

UAE Framework for learning Arabic as an additional language

EP Curriculum Map

Listening

Years of study:	General outcomes	Language proficiency levels	Performance indicators	How this is supported by EP Languages
One year	The listening can memorise common memorised words and expressions upon hearing them.	<p>The listener can sometimes recognize single words or common expressions if these are in context.</p> <p>The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <ul style="list-style-type: none"> • The student can sometimes recognize the letter sounds which he learned in the context of familiar words. • The student can sometimes understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture. • The student can understand common greetings. • The student can recognize some color names. • The student can count from one to ten. • The student knows some types of food. 	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> • Unit 1: Greetings and Introductions • Unit 2: Asking how you are • Unit 3: Colours • Unit 4: Numbers • Unit 8: Food <p>In each of these units, students are introduced to the key vocabulary and then have a wide variety of scaffolded activities to practise that vocabulary including listening comprehension practice.</p> <p>In the listening comprehension activities they are required to recognise words and common expressions in context and show understanding of them.</p>
Two years	The listener can recognise a number of familiar words and expressions upon hearing them.	The listener can recognize a number of words and common expressions in their context, and then understands them,	The following are example indicators of what the student can do. This is not an exclusive list.	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p>

		<p>including words derived from other languages</p> <p>The listener may understand more than one expression at a time, and may need repetition to do so</p>	<ul style="list-style-type: none"> ● The student can understand different greetings and the occasions they are used in. ● The student can understand vocabulary and expressions of thankfulness as expressed by others. ● The student can understand simple expressions used by others to introduce themselves. ● The student can understand a question about somebody else's name ● The student can understand the names of the days of the week and the times of a day. ● The student can recognize the names of the seven Emirates. ● The student can recognize some body parts. ● The student can recognize some simple and common expressions about the weather. 	<ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 9: Days of the week and weather <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 4: Dates and birthdays ● Unit 5: Countries and nationalities <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including listening comprehension practice.</p> <p>In the listening comprehension activities they are required to recognise words and common expressions in context and show understanding of them.</p> <p>The Getting Started units are less complex and introduce less new vocabulary compared to the Beginner level units. The Beginner units also have an immersion version where all the instructions and questions are in Arabic.</p>
--	--	---	---	---

Three years	The listener can often understand simple words, expressions and sentences related to daily life. The listening can also understand limited information within an oral discourse, and the general idea sometimes.	<ul style="list-style-type: none"> ● The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with non-linguistic clues. ● The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before. 	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <ul style="list-style-type: none"> ● The student can differentiate between interrogative and informative sentences. ● The student can understand questions about his age, address, and hobbies. ● The student can understand some simple questions and statements about his family, friends and classmates. ● The student can understand weather conditions with the help of pictures or video clips. ● The student can understand some tangible descriptions related to a photo or a drawing. ● The student can recognize whether the conversation is about him or about someone else. ● The student can sometimes understand road directions to reach a certain destination. ● The student can understand a simple conversation between a seller and a buyer. 	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 6: Family ● Unit 10: Activities <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 4: Dates and Birthdays ● Unit 7: Describing people ● Unit 9: Leisure and activities <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Restaurants, recipes and shopping for food ● Unit 2: Fashion and shopping for clothes. ● Unit 3: Places and Directions <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including listening comprehension practice. In the listening comprehension activities they are required to understand simple sentences in personal and social contexts and practical needs. The Beginner and Intermediate level units have the option of an immersion version where all questions and answers are in Arabic.</p>
Four years	The listener can understand the general	The listener can understand most of the information	The following are example indicators of what the student can do. This is not an	The following EP Languages Units support these performance indicators:

