ARABIC

EGYPTIAN COURSE

SPEAKING EXERCISES

MODULES 1-12

Lessons 1-48

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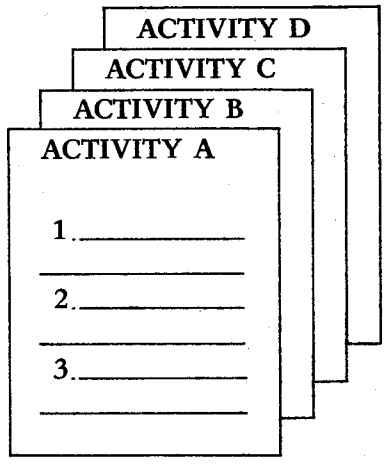
INTRODUCTION

This volume of Speaking Exercises corresponds to Modules 1-12 (Lessons 1-48) of the Arabic Egyptian Course.

There is one set of activities (Activity A through Activity D) for each module. Each set of activities must be given before the corresponding weekly test. Each activity with its subactivities (Activity A, 1., 2. and 3.) is roughly estimated to fill one classroom hour. But, the classroom teacher will have the final word concerning the exact time needed for the students to benefit from each exercise.

Many of the Speaking Exercises create situations and set an activity in motion, but it is the learners themselves who are responsible for conducting the interaction to its conclusion. Graphically, the activities for each module look like this:



MODULE 1

Lessons 1-4

Activity A

1. What's My Line? بَاعْمِلْ إِيه ؟

The teacher selects a student and assigns him/her a role to act out. The rest of the class describes in Arabic the performer's actions and guesses what is being acted out. The student who gives the best performance and the student who best describes a performance are the winners.

Sample roles:

A student studying Arabic (reading, writing and so on).

A teacher teaching Arabic (writing on a blackboard, using a pointer and so on).

A secretary working in an office (telephoning, typing and so on).

A guest visiting the home of a friend (eating, drinking and so on).

2. Who Is He/She? مِين هُوَّ/هِيَّ ؟

Group A
Students play the characters listed below, using their imaginations to answer the questions posed by Group B.

سفير دولة	سكرتير مدرسة
رائد في الجيش	استاذ جامعة
نقيب طيار	وزير

Group B
Students play the roles of reporters. Each reporter interviews a character from Group A, ascertains his/her identity and reports these observations to the class.

Activity A (cont.)

3. Whom Did Samir Meet? سَمير قَابِل مِينْ ؟

The teacher will divide the class into two groups. Each group will choose a speaker and select a card number. Group A's speaker will inform the teacher of his/her group's selection from the card numbers below and answer questions posed by Group B's speaker. Group B's speaker must try to guess the selected card number in two questions only. The two groups will take turns following each round. Each student may take a turn at playing the speaker. The teacher will keep score.

CARD 1

Farid met Samir at the American University in Cairo.

CARD 2

Farid met Samir at the movies yesterday.

CARD 3

Farid met Samir at the movies today.

CARD 4

Farid met Samir at Samir's house.

CARD 5

Lieutenant Khalil met Samir at the Egyptian Embassy today.

CARD 6

Lieutenant Khalil met Samir at the American University in Cairo.

CARD 7

Lieutenant Khalil met Samir at the Egyptian ambassador's house.

CARD 8

Professor Muhammad met Samir at the library after lunch.

CARD 9

Professor Muhammad met Samir at the library before lunch.

CARD 10

Professor Muhammad met Samir at Cairo University at 7 p.m.

CARD 11

Professor Muhammad met Samir at Cairo University at 8 p.m.

CARD 12

Ibrahim met Samir at Samir's house yesterday.

Activity B

1. Listen Carefully. إِسْمَع كُوَيِّسْ .

With their books closed, students are to listen to the following telephone conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

• ألو – صباح الخير يا آنسة سعاد – انا سعيد سالم سكرتير السفارة اللبنانية .

أهلا يا استاذ سعيد ، ازيك النهارده ؟

• الحمد لله كويس متشكر ، لو ممكن يا آنسة السفير عاوز يقابل سيادة الوزير النهارده .

لو تسمح تنتظر شوية يا استاذ سعيد ... ألو استاذ سعيد ، سيادة الوزير مشغول النهارده .

• ممكن يقابله بكره يا آنسة سعاد ؟

لأ متأسفه ، سيادة الوزير مسافر بكره ، ممكن يقابله بعد بكره .

• كويس قوي ، ممكن يقابله الساعه سبعة مساءا ؟

الساعة سبعه ؟ ... أيوه ممكن يا استاذ سعيد .

• ألف شكر يا آنسه سعاد . مع السلامة .

العفو ، مع السلامة .

Questions

١. مين عاوز يقابل الوزير ؟

٢. مين سعيد سالم ؟

٣. سكرتيرة الوزير اسمها ايه ؟

٤. الوزير عاوز يعمل ايه بكرة ؟

٥. السفير ممكن يقابل الوزير بكرة ؟

٦. السفير عاوز يقابل الوزير الساعة سبعة صباحا ؟

Activity B (cont.)

2. Let's Get Together. عَاوِزْ اقَابْلَك .

The teacher will ask two students to use their imaginations to supply the information missing in Situations 1-4. Afterwards, the teacher will randomly select students to summarize each conversation for the class.

Situation 1: Teacher-Student (formal)

A teacher asks a student to meet with him in his office. The student doesn't want to because.... Finally, they decide to meet at a later date.

Situation 2: Student-Girl Friend (informal)

A student asks his girl friend to meet him at the movies. She doesn't want to because.... Eventually, they decide on another date.

Situation 3: Captain-Lieutenant (formal)

A captain asks a lieutenant to meet with him in his office. The lieutenant is busy because.... They finally decide on another date.

Situation 4: Student-Friend (informal)

A student asks his friend to meet him at the library. His friend cannot meet him because.... Finally, they settle on another date.

Activity C

1. Listen Carefully. إِسْمَع كُوَيِّس .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

- ازيك النهارده يا جمال ؟

والله انا تعبان يا حسن وعاوزك تاخذني البيت .

- طيب اقعد استريح هنا . انا عندى شوية شغل دلوقتي .

لأ ما اقدرش انتظرك .. انا تعبان وعاوز استريح في البيت .

