

**Descriptions of Target Student Abilities: Second-Year Arabic**  
**Arabic Language Objectives, 2008**

*Second-year Arabic aims to help students to attain a solid first level of proficiency and considerably improve their fluency and accuracy in all aspects of linguistic activity.*

<b>Interpersonal Communication Skills</b>	<b>AMELANG 121A (Intermediate Arabic, 1<sup>st</sup> quarter)</b>	<b>AMELANG 121B (Intermediate Arabic, 2<sup>nd</sup> quarter)</b>	<b>AMELANG 121C (Intermediate Arabic, 3<sup>rd</sup> quarter)</b>
<p>In the second year of Arabic, students learn to communicate in Modern Standard Arabic (MSA) about a wide range of topics, ranging from everyday situations to distinctly Arabic/Middle Eastern contexts that may not exist in their own ethnic backgrounds. In doing so, students gain a higher level of accuracy, proficiency and cultural understanding of Middle Eastern culture(s) as reflected in the language itself.</p>	<p>During the first quarter, students continue to review and reinforce their ability of expression acquired in the first year. They increase their self-confidence and expand on the topics and themes covered in the first year. They are able to interact with their teacher and classmates as well as a sympathetic native speaker (one accustomed to dealing with language learners).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe family and friends, giving physical and character attributes.</li> <li>• Make simple comparisons of equality and inequality using familiar nouns and adjectives.</li> <li>• Briefly describe and ask questions about climate, weather, and forecasts.</li> <li>• Talk about places: city, home, study, work. Express location/direction.</li> <li>• Express basic opinions (including likes and dislikes) and emotions (surprise, admiration, approval, doubt) in relation to familiar and personal topics.</li> <li>• Talk about their studies and educational opportunities; express opinion, give simple advice and ask for more information.</li> <li>• Identify personal items (e.g. clothing) using visual cues and a list of Arabic vocabulary related to clothes in the West and Middle East (<i>hijab, gallabia</i>, etc.)</li> <li>• Describe their leisure activities in the past. Express habitual action versus completed action.</li> </ul>	<p>During the second quarter, students continue to review and reinforce their ability of expression. They will keep improving their accuracy and expand on the level and scope of communicative tasks. They are able to interact with more ease and confidence with their classmates and teacher as well as a sympathetic (native speaker) interlocutor.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the functions of the previous quarter with more confidence and on a higher level.</li> <li>• Discuss differences between life in the USA and the Arab world, including Arab and Islamic holidays and traditions, using strings of sentences (and in English). Talk about food; compare cultural differences and table etiquette. Give simple instructions and take directions.</li> <li>• Express possession and/or absence of something. Express quantity.</li> <li>• Initiate and react in social interactions such as extending and accepting invitations, expressing sadness, regrets, condolences, etc.</li> <li>• Talk about survival strategies when living in the Middle East. Give advice and recommendations. Express obligation and wish for a third party to perform an action. Express sadness, regret, condolences.</li> <li>• Engage in a wide range of interactions with their classmates and teacher on cultural topics using basic contemporary articles from the Arabic press.</li> <li>• Participate in a simulated Arabic event,</li> </ul>	<p>During the third quarter, students continue to review and reinforce their ability of expression. They will keep improving their accuracy and expand the level and scope of communicative tasks with greater ease and confidence. They will be able to produce lengthier descriptive sentences and begin developing short narrative paragraphs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the functions of the previous quarter with more confidence and on a higher level.</li> <li>• Talk about professions, occupations and careers. Express condition and obligation.</li> <li>• Discuss past vacations and vacation plans. Express condition in the past.</li> <li>• Use the comparative to juxtapose objects, ideas and people using lengthy utterances and complex sentence structure.</li> <li>• Express strong feelings and opinions in broaching various cultural traditions and famous Arab figures in history.</li> <li>• Discuss movement and different means of transportation in the Arab world.</li> <li>• Use conjunctions and other textual tools to link strings of sentences into a seeming paragraph.</li> <li>• Talk about actions, activities and schedules. Express completed action in all time frames.</li> <li>• Participate effectively in informal communication and exchange information and opinions with</li> </ul>

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<b>Interpersonal Communication Skills (cont.)</b>	<ul style="list-style-type: none"> <li>Engage in simulated conversations with their classmates and teacher on closely related topics.</li> </ul>	celebration, birthday party, an <i>Iftar</i> in Ramadan or a field trip with full language immersion.	their teachers and Arabic- speaking peers, including native speakers invited to speak in the classroom.
<b>Interpretive Skills</b>	<b>AMELANG 121A</b> <b>(Intermediate Arabic, 1<sup>st</sup> quarter)</b>	<b>AMELANG 121B</b> <b>(Intermediate Arabic, 2<sup>nd</sup> quarter)</b>	<b>AMELANG 121C</b> <b>(Intermediate Arabic, 3<sup>rd</sup> quarter)</b>
<p>Students will focus on a wide variety of simplified and authentic materials such as newspaper articles, poetry, song lyrics, movies and media to increase their vocabulary through word and phrase recognition as well as educated guesses at general meaning. Second-year texts are meant primarily to develop reading proficiency and enable students to move eventually toward more complex authentic written texts (e.g. historical records, classical Arabic texts). While such readings are intended for third-year Arabic, second-year students will be able to tackle short samples such as Arabic fables, proverbs, jokes, and a limited number of Qur’anic verses. Students will be able to analyze texts linguistically and apply that analysis to their own interests and research.</p>	<p>After the completion of the first quarter, students demonstrate comprehension of short presentations, both oral and written, on linguistically familiar material. They are able to read selected samples of authentic texts and confirm understanding in basic MSA as well as English translation.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>Understand face-to-face conversations on subjects that are structurally and thematically connected with class material.</li> <li>Understand most of classroom presentations as well as excerpts from selected Arabic texts/ media.</li> <li>Get the gist of certain subject-related media and movie excerpts (including when colloquial Arabic is used).</li> <li>Answer fact-based questions and offer comments in MSA.</li> <li>In short, simplified fiction and non-fiction study texts: identify details and summarize the main idea.</li> <li>Gain basic understanding of abridged and adapted excerpts (paragraph) from modern Arabic literature.</li> <li>Read short (1 page) selected authentic texts of different styles and genres and scan them for specific information.</li> <li>Interpret and process information gained from readings and use it in different contexts and cultural situations while employing more sophisticated vocabulary and phrases.</li> </ul>	<p>During the second quarter, students continue to develop their interpretive skills. They can understand longer oral and written presentations, on linguistically familiar material, that deal with a wider range of topics. They are able to read selected authentic texts and confirm understanding mostly in MSA using English to convey more complex information.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p> <ul style="list-style-type: none"> <li>Fully understand and respond appropriately in most informal face-to-face conversations.</li> <li>Fully understand longer and more complex presentations (paragraph-length) including descriptions, stories, short lectures, and reports based on linguistically familiar material.</li> <li>Understand the general idea and identify some important elements and features in certain media clips and movie excerpts (e.g. Arabic podcasts, newscasts).</li> <li>Answer fact-based and detail-oriented questions, as well as offer comments in MSA.</li> <li>In simplified fiction and non-fiction texts (1 page): analyze some details, summarize the main idea, and use the linguistic material in meaningful communication.</li> <li>Demonstrate understanding of longer abridged and adapted literary texts.</li> <li>Read short (1-2 pages) selected authentic texts of different styles and genres (e.g. newspaper articles, headlines from Arabic websites, basic cooking recipes, culturally appropriate jokes, etc.) and scan them for specific</li> </ul>	<p>During the third quarter, students improve their comprehension skills and interpretive abilities. They are able to understand oral presentations and written texts on many conversational and cultural topics. They can read selected authentic texts and confirm understanding in MSA using English only occasionally. They will gain a better control of approaching a text with unfamiliar elements and be prepared for independent work.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate full comprehension and respond appropriately in a majority of authentic social interactions.</li> <li>Understand oral presentations with unfamiliar elements</li> <li>Demonstrate full comprehension of special study films.</li> <li>Understand the general idea of Arabic movies, ads, and authentic texts.</li> <li>Answer detail-oriented questions while participating in text discussions.</li> <li>Analyze details of a range of texts and use the linguistic material in meaningful communication.</li> <li>Read and demonstrate understanding of more complex abridged literary texts and selected authentic materials of different styles and genres.</li> <li>Identify form and tone (such as register, target audience, etc.) as well as stylistic nuances in</li> </ul>

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<b>Interpretive Skills (cont.)</b>	<ul style="list-style-type: none"> <li>• Begin to become aware of form and tone of texts in preparation for independent reading.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>• Interpret and process the information gained from readings and use it in a wider array of contexts.</li> <li>• Identify obvious genre differences in authentic texts (letters to family, published speeches, opinion pieces) and get a better understanding of form and tone.</li> </ul>	different genres of Arabic texts.
<b>Presentational Skills</b>	<b>AMELANG 121A</b> <b>(Intermediate Arabic, 1<sup>st</sup> quarter)</b>	<b>AMELANG 121B</b> <b>(Intermediate Arabic, 2<sup>nd</sup> quarter)</b>	<b>AMELANG 121C</b> <b>(Intermediate Arabic, 3<sup>rd</sup> quarter)</b>
<p>Students deliver quarterly oral reports in which they use technology- based sources to enhance their presentational skills. In doing so, students learn to employ the Internet and other audio-visual aids in order to enhance their oral speech and understanding of the way MSA is used in the Arab world (e.g. newscasts, podcasts, official speeches, recorded essays, and other media sources). Some emphasis is also placed on integrating some colloquial phrases into their oral reports. Furthermore, students develop longer written compositions in which they utilize much of the vocabulary they learn in class.</p>	<p>After completion of the first quarter, students will have presented one 5-minute prepared oral report (using Word for Windows in Arabic or the Word Mac program) about a topic related to their daily activities and schedule. They write a half-page composition (consisting of strings of sentences) on the same theme. They begin to make basic comments in MSA about short, minute-long recorded audio and video segments from such sites as YouTube and the CNN Arabic web site.</p> <p>At the end of the quarter, students also be able to:</p> <ul style="list-style-type: none"> <li>• Interact with classmates by conducting basic Q&amp;A sessions, comprised of binary questions, following each presentation.</li> <li>• Submit a written, one paragraph summary of their presentation.</li> <li>• Comment on subject- related media and other audio-visual excerpts.</li> </ul>	<p>During the second quarter, students present one 10-minute oral report and subsequent written composition (1 page) on a cultural topic related to the Arab world. They utilize Arabic websites to add basic information (including sources and citations) to their presentations.</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer a wider variety of questions about the prepared presentation topic</li> <li>• Make short spontaneous summaries and comments on the cultural topics presented by their peers.</li> <li>• Write a 1-page composition on one of the cultural topics presented in their formal oral reports</li> <li>• Speak extemporaneously (2-3 minutes) on topics related to their personal and immediate environment.</li> <li>• Incorporate a limited range of selected media clips in Arabic (including Internet resources) into their oral reports.</li> </ul>	<p>During the third quarter, students present one 15-minute oral report using PowerPoint (in Arabic) with emphasis on quotes, citations, and other primary sources, and focused on contemporary cultural topics from the Middle East (traditions, society, way of life). They submit on-the-spot bulleted lists of main points raised in their classmates' presentations. They also make shorter, spontaneous presentations on themes of personal interest. They increase in self-confidence and fluency of speech, as well as achieve greater accuracy when transforming oral reports into lengthier essays (2 pages).</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the prepared presentation topic; exchange opinions and provide commentary.</li> <li>• Write a 1-2 page essay on one of the topics related to personal and/or cultural information.</li> <li>• Make a 5-minute unrehearsed presentation on themes of personal interest</li> <li>• Use Internet resources (in Arabic) to support their formal presentations.</li> </ul>