	<p>idea of simple texts, presentations and short conversations about familiar topics.</p>	<p>contained in sentences (one sentence at a time) expressing basic personal and social contexts.</p> <p>The listener shows simple ability to understand oral texts composed of several sentences.</p>	<p>exclusive list.</p> <ul style="list-style-type: none"> ● The student can understand the timeframe set by the teacher to complete homework. ● The student can understand questions related to his study schedule or other types of schedules. ● The student can understand questions about likes and dislikes. ● The student can understand simple messages of praise and congratulation. ● The student can understand the general message in an audible announcement. ● The student can understand the time and the place of an event. ● The student can distinguish between the acceptance and the decline of an invitation in an oral discourse. ● The student can understand clear and repeated airport announcements about time of landing and departure and the boarding gate number. 	<p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 3: The classroom ● Unit 8: School subjects ● Unit 9: Leisure and Activities <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 4: Holidays ● Unit 6: Making plans <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including listening comprehension practice.</p> <p>In the listening comprehension activities they are required to understand oral texts composed of several sentences in basic personal and social contexts.</p> <p>The Beginner and Intermediate level units have the option of an immersion version where all questions and answers are in Arabic.</p>
--	---	--	---	---

Five years	The listener can understand the general idea of short and simple texts and presentations about topics related to daily life, personal interests, and studies.	<p>The listener can understand sentences (one sentence at a time) in several basic, personal and social contexts. His understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur.</p> <p>The listener can partially understand the meaning of oral texts, such as the main idea.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand basic information contained in audio- visual commercials.</p> <p>The student can understand questions and dialogues in audio- visual materials posted on social networks.</p> <p>The student can understand basic information in a recorded message about the life of one of his classmates.</p> <p>The student can understand basic information about the time and place of a meeting or an event, and differentiates between postponement and cancelation.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 5: Birthdays and celebrations ● Unit 6: Making Plans ● Unit 7: Daily Routine <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including listening comprehension practice. In the listening comprehension activities they are required to understand oral texts in several basic, personal and social contexts.</p> <p>The Intermediate level units have the option of an immersion version where all questions and answers are in Arabic.</p> <p><i>Note EP Arabic does not currently offer audio-visual commercials or audio-visual materials posted on social networks.</i></p>
Six years	The listener can easily understand the main idea and a few details of texts and presentations on several topics related to daily life, personal interests, and studies.	<p>The listener can easily and confidently understand simple and compound sentences (one sentence at a time) about basic personal and social topics.</p> <p>The listener demonstrates a general understanding of narrative and descriptive</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities.</p>	<p>The following EP Languages Units support these performance indicators:</p> <ul style="list-style-type: none"> ● Intermediate Unit 4: Holidays ● Intermediate Unit 9: The World of Work. <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of</p>

		<p>paragraphs, such as the main idea and some simple details.</p>	<p>The student can understand a tourist guide in his illustrations about the history of a place and its main monuments.</p> <p>The student can understand the main idea and few details related to general safety instructions in an audio material.</p>	<p>scaffolded activities to practise that vocabulary, including listening comprehension practice.</p> <p>In the listening comprehension activities they are required to show a general understanding of narrative and descriptive paragraphs and understand simple and compound sentences in basic personal and social topics.</p> <p>The Intermediate level units have the option of an immersion version where all questions and answers are in Arabic.</p>
--	--	---	--	---

We currently don't provide content for levels above this - but this will be one of our focus areas for 2021 so please watch out for new releases.

Speaking

Years of study:	General outcomes	Language proficiency levels	Performance indicators	How this is supported by EP Languages
-----------------	------------------	-----------------------------	------------------------	---------------------------------------

<p>One year</p>	<p>The speaker can communicate about a limited number of very familiar topics using single words or memorized expressions.</p>	<p>The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment.</p> <p>The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can greet others and introduce himself.</p> <p>The student can answer a few simple questions.</p> <p>The student repeats previously learned vocabulary and expressions such as numbers, week days, months and seasons.</p> <p>The student can name some places, persons and things previously learned.</p> <p>The student can sing some chants and short songs.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 3: Colours ● Unit 4: Numbers ● Unit 9: Days of the Week and Weather. <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including a scaffolded speaking lesson. At this level, the speaking lessons require students to record themselves saying the key words from each unit and then they can compare their pronunciation to native speaker pronunciation. They then do the same with simple sentences. At the end of the lesson the students are required to record themselves saying simple sentences relating to the topic - teachers can listen to what they have recorded and provide feedback.</p>
<p>Two years</p>	<p>The speaker can communicate about some very familiar topics, using various memorized and common words and expressions.</p>	<p>The speaker can communicate about very familiar topics using memorized words and expressions that are limited to the context in which the language was acquired.</p> <p>The speaker can respond to direct questions using two or</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can greet others and can excuse himself.</p> <p>The student can introduce himself and others.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 3: Colours ● Unit 5: The Classroom ● Unit 6: Family

		<p>three words at a time, or using some memorized language.</p> <p>The speaker frequently pauses as he searches for simple words, or he repeats the words and phrases of the person he is conversing with. He sometimes uses words from his mother tongue.</p>	<p>The student can provide basic information about himself and his acquaintances.</p> <p>The student can answer simple questions regarding his likes and dislikes, or regarding his current and past activities.</p> <p>The student can ask simple and direct questions using who, what, when and where.</p> <p>The student can talk about some simple things in his daily life and in his direct environment, such school and home.</p> <p>The student can present simple learned information such as places, celebrations, animals and colors.</p>	<ul style="list-style-type: none"> ● Unit 7: Animals ● Unit 8: Food ● Unit 10: Activities <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Family and Pets ● Unit 3: The Classroom ● Unit 4: Dates and birthdays ● Unit 5: Countries and nationalities ● Unit 6: Talking about meals ● Unit 7: Describing people ● Unit 8: School subjects ● Unit 9 : Leisure activities ● Unit 10: My home <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including a comprehensive speaking lesson. Each speaking lesson has a focus on both pronunciation and communication. The pronunciation section starts with the student being required to record themselves saying a list of key words and phrases for the unit and then they can compare their pronunciation to native speaker pronunciation. The communication part of the speaking lesson requires students to listen to a recording of a question in Arabic and record their answer. It also requires them to record questions and some monologue and dialogue recordings relating to the topic. Teachers can listen to what the students have recorded and provide feedback.</p>
--	--	--	--	---

<p>Three years</p>	<p>The speaker can communicate and exchange information about familiar topics, using memorized or his own simple phrases and sentences. The speaker can usually interact in daily social situations using simple short questions and answers.</p>	<p>The speaker can handle few uncomplicated communication tasks within simple social situations. The speaker's conversation is limited to familiar and essential topics related to his personal life, direct environment, and interests and needs. The speaker can name basic things.</p> <p>The speaker can respond to simple and direct questions, or information requests with clear sentences, but cannot keep up the same level of performance at all times.</p> <p>The speaker can ask some memorized questions.</p> <p>The speaker can express personal information relying heavily on memorized phrases. He may construct his sentences using his own words or using the familiar language of the person he is conversing with.</p> <p>The speaker's conversation mostly comprises short sentences in the present tense. These are sometimes grammatically inaccurate.</p> <p>The speaker's mother tongue</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can exchange some personal information with others such as address, email, nationality, and information about family members and friends.</p> <p>The student can talk or ask about familiar things in a photo.</p> <p>The student can talk or ask about the weather conditions aided by a weather map.</p> <p>The student can ask and answer simple questions about date, time and place for a meeting or an appointment.</p> <p>The student can ask about directions and can give directions to others about a certain destination.</p> <p>The student can invite others, and can accept or reject invitations.</p> <p>The student can interact while ordering food or purchasing certain needed items.</p> <p>The student can describe family, friends and school.</p> <p>The speaker can briefly describe events or short familiar experiences.</p> <p>The student can give simple instructions to</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 9: Days of the Week and Weather <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 4: Dates and Birthdays ● Unit 5: Countries and Nationalities ● Unit 7: Describing people ● Unit 9: Leisure and activities <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Restaurants, recipes and shopping for food ● Unit 3: Places and Directions ● Unit 6: Making Plans <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including a comprehensive speaking lesson. Each speaking lesson has a focus on both pronunciation and communication. The pronunciation section starts with the student being required to record themselves saying a list of key words and phrases from the unit and then they can compare their pronunciation to native speaker pronunciation. The communication part of the speaking lesson requires students to listen to a recording of a question in Arabic and record their answer. It also requires them to record questions and some monologue and dialogue recordings relating to the topic. Teachers can listen to</p>
--------------------	---	---	---	---

		greatly affects his pronunciation, vocabulary and structure, which negatively influences the clarity of his message.	prepare or make something. The student can present simple information concerning learned topics such as an experiment in a science lab or experiences in other subjects at school.	what the students have recorded and provide feedback.
Four years	The speaker can engage in	The speaker can successfully handle a limited number of	The following are example indicators of what the student can do. This is not an	The following EP Languages Units support these performance indicators:

	<p>conversations about a number of familiar topics using simple sentences. The speaker can also handle uncomplicated daily social situations using some simple questions and answers.</p>	<p>simple communication tasks within simple social situations.</p> <p>The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These topics are related to basic personal information about self, family, home, daily activities, hobbies and favorite things. In addition, these may also incorporate topics related to ordering food at a restaurant and buying basic things from the market.</p> <p>The speaker can answer direct questions or respond to requests for information, however, he may falter. He can also pose few accurate questions appropriate to the context of the discourse.</p> <p>The speaker can express personal information through constructing his own genuine phrases and expressions by combining previously learned linguistic elements with other elements heard from the person he is conversing with. As the speaker searches for the appropriate vocabulary and</p>	<p>exclusive list.</p> <p>The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine.</p> <p>The student can ask for help, make hotel or restaurant reservations, or arrange transportation.</p> <p>The student can describe favorite people, events, famous landmarks and popular places.</p> <p>The student can express his needs and desires which are related to his school and daily life.</p> <p>The student can give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday.</p> <p>The student can talk about his favorite programs or famous figures.</p>	<p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Restaurants, recipes and shopping for food ● Unit 3: Places and Directions ● Unit 4: Holidays ● Unit 6: Making plans ● Unit 7: Daily Routine <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including a comprehensive speaking lesson. Each speaking lesson has a focus on both pronunciation and communication. The pronunciation section starts with the student being required to record themselves saying a list of key words and phrases from the unit and then they can compare their pronunciation to native speaker pronunciation. The communication part of the speaking lesson requires students to listen to a recording of a question in Arabic and record their answer. It also requires them to record questions and some monologue and dialogue recordings relating to the topic. Teachers can listen to what the students have recorded and provide feedback.</p>
--	---	---	---	--

		<p>structure, he hesitates in his talk and usually makes linguistic errors.</p> <p>The speaker's talk is characterized by repeated periods of silence, unsuccessful re-wording and self- correction.</p> <p>The speaker's pronunciation, vocabulary and structure are strongly affected by his mother tongue, however, he can convey intended meaning.</p>		
Five years	<p>The speaker can participate in conversations about familiar topics using a series of sentences. The speaker can also deal with daily social situations using several questions and a variety of answers. The speaker can usually express all that he wants to say about himself and his daily life. The speaker can put oral presentations about a number of familiar topics using a series of connected sentences.</p>	<p>The speaker can successfully engage in uncomplicated communication tasks related to simple social situations. His conversations are usually limited to familiar and essential topics in his life and community.</p> <p>The speaker can answer direct questions or respond to requests for information in a clear and accurate manner.</p> <p>When needed, the speaker can pose different questions to obtain simple information for some basic life essentials such as directions, price and services.</p> <p>The speaker can give certain</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The speaker can start and finish a conversation, and can ask for information and details.</p> <p>The speaker can conduct an interview with another person.</p> <p>The student can talk about his daily routines, hobbies and personal interests.</p> <p>The student can give the reasons behind his personal choices.</p> <p>The student can give information and details about past and planned activities.</p> <p>The speaker can talk about other countries,</p>	<p>The following EP Languages units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 4: Holidays ● Unit 5: Birthdays and celebrations ● Unit 6: Making Plans ● Unit 7: Daily Routine <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including a comprehensive speaking lesson. Each speaking lesson has a focus on both pronunciation and communication. The pronunciation section starts with the student being required to record themselves saying a list of key words and phrases from the unit and then they can compare their pronunciation to native</p>

		<p>information but encounters difficulties in connecting ideas, using the correct tense, verb conjugation, and other communication techniques such as clarification and elaboration.</p> <p>The speaker can express personal information and thoughts by formulating his own coherent sentences. His speech is interspaced with pauses, successful re-phrasing and self-correction, as he searches for the right words and appropriate linguistic structures to correctly convey meaning.</p>	<p>events, and historical figures.</p> <p>The student can speak about a past personal experience or something he learned.</p>	<p>speaker pronunciation. The communication part of the speaking lesson requires students to listen to a recording of a question in Arabic and record their answer. It also requires them to record questions and some monologue and dialogue recordings relating to the topic. Teachers can listen to what the students have recorded and provide feedback.</p>
Six years	<p>The speaker can engage in conversations about familiar topics with a reasonable fluency.</p> <p>The speaker can handle uncomplicated daily social situations. He begins to use simple structures and different tenses. The speaker can give organized oral presentations about his life and school.</p>	<p>The speaker can engage in conversations with appropriate level of fluency talking about usual topics and social situations.</p> <p>The speaker can successfully communicate in uncomplicated social situations that require simple exchange of information related to work, school, hobbies, special interests and personal expertise.</p> <p>The speaker can use many linguistic structures including</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can ask and answer questions about certain events, hobbies, lifestyle, sport activities and games.</p> <p>The student can pose questions and formulate answers about places he visited or plans to visit.</p> <p>The student can give information about his family history or talk about his future profession.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 2: Fashion and Shopping for Clothes ● Unit 5: Birthdays and Celebrations ● Unit 6: Making Plans ● Unit 7: Daily Routine ● Unit 8: At the Doctors ● Unit 9: The World of Work <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that</p>

		<p>different tenses, but cannot keep a consistent level of accuracy at all times.</p> <p>Mother tongue is still evident (mixing and borrowing words from mother tongue and using literal translations). There may be some gaps in his communication of ideas.</p>	<p>The student can request postponement of an appointment and explain why.</p> <p>The student can return previously purchased items and explain why.</p> <p>The student can use original expressions to explain something, or to ask about the steps to do something.</p> <p>The student can explain the essential steps to accomplish something at school or in his daily life.</p> <p>The student can give an oral presentation about an influential leader.</p>	<p>vocabulary including a comprehensive speaking lesson. Each speaking lesson has a focus on both pronunciation and communication. The pronunciation section starts with the student being required to record themselves saying a list of key words and phrases from the unit and then they can compare their pronunciation to native speaker pronunciation. The communication part of the speaking lesson requires students to listen to a recording of a question in Arabic and record their answer. It also requires them to record questions and some monologue and dialogue recordings relating to the topic. Teachers can listen to what the students have recorded and provide feedback.</p>
--	--	---	--	---

We currently don't provide content for levels above this - but this will be one of our focus areas for 2021 so please watch out for new releases.

Reading

Years of study:	General outcomes	Language proficiency levels	Performance indicators	How this is supported by EP Languages
One year	The reader can recognize a number of letters and vocalization markers, and some words and phrases he learned.	<p>The reader can recognize a number of letters and vocalization markers.</p> <p>The reader can sometimes recognise some common words or often used phrases presented within a supporting context.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can spell a few names and simple words.</p> <p>The reader can link single words with related images</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> Unit 1: Greetings and Introductions Unit 2: Asking how you are Unit 3: Colours Unit 4: Numbers Unit 8: Food

			<p>The student can link some words and expressions he learned with related meanings such as city names on a map or the names of a few dishes on a menu.</p>	<p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them such as maps, menus and street signs.</p>
Two years	<p>The reader can recognize all letters and vocalization markers and a number of words and phrases he learned.</p>	<p>The reader can recognize all letters of the alphabet in their different forms and placements in words.</p> <p>The reader can recognize a number of words and expressions within context, including words borrowed from other languages.</p> <p>The reader rarely understands more than a single sentence, and usually needs to reread.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can recognize some words and expressions with the use of visual aids such as entrance and exit signs.</p> <p>The student can recognize words referring to family members such as father and grandfather, etc.</p> <p>The student can recognize the names of different healthy foods such as fruits and vegetables.</p> <p>The student can read and understand words from daily "to do" or shopping lists.</p> <p>The student can read and understand signs and display boards, such as those at supermarkets, in the street and in</p>	<p><i>The following EP Languages Units support these performance indicators:</i></p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 5: The Classroom ● Unit 6: Family ● Unit 8: Food ● Unit 9: Days of the week and Weather <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Family and Pets ● Unit 3: The Classroom ● Unit 6: Talking about meals ● Unit 7: School subjects <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension</p>

			<p>magazines.</p> <p>The student can read and understand the daily school schedule (names of study subjects).</p>	<p>practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them such as maps, menus and street signs.</p>
Three years	<p>The reader can understand familiar words, expressions and sentences in short simple texts related to daily life. The reader can understand some key information in such texts.</p>	<p>The reader can easily and almost fully understand key words and words borrowed from foreign languages, as well as memorized expressions in a number of simple and short texts with clear context.</p> <p>The reader can understand simple and predictable words, phrases and sentences in short using words he or she learned previously such as train's schedule, road maps and traffic signs.</p> <p>The reader can usually understand the meaning of short simple texts that include key information using text sequencing and non-linguistic support</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand key information in an advertisement.</p> <p>The student can determine the main purpose of a printed advertisement.</p> <p>The student can understand simple information in a text message from a friend.</p> <p>The student can understand a simple comment describing a certain picture.</p> <p>The student can understand the categories on a diagram/chart.</p> <p>The student can distinguish different greeting messages on postcards.</p> <p>The student can recognize city locations on a map.</p> <p>The student can understand public transportation schedules.</p>	<p><i>The following EP Languages Units support these performance indicators:</i></p> <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 7: Describing people <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Restaurants, recipes and shopping for food ● Unit 2: Fashion and shopping for clothes. ● Unit 3: Places and Directions ● Unit 4: Holidays ● Unit 6: Making Plans <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them. The units contain several examples of authentic reading texts.</p>

			<p>The student can understand the working hours of businesses.</p> <p>The student can understand the labels on recycling bins.</p>	
Four years	<p>The reader can understand some information and some details in short and simple texts when the topic is familiar.</p>	<p>The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts.</p> <p>The reader at this level may encounter difficulties in understanding cohesive texts, regardless of length.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand email from a friend about his interests and daily routines.</p> <p>The student can understand a friend's posts on Facebook.</p> <p>The reader can understand a friend's letter about an event.</p> <p>The student can understand a text accepting or rejecting an invitation.</p> <p>The student can recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations.</p> <p>The student can understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Beginner Arabic</p> <ul style="list-style-type: none"> Unit 9: Leisure and Activities <p>Intermediate Arabic</p> <ul style="list-style-type: none"> Unit 4: Holidays Unit 5: Birthdays and Celebrations Unit 6: Making plans Unit 7: Daily Routine Unit 9: The World of Work <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them. The units contain several examples of authentic reading texts.</p>
Five years	<p>The reader can understand key information in short texts related to everyday life or</p>	<p>The reader can understand short and simple texts that provide key information on personal and social topics. He or she Might occasionally</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand simple personal</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> Unit 1: Restaurants, recipes and

	<p>personal and academic interests.</p>	<p>misunderstand such texts.</p> <p>At this level, the reader can partially understand short, and cohesive descriptive and narrative texts on familiar topics.</p>	<p>questions, such as those found in surveys, or for online website registration.</p> <p>The student can understand information found in various invitations to different occasions. The student can understand information found in a commercial advertisement or a tourist pamphlet/guide.</p> <p>The student can understand key information in menus.</p> <p>The student can understand what is posted in forums on familiar topics. The student can understand the contents of postcards from friends. The student can understand basic information found in personal messages exchanged on social media sites.</p> <p>The student can understand key information found in an interview with a celebrity.</p> <p>The reader can identify some events in a narrative text or simple short story.</p> <p>The student can identify some descriptions in short texts about a person, a place or a thing.</p>	<p>Shopping for Food</p> <ul style="list-style-type: none"> ● Unit 3: Places and Directions ● Unit 4: Holidays <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them. The units contain several examples of authentic reading texts.</p>
--	---	--	--	---

Six years	<p>The reader can understand most information and details in texts related to daily life, personal interests and studies. The reader can sometimes understand short narrative and descriptive texts.</p>	<p>The reader has a fair understanding of short non-complex texts presenting basic information about a variety of personal and social topics -with few gaps in comprehension.</p> <p>The reader can understand cohesive narrative and descriptive texts, with gaps in understanding due to inadequate knowledge of vocabulary, and linguistic structures and rules.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can understand texts about a summer trip or a work- related event.</p> <p>The student can understand written descriptions on postcards received from a friend about a family vacation.</p> <p>The student can understand instructions to use an ATM machine. The student can understand the news in the papers related to a public social event.</p> <p>The student can understand most events in narrative texts or short stories.</p> <p>The student can understand most information found in publications about tourist attractions.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> Unit 4: Holidays Unit 9: The World of work. Unit 10: Saving the planet <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including reading comprehension practice.</p> <p>The reading skills they develop by completing these units help them with the recognising and understanding of authentic reading situations they may find around them. The units contain several examples of authentic reading texts.</p>
-----------	--	---	---	--

We currently don't provide content for levels above this - but this will be one of our focus areas for 2021 so please watch out for new releases.

Writing

Years of study:	General outcomes	Language proficiency levels	Performance indicators	How this is supported by EP Languages
One year	The writer can copy some familiar letters, words and phrases.	The writer can copy familiar words and phrases using letters he learned.	The following are example indicators of what the student can do. This is not an exclusive list.	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p>

		<p>If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.</p>	<p>The student can copy letters, words and phrases he or she learned in class.</p> <p>The student can write his or her name, home address, date, name of days and seasons.</p> <p>The student can write words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings.</p>	<ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 3: Colours ● Unit 4: Numbers ● Unit 9: Days of the week and weather <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including writing activities.</p> <p>In the writing activities for each unit, students are required to recognise words with simple drag and drop exercises and copy words in simple fill in the gap activities. At the end of each unit, they are required to write some full sentences for themselves in Arabic.</p>
Two years	<p>The writer can write memorized lists and phrases about familiar topics.</p>	<p>The writer can write a limited number of memorized words and phrases in a familiar context. He shows good accuracy when writing about several simple familiar topics.</p> <p>The writer can fill out official forms with simple limited personal information.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can fill out simple forms with some basic personal information such as name, date of birth and nationality.</p> <p>The student can write about himself/herself, using previously learned sentences and phrases.</p> <p>The student can write lists including likes and dislikes, such as school subjects, sports and activities.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Getting Started with Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Asking how you are ● Unit 5: The classroom ● Unit 6: Family ● Unit 8: Food ● Unit 9: Days of the week and weather ● Unit 10: Activities <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 4: Dates and birthdays ● Unit 5: Countries and nationalities ● Unit 7: Describing people

			<p>The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes.</p> <p>The student can write simple sentences about where he or she lives.</p> <p>The student can create simple lists for multiple purposes.</p> <p>The student can write simple phrases about weekend activities.</p>	<ul style="list-style-type: none"> Unit 9: Leisure Activities <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including writing practice.</p> <p>In the writing sections of each unit, students are required to complete a number of activities to practise their writing skills.</p>
Three years	<p>The writer can write short and simple texts and comments about familiar everyday topics.</p>	<p>The writer can meet simple and limited practical needs, by writing lists, short messages and postcards.</p> <p>The writer can express himself or herself and write about topics in everyday life relying mainly on memorized material.</p> <p>The writer is able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but he is not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list</p> <p>The student can write simple sentences to describe himself or herself, family, friends and school. The student can write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards.</p> <p>The student can write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. The student can write a few sentences about a topic he or she learned in class with the help of some images.</p> <p>The student can write a request for some basic information such as asking for an appointment with a professor or a colleague</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Beginner Arabic</p> <ul style="list-style-type: none"> Unit 2: Family and Pets Unit 3: The Classroom Unit 7: Describing people Unit 8: School Subjects Unit 9: Leisure and activities <p>Intermediate Arabic</p> <ul style="list-style-type: none"> Unit 5: Birthdays and Celebrations Unit 6: Making Plans <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including writing practice.</p> <p>In the writing sections of each unit, students are required to complete a number of activities to practise their writing skills.</p>

			or for a certain service.	
Four years	The writer can write short, simple texts on familiar topics, and can present information using a series of simple sentences.	<p>The writer can express few practical needs and is able to create phrases and ask questions based on familiar material.</p> <p>The writer can create a limited number of sentences using memorized vocabulary and structures. These sentences are simple and short, and derived from conversations with others, and limited to the present tense. Content is related to familiar topics and personal information.</p> <p>The writer will make predictable grammatical and spelling errors.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can write information about people he or she knows such as describing their appearance and some personality traits.</p> <p>The student can write simple information about a familiar place, such as school, home or city.</p> <p>The student can write about an occasion, holiday or celebration.</p> <p>The student can write brief notes on an oral presentation he will deliver.</p> <p>The student can write about topics of personal interest such as a favorite movie or celebrity.</p> <p>The student can write instructions on how to prepare or make something as preparing a certain dish.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Beginner Arabic</p> <ul style="list-style-type: none"> ● Unit 7: Describing people <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 1: Restaurants, Recipes and Shopping for Food. ● Unit 3: Place and Directions ● Unit 4: Holidays ● Unit 5: Birthdays and celebrations <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including writing practice.</p> <p>In the writing lessons of each unit, students are required to complete a number of activities to practise their writing skills, including authentic tasks at the end of each unit.</p>

Five years	The writer can write about a broader range of familiar topics, using sentences at the appropriate degree of cohesion.	<p>The writer can meet an appropriate number of practical needs in writing, can communicate in writing with short and simple texts, and sentences appropriately connected about personal topics related to everyday life.</p> <p>Writing is in the present tense but may include references to other tenses. Writing style is very similar to oral discourse.</p> <p>The writer shows signs of control over basic structure of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can write a message explaining something.</p> <p>The student can write about public events and daily routines.</p> <p>The student can write personal details in order to enter a contest or enroll in a program.</p> <p>The student can write invitations to an event they are organizing.</p> <p>The student can write a few sentences about something he or she learned.</p> <p>The student can write a simple summary about a book, movie or event.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 5: Birthdays and celebrations ● Unit 6: Making Plans ● Unit 7: Daily Routine <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that vocabulary including writing practice.</p> <p>In the writing lessons of each unit, students are required to complete a number of activities to practise their writing skills, including authentic tasks at the end of each unit.</p>
Six years	The writer can write on topics related to work, study and will begin to increasingly use different tenses.	<p>The writer can write a simple paragraph or summary about an experience at work or school.</p> <p>The writer shows some ability to write narrative and descriptive texts in the present, past and future tenses when writing about everyday events and situations. Such descriptive and narrative texts are one paragraph long.</p>	<p>The following are example indicators of what the student can do. This is not an exclusive list.</p> <p>The student can write a simple report about something he or she learned.</p> <p>The student can write a series of steps to complete a task, such as an experiment in a lab.</p> <p>The student can write content for a presentation.</p>	<p>The following EP Languages Units support these performance indicators:</p> <p>Intermediate Arabic</p> <ul style="list-style-type: none"> ● Unit 4: Holidays ● Unit 9: The World of work. ● Unit 10: Save the planet <p>In each of these units, students are introduced to the key vocabulary for each unit and then have a wide variety of scaffolded activities to practise that</p>

		<p>The writer might commit a number of errors in tenses, which adversely affect clarity of writing. Some writings revert to vocabulary and structures from oral discourse.</p>	<p>The student can write a simple summary about a task or a trip.</p>	<p>vocabulary including writing practice.</p> <p>In the writing lessons of each unit, students are required to complete a number of activities to practise their writing skills, including authentic tasks at the end of each unit.</p>
--	--	--	---	---

We currently don't provide content for levels above this - but this will be one of our focus areas for 2021 so please watch out for new releases.