Arabic Study Plan: Year 7
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Year 7 Arabic Curriculum Map: Autumn Term

What are we learning?

- How to greet people in Arabic
- How to say your name and ask other people for their names
- How to write and pronounce the 28 letters of the Arabic alphabet
- How to join the letters at the beginning, middle and end of the words
- A transliteration system for writing Arabic words in English letters
- How to write some Arabic words in Arabic script
- How to count from 0 - 20
- Days of the week
- Months of the year
- How to give your age and ask people about their age
- Talk about likes and dislikes
- Talk about how you feel
- Introduce your immediate family

About the Arab world

- Who speaks Arabic and where it is spoken
- Some Arab countries and cities
- How Arabs greet and take their leave
- See some Arabic calligraphy
- Colloquial Arabic and the different dialects
- Listen to Arab music
- Meet an Arab family and learn some Arabic names
What **grammar** will we learn?

- Masculine and feminine words.
- Feminine Ta’ تاء مربوطة
- Noun/ adjective agreements.
- Personal pronouns أنا / أنت / أنتَ / هو / هي
- Attached possessive pronouns ي / ك / كِ / ها
- The long vowels ا / و / ي
- The short vowels فتحة / ضمة / كسرة / سكون
- 4 ways of shaping Arabic letters
- Present tense of the verb
- Simple plurals
- Question words كيف / من / أين / متى / ما / ماذا / كم
- Say and recognise some basic Arabic words, verbs, nouns and adjectives

What **great** look like?

- Identify the benefits and value of learning Arabic language
- Identify countries where Arabic is spoken
- Successfully engage in a conversation in which you greet people and give your name, age, classroom language, likes and dislikes, say where you live
- Accurate use of intonation to form questions
- Accurate use of masculine and feminine
- Accurately pronounce the letters of the alphabet
- Accurately write the letters of the alphabet alone and in words
- Accurately identify Arabic letters when heard
- Accurately recognise and use short and long vowels
- Correctly write your name in Arabic
- Count up to 20 correctly
## Autumn Term

### Autumn Week 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Introduction to the Arabic language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greetings</td>
</tr>
<tr>
<td></td>
<td>Who am I?</td>
</tr>
</tbody>
</table>

### Script

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَن أنا؟</td>
<td>Who am I?</td>
</tr>
<tr>
<td>بيبسي / ماكدونالدز</td>
<td>Pepsi, Macdonalds</td>
</tr>
</tbody>
</table>

### Structure/grammar

<table>
<thead>
<tr>
<th>Personal pronouns</th>
<th>أنا / أنت / أنتَ / هو / هي</th>
</tr>
</thead>
<tbody>
<tr>
<td>فِي / ك / ه / ها</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possessive pronouns</th>
<th>ما</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا اسمي عمر</td>
<td>ما اسمكَ؟</td>
</tr>
<tr>
<td>ما اسمكِ؟</td>
<td>ما اسمك؟؟</td>
</tr>
<tr>
<td>ما اسمهُ؟ / ما اسمها؟</td>
<td>ما اسمها؟؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question words</th>
<th>إلَى اللقاء</th>
</tr>
</thead>
<tbody>
<tr>
<td>صباح الخير</td>
<td>فرصة سعيدة</td>
</tr>
<tr>
<td>السلام عليكم</td>
<td>تعام أسماءة / حاضرة</td>
</tr>
<tr>
<td>أهلاً</td>
<td></td>
</tr>
<tr>
<td>مع السلامة</td>
<td></td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>Listening and speaking: short conversation, introducing self, asking and giving names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing: written record of conversation in transliteration</td>
</tr>
<tr>
<td>Checking attendance</td>
</tr>
</tbody>
</table>

### Skills/Activities

The benefits of learning the Arabic Language
Greetings, how people greet and take their leave (shaking hands, kissing)
Some English words that are derived from Arabic
15 English Words Derived from Arabic - TeachMideast
Colloquial spot, say hello in dialect
## Autumn Week 2

### Date
Introduction to the Arabic language
Who am I?

### Script
28 letters in the Arabic alphabet

<table>
<thead>
<tr>
<th>Group 1:</th>
<th>ب - ف - م - و</th>
</tr>
</thead>
</table>

How letters change shape when joined

### Structure/grammar
Masculine and feminine words

<table>
<thead>
<tr>
<th>Feminine Ta’</th>
<th>تاء مربوطة</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstratives</td>
<td>هذا - هذه</td>
</tr>
</tbody>
</table>

### Vocabulary

<table>
<thead>
<tr>
<th>ميارة / ملعب بطة / وردة / توت / دلو</th>
<th>فراشة / مفتاح / سمك / اسم</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما هذا؟ ما هذه؟ كيف حاكم؟</td>
<td>اسمع / اسمعي / اسمعوا</td>
</tr>
<tr>
<td>احسن / لا بأس</td>
<td>انظر / انظري / انظروا</td>
</tr>
</tbody>
</table>

### Skills/Activities
Listening: alphabet song/ chant
Speaking and listening: short conversation, asking how someone is
Reading: recognizing letters learned, how letters change shape when joined
Writing: copying and forming letters
Written record of conversation in transliteration

### Intercultural awareness
Countries of the Arab world
Maps
maps of the Arab world - Bing images
A virtual visit to an Arab country
### Autumn Week 3

**Date**

Introduction to the Arabic language

Who am I?

مان أنا؟

**Script**

Group 2:

- س - ص

Group 3:

- ظ - ط

How letters change shape when joined

**Structure/grammar**

Masculine and feminine words

Feminine Ta’

تاء مربوطة

Demonstratives

هذا - هذه

Possessive pronouns

ي / ك / كِ / هُ / ها

Present tense, affirmative and negative

Question words

كيف؟

**Vocabulary**

- زرافة / مزرعة / موز
- سمك / مسيح / أمس
- صندوق / مصنع / قض
- مأكول / كبير / بحث

- نذهب / حذاء / تلميذ
- نظر / نظارة / حفظ
- كلمي / كتابي
- كلمك / كلمك

- ممتاز / جيد جداً
- بخير

- أحب
- لا أحب

- كيف حالك اليوم؟

**Skills/Activities**

Listening: alphabet song/chant

Speaking and listening: short conversation about likes and dislikes

Reading: recognizing letters learned how letters change shape when joined

Writing: Copying and forming letters

written record of conversation in transliteration

**Intercultural awareness**

Watch an Arabic calligrapher making letters
# Autumn Week 4

## Date
- Introduction to the Arabic language
- Daily life

## Script
- **Group 4:**
  - ت - د - ط
- **Group 5:**
  - ر - ل - ن

- How letters change shape when joined
- Days of the week

## Structure/grammar
- Masculine and feminine words
- Feminine Ta'
- Demonstratives
- Present tense, affirmative and negative

## Vocabulary
- Lemma / متحف / بيت
- ديك / مدرسة / جيد
- طاولة / بطاطس / بط
- ريشة / فراولة / جزر

## Skills/Activities
- Listening: alphabet song/chant
- Speaking and listening: short conversation about days of the week
- Reading: recognizing letters learned how letters change shape when joined
- Writing: copying and forming the letters.
- Written record of conversation in transliteration

## Intercultural awareness
- What days of the week are weekends in Arab countries
- Famous Arab cities
# Autumn Week 5

## Date

<table>
<thead>
<tr>
<th>Introduction to the Arabic language</th>
<th>الحياة اليومية</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily life</td>
<td></td>
</tr>
</tbody>
</table>

## Script

<table>
<thead>
<tr>
<th>Group 6:</th>
<th>ج - ش - ض - ي</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 7:</td>
<td>ق - ك</td>
</tr>
</tbody>
</table>

How letters change shape when joined

## Structure/grammar

<table>
<thead>
<tr>
<th>Masculine and feminine words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feminine Ta’</td>
</tr>
<tr>
<td>Demonstratives</td>
</tr>
<tr>
<td>The auxiliary</td>
</tr>
</tbody>
</table>

## Vocabulary

<table>
<thead>
<tr>
<th>جمل / حجر / حج</th>
<th>يد / بيت / بيتي</th>
</tr>
</thead>
<tbody>
<tr>
<td>شمس / مشرق / غش</td>
<td>قهوة / مقهى / طريق</td>
</tr>
<tr>
<td>ضفدع / حضر / وسط</td>
<td>كتاب / مكتب / كتابك</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ممكن أشرب؟</th>
<th>ممكن أشوف؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>شاي / قهوة / عصير / ماء</td>
<td>ممكن أشرب؟</td>
</tr>
</tbody>
</table>

## Skills/Activities

<table>
<thead>
<tr>
<th>Listening: alphabet song/ chant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and listening: role play, in a café/ serving drinks</td>
</tr>
<tr>
<td>Reading: look at a menu, pick out letters, words</td>
</tr>
<tr>
<td>Writing: copying and forming the letters.</td>
</tr>
</tbody>
</table>

## Intercultural awareness

The Arabic language is called لغة الضاد

Letter ض is exclusive to the Arabic language

Arabic Calligraphy

arabic calligraphy - Bing images
# Autumn Week 6

## Date

Introduction to the Arabic language

Who am I? من أنا؟

## Script

<table>
<thead>
<tr>
<th>Group 8:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا - ح - خ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ع - غ - ه</td>
</tr>
</tbody>
</table>

Short vowels

فتحة / ضمة / كسرة / سكون

Hamza

الفتحة - الضمة - الكسرة - السكون

Alif maksoors

الألف المقصورة

Summary of all letters in different positions:
isolated, beginning, middle and end of words.

## Structure/grammar

<table>
<thead>
<tr>
<th>Masculine and feminine words</th>
</tr>
</thead>
<tbody>
<tr>
<td>تاء مربوطة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feminine Ta’</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذه</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>أين؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question words</th>
</tr>
</thead>
<tbody>
<tr>
<td>أين تسكن / تسكنين؟</td>
</tr>
</tbody>
</table>

## Vocabulary

<table>
<thead>
<tr>
<th>العربية / الفصحى</th>
</tr>
</thead>
<tbody>
<tr>
<td>حصن / محلاً / لمج</td>
</tr>
<tr>
<td>ربو / ربوت / سمع</td>
</tr>
<tr>
<td>المدرسة</td>
</tr>
<tr>
<td>بيت / شقة</td>
</tr>
<tr>
<td>أين تسكن / تسكنين؟</td>
</tr>
<tr>
<td>يسكن (هو)</td>
</tr>
<tr>
<td>يسكن (هي)</td>
</tr>
<tr>
<td>أين تسكن / تسكنين؟</td>
</tr>
<tr>
<td>يسكن (هو)</td>
</tr>
<tr>
<td>يسكن (هي)</td>
</tr>
</tbody>
</table>
Skills/Activities

Listening: alphabet song/chant
Speaking and listening: asking where people live, class survey
Reading: names of Arab countries, cities
Writing: copying and forming the letters.
written record of conversation in transliteration

Intercultural awareness

Arab music, listen to some Arab songs/instruments
Writing names in Arabic

Autumn Week 7

Review and assessment

Review all letters, joining letters, long and short vowels,
Writing words that have been learned so far
Games and activities to revise and review structures and skills taught
Music videos, photos, paintings, calligraphies
The Arabic speaking countries, names, capitals, flags
### Autumn Week 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Who am I?</th>
<th>من أنا؟</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom vocab</td>
<td>مفردات الصف</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script</th>
<th>Revising all the Arabic letters in alphabetical order</th>
<th>مَن أنا؟</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Joining letters, writing words</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td></td>
<td>Writing the Arabic numerals</td>
<td>مَن أنا؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure/grammar</th>
<th>Masculine and feminine nouns</th>
<th>تاء مربوطة</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Classroom vocab</th>
<th>باب / نافذة / مكتب / مكتبة / كرسي / سبورة مائدة</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numbers 0 - 10</td>
<td>صفر / واحد / اثنان / ثلاثة / أربعة</td>
</tr>
<tr>
<td></td>
<td></td>
<td>خمسة / ستة / سبعة</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ثمانية / تسعة / عشرة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills/Activities</th>
<th>Reading: Match up words with symbols/ images</th>
<th>مَن أنا؟</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking: Sounding out words</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td></td>
<td>Listening: distinguish long and short vowels</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td></td>
<td>Writing: Joining letters, writing words</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td></td>
<td>Writing the Arabic numerals</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td></td>
<td>Recognising numbers</td>
<td>مَن أنا؟</td>
</tr>
</tbody>
</table>

| Intercultural awareness | Look at the history of Arabic numerals | مَن أنا؟ |
# Autumn Week 9

## Date
- Who am I?
- My family

## Script
- Using the definite article (ل)
- Sun and moon letters

## Structure/grammar
- Nominal sentences
- Possessive pronouns
- Demonstratives

## Vocabulary
- Immediate family
  - أم / أمي
  - أب / أبي
  - أخت / أختي
  - الأم / الأب / الأخ / الأختي
  - هذا / هؤلاء / هن

## Skills/Activities
- Listening: someone talking about their family
- Writing: create a family tree

## Intercultural awareness
- Meet an Arab family virtually
Autumn Week 10

Date
Who am I?
Where are you from?
من أنا؟
من أين أنت؟

Script
Compare Arabic and English alphabets
Some Arab countries and cities
Read and copy Arabic names in calligraphic styles

Structure/grammar
Nominal sentences
Possessive pronouns
ي / ك / ا / ه / ها
Question words
من أين؟
كم؟

Vocabulary
مصر / السودان / سوريا
لندن / دمشق / بيروت
اسمي... / أنت من سوريا
اسمه... / هو من لبنان
اسمها... / هي من مصر

Numbers 11 – 20
أحد عشر / إثنا عشر
ثلاثة عشر / أربعة عشر
خمسة عشر / ستة عشر
سبعة عشر / ثمانية عشر
تسعة عشر / عشرون
كم عمراً؟
عمري... سنة / سنوات

Skills/Activities
Speaking and Listening: saying people's names, where they are from
Playing number games, Arabic bingo
Writing: Arabic names
Arab countries and cities

Intercultural awareness
Arabic names and their meanings in English
Some well-known people with Arabic names
Colloquial spot: the numbers
# Autumn Week 11

**Date**
- Who am I?
- Birthdays

**Script**
- Handwriting practice
- Months of the year

**Structure/grammar**
- Nominal sentences
- Possessive pronouns
- Question words

**Vocabulary**
- Months of the year

**Skills/Activities**
- Speaking: introducing yourself, saying where you are from, which month your birthday is, how old you are
- Writing: a short profile of a classmate / a famous person

**Intercultural awareness**
- Different calendars in the Arab world
  - Arabic names of Gregorian months - Wikipedia
Autumn 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

Autumn Week 13

Celebrate Arabic language and culture
Arabic Language Day on 18th December.
Celebrations in the Arab world
World Arabic Language Day (unesco.org)
Diglossia: talking about fuSHa and 3ammiyya
Arabic celebration: parents and families, food etc.
Year 7 Arabic Curriculum Map: Spring Term

What are we learning?

- Revising Days of the week
- Revising Months of the year
- Numbers (21 - 31)
- Saying how old you are and asking someone about their age
- Saying when your birthday is
- Colours
- School objects
- Classroom language
- Talking about your family
- Countries and nationalities
- Describing people
- Describing personality
- Describing pets

About the Arab world

- More about Arab countries and cities
- Visit an Arab school/ learn about school in an Arab country
- Meet an extended Arab family
- Some famous people in the Arab world
- Some animals in the Arab world: horse, camel, falcon, oryx
What **grammar** will we learn?

- The definite article [ال / الولد]
- Time phrases [اليوم / البارحة / أمس / غداً]
- Question words [ما / متى / كم / أي / هل]
- The dual form [ولدان / بنتان]
- Demonstrative pronouns [هذا / هذه]
- Noun adjective agreement [ولد / الولد]
- Connectives [كذلك / أيضاً / لكن / و لكنه / لكنها / لكتني]
- The negative form with [ليس / ليست]
- Present tense and imperative
- Adjectives

What does **great** look like?

- Say the date accurately
- Count up to 31 correctly
- Effectively engage in a conversation about age and birthday
- Use key question words correctly
- Use masculine and feminine adjectives correctly
- Accurately use the negative form
- Accurately describe family members (physical appearance and personality) and pets
- Understand classroom instructions and language
Spring Term

Spring Week 1 and 2

Review

Activities and games to review language taught in autumn term
Numbers (0 - 20), days of the week, months of the year, family members, classroom vocabulary
Using the Arabic script, recognizing the words written in Arabic, writing the words in Arabic script, pronouncing the Arabic letters
Some geography and history of the Arab world, music, dance, sport videos as per interest of students
## Spring Week 3

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily life</th>
<th>الحياة اليومية</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script</td>
<td>Weekly script practice, review forming letters of alphabet, joining letters, writing words related to the language being learned</td>
<td></td>
</tr>
<tr>
<td>Structure/grammar</td>
<td>Possessive pronouns</td>
<td>ي / ك / كِ / هُ / ها</td>
</tr>
<tr>
<td></td>
<td>Question words</td>
<td>متى؟</td>
</tr>
<tr>
<td></td>
<td>The verb to be (was/will be)</td>
<td>كان / سيكون</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Numbers 21 - 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>واحد وعشرون</td>
<td>ستة وعشرون</td>
</tr>
<tr>
<td></td>
<td>إثنان وعشرون</td>
<td>سبعة وعشرون</td>
</tr>
<tr>
<td></td>
<td>ثلاثة وعشرون</td>
<td>ثمانية وعشرون</td>
</tr>
<tr>
<td></td>
<td>أربعة وعشرون</td>
<td>تسعة وعشرون</td>
</tr>
<tr>
<td></td>
<td>خمسة وعشرون</td>
<td>ثلاثون</td>
</tr>
<tr>
<td></td>
<td>ستة وعشرون</td>
<td>متى عيد ميلادك؟</td>
</tr>
<tr>
<td></td>
<td>سبعة وعشرون</td>
<td>عيد ميلادي يوم تسعة من شهر مارس</td>
</tr>
<tr>
<td></td>
<td>ثمانية وعشرون</td>
<td>اليوم / البارحة / أمس / غداً</td>
</tr>
<tr>
<td></td>
<td>تسعة وعشرون</td>
<td>اليوم يوم الجمعة</td>
</tr>
<tr>
<td></td>
<td>ثلاثون</td>
<td>أمس كان يوم الخميس</td>
</tr>
<tr>
<td></td>
<td>واحد وثلاثون</td>
<td>غداً سيكون يوم السبت</td>
</tr>
<tr>
<td>Skills/Activities</td>
<td>Speaking: saying/asking others what date their birthday is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening: bingo, number games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: reading out Arabic numbers, dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: writing the date in Arabic</td>
<td></td>
</tr>
<tr>
<td>Intercultural awareness</td>
<td>Birthdays in Arab culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Happy birthday in Arabic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(707) sana helwa ya gameel - YouTube</td>
<td></td>
</tr>
</tbody>
</table>
# Spring Week 4

<table>
<thead>
<tr>
<th><strong>Date</strong></th>
<th><strong>Script</strong></th>
<th><strong>Structure/grammar</strong></th>
<th><strong>Vocabulary</strong></th>
<th><strong>Skills/Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily life</td>
<td>Handwriting practice</td>
<td>Masculine and feminine</td>
<td>Listening and Reading: matching objects to colours/names of colours</td>
</tr>
<tr>
<td></td>
<td>Colours</td>
<td>Colours</td>
<td>Noun adjective agreement</td>
<td>Speaking: colour guessing games</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Present tense, affirmative and negative</td>
<td>Writing: describing different school objects using feminine and masculine adjectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intercultural awareness</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arab countries flags</td>
</tr>
<tr>
<td></td>
<td>Colours in the Arab world</td>
</tr>
</tbody>
</table>
Spring Week 5

Date
School

Script
Handwriting practice
Classroom objects

Structure/grammar
Demonstrative pronouns
Nominal sentence
Negative sentences with ليس
Connectives

Vocabulary
Classroom objects
المقلمة / قلم / مسطرة
صفح / قلم رصاص
مقص / آلة حاسبة
دفتر / كراسة / كتاب

Skills/Activities
Listening and Speaking: talking about the classroom
Reading: matching words and pictures
Writing: the names of classroom objects in Arabic script, writing masculine and feminine adjectives

Intercultural awareness
Virtual visit to a school in an Arab country
### Date
- Who am I?
- My Family
- Colours

### Script
- Handwriting practice
- Colours (feminine)
- My Family

### Structure/grammar
- Colours (feminine)
- Possession
- Demonstrative pronouns
- Question words
- Possessive pronouns

### Vocabulary
- Immediate and extended family
- Possession
- Demonstrative pronouns
- Question words
- Possessive pronouns

### Skills/Activities
- Listening: watching/listening to some native speakers talking about their families, sharing family photos
- Speaking: describing a family photo
- Writing: describing your/another person’s family

### Intercultural awareness
- Meet an extended Arab family virtually
- Family photos
- Visiting an Arab family
- Other informal ways of calling family members
Spring Week 7

Review and assessment

Introduce translation
Translate short passages from English to Arabic and Arabic to English to practice and review language taught so far
Review all letters, joining letters, long and short vowels,
Writing words that have been learned so far
Look at masculine and feminine, noun adjective agreement (colours), word order
Spring Week 8

**Date**
Who am I?
Countries and nationalities

**Script**
Throughout spring term practice making letter shapes

Joining letters, writing words
Teach students to type Arabic, use keypad on laptop, mobile phone, texting in Arabic

**Structure/grammar**
Adjectival agreement
Asking questions using ما
The dual form
Adjectives with

**Vocabulary**
Describing physical appearance

 nationality:

Britain: بريطانيا
British / British
France: فرنسا
French / French
Egypt: مصر
Egyptian / Egyptian
Lebanon: لبنان
Lebanese / Lebanese

عينين
عيني
شعر
شعر
ما لون عينيك?
ما لون شعرها؟

عيني بنيتان / زرقوان
شعر قصير / طويل
شعر أسود / أشقر
ما لون عينيك؟
ما لون شعرها؟
Skills/Activities

Listening to descriptions of people, pick them out, identity parade
Speaking: describing pictures of people, other students guess who
Writing: a description of a family member (name, relation to you, age, birthday and physical description)
Translation: translate a description

Intercultural awareness

Watch videos in Arabic describing people/famous people from the Arab world
# Spring Week 9

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily life</th>
<th>الحياة اليومية</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure/ grammar</strong></td>
<td>Adjectival agreement</td>
<td>و / أيضاً / لأنها / لأن</td>
</tr>
<tr>
<td></td>
<td>Using connectives</td>
<td>ليس / ليست</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Describing personality</td>
<td>حمص / فلاغل / شاورما</td>
</tr>
<tr>
<td></td>
<td></td>
<td>سلطة</td>
</tr>
<tr>
<td></td>
<td></td>
<td>احب / يحب / تحب</td>
</tr>
<tr>
<td></td>
<td></td>
<td>لا أحب / لا يحب / لا تحب</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ثرثار / ذكي</td>
</tr>
<tr>
<td></td>
<td></td>
<td>مبدع / لطيف</td>
</tr>
<tr>
<td></td>
<td></td>
<td>كسول / نشيط</td>
</tr>
<tr>
<td></td>
<td></td>
<td>مزعج / مريح</td>
</tr>
<tr>
<td><strong>Skills/ Activities</strong></td>
<td>Listening: people describing their friends/family personalities</td>
<td>لأنها / لأنه / لأن</td>
</tr>
<tr>
<td></td>
<td>Speaking: describing people saying why you like them</td>
<td>ليس / ليست</td>
</tr>
<tr>
<td><strong>Intercultural awareness</strong></td>
<td>Arabic idioms to describe personalities</td>
<td>و / أيضاً / لأنها / لأن</td>
</tr>
<tr>
<td></td>
<td>Arab food</td>
<td>ليس / ليست</td>
</tr>
</tbody>
</table>
# Spring Week 10

<table>
<thead>
<tr>
<th>Date</th>
<th>Who am I?</th>
<th>من أنا؟</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pets</td>
<td>الحيوانات الأليفة</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure/grammar</th>
<th>Adjectival agreement</th>
<th>Demonstrative pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>هذا / هذه</td>
</tr>
<tr>
<td></td>
<td>Questions</td>
<td>ما / هل</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Talking about pets</th>
<th>للدي / لي / عندي</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>قطة / كلب / ثعبان</td>
</tr>
<tr>
<td></td>
<td></td>
<td>دجاجة / حصان</td>
</tr>
<tr>
<td></td>
<td></td>
<td>عنكبوت / قط / آرنب / سمكة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills/Activities</th>
<th>Listening: to someone describing their pet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking: oral presentation about a pet</td>
</tr>
<tr>
<td></td>
<td>Writing: descriptions of pets, their colours, personalities,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intercultural awareness</th>
<th>Pets/animals in the Arab world</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Horses, camels, falcons</td>
</tr>
</tbody>
</table>
## Spring Week 11

### Date

<table>
<thead>
<tr>
<th>School</th>
<th>School subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>المدرسة مواد الدراسية</td>
</tr>
</tbody>
</table>

### Structure/grammar

The present tense and imperative

### Vocabulary

<table>
<thead>
<tr>
<th>Classroom instructions and commands</th>
<th>School subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>انظر / اسمع / تكلم</td>
<td>درس / دروس</td>
</tr>
<tr>
<td>ردد / ارفع يدك</td>
<td>الإنجليزية / الرياضيات</td>
</tr>
<tr>
<td>احترم التعليمات</td>
<td>العلوم / التاريخ / الجغرافية</td>
</tr>
<tr>
<td>أحتاج إلى</td>
<td>اللغة العربية / الفرنسية</td>
</tr>
<tr>
<td>أريد / عندي سؤال</td>
<td></td>
</tr>
<tr>
<td>اجلس / اجلسوا</td>
<td></td>
</tr>
<tr>
<td>اقرأ / قف / اسكت</td>
<td></td>
</tr>
</tbody>
</table>

### Skills/Activities

Listening and speaking: people talking about which subjects they like and why

### Intercultural awareness

School, subjects and school rules 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
Writing profiles and descriptions
Oral presentations to class
Year 7 Arabic Curriculum Map: Summer Term

What are we learning?

- Some Arabic and European countries, cities and nationalities
- Say what your nationality is and where you come from
- Describe your town/local area
- Name shops and amenities
- Describe the weather
- Talk about what activities you do
- Say what you like and dislike doing
- Talk about your home
- Describe your room
- Cultural life

About the Arab world

- The people who live in the Arab world, ethnic groups
- The geography of the Arab world
- Visit the old quarter, a souk
- Climate and weather in the Arab world
- Arab homes and houses
- More about colloquial and dialects
What grammar will we learn?

- Question words
- Present tense
- Prepositions
- Adjectival agreement
- The negative form with
- Connectives
- Nominal and verb sentences
- Word order

What does great look like?

- Accurate use of masculine and feminine forms.
- Effectively engage in a conversation about where you live and where you come from
- Accurate use of question words
- Accurately name shops and amenities and describe your hometown
- Express your opinion and give reasons for things you like and dislike
- Accurate use of

أين / من أين؟
لا / ليس
لكن / و
كذلك / أيضاً / لأن

لا / ليس
Summer Term

Summer Week 1

Review

Activities and games to review language taught in autumn term

Using the Arabic script, recognizing the words written in Arabic, writing the words in Arabic script, pronouncing the Arabic letters

Some geography and history of the Arab world, music, dance, sport videos as per interest of students
### Summer Week 2

**Date**  
Who am I?  
Countries and nationalities  
Geographical directions

**Script**  
Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

**Structure/grammar**  
The present tense  
Adjectives with present tense

<table>
<thead>
<tr>
<th>Question words</th>
<th>Connectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَن أنا؟</td>
<td>أيضاً / لكن</td>
</tr>
<tr>
<td>البلد العربية / الجنسيات</td>
<td>الدول والجنسيات</td>
</tr>
<tr>
<td>الاتجاهات</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**  
Countries and nationalities  
- أنا من المغرب
- أنا مصري لكن أسكن في بريطانيا
- من أين أنت؟
- ما جنسيتك؟

<table>
<thead>
<tr>
<th>Languages</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>من أنا؟</td>
<td>مَن أنا؟</td>
</tr>
<tr>
<td>البلد العربية</td>
<td>البلد العربية</td>
</tr>
<tr>
<td>الجنسية / جنسيتي</td>
<td>الجنسية / جنسيتي</td>
</tr>
<tr>
<td>العالم العربي / الخريطة</td>
<td>العالم العربي / الخريطة</td>
</tr>
<tr>
<td>شمال / جنوب / وسط</td>
<td>شمال / جنوب / وسط</td>
</tr>
<tr>
<td>شرق / غرب</td>
<td>شرق / غرب</td>
</tr>
</tbody>
</table>

**Skills/Activities**  
Listening: someone describing the country they are from  
Speaking: asking people where they are from  
Writing: a short passage about a friend, where is he from, what is his nationality  
Translation

**Intercultural awareness**  
Learn about Arab countries, different ethnic groups
Summer Week 3

Date
Town, region and country

Script
Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

Structure/grammar
Present tense
Preposition
Adjectival agreement
Connectives

Vocabulary
Describing where you live, towns and cities

Skills/Activities
Listening and Speaking: talking about where you live, what you like and don’t like
Reading: about some cities in the Arab world

Intercultural awareness
Look at some environments in Arab countries, kinds of houses
The Sahara Desert
Villages
https://quizlet.com/190384983/arabic-describing-your-house-flash-cards/
Summer Week 4

Date

Town, region and country
Directions

Script

Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

Structure/grammar

Present tense

Adjectival agreement

Negative form with

Connectives to link up sentences

Question words

Giving directions

Vocabulary

Describing amenities in your town

Skills/Activities

Visit a souk

Intercultural awareness

Visit a souk

Learn about life in the old quarter of Damascus or Cairo, the shops and amenities, souks, bazars, baths, communal oven

Google visit some Arab cities

Follow Ibn Battouta, read his descriptions of Arab cities in the fourteenth century

Discovering the World of Arabic | Qatar Foundation International (qfi.org)
### Summer Week 5

<table>
<thead>
<tr>
<th>Date</th>
<th>Town, region and country</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>رية / المدينه / المنطقة</td>
<td></td>
</tr>
<tr>
<td></td>
<td>الطقس</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Script</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure/grammar</th>
<th>Question word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>كيف؟</td>
</tr>
<tr>
<td>Nominal sentences</td>
<td>الجو جميل</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Talking about the weather</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>الطقس</td>
</tr>
<tr>
<td></td>
<td>حار / بارد / ممطر / مشمس</td>
</tr>
<tr>
<td></td>
<td>مثلج / جميل</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills/Activities</th>
<th>To practice all skills students can prepare a weather forecast for their area in groups</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Intercultural awareness</th>
<th>Climate in the Arab world</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Watch an Arab weather forecast</td>
</tr>
</tbody>
</table>
Summer Week 6

**Date**
- Who am I?
- Daily life

**Script**
Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

**Structure/grammar**
- Present tense
- Negative form with لا
- Subjunctive with أن

**Vocabulary**
Talking about activities, pastimes
- أحب أن أذهب إلى السينما لأنها مسلية
- دائمًا / كل يوم
- يوم السبت / كل أسبوع
- أزور / ألعب
- كل شهر / كل عام / كل سنة
- أشاهد / أركب
- أحياناً / عادة
- أغتنم / أتمشى
- يوم السبت أذهب إلى السينما
- ماذا تفعل في مدينتك عندما يكون الجو جميلًا؟
- أذهب إلى الحديقة مع أصدقائي
- أحب / لا أحب / أكره

**Skills/Activities**
- Listening to people talk about their hobbies, what they like to do in their spare time
- Writing a profile of a famous person’s spare time

**Intercultural awareness**
- Hobbies and leisure activities in the Arab world
Summer Week 7

Review and assessment

Students prepare presentations or make short videos about their local area. This could be in preparation for a presentation to be given at the end of the summer term.

Look at some grammar, conjugating verbs, the subjunctive after (المضارع المرفوع والمضارع المنصوب) أن

More about diglossia, saying things in dialect/colloquial
## Summer Week 8

### Date
- **Who am I?**
  - **Home**

### Script
Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

### Structure/grammar
- Present tense
- Preposition في

### Vocabulary
**Talking about where you live**
- أنا أسكن / أعيش
- أنت تسكن / تعيش
- في

### Skills/Activities
- Reading: about an Arab house
- Listening and speaking: conversations about where people live

### Intercultural awareness
- Types of houses in some Arab countries
- Discover where the Badw/Bedouin, the Arabic speaking nomadic people of North Africa and Arabian Peninsula, live
- Nomadic people in Oman
  - [https://www.youtube.com/watch?v=oYJH6Wmel4](https://www.youtube.com/watch?v=oYJH6Wmel4)
## Summer Week 9

### Date
- Town, region and country
- Weather

### Script
- Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

### Structure/grammar
- There is / there are
- Adjectival agreement
- iDaafa structure
- Word order

### Vocabulary
- Talking about your house
- There is / there are
- Adjectival agreement
- iDaafa structure
- Word order

### Skills/Activities
- Writing a description of your house, a house you’d like to live in
- Translation a description of an Arab house

### Intercultural awareness
- Look at homes and families in the Arab world, how people visit, eat, greet etc.
**Summer Week 10**

<table>
<thead>
<tr>
<th>Date</th>
<th>Who am I?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>من أنا؟</td>
</tr>
<tr>
<td></td>
<td>البيت</td>
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<table>
<thead>
<tr>
<th>Script</th>
<th>Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>مَن أنا؟ من كانوا في البيت؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure/grammar</th>
<th>Masculine and feminine nouns</th>
<th>Adjectival agreement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Prepositions and adverbs of place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>حروف الجر</td>
<td>ظروف المكان</td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Talking about your room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>السرير / خزانة / حاسوب / مكتب مصباح</td>
</tr>
<tr>
<td></td>
<td>في / على / أمام / فوق / تحت</td>
</tr>
<tr>
<td></td>
<td>بجانب</td>
</tr>
<tr>
<td></td>
<td>الحاسوب على الطاولة</td>
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<td></td>
<td>السرير أمام الخزانة</td>
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<table>
<thead>
<tr>
<th>Skills/Activities</th>
<th>Listening to people describe their rooms</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Intercultural awareness</th>
<th>Some specific Arab furniture, lanterns, carpets and rugs, curtains and fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Making designs and patterns - Tilemaker QFI Mosaic Tilemaker App (teachalmasdar.com)</td>
</tr>
</tbody>
</table>
## Summer Week 11

### Date
- Town, region and country
- Weather

### Script
- Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.

### Structure/grammar
- Prepositions and adverbs of place
- Adjectival agreement
- Connectives
- Present tense
- Verbal sentences/nominal sentences

### Vocabulary
- Talking about furniture, what’s in your house
- أريكة / طاولة قهوة / تلفزيون
- خزانة كتب / رفوف / ثلاجة
- غسالة أواني
- في المطبخ يوجد ثلاجة بجانب غسالة الأواني
- في الطابق الأرضي يوجد مطبخ وغرفة المعيشة

### Skills/Activities
- Writing: describing rooms
- Listening and speaking: listening to people describe their homes in the Arab world
- Reading a description of a house, a city from the Arab world

### Intercultural awareness
- Furniture and decoration, zakhrafa, calligraphies
- Architecture
- Arabic style living rooms/ majlis

https://www.youtube.com/watch?v=lyFG_VE6JPO
### Summer Week 12

<table>
<thead>
<tr>
<th>Date</th>
<th>Cultural life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Script</strong></td>
<td>Continue to include short weekly session to focus on aspects of script, handwriting, typing etc.</td>
</tr>
<tr>
<td><strong>Structure/grammar</strong></td>
<td>Present tense</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Talking about music, musical instruments</td>
</tr>
<tr>
<td><strong>Skills/Activities</strong></td>
<td>Listening and speaking: saying which instruments you like, don’t like, which instruments you play</td>
</tr>
<tr>
<td><strong>Intercultural awareness</strong></td>
<td>Listen to Arabic music</td>
</tr>
</tbody>
</table>
Summer Week 13

Review and assessment

Revision and end of year assessment
End of year test/examination
Collaborative project/presentations:
- designing a house
- presenting a profile of an Arab country or city
- introducing your local area, amenities, weather
- introducing a family, home, pets

Summer Week 14

End of year activities

Cultural awareness week
- Discover summer holidays in some countries in the Arab world
- Explore the relation between language and culture
- Virtual visits to famous tourist attractions in the Arab world: pyramids, Petra, Palmyra
- An Arab meal, music, dance
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 Alphabet Writing Book: Practice Workbook for children kids and beginners
- The Arabic Alphabet book by Zinah al Arif

PPTs Form

- https://latifatlhw.typepad.com/blog/

Supplementary resources

Digital Resources

- www.yamli.com
- www.quizlet.com
- https://quizizz.com
- www.memrise.com
- https://www.duolingo.com
- https://kahoot.com
- https://quizizz.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
- INTERLINGO LANGUAGES — Digital Resources for Arabic

Cultural capital resources

Cultural capital resources

- https://www.arabiccalligraphygenerator.com/
- https://www.britishcouncil.org/education/schools/support-for-languages/arabic-language-culture-programme
- https://en.unesco.org/commemorations/worldarabiclanguageday
- www.qfi.org/arabic-language/