 Stage 4 Arabic – mandatory 100 hours (6 weeks)

This unit starter can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and assessment task are suggestions only.

*Ala l-muda* – What’s your style? على الموضة

Fashion and clothing across the Arabic-speaking countries are heavily influenced by a mixture of social, political and religious influences. Clothing is categorised according to local climates, gender and religion. Although traditional designs are similar across the Arab nations, clothing varies in design, fabric, shape and accessories. Students will learn about the different garments worn according to country and season, and how to express opinions on particular items of clothing.

Final assessment task

Second or additional language learners

A group of students from your school is travelling to an Arabic-speaking country in the next holidays. Create a vlog which showcases 3 different styles of clothing worn overseas. You may choose to wear or display the items of clothing. Give your opinion on colour, comfort and style of the 3 items you have selected.

LAR4-4C, LAR4-5U, LAR4-7U, LAR4-9U

Students with a background in Arabic

A group of students from your school is travelling to an Arabic-speaking country in the next holidays. Create a vlog which showcases 3 different styles of clothing worn overseas. You may choose to wear or display the items of clothing. Give your opinion on colour, comfort and style of the 3 items you have selected. Share with the exchange students why you chose these 3 items and comment on the cultural appropriateness of each item.

LAR4-4C, LAR4-5U, LAR4-7U, LAR4-9U

Structures

Suggested vocabulary and phrases associated with shopping, clothing and fashion

***أحب السفر كثيراً،*** *دخلت الى محل الثياب، سألت البائع ...، من فضلك أريد المساعدة، مقاس، لون، ثياب، سعر، الثوب، الغترة، العباءة،* الطربوش- السروال*، الحجاب، العقال، يلبس الرجل الزي التراثي، دخلت المرأة غرفة الملابس، أحتاج إلى، سروال كحلي، القميص الأبيض، الجاكيت البنية، الطقس بارد، لن أنسى الملابس الداخلية، ثياب النوم، المعطف، إخترت فستاناً آخر، الأزياء التراثية، زيّ*

Questions

***هل نسيت شيئاً؟*** *ما ثمن هذا؟ كم ثمن هذه؟ كم ريالاً؟ ما مقياس هذا؟ وماذا أيضاً؟ هل من حسم؟ هل سأحتاج؟*

Present tense

*ذهب الأولاد الى عرض الأزياء* *في الصيف، ألبس قميصاً وسروالاً قصيراً****، لا أحب توضيب الثياب في الحقيبة،*** أحب.

Future tense

***سأحتاج الى ...، سأكتب لائحة بالملابس، سأضع الفستان ...، سآخذ معي الجاكيت البنية، سأبحث***

Outcomes

* LAR4-1C – uses Arabic to interact with others to exchange information, ideas, and opinions, and make plans
* LAR4-2C – identifies main ideas in, and obtains information from texts
* LAR4-3C – organises and responds to information and ideas in texts for different audiences
* LAR4-4C – applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiences
* LAR4-5U – applies Arabic pronunciation and intonation patterns
* LAR4-6U – demonstrates understanding of key aspects of Arabic writing conventions
* LAR4-7U – applies features of Arabic grammatical structures and sentence patterns to convey information and ideas
* LAR4-8U – identifies variations in linguistic and structural features of texts
* LAR4-9U – identifies that language use reflects cultural ideas, values and beliefs

All outcomes referred to in this unit come from [Arabic K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/f7e003ee-0a9d-4a3a-aed6-327907c411bd/arabic-k-10-2019-syllabus-pdf.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Learning across the curriculum

* Critical and creative thinking
* Difference and diversity
* Ethical understanding
* Information and communication technology capability
* Intercultural understanding
* Literacy

