# SOLT 1 Arabic Module 1 Lesson 2

## Student Manual

التحيات

## Greetings & Introductions

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During this lesson, you will be able to apply Greetings and Introductions. Under these Terminal Learning Objectives, you will learn the following five tasks. At the end of this lesson, you will be able to:

**Greet Others**

- Use appropriate greetings for different times of the day
- Use formal greetings
- Greet your superiors and guests

**Introduce Yourself**

- Tell your name
- Ask the name of the other person
- Pronounce common first and last names
- State your birthplace

**Introduce Others**

- Ask and answer simple questions about other people's names and birthplace
- Ask and answer simple questions about your birthplace
- Ask and answer simple questions about first and last names
- Introduce two separate parties in Arabic

**Exchange Social Courtesies**

- Ask another person where he/she is from
- Talk about courtesy visits to the Target Region

**Extend Invitations**

- Extend an invitation
- Accept an invitation
- Pay compliments to your friend
- Ask and answer simple questions about the well-being of others


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> ***Tip of the Day***
> In the Arabic dialects, *hamzah* is deleted from the words مَساء النور، مَساء الخَيْر. مَساء , becoming مَسا.

In an effort to avoid being the "ugly American", it is essential to learn the local customs, traditions, and greetings. This includes being able to greet the indigenous people in their native language and to introduce yourself and others on your team. This goes a long way when it comes to rapport building, conducting liaison missions, and training missions.

The following is a possible scenario that you may find yourself in while conducting a mission in an Arab country. Your teacher will translate this into Arabic to give you an idea of how such a conversation might sound.

## Greetings & Introductions Scenario

**U.S. Team Leader:** Good morning, Sir, my name is Captain Masters. I am the team leader and this is my team sergeant, Sergeant Crain. Please allow me to introduce you to the rest of our team.

**Host Nation Counterpart**: I am very honored to meet everyone. My name is Major Mohammed, commander of the 1st Egyptian Special Forces. This is Lieutenant Waheed, my executive officer. He will take you to your barracks. We will meet back here in two hours and I will introduce you to each member of our operational team.

**(two hours later)**

**Host Nation Counterpart:** Good afternoon Captain Masters. Is your team settled in? Are the accommodations satisfactory?

**Team Leader:** Good afternoon, Sir. Yes, thank you. My team is settled in the barracks and we have everything we need.

**Host Nation Counterpart:** I would like to invite you to the officer's club for a meal this evening. You can wear civilian clothes if you like or your dress uniform.

Note: An Arabic translation of this scenario is on the next page.


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**Scenario (Continued)**

النقيب ماسترز: صباح الخير يا سيدي.أنا النقيب ماسترزقائد الفرقة وهذا الرقيب كرين رقيب الفرقة. إسمح لي أن أعرفك على بقية أعضاء المجموعة.

الرائد محمد: تشرفنا بلقاءكم جميعاً. أنا الرائد محمد، قائد الفرقة ١ في القوات الخاصة المصرية ، هذا هو الملا زم أول وحيد ضابط الإرتباط في الفرقة وهو سيأخذكم إلى وحداتكم السكنية. سنلتقي بعد ساعتين وسأعرفكم على بقية الفرق.

( بعد ساعتين )

الرائد محمد: مرحباً يا حضرة النقيب ماسترز. هل نظم فريقك سكنه؟ هل الترتيبات كانت كافية؟

النقيب ماسترز: نعم ، لقد نظم الفريق أوضاعه السكنية، في الوحدات كل ما نحتاجه.

الرائد محمد: أود أن أدعوكم إلى نادي الضباط لتناول العشاء هذه الليلة. يمكنكم أن ترتدوا ثياب مدنية أو ثياب عسكرية لو أردتم.

**<u>Greeting Expressions</u>**

***Example 1***

**السَّلام عَلَيْكُم** "Peace be upon you." This traditional Islamic greeting is an expression that is used at all times of the day in all settings.

**وعَلَيْكُم السَّلام** "Peace be upon you, too." This is the appropriate response to **السَّلام عَلَيْكُم.**

If a person initiates a greeting in the morning or evening, it should take the following forms:

**صَباحُ الخَيْر** "Good Morning."
**مَساءُ الخَيْر** "Good Evening."

A person responding to a greeting in the morning or evening should say the following:

**صَباح النور** "Good morning."
**مَساء النور** "Good evening."
**مَرْحَباً** "Hello." This expression can be used by the initiator of the greeting at any time in an informal situation.


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***Example 1 (Continued)***

أهْلاً وسَهْلاً **or** أهْلاً "Welcome." These two expressions are used as a response to the greeting مَرْحَباً in informal situations.
إلى اللِقاء "See you."
مَع السَلامة "Go with safety."
These last two expressions are equivalent to good-bye in English.
The purpose of this reading is to provide you with an example of proper use of greetings.

Read the following dialogueue between Ahmed, Ali, and Fatema.

أحمَد: السَلامُ عَلَيْكُمْ
عَلي: وَعَلَيْكُم السَّلام

فاطِمة: مَرْحَباً
أحْمد: أهلا وَسَهْلاً

فاطِمة: صَباحُ الخَيْر
أحْمَد: صَباحُ النور

فاطِمة: مَساءُ الخَيْر
أحْمَد: مَساءُ النور

فاطِمة: إلى اللِقاء
أحْمَد: مَعَ السَلامة

***Example 2***

You are a team sergeant greeting your counterpart and you have to respond appropriately. The initial greetings are written below. Listen to your teacher read the greeting and the response to the greetings. Your teacher will read them a second time. Repeat both the greeting and the response.

السَّلام عَلَيْكُم . وَعَلَيْكُم السَّلام .
صَباحُ الخَيْر . صَباحُ النور.
مَرْحَباً . أهلا وَسَهْلاً .
مَساءُ الخَيْر . مَساءُ النور.


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**Greet others:**

**Exercise 1 (Group Work)**

The class will be divided evenly into groups A & B. Group A will initiate *formal* greetings, while group B responds appropriately. Next, group B will initiate the *informal* greeting that can be used at anytime and group A will respond appropriately. Next, group A will initiate morning greetings and group B will respond. Finally, group B will initiate evening greetings and group A will respond.

**Exercise 2**

**Select the English equivalent of the following Arabic greetings:**

1- مَساء الخَيْر يا زَهْرة

a) Hi, Zahrah.
b) Good night, Zahrah.
c) So long, Zahrah.

2- إلى اللِقاء أحْمَد

a) Welcome, Ahmed.
b) Good morning, Ahmed.
c) Goodbye Ahmed.

**Exercise 3 (Group Work)**

The class will take turns in providing the appropriate greetings to the teacher and classmates, using the formal and then the informal forms. Greet your instructor by using a formal Arabic greeting then listen to your teacher's response. Afterwards, greet the student on your left and he/she will continue in a circular fashion by greeting the teacher and then the student on the left. Once completed, repeat using the informal form of the greeting.

**Exercise 4**

Imagine that you are in the following situations in an Arab country. Write down the proper greeting or response.

- It is 8 p.m. and you meet a friend on the street. _____
- It is 8 a.m. and you meet your neighbor in the store. _____
- You are leaving your friend's house._____
- You meet with a very close friend in a restaurant._____
- You enter someone's house._____


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**Introduce yourself:**

> ***Tip of the Day***
> The middle name of an Arab is usually borrowed from the first name of their father.

**Exercise 5**

The teacher will tell you his or her first name and the teacher will ask you your name. Give your name using the following Arabic statement:

أنا إسْمي-----

Next the teacher will state his or her full name and will ask your full name. Give your name by using the following statement:

إسْمي بالكامِل -----


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**Exercise 6**

Listen to your teacher reading the list of common Arabic first names and repeat them. As they are read, study the script, the sound that the script makes, and the beginning and ending scripts. Go over the list as many times as necessary to learn the names. You may select one of the names to use in class as your Arabic student name, i.e. Hussein **(حسين)**

.

| | |
|---|---|
| مُحَمَّد | لَيْلى |
| أحْمَد | زَيْنَب |
| مَحْمود | فاطِمة |
| مُصْطفى | فَيْروز |
| عَبْدُ اللّه | كَريمة |
| عَبْد الرَحْمَن | رَباب |
| عَبْد الرَحيم | سَميرة |
| عَبْد الغَفور | عُلى |
| غَسّان | سُهى |
| خَليل | رانْيا |
| سَعيد | رَشا |
| مَرْوان | نَدى |
| كَريم | جيهان |
| سَليم | ريهام |


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**Exercise 7**

Below is a list of greetings and self-introductions. The text has some missing expressions. Fill in the blanks with the appropriate expressions. Use the list of Arabic names provided in the text. Your teacher will read the statements and give a translation to identify the context. Next, your teacher will read the statements again and as the class gives the appropriate response:

١ - السَلامُ عَلَيْكُم

---

أنا إسْمي أحْمَدْ

تَشَرَّفْنا ----------

٢ - ----------

عَلَيكُم السَلام

---

تَشَرَّفْنا وَأنا إسْمي حُسَيْن

٣ - إسْمي بِالكامِل أحْمَد شَوقي، ----------؟

إسْمي بِالكامِل --------- -------



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> ***Tip of the Day***
> When an Arab couple gets married, the wife keeps her maiden name.

| |
|---|
| سُلْطان |
| الرفاعي |
| الصاوي |
| الشافِعي |
| عَبْد المَلِك |
| عيتاني |
| عَبْد العَزيز |
| الكِحْلاوي |
| عثمان |
| أبو العِز |
| أبو صالِح |
| عِز الدين |
| الرُبَيْعي |
| لُطْفي |
| الاسْمَر |
| الصباح |

**Exercise 8**

Listen to your teacher read the list of common Arabic last names on the right. As the teacher reads them, repeat them aloud as a class. Remember that the names may differ slightly from country to country or there may be variations of a name.

**Exercise 9 (Pair Work)**

The class will be divided into pairs of students. You have met a friend at the PX. You don't have time to talk, but you can say hello and goodbye. Reverse roles afterwards. Pairs of students will exchange one partner so that multiple combinations are possible. Make sure that you use his/her title and their ranks with last names. Use both the formal and informal forms, as well as first and last names.


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**Exercise 10**

The teacher will introduce him/herself and tell where he/she is from. Your teacher will ask each student his/her full name and where he or she is from.

Example:

| | |
|---|---|
| What is your name? | ما إسمك؟ |
| Where are you from? | مِن أيْنَ أنْتَ؟ |

إسْمي بِالكامِل --------- -------  أنا مِن ---------

**Exercise 11 (Pair Work)**

The class will be divided into pairs of students. Each pair will spend about five minutes together before changing into a new pairing. After appropriate introductions, tell your partner where you are from and ask him/her where he/she is from. You and your partner can use the US map below to respond to the questions. Change partners so that everyone gets the chance to interview each other. Your teacher will assist if necessary.

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**Introduce others:**

**Exercise 12 (Group Work)**

The class will be divided into groups of three students. You are introducing an old acquaintance to Major Mohammed. Introduce him first using the formal and then using the informal method. You may use either an assumed name or a real name. Remember to observe Arab customs and culture when conducting the introductions. If you have questions regarding these customs, ask your teacher. Change roles so that each group member can play all three roles.

**Exercise 13 (Pair Work)**

The class is divided into pairs of students. Ask your partner the name of someone else in the room. After you hear the name, write it on a piece of paper. Take turns asking each person what their name is. Let's see how well the Arab names can be written! Your teacher will write the scores on the board as to which pairs of students have written the most names correctly.

**Exercise 14 (Group Work)**

The class will work as a group with the instructor in the role of a facilitator. The situation is that your Arabic class is having an "icebreaker" so that all the students can get acquainted before class begins. Your task is to meet as many of your fellow students as possible during the event. Discussion need not be philosophical, as long as you can at least learn everyone's name!

**Exercise 15 (Group Work)**

The class will work together as a group. The instructor will facilitate. You are still at the icebreaker and you have been successful at meeting almost everyone. Continue to mingle and see what else you might learn about these people with whom you will be spending most of the next six months of your life with. As a minimum, try and find out where your classmates are from.

**Exercise 16 (Group Work)**

The class will work together as a group. The instructor will facilitate. You are still at the icebreaker and you have been successful at meeting almost everyone. Now, turn to the student on your right and ask him or her in Arabic about the student on their right. Continue until everyone has been identified.


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**Exercise 17 (Pair Work)**

The class will be divided into pairs of students. Each pairing will last about five minutes, at which time you will switch partners. This time, use an assumed Arab identity and introduce a friend using informal and formal forms. Use the Arab map below to answer the questions. Switch partners with a different pair. Be sure to use the vocabulary list in this lesson to assist you in asking and answering the questions.

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**Exchange social courtesies:**

> ***Tip of the Day***
> Visiting an Arab Household: Generosity to visitors is a tradition in the Arab culture. You will undoubtedly be offered food and drink. If you take a little, you will be offered more and be expected to eat and drink quite a bit. If you refuse to take anything, people may believe you are just being polite and still insist that you eat and drink more! It is customary in an Arab household to ask guests a minimum of three consecutive times. If you would like something, you may wish to accept it on the third time.

**Exercise 18**

Each student selects a geographical place name from the following list. He/she writes his/her assumed Arab name on one side of a card and the geographical place name on the other side. Then the instructor collects the cards and places them face down with the student's name up. The teacher pulls a card one by one and asks questions about where each student is from.

Example: Where is Hussein from? مِن أيْنَ حسين؟

Hussein is from _____. حسين مِنَ_____ .

| | | | | | |
|---|---|---|---|---|---|
| لُبْنان | سورْيا | العِراق | مِصْر | السودان | اليَمَن |


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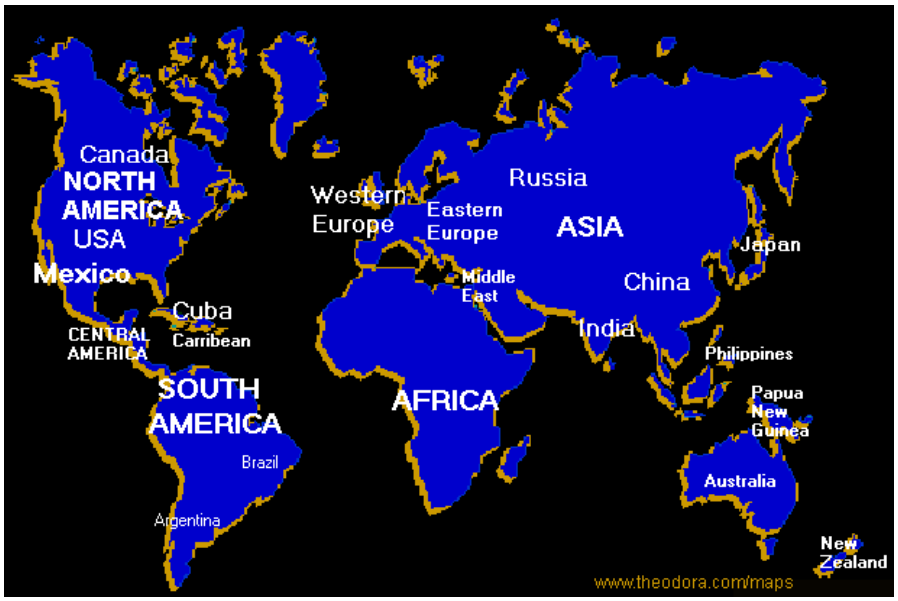
**Exercise 19 (Pair Work)**

The class will be divided into pairs of students. Each student chooses a name of a country from the world map below and writes his/her name and the name of the country he/she selected on a card. Each student will display the card in front of him or her so that everybody can see the name of the country. Students pair up and one student asks his/her partner where one of the classmates is from. The partner answers and asks the same question about another classmate. Remember that many country names are cognates.




**Accept invitations:**

**Exercise 20 (Group Work)**

The class will work together as a group while the instructor facilitates the activity. It has been a difficult week in your Arabic class, but a highly successful one. You have decided that a party at your house is the correct way to end the week. Each student will stand up, one at a time, go around the class, and invite each classmate to their house for dinner. The classmates will respond to the invitations with the appropriate responses. Use the vocabulary list as much as possible.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**Exercise 21 (Pair Work)**

In this text, John is introduced to one of his Arab colleagues who then invites him to dinner. Your teacher will read the text aloud. The students are to pair up, with one student as John and the other as Semir. Remember, it is normal in Arab countries to invite new colleagues to your house for dinner.

جون: مَرْحَباً، أنا جون مِلِير
سَمير: أهْلاً وَسَهْلاً، أنا سَمير عُمَري
جون: أنا أعْمَلُ مَعَكَ
سَمير: فُرْصة سَعيدة، أدْعوكَ إلى العَشاء
جون: بِكُلِّ سُرور

**Exercise 22 (Pair Work)**

The class is divided into pairs of students. You are meeting your counterpart for the first time and you want to get to know this person better. After appropriate greetings/introductions, invite him/her for a meal and your partner will respond to your invitation. Reverse roles so that both students can invite and respond.


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**Personal Pronouns**

The personal pronouns in Arabic occur in two forms: the *word* form and the *affix* form. In the *word* form, the pronoun is an independent word, as in English.

Arabic pronouns are divided into three categories : First person pronouns, Second person pronouns and Third person pronouns.

Unlike in English, each Arabic pronoun is used in reference to both the **gender** and the **count**.
While in English you use the pronoun *you* for any gender and any count, in Arabic different pronouns are used for different genders and counts.

Example:

You are a boy أنْتَ ولد
You are a girl أنْتِ فتاة
You are two students أنتما طالبان
You are men أنْتُم رجال

The following table lists all the Arabic pronouns:

| | |
|---|---|
| I | أنا |
| We | نَحْنُ |
| You (single, masculine) | أنْتَ |
| You (single, feminine) | أنْتِ |
| You (dual, masculine & feminine) | أنتما |
| You (plural, masculine) | أنْتُم |
| You (plural, feminine) | أنْتُنَّ |
| He ( single, masculine) | هُوَ |
| She (single, feminine) | هِيَ |
| They (dual, masculine & feminine) | هما |
| They (plural, masculine) | هُم |
| They (plural, feminine) | هُنَّ |


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**Possessing pronouns:**

The *affix* form of the personal pronoun is a letter or a combination of letters attached to the end of the following noun in the sentence to possess this noun.

Example:
Using the English noun *name* ( إسم ), the following table illustrates how this noun is possessed with different pronouns:

| | |
|---|---|
| My name | أنا إسمي |
| Our names | نحن إسمنا |
| Your name (single, masculine) | أنْتَ إسمك |
| Your name (single, feminine) | أنْتِ إسمك |
| Your names (dual, masculine & feminine) | أنتما إسمكما |
| Your names (plural, masculine) | أنْتُم إسمكم |
| Your names (plural, feminine) | أنْتُنّ َإسمكن |
| His name ( single, masculine) | هُوَ إسمه |
| Her name (single, feminine) | هِيَ إسمها |
| Their names (dual, masculine &feminine) | هما إسمهما |
| Their names (plural, masculine) | هم إسمهم |
| Their names (plural, feminine) | هُنَّ إسمهن |

**The absence of verb *to be* in the Arabic language:**

Unlike in English, verb *to be* does not exist in the Arabic language present tense, while it is used in the past and the future tenses.
Example:

*Present Tense:* In English we say: I am sick. In Arabic we say: أنا مريض

*Past Tense*: In English we say: I was sick. In Arabic we say: **كنت** مريض

*Future Tense:* In English we say: I will be sick. In Arabic we say: **سوف أكون** مريض


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**Exercise 1**

Use personal pronouns to write three simple sentences and the teacher will call on each student to read their sentences. Write one of the sentences on the board and your teacher will make corrections. Rewrite the sentences with the corrections so you can learn from your mistakes.

***Write your sentences below.***

_____

_____

_____

**Demonstrative Pronouns**

*A) Demonstrative pronouns used for near objects:*

The Arabic demonstrative pronouns used to refer to near objects are هَذا, هذه , هذان, هاتان and هؤلاء (These represent the English words for *this* and *these*). These Arabic demonstrative pronouns are used in reference to gender and count as follows:

Example:

| *In English we say ...* | *In Arabic it means ...* |
|---|---|
| This is a man | هَذا رَجُل |
| This is a woman | هَذِهِ إمْرَأة |
| These are two men | هَذان رَجُلان |
| These are two girls | هاتان فَتاتان |
| These are men | هَؤلاء رِجال |

*B) Demonstrative pronouns used for near objects:*

The Arabic demonstrative pronouns used to refer to far objects are ذَلِكَ (used for all masculine gender) and تِلْكَ ( used for all feminine gender), as shown in the following example:

Example:

| *In English we say ...* | *In Arabic it means ...* |
|---|---|
| That is a boy | ذَلِكَ صَبي |
| That is a girl | تلك فتاة |


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**Exercise 2**

Listen to the following text and then fill in the blanks with the appropriate demonstrative pronoun:

..... رَشاد هُوَ مِنَ اليَمَن
..... مُنى هِيَ مِنَ المَغْرِب
..... عُثْمان هُوَ مِنَ السودان
..... الرِجال مِن مِصْر
..... الرَجُل مِن لُبْنان
..... الفتاة مِنَ الكُوَيْت

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**Interrogatives:**

While in English we use only the word *what for interrogation,* two Arabic interrogatives words are used, each has a specific application.

*A) Interrogative word used for asking about nouns :*

ما is used to ask about nouns.

Examples :
What is your name ? ما إسمك
What is his rank ? ما رتبته؟

*B) Interrogative word used for asking about verbs :*

ماذا is used to ask about verbs.

Examples :
What do you do ? ماذا تعمل؟
What do you eat? ماذا تأكل؟
The Arabic word ماذا is used for any verb tense : present, past or future.


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## Nouns

| | |
|---|---|
| coffee | القَهْوة |
| dinner | طعام العشاء |
| family | عائلة |
| your full name | إسْمُكَ بالكامِل |
| home/house | بَيْت or منزل |
| name | إسْم |
| first name | الإسم الأول |
| my name | إسْمي |
| your name | إسْمُكَ |
| rank | رتبة |
| sir | سِيادة or حضرة |
| soldier | جندي |
| sick person | مريض |
| state | ولاية |
| surname | إسم العائلة |
| tea | الشاي |
| visit | زِيارة |

## Proper Nouns

| | |
|---|---|
| Egypt | مِصْر |
| Iraq | العِراق |
| Lebanon | لُبْنان |
| Sudan | السودان |
| Syria | سورْيا |
| United States | الولاياتِ المُتَّحِدة |
| Yemen | اليَمَن |

## Pronouns

| | |
|---|---|
| I | أنا |


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| | |
|---|---|
| you | أنْتَ (m) أنْتِ (f) |
| he | هُو |
| she | هِي |
| we | نَحْنُ |
| they | هُم (m) هُنَّ (f) |
| what | ما |

## Verbs

| | |
|---|---|
| to allow | سَمح |
| to eat | أكل |
| to do | عَمَلَ |
| to introduce | عرّف |
| to invite | دعا |
| to meet | إلتقى |
| to need | إحتاج |
| to take | أخذ |
| to want | أراد |
| to wear | إرتدى |
| was born | وُلِدَ |

## Adjectives

| | |
|---|---|
| no | لا |
| yes | نعم |

## Greetings

| | |
|---|---|
| Good morning! | صباح الخير |
| Good evening! | مساء الخير |
| How are you? | كيف حالك؟ |
| Nice meeting you. | فُرْصة سَعيدة |
| Peace be upon you! | السلام عليكم |
| Peace be upon you, too! | وعليكم ا لسلام |


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## Expressions or Idioms

| | |
|---|---|
| Welcome (formal)! | أهلا و سهلا |
| Welcome (informal)! | مرحبا |
| Come in/go ahead! | تَفَضَّلْ |
| Go with safety! | مع السلامة |
| See you! | إلى اللقاء |
| Thank God | بِخَيْر والحَمْدُ لِلّه |
| Thank you! | شُكْراً |
| We are honored! | تَشَرَّفْنا |
| With pleasure! | بُكُلِّ سُرور |

## Miscellaneous

| | |
|---|---|
| From (preposition) | مِن |


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It is normal for acquaintances, friends, or family members of the same sex to hug and kiss each other on the cheek two or three times to say hello. Although Americans consider the handshake a standard salutation, in Arab countries it can be inappropriate in certain circumstances. If you are greeting a person of the opposite sex, it is best to wait until he or she initiates the handshake. For religious reasons, some Arabs are uncomfortable with shaking hands.


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**Activity 1 (Group Work)**

Each student will be given a set of cards numbered from 1 to 4, and A or B. Half the class will get a set with category A written at the top and the second half of the class will have category B. When the teacher says number 1A, for example, the selected student who has card number 1A will read the card with a greeting. The student who has card number 1b will respond to the greeting by reading what is on his/her card.

**Activity 2**

Imagine that someone is greeting you and you have to respond appropriately. The initial greetings are written below. Write the appropriate response in the blank

السَّلام عَلَيْكُم. _____

صَباحُ الخَيْر _____

مَرْحَباً _____

مساء الخير _____


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**Activity 3**

Mark the English equivalent of the following Arabic greetings:

1- تَفَضَّلْ

a) Hello.
b) Good bye.
c) Come in.

2- بِخَيْر والحَمْدُ لِلّه

d) Welcome Ahmed.
e) Good morning, Ahmed.
f) Well, thank God!

**Activity 4**

A teacher has accepted a teaching position at a military school in Saudi Arabia. The teacher approaches the major in charge of the language program at the school. The following text represents their conversation. Your teacher will read the text first and then you will read the text together as a class. If there are any words that you are unsure of, ask your teacher. Next, answer the questions in Activity 5 that pertain to the text:

أستاذ جون: السَلامُ عَلَيْكُم يا سِيادة الرائد
الرائد : وَعَلَيْكُم السَلام يا أستاذ جون، تَفَضَّل
أستاذ جون: شُكراً
الرائد : كَيْفَ حالُك ياأستاذ جون؟
أستاذ جون: بَخَيْر والحَمْدَ لله ، وكَيْفَ حالُكَ أنْتَ؟
الرائد : بَخَيْر, هَل تُحِب أن تَشْرَب القَهْوة أم الشاي؟
أستاذ جون: أشرَبُ القَهوة. شُكراً لكَرَمِكَ يا حَضْرة الرائد
الرائد : تَفَضَّل بِزِيارتي في بَيْتي
أستاذ جون: بَكُلِّ سُرور


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**Activity 5**

Read the previous dialogue and answer the following questions:

1. What does the major offer the teacher to drink?
2. Which does the teacher choose?
3. Who invites whom to visit them at home?

**Activity 6 (Pair Work)**

Pretend that you are at a party and you don't know the other guests. The teacher will give each of you a different Arabic and American name. Pair up with another student. Then practice introductions and asking and answering questions about names and nationalities. Use the conversation between John and Omar as an example:

جون: مَرْحَباً
عُمَر: أهْلاً
جون: أنا إسْمي جون ، وَما إسْمُكَ أنْتَ؟
عُمَر: إسْمي عُمَر
جون: تَشَرَّفْنا، مِنْ أيْنَ أنْتَ يا سَيِّد عُمَر؟
عُمَر: أنا مِنَ الكُوَيْت، ومِن أيْنَ أنتَ؟
جون: أنا مِن أريزونا

**Activity 7**

The teacher will give each student two cards. One of them has a name of a person and the other has a name of an Arab country. Each student will write a dialogue, following the example in Activity 6. Each student is required to read his or her dialogue aloud to the class. Use as many words as you can from the vocabulary list. Remember to use Arab courtesies when writing your dialogues.


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**Activity 8**

The teacher will ask a student to introduce him/herself and talk about their life. You are to state your full name, your job or the kind of work you do, where you were born, state where you live or grew up in the U.S., and whether you have a family or not. Your teacher will question the class in Arabic about your background information. Continue until all students have given their background information. As a class, question your teacher about his/her background information. You do not have to give real information.

**Activity 9**

Listen to the following Arabic text as your teacher reads aloud. Identify who is participating in the conversation and then give a full translation in English as to what was said. There are two words that are not on the vocabulary list. Try to figure out the meaning through context. Your teacher will provide that answer after the class has tried to identify the meaning of the words.

خالِد: السَلامُ عَلَيْكُم
جون: وَعليْكُم السَلام
خالِد: أنا إسمى خالِد
جون: تَشَرَّفْنا
خالِد: وما إسمك أنْت؟
جون: أنا إسمى جون
خالد: فُرْصَة سَعيدة
جون: ومَن أيْنَ أنْتَ يا سَيِّد خالِد؟
خالِد: أنا مِنَ السَعودِيَّة، وَمِن أيْنَ أنْتَ يا سَيِّد جون؟
جون: أنا مِنَ الوِلاياتِ المُتَّحِدة


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**Activity 10**

The text below describes an American teacher who is filling out an application to teach English in Saudi Arabia. An Arab friend is helping him with the application and asks him for the required information. Translate the application into English and identify the following information: first and last name, country of citizenship, and where was he born. Remember to look for cognates, which mean that you may have to sound out the word.

**طَلَب عَمَل:**

- ما إسْمُكَ الأوَّلْ؟
إسمي جون
– ما إسمُ العائلة؟
إسْمُ العائلة مِلِيَر
- مِن أيْنَ أنتَ؟
أنا مِنَ الولاياتِ المُتَّحِدة
- أيْنَ وُلِدْتَ؟
وُلدْتُ في فِرْجينيا

**Activity 11**

Look at the employment application below. Write down your American first name, family name, and place of birth in Arabic. This means that you are going to create cognates of these names and places. For example: David = داود.

الإسم الأول ----------

إسم العائلة ----------

مكان الولادة ----------


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**Activity 1 (Group Work)**

The class will divide evenly into groups A and B and then pair up between the groups. Each group A member should initiate formal greetings with group B members responding appropriately. Next, group B will initiate the informal greeting that can be used at anytime and group A will respond appropriately. Group A will then initiate morning greetings and group B will respond. Lastly, group B will initiate evening greetings and group A will respond.

**Activity 2**

The teacher will present different types of greetings: formal, informal, morning, and evening. The teacher will call on students to either initiate or respond to the greetings.

**Activity 3**

Write questions concerning names, places of origin for the following answers:

١-
أنا إسْمي عَلي.

٢-
إسْمي بِالكامِل حُسَيْن عَبْد الفَتّاح.

٣-
أنا مِن لُبْنان.

٤-
أنا إسْمي ثُرَيّا إبراهيم.

**Activity 4 (Pair Work)**

The class will split into pairs. One student should initiate formal greetings and invite the other member to their house. The other member will respond appropriately. Repeat this activity using the informal form of greeting.


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**Activity 5**

The following is a list of statements that are missing expressions. You have seen these expressions used elsewhere in this lesson. Read them to yourself and fill in the blank with the appropriate expression. Your teacher will call on individuals for the answers:

السَلا مُ عَلَيْكُم

وَ ----------

--------- يا حَضْرَة الضَّابِطْ

بِخَيْرٍ

-------- تَشْرَبُ الشاي أو القَهْوة؟

أشْرَبُ القَهْوة

**Activity 6**

Create as many questions as you can from the vocabulary list. You will receive two points for each correct question. The student with the most correct questions wins the questioning round. Next, the winner will read his/her questions to the class. The class will write answers to the questions as they are read. The student who answers the most questions is the winner of the answer round. Feel free to make this activity as competitive as you like.

**Activity 7 (Group Work)**

The class will be divided into groups of three students for the following activities. The situations are:

(1) You are attending a party at the American Ambassador's residence in Cairo. One of your friends, John Smith, wants to meet someone who speaks Arabic. Introduce your friend to the Ambassador's Egyptian friend, General Malik. Be sure to observe all Arab customs and courtesies. Each student will take turns doing the introductions.

(2) It is late in the evening and the party is drawing to the end. You and John Smith say goodbye to General Malik and take leave. Be sure to observe all Arab customs and courtesies.


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**Activity 7 (Continued)**

(3) In the staircase, you run into a good Arab friend, Major Khalid. He does not speak English. Greet him in Arabic and introduce John Smith to him. Remember to observe all Arab customs and courtesies.

(4) As you are taking your leave, your Arab friend invites you and John Smith to his house. It is too late at night and you have to decline. Reject his invitation in a polite manner and say goodbye. Be careful not to offend your Arab friend and observe all Arab customs and courtesies.

(5) Write your friend Major Khalid a thank you note and give it to your teacher for grading. Be sure to observe all Arab customs and courtesies while writing your note.

**Activity 8**

Your teacher will read a random list of Arab soccer players participating in a local soccer match. Number the names on the list as they are read. The student with the correct order wins.

| |
|---|
| كَريم |
| عَبْد الرَحيم |
| عَبْد الغَفور |
| مُصْطفى |
| خَليل |
| عَبْد الرَحْمَن |
| أحْمَد |
| مَحْمود |
| غَسّان |
| عَبْدُ الله |
| سَعيد |
| سَليم |
| مُحَمَّد |
| مَرْوان |


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**Homework 1**

Listen to the different forms of Arabic greetings on the CD. The greetings are numbered from one to four. After you listen to each greeting, match it with its English equivalent by writing the number of the greeting in the space provided.

Good evening _____.

Good-bye _____.

Welcome _____.

Good morning _____.

**Homework 2**

Choose words from the jumble box below and write them in the blanks in the dialogue.

١ - أحْمَد: ----------
فاطِمة: أهْلاً وَسَهْلاً

٢ - حُسَيْن: صَباحُ الخَيْر
عَلي: ----------

٣ - عُمَر: ----------
زَيْنَب: مَع السَلامة

٤ - أسْماء: مَساء الخَيْر
خالِد: ----------

**Jumble Box**

| | | | |
|---|---|---|---|
| صَباحُ النور | إلى اللِقاء | مَرْحَباً | مَساء النور |


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**Homework 3**

Click on the computer map and listen to the names of the Arab countries. Pretend that you are a native of each country and practice saying the country name. Follow the examples given on the map.

**Homework 4**

Listen to the following statements on your CD. Then answer the following sentences True or False. Write **T** or **F** beside each sentence.

1. Omar is from Lebanon. _____
2. We are from Egypt. _____
3. She is from Syria. _____
4. He is from Iraq. _____
5. We are from Algeria. _____

**Homework 5**

Choose words from the jumble box on the next page and write them in the blanks in the dialogue. Your teacher will go over the answers in class. Learn from your mistakes.

سُعاد: --------- عَلَيْكُم
فاطمة: وَعَلَيْكُم السَلام
سُعاد: أنا ------- سُعادعَبْدُ اللّه
فاطِمة: ------- ، وَأنا إسْمي فاطِمة عَبْد الرَحيم
عُلى: مَرْحَباً
رَشا: ------- وَسَهْلاً
عُلى: أنا إسْمي عُلى الشَيْخ
رَشا: فُرْصة ----------
عُلى: ما -----؟
رَشا: ----- إسْمي رَشا إبْراهيم

**Jumble Box**

| | | | | | | |
|---|---|---|---|---|---|---|
| أهْلاً | السَلام | أنا | إسْمُكِ | سَعيدة | تَشَرَّفْنا | إسْمي |


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**Homework 6**

Listen to the four short dialogues on your CD. Decide if each statement is true or false and mark the answer accordingly.

1. The lady's last name is خَديجة

2. Both men happen to have the same last name.

3. The lady's first name is سَميرة

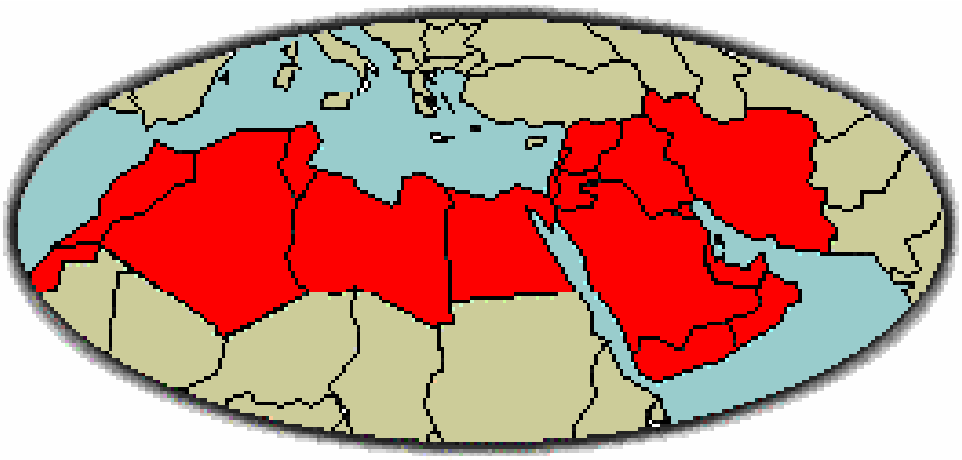
4. The man's first name is خالِد

***Write your answers below.***

1.
2.
3.
4.

**Homework 7**

Look at the drawing of the Middle East below. Using your vocabulary list, identify the countries by writing the name of the country and drawing an arrow to its location. Using your Arabic dictionary, find the names of the countries that are not on the vocabulary list. Write them down and draw an arrow to the country. Your teacher will go over the answers in class:

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**Homework 8**

Prepare a dialogue that uses as many vocabulary words as possible. However, the dialogue must make sense and employ common Arab customs and courtesies pertaining to greetings and introductions. Be prepared to read your dialogue in front of the class. You will receive two points for every vocabulary word used correctly and only one point if used incorrectly. You will receive five points overall if the Arab customs and courtesies are properly used. Your teacher will keep score. The student with the highest score wins.


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