

SOLT 1 Arabic Module 1 Lesson 4

Student Manual



الأسرة
Family

During this lesson, you will learn about the family. Under this Terminal Learning Objective, you will learn one task. At the end of this lesson, you will be able to:

Identify Family Relationships

- Talk about your family
- Discuss your family tree
- Ask about other family members
- Discuss family events



Tip of the Day

The Arab household averages about three children per family.

It is inevitable that when you are first meeting your Arab military counterpart or anyone else in an Arab country that they will be curious about you and your family. They will surely ask you questions about your family and, in an effort to establish rapport; you will ask questions about their families, politely. Remember, there are many cultural taboos when it comes to asking too many questions about Arab families.

Scenario: Introducing family members

- Major Mohammed: Tell me about your family.
Captain Stevens: I have three daughters: their names are Tracy, Terry, and Tammy.
Major Mohammed: What are their ages?
Captain Stevens: The first daughter is twelve, the second one is nine and the third one is six.
Major Mohammed: Do you have any boys?
Captain Stevens: No. Are you married?
Major Mohammed: Yes, and I have a boy named Ahmed.

Scenario translation:

- حدثني عن أسرتك يا نقيب ستيفنس.
عندي ثلاثة فتيات : تراسي و تيري و تامي.
ما هي أعمارهن؟
إبنتي الأولى عمرها إثني عشر سنة ، وإبنتي الثانية
عمرها ست سنوات وإبنتي الثالثة عمرها تسعة سنوات.
هل عندك أي بنين؟
لا ، هل حضرتك متزوج؟
نعم و عندي ولد إسمه أحمد.
- الرائد محمد:
النقيب ستيفنس:
الرائد محمد:
النقيب ستيفنس:
الرائد محمد:
النقيب ستيفنس:
الرائد محمد:

Example 1

Listen to your teacher describing his family. He/she may give more information than is listed below. Fill in the information in the blanks below using your new vocabulary words. The teacher will then call on students to read what they've written:

----- إسم أبي
---- إسم أمي
----- إسم أخي
----- إسم أختي

Example 2

Introduce your immediate family by name and talk about your family using both vocabulary from prior lessons and the vocabulary in this lesson. Use the following examples to do so:

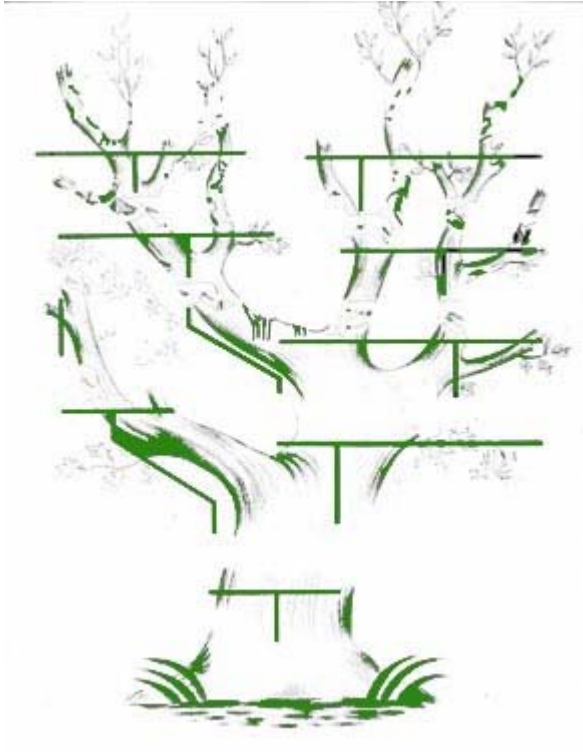
----- أبي إسمه

Using the Arabic word **أبي**, say the name of your father in such a way that the other students would be able to figure out from the name that you are identifying your father.

----- أمي إسمها
----- أخي إسمه
----- أختي إسمها

Exercise 1 (Group Work)

The class will work together as a group on this activity while the instructor serves as a resource. The instructor will relay information concerning his/her family and the appropriate terms of address for males and females. Students may ask questions in order to expand their knowledge base, but must be sure to use the vocabulary words from this lesson and previous lessons. Taking notes is not a bad idea, as this information will serve as the basis for the upcoming exercises!



Exercise 2 (Pair Work)

You are getting to know your Arab military counterpart better. You are interested in the type of person that he is and whether or not he has a family. Your task is to discover the different kinship terms for all the relatives, depending on the gender of the speaker, as well as his/her family tree. Your instructor will serve as a resource for this activity and may refer you to the Grammar section in this lesson to assist you in this exercise. Reverse roles so that both partners can ask and respond to questions either using their own information or information they have discovered on their own. Fill in the family tree.

Exercise 3 (Pair Work)

Use different pair groupings for this exercise. The task, scenario, and objectives for this exercise are the same as for Exercise 2. Again, reverse roles with your new partner.

Exercise 4 (Pair Work)

You have an extended-family household. There are eight people who live in the house. They are your grandparents, your parents, your older brother, an older sister, a younger brother and yourself. You are a male. You are going to invite your Arab military counterpart over to your home and introduce your family while he enjoys an American-style dinner. Tell him each family member's relationship to you and their names. Your partner will play your counterpart, who greets them appropriately and introduces himself/herself. Reverse roles so that both can apply a solution to this task.

Exercise 5 (Pair Work)

You, playing the role of Major Mohammed, notice a picture of a family placed on the desk of the American team sergeant you work with. In the photo there is an elderly couple who resemble your grandparents, a couple who resemble your parents, a young woman with two children, a boy, and a girl. You want to know who these people are and how they relate to the sergeant, what their names are, and where they live. You know the team sergeant is proud of his family and LOVES to talk about them. You would also like to show him a picture of your family, which includes your parents, one older sister, and one younger brother. Tell him how each one is related to you, what their names are, and where they currently live. Remember that this is not an interrogation but a friendly exchange. Remember to observe Arab culture. Use as many vocabulary words as possible.

Exercise 6 (Pair Work)

You are being introduced to a new Arab military counterpart for the first time. You are getting to know him and beginning to feel comfortable. Take turns asking and answering questions about each other's families. Try and discover how to count the number of older siblings and younger siblings. Be subtle, as you don't want to offend him. Be prepared to share your personal information to keep the discussion going. Use proper greetings and customs.

Exercise 7 (Pair Work)

This activity is a continuation of the previous exercise. The situation, task and objectives remain the same. However, there are two minor differences. You are now Major Mohammed and you have an American female counterpart. Change roles and repeat the activity.

Exercise 8 (Pair Work)

You are interviewing a foreign national in order to gather information about his family. Use the interview sheet below to write the answers to your questions. Reverse roles so that both can participate in the interview. For example, "What is your father's name?", "What is his age?"

Relationship	Name	Age	Birth Place

Possessive Nouns

In English, if we want to show possession of a noun by someone, we need to add a word before the noun, for example: *my* name, *his* book, *her* husband, etc. In Arabic, this differs. We add a **suffix** on the end of the noun to possess it, and in this case the possessed noun shows as one word. Again, the suffix added on nouns differs according to the *gender* and *count* of the person(s)/pronoun(s) to whom the noun is possessed.

Example 1:

The following table illustrates all the suffixes used to show possession to *masculine nouns* for different pronouns, using the noun “إِسْمَ” as an example.

<i>The noun after possession</i>	<i>Suffix(s) used</i>	<i>Pronoun</i>
إِسْمِي	- - - ي	أنا
إِسْمِنَا	- - - نا	نحن
إِسْمُكَ	- - - كَ	أنتَ
إِسْمُكِ	- - - كِ	أنتِ
إِسْمَكُمَا	- - - كما	أنتما
إِسْمُكُمْ	- - - كم	أنتم
إِسْمُنْكُمْ	- - - كن	أنتن
إِسْمُهُ	- - - ه	هو
إِسْمُهَا	- - - ها	هي
إِسْمُهُمَا	- - - هما	هما
إِسْمُهُمْ	- - - هم	هم
إِسْمُهُنَّ	- - - هن	هن

Example 2:

The following table illustrates all the suffixes used to possess *feminine nouns* for different pronouns, using the noun “ table طاولة “ as an example.

The noun after possession	Suffix(s) used	Pronoun
طاولتي	- - - ي	أنا
طاولتنا	- - - نا	نحن
طاولتكِ	- - - كِ	أنتِ
طاولتكما	- - - كما	أنتما
طاولتكم	- - - كم	أنتم
طاولتكن	- - - كن	أنتن
طاولته	- - - ه	هو
طاولتها	- - - ها	هي
طاولتهما	- - - هما	هما
طاولتهم	- - - هم	هم
طاولتهن	- - - هن	هن

Exercise 1

The following sentences have the possessive pronouns missing: Fill in the blank with the appropriate possessive pronouns:

أنا إسم-----

أنتِ إسم-----

أنتِ إسم-----

هُوَ إسم-----

هيَ إسم-----

نَحْنُ إسم-----

أَنْتُمْ إسم-----

Exercise 1 (Continued)

أَنْتُمْ إِسْمٌ -----

هُمْ إِسْمٌ -----

هُنَّ إِسْمٌ -----

Exercise 2

Write the following information in Arabic on a card and give to your classmate:

- Your father's name
- Your mother's name
- Your sister's name
- Your brother's name

Each student will rewrite the information he or she receives using third person possessive pronouns. Note that the possessive pronouns for the third person feminine are different from that of the masculine. Your teacher will provide assistance if needed.

Question Words (Interrogatives)

Asking a question in the Arabic Language is always formal and classic. Every question in Arabic should start with an interrogative and end with the Arabic question mark ؟

The following table illustrates Arabic interrogatives and the different usages in questions:

<i>English meaning</i>	<i>Arabic question</i>	<i>Usage</i>	<i>Question word</i>
What is your age?	ما عمرك؟	What (to ask about nouns)	ما
What are you doing?	ماذا تعمل؟	What (to ask about verbs)	ماذا
Why are you here?	لماذا أنت هنا؟	Why	لماذا
Where do you live?	أين تسكن؟	Where	أين
When is the party?	متى الحفل؟	When	متى
How are you?	كيف حالك؟	How	كيف
Who is here?	من هنا؟	Who	من
Are you happy?	هل أنت سعيد؟	Do, Does, Did, Are, Questions with verbs.	هل
How many students are there in the classroom? How much is the shirt?	كم طالب في الفصل؟ كم ثمن القميص؟	How many How much	كم
Which man is married?	أي رجل متزوج؟	Which	أي

Like in English, there are other questions words which consist of two words:

Examples:

Since when	منذ متى
From where	من أين
To where	إلى أين
For whom	لمن

Exercise 3

Change the following sentences into questions:

أَنْتَ طَوِيلٌ

لَوْنُ شَعْرِكَ

يَأْكُلُ الرَّجُلُ

عِنْدَهُ خَمْسَةَ أَخَوَاتٍ

الْوَلَدُ قَصِيرٌ

أَصِيبُ الْوَلَدِ

إِسْمُ أَخْوَاكَ

يَجْلِسُ سَمِيرٌ

Write your answers here:

Verb Tenses in the Arabic Language

There are only three tenses in the Arabic Language: *Simple Present Tense*, *Simple past Tense* and *Future Tense*.

To understand Arabic verbs, we should start with the « verb root ». The verb root is the simple past tense form. To conjugate this « verb root », we will add our prefixes and/or suffixes according to the gender and count of the person(s) using the verb.

The Past Tense – 3rd Person Masculine Singular

The « verb root » in Arabic is the simple past tense verb for the third person masculine singular (**He**). The past tense verb always ends with a « fatha » and is never conjugated to any added prefix or suffixes.

Example:

The English verb **ate** corresponds to the Arabic verb أَكَلَ , which actually means “He ate”.

Now, to use past tense verbs for different pronouns, we need to add a *suffix* at the end of the “root”. The following table illustrates all the suffixes needed to conjugate any verb in the past tense in reference to the gender and the count of the person(s) using the verb. Take the example of the English verb “to eat”:

<i>The verb after conjugation</i>	<i>Suffix used</i>	<i>Pronoun</i>
أَكَلْتُ	ت - - -	أنا
أَكَلْنَا	نا - - -	نحن
أَكَلْتَ	تَ - - -	أنتَ
أَكَلْتِ	تِ - - -	أنتِ
أَكَلْتُمَا	تما - - -	أنتما
أَكَلْتُمْ	تم - - -	أنتم
أَكَلْتُنَّ	تن - - -	أنتن
أَكَلَ	- - -	هو
أَكَلَتْ	ت - - -	هي
أَكَلَا	ا - - -	هما
أَكَلُوا	وا - - -	هم
أَكَلْنَ	ن - - -	هن

Exercise 4

Complete the table below by conjugating the « verb roots » with the given pronoun.

Answer	Verb root	Pronoun
	لعب	أنتِ
	كتب	هو
	وقف	أنا
	دخل	هم
	جلس	أنتما

Exception to the Rule

When there is one of the three stretch letters in the middle of the verb root.

Example:

Arabic verb roots, such as نام , which means “to sleep”, consist of three letters, the middle one of which is “alef” ٲ. When you conjugate the verb in the first and second person pronouns, the “alef” disappears, but stays in the third person pronoun, except with the pronoun

هن . The table on the next page illustrates examples to this rule.

نَامَ

The root after conjugation	Pronoun
نَمْتُ	أنا
نَمْنَا	نحن
نَمْتِ	أنتِ
نَمْتِ	أنتِ
نَمْتُمَا	أنتما
نَمْتُمْ	أنتم
نَمْتُنْ	أنتن
نَامَ	هو
نَامَتْ	هي
نَامَا	هما
نَامُوا	هم
نَمْنِ	هن

Exercise 5

Complete the table below by conjugating the « verb roots » so you can use each verb to the given pronoun:

Answer	Verb root	Pronoun
	قَامَ	أنتم
	مَالَ	هو
	سَاقَ	أنتِ
	قَالَ	نحن

The Present Tense

The simple present tense in Arabic is formed by adding a **prefix** and/or **suffix** to the simple « verb root » in the past tense. This prefix and/or suffix may be one letter or more. Each letter, or combination of letters, is used with a different person(s) using the verb in the present tense, according to the following simple rule :

- prefix is used to denote the gender of the person(s)
- suffix is used to denote the count of the persons, two or more.

The following table illustrates all the suffixes needed to conjugate any verb in the present tense, in reference to the gender and the count of the person(s) using that verb, taking as an example the English verb “to drink” شرب

<i>The verb after conjugation</i>	<i>Prefix/Suffix used</i>	<i>Pronoun</i>
أشرب	أ - - -	أنا
نشرب	ن - - -	نحن
تشرب	ت - - -	أنتَ
تشربين	ت - - - ين	أنتِ
تشربان	ت - - - ان	أنتما
تشربون	ت - - - ون	أنتم
تشربن	ت - - - ن	أنتن
يشرب	ي - - -	هو
تشرب	ت - - -	هي
يشربان	ي - - - ان	هما (m)
تشربان	ت - - - ان	هما (f)
يشربون	ي - - - ون	هم
تشربن	ت - - - ن	هن

Note:

The above rule applies to “simple” present tense roots only. Other roots, such as those having one of the three stretch letters in their middle, do not follow the above rule. Example is shown on the next page.

Example:

When conjugating verb roots such as **قالَ** and **ساقَ** in the present tense, the middle letter “alef” does NOT disappear and stays with all the pronouns, except for the pronoun **هن**. The following table illustrates this rule.

قالَ

The root after conjugation	Pronoun
أقول	أنا
نقول	نحن
تقول	أنتَ
تقولين	أنتِ
تقولان	أنتما
تقولون	أنتم
تقلن	أنتن
يقول	هو
تقول	هي
يقولان (m)	هما
تقولان (f)	هما
يقولون	هم
تقلن	هن

Exercise 6

Complete the following table by conjugating the given verb roots, in the simple present tense, according to the given pronouns.

Answer	Verb root	Pronoun
	كُتِبَ	أنتم
	قُرَأَ	هو
	ساقَ	أنتِ
	جلسَ	نحن

Nouns

aunt (maternal)	خالَة
aunt (paternal)	عمة
birthday	عيد ميلاد
boy	وَلَد
brother	أخ
brother-in-law	أخ الزَوْج/ الزَوْجَة
cousin (maternal)	إبن الخال/ إبن الخالَة
cousin (paternal)	إبن العم/ إبن العمَة
ex-husband	الزوج السابق
ex-wife	الزوجة السابقة
father	والِد، أب
female	أنثى
grandfather	جد
grandmother	جدة
half-brother	أخ غير شقيق
half-sister	أخت غير شقيقة
mother	والِدَة، أم
male	ذكر
nephew	إبن أخي / إبن أختي
niece	إبنة أخي/ إبنة أختي
parents	والدين
party	حفلة
relatives	الأقارب
sibling	أخوة
sister	أخت
sister-in-law	أخت الزَوْج/ الزَوْجَة
stepdaughter	إبنة الزوج / إبنة الزوج
father- in -law	حما
mother-in-law	حَمَة

Nouns

stepfather	زوج الأم
stepmother	زوجة الأب
stepson	ابن الزوج / ابن الزوجة
uncle (maternal)	خال
uncle (paternal)	عم
wedding	عُرس
week	أسبوع

Verbs

to eat	أكل
to enter	دخل
to drink	شرب
to have	عند
to introduce	عرّف
to marry	تزوج
to meet	التقى
to reside/to live	سكن
to tell	حدّث

Adjectives

first	أول
next	قادم
second	ثاني
third	ثالث
related	قريب

Miscellaneous

(how many) boys and (how many) girls?	كم ولد و كم فتاه؟
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The word *zawaj* is used in the Qur'an to signify a pair or a mate. In common parlance, it stands for marriage. Since the family is the nucleus of Islamic society and marriage is the only way to bring families into existence, the Prophet Mohammed insisted upon his followers entering into marriage. The Shari'ah (Islamic law) prescribes rules to regulate the functioning of the family so that both spouses can live together in love, security, and tranquility.

According to Islamic traditions, it is customary for cousins to marry each other. Cousins are not taught to feel uncomfortable with this arrangement. This kind of marriage is often recommended because cousins know each other well and have similar values.

**Tip of the Day**

In an informal situation, using the first name of the son often refers to the father. For example, if the son's name is Ali, the father can be introduced as called the "father of Ali." For example, أبو دُرَيْدٍ .

Activity 1 (Group Work)

Work in groups of four. You have invited Major Mohammed to a party at your house. You want to introduce your parents to him. One student will be the major, one the father, one the mother, and one will be doing the introductions. Each student will practice performing the introductions using the vocabulary words for this lesson and from the previous lessons. You will have ten minutes to write the introductions in Arabic, to use as a script to assist you in performing the introductions. Take as much time as necessary to master this activity as you may need to perform such activities in the future. Change roles as each student completes the exercise.

Activity 2

Listen as the teacher discusses his/her family tree in Arabic. As she mentions the words below, write them in the space provided. Afterwards, ask your teacher questions about his/her family tree using as many vocabulary words as possible:

For example, "What is your father's name?"

جَدَّة	جَد	زَوْجَة	زَوْج
حَفِيْدَة	حَفِيْد	إِبْنَة	إِبْن
أَعْمَام	أَخْوَال	خَال	عَم
عَمَّات	خَالَات	خَالَة	عَمَّة

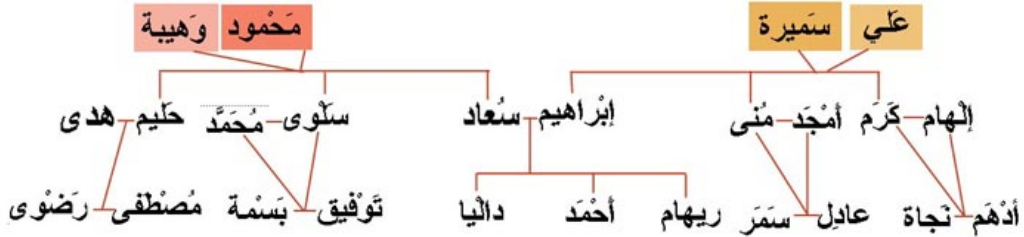
Activity 3 (Pair Work)

Pair up with a partner and practice using the family vocabulary. Start with the immediate family vocabulary. Then build on it. Use the following examples:

مُنَى أُخْتِ كَرَمٍ
 أَذْهَمَ ابْنَ كَرَمٍ
 مُنَى عَمَّةِ أَذْهَمٍ
 إِبْرَاهِيمَ أَخُو كَرَمٍ
 إِبْرَاهِيمَ عَمَّ أَذْهَمٍ
 عَلِيَّ أَبُو كَرَمٍ
 عَلِيَّ جَدَّ أَذْهَمٍ
 سَمِيرَةَ أُمَّ كَرَمٍ
 سَمِيرَةَ جَدَّةِ أَذْهَمٍ

Activity 4

Identify the members of the family tree by answering the following questions. If you have difficulty, check your vocabulary list first, if you still have problems, ask your teacher:

مثال:

س : أنت أمجد، من هي منى؟

ج : منى هي زوجتي.

الأسئلة:

- ١ - أنت أحمد، من هو كرم؟
- ٢ - أنت أذهم، من هو عادل؟
- ٣ - أنت سمير، من هو إبراهيم؟
- ٤ - أنت ريهام، من هو علي؟
- ٥ - أنت سعد، من هو إبراهيم؟

Activity 4 (Continued)

- ٦ - أَنْتِ أَحْمَدُ، مَنْ هُوَ مُصْطَفَى؟
٧ - أَنْتِ دَالِيَا، مَنْ هِيَ بَسْمَةُ؟
٨ - أَنْتِ رَضْوَى، مَنْ هِيَ وَهْيِيَّة؟
٩ - أَنْتِ مَحْمُودُ، مَنْ هِيَ بَسْمَةُ؟
١٠ - أَنْتِ دَالِيَا ، مَنْ هُوَ تَوْفِيقُ؟

Activity 5

You are at an informal social event with your Arab military counterpart. You are discussing family issues. Play out the following conversation by writing the scenario in Arabic first. This will assist you in acting out the conversation.

- (1) You are Captain Stevens. You have two older brothers and one younger sister. Major Mohammed asks, "How many brothers and sisters do you have?" Respond appropriately in a complete sentence using as many vocabulary words as possible.
- (2) You want to know how many family members Major Mohammed has. Ask the question in a polite way observing Arab customs.
- (3) You are talking to the major about your family. Major Mohammed asks, "Where do your parents live?" You respond, "They live in the state of California with my sister and brother-in-law."

Activity 6 (Pair Work)

This is a continuation of the activity in the previous exercise. The pairs will remain the same. You ask your partner about his/her family. Ask how many family members there are, where they live, and when they will get together. Change roles and repeat the activity.

Activity 7 (Pair Work)

The situation is that you meet your Arab military counterpart's colleague. He also serves as a POC for another team. You have a few cups of tea together and start to talk about your families. Play out the following scenarios by first writing out the answer to the statements in Arabic, and then turn to your partner and make the statement.

(1) You are a male and have two younger brothers. Tell him you are the oldest of three boys.

(Statement):

(2) You are a female and have one younger sister and one younger brother. Tell him you are the oldest of two girls and one boy.

(Statement):

(3) You are a male and have one older brother and one younger sister. Tell him you are the second son of two boys and one girl.

(Statement):

(4) You have three older brothers. Tell him you are the youngest of four boys.

(Statement):

(5) You are a female. Major Mohammed asks you about your younger brother. Tell him, "My younger brother is a student in school."

(Statement):

Activity 8 (Group Work)

Each student will bring family photos to class or draw your family tree on a piece of paper. Students will have about ten minutes to prepare to talk about the people in the photos or family tree. Tell your class about their relationship to you, their age, place of residence, profession, etc. The activity continues until all students have had the chance to narrate their families. There may be some words that you have not had in the vocabulary; your teacher will assist you with these words.

Activity 9 (Listening)

Listen to the following dialogue concerning the family of General Tarek and answer the questions below:

السَّلَامُ عَلَيْكُمْ يَا حَضْرَةَ الْعَمِيد طَارِق	جون:
أهلاً ، وَعَلَيْكُمْ السَّلَام تَقْضَلُ أُدْخِلُ يَا أَسْتَاذ جُون.	الْعَمِيد طَارِق:
شُكْرًا	جون:
أَعْرِفُكَ بِوَالِدِي.	الْعَمِيد طَارِق:
تَشْرَفْنَا	جون:
وَهَذَا أَخِي عِصَام	الْعَمِيد طَارِق:
تَشْرَفْنَا يَا عِصَام	جون:
هَذَا الْاِسْتَاذ جُون	الْعَمِيد طَارِق:
أَهْلًا وَسَهْلًا	وَالِد الْعَمِيد طَارِق:
عِنْدِي ثَلَاثَةٌ أَخَوَةٌ وَأَرْبَعٌ أَخَوَاتٌ	الْعَمِيد طَارِق:
أُسْرَةٌ كَبِيرَةٌ!	جون:
نَعَمْ وَلَكِنْ أَخْتِي الصَّغِيرَةُ هِيَ الْوَحِيدَةُ الَّتِي تَسْكُنُ مَع	الْعَمِيد طَارِق:
أَبِي وَأُمِّي أَخَوَاتِي الْآخَرُونَ مُتَزَوِّجُونَ	
إِلَى الْلِقَاءِ	جون:
فُرْصَةً سَعِيدَةً	وَالِد الْعَمِيد طَارِق:

Circle the correct answer for each statement:

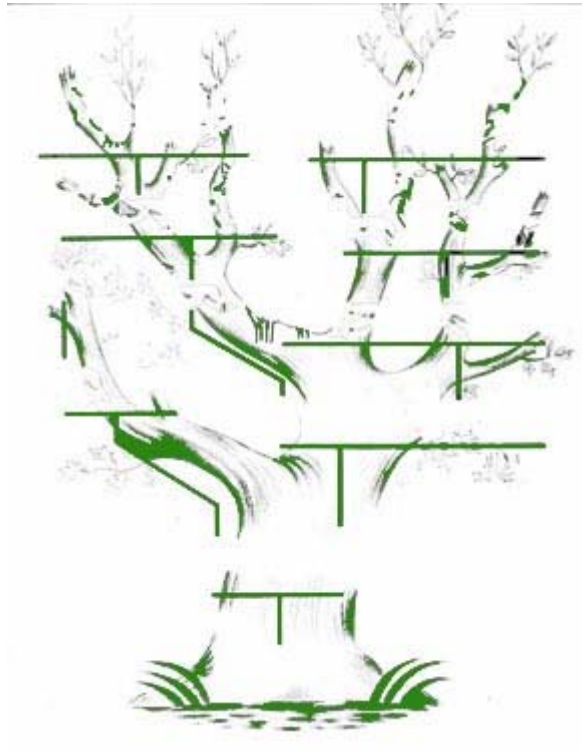
- General Tarek's father has:
 - Three children
 - Six children
 - Eight children
 - Seven children
- General Tarek says that:
 - His eldest sister is unmarried
 - His youngest sister is unmarried
 - All his sisters are married
 - His second sister is married
- General Tarek has:
 - One brother
 - Two brothers
 - No brothers
 - Three brothers
- General Tarek has:
 - Six sisters
 - Seven sisters
 - Five sisters
 - Four sisters

Activity 10 (Pair/Group Work)

The class will work together as a group during this activity. On a piece of paper, print the first and last names of all of your own family members. The lists will be collected and disseminated to other students. When you receive your new list, assume the identity of that person and pair up with the person next to you. Ask and respond to questions concerning your “new” family.

Activity 11 (Pair/Group Work)

Guessing game: The class will be divided into pairs of students. Fill in the family tree below. One of you chooses an identity from the family tree, without revealing it. Your partner will ask yes/no questions until the clues add up and the identity is established. Then reverse roles. Play several games while switching partners.





Tip of the Day

Arranged marriages were the norm in Arab society until recently. Today, generally, the family only suggests a potential spouse.

Activity 1

In the space provided, write down the following information. Use complete sentences.

For example, **عَمِّيَ أَسْمَهُ جُورْج**. In writing the information, use the Arabic words for uncle and aunt. Remember that uncle and aunt for a father's brother and sister are different from uncle and aunt for a mother's brother and sister. Use complete sentences when you write the information; for example: **والِدِي أَسْمَهُ جُوزِيْف**:

The name of your father:

How many sisters and brothers your father has?

The name of your uncle:

The name of your cousins:

The name of your aunt:

The name of your mother:

How many brothers and sisters your mother has?

Activity 2

The class should divide into pairs. Your partner will ask you about the information you wrote in the previous exercise. You will then ask them about the information they wrote. Use complete sentences in your questions and answers and use as many vocabulary words as possible.

Activity 3

Read the following text and translate it into English. Your teacher will call on each student randomly to give a summary of each sentence:

- جون: عائلتك كبيرة
العميد طارق: شكراً، عائلة والدي أكبر
جون: كم أخت لدي والديك؟
العميد طارق: لدي والدي تسعة أخوات
جون: لديك تسعة خالات إذن
العميد طارق: نعم ، وسبعة أخوال
جون: لدي والديك سبعة أخوة وتسعة أخوات
العميد طارق: خالي الكبير طبيب مشهور وخالتي الكبيرة متزوجة من أمير
جون: هل عائلة والديك كبيرة أيضاً؟
العميد طارق: عائلة والدي صغيرة ، عندي عم واحد وأربع عمات
جون: لدي والدي خمسة أخوة إذن

Activity 4

Start by reviewing the vocabulary from this lesson. Determine which vocabulary words are absent from the text. The purpose is to practice the following vocabulary words: stepfather, stepmother, stepson, stepdaughter, ex-wife, ex-husband, half brother, and half sister.

زَوْج الأم- زَوْجَة الأب- ابن الزَوْج/الزَوْجَة- ابنة الزَوْج/ ابنة الزَوْجَة
الزَوْجَة السابقة- الزَوْج السابق- الأخ غير الشقيق- الأخت غير الشقيقة

Activity 5 (Group Work)

The class will work together as a group. Students will write a short biography about themselves. Tell your classmates your name, age, residence, profession, and rank. If you have children, tell their names, age, etc. Also talk about other family members who are important to you, such as aunts, uncles, and grandparents. Mention whether they are still alive and if so, where they live. Present your biography to the class and answer questions about your family from other class members. Use as many vocabulary words as possible.

Write your biography below.



Activity 6 (Pair Work)

Work in groups of two, each student is to write his/her own questions. You are about to conduct a debriefing of an Arab foreign national, but before you do you decide that it might be a good idea to make a list of questions to ensure that you get the maximum amount of information in the least amount of time. Create your list of questions using the vocabulary from the first four lessons of this module and be sure to start your debriefing with all the proper greetings and customs. Ask questions and record your answers in Arabic. Reverse the roles and afterwards present your findings to the class.

Activity 7

Read the following text. Perform a summary translation and identify the persons in the conversation and the topic of the conversation as a minimum. Each student will read his/her translation to the class:

جون: السَّلَامُ عَلَيْكُمْ يَا حَضْرَةَ الْعَمِيد طَارِق
الْعَمِيد طَارِق: أَهْلًا، وَعَلَيْكُمْ السَّلَام تَفَضَّلْ أَدْخُلْ يَا أَسْتَاذ جُون
جون: شُكْرًا
الْعَمِيد طَارِق: أَعْرِفُكَ بِوَالِدِي
جون: تَشْرَفْنَا
الْعَمِيد طَارِق: وَهَذَا أَخِي عِصَام
جون: تَشْرَفْنَا يَا عِصَام
الْعَمِيد طَارِق: هَذَا الْأَسْتَاذ جُون
والد العميد طارق: أَهْلًا وَسَهْلًا
الْعَمِيد طَارِق: عِنْدِي ثَلَاثَةُ أَخَوَاتٍ وَأَرْبَعُ أَخَوَاتٍ
جون: أَسْرَةٌ كَبِيرَةٌ!
الْعَمِيد طَارِق: نَعَمْ وَلَكِنْ أَخْتِي الصَّغِيرَةُ هِيَ الْوَحِيدَةُ الَّتِي تَسْكُنُ مَعَ أَبِي وَأُمِّي. أَخَوَاتِي
الْآخَرُونَ مُتَزَوِّجُونَ.
جون: إِلَى الْلِقَاءِ
والد العميد طارق: فُرْصَةٌ سَعِيدَةٌ

Activity 8

Each student is to write a short story in Arabic about his or her ethnic background and heritage. Identify what country your ancestors came from, when they came to the U.S., how many people are in your family today and where they live. Use as many vocabulary words as possible from the first four lessons of this module. Present your family history to the class in Arabic.

Write your short story here:

Homework 1

Listen to the text on the CD (*Module 1, Lesson 4, Homework 1*) and answer the following questions in Arabic:

1. How many brothers does the speaker have?
2. How many sisters does the speaker have?
3. Which brothers are married?
4. Which sisters are married?

Write your answers below.

- ١
- ٢
- ٣
- ٤

Homework 2

Below is a list of colors and objects. Write down your parents' and sibling's favorite colors and objects. Use the word **يُحِبُّ**, which means *like* for masculine and **تُحِبُّ** for feminine. For example, **أخي يُحِبُّ اللون الأزرق**.

أسود
أحمر
أبيض
ورد
شقة كبيرة
شقة صغيرة
أصفر
أخضر

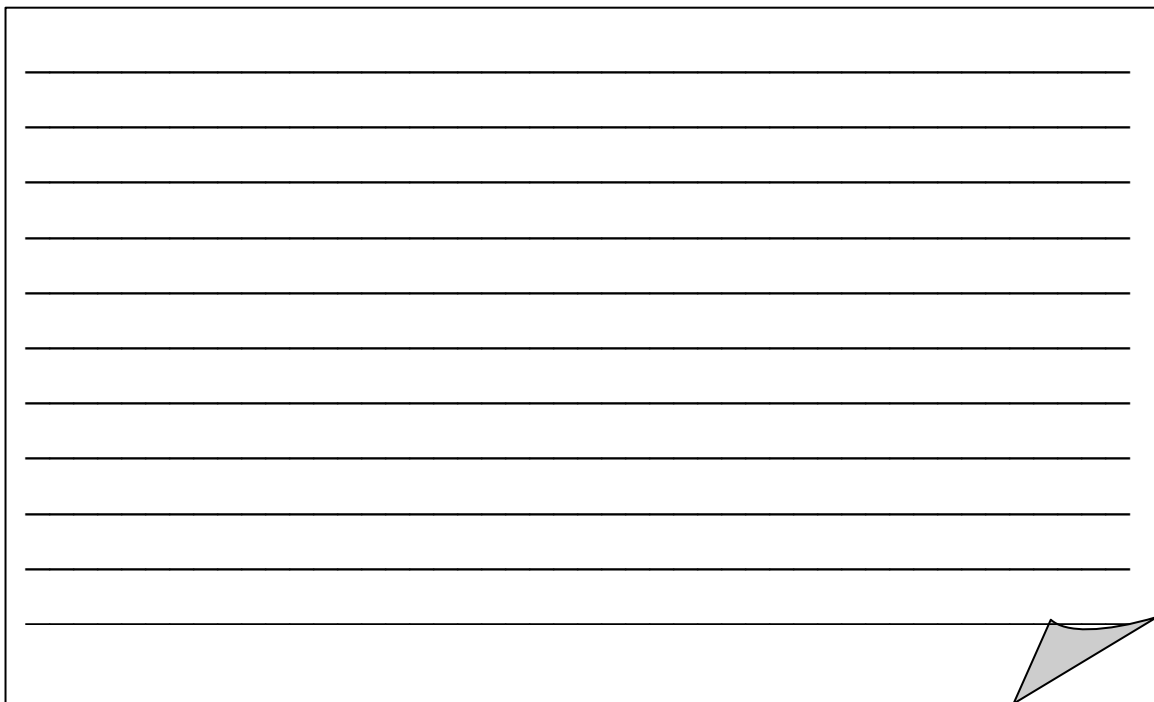
Write your answers here:

Homework 3

You have been introduced to someone through correspondence. You want to know more about them. Write a letter asking this person the following information. Use complete sentences:

- Mother's name
- Father's name
- Number of siblings
- Number of uncles (father's brothers)
- Number of uncles (mother's brothers)
- Number of aunts (father's sisters)
- Number of aunts (mother's sisters)

Write your letter below.



Homework 4

The following sentences have some missing words. Fill in the blanks with the appropriate words from the jumble box:

أخي	كم	والدي	خالي	أخوال	عندك
-----	----	-------	------	-------	------

١ - - - - أخ عندك؟
عندي خمسة أخوة

٢ - هل - - - - أخوات؟
نعم عندي ثلاثة أخوات

٣ - ما إسم والذك؟
إسم - - - - علي

٤ - ما إسم أخوك؟
إسم - - - - عمر

٥ - هل عندك أخوال؟
نعم عندي ثلاثة - - - -

٦ - ما إسم خالك الأكبر؟
إسم - - - - الأكبر سعيد

Homework 5

Listen to the text on the CD (*Module 1, Lesson 4, Homework 5*) in which a mother asks her daughter to go shopping. Her husband invites people to dinner and she needs a lot of items to prepare for the meal. During the conversation, you will hear numbers. Write the numbers in the order on which they occur in the text. While listening, just write the numerical symbols for these numbers. When the listening section is over, write the Arabic words for these numbers and the Arabic equivalent:

Write your answers below.

Homework 6

Fill in the following table by adding the suffix of the listed possessive pronouns to the Arabic words shown in the table.

Third person masculine singular	Third person feminine singular	Second person masculine singular	Second person feminine singular	First person singular	Word
					ابنة
					زوجة
					والدة
					جدة
					خاله
					عمّة
					ابن أخت
					خال
					خاله
					عم