OVERVIEW

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Course Overview

As students, you will need new insights and comprehensive cross-discipline skills to meet the increasingly complex issues, assignments, and challenges of the global conflicts you may find yourself in.

As Special Operations soldiers, you need an intensive language program that accelerates your multi-language requirements and, in turn, enhances your career to match the rapid speed of changes.

This language program can help you gain the added credentials and valuable learning that you need to advance in your career and provide the specializations needed, which can immediately put your learning on the fast track and could save your life.

This language course will be taught by leading faculty members who explore the latest concepts and best practices available (anytime, anywhere in the world) in interactive multimedia instruction (IMI) or advanced distributed/distance learning (ADL).

The course focuses on learning how to effectively use what you have learned in the previous lesson and the ability to build up on and use the knowledge in each lesson as the class progresses. You can also explore online tools such as electronic publications and web sites with particular focus placed on how technology can support multiple modes of learning.

The target language you are about to study has been developed and delivered by highly skilled academic designers, integrating technology in the instructional curriculum. Cognition and technology-based instructions and imperatives are explored in relation to programming for varied learning and motivational styles.

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COMMUNICATIVE APPROACH TO LEARNING INSTRUCTIONAL METHODOLOGY

Task-based Learning

One of the most effective teaching methods is the Communicative Approach. Tasked-based learning (TBL) requires students to engage in interaction in order to fulfill a task and involves differentiating, the ability to sequence, and problem-posing activities involving learners and teachers in some joint selection.

Tasks are a feature of everyday life. We all have things we need or want to do. We have specific purposes and goals in mind, and we use specific competencies to complete the tasks. In daily life, a task might be shifting a wardrobe from one room to another or planning the budget for the next financial year.

In the classroom, communication is always part of the process, whether the task involves creativity, particular skills to repair or assemble something, problem solving, planning, or completing a transaction. Students become actively involved in communication and focus on achieving a particular goal. They must comprehend, negotiate, express ideas, and get their message across in order to reach that goal.

Bringing tasks into the classroom puts the focus of language learning on the meaning and the goal, rather than on the form of the communication. "Real world" scenarios have been selected to make the course relevant to the students.

These goals are transferred into activities that focus on the reading, writing, oral communication, and/or listening skills relevant to real life needs. It also covers the goals of cross-cultural awareness, as well as leadership, organizational, and interpersonal communication skills.

The following goals of the foreign language program you are about to study will provide each of you with the ability to accomplish many tasks:

- Develop skills for oral presentations, group discussions, and listening comprehension.
- Provide opportunities for exercising initiative leadership and practicing organizational and participation skills in group situations.
- Develop cross-cultural awareness.
- Prepare, practice, perform, and provide feedback. The feedback includes both instructor and peer feedback.
- Support activities or problem-solve activities in small groups, and interactions in the classroom situation.

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Module I

Student Learning Strategies

As a language student, it is extremely important that you familiarize yourself with the course and the strategies to be successful.

- Learning a language is an active and per formative phenomenon. Language itself is indescribable and evolves frequently. Anyone who learns a new language should expect changes and challenges; especially as adult learners.

- This course is designed to guide you through the language learning process. Activities move from simple to more difficult and overlap to enhance communication. Module I highlights critical and basic functions of communication.

- Each lesson presents functions (or tasks) and provides activities in which you, as a student, will practice performing.

- For each task listed before a lesson, you will find exercises or activities that highlight the steps to meeting every lesson objective. These creative activities emphasize communication, pair and group work, and learning in context.

- Exercises may be developed and enhanced by the instructor to incorporate various critical tasks or underline a specific task that may be unusually challenging for each group of students.

- Class exercises or activities are designed to review lesson materials immediately after instruction. In class, language practice is an important element of successful language comprehension and you will use new information for active and effective language communication.

- As a student, you should always practice pronunciation – especially words or language cases that are difficult for non-native speakers. Use the language inside and outside of the classroom. Ask questions about complex materials during class and your instructor will guide you with more examples.

- You should read over lesson materials before engaging in an activity. The instructor will review necessary lesson information before assignments are given.

- Learn about the culture of your language. Culture shapes language. It affects changes in the language and helps you understand particularities of the foreign language. More importantly, culture helps you understand the similarities in languages and how to adapt to new forms or structures.

- As a language learner, you will regularly participate in language exchange – you contribute as both a listener and a speaker. Active listening is part of class learning

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and participation, while non-participatory listening is an individual step that happens primarily outside of class as you go through various activities and exercises for homework, on the web, etc…

- You will relate sounds to the individual words in each lesson.
- You will use new vocabulary words within a cultural context.
- You will recognize grammatical concepts that match communicative functions.
- Exercises within the lesson, as well as the Application and Skill Enhancement Activities, stress all four skills: listening, reading, writing, and speaking.
- These are activities through which you can further develop your grammatical control of the language with minimal intervention on the part of the instructor.
- You will work with and learn from your partners in small groups and role-play activities and summarize and share information that you have learned from your partners.
- The homework section of each lesson is a follow-up for the lesson of the day. In the homework, you will practice new expressions and grammatical concepts that fulfill lesson tasks.
- At the end of each lesson, you will incorporate listening, reading, writing, and speaking skills to perform comprehensive activities.

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Instructional Technique

The instructor will incorporate various activities within one language exercise or activity. For example, a role-play activity may be expanded to include a feedback or discussion forum where students give personal opinions and ideas. Depending on class size and level of proficiency, the instructor can rearrange and adapt a particular activity as follows:

IN THE TARGET LANGUAGE WITH INSTRUCTOR AS GUIDE:

1. Activity Explanation ➡ Language Tips ➡ Vocabulary in Context ➡ Student Questions

2. ➡ Class Brainstorming ➡ Group/Pair Brainstorming ➡ Group/Pair Practice

3. ➡ Performance of Activity (Situation or Scenario)

4. ➡ Expansion of Activity (Homework/Class Discussion/Cultural-related Topics)

This type of step-by-step process, where the difficulty level increases for each performance, stimulates language comprehension.

