

# العربية

Curriculum guide for Arabic

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## Preface

I am delighted to have been asked to write a few words of welcome to this series of curriculum guides. Those responsible have for many years been devoted advocates for the languages of the communities living in our country, whether in the formal educational system, in supplementary schools, or more generally in civil society. I am pleased also that CILT, the National Centre for Languages, with which I have had such a long association, has played its part in offering this support to an under-resourced area of educational provision.

The publication of these guides marks an important further step in such advocacy and support. As the authors are gracious enough to point out in their introduction, such support for community languages is given a new and hopefully more propitious context by the existence of the National Languages Strategy. Inevitably the Strategy has a great deal to say about the teaching and learning of languages traditionally taught in mainstream schools and of the need to address the limitations of monolingualism. It is, however, important to understand that the Strategy is a 'languages' strategy and that our interpretation of languages is an inclusive one, which seeks to promote multilingualism in all its forms as a central objective for citizens in the 21st century. Such promotion is given further, and more practical, representation in the strategy's Key Stage 2 Framework for Languages, which supports community languages in two quite specific ways. Firstly it recognises the eligibility (hence equality) of all languages – our definition of the primary languages 'entitlement' is inclusive not restrictive. Secondly it encourages the valuing of all languages and in particular the languages spoken in local communities through its intercultural understanding strand.

This new context may recognise the equal status of languages. That is of course not at all the same thing as saying that all languages (and their learners) need the same kind of support. This too is recognised by the authors of these guides. The learners of community languages in particular are likely to have a very wide range of linguistic backgrounds and learning needs and in many cases these will be different from the needs of learners of languages traditionally taught in schools – the so called 'Modern Foreign' Languages such as French, German and Spanish. There are also very important shared needs (for example in the sphere of methodology) as well as areas where 'community' language teachers and Modern Foreign Language teachers can support and learn from each other.

What seems to me important about the new context is that it should provide a framework – let us call it the 'framework of equal status', within which teachers, educators, parents and learners should be able to negotiate appropriate kinds of support and to exchange both expertise and resources - mutual support rather than homogeneity. There is a parallel here with the ongoing consideration of a better and more mutually beneficial relationship between mainstream and supplementary schools. How do we best support such a wide range of language needs? How do we ensure that the very rich linguistic resources of our society are properly supported and developed? I very much hope that over the coming years such questions will be taken further to enable us to develop a truly comprehensive policy for languages education in this country.

In this process publications such as the Curriculum Guides will make an important contribution. Most immediately they will support an under-resourced group of teachers and enhance the learning and achievement of many thousands of learners. More long-term I am convinced that such practical guidance will make its contribution to the policy discussion and debate about languages in the 21st Century.

Dr. Lid King (National Director of Languages, DfES)

## Acknowledgements

We are very grateful to the Department of Educational Studies at Goldsmiths, to CILT, the National Centre for Languages and to the Nuffield Foundation for supporting this project.

In creating the guides we have drawn ideas from various sources, in particular the Key Stage 2 Framework for Languages (DfES, 2005) and the Framework for teaching Modern Foreign Languages: Years 7,8 and 9 (DfES, 2003).

We have also enjoyed valuable collaboration with colleagues in the Asset Languages team which has allowed us to make links to their assessment framework.

Helpful feedback and advice has been received from a number of colleagues at different stages of the project and we would like to express particular gratitude to the following:

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**Dr Terry Lamb** School of Education, University of Sheffield

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موضوع الإطار، أهدافه و خلفياته

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**Part 1 The Context and Aims**



## 1.1 Rationale and links to government policy

*In the knowledge society of the 21st Century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.*

*Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture. Drawing on the skills and expertise of those who speak community languages will promote citizenship and complement the Government's broader work on the promotion of social cohesion.*

DfES (2002) *Languages for all: Languages for life*. London: DfES

### Rationale

The vision for language learning proposed in the National Languages Strategy is one which recognises the importance in the modern world of thinking beyond traditional boundaries and of understanding how we are now more globally connected than ever before. It is a vision which looks outwards beyond Europe, but at the same time inwards so that the potential of the linguistic and cultural resources present in our own communities are seen as something to be valued and supported. It is hoped that this curriculum guide will contribute to providing such support.

An ongoing issue in relation to community languages has been the need to define an appropriate pedagogical approach which takes account of the bilingual and bicultural background of the majority of learners studying them. Within the National Curriculum, community languages fall under the umbrella of Modern Foreign Languages, where the assumption is that the language and culture represent something new and unfamiliar. Clearly this an inappropriate starting point for bilingual learners.

On the other hand the idea that the majority of such learners have high levels of competence with regard both to oracy and literacy in the community language and that they should therefore be regarded as mother tongue learners is not appropriate either. Exposure to the language in the home is in fact often limited especially where parents have been educated in this country. Moreover, the exposure generally relates more to the spoken rather than the written form of the language and this is especially significant where, as in the case of Arabic, a non-Latin script is involved. In creating this curriculum guide, we have recognised that learners of community languages cover a very wide spectrum, but that, even amongst students from a 'bilingual' background, English is often the dominant language and competence in the community language may be restricted to a few specific domains of use.

Given this background and the need to work within the national frameworks for the teaching and assessment of Modern Foreign Languages, we have created a structure built around the broad topic areas which feature in government schemes of work and examination specifications for MFL (*See Topic overview on page 25*). However, within this, we have highlighted opportunities for cross-cultural comparison and for making links to other areas of the curriculum, such as Art, Geography, Citizenship and PSHE. The Office for Standards in Education (Ofsted) has emphasised the importance of building more meaningful content into language courses and reported favourably on initiatives taking place in some schools where subjects, or modules within subjects, such as Geography, Science and Citizenship are taught through another language. This approach, known as Content and Language Integrated Learning (CLIL) is one which we believe community languages could lend themselves to particularly well. It may in fact represent a bridge between the conflicting 'foreign language' and 'mother tongue' models of language teaching referred to above. Whilst the framework proposed here is not focussed on subject teaching through Arabic it does support teachers in introducing strategies which enable students to access a more content focussed language curriculum.

A wide range of activities are suggested for the development of oracy and literacy skills leading from contextualised practice to meaningful use. They are intended to promote active engagement of students in

the learning process by encouraging, for example, collaborative group work and problem-solving. The need to support students in learning a new script means that literacy activities are less ambitious at the lower levels.

Here too though the emphasis is on reading and writing for a purpose. It is assumed that the majority of students of community languages begin formal study at primary level, mainly in the complementary school. Thus language focus and activities may need to be adapted to some extent where older age groups are involved.

Teachers of community languages need to be particularly aware of a range of strategies to enable differentiation in their classrooms. This relates in part to knowing the stage students are at in their learning and providing appropriate levels of challenge to help move them on, but it is about far more than this. Most fundamentally it involves creating a learning environment which values and draws upon students' background and interests, which supports different learning styles, builds confidence and encourages independence. Activities suggested in the framework charts seek to assist teachers in establishing and maintaining such an environment.

Throughout the framework charts in this guide we have encouraged the use of stories and other texts in the target language. Work around stories can provide a more stimulating, if less controlled, way to cover the vocabulary and grammar of topics and to build up fluency and sophistication in language use more naturally. They can also provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Mapped onto the charts are points at which particular grammar points might be addressed naturally within context. It is important, however, that teachers also help students to apply their developing knowledge of grammar in different situations as the need arises. Similarly, points are identified where it may be appropriate to focus with students on certain learner strategies, such as skimming and scanning texts, using mnemonics to assist recall or identifying common errors in written work and developing a checking system to identify and correct them.

We see the range of ICT tools as having a valuable role to play in teaching and learning community languages. This is because they represent an up-to-date and increasingly versatile resource and are central to way young people learn, play and most of all communicate with each other. Hitherto, there have been technical and other difficulties in use of non-Latin fonts on computers, but these have now largely been overcome. There is detailed advice for teachers of community languages relating to technical and pedagogical matters on the Languages-ICT and BECTA websites. Whilst we appreciate that access to computers is an issue for many community languages teachers, especially those working in the complementary sector, we have felt it important to signal in the framework charts where use of ICT could enhance teaching and learning.

A central concern in creating this guide has been to support recognition of students' achievement. This is why a progression pathway across levels is clearly mapped out which corresponds broadly both to Attainment Levels identified in the National Curriculum and to stages in the new Asset Languages framework (*see below*). This transparency is important, because it facilitates effective communication between complementary and mainstream schools and at transfer from primary to secondary phases. Unless children's achievements in their language learning are valued and encouraged in school in the same ways as other achievements, there is a real danger that motivation and self-confidence may be negatively affected.

To sum up then, this guide aims to provide practical support for teachers of Arabic in planning and delivering coherent and stimulating courses for their students. It is not a scheme of work, but is intended to support colleagues in creating their own scheme, tailored to their own teaching context and the needs of their pupils. Colleagues should read carefully the Introduction to the framework charts (pp 23–8) as well as the advice on creating a scheme of work based on the guide (pp 86-8).

Please note that this curriculum guide is available to download via the CILT and Goldsmiths College websites <http://community.gold.ac.uk> and [www.cilt.org.uk](http://www.cilt.org.uk). This includes a generic version of the guide in English for interested parties who may not speak the language. Additional resources linked to the guide can also be found on the Goldsmiths website.

## Links to government policy

In developing this guide, we have drawn upon a number of government initiatives aimed at supporting language learning in the UK. The most important of these are:

### The National Curriculum for Modern Foreign Languages

Introduced in 1992 the National Curriculum document sets out both how languages should be taught (Programme of Study) and how performance should be measured (Attainment Targets). Although designed for foreign language teaching with European languages (French, German, Spanish) primarily in mind, the document applies to the teaching of all languages.

### The National Languages Strategy

Three key measures emerge from the Strategy, all of which have implications for community languages:

#### 1 Primary entitlement to language learning.

By 2010 it is expected that the opportunity to learn another language will be provided in all primary schools. It is up to the school to decide what language(s) it wishes to offer and some are choosing to offer community languages. In complementary schools, language classes for primary age pupils are well established. Please note that the framework in this guide is based on courses beginning in the primary phase. For courses beginning in the secondary phase some adaptation would be required at the lower levels to take account of the greater maturity of learners.

#### 2 Expansion in the number of specialist Language Colleges.

These are mainstream secondary schools, which are given additional funding to specialise in languages. A wider range of languages are generally taught in such schools and they have a remit to engage in outreach work in the local community. Some language colleges provide facilities for complementary school classes as well as professional development opportunities for teachers of community languages. The importance of closer collaboration between mainstream and complementary sectors is widely recognised and this guide can provide a useful focus for opening up a dialogue.

#### 3 The Languages Ladder and Asset Languages qualifications

Asset Languages is a voluntary assessment scheme, which supports the National Languages Strategy by providing recognition of achievement and associated accreditation options, against the DfES Languages Ladder. The scheme allows pupils to develop unique languages profiles, by separately assessing the four skill areas: listening, speaking, reading and writing. It is built around an adaptable combination of teacher assessment and external assessment, offering classroom-based 'assessment for learning' and demand-led external testing, throughout the year. Asset languages qualifications are available for over twenty languages, including Arabic, and can be used by learners of all ages and attainment levels. The levels of progression upon which the framework in this guide is based correspond broadly to those set within Asset Languages and links are made in the assessment pages which follow Levels 3, 6 and 9.\*

### The Key Stage 2 and 3 Frameworks for Modern Foreign Languages

The aim of the frameworks is to support teachers and managers in planning and teaching languages at the two key stages. Objectives are identified for each year in relation to oracy and literacy development, knowledge about language and intercultural understanding. A focus on the development of language learning strategies to support effective learning and enable students to operate more independently in their studies is also included. Whilst these frameworks were developed with European languages in mind (and include exemplification for French, German and Spanish), they contain much that is useful for language teaching generally. Thus, in creating this guide for Arabic, it has been possible to draw on or adapt some ideas from the Framework documents.

### Literacy and Learning

Strategies to support literacy development across the curriculum have been developed over a number of years by the government. These have focussed in part on ensuring that pupils gain a better understanding of grammar and grammatical terminology, but have also covered group talk, active reading and writing strategies linked to an awareness of genre and the development of research skills (including those involving use of the Internet). These strategies are now very much part of a pedagogical approach embedded across the curriculum which recognises the interdependency of thought and language and the importance of students' active involvement

\*References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Language material you are advised to check the latest versions with DfES and OCR respectively.

in the learning process. It is an approach which has clear relevance to the teaching of community languages and is reflected strongly in activities and teaching strategies suggested in our framework.

### Assessment for Learning (AfL)

This initiative is aimed at encouraging teachers to integrate assessment fully into the teaching and learning cycle by helping students to understand where they are in their learning, what the next goals should be and how they can make progress towards achieving them. It involves making expectations explicit as well as including activities such as peer assessment which can stimulate valuable reflection and help students understand relationships between different areas of their learning. Within the framework proposed in this guide the importance of ongoing informal assessment is fully recognised and activities suggested in the pages devoted to this are consistent with the principles underlying AfL.

### The European Languages Portfolio (junior version)

This takes the form of a portfolio in a ring binder which belongs to the student and where a record is kept of achievements and progress relating to the range of languages, European and non-European, which make up that individual's language repertoire. It contains samples of work, reports from teachers and copies of any certificates achieved. The document can be particularly useful as a means of informing mainstream teachers of children's achievements in the complementary school and enabling those achievements to be recognised and celebrated.

## 1.2 Key findings from research into bilingualism and implications for policy-makers, teachers and families

Whilst there is growing recognition that Britain's linguistic and cultural diversity represents a valuable resource, the way in which bilingualism impacts on children's intellectual, cultural and social development is not always well understood. Fortunately, there is now a large body of research from the UK and many other countries which can help educators and parents make informed decisions on these matters. Some key points from this research are summarised here. However, there are many factors which can affect bilingual development and, for a fuller understanding, further reading is recommended in the reference section.

Contrary to popular belief, we know that when young children develop confidence in using one language in the home, and especially when this includes learning to read and write in that language, they are quickly able to acquire another language in the school context. This can be explained in part by the strong support and encouragement from parents and teachers as well as the powerful social need to interact and form friendships with peers. However, there are other factors which contribute significantly. Most importantly, we know that when children start to learn the second language, it is not as though they are returning to point zero. They have already gained important insights into the nature of language and the way it works as a tool of communication. They know, albeit unconsciously, that language serves important functions such as asking and answering questions, giving commands, expressing opinions, relating events.

Moreover, the development of language has at every stage been interwoven with broader conceptual understanding and the development of important cognitive skills such as categorisation and comparison. As children learn to communicate in the second language, therefore, there are many valuable insights and skills already gained that they can draw upon.

*Bilinguals are not two monolinguals inside one person. They own a unique combination of two languages that are both separate and integrated within the thinking system. While the two languages are visible in production (e.g. speaking), in the thinking quarters of the brain, one feeds the other. One language helps the other to grow.*

Baker 2000: 33

The effect of this transfer is nowhere more evident than in the area of literacy. Progress in learning to read in a second language, even in one which uses a different script, is greatly accelerated if there is a foundation of reading and writing skills in the first language. In other words, contrary to the 'common sense' view that exposure to the first language should be limited in favour of English, it is in fact by extending its use into more abstract and sophisticated domains including literacy, that the basis for rapid acquisition of the second language and for meeting the cognitive demands of school learning in that language is established.

We should remember also that contrasting and experimenting with different languages is something that young children do naturally. They enjoy playing with different sounds and symbols and, as they explore and develop confidence in using two languages, so they gain both in their awareness of language and in the flexibility of their thinking.

The research findings show clearly that, where there is encouragement and a supportive environment for children to use and develop both their languages, their educational achievement is at least as good as and frequently better than monolingual children. The findings also show that in addition to the benefits of being able to communicate in two languages, bilinguals are at a significant advantage when it comes to learning other languages.

Beyond the linguistic and cognitive benefits associated with bilingualism there are other important factors to be considered. Language cannot be separated from culture and a sense of identity. There is wide agreement that a sound foundation in the language(s) of the home increases children's self-esteem and confidence in their own ethnicity. Moreover, use of the home language can be important in supporting relationships within the family and in the wider community. There is, incidentally, no evidence to support the view that speaking languages other than English in the home is socially divisive or that it is incompatible with a British identity. Rather the evidence would suggest that bilingualism promotes a respect for diversity and an ability to navigate different cultural realities.

A point not always recognised is that the ability to communicate in two languages can extend vocational and life options. The forces of globalisation and the increasingly diverse nature of our own society have created a demand for people with skills in a wide range of languages in fields ranging from business and media to social services. Bilinguals are well placed to take advantage of such opportunities both because of their language skills and because of their sensitivity to cultural difference which can be crucial in relating to people from different backgrounds.

*Bilinguals bring considerable linguistic and cultural 'capital' with them to the job market. In addition to the opportunities in international business, they have a growing edge in the domestic market in areas such as tourism, social services and education.*

Edwards 2004: 86

There are, then, good reasons, based on a solid body of research, for believing that bilingualism can bring significant benefits both for the individual and for society. What is also clear from the research, however, is that language is not learnt in a vacuum and that its development depends crucially on the creation of a supportive environment in the home, at school and in the wider community. Such support requires the active involvement and collaboration of policy makers and educators at all levels as well as parents and, drawing again on research findings, we turn now to look at implications for each of these.

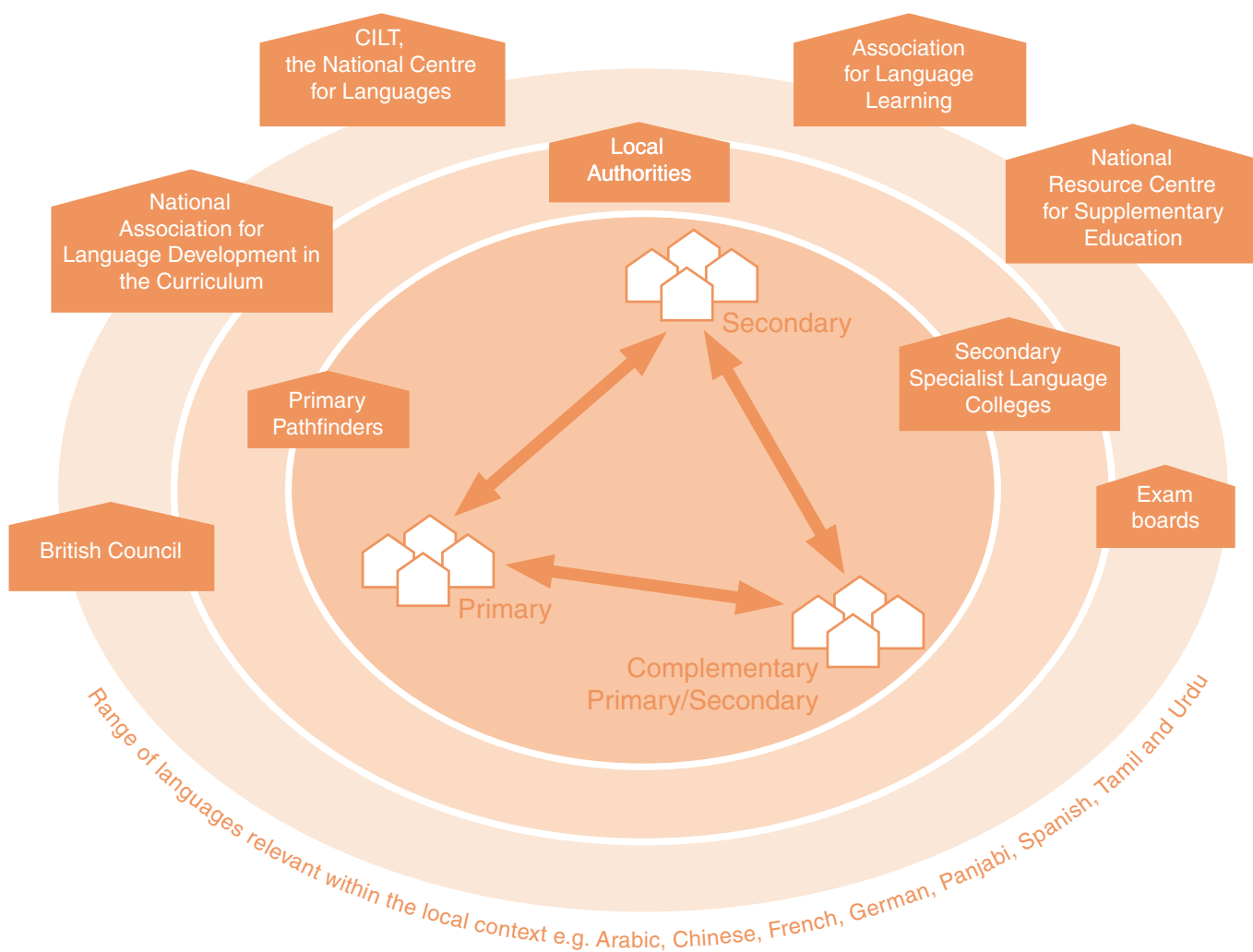
*There is a need to recognise the particular benefits which competence in community languages represents for the children themselves, for their communities and for wider British society, and to identify ways in which their potential as linguists can best be realised.*

*CILT, the National Centre for Languages (2005) Language Trends 2005: Community language learning in England, Wales and Scotland*

### Local and regional government levels

Figure 1 below identifies the key players involved in providing for and supporting community languages and highlights potential ways in which partnerships might be developed between schools, across sectors (mainstream/complementary) and across phases (primary/secondary). Partnerships are needed to enable

mutual understanding, joint planning, sharing of resources and training opportunities as well as coherence between provision in different settings.



**Figure 1. Building coherent, flexible and inclusive provision for language learning through local partnerships.**

The diagram reflects the situation in a local community with a particular linguistic profile. At the centre of the diagram are the schools, some of which (Primary Pathfinders, Secondary Specialist Language Colleges) have an enhanced role in relation to the promotion of language learning and ensuring coherence in provision. Encompassing the schools themselves is the local authority which can play an important part in facilitating dialogue and developing a shared policy. Such joined-up thinking in relation to the teaching of languages in mainstream and complementary sectors is, in fact, essential to the success of the government's recent Every Child Matters initiative and the policy on Extended Schools. Finally the outer circle of the diagram reflects the potential for government supported agencies, independent associations and exam boards to contribute to the building of partnerships and the development of inclusive and flexible provision for language learning.

Worth pointing out here also is the importance of making information about bilingualism available in the community through libraries, community centres, etc. In Wales, where many children grow up speaking Welsh and English, the Welsh Language Board is active in promoting bilingualism. Much of the advice provided on its Twf website (*see References and further reading*) is relevant to parents of whatever background wishing to bring their children up bilingually.



*... complementary schools are an important site where the 'different worlds' of the children can be brought together, and different languages can be juxtaposed, not only to create learning opportunities, but to signal and construct identities.*

Bhatt, Bhojani, Creese and Martin. 2004: 5

*Successful schools reach out to their communities. They often make premises available for community use, which builds bridges and can develop dialogue. Many people have benefited greatly from out-of-school-hours learning in community-run initiatives such as complementary schools. Some complementary schools focus on the curriculum, others on cultural, mother tongue or religious faith instruction. Attendance can enhance pupils' self respect, promote self-discipline and inspire pupils to have high aspirations to succeed.*

DfES 2003: 26

## School level

At the school level similar strategic thinking needs to take place to ensure that the importance of community languages is reflected in school policies and management structures.

*Successful provision for community language learning requires the full support of the school's senior management team to create an environment where teachers and students recognise and celebrate cultural and linguistic diversity.*

QCA 2005: 2

## Language policy

This should make clear:

- The benefit to all of recognising and exploring language diversity;
- The school's commitment to supporting bilingual learners in developing first language as well as English;
- Ways in which the policy can be put into practice, including through parental involvement.

*... by encouraging the use of community languages, teachers are sending powerful messages about the value which they attach to other languages to all the children in the class: they are also enhancing the status of bilingual children. Monolingual children, for their part, are able to increase their knowledge of and sensitivity towards other languages and cultures.*

Edwards 1998: 5

*Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.*

Cummins 2003: 62

## Positive school ethos

- This will reveal itself in a number of ways including:
- First language development is strongly encouraged in policies on language/inclusion and clearly communicated to parents;
- The school prospectus makes clear not just what languages it is possible to study at the school, but also what support there is for other languages through clubs, library and ICT resources, opportunities to sit for exams, etc.
- Home language discussed at initial interview (if necessary through an interpreter) and information obtained about level of competence in oracy and literacy, whether the child is attending a complementary school, whether the child has friends who share the same home language, whether the family still has links to country of origin, etc.
- An annual language audit providing accurate information about the language profile of the school;
- Staff aware of and showing that they value the languages spoken by pupils in the school;
- Pupils feeling comfortable about using the home language in school;
- Different languages and cultures reflected in the physical environment of the school;

- Holidays and festivals celebrated and all pupils encouraged to take part regardless of their religion or background;
- Competitions organised such as Teach a Friend a Language;
- Opportunities provided for pupils to make use of their language skills (e.g. on work experience or through projects such as story-telling with younger children);
- Achievement in community languages recognised in the same way as in other areas, e.g. through displays, assemblies, newsletters to parents, school award ceremonies;
- Links formed with local complementary schools which may involve exchanging information about pupils and sharing expertise, resources and training opportunities;
- Parents and complementary school colleagues invited into the school to take part in international days and other events;
- Use of the European Languages Portfolio as a means of recognising and celebrating pupils' achievement across all languages (and as a possible channel of communication between complementary and mainstream schools);
- Library resources reflecting the multilingual, multicultural nature of the school community/British society.

### **Clear location of community languages within the school curriculum and management structures**

Community languages at secondary level should be a part of the Modern Languages Department. This allows community languages staff to become full members of the departmental team, sharing ideas and resources and contributing to curriculum planning and development. It also gives them greater opportunities for professional development.

*(In section covering good practice)*

*The (community languages) teachers are integrated into the modern languages departments and some have positions of responsibility. There is good cross-language coordination and they attend departmental meetings regularly, take part in training sessions and share best practice with their colleagues. Lesson observation of different languages is also encouraged. In the main the classes are mixed ability with a very wide spread of ability and the teachers have developed strategies for effective differentiation. Some of the schools benefit from the growing number of PGCE courses for community languages and offer placements to PGCE students. This gives community language teachers the experience of acting as mentors and provides the schools with the opportunity to recruit NQTs.*

QCA 2005: pp5–6

Although part of the Modern Languages Department, it is important that community languages teachers should work in close cooperation with colleagues supporting pupils with EAL. The opportunity for pupils to use their home language at certain times in lessons and for homework can be a major support both in accessing the curriculum and in developing competence in English.

In some schools courses are offered in one or more community languages either on the main timetable or as an enrichment activity after school. Sometimes classes are set up not just for pupils attending a particular school, but also for children at other local schools.

### **Other support**

A way to provide encouragement and support for learning a wide range of languages can be through a languages club, which a member of the Modern Languages Department takes responsibility for running, sometimes with the help of a bilingual classroom assistant or foreign language assistant. Such clubs can offer a variety of activities ranging from creating a multilingual page for the school newspaper using ICT to planning a school assembly on a cultural theme. They can also be a place where pupils go to get advice and support when wishing to enter for an exam in a language not taught at the school. It is useful to build up a range of resources such as exam specifications and specimen papers, pupil guides and other support materials.

### **Bilingualism in the home**

The key players in supporting children's bilingual development are the parents. However, parents are sometimes uncertain about how much they should encourage their children in using the 'first' language.

*... community languages may suffer from the same negative attitudes among pupils as European languages, when young people fail to recognise the relevance and value of language learning. Parents may share these attitudes and may have little or no awareness that maintaining competence in their first language can help their children to learn another language. These language skills can also have a positive effect on overall cognitive development and academic achievement.*

QCA 2005:2

In a context which may not always be favourable to language learning and where English is seen to be all important, it requires a strong commitment on the part of parents to bring their child(ren) up bilingually. Most importantly an environment needs to be created in which using the first language is felt to be a natural and positive experience. This means using the first language consistently as a means of communication in the home in as wide a variety of ways as possible.

To support this, families try to ensure that the culture associated with the language is reflected in everyday family life, for example at meal times, as well as in the physical environment through pictures, photographs, games, ornaments, etc. Radio and television are important means of bringing language and culture into the home and many families access satellite channels.

The cultural context and a strong emotional relationship to the language can be further supported through teaching traditional nursery rhymes and songs. Sharing stories is another very valuable way of helping children to develop their language skills and gain important cultural insights at the same time. This should be an interactive process with questions prompting associations with children's lives and experience and helping them to develop their understanding of characters and plot.

*When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally.*

Cummins 2003: 62

It is also important for parents to create as many opportunities for children to come into contact with the language outside the home as possible, Typically this happens by getting together with family members and friends who speak the same language. However, it can also occur through attending cultural and other events organised in the community.

To support children in achieving a strong foundation in the first language, it can be very beneficial for them to attend a community school, usually run at weekends. Such schools perform a valuable role in helping children to develop their language skills particularly in the area of literacy, but often also provide other classes with a cultural or religious focus.



# القسم الثاني إطار العمل

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## Part 2 The Framework



## 2.1 Introduction to the framework charts

### Format and structure of the charts

The following is a summary of key features to be aware of:

#### Flexibility within a nine level structure

The framework is built around nine levels, corresponding broadly to National Curriculum Attainment Levels for Modern Foreign Languages and to the first three stages in the Asset Languages scheme (Breakthrough, Preliminary and Intermediate). Progression across the levels is based both on content and on the range and complexity of language involved. However, it is recognised that there needs to be flexibility to take account of significant differences in pupils' backgrounds, abilities and learning styles. It is also recognised that learning does not generally take place in neat, linear fashion, that pupils progress at different rates and tend to perform better in some skill areas than others. This applies particularly to languages which use a different script, where it is likely to take some time before pupils are able to communicate as effectively in literacy as in oracy related tasks. Thus whilst the nine level structure provides a useful means for mapping overall progression and setting long-term goals, it is not suggested that the content and activities set out at each level represent an exact fit. Clearly many of the activities and texts can be worked on at different levels in relation both to cognitive challenge and linguistic complexity.

It must also be emphasised here that the charts should not be seen as offering detailed lesson plans. Teachers are not expected to follow the language models to the letter or to systematically work through every activity. The charts simply offer a starting point for teachers in devising schemes of work and lesson plans for their particular classes. Teachers should select what is useful for them in their teaching situation, adapting and adding ideas as appropriate. It is also for teachers to decide how much time and emphasis to devote to different topics and texts suggested in the charts. As in the Asset Languages assessment scheme, there is no prescribed time for each level to be completed. However, it would generally be expected that children who have a background in the language and culture and exposure to the language at home should be able to make more rapid progress than those studying it ab initio.

#### A range of themes, topics and texts

There is systematic coverage of the range of topic areas identified in the National Curriculum Programme of Study and GCSE Specifications with opportunities for review and extension as pupils progress from the lower to higher levels (The Topic Overview, which follows this section, demonstrates how this works). Where appropriate, topics are linked to broader cultural or cross-curricular themes as well as to short stories and other imaginative works. It is recognised that work based around broad themes (such as celebrations or health) or imaginative works (stories, dramas, songs) can provide a different way into topics. Importantly they also provide stimulating learning contexts and encourage transfer of understandings and skills across different topic areas.

#### Clear linguistic objectives

Key structures and vocabulary are identified in relation to each topic. When creating schemes of work colleagues may find it useful to distinguish within the lists between core language that all pupils are expected to know by the end of any particular unit and extension language intended for higher attainers (*See page 86 on Schemes of work*). Opportunities to focus on particular areas of grammar are highlighted in the 'Key structures and vocabulary' column.

#### Challenging activities which promote learner engagement

A range of activities are offered to support the development of oracy and literacy. Some activities aim to support pupils in acquiring and practising language, others are focussed on enabling pupils to use the language in meaningful ways. Many of the activities can be adapted for different topics and different levels.

### Identification of key language learning strategies

Some suggestions to assist pupils in developing language learning strategies to suit their own learning style are included in the Oracy and Literacy columns. There is evidence that explicit teaching of strategies can help learners take greater control of their learning and lead to improvements in performance. A checklist of learning strategies to support pupils across the levels follows on pages 26–27.

### Suggestions for resources including ICT

Attractive, up-to-date resources enhance teaching and learning and improve motivation. In the framework charts reference is made to a range of published material including textbooks, stories, magazines, etc. Where resources are referred to in the charts, they are identified by title. Full details are provided in the Resource List at the end of the guide. A list of useful websites is also provided in this section. Some activities involve use of special equipment such as mini-whiteboards or sets of dice. Opportunities are highlighted for drawing on ICT and there is general advice on use of ICT on page 28. Readers should note that a range of resources to support activities suggested in the framework can be downloaded from the Goldsmiths College <http://community.gold.ac.uk> website.

### Integrated assessment advice

Following Levels 3, 6 and 9 there are assessment sections, focussing both on informal and formal aspects. A page within each of the assessment sections is devoted to the Asset Languages scheme. This includes the Can Do statements for each level, broad profiles of performance at each stage and information on the types of task included in tests.

### Topic overview

*See next page.*



## Topic overview showing progression across the levels.

		Level								
Topic		1	2	3	4	5	6	7	8	9
Self and others: myself, family and friends	Self and others: meeting people, relationships, famous people									
	Home life and daily routine		Home life and daily routine			Home life and daily routine: responsibilities at home				
	School life			School life			School life			
	Health and welfare: food and drink						Health and welfare			
	Free time						Free time			
	Dress and fashion					Dress and fashion				
	Environment: local area				Environment: transport			Environment: country profile		
	Travel and tourism: shopping				Travel and tourism: shopping			Travel and tourism		
	World of work: types of jobs, job preferences				World of work: types of jobs, job preferences			World of work: careers and future plans		
	Media/arts: painting, sculpture, music, film, literature					Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, sculpture, music, film literature
Social issues: law and order, racism, current affairs								Social issues: bullying and anti-social behaviour	Social issues: Equality and gender, smoking, drug addiction, alcoholism, current affairs	Social issues: law and order, racism, current affairs
Customs and traditions		Customs and traditions	Customs and traditions	Customs and traditions	Customs and traditions				Customs and traditions: rites of passage	

## Language learning strategies checklist

Systematically supporting pupils in making use of strategies for their language learning is a valuable means of involving them in the learning process and of encouraging greater independence. Hence strategy instruction often begins by raising pupils' awareness of the strategies they or their peers already use. It is important to remember that the strategies that are most useful for any individual will depend to some extent on their preferred learning style and the stage they are at in their learning. The statements below, although not exhaustive, can be used as a checklist both for the teacher, in terms of new strategies to model, and for the pupil as an aide-memoire to review their progress in strategy use. They draw on research into learning strategies including by Vee Harris (Department of Educational Studies, Goldsmiths College).

It should be noted that for children who are exposed to the target language and culture at home (and in the local community) there are greatly enhanced opportunities to develop linguistic and cultural understanding. Strategies for such children would include: listening to and participating in conversation with family and friends both face to face and over the telephone; listening to radio programmes, music and songs and watching (satellite) TV programmes and DVDs with family members and friends; reading letters, leaflets, comics, magazines, stories, newspapers with family members and friends; writing letters, greeting cards, emails to family members and friends. The strategies in the checklists should enable them to exploit such opportunities more effectively as well as being of use in more formal learning in school. A class discussion around the way in which informal use of the language at home can support formal study of the language in the school context might be a good way to share the range of ways in which pupils use the language in the home and community. Part of this might relate to and develop understanding of the different varieties of language including slang. Clearly there are important implications here for the role of parents as well as the school's role in promoting parental awareness.

### Listening strategies

#### Before listening

- 1 I check that I understand the task I have to do.
- 2 I look carefully at the title and any pictures to see if I can guess what it will be about.
- 3 I try to remember as many words as I can to do with this topic.
- 4 I think about what is likely to be said in this situation and predict the words I am likely to hear.

#### While listening

- 5 I work out if it is a conversation, an advert, a news bulletin etc.
- 6 I pay attention to the tone of voice and any background noises for clues.
- 7 I use other clues like key words to identify the rough gist.
- 8 I use my common sense to make sensible guesses.
- 9 I listen out for the names of people or places.
- 10 I listen out for grammar clues like tenses, pronouns.

#### After listening

- 11 I check back to see if my first guesses were right and still make sense.
- 12 I think about why some of the strategies I used did not work and what I could do next time.

### Reading strategies

#### Before reading

- 1 I work out what I am reading; e.g. if it's instructions, a letter, an advert or a brochure.
- 2 I try to get clues from any pictures and the title to help me guess what it will be about.

### Speaking strategies

#### Practising speaking

- 1 I look at the teacher or at native speakers and imitate the shape of their mouths.
- 2 I listen to the radio/ tape cassettes and repeat out loud useful expressions I hear.
- 3 I think about what I would like to say and look up any words I don't know in the dictionary.
- 4 I check that I am pronouncing similar letters correctly, e.g. *ط*, *ظ* or *ج*.

#### Before speaking

- 5 I think about what I want to say.
- 6 I remind myself of words and expressions that I already know and put them into sentences.

#### While speaking

- 7 If I am really stuck, I avoid topics that I don't have enough language for.
- 8 I listen out for words and expressions that I have just heard the teacher say and try to use them myself.

#### And if I do not know the word for something

- 9 I describe it, e.g. what it looks like, what you can use it for, whether you wear, eat or drink it!
- 10 I use opposites like 'not married' for 'single'.
- 11 I use a word that has roughly the same meaning like 'boat' instead of 'ship'.

#### After speaking

- 12 I write down words or grammar rules that I did not know and I look them up in a dictionary.

3 I try to predict all the words and information that I might find in the text.

#### **While reading**

- 4 I try to spot words that I do understand from when we learned them in class.
- 5 I just try to get the main ideas first and then read it again for the details.
- 6 I look out for the names of people or places and for punctuation clues.
- 7 If I don't understand, I use my common sense to guess the meaning from the rest of the words in the sentence and what I have worked out so far.
- 8 I break the word or sentence up into bits that I may recognise. I use my index finger to follow the words.
- 9 If I don't understand one bit, I go back to it and read it over several times slowly.

#### **After reading**

- 10 I check back to see if my first guesses were right and still make sense.
- 11 I think about why some of the strategies I used did not work and what I could do next time.

### **Strategies for memorising vocabulary**

- 1 I visualise the way the letter is formed in my mind.
- 2 I associate the letter with ideas that trigger how it is formed (letters & ج, have a banana shape and no corners, while letters ذ & د both have corners).
- 3 I associate the letter هـ with the shape of a duck.
- 4 I make up stories to help me remember the shapes of letters (letter ع is expecting a baby in her tummy, letter ح then has the baby (no dots) then letter ح holds the baby on her head).
- 5 I remember that 22 letters have 2 hands to hold together, 6 only have one.
- 6 I make two sets of cards, one with the words on and the other with translations or pictures. Then I play games with them (e.g. Hide 'n' Seek: see Level 5).
- 7 I say the words out loud or write them over and over again.
- 8 I make up sentences in my head with the word in.
- 9 I associate the word with one that looks or sounds the same in English.
- 10 I use look-cover-test-check.
- 11 I get my friend/ my parents to test me.
- 12 I teach the new words to my parents/ brother/ sister.

13 I think about why some of the strategies I used did not work and what I could do next time.

### **Writing strategies**

#### **Before writing**

- 1 I think about what the task requires and brainstormed some ideas that I want to express.
- 2 I gather more information by reading, talking to others, remembering relevant words or phrases that I have previously learned.
- 3 I list some key ideas.
- 4 I decide how to organise and communicate my ideas; if the task requires describing, sequencing, explaining or justifying.
- 5 I write a rough plan to show the order in which I will put my ideas.

#### **While writing**

- 1 I remember to write from right to left.
- 2 I remember the 6 letters joining only from one side.
- 3 I remember different shapes of letters (beginning, middle, end).
- 4 I pay attention to accuracy, e.g. that I put dots correctly (position and number) ب, ت, ج, ث, ح, خ.
- 5 If I do not know a word or phrase that I need, I look it up or think of an easier way of saying it.
- 6 I add ideas as I write.
- 7 I try to include as much detail as possible, for example using lots of adjectives when I am describing something or someone.
- 8 I use clear 'markers' like 'first, then' or 'on the one hand, on the other hand'.

#### **After writing**

- 1 I write a first draft, correct it using strategies for 'checking my written work' and then write a second draft.
- 2 I ask a friend or the teacher to read it.
- 3 I write a final draft.
- 4 I think about why some of the strategies I used did not work and what I could do next time.

#### **Strategies for checking written work**

- 1 I read the text all the way through to see if it makes sense.
- 2 I check that I am writing similar letters correctly: e.g. ق, ك, ح, ص, س.
- 3 I read each word separately to see if the spelling 'looks right'.
- 4 I say each sentence to myself to see if it 'sounds right'.
- 5 I read the text over again, paying attention to the grammatical mistakes I usually make e.g. word order.
- 6 I make sure that the style is appropriate and I use good 'linking' words (connectives).
- 7 I try to spot what I am still not sure of.
- 8 I look it up.
- 9 I leave it for a day and then come back to read it 'with fresh eyes'.

## Using ICT effectively

Use of ICT has become integral to teaching and learning across the curriculum. From a young age children are being encouraged to develop ICT skills and to apply them in a variety of ways to support their learning. As far as language learning is concerned, it is clear that ICT can:

- provide a stimulating, interactive multimedia environment which caters for different learning styles (visual, auditory, kinaesthetic);
- provide access to a wide range of up-to-date, authentic material (world wide web);
- increase opportunities for genuine communication in the target language, offering new audiences for pupils' speaking and writing (email, video conferencing with partner school);
- facilitate differentiation (pupils working on different activities, at their own pace and receiving instant feedback);
- assist pupils in facing the challenge of writing in a second language, especially one involving a non-Roman script (drafting and redrafting on the word processor);
- encourage pupils to take greater responsibility for their learning (working at own pace, collaborating with others);
- stimulate creativity and risk-taking (e.g. in multimedia projects);
- support collaborative learning (e.g. in preparing joint presentations to an audience);
- support learning outside as well as in the classroom (at home, in after-school clubs, etc);
- make learning fun.

A range of opportunities for using ICT are highlighted within the framework charts in this guide. Their effectiveness, however, will depend on how well they are integrated into long, medium and short-term planning and how well technical and organisational issues have been taken into account. At the most basic level, reasonable access to computers, data projectors and appropriate technical support are essential. As well as school provision, good ICT facilities may be available through City Learning Centres and other community organisations. Fortunately, many of the issues associated with use of non-Roman fonts have now been resolved and clear advice for teachers and network managers is contained in booklets which can be downloaded free of charge from the Languages ICT website from CILT and the Association for Language Learning. (*See References and further reading*).

Increasingly classrooms are equipped with data projectors and interactive whiteboards. Language teachers are taking advantage of the possibilities they offer both for developing language skills and for bringing the target culture into the classroom (DfES, 2004). Teaching material is shared easily between colleagues in school and more widely on the web (*See Useful Websites on Resource list*).

With regard to pupil use of ICT, there are a range of factors to be considered. Learning to word process in a new, non-Roman script, for example, can become a frustrating and time-consuming activity unless thought is given to how the range of skills involved can best be supported within a staged programme. Equally, there are important issues to be considered in use of the Internet: what degree of control should teachers exercise in the choice of websites?; what kinds of sites are suitable for pupils at different stages of their literacy development?; how can pupils be taught to develop a critical stance towards information provided on websites? In many schools pupils are being encouraged to use ICT to make multimedia presentations to their class or other audiences and even to create their own web pages or digital films. Such activities can provide valuable learning experiences as well as motivating pupils, but clear structures need to be established to ensure that all pupils are involved and benefit from the experience (*See Atkinson, 2001; Dugard and Hewer, 2003*).

There is much useful information and practical advice about these matters on the Languages ICT website and the Webwatch Languages section of the site provides links to key resource hubs worldwide. Through its Schools Network website the Specialist Schools and Academies Trust is also supporting the sharing of information and resources. This site is linked to CILT's Community Languages Forum (*See CILT website*) which supports networking and provides information about training opportunities. Further information and case studies illustrating effective use of ICT with community languages are available on the Becta website.

## مخطط لإطار العمل

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### 2.2 The Framework Charts

# Level 1

## Themes, topics, texts

**Greetings**  
التحية والسلام (تعارف)

## Key structures and vocabulary

إلقاء التحية:  
مرحباً / السلام عليكم  
مع السلامة / إلى اللقاء  
السؤال عن الحال:  
كيف حالك؟  
أنا بخير، الحمد لله  
أنا لست بخير / أنا لست على ما يرام

**Name**  
اسم

السؤال عن الاسم:  
ما اسمك؟  
أنا اسمي.....  
بإضافة حرف الياء إلى نهاية الكلمة  
مثال: اسمي=اسمي عمري=عمري

**العمر**  
الأرقام 0-10

السؤال عن العمر:  
كم عمرك؟  
أنا عمري ١٠ سنوات.  
الأرقام: صفر-واحد-اثنان-ثلاثة-أربعة-خمسة-سنة-سبعة-  
ثمانية-تسعة-عشرة  
القواعد:  
التركيز على المذكر والمؤنث  
صيغة الأسئلة

- Grammar focus**
- Question words
  - Masculine and feminine

**أعضاء الجسم**  
Parts of the body

أفعال متعلقة بحركات الجسم:  
المس، صافح، أفتح / أعلق عينيك، صفق بيدك.....  
أعضاء الجسم:  
رأس عينا، أنف، أذن، فم، كتفان، ذراع، راعان، رجل، قدم، بطن،  
يد، إصبع،  
القواعد:  
أفعال الأمر  
المفرد والمثنى

- Grammar focus**
- Imperative
  - Singular and dual

## Oracy

لعبة الدائرة  
Circle game: teacher throws a soft toy to different pupils and says a greeting. Pupils echo and throw the toy back to the teacher or to another pupil.  
اختلاف التحية باختلاف الثقافات باستخدام العرائس

Teacher compares appropriate way of greeting (language, gestures) in Arabic and British culture, emphasising politeness/respect. Pupils act out (with puppets/finger puppets).

تمر لصديق  
Pass it on: circle activity or along rows. Teacher says to first pupil, 'My name is.... What's your name?' Pupil answers, then puts question to next person.

لعبة الدائرة  
Get into groups: all pupils standing up. Teacher /pupil calls, 'Get into groups of (e.g.) five.'

لعبة الدائرة باستخدام الأرقام  
Circle activity (against the clock): pupils say number or two numbers in turn. Teacher times how long it takes to go round circle.

لعبة قال المعلم  
Simon says: pupils obey teacher's command only if teacher begins by saying 'Simon (the teacher) says...(e.g.) shake your head, clap your hands, tick your fingers.'

لعبة حجر الزهر المعبر  
Game with (noiseless\*) dice: pupils in pairs. Pupil A throws dice, pupil B has to say that number of words related to topic, e.g. parts of body. (Also range of talking dice- activities related to parts of the body and other topics.)

أغنية أعضاء الجسم  
Song: parts of the body.  
\* See Resource list.

## Literacy

As the script is introduced, links should be made wherever possible to language pupils are familiar with orally and which is relevant to them.

A good starting point is to get pupils to recognise how their own name is written and to compare with names of classmates. Activity for beginning of lesson can then be to pick out own name card/tag.

Large (laminated) labels for classroom objects are another good way to gradually familiarise pupils with script. Activity can be for pupils to stick labels on to appropriate objects (with blu-tack).

Ensure information/advice is available for parents about developing first language literacy in the home. Suggest simple stories and let them know what stories you are reading in school.

## Level 1

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>أفراد الأسرة المقربون</p> <p><b>Immediate family members</b></p>	<p>السؤال عن أفراد الأسرة: من هذا / من هذه؟ هذا أبي / أختي / جدي هذه أمي / أختي / جدتي</p> <p>مفردات العائلة الحيوانات الأليفة الصفات: الألوان للمذكر: أحمر، أصفر، أخضر، أسود، أبيض، أزرق الألوان للمؤنث: حمراء، صفراء، خضراء، سوداء، بيضاء، زرقاء القواعد: ضمائر الملكية، مثال: اسمي / اسمه / اسمها</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Possessive pronouns: my, your</li> </ul>	<p>شجرة العائلة</p> <p>Family relationships: use generic family tree to introduce vocabulary for family relations. Cartoon characters.</p> <p>عمل تمثيلية بسيطة: استخدام الصورة والحديث عن الأفراد فيها</p> <p>Talking about family: point to picture of particular character and model talking about various 'family members as if you were that character. Then give out cards with pictures of different characters and ask pupils to pretend to be that character and answer questions. This can lead on to pupils talking about their real families.</p>	<p>تعريف بالحروف الأبجدية بشكلها المنفصل: عدد الحروف ثمانية وعشرون حرفاً النساء المربوطة: علامة التأنيث يمكن تحويل الأسماء المذكّرة إلى مؤنثة بإضافة تاء مربوطة إلى نهاية الكلمة. مثال: كبيرة= كبيرة صغيرة= صغيرة</p> <p>الإشارة إلى الحروف من خلال مفردات متعلقة متعلقة بموضوع الأسرة، والحيوانات الأليفة، ومألوفة لدى الطالب: أب / أم / أخت.....</p>
<p>الحيوانات الأليفة</p> <p><b>Pets</b></p>	<p>ما هذا / ما هذه ؟ هذا كلب/كلاب/عصفور/عصافير/أرنب/أرانب/حصان/أحصنة..... هذه قطة/قطط، سمكة/سمكات.....</p> <p>القواعد: المفرد والجمع أسماء الإشارة للمذكر والمؤنث(هنا، ههنا)</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Singular/plural nouns</li> <li>• Demonstratives</li> </ul>	<p>أحزر ما هو الحيوان</p> <p>Guessing game: cover up drawings/photos of animals on overhead projector (OHP)/interactive whiteboard. Reveal picture slowly. Is it a cat or a dog?</p> <p>لعبة الصورة (وجدتها)</p> <p>Picture bingo: pupils select/draw three animals. Teacher calls out animals at random. Pupils tick off their animals as they are called out. When all three have been called out, pupil shouts 'Bingo'.</p> <p>لعبة الإحياء بالحركات</p> <p>Mime game: teacher mimes and pupils have to name animal, then pupils do same in pairs.</p> <p>لعبة المفرد والجمع</p> <p>Singular/plural game: teacher talks about different people and their pets. Pupils have put up a hand when they hear a plural idea.</p>	<p>لعبة صور وتخصيصات</p> <p>Describe the photograph: use photographs of people/cartoon characters to elicit descriptions from the pupils.</p> <p>لعبة اختيار الصورة المناسبة للوصف</p> <p>Identifying the picture: give out sets of pictures to pupils. Pupils have to hold up picture of person/animal being described.</p> <p>لعبة من عنده صورة</p> <p>Identifying the object/picture: show pairs of contrasting items (objects/photos). Ask pupils to point to or pass different items, e.g. the big/small/beautiful/ugly fish.</p>
<p>وصف بسيط للشكل</p> <p><b>Simple descriptions</b></p>	<p>السؤال عن الشكل: ما هو شكله / شكلها ؟ هو كبير، صغير، طويل، قصير، شاب، مسن، جميل، بنع، ناعم، ناعمة هي كبيرة، صغيرة، طويلة، قصيرة، شابة، مسنة، جميلة، بنعنة، ناعمة</p> <p>القواعد: الصفات للمذكر والمؤنث كل الأسماء التي تنتهي بتاء مربوطة هي أسماء مؤنثة(الضمائر هو، هي)</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Pronouns</li> </ul>	<p>لعبة المفرد والجمع</p> <p>Singular/plural game: teacher talks about different people and their pets. Pupils have put up a hand when they hear a plural idea.</p>	<p>لعبة المفرد والجمع</p> <p>Singular/plural game: teacher talks about different people and their pets. Pupils have put up a hand when they hear a plural idea.</p>

عائلي  
My Family

## Level 1

## Themes, topics, texts

غرف المنزل  
Rooms in the house

أين القطة؟  
هي في الحمام، في غرفة النوم، في المطبخ، في غرفة الجلوس، في الحديقة، في غرفة الطعام

المواضع:

- حروف الجر الدالة على المكان (في، على)
- ظروف المكان (فوق، تحت، بجانب)

**Grammar focus**

- Prepositions
- Adverbs

## Key structures and vocabulary

## Oracy

## Literacy

أحزر ماذا في الصورة  
Guessing game: teacher selects a flash card without letting pupils see what is on it. Pupils have to guess the picture. Pupil who guesses correctly wins the card (and becomes teacher for the next round). Can be repeated in pairs.

لعبة أين القطعة؟

Where's the cat?: game using OHP/interactive whiteboard with diagram of house showing different rooms. A visual of a cat is moved around screen/whiteboard.

لعبة سماعية: رقم الغرف التي تمر بها القطعة  
Listening activity: teacher describes cat's movements around the house. Pupils trace route cat follows on plan of house, numbering each room in order.

لعبة أحزر ما هذا؟  
Guess the object: using OHP/interactive whiteboard, teacher gradually reveals more and more of a picture. Pupils have to guess what the picture is.

لعبة الذاكرة  
Kim's game: display a range of items on a table, OHP or interactive whiteboard. Pupils close eyes and teacher removes one item, pupils open eyes and say which item has been removed.

لعبة أي هدية ستشتري لأصدقائك؟  
You're a millionaire! you have lots of money. What presents will you buy for different people in the class? (An object? a toy? an animal?)

محتويات غرفة النوم (ألعاب...)  
Content of bedroom

هذا سرير / حاسوب / دب  
هذه طاولة / مرآة / خزانة ملابس / لعبة / ألعاب

أين الدب؟

هو على / فوق / تحت السرير

أين الطاولة؟

هي بجانب خزانة الملابس

القواعد:

- الضمائر المصنفة للملكية: لي، لها، لـ...
- حروف الجر: من، إلى، عن، على...
- أدوات الاستفهام (أين)
- صيغة السؤال لترتيب الكلمات في صيغة السؤال

**Grammar focus**

- Possessive pronouns: my, your
- Prepositions
- Question form: word order, question words

العلاقة بين الحرف وصوته: تدريبات مختلفة لتدريب التلاميذ على الحروف  
Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.

يعرض الحرف على جهاز العرض ويطلب من التلاميذ تمييزه  
Guessing game: letter hidden on OHP/interactive whiteboard. Teacher gradually reveals. Pupils have to identify letter. Repeat in pairs.

الأصطفاف  
Teacher says initial letter of word, pupil says word beginning with letter. Repeat in pairs.

الطابور  
Line up: cards with letters distributed among pupils. Pupils have to come to front of class and line up in order.

إملاء بسيط  
Simple dictation: teacher says letter/character and pupils have to write it on mini-whiteboard\* (or paper). They then hold up their board so teacher can check.

\*The mini-whiteboard can be an effective and motivating tool for language learning and is particularly useful in developing literacy skills. There are a wide range of activities involving the mini-whiteboard and it can be used well at different stages in the lesson. Often a competitive element is introduced and this focuses pupils' attention on getting the right answer (spelt accurately) as quickly as possible. A particular advantage of the whiteboard is that it allows the teacher very quickly and easily to assess how well pupils have learnt particular points and to provide immediate feedback. A list of suggested activities for use with the mini-whiteboard is posted on <http://community.gold.ac.uk>.

My home



Level 1		Literacy
Themes, topics, texts	Key structures and vocabulary	Oracy
<p>محتويات غرفة الصف</p> <p><b>Classroom objects</b></p> <p>المفروشات</p> <p>الأدوات</p> <p><b>Furniture</b></p> <p><b>Equipment</b></p> <p>الألوان</p> <p><b>Colours</b></p>	<p>ما هذا؟ ما هذه؟</p> <p>ماذا يوجد في الصندوق؟</p> <p>يوجد في الصندوق قلم رصاص/ أقلام رصاص، قلم حبر/ أقلام حبر، أوراق، كتاب/ كتب.....</p> <p>ماذا يوجد في الصف؟</p> <p>يوجد في الصف طاولة/ طاويك، كرسي/كراسي، شبك/شبائيك، باب/أبواب.....</p> <p>ما لون.....؟</p> <p>لونه أحمر أخضر، أزرق، أصفر، بني أسود، أبيض (مذكر)</p> <p>لونها حمراء، خضراء، زرقاء، صفراء، بيضاء (مؤنث)</p> <p>ما لون هذا / ذلك القلم / الكتاب؟ إنه أحمر.....</p> <p>ما لون هذه / تلك الأقلام / الكتب؟ إنها حمراء.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• صيغة المفرد والجمع، الصفات</li> <li>• أسماء الإشارة للمفرد والقريب هذا/ ذلك</li> <li>• هذه/ تلك</li> </ul> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Adjectives: singular/plural forms</li> <li>• Demonstrative adjectives: this, that, these, those</li> </ul>	<p>لعبة الحروف السريعة</p> <p>Pupils in pairs/groups have to order (vowels) in sequence as quickly as possible. Fastest pair/group wins.</p> <p>مراجعة الحروف بشكلها الكامل</p> <p>إضافة الحركات إلى جميع الحروف ولفظ الحروف مع الحركات</p> <p>تعويد التلاميذ على كتابة الحروف بشكلها الكامل</p> <p>نشاطات متعددة لمساعدة التلاميذ على كتابة الحروف:</p> <ul style="list-style-type: none"> <li>- لحن الحرف</li> <li>- اكتب الحرف في الهواء</li> <li>- ضع دائرة حول الحرف</li> <li>- ربط الحروف بمفردات، مثال: أرتب لليمون</li> </ul>
<p>اللغة المستخدمة في الصف؛ الشكر، الروتين الاعتيادي، التعليمات البسيطة، التعابير المهنئة أسلوب المدح و الثناء</p> <p><b>Classroom language</b></p> <ul style="list-style-type: none"> <li>• Routines</li> <li>• Simple instructions</li> <li>• Requests</li> <li>• Expressing thanks</li> <li>• Giving praise</li> </ul>	<p>الأفعال المستخدمة في الصف: اجلس، قف، تعال هنا، ارفع يدك، انظر، اسمع، اقرأ، اكتب، ردد.....</p> <p>التعابير المستخدمة في التنشيط: أحسنت، ممتاز، عافاك، إلى أمام، جيد، جيد جداً.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• فعل الأمر</li> </ul> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Imperatives</li> </ul>	<p>لعبة ماذا في الصندوق</p> <p>Ask and answer simple questions using real objects, cards and games: e.g. guessing game, "What's in the box?".</p> <p>ارسم ما تسمع حسب الوصف</p> <p>Where is it?: teacher describes where things are using prepositions taught and colour/size. Pupils draw what the teacher describes on paper or mini-whiteboard.</p> <p>لعبة حجر الزهر المعبر</p> <p>Game with (noiseless) dice*: pupils in pairs. Pupil A throws dice, pupil B has to say that number of words related to topic, e.g. classroom objects. (Also range of talking dice* activities related to classroom objects and other topics).</p> <p>أمسك / احمل شيئاً لونه أحمر أخضر.....</p> <p>Touch/hold up something blue/green/red.</p> <p>انظر إلى الصور لعشر ثوان ثم احذر ما هي</p> <p>Look at picture for 10 seconds: what were colours? (e.g. of people's clothes).</p> <p>*See Resource List</p>
<p>عزقة صافية</p> <p><b>My classroom</b></p>		<p>تعويد التلاميذ على اللغة العربية باستخدام كلمات روتينية في الصف</p> <p>Build up use of target language for classroom routines. Use consistently.</p> <p>لعبة فال المعلم</p> <p>Simon says: teacher, then pupil gives commands.</p>

## Level 1

## Themes, topics, texts

رمضان  
عيد الفطر السعيد  
Eid Alfitre Alsaeed

العادات والتقاليد  
Customs and traditions

## Key structures and vocabulary

كيف يحتفل الناس في البلاد العربية بشهر رمضان المبارك وبعيد الفطر السعيد.  
أهمية العيدين بالنسبة للمسلمين.  
العبارات التي تستخدم في الأعياد:  
عيد مبارك، عيد سعيد  
رمضان مبارك، رمضان سعيد  
كل عام وأنتم بخير  
مفردات عامة: صيام (صوم) إبطار سحور، عيية، صلاة العيد، تكبيرة العيد.

## Oracy

استخدام مؤثرات سمعية ونظرية للحديث عن رمضان والعيد  
Use visual resources to talk about celebration and its origins.  
استخدام مسرح العرائس  
Dramatisation with puppets.  
أغاني عن شهر رمضان المبارك وعيد الفطر السعيد  
Songs/poems.

## Literacy

عمل بطاقات معاينة للعيدين، عمل فائوس رمضان  
Practical activities, e.g. making greeting cards, etc.  
تحليل وتركيب مفردات خاصة بالأعياد، مثل: الأرجوحة، صوم...  
Putting letters together to make words related to both celebrations.  
تحضير بعض الصور وترتيبها  
Sequence pictures according to story.

إبداع ( قصة، نشيد، مسرحية، أغنية)

## Song, play or story

Suggested procedure for using stories in the classroom:

- Introduce story (visuals/key words or phrases).
- Tell story (visuals/gesture/expression).
- Work on story (content and language, e.g. through role-play, active reading and writing strategies such as classifying, sequencing).
- Create around story (illustrating a scene in story, making up own story).
- For suggested stories, plays, poems and songs see Literacy opposite.

استخدام الأصابع في الأغاني البسيطة  
Learn and perform simple finger rhymes.  
استخدام العرائس في محادثات قصيرة  
Use (finger) puppets to hold short conversations.

تعويد التلاميذ على النطق السليم وملاحظة الكلمات الجوزوية  
Listen and clap to support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word.

مشاركة التلاميذ أثناء قراءة القصة أو القصيدة بحمل بطاقات عليها مفردات  
Listen and show, as teacher reads story or sings song pupils perform mimes or hold up cards when they hear particular sounds or words.

إعادة سرد القصة باستخدام وسائل مرئية  
Retelling story using visual prompts.

إعادة ترتيب أحداث القصة  
Sequence pictures to show the meaning of a story, poem or song.

تمثيل القصة  
Acting out a story as it is narrated.

قصة، نشيد، مسرحية، أغنية  
Stories, plays, poems, songs.

قصص مقترحة لتعزيز المفردات التي مرت في هذا المستوى:  
- قصة سيدنا محمد عليه الصلاة والسلام، تعزز مفردات الأسرة والأعمار.  
- قصة الشاطر حسن:

تحكي قصة طفل عاش يتيم الأب واضطر لتحمل مسؤولية الإهتمام بنفسه وأمامه منذ الصغر، تحتوي هذه القصة على مفردات خاصة بالعائلة والأقارب وفيها الكثير من الصفات. تعزز هذه القصة الروابط العائلية.

