

# ARABIC

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## LISTENING

### Level 1

Learners should:

- be able to identify the sounds which represent the letters of the alphabet;
- be able to recognize the difference between the short and the long vowels;
- be able to demonstrate comprehension of simple words and familiar expressions.

### Level 2

Learners should:

- be able to clearly recognize and distinguish between the short and long vowels, the *shadda*, the *madda* and the *hamza* from other similar sounds of the Arabic alphabet;
- be able to recognize differences in intonation models;
- be able to show basic understanding of familiar vocabulary in unfamiliar contexts.

### Level 3

Learners should:

- show the ability to understand recorded texts from textbooks;
- be able to recognize different attitudes and emotions;
- be able to understand short, concrete texts in standard speech.

### Level 4

Learners should:

- be able to understand short conversations between two or several participants who refer to themes and or situations already tackled;
- be able to extrapolate essential ideas and obtain information from short texts of concrete type and familiar topics;
- be able to follow and understand with some confidence a simple conversation without the help of a visual cue.

### Level 5

Learners should:

- be able to understand reference to past, present and future events;
- be able to follow narratives, descriptions and instructions in standard Arabic on familiar matters regularly encountered in work, school, leisure etc.;
- be able to infer the main ideas of announcements from radio, TV or traveling situations.

### Level 6

Learners should:

- be able to develop awareness of connotation;
- be able to grasp the main points of radio or TV programmes, current affairs or topics of personal interest;
- learn to distinguish between formal and informal registers.

### **Level 7**

Learners should:

- be able to recognize judgments and opinions;
- be aware of the varieties of the spoken language;
- understand and follow the main points of several radio, TV programmes, current affairs or topics of professional interest.

### **Level 8**

Learners should:

- be able to understand fully and follow extended dialogue in talk shows on radio, TV programmes on DVD or at the theatres;
- be familiar with various regional dialects of the Arab world;
- be able to understand short literary forms like poems, songs or short stories based on directed explanation.

## **SPEAKING**

### **Level 1**

Learners should:

- be able to reproduce the sounds of the letters of the alphabet clearly and correctly;
- be able to pronounce correctly similar sounding phonemes and are able to discern between the long and the short vowels;
- be able to use simple words and phrases to communicate about themes already tackled in class.

### **Level 2**

Learners should:

- be able to reproduce the phonetic and intonation patterns correctly including the short and the long vowels;
- be able to produce minimal responses (mainly one word replies or short phrases);
- have a limited comprehension of basic questions and limited responses reliant on the teacher's structured questions, cues and their textbooks.

### **Level 3**

Learners should:

- be able to express their thoughts in simple conversation using familiar words and sentences;
- be able to hold short conversations through role-play on themes and situations already dealt with;
- be acquainted with formal and informal styles of speech and key expressions in Arabic.

### **Level 4**

Learners should:

- be able to express themselves in various conversation situations such as interrogative statement, surprise and wonder forms;
- be able to communicate adequately within a range of social situations using appropriate register according the Arab way of life;
- be able to interpret pictures in order to narrate a series of events.

## **Level 5**

Learners should:

- be able to take follow up questions but may have to ask for repetition if the speech was rapid;
- be able to respond well to familiar, straightforward questions but experience problems with more complex forms;
- be able to deal with open questions but rarely expands further.

## **Level 6**

Learners should:

- be able to handle with some confidence telephone conversations in the parameters of topics already dealt with;
- be able to convey opinions without undue difficulty;
- be able to plan and conduct interviews.

## **Level 7**

Learners should:

- be able to handle with confidence telephone conversations and face-to-face conversations of unfamiliar topics and situations;
- be able to respond well to a wide range of question types although occasional prompting is required;
- take initiative and develop more elaborate responses.

## **Level 8**

Learners should:

- be able to respond well to a wide range of question types; extremely responsive – expand and develop relevant interchange on own initiative;
- be able to describe and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;
- be able to give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

## **READING**

### **Level 1**

Learners should:

- be able to recognize and pronounce the letters of the alphabet which are very similar in shape and sound; and distinguish between emphatic/guttural and non-emphatic/non-guttural letters;
- be able to recognize the short vowels on the words when reading them;
- be able to match the text to the images and identify the main points of the text.

### **Level 2**

Learners should:

- be able to read with some fluency the simple sentences presented in their textbooks;
- be able to identify and note the main points of information in a text;
- be able to recognize different parts of speech, word roots, prefixes, suffixes and verb tenses.

### **Level 3**

Learners should:

- be able to read correctly and with expression; ending every sentence with a *sukun*;
- be able to summarize some of the topics selected from a variety of texts;
- be able to sound clearly the desinential inflection of every word except where a pause or stop is necessary.

### **Level 4**

Learners should:

- be able to read Arabic *Naskh* script with accuracy and fluency;
- understand the description of events, feelings and wishes;
- be able to handle dictionaries and other reference materials appropriately.

### **Level 5**

Learners should:

- be able to read texts that are written in *Ruq'a* Arabic script;
- understand texts that consist of everyday or job related language;
- be able to understand the difference between factual and imaginative writing.

### **Level 6**

Learners should:

- be able to use effectively a bilingual dictionary and the necessary abbreviations;
- start understanding their expectancy grammar through reading activities;
- be able to guess the meanings of unknown words and phrases by utilizing information drawn from the context.

### **Level 7**

Learners should:

- be able to understand and infer the set grammatical rules encountered in the various reading texts;
- be able to read intensively a variety of texts of a suitable level, including reportage and exposition;
- be able to correlate the titles with the main points of newspaper articles and magazines.

### **Level 8**

Learners should:

- be able to understand with ease medium length articles from newspapers or magazines;
- be able to read intensively a variety of texts, including argumentative passages;
- be able to recognize culturally loaded use of language.

## **WRITING**

### **Level 1**

Learners should:

- be able to write the Arabic alphabet correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form;
- be acquainted with writing from right to left using the *Naskh* script;

- be familiar with the punctuation marks used, the *nunation*, the *shadda*, the *madda* and the short vowel signs.

## **Level 2**

Learners should:

- be able to write correctly words and sentences from right to left from their textbooks and that are dictated to them;
- be able to write simple, memorized words and phrases about familiar pictures or sequence of pictures;
- complete a simple form with personal details.

## **Level 3**

Learners should:

- be able to reproduce a variety of sentences they have learnt and memorized from their textbooks;
- be able to write full sentences about pictures after being discussed in class;
- are able to write correct answers to questions of comprehension texts.

## **Level 4**

Learners should:

- be able to write in Arabic *Naskh* script with accuracy and introduced to the *Ruq'a* style;
- be able to write straightforward connected texts on a variety of subjects related to their fields of interest;
- be able to draw up a set of questions in order to extract information from other sources.

## **Level 5**

Learners should:

- be able to write short simple essays on topics of interest;
- be able to summarize, report and give opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence;
- be able to express basic ideas and emotions in letters, notes and short messages.

## **Level 6**

Learners should:

- be able to produce greetings cards or invitations;
- be able to write and change sentences into the negative by using all the set types of negative in Arabic;
- use a bilingual dictionary to experiment with the new language, to extend their writing skills and to review their writing for accuracy especially in translations.

## **Level 7**

Learners should:

- be able to fill in complex forms and to write personal letters;
- be able to express their own ideas and compose descriptive, argumentative and narrative essays about various topics;
- be able to apply and infer correctly the set grammatical rules for texts for vocalization, essays and passages for translation.

## **Level 8**

Learners should:

- be able to write a job application, a CV and reply to an advertisement;
- be able to translate with confidence various written texts from the native language into Arabic and vice-versa;
- be able to write a brief review of a film, short story or a documentary.