Mentored Arabic Study Guide 12  
*Al Kitaab, Lesson 1, Part 2*  
Formal Spoken Arabic Dialogues in the FLLRC

**Study Goals**
- Completion of *Al Kitaab*, Lesson 1, pp. 10-17
- Understanding and memorization the definite article
- Understanding of formats of Arabic names
- Understanding of concept of creating adjectives from nouns
- Understanding of and ability to ask questions
- Memorization or review of prepositions and interrogative particles
- Completion of reading of article and exercises on p. 16
- Understanding of Maha's story in Egyptian
- Understanding of Maha's meeting of another student
- Memorization of new vocabulary on p. 17
- Review and comfortable use of Dialogues and Vocabulary.
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**Getting Started**
- Review *Al Kitaab*, Lesson 1, pp. 1-9
- Watch Maha's introduction of herself on the DVD again

**Practice Exercises**
- Read the explanation of the definite article in *Al Kitaab*, Lesson 1, on p. 10.
- Complete the DVD exercises on the definite article on p. 10.
- Read about and complete exercises for the *nisba* adjective on pp. 11-13.
- Listen to the dialogues and vocabulary. Practice repeating after the speakers. Try to match both their pronunciation and intonation. You need to practice in a place where you are free to talk out loud to yourself. After listening, practice playing the parts of each speaker. Also practice changing the dialogues by inserting the vocabulary variations.
- Practice improvising dialogues similar to p. 3, ex 3. Think of different situations in which students, teacher, mentors, and others meet and introduce themselves to each other. What kinds of questions can you ask to get to know someone? What kinds of questions can you answer about yourself? Imagine yourself in various “getting acquainted” situations and talk yourself through them. Practice these types of interactions daily.

**Homework to Hand in at Tutorial**
- Complete the exercise at the top of p. 11 and be prepared to explain to your mentor why you have chosen the words you have circled.
- Complete the map exercise on p. 13.
- Complete and be prepared to discuss and defend your choice of interrogative for the last exercise on p. 15.
- Prepare 10 questions to be used to interview your classmates in the conversation session. Use the interrogative pronouns you have learned – what, how, which, and so forth.

**Conversation Session Preparation Guide**
- Students should be prepared to role play ‘getting acquainted’ conversations with each person in the session.
- Students should be prepared to introduce a member of the group to the group as a whole.
• Students should be prepared to identify nationality or affiliation of people, places and things named by the conversation partner.
• Students should be ready to randomly name countries and nationalities from the map.
• Students should be prepared to role play the wedding situation in Cairo described at the top of p. 16. Student should be able to take on a variety of roles including that of the alter ego. Students should be prepared to participate in several versions of this role play depending on the directions given by the conversation partner.
• Students should be prepared to ask questions of their classmates, their classmates’ imaginary friends, and their conversation partner.
• Students should be prepared to role play a situation in which they (or alter egos) meet another student (using the "Maha meets another student" segment as a guide). Prepare strategies in advance so that you have already imagined the personalities of the various people you will role play.

Self Assessment: to be submitted

e-Portfolio Proficiency Sample: Create a “getting acquainted conversation” using pictures of Egyptian people (i-Movie) and a voice-over. Ask questions of the attendees; use as many of the grammatical points from the lesson as possible (nationality, places, things)