



## SOLT 1 Arabic Module 2 Lesson 1

### Student Manual

# السيرة الذاتية و المعلومات الشخصية

## Personal and Biographical Information



During this lesson, you will learn how to ask personal and biographical information. Under this Terminal Learning Objective, you will learn two tasks. At the end of this lesson, you will be able to:

**Exchange Personal Information**

- Ask about someone's residence
- Answer about someone's residence
- Ask about someone's age
- Answer about someone's age
- Ask about the marital status
- Answer about the marital status
- Provide personal information

**Exchange Biographical Information**

- Report autobiographical information
- Extract biographical data
- Request personal history

**Tip of the Day**

The attitude toward elderly people in Arab countries is often different than in Western societies. Life expectancy varies from country to country but it is often lower than in western nations. According to Arab customs, families should care for their elders. Consequently, there are few centers designed to care for the elderly.

You may find yourself in a formal or informal situation where people will make inquiries about your personal life. This lesson is intended to assist you in formulating responses to such questions. Additionally, you may want to make inquiries of your own about someone's personal information. In this regard, this lesson will assist you in formulating the necessary questions. Please note, you must observe and respect the other person's culture when conducting these social, but personal exchanges. For example, if an Arab man's wife has a newborn child, you may congratulate him on the birth, but you must not ask him about his wife. Information about the females in the family is not open to discussion.



The following is a sample scenario between a Saudi Arabian officer and an American soldier:

**Scenario: Major Mohammed providing his biographical information**

Sergeant Stevens: Hello, Major Mohammed. Welcome to Fort Bragg.  
 Major Mohammed: Thank you, Sergeant Stevens.  
 Sergeant Stevens: We need the following information to complete your personnel file.  
 Major Mohammed: Certainly.  
 Sergeant Stevens: First of all, where are you from?  
 Major Mohammed: Mecca, Saudi Arabia.  
 Sergeant Stevens: What is your date of birth?  
 Major Mohammed: August 4, 1968.  
 Sergeant Stevens: What is your educational background?  
 Major Mohammed: I graduated from Sand Hurst, England in 1989.  
 Sergeant Stevens: Are you married, Major Mohammed?  
 Major Mohammed: Yes, I am.  
 Sergeant Stevens: How long have you been married?  
 Major Mohammed: I've been married for ten years.  
 Sergeant Stevens: How old are you, Major?  
 Major Mohammed: I am thirty-one years old.  
 Sergeant Stevens: Do you have any children?  
 Major Mohammed: Yes, I have a son and a daughter.  
 Sergeant Stevens: How old are they?  
 Major Mohammed: The older one is eight years old and the younger one is five years old.  
 Sergeant Stevens: Lastly, I need an emergency contact phone number of someone in Saudi Arabia in case of injury.  
 Major Mohammed: That would be 8-7852164.  
 Sergeant Stevens: Thank you, Major Mohammed. Do you have any questions for me?  
 Major Mohammed: Yes, Sergeant Stevens, I do. Are you married?  
 Sergeant Stevens: Yes sir, I've been married for two years.  
 Major Mohammed: Excellent! Do you have children?  
 Sergeant Stevens: Yes sir, I have a one-year-old son.  
 Major Mohammed: That's wonderful, Sergeant Stevens. You have a good day.  
 Sergeant Stevens: Thank you, sir. Good day.

الرقيب سيتفنس: أهلاً بالرائد محمد في قاعدة براج.  
 الرائد محمد: شكراً يا رقيب ستيفنس.  
 الرقيب سيتفنس: نريد بعض المعلومات لنكمل الملف الخاص بك.  
 الرائد محمد: نعم بالطبع.  
 الرقيب سيتفنس: أولاً ، من أين أنت؟  
 الرائد محمد: أنا من مكة، المملكة العربية السعودية.

Scenario (Continued)

الرقيب سيتفنس: ما هو تاريخ ميلادك؟  
الرائد محمد: ولدت في الرابع من آب/ أغسطس سنة ١٩٦٨  
الرقيب سيتفنس: ما هي شهادتك العلمية؟  
الرائد محمد: تخرجت من سانهرست، أنجلترا في ١٩٨٩  
الرقيب سيتفنس: هل أنت متزوج؟  
الرائد محمد: نعم ، أنا متزوج.  
الرقيب سيتفنس: منذ كم سنة تزوجت؟  
الرائد محمد: تزوجت منذ عشر سنوات.  
الرقيب سيتفنس: كم عمرك؟  
الرائد محمد: عمري واحد و ثلاثون سنة.  
الرقيب سيتفنس: هل عندك أطفال؟  
الرائد محمد: نعم عندي ابن و ابنة.  
الرقيب سيتفنس: كم أعمارهم؟  
الرائد محمد: ابني عمره ثماني سنوات و ابنتي عمرها خمس سنوات.  
الرقيب سيتفنس: هل من الممكن أن تعطيني رقم تليفون لشخص بالسعودية  
للإتصال في حالة الطوارئ؟  
الرائد محمد: الرقم ٨-٢١٦٤-٧٨٥٢  
الرقيب سيتفنس: شكراً يا سيادة الرائد. هل عندك أسئلة لي؟  
الرائد محمد: هل أنت متزوج؟  
الرقيب سيتفنس: نعم تزوجت من سنتين.  
الرائد محمد: هل عندك أولاد؟  
الرقيب سيتفنس: نعم عندي يا سيادة الرائد، عندي ولد عمرة سنة.  
الرائد محمد: ممتاز يا رقيب ستيفنس، عمت صباحاً.  
الرقيب سيتفنس: شكراً يا سيدي ، عمت صباحاً.

**Exercise 1 (Group Work)**

The class is divided into two groups of students, American and Arab guests. Imagine that you are attending a party in Dhahran, Saudi Arabia. Introduce yourself to the other guests. State your name and hometown and ask his/her name and hometown. They will give the appropriate polite answer. Make sure that you “mingle” and meet everyone!

**Exercise 2 (Group Work)**

The scenario from the previous exercise still applies. You are still at the party. Pick a cooperative and interesting guest and strike up a good discussion. You’ve already met everyone, so, “run” into him/her again and see how much that you can learn about the person. Afterwards, take notes on everything that you have learned. Be prepared to share your findings with the class.

