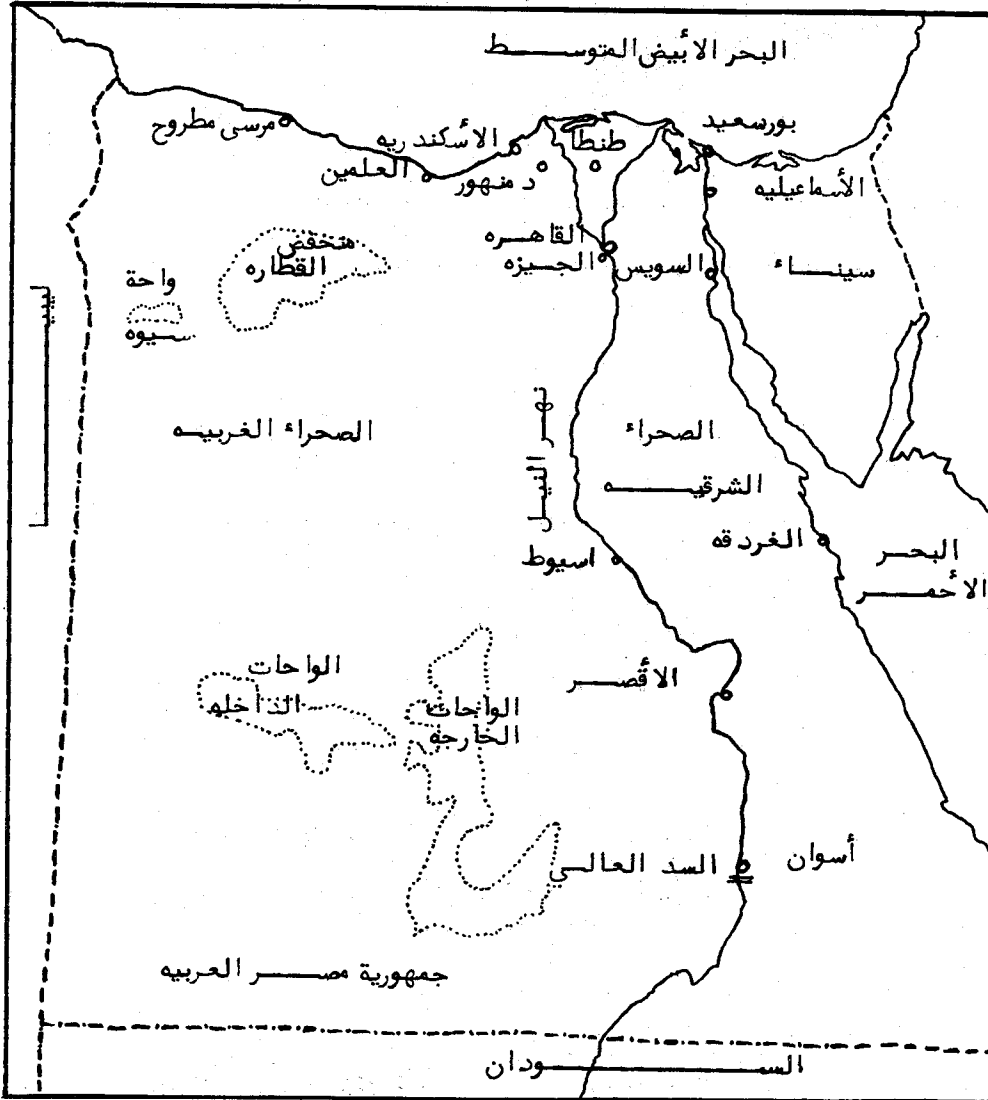


ARABIC EGYPTIAN COURSE

Module 11
Lessons 41-44



April 1986

Abbreviations Used in This Module

ED	Egyptian
f.	feminine
m.	masculine
MSA	Modern Standard Arabic
pers.	person
pl.	plural
sing.	singular

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Introduction

The purpose of this study is to investigate the effects of a new educational program on the learning outcomes of students in a secondary school. The study was conducted over a period of six months, during which time the program was implemented in a classroom of 25 students. The data collected during this period was analyzed to determine the program's effectiveness.

The results of the study indicate that the program had a positive impact on the students' learning outcomes. The students who participated in the program showed significantly higher scores on the standardized tests compared to the control group. This suggests that the program is effective in improving the students' understanding of the subject matter.

The study also found that the program had a positive impact on the students' attitudes towards learning. The students who participated in the program showed a greater interest in the subject matter and were more motivated to learn. This suggests that the program is effective in promoting a positive learning environment.

The findings of this study have important implications for the design and implementation of educational programs. The results suggest that the program is effective in improving the learning outcomes of students and promoting a positive learning environment. This information can be used to inform the design of future educational programs.

The study was limited by the small sample size and the short duration of the program. Future research should investigate the program's effectiveness over a longer period of time and with a larger sample size. This will help to determine the program's long-term impact on the students' learning outcomes.

The study was conducted in a secondary school, and the results may not be generalizable to other educational settings. Future research should investigate the program's effectiveness in other educational settings, such as primary schools and tertiary institutions. This will help to determine the program's effectiveness in a wider range of educational contexts.

Objectives

Upon successful completion of this module, the student will be able to understand and carry out conversations in Egyptian including the grammatical features and vocabulary of Module 11, and based on the following topics or situations:

Lesson 41: The Press

Lesson 42: Broadcasting

Lesson 43: Literature

Lesson 44: Performing Arts

To evaluate successful completion of the module, the student will be given a Module CRT (Criterion Referenced Test) according to the following specifications.

LISTENING COMPREHENSION

Part 1. Given 10 recorded Egyptian sentences, the student selects the best English translation from four printed choices. Minimum acceptable performance is 70 percent.

Part 2. Given 10 recorded Egyptian sentences, the student selects the best Egyptian response from four choices which are printed and also recorded. Minimum acceptable performance is 70 percent.

Part 3. Given a recorded Egyptian dialog, the student gives English answers to 10 written English questions. Minimum acceptable performance is 70 percent.

WRITTEN INTERPRETATION

Given 10 recorded Egyptian sentences, the student translates each sentence into written English. Minimum acceptable performance is 70 percent.

DICTATION

Given 10 recorded Egyptian sentences, the student transcribes each sentence verbatim. Minimum acceptable performance is 70 percent.

SPEAKING

Spoken Interpretation Given a recorded dialog between an Egyptian who speaks Egyptian and an American who speaks English, the student orally interprets for both speakers. Minimum acceptable performance is 70 percent.

Role Playing Given a situation in which the instructor plays the role of an Egyptian, the student responds in Egyptian to the instructor's lines. Minimum acceptable performance is 70 percent.

LESSON 41

THE PRESS



Objectives

Upon completion of this lesson, you will be able to seek and impart information concerning:

- Egyptian newspapers.
- Egyptian magazines.

Communicative Exchanges



FRAME I

- جورج تلميذ امريكاني بيتعلم في مصر ، بيسال صاحبه حسن عن الجرايد المصرية •
- جورج : ايه اسم الجرنال اللي تحب تقراه كل يوم ؟
- حسن : انا باقرا " الاهرام " عشان فيه آخر الأخبار السياسية والتعليقات عليها ، ومقالات فنية وأدبية ، وكمان الإعلانات المبوّبة •
- جورج : آيه ؟ آيه آخر كلمه قلتها ؟ من فضلك عيدها تاني •
- حسن : " الاعلانات المبوّبه " هي اعلانات صغيرة مترتبة حسب نوعها ومطبوعة في صفحة واحدة وتلاقي فيها كل حاجة عاوزها زي الوظائف والبيوت والعربيات •
- جورج : انا فهمت ، انا عارف ان فيه جرايد يومية كتيرة في مصر ، هي الجرايد دي كلها ملك الحكومة ؟
- حسن : أغلب الجرايد دي ملك الحكومة - طبعا انت عارف ان ثورة ١٩٥٢
- أممت الصحافة •
- جورج : يعني على كده ماحدث يقدر يكتب حاجة ضد الحكومة •
- حسن : لا ده مش صحيح ، مافيش رقابة على الجرايد ، وفيه كتاب بيكتبوا عن مشاكل البلد بصراحة •
- جورج : طيب عندي كمان سؤال ، ايه اسم الصفحة اللي قبل الأخيرة في الجرنال والمطبوع في أولها خط اسود تخين ؟
- حسن : آه دي صفحة الوفيات وتلاقي فيها اسم الشخص الميت واسامي قرآيبه وميعاد الجنازة ومكانها •
- جورج : طيب متشكر قوي يا حسن ، والمرّة الجايّة ان شاء الله حاسألك عن المجلات المصرية •