- شريط سنا (تبع الحبا): قصائد عن العائلة  
- أغنية عن الرسول (ص)  
- قصة بيت جديد (قواد مجدلاوي)  
- أغنية لعبتي سميتها مها

الإبداع  
Creativity

## Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>الأطعمة والأشربة المألوفة Familiar foods and drinks</p> <p>طلب الطعام والشراب Asking for foods and drinks</p> <p>التعبير عن الرأي في الأطعمة والأشربة Expressing opinions about foods and drinks</p> <p>وصف الطعام والشراب Describing foods and drinks</p>	<p>الحجم - الشكل - اللون الأشكال / المقاسات: طويل، دائري، كبير، صغير، طري، قاسي.... مراجعة الألوان وإضافة اللون البرتقالي هل أنت جوعان / عطشان؟ لا / نعم. هل أستطيع أن أكل / أشرب بعض..... من فضلك؟ تفاح / تفاحة، موز / فوارة، برتقال / برتقالة، أجاص / أجاصة، مانجو / حبة مانجو، ليمون / ليمونة، ماء، حليب، عصير ليمون / تفاح ..... شكراً لك. لا بأس / حسناً. هل هو لذيذ / هي لذيذة؟ نعم هي لذيذة / إنه لذيذ. لا إنه سيء المذاق / إنها سيئة المذاق. الخواص: • المفرد / الجمع في الأسماء والصفات وتكسيبها صيغة السؤال / أدوات الاستفهام (هل، صيغة المبالغة (جداً، كثيراً، إطلاقاً).....) • Singular/plural nouns • Adjectives • Question forms • Intensifiers: quite, very, so</p>	<p>لعبة ما هذا؟ ما هذه؟ What is it?: using visuals (real objects, flashcards, OHP, interactive whiteboard). Is it an apple or a banana? Is it orange juice? Use masking technique to reveal only part of item or feel inside a bag. لعبة التمييز Identifying: teacher says word, pupil points to/holds up item. لعبة التمييز Identifying: teacher says word, pupil says or writes down number or letter beside it. لعبة سلطة الفواكه Fruit salad game: pupils are each given a word to remember, e.g. apple, peach, pear, mango. When the teacher calls out a word, every pupil with that word must change places. When the teacher calls out 'Fruit salad' all pupils change places. أحزر ما هو / ما هي؟ (أحزر - قرأ) Guessing game: what is it? it's big, long and yellow. Song.</p>	<p>التركيز على الحروف الأبجدية. أهمية النقط في اللغة العربية (عددها و موقعها) التأكد على بدء الكتابة من اليمين إلى اليسار الحروف المتشابهة في الكتابة: ب - ت - ث ج - ح - خ د - ذ - ر - ز - و علاقة الحروف بصوته Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form. يعرض الحرف على جهاز العرض ويطلب من التلاميذ تمييزه Guessing game: letter hidden on OHP/interactive whiteboard. Teacher gradually reveals. Pupils have to identify letter. تمييز الحرف عند لفظ الكلمة Letter sound identification: teacher selects one of the letter sounds and tells pupils to concentrate on that sound. She then calls out words and pupils have to put up hand when they hear word which has the sound in it. كتابة الحرف في الهواء Writing in the air. أحزر الحرف المكتوب على ظهرك Tracing on the backs of partners. إملاء بسيط Simple dictation: teacher says letter and pupils have to write it on mini-whiteboard (or paper). They then hold up their board so teacher can check. نسخ الحرف، تولينه، وصل النقط Copying the letter, tracing, connecting dots محاولة استخدام مفردات مأروفة لدى التلميذ في حياته اليومية، مثلاً أشياء يراها في البيت والمسجد (سجادة - ثريا) استخدام مفردات مشابهة لمثيلاتها في اللغة الإنجليزية مثال: ليمون، سكر.....</p>
<p>الأشياء التي أحبها / لا أحبها Likes and dislikes</p>	<p>هل تحب.....؟ نعم أحب..... لا لا أحب / أكره ..... ماذا تفضل؟ هل تفضل ..... أو .....؟ أفضل ..... الخواص: • الذي باستخدام لا صيغة السؤال. أدوات وصل الجملة ( ولكن ) • Grammar focus • Negatives • Question forms • Conjunctions: and, but</p>	<p>لعبة التفضيل Preferences: classify foods into likes and dislikes/list in order of preference. أبحث عن شخص (لعبة إحصاء) Find someone who: pupils circulate among classmates asking about likes and dislikes until they find pupil who likes/dislikes specified item. Could lead on to class survey.</p>	<p>تخبر صنف أو أكثر من نظم الخاص بمناسبة Prepare one or more food items related to celebration.</p>
<p>طعام خاص بالمناسبات الخاصة Food for special occasions</p> <p>الاحتفالات / أعياد الميلاد Birthdays and festivals</p>	<p>ماذا تأكل / تشرب في العيد / عيد الميلاد؟ أنا أكل..... / أشرب..... تحية الأعياد أو المناسبات الخاصة: عيد ميلاد سعيد / عيد مبارك / عيد سعيد / كل عام وأنت (أنتم) بخير</p>	<p>تخبر صنف أو أكثر من نظم الخاص بمناسبة Prepare one or more food items related to celebration.</p>	<p>محاولة استخدام مفردات مأروفة لدى التلميذ في حياته اليومية، مثلاً أشياء يراها في البيت والمسجد (سجادة - ثريا) استخدام مفردات مشابهة لمثيلاتها في اللغة الإنجليزية مثال: ليمون، سكر.....</p>

Health and welfare: food and drink: الطعام والشراب

Level 2		Oracy	Literacy
<b>Themes, topics, texts</b> الأرقام ( 11-3 ) <b>Numbers 11 – 30</b> أيام الأسبوع / أوقات اليوم الواحد <b>Days, parts of day</b>	<b>Key structures and vocabulary</b> أيام الأسبوع : الإثنين، الثلاثاء، الأربعاء، الخميس، الجمعة، السبت، الأحد الأوقات اليومية: صباحاً، مساءً، ظهراً، بعد الظهر، ليلاً مفردات الساعة: عقرب الساعة الكبير - عقرب الساعة الصغير - الساعة - الدقيقة - الثانية مفردات الوقت / الساعة وجبات الطعام ( فطور - غداء - عشاء ) أفعال مضارعة تدل على نشاطات يومية مثل: أستيقظ ..... الفواحد: النكرة والمعروفة حروف المد/العلة (ا- و- ي)	<b>Oracy</b> لعبة الدائرة Circle activity, pupils say number/two numbers in turn. Time how long it takes to go round circle. وجدتها Bingo: pupils write in secret any three numbers from a given list (on mini whiteboard). Teacher calls out the numbers at random, the first person to hear and tick their three chosen numbers calls 'Bingo'. الحساب البسيط Simple arithmetic: 10+6 أغاني لتعليم أيام الأسبوع Chant/song to practise days of week.	<b>Literacy</b> التعرف بمجموعة ثانية من الحروف الأبجدية حروف تنصل من الطرفين: س - ين - ص - ط - ظ تشابه واختلاف الحروف في اللفظ والكتابة (عدد النقط وموقعها) وتدريب التلاميذ على كتابة هذه الحروف بطرق متعددة مؤكداً على كتابة الحرف من اليمين ثم اتباع الاتجاه المناسب والتكبير بالنقط اتباع طرق مختلفة للتدرب على كتابة الحروف: <b>Learner strategies</b> By focusing on learner strategies at appropriate points teachers can help pupils take greater control of their learning and become aware of what approaches best suit their particular learning style. Checklists of ideas are provided on pp26-7, in relation to learning a new script useful strategies to encourage might include: إغلاق العينين وتخييل كتابة الحروف Closing eyes and 'visualising' the form of the letter/ character/word (visual learners). تتبع الحرف وكتابته في الهواء Tracing the shape of the letter/character/word in the air (kinesthetic learners). الاستماع إلى الحروف والكلمات أثناء كتابتها Hearing or saying the word as it is being written (auditory learners). ملاحظة: الدور الهام للأهل في دعم واستعمال اللغة العربية Worth noting is the key role that families and friends can play in providing opportunities for pupils to practice the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.
<b>Home life and daily routine</b> الحياة في البيت والروتين اليومي	<b>Key structures and vocabulary</b> ماذا تفعل في الصباح / في المساء / في وقت الظهر؟ أستيقظ / أفض من النوم الساعة..... أغسل وجهي / ألبس ثيابي / أتناول طعام الفطور / أذهب إلى المدرسة أتناول طعام الغداء ..... تنتهي المدرسة، أعود إلى البيت / أذهب إلى البيت / أتناول العشاء / أشاهد التلفاز أذهب إلى النوم..... مفردات خاصة بترتيب الأحداث (أولاً - بعد ذلك - ثم) <b>الفواحد:</b> الأفعال المتعل (يدل على زمن الحاضر) • صيغة السؤال • كلمات قيد الترتيب تستخدم لوصف الجمل بعضها ببعض (أولاً، أخيراً.....). <b>Grammar focus</b> • Verbs: present tense • Question forms • Connectives: firstly, then, after that	<b>Oracy</b> لعبة الإيماء Mime what I say: in pairs, one pupil says sentence, other pupil mimes. لعبة قال المعلم Simon says. (See p30) عرض صور لنشاطات يومية - احزر ماذا تفعل أولاً؟ Sequencing: introduce random pairs of activities with visuals. Which of the pair do you do first during an ordinary day? Put e.g. four activities in order. This can be listening/speaking and also reading activity which can also include matching text to pictures. أغاني متعلقة بالنشاطات اليومية Song: daily routine.	<b>Literacy</b> إغلاق العينين وتخييل كتابة الحروف Closing eyes and 'visualising' the form of the letter/ character/word (visual learners). تتبع الحرف وكتابته في الهواء Tracing the shape of the letter/character/word in the air (kinesthetic learners). الاستماع إلى الحروف والكلمات أثناء كتابتها Hearing or saying the word as it is being written (auditory learners). ملاحظة: الدور الهام للأهل في دعم واستعمال اللغة العربية Worth noting is the key role that families and friends can play in providing opportunities for pupils to practice the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.
<b>Daily activities</b> النشاطات اليومية	<b>Key structures and vocabulary</b> الساعة الواحدة، الثانية، الثالثة، الرابعة، الخامسة، السادسة، السابعة، الثامنة، التاسعة، العاشرة، الحادية عشرة، الثانية عشرة ( كل الكلمات الدالة على الساعة تنتهي بنهاً مربوطه ) كم الساعة ؟ الساعة الواحدة / الثانية ..... صباحاً / ظهراً / ليلاً	<b>Oracy</b> لعبة الوقت Telling time: on large clock face (for whole class) or small clock faces (for individual/pair work), pupils move hands, to show time called out by teacher. لعبة كم الساعة Telling time: pupils stand facing each other in concentric circles. On instruction the inner circle rotates and holds up time cards/small clock faces for changing partners to answer the question 'What time is it?'	<b>Literacy</b> إغلاق العينين وتخييل كتابة الحروف Closing eyes and 'visualising' the form of the letter/ character/word (visual learners). تتبع الحرف وكتابته في الهواء Tracing the shape of the letter/character/word in the air (kinesthetic learners). الاستماع إلى الحروف والكلمات أثناء كتابتها Hearing or saying the word as it is being written (auditory learners). ملاحظة: الدور الهام للأهل في دعم واستعمال اللغة العربية Worth noting is the key role that families and friends can play in providing opportunities for pupils to practice the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.

## Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>النشاطات الشائعة</p> <p>Common activities</p> <p>النشاطات وأوقات ممارستها</p> <p>Activities and how frequently they are practised</p>	<p>ماذا تفعل في أوقات الفراغ/ فراغك؟ ألعب بالألعاب، أذهب بالقطار / بالسيارة / بالدمية / بالبدب / بكرة القدم..... أين تذهب لممارسة هذه الهواية؟ أذهب للسباحة في المسبح، نادي الرياضة، أذهب كرة القدم في النادي/الحديقة للأماكن المخصصة للعب، أركب دراجتي قرب البيت، أتناهد التنافز في البيت، أذهب للرقص في النادي..... كم مرة تمارس .....؟ كثيراً، عادةً، أحياناً، أبداً.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• الأفعال المضغرة (العب، أذهب، صيغة السؤال، ماذا تفعل؟)</li> <li>• أدوات الاستفهام</li> <li>• أسلوب النفي باستخدام لا ظروف التكرار (كثيراً، ..) حرف الجر (ب)</li> </ul> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Verbs: present tense</li> <li>• Question forms</li> <li>• Negatives</li> <li>• Adverbs of frequency</li> </ul>	<p>لعبة الإيماء، أحرر ما النشاط الذي يومي إليه التلاميذ</p> <p>Miming presentations: guess the activities that different pupils mime.</p> <p>لعبة الدائرة: ماذا تفعل في وقت فراغك؟</p> <p>Circle activity: teacher asks 'What do you do in your free time?' First pupil mimes and then says activity. Second pupil repeats what first pupil has said with mine and then adds new activity with mine and so on. If pupil gets stuck, other pupils can help by miming.</p> <p>لعبة حجر الزهر المعبر (عن الهوايات)</p> <p>Game with talking dice with hobbies pictures.</p> <p>الاستماع إلى تسجيل لأباني يتكلمون عن هواياتهم</p> <p>Listen and note: recording of people talking about their hobbies and how often they practise them. Pupils complete grid.</p>	<p>علاقة الحرف بصوته</p> <p>Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or holds up card with written form.</p> <p>تمييز الحرف عند لفظ الكلمة</p> <p>Letter sound identification: teacher selects a sound type and tells pupils to concentrate on that sound. S/he then calls out words and pupils have to put up hand when they hear word which has the sound in it.</p> <p>كتابة الحرف في الهواء وعلى ظهر الأصصاء</p> <p>Writing in the air.</p> <p>كتابة الأحرف على الظهر</p> <p>Tracing on the backs of partners.</p> <p>التعريف بمجموعة جديدة من الحروف الأبجدية: ع، ف، ق، ك، ل، م، ن، هـ.</p> <p>كل هذه الحروف تنصل من الطرفين، بعضها ينشأه في الكتابة ويختلف بالنقط وبعضها ليس له نقط أبداً مثل: ل، م، هـ.</p> <p>تدريب التلاميذ على كتابة هذه الحروف مستخدمين طرقاً متعددة مثل وصل النقاط، ونسخ الحرف مؤكبين على كتابة الحرف من اليمين ثم اتباع الاتجاه المناسب والتذكير بالنقاط.</p> <p>استخدام اللوح الأبيض الصغير لتعويد التلاميذ على كتابة الحروف</p> <p>Mini-whiteboard activities, e.g. teacher shows how letter is written. Pupils copy what teacher does, then rub out and try to do independently.</p>
<p>الأماكن التي تمارس فيها النشاطات</p> <p>Places for activities</p>	<p>أين تذهب لممارسة هواية.....؟ أذهب / أمارس..... في البيت، الحديقة، النادي، النادي الرياضي.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• حروف الجر، أسلوب النفي بـ (لا) صيغة السؤال (أين)</li> </ul> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Question forms</li> </ul>	<p>يستمع التلميذ ثم يعمل ورقة عن أماكن ممارسة الأنشطة</p> <p>Listen and note: pupils listen to recording of young people saying where they do activities, e.g. at home.</p> <p>لعبة سؤال وجواب متعلقة بهذا الموضوع (الهوايات) ومواضيع سابقة</p> <p>Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks question and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil (and so on).</p>	<p>استخدام اللوح الأبيض الصغير لتعويد التلاميذ على كتابة الحروف</p> <p>Mini-whiteboard activities, e.g. teacher shows how letter is written. Pupils copy what teacher does, then rub out and try to do independently.</p>
<p>أحب / لا أحب</p> <p>Likes and dislikes</p>	<p>ماذا تحب أن تفعل / تلعب؟ أحب أن..... أين تحب أن تذهب؟ أحب أن أذهب إلى..... هل تحب.....؟ نعم أحب..... لا أحب / أكره.....</p> <p>القواعد: أسلوب النفي</p>	<p>مرر لصديقك</p> <p>Pass it on: circle activity or along rows. Teacher says to first pupil, 'What do you like playing?'. Pupil answers, then puts question to next person.</p> <p>لعبة أحب / لا أحب</p> <p>Listen and sign: pupils give physical response to show understanding of an opinion, e.g. thumbs down for dislikes. What activities they like ☺ / dislike ☹.</p> <p>رتب حسب الأفضلية</p> <p>Preferences: classify activities into likes and dislikes/list in order of preference.</p>	<p>استخدام اللوح الأبيض الصغير لتعويد التلاميذ على كتابة الحروف</p> <p>Mini-whiteboard activities, e.g. teacher shows how letter is written. Pupils copy what teacher does, then rub out and try to do independently.</p>



## Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>قصص / أغاني وأغاني Stories and songs</p>	<p>قصة البغاء الجائع: كل يوم يأكل البغاء نوعاً من الطعام وكل يوم يأكل شيئاً جديداً وكذلك أظعمة قديمة من اليوم السابق. تأخذ قائمة الطعام بالازدياد يوماً بعد يوم. تستخدم هذه القصة لمراجعة مفردات الروتين اليومي، الأوقات، الأطعمة، أيام الأسبوع، الأرقام، و أسماء الحيوانات أغنية / أغان عن الحروف الأبجدية أغنية مثل الساعة تك تلك نظم وقتك..... القواعد: • أدوات وصل الجممل حسب ترتيب الأحداث ( أولاً، ثم، بعد ذلك)</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>Connectives: firstly, then, after that</li> </ul> <p>مراجعة الأرقام مراجعة الألوان والصفات من واحد إلى ثلاثين مراجعة الحروف كاملة حسب ترتيبها الأبجدي مراجعة فعل الأمر والفعل المضارع مراجعة المفردات المتعلقة بمواضيع هذا المستوى</p>	<p>احسب كم مرة تكررت كلمة....أو جملة Listening for words and phrases: count how many times a particular word or phrase is heard in a song. Respond with physical movement or by piling up counters. ضع دائرة على العدد: كم مرة تكررت لون أو صفة معينة في نص القصة Listen and count: how often does a type of word appear? E.g. colours, animals, numbers, times, places; respond by circling pictures, numbers. تعرف على الصورة من خلال وصفها Identifying: identify an object or picture by its description. Listen to a story and point at pictures or objects when they hear them described in the story. استخدام الأصابع في أغاني قصيرة Finger rhymes: learn and perform simple finger rhymes related to topics covered. استخدام العرائس لعمل محادثات قصيرة Talking puppets: use (finger) puppets to hold short conversations. مشاركة التلاميذ أثناء سرد القصة Focused listening: to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming. مشاركة التلاميذ بإعادة الكلمات / العبارات الموزونة Listen and clap: to support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word. إعادة سرد القصة Retelling story: use visual prompts. ترتيب أحداث القصة Sequencing: order pictures to show the meaning of a story, poem or song. تمثيل القصة Acting out: acting out a story as it is narrated; joining in with the telling and acting out of a story.</p>	<p>عمل رسومات للقصة مطابقة الكلمات الأساسية للقصة مع الصور Illustrate story. Match key words in large writing to pictures from story.</p>

## Level 3

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>وصف الثياب التي يرتديها الناس</p> <p><b>Describing what clothes people are wearing</b></p>	<p>ماذا تلبس أنت؟          ماذا تلبس هو؟ ماذا تلبس هي؟          ماذا تلبس عندما تأتي الى المدرسة؟          أنا ألبس.....          هو تلبس.....          هي تلبس.....</p> <p>أنواع الملابس / الثياب:          قميص / قمصان، بلوزة / بلوزات، فستان / فساتين، معطف / معاطف، بنطال / بناطيل، جاكيت / جاكيتات، كذرة / كذرات، تنورة / تنانير، قبعة / قبعات، جوارب</p> <p>الألوان:          أحمر / حمراء، أصفر / صفراء، أزرق / زرقاء، أبيض / بيضاء، أسود / سوداء</p> <p><b>الخواص:</b>          • المفرد والجمع في الأسماء والصفات</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Singular/plural nouns.</li> <li>• Adjectives</li> </ul>	<p>لعبة تعرف وقل          Identify and say: teacher puts number beside items on board and asks for the number of an item or for the name of an item with a particular number.</p> <p>لعبة حذر - قزر          Guessing game: teacher selects one picture out of set without letting pupils see. Pupils have to guess which one has been selected. Pupil who guesses correctly wins the card.</p> <p>لعبة الإجماع باستخدام الصور          Picture dictation: pupils draw what the teacher describes.</p> <p>لعبة عرض ووصف الصور          Listen and identify: teacher displays set of pictures showing people wearing different clothes. S/he then describes one of the people and pupils have to identify who it is.</p> <p>لعبة الحركة للدلالة على المفرد والجمع          Spot the plural: pupils listen out for plurals and give a physical response such as standing up, sitting down or putting up their hand when a plural idea is heard.</p> <p>لعبة البطاقات / حجر الزهر          Dice/card game in pairs/groups of three: set of cards with pictures on, in this case clothes items, turned face down. Pupils roll dice in turn. Person with highest number turns over top card and has to say number and item, e.g. two shirts. They then get to keep card. Aim is to collect as many cards as possible.</p>	<p>تصنيف الأثياء وفقاً للحرف الأول أو الأخير          Sort objects into categories by the sound of the first or last letter.</p> <p>ترتيب الكلمات وفق الحروف الأبجدية          Sorting words alphabetically.</p> <p>لعبة دومينوز مع صور          Dominoes (words-pictures).</p> <p>لعبة تكوين الكلمات          Word building: pupils, holding letter cards, spell out known words in front of the class by positioning themselves in the correct order facing the class.</p> <p>تعبان الكلمات          Word snakes.</p> <p>ترتيب الحروف غير المرئية لتكوين كلمات لها معنى          Jumbled letters, syllable or words.</p> <p>اختيار البطاقات المناسبة للكلمات / العبارات المقروءة          Identifying written form: choose text cards as teacher calls out words and phrases.</p> <p>تركيب الكلمات والجمل          Word/sentence building: pupils work in groups of three. Teacher gives out envelope/bag containing mixture of letters and words and pupils have to see how many words/sentences they can build within a given time.</p> <p>إملاء ثنائي          Pair dictation: each partner writes an agreed number of items. Then each dictates to the other. The original and the dictated work are compared.</p>
<p><b>الأحجام</b></p> <p><b>Sizes</b>          Too big, too small, too long, too short</p>	<p>هل هذا هو المقاس المناسب؟          نعم، إنه مناسب. لا، إنه قصير جداً. طويل جداً. كبير جداً. صغير جداً.</p>	<p>عمل تمثيلية: زيارة محل لشراء الملابس          Role-play: buying new clothes for a special occasion.</p>	
<p><b>الثياب والملابس</b></p>			



## Level 3

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>وصف المناظر الطبيعية Landscape</p> <p>الموقع Location</p> <p>الخدمات Amenities</p>	<p>أين تسكن/ تسكنين؟ أين تعيش/ تعيشين؟ أنا أسكن في المدينة / القرية / بالقرب من البحر / في منطقة جبلية..... ماذا يوجد في منطقتك المحلية؟ يوجد في منطقتي حديقة / مسبح / مركز ترفيهي / سينما / كنيسة / مسجد / معبد / سوق / مدرسة..... وصف المنطقة المحلية: منطقتي قريبة / بعيدة / صغيرة / كبيرة / نظيفة / قذرة..... أيهما أعلى جبل..... أم جبل.....؟ جبل..... هو أعلى من جبل ..... أيهما أقرب مدينة..... أم مدينة.....؟ التفاعلات: • حروف الجر • ظروف المكان ( داخل..... ) • أسماء التفضيل: أكبر، أصغر..... (و لكن).</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Question forms</li> <li>• Conjunctions: and, but</li> <li>• Comparatives</li> </ul>	<p>لعبة كَوْن صفّاً كاملاً وأربع Noughts and crosses: two teams use noughts and crosses grid with numbers or pictures (in this case places in local area). Pupils choose their box by naming the object inside. The line wins. نشاط سماعي: استمع ثم املا الجدول Listening to audio recording: different people talking about where they live (Jordan and UK) and what there is to see/do there. Pupils complete table to demonstrate understanding. نشاط سماعي: استمع ثم حدد الخطأ True/false listening: pupils have simplified town map with pictures/symbols of places. Teacher makes statements about what there is to see in the town. Some statements are true, others false. Pupils have to put ✓ if true and ✗ if false. نشاط تعبيرى عن طريق الرسم Drawing and describing: pupils draw picture with their home in the middle and all the places nearby around it. They then describe what's in their picture to the teacher/rest of class. حدد المكان حسب التعليمات Following instructions: teacher places cards with pictures of places around the classroom. Teacher instructs pupils where to go, e.g. 'Go to the market', and then gives further instruction about what to do there, e.g. 'eat a banana', 'play football', 'ride your bike', 'say a prayer'. Pupils mime activity.</p>	<p>تصنيف الكلمات والأشياء وفقاً للحروف الأبجدية Sort objects into categories by the sound of the first or last letter. ترتيب الكلمات وفق الحروف الأبجدية Sorting words alphabetically. تكوين الكلمات Word building: pupils, holding letter cards, spell out known words in front of the class by positioning themselves in the correct order facing the class. تعبان الكلمات Word snakes: sentence written without spaces between words. Pupils have to find word boundaries. Can be done as pair activity on mini whiteboards. ترتيب الحروف في كلمات والكلمات في جمل Jumbled letters, syllables or words. لعبة مرور الطرد Pass the word parcel: listening to authentic music or songs, the pupils pass round the circle a bag containing familiar text cards. Each time the music stops, the pupil holding the bag takes out one word card and reads it aloud. The other pupils echo the word (and the teacher corrects the pronunciation if necessary). The word card is placed in the middle of the circle and the music re-starts. Follow-up activities: • When all the cards are out of the bag and in the circle the pupils sort them into dictionary order. • The pupils sort the words into categories, e.g. nouns, verbs, adjectives. دومينو الكلمات Dominoes (words/pictures).</p>
<p>شهور السنة/ الفصول الأربعة Months and seasons UK and Arabic countries</p> <p>حالة الطقس Weather</p>	<p>في أي شهر نحن الآن؟ نحن الآن في شهر يناير. فبراير مارس. أبريل. مايو. يونيو. يوليو. أغسطس. سبتمبر. أكتوبر. نوفمبر. ديسمبر. في أي فصل نحن الآن؟ نحن الآن في فصل الربيع / الصيف / الشتاء / الخريف كيف حال الطقس / الجو الآن؟ الجو / الطقس اليوم دافئ. بارد. ممطر. به رياح مشمس. منجم. مقارنة بين حالة الطقس في بريطانيا وحالة الطقس في بلاد عربية مختلفة.</p>	<p>أغنية عن شهور السنة Chant/song to practice months of the year. تعرف وفل Identify and say. (See p40) حزب - فزب Guessing game. (See p32) لعبة حجر الزهر المعبر Dice games: talking dice. (See Resource list)</p>	
<p>Environment: local area البيئة: المنطقة المحيطة</p>			



## Level 3

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>تقديم الاعتذار Apologising</p> <p>طلب القيام بالأعمال Making requests</p> <p>إعطاء المعلومات Giving information</p>	<p>لو سمحت يا أستاذ..... أنا أسف لأخزي أنا لا أفهم هذا أنا لا أعرف أنا نسيت هل تستطيع / تستطيعين أن تساعدني / تساعديني؟ هل يمكنني / أستطيع أن أذهب إلى الحمام؟ هل أستطيع أن أستخدم / أستعير.....؟ هل يمكنني / أستطيع أن أغلق / أفتح النافذة / الباب.....؟ هل يمكنك أن تعطيني دفترًا / كتابًا جديدًا؟ كيف تقول..... باللغة العربية؟ لقد انتهيت من..... أنا فزت / ربحت الإجابة عن الحضور والغياب: أنا موجود / موجودة. حاضر / حاضرة. نعم أهو غائب اليوم؟ نعم / لا أهي غائبة اليوم؟ نعم / لا</p> <p><b>التواضع:</b> • استخدام الأفعال: يمكنني أن..... • أستطيع أن.....</p>	<p>لعبة الدائرة (دولاب الحظ) Circle activity: wheel of fortune. Resources needed are: (a) Set of A4 cards with prompts/questions* on one side and numbers (written large) on back. (b) Wheel of fortune made of card and divided into as many sectors as there are question cards with spinner made from card and a brass paper fastener. Students sit in one large circle. Cards are spread face down with numbers clearly visible. Volunteer spins wheel, reads number where the spinner stops and picks up card with that number. She responds to prompt or question. If the answer is correct, then card is placed back on the floor face up. That number is now void. If answer is incorrect, card is placed back face down for someone else to try. The wheel passes to next person. Gradually more and more cards are turned face up. When pupil spins a void number, the wheel is simply passed to next person and s/he is off the hook. This activity can be adapted for different topics at different levels. *Words or phrases to translate, questions to answer or pictures to describe.</p>	<p>إصاق بطاقات في الصف عليها تعليمات للتلاميذ Stick poster with classroom language phrases on wall. تصميم بطاقات أو لوحات تلتصق في دفاترهم أو تعلق على الحائط Pupils write labels for work on wall displays and in their books.</p>

## Level 3

Themes, topics, texts		Key structures and vocabulary	Oracy	Literacy
العادات والتقاليد Customs and traditions	الأحتفالات Festivals	الأحتفالات: عيد الفصح / عيد الميلاد / ..... مفردات مستخدمة في الأعياد: عيد ميلاد مبارك / عيد سعيد.....	الإعلام باستخدام الصور Picture dictation: pupils have a number of individual pictures corresponding to a story. The story is read aloud, and as they listen, pupils have to put the pictures into the right sequence. توقع ماذا سيحدث بعد عرض جزء من قصة أو فيلم Prediction: students watch video of Arabic fable or folk tale, play part of the video, ask pupils to guess what the story is about and to predict what might happen next. Continue playing the video to confirm predictions. This could lead on to dramatising the story/ illustrating the story.	استخدام الحاسوب لصنع بطاقات المعايدة Use ICT to produce a greetings card with a message.
	قصص / أغاني وأناشيد Stories and songs	الاستماع إلى أغاني الأحتفالات بالأعياد أغاني متنوعة عن المدرسة و الصف قصة سندريلا من الف ليلة وليلة ويمكن استخدامها عند الحديث عن الملابس و استخدام الوصف فيها. قصة بعنوان أحلى ثياب ( فؤاد مجدللاوي)	الاستماع إلى قصة والإشارة إلى الصور Listen and identify: listen to a story and point at pictures or objects when they hear them described in the story. استخدام الأصابع في أغاني قصيرة Finger rhymes: learn and perform simple finger rhyme related to topics covered. استخدام العرائس المتحركة أو الأصابع أو التمتمة أو الرقص أو الغناء Talking puppets: (finger) puppets to hold short conversations. مشاركة التلاميذ أثناء سرد القصة To focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming. ترتيب الصور لتوضيح القصة Sequence pictures to show the meaning of a story, poem or song. إعادة سرد القصة باستخدام وسائل أو أشياء يحملها الممثلون لتجسيد القصة Retelling story using visual prompts. تمثيل القصة Acting out a story as it is narrated; joining in with the telling and acting out of a story. تجسيد شخصية من الشخصيات المعروفة مثل سندريلا Role-play: in the style of a character (e.g. Cinderella), or by conveying an emotion (e.g. happy, sad, shy, embarrassed, angry).	متابعة كلمات نغيد أو أغنية Follow words of story, poem, and song as it is read out or as recording is played. التدرب على أنواع مختلفة من الخط العربي Graffiti board: pupils try out language imaginatively and creatively. At this level they might use letters in bold colours and shapes and illustrate their attempts using ICT.
الإبداع Creativity				

## Assessment at Levels 1–3

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Respond to simple requests and instructions;
- Listen and respond with ease and confidence;
- Use visual cues;
- Use appropriate forms of address for teacher and peers;
- Repeat modelled phrases independently with correct pronunciation;
- Identify particular sounds;
- Draw on non-verbal communication to convey meaning (facial expression, gesture, mime);
- Engage in classroom routines;
- Participate in role-plays;
- Memorise new words;
- Apply what they have learnt to new situations;
- Correct themselves (e.g. if they mispronounce or forget).

In intercultural understanding/creativity pupils are able to:

- Match/sequence pictures to spoken or written text;
- Retell and/or act out a story (with support of visual prompts);
- Make predictions based upon what they know about stories and other genres;
- Follow the rules of a game;
- Perform rhymes, songs, short dialogues;
- Reflect key features of the culture through creating stories, posters, cards, murals;
- Compare and contrast aspects of different cultures through, e.g. Venn diagrams showing common and unique features, picture charts comparing different cultures.

It is important to be aware that, at this stage, pupils' comprehension will be greater than their expressive ability, so opportunities to demonstrate understanding in various ways should be included.

In literacy pupils are able to:

- Place letters in correct order;
- Match the sound of letters and simple words to the written form;
- Recognise simple words in written form (e.g. their name, words for classroom objects);
- Match objects and images to spoken or written words;
- Form an increasing number of recognisable letters/characters and numbers;
- Pick out key points from short, simple texts;
- Make logical predictions based on the context/situation and their prior knowledge;
- Memorise spellings.

In self- and peer-assessment pupils are able to:

- Think, pair, share. Pupils think individually about a question or set of questions and record response. They then discuss ideas with a partner and record what they have shared. Finally ideas are shared with whole group or with another pair. This process, which is useful at different levels, encourages pupils to think about their learning and achieve greater clarity about their own strengths and weaknesses. It also provides valuable information for the teacher about how pupils are progressing;
- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed. Teachers may provide sample goal statements in target language, e.g.:
  - I am going to talk to \_\_\_\_\_ about \_\_\_\_\_
  - I am going to speak at least \_\_\_\_\_ times in lessons
  - I am going to use two new words today: \_\_\_\_\_ and \_\_\_\_\_
  - I am going to write a message about \_\_\_\_\_ to \_\_\_\_\_
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

In self- and peer-assessment pupils are able to:

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  - I am going to write a message about \_\_\_\_\_ to \_\_\_\_\_
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

## Formally accredited assessment

### Asset Languages (Breakthrough Stage)



LL*		Can Do statements	Examples of teacher assessed tasks
		<b>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</b>	<b>There is some scope for teachers to adapt material to suit their own programme of study.</b>
1	L	I can understand a few familiar spoken words and phrases.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can say/repeat a few words and short simple phrases.	Pupils repeat two lines of text after teacher.
	R	I can recognise and read out a few familiar words and phrases.	Matching people/animals/objects/etc to short texts.
	W	I can write or copy simple words or symbols.	Copying list of five words beside a picture.

\*LL = Languages Ladder

<b>3</b>	<b>L</b>	I can understand the main point(s) from a short spoken passage.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	<b>S</b>	I can ask and answer simple questions and talk about my interests.	Presentation (four sentences) based on personal item, picture, toy, souvenir, book, etc.
	<b>R</b>	I can understand the main point(s) from a short written passage in clear printed script.	Identifying which person the information given in short texts relates to.
	<b>W</b>	I can write a few short sentences with support using expressions which I have already learned.	Translating three simple sentences.

The external assessment for Breakthrough assesses aspects of grades 1–3. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Breakthrough

<b>L</b>	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You may need to listen several times to get the information you need, depending on how fast and clearly the speaker talks. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>S</b>	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your pronunciation will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>R</b>	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>W</b>	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your spelling will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Arabic Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

Level 4	
Themes, topics, texts	Key structures and vocabulary
<p>وسائل المواصلات</p> <p><b>Modes of transport</b></p> <p>طرق السفر (التفصلات)</p> <p><b>Preferred forms of travel</b></p> <p>وسيلة الذهاب إلى المدرسة</p> <p><b>Travelling to school</b></p> <p>تنظيم رحلة إلى بلد عربي</p> <p><b>Planning a trip to Syria</b></p> <p>أغنية (نشيد) عن المواصلات</p> <p><b>Story or song describing a journey</b></p>	<p>وسائل المواصلات: حافلة، باص، سيارة، طائرة، باخرة، سفينة، دراجة قفطار...                      زمن الرحلة: ربع ساعة، ثلث ساعة، عشر دقائق...                      كيف ستسافر، ستسافرون، ستذهب/ستذهبن إلى...؟                      أسافر بالطائرة بالسفينة، بالقطار بالسيارة...                      كيف تذهب / تذهبن إلى المدرسة؟                      أذهب بالسيارة بسيارة أجرة بقطار الأتفاق مشياً على الأقدام، بالقطار الكهربائي...                      هل تفضل/تفضلين السفر / الذهاب بال... أم بال...؟                      هل تحب/تحبين السفر / الذهاب بال... أم بال...؟ أنا أفضل أن أسافر بال...                      بال.....</p> <p><b>النوع:</b></p> <ul style="list-style-type: none"> <li>الفعل المضارع مع المذكر والمؤنث (تحسين). استخدام حرف الجر (ب) بمعنى بواسطة. أداة الاستفهام (كيف)</li> </ul> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Present tense: masculine and feminine</li> </ul>
Transport	Literacy
<p>المواصلات</p> <p>استخدام طرق مختلفة في القراءة والكتابة: مطابقة بطاقات الكلمات مع الصور</p> <p>قراءة بعض النصوص التي تصف رحلة وملاء الجدول</p> <p>مقارنة بين وسائل النقل القديمة والحديثة</p> <p>مقارنة بين وسائل النقل القديمة والحديثة</p> <p>استخدام طرق مختلفة في القراءة والكتابة: مطابقة بطاقات الكلمات مع الصور</p> <p>قراءة بعض النصوص التي تصف رحلة وملاء الجدول</p> <p>مقارنة بين وسائل النقل القديمة والحديثة</p> <p>مقارنة بين وسائل النقل القديمة والحديثة</p>	<p>تعرف وقل</p> <p>تدريبات أسئلة وأجوبة (إحصاء)</p> <p>Question and answer practice: this might be based around class survey to find out what forms of transport are used by the class to get to school. Information could then be presented in form of bar chart. (Possible comparison with school in Jordan).</p> <p>لعبة حذر - فزر</p> <p>Guessing game. (See p32)</p> <p>وصف رحلة</p> <p>Listening and tracing journey: teacher describes journey. Pupils trace the stages of the journey on a simplified map, indicating mode of transport at each stage and other details. A related literacy activity would be 'sequencing' where text describing journey is cut up into sections and jumbled up. In pairs/groups pupils reorder sections to recreate original text.</p> <p>تحديد الأماكن على الخريطة</p> <p>Group project: in small groups pupils work with maps and other resources to identify places where Arabic is spoken. They can then select places they would like to visit. Each group should choose a general area to visit and three or four specific places they would like to explore. Pupils can use a variety of resources (e.g. print, video, computer, interviews) to find out more about their chosen locations. They could then create their own posters/ displays with maps, pictures and captions and short texts in Arabic (literacy).</p> <p>تخيّل أنك سافرت إلى دولة عربية</p> <p>Airport encounters: ask pupils to imagine they are at an airport, carrying a heavy suitcase. They have to think of where they are going, who with, and why. (e.g. to Dubai, to attend the annual Shopping Festival). They then go round greeting as many people as possible at the airport and asking them where they are going. At the end of the activity, pupils form a circle, one person in the middle. Someone in the circle has to say who that person is and where they are going.</p>



## Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>الإجازات (الحقيقية أو الخيالية)</p> <p>Holidays Real or imaginary</p> <p>متى، أين، مع من؟ When, where, with whom</p> <p>أين أقمت؟ Where stayed</p> <p>حالة الطقس Weather</p> <p>أماكن الزيارة والأشياء التي تستطيع القيام بها Things to see and do</p> <p>وجبات الطعام / المرطبات Meals and refreshments</p>	<p>متى ذهب (هو) / ذهبت (هي) / ذهبت (أنت، مذكر) / ذهبت (أنت، مؤنث) في إجازة؟ ذهبت في إجازة في الصيف الماضي / عطلة عيد الميلاد... أين ذهب (هو) / ذهبت (هي) / ذهبت (أنت، مذكر) / ذهبت (أنت، مؤنث)؟</p> <p>أنا ذهبت إلى... هو ذهب إلى... هي ذهبت إلى... أين أقمت / نزلت؟</p> <p>أنا نزلت في بيت أحد أفراد العائلة (الأقرباء) / في بيت أحد الأصدقاء / في فندق / في مخيم / في شقة مفروشة... كيف كانت حالة الطقس؟ كان الطقس حاراً، بارداً، معتدلاً، ممطراً، متلجاً... ما الذي أعجبك هناك؟ أعجبني الطقس / الأبنية / المناظر الطبيعية... كان...ممتعاً/مسلماً، لكن لم يعجبني (لم أحب/كرهت)... كان مملاً / قطيعاً... ما الهدايا التي اشتريتها؟ اشتريت... كم كانت كلفتها / كان ثمنها؟ كلفتني... جنبها/ جنبها. النفود (المال، العملة) مراجعة الأرقام من واحد إلى مائة. ماذا أكلت / شربت هناك؟ أكلت... وشربت... هل أعجبتك هذه الرحلة؟ وهل تتمنى أن تعيدها / تذهب مرة أخرى؟ نعم، أعجبتني كثيراً، لا لم يعجبني موقع الفندق...  التواضع: • مراجعة الضمائر هو هي أنا أنت (المذكر والمؤنث، نحن). • تصريف الفعل الماضي مع الضمائر. • صيغة السؤال، أدوات الاستفهام: أين متى كيف ما ماذا وكم</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Question words</li> </ul>	<p>تدريبات أسئلة وأجوبة</p> <p>Question and answer practice: using table, introduce 4 characters with different holiday details for each one. Practice asking and answering questions in past tense (third person) with whole class and then as pair work activity. Pupils can then be asked to play the part of one of the characters to practice first person.</p> <p>الاستماع إلى مذكرات يومية (يوميات)</p> <p>Discussing spoken and written texts: an alternative approach, which may be more appropriate for pupils with a background in the language/culture, would be to input new language through a listening or reading activity (literacy), e.g. a diary, account with photos of a special trip/ a video diary. Before hearing/reading text, teacher introduces and gets pupils to practice some key words/phrases (with visual support). The text is presented with visual support. Possible follow up activities include oral questioning, recreating text orally from visuals, highlighting particular aspects of grammar and vocabulary (e.g. contrasting present, future and past tense forms of key verbs/relative clauses/descriptions).</p> <p>مراجعة، تطوير وإدخال الموضوعات التي تمت دراستها مسبقاً</p> <p>Consolidating and developing language use: revising, extending and integrating points taught previously (family, travel, weather, food and drink).</p> <p>تدريبات التلاميذ على تكوين جمل مطولة باستخدام طريقة</p> <p>Building sentences: modelling and having pupils practice building longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.</p> <p>التوضيحات الرأي مع ذكر الأسباب وعرض بعض على الحضور</p> <p>Constructing sentences: expressing simple opinions and giving reasons.</p> <p>عرض موضوعات على الحضور</p> <p>Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a live talk, a multimedia presentation, a sketch, a poem, a song or a video. At this level pupils will need clear guidance from the teacher to assist them in planning, rehearsing and preparing resources for their presentation. This may be in the form of a task sheet, setting out stages and time limit for completion. It will also be useful for them to be told what criteria will be used by the teacher or peers to assess quality of presentation. (See pp65 – 8)</p>	<p>تدريبات / نشاطات عامة: على مستوى الكلمات والجمل: ترتيب الكلمات وفق الترتيب الأبجدي، تكوين كلمات من حروف مبغثرة، وإيجاد المختلف. تعيين الكلمات، مطابقة الكلمات مع الصور/المعنى وتصنيف الصور.</p> <p>Letter, word and sentence levels</p> <ul style="list-style-type: none"> <li>• Sorting words alphabetically.</li> <li>• Word building. (See p40)</li> <li>• Jumbled letters, syllables or words.</li> <li>• Odd one out.</li> <li>• Word snakes.</li> <li>• Matching words to pictures, English words to Arabic words, sentence halves, questions and answers.</li> <li>• Labelling pictures or diagrams.</li> <li>• Categorising word cards.</li> </ul> <p>على مستوى النص: تحديد الكلمات الأساسية / الأفعال في النص ترتيب أحداث النص، ملء الفراغات، وضع أسئلة، إملاء، قراءة / كتابة مشتركة وكتابة موجهة.</p> <p>Text level</p> <ul style="list-style-type: none"> <li>• Text marking*: place and main attractions.</li> <li>• Text marking: verbs in past tense.</li> <li>• Sequencing: text/story describing a holiday.</li> <li>• Gap-filling: postcard/E-mail message.</li> <li>• Question setting**.</li> <li>• (Running) Dictation***.</li> <li>• Shared reading/writing.</li> <li>• Guided writing: e.g., diary of real or imaginary holiday based on model.</li> </ul> <p>تعبود التلاميذ على استخدام المراجع كالمعاجم المصورة</p> <p>Beginning to use some reference materials (picture dictionary, verb tables).</p> <p>*Text marking involves highlighting/underlining particular features of a text and can help both in accessing texts and developing important reading strategies (looking for clues to meaning, skimming and scanning).</p> <p>***Running dictation involves sticking short pieces of text (e.g. five lines) around room away from where pupils are sitting (or in corridor outside). Pupils work in pairs. Each pair has a text allocated to them (by number or colour). One pupil remains seated where they are. Their partner has to stand up and 'hurt' to their text, read it, memorise it chunk by chunk, run back to their partner and dictates it. The winners are the pair with the first absolutely correct version of the text.</p>

## السفر والسياحة

## Travel and tourism



## Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p><b>World of work: jobs</b> عالم العمل: الوظائف والعمل</p> <p>أنواع الوظائف مكان العمل Where people work الأعمال / الوظائف التي يمارسها أفراد الأسرة. الأصدقاء Jobs done by family and friends الأعمال / الوظائف المفضلة Job preferences</p>	<p>ماذا يعمل أبوك (والدك) / عمك / خالك؟ هو سائق حافلة / ميكانيكي / ممرض / بائع / مدرس / طبيب / محامي / مزارع / شرطي / ممثل / مطرب / صحفي / عالم / قسيس... ماذا تعمل أمك (والدتك) / عمتك / خالتك؟ هي سائفة حافلة / ميكانيكية / ممرضة / طبيبة / محامية / بائعة / مدرسة / مزارعة / شرطية / ممثلة / مطربة / صحفية / عالمة / قسيسية... أين يعمل أبوك / أخوك...؟ أين يعمل في مصنع / مكتب / محل / مدرسة / مستشفى / مزرعة... أين تعمل أمك / أختك...؟ هي تعمل في مصنع / مكتب / محل / مدرسة / ..... ماذا تحب أن تعمل عندما تكبر/ في المستقبل؟ أحب / أريد أن أصبح / أعمل طياراً / طبيباً..... <b>الخواص:</b> • حروف الجر(في، ك...). • صياغة الموبت في الأسماء وذلك بإضافة تاء مربوطة إلى نهاية الاسم المنكر (ممرض - ممرضة). • الأسماء المنكرة تاء مربوطة(ة) = الأسماء الموبتة <b>Grammar focus</b> • Prepositions • Using 'k' meaning 'as' • Transforming masculine nouns into feminine by adding 'Ta marboota' to the end of the noun.</p>	<p>تعرف وقل حذر فزر أستلنة وأجوبة Question and answer practice: this might be based around class survey to find out most/least popular jobs in-group. الاستماع إلى مقابلات مسجلة لأشخاص يتحدثون عن أعمالهم Listening and noting: listening to recordings of interviews with different people about their jobs. Pupils note key points including what are considered best and worst aspects of job. الاستناد إلى الخيال في تأليف محاكاة باستخدام لغة مأدونة Prepared/improvised dialogue: use imagination to create interesting conversations using familiar language, e.g. role-play in pairs of radio/TV interview with (famous) person about their job. بغمة ضوء Spotlight: a pupil volunteers to come to front of class and stand 'in the spotlight' (standing on a special spot, sitting on a special chair, wearing a special scarf/hat). Other pupils note numbers 1-10 on sheet of paper ready to respond to questions. The teacher asks ten questions to the spotlight volunteer about the topic covered and s/he gives answer out loud. After each response the rest of class put a tick if they think answer was correct, a cross if they think it was wrong and a question mark if they are not sure. Following applause for 'spotlight' pupil, teacher goes over responses. For each question teacher asks how many people gave which response. This gives valuable feedback both for the teacher and for pupils on what they need to work on further. A variation of this is where pupils hold up 'calling cards' to give their responses. Each pupil has a set of three cards, green to signal 'correct', red to signal 'wrong' and amber to signal 'not sure'. This gives an immediate visual impression of who understands what.</p>	<p>تدريبات/انشاطات عامة: على مستوى الكلمات والجمل: ترتيب الكلمات وفق الترتيب الأبجدي. تكوين كلمات من حروف مبعثرة. إيجاد المختلف. تعيين الكلمات. مطابقة الكلمات مع الصور المعنى وتصنيف الصور Letter, word and sentence levels • Sorting words alphabetically. • Word building. (See p40) • Jumbled letters, syllables or words. • Odd one out. • Word snakes. • Matching words to pictures, English words to Arabic words, sentence halves, questions and answers. • Labelling pictures or diagrams. • Categorising word cards. على مستوى النص: تحديد الكلمات الأساسية/الأفعال في النص ترتيب أحداث النص، ملء الفراغات، وضع أسئلة. إملاء، قراءة / كتابة مشتركة وكتابة موجهة. Text level • Text marking. • Sequencing: interview dialogue. • Gap-filling: interview dialogue. • Question setting. • (Running) Dictation. (See p49) • Shared reading/writing. • Guided writing: e.g. 'Day in the life of ...' based on model. (See item 4 in Oracy opposite) تعويد التلاميذ على استخدام المراجع كالمعجم المصورة Beginning to use some reference materials (picture dictionary, verb tables).</p>



## Level 5

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>مقابلة الناس Meeting people Appropriate modes of address</p> <p>وصف الشخصيات Character descriptions</p> <p>والعلاقات Relationships</p>	<p>أهلاً وسهلاً بكم في المدرسة هذا هو مدير المدرسة / صديقي المفضل من هو صديقك / من هي صديقك المفضلة؟ ما هي مواصفاته / ما هي مواصفاتها؟ حذني عن أفضل صديق لديك / حذني عن أصدقائك في الصف / كيف هي علاقتك ب...علاقتي جيدة ب...علاقتي جيدة ب...أستطيع أن أحمل ... ما هو برجك؟ علاقة الأبراج بالأشهر السنوية هنا يمكننا التوسع بالصفات التي ورد ذكرها في المستوى الأول لطيف / غير لطيف / فظ الطباع / ذكي / غبي / مجتهد / كسول / جدي / مضحك / قوي / ضعيف / شجاع / جبان / هادئ / ثرثار - وودود / غير وودود</p> <p>لغة المفاوضات (الترتيب وفق الأولوية) هذا صحيح / هذا غير صحيح / خطأ أنا أوافق / لا أوافق ماذا تعتقد / تعتقد، أنا أعتقد أن..... دعنا نرتب وفق الأولوية أولاً. فانياً.....</p> <p><b>الفراغ:</b> • الصفات ومما يجنبها الموصوف في الذكور والتأنيث و الأفراد والجمع • التفضيل (المقارنة) زمن المستقبل</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Adjectives: <ul style="list-style-type: none"> <li>o Agreement for gender and number</li> <li>o Comparatives and superlatives</li> </ul> </li> <li>• Verbs: <ul style="list-style-type: none"> <li>o Future tense</li> </ul> </li> </ul>	<p>As pupils progress through the levels, there is some recycling of topics. Whilst it may well be important to reactivate previously learnt vocabulary and structures (typically through brainstorming), the teacher should be aiming rapidly to extend the topic in terms both of content and sophistication of language as well as providing the opportunity for the development of higher order thinking skills (e.g. comparing, explaining, justifying). It is essential that teachers do not view topics as self-contained units, but are making links between the different areas they are covering. Indeed there are increased opportunities for cross-curricular work and work around different text types at this level. With regard to grammar, pupils are expected to be able to use a range of tenses and to construct longer, more complex sentences. They should also be increasingly aware of strategies for extracting meaning from spoken and written texts, drawing on contextual and other clues. (See <i>Learning strategies</i> checklist, pp26-27)</p> <p>الترتيب بضيف جاء من سوريا استخدام أشكال مختلفة من العناوين Making appropriate use of different forms of address, familiar/polite, and formal/informal. تهيئة الطلاب بعرض شخصية ومحاولة وصفها Brainstorming: how would you describe this person's character? (Pupil, teacher, celebrity). Possibly allow pupils to prepare ideas in pairs first, referring to dictionary, and then get feedback to whole class. ترتيب الصفات وفق الأولوية Diamond ranking*: what qualities do you look for in a friend? (Sense of humour, loyalty, etc) تقديم المعلمة لنمذجها وصفها إلى مدرسة أخرى Presenting self and class and teachers to class in partner school (via video-conferencing) or to another class in same school. الحديث عن برج الحظ وماذا يعني Presentation: my zodiac sign and what it means. اختيار Interview: (Desert Island Discs) groups select five pieces of music they would like to have with them on a desert island and justify their choice to the class. Could be extended into writing task. * Diamond ranking is a group activity intended to stimulate thinking and encourage discussion. Each pupil receives a card with a topic point related to the topic, is written (in this case a personal quality). The pupils have to discuss and agree on a rank order for the cards, placing them in order of importance in the shape of a diamond. To help pupils engage in discussion, teacher should revise/introduce language of negotiation and/or provides prompt sheet with key phrases. (See Key structures and vocabulary opposite)</p>	<p>وضع خط تحت الأحرف الجديدة Underlining new letters in words. وضع قائمة بالكلمات التي تحتوي على أحرف جديدة Listing which words use new letters. ترتيب الكلمات وفق الترتيب الأبجدي Putting sets of words in alphabetical order. سباق المعجم Dictionary race: find the English equivalent of Arabic words. البحث في أصل معنى الأسماء Researching origin of Arabic names. تصنيف بعض الكلمات هل هي صفات/أفعال. Analysing vocabulary: adjective, noun, verb, adverb. Types of ending. قراءة بغرض تدوين معلومات Reading and noting key points from horoscopes. تصميم لوحة Poster about personal zodiac sign. كتابة فقرة تشرح لماذا ترى صديقك يصلح لكي لتمثيل الصف Writing a paragraph explaining why your friend should be voted class representative on the school council.</p>
<p>Self and others أنا وألاخوتي</p>			

## Level 5

## Themes, topics, texts

مشاهير الناس

Famous people

المهنة

Profession

مكان و تاريخ الولادة

Where and when born

العائلة

Family

الصفات الشخصية

Physical description

الشخصية

Character

الإنجازات

Achievements

خطط المستقبل

Future prospects

الآراء الشخصية

Personal opinion

## Key structures and vocabulary

هو مشهور / هي مشهورة لأنه / لأنها (ممثل / ممثلة، كاتب/كاتبة، مطرب/مطربة، رياضي/رياضية، سياسي/سياسية، موهوب / موهوبة، طيبة/مضحكة/جيدة/حيوية..)

هو ولد في ..... وتاريخ ...../هي ولدت في ..... وتاريخ ..

عنده/عندها ..... إخوة / أخوات

الصفات الشخصية: هنا ممكن التأكيد على الصفات: طويل/طويلة، قصير/قصيرة، سمين/سمينة، نحيف/نحيفة، متوسط الطول/متوسطة الطول، وكذلك الألوان مع أجزاء الجسم (لون العين/لون الشعر/البشرة.....)

وصف الشخصية أو الطباع (التأكيد على ما ورد ذكره في البداية)

الإنجازات (كتب/كثبت، لعب دور/العبت دوراً اخترع/اخترعت، اكتشف/اكتشفت، صنع/صنعت، صمم/صممت، كافح من أجل/كافحت من أجل.....ساعده/ساعدت)

أعظم إنجازاته/إنجازاتها..... أنا أحبه/أحبها... لأنه/لأنها... أنا معجبة به/بها

القواعد:

• الأسماء الموصولة (التي/التي.....)

• كلمات قيد الترتيب (أولاً/ثانياً/ثالثاً.....)

## Grammar focus

- Connectives: also
- Relative clauses: who, whose
- Firstly, secondly, thirdly, finally

## Oracy

الإستماع إلى نصوص طويلة ثم استخراج المعلومات الشخصية

Listening and noting: listening to longer passages of familiar language and identifying specific details, e.g. name, date and place of birth, description, achievements, etc).

وضع أسئلة غير محددة الإجابة

Putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.

الإستماع إلى عدة نصوص من مصادر مختلفة وفتح باب نقاش عنها

Listening to, and understanding, a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions. Giving a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it. (See p49)

طرح أسئلة حول شخصية مشهورة

Twenty questions: spotlight activity. One pupil (in hot seat) is given card with name of famous person. Rest of class asks questions to try to work out who s/he is.

طرح أسئلة حول صورة ويمكن إتباع هذا النشاط بقراءة نص

Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text, internet research, the viewing of a video, etc to try to find out and note answers to the questions. This can then lead on to a piece of written work.

## Literacy

إحزر من هو

Guess who it is: pupils read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live.

البحث في الكتب أو شبكة المعلومات عن شخص مشهور والكتابة عنه باستخدام الحاسوب

Researching (from articles, books, Internet) and then, using a word processor, drafting and redrafting piece of writing on a famous person (with or without the support of a writing frame).

لعبة الاستغماية

Hide 'n' seek: memorisation technique. Give pupils or get them to make set of (12) cards. On one side should be written items to be learnt and on the other their translations/pictures. Each pupil lays out their set of cards in front of them with the translations/pictures face down. Pupil then looks at card, translates in head and turns over card to check. If correct, card is turned over. If not, it remains face down and pupil can't return to it until s/he has been round all the other cards. Aim is to turn over all cards as quickly as possible. Once all cards have been turned over, process can be reversed, i.e. aiming to turn all the cards back over again as quickly as possible. Pupils should be encouraged to use this technique when learning vocabulary for homework.

## Self and others

## أنا والآخرين

## Level 5

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>مقارنة البيوت والحدائق في بريطانيا ودولة عربية</p> <p>Compare homes and gardens (traditional and modern) in UK and Arab country</p> <p>آثار الموقع والمناخ</p> <p>Effects of location and climate</p> <p>التصميم وتفاصيل البناء والأثاث</p> <p>Design features (buildings and furniture)</p> <p>الفرق بين الأثاث والفرش</p> <p>Differences between rich and poor</p>	<p>كيف كانت البيوت قبل ١٠٠ سنة مضت في بريطانيا وفي بلد عربي من اختيار المدرس</p> <p>كيف تبدو البيوت اليوم؟</p> <p>مع كانت تصنع البيوت قديماً ولم تصنع اليوم؟</p> <p>أين كانت بنى البيوت وأين بنى الآن؟</p> <p>كانت تنى البيوت بالقرب من الأثاث/التوابل/في المدن الكبيرة</p> <p>كانت السقوف تصنع من .....</p> <p>كانت البيوت تتألف من طابق واحد/طابقين/عدة طوابق .....</p> <p>هذا بسبب الجو السائد/العواصف/خطر الفيضانات/.....</p> <p>كيف كانت تدفأ البيوت؟</p> <p>كان هناك ماء/كهرباء/غاز/خشب/.....</p> <p>كان لدى الناس تكييف مركزي بسبب الجو الحار/الطوبية.....</p> <p>كان الأثاث يعيشون في..... ويعيشون اليوم في.....</p> <p>كان الأثاث يعيشون في..... ويعيشون اليوم في.....</p> <p>في المطبخ الحديث يوجد فرن/الاجة/غسالة ملابس/غسالة صحون/ميكروويف</p> <p>فرن إشعاعي .</p> <p>القواعد:</p> <p>اسلوب العطف الجملة الاسمية / كان و أحوالها</p>	<p>تقديم الكلمات الجديدة عن طريق الصور</p> <p>Cultural comparisons: using visuals to introduce key vocabulary and differences/similarities between homes: UK/Arabic country, old/new, rich/poor, building up Venn diagram.</p> <p>الاستماع إلى بعض الأشخاص يتحدثون عن بيوتهم وتدون بعض الملاحظات</p> <p>Listening and noting: listening to people talking about their home and noting details: location, building materials, number of floors, method of heating, furniture, decoration, special features.</p> <p>تقديم صور لتبين الفرق بين تصميم البيوت قديماً وحديثاً</p> <p>Cultural comparison: using visuals to compare a kitchen/living room a hundred years ago with one today.</p> <p>طرح أسئلة مفتوحة وغير محددة الإجابات</p> <p>Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.</p> <p>تقديم عرض عن البيت المثالي</p> <p>Presenting ideas to an audience; preparing group presentation on the ideal home or to select from given choice. Using Internet as resource and presenting using PowerPoint. (See p49)</p>	<p>تصنيف البيوت الموجودة في الصور وفق المواصفات المكتوبة على البطاقات</p> <p>Categorising activity: Pupils working in groups provided with set of cards, and pictures of different houses in UK and Egypt. On each card, there is short piece of information about different houses. Pupils have to decide which text card goes with which house.</p> <p>تقديم مخطط كتابة لمساعدة الطلاب على الكتابة عن البيت المثالي</p> <p>Gap-fill/writing frame to support pupils in writing article/letter to describe ideal home. Drafting/redrafting (on word processor) to provide supportive context for writing.</p> <p>الربط بين إعلانات عن بيوت وأشخاص يبحثون عن بيوت بمواصفات مختلفة</p> <p>Matching people with particular requirements to advertisements for different properties.</p>
<p>المهام والمسؤوليات في البيت</p> <p>Roles and responsibilities in the home</p>	<p>من يقوم بالأعمال المنزلية؟</p> <p>هو يقوم/هي تقوم بالتسوق/الطبخ/التفصيل/الكس بالمكنسة الكهربائية/ترتيب الأسرة/تحضير المائدة/ترتيب الغرفة، متى تقوم بذلك عادة؟ كل يوم/أثماً/أحياناً</p> <p>مرة/مرتين في الإسبوع</p> <p>هل تساعد/تساعدين في الأعمال المنزلية؟</p> <p>أساعد/أمي/أبي/أخي/أختي.....</p> <p>هل من العدل؟ نعم لأن/ لا لأن.....</p> <p>علي أن أقوم ب...وهو/هي فقط تعمل..... هي لا تعمل شيئاً</p> <p>القواعد:</p> <p>• الظروف الجملة الفعلية والجملة الاسمية/كان وأحوالها/إن وأحوالها</p> <p>Grammar focus</p> <ul style="list-style-type: none"> <li>• Adverbs/adverbial phrases (frequency)</li> <li>• Verbal sentences and nominal sentences</li> </ul>	<p>الاستماع إلى الأهل يشتكون من قلة مساعدة الأبناء في البيت</p> <p>Listening and noting: listening to parents complaining about what the children should have done to help in the house and children making excuses (forgot, on the phone, doing homework, not well, etc). Note complaint and excuse.</p> <p>تمثيلية بسيطة حول ترتيب البيت</p> <p>Role-play: argument between parent(s) and child(ren) about, e.g. who should tidy up after party or about one child being expected to do more than another. This could be done with (finger) puppets.</p>	<p>تحديد أنواع الكلام في النص</p> <p>Text marking.</p> <p>ترتيب أحداث</p> <p>Sequencing: dialogue.</p> <p>ملء الفراغات</p> <p>Gap-filling: dialogue.</p> <p>إملاء</p> <p>(Running) Dictation. See (p49)</p> <p>كتابة موجزة</p> <p>Guided writing.</p> <p>تكوين جمل طويلة باستخدام الصفات</p> <p>Building longer, more complex sentences using adverbs/ adverbial phrases.</p> <p>سباق المعجم</p> <p>Dictionary race: find the English equivalent of Arabic words.</p> <p>تحديد أنواع المفردات</p> <p>Analysing vocabulary (adjective, noun, verb, adverb). Types of ending.</p>
<p>Home life and daily routine</p>			

في العائلة والبيئة اليومية

Level 5		Oracy	Literacy
الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	الاستماع إلى أشخاص يتكلمون عن أعمالهم Listening and noting: listening to recordings of interviews with different people about their jobs. Pupils note key points including what are considered best and worst aspects of job. الاستماع إلى فقرات مطولة للحصول على معلومات Listen to longer passages of familiar language and identify specific details, e.g. name, date and place of birth, description, achievements, etc. الإجابة عن أسئلة غير محددة النهاية Answer more open-ended questions, as well as questions requiring yes/no answers. استفتاء في الصف حول الملابس التي يرتديها الناس في بلاد مختلفة Survey: pupils interview classmates, family and friends to find out opinions regarding past and present fashion and Asian/Western fashion. Data is analysed and presented in the form of bar charts/pie charts (using spreadsheet software).	ربط التعليقات بالصور التي تناسبها Matching/gapfilling: match captions to pictures or gap fill captions or short articles/reviews (with or without missing words provided in box below). تقديم عرض عن الموضوع Creating PowerPoint presentation/fashion magazine in groups. After initial whole class brainstorm, pupils work in groups to plan, research and then draft and redraft pages/screens combining text with images, sound effects. البحث في عملية تصنيع الملابس من بداية زراعة القطن وحتى البيع Research and presentation following the process of clothes manufacturing from the growing and picking of the cotton to sale in a department store in the UK (Citizenship link). تصميم قطعة من المجوهرات والكتابة عنها Persuasive writing: designing a piece of jewellery and writing a paragraph promoting it. تطوير مهارات استعمال المعجم Developing reference skills, including use of bilingual dictionary.
الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	مقابلة متخيلة مع عامل في مصنع / مدير في شركة / صاحب محل Fair trade fashion: (imaginary) interview with factory worker, company director, shop owner (Citizenship link). مقابلة حول آخر صحاحات الموضة Interview about latest fashion.	تقديم أفكار للحضور أو للطلاب واستخدام مواد تم تحضيرها مسبقاً Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)	عرض أزياء Fashion show in which some pupils model clothes and other provide commentary.
الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	مقارنة بين الملابس الشرقية والغربية التقليدية والحديثة Comparing styles (East/West, traditional/modern, male/female)	تقديم أفكار للحضور أو للطلاب واستخدام مواد تم تحضيرها مسبقاً Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)	عرض أزياء Fashion show in which some pupils model clothes and other provide commentary.
الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	مقارنة بين الملابس الشرقية والغربية التقليدية والحديثة Comparing styles (East/West, traditional/modern, male/female)	تقديم أفكار للحضور أو للطلاب واستخدام مواد تم تحضيرها مسبقاً Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)	عرض أزياء Fashion show in which some pupils model clothes and other provide commentary.
الملابس والأزياء Dress and fashion وصف لملابس الناس وخليهم	مقارنة بين الملابس الشرقية والغربية التقليدية والحديثة Comparing styles (East/West, traditional/modern, male/female)	تقديم أفكار للحضور أو للطلاب واستخدام مواد تم تحضيرها مسبقاً Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)	عرض أزياء Fashion show in which some pupils model clothes and other provide commentary.



## Level 5

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>وسائل الإعلام المختلفة (التلفزيون الصحافة/ الراديو) أقراص الكمبيوتر / أفلام مسجلة / آلة التصوير الرقمية / كاميرا تسجيل الأفلام/ الهاتف النقال</p> <p><b>Different types of media</b> Television, radio, CD, DVD, computer, digital camera, video camera, mobile phone, MP3 player</p> <p>القنوات المفضلة وأين تبث</p> <p><b>Preferences</b> Frequency of use</p> <p>شخصيات هامة / شاعر</p> <p><b>Famous character/poet</b></p>	<p>هل تشاهد التلفاز/ هل تستمع إلى الراديو/ هل تستمع إلى الموسيقى/ هل تذهب إلى السينما..... ما هي البرامج التي تحبها أو تفضلها؟ ماهي البرامج التي تحب أن تشاهدها أو تستمع إليها؟ أنا أحب (الكرتون / البرامج الكوميدية / المضحكة / عروض أو برامج المناقشة / الأفلام الوثائقية / البرامج الرياضية / البرامج العلمية) / أنا أحب (الأفلام الوثائقية الكوميدية/ الرومانسية أو العاطفية / الرعب/ الموسيقية / الغربية) ما هي أنواع الموسيقى التي تحب أن تستمع إليها؟ أنا أفضل الموسيقى الكلاسيكية/الجاز/الشعبية / الفلكلورية..... من هو مطربك المفضل؟ ممتلك المفضل الفرقة الغنائية / الأغنية / الفيلم..... هل عندك / لديك كومبيوتر (حاسوب) ؟ لماذا تستعمل الكمبيوتر؟ أنا أستعمل الكمبيوتر لألعاب / لأصنع شبكة المعلومات / لأرسل رسائل إلكترونية / لأحدث إلى الناس/ لأنظر إلى صوري / لأقوم بالواجبات المدرسية.....</p> <p>تعرفه بالشاعر السوري نزار قباني: نشأته / حياته / دراسته / علاقته بالأخوين والظروف التي مر بها. (متوافرة أيضا كمسلسل تلفزيوني)</p>	<p>تهيئة الطلاب بتحديد أنواع وسائل الإعلام Brainstorm to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary. إجراء استفتاء حول أكثر أنواع الإعلام شيوعاً Survey to discover most/least popular media in class, school, across generations. أخبار عن سوريا. مثلاً أو دولة عربية أخرى News round up from Syria. اختيار إعلان تلفزيوني والتعليق عليه ضمن مجموعة Pick the best TV advertisement: pupils showed three advertisements. In groups they then discuss which they like best and why. Opinions are then presented to the whole class. This activity could also be done with magazine advertisements. تقديم عرض من قبل الطلاب Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49) بقعة ضوء Spotlight. (See p51) دولاب الحظ Wheel of fortune. (See p43)</p>	<p>استخدام الصحف والمجلات لعمل لوحة Newspaper challenge: pupils have access to foreign language newspapers and magazines in the classroom. They each make a poster by finding a variety of texts, cutting them out and sticking them on to the poster. The challenge is to find, for example, a recipe, a weather forecast, and instructions for making or doing something, a letter, an advertisement. تصفح شبكة المعلومات والصحف والمجلات Browse through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story. Identify word classes, e.g. verb, pronoun, preposition, noun, adjective, verb. ترجمة Translation/interpreting: pupils act as translators/interpreters summarising selected news items from Arabic press for UK audience. اشتقاق الكلمات من المصدر Word relationships: discuss word derivation and use other reading strategies. ملء قائمة أشياء تحبها ولا تحبها Fill in lists of likes and dislikes. قراءة نشرة جوية والرموز التي تتعلق بها على الخريطة Read a weather report and draw symbols on a map showing what the weather will be like in those regions/ countries. البحث عن الكلمة المفقودة Missing word.</p>

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>Media</p> <p>Media / الإعلام</p> <p>التعبير عن الآراء الشخصية تجاه برامج/ أفلام / أغاني / ألعاب كومبيوتر</p> <p>Describing and expressing opinions about programmes, films, songs, computer games</p>	<p>ماهو رأيك بأفلام / الأفلام / الأغانى؟ إنه / إنها رائع / رائعة / جيد / لا بأس / سيئ / سيئة.....</p> <p>مالذي أعجبك فيه/ لم يعجبك فيها؟ إنه مليء بالحركة / ممتع / مشوق / عريق / مضحك / ما هي قصته؟ حول ماذا تدور أحداث الفيلم؟ تدور أحداث الفيلم حول..... يوم ما / فجأة/ وبالتدرج/ وفي اليوم الثاني/بعد شهرين/ وفي نهاية الفيلم.....</p> <p>الشخصية التي أعجبتني في القصة هي..... لأنها / لأنه جميل/ جميلة/ وسيم/ أنيق/ أنيقة/ صادق/ شجاع/ مجنون/ مجنون/ شيرير/ ثائرة/ عدواني/ عدوانية.</p> <p>الفواعل:</p> <ul style="list-style-type: none"> <li>• الظروف (الزمان والمكان)</li> <li>• الضمائر المتصلة و المتفصلة للغالب. المخاطب والمستكم</li> </ul> <p>Grammar focus</p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Adverbs, adverbial phrases</li> </ul>	<p>مراجعة بعض الكلمات والقواعد وذلك باستخدامها في نصوص مختلفة</p> <p>Consolidate learning of vocabulary and grammar by re-using it in other contexts.</p> <p>بناء جمل طويلة وذلك باستخدام ظروف وأدوات ربط</p> <p>Build longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.</p> <p>إستمع الى فقرات أطول للغة مألوفة وحده الأسماء أو الأفعال. العدد أو الكمية.</p> <p>Listen to longer passages of familiar language and identify specific details, e.g. name, place, quantity, and cost.</p> <p>تذكر وأداء بعض الأغاني/ القصائد/ القصص.</p> <p>Memorize and perform a poem, song, story or sketch.</p> <p>الطلب من التلاميذ تقديم بعض الأفكار بشكل منفرد أو بشكل جماعي وذلك بتحضير مواد بصرية أو تعبيرات أخرى.</p> <p>Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)</p> <p>إحضار نموذجين أو ثلاثة نماذج من الموسيقى العربية وسؤال الطلاب عن آرائهم بهذه الموسيقى أجبوا لم يحبوا والأسباب وراء هذا التذوق. سؤال الطلاب بإحضار قطع موسيقية أو أغاني إلى الصف والحديث عنها وأسباب الإعجاب</p> <p>Bring two or three samples of traditional and contemporary Arabic music to listen to. Ask pupils to express opinions about the music (whether they like it or not, and their reasons. Present information about the music (e.g. date, era, purpose, performer, and composer). Follow up by asking pupils to bring to class a piece of music they like. They should be prepared to do a two-minute presentation (e.g. including composer and performer, date, theme, reason for preference).</p> <p>اختيار مقالات من الجرائد أو المجلات أو الإنترنت واستخدامها في نشاطات القراءة والكتابة</p> <p>Selected short articles from magazines, newspapers, internet used as stimulus for spoken or written response.</p>	<p>القراءة وكتابة التقارير عن مواقف الشباب من رياضة أو ثقافة معينة</p> <p>Read about and report on young people's attitudes to sport or popular culture.</p> <p>الإستماع إلى الأغنية وكتابتها ثم إجراء نشاطات على هذه الأغنية كملء الفراغات</p> <p>Listen to a song and then look at a transcription of a text with gaps. Children fill in the gaps by copying words from a list.</p> <p>البحث في المعجم</p> <p>Locate headwords in a dictionary, e.g. do a headword quiz: children have a list of ten words which they have to look up in a dictionary. For each word they have to find the page number in the dictionary, the headword which precedes it and the headword which follows it.</p> <p>استخدام المعجم لاستخراج وكتابة الكلمات</p> <p>Use a bilingual dictionary to check the spelling of familiar words.</p> <p>إكمال رسالة إلكترونية</p> <p>Complete a semi-completed e-mail message to someone in a partner school.</p> <p>قراءة رسالة إلكترونية وإجابة عليها</p> <p>Read an e-mail message from a partner school and reply to some of their questions on e.g. hobbies, the weather, holidays, likes and dislikes.</p> <p>إعادة قراءة بعض النصوص من مختلف المصادر</p> <p>Re-read a range of texts, including work on the board, computers, from books, taped stories with texts, songs, poems, e-mail messages and texts from the Internet.</p>
Media / intercultural understanding / creativity	الإعلام / الأبحاث والاحتمال الفني		

## Level 5

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>الترتيب لزيارة السينما أو المسرح أو صالة العروض الموسيقية أو مشاهدة حدث رياضي (الدعوة / المكان والزمان)</p> <p><b>Making arrangements to attend film, music or sporting event</b> Invitation Location Time</p>	<p>ما الذي يُعرض الآن؟ هناك فيلم / عرض موسيقي / عرض مسرحي هل تحب أن تذهب أو تشاهد .....؟ أحب أن أذهب..... لا أحب أن أذهب..... كم تكلف التذكرة؟ تكلف..... أين سنلتقي؟ أمام / خارج / ..... اتفقنا إذا ..... أراك قريباً</p>	<p>تمثيلية بسيطة وذلك باستخدام الخيال وتأليف محادثة ممتعة استخدام لغة مألوفة واستخدام العرائس المتحركة</p> <p>Role-play:</p> <ul style="list-style-type: none"> <li>Use imagination to create interesting conversations using familiar language, e.g. take on the role of different people when having a similar conversation, use puppets and props.</li> </ul> <p>إعطاء فرصة للتلاميذ للتفكير قبل البدء بالمحادثة</p> <p>Use 'stalling strategies' to allow time to hesitate, e.g. use spoken 'expressions' and gestures which allow for thinking time in the conversation.</p>	<p>تصفح مجلة أو جريدة أو إنترنت (شبكة المعلومات) للحصول على معلومات معينة</p> <p>Scan events pages in magazine or on Internet for key information.</p> <p>من خلال المعلومات المتاحة عن الأفلام، اختر ثلاثة أفلام واذكر سبب الاختيار</p> <p>From film information identify three you might like to see and explain reason for your choice.</p>
<p>Media / intercultural understanding / creativity</p> <p>إعلام / اجتماعي / إبداعي</p>			

# Level 6

## Themes, topics, texts

## Key structures and vocabulary

## Oracy

## Literacy

الجروح والأمراض  
Injuries  
illnesses

العلاج  
Treatments

تهيئة للتعريف بأعضاء الجسم والأمراض المختلفة  
Brainstorming to identify different parts of the body and illnesses; this can be done as whole class activity or initially in pairs.  
الاستماع إلى بعض الناس يتكلمون عن أمراضهم وإعطائهم النصائح  
Listening and noting: listening to different people talking about their illnesses; pupils note what is wrong and advice about treatment, etc., by completing grid. Differentiate by adding column for extra details.  
وضع أسئلة غير محددة النهاية  
Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.  
تمثيليات بأدوار مختلفة (على الهاتف في البيت...)  
Role-play:  
• Act out scene (on phone) where friend has serious injury, but refuses to see doctor or go to hospital.  
• Act out scene between child and parent, where child is making up excuses for not being able to go to school (because doesn't want to do test/exam).  
• Act out scene as a people with particular character, e.g. someone who exaggerates problems (drama queen) and someone who always thinks that things will turn out for the best (using finger puppets).

مقابلة الكلمة بالمعنى  
Word definitions: match word to definition;  
المترادفات والأضداد  
Synonyms and antonyms: matching or table completion;  
ملء الجداول حسب نوع الكلمة  
Different word forms depending on grammatical function (noun, verb, adjective, adverb) using table completion;  
ملء الجداول حسب نوع الكلمة  
Different verb forms depending on tense using table completion.  
Teachers need to decide what types of activity lend themselves most readily to any particular text.  
ترتيب أحداث حوار  
Sequencing dialogue.  
كتابة النقاط الأساسية لنصوص في مجلة. إعلان. راديو  
Reading and noting: noting key points of simple messages/adverts, e.g. seen in a magazine or on a website, or heard, e.g. on TV or radio.  
تصميم مجلة حائط أو إعلان  
Persuasive writing: designing a poster to advertise a product. This could become a class competition judged by another teacher or sixth formers.

مراجعة الطبيب أو طبيب الأسنان أو الصيدلية  
Consulting a doctor, dentist or chemist

عمل تمثيلي (موقف في مستشفى)  
Doctors and nurses group practice activity: four pupils (patient, friend, nurse, doctor) improvise role-plays with unpredictable elements.  
عمل إعلان لتسويق أحد المنتجات (الأدوية)  
Pupils make a tape/video advertising a product.  
دولاب الحظ  
Wheel of fortune. (See p43)  
طرح أسئلة حول شخصية  
Spotlight activity. (See p51)  
لعبة إكمال الخط والوصول إلى الطرف الآخر  
Blockbusters: like the television game, there are two teams and the aim is to join hexagons across the board (left to right or top to bottom). A hexagon is won by naming it correctly, if they cannot name it, the other team has the chance to go. Can be adapted for different levels.

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كيف حالك؟  
كيف هو/هي الآن؟  
هل يشعر/ تشعر بتحسن  
أنا لا أشعر/هو لا يشعر/هي لا تشعر بتحسن  
ما المشكل؟ أنا عندي / هو عنده/ هي عندها ألم في الرأس/ المعدة أو البطن/في الأسنان/هو عنده ألم في الحنجرة/ ارتعاع في درجة الحرارة/ برد/ سعال/ رشح أو إنفلونزا/حساسية/ ضربة شمس.....  
عيناها. عيناها/أذراع/ كتف / رقبته/ رجل/ قدم.....  
تؤلمه/ تؤلم  
لقد كسرت ذراعي أو رجلي/ ذراعه/ ذراعها/ رجله/ رجلها.....  
أعاني من حرق/ حرج/ كدمات.....  
لقد تعرضت للسعة/ لقد تعرضت هي للسعة من.....إصبعي/ إصبعها/ ذراعي/ ذراعها/رجلي/ رجله/رجلها/قدمي/قدمه/ تنزف/ تنزف  
لقد تقبلت / لقد تقبلت / لقد تقبلت  
أحتاج إلى قسط من الراحة / يحتاج إلى قسط من الراحة/ تحتاج إلى قسط من الراحة  
تحتاج/يحتاج إلى رباط/ ملصقات/ حبوب دواء  
القواعد:  
• الأفعال مع يجب / عليك أن والتعريفات مع المذكر والمؤنث  
• المفعول المثنى / الجمع مع أجزاء الجسم إعادة تذكير  
• هـ / ذكرها في المستوى الثالث

ما المشكل؟ ماذا يؤلمك؟  
عندي.....  
منذ متى وأنت تعاني من هذا؟  
منذ ثلاثة أيام /الباردة /مس /أول أمس /اليوم فقط  
هل تناولت أي دواء؟  
لا، لم أتناول. نعم تناولت.....  
ماذا أكلت؟  
بماذا تنصحني/أو تصف لي؟  
عليك البقاء في الفراش حتى الأسبوع القادم  
خذ ملعقة / ملعقتين من...كل أربع ساعات/ ساعاتين....  
تناول هذا الدواء مرتين قبل أو بعد الطعام  
عليك مراجعة الطبيب المختص في المستشفى  
القواعد:  
• استخدام منذ / لمدة فعل الأمر / الفعل المضارع

## Health and fitness

## النظافة الشخصية

## Level 6

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>نظام الحياة الصحي / النظام الغذائي / التمارين الرياضية / قضايا البيئة</p> <p>Healthy living Diet, exercise, environment</p>	<p>ما هي أنواع الأطعمة التي تتناولها أو تحبها؟ أنا أحب الطعام الإنجليزي/الصيني/الماليزي/طعام الشرق الأوسط/الهندي/الياباني..... أنا نباتي ولا أكل اللحم أحب/لا أحب من اللحم: لحم البقر/الخروف/الدجاج/السمك /القرنبيس..... من الخضار: الفليفلة/الطماطم/البنندوة/الخيار..... الفواكه: البرتقال/البطيخ/المنجو/التين/البلح..... النبشويات: الخبز/الرز/المعكرونة/المكسرات/الحبوب..... مشروبات الحليب: الحليب/الجبنة/الزبدة/القشدة..... الحلويات: الكعك/البسكويت/الحلويات الأخرى كالبقلاوة / الكنافة..... المشروبات : الماء/ الشاي/ القهوة/ عصير الفواكه /الكوكتيل..... هل تتبع أنت / يتبع هو/ يتبع هي أسلوب حياة صحياً لا. نعم /أنا/ أتع/ هو يتبع/ هي تتبع نظاماً غذائياً صحياً ماذا تتناول عادة في وجبة الإفطار/ الغداء/ العشاء؟ أنا أكل...../ لا أكل (أتناول)..... هل تقدم مدرستك وجبات صحية للغداء؟ هل تتناول الكثير من الطعام غير الأساسي (الصحي)؟ هل تمارس الرياضة؟ نعم. أنا أعب كرة القدم / كرة المضرب / كرة الطائرة / كرة الريشة /السباحة أذهب للسباحة / للرقص /للجري..... مرة في الأسبوع /كل يوم..... أقوم دراجتي / أعب الجودو و الكاراتيه..... كيف تحافظ على نمط حياة صحي؟ أؤظب على ممارسة الرياضة / أتناول طعاماً صحياً / أجنب تناول الأطعمة الدسمة. الحلويات..... عني الإفراط من تناول المشروبات الغازية والاستعاضة عنها بالعصائر الطبيعية والماء.</p> <p>القواعد: • ظرف الزمن (أحياناً غالباً نادراً أيضاً) عادة..... <b>Grammar focus</b> • Adverbs of frequency: often, sometimes, frequently, rarely, never, usually, occasionally</p>	<p>تهيئة لتحديد النمط الصحي /غير الصحي في الحياة Brainstorm to identify features of healthy and unhealthy lifestyles: this can be done as whole class activity or initially in pairs with the support of a dictionary. إحصاء / استفتاء Survey: pupils interview classmates, family and friends to find out about lifestyle. يقدم الطلاب عرضاً لمنتجات مفيدة/ضارة للصحة Presenting to an audience: pupils make a presentation of products which are 'good for your health' and those which are 'bad for your health'. عمل إعلان باستخدام الكمبيوتر Video recording: make a video of advertisements compiled and presented by pupils or invite pupils to present their advertisement using ICT (presentation software). الترتيب حسب الأولوية Diamond ranking: best (or worst) ways to keep healthy. (See p63) "السفن" التدريب على القواعد باستخدام لعبة "معركة السفن". Battleships game: fun way to practise grammar. e.g. verb manipulation. Played in pairs. Each pair has grid with specific elements marked at top and side, e.g. infinitive of verbs on left and pronouns across top. Each pupil secretly puts crosses in five squares. They then have to combine elements correctly to 'hit' different boxes on their partner's grid and 'sink' ships. It is useful to mark off squares they have tried unsuccessfully. If they get one right they continue until they get one wrong. Then it's their partner's turn. First to sink all five of partner's ships is winner. Adaptable to different levels.</p>	<p>استخدام الأنواع الصغيرة في نشاطات مختلفة Mini whiteboard activities, e.g. • Categorising e.g., healthy/unhealthy. • Odd one out. • Anagram game. Teacher writes word on board and students write down as many words as they can from it. • Making a sentence of six, eight, ten words including a grammatical feature, e.g. a connective, a tense, a measure word, a negative sentence or a question. • Dictation. إجراء مسابقة Multiple choice magazine style quiz which revises present tense and frequency phrases in contexts such as food, drink, sport. كتابة حلول أو تبادل معلومات باستخدام أجهزة مختلفة Writing a good resolutions page including present and future tenses using ICT (desktop-publishing software). تبادل المعلومات مع الزملاء في الصف Pupils exchange information with partner school in target country about aspects of lifestyle (possible use of ICT via email) and write a comparison summary (with support of writing frame). كتابة منشورات أو إرشادات صحية Pupils write an advice leaflet or factsheet for a particular person e.g. someone confined to a wheelchair, a small child, a teenager (with support of writing frame). تطوير مهارة الاقتباس واستخدام المراجع و القاموس Developing reference skills, including use of bilingual dictionary.</p>
<p>وصفة طبخ طعام عربي صحي Recipe for a healthy Arabic dish</p>	<p>أولاً ثانياً / بعد ذلك / ثم / وأخيراً..... اغسل / قطع / افرم / اخلط / اقل / اغز / اسلق على البخار / قطع إلى شرائح أو رقائق / صب / أضف / حرك / سخن / ضع..... كل هذه أفعال أمر يضاف إليها حرف الياء في النهاية إذا كان الأمر موجهاً للمؤنث. أنوات المطبخ : مقلاة / طنجرة..... غاز / فرن.....</p>	<p>الاستماع إلى التعليمات وترتيب الأحداث Sequencing: listening to instructions and sequencing pictures to show understanding. عرض وصفة طعام مفصلة أمام الطلاب Presenting favourite recipe to rest of class (using presentation software).</p>	<p>ترتيب الأحداث Sequencing activity. ملء الفراغات Gap-filling. عمل مجلة تحتوي على وصفات طعام مختلفة Creating class magazine of favourite recipes and comparing with partner school.</p>

Level 6	
Themes, topics, texts	Key structures and vocabulary
المواضيع والنصوص	البنى والمفردات
مقارنة الحياة المدرسية في إحدى البلاد العربية مع المدارس في بريطانيا School life in Arabic countries compared to UK أنواع المدارس (مختلطة، للذكور، للإناث)	ماهو نوع المدرسة التي تذهب إليها؟ أنا أذهب إلى مدرسة مختلطة/ للذكور فقط/ للإناث فقط كم عدد طلاب مدرستكم؟ في مدرستي حوالي..... طالب/ طالبة/ طالب و طالبة صف مدرستكم. صف يوم من أيام المدرسة. يبدأ الدوام الساعة..... تذهب إلى تسجيل الحضور و الغياب مع المعلم المسئول عن مجموعتنا..... وأحيانا يكون هناك الطابور الصباحي تبدأ الدروس الساعة..... أأخذ ثلاث حصص أو حصتين في الصباح مدة كل حصة ساعة واحدة ثم تأتي إستراحة مدتها 15 دقيقة أما فترة الغداء من الساعة..... حتى الساعة..... بعدها هناك حصتين في المساء. ينتهي الدوام الساعة..... هناك نادي بعد المدرسة أو نشاط مثل..... هل هناك زي موحّد لمدرستكم؟ نعم علينا أن نلبس..... ما هي المواد التي تدرّسها؟ اللغة العربية، الفرنسية، الرياضيات، العلوم..... ما هي المواد التي تحبها / لا تحبها؟ ولماذا؟ ماذا تفعل في فترة الأستراحة / فترة الغداء؟ هل تأخذ أية واجبات منزلية؟ ما هي الامتحانات المطلوبة منك / المقررة عليك؟
School type Mixed and single sex Age range الروتين اليومي في المدرسة (فترة الأستراحة والغداء) والواجبات المدرسية	اللغة المستعملة في النقاشات / المفاوضات: هل توافق على..... ما أراك ب..... أنا أوافق على...../أنا لا أوافق على..... في الحقيقة أن..... بمسألة شديدة هذا غير صحيح/ غير مقبول..... لم تعتقد بأن.....
School day Breaks, lunch hour and homework	أدوات الاستفهام الفعل المضارع أسلوب النفي أسماء الإشارة القواعد:
Subjects	المواد الدراسية
Teachers and the head teacher	أحداث (مناسبات) خاصة
Special events	النوادي/ النشاطات/ الرحلات
Clubs, activities and trips	مسابقات/ مسابوئ نظام المدرسة
Advantages and disadvantages of each school system	المزايا/ العيوب

Themes, topics, texts

Key structures and vocabulary

Oracy

Literacy

الاستماع إلى محادثة وتدوين ملاحظات  
Listening and noting: listening to young people in UK and Oman or other Arab country: pupils note information or good and bad points by completing grid. Differentiate by adding column for extra details.

الجملة تنطق على المدارس العربية وأنها الأجنبية  
Statements activity: which statements applying to education in Yemen, which apply to education in the UK and which apply to both countries. Pupils work collaboratively discussing which category each of 10 – 12 statements belong to.

وضع أسئلة حول صورة  
Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text, internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.

ترتيب الأحداث حسب الأهمية  
Diamond ranking: the most important things in school. Pupils work collaboratively in groups to rank statements about school. Outcomes are then compared and decisions justified. (See p55)

عرض أفكار أو مقترحات على شكل قصيدة، فيديو.....  
Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)

إحصاء  
Survey: pupils interview classmates.

لعبة حجر الزهر المعبر  
Dice games: talking dice (see Resources /1st) to reinforce vocabulary, practise sentence construction, etc.

استخدام الألواح الصغيرة في نشاطات مختلفة  
Mini whiteboard activities, e.g:

- Odd one out.
- Anagram game. Teacher writes word on board and students write down as many words as they can from it.
- Making a sentence of six, eight, ten words including a grammatical feature.
- Dictation.

مقارنة المدارس في البلاد العربية والأجنبية  
Comparing: pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing information. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.

كتابة رسالة إلى مجلة أو رداً على مجلة  
Writing a letter to a magazine responding to an article.

إعادة كتابة النص مع تغيير الفاعل أو الزمن  
Rewriting a text in a different person (third instead of first person) or tense (past instead of present).

إعادة كتابة النص من وجهة نظر إحدى الشخصيات  
Rewriting a text from the standpoint of one of the characters/people referred to.

وصف التغييرات التي طرأت على المدارس في السنوات الأخيرة  
Describing how school has changed in UK and Syria or other Arab countries over the past 50 years. Might be based on interviews with parents/grandparents.

كتابة مذكرات في إحدى البلاد العربية عن المدرسة  
Write a page in diary of a pupil in Egypt describing what happened at school.

تعزيز استخدام المراجع كالمعاجم  
Developing reference skills, including use of bilingual dictionary.

## Level 6

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ماذا يفعل الناس في أوقات فراغهم</p> <p>Activities people do/like doing in their free time and how often they do them</p> <p>ما هي هواياتهم المفضلة</p> <p>Favourite hobbies</p> <p>الأشياء التي لا يجيد الناس فعلها</p> <p>Things people are (not) good at</p> <p>التعبير عن الرأي في الهوايات المختلفة</p> <p>Expressing opinions about different hobbies</p>	<p>ماذا تفعل في أوقات فراغك؟ ماذا يفعل (هو) في أوقات فراغه؟ ماذا تفعل (هي) في أوقات فراغها؟ كم مرة.....؟ كثيراً/ كثيراً جداً/ أحياناً / أياً (بوتانياً) / كل يوم سبت أحد..... مرة واحدة / مرتان..... في الأسبوع. مع من .....؟ مع أمي / أبي / أختي / أخي / صديقي..... ماذا تحب أن تفعل؟ ماذا تحب (هو) أن يفعل؟ ماذا تحب (هي) أن تفعل ؟ يحب تحب / لا يحب / تحب / تكره، يكره، لا يطيق، لا تطيق..... ماهي هوايتك / هوايته / هوايتها المفضلة؟ ماذا فعلت في عطلة نهاية الأسبوع الماضي/ يوم أمس / العطلة الماضية؟ ذهبت، لعبت، خرجت، نزهت..... ..... ماذا ستفعل في عطلة نهاية الأسبوع المقبلة / يوم غد / هذا المساء الرياضي. يلعب/ تلعب كرة القدم، كرة المضرب، كرة الطاولة، كرة الطائرة..... هو يذهب للسياحة، للصيد، للإبحار، للتزلج على الجليد..... أركب دراجتي / ركب دراجته / تركب دراجتها. هو يلعب / هي تلعب رياضة الدفاع عن النفس الموسيقي. هو يعرف على / هي تعرف على البيانو / الجيتار / الكمان / الناي (المزمار) / تضرب على الطبل..... في فرقة المدرسة الموسيقية أو في فرقة موسيقية. الإعلام: أقرأ / يقرأ / تقرأ الجريدة، الكتب، المجلات، الروايات..... أشاهد / يشاهد / تشاهد التلفاز ألعب / يلعب / تلعب ألعاباً إلكترونية ألتقط / يلتقط / تلتقط صوراً أذهب / يذهب / تذهب إلى السينما أشغلة عامة: أذهب مع أصدقائي / يذهب مع أصدقائه / تذهب مع أصدقائها إلى..... أذهب / يذهب / تذهب إلى المسجد / المعهد / الكنيسة أنا أحب / أكره..... لأنه جيد، ممتع، ممل، متعب، مثير..... أنا أجد / هو جيد / هي تجيد.....</p> <p><b>التقاع:</b> • تصريف الأفعال الماضية والمضارعة مع الضمائر أنا، هو، هي</p>	<p>تهيئة (تهيئة) المراجعة مفردات المستوى الثاني وتصنيفها (أحب / لا أحب)</p> <p>Brainstorm to revise and extend vocabulary introduced in Level 2: possibly categorise into likes and dislikes.</p> <p>الاستماع إلى أناس يتكلمون عن أوقات فراغهم ومراء جدول</p> <p>Listening to people talking about how they spend their free time and noting details: e.g. activities, how often they do them, why they like them (grid completion).</p> <p>عمل تمثيلي (مقابلة مع شخصية معروفة وكيف تقضي أوقات فراغها)</p> <p>Role-play interview with sporting, music or film personality about what they do in their free time.</p> <p>إحصاء</p> <p>Survey: pupils interview classmates.</p> <p>وضع أسئلة غير محددة النهاية</p> <p>Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.</p> <p>نشاط جماعي لعرض الهوايات المفضلة الموجودة في المناطق المحيطة</p> <p>Group presentation on favourite hobby or leisure activities in local area. Internet as resource and presentation using PowerPoint.</p> <p>إبحث عن قرينك (نطيرك)</p> <p>Find your double: pupils are each given a set of interests and dislikes on a card. They move around, interviewing others to find the other pupil in the class with an identical match of tastes.</p> <p>نشاط قراءة واستماع</p> <p>Jigsaw (listening and reading task: some pupils have to discover information from a written text and other pupils find information from a spoken, taped source. Partners share information to produce a full account).</p> <p>تحضير كلمة خطابة مختصرة</p> <p>Preparing a one-minute speech.</p>	<p>تعريف الطلاب بأصدقاء مراسلة حسب الهوايات المشتركة</p> <p>Matching people to penpal advertisements according to interests.</p> <p>إجراء بحث عن طريق الإنترنت عن هوايات أناس في الأردن</p> <p>Carrying out research (via the Internet) on leisure and sporting activities in Jordan and summarising what people can do.</p> <p>مقارنة بين كيفية قضاء أوقات الفراغ في بريطانيا والسودان</p> <p>Comparing: how young people spend their free time in UK and Sudan.</p> <p>استخدام المعجم لاستخراج مفردات عن الهوايات</p> <p>Using a dictionary to find words for hobbies not covered by teacher.</p> <p>تأليف جمل طويلة باستخدام أدوات الوصل لوصف الهوايات</p> <p>Building more complex sentences: pupils provided with list of conjunctions. They describe their own interests and those of others.</p> <p>كتابة قصة عن شخصية رياضية والروتين اليومي لها</p> <p>Making up story about sports fanatic and his/her weekly routine using connectives (first, then, after, that).</p> <p>الرد على رسائل بريدية من مدارس أخرى</p> <p>Reading an e-mail message from a partner school and replying to some of their questions on e.g. hobbies, the weather.</p> <p>إعادة كتابة النص مع تغيير الضاعل، زمن الضاعل، وجهة نظر مختلفة</p> <p>Rewriting a text in a different person (third instead of first person) or tense (past instead of present) and from the point of one of the characters/people referred to.</p> <p>إملاء منظور</p> <p>Running dictation. (See p49)</p>

Level 6	
Themes, topics, texts	Key structures and vocabulary
<p>الإعلام</p> <p>وصف لبرامج تلفزيونية، أفلام، أغان، ألعاب إلكترونية والتعبير عن الرأي فيها</p> <p>Describing and expressing opinions about television programmes, films, songs, computer games</p> <p>مسرحية/مسلسل تلفزيوني</p> <p>Plays and TV series</p>	<p>ما هو رأيك في الفيلم / البرنامج / الأغنية/ الكتاب؟ أظن أنه ممتاز / جيد / ليس سيئاً / سيئاً جداً / ..... ما الذي أعجبك فيه / فيها؟ ما الذي لم يعجبك فيه / فيها؟ كان الفيلم مؤثراً / مثيراً / ممتعاً / ترائياً / مضحكاً..... ما قصة الفيلم / الكتاب؟ إنه / إنها عن ..... يكي الفيلم / الكتاب..... قصة..... في يوم من الأيام فجأة، في اليوم الثاني، بعد شهرين، وبشكل تراجي، وفي النهاية ..... ذروة القصة كانت عندما..... الشخصية المنفضة عندي هي شخصية البطل / البطلة ..... إنه / إنها شخصية جميلة / وسيمية / مرثية / صادقة / شجاعة / مجتونة / جيدة..... الشخصية التي لم تعجبني هي شخصية..... إنها شخصية سنية / شريفة / أنبية / عدوانية / مغرورة..... *Storyboarding is a planning device used to visually sketch out the actions of a story in the fashion of a cartoon strip. It is a standard procedure used by film-makers to break a narrative down into a series of interlocking scenes and to decide how each scene will be shot. See Storyboarding in reference list. Pupils should be familiar with the procedure from drama and English lessons. Pupils should be encouraged to use the procedure to plan their own drama/presentation, pupils need to work on soundtrack, i.e. script and any sound effects/background music, and performance aspects, camera angles, etc.</p> <p><b>القواعد:</b></p> <p>• الجملة الحالية</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Adverbs, adverbial phrases</li> </ul> <p>نصوص مقترحة: مسرحية مدرسة المشاعين: تعرض هذه المسرحية المشاكل السلوكية داخل الصف والمدرسة وكذلك حلول استيعاب المدرسين طلابهم وتفهمهم أوضاعهم ومشاكلهم.</p> <p>مسلسل أشرطة ناعمة: يعرض هذا المسلسل مشاكل مختلفة لشرائح مختلفة من الطلاب وتدخل المرشدة الاجتماعية و دورها في إيجاد حلول مناسبة.</p>
<p>Media</p>	<p>ترتيب أحداث القصة أو الفيلم Sequencing: key events of short story/television programme.</p> <p>تنبيه بالأحداث القادمة What happens next: watching film clips/advertisements. Teacher pauses tape and asks pupils to predict what happens next.</p> <p>حفظ وترتيب أغنية / قصة ..... Memorising and performing a poem, song, story or sketch.</p> <p>الحديث عن فيلم / كتاب... وإبداء الرأي فيه Describing and expressing opinions about a film, song, book, this could take the form of a class debate.</p> <p>إجراء مقابلة عن قصة أو فيلم Interviewing partner about a film s/he has seen, book s/he has read, song s/he has heard.</p> <p>عرض متعدد الوسائل لعمل أفلام A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast. Pupils storyboard* and then make their own digital video.</p> <p>إحضار عينات موسيقية من بلاد عربية مختلفة وإسماعها للطلاب Bring two or three samples of traditional and contemporary Arabic songs for pupils to listen to. Ask pupils to express opinions about the music (whether they like it or not, and their reasons. Present information about the music (e.g. date, era, purpose, performer, composer). Follow up by asking pupils to bring to class a piece of music they like. They should be prepared to do a two-minute presentation (e.g. including composer and performer, date, theme, reason for preference).</p> <p>استخدام مقالات من جريدة أو الإنترنت للمساعدة على بدء الحوار Selected short articles from magazines/newspapers/Internet used as stimulus for spoken or written response.</p> <p>لعبة دولاب الحظ Wheel of fortune. (See p43)</p> <p>*Storyboarding is a planning device used to visually sketch out the actions of a story in the fashion of a cartoon strip. It is a standard procedure used by film-makers to break a narrative down into a series of interlocking scenes and to decide how each scene will be shot. See Storyboarding in reference list. Pupils should be familiar with the procedure from Drama and English lessons, but it will be useful for teachers to model it. Having identified and sketched sequence of images reflecting key moments in drama/presentation, pupils need to work on soundtrack, i.e. script and any sound effects/background music, and performance aspects, camera angles, etc.</p>
<p>الإعلام والوعي الاجتماعي والتعبير / creativity</p>	<p>التلخيص القصة/ إعادة كتابة Sequencing events in a story or film.</p> <p>تحديد أنواع الكلام في النص Text marking.</p> <p>ترتيب أحداث Sequencing: dialogue.</p> <p>ملء الفراغات Gap-filling: dialogue.</p> <p>إملاء Dictation.</p> <p>مراجعة القصة Writing a review of a short story, film or song following model demonstrated by teacher and/or with the help of a writing frame.</p> <p>القصة مع تغيير العامل والزمن وجهة النظر Rewriting story in a different tense, different person (third instead of first person) from the standpoint of one of the characters/people referred to.</p> <p>استخدام مذكرات/ يوميات لتقوية اللغة العربية Keeping a reading/viewing diary: at this stage it is important for pupils to extend their reading/viewing of material in the target language. As well as working on texts and film material as a whole class, pupils should be encouraged to select material to read/view which is of intrinsic interest to them. This may be in a range of genres and include both fiction and non-fiction. It may also include websites and CD-ROMs as well as television and radio programmes. To assist pupils in operating more independently as readers/viewers, teachers should give some guidance on suitable material and model strategies which support understanding (see Language learning strategies, pp26-27). Asking pupils to keep a diary is a way of encouraging them to reflect on what they are reading/viewing. It can be useful to provide headings for the diary including title, date, type of book/magazine/programme/website, opinion and rating, new words learnt.</p>
<p>Literacy</p>	<p>Oracy</p>



## Assessment at Levels 4–6

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Understand and respond to questions, including those which are more open-ended and involve expressing and justifying opinions;
- Participate in role-plays: it is important to discuss assessment criteria with pupils before they present dialogues, sketches, etc. These might include extent to which pupils:
  - Convey an understandable message;
  - Use appropriate titles and forms of address;
  - Include relevant and interesting details or features;
  - Find ways to keep the conversation going;
  - Use a variety of vocabulary and language structures.
- Make more extensive use of target language for classroom discourse (questions, requests, explanations);
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In intercultural understanding/creativity pupils are able to:

- Perform songs/sketches;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via e-mail, oral presentations, creating posters/displays.

Possible criteria for evaluating collaborative (multimedia) stories/drama scripts include:

- The story begins with a problem to be solved;
- The story is easy to understand and follow;
- The relationships of the characters to each other are clear;
- Events follow a logical sequence;
- The ending resolves the story problem.

Possible criteria for evaluating short poems/pieces of creative writing:

- Offer personal feelings or viewpoints;
- Provide clear themes or messages;
- Draw on features of the poetry and prose they have read and heard.

In literacy pupils are able to:

- Make logical predictions based on the context/situation and their prior knowledge;
- Use clues to work out meaning;
- Demonstrate comprehension of a range of short texts;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Organise work and make it easy to follow;
- Memorise spellings;
- Make work interesting by including details or using a variety of language structures;

Possible criteria for assessing written work (including e-mails, letters, diary pages, etc) might include extent to which:-

- Meaning is clear;
- Interesting, relevant details are included;
- Appropriate conventions are followed;
- A range of vocabulary is used;
- Risks are taken in using language not practised in class.

In self- and peer-assessment pupils are able to:

- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Pupils assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Discuss with pupils criteria for carrying out presentations:

- Meaning is clear and comprehensible;
- Delivery is fluid;
- Vocabulary and structures are varied and appropriate for the purpose and context;
- Content interesting and informative (clear message/ideas, awareness of audience);
- There is risk taking (in relation to expression of ideas, use of language).

To prompt reflection and self-assessment, have students keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:

- Title and author, artist, actor, or musician;
- Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
- A short description;
- A brief account or symbol that shows their opinion of the work.

When students create artwork, have them develop a short, simple assessment form (in target language) that their classmates, teacher and family members can fill out. For example, they might pose two questions: What is one thing you liked? What is one thing we could improve?

## Formally accredited assessment

### Asset Languages (Preliminary Stage)



LL*		Can Do statements	Examples of teacher assessed tasks
		<b>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</b>	<b>There is some scope for teachers to adapt material to suit their own programme of study.</b>
4	L	I can understand the main points and some of the detail from a short spoken passage.	Three item multiple choice exercise.
	S	I can take part in a simple conversation and I can express my opinions.	Learners ask questions to identify a favourite sport.
	R	I can understand the main points and some of the detail from a short written text.	Three item multiple choice exercise.
	W	I can write a short passage on a familiar topic, adapting language which I have already learned.	Learners arrange phrases in the target language to match English sentences.
5	L	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage.	True or false based on statements.
	S	I can give a short prepared talk, on a topic of my choice, including expressing my opinions.	In pairs, learners discuss favourite TV programmes.
	R	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written text.	True or false sentences based on a text.
	W	I can write a short passage on a range of familiar topics.	Learners write an informative article of five sentences.

\*LL = Languages Ladder

<b>6</b>	<b>L</b>	I can understand passages referring to present and past or future events.	Matching English statements to short target language extracts.
	<b>S</b>	I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple questions about it.	In pairs, learners prepare a short radio advertisement.
	<b>R</b>	I can understand longer passages and distinguish present and past or future events.	Gap-filling from a choice of three words in the target language.
	<b>W</b>	I can write a simple text, e.g. a letter, giving and seeking information.	Learners write eight sentences to describe an ideal day.

The external assessment for Preliminary assesses aspects of grades 4–6. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Preliminary

<b>L</b>	On <i>completing</i> this stage, you should be able to understand standard speech relating to a range of predictable everyday matters, providing that it is spoken clearly and directly. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>S</b>	On <i>completing</i> this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>R</b>	On <i>completing</i> this stage, you should be able to understand standard language relating to a range of predictable everyday matters. You should be able to read clear handwritten text. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>W</b>	On <i>completing</i> this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. You should be able to write simple texts, with spelling that is generally accurate. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Arabic Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

## GCSE Arabic

### Examination Board: Edexcel

Specification number 1606 (four skills)

Specification number 1607 (three skills)

**Key features:**

- Designed for full course linear (no modular or short course versions)
- One tier
- Terminal exam (No course work)
- Two exam options
  - A: Four skills (Listening, Speaking, Reading and Writing) / Specification number 1606
  - B: Three skills (Listening, Reading and Writing) / Specification number 1607

Arabic A (4 skills)			Arabic 3 (3 skills)	
Paper/assessment objective	%	Time	%	Time
1 Listening and responding	25	45 mins (+ 5 mins reading time)	33	45 mins (+ 5 mins reading time)
2 Speaking	25	8–12 mins		
3 Reading and responding	25	55 mins	33	55 mins
4 Writing	25	1 hour 15 mins	33	1 hour 15 mins

Grades A\*–G are awarded for candidates taking the GCSE examination. It is up to teachers, pupils and parents to decide at what point to enter pupils for the GCSE examination. It is expected that pupils working at Level 6 in this guide should be able to achieve at least Grade C.

Candidates will be required to:

- Listen and respond to different types of spoken language;
- Express themselves and interact with teacher in speech, using a range of vocabulary, syntax and structures;
- Read and respond to different types of written language, including texts from ICT-based sources;
- Express themselves in writing using a range of vocabulary, syntax and structures;
- Understand and apply the grammar of Chinese as detailed in the specification;
- Respond to materials from countries and communities where the Chinese is spoken.

In addition, candidates aiming at grades C–A\* will be expected to:

- Listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- Speak at greater length and take active part in interactive conversations, using a wider range of vocabulary and more complex syntax and structures;
- Read and respond to longer and more complex written texts including some unfamiliar material;
- Write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- Understand and apply a fuller range of grammar.

N.B.: The expectations for speaking are, of course, not applicable to candidates undertaking the 3 skills GCSE.

The GCSE Arabic specification and past papers with mark scheme are available on the Edexcel website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

## Level 7

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
الموقع Location	- المعنى الذي يحمله اسم البلد تقع مدينة..... في..... تعتبر..... جزيرة/منطقة/محافظة/بلد.....	الاستماع إلى مقاطع طويلة وتحديد تفاصيل محددة، استماع إلى مقاطع طويلة وتحديد تفاصيل محددة، e.g. name, date and place of birth, description, achievements, etc.	It is important that pupils continue to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to promote this. However, pupils should also be encouraged and guided to make more extensive use of reference material so that they can become more independent as learners. Pupils need to be exposed to a range of text types including some longer texts and teachers should draw judiciously on the range of active reading and writing strategies to support this. Use of the word processor for drafting and redrafting of work can play a valuable role.
المناطق/المحافظات Regions	تقع..... في شمال/جنوب..... يوجد..... في شمال/جنوب/شرق/غرب..... تكون..... من عدد من المحافظات ومساحتها..... كيلومتراً مربعاً	مراجعة المفردات والقواعد باستخدامها في محضون مختلف contexts. تكوين جمل طويلة	صف البطاقات Following introduction with as much visual support as possible, pupils are given pieces of information on cards about three countries, regions, historical events, people, religions, buildings, etc. Pupils working in groups of three have to sort the cards with or without the support of additional resources (audio/video/text based/web). Where there is a logical order to the pieces of information, as in a series of historical events, pupils may be asked as a second activity to sequence the sets of cards.
المناخ Climate	عاصمة..... هي..... أهم المدن فيها..... يعيش العديد من الناس في مناطق أقرى صغيرة تعتبر طبيعة البلاد مستوية/أعلى مرتفعات / أكثر فيها الجبال. هناك غابات -بحيرات - صحراء - جزر - كهوف - شواطئ - بحار - حدائق عامة..... أعلى جبل في..... ويقع في شمال / شرق..... أكبر بحيرة في..... هي..... وتقع في جنوب/غرب.....	استخدام مفردات شائعة للتعبير عن الرأي Express simple opinions when using familiar vocabulary, talking about food, animals, and places. تخضير عرض (أغنية - قصيدة - فيديو.....) Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)	كتابة مساوئ و محاسن العيش في القرية و المدينة Writing an article about pros and cons of living in the city and living in the country (with support or writing frame).
الحياة البرية Landscape	هناك الكثير من الحيوانات البرية مثل: الثور، الفهد، الجمال، القرد، الفيلة، الدب، الباندا، التماسيح..... وهناك أيضاً الكثير من الطيور الجارحة مثل النسور والصفور..... المناخ حار / جاف / استوائي / رطب / بارد..... درجة الحرارة فيها: في الصيف..... أما في الشتاء.....	وضع أسئلة حول صورة (نشاط جماعي) Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text, internet research, the viewing of a video, etc., to try to find out and note answers to the questions. This can then lead on to a piece of written work.	كتابتة مساوئ و محاسن العيش في القرية و المدينة Writing an article about pros and cons of living in the city and living in the country (with support or writing frame).
Wildlife	تنجح..... القطن / القمح / الذرة / الحبوب..... أهم الصناعات في هذه البلد هي الورق / البلاستيك / الزجاج..... التواجد: • الصفات: الجمع وأواعه. • الفعل المضارع • اسم التفضيل	محاسن ومساوئ العيش في المدينة / القرية Debate: pros and cons of living in the city and living in the country. التهنية و مراجعة الكلمات والتوسع بما ذكر في المستوى 3 Brainstorming to revise and extend vocabulary introduced in Level 3: possibly categorise into wild/human-made environment. Variation of this could be based on visual stimulus. Teacher shows image(s) for 5 seconds. Pupils have to note on mini-whiteboards the words for 6-10 things shown in the picture. Results are then fed back.	الاستماع إلى نص من أجل ملئ الفراغات Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
Arabic speaking countries	مراجعة الجهات الأربعة (شمال - جنوب - غرب - شرق) الفصول الأربعة (صيف - ربيع - شتاء - خريف) وحدات القياس للمساحة (كم <sup>2</sup> )، درجة الحرارة (درجة مئوية) الأرقام: ألف - مائة ألف..... مليون	الاستماع من أجل تحديد الكلمات التي تكررت Listening and identifying 'Who said what?' Pupils are given list of quotes from an audio/video recording. They listen and have to identify name of person who says each thing. الاستماع من أجل تحديد الكلمات التي تكررت Listening and completing word frequency grids: pupils are given a list of words/phrases which occur a number of times during an audio/video recording. They have to identify how often each word/phrase occurs.	الاستماع من أجل ملئ الفراغات Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.

الموقع  
Location

المناطق/المحافظات  
Regions

المناخ  
Climate

الحياة البرية  
Landscape

Wildlife

Level 7		Oracy	Literacy
Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
Arabic speaking countries	Arabic speaking countries	Oracy	Literacy
البلدان الناطقة بالعربية	البلدان الناطقة بالعربية	Oracy	Literacy
<p>السكان</p> <p>تاريخ البلد</p> <p>الديانة</p> <p>الاحتفالات – المناسبات</p> <p>Major festivals</p>	<p>يبلغ عدد السكان حوالي..... نسمة تقريباً</p> <p>أغلب (معظم) السكان هم..... ولكن هناك أيضاً جماعات /.....</p> <p>جاليات.....</p> <p>لهذه البلد تاريخ حافل ب.....</p> <p>في القرن..... كانت هناك حرب بين..... و.....</p> <p>قاتل / هاجم / احتل / غزى / دافع عن.....</p> <p>كان قائد البلد / الرئيس / الملك / الأمير / الامبراطور / الخليفة..... في ذلك الوقت هو.....</p> <p>كانت بلدة..... مستعمرة بريطانية من تاريخ..... إلى تاريخ.....</p> <p>حصل / حصلت..... على استقلالها في العام.....</p> <p>خلال تلك الفترة بني قصر..... حائط..... بيت..... محطة القطار قطار.....</p> <p>الأبناعق، و تم بناؤه احتفالاً ب..... / إحياء لذكرى.....</p> <p>اللغة / اللغات المستخدمة في هذا البلد / هذه المنطقة هي: اللغة العربية / اللغة الفرنسية / اللغة الإنجليزية / اللغة الألمانية.....</p> <p>يعتقد معظم الناس الديانة الإسلامية / المسيحية / اليهودية.....</p> <p>الديانة الغالبة هي..... ولكن هناك جاليات.....</p> <p>هناك الكثير من الجوامع (المساجد) / المعابد / الكنائس / أماكن العبادة.....</p> <p>أكبر احتفال وطني هو عيد الاستقلال. عيد الجلاء.....</p> <p>رئيس الجمهورية / قائد البلد / الملك..... هو.....</p> <p>أكبر مشكلة تواجهها البلد هي: البطالة / عمالة الأطفال / المخدرات.....</p> <p>بلد..... هو مملكة / جمهورية / إمارة / سلطنة / دولة.....</p> <p>القواعد:</p> <ul style="list-style-type: none"> <li>المستثنى بال: المفرد / المثنى / الجمع</li> </ul> <p>التاريخ: قبل الميلاد / بعد الميلاد</p> <p>الأعداد بالترتيب: الأول. الثاني. الثالث. الرابع.....</p>	<p>الاستماع من أجل الربط بين بعض العبارات والأشخاص الذين قالوها</p> <p>Listening and matching: pupils given set of statements, some of which apply to one person/place, some to another. Pupils listen to audio/video recording and match statements to appropriate person/place.</p> <p>الاستماع إلى نص من أجل ترتيب الأحداث</p> <p>Listening and sequencing: pupils are given jumbled list of phrases from audio/video recording. They have to number them in the order they hear them during recording. (Selection of words/phrases may be based on: lexical relevance, e.g. words to do with landscape; functional relevance, e.g. words expressing liking or disliking; grammatical relevance, e.g. questions, use of adjectives, etc.)</p> <p>الاستماع لنص باللغة الإنجليزية و ترجمته إلى العربية</p> <p>Re-translation: pupils are given a number of target phrases in English. They listen to audio/video recording and note down Arabic version when they hear it.</p> <p>طرح أسئلة حول صورة</p> <p>Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by reading a text, Internet research, viewing a video, etc. to try to find out and note answers to the questions. This can then lead on to a piece of written work.</p> <p>عرض إعلامي متنوع</p> <p>A multimedia presentation (sketch, interview documentary on famous place, historical figure, festival): Pupils storyboard and then make their own digital video. (See p64)</p> <p>تحديد معلومات من نص مكتوب أو مسجل ثم عرض هذه المعلومات أمام الزملاء</p> <p>Jigsaw listening and reading task: some pupils have to discover information from a written text and other pupils find information from a spoken, taped source. Partners share information to produce a full account.</p> <p>تحضير كلمة خطابية مختصرة</p> <p>Preparing a one-minute speech.</p> <p>بقعة ضوء</p> <p>Spotlight activity (See p51)</p> <p>أنظر إلى نشاطات مهارات الاستماع والتحدث</p> <p>See Listening and Speaking strategies. (See pp26-7)</p>	<p>بحث موجه يتضمن: وضع خطوات تحت كلمات. تصنيف كلمات في جدول. تلخيص أفكار وعرض معلومات</p> <p>Guided research involving one or more of the following:</p> <ul style="list-style-type: none"> <li>Identification of information: text marking.</li> <li>Categorisation of information: table completion.</li> <li>Reformulation of information: summarising/producing an illustrated fact sheet.</li> <li>Presentation of information to an audience.</li> </ul> <p>إملاء الجدول بالمعلومات التي يعرفها الطالب والتي يريد أن يعرفها ثم التي تعلمها حول موضوع معين</p> <p>Completing KWL chart: under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt. Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.</p> <p>تقديم عرض باستخدام الحاسوب أو تصميم مجلة</p> <p>Creating Powerpoint presentation/magazine: after initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.</p> <p>إعادة كتابة القصة بعد تغير الزمن</p> <p>Rewriting story in a different tense: by modifying original on word processor.</p> <p>إعادة كتابة النص بصيغة الغائب بدل المتكلم</p> <p>Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.</p> <p>تطوير مهارة الاقتباس و استخدام القاموس</p> <p>Developing reference skills, including use of bilingual dictionary.</p> <p>See Reading and Writing strategies including strategies for checking written work (pp26-7)</p>

## Level 7

## Themes, topics, texts

الحجز في الفندق / مكان الإقامة  
**Booking accommodation**  
 في محطة القطار  
**At the train station**  
 شراء بطاقة القطار  
**Buying a train ticket**

## Key structures and vocabulary

حجز مكان الإقامة:  
 هل لديكم غرفة فارغة من فضلك؟  
 أي نوع من الغرف تريد؟  
 أريد غرفة مفردة (لشخص واحد) / مزدوجة (لشخصين) / .....  
 أشخاص.....  
 أريد غرفة مع حمام / بإطلالة جميلة / نطل على البحر / الحديقة.....  
 كم ليلة تريد الغرفة لو سمحت؟  
 أريدها ليلة واحدة / ليلتين / ثلاث..... ليل / أسبوع / أسبوعين / .....  
 أسابيع / شهر / شهرين /..... أشهر  
 هل هناك مطعم / بركة سباحة / موقف للسيارات (مرب) ؟  
 متى موعد الإفطار؟  
 موعد الإفطار ما بين الساعة ..... والساعة.....  
 في محطة القطار:  
 من فضلك، أين مكتب بيع التذاكر / مكتب الأمانات / غرفة الانتظار / مكتب المفقودات؟  
 إنه / إنها بجانب / بالقرب من / مقابل / أمام / خلف / هنا / هناك.....  
 شراء بطاقة القطار:  
 من فضلك، أريد أن أشتري بطاقة ذهاب / ذهاب وإياب إلى .....  
 درجة أولى، درجة ثانية  
 هل تريد الجلوس في مكان ممتنع / مسموح فيه التدخين؟  
 كم ثمن (سعر) البطاقة (التذكرة) من فضلك؟  
 متى موعد القطار التالي إلى .....؟  
 يغادر القطار في الساعة.....  
 من أي رصيف سيغادر؟  
 هل يتعين علي أن أغير القطار؟  
 لا، نعم يتعين عليك أن تغير القطار في محطة..... وتأخذ قطار.....  
 ما هو موعد وصول القطار إلى..... من فضلك؟

**التواعيد:**  
 • ظروف المكان والزمان  
 • الفعل المضارع / زمن المستقبل  
 • أدوات الاستفهام، أسلوب التثنية

مفردات جديدة:  
 شقة مفروشة / شقة غير مفروشة / غرفة في فندق / شاليه / البيوت المتنقلة.....  
 الطلب بعبارة مهذبة: من فضلك / لو سمحت.....  
 لوقت / الزمن  
 الأعداد

## Oracy

الاستماع الى معلومات ووصف محدد  
 Listening for specific information, e.g.:

- Receptionist describes several rooms available in hotel. Pupils have to identify which, if any, fit particular requirements relating to price, facilities, etc.
- Pupils asked to imagine they have been sent to tourist office by parents to find out about possible accommodation. Receptionist suggests three hotels and gives details. Pupils make notes under specific headings (and are encouraged to add further details if they can).

عمل تمثيلية بسيطة للحجز عن طريق الهاتف أو كجزء من مسلسل أو فيلم أو دراسة لشخصية معينة  
 Role-play: booking accommodation by phone.

عمل تمثيلية بسيطة  
 Role-play: (scripted or improvised) in the style of an action film, a soap opera, a chat show. Before acting out role-play, pupils select card with word on it describing their character, mood (e.g. silly, angry, forgetful, happy) they then act out role-play and observers have to guess their character/mood.

الاستماع إلى جمل أو كلمات معينة ثم ملء الفراغات  
 Listening for specific words/phrases: pupils are given copy of typescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words.

ترتيب الأحداث  
 Sequencing: pupils are given jumbled set of words/phrases and asked to list them in the order that they hear them.

تمييز الطرق المهذبة عند السؤال  
 Listening with focus on register: pupils asked to identify different ways of requesting, apologising, complaining, thanking and to explain which are more/less formal and why.

عمل تمثيلية بسيطة  
 Role-play: acting as an interpreter for someone who does not speak the language.

## Literacy

وصل (مطابقة) الجمل مع الإشارات  
 Matching labels to signs and notices.

ترتيب الأحداث لحوار (نشاط ثنائي)  
 Sequencing: lines of a dialogue are cut up on strips of paper/card. Pupils working in pairs have to sequence lines in correct order. An ICT opportunity if pupils are presented with Word file containing jumbled sentences.

كتابة موجهة: كتابة رسالة لحجز مكان للإقامة باستخدام الإطار العام للكتابة  
 Focus on conventions for writing formal letters.

البحث عن المختلف وذكر السبب  
 Odd one out: pupils are given sets of four or five words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of odd one out items for classmates to try to work out can also be a valuable activity.

نشاطات باستخدام اللوح الصغير  
 Mini whiteboard activities, e.g.:

- Categorising.
- Odd man out.
- Anagram game: teacher writes word on board and students write down as many words as they can from it.
- Making a sentence of six, eight or ten words including a grammatical feature, e.g. a connective, a tense, OR a negative sentence OR a question.

كتابة نص أو رسم صور حول قصة تدور في فندق أو محطة قطارات  
 Writing script/storyboarding scene at hotel or train station in preparation for pupils making their own digital video. (See p64)

Level 7		Oracy	Literacy	
المهني وخطط المستقبل Careers and future plans	الأعمال المفضلة Job preferences الخبرة العملية Work experience المراتب/ الكفاءات الشخصية Personal qualities تقديم طلبات العمل Applying for jobs مشكلة البطالة Issue of unemployment	ما هي المهنة التي تود أن تمارسها في المستقبل؟ أحب / لا أحب أن أعمل مع الأطفال / الناس / عامة الناس..... أنا أحب / لا أحب العمل داخل / خارج المكتب أنا أحب / لا أحب أن أعمل في التجارة / السياحة / خدمة المطاعم. الملاص (الأزياء)، المحاسبة، التعليم، الصحة، الرياضة..... أحب أن أصبح ميكانيكياً / ميكانيكية، ممرضاً / ممرضة، شرطياً / شرطية عالماً / عالمة، رجل / امرأة أعمال، صحفياً / صحفية، طبيباً / طبيبة..... لماذا / ما هو السبب في اختيارك لهذه المهنة؟ اخترت هذه المهنة لأنني أحب / أهتم بالرسم (الفن)، بالتجارة، بعلم الحاسوب..... أحب أن أسافر/ يعجبني هذا العمل لأنه متنوع، ممتع، رائحة جيد ..... هل لديك أي خبرة عملية؟ لا، نعم، العام الماضي عملت في مكان (محل) / شركة تصمم / مكتب سياحة / مكتبة / مطعم / فندق..... لمدة..... أسبوعاً / شهراً..... أعمل في عطلة نهاية الأسبوع في ..... أنا أعمل / كنت أعمل كمساعد في محل / كمحاسب على الصندوق / كموظف استقبال..... أنا مسؤول / كنت مسؤولاً عن ..... أساعد ب ..... كم تكسب / كنت تكسب من المال؟ أنا أكسب / كنت أكسب..... في الساعة / في اليوم / في الشهر / في السنة..... في أي ساعات عمل / كنت تعمل؟ أبدأ / كنت أبدأ عملي الساعة..... و أنتهي الساعة..... ما هو أكثر شيء أعجبك في هذا / ذلك العمل؟ أعجبني مساعدة الزبائن / استخدام مهاراتي اللغوية..... أنا شخص طموح / هادئ / واثق من نفسي / عندي تصميم / أعمل بنشاط / اجتماعي / مهتم / عبقرى (مبتع) / عملي / جاد / قوي / منظم / منفتح..... أعمل جيداً ضمن فريق عمل / أجد التعامل مع الآخرين/ عندي روح المبادرة / عندي خيال واسع / عندي روح الفكاهة والعبثية..... هل يشعرك بالقلق ألا تجد عملاً مناسباً لك؟ لا، نعم هناك مشكلة بظالة كبيرة في ...../ هناك تناقص كبير في مجال العمل	مناقشة مزايأ (فوائد) ومساوئ ( مضار) المهن المختلفة Brainstorm the pros and cons of different jobs. استمع إلى أشخاص مشهورين وأعلام سيرتهم الذاتية Listen to taped conversation with a famous person and then write their CV. دون ملاحظات عن رسالة هاتفية Make notes on phone messages left by clients. عمل تمثيلي: فحص مقابلة عمل Role-play/simulation of job interview: this could be done as a 'listening triad' where one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. الاستماع إلى جمل / كلمات ثم ملء الفراغات Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select. ترتيب تدريجي حسب الأولوية للأسباب المشجعة على اختيار إحدى المهن Diamond ranking: pupils working in groups are given a set of nine statements on separate pieces of card about what makes jobs more or less attractive (e.g. earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work). (See p53) إجراء إحصاء داخل الصف Carry out a class survey to find out what jobs people would most like to do and why. تحضير خطاب شفهي بعنوان "مهنتي" Prepare a one-minute speech entitled My Job. مناقشات هل كل الأعمال مناسبة للنساء والرجال؟ Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Arabic countries). Why is this? Is it fair? Class debate.	كتابة طلبات العمل، وصل المهنة بالشخص المناسب Matching: pupils are given advertisements and sets of information about different people. They have to match jobs to people. إكمال السيرة الذاتية (كتابة موجهة) Complete a CV using a writing frame. كتابة رسالة جوانية على إعلان عن وظيفة Letter writing to respond to job advertisement using writing frame. Focus on conventions for writing formal letters. ترتيب أحداث حوار فحص مقابلة Sequencing: lines of a job interview dialogue are cut up on strips of paper/card. Pupils working in pairs have to match questions and answers and then sequence lines in correct order. An ICT opportunity if pupils are presented with Word file containing jumbled sentences. وصف يوم في حياة شخص مشهور Describe a day in the life of a film star, journalist, train driver, waitress, etc. كتابة يوميات عن الخبرة العملية Write a work experience diary. كتابة رد على رسالة بريد إلكترونية/ تلخيص الرسالة بالإنجليزية Write a reply to an e-mail you've received to arrange a meeting. كتابة ملخص Write a summary in English of an e-mail sent from a client in Arabic country. ما هو المختلف؟ Odd one out: pupils are given sets of four words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of 'odd one out' items for classmates.
المفردات الخواص: • المنكر والمؤنث • كان وأخواتها • أسماء الإشارة للقراب والعبد • الصفات • استخدام منذ (تفيد الاستمرارية) • لجمدة (تفيد فترة محددة)				



## Level 7

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>أنواع مختلفة من الاضطهاد</p> <p>Different types of bullying</p> <p>كيف يؤثر الاضطهاد على الناس</p> <p>How bullying affects people</p> <p>كيف نتعامل مع ظاهرة الاضطهاد</p> <p>How to deal with bullying</p>	<p>هل هناك (يوجد) أي نوع من أنواع الاضطهاد في المدرسة؟ أي نوع من الاضطهاد يوجد؟</p> <p>اضطهاد جسدي / الضرب / الركل / سلب الأشياء الشخصية.....</p> <p>اضطهاد لفظي / السب / الإهانة / الشتيم.....</p> <p>اضطهاد غير مباشر: نشر إشاعات مشوهة، إرسال رسائل سببية (غير مهذبة) عن طريق البريد الإلكتروني أو الهاتف النقال.....</p> <p>هل تعرضت أنت أو زميلك لأي نوع من الاضطهاد؟</p> <p>لا، نعم، تعرضت للاضطهاد.....</p> <p>كيف كان شعورك / شعورها بعد الاضطهاد؟</p> <p>شعر / شعرت بالكتابة / بالوحدة / بعدم الأهمية / بالاضطراب / بالغضب / بالإحباط.....</p> <p>ما هي نتائج الاضطهاد؟</p> <p>رفض الذهاب إلى المدرسة، الانعزالية الانطواء وعدم الكلام)</p> <p>ما هي النصيحة التي تقدمها لمن تعرض للاضطهاد؟</p> <p>الشخص المضطهد عليه أن يتكلم مع شخص بالغ (كمدرس أو أحد الأبوبن...) كذلك يشجع الشخص المضطهد على أن يتحدث عن ما يحدث معه، علينا أن نجعل الناس المضطهدين يشعرون بأننا غير خائفين منهم.</p> <p>نستطيع ذكر / مناقشة مواضيع الاضطهاد في اجتماعات الطلبة لمحاولة إيجاد الحلول المناسبة.</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>الضبي للمجهول والنسي للمعلوم / الفاعل ونائب الفاعل</li> </ul>	<p>تهيئة لتحديد النمط الصحي / غير الصحي في الحياة</p> <p>Brainstorm to identify features of healthy and unhealthy lifestyles: this can be done as whole class activity or initially in pairs with the support of a dictionary.</p> <p>إحصاء / استفتاء</p> <p>Survey: pupils interview classmates, family and friends to find out about lifestyle.</p> <p>يقدم الطلاب عرضاً لمنتجات مفيدة/ضارة للصحة</p> <p>Presenting to an audience: pupils make a presentation of products which are 'good for your health' and those which are 'bad for your health'.</p> <p>عمل إعلان باستخدام الكمبيوتر.</p> <p>Video recording: make a video of advertisements compiled and presented by pupils or invite pupils to present their advertisement using ICT (presentation software).</p> <p>الترتيب حسب الأولوية</p> <p>Diamond ranking: best (or worst) ways to keep healthy. (See p5)</p> <p>التدريب على القواعد باستخدام لعبة "معركة السفن"</p> <p>Battleships game: Fun way to practise grammar, e.g. verb manipulation. (See p61)</p>	<p>قراءة مشكلة في مجلة/جريدة والرد/التعليق عليها</p> <p>Reading and responding to problem page letters from magazine.</p> <p>تصميم لوحة تظهر أننا ضد الاضطهاد</p> <p>Poster: design anti-bullying poster. The poster should include statement about why issue is important.</p> <p>يمكن اختيار قصة والعمل من خلالها</p> <p>Work on this topic could be based around a related short story.</p> <p>كتابة بعض النصائح للصغار عن ظاهرة الاضطهاد</p> <p>Writing an advice sheet for younger children about bullying.</p> <p>كتابة رد على رسالة كتبت في مجلة عن هذه المشكلة</p> <p>Responding to letter on problem page of a teenage magazine.</p> <p>إعادة كتابة نص بصيغة الغائب بدل المتكلم</p> <p>Rewriting a text in a different person (third instead of first person) or tense (past instead of present).</p> <p>إعادة كتابة نص من خلال وجهة نظر إحدى الشخصيات</p> <p>Rewriting a text from the standpoint of one of the characters/people referred to.</p>
<p>قصص قصيرة / أناشيد</p> <p>Short stories, poems, songs</p>	<p>استخدام أناشيد وطنية تابعة لبلاد عربية مختلفة:</p> <p>حماة الديار (سوريا) / الله أكبر (لبنان) / بلادي بلادي (مصر).....</p> <p>أناشيد حماسية: في سبيل المجد / بلاد العرب وأطاني</p> <p>أغاني متفرقة: أغنية الحلم العربي / أغنية القدس</p> <p>استخدام قصص الرحالة "ابن بطوطة" ورحلته حول العالم</p>	<p>توقع موضوع القصة من الصور. غلاف الكتاب</p> <p>Predicting content of story from illustrations, book cover.</p> <p>تمثيلية مستوحاة من أحداث القصة</p> <p>Role-playing episodes from the story.</p> <p>إجراء مقابلة مع إحدى شخصيات القصة</p> <p>Interviewing a character from the story.</p> <p>تكوين أسئلة وطرحها على الطلاب</p> <p>Making up questions to put to classmates.</p> <p>عرض أعمال على الطلاب والتعليق عليها (أحب / لا أحب) والسبب</p> <p>Presenting a work to the class commenting on what you like/dislike about it and why.</p>	<p>تصميم مخطط حول مكان أحداث القصة</p> <p>Making a labelled plan or diagram of the setting of part of the story.</p> <p>كتابة مذكرات أحد الشخصيات</p> <p>Writing an interior monologue or diary page of one of the characters.</p> <p>كتابة ملخص لأحداث القصة</p> <p>Writing a summary.</p> <p>إعادة الكتابة بأزمنة مختلفة</p> <p>Rewriting in a different tense.</p> <p>تأليف قصائد بسيطة</p> <p>Composing simple poems.</p>

## Level 8

## Themes, topics, texts

مشاكل البيئة الرئيسية في بريطانيا / بلد عربي

Major environmental problems in the UK and Arabic country

الحلول (الإجراءات) الحكومية

Government actions

الحلول (الإجراءات) الفردية

Individual actions

## Resources

[http://www.wwf.org.uk/core/wildlife/fs\\_0000000038.asp](http://www.wwf.org.uk/core/wildlife/fs_0000000038.asp)

## Key structures and vocabulary

ما هي المشاكل البيئية الرئيسية في بريطانيا / دولة عربية؟  
في رأبي الشخصي / يبدو (يتضح) لي أن / اعتقد (أظن) أن / أكبر /  
أصلاً مشكلة / مشاكل هي:  
ارتفع درجة حرارة الغلاف الجوي  
التحديات التي تعترض لها الحياة البرية

تدمير (القضاء على) الغابات

تسرب البترول من ناقلات النفط

تلوث التربة والهواء والماء

التلوث الناجم عن وسائل المواصلات والمصانع

التغيرات الجوية

السباحة

يحصل الضرر للبيئة عن طريق.....

من المجهم / من الضروري أن.....

أنا مع رأي ..... / أنا ضد رأي .....

من الممكن أن يكون ل..... تأثير إيجابي / سلبي / مؤد

ما الإجراءات التي علينا / على الحكومة أخذها لحماية البيئة؟

يجب على الحكومة / تستطيع الدولة أن:

- تمنع تخريب الغابات

- تأخذ خطوات لحماية المخلفات المعرضة للانقراض

- تأخذ خطوات للحد من التلوث الناتج عن وسائل المواصلات

والمصانع

- تتخذ خطوات للتقليل من استخدام مبيدات الحشرات

- تتوقف عن بناء المزيد من الطرق السريعة

- تشجع على استخدام المواصلات العامة

تشجع على تدوير (إعادة تصنيع) النفايات

- أن تستثمر مصادر أخرى للطاقة مثل الطاقة الشمسية وطاقة

الرياح

يجب علينا: تغيير نمط حياتنا. عدم إلقاء (رمي) النفايات. تدوير (إعادة

تصنيع) نفايات الورق / الزجاج / العلب / البلاستيك. عدم هدر المياه

والكهرباء. استخدام المواصلات العامة أو الدراجة الهوائية بدلاً

من السيارات. الإحتجاج ضد ..... تناول الأطعمة الطبيعية المصدر.

الطبيعة:

أسلوب العناية والتفصيل

الأفعال المسندة

## Oracy

مناقشة باستخدام وسيلة مبرية ومخطط لتفجيج الطلاب للمشاركة

Brainstorming: using spidergram (and with visual support), brainstorm ideas/information related to environment: to ensure maximum involvement and help trigger ideas, teacher can provide list of related terms/ideas which pupils working in pairs are asked to classify (e.g. positive/negative) and then add to. This can be followed by whole class feedback.

عرض فيلم فيديو وأرفقه بنشاطات مختلفة

Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language. It is generally useful:

- To introduce key theme(s) before viewing (appropriate visuals can assist here).

- To present the programme in sections and possibly allow pupils to view more than once.

- To give pupils an activity, e.g. true/false or table completion, to focus their attention while viewing.

تصنيف حلول المشاكل حسب الأولويات

Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to protect the environment. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate. (See p53)

عمل إحصاء (استطلاع) عن إعادة تصنيع / تدوير النفايات

Survey: find out who in group recycles what.

عمل تمثيلي: مقابلة بين شخصين لطرح ومعالجة مشاكل البيئة

Interview: script and act out an interview.

تحضير كلمة عن البيئة

Prepare a one-minute speech.

## Literacy

البحث عن المعلومات بإشراف المدرس

Guided research involving one or more of the following:

- Identification of information: text marking.

- Categorisation of information: table completion (natural resources, etc in different regions).

- Reformulation of information: summarising/producing an illustrated fact sheet.

- presentation of information to an audience.

عمل مجلة حائط أو لوحة مطرح مشاكل وإيجاد حلول لها

Poster: ask pupils to select environmental issue they are concerned about and design a poster telling people about it. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (No to ...., Down with ...., Protect ...., Save ....).

مقارنة محاسن ومسائير العيش في القرية / المدينة

Comparing: pros and cons of living in the city and living in the country.

مقارنة الخطوات التي تتخذها السلطات مع ميثاقها في دولة عربية

Comparing: pupils compare environmental issues and steps taken to address them in their own local area/country with situation in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information about the situation in the local area/country. Outcomes of the project could be presented in the form of a newspaper /magazine or on the school website.

كتابة رسالة رد على مقال في مجلة

Pupils write a letter to a magazine responding to an article they have read.

ترتيب أحداث (إعادة تصنيع / الدورة الحياتية) الجيدة

Sequencing activity: the life cycle of a Coke can/newspaper. Pupils working in pairs/groups decide on correct order for sentences cut up on card. Visual support in the form of a set of pictures may be provided.

استخدام المعجم لاكتشاف مختلف أنواع الكلام

Developing reference skills including use of bilingual dictionary.

## Level 8

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>الأَسباب التي تجعل الشبَاب يدمنون على التدخين، المخدرات والكحول</p> <p>Reasons why young people smoke, take drugs, drink alcohol</p> <p>مقارنة ظاهرة الإدمان في بريطانيا ودول عربية</p> <p>Comparing situation in UK with Arabic countries</p> <p>كيف يمكن معالجة هذه الظاهرة (المواضيع)</p> <p>How issue should be addressed</p> <p>الإفغان على التدخين، المخدرات والكحول</p> <p>Smoking, drug addiction and alcoholism</p>	<p>التدخين: لماذا يلجأ جيل الشباب إلى التدخين / تعاطي المخدرات وتناول الكحول في بريطانيا / البلاد العربية؟ لأنَّ أصدقاءهم / أقرانهم يدخنون / يتعاطون المخدرات / يتناولون - يعتبرونها نوعاً من المجالاتلات الاجتماعية - لأنها تشعروهم بالراحة والاسترخاء لأنها تشعروهم / تمنحهم إحساساً بالرجولة (بالضج) أما عن الأسباب التي تجعل الشباب يتحولون عن التدخين / تعاطي المخدرات والكحول: - لأنها غالباً (باهظة) الثمن - لأنها تضر بالصحة - لأنها قد تسبب مرض السرطان / أمراض القلب - لسهولة الإدمان عليها - لأنها قد تجعلهم عدوانيين / عنيفين - لأنها قد تؤدي بهم / تقودهم إلى الجريمة في رأيك ما هو العمر المناسب / القانوني للتدخين / تعاطي المخدرات / تناول الكحول؟ المخدرات / تناول الكحول / المخدرات / المخدرات / الكحول في أي عمر سنة عشر سنة ثمانية عشر سنة يجب أن تمنع نهائياً كيف تستطع الحكومة / المدارس أن تمنع (تحد من) التدخين / المخدرات، تناول الكحول؟ - يجب نوعية جيل الشباب لأخطار التدخين / المخدرات / الكحول وأثرها على الصحة - يجب منع التدخين في جميع الأماكن العامة - يجب عدم بيع الدخان / الكحول للشباب دون سن الثامنة عشر - يجب تطبيق أقصى العقوبات بمن يثبت عليه تهمة بيع المخدرات - يجب منع ترويج (المعلية / الإعلان عن) بيع الدخان والكحول التعابير المستخدمة في النقاش: من ناحية..... ومن ناحية أخرى..... أولاً..... ثانياً..... ثالثاً..... وأخيراً..... بالرغم من..... على أية حال..... مما لا شك فيه أن..... علينا أن لا ننسى..... من وجهة نظري..... برأي الخاص..... من تجربتي الخاصة..... هذا يعتمد على..... هذا يعتمد على احتمال.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• استخدام قد</li> <li>• الجمل الاسمية أن وأحوالها</li> <li>• أسلوب النفي</li> <li>• حروف الجر</li> <li>• المتضاد والمضاد إليه</li> </ul>	<p>استمع إلى النص واملأ الفراغات</p> <p>Listening for specific words/phrases: pupils are given copy of tape script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.</p> <p>تصنيف المعلومات: أوافق / لا أوافق</p> <p>Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.</p> <p>طرح أسئلة حول صورة معينة</p> <p>Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc. to try to find out and note answers to the questions. This can then lead on to a piece of written work.</p> <p>تصنيف حسب الأولوية</p> <p>Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to discourage drug dependency. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate. (See p53)</p> <p>عرض أفكار على الحضور من خلال مناقشة موضوع معين / عمل إحصاء</p> <p>Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.</p> <p>إحصاء / استفتاء داخل الصف</p> <p>Survey: pupils interview classmates.</p>	<p>دراسة هذا الموضوع من خلال قصة قصيرة</p> <p>Work on this topic could be based around a related short story.</p> <p>عمل مجلة حائط تعرض المشكلة والحلول</p> <p>Poster: ask pupils to select an issue they are concerned about and design a poster telling people about it. It should include statement about why issue is important and what could be done about it. A slogan should also be included (No to...!).</p> <p>مقارنة الإدمان في مناطق محلية مختلفة/عمل جماعي</p> <p>Comparing: pupils compare drug dependency issues and steps taken to address them in their own local area/country with situation in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.</p> <p>كتابة رسالة إلى جريدة أو نشرات نصائح للمراهقين</p> <p>Writing a letter to a magazine.</p> <p>إعادة كتابة النص مع تغيير الزمن، الفاعل وإعادة كتابته من وجهة نظر إحدى الشخصيات</p> <p>Writing an advice sheet for younger children about dangers. Rewriting a text in a different person (third instead of first person) or tense (past instead of present).</p> <p>إعادة كتابة نص من وجهة نظر إحدى الشخصيات</p> <p>Rewriting a text from the standpoint of one of the characters/people referred to.</p>

Level 8	
المساواة بين الرجل والمرأة Equality	المساواة بين الجنسين (الذكر والأنثى) في بريطانيا / البلاد العربية: - أمام القانون؟ - ضمن العائلة؟ - في نطاق العمل؟
إيجاد الحلول Solutions	كيف يظهر الاختلاف في التعامل بين الرجل والمرأة / والولد والبنات في مختلف الثقافات؟ كيف تطرح وسائل الإعلام موضوع الرجل والمرأة / الولد والبنات (طريقة الحكم المسبق في الشرق والغرب) ما هو رأيك الشخصي / وجهة نظرك؟ في رأيي الخاص / وجهة نظري / أنه من الواضح أن .. / انطباعي هو أن... / أنا أوافق (لا أوافق)
المساواة والجنس Equality and gender	هل هناك مساواة بين الذكر والأنثى داخل البيت؟ هل في إمكان الأنثى الخروج من البيت متى شاءت؟ من الذي يقوم بأعمال المنزل؟ هل للأخوات حرية أكثر / أقل من الأخوة؟ كيف تغير وضع المرأة في بريطانيا / دولة عربية خلال القرن الأخير؟ قبل خمسين / مائة سنة لم يكن للمرأة حق التصويت / فرصة التعليم العالي / فرصة للعمل
المساواة وفق حديثها Literacy	عرض فيلم فيديو لطرح أفكار متعلقة بموضوع المساواة Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language. تنظيم احتفال بيوم المرأة العالمي Organising and presenting an International Women's Day (8th March) event. Useful ideas and information for teachers can be found at the Birmingham Grid for Learning and Teachernet websites (see Web links page). املا الفراغات بعد الاستماع الى النص Listening for specific words/phrases; pupils are given copy of tape script with every fifth/length word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select. صنف المقولات اوافق / لا اوافق Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class. طرح أفكار الموضوع على الحضور Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. أسئلة وأجوبة (عمل جماعي) Rainbow/expert groups: class divided into groups. Each pupil in a group is given a number, or a color. Each group works on a different aspect of a topic. Then new groups are formed by asking pupils with the same number to work together. Each member then informs others about what they have learnt and answers any questions.
المساواة والجنس Equality and gender	بحث موجه يتضمن نشاطات مختلفة Guided research involving one or more of the following: • Identification of information: text marking. • Categorisation of information. • Table completion. • Reformulation of information: summarising/producing an illustrated fact sheet. • Presentation of information to an audience. تكوين جمل مطولة Build longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions. كتابة خطة مساعدة للبحث عن معلومات إضافية Pupils given A3 sheet with picture in the middle and three circles around the picture. In the first circle they note what they know about the topic illustrated; in the second circle they note questions related to the picture that they would like to find the answers to; in the third what they have learnt.
المساواة والجنس Equality and gender	أقواعد: أسلوب المقارنة والتفضيل المنفي للمجهول نون النسوة ظروف الزمان والمكان

## Level 8

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>الولادة</p> <p>الزواج (حفل الزفاف)</p> <p>الوفاة (الموت)</p> <p>مقارنة بين بريطانيا ودول عربية</p> <p>Comparison between Arabic countries and UK</p>	<p>كيف يتم الاحتفال بالمولود الجديد؟</p> <p>كيف يتم اختيار اسم المولود؟</p> <p>ما هي دلالات / معاني الأسماء المختلفة ( اسمك، اسم أحد أفراد العائلة، أحد أصدقاءك، شخصية مشهورة، بارزة؟</p> <p>هل نود / تريد / ترغب في الزواج؟</p> <p>ما هي الأفكار المشجعة / غير المشجعة على الزواج؟</p> <p>هل تؤمن بالزواج التقليدي (المخطوط له)؟</p> <p>في أيك ما هو العمر المناسب / المثالي للزواج؟</p> <p>هل أنت من أنصار فكرة الزواج من نوي العقيدة الواحدة / الدين الواحد؟</p> <p>هل تجد / تجدين فكرة الطلاق فكرة مقبولة؟</p> <p>ما هي التحضيرات اللازمة لحفل الزفاف / العرس؟</p> <p>ماذا يحصل أثناء / في حفل الزفاف (العرس)؟</p> <p>ماذا يفعل / يأكل / يشرب / يلبس / يقول الناس في ذلك اليوم؟</p> <p>كيف اختلف الطقوس / المراسيم المنبثقة في الاحتفالات خلال القرون الأخيرة؟</p> <p>ماذا يحدث في حالة وفاة شخص ما؟</p> <p>كيف تتم (ماذا يحصل في) مراسم الدفن والجنائز؟</p> <p>كيفية التعبير عن الحزن وكيفية إحياء ذكرى الوفاة (التأبين):</p> <p>البكاء، النواح، الصراخ، لبس السوداء.....</p> <p>مفردات وعبارات خاصة بمناسبة الوفاة: عظم الله أجركم / جعل الله مثواه (مثواها) الجنة / البقاء لله / رحمة الله عليه (عليها).....</p> <p>مفردات وعبارات خاصة بالزواج و الولادة: ألف مبروك / بالبراق والبنين.....</p>	<p>مناقشة: ماذا يعرف الطلاب عن العادات والتقاليد عند الزواج أو الوفاة....</p> <p>Brainstorming: brainstorm what pupils know about customs in UK and Arabic country: a Venn diagram could be used to build up picture of what is different and what two cultures have in common.</p> <p>عرض فيلم فيديو أو فيلم تسجيلي لجعل الطلاب يلمنون بمفردات معينة</p> <p>Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.</p> <p>نشاط جماعي يتضمن تصنيف حسب أوافق / لا أوافق</p> <p>Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.</p> <p>وضع أسئلة حول شخص في صورة</p> <p>Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text, internet research, the viewing of a video, etc. to try to find out and note answers to the questions. This can then lead on to a piece of written work.</p> <p>تصنيف حسب الأولوية</p> <p>Diamond ranking: pupils working in groups are given a set of nine girls/boys' names with information about the origin of the names. They have to negotiate order of preference. Decisions are then fed back to whole class with justifications. (See p53)</p> <p>عرض أفكار خاصة بالموضوع على جمهور من الطلاب</p> <p>Present ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p49)</p>	<p>إكمال جدول حسب المعرفة والمعلومات</p> <p>Completing KWL chart (under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt (Useful in helping pupils identify prior knowledge and experience as a new topic or concept.</p> <p>استخراج معلومات من النص باستخدام طرق قراءة وكتابة</p> <p>Using active reading and writing strategies to draw information from texts (including internet material) and then to generate own creative works.</p> <p>إمكانية الاعتماد على قصص قصيرة / أناشيد</p> <p>Work on this topic could be based around a related short story, poems, and songs.</p> <p>مقارنة بين التراث البريطاني وتراث عربي (بحث إلكتروني)</p> <p>Comparing traditions in UK with those in Arabic countries based on (internet) research. Then creating poster/display.</p> <p>إعادة كتابة النص من وجهة نظر إحدى الشخصيات</p> <p>Rewriting a text from the standpoint of one of the characters/people referred to.</p> <p>إعادة كتابة النص مع تغيير الزمن وتحويل "أنا" إلى "هو"</p> <p>Rewriting a text in a different person (third instead of first person) or tense (past instead of present).</p> <p>قراءة قصائد / اهارج خاصة بالزواج / الولادة ثم محاولة كتابة قصائد مشابهة لها</p> <p>Read poetry inspired by birth or marriage, and then write own poem.</p> <p>عمل مجلة حائط تصف حفل زفاف أو جنازة شخص مشهور</p> <p>Create a poster describing the wedding, funeral of a famous person.</p>

عائق الزواج ...

Rites of passage: birth, marriage, death

# Level 8

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
السياسة العلوم البيئية Science, environment قضايا اجتماعية Social issues الصحة واللياقة Health and fitness الأفلام، التلفاز، الموسيقى Film, television, music الرياضة Sports الطقس Weather	ما الذي حصل / حدث؟ من المشترك في الأحداث؟ هل تستطيع أن تعطي وصفاً للشخص المتورط؟ هل تستطيع أن تصف موقفاً / مشهداً ما؟ متى حدث هذا؟ لماذا؟ ما المسببات؟ من المسؤول؟ ما هي النتائج التي يمكن أن تنجم عن .....؟ ما هي النتائج التي يمكن أن تنجم عن .....؟ تعريف التلاميذ بمفردات متداولة في المجال السياسي: عضو في البرلمان، وزير رئيس وزراء، رئيس، ملك، والي، سلطان، أمير..... تعريف بمنظمات دولية مهمة في العالم: هيئة الأمم المتحدة، الصليب الأحمر، دول عدم الانحياز، جامعة الدول العربية، مجلس الأمن وحق القيتو..... تعريف التلاميذ بأسماء الأمراض المختلفة: السرطان ( سرطان الرئة.....)، الربو، السكري، الشلل، الغيبوبة.....أسبابها/ علاجها والوقاية منها فرق كرة القدم المشهورة في العالم: ريال مدريد، مانشستر يونايتد..... ولاعبو كرة القدم المشهورون: زين الدين زيدان / مارادونا .... أبطال الملاكمة المشهورون: محمد علي كلاي/ نيسيم حمد	الاستماع إلى نص أو حوار ثم إملأ الفراغات بالكلمات الم حذفة Listening for specific words/phrases: pupils are given copy of tape script with every fifth/ tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select. الاستماع إلى نص أو حوار ثم إملأ الفراغات بالكلمات الم حذفة Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words. الاستماع إلى نص باللغة الإنجليزية ثم ترجمته للعربية Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it. الاستماع إلى / مشاهدة مقاطع من فيلم ثم ملء الجداول Listening to/viewing audio or video clips (including from UK based radio and TV stations and the Internet) for key information which is entered into table. It is also possible for teacher to record simplified news broadcast. تحضير التقرير (على إلقاء نبذة أخبار محاضرة من قبل الطلاب Writing, rehearsing and performing own news bulletin: this could be videoed and shown to younger class at the school. Or there could be exchange of video with partner school.	قراءة مواضع من مجلات أو صفحات شبكة المعلومات Reading selected articles, etc. from newspapers or websites (including those which are UK based), identifying key information, and then moving on to more challenging tasks, e.g. Writing summary in own words, writing an e-mail in response, making up set of questions based on text for other pupils to answer, Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text, identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focussing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion. عمل صحيفة إخبارية Creating newsheet. ترجمة من وإلى اللغة العربية Translation from and into Arabic. عمل مخطط لكتابة جزء من قصة Running dictation. (See p49) كتابة حوار أو مذكرات لشخصية من شخصيات القصة Writing an interior monologue or diary page of one of the characters. كتابة ملخص للقصة Writing a summary. كتابة دراسة ( تقييم) للقصة Writing a review. إعادة كتابة القصة في زمن مختلف Rewriting in a different tense. تأليف قصائد بسيطة Composing simple poems.
القصص قصيرة/قصائد أناشيد/ مسرحيات Short stories, poems, songs, plays	الاستشهاد بآيات من القرآن الكريم وأحاديث النبي (ص) للحد من ظاهرة التدخين / تعاطي المخدرات / تناول الكحول - قصيدة رثاء أحمد شوقي لحافظ إبراهيم وآيات مختارة من قصيدة الهجرية النبوية في تعظيم أحمد شوقي للإسلام و النبي (ص) و في هذه القصيدة ينتقد أحمد شوقي حالة الفرقة السائدة بين المسلمين - قصيدة "بعد المشرقية" للمتنبي في رثاء والده سيف الدولة الحمداني يعزى فيها سيف الدولة في وفاة والدته.	قراءة تحليلية للقصائد Read different poems with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills, i.e. skimming, scanning and identifying viewpoint. Having worked on text with class ask students to select another poem to read independently. They can identify elements and ideas and prepare brief book reports to share with classmates. The focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level. Texts can, in fact, be used as effective springboard into a topic.	إملأ منظور عمل مخطط لكتابة جزء من قصة كتابة حوار أو مذكرات لشخصية من شخصيات القصة كتابة ملخص للقصة كتابة دراسة ( تقييم) للقصة إعادة كتابة القصة في زمن مختلف تأليف قصائد بسيطة
الإبداع Creativity	قصص قصيرة/قصائد أناشيد/ مسرحيات Short stories, poems, songs, plays	كتابة ملخص للقصة كتابة دراسة ( تقييم) للقصة إعادة كتابة القصة في زمن مختلف تأليف قصائد بسيطة	كتابة ملخص للقصة كتابة دراسة ( تقييم) للقصة إعادة كتابة القصة في زمن مختلف تأليف قصائد بسيطة

## Level 9

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<b>وصف / تعريف الجريمة</b> <b>Describing crimes</b> <b>تسلسل الأحداث</b> <b>Sequence of events</b> <b>دوافع الجريمة</b> <b>Motives</b> <b>تحقيقات الشرطة</b> <b>(رجال الأمن)</b> <b>Police investigations</b> <b>العقوبات</b> <b>Punishments</b>	<p>ماذا حدث / ما الذي حصل؟          حدث / حدثت سرقة / انفجار / اعتداء / شجار / طعن / رمي بالرصاص / قتل / اغتيال / هجوم رهابي / دخول غير مشروع ...          متى حدث / حصل هذا الاعتداء / الاغتال / الهجوم / ...؟          هل هناك إصابات؟          لا نعم، تعرض شخص / أشخاص للضرب / للسرق / للهجوم / للتسمم / للطعن / للضرب بالرصاص / للقتل / للاعتداء...          هل سرق شيء؟ هل هناك مسروقات؟ ما هي المسروقات؟          نعم، حصلت سرقة، سرق الهاتف النقال (الجوال) / المحمول، سرقت محفظة النقود، حقيبة اليد، الساعة، قطعة مجوهرات، دراجة هوائية، سيارة...          أين تم اكتشاف الجثة؟ أين اكتشفت الجثة؟          هل كان هناك أي شهود عيان؟          هل شاهدت أنت أي شيء؟          نعم، رأيت السارق (الصلب) / المهاجم يهدد / يركض / يجري، يهرب) كيف استطاع اللص (السارق) المهاجم / المعتدي الهرب؟          هل تستطيع أن تصف اللص / المعتدي...؟          كم يبلغ / تبلغ من العمر؟ ما هي مواصفاتها؟ هل عنده / عندها علامات مميزة (فارقة)؟          يبدو / تبدو في العشرينات (العقد الثاني) / الثلاثينات (العقد الثالث)... من العصر / العصر          له جرح كبير في خده الأيمن / الأيسر، ليس نظارة، من العرق الأبيض / الأصفر...          كنت أأغار منزلي بطريقي إلى عملي / مدرستي / السوق / طبيب الأسنان...          أنتظر الحافلة / أمتشي باتجاه المحطة...          هل تحدث رجال الشرطة مع الضحايا؟          هل أمسك رجال الشرطة (الأمن) بالمشتبهِ به / بهم؟ هل حل رجال الشرطة لغر الجريمة؟ هل القوا القبض على الجاني / الجناة؟          هل كانت لدى رجال الشرطة دلائل / قرائن / براهين / أدلة...؟          يعتقد رجال الشرطة أن الذي ارتكب / التي ارتكبت الجريمة هو / هي...          هناك دليل يدل / يشير إلى ...          ما الدافع / الدوافع وراء ارتكاب الجريمة؟          أين...جريمة...وحكم عليه بالسجن المؤبد، لمدة...سنة ( ) / بالإعدام / بالنفي ...          ...هو من أصحاب السوابق في الجريمة</p> <p><b>القواعد:</b>          • الفعل الماضي و المضارع          • أدوات العطف، حروف الجر</p>	<p>استخدام المخطط المتعلق بالموضوع لتنهية الطلاب Brainstorming: using spidergram (and with visual support), brainstorm ideas/information related to crime.          عرض فيلم وثائقي وإجراء بعض النشاطات اللغوية عليه: صح / خطأ، ملء الجدول، التعرف بقصة الفيلم / Viewing video/DVD recordings. (See p76)          الاستماع إلى عبارات متعلقة بالموضوع وإملاء الفقرات Listening for specific words/phrases: pupils are given copy of tape script with every fifth/length word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.          صنف إجراءات الحكومة للتخفيف من الجريمة حسب الأولوية Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to reduce crime. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Then present it to the class and debate (See p53).          إعداد وتمثيل مقابلة بين المحقق والشاهد Interview: script and act out an interview between detective and someone who has witnessed a crime.          إعداد تعليق حول فيلم / مسلسل أو صور عن جريمة وتقديمها للصف Preparing a commentary for a film clip or a series of photos depicting a crime and present to class          مهارة الكتابة Statements activity.          طرح أسئلة حول صورة Question setting around a picture.</p>	<p>يمكن استخدام تقارير / مقالات صحفية في نشاطات مختلفة Reports on crimes in the press can be used for a range of active reading and writing activities.          ترتيب الأحداث وفقاً لزمان حدوثها / وقوعها Sequencing activities: often very appropriate, since reports generally refer to events in chronological order.          قراءة النص وتحديد مفردات / أدوات الاستفهام / القواعد Text marking: to identify e.g. who, what, where, when etc. Identify crime related vocabulary OR examples of grammatical features.          ربط المقرة بالعنوان / تدوين ملاحظات معينة Matching paragraph headings to paragraphs or note-taking.          تلخيص النص باستخدام مفردات الطلاب الخاصة Summarising in own words.          كتابة موجزة: وصف الأحداث من وجهة نظر الضحية Guided writing: e.g. description of events from perspective of victim.          استخدام القاموس لاكتشاف علاقة الكلمات ببعضها البعض Dictionary activity to explore word relationships (noun, adjective, verb).          نشاط فردي / ثنائي / جماعي لتعزيز القواعد Grammar auction: this activity involves presenting class with ten sentences, five of which have mistakes in them. Sentences are selected to focus on points students are working on. Students (working individually, in pairs or in groups) are told that they each have a certain amount of money with which to bid for each sentence. Students study sentences and then have a chance to bid against each other to 'buy' sentences from the teacher. The winner is/are the student(s) who succeed(s) in 'buying' the most correct sentences.          ترجمة من وإلى اللغة العربية Translation to and from Arabic.          إعادة كتابة نص بصيغة الغائب بدل بصيغة المتكلم Rewriting a text in a different person (third instead of first person) or tense (past instead of present).          إعادة كتابة النص من وجهة نظر إحدى الشخصيات Rewriting a text from the standpoint of one of the characters/people referred to.</p>

Social issues : Law and crime الأبحاث الإجرامية

Level 9	
Themes, topics, texts	<p><b>العنصرية: سابقاً ولاحفاً</b></p> <p><b>Racism then and now</b></p> <p><b>أسباب التمييز العنصري</b></p> <p><b>Causes of racism</b></p> <p><b>مكافحة التمييز العنصري</b></p> <p><b>Preventing racism</b></p> <p><b>Resources</b>  <a href="http://www.irespect.net/">http://www.irespect.net/</a>  <a href="http://www.redhotcurry.com/">http://www.redhotcurry.com/</a></p>
Key structures and vocabulary	<p>هل هناك / يوجد تمييز عنصري في بريطانيا أو في البلاد العربية؟ منذ متى بدأ الناس (الأجانب) بالهجرة / النزوح / اللجوء إلى بريطانيا؟ ما هي الأسباب التي دفعت هؤلاء الناس للهجرة / اللجوء...؟ ما هي علاقة الهجرة / اللجوء... بتاريخ المستعمرات البريطانية؟ هناك تمييز عنصري / تفرقة عنصرية ضد.....</p> <p>يوجد / حصل (حدث) الكثير من الاعتداءات العنصرية هناك لوتر دالم بين.....و.....</p> <p>كان.....ضحية اعتداء عنصري</p> <p>ما الأسباب التي تجعل بعض الناس عنصريين؟</p> <p>ما الصورة النمطية لمجموعة من الناس؟ هل كل.....على نفس الشاكلة؟</p> <p>كيف نشجع وسائل الإعلام نظريات الصورة النمطية لمجموعة من الناس؟</p> <p>كيف يمكن محاربة / القضاء على التفرقة؟</p> <p>هل توجد تفرقة عنصرية / يوجد تمييز عنصري في المدارس؟</p> <p>كيف تحرك / تحرض منظمات وطنية معينة على الكراهية ضد الأجانب؟</p> <p>ماذا يجب على الحكومات أن تفعل لوقف التمييز العنصري / التفرقة العنصرية؟</p> <p>ما الجهد الفردي الذي أستطيع بذله للحد من هذه الظاهرة؟</p> <p>اللغة المستخدمة في النقاش:</p> <p>من ناحية..... و من ناحية أخرى.....</p> <p>أولاً...ثانياً... ثالثاً..... وأخيراً.....</p> <p>مع أن / بالرغم من أن.... / على أية حال.....</p> <p>مما لا شك فيه أن.....</p> <p>لا يمكن / تستطيع أن تنسى أن.....</p> <p>من وجهة نظري الشخصية أن..... في اعتقادي..... في رأيي.....</p> <p>من تجربتي الخاصة..... هذا يعتمد على ما إذا كان.....</p> <p><b>القواعد:</b></p> <ul style="list-style-type: none"> <li>• أسلوب النفي. أدوات الاستفهام. الضمائر</li> </ul>
Oracy	<p>عمل مجلة حائط توضح أسباب الخلافات واقتراح الحلول</p> <p>Commission for Racial Equality (CRE) 'diversity' poster could be used as a starting point for discussion about diversity and the make up of British society. What makes the people different, what do they share? Why do conflicts arise? What are typical prejudices/misunderstandings? How can 'better' understanding be developed?</p> <p><b>Resources</b>  <a href="http://www.cre.gov.uk/pubs/cat_posters.html">www.cre.gov.uk/pubs/cat_posters.html</a></p> <p>الاستماع إلى فيلم أو برنامج لتعويد التلاميذ على المفردات الجديدة</p> <p>Listening to video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.</p> <p>تنظيم مناسبة بهدف التوعية والحد من التمييز العنصري</p> <p>Organising and presenting an anti-racist event. Useful ideas and information for teachers can be found at the <a href="http://www.iresect.org">iresect.org</a> and <a href="http://www.redhotcurry.com">redhotcurry.com</a> websites (See Themes, topics, texts, opposite)</p> <p>تصنيف الأفكار حسب أوافق / لا أوافق</p> <p>Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.</p> <p>عمل تمثيلي: خلاف بين الأهل والأبناء</p> <p>Role-play: argument between parent and child. Child has friend of different ethnic background, Parent disapproves and would like child to associate only with children of same background. It is possible to get students to script a drama sketch on this theme, e.g. as a chat show, and then act it out.</p> <p>عرض أفكار على جمهور الطلاب</p> <p>Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video.</p>
Literacy	<p>قراءة بعض المقالات أو الموضوعات في المجلات أو صفحات الإنترنت كتهينة للموضوع</p> <p>Reading selected articles, etc. from newspapers or websites (including those which are UK based), identifying key information, and then moving on to more challenging tasks.</p> <p>بحث موجه يتضمن نشاطات مختلفة مثل:</p> <p>Guided research: e.g. into discrimination, involving one or more of the following:</p> <ul style="list-style-type: none"> <li>• Identification of information: text marking.</li> <li>• Categorisation of information: table completion.</li> <li>• Reformulation of information: summarising/producing an illustrated fact sheet.</li> <li>• Presentation of information to an audience.</li> </ul> <p>قراءة / ترجمة والتعليق على نص متعلق بالعنصرية</p> <p>Read/translate/review a poem related to racism. Then write own poem.</p> <p>كتابة ملخص للنصوص</p> <p>Summary.</p> <p>ترجمة من وإلى اللغة العربية</p> <p>Translation from and into Arabic language: e.g translation of one paragraph from text being studied into English or re-translation from English back into Arabic, finally comparing to original.</p> <p>إعادة كتابة نص بصيغة الغائب بدل صيغة المتكلم</p> <p>Rewriting a text in a different person (third instead of first person) or tense (past instead of present).</p> <p>إعادة كتابة النص من وجهة نظر إحدى الشخصيات</p> <p>Rewriting a text from the standpoint of one of the characters/people referred to.</p>

Social issue: racism. التمييز العنصري. قضايا اجتماعية: العنصرية



## Level 9

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<b>السياسة</b> <b>Politics</b> <b>العلوم، البيئة</b> <b>Science, environment</b> <b>قضايا اجتماعية</b> <b>Social issues</b> <b>الصحة واللياقة</b> <b>Health and fitness</b> <b>وسائل الإعلام</b> <b>Film, television and music</b> <b>الرياضة</b> <b>Sports</b> <b>الطقس</b> <b>Weather</b> Topical items selected as appropriate	ما الذي حصل / من المتورط / من كان له يد في...؟ هل تستطيع/تستطيعين وصف الشخص / الحادثة؟ متى حصل هذا؟ ولماذا؟ ما هي الأسباب / الدوافع؟ من المسؤول عن.....؟ ماهي النتائج المتوقعة حصولها؟ السياسة: قضايا الشرق الأوسط..... قضية فلسطين، العراق، دارفور..... الديمقراطية: الانتخابات..... العلوم / البيئة: التلوث، تدوير النفايات، ارتفاع درجة حرارة الأرض. ثقب طبقة الأوزون..... الكوارث الطبيعية (الزلازل، فيضانات، براكين...) و ما يختم عنها من كوارث إنسانية (مجاعة، تشرد، فقدان أفراد من العائلة.....) الاستنتاج: النقل الرحيم، الحمل الصناعي قضايا اجتماعية: البطالة، عمالة الأطفال، الزواج المبكر، حق المواطنة، حق الطفل، حق المرأة، المساواة، تجارة العبيد..... النار، الاحتضار..... الصحة واللياقة: الأمراض والأوبئة المنتشرة (مرض فقد الذاكرة، الحمى، الطيور، الحمى القلاعية.....) أعراضها وطرق علاجها والوقاية منها الإعلام: صحف، جرائد، تلفاز، مجلات..... الرياضة: كأس العالم، الدوري الأوروبي، الأولمبياد..... الطقس: تغيرات الطقس ( دراسة حالة الطقس، تأثير الموقع الجغرافي.....)	الاستماع من أجل ملئ الفراغات Listening for specific words/phrases: pupils are given copy of a transcript with every fifteenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing a jumbled list from which pupils select. الاستماع من أجل تحديد أهم الأفكار ووضع عناوين Listening and noting: listening to longer passages of familiar language and making notes under headings. Then writing summary in own words. الاستماع إلى النص باللغة الإنجليزية ثم ترجمته إلى العربية Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down Arabic version when they hear it. مشاهدة الطازر، أو الاستماع إلى الراديو ثم إملاء الجداول Listening to/viewing audio or video clips (including from UK based radio and TV stations and the Internet) for key information which is entered into table. It is also possible for teacher to record simplified news broadcast. التدريب على تقييم نشرات الأخبار Writing, rehearsing and performing own news bulletin: this could be writing, videoed and shown to younger class at the school. Or there could be exchange of video with partner school. حفظ جمل ومن ثم إملاؤها على الترماء Running dictation. (See p49)	قراءة مقالات مختارة من الجرائد والمجلات واستخدامها في أنشطة مختلفة متعلقة بالنصوص Reading selected articles, etc. from newspapers or websites (including those which are UK based), identifying key information, then moving on to more challenging tasks, e.g. writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text. Identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focusing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion. عمل صحيفة إخبارية Creating newsheet.
<b>الخيال</b> <b>Creativity</b>	<b>قصص، أفلام</b> <b>Short stories, plays</b>	قراءة النص وإجراء دراسة تحليلية عليه (دراسة الشخصيات، أسلوب الاستعارات، الكناية، التشبيه) Read story with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills skimming, scanning and identifying viewpoint. Having worked on text with class ask students to select another short story to read independently. They can identify elements and ideas and prepare brier book reports. If poetry is chosen, then the focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level. Texts can, in fact, be used as effective springboard into a topic.	كتابة خطة أو إطار حول القصة أو جزء من القصة Making a labelled plan or diagram of the setting of part of the story. كتابة صفحة مذكرات أحد الشخصيات Writing an 'interior monologue' or diary page of one of the characters. تلخيص أحداث القصة Writing a summary. مراجعة القصة Writing a review. إعادة كتابة أجزاء من القصة باستخدام زمن مختلف Rewriting in a different tense. تأليف أناشيد بسيطة Composing simple poems.

## Assessment at Levels 7–9

Whilst teaching at levels 7–9 should not be dominated by examination requirements, colleagues will wish to ensure that pupils are familiar with the types of task commonly used by examination boards. Past papers can be a useful source of teaching material.

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Describe people, places, feelings, moods in some detail (use of adjectives and adverbs, relative clauses, qualifiers);
- Express and justify opinions (by presenting arguments, giving illustrations – use of subordinate clauses);
- Report a sequence of events (crime or news event) using appropriate tenses, link words, conventions for direct and indirect speech, etc.;
- Speculate about people and events (use of conditional sentences);
- Deal with elements of unpredictability in everyday transactions;
- Deliver a short prepared presentation fluently and with good pronunciation (using voice and gesture effectively to enhance expression) and respond to follow up questions. Show awareness of audience;
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In intercultural understanding/creativity pupils are able to:

- Analyse/interpret short literary works/film (clips) by commenting on setting, plot, character, message (reviews);
- Perform songs and sketches;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via e-mail, oral presentations, creating posters/displays;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Carry out a project/compose text with a particular audience in mind (e.g. class in a partner school abroad);
- Compare the presentation of ideas, attitudes and feelings in contrasting texts
- Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.

In literacy pupils are able to:

- Understand and respond to a range of text types, factual and imaginative (letters, articles, brochures, e-mails, web pages, radio interviews, films, stories, poems);
- Understand texts which include some complex sentences and unfamiliar language;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Express information/ideas contained in texts clearly and concisely in their own words;
- Draft and redraft text (using a word processor) to improve content, organisation of ideas, accuracy and presentation;
- Understand and respond to texts in formal as well as informal registers (e.g. job advertisements and applications, formal letters);
- Synthesise information from various sources;
- Use a dictionary and other reference materials to improve accuracy, precision and variety of expression;
- Identify relationships between words and use this both to support memorisation and to deepen understanding of how the language system works;
- Make intelligent guesses based on knowledge of the world;
- Use clues to work out meaning (pictures, headings, layout, lexical and syntactic features).

In self- and peer-assessment pupils are able to:

- Identify and explain mistakes in their own work and that of other pupils;
- Self-assess in relation to clear (GCSE/AS) criteria;
- Identify daily/weekly/monthly goals which are reviewed;
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation);
- Keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:
  - Title and author, artist, actor, or musician
  - Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library)
  - A short description
- Build up a portfolio based on projects, different types of written text composed over the year;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

## Formally accredited assessment

### Asset Languages (Intermediate Stage)



LL*		Can Do statements These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	Examples of teacher assessed tasks There is some scope for teachers to adapt material to suit their own programme of study.
7	L	I can understand longer passages and recognise people's points of view.	Learners hear a radio interview and answer three-option multiple choice questions.
	S	I can answer simple unprepared questions in a conversation or following a presentation.	Learners play a guessing game in a group, asking and answering questions.
	R	I can understand longer texts and recognise people's points of view.	Three-option multiple choice based on a text.
	W	I can write a text (e.g. a report or a letter) conveying simple opinions and/or points of view.	Transfer of meaning based on personal information.
8	L	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.	Learners match English sentences to short spoken extracts.
	S	I can tell a story or relate the plot of a book or film and give my opinions about it.	Learners make a presentation about a news item of their choice.
	R	I can understand texts including some unfamiliar material from which I can recognise attitudes and emotions.	Identifying five correct English sentences from a list of ten about a text.
	W	I can produce formal and informal texts in an appropriate style on familiar topics.	Writing a poster to advertise a charity event.

\*LL = Languages Ladder

<b>9</b>	<b>L</b>	I can understand the gist of a range of authentic passages in familiar contexts.	Learners correct an error in English sentences about a recorded interview.
	<b>S</b>	I can take part in a discussion, giving and justifying my opinions and ideas.	In groups of three, learners discuss holiday options.
	<b>R</b>	I can understand a wide range of authentic texts in familiar contexts.	Matching English summaries with short paragraphs on a theme e.g. career plans.
	<b>W</b>	I can communicate ideas accurately and in an appropriate style over a range of familiar topics.	Transfer of meaning detailing instructions.

The external assessment for Intermediate assesses aspects of grades 7–9. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Intermediate

<b>L</b>	You should now be comfortable with a range of tenses, and should be able to understand authentic passages on familiar matters. On completing this stage, you should be able to follow much of what is said at near normal speed on familiar matters or in predictable situations. You should be able to give an oral or written summary of what you have heard.
<b>S</b>	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.
<b>R</b>	You should now be comfortable with a range of tenses, and should be able to understand authentic texts on familiar matters. On completing this stage, you should be able to follow much of what you read on familiar matters or in predictable situations. You should be able to give an oral/written summary or translation of what you have read.
<b>W</b>	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters.  On completing this stage, you should be using and adapting language for new purposes. Your spelling should be generally accurate. You should be able to write on familiar matters or in predictable situations, using a range of simple language.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Arabic Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

## GCSE Arabic

### Examination Board: Edexcel

Pupils working at Levels 7 should be able to achieve Grade A/A\* in the GCSE examination. For information on the GCSE examination, please refer to assessment information at the end of Level 6 (see pp65–68 this guide).

## GCE

### Examination Board: Edexcel

Specification number: 8602

Levels 8–9 are appropriate for pupils preparing for GCE Advanced Subsidiary level (AS)\*.

In the AS examinations students take one Reading and Writing paper which includes reading comprehension, vocalisation, translation from Arabic to English and continuous writing.

Students preparing for GCE Advanced Subsidiary (AS) are expected to:

- Develop understanding of the written forms of the foreign language from a variety of registers;
- Communicate confidently, clearly and imaginatively in the foreign language through the written word, using increasingly accurate, complex and varied language;
- Increase their sensitivity to language and language learning;
- Develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries or communities where the foreign language is spoken;
- Develop positive attitudes to foreign language learning.

The GCSE and GCE Arabic specification and past papers with mark scheme are available on the Edexcel website: **[www.edexcel.org.uk](http://www.edexcel.org.uk)**.

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\*This is the first half of the Advanced GCE course. It is a stepping-stone to the full Advanced GCE qualification. Students can take the AS on its own.

## 2.3 Creating a scheme of work based on the guide

The scheme of work (SoW) sets out the teaching programme, year by year, for each course being taught. It includes the content that needs to be covered, the learning objectives involved at each stage, the main activities and resources which will enable these to be achieved and the ways in which they will be assessed. Typically the scheme for each year is broken down into six units of work each lasting half a term.

The scheme should:

- Reflect the agreed teaching philosophy of the department using it;
- Be clear, concise and realistic, i.e. focussed on the practical and do-able;
- Provide breadth and balance across all aspects;
- Take account of learner differences (background/aptitudes/learning styles);
- Support teachers in their short-term planning;
- Be seen as a working document to be reviewed and updated each year.

As has been pointed out previously, the framework charts in this curriculum guide are not, in themselves, a scheme of work. Rather they should be seen as offering a structured bank of material, based on sound pedagogical principles and related to the main national assessment frameworks. They thus provide substantial support for colleagues in developing an up-to-date scheme of work suited to their own context and to the needs of their pupils. It should be noted that the guides are available in electronic form on the CILT and Goldsmiths College <http://community.gold.ac.uk> websites. Additional resources linked to the guide can also be found on the Goldsmiths website.

You may also find it helpful to refer to government schemes of work for teaching Modern Foreign Languages (French, German and Spanish) at Key Stages 2 and 3 (QCA/DfES, 2000). In addition there is general guidance on medium and long term planning for language teaching in the Government's Key Stage 2 and 3 Framework documents (DfES, 2003 and 2005).

If you are producing a scheme of work for the first time, you may find the following step by step approach useful:

### 1 Getting an overview:

- On one side of A4 create rough outline and headings for (6) units of work to be taught over the year. (Refer to exam specifications, textbooks and other documents including this guide.)

### 2 Deciding on format:

- Usually schemes of work are set out in the form of a grid as in the framework charts in this document (*See possible template on p87*). This makes it easy to refer across and see how the elements fit together. An alternative is to simply list information under headings. Your department or school may, of course, have its own established format that everyone is expected to follow.
- Create abbreviations for main resources you will be referring to, e.g. TN1(Ex B) for Textbook Name, Book 1, Exercise B. Use code consistently in SoW.

### 3 Creating a unit:

- Break unit down into sections and specify main contexts and learning objectives.
- Decide how many lessons/weeks should be devoted to each.
- Specify for each National Curriculum Attainment Target (Listening, Speaking, Reading, Writing) the level or range of levels aimed at within the unit. You might also find it useful here to note targets in relation to the Asset Languages scheme.
- Identify key structures and vocabulary bearing in mind range of levels within class and highlighting points which may require particular attention. It is useful to indicate what language is 'core' and what is 'extension' material for higher attainers (e.g. by using italics).
- Map on activities from textbooks and other sources, which are relevant and useful, as well as material you have produced, bearing in mind importance of:
  - Catering for range of attainment levels and for different learning styles;
  - Balancing teacher and pupil centred work;
  - Linking to previous units to support development of knowledge and skills;
  - Progressing from activities aimed at practising language to ones where the focus is on using the language for a real purpose, e.g. presenting or performing to an audience;

- Integrating and achieving balance between the four skills (although opportunity to do this is limited in early stages of acquiring new script);
  - Providing stimulating cultural content drawing on up-to-date, authentic material (where appropriate) and making links to other curriculum areas;
  - Drawing on imaginative works (stories, plays, poems, songs, paintings) as stimulus for cultural understanding as well as language development;
  - Developing awareness of language learning strategies (including effective use of reference material);
  - Building in use of ICT where appropriate.
  - Add homework activities (or identify possible homeworks amongst activities already selected).
  - Identify or add main assessment activities (informal and formal).
  - Cross check against National Curriculum Programme of Study, KS2/3 Framework, exam board specifications and, if necessary, revise activities as appropriate.
  - Review list of key structures and vocabulary and, if necessary, revise as appropriate. (It may be that activity or text you have chosen requires teaching of language points not already specified).
  - Add any resources not already mentioned including websites and reference material.
- 4 Developing and reviewing the scheme of work:**
- Move on to create further units bearing in mind that developing a scheme of work is an ongoing process. Aim to get the basics in place and then flesh it out gradually.
  - Keep the scheme of work in a ring binder. This makes it easy to slip in extra pages or reminders about changes/additions to be made.
  - Once a unit or scheme has been created, aim to review it every one to two years.

## A word of encouragement

Although creating a good scheme of work requires thought and effort, it will save you time in the long run and give you confidence in your teaching!

# Possible template for a scheme of work

Year/Group:	Term:	Unit: (1)	Timing: (6 weeks)	
NC PoS (excluding those covered routinely):		NC AT Levels: S: L: R: W:	Key Stage 2/3 Framework links:	
Week	Context(s) and learning objectives	Vocabulary and structures (core and extension)	Activities, including homeworks (differentiation features, relevant language learning strategies and informal assessment opportunities indicated as appropriate)	Resources (including ICT)
1				
2				
3				
4				
5				
6	End of unit assessment			

**Notes:**

- Following this format it should be possible to cover 1–2 weeks per page.
- It may be clearest to provide just a summary of language in the table, but to add full verbal and written outcomes at the end of the unit.

**Abbreviations:**

- NC National Curriculum
- PoS Programme of Study
- AT Attainment Target
- ICT Information and Communications Technology



# Resource list for the teaching of Arabic

## Suppliers

### Fine Media Group (FMG)

Range of teaching resources (KS1 and 2) including songs, CD-ROMs, puzzles, stories and posters.

[www.finemediagroup.com](http://www.finemediagroup.com)

### Fun Arabic Learning

Range of teaching resources (KS1 and 2) including readers, activity books, stories, flash cards and posters.

[www.funarabiclearning.com](http://www.funarabiclearning.com)

### Gateway to Arabic (Series)

Series of textbooks (Beginners to GCSE) aimed at pupils studying Arabic in UK.

[www.greatwaytoarabic.com](http://www.greatwaytoarabic.com)

### Hounslow Language Services

Resources in a variety of media designed for teaching a range of community languages.

[www.hvec.org.uk/HvecMain/index.asp](http://www.hvec.org.uk/HvecMain/index.asp)

[www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf](http://www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf)

### Interactive Knowledge Centre

Graded reading programme for Arabic.

[www.intkc.com](http://www.intkc.com)

### IQRA

Range of teaching resources, many related to Islamic culture and religion, suitable for all levels. Also available from IQRA Bookshop are:

I Learn Arabic series by Habib Affes (suitable for KS1-3).

Al-Kitaab al-Asaasi (suitable for pre-GCSE to AS).

[www.iqra.org](http://www.iqra.org)

### Mantra Lingua

Dual language stories (suitable for KS2).

[www.mantralingua.com](http://www.mantralingua.com)

### MM Books

Range of teaching resources (Beginners, GCSE, AS and A2) including text books, conversation books and short stories.

[www.mmbooks.co.uk](http://www.mmbooks.co.uk)

## Recommended resource pack (suitable for KS1 and 2)

Heya Naqraa Published by Dar Al Tourky. Available from The Women's Charity Gulf Committee.

P.O Box 2260, 31952 Khobar, Saudia Arabia. (Tel: +96638821771)

## Recommended series of text books

Seini, M., Abdul Aziz, N. and Husayn, M. Uhibb ul-'Arabiyyah. Complete course with pupil's and teacher's books + tapes. Available from Arab Bureau of Education for the Gulf States, PO Box 94693, Riyadh 11614 (Tel: 4800555, Fax: 4802839)

## Recommended reference book on Arab history for AS–A2 students

Hitti, P. (1970) Tarikh al-'Arab (History of the Arabs) London: Macmillan

## Mini-whiteboards/Dice

A4 'show-me' boards (plain/with lines/with squares) and A3 map boards and accessories available from: Compass Educational Supplies, Waveney Drive, Lowestoft, NR33 OYX. Tel: 01502-500444

A4 whiteboards and (noiseless) dice available from: Synergy Learning. Tel: 01243 779967

<http://www.synergy-group.co.uk/learnhome.html>

Talking Dice

Dice covering wide range of topics + activity ideas.

<http://www.talkingdice.co.uk>

## Arabic weblinks

Ajeeb

<http://afl.ajeelb.com>

Al-Hakawati

<http://www.al-hakawati.net>

About Arab culture

<http://arabculture.about.com/culture/arabculture/mbody.htm>

Arab Net

[www.arab.net](http://www.arab.net)

Arabic and Numeracy

[www.curriculumsupport.nsw.edu.au/languages/index.cfm?u=4&i=360](http://www.curriculumsupport.nsw.edu.au/languages/index.cfm?u=4&i=360)

Arabic 2000

[www.arabic2000.com/new.html](http://www.arabic2000.com/new.html)

Arabica

[www.arabica.org.uk](http://www.arabica.org.uk)

Arabic email with Arabic keyboard if needed /Variety of activities and information in English and Arabic

[www.maktoob.com](http://www.maktoob.com)

Aramedia

<http://members.aol.com/gnhbos/aghome.htm>

BBC Arabic News

<http://news.bbc.co.uk/hi/arabic/news>

Before you know it (BYKI)

[www.byki.com](http://www.byki.com)

Brigham Young University

<http://humanities.byu.edu/classes/ling577lh/lpv1.html>

Falah Kamil

<http://dspace.dial.pipex.com/falah>

For Edexcel Arabic specification

[www.edexcel.org.uk](http://www.edexcel.org.uk)

4Arabs Music

[www.4arabs.com/music](http://www.4arabs.com/music)

Fun with Arabic

[www.funwitharabic.com](http://www.funwitharabic.com)

iLoveLanguages

[www.ilovelanguages.com](http://www.ilovelanguages.com)

Malayin

[www.malayin.com](http://www.malayin.com)

Middlebury College – Arabic Language Resources

[www.middlebury.edu/%7Elib/arabic.html](http://www.middlebury.edu/%7Elib/arabic.html)

1001inventions

[www.1001inventions.com](http://www.1001inventions.com)

Quantara.de

[www.quantara.de/ar](http://www.quantara.de/ar)

Resources

[www.middlebury.edu/~lib/arabic.html](http://www.middlebury.edu/~lib/arabic.html)

Sindibad Multimedia

[www.sindibad.co.uk/multimedia/mmedia.html](http://www.sindibad.co.uk/multimedia/mmedia.html)

St Takla Arabic Language Lessons

[http://st-takla.org/Learn\\_Languages/01\\_Learn\\_Arabic-ta3leem-3araby/Learn-Arabic\\_00-index\\_EI-Fehres.html](http://st-takla.org/Learn_Languages/01_Learn_Arabic-ta3leem-3araby/Learn-Arabic_00-index_EI-Fehres.html)

Teaching Literacy in Languages in year 7: Arabic

[www.curriculumsupport.nsw.edu.au/literacy/files/Lit\\_Y7lang.pdf](http://www.curriculumsupport.nsw.edu.au/literacy/files/Lit_Y7lang.pdf)

[www.curriculumsupport.nsw.edu.au/languages/files/Lan\\_Arabic\\_Literacy.pdf](http://www.curriculumsupport.nsw.edu.au/languages/files/Lan_Arabic_Literacy.pdf)

The American Association of Teachers of Arabic

[www.wm.edu/aata](http://www.wm.edu/aata)

WebArabic

[www.webarabic.com/choix-apprendre.html](http://www.webarabic.com/choix-apprendre.html)

Write Arabic Group

[www.btinternet.com/~WriteArabic/index.htm](http://www.btinternet.com/~WriteArabic/index.htm)

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<http://www.cilt.org.uk/primary/elp.htm>

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Dept. of Education and Training, Government of Western Australia. Teaching and Learning Strategies  
[http://www.eddept.wa.edu.au/deo/bunbury/plan\\_learn/teaching\\_&\\_learning\\_strategies.htm](http://www.eddept.wa.edu.au/deo/bunbury/plan_learn/teaching_&_learning_strategies.htm)

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## Useful websites

Association for Language Learning

[www.all-languages.org.uk](http://www.all-languages.org.uk)

AfL (Assessment for Learning)

[www.qca.org.uk/7659.html](http://www.qca.org.uk/7659.html)

Asset Languages

[www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)

### **Becta (British Educational Communications and Technology Agency)**

ESOL & community languages

[www.becta.org.uk](http://www.becta.org.uk)

### **Birmingham Grid for Learning**

International Women's Day

[www.bgfl.org/services/women/home.htm](http://www.bgfl.org/services/women/home.htm)

### **British Council: School Partnerships.**

[www.britishcouncil.org/learning-ie-school-partnerships.htm](http://www.britishcouncil.org/learning-ie-school-partnerships.htm)

### **British Council: Foreign Language Assistants on-line (FLA online)**

Provides a wealth of ideas for activities, e.g. 'Running dictation', 'Grammar Auction' with detailed explanation.

[www.britishcouncil.org](http://www.britishcouncil.org)

### **CILT, the National Centre for Languages**

[www.cilt.org.uk](http://www.cilt.org.uk)

### **Commission for Racial Equality**

[www.cre.gov.uk](http://www.cre.gov.uk)

For posters reflecting diversity in Britain, London and Southampton >

[www.cre.gov.uk/publs/cat\\_posters.html](http://www.cre.gov.uk/publs/cat_posters.html)

### **Community Languages Network (supported by the Specialist Schools and Academies Trust)**

[www.schoolsnetwork.org.uk/commlang](http://www.schoolsnetwork.org.uk/commlang)

### **DfES Languages**

[www.dfes.gov.uk/languages/index.cfm](http://www.dfes.gov.uk/languages/index.cfm)

### **Goldsmiths College 'community.gold' website.**

<http://community.gold.ac.uk>

### **Hounslow Language Services**

Resources in a variety of media designed for teaching a range of community languages.

[www.hvec.org.uk/HvecMain/index.asp](http://www.hvec.org.uk/HvecMain/index.asp)

[www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf](http://www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf)

### **LanguagesICT**

[www.languages-ict.org.uk](http://www.languages-ict.org.uk)

### **The Literacy Trust**

Early bilingual communication

[www.literacytrust.org.uk/talktoyourbaby/Bilingual.html](http://www.literacytrust.org.uk/talktoyourbaby/Bilingual.html)

### **MediaEd**

Film-making in the classroom (Advice on film language, getting started with digital video, equipment, classroom practice and training)

[www.mediaed.org.uk/index.php](http://www.mediaed.org.uk/index.php)

### **Modern Foreign Languages Environment, Learning and Teaching Scotland**

[www.ltscotland.org.uk/mfle](http://www.ltscotland.org.uk/mfle)

### **NACELL The National Advisory Centre on Early Language Learning (NACELL)**

[www.nacell.org.uk/home/what\\_is.htm](http://www.nacell.org.uk/home/what_is.htm)

**NALDIC (National Association for Language Development in the Curriculum)**

**[www.naldic.org.uk](http://www.naldic.org.uk)**

**NRC (National Resource Centre for Supplementary Education)**

**[www.continyou.org.uk/content.php?CategoryID=631](http://www.continyou.org.uk/content.php?CategoryID=631)**

**Practical Support Pack (DfES)**

**[www.teachernet.gov.uk/supportpack/index.aspx](http://www.teachernet.gov.uk/supportpack/index.aspx)**

**Talking Dice (For information on resource that can be used with any language)**

**[www.talkingdice.co.uk/home.asp](http://www.talkingdice.co.uk/home.asp)**

**Teachernet**

International Women's Day

**[www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword](http://www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword)**

**Welsh Language Board 'Twf' website**

Information and advice on raising children bilingually. Leaflet 'Raising Children Bilingually – Advice for Parents' (Welsh Language Board, 2004) can be downloaded from the site

**[www.twfcymru.com](http://www.twfcymru.com)**

The *Curriculum guides for community languages* provide a flexible outline for planning the design and delivery of language courses in mainstream and complementary schools. The series draws on recent policy developments in language teaching, including the Key Stage 2 Framework for Languages, the Key Stage 3 National Strategy and the Languages Ladder, and interprets them in a practical way for teachers.

The framework charts plot a clear path of linguistic progression across topics, suggesting a wide variety of activities that will help the development of both oracy and literacy in the target language.

Throughout the guides there is a major focus on intercultural awareness and creativity, alongside support for assessment, grammar and the development of learner independence.

Up-to-date resources and information supporting the guides can be found at <http://community.gold.ac.uk>.

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*'These guides offer a real opportunity to bring community languages into the mainstream of education where they belong, and to value the long unrecognised achievements of children who use them every day.'*

*Dr Terry Lamb, Director, Initial Teacher Education, University of Sheffield*

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