Unit plan

| Sequence | Outcomes | Suggested teaching, learning and assessment strategies | Date completed | Evaluation and variation |
| --- | --- | --- | --- | --- |
| Week 1 | LAR4-1C uses Arabic to interact with others to exchange information, ideas, and opinions, and make plansLAR4-2C identifies main ideas in, and obtains information from textsLAR4-3C organises and responds to information and ideas in texts for different audiencesLAR4-4C applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiencesLAR4-5U applies Arabic pronunciation and intonation patternsLAR4-6U demonstrates understanding of key aspects of Arabic writing conventions | *Indicate assessment AS activities with a # and assessment FOR activities with a \*.***Second or additional language learners*** Create a [mindmap](https://www.mindmeister.com/) highlighting what will be taught in the unit. Introduce clothing vocabulary in Arabic, eliciting known vocabulary.
* Introduce Arabic vocabulary using visual aids to build vocabulary. To reinforce activities use [Lingo](https://l-lingo.com/en/learn-arabic), [YouTube1](https://www.youtube.com/embed/3daaHycErdc) and [YouTube2](https://www.youtube.com/embed/lynFLxgIeeo) resources.
* Reinforce vocabulary through games. For example, place 8-10 clothing items (or word cards/pictures) on a desk in front of the students. Cover these with a cloth or have students turn their backs momentarily, and remove one of the items. Can the students recall what item is missing? Gradually increase the number of missing items. This activity also offers opportunities to model and build on the correct use of the target vocabulary. For example, if the student suggests the ‘hat’ is missing, ask questions about the hat such as *What colour is the hat? Are you wearing a hat?*
* Students complete [Wizer worksheet](https://app.wizer.me/preview/0Z4J1D) to reinforce vocabulary and sentence structure. (Note: This worksheet has been setup ready to be modified and shared with students.)
* Discuss/explain gender and the demonstrative article using sentence building activities. Students categorise clothing according to gender using the demonstrative article *this*:

 هذا - هذه.* Using a student as a model (or a picture), teacher describes what the student is wearing, identifying clothing items and their colour.
* In pairs, provide each student with an image of a person. Students exchange information about what the person on their card is wearing, following their teacher’s example.

**Students with a background in Arabic*** Students participate in class discussions about clothes in their wardrobe using targeted vocabulary and phrases in Arabic.
* Students learn new or revise Arabic vocabulary using images/flashcards provided by teacher to build on prior knowledge of vocabulary.
* Using a student as a model, students describe what the model is wearing by identifying clothing items and their colour.
* In pairs, students exchange information about what each person is wearing using *he wears* and *she wears*:

هو يلبس...- هي تلبس... |  | *In this column, record:** *changes made as throughout the unit*
* *what went well*
* *what could be improved for next time*
* *variations made to meet the needs of students.*
 |
| Week 2 | LAR4-1C uses Arabic to interact with others to exchange information, ideas, and opinions, and make plansLAR4-4C applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiencesLAR4-5U applies Arabic pronunciation and intonation patternsLAR4-6U demonstrates understanding of key aspects of Arabic writing conventionsLAR4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideasLAR4-9U identifies that language use reflects cultural ideas, values and beliefs**Additional outcome for students with a background in Arabic**LAR4-3C organises and responds to information and ideas in texts for different audiences | **Second or additional language learners*** Introduce the [four seasons](https://www.google.com/search?as_st=y&tbm=isch&hl=en&as_q=images+of+four+seasons+of+the+year&as_epq=&as_oq=&as_eq=&cr=&as_sitesearch=&safe=active&tbs=sur:f) and label in Arabic.
* Use [photos of clothing](https://www.twinkl.com.au/resource/ar-t-t-2548656-clothing-colour-recognition-activity-sheets-arabic-english) and revise colours and group clothing according to seasons.
* Students respond appropriately to the teacher’s questions, using correct pronunciation and intonation for questions and responses, for example:
* *What do you wear in summer?*

 ماذا تلبس في الصيف؟* *In summer, I wear shorts and a shirt.*

 *في الصيف ألبس قميصاً وسروالاً قصيراً** Using celebrity photos from the internet, students identify what the celebrity is wearing and the season it would be worn.
* Consolidate new language structures and vocabulary through speaking activities. For example, the teacher provides different clothing items at the front of the class. Divide students in teams. In turns, one team member is expected to quickly collect the clothing item that the teacher calls out. Once collected, the student repeats the name of the garment and the season. The fastest wins a point for their team. The team with the most points wins.
* Students write simple sentences/short cloze passages/sentence building activities to describe each garment as per the activity above.
* Brainstorm different designers around the world and in Australia highlighting famous designers from the Arab countries, for example Elie Saab, Zuhair Mourad and, in Australia, Elle Zeitoune and Steven Khalil.
* Students research different designers from Arabic-speaking countries and create a bilingual poster showcasing their findings.

