

Egyptian Colloquial Arabic for Beginners – UbD

Stage 1 Desired Results		
ESTABLISHED GOALS <ul style="list-style-type: none">• <i>Participating in basic conversations involving shopping, transportation, numbers, money, time, weather, introducing oneself, possession and existence either by understanding the language through being able to get a little information from the terms used in a speech or a conversation or trying to speak a few words or terms among their native language.</i>• <i>Correct pronunciation of most of the alphabet sounds with close pronunciation to the unfamiliar ones to the learners' spoken languages</i>• <i>Creating word combination using the Arabic alphabet either meaningful or meaningless and mastering writing their full name</i>	Transfer	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• <i>Greet Egyptians</i>• <i>Introduce themselves by name and nationality.</i>• <i>Understand basic daily life expressions involving terms of money, time, weather, and shopping by listening</i>• <i>Start to use expressions to help express themselves in the shops with a very limited ability</i>• <i>Write and read the Arabic alphabet and some basic words</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none">• <i>Arabic is written from right to left</i>• <i>Arabic letters are either separated or connected according to a rule</i>• <i>Egyptian Arabic is very flexible but needs practice</i>	ESSENTIAL QUESTIONS <i>Am I able now to try:</i> <ul style="list-style-type: none">• <i>Greeting Egyptians who I meet?</i>• <i>Introducing myself?</i>• <i>To go to a shop and practise even with a few words?</i>• <i>Describing the weather?</i>• <i>To tell the time?</i>• <i>To use possessive form?</i>• <i>To combine letters to write a word?</i>• <i>To write my full name?</i>
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">• <i>The greeting, time, money, and weather expressions</i>• <i>The terms of many items in the shops</i>• <i>The pronouns, possessive form and existence form</i>• <i>The Arabic alphabet system</i>• <i>A verb is not a requirement in some</i>	<i>Students will be skilled at...</i> <ul style="list-style-type: none">• <i>Beginner reading and writing of Arabic basic words</i>• <i>Pronunciation of Arabic sounds</i>• <i>Relating expressions about numbers, time, weather and money which they listen to what they learnt in class</i>• <i>Starting to introduce oneself, to have</i>

	<div>sentence formation in Arabic</div> <ul style="list-style-type: none">The way of using the Arabic alphabet to form a wordTo write their name	<div>a conversation in the shops with very limited ability or using some words and to express possession or existence.</div>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ul style="list-style-type: none">GreetingsSelf-information and timeCountingExistence and possessionDealing with moneyTelling/ knowing timeDays of the week, months, days expressions, climate and weatherItems in the shops	<div>PERFORMANCE TASK(S):</div> <ol style="list-style-type: none">A conversation conducted by a third party confirming the time of the coming session and payment confirmation that includes (greetings, introducing oneself, understanding when the coming session is, confirmation of the amount of fees paid)A recorded conversation to a trip to a shop with a checklist self-evaluation OR an act with the instructor if the learner is not in Egypt yet.	
<type here>	<div>OTHER EVIDENCE:</div> <ul style="list-style-type: none">A mini quiz at the beginning of each session (oral)Practice sheets – images and English alphabet as a main language at this levelPop questions during sessions on date, time and weatherInteractive games, projects and activities for “assessment for learning” purpose	
Stage 3 – Learning Plan		
<div>Summary of Key Learning Events and Instruction</div> <ul style="list-style-type: none">A learner should practise listening and some basic speaking at this levelWe start by listening and visuals as we try to reduce English speaking bit by bit to enable non-English speakers to participate freely and to facilitate interactionWe start with greetings and the learner must use them in the beginning and end of every sessionIn every session, the student should mention the date and we talk about weather as well as practising timeInteractive games, projects and activities to serve the lesson objectives will be applied upon analysing the learners’ needs, abilities and background		