**Exercise 3 (Pair Work)**

You are interested in applying for a membership at a health club. The receptionist fills out the application form for you and asks your name, birth date, and address. Respond to the questions using the appropriate level of politeness, vocabulary and structural items. Reverse roles so that both partners can experience both sides of the scenario.

**Exercise 4 (Pair Work)**

The students will meet their counterpart at a wedding. You have exchanged some personal information such as names and occupations. Your task is to determine the marital status of your counterpart. Reverse roles so that both partners have the opportunity to play both parts.

**A:** Ask your counterpart whether he/she is married.

**B:** Provide an appropriate response using the correct form of politeness, vocabulary and structure. You may provide either an affirmative or negative response.

**Exercise 5 (Group Work)**

The class will be divided into two teams. The teams will alternate turns, requesting and responding to questions about how long the various team members have been in the military, at Fort Bragg and when, if at all, they are planning to retire from the military.

**Exercise 6 (Pair Work)**

You are interested in interviewing a prospective team member. You know their military qualifications but want to know more about the individual as a person. You ask the individual his/her name, date of birth, address, and educational background. Your partner answers questions with his/her assumed identity. Reverse roles so that both have the opportunity to interview and to be interviewed.

**Exercise 7 (Group Work)**

The class will be divided into two groups. Each group will be a 'family' and create a diagram that shows their family information (assign family relationships and ages). With each group alternating turns, they will select a member of their team to both elicit and provide information on the composition and ages of the other group's family. The game will continue until all information has been collected. The following is a list of questions which may be good to ask:

- (1) Marital status.
- (2) Number of siblings.
- (3) Number of children.
- (4) Ages of his/her children.
- (5) Ages of his/her parents.

**Exercise 8 (Pair Work)**

The setting is that a SOF soldier has a casual meeting with his Point of Contact (POC). The soldier is interested in living accommodations available in Saudi Arabia. Using the questions you have learned; see whether you can elicit that information from your "source." Reverse roles so that both partners can practice the procedure.

**A:** Use appropriate greetings and then inquire where your POC lives.

**B:** Provide an appropriate response using the correct level of politeness, vocabulary, and structure.

**Exercise 9 (Pair Work)**

The setting is that a SOF soldier meets his POC at a restaurant and they are still discussing living arrangements. Using the following guide, re-enact the following conversation. Reverse roles so that both partners can practice.

**A:** Say hello. Say who you are.

**B:** Introduce yourself and say hello.

**Exercise 9 (Continued)**

**A:** Ask where B lives.

**B:** Tell A where you live.

**A:** Invite B to your house.

**B:** Ask A where he/she lives.

**A:** Say you live in Jeddah.

**B:** Ask where Jeddah is located.

**A:** Say it is close to Mecca.

**Exercise 10 (Group Work)**

Your instructor will introduce the following vocabulary to you:

|           |                     |
|-----------|---------------------|
| watch     | ساعة                |
| gift      | هَدِيَّة            |
| alarm     | مُنْبَه             |
| necklace  | سِلْسِلَة           |
| bag       | حَقِيْبَة           |
| key chain | عَلَاَقَة مَفَاتِيح |
| wallet    | مَحْفَظَة           |

After you listen to your instructor's explanation, choose an appropriate gift for four relatives or friends. Explain why you chose each gift for each individual person (i.e., a necklace for a single female friend) then tell your classmates what you are going to buy for these individuals using the following structure:

عيد ميلاد أخي في الخامس من أيار. سأشتري له ساعة.

**Exercise 11 (Pair Work)**

For this exercise, each student will be working with a partner. One person is applying for a passport and the other is a government employee verifying the information on the application. The official should ask the following questions:

What is your name?

Are you married, single, or divorced?

How many children do you have?

What is your address?

When you are finished, switch roles.

**Exercise 12 (Pair Work)**

The class is divided in pairs. The setting is an informal job interview. One student will assume the role of the interviewer. The other will act as the interviewee. The interviewer wants to put the candidate at ease, as well as get to know him/her on a more personal level. He asks whether you have a family and, if so, what their ages are. Reverse roles so that both partners have the opportunity to play each part.

**A:** Asks whether B has family and if so, how old his/her parents are.

**B:** Provide an appropriate response using the correct vocabulary and structures.

**Exercise 13 (Group Work)**

The class is divided in groups. Interview the classmates in your group. Ask each other personal information such as date of birth, marital status, wedding anniversaries, and number of children. Each group will decide whose birthday or wedding anniversary is the next to be celebrated. The entire group will choose members whose anniversaries or birthdays are the closest and will have a small ten-minute celebration for them. Be sure to congratulate the people being celebrated. Also, ask for the address of selected classmates in case you want to visit them or send them a gift.

**Exercise 14 (Pair Work)**

The class will be divided into pairs. Each student has five minutes to create an assumed identity. Each student is to ascertain the age of his or her counterpart. After the appropriate greeting, a short interchange ensues. Reverse roles so that both partners have the opportunity to play each part.

## Review of verbs

In this lesson, you will apply what you have learned already about Arabic verbs.

## Present tense review

Let's quickly review the information you have learned.

The simple present tense in Arabic is formed by adding a **prefix** and/or **suffix** to the simple « verb root » in the past tense. The prefix is used to denote the gender of the person(s), and the suffix is used to denote the count of the persons, two or more.

Example :

Taking the past tense root of the verb **to write** كُتِبَ as an example:

Past tense  
كتب سعيد الدرس

Present tense  
يكتب سعيد الدرس

## Exercise 1

Read the following sentences, identify the verbs, and change the sentences to the *present tense*. Make sure you make all the necessary changes in each sentence:

- ١ - شربَ أحمد الشاي.
- ٢ - ذهبتُ إلى العمل أمس.
- ٣ - ستكتب منى الدرس الآن.
- ٤ - ليلى و سميرة دخلتا الفصل بسرعة.
- ٥ - جلست المدرسة على الكرسي.

**Write your answers here:**

- ١

- ٢

- ٣

- ٤

- ٥

### Future tense review

The following is a quick reminder of the future tense grammar.

You *add* the Arabic letter **س** OR the word **سوف** before any conjugated present tense verb.

Example :

Taking the past tense root of the verb **to sit** **جلس** as an example:

In English you say ...

I will sit

In Arabic you say ...

سوف أجلس

### Exercise 2

Read the following sentences, identify the verbs and change the sentences to the *future tense*.

- ١ - أنا أَشْرَبُ الْعَصِيرَ.
- ٢ - أنا أَعْمَلُ فِي الْمَدْرَسَةِ.
- ٣ - أنا أَسْكُنُ فِي بَيْرُوتَ.
- ٤ - أنا أَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ.
- ٥ - أنا أَدْعُوكَ إِلَى الْغَدَاءِ .

**Write your answers here:**

- ١

- ٢

- ٣

- ٤

- ٥

### Exercise 3

Read the following paragraph. Identify all the verbs in the paragraph and fill out the following table by placing each verb under its proper tense column.

زُرْتُ أُخْتِي الْأُسْبُوعَ الْمَاضِي . اتَّفَقْتُ مَعَهَا أَنْ نَذْهَبَ إِلَى الْجَبَلِ الْأَحَدِ الْمُقْبِلِ . سَوْفَ نَأْخُذُ  
الْأَوْلَادَ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ . سَنَسْتَتْرِى بَعْضَ الطَّعَامِ وَسَنَأْكُلُ فِي الْبَرِّيَّةِ . ذَهَبْتُ إِلَى بَيْتِ  
أَخِي أَيْضاً وَطَلَبْتُ مِنْهُ أَنْ يَذْهَبَ مَعَنَا ، قَالَ أَنَّهُ لَا يُرِيدُ أَنْ يَذْهَبَ ، فَهُوَ لَا يُحِبُّ أَنْ  
يَخْرُجَ نَهَارَ الْأَحَدِ .

| <i>Future tense verbs</i> | <i>Past tense verbs</i> | <i>Present tense verbs</i> |
|---------------------------|-------------------------|----------------------------|
|                           |                         |                            |

## Types of sentences in the Arabic Language

As in English, the Arabic sentence consists of different types of words such as nouns, verbs, adjectives, prepositions, etc... In Arabic Language, there are **two types** of sentences: *The Noun Sentence* and *The Verb sentence*.

### A) Noun sentence:

This is a sentence that *begins with a noun*.

Examples:

المدرسة كبيرة .  
الطالب يدرس في منزله .  
سيارتي سوداء اللون .

As you notice, each sentence above starts with a noun, whether possessed or not.

### B) Verb sentence:

This is a sentence that *begins with a verb*.

Examples:

يلعب الطفلان في الحديقة .  
دعوتُ صديقي إلى العشاء .  
ستزور زوجتي القاهرة قريباً .

As you notice, each sentence above begins with a verb, whether present, past or future tense. In many cases, a single sentence may have both a noun and a verb.

Example:

الطالب يدرس في منزله

This sentence starts with a noun which is followed by a verb. It is customary to swap the noun and the verb.

*Swapping the noun and the verb:*

a) when the noun is singular:

From noun sentence to verb sentence → swap the noun with the verb

الطالب يدرس في منزله → يدرس الطالب في منزله

This rule applies only to noun sentences when the noun is in singular form.

b) when the noun is a pair or plural:

Example:

الطالبان يدرسان في منزلهما

In this sentence, the verb ending should match the noun ending.  
When swapping the above verb with the noun, the verb loses its suffix.

From noun sentence to verb sentence → swap the noun with the verb

الطالبان يدرسان في منزلهما → يدرس الطالبان في منزلهما

The above rule is important in speaking since it differentiates an educated Arab speaker from an uneducated one.

#### Exercise 4

Indicate which of the following sentences is a *noun sentence* or a *verb sentence*, by writing N beside the noun sentence and V beside the verb sentence.

- ١ - إستلمتُ الطرد من مكتب البريد أمس .
- ٢ - ذهب الرجل إلى العمل .
- ٣ - منزلي كبير ورمادي اللون .
- ٤ - سوف أسافر إلى الإسكندرية الصيف القادم .
- ٥ - دراسة اللغة العربية ليست صعبة .

#### Exercise 5

Change the following noun sentences to verb sentences.

- ١ - المدرس دخل الصف بسرعة .
- ٢ - التلميذتان تناولتا الطعام الساعة الواحدة ظهراً .
- ٣ - الأطفال لعبوا خارج المنزل .
- ٤ - الرجل ذهب إلى السينما مع زوجته .
- ٥ - أحمد و فاطمة حضرا إلى المدرسة مبكراً .

Write your answers here:

- ١
- ٢
- ٣
- ٤
- ٥

### Nouns

|                            |                            |
|----------------------------|----------------------------|
| adulthood                  | سِن الرُّشد                |
| alarm                      | مُنْبَه                    |
| application                | إِسْتِمَارَة               |
| conversation               | مَحَادَثَة                 |
| counterpart                | نَظِير                     |
| degree/diploma/certificate | شَهَادَة                   |
| discussion                 | مَنَاقَشَة                 |
| education                  | تَعْلِيم                   |
| fiancé                     | خَطِيب                     |
| gift                       | هَدِيَّة                   |
| guest                      | ضَيْف                      |
| house/home                 | مَنْزِل / بَيْت            |
| identity                   | شَخْصِيَّة                 |
| information                | مَعْلُومَة                 |
| interview                  | مَقَابَلَة شَخْصِيَّة      |
| jewelry box                | عُلبَة حَلِي               |
| marital status             | الحَالَة الإِجْتِمَاعِيَّة |
| membership                 | عَضُويَّة                  |
| old maid                   | عَانِس                     |
| rent                       | إِيجَار                    |
| resume                     | السِّيَرَة الذَّاتِيَّة    |
| single                     | أَعْزَب                    |
| teenager                   | مُراهِق                    |

|            |       |
|------------|-------|
| university | جامعة |
| watch      | ساعة  |
| young man  | شاب   |

### Verbs

|           |       |
|-----------|-------|
| to buy    | إشتري |
| to eat    | أكل   |
| to invite | دعا   |
| to live   | سكن   |
| to rent   | أجر   |
| to retire | تقاعد |
| to study  | درس   |
| to visit  | زار   |

### Adjectives

|             |          |
|-------------|----------|
| background  | خلفية    |
| casual      | غير رسمي |
| cheap       | رخيص     |
| divorced    | مطلق     |
| expensive   | غالي     |
| formal      | رسمي     |
| interesting | شيق      |
| old         | عجوز     |
| personal    | شخصي     |

### Questions

|                        |                         |
|------------------------|-------------------------|
| How old are you?       | كم عُمرُك؟              |
| What is your birthday? | ما هو تاريخ عيد ميلادك؟ |



***Tip of the Day***

The legal separation of marriage partners is not an option in Arab countries. Divorce is the only alternative and it is especially hard on women. A divorced woman becomes a social outcast. In Arab countries, there are no custody battles. Children under a certain age (which varies from country to country) stay with the mother. After that age, they go to the father. If the mother gets remarried, however, she instantly loses her custody rights.

Polygamy (having more than one wife) is permissible for Arab Muslims but it is not common. A man can have up to four wives but there are strict conditions and rules that have to be followed. For example, the husband is required to treat his wives equally. The approval of the first wife should be solicited. If she refuses and demands a divorce, the husband must grant her wish. One of the reasons that polygamy is allowed for Muslims is to prevent adultery. If a married man feels drawn to another woman, he can legally marry her but he must follow the proper rules to ensure the second wife's rights and the rights of any children that they might have are respected. Another justification for polygamy is if the first wife fails to fulfill her duties or is barren. By taking on additional wives, a childless man may begat children while still respecting and honoring his first wife.



### Activity 1

The instructor will pose questions requesting personal information from the students. After answering, students will take turns asking their neighbors similar questions. The last student will question the instructor.

### Activity 2

Take a survey. Start by counting the number of students in the classroom. Formulate a list of questions to cover in your survey, including the following questions: how many students are married, how many have children, how many have birthdays this month, etc...Share your findings with the class.

### Activity 3

Each student will follow the instructor's lead in creating a fictional identity.

Start by providing the name of your assumed fictional identity. Give an age and family relationship. For example, you could say, I am the father of Fred and I am 54 years old; or I am the son of Wanda and I am 7 years old; or I am Dan's grandfather and I am 75 years old. Your instructor will provide assistance and corrections as needed.

### Activity 4

Each student should assume an Arab identity and pretend that they are at their high school reunion. Walk around the room, greet your classmates as if they were your old high school buddies, and ask them questions. You will have ten minutes to prepare a list of questions to help you.



### Activity 5

Listen to a conversation between two friends discussing their families. Look at a written transcript of the conversation that is missing some words. Listen to the conversation once again and fill in the blanks with the missing words:

#### The Listening Dialogue:

فاطمة: مَرَحَباً يا ماجدة.  
ماجدة: أهلاً يا فاطمة ، كَيْفَ حَالُكَ؟  
فاطمة: أنا سَعِيدَةٌ جِداً مَعَ زَوْجِي الْحَالِي.  
ماجدة: هَلْ زَوْجُكَ الْحَالِي شَابٌ صَغِيرٌ؟  
فاطمة: نَعَمْ، عُمُرُ زَوْجِي ثَلَاثُونَ سَنَةً.  
ماجدة: زَوْجُكَ السَّابِقُ كَانَ عَجُوزاً.  
فاطمة: نَعَمْ عُمُرُ زَوْجِي السَّابِقِ سِتُّونَ سَنَةً ، وَكَمْ عُمُرُ زَوْجِكَ أَنْتِ؟  
ماجدة: أنا أَرْمَلَةٌ الْآنَ.  
فاطمة: زَوْجِي عِنْدَهُ أَخٌ مُطَلَّقٌ.  
ماجدة: هَلْ عِنْدَهُ أَوْلَادٌ؟  
فاطمة: نَعَمْ ، عِنْدَهُ وَلَدٌ صَغِيرٌ يَعْيشُ مَعَ أُمِّهِ وَزَوْجِهَا الْجَدِيدِ.  
ماجدة: وَكَمْ عُمُرُ أَخِي زَوْجِكَ ؟  
فاطمة: عُمُرُهُ أَرْبَعُونَ سَنَةً، أَدْعُوكِ لِيُزَارَتِي يَوْمَ الْخَمِيسِ الْقَادِمِ.

#### The Conversation:

فاطمة: مَرَحَباً يا ماجدة.  
ماجدة: أهلاً يا فاطمة، كَيْفَ حَالُكَ؟  
فاطمة: أنا ----- جِداً مَعَ زَوْجِي الْحَالِي.  
ماجدة: هَلْ زَوْجُكَ الْحَالِي شَابٌ صَغِيرٌ؟  
فاطمة: نَعَمْ، عُمُرُ زَوْجِي----- سَنَةً .  
ماجدة: زَوْجُكَ السَّابِقُ كَانَ ----- .  
فاطمة: نَعَمْ----- زَوْجِي السَّابِقِ سِتُّونَ سَنَةً ، وَكَمْ عُمُرُ زَوْجِكَ أَنْتِ؟  
ماجدة: أنا-----الآنَ.  
فاطمة: زَوْجِي عِنْدَهُ أَخٌ ----- .  
ماجدة: هَلْ عِنْدَهُ أَوْلَادٌ؟  
فاطمة: عِنْدَهُ وَلَدٌ-----يَعْيشُ مَعَ أُمِّهِ وَزَوْجِهَا الْجَدِيدِ.  
ماجدة: وَكَمْ عُمُرُ أَخِي زَوْجِكَ ؟  
فاطمة: عُمُرُهُ أَرْبَعُونَ سَنَةً، أَدْعُوكِ لِيُزَارَتِي يَوْمَ----- الْقَادِمِ.  
ماجدة: بِكُلِّ سُرُورٍ.

### Activity 6

Listen to a dialogue between two friends and answer the questions that follow in English:

#### The Listening Dialogue:

كريم: أهلاً علاء.  
علاء: أين أنتَ يا رجل؟  
كريم: أنا أسكن الآن في شارع الثورة بالمهندسين.  
علاء: أنا مُشتاق إليك ، كيفَ حالك؟  
كريم: أنا بخير والحمدُ لله.  
علاء: كم عمرك الآن؟  
كريم: عمري خمسة وثلاثون سنة.  
علاء: كم عمر إبنك أيمن؟  
كريم: عمر أيمن عشر سنوات وعمر إلهام، ابنتي الصغيرة، ست سنوات.  
علاء: كان عمر أيمن ثلاث سنوات عندما زرتك في منزلك في مصر الجديدة آخر مرة.  
كريم: يجب أن نلتقي مرة أخرى.

#### Answer the following questions:

1. Whom did Kareem meet?
2. Where does Kareem live now?
3. How is Kareem doing?
4. How old is he?
5. How old are his children?
6. How long has it been since these two people met?

#### *Write your answers here:*

- 1.
- 2.
- 3.
- 4.
- 5.

### Activity 7

Choose an identity from the following list of residents who live on Nasser Street but don't reveal it. Your partner will ask yes or no questions about your personal background and your family until all of the clues add up and he or she can guess your name. (Note: You can ask anything but your partner's name!). Switch roles:

|                                                                                                         |                                                                                                       |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| نَجْوَى عَلِي<br>مُطَلَّقة<br>عُمُرُهَا سِتَّةٌ وَثَلَاثُونَ عَاماً<br>هِيَ شَقْرَاءٌ وَقَصِيرَةٌ       | فِرَاسُ عَبْدِ اللَّهِ<br>أَعَزَبٌ<br>عُمُرُهُ خَمْسٌ وَعِشْرُونَ عَاماً<br>هُوَ أَسْمَرٌ طَوِيلٌ     |
| أَحْمَدُ إِسْمَاعِيلَ<br>أَرْمَلٌ<br>عُمُرُهُ سِتْعٌ وَسِتُّونَ عَاماً<br>عِنْدَهُ ثَلَاثَةُ أَحْفَادٍ  | دَالِيَا جُمُعَةٌ<br>مُتَزَوِّجَةٌ<br>عُمُرُهَا تِسْعٌ وَعِشْرُونَ سَنَةً<br>عِنْدَهَا وَلَدٌ وَاحِدٌ |
| ثُرَيَّا الْحُصْرِي<br>عَانِسٌ<br>عُمُرُهَا أَرْبَعٌ وَأَرْبَعُونَ عَاماً<br>هِيَ قَصِيرَةٌ وَبَدِينَةٌ | خَالِدُ سُلَيْمَانَ<br>مُطَلَّقٌ<br>عُمُرُهُ خَمْسٌ وَعِشْرُونَ سَنَةً<br>عِنْدَهُ ثَلَاثُ بَنَاتٍ    |
| مَرْوَانَ سَمِيرَ<br>مُتَزَوِّجٌ<br>عُمُرُهُ سَبْعٌ وَثَلَاثُونَ سَنَةً<br>عِنْدَهُ أَرْبَعُ أَوْلَادٍ  | مُحَمَّدُ الْحِلَوِ<br>مُطَلَّقٌ<br>عُمُرُهُ سِتٌّ وَثَلَاثُونَ سَنَةً<br>عِنْدَهُ ابْنَةٌ وَاحِدَةٌ  |



### Activity 8

Read the following statements and then write true or false beside each of the statements below:

|                                                                                                                                                                     |                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| أنا رَجُلٌ أرْمَلُ عُمُرِي خَمْسُونَ سَنَةً.<br>أرْغَبُ في الزَّوْاجِ مِنْ سَيِّدَةٍ جَمِيلَةٍ مُطَلَّقةٍ أَوْ<br>أرْمَلَةٍ.                                        | أنا شاب في الثلاثين من عُمُرِي.<br>أرْغَبُ في الزَّوْاجِ مِنْ فَتَاةٍ في العِشْرِينَ<br>مِنْ عُمُرِهَا.                                    |
| أنا فَتَاةٌ جَمِيلَةٌ عُمُرِي سَبْعَةُ عَشْرٍ عَامٍ.<br>أرْغَبُ في الزَّوْاجِ مِنْ شاب في الثلاثين من<br>عُمُرِهِ.                                                  | أنا سَيِّدَةٌ مُطَلَّقةٌ وَجَمِيلَةٌ جِدًّا.<br>أرْغَبُ في الزَّوْاجِ مِنْ رَجُلٍ عَجُوزٍ.                                                 |
| أنا سَيِّدَةٌ أرْمَلَةٌ في الأَرْبَعِينَ مِنْ عُمُرِي<br>وَعِنْدِي طِفْلٌ وَاحِدٌ.<br>أرْغَبُ في الزَّوْاجِ مِنْ رَجُلٍ في الأَرْبَعِينَ<br>مُطَلَّقٍ أَوْ أرْمَلٍ. | أنا رَجُلٌ في الأَرْبَعِينَ مِنْ عُمُرِي ، مُطَلَّقٌ<br>وَعِنْدِي طِفْلَيْنِ.<br>أرْغَبُ في الزَّوْاجِ مِنْ سَيِّدَةٍ تُحِبُّ الأَطْفَالَ. |

### Determine whether the following statements are True or False:

1. Candidate number five is suitable for candidate number one.
2. Candidate number four is suitable for candidate number six.
3. Candidate number three is suitable for candidate number six.
4. Candidate number four is suitable for candidate number two.
5. Candidate number two did not specify a certain age for her demand.
6. Candidate number six accepts divorced men or widowers.

**Write your answers here:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

### Activity 9 (Pair Work)

Each student chooses one of the two identities listed below. Your instructor will give you information about the person you choose. Assume that this person is your brother or sister. Pretend that you went to school together many years before. Ask your partner questions about their siblings and answer questions about your own siblings:

|                                                                                                            |                                                                                                   |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| نَبِيلَةُ حُسَيْنٍ<br>أَرْمَلَةٌ<br>عُمُرُهَا ٢٩<br>عِنْدَهَا ابْنَةٌ<br>تَسْكُنُ فِي شَارِعِ الْحَمْرَاءِ | عُمَرُ إِبرَاهِيمَ<br>مُطَلَّقٌ<br>عُمُرُهُ ٣٤<br>عِنْدَهُ وَلَدَيْنِ<br>يَسْكُنُ فِي الرُّوْشَةِ |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|

### Activity 10 (Pair/Group Work)

You are in charge of preparing a family reunion. Working with a classmate, collect information for a scrapbook. One will write about the mother's side, another will write about the father's side. Make up your family as a group using the vocabulary below:

جَدُّ وَالِدِي : great grandfather

جَدَّةُ وَالِدِي : great grandmother

جَدُّ وَالِدَتِي : great grandfather (mother's side)

جَدَّةُ وَالِدَتِي : great grandmother (mother's side)

Present your scrapbook to the class. Your classmates will take turns asking you questions about your fictional family.

### Activity 11 (Pair/Group Work)

Working in pairs, one student will assume the role of a police officer, and the other assumes the role of a suspect. Prepare a set of questions to ask your suspect. For example, his full name, his place of living, his age, the place in which he lives, his current profession, his educational background, etc...Switch roles.

### Activity 11 (Continued)

#### Notes:

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### Activity 12

Read the following statements. Decide whether each statement following is true or false and be prepared to discuss your choices in class:

1- The deceased, Sayed Hussein, was a doctor who had two kids.

١- تَوَفَّى إِلَى رَحْمَةِ اللَّهِ سَيِّدُ حُسَيْنٍ ، وَالِدُ هَيْبَةَ وَأَحْمَدَ ، جَدُّ خَلِيلٍ وَرَشِيدٍ.  
كَانَ طَبِيباً فِي مُسْتَشْفَى الْعِنَايَةِ.

2- Mahmoud Al-Omary married a doctor.

٢- السَّيِّدُ مَحْمُودُ الْعُمَرِيُّ قَائِدُ طَائِرَةِ بِشْرَكَةِ مِصْرَ لِلطَّيْرَانِ.  
تَزَوَّجَ مِنَ الْآنِسَةِ ثُرَيَّا حَلْمِي ابْنَةِ الطَّبِيبِ حَلْمِي إِبْرَاهِيمَ.

3- The widower wants to marry a widow or a divorced woman that has two kids.

٣- رَجُلٌ أَرْمَلٌ عِنْدِي طِفْلَيْنِ.  
أَرْغَبُ فِي الزَّوْاجِ مِنْ سَيِّدَةٍ مُطْلَقَةٍ أَوْ أَرْمَلَةٍ فِي الْأَرْبَعِينَ مِنْ عُمْرِهَا.

4- The clerk wants to marry a doctor or a teacher.

٤- مُوَظَّفٌ ذُو دَرَجَةٍ عِلْمِيَّةٍ. أَعَزَّبَ يَرْغَبُ الزَّوْاجِ مِنْ مَدْرَسَةٍ أَوْ طَبِيبَةٍ.

**Activity 12 (Continued)**

5- The Ahmad Bahjat Company requires a worker that has a degree.

٥- شركة أحمد بهجت تطلب عامل نظافة لديه خبرة سبع سنوات.  
لا يشترط درجة علمية.

6- The Al-Insherah School requires a single teacher.

٦- مدرسة الإنشراح الداخلية تطلب مدرّساً أعزب للإقامة مع الطلاب.  
لا يشترط خبرة.

**Write your answer here.**

1.

2.

3.

4.

5.

6.

You have just debriefed two foreign nationals and must report your findings to your superior. Write a report about these two people, create identities for them, and provide the following information:

Once your report is written, be prepared to give the information in an oral presentation to the class.

This image shows a full page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Activity 2

The class is organizing a series of lectures about the Arab culture. Listen while your instructor reads the following biographies and fill in the blanks below with the words from the table below.

فوزي رياض ، \_\_\_\_\_ تاريخ بجامعة العين.  
خبرة سبعة أعوام.  
درّسَ في جامعة القاهرة \_\_\_\_\_ أعوام.

سميرة الزين، \_\_\_\_\_ في لبنان.  
حاصلة على \_\_\_\_\_ الدكتوراة في الأدب العربي من الجامعة العربية في بيروت.  
درّست في مدرسة فخر الدين لمدة خمس سنوات.

علي خليل، حاصل على درجة الدكتوراة في علم الاجتماع.  
درس في \_\_\_\_\_ الأمريكية في القاهرة لمدة أربع سنوات.  
\_\_\_\_\_ وعنده ثلاثة أطفال.

رضوى البحيري، ولدت في القاهرة.  
\_\_\_\_\_ ثماني وعشرين سنة  
\_\_\_\_\_ ثلاث سنوات في تدريس الحضارة العربية.

| درجة     | مدرس    | ولدت | متزوج |
|----------|---------|------|-------|
| عُمُرُها | الجامعة | خبرة | عشرة  |

### Activity 3

Your assignment is to guard a border crossing. You have been inspecting foreign passports for the past six hours and are on alert for bogus identification documents. An individual carrying the following identification approaches you. The individual does not completely match the information on the identification. You must interview this person and decide whether or not to allow entry. Look for discrepancies or inconsistencies in the document and identify how the individual does not match the identification. Then, working with a partner, work out a role-play scenario where one of you is the individual seeking to cross the border and the other is the border guard. Switch roles so that each one plays each character. Share your scenario with the class. The pair having the most elaborate and convincing dialogue gets first place for the activity. Refer to Module 1, Lesson 5 to refresh your vocabulary on personal characteristics.

| 3                                                                                 | 2                                                                                      |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <p>DESCRIPTIONS</p> <p>Bearer of Passport</p> <p>أوصاف</p> <p>حامل جواز السفر</p> | <p>Photograph</p> <p>of bearer</p> <p>تصویر</p> <p>حامل</p>                            |
| <p>مِهْنَة</p> <p>Profession</p> <p>مدرس</p> <p>Teacher</p>                       | <p>أسم</p> <p>Name of bearer</p> <p>سمر عبد الرحمن</p> <p>Samar Abdul Rahman</p>       |
| <p>محل الإقامة الدائم</p> <p>Domicile</p> <p>بغداد</p> <p>BAGDAD</p>              | <p>محل الميلاد</p> <p>Place and date of birth</p> <p>بغداد</p> <p>4/1/1952 Baghdad</p> |
| <p>الطول</p> <p>Height</p> <p>١ متر ٦٠ سنتيمتر</p> <p>cm. 60 m. 1</p>             | <p>اللون</p> <p>Colour of eyes</p> <p>سوداء</p> <p>BLACK</p>                           |
| <p>العلامات الفارقة</p> <p>Distinguishing marks</p> <p>بدن</p> <p>NIL</p>         | <p>Revenue</p> <p>الإصدار</p> <p>Ten Dinars</p>                                        |

The following table contains information concerning the Ali El Shehab family. Make up a short biography for each member that includes, as a minimum, the age of the individual.

| Person                                                                              | Name  | Age |
|-------------------------------------------------------------------------------------|-------|-----|
|    | كامل  | 85  |
|    | خديجة | 79  |
|    | على   | 43  |
|    | فاطمة | 40  |
|   | سامي  | 16  |
|                                                                                     | علياء | 9   |
|  | أحمد  | 2   |

**Write your notes below.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Activity 5

This is a picture of the **سالم** family. They are going to enter a witness protection program. The head of the family is Mr. **ابراهيم** (35) and his wife is **حسنا** (30). They have a daughter **منى** who is 6 years old. Create a new personal history for each person that can be used to create the appropriate documents. Report on their new identities.



This is a picture of the **عبد الرحيم** family. They too will have to enter the program. The head of this family is Mr. **حسان** (48) and his wife is **منال** (42). They have two daughters, **شذى** (15) and **فاتن** (6). Create new identities for them, as well. Don't use the same information that you created for the Han family. It would compromise their security. Report to the class on who they are now.



### Activity 6 (Group Work)

The class will be divided into two groups of students. Your entire team is going to meet a Saudi Arabian Special Forces unit for a joint exercise somewhere in Saudi Arabia. With the help of your instructor, prepare an introduction of yourself as a member of your team (use an assumed identity). Go to the front of the class and introduce yourself. Mention your name, rank, and function or position within your team. A member of the other team will take notes and then translate your introduction back into English. See how close the English version is to the assumed identity.

### Activity 7 (Group Work)

The following text is an advertisement for a teaching position at a university in Egypt and two resumes that contain autobiographical data of two candidates for the position. Read and compare the two resumes. Answer the questions on the next page that will help you evaluate the candidates. Then discuss with your group which candidate best meets the requirements for the job:

مطلوب للعمل ، أستاذ جامعي ، خبرة لا تقل عن عشر سنوات، يفضل أصحاب الخبرة  
من جامعات أجنبية.

Activity 7 (Continued)

عادل سعيد.  
خمسة و أربعين سنة.  
أستاذ جامعي.  
درس بجامعة المنيا ، جمهورية مصر العربية.  
خبرة خمسة عشر سنة في التدريس.  
متزوج و يعول طفلين.

-----  
حسناء حسين.  
واحد و أربعين سنة.  
أستاذة جامعية.  
درست بجامعة النور في ليون ، فرنسا.  
خبرة عشرون سنة في التدريس.  
مطلقة.

**Answer the following questions in Arabic:**

1. Which candidate is a female?
2. Which candidate is older?
3. Which candidate has experience in a foreign country?
4. Which candidate has more years of experience?

***Write your answers here:***

- ١

- ٢

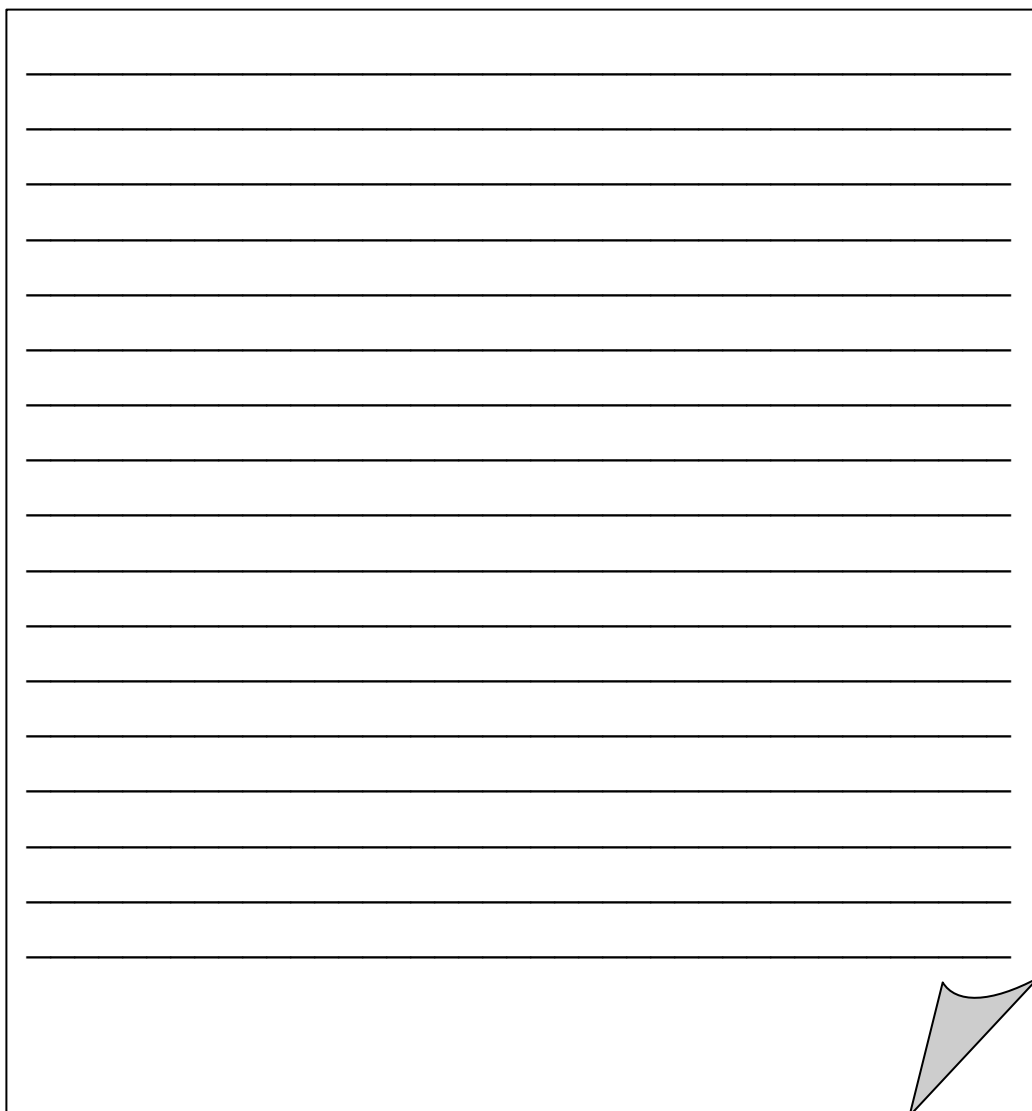
- ٣

- ٤

**Homework 1**

Imagine that you live abroad and that you have just gotten married. Write a letter to introduce your bride to your family. Describe her appearance, her level of education, her age, her parent's names and ages, and the names and marital statuses of her brothers and sisters.

***Write your letter here.***

A large rectangular box with horizontal lines for writing a letter. The box has a decorative folded corner at the bottom right.

**Homework 2**

Read the following sentences and change the past tense verbs to the future tense.

Remember that you should change the past tense verb to the present tense first.

أنا سافرتُ إلى السَّعُودِيَّةِ.

أنا التقيتُ بصدّيقِي.

نَحْنُ شَرَبْنَا العَصِيرَ.

أَنْتُمْ أَكَلْتُمُ الثُّقَاخَ.

هُوَ شَاهَدَ التِّلْفِزِيُونَ.

هُمْ كَتَبُوا عَلَى الدَّفْتَرِ.

هِيَ قَرَأَتِ الْكِتَابَ.

*Write your answers here:*

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## Homework 3

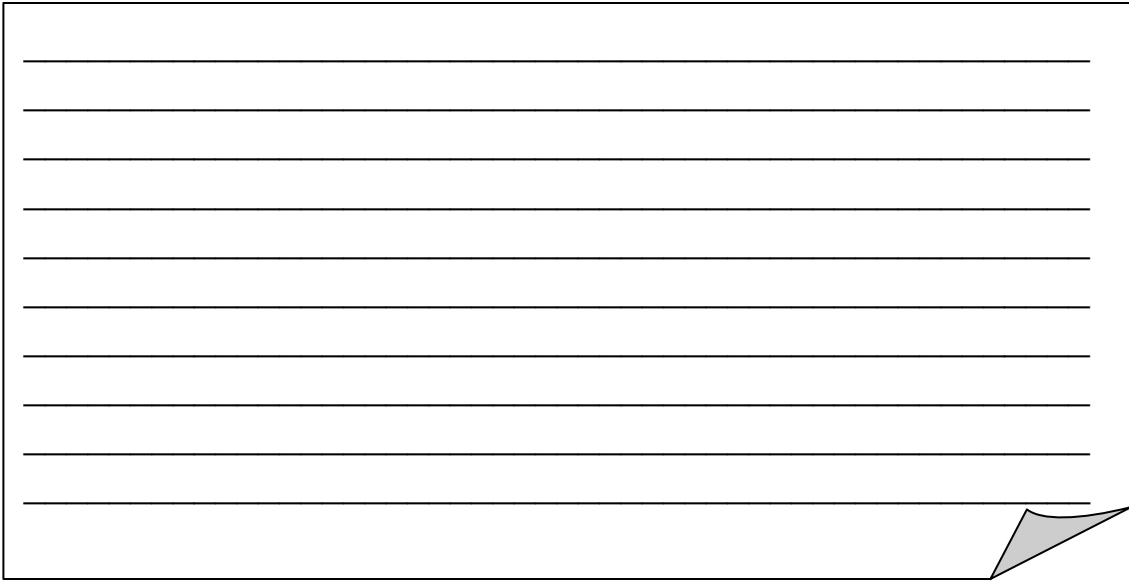
Assume you are a reporter. You have conducted an interview with a famous doctor, but a part of your recording has a lot of noise and is inaudible. Fill in the missing information by writing your answers in the box below.

أَيْنَ حَصَلْتَ عَلَى ..... الْعِلْمِيَّةِ؟  
حَصَلْتُ عَلَى دَرَجَتِي الْعِلْمِيَّةِ مِنْ جَامِعَةِ بَعْدَادِ.  
أَيْنَ ..... الْآنَ؟  
أَعْمَلُ الْآنَ فِي مُسْتَشْفَى الثَّوْرَةِ.  
أَيْنَ عَمِلْتَ فِي السَّابِقِ؟  
عَمِلْتُ فِي مُسْتَشْفَى الْمَبْرَةِ لِمُدَّةِ ثَلَاثِ .....  
هَلْ أَنْتَ مُتَزَوِّجٌ؟  
نَعَمْ أَنَا .....  
مَا إِسْمُ .....؟  
إِسْمُ زَوْجَتِي سِنَاءِ.  
كَمْ عُمْرُهَا؟  
..... ثَلَاثَ وَثَلَاثِينَ عَامًا.  
هَلْ عِنْدَكَ .....؟  
نَعَمْ عِنْدِي وَلَدَانِ.

#### Homework 4

Two of your co-workers are going to Saudi Arabia for the first time. You want your Saudi friend to meet them at the airport. This friend asks you for the following information: the visitors' names, ages, descriptions, and addresses. Use your past vocabulary to provide information about what color clothes they will be wearing as well. Write him a letter that will include this information.

**Write your letter below.**



#### Homework 5

Instructions: Read the following sentences and write a (D) for definite, (I) for indefinite, (S) for subject, (O) for object, and (OP) for object of preposition above the underlined words:

مَشَيْتُ فِي شَارِعٍ عَرِيضٍ  
طَلَبْتُ الزَّوْجَةَ أَنْ تُسَافِرَ مَعَ زَوْجِهَا  
ذَهَبَ سَمِيرٌ إِلَى حَدِيقَةٍ كَبِيرَةٍ  
أَكَلْتُ رَشَا مَوْزاً كَثِيراً  
طَارَ الْعُصْفُورُ إِلَى الشَّجَرَةِ  
اشْتَرَيْتُ طِمَاطِماً صَغِيرَةً  
رَأَيْتُ فَرَّاشَةً جَمِيلَةً  
لَعِبْتُ مَعَ قِرْدٍ ظَرِيفٍ

### Homework 6

Write the following dialogues in Arabic using assumed identities on a blank piece of paper and give it to your teacher for grading. The dialogues take place on a military base and at a checkpoint. Write your English dialogues on the next page.

#### At the military base:

- A:** Greet the captain and introduce yourself by rank and name. Tell him that you are with Special Forces.
- B:** Return his greetings and find out how long he has been with the Special Forces.
- A:** Tell him how long you have been with Special Forces. Ask the captain how long he has been in the Army.
- B:** Tell him how many years you have been in the Army.
- A:** Tell him how many months you are staying.

#### At the checkpoint:

- A:** Greet the person. Ask for his name.
- B:** Mumble your name.
- A:** Request repetition.
- B:** State your name clearly.
- A:** Ask where he lives.
- B:** Tell him you live in الطائف.
- A:** Ask how long he will be staying in جدة.
- B:** Tell him you will be staying two days.
- A:** Say goodbye and wave him through.

**Homework 6 (Continued)**

*Write your dialogues below.*

*At the military base*

*At the check point*