

Languages: Arabic - Satisfactory - Years 5 and 6

Portfolio summary

This portfolio of student work shows that the student uses spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations, sport and other interests (WS1, WS2, WS3). The student makes shared decisions, provides suggestions and completes transactions (WS1). When participating in classroom routines and activities, the student follows shared rules and procedures, expresses opinions and asks for clarification (WS1). The student uses patterns of Arabic pronunciation and intonation when interacting (WS1, WS2). The student locates, classifies and organises information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. The student presents ideas and information on topics of interest and aspects of culture in different formats for particular audiences (WS1, WS2, WS3). The student responds to a range of imaginative texts by expressing opinions on key elements, characters and actions for example, and makes connections with own experience. The student creates and performs short imaginative texts based on a stimulus, concept or theme (WS1, WS2, WS3). The student uses a variety of tenses and applies verb conjugation, basic conjunctions and a range of adjectives and adverbs to construct sentences and to produce short texts (WS1, WS2, WS3). The student translates texts from Arabic into English and vice versa, identifying words that are not easily translated, and creates bilingual texts for their own learning and for the school community (WS3). The student identifies ways in which their own biography, traditions and beliefs impact on their identity and influence the ways in which they communicate in Arabic and English (WS2).

The student identifies the role of vowels in softening and extending sounds and applies writing conventions to own constructions (WS1, WS2, WS3). The student distinguishes between the structure and features of different types of spoken and written Arabic texts and identifies ways in which audience, context and purpose influence language choices and the form of Arabic used (WS1, WS3). The student provides examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange (WS2). The student identifies how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic. The student gives examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures (WS2).

At the restaurant

Sample summary

Students learnt vocabulary and grammar patterns related to ordering and describing food and drink, including Arabic and Middle Eastern foods

In this task, students were asked to work in groups to write the script for a role play in a restaurant. One student was to be the waitress and the others, the customers. Students also created a written menu in English and Arabic to use when ordering.

Achievement standard

Subject

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example, أذهب مع أصدقائي بعد, ألعاب رياضي المفضلة مع أصدقائي بعد, ألعاب إلكترونية في السينما؛ ألعاب إلكترونية في المدرسة في الحديقة العامة and other interests such as ألعاب إلكترونية في السينما؛ ألعاب إلكترونية في المدرسة في الحديقة العامة). They make shared decisions, for example, ...أريد أن..., provide suggestions such as ...يمكن أن..., and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ...حسناً؛ نعم ولكن؛ أعتقد أن...؛ ما معنى. Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, ...من القصة نتعلم ال..., characters for example, ...يجب على نيمو أن يسمع كلام أبيه, and actions for example, ...أنا أيضاً يجب أن...؛ أنا مثل. They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفعال and apply verb conjugation for example, أكلت/أكل/أكلت, suffixes for example, أذهب/تذهب, basic conjunctions for example, أو, and a range of adjectives for example, والأشخاص, and adverbs for example, ...سريعاً؛ ليلاً؛ صباحاً؛ يومياً, to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر, and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والاجتماعية, and beliefs for example, المعتقدات الخاصة, impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية, الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

Menu



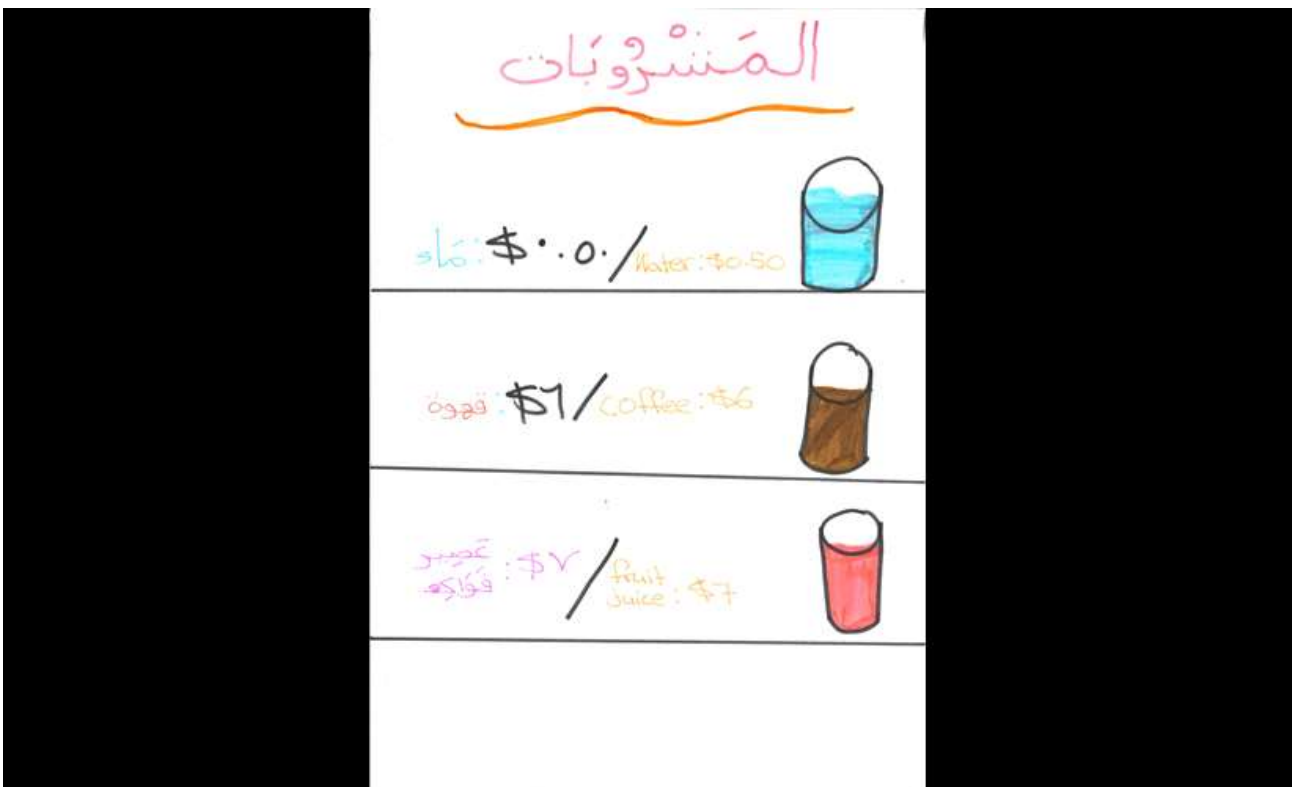
Annotations

- 1 **Annotation 1**
Uses adjective in restaurant name
- 2 **Annotation 2**
Labels pictures using Arabic words



Annotations

- 1 **Annotation 1**
Creates bi-lingual text to explain information





Annotations

- 1 **Annotation 1**
Incorporates culturally-specific words in text

Role play

AC WS1 5-6 AT At the restaurant A2

Watch later Share

A video player interface with a play button in the center. The video shows a classroom setting with several students wearing white hijabs. They appear to be engaged in a role-play activity. The background shows classroom furniture and a whiteboard.

Classmate interview and personal identity wheel

Sample summary

Students learnt how to express personal information about hobbies, family, their favourite foods and how to describe their physical attributes. Students also participated in whole class and small group activities and

discussions about personal identity - cultural backgrounds and personal values/beliefs and aspects of their identity that are most important to them.

In this task, students were asked to interview a classmate about their personal world and report their findings to the whole class. In order to do this, students brainstormed what is important to them and how this forms their personal identity. Students recorded their answers in a 'personal identity wheel' to discuss with classmates.