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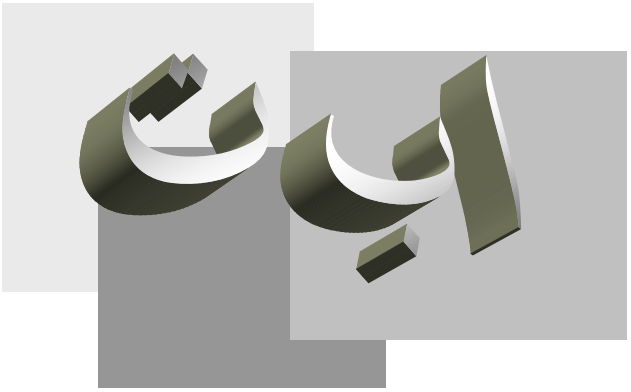
SOLT 1 Arabic Module 1 Lesson 1

Student Manual



الحرف والصوت

Sound and Script

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Objectives **Module 1 Lesson 1**

During this lesson, you will learn about Sound and Script. Under these Terminal Learning Objectives, you will learn seven tasks. At the end of this lesson, you will be able to:

Recognize each character of the alphabet

- Identify the Arabic characters by name
- Pronounce the character's phonetic sound
- Write the characters in its different forms

Produce tones

- Identify the tone marks
- Pronounce the tones

Produce vowel sounds

- Recognize vowels
- Produce vowel and diphthong sounds
- Recognize the vowel positions in the writing system
- Identify the acceptance and irregularities of certain vowels
- Identify short vowels and long vowels
- Produce vowel-consonant combinations

Produce consonant sounds

- Recognize consonants
- Pronounce aspirated and non-aspirated consonant sounds
- Identify consonants in an alphabetical order and by group
- Write letters, connectors, syllabification, and non-connectors
- Apply the rules for the consonants when reading and writing

Recognize cognates

- Identify cognates
- Pronounce cognates

Identify special cases

- Identify consonant clusters
- Identify consonant groupings
- Identify consonants having double functions
- Identify symbols with consonant and vowel functions
- Recognize irregular lengths of the vowel symbols

Produce stress and intonation

- Contrast stress and intonation
- Pronounce stress and intonation

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The Arabic language belongs to the Semitic branch of languages developed by the nomadic people of the Arabian Peninsula. It is related to ancient languages such as Phoenician, Akkadian, Canaanite, and Aramaic, as well as Ethiopic and Hebrew. However, Arabic is far and away the most widely spoken Semitic language today and is the national language of roughly 120 million inhabitants of North Africa, the Arabian Peninsula, Syria, Lebanon, Jordan and Iraq. It is also spoken in smaller Arab communities and enclaves throughout the world.

Modern Arabic is divided into a standard or classic form that represents the speech of Arabia – as written in the Koraan and as represented in the Bible (which was written in either Hebrew or Greek) by the 7th century AD. Several regional dialects serve as vernacular speech. These dialects fall into three major groups: dialects of Arabia – which are the most conservative; the Eastern dialects of Syria, Iraq and Egypt; and the Western dialects from Libya westward. The differences between dialects can be quite dramatic and, although an Iraqi can converse fairly easily with a Syrian or an Egyptian, an Iraqi would have great difficulty understanding a Moroccan because of the French influence. Because most Arabic language movies are made in Egypt, the Egyptian dialect is now widely understood throughout the Arabic world.

The first written example of Arabic proper was found in Jordan in a funerary text dated 328 AD (There are, however, much older inscriptions written in ancient languages closely related to Arabic that have been found in southern Arabia). The Arabic script developed from Nabatean and is noted for its beauty. It has two main forms: Nas kh, a cursive style used in correspondence and books, and Kufi, an angular, decorative style.

The Koran, delivered by Prophet Muhammed between about 610 and 632 AD, is the Holy Book of Islam. Muslims consider it to be the divine and final word of Allah. Its literary influence, aside from its religious message, has been enormous. Its style, vocabulary and grammar form the basis of all standard or classical Arabic and most of the rich traditions of Arabic poetry and literature have remained remarkably close to the language of the Koran. All Muslims are familiar with elements of formal Arabic from the Koran, but only educated Arabs can read and write it with ease.

After the conversion of the people of the Arabian Peninsula to Islam, a number of powerful Arabic empires spread their political influence into the Middle East, Asia and Africa. At times, these empires spread as far west as Spain and as far to the east as India, spreading the Arabic language over a vast area. Arabic architecture, music, literature and culture, along with the religion of Islam, were also widely spread during the expansion of Arab political influence.

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> ***Tip of the Day***
> The Arabic alphabet consists only of consonant sounds. The short vowels are markers that are placed above or below the letters.

Recognizing the alphabet – Consonants:

The Arabic alphabet consists of twenty-eight consonant sounds. Nineteen of these sounds are similar to their English equivalents and nine represent sounds that do not exist in English. The following are the nineteen letters similar to the English letters:

ز	ر	ذ	د	ج	ث	ت	ب	أ
و	ه	ن	م	ل	ك	ف	ش	س
								ي

The following Arabic letters are the nine consonant sounds unfamiliar to the English language:

خ ح ض ص ظ ط غ ع ق

Exercise 1 will begin with the nineteen familiar consonant sounds:

Exercise 1

The teacher will pronounce the first five letters aloud. Repeat after the teacher. Concentrate on the sound and associate the script with each sound.

ج	ث	ت	ب	أ

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Exercise 2

Copy the five letters you have just pronounced in the space below. As you write the script, say its sound to yourself. Repeat as many times as it takes for you to make the association between sound and script:

ج	ث	ت	ب	أ

Exercise 3

The teacher will pronounce the following four letters aloud. Repeat after the teacher. Concentrate on the sound and associate the script with each sound:

ز	ر	ذ	د

Exercise 4

In the space provided, copy the four letters you have just learned to pronounce. As you write the script, repeat its sound to yourself. Repeat as many times as it takes for you to make the association between sound and script:

ز	ر	ذ	د

Exercise 5

After the teacher pronounces the following letters aloud, repeat them. Concentrate on the sound and associate the script with each sound.

ل	ك	ف	ش	س

Exercise 6

Copy the five letters you have just learned to pronounce in the space provided. As you write the script, say its sound to yourself. Repeat as many times as it takes for you to make the association between sound and script:

ل	ك	ف	ش	س

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Exercise 7

The teacher will pronounce the following five letters aloud. Repeat after the teacher. Concentrate on the sound and associate the script with each sound:

ي	و	ه	ن	م

Exercise 8

Copy the five letters you have just learned to pronounce in the space provided. As you write the script, say its sound to yourself. Repeat as many times as it takes for you to make the association.

