

Unit Title: It's the weekend! What does it mean?**Author:** Fatima Lemtouni, Wayzata High School, Plymouth, MN**Language/Level: Arabic, level 1****Theme:** Free time**Setting and students:**

This IPA unit is designed for the end of the second semester of a first year (8-12 grades) Arabic class at Wayzata High School in Plymouth-Minnesota. The focus of the class is proficiency-oriented instruction to prepare students to continue with this program through high school. Students have generally not had any experience in the language or culture of the Middle East. They are novice-low learners moving into novice-mid at the end of the first year, according to ACTFL guideline descriptions. Since this is the first year for Arabic in the school, the level description is based on assumptions and information from other Arabic programs.

Big idea: We share similarities and differences with people around the world.**Enduring Understanding:** Weekend have different meanings in different countries.**Important Question:** What does how we spend the weekends say about our culture?**Goal/ Objectives:****Communication:**

The students will be able to:

- understand simple phrases, descriptions and questions about familiar people, objects, times, dates and numbers and activities and hobbies in Arabic. (Interpretive)
- ask and answer simple questions about weekend activities in Arabic such as: what do you do in weekends? (mada taf3alou fe 3otlat nehayat al ousbou3?) Are you going to see a movie? Are you visiting your family? Are you playing sport? Are you staying home reading? (Interpersonal)
- research a new culture and present information verbally and through pictures to the class.
- Understand different ways of spending weekends in both America and some Arab countries and the perspectives underlying the way people spend weekends.
- Use technology in researching and doing tasks.

Standards

Communication

- **1.1** Students engage in simple conversations about how they spend weekends and how people from the Arab world are spending their weekends. Students also provide and obtain information by listening to different Arabic recordings.
- **1.2** Students will listen to information on weekend activities
- **1.3** Students present the information they come up with about how similar and/or different Americans are from Arabs in spending their weekends to their classmates.

Cultures:

- **2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of Americans and Arabs on how they spend their weekends.

Connections:

- **3.1** Students reinforce and further their knowledge of technology through researching for the similarities and differences between Americans and Arabs in spending their weekends and social studies in looking at family

Comparisons:

- **4.1** Students will understand the nature of language by making comparisons between the language studied and their own. Students recognize that cultures use different patterns of interactions and can apply this knowledge in their own culture.

Interpretive

The interpretive task comes early in the unit after students have learned vocabulary and expressions. The unit can be introduced by a quick class survey asking students what they do on weekends by showing pictures of activities and counting the numbers of students for each activity.

Students can also be asked what they think people in Arabic speaking countries do on weekends. Other learning activities include viewing a video or part of an advertisement in Arabic that show free time/weekend activities and families. Vocabulary can be practiced with flash cards and student size white boards where students quickly draw what they hear and show their pictures. Students will also have asked each other about weekend activities and days of the week.

In preparation for the interpretive task, students will have been working on days of the week and activities and will have learned vocabulary and expressions for use in talking simply about the weekend. They also have completed a geography overview and learned the names of Arabic speaking countries.

The teacher will record three different people telling what they do on the weekend in Arabic: (Tarik from Morocco, Sara from Egypt and Nadine from Lebanon).

He/she will record two versions: The first recording will be about what people do on Saturday. The second recording will be about what they do on Sunday.

The teacher will use the first set of recordings (Saturday) to model the tasks for the students. The second recording will be used for the interpretive assessment of the students later in the unit.

For listening to the first recording, the teacher posts a chart on the board and uses pictures/flashcards that students choose to show their understanding of the activities. They can be taped in the correct column.

The teacher also makes a handout with the same chart and a second hand out showing pictures of the activities that are numbered.

Table for use with the recordings:

Student Name:

Which Speaker?: Tarif Nadine Sara

P

In the morning (fe assabah)	In the afternoon (fel 3achia)	In the evening (fel 3achia)	At night (fe layl)

Logistics:

- 1- Students will listen to the three recordings about how people spend their weekend in Egypt, Lebanon and Morocco all at once.
- 2- The teacher will ask the class:
 - What does Tarik do in the morning? (mada yaf3alo tarik fe assabah?)
 - What does he do in the afternoon? (mada yaf3alo fel 3achia?)
 - What does he do in the evening? (mada yaf3alo fel masaa)
 - What does he do at night? (mada yaf3alo fe llayl).
- 3- Students will listen to each recording as many times as necessary for them to come up with enough information to fill in the table with the corresponding pictures for each activity.
- 4- The teacher will model the task by choosing the first picture and putting it in the appropriate column. For example: Tarik goes to the market in the morning every Saturday. The teacher will choose the picture of a male in the market and put it in the morning column: she will say in Arabic: yzhabo tarik ila al soq fe sabah koulla sabt.
- 5- Students should choose the appropriate pictures and they should try to say in Arabic what the person is doing while putting the pictures in their places (The vocabulary list will be attached at the end of the unit)
- 6- This will be a whole class activity in which the students will practice how to fill in the table and repeat what each person is doing in Arabic.

Interpretive Assessment

- The teacher hands out a paper copy of the table the students worked on earlier and a second hand out with pictures that are numbered. The pictures can also be taped to the board and numbered for students to choose from.
- Students listen to the second set of recordings about what people do on Sunday.

The task:

Students listen to the first recording about Tarik and what he does on Sunday. The teacher will ask four questions. For each question, the students should choose the number of the right picture in the right column or row. The teacher will do the same with each recording (about Sara and Nadine). Each recording will be played twice.

At the end, the students submit the filled tables with their names on them.

Criteria for the Interpretive task.

Of the twelve possible answers, the teacher can assign points or labels such a 10-12 exceeds expectations; 6-9 meets expectations; 0-5 not there yet.

This assessment provides useful information to the teacher and offers an opportunity to look for patterns of misunderstanding and words or phrases that need to be reviewed or retaught.

Interpersonal task:

The interpersonal task occurs over several class periods. The teacher assigns pairs of students to work together in the computer lab.

In preparation for the interpersonal task, each pair should work to create two Voki characters. Each student's character should ask questions in Arabic about how the other one spends the weekend.

Students will use the pictures with activities from the interpretive task as a support.

Students A and B will send the Voki to each other and respond to the questions. Students are to ask a follow up question which they will send to the teacher.

At the beginning level, students may not be able to understand other students' pronunciation and this provides the teacher an opportunity to listen to their speech and make notes for any practice the class may need.

Interpersonal Checklist:

Non-negotiable:

- No less than four questions or answers.

Student Name	Successful Communication: Is the student understood/does the student understand	Accuracy	Strategies: Negotiation, Clarification	Vocabulary- length Long, short sustained

Interpersonal Rubric

Sue Method*

	S	U	E	Grade
Student 1	+	+	✓	B
Student 2	+	✓	✓	B-/C+
Student 3	✓	✓	✓	C
Student 4	✓	+	✓	C-

*Blaz, D. (2001). A collection of performance tasks and rubrics. NY: Eye on Education.

S = Success- Did the student perform the task?

U = Was the student understood and did s/he understand?

E = Did the student make an effort?

Presentational task

In preparation for this task, a class discussion about what weekends mean for different people might inform the thinking of the students. As a stage setting task students could be assigned to ask their parents what the parents did on weekends when they were children

The teacher will ask students to work in groups (different groups from the interpersonal task) to research in the school computer lab how Americans and people in Lebanon, Egypt and Morocco spend their weekends. The teacher will provide web sites or e-mail them to the students to avoid errors in typing addresses.

The teacher can also ask students what they think Arabic speaking people do on weekends. This will be an opportunity for a rich cultural discussion about pre-conceived notions. For the research students do online, they should be asked to note the source of the information to ensure accuracy and teach good research skills.

The teacher will provide the students with the vocabulary and phrases necessary to talk about, to compare and contrast how Americans and Arabs spend their weekends.

Students can draw stick people pictures and take turns telling what their families do on weekends.

Example sentences for the comparisons for the Presentational task:

Some Americans go to church on Sunday while some Arabs go to the Mosque on Fridays. (ba3z al amrican yazhabouna ila al kanisa yawma al ahad baynama. ba3z al mouslimina yazhabouna ila al masjididi yawma al jomo3a)

Some American watch movies on Saturday but some Arabs go to café shop as social opportunities to catch up. (ba3za al amrican yanzorona atelfaz yawma sabt baynama ba3za al 3arab yazbouna ela al maqha letabdoul al hadith)

Some Americans play baseball on Sundays whereas some Arabs play football on Sundays. (ba3za al amrican yal3abouna kourata al bayzball yawma al ahad baynama ba3za al 3arab yal3bouna kourata al qadam yawma al ahad)

Some American have barbeques on Saturday while some Arab gather around a cup of tea and cookies to talk and joke. (ba3za al amrican yazhabouna ila al hadiqa lel chiwaa baynama ba3z al arab yajtame3ouna hawla chay wa ka3k litahazzout wa tamzouh.)

