

Arab 00200 Elementary Arabic II Content Syllabus, Topics and Assignments.

Books used for the course and referenced in the syllabus:

Living Arabic: A Comprehensive Introductory Course, 2nd Edition, by Munther Younes.
Yale University Press, 2006.

Alif Baa, Introduction to Arabic Letters and Sounds, 3rd Edition, by Al-Batal, Al-Tonsi and Brustad. Georgetown University Press 2010.

Week 1

Refresher Assignment. Students write out the words that are found in their first listening comprehension activity of the semester. In so doing, they review all the letters and harakaat they learned in the previous level, along with other critical topics such as the *shadda*, the *taa al marbouta*, and the *alif maqsoura*, the *alif madda*, the *alif with tanweenul fath*, the *hamza on an alif*, the *hamza by itself*, the *hamza supported on a kurse* of a *yaa*, the *hamza supported on a kurse in the shape of a waaw*, the masculine and feminine forms of nouns and adjectives, the numbers, the genitive of possession.

As the words are put on the board by students, they are prompted to explain how they determined how the word was written and pronounced. In so doing, a review is done over two days of all of the topics mentioned above from the previous semester of Arabic.

Listening Comprehension/Dialogue: Shareef meets a student at the university. They go to a restaurant to talk.

(Living Arabic Textbook, Mp3 Lesson Number 18 Listening Number 1).

Students are reacquainted with the process of making the cognitive link between the vocabulary words written in the Arabic used for reading and writing (Al Fusha) and the same words as they are pronounced by in a spoken context. Most of the words are pronounced the same, some are pronounced slightly differently, whereas in the case of some words such as *shwayya* the spoken word is different from the word that is used in writing.

As the dialogue is played, students are asked to respond to content-based questions on the conversation they are hearing.

Weeks 2 and 3

The conjugation of Past Tense Verbs that are of the Sahih type, or that act in ways that are Sahih in the Past.

Students are provided with a handout which provides a model conjugation of two verbs. The endings that are added to the root stem of the word are circled for the students to visualize. The sounds of the verbs are written out for the students in transliteration. After the professor demonstrates these endings, students are directed to do conjugations of useful, high-frequency verbs.

Students then move on to applying these conjugations to sentences. They then form sentences of their own.

The topic of the *Wasla* is covered which elides the sounds of words containing the definite article of Alif-Lam with the word preceding it. (Alif Baa text, page 200-202). Applications to the sentences the students write in their assignments are discussed as a class at the board. A review is done as needed of the topic of the *shamsiyyah* and *qamariyyah* letters from Arabic I.

Listening Comprehension/Dialogue.

Shareef talks about his sister, Maryam. Several past tense verbs are used to explain key events in her life, such as the number of years she studied in school, when she got married etc.

(Living Arabic Textbook, Mp3 Lesson Number 12 Listening Number 1).

Speaking practice through storytelling: Students retell Maryam's story and thus get practice using past tense verbs not simply expressed in individual sentences, but embedded in a story they are conveying. Every student works with a partner to tell the story, and then every student is given a chance to relate Maryam's story to the class, or alternatively, to add information about a family member of their own.

Reading on Saudi Arabia: Living Arabic Textbook, page 97. Includes, vocabulary, discussion of content and *imlaa* dictation exercises to maintain student knowledge of the rules of writing in Arabic.

Week 3 and 4

The conjugation of Past-Tense Verbs that are Ajwaf

Students are provided with a handout which provides a model conjugation of two verbs. The endings that are added to the root stem of the word are circled for students. Students are made to see how the conjugation of Ajwaf verbs differs from that of other verbs, by virtue of the fact that the second letter in the word stem is an alif. After the conjugations for Huwa, Hiya and Hum, this alif must be taken out and replaced by a harakah. Then, a sukoon will be placed above the third letter of the root of the verb, before the suffix endings are able to be attached as they were for Sahih verbs. After the professor demonstrates these endings, students are directed to do conjugations of useful, high-frequency verbs.

Students are guided to make the transition to apply these conjugations to sentences. They then form sentences of their own.

The dialogue where Shareef meets a student at the university, and they decide to go to a restaurant and talk is played with the same content questions provided for the student to answer. This dialogue features several Ajwaf type verbs. Students are reminded that they must keep on top of vocabulary words and grammar principles they have acquired previously and be able to locate them so as to recall and apply them as necessary. (Living Arabic Textbook, Mp3 Lesson Number 18 Listening Number 1).

Speaking practice through storytelling: Students retell the story and thus get practice using past tense verbs beyond expression in individual sentences, but rather embedded in a story they are conveying.

Week 5 and 6

The conjugation of Past-Tense Verbs that are Naaqis in the form of Banaa, that is verbs that have an Alif Maqsoura as the third letter in the root stem.

Students are provided with a handout which provides a model conjugation of two verbs. The endings that are added to the root stem of the word are circled for the students. Students are made to see how the conjugation of this type of Naaqis verb differs from that of other verbs, by virtue of the fact that the second the third letter of the stem root word is an alif maqsoura. After the conjugations for Huwa, Hiya and Hum, this alif maqsoura must be taken out and replaced by a yaa with a sukoon above it, which will produce the sound “ay” in the middle of the word. Hence: Huwa Banaa, but Nahnu Bannaynaa. After the professor demonstrates these endings, students are directed to do conjugations of useful, high-frequency verbs.

Students are then guided to transition into applying these conjugations to sentences. They then form sentences of their own.

Listening/Dialogue: Shareef searches for an apartment with Muhammad and Waleed. (Living Arabic Textbook Mp3 Lesson Number 20 Listening Number 1).

Speaking practice through storytelling: Students retell this story about searching for an apartment and thus get practice using past tense verbs beyond expression in individual sentences, but rather embedded in a story they are conveying.

Week 7

Reading on The History of Baghdad. Living Arabic Textbook, pp. 184-185. Includes: Vocabulary, discussion of content and *imlaa* dictation exercises to maintain student knowledge of the rules of writing in Arabic.

Synthesis of Topics covered in the first half of the semester, including conjugation of *Sahih*, *Ajwaf* and *Naaqis* Verbs, Sentence formation, while incorporating the *Waslah* and the knowledge of *shamsiyyah* and *qamariyyah* letters that affects the pronunciation of the elided words. Students are provided the vocabulary they need to write short paragraphs. They need to use their knowledge to first recognize what pattern of verb they are encountering, and then remember how to conjugate these verbs based on their specificity.

Review Drills: Living Arabic Textbook Page 79, Grammar Drill, Past Tense Verbs.
Page 86, Grammar Drill, Past Tense Verbs.
Page 100, Grammar Drill, Past Tense Verbs.

Midterm Exam.

Week 8

The Conjugation of Present and Future Tense Verbs that are of the *Sahih* type.

Students are provided with a handout which provides a model conjugation of two verbs. The additions made to the root stem of the word are highlighted for students. After the professor demonstrates these additions, students are directed to do conjugations of useful, high-frequency verbs.

Students are then guided in their transition to using these conjugations in sentences.

Introduction to the topic of the Active Participle being able to be used in place of the imperfect present form of the verb.

Supplementary Drills: Living Arabic, p. 126 Grammar Drill, The Imperfect Verb.

Listening Comprehension/Dialogue.

Shareef's friend is travelling in an Arabic speaking country (Jordan) and meets someone on the bus who asks him where he is going. (Living Arabic Textbook, DVD Lesson Number 11).

Week 9

The conjugation of Present and Future Tense Verbs that are *Ajwaf*, having an Alif as the second letter in the root, and the conjugation of Present and Future Tense Verbs beginning with the root letter *Waaw*.

Students are provided with a handout which provides a model conjugation of these verbs, and the endings that are added to the root stem of the word are circled for the students. Students are made to see how the conjugation of these types of verbs differs from that of other verbs. After the professor demonstrates these endings, students are directed to do conjugations of useful, high-frequency verbs.

Students then move on to applying these conjugations to sentences. They then form sentences of their own.

Listening Comprehension/Dialogue. Shareef tells about his cousin who is a doctor. He talks about his options for travelling to visit him. Living Arabic Textbook, Mp3 Lesson 21.

Speaking practice through storytelling: Students retell the story and thus get practice using past tense verbs beyond expression in individual sentences, but embedded in a story they are conveying.

Week 10

The conjugation of Present and Future Tense verbs that are Naaqis in the form of Banaa, that is verbs that have an Alif Maqsoura as the third letter in the root stem.

Students are provided with a handout which provides a model conjugation of two verbs. The endings that are added to the root stem of the word are circled for the students. Students are made to see how the conjugation of this type of Naaqis verbs differs from that of other verbs, by virtue of the fact that the third letter of the stem root word is an alif maqsoura.

Students then move on to applying these conjugations to sentences. They then form sentences of their own.

Supplementary Drills: Living Arabic Textbook, p. 133, Grammar Drill.

Listening/Dialogue: Shareef is finally able to visit his cousin. He describes his cousin's family and their house. (Living Arabic Textbook, Mp3 Lesson Number 21).

Speaking practice through storytelling: Students retell this story and thus get practice using past tense verbs beyond expression in individual sentences, but embedded in a story they are conveying.

Week 11

The Comparative and Superlative (The *Tafdeel*)

Basic Pattern I is introduced where students must extract the three main letters of the root in the adjective in order to form the comparative/superlative by adding an alif with a hamza and a fatha before letter 1 of the root, a sukoon on top of letter 1 and a fatha on top of letter 2. Hence: Jameel/Jameelah → Ajmal, Taweel/Taweelah → Atwal, Qadeem/Qadeemah → Aqdam etc.

The specificity of Pattern II is introduced where students must realize that in some adjectives, the second and third letters of the root share the same letter. Hence, in order to form the comparative/superlative, an alif with a hamza and a fatha is added before letter 1 of the root as usual, but then a fatha will be added on top of letter 1 of the root, and a shadda carrying a fatha will be added on top of letter 2 of the root, with the shadda combining what had been 2 separate

letters into one. Hence: Shadeed/Shadeedah → Ashadd, Qaleel/Qaleelah → Aqall, 'Azeez/'Azeezah → A'azz, etc.

Students do work to form sentences that incorporate patterns I and II for forming the *tafdeel*.

Listening Comprehension:

Shareef's friend is in Jordan, inquiring about restaurants near his hotel. Living Arabic Textbook, DVD Lesson 20.

Week 12

The specificity of Pattern III is introduced where students must realize that in some adjectives, the third root letter is a letter yaa or a letter waaw. Hence, in order to form the comparative/superlative, an alif with a hamza and a fatha is added before letter 1 of the root as usual, but then a sukoon will be placed on top of letter 1 of the root, and a fatha will be added on top of root letter 2 and the third letter will be an alif maqsoura. Hence Helu/Helwa → Ahlaa, Qawee/Qaweeya → Aqwaa, Ghalee/Ghaaliyah → Aghlaa

Students do work to form sentences that incorporate all three patterns for forming the *tafdeel*.

Listening Comprehension/Dialogue: Shareef's friend gets advice about the best restaurant in Amman, Jordan. Living Arabic Textbook DVD, Lesson 21.

Reading on Umm Koulthoum, Living Arabic Textbook, Pages 254-25. Includes: Vocabulary, discussion of content and grammar structures, and *imlaa* dictation exercises to maintain student knowledge of the rules of writing in Arabic.