Achievement standard

Subject

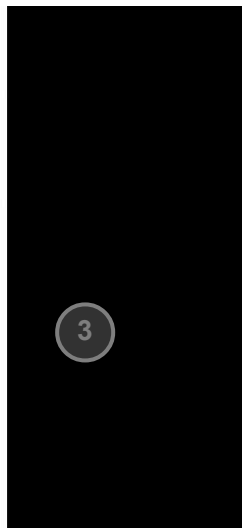
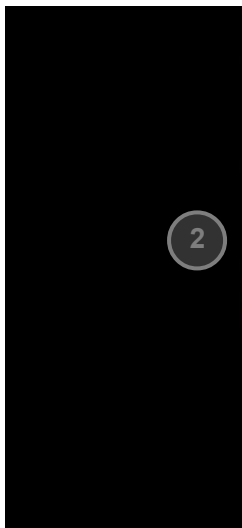
By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أألعب رياضتي المفضلة مع أصدقائي بعد sport (for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, أشاهد أفلام الكرتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية and other interests such as الحديقة العامة They make shared decisions, for example, ...أريد أن , provide suggestions such as ...يمكن أن , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ... حسناً؛ نعم ولكن؛ أعتقد أن...؛ ما معنى . Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, ...من القصة نتعلم ال , characters for example, يجب على نيمو أن يسمع كلام أبيه and actions for example, أنا أيضاً يجب أن... أنا مثل They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفعال and apply verb conjugation for example, أكلت/أكل/أكلت, suffixes for example, أذهب/ يذهب/تذهب , basic conjunctions for example, و؛ أو and a range of adjectives for example, سريعاً؛ ليلاً؛ صباحاً؛ يومياً , and adverbs for example, أيفون؛ تلفاز؛ كومبيوتر to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة , traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية, الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example أصل الكلمات الأجدية؛ المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

Classmate interview



Personal identity wheel



Annotations

- 1 **Annotation 1**
Shares aspects of personal identity
- 2 **Annotation 2**
Discusses how language use reflects identity and cultural practices
- 3 **Annotation 3**
Explains language differences and challenges
- 4 **Annotation 4**
Gives examples of cultural practices

Food and nutrition

Sample summary

In a cross-curricula health-Arabic language unit, students learnt about the importance of food (nutrition) and water and their health benefits. Students learnt about translating words and expressions with access to dictionaries, word lists and online resources.

In this task, students were asked to create a bi-lingual poster or a PowerPoint to present to the class, about the benefits of healthy food and drinking fresh water.

Achievement standard

Subject

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أألعب رلأضآآل المفضلة مع أصدقآآل بعد , sport (for example, أشآاهد أفلام الكآرتون مع عآآآلآل فل السلنمآ؛ ألعب ألعآب إلكآرونلآة فل المآرسة فل الءلقة العآمة and other interests such as أأرلآ... , provide suggestions such as ... يمكن أن , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ... آسنآ؛ نعم ولكن؛ أعتقد أن...؛ مآ معنل , Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, ... من القصة نآعلم ال , characters for example, فآجب على نلمو أن فسمع كلام أبله , and actions for example, لا أآب الملك فل الفللم لأنه , making connections with own experience, for example, أنا أفضآ فآب أن...؛ أنا مآآل . They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفعال and apply verb conjugation for example, أآآآل/أآل/أآآل , suffixes for example, أآهب/آهب/آهآب , basic conjunctions for example, أو , and a range of adjectives for example, الصفة للمذكر والصفة للمؤنآ للأشآاء والأشآآص , and adverbs for example, سرلعآ؛ لبلآ؛ صبلآآ؛ فومآآ , to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أفون؛ تلفآز؛ , and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السلرة الآآآلآة؛ الآبرآ الآآصة , traditions for example, العآدآ العآآللة والإآآمآعة , and beliefs for example, المآعتقدآ الآآصة , impact on their identity and influence the ways in which they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمآ: الإسملآة والفعللآة , أنواع الجمآ: التردآ فل بعض العبرآآ؛ طول الجمآ والفوآصل الشفهلآة فلهآ . They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example, أصل الكلمات . They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

Presentation

لماذا الغذاء والماء مهم
بالنسبة لنا؟¹

why is food and water is
important to us?²



Annotations

- 1 Annotation 1**
Uses suffix 'us' in title appropriate for context
- 2 Annotation 2**
Uses rhetorical question to engage target audience

لماذا الغذاء مهم بالنسبة لنا؟¹
why food is important to us?

- ▶ الطعام مهم بالنسبة لنا لأنه يعطينا الطاقة والصحة والمشي ونحن قادرون على العمل والغذاء يجعلنا أقوياء.²
- ▶ food is important to us because it gives us energy, health and ability to walk and we are able to work. Food makes us strong.



Annotations

- 1 Annotation 1**
Creates bi-lingual text for school community engagement
- 2 Annotation 2**
Expresses opinions and presents information using a variety of grammatical structures

هنا بعض الأمثلة على الغذاء الصحي.

البروتين مهم لجسم الانسان . البروتين يبني العضلات ، وهو يقوي الدم. الفواكه وخضروات فيها فيتامينات مفيدة وتحمي من امراض السرطان والقلب.¹



Annotations

- 1 Annotation 1**
Provides examples of food groups and justifies importance and benefits

Here are some examples of healthy food groups:

- ▶ Protein is important for the human body. It builds muscle, which strengthens blood.

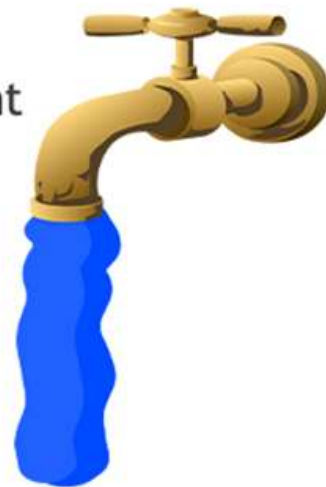
Fruits and vegetables have important vitamins and can protect against heart disease and cancer.



Why water is important to us?

If you drink lots water you won't get thirsty.

- ▶ It helps help fight off illness
- ▶ Drinking enough water can help prevent certain medical problems.
- ▶ These include:
 - ▶ constipation
 - ▶ exercise-induced asthma
 - ▶ urinary tract infections
 - ▶ High blood pressure



لماذا الماء مهم بالنسبة لنا؟

إذا كنت تشرب الكثير من الماء فلن تشعر بالعطش

- ▶ يساعد على محاربة المرض
- ▶ اعد شرب كمية كافية من الماء في منع بعض الحالات الطبية. وتشمل هذه:

- ▶ الإمساك
- ▶ الربو الناجم عن ممارسة الرياضة
- ▶ التهاب المسالك البولية
- ▶ ارتفاع ضغط الدم



Annotations

1 Annotation 1
Translates text from English to Arabic in own words, recognising that word-for-word translation is not always possible

2 Annotation 2
Uses both English and Arabic to summarise information

أين يأتي الطعام للبشر والحيوانات والنبات؟

Where does food for humans, animals, plants come from?

- ▶ Human food comes from animals and animals food comes from plants and plants food come from compost, sky, and ground.



- ▶ غذاء البشر يأتي من الحيوانات والحيوانات الغذاء يأتي من النبات والنبات الغذاء يأتي من السماء والأرض والأسماد



Annotations

1 Annotation 1
Links ideas using conjunctions to present simple information

- ▶ يجب أن نحترم جميع الحيوانات والنباتات لأنها تساعدنا على البقاء.

We must respect all animals and plants because they help us survive.

شكرا جزيلاً

Thank you for listening.



Annotations

1 Annotation 1
Expresses values, and cultural beliefs related to food

2 Annotation 2
Concludes presentation logically