Correct pronunciation <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> 1st Part, Page 73 <u><i>Almoufeed fii alarabiyya</i></u> Page 68
*Gerund “I like reading”	*Use gerund to form sentences as well as distinguish it from verbs and nouns. *Correctly read a text.	* <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> 1st Part, Page 89 * <u><i>Kitabii fi taallum allogha alarabiyya</i></u> 6 <sup>th</sup> grade, Page 196 *Exercises prepared by the teacher *Dialogues with role exchanges.
*Reviewing and reinforcement *Review previous lessons (Noun sentence, fronted predicate, negate the predicate, demonstrative pronouns).	*Reinforce what students have learnt.	* <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> 1st Part Page 61 * <u><i>Aljadeed fii allogha alarabiyya</i></u> Page 13 * <u><i>al-Arabiyya li ghayr nnatiqin biha</i></u> Page 31
*Text “my country’s flag”	*Distinguish the parts of a verb sentence: subject + verb *Form verb sentences and distinguish them from noun sentences	* <u><i>al-Arabiyya li ghayr nnatiqin biha</i></u> Page 13 *Reading activity
*Conjunctions	*Shift to complex sentences with the ability to respect order and linking.	* <u><i>Classical Arabic Lessons</i></u> Page 35 * <u><i>Almoufeed fii alarabiyya</i></u> Pages 39/46/53
*Punctuation marks	*Know punctuation marks and their positions	

**Beginning Mid**  
**Week 1**

Materials	Objectives	Lessons
*Talk about Family members and their occupations	*Form sentences Using relative pronouns	*Sentences prepared by the teacher. <u><i>Aljadeed fii allogha alarabiyya</i></u> Page 147
*Comparison of things Review comparison (less...than)	*Review comparison tools	*Dialogue *Pictures
*Singular nouns case endings: (Nominative, accusative and genitive)	*Differentiate nouns based on the case markers. (nominative, accusative and genitive)	<u><i>Almoufeed fii alarabiyya</i></u> Exercises, page 71 <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Pages 316/320

**Week 2**

Materials	Objectives	Lessons
Get ready to visit Mahaand her family	Form sentences with: we must/ we have to Write complex sentences	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 293
At a center for agriculture, Plural of nouns and their case endings	Put nouns into plural Focus on the case endings	<u><i>Aljadeed fii allogha alarabiyya</i></u> Page 175 <u><i>Alkittab</i></u> Page 299
“Khalid’s program in Ramadan”	Add new verbs and define their patterns: Pattern I, IV, VII, VIII	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Pages 314/296

**Week 3**

Materials	Objectives	Lessons
At the hotel (dual)	Put the singulars into the dual form learn new vocabulary	Text prepared by the teacher <i>Almoufeed fii alarabiyya</i> Page 65
Singular, plural, and dual	Train to make singulars into dual and plural forms learn new vocabulary:	Exercises prepared by the teacher <i>Classical Arabic Lessons</i> Page 88
Describe people (body parts and colors)	hand, foot, eye, tongue, hair	<i>al-Arabiyya li ghayr nnatigin biha</i> page 85
	Use Iddafa, Adjectives and colors	Text prepared by the teacher Conversation
	Put the colors into feminine and plural	<i>A-lkitaab fii Taallum al-Arabiyya</i> Page 334
Song	Listening activity to make the student familiar with other voices else than the teacher's	"Audio / video

**Week 4**

Materials	Objectives	Lessons
"two little painters"	Extract the dual from the text and Understand it	<i>Aljadeed fii allogha alarabiya</i> Page 196 <i>A-lkitaab fii Taallum al-Arabiyya</i> Pages 344/345 Sentences prepared by the teacher
the dual in the Iddafa Rule (construct Phrase)	Acquire new vocabulary Master dual case endings	<i>A-lkitaab fii Taallum al-Arabiyya</i> Page 362
As Like As+ verb sentence As if + noun sentence	Expressions of comparison	

**Week 5**

Materials	Objectives	Lessons
Arrangements of travel to Cairo	Read the text Extract verbs and determine their tenses based on previous lessons	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 362
“At the restaurant”	learn new vocabulary (restaurant, menu, meat, chicken, salad, bread, salt...) + some Moroccan meals.	<u><i>Classical Arabic Lessons</i></u> Page 50
Gerund both as noun sentence subject and verb sentence subject	Understand the grammatical rule How to form the gerund	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> 1st part Sentences prepared by the teacher

**Week 6**

Materials	Objectives	Lessons
Issues related to women	Introduction to the feminine plural Make the feminine singular plural	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 378 Text prepared by the teacher
Numbers from 100 to 2000	Learn these numbers for counting and shopping purposes	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 398 Numbers on the White board
History text	Read dates	<u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 380
Exercises	Put masculine and feminine singular into dual and plural	Exercises prepared by the teacher
Moroccan newspapers: Reading activity of titles	Help students have access to political issues and learn related expressions.	Current newspapers

