



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

## Four Corners—Arabian Style

Pren (“Dunn”) Woods

Alston Middle School

Summerville, SC

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| <b>Lesson Title</b>        | Four Corners—Yes, (“na’am”), No (“laa”), Maybe (“yemkin”), and I don’t know (“ ‘ana la ‘aerif)   |
| <b>Author</b>              | Pren Woods   |
| <b>Grade Level</b>         | K-12   |
| <b>Lesson Duration</b>     | 15-20 minutes  |
| <b>Objective</b>           | Students will learn how to respond, in Arabic, in four different ways (“yes,” “no” “maybe,” or “I don’t know”). Ultimately, students will use these responses throughout the year in different classroom contexts.   |
| <b>Resources/Materials</b> | <ul style="list-style-type: none"><li>● A ball</li><li>● 4 signs to post in corners</li><li>● Teacher aids (i.e., worksheets)</li></ul>  |
| <b>Procedure</b>           | <p>The teacher will ask students a close-ended question which could solicit one of four responses “yes,” “no,” “maybe,” or “I don’t know.” Students will move to the corner which corresponds with their opinion. The four signs will be in English, although students, when called upon, will have to respond in Arabic. (See Teacher Aid #1 for help with this). After the response in Arabic, students will provide their reason in English.</p> <p>The first student is called upon by catching the ball from the teacher. After this, students throw the ball to each other. The teacher also could decide to be the one who throws the ball all the time. Whoever is in possession of the ball is the only person allowed to respond (in Arabic) to the close-</p> |

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|                           | <p>ended question.</p> <p>Examples of close-ended questions (adjust to your content and grade level):</p> <p><b>Do you think Louis XVI was a bad king?</b></p> <p><b>Are humans destroying the environment?</b></p> <p><b>Do you think lying is okay?</b></p>   |
| <p><b>Adaptations</b></p> | <p>Teacher can replace the English signs with the words in Arabic as a way to expose students to Arabic writing (see Teacher Aids #2-#6 for help). So, now students, when running to corners, will have to recognize the written expression. The teacher will want to mix the signs around, so students are not just running to what is familiar to them.</p> <p>#2 (yes); #3 (no); #4 (maybe); #5(I don't know); and #6 (throw the ball)</p> <p>Students can also learn how to say "throw the ball" or "ball" (See Teacher Aid #6 for help with this)</p> <p>The class can also brainstorm about which English words come up frequently when justifying their answers make a decision about how to find out the Arabic equivalent. For example, students may come up with a list that includes "because," "I think this because," "well," etc.</p> <p>Another adaptation includes doing this activity in other languages.</p> <p>A teacher might also decide to make 4 response cards for students who participate in the activity from their seats. Students would hold up their responses (the written Arabic expression) and other students would have to read the Arabic to know what's the student's response.</p> <p>Further enrichment/extension could be learning how to write the Arabic and examining the alphabet to understand the written expression.</p> |
| <p><b>Assessment</b></p>  | <p>Teachers will make notation about how many students are trying to use words. Also, teachers can encourage students to make these responses to daily classroom activities/procedures. (e.g., Are you ready for Friday's quiz). Hopefully, teachers will "catch" students trying to speak Arabic.</p>  |

Teacher Aid #1 (links to Youtube videos)

Video 1-gives the basic pronunciation of the words that you need for four corners.

[https://www.youtube.com/watch?v=qXCdv2YGneY&feature=em-upload\\_owner](https://www.youtube.com/watch?v=qXCdv2YGneY&feature=em-upload_owner)

Video 2- gives basic Arabic introductions which can stimulate students' interest in the language. Some of these introductions can be incorporated in the activity as well.

<https://www.youtube.com/watch?v=DYAdiajvdDg>

Video 3- gives 1000 common words/expressions in Arabic. This would be very useful as you adapt the activity for vocabulary acquisition and comprehension (e.g., video shows the words in Arabic).

<https://www.youtube.com/watch?v=tDFZ-P8RPCY>

Teacher Aid #2

Directions: Use this sheet to make copies of the required Arabic responses for the game.

نعم فعلا

Teacher Aid #3



Teacher Aid #4

يمكن

Teacher Aid #5

انا لا اعرف

Teacher Aid #6

ارم الكرة