

## Lower Advanced Level

This is a three-credit lower advanced Modern Standard Arabic course that focuses on the four language skills: reading, speaking, listening, and writing. Learners develop effective reading and listening strategies that enable them to comprehend the content of authentic reading and aural texts. Learners demonstrate ability to produce the language accurately, meaningfully and appropriately in face-to face interactions. Learners edit and produce written texts. A prerequisite for this course is a higher intermediate level (ISLA 523).

### *7.2.2. Approach and Technique*

The teaching and learning process in this course is communication-based, meaning that emphasis is placed on functional usage of the language and on communication in context rather than on the conscious learning of grammatical rules. Preparation of the basic text, including reading of transitional devices and connectors, vocabulary memorization, and spelling, is the student's responsibility. Students should be prepared to answer questions pertaining to the content of the text and use vocabulary in various contexts. Arabic is the only medium of class instruction. The textbook contains explanations in English, which students should examine at their own pace. The instructor will select some transitional devices and connectors for explanation in class. Nevertheless, the course emphasizes the acquisition of transitional devices and connectors by use rather than by explanation.

### *7.2.3. Objectives*

By the end of the course, students will be able to:

#### *A) Reading:*

1. Develop and use reading strategies.
2. Get the gist of the text and its purpose.
3. Locate specific information.
4. Locate, compare/contrast, and put together several pieces of information.
5. Demonstrate global and detailed understanding of text.
6. Evaluate the author's attitude.
7. Summarize the text to relevant points.
8. Distinguish between literal and inferential meaning.

*B) Writing:*

1. Respond effectively according to the task requirement.
2. Demonstrate control of formal and informal registers in writing.
3. Use organizational devices and provide good support for main ideas.
4. Use cohesion devices to link all elements of text together.
5. Use grammar accurately and appropriately.
6. Use vocabulary accurate for the task.
7. Employ good spelling and punctuation.
8. Evaluate attitude

*C) Speaking:*

1. Produces fluent, continuous, comprehensive and smooth discourse.
2. Employ accurate grammatical structures.
3. Manipulate language in formal and informal register.
4. Use accurate vocabulary for the task.
5. Employ appropriate organizational devices in oral discourse.
6. Exhibit comprehensible rhythm, intonation, and articulation.
7. Use a number of interactional strategies.
8. Exhibit Relevant and adequate response according to the task requirements.

*D) Listening:*

1. Get the gist (overall meaning) of the listening text.
2. Get the main ideas and important information.
3. Get specific details.
4. Compare and put together specific information.
5. Exhibit detailed understanding of the listening text and its parts.
6. Develop a set of listening strategies.
7. Distinguish between literal and inferential meaning.

*7.2.4. Course Materials*

The textbook and the dictionary required for purchase available at Paragraph Bookshop on McGill College St.

1) *The Connectors in Modern Standard Arabic* by (Nariman Naili Al-Warraki and Ahmed Taher Hassanien)

2) *A Dictionary of Modern Written Arabic* Hans Wehr

#### *7.2.5. Attendance*

Attendance is mandatory; students are not allowed to miss more than three classes in this course. More absences than this (without a serious excuse) will definitely affect your grade, and may lead to not being scheduled for the final exam and thereby failing the course. Also please don't be late to class. Tardiness will not be tolerated as we only have a short time to get a lot of language learning done and it is important to start on time. It is up to the discretion of the instructor whether a student who arrives late is allowed to attend the class. Every time you are late counts as a quarter of an absence.

Please do not miss in-class tests. As a general rule make-up exams/tests/quizzes will not be given, so if you miss a test you will receive an F in it.

#### *7.2.6. Homework:*

Students should come to class fully prepared and with all homework assignments carefully completed. Students are required to have two notebooks for their homework. Assignments must be submitted on time. Late submission of homework will affect the appraisal of your performance. You may either photocopy the exercises from the textbook or write them. In class, Students are required to attend all classes on time and to participate fully in all class activities.

#### *7.2.7. Oral Presentation:*

The goal of this activity is to enhance students' oral performance, the revision of vocabulary, application of grammar structures, and use of connectors.

Students may give a presentation on topics of their choice through abstract approach. The duration will be ten minutes, and the oral presentation will be graded on content, coherence, grammar, use of vocabulary and connectors. Students may prepare a lexical set of new vocabulary to distribute to the audience (their fellow students) – the audience should formulate questions to ask the presenter after the presentation. The oral presentation will be recorded for grading. Students should discuss the oral presentation with the instructor during office hours and prior to the presentation.

#### *7.2.8. Written Project*

The goal of this activity is to enhance written skills and formal correctness, as well as the application of grammar, structure, use of connectors and spelling. Students may choose any topic to write about. The written presentation should not be less than 1200 words composed by the student him/herself, and the written presentation will be collected and graded by your instructor.

Students can discuss the written presentation with the instructor during office hours and plagiarism or academic dishonesty will be referred to the appropriate disciplinary officer.

#### *7.2.9. Grading and Evaluation*

Quizzes:	15%
Class participation:	10%
Homework and preparation:	15%
1 Oral Presentation:	10%
Midterm Exam:	15%
Final Written Project:	10%
Final Exam:	25%

#### *7.2.10. Academic Integrity*



*Please read the below statement on academic integrity and be sure to go to the McGill webpage on academic integrity (url listed below) .McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).*

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity)).

#### *7.2.11. Disabilities*

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible.

#### *7.2.12. Syllabus*

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
1		1. A brief presentation of the syllabus and the course outline.  2. Reading of	2. Comprehend the main idea of the reading text and supporting parts.	-A brief presentation of the syllabus and the course outline(T)  -Pre- reading: introduce and brainstorm the “Arab	<b><u>Follow-up activity:</u></b>  -Write a magazine article about Cairo’s Tahrir (Liberation) Square. Include

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		news article “Arab Spring and its Consequences”		<p>Spring and its Consequences .(T&amp;S)</p> <p>-While-reading: Extensive reading and Intensive reading. (S)</p>	<p>imaginary interviews with protestors who demonstrated for democracy. Your partner, who will play the role of one of the protestors, will answer your questions.</p> <p><b><u>Readings:</u></b></p> <p>- Study Chapter One of (Adawat Al-Rabt ) the textbook( p. 13-19).</p> <p>- Do Ex. 1 (p. 19 from 1-7) and Ex. 6 (p.20 from 1-6) in the textbook.</p>
	2.Listening	1.Watch documentary video clip about the Arab spring	1. Develop effective listening strategies to comprehend the content of authentic aural texts	<p>-Warm-up: Role-play (out of class activity of Day 1).</p> <p>-Pre-listening: Introduce and brainstorm the aural text” documentary video clip about the Arab spring”. (T&amp;S)</p> <p>-While-listening: Extensive and intensive listening.</p> <p>-Post-listening: Summarize the documentary in own words.</p>	<p><b><u>Follow-up activity:</u></b></p> <p>-Use a Venn Diagram to show how the Egyptian and the Tunisian’s revolutions different or similar in terms of causality, death toll, and final result. Use connectors from Chapter 1.</p> <p><b><u>Readings:</u></b></p> <p>-Read the article “injustice towards Christians and religious minorities in the Middle East” And answer questions from 1 to 4. We will do the remaining questions in class.</p>
	3.Speaking	Talk about the Arab Spring: the changes, and the consequences and whether it will result in real democracy.	1. Produce intelligible language that goes beyond everyday situations.	<p>-Review homework: Read the Venn Diagram to each other (out of class activity of Day 2).</p> <p>-Brainstorming on the topic (T&amp;S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a letter to Egypt’s new leader. Ask him three questions about Egypt’s future. Give him three ideas on</p>

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				-A debate: Two groups debate a statement relevant to the topic.	what he should do. Read your letter to your partner in your next lesson. Your partner, who will play the role of Egypt's new president, will answer your questions.
2		News article: injustice towards Christians and religious minorities in the Middle East	1.Comprehend reading texts	<p>-Warm-up: Role-play (out of class activity of Day 3).</p> <p>-While reading: Extensive and intensive reading.</p> <p>-Post-reading: Use semantic mapping or clustering.</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a magazine article about linking overseas aid to minorities in the Middle East. Include imaginary interviews with people who are for and against it.</p> <p><b><u>Readings:</u></b></p> <p>Study Chapter Two of (Adawat Al-Rabt ) the textbook( p. 2123-19).</p> <p>- Do ex. 1 (p. 23-24 from 1-7) , ex. 2 (p.24 from 1-6), ex. 3 (1-6) in the textbook</p>
	2.Writing	Injustice towards Christians and religious minorities in the Middle East	1. Edit and produce written texts	<p>-Warm-up: Role-play (out of class activity of Day 1). (S)</p> <p>-Presentation: The use of transitions and connectors in Arabic (T).</p> <p>-Controlled practice: produce transitions and connectors accurately and appropriately(S).</p> <p>-Pre-writing: introduce and brainstorm on the topic (T&amp;S).</p> <p>-Work in group: Write a magazine article about the effects of discrimination on a family. (S)</p>	<p>Make a poster about the different racial and ethnic groups in your country. Highlight the problems each group faces. Show your poster to your classmates in the next lesson. Use connectors from chapters 1 and 2.</p> <p><b><u>Readings:</u></b></p> <p>Read the article "Banning religious symbols in the western world" And answer questions from 1 to 5. We will do the</p>

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
					remaining questions in class.
	3.Speaking	Injustice towards ethnic and religious minorities around the world	1. Communicate effectively using appropriate language	<p>-Warm-up: Read posters to each other (out of class activity from Day 2) (S)</p> <p>-Presentation: Some of the cohesive devices.(T)</p> <p>-Controlled practice: translation exercise to produce the cohesive devices .(S)</p> <p>-Pre: Introduce and brainstorming the topic (T&amp;S).</p> <p>-While:</p> <p>Generate questions.( S)</p> <p>Exchange information.(S)</p> <p>Group information and analyze results.(S)</p> <p>-Post: present the findings. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>Write a letter to your government leaders. Give them three suggestions on what they should do to create a more tolerant society. Give them three reasons they should take your advice. Read your letter to your partner(s) in your next lesson. Your partner, who will play the role of a government leader, will answer your questions.</p>
3		Banning religious symbols in the western world	1. Develop and use reading strategies	<p>Warm-up: Role-play (out of class activity of Day 3).</p> <p>Pre-reading:</p> <p>Introduce and brainstorm the topic. (T&amp;S)</p> <p>predictions about the text.(S)</p> <p>While-reading: Intensive reading (Jigsaw activity).(S)</p> <p>Post-reading: Summarize the texts.(S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>- Write a persuasive speech arguing for or against banning religious symbols in your society. Use connectors from chapters 1 and 2.</p> <p><b><u>Readings:</u></b></p> <p>-Study chapter two of (Adawat Al-Rabt ) the textbook( p. 25).</p> <p>- Do Ex. 3 (p. 25-26) from 1-8), Ex. 4 (p.26 from 1-6), and Ex.6 (1-6) in the textbook</p>

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				In Class	Out of Class
	2.Listening	Watch news bulletin about banning religious symbols in France	1. Develop a set of listening strategies and match appropriate strategies to each listening situation.	<p>Warm-up: Read your speech (out of class activity) to each other.</p> <p>Pre-listening: Introduce and brainstorm the topic. (T&amp;S)</p> <p>While-listening: extensive and intensive listening. (S)</p> <p>Post-listening: Summarize the listening input to relevant points to present it to the class using transition and connector devices. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>- Decide whether you are for or the banning religious symbols in your society and conduct an investigation to produce information to support your position.</p> <p><b><u>Readings:</u></b></p> <p>-Read the article "Health hazard - obesity in the Gulf" And answer questions from 1 to 4. We will do the remaining questions in class.</p>
	3.Speaking	Discussion about banning religious symbols in France	1. Use language spontaneously, and interact effectively.	<p>Pre: Introduce language related to expressing opinions.(T)</p> <p>While: A panel discussion.</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>Write a report containing an explanation of the key factors that compelled the state to issue a law banning religious symbols in public, and explain how such a law might interfere with freedom of association. Use connectors from Chapters 3, 4, &amp;6.</p>
4		Health hazard - obesity in the Gulf	1.Comprehend reading texts effectively	<p>Warm-up: Read your speech (out of class activity) to each other.</p> <p>While-reading: Extensive and intensive reading.</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>- Make a record of the things you eat every day. Write about whether you need to eat and drink these things. Write also about whether or not you can live without these different foods and drinks. Read what you wrote to your</p>

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					<p>classmates in the next lesson. Did everyone write similar things? Use the connectors from chapters 1,2,3,4 and 6 in the text book</p> <p><b><u>Readings:</u></b></p> <p>-Study chapter three of (Adawat Al-Rabt ) the textbook( p. 29-31).</p> <p>- Do Ex. 1 (p. 32) from 1-8), Ex. 2 (p.32-33, from 1-6), ex. 3(p. 33 from, 1-6), and ex. 4 (p.34, from 1-6).</p>
	2.writing	Health hazard and obesity in one's own society	1.Communicate effectively by writing	<p>Warm-up: Read your assignment (out of class activity of Day 1) to each other.</p> <p>Pre-writing: Vocabulary extension worksheet. (S).</p> <p>- Notice a range of cause and effect phrases and their use.</p> <p>- Prediction task: Cause and effect.(T&amp;S)</p> <p>While-writing: In groups, write a short essay on one of problem and suggest possible solution.(S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>- Write about one of the health hazard issues in your society. You should highlight the cause and effect relationships and provide suggestions and solutions of how this health hazard issue can be avoided.</p> <p><b><u>Readings:</u></b></p> <p>-Read the article "Capital punishment" And answer questions from 1 to 5. We will do the remaining questions in class.</p>
	3.Speaking	Health hazard - obesity in one's own society	1. Produce intelligible language that goes beyond everyday situations.	<p>Warm-up: Read assignment (out of class activity of Day 2) to each other. (S)</p> <p>While: a panel to discuss views on health hazard.</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write difficulties that obese people may experience. Illustrate how much of a problem these points might be. Suggest what should be done about them and think of solutions.</p>



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5		Capital punishment	1. Develop and use reading strategies.	<p>Warm-up: Read assignment (out of class activity of Day 3) to each other. (S)</p> <p>Pre-reading: Talk about the methods of capital punishment that are used around the world. (T&amp;S)</p> <p>While-reading: Extensive and intensive.</p> <p>Post-reading: Read the article and make a poster about the death penalty. Show poster to the other groups. (S)</p>	No out of class activity. Prepare for a quiz
	2.Listening	Quiz- reading and Listening			
	3.Speaking	Capital punishment	1. Use language spontaneously, and interact effectively.	<p>Pre: Write different words associated with the death penalty.</p> <p>- A five-minute debate: An arguments about death penalty .(S)</p> <p>Heated debate: Debating on whether the death penalty should be banned worldwide. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a letter to the Egyptian ambassador. Ask him three questions about the death penalty. Give him three pieces of advice on how to keep Egypt safe without capital punishment. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.</p>
6		Food and eating	Recognize the purpose of the reading text and respond appropriately to the text.	<p>Warm-up: Role-play (out of class activity from Day 3).(S)</p> <p>Pre-reading: Introduction Brainstorming on food and things related to food.(S)</p> <p>While-reading: Extensive and intensive reading. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a magazine article about health food and fast food. Include imaginary interviews with consumers and company executives. Use connectors from chapters 1-4.</p>

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				In Class	Out of Class
					<b><u>Readings:</u></b> -Study Chapter Four of (Adawat Al-Rabt ) the textbook( p. 43-44). - Do Ex. 3 (p.44, from 1-8), and Ex. 4 (p.45, from 1-6).
	2. Writing	Food and eating	1. Give instructions on how to make your favorite dish.	Warm-up: Role-play (out of class activity from Day 1). (S) Pre-writing: Introduction and brainstorming on the various categories of food and things related to food.(S) While – writing: Develop a recipe using the target structure (imperative). (S) Post-writing: Each group present their recipe to the rest of the class.(S)	<b><u>Follow-Up Activity:</u></b> Prepare your favorite dish at home and bring to class next time. Be ready to give instruction on how to prepare the dish. <b><u>Readings:</u></b> Read the article “Green house and global crises.” And answer questions from 1 to 4. We will do the remaining questions in class.
	3.Speaking	food and eating	1.Use vocabulary associated with restaurants , express opinions and comment on other people’s point of view	Warm-up: whole-class discussion on favorite dish (out of class activity from Day 1).(S) Pre: discussion about food and eating and presentation of quantifying expressions. (T&S) -Description of a visit to your favourite restaurants. (S) While: Conduct a survey on food and restaurant. (S) - An interview and writing of responses. (S) Post: writing a report using a range of quantifying	<b><u>Follow-Up Activity:</u></b> -Ask students to search the Internet and find information on different types of health food around the world. Ask them to make a poster about them. Tell Ss to be prepared to show their poster to their classmates in the next lesson.



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				expressions.(S)  - Each group presents his report. (S)	
7		Green house and global crises.	1. Distinguish facts and opinions	Warm-up: Show a poster and give presentation on health food around the world. (S)  Pre-reading: Introduction and Brainstorming on the topic. (T&S)  Pre-reading: predictions about the occurrence of global crises due to green House effect.(S)  While-reading: Extensive and intensive reading.	<b><u>Follow-Up Activity:</u></b>  -Search the Internet and find more information on the forest fires in Southern California in USA. Share your findings with your class in the next lesson. Use connectors from chapters 1-4  <b><u>Readings:</u></b>  Chapter Five:  Do Ex. 1 (p.47, from 1-8), Ex. 2 (p.47, from 1-6) and ex. 3 (p.48, from 1-7).
	2.Listening	Green House and global crises.	1. Understand monologue-type of listening tasks	Warm-up: Explain of information on the forest fires in Southern California in USA. (S)  Pre-listening: Introduction and Brainstorming on the topic.(T&S)  While-listening: Extensive and intensive listening.  Post-listening: summary of the listening text. (S)	<b><u>Follow-Up Activity:</u></b>  -Write a letter to the US government about the forest fires on California. Explain what you think of the fires. Explain also what you think the government should do to stop the fires, prevent further blazes and compensate those who lost their properties. Read your letters to your classmates in the next lesson. Use connectors from chapters 1-4.  <b><u>Readings:</u></b>  Read the article "Elections in Africa and the Middle East." And answer questions

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					from 1 to 4. We will do the remaining questions in class.
	3.Speaking	Green House and global crises.	1.Produce, utterances expressing opinions, disagreeing, and commenting on other people's point of view	<p>Warm-up: Read a letter (out of class activity from Day 2)..</p> <p>Pre-speaking: Introduction and Brainstorming on the topic. (T&amp;S)</p> <p>Pre: Talk about the different types of pollution.</p> <p>-A five- minute debate: the air quality will be better in 50 years. (S)</p> <p>Interaction: Have you ever experienced a government state of emergency? (T&amp;S)</p> <p>Pair-work: Tell your partner experiences if you have been in state-of-emergency. Use past tense and counter-factual conditional sentence).(S)</p> <p>Group-work: make a decision about who (i.e. people or organizations) would take the blame for forest fires in Southern California.(S)</p> <p>Whole-class discussion: present and justify the final decision of your group. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>Imagine your country has declared a state of emergency. Write your diary / journal entry for one day during the emergency. Read your entry to your classmates in the next lesson.</p>
8		Elections in Africa and the Middle East	1. Get the global understanding of the text and its main ideas	<p>Warm-up: Read your journal entry for one day during an emergency.(S)</p> <p>1.1. Pre-reading: Are women or men better world leaders? Discuss this with your partner. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Search the Internet and find more information on Ellen Johnson-Sirleaf. Share your findings with your class in the next lesson. Use connectors from</p>

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				<p>1.2. While-reading: Extensive and intensive reading. (S)</p> <p>1.5. Post-reading: Summarize the text to relevant points. (S)</p>	<p>chapters 1-4</p> <p><b>Readings:</b></p> <p>- Study Chapter Six of (Adawat Al-Rabt ) the textbook( p. 51-53).</p> <p>- Do Ex. 1 (p.53&amp;54, from 1-8), Ex. 2 (p.54, from 1-6), and Ex. 3 (p.64, from 1-6).</p>
	2.Writing	Elections in Africa and the Middle East	1. Use language appropriate to the audience and purpose.	<p>Warm-up: Share your findings on Ellen Johnson-Sirleaf with a partner (out of class activity from Day 1).</p> <p>Pre- writing: Quick debate with your partner. Which woman would be best as the next U.S. President.(S)</p> <p>Presentation: Present connecting devices such as transition, signposts, previews, and internal summaries. (T)</p> <p>1.2. Point out the fact that Arabic employs different titles for different official position.(T)</p> <p>- Presentation of formal speech to a person in a high position. (T)</p> <p>While writing: Write a letter to advise a person in a high position (president). (S)</p> <p>Post-writing: Read the letter to your classmates. (S)</p>	<p><b>Follow-Up Activity:</b></p> <p>-Make a poster profiling the female leader of a country (past or present). Show your posters to your classmates in the next lesson. Use connectors from previous chapters.</p> <p><b>Readings:</b></p> <p>Read the article "Students in University Fees Protest." And answer questions from 1 to 4. We will do the remaining questions in class.</p>
	3.speaking	Elections in Africa and the Middle East	1. Maintain a coherent conversation thought an	Warm-up: show and illustrate a poster profiling the female leader of a country .(S)	<p><b>Follow-Up Activity:</b></p> <p>-Write a letter to one of the imaginary</p>

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			exchange and express attitude clearly.	<p>Pre: Discuss this with the instructor and your partner an argumentative question. (T&amp;S)</p> <p>Quick role play. (whole class).(S)</p> <p>While: Role play- Justify virtues for election campaign, discuss the virtues, and vote for the best candidate to become the president of your state.(S)</p> <p>Post: discuss the credibility of each politician. (S)</p>	<p>presidential candidates. Tell him what you think of her election defeat. Give him advice for the future election. Express your disappointment when you discovered his misrepresentation. Read what you wrote to your classmates in the next lesson.</p>
9		Students in University Fees Protest	1. Get the global understanding of the text and its main ideas.	<p>Warm-up: Read your letter to a presidential candidate expressing your disappointment (out of class from Day 3). (S)</p> <p>Pre-reading: Introduction and Brainstorming on the topic.(T&amp;S)</p> <p>1.1. While reading: Extensive and intensive reading. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>Write a magazine article about university fees and whether the students in your university are taking part in the protest. Include whether students across the board are in agreement regarding the protest. Include imaginary interviews with students from different universities in your area. You will read what you wrote to your classmates in the next lesson.</p> <p><b><u>Readings:</u></b></p> <p>-Study Chapter Six of (Adawat Al-Rabt ) the textbook( p. 55-56)</p> <p>- Do Ex. 4 (p.56, from 1-8), Ex. 5 (p.56 &amp;57, from 1-8), and Ex. 6 (p.57-58, from 1-6).</p>

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				In Class	Out of Class
	2.listening	Students in University Fees Protest	1. Get detailed understanding of the listening text and its parts.	<p>-Warm-up: Read the magazine article about university fees.. (S)</p> <p>- Pre-listening: Match words with their meanings. Listen to confirm your answers. (S)</p> <p>-While listening: Extensive and intensive listening. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a letter to the premier of Quebec. Ask him three questions about university fees. Give him three pieces of advice on what he should tell students. Read your letter to your partner(s) in your next lesson. Your partner(s) will play the role of the prime minister and answer your questions.</p> <p><b><u>Readings:</u></b></p> <p>-Read the article "Pope Kissing Imam Ad Outrages Vatican and Azhar" and answer questions from 1 to 4. We will do the remaining questions in class.</p>
	3.speaking	Students in University Fees Protest	1. Provide information on a topic and respond spontaneously on the same topic.	<p>Warm-up: Role-play of prime minister of Quebec and a journalist (out of class activity from Day2). (S)</p> <p>Pre - introduction and Brainstorming on the topic.</p> <p>-Use agreeing and disagreeing expressions in the interaction.</p> <p>While: In pairs, Generate questions to conduct a survey on student university fees (S).</p> <p>Post: Make mini-presentations to other groups on the findings. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Design a questionnaire to gather information: Ask people their opinion about the increase of university fees and their reaction towards bill 78 issued by the government of Quebec. Translate both your questions and the information you gathered into Arabic. Be prepared to present your findings next class.</p>
10		Pope Kissing Imam Ad	1. Get the global understanding of	Warm-up: Presentation of findings of a survey (out of	No out of class activity. Prepare for

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
		Outrages Vatican and Azhar	the text and its main parts.	class activity from Day 3). (S)  Pre-reading: Introduction and Brainstorming on the topic.(T&S)  While-reading: Extensive and intensive reading.(S)	the quiz
	2. Writing	Quiz- Reading and Listening			
	3.Speaking	Pope Kissing Imam Ad Outrages Vatican and Azhar	Provide information on a topic and respond spontaneously on the same topic.	-Warm-up: Discuss what has been discovered about Benetton's advertising.(S)  Pre: A five-minute debate: Debating on whether advertising needs to be more heavily regulated. (S)  While: Student advertising survey (pair and group work) (S)  Post:Make mini - presentations on the findings to other groups.	<b><u>Follow-Up Activity:</u></b>  -Create a new product. Give it a name and plan a marketing campaign. Be prepared to play the role of sales man in the next class. You will try to persuade your classmates to buy your product.
11		Three women win Nobel Prize	1.Get the main ideas and important information	Warm-up: Role-play of a salesman who is trying to persuade a customer to buy an imaginary product.(S)  Pre-reading: Group discussion on the topic.(T&S)  1.2. While reading: Extensive and intensive reading.	<b><u>Follow-Up Activity:</u></b>  -Write a magazine article about the Nobel Prize Human rights. Include imaginary interviews with the laureate.  <b><u>Readings:</u></b>  -Study Chapter Seven of (Adawat Al-Rabt ) the textbook( p. 59-62).  - Do Ex. 4 (p.65, from 1-8), and Ex. 2 (p.66, from 1-6.
	2.Listening	Three women win Nobel Prize	1.Get detailed understanding of	Warm-up: Read the magazine article about the	<b><u>Follow-Up Activity:</u></b>



WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
			the listening text and its parts	<p>Nobel Prize Human rights (out of class activity of Day 1). (S)</p> <p>Pre- listening: Teacher-student discussion on the topic.(T&amp;S)</p> <p>While listening: Extensive and intensive listening.</p>	<p>-Write a letter to the Yemeni president asking him why his government refuses to allow women to drive and work. Give him advice on the benefits to Yemen of granting the women permission to drive and work. Show what you wrote to your classmates in the next lesson.</p> <p><b><u>Readings:</u></b></p> <p>Read the article “Arabic Poetry: Free poem.” and answer questions from 1 to 4. We will do the remaining questions in class.</p>
	3.Speaking	Three women win Nobel Prize	1. Perform the functions of spoken discourse in a speaking task	<p>Warm-up: Read the letter which you wrote to the Yemeni president (out of class from day 2). (2)</p> <p>Pre- Introduction and brainstorming on the topic .(S)</p> <p>While: In groups, talk about the human rights including the right to freedom of peaceful assembly and association. (S)</p> <p>Post: Illustration about whether your interviewee is (un)lucky to (not) enjoy basic human rights.</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Create a charter of student rights (students of Arabic or other languages and subjects). Think of eight basic rights all students must have. Provide an explanation supporting each point. Show your charters to your classmates in the next lesson.</p>
12		Arabic Poetry: Free poem.	1-Noticing the rules of free poem writing through observation and inference.	Warm-up: Presentation of a charter created about student rights (out of class activity from day 3). (S)	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Search the internet and locate more works by Nazzar Qabbani and</p>

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
				<p>Pre-reading: Writing of a line of a poem about Arabic. .S)</p> <p>1.1. While-reading: Noticing activity: How does Arabic poetry use a different form of rhyme from English poetry?.(S)</p> <p>Identification of the patterns and devising of a rhyme scheme formula through inference.(S)</p> <p>Discussion of the relationship of the series of couplets within a free poem.(S)</p> <p>Identification of the theme, the literal, and the figurative meaning in an excerpt. (S)</p> <p>Post-reading: In groups of four, Ss compose a free poem in a round-robin activity for a total of ten couplets. .</p>	<p>present a report on his life and his poetry.</p> <p><b>Readings:</b></p> <p>- Study Chapter Eight of the textbook( p. 67--69)</p> <p>- Do Ex. 1 (p.69, from 1-8), Ex. 2 (p.70&amp;71, from 1-6), and Ex. 4 (p.72, from 1-6).</p>
	2.writing	Arabic Poetry: Free poem	1. Write a well-organized essay after reading an article	<p>Warm-up: presentation of a report on Nazzar Qabbani's life and his poetry (out of class activity from Day 1).</p> <p>Pre-writing: Brainstorming on the topic.(S)</p> <p>While-writing: Writing of a letter to a poet. (S)</p> <p>Post-writing: Read the letter to the class.(S)</p>	<p><b>Follow-Up Activity:</b></p> <p>-Make a poster about your country's greatest writer. For example, write about his biography, his best written work, the kind of literature, and why you think he is your best writer. Show your work to your classmates in the next lesson.</p> <p><b>Readings:</b></p> <p>-Read the article" Iran's nuclear facilities" and answer only questions from (1-4). We answer</p>



WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
					the remaining questions in class.
	3.Speaking	Arabic Poetry: Free poem	1. Provide information on a topic and respond spontaneously on the same topic.	<p>Warm-up: Displaying of a poster about your country's greatest writer.(S)</p> <p>Pre: Ss interview other students, write down the answers, share their findings with a partner, and make mini-presentations to other groups on your findings. (S)</p> <p>While: Role-play- writing of a magazine article about the world's worst living poet based on an imaginary interviews with the poet and a judge.(S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-You are a poet. Write your diary entry for one day in your poetry writing life. Include your thoughts on the things that make you write poetry. You will read your entry to your classmates in the next lesson.</p>
13		Iran's nuclear facilities	1. Get the global understanding of the text and its main ideas.	<p>Warm-up: Reading of a diary entry for one day in students' poetry writing life. (S)</p> <p>Pre-reading: Words from the article (e.g., missiles, the Gulf, nuclear facilities, fear from Iran) and discuss , in groups, how these words relate to your country.(S)</p> <p>While-reading: Extensive and intensive reading.(S)</p> <p>11.5. Post-reading: Ss summarize the article in groups. (S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a magazine article about the need for Iran's missiles. Include imaginary interviews with an Iranian and an American citizen. Read what you wrote to your classmates in the next lesson.</p> <p><b><u>Readings:</u></b></p> <p>-Study Chapter Nine of the textbook( p73-75) - Do Ex. 1 (p.75&amp;76, from 1-8), Ex. 2 (p.76&amp;77, from 1-6), and Ex. 3 (p.77, from 1-6).</p>
	2.Listening	Iran's nuclear facilities	1.Get detailed understanding of the listening text and its parts	<p>Warm-up: Read the magazine article about the need for Iran's missiles(out of class from 1).(S)</p>	<p><b><u>Follow-Up activity:</u></b></p> <p>-Write a letter to the head of Iran's missile programme. Ask him/her three questions</p>

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
				<p>Pre-listening: Group and whole class discuss. Ss discuss whether they would like to travel to or live in Iran.(T&amp;S)</p> <p>While-listening: Extensive and intensive listening</p> <p>Post-listening: Ss summarize the aural text to salient points.(S)</p>	<p>about the missiles. Give him/her three pieces of advice on what she/he should do to keep the world happy. You will read your letter to your partner(s) in your next lesson. Your partner, who will play the role of the head of Iran's missile programme, will answer your questions.</p> <p><b><u>Readings:</u></b></p> <p>-Read the article "Dennis Jones Davis: A well-know-known translator of Arabic literature" and answer only questions from (1-5). We answer the remaining questions in class.</p>
	3.Speaking	Iran's nuclear facilities	1. Provide information on a topic and respond spontaneously on the same topic.	<p>Warm-up: With a partner, Ss talk about these nuclear (or soon-to-be) powers (e.g., USA, Russia, India, Iran, and Israel) and how dangerous is each one.(S) your rankings.</p> <p>Role-play: Ss play the role of ministers of foreign affairs of their countries and their job in improving diplomatic relations with particular countries. Ss discuss current problems including human and weapons of mass destruction. They will also discuss conflicts, ways to resolve problems, and ways to avoid conflict in the future.(S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>Write a letter to Iran's President Mahmoud Ahmadinejad.. Ask him three questions about his nuclear ambitions. Tell him what you think of them. Give him three pieces of advice about being a responsible nuclear power. Tell him how to deal with president Obama. Read your letter to your partner(s) in your next lesson. Your partner, who will play the role of President Mahmoud Ahmadinejad , will answer your questions</p>
14		Dennis Jones Davis: A well-know-known	1. Get the global understanding of the text and its	Warm-up: Brainstorming on the topic.(S)	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a letter to the</p>

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
		translator of Arabic literature.	main ideas.	<p>1.5. Pre-reading: Guess whether headlines are relevant to the reading article.(S)</p> <p>While-reading, Extensive and intensive reading. (S)</p>	<p>judges of the Nobel Prize for the best writer of the year. Ask them three questions. Tell them you think that "Yoseif Idris" should have won the Nobel prize for literature instead of "Nagib Mahfoz". Support your argument with evidence from the reading article. Your partner, who will play the role of one of the judges, will answer your questions.</p> <p><b><u>Readings:</u></b></p> <p>-Study Chapter Nine of the textbook( p73-75)</p> <p>- Do Ex. 4 (p.78, from 1-8), and Ex. 5 (p.78, from 1-8), and Ex. 3 (p.77, from 1-6).</p>
	2.Listening	Vladimir Chagall: A well-known translator of Arabic literature.	1.Get detailed understanding of the listening text and its parts	<p>Pre-listening: Talk about your favorite books. (S)</p> <p>While-listening: Extensive and intensive reading.(S)</p> <p>Post-listening: summary of the aural text to relevant points.(S)</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a letter to a language expert. Ask him/her three questions about Colloquial Arabic and Modern Standard Arabic. Give him/her three of your opinions on them. Read your letter to your partner(s) in your next lesson. Your partner, who will play the role of a language expert, will answer your questions</p>
	3.Speaking	Arab writer	1. Provide information on a topic and respond spontaneously on the same topic.	<p>Pre: Ss interview each other and make a mini-presentation to other groups on their findings.</p> <p>While: Role-play. In groups, Ss play the role of</p>	<p><b><u>Follow-Up Activity:</u></b></p> <p>-Write a magazine article about a writer "e.g., "Nagib Mahfouz"" Include imaginary interviews with him. Ask him three</p>

WK	Skill	Theme	General Learning Outcome	Instructional Strategies/Learning Activities	
				In Class	Out of Class
				a journalist, a judge, and a poet. Subsequently, they write a magazine article about the world's worst living writer based on the interview.(S)	questions about his work. Give him three pieces of advice about considering writing stories in colloquial Arabic. .

### Lower Advanced Level-

This is a three-credit lower advanced Modern Standard Arabic course that focuses on the four language skills: reading, speaking, listening, and writing. Learners develop effective reading and listening strategies that enable them to comprehend the content of authentic reading and aural texts. Learners demonstrate ability to produce the language accurately, meaningfully and appropriately in face-to face interactions. Learners edit and produce written texts. A prerequisite for this course is a higher intermediate level (ISLA 523).

#### *Approach and Technique*

The teaching and learning process in this course is communication-based, meaning that emphasis is placed on functional usage of the language and on communication in context rather than on the conscious learning of grammatical rules. Preparation of the basic text, including reading of transitional devices and connectors, vocabulary memorization, and spelling, is the student's responsibility. Students should be prepared to answer questions pertaining to the content of the text and use vocabulary in various contexts. Arabic is the only medium of class instruction. The textbook contains explanations in English, which students should examine at their own pace. The instructor will select some transitional devices and connectors for explanation in class. Nevertheless, the course emphasizes the acquisition of transitional devices and connectors by use rather than by explanation.

#### *Objectives*

By the end of the course, students will be able to:

##### *A) Reading:*

1. Develop and use reading strategies.
2. Get the gist of the text and its purpose.
3. Locate specific information.
4. Locate, compare/contrast, and put together several pieces of information.
5. Demonstrate global and detailed understanding of text.
6. Evaluate the author's attitude.
7. Summarize the text to relevant points.

8. Distinguish between literal and inferential meaning.

*B) Writing:*

1. Respond effectively according to the task requirement.
2. Demonstrate control of formal and informal registers in writing.
3. Use organizational devices and provide good support for main ideas.
4. Use cohesion devices to link all elements of text together.
5. Use grammar accurately and appropriately.
6. Use vocabulary accurate for the task.
7. Employ good spelling and punctuation.
8. Evaluate attitude

*C) Speaking:*

1. Produces fluent, continuous, comprehensive and smooth discourse.
2. Employ accurate grammatical structures.
3. Manipulate language in formal and informal register.
4. Use accurate vocabulary for the task.
5. Employ appropriate organizational devices in oral discourse.
6. Exhibit comprehensible rhythm, intonation, and articulation.
7. Use a number of interactional strategies.
8. Exhibit Relevant and adequate response according to the task requirements.

*D) Listening:*

1. Get the gist (overall meaning) of the listening text.
2. Get the main ideas and important information.
3. Get specific details.
4. Compare and put together specific information.
5. Exhibit detailed understanding of the listening text and its parts.
6. Develop a set of listening strategies.
7. Distinguish between literal and inferential meaning.

### *Course Materials*

The textbook and the dictionary required for purchase available at Paragraph Bookshop on McGill College St.

1) *The Connectors in Modern Standard Arabic* by (Nariman Naili Al-Warraki and Ahmed Taher Hassanien)

2) *A Dictionary of Modern Written Arabic* Hans Wehr

### *Attendance*

Attendance is mandatory; students are not allowed to miss more than three classes in this course. More absences than this (without a serious excuse) will definitely affect your grade, and may lead to not being scheduled for the final exam and thereby failing the course. Also please don't be late to class. Tardiness will not be tolerated as we only have a short time to get a lot of language learning done and it is important to start on time. It is up to the discretion of the instructor whether a student who arrives late is allowed to attend the class. Every time you are late counts as a quarter of an absence.

Please do not miss in-class tests. As a general rule make-up exams/tests/quizzes will not be given, so if you miss a test you will receive an F in it.

### *Homework:*

Students should come to class fully prepared and with all homework assignments carefully completed. Students are required to have two notebooks for their homework. Assignments must be submitted on time. Late submission of homework will affect the appraisal of your performance. You may either photocopy the exercises from the textbook or write them. In class, Students are required to attend all classes on time and to participate fully in all class activities.

### *Oral Presentation:*

The goal of this activity is to enhance students' oral performance, the revision of vocabulary, application of grammar structures, and use of connectors.

Students may give a presentation on topics of their choice through abstract approach. The duration will be ten minutes, and the oral presentation will be graded on content, coherence, grammar, use of vocabulary and connectors. Students may prepare a lexical set of new vocabulary to distribute to the audience (their fellow students) – the audience should formulate questions to ask the presenter after the presentation. The oral presentation will be recorded for grading. Students should discuss the oral presentation with the instructor during office hours and prior to the presentation.

### *Written Project*

The goal of this activity is to enhance written skills and formal correctness, as well as the application of grammar, structure, use of connectors and spelling. Students may choose any topic to write about. The written presentation should not be less than 1200 words composed by the student him/herself, and the written presentation will be collected and graded by your instructor.

This assignment will be a multistage one in which students should produce an outline during the second week, the introduction and a thesis statement and the main idea, supporting evidence, and the conclusion every other week for the following weeks. Students should submit their draft on time and get feedback and grade on it (see the due dates and the requirements below). Students can discuss the written presentation with the instructor during office hours and plagiarism or academic dishonesty will be referred to the appropriate disciplinary officer.

### *Submission of drafts and final project due dates:*

Due dates	Stages	Grades
Friday Sept 14	Brainstorming and outline	1%
Friday Sept	Introduction and a thesis statement	1.25 %
Friday Oct 12	Introduction , thesis statement and the body	1.25 %
Friday Oct 26	introduction, the thesis statement, the body, and the conclusion	1.25 %
Friday Nov 9	Revision and Editing	1.25 %



	Total of stage development	6%
Friday Nov 23	Final written project	4%
	Total:	10%

### *Grading and Evaluation*

Quizzes:	15%
Class participation:	10%
Homework and preparation:	15%
1 Oral Presentation:	10%
Midterm Exam:	15%
Final Written Project:	10%
Final Exam:	25%

### *Academic Integrity*

*Please read the below statement on academic integrity and be sure to go to the McGill webpage on academic integrity (url listed below) .McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).*

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity)).

### *Disabilities*

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible.

الأسبوع الأول	واجب يوم الأربعاء 9/5 - <u>قراءة</u> تحضير مفردات نص القراءة "ربيع على الربيع العربي" ص 3 وعمل ت 2 ص 3، 4 وقراءة النص ص 1، 2 وعمل ت 3 ص 5 - قراءة قواعد "عدم" ص 10، 11 وعمل التمرين الخاص بالقواعد (4-1)	
	صف يوم الأربعاء 9/5 - <u>قراءة</u> قراءة نص: "ربيع على الربيع العربي" وعمل تمرين (1، 2) مابعد القراءة- عمل قواعد "عدم" وعمل عمل التمرين الخاص بالقواعد (5-8)	
	صف يوم الجمعة 9/7 - <u>محادثة</u> محادثة 1 - الثورات العربية	
	واجب يوم الجمعة 9/7 - <u>استماع</u> قراءة المفردات "ما قبل الاستماع" ص 1 والاستماع لنص حصا الثورات العربية وعمل ت 2، 3 ص 1، 2.	
	صف يوم الجمعة 9/7 - <u>استماع</u> عمل تمارين ما قبل الاستماع - خلال الاستماع - بعد الاستماع	
الأسبوع الثاني	<b>Brainstorming and outline</b> <b>Lab assignment</b> الجمعة 9/14	
	واجب يوم الأربعاء 9/12 - <u>قراءة</u> تحضير العبارات و التراكيب الشائعة ص 4 وعمل تمرين ص (6-9) فقط من (1-13) - تحضير قواعد تم + مصدر وعمل التمرين الأول فقط ص (1-4)	
	صف يوم الأربعاء 9/12 - <u>قراءة</u> تفعيل العبارات و التراكيب الشائعة وعمل تمرين من (6-9) فقط من (14-25) و تفعيل قواعد "تم + مصدر" وعمل التمرين الثاني ص (1-4)	
	صف يوم الجمعة 9/14 - <u>محادثة</u> محادثة 2 - الثورات العربية	
	واجب يوم الجمعة 9/14 - <u>كتابة</u> تحضير الفصل الأول من كتاب "أدوات الربط في اللغة العربية" من ص (13-19) وعمل ت 1 ص 19 (1-7) وت 6 ص 20 (1-6)	
الأسبوع الثالث	صف يوم الجمعة 9/14 - <u>كتابة</u> تفعيل أدوات الربط من الكتاب وعمل تمارين إضافية - تمرين على كتابة الخطابات الرسمية لرئيس مصر الحالي.	
	واجب يوم الأربعاء 9/19 - <u>قراءة</u> تحضير مفردات نص القراءة "المسيحيون العرب.... إلام الصمت..." ص 3 وعمل ت 2 ص 4، 5 وقراءة النص ص 1، 2 وعمل ت 6 ص 9، 10 وقراءة "dealing with unfamiliar words in a reading text" ص 7 وعمل التمرين الخاص بها ص 7، 8.	
	صف يوم الأربعاء 9/19 - <u>قراءة</u> قراءة لنص "المسيحيون العرب.... إلام الصمت..." ص 1، 2 وعمل ت 5 ص 8، 9 وعمل ت 7 ص (10-12)	
	صف يوم الجمعة 9/21 - <u>محادثة</u> محادثة 1- هجرة مسيحيي الشرق الأوسط	
	واجب يوم الجمعة 9/21 - <u>استماع</u> قراءة مفردات "ما قبل الاستماع" ص 1 والاستماع لنص مسيحيو الشرق وأسباب هجرتهم وعمل ت أ (خلال الاستماع) ص 1، 2 وت ب ص 2.	
الأسبوع الرابع	صف يوم الجمعة 9/21 - <u>استماع</u> عمل تمارين في الصف - ما قبل الاستماع - خلال الاستماع - بعد الاستماع	
	<b>Introduction and a thesis statement</b> <b>Lab assignment</b> الجمعة 9/28	
	واجب ليوم الأربعاء 9/26 - <u>قراءة</u> قراءة "التوازي" في اللغة العربية ص 11 وعمل التمرين الخاص بالتوازي ص 13، 14 (3-1) قراءة المصدر الاصطناعي ص 14، 15 وعمل التمرين الخاص به	
	صف يوم الأربعاء 9/26 - <u>قراءة</u> عمل ت 8 ص 12 وعمل التمرين الخاص بالتوازي ص 13، 14 (3-6) وعمل التمرين الخاص المصدر الاصطناعي ص 14، 15	
	صف يوم الجمعة 9/28 - <u>محادثة</u> محادثة 2- هجرة مسيحيي الشرق الأوسط	
الأسبوع الخامس	واجب يوم الجمعة 9/28 - <u>كتابة</u> تحضير الفصل الثاني من كتاب "أدوات الربط في اللغة العربية" من ص (19-23) وعمل ت 1 ص 23، 24 (1-7) وت 2 ص 24 (1-6) وت 3 (1-6).	
	صف يوم الجمعة 9/28 - <u>كتابة</u> تفعيل أدوات الربط من الكتاب وعمل تمارين إضافية - تمرين على كتابة مقالة لجريدة وعمل مقابلة مع أحد المهاجرين المسيحيين إلى بلدك.	
	واجب ليوم الأربعاء 10/10	
	صف يوم الأربعاء 10/10	
	صف يوم الجمعة 10/12 - <u>محادثة</u> محادثة - التغيرات المناخية تهدد بالمجاعة	
الأسبوع الخامس	واجب يوم الجمعة 10/12 - <u>قراءة</u> تحضير مفردات نص القراءة: "تغيرات المناخ تهدد بالمجاعة" ص 3 وعمل ت	

2 ص 3، 4 و عمل ت 5 ص 6، 7.	
قراءة نص : "تغيرات المناخ تهدد بالمجاعة" و عمل ت 3 ص 5 و ت 4 ص 6 و ت 6 ص 7، 8	صف يوم الجمعة 10 / 12 - <u>قراءة</u>