In pairs or groups, students work to say their findings in simple Arabic sentences. The students should use the vocabulary they learned in the interpretive and interpersonal tasks. They can make a chart to show activities and a flags to show countries. Each student is responsible for at least two comparisons.

While working on their Arabic sentences, students ask each other and the teacher for help as they find at least four sentences comparing and contrasting how Americans and Arabs spent their weekends. Students complete the chart and practice the explanation of the activities.

Students present their findings to the class and the teacher.

Presentational Rubric: Speaking

Non-negotiable:

- Do your best and speak clearly
- No less than four sentences to present for you and your partner (or two comparisons per student, if your group is bigger)

Criteria	Strong	Meets expectations	Approaching
Am I understood?	Everything is easily understood by teacher and students	Most is easily understood by teacher and students	Some parts were understood, but much was difficult to understand
How is my vocabulary?	Uses a wide variety of vocabulary	Uses some variety of vocabulary	Used only basic vocabulary
Is my presentation interesting?	Able to engage my audience.	Somewhat able to engage my audience	Difficulty engaging audience
How smooth is my presentation?	Presentation is rehearsed, speaks with confidence	Presentation is rehearsed but speaks with occasional pauses to think of words	Speaks with pauses and uncertainty.

After the presentational task, students working in pairs or groups, should answer the question: “What does how we spend our weekends say about our culture and what we consider important?”

Groups can report their conclusions, in English. The teacher will help in providing them with feedback and insights about some cultural components.

Below are additional questions to prompt discussion.

For example: Why do you think Nadine goes to the hairdresser on Saturday and Sara stayed home to baby-sit her nephews and nieces? (lamza tazonnou anna Nadine tazhabou ela al hallaqa yama sabt baynama Sara tqoumou bel 3enayat be awlade oukhteha)

Why do you think Tarik plays football on Sunday and not Saturday? (lemaza yal3abou tarik al koura yawma al ahad wa laysa yawma sabt?)

Why does Tarik play football and not baseball? (lemaza yal3abou Tarik kourata al qadam wa laysa kourata al bayzball)

Key Elements of the Unit Lessons

Functions	Structures:	Vocabulary	Materials/ resources
Ask and answer simple, personal informative questions	What, How, Where, When?	Personal pronouns: I, you, he, she, we, you, and they. Days of the week. Morning, Afternoon, Evening, Night	Recording of what people do on weekends. Pictures of people in different settings. www.voki.com
Answer Yes/No questions	Do you go? Watch, play, visit, cook, stay home, baby-sit, etc.	Names of places and objects: hairdresser, soccer, café-shop, market, documentary, weekend, movie.	Videos of families and people on weekends in an Arabic speaking country.
Compare and contrast expressions	Both, but, yet, whereas.	Question words – Who, what, where and when? Yes/No	Deutsche Welle presents news and cultural events in Arabic. http://www.dw-world.com/dw/0,,613,00.html?id=613

Teaching Activities

Beginning: Use flashcards and pictures to the corresponding weekend activities in the chart.

Middle: Create Voki characters through which students will interview each other about what they are doing in the weekends

End: Discuss similarities and differences on how American and Arabs spend their weekend and present the outcome to the whole class.

A script for the recording that students will listen to for practice and the interpretive task.

Nadine	Sara	Tarik
What does Nadine do on Saturday?	What does Sara do on Saturday?	What does Tarik do on Saturday?
In the morning: she goes to the hair dresser	In the morning: she helps her mom in cleaning the house	In the morning: he plays soccer
In the Afternoon: She goes shopping with her friends	In the Afternoon: She sleeps	In the Afternoon: he goes to a café shop to chat with his friends
In the evening: She goes to watch a movie with a boyfriend	In the evening: she visits family	In the evening: He watches the news at home
At night: She takes a hot shower	At night: She watches TV	At night: He reads a book before going to sleep

What does Nadine do on Sunday?	What does Sara do on Sunday?	What does Tarik do on Sunday?
In the morning: She goes to the Market to buy some fruits and vegetables	In the morning: She watches her favorite show on TV	In the morning: He goes jogging
In the afternoon: She relaxes while reading a magazine	In the afternoon: she baby-sits her nephews	In the afternoon: He takes a nap after lunch.
In the evening: She gets ready for work on Monday	In the evening: She washes dishes	In the evening: He goes out with friends
At night: She goes to bed early.	At night: She watches a movie	At night: He watches a documentary on animals.