- لو تسمح يا حسن اقعد انتظر هنا في مكتبى ، انا لازم اقابل رئيسى دلوقتى .

طيب انا بردان وعاوز اشرب شاى ، عندك شاى ؟

- لأ متأسف ، ما عنديش شاى .

انا ما اقدرش اقعد ، انا عاوز آخد تاكسى (taxi) دلوقتى .

Questions

١. مين تعبان قوى ؟

٢. جمال عاوز ايه من حسن ؟

٣. مين مشغول شويه ؟

٤. حسن لازم يقابل مين ؟

٥. جمال عاوز يشرب ايه ؟

٦. حسن عنده شاى ؟

٧. جمال عاوز ياخد ايه للبيت ؟

٨. هو جمال رئيس حسن ؟

٩. هما جمال وحسن صحاب ؟

Activity C (cont.)

2. Apologize, Please! أنَا متَأسِّفْ !

Two students exchange information in each of the situations below.

Situation 1: A student asks his friend to make coffee, tea or konafa, and tells him he wants a cigarette ([pl.] سجاير , سيجارة). The friend says "no" and gives his reasons.

Situation 2: A student asks his friend to reserve seven seats for his family at the movies. His friend apologizes and tells him why he is unable to do so.

Situation 3: A student asks his friend to introduce him to his friend's girl friend. His friend says he cannot and states his reasons why.

Situation 4: A student asks his friend to write out Situation 1 for him in Arabic. Of course, he declines and explains why.

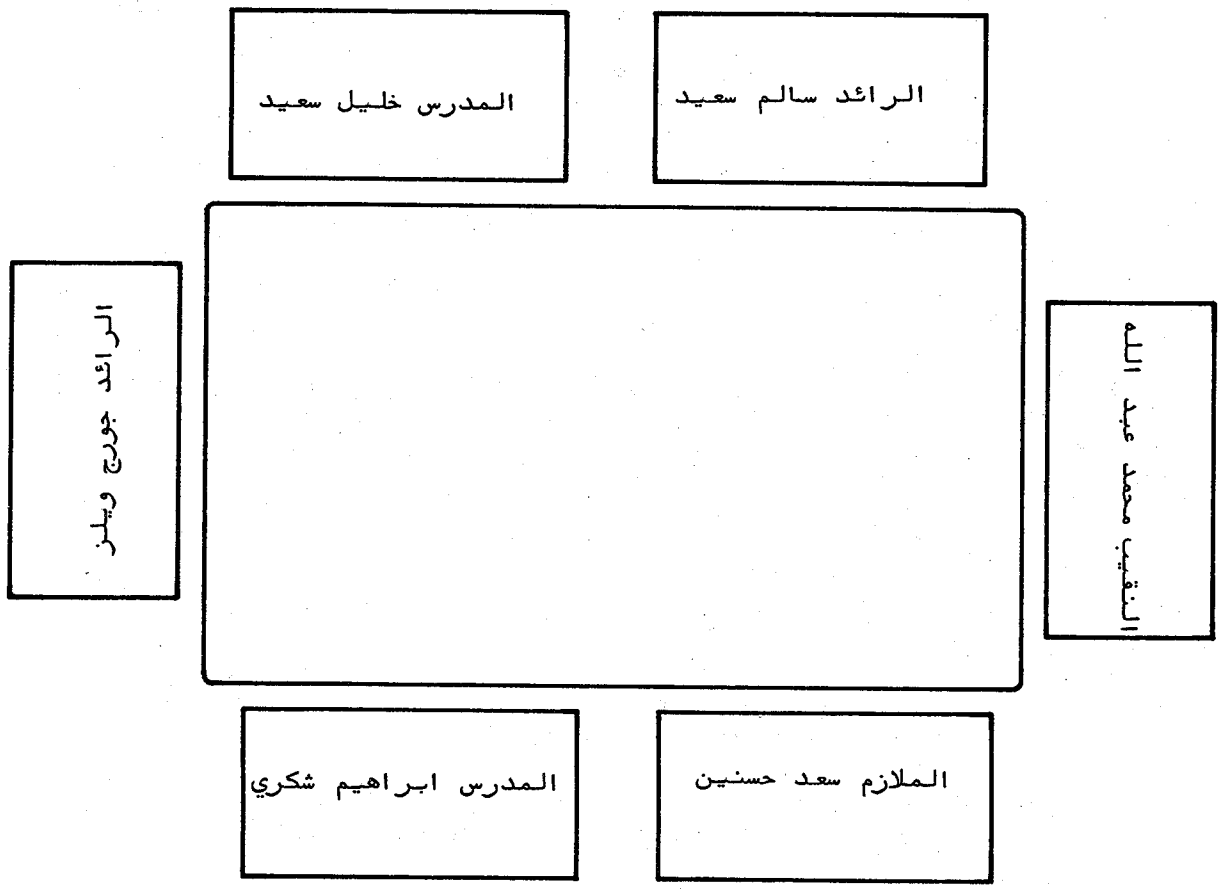
3. Whisper a Secret. وَشْوِشْـــــني .

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

Activity D

1. Seat Your Guests. إتفضل أقعد .

A student plays an American officer working at DLI who meets some Egyptian visitors at the Officer's Club. Three students, each wearing a name tag, act as the Egyptians. Two other students assume the roles of teachers from the DLI Arabic Department. The officer has the visitors and the teachers introduce themselves. After the introductions have been made, he/she greets each of them by name and shows them to a table with place cards. Students may take turns playing the roles.



Activity D (cont.)

2. What Did You Eat? كَلْت إيـه ؟

The teacher will divide the class into pairs to play the following roles Muhammad asks Fred about his experience at dinner with an Egyptian family.

Sample questions:

With whom did you eat dinner?

What is your host's job?

Whom did you meet there?

What did you drink? Coffee? Tea? Beer? Anything else?

What did you eat? Konafa? Hot dogs? Soup(شُوْرْبَـة)? Anything else?

3. At Your Service. أنـا فِي خِدْمَتك .

Students pair up to play Salim and Abbas. Salim does not feel well. Abbas, who is visiting him at home, offers his services. Salim accepts and asks for tea, 7-Up, aspirin (أسْبِرين) and so on.

MODULE 2

Lessons 5-8

Activity A

1. What Do You Know? عِرِفْت ايه ؟

Students take turns pairing up to exchange biographical information in Arabic. After everyone in the class has taken a turn, the teacher will randomly select students to reiterate facts about any one of the exchanges. The student who best remembers the data is the winner. Students may take notes. Some suggested topics follow:

age	date of birth
sex	marital status
place of birth	number of children, if any

2. Which Shift Do You Work? انتَ في انْهي وَرْدِيّة ؟

Student 1, a teacher in the Arabic Department, works the first shift (Alfa).

Student 2 works the second shift (Bravo).

Student 3, a reporter, asks the teachers what time they start work, go to lunch and leave for home.

Student 4 listens, takes notes and reports his/her observations to the class.

3. Which Occupation Do You Prefer? حتِشْتغَل ايه ؟

The teacher will divide the class in half. Each student in Group A will choose and discuss his/her favorite occupation. Afterwards, the teacher will randomly select a student from Group B to summarize the occupation of a classmate from Group A for the class. After all the occupations have been summarized, the two groups will switch roles. Some suggested occupations follow:

engineer	mechanic	teacher
ambassador	barber	government employee
grocer	radio announcer	accountant

Activity B

1. Listen Carefully. اسمع كويس .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

جمال : ابنك سعد دخل الجامعة السنة دي يا ابراهيم ؟

ابراهيم : ايوه الحمد لله – وانت بنتك سميرة عامله ايه ؟

جمال : كويسه قوى – فاضل لها تلات سنين وتبقي صيدليّة . هوّ ابنك بيِدْرِس ايه ؟

ابراهيم : بِيِدْرِس محاسبه عشان هو شاطر قوى في الحساب (mathematics) .

جمال : وحِيِدْرِس كام سنه ؟

ابراهيم : اربع سنين ان شاء الله . ما تتفضلوا عندنا في بيتنا الجديد .

جمال : هوّ بيتك جمب كلية الطيران ؟

ابراهيم : ايوه هوّ أول بيت بعد الكلية في شارع المطار .

جمال : دي حِتّه كويسه قوى . ان شاء الله نيجي عندكم يوم الجمعة الجاي .

ابراهيم : اهلا وسهلا بيكم وسَلِّم لي على العيله .

Questions

١. هوّ سعد ابن جمال ؟

٢. هيّ سميرة بتدرس ايه ؟

٣. هوّ سعد في كلية الطيران ؟

٤. سميرة فاضل لها كام سنة في الكليه ؟

٥. بيت ابراهيم فين بالظبط ؟

٦. جمال جاى عند ابراهيم امتى ؟

٧. سعد بيدرس محاسبة ليه ؟

2. What Do You Like to Study? تحب تِدْرِس ايه ؟ وليه ؟

Each student chooses a favorite subject from the list below and tells the class why he/she enjoys studying it.

محاسبه – صيدله – طيران – اللغة العربية – اللغة الألمانية – هندسة

Activity B (cont.)

3. Guess What? حَزّر فَزّر ؟

The teacher asks a student to prepare to answer questions posed by his/her classmates. The class is to guess the student's answer to points a-e below.

Example:

Teacher: Ibrahim, you know what time you came to school today. Don't tell us. We'll guess. ابراهيم جه المدرسة الساعة كام ؟

Student 1: الساعة سبعة ونص

Ibrahim: لأ ، قبل كده .

Student 2: الساعة سبعة وربع

Ibrahim: لأ، بعد كده .

Student 3: And so on.

a. Birthday

b. Years of service in the armed forces

c. Number of months at DLI

d. Number of weeks in Monterey

e. If married, number of years

Activity C

1. Listen Carefully. إِسْمَع كَوَيِّس .

With their books closed, students are to listen to the following conversation read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

سعيد : آلو .

حسن : آلو سعيد .

سعيد : ايوه يا حسن .

حسن : حتعمل ايه النهاردة ؟ ما تيجي عندي شوية !

سعيد : لأ أنا مشغول قوي دلوقتي .

Activity C (cont.)

حسن : ليه ؟ انت عندك أجازة النهاردة !

سعيد : ايوه ، بس المدير بتاعى وعياله جايين عندى النهاردة .

حسن : المدير جاي عندك !! ليه ؟

سعيد : عشان النهاردة عيد ميلاد بنتى .

حسن : طيب انا عاوز أتعرف عليه ، هم جايين الساعة كام ؟

سعيد : لأ ، متأسف ما تجيش النهاردة يا حسن عشان .... ؟

Questions

١. هو سعيد قاعد مع حسن ؟

٢. هو حسن رئيس سعيد ؟

٣. المدير جاي عند سعيد ليه ؟

٤. هو المدير متجوز ؟

٥. حسن عاوز ييجي عند سعيد ليه ؟

٦. سعيد اشتغل النهاردة ؟

٧. هو سعيد عنده عيال ؟

٨. What was Said's excuse? Each student must think of an excuse and say it in Arabic.

2. Excuses, Excuses. عُذْرُك ايه ؟

Students play this game in pairs. Student 1 thinks of a one-line question or accusation. Student 2 gives a one-line answer or excuse. Pairs choose their roles from the list below.

manager-employee	colonel-corporal
teacher-student	engineer-mechanic

Example:

رئيس المدرسة : ما عرّفتنيش على مراتك (your wife) ليه ؟

المدرس : عشان انا مش متجوّز يا استاذ .

Activity C (cont.)

3. Whisper a Secret. وَشْوِشْنِي .

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student in the circle will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

Activity D

1. Let's Play! يَالاَ نِلْعَب !

Students act out the roles in the following situations.

Situation 1: Samir works the night shift. He doesn't feel well today. Ibrahim is willing to take his place. Hasan, the boss, asks them many questions before he approves the switch in shifts.

Situation 2: Abbas is fasting. When George offers him a drink, he declines and explains religious holidays in Egypt.

Situation 3: Fred is visiting Cairo. At a sidewalk cafe, he asks Samir if he can join him. The two converse, exchanging their names, addresses, nationalities, jobs and so on.

Situation 4: Ahmad is getting married next year. Hasan, his colleague, helps him find a house in a good neighborhood near his work place and a shopping area. Samira, the bride-to-be, participates in the conversation. Finally, she decides on the house they will live in.

2. Follow the Leader. كَمِّل اسامي الأَيام والشُهُور .

The teacher begins by naming the first two days of the week. Then, the student to his/her right adds the third weekday, the next student adds the fourth day of the week and so on. A student who misses the day, or who hesitates too long, loses his/her turn.

Variations:

Students may try the same exercise using the months of the year or numerals (denominations of 5 or 10, for example).

Activity D (cont.)

3. Solve the Riddle. حِلّ الفَزّورَه .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence.

١. الساعة اللي في نص اليوم بالظبط .

٢. المكان اللي بيدرسوا فيه ظباط الجيش .

٣. الشهر اللي بيصوم فيه المسلمين .

٤. الدكان اللي فيه شاى وكنافة وكوكاكولا .

٥. الدولة اللي بيحجوا لها المسلمين .

٦. المكان اللي ساكنه فيه عيلتك .

٧. الشهر اللي في نص السنة .

ANSWERS

٥. المستشفى . ٦. شبرا . ٨. مكتبة .

١. المجلس . ٢. الكلية الحربية . ٣. رجب . ٤. دكان الشيخ .

MODULE 3

Lessons 9-12

Activity A

1. Do You Have a Ticket? مَعَاك تَذْكَرَه ؟

A student acts as a bus conductor and the rest of the class as his/her passengers. As each passenger conveys his/her destination, the conductor asks for the appropriate fare and returns any change. (Students may use pennies or chips as change.) A generous passenger may pay for a friend or for the teacher. Students may take turns playing the roles.

2. Complete the Story. كَمِّل الحِكَايَه .

The teacher will begin by reading the opening line (below) of a story to which each member of the class will add a line. Students are allowed one minute to prepare their lines. One student takes notes throughout the exercise and afterwards summarizes the story for the class.

١. سليمان طلب صاحبته سميرة عشان ياخد ميعاد معاها ....

٢. عربية حلمى ضربت عربية البوليس في شارع التحرير ....

٣. الأستاذ محمود المدرس عنده عيله كبيرة وبكره العيد الصغير ....

3. Dial a Number. أُطْلُب نِمْرَة .

Student 1 plays the role of a telephone operator or a secretary. Student 2 is a caller who telephones his/her doctor, friend or boss. During the course of the call, Student 2 encounters one or more of the following problems: dialing the wrong number; interruptions; or static on the line. He/she then seeks help from Student 1. A third student takes notes and summarizes the situation in Arabic for the class. Students may take turns playing the roles.

Activity B

1. Listen Carefully. إِسْمَع كُوَيِّس .

With their books closed, students are to listen to the following passage read by their teacher. The teacher will then ask the students questions based on it. If necessary, students may take notes while they listen.

حلمى راح لمكتب التليفون عشان يطلب عيلته فى اسكندرية . هو عاوز يكلم

مراته بسرعة عشان ابنه سليمان عيّان . وهو عاوز يعرف لو كان سليمان راح

Activity B (cont.)

للدكتور وَلاَّ لاَّ • وهوّ في مكتب التليفون حلمى شاف صاحبه ابراهيم اللي بيشتغل سواق تاكسى • حلمى قال لابراهيم ان ابنه عيّان في اسكندرية • ابراهيم قال له انه رايح اسكندريّة بعد نص ساعة بالتاكسي وان ممكن حلمى ييجي معاه ببلاش • حلمى قال له متشكر قوى وراح معاه على طول •

Questions

١• عيلة حلمي فيـن ؟

٢• حلمي عنده عيال ؟

٣• حلمي قابل صاحبه فين ؟

٤• ابراهيم بيشتغل ايه ؟

٥• حلمي حيروح اسكندريه بايه ؟ وبكام ؟

٦• ابراهيم حيروح اسكندرية امتى ؟

٧• ابراهيم راجل كويس ولاّ لاّ ؟ وليه ؟

٨• حلمى عاوز يعرف ايه عن ابنه ؟

2. Another Free Ride. رُكُوبَه تانية بِبَلاَش •

Student 1 talks about a free ride; the person who offered it; departure point; destination; time of day; and so on. Student 2 discusses the same ride or another ride from the point of view of the driver who offered it. Students may take turns playing the roles.

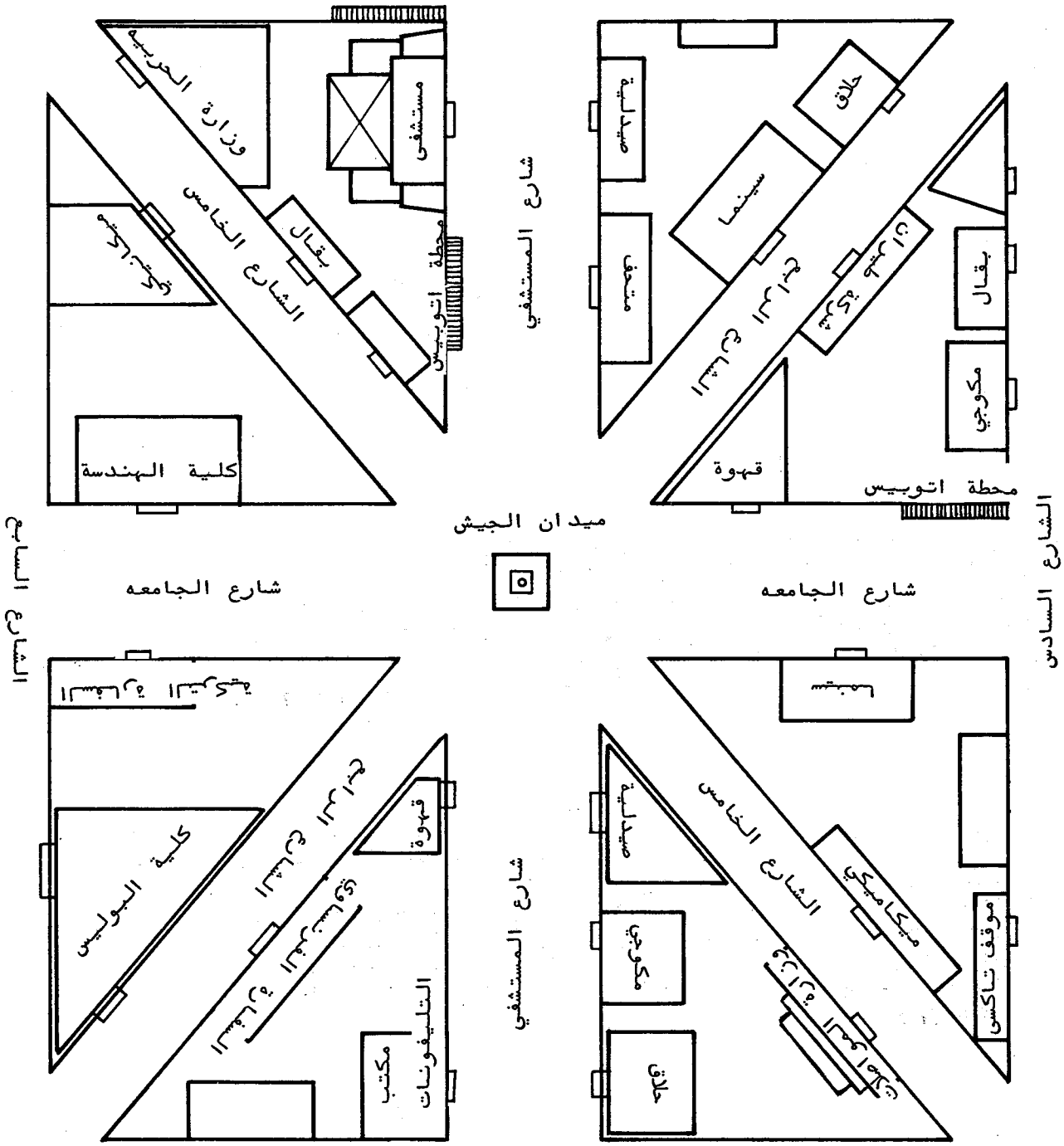
3. Whisper a Secret. وَشْـوِشْنِي •

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

Activity C

1. Tour of the City. فُسْحَة في البلـــد .

Student 1 is a police officer and Student 2, a visitor to Cairo. Using the following map, Student 1 suggests to Student 2 routes to reach a variety of destinations in Cairo. Student 2 is free to walk or use any means of transportation. He/she is to describe to the class the routes and state the kind of transportation that will be used. Students may take turns playing the roles.



Activity C (cont.)

2. Charades. عَرُوسْتِي .

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عَرُوسْتِي" to randomly selected classmates, each offers a clue to help in guessing the subject.

ربع جنيه	أتوبيس
تذكرة اتوبيس	عربية صاحبك
جريدة الأهرام	عربية اسعاف
نص جنيه	عربية المدرس

3. How Many Pounds Do I Have? مَعَايا كَام جِنيه ؟

Students are to make Egyptian currency by writing either 1 pound or 1/2 pound on 20 pieces of paper. After the teacher has collected and distributed the "money," a student will guess how much money one of his/her classmates has. If the guesser is correct, the opponent will hand over all of his/her money. If the guess is incorrect, the challenger must hand over his/her money to the opponent and another student will take a turn at guessing. The student who collects the most money is the winner.

Activity D

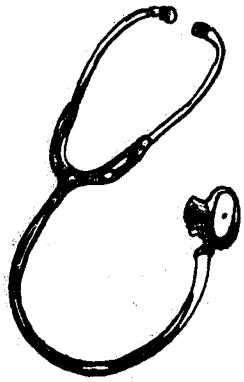
1. What's Your Destination? رايح فين يابيه ؟

Student 1 plays a taxicab driver and Student 2, his/her passenger. The cabdriver requests that the passenger give his/her destination, the directions and fare. Student 2 uses his/her imagination to respond to the questions and negotiate the fare. Students may take turns playing the roles.

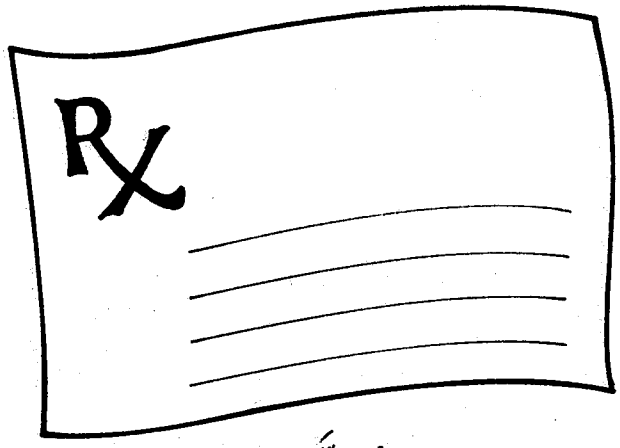
Activity D (cont.)

2. I Am Sick, Doctor. أنا عَيَّان يا دكتور.

Two students play the roles of a doctor and a nurse (m. تمرجـــي , f. تمرجيه). Three other students play the roles of patients. The nurse asks each patient his/her name, address, employer's name and problem. Then the patient reports to the doctor for an examination. The doctor uses a stethoscope سمّاعـــه (use any object found in the classroom), writes a prescription روشـــته and explains to the patient how and when to use the medicine. Exchange roles if time permits.



سَمَّاعِة الدُكْتُور



رُوشِتَّه

عَنْدَها صُدَاعْ

عَنْدَها بَرْد

MODULE 4

Lessons 13-16

Activity A

1. Students' Parliament. • بَرْلَمَـان التَّلَامْذَه

The following rules are presented to the students for discussion. The teacher will read each rule aloud. Then, the students will individually give their viewpoints. Each student may support, reject or suggest changes in the rule and in doing so, state his/her reasons why. The teacher will assign one student as secretary. At the end of the debate the secretary will report his/her observations to the class.

١• ممنوع التَّصْوِير في المـدرسة •

٢• ممنوع التَّدْخِين قَبْل الأَكْل وبَعْدُه •

٣• ممنوع شُرْب البِيرَه يُوم السَبْت ويُوم الحَدْ •

٤• ممنوع دُخُول السِنِمَا بِبَلاش •

٥• ممنوع أَكْل اللَّحْمَة يُوم الجُمْعَه •

٦• ممنوع الكَلَام بالانجليزي مع صِحَابَك •

٧• ممنوع تِشْتِري أَكْل وإِنْت جِعَان •

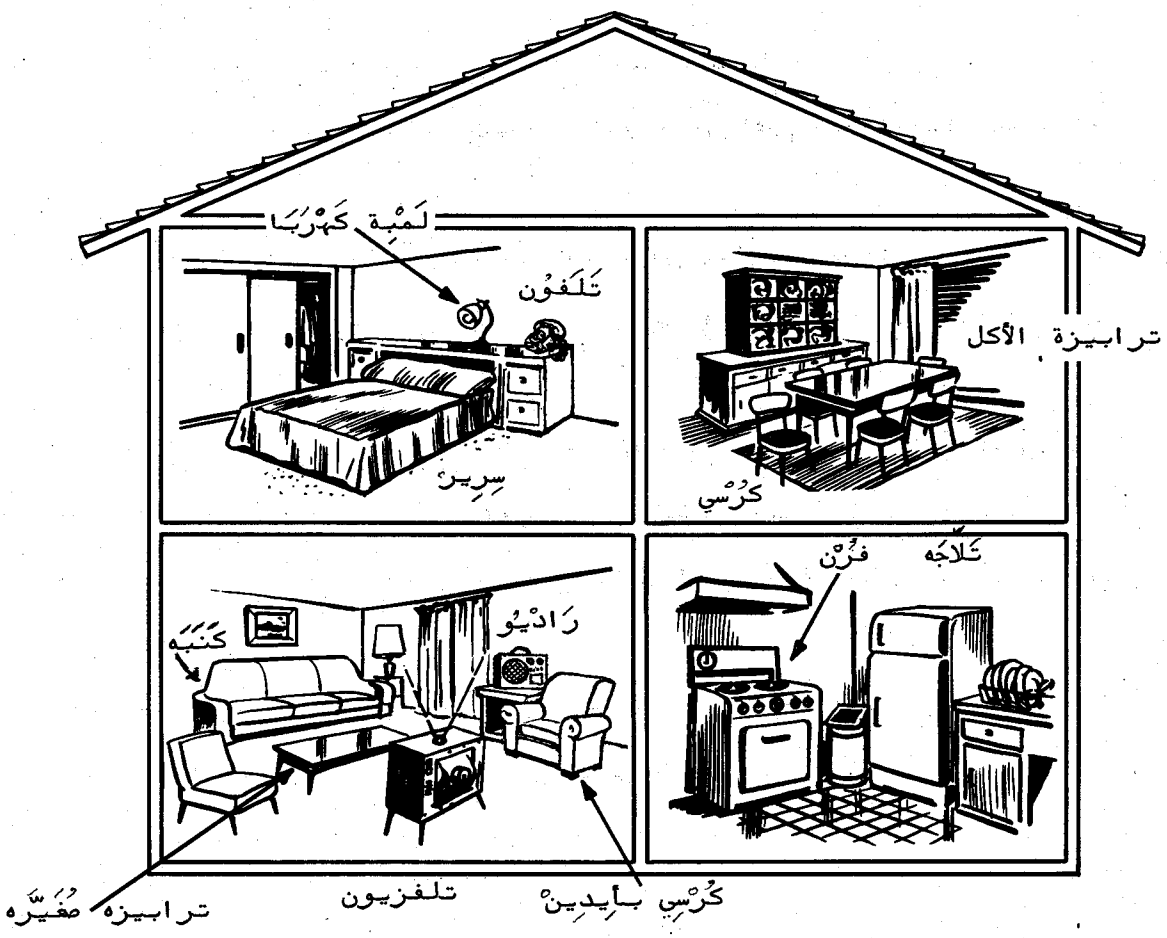
2. Describe Your House. • اِوْصِفْ بِيتَك

Students take turns describing to the class one or more rooms in their homes or apartments. Each student will state the room he/she prefers best and why. The following diagrams may be used to help prepare the presentations.

Activity A (cont.)

Furniture and Household Goods

عَفْش وأَدَوَات مَنْزِلِيّة



3. Whisper a Secret. وَشْوِشْنِي .

The students are seated in a circle. The teacher whispers a message related to the module's objectives to a student. This student whispers the message to the student on his/her left, and so on, until the message has come full circle. The last student will say the message out loud. The teacher will compare it with his/her original message. After two or three rounds, the teacher may want to increase the length of the messages.

Activity B

1. The Wonderful World of Numbers. عَالَم الأَرْقام الظَّرِيف ٠

The teacher will read the following math problems to the class. The students are to guess the correct solution to each problem in Arabic. The student who makes the first correct guess wins. Students are to do this exercise with their books closed.

١٠ ابراهيم كان معاه ٤٠ جنيه ، اشترى جلابية وصينية من خان الخليلي ، الجلبية بـ ١٢ جنيه ونص ، والصينية بـ ١٥ جنيه ٠ ابراهيم فاضل معاه كام جنيه دلوقتي ؟

٢٠ منير طلب البقال بالتليفون وقال انه عاوز بَسْطِرْمَه (pastrami) بـ ٨ جنيه ، ورز بـ ٢ جنيه ، وعيش بـ جنيه واحد ، وبيره وكوكاكولا بـ ٧ جنيه ٠ البقال عاوز كام جنيه من منير ؟

٣٠ سعيد لازم يشتغل وردية الليل اللي بتبتدى الساعة عشرة بالظبط ٠ ودلوقتى الساعة تمانية ونص بالليل وعشان يروح الشغل سعيد لازم يركب تاكسي ٠ والتاكسي حياخد نص ساعة عشان يوصل الشركة ٠ فاضل كام دقيقة عشان سعيد يركب التاكسي ؟

٤٠ سمير عنده اجازة وعشان كده حيروح اسكندرية اسبوع واحد ٠ وبعدين حيروح طنطا يومين عشان يزور واحد صاحبه ٠ وبعدين حياخد اجازة العيد الصغير وهيّ تلات ايام ٠ سمير عنده كام يوم اجازة ؟

Activity B (cont.)

2. What Is Your Order? طَلَبَك إيه يَابِيه ؟

Student 1 plays the role of a good customer who calls his/her grocer to order several items from a list he/she has prepared. The customer is prepared to bargain with the grocer.

Student 2, the grocer, records the order and tells the customer the price of each item. The student playing the grocer may argue that the prices of the items are fixed or may participate in negotiations with the customer.

So that he/she can perform effectively, Student 3, the grocer's clerk, is to take notes during the preceding conversation. Student 3 is to assume it is now a day later. Student 3 calls the customer to request payment of the customer's grocery bill. The clerk reminds the customer of every item he/she ordered and its cost. Students may take turns playing the roles.

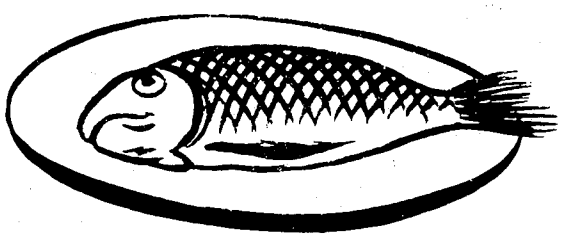
3. A Ticket to Alexandria, Please. تَذْكَرَه لأسكندرية مِنْ فَضْلَك .

Two students play the roles of a traveler and a bus terminal employee. The traveler wants a bus ticket from Cairo to Alexandria. He/she asks the employee about the price; time of departure; time of arrival; the location of the bus depot in Alexandria; and any other pertinent information. Students may take turns playing the roles.

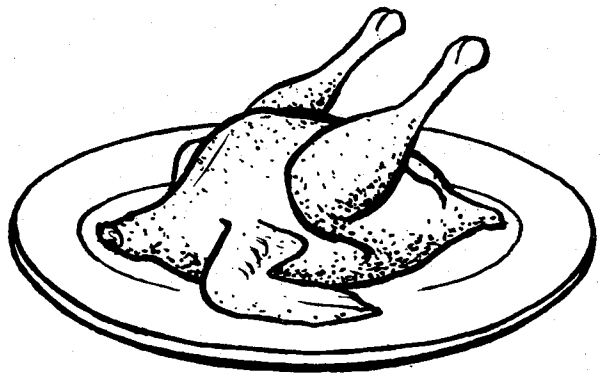
Activity C

1. Where Did You Eat? كَلْت فِي أَنْهُو مَطْعَـــم ؟

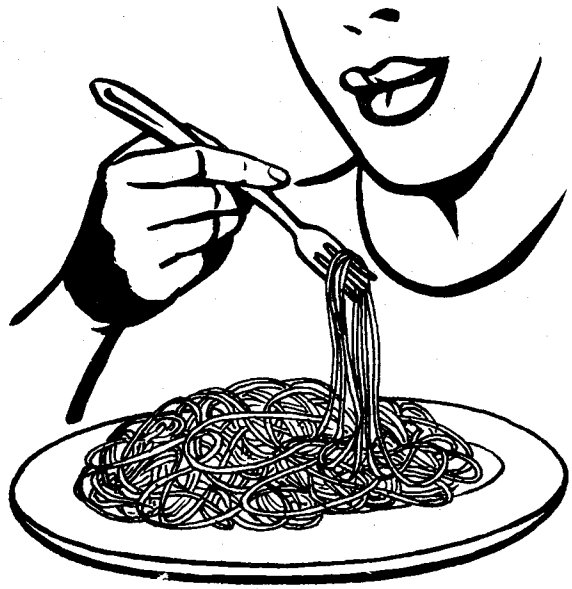
Every student tells the class about the last time he/she ate in a restaurant. He/she will mention the restaurant's name, location, prices of some items on the menu and so on. The teacher will assign two students to take notes during the presentations. Afterwards, they will summarize their notes orally to the class.



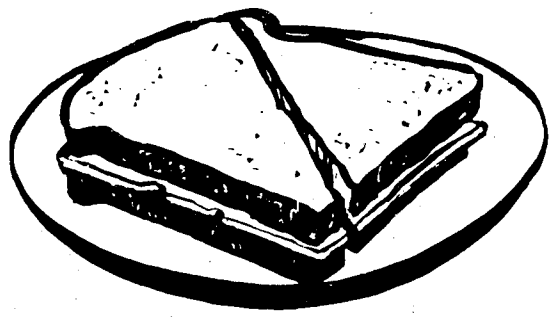
سمكه (pl. سمك)



فرخه (pl. فراخ)



مكرونه



سندوتش (pl. سندوتشات)

Activity C (cont.)

2. Where Are the Keys? انا نِسيتْ مَفَاتِيحي فين ؟

Samir and Hasan use Samir's car to go shopping. At the end of the day, they are ready to go home, when Samir discovers his keys are missing.

The two students playing the roles of Samir and Hasan discuss the places they visited during the day. Both make suggestions about how to locate the missing keys and open the car. Students may take turns playing the roles.

3. Would You Take My Picture, Please? مُمْكِن تِصَوَّرْني من فضلك ؟

George is an American tourist visiting Cairo. He asks Ibrahim, an Egyptian passerby, to take his picture inside a mosque. Ibrahim tells him that taking photographs inside the mosque is forbidden, but is permitted outside. The two students playing the roles of George and Ibrahim continue conversing. They discuss other regulations in Egypt (traffic, government work schedules and so on). Of course, the Egyptian invites the American for tea at a coffee shop. Students may take turns playing the roles.

Activity D

1. Solve the Riddle. حلّ الفزّوره .

The teacher will divide the class into two teams and read some facts about an unknown object or person. The teams are to guess who or what the teacher is describing. The team that makes the first correct guess wins. Students are to do this exercise with their books closed. It is recommended that the teacher read the descriptions below out of sequence

١. حاجة بتقعد قدامها عشان تاكل .

٢. المكان اللي فيه التحف القديمة .

٣. حاجه صغيّرة وتقدر تسوق العربية بيها .

٤. بياكل ويشرب ويركبوه السياح .

٥. حاجة صغيره لها صوت وفيها صوره كمان .

٦. حاجه نحاس بتقدم عليها القهوة للضيوف .

٧. حاجة بتشربها ساقعه وتاكل معاها مزّه .

٨. حاجة صغيرة بتاخد بيها صور .

٩. حاجة تركبها عشان تطلع الأدوار اللي فوق .

ANSWERS

١. طرابيزة كل . ٢. متحف . ٣. عجلة الصغيرة . ٤. جمل . ٥. تليفزيون . ٦. صينية نحاس . ٧. كازوزة . ٨. شنطة . ٩. اسانسير .

Activity D (cont.)

2. Charades. عروستى .

After a student has volunteered to leave the classroom, the remaining students select the subject they wish to describe from the list below. When the volunteer says "عروستى" to randomly selected classmates, each offers a clue to help in guessing the subject.

تلفون	كرسي عربيـة	أسانسير
تلفزيون	كرسي مكتب	طيارة
راديو	كرسي بأيدين	

3. Let's Play! يَالَّا نِلْعَب !

Students act out the roles in the following situations.

Situation 1: George and Karen are American tourists visiting Egypt. The couple is discussing one-day tours of Cairo with Salim, a travel agent. Salim presents them with two tour itineraries and the cost of each. The couple selects one and pays Salim for the tour.

Situation 2: Samir is an Egyptian student at the Naval School in Monterey. Fred is his American friend. The two friends are chatting about the different means of transportation in Egypt and in the United States. The conversation covers all means of transportation used, in big cities as well as the countryside, in both countries.

MODULE 5

Lessons 17-20

Activity A

1. Listen Carefully. إِسْمَع كُوَيِّس •

Students are to listen to the following paragraph read by their teacher. Then, they are to draw a line on the DLI map on the next page showing the route used by the sergeant.

الرقيب ادوارد طالب في معهد الدفاع لِلُّغات ومعاه عيلته • هم ساكنين في المبنى ٥٥٣ • هو دخل بعربيته من بوابة شارع المدفعية الساعه سبعه الصبح ومشي في شارع العريف أيونج ووقف عند محطة البنزين لأن العربية عاوزه بنزين • وبعدين مشي في شارع العسكري بوليو على طول لحد المبني ٥٥٣ • بعد الساعة تمانية هو وعيلته مشوا من بيتهم للمستشفي عشان ابنه كان تعبان ، وبعدين راحو دكان البقال (PX) وبعدين راحوا البيت •

2. I Am Lost! أَنا تَايِه !

Students are to study the map and list of roads and buildings on the next two pages until they can give directions in Arabic. Then, each student is to start a conversation with a partner. The following questions may be used to help the pair get started.

١• فين المستشفي من فضلك ؟

٢• بتدخل المدرسة كل يوم من انهي بوابه ؟

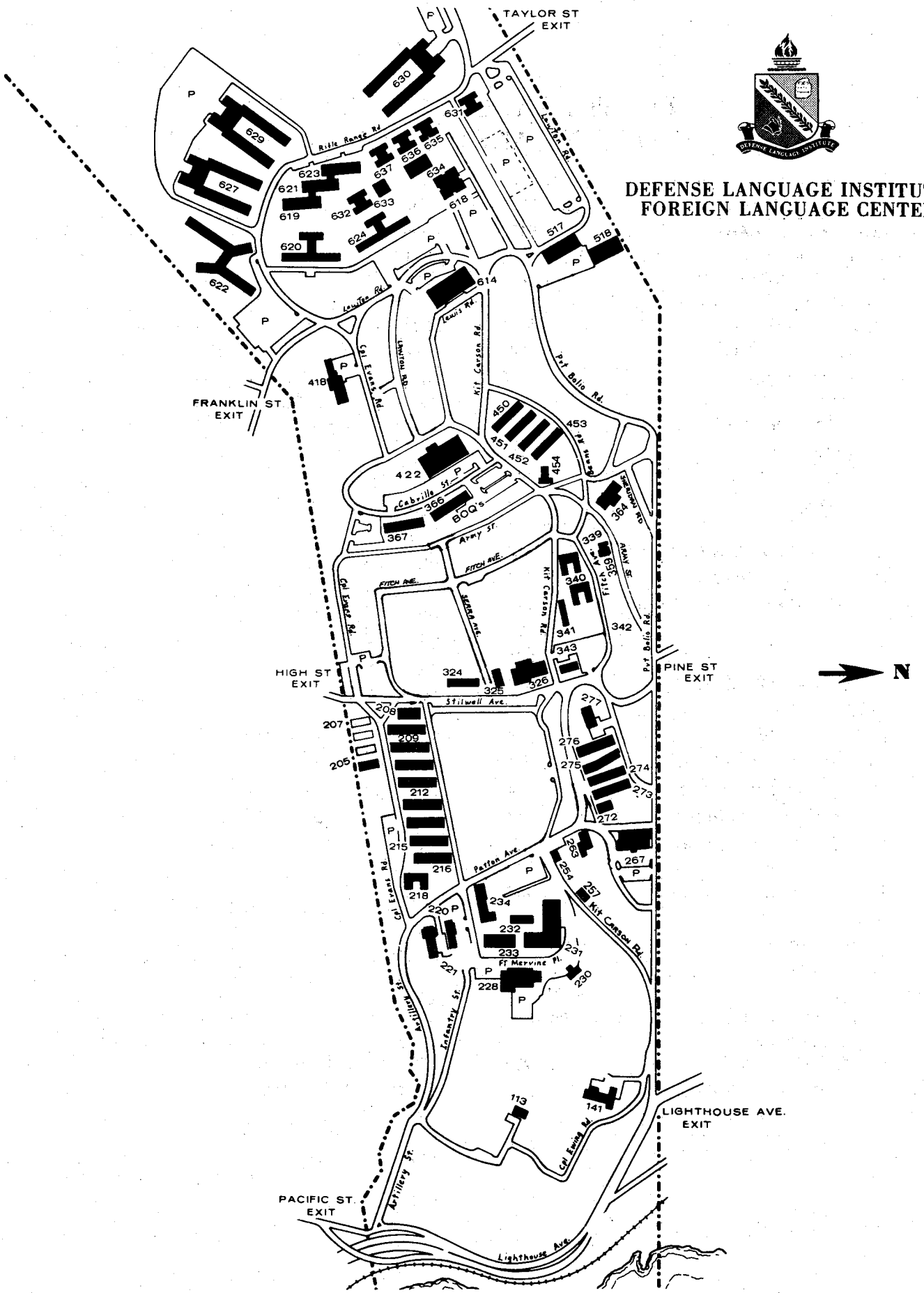
٣• لو انت دلوقتى في المبني ٢١٤ حتروح المستشفى ازاي ؟

٤• انهي أقرب بوّابة لمركز القيادة ؟

٥• المطبخ الدولي في انهو شارع ؟ ونمرته كام ؟

3. When Did You Arrive? وِصِلتْ إِمْتَى ؟

Each student is to state to the class the date and time he/she arrived at DLI. Then, students are to take turns naming the streets they used and the buildings they entered on their first day at DLI.



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