

النافورة

An-nafura A1, Arabic language - Teacher's guide.

Aguilar Cobos, J. David.

García Castillo, Alejandro.

Jódar Jódar, Andrés.

Peña Agüeros, Miguel Ángel.

Pérez Miñano, Manuela.

An-nafura A1, Arabic language - Teacher's guide.

Authors:

Aguilar Cobos, J. David.
García Castillo, Alejandro.
Jódar Jódar, Andrés.
Peña Agüeros, Miguel Ángel.
Pérez Miñano, Manuela.

English language editor:

Tadorián Ramos, Blanca

Publishing coordination and editing:

Albujayra SL

Design, layout and editing:

Albujayra SL

ISBN: 978-84-940519-8-2 Legal Deposit: AL 0913-2014

Printed in Spain.



Apartado de Correos 171
04080 Almería.
www.albujayra.com
albujayra@albujayra.com

© Albujayra SL

Acknowledgements

We would like to express special gratitude to everyone who learns with this book and to wish them success in their study of the Arabic language. Secondly, we would like to extend special thanks to all our friends and colleagues for their support during the creation of this project. Finally, we wish to acknowledge the great help provided by the team at Aldadis.

It is forbidden to reproduce this work in whole or in part by any procedure, including reprographics and computer processing, or to distribute copies on hire or loan, unless written authorization has been given by the publisher or other authorized body, any such unauthorized reproduction or distribution being liable to prosecution.



النافورة..

الفهرس

- الدرس ٠: مرحبا..... ٦
- الدرس ١: من أنت؟ ٧
- الدرس ٢: بيتي بيتك ١٢
- الدرس ٣: هذه عائلتي ١٨
- الدرس ٤: أخيرا عندي عمل..... ٢٢
- الدرس ٥: العقل السليم في.. ٢٧
- الدرس ٦: كلَّ يوم..... ٣١
- الدرس ٧: تنزيلات..... ٣٧
- الدرس ٨: ليلة أحلامك..... ٤٢
- الدرس ٩: برًا بحرًا وجوًّا ٤٦
- الدرس ١٠: فاكهة طازجة..... ٥٠
- الدرس ١١: شهية طيبة ٥٥
- الدرس ١٢: نجحنا والحمد لله ٦١

الدرس 0 Topic 0

Front page. Egypt

Image 1: spot of the temple of Abu Simbel, south of the city of Aswan, on the western bank of Lake Nasser. In 1979, UNESCO declared it a World Heritage Site.

Image 2: in the background, Khefren's Pyramid, which is, (along with Khufu's and Menkaura's Pyramids), one of the most well-known symbols of the pharaonic culture. In front is the Great Sphinx of Giza, known in Arabic as Abu al- Hawl.

Learning Objectives

- To welcome someone
- To say "hello"
- To respond to welcome greetings
- To say "good-bye"

Drawing of a classroom

Aim:

To present basic phrases and expressions used in the classroom

Activity:

Explain what every character says and ask students to repeat the sentences. In the drawing you can see the most common expressions, and at the bottom you can see other ones. Make and distribute flashcards with the sentences so students can use them whenever they need to. It's advisable to use them all the time, to get into the habit of using the Arabic language in the classroom.

Symbols representing the five skills

Exercise 1- Listening (track 02)

Aim:

To identify names in the dialogues, as well as greetings and farewells

Activities:

- Introductory activity: ask students for what they see in the pictures and then they read the questions. You can also read the vocabulary for them and explain it.

-Main activity: play the CD as many times as necessary. Students mark the correct answer. Tell them they don't have to read all the options, they just have to deduce and eliminate the wrong one. For example, if they know that the character's name is Carlos, they just have to remember with which letters of the Arabic alphabet it is written and search through the possible options, without going through the rest of words.

Listening:

كارلوس: مرحبا.

منى: مرحبا.

كارلوس: اسمي كارلوس. وأنت، ما اسمك؟

منى: اسمي منى. مع السلامة.

كارلوس: مع السلامة. إلى اللقاء.

Answers:

١- منى.

٢- كارلوس.

٣- مرحبا.

٤- مع السلامة.

Pin

Polite greeting and answer

كيف الحال؟
بخير والحمد لله.

SOCIAL AND CULTURAL ASPECTS

Body language: in Arabic society, after shaking hands, it is usual to place one's hand on one's heart.

Exercise 2- Reading

Aim:

To recognise the 28 letters of the Arabic alphabet in a written text

Activities:

-Introductory activity: ask students to say out loud anything that comes to their mind after looking at the pictures.

- Main activity:

Option a) the text includes all the alphabet letters. Students should spell the words and then read them syllabically. Tell them the words' vowels.

Option b) Students recognise the words that they already know and spell them.

Important remark

This lesson must be developed and enclosed with complementary materials (materials to teach writing and reading in Arabic). The reason why we haven't presented this material is that every teacher usually has his or her own way of teaching this, there is already enough material in stock.

الدرس 1 Topic 1

Front page. Morocco

Image 1: the Kutubia in the city of Marrakesh. This name refers to the mosque and its minaret. It was built in the Almoravid period, like its sisters: the Tower of Hassan in Rabat and the Giralda tower in Seville (Spain).

Image 2: the Dyers' quarter in the city of Fes is worldly famous due the production of handmade leather articles.

Learning Objectives

- To identify oneself
- To ask for information
- To accept an invitation
- To express agreement
- To thank someone
- To welcome somebody
- To say "good-bye"
- To introduce oneself
- To respond at an introduction of someone
- Greetings and their answers

Exercise 1- Listening (track 05)

Aims:

To learn expressions used in greetings and their responses

To learn expressions for introducing oneself and meeting people

An-nafura A1, Arabic language - Teacher's guide

Activities:

- Introductory activity: ask students to talk about what they see in the pictures, just in order to refresh their vocabulary. Ask them also to imagine what the listening is about and then tell them. Students read the items below, and you make sure that they understand them. Tell students to focus on the information needed.

- Main activity: play the CD as many times as necessary. Students say what they understand and then they answer. First, they check in pairs, and then you can check with the whole class.

Suggestion:

Once you finish with this activity you can do a speaking activity using the interrogatives that appear in the pin. In pairs, students ask each other about the listening and then they can do it in chains: one student asks another, and this asks another one, and so on, until each student has participated.

Listening:

مرسيل: تفضلي.
مريم: شكرًا.
مرسيل: هل أنت جديدة في البناية؟
مريم: نعم.
مرسيل: وما اسمك؟
مريم: مريم.
مرسيل: اسم جميل.
مريم: شكرًا.
مرسيل: عفواً، يا مريم، من أين أنت؟
مريم: أنا من هنا.
مرسيل: وأنا أوروبي أيضاً.
مريم: وأنت، ما اسمك؟
مرسيل: أنا؟.. اسمي مرسيل.. م م م.. يا مريم، هل أنت عزباء؟
مريم: .. نعم، وأنت؟
مرسيل: نعم، أنا أعزب أيضاً.. (..) يا مريم ممكن أن تعطيني رقم تليفونك؟
مريم: لم لا؟ تفضّل ٧١٨٤٥٦٠٣٩ وأنت، ما هو رقم تليفونك؟
مرسيل: ٧٥٣٢٠٨٤٢٦
مريم: مع السلامة.
مرسيل: إلى اللقاء.
[..]
مرسيل: سبعة، واحد، ثمانية، أربعة، خمسة، ستة، صفر، ثلاثة، تسعة. [هذا الرقم غير موجود، هذا الرقم غير موجود..]
ها، ها، ها.. يا مريم، يا مريم!

Answers:

- ١- لا.
- ٢- لا.
- ٣- لا.
- ٤- لا.

Pin

How to say "thank you" and its response. This helps with exercise 1.	تعلم. شكرا < عفوا
---	----------------------

Pin

Interrogative particles This helps with exercises 1 and 2.	ما..؟ من..؟ من أين..؟
---	-----------------------------

Numbers

Chart comparing eastern numbers and their western equivalents.

Activity: students write the western equivalent of the numbers around the chart.

You can say the numbers and students repeat individually or in groups.

Pin

How to talk about where you are from. This helps with exercise 2.	من مصر. ← مصري ← مصرية
--	------------------------------

Exercise 2- Talking

Aim:

To inquire about personal information

Activity:

- Introductory activity: explain the chart with the marital status' and how nationalities are formed. Get feedback from oral examples you do with the students.
- Main activity: in pairs, students ask each other about their personal information: name, nationality, marital status and phone number.

Suggestion:

As an extension of the activity, you can ask students to stand up in class, walk around and ask other students about their personal information while listening to Arabic music. You can also do this with other activities in pairs, or in writing, reading and grammar activities.

"Mobile Activity"

Aim:

To learn the writing of the eastern numbers

Activity:

Students connect the numbers and the right answers with arrows.

Answer:

١	٢	٣
٤	٥	٦
٧	٨	٩
#	•	*

Exercise 3- Reading

Aim:

To know the names of European and Arab countries

Activities:

- Introductory activity: you can present the capitals of the Arab countries.
- Main activity: students read in a syllabic way the names of the countries that appear.

Suggestion:

Students use the map that is at the end of the student's book to locate the countries and read their names. After that, in pairs or groups, students ask each other about the capitals or where is the country etc.

Example:

- ما هي عاصمة الأردن؟ ← عاصمة الأردن عمان
- أين الكويت؟ ← هنا .

SOCIAL AND CULTURAL ASPECTS

Celebrities

Photos from right to left (ask students who these people are and where do they come from).

- Queen Noor of Jordan: American citizen, from Syrian descent. Widow of the late King Hussein of Jordan.
- Cheb Khaled: Algerian. Raï music singer.
- Fairouz: Lebanese. Traditional and modern Arabic singer.
- Naguib Mahfouz: Egyptian. Novelist who won the 1988 Nobel Prize for Literature.
- Hicham El Guerrouj: Moroccan athlete well-known for his double gold medals at the 2004 Summer Olympics in Athens, Greece and the Prince of Asturias Awards (Spain).