**Beginning High**  
**Week 1**

Materials	Objectives	Lessons
Review noun and verb sentences	Distinguish parts of a noun sentence: “subject and predicate” put noun sentences into verb sentences	<u>Classical Arabic Lessons</u> Page 21 <u>al-Arabiyya li ghayr nnatiqin biha</u> page 31 <u>al-Arabiyya almoassira</u> Page 124 <u>A-lkitaab fii Taallum al-Arabiyya</u> Page 108
Review the present tense “On the plane”  Narration in the past  “what” + verbs in the past	Conjugate the verb with all the personal pronouns Invest what has been learnt so far Use simple past for narration: To go, to read, to write, to find Negate simple past past + ما	Conversation <u>A-lkitaab fii Taallum al-Arabiyya</u> Page 128 <u>al-Arabiyya li ghayr nnatiqin biha</u> page 49 <u>Classical Arabic Lessons</u> Page 16
Simple past, simple present, and gerund	Get to master the past and present tenses, conjugate verbs and use the gerund ( studied, studies, study)	Conversation <u>A-lkitaab fii Taallum al-Arabiyya</u> Page 129 Exercices

**Week 2**

Materials	Objectives	Lessons
Regular and irregular verbs Infinitive and pattern (use dictionary and make “ing” form Writes/ wrote/ writing	Distinguish regular verbs from irregular ones Be able to use the dictionary and look up for words’ meanings	<u>Aljadeed fii allogha al-Arabiyya</u> Page 37 <u>A-lkitaab fii Taallum al-Arabiyya</u> Page 133
Talk about life, friends and studies To be in the past + verbs in simple present	Combine the use of simple past and simple present	Oral conversations between the teacher and the students

**Week 3**

Lessons	Objectives	Materials
“at the bank”	Negate simple present and future tense verbs Will/ shall + verb	<u>Classical Arabic Lessons</u> Page 66 <u>al-Arabiyya li ghayr nnatigin biha</u> page 71 <u>al-arabiyya almoaassira</u> page 123
Time	Be able to say what time it is Know ordinal numbers Ask questions with “what” Negation of nominal clauses	<u>A-lkitaab fii Taallum al-Arabiyya</u> Page 155 <u>A-lkitaab fii Taallum al-Arabiyya</u> Page 157 <u>al-Arabiyya li ghayr nnatigin biha</u> page 16/17 <u>Classical Arabic Lessons</u> Page 39
Review numbers from 1 to 10, and then from 11 to 100	Master the numbers Singular and plural in all its cases	Game of numbers <u>A-lkitaab fii Taallum al-Arabiyya</u> Pages 138/139
Question words: what, how much, how many, when	Use the expression: “How old are you?” “What time is it?” “How many books?” “When is the lesson?” “What is the price of?”	<u>Classical Arabic Lessons</u> Pages 17/ 40/ 42
To talk about one’s current activities	Use the present to mean the future	<u>al-arabiyya almoaassira</u> Page 127

**Week 4**

Lessons	Objectives	Materials
“At the doctor’s” Advice	To read Use the present after “that” and some other conjunctions Put the “ing” form into a verbal clause “I like traveling – I like that I travel”	<u>al-arabiyya almoaassira</u> Page 133 <u>Aljadeed fii allogha alarabiyya</u> Page 103

<p><b>Imperative in its negative form</b> <b>Talk about daily activities</b></p>	<p>Use “should” to advice. <b>Imperative in its negative form: “Do not eat”</b> Use quantifiers “most, some, all, plenty of”+ verbs in present tense</p>	<p><u><i>Aljadeed fii allogha alarabiyya</i></u> Page 199 <u><i>al-arabiyya almaoassira</i></u> Page 135 <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 195</p>
<p><b>Compare using “less....than”</b></p>	<p>Use comparison devices to compare things and people</p>	<p><u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 209</p>

**Week 5**

Lessons	Objectives	Materials
<p><b>Express wishes</b></p>	<p>Express one’s wishes using expressions such as “I wish that...”</p>	<p><u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 211 <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 243</p>
<p><b>How to guide</b></p>	<p>Know when verbs in simple present take “Fatha, Damma, Kasra, Sokun”</p>	<p>Conversations and texts prepared by the teacher</p>
<p><b>Describe places</b> <b>Describe the house</b></p>	<p>Use nominal clauses ( noun + adjective or noun + noun) and demonstrative articles <b>House components: room, living</b></p>	<p><u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 249</p>
<p><b>Objective pronouns</b> <b>Introduce people</b> <b>Transportation means</b></p>	<p>bathroom, guest room...) Use objective pronouns Acquire vocabulary of transportation means Form sentences using this vocabulary</p>	<p><u><i>Classical Arabic Lessons</i></u> Page 68 <u><i>A-lkitaab fii Taallum al-Arabiyya</i></u> Page 271 Sentences prepared by the teacher Pictures <u><i>al-Arabiyya li ghayr nnatiqin biha</i></u> Page 50</p>

**Week 6**

<b>Lessons</b>	<b>Objectives</b>	<b>Materials</b>
<b>Read a set of sentences</b>	<b>Ask questions using: who, what's this, who is this Differentiate between what and who</b>	<b><u>A-lkitaab fii Taallum al-Arabiyya</u> Page 270 Sentences prepared by the teacher Dialogue</b>
<b>Review negation of verbs conjugated in simple present and simple past</b>	<b>How to negate simple past and present tenses</b>	<b><u>A-lkitaab fii Taallum al-Arabiyya</u> Page 272</b>
<b>How to wish and express future Exercises</b>	<b>Conditional with "if" Get used to expressing oneself Test reading, writing and expression skills of students</b>	<b><u>A-lkitaab fii Taallum al-Arabiyya</u>, Page 374 Exercises prepared by the teacher <u>Aljadeed fii allogha alarabiyya</u> Pages 206/207 <u>al-arabiyya almaoassira</u> page 37</b>

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