Egyptian Arabic II Assignments

**Five College for World Languages – Spoken Arabic Program**

version date: January 2020

# Assignments

1. *\*Note: Students should attend the first conversation session with Assignment 1 already prepared!*

## Assignment 1:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Introduction, Writing System, Alphabet and Sounds, pp. 1-10

* If you are new to Egyptian Arabic go through this section carefully. If you have studied Egyptian Arabic already, review as necessary.

#### *Dardasha Egyptian Arabic,* Unit 1 “Greetings,” pp. 11-16

* Study all the material on pp. 11-16.
* Be prepared to role-play dialogues similar to that between Mahmoud and Sameer who just moved into a new apartment in Cairo. Be prepared to improvise similar dialogues in your conversation session.
* Practice the Mini dialogues on p. 14. Be prepared to improvise similar dialogs in your conversation session.
* Memorize all new vocabulary and be certain that you know how to use the words in real-life situations. You can create situations in your head and decide how you would say what to whom. That way, you will be prepared to practice with your conversation group.
* Be prepared to introduce yourself to your classmates.

#### Compare Egyptian with other Arabic dialects:

[Colloquial Arabic Audio Comparisons](https://langmedia.fivecolleges.edu/comparison-topics-top/25/colloquial) found at https://langmedia.fivecolleges.edu/comparison-topics-top/25/colloquial

* Browse the examples of different phrases in various Arabic dialects. Pay attention to how Egyptian differs or is similar to other dialects with which you are familiar.
* Choose at least five new phrases in Egyptian to learn and include in your vocabulary.

### Conversation session preparation:

* Be prepared to introduce yourself to your classmates.
* Be prepared to practice role playing many different types of formal and informal greeting and getting acquainted conversations using what you have learned from your text and audio selections.
* Be prepared to take on different identities or roles and role play greetings and introductory conversations.
* Be prepared to discuss how Egyptian Arabic is similar to and different from other Arabic dialects.
* Be prepared to tell your classmates which five phrases you chose to learn from the Colloquial Arabic Audio Comparisons. Do role plays to practice using them with your classmates and also practice the phrases chosen by your classmates.
* Be prepared to practice pronunciation of Egyptian Arabic as necessary.

## Assignment 2:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 1 “Greetings,” pp. 16-28

* Study all the material on pp. 16-28. Review pp. 11-16.
* Do the exercises on your own.
* Prepare to do Activities 4, 5, 6 and Exercise 7 or similar activities in your conversation session.

#### [“[CultureTalk Egypt](http://langmedia.fivecolleges.edu/culturetalk/Egypt)”](file:///%5C%5Cfs005.amherst.edu%5CFive%20College%20Inc%5CFCCSWL%5CLanguage_Materials_DEVELOPMENT%5CLanguage_Specific%5CArabic_Egyptian_Development%5C) found at http://langmedia.fivecolleges.edu/culturetalk/Egypt

* Watch the video *Kids Talk: Going to School* – “A Bedouin Girl”
* This is for listening comprehension practice. See what you can understand first without consulting the transcript or translation. Then consult the text and listen again.
* Be prepared to role play getting acquainted conversations with children, teenagers, peers, and older adults.

#### Compare Egyptian with other Arabic dialects:

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* Choose at least five new phrases in Egyptian to learn and include in your vocabulary.

### Conversation session preparation:

* Be prepared to do the activities and exercises (or similar activities) that you have prepared during the week, including Activities 4, 5, and 6 and Exercise 7.
* Be prepared to introduce yourself in a formal manner. Imagine you are attending a study abroad seminar and the professor asks each student to give an introduction.
* Be prepared with a list of questions you can ask others in order to get acquainted. Be prepared to discuss with your conversation partner what types of questions are appropriate to ask in which settings.
* Be prepared to role play getting acquainted with children, teenagers, peers, and older adults in different formal and informal situations.
* Be prepared to practice using adjectives to describe your house, classroom, college, etc.
* Be prepared to practice offering, accepting and declining invitations.
* Be prepared to practice Egyptian pronunciation as necessary and to discuss differences in pronunciation or accent among Egyptians from different areas of the country.

## Assignment 3:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 2 “Egypt and the Egyptians,” pp. 29-39

* Listen to the audio of the text on pp. 29-30 about “ummel donya” and focus on the description of Cairo and the diversity in the capital.
* Listen carefully and be prepared to compare Cairo to any of the big cities in USA such as New York or Boston.
* Memorize the new vocabulary on p. 31.
* Look at the cartoon on p.31 and try to figure out what its message is.
* Be able to discuss your answers to exercises 1 and 2 on p. 32 in the conversation session.
* Read Expression in focus and Cultural Notes on p. 33.
* Listen to the mini dialogues and be prepared to role play any of them.
* Be prepared to role-play the scenarios on p. 35.
* Learn vocabulary related to clothing on pp. 36-39.
* Notice as you go about your everyday life what people are wearing. Can you describe it to yourself in Egyptian Arabic?

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* *Everyday Life: Daily Dress* – “Different Standards for Modest Dress”
* *Everyday Life: Daily Dress* – “The Abaya”

### Conversation session preparation:

* Be prepared to initiate or carry on small talk in Egypt. Create a role play in which you do so.
* There are a lot of scenarios on p. 35 for role playing. Be prepared to spend the majority of the session performing those role plays.
* Be prepared to describe what people are wearing – either in your session or from photos.

## Assignment 4:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 2 “Egypt and the Egyptians,” pp. 40-46

* Be prepared to continue your work with color, size and clothing description.
* Complete and listen to activity 7 on p. 40.
* Memorize the ways to form comparatives and superlatives on p. 41. Listen to the CD so that you can hear the forms.
* Prepare an oral description of Cairo in relation to your hometown. Then compare Amherst, Northampton or South Hadley to another city in the world.
* Complete activities 8-10 on pp. 42-44.
* Read about and memorize the forms for the possessive on pp. 45-46. Be sure to use the CD! Complete the exercises.

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* *Everyday Life: Trends in Traditional Dress* – “The Yashmak”
* *Society, Health & Environment: Women’s Head Coverings* – “The Neqab”

### Conversation session preparation:

* Be prepared to describe what everyone in the group is wearing.
* Be prepared to compare and contrast people and objects. You will be discussing activities 8-10 on pp. 42-44.
* Be prepared to give your short oral presentation in which you compare your hometown with Cairo and then your college’s town and another world city.
* Be prepared to discuss the cartoon on p. 44 entitled “the latest joke” and why there are always jokes about “marriage.”
* Be prepared to identify color and size of objects.
* Be prepared to orally complete exercises 3 and 4, p. 46.
* Be prepared to discuss the CultureTalk videos.
* Be prepared to role play situations in which you identify what belongs to whom. You will need to describe the item in order to determine ownership.

## Assignment 5:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 3 “On the phone,” pp. 47-57

* Listen to the dialogue about Ali calling Hassan on p. 47.
* Make sure you can answer the questions posed at the bottom of p. 47.
* Review and/or memorize the vocabulary on p. 48, noting especially the Expression in focus and the Cultural notes on pp. 48-49.
* Listen to the Mini-dialogues on p. 50 and prepare to role play them in your conversation session.
* Prepare Activity 1 on p. 51.
* Read the sections about how to ask questions and make statements and then do the exercises (Be sure to use your CD!!) on pp. 52-53.
* Complete Activities 3 and 4 on pp. 54-55.
* Memorize (or review) your interrogatives at the top of p. 56. Prepare to ask questions about everything!

### Conversation session preparation:

* Be prepared to role play the mini dialogues on p.50
* Be prepared to role-play setting an appointment with your professor quoting from the activity p. 51
* Be prepared to practice asking questions to your colleagues and answering their questions. (p.54)
* Be prepared to role play making an appointment with a friend, teacher or medical physician and dentist.
* Create 3 role plays in which you and a variety of people are trying to set meeting times. Use your interrogatives to get information.
* Be prepared to give your rendition of Activity 1 on p. 51.

## Mid-semester Review

### Review week:

* Review all material covered so far this semester.
* Conversation sessions meet for review.
* Remember to submit your self-assessment as usual.

## Assignment 6:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 3 “On the phone,” pp. 56-68

* Review the interrogatives on the top of p. 56.
* Listen to the examples of questions and statements on p. 56 and then complete exercises 4 and 5 on p. 57.
* Using exercise 5 on p. 58, create role plays about asking directions and locations.
* Activity 6 on p. 58 will require that you and your classmates choose new identities. Then interview each “new” acquaintance to find out particulars.
* Look at the schedule on the top of p. 59. Create a schedule for yourself following that chart. Be prepared to discuss your schedule in comparison with that person’s schedule.
* Review your numbers on p. 60. Use your text’s CD for further practice. Complete Exercise 6.
* Read and memorize the card game rules on p. 61. You will play it in conversation session.
* Read and review pluralization on pp. 62-67. Complete the exercises and be ready to use those words actively in conversation session.
* Look at the chart in Exercise 10, p. 68 and then create the questions as instructed.

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* *Everyday Life: Schedules* – “Daily Schedule on Campus and at Home”
* *Everyday Life: Schedules* – “Mother and Child’s Daily Routine”

### Conversation session preparation:

* Be prepared to buy tickets, stamps, postcards, books, and clothing using numbers. Be prepared to be asked questions about how many items you are purchasing.
* Be prepared to play the card game *Basrah* in class.
* Be prepared to use the information on p. 68 to form questions to ask your colleagues.
* Be prepared to describe your weekly schedule and that of your friends.
* Be prepared to practice making car or hotel reservations or making future plans in which you arrange a time and place to meet with a friend. The conversation partner will play the role of the other person.
* Watch the video “daily routine” and be prepared to discuss it and talk about your daily routine as well.

## Assignment 7:

### Materials to study:

#### *Dardasha Egyptian Arabic,* Unit 4 “Abd Al-Wahed’s Family,” pp. 69-80

* Look at the family tree on p. 69 and follow the directions.
* Review / memorize the familial vocabulary on p. 70. You will want to incorporate these terms in your discussion of your and others’ families.
* Complete Exercise 1, on p. 71, on the family tree.
* Read the Expression in focus on p. 71 and the Cultural Notes about titles and nicknames on p. 72.
* Read about the “of” construction and look at examples on pp. 75-76.
* Complete exercise 3 and 4 on pp. 76-77 to make certain you understand this concept.
* Complete Exercises 5-7 on pp. 78-80.
* Cultural notes: Understand the use of titles and nicknames in Egyptian Culture.

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* *Family: Parents and Children* – “Parent-Child Relationship”
* *Family: Parents and Children* – “Responsibility for One’s Children”

### Using the videos as your point of departure:

* Make a vocabulary list for yourself of important terms related to family.
* Think of the terms you would need if someone asks you about your family.
* What are the expressions you would use to inquire about someone else’s family?
* How do you express people’s ages?
* Compare your Egyptian and MSA vocabulary.
* Draw a real or imaginary family tree. Label people on the tree by their family roles.
* Find a real family photo or an image of any family (from the web) and be prepared to describe the people in the photo in terms of their relationships to one another.
* You can describe real people or make up descriptions for them.

### Conversation session preparation:

* Be prepared to discuss family proverbs on p. 72
* Be prepared to role-play the mini-dialogues on p. 74
* Be prepared to practice saying expressions in the form of “idafa”
* Be prepared to answer the questions in Egyptian Arabic on p.80
* Be prepared to describe the actions on the pictures that handed in to you by your conversation session partner.
* Be prepared to perform all the role plays that you have prepared during the week.
* Be prepared to discuss and use the terms for family and describing families used in the videos.
* Draw real or imagined family trees.
* Describe real people or describe imaginary people.

## Assignment 8:

### Materials to study:

#### *Dardasha Egyptian Arabic*, Unit 4 “Abd Al-Wahed’s Family,” pp. 81-89

* Learn the Egyptian family proverbs and think of similar proverbs in your native language.
* Complete Exercise 2 on p. 73.
* Listen to the mini-dialogues. Prepare to role play them and to role play similar situations in your conversation session.
* Cultural notes: Understand the concept of an evil eye in Egyptian culture.
* Read about the imperfective and the root system pp 81-83. Then complete Exercise 10 on p. 84.
* Be prepared to role-play with your conversation partner the questions on activity 1, p.84
* Listen to Exercise 11 on p. 85 and be prepared to talk similarly about yourself in conversation session.
* Be prepared to share with your classmates or conversation partner your daily life schedule following the model in Exercise 14.p.87 and Exercise 15, p. 88.
* Compare Ali and Sameera’s daily schedules with yours and those of your classmates.

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* *Family: Family Issues* – “Divorce”
* *Family: Traditional Marriage Arrangements* – “Marriage Customs in the Countryside”
* Focus on picking out family terms.

### Conversation session preparation:

* Bring your real or imaginary family tree drawing. Be prepared to describe the various people on the tree.
* Bring your photo or image of a family. Be prepared to describe the people in the picture in terms of their family relationships to one another. Tell a little bit about each person in the picture.
* Be prepared to do role plays in which the conversation partner plays the role of the inquisitive host/hostess who is wondering about your family. The conversation partner will ask questions and also then help you figure out polite ways of answering questions that you may or may not want to answer (for example, “Are you married?”).
* Be prepared to discuss with the conversation partner what kinds of questions and in what circumstances it is polite to ask people about their families. Does it make a difference if you and the speaker are male or female? Does age make a difference in what questions are appropriate? How well you know the person? What if you ask about a particular family member and find out they are no longer living? How do you respond politely? You may use MSA or colloquial. The conversation partner will use Egyptian.
* Be prepared to discuss with your conversation partner the different types of relationships between family members in your society.
* Be prepared to write down dates and times as given by the conversation partner.
* Be prepared to relate, ask questions about, and compare daily schedules.

## Assignment 9:

### Materials to study:

#### *Dardasha Egyptian Arabic*, Unit 5: “At Home,” pp. 90-99

* Listen to the dialogue between Huda and Mona on p. 90.
* Memorize all the new vocabulary and expressions on p. 91.
* Read the Expression in focus and Cultural notes on p. 92.
* Listen to the mini-dialogues on p. 93 and then complete Activity 1 on p. 94.
* Create role plays that you will act out in conversation session based on Activities 2 and 3 on p. 94.
* Review object pronouns and their examples on p. 95 and then complete Exercise 1 on p. 96.
* Complete Exercise 2 on p. 96 about how to issue a warning. Be sure you can incorporate these sayings into your speech.
* Read about how object pronouns are suffixed to prepositions on p. 97 and complete the exercises on p. 98.
* Do Activity 4 on p. 99.

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* *Everyday Life: Housing* Arrangements – “Houses and Neighborhoods”
	+ *Focus on words related to housing.*
* *Family: Close Family Relations* –“Having a Large Family”
	+ *Focus on describing houses.*

### Conversation session preparation:

* Be prepared to role play visiting an Egyptian friend and seeing his apartment.
* Be prepared to role-play the mini-dialogues on p.93.
* Prepare Activity 2 and 3 on p. 94.
* Be prepared to talk in Egyptian Arabic about your different friends.
* Be prepared to discuss the basic traits you like about your friends.
* Be prepared to talk about your friends in the family.
* Practice talking about daily schedules: your own and the routines of other family members, friends, or people you make up.

## Assignment 10:

### Materials to study:

#### *Dardasha Egyptian Arabic*, Unit 5: “At Home,” pp. 100-110

* Read over Activity 5 on p. 100. You will discuss this in the conversation group, so be prepared to ask anything you don’t understand.
* Describe the typical American house in Activity 6 on p. 100 and then design your perfect apartment in Activity 7. Be prepared to describe your own house in conversation session.
* Complete the riddle activity on pp. 102-103.
* Read and review how to negate and practice doing so on pp. 104-105.
* Listen to your CD about important Egyptians on p. 106. Prepare questions for your conversation group about them.
* Listen to the song on p. 108 and complete Activity 12 on p. 109.
* Prepare the role play in Activity 13.
* Review your understanding of the social norms of visiting someone at home and be prepared to role play.

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* *Arts & Entertainment: Classical Egyptian Music* – “Enjoying Classical Egyptian Music”
* *Recreation: Sports and Recreation* – “How I Spend My University Breaks”

### Conversation session preparation:

* Be prepared to discuss Activity 5 on p. 100.
* Be prepared to describe your house and compare your house and/or an American house with an Egyptian house described by your conversation partner.
* Be prepared to ask and answer the riddles on pp. 102-103.
* Be prepared to ask your questions about the important Egyptians you heard about on p. 106.
* Be prepared to role play being a guest in someone’s house. Be sure your actions are culturally appropriate!
* Be prepared to talk about your favorite songs. Be prepared to talk about Arabian music. Imagine that you are invited to a house of an Egyptian man who is a fan of music. How would you carry on a conversation with him/her about Egyptian and American music.
* Be prepared to role-play an Egyptian TV announcer who is interviewing famous singers such as Amr Diab, Sherine, and Hisham Abbas. Your conversation session partner will play the role of the interviewee.
* Be prepared to role-play showing your friends around your house and offering them a drink and then something to eat. Your classmate/your conversation partner will be one of the invited people to your house.

## Final Week of Conversation Sessions

### Review week:

* Review all assignments from this semester.
* Conversation sessions meet for review.
* Remember to submit your self-assessment as usual.