This activity aims to facilitate the transition between Part I of Al-Kitaab and Part II of the same language program by:

a) identifying the differences between the first book and the second,
b) contextualizing the materials in a larger pedagogical framework, and
c) clarifying the learning and proficiency goals of this stage of the program

This discussion may be conducted in English for maximum efficacy and transparency.

I. Warm-up
   Introduce the activity and state the goals of reviewing the preface to Part II of the textbook.

II. Changing expectations and goals (12 min)
   a) Split the class into several groups of 3-4 students and ask each group to write down a list of ways in which Part II of Al-Kitaab will differ from Part I. What advice was given for approaching vocabulary and grammar, in particular? (4 min)
   b) Ask students to volunteer to tell the class about one or more aspects of Al-Kitaab Part II that differ from the first part of the textbook. Write these on the board, possibly in different categories or columns. (4 min)
   c) Learning goals: as before, split the class into groups and ask them what some of the learning goals are. Then bring the class back together and write some of the groups’ learning goals on the board. (4 min)

III. Strategies for reading and listening (5 min)
   Bring the whole class together and ask volunteers to tell the class what strategies might be useful for developing the following skills in Part II of Al-Kitaab:
a) Reading and listening (3 min)

b) Speaking and writing (3 min)

Make sure to write these on the board, with a column for each skill.

IV. Level of proficiency (4 min)

The instructor may reiterate to the students the intensive nature of the language program at UT and the expectation that after completing Part II, the students will have moved from intermediate-low or intermediate-mid level proficiency to intermediate-high proficiency in Arabic (as determined by ACTFL standards).

This point is important because our students will want to become familiar with proficiency levels and develop proficiency in Arabic to participate in language programs abroad and/or seek employment that requires a strong command of this language and one or more dialects. Achieving a certain proficiency for academic or other work may be an intrinsic or extrinsic motivation depending on the student. Nevertheless, this goal will provide some larger context for the increased workload that accompanies the transition to Part II of Al-Kitaab.