



STARTALK Student Program Curriculum
Beloit College
Center for Language Studies
Second-year Arabic

Theme: The Olympics and Beyond

Target Proficiency Level:

Speaking: Intermediate Low to Intermediate Mid

Listening: Intermediate Low to Intermediate Mid

Writing: Intermediate Mid

Reading: Intermediate Mid to Intermediate High

Number of Hours

200 hours (a classroom hour is equal to 50 minutes of instruction with a 10 minute break)

Designed by: Mohammad Salama and Patricia Zody

Brief Description of Program

Second-year Arabic: To provide talented high school students the opportunity to complete a year's worth of college-level, Arabic language training in eight weeks. To bring students to higher levels of proficiency in all "five" skills—speaking, listening, writing, reading, culture—in a short period of time, to help them to continue to develop and maintain these skills after the summer program concludes, and to teach them to value the study of language as a way not only to open up new worlds, but also to learn about themselves.

The STARTALK participants will be studying Arabic with a broad array of students—undergraduates, graduate students, and professionals—and will be expected to perform at the college level of language training. Students who complete this program should be able to enroll in third-year Arabic at institutions across the nation.

What Enduring Understandings are Desired:

Students will understand that Arabic is a complex, diglossic language whose spoken discourse is different from the written text, and whose orthographical system is composed of letters accompanied by case markings and case endings, features that play out Classical Arabic (CA) and Modern Standard Arabic (MSA). Students will also understand that overlaying the spoken language is an elaborate writing system that is related to it in fascinating ways. Students will gain a deeper understanding of the relationship between Arabic language and culture. Building upon the core vocabulary and grammatical structures learned in first-year Arabic, students will use the Arabic language as a tool to learn about contemporary Arabic society, rather than relying on materials in their native language. Appreciating the value of language and the pivotal role it plays in cultural understanding is a lesson that will serve students well for the remainder of their lives.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:

Why have I decided to continue my study of Arabic? What do I have to do to build successfully to a more advanced level? How will I achieve my goals and integrate the five aspects of language study? How do I balance my learning strengths (e.g., visual learning) with areas that might be weaker (e.g., aural comprehension)

National Foreign Language Standards:

Communication: 1.1, 1.2, 1.3 (Intermediate Low to Intermediate Mid)

Cultures: 2.1, 2.2

Connections: 3.1, 3.2

Comparisons: 4.1, 4.2

Communities: 5.1, 5.2

NB: Students in second-year Arabic will be expected to expand their abilities in these areas.

Content: *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One* Second Edition, chapters 15-20; *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part Two* Second Edition, chapters 1-6. List of topics covered in the chapters: Egyptian family life in the US; detailed description of one's home; giving directions and instructions; identity; communications and letter writing; cultural events and celebrations; religious practices and traditions; cultural icons and celebrated personalities; local Arab clubs; leisure time; history and politics of the Arab world; renowned historical figures; landmarks of famous Arab cities; extended holidays and summer vacations; excerpts from modern Arabic literature;

Sample text from second-year Arabic: Simulating the experience of an American student going to Cairo to study Arabic, students review grammar learned in first-year Arabic, while becoming more aware of and knowledgeable about life as lived in Cairo as opposed to that in their own culture. Topics to be covered in al-Kitaab Lesson 16: for example, arriving in Cairo, being welcomed at the airport; daily habits, domestic travel, hobbies and games, and family relationships,

Key Vocabulary: Travel and family life vocabulary relevant to daily life in Cairo as they appear in the textbook above.

Skills: Students should expect to be competent in all four skill areas in an *Egyptian cultural* setting, mainly urban. The texts in each chapter have been specifically designed to help students make the transition from textbook Arabic to original materials—newspapers, advertisements, e-mail messages, letters, advertisements, etc. In addition, students are able to increase their speaking and listening skills through conversation and discussion based on the Arabic vocabulary and grammar specified in the text in each lesson.

Please see attached curriculum for detailed information.

Connections to Other Disciplines:

- Literature: the evening of international poetry and song
- Calligraphy: learning about the art of Arabic letters
- Film: weekly movie afternoons
- Art: Beloit College's two major museums
- Culinary: Experiencing the art of Arab cooking and cuisine

Technology Integration: Moodle, Beloit College's course management system: multi-media capabilities--Power point, Internet access, audio-visual materials--in the classroom; and access to computers, printing, videos, music, and language CDs/DVDs in the College's library.

Assessments:**Performance tasks**

- Official ACTFL oral proficiency interviews at the end of the program for all STARTALK students (official ACTFL oral proficiency interviews will be given to all STARTALK students who are placed in second-year Arabic at the beginning of the program)
- Recitation of poetry or singing of songs at the evening of international poetry and song
- Creation of flyers and posters (electronic and paper) to advertise the Middle Eastern/Arabic international dinner; creation of a menu and small cookbook for the dishes served in both Arabic and English

Quizzes, Tests, Prompts, Work Samples

- Daily quizzes on vocabulary, grammar, and characters
- Weekly written and oral tests based on the chapters covered
- Homework assignments of four to five hours per day
- Final projects associated with the Olympics (posters, brochures, video production, Power point presentations) and based on the topics covered in class
- Official grades given by the senior instructor of the course at the end of each four-week session
- Official credit from Beloit College for each four-week session

Unprompted Evidence

- Classroom participation
- Participation outside of the classroom during tutorial sessions and in the residential halls with fellow students and instructors
- Participation at the Arabic language tables at lunch and dinner
- Participation at the weekly movie afternoons
- Participation in cultural activities (excursions, lectures, or performances)

Can Do Statements From Linguafolio

- Interpersonal Speaking (Intermediate Mid)
- Interpretive Listening (Intermediate Mid)
- Interpretive Reading (Intermediate Low)
- Presentational Writing (Intermediate Low)
- Presentational Speaking (Intermediate Low)

Required Resources:

- *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part One* Second Edition
- *Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic, Part Two* Second Edition
- Moodle, Beloit College's course management system
- Computers with internet access (available in the library)

Differentiation of Instruction:

- Two highly skilled instructors assigned to a course, each with different teaching strategies and expectations (e.g., grammar versus conversation)
- Variety of classroom instruction – Power point, group work, Web sites, videos, museums
- Variety of classroom activities emphasizing all five skills sets

Instructional Strategies:

- Teaching of grammar and vocabulary
- Questions and answers with instructors and peers
- Drill sessions on character combinations and grammatical patterns
- Conversation in pairs and groups
- Performance of skits in the classroom
- Writing of short texts
- Tutorial sessions outside of class (individual or group activities)
- Conversation practice at lunch and dinner at the Arabic language table

What do they already know that will help them learn new information?

- Previous background studying foreign languages (e.g., Spanish)
- Previous background studying Arabic
- Knowledge of the topics covered in the text within their own cultural background, and some knowledge of Arabic culture
- Knowledge of Olympic sports

Links to relevant web sites:

<http://www.beloit.edu/~libhome/>

[http://www.beloit.edu/%7Elibhome/AV/Collections by Language.html](http://www.beloit.edu/%7Elibhome/AV/Collections%20by%20Language.html)

<http://www.beloit.edu/~museum/>

ACTFL scale:

Listening:

Intermediate-Low: Able to understand sentence-length utterances which consist of re-combinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid: Able to understand sentence-length utterances which consist of re-combinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media (as in some listening exercises starting in chapter 10). Understanding continues to be uneven.

Intermediate-High: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced: Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Speaking:

Intermediate-Low: Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid: Able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about self and family members (as Maha and Khalid model in telling their story in each chapter). Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal

history and leisure time activities (introduced in ch. 7; largely starting in chapters 9-10). Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High: Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced: Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Reading:

Intermediate-Low: Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid: Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience (such as the brief articles found in vol. 1 ch. 9 onwards and longer ones starting in ch. 13).

Intermediate-High: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as

matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure (see, for example, vol. 2, ch. 2 text on Damascus and ch. 5 text on the death of Tawfiq al-Hakim). The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items (such as the news article in ch. 4), bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Writing:

Intermediate-Low: Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics.

Intermediate-Mid: Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time and at least one other time frame or aspect consistently, e.g. past (as introduced in chapters 7-8 of vol. 1). Evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as verb conjugation (present introduced in chapter 4, past in chapter 8 onward) and noun number (such as non-human plurals). Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by native Arabic-speakers used to the writing of non-natives.

Intermediate-High: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. Verb forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to Arabic-speakers used to the writing of non-natives.

Advanced: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make spelling errors. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.

(Adapted from
<http://pnglanguages.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/contents.htm>)

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 1: Monday Al-Kitaab 1 Unit 15	ساعة 1: مقدمة ساعة 2: مفردات درس 15 و "ليس" ساعة 3: مفردات درس 15 والملاعب ساعة 4: قواعد: الاسم الموصول أكثر ساعة 5: الثقة: هل الأولاد عندهم حرية من البنات؟ مقدمة-ساعة 6: الألعاب الأولى	تمرين 2 ص 266 تمرين 3 ص 267 تمرين 10 ص 272
Week 1: Tuesday Al-Kitaab 1 Unit 15	ساعة 1: قصة درس 15 ساعة 2: قواعد: ما ومن ساعة 3: نشاط قراءة: مشكلتي ساعة 4: قواعد: مراجعة النفي ساعة 5: الثقة: أغنية عربي ساعة 6: الألعاب الأولى	تمرين 9 ص 271 280-تمرين 15 ص 278 تمرين 16 ص 281 تمرين 17 ص 282
Week 1: Wednesday Al-Kitaab 1 Units 15-16	ساعة 1: مفردات درس 16 ساعة 2: قواعد: الشرط ساعة 3: نشاط قراءة ص 301 ساعة 4: قواعد: "أفعل" التفضيل السنة ساعة 5: الثقة: شهر الفيلم: ارهاب وكباب	تمرين 13 ص 275 تمرين 19 ص 283 تمرين 4 ص 289 ملخص الفيلم
Week 1: Thursday Al-Kitaab 1 Unit 16	ساعة 1: نشاط محادثة (تمرين 8) ساعة 2: قواعد: من ال... أن ساعة 3: قصة درس 16 ساعة 4: قواعد: أوزان الفعل: فعل وأفعل تمرين 3 (محادثة ساعة 5: الثقة: ت ساعة 6: الأسواق	تمرين 9 ص 293 تمرين 10 ص 296 تمرين 16 ص 306
Week 1: Friday Al-Kitaab 1 Unit 16	ساعة 1: نشاط محادثة عن القصة (ص 290) ساعة 2: قواعد: إعراب الاسم ساعة 3: تمرين استماع: كولييت خوري ساعة 4: قواعد: إعراب الاسم ار قباني، شاعر الحب ساعة 5: الثقة: نز ساعة 6: نزار قباني	تمرين 11 ص 300 تمرين 15 ص 305 تمرين 16 ص 206 مذكرة للامتحان
Week 2: Monday Al-Kitaab 1 Unit 17	16-امتحان درسي ساعة 1: ومفردات درس 17 امتحان ساعة 2: ساعة 3: مفردات درس 17 والأفعال الجديدة عل: انفعال وافتعل ساعة 4: قواعد: أوزان الف ساعة 5: الثقة: القرآن الكريم ساعة 6: الألعاب الأولى	تمرين 1 ص 310 تمرين 3 ص 311 تمرين 13 ص 325

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 2: Tuesday Al-Kitaab 1 Unit 17	ساعة 1: قصة درس 17 ساعة 2: قواعد: الاسم المجرور ساعة 3: نشاط قراءة من سورة البقرة المرفوع ساعة 4: قواعد: الاسم ساعة 5: الثقافة: الحديث النبوي ساعة 6: ماذا يعني الصيام عند المسيحيين الأقباط؟	تمارين 8 ص 318 تمارين 17 ص 329 تمارين 18 ص 330
Week 2: Wednesday Al-Kitaab 1 Units 17-18	ساعة 1: مفردات درس 18 ساعة 2: قواعد: الاسم المنصوب ساعة 3: الجسم وتمارين 5 : قواعد: الألوآن ساعة 4 ساعة 5: الثقافة: جمال عبد الناصر وأم لكلثوم وعبد الحلليم حافظ الفيلم: في بيتنا رجل	تمارين 10 ص 321 تمارين 19 ص 330 تمارين 2 ص 335 ملخص الفي لم
Week 2: Thursday Al-Kitaab 1 Unit 18	ساعة 1: قصة درس 18 ساعة 2: قواعد: الألوآن ادثة: النصف الآخر ساعة 3: نشاط قراءة ومح ساعة 4: قواعد: المثنى ساعة 5: الثقافة: أبو الطيب المتنبي ساعة 6: الألعاب الأولمبية	تمارين 9 ص 342 تمارين 11 ص 345 تمارين 18 ص 352
Week 2: Friday Al-Kitaab 1 Unit 18	ساعة 1: نشاط استماع: تمارين 16 ساعة 2: قواعد: وزنا فعل وتفعّل قراءة ص 236 ساعة 3: نشاط ساعة 4: قواعد: مراجعة القواعد ساعة 5: الألعاب الأولمبية ساعة 6: الألعاب الأولمبية	تمارين 15 ص 350 تمارين 19 ص 353 تمارين 20 ص 354 مراجعة للامتحان
Week 3: Monday Al-Kitaab 1 Unit 19	18- امتحان درسي 17 ساعة 1: ومفردات درس 19 امتحان ساعة 2: فردات درس 19 والأفعال الجديدة ساعة 3: م ساعة 4: قواعد: مثل، ك، كما، كأن ساعة 5: الألعاب الأولمبية ساعة 6: الألعاب الأولمبية	تمارين 2 ص 359 تمارين 3 ص 359 تمارين 7 ص 363
Week 3: Tuesday Al-Kitaab 1 Unit 19	ساعة 1: قصة درس 19 ساعة 2: قواعد: جمع المؤنث ة: مقالة عن نجيب محفوظ ساعة 3: نشاط قرا ساعة 4: قواعد: أب وأخ ساعة 5: الكنية ساعة 6: الألعاب الأولمبية	تمارين 10 ص 366 تمارين 13 ص 367 تمارين 17 ص 372 نشاط استماع (أصوات عربية)
Week 3: Wednesday Al-Kitaab 1 Units 19-20	ساعة 1: نشاط محادثة: تمارين 11 ص 266 ة التواريخ ساعة 2: قواعد: قراء ساعة 3: مفردات درس 20 ساعة 4: قواعد: المصدر كفاعل أو مبتدأ ساعة 5: الثقافة: الألعاب الأولمبية فيلم: "فاطمه"	تمارين 18 ص 373 تمارين 2 ص 377 استعداد لتمرين 4 ص 378 تمارين 7 ص 382

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 3: Thursday Al-Kitaab 1 Unit 20	ساعة 1: تمرين 4 ص 378 عد: مراجعة ساعة 2: قوا ساعة 3: قصة درس 20 ساعة 4: نشاط قراءة ص 388 ساعة 5: نشاط محادثة: تمرين 8 ساعة 6: الالعاب الاولمبية	تمرين 9 ص 385 تمرين 13 ص 392 تمرين 393 مذكرة للامتحان
Week 3: Friday - no classes الاساتقلال		
Week 4: Monday Al-Kitaab 2 Unit 1	20-حان درسي 19 امت ساعة 1: ومفردات درس 1 امتحان ساعة 2: ساعة 3: مفردات درس 1 ساعة 4: قواعد: زمن الفعل: الماضي والمضارع ساعة 5: الثقافة: من التراث الاسلامي ساعة 6: الالعاب الاولمبية	تمرين 1 ص 5 تمرين 2 ص 6 تمرين 5 ص 9 تمرين 14 ص 19
Week 4: Tuesday Al-Kitaab 2 Unit 1	ممارسة ومحادثة ساعة 1: مفردات درس 1 تمرينات ص 20-ساعة 2: قواعد: زمن الفعل ساعة 3: عبارات جديدة ساعة 4: قواعد: الفعل المضارع ساعة 5: تمرين 6: مناقشة عن التاريخ الاسلامي الخ. ساعة 6: الالعاب الاولمبية	تمرين 6 ص 10 تمرين 8 ص 11 تمرين 9 ص 13 تمرين 17 ص 25
Week 4: Wednesday Al-Kitaab 2 Unit 1	ساعة 1: ابن بطوطة واطول رحلة في التاريخ ساعة 2: دراسة القواعد والتركيب في النص (ص 16) ساعة 3: قراءة: ذكر سلطان اليم تمرين 19-ساعة 4: قواعد: الفعل المضارع ساعة 5: الالعاب الاولمبية الفيلم: الهروب	تمرين 11 ص 15 تمرين 18 ص 26 تمرين 22 ص 29 تمرين 23 ص 31
Week 4: Thursday Al-Kitaab 2 Unit 1	ساعة 1: استماع: تمرين 23 ب ساعة 2: قواعد: كم؟ ساعة 3: دمشق أقدم مدينة مأهولة في التاريخ 22 ب ساعة 4: قواعد: مراجعة التركيب ساعة 5: ثقافة: الالعاب الاولمبية لمبيرة ساعة 6: الالعاب الو	تمرين 13 ص 17 تمرين 20 ص 28 مذكرة للامتحان
Week 4: Friday Al-Kitaab 2 Unit 1	ساعة 1: مراجعة للامتحان امتحان من تصف الفصل ساعة 2: امتحان من تصف الفصل ساعة 3: امتحان شفوي ساعة 4: ساعة 5: ثقافة: أغنية عربية ساعة 6: الالعاب الاولمبية	

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 5: Monday Al-Kitaab 2 Unit 2	ساعة 1: مفردات درس 2 ساعة 2: قواعد: اسم الفاعل واسم المفعول ساعة 3: الأفعال الجديدة ساعة 4: القواعد: اسم الفاعل واسم المفعول (تمارين 15) ساعة 5: ثقافة: تمارين 4: نشاط مصادفة عن عيد الفطر ساعة 6: الألعاب الأولى	تمارين 1 ص 41 تمارين 2 ص 42 تمارين 3 ص 43 تمارين 14 ص 56
Week 5: Tuesday Al-Kitaab 2 Unit 2	ساعة 1: مفردات درس 2 ساعة 2: قواعد: سقوط "ن" في الإضافة ساعة 3: عبارات جديدة ساعة 4: القواعد: سقوط "ن" في الإضافة (تمارين 17) ساعة 5: ثقافة: رمضان ساعة 6: الألعاب الأولى	تمارين 6 ص 44 تمارين 8 ص 46 تمارين 10 ص 48 تمارين 16 ص 59
Week 5: Wednesday Al-Kitaab 2 Unit 2	ساعة 1: قراءة: تمارين 11 ساعة 2: قواعد: مراجعة الإعراب (خارج الكتاب) ساعة 3: نشاط قراءة: مقالة ص 59 ممارسة ساعة 4: القواعد: مراجعة الإعراب ساعة 5: الألعاب الأولى الفيلم: أم كلثوم (Voice like Egypt)	تمارين 9 ص 47 تمارين 12 ص 50 تمارين 19 ص 60 ملخص الفيلم
Week 5: Thursday Al-Kitaab 2 Unit 2	ساعة 1: نشاط استماع: رمضان في عمان ساعة 2: دراسة القواعد والتركيب في النص تمارين 19 ب-ساعة 3: تمارين قراءة ساعة 4: القواعد: مراجعة القواعد ساعة 5: ثقافة: من أكلات رمضان والعيد ساعة 6: الألعاب الأولى	تمارين 20 ص 62 مذكرة للامتحان
Week 5: Friday Al-Kitaab 2 Unit 3	2 امتحان درس ساعة 1: ومفردات درس 3 امتحان درس 2 ساعة 2: ساعة 3: مصادفة باستخدام المفردات، تمارين 5-6 يذة وأوزان الفعل ساعة 4: قواعد: المفردات الجديدة (ص 72) ساعة 5: ثقافة: الامبراطورية العثمانية ساعة 6: الألعاب الأولى	تمارين 1 و 2 ص 70 تمارين 3 ص 71 تمارين 7 ص 73 تمارين 16 ص 81
Week 6: Monday Al-Kitaab 2 Unit 3	عبارات جديدة ساعة 1: قواعد: استخدام اسم الفاعل والمصدر ساعة 2: (ص 75) قراءة واستخدام أدوات الربط (تمارين ساعة 3: 14) ساعة 4: قواعد: كان وأخواتها ساعة 5: ثقافة: أغنية عربية ساعة 6: الألعاب الأولى	تمارين 8 ص 74 تمارين 10 ص 77 تمارين 12 ص 78 تمارين 25 ص 95

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 6: Tuesday Al-Kitaab 2 Unit 3	ساعة 1: نشاط قراءة: بداية الصحافة العربية تمارين 17 و قواعد: لكان وأخواتها وزمن الفعل (ص ساعة 2: 87) ساعة 3: نشاط قراءة: تمارين 25 ب ساعة 4: قواعد: الإضافة: مراجعة وتوسيع ساعة 5: الألعاب الأولى ساعة 6: الألعاب الأولى	تمارين 13 ص 79 تمارين 20 ص 87 تمارين 18 ص 83 تمارين 22 ص 89
Week 6: Wednesday Al-Kitaab 2 Unit 3	ساعة 1: نشاط استماع: تمارين 26 أ دراسة القواعد والتركيب في الصف ساعة 2: ساعة 3: مراجعة المفردات والأخبارات ساعة 4: قواعد: الفعل المبني للمجهول ساعة 5: ثقافة: الألعاب الأولى الفيلم: West Beyrouth	تمارين 26 ص 98 تمارين 27 ص 99 تمارين 11 ص 77 الفيلم ملخص
Week 6: Thursday Al-Kitaab 2 Unit 3-4	ساعة 1: مفردات درس 4 قواعد: جمل بدون فاعل (تمارين 24) ساعة 2: ساعة 3: مفردات درس 4 ساعة 4: قواعد: أفعال درس 4 ساعة 5: ثقافة: تقديرات عن بلاد عربية (من تمارين 11) ساعة 6: تقديرات عن بلاد عربية (من تمارين 11)	28 ص 99 تمارين تمارين 1 ص 107 مذكرة للامتحان
Week 6: Friday Al-Kitaab 2 Unit 4	امتحان درس 3 ساعة 1: و"من فعل ماذا؟" ص 109 امتحان درس 3 ساعة 2: ساعة 3: نشاط محادثة: شخصيات تاريخية مهمة (ص 113) ساعة 4: قواعد: إن وأخواتها 6: ثقافة: جامع الأزهر، عصر النهضة، -ساعة 5 صيات مصرية مهمة من القرن العشرين شخ	تمارين 2 ص 108 تمارين 6 ص 110 تمارين 7 ص 111 تمارين 17 ص 121
Week 7: Monday Al-Kitaab 2 Unit 4	ساعة 1: عبارات جديدة قواعد: اسم المكنان ساعة 2: ساعة 3: نشاط استماع: الجزائر تحت الاحتلال الفرنسي ساعة 4: قواعد: جمع التذكير ثقافة: أغنية عربية ساعة 5: ساعة 6: الألعاب الأولى	تمارين 11 ص 114 تمارين 19 ص 123 تمارين 13 ص 116 تمارين 20 ص 124
Week 7: Tuesday Al-Kitaab 2 Unit 4	ساعة 1: القراءة: تمارين 14 قواعد: الممنوع من الصرف ساعة 2: ساعة 3: مراجعة المفردات والأخبارات في من أقشة د: مراجعة الإعراب و تمارين 16 ص ساعة 4: قواعد 119 ساعة 5: الألعاب الأولى ساعة 6: الألعاب الأولى	تمارين 15 ص 118 تمارين 21 ص 126 تمارين 23 ص 127 تمارين 24 ص 129

Day & lesson	Time & in-class activities	الواجبات البيتية
Week 7: Wednesday Al-Kitaab 2 Unit 4	تمارين 23 ب-ساعة 1: نشاط قراءة: مقالة مريين 16 ص قواعد: مراجعة الإعراب وت ساعة 2: 119 ساعة 3: نشاط استماع تمارين 24 ب ساعة 4: قواعد: مراجعة القواعد الجديدة ساعة 5: ثقافة: الفيلم: فيلم ثقافي	تمارين 24 ج- ص 129 تمارين 25 ص 130 ملخص الفيلم مذكرة للامتحان
Week 7: Thursday Al-Kitaab 2 Unit 5	امتحان درس 4 ساعة 1: مفردات درس 5 و امتحان درس 4 ساعة 2: ساعة 3: مفردات درس 5 والأفعال الجديدة ساعة 4: قواعد: أوزان الفعل تمارين 5 6: ثقافة: دار الكتب المصرية، أهل -ساعة 5 الكهف، شمرزاد، سليمان الحكيم	تمارين 1 ص 138 تمارين 2 ص 139 تمارين 6 ص 143 تمارين 10 ص 137
Week 7: Friday Al-Kitaab 2 Unit 5	4-مفردات درس 5: تمارين 3 ساعة 1: م قواعد: وصف ومقارنة: الإضافة غير ساعة 2: الحقيقي ساعة 3: عبارات جديدة ساعة 4: قواعد: الإضافة غير الحقيقي: تمارين 17 ساعة 5: ثقافة: تمارين 11 في مجموعات صغيرة ساعة 6: الألعاب الأولى	تمارين 7 ص 144 تمارين 9 ص 146 تمارين 12 ص 138 16 ص 153 تمارين
Week 8: Monday Al-Kitaab 2 Unit 5	ساعة 1: تمارين 13 ص 150: قراءة قواعد: أفعال التفضيل ساعة 2: ساعة 3: تمارين 20: من/ماذا في هذه المجموعة؟ ساعة 4: قواعد: وزن فعلى ساعة 5: ساعة 6: الألعاب الأولى	تمارين 14 ص 150 تمارين 18 ص 156 تمارين 19 ص 157 5أ ص 164 تمارين 2
Week 8: Tuesday Al-Kitaab 2 Unit 5-6	ساعة 1: نشاط استماع: تمارين 25 ب ص 164 ساعة 2: قواعد: دراسة القواعد والتراكيب في النص ص 151 ساعة 3: مفردات درس 6 ساعة 4: قواعد: التمييز ساعة 5: مراجعة ساعة 6: الألعاب الأولى	تمارين 21 ص 160 تمارين 24 أ ص 161 ين 25 ج- ص 164 تمر تمارين 4 ص 175
Week 8: Wednesday Al-Kitaab 2 Unit 5-6	ساعة 1: قراءة: تمارين 24 ب ساعة 2: جمع النسبة والأفعال الجديدة ساعة 3: مفردات درس 6 و تمارين 6 ص 177 ساعة 4: مراجعة ساعة 5: مراجعة الفيلم: المخدوعون	مراجعة للامتحان النهائي
Week 8: Thursday	الامتحان النهائي (كتابة وامتحان صباح: ش فوي) بعد الظهر: محادثة والألعاب الأولى	

Olympics topics:

- Celebrating holidays in Egypt – book 2, chapter 2 vocabulary supplemented by outside research (on religious and national holidays and how they are celebrated).
- Egyptian cities – www.eternalegypt.org → enter Arabic section of site; for Cairo specifically: <http://www.cairo.gov.eg/C14/tourism/default.aspx> (good resource for other topics as well – see links in right-hand column of page).
- Egyptian history – www.eternalegypt.org → enter Arabic section of site; <http://www.sis.gov.eg/Ar/History/>
- Education in Cairo – book 2, chapter 4 vocabulary.
- Sports events – narration and summary.

Olympics activities:

- Tourist information brochures
- Detailed reports on sites/topics of interest to visitors
- Stories of events; articles reporting on Olympics.

CAN AND CANNOT DO

After successful completion of Beloit Summer Immersion Course Second Year Arabic

Can Do:

- 1- Speak with confidence
- 2- Write with sentences and paragraphs more accuracy
- 3- Narrate events and stories in all sustained time frames
- 4- Describe with details
- 5- Give directions or instructions
- 6- Handle situations with complications
- 7- Produce a paragraph level text type, orally and orthographically

Second Year Arabic

Cannot Do:

- 1- Support opinion and hypothesize
- 2- Use Arabic to speak and write about abstract topics
- 3- Pay attention to register and dialects in conversations and dialogues
- 4- Tailor Arabic to specific audiences (formal and informal writings and conversations)
- 5- Use Arabic to persuade advice, convince, or perform any argumentative discourse in speech and writing.