**Students with a background in Arabic*** Revise the [four seasons](https://images.app.goo.gl/nZ6fmesZS6513wwX6). Students describe the climate of each season.
* In pairs, students create a dialogue using simple phrases on the types of clothing for each season, for example:

 في الصيف ألبس قميصاً وسروالاً قصيراً * Students create a [Kahoot](https://kahoot.com/) in Arabic for the rest of the class. Use known vocabulary to create questions and answers on the types of clothing that are worn for each of the four seasons:

 متى تستخدم قبعة الشمس في الصيف أم في الشتاء؟* *What do you wear in summer?*

 ماذا تلبس في الصيف؟* *In summer, I wear shorts and a shirt.*

 *في الصيف ألبس قميصاً وسروالاً قصيراً** Students contribute to brainstorm about designers, and then research 2 different designers from Arabic-speaking countries and compose a short passage about each designer.
* Students view a fashion parade of a famous Arabic designer and choose an outfit that they like. Students write a short description and present to rest of the class while displaying the chosen outfit.
 |  |  |
| Week 3 | LAR4-1C uses Arabic to interact with others to exchange information, ideas, and opinions, and make plansLAR4-2C identifies main ideas in and obtains information from textLAR4-5U applies Arabic pronunciation and intonation patternsLAR4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideas**Additional outcome for students with a background in Arabic**LAR4-9U identifies that language use reflects cultural ideas, values and beliefs | **Second or additional language learners*** Identify the different clothing items that students might need when travelling in different seasons and to different destinations.
* Introduce and practise new vocabulary and phrases related to packing a suitcase:

أحب السفر كثيراًلا أحب توضيب الثياب في الحقيبةسأكتب لائحة بالملابسأحتاج الى ...سأضع الفستان الزهريسآخذ معي ...لقد نسيت ...هل نسيت شيئاً؟* Barrier game. Provide students with an empty suitcase drawing (see [sample](https://www.vectorstock.com/royalty-free-vector/open-suitcase-icon-outline-style-vector-21727803)). Students draw 5 items in their suitcases. In pairs, students take turns in asking about the items. Student A asks if student B has a particular item of clothing in their suitcase, and vice versa.

**Students with a background in Arabic*** Students create a list of the different clothing items that they might need when travelling in different seasons and to different destinations, for example to Lebanon in winter and to Australia in summer.
* Students revise and consolidate current vocabulary and structures by role playing with a partner what they need to pack for their annual holiday with their family. Students exchange with one another the different items of clothing they will need to pack in their suitcase and provide reasons, for example:

أحب السفر كثيراًلا أحب توضيب الثياب في الحقيبةسأكتب لائحة بالملابسأحتاج الى ...سأضع الفستان الزهريسآخذ معي ...لقد نسيت ...هل نسيت شيئاً؟ |  |  |
| Week 4 | LAR4-1C uses Arabic to interact with others to exchange information, ideas, and opinions, and make plansLAR4-2C identifies main ideas in, and obtains information from textsLAR4-5U applies Arabic pronunciation and intonation patternsLAR4-6U demonstrates understanding of key aspects of Arabic writing conventionsLAR4-9U identifies that language use reflects cultural ideas, values and beliefs**Additional outcome for students with a background in Arabic**LAR4-4C applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiencesLAR4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideas | **Second or additional language learners*** Brainstorm the different types of shopping experiences students have had.
* Introduce new vocabulary and phrases related to shopping using flashcards and images, for example:

دخلت الى المحل......سألت البائع لأشتري......من فضلك أريد المساعدة......ما ثمن هذا؟كم ريالاً تريدني أن أدفع.....ما مقاس هذا؟حسم.........مقاس/ لون/ ثياب/ سعر* Display images of the different types of currencies throughout the Arabic-speaking countries on the board. Students write down the country of the currency selected on the board, for example Egyptian pounds.
* In groups, students create a small clothing shop. Provide different types of garments and coat hangers (or images). Students create a sale ticket for each item. The ticket will need to include the name of the garment, price, size and colour of each item. Groups then visit each other’s shops and role play buying and selling from each other.

**Students with a background in Arabic*** Students contribute to class discussions on different types of shopping experiences and currencies in Arabic-speaking countries.
* In pairs, students design a sign on helpful tips on how to shop in Dubai.
* Using [storyboard creator](https://www.storyboardthat.com/storyboard-creator), students create a comic strip about a personal shopping experience using known vocabulary and phrases related to shopping, for example:

دخلت الى المحل......سألت البائع لأشتري......من فضلك أريد المساعدة......ما ثمن هذا؟كم ريالاً تريدني أن أدفع؟ما مقياس هذا؟حسم.........مقاس/ لون/ ثياب/ سعر* In pairs, students write a dialogue between a customer and a shop owner, and present it to the class as preparation for the shopping activity.
* Students participate in the group shopping activity. Students with a background in Arabic provide a more detailed description of each item, for example checked, sheer and so on.
 |  |  |
| Week 5 | LAR4-4C applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiencesLAR4-6U demonstrates understanding of key aspects of Arabic writing conventionsLAR4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideasLAR4-9U identifies that language use reflects cultural ideas, values and beliefs**Additional outcomes for students with a background in Arabic**LAR4-2C identifies main ideas in, and obtains information from textsLAR4-3C organises and responds to information and ideas in texts for different audiences | **Second or additional language learners*** Present videos on what both [men](https://www.youtube.com/embed/Gc1XX7vhgf8)and[women](https://www.youtube.com/embed/0pSS7J8QUgU) wear in the Arabic-speaking worlds, comparing modern styles with more traditional lines. Students arrange images placing them in ‘then’ and ‘now’ chart, showing how fashion has evolved over the years.
* Using a Venn diagram, create a class chart with similarities and differences between the traditional clothing and etiquettes between men and women. For example, both must wear a long tunic (عباءة) however wearing a head piece is optional for men, while a necessity for women in some Arabic-speaking countries.
* Introduce vocabulary and phrases related to traditional clothing using [online informational sites](https://freetoursbyfoot.com/dubai-traditional-emirati-clothing/) and [images](https://www.istockphoto.com/au/photo/uae-nations-in-traditional-dress-dubai-united-arab-emirates-gm477884228-67438633).

الثوب- الغترة- الطربوش- السروال- العباءة- الحجاب- العقال- يلبس الرجل الزي التراثيدخلت المرأة غرفة الملابسذهب الأولاد الى عرض الأزياء* In pairs, students research traditional clothing for an Arabic-speaking country and report back to class their findings with drawings/images and descriptions.
* In pairs, students design and create a traditional outfit of their choice from an Arabic speaking country, for example a modern-day *abaya* (long tunic worn by men and women in the UAE) using a Western influence. In pairs, students write a short description about their item of clothing. Each group presents their design to the class.

(العباءة القطنية جميلة) (العباءة الحمراء طويلة) (مقياس العباءة كبير/ صغير)**Students with a background in Arabic*** Present videos on what both [men](https://www.youtube.com/embed/Gc1XX7vhgf8)and[women](https://www.youtube.com/embed/0pSS7J8QUgU) wear in the Arabic-speaking worlds, comparing modern styles with more traditional lines. Students jot down any key information about cultural wear in Arabic.
* Using a Venn diagram template, students draw and label the differences and similarities between men and women with traditional clothing and how that changed over the years, for example, both must wear a long tunic (عباءة).
* Using [online informational sites](https://freetoursbyfoot.com/dubai-traditional-emirati-clothing/) and [images](https://www.istockphoto.com/au/photo/uae-nations-in-traditional-dress-dubai-united-arab-emirates-gm477884228-67438633), students research and describe the cultural wear in Arabic-speaking countries.

الثوب- الغترة- الطربوش- السروال- العباءة- الحجاب- العقال- يلبس الرجل الزي التراثي.دخلت المرأة غرفة الملابس.ذهب الأولاد الى عرض الأزياء. * In pairs, students research traditional clothing for an Arabic speaking country showing how it has changed over the years. Students report back to class with drawings/images and descriptions.
* In pairs, students design and create a traditional outfit of their choice from an Arabic speaking country, for example a modern-day *abaya* (long tunic worn by men and women in the UAE) using a Western influence. In pairs, students write a description about their item of clothing, including type of material, colours and measurement. Each group presents their design to the class.

(العباءة القطنية جميلة) (العباءة الحمراء طويلة) (مقياس العباءة كبير/ صغير) |  |  |
| Week 6 | LAR4-4C applies a range of linguistic structures to compose texts in Arabic, using a range of formats for different audiencesLAR4-5U applies Arabic pronunciation and intonation patternsLAR4-7U applies features of Arabic grammatical structures and sentence patterns to convey information and ideasLAR4-9U identifies that language use reflects cultural ideas, values and beliefs | **Assessment of learning for second or additional language learners**A group of students from your school is travelling to an Arabic-speaking country in the next holidays. Create a vlog which showcases 3 different items of clothing worn overseas. You may choose to wear or display the items of clothing. Give your opinion on colour, comfort and style of the 3 items you have selected.**Assessment of learning for students with a background in Arabic**A group of students from your school is travelling to an Arabic-speaking country in the next holidays. Create a vlog which showcases 3 different items of clothing worn overseas. You may choose to wear or display the items of clothing. Give your opinion on colour, comfort and style of the 3 items you have selected. Share with the exchange students why you chose these 3 items and comment on the cultural appropriateness of each item. |  |  |

Evaluation and variation

*Record any variations you implemented, including extensions and adjustments for students with disabilities. The evaluation can include feedback from students.*

Registration

Teacher name:

Teacher signature:

Date: