

# The Australian Curriculum

|                    |        |
|--------------------|--------|
| <b>Subjects</b>    | Arabic |
| <b>Year levels</b> | Year 8 |

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising

[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining]

(ACLARC154 - Scootle [↗](#))



#### Elaborations

initiating conversations, including face-to-face and virtual conversations, by asking peers about personal interests, for example,

هل تحب المأكولات العربية؟ ما هو طعامك المفضل؟ أنا أيضاً أحب الوجبات السريعة؛ هل تريد أن تأتي معي إلى مطعم الوجبات السريعة بعد المدرسة؟  
أمي طبخة ماهرة؛ تعال إلى بيتنا يوم السبت؛ هل تحب الذهاب معنا إلى المنتزه/الحديقة؟  
أنا آسف؛ أمي لا تسمح لي. أعتذر ليس عندي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأمي أولاً.  
ممتاز؛ هذا رائع!

developing and sustaining conversations with peers, including online or virtual conversations, on topics of interest, such as sport, games and music, for example,

هل شاهدت أمس مباراة كرة القدم؟ برأيك من سيفوز بالكأس؟ من هو لاعبك المفضل؟ هل نزلت اللعبة الإلكترونية الجديدة إلى الأسواق؟ إنها لعبة مسلية. هل تُحبين الأغنية الجديدة؟

exchanging information and opinions on a range of topics such as home, school, leisure and travelling, for example,

هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟

expressing hopes and feelings, and describing personal plans for school holidays and the weekend, for example,

في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر لأن الطقس سيكون حاراً؛ أتمنى أن نساfer إلى كوينزلاند في العطلة المدرسية. أنا سعيد لأننا سوف نساfer في العطلة؛ في العطلة المدرسية سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة

using communication strategies such as apologising, inviting and praising when interacting in social situations, for example,

عفواً؛ تفضل؛ أنت بنت ذكية

Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions

[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions]

(ACLARC155 - Scootle [↗](#))



#### Elaborations

expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example,

أفضل من...؛ الأفضل...؛ الأحسن...  
أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق معكم على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة المدرسة؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع لأن ذلك أفضل من أيام الأسبوع

collaborating with others in online or real settings to plan events, such as arranging a day out or a birthday party, and making shared decisions, such as negotiating how much to spend on presents, or a budget for a day out, for example,

هل تحب أن نذهب إلى البوليفينغ يوم السبت؟ أبي سوف يأخذني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأتي لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة

responding to invitations in print, digital or online formats by accepting or declining and providing reasons for non-attendance, for example,

شكراً جزيلاً على الدعوة؛ سأحضر الحفلة؛ آسف لا أقدر أن آتي إلى السينما لأن أمي لا تسمح لي. أنا مدعوة لحفل زواج ابن عمتي ولا أستطيع أن آتي معكم إلى البوليفينغ.

asking for others' opinions on group weekend plans, and resolving disagreements by providing alternative suggestions, for example,

يا سمير؛ هل قررت أن تأتي معنا إلى السينما يوم السبت؟ لا تقلق كل شيء سوف يكون على ما يرام؛ الغالبية منا تفضل الذهاب إلى البوليفينغ؛ لذا من العدل أن تقل يا هادي قرار الأغلبية؛ ماذا لو شاهدنا عرضاً مسرحياً؟ ربما عرضاً غنائياً؟ يا سلمى أنا أعرف أنك تحبين الموسيقى؛ لذلك تعالي نحجز تذاكر عرض "الأميرة النائمة" الموسيقي. ما رأيك؟

Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses

[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing]

(ACLARC156 - Scootle [↗](#))



#### Elaborations

exchanging ideas and suggestions with peers, for example,

ماذا تقترح يا سامي؟ أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟

clarifying meaning of common expressions by giving examples, such as

أعني أن كل واحد منا يكتب صفحة؛ أقصد أنا وهنأ نبحت عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع؛ مثلاً؛ مثل؛ على سبيل المثال

contributing to class discussions by expressing opinions, using reflective language, for example,

لو كان لدينا وقتاً أطول؛ لأضفنا موسيقى على البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة في الصف مملة

وضعتُ الصورة هنا لأنها صغيرة ومناسبة؛, for example, فانتني الفطار لأنني إستيقظت متأخراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث؛ سنحصل على درجة عالية

### Informing

Locate, [interpret](#) and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions

[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding]

([ACLARC157 - Scootle](#))



### Elaborations

identifying context, purpose and audience in a range of texts in print, online or digital formats, such as articles, reports and documentaries

gathering information independently and collaboratively about events or people and comparing how various sources, such as magazines, newspapers and websites, use language to convey meaning

listening to, viewing and reading texts to extract elements that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example,

حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات  
الأعياد الدينية المختلفة وطرق الإحتفال بها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج

using concept maps, charts and tables to organise, analyse and summarise information from texts such as television programs, reports and documentaries, and comparing how ideas are conveyed in different texts

الأفلام العربية الحديثة؛ البرامج التقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية

Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit [audience](#) and purpose

[Key concepts: representation, experience, [audience](#); Key processes: describing, summarising, comparing, reporting]

([ACLARC158 - Scootle](#))



### Elaborations

conveying information in texts such as notices and newspaper announcements to inform others about an issue of interest or an upcoming event, for example,

إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة

presenting views on topics related to personal experiences in texts such as blogs, emails and speeches, for particular purposes and audiences

organising information and presenting it to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for young Arabic speakers or a video recording of a cooking demonstration for their classmates

reporting on own and others' experiences, such as holiday trips or a school camp, in a text such as a digital presentation, and comparing own experiences with others', using expressions such as

بالنسبة لي، الرحلة كانت ممتعة بينما غالبية تلاميذ الصف شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق؛ إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين جداً

## Creating

Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences

[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining]

(ACLARC159 - Scootle [↗](#))



## Elaborations

expressing personal opinions on ideas presented in various texts such as stories, films, songs or video clips, for example,

الفيلم يشجع الشباب على الدراسة وهذا ممتاز؛ المقطع الغنائي جميل ومؤثر؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية جميلة فهي تعبر عن الصداقة

stating and explaining personal preferences about characters, themes, ideas and events in texts, using expressions such as

أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ عادل شخصيته مؤثرة لأنها تمثل شخصية معظم الشباب العربي وتعرض مشاكلهم؛ أحداث القصة متسلسلة ومنطقية؛ الأب في المسلسل ليس مثاليًا أبداً؛ الأم أيضا دورها تقليدي

analysing how people, places and experiences are represented in a variety of imaginative texts, such as extracts from a play or scenes from a film, and comparing how key messages and beliefs are communicated

expressing and exchanging opinions on typical features, language use and cultural elements in contemporary songs, films or video clips from the Arabic-speaking world, and comparing them with similar texts from the English-speaking world

**Create** and present imaginative texts, including multimodal and **digital texts**, such as songs, poems, plays, stories or video clips, involving fictional **characters**, events and contexts, to entertain different audiences

[Key concepts: imagination, emotion, **context**, **audience**; Key processes: **composing**, performing, building **context** and character, entertaining]

(ACLARC160 - Scootle [↗](#))



#### Elaborations

creating cartoons, plays or short stories to share in class about an imagined experience in their own life or a dream for the future

illustrating own imaginative stories in print, visual or digital formats, such as captioned photo stories

composing and performing imaginative texts for the school community, through role-plays, raps and video clips, using expressive language and movement to illustrate meaning and to entertain

creating modified versions of traditional Arabic stories and films, such as *علاء الدين والمصباح السحري*, by introducing new characters or contexts or alternative endings

#### Translating

Translate and **interpret** texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make **language** choices that best convey equivalent meaning

[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining]

(ACLARC161 - Scootle [↗](#))



#### Elaborations

translating and interpreting texts from Arabic into English and vice versa, using print and online dictionaries, and translation tools or programs, and experimenting with interpreting unknown words or expressions, reflecting on challenges associated with transferring meaning from one language to another

comparing own and others' translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these

translating and interpreting texts, using print and online dictionaries, and translation tools or programs, identifying culturally specific vocabulary, for example, *عفواً؛ سلامتك؛ ألف مبروك الحمد لله على السلامة؛ نشكر الرب؛* and discussing the translation process relating to choice of words that best reflect the meaning, equivalence and contextual appropriateness

paraphrasing English words or expressions that have no specific equivalent in Arabic, such as ‘mufti day’ or ‘fundraiser’, and annotating them in order to convey their intended meaning

**Create** bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining **culture**-specific words and expressions, for example, by using captions and descriptions

[Key concepts: **language**, **culture**, meaning; Key processes: selecting, relating interculturally, designing] ([ACLARC162 - Scootle](#))



#### Elaborations

creating bilingual subtitles, captions or commentaries for texts, such as brochures in print and digital formats, digital presentations or digital video clips, that inform the school community about aspects of culture in the Arabic-speaking world

producing bilingual texts in both Arabic and English about community events, such as promoting a concert or an interview with a celebrity on a community radio station, in print or multimedia formats, for example, posters or advertisements

designing menus or programs for Arabic-themed events, with key items and information in Arabic and explanatory notes in English

creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and which may be unfamiliar to English-speaking viewers

#### Reflecting

Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify **language** for different cultural perspectives

[Key concepts: **communication**, cultural perspectives; Key processes: reflecting, discussing, connecting] ([ACLARC163 - Scootle](#))



#### Elaborations

discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example,

التحية المتكررة مثلاً: كيف حالك وكيف العائلة؟ ؛ التعابير الدينية مثل: إن شاء الله؛ إن شاء الرب وعشنا

reflecting on the influence of Arabic culture on their own communication style, for example, using gestures, words or expressions with particular cultural significance in Arabic, such as kissing your own right hand, then raising your eyes and your right hand to express thanks, and discussing whether they modify their communication style when interacting in English

comparing choices of language and behaviours when communicating in Arabic and English, explaining the modifications they make and why, for example, when addressing older people with titles such as *عم (عمو)؛ خالة؛ طنت*

considering own and others' responses and reactions in Arabic–English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, an Arabic-speaking man stroking his moustache in connection with an oath or promise indicates sincerity, while raising the right hand when swearing an oath is used in the Australian context

Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage

[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]

(ACLARC164 - Scootle [↗](#))



#### Elaborations

discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as 'Arabic' or 'Lebanese'/'Egyptian'/'Iraqi', and recognising that identity includes culture as well as language

reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used, and reflecting on whether their own identity changes when they use different languages

expressing to others how Arabic is part of their identity, reflecting on when, how and why they use Arabic

sharing views of what their Arabic culture 'is', discussing what elements of culture they accept or reject, and exploring how culture relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...'

## Understanding

### Systems of language

Understand and apply rules of **intonation** and **pronunciation** in spoken texts, and apply writing conventions with increased **accuracy** in written texts

[Key concepts: writing conventions, **pronunciation**, sounds; Key processes: selecting, speaking, writing]

(ACLARU165 - Scootle [↗](#))



#### Elaborations

understanding that Arabic sentences can be separated by commas and that a paragraph may only have one full stop at the end



understanding that the marks used in the Arabic script such as **المدة؛ الشدة؛ التتوين** influence pronunciation and meaning in words and sentences, for example, **أمل / آمال؛ دعوة/دعوى**

using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression

applying spacing rules between words and using their knowledge of writing conventions to expand on ideas when writing short texts

making choices in relation to the use of punctuation such as (؛) and adjusting the flow of ideas by enhancing text cohesion and expression

Understand and use grammatical forms and structures, such as **adjective–noun** agreement, **adverbial** phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas

[Key concepts: grammar, **accuracy**; Key processes: elaborating, speaking, writing]

([ACLARU166 - Scootle](#))



#### Elaborations

using **سوف** in addition to the present tense to express future plans, for example,

سوف أدخل إلى الجامعة بعد الثانوية العامة؛ سوف أشتري سيارة بعد الإمتحانات

understanding and describing current, recurring and future actions, using auxiliary verbs, for example,

ما زال أبي يعمل في المطار؛ ما زالت أختي تدرس الطب

using the conditional mood as a formulaic expression, for example,

لو نجحت في الأمتحان هذا العام فسوف يشتري لي أبي لعبة إلكترونية جديدة

understanding and using the conjunction (**بينما**) to compare people or actions, and enhance expression, for example,

رياضة السباحة ممتعة ومفيدة خاصة هنا في أستراليا؛ بينما لعبة كرة القدم شعبية أكثر

referring to a date of an event, such as a birthdate, and noticing that names of months vary in different regions of the Arabic-speaking world, for example,

الخامس من إبريل 1999؛ العاشر من نيسان ٢٠٠١

using ordinal numbers to sequence ideas in oral interactions and written texts, for example,

أولاً؛ ثانياً؛ ثالثاً؛ أخيراً

using interrogative words and expressions, such as **هل**؛ **لم**؛ **لَمْ**، to ask questions and make requests, for example,

لَمْ تَأَخَّرْتِ اليَوْمَ وَأَنْتِ عِنْدَكَ إِمْتِحَانٌ؟ هَلْ فَهَمْتِ مَا قَلْتِ لَكَ؟ رَجَاءٌ؛ أَحْضِرِ الْبَحْثَ غَدًا لِأَنَّكَ لَمْ تَقْدِمِيهِ أَمْسًا؛ مِنْ فَضْلِكَ هَلْ تَسْتَطِيعُ أَنْ تَقُولَ لِي كَيْفَ أَذْهَبُ إِلَى الْبَنْكِ؟

expanding their knowledge of noun–adjective agreement through understanding and applying the irregular plural form, for example,

بَيْتٌ/بُيُوتٌ كَبِيرَةٌ؛ كُرْسِيٌّ/كُرْسِيٌّ جَدِيدَةٌ؛ كِتَابٌ/كُتُبٌ قِيَمَةٌ؛ يَوْمٌ/أَيَّامٌ جَمِيلَةٌ؛ تَلْمِيزٌ/تَلْمِيزٌ مُجْتَهِدُونَ؛ مَعْلَمُونَ/مُعَلِّمُونَ

using specific structures relating to expressions of praise, encouragement and persuasion, for example,

مَمْتَازٌ! أَحْسَنْتِ! عَمَلٌ رَائِعٌ؛ هِيَ وَاصِلٌ عَمَلُكَ أَنْتِ شَخْصٌ ذَكِيٌّ؛ أَكْمَلِ الصُّورَةَ وَقَدِّمِيهَا لِلْعَرْضِ؛ لَا تَتَكَاسَلِ وَاصِلِ الرِّكْضِ؛ إِعْرِضِ كِتَابَاتِكَ عَلَى الصَّحِيفَةِ الْمَحَلِّيَّةِ؛ أَنْتِ كَاتِبَةٌ بَارِعَةٌ

using expressions such as **الأكبر** من؛ **أكبر** من؛ to indicate preference and compare, for example,

هَذَا الْمَلْعَبُ أَكْبَرُ مِنَ الْمَلْعَبِ الْقَدِيمِ؛ إِنْ مَدْرَسَتُنَا فِيهَا أَدْوَاتٌ حَدِيثَةٌ أَكْثَرُ مِنَ الْمَدَارِسِ الْأُخْرَى؛ بَيْتُنَا هُوَ الْأَجْدُّ فِي الْمَنْطِقَةِ؛ سَيَّارَةٌ أَبِي أَقْدَمُ سَيَّارَةٌ رَأَيْتُهَا فِي حَيَاتِي

expressing opinions and feelings using expressions such as

أَشْعُرُ بِالسَّعَادَةِ عِنْدَمَا أَسَافِرُ إِلَى الْمَنَاطِقِ الرَّيْفِيَّةِ فِي أَسْتْرَالِيَا؛ أَعْتَقِدُ أَنَّ أَسْتْرَالِيَا أَجْمَلُ دَوْلَةٍ فِي الْعَالَمِ

using conjunctions such as **بِالرَّغْمِ مِنْ** ؛ **بِالرَّغْمِ مِنْ** to show differences and contrasts in ideas, for example,

بِالرَّغْمِ مِنْ أَنَّ الشَّمْسَ سَاطِعَةٌ إِلَّا أَنَّ الطَّقْسَ بَارِدٌ؛ بِالرَّغْمِ مِنْ نَجَاحِي فِي الْإِمْتِحَانِ لَمْ يَشْتَرِ لِي أَبِي اللَّعْبَةَ الْإِلِكْتْرُونِيَّةَ

Expand understanding of how the structure and **language** features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes

[Key concept: textual conventions; Key processes: comparing, examining]

([ACLARU167 - Scootle](#))



#### Elaborations

applying knowledge of texts and their purpose, and predicting the meaning of unfamiliar words and phrases

analysing the language features and text structure of different samples of a particular type of text, including digital and online texts, such as a diary entry or a blog, to identify how ideas, representations and reflections are presented

comparing the use of language features such as imagery and exaggeration in a range of imaginative texts, and discussing how these features are used to convey meaning to and entertain the audience

examining how the structures and features of a variety of informative texts, including online and digital texts, such as reports and articles, reflect the intended purpose and how the choice of

vocabulary reflects ideas and perspectives

explaining linguistic choices made to vary texts according to their intended audience and degree of formality, for example, changing from Modern Standard Arabic to colloquial Arabic to indicate changes in relationship between participants or degree of (in)formality

### Language variation and change

Explain how elements of **communication** and choice of **language** and **register** vary according to the cultural **context** and situation

[Key concepts: body **language**, expression, negotiation, choice; Key processes: reflecting, selecting, connecting]

([ACLARU168 - Scootle](#))



#### Elaborations

understanding how particular gestures and body language used by various Arabic speakers, such as eye contact and the use of personal space, reflect feelings and attitudes towards other people and towards ideas

recognising that different situations require different levels of politeness depending on the context and speaker, for example, a gift from parents to a teacher may be seen as a polite gesture in some Arabic cultures but as inappropriate in the Australian school context, while declaring an opposing opinion on a current issue may be acceptable in the Australian context but viewed as being disrespectful in some Arabic cultures

identifying and reflecting on how emotions and attitudes, such as respect or embarrassment, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts

identifying and comparing the features of language that distinguish the purpose for which it is used, for example

فعل الأمر مع واو الجماعة في الخطبة: هيا شاركوا في المهرجان العربي الحافل؛ استخدام "يا ليت؛ يا ليتني" في التعقيب على الأحداث في مدونة شخصية

comparing informal classroom discussions of a current event or issue with news and current-affairs programs, and analysing differences

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts

[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting]

([ACLARU169 - Scootle](#))



## Elaborations

investigating and describing the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language

exploring the power and function of Arabic regional dialects in digital and social media

researching and reporting on the influence of Arabic language and culture in the local and broader Australian community, for example, the food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools)

reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted into their everyday language in response to changes in technology and social media

### Role of language and culture

Understand and reflect on **language** choices made in everyday **communication** in order to express ideas and perspectives that relate to cultural elements

[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting]

([ACLARU170 - Scootle](#))



## Elaborations

identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تستعجل؛ لن تهرب الحفلة؛ لا تهتم بوجود وقت كثير, and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology

considering how differences between ways of using language reflect cultural influences, for example,

العبارات التي تقال في المناسبات: ألف مبروك؛ عقيى للمئة عام؛ بالأفراح والمسرات؛ زواج مبارك

examining how and why language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as

كربلاء؛ مكة المكرمة؛ أورشليم المقدسة؛ دير الزور

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes

[Key concepts: personal world, leisure; Key processes: interacting, describing, socialising]

(ACLARC001 - Scootle [↗](#))



#### Elaborations

greeting the teacher and peers, and introducing themselves, family and friends, using formulaic expressions and appropriate body language, for example,

مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً  
إسمي عادل؛ أنا مريم  
هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ عمري ست سنوات؛ عمر أخي سنة

exchanging information about a range of topics, such as family, friends, routines, school and leisure activities, for example,

أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة  
أستيقظ باكراً؛ أكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أرتب سريرتي؛ أنظف غرفتي؛ أذهب إلى المسجد  
بعد المدرسة أذهب إلى المدرسة أذهب إلى النوم  
يوم السبت أذهب مع أبي؛ في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم؛ أحضر حصة الموسيقى يوم الجمعة؛ أشعر بالسعادة في  
حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً

asking about and expressing likes and dislikes using simple language such as

من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدّي كثيراً؛ لا أحب الرياضة في المدرسة

asking and answering questions about personal experiences in relation to self, peers, friends and family members, for example,

أين ولدت؟ أي لغة تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جنتك؟ ماذا تفعل بعد المدرسة؟ أي  
رياضة تلعب؟  
ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الحلوى كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛  
أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدّي؛ يوم الأحد أذهب إلى المطعم

exchanging correspondence such as notes, invitations or birthday cards in print or digital form, for example,

هل تحب أن تأتي إلى حفل عيد ميلادي؟ سمير، أدعوك إلى بيتي يوم السبت؛ تعال نلعب معاً  
عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً

sharing experiences with family and friends in a variety of ways, for example, by recounting events such as special celebrations in conversations and through social media

ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت الرحلة المدرسية إلى حديقة الحيوان ممتعة

Participate in collaborative planning, decision making and shared transactions, using different modes of [communication](#)

[Key concepts: collaborative learning, [performance](#), presentation; Key processes: planning, listening, deciding, transacting]

(ACLARC002 - Scootle [↗](#))



#### Elaborations

making decisions about roles, using simple expressions such as

ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف الأول وأنت النصف الآخر؛ ليكن دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟

planning, rehearsing and presenting a group activity for class or school relating to a familiar situation or event such as Mother's Day, using expressions such as

اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لنا وهذا محمود؛ نرجو أن تستمتعوا بالعرض.

making collaborative decisions and arrangements using expressions of counting, sequencing and organising ideas, for example,

أولاً نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً نعرض الأفكار؛ أخيراً نقوم بدورنا في البداية أنا سوف أجمع الصور؛ وأنت تبحث عن المعلومات في الإنترنت وفي النهاية سنجمعها

participating in transactions by asking for and providing information such as price, and requesting goods and services, for example,

ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ كيس الخبز بدولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات أحتاج مساعدة من فضلك؛ هل تستطيع أن تساعدني؟ أبحث عن خوذة لقيادة الدراجة أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟

Interact in classroom routines and activities, developing [language](#) for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help

[Key concepts: roles, routines; Key processes: listening, responding, contributing]

(ACLARC003 - Scootle [↗](#))



#### Elaborations

participating in everyday classroom routines such as roll call, taking turns, giving and following classroom instructions, and asking questions and responding to the teacher and peers, for example,

نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟ ممكن أن أقول شيئاً؟  
أكتب التاريخ هنا؛ أرسم خطأً على الورقة؛ أكتب العنوان فوق؛ أغلق الباب؛ اجلس في مكانك؛ إفتح الدفتر؛  
ضع الحقيبة على الأرض؛ إرفع يدك؛ إنتظر دورك متى يدق الجرس؟ كيف أكتب...؟ ما معنى...؟

making polite requests such as attracting attention and asking for help in classroom situations, requesting repetition, asking for and providing clarification, asking permission and responding appropriately, for example,

ممكن أن أتكلم؟ عندي فكرة رائعة!  
ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك أعد السؤال. ما معنى...؟  
أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد ضع الصورة تحت الكتابة. أكتب الجملة بجانب الصورة  
هل يمكنني الذهاب إلى الحمام؟ هل يمكنني أن أخذ الكتاب؟ شكراً يا معلمة! مع السلامة؛ إلى اللقاء

responding to the teacher's questions, taking turns, praising and encouraging peers, and using formulaic expressions and interjections, for example,

لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ أمي تأخرت في البيت؛ توقفت سيارة أبي في الطريق؛ أخي سبب لنا التأخير

contributing to classroom activities, such as by developing classroom rules, expressing opinions on procedures and tasks, and giving advice and sharing ideas with peers, for example,

إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛  
كوني هادئاً؛ لطيفاً؛ صادقاً  
هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ لم تصح المعلمة إمتحان الإملاء بعد؛ الأفضل أن نوضح العنوان؛ هذا الخط أفضل من  
الأخر؛ أقترح استعمال الألوان في الرسم

## Informing

Listen to, [read](#) and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways [Key concepts: information, [text](#); Key processes: listening, reading, viewing, locating, transposing]

(ACLARC004 - [Scoutle](#))



## Elaborations

listening to and viewing texts such as stories, songs, notices or video clips and identifying key points of information, using intonation and visual cues such as gestures and facial expressions to assist understanding

identifying letters, words and phrases in written Arabic, for example, titles, labels and captions

participating in shared reading of print and digital texts such as short stories or other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information

locating and sequencing information used to describe people and events, for example,

البنيت تدرس؛ الولد يساعد أمه؛ الأب ينظف الحديقة؛ في الصباح أمي تحضر الفطور؛ في المساء أبي ينظف السيارة

responding to questions that elicit details such as colour, quantity and place about participants and objects, for example,

ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلّمة؟ لون المقلّمة أحمر  
كم عدد الأقلام؟ كم كتاباً يوجد هنا؟ يوجد أربعة كتب  
أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة

classifying and categorising information gained from others, such as favourite foods and places to visit, for example,

سالم يحب التّبولة؛ عادل يحب الدجاج؛ سعاد تفضل الخضار؛ علي يحب كرة القدم؛ ماجد يفضل السباحة؛ رامي يفضل العزف على الغيتار  
تحب البنات الموسيقى بينما الأولاد يحبون الرياضة

listening to short spoken texts with unfamiliar language, and identifying specific details, for example, the name and number on a recorded voice message

مرحباً  
إسمي سهام  
أود التّكلم مع سامر بخصوص الإمتحان  
أرجو الإتصال بي على الرقم 0456566777

gathering information about other peers' activities through conducting interviews about weekend activities and selecting specific information to use in a short report

Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests

[Key concepts: information, [text](#), personal world; Key processes: presenting, conveying, reporting]

([ACLARC005 - Scootle](#))



### Elaborations

describing personal possessions and classroom items using simple sentences, for example,

حقيقتي كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي

reporting on information gathered from peers using simple structures such as

وليد لا يحب الرياضيات ولا القراءة؛ عند فادية أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات

contributing to a class photo story, such as by writing or reading aloud captions to own photos and other aspects of personal information, for example,

هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يبكي في الصباح؛ على حقيقتي صورة أميرة؛ هاني يحب أفلام الحركة؛ هذه أنا أكتب الحروف؛ هذا شادي يشاهد التلفاز؛ هذه عبير تشرب العصير



using simple sentence structures, familiar vocabulary and supporting resources to describe immediate environment, family members and friends, and discussing relationships and personal information relating to own background and experiences, for example,

وليد عنده ثلاث أخوات وأخ صغير؛ يسكن وليد في منطقة ريفية في بيت كبير مع عائلته؛ جاء وليد من مصر عندما كان عمره أربع سنوات؛ يحب وليد بيته وعائلته كثيراً

creating a class book, visual/digital display or collection related to a school excursion or camp

presenting information in spoken or written form about own and peers` leisure activities, describing experiences and expressing feelings, for example,

ألعب كرة القدم جيداً؛ أصبح بمهارة؛ اقرأ بطلاقة؛ ألعب الألعاب الإلكترونية كثيراً؛ سمير يلعب التنس عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم

## Creating

Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events

[Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing]

(ACLARC006 - Scootle [↗](#))



## Elaborations

participating in shared reading of imaginative texts, sharing opinions and responding to questions

responding to imaginative texts such as stories, rhymes and songs through play-acting, or using illustrations, captions and movement, or miming favourite characters

listening to, reading and viewing a range of texts in print, digital and oral formats, and participating in guided discussion, for example, by responding to questions about characters, ideas and events

discussing imaginative texts and making short statements about aspects such as characters, settings or events

listening to and viewing imaginative texts such as folk tales and fables and sharing opinions or feelings about them using expressions such as

أحب قصة علاء الدين لأنها مسلية؛ قصة علاء الدين مملّة لأنها قديمة

describing characters, events or contexts in different types of imaginative texts such as films and cartoons, and listing words or expressions associated with a character's personality and explaining how they can relate to them, for example,

أنا أحب دور الولد في الفيلم لأنه شقي مثلي؛ البنت غيرة جداً؛ الأب في الفيلم حنون مثل أبي

comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games using expressions such as

البنيت في القصة أفضل من أخيها لأنها صادقة ولا تكذب؛ عادل صديق مخلص أكثر من سمير

**Create** and adapt texts with imaginary scenarios, **characters** and events, using modelled **language** and different modes of presentation

[Key concepts: imagination, **genre**, **performance**; Key processes: creating, experimenting, presenting]

(ACLARC007 - Scootle [↗](#))



#### Elaborations

creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example,

استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... في النهاية عاد إلى ...

creating and presenting own story in digital form based on imaginary scenarios, using familiar contexts and modelled language, for example,

في يوم من الأيام؛ كان هناك...؛ كان يوجد مرة...

producing and presenting picture/digital books or short plays or animations that use familiar Arabic words and expressions

creating and performing alternative versions or endings of known stories, using voice, rhythm and gestures to animate characters

creating and performing alternative versions of known songs or raps by creating new lyrics and using new voices to convey mood

composing, performing or filming texts for own and others' enjoyment and interest, for example, a description of an imaginary character or animal, a commercial for a new product, a short film, or a poster advertising an event

#### Translating

Translate and **interpret** short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual **cues** and textual features, and recognising aspects that are similar or different in each **language**

[Key concepts: equivalence, difference, **context**; Key processes: translating, interpreting, comparing, explaining]

(ACLARC008 - Scootle [↗](#))



## Elaborations

demonstrating and explaining hand gestures and facial expressions that can be used without language to convey meaning

using a picture or digital dictionary to find the meanings of words and expressions used in class, comparing English and Arabic versions of each word

comparing Arabic expressions used in everyday interactions such as greetings with equivalent English expressions, identifying differences and similarities that reflect cultural associations or nuances, for example,

مرحباً؛ كيف حالك؟ السلام عليكم؛ سلام ونعمة؛ صباح الخير؛ صباح النور

interpreting Arabic expressions in dialogues and speeches and discussing how these expressions reflect aspects of Arabic language and culture, for example,

لا؛ حقاً؟ يا إلهي! كلامك عجيب! لا لا قل لي الحقيقة؛ صدقني يا سامي!؛ مع السلامة؛ الله معك؛ الرب معك

translating texts such as labels, public signs and messages from Arabic into English and vice versa to identify differences in elements of language structure and vocabulary use, for example, 'no parking', 'no dogs', 'no-smoking zone', 'insert card'

creating Arabic versions of school signs, notices, timetables and class rules, and considering why some words and expressions require flexibility in translation, for example, 'the oval', 'the office', 'the canteen', 'out of bounds', 'no hat, no play'

**Create** bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate

[Key concepts: [bilingualism](#), [audience](#), meaning; Key processes: translating, reasoning, explaining]

([ACLARC009 - Scootle](#))



## Elaborations

creating a digital bilingual dictionary for classroom use

making bilingual greeting cards for family celebrations such as Mother's Day, using greetings in Arabic alongside English ones, for example,

عيد أم سعيد؛ عيد أم مبارك؛ كل عام وأنت بخير؛ كل عام وأنت بألف خير؛ دمت لي سالمة

creating captions in Arabic and in English for a display of a class event or experience such as a sports day or school concert

producing a parallel bilingual word list by relating known Arabic words or expressions to English equivalents and vice versa, noticing that direct translation is sometimes inappropriate

designing bilingual texts such as posters or signs for class or school assembly performances, a sports carnival, displays or events

creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family, including expressions drawn from various Arabic dialects represented within the classroom, for example, 'see you later', 'no worries'

composing bilingual texts such as a board game or an instruction manual for a game

## Reflecting

Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves [culture](#) as well as [language](#)

[Key concepts: intercultural exchange, [language](#), [culture](#), response; Key processes: identifying, reflecting, explaining]

([ACLARC010 - Scootle](#))



## Elaborations

discussing their own level of comfort with using particular gestures when interacting across cultures, for example, making or not making eye contact when communicating with older people, kissing on the cheek, and hugging or not hugging when greeting someone

sharing with peers how it feels to use Arabic and English in different contexts, for example, at home, at school and in the Arabic-speaking community, reflecting on instances when these interactions have felt comfortable, awkward or difficult and explaining why this might be the case

developing language to describe personal reactions to and feelings about intercultural experiences, for example,

أشعر بالراحة عندما...؛ لا أشعر بالراحة عندما...؛ أشعر بالخجل حين...؛ أشعر بالحزن...؛ أشعر بالتعب...

noticing how their Arabic/Lebanese/Egyptian/Iraqi culture influences their linguistic choices, for example, changing terms of address and level of formality depending on the context of interaction and the relationship between participants, such as the use of 'عم؛ خالة' or title plus first name, for example, *إستاذ هاني*, *سيدة هناء*؛ *عم كريم*؛ when addressing people formally

discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement ( *بالرغم من إحترامي لك؛ لا اتفق معك* ), the importance of respect as seen in the way Arabic people greet each other or when showing emotion by hugging and tapping on shoulders

Reflect on own [identity](#), including aspects that relate to personal observations, experiences and feelings, and recognise how elements of [identity](#) such as family background, school and interests impact on intercultural exchange

[Key concepts: self, profile, **identity**; Key processes: recognising, relating, discussing]

(ACLARC011 - Scootle [↗](#))



### Elaborations

mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences

identifying events, relationships and experiences that have contributed to building a personal and/or collective sense of identity, for example,

مكان الولادة؛ جنسية الأهل؛ أسس القيم التي تربي عليها؛ المجموعات أو الفرق التي ينتمي إليها مثل فريق كرة القدم؛ فرقة الرقص؛ فريق التمثيل المدرسي؛ فريق المناظرات

identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic, for example, using the correct personal pronouns to address elderly people (أنت/أنتِ), shaking or not shaking hands depending on gender, and the number of kisses on the cheek

comparing cultural and intercultural experiences and language capabilities with peers, and exchanging views on the benefits of being bilingual

## Understanding

### Systems of language

Understand features of the Arabic sound system, including **intonation** and **pronunciation**, and how these are represented in written form, and apply writing conventions to form letters, words and texts

[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying]

(ACLARU012 - Scootle [↗](#))



### Elaborations

exploring the Arabic alphabet and script, noticing that sounds differ in both systems, for example, خ؛ ح؛ ط؛ ظ؛ ع؛ غ؛ ص؛ ض؛ ق باب؛ خال؛ حال؛ هذا؛ هي؛

discriminating between simple vowels, for example, ت؛ ث؛ ن؛ ث، long vowels such as تو؛ تي؛ تا، and consonant letters in a syllable block

recognising that letters change form depending on their place in the word, for example,

ح: حصان؛ محب؛ سامح؛ ي: يدا؛ لين؛ سامي

inferring from familiar sounds and contexts how to spell new words, for example, predicting how to spell فادي هادي؛ وادي؛ شادي فادي having learnt how to spell

noticing that vocalisation such as ةَ، ةُ may change the function of the word depending on where it is placed, for example, كَتَبَ؛ كُتِبَ؛ لُعِبَ؛ لُعِبَ

comparing the different ways to write the letter (أ), for example, أ، آ، إ، ؤ، ة

pronouncing words following basic pronunciation rules

recognising the different ways of sounding the long vowel (ا), for example, نداء؛ ندى؛ لذا؛ لدى؛ متى؛ فتى, and writing the ء, for example, قراءة؛ مسؤول, recognising variations in forms of spoken Arabic associated with particular regions, such as the pronunciation of رز and سكر in the Levant compared with سكر and رز in other Arabic-speaking regions

Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities

[Key concepts: grammar, syntactic relationship; Key processes: understanding, applying, comparing]

(ACLARU013 - Scootle [↗](#))



#### Elaborations

learning frequently used words related to the home and school environment, for example,

بيت؛ عائلة؛ أب؛ أم؛ إخوة؛ معلمة؛ مدرسة؛ حصّة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع

understanding the effect of word order in phrases and sentences, for example,

الجملة الفعلية: كتب الولد القصة؛ جاءت البنات إلى المدرسة؛ يعمل أبي في المطار

recognising the different parts of speech and categorising words into groups, for example, الاسم؛ الفعل؛ الصفة؛ الحرف

recognising definite and indefinite articles with nouns and knowing that nouns have a gender, for example, تلميذ/التلميذة؛ مُعلّمة العلوم؛ المعلمة

understanding that adjectives have a gender and that they follow the noun and its gender, for example, الأب حنون؛ الأم جميلة؛ الكرسي كبير؛ الطاولة صغيرة

describing aspects of own daily activities, using simple present tense verbs, for example, أستيقظ في الصباح؛ تناول الفطور؛ استقلّ الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي

understanding and using simple verbs to express likes and dislikes, for example, أحب طعام أمي؛ لا أحب

الأكل السريع؛ أحب الرياضة ولا أحب الرسم

using demonstrative pronouns to identify people, objects or animals, for example, هذه مسطرة، هذا كتاب؛

using singular possessive pronouns, for example, بيّتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقيبتها؛ دفتره

using singular personal pronouns, both masculine and feminine, with appropriate simple present tense verbs to describe aspects of home or school life, for example, تحبّ أمي العمل؛ هي نشيطة؛ يحبّ أبي الطبخ؛ هو ماهر

understanding and responding to basic familiar instructions using imperatives, for example, افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل عملك

exploring the use of simple conjunctions such as أو؛ أيضاً؛ كذلك

using adverbs of place and time to expand expression, for example,

باكراً؛ صباحاً؛ بعيداً؛ قريباً؛ شرقاً؛ غرباً

understanding and using singular nouns and regular plural noun endings in masculine and feminine forms, for example, معلم/معلمون؛ معلمة/معلمات؛

expressing negation in simple sentences, for example, لا أحب السفر؛ ليس لدي إخوة

using a range of adjectives in singular form to describe appearance, feelings and personalities, for example,

أمي طويلة وأبي وسيم؛ صديقي سعيد ومعلمتي حزينة؛ أخي ظريف وأختي مزعجة

using past tense verbs to recount events related to home and school contexts, for example,

قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتيبي في البيت

understanding and using simple question words in their interactions with peers, for example,

متى أتيت إلى البيت؟ من أعدّ لك الفطور؟ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟

developing knowledge of cardinal and ordinal numbers to describe time and date, for example, ((أذار) الساعة الواحدة ظهراً؛ اليوم السادس من إبريل (نيسان)/اليوم أربعة مارس

applying rules of present tense verb conjugation when speaking to peers and the teacher, for example,

أنت تدرس كثيراً؛ أنت تلعبين مع غيري؛ أنتم تلاميذ مجتهدون

building metalanguage to describe grammatical concepts and develop learning resources, for

example, verb charts, vocabulary lists, and groups of pronouns, adverbs or adjectives

Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning

[Key concepts: meaning, [genre](#), structure; Key processes: identifying, sequencing, organising]

([ACLARU014 - Scootle](#))



### Elaborations

understanding that texts in Arabic can be short or long, spoken, written, digital, visual or multimodal, for example, labels, stories, signs, songs and captions

understanding that texts have a purpose, for example, train timetables indicate the time the train arrives or departs the station, recounts describe past events and experiences, greeting cards convey feelings, and labels tell us information about an item

recognising how elements of texts such as the title, layout and the size of the script all combine to make meaning

identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and the signature of an email and a letter, a description in a recount and in a diary entry

identifying the purpose, context and audience of a range of familiar texts, for example, songs, poems, short plays and video clips

comparing texts on a common topic, for example, a print report, a television report and an internet announcement about an accident, and discussing how features of texts assist in making meaning

describing key features of different types of texts and discussing audience and purpose, for example, a shopping list serves as a reminder to self to purchase particular items, while a permission note seeks permission to do or have something

analysing how different types of texts in Arabic create specific effects through the use of different language features, for example, the use of superlatives in advertisements designed to persuade, or the use of repetition for emphasis in speeches

### Language variation and change

Understand that spoken and written Arabic varies according to regions and countries, and according to [context](#), situations and relationships

[Key concepts: variation, [dialect](#), [context](#); Key processes: identifying, distinguishing, relating, analysing]

([ACLARU015 - Scootle](#))





## Elaborations

recognising that forms of address and greetings may vary according to the time of day, gender, a person's background and the social status of the participants, for example,

مرحباً؛ أهلاً؛ صباح الخير/ مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك  
سيد أمين؛ الأنتسة هالة؛ الأستاذ فارس

recognising that informal forms of address are commonly used and are accepted as the norm in various Arabic-speaking communities, for example,

عم جوزيف؛ عمّة سناء؛ خالة عيبر؛ ست صباح؛ عم سليم

identifying how they communicate with their family and friends and with people less close to them, noticing differences in word choice and language use and communicative behaviour

explaining how their spoken language at home may differ from the language spoken in class, and recognising similarities and differences between various dialects represented within the classroom

understanding that the Arabic language has a standard form called Al Fusha, اللغة العربية الفصحى, which is mainly used in writing, and a range of oral dialects that differ greatly from region to region, for example, regional dialects from Lebanon, Palestine, Morocco, Iraq, Egypt

understanding how gestures and tone are used to change the meaning of speech, and how the purpose of interactions, such as to command or invite, would change the emphasis on words being used, for example,

زينب؛ تعالي! تعالي يا زينب. ضع الكتاب على الطاولة؛ الكتاب؛ ضعه على الطاولة الآن!

Understand that the Arabic **language** has changed and continues to change through interaction with other languages and cultures

[Key concepts: change, **language** contact, intercultural contact; Key processes: observing, identifying, classifying]

(ACLARU016 - Scootle [↗](#))



## Elaborations

recognising that Arabic has borrowed many words from English, for example, إنترنت، كومبيوتر، تلفاز، and English has borrowed words from Arabic, such as 'admiral', 'alcohol', 'algebra', 'coffee', 'genie', 'hazard' and 'sultan'

recognising that Arabic as a language has experienced many changes over time and that classical Arabic is only used in ancient literature and religious texts

understanding that Arabic, like all languages, is constantly expanding to include new words and expressions through interaction with other languages and cultures, for example, التواصل الاجتماعي؛ دردشة، على الإنترنت؛

recognising that the Arabic alphabet has similarities with the Aramaic alphabet system (alpha being the first letter, and beta the second), and that the Arabic ordering system أ، ب، ج، د is based on the Aramaic alphabet

recognising that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world such as Aramaic, for example, رأس؛ دم؛ أخ؛ أخت؛ شمس؛ لسان؛ أنا؛ أنت؛ هو؛ نحن؛ كلب؛ بيت؛ سمع، and that many colloquial words, for example, بوظة؛ دولاب؛ دولمة؛ بسطرمة، are borrowed from regional languages such as Persian and Turkish

### Role of language and culture

Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making

[Key concepts: perception, influence; Key processes: reflecting, discussing, questioning, making meaning]

(ACLARU017 - Scootle [↗](#))



#### Elaborations

exploring the meaning of 'culture', and understanding that it involves visible elements, such as ways of eating and behaving, and invisible aspects, such as how people live, what they value and how they think of themselves and others

noticing similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names from other cultures and languages

understanding that particular Australian-English terms and expressions have no equivalent in Arabic, for example, 'billabong' and 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of Australian lifestyles

recognising and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, for example,

تفضل صحة وهنا؛ بالهناء والشفاء

exploring the importance of music and traditional dance in some Arabic cultures as an expression of identity and emotions, for example,

الدبكة الفلسطينية والعراقية؛ والرقص الفلكلوري

exploring words or expressions commonly used in informal Australian interactions, and deciding how to interpret or explain them to young Arabic speakers, for example, 'mate', 'fair dinkum'