



MINISTRY OF EDUCATION

Arabic

for Senior High Schools

TEACHER MANUAL

YEAR TWO



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Arabic **for Senior High Schools**

Teacher Manual

Year Two



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**

ARABIC TEACHER MANUAL

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS) curriculum which aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Robotics is a single reference document which covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year Two of the new curriculum. It contains information for all 24 weeks of Year Two including the nine key assessments required for the Student Transcript Portal (STP).

Thank you for your continued efforts in teaching our children to become responsible citizens.

It is our belief that, if implemented effectively, this new curriculum will go a long way to transforming our Senior High Schools and developing Ghana so that we become a proud, prosperous and values-driven nation where our people are our greatest national asset.

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SECTION 1: PHONOLOGY OF THE ARABIC LANGUAGE

Strand: Listening

Sub-Strand: Phonology of the Arabic language (i)

Learning Outcomes

1. Describe the sound pattern of Arabic literary texts, highlighting their musical elements.
2. Explain the use of figures of sound in Arabic prose, with focus on the alliteration, assonance, and onomatopoeia.

Content Standard: Demonstrate knowledge and understanding of the key distinctive sound features of spoken words.

Strand: Reading

Sub-Strand: Phonological Awareness / Oral Reading Fluency

Learning Outcomes

1. Apply reading rules of classical poetry with precision and at a reasonable speed
2. Apply reading rules of classical prose with precision and at a reasonable speed.

Content Standard: Demonstrate understanding and application of reading rules of classical literature at a reasonable speed and precision

Hint



- Assign **Group Project Work** in Week 3. See **Appendix A**, which has been provided at the end of this section, detailing the structure of the group project. The group project will be submitted in **Week 8**.
- Assign learners their **Portfolios** by Week 4. Refer to **Appendix D** for details of the structure of the portfolio. The **Portfolios** will be collected in **week 21** in the **2nd semester**, scored, and recorded

INTRODUCTION AND SECTION SUMMARY

This section seeks to upgrade the learners' knowledge of the phonology of the Arabic Language with an increased text complexity that ultimately enhances their proficiency in listening and reading. It focuses on the learners' mastery of articulation and pronunciation of Arabic complex texts. The learners would at this stage have been familiar with some aspects of structural and phonological features of Arabic literary genres, with their various written formats and styles.

Besides the *Naskh* script, which is the Arabic font used for printing, learners may be introduced to reading a number of other scripts the letters of which are often interwoven, making them more challenging to read. The best way is by familiarising learners with how the letter shapes appear in each of the different scripts. The overall outcome is for the learner to develop phonological awareness of unfamiliar Arabic scripts, both classical and modern, and improve their proficiency and reading skills of those complex texts. The core element of this section remains the phonemic awareness where a learner acquires the ability to notice, think about, and works with the complex classical Arabic literary texts, with little attention to the meanings.

The weeks covered by the section are:

Week 1: Reading & Listening of Proverbs and Wise sayings

Week 2: Reading & Listening of the Quranic Text

Week 3: Raw Readings of Arabic Classical Prose

Week 4: Readings in Classical Arabic Poetry

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher forms mixed-ability groups of learners and asks each group to listen and repeat what they hear and then tell their observations of the various sound patterns that constitute contrasting elements distinguishing literary texts of various types. The teacher is expected to observe learners as they identify the distinctive features of sound pattern of Arabic literary texts of various genres. The teacher also monitors improvement in the learners' reading skills as they read unfamiliar words of classical texts.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests listening and accurate reading of complex literary text of different levels of complexity. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various sound patterns or word patterns of different literary texts (Prose/Poetry), his/her performance level and position in class.

A variety of assessment modes should be implemented to evaluate learners' understanding and performance of the concepts covered in this section. Teachers need to conduct these assessments regularly to track students' progress effectively. You are encouraged to administer the recommended assessments each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

Week 1: Class Exercise

Week 2: Discussion

Week 3: Case Study

Week 4: Homework

Refer to the “*Hint*” at the key assessment for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners' work with rubric/marking scheme and provide prompt feedback to learners on their performance.

WEEK 1

Learning Indicators

1. Identify the consonantal alliteration in Arabic proverbs/wise sayings.
2. Identify the vowel assonance in Arabic proverbs/wise sayings.
3. Read texts of semi-vowelized nature consisting of complex combination of long words slowly, and at gradually increased speed.

FOCAL AREA: READING & LISTENING OF PROVERBS AND WISE SAYINGS

Reading and listening to Arabic proverbs are part of exercises to enhance phonemic awareness of a specialised Arabic literary prose in contrast to a versed text like poetry.

Proverbs or Wise saying are a brief but memorable saying embodying some important fact of experience that is taken as true by many people, passed on to a people by their ancestors. Arabic proverbs shed light on Arab life, common traditions and beliefs, and such shared values as virtue, generosity, patience, friendship, loyalty, and clan ties.

Learning Tasks

هذا الدرس خاص بتدريب الدارس على الاستماع إلى النصوص العربية وترديدها، لتساعده في اكتساب مهاراتي الاستماع والقراءة وللتعرف على الأمثال العربية والتمييز بينها وبين النصوص النثرية الأخرى.

1. استمع وردّد	"اختلط الحابل بالنابل" - «إذا لم تغلب فاخلب» - «إذا جاء الحين
2. حدد الخصائص الصوتية التي تتميز بها النصوص	حار العين" - "أرنيها نمرة أركها مطرة" - "أعذر من أنذر" - "استغنت النقة عن الرقة" - "بعث جاري ولم أبع داري" - "جاء بالطم والرم" - "جذك لا كذك" - "حال الجريض دون القريض"
3. ردّد واحفظ خمسة أمثال منها	- "الخلاء بلاء" - "رُبَّ قول أشد من صول" - "ضرب أخماس
4. حدّد الكلمات ذات الأشكال المتشابهة منها	لأسداس" - "الطريف خفيف والتليد بليد" - "قرب الوساد وطول السواد" - "لولا اللئام لهلك الأنام" - "ليس من العدل سرعة العدل" - "من لي بالسائح بعد البارح؟" - "المنايا على البلايا" - "اليوم خمّر، وغداً أمر."

Skills and Competencies to Reinforce are

Critical Thinking and problem solving: Communication in Arabic among nonnatives can be complex and can sometimes be confusing. If not presented according to the specific linguistic rules of the language, a simple statement or request may come off as out of place or may even seem rude. Communication requires not only knowledge of the linguistic system itself, but also other cognitive competences, where learners become familiar with and understand the cultural behaviour of people, which in itself is a product of critical thinking.

Communication: Proverbs are used in Arabic language, as a means of communicating something that is "common truth". Learning about Arab culture usually involves learning

about their proverbs, as it enhances metaphorical and communication skills. It is also an effective way of memorising vocabulary and bridging idiomatic expressions.

Pedagogical Exemplar

Collaborative learning: The Facilitator engages learners in reading proverbs to improve pronunciation and fluency. By vocalising the words, learners become more aware of the peculiar reading rules of proverbs, which are specialised Arabic literary prose. This practice allows them to develop the right linguistic purpose for every text. Learners are placed in mixed-ability reading groups and made to share their reading experiences and note their group's shortfalls. Here, learners understand individual reading challenges and deficiencies and thereby adopt strategies to address them. During the reading practice, the learners will be asked to find words with similar sounds.

Key Assessments

Assessment Level 1: Recall and Reproduction

Read the following proverbs and identify words with sounds pattern, especially consonantal alliterations:

"اختلط الحابل بالنابل" - "إذا لم تغلب فاخلب" - "إذا جاء الحين حار العين" - "أعدر من أنذر" - "جذك لا كذك" - "حال الجريض دون القريض" - "الخلاء بلاء" - "الطريف خفيف والتليد بليد" - "المنايا على البلايا" - "اليوم خمّر، وغداً أمر".

Assessment Level 2: Skills of conceptual understanding

- Listen and write down the proverbs read by the teacher with appropriate diacritics.
- Read the following Arabic proverbs and identify 5 pairs of words that contain consonantal alliterations (words where the same consonant sound is repeated or closely connected words).

- اختلط الحابل بالنابل
- إذا لم تغلب فاخلب
- إذا جاء الحين حار العين
- أعدر من أنذر
- جذك لا كذك
- حال الجريض دون القريض
- الخلاء بلاء
- الطريف خفيف والتليد بليد
- المنايا على البلايا
- اليوم خمّر، وغداً أمر
- اليوم خمّر، وغداً أمر

Assessment Level 3: Strategic Thinking

Place all the proverbs into groups according to their syntactic structure or word order.

Hint

Assign **Group Project Work** in Week 2. See **Appendix A**, which has been provided at the end of this section, detailing the structure of the group project. The group project will be submitted in Week 8.

WEEK 2

Learning Indicator: Identify the auditory similarities and differences of proverbs and Quranic reading.

FOCAL AREA: READING & LISTENING OF THE QURANIC TEXT

Readings in Arabic classical texts involves appreciation of vocalic and diacritic differences. The major differences in reading the Qur'an text are differences in consonants, and in vowels. Differences in consonants involve assimilation of elements such as (nun, mim, raa, alra'āt, waqf, ibtidaa, etc) using linguistic process like *idgaam*, *izhaar*, *ikhfaa*, *iqlaab*, *gunnah*. However, differences in vowels include *alimālah* (the deflection of particular vowels from the fathah towards the kasrah or alif towards the yaa' sound), *al-ishmām* (the rounding of lips without any sound at the same time of producing the unrounded vowel), *al-ikhtilās* (the close vowel is reduced to mid-close vowel), *alrawm* (the process of lip gesture alluding to the vowel in the pause position with an extra short vowel [ĩ], [ǣ], or [ũ]), vowel lengthening, vowel elision, and vowel change.

Learning Tasks

هذا الدرس خاص بتدريب الدارس على الاستماع إلى النصوص العربية وترديدها، لتساعده في اكتساب مهاراتي الاستماع والقراءة وللتعرف على النصوص القرآنية والتمييز بينها وبين النصوص النثرية الأخرى.

النون الساكنة والتنوين
الحكم الأول: الإظهار

الإظهار: هو إخراج كل حرف من مخرجه من غير غنة، وحروفه (ستة) فقط، فإذا وقع حرف من هذه الحروف بعد النون الساكنة، من كلمة أو من كلمتين أو بعد التنوين، كان الحكم إظهاراً حقيقياً

أمثلة لحروف الإظهار

حروف الإظهار	الأمثلة من كلمة	الأمثلة من كلمتين	الأمثلة مع التنوين
ء	يَنْعُونَ	مَنْ ءَامَنَ	كُلُّ ءَامِنٍ
هـ	مِنْهُمْ	مِنْ هَادٍ	جَرَفَ هَارٍ
ع	أَنْعَمْتَ	مِنْ عَلِمَ	حَكِيمٌ عَلِيمٌ
ح	يَنْجَحُونَ	مِنْ حَكِيمٍ	مِنْ حَكِيمٍ حَمِيدٍ
غ	فَسَيُغْفَوْنَ	مِنْ غُلٍ	قَوْلًا غَيْرَ
خ	وَالْمُنْخَنِقَةُ	مِنْ خَيْرٍ	عَلِيمٌ خَبِيرٌ

لحكم النون الساكنة والتنوين راجع البطاقة رقم 4

النون الساكنة والتنوين
الحكم الثاني: الإدغام

الإدغام: هو إدخال حرف ساكن يمتدحك، ليكون حرفاً واحداً مشدداً، فإذا وقع بعد النون الساكنة أو التنوين أحد هذه الحروف (ي ، ن ، م ، و) كان الحكم إدغاماً بفتحة، وإذا وقع بعدها (ل ، ر) كان الحكم إدغاماً بغير غنة

أمثلة لحروف الإدغام

الحرف	مع النون الساكنة	مع التنوين
يـ	مَنْ يَقُولُ	بَرَقَ يَجْعَلُونَ
نـ	مِنْ نِعْمَةٍ	يَوْمَئِذٍ نَاعِمَةٌ
مـ	مَنْ مَالِ اللَّهِ	لَوْثُوا مُنْثَوِرًا
وـ	مِنْ وَالٍ	وَلِكُلِّ وَجْهَةٍ
لـ	مَنْ لَدُنْهِ	فَسَلَامٌ لَكَ
رـ	مِنْ رَبِّهِمْ	غَفُورٌ رَحِيمٌ

هناك أربع كلمات في القرآن حروفها حروف الإدغام ولكن لا تدغم وتسمى إظهاراً مطلقاً: دُنْيَا بُنْيَانٍ قُنُونٌ صُنُونٌ

شرط الإدغام أن يكون من كلمتين، وأن تكون النون الساكنة في آخر الكلمة الأولى، وحرف الإدغام في أول الكلمة الثانية

لحكم النون الساكنة والتنوين، راجع البطاقة رقم 4

1. استمع وردد
2. حدد الخصائص الصوتية التي تتميز بها سورة الفاتحة.
3. ردد الآيات في سورة الفاتحة.
4. حدد الكلمات ذات الأشكال المتشابهة من الآيات الآتية:

Skills and Competencies to Reinforce are

Critical Thinking and problem solving: Critical listening to determine sound pattern of particular Arabic genre especially text of the Quran requires critical examination of the

underlying phonemic sequence. The learners benefit from continuous analysis, evaluation, brain work and deep thought which could ultimately be applied in real-time everyday interaction with text of all kinds.

Communication: Exposure to new literary genres, especially those with complex syntactic structure is essential in increasing the size of one's vocabulary buildup. It correlates strongly with one's linguistic competences and ability to communicate effectively, which relies so much on clear articulation and correct pronunciation of words. Therefore, reading and listening to authentic and rich language are comprehensive approaches to vocabulary growth for learners, as substantial proportion of vocabulary growth occurs as learners gradually introduced to new words through repeated encounters with the words in text.

Pedagogical Exemplar

Collaborative learning: The facilitator engages learners in reading drills to improve pronunciation and fluency. By vocalising the words, learners become more aware of the peculiar reading rules of Quran text. This practice allows them to develop the right linguistic purpose for every text. The facilitator provides the mixed ability groups with a list of different types of texts written including Quran and wise saying. The teacher reads the text then learners will be asked to classify the text according to their type with stating the reason for their decisions and finding the consonantal alliteration in the texts. Learners share their reading experiences and note their group's shortfalls. Here learners understand individual reading challenges and deficiencies, and thereby adopt strategies to address them.

Key Assessments

Assessment Level 1: Recall and Reproduction

Cite and recite five verses of the Quran and three proverbs that contain words with assonance and consonance.

Assessment Level 2: Skills of conceptual understanding

- a) Identify the *idgaam*, *izhaar*, in the following verses, and show the type for each:

(وَجُودٌ يَوْمَئِذٍ نَّاعِمَةٌ) (وَيُسْقَىٰ مِنْ مَّاءٍ صَدِيدٍ) (فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ) (وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ)
(وَهُمْ يَنْهَوْنَ عَنْهُ وَيَنْأَوْنَ عَنْهُ) (فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ) (إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ)

- b) Identify and analyse the use of Arabic long and short vowels (الحركات القصيرة والطويلة) in the provided texts. Specifically, locate at least 6 examples of each vowel type and explain their function in the context of the text. The analysis should be done in both the rhymed prose and the poetry texts provided.

Texts for Analysis:

- **Rhymed Prose – Quran Texts:**

(وَجُودٌ يَوْمَئِذٍ نَّاعِمَةٌ) (وَيُسْقَىٰ مِنْ مَّاءٍ صَدِيدٍ) (فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ)

- **Poetry:**

سَيِّمْتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعْشِ # ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسَامُ
رَأَيْتُ الْمَنَايَا خَبَطَ عَشَوَاءَ مَنْ تُصِيبُ # ثَمَّتُهُ وَمَنْ تُخْطِئُ يُعَمَّرُ فَيَهْرَمُ
وَأَعْلَمُ عِلْمَ الْيَوْمِ وَالْأَمْسِ قَبْلَهُ # وَلَكِنِّي عَنْ عِلْمِ مَا فِي غَدٍ عَمِي

Assessment Level 3: Strategic Thinking

Give one reason each for the following phonological phenomena in Quranic recitation, with examples: *idgaam*, *izhaar*, *ikhfaa*, *iqlaab*.

Hint



The recommended mode of assessment for Week 2 is **discussion**. Refer to Key Assessment Level 2 item B in the Key Assessment for an example of a discussion question. See **Appendix B** for a sample marks scheme to score the discussion.

WEEK 3

Learning Indicators

1. Read texts of semi-vowelised nature consisting of free-flowing sentences, paragraphs, and chapters, slowly, and at gradually increased speed.
2. Apply the spelling and reading rules on words whose word-final is pronounced alif but written yaa.
3. List letters whose sounds are pronounced and yet do not have textual representations, with example.

FOCAL AREA: RAW READINGS OF ARABIC CLASSICAL PROSE

Classical Arabic literary prose is written in Classical Arabic, the standardised literary form of Arabic used from the 7th century and throughout the Middle Ages. It is the elevated prose mostly used in oratory and also the liturgical language of Islam. During the period of its use, Classical prose was divided into two forms: firstly, ordinary prose or what is often referred to as the language of communication, which lacks literary values but is commonly found in proverbs and wisdom sayings. Secondly, there was prose that utilised the art and skill of language, along with rhetoric, such as oratory and compositions with eloquent words aiming to express and impress. These texts are our focus here. The lesson seeks to further improve the learners' articulation of classical materials not only at lexical level but syntactic and textual levels.

Learning Tasks

Practical Reading Drills

1. استمع وردّد
2. حدد الخصائص الصوتية التي تتميز بها النصوص.
3. (ردد واقرأ الجُمْل من بداية النص إلىخيرٌ من إصلاح فسَادِ الرَّأْيِ).
4. حدّد الكلمات ذات الأشكال المتشابهة من النصوص.

إنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرِّجَالِ مُلُوكُهَا،
وَأَفْضَلُ الْمُلُوكِ أَعْمَهَا نَفْعًا، وَخَيْرَ الْأَزْمَنَةِ أَخْصَبُهَا،
وَأَفْضَلُ الْخُطَبَاءِ أَصْدَقُهَا، الصَّدَقُ مَنْجَاةٌ، وَالْكَذِبُ
مَهْوَاةٌ، وَالشَّرُّ لَجَاجَةٌ، وَالْحَزْمُ مَرْكَبٌ صَعْبٌ، وَالْعَجْزُ
مَرْكَبٌ وَطِيئٌ، آفَةُ الرَّأْيِ الْهَوَى، وَالْعَجْزُ مِفْتَاحُ الْفَقْرِ،
وَخَيْرُ الْأُمُورِ الصَّبْرُ، حُسْنُ الظَّنِّ وَرَطَّةٌ، وَسُوءُ الظَّنِّ
عَصَمَةٌ.

إن ثَمَرَةَ الصَّبْرِ الْأَجْرُ، وَثَمَرَةُ الْجَزَعِ الْوِزْرُ، وَالتَّسْلِيمُ
لَأَمْرِ اللَّهِ عِزٌّ وَجَلٌّ، فَانْدَدَ جَلِيلَةً، وَتِجَارَةٌ مُرْبِحَةً،
فَالْمَوْتُ حَوْضٌ مَوْرُودٌ، وَكَأْسٌ مَشْرُوبٌ، وَقَدْ أَتَى
عَلَى خَلِيفَتِكُمْ مَا أَتَى عَلَى نَبِيِّكُمْ صَلَّى اللَّهُ عَلَيْهِ
وَسَلَّمَ، فَإِنَّا لِلَّهِ وَإِنَّا إِلَيْهِ رَاجِعُونَ، فَمَا كَانَ إِلَّا عَبْدًا
دُعِيَ فَأَجَابَ، وَأَمَرَ فَأَطَاعَ، وَقَدْ سَدَّ أَمِيرُ الْمُؤْمِنِينَ
تَلْمَهُ، وَقَامَ مَقَامَهُ، وَفِي أَعْنَاقِكُمْ مِنَ الْعَهْدِ مَا قَدْ
عَرَفْتُمْ، فَأَحْسِنُوا الْعِزَاءَ عَلَى إِمَامِكُمُ الْمَاضِي،
وَاعْتَبِطُوا بِالنِّعْمَاءِ وَالْوَفَاءِ فِي خَلِيفَتِكُمُ الْبَاقِي.

Skills and Competencies to Reinforce are

Critical Thinking and problem solving: Reading Arabic text aloud or listening to it holds immense cognitive benefits for the learners. When a text is read out loud, learners are immersed in the natural pronunciation and rhythm of the language. This auditory experience aids in the development of Arabic pronunciation skills as students hear correct intonations and speech patterns modeled by an authentic reading. Classical Arabic literary prose with its complex sentence structure challenges the learners' mental mindset but repeated loud reading fosters engagement of brainwork for easy recognition of long and complex texts.

Communication: Classical Arabic literary prose, especially oratory, oration was the major vehicle of policymaking and persuasion, and the primary means of dissemination of ethical and religious teachings. As the chief form of public address, it had central administrative, social, and devotional functions. Therefore, repeated reading of Classical Arabic literary prose, especially oratory, offers the learners the opportunity to assiduously cultivate the art of the spoken word. The reading and listening aloud enhances comprehension, as learners are exposed to varied accents, tones, and pacing. The texts serve as a powerful modelling tool for powerful speeches and effective communication.

Pedagogical Exemplar

Collaborative learning: The teacher opens reading sessions with reading out aloud for learners to immerse in the natural pronunciation and rhythm of the language of the Classical text. After a couple of readings, groups are allowed to read among their members that gives a valuable opportunity to practice with peers and boost their confidence. This is considered a rehearsal for final stage reading performance class for each learner. This is an excellent forum to receive regular feedback and corrections. The teacher reading will include poem and rhyming prose texts which will open the opportunity to the group discussion through the guided questions given by the teacher to allow the learners to explore the distinctive aural differences in features between poetry and rhyming prose.

The teacher could invite learners, in pairs, to highlight words from the prose text above. The words highlighted should be those whose end is pronounced alef but written yaa / alef maqsurah, as well as the words which have written letters which are not pronounced (except certain spelling and reading rules). Learners should then have the opportunity to discuss and share the reasons for these exceptions.

Key Assessments

Assessment Level 1 Recall of knowledge

Identify similar structured words and their corresponding sounds.

Assessment Level 2 Skills of conceptual understanding

- Identify all assimilated sounds in the text and read them clearly.
- Identify the differences in sound patterns between Arabic poetry and rhymed prose. Begin with the rhyming sounds and then analyse the phonological outlines.

(Rhymed Prose):

الإمام العادل قوام كل ماثل، وقصد كل جائر، وصلاخ كل فاسد، وقوة كل ضعيف، ونصفه كل مظلوم، ومفرغ كل ملهوف.

(Poetry):

سَدِمْتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعْشِ # ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسَامُ
رَأَيْتُ الْمَنَايَا خَبَطَ عَشَوَاءَ مَنْ تُصِيبُ # ثَمْتُهُ وَمَنْ تُخْطِئُ يُعَمَّرُ فَيَهْرَمُ
وَأَعْلَمُ عِلْمَ الْيَوْمِ وَالْأَمْسِ قَبْلَهُ # وَلَكِنِّي عَنْ عِلْمِ مَا فِي غَدٍ عَمِي

Assessment Level 3 Strategic Thinking:

Read fully-vowelized prose text with clear voice, rhythm, intonation, and proper pronunciation at a reasonable speed.

Hint



The recommended mode of assessment for Week 3 is **case study**. Refer to Key Assessment Level 2 in the Key Assessment for an example of a case study question. See **Appendix C** for a sample rubric to score the Case Study.

WEEK 4

Learning Indicators

1. Identify distinctive aural differences in features between poetry and rhyming prose.
2. Read texts of semi-vowelized nature consisting of complex combination of metric lines, verses, patterns, and rhythm, slowly, and at gradually increasing speed.
3. Recite a simple modern poem of 10 lines from the following poem, at a reasonable speed.
حافظ ابراهيم - اللغة العربية، وتربية النساء
4. Recite a simple poem of 10 lines of your own creation, at normal and reasonable speed.

FOCAL AREA: READINGS IN CLASSICAL ARABIC POETRY

Classical Arabic poetry stands for poetry attributed to poets who lived between the end of the fifth century A. D. and the end of the seventh in the Arab Peninsular. Meter and rhyme are the ruling sound patterns of classical Arabic verse, but there are many other forms of patterning or features based primarily on the linguistic sounds of the language, such as onomatopoeia, parallelism, paronomasia and other forms of wordplay. The various types of poems are marked by particular patterns of rhyme and syllabic pulse. Each line is divided into two half-lines, with the second of the two ending with a rhyming syllable that is used throughout the poem. The lesson is not meant to teach the actual use of meters and forms of versification al-'Arūd (Prosody) but to emphasize the basic rhythmic structure of a verse or lines in verse as the learner reads the poem.