ي	و	ه	ن	م

Exercise 9

Divide the class into two groups. Each group will be given the same set of letters on a card. Each group will choose one member to read the letters out loud while the other member will write down what their colleague reads. The group that has more correctly written letters wins. You may make this game as competitive as you want. Feel free to challenge each other.

Exercise 10

The class will be divided into two groups. Each member of the group will choose three consonants to create a simple word to be read aloud. Make your best guess as to what three letters can create a word and then sound out each of the letters. The teacher will then tell you whether the cluster of letters represents an actual word or not. The winning team is the one that pronounces the letters the best. You may make this game as competitive as you want and feel free to challenge each other.

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> ***Tip of the Day***
> In Arabic, there are five pairs of sounds that are very close to each other. One sound in the pair is emphatic and the other is not.

Emphatic and non-emphatic letters:

You may have noticed that there are several pairs of letters that sound very similar. These sounds differ only in that some of them are pronounced in an emphatic way and others are not. Listen closely as your teacher reads them aloud. Always try to associate the sound with the script.

The following letters are five emphatic and non-emphatic letters:

ط	ت
ص	س
ض	د
ح	ه
ق	ك
ظ	ذ
ع	أ

Exercise 11

The teacher will show you some flash cards with consonants on them. Pronounce each letter on the card out loud as a class. Always associate the sound with the script.

Exercise 12

There are nine Arabic letters that do not have English equivalents. These letters are divided into three groups. Repeat each letter after the teacher says them, writing them down in the space provided. The last group consists of a single letter. Feel free to repeat this exercise as many times as needed. Remember to associate the sound with the script:

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Exercise 12 (Continued)

غ	ع	خ	ح
ظ	ط	ض	ص
			ق

Exercise 13

Listen to the following words as your teacher reads them. Pronounce the first letter in each word. Listen to the sound that each of the first letters make. Associate the sound with the script:

قبس	كبس	درس	ضرس	طاب	تاب	حبل	هبل	صدر	سدر

Exercise 14

Listen to the following words as your instructor reads them. Below are two columns of the same words written but with one missing letter. Write down the correct words as you hear them, inside the boxes.

صر	مر	بر	عل	مر

حر	بن	مر	نم	بل	صر

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Exercise 15

The table on the right shows the Arabic consonants in alphabetical order. The teacher will randomly call on individuals to read them aloud. As they are read, repeat them to yourself.

Exercise 16

Listen to the teacher read the Arabic letters. These letters are numbered from 1 to 28. After you listen to each letter, you have fifteen seconds to find each letter in the chart . In the box beside the letter, write the number of the letter you heard:

Arabic Letters	*Put the appropriate number in the correct box*
أ (1)	
ب (2)	
ت (3)	
ث (4)	
ج (5)	
ح (6)	
خ (7)	
د (8)	
ذ (9)	
ر (10)	
ز (11)	
س (12)	
ش (13)	
ص (14)	
ض (15)	
ط (16)	
ظ (17)	
ع (18)	
غ (19)	
ف (20)	
ق (21)	
ك (22)	
ل (23)	
م (24)	
ن (25)	
ه (26)	
و (27)	
ي (28)	

The taa marboota ة

In Arabic, the third alphabet ت may show in two different forms: “open taa ت “ or “closed taa ة “. In Arabic it is pronounced “taa marbouta”. This ة is important in the Arabic language since it is the sign for the **feminine gender**. The ة shows on the end of *single feminine nouns and adjectives*, as you will learn in grammar later on. Examples of words ending with ة are:

زرافة، نملة، شرفة، شجرة،كرة ،فراشة

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Tip of the Day

لا is a letter that does not appear in the consonants or the vowels. It is a combination of the consonant ل and the long vowel ا. It is used quite regularly in written Arabic.

Writing note:

The Arabic alphabet contains several non-connecting letters such as و - ا - د - ذ - ر - ز. These letters, when written, do not connect to the letters following them but they do connect to the ones that come before them.

Examples:
سَرير، عَلاّقة، حَزين، جَديد، مَوْقِد

Non-connecters do not connect with each other.

Examples:
او ، ارز ، زار

Exercise 17

The teacher will read the following words. Write down the non-connector letter in the space provided. As you identify the non-connector letters, say them to yourself. Remember to always associate the sound with the script:

منزل - رجل - طاولة - أرنب – زرافة

_____ _____ _____ _____ _____

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Exercise 18

Listen to a group of Arabic words pronounced slowly by the teacher. Divide the words into two syllables by writing them separately in the space provided:

تِلْميذ	نَمْلة	رَغْبة	ثَعْلب	دَجاج	شُرْفة

Exercise 19

Listen to the following words. Each word is divided into two syllables and the two divisions are written vertically below. Put the appropriate syllables together to form the words you hear:

مد	عس	نر	مر	سح	مس
جد	جس	كر	لب	من	مر

Write your answer in this table.

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Produce vowel sounds:

> ***Tip of the Day***
> Vowels in Arabic are not considered letters. They are marks that you put above or below the letter. In language textbooks, the vowels are written for educational purposes. However, in other books and writing materials, the vowels are not written. Arabic vowel sounds are similar to vowel sounds in most languages. There are no exceptional or irregular vowels.

The tables below list various types of Arabic vowels:

Short vowels:

بُ	بِ	بَ
(*aldammah*)الضَمّة Corresponds to the (u) sound in p<u>u</u>t.	(*alkasrah*)الكَسْرة Corresponds to the (I) sound in s<u>i</u>n.	(*alfat-ha*) ا لفَتْحة Corresponds to the (a) sound in m<u>a</u>terial.

Absence of vowels:

بْ

(*alsukoun*)السُكون indicates the absence of any vowel after a certain consonant.
For example, سَقْف has no vowels after ق . This is indicated by ْ

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Long vowels:

The consonants (*alef, yah, wa*) function as long vowels.

1 - (*alef*)الِف corresponds to the (a) sound in b**a**r.
ا: غابة- نار

2 - (*yah*)ياء corresponds to the (e) sound in b**ea**n.
ي: كبير - صغير

3 - (*wah*)واو corresponds to the (oo) in p**oo**r.
و: نور- كوب

4 - (*almaddah*)المدة is the symbol that indicates the presence of a long vowel after the glottal stop ء. It is used as a long (a) sound after a glottal stop (*alef*) such as in **a**t. For example, آثار (*aathar*) has both the glottal stop and the long vowel in the first letter.
آ:آفة- آثم

5 – (*alshadah*)الشدة is a mark that indicates the presence of double consonants such as in a**tt**ack. In Arabic double consonants are indicated by *shadda.*
ّ : سكّين- سلّم

Exercise 21

The following chart is of the Arabic vowels. Listen carefully as your teacher reads them. Your teacher will indicate the symbols for each sound on the chart by writing the symbols on the board. You will then be asked to read and pronounce the vowels:

بو	بي	با	بُ	بِ	بَ
سو	سي	سا	سُ	سِ	سَ
رو	ري	را	رُ	رِ	رَ
دو	دي	دا	دُ	دِ	دَ

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Arab People

Before the spread of Islam through North Africa, the Middle East and Central Asia, the term "Arab" referred to the Semitic inhabitants of the Arabian Peninsula. The original Arabs of Arabia were primarily nomadic pastoralists who survived by herding goats, camels and sheep through bleak deserts in search of grazing lands and water. Today the people who continue this ancient nomadic style of life are known as Bedouins. Some of the native inhabitants of the Arabian Peninsula lived a more settled village life and depended on farming. Putting down permanent roots near oases, they grow cereal crops and dates. Because of its geographic links to Asia, Europe and Africa, the Arabian Peninsula also served as a conduit for the rich trade in spices, gold, and ivory.

After the development of Islam in the early 7th century AD and the political unification of the Arab people, Arabic culture, religion and language expanded rapidly out of the Arabian Peninsula. The centuries after the birth of Islam saw the advent of powerful military and political empires that covered parts of Spain, Africa, the Middle East and Asia. Arab cultural life reached a new apex during these centuries. Arab philosophers and poets created a rich literary tradition while Arab mathematicians, physicians and astronomers made salient discoveries in their specialties – all while Europe slumbered under the pall of the "*dark ages*." Arab scholars and translators also made key contributions to the retention of the writings and wisdom of the Classical Greeks and Romans. Many of these works survived only because of the efforts of Arab scholars. These Classical works of philosophy and literature later made their way back to Europe and helped to catalyze the Renaissance. And because of the Arabic influence on Spain, many cultural gifts reached the Americas through Hispanic colonization; the guitar, courtyards with gardens, and Spanish architectural styles are just a few of the items that can be traced back to Arab origins.

Today the term "Arab" refers to people who speak Arabic as their native language. Arabic is the dominant language from North Africa through Egypt, Jordan, Lebanon, Syria, Iraq, and the nations of the Arabian Peninsula. Most of these people are not descended from the original nomadic people of the Arabian Peninsula. They became Arabic speakers – and often Muslims – during the period when Arab political power was at its pinnacle. Most Arabic speakers are Muslims but about 5% worldwide are Christians, Jews, Druzes or animists.

Among Arabs today there is still a strong veneration for the traditional nomadic life style and values: independence, valor, toughness and hospitality. But today, less than 5% of Arab people live as pastoralists. The majority of people are farmers living in villages – but today over 40% of all Arabs reside in urban environments, working and living in cities and towns. Among the Bedouins, the social and political focus was on the family, clan and tribe. But among modern Arab farmers and city dwellers, most people identify themselves more by nationality than by ancient tribal affiliation.

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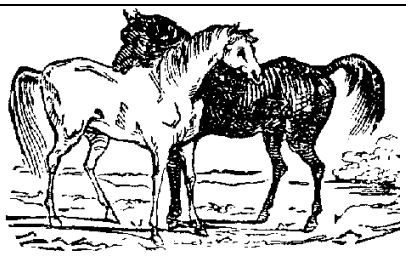
Activity 1

Listen to a set of three words. The words are pictured and written below. Each set illustrates a particular vowel. Write the letter with its vowel mark or write 'absence of vowel' in the space provided below:

Short Vowels:

شَجَرة

_____

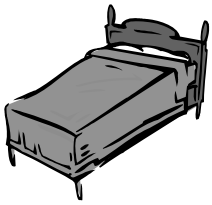


فَرَس

_____

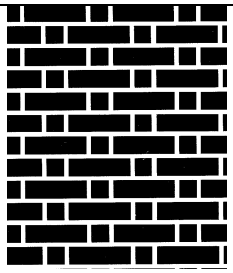
أسَد

_____



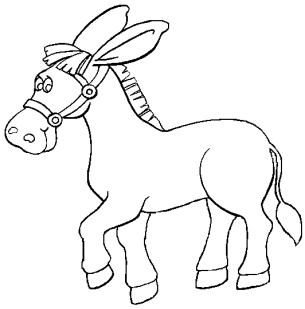
فِراش

_____



جِدار

_____



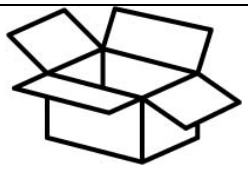
حِمار

_____

Piazza or porch

شُرْفة

_____



صُنْدوق

_____

كُرة

_____

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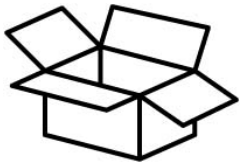
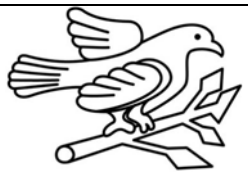
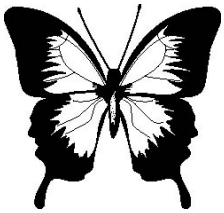
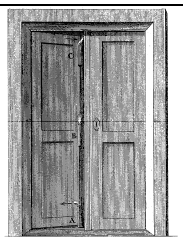
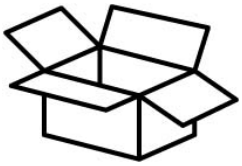
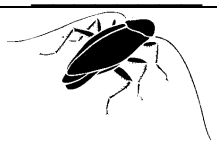
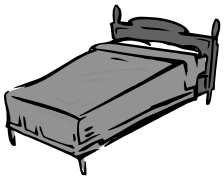
Absence of Vowels:

 صنْدوق _____	 عصْفور _____	صرْصور _____

Long Vowels:

 فَراشة _____	كِتاب _____	 باب _____
 صُنْدوق _____	عُصْفور _____	 صَرْصور _____
طَبيب _____	خَريف _____	 سَرير _____

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Activity 2

Listen to the following words and add the missing short vowel mark on the first letter:

مكْتَب- حقيبة- فراش- قلادة- كتاب- كرْسي- قرْص- حجَر- كرة- ولَد

Activity 3

Listen to the following words as your teacher reads them and rewrite the words after you add the missing long vowel in each word, in the table below:

سحبة	حصن	جنن	حنن	در
سفر	سرر	نخل	جر	سق

Write your answers in this table.

Diphthongs

Arabic diphthongs are similar to English diphthongs found in the words house, bite, and buy. There are four diphthongs in Arabic: two with a short vowel-consonant combination and two with a long vowel-consonant combination.

Examples are: شَيْء، خَوْف، ناي، راوي

> ***Tip of the Day***
> Arabic does not distinguish between aspirated and non-aspirated sounds.

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Activity 4

The following pictures are of objects with Arabic names written under them. These words contain diphthong sounds. The teacher will read the words and the whole class will repeat them. At this point, you should be able to sound out the Arabic words when you see the script. The teacher will call on individuals to read the words. Do your best to identify the diphthongs:

بَيْت مَوْزة زَيْتون لَوْز سَيْف شاي

Activity 5

Copy each word in the space provided. As you write the words, say the sound of each letter and then sound out the syllables. This will allow you use the sound and script to figure out the proper combinations of scripts and aid in identifying the root of the word:

جَوْز - خَوْخ - رَيْب - شَيْب - كَوْن - نَوْم - شَيْء - نَيْء

---------،--------،--------،--------،---------،-------،--------،--------

Activity 6

Listen to the teacher while she/he reads several Arabic words that contain diphthongs. Do your best to identify the diphthongs and write them down.

Activity 7

Your teacher will call on students to read the words you wrote in the previous exercise out loud in class. Identify the diphthong to the class.

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Activity 8

The class will be divided into two groups. The teacher will give each group a list of words. Each member of the group must read at least one word. The winning team is the team who reads the most words correctly. Remember to identify the script and the sound it makes. This will help you to sound the word out.

إنفتاح، إضطهاد، غسق، إزْدَحَم، إفتعال، التضحية، عضد، مصهور، راعة، بلورة.

حياتي، عقاقير، وضيع، قارة، استوائي، إخصائي، زقزقة، مضغة، إستياء، قرموط.

Activity 9

The class will be divided into two groups. Each group will make up ten words by choosing three to four consonants and adding the appropriate vowels. Words that actually exist in Arabic are worth a score of two points. Made-up words that do not exist in Arabic but have the appropriate consonant-vowel combinations are worth one point. The group with the highest score wins. Think of this game as a form of Arabic Scrabble. You may make this game as competitive as you like.

Recognize Cognates:

In Arabic there are two kinds of borrowed words. The first group consists of names of objects taken from French, English, and other languages. For example, راديو for radio. The second group consists of the names of countries: an example أمْريكا for America.

Also, in Arabic the names of foreign countries are cognates. These cognates also refer to the people from these countries. Arabic does that by adding the ي letter to the end of the word. This is called the ***Nisba*** adjective. For example, أمِريكا becomes أمْريكي
It means "American." The ***Nisba*** adjective can also be used to refer to individuals from cities or regions. For example, بَيروت becomes بَيْروتي

Activity 10

The following pictures are of objects with names borrowed from non-Arabic languages. Match each picture with the appropriate Arabic word by drawing a line to the object.

تِلفِزيون

راديو

تِليفون

كاميرا

سند ويش

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Activity 11

The following list is of *Nisba* adjectives for people from different countries. Match them with their English counterparts:

فَرَنْسي	إيطالي	سوري	إسْباني	روسي	ألماني
German	Spanish	Italian	Russian	Syrian	French

Activity 12

The following list is of Arabic words. The teacher will read these words aloud and identify the cognate words among them:

كمبيوتر
سِلاح
مَيْكروسكوب
دَبّابة
باص
شَريط
فيديو
مَرْكَز
سَنْتَر
خَنْجَر
جيْنْز

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Activity 13

Work in pairs, each partner choosing three words from the above list and pronouncing them aloud. The other partner will place a check mark next to the three words, which she/he heard. Compare the checked words with your partner to check your accuracy. Then switch roles.

Activity 14

Below are some cognates in Arabic. Copy them in the space provided. As you write the words, sound out each of the scripts and observe how they are connected:

تِلْفِزيون ، راديو ، كاميرا ، تِلِيفون ، سند ويش

--------- ، ------- ، ------- ، ------ ، --------

Activity 15

Listen to the cognates read by your teacher. You will be given thirty seconds after each word to write each down. You now know the sound that each script makes, so if you get stuck, sound the scripts out and pay attention to the connectors.

Write your words here.

_____ ، _____ ، _____ ، _____ ، _____

Activity 16

The class will be divided into two groups. Each group will have five minutes to choose some "international" English words (Internet, word processor, etc.). Assume that these words will be adopted into the Arabic language and utilize your knowledge of Arabic consonants and vowels to imagine how these words would be written. The winning team is the one that will come up with the most Arabic words that are spelled correctly. Feel free to make this game as competitive as you want. You may even want to challenge each other individually.

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> ***Tip of the Day***
> In Arabic, the tone does not change the meanings of words.

Identify Special Cases:

The ***shaddah*** in Arabic is a *diacritic* that indicates the occurrence of double consonants. In English, we write the letter twice – such as in the word "attack." In Arabic, we write the letter once, with the ***shaddah*** diacritic on it to show that it is a double letter.

For example:

صَرّاف ، سَجّادة ، سُلَّم

Activity 17

Listen to your teacher reading and writing the following group of Arabic words on the board. First, you will hear the word read slowly with each syllable emphasized. Then the whole word will be repeated to illustrate the use of the ***shaddah***. Observe the placement of the ***shaddah***, you will immediately understand the reason for its use:

فَرّاش- شَمام- جَمال- صفارة- دراجة- نَجّار- فَلاّح- خَيّاط

Activity 18

Listen to your teacher reading the following words. Decide which consonant is repeated and circle it:

مسدس - رشاش - مبجل - مثقف - مسطح

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Activity 19

The class will be divided into two groups. Each group will choose one member to read a set of words, some of which contain a *shaddah*. The other group will decide which words contain the *shaddah* and what the repeated consonant is:

عَميد	كَذاب	سِراج	شَبَكة	كُراس
عَصير	شَريط	سِباحة	مُخَطَط	رَمضان
سَمان	خَباز	سَمكة	شَجرة	عُطور
جُمْهور	جَزار	جَرس	شَقة	خَبل

Activity 20

Listen to the following words as the teacher reads and writes them on the board. After hearing each word, write true if it has a *shaddah* and write false if it does not have a *shaddah*. If you are having trouble identifying the repeated consonant, break the word down into its simple syllables and sound the script out:

مُجَلد - سَيارة - لَئيم - إخْتِيار- سَجان - فَران

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Activity 21

Listen to the list of words your teacher will read to you. Write down the letter that has a *shaddah.* If you are having trouble identifying the repeated consonant, ask your teacher to break the words down into simple syllables. This will assist you in identifying the repeated consonant.

_____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

The following list is a list of the words your teacher will read aloud:

حَلاّق، حَسّون، عَطّار، نَشّال ،جَزّار، حَفّار، قَنّاص، مُتَّهَم، مُعَلَّب، مُرَبَّع، مُدّرّج

Hamzah

The ***hamzah*** ء is another special case in Arabic. It refers to the glottal stop sound such as the first sound in the word "Arab." The *hamzah* is written in different forms depending on where in the word it appears and on what vowels that precedes and follows it.

In the initial position of the word, it is written on alef أ . If it is used with *dammah* and *fatha* vowels,

أُنْبوب	أكْل

it is written under *alef* إ if it is followed by a *kasra* vowel.

إنْعاش	إبْرة

In the middle of the word, it is written on *waw* ؤ . If it is preceded by a *dammah*,

بُؤرة	مُؤمِن

It is written on *yaa* ئ, if it is preceded by kasra or the long vowel *yaa.*

بيئة ***[The hamza is written on the yaa with aut dots]***	بِئر ***[The hamza written on the yaa with out the dots]***

Notice that the *hamzah* on *yaa* changes its shape when it's connected to other letters in the middle of the word.

When it appears at the end of a word, it is written in two forms, on the ء and on yaa ئ.

صَحْراء	شِتاء
نيء	سَيِّئ

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Tip of the Day

Arabic has contributed numerous words to the English language. Many of these begin with the Arabic definite article Al. These include ***algebra, alcohol, alchemy, alkali, alcove,*** and ***albatross.*** Other examples are ***minaret, sultan, elixir, harem, giraffe, gazelle, cotton, amber, sofa, mattress, tariff, magazine, arsenal, syrup, sherbet,*** and ***artichoke. Coffee*** is also an Arabic word that entered English by way of the Turkish and Italian language. The word ***assassin*** comes from an Arabic word meaning "hashish addicts."

Activity 22

Repeat the following words after the teacher reads them. Identify the placement of the *hamzah* and the effect it has on the pronunciation of the script. If you do not understand the placement of the *hamzah* or the effect it has on the script, ask your teacher to explain the process again until you understand:

أحْمَر	بُؤس	بَرِئ	ثَأْر	حَمراء
إنْسان	بُؤرة	شَيْء	فأر	نِساء

Activity 23

Copy the following words in the space provided. Recognize where the *hamzah* should be placed and understand the effect it has on the pronunciation of the script. If you are having trouble, ask your teacher for assistance:

أحْمَر	بُؤس	بَرِئ	ثَأْر	حَمراء
إنْسان	بُؤرة	شَيْء	فأر	نِساء

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Activity 24

Listen to the following words as your teacher reads and writes them on the board. Decide whether they have the correct form of *hamzah* or not. Write **T** if the *hamzah* is correct and **F** if it is incorrect:

مؤتمر - أسد - كَئيب - مُؤمِن - مَساء - رَئيس - حِساء

Activity 25

Listen to the teacher read a list of words and then write them down with the proper *hamzah* included. Do your best to identify the proper placement of the *hamzah*. If you have trouble, ask for assistance.

The list of words:

ذِئب - نائِب - مُؤتّمر - رُؤية - رَأس - إبْتِسامة - كَأس

Activity 26

The class will be divided into two groups. The teacher will give each group a different set of words. One member of the group will read these words. The other members will write them down. The team that writes the *hamzah* correctly the most times is the winner.

Write your words below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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> ***Tip of the Day***
> Arabic does not have consonant clusters or irregular vowel lengths.

Identify symbols having both consonant and vowel functions:

We have already examined the symbols for the long vowels. These symbols also function as consonants. They are ي for (i) sound as in ***need***, for the (a) sound in ***bat*** and و for **(oo),** as in mood. Here, we will reexamine these symbols and compare their two functions. Look at the examples in the table below:

Consonant	Vowel
فَأر	ساحِر
مُتَيَسِّر	حَزين
دَوالي	مَغْرور

Activity 27

Read and repeat these words following the teacher's lead. Identify symbols having both consonant and vowel functions:

سِعيد ، أزْرَق ، راحة ، رَأس ، وَرَقة ، روح ، مارِد ، وَجْه ، شَريد ، خَبير

Activity 28

Divide the words that you read in the previous activity into two groups. The first group utilizes the symbols as consonants. The second group utilizes the symbols as vowels.

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Activity 29

Listen to the following words as your teacher reads them aloud. Each word contains two symbols. One symbol functions as a consonant, while the other functions as a vowel. Circle the symbols that function as consonants and put a line under the symbols that function as vowels. Your teacher will write the correct answers on the board. If you have difficulty identifying the symbols, ask for assistance:

أسود	وَريد	أثاث	أمير	أثير
وَحيد	أنيس	وَديد	وَفير	أمْراض
إرْسال	أحْفاد	إنْسان	وُجود	يُريد
وَشيك	أمين	أجور	بارود	وَسيم
أخير	وَجيه	إدْمان	إهْمال	وَدود

Activity 30

The teacher will read aloud a set of words. In the table below is a list of the same words, but they are missing some long vowels and consonants. Listen to the teacher while she/he reads the list, then fill in the missing letters below and specify whether you used a long vowel or a consonant by putting a "v" or a "c" under the letter:

صيم	فسق	رصف	ناة	سمء
فظع	راية	قاص	وعد	أمن
شحح	طيل	نيف	خُمو	نفي
فور	رَو ج	سقم	طَ يق	سُر ر

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> ***Tip of the Day***
> In Arabic, changing the vowel at the end of the word does not change the root meaning of this word. Rather, it indicates whether the word is a subject, an object, or an object of a preposition.

Produce Stress and Intonation:

In Arabic, we put the stress on syllables with long vowels. For example, the stress in مَطار is on the second syllable طار. We also put the stress on syllables that have a *shaddah.* For example, in the word سُلَّم the syllable لَّ is stressed.

Activity 31

As the teacher reads the following words, repeat them, practice putting stress on the correct syllables. It may be helpful if you break the words into syllables first:

فَراشة ، مِزْمار، فُطور، سَفينة
سُكَّر، شَرَّد، فَتَّتَ ، كَسَّرَ

Activity 32

Listen to the following words as the teacher reads them and then copy the stressed syllable in the space provided:

حَمامة ، سِتار ، مُحَرَّم ، ثَقيل ، عِفْريت ، رَسول ، فُطور

_____ ، _____ ، _____ ، _____ ، _____ ، _____ ، _____

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Intonation.

Intonation applies to phrases and sentences but not to words, so our introduction to intonation will be brief. You will be able to practice intonation in later lessons. In Arabic, interrogative and exclamation sentences have a rising intonation. Declarative sentences have a declining intonation. Listen to the following examples as your teacher reads them aloud and try to identify the Interrogative, Exclamation, and the Declarative. If you are having trouble hearing the difference, ask the teacher to go over the examples again, until you can hear the difference:

Interrogative:	هَل أنت رجل؟
Exclamation:	أنْتَ رَجُلٌ!
Declarative:	أنا إمْرأة

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Activity 1

The letters in the chart below are not in order. Rearrange the letters properly in the blank chart provided below this one. Pronounce each script to yourself as you write it:

خ	ض	ج	ل	ت	ز	أ
م	ي	ر	ذ	ظ	س	ه
ط	ح	ص	ف	غ	و	ق
ن	ث	ك	ش	ب	ع	د

Activity 2

In the chart below, the letters are arranged alphabetically, but several letters were omitted. Fill in the blanks with the appropriate letter. Your instructor will check your progress:

		خ		ج		ت		أ
	ظ		ش		ز		ذ	
				ع		ط		ص
						ك		ف
				ي		ه		م

Activity 3

Listen to the group of words as your teacher reads them. Then write down the last letter you hear in each word. Also, identify if the letter is a connecting letter or non-connecting.

رصاص، زجاج، رضيع، نبيذ، أشعث، رهق، حامل، بليغ، محظوظ، دمغ.

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Activity 4

The words below are written with the wrong vowels. Listen to the teacher read these words correctly. Correct the wrong vowels by copying the words in the space provided with the appropriate vowels:

رَحوم ، سَكِن، كلُب، جاَر، سِيَر، سَفِنة ، خدم ، فَرِق ، شِراب

------،--------،--------،--------،-------،------،------،-------،--------

Activity 5

You will be given the names of some countries in Arabic. Change them into the *nisbah* nouns. After you have made the changes, say the new word to yourself. Repeat as many times as it takes to learn the pronunciation. If you are not sure you are saying the word properly, ask your teacher for assistance.

باكِسْتان، أُسْتراليا، فيتنام، نَيْجيريا، أفْغانِسْتان، قُبْرُص

Activity 6

As a class, look at the map below and try to identify as many countries as you can and convert the country names into Arabic cognates. The student that comes up with the right cognate for the country will write it on the board. After identifying the countries, take a guess as to the cognate names of the capitals. If you have difficulty, remember to sound out the Arabic sounds that make up the words.

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Activity 7

Divide the class into two groups. One person from the group will start off with the first letter of the Arabic alphabet. One person from the other group will say the second letter of the Arabic alphabet. Continue alternating back and forth between the two groups until someone says the wrong letter. The group with the least amount of wrong letters is the winner. You can make this game as competitive as you want. Feel free to challenge each other at will.

خ	ح	ج	ث	ت	ب	أ
ص	ش	س	ز	ر	ذ	د
ق	ف	غ	ع	ظ	ط	ض
ي	و	ه	ن	م	ل	ك

Activity 8

Divide the class into two groups. Listen to your teacher say the Arabic alphabet in a random order. Individually write the script as your teacher says each letter. Exchange papers with the other group and grade the papers. Give the results to your teacher for a final review. The teacher will declare one of the groups as the winner, based on the least number of errors.

Activity 9

Divide the class into two groups. One person from the group will challenge any person from the other group to stand-up and say the complete Arabic alphabet, alternating back and forth between the two groups. However, you must do this with out looking at the alphabet chart. Keep score as to which group has the least amount of errors. The group with the least errors is the winner. You can make this game as competitive as you want. Feel free to challenge each other at will.

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Activity 10

As individuals, look at the newspaper article on the next page. Go through the article line-by-line and circle the letters of the Arabic alphabet in the proper order. The first person finished is the winner. Also, declare the second, third, and fourth place winners. The winner must stand up in front of the class and state what line (identify the location of the script) of text each letter is in.

	Line
غضب الغربان	1
مع بداية كل يوم تفيد الأنباء وحيث جاءت التقارير الواردة من موسكو أن	2
القوات الروسية شنت هجوما على أحد معاقل المقاتلين الشيشان أو خرجوا أو	3
دخلوا متسللين,هذه المرة كما زادت الأنباء الواردة من موسكو أيضا أن سربا	4
من الغربان السوداء شن هجمات منظمة و مباغته على الأطفال و المربين	5
بالعاصمة الروسية في روضة أطفال موسكو.	6
و في اللحظات الأولى ذكرت وسائل إعلام روسية أن الغربان تجمهرت في	7
صندوق للنفايات, و بالكاد هاجمت إحدى العاملات في المطبخ و نقرت رأسها	8
حتى سالت دماؤها و تمكنت من الوصول إلى الإسعاف. و في اللحظات الأولى	9
أخذت الغربان تهاجم المارة الذين تعاملوا بظرف مع الغربان إلا أنهم سرعان	10
ما أدركوا حجم المخاطر عندما حاول بعض الغربان فقء عيونهم فسارعوا	11
لطلب النجدة من شرطة حماية البيئة.	12

Activity 11

Individual competition: As individuals, create as many three-letter words as you can think of, in a three-minute period. Each person will present his or her list verbally to the teacher. You will receive one point for words that is written correctly, but have no meaning. You will receive two points for words that are written correctly and have an Arabic meaning. The student with the most points is the winner. You may make this game more competitive by selecting teams and playing against each other using the same scoring.

Activity 12

Divide the class into two groups. Each group will use their Arabic dictionaries to find as many three-letter words as possible in a three-minute period. Each person in the winning group will take turns in reading each of the words aloud. If you have difficulty saying the words, sound out each of the Arabic scripts. This will help you to pronounce the word. Your teacher may provide assistance.

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Activity 13

As a class, try to come up with as many car names and car manufacturer's names as Arabic cognates as you can think of. Write them on the board. If you have difficulty writing them, your teacher will guide your efforts. Remember; always try to sound out the individual Arabic scripts to help in writing the cognate. Some examples you can use to start with are shown below.

Activity 14

As a class, try to come up with as many company names to convert to Arabic cognates as you can think of. Write them on the board. If you have difficulty writing them, your teacher will guide your efforts. Remember; always try to sound out the individual Arabic scripts to help in writing the cognate. Some examples are:

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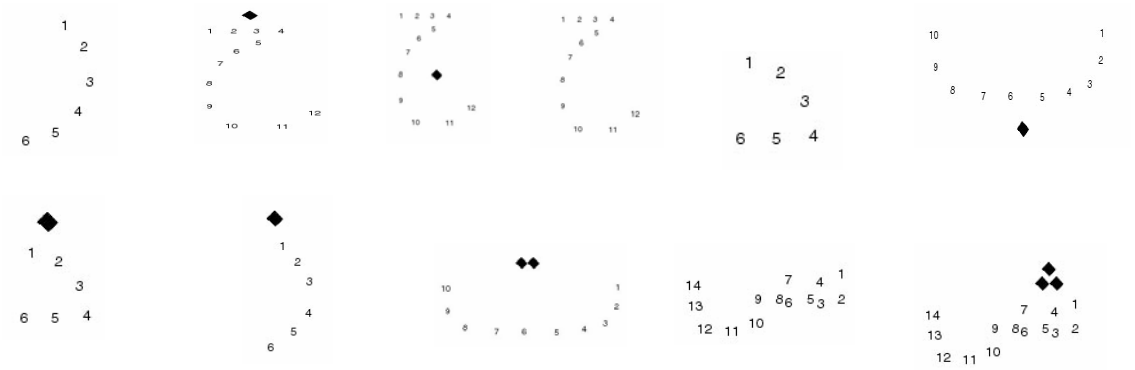
This homework section will assist you in reinforcing your learning experience regarding the Arabic alphabet. You will practice writing the characters of the alphabet, identifying sounds, and practicing character changes based on their position within a word.

Homework 1

Connect the numbers to form the letter in the space provided:



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Homework 2

Write the letters in the correct order in the chart below. Pronounce each sound as you write the script. Repeat this activity until you feel you know how to pronounce and write each script:

ض	ج	ل	ت	خ	أ
ق	م	ي	ر	ذ	ظ
ع	د	ط	ح	ص	غ
و	ب	ث	ك	ش	ف
خ	ز	ط	ه	ن	س

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Homework 3

Practice writing the characters of the alphabet. Then, check whether you wrote them correctly:

Write the alphabets below.

_____

_____

_____

_____

_____

Homework 4

Practice writing the following words. Every set of three words contains the same letter positioned at the beginning, the middle and the end of the word.

رمش	خشب	شمس
جرن	**غنم**	**نغم**
هدف	رفض	فرخ
فرس	رسم	نسمة
مهد	ثمر	مجد
طبخ	صخب	خنق
سر	صرح	رجل
فرص	رصف	صبر
نبع	ثعلب	عنب

Homework 5

Refer to the homework audio CD to listen to the following words. Recognize the vowel in the first syllable and add it:

سماء ، فراش ، فندق ، قلادة ، مدرب، قمر، عسل، عمرة، ستار

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Homework 6

Refer to the homework audio CD and listen to the following words. Each word contains one short vowel and one long vowel. In the boxes below are pairs of short and long vowel words. Select the correct pairs of vowels:

سراج - سلام - فطور- ظريف- كراس- شرير- مجنون- مشين

ضمة واو	فتحة واو	ضمة الف	كسرة ألف	فتحة الف
	فتحة ياء	ضمة ياء	كسرة ياء	

Homework 7

Refer to the homework audio CD to listen to each word and then find it in the list of written words below:

دُبابة - دَرّاجة - جَمَل- حَمَل- بُرْج- دُرْج- خَزَف- هَدَف .

Homework 8

Refer to the homework audio CD and listen to the following words. The words are written below but they are missing the vowels. Add the correct vowels to form the word.

سح بة - خر ف-س ق- ح ت- ت ن- نس م

Homework 9

Refer to the homework audio CD and listen to the following words – each one contains a *shaddah*. Then mark a *shaddah* on the correct letter.

سِكينة، بَطيخ ، سَيارة ، سَجادة ، تُفاحة

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Homework 10

The table below contains different forms of *hamzah*.
Listen to the words read aloud and then select the correct *hamzah* in each word.

أ	ء	إ	ؤ	ئ

List of words:

نائب ، حائط ، مؤامرة ، مؤازرة ، إبرة ، ماء ، دواء ، إغتصب، أمير

Homework 11

Copy the following words in the space provided. As you write the word, be cognizant of the placement of the *hamzah*.

رَأي	هِجاء	إكْليل	إحْصائي	إسْتِئناف
رائع	مُؤهَل	مَأزِق	قِراءة	إيواء

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