



# LEARN ARABIC REVISION CHART FOR TERM 1 - GRADE 2 / YEAR 2 - BOOK 2 PARENT / GUARDIAN GUIDELINES WHEN REVISING TOPICS

**LESSON  
1 & 2**

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

**LESSON 1 & 2 - DIALOGUE : Greeting, Introduction and Condition. Introducing a friend (Male / Female)**

### TARGET VOCABULARY

LESSON 2			LESSON 1		
<b>I</b>	(girl)	أَنَا	<b>I</b>	(boy)	أَنَا
<b>YOUR</b>	(girl)	لِي	<b>YOUR</b>	(boy)	لَكَ
<b>YOU</b>	(girl)	أَنْتِ	<b>YOU</b>	(boy)	أَنْتَ
<b>MY</b>	(girl)	عِنِّي	<b>MY</b>	(boy)	عِنِّي
<b>THIS IS</b>	(girl)	هَذِهِ	<b>THIS IS</b>	(boy)	هَذَا

\*\*\*The target vocabulary indicates the terms that will be used when speaking to a boy or a girl.

- Please note that at this level we do not explain anything further except to emphasise:
  - that when addressing a boy or girl the words for 'you' and 'your' are different (covered in grade 1 / year 1)
  - that when addressing a boy or girl the words for 'this is' are different.
  - that the word for 'I' and 'MY' whether boy or girl are the **same** as shown in the table below.

\*\*\*All these terms have been circled in the breakdown of the dialogue for your benefit.

- In Lesson 1 (for the boys) and Lesson 2 (for the girls) your child was taught the basic introductory conversation, that is:

<p> سارة: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ. فاطمة: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ.</p> <p>- firstly <u>greeting</u> the other with the <b>Salaam</b>,</p>	<p> مُحَمَّدٌ: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ. رَشِيدٌ: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ.</p>
<p> سارة: كَيْفَ حَالُكَ؟ فاطمة: أَنَا بِخَيْرٍ، الْحَمْدُ لِلَّهِ. وَأَنْتِ كَيْفَ حَالُكَ؟</p> <p>- checking on the <b>condition</b> of each other, حَالُكَ (girl) Your condition (boy) كَالِكَ أَنْتِ (girl) You (boy) أَنْتَ</p>	<p> مُحَمَّدٌ: كَيْفَ حَالُكَ؟ رَشِيدٌ: أَنَا بِخَيْرٍ، الْحَمْدُ لِلَّهِ. وَأَنْتَ كَيْفَ حَالُكَ؟</p>
<p> سارة: أَنَا بِخَيْرٍ شُكْرًا. إِسْمِي سَارَةُ. مَا إِسْمُكَ؟ فاطمة: إِسْمِي فَاطِمَةُ.</p> <p style="text-align: center;"><b>introducing oneself</b> إِسْمِي (girl) 'My name' (boy) إِسْمِي <b>asking the others name,</b> إِسْمُكَ (girl) Your name (boy) إِسْمُكَ</p>	<p> مُحَمَّدٌ: أَنَا بِخَيْرٍ شُكْرًا. إِسْمِي مُحَمَّدٌ. مَا إِسْمُكَ؟ رَشِيدٌ: إِسْمِي رَشِيدٌ.</p>
<p> سارة: مَنْ هَذِهِ؟ فاطمة: هَذِهِ زَوْجَتِي.</p> <p>- querying about <b>who</b> the 3<sup>rd</sup> person amongst them is, and هَذِهِ (girl) <b>THIS IS / THIS IS</b> (boy) هَذَا</p>	<p> مُحَمَّدٌ: مَنْ هَذَا؟ رَشِيدٌ: هَذَا أَظْهَرُ.</p>
<p> سارة: أَهْلًا وَسَهْلًا يَا زَوْجَتِي. زَوْجَتِي: مَرْحَبًا.</p> <p>- <b>welcoming</b> the person (girl) أَهْلًا وَسَهْلًا (boy) and his/her <b>reply.</b> (girl) مَرْحَبًا (boy)</p>	<p> مُحَمَّدٌ: أَهْلًا وَسَهْلًا يَا أَظْهَرَ. أَظْهَرُ: مَرْحَبًا.</p>

- The teacher would have introduced the conversation to the learners by drilling each line and giving an easy explanation / translation as to what is being said. Thereafter the teacher would have called out 3 learners at a time and facilitated the conversation amongst them. This conversation would have been carried out with both the boys and girls.
- In like manner carry out the conversation from both lessons 1 and 2 with your child, ensuring that the target vocabulary in the table above is correctly used in shaa Allah.



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LESSON 1 & 2  
continued

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

5. Carry out these conversations with your child as often as possible on a daily basis and in shaa Allah they will eventually be conversing with you in Arabic as easily as they do in any other language.

**الدرس ٢** | الجواز : التَّجِيَّةُ وَالتَّعَارُفُ وَالحَال - لِلْمُؤَنَّثِ | **LESSON 2**  
Dialogue : Greeting, Introduction and Condition  
Introducing a friend (Female)

سَارَةُ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ.

فَاطِمَةُ : وَ عَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَ بَرَكَاتُهُ.

سَارَةُ : كَيْفَ حَالُكَ؟

فَاطِمَةُ : أَنَا بِخَيْرٍ ، أَلْحَمْدُ لِلَّهِ . وَأَنْتِ كَيْفَ حَالُكِ؟

سَارَةُ : أَنَا بِخَيْرٍ شُكْرًا . إِسْمِي سَارَةُ . مَا اسْمُكِ؟

فَاطِمَةُ : إِسْمِي فَاطِمَةُ.

سَارَةُ : مَنْ هَذِهِ؟

فَاطِمَةُ : هَذِهِ رُقَيْةٌ.

سَارَةُ : أَهْلًا وَسَهْلًا يَا رُقَيْةُ .

رُقَيْةٌ : مَرْحَبًا .

**الدرس ١** | الجواز : التَّجِيَّةُ وَالتَّعَارُفُ وَالحَال - لِلْمَذَكَّرِ | **LESSON 1**  
Dialogue : Greeting, Introduction and Condition  
Introducing a friend (Male)

مُحَمَّدٌ : السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ.

زَيْنَبُ : وَ عَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ وَ بَرَكَاتُهُ.

مُحَمَّدٌ : كَيْفَ حَالُكَ؟

زَيْنَبُ : أَنَا بِخَيْرٍ ، أَلْحَمْدُ لِلَّهِ . وَأَنْتَ كَيْفَ حَالُكَ؟

مُحَمَّدٌ : أَنَا بِخَيْرٍ شُكْرًا . إِسْمِي مُحَمَّدٌ . مَا اسْمُكَ؟

زَيْنَبُ : إِسْمِي زَيْنَبُ.

مُحَمَّدٌ : مَنْ هَذَا؟

زَيْنَبُ : هَذَا أَظْهَرُ .

مُحَمَّدٌ : أَهْلًا وَسَهْلًا يَا أَظْهَرُ .

أَظْهَرُ : مَرْحَبًا .

## 6. Learner Activity

Look at the learner activities on page 2 and page 4 and adapt them to suit your revision at home.

page 4

page 2

**Learner Activity:** The Educator is to facilitate the following:

1) All learners must have a turn to role-play the dialogue.

2) At the end of the lesson:  
Each learner is to point at himself/herself and repeatedly say **أَنَا** .  
Each learner is to point to a girl and say "أَنْتِ - you" emphasising the kasrah below the **ت** .

3) Now that they have learnt that:  
**لَكَ** and **حَالُكَ** is used for a boy and  
**لِهَا** and **حَالُهَا** is used for a girl; mix the learners and allow them to converse.

**تَدْرِيبٌ**

**Learner Activity:** The Educator is to facilitate the following:

1) All learners must have a turn to role-play the dialogue.

2) At the end of the lesson:  
Each learner is to point at himself/herself and repeatedly say **أَنَا** .  
Each learner is to point to a boy and say "أَنْتَ - you" emphasising the fat-hah on the **ت** .

**تَدْرِيبٌ**

7. **Exercise:** Ensure that the exercises on page 2 and page 4 were completed by your child.

page 4

page 2

**Exercise:** Complete the dialogue by filling in a name.

هَذِهِ

مَنْ هَذِهِ؟

إِسْمِي

إِسْمِي

مَا اسْمُكَ؟

**Exercise:** Complete the dialogue by filling in a name.

هَذَا

مَنْ هَذَا؟

إِسْمِي

إِسْمِي

مَا اسْمُكَ؟



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**LESSON  
3 & 4**

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

LESSON 3 - DIALOGUE : WHO IS HE? - LESSON 4 - DIALOGUE : WHO IS SHE?

### TARGET VOCABULARY

LESSON 4	LESSON 3
(girl) I = أَنَا (boy)	
(girl) MY = مَيَّ (boy)	
(girl) WHO? = مَنْ (boy)	
(girl) WHAT? = مَا (boy)	
YOU (girl) أَنْتِ	YOU (boy) أَنْتَ
YOUR (girl) لِيْ	YOUR (boy) لَكَ
SHE IS (girl) هِيَ	HE IS (boy) هُوَ
HER/s (girl) هَا	HIS (boy) هُ

\*\*\*The target vocabulary indicates the terms that will be used when speaking to a boy or a girl.

- Please note that at this level we do not explain anything further except to emphasise:
  - that the words for 'I', 'MY', 'WHO?' and 'WHAT?' are **the same** whether we are addressing a boy or girl,
  - that when addressing a boy or girl the words for 'you' and 'your' are different (covered in grade 1 / year 1),
  - that when addressing a boy or girl the words for 'he is' and 'she is' are different and
  - that the words for 'his' or 'her' are different.

\*\*\*All these terms are in the table above & have also been circled in the breakdown of the dialogue for your benefit.

- In Lesson 3 (for the boys) and Lesson 4 (for the girls) the dialogue was between the teacher and 2 students. The aim was to teach the child the following::

- how to state **who one is**,  
- how to ask **who the other person** is  
to which the person should reply by  
stating his/her name.

- how to ask who the 3<sup>rd</sup> person is,  
هِيَ (girl) (Who) is he? (boy) هُوَ

- how to reply by saying that he/she is 'my' friend  
صَدِيقَتِي (girl) My (friend) (boy) صَدِيقِي

- how to ask 'what is his / her name?'

اسْمُهُ 'His' - Her اسْمُهَا





# LEARN ARABIC REVISION CHART FOR TERM 1 - GRADE 2 / YEAR 2 - BOOK 2 PARENT / GUARDIAN GUIDELINES WHEN REVISING TOPICS

LESSON 3 & 4  
continued

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

3. The teacher would have introduced the conversation to the learners by drilling each line and giving an easy explanation / translation as to what is being said. Thereafter the teacher would have called out 3 learners at a time and facilitated the conversation amongst them. This conversation would have been carried out with both the boys and girls.
4. In like manner carry out the conversation from both lessons 3 and 4 with your child, ensuring that the target vocabulary is correctly used in shaa Allah.
5. To strengthen their vocabulary point at different members of the household and ask in Arabic for example 'Who is **he/she**?' What is **his/her** name? etc
6. Please refer to the Dictionary on Pages 39 to 43 for the translations of the conversations and vocabulary used.
7. Carry out these conversations with your child as often as possible on a daily basis and in shaa Allah they will eventually be conversing with you in Arabic as easily as they do in any other language.

**LESSON: 4**      **الْجَوَارُ : مَنْ هِيَ؟**      **الدَّرْسُ 4**

Dialogue : Who is **she**?

**الْمُعَلِّمَةُ:** أَنَا مُعَلِّمَةٌ. مَنْ أَنْتِ؟

**فَاطِمَةُ:** أَنَا فَاطِمَةُ.

**الْمُعَلِّمَةُ:** مَنْ هِيَ؟

**فَاطِمَةُ:** هِيَ صَدِيقَتِي.

**الْمُعَلِّمَةُ:** مَا اسْمُهَا؟

**فَاطِمَةُ:** اسْمُهَا صَابِرَةٌ.

**LESSON: 3**      **الْجَوَارُ : مَنْ هُوَ؟**      **الدَّرْسُ 3**

Dialogue : Who is **he**?

**الْمُعَلِّمَةُ:** أَنَا مُعَلِّمَةٌ. مَنْ أَنْتَ؟

**يُوسُفُ:** أَنَا يُوسُفُ.

**الْمُعَلِّمَةُ:** مَنْ هُوَ؟

**يُوسُفُ:** هُوَ صَدِيقِي.

**الْمُعَلِّمَةُ:** مَا اسْمُهُ؟

**يُوسُفُ:** اسْمُهُ إِبْرَاهِيمُ.

6. **Exercise:** Ensure that the exercises on page 5 and page 6 were completed by your child.

page 6

page 5

**Exercise:** Fill in the name of a friend. تَمْرِينٌ

**صَدِيقَتِي**

\_\_\_\_\_

she is **هِيَ**

my friend (female) **صَدِيقَتِي** = **صَدِيقَةٌ** + **تِي**

my friend (female)

her name **اسْمُهَا**

أب أم : \_\_\_\_\_

معلم / معلمة : \_\_\_\_\_ ما شاء الله

**Exercise:** Fill in the name of a friend. تَمْرِينٌ

**صَدِيقِي**

\_\_\_\_\_

he is **هُوَ**

my friend (male) **صَدِيقِي** = **صَدِيقٌ** + **تِي**

my friend (male)

his name **اسْمُهُ**

أب أم : \_\_\_\_\_

معلم / معلمة : \_\_\_\_\_ ما شاء الله



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**LESSON  
5**

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

LESSON 3 - DIALOGUE : WHO IS HE? - LESSON 4 - DIALOGUE : WHO IS SHE?

### TARGET VOCABULARY

#### LESSON 5

(girl)	إِقْرَأِي	Read!	إِقْرَأْ	(boy)
(girl)	اُكْتُبِي	Write!	اُكْتُبْ	(boy)
(girl)	قُومِي	Stand!	قُمْ	(boy)
(girl)	اجْلِسِي	Sit!	اجْلِسْ	(boy)
(girl)	هَاتِي	Give!	هَاتِ	(boy)
(girl)	خُذِي	Take!	خُذْ	(boy)
(girl)	كُلِي	Eat!	كُلْ	(boy)
(girl)	اشْرَبِي	Drink!	اشْرَبْ	(boy)

\*\*\*The target vocabulary indicates the terms that will be used when speaking to a boy or a girl.

- Lesson 5 deals with commands.
- Please note that at this level we do not explain anything further except to explain simply for easy remembering:
  - that when we command a male/boy or female/girl then the word used is the same however, when saying the command word to a girl we will pull the ending by adding **ِي** for example;
  - to a boy we would say 'إِقْرَأْ — IQRA' however to a girl we would say 'إِقْرَأِي — IQRAEE'
- The teacher would have drilled the commands enacting them whilst explaining what they meant. The teacher would then have role played the commands, as shown on pages 7 and 8, with the children by commanding them in Arabic and expecting them to carry out the actions of the commands.  
For the 'Eat' and 'Drink' command she would have asked them to act as though they would eat or drink.





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**LESSON 5  
continued**

**When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :**

- To further increase the fun method of learning the teacher would have called out each command slowly expecting the children to do the actions in comfortable time, then he/she would have picked up the pace of the command calling the commands out quickly.  
  
(The teacher would have been observing (when calling out the command slowly and fast) as to who understood and did not understand the commands by the action they carried out. From this observation and mental note of who did not understand she would have re-drilled these particular commands so it is most likely your child would know the command, however, if he/she has forgotten you now have an idea how to re-teach these commands as explained in points 3 & 4.
- Revise the commands with your child by making it fun also. Call out the commands and ask your child to enact the commands in and around the house in shaa Allah. Remember the fun part of this would be when you call out the commands quickly but as a caution again, when revising the commands they should enact the 'eat' and 'drink' in action only.
- When you are reciting the Noble Qur'aan open to Surah Al `Alaq ; Aayah 1 and show your child the first word of this Surah and tell him/her that the 1<sup>st</sup> word from Allah ﷻ to Rasulullah ﷺ was "إِقْرَأْ" — IQRA' which means to read.
- It is important to build upon and to continuously use what has been learnt when learning a language therefore, do not forget to keep the conversations learnt in lessons 1 to 4 alive by using them whenever possible in shaa Allah.
- Please refer to the Dictionary on Pages 39 to 43 for the translations of the conversations and vocabulary used.
- If you carry out the conversations and commands with your child as often as possible, on a daily basis then they will In shaa Allah eventually be conversing with you in Arabic as easily as they do in any other language.
- Exercise:** Ensure that exercises A, B and C from pages 9 & 10 were completed by your child and that you had signed on both these pages.

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page 9





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LESSON  
7

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

## LESSON 7 : THE SUPERMARKET



### TARGET VOCABULARY

#### LESSON 6

Banana		مَوْزَةٌ	Orange		بُرْتَقَالٌ
Tomatoes		طَمَاطِيمٌ	Apple		تُفَاحَةٌ
Onions		بَصَلٌ	Potatoes		بَطَاطِسٌ
Sugar		سُكَّرٌ	Oil		زَيْتٌ
Soap		صَابُونٌ	Rice		أُرْزٌ
Broom		مِكْتَسَةٌ	Towel		مِنْشَفَةٌ

\*\*\*The target vocabulary indicates the terms and vocabulary taught in the lesson..

1. Lesson 7 deals with the 'Supermarket' and some of the items found in it. When teaching the lesson the teacher would have had the following aims in mind:

1stly : for the learners to learn, memorise and use the vocab taught during their daily conversation.

2ndly : to learn, memorise and know that the word 'مَا' creates the question 'What?'

3rdly : to learn, memorise and be able to use the words هَذَا and هَذِهِ which means 'THIS' correctly, and;

- هَذَا is used when pointing / referring to an object that does not end with ة for example سُكَّرٌ and for an object that is close by,

- هَذِهِ is used when pointing / referring to an object that ENDS with ة for example مَوْزَةٌ and for an object that is close by,

4thly : to learn, memorise and be able to use the words ذَلِكَ and تِلْكَ which means 'THAT' correctly, and;

- ذَلِكَ is used when pointing / referring to an object that does not end with ة for example أُرْزٌ and for an object that is far,

- تِلْكَ is used when pointing / referring to an object that ENDS with ة for example تُفَاحَةٌ and for an object that is far.

**Rule Chart** For people / objects that are **NEAR** use هَذَا/هَذِهِ

What is **this (female)**? مَا هَذِهِ؟      What is **this (male)**? مَا هَذَا؟

**Rule Chart** For people / objects that are **FAR** use ذَلِكَ/تِلْكَ

What is **that (male)**? مَا ذَلِكَ؟      What is **that (female)**? مَا تِلْكَ؟

2. The teacher would have made the lesson practical by setting up a mock supermarket with the real / play items. He / she would have drilled the vocabulary and in the lessons that followed enacted with the children scenes from the supermarket, for example; the teacher would have set up the items and given the children 'grocery lists' written in Arabic.





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LESSON 7  
continued

When revising the 1<sup>st</sup> term work with your child  
please keep the points below in mind Inshaa'Allah :

**Role Play:**

Revision of past conversations: The teacher would have first asked them to role play a situation whereby they enter the supermarket, see a friend and a third person, they are to then carry out a simple introductory conversation in Arabic as learnt in book 1 and 2, ask who the 3<sup>rd</sup> person is, what is his/her name and welcome him / her.



Thereafter they would have to make salaam and continue with their 'shopping' by picking out the items on their 'grocery list'. As they pick each item the child would have had to call out the item aloud so that the teacher knows that the pronunciation is correct.

3. Whilst revising the lesson, if your child has forgotten the vocab you now have an idea of how to re-teach the lesson making it as fun as possible. Refer to the actual items in your home.
4. When you are reciting the Noble Qur'aan open to Suratul Baqarah; Aayah 61, point at the word **بَصَلٌ** and explain to your child that Allah ﷻ speaks about food in the Noble Qur'aan and that the word '**بَصَلٌ**' which he/she learnt is there.
5. It is important to build upon and to continuously use what has been learnt when learning a language therefore, do not forget to keep the conversations learnt in lessons 1 to 4 and the commands from lesson 5 alive by using them whenever possible in shaa Allah.
6. If you carry out the conversations and commands with your child as often as possible, on a daily basis then they will In shaa Allah eventually be conversing with you in Arabic as easily as they do in any other language.
7. Ensure that the learner activity from page 13 and Exercise A from page 14 were completed by your child and that you had signed on both these pages.

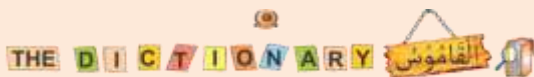
page 13



page 14



8.



Please refer to the Dictionary on Pages 39 to 43 for the translations of the conversations and vocabulary used.