Learning Tasks

سَمِيتُ تَكَالِيفَ الْحَيَاةِ وَمَنْ يَعِشْ رَأَيْتُ الْمَنَايَا خَبَطَ عَشَوَاءَ مَنْ تُصِيبُ وَأَعْلَمُ عِلْمَ الْيَوْمِ وَالْأَمْسِ قَبْلَهُ وَمَنْ لَا يُصَانِعُ فِي أُمُورٍ كَثِيرَةٍ وَمَنْ يَكُ ذَا فَضْلٍ فَيَبْخُلُ بِفَضْلِهِ وَمَنْ يَجْعَلُ الْمَعْرُوفَ مِنْ دُونِ عَرَضِهِ يُشْتَمُ	ثَمَانِينَ حَوْلًا لَا أَبَا لَكَ يَسَامُ ثُمْتَهُ وَمَنْ تُخْطِئُ يُعَمَّرُ فَيَهْرَمُ وَلَكِنِّي عَنْ عِلْمٍ مَا فِي غَدٍ عَمِي يُضَرَّسُ بِأَنْيَابٍ وَيُوطَأُ بِمَنْسِمٍ عَلَى قَوْمِهِ يُسْتَنْعَنُ عَنْهُ وَيُذَمُّ يَفِرُّ وَمَنْ لَا يَتَّقِي الشَّتْمَ
وَمَنْ لَا يَدُّ عَنْ حَوْضِهِ بِسِلَاحِهِ وَمَنْ هَابَ أَسْبَابَ الْمَنِيَّةِ يَلْقَاهَا وَمَنْ يَغْتَرِبُ يَحْسِبُ عَدُوًّا صَدِيقَهُ وَمَهْمَا تَكُنْ عِنْدَ إِمْرٍ مِنْ خَلِيقَةٍ تُعْلَمُ	يُهْدَمُ وَمَنْ لَا يَظْلِمُ النَّاسَ يَظْلَمُ وَلَوْ رَامَ أَسْبَابَ السَّمَاءِ يَسْلَمُ وَمَنْ لَا يُكْرِمُ نَفْسَهُ لَا يُكْرَمُ وَإِنْ خَالَهَا تَخْفَى عَلَى النَّاسِ

الإمام العادل قوامٌ كُلُّ مائلٍ، وقصدٌ كُلُّ جائِرٍ،
وصلاحٌ كُلُّ فاسِدٍ، وقوةٌ كُلُّ ضعيفٍ، ونصفَةٌ كُلُّ
مظلومٍ، ومفرغٌ كُلُّ ملهوفٍ. والإمام العادل كالرأعي
الشفيق على إبله، الرقيق الذي يرتاد لها أطيب
المرعى، ويدودها عن مراتع الهلكة، ويحميها من
السباع، ويكفيها من أذى الحرِّ والقرِّ. والإمام العادل
كالأب الحاني على ولده، يسعى لهم صغاراً،
ويعلمهم كباراً، يكتسب لهم في حياته، ويدخر لهم
بعد مماته. والإمام العادل كالأم الشفيقة البرّة
الرقيقة بولدها حملته كرهاً ووضعته كرهاً، وربته
طفلاً، تسهر بسهره، وتسكن بسكونه، ترضعه
ثارةً، وتقطمه أخرى، وتفرح بعافيته، وتعتّم
بشكايته. لا تحكم في عباد الله بحكم الجاهلين، ولا
تسلط بهم سبيل الظالمين، ولا تسلط المستكبرين
على المستضعفين؛ فإنهم لا يرفقون في مؤمن إلا
ولا ذمّة، فتبوء بأوزارك وأوزار مع أوزارك، وتحمل
أثقالك وأثقالاً مع أثقالك.

1. اسْتَمِعْ إِلَى النَّصِّ وَرَدِّدْهُ
2. اكْتُبْ مَا تَسْمَعُهُ مِنَ النَّصِّ
3. احْفَظِ الْأَبْيَاتَ الْخَمْسَةَ الْأُولَى مِنَ الْقَصِيدَةِ

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Critical listening to identify sound pattern of Arabic poem requires critical examination of the underlying syllable distributions that make up each line of the poem. It involves analysis, evaluation and judgment which will also require brain work and deep thought. This prepares the learner for future academic research in literary analysis and evaluation.

Communication: Rhythmic sounds like those of poetry recitation are a bridge for metaphysical human connections. A lesson to allow learners to decipher differences in sounds and determine their patterns will make it easy for them to understand the language of rhythmic sounds and to discern the inner thoughts and emotions of the producers of these sounds or their listeners.

Pedagogical Exemplar

The target is to build the learners' capacity to hear and identify the spoken word and parts of words as separate units of meaning. Moving from identifying spoken Arabic words and parts of words to individual sounds in a word, is complex and requires explicit knowledge. It is important to provide students with explicit and systematic opportunities to hear, identify, isolate, blend, segment and manipulate sounds in words. The initial focus may include breaking words into syllables, recognising and producing rhyme. Once learners can hear, identify, and isolate parts of spoken word, the teaching then moves to identify individual sounds in words. The more complex phonemic awareness skills, including sound blending, segmentation, and manipulation, are the indicators of decoding success.

Collaborative learning: Divide your classroom into small groups and ask the groups to choose one person to read a sentence from a portion of a text given to each group. Others then listen to identify, and isolate parts of spoken words that are purposely selected for their sound effects, after which they then move to identify the sound pattern (like unstressed/stressed/silent combinations) in a given sentence. Each group writes down as many observable patterns as possible. The group with more patterns takes first position, followed by the second, then third, and so on. The groups then present their results to the class, where the facilitator gives the outlines of the sound organisation of the Arabic poetry. After that, learners will be ready to create their own poem in pairs using the rhyming words that have been studied in the poem above as an optional choice.

Key Assessments

Assessment Level 1: Recall and Reproduction

Identify similar structured words and their corresponding sounds.

Assessment Level 2: Skills of conceptual understanding

- a) Identify the difference in sound patterns of Arabic poetry and rhymed prose, beginning with the rhyming sounds and then the phonological outlines.

- b) Look out for at least twenty (20) names of people or objects in your community that have long vowel sounds in Arabic.

Assessment Level 3: Strategic Thinking

Read the two texts prose and poetry with required voice pauses, rhythm, intonation, and proper pronunciation at a reasonable speed.

Hint



- Scores on individual class exercise should be ready for submission to **STP** this week. It should be an average of the various class exercises you have conducted over the past four weeks.
- Remember to ask learners to start building their **Portfolios** in Week 4. Refer to **Appendix D** detailing the structure of the portfolio.

SECTION 1 REVIEW

This section focused on enhancing learners' understanding of the phonology of the Arabic language. It introduced students to distinctive sound patterns found in Arabic literary texts, including prose and poetry. Learners developed awareness of phonological elements such as alliteration, assonance, and rhyme through exposure to proverbs, Quranic recitation, and classical prose and poetry. The section aimed to build learners' skills in pronunciation, rhythm, and fluency when reading complex texts. Through systematic reading and listening exercises, learners practiced decoding, articulation, and interpretation, especially of classical Arabic texts, thus improving their auditory and oral fluency.



APPENDIX A: Sample Group Project Assessment Task

Hint

Group Project

Teachers are expected to lead learners to form the groups and choose leaders. Learners are expected to submit the project report in week 8 for scoring and recording.

Task e.g.

Choose one example for each of the following phonological phenomena: *idgaam* (إدغام), *izhaar* (إظهار), *ikhfaa* (إخفاء), *iqlaab* (إقلاب), and *idgaam bigunnah* (إدغام بغنة). For each phenomenon, provide a reason for its occurrence in Quranic recitation and include a relevant example from the Quran. Prepare a report of your findings in no more than two pages.

Structure of the Report

1. *Introduction: Briefly introduce Quranic recitation and its significance.*
2. *About each phenomenon:*
 - a. *Definition and Explanation*
 - b. *Example from the Quran*
 - c. *Reason for occurrence*
3. *Conclusion: Summarize key findings.*
4. *Recommendations: Suggest ways to improve understanding and practice of these phenomena and how they can enhance Arabic reading skills.*
5. *Project Period:*
 - a. *Duration: 4-5 weeks*
 - b. *Submission Date: During the 7th or 8th week*

Refer to Section 1 Week 2 of the Teacher Manual and Section 1 of the Learner Material.

Mark Scheme/Rubrics

1. Introduction to Quranic Recitation (3 Marks)

Performance Levels	Description	Marks
Excellent (3 Marks) Provides a comprehensive introduction with at least three key elements of Quranic recitation explained in detail.		3
Good (2 Marks)	Provides a clear introduction with at least two key elements , but lacks detailed examples.	2
Satisfactory (1 Mark)	Provides a basic introduction with at least one key element mentioned.	1

2. Idgaam (3) (إدغام Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Identifies three examples of Idgaam correctly (e.g., غفورٌ رَحِيمٌ) with a clear explanation.	3
Good (2 Marks)	Identifies two examples of Idgaam with minor inaccuracies or unclear explanations.	2
Satisfactory (1 Mark)	Identifies one example of Idgaam but provides an unclear or incorrect explanation.	1

3. Izhaar (3) (إظهار Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Identifies three examples of Izhaar (e.g., عزيزٌ حكيمٌ) and explains the rule clearly.	3
Good (2 Marks)	Identifies two examples of Izhaar with minor inaccuracies or unclear explanations.	2
Satisfactory (1 Mark)	Identifies one example of Izhaar with unclear or incorrect explanations.	1

4. Ikhfaa (3) (إخفاء Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Identifies three examples of Ikhfaa (e.g., رِيحًا صرصرٌ) with clear and accurate explanations.	3
Good (2 Marks)	Identifies two examples of Ikhfaa with minor errors or unclear explanations.	2
Satisfactory (1 Mark)	Identifies one example of Ikhfaa but provides unclear or incorrect explanations.	1

5. Iqlaab (3) (إقلاب Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Identifies three examples of Iqlaab (e.g., من بعد وصية) with detailed explanations.	3
Good (2 Marks)	Identifies two examples of Iqlaab with minor inaccuracies or unclear explanations.	2
Satisfactory (1 Mark)	Identifies one example of Iqlaab but provides unclear or incorrect explanations.	1

6. Idgaam Bigunnah (3) (إدغام بغنة Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Identifies three examples of Idgaam Bigunnah (e.g., ومن يعملٌ ومثقال ذرة) and explains the concept accurately.	3

Good (2 Marks)	Identifies two examples of Idgaam Bigunnah with minor errors or unclear explanations.	2
Satisfactory (1 Mark)	Identifies one example of Idgaam Bigunnah but provides unclear or incorrect explanations.	1

7. Conclusion (2 Marks)

Performance Levels	Description	Marks
Excellent (2 Marks)	Provides a well-rounded conclusion summarizing at least three key points effectively.	2
Good (1 Mark)	Provides a basic conclusion summarizing one or two key points .	1

8. Recommendations (3 Marks)

Performance Levels	Description	Marks
Excellent (3 Marks)	Offers three or more insightful recommendations for applying Quranic rules.	3
Good (2 Marks)	Provides two recommendations but lacks depth or relevance.	2
Satisfactory (1 Mark)	Gives one basic recommendation or an unclear explanation.	1

9. Clarity and Organization of the Report (2 Marks)

Performance Levels	Description	Marks
Excellent (2 Marks)	The report is well-structured, with logical progression and coherence throughout.	2
Good (1 Mark)	The report is mostly clear but has minor issues with cohesion or organization.	1

How to Administer

Clearly explain the project task to the students, addressing any questions they may have, etc. Refer to the Teacher Assessment Manual and Toolkit (page 34 and 151-153) for more information on how to use project-based assessment.

Feedback

Evaluate the reports based on the rubric provided. Record grades, give feedback, and discuss areas for improvement with the students, etc.



APPENDIX B: Sample Discussion Assessment Task

Criteria	Performance Levels	Description	Marks
1. Identification of Long Vowels (الحركات الطويلة)	Excellent (4 Marks)	Accurately identifies at least 6 examples of long vowels (such as "ي", "و", "ا") from the text with correct citations.	4
	Good (3 Marks)	Identifies at least 4–5 examples of long vowels with mostly correct citations.	3
	Satisfactory (2 Marks)	Identifies at least 2–3 examples of long vowels but with limited accuracy in citations.	2
	Needs Improvement (1 Mark)	Identifies fewer than 2 examples of long vowels with significant errors in identification or citation.	1
2. Identification of Short Vowels (الحركات القصيرة)	Excellent (3 Marks)	Accurately identifies at least 6 examples of short vowels (Fatha, Damma, Kasra, Sukoon) from the text with correct examples.	3
	Good (2 Marks)	Identifies 4–5 examples of short vowels with mostly correct examples.	2
	Satisfactory (1 Mark)	Identifies 2–3 examples of short vowels but with some errors in examples or identification.	1
3. Explanation of Vowel Function in Context	Excellent (3 Marks)	Provides clear and detailed explanations of the functions of both long and short vowels in the text, using relevant examples.	3
	Good (2 Marks)	Explains the functions of long and short vowels with minor gaps in clarity or relevance of examples.	2
	Satisfactory (1 Mark)	Provides basic or incomplete explanations of vowel functions with limited relevance to the text.	1



APPENDIX C: Rubrics for scoring the Case Study

Marking Scheme/Rubrics (10 marks)

Criteria	Performance Levels	Description	Marks
1. Identification of Rhyming Sounds	Excellent (3 Marks)	Accurately identifies at least 6 rhyming sounds in both poetry and rhymed prose with correct examples (e.g., "ملهوف" - "يسأم", "مظلوم", "فيهرم").	3
	Good (2 Marks)	Identifies at least 4–5 rhyming sounds with mostly correct examples.	2
	Satisfactory (1 Mark)	Identifies fewer than 4 rhyming sounds with limited accuracy or incomplete examples.	1
2. Phonological Analysis	Excellent (3 Marks)	Provides a thorough analysis of phonological patterns, including examples of alliteration, assonance, and consonance.	3
	Good (2 Marks)	Analyses phonological patterns with minor gaps in identifying alliteration, assonance, or consonance.	2
	Satisfactory (1 Mark)	Provides a basic analysis of phonological patterns, with minimal examples of stylistic elements.	1
3. Relevance to Modern Context	Excellent (2 Marks)	Clearly connects the differences in sound patterns to their relevance in modern Arabic literary or linguistic studies.	2
	Good (1 Mark)	Provides some connection to modern relevance but lacks depth or clear examples.	1
4. Presentation Clarity	Excellent (2 Marks)	Presents findings in a clear, logical, and well-structured manner, with appropriate language and terminology.	2
	Good (1 Mark)	Presentation is mostly clear but may lack logical flow or contain minor language issues.	1



APPENDIX D: Sample Individual Portfolio Building Assessment

Hint

- The portfolio should be compiled throughout the academic year. This will be administered in week 2 in the 1st semester and collected in week 21 in the 2nd semester, scored and recorded.*
- After each class exercise and discussion, remind learners that their work will contribute to their final portfolio assessment. Encourage them to consistently organize their materials and reflect on their learning process.*

Task

Create a portfolio of works to showcase your proficiency in the 4 Arabic language skills (listening, speaking reading and writing) for year one i.e. 1st & 2nd semester. The portfolio must consist of your completed Arabic class exercises, notes, and personal reflections on class discussions throughout the two semesters.

Note

- Manual portfolio requires making a paper bag or file big enough to contain the physical artworks*
- Digital portfolio requires taking pictures of artworks, saving them as a single pdf file and sending it via email or storing on a storage device*

Rubrics / Marking Scheme (10 Marks Total)

Criteria	Performance Levels	Description	Marks
1. Consistent Organization of Notes in Notebook (5 Marks)	Excellent (5 Marks)	Notes are organized with clear sections, neatly written, and reflect a logical structure. All lessons and class activities are fully documented.	5
	Good (4 Marks)	Notes are organized but may have minor gaps in structure or clarity. Some lessons or class activities may be incomplete or missing.	4
	Satisfactory (3 Marks)	Notes are somewhat organized but lack structure and clarity in some areas. Several lessons or class activities may be missing or incomplete.	3
	Needs Improvement (2 Marks)	Notes are disorganized and lack clarity. Several key lessons or class activities are missing or not documented.	2
	Incomplete (1 Mark)	Notes are mostly incomplete, disorganized, or missing key sections.	1

2. Completion of Class Exercises and Corrections (5 Marks)	Excellent (5 Marks)	All class exercises are completed with accurate corrections, showing clear understanding of the material.	5
	Good (4 Marks)	Most class exercises are completed with some corrections made, but a few minor errors or incomplete corrections may be present.	4
	Satisfactory (3 Marks)	Many exercises are incomplete or have limited corrections, showing a basic understanding of the material.	3
	Needs Improvement (2 Marks)	Most exercises are incomplete or have significant errors without proper corrections.	2
	Incomplete (1 Mark)	Exercises are mostly missing, incomplete, or with major errors, and lack necessary corrections.	1

How to administer

1. *Instruct learners to include the following in their portfolio: class exercise book, etc.*
2. *Communicate that the portfolio is to be submitted by week 18 of the term, etc.*

Refer to the Teacher Assessment Manual and Toolkit (page 27 & 86) for more information on using different portfolio assessments.

Feedback

By week 9, review learners' portfolios and provide constructive feedback on their note-taking, etc.

Refer to the Teacher Assessment Manual and Toolkit (page 143) for more information on using portfolio assessment.

SECTION 2: LISTENING COMPREHENSION AND PARTICIPATION

Strand: **Listening**

Sub-Strand: **Listening Comprehension and Participation**

Learning Outcomes

1. *Interpret and evaluate expressions regularly encountered in personal dialogues.*
2. *Interpret and evaluate expressions regularly encountered in media*

Content Standards

1. Demonstrate knowledge and understanding of the contextual meanings of words and expressions in personal dialogues.
2. Demonstrate knowledge and understanding of the contextual meanings of words and expressions from Media.

Strand: **Speaking**

Sub-Strand: **Everyday Oral Communication**

Learning Outcomes

1. *Describe locations of buildings or facilities by giving directions or routes.*
2. *Apply the rules of constructing clear, detailed description of how to organise a meeting and a function.*

Content Standards

1. Demonstrate knowledge and understanding of appropriate use of expressions in giving directions on how to get from one location to the other.
2. Demonstrate knowledge and application of techniques in structuring and presenting good arguments in a debate.
3. Demonstrate knowledge and application of rules of constructing clear, detailed description of how to carry out a procedure.
4. Demonstrate knowledge and understanding of the construction of clear expression of feelings and reasons to explain those feelings.

Hint

*Mid-Semester Examination for the first semester is in Week 6. Refer to **Appendix E** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.*

INTRODUCTION AND SECTION SUMMARY

Giving and asking for directions is a basic language skill that is essential for learners. Teaching learners how to give and ask for directions not only boosts their situational awareness but also enhances their vocabulary and communication skills. In this section, learners know how to give directions to a location, learners also practice some valuable skills such as how to navigate the town and, of course, city vocabulary, starting first with vocabulary for landmarks, such as: post office, police station, school, bank, playground, park, library and so on. After this, learners learn about common expressions for giving and asking for directions in Arabic like “turn left” or “go straight” moving left or right, or up and down, roundabouts or sidewalks. The section also focuses on the potential of class debates as a teaching strategy for language learning, as well as an innovative, student-centered technique, aimed at engaging the learner with interactive, collaborative and effective tasks. It provides learners the opportunity to be involved actively in the language learning process. Not only will learners strengthen their listening, speaking, reading, and writing skills, but they will also practice developing important argumentative skills during a debate.

The weeks covered by the section are:

Week 5: Listening & Speaking Skills through Dialogue

Week 6: Discussing Daily Life

Week 7: Speaking Skills through Debate

Week 8: Speaking Skills through Learners’ meeting

SUMMARY OF PEDAGOGICAL EXEMPLARS

The use of simulation in class as a pedagogical strategy makes learning more meaningful, authentic, accessible and engaging, especially in tasks that require the use of maps that represent the real world around us on a smaller scale and help students gain an understanding of directional concepts. The strategy is to motivate students and make learning more approachable. It allows the teacher to bring more engaging learning experiences into the classroom. To get learners attention and full participation, the facilitator allows each learner a role in the play. Another strategy is for learners to demonstrate a modelled dialogue, by asking the students to work in pairs to practice the dialogue in giving directions. Have learners role play, each having a turn asking for directions and each giving the answers according to the map. They can also use body language using hands, to help communicate and relay their directions.

ASSESSMENT SUMMARY

To ensure full participation of each learner during the simulation and demonstration, the facilitator monitors learner’s progress as formative assessment strategies, while addressing learners’ needs in real time. The teacher tests the learners’ communicative skills through the use of vocabulary for landmarks, such as: post office, police station, school, bank, playground,

park, library and so on, and the use of common expressions for giving and asking for directions in Arabic like “turn left” or “go straight” moving left or right, or up and down, roundabouts or sidewalks. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners’ overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in active participation in dialogue at the end-of-term/semester examinations demonstrate the learner’s Depth of Knowledge of the various performance level and position in class. The recommended assessment mode for each week include:

Week 5: Poster

Week 6: Mid-Semester Examination

Week 7: Debate

Week 8: Role Play

*Refer to the “**Hint**” at the key assessment for each week for additional information on how to effectively administer these assessment modes. Always remember to score learners’ work with rubric/marking scheme and provide prompt feedback to learners on their performance.*

WEEK 5

Learning Indicators

1. Interpret key words and expressions that relate directly to the themes of radio or television series.
2. Decode and evaluate key words and expressions that relate directly to radio or television series.
3. Interpret key words and expressions that relate directly to the issues of the dialogue.
4. Decode and evaluate key words and expressions that relate directly to the issues of the dialogue.
5. Describe the position of a building or a facility located far away or near distances.
6. Give directions on how to get to a building or facility from one location to the other.

FOCAL AREA: LISTENING & SPEAKING SKILLS THROUGH DIALOGUE

Listening is the ability to receive, understand, interpret and respond to verbal and non-verbal messages from the speaker. Listening Comprehension is part of communication skills such as the development of reading and writing comprehension. Listening Comprehension has the multiple processes of comprehension in language when it is understood, interpreted and spoken.

Learning Tasks

اقرأ المحادثة التالية ثم تدرب عليها مع زميلك في الفصل:
صادفك يوماً رجلاً فسألك عن موقع محطة الباصات في المدينة،
الرجل: المعذرة، هل يمكنك أن تخبرني كيف أصل إلى محطة الباصات في المدينة؟
أنت: طبعاً، اذهب إلى المنعطف التالي ثم اتجه يساراً باتجاه الشارع المركزي، ثم سر ثلاثة مبانٍ حتى تقاطع الطرق الثاني، وبعدها
انعطف إلى اليمين. امش نحو مبنيين آخرين وسوف ترى المحطة على اليسار.
الرجل: آسف، ولكنني لم أفهمك، هل يمكنك أن تعيد لي ما قلت؟
أنت: حسناً، أولاً اذهب إلى منعطف الشارع التالي ثم اتجه إلى اليسار باتجاه الشارع المركزي،
ثم امش نحو ثلاث مبانٍ إلى أن تصل إلى الطريق العريض ثم اتجه يميناً. هل أنت معي حتى الآن؟
الرجل: نعم، أنا معك.
أنت: ثم امش نحو مبنيين آخرين وسترى محطة المدينة إلى اليسار. هل فهمت؟
الرجل: نعم، الآن فهمت. شكراً لك.
بجوار، خلف، أمام، بالقرب من، على الزاوية، مفترق طرق، يتجه، يسار، يمين، الطريق العريض، مباني، يمشي، منعطف، باتجاه

Skills and Competencies to Reinforce are

Collaboration and Digital Literacy: Introducing Google Maps in this lesson can give learners the ability to view the world at street level and experience locations realistically. The tool can

be used to facilitate a task-based activity on the topic of giving and following directions, with the aim of getting learners to communicate meaningfully through modern IT tools thereby increasing their proficiency digital literacy.

Critical thinking and problem solving: Learners will be required to apply reasoning that will lead to the conclusion and determination of the precise distance, direction and location. The exercise will enhance learners' clarity, accuracy, precision, consistency, relevance, and good judgment in their academic work as well as daily activities.

Pedagogical Exemplars

1. **Collaborative Learning:** The teacher can play short videos of different Arabic TV programs or series, and radio programs for the more independent students, so they can work in groups to Interpret key words and expressions that relate directly to the themes of radio or television series. These videos need to include expressions / words which use vocabulary and sentence structures related to the directions.
2. **Command-Obey Drills:** Call on students to model pronunciation in order to check their progress on the individual level and do some quick comprehension tests. Ask a student to "Turn right" or "Turn left" with a demonstration and after a few individual checks feel free to have the whole class join in making sure they are listening to the words right and left and not just turning from side to side by occasionally instructing them to "Turn left, turn left" or "Turn right, turn right" which should end up with everyone facing the back of the classroom. Anyone who isn't facing the correct direction needs to focus on the words more closely.
3. **Where-Am-I Drills:** Mark your imaginary present location on a rough map or use the one from Step 1 and ask your students "How do I get to the ~?" Call on one student to give just the first section of directions, then another student for the second section, and then another until you've reached your destination. Repeat until your students feel comfortable enough with the new phrases to give a whole set of directions on their own. Next, mark a beginning position on the map and give a set of directions. Ask students "Where am I?" or "Where is the library?" to see if they were able to follow along with you and repeat. If necessary, go back to review anything that seems difficult for the students.

Key Assessments

Assessment Level 1: Recall and Reproduction

Describe the position of the following items to your location: The fan, teacher's table, and your best friend.

Assessment Level 2: Skills of conceptual understanding

- a) Tell the direction from your class to the dining hall or the school canteen.
- b) Listen carefully to the audio clip describing directions to a specific destination. Based on the audio instructions, sketch a simple map that outlines the directions given, then write out the directions in Arabic.

Assessment Level 3: Strategic Thinking

Point out areas of difference in the following description given in the dialogue/ or sketch the map of the second sentence and the direction to the targeted destination:

1. اذهب إلى المنعطف التالي ثم اتجه يساراً باتجاه الشارع المركزي، ثم سر ثلاث مبانٍ حتى تقاطع الطرق الثاني، وبعدها انعطف إلى اليمين. امش نحو مبنيين آخرين وسوف ترى المحطة على اليسار.
2. اذهب إلى منعطف الشارع التالي ثم اتجه إلى اليسار باتجاه الشارع المركزي، ثم امش نحو ثلاثة مبانٍ إلى أن تصل إلى الطريق العريض ثم اتجه يميناً.

