Stage 5 Arabic

# Let’s have a great weekend!

هيّا بنا نقضي عطلة نهاية أسبوع رائعة!

This unit starter targets students with prior learning and/or experience in Arabic and students with a background in Arabic. Modify the unit 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 strategies and final assessment task are suggestions only.

## Overview

Socialising and enjoying time with family and friends are both very important in the Arab culture. Being able to engage in discussions about leisure activities and negotiate plans will enable students to communicate appropriately in a range of contexts, supporting them to develop an appreciation of specific cultural practices. This increases students’ sense of belonging, allowing them to engage more fully in the Arabic-speaking world and the wider community.

## Duration

10 weeks

## Key inquiry questions

* How do leisure activities form part of our cultural identity?
* How can leisure activities be used as a medium of increasing intercultural understanding?
* How do we talk about leisure activities in Arabic?
* Why are leisure activities so important for adolescents?

## Learning across the curriculum

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

## Language structures

* Asking about free time activities, for example:

أين قضيت عطلتك الصيفية؟ كيف قضيت عطلة نهاية الأسبوع؟

ذهبت الى السوق - ذهبت الى المسبح - ذهبت الى السينما - زرت أقاربي - إتصلت برفاقي - ذهبت الى صيد السمك - شاهدت التلفاز - ذهبت الى وسط المدينة - أكملت واجباتي المدرسية - قرأت قصة قصيرة - لعبت كرة القدم

* Expressing feelings and compassion in a conversation, for example:

يا حرام! هذا جميل! رائع! عظيم! يا خسارة!

* Talking about people you went with, for example:

مع من ذهبت؟

* Stating and enquiring about purpose of trip, for example:

لماذا ذهبت الى ... ؟

* Providing purpose for leisure activity, for example:

للاستجمام - للتواصل - للاكتشاف - لقضاء وقت جميل - للتسوّق

* Making arrangements to attend a social or sporting event, for example:

هل تذهب معي إلى السينما / المركز التجاري / المسبح؟

أين؟ الى أين؟ ماذا؟ هل؟ لماذا؟ أليس كذلك؟ من؟ متى؟ كيف؟

* Using pronouns (I, he, she, you male/female, we) and verb agreement, for example:

أنا أذهب، هو يذهب، هي تذهب، أنت تذهب، أنت تذهبين، نحن نذهب

* Using verb conjugation – dual and plural forms and agreement with gender, for example:

هما أكملا واجباتهما المنزلية، هم ذهبوا بنزهة في الطبيعة

* Using cardinal and ordinal numbers, for example:

عة العاشرة - قرأت أربع قصص قصيرة - حصلت على الجائزة الأولى في الصف. ذهبت الى السوق عند السا

* Using time markers – morning/lunch/afternoon/evening/night, for example:

في الصباح، عند الظهر، في بعد الظهر، في المساء، في الليل

* Using connectives and conjunctions, for example:

لكن / ثم

* Using diary entry conventions, for example:

السبت في 9أيار 2021

مفكرتي العزيزة،

يا له من يوم جميل!

* Using past/present/future tense, for example:

شاهد، يشاهد، سيشاهد

* Expressing likes and dislikes towards sports activities, for example:

هل تحب الرياضة؟

نعم، أحب الرياضة / كلا، لا أحب الرياضة، أفضل ...

* Identifying different sports activities and popular sports, for example:

الغولف / الركبي / كرة السلّة للبنات / ركوب الخيل / كرة المضرب / كرة الشبكة

* Exploring rules of favourite sports activities, for example:

قوانين لعبة كرة السلة هي ...

## Sample assessment of learning – students with prior learning and/or experience in Arabic

(Note – this task is available on the [Stages 4-5 Arabic section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/arabic) of the NSW Department of Education’s website, including marking guidelines.)

**Outcomes assessed: LAR5-1C, LAR5-5U, LAR5-7U, LAR5-9U**

You have family members visiting you from an Arabic-speaking country. Your family decides to get away for the weekend and you are in charge of organising the activities for everyone. Make a video call with your family to discuss your plans and answer queries they might have. In your video call, you will be required to:

* discuss what plans and activities you have organised for your entire family
* answer queries your family members may have, for example how to get there, what to take and the weather
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students could complete this task in groups, with allocated roles. Alternatively, students may record the conversation with family members (only the student’s responses will be assessed).

## Sample assessment of learning – students with a background in Arabic

(Note – this task is available on the [Stages 4-5 Arabic section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/arabic) of the NSW Department of Education’s website, including marking guidelines.)

**Outcomes assessed: LAR5-1C, LAR5-5U, LAR5-7U, LAR5-9U**

You have family members visiting you from an Arabic-speaking country. Your family decides to get away for the weekend and you have organised the activities for everyone. Make a video call with your family to explain why you specifically made those choices for them, negotiate your plans and answer queries they might have. In your video call, you will be required to:

* discuss what plans and activities you have organised for your entire family
* explain why you have specifically chosen those activities for them, for example special vegetarian restaurant for the vegetarians in the family, surfing lessons for the water lovers
* negotiate possible activities if they would like to make changes
* answer queries your family members may have, for example how to get there, what to take and the weather
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students could complete this task in groups, with allocated roles. Alternatively, students may record the conversation with family members (only the student’s responses will be assessed).

## Assessment as and for learning

Assessment activities designed to check student learning and inform future language learning are embedded throughout the unit. Sample assessment as learning activities are identified by (AaL) and sample assessment for learning activities are identified by (AfL). These are suggestions only – please modify these to suit your context, or identify different assessment as and for learning opportunities.

## Outcomes

|  |  |
| --- | --- |
| Outcome code | Scripted language outcome |
| LAR5-1C | manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate |
| LAR5-2C | identifies and interprets information in a range of texts |
| LAR5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences |
| LAR5-4C | experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences |
| LAR5-5U | demonstrates how Arabic pronunciation and intonation are used to convey meaning |
| LAR5-6U | demonstrates understanding of how Arabic writing conventions are used to convey meaning |
| LAR5-7U | analyses the function of complex Arabic grammatical structures to extend meaning |
| LAR5-8U | analyses linguistic, structural and cultural features in a range of texts |
| LAR5-9U | explains and reflects on the interrelationship between language, culture and identity |

All outcomes referred to in this unit starter come from [Arabic K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

## Unit starter

|  |  |  |  |
| --- | --- | --- | --- |
| Sequence | Outcomes | Suggested teaching and learning strategies | Evidence of learning |
| Week 1 | LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **LAR5-5U** demonstrates how Arabic pronunciation and intonation are used to convey meaning  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-9U** explains and reflects on the interrelationship between language, culture and identity | **Free time activities**  **All students**  Introduce the unit by asking students about their free time. For example: *How do you spend your free time?*  كيف تقضي أوقات الفراغ؟  **Students with prior learning and/or experience**  Revise the past tense by asking students how they spent their weekend. Use images, flashcards and sentence builders to prompt further answers and build on students’ vocabulary knowledge. For example: *How did you spend your weekend?*  *I went to the shops, I went to the pool, I went to the cinema/movies, I visited my family/relatives, I called my friends, I watched television, I went to the city, I completed my homework, I read a short story, I played football.*  كيف قضيت عطلة نهاية الأسبوع؟  ذهبت الى السوق - ذهبت الى المسبح - ذهبت الى السينما - زرت أقاربي - اتصلت برفاقي - ذهبت الى صيد السمك - شاهدت التلفاز - ذهبت الى وسط المدينة - أكملت واجباتي المدرسية - قرأت قصة قصيرة - لعبت كرة القدم  Write the students’ answers on the board as a tally. Alternatively, this could be recorded as a chart in Excel.  Students identify common activities and discuss the impact of culture on the class’ choice of activities.  Using a map of the local area, students identify and label different types of entertainment that could be done on a weekend.  In pairs, students explore other available activities for teenagers that they may be unfamiliar with in their local neighbourhood, such as the library, swimming pools, community groups, council activities for teenagers, cinemas, sport centres, shopping centres and parks. Each pair presents their findings to the class.  **Students with a background in Arabic**  Using [Flipgrid](https://info.flipgrid.com/), students create a conversation between a tourist and a local resident in which they discuss and promote different free time activities available in the local community. | **All students**  Students actively contribute to the discussion, building on key vocabulary and structures.  **Students with prior learning and/or experience**  Students accurately apply the past tense in spoken Arabic.  Students identify existing and new types of entertainment in the local area.  **Students with a background in Arabic**  Students present an accurate and engaging conversation on [Flipgrid](https://info.flipgrid.com/) about the different free time activities in the local area. |
| Week 2 | LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-5U** demonstrates how Arabic pronunciation and intonation are used to convey meaning  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-7U** analyses the function of complex Arabic grammatical structures to extend meaning | **My weekend**  **Students with prior learning and/or experience**  In pairs, students role play a conversation about the weekend, including:   * common expressions such as poor thing, that’s nice, Great! Awesome! What a pity!   يا حرام! هذا جميل! رائع! عظيم! يا خسارة!   * who they went with   مع من ذهبت؟   * why they went there   لماذا ذهبت الى ... ؟  Brainstorm possible answers to provide a purpose for their chosen activity, for example whether it was for relaxation, for socialising, exploring or having a good time, to buy …  للاستجمام - للتواصل - لاكتشاف - لقضاء وقت جميل - للتسوق ...  Provide each student with a place and a reason. Students then work in pairs to ask each other where they are going, and why, using the information provided.  Students complete the [Wizer interactive worksheet](https://app.wizer.me/preview/S3EEYN) to consolidate new structures. (AaL)  Students create a [Quizlet](https://quizlet.com/) flashcard set to consolidate new vocabulary. (AaL)  Students create a [storybook](https://www.mystorybook.com/) of places they visited with family and friends over the weekend (real or imagined) and add captions describing who they went with, why and how they felt. (AfL)  **Students with a background in Arabic**  Provide students with a picture of a family on a weekend away in an Arabic-speaking country. Students pretend to be one of the people in the picture, and write an email to a friend about where they went and why, including 3 attractions in that country.  Using Trip Advisor, students look up Arabic-speaking countries and sites. Selecting Arabic as the language in ‘reviews’, students read recommendations from sites such as the [National Museum of Beirut](https://www.tripadvisor.com.au/Attraction_Review-g294005-d1157183-Reviews-National_Museum_of_Beirut-Beirut.html). Students then choose one attraction in an Arab country and write their own short review, focusing on persuasive language. (AfL) | **Students with prior learning and/or experience**  Students accurately manipulate language in a conversation about the weekend, including details such as feelings and purpose.  Students create a [Quizlet](https://quizlet.com/) flashcard set relevant to their own learning.  Students create an accurate and engaging [storybook](https://www.mystorybook.com/) stating where they went, who they went with and how they felt.  **Students with a background in Arabic**  Students accurately manipulate language in an email, describing where they went on holidays and why.  Students write a persuasive review of their chosen Arab site. |
| Week 3 | LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-9U** explains and reflects on the interrelationship between language, culture and identity  **Additional outcomes for students with prior learning and/or experience**  LAR5-2C identifies and interprets information from a range of texts  **LAR5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  **LAR5-8U** analyses linguistic, structural and cultural features in a range of texts | **Games – then, now and in the future**  **All students**  Individually, students write up to 3 possible questions to ask an older member of the Arabic community, enquiring about forms of entertainment they had when they were teenagers. Students share questions with a partner and decide on the best ones. In larger groups, students share their results and collate/eliminate repeated questions and agree on a set of interview questions to be used. (AaL)  Using their phones or an audio platform such as Audacity, students conduct and record an interview in English and/or Arabic with an older member of the Arabic community, enquiring about forms of entertainment they had when they were teenagers. Students present their findings to the class making comparisons to then and now.  **Students with prior learning and/or experience**  Students complete a [cloze passage](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/arabic/soccer-rules.docx) on soccer rules. (AaL)  In pairs, students research a game of their choice and present it to the class, including:   * Where is it played? * What is the origin of the name of the game? * Is it similar to other games? * What are the rules?   If possible, the class chooses one of the games to play.  Students create a bilingual brochure about the types of entertainment available to teenagers in Australia, using [Canva](https://www.canva.com/create/infographics/) (aged 13+ years). Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  **Students with a background in Arabic**  Students predict 3 leisure activities of the future and give these activities Arabic names, together with a short explanation for each prediction. | **All students**  Students collaborate effectively to create the final questions to be used in the interview.  Students record their interview with an older member of the community.  **Students with prior learning and/or experience**  Students accurately complete the cloze passage.  Students communicate clearly to explain their chosen game.  Students develop an accurate, engaging and informative brochure.  **Students with a background in Arabic**  Students accurately manipulate language to explain 3 games from the future. |
| Week 4 | **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-9U** explains and reflects on the interrelationship between language, culture and identity  **Additional outcome for students with prior learning and/or experience**  LAR5-2C identifies and interprets information from a range of texts  **Additional outcomes for students with a background in Arabic**  LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **LAR5-5U** demonstrates how Arabic pronunciation and intonation are used to convey meaning | **Making plans**  **All students**  Students explore the use of emoticons in different languages and in the Arab-speaking world, for example [How emojis dominate the world's chat rooms](https://www.arabnews.com/node/1526756/media), [Arab emojis](https://www.youtube.com/watch?v=jbCgVAPDI7g) and [New Arab emojis in Dubai](https://www.bbc.com/news/world-middle-east-39079974).  Students compare Arab emojis to English and discuss cultural differences.  Students create a series of texts using [fake text message](https://ifaketextmessage.com/) to negotiate and make arrangements to attend a social or sporting event using learnt expressions. (AfL)  هل تذهب معي إلى السينما / المركز التجاري / المسبح؟  *أين؟* إلى أين؟ *ماذا؟ هل؟ لماذا؟* أليس كذلك؟ من؟ متى؟ كيف؟  **Students with prior learning and/or experience**  Introduce/revise cardinal and ordinal numbers drawing special attention to gender agreement when using numbers – one first, two/second, three third.  Introduce revise connectives such as ‘then’ and expand student knowledge about telling the time and time markers – at 9 o’clock/in the afternoon at night in the evening.  Students listen to short scenarios in Arabic and answer questions. (AaL)  Students complete a cloze activity to consolidate structures on ordinal and cardinal numbers, time and time markers. (AaL)  **Students with a background in Arabic**  Students create and role play to the class different scenarios asking and enquiring about outings they always wanted to explore. The rest of the class answers questions based on the role plays. | **All students**  Students write an engaging and appropriate text message.  **Students with prior learning and/or experience**  Students negotiate and make arrangements using time markers and numbers.  Students identify key information in texts.  **Students with a background in Arabic**  Students write and perform a role play on outings and activities they would like to do. |
| Weeks 5 and 6 | **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-7U** analyses the function of complex Arabic grammatical structures to extend meaning  **LAR5-8U** analyses linguistic, structural and cultural features in a range of texts  **Additional outcome for students with prior learning and/or experience**  LAR5-2C identifies and interprets information from a range of texts | **At the movies**  **All students**  Watch an age-appropriate film in Arabic, for example ‘Fan of Amoory’. Discuss unfamiliar and new expressions, write meanings and create sentences as examples to consolidate new vocabulary.  **Students with prior learning and/or experience**  Introduce the structure of a diary entry. Students read a range of diary entries, taking note of the main ideas and supporting details presented in each text. Students answer comprehension questions based on the [Three level guide strategy](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Three-level-guides#:~:text=The%20Three%2DLevel%20Guide%20is,are%20true%20and%20some%20false).  Students identify structures of a diary entry.  Model a scaffolded short diary entry to the class using the phrases and vocabulary learnt.  Students write a short diary entry about the film. (AfL)  **Students with a background in Arabic**  Students write a diary entry about their own experience at the movies, reflecting on movies they have watched. (AfL) | **All students**  Students actively contribute to the discussion, building on key vocabulary.  Students write sentences to consolidate meaning.  **Students with prior learning and/or experience**  Students manipulate learnt language to write a short diary entry on the movie.  **Students with a background in Arabic**  Students accurately manipulate language to write a diary entry about movies. |
| Week 7 | **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-7U** analyses the function of complex Arabic grammatical structures to extend meaning  **Additional outcomes for students with prior learning and/or experience**  LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  LAR5-2C identifies and interprets information from a range of texts  **Additional outcome for students with a background in Arabic**  **LAR5-8U** analyses linguistic, structural and cultural features in a range of texts | **Shopping**  **Students with prior learning and/or experience**  Introduce verb conjugations in the future tense using dual and plural forms and gender agreement by listing different activities that can be done at a shopping centre and types of shops that can be visited.  Using [Wizer.me](https://wizer.me/), create interactive worksheets with listening scenarios where 2 or more people are organising an outing. Students respond to comprehension questions. Alternatively, use available recordings of people organising an outing. (AaL)  In pairs, students create an online chat, planning an outing to the shopping centre and discuss arrangements of date and time of meeting and negotiate possible activities. (AfL)  **Students with a background in Arabic**  Students create a TV advertisement of their local shopping centre, labelling shops and promoting the activities. (AfL) | **Students with prior learning and/or experience**  Students correctly manipulate verb structures, gender agreement and related vocabulary to create an online chat planning a shopping outing.  **Students with a background in Arabic**  Students create an engaging promotional advertisement for the local shopping centre. |
| Week 8 | LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  **Additional outcomes for students with prior learning and/or experience**  LAR5-2C identifies and interprets information from a range of texts  **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **Additional outcomes for students with a background in Arabic**  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-7U** analyses the function of complex Arabic grammatical structures to extend meaning | **At the pool/beach**  **All students**  Students watch [Enjoy the beach safely – Arabic](https://www.youtube.com/watch?v=8kc3QKHLTBg) as an introduction to the pool/beach.  Individually, students create a list of pool/beach activities. In pairs, students share and compare their lists. Drawing from prior knowledge or using online/print dictionaries, students add descriptions to the list, for example:   * *Sunbaking – that’s unhealthy!* * *Eating ice cream – that’s delicious!* * *Water skiing is really fun but scary.*   أخذ حمّام شمسيّ لساعات طويلة مضرّ للصحة.  أكل المثلجات - لذيذ جداً.  التزلج على الماء ممتع حقاً ولكنه مخيف.  Bingo – in larger groups, students read each other’s sentences and then each student secretly chooses and writes down 5 pool/beach activities. Call out pool/beach activities until the first student to have their chosen 5 activities called out, wins.  **Students with prior learning and/or experience**  Using a family photo at the beach as a visual aid, recount the trip to students. Students write 5 sentences about what they have heard and then jointly reconstruct the recount.  **Students with a background in Arabic**  Students write a recount of their own experience at the pool/beach using their own selected family photo. | **All students**  Students identify and describe a range of pool/beach activities.  Students identify key information in a spoken text.  **Students with prior learning and/or experience**  Students co-construct a recount of a trip to the beach.  **Students with a background in Arabic**  Students recount a trip to the beach. |
| Week 9 | LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate  LAR5-2C identifies and interprets information from a range of texts  **LAR5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences  **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-8U** analyses linguistic, structural and cultural features in a range of texts  **LAR5-9U** explains and reflects on the interrelationship between language, culture and identity | **Sports**  **Students with prior learning and/or experience**  Revise likes and dislikes towards sports activities.  هل تحب الرياضة؟  أحب الرياضة / كلا، لا أحب الرياضة، أفضل ... نعم،  Using flashcards or digital photos, ask students individually whether they like certain sports. Continue to build on these sentences by encouraging students to add reasons why they like or dislike a particular activity.  Students write a short description of their favourite sport without stating what sport it is, record and upload to a shared folder. As a class, listen to each recording and guess the sport. (AfL)  Students research women’s football in Arabic-speaking countries, for example: [Women's football](https://www.the-afc.com/features/gamechangers-lili-iskandar-s-unshakeable-dream), [Women's football in Muslim countries](https://sites.duke.edu/wcwp/research-projects/middle-east/muslim-women-in-sport/the-state-of-womens-football-in-muslim-countries/) and listen to [Waving Flag](https://youtu.be/fSo2Ll6YTwc) by Nancy Ajram.  Alternatively, why is football so popular in Arabic speaking countries, and is it the same in Australia?  Students identify photos of famous football players presented by the teacher and share with class what they know about them. As a class, rank the players according to who they think is the best player.  In groups, students choose an Arabic-speaking country and research how many football teams there are in the country, the most famous football player/s and important facts, then create a poster to showcase their findings and share with class. Students could use [Adobe Spark](https://spark.adobe.com/) or [Canva](https://www.canva.com/) (aged 13+ years) to create their posters. Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.  **Students with a background in Arabic**  Students select 2 advertisements for upcoming events, for example concerts, sporting events, youth clubs, and answer questions from the teacher about their selected events. (AfL)  Students create a biography of their preferred player or sports person and their achievements. | **Students with prior learning and/or experience**  Students manipulate learned language as they speak about theirs likes and dislikes.  Students contribute a short description of a sport.  Students gain deeper understanding about the popularity of football and what it means to the national identity of Arabs.  Students gain confidence as they debate and state opinions.  Students develop research skills to select relevant facts for their poster.  **Students with a background in Arabic**  Students successfully answer a range of questions on their chosen events.  Students write an effective biography. |
| Week 10 | **LAR5-4C** experiments with linguistic patterns and structures to compose texts in Arabic, using a range of formats for a variety of contexts, purposes and audiences to extend meaning  **LAR5-6U** demonstrates understanding of how Arabic writing conventions are used to convey meaning  **LAR5-7U** analyses the function of complex Arabic grammatical structures to extend meaning  **Additional outcomes for students with prior learning and/or experience**  LAR5-2C identifies and interprets information from a range of texts  **LAR5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences | **Summer holidays**  **Students with prior learning and/or experience**  Students listen to Arabic-speaking people describing how they usually spend their summer holidays and record their responses in a table, stating what they did, with whom and why. Text is read again by the teacher, with students focusing on unfamiliar expressions. (AaL)  Students reply to a blog post about how they spent their summer holidays.  Allow time in class for students to work on assessment task.  **Students with a background in Arabic**  Students write a phone conversation in which they enquire about the advertised school summer camp and state whether they are interested in going or not, with reasons for their decision.  Allow time in class for students to work on assessment task. | **Students with prior learning and/or experience**  Students identify key information in texts.  Students read and respond to the blog post.  **Students with a background in Arabic**  Students manipulate a range of language in a simulated phone conversation. |

## Evaluation and variation

Record any variations you implemented, including:

* differentiation strategies to cater to the range of student abilities and interests, for example:
  + alternative methods for demonstrating their knowledge, understanding and skills
  + changes to pace
  + completing activities as groups.
* adjustments for students with disability, for example:
  + alternative formats
  + scaffolded texts
  + additional support.

Your evaluation can include your own thoughts on the unit, as well as feedback from students.

## Registration

Teacher name:

Teacher signature:

Date: