

Marhaba!

An Invitation to Arabic

LEVEL 2

Curriculum Guide

Steven Berbeco, Ed.D.



CHENG & TSUI COMPANY

Boston

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Inspire Students with Our Arabic Readers



Small Wonders

Large Strides in Reading Arabic

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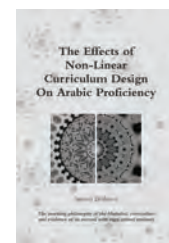


Integrate the Latest Research in Your Classroom

The Effects of Non-Linear Design on Arabic Proficiency

By Steven Berbeco, Ed.D.

Build on your knowledge of best practices in contemporary education theories with *The Effects of Non-Linear Curriculum Design on Arabic Proficiency*—the teaching philosophy and research base behind *Marhaba!*'s proven student-centered curriculum.



Marhaba! Level 1

A curriculum guide, customized student *daftars*, teacher training DVD, sample student *daftar*, and a robust companion website at www.marhabaproject.org will help you bring students to proficiency in Arabic with *Marhaba!*'s innovative, field-tested curriculum.



Visit www.cheng-tsui.com for more information.

What is Marhaba?

Marhaba! is an innovative new curriculum: it puts the curriculum into the students' hands, as much as possible, and lets their creativity push their learning. We imagine a classroom where the teacher guides, encourages, and elicits from the students instead of simply instructing them. The teacher creates the organizing structure of each lesson, but it is up to the students to create the content of the lessons and extract meaning from it.

This calls for a different type of preparation for the teacher. It means focusing on the structure of the student notebook, or دفتر (*daftar*), and using it to guide learning. It also means becoming comfortable with giving "What do you think, and why?" responses instead of more direct "Let me tell you the right answer," statements that students are used to. Your students have a lot of energy. It is time now to give students the responsibility and the tools to use that energy for their own learning.

Marhaba! introduces a flexible model of curriculum, one that depends on your unique qualities as a teacher and your students' enthusiasm for learning. With *Marhaba!*, you create your own plan for each term using topics and activities that are appropriate for your classroom. This curriculum guide includes sample materials to show you how it can be done. But don't think that we are telling you how it should be done. Just as your students are in charge of their learning, you are in charge of developing the *Marhaba!* curriculum for your classroom.

The educational theories behind *Marhaba!* and its non-linear curriculum design have been published, studied, and tested for years. Students who use *Marhaba!* can succeed in learning Arabic in public and private schools, and in small and large classes. For additional information and support, see the *Marhaba!* Level 1 Teacher's Toolkit (Curriculum Guide, Teacher Training DVD, and Sample Student *Daftar*), visit the *Marhaba!* companion website at www.marhabaproject.org, and/or read *The Effects of Non-Linear Curriculum Design on Arabic Proficiency* (2012).

Who is this curriculum for?

The *Marhaba!* curriculum is designed for Arabic language students at the middle school, high school, and college levels. Heritage students will find the material engaging, but this curriculum is aimed at the student who is starting with no prior knowledge and no known skills in language learning. The curriculum was developed with a student base that represents the geographic, ethnic, and socioeconomic diversity of the United States.

This curriculum is for a teacher with strong language skills and a rich cultural background. While appropriate for teachers of all experience levels, it can be used successfully by those with limited experience teaching young students. Teachers can use the curriculum with either English or Arabic as the language of instruction. Where most foreign language textbooks give the teacher ready-made lessons, our curriculum guide is a toolkit that will take you through a simple and effective method of teaching Arabic.

By using the *Marhaba!* curriculum your students will feel a sense of ownership and responsibility for their learning, which will increase their motivation to do well in class. At the same time, the curriculum removes much of the day-to-day burden of creating teaching materials, and that will give you more time and energy to develop exciting class activities. Our curriculum was developed by teachers... for teachers!

What's new in Level 2 Arabic?

The second level of *Marhaba!* is aligned with the second-semester content of most college Arabic courses, but it is designed for high school and middle school students. Students at Level 2 have already learned the alphabet and a small group of high-frequency words, and they can read and speak short sentences. Also, they have been exposed to important elements of Middle Eastern culture, which can include calligraphy, proverbs, movies, and books in translation.

Students are now ready to move from the word and short sentence level to tackle more complex sentences and paragraphs. Also, students will be able to sustain a longer conversation in Arabic, and include a wider breadth of conversational topics.

Like most second-level Arabic classes, *Marhaba!* focuses on literacy skills, so you will see more activities in Level 2 that support reading and writing rather than speaking and listening. This provides students with the basic skills to communicate in writing with native Arabic speakers.

This is an exciting time in your students' learning, especially as they begin to see just how much they can understand, read, write, and say in Arabic!

What is a دفتر?

At the beginning of every term, students receive a notebook specific to that term. This notebook is called a دفتر (*daftar*). Students use this دفتر as their primary tool for studying Arabic: almost all of their learning is recorded in it or occurs through its use.

Each term's دفتر contains reference material to help students along the way, such as high-frequency vocabulary and grammar charts and explanations. The alphabet pyramid, included in each term, groups letters by similar properties, like whether they connect to following letters, and serves as a useful review tool throughout the year.

Creating a دفتر is a cooperative effort between teacher and student. The teacher organizes the دفتر and develops the structure for learning by mapping out a rough outline of the pages before the term begins, and the student fills in the pages with information and interpretive content. Each دفتر page is designed to be a formative assessment so teachers can check students' progress as they learn.

Your students personalize their learning by recording the lesson in their own handwriting. These pages become a reference for them throughout the year, building a sense of responsibility and ownership for their learning.

What is grammar?

Languages are made up of many different parts, including writing systems, groups of sounds, and vocabulary words with additional layers of meaning that cultures build into them. Grammar is the system of rules that govern these different parts of a language. Every language has a grammar, and some grammars are more difficult to learn for English-speakers than others. Arabic grammar can be particularly challenging because the rules are often so different from the way English works.

There are many books about Arabic grammar that may be helpful to you and your students. We have found that *English Grammar for Students of Arabic: The Study Guide for Those Learning Arabic* (2007, Olivia & Hill Press) can be useful for students who already have a good background in English grammar. Also, you may find *Easy Arabic Grammar* (2005, McGraw-Hill) to be a good complement to much of your teaching in second-year Arabic. In addition, many teachers have had success with *Pocket Guide to Arabic Script* (2005, Hippocrene Books) as a reference guide for students who are still struggling with the alphabet at the start of the second year.

How do you teach grammar?

Contemporary linguistics tells us that languages are based on rules about writing, pronunciation, word order, changing parts of a word—almost anything you can think to do with a language is based on a rule. Learning a language includes becoming familiar with these rules so that they feel as natural as adding and subtracting in your head.

As a teacher, you have the option of explicit or implicit teaching of grammar. Explicit teaching means that the teacher explains the rules to the class, in English or Arabic, so that the students know that the rules exist and can see how they function. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (Routledge, 2009) offers evidence to support the success of explicit teaching. For example, a teacher can explicitly teach noun-adjective agreement in Arabic by writing the rule on the board for the students to copy into their **دفاتر** (*daftars*): “Nouns and adjectives agree in number and gender, except for nonhuman plurals that act as if they are feminine singular.” You can find a similar example of an explicit rule on page 4 of the Term 4 student **دفتر**: the Hamza Flow Chart.

Implicit teaching means that the teacher demonstrates how a rule of grammar works by using it in context and without explaining how the rule works. In this case, a teacher might give many examples of noun-adjective agreement as part of a story or while describing a picture, or through a micrologue or a Hide and Seek activity. Students learn the grammatical rule by exposure to it, and internalize the rule without seeing it written out. This method is consistent with the policy of *keeping in the target language*, as advocated by the American Council on the Teaching of Foreign Languages. Recent research appears to support the effectiveness of this method, such as Viakinnou-Brinson, et al. (2012), “The effect of target language and code-switching on the grammatical performance and perceptions of elementary-level college French students”, *Foreign Language Annals*, 45(1), 72-91.

Does continued use of short vowels help student learning?

There is a lot of grammar that can be offered to students, and teachers spend a lot of time thinking about the right time to introduce new ideas to their students. But what about taking away something that has already been taught? For instance, perhaps you have wondered when it is a good time to stop using short vowels to help students read texts in Arabic.

Recent research published in *The Modern Language Journal* (2010, pp. 567–581) tells us that students at the second level will generally take longer to read a text with short vowels than without them. What is more, during the second level of Arabic, students will typically develop stronger comprehension skills so that they will understand a text roughly equally well whether it has short vowels or not.

These conclusions mean that you can start using texts without short vowels during the second year, including authentic materials. Students may sometimes struggle with unfamiliar words, but their reading speed will increase and they will understand about as much as with texts that have short vowels.

Culture Focus

Teaching about the cultures of the Arab world is both very easy and very difficult: it is easy to find material that is engaging and relevant, but difficult to choose just a few of those countries, faiths, histories, and influences. We encourage you to introduce a different culture focus each term to help students recognize the rich variations in cultural products and practices. For example:

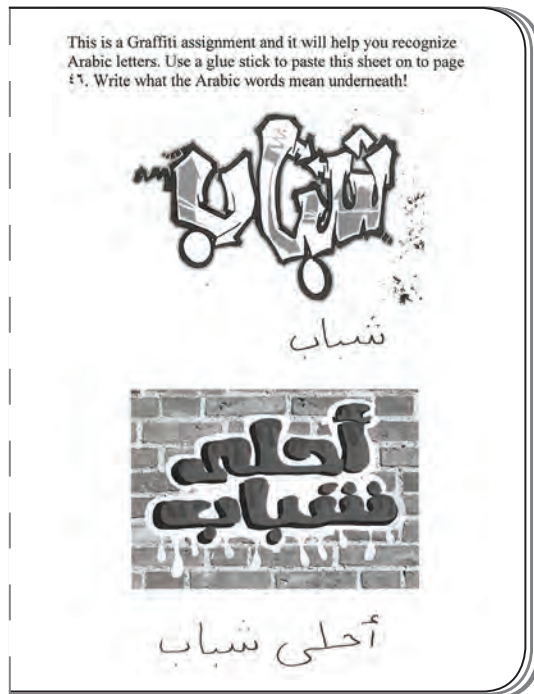
Topic	Goal	Materials
Calligraphy	Students will recognize and produce major styles of Arabic calligraphy, including <i>al Naskh</i> , <i>al Ruqa'a</i> , <i>al Kufi</i> , <i>al Diwani</i> , and <i>al Thuluth</i> .	Calligraphy pens, calligraphy ink, sample art
Food	Students will recognize and produce major types of Arabic food, including hummus, tabouleh, mint tea, moudammas, and pita.	Bilingual recipe book
Holidays	Students will recognize and understand the importance of major Middle Eastern holidays, including Ramadan and Nowruz.	Sample celebration materials
Clothing	Students will recognize traditional styles of Arab clothing and understand the cultural importance of particular pieces of clothing.	Kefiyah, egal, jalabiyah, thobe, hijab, abaya

Students can reflect on topics like these and personalize them. For instance, they can write in different calligraphy styles or cook small dishes of the foods listed above. An important part of learning a language is understanding the culture on which it is based—language cannot be properly taught without incorporating culture. Use these ideas as starting points for developing your own lessons, building on your own background, knowledge, and experience.

Sample Assessments Formative Assessments

Example of a **formative assessment** for **literacy**: Graffiti Page, see page 46

Sample page



Structure of the page

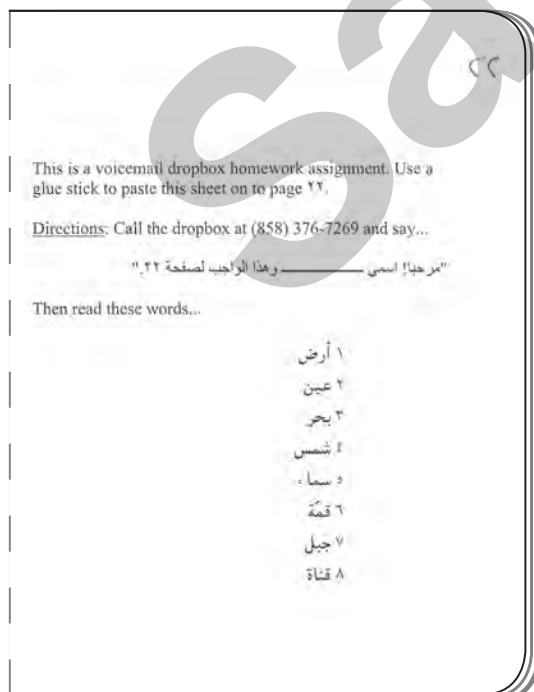
Introduction to the assignment and an explanation of why it's important.

Sample Graffiti

Sample Graffiti

Example of a **formative assessment** for **oral proficiency**: Voicemail Dropbox, see page 32

Sample page



Structure of the page

Voicemail Dropbox

Directions with teacher's phone number

Introduction in Arabic

Content to assess

Sample Assessments Summative Assessments

Example of a **summative assessment** for **literacy**: Reading comprehension section from a term test

Sample page

١٣

إمتحان عن نحن عائلة / Quiz on We're a Family

Directions: Use your chart of family relationships and the chart on the board to answer the following questions. Answer in Arabic.

Vocabulary: عم (uncle), والد (father), بنت (daughter), ابن (son), أخت (sister), أخ (brother), جدة (grandmother), جد (grandfather), زوجة (wife), خالة (aunt), خال (uncle).

Example: If you were Ikran M. (إكران), who is Iser (إيسر) to you?

أيسر أخ إكران or أيسر أخي

1. أخي
2. خالتي
3. عمي
4. ابني
5. زوجتي
6. جدي
7. عمتي
8. أختي

Extra credit: ??

Structure of the page

Quiz Title

Directions

Vocabulary Word Bank

Sample Question and Correct Answer

1. Student's answer
2. Student's answer
3. Student's answer
4. Student's answer
5. Student's answer
6. Student's answer
7. Student's answer
8. Student's answer

Extra credit answer

Example of a **summative assessment** for **oral proficiency**: Role-playing

Sample page

١٤

This is a Role-Playing assignment and it will help you use vocabulary that you have already learned. Use a glue stick to paste this sheet on to page ١٢.

You are interested in working at a clothes store at the local shopping mall, and the store manager has agreed to give you a job interview.

- Say hello to the manager who is interviewing you, and introduce yourself.
- How will you convince the manager that you are the best person for the job?
- Describe when you are available to work, including the hours and days.
- Say goodbye to the manager, and be sure to thank him or her.

دكان شكراً أعمل
أحسنى موظف ساعات
مقابلة

Structure of the page

Introduction to the assignment and an explanation of why it's important.

Role-Play Scenario

Student's Notes

Teacher's Feedback

Using the Sample Curriculum Maps

An important part of teaching effectively is planning out each term before it starts. This checklist of questions will help you use the principles of backward design to get your students on the right path:

First determine what your students should know and be able to do.

- What are the objectives and goals that students should achieve?
- What standards (use the National Standards at right as a starting point) should be met?
- What specific vocabulary and grammar should students understand?

Next identify what evidence you will use to evaluate your students' progress.

- What activities and other tools will you use as formative assessments?
- What types of summative assessments will you use?

Then plan your instruction and learning expectations.

- What content (topics, grammar, vocabulary) will you introduce to support these goals and assessments?
- When will each topic and activity happen during the term?

The following Sample Curriculum Maps show you one of the many possible ways to plan an Arabic class term by term. These are not the only choices! We encourage you to create your own curriculum maps, using content that comes from your students' interests and your own teaching background. When creating your curriculum maps, be sure to start with the National Standards as a base.

Sample Curriculum Map: Term 1

Objective

Students will understand and produce sentences and short paragraphs, both spoken and written, and talk about social situations in declarative statements.

Overview

The focus for Term 1 is the meaning layer and continuing writing and conversation skills. Students will be introduced to several sentence-level grammatical rules. Term 1 starts at the sentence level and takes students to the paragraph level as they build vocabulary and learn rules of grammar. The summative assessments support the integration of the literacy and oral proficiency lessons through individual, partner, and classroom activities, with additional emphasis on connecting simple sentences.

Content

Grammar	Sentence structure, Subject pronouns, الإضافة, Possessive pronouns
Topics	Environment, Parties, Compliments, Public areas, Quantities, Gift giving, Meals
Vocabulary	Nature vocabulary from Term 1 Student دفتر, "Meal" words from <i>A Frequency Dictionary of Arabic</i>
Literacy	How to set up a دفتر, How to set up a Voicemail Dropbox Page, How to set up a Reviewing Letters Page, How to set up a Positives Page, How to set up a Texting Page, How to set up a Hide and Seek Page, The Great Grammar Debate, Zap the Zombie, The Mysterious Postcard, Student Term 1 دفتر, Chart for City
Oral Proficiency	How to set up a دفتر, How to set up a Voicemail Dropbox Page, How to set up a Micrologue Page, Role-Playing

Functional Objectives

- Students will be able to...** Perform functions listed in first-year Arabic after review
- Relate events that happened in the past
 - Use object pronouns correctly and in the proper word order to avoid repetition of nouns
 - Use possessive pronouns to avoid repetition in sentences
 - Understand customs such as gift giving and how to act and converse in social situations
 - Relate events that are currently taking place
 - Give commands to friends
 - Contrast present and past activities
 - Negotiate ordering a meal, use proper etiquette, and pay in a restaurant

Assessments

Formative	Summative
Reviewing Letters Pages	Weekly quiz
Hide and Seek Page	Midterm test
Micrologue	Culture project
Voicemail Dropbox	Term test
Positives Page	Role-Playing
The Great Grammar Debate	
Role-Playing	



Teaching Literacy and Oral Proficiency for Terms 1, 2, 3, and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Students will create their own **structured textbook**, for use throughout the term.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Before the term, number all of the pages of the teacher's دفتر, opening the book from right to left. It's important to plan out your lessons as early as possible, beginning with the assessment and working backward to the class activities. Mark the title page, the contact information page, and the Arabic alphabet. Explain to the students that they will use the دفتر to create their own textbooks, and that they are responsible for the دفتر throughout the year. For each term's دفتر, guide the students to number all the pages of the دفتر, opening the book from right to left, then demonstrate how they can in fill in or create a title page and a contact information page.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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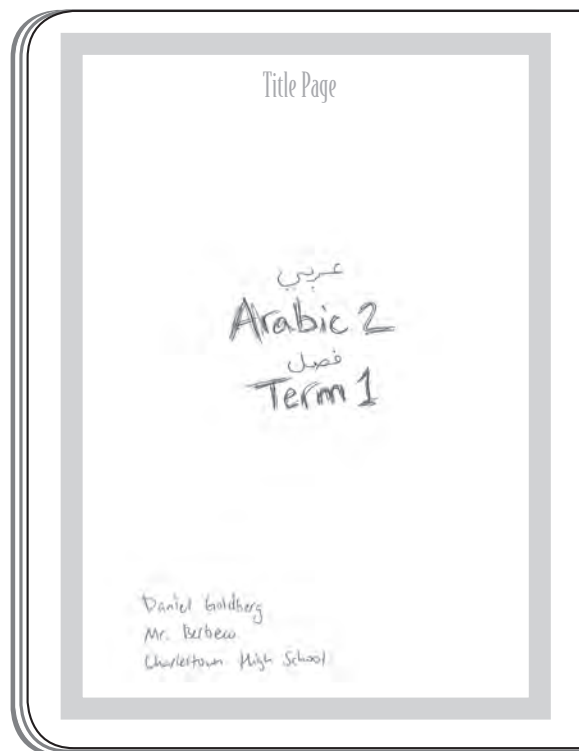
Before class, number all of the pages of the teacher's دفتر, opening the book from right to left. Mark the title page and the contact information page. Explain to the students that they will create their own textbooks, and that they are responsible for their دفتر throughout the year. Guide the students to number all of the pages of their دفتر, opening the book from right to left, then guide them in creating a title page and a contact information page.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

1. Setting up the دفتر is designed as an in-class activity for students to create their own textbook. As a general rule, a few students will not follow the directions correctly and number pages in the wrong direction or will miss a page number, so encourage them to be slow and careful as they work.
2. Before class, open the teacher's دفتر from right to left and begin numbering the pages using Arabic numerals (١ ٢ ٣ ٤ ٥, etc.), until the last page of the دفتر. Then, set up the title page.
3. Explain to the students that this class is unusual in that they will create their own textbooks for each term. Encourage the students to be careful about setting up their دفتر properly, since they will use them throughout the school year, and they will have to make a new one from scratch if they lose it.
4. Ask the students to open their دفتر from right to left, and check with the student on either side to make sure everyone has opened the دفتر correctly. Then, guide the students to number all of the pages of their دفتر in the upper outside corner of each page, using Arabic numerals. Students should stop and check themselves periodically to be sure that odd-numbered pages are always on the left.
5. Guide the students in setting up a title page on page ١ with a structure similar to the teacher's دفتر. Encourage your students to write their names, "Arabic 2," and "Term 1, 2, 3, or 4" in Arabic instead of English.
6. Guide the students in setting up a contact information page on page ٢ with your name, room number, email address, voicemail dropbox number, and any other pertinent information.

Here is how a sample Title Page should look:

Sample page

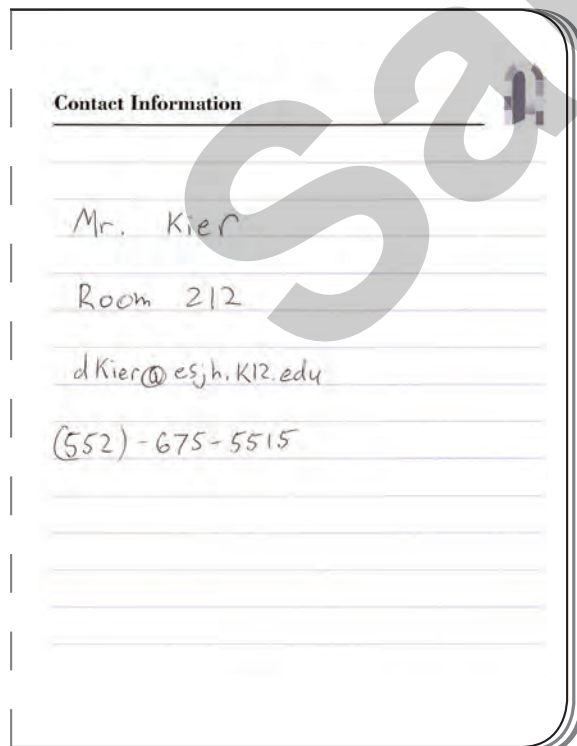


Structure of the page

A diagram showing the structure of the title page. It is a large rectangle with a blue border. Inside, the text "Arabic 2" is at the top, followed by "Term 1" below it. At the bottom, there are three lines of text: "Student's Name", "Teacher's Name", and "School's Name".

Here is how a sample Contact Information Page should look:

Sample page



Structure of the page

A diagram showing the structure of the contact information page. It is a large rectangle with a blue border. Inside, the text "Contact Info" is at the top. Below it, there are four lines of text: "Teacher's name", "Teacher's room number", "Teacher's email address", and "Voicemail dropbox number".



Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Students will practice recognition of contexts where the **definite article** is used.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

A Positive Page assignment is a self-paced opportunity for a student to practice recognition of contexts where the definite article is used, using a primary source document. A Positive Page assignment contains a short text in English and Arabic. This activity is a useful way to assess student understanding of definiteness in Arabic, and can be used in the classroom as pair work and as a homework activity.

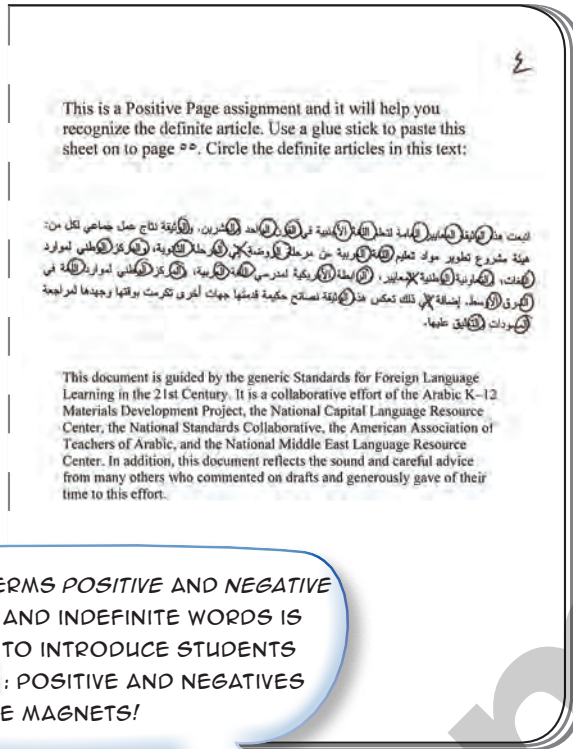
Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Before class, assign a page for the Positive Page. Mark this page in the teacher's دفتر, and then prepare a Positive Page assignment. Explain to the students that they will practice recognizing contexts for the definite article in Arabic, and ask them to set up the Positive Page in their دفتر. Introduce the Positive Page assignment, guiding the students through the directions. After the students have finished the assignment in class or as homework, give feedback about skills in recognizing the contexts for definiteness and permit the students to try again until they get the assignment completely right.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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1. The Positive Page assignment is designed as a self-paced activity for students to learn how to recognize contexts where the definite article is used.
2. Before class, assign a page in the دفتر for the Positive Page assignment and set up the teacher's دفتر for that page. This is helpful to you in keeping track of which pages have already been assigned, and also helpful to students who miss class and want to catch up on work.
3. Find a short paragraph from an Arabic newspaper, magazine, or Internet web page. Then translate it into English on a separate sheet of paper, and size the original and translation so that they will fit on the دفتر page together with directions.
4. Ask the students to set up a Positive Page in their دفتر in preparation, and give them the page number that you will be working on. Students should check with each other on either side to make sure they are all working on the same pages.
5. Introduce students to the two contexts where the definite article is used: first, to specify a word, similar to English *the*; and second, to indicate a general group of things, which is different from English. For example, you can translate "The poet loves poetry" into Arabic to demonstrate that both *poet* and *poetry* are definite in Arabic.
6. Guide the students in attaching on to the Positive Page the English text that you have translated, and ask them to circle the words that would have ال in Arabic.

- Here is how a sample Positive Page should look:



English Translation of the Arabic Text



Teaching Oral Proficiency for Terms 1, 2, 3, and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Students will practice using **vocabulary in context**.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Role-playing is a class-time activity where students act out a scene, but it is different from acting because there is no script. The goal of role-playing is to use as much Arabic as possible in a new context. Short situational conversations like these are part of the OPI (Oral Proficiency Interview) assessment, which is a national standard for demonstrating language competency.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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Role-playing is a fun activity where students act out a scene as if they were actually in another country. This is different from acting because there is no script, and also there are no right or wrong answers. The goal of role-playing is to use as much Arabic as possible in a new context. Students can role-play in many different ways. For instance, you can assign a role-play at the beginning of class, give students time to develop and practice their roles, and then have them perform short skits at the end of class. Also, you can assign a role-play as a summative assessment to check students' comprehension skills.

Student performances are recognized by the National Standards in Foreign Language Education Project as an important part of language learning, and they can support Comparison, Connections, or Culture standards depending on the topic that is introduced. Also, short situational conversations like these are part of the OPI (Oral Proficiency Interview) assessment, which is a national standard for demonstrating language competency.

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Sample Role-Playing Topics

Provide situations similar to the ones shown below to students.

- You have to write a research paper for class, and you are at the library to find books on the topic.
 - Say hello to the librarian, and introduce yourself.
 - Describe the topic of your research paper.
 - What information are you looking for that will help your research?
 - Say goodbye to the librarian, and be sure to thank him or her.
- You are interested in working at a clothing store at the local shopping mall, and the store manager has agreed to give you a job interview.
 - Say hello to the manager who is interviewing you, and introduce yourself.
 - How will you convince the manager that you are the best person for the job?
 - Describe when you are available to work, including the hours and days.
 - Say goodbye to the manager, and be sure to thank him or her.

- The school newspaper has sent you to interview a famous person who is visiting your city.
Say hello to the person, and introduce yourself.
What can you learn for the article about this person's background?
What information can you find about why this person is in town?
Say goodbye to the famous person, and be sure to thank him or her.

More Challenging Topics

As students become comfortable with role-playing, you can pose more challenging situations.

- After finishing a delicious meal in a restaurant, you discovered you have left your money at your apartment. Explain the situation to the restaurant's owner and make arrangements to pay the bill.
- You recently purchased an item of clothing, but you now need to return it. You go back to the store and explain the problem to the salesperson. Try to get a full refund.
- Your luggage is not in the baggage claim area when your plane arrives. Describe your luggage to the airline service representative. Arrange for the bags to be delivered to your hotel after they have been located.
- You were injured while playing soccer. Call the doctor's office and explain how the injury happened. Describe your current condition and try to get an appointment with the doctor as soon as possible.
- A window in your apartment is broken. Call the building manager to describe the problem and how it happened. Try to get the window repaired as soon as possible.
- You are staying late at work and are the only one in the office, but you lock yourself out when you leave to get a drink of water. Explain the situation to the security guard and try to convince him or her to open the office, even though you do not have any identification with you.
- You missed an important exam and have made an appointment with the instructor. Explain to him what happened and try to arrange for a makeup exam.
- You borrowed a friend's computer and had a slight accident. Call your friend, explain what happened including describing the damage, and offer a solution.

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Role-playing can be a great way to have fun with using the language in a non-threatening environment. You can also videotape the role-playing and use them again later in the year as part of another assignment, or swap them with other Arabic teachers to use in each other's classes.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
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