Hint



The recommended mode of assessment for Week 5 is **Poster**. Refer to Key Assessment Level 2, item B in the Key Assessment for an example of a Poster question. See **Appendix F** for a sample rubric to score the Poster.

WEEK 6

Learning Indicators

1. Describe real event and personal experience which leaves strong impression in mind.
2. Give detailed accounts of personal experiences, describing feelings and reactions

FOCAL AREA: DISCUSSING DAILY LIFE

Learners are more comfortable and confident in speaking about a familiar environment. It is therefore prudent to encourage them to use their personal experiences and the school or home environment as the subject of their discourse. These experiences, based on their familiar environment, will be a good starting point for them beyond reading a modelled script. It will enable them to speak about themselves and their family, their school and friends, important and interesting events in their lives, and also their feelings and emotions.

Learning Tasks

معلمي المفضل هو السيد بتوري. إنه معلم لا أكاد أنساه أبداً ولا زال عالقاً في ذاكرتي حتى هذه اللحظة. كان السيد بتوري معلم الأدب العربي في مدرستنا الثانوية وكان مصدر إلهام في حياتي. وهو على دراية جيدة بمادته ويستخدم أساليب تدريس مبتكرة كوسائل ترفيهية لتجذب اهتمامنا وانتباهنا إلى أنشطة التعلم في الفصل، وكان يستخدم وسائل تحفيزية كالهدايا ليشجعنا دائماً على التفكير والتعبير عن أنفسنا بحرية، ويحكي لنا قصصاً حقيقية تتعلق بالدرس لكي نتخذ العبرة منها، وتعلمنا القيم الأخلاقية العظيمة، وتعلمنا أهمية الالتزام وتنظيم الوقت، والتفكير بالسلوك الطيب والابتعاد عن السلوك السيئ.

تحدث عن معلمك / معلمتك
المفضل(ة)

Skills and Competencies to Reinforce are

Communication: Using group work in a classroom will assist learners in planning and facilitating their active participation and learning through group activities. This inspires them to develop their creative thinking and imagination, and a good way of motivating them to communicate spontaneously.

Critical Thinking and problem solving: Describing people, events, things, emotions and situations always stimulates learners' interest in developing their speaking skills. It improves their grammatical and communicative competence as it helps in enhancing active vocabulary for spontaneous communication.

Pedagogical Exemplar

Collaborative learning: Ask the class to name two or three recent school events that they enjoyed (sports day, annual day, visit of a guest, etc.). Divide the students into groups of five or six, and let each group choose one event to narrate. Have them brainstorm the most important parts of the event they would like to include. Vocabulary, phrases and other relevant words for each event should be provided in the textbook for learners to choose from. The next step is to

arrange the parts in a chronological order (i.e., beginning with the earliest part). Each group then prepares a first draft, and then re-reads it among themselves to check for errors in spelling, grammar or facts. One group member then presents only the outlines of their narrative to the class without the scripts. After each presentation you can discuss any mistakes so that the groups can revise their texts.

Key Assessments

Assessment Level 1: Recall of knowledge

Choose one to write and present three sentences each for the beginning, the middle and the conclusion to describe:

1. A personal memorable event for you. Or 2. A character you admire most.

Assessment Level 2: Skills of conceptual understanding

1. Give a six-sentence statement to describe a dangerous incident at home, in school or an outdoor event and a three-sentence statement on why it was dangerous.
2. Identify the correct sound pattern in the following Arabic word: “سَلَامٌ عَلَيْكُمْ”
 - A. Idghaam
 - B. Izhaar
 - C. Ikhfaa
 - D. Iqlaab
3. The phonological phenomenon which occurs when the “noon Sakinah النون الساكنة” is followed by a letter of “lam اللام” or “raa الراء” is known as: _____
 - i. الإظهار
 - a. الإدغام
 - b. الإخفاء
 - c. الإدغام بغنة

Assessment Level 3: Strategic Thinking

Describe your preferred hobby and how you are engaged in its practice.

Hint



The recommended mode of assessment for Week 6 is **Mid-Semester Examination**. Refer to **Appendix E** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 5.

WEEK 7

Learning Indicators

1. Describe the type of data you need, either from textbooks, newspapers, magazines, and internet, as fact-based evidence, and unquestionable logic to prove that your point of view is correct.
2. Explain your viewpoints and perspective and the opposing viewpoints and criticisms of your claim, and present 3 pieces of evidence to refute the opposing arguments.

FOCAL AREA: SPEAKING SKILLS THROUGH DEBATE

By engaging learners in debates, they are able to discuss and organise their points of view for one side of an argument and to discover new information and knowledge which are put into action. The exercise should be a friendly competition where learners are made to examine controversial topics by which they strengthen their skills in the areas of leadership, interpersonal influence, teamwork, and oral presentation.

Learning Tasks

موضوعات النقاش: 1. العلم أفضل من المال. 2. يجب أن يكون التعليم مجانياً. 3. السكن الطلابي مفيد

العلم أفضل من المال

: قال أمير المؤمنين علي (عليه السلام)

العلم أفضل من المال بسبعة: الأول: أنه ميراث الأنبياء، والمال ميراث الفراعنة، الثاني: العلم لا ينقص بالنفقة والمال ينقص بها، الثالث: يحتاج المال إلى الحافظ والعلم يحفظ صاحبه، الرابع: العلم يدخل في الكفن ويبقى المال، الخامس: المال يحصل للمؤمن والكافر والعلم لا يحصل إلا للمؤمن خاصة، السادس: جميع الناس يحتاجون إلى صاحب العلم في أمر دينهم ولا يحتاجون إلى صاحب المال، السابع: العلم يقوي الرجل على المرور على الصراط والمال يمنعه.

البحار ١: ٥٨١؛ تفسير أبي الفتوح الرازي 2: 381

Skills and Competencies to Reinforce are

Collaboration and Digital Literacy: Using debates in the classroom provides learners the opportunity to work in a collaborative and cooperative group setting. Classroom debates help learners learn through friendly competition, examine topics that prepare them for the real world and any situation they might encounter as they speak Arabic while traveling. It prepares them for skills in leadership, interpersonal influence, teamwork, problem solving, and oral presentation.

Critical thinking and problem solving: Participation in debate increases the critical thinking of learners. Debate participation promotes problem solving and innovative thinking and helps learners to build links between words and ideas that make concepts more meaningful. Learners synthesize wide bodies of complex information, and exercise creativity and effective ways of learners.

Pedagogical Exemplar

1. **Debating Class:** Prepare guidelines and a set of rules to assist students as they prepare for the debate and provide them with the key words that they would need based on the topic.
 - a. Include a time frame in which they have to prepare for the debate and how they are to present their material.
 - b. Allow non-debate students to be adjudicators to help them learn how to be objective in rating their peers' performance.

Arrange learners to start with the affirmative team, followed by a member of the opposing team. Then another member of the affirmative team is up again, then opposing, and so forth. After each side has presented their arguments, they each get a chance to rebut the arguments made by the other side. See to manage the lesson period, engage all learners in discussing the topic, and enough preparation for each team.

Key Assessments

Assessment Level 1: Recall and Reproduction

State one benefit of education to an individual and two reasons for that.

Assessment Level 2: Skills of conceptual understanding

Give three benefits of class debate to a learner

Assessment Level 3: Strategic Thinking

- a) State three arguments/and three against for the topic: Knowledge is better than wealth
- b) Discuss the topic “Knowledge is better than wealth” (العلم أفضل من المال). Each group should state three arguments in favour of this statement and three arguments against it. Use practical examples and analyse the implications of each argument on society and individual well-being.

State information you used, either from textbooks, newspapers, magazines, and internet, etc.

WEEK 8

Learning Indicators

1. Give clear, detailed descriptions of step-by-step preparations for a students' meeting.
2. Give clear, detailed descriptions of meeting processes and procedures.

FOCAL AREA: SPEAKING SKILLS THROUGH LEARNERS' MEETING

Creating a meeting environment in class provides an avenue to teach learners how to get along with others. It helps them in building a sense of community, problem solving, and sharing their feelings and information about themselves. It is a forum for them to learn to express themselves appropriately, communicate, and develop communicative and social skills. The meeting forum prepares students to be confident communicators in different real-life contexts, through repetitive oral practices and student-student cooperation.

Learning Tasks

1. Recite the dialogue of the meeting proceedings.
2. Introduce yourself and share a few pleasantries.
3. Take your turn to participate in the meeting and provide your opinion about the discussion topic.
4. Agree with your friend's point of view/ respectfully disagree.
5. End the meeting with a suitable expression.



موضوعات نقاش: الصداقة - العواطف - أدوات التنظيم الذاتي - تنوع الأذواق والهوايات - اللطف - الإحسان - الاحترام - الأخلاق - مَجْرَى الأحداث في المجتمع أو العالم - تكلفة التعليم الثانوي - المرافق في الحي - البنية التحتية في المدرسة.

الاعلان عن الاجتماع - التاريخ والوقت والمكان - تسجيل الحضور - تحديد أجندة الاجتماع وأهدافه - تحديد وقت البداية ووقت الانتهاء - التأكد من حضور الأشخاص المناسبين فقط - شجّع الجميع على المشاركة - اختتام الاجتماع وتلخيص موضوعات النقاش.

Skills and Competencies to Reinforce are:

Communication: Students develop stronger emotional, social, problem solving, and communication skills. Meetings provide learners opportunities to develop empathy, responsibility, and self-motivation through open discussions with their peers. Class meetings help learners feel more connected to each other. The facilitator also feels a greater sense of connection to learners and the school community.

Critical thinking and problem solving: Participating in class meeting and contributing to the discussion require a high thinking order skill such as developing a stance, analysing other contributions, distinguishing facts and opinions, solving problems, comparing and contrasting materials, and making inferences.

Pedagogical Exemplar

Collaborative Learning: Prepare a script for the meeting and invite learners to recite memorised dialogues of the meeting proceedings. Some learners may wish to expand or develop the script as a challenge and can help lead their group towards completing and memorising the meeting script.

Encourage students to get to know each other by taking turns to introduce themselves sharing a few pleasantries. As a moderator, your role is to encourage and emphasise student to student interaction. If some students are less confident with the role-play, model some conversation starters for them, or invite confident Arabic speakers to support the group. Some groups can be encouraged to go off script if they are able to model improvised dialogue for a meeting. Your role is to ensure that the interactional learning space is as functional for the students as possible.

Key Assessments

Assessment Level 1: Recall and Reproduction

Mention three key steps in organising a students' meeting

Assessment Level 2: Skills of conceptual understanding

Give three functions of the chairman and when those functions are exercised.

Assessment Level 3: Strategic Thinking

- a) Give three key procedures of a meeting, and role of each procedure for a successful meeting.
- b) Role-play the role of a secretary at a meeting, focusing on the procedure for conducting a successful meeting. The role play should include the following steps:

Announcing the meeting. (الإعلان عن الاجتماع)

Stating the date, time, and place. (التاريخ والوقت والمكان)

Registering attendance. (تسجيل الحضور)

Setting the agenda and objectives of the meeting. (تحديد أجندة الاجتماع وأهدافه)

Specifying the start and end times. (تحديد وقت البداية ووقت الانتهاء)

Ensuring that only the appropriate individuals are present.

(تأكد من حضور الأشخاص المناسبين فقط)

Encouraging participation from everyone. (شجّع الجميع على المشاركة)

Concluding the meeting and summarizing the discussion points. (اختتام الاجتماع وتلخيص)
(موضوعات النقاش)

SECTION 2 REVIEW

This section emphasised listening comprehension and everyday oral communication. Learners practiced interpreting dialogues and media expressions in Arabic and giving clear directions in context-based conversations. They also learned how to participate in structured discussions, such as class meetings and debates. Through simulated real-life scenarios, learners developed vocabulary, directional language, and interactive conversation skills. They practiced listening to details, responding appropriately, and expressing personal experiences clearly. The section reinforced skills such as collaborative speaking, expressing opinions, giving and following directions, and understanding tone and context in spoken Arabic.



APPENDIX E: Sample Table of Specification for Mid-Semester Examination

Nature

- a. *Cover content of weeks 1 – 5.*
- b. *Consider DOK levels 1- 4.*
- c. *Mode of test:*
 - *20 Multiple choice questions (MCQ).*
 - *5 (MCQ) with fill-in component.*
- d. *Time: 1hour.*

Table of Specification

Week	Focal Area (s)	Type of questions	DoK levels			Total
			1	2	3	
1.						
1	Reading and Listening of Proverbs and Wise sayings.	Multiple choice	1	2	1	4
		Essay	0	0	0	0
2	Reading & Listening of the Quranic Text.	Multiple choice	2	2	1	6
		Essay	0	0	0	0
3	Raw Readings of Arabic Classical Prose.	Multiple choice	2	1	1	3
		Essay	0	0	0	0
4	Readings in Classical Arabic Poetry	Multiple choice	2	3	2	7
		Essay	0	0	0	0
5	Listening & Speaking Skills through Dialogue.	Multiple choice	1	2	2	5
		Essay	0	0	0	0
	Total		8	10	7	25

Overall Totals

Multiple choice question	25
Essay type questions	0



APPENDIX F: Rubrics for scoring the Poster

Marking Scheme/Rubrics (10 Marks)

Criteria	Performance Levels	Description	Marks
1. Accuracy of Map Details	Excellent	Map includes all landmarks (e.g., منعطف الشارع, الشارع المركزي, الطريق العريض), turns, and directions with clear labeling and neat layout.	4
	Good	Map includes most landmarks and directions but misses one or two minor details.	3
	Satisfactory	Map includes some landmarks but lacks key details or has inconsistent labeling.	2
	Needs Improvement	Map includes few landmarks, with unclear or incorrect directions, making it difficult to interpret.	1
2. Writing Directions in Arabic	Excellent	Directions are accurately written in Arabic, using proper vocabulary (e.g., "اتجه إلى اليسار") and syntax without errors.	3
	Good	Directions are mostly accurate but have minor errors in vocabulary or syntax that do not affect overall comprehension.	2
	Satisfactory	Directions are incomplete or contain noticeable errors that hinder understanding.	1
3. Presentation and Discussion	Excellent	Presentation is confident, clear, and engages the audience. Learner actively participates in discussions and respects peers' views.	3
	Good	Presentation is clear but may lack confidence or engagement. Learner contributes to discussions but with limited interaction.	2
	Satisfactory	Presentation is hesitant, with unclear explanations. Limited engagement in discussions, though respectful of peers.	1

SECTION 3: READING

Strand: Reading

Sub-Strand: Reading Comprehension

Learning Outcomes

1. *Explain the content of nonfictional texts using clues that are embedded in them highlighting the purpose and the underpinning message.*
2. *Identify clues that are embedded in the classical Arabic prose in order to make inferences regarding the ideas and the meanings of the texts.*
3. *Explain clues that are embedded in the classical Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.*
4. *Explain clues that are embedded in the Modern Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.*

Content Standards

1. Demonstrate knowledge and understanding of straightforward nonfictional texts using reading strategies of literary writings.
2. Demonstrate knowledge and understanding of fictional texts, using appropriate reference tools, with a broad active reading vocabulary.
3. Demonstrate knowledge and understanding of modern poetry, using appropriate reference tools, with a broad active reading vocabulary.

INTRODUCTION AND SECTION SUMMARY

The section aims at improving the learners' orthographic, phonological, syntactic and semantic knowledge of Arabic language, thereby improving their reading skills. It must therefore be targeted at expanding the vocabulary to increase the learners' comprehension abilities because most vocabulary is learned through reading. That is why learners who read a great deal generally have large vocabularies. The learner should be able to understand and explain the content of fictional and nonfictional texts using clues embedded in them. The texts allow the facilitator to teach the four skills to all levels of language proficiency with a focus on reading skills. The reading materials are selected and exploited appropriately, with quality text content which will greatly enhance the reading comprehension of learners at intermediate levels of proficiency.

The weeks covered by the section are:

Week 9: Reading Comprehension of Nonfictional Text

Week 10: Reading Comprehension of Nonfictional Text

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher introduces various comprehension strategies to support learners' learning experiences, such as previewing messages to have an idea of what it is and as prior knowledge strategy to link the message to previous personal experiences. The rest are Summarisation, Questioning, and Inferences. Using Collaborative Learning Strategy the teacher put the class into heterogeneous groups, comprising low, average and high achieving students, where high achievers support students with learning difficulties. While nonfictional texts allow just one correct interpretation of facts, the fictional-assisted instructions accept multiple interpretations to a text. The aim goes beyond ability to articulate the word correctly without understanding its meaning, but aims at effective comprehension, not only to make sense of the text but use the information derived from the reading.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests fluent reading, understanding, vocabulary acquisition, background knowledge, and reading pace. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various sound patterns or word patterns of different literary texts (Prose/Poetry), his/her performance level and position in class. The recommended assessment mode for each week is:

Week 9: *Multiple Choice Questions MCQ*

Week 10: Questioning

*Refer to the “**Hint**” at the key assessment for each week for additional information on how to effectively administer these assessment modes.*

WEEK 9

Learning Indicators

1. Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary. (nonfictional)
2. Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of a textbook passage, newspaper, or magazine article. (nonfictional)

FOCAL AREA: READING COMPREHENSION OF NONFICTIONAL TEXT

Reading Comprehension is when the learners think actively as they read. They use their experiences and knowledge of the vocabulary and language structure to make sense of the text. They do more than decode the words in the text; learners are expected to understand and interpret what they read.

Learning Tasks

مِنْ صِنَاعَاتِنَا الْوُطَنِيَّةِ جَمَعَ عُثْمَانُ وَأَسْرَثُهُ ثَمَارَ الْبُنْدُورَةِ مِنَ الْحَقْلِ، كَانَتْ الثَّمَارُ وَفِيرَةً وَالْمَحْصُولُ جَيِّدًا فِي هَذَا الْعَامِ . نَقَلَ عُثْمَانُ وَأَبْنَاهُ صَالِحُ الْمَحْصُولِ بِالشَّاحِنَةِ إِلَى مَصْنَعِ تَغْلِيبِ الْبُنْدُورَةِ فِي مَدِينَةِ الْخَلِيلِ، وَبَعْدَ أَنْ وَصَلُوا إِلَى الْمَصْنَعِ أَنْزَلَ الْعُمَالُ الْحُمُولَةَ، وَأَدْخَلُوهَا إِلَى الْمَصْنَعِ، وَنَقَلُوهَا إِلَى أَحْوَاضِ الْغَسِيلِ، وَبَعْدَ غَسْلِهَا جَيِّدًا نُقِلَتْ بِالْآلَةِ إِلَى الْعَصَارَاتِ لِعَصْرِهَا. سَأَلَ صَالِحُ وَالِدِهِ : وَمَاذَا يَفْعَلُونَ بِالْعَصِيرِ بَعْدَ ذَلِكَ؟ قَالَ الْوَالِدُ: يُنْقَلُ الْعَصِيرُ بِالْآلَاتِ لِتَغْلِيْبِهِ فِي عُلَبٍ بِأَحْجَامٍ مُخْتَلِفَةٍ، ثُمَّ تُوضَعُ الْعُلَبُ فِي صِنَادِيقٍ، وَتُوزَعُ عَلَى الْمَحَلَّاتِ التِّجَارِيَّةِ، وَبِمِثْلِ هَذِهِ الطَّرِيقَةِ نَحَافِظُ عَلَى مُنْتَجَاتِنَا الزَّرَاعِيَّةِ مِنَ التَّلَفِ.	اقرأ النص وأجب عن الأسئلة بعده
موضوعات القراءة الصدقة – الصناعة الحديثة – أدوات التنظيم الذاتي – تنوع الأذواق والهوايات – اللطف – الإحسان – الاحترام – الأخلاق – مجرى الأحداث في المجتمع أو العالم – تكلفة التعليم الثانوي – المرافق في الحي – البنية التحتية في المدرسة	

Skills and Competencies to Reinforce are

Communication: As a complex cognitive process that requires knowing meanings of words to construct mental representations of texts, reading comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Pedagogical Exemplar

The facilitator reads the passage aloud twice to the class. He/she finds out from the learners the purpose for reading aloud to them beside listening comprehension. The facilitator takes them through previewing the text before reading by identifying the characters, the setting, and making predictions before reading. The facilitator asks the learners whether they are familiar with industry and juice production. Learners are at this stage allowed to work in pairs to identify and list unfamiliar words the meanings of which are predicted by the learners and confirm their meanings using the dictionary. The learners then engage in silent reading to determine the main ideas in the text, the summaries of which the facilitator supports the learners to write to enhance comprehension.

Collaborative Learning: After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher then asks them to form heterogeneous groups, comprising low, average and high achieving students, where learners read to their group with support to learners with learning disabilities and difficulties.

Key Assessments

Assessment Level 1 Recall and Reproduction

What was the farm product?

Assessment Level 2 Skills of conceptual understanding

Why was the farm produce transported to the factory?

ما هو السبب الرئيسي الذي دفع تَنكُو وزملاءه لرفض إزالة الشجرة؟

- (a) الشجرة كانت مصدراً للطعام.
 - (b) لديهم ذكريات شخصية مرتبطة بالشجرة.
 - (c) الشجرة كانت توفر الظل للحي.
 - (d) الشجرة كانت جزءاً من تقليد ثقافي محلي.
- الإجابة الصحيحة:
- (b) لديهم ذكريات شخصية مرتبطة بالشجرة. ✓

Assessment Level 3 Strategic Thinking

Why were the fruits washed thoroughly at the factory?

Assessment Level 4 Extended critical thinking and reasoning

Where are the products sent after packaging in the factory?

What do you think is the reason for the packaging? Give evidence from the passage.

Hint



The recommended mode of assessment for Week 9 is **Multiple Choice Questions MCQ**. Refer to the Assessment levels 1, 2 and 3 under the key assessment for an example of a task for MCQ. See **Appendix G** for a sample rubric to score the MCQ.

WEEK 10

Learning Indicators

1. Identify the possible meanings of unknown words in the passage, and then confirm their meanings from the dictionary.
2. Draw on prior knowledge to identify clues that are embedded in the text for possible inferences regarding the general meaning and purpose of the text.

FOCAL AREA: READING COMPREHENSION OF FICTIONAL TEXT

Fictional text is a piece of writing that could be described as a short story, a novel, an essay, or a poem that talks about imagined places, people, or events. The theme of the story is the major idea that the story is about, like love, betrayal, or good vs. evil). The story will always have a specific messages that summarises the story, like “forgiveness is the only way to heal,” or “scientific progress can come at a huge cost”). Some of the major components of a fictional story are the Character, the theme, the Plot. The writer uses literary devices as a strategy or type of language to express his/her ideas in a subtle way, some which include:

Point of view (POV): what or whose perspective is the story told from?

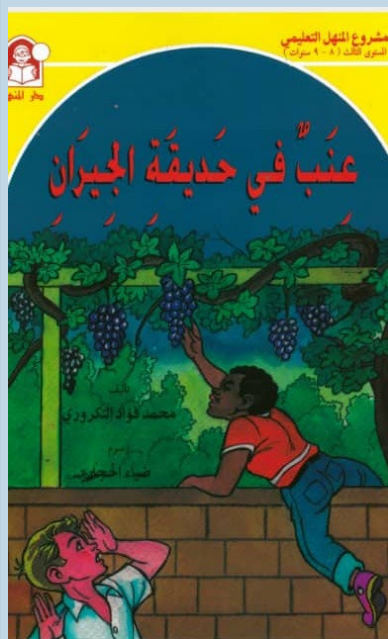
Tone and mood: how does the writing style and content feel?

Imagery: what can we “see” or imagine when reading?

Symbolism: what ideas/objects are used to represent other things?

Similes/metaphors: which things are compared to other things?

Learning Tasks



اقرأ القصة ثم أجب عن الأسئلة الآتية.

- س1) من الشخصية الرئيسية في القصة؟
- س2) من ماذا منع الوالد ابنه إياد؟
- س3) كيف أقنع فراس إياد بقطف بعض العنب؟
- س4) ماذا حدث لفراس حين محاولته للنزول إلى الحديقة؟
- س5) ما رأيك في تصرفات فراس؟
- س6) في القصة دلالة على الندامة، أورد من النص ما يدل على ذلك.
- س7) ما العبرة المستفادة من النص... من الأخلاق؟

الأفكار الواردة: مصاحبة الصديق السيئ مضرّة مؤدّة، دخول بيت دون إذن صاحبه والأخذ من ثمار شجرته جريمة، الندامة والتوبة من صحبة الرفيق السيئ.
مرجع: ”عنب في حديقة الجيران“، مشروع المنهل التعليمي – المستوى الثالث، دار المنهل.

Skills and Competencies to Reinforce are

Communication: As a complex cognitive process that requires knowing meanings of words to construct mental representations of texts, reading comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Pedagogical Exemplar

It is important to continue to check with the learners' phonics knowledge. This should be reviewed especially with learners who need more support with those skills. In the beginning, they need to demonstrate the ability to sound out words and remember what they read. Once the vocabulary is planned out for the story and learners have been given a chance to infer their meaning and confirm them from the dictionary, plan a practice activity for each section. Within those activities, continue to review words from earlier sections. Facilitators need to model thinking skills, including visualisation and inference, including specific skills, such as characterisation or author's purpose. Language and grammar patterns in the story will also be considered, depending on what skill to emphasise based on the learning outcome.

Collaborative Learning: After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher then asks them to form heterogeneous groups, comprising low, average and high achieving students, where learners read to their group with support to learners with learning difficulties.

Key Assessments

Assessment Level 1 Recall and Reproduction

Against what did the father warn his son?

Assessment Level 2 Skills of conceptual understanding

- How did the son's companion lure him into supporting his nefarious activity?
- Read the story “عَنْبٌ فِي حَدِيقَةِ الْجِيرَانِ” (Grapes in the Neighbor's Garden) and answer the following questions:

من الشخصية الرئيسة في القصة؟

(Who is the main character in the story?)

ماذا منع الوالد ابنه إياد منه؟

(What did the father forbid his son Iyad from doing?)

كيف قنّع فراس إياد بقطف بعض العنب؟

(How did Firas convince Iyad to pick some grapes?)

ماذا حدث لفراس حين محاولته للنزول إلى الحديقة؟

(What happened to Firas when he tried to descend into the garden?)

ما رأيك في تصرفات فراس؟

(What is your opinion on Firas' actions?)

في القصة دلالة على الندامة، أورد من النص ما يدل على ذلك.

(The story contains an indication of regret. Provide a quote from the text that reflects this.)

ما العبرة المستفادة من النص من الأخلاق؟

(What is the moral lesson to be learned from the story?)

Assessment Level 3 Strategic Thinking

There is an allusion to regret in the story. Quote from the text evidence of this.

Assessment Level 4 Extended critical thinking and reasoning

What do you think about the character of Iyad's friend, and how did that affect Iyad?

SECTION 3 REVIEW

This section introduced learners to the principles of reading comprehension, focusing on critical reading and interpretation of both narrative and informational texts. Learners were trained to identify main ideas, supporting details, and moral lessons in texts. Activities involved answering comprehension questions, making inferences, and evaluating characters' actions. Learners also explored the cultural and moral elements embedded in texts and improved their reading fluency. By the end of this section, learners were expected to confidently analyze Arabic texts, interpret meaning in context, and apply reading strategies that promote critical thinking and textual understanding.



APPENDIX G: Marking Scheme for scoring the Multiple-Choice Questions MCQ

Marking Scheme/Rubrics (10 Marks)

Give 1 mark for each correct answer such as:

ما هو السبب الرئيسي الذي دفع تَنُكُو وزملاءه لرفض إزالة الشجرة؟

- (e) الشجرة كانت مصدراً للطعام.
- (f) لديهم ذكريات شخصية مرتبطة بالشجرة.
- (g) الشجرة كانت توفر الظل للحي.
- (h) الشجرة كانت جزءاً من تقليد ثقافي محلي.

الإجابة الصحيحة:

- (c) لديهم ذكريات شخصية مرتبطة بالشجرة. ✓

SECTION 4: GRAMMA

Strand: Reading

Sub-Strand: Grammar

Learning Outcomes

1. Identify the types of sentences in reading texts of varied sentence structures showing the grammatical functions of each component.
2. Identify the declension of nouns: the three cases, with the rules governing the changing components of number and gender.

Content Standard: Demonstrate knowledge and understanding of the types of sentences and the reasons for the declensional endings of nouns and the tenses of verbs in syntactic structure of Arabic sentences.

Strand: Speaking

Sub-Strand: Grammar

Learning Outcome: Analyse the grammatical functions of the various components of the syntactic structure of Arabic Nominal or Verbal Sentence.

Content Standard: Demonstrate knowledge and understanding of types of sentences and the grammatical functions of their extended components.

Hint



The End of Semester will be conducted in Week 12. Refer to **Appendix H** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11.

INTRODUCTION AND SECTION SUMMARY

Understanding a text is closely linked to understanding its grammar. Competent readers of Arabic are able to analyse complex grammatical structures in order to understand complex texts. Knowing about sentence structure helps you see the relationships between ideas in sentences and paragraphs and can help you determine main ideas and details. The key prerequisite for good reading comprehension is, therefore, knowledge of grammar. This section reinforces situating grammar instruction in the context of passage reading and comprehension. Beyond learning about the features and characteristics of the three Arabic Parts of speech:

noun, verb, and particle, the section focuses on the other essential components of Arabic grammar, like adverbs, phrases and clauses, that add meaning and provide further context about actions and events. This equips Arabic learners with the necessary knowledge to leverage those components effectively, resulting in a richer and more sophisticated language understanding.

The weeks covered by the section are:

Week 11: Types of Arabic sentences: Nominal Sentence

Week 12: Types of Arabic sentences: Verbal Sentence

Week 13: Arabic Case System

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical strategy to use here is still to incorporate grammar instruction into the reading passage as against traditional grammar instruction which involves memorisation of grammatical rules and raw exercise drills. Teaching grammar should aim at supporting learners' comprehension of the target text. The selection of the text should be one targeted at addressing particular grammar knowledge of learners. To achieve the goal of filling learners' knowledge gap, it is always prudent to activate learners' prior knowledge. Therefore, before going in depth with learning outcome and ultimately the content standards, facilitator reviews Arabic Parts of Speech, to refresh the learners' knowledge regarding basic sentence structure. The facilitator may attend to grammar explicitly during reading to alert learners' consciousness of the target grammar, its usage and function. This method provides students with many different ways to absorb the material. The sentences containing the grammar concepts are extracted for learners to form sentences of their own using the same pattern as the sample sentence. This helps the learners to be familiar with the varied patterns of the authentic texts, and thus becomes a great tool for learners to appreciate grammar in context.

ASSESSMENT SUMMARY

To ensure learners' understanding, and to reinforce grammar concepts used during the teaching, teacher monitors learner's progress as formative assessment strategies, while addressing learners needs in real time. The teacher tests the learners' appreciation and ability to identify the sentences and clauses and manipulate different grammatical forms to evaluate learner's learning outcomes. These daily and weekly observations, through question - answer sessions, classroom discussions, self- and peer-assessment constitute part of learners' overall learning achievements at the end of the term or year. Evaluations and grading in summative assessment in listening, oral and reading skills at the end-of-term/semester examinations demonstrate the learner's Depth of Knowledge of the various performance level and position in class. It is essential for teachers to conduct these assessments promptly to track learners' progress effectively. You are encouraged to administer these recommended assessments for each week, carefully record the results, and submit them to the **Student Transcript Portal (STP)** for documentation. The assessments are;

Week 11: Research

Week 12: End of Semester examination

Week 13: Performance

*Refer to the “**Hints**” for additional information on how to effectively administer the assessment modes for the STP.*

WEEK 11

Learning Indicators

1. Extract from the passage 10 nominal sentences and identify their two major components with their grammatical functions and the attached declensions.
2. Analyse the grammatical functions of the various components of the Arabic Nominal Sentence. (اعراب)

FOCAL AREA: TYPES OF ARABIC SENTENCES: NOMINAL SENTENCE

In traditional Arabic grammar, there are two basic types of sentences, based on what the sentence's first word is:

1. The nominal sentence, where the sentence's first word is a noun. (الجملة الاسمية)
2. The verbal sentence, where the sentence's first word is a verb. (الجملة الفعلية)

The nominal sentence consists of the Subject (المبتدأ) and the Predicate (الخبر). The subject is what the sentence is talking about. It could be a noun, a pronoun, or a noun phrase. The predicate (الخبر) tells us something about the subject. It may be an adjective, verb, or noun.



Examples of Nominal Sentence with the components are

Noun + Noun	
Joseph is a Ghanaian	جُوسِيفُ غَانِيٌّ
Ama is a doctor	أَمَّا طَبِيبَةٌ
Demonstrative Pronoun + Noun	
This is a kitchen	هَذَا مَطْبُخٌ
This is a picture	هَذِهِ صُورَةٌ
Personal Pronoun + Adjective	
She is sick	هِيَ مَرِيضَةٌ
I am happy	أَنَا مَسْرُورٌ
Demonstrative Pronoun + Adjective	
This is beautiful	هَذِهِ جَمِيلَةٌ
These (girls, women) are clean.	هَؤُلَاءِ نَظِيفَاتٌ
Noun + Adjectival Phrase	
Mary is very hardworking	مَارِي مُجْتَهِدَةٌ جِدًّا
The field is exceedingly big (wide).	السَّيْدَانُ وَاسِعٌ لِلْغَايَةِ
Noun + prepositional phrase	
Karim am from Kumasi	كَرِيمٌ مِنْ كُومَاسِي
The books are on the shelf	الْكِتَابُ عَلَى الرَّفِّ
Noun + Adverbial phrase	
The teacher is in front the students	الْأُسْتَاذُ أَمَامَ الطُّلَابِ
Juan is behind Ibrahim	جُوَانُ خَلْفَ إِبْرَاهِيمَ

Learning Task

The facilitator calls out group A who picks group B to show whether a sentence is nominal or verbal. Here the Nominal Sentence becomes the target of the exercise. Group B gives the correct answer then picks group C to break the sentence into its constituent components. Groups with correct answers score marks the grand total of which determines the position of each group in the performance sheet or on the score board.

Skills and Competencies to Reinforce are:

Communication: Identifying the components of the basic Arabic nominal sentence is essential to help learners understand the meanings of both spoken and written Arabic without ambiguity. Knowledge of those rules provides a structured way to understand ideas clearly, and helps to convey intended meanings accurately, reducing the likelihood of misunderstandings. Effective

communication is facilitated when learners understand how messages are coherently organised and thoughts logically.

Critical thinking and Problem solving: Grammar, the organisational principles of language, is the result of critical thinking. So, identifying parts of speech, parts of the sentence, and types of sentences and clauses, as well as manipulating different grammatical forms, are core aspects of critical thinking. The learners analyse their environment into its parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs), and so on. With this, learners are developing their critical thinking skills.

Pedagogical Exemplar

Learners play an elimination game where a group is eliminated if it fails to identify a nominal sentence and the grammatical functions of its components from a text or the statements of other groups. A reading passage is selected, purposely composed to consist of the two types of Arabic sentences. The learners are grouped to compete with each other. The facilitator chooses a group at random to pick a competitor to answer a question from the passage. A group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis, showing the subject and the predicate of the sentence. The facilitator now extracts from the passage the grammatical rules and how they add to their meaning.

Key Assessments

في يوم من الأيام اسْتَقْفَظَ الْأَسَدُ عَلَى صَوْتِ أَقْدَامٍ عَلَى الْجِسْرِ الخشبي. قال الأسد: مَنْ هَذَا الذي يمشي على جسري، وَجَاءَ لِيَأْكُلَ عُشْبِي؟ سَوْفَ أَكُلُ لَحْمَهُ، وَأَرْمِي عَظْمَهُ، وَأَنَامَ على جلده. كَانَتِ الثَّيْرَانِ الثَّلَاثَةُ إِخْوَةً، الثَّوْرُ الْكَبِيرُ لَوْنُهُ أَسْوَدُ، وَالثَّوْرُ الْأَوْسَطُ لَوْنُهُ أَحْمَرُ، وَالثَّوْرُ الصَّغِيرُ لَوْنُهُ أَبْيَضُ. قال الثَّوْرُ الْأَبْيَضُ: أَنَا الثَّوْرُ الْأَبْيَضُ، جِسْمِي نَحِيلٌ، وَلَحْمِي قَلِيلٌ، وَلَنْ تَشْبَعَ إِذَا أَكَلْتَنِي، اسْمَحْ لِي أَنْ أَكُلَ مِنْ عُشْبِكَ، وَعِنْدَمَا يَحْضُرُ الثَّوْرُ الْأَحْمَرُ تَأْكُلُهُ، فَهُوَ كَثِيرُ اللَّحْمِ.....

Assessment Level 1: Recall and Reproduction

Extract five Nominal Sentences from the above excerpt.

Assessment Level 2: Skills of conceptual understanding

Break the five Nominal Sentences into their subjects and predicates.

Assessment Level 3: Strategic Thinking

Identify five other sentences and tell why you think they may not be Nominal Sentences.

Assessment Level 4: Extended critical thinking and reasoning

- Form five Nominal Sentences of your own, three of which should be in a reversed structure, i.e. (Predicate + Subject).
- Identify at least three examples of each identifiable feature of nouns (الاسم) in selected Arabic texts such as stories, newspapers, or books.

Hint



The recommended mode of assessment for Week 11 is **Research**. Refer to the Assessment levels 4, item B under the key assessment for an example of the task. See **Appendix I** for a sample rubric to score the Research.

WEEK 12

Learning Indicators

1. Analyse the grammatical functions of the various components of the syntactic structure of Arabic Verbal Sentence.
2. Extract from the passage 10 verbal sentences and identify their two/three major components with their grammatical functions and the attached declensions.

FOCAL AREA: TYPES OF ARABIC SENTENCES: VERBAL SENTENCE

In traditional Arabic grammar, there are two basic types of sentence, based on what the sentence's first word is:

1. The nominal sentence, where the sentence's first word is a noun. (الجملة الاسمية)
2. The verbal sentence, where the sentence's first word is a verb. (الجملة الفعلية)

The Verbal Sentence consists of the Verb (الفعل), the Subject (الفاعل) and the Object (المفعول به). The subject in a sentence refers to the person or thing carrying out an action. The verb in a sentence is the action itself, while the object refers to the person or thing that receives the action of the verb.



The following rules of agreement apply to the verbal sentence:

The verb precedes the subject and always agrees with it in gender.	
Kerim eats three meals a day	يَتَنَاوَلُ كَرِيمٌ الْفَطُورَ
Salma eats three meals a day	تَتَنَاوَلُ سَلْمَةُ الْفَطُورَ
The verb precedes the subject and does not agree with it in number.	
The student studies Arabic language	يُدْرُسُ الطَّالِبُ اللُّغَةَ الْعَرَبِيَّةَ
The students study Arabic language	يُدْرُسُ الطُّلَّابُ اللُّغَةَ الْعَرَبِيَّةَ
The verb remains يَدْرُسُ even when the subject is either singular or plural. However, if the verb follows the subject, like in Nominal sentence, there is agreement in gender as well as in number.	
The student studies Arabic language	الطَّالِبُ يَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ
The students are studying Arabic language	الطُّلَّابُ يَدْرُسُونَ اللُّغَةَ الْعَرَبِيَّةَ
The student (f) is studying Arabic language.	الطَّالِبَةُ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ
The students (f) are studying Arabic language.	الطَّالِبَاتُ يَدْرُسْنَ اللُّغَةَ الْعَرَبِيَّةَ

Learning Tasks

The facilitator calls out group A who picks group B to show whether a sentence is nominal or verbal. Here the Verbal Sentence becomes the target of the exercise. Group B gives the correct answer then picks group C to break the sentence into its constituent components. Groups with correct answers score marks the grand total of which determines the position of each group in the performance sheet or on the score board.

Skills and Competencies to Reinforce are

Communication: Identifying the components of the Arabic Verbal Sentence, and the rules governing their arrangement in a sentence is essential to help learners understand the meanings of both spoken and written Arabic without ambiguity. Knowledge of those rules provides a structured way to understand ideas clearly, and helps to convey intended meanings accurately, reducing the likelihood of misunderstandings. Effective communication is facilitated when learners understand how messages are coherently organised and thoughts logically.

Critical thinking and Problem solving: Identifying types of sentences and their components as well as manipulating different grammatical forms are core aspects of critical thinking. The learners analyse their environment into its component parts and identify objects (nouns), actions (verbs), qualities and quantities (adjectives and adverbs), and so on. With this, learners are developing their critical thinking skills.

Pedagogical Exemplar

Learners play an elimination game where a group is eliminated if it fails to identify a verbal sentence and the grammatical functions of its components from a text or the statements of other groups. A reading passage is selected, purposely composed, to consist of the two types of Arabic sentences. The learners are grouped to compete with each other. The facilitator

chooses a group at random to pick a competitor to answer a question from the passage. A group that succeeds in giving the right answer invites whichever group it wishes to do grammatical analysis of, showing the verb, the subject, and the object (where the verb is transitive) of the sentence. The facilitator now extracts from the passage the grammatical rules and how they add to their meaning.

Key Assessments

كَانَ يَوْمَ الْأَحَدِ عُطْلَةً فِي الْجَامِعَةِ. فِي صَبَاحِ هَذَا الْيَوْمِ اسْتَيْقَظَ أَحْمَدُ مِنْ نَوْمِهِ مُبَكَّرًا، وَتَنَاولَ إِفْطَارَهُ، وَجَلَسَ يَشْرَبُ فُجْجَانًا مِنْ مَاءٍ سَاجِنٍ فِي غُرْفَتِهِ. جَاءَ أَصْدِقَاءُ أَحْمَدَ وَسَأَلُوهُ عَمَّا خَطَطَهُ لِلْيَوْمِ، فَقَالَ أَحْمَدُ أَنَّهُ لَمْ يَخْطُطْ لِلْيَوْمِ شَيْئًا. وَسَأَلُوهُ إِذَا كَانَ يُرِيدُ أَنْ يَخْرُجَ مَعَهُمْ لِيَسَاهِدُوا بَعْضَ الْأَمَاكِينِ وَالْأَسْوَاقِ وَالْمَحَلَّاتِ. قَالَ أَحْمَدُ: نَعَمْ وَكُلَّ سُرُورٍ، أَنْتَظِرُونِي خَمْسَ دَقَائِقَ حَتَّى أَخْضِرَ نَقُودِي مِنَ الْحُجْرَةِ. أَخْضَرَ أَحْمَدُ نَقُودَهُ، وَخَرَجَ مَعَ أَصْدِقَائِهِ إِلَى السُّوقِ، وَكَانَتِ الْمَتَاجِرُ مُمْتَلِئَةً بِالسَّلْعِ، وَكَانَتِ الدَّكَائِكُ تَبِيعُ سِلْعًا مُخْتَلِفَةً مِنَ الْمَلَابِيسِ الْجَاهِرَةِ وَالْأَقْمِشَةِ، وَالْأَدَوَاتِ الْكَهْرَبَائِيَّةِ وَأَجْهَزَةِ التَّلْفِزَةِ، وَالْإِذَاعَةِ، وَالْمُسَجَّلَاتِ، وَالْكَتُبِ، وَالْأَدَوَاتِ السَّكَنِيَّةِ، وَالْهَدَايَا، وَاللَّعِبِ، وَغَيْرِ ذَلِكَ مِنَ السَّلْعِ. وَإِنَّ الشُّوَارِعَ مَزْدَحَمَةً وَكَانَتِ الْبِقَالَاتُ مَفْنُوحَةً، وَلَكِنَّ الْجَزَارَةَ مَقْفُولَةً، وَالْمَصْوَغَاتُ الذَّهَبِيَّةُ وَالْفُضَيْيَّةُ عِنْدَ مَوْقِفِ السِّيَّارَاتِ.

قَالَ أَحْمَدُ لِأَصْدِقَائِهِ: إِنَّ الطَّعَامَ فِي مَطَاعِمِ الْجَامِعَةِ غَالِي الثَّمَنِ، وَلَا أَسْتَطِيعُ أَنْ أَكُلَ فِيهَا دَائِمًا، وَأُرِيدُ أَنْ أَشْتَرِيَ بَعْضَ الْأَطْعِمَةِ الَّتِي لَا تَفْسُدُ بِسُرْعَةٍ لِأَخْذِهَا إِلَى غُرْفَتِي. فَوَقَّفَ أَصْدِقَاؤُهُ بِأَحْمَدَ عِنْدَ دُكَّانٍ بَقَالَ، فَاشْتَرَى نِصْفَ كَيْلُو مِنَ الْجُبْنِ، وَاشْتَرَى زَيْنُونًا وَخُبْرًا، ثُمَّ وَقَفُوا عِنْدَ دُكَّانِ الْفَاكِهَةِ فَاشْتَرَى كَيْلُو مِنَ الْفَاكِهَةِ. وَبَعْدَهَا عَادَ أَحْمَدُ وَأَصْدِقَاؤُهُ إِلَى سَكَنِ الطُّلَّابِ فِي الْجَامِعَةِ.

Assessment Level 1: Recall and Reproduction

Extract ten Verbal Sentences from the above excerpt.

Assessment Level 2: Skills of conceptual understanding

Break five verbal Sentences into verb, subjects and object (where the verb is transitive).

- Identify the correct sound pattern in the following Arabic word: “سَلَامٌ عَلَيْكُمْ”
 - Idghaam
 - Izhaar
 - Ikhfaa
 - Iqlaab
- Which phonological phenomenon occurs when the “noon Sakinah النون الساكنة” is followed by a letter from the “lam اللام” or “raa الراء”?
 - Idghaam without Ghunna
 - Izhaar
 - Idghaam with Ghunna
 - Iqlaab

Assessment Level 3: Strategic Thinking

Identify five verbs and show their tense, person, number, and gender.

Assessment Level 4: Extended critical thinking and reasoning

Form six Verbal Sentences of your own, three in the present tense of what you do every day, and three about what you did in the past.

Hint

*The Recommended Mode of Assessment for Week 12 is **End of Semester Examination**. Refer to **Appendix H** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 1 to 11. Items 1 and 2 under DoK levels 2 are examples of the End of Examination questions.*

WEEK 13

Learning Indicators

1. Extract from the passage the nominative case in nouns with their changing morphological structures and the rules governing their usage.
2. Extract from the passage the accusative case in nouns with their changing morphological structures and the rules governing their usage.
3. Extract from the passage the genitive case in nouns with their changing morphological structures and the rules governing their usage.
4. Extract from the passage members of the Nawasikh, and identify their major components.
5. Extract from the passage the Nawasikh, and identify their grammatical functions and the attached declensions.

FOCAL AREA: ARABIC CASE SYSTEM

Case endings are diacritics markings (حَرَكَات Harakaat) that are placed at the end of Arabic nouns (and in fact adjectives) to indicate their grammatical function. Case endings correspond to one of three different cases — nominative (مَرْفُوع with the diacritic ضَمَّة at the end of the word) if a word is the subject of a sentence, genitive (مَجْرُور with the diacritic كَسْرَة), and accusative (مَنْصُوب with the diacritic فَتْحَة) if a word is the object of a verb.

Learning Tasks

Nominative Case – المَرْفُوع

Words that fall into the following categories are nominative are:

The subject of a verbal sentence	الْفَاعِلُ فِي جُمْلَةٍ فِعْلِيَّةٍ
The boy went to school	ذَهَبَ الْوَلَدُ إِلَى الْمَدْرَسَةِ
The subject and predicate of a nominal sentence	الْمُبْتَدَأُ وَالْخَبَرُ فِي جُمْلَةٍ اِسْمِيَّةٍ
The boy is tall	الْوَلَدُ طَوِيلٌ
The girl's house is large.	بَيْتُ الْبِنْتِ كَبِيرٌ
The subject of a nominal sentence after	كَانَ اِسْمٌ كَانَ وَأَخَوَاتُهَا
<u>Sunday</u> was a holiday	كَانَ يَوْمُ الْأَحَدِ عَطْلَةً
The student is not in class	لَيْسَ الرَّجُلُ فَقِيرًا

Accusative case – المَنْصُوبُ

Words that fall into the following categories are accusative:

The object of a transitive verb		المَفْعُولُ بِهِ
The teacher wrote <u>a lesson</u>		كَتَبَ الْمُعَلِّمُ <u>دَرْسًا</u>
The student read the book		قَرَأَ الطَّالِبُ <u>الْكِتَابَ</u>
Adverb of time, place, and manner, indicating the circumstances under which an action takes place		المَفْعُولُ فِيهِ (ظَرْفًا الزَّمَانِ وَالْمَكَانِ)
Students studied the subject <u>for a month</u>		دَرَسَ الطُّلَّابُ <u>الْمَوْضُوعَ شَهْرًا</u>
We drove to the city <u>at night</u>		سَافَرْنَا إِلَى الْمَدِينَةِ <u>لَيْلًا</u>
The grandmother returned from the village <u>today</u>		رَجَعَتِ الْجَدَّةُ مِنَ الْقَرْيَةِ <u>الْيَوْمَ</u>
The internal object or the absolute object		المَفْعُولُ الْمُطْلَقُ
It's a way of intensifying an action by following the verb with its corresponding verbal noun (مَصْدَرٌ).		
The baby drank the milk <u>greedily</u>		شَرِبَ الطِّفْلُ اللَّبَنَ <u>شُرْبًا</u>
The man gave the thief <u>a good beating</u>		ضَرَبَ الرَّجُلُ اللَّصَّ <u>ضَرْبًا</u>
The circumstantial accusative (or adverb of manner)		الحَالُ
This is a way to describe a condition/action going on at the same time as the main action or describes how something happens.		
The student entered the class <u>late</u>		دَخَلَ الطَّالِبُ الْفَصْلَ <u>مُتَأَخِّرًا</u>
The girl came to me crying and went back laughing.		جَاءَتْنِي الْبِنْتُ <u>بَاكِئَةً وَرَجَعَتْ ضَاحِكَةً</u>
I like the meat grilled, the fish fried, and the egg boiled		أُحِبُّ اللَّحْمَ <u>مَشْوًى</u> وَالسَّمَكَ <u>مَقْلًى</u> وَالْبَيْضَ <u>مَسْلُوقًا</u>

امتأوخواؤناك ربخ

ارطام وجلناك It was raining

هذيذل ةمكافلإن The fruit is delicious

Pedagogical Exemplars

Learners are asked to appear in front of the class one after the other to form a nominal or verbal sentence, using a structure from a passage. The learner then asks the class to point out the subject/predicate or subject/object as the case may be. The exercise is repeated for adjectives, adverbs and other components and their appropriate declensions. These elements can be removed from the sentence to see which sentence can stand without the component, and the changes it brings to the sentence.

The teacher provides an exercise to the learners, asking them to add the Nawasikh to the given nominal sentences in groups and explain the changes that happened to the sentences after the addition.

Key Assessments

كَانَ سَامِرٌ يَمْشِي فِي الطَّرِيقِ مُتَجَهًّا نَحْوَ مَنْزِلِ صَدِيقِهِ عَنَانَ كَيْ يَلْعَبَ مَعًا بِكَرَةِ الْقَدَمِ فِي سَاحَةِ الْمَنْزِلِ، وَعِنْدَمَا وَصَلَ إِلَى الْمَنْزِلِ بَدَأَ الصَّدِيقَانِ بِاللَّعِبِ حَتَّى سَمِعَ بَعْضُ أَوْلَادِ السَّجِيرَانِ الصَّوْتِ، فَتَنَاهَفْتُمَا إِلَى مَنْزِلِ عَنَانَ كَيْ يَلْعَبُوا مَعَهُ وَمَعَ صَدِيقِهِ، اجْتَمَعَ الْأَوْلَادُ جَمِيعًا وَبَدَأُوا يَتَنَاوَبُونَ فِي رَمِي الْكُرَةِ، فَمَرَّةً يُمَسِكُهَا سَامِرٌ وَأُخْرَى يَرْكُلُهَا عَنَانَ بِقَدَمِهِ وَثَلَاثَةً يَلْقِيهَا مُحَمَّدٌ صُوبَ بَقِيَةِ الْأَصْدِقَاءِ. بَيْنَمَا كَانَ الْأَوْلَادُ يَلْعَبُونَ عُلَّتِ الْأَصْوَاتُ وَازْدَادَ الصَّخَبُ، وَكَانَتْ ضَجَاجَاتُ الْأَوْلَادِ تَعْلُو أَكْثَرَ فَأَكْثَرَ، حَتَّى انْتَبَهَ سَامِرٌ أَنَّ هُنَالِكَ رَجُلًا كَبِيرًا فِي السِّنِّ يَقِفُ خَلْفَ نَافِذَتِهِ وَيُرَاقِبُ الْأَوْلَادَ، وَاسْتَمَرَ الْأَوْلَادُ بِاللَّعِبِ وَاسْتَمَرَ صَرَخُهُمْ وَمَا زَالَ الرَّجُلُ خَلْفَ النَّافِذَةِ وَنَظَرَاتُهُ تُوجِي بِالْقَلْقِ. نَهَرَ سَامِرٌ أَصْحَابَهُ لِيَتَوَقَّفُوا عَنِ اللَّعِبِ، ثُمَّ تَقَدَّمَ سَامِرٌ قَلِيلًا نَحْوَ تِلْكَ النَّافِذَةِ وَنَادَى: يَا عَمُّ أَهْنَالِكَ مَا يَزْعِجُكَ؟ قَالَ الرَّجُلُ بِصَوْتِ خَجُولٍ: نَعَمْ يَا بُنَيَّ، فَأَنَا أَحَاوِلُ أَنْ أَنَامَ فِي وَقْتِ الظَّهِيرَةِ، وَلَكِنْ صَوْتُكُمْ أَرْعَجِبُنِي، وَإِنِّي لَأَسِيفٌ، هَلَا خَفَضْتُمْ أَصْوَاتَكُمْ قَلِيلًا لَعَلَّنِي أَنَامَ وَلَوْ سَاعَةً مِنَ النَّهَارِ. خَجَلَ الْأَوْلَادُ مِنْ أَنْفُسِهِمْ وَاعْتَذَرُوا لِلْعَمِّ. وَلَكِنْ سَامِرًا سَأَلَ الرَّجُلَ إِنْ كَانَ يَحْتَاجُ لَأَيِّ خِدْمَةٍ، فَأَخْبَرَهُ الرَّجُلُ بِخَجَلٍ أَنَّهُ يَحْتَاجُ لِبَعْضِ الْأَعْرَاضِ. اسْتَأْذَنَ سَامِرٌ مِنَ الْأَوْلَادِ وَذَهَبَ إِلَى الْبِقَالَةِ وَاشْتَرَى لِلرَّجُلِ كُلَّ مَا يُرِيدُهُ، فَشَكَرَهُ الرَّجُلُ عَلَى حُسْنِ تَرْبِيَّتِهِ.

Assessment Level 1: Recall and Reproduction

Find three nouns and three verbs from the above passage.

Assessment Level 2: Skills of conceptual understanding

Fill the table with the appropriate words or phrases of the five Nominal sentences from the above passage with full diacritics.

The Predicate (الخير)	The Subject (المبتدأ)	The Sentence (الجملة)

Assessment Level 3: Strategic Thinking

- a) Fill the table with the appropriate words or phrases of five Verbal sentences from the above passage with full diacritics. If the sentence does not require an object, say why.

The Object (المفعول به)	The Subject (الفاعل)	The Verb (الفعل)	The Sentence (الجملة)

- b) **Scenario:** You are meeting a friend at a café and discussing your recent visit to a market. Participate in a conversation describing a visit to a market, using correct Arabic noun cases (nominative, accusative, and genitive).

Note**Requirements**

- i Use at least 5 different nouns in their correct cases (nominative, accusative, and genitive).
- ii Engage in a 3–4-minute conversation.
- iii Use appropriate vocabulary and grammar.

SECTION 4 REVIEW

This section focused on grammar, with special attention to Arabic sentence structures and parts of speech. Learners studied the grammatical features of nouns, verbs, and particles and practiced identifying and using them correctly in sentences. They also explored noun cases (nominative, accusative, and genitive), verb conjugation patterns, and sentence types (nominal and verbal). Through drills, sentence completion tasks, and simple parsing activities, learners strengthened their grammatical awareness and sentence construction skills. This helped improve both their written and spoken Arabic accuracy.



APPENDIX H: Sample Table of Specification for End of 1st Semester Examination

Nature

Note:

- a. *Covers content of weeks 1 – 11.*
- b. *Take into consideration DOK levels.*
- c. **Resources:**
 - i. *Answer booklets*
 - ii. *Learning materials*
 - iii. *Teacher manual*
 - iv. *Assessment toolkit*

The test should include:

- a. *Paper 1-multiple choice (40 questions)*
- b. *Paper 2: 3 essay questions, 1 should be selected,*
- c. *Paper 3- Oral (where applicable)*

Time: 3 hours (for papers 1 & 2).

Total score: 100 marks to be scaled down to 40 marks for submission.

Refer to Table of specifications.

Guidelines for writing test items

- a. **multiple choice questions**
 - i. *The central issue of the items should be in the question statement (stem).*
 - ii. *All options must follow syntax and punctuation rules.*
 - iii. *Repetition of words in the options should be avoided.*
 - iv. *Vary the placement of the correct option.*

2. Essay

- a. *Ensure questions are of a similar level of difficulty.*
- b. *Provide time allocation for the completion of the essay and assign marks to each of the questions.*
- c. *Let the learners know the required pages or length of the essay*

Table of Specification

Week	Focal Area(s)	Type of Questions	DOK Level				Total
			1	2	3	4	
1	Reading and Listening to Proverbs and Wise sayings.	Multiple choice	1	1	1	0	3
		Essay	0	0	1	0	1
2	Reading & Listening of the Quranic Text.	Multiple choice	1	1	1	0	3
		Essay	0	0	0	0	0
3	Raw Readings of Arabic Classical Prose.	Multiple choice	1	1	0	0	2
		Essay	0	0	0	0	0
4	Readings in Classical Arabic Poetry	Multiple choice	1	0	1	0	2
		Essay	0	0	0	0	0
5	Listening & Speaking Skills through Dialogue.	Multiple choice	1	1	1	0	3
		Essay	0	0	1	0	1
6	Speaking Skills through Descriptive Activities	Multiple choice	1	1	0	0	2
		Essay	0	0	0	0	0
7	Speaking Skills through Debate	Multiple choice	1	1	1	0	3
		Essay	0	0	0	1	1
8	Speaking Skills through Learners' meeting	Multiple choice	1	1	0	0	2
		Essay	0	0	0	0	0
9	Reading Comprehension of Nonfictional Text	Multiple choice	1	2	1	0	4
		Essay	0	0	0	0	0
10	Reading Comprehension of Fictional Text	Multiple choice	1	4	0	0	5
		Essay	0	0	0	0	0
11	Types of Arabic sentences: Nominal Sentence	Multiple choice	3	5	2	1	11
		Essay	0	0	0	0	0
	Total		13	18	10	2	43

Overall Totals

Multiple choice questions	40
Essay	3
Practical/Orals	0

Rubrics for scoring the end of semester examination**Marking Scheme/Rubrics**

- *Paper 1 (Multiple Choice): 40 marks (1 mark per question)*
- *Rubrics for Paper 2 (Essay Assessment) Total Marks: 30*

Criteria	Performance Levels	Description	Marks
Content Relevance	Excellent	The essay addresses all aspects of the prompt, demonstrates a clear understanding of the topic, and provides highly relevant arguments and examples.	10
	Good	The essay addresses most aspects of the prompt with relevant arguments and examples but may lack depth or omit minor details.	8
	Satisfactory	The essay addresses some aspects of the prompt but with limited relevance or examples, leading to gaps in addressing the topic comprehensively.	6
	Needs Improvement	The essay is vague or unrelated to the topic, with few relevant arguments or examples.	4
Depth of Analysis	Excellent	The essay demonstrates in-depth critical thinking, evaluates multiple perspectives, and integrates well-reasoned insights with evidence.	10
	Good	The essay shows a solid level of critical thinking with some well-reasoned arguments and evidence, though less comprehensive than excellent work.	8
	Satisfactory	The essay contains limited analysis and primarily descriptive arguments, with minimal integration of evidence or insights.	6
	Needs Improvement	The essay lacks critical thinking, offering shallow analysis and minimal evidence to support arguments.	4
Clarity and Structure	Excellent	The essay is well-organized, with a clear introduction, body, and conclusion. Ideas are logically sequenced, and language is precise and grammatically correct.	10
	Good	The essay is mostly organized, with minor issues in structure or flow. Language is generally clear but may contain some grammatical errors.	8
	Satisfactory	The essay has basic organization but lacks coherence in some areas. Language clarity is inconsistent, with frequent grammatical errors.	6
	Needs Improvement	The essay lacks clear organization and coherence, making it difficult to follow. Language is unclear, with significant grammatical errors.	4

• **Rubrics for Paper 3 (Oral Assessment) Total Marks: 30**

Criteria	Performance Levels	Description	Marks
Self-Introduction	Excellent	The introduction is clear, confident, and engaging. The speaker provides relevant details (e.g., name, background, interests) with correct pronunciation and fluency.	10
	Good	The introduction is clear but lacks full engagement or depth. Pronunciation and fluency are mostly correct, with minor errors that do not affect understanding.	8
	Satisfactory	The introduction includes basic details but lacks fluency or confidence. Pronunciation errors may occasionally hinder understanding.	6
	Needs Improvement	The introduction is unclear or incomplete, with significant pronunciation errors or lack of engagement.	4
Reading	Excellent	The reading is fluent and expressive, with accurate pronunciation and appropriate pacing. The speaker demonstrates understanding of the content.	10
	Good	The reading is clear, with minor pronunciation or pacing issues. The speaker shows general understanding of the content.	8
	Satisfactory	The reading is hesitant or lacks fluency, with frequent pronunciation errors. The speaker's understanding of the content is limited.	6
	Needs Improvement	The reading is unclear and disfluent, with significant pronunciation errors. The speaker demonstrates minimal understanding of the content.	4
Task-Based Scenario	Excellent	The response is well-thought-out, contextually appropriate, and effectively delivered. The speaker uses accurate vocabulary and engages confidently.	10
	Good	The response is relevant and clear but may lack some contextual details or fluency. Vocabulary use is mostly accurate, with minor errors.	8
	Satisfactory	The response is basic, with limited relevance or clarity. Vocabulary use is inconsistent, and errors may hinder communication.	6
	Needs Improvement	The response is unclear or irrelevant, with significant vocabulary errors and lack of engagement.	4



APPENDIX I: Rubrics for scoring the Research

Marking Scheme/Rubrics (10 marks)

Criteria	Performance Levels	Description	Marks
1. Use of Appropriate Vocabulary	Excellent (2 Marks)	The learner uses precise vocabulary and constructs grammatically correct sentences in Arabic. Examples include: “يُعلم المعلمُ الطلابَ القواعدَ النحويةَ.” ”يُدرس الطلابُ اللغةَ العربيةَ جيّدًا.”	2
	Good (1.5 Marks)	The learner uses mostly appropriate vocabulary and constructs sentences with only minor grammatical mistakes that do not hinder meaning.	1.5
	Satisfactory (1 Mark)	The learner uses basic vocabulary and sentence structure but includes frequent errors that partially affect meaning.	1
	Needs Improvement (0.5 Marks)	The learner’s vocabulary use is inconsistent, and sentences contain significant grammatical errors that make meaning unclear.	0.5
2. Identification of Nouns (الاسم)	Excellent (2 Marks)	Accurately identifies at least three examples of nouns from the selected text and categorizes them correctly based on their grammatical role (e.g., subject, object, etc.). Example: الطالبُ (Subject) الكتابُ (Object).	2
	Good (1.5 marks)	Identifies at least two examples of nouns correctly and explains their grammatical roles with minor inaccuracies.	1.5
	Satisfactory (1 mark)	Identifies one example of a noun but does not explain its grammatical role clearly or accurately.	1
	Needs Improvement (0.5 Marks)	Identifies nouns inaccurately or does not attempt to categorise them into grammatical roles.	0.5
3. Explanation of Functions of Nouns	Excellent (3 Marks)	Clearly and correctly explains the function of three nouns (e.g., subject, object, predicate) using appropriate grammatical terminology and examples. Example: الطالبُ: Subject (فاعل) الكتابُ: Object (مفعول به)	3
	Good (2 Marks)	Explains the function of two nouns correctly with minor inaccuracies in terminology or examples.	2
	Satisfactory (1.5 Marks)	Explains the function of one noun accurately but with limited grammatical clarity or examples.	1.5

	Needs Improvement (1 Mark)	Attempts to explain the function of nouns but demonstrates major misunderstandings or lack of clarity	1
4. Analysis and Justification	Excellent (3 Marks)	Provides insightful analysis and justification for the grammatical roles of nouns, connecting them to context in the selected text. Example: “يدرس الطلاب اللغة العربية”: Explains the learners’ role as doers and the subject-object relationship.	3
	Good (2 Marks)	Provides analysis and justification with some logical connections but lacks depth in relating grammatical roles to the text’s context.	2
	Satisfactory (1.5 Marks)	Provides limited analysis or justification with minimal connections to the grammatical roles or context.	1.5
	Needs Improvement (1 Mark)	Analysis is unclear, irrelevant, or lacks justification altogether.	1

SECTION 5: WRITING

Strand: Writing

Sub-Strand: Composition

Learning Outcomes

1. Give the denotative meanings of words and phrases in a text from Arabic to English or vice versa.
2. Give the connotative meanings of words and phrases in a text from Arabic to English or vice versa.

Content Standard: Demonstrate knowledge and application of basic translation/interpretation rules and methods involving simple Arabic and English texts from different fields and varying degrees of difficulty.

Hint



*Individual Project Work should be assigned to learners by the end of Week 14. Ensure that the project covers several learning indicators and spans over several weeks. Also, develop a detailed rubric and share with learners. Refer to **Appendix J** for the rubric and structure of the individual project work.*

INTRODUCTION AND SECTION SUMMARY

This section explores the fundamental aspects of translation and interpretation, focusing on the understanding and transmission of meaning between Arabic and English. By mastering these concepts, learners can develop proficiency in cross-cultural communication and linguistic analysis. There are two things involved here: Denotative and Connotative Meanings. Denotative meaning refers to the literal, dictionary definition of a word or phrase. It's the objective meaning shared by most people. For example, the denotative meaning of "apple" is a round, sweet fruit. Connotative meaning, however, is the emotional or associative significance that a word or phrase carries beyond its literal definition. These associations can vary based on cultural, personal and contextual factors. For instance, "apple" may evoke ideas of health, knowledge, or nostalgia.

Translation involves transferring written or spoken language from one language to another. It requires understanding the source language and accurately expressing the meaning in the target language. Interpretation, on the other hand, is the process of conveying spoken language from one language to another. It involves listening to the source language, comprehending the meaning, and expressing it orally in the target language.

The weeks covered by the section are:

Week 14:

1. Translation from Arabic into English.
2. Translation from English into Arabic.

Week 15: Translation from Arabic into English.

Week 16: Translation from English into Arabic.

SUMMARY OF PEDAGOGICAL EXEMPLARS

When inviting students to translate, employ a range of pedagogical strategies to support learners' success in flexibility, accuracy and clarity. Utilise real-world texts from diverse fields, such as journalism, literature, and technical writing, to help learners achieve. Use visual aids and multimedia tools to clarify complex concepts, like denotative and connotative meanings, and make them more engaging.

Ensure translation texts are pitched at the right level for students so that all learners may achieve in the task – e.g. some may need to translate only a select few sentences with easy vocabulary and sentence structure. Others may be stretched to translate full passages of complex text.

Foster a collaborative learning environment by encouraging learners to engage in peer-to-peer translation and feedback activities, promoting critical thinking and mutual learning. Provide structured practice exercises and quizzes to reinforce comprehension..

As learners work on translation and interpretation tasks, prompt them to reflect on their decision-making processes and language choices, cultivating critical thinking and metacognitive skills.

ASSESSMENT SUMMARY

To accommodate diverse learning needs, the teacher should offer options for assessment tasks or formats, tailoring assessment criteria to meet individual needs.

L1: Identify words within a passage and translate them into Arabic.

L2: Identify words within a passage, translate them into Arabic and explain their denotative and connotative meaning.

L3: Identify sentences within a passage, translate them into Arabic and explain the denotative and connotative meaning of multiple words within the passage as a whole.

L4: Translate a full passage of text into Arabic and explain the denotative and connotative meaning of multiple words within the passage.

The modes assessments outlined for this section are designed to provide a comprehensive evaluation of learners' grasp of key concepts and skills. These assessment methods will help identify strengths, address learning gaps, and guide instructional decisions to enhance student achievement. The recommended assessment mode for each week is:

Week 14: ***Project-based***

Week 15: ***Peer/self-assessment***

Week 16: ***Simulation-Based***

Refer to the “Hints” at the key assessment for additional information on how to effectively administer these assessment modes.

WEEK 14

Learning Indicators

1. Write the denotative meanings of selected English words and phrases in an Arabic text.
2. Write the denotative meanings of selected Arabic words and phrases in an English text.

FOCAL AREA 1: TRANSLATION FROM ARABIC INTO ENGLISH.

Word-for-word, Literal, or direct translation is a translation of a text done by translating each word separately without looking at how the words are used together in a phrase or sentence. The purpose is to use the word-for-word translation method at the word and phrase levels to enrich students' vocabulary and enhance the learners' Arabic text comprehension. It is aimed at activating and reinforcing vocabulary acquisition and reading skills of the learners, thereby expanding their vocabulary and knowledge about new and difficult words so that they read the texts with some extra proficiency.

Learning Tasks

1. ما المعنى الحقيقي للكلمات أو العبارة التي تحتها الخط باللغة الإنجليزية.
2. لخص النص إلى اللغة الإنجليزية في حدود ست جمل.

تبدأ مظاهر الاحتفال بعيد الفطر في أكر من اليوم الأخير من شهر رمضان المبارك، حيث يرصد المسلمون رؤية الهلال لنهاية شهر رمضان ويشترك فيه الصغار والكبار ويظهرون فيه البهجة والسعادة وتبادل التهاني.

فقبل قدوم العيد تحرص الأسر على شراء الملابس الجديدة خاصة الأطفال والنساء، كما تقوم بترتيب المنازل وقاعاتها وتجهيزها استعداداً لاستقبال الضيوف، كما تكون صالونات الحلاقة مكتظة بالشبان. وفي صبيحة يوم العيد يخرج أفراد الأسرة إلى المصلى متزينين بالملابس الجديدة حيث يتميز هذا اليوم بالأناقة، فيلتقط المحتفلون أجمل الصور للذكرى، كما يحرصون على تبادل الزيارات مع الأهل والأصدقاء، وتجتمع العائلة في منزل كبير العائلة للتهنئة وقضاء أجمل الأوقات. وهنا تقوم السيدات على إقامة مأدبة غداء تضم أشهى الأطعمة، وتجتمع العائلة على مائدة واحدة لتناول الغداء، مثل الأرز ولحم الدجاج والتي تعتبر من أشهر الأطباق لهذا اليوم. وأما الشباب يجلسون حول الجد ويتبادلون معه القصص وذكريات الجميلة، والسيدات يقمن بإعداد وتوزيع الحلويات والشكولاتة بمختلف أنواعها. وفي الظهر يفضل الشباب الخروج للاحتفال بالعيد خارج المنزل، وإحياء المناسبة بالمهرجان، ونفخ المزامير والتهافتات.

Skills and Competencies to Reinforce are

Communication: Learners' communication skills are enhanced through translation exercises. Translation is a form of communication because its primary function is to bridge communication for people separated by language barriers. Its communication has to be conducted across languages and cultures, where learners have to process information and mediate between different linguistic, social and cultural contexts.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one needs to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of multilingualism.

Pedagogical Exemplar

Mix English and Arabic cards and hand them out, at random, to learners until you have no more. Have learners check their cards to see if they have matching pairs. Sit at the front of the class and have learners line up to present their pairs to you. Ask the first learner in line if any of their pairs are true friends or false friends. If they know the right answer, collect those cards, give them a token and send them to the end of the line.

Once a student has presented all the pairs they have in their possession, they must find students with friends that match theirs. Now students should present, in pairs, their new-found friends and identify if they're false or true. Token goes to the right answer. For more proficient learners, you can have them make example sentences in Arabic to demonstrate that they know how to correctly use the word and reward them with a token.

After a period of time, say ten minutes, review any remaining pairs with the group and make quick explanations as to why a pair might be false friends.

FOCAL AREA 2: TRANSLATION FROM ENGLISH INTO ARABIC

The focal area here, as part of reading comprehension, is for learners to familiarise themselves with the difficult texts and different writing styles. Learners understand and interpret what they learn by gathering relevant information regarding the texts through translation. It is aimed at activating and reinforcing vocabulary acquisition and reading skills of the learners, thereby expanding their vocabulary and knowledge about new and difficult words so that they read the texts with some extra proficiency. Translation from English into Arabic is to develop learners' power to summarise in Arabic the main idea of the reading passage or the English text, in order to develop the writing and paraphrasing skills of different topics of the learners.

Learning Tasks

1. اقرأ القطعة قراءة واضحة وصحيحة
2. ما المعنى الحقيقي للكلمات أو العبارة التي تحتها الخط باللغة العربية.
3. لخص النص إلى اللغة العربية في حدود ثلاث جمل.

Miss Pamela Annang is a nurse. Pamela works at the La Polyclinic. She has been working there for 15 years. She works very hard at the hospital. Pamela speaks four languages. She speaks Ga, Ewe, Twi and English. Many doctors like to work with Pamela. If a patient cannot speak English, she tells Pamela about her sickness. Pamela will tell the doctor what is wrong with the patient. Pamela is always busy. Pamela sometimes dresses the sores of patients. She puts a plaster or bandage on it. She also dresses the injuries from accidents. Sometimes she is at the labour ward. The labour ward is where women give birth to children.

When patients are in the hospital, she makes sure that they take their medicines. She also gives injections to patients. Some patients do not want to eat when in hospital. Pamela talks to them. She tells them that eating the food will help them get well. The patients will then eat their food.

Some children are afraid when they go to hospital. Pamela will carry such children. She will even sing nice songs to the children. Pamela is very popular. Many patients like Pamela. When some patients are well, they come back to thank her. Some bring gifts to Pamela.

Skills and Competencies to Reinforce are:

Communication: Translation activities are now a feature of many communicative classrooms and successful aids to learning. With clear communicative aims and real cognitive depth, it increases motivation levels and can produce impressive communicative results.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of online information.

Pedagogical Exemplars

1. **Question-Answer relationship strategy:** Learners engage in interpretation group contest. They are placed in groups to prepare for a contest against other groups, by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest. Groups then compete against each other and allow for full participation of all members in the translation/interpretation competition. In this exercise the words are read out in English/Arabic language and their equivalents are provided in Arabic/English language. The facilitator checks how the exercises help to enhance the learners' comprehension of the passage.
2. **Think-pair share activities:** Learners group work on translating different sections of a text, and then regroup to connect their parts into a full text, with suitable connecting language. Learners may also work in groups on the same short texts then regroup and compare their versions, before producing a final text. This can then be compared with a published version from the textbook.

Key Assessments

Assessment Level 1: Recall of knowledge

Give one word synonym for the following phrases in English, and then translate them into Arabic: get well, come back, make sure, give birth, work hard.

Assessment Level 2: Skills of conceptual understanding

Summarise the English text in three sentences, and then translate your summary into Arabic.

Assessment Level 3: Strategic Reasoning

Translate the passage from Arabic into English, focusing on the exact meaning of the text without adding or altering any implied connotations.

Hint



The recommended mode of assessment for Week 14 is **Individual Project**. Refer to **Appendix J** for a rubric to score learners' performance on the task. Item under DoK level 3 as a task example.

WEEK 15

Learning Indicator: Write the connotative meanings of selected Arabic words and phrases in an English text

FOCAL AREA: TRANSLATION FROM ARABIC INTO ENGLISH

The focal area focuses on the text first at sentence level which gradually builds the learners' understanding and interpretation of the general idea of the text through translation. Translation from Arabic into English is to add clarity and enhance learners' comprehension of unfamiliar and difficult texts, especially those with a little higher register and style.

Learning Tasks

3. اقرأ القطعة قراءة واضحة وصحيحة
 4. ما معنى العبارات التي تحتها الخط باللغة الإنجليزية.
 5. لخص النصّ باللغة الإنجليزية في حدود ست جمل.
- أَرَادَتْ بَلَدِيَّةُ حَيٍّ نِيْمًا بِأَكْرَا أَنْ تُقْتَلَعَ شَجَرَةٌ كَبِيرَةٌ فِي الْحَيِّ، لِتُنْفَذَ مَشْرُوعُ شَقِّ شَارِعٍ جَدِيدٍ. وَقَرَّرَ تَنَكُّو وَزُمَلَاؤُهُ مِنْ شُبَّانِ الْحَيِّ أَنْ يَمْنَعُوا التَّنْفِذَ لِأَنَّ الْحَيَّ مُرْتَبِطٌ بِذِكْرِيَّاتٍ جَمِيلَةٍ مَعَ الشَّجَرَةِ. تَوَجَّهَ الشُّبَّانُ إِلَى مَبْنَى الْبَلَدِيَّةِ، وَاجْتَمَعُوا بِرَأْسِهَا نَانَا سَلْمَى لِإِقْنَاعِهَا عَلَى إِجَادِ حَلٍّ دُونَ اقْتِلَاعِ الشَّجَرَةِ. فَوَافَقَتِ الْبَلَدِيَّةُ عَلَى شَقِّ الشَّارِعِ كَمَا هُوَ مُخَطَّطٌ لَهُ مَعَ بَقَاءِ الشَّجَرَةِ. فَطَلَبَتِ الرَّئِيسُ مِنَ الْمُهَنْدِسِ الْمَسْئُولِ بِأَنْ يَهْتَمَّ بِحَيَاةِ الشَّجَرَةِ وَحِمَايَتِهَا لِأَنَّهَا تُؤْتِي أَكْلَهَا كُلَّ حِينٍ.

Skills and Competencies to Reinforce are

Communication: Learners' communication skills are enhanced through translation exercises.

Translation is a form of communication because its primary function is to bridge communication for people separated by language barriers. Its communication must be conducted across languages and cultures, where learners must process information and mediate between different linguistic, social and cultural contexts.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one need to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of multilingualism.

Pedagogical Exemplar

Question-Answer relationship strategy: The facilitator divides the class into the number of groups as the number of sentences in the text. All the relevant English vocabulary needed for the translation of selected sentences are listed by the facilitator on the board. Each group is assigned a group of words placed at the appropriate position to correctly translate a given Arabic sentence. Each group then shows the position of their sentence within the text. Learners can use dictionaries to confirm the meanings of words on the board. The facilitator supports the class in linking the sentences with each other, and then checks concord, cohesion, coherence, grammar, and appropriate style to present a final complete translation of the Arabic text.

Key Assessments

Assessment Level 1: Recall and Reproduction

Give the English literal meanings of the individual words of the underlined Arabic sentences in the passage.

Assessment Level 2: Skills of conceptual understanding

- a) Give a translation into English of the underlined Arabic sentences in the passage.
- b) Explain, verbally, the connotative meanings of selected Arabic words or phrases in English.

Assessment Level 3: Strategic Thinking

Summarise the Arabic text in three sentences.

WEEK 16

Learning Indicator: Write the connotative meanings of selected English words and phrases in an Arabic text.

FOCAL AREA: TRANSLATION FROM ENGLISH INTO ARABIC

This focal area is aimed at introducing learners to translating English expressions into Arabic taking into consideration the semantic, syntactic structures and the exact contextual meaning of the English words. The focus is at sentence level beyond and above lexical or word level which requires words to be in the company of other words to construct meaning. Learners would need to decode or render the syntactic structures of the English text into their correspondent structures in the Arabic text. Besides enhancing reading comprehension, the lesson targets improving writing skills through reading and translation using thoughts and ideas from the original text including proper grammar, punctuation and style.

Learning Tasks

1. اقرأ القطعة قراءة واضحة وصحيحة
2. ما معنى العبارات التي تحتها الخط باللغة العربية كما في القطعة.
3. لخص النصّ باللغة العربية في حدود أربع جمل.

Naming ceremony/Outdooring in the three major religions in Ghana

Naming ceremony in Christianity is known as 'Christening'. This is derived from 'Christ- naming' since it would be the time when the child is given a Christian name. A child is named on the eighth day in the church. The ceremony is attended by the couples, relatives, friends, church members and other guests. A name is chosen by the father and the ceremony is officiated by a priest, minister or a pastor.

In Islam one of the very first duties that parents have towards a new child, besides physical care and love, is to give the child a meaningful Muslim name. It is reported that the Prophet (PBUH) said: "On the Day of Resurrection, you will be called by your names and by your father's names, so give yourselves good names" (Hadith Abu Dawud). The ceremony takes place on the seventh day after birth.

In Indigenous African Religion naming ceremonies differ from one Indigenous African community to another. However, in most communities the ceremony is done on the eighth day. The ceremony is conducted by a respectable and responsible member of the family. The ceremony is known by different names among the various ethnic groups. The Gas call it Kpodziemo, the Akans Abadinto or Dzinto, the Ewe: Vihehedego, the Guresi, Yuureseka and the Dagombas, Zugupenibu.

Skills and Competencies to Reinforce are

Communication: Translation activities are to restructure the lexical capabilities of the learners, and to extract the meaning of the given text. This increases their motivation levels and can produce impressive communicative results.

Global Citizenship: Translation is a real-life, natural activity and increasingly necessary in a global environment. Many learners living in either their own countries or a new one needs to translate language on a daily basis, both informally and formally. This is even more important with the growing importance of multilingualism.

Pedagogical Exemplar

Question-Answer relationship strategy: The facilitator divides the class into the number of groups as the number of sentences in the text. All the relevant Arabic vocabulary needed for the translation of selected sentences is listed by the facilitator on the board. Each group is assigned a group of words placed at the appropriate position to correctly translate a given English sentence. Each group then shows the position of their sentence within the text. Learners can use dictionaries to confirm the meanings of words on the board. The facilitator supports the class in linking the sentences with each other, and then checks concord, cohesion, coherence, grammar, and appropriate style to present a final complete translation of the Arabic text.

Key Assessments

Assessment Level 1: Recall and Reproduction

Give the English dictionary meanings of the individual words of the underlined Arabic sentences in the passage.

Assessment Level 2: Skills of conceptual understanding

Give a translation into Arabic of the underlined English sentences in the passage.

Assessment Level 3: Strategic Thinking

- a) Summarise the English text in three sentences and translate the summary into Arabic.
- b) Participate in a role-play simulation where you explain the connotative meanings of specific Arabic phrases in both formal and informal settings.

Example Task

1. Situation 1 (Formal): A conversation in a business meeting.
2. Situation 2 (Informal): A casual conversation between friends.

Learners will be assigned an Arabic phrase, such as “كـبـلـق عـلـى عـلـدي” (literal: “Your hand is on your heart”), and will explain its connotative meaning in both situations (e.g., it might mean “You’re worried” in an informal setting but “You are cautious or hesitant” in a formal setting).

SECTION 5 REVIEW

This section focused on building learners' foundational skills in translation and interpretation between Arabic and English, with emphasis on denotative and connotative meanings. Through structured weekly activities, learners were guided to understand how words and phrases can carry literal (dictionary) meanings as well as implied or emotional meanings depending on context. Learners engaged in translation from Arabic into English and vice versa, progressing from word-level translation to sentence and paragraph-level interpretation, incorporating vocabulary enrichment, grammar understanding, and reading comprehension strategies. The section made a clear distinction between literal translation (word-for-word) and interpretive translation, equipping learners with the linguistic flexibility needed to operate across different registers and fields.



APPENDIX J: Sample Individual Project

Hint

Teachers are expected to give individual projects to learners. Learners are expected to submit them in week 21 for scoring and recording.

Task e.g.

1. Extract Nominative Case (مرفوع):

- From the given passage, identify nouns in the nominative case.
- Analyse the morphological structures of these nouns and explain the grammatical rules governing their usage.

2. Extract Accusative Case (منصوب):

- Identify nouns in the accusative case from the passage.
- Discuss the morphological changes that occur in these nouns and explain the rules that apply to their usage.

3. Extract Genitive Case (مجرور):

- Identify nouns in the genitive case from the passage.
- Analyse the morphological structures and explain the grammatical rules governing these nouns.

Marking Scheme/Rubrics (20 Marks)

Criteria	Performance Levels	Description	Marks
Extraction of Nominative Case (مرفوع)	Excellent (5 Marks)	Accurately identifies all nouns in the nominative case, thoroughly analyzes their morphological structures, and explains grammatical rules clearly.	5
	Good (4 Marks)	Identifies most nouns in the nominative case, with adequate morphological analysis and explanation of grammatical rules.	4
	Satisfactory (3 Marks)	Identifies some nouns in the nominative case but provides limited or partially accurate analysis and explanation.	3
	Needs Improvement (2 Marks)	Struggles to identify nouns in the nominative case and provides minimal or unclear analysis and explanation.	2
Extraction of Accusative Case (منصوب)	Excellent (5 Marks)	Correctly identifies all nouns in the accusative case, provides detailed morphological analysis, and accurately explains relevant grammatical rules.	5

	Good (4 Marks)	Identifies most nouns in the accusative case, with sufficient morphological analysis and explanation of rules.	4
	Satisfactory (3 Marks)	Identifies some nouns in the accusative case, with limited or partially correct analysis and explanation.	3
	Needs Improvement (2 Marks)	Struggles to identify nouns in the accusative case and provides minimal or unclear analysis and explanation.	2
Extraction of Genitive Case (مجرور)	Excellent (5 Marks)	Successfully identifies all nouns in the genitive case, offers thorough morphological analysis, and clearly explains the governing grammatical rules.	5
	Good (4 Marks)	Identifies most nouns in the genitive case, with adequate morphological analysis and explanation of grammatical rules.	4
	Satisfactory (3 Marks)	Identifies some nouns in the genitive case but provides limited or partially correct analysis and explanation.	3
	Needs Improvement (2 Marks)	Struggles to identify nouns in the genitive case and provides minimal or unclear analysis and explanation.	2
Clarity and Coherence	Excellent (5 Marks)	The work is well-organized, with logical flow, clear explanations, and accurate examples that effectively illustrate the grammatical rules.	5
	Good (4 Marks)	The work is organized, with generally clear explanations and relevant examples that support the analysis.	4
	Satisfactory (3 Marks)	The work shows some organization, but explanations and examples are inconsistent or lack depth.	3
	Needs Improvement (2 Marks)	The work is poorly organized, with unclear explanations and insufficient examples to support the analysis.	2

Feedback

Provide constructive feedback on the learners' performance, highlighting strengths and areas for improvement, etc.

SECTION 6: WRITING

Strand: Writing

Sub-Strand: Composition

Learning Outcomes

1. Write an expository essay to give an eyewitness account of events and relevant trends that impacted the event and influenced perceptions of it.
2. Apply the standard pattern and formality of writing a formal letter with the typical layout and appropriate style.
3. Give the denotative meanings of words and phrases in a text from Arabic to English or vice versa.
4. Give the connotative meanings of words and phrases in a text from Arabic to English or vice versa.

Content Standards

1. Demonstrate knowledge and application of strategies of composing an expository essay on a variety of subjects.
2. Demonstrate knowledge and understanding of the techniques of letter-writing of formal type using appropriate style and diction.

Hint



The Mid-Semester Exams will be conducted in Week 18. Refer to **Appendix K** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for at least weeks 13 to 17.

INTRODUCTION AND SECTION SUMMARY

Essay writing in this section is to encourage learners to develop ideas and concepts in writing with their own thoughts. Beyond letter writing, learners can develop that skill through the expository essays. The expository essay is a genre of essay that requires the learner to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. That often requires the learner to practice a number of skills such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, and exposition. The focus of the section is therefore to engage learners in practicing those skills. Learners' vocabulary needs to be improved through reading and looking up the definitions of unfamiliar words or learning their meanings through context clues. Regular reading exercises should familiarise learners with the normal rules of grammar, which improves their knowledge of the structure of the language. Reading develops critical

thinking skills, which ultimately strengthens learners' writing skills. Reading a non-fiction piece gives learners the opportunity to think critically about the facts or opinions the writer presents, and whether the piece has any credibility or merit.

The weeks covered by the section are:

Week 17: Letter Writing – Formal Letter

Week 18: Essay Writing 1

Week 19: Essay Writing 2&3

SUMMARY OF PEDAGOGICAL EXEMPLARS

As the essay writing at this level relies on learners' knowledge of a model text, learners are taken through reading comprehension of the text with close examination and analysis.

This means that learners are taught to create essays that argue a point of view about the text they have read. In reading-based writing, learners will center their writings on an argument that gives their opinion on and analyses what they read. Their essays provide evidence from the assigned reading, and their own reasoning to prove and illustrate that argument. Learners will first read a passage about a single topic. After reading the passage, the learners will answer questions in which they will provide information on the topic and take a stance to support an opinion or argument. Learners will be required to synthesise information from the text and must cite specific evidence from the texts to support their ideas. Learners' responses should demonstrate a developed idea, using ideas presented in the passage. Learners will have to read the passages, plan, write, revise and edit their essay. They should be encouraged to highlight, underline, and take notes to support the planning process.

ASSESSMENT SUMMARY

The writing skills to assess are fluency, content, conventions, syntax, and vocabulary. The first is fluency. That's the ability to translate thoughts into written words. Total words may be used best in monitoring the learners' progress, comparing performance with his or her own previous fluency. Content is the second factor to consider in essay writing. Content features include the composition's organisation, cohesion, and accuracy. In order to fulfill the communicative function of writing, essays must be readable by following the standard conventions: correct spelling, punctuation, grammar and legible handwriting. To enhance the learners' knowledge of the syntax of Arabic, they must practice writing sentences that follow variations in the use of sentence patterns, like basic sentence patterns (verb-subject-object, subject-verb-object) expanded by the addition of adverbial phrases, infinitives, and object complements, relative and subordinate clauses. On vocabulary, the words used in learners' composition can be evaluated according to the uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary. Writing instruction for students with special needs may also focus on specific text structures. The recommended assessment mode for each week is:

Week 17: Demonstration

Week 18: Mid-semester Examination

Week 19: Essay Type Assessment

WEEK 17

Learning Indicator: Write a formal letter in well-constructed language with appropriate positions of the following: The senders address, the address of the receiver, the date, salutation, the message, complimentary close.

FOCAL AREA: LETTER WRITING – FORMAL LETTER

Formal Letters are written in a strict and specific format. Formal letters are naturally much more formal in style than informal/friendly letters. Formal letters can be written to complain, apply for a job, thank someone, request for a service, or order an item.

الرسالة الرسمية:

- يُطلق عليها الرسالة الدبلوماسية، وذلك لأنها تكون بين الدول، أو بين هيئات الدولة نفسها، وقد تحتوي هذه الرسائل على معلومات سرّية، وللرسائل الرسمية مجموعة من الخصائص، ومن هذه الخصائص
- نِكرُ صفة المُرسَل إليه ولَقَبه في بداية الرسالة.
- استخدام عبارة التحية والسلام المناسبة لمقام المُرسَل إليه.
- استخدام عبارات صريحة ومختصرة، بعيداً عن الحشو والتكرار والجمل الطويلة.
- استخدام الألفاظ والمعاني على قدر المرسل إليه ومكانته.
- ضبط العبارات، مع وضع علامات الوقف والترقيم المناسبة.
- ذكر اسم المرسل إليه وصفته في نهاية الرسالة مع التوقيع.
- عدم الحديث عن الأخبار الشخصية.

Learning Tasks

نموذج خطاب رسمي

التاريخ: من يناير 2024م

إلى السيد/..... معلم مادة..... بمدرسة/.....

السلام عليكم ورحمة الله وبركاته، تحية طيبة، وبعد

أنا الطالب أكتب إلى سعادتك لأعتذر عن عدم الحضور إلى الدرس اليوم بسبب ظروف طارئة. أنا أدرك تماماً أهمية الحضور والمشاركة في الدروس، ولكنني كنت مضطراً للغياب في هذا اليوم. أقدر عملك الجاد وتفانيك في تعليمنا، وأنا ملتزم بتعويض الموضوعات التي لم أستطع الحضور إليها، والتي أرجو منك أن توجهني إليها. شكراً جزيلاً لك على صبرك، وأعدك بأنني سأعمل على التعويض عن الدروس التي فاتتني وتفضل بقبول فائق احترامي وتقديري... جزاك الله عني خيراً.

اسم الطالب:

الرقم الطالب المدرسي:

توقيع الطالب:

اختر واحد من الموضوعات الآتية.

موضوعات الإنشاء: رسالة طلب الالتحاق بمدرسة جديدة- رسالة شكر-رسالة شكوى رسمية

Skills and Competencies to Reinforce are

Communication: There are certain rules to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

Innovation and creativity

Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplar

Think-pair share activities: The facilitator divides your classroom into small groups and asks the groups to write official letters based on a prompt the learners have been given. Putting the learners into groups lets them brainstorm and share ideas, until they finish the assigned tasks with contributions from each learner. The facilitator guides and supervises learners to generate ideas for a planned letter, through the introduction, the main body, and the conclusion

Key Assessments

Assessment Level 1: Recall of knowledge

Name five recipients of an official letter, and the reason for each in Arabic.

Assessment Level 2: Skills of conceptual understanding

- a) Write a letter to your teacher apologising and explaining why you were absent from class that day.

Scenario

- b) You are writing a formal letter to your school principal requesting permission to organise a school event.
 - Create and present a visual representation (comic strip, or presentation) demonstrating your understanding of formal letter writing.

Assessment Level 3: Strategic Thinking

Write a letter to the assemblyman of your area complaining about the malfunctioning of some social amenities.

WEEK 18

Learning Indicator: Brainstorm the subject, idea and relevant facts and the basic framework of an expository essay.

FOCAL AREA: ESSAY WRITING 1

Learning Tasks

اكتب خطة مقال عن أحد الموضوعات أدناه مستخدماً أسلوب النص وشكله مع تسلسل الأحداث.

أنشطتي اليومية

أنا مَبَكَّرًا في اللَّيْلِ وَأَصْحُو مَبَكَّرًا في الصَّبَاحِ، أَسْتَيْقِظُ وَأَقُومُ بِمَا عَلَيَّ مِنَ الْعِبَادَةِ، ثُمَّ أَخْرُجُ إِلَى السُّبُتَانِ وَأَجْرِي، ثُمَّ أَرْجِعُ إِلَى الْبَيْتِ فَأَشْرَبُ اللَّبَنَ وَأَسْتَعِدُّ لِلذَّهَابِ إِلَى الْمَدْرَسَةِ، وَأَفْطِرُ بِالشَّيْءِ مِنَ الْخُبْزِ وَالْبَيْضِ. وَأَخِيَانَا أَتَنَاوُلُ الْمَدِيدَ مَعَ كُوسِي.

ثُمَّ أَرْكَبُ الْحَافِلَةَ وَأَصِلُ إِلَى الْمَدْرَسَةِ فِي الْمِيعَادِ. وَأَمْكُثُ فِي الْمَدْرَسَةِ سِتَّ سَاعَاتٍ، وَأَسْتَمِعُ إِلَى الدُّرُوسِ بِنَشَاطٍ وَرَغْبَةٍ، وَأَجْلِسُ بِأَدَبٍ وَسَكِينَةٍ، حَتَّى إِذَا انْتَهَى الْوَقْتُ وَضُرِبَ الْجَرَسُ خَرَجْتُ مِنَ الْمَدْرَسَةِ وَرَجَعْتُ إِلَى الْبَيْتِ.

وَفِي الْغَدَاءِ، أَتَنَاوُلُ الْأُرْزَ مَعَ الدَّجَاجِ. وَقَدْ أَتَنَاوُلُ وَجِبَةً مَحَلِّيَّةً، مِثْلَ: الْعَصِيدَةِ، أَوْ بَانَكُو، أَوْ فُوفُو، ثُمَّ أَكُلُ بَعْضَ الْفَوَاحِشِ. وَلَا أَقْرَأُ بَعْدَ صَلَاةِ الْعَصْرِ إِلَى الْمَغْرَبِ، وَفِي بَعْضِ الْأَيَّامِ أَمْكُثُ فِي الْبَيْتِ، أَوْ أَلْعَبُ مَعَ إِخْوَتِي وَأَصْدِقَائِي. وَأَتَعَشَّى مَعَ وَالِدِي وَإِخْوَتِي وَأَحْفَظُ دُرُوسِي، وَأُطَالِعُ لِلْغَدِ وَأَسْتَعِدُّ لِلدَّرْسِ، وَأَكْتُبُ مَا يَأْمُرُ بِهِ الْمُعَلِّمُ، وَأَقْرَأُ قَلِيلًا، ثُمَّ أَنَامُ فِي السَّاعَةِ الثَّاسِعَةِ وَالنِّصْفِ. تِلْكَ عَادَتِي كُلَّ يَوْمٍ لَا أَخَالِفُهَا، وَأَصْحُو مَبَكَّرًا يَوْمَ الْعُطْلَةِ أَيْضًا، وَأَقْضِي الْيَوْمَ فِي مِطَالَعَةِ كِتَابٍ أَوْ مُحَادَثَةٍ مَعَ أَبِي وَأُمِّي وَإِخْوَتِي، وَفِي زِيَارَةِ قَرِيبٍ أَوْ عِيَادَةِ مَرِيضٍ، وَأَمْكُثُ أَخِيَانَا فِي الْبَيْتِ، أَوْ أَخْرُجُ إِلَى الْمَلْعَبِ لِأَلْعَبَ كُرَةَ الْقَدَمِ مَعَ أَصْدِقَائِي.

Ask learners to make a list of their everyday activities by using the following template:

Paragraph 1: My morning activities

Wake up/get up, brush my teeth, have/eat breakfast, take a shower, get dressed.

Paragraph 2: Activities during the day

Go to school, get to school, have my lessons, have/eat lunch, school closes, go home,

Paragraph 3: Evening activities

Get home, do my homework, go running, go to the gym, have/eat dinner, read, watch TV, go to bed.

اختر واحد من الموضوعات الآتية:

موضوعات الإنشاء: صديقي/صديقتي، زملائي - هوايتي - أنشطتي اليومية - معلمي المفضل/معلمتي المفضلة.

Skills and Competencies to Reinforce are

Communication: The main goal of writing an essay is about communication. The learner will learn how best to structure the composition to communicate effectively with the reader. By reflecting on various methods and styles, the learner can discover which structure might be best to satisfy the purpose of the writing.

Innovation and creativity: Planning and putting together all the necessary ingredients to compose an essay will definitely equip learners with creative prowess and dexterity, besides prolific writing.

Critical thinking and Problem solving: The lesson gives learners the opportunity to showcase their writing skills and content knowledge. Learners are expected to use their critical thinking skills to analyse texts, develop arguments, and synthesise information on various topics.

Pedagogical Exemplar

Think-pair share activities: The facilitator divides your classroom into small groups and asks the groups to write official letters based on a prompt the learners have been given. Putting the learners into groups lets them brainstorm and share ideas, until they finish the assigned tasks with contributions from each learner. The facilitator guides and supervises learners to generate ideas and write a first draft of an expository essay. Each group displays their draft to the class for input. A good draft proceeds to a second draft, then proofreading to address all grammar, syntax, or spelling issues.

Key Assessments

Assessment Level 1: Recall and Reproduction

Why do we write present simple sentences for an essay on everyday activities?

Assessment Level 2 Skills of conceptual understanding

- a) Write a four-sentence draft of the following essay topic: هوايتي
- b) Identify Nominative Case (مرفوع):
from the sentence “جاء الطالبُ إلى المدرسة في الصباح”، which of the following nouns is in the nominative case (مرفوع)?
 - i. الصباح
 - ii. المدرسة
 - iii. الطالبُ
 - iv. إلى
- c) Extract Genitive Case (مجرور):
In the sentence “ذهبتُ _____ السوق” The word (السوق) is in the genitive case (مجرور) because it is preceded by the preposition (حرف جر)
 - i. من
 - ii. حتى
 - iii. إلى
 - iv. عن

Assessment Level 3 Strategic Thinking

Write an essay on how I celebrated the recent festival in my town/village, highlighting the main event in not less than 70 words.

Hint



The Recommended Mode of Assessment for Week 18 is **Mid-Semester Examination**. [Refer to **Appendix K** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for at least weeks 13 to 17.

WEEK 19

Learning Indicator: Write a first draft of an expository essay, with a holistic editing, to a second draft, then to proofreading in order to address all grammar, syntax, or spelling issues.

FOCAL AREA 1: ESSAY WRITING 2

Learning Tasks

اكتب مقالا عن أحد الموضوعات أدناه مستخدما أسلوب النص وشكله مع تسلسل الأحداث.

سَفَرٌ إِلَى الشَّمالِ

لَا أُنْسَى سَفَرِي هَذَا إِلَى مَدِينَةٍ بَنِيلاً فِي شِمَالِ غَانَا لَزِيَارَةِ عَائِلَتِي. اسْتَعَدَدْتُ لِلْسَفَرِ بِتَرْتِيبٍ أَمْتَعَتَنِي فِي حَقِيبَةٍ قَبْلَ الْمِيعَادِ بِسَاعَاتٍ، فَاسْتَنْقِظْتُ مُبَكَّرًا، وَفُتْتُ بِمَا يَلْزُمُنِي مِنَ الْوَاجِبَاتِ. (سبب الزيارة والاستعداد لها)

وَوَصَلْتُ إِلَى مَحْطَةِ الْحَافِلَاتِ، فَرَأَيْتُ زَحَامًا شَدِيدًا مِنَ الرِّجَالِ وَالنِّسَاءِ وَالْأَطْفَالِ، وَتَرْتَفَعُ أَصْوَاتُهُمْ وَصِيحَاتُ الْحَمَالِينَ. اسْتَرَيْتُ تَذَكُّرَةً حَافِلَةً مُكَيَّفَةً، وَرَكِبْنَاهَا حَسَبَ تَرْتِيبِ الْأَرْقَامِ عَلَى تَذَاكُرْنَا. وَجَلَسْتُ عَلَى مَقْعَدٍ مُطِلٍّ عَلَى الْمَنَاطِرِ الْخَارِجِيَّةِ، وَجَاءَ بَاعَةُ الْمَأْكُولَاتِ وَالْمَشْرُوبَاتِ، وَأَخَذَ النَّاسُ يَشْتَرُونَ وَيَأْكُلُونَ. (ترتيبات للنقل والوسيلة)

وَبَعْدَ قَلِيلٍ تَحَرَّكَتِ الْحَافِلَةُ وَسَارَتْ عَلَى الشَّارِعِ الرَّئِيسِيِّ بِسُرْعَةٍ فُضُوئِي وَلَمْ تَزَلْ تَقْفُ عَلَى الْمَحْطَاتِ حِينَ بَعْدَ حِينَ لِيَقْضِي الرُّكَّابُ مَا يَحْتَاجُونَهُ مِنَ الْحَوَائِجِ، حَتَّى وَصَلْتُ الْحَافِلَةَ إِلَى الْمَحْطَةِ النَّهَائِيَّةِ بِمَدِينَةٍ بَنِيلاً بَعْدَ عَشْرِ سَاعَاتٍ مِنَ السَّفَرِ. أَخَذْتَنِي دَرَاكَةُ أُجْرَةٍ إِلَى بَيْتِ عَائِلَتِي بِقَرْيَةٍ تَشْنُبَا، وَوَجَدْتُ جَدَّتِي وَأَعْمَامِي وَالْأُخُوَالَ وَبَعْضَ الْأَقْرَابِ فِي الْبَيْتِ. وَسَلَّمْتُ عَلَيْهِمْ وَرَحَّبُوا بِي. وَفِي الْعِشَاءِ حَدَّثْتُهُمْ عَنِ أَكْرَا الْعَاصِمَةِ، وَأَخْبَرْتُهُمْ بِعَجَائِبِ مَبَانِيهَا وَشَوَارِعِهَا. (الانطلاق والوصول إلى المنزل والترحيب)

وَفِي الْيَوْمِ الثَّانِي خَرَجْتُ مَعَ عَمِّي أَجْبُو لَزِيَارَةِ بَعْضِ الْأَمَاكِنِ فِي ضَوَاحِي الْمَدِينَةِ فِي وَسْطِ حُقُولٍ وَبَسَاتِينٍ، وَكَأَنَّ الْمَدِينَةَ جَزِيرَةٌ فِي بَحْرِ اخْضَرٍّ، لَا تَرَى فِيهَا إِلَّا خَضْرَاءَ وَمَاءً، فَالْأَرْضُ خَضْرَاءُ وَالْحُقُولُ خَضْرَاءُ، وَالْأَنْبِيَاءُ كُلُّهَا خَضْرَاءُ فِي بَنِيلاً. وَفِي أَيَّامِ الْإِجَازَةِ يَنْتَشِرُ النَّاسُ فِي الْبَسَاتِينِ وَالْمِيَادِينِ وَشَوَاطِي الْأَنْهَارِ يَتَرَوَّحُونَ وَيَتَنَزَّهُونَ. وَيَجْرِي فِي وَسْطِ الْمَدِينَةِ نَهْرٌ مَآوُهُ نَقْيٌ شَفَافٌ، يَشْرَبُ أَهْلُ الْمَدِينَةِ مِنْ مَائِهِ النَّظِيفِ، وَيَغْتَسِلُ وَيَسْبِخُ أَبْنَاؤُهُ فِيهِ، وَيَلْعَبُ عَلَى ضَفَافِهِ الْأَوْلَادُ. (التنزه في القرية والمناظر)

وَفِي مُوسِمِ الْأَمْطَارِ يُفِيضُ النَّهْرُ فَتُصْبِحُ الْمَدِينَةُ مَغْمُورَةً بِالمَاءِ حَتَّى يَدْخُلَ الْمَاءُ الْبُيُوتَ فَيَتَهَدَّمُ بَعْضُهَا مِنْ غَرَارَةِ الْمِيَاهِ. وَأَمَّا فِي فَصْلِ الصَّيْفِ تَرْتَفَعُ دَرَجَةُ الْحَرَارَةِ، وَتَسْتَمِرُّ السُّمُومُ إِلَى اللَّيْلِ، فَيَحْتَسِرُّ الْهَوَاءُ، فَلَا يَسْتَرِيحُ النَّاسُ، وَيَتَقَلَّبُونَ عَلَى الْفَرَاشِ. وَفِي النَّهَارِ يَبْقَى النَّاسُ فِي بُيُوتِهِمْ لَا يَخْرُجُونَ كَثِيرًا إِلَّا إِلَى مَزَارِعِهِمْ أَوْ إِلَى أَشْغَالٍ أُخْرَى خَوْفًا مِنَ السُّمُومِ. وَقَدْ اتَّخَذُوا أَهْلُ الْقَرْيَةِ سُتُورًا مِنَ الْحَشِيشِ يَرُسُّونَ عَلَيْهَا الْمَاءَ، وَإِذَا هَبَّتْ لَفْحَةٌ مِنْ سُمُومٍ تَحَوَّلَتْ نَفْحَةٌ مِنْ نَسِيمٍ. هَكَذَا وَجَدْتُ بَنِيلاً هَكَذَا كَانَ كَالْأَهْلِهَا. (الملاحظات والمستفاد)

رَجَعْتُ إِلَى الْعَاصِمَةِ بَعْدَ أُسْبُوعٍ قَضَيْتُهُ فِي النَّزْهَةِ وَالزِّيَارَاتِ. وَقَدْ تَعَلَّمْتُ كَثِيرًا مِنْ زِيَارَتِي لِمَدِينَةِ بَنِيلاً فِي شِمَالِ غَانَا. (نهاية المطاف)

Ask learners to write a draft of the topic: 'My Trip to.....' by using the following template:

Paragraph 1: Preparation for the journey

Briefly introduce the destination and purpose of the trip, early preparation and traveling kit, means of traveling.

Paragraph 2: Arrival at the destination

Describe the location and atmosphere when you first arrived. Paint a vivid picture of the sights, sounds, and feelings you experienced.

Paragraph 3

Discuss an interaction with locals or acquaintances. Describe any memorable moment or activity.

Paragraph 3: Reflecton and Conclusion

Discuss any personal growth or new insights gained during the trip.

اختر واحد من الموضوعات الآتية:

موضوعات الإنشاء: نزهة إلى الشاطئ - زيارة قمت بها إلى القرية - أعياد وتقاليد في غانا

FOCAL AREA 2: ESSAY WRITING 2

This is aimed at engaging learners to structure their essay in the most effective way to communicate their thoughts, emotions, and ideas through writing. Learners are guided to present reasonably fluent sustained straightforward description of a personal experience or activity within their field of interest, presenting it as a linear sequence of acts and events.

Skills and Competencies to Reinforce are

Communication: Using a modeled structure, learners increase their vocabulary and adopt appropriate diction and style for effective communication. These exercises will allow learners to improve the skill of effective communication in discussing their personal growth and new insights gained during the trips.

Innovation and creativity: Planning and putting together all the necessary ingredients to compose an oral presentation will definitely equip learners with creative prowess and eloquence.

Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing, and revising their draft. It will require them to synthesise and justify the data they decide to use for their project.

Pedagogical Exemplar

Think-pair share activities: The facilitator divides your classroom into small groups and asks the groups to write official letters based on a prompt the learners have been given. Putting the learners into groups lets them brainstorm and share ideas, until they finish the assigned tasks with contributions from each learner. The facilitator guides and supervises learners to generate ideas and write a first draft of an expository essay. Each group displays its draft to the class for input. A good draft proceeds to a second draft, then proofreading to address all grammar, syntax, or spelling issues.

Learning Task (Individual)

The teacher asks the learners to write the first draft individually on the topic: My trip to ... based on the information that they stated in the above template, then, after peer-checking, learners will start to write their second draft. After the teacher's feedback on the draft, the learners will be asked to write the final draft of their essay.

Key Assessments

Assessment Level 1 Recall of knowledge

Why do we write present simple sentences for an essay on everyday activities?

Assessment Level 2 Skills of conceptual understanding

- a) Write a four-sentence draft of the following essay topic: نزهة إلى الشاطئ
- b) Identify the subject, main idea, relevant facts, and create a basic framework for an expository essay.

Assessment Level 3 Strategic Thinking

Write an essay on ‘My educational Journey so far’, highlighting the main events in not less than 80 words.

SECTION 6 REVIEW

This section emphasized writing skills, focusing on sentence and paragraph construction in Arabic. Learners practiced writing different text types, including descriptive and narrative paragraphs, short letters, and dialogue scripts. They were guided through the stages of writing: planning, drafting, revising, and proofreading. Special focus was placed on organizing ideas logically, using appropriate vocabulary and grammar, and writing with clarity. By the end of this section, learners were expected to write short, coherent texts suitable for real-life and academic communication in Arabic.



APPENDIX K: Sample Table of Specification for Mid Semester Examination

Nature

- a. *Cover content of weeks 13 – 17.*
- b. *Take into consideration DOK levels.*
- c. *Mode of test:*
 - *20 Multiple choice questions (MCQ).*
 - *5 (MCQ) with fill-in component.*
- d. *Time: 1hour.*

Week	Focal area (s) 1.	Type of ques- tions	DoK Levels				Total
			1	2	3	4	
13	1. Types of Arabic sentences: Verbal Sentence 2. Arabic case system	Multiple choice	2	2	1	0	5
		Essay	0	0	0	0	0
14	Translation from Arabic into English.	Multiple choice	1	2	1	0	4
		Essay	0	0	0	0	0
15	Translation from English into Arabic.	Multiple choice	2	2	2	0	6
		Essay	0	0	0	0	0
16	Translation from English into Arabic.	Multiple choice	2	2	2	0	6
		Essay	0	0	0	0	0
17	Letter Writing – Formal Letter	Multiple choice	1	2	1	0	4
		Essay	0	0	0	0	0
	Total		8	10	7	0	25

Overall Totals

Multiple choice questions	25
Essay	0

SECTION 7: ORACY AND AESTHETICS

Strand: Speaking

Sub-Strand: Oracy and Aesthetics

Learning Outcomes

1. *Recount a simplified version of an African story from a prescribed literature book.*
2. *Adapt a short story from a prescribed literature book using your own words and literary devices.*

Content Standard: Demonstrate knowledge and creativity in recounting known African stories in Arabic, applying common artistic and literary devices

Strand: Reading

Sub-Strand: Critical Reading

Learning Outcomes

1. *Explain the narration, the characters' actions, interactions, and motivations that reflect the story's theme.*
2. *Explain the employment of artistic and literary devices in weaving the storyline of a fictional narrative.*
3. *Explain the artistic and literary devices employed in literary works and their effects.*

Content Standard: Demonstrate understanding and application of strategies of literary appreciation in order to enhance understanding of creative texts.

Strand: Writing

Sub-Strand: Creative writing

Learning Outcomes

1. *Write a story from personal experiences using simple literary devices*
2. *Compose, in your own words and imagination, a simple story, applying characterisation and plot.*

Content Standards

1. Demonstrate knowledge and creativity in writing narrative fiction using real events and simple literary devices.
2. Demonstrate knowledge and creativity in adapting famous quotations to compose stories using simple narrative structure.

INTRODUCTION AND SECTION SUMMARY

This section focuses on developing the learners' creative skills in developing their own original and imaginative works of oral and written poetry or prose. The key outcome is not only for acquiring language competence for normal communication, but mastering artistic use of language to tell an interesting or enjoyable story that will engage, inspire, excite, or evoke emotions and provoke thought. Its purpose is to artfully educate, entertain, or inform in a meaningful way that the reader will find enjoyable. It also transcends teaching normal compositions of biographies, speeches, and personal essays to prepare them to explore the aesthetic use of language, structure, and narrative. It allows them to unearth their creative and artistic talents in communicating their unique perspectives and experiences through works of fiction. The learners would need to write regularly and read widely to unleash their full creative potential under the partnership with their peers and guidance from their teachers.

The weeks covered by the section are:

Week 20: Critical Reading of Fictional Prose

Week 21: Creative and Story Writing

Week 22: Oral Composition & Creativity

SUMMARY OF PEDAGOGICAL EXEMPLARS

Learners can gain a greater sense of community and creativity when they write with their peers, while the teacher works gradually to develop their independence so as enhance their introspective skills. The teacher asks learners to study a familiar published story or a poem, so that they know and learn from a standard model. Before reading the book, the teacher introduces some expressions, such as unique word choice, and then asks students to study their usage from the book. The learners mimic those expressions in creative compositions of their own. For poems, the teacher can start with simple pattern rhymes where every line ends with a rhyming word. Write an example of rhyming words on the board, so they have a model or frame of reference for their own composition. Borrowing language pushes writers outside of their own self-imposed limitations. Divide your classroom into small groups and ask the groups to write a short story based on a prompt you give them. Putting the learners into groups lets them brainstorm and share ideas, until they create a story that shares elements from each student.

ASSESSMENT SUMMARY

Whether in poetry or prose, assessment of learners' creative works considers language, subject matter, structure, voice. Language would include word choice and imagery that is precise, clear and inventive. Subject Matter would deal with original content with insight and inventive engagement with familiar themes and genres. It presents a clear setting or a new angle on a familiar theme. Good structure may include clear plotting, and skillful versification. A teacher

should be looking out for a voice that involves nuanced characters, authentic dialogue that is revealing of character, or a compelling poetic persona. Finally, learners should be assessed on their understanding of the literary context of their work; their ability to analyse their own writing; ability to reflect on their creative processes and techniques. The recommended assessment mode for each week is:

Week 20: **Checklist**

Week 21: **Group Discussion**

Week 22: **Dramatisation**

WEEK 20

Learning Indicators

1. Identify as many broad themes as possible (a thematic concept), as well as the specific theme (a thematic statements) of a literary text.
2. Examine the role and evolution of a character as they reflect the theme of the story.
3. Trace the sequence of the major events in a narrative by identifying the actual beginning, the middle, and the end.
4. Analyse the story and present your own viewpoints and judgments of the author's ideas.

FOCAL AREA: CRITICAL READING OF FICTIONAL PROSE

Critical reading requires the learners to apply additional skills to enhance clarity and comprehension of the text they read. Learners go beyond superficial characteristics of the text and obvious information they get in reading to other elements such as logical consistency, tone, organisation, and a number of other important terms. Some of the major components of a fictional story are the Character, the theme, the Plot. The writer uses literary devices as a strategy or type of language to express his/her ideas in a subtle way.

Learning Tasks

في الموقف

بَيْنَمَا يَنْتَظِرُ السَّائِلُ وَالْمَسْئُولُ السَّيَّارَةَ فِي الْمَوْقِفِ لِمُوَاصَلَةِ سَفَرِهِمَا، تَقَدَّمتْ نَحْوَهُمَا فَتَاةٌ – لَمْ تَبْلُغِ
الْعَاشِرَةَ مِنْ عُمرِهَا – وَعَلَى رَأْسِهَا سَلَّةُ الْخُبْزِ وَهِيَ تُنَادِي عَلَى بِضَاعَتِهَا: الْخُبْزُ . . الْخُبْزُ. اِشْتَرُوا مِنِّي ... مَا
[!أَحْلَى هَذَا الرَّعِيفِ

السَّائِلُ: مَا اسْمُكِ أَيُّهَا الْفَتَاةُ؟

الْفَتَاةُ: لَا أَدْرِي يَا سَيِّدِي

السَّائِلُ: كَيْفَ يُنَادُونَكَ؟

(Omo Ijoba) الْفَتَاةُ: النَّاسُ يَدْعُونَنِي بِنْتُ الْحُكُومَةِ.

اقرأ القصة ثم أجب عن الأسئلة الآتية.

- من الشخصية الرئيسة في القصة؟

- ما رأيك في تصرفات؟

- ما هي الأفكار الرئيسة الواردة في القصة

- في القصة دلالة على ، أورد من النص ما يدل على ذلك

- ما العبرة المستفادة من النص... من الأخلاق؟

مرجع: ”رحلة البحث عن الإنسان – حوار بين السائل والمسؤول“ – بقلم كمال الدين بالوغن: المركز
النيجيري للبحوث العربية

Skills and Competencies to Reinforce are

Communication: As a complex cognitive process that requires knowing the meanings of words to construct mental representations of texts, reading comprehension is the foundation for all other academic skills. It equips learners with the ability to interpret complex concepts and communicate effectively.

Critical thinking and Problem solving: Critical reading encourages critical thinking which involves being rational and aware of learners' own feelings on what they read. It allows them to reorganise their thoughts, prior knowledge and understanding to accommodate new ideas or viewpoints.

Pedagogical Exemplar

Problem-solving Method: A good starting point for students is to check with the learners' comprehension levels of the text at hand. This should be reviewed especially with learners who need more support with those skills. In the beginning, they need to demonstrate the ability to understand what they read through question-answer sessions. Once the meanings of the vocabulary are addressed, the structure of the sentences, the grammatical components well-understood, the other inner meanings of the text can then be explored. Facilitator needs to model thinking skills, including visualisation and inference, including specific skills, such as characterisation, author's purpose and analysing the events sequence.

Key Assessments

Assessment Level 1: Recall and Reproduction

Trace the sequence of the major events in the story by identifying the actual beginning, the middle, and the end.

Assessment Level 2: Skills of conceptual understanding

Trace the changes the character went through (if any) to reflect the story's theme.

Assessment Level 3: Strategic Thinking

Identify the major theme (a thematic statement) and two broad themes (a thematic concept) of the above story, and explain your choices.

Based on the story provided:

- Identify the main theme of the story
- Analyze the characters involved
- Trace the key events of the journey.
- Highlight the role of the river in the lives of the locals.

The Story

لقد قمت برحلة إلى مدينة بنبلا في شمال غانا لزيارة عائلتي. بدأت الرحلة بالاستعدادات وترتيب الأمثلة، ثم توجهت إلى محطة الحافلات حيث اشتريت تذكرة وسافرت إلى المدينة. عند وصولي، استقبلني أقاربي بحرارة. في اليوم التالي، زرت مع عمي بعض الأماكن المحيطة بالمدينة التي تميزت بالخضرة والطبيعة الجميلة. كان للنهر دور كبير في حياة السكان، حيث يشربون منه ويستمتعون بأوقاتهم على ضفافه. في موسم الأمطار، يفيض النهر أحياناً، مما يتسبب في فيضانات تؤثر على المدينة. وبعد أسبوع من الاستمتاع بالمناظر الطبيعية والتعلم من الزيارة، عدت إلى العاصمة

WEEK 21

Learning Indicators

1. Prepare a preliminary story plan by formulating the issue to address (an idea), the purpose, the plot, brainstorming, and the first draft.
2. Build upon the first draft to conduct a holistic editing, then proofreading to review the style and the literary devices.
3. Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and simple language.
4. Write a story using one of the famous quotes as the theme, with a complete plot, characterisation and stylistic devices

FOCAL AREA: CREATIVE AND STORY WRITING

The focal area now focuses on further developing the learners' imagination, creativity, and innovation through understanding the life lessons that authors want to get across; the theme. The learners have learnt about many literary elements already, but this is to teach them to have a message in their own writing. Learners need to know that a theme is not a topic. A topic is a single word, while a theme is in sentence form or a statement about the overall message of the text. Instead of stating that the theme of the story is "Stealing," they should be able to discern that, for example, an author is trying to show the reader that "Stealing has a negative effect, and results in a calamity".

Learning Tasks

اُكْتُبْ قِصَّةً قَصِيرَةً حَوْلَ أَحَدِ الْعَنَاوِينِ الْآتِيَةِ، الصَّدِيقُ الْوَفِيُّ/الصَّدِيقَةُ الْوَفِيَّةُ - عَلِيٌّ وَلَدٌ أَمِينٌ/ سُمَيَّةُ بِنْتُ أَمِينَةَ، وَاجْعَلْ إِحْدَى النُّقَاطِ التَّالِيَةِ فِكْرَةً رَئِيسَةً وَالْبَاقِيَةَ أَفْكَارًا فَرْعِيَّةً

- لَا تَسْتَطِيعُ أَنْ تَعِيشَ دُونَ صَدِيقٍ وَفِيٍّ ، وَهُوَ كَذَلِكَ لَا يَسْتَعْنِي عَنْكَ .

- يَتَمَنَّى لَكَ الْخَيْرَ وَالسَّعَادَةَ وَالنَّجَاحَ ،

- وَيَذُكُّكَ عَلَى طَرِيقِ الْخَيْرِ ، وَيُقَدِّمُ لَكَ النَّصَائِحَ .

- وَيُحِبُّ لَكَ مَا يُحِبُّ لِنَفْسِهِ .

- وَهُوَ الَّذِي تَحْتَرِمُهُ وَيَحْتَرِمُكَ ، وَيَسْتَمِعُ لَكَ وَتَسْتَمِعُ لَهُ .

- وَإِذَا تَخَاصَمْتُمَا يَعُودُ لِمُشَارَكَتِكَ نَشَاطَاتِكَ .

- يَهْبُؤُ لِمُسَاعَدَتِكَ فِي وَقْتِ الضِّيقِ ، وَهُوَ الَّذِي يَزُورُكَ فِي مَرَضِكَ ، وَلَا يَخْتَلِقُ الْأَعْذَارَ .

- يُسَاعِدُكَ فِي دُرُوسِكَ ، وَتَلْعَبُ الرِّيَاضَةَ مَعَهُ ، وَتَقْضِي أَوْقَاتَكَ الْجَمِيلَةَ مَعَهُ .

- لَا تَوَجُلُ عَمَلَ الْيَوْمِ إِلَى الْغَدِ - مَا خَابَ مِنْ اسْتِشَارِ

مثال: يسكن علي مع أبويه في بيت قريب من بيتنا. علي صديقي الوفي. ذات يوم

أو..... تعيش سمية في حارة كاسوا بأكرا، وهي زميلتي في الصف الثاني في مدرسة الفلاح الثانوية بأكرا. صمية صديقتي الحميمة والوفية. ذات يوم

Skills and Competencies to Reinforce are:

Communication: Creative writing is a form of communication. It encourages learners to imagine new characters, personalities, and points of view, and explore various emotions and motivations. They learn how to empathise, accept the existence of new perspectives, and develop their ability to communicate with others.

Innovation and creativity: Careful selection of necessary ingredients for the creation of a literary work from imagination will equip learners with creative prowess, dexterity, and prolific writing.

Critical thinking and Problem solving: Learners will consider critically the literary end-product they intend to create, by planning, drafting, editing, and revising their draft. It will require them to synthesise and justify the data they decide to use for their project. These processes involve critical thinking.

Pedagogical Exemplar

Think-pair share activities, Collaborative Learning: Place students in groups to work on a story using one of the thematic statements above or one of the famous quotes above. Each group works on explaining the meaning of the statements. These statements become the material and storyline of their project. Writing a story together with their group gives weak writers some peer assistance and a less threatening environment for creating a story.

Key Assessments

Assessment Level 1 Recall of knowledge

State the core elements of a short story

Assessment Level 2 Skills of conceptual understanding

Prepare a preliminary story plan of

(يَهْبُ الصديق الوفي لمُسَاعَدَتِكَ فِي وَقْتِ الضَّيْقِ) by following the following story's structure:

The Characters: Two playmates (A and B) in a small town.

A clear dilemma. B has been sick and on admission at a hospital, but the parents are incapable of paying for a surgery to save his/her life.

A decision. A pleads to a rich uncle for support/sells some livestock he rears at home/decides to donate an award of competition if he/she wins.

A climax. The condition of B deteriorates and further delays endangers his/her life. A finally secures the needed funds, rushes to save B's life.

An outcome. B understand A's dedication and commitment to their friendship/B discovers A's sacrifices and his/her selfless character. Exposes A's relief and empathy.

Assessment Level 3

وَيُحِبُّ لَكَ الصديق الوفي مَا يُحِبُّ لِنَفْسِهِ

- Write a story using the above statement as the theme, with a complete plot, characterisation, and simple language.
- Write a short story based on a famous Arabic quote, developing a plot, characters, and setting that convey the quote's meaning and theme. Refine the story through drafting,

editing, and revising to ensure a coherent structure, well-defined characters, and effective communication of the theme, with attention to grammar, syntax, and spelling.

Example Quotes

«أ-» (He who works hard, finds success).

«ب-» (Knowledge is light).

«ج-» (Patience is the key to relief).

WEEK 22

Learning Indicators

1. Give summaries of the short stories from the following book, using words from the book: الخط الاستواء
2. Give a summary of any of the short stories from the following book, using the author's words: رحلة البحث عن الإنسان
3. Adopt the plot of a story from the book (الخط الاستواء), create your character and few simple events, using scenes from your environment
4. Adapt any of the stories from the following book, create your character and few simple events, using common literary elements: رحلة البحث عن الإنسان

FOCAL AREA: ORAL COMPOSITION & CREATIVITY

Learners at this level should have acquired adequate reading comprehension and reasonable level of writing skills. The oral language aspects of their proficiency can be enhanced with some reliance on a text. Oral storytelling is a versatile classroom-based approach for advancing diverse students' reading and writing skills. Retelling a modelled story is a great point to begin. It is therefore a stepping-stone to more complex expressions of oral language such as personal and fictional stories. It is easier to begin teaching narratives within the context of story retell activities before transferring students' knowledge of narrative to the creation of their own stories.

Learning Tasks

العصفور والنار

في غابة كثيفة الأشجار، بديعة الألوان، مليئة بأنواع الطيور والحيوانات، كان يعيش عصفور لطيف جميل، اعتاد أن يُعَرِّدَ فوق الأغصان، بصوته الرنان. وفي ذات يومٍ شديد الحرارة، والشمس مُحْرِقَةٌ، والهواءُ لافح، شَبَّ في الغابة حريق هائل، فاندلعت ألسنة النيران، وامتدَّت إلى كُلِّ مَكَانٍ. فَتَسَابَقَتِ الدُّنَابُ وَالْأَسَدُ وَالْفِيلَةُ وَالنَّمُورُ إِلَى الْهَرَبِ، تَارِكَةً بُيُوتَهُمَا فِي الْغَابَةِ، حَتَّى تَنْجُو بِنَفْسِهَا. أَمَا ذَلِكَ الْعَصْفُورُ فَلَمْ يَهْرُبْ، وَلَمْ تُرْهِبْهُ النَّيْرَانُ الْمُنْدَلِعةُ، وَلَا سَحَبُ الدُّخَانِ، بَلْ بَدَأَ عَلَى الْفَوْرِ يَعْمَلُ بِإِخْلَاصٍ وَصِدْقٍ. فَطَارَ مُرْفَرِفًا إِلَى.....

أَجِبْ شَفَوِيًّا عَنِ الْأَسْئَلَةِ الْآتِيَةِ:

1. ما الكائنات التي كانت تعيش في الغابة؟
2. كيف تصرفت الحيوانات بعد الحريق؟
3. كيف أحضر العصفور الماء من البحيرة؟
4. ماذا فعل العصفور بالماء؟
5. لماذا سخرت الحيوانات من العصفور؟
6. ماذا فعلت الفيلة؟
7. عبّر عن رأيك في العصفور

Skills and Competencies to Reinforce are

Communication: The exercise improves the learners' communication skills, enhances their ability to express themselves effectively and engages learners through refined language and storytelling abilities.

Innovation and creativity: It will nurture the learners' creativity, encourage them to think outside the box, embrace unconventional ideas, and challenge the status quo, fostering a life-long mindset of innovation and originality.

Collaboration: Putting the learners into groups lets them brainstorm and exchange ideas, until they create a story that shares elements from each student. Contributions from each learner to put together a literary piece recognises individuals' skills and talents. This recognition encourages teamwork and cross-fertilisation.

Pedagogical Exemplar

Think-pair share activities, Collaborative learning: The facilitator places learners in groups of four to six people. Each group chooses learners with reading deficiencies to read the given story from the prescribed book. Reading errors are corrected, and the main ideas of the story identified. The learners begin to write the summary of the story using the author's words. A member of the group is chosen to read aloud the summary to his group. Each member rehearses oral retelling of the story through the summary. Retelling the story together with their group gives weak learners some peer assistance and a less threatening environment for performance. Learners will be asked individually to orally summarise the story by outlining the main events, the characters and the plot.

Key Assessments

Assessment Level 1 Recall and Reproduction

Orally retell the beginning, the middle and end of a story from the following book, using some the author's words: رحلة البحث عن الإنسان

Assessment Level 2 Skills of conceptual understanding

Adopt the plot of the story (العصفور والنار), and create your character and few simple events, using the theme of the story.

Assessment Level 3 Strategic Thinking

- a. Plan a story on a theme of your choice, with a simple character and few simple events, and orally present to the class your first draft.
- b. Adapt any of the stories from any of the following books, create your character and a few simple events, using common literary elements.

رحلة البحث عن الإنسان - الخط الاستواء

Hint



The Recommended Mode of Assessment for Week 22 is **Dramatisation**. Refer to **Appendix L** for a rubric to score learners' performance on the task. Item B of DoK level is a task example

SECTION 7 REVIEW

The section integrated project-based learning, allowing learners to apply the four language skills—listening, speaking, reading, and writing—in a collaborative and creative way. Tasks included preparing oral presentations, compiling vocabulary booklets, dramatizing short dialogues, and presenting cultural themes related to Arabic-speaking communities. Learners used the Arabic language in authentic contexts and showcased their learning through exhibitions and peer interactions. This section fostered autonomy, creativity, and confidence in using Arabic beyond the classroom setting.



APPENDIX L: Rubrics for scoring the Dramatisation Task

E.g.

Adapt any of the stories from any of the following books, create your character and a few simple events, using common literary elements.

رحلة البحث عن الإنسان - الخط الاستواء

E.g.

Rubrics (10 Marks)

Criteria	Performance Levels	Description	Marks
a. Creativity and Originality (4 Marks)	Excellent (4 Marks)	The adaptation shows exceptional creativity with well-developed characters and unique events, while maintaining coherence with the original story.	4
	Good (3 Marks)	The adaptation shows creativity with developed characters and events but lacks some uniqueness or depth.	3
	Satisfactory (2 Marks)	The adaptation is basic, with underdeveloped characters or predictable events, showing limited creativity.	2
	Needs Improvement (1 Mark)	The adaptation lacks creativity, with weak characters or no original events added to the storyline.	1
b. Use of Literary Elements (3 Marks)	Excellent (3 Marks)	The dramatization effectively incorporates conflict, resolution, setting, and characterization to create a compelling story.	3
	Good (2 Marks)	The story uses some literary elements, but some aspects like conflict or characterization may be underdeveloped.	2
	Satisfactory (1 Mark)	The use of literary elements is minimal or unclear, weakening the overall dramatization.	1
c. Clarity and Coherence of Storyline (2 Marks)	Excellent (2 Marks)	The story is easy to follow, with a well-structured narrative and clear events that maintain coherence.	2
	Good (1.5 Marks)	The storyline is mostly clear, but some parts may be slightly difficult to follow due to weak transitions.	1.5
	Needs Improvement (1 Mark)	The storyline is confusing or hard to follow, with unclear transitions or disjointed events.	1
d. Presentation and Engagement (1 Mark)	Excellent (1 Mark)	The presentation is engaging, with clear articulation, confident delivery, and audience interaction.	1
	Needs Improvement (0.5 Marks)	The presentation lacks engagement or clarity, with limited audience interaction.	0.5

SECTION 8: READING

Strand: Reading

Sub-Strand: Reading Comprehension

Learning Outcomes

1. Explain clues that are embedded in the Modern Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts
2. Explain clues that are embedded in the classical Arabic poetry in order to make inferences regarding the ideas and the meanings of the texts.

Content Standards

1. Demonstrate knowledge and understanding of fictional texts, using appropriate reference tools, with a broad active reading vocabulary. (B1, CEFR)
2. Demonstrate knowledge and understanding of modern poetry, using appropriate reference tools, with a broad active reading vocabulary. (B1, CEFR)

Hint



*For the End of Semester Examination refer to **Appendix M** for a Table of Specification to guide you to set the questions. Set questions to cover all the indicators covered for weeks 13 to 24.*

INTRODUCTION AND SECTION SUMMARY

The treatment of prose and drama have many things in common, but the teaching of poetry is recognisably different. Literary forms that learners have studied so far to some appreciable levels are the narrative prose and drama. Poetry form, especially its literary analysis is the focus of this section. The main aim, after acquiring the listening, speaking, reading and writing skills, is for the learner to develop the act of literary appreciation. In addition, it seeks to raise the standard of their expression, as well as enable them to criticise constructively by highlighting the nature and quality of literary texts. Besides that, it will enable learners to appreciate the beauty of the language and to be conscious of the active and lively styles used in its poetry. In more specific terms, the teaching of poetry should stimulate the learners to find learning it so rewarding that they continue reading after they leave school. The study of poetry should prepare learners for a worthwhile life; aid them in their study of language as it provides materials for language learning and develop in them intrinsic values such as enjoyment and appreciation of works of art.

The weeks covered by the section are:

Week 23: Critical Reading of Modern Poetry

Week 24: Critical Reading of Classical Poetry

SUMMARY OF PEDAGOGICAL EXEMPLARS

The facilitator must help the learners to find meaning and gain experience in the text by developing an appreciation for the literary form. Learners must be made to relate literature to life, and finally to understand how the author's meaning can be successfully elicited through an artistic interpretation. The approach to teaching literature should be 'activity' and 'creativity'. Poetry can be meaningful and rewarding only when the student is freely and actively engaged in assimilating and organising the material encountered. The emphasis should be placed on individual and group activities and on the creativity of the learners. Learners should be taught that poetry, like other literary genres, is a personification of life, and therefore relevant to everyday life. Hence, it should be animated, contextualised, and therefore made exciting to learners. Once the facilitator is ready to put life in the subject and draw analogies between it and life's everyday events, a good start has been made and the learners will be highly motivated to read the passages, sing them, act them and discuss them everywhere.

ASSESSMENT SUMMARY

Beside using quizzes, tests, and essays, the facilitator can use other alternative assessment strategies, such as portfolios, performances, and exhibitions, which allow learners to showcase their talents and what they have learned in a creative manner. This can be conducted side by side with self-evaluation and peer-evaluation, because learners are more focused in their performance when they know that they (and their peers) are actively involved in the overall assessment. The format of assessment in literature addresses specific language skills. It may be either through oral or written test. Oral tests challenge the speaking and listening skills while the written tests demand skills in reading and writing which ultimately target learners' critical reading. Both tests may use the objective or essay format. Both tests can be used in testing comprehension, but essay tests can evaluate better the other categories of literature testing. The recommended assessment mode for each week is:

Week 23: Homework

Week 24: End of 2nd Semester Examination

*Refer to the “**Hint**” at the key assessment for additional information on how to effectively administer these assessment modes.*

WEEK 23

Learning Indicators

1. Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.
2. Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.

FOCAL AREA: CRITICAL READING OF MODERN POETRY

Arabic Poetry is that genre of literature in which words are arranged in measured lines (tafa'il) either to describe or to narrate or to show how great a character is or to express emotion. It is the composition of words used to narrate or express emotion arranged in regulated lines" as obtained in 'ilm al-arud (Prosody). Poetry is usually tightly compressed with a high density of meaning. It contains unusual word sequences and unusual structures or variations in structures, features which often present difficulties for learners. To solve this problem, it is often necessary to start the students off with very simple poems that may demand very little or no explanation. Therefore, modern Arabic Literature is a good beginning point because of the simplicity of its texts.

Learning Tasks

رَجَعْتُ لِنَفْسِي فَأَتَّهَمْتُ حَصَاتِي وَنَادَيْتُ قَوْمِي فَاحْتَسَبْتُ حَيَاتِي
رَمَى نُونِي بِعُقْمٍ فِي الشَّبَابِ وَلَيْتَنِي عَقِمْتُ فَلَمْ أَجْزَعْ لِقَوْلِ عُدَاتِي
وَأَدْتُ وَلَمْ أَلَمْ أَجِدْ لِعَـرَائِسِي رَجْـالاً وَأَكْفـاءً وَأَدْتُ بَنـاءَاتِي
وَسَعْتُ كِتَابَ اللَّهِ لَفْظاً وَغَايَةً وَمَا ضَبَقْتُ عَنْ آيِ بِهِ وَعِظَاتِ
فَكَيْفَ أَضِيقُ الْيَوْمَ عَنْ وَصْفِ آلَةٍ وَتَنْسِيقِ أَسْمَاءٍ لِمُخْتَرَعَاتِ
أَنَا الْبَحْرُ فِي أَحْشَائِهِ الدُّرُّ كَامِنٌ فَهَلْ سَأَلُوا الْغَوَاصَ عَنْ صَدَفَاتِي
فَيَا وَيْحَكَ مِمَّ أَبْلَى وَتَبْلَى مَحَاسِنِي وَمِنْكُمْ مِمَّ وَإِنْ عَزَّ الدَّوَاءُ أَسَاتِي
فَلَا تُكِلْـونِي لِلزَّمَنِ إِنْ فَإِنِّي أَخَافُ عَلَيْكُمْ أَنْ تَحِينَ وَفَاتِي

1. اشرح معاني الكلمات التي تحتها خط
2. ما الموضوعات التي تناولتها القصيدة؟
3. ما الفكرة التي يتحدث عنها الشاعر؟

Skills and Competencies to Reinforce are:

Critical Thinking and problem solving: Analysis of Arabic poetry requires critical examination of the meanings of the special usage of some of words. It involves analysis, evaluation and judgment. Learners will need to decipher the literal and figurative meanings which involve brain work and deep thought.

Communication: Poets use poetry to artistically communicate a message. They can use simple, straightforward language to convey clear ideas, or can use complex, opaque language to communicate vague, even uncertain, concepts. Poetry has a unique ability to fill a reader's mind with images and fill the heart with feeling.

Pedagogical Exemplar

A poem of this kind can be taught in seven stages: introduction; model reading; explanation of difficult words and translation; explanation of theme and style; students' reading; picking students at random to read the poem and follow-up. One of the most important parts of pedagogy is the model reading of the poem by the facilitator to the learners. The model reading may possibly be done into a tape for a playback to the learners. The explanation of difficult words then follows. Those words are extracted from the text for explanation. The poem should then be translated to make it completely meaningful to the learners. The whole class reads aloud once or twice. Then reading in smaller groups follows. Reading of the poem by the whole class will certainly give the shy ones some amount of courage to participate, and reading in smaller groups will enable the teacher to identify students who may need help in pronunciation. The teacher selects students randomly to read the poem. After reading the poem and explaining the difficult words, the teacher will ask the learners to identify the general idea and the subsidiary ideas of the poem in pairs then share their outcomes with the class.

Key Assessments

Assessment Level 1 Recall and Reproduction

Give the meaning of the underlined words in the poem.

Assessment Level 2 Skills of conceptual understanding

1. Identify the main theme of the poem and explain the general idea of the text.
2. Identify and explain the theme(s) and general idea of the poem:

(آفة العصر - للشاعر عيسى ألبلي)

Assessment Level 3 Strategic Thinking

Identify two other subsidiary ideas of the text and explain the implicit meanings of the poem.

WEEK 24

Learning Indicators

1. Identify the theme(s) and the general idea of the poem and explain the general meaning of the text.
2. Explain subsidiary ideas of the text and explain the implicit as well as explicit meanings of the key words.

FOCAL AREA: CRITICAL READING OF CLASSICAL POETRY

Arabic Poetry essentially is characterised by complex sentence structure and tightly compressed with a high density of meaning; a features which often present difficulties for learners. These are the most prominent features of the pre-Islamic *qasida*. In terms of the simplicity of Arabic poetic text, poetry of the Umayyad and Abbasid period follows the modern Arabic poetry. Simple works of selected poets of this era form the reading texts for comprehension and analysis.

Learning Tasks

أبو العتاهية في الزهد
 إِذَا مَا خَلَوْتَ الدَّهْرَ يَوْمًا فَلَا تَقُلْ خَلَوْتُ وَلَكِنْ قُلْ عَلَيَّ رَقِيبٌ
 وَلَا تَحْسَبَنَّ اللَّهَ يُغْفِرُ لِمَنْ مَضَى وَلَا أَنْ يَخْفَى عَلَيْهِ يَغِيبُ
 لَهُمْ وَأَنَا لَعَمْرُ اللَّهِ حَتَّى تَنْتَابِعْتَ دُنُوبٌ عَلَى أَنْتَ أَرَاهِنٌ دُنُوبٌ
 فَيَا لَيْتَ أَنَّ اللَّهَ يُغْفِرُ مَا مَضَى وَيَأْذَنَ فِي تَوْبَاتِنَا فَتَنْتَابِعْ
 إِذَا مَا مَضَى الْقَرْنُ الَّذِي كُنْتَ فِيهِمْ وَخُلِفْتَ فِي قَرْنٍ فَأَنْتَ غَرِيبٌ
 وَإِنْ أَمْرًا قَدْ سَـارَ خَمْسِينَ حِجَّةً إِلَى مَنْهَلٍ مِنْ وَرْدِهِ لَقَدْ رِيبٌ
 نَسِيبُكَ مَنْ نَاجَـكَ بِالْـكَلَامِ قَلْبُهُ وَلَيْسَ لِمَنْ تَحْتَ التُّرَابِ نَسِيبُ
 فَأَحْسِنْ جَزَاءً مَا اجْتَهَدْتَ فَإِنَّمَا بِقَرْضِكَ تُجْزَى وَالْقُرُوضُ ضُرُوبٌ

4. اشرح معاني الكلمات التي تحتها خط

5. وما الموضوعات التي تناولتها القصيدة؟

6. ما الفكرة الرئيسية التي يتحدث عنها الشاعر؟

Skills and Competencies to Reinforce are

Critical Thinking and problem solving: Analysis of Arabic poetry requires critical examination of the meanings of the special usage of some of the words. It involves analysis, evaluation and judgment. Learners will need to decipher the literal and figurative meanings which involve brain work and deep thought.

Communication: Poets use poetry to artistically communicate a message. They can use simple, straightforward language to convey clear ideas, or can use complex, opaque language

to communicate vague, even uncertain, concepts. Poetry has a unique ability to fill a reader's mind with images and fill the heart with feeling.

Pedagogical Exemplar (Whole class and group learning)

A poem of this kind can be taught in seven stages: introduction; model reading; explanation of difficult words and translation; explanation of theme and style; students' reading; picking students at random to read the poem, and follow-up.

One of the most important parts of pedagogy is the model reading of the poem by the teacher to the learners. The model reading may possibly be done into a tape for playback to the learners. The explanation of difficult words then follows. Those words are extracted from the text for explanation.

The poem should then be translated to make it completely meaningful to the learners. The whole class reads aloud once or twice. Then reading in smaller groups follows. Reading of the poem by the whole class will certainly give the shy ones some amount of courage to participate, and reading in smaller groups will enable the teacher to identify students who may need help in pronunciation.

The teacher selects students randomly to read the poem. After reading the poem and explaining the difficult words, the teacher will distribute the verses to the learners in pairs to identify the idea of each line then share the outcome with the other learners.

Key Assessments

Assessment Level 1 Recall and Reproduction

Give the meaning of the underlined words in the poem.

Assessment Level 2 Skills of conceptual understanding

Identify the main theme of the poem and explain the general idea of the text.

1. ما هي إحدى السمات الرئيسية للأماكن التي زارها الراوي مع عمه؟
 - أ) كانت الأماكن مزدحمة جدًا
 - ب) كانت الأماكن معروفة بأهميتها التاريخية
 - ج) كانت الأماكن مليئة بالخضرة والجمال الطبيعي
 - د) كانت الأماكن تقع بالقرب من الأسواق
2. يذكر الراوي في النص أن النهر يفيض خلال _____ ، مما يتسبب في فيضانات تؤثر على المدينة.
 - أ) الصيف
 - ب) الشتاء
 - ج) موسم الأمطار
 - د) الخريف

Assessment Level 3 Strategic Thinking

Identify two other subsidiary ideas of the text and explain how the poem depicts some experiences you can personally identify with.

Hint



*The Recommended Mode of Assessment for Week 24 is **End of Semester Examination**. [Refer to **Appendix M** for a Table of Specification to guide you to set the questions]. Set questions to cover all the indicators covered for weeks 13 to 24.*

SECTION 8 REVIEW

This section offers learners a profound engagement with Arabic poetry, both modern and classical, through guided critical reading. It deepens literary appreciation and enriches language learning by exposing learners to rich imagery, figurative expressions, and historical and cultural reflections embedded in poetic texts. The section fosters critical thinking, textual inference, and communication skills. Overall, this section ensures learners don't just read poetry—they experience it, live it, and grow through it.



APPENDIX M: Sample Table of Specification for End of Semester Examination

Nature

Note

- a. *Covers content of weeks 1 – 11.*
- b. *Take into consideration DOK levels.*
- c. **Resources**
 - i. *Answer booklets*
 - ii. *Learning materials*
 - iii. *Teacher manual*
 - iv. *Assessment toolkit*

The test should include

- d. *Paper 1-multiple choice (40 questions)*
- e. *Paper 2: 3 essay questions, 1 should be selected,*
- f. *Paper 3- Oral (where applicable)*

Time: 3 hours (for papers 1 & 2).

Total score: 100 marks to be scaled down to 40 marks for submission.

Refer to Table of specifications.

Guidelines for writing test items

1. multiple choice questions

- a. *The central issue of the items should be in the question statement (stem).*
- b. *All options must follow syntax and punctuation rules.*
- c. *Repetition of words in the options should be avoided.*
- d. *Vary the placement of the correct option.*

2. Essay

- (a) *Ensure questions are of a similar level of difficulty.*
- (b) *Provide time allocation for the completion of the essay and assign marks to each of the questions.*
- (c) *Let the learners know the required pages or length of the essay*

Table of Specification

Week	Focal Area(s)	Type of Questions	DOK Level				Total
			1	2	3	4	
13	1. Types of Arabic sentences: Verbal Sentence 2. Arabic case system	Multiple choice	2	3	1	0	6
		Essay	0	0	0	0	0
14	Translation from Arabic into English.	Multiple choice	2	2	1	0	5
		Essay	0	0	0	0	0
15	Translation from English into Arabic.	Multiple choice	2	2	1	0	5
		Essay	0	0	0	0	0
16	Translation from English into Arabic.	Multiple choice	2	2	1	0	5
		Essay	0	0	0	0	0
17	Letter Writing – Formal Letter	Multiple choice	1	2	1	0	4
		Essay	0	0	1	0	1
18	Essay Writing	Multiple choice	1	1	0	0	2
		Essay	0	0	0	0	0
19	Essay Writing	Multiple choice	0	0	0	0	0
		Essay	0	0	0	1	1
20	Critical Reading of Fictional Prose	Multiple choice	1	1	1	0	3
		Essay	0	0	0	0	0
21	Creative and Story Writing	Multiple choice	1	1	1	0	3
		Essay	0	0	0	1	1
22	Oral Composition & Creativity	Multiple choice	1	1	1	0	3
		Essay	0	0	0	0	0
23	Critical Reading of Modern Poetry	Multiple choice	1	2	1	0	4
		Essay	0	0	0	0	0
	Total		14	17	10	2	43

2. Overall Totals

Multiple choice questions	40
Essay	3

Marking Scheme/Rubrics

- *Paper 1 (Multiple Choice): 40 marks (1 mark per question)*
- *Rubrics for Paper 2 (Essay Assessment) Total Marks: 30*

Criteria	Performance Levels	Description	Marks
Content Relevance	Excellent	The essay addresses all aspects of the prompt, demonstrates a clear understanding of the topic, and provides highly relevant arguments and examples.	10
	Good	The essay addresses most aspects of the prompt with relevant arguments and examples but may lack depth or omit minor details.	8
	Satisfactory	The essay addresses some aspects of the prompt but with limited relevance or examples, leading to gaps in addressing the topic comprehensively.	6
	Needs Improvement	The essay is vague or unrelated to the topic, with few relevant arguments or examples.	4
Depth of Analysis	Excellent	The essay demonstrates in-depth critical thinking, evaluates multiple perspectives, and integrates well-reasoned insights with evidence.	10
	Good	The essay shows a solid level of critical thinking with some well-reasoned arguments and evidence, though less comprehensive than excellent work.	8
	Satisfactory	The essay contains limited analysis and primarily descriptive arguments, with minimal integration of evidence or insights.	6
	Needs Improvement	The essay lacks critical thinking, offering shallow analysis and minimal evidence to support arguments.	4
Clarity and Structure	Excellent	The essay is well-organized, with a clear introduction, body, and conclusion. Ideas are logically sequenced, and language is precise and grammatically correct.	10
	Good	The essay is mostly organized, with minor issues in structure or flow. Language is generally clear but may contain some grammatical errors.	8
	Satisfactory	The essay has basic organization but lacks coherence in some areas. Language clarity is inconsistent, with frequent grammatical errors.	6
	Needs Improvement	The essay lacks clear organization and coherence, making it difficult to follow. Language is unclear, with significant grammatical errors.	4

• **Rubrics for Paper 3 (Oral Assessment) Total Marks: 30**

Criteria	Performance Levels	Description	Marks
Self-Introduction	Excellent	The introduction is clear, confident, and engaging. The speaker provides relevant details (e.g., name, background, interests) with correct pronunciation and fluency.	10
	Good	The introduction is clear but lacks full engagement or depth. Pronunciation and fluency are mostly correct, with minor errors that do not affect understanding.	8
	Satisfactory	The introduction includes basic details but lacks fluency or confidence. Pronunciation errors may occasionally hinder understanding.	6
	Needs Improvement	The introduction is unclear or incomplete, with significant pronunciation errors or lack of engagement.	4
Reading	Excellent	The reading is fluent and expressive, with accurate pronunciation and appropriate pacing. The speaker demonstrates understanding of the content.	10
	Good	The reading is clear, with minor pronunciation or pacing issues. The speaker shows general understanding of the content.	8
	Satisfactory	The reading is hesitant or lacks fluency, with frequent pronunciation errors. The speaker's understanding of the content is limited.	6
	Needs Improvement	The reading is unclear and disfluent, with significant pronunciation errors. The speaker demonstrates minimal understanding of the content.	4
Task-Based Scenario	Excellent	The response is well-thought-out, contextually appropriate, and effectively delivered. The speaker uses accurate vocabulary and engages confidently.	10
	Good	The response is relevant and clear but may lack some contextual details or fluency. Vocabulary use is mostly accurate, with minor errors.	8
	Satisfactory	The response is basic, with limited relevance or clarity. Vocabulary use is inconsistent, and errors may hinder communication.	6
	Needs Improvement	The response is unclear or irrelevant, with significant vocabulary errors and lack